2018

Library Student Satisfaction Survey

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1 Executive Summary

The library has run the Library Student Satisfaction Survey annually from 2013-2016, with a gap in 2017, before running it again in 2018.

We had a smaller survey result this year compared to previous surveys (264 valid responses compared with 426 in 2016).

The most common response was that many students at the Manukau Campus are dissatisfied with the new library location. Comments given by these respondents indicate that the main problems are noise, lack of study space, and lack of group study space. In addition, when asked whether library opening hours suited their study needs, students located at Manukau Campus were notably less satisfied. Despite this comparatively similar results to the 2016 survey were obtained, with an overall high satisfaction level with library staff and services.

Comparative analysis of target groups (Māori, Pasifika, and Under 25s) showed that Māori respondents were generally less positive as to whether the library resources suited their needs and had helped to improve their grades.

The most commonly cited reasons for visiting the library were accessing print books, IT resources (laptops and fixed PCs), and using the group study areas. The continuing strong result for print books indicates that maintaining these collections should remain a priority.

The library launched a new website in early 2017, and a comparison of the survey results from both 2016 and 2018 indicates that students find the new website much easier to use. The three most commonly cited reasons for visiting the library website are APA referencing help; accessing online articles and accessing eBooks.

Commentary also reveals that library classes continue to be of help and relevance to students.

Seven recommendations have been taken from the survey analysis, and will be discussed by the Library Management Team.

2 Introduction

2.1 Background

The Library Student Satisfaction Survey was hosted annually as an online survey via the library website from 2013 to 2016, but it was not conducted in 2017, due to staff time constraints caused by the implementation of a new library management system.

At the end of 2017, the Creative Arts branch library was closed, and the library resources moved to the Otara Campus Library.

In June 2018 the Nursing and Health & Counselling schools relocated from Otara Campus to the Manukau Campus. Identified nursing, health and counselling resources were moved at this time from Otara Library to the Manukau Library. Due to additional teaching space requirements the original purpose-built library space on Level One of the Manukau Campus building was relocated to an open space on Level Two.

It is worth noting that all Manukau Library resources are now shelved in an open access area, and there are no longer library-dedicated student quiet or group study areas.
This library student satisfaction survey was also able to gain some perspective and feedback on the effect of these various relocations on current students.

Over the years that the library student satisfaction survey has been run, it has been found to be a valuable source of quantitative and qualitative data for the library annual report, and a reliable snapshot of student feedback and commentary. A number of changes have been made to library services through comments made by students in previous surveys.

In this 2018 survey planning phase, three Project Drivers were identified:
- To achieve a survey participation rate of 400 responses
- To achieve a survey participation result from students studying at all campuses. The survey result will provide a sample which is representative of the student population on each campus
- To evaluate the questions used in the 2016 survey, ensuring that those used in the 2018 survey are clear and concise. The aim is to gather quality usable data

The 2018 online survey ran for a six week period from 03 September to 14 October 2018.

2.2 Methodology

The 23 questions featured in the 2018 survey were mostly the same as those presented in 2016 and 2015 making it possible to compare 2018 results with the two previous surveys.

A full list of the questions used is provided in Appendix 1: Survey questions 2018.

Survey questions changes from the 2016 survey were:

- Question 1: wording changed from “faculty” to “area of study” to reflect the change in terminology used at MIT
- Question 7: new question, only asked if respondents answered “no” to question 6, asking what they used instead of the library
- Question 9: some options were changed to reflect changes in the services available
- Question 15: some options were changed to reflect changes in website features
- Question 19: the wording of the question was changed to include services as well as resources

This year Springshare’s web application LibWizard (the library’s website vendor) was used to create and run the online survey.

Budget was assigned to allow for six hours of paid assistance from selected Student Assistants for the purpose of canvassing the student body to complete the online survey. As in previous years, survey promotional posters and bookmarks featuring the online survey URL were printed. The posters were distributed in key areas of MIT campuses, and the bookmarks were handed out by library staff at library sites, and by Student Assistants as part of their canvassing duties.

The online survey was also promoted by posts on the Student Support/Library Facebook page, via the library website News page, and via digital screens at Otara Library.

One major prize of an iPad Mini was offered, with an entry into the prize draw being secured by the respondent entering their student ID number at the end of the online survey. The prize winner was drawn by a random selection process once the online survey closed, and the prize winner contacted.
The online survey link was live on the library website from Monday 03 September to Sunday 14 October 2018.

Any names in published comments were edited to protect the confidentiality of the survey respondent and that of any library staff members. Only the survey working group have had access to the raw survey data. Student IDs recorded in the survey were deleted once the prize draw was made and the winner was confirmed, notified and announced.

Library staff member Glen Shadbolt analysed the survey data, comparing results with the surveys conducted in 2016 and 2015. Key questions from the 2016 survey data were also analysed to show library use by MIT target groups (Māori, Pasifika, and Under 25s).
3 Results

3.1 Student Profile

Question 1: What is your Area of Study?

