



# **Coast Capital Savings Library**

## **Library Survey of Faculty, Staff and Administrators Spring 2012**

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POLYTECHNIC  
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Office of Institutional Analysis and Planning



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## Executive Summary: Library Survey of Kwantlen Employees 2011

A total of 291 of the 1,664 employees invited provided valid responses to this iteration of the biennial Kwantlen *Library Survey of Faculty, Staff and Administrators*, a response rate of 17.5%. The web survey was available from November 24 to December 8, 2011.

In addition to demographic questions (home campus, employee type, faculty or department, and course level most taught this year), the survey contained close-ended questions about importance of and satisfaction with Library facilities, services and resources, and faculty services; preferred formats for different types of Library materials (i.e. hard copy versus online); Library usage patterns; and interest in specialized training for employees and students, and development of an Institutional Repository. The survey instrument is attached as Appendix A.

A six point scale was used for the importance and satisfaction questions (0 = very unimportant / very dissatisfied to 4 = very important/very satisfied, 5 = N/A Have not used). In the full report, the following data are presented for the items: the frequency distribution of responses, the overall median, and the median broken down by demographic variables of interest.

### DEMOGRAPHICS

Of the respondents who identify the campus at which they most often use the Library, 54% say Surrey, 22% Richmond, 16% Langley, and 7% Cloverdale.

Half the respondents to the survey identify themselves as faculty, 38% as staff, and 12% as administrators. Faculty respondents were asked to indicate faculty(ies) or department(s) in which they currently teach, from a list of 38 options which included some faculties or divisions broken down by subject and others listed singly. In the report these are also condensed into **Faculty or Department**, comprising Kwantlen's nine academic divisions, plus *Other*, to provide a more manageable breakdown (fewer categories, defined at a consistent level of differentiation, with larger numbers in each).

Of the faculty, 20% of respondents report that they teach in a Social Sciences program, 17% in a Business program, 16% in a Humanities program, and the rest range between a high of 14% in Community and Health Studies, and 2% in Horticulture. Of the 137 faculty respondents who indicated the level at which they currently teach, 73% are teaching in degree programs at various levels (almost half in mostly 1000 & 2000 level courses), 21% in non-degree programs, and 6% are not teaching this year.

### LIBRARY RESOURCES

Respondents indicate that overall they are **satisfied** with Library resources (median = 3, *Satisfied*); the median satisfaction rating for all individual items in this section is also 3, with the exception of *online streaming videos* at 2 (= *Neither satisfied nor dissatisfied*). Two items have a median level of **importance** of 4 (= *Very important*): these are *online periodicals* and *online research databases*. There is considerably greater variation in levels of satisfaction when these are broken down by faculty or division.

### PREFERRED FORMAT FOR LIBRARY MATERIALS

Employees were asked whether they would prefer certain resources in print/hard copy or electronic format, if they had to choose. Overall, respondents prefer books in print/hard copy, but journals and video materials in electronic/online formats. Preference for reference books is more evenly distributed

between the two. Preferences of faculty, taken separately, show decided variations by campus that are probably related to the characteristics of their programs and students.

### **LIBRARY FACILITIES AND SERVICES**

Overall, respondents who have used them are **satisfied** with Library facilities and services: median = 3 (*Satisfied*), which is the same as for each of the 17 individual items in this section.

Eight Facilities & Services items have median importance ratings of 4 (= *Very important*); these are *library hours of operation, library cleanliness, general study space, quiet area to study, group study rooms, availability of computers, printing, and photo-copying*.

### **COMPUTERS & AUDIOVISUAL EQUIPMENT**

Across all campuses, 26% of faculty report borrowing Computers on Wheels (COWs) for use in teaching. The rate varies considerably from campus to campus, however, from 23% or lower at Richmond and Surrey to 50% or higher at Cloverdale and Langley.

Faculty have various suggestions of new audiovisual equipment they'd like to have available to borrow, including (more) digital cameras, digital video camera, document camera, ELMO projector, MAC laptop compatible projector, and iPads.

### **LIBRARY TRAINING WORKSHOPS, for employees**

Respondents are interested in workshops provided by the Library. Fifty respondents said they have taken one or more of the workshops listed, attending a total of 89 workshops between them. Over 200 respondents indicated they would like to take (or retake) one or more of these workshops, for a total of 597 workshop seats wanted. Interest is fairly consistent between all topics, varying from 76 wanting *Marketing Statistics* to 100 wanting *Strategies and Tips for Getting Organized at Work*. The bulk of the interest – over 350 seats' worth – is among respondents at the Surrey campus.

Faculty respondents indicate strong support for an online tutorial for students on plagiarism. Over 70% say they would embed it in their course, 47% would require completion, and 28% would count its score or completion as part of a student's final grade. Comments indicate that faculty consider such a tutorial badly needed, but perhaps too basic a part of any student's education to reward them for doing it.

### **LIBRARY USAGE PATTERNS**

Respondents indicate that they use the library most often (and about equally) in person and online. Faculty have the highest incidence of use, with 49% reporting that they use the library online, and 43% using it in person, once per week or more. Administrators are lowest at 20% for each of these methods of access, and staff lean more toward visiting in person (38% as compared with 25% online).

Not surprisingly, faculty respondents report using the library most for teaching and research, while staff are more likely to use it for research or leisure. Administrators indicate research and leisure are their main reasons for using the library, though they are not doing so as frequently as the other groups.

### **INSTITUTIONAL REPOSITORY**

There is considerable interest among faculty (49%) and administrators (61%) in having their work included in an Institutional Repository, but many respondents (42% of faculty and 58% of staff) say they are not sure whether they would want this. Similarly, all groups of employees are close to evenly split

between being interested in other Digital Commons services, and being unsure. These responses – combined with the low proportion who just say *No* suggest that more information on these services would be welcome, and a few strongly worded comments regarding intellectual property issues make it evident that these would need to be clearly addressed.

## **FACULTY SERVICES**

The median importance rating for all listed faculty services is 3 = *Somewhat important*, and median satisfaction is also 3 (*Somewhat satisfied*) for each item in the group, except the first; respondents are generally *Very satisfied* with customized Library Research Skills classes.

On average, for all items except the last, about a quarter of respondents report that they have not used the service. For the last item, Search alerts, that proportion jumps to 43%. Comments on these services reflect frustration with resources respondents have found difficult to use, a need for more information, and some suggestions of different ways some services might be set up to work better for faculty and students.

## Note on Methodology

In this report, the overall median, and the median broken out by the demographic variables of interest, are presented for items in the Library Resources, Library Facilities & Services, and Faculty Services sections (full frequency distributions of responses are included in the appendices). The median has been used because these data do not meet the conditions under which it is appropriate to use the mean. And because the median is always a whole number, although it lacks the appearance of precision provided by a mean, it is both a simpler and a more accurate indicator of the central tendency – and thus the general attitude – on the issue in question.

The following scales are used for all questions on importance and satisfaction in the survey:

<b>Response Importance</b>	<b>Numeric value</b>	<b>Response Satisfaction</b>
Very unimportant	0	Very unsatisfied
Somewhat unimportant	1	Dissatisfied
Neither important nor unimportant	2	Neither satisfied nor dissatisfied
Important	3	Satisfied
Very important	4	Very satisfied
N/A Have not used	5	N/A Have not used

“N/A Have not used” responses are omitted in calculating median values for importance and satisfaction.



## Demographics (Q17 – 20)

### Campus

Table 1 shows the number and percentage of responses to the question, *What is your home campus for this term?* Faculty were asked to answer this with the campus on which they teach most of their classes.

**Table 1: On which campus do you mostly use the library?**

	#	%	
Cloverdale	19	7	
Langley	46	16	
Richmond	65	22	
Surrey	158	54	
On leave this term	3	1	
	291	100	

### Employee Type

Employees were asked whether they are faculty, staff, or administrator. (Institutional Analysis & Planning's most recent published data show Kwantlen having 990 faculty, 517 staff, and 125 administrative employees in Fall 2010; [http://www.kwantlen.ca/\\_shared/assets/DATA\\_TABLES18831.pdf](http://www.kwantlen.ca/_shared/assets/DATA_TABLES18831.pdf).)

**Table 2: Employee type**

	#	%	
Faculty	144	50	
Staff	109	38	
Administrator	35	12	
Other	2	1	
	290	100	

### Level of Courses Taught This Year

**Table 3: Level of courses mostly taught this year (faculty only)**

	#	%	
Degree: 1000 & 2000 level	63	46	
Degree: 3000 & 4000 level	14	10	
Degree: all levels	23	17	
Apprenticeship/Citation/Certificate/Diploma	29	21	
I am not teaching this year	8	6	
	137	100	

### Faculty or Department in which Faculty Respondents Teach

Faculty respondents were asked to choose the program or department in which they currently teach (all that apply) from a list of 38 options; a mix of faculties, degree programs and fields of study. In Table 4 these are condensed into **Faculty or Division**, comprising Kwantlen's academic divisions, plus *Other*, to provide a more manageable breakdown. For comparison, Table 5 shows the total number of faculty employees in each faculty or division in the Fall 2010 semester (from the Institutional Analysis & Planning Kwantlen Employee data, [http://www.kwantlen.ca/\\_shared/assets/DATA\\_TABLES18831.pdf](http://www.kwantlen.ca/_shared/assets/DATA_TABLES18831.pdf)).

Chart 1 shows the relation between the percentage of survey respondents from each division, and the percentage of division faculty who responded to the survey, which varies widely. As well, the number of respondents is very low in many cases, even if the percentage of division members overall is relatively high. Survey results should therefore only be generalized with greatest caution to units as a whole.

**Table 4: Faculty Respondents' Faculty or Division**

	#	%	
Faculty of Humanities	23	16	
Faculty of Social Sciences	30	20	
School of Business	25	17	
Faculty of Design	10	7	
School of Horticulture	3	2	
Division of Science, Math & Applied Science	5	3	
Faculty of Community and Health Studies	21	14	
Faculty of Trades and Technology	7	5	
Faculty of Academic & Career Advancement	13	9	
Other	10	7	
	<b>147</b>	<b>100</b>	

**Table 5: Faculty Employees by Organization Unit: Fall 2010 (excerpt)**

Faculty of Humanities	153	
Faculty of Social Sciences	156	
School of Business	172	
Faculty of Design	51	
School of Horticulture	13	
Division of Science, Math & Applied Science	58	
Faculty of Community & Health Studies	130	
Faculty of Trades and Technology	83	
Faculty of Academic & Career Advancement	112	
Other (Library, Co-op, Student Development, etc.)	62	
<b>Total</b>	<b>990</b>	

**Chart 1: Representation of Divisions Among Survey Respondents**

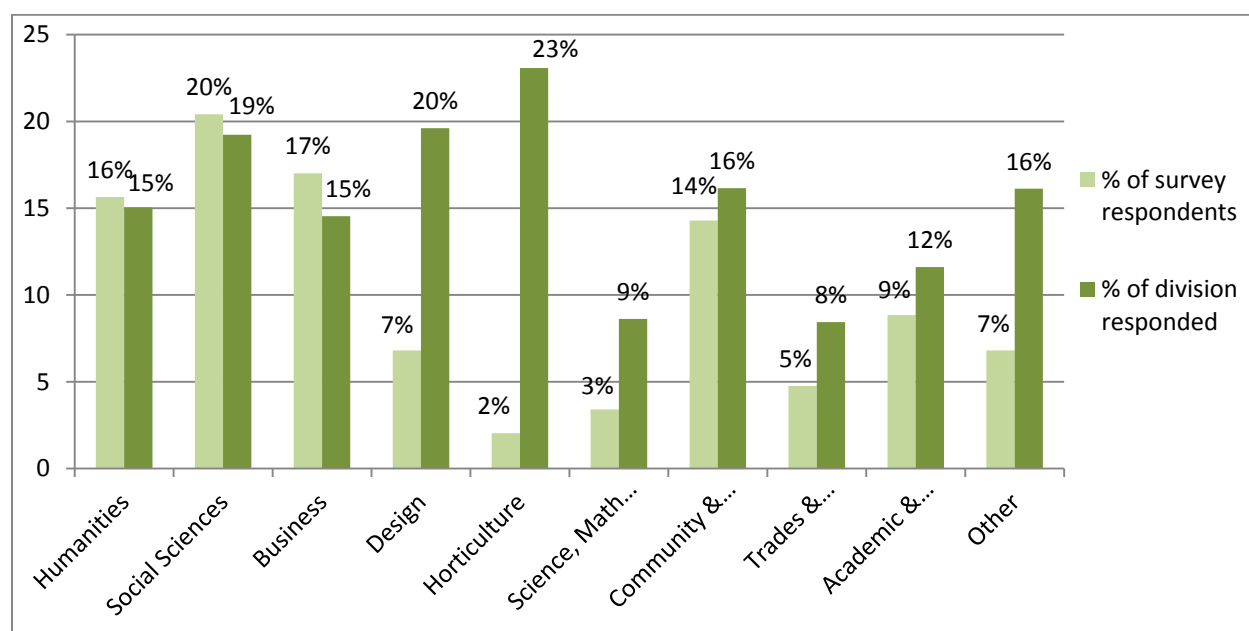


Table 6 presents the same data as Table 4, but using the program categories as presented in the survey.

**Table 6: Faculty/department (original breakdown)**

	# (of responses)	% (of respondents)	
Faculty of Humanities-English	10	7	
Faculty of Humanities-Fine Arts	4	3	
Faculty of Humanities-Music	1	1	
Faculty of Humanities-Philosophy	3	2	
Faculty of Humanities-Other	5	3	
Faculty of Social Sciences-Criminology	7	5	
Faculty of Social Sciences-Geography	4	3	
Faculty of Social Sciences-History	5	3	
Faculty of Social Sciences-Political Science	1	1	
Faculty of Social Sciences-Psychology	5	3	
Faculty of Social Sciences-Sociology	5	3	
Faculty of Social Sciences-Other	3	2	
School of Business-Accounting	3	2	
School of Business-Applied Communication	3	2	
School of Business-Business Admin/Mgmt	4	3	
School of Business-Computer Science/CBS/CSIS	5	3	
School of Business-Economics	2	1	
School of Business-Marketing	4	3	
School of Business-Other	4	3	
Faculty of Design-Fashion Design	4	3	
Faculty of Design-Graphic Design	2	1	
Faculty of Design-Interior Design	2	1	
Faculty of Design-Other	2	1	
School of Horticulture	3	2	
Division of Science, Mathematics & Applied Sciences-Biology	2	1	
Division of Science, Mathematics & Applied Sciences-Chemistry	1	1	
Division of Science, Mathematics & Applied Sciences-Mathematics	2	1	
Faculty of Community & Health Studies	21	14	
Faculty of Trades & Technology	7	5	
Faculty of Academic & Career Advancement - English Language	4	3	
Faculty of Academic & Career Advancement - Other	9	6	
Other	10	7	
	<b>147</b>	<b>100</b>	

## Library Resources (Q1 – 4)

### General Importance of, and Satisfaction with, Library Resources

Respondents were asked to rate the importance to them of various aspects of Library resources, then their satisfaction with each; median values for these are presented in Table 7. Items for which median importance is 4, *Very important*, are highlighted, as are items for which median satisfaction is less than 3, *Satisfied*.

