



LIBRARY

Faculty, Staff & Administrators Survey

March 2008

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I. Overview and Methodology

Context

Kwantlen University College Library implemented the practice of collecting feedback from employees and students in 1999. Students and employees are surveyed in alternate years, using a similar, albeit not identical questionnaire. The survey questions are intended to elicit feedback in four areas of interest to the Library staff: collection availability and access; Library services; patterns of use, and employees' recommendations for changes/enhancements to the Library. In an attempt to increase participation rates, the survey instrument was revised in 2002 to make it shorter and easier to complete. (The revised survey instrument has been adapted from the survey used at the British Columbia Institute of Technology).

Methodology

All Kwantlen employees were notified via the Notice Board and an announcement on MyKwantlen of a web-based survey and provided with the link to participate in the survey. Employees were asked to complete the survey in the last two weeks of January, 2008. Two hundred and seventy eight surveys were returned by January 31, 2008 for a response rate of 18%¹—a 3% decrease from the Library survey of Kwantlen employees conducted in March 2006. As an incentive to participate in the survey, a prize draw offering a “dinner, movie and a cup of coffee” was also held. In order to maintain the anonymity of responses, survey participants were provided with an email link to send their contact information; this information was stored separately from the survey responses captured by the web-based survey instrument.

Please note that unless otherwise indicated, all frequencies (numbers and percentages) are reported as valid responses (n); that is, the number of individuals who actually responded to a survey item, rather than the total number of respondents who completed the survey.

II. Demographics

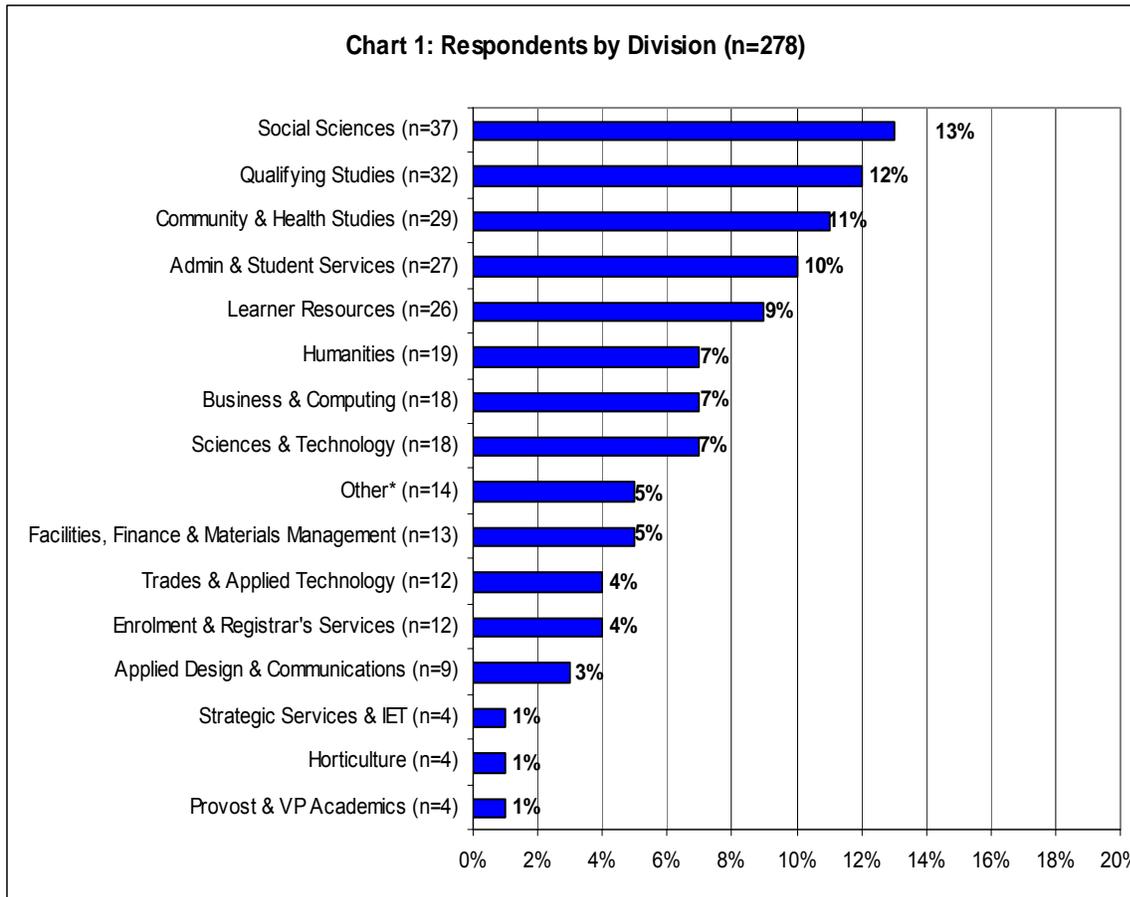
Profile of Respondents by Employee Type and Division

Of the 274 respondents who indicated their employee type, 58% were faculty (51% regular and 7% contract faculty); the remaining 42% respondents were staff (37% BCGEU staff) and administrators (5%). While faculty account for the largest employee group at Kwantlen², in this year's Library survey they are slightly under-represented in the group of respondents who completed the Library survey, whereas there was a 7% increase in the percentage of BCGEU staff who responded to the survey, and to some extent this over-representation is reflected in survey results.

¹ As of October 2007, there are 1550 active employees at Kwantlen. The response rate is based on the number of active employees.

² According to the most recent data available (October 2007), faculty—both regular and non-regular—comprised 63% of all Kwantlen employees.

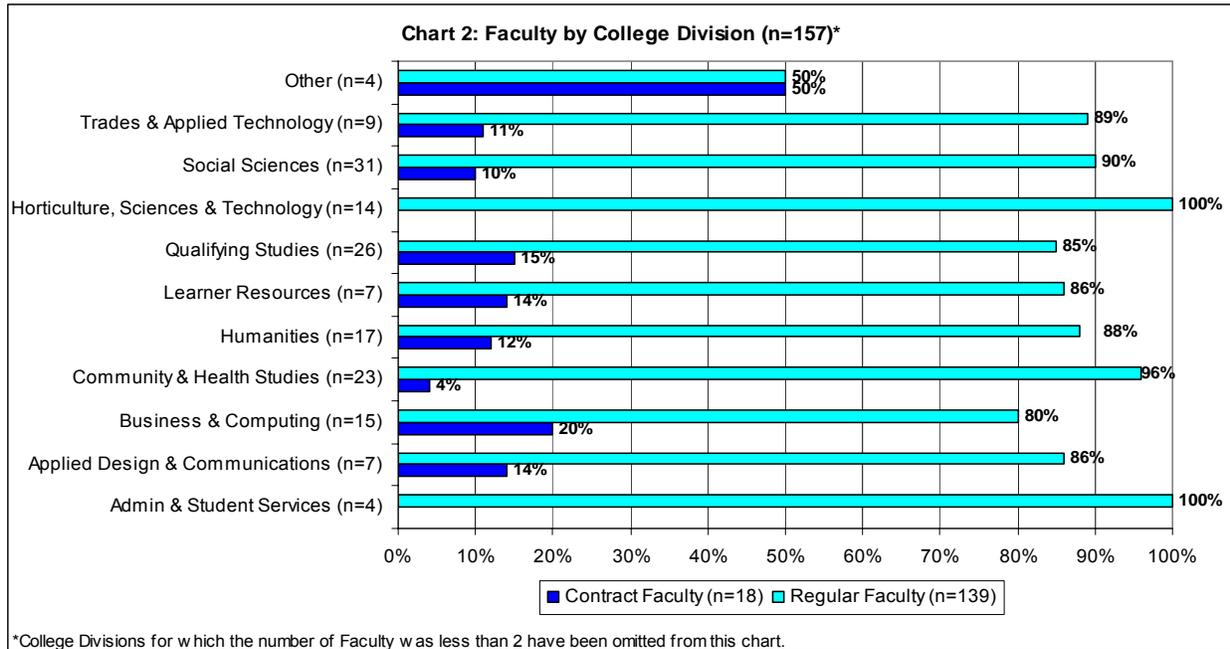
The survey data captures responses from a wide variety of work areas/divisions within the college. The break-out of employees by college area is displayed in Chart 1, below:



* "Other" comprises responses that did not readily identify the department in which the respondents were employed.

All 278 respondents provided an answer to the question "In which department do you currently work or teach". Departments were aggregated to reflect existing college divisions within Kwantlen. However, where the number of respondents within departments was less than four, departments were combined (e.g., Strategic Services and IET). Fourteen respondents provided a job description rather than a readily identifiable department name—these responses have been labeled "other".

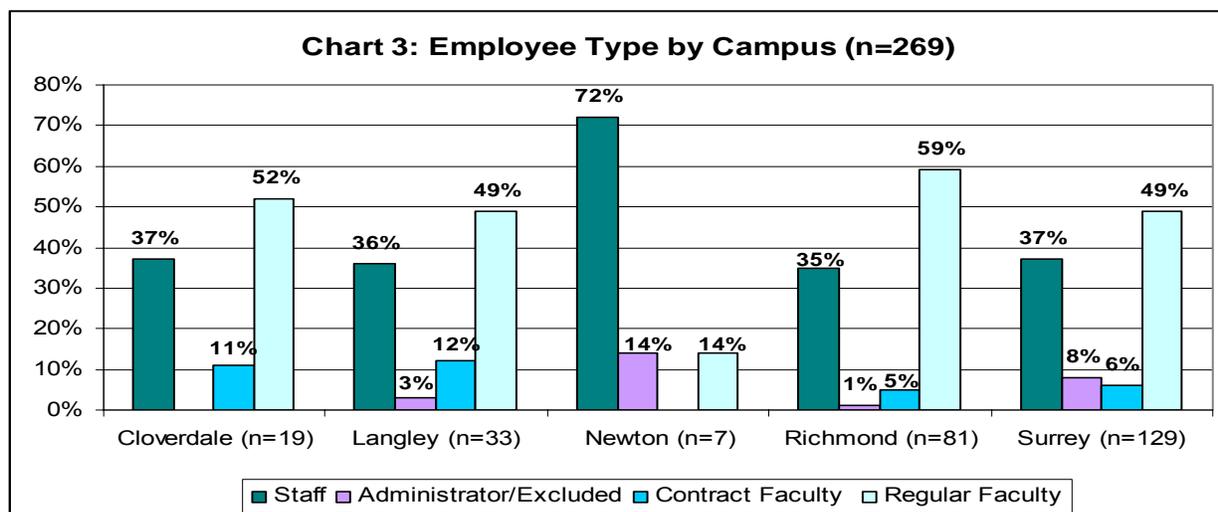
Within the faculty cohort, 140 individuals (88% of 159) indicated they were regular faculty (full or part-time) and 19 (12%) stated they were contract faculty. Overall, the highest proportions of faculty who responded to the survey indicated they were either in the Social Sciences division (19%; n=31) or the Qualifying Studies division (16%; n=26). See Chart 2, below, for a more detailed break out of the distribution of faculty by college division. There were two departments in which there was either only one contract faculty or one regular faculty member: In order to prevent the possible identification of these individuals, they were excluded from the data presented in Chart 2, thus yielding a valid n of 157.



Distribution of Respondents by Home Campus

Two hundred and seventy-two of the 278 respondents reported their home campus for the spring 2008 semester. Of these 272 respondents, 7% (19/272) were located on the Cloverdale campus, 12% (33/272) were situated on the Langley campus, 3% (7/272) work on the Newton campus, 30% (81/272) of respondents indicated they were on the Richmond campus, and 49% (132/272) of respondents noted they worked on the Surrey campus.

Two hundred and sixty-nine respondents provided information about both their home campus and their employee type. The breakout of employee type by campus is displayed in Chart 3, below:



Regular faculty (both full and part time) comprises the largest category of employee types on all of the campuses—except Newton—ranging from 59% on the Richmond campus to 52% on the Cloverdale campus and only 14% on the Newton campus. On all campuses except Newton, between 35% and 37% of respondents identified their employee grouping as BCGEU staff; however 72% of respondents from the Newton campus (n=7) identified themselves as BCGEU employees.

III. Impressions of Library Resources and Services/Facilities

Satisfaction with Library Resources

Respondents were asked to rate both the importance of, and their satisfaction with, a number of items pertaining to the materials (print, media, electronic) in the Library’s collection. The survey results indicate that some resources are much more widely used than other resources: for example, while 87% (240/275) of the survey respondents, overall, had used the book collection, only 46% of respondents (126/272) seemed to be aware of the availability of search alerts, and only 38% (87/229) of the respondents appeared to be familiar enough with the search alert resource to provide a rating on the satisfaction scale. Forty percent of respondents (109/275) were not familiar with the data and statistical resources available in the Library and 47% of respondents (129/272) were not familiar with or had not used the music CD collection in the Library.

In general, the 19 items that were included in question 1 of the survey³ received a higher rating on the importance of having such a resource than on the level of satisfaction with the resource. The five items that appeared to be considered very important or important by respondents, overall, were: (1) the website—82% (224/273); (2) audiovisual equipment—77% (211/275); (3) the online article indexes and research databases—72% (196/274), (4) the print book collection—70% (193/275); and (5) the print periodical collection—69% (188/274).

Seventy-two percent of respondents appeared to be satisfied or very satisfied with the Library’s website and 65% indicated they were satisfied or very satisfied with the audiovisual equipment. Fifty-four percent of survey participants reported they were satisfied or very satisfied with the online article indexes and research databases, 51% reported they were satisfied or very satisfied with the print book collection, and

³ See Appendix A to review a copy of the survey.

58% of respondents stated they were satisfied or very satisfied with the print periodical collection. Forty-two percent of survey participants reported they were satisfied with the materials in the collection that support their research and/or learning experiences. Overall, respondents were least likely to have accessed the search alerts, audiobooks and kits, and music CDs although this varied slightly between the “importance” and “satisfaction” scales. Refer to Table 1, below, for the break-out of responses by category, for each of the resources listed in the Library Resources section of the survey:

Table 1: Library Resources

Resource	N/A Have not used	Not Important Not at all Important	Somewhat Important	Important Very Important	N/A Have not used	Not Satisfied/ Not at all Satisfied	Somewhat Satisfied	Satisfied/ Very Satisfied
Print book collection	13%	3%	14%	70%	15%	5%	29%	51%
Electronic books	42%	11%	17%	30%	59%	3%	16%	21%
Print Periodical collection (magazines newspapers journals)	12%	3%	17%	69%	15%	9%	18%	58%
Online periodicals (magazines, newspapers, journals)	20%	2%	10%	68%	25%	4%	19%	52%
Online article indexes/research databases	20%	2%	6%	72%	25%	3%	18%	54%
Off-campus access to online indexes/research databases	23%	4%	6%	67%	33%	4%	13%	50%
Data and statistical resources	40%	10%	13%	39%	52%	3%	15%	30%
DVD and video collection	20%	7%	15%	59%	27%	11%	26%	36%
Music CD collection	47%	22%	15%	16%	68%	5%	13%	14%
Audiobooks and kits	50%	14%	12%	25%	68%	5%	10%	17%
Audiovisual equipment	13%	1%	9%	77%	15%	6%	14%	65%
Library website	8%	2%	8%	82%	9%	3%	16%	72%
Browsing paperback fiction collection	41%	17%	20%	21%	56%	6%	20%	18%
Subject guides on the Library website	28%	3%	14%	55%	27%	3%	16%	54%
Printed handouts on Library services and resources	20%	10%	17%	53%	24%	4%	16%	56%
Materials in the collection to support research and /or learning activities	23%	4%	10%	63%	25%	12%	21%	42%
Accessing course reserves online	42%	8%	10%	40%	52%	4%	10%	34%
Copyright information provided on the Library website	34%	7%	10%	49%	46%	2%	12%	40%
Search alerts	54%	7%	9%	30%	62%	2%	10%	26%

Note: These frequency distributions are based on valid responses only. Please refer to Appendix A, Question 1, for the count as well as the percent.

The Library website was most frequently cited as being an important or very important resource across all four employee types, ranging from 74% of staff to 89% of contract faculty. A higher proportion of individuals in each of the four employee types also indicated they were satisfied or very satisfied with the Library’s website than with other Library resources. The proportion of respondents, by employee type, who indicated that the audiovisual equipment was either important or very important to them ranged from 64% (administrators) to 83% (regular faculty). However, whereas 84% of administrators stated they were satisfied or very satisfied with the audiovisual equipment, only 40% of contract faculty indicated they were satisfied or very satisfied with the audiovisual equipment. For a more detailed break out of ratings by employee type, please refer to Appendix B1.