All 264 respondents answered this question. The three largest groups of respondents were Tech Park (25%), Business and Digital Technologies (21%), and Nursing (21%). Due to the restructure of MIT’s faculties the results from the 2016 survey are not precisely comparable, but the share of respondents from these three schools is similar to the share from the corresponding faculties that existed in 2016. The most notable change from the 2016 survey is that the School of Creative Arts accounted for nearly 10% of responses in 2016, while the School of Primary and Creative Industries accounted for only 4% of responses in 2018.

In comparison to student enrolments, nursing students are significantly over-represented (21% of respondents’ vs 10% of enrolled students), while Tech Park students are somewhat under-represented (25% of respondents’ vs 31% of enrolled students). One other notable discrepancy is that there were no respondents from Pathways to Employment (6% of enrolled students).
All 264 respondents answered this question. The results are quite different from the 2016 survey but the differences can be attributed to the School of Nursing moving to Manukau Campus, and to the closure of the Creative Arts Campus and library. Students from Manukau Campus are over-represented (47% of respondents vs 34% of enrolled students) while students from Otara Campus are under-represented (48% of respondents vs 59% of enrolled students probably because library facilities are less accessible to students on North Campus in Otara than they are to students on South Campus or at Manukau Campus.

It should be noted that the area of study and location of study did not match for 7 respondents. For example, 2 nursing students identified Otara Campus as their location of study. Comments on later questions also make it clear that some respondents make regular use of more than one MIT library.
This question was answered by 259 respondents. The cultural ethnic mix of respondents roughly matches the mix of enrolled students. For example, New Zealand Māori account for 14% of respondents and 18% of enrolled students, while Pasifika account for 27% of respondents and 37% of enrolled students.

The data on ethnicity posed some challenges with four students identifying multiple ethnicities. In these cases, only the first ethnicity that the student reported was counted in the analysis. There were also three respondents who recorded the name of their Pacific island in the ‘Other’ category. These students were transferred to the ‘Pasifika’ category to maintain the robustness of our data on this target group, however we acknowledge the importance of national identity for these students. The same is also the case for two students who self-identified as ‘Fijian Indian’, but were placed in the ‘Indian’ category for this analysis. One respondent objected to having to choose one category.
Question 4: In which age range do you fall?

This question was answered by 263 respondents. The distribution of ages is similar to the 2016 survey. Respondents under the age of 25, as a MIT target group, account for 53% of responses.
All 264 respondents answered this question. Respondents in their first year of study accounted for nearly half of all responses. This might be due to the number of students enrolled in certificate or diploma level courses. The distribution was similar to the 2016 survey. The most notable change was that respondents in their second year of study decreased by 8%, while respondents in their third year of study increased by 6%.
3.2 Library Usage

Question 6: Have you ever used any of the MIT libraries, their services, resources or the website?

All 264 respondents answered this question. Only twelve respondents said that they had not used any of the MIT libraries, their services, resources or the website. These respondents were similar to the rest of the sample in terms of culture/ethnicity, age, and period of study. Eight were studying at Otara Campus and five were Tech Park students.

Question 7: What do you use instead of the library to find your information resources?

Respondents who answered ‘no’ to the first part of this question were asked what they used instead of library resources to support their study: six identified some variation of the internet or Google; two identified resources provided in class; and one identified public libraries.
Question 8: How often do you visit an MIT library in person? (MIT Manukau, MIT Otara, New Zealand Maritime School)

This question was answered by 216 respondents. The responses were roughly similar to the 2016 survey. The number of respondents who visited daily decreased from 24% to 13%, while the number who visited monthly increased from 16% to 26%.
Question 9: What are the top three things that you use when you visit the library?

This question was answered by 214 respondents. Although the question asked for the top three things used, some respondents selected more than three and some selected fewer than three. The results are roughly similar to the 2016 survey. Although some items have changed rank (printing was selected more often than computers for example) the changes in relative frequency have been small. For this survey the library coffee cart was dropped as an option, while librarian help and power banks were added as options.

The continued strong showing for books suggests that keeping the print collection current, and relevant to the course curriculum, should still be a priority. It cannot be discounted that respondents who selected books, included eBooks.

Many of the comments on this question simply relisted the items that had already been selected. Positive comments were made about: the books and other resources available (20); library spaces (9); IT facilities (9); assistance from librarians (8), and quiet study spaces (3). The most common complaints were about: the limited number of copies available of recommended texts (4); and the lack of suitable study space at Manukau Library (2).
3.3 Library Environment

Question 10: The library environment suits my study needs.

This question was answered by 222 respondents. The proportion of respondents who agreed or strongly agreed that the library environment suited their study needs declined from the 2016 survey, from 85% to 79%, while the number who disagreed or strongly disagreed increased slightly, from 8% to 10%.