A lower rating for satisfaction than for importance does not suggest a problem. Respondents are asked to simply rate their satisfaction with each item, not their satisfaction relative to the item's importance, and presumably use the same frame of reference to determine satisfaction with each. These tables present the two side by side for ease of reference and economy of space.

Overall respondents indicate they are **satisfied** with Library resources (median = 3); the median satisfaction rating for all individual items in this section is also 3, with the exception of online streaming videos (*2 neither satisfied nor dissatisfied*); this item also had the lowest number of responses. Two items have a median level of **importance** of 4: these are *online periodicals* and *online research databases*.

**Table 7: Comparison of median satisfaction & importance ratings, library resources**

N	Median Importance	Library Resources	Median Satisfaction	N
Valid				Valid
242	3	print book collection	3	235
224	3	electronic books	3	182
237	3	print periodicals	3	219
238	4	online periodicals	3	224
240	4	online research databases	3	217
216	3	data and statistical resources	3	180
233	3	dvd and video collection	3	202
200	3	online streaming videos	2	149
244	3	audiovisual equipment	3	221
		overall with Library resources	3	253

### Importance of, and Satisfaction with, Library Resources by Faculty or Division

The following series of tables (8 through 17) shows respondents' median importance and satisfaction ratings by area of study for the same list of Library resources. As with Table 7 above, these show the number of respondents (n) replying to each item on the list, and items *Very important* (median = 4), or for which the median satisfaction is less than 3 (= *Satisfied*), are highlighted.

Online periodicals and research databases have a median importance rating of 4 in every faculty or division except Horticulture. Audiovisual equipment has an importance rating of 4 in many faculties as well. Items with low importance ratings are much more frequent in the faculty/division breakdown than in Table 7 or the corresponding sections of this year's Library Student Survey.

Again, it is important to note that the number of respondents is very low in many cases, and is fewer than 25% of the faculty or division in all cases: for this reason these results should be generalized only with great caution to faculties as a whole.

**Table 8: Comparison of median satisfaction & importance of library resources, ACA**

N	Median Importance	Library Resources, Academic & Career Advancement	Median Satisfaction	N
Valid				Valid
13	4	print book collection	4	12
12	4	electronic books	3	10
13	3	print periodicals	3	11
12	4	online periodicals	3	12
12	4	online research databases	4	12
12	3	data and statistical resources	3	9
13	3	dvd and video collection	3	11
12	3	online streaming videos	3	8
13	3	audiovisual equipment	3	11
		overall with Library resources	4	13

**Table 9: Comparison of median satisfaction & importance of library resources, Business**

N	Median Importance	Library Resources, Business	Median Satisfaction	N
Valid				Valid
18	3	print book collection	3	16
19	4	electronic books	3	17
19	3	print periodicals	3	17
20	4	online periodicals	3	19
20	4	online research databases	3	19
20	4	data and statistical resources	3	19
18	2	dvd and video collection	3	14
16	3	online streaming videos	2	11
18	2	audiovisual equipment	2	15
		overall with Library resources	3	20

**Table 10: Comparison of median satisfaction & importance of library resources, C&HS**

N	Median Importance	Library Resources, Community & Health	Median Satisfaction	N
Valid				Valid
20	3	print book collection	3	18
20	3	electronic books	3	18
20	3	print periodicals	3	20
21	4	online periodicals	3	21
20	4	online research databases	3	20
16	3	data and statistical resources	3	15
19	3	dvd and video collection	3	18
15	3	online streaming videos	3	12
19	4	audiovisual equipment	3	18
		overall with Library resources	3	20

**Table 11: Comparison of median satisfaction & importance of library resources, Design**

N	Median Importance	Library Resources, Design	Median Satisfaction	N
Valid				Valid
5	3	print book collection	4	4
5	3	electronic books	4	3
4	4	print periodicals	4	4
5	4	online periodicals	4	4
4	4	online research databases	3	5
4	3	data and statistical resources	2	3
3	2	dvd and video collection	3	2
2	1	online streaming videos	2	2
4	4	audiovisual equipment	4	4
		overall with Library resources	4	5

**Table 12: Comparison of median satisfaction & importance of library resources, Horticulture**

N	Median Importance	Library Resources, Horticulture	Median Satisfaction	N
Valid				Valid
3	4	print book collection	3	3
1	0	electronic books	3	1
3	4	print periodicals	4	3
3	3	online periodicals	3	3
3	3	online research databases	4	2
3	2	data and statistical resources	4	2
3	4	dvd and video collection	3	3
1	0	online streaming videos		
3	4	audiovisual equipment	4	3
		overall with Library resources	4	3

**Table 13: Comparison of median satisfaction & importance of library resources, Humanities**

N	Median Importance	Library Resources, Humanities	Median Satisfaction	N
Valid				Valid
23	4	print book collection	3	23
21	3	electronic books	2	15
21	4	print periodicals	3	20
22	4	online periodicals	3	22
19	4	online research databases	3	20
14	2	data and statistical resources	2	13
23	3	dvd and video collection	2	23
16	3	online streaming videos	2	13
22	3	audiovisual equipment	3	20
		overall with Library resources	3	23

**Table 14: Comparison of median satisfaction & importance of library resources, Sciences**

N	Median Importance	Library Resources, Science & Math	Median Satisfaction	N
Valid				Valid
3	3	print book collection	2	2
3	4	electronic books	0	1
3	2	print periodicals	1	1
3	4	online periodicals	2	2
4	4	online research databases	2	2
3	3	data and statistical resources	2	1
3	2	dvd and video collection	2	1
3	2	online streaming videos	2	1
3	3	audiovisual equipment	3	2
		overall with Library resources	3	2

**Table 15: Comparison of median satisfaction & importance of library resources, Social Sciences**

N	Median Importance	Library Resources, Social Sciences	Median Satisfaction	N
Valid				Valid
30	4	print book collection	3	30
26	3	electronic books	2	21
29	3	print periodicals	3	27
30	4	online periodicals	3	28
29	4	online research databases	3	29
25	3	data and statistical resources	3	24
29	3	dvd and video collection	3	27
22	3	online streaming videos	2	19
24	3	audiovisual equipment	3	24
		overall with Library resources	3	29

**Table 16: Comparison of median satisfaction & importance of library resources, Trades**

N	Median Importance	Library Resources, Trades	Median Satisfaction	N
Valid				Valid
7	4	print book collection	3	7
7	4	electronic books	3	7
7	4	print periodicals	3	7
6	4	online periodicals	2	7
7	4	online research databases	3	5
7	3	data and statistical resources	3	5
7	4	dvd and video collection	2	6
6	4	online streaming videos	3	5
7	4	audiovisual equipment	3	7
		overall with Library resources	3	7

**Table 17: Comparison of median satisfaction & importance of library resources, Other**

N	Median Importance	Library Resources, Other	Median Satisfaction	N
Valid				Valid
9	4	print book collection	3	9
9	4	electronic books	3	8
8	4	print periodicals	3	8
9	4	online periodicals	3	8
9	4	online research databases	4	8
9	4	data and statistical resources	4	8
9	3	dvd and video collection	3	8
8	3	online streaming videos	3	5
10	4	audiovisual equipment	3	9
		overall with Library resources	3	9

### Importance of, and Satisfaction with, Library Resources by Course Level

As shown in Tables 18 through 21, faculty teaching at all levels rate online periodicals and online research databases as *Very important*, and all except those teaching all degree levels also rate print books as *Very important*. (A possible explanation of the difference is that courses taught by the *Degree: all levels* group might be less specialized than those taught by the other two degree level groups.)

Also, since the responses to questions on resources may not apply only to this semester, and individual faculty may teach different levels in different semesters, conclusions should be drawn with care regarding association between teaching level and importance of resources. It is probably safer to do this with regard to any difference between degree and non-degree responses, as this is less likely to change from term to term. **Note:** respondents identifying themselves as not teaching this semester have not been included; these account for between 5 and 8 responses per item.

**Table 18: Comparison of median satisfaction & importance of library resources, Degree: 1000 & 2000 level courses**

N	Median Importance	Library Resources, Degree: 1000 & 2000 Level	Median Satisfaction	N
Valid				Valid
59	4	print book collection	3	56
53	3	electronic books	2	41
57	3	print periodicals	3	50
60	4	online periodicals	3	58
57	4	online research databases	3	54
47	3	data and statistical resources	3	40
58	3	dvd and video collection	3	50
42	3	online streaming videos	2	29
54	3	audiovisual equipment	3	45
		overall with Library resources	3	59



**Table 19: Comparison of median satisfaction & importance of library resources, Degree: 3000 & 4000 level courses**

N	Median Importance	Library Resources, Degree: 3000 & 4000 Level	Median Satisfaction	N
Valid				Valid
12	4	print book collection	3	9
13	3	electronic books	2	10
12	4	print periodicals	3	10
12	4	online periodicals	3	11
12	4	online research databases	3	12
12	4	data and statistical resources	2	9
10	3	dvd and video collection	2	8
9	3	online streaming videos	2	7
10	4	audiovisual equipment	2	9
		overall with Library resources	3	12

**Table 20: Comparison of median satisfaction & importance of library resources, Degree: All levels**

N	Median Importance	Library Resources, Degree: All Levels	Median Satisfaction	N
Valid				Valid
22	3	print book collection	3	21
21	3	electronic books	3	17
21	3	print periodicals	3	19
22	4	online periodicals	3	20
21	4	online research databases	3	21
18	3	data and statistical resources	3	18
21	4	dvd and video collection	3	19
19	4	online streaming videos	2	15
21	3	audiovisual equipment	3	20
		overall with Library resources	3	22

**Table 21: Comparison of median satisfaction & importance of library resources, Apprenticeship/ Citation/Certificate/Diploma**

N	Median Importance	Library Resources, Apprenticeship/Citation/Certificate/Diploma	Median Satisfaction	N
Valid				Valid
28	4	print book collection	3	27
26	3	electronic books	3	22
28	3	print periodicals	3	27
27	4	online periodicals	3	28
28	4	online research databases	3	25
26	3	data and statistical resources	3	21
28	4	dvd and video collection	3	26
22	3	online streaming videos	3	16
28	4	audiovisual equipment	3	26
		overall with Library resources	4	28

### Importance of, and Satisfaction with, Library Resources by Campus

Tables 22 through 25 show that respondents are consistently satisfied with almost all resources at all campuses, with the exceptions of online streaming videos at Richmond and Surrey, and electronic books at Richmond. Since these are resources available to all equally, regardless of campus, this probably reflects differences in subject matter and/or approaches to teaching rather than location.

As with the course level series above, responses from those on leave this semester (3 responses per item) have not been included.

Online periodicals and research databases are rated as very important on all campuses except Langley, where only audiovisual equipment has median importance of 4.

**Table 22: Comparison of median satisfaction & importance of library resources, Cloverdale campus**

N	Median Importance	Library Resources, Cloverdale Campus	Median Satisfaction	N
Valid				Valid
17	4	print book collection	3	17
16	3	electronic books	3	14
17	3	print periodicals	3	17
16	4	online periodicals	3	16
17	4	online research databases	3	13
17	3	data and statistical resources	3	14
17	3	dvd and video collection	3	14
16	3	online streaming videos	3	12
17	3	audiovisual equipment	3	14
		overall with Library resources	3	16

**Table 23: Comparison of median satisfaction & importance of library resources, Langley campus**

N	Median Importance	Library Resources, Langley Campus	Median Satisfaction	N
Valid				Valid
38	3	print book collection	3	36
32	3	electronic books	3	28
38	3	print periodicals	3	37
37	3	online periodicals	3	32
34	3	online research databases	3	31
34	2	data and statistical resources	3	28
37	3	dvd and video collection	3	34
30	3	online streaming videos	3	25
39	4	audiovisual equipment	3	40
		overall with Library resources	3	39

**Table 24: Comparison of median satisfaction & importance of library resources, Richmond campus**

N	Median Importance	Library Resources, Richmond Campus	Median Satisfaction	N
Valid				Valid
57	3	print book collection	3	54
54	3	electronic books	2	35
57	3	print periodicals	3	50
59	4	online periodicals	3	54
58	4	online research databases	3	52
52	3	data and statistical resources	3	40
55	3	dvd and video collection	3	45
45	3	online streaming videos	2	29
57	3	audiovisual equipment	3	48
		overall with Library resources	3	58

**Table 25: Comparison of median satisfaction & importance of library resources, Surrey campus**

N	Median Importance	Library Resources, Surrey Campus	Median Satisfaction	N
Valid				Valid
127	3	print book collection	3	125
119	3	electronic books	3	102
122	3	print periodicals	3	112
123	4	online periodicals	3	119
128	4	online research databases	3	118
110	3	data and statistical resources	3	95
121	3	dvd and video collection	3	106
106	3	online streaming videos	2	80
128	3	audiovisual equipment	3	116
		overall with Library resources	3	137

Participants were also asked, which of the listed resources they were most satisfied with, and why. Further, they were asked, if they had indicated dissatisfaction with any Library resources, to explain. These two groups of comments, sorted by campus, comprise Appendices B and C, respectively.

## Library Facilities and Services (Q6 – 9)

### General Importance of, and Satisfaction with, Library Facilities & Services

Using the same response scales as for Library Resources, respondents were asked to indicate how important various library facilities and services are to them, and how satisfied they are with each (Table 26). Overall, respondents who have used them are satisfied with Library facilities and services: median = 3 (*Satisfied*), which is the same as for each of the nine items in this section. All nine items have median importance ratings of 3 (*Important*).

**Table 26: Comparison of median satisfaction & importance ratings, library facilities & services**

N	Median Importance	Library Facilities & Services	Median Satisfaction	N
Valid				Valid
269	3	library hours of operation	3	267
254	3	reference service desk hours	3	234
252	3	assistance by reference librarians	3	233
255	3	assistance by audiovisual services staff	3	235
263	3	assistance by checkout counter staff	3	259
245	3	intercampus loan service	3	213
240	3	interlibrary loan service	3	210
276	3	library cleanliness	3	267
264	3	library space	3	263
		overall satisfaction	3	269

### Importance of, and Satisfaction with, Library Facilities & Services by Course Level

A breakdown of importance of and satisfaction with Library resources and services by course level taught shows high median levels of satisfaction across all levels of instruction (Tables 27 - 30). All items are considered important (3), with a few – noticeably assistance from library staff in various capacities, by faculty teaching in non-degree programs – rated as 4, *Very important*. Respondents who indicated they are not teaching this term are not included in these tables.