One hundred and sixty respondents offered their comments on the usefulness of the Library’s resources to their study, work, or recreational needs. A number of individuals acknowledged the gains made in the collection of books and journals. Others observed that while the collection had expanded, there were still

subject areas for which the collection of periodicals, whether hard copies or electronic, were quite limited. Seven individuals voiced dissatisfaction with the Computers on Wheels (COWs) and audiovisual equipment. Similar to the results of the 2006 Employee Library Survey, the Librarians and Library support staff received much praise for being knowledgeable, helpful and friendly. As one respondent cited, “The staff are the best resource, by far”.

Resources and Services for Faculty

In addition to rating the items listed in question 1, faculty (both regular and contract) were asked to rate the importance of and level of satisfaction with a number of Library resources and services geared specifically for faculty use (questions 18 and 19). Overall, when asked to rate the importance of providing advanced Library research sessions for third and fourth year students, 57% of faculty (87/152) indicated that they had either not used this resource or it was not applicable to them. When asked to rate their satisfaction with advanced Library research sessions, 68% percent of faculty who responded to the question (86/127) indicated they had either not used this resource or it was not applicable to them. Thirty-six percent (54/152) and 44% (58/132), respectively, of the faculty who provided importance and satisfaction ratings for the online booking service for Library and Web Instruction sessions indicated they had not used the service or that it was not applicable to them: See Table 2, below.

Table 2: Resources and Services for Faculty

Resource/ Service	N/A Have not used	Not Important/ Not at all Important	Somewhat Important	Important/ Very Important	N/A Have not used	Not Satisfied/ Not at all Satisfied	Somewh at Satisfied	Satisfied/ Very Satisfied
Materials to support teaching activities	4%	3%	7%	86%	7%	10%	35%	48%
Materials to support students' learning activities	7%	0%	5%	88%	8%	10%	31%	51%
Online booking for Library & Web instruction sessions	36%	2%	10%	52%	44%	3%	8%	45%
Library & Web instruction sessions	35%	6%	9%	50%	42%	3%	11%	45%
Research Skills exercises used in Library & Web sessions	33%	2%	8%	57%	41%	4%	11%	44%
Information or services offered by Faculty Liaison Librarian	28%	4%	7%	61%	32%	2%	8%	58%
Advanced Library research sessions for 3rd & 4th yr students	57%	1%	6%	36%	68%	2%	7%	23%

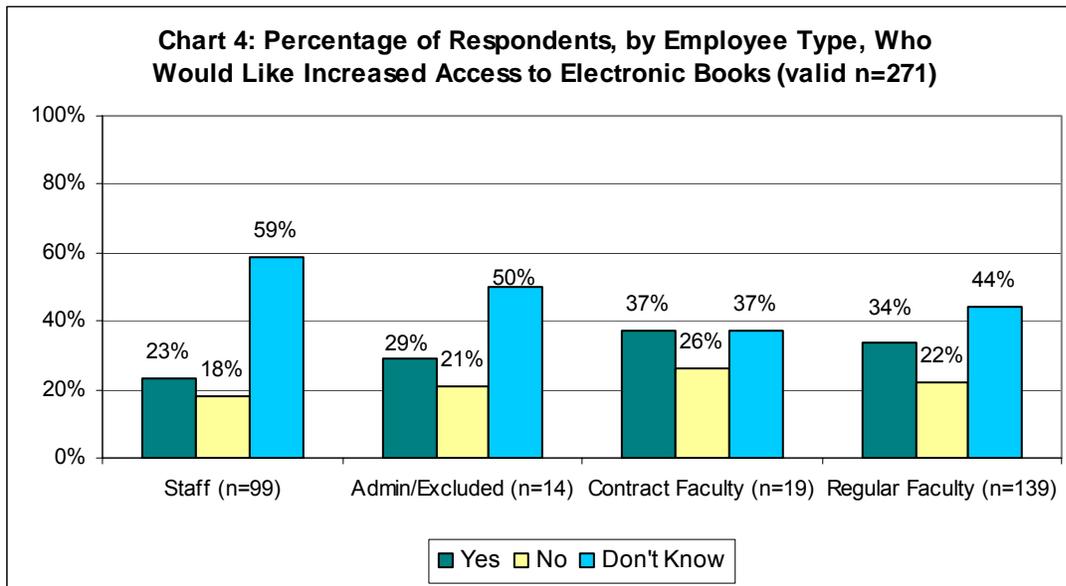
Not surprisingly, an overwhelmingly large percentage of the faculty who responded to the questions pertaining to faculty specific resources rated materials to support student learning activities (88%) and teaching activities (86%) as important or very important. While 48% of faculty who responded to the question were satisfied or very satisfied with the materials available to support teaching activities, 51% of the respondents were satisfied or very satisfied with the materials available to support students' learning activities. Overall, faculty appeared to be most satisfied with the information or services offered by their department's Faculty Liaison Librarian (58%). The high proportion of faculty who had not availed themselves of services such as booking Library and Web Instruction sessions online or advanced Library research sessions for third and fourth year students suggests that perhaps these particular resources need to be promoted or explained to faculty in a more active way.

When the ratings for instructional related resources and facilities were broken out by type of faculty—contract and regular—the data showed that a slightly higher percentage of regular faculty than contract faculty (88% and 83% respectively) were more likely to report that materials to support students' learning activities are important or very important to them. However, contract faculty (89%) was slightly more likely than regular faculty (85%) to indicate that materials to support their teaching activities are important

or very important. Generally, when asked to rate their satisfaction with the materials to support their teaching activities and students' learning activities, a smaller proportion of contract faculty than regular faculty reported being satisfied or very satisfied with these resources. (See Appendix B2 for a more detailed breakout of these data by regular or contract faculty.)

Electronic Books

Of the 275 individuals who replied to question 3 "Would you like to have access to more electronic books", 50% of the respondents (n=136) answered "don't know", 30% replied "yes" (n=83), and 20% (n=56) selected "no" as their response. When the responses were cross-tabulated by employee type, faculty, whether regular or contract, were more likely to respond "yes", whereas staff were most likely to reply "don't know". See Chart 4, below:



In answer to the question "For which subject area/discipline would you like to have increased access to electronic books, respondents (n=81) most frequently cited Nursing (n=9) or English/English Literature (n=6) as the specific disciplines in which they would like more access to electronic books.

Library Facilities and Services

Overall, the five services that were identified as being very important or important by survey respondents include: (1) Library cleanliness—86% (230/268); (2) hours of operation—84% (227/270); (3) reference services at the information desk—74% (199/269); (4) Information desk service hours—71% (193/271) and, (5) intercampus loans—70% (192/273).

In terms of these five services, a larger proportion of respondents appear to be satisfied or very satisfied with the cleanliness of the Library (78% or 198/255) and the Reference services at the Information desks (70% or 178/252) than with the Information Desk service hours (63% or 155/247) and the Library hours of operation (59% or 150/255). (See Table 3, below):

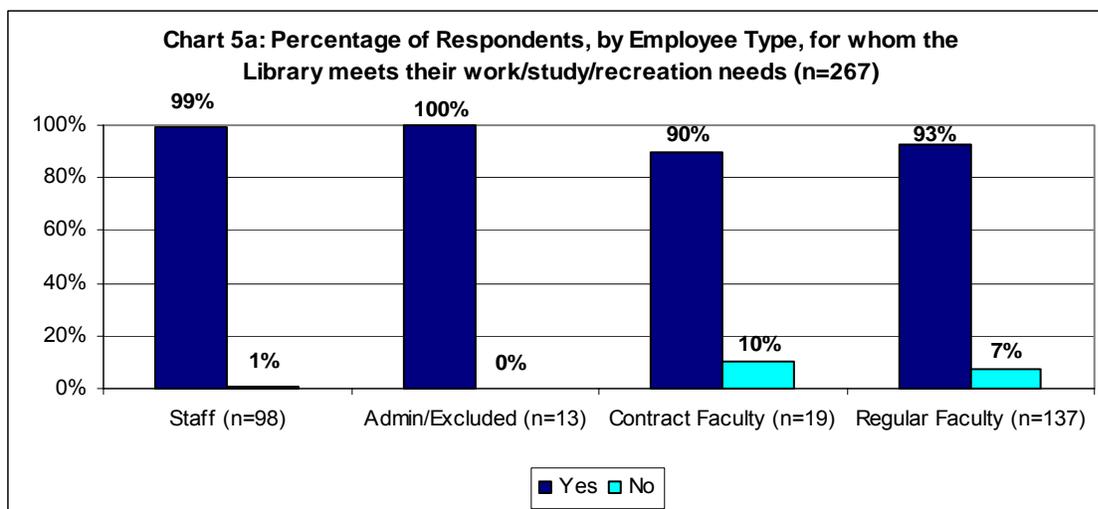
Table 3: Library Facilities and Services

	N/A Have not used	Not important/ Not at all important	Somewhat Important	Important/ Very Important	N/A Have not used	Not Satisfied/ Not at all satisfied	Somewhat Satisfied	Satisfied/ Very Satisfied
Reference services at Information Desks	14%	3%	9%	74%	18%	2%	10%	70%
"Ask a Librarian" email reference service	45%	3%	9%	43%	57%	1%	7%	35%
"AskAway" virtual reference service	64%	3%	8%	25%	74%	1%	5%	20%
Audiovisual services	49%	4%	7%	40%	53%	2%	6%	39%
Photocopying	33%	7%	7%	53%	38%	5%	12%	45%
Printing from library computers	51%	6%	4%	39%	60%	5%	9%	26%
Inter-campus loans	20%	3%	7%	70%	24%	1%	7%	68%
Interlibrary loans	27%	3%	5%	65%	34%	4%	8%	54%
Library computers	36%	5%	3%	56%	38%	4%	12%	46%
Library hours of operation	7%	2%	7%	84%	7%	14%	20%	59%
Information desk service hours	17%	3%	9%	71%	18%	5%	14%	63%
Library cleanliness	6%	2%	6%	86%	4%	6%	12%	78%

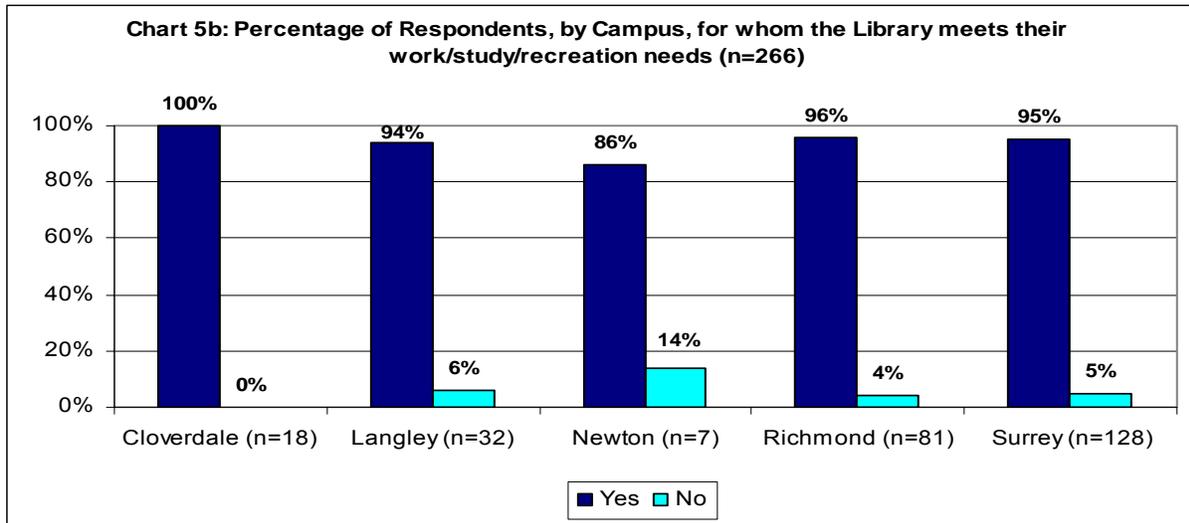
Responses to question five were also broken out by employee type. The ratings assigned to each of the items in question five varied quite noticeably across employee groups. Please refer to Appendix B3 for the tables showing response patterns by employee type.

Ninety-five percent (257/270) of survey respondents reported that overall the Library provides services that are helpful to their needs (Question 6). Furthermore, compared to the survey results in 2006 when only 58% (179/310) of the survey participants chose to respond to this question, 97% (270/278) of the respondents answered this question in the 2008 survey. Of the 13 respondents who answered "no" to the question "Overall, does the Library provide services helpful to your needs", twelve individuals elaborated on their responses in an open-ended question. Twenty-five percent of respondents commented on the Library's hours of operation, 33% maintained that the book and periodicals collections were not adequate for their needs, and 25% commented on the adequacy of the printing and photocopying facilities in the Library for employees. For a complete list of responses to question 7, ("If you answered "no" to the previous question, please explain"), please refer to Appendix C2.

When broken out by employee type, the proportion of respondents who responded "yes" to this question ranged from 93% among regular faculty (128/137) to 100% (13/13) among administrators and excluded staff—see Chart 5a, below.



A different pattern emerges, when the same data are broken out by campus: a smaller percentage of employees on the Newton campus replied in the affirmative⁴ compared to employees on the other four campuses—86% compared to 94% or more, respectively—as illustrated in Chart 5b, below.



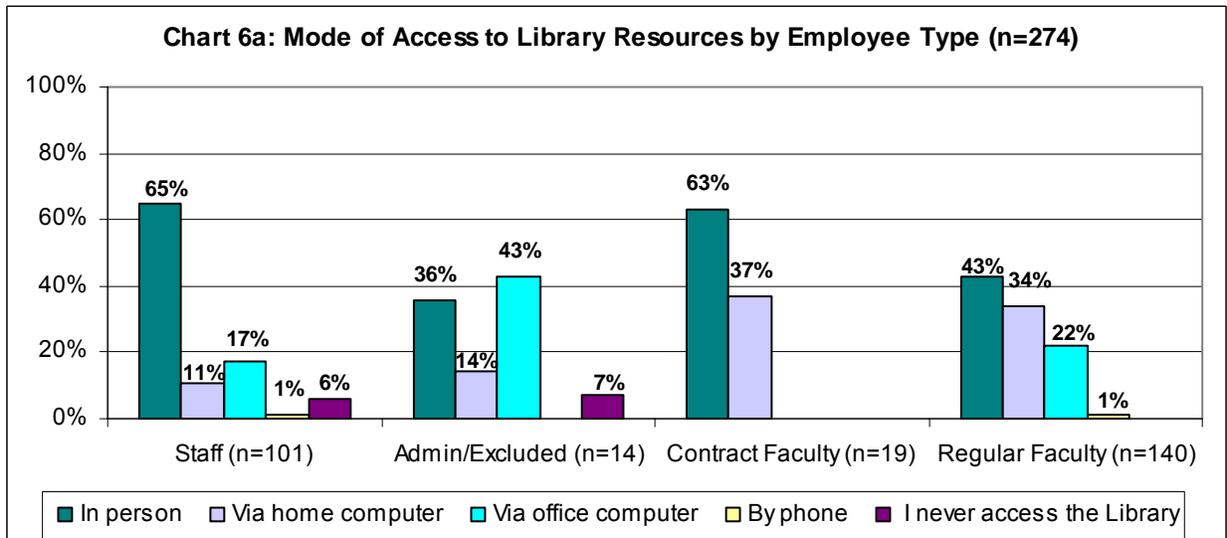
IV. Patterns of Use

Mode of Access to the Library's Resources

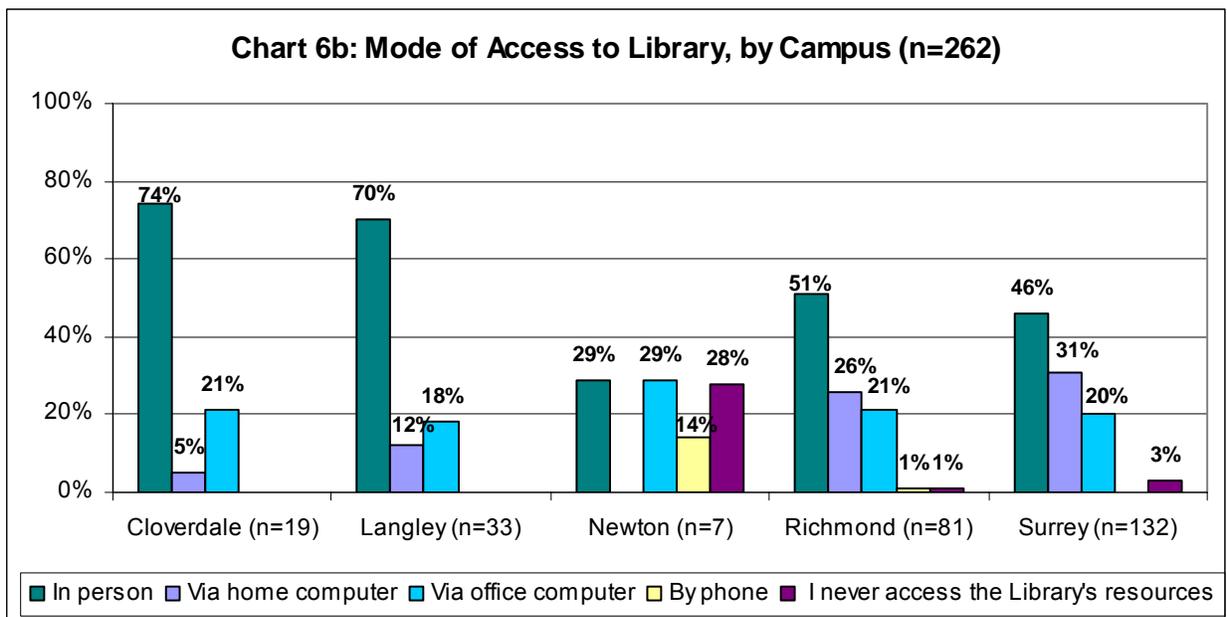
Of the 277 respondents who indicated how they accessed the Library's resources, 52% (144/277) noted that they go to the Library in person. Roughly 45% (124/277) of the participants indicated that they access the Library either from their home computer (25% or 69/277) or their office computer (20% or 55/277), and only 1% (2/277) of respondents access the Library by phone. Two percent of the respondents who provided information about mode of access indicated that they never access the Library's resources.