A total of 48 respondents neither agreed nor disagreed, disagreed, or strongly disagreed that the library environment suited their study needs. Within this group 38 (79%) were studying at Manukau Campus, and out of this group 17 were studying nursing. Comments explaining their ratings were given by 29 students, of which 28 were studying at Manukau Campus. Out of this group 27 (96%) mentioned problems with the library space being unsuitable for their needs or the noise level being too high to study effectively, or both. One respondent commented that “the Otara campus has amazing facilities [but] Manukau Campus does not feel like a library”, and this view was reflected in other comments.

In total 90 respondents made comments on this question, and issues around space and noise were by far the most frequently mentioned. The quiet environment at Otara Library was mentioned positively 15 times (noise was mentioned 3 times), and space was mentioned positively 4 times. In contrast the noisy environment at Manukau Library was mentioned 23 times and the lack of space was mentioned 31 times. A handful of other issues were mentioned, including: the clean environment at Otara (5); the friendly and helpful attitude of staff (5); problems with wireless connectivity at Manukau (5); and the limited selection of books at Manukau (5).

Over all 33 positive issues, and 6 negative issues, were mentioned about Otara Library, while 11 positive issues, and 67 negative issues, were mentioned about Manukau Library. These results indicate very clearly that students are dissatisfied with the physical environment at Manukau Library, and that the primary issues are the noise and lack of space.
“MIT Otara library environment is awesome. They have the awesome librarians on the first floor along with an elevator and convenient vending machine. On the first floor, they have a cafe which is a bonus and they have a lot of seating areas and different levels to choose to work on. The service is also awesome.”

“I think MIT library the best place for study more than my home because no one makes any noise and I can spend time there as I need and I can find what I need from the books or the computer or from the reception. Everyone can help me and I don’t have to pay any money to get any of the services so, it is a good place to spend my study time there.”

“I have found that moving from the MIT Otara campus to the MIT Manukau campus that there are not as many places to sit and study in the quiet, or any group study rooms. But the quiet study room is a perfect environment to study.”

“The Manukau Campus library is very small and there are no rooms available, to my knowledge, for group study. Also, there aren’t many individual quiet study desks. The Otara Campus rooms are great for group study!”

“The Otara campus has amazing facilities. Manukau Campus does not feel like a library. The laptop and printing facilities are good overall.”

“Can’t say I like the change they did to the library to make room for the nursing students at the Manukau Campus. An open library like that just makes it seem less like a library.”

“Lack of study space at the Manukau Campus. Poor selection books. Layout is poorly designed.”

“The Manukau campus library is an unfriendly cramped space with no privacy and extremely limited book selection on the shelves. Security must be a nightmare for librarians as it’s a free and open space. There are no group work rooms to support this type of learning and group work is a lot of what MIT uses with students - very disappointed in this space.”
3.4 Library Classes

Question 11: Have you attended a library class?

This question was answered by 228 respondents. The proportion of respondents who have attended a library class increased from 41% in 2016 to 54% in 2018. However the current result is similar to earlier surveys in 2014 and 2015 where the results showed that roughly half of respondents to this question had attended a library class.

Table 1 shows the proportion of respondents to this question who attended a library class, broken down by area of study. Attendance of a library class was much higher in some areas of study than others.

<table>
<thead>
<tr>
<th>Area of study</th>
<th>% attended</th>
</tr>
</thead>
<tbody>
<tr>
<td>Languages, Literacy and Numeracy</td>
<td>83%</td>
</tr>
<tr>
<td>Primary and Creative Industries</td>
<td>80%</td>
</tr>
<tr>
<td>Health and Counselling</td>
<td>78%</td>
</tr>
<tr>
<td>Social Work</td>
<td>75%</td>
</tr>
<tr>
<td>Education</td>
<td>67%</td>
</tr>
<tr>
<td>Engineering and Trades</td>
<td>65%</td>
</tr>
<tr>
<td>Nursing</td>
<td>57%</td>
</tr>
<tr>
<td>Business</td>
<td>50%</td>
</tr>
<tr>
<td>Hospitality and Tourism</td>
<td>46%</td>
</tr>
<tr>
<td>Maritime</td>
<td>40%</td>
</tr>
<tr>
<td>Horticulture</td>
<td>33%</td>
</tr>
<tr>
<td>Digital Technologies</td>
<td>30%</td>
</tr>
<tr>
<td>Business Administration</td>
<td>25%</td>
</tr>
<tr>
<td>Automotive Technologies</td>
<td>20%</td>
</tr>
<tr>
<td>Sport</td>
<td>0%</td>
</tr>
<tr>
<td>Building and Civil Construction</td>
<td>0%</td>
</tr>
</tbody>
</table>
Question 12: How helpful was the library class?

This question was answered by 177 respondents, including 3 respondents who did not answer question 11, and 52 respondents who answered ‘no’ to question 11. Most of this later group answered “neither agree nor disagree” but 16 gave other responses. The chart above is based only on responses from those who answered ‘yes’ to question 11, as this group is likely to better reflect the views of respondents who have actually attended a library class. Out of this group 90% either agreed or strongly agreed that the library class they attended was helpful.