**Table 27: Comparison of median satisfaction & importance of library facilities & services, Degree: 1000 & 2000 level courses**

N	Median Importance	Library Facilities & Services, Degree: 1000 & 2000 Level	Median Satisfaction	N
Valid				Valid
61	3	library hours of operation	3	62
59	3	reference service desk hours	3	54
58	3	assistance by reference librarians	3	51
56	3	assistance by audiovisual services staff	3	48
61	3	assistance by checkout counter staff	3	62
60	3	intercampus loan service	3	47
56	3	interlibrary loan service	3	47
62	3	library cleanliness	3	62
61	3	library space	3	61
		overall satisfaction	3	61

**Table 28: Comparison of median satisfaction & importance of library facilities & services, Degree: 3000 & 4000 level courses**

N	Median Importance	Library Facilities & Services, Degree: 3000 & 4000 Level	Median Satisfaction	N
Valid				Valid
10	3	library hours of operation	2	11
9	3	reference service desk hours	2	10
10	3	assistance by reference librarians	3	11
10	3	assistance by audiovisual services staff	3	9
9	3	assistance by checkout counter staff	3	10
9	3	intercampus loan service	3	9
9	3	interlibrary loan service	3	10
12	3	library cleanliness	3	10
12	3	library space	3	11
		overall satisfaction	3	12

**Table 29: Comparison of median satisfaction & importance of library facilities & services, Degree: all levels**

N	Median Importance	Library Facilities & Services, Degree: All Levels	Median Satisfaction	N
Valid				Valid
23	4	library hours of operation	3	21
22	3	reference service desk hours	3	19
22	3	assistance by reference librarians	3	20
23	3	assistance by audiovisual services staff	3	22
23	3	assistance by checkout counter staff	3	22
21	3	intercampus loan service	3	18
20	3	interlibrary loan service	3	17
23	4	library cleanliness	3	23
23	3	library space	4	23
		overall satisfaction	3	22

**Table 30: Comparison of median satisfaction & importance of library facilities & services, Apprenticeship/Citation/Certificate/Diploma**

N	Median Importance	Library Facilities & Services, Apprenticeship/Citation/Certificate/Diploma	Median Satisfaction	N
Valid				Valid
29	3	library hours of operation	3	29
28	3	reference service desk hours	3	28
26	4	assistance by reference librarians	4	26
29	4	assistance by audiovisual services staff	4	26
29	4	assistance by checkout counter staff	4	29
29	3	intercampus loan service	3	28
29	3	interlibrary loan service	3	27
28	3	library cleanliness	3	28
26	3	library space	4	27
		overall satisfaction	4	29

### Importance of, and Satisfaction with, Library Facilities & Services by Campus

These ratings of Library facilities and services were further considered by campus - see Tables 31 through 34. Respondents' median satisfaction is very consistent across all facilities and services listed, at 3 (*Satisfied*) for almost every item at every campus. Cloverdale respondents' median satisfaction with assistance by checkout counter staff is the only exception, at 4 (*Very satisfied*)..

Importance of almost all items is similarly uniform at 3 (*Important*), except for library hours of operation at Cloverdale at 4 (*Very important*).

Respondents who indicated they are on leave this term were not included in these tables.

**Table 31: Comparison of median satisfaction & importance ratings, library facilities & services, Cloverdale campus**

N	Median Importance	Library Facilities & Services, Cloverdale Campus	Median Satisfaction	N
Valid				Valid
18	4	library hours of operation	3	18
18	3	reference service desk hours	3	18
18	3	assistance by reference librarians	3	18
16	3	assistance by audiovisual services staff	3	15
17	3	assistance by checkout counter staff	4	17
16	3	intercampus loan service	3	15
17	3	interlibrary loan service	3	15
19	3	library cleanliness	3	19
19	3	library space	3	19
		overall satisfaction	3	18

**Table 32: Comparison of median satisfaction & importance ratings, library facilities & services, Langley campus**

N	Median Importance	Library Facilities & Services, Langley Campus	Median Satisfaction	N
Valid				Valid
42	3	library hours of operation	3	41
38	3	reference service desk hours	3	35
38	3	assistance by reference librarians	3	35
41	3	assistance by audiovisual services staff	3	39
42	3	assistance by checkout counter staff	3	40
39	3	intercampus loan service	3	34
37	3	interlibrary loan service	3	32
44	3	library cleanliness	3	43
41	3	library space	3	42
		overall satisfaction	3	43

**Table 33: Comparison of median satisfaction & importance ratings, library facilities & services, Richmond campus**

N	Median Importance	Library Facilities & Services, Richmond Campus	Median Satisfaction	N
Valid				Valid
62	3	library hours of operation	3	63
60	3	reference service desk hours	3	55
60	3	assistance by reference librarians	3	53
59	3	assistance by audiovisual services staff	3	52
62	3	assistance by checkout counter staff	3	64
58	3	intercampus loan service	3	52
56	3	interlibrary loan service	3	49
63	3	library cleanliness	3	62
62	3	library space	3	59
		overall satisfaction	3	64

**Table 34: Comparison of median satisfaction & importance ratings, library facilities & services, Surrey campus**

N	Median Importance	Library Facilities & Services, Surrey Campus	Median Satisfaction	N
Valid				Valid
144	3	library hours of operation	3	142
135	3	reference service desk hours	3	123
133	3	assistance by reference librarians	3	124
136	3	assistance by audiovisual services staff	3	126
139	3	assistance by checkout counter staff	3	135
129	3	intercampus loan service	3	109
127	3	interlibrary loan service	3	111
147	3	library cleanliness	3	140
139	3	library space	3	140
		overall satisfaction	3	141

Participants were also asked which of the listed facilities and services they were most satisfied with, and why. Further, they were asked, if they had indicated dissatisfaction with any Library facilities and services, to explain. These two groups of comments, sorted by campus, comprise Appendices D and E, respectively.

## Resource Format Preferences (Q5)

All respondents were asked whether they would prefer certain resources in print/hard copy or electronic format, if they had to choose one or the other (Q5).

In general, as Chart 2 shows, respondents have a clear preference for books in print/hard copy; but journals and reference resources are preferred in electronic/online formats. Preference for videos/DVDs is half electronic, with a larger proportion of respondents showing no preference for either format.

**Chart 2: Resource format preferences**

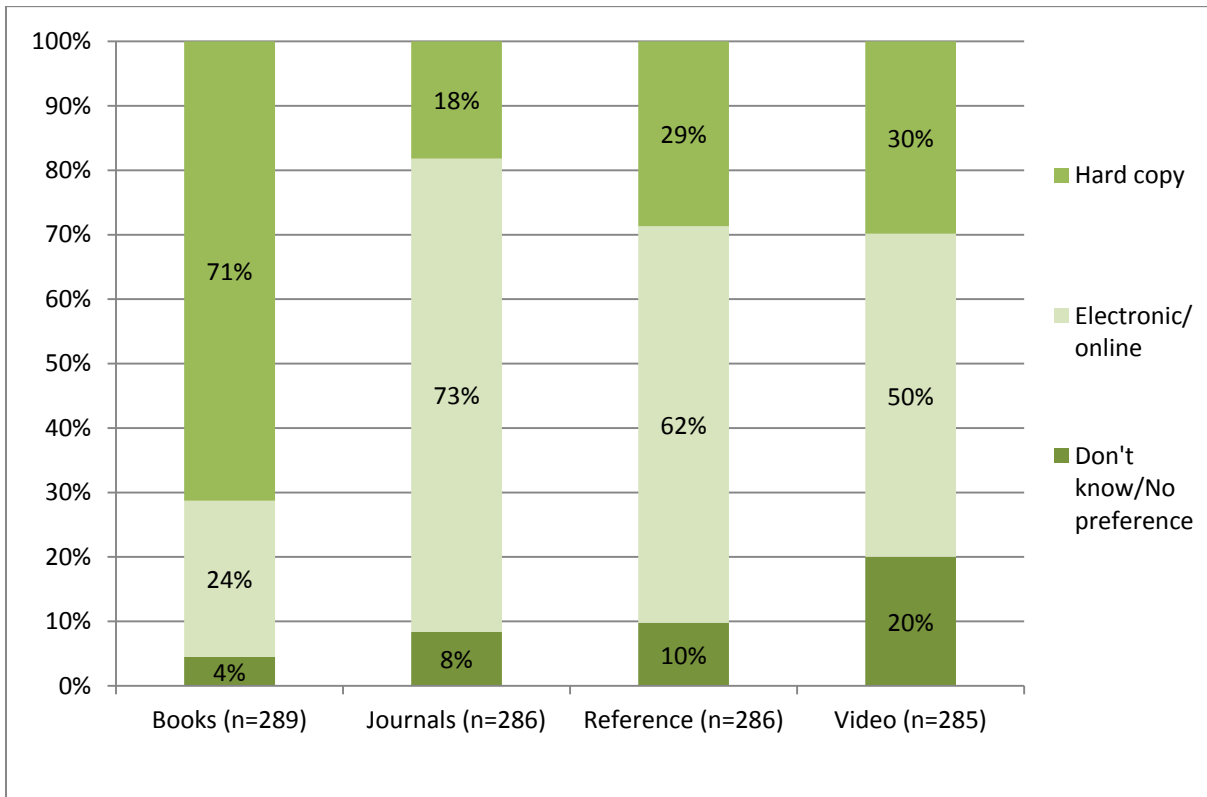


Chart 3 (following page) shows the breakdown by campus of preference for each of these resource types **in Print/hard copy**. The N in each case is the total number of responses for that campus, providing context for the percentages shown.

Looking at all employee groups, there is a preference for books in hard copy at every campus, ranging from 59% at Langley to 83% at Cloverdale. Cloverdale respondents express a marked preference for their reference books in hard copy: 61% as compared with 21% - 39% at other campuses, and also have the highest incidence of preference for journals in hard copy, though all groups are least interested in hard copy for journals.

**Note:** Charts 2 and 3 are based on data from all employee groups – faculty, staff and administrators. Chart 3 *does not include* any respondents who have indicated that they are currently on leave.



**Chart 3: Resource format preference for *hard copy*, by campus; all employee groups**

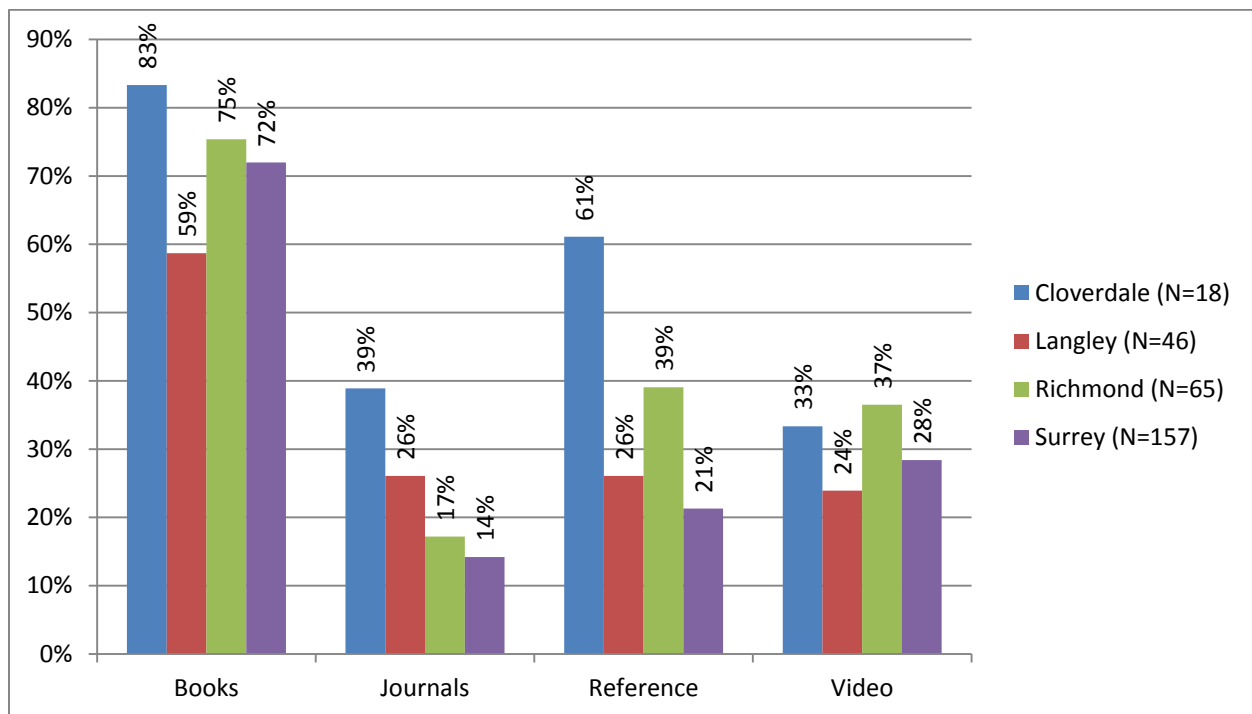


Chart 4 shows the same breakdown – preference for hard copy, by campus – but includes only responses from faculty (not currently on leave), whose needs and criteria for preference will likely be different than staff and administrators’.