⁴ Although this does represent a 9% increase from the 2006 survey results.

When the data for “mode of access” were cross-tabulated by employee type, the results indicated that whereas staff and contract faculty were more likely to use the Library in person, administrators and excluded staff (57% or 8/14) and regular faculty (56% or 79/140) were more likely to access the Library’s resources from a computer. Please refer to Chart 6a, below, for more details.



The results of a cross-tabulation of “mode of access to the Library” by campus, is displayed in Chart 6b below:



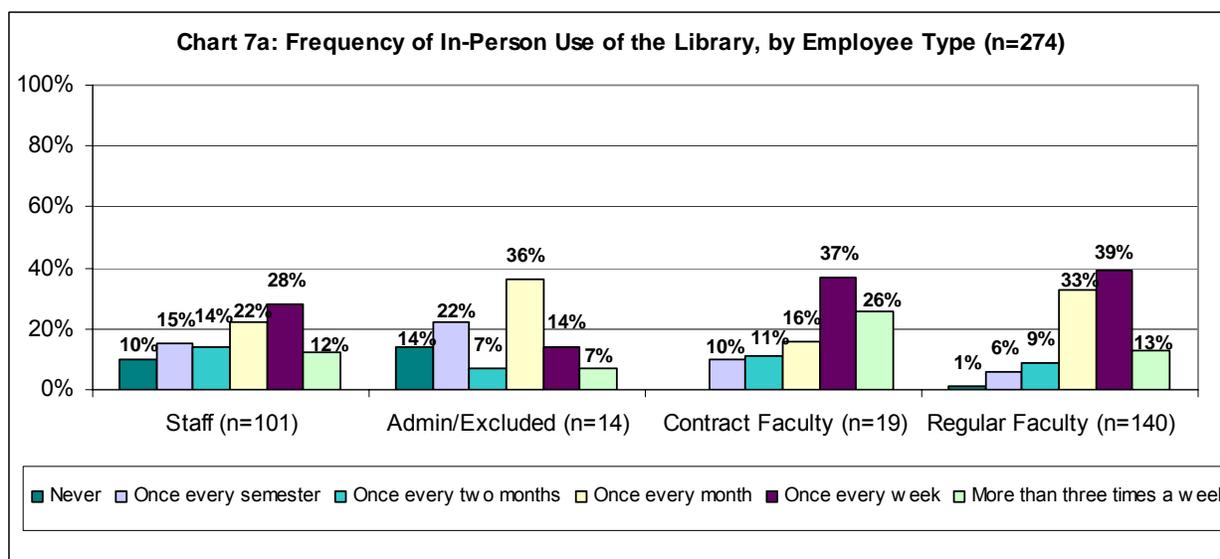
Between 46% and 74% respondents (from the Surrey and Cloverdale campuses, respectively) indicated that they most frequently access the Library in person, and 18% (Langley campus) to 29% of respondents (Newton campus) reported accessing the Library via their office computers. Survey participants located on the Langley, Cloverdale, Surrey and Richmond campuses also reported accessing the Library via home computer (ranging from 5% to 31%), while none of the Newton respondents indicated using this mode of access. Proportionally more respondents from the Newton campus access the Library by phone (14%) or not at all (28%). The differing pattern of Library access by respondents at the Newton campus is most likely explained by the fact that no physical facilities for a Library currently exist on the Newton campus; this pattern may change when any of the staff are relocated on a new campus with in person access to a Library.

Frequency of In-Person Use of the Library

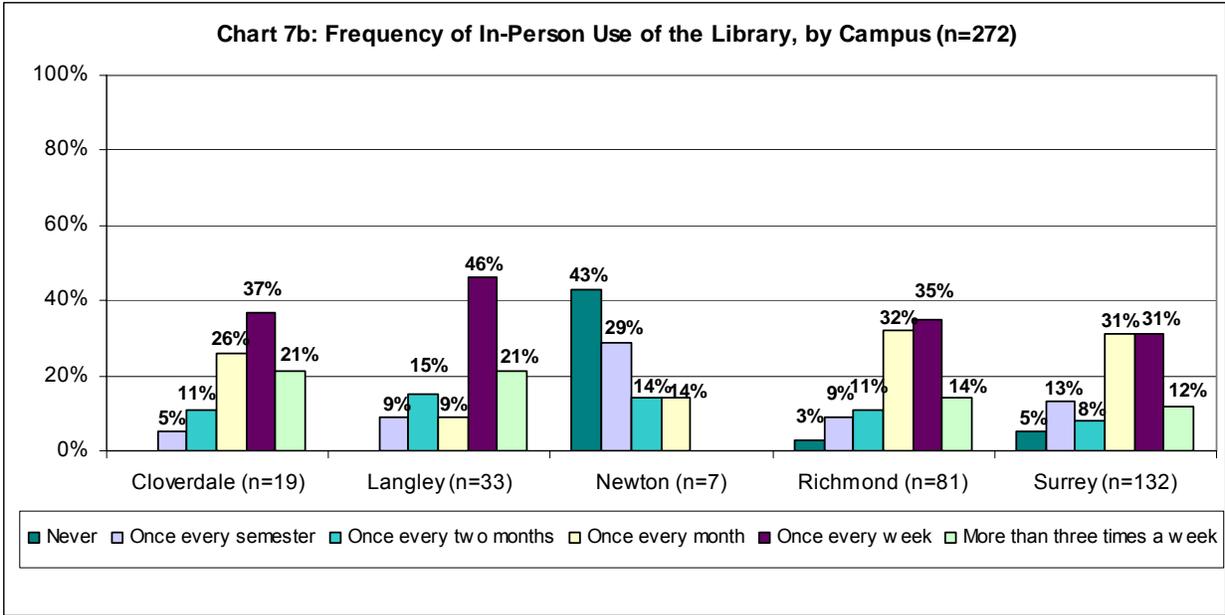
In response to question 9, “On average, how often do you use the Library in person?” 33% of respondents (n=92/277) reported they used the Library in person once a week, and 28% of survey participants n=77/277) indicated they used the Library in person once a month. Five percent of individuals (n=13/277) reported they never used the Library in person, and 14% of respondents (n=38/277) stated that they used the Library more than three times a week.

Sixty-three percent of contract faculty and 52% of regular faculty reported using the Library in person one or more times per week. BCGEU staff (40%) was more likely than administrators and excluded staff (21%) to report using the Library in person one or more times per week.

Please refer to Chart 7a, below, for the complete break-out of frequency of in-person use by employee type.



When the data on frequency of in-person use of the Library were broken out by campus, respondents on the Langley and Cloverdale campuses (67% and 58%, respectively) were more likely to report using the Library one or more times per week than respondents on either the Richmond or Surrey campuses (49% and 43%, respectively). Please refer to Chart 7b, below, for a complete break-out of frequency of in-person use of the Library by campus.

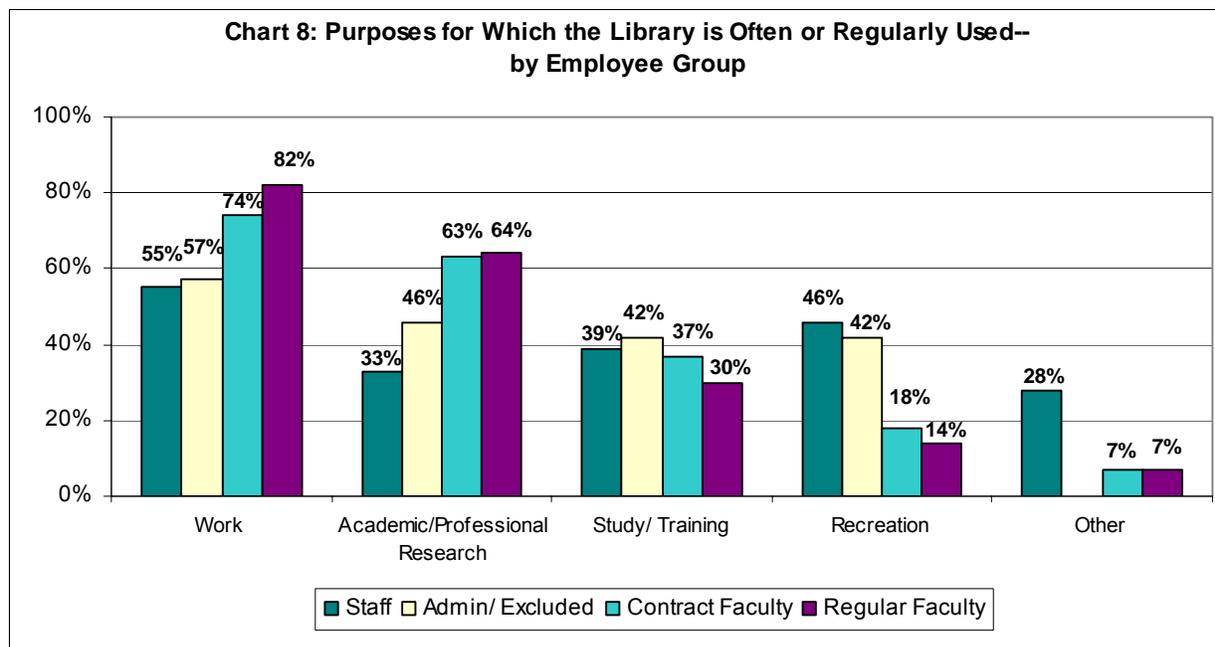


Purposes for which the Library is Used

In response to question 11, “For what purpose(s) do you use the Library?” 70% of respondents (192/275) indicated that they often (i.e., once a month) or regularly (i.e., once or more per week) used the Library for work purposes, and 52% of survey participants (138/267) claimed they often or regularly used the Library for academic or professional research. Twenty-nine percent of respondents (n=73/256) reported using the Library often or regularly for recreational reading, and just over one-third of survey participants (35%; n=90/255) stated they often or regularly used the Library for studying or training purposes.

When the data are broken out by employee type, the results show that while contract and regular faculty often or regularly use the Library for work purposes (74% and 82%, respectively) or for academic research (63% and 64%, respectively for contract and regular faculty), faculty, overall, were much less likely to report that they often or regularly use the Library for recreational purposes (18% and 14% for contract faculty and regular faculty, respectively) than staff (46%) or administrators and excluded staff (42%). Faculty was also slightly less likely than staff or administrators to report that they often or regularly use the Library for studying or training purposes.

Chart 8, below, shows the proportion of respondents by employee group who often or regularly use the Library for the following purposes: work, academic/professional research, study/training, recreation, or other:



Suggestions for Changes to the Library

When asked, “Are there any materials or services we can provide that would encourage you to use the Library more often”, several individuals replied that they did not have the time to use the Library more often. At least 24 respondents’ comments primarily focused on wanting more resources—books, manuals, electronic or print journals—for their subject areas. Fifteen individuals suggested expanding the DVD collection. Several individuals noted that expanded hours on the weekends would encourage them to use the Library more often, and at least five participants noted that the availability of more comfortable places to sit and/or more private work spaces would encourage them to use the Library more often. One respondent suggested that there should be “*more welcome tours at the start of a semester*” and one individual held that “*... the librarians need to be more engaged in the research you are doing when you go and ask for help. They can also hold sessions to help us navigate the resources (I had this at UBC) and it was extremely helpful.*”

Overall, most respondents appeared to be satisfied with the services offered by the Library and the help they received from the Librarians:

“I think the Library is doing a great job, and I appreciate the speed at which my requests for materials have been answered. Great work!”

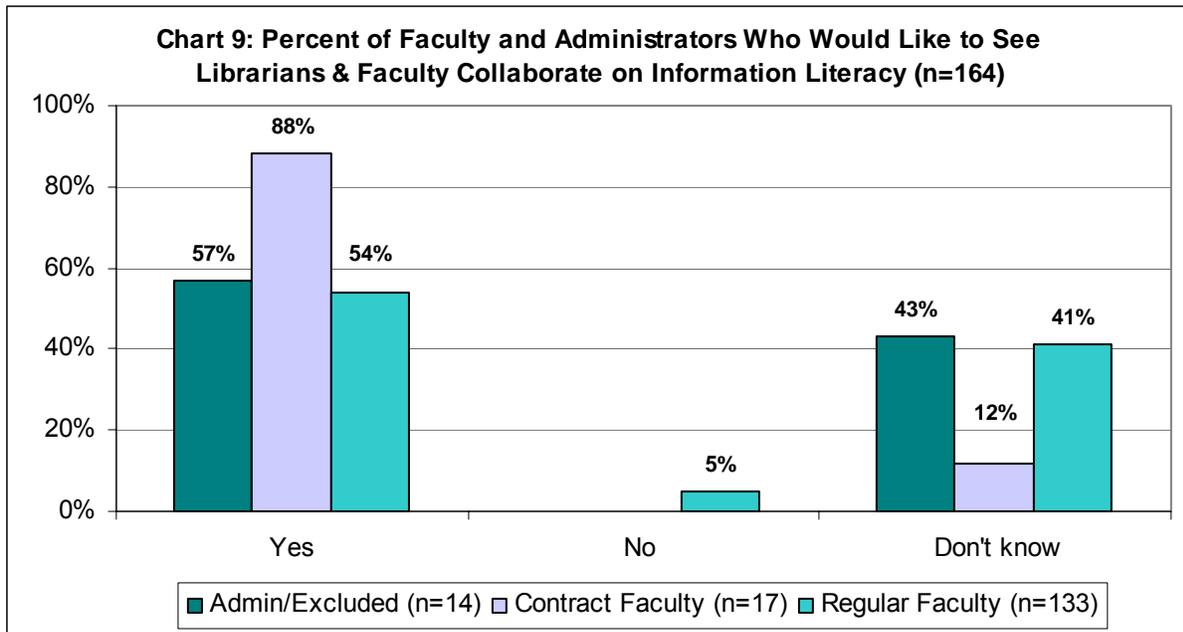
“...whenever I have needed assistance from Library staff or used the collection I have always found what I needed. Even when I was looking for some esoteric historical data!”

“[Y]ou are doing a great job.”

(Please refer to Appendix C3 for the full list of responses to this question.)