Comments on this question were given by 52 respondents. Many of the comments were generally positive. Some respondents identified specific things that they found useful in library classes, including: learning about how to find and use e-resources (10); learning how to search (9); APA referencing (9); and learning where things are and who to ask for help (5). A number of comments indicated that the respondents were referring to Learning Centre classes, or that they had not actually attended a class. A small number of comments were given by respondents who did not find the classes helpful; out of these one said that the class had come too late to be really useful, and another indicated that the content had been too basic to be useful.

“The class made it so much easier for me to navigate my way around the library as well as how to access eBooks through the library website. It was very informative so thank you for providing those classes.”
3.5 Library Website

Question 13: Have you visited the library website - library.manukau.ac.nz?

This question was answered by 252 respondents. The proportion who answered ‘yes’ is unchanged from the 2016 survey (86%). As in 2016 most of the students who answered ‘no’ were first year students (22 out of 36). This year respondents were not given the option of commenting on this question, but they were able to comment on the website for question 16.
Question 14: How often do you visit the library website?

This question was answered by 191 respondents. These results are quite similar to the 2016 survey, though the number of respondents who said that they visit the library website weekly increased from 40% to 45%, and the number who said they hardly ever visit the library website decreased from 22% to 15%. This year respondents were not given the option of commenting on this question, but they were able to comment on the website for question 16.
Question 15: What are the top three things that you look at/access on the library website?

This question was answered by 196 respondents. Some respondents selected more than three options, and some fewer. The available options were different in the 2016 survey, making comparisons difficult. Among the options that were available in both surveys, the most notable change is that Super Search and Library Catalogue decreased dramatically, from 59% to 25%, and 51% to 27%, respectively. APA referencing, which was not available as an option in 2016, was the mostly commonly given reason for visiting the library website in 2018. Table 2 and Table 3 show the options available in 2018 and 2016, and results, for comparison.

Table 2: 2018 website options

<table>
<thead>
<tr>
<th>2018 Options</th>
<th>2018</th>
<th>2016</th>
</tr>
</thead>
<tbody>
<tr>
<td>APA Referencing help</td>
<td>49%</td>
<td></td>
</tr>
<tr>
<td>Articles</td>
<td>44%</td>
<td></td>
</tr>
<tr>
<td>eBooks</td>
<td>43%</td>
<td></td>
</tr>
<tr>
<td>Library Catalogue</td>
<td>27%</td>
<td>59%</td>
</tr>
<tr>
<td>Book A Group Study Room</td>
<td>26%</td>
<td>24%</td>
</tr>
<tr>
<td>Super Search</td>
<td>25%</td>
<td>59%</td>
</tr>
<tr>
<td>Library Hours</td>
<td>20%</td>
<td></td>
</tr>
<tr>
<td>Renew My Books</td>
<td>18%</td>
<td>20%</td>
</tr>
<tr>
<td>My Library Account</td>
<td>17%</td>
<td>20%</td>
</tr>
<tr>
<td>Subject Guides</td>
<td>16%</td>
<td>9%</td>
</tr>
<tr>
<td>Library News</td>
<td>11%</td>
<td>7%</td>
</tr>
<tr>
<td>Online Videos</td>
<td>8%</td>
<td></td>
</tr>
<tr>
<td>Ask Us</td>
<td>6%</td>
<td></td>
</tr>
<tr>
<td>Chat Now</td>
<td>3%</td>
<td></td>
</tr>
</tbody>
</table>

Table 3: 2016 website options

<table>
<thead>
<tr>
<th>2016 Options</th>
<th>2016</th>
</tr>
</thead>
<tbody>
<tr>
<td>Super Search</td>
<td>59%</td>
</tr>
<tr>
<td>Library Catalogue</td>
<td>49%</td>
</tr>
<tr>
<td>Databases</td>
<td>39%</td>
</tr>
<tr>
<td>eResources (eBooks, eVideos, eJournals)</td>
<td>46%</td>
</tr>
<tr>
<td>Study Room Bookings</td>
<td>24%</td>
</tr>
<tr>
<td>Websites</td>
<td>32%</td>
</tr>
<tr>
<td>My Library Record (renew...)</td>
<td>20%</td>
</tr>
<tr>
<td>Guides by Subject</td>
<td>9%</td>
</tr>
<tr>
<td>News</td>
<td>7%</td>
</tr>
<tr>
<td>How Do I?</td>
<td>7%</td>
</tr>
<tr>
<td>Other</td>
<td>15%</td>
</tr>
<tr>
<td>Virtual Tour</td>
<td>2%</td>
</tr>
</tbody>
</table>
Question 16: The information I found through the library website was useful for my studies

This question was answered by 204 respondents. In comparison to the 2016 survey there has been a large improvement in the responses to this question. The number of respondents who agreed or strongly agreed, that they found information on the library website useful, increased from 77% in 2016 to 90% in 2018. Conversely the number who disagreed or strongly disagreed fell from 10% in 2016 to 1% in 2018.