**Chart 4: Resource format preference for *hard copy*, by campus; faculty only (not currently on leave)**

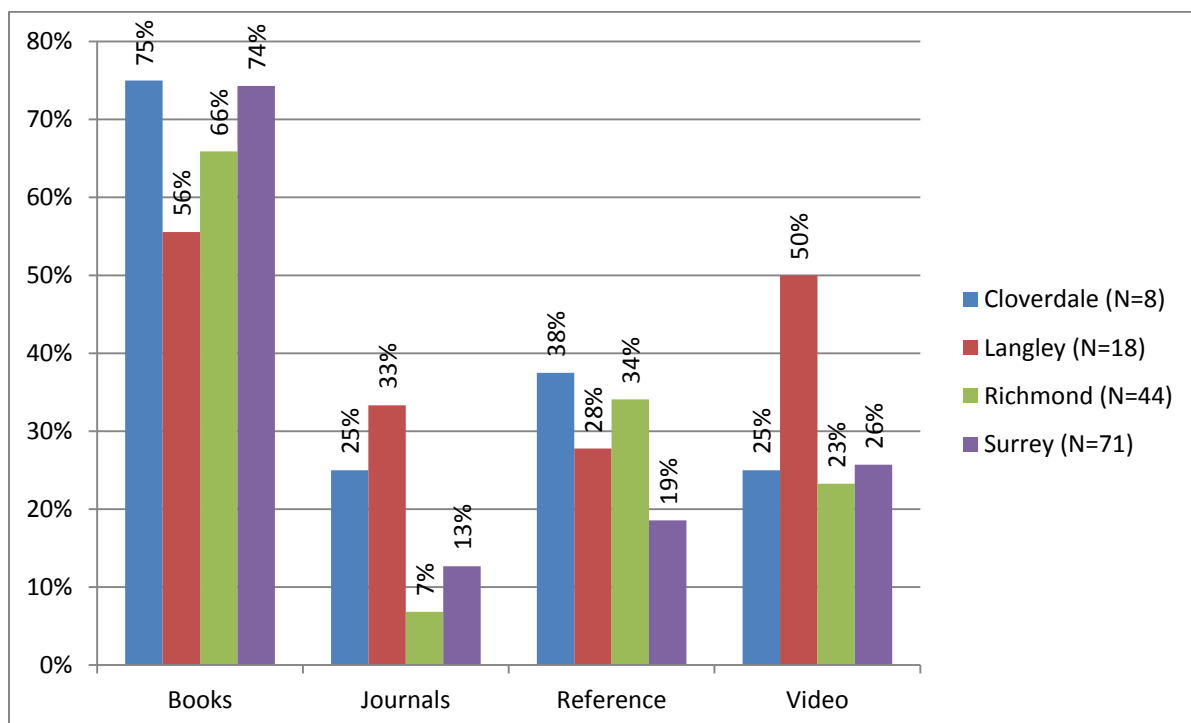
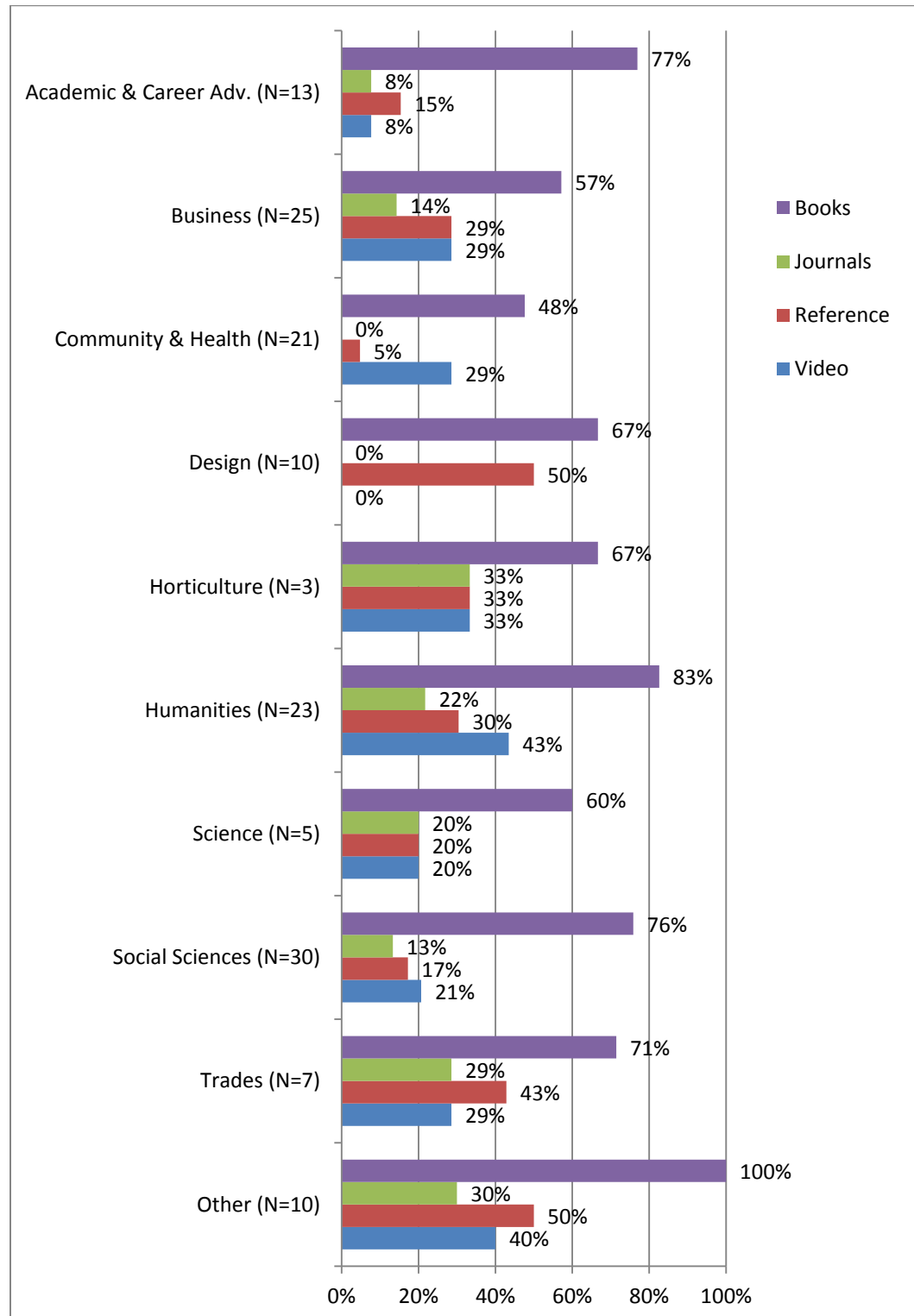


Chart 5 shows the breakdown by program, again indicating the percentage that prefer **print/hard copy**. **Note** that these data also include only faculty respondents, and the percentages not shown include both preference for electronic format and don't know/no preference (the latter is usually quite small).

**Chart 5: Resource format preference for *hard copy*, faculty respondents, by program**



## Library Training and Workshops, for Employees (Q 10 – 11)

### Workshops for Employees

Employees were asked which Library training workshops they have taken in the past two years, and also which of these workshops they would like to take (either for the first time, or as a refresher).

Between them, 50 respondents (17% of respondents) have taken 89 workshops (an average of 1.78 workshops each). Table 35 shows the results overall for which workshops have been taken. (These results are not broken down by campus, as there is no way to know which campus was a respondent's 'home' at the time the workshop was taken.)

**Table 35: Employee workshops taken, overall**

Workshops Taken	
APA Citation Style	18
Census Statistics	10
Library A – Z (Intro to Library Resources & Services & Moodle)	25
Marketing Statistics	7
Research Nirvana	4
Strategies and Tips for Getting Organized at Work	15
Zotero (Citation Management Tool)	10
<b>Total</b>	<b>89</b>

Table 36 shows workshops respondents would like to take, overall. Seventy percent of respondents (204 individuals) indicate they would like to take workshops, at an average of 2.93 workshops each, for a total of 597 potential registrants in all workshops combined.

**Table 36: Employee workshops wanted, overall**

Workshops Would Like to Take	
APA Citation Style	83
Census Statistics	80
Library A – Z (Intro to Library Resources & Services & Moodle)	97
Marketing Statistics	76
Research Nirvana	81
Strategies and Tips for Getting Organized at Work	100
Zotero (Citation Management Tool)	80
<b>Total</b>	<b>597</b>

It may also be useful for planning purposes to see the breakdown of workshops wanted by respondents' campus; this is shown in Table 37, following page.

**Table 37: Employee workshops wanted, by campus**

<b>Workshops Would Like to Take</b>	<b>Cloverdale</b>	<b>Langley</b>	<b>Richmond</b>	<b>Surrey</b>	<b>On leave</b>	<b>Total</b>
APA Citation Style	3	7	19	53	1	<b>83</b>
Census Statistics	5	7	17	50	1	<b>80</b>
Library A – Z	3	15	21	56	2	<b>97</b>
Marketing Statistics	6	9	17	44	0	<b>76</b>
Research Nirvana	4	11	17	48	1	<b>81</b>
Strategies and Tips for Getting Organized at Work	5	19	23	53	0	<b>100</b>
Zotero (Citation Management Tool)	5	6	19	49	1	<b>80</b>
<b>Total</b>	<b>31</b>	<b>74</b>	<b>133</b>	<b>353</b>	<b>6</b>	<b>597</b>

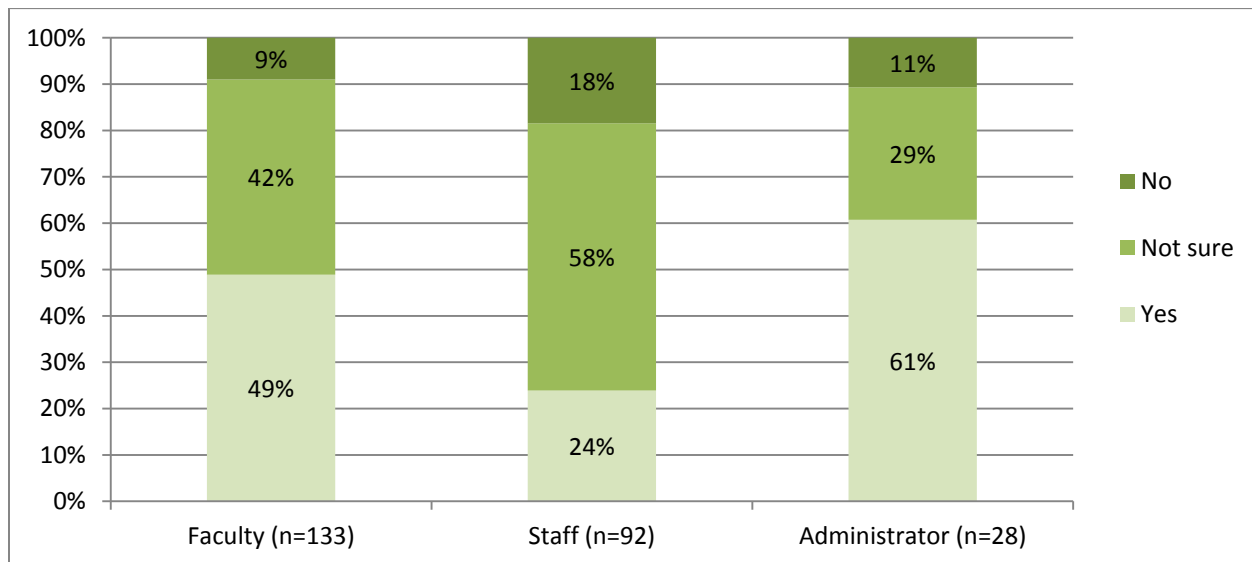
Respondents were also invited to suggest other topics for employee workshops. Their suggestions include: copyright issues; nursing resources online; online search skills / deep searching on the internet; archival materials; MLA style guide; new databases - what are they & how to use them; dealing with difficult coworkers or staff / communicating with superiors; effective online search techniques for students; finding and using open educational resources, free resources/subscriptions/tools/etc. that students have access to.

The complete set of responses is included as Appendix H.

## Institutional Repository and Related Services (Q12 – 14)

Question 12 explains that “the Library and the Office of Research & Scholarship have jointly submitted a budget request to develop an “Institutional Repository” (IR) which would house copyright-cleared versions of Kwantlen scholars’ works such as journal articles, conference presentations, students’ honours theses, and other items”. All employees were asked if they would want their work included in the IR, if one were developed. Chart 6 shows the results, by employee type (employee type *Other* has been omitted due to the very small number - 2 - in this group.)

**Chart 6: Would want their work included in an IR, by employee type**



Respondents were further asked if they would be interested in other potential new services from the same service provider. Chart 7 shows responses by employee type (*Other* omitted).

**Chart 7: Interested in other potential new Digital Commons services, by employee type**

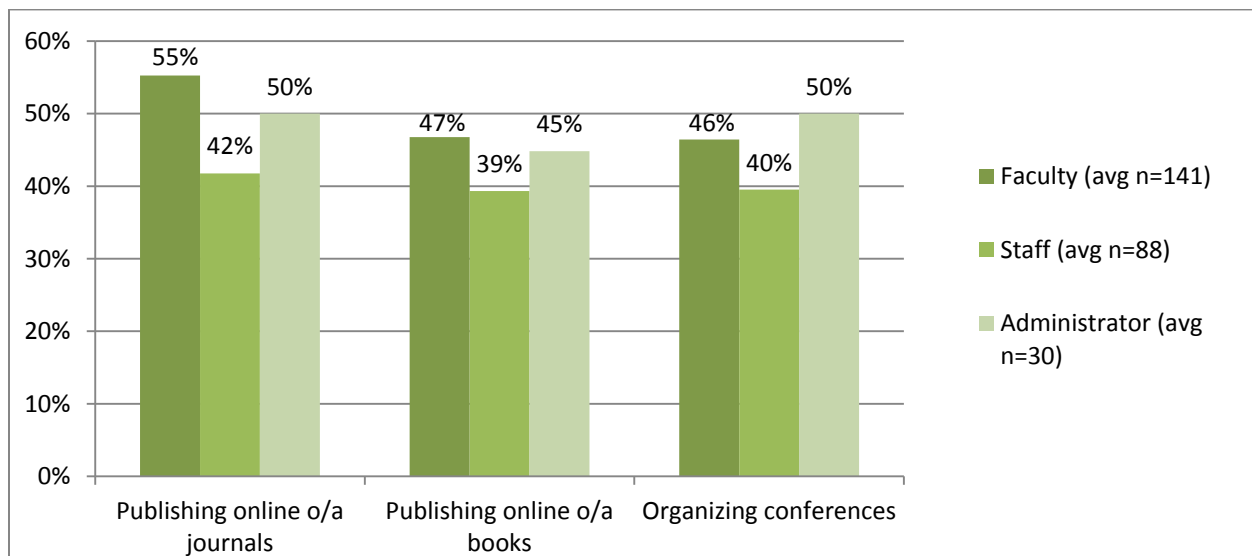
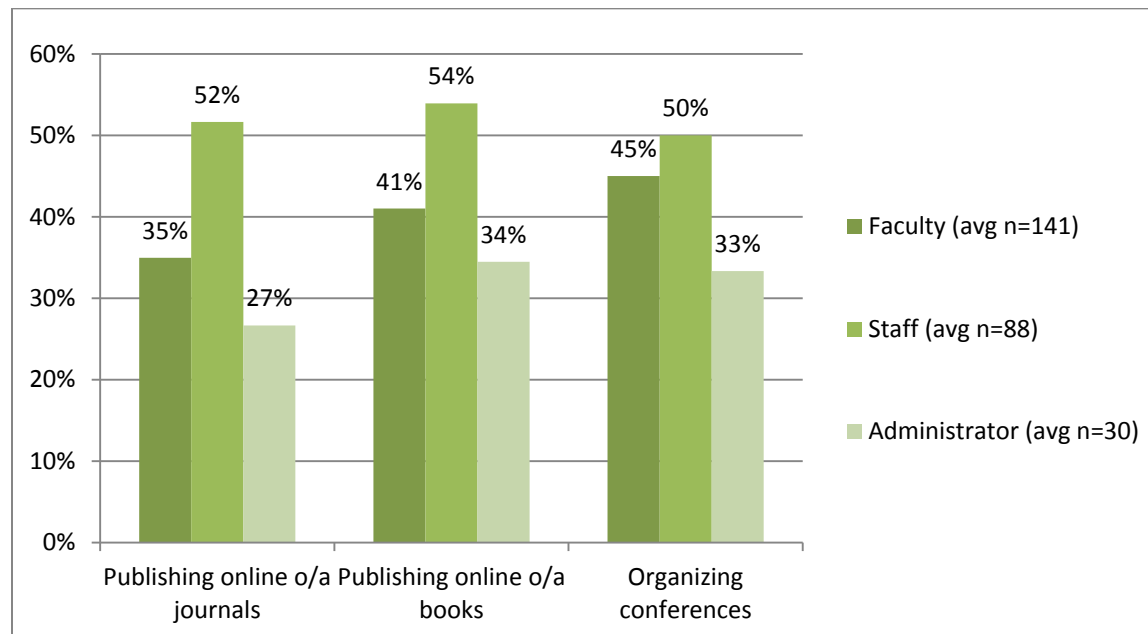


Chart 8 shows respondents *not sure* if they are interested in these services, by employee type. These percentages are quite high, and suggest that respondents are interested in the idea of such services, but need more information before deciding whether they'd want to use them.