V. Information Literacy

Two additional questions were asked of faculty and administrators regarding information literacy competency. First, the two groups of employees were asked “Would you like to see Librarians and Faculty working together in courses/programs to improve the Information Literacy competency of our students?” (Question 16). Eighty-eight percent of contract faculty responded “yes” to this question, whereas only 54% of regular faculty said “yes” to this question. The break-out of responses by employee type is shown in Chart 9, below.



Seventy-three of the 164 respondents to question 16 offered feedback as to which program(s) or subject areas they would like to see take the initiative in collaborating with the Library on information literacy. Eleven of the 73 individuals (15%) indicated that the Qualifying Studies division (e.g., College Preparatory and English Language studies programs) should take the initiative in collaborating with Librarians on information literacy. Fourteen respondents (19%) indicated that programs within the Faculty of Arts should take the initiative in the area of information literacy. Approximately 10% of respondents to this question indicated that they either did not know which program or subject area should take a leading role in information literacy or they were not really sure what the question was about.

Appendix A: 2008 Library Survey: Faculty, Staff and Administrator Feedback

Appendix A: Frequency Distribution (N=278)

I. How well are we doing?

1. Please rate the importance of, and your satisfaction with, the following Library resources:

Resource	Importance of Resources							Satisfaction with Resources						
	Valid n	Have not used or N/A	Not at all important	Not Important	Somewhat important	Important	Very Important	Valid n	Have not used or N/A	Not at all satisfied	Not Satisfied	Somewhat satisfied	Satisfied	Very Satisfied
Print book collection	275	35 (13%)	2 (1%)	6 (2%)	39 (14%)	87 (32%)	106 (38%)	260	39 (15%)	2 (1%)	10 (4%)	76 (29%)	106 (41%)	27 (10%)
Electronic books	273	114 (42%)	8 (3%)	23 (8%)	46 (17%)	43 (16%)	39 (14%)	239	142 (59%)	1 (<1%)	7 (3%)	38 (16%)	39 (16%)	12 (5%)
Print periodicals	274	32 (12%)	0 (0%)	8 (3%)	46 (17%)	87 (32%)	101 (37%)	261	39 (15%)	3 (1%)	20 (8%)	47 (18%)	115 (44%)	37 (14%)
Online periodicals	274	55 (20%)	1 (<1%)	5 (2%)	26 (10%)	54 (20%)	133 (48%)	253	62 (25%)	1 (<1%)	9 (4%)	49 (19%)	99 (39%)	33 (13%)
Online article indexes/research databases	274	55 (20%)	1 (<1%)	5 (2%)	17 (6%)	49 (18%)	147 (54%)	256	64 (25%)	2 (1%)	6 (2%)	45 (18%)	97 (38%)	42 (16%)
Access to online article indexes/research databases from off campus	275	64 (23%)	3 (1%)	7 (3%)	15 (6%)	47 (17%)	139 (50%)	255	83 (33%)	4 (2%)	7 (3%)	33 (13%)	84 (32%)	44 (17%)
Data and statistical resources	275	109 (40%)	7 (2%)	18 (7%)	35 (13%)	58 (21%)	48 (17%)	238	123 (52%)	0 (0%)	7 (3%)	36 (15%)	61 (25%)	11 (5%)
DVD and video collection	276	54 (20%)	7 (3%)	11 (4%)	42 (15%)	81 (29%)	81 (29%)	255	68 (27%)	10 (4%)	18 (7%)	66 (26%)	81 (32%)	12 (5%)
Music CD collection	272	129 (47%)	24 (9%)	36 (13%)	40 (15%)	30 (11%)	13 (5%)	230	156 (68%)	4 (2%)	7 (3%)	30 (13%)	29 (12%)	4 (2%)
Audiobooks and kits	270	134 (50%)	16 (6%)	21 (8%)	32 (12%)	45 (17%)	22 (8%)	228	155 (68%)	1 (<1%)	10 (4%)	22 (10%)	34 (15%)	6 (3%)
Audiovisual equipment	275	36 (13%)	2 (1%)	1 (<1%)	25 (9%)	68 (25%)	143 (52%)	260	40 (16%)	1 (<1%)	14 (5%)	35 (14%)	99 (38%)	71 (27%)
Library website	273	21 (8%)	0 (0%)	5 (2%)	23 (8%)	78 (28%)	146 (54%)	258	24 (9%)	1 (<1%)	7 (3%)	40 (16%)	122 (47%)	64 (25%)
Browsing paperback fiction collection	271	112 (41%)	22 (8%)	25 (9%)	55 (20%)	38 (14%)	19 (7%)	236	131 (56%)	6 (2%)	9 (4%)	48 (20%)	35 (15%)	7 (3%)
Subject guides on the Library website	270	75 (28%)	3 (1%)	6 (2%)	38 (14%)	82 (30%)	66 (24%)	247	68 (27%)	2 (1%)	3 (1%)	41 (17%)	105 (43%)	28 (11%)
Printed handouts on Library services & resources	269	55 (20%)	7 (3%)	20 (7%)	45 (17%)	93 (35%)	49 (18%)	246	59 (24%)	2 (1%)	8 (3%)	39 (16%)	104 (42%)	34 (14%)
Materials to support your research and/or learning activities	271	61 (23%)	4 (2%)	7 (3%)	28 (10%)	77 (28%)	94 (34%)	252	63 (25%)	6 (2%)	24 (10%)	54 (21%)	82 (33%)	23 (9%)
Accessing course reserves online	272	115 (42%)	8 (3%)	13 (5%)	28 (10%)	52 (19%)	56 (21%)	239	125 (52%)	0 (0%)	9 (4%)	24 (10%)	59 (25%)	22 (9%)
Copyright information provided on the Library website	273	93 (34%)	7 (2%)	11 (4%)	27 (10%)	68 (25%)	67 (25%)	244	112 (46%)	1 (<1%)	4 (2%)	29 (12%)	66 (27%)	32 (13%)
Search alerts	272	146 (54%)	5 (2%)	14 (5%)	25 (9%)	48 (18%)	34 (12%)	229	142 (62%)	1 (<1%)	4 (2%)	23 (10%)	42 (18%)	17 (8%)

Please comment on the usefulness of these resources to your study, work, or recreational needs. (valid n=160)

Please refer to Appendix C1 for the complete list of open-ended responses.

2. Would you like to have access to more electronic books? (valid n=275)

Yes 83 (30%) **No** 56 (20%) **Don't know** 136 (50%)

3. If you answered "yes" to the previous question, for which subject area/discipline would you like to have access to more electronic books? (valid n=81) Please refer to Appendix C, Q4, for the complete list of open-ended responses.

4. Please rate the importance of, and your satisfaction with, each of the following Library facilities and services:

Facilities/Services	Importance of Library Facilities/Services							Satisfaction with Library Facilities/Services						
	Valid n	Have not used or N/A	Not at all important	Not Important	Somewhat important	Important	Very Important	Valid n	Have not used or N/A	Not at all satisfied	Not Satisfied	Somewhat satisfied	Satisfied	Very Satisfied
Reference services at Information desks	269	39 (15%)	1 (<1%)	7 (3%)	23 (9%)	87 (32%)	112 (42%)	252	44 (18%)	0 (0%)	5 (2%)	25 (10%)	107 (42%)	71 (28%)
"Ask a Librarian" email reference service	268	121 (45%)	2 (1%)	5 (2%)	24 (9%)	56 (21%)	60 (22%)	243	140 (58%)	0 (0%)	2 (1%)	16 (6%)	54 (22%)	31 (13%)
"AskAway" virtual reference service	269	172 (64%)	5 (2%)	3 (1%)	22 (8%)	33 (12%)	34 (13%)	228	169 (75%)	0 (0%)	1 (<1%)	12 (5%)	34 (15%)	12 (5%)
Audio Services	270	132 (49%)	4 (2%)	6 (2%)	20 (7%)	55 (20%)	53 (20%)	234	124 (53%)	0 (0%)	5 (2%)	14 (6%)	64 (27%)	27 (12%)
Photocopying	271	90 (33%)	4 (2%)	14 (5%)	19 (7%)	61 (23%)	83 (31%)	242	93 (38%)	2 (1%)	9 (4%)	29 (12%)	77 (32%)	32 (13%)
Printing from Library computers	269	138 (51%)	6 (2%)	11 (4%)	11 (4%)	31 (12%)	72 (27%)	232	139 (60%)	3 (1%)	9 (4%)	21 (9%)	42 (18%)	18 (8%)
Intercampus loan service	273	54 (20%)	2 (1%)	6 (2%)	19 (7%)	65 (24%)	127 (46%)	252	60 (24%)	2 (1%)	2 (1%)	17 (7%)	103 (41%)	68 (27%)
Interlibrary loan service	271	74 (27%)	2 (1%)	7 (3%)	13 (5%)	58 (21%)	117 (43%)	248	85 (34%)	1 (<1%)	10 (4%)	19 (8%)	84 (34%)	49 (20%)
Library computers	267	97 (36%)	4 (2%)	8 (3%)	8 (3%)	45 (17%)	105 (39%)	231	89 (39%)	1 (<1%)	8 (4%)	27 (12%)	73 (32%)	33 (14%)
Library hours of operation	270	19 (7%)	3 (1%)	2 (1%)	19 (7%)	91 (34%)	136 (50%)	255	19 (8%)	16 (6%)	19 (7%)	51 (20%)	107 (42%)	43 (17%)
Information desk service hours	271	46 (17%)	1 (<1%)	7 (3%)	24 (9%)	93 (34%)	100 (37%)	247	44 (18%)	5 (2%)	8 (3%)	35 (14%)	107 (43%)	48 (19%)
Library Cleanliness	268	17 (6%)	0 (0%)	4 (2%)	17 (6%)	107 (40%)	123 (46%)	255	11 (4%)	4 (2%)	10 (4%)	32 (12%)	104 (41%)	94 (37%)

5. Overall, does the Library provide services helpful to your needs? (valid n=270)

Yes 257 (95%)

No 13 (5%)

6. If you answered "no" to the previous question, please explain. (valid n=23). Please refer to Appendix C2 for the complete set of open-ended responses to this question.

II. Library Usage

7. **How do you most often access the Library's resources?** (valid n=277)

In person	144 (52%)
Via home computer	69 (25%)
Via office computer	55 (20%)
By phone	2 (1%)
Never access Library's resources	7 (2%)

8. **How often do you use the college Library in person?** (valid n=277)

Never	13 (5%)
Once every semester	28 (10%)
Once every two months	29 (10%)
Once every month	77 (28%)
Once every week	92 (33%)
More than 3 times a week	38 (14%)

9. **Are there any materials or services we can provide that would encourage you to use the Library more often?** (valid n=119)

Please refer to Appendix C3 for a complete list of responses to this question.

10. **For which of the following purpose(s) do you use the Library? Please indicate the frequency with which you use the Library for each of the following purposes:**

Purpose	Valid n	Never	Rarely	Often	Regularly
Work	275	22 (8%)	61 (22%)	75 (27%)	117 (43%)
Academic/professional research	267	52 (20%)	77 (29%)	68 (25%)	70 (26%)
Study/training	255	81 (32%)	84 (33%)	55 (21%)	35 (14%)
Recreation	256	109 (43%)	74 (29%)	55 (21%)	18 (7%)
Other	191	127 (67%)	35 (18%)	18 (9%)	11 (6%)

III. Demographic Information

11. **In which department do you currently work or teach?** (valid n=278)

Note: For ease of data interpretation, data have been grouped by college division

College Division	Frequency	Valid Pct
Provost & VP Academics	4	1%
Horticulture	4	1%
Strategic Services & IET	4	1%
Applied Design & Communications	9	3%
Enrolment & Registrar's Services	12	4%
Trades & Applied Technology	12	4%
Facilities, Finance & Materials Mar	13	5%
Other	14	5%
Sciences & Technology	18	7%
Business & Computing	18	7%
Humanities	19	7%
Learner Resources	26	9%
Admin & Student Services	27	10%
Community & Health Studies	29	11%
Qualifying Studies	32	12%
Social Sciences	37	13%
Total	278	100%

12. **Please indicate your home campus for this term.** (valid n=272)

Cloverdale 19 (7%)
Langley 33 (12%)
Newton 7 (2%)
Richmond 81 (30%)
Surrey 132 (49%)

13. **If there are any other comments that you would like to make, but have not had an opportunity in previous sections of the survey, please provide your comments here.** (valid n=76). Please refer to Appendix C4 to see a complete list of responses to this question.

14. **Please indicate your employee type:** (valid n=274)

Staff 101 (37%)
Administrator/Excluded 14 (5%)
Contract Faculty 19 (7%)
Regular Faculty 140 (51%)

IV. Special Section—Information Literacy, Resources and Services for Faculty

15. Would you like to see the Librarians and Faculty working together in courses/programs to improve the Information Literacy competency of our students? (valid n=166)

Yes 97 (58%)

No 6 (4%)

Don't know 63 (38%)

16. If you answered "yes" to the previous question, which programs or courses would you like to see take a leading role in Information Literacy collaboration with the Library? (valid n=74)

Please refer to Appendix C, Q17 for the full list of responses to this question.

17. For Faculty only: Please indicate the importance of, and your satisfaction with, each of the resources listed below:

Resource	Importance							Satisfaction						
	Valid n	Have not used or N/A	Not at all important	Not Important	Somewhat important	Important	Very Important	Valid n	Have not used or N/A	Not at all satisfied	Not Satisfied	Somewhat satisfied	Satisfied	Very Satisfied
Materials in the collection to support teaching activities	155	8 (5%)	1 (1%)	4 (3%)	11 (7%)	48 (31%)	83 (53%)	150	12 (8%)	3 (2%)	12 (8%)	51 (34%)	58 (39%)	14 (9%)
Materials in the collection to support students' learning activities	155	13 (8%)	0 (0%)	0 (0%)	8 (5%)	43 (28%)	91 (59%)	148	13 (9%)	2 (2%)	13 (9%)	45 (30%)	57 (38%)	18 (12%)
Online booking for Library & Web Instruction sessions	154	56 (36%)	2 (2%)	2 (2%)	15 (10%)	35 (23%)	44 (27%)	134	60 (45%)	2 (2%)	2 (2%)	10 (7%)	29 (21%)	31 (23%)

18. For Faculty only: Please indicate the importance of, and your satisfaction with, each of the services listed below:

Service	Importance							Satisfaction						
	Valid n	Have not used or N/A	Not at all important	Not Important	Somewhat important	Important	Very Important	Valid n	Have not used or N/A	Not at all satisfied	Not Satisfied	Somewhat satisfied	Satisfied	Very Satisfied
Library & Web instruction sessions provided during class time	154	55 (36%)	3 (2%)	6 (4%)	14 (9%)	28 (18%)	48 (31%)	141	60 (43%)	2 (1%)	2 (1%)	15 (11%)	33 (23%)	29 (21%)
Research Skills exercise used during Library & Web instruction sessions	154	53 (34%)	1 (1%)	2 (1%)	12 (8%)	40 (26%)	46 (30%)	138	58 (42%)	2 (1%)	3 (2%)	15 (11%)	36 (26%)	24 (18%)
Information or services offered by Faculty Liaison Librarian	153	45 (29%)	3 (2%)	3 (2%)	10 (7%)	42 (27%)	50 (33%)	140	46 (33%)	1 (1%)	1 (1%)	11 (8%)	42 (30%)	39 (27%)
Advanced Library research sessions for upper division students	154	89 (58%)	1 (1%)	1 (1%)	9 (6%)	24 (15%)	30 (19%)	129	88 (68%)	2 (2%)	1 (1%)	9 (7%)	21 (16%)	8 (6%)

Appendix B1: Importance and Satisfaction Ratings of Library Resources, by Employee Type