Comments were given by 24 respondents. Out of these, 20 were given by respondents who agreed or strongly agreed that the information they found through the website was useful for their studies, and their comments reflected this, indicating that they found the website easy to use, and that it made it easy to find resources. In the remaining 4 comments the issues raised were: difficulty accessing the site due to firewall problems; difficulty finding referencing examples; and difficulty finding the exact resources required for assignments.

“The library website is very easy to navigate, even for those who don’t have much in the way of technical skills. The website is useful because I can check if a book is available before actually going there.”
3.6 Library Services and Support

Question 17: The library opening hours suit my study needs

This question was answered by 244 respondents. In comparison to the 2016 survey the percentage of respondents who strongly agreed increased (from 31% to 39%) while the percentage who agreed decreased (from 45% to 39%) resulting in a small increase in the percentage of positive responses (from 76% in 2016 to 78% in 2018). Percentages for neither agree nor disagree, disagree, or strongly disagree were likewise almost unchanged.

There was a notable difference between responses from those studying at Otara Campus and those studying at Manukau Campus. Respondents at Otara were more likely to agree or strongly agree (79% compared to 65%), and much less likely to disagree or strongly disagree (2% compared to 14%).

Comments were given by 64 respondents. Out of these 25 requested later opening hours, 17 requested longer opening hours on weekends or that Manukau Library open on the weekends, 9 requested earlier opening hours, and 18 said that the current hours met their needs. Some more specific requests were that the libraries be open 24/7, open until after the end of classes, or open later at exam time. Two comments mentioned the difficulty of accessing Manukau Library for people who are in-work learners. Note: The Manukau Library is open 39 hours per week (with no weekend opening hours), and Otara Library is open 70.5 hours per week (including Saturday and Sunday).

“Be great if the Manukau library was open in the weekends. Being an in-work learner it gets hard getting to the library during the weekday.”
Question 18: The library staff are helpful

This question was answered by 247 respondents. The results were very similar to the 2016 and 2015 surveys in which 93% of respondents also agreed or strongly agreed that library staff are helpful. Comments were given by 60 respondents, and out of these 52 were positive, with the most common themes being that the staff are friendly, helpful, and knowledgeable. A small number of comments (5) were negative and mentioned staff that looked unhappy, or instances where staff had been unwilling or unable to help.

“The staff are so helpful, great people always have smiles on their faces and are willing to help, no matter the query. Great work Team!”
Question 19: The library has the resources and services to support my studies

This question was answered by 248 respondents, where 87% agreed or strongly agreed that the library had the resources and services needed to support their studies. This was a very similar result to the 2016 (88%) and 2015 (90%) surveys.

Comments were given by 42 respondents, and most of these comments were positive, with one mention of the new online chat service. Of the 17 negative comments, 7 were about the number of copies available of recommended texts, and 6 were about the range of books available for specific topics (engineering was mentioned twice). One comment mentioned that the engineering PCs in the Learning Commons were slow and unreliable, and were now needed more because students no longer had access to P Block after hours.
Question 20: Using the library (resources, librarians, and services) has helped me achieve better grades in my studies

This question was answered by 249 respondents. These results are similar to the 2016 survey with 82% of respondents agreeing or strongly agreeing that using the library helped them to achieve better grades, compared with 83% in 2016. Of the 39 comments made, 37 were positive and mentioned resources (14), study space (8), library staff (7), IT resources (6), and the quiet environment (4), as factors that contributed to better grades. Two comments mentioned positive and negative factors, with one mentioning the resources positively but also noting that recommended texts were often unavailable, while another comment mentioned one staff member very positively while complaining about other staff.

“Turned my B- into a B+ :)

“This is definitely true, being able to provide evidence based research on my assessment resit allowed me to get a higher grade than my initial attempt.”
Question 21: I would recommend using the library to other students.

This question was answered by 249 respondents. An impressive 91% of respondents said that they would recommend the library to other students. This is unchanged from the 2016 survey.

Respondents were split almost evenly between Otara Campus (116) and Manukau Campus (120), with the remainder studying at Maritime and one online. Respondents studying at Otara were more likely to recommend the library (95% agreed or strongly agreed), while those at Manukau were less likely to recommend the library (87% agreed or strongly agreed).

Comments were given by 42 respondents. The great majority of these were positive, and only four were negative, but all four of these were made by respondents studying at Manukau Campus. Negative factors mentioned included a lack of computers, lack of space, and excessive noise.

“I frequently recommend the library to my friends, especially those who are parents or those who may have a lot of distraction back home.”
3.7 Comments, Issues, and Suggestions

Question 22: What additional services can we provide?

This question was answered by 90 respondents, and their comments covered a wide range of issues.

Space and Noise at Manukau Library
By far the most common issues were space (19) and noise (9). Nearly all of these comments came from respondents studying at Manukau Campus, and they requested quiet study spaces, or just more study space. A few of these comments also came from respondents studying at Maritime.