**Chart 8: Not sure if interested in other potential new Digital Commons services, by employee type**



Comments about a Kwantlen Institutional Repository were invited, and the full set can be found as Appendix I. This sample shows the range of attitudes, though not in representative proportions:

- This is a needed resource. It should be put in place as soon as possible. Support for open access books and journals would be wonderful. These are essential initiatives that would be extremely helpful for faculty work.
- This is the kind of new direction I think libraries need to go in to remain vibrant.
- Would want to make sure that that did not somehow give Kwantlen rights to my written work.
- Great idea!
- I support this 100%.
- I think a service like Digital Commons is ESSENTIAL for Kwantlen.
- need more info about the applicability of these services? how are they used? How much time to learn how to use them efficiently...
- Sounds brilliant! Yes! Yes! Yes please!
- That is exciting! I hope to see that service!
- I am very concerned about intellectual property issues...I would not agree to put anything in the IR unless it was clear that Kwantlen in no way had ownership of my intellectual property

## Library Usage (Q15 - 16)

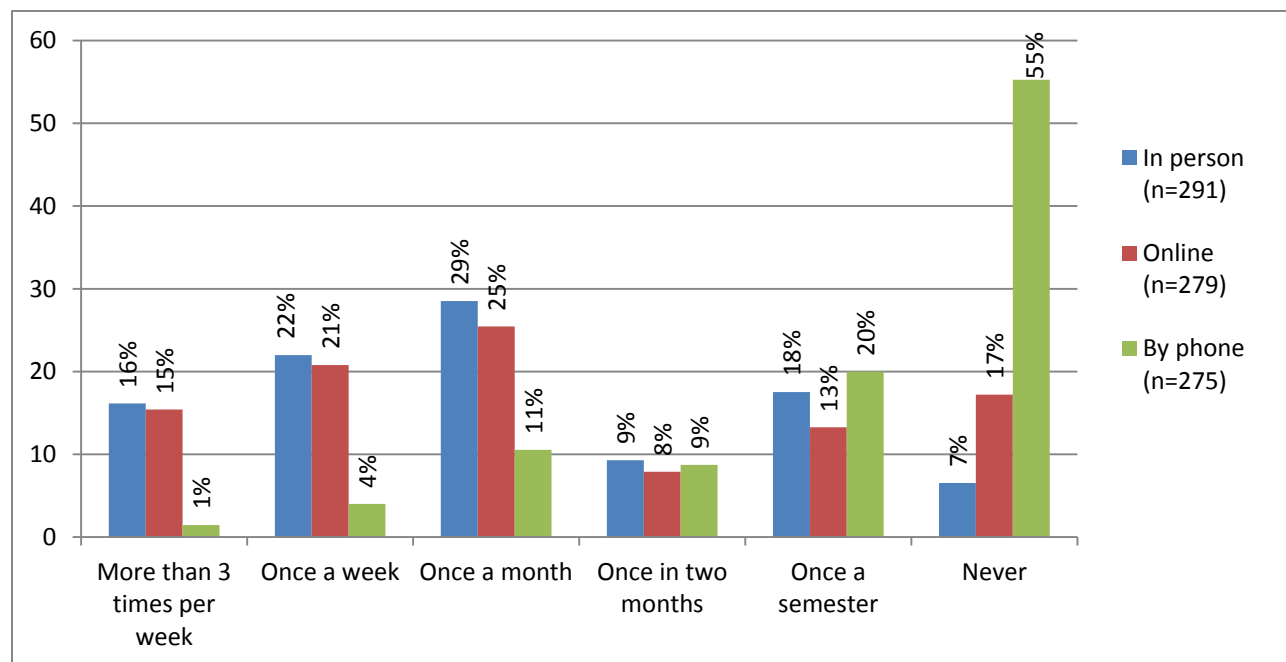
### Method of Access

Participants were asked (Q15) to indicate how often they use the Library in person, online, and by phone; response options were *More than 3 times/week*, *Once a week*, *Once a month*, *Once in two months*, *Once a semester*, and *Never*. Overall results are presented in Chart 9 (note that the numbers of respondents vary by method of access), followed by breakdowns by campus, by employee type, and (for faculty) by program.

Almost 40% of respondents say they use the library **in person** once a week or more. Another 29% say they use the library in person once per month. Almost as many (61%) say they use the library **online** once per month or more. By contrast, only 16% say they access the library **by phone** once per month or more, and 55% say they never do so. Thirteen respondents say they never use the library by any method of access (this is not shown on the chart).

These data should be used with some caution, as they were collected in an online survey: employees whose jobs are less computer-oriented, are less likely to have participated, so results may suggest greater online library use than is actually occurring in the entire employee population.

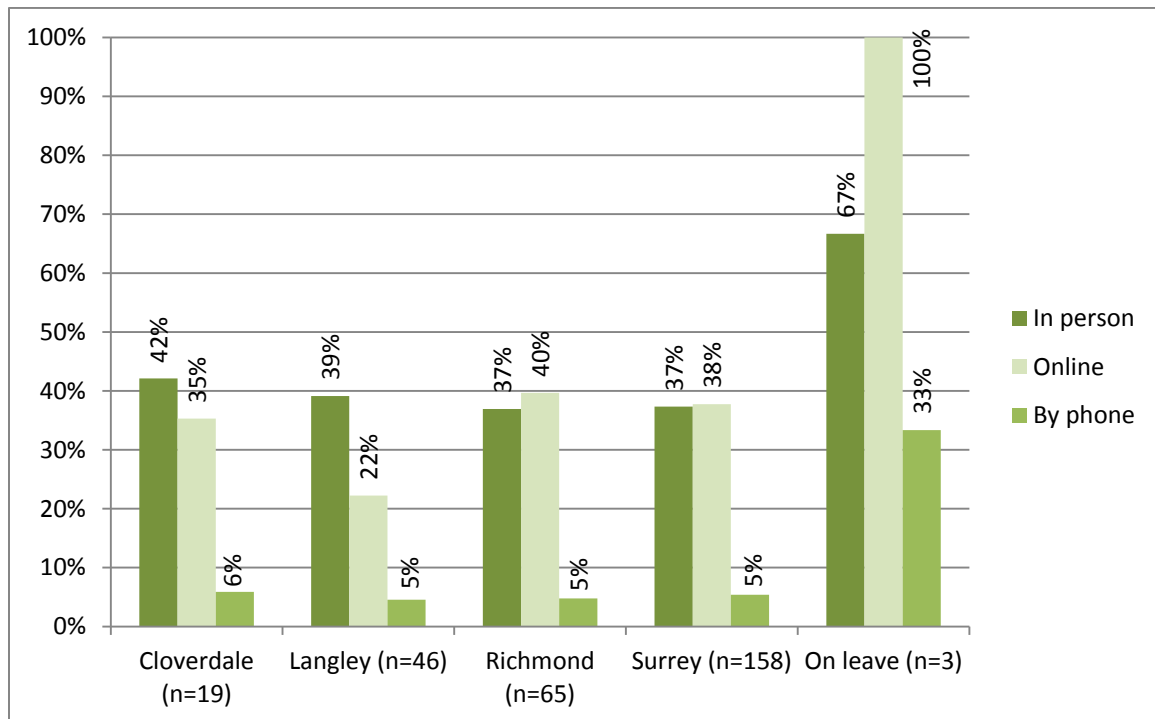
**Chart 9: Frequency of Library use by method of access**



## Library Use by Campus

As shown in Chart 10, between 37% and 42% of respondents at all campuses indicate they use the library in person at least once per week, and the proportions are roughly the same at every campus except Langley for use of the library online. Respondents who are on leave report that they are still active library users by all methods of access, and they have the highest use of the library by phone; however since only 3 employees currently on leave responded to the survey, this absolutely cannot be considered generalizable.

**Chart 10: Use of the library at least once per week, by campus**



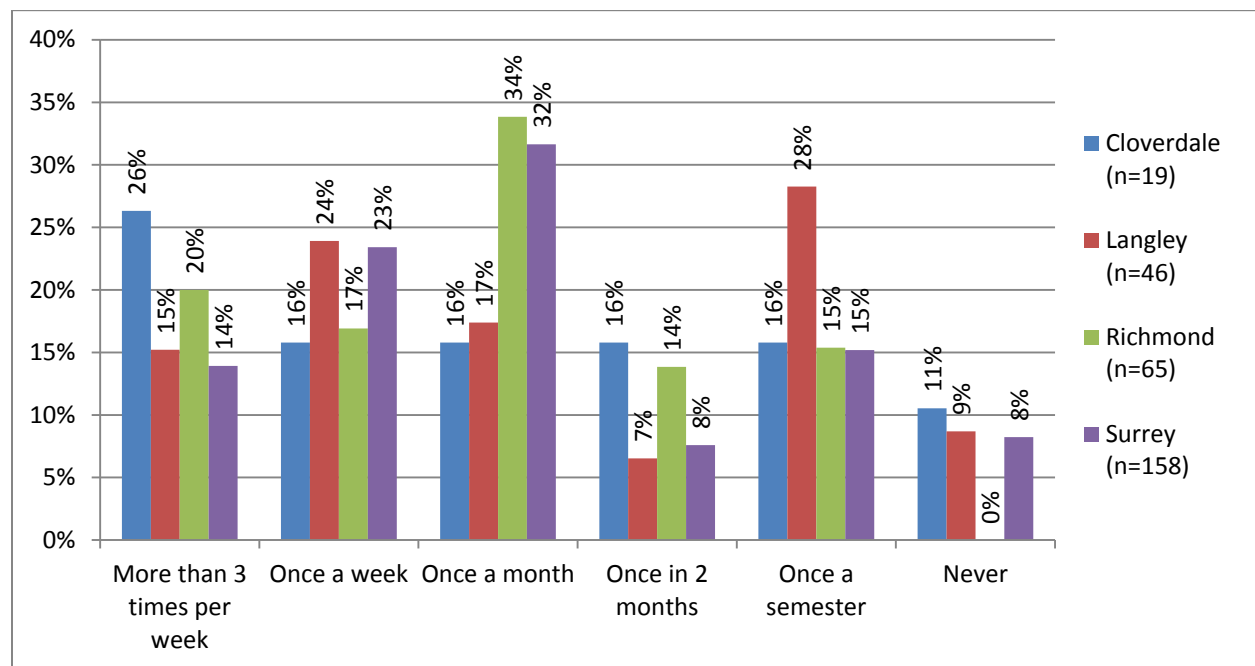
A more detailed breakdown (Chart 11, following page) of in-person use patterns shows that 26% of Cloverdale respondents report using the library more than three time per week, which is 10% higher than at any other campus. Surrey and Richmond (32% and 34% respectively) have twice as many once-per-month users as Langley and Cloverdale (16% and 17%). Langley has almost twice as many once-per-semester users as the other campuses (28% vs 15% to 16%).

On-leave respondents are not included in any of the detailed breakdowns, as there are just 3 responses from this group; no conclusions can be drawn on the basis of this small sample.

While the campuses have larger numbers of respondents, the numbers are still relatively small, especially when broken down into six response categories as they are here. Conclusions should be drawn with caution.



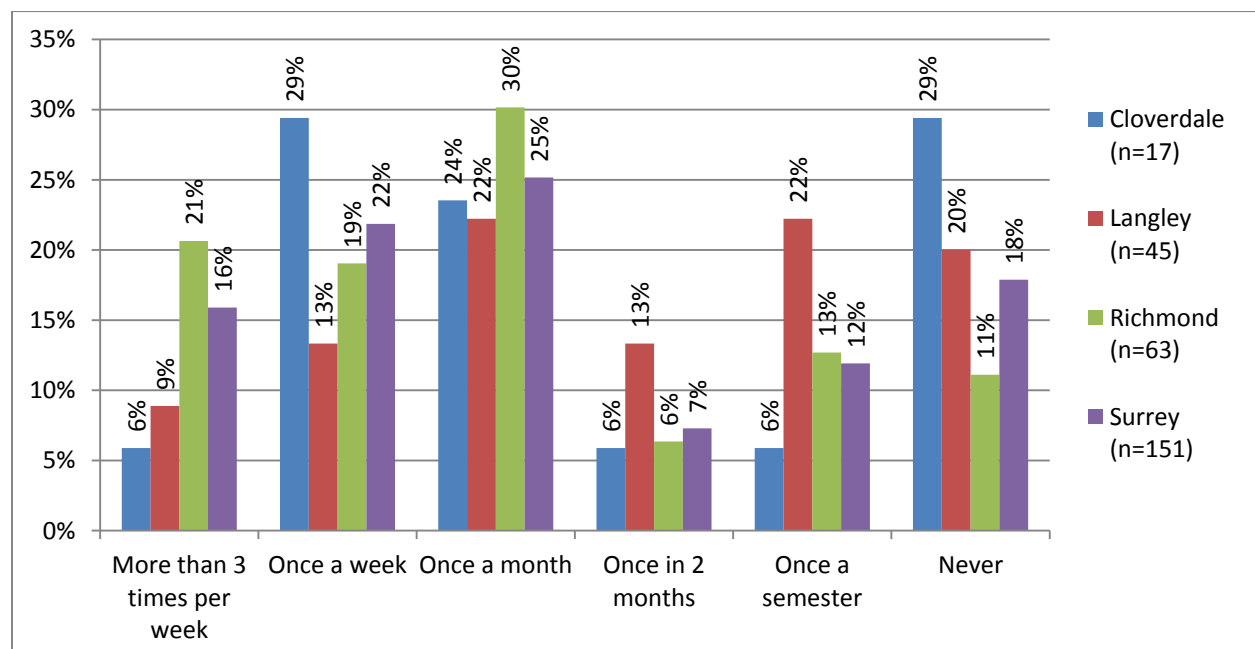
**Chart 11: In person use of the library, by campus, detail**



## Online

Chart 12 provides a more detailed picture of respondents' patterns of online library use. Cloverdale respondents are the most likely to report *never* using the library online (29%), and Richmond has the highest rate of online use at 21% *more than three times per week*.