Appendix B1, Table 1: Staff Ratings of Library Resources

Valid n	Have not used or N/A	Not Important/ Not at all important	Somewhat important	Important/ Very important	Resource	Have not used or N/A	Not Satisfied/ Not at all satisfied	Somewhat satisfied	Satisfied/ Very Satisfied	Valid n
100	18 (18%)	1 (1%)	18 (18%)	63 (63%)	Print book collection	22 (24%)	3 (3%)	17 (18%)	51 (55%)	93
99	40 (40%)	11 (11%)	14 (14%)	34 (34%)	Electronic books	53 (60%)	3 (3%)	10 (11%)	22 (26%)	88
101	18 (18%)	3 (3%)	16 (16%)	64 (63%)	Print periodicals	20 (22%)	3 (3%)	10 (11%)	59 (64%)	92
101	31 (31%)	3 (3%)	10 (10%)	57 (56%)	Online periodicals	31 (36%)	3 (3%)	15 (17%)	38 (44%)	87
101	34 (34%)	2 (2%)	7 (7%)	58 (57%)	Online article indexes/research databases	32 (36%)	2 (2%)	17 (19%)	38 (43%)	89
101	33 (33%)	2 (2%)	6 (6%)	60 (59%)	Access to online article indexes/research databases from off campus	39 (44%)	5 (6%)	11 (12%)	34 (38%)	89
98	44 (45%)	2 (2%)	11 (11%)	41 (42%)	Data and statistical resources	48 (57%)	3 (4%)	10 (12%)	23 (27%)	84
101	27 (27%)	7 (7%)	15 (15%)	52 (51%)	DVD and video collection	38 (41%)	4 (4%)	19 (21%)	31 (34%)	92
99	40 (40%)	17 (17%)	15 (15%)	27 (27%)	Music CD collection	49 (56%)	7 (8%)	15 (17%)	16 (19%)	87
97	41 (42%)	9 (9%)	10 (11%)	37 (38%)	Audiobooks and kits	56 (65%)	4 (5%)	7 (8%)	19 (22%)	86
100	19 (19%)	0 (0%)	9 (9%)	72 (72%)	Audiovisual equipment	23 (25%)	3 (3%)	11 (12%)	56 (60%)	93
100	14 (14%)	1 (1%)	11 (11%)	74 (74%)	Library website	14 (15%)	4 (4%)	17 (19%)	57 (62%)	92
98	33 (34%)	7 (7%)	25 (26%)	33 (33%)	Browsing paperback fiction collection	39 (44%)	7 (8%)	24 (27%)	18 (21%)	88
99	32 (32%)	2 (2%)	15 (15%)	50 (51%)	Subject guides on the Library website	31 (35%)	2 (2%)	16 (18%)	40 (45%)	89
99	26 (26%)	6 (6%)	18 (18%)	49 (50%)	Printed handouts on Library services & resources	30 (34%)	5 (6%)	16 (18%)	38 (42%)	89
99	35 (35%)	4 (4%)	8 (8%)	52 (53%)	Materials to support your research and/or learning activities	36 (41%)	9 (10%)	16 (18%)	28 (31%)	89
98	36 (37%)	7 (7%)	12 (12%)	43 (44%)	Accessing course reserves online	43 (49%)	7 (8%)	11 (13%)	26 (30%)	87
98	40 (41%)	4 (4%)	8 (8%)	46 (47%)	Copyright information provided on the Library website	45 (52%)	2 (2%)	8 (9%)	32 (37%)	87
99	45 (46%)	6 (6%)	8 (8%)	40 (40%)	Search alerts	51 (59%)	2 (2%)	9 (11%)	24 (28%)	86

Appendix B1, Table 2: Administrators' ratings of Library Resources

Valid n	Have not used or N/A	Not Important/ Not at all important	Somewhat important	Important/ Very important	Resource	Have not used or N/A	Not Satisfied/ Not at all satisfied	Somewhat satisfied	Satisfied/ Very Satisfied	Valid n
14	3 (21%)	0 (0%)	3 (21%)	8 (56%)	Print book collection	3 (23%)	0 (0%)	3 (23%)	7 (54%)	13
13	8 (61%)	2 (15%)	1 (8%)	2 (16%)	Electronic books	9 (69%)	1 (8%)	0 (0%)	3 (23%)	13
14	5 (36%)	0 (0%)	0 (0%)	9 (64%)	Print periodicals	5 (38%)	0 (0%)	1 (8%)	7 (54%)	13
14	4 (29%)	0 (0%)	1 (7%)	9 (64%)	Online periodicals	5 (36%)	0 (0%)	2 (14%)	7 (50%)	14
14	4 (29%)	0 (0%)	0 (0%)	10 (71%)	Online article indexes/research databases	4 (29%)	0 (0%)	1 (7%)	9 (64%)	14
14	5 (36%)	1 (7%)	0 (0%)	8 (57%)	Access to online article indexes/research databases from off campus	7 (50%)	0 (0%)	1 (7%)	6 (43%)	14
14	7 (50%)	1 (7%)	0 (0%)	6 (43%)	Data and statistical resources	7 (58%)	0 (0%)	0 (0%)	5 (42%)	12
14	6 (43%)	2 (14%)	2 (14%)	4 (29%)	DVD and video collection	5 (50%)	0 (0%)	0 (0%)	5 (50%)	10
14	8 (57%)	3 (22%)	2 (14%)	1 (7%)	Music CD collection	8 (73%)	1 (9%)	2 (18%)	0 (0%)	11
14	8 (57%)	1 (7%)	2 (14%)	3 (22%)	Audiobooks and kits	7 (64%)	0 (0%)	2 (18%)	2 (18%)	11
14	3 (22%)	0 (0%)	2 (14%)	9 (64%)	Audiovisual equipment	1 (8%)	0 (0%)	1 (8%)	10 (84%)	12
13	2 (15%)	0 (0%)	1 (8%)	10 (77%)	Library website	3 (23%)	0 (0%)	0 (0%)	10 (77%)	13
14	6 (43%)	4 (29%)	2 (14%)	2 (14%)	Browsing paperback fiction collection	7 (58%)	0 (0%)	3 (25%)	2 (17%)	12
14	6 (43%)	0 (0%)	1 (7%)	7 (50%)	Subject guides on the Library website	7 (50%)	0 (0%)	1 (7%)	6 (43%)	14
14	5 (36%)	1 (7%)	2 (14%)	6 (43%)	Printed handouts on Library services & resources	4 (31%)	0 (0%)	2 (15%)	7 (54%)	13
14	4 (29%)	0 (0%)	1 (7%)	9 (64%)	Materials to support your research and/or learning activities	4 (31%)	0 (0%)	3 (23%)	6 (46%)	13
14	9 (64%)	3 (22%)	0 (0%)	2 (14%)	Accessing course reserves online	8 (67%)	2 (17%)	0 (0%)	2 (16%)	12
14	7 (50%)	0 (0%)	1 (7%)	6 (43%)	Copyright information provided on the Library website	9 (69%)	0 (0%)	0 (0%)	4 (31%)	13
14	10 (71%)	0 (0%)	1 (7%)	3 (22%)	Search alerts	8 (67%)	0 (0%)	1 (8%)	3 (25%)	12

Appendix B1, Table 3: Contract Faculty's ratings of Library Resources

Valid n	Have not used or N/A	Not Important/ Not at all important	Somewhat important	Important/ Very important	Resource	Have not used or N/A	Not Satisfied/ Not at all satisfied	Somewhat satisfied	Satisfied/ Very Satisfied	Valid n
19	2 (11%)	1 (5%)	3 (16%)	13 (68%)	Print book collection	2 (11%)	1 (6%)	5 (28%)	10 (55%)	18
19	11 (58%)	3 (16%)	1 (5%)	4 (21%)	Electronic books	10 (72%)	0 (0%)	2 (14%)	2 (14%)	14
19	2 (11%)	0 (0%)	4 (21%)	13 (68%)	Print periodicals	5 (28%)	2 (11%)	3 (17%)	8 (44%)	18
19	4 (21%)	1 (5%)	1 (5%)	13 (69%)	Online periodicals	6 (37%)	0 (0%)	3 (19%)	7 (44%)	16
19	3 (16%)	0 (0%)	1 (5%)	15 (69%)	Online article indexes/research databases	5 (33%)	0 (0%)	1 (7%)	9 (60%)	15
18	4 (22%)	1 (5%)	0 (0%)	13 (73%)	Access to online article indexes/research databases from off campus	6 (40%)	0 (0%)	1 (7%)	8 (53%)	15
19	6 (31%)	3 (16%)	2 (11%)	8 (42%)	Data and statistical resources	7 (50%)	1 (7%)	1 (7%)	5 (36%)	14
18	3 (17%)	0 (0%)	3 (17%)	12 (66%)	DVD and video collection	4 (24%)	0 (0%)	5 (29%)	8 (47%)	17
18	8 (44%)	3 (17%)	5 (28%)	2 (11%)	Music CD collection	9 (64%)	0 (0%)	3 (22%)	2 (14%)	14
19	8 (42%)	2 (11%)	7 (37%)	2 (10%)	Audiobooks and kits	8 (57%)	0 (0%)	4 (29%)	2 (14%)	14
19	3 (16%)	1 (5%)	2 (11%)	13 (68%)	Audiovisual equipment	4 (24%)	2 (12%)	4 (24%)	7 (40%)	17
19	2 (11%)	0 (0%)	0 (0%)	17 (89%)	Library website	1 (6%)	1 (6%)	3 (18%)	12 (70%)	17
18	8 (44%)	6 (34%)	3 (17%)	1 (5%)	Browsing paperback fiction collection	9 (64%)	0 (0%)	2 (14%)	3 (22%)	14
18	5 (28%)	2 (11%)	1 (5%)	10 (56%)	Subject guides on the Library website	2 (13%)	0 (0%)	5 (33%)	8 (54%)	15
19	3 (16%)	3 (16%)	1 (5%)	12 (63%)	Printed handouts on Library services & resources	5 (29%)	0 (0%)	3 (18%)	9 (53%)	17
19	1 (5%)	1 (5%)	2 (11%)	15 (79%)	Materials to support your research and/or learning activities	1 (6%)	3 (18%)	4 (24%)	9 (52%)	17
19	3 (16%)	3 (16%)	1 (5%)	12 (63%)	Accessing course reserves online	6 (40%)	0 (0%)	3 (20%)	6 (40%)	15
18	3 (17%)	2 (11%)	1 (6%)	12 (66%)	Copyright information provided on the Library website	5 (36%)	0 (0%)	1 (7%)	8 (57%)	14
19	12 (63%)	3 (16%)	2 (11%)	2 (10%)	Search alerts	10 (67%)	1 (7%)	2 (13%)	2 (13%)	15

Appendix B1, Table 4: Regular Faculty members' ratings of Library Resources

Valid n	Have not used or N/A	Not Important/ Not at all important	Somewhat important	Important/ Very important	Resource	Have not used or N/A	Not Satisfied/ Not at all satisfied	Somewhat satisfied	Satisfied/ Very Satisfied	Valid n
138	12 (9%)	6 (4%)	15 (11%)	105 (76%)	Print book collection	12 (9%)	8 (6%)	49 (37%)	63 (48%)	132
138	52 (38%)	15 (10%)	30 (22%)	41 (30%)	Electronic books	68 (56%)	4 (3%)	26 (22%)	23 (29%)	121
136	7 (5%)	5 (4%)	25 (18%)	99 (73%)	Print periodicals	9 (7%)	18 (13%)	32 (24%)	75 (56%)	134
136	15 (11%)	2 (2%)	14 (10%)	105 (77%)	Online periodicals	19 (14%)	7 (5%)	29 (22%)	77 (59%)	132
136	14 (10%)	4 (3%)	9 (7%)	109 (80%)	Online article indexes/research databases	22 (16%)	6 (4%)	26 (20%)	80 (60%)	134
138	22 (16%)	6 (4%)	9 (7%)	101 (73%)	Access to online article indexes/research databases from off campus	30 (23%)	6 (5%)	19 (14%)	78 (58%)	133
140	50 (36%)	19 (13%)	21 (15%)	50 (36%)	Data and statistical resources	59 (48%)	3 (2%)	25 (20%)	37 (30%)	124
139	16 (12%)	9 (6%)	22 (16%)	92 (66%)	DVD and video collection	20 (15%)	24 (18%)	41 (31%)	48 (36%)	133
137	70 (51%)	37 (27%)	17 (12%)	13 (10%)	Music CD collection	88 (77%)	3 (2%)	10 (9%)	14 (12%)	115
136	74 (54%)	25 (18%)	13 (10%)	24 (18%)	Audiobooks and kits	82 (72%)	7 (6%)	9 (8%)	16 (14%)	114
138	10 (7%)	2 (1%)	12 (9%)	114 (83%)	Audiovisual equipment	11 (8%)	10 (7%)	19 (14%)	95 (71%)	135
137	3 (2%)	4 (3%)	11 (8%)	119 (87%)	Library website	6 (5%)	3 (2%)	20 (15%)	103 (78%)	132
137	63 (46%)	30 (22%)	25 (18%)	19 (14%)	Browsing paperback fiction collection	74 (63%)	8 (7%)	19 (16%)	17 (14%)	118
135	31 (23%)	5 (4%)	21 (15%)	78 (58%)	Subject guides on the Library website	26 (21%)	3 (2%)	19 (15%)	77 (62%)	125
133	21 (16%)	17 (13%)	24 (18%)	71 (53%)	Printed handouts on Library services & resources	20 (16%)	5 (4%)	18 (15%)	80 (65%)	123
135	21 (16%)	6 (4%)	17 (13%)	91 (67%)	Materials to support your research and/or learning activities	21 (16%)	18 (14%)	30 (23%)	60 (47%)	129
137	66 (48%)	8 (6%)	15 (11%)	48 (35%)	Accessing course reserves online	67 (55%)	0 (0%)	9 (8%)	45 (37%)	121
139	42 (30%)	12 (9%)	16 (11%)	69 (50%)	Copyright information provided on the Library website	51 (41%)	3 (2%)	19 (15%)	53 (42%)	126
137	77 (57%)	10 (7%)	14 (10%)	36 (26%)	Search alerts	72 (63%)	2 (2%)	11 (10%)	29 (25%)	114

Appendix B2: Importance and Satisfaction Ratings of Instructional Related Library Resources and Services, by Faculty Type

Appendix B2, Table 1: Regular Faculty's Ratings of Instructional Related Library Resources & Services

Valid n	N/A Have not used	Not Important/ Not at all important	Somewhat important	Important/ Very Important	Item	N/A Have not used	Not Satisfied/ Not at all Satisfied	Somewhat satisfied	Satisfied/ Very Satisfied	Valid n
135	5 (4%)	5 (4%)	10 (7%)	115 (85%)	Materials in the collection to support your teaching activities	7 (5%)	13 (10%)	45 (35%)	66 (50%)	131
135	8 (6%)	0 (0%)	8 (6%)	119 (88%)	Materials in the collection to support your students' learning activities	7 (5%)	13 (10%)	42 (33%)	67 (52%)	129
134	49 (37%)	4 (3%)	13 (10%)	68 (50%)	Online booking for Library & Web Instruction sessions	51 (44%)	2 (2%)	8 (7%)	55 (47%)	116
134	48 (36%)	9 (7%)	14 (10%)	63 (47%)	Library and Web Instruction Sessions provided during class time	49 (40%)	4 (3%)	13 (11%)	57 (46%)	123
134	46 (34%)	3 (2%)	12 (9%)	73 (55%)	Research Skills exercises used during Library & Web Instruction sessions	47 (39%)	5 (4%)	13 (11%)	55 (46%)	120
133	36 (27%)	4 (3%)	10 (8%)	83 (62%)	Information or services offered by your Faculty Liaison Librarian	37 (30%)	2 (2%)	9 (7%)	75 (61%)	123
134	79 (59%)	1 (1%)	9 (7%)	45 (33%)	Advanced Library Research classes for upper division students	76 (67%)	2 (2%)	7 (6%)	28 (25%)	113

Appendix B2, Table 2: Contract Faculty's Ratings of Instructional Related Library Resources & Services