Food and Drinks
Another common theme involves the availability of food or drinks (9). Almost all of these comments came from respondents studying at Otara Campus. Some asked for the coffee cart to come back, some requested a hot drinks or coffee machine, and some requested more food options.

Opening Hours and IT Suggestions
Longer opening hours were requested by 6 respondents, 3 at Otara, 2 at Manukau, and one at Maritime. A small number of comments requested improved IT resources, including better engineering PCs or a better selection of software on the engineering PCs (3), newer computers or laptops (2), more power outlets (1), more printers (1), and longer loan periods for laptops (1).

Other Suggestions
Some respondents requested more books (6), more copies of recommended texts (3), or more eBooks (2). More library classes or more classes on referencing were requested by 4 respondents, and 3 respondents suggested organising social activities in the library.

In addition there were many issues that were mentioned by only one respondent including: more IT assistants, USB-c cables, requiring swipe-card access for better security, more general interest magazines, cleaning the gum from under study desks, job seeking assistance, a phone charging bay, and a toilet (presumably on Level Four of the Otara Library).
Final comments were given by 28 respondents. Of these 15 were from respondents studying at Manukau Campus, 12 at Otara Campus, and 1 at Maritime campus.

Manukau Library
Many of the comments were generally positive, or thanked library staff for their help (6). The remainder mentioned issues that came up with earlier questions, such the lack of group study spaces, lack of quiet study spaces, availability of recommended textbooks, opening hours, and Wi-Fi issues. One comment requested a study space with a projector for practicing group presentations.

Otara Library
Again many comments were generally positive, or thanked library staff (8). Issues mentioned included opening hours, broken chairs, and availability of recommended textbooks. Two comments raised more specific issues, with one complaining about staff in the offices not being willing to help, and another complaining about inconsistent enforcement of the time restrictions on the group study rooms.

Maritime Library
One Maritime campus student commented positively about the library, and also suggested that a self-issue machine would be useful.
4 Target Groups

MIT’s Strategic Plan identifies three target groups of that MIT should concentrate on recruiting and providing services to: Māori, Pasifika, and under 25 year olds.

Below, these three groups are considered separately and their responses to four main questions are examined: Question 10 “The library environment suits my study needs”; Question 11 “Have you attended a library class?”; Question 12 “How helpful was it?”; and Question 20 “Using the library (and its resources and services) has helped me achieve better grades in my studies”.

For each question the responses from the target group were compared with the responses from all respondents. Variation that could be attributed to just one respondent were ignored (i.e. where the difference between a target group and the whole population could be cancelled out by changing just one response).

Māori
Thirty-five respondents self-identified as Māori. There was very little variation between the responses given by Māori and other respondents to questions 11 and 12. For question 10, Māori were less likely to strongly agree that library resources suited their needs (38% compared to 51% for all respondents) but more likely to agree (50% compared to 39%). For question 20 Māori were less likely to agree that the library had helped to improve their grades (33% compared to 47%), and more likely to neither agree nor disagree (24% compared to 16%).

Considering the number of respondents to these questions, the differences were small and could be attributed to three or fewer responses. However, it is also worth noting that the responses from Māori were quite similar in the 2016 survey. This might indicate that, while they are benefiting from library resources and services, the library is not working quite as well for Māori as it is for other respondents.

Pasifika
Seventy-one respondents self-identified as Pasifika. There was very little variation between the responses given by Pasifika and other respondents to questions 10, 11, 12, and 20. For question 11, Pasifika students were a little less likely to have attended a library class (48% compared to 54% of all respondents), but for question 12 they were more likely to strongly agree that the class they attended was helpful (66% compared to 51%). Pasifika students were also more likely to strongly agree that using the library had improved their grades (45% compared to 35%).

Under-25s
One hundred and thirty-nine respondents self-identified as under 25 years of age. There was very little variation between the responses given by under-25s and other respondents to questions 10, 11, 12, and 20. For question 11, under-25 students were a little less likely to have attended a library class (50% compared to 54% of all respondents), but for question 12 they were more likely to agree or strongly agree that the class they attended was helpful (96% compared to 90%). Under-25 students were also slightly more likely to agree or strongly agree that using the library had improved their grades (85% compared to 82%).
5 Discussion

Sample
The number of respondents this year (264) was considerably lower than in 2016 (430) and 2015 (329). This is most likely due to reduced efforts to market the survey. The sample of students who responded to the survey were, however, reasonably representative of the student population in terms of area of study, place of study, ethnicity/culture, and age range.

Nursing students were somewhat over-represented (21% of respondents vs 10% of enrolled students), while Tech Park students were under-represented (25% of respondents vs 31% of enrolled students), and there were no respondents from Pathways to Employment (6% of enrolled students). Students from Manukau Campus were over-represented (47% of respondents’ vs 34% of enrolled students) and conversely students from Otara Campus were under-represented (48% of respondents’ vs 59% of enrolled students). Although Pasifika accounted for the largest share of respondents they were somewhat underrepresented (27% of respondents’ vs 37% of enrolled students). The sample was also skewed somewhat towards students in their first year of study.