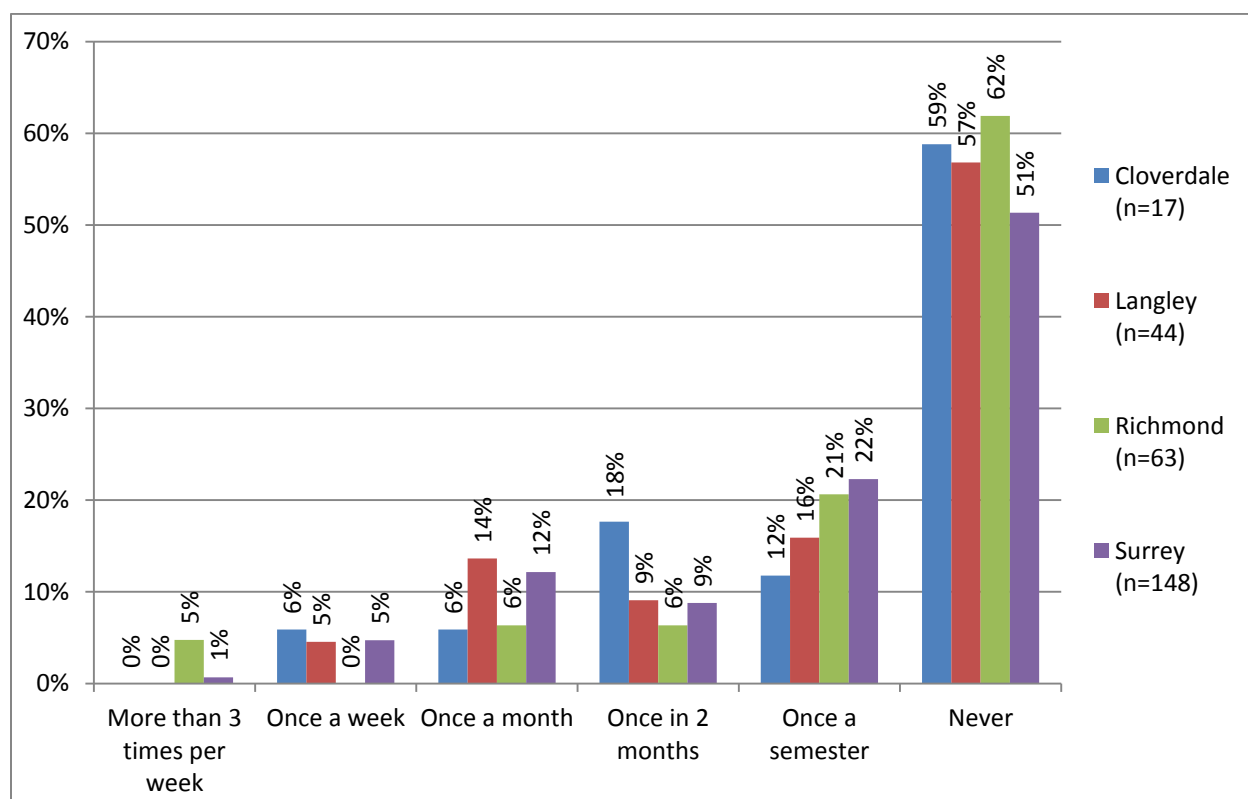
**Chart 12: Online use of the library, by campus, detail**



## By Phone

By contrast with in-person and online use, respondents indicate that their use of the library by phone is quite limited: as Chart 13 shows, between 51% and 62% say they never access the Library this way. Those who do phone the library, regardless of campus, tend to do so only once or twice per semester; twice as many Langley and Surrey respondents call once per month as do Cloverdale or Richmond respondents (12 – 14% vs 6%).

**Chart 13: Phone use of the Library, by campus**



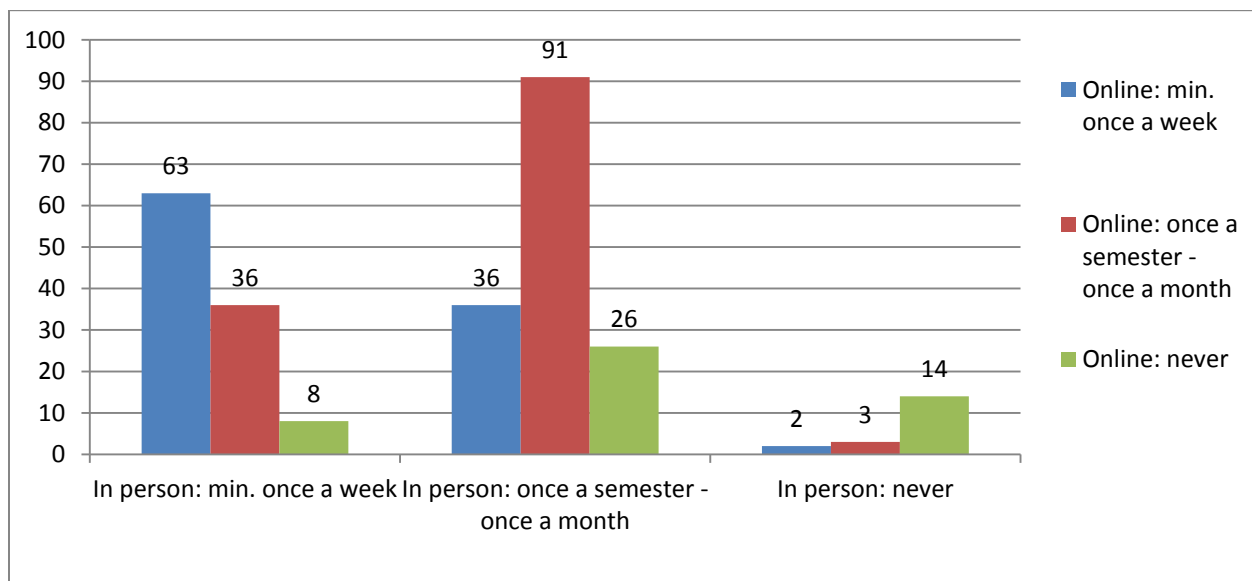
These data may also be affected by their method of collection, as employees who phone the library may be less likely to respond to an online survey.

## Use Patterns

Chart 14 shows a cross-tabulation of respondents' in-person and online Library use. In general, respondents' frequency of use by one method is similar to their frequency by the other.

A relatively small number (14) of respondents report that they don't use the library either in person or online. Given the low frequency of use by phone for all groups, this should be an adequately accurate approximation of the number who do not use the library at all. However, although it may seem intuitive that respondents to a survey about library use will all be library users, it might be helpful in future surveys to ask specifically whether people use the library (Yes/No), using a skip pattern to channel only users into questions methods of access, purposes, frequency, etc.

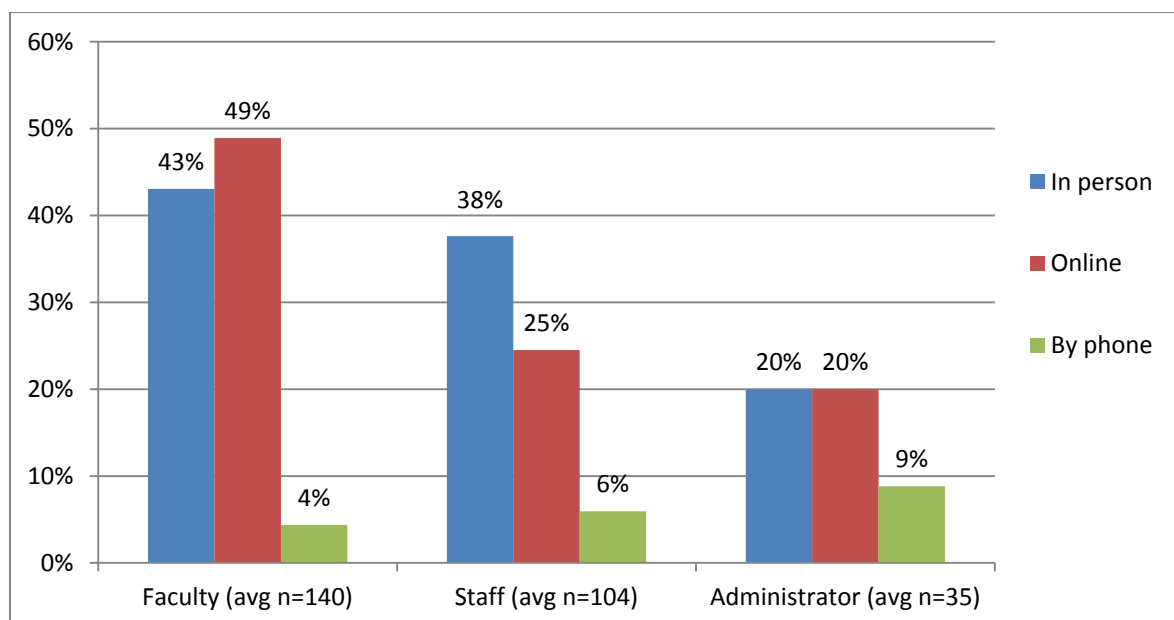
**Chart 14: In person users' online use of the Library**



### Use Method by Employee Type

Method of library access by employee type is shown in Chart 15. Almost half of faculty respondents use the library at least once per week both online and in person, while a smaller proportion of staff respondents use the library as often (38% in person, 25% online). Administrator respondents have the highest proportion of use of phone access (9%). **Note:** *n* in each case is the average number of respondents across the three access methods; this rather casual approach will serve as there is little variation in response numbers within each group.)

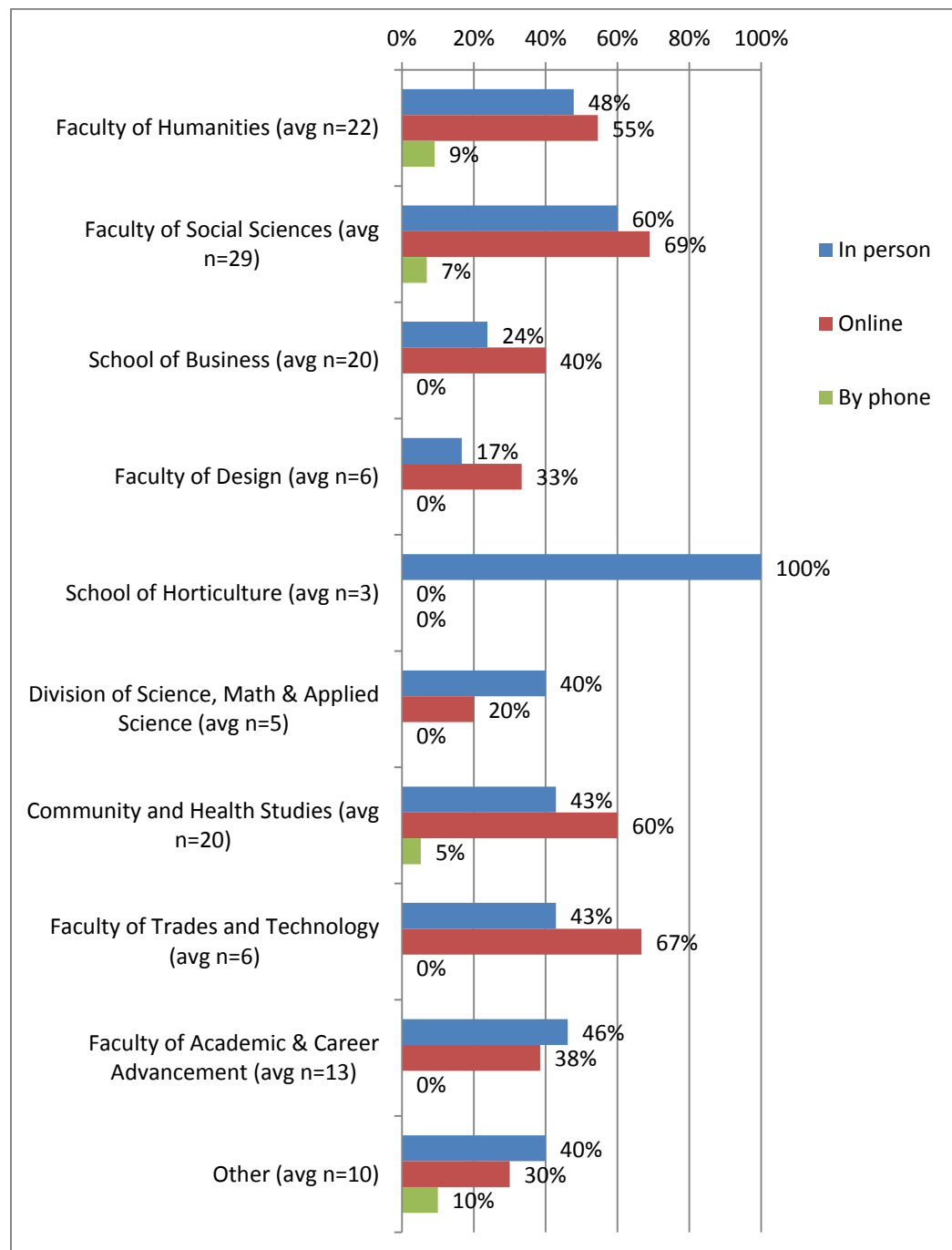
**Chart 15: Use of the Library at least once per week, all access methods, by employee type**



## Use Method by Faculty or Division

Chart 16 compares the percentages of faculty respondents for each program using the library *at least once per week*, shown for all methods. This frequency of use is assumed most likely to reflect a user's routine behavior under ordinary work circumstances. (**Note:** as in the previous section, *n* for each program is the average number of respondents in the group for the three access methods. Total faculty respondents across all departments = 134.)

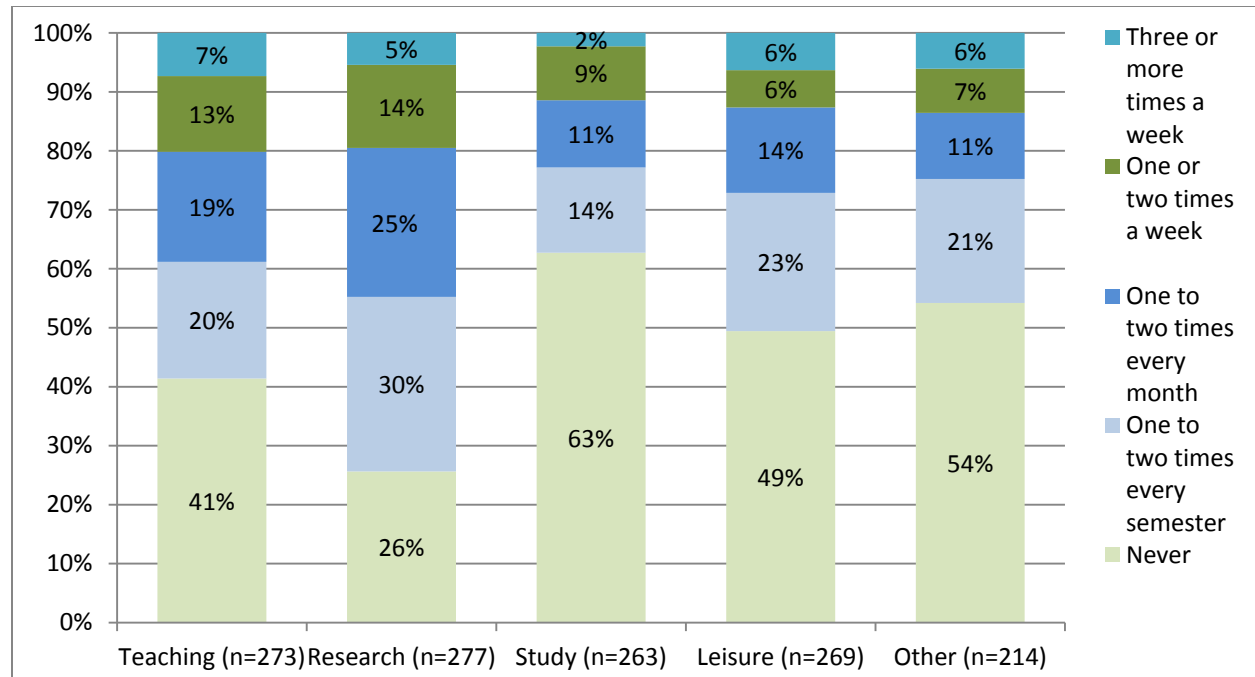
**Chart 16: Use of the Library at least once per week, by all methods, by faculty or division**



## Frequency of Library Use for Specific Purposes

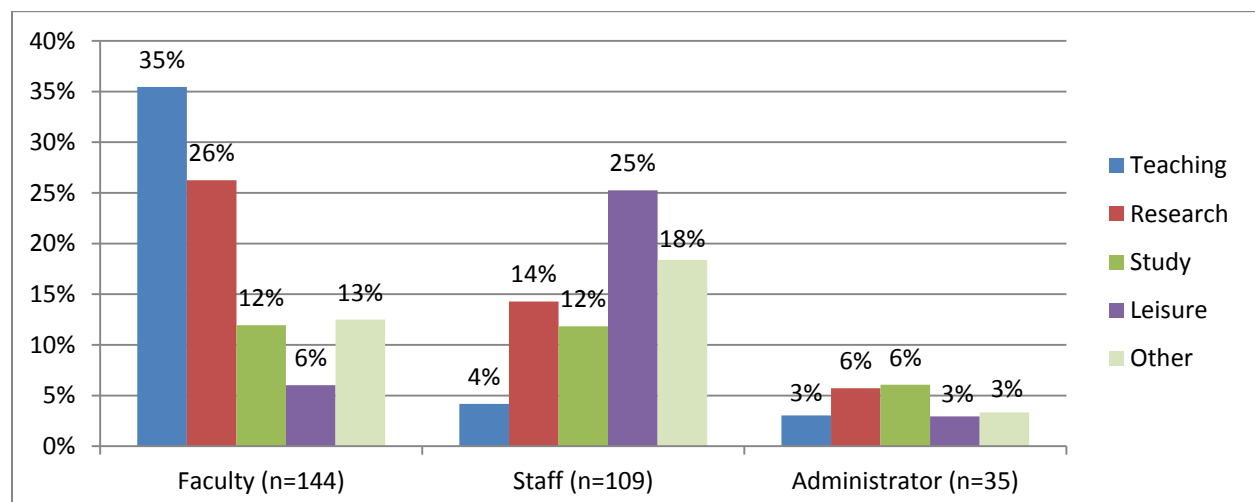
Respondents were asked (Q16) about their frequency of use of the library for each of four specific purposes – Teaching, Research, Study, and Leisure - plus Other. Chart 17 shows response frequencies for all employees' library use, for all purposes listed.