Valid n	N/A Have not used	Not Important/ Not at all important	Somewhat important	Important/ Very Important	Item	N/A Have not used	Not Satisfied/ Not at all Satisfied	Somewhat satisfied	Satisfied/ Very Satisfied	Valid n
18	1 (6%)	0 (0%)	1 (5%)	16 (89%)	Materials in the collection to support your teaching activities	3 (18%)	2 (12%)	6 (35%)	6 (35%)	17
18	3 (17%)	0 (0%)	0 (0%)	15 (83%)	Materials in the collection to support your students' learning activities	4 (24%)	2 (12%)	3 (18%)	8 (46%)	17
18	5 (28%)	0 (0%)	2 (11%)	11 (61%)	Online booking for Library & Web Instruction sessions	7 (44%)	2 (12%)	2 (12%)	5 (32%)	16
18	5 (28%)	0 (0%)	0 (0%)	13 (72%)	Library and Web Instruction Sessions provided during class time	9 (56%)	0 (0%)	2 (12%)	5 (32%)	16
18	5 (28%)	0 (0%)	0 (0%)	13 (72%)	Research Skills exercises used during Library & Web Instruction sessions	9 (56%)	0 (0%)	2 (12%)	5 (32%)	16
18	7 (39%)	2 (11%)	0 (0%)	9 (50%)	Information or services offered by your Faculty Liaison Librarian	7 (47%)	0 (0%)	2 (13%)	6 (40%)	15
18	8 (44%)	1 (6%)	0 (0%)	9 (50%)	Advanced Library Research classes for upper division students	10 (72%)	1 (7%)	2 (14%)	1 (7%)	14

Appendix B3: Importance and Satisfaction Ratings of Library Facilities and Services by Employee Type

Appendix B3, Table 1: Staff Ratings of Library Facilities & Services

Valid n	N/A Have not used	Not important/ Not at all Important	Somewhat important	Important/ Very Important	Item	N/A Have not used	Not Satisfied/ Not at all satisfied	Somewhat dissatisfied	Satisfied/ Very satisfied	Valid n
98	14 (14%)	4 (4%)	7 (7%)	73 (75%)	Reference services at our Information desks	22 (24%)	0 (0%)	15 (17%)	53 (59%)	90
97	39 (40%)	1 (1%)	7 (7%)	50 (52%)	Ask a Librarian email reference service	53 (59%)	0 (0%)	9 (10%)	28 (31%)	90
96	50 (52%)	1 (1%)	9 (9%)	36 (38%)	"AskAway" virtual reference service	60 (69%)	0 (0%)	8 (9%)	19 (22%)	87
98	37 (38%)	2 (2%)	12 (12%)	47 (48%)	Audiovisual services	43 (50%)	2 (2%)	7 (8%)	34 (40%)	86
99	22 (22%)	4 (4%)	6 (6%)	67 (68%)	Photocopying	28 (30%)	5 (5%)	14 (15%)	45 (50%)	92
98	34 (34%)	5 (5%)	4 (4%)	55 (57%)	Printing from Library computers	37 (43%)	6 (7%)	13 (15%)	31 (35%)	87
99	21 (21%)	1 (1%)	10 (10%)	67 (68%)	Intercampus loan service	25 (28%)	1 (1%)	6 (7%)	58 (64%)	90
99	29 (29%)	2 (2%)	5 (5%)	63 (64%)	Interlibrary loan service	36 (40%)	4 (4%)	7 (8%)	43 (48%)	90
97	23 (24%)	1 (1%)	3 (3%)	70 (72%)	Library computers	26 (30%)	2 (2%)	13 (15%)	46 (53%)	87
98	11 (11%)	1 (1%)	6 (6%)	80 (82%)	Library hours of operation	12 (13%)	3 (3%)	18 (20%)	57 (64%)	90
99	14 (14%)	3 (3%)	9 (9%)	73 (74%)	Information desk service hours	16 (18%)	3 (3%)	14 (16%)	57 (63%)	90
96	8 (8%)	2 (2%)	5 (5%)	81 (85%)	Library cleanliness	8 (9%)	8 (9%)	17 (19%)	57 (63%)	90

Appendix B3, Table 2: Administrators' Ratings of Library Facilities & Services

Valid n	N/A Have not used	Not important/ Not at all important	Somewhat important	Important/ Very Important	Item	N/A Have not used	Not Satisfied/ Not at all satisfied	Somewhat Satisfied	Satisfied/ Very satisfied	Valid n
14	8 (57%)	0 (0%)	1 (7%)	5 (36%)	Reference services at our Information desks	6 (50%)	0 (0%)	0 (0%)	6 (50%)	12
14	11 (79%)	0 (0%)	0 (0%)	3 (21%)	Ask a Librarian email reference service	9 (75%)	0 (0%)	0 (0%)	3 (25%)	12
14	11 (79%)	0 (0%)	1 (7%)	2 (14%)	"AskAway" virtual reference service	9 (75%)	0 (0%)	0 (0%)	3 (25%)	12
14	10 (71%)	1 (7%)	0 (0%)	3 (22%)	Audiovisual services	9 (75%)	0 (0%)	0 (0%)	3 (25%)	12
14	8 (57%)	1 (7%)	0 (0%)	5 (36%)	Photocopying	7 (58%)	0 (0%)	1 (8%)	4 (34%)	12
13	7 (54%)	1 (8%)	0 (0%)	5 (38%)	Printing from Library computers	8 (67%)	0 (0%)	0 (0%)	4 (33%)	12
14	4 (29%)	0 (0%)	1 (7%)	9 (64%)	Intercampus loan service	4 (31%)	0 (0%)	0 (0%)	9 (69%)	13
14	5 (36%)	0 (0%)	1 (7%)	8 (57%)	Interlibrary loan service	5 (38%)	0 (0%)	1 (8%)	7 (54%)	13
14	7 (50%)	1 (7%)	1 (7%)	5 (36%)	Library computers	7 (58%)	0 (0%)	0 (0%)	5 (42%)	12
14	5 (36%)	0 (0%)	0 (0%)	9 (64%)	Library hours of operation	4 (33%)	1 (8%)	2 (17%)	5 (42%)	12
14	5 (36%)	0 (0%)	1 (7%)	8 (57%)	Information desk service hours	4 (34%)	1 (8%)	1 (8%)	6 (50%)	12
14	1 (7%)	1 (7%)	1 (7%)	11 (79%)	Library cleanliness	0 (0%)	0 (0%)	4 (31%)	9 (69%)	13

Appendix B3, Table 3: Contract Faculty's Ratings of Library Facilities & Services

Valid n	N/A Have not used	Not important/ Not at all Important	Somewhat important	Important/ Very Important	Item	N/A Have not used	Not Satisfied/ Not at all satisfied	Somewhat Satisfied	Satisfied/ Very satisfied	Valid n
19	1 (5%)	0 (0%)	1 (5%)	17 (90%)	Reference services at our Information desks	1 (6%)	1 (6%)	1 (6%)	14 (82%)	17
19	6 (32%)	0 (0%)	4 (21%)	9 (47%)	Ask a Librarian email reference service	9 (56%)	0 (0%)	2 (13%)	5 (31%)	16
19	11 (58%)	1 (5%)	2 (11%)	5 (26%)	"AskAway" virtual reference service	11 (73%)	0 (0%)	2 (13%)	2 (14%)	15
19	12 (63%)	1 (5%)	2 (11%)	4(21%)	Audiovisual services	11 (65%)	0 (0%)	3 (17%)	3 (18%)	17
18	2 (11%)	0 (0%)	3 (17%)	13 (72%)	Photocopying	4 (25%)	0 (0%)	3 (19%)	9 (56%)	16
19	10 (53%)	0 (0%)	1 (5%)	8 (42%)	Printing from Library computers	10 (62%)	0 (0%)	3 (19%)	3 (19%)	16
19	2 (11%)	2 (10%)	0 (0%)	15 (79%)	Intercampus loan service	4 (25%)	0 (0%)	3 (19%)	9 (56%)	16
19	3 (16%)	2 (11%)	1 (5%)	13 (68%)	Interlibrary loan service	6 (38%)	1 (6%)	2 (12%)	7 (44%)	16
19	8 (42%)	0 (0%)	0 (0%)	11 (58%)	Library computers	7 (44%)	3 (19%)	0 (0%)	6 (37%)	16
19	0 (0%)	0 (0%)	0 (0%)	19 (100%)	Library hours of operation	0 (0%)	4 (22%)	1 (6%)	13 (78%)	18
19	2 (11%)	0 (0%)	1 (5%)	16 (84%)	Information desk service hours	4 (24%)	2 (12%)	1 (6%)	10 (58%)	17
19	0 (0%)	0 (0%)	0 (0%)	19 (100%)	Library cleanliness	0 (0%)	2 (11%)	2 (11%)	14 (78%)	18

Appendix B3, Table 4: Regular Faculty's Ratings of Library Facilities & Services

Valid n	N/A Have not used	Not important/ Not at all Important	Somewhat important	Important/ Very Important	Item	N/A Have not used	Not Satisfied/ Not at all satisfied	Somewhat Satisfied	Satisfied/ Very satisfied	Valid n
135	16 (12%)	4 (3%)	13 (10%)	102 (75%)	Reference services at our Information desks	15 (12%)	4 (3%)	9 (7%)	102 (78%)	130
135	65 (48%)	6 (5%)	12 (9%)	52 (38%)	Ask a Librarian email reference service	68 (56%)	2 (2%)	5 (4%)	47 (38%)	122
137	98 (72%)	6 (4%)	10 (7%)	23 (17%)	"AskAway" virtual reference service	88 (78%)	1 (1%)	2 (2%)	21 (19%)	112
136	70 (52%)	6 (4%)	6 (4%)	54 (40%)	Audiovisual services	59 (50%)	3 (3%)	4 (4%)	51 (43%)	117
137	57 (42%)	13 (9%)	9 (7%)	58 (42%)	Photocopying	53 (45%)	6 (5%)	10 (8%)	50 (42%)	119
136	86 (63%)	11 (8%)	6 (5%)	33 (24%)	Printing from Library computers	83 (73%)	5 (4%)	5 (4%)	21 (19%)	114
138	27 (20%)	5 (3%)	7 (5%)	99 (72%)	Intercampus loan service	27 (21%)	3 (2%)	7 (5%)	93 (72%)	130
136	37 (27%)	5 (4%)	6 (4%)	88 (65%)	Interlibrary loan service	38 (30%)	6 (5%)	9 (7%)	73 (58%)	126
134	58 (43%)	10 (8%)	4 (3%)	62 (46%)	Library computers	49 (43%)	3 (3%)	14 (12%)	48 (42%)	114
136	3 (2%)	4 (3%)	13 (10%)	116 (85%)	Library hours of operation	3 (2%)	26 (20%)	29 (22%)	74 (56%)	132
136	24 (18%)	5 (3%)	13 (10%)	94 (69%)	Information desk service hours	20 (16%)	7 (6%)	19 (15%)	80 (63%)	126
136	8 (6%)	1 (1%)	11 (8%)	116 (85%)	Library cleanliness	3 (2%)	4 (3%)	9 (7%)	115 (88%)	131

Q4: For which subject area would you like to have access to more electronic books?

Adult Basic Education, English	Health care
All areas	History (3)
Anthropology (2)	Horticulture, design- home, landscape etc.
Asian history - China, Japan	Humanities
Automotive	Humanities, Asian Studies
Automotive new product Hybrid	Investment
Biographies	It would be wonderful to have access to EEBO
Biological Sciences; Higher Education	IT, computer science and information systems
Biology	Job search
Business (3)	Leadership
Business, Marketing, accounting,	Library services, computers
CADD/ Drafting - Architecture	Linguistics
Computer magazines, English learning & writing	Marketing, Design and Business
Crime Prevention	Nursing (8)
Criminology	Physics
Education (3)	Physics and Engineering
Emergency Services / Public Safety	Praxis
Employment search	Psychiatric Nursing
English language and literature	Psychology (2)
English Language Studies, Inter- and cross-cultural	Psychology, behavioural sciences
English Lit, Research Material	Psychology, emotional intelligence,
English Literature (3)	Science, technology, plants
English, religion, esoterica and the occult	Serious edited works such as those from PsycBooks
Entrepreneurship / Marketing	Social sciences
ESL, English, literacy	All social sciences.
ESL/ Disability related	Social Sciences, Humanities, Reading for Leisure
Fashion (2)	Sociology
FICTION	Sustainable society/ agriculture
First Nations Issues, Realities, Resiliency, Orality	Taxation and audit
General/variety of topics - factual, not narrative	Travel
Graphic design	Women studies, Hispanic culture

Appendix C1

Q2: Comment on Usefulness of resources to study, work or recreational needs

Positive Commentary – General

Total number of comments = 51

Quotes:

- ...For student research, there seem to be sufficient holdings for most student projects and recent library acquisitions help;...
- ...I do appreciate being able to access the items when I can. I particularly like reading up-to-date books and seeing up-to-date videos.
- Access to these resources are critical for our students and ourselves. I use them almost daily.
- As a program assistant, I don't use as many of the library resources as other employees, but the interactions I have had have been great.
- Documenting sources, research, and utilizing critical articles is extremely important,...
- Excellent. The resources are getting better year after year.
- For study purpose things are fine, work related satisfactory and...
- For the amount I have used the Library I have found the information very useful.
- Great job with limited resources,
- Great library!
- Great.
- I am often amazed at the breadth of material available for horticulture at KUC.
- I don't use the library a lot but when I do I always find what I need.
- I find Kwantlen's collection pretty good...
- I find the collection to meet my needs whenever I need to find information...
- I have been able to access the information needed, anytime. Either in person or at home. Being able to conduct research on my own time by printed or electronic materials is very important and to have access to either, when it works for me is great.
- I have been working on my PhD for the past 8 years and have found the resources and the library personnel excellent. Thank you all for contributing to my successful completion.
- I have ordered materials and they have been essential to keeping current for the classroom. I also prepped for a masters application.
- I like to do outside school projects and so I need via the web or hard cover copies at the library, and I am very satisfied with the usefulness.
- I love the library!
- I teach my students how to access the library resources for their studies. I find the resources sufficient.
- I think it is important to provide students with the information they need so that they can find the resources they need on-campus/website without having to rely on going to other resources for material.
- I think we've got a great library and it's only getting bigger and better soon!
- I use the library about once every two weeks and it has served by purpose in my department well.
- I use the library resources for professional growth and my own personal research.
- Over the last year I have used all the resources listed above for work, study and recreational purposes.
- Overall these services are very important to my program area.
- Overall, I think the library does a wonderful job with the resources they have, given the budgetary restrictions.

- Research, learning from others mistakes, others successes, new ideas that may be a catalyst to a new idea in my field of interest, etc. is all very important to me, and consequently useful to others.
- Resources are appropriate to my teaching and research.
- Thank you for your openness to suggestions.
- ...Thank you to all of you in the library for being a wonderful resource.
- The KUC library either has or acquires sufficient materials for my teaching/curriculum planning...
- The Kwantlen library is very important to me in my research, and it is very helpful to be able to access library services from off-campus.
- The library at Kwantlen is useful to my students, and...
- The library resources have met my needs in pursuing a Certificate in Business.
- The library, over-all, has been very useful, as have the librarians and support staff!
- The statistical data is very important for research studies and other projects. It's better if they're updated regularly.
- These resources are essential to my study needs and work needs.
- These resources would be very useful when conducting research or trying to get inspiration.
- They are very useful when you are trying to get articles, books, etc for faculty.
- Useful for deployment to satisfy learning outcomes.
- Useful. (2)
- Very beneficial & convenient.
- Very good.
- Very important to my role as an instructor and for my ongoing learning of my teaching and research interests.
- Very important to my work in referring students to resources.
- Very useful and I had no problem in accessing or getting them for my classes.
- Very useful to have the sample final exams accessible to students online.
- Very useful; off campus material availability is an incredible time saver.
- We're getting there!
- When working on a paper I found the diverse resources to be very helpful and generally easy to use to find the info I was looking for.

Positive Commentary – Specific

Total number of comments = 67

Quotes:

Print Collection (13)

- I am a regular user of the periodicals.
- I discover stuff through browsing, so the book and periodicals collection is what is most important to me. I am very satisfied - but, of course, I think the collection could always be expanded.
- I have found Linda Rogers extremely helpful in responding to suggestions for acquiring new books to the collection...
- Magazines...[are really important to me].
- One of the great things about the library is the current drive to expand holdings-- Linda Rogers has been wonderfully helpful.
- Personally, I do enjoy the selection of non-fiction books available,... access information
- Printed material is most important
- The library books have been a very good resource in my own professional development.

- The print book collection has good resources on photography, very helpful for beginners in photography.
- The print collection is excellent - ...
- Up to date books continue to play an important role in motivating students as well as being key to instructor preparedness.
- Useful for research especially new research seen in biological journals.
- While taking Business Management classes, I have utilized the Library's books...