Target Groups
When asked whether library resources suited their needs and whether the library had helped to improve their grades, Māori respondents were less positive than the sample as a whole. The differences on both questions were not large, but they were consistent with the results of the 2016 survey. This suggests that, while the responses from Māori students were still very positive the library is not working quite as well for Māori as it is for other respondents.

While Pasifika students were a little less likely to have attended a library class, they were more likely to strongly agree that the class they attended was helpful, and more likely to strongly agree that using the library had improved their grades. Similarly under-25 students were a little less likely to have attended a library class, but more likely to agree or strongly agree that the class they attended was helpful, and slightly more likely to agree or strongly agree that using the library had improved their grades. This indicates that the library is working well for these groups.

Library Resources and Services
The most commonly cited reasons for visiting the library were books, IT resources, and group study areas. The continuing strong result for books indicates that the library’s collections are meeting student’s needs and that maintaining these collections should remain a priority.

A strong majority of respondents (87%) found that the library had the resources required to support their study. Comments on this question, and on other questions, indicated that that the most significant issue with library resources is the limited number of copies available for recommended textbooks, particularly for large classes. Other issues mentioned included Wi-Fi connectivity issues, and software available on the Engineering PCs.

An overwhelming majority of respondents found library staff to be helpful (93%), and found their library class to be helpful (90%). There were numerous comments that identified staff by name and thanked them for their help, or for making the library a pleasant place to visit. These results are almost identical to the 2016 survey and demonstrate that library staff are continuing to do an outstanding job of meeting student needs.

A strong majority of students (79%) found that the library environment suited their study needs, though this result was lower than in 2016 (85%). Breaking this result down by study location
indicated that there is some significant dissatisfaction with the library environment at Manukau Campus, which will be discussed further below. Similarly, 78% of respondents found that library opening hours suited their needs, but again those located at Manukau Campus were notably less satisfied. A strong majority of students (87%) found that library resources met their study needs.

Over all the attitude of respondents towards the library was very positive with 82% of respondents agreeing or strongly agreeing that using the library had helped them to achieve better grades, and 91% agreeing or strongly agreeing that they would recommend the library to other students. These results were nearly unchanged from 2016 which suggests that, in spite of the dissatisfaction with the new library location at Manukau Campus, the great majority of students remain satisfied with the resources and services provided by the library.

**Manukau Library**

The clearest result from the 2018 survey, and most notable change from the 2016 survey, is that many students at Manukau Campus are dissatisfied with the new library location. When asked whether the library environment suited their study needs 79% of respondents agreed or strongly agreed, but out of these who gave neutral or negative responses 79% were located at Manukau Campus.

Comments given by these respondents indicate that the main problems with the Manukau Library are noise, lack of study space, and lack of group study space. Roughly half of the students who gave neutral or negative responses were nursing students, and many made unfavourable comparisons with the facilities available at Otara Campus. However, the other half were studying other subjects such Business and Digital technologies, and some of these students made unfavourable comparisons between the new library location on Level Two and the old location on Level One. In addition, when asked whether library opening hours suited their study needs, students located at Manukau Campus were notably less satisfied.

These results indicate that the new library location at Manukau Campus has had a significant negative impact on student satisfaction. Unfortunately the issues raised by students, apart from opening hours, will not be easy to resolve, and may be further exacerbated when the new Tech Park facility opens in Manukau.

**Library Website**

The library launched a new website in early 2017, and a comparison of the survey results from 2016 and 2018 indicates that students like the new website. The number of respondents who agreed or strongly agreed, that they found information on the library website useful, increased from 77% in 2016 to 90% in 2018. Conversely the number who disagreed or strongly disagreed fell from 10% in 2016 to 1% in 2018. This result indicates that that the new website was a significant improvement over the old website, and that the new library website is working well for an overwhelming majority of students.

The three most commonly cited reasons for visiting the library website are help with APA referencing, articles, and eBooks. This result is roughly in line with website analytics data which show that the five most commonly viewed pages are APA Referencing, the A-Z databases list, Standards NZ, Library Hours, and eBooks.
6 Recommendations

- Review the Manukau Library to determine whether anything can be done to address the issues of noise and lack of both quiet and group study spaces
- Investigate ways in which the library could better meet the needs of Māori students
- Investigate whether it would be possible to acquire more copies of specific heavily used resources
- Review the hours the Manukau Library is open
- Investigate the possibility of installing a hot beverages vending machine at Otara Library
- Investigate the possibility of installing a self-issue machine at Maritime Library
- Review the software provided on the engineering PCs at Otara Library

7 Conclusion

We aimed for 400 survey responses, and the result of only 264 valid responses was disappointing. This may be related to reduced marketing and promotion during the survey period. In light of the response rate however, we were still able to conclude useful student commentary and data.

Overall, the survey results were similar to that of the last survey, completed in 2016.