**Chart 17: Use of the Library for specific purposes, all employees**

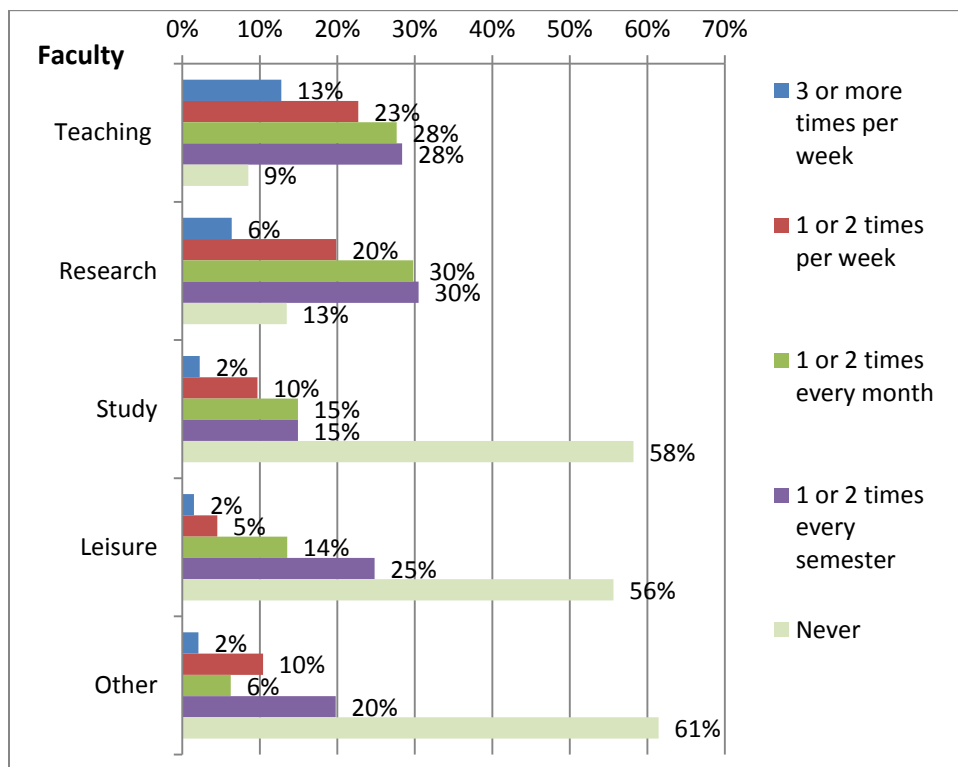


It appears from Chart 17 that there are many employees who do not use the library for any purpose, but analysis of all frequency of use variables (Q15 and Q16) together shows that only 8 respondents actually answer *Never* to all eight methods and purposes of use (see Appendix M for complete usage patterns of all respondents in a spreadsheet). Breaking the results down by employee type (Charts 18 - 21) helps to clarify who is using the library for what purposes, and how often.

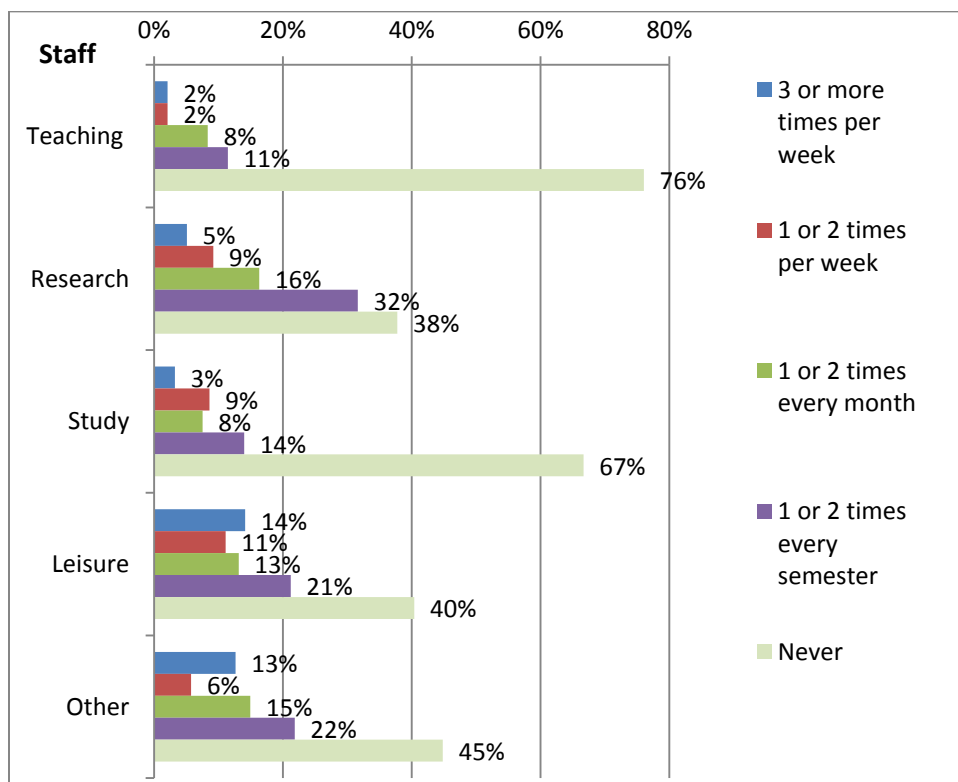
**Chart 18: Use of the Library for specific purposes, at least once per week, by employee type**



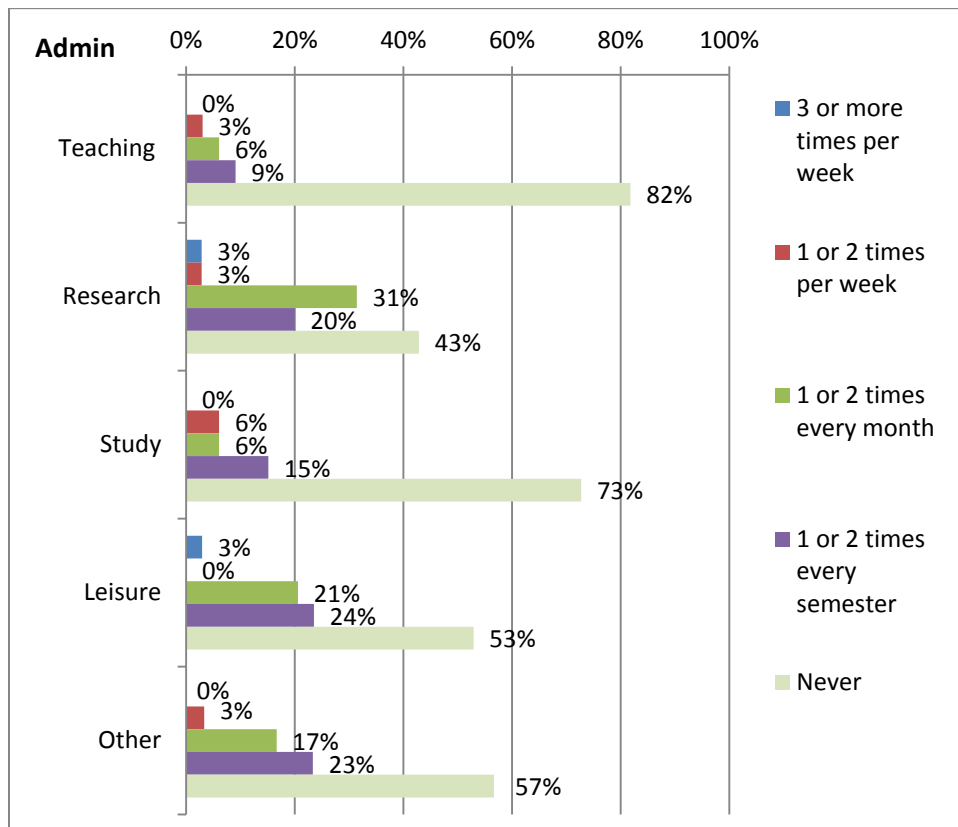
**Chart 19: Frequency of use of the Library for specific purposes, by faculty employees**



**Chart 20: Frequency of use of the Library for specific purposes, by staff employees**



**Chart 21: Frequency of use of the Library for specific purposes, by administrator employees**



## Faculty Services (Q21 – 24)

Faculty respondents were asked about importance of, and satisfaction with, a series of services provided by the library specifically for faculty. The results overall are shown in Table 38, and broken down by faculty or division in Tables 39 through 48.

As shown in Table 38, all services have a median rating of 3, *Somewhat important* (the response options for this question differ slightly from those in the earlier importance/satisfaction questions), and a median satisfaction rating of at least 3, *Somewhat satisfied*. Respondents are overall *Very satisfied* (4) with customized Library Research Skills classes and collaboration with their faculty liaison librarian.

**Table 38: Importance of and satisfaction with Library's Faculty Services**

N	Median Importance	Faculty Services, Overall	Median Satisfaction	N
Valid				Valid
109	3	customized Library Research Skills classes	4	87
99	3	research skills assignments given during Library Research Skills classes	3	77
107	3	collaboration with faculty liaison librarian	4	98
106	3	Resources for Faculty Page on Library website	3	98
101	3	course reserves	3	83
107	3	copyright information	3	84
77	3	search alerts	3	52

## Importance of, and Satisfaction with, Faculty Services by Faculty or Division

Responses of *N/A Have not used* are omitted in calculating these medians, but because these numbers are often quite high they have been included in these tables as a separate column (derived from the frequencies for Q22, Satisfaction with faculty services), to give some added context for the other information.

**Table 39: Importance of and satisfaction with Library's Faculty Services, ACA**

N	Median Importance	Faculty Services, Academic & Career Advancement (N=13)	Median Satisfaction	N	N/A Have not used
Valid				Valid	
10	4	customized Library Research Skills classes	4	10	3
10	4	research skills assignments given during Library Research Skills classes	4	9	4
9	3	collaboration with faculty liaison librarian	3	8	5
8	3	Resources for Faculty Page on Library website	3	7	6
8	3	course reserves	3	7	6
11	3	copyright information	3	9	4
7	2	search alerts	3	5	7



**Table 40: Importance of and satisfaction with Library's Faculty Services, Business**

N	Median Importance	Faculty Services, Business (N=25)	Median Satisfaction	N	N/A Have not used
Valid				Valid	
15	3	customized Library Research Skills classes	3	11	9
11	3	research skills assignments given during Library Research Skills classes	3	9	10
13	3	collaboration with faculty liaison librarian	3	13	6
14	3	Resources for Faculty Page on Library website	3	14	5
12	2	course reserves	3	10	9
11	4	copyright information	3	10	9
10	2	search alerts	3	8	11

**Table 41: Importance of and satisfaction with Library's Faculty Services, Community & Health Studies**

N	Median Importance	Faculty Services, Community & Health Studies (N=21)	Median Satisfaction	N	N/A Have not used
Valid				Valid	
18	3	customized Library Research Skills classes	4	13	8
16	3	research skills assignments given during Library Research Skills classes	4	11	10
17	3	collaboration with faculty liaison librarian	4	17	4
18	4	Resources for Faculty Page on Library website	4	17	4
14	3	course reserves	4	11	10
21	4	copyright information	4	16	5
12	3	search alerts	3	7	14

**Table 42: Importance of and satisfaction with Library's Faculty Services, Design**

N	Median Importance	Faculty Services, Design (N=10)	Median Satisfaction	N	N/A Have not used
Valid				Valid	
3	4	customized Library Research Skills classes	4	4	2
2	3	research skills assignments given during Library Research Skills classes	3	2	4
3	4	collaboration with faculty liaison librarian	4	4	2
3	4	Resources for Faculty Page on Library website	3	4	2
3	4	course reserves	3	4	2
2	3	copyright information	2	3	2
1	2	search alerts	2	2	4

**Table 43: Importance of and satisfaction with Library's Faculty Services, Horticulture**

N	Median Importance	Faculty Services, Horticulture (N=3)	Median Satisfaction	N	N/A Have not used
Valid				Valid	
3	3	customized Library Research Skills classes	4	2	1
3	1	research skills assignments given during Library Research Skills classes	3	2	1
3	4	collaboration with faculty liaison librarian	4	3	0
3	2	Resources for Faculty Page on Library website	4	3	0
2	3	course reserves	3	2	1
2	2	copyright information	2	1	2
2	2	search alerts			3

**Table 44: Importance of and satisfaction with Library's Faculty Services, Humanities**

N	Median Importance	Faculty Services, Humanities (N=23)	Median Satisfaction	N	N/A Have not used
Valid				Valid	
18	4	customized Library Research Skills classes	3	15	7
17	3	research skills assignments given during Library Research Skills classes	4	14	8
20	4	collaboration with faculty liaison librarian	4	19	3
19	4	Resources for Faculty Page on Library website	3	19	3
20	3	course reserves	4	14	6
19	3	copyright information	3	16	6
13	3	search alerts	3	10	11