Online Resources (19)

- ...and the on-line journals and periodicals are great.
- ...website is easy to use.
- I mainly use the electronic search engines that I find very useful...
- I think the library website is excellent.
- I found the online journal databases top be a real help when writing research papers.
- I have found the online journals are very useful for research essays.
- May focus on electronic resources through Web so that anyone can access them from anywhere, and at any time.
- New subject guide for fashion is excellent and was used directly by students as a research component.
- On-line and hard copy journals very helpful in nursing programs.
- On-line article databases make up the majority of my research...
- Online resource can be more useful any print copy these days. It's more convenient.
- Online resources are easily accessible from home, great job in providing information for projects and article presentations. Really like the use of printed resources on citing and researching on the library archives and database.
- Since most of my work and research is done online, I really appreciate being able to the work from my computer.
- The electronic databases are great. The librarians wonderfully helpful in learning how to use them.
- The library collection and especially the online databases have improved quite markedly over the past five years. Good job!
- The online journal availability has grown immensely, and that's very important for our students...
- The online journals are wonderful! The site especially has been very useful for me and I'm very impressed as to how easy it is to access journals.
- The on-line Oxford reference dictionary is superb. I have used the on-line resources for courses I am taking on-line and they have been excellent!
- Very important for nursing to have most things online; a lot of faculty and students need the info from their homes.

Videos/DVDs (8)

- Data bases and DVD/video collection are very useful for our classes.
- DVD's are very important in languages.
- E-journals and nursing DVD's very useful for my teaching....
- Having the need to accommodate various learning styles in my classroom, access to current DVD's and work related materials is very important to me.
- ...and DVD, video collection are really important to me.
- The recent addition of the safety films for a variety of trades practices is very good.
- The things I use like DVD,s are very useful, for me and the students.
- Videos are very useful;...

Audiovisual (7)

- ...and The electronic equipment ...[are really important to me].
- ...For work purposes, the few X I've requested audiovisual equipment, I've always been satisfied w/ the service & equipment.
- As a staff member and student, the AV equipment is extremely important...As an employee, these things make the library a source of entertainment for me at lunch and after work.
- As support staff the Audio/Visual resources and copyright information are the most important to me and to that end are very useful
- My primary use in the library has been audio visual equipment. I have found the staff to be very helpful and knowledgeable.
- The AV resources is very useful and I find the equipment practical and easy to use...
- The availability of AV equipment is impressive and very helpful as I find that there is always equipment on hand!...

Interlibrary Loan (3)

- I have always found something to help with my research needs. If not from our collection, from inter library loans.
- I rely heavily on interlibrary loan and appreciate the response.
- Often need resources in other libraries (ie UBC...) with doctoral research--library has been able to assist with this.

Documentation (2)

- ...Also, being able to access style guides and journals from home is really convenient as a student.
- ...handouts are useful;...

Orientations (3)

- ...I appreciate the orientations.
- ...One of the most useful services provided by the library is the library orientation organized by Jan Penhorwood for students who are new to literature courses. The students find the sessions invaluable and those who conduct those sessions very helpful and friendly. This is something that new students feel is a comfort zone for them in an otherwise daunting arena of overwhelming material most often requiring a higher level of skills than they have initially...
- The specific orientation sessions set up for classes are a great asset for students. Librarians are always very helpful and very knowledgeable.

Employees (12)

- ...And the staff/librarians are always helpful to me in my searching.
- ...Staff are always wonderfully helpful.
- ...the staff is very helpful and friendly;...
- Denise Dale is very helpful and prompt in satisfying our needs. Service in Library is excellent-ladies are knowledgeable and kind.
- Excellent staff support.
- Have appreciated the help of librarians such as Angela (Langley) and Linda Rogers--who has been helpful in supporting new upper level course in English.
- Helpful knowledgeable staff who assisted greatly with my research.
- I feel KUC Library and staff have done an excellent job and are trying to be as up to date as possible.
- I find the staff to be extremely helpful and I don't separate them entirely from the other resources; I use the library for my own work as well as suggesting it to students and requiring they use it in some projects.
- The staff are extremely helpful and knowledgeable. It's important to have these resources for me as a Disability Advisor. Thank you!

- The staff are the best resource by FAR. In particular I want to thank Geraldine Wesley for keeping me organized and Allison Richardson for jumping so heartily into horticulture.
- They are very important and the staff is excellent and helpful to deal with.

Needs Improvement – Specific

Total number of comments = 57

Quotes:

Print Collection (14)

- ...but for my teaching and research I need access to more print books and print/online journals (in psych)
- ...However, it would be wonderful to acquire more materials/access to materials on linguistics.
- ...the only problem arises when a book is at a different location than the one that I normally frequent. This is why I hope there will be more eBooks in future, so that I can look up some information quickly. I would make most use of eBooks when I wanted to use just part of the book, to look at some information - for books that I would read cover-to-cover, I still prefer the old-fashioned print format!
- Books and print journals are essential and there should be more of them available.
- I don't often use the library because when I drop in, I don't find much material related to my teaching area, research area, or personal interests (Adult Basic Education). I admit that I could drop in more often to check for new arrivals...
- I need to work with you to obtain key resources to support the Labour Relations course in the HR degree program.
- Print stacks as a general rule are not extensive in my field and so not very useful.
- The ESL students could do with more graded readers, but it's my responsibility to order/request them, right?
- The library doesn't have enough books for Applied Linguistics/ TESOL.
- The print book collection and the journal collection are the most important resources in my opinion, and the library is doing a good job of building the collection. It still needs a LOT of work.
- The resources in my subject area are not yet adequate. However, we have been working with librarian in charge of our area and we are seeing steady progress.
- There is a paucity of current ESL materials.
- There was not much on my subject (taxation) since it is quite expensive one
- When I am looking for new novels and plays to teach, I always check the Kwantlen library first and then the local library. This past summer, I ended up buying the books I needed online because I couldn't find them in Langley. I didn't particularly want to own copies of the texts; I just wanted to read them, so this wasn't the ideal situation...

Online Resources (6)

- ...In searching the online journals while doing research for my courses, I have also found it frustrating when Kwantlen can't access a copy of the articles I'm interested in. I know that the resources have been expanded, though, and I didn't do much secondary research last summer, so the situation may already have improved.
- ...There are still more journals we need. It seems that we especially need more journals from Sage. They publish some important journals that the librarians have told me are very expensive, but nonetheless are very important.
- Difficult to navigate
- Have not been able to make search alerts work.
- Search engine in the library could be improved.

- The online access to electronic journals has been helpful in my research, but at times the selection of journals on higher education research has been quite limited.

Videos/DVDs (5)

- ...Also, adding to our video/DVD selection and perhaps having a guide for instructors to divide them by subject would be really helpful (rather than randomly searching the lib catalogue for key terms in the hopes of finding something related).
- ...DVD and video collections for classroom use could be improved;...
- 1. DVD collection is poor. Access to DVDs is difficult. Why does the Cloverdale library refuse access to DVDs to faculty? Silly.
- I'd like more info (brief summaries) of available DVDs so that I can better evaluate whether they might be useful without having to actually watch them.
- More health videos/DVDs are needed that are up to date.

Audiovisual (8)

- ...A major problem I've faced in recent years is placement in classrooms without DVD/Video or computer equipment, necessitating use of mobile equipment. This is very inconvenient. It's not the library's responsibility, however any support you can lend to faculty seeking the establishment of more e-classes or rooms with video/DVD mounts would be helpful.
- ...Data projectors old - lack brightness and clarity for viewing.
- ...Increase user friendliness of booking A/V material through the library web site.
- 2. COWs are useless. I gave up. Half don't work and are impossible to get to and from classroom.
- 3. Why do the new classrooms not have DVD/VCR?
- COWs do not have new enough software. Some PowerPoint materials do not work with them. A bit embarrassing in front of one's class.
- I found the DVD player available at Cloverdale campus grossly inadequate for my needs. Showing specific scenes of a burned CD to my class last year was not possible. I would like a single printout brochure listing all the various services available at the library and how to access them.
- We are perhaps 20% where need to be, with sometimes very uniformed decision making that is frankly wrong for resources such as laptops and digital cameras.

Interlibrary Loan (2)

- ...Although when requesting books from other libraries (ie. SFU / UBC), the wait time was not accurate, & I did not receive many of the items I requested in time...
- I have frequently order books through the off campus system and they often take a VERY long time to come.

Collection for Recreational Use (11)

- ...as far as recreational reading goes there is not much to choose from in the fiction section.
- ...but the fiction paperbacks are a bit lacking. I would perhaps encourage donation of books by the Kwantlen community to help build up this area without an extra cost to the library.
- ...I do not use it for myself or personal use.
- ...I have not had much time for recreational use of the library, unfortunately...
- ...I was there last week to look for fiction on CD and was disappointed to learn that we don't have any in our collection.
- ...I would like to see more fiction (NY Times and best sellers) as well as popular magazines for my own recreational use.

- Don't come for recreation.
- Have not really thought of using the library for my recreational needs but am now thinking of taking advantage of the language learning aids.
- I often go into the library at lunch hours, and would like to see more current, pop-culture magazines.
- I understand that the public libraries provide the recreational materials, yet proximity of recreational materials (all the bestsellers, popular magazines - i.e. cooking, fashion) to a study and workplace would make them effective as stress relievers. I'd love to pop over to the library and pick up my fav's or flip through a quick pick magazine from the coffee table. In past, my library use always increased when it was proximal to other services (fitness center, and in this case would be work) and became habitual. I take classes too and can't get everything over the computer, so would use it more if I was already comfortable there.
- More donated paperbacks would be appreciated for the recreational reading section.

Other (4)

- 4. If we have a big expensive library why is it seldom open? Name one quality university that has its library closed on Sundays.
- Add more printers would be better.
- I wish that there was a bigger section and resources for course reserves from instructors.
- It would be nice if there was more signage to indicate the types of books to be found in a certain area.

Use Other Library (7)

- ...however, I have had to go elsewhere recently for things I needed.
- For personal research/study, library holdings are often not sufficient and therefore I need to use other academic libraries...
- Given the lack of journal resources I often go to SFU or UBC to conduct research without even bothering to find material at Kwantlen
- I have often had to look elsewhere (I have access to other libraries as well) for materials I need, especially e-journal articles. But I know it takes time and money to build a collection!
- I teach Microsoft Office and I send my students to the public library because Kwantlen has so few hardcopy resources for learning computer software.
- Online journal databases are most important for me - they could use quite a bit of expansion. I am often forced to look at SFU and UBC's collection.
- I'm sessional faculty so I use the library resources at my primary institution (UBC). So although I don't use many of Kwantlen's library services, I know how important they are.

Don't Use

Total number of comments = (10)

Quotes:

- While as a student I haven't had much time for recreational activities to do with library resources,...
- I have not had a chance to use the facilities as of yet as still quite new. Not sure on how everything works yet.
- I haven't used the library much.
- I will probably make more use of the resources once we are back at the Surrey Campus, still at Newton
- I'm pretty self-contained resource-wise, and so don't use the library much. My research interests are also fairly arcane, and as a consequence the library is not well-stocked in them.
- Minimal usage for my program; although students need to feel welcome in a library....

- Most of these resources are quite useful and would be even more so if I had the time to benefit from their potential.
- Most of these resources have been adequate; however, I have not had to make use of them extensively.
- Since I am an employ, I do not need access to these resources; however, as a student I can see the importance of these resources.
- There are a limited number of things that I rely on the library for. My students do not regularly depend on library resources' for the work in my class. For the few things pertinent to the class the materials seem adequate at the moment. I give a short tour and introduce my students to the library and where the particularly relevant materials are and how to use them.

Don't understand the question/NA

Total number of comments = 4

Quotes:

- If I don't think something's important and the library doesn't have any, am I satisfied? Not a good survey!...
- I'm not sure what you mean by search alerts.
- No comment comes to mind at this time.
- Not applicable.

Appendix C2

Q6:Meets needs Q7: Explain why if no to Q6

No—Library Hours	No service on Sundays and weak in my field (you, not me).
No—Library Hours	Need more open hours; easier to access materials; friendlier off-campus web access.
No—Library Hours	My class starts on saturday and 9.00 am and library does not open before that. I had a heck of time printing materials.
Yes—Library Hours	Marginal though I almost said NO. Limited hours are a problem for me
Yes—Library Hours	Students need a place on campus to meet together and/or to study on SUNDAYS. SFU is open on Sundays.
Yes—Library Hours	Need access to the library after 9 pm and more weekend hours.
Yes—Library Hours	Longer hours on Fridays and the weekends would be great.
No—Collection	Too few books and print journals.
No—Collection	Our Qualifying Studies dept. needs to provide basic texts through the library collection, which I don't believe the English dept. is yet fully doing. Also, as an itinerant instructor who uses technology infrequently, it would benefit me to have a portable hardcopy printout as reference to the services, both on and off the computer!
No—Collection	My use of the library is limited since there is not much on my subject.
No—Collection	Kwantlen has a very small collection, especially compared to other institutions of similar size. It is almost embarrassing when one has to send students to research a topic.
Yes—Collection	We need copies in Surrey and Richmond-not only one campus.
No—Copiers	I dislike having to check-out a periodical, take it over to the copy centre and then return it. I would prefer to use a photocopier in the library, but I've been told that they are for students only.
No—Multiple Comments	I have moved all course material off reserve and on line. I had to deal with library returning or mismanaging reserve material. I have moved to my own DVDs. COWs are useless. Getting DVDs from Cloverdale is impossible. Books I request for the library to buy never materialize. Library hours are poor.
No—Multiple Comments	Need more computer labs... Able to print double sided. More tables or study rooms. Clear signs to find reference books more easily.
No—Multiple Comments	The inter-campus loan service can be frustrating when trying to determine exactly when your materials will arrive. It's been an issue a couple of times so it's worth mentioning. ;It's hard to find a quiet place to study other than booking a room. Some students - including those from the high school - use it for a social gathering place and that can be frustrating. The TV/video units are archaic. Very frustrating to preview a video. ;You've mentioned a couple of services I didn't know were available - I'll have to check them out.
Yes—Other	My only wish is that the library staff wear nametags. I put this in EVERY survey and NOTHING ever changes. They are terrific and sometimes I forget the names and want to acknowledge how helpful they are. They deserve to be more than a Number.
Yes—Other	I answered yes, but I would like to see a little more pro-activity on behalf of the library. Once in a while 'push' something to me, that I can keep or reference that lists services and ways they may be used, etc.
Yes—Other	The expansion will greatly enhance the Library's image.
No—Don't Use	I just don't use it much (other than the carrals for the occasional bout of marking, and the occasional A/V rental).
No—Don't Use	I have only been to library one time to get my employee id so I have not yet had time to check out their other services and are not sure what all those services are.
Yes—IET & Facilities	But AV (computer and projector) services should be available in EVERY Kwantlen classroom. It is ridiculous that I request an e-classroom each term for each class, and most often end up in classroom that doesn't even have a clock. If Kwantlen wants to become a university it will have to provide better instructional support.

Appendix C3

Q10: Are there any materials or services we could provide to encourage you to use the Library more often?

Total number of comments = 99

Quotes:

Collection (40)

- er...I feel I already hog the resources a bit. But a larger collection would always be an improvement.
- ...Actually buy the books that are requested by faculty.
- Again, more esl materials, which I know I have to order....
- Expand online journal collection, ebooks and audiobooks would also be very useful - ipods are mainstream!
- Fiction on disk; ABE English materials; ABE professional development materials.
- Fictional reading materials.
- Audio books for my commute? ; Haven't checked for that yet though.
- Electronic books.
- More up-to-date books, periodicals, etc.
- I use the library several times a month... but not necessarily every week. More materials (online or otherwise) on all design disciplines are always welcome.
- Immigration subject manuals/references. ;it would be very useful if students could borrow the reference books for one overnight loan...sometimes all the comp. are used up or students don't have enough time at the library to research..but would have time at home..
- Law.
- More current ESL materials, both professional and for students/learners.
- More up-to-day books/electronic books.
- More up to date popular reading.
- More up to date photography books in the print collection.
- More fiction and popular magazines.
- More publications on science education and on Astronomy, Physics and Engineering.
- More nursing resources.
- More leisure reading materials, a (donated?) children's book section.
- More items on travel information.
- MORE FICTIONS.
- More selection of materials available.
- ..[and books]on Information Technology.
- Novels might draw me in but that is a waste of money in the long run when we can access that at local library
- More up to date video on human behaviour re: job search and job maintenance skills.
- Tax research.
- Teaching resources for adults with disabilities.
- The collection of books, DVDs, and CDs on music is very small.
- Music CD's; n/a.