A comparative analysis of MIT target groups (Māori, Pasifika, and Under 25s) in relation to four key survey questions showed that Māori were generally less positive than the sample as a whole. This suggests that the library service may not be working as well for Māori students. This has been identified as a recommendation in Section Six, and needs further investigation. Overall however, student commentary from these target groups was quite positive.

The three most cited reasons for visiting the library were print books, IT resources (e.g. laptops and fixed PCs), and accessing group study areas. Of note, print books continue to feature in the top three, indicating that the library’s print collections are still popular, and that maintaining and developing these collections should remain a priority.

Whilst a strong majority of respondents (87%) found the library has the resources required to support their study, there is still some commentary around the number of recommended reading texts not meeting demand. This issue has also been identified as a recommendation in Section Six.

Commentary also reveals that library classes continue to be of help and relevance to students.

Whilst students generally felt that the library physical environment suited their study needs, the result was lower for this survey (at 76%) to that of 2016 (85%). Breaking the result down by study location, there is significant indication of a dissatisfaction with students studying at the Manukau Campus. Of particular concern to this group of students are the limited library opening hours, limited quiet and group study spaces, noise levels, and the current open-plan library location.

There was a marked increase in the number of students who found information on the library website useful, and it would appear that the 2016 library website redesign was successful.

Survey results have been analysed on a campus basis, and may be further analysed by school if required. A list of recommendations (Section Six) has been compiled from student commentary and survey analysis, and will be discussed with the view to implementing service changes by the Library Management Team.
To get a more clear and accurate response to Question 12 “How helpful was the library class?” in the next library student satisfaction survey, it would be useful to limit this question to those who have answered ‘yes’ to the previous question (Question 11 “Have you attended a library class?”). In this survey it was found that 52 of the respondents who answered ‘no’ to Question 11, also responded to Question 12.

The survey analysis process found that 5% (12) of survey respondents don’t currently use MIT libraries, their services, resources or the library website. A priority for the next library student satisfaction survey will be to actively reach out to non-library users, to find how they can best be served.

To be decided also, is whether the library student satisfaction survey is still a valid and practical method of gaining student opinion and perspective on how our library services operate. A decision will also need to be made as to whether the survey is best run annually or biannually.

SpringShare’s LibWizard proved to be useful software to run the online survey, and to analyse the resulting survey data.

Overall, the students remain satisfied with the resources and services provided by the library.
Appendix 1: Survey questions 2018

Q1  What is your Area of Study?
Business; Business Administration; Digital Technologies; Health and Counselling; Nursing; Education; Hospitality and Tourism; Languages, Literacy and Numeracy; Maritime; Pathways to Employment; Primary and Creative Industries; Social Work; Sport; Automotive Technologies; Building and Civil Construction; Horticulture; Engineering Trades; Professional Engineering.

Q2  With which MIT campus do you study?
Mahunga Drive, MIT Otara, MIT Manukau, MIT Pukekohe, New Zealand Maritime School, Other

Q3  With which ethnic/cultural group do you most identify?
Chinese, New Zealand Māori, Pakeha/New Zealand European, Indian, Pasifika, Other (comment).

Q4  In which age range do you fall?

Q5  How long have you studied at MIT?
Less than 1 year, 1 year and less than 2, 2 years and less than 3, more than 3 years.

Q6  Have you ever used any of the MIT libraries, their services, resources or the website?
Yes, No. Yes jumps to Q8.

Q7  What do you use instead of the library to find your information resources?
Comments only. Jumps to end of survey

Q8  How often do you visit an MIT library in person? (MIT Manukau, MIT Otara, New Zealand Maritime School)
Daily, Weekly, Monthly, Hardly ever.

Q9  What are the top three things that you use when you visit the library?

Q10  The library environment suits my study needs.
Rank from strongly agree to strongly disagree, and comments.

Q11  Have you attended a library class?
Yes, No.

Q12  How helpful was the library class?
Rank from strongly agree to strongly disagree, and comments.

Q13  Have you visited the library website - library.manukau.ac.nz?
Yes, No, and comments.

Q14  How often do you visit the library website?
Daily, Weekly, Monthly, Hardly ever.
Q15 What are the top three things that you look at/access on the library website?

Q16 The information I found through the library website was useful for my studies.
Rank from strongly agree to strongly disagree, and comments.

Q17 The library opening hours suit my study needs.
Rank from strongly agree to strongly disagree, and comments.

Q18 The library staff are helpful.
Rank from strongly agree to strongly disagree, and comments.

Q19 The library has the resources and services to support my studies.
Rank from strongly agree to strongly disagree, and comments.

Q20 Using the library (resources, librarians, and services) has helped me achieve better grades in my studies.
Rank from strongly agree to strongly disagree, and comments.

Q21 I would recommend using the library to other students.
Rank from strongly agree to strongly disagree, and comments.

Q22 What additional services can we provide?
Comments only.

Q23 Any other comments?
Comments only.