- A larger selection of daily business papers.
- Current fashion, lifestyle, beauty and home magazines.
- ...more economics journals,...
- More journals in the postcolonial area of Literature.
- Periodicals... [on Information Technology].
- Periodicals and reference material for new topics we are starting... I really do need to come in and check out what you have now, and where we could expand.
- Psychology Journals.
- More print journals and books.
- More periodicals, magazines to related study.
- More print journals in social sciences.

Online Resources (6)

- As long as the article indexes continue to grow I will be using the library on a daily basis.
- ...online StatCanada.
- How about an Ipsos-Reid subscription?
- Data that is not available for free from StatCan.
- On-line access to the Canada Labour Arbitration Cases and to Brown&Beatty's Canadian Labour Arbitration. ;In-class research skills presentation.
- It would be very helpful to have access to more full copies of journal articles in PsyArticles and PsychInfo than are now available.

Videos/DVDs (13)

- A decent, accessible (ie Cloverdale) DVD collection...
- A larger DVD collection.
- I need more online or DVD clips of physiology.
- More DVD's and videos on relevant topics, including documentaries, +++
- More economics DVDs,...More health video /DVD that are up to date. Ability to put DVDs etc on Moodle so students can view in prep for classes.
- more videos and DVDs ;more online databases for research.
- I would really like a list of the DVD collection by title. Maybe there is one, but I haven't been able to find it. So, it's hard to look for something that I might want to use. I seem to have to know exactly what I want -- I'd like to be able to browse.
- Movie DVD's.
- New material in automotive be ordered in DVD rather than video tapes.
- Yes--- First Nations materials, authors, DVDs, and more university prep materials-- dvds on studying, note-taking etc would bring me in... activities for student participation in class...
- Yes, more videos/DVDs that are subject specific.
- Upgrade the video resources to newer material and in DVD format.
- Updates on some of the safety videos for table saw and radial arm saw as well as the videos on concrete, need more on different types of form work. Would be nice to have a Canadian made video on house framing the National or BC building code.

Audiovisual (4)

- eBook readers.
- I use it almost exclusively to obtain AV equipment.
- Ideally, more laptops available for faculty use.
- Laptop lending.

Computers (5)

- Computer lab.
- Make more computers available and monitor the ones in use where people are simply watching U Tube etc and not using for actual studies. Frustrating when you have a paper due and someone is just "fooling around" on a computer I could really use!
- More computers and course textbooks.
- More computers would be helpful because a lot of students fill up the computer lab quickly.
- More computers,...I'm hoping this will be taken care of with the expanded library space in Surrey when it opens. When will it open?

Copiers/Printers (3)

- Easier access (and orientation) to photocopier, library printer.
- More computer-print access, more photocopiers.
- More laser printing.

Interlibrary Loan (1)

- Allow music cd's (from Langley) to be loaned out through inter-campus requests.

Reference Service (6)

- A bit more assistance with accessing online journal articles would be helpful.
- Academic writing services.
- I think the librarians need to be more engaged in the research you are doing when you go and ask for help. They can also hold sessions to help us navigate the resources (I had this at UBC) and it was extremely helpful.
- ...More than one reference librarian (or assistant) to help at the ref. desk when it's busy...
- From earlier box, once in a while 'push' something to me, that I can keep or reference listing services and ways they may be used, etc.
- More welcome tours at the start of a semester.

Facilities (11)

- I probably would if there were a library on my campus; as it is, I use the library website as my first resort to find materials electronically.
- I usually only use the electronic journals and database searches when I am writing a paper for a conference or doing a literature search. I might use the library more if we actually had a library on our campus!
- Larger quiet room area.
- Lounge area.
- Meeting rooms - faculty offices very inadequate in this respect; also private work cubicles for working (again faculty offices share 1 computer amongst 7 faculty).
- More comfortable chairs and tables, privacy
- More study kiosks.

- Coffee/mochas/hotchocolate kiosk or machine.
- More personal seating areas.
- More private rooms with computer access.
- More lounging chairs. Re-organization of the space so that current print material (newspapers/magazines) are more easily accessible, as well as using more gables to feature new books or a "focus/topic of the month/wk".

Library Hours (4)

- Better hours, access.
- Hours of operation.
- Open on Sundays and holidays.
- Provide services all weekend!

Employees(1)

- Inter-cultural training for some desk staff. (I have no problem), but I have observed some discomfort. I personally think all the library staff are wonderful to interact with and efficient.

Other (5)

- I am not sure if auxiliary staff have access to the library resources, if so it would be great to know.
- I have to get used to having a library again after being without for so long in Newton.
- I support the need for increase resources. The library is a much needed resource for staff, faculty, and students.
- I use the library in support of my work as staff. Don't have time to access it for any other reason.
- Perhaps more organized with the books, or maybe label each section.

No Improvement Needed

Total number of comments = 17

Quotes:

- Can't think of any at the moment, other than a photocopier for faculty use.
- Can't think of any.
- Can't think of anything at this time.
- Doing an excellent job.
- Everything is already there.
- I am satisfied.
- I have all I need to serve my students.
- No (5)
- No I just don't get to the library that often.
- No that I can think of. I usually just look at the journals.
- No, as you are doing a great job.
- No, I think the library is doing a great job, and I appreciate the speed at which my requests for materials has been answered. Great work!
- No, I use the Library quite a bit as it is.

- No, whenever I have needed assistance from library staff or used the collection I have always found what I needed. Even when I was looking for some esoteric historical data!
- None I can think of.
- Not applicable
- Not now.

Don't Know

Total number of comments = 1

Quotes

- Don't know.

Not Our Department

Total number of comments = 4

Quotes

- Help me find more time!
- I just need to make more time.
- It is a matter of time for me, not materials or services from the library.
- More hours in a day -- I am too busy to use the library as much as I might like.

Appendix C4

Q14--Other comments

Outstanding Employees

Total number of comments = 42

Quotes

- Appreciate the librarians. ;Would love to have one come into a classroom and talk about research in a particular area I am teaching (Children's Literature, for example)
- Everyone is so pleasant and efficient, helpful and organized.
- Excellent service & assistant. Thank you.
- I find all the staff very helpful and pleasant to interact with.
- I have always been impressed with the Library staff's commitment to improving services.
- I have always found library staff to be most helpful.
- I have to say I love the friendliness of all the staff at our Langley Campus - Every member of this library has made me and the students feel very welcome. The impact on the students speaks for itself - they want to go to the library!
- I have always seen the library staff and faculty provide a top level service here at Cloverdale as well as when we had services at Newton. They work very hard and provide an excellent service.
- I think the staff are great and I find them very helpful.
- I'm very pleased with helpfulness of staff. I've had no success with interlibrary loan - I submit request and never hear anything. ;It would be very helpful if the librarian assigned to psych could present us with books, videos, etc to consider for purchase for library.
- I'd like to compliment all the staff at Cloverdale, they are helpful, knowledgeable and friendly..
- Keep up the good work!
- Keep up the good work! Everyone in the library is very helpful and friendly.
- Library and staff do an excellent job.
- Library staff are always knowledgeable and helpful, very pleasant to work with, and they are patient with me. They are very helpful with students, too.
- Library staff are terrific and do an excellent job. They are good listeners as well.
- Library staff are uniformly helpful and great to work with. They're the best.
- Library staff in Langley are great.
- Richmond staff is very helpful.
- Staff at Cloverdale is always very helpful.
- The librarian resource personnel are excellent. They are invaluable as to their expertise, willingness and interest in promoting learning and finding appropriate resources, their creativity and helpfulness, and their obvious enjoyment in what they are doing.
- The BEST thing about the Library is the FANTASTIC staff - they are the most important and invaluable resource the library has, and we faculty would be lost without them.
- The Library Staff are consistently helpful and friendly to both instructors and students.
- The library staff are friendly and helpful.
- The library staff are friendly and helpful when I need them.
- The staff are extremely helpful and friendly.
- The staff are so friendly and the resources so useful!

- The staff at the Richmond library are wonderful!
- The staff in the library are AMAZING...always helpful, quick to assist, very resourceful. I always feel I can count on them to help with whatever I need. Give them all a raise!!!
- The staff is always very helpful.
- What you have is great - just as we move towards being a full-fledged university, Library needs to be supported, expanded, etc. Staff are awesome -- friendly & helpful, accommodating, plus know their "stuff".
- You rock!
- All of the library staff are knowledgeable and helpful in meeting my needs to facilitate student learning. Really receptive for new acquisitions related to electronic journals. Much appreciate the above assistance.
- Faculty are very helpful. Our contact rep is very helpful for our department. Staff are great in AV and in resource.
- The staff are exceptionally helpful and accommodating!
- Everyone is very helpful at the library,...
- Library staff are always helpful and friendly...
- The smallish size of our libraries means that a user gets to know the staff, and the staff is highly knowledgeable about the resource. I'd love to see the collections expand, but i think the staff is the no1 resource.
- ...Extremely helpful staff.
- The staff have been wonderful, very caring and knowledgeable. The only problems I've encountered have been when there have been several people needing the help of the Research Librarian (and each search takes time). I'm hoping there will be more staff able to come in and assist when it's busy, when the new library opens in Surrey.
- The library staff are helpful and dependable...
- The personnel in the library at Richmond (which I visit most frequently) are extremely courteous and helpful. They are doing a wonderful job!...

Suggestions

Total number of comments = 45

Quotes

Collection (7)

- Encourage faculty to donate desk-copy texts to increase holdings; more professional institutions journals.
- ...but the collection of books is not huge, so I don't think of it as a source for that.
- Old computer books (printed) should be removed from the shelf.
- Wonderful response to any requests for new materials...
- While I appreciate the inter-campus loan process, would having duplicate copies of some materials not be a less problematic way of operating? Often immediacy is necessary to students, or to me, and waiting for that book to show up seems intolerable considering the speed at which we work these days.
- ...Maybe some fun magazines on craft topics for recreation, or interesting DVDs.
- - more language study kits;

Facilities (4)

- I am very happy with the Cloverdale library, but it has been brought to my attention by some of my students that the Surrey library is very dirty and there is graffiti on the walls. This may be due to construction, but you may wish to monitor it. Also, students would appreciate an online booking system for the study rooms at the library. From what I understand it is first come, first served at this time.
- - Overcrowded shelves - need more shelves;...!
- Resource area and study area's are excellent. ;new additions work well for meeting spaces.
- ...The scope of the library and its offerings will undoubtedly change when the new extension opens. Perhaps it will prove a more attractive location to keep students on campus longer each day and hopefully improve their experience.

Orientations (2)

- Each term I organize library orientation for my classes. They all find this very useful and vital to their study success. I have also had librarians go out of their way to help my ESL students with projects and enquiries.
- ...I would also like to express appreciation for the work of Jan Penhorwood and library staff who organize and conduct library orientations for students - my students benefit a great deal from this service.

Audiovisual (2)

- Accessing AV equipment needs to be more flexible. Having access on the 2nd floor for example or keeping a cow or TV/DVD in our program area would be awesome.
- Not enough AV equipment at Langley.

Online Resources (4)

- ...I like being able to access the journals online, although it does tend to be a slightly more cumbersome process from off-campus than from my office computer. Maybe agreements with a wider array of online journal publishers/clearing houses to provide access to a wider range of online journals (without having to shell out to order copies of the journal articles) would be a good idea.
- More online science journals is my only real request...
- Need to make off-campus access via computer easier.
- In addition to working on call here, I have often accessed Kwantlen's website and databases when working on AskAway. I am particularly impressed by the subject guides that are available online. They are very comprehensive. I have also received excellent assistance from the information desk via phone.

Videos/DVDs (4)

- Some of the nursing videos are outdated and need to be replaced by newer versions. The Video/DVD purchase process could be expedited a bit.
- Overall, very pleased with the library and what is offered...I would just appreciate a little faster delivery time for DVDs from other campuses. The DVDs we tend to use are not usually available on this campus.
- Video category is not very user friendly.
- - more DVDs

Computers (3)

- I really appreciate the easy access to computers in the libraries...
- Would like to see double-sided printing available.
- - need at least some computers with CD-ROM capability; - double-sided printing for students is needed

Use Other Library (2)

- I will when I have time to explore more on the services of the library. However, I find the access to the library, from my home computer, the materials on my subject (tax) are very limited vs the ones found at UBC or SFU campus.
- I would like to use the library more, but, feel there is not enough material for me to choose form in my teaching and areas of interests so utilize my privileges by working in collaboration with SFU and use their library...

Library Hours (6)

- Open on Sundays.
- Opening at 7:30am has made things let panicky for patrons coming in for their 8am classes. ;Extending library hrs at night - is there really a demand? Very few patrons are in the library even at 9pm.
- The library MUST expand its open hours. Eg: Monday to Friday: 8 am to 10 pm minimum, weekends 10 am to 6pm, minimum. The library MUST be open on Sundays. We will never be a "real" university until this happens.
- ...I'd like to see the library hours expanded. I know they have been recently, and I really appreciate it.
- When you teach a class on Saturday mornings at 9:00-12:00 and the library doesn't open until 10:00, then it's not a workable arrangement for instructors!
- I tend to use the library intensively from May through August but not very much during the teaching year.

Survey (3)

- The computer stations seem to be geared to students. As faculty, I had difficulty signing in, and have not tried again recently. This is awkward, because I could not access the library catalogue from within the library. ; ; ;In addition, I have some comments on this survey itself. ;In question #9, please do not refer to our institution as "college". We get upset when outsiders do it. ;In question #11, the wording suggests "academic/professional research" is not "work". I don't agree.
- The matrix on the first page of the survey was difficult to follow
- Answer #15 below doesn't reflect my actual status; I'm both a contract tutor (mostly) and an on-call English instructor, as unregularized faculty.

None (3)

- None
- None
- None, thanks.

N/A (2)

- N/A
- Not applicable

Other (3)

- Perhaps an AllKwantlen post once every 2 wks or once/mth to announce new material rec'd, or "topic of the month" to garner people's interest in stopping by. Perhaps start up a book club?
- The library is a key support to the preparation and management of my teaching.
- The library is doing a great job. I have been at Kwantlen for about 17 years and all I have seen is a steady improvement! Great work! Keep it up!

Q17: Suggested areas for taking leading role in Information Literacy competency

Academic Reading & Writing

ACP

ACP English

ACP, English. ELST

All BA programmes

All BA programs; first year students

All basic and refresher programs

All of the programs should be involved

Any course where the instructors promote info lit.

Any first year courses in any academic discipline.

Any of the courses in the curriculum

As many as is feasible

Astronomy

Automotive Trades

BA programs

BA; BSc; NURS

BSN GNUR

BUSI 4115

CBSY

CRIM

Don't know.

Drafting/ CADD: Office Procedures, multiple courses.

Dunno. I just feel that the librarian's expertise is under-utilized.

ELS and Qualifying Studies.

ELST.

A workshop/seminar on evaluating materials for ELST 0281/0381.

ELST 0381.

ELST -reading/writing courses?

English.

English 1100.

English courses such as Eng 1100 and writing intensive courses.

Essential skills for trades students.

First year and research courses.

First year and second term English Courses.

First-year composition

Good question, don't know the answer.

History.

HS/RCA.

I know I could be more information literate -- things change fast. Faculty PD workshops on this?
IDSN.

I'm not too sure what you're asking here. I don't know much about non PSYC courses/programs.

Introductory courses in Marketing.

Literature.

More workshops such as "Research".

None in particular.

Not sure but I would be interested in this project.

Not sure, perhaps second year CHEM courses.

Nrsg receives excellent support would like this to continue and expand to other areas

Nursing

Nursing/English

Our faculty is working with Library to develop resources for our students

Preparatory/Qualifying English courses

PSYC 2330, PSYC 2370

Psychology, English, pre-admission

Qualifying Studies English

Referencing APA style would be helpful to student understanding

Research

Research and writing

Research methods

Research skills

Research skills/techniques - both electronic and traditional

Sciences

Sessions to teach them how to access resources

Social science, first year.

Social sciences.

Tax

The 3 intro crim courses

The prep courses?

This is already complete

UNIV 1100

UNIV 1100 seems an obvious candidate

University 1100

We need a regular orientation to research and paper writing

Writing, research, studying