**Table 45: Importance of and satisfaction with Library's Faculty Services, Science, Math & Applied Science**

N	Median Importance	Faculty Services, Science, Math & Applied Science (N=5)	Median Satisfaction	N	N/A Have not used
Valid				Valid	
3	4	customized Library Research Skills classes	3	1	4
3	4	research skills assignments given during Library Research Skills classes	3	1	4
4	4	collaboration with faculty liaison librarian	4	2	3
4	4	Resources for Faculty Page on Library website	3	2	3
5	4	course reserves	3	3	2
3	4	copyright information	2	1	4
2	4	search alerts			5

**Table 46: Importance of and satisfaction with Library's Faculty Services, Social Sciences**

N	Median Importance	Faculty Services, Social Sciences (N=30)	Median Satisfaction	N	N/A Have not used
Valid				Valid	
22	3	customized Library Research Skills classes	4	17	12
22	3	research skills assignments given during Library Research Skills classes	3	17	12
22	4	collaboration with faculty liaison librarian	4	19	10
24	3	Resources for Faculty Page on Library website	3	23	6
25	4	course reserves	3	23	7
24	3	copyright information	2	18	12
19	3	search alerts	3	13	16

**Table 47: Importance of and satisfaction with Library's Faculty Services, Trades & Technology**

N	Median Importance	Faculty Services, Trades & Technology (N=7)	Median Satisfaction	N	N/A Have not used
Valid				Valid	
6	4	customized Library Research Skills classes	4	6	1
6	4	research skills assignments given during Library Research Skills classes	4	6	1
6	4	collaboration with faculty liaison librarian	4	7	0
5	3	Resources for Faculty Page on Library website	3	5	2
4	4	course reserves	4	5	2
5	3	copyright information	3	5	2
4	3	search alerts	3	4	2

**Table 48: Importance of and satisfaction with Library's Faculty Services, Other**

N	Median Importance	Faculty Services, Other (N=10)	Median Satisfaction	N	N/A Have not used
Valid				Valid	
7	3	customized Library Research Skills classes	4	5	4
7	3	research skills assignments given during Library Research Skills classes	3	5	4
7	4	collaboration with faculty liaison librarian	4	4	4
7	3	Resources for Faculty Page on Library website	3	4	5
6	2	course reserves	2	3	6
7	3	copyright information	3	4	4
6	2	search alerts	2	3	6

Faculty were also asked which of the listed Faculty services they were most satisfied with, and why. Further, they were asked, if they had indicated dissatisfaction with any Faculty services, to explain. These two groups of comments, sorted by campus, comprise Appendices F and G, respectively.

## Computers and Audiovisual Equipment (Q25 – 26)

Faculty employees were asked whether they borrow Computers on Wheels (COWs) from the Library, to use in their teaching, and also what additional new audiovisual equipment they would like to have available to borrow from the library.

### Computers on Wheels – Borrowing Patterns

Overall, 26% of faculty responding indicate they borrow Computers on Wheels (COWs) to use in their teaching. There is considerable variation between campuses, however: half or more of respondents at the Cloverdale and Langley campuses report that they borrow COWs, as compared with a quarter or less at Surrey and Richmond; see Table 49. These data have not been broken down by faculty or division.

**Table 49: Faculty respondents who borrow COWs, by campus**

	#	%	
Cloverdale	4	50	
Langley	10	56	
Richmond	7	16	
Surrey	16	23	
	37	26	

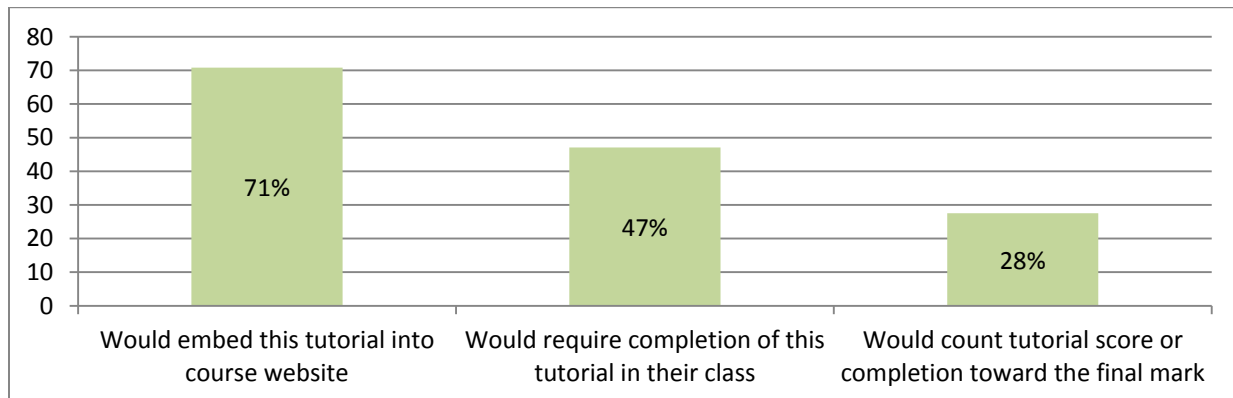
Faculty were also asked what additional new piece(s) of audiovisual equipment they would like to be able to borrow from the Library for use in their teaching (a link was provided to a list of equipment currently available). Responses are in text format, and are available in full as Appendix J. Some of the more frequent replies include: (more) digital cameras, digital video camera, document camera, ELMO projector, MAC laptop compatible projector, and iPads.

## Library Workshops for Students (Q27 – 28)

### Workshops for Students on Plagiarism

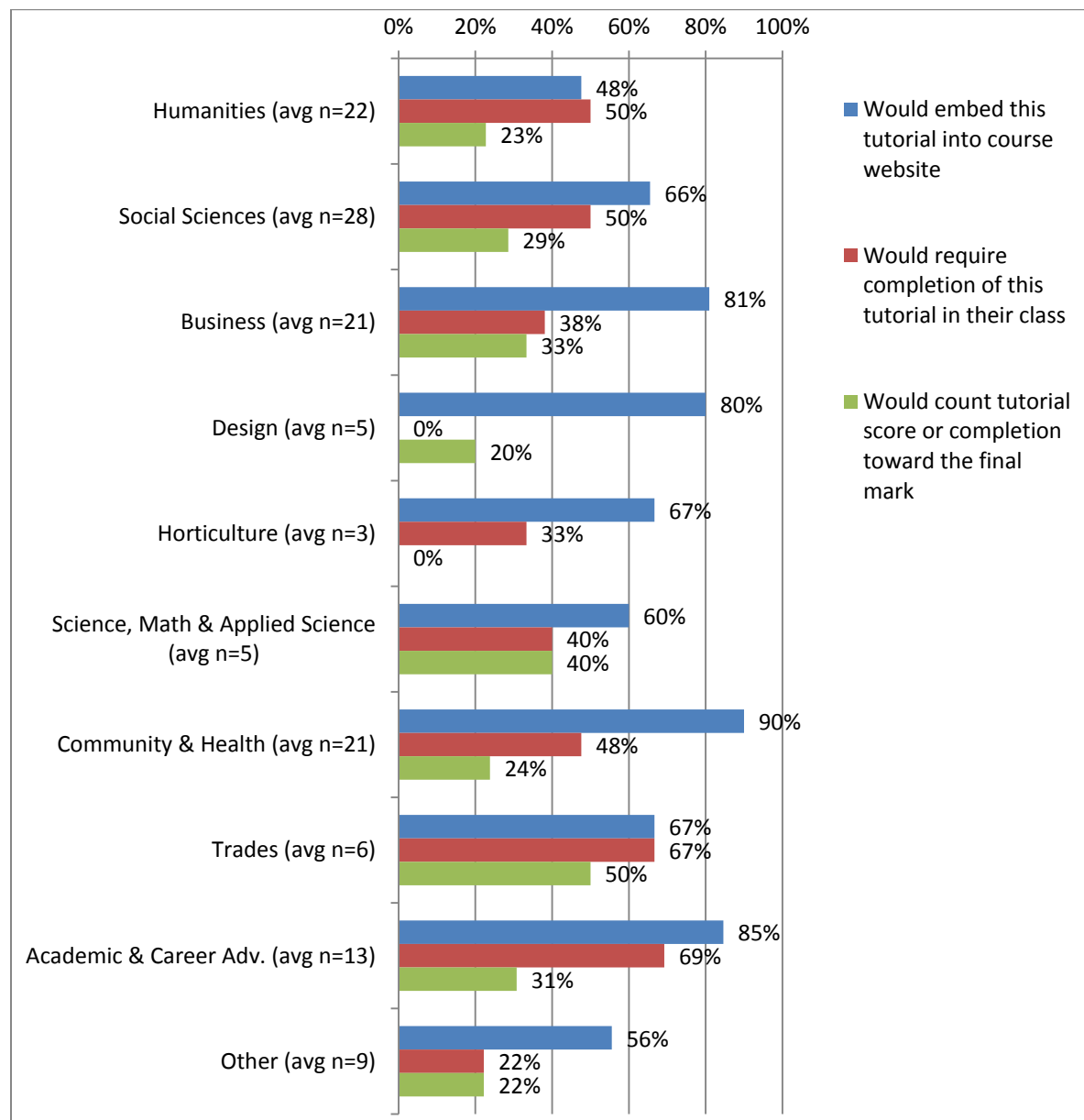
Faculty respondents indicate considerable interest in an online tutorial for students to help them understand and avoid plagiarism, as shown in Chart 22.

**Chart 22: Faculty respondents interest in student workshop on plagiarism (n=138)**



Interest is broken down by faculty in Chart 23, which shows that there is considerable variation within some departments in responses to the three questions. For example, 90% of Community & Health respondents say they would embed the tutorial into their course websites, but only 48% would require its completion; in Humanities, 48% would embed the tutorial while 50% would require its completion. Of the 5 Design responses, 80% would embed the tutorial, none would require it, but 20% would count it toward the final mark.

**Chart 23: Faculty respondents interest in student workshop on plagiarism, by faculty or division**



Respondents were also invited to write their thoughts on a tutorial of this type, and these were overwhelmingly positive. Full text of these can be found as Appendix K.

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## Appendix A: Library Survey of Faculty, Staff & Administrators 2011

### 2011 Kwantlen Library Survey: Faculty, Staff & Administrator Feedback

#### Introduction

Every other year, the Kwantlen Polytechnic University Library collects feedback from employees (faculty, staff and administrators) on their experiences with the Library services and resources. Please take a few minutes to share your thoughts about how well the Library resources and services are meeting your needs. Your input is vital in helping us meet the needs of Kwantlen employees. We will use this information to improve our collections and services and to plan for the future. **Please base your evaluation on how important each of the resources or services are to your own work.**

#### Survey Dates

The web survey link will be open between **November 24 and December 8 (midnight), 2011**. You may take more than one online session to complete the survey.

#### Prize Draw - win big!

You will be automatically entered in a prize draw if you indicate you wish to do so at the end of the survey. The winner of our draw will be able to choose **\$110 worth of gift cards** from a selection of about 80 different stores, restaurants, spas and cinemas available through our Support a Student Awards Campaign. [Click here](#) to see some of the choices available to you .

**Please note that this is an anonymous survey and that your participation is entirely voluntary.** This survey does not collect any identifying information; therefore your responses to the survey items will remain anonymous and will be reported only in aggregate form. (Prize draw entries are not associated with data collected.)

Thank you for your time and feedback.

Cathy MacDonald,  
University Librarian

#### 1) I. How well are we doing?

**How important are each of these Library resources to the work that you do?**

	Very unimportant	Unimportant	Neither important nor unimportant	Important	Very important	N/A or Have not used
Print book collection	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Electronic book collection	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Print periodicals (magazines, newspapers, journals)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Online periodicals (magazines, newspapers, journals)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Online research databases	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Data and statistical resources	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
DVD and video collection	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Online streaming videos	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Audiovisual equipment (COWs, DVD players, etc)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**2) Now, please rate your satisfaction with these Library resources:**

	Very dissatisfied	Dissatisfied	Neither satisfied nor dissatisfied	Satisfied	Very satisfied	N/A or Have not used
Print book collection	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Electronic book collection	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Print periodicals (magazines, newspapers, journals)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Online periodicals (magazines, newspapers, journals)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Online research databases	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Data and statistical resources	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
DVD and video collection	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Online streaming videos	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Audiovisual equipment (COWS, DVD players, etc)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Overall satisfaction with the Library's resources	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**3) If you indicated you are very dissatisfied or dissatisfied with any of the above Library resources, please explain:**

---

**4) Which one of the above Library resources are you most satisfied with and why:**

---

**5) If you could have an item only in print/hard copy or in electronic/online format, what would you prefer? Please indicate your preference for each type of item.**

	Print/hard Copy	Electronic/online	Don't know/no preference
Books	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Journals	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Reference books (encyclopedias, dictionaries, handbooks)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Videos/DVDs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**6) How important are each of these Library facilities and services to the work that you do?**

	Very unimportant	Unimportant	Neither important nor unimportant	Important	Very important	N/A or Have not used
Library hours of operation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Reference service desk hours	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Assistance by reference librarians	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Assistance by audiovisual services staff	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Assistance by checkout counter staff	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Inter-campus loan service	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Interlibrary loan service	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Library cleanliness	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Library space	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**7) Now, please rate your satisfaction with these Library facilities and services:**

	Very dissatisfied	Dissatisfied	Neither satisfied nor dissatisfied	Satisfied	Very satisfied	N/A or Have not used
Library hours of operation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Reference service desk hours	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Assistance by reference librarians	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Assistance by audiovisual services staff	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Assistance by checkout counter staff	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Inter-campus loan service	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Interlibrary loan service	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Library cleanliness	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Library space	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Overall satisfaction with the Library's facilities & services	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**8) If you indicated you are very dissatisfied or dissatisfied with any of the above Library facilities or services, please explain:**

---

**9) Which one of the above Library facilities or services are you most satisfied with and why:**

---

**10) In the past two years the library has offered the following training workshops for faculty and staff. In order that we may plan future workshops, please tell us which (if any) you have taken, and/or which you would like to take (either for the first time or as a refresher):**

	Have taken	Would like to take
Marketing Statistics	<input type="checkbox"/>	<input type="checkbox"/>
Census Statistics	<input type="checkbox"/>	<input type="checkbox"/>
Zotero (Citation Management Tool)	<input type="checkbox"/>	<input type="checkbox"/>
APA Citation Style	<input type="checkbox"/>	<input type="checkbox"/>
Library A – Z (Intro to Library Resources & Services & Moodle)	<input type="checkbox"/>	<input type="checkbox"/>
Research Nirvana (Incorporating Information Literacy Standards into Research Assignments)	<input type="checkbox"/>	<input type="checkbox"/>
Strategies and Tips for Getting Organized at Work	<input type="checkbox"/>	<input type="checkbox"/>

**11) Are there any other workshops that the Library could provide that would be of particular interest to you? Please list one topic per line:**

Topic 1: \_\_\_\_\_

Topic 2: \_\_\_\_\_

Topic 3: \_\_\_\_\_

Topic 4: \_\_\_\_\_

**12) The Library and the Office of Research & Scholarship have jointly submitted a budget request to develop an "Institutional Repository" (IR) which would house copyright-cleared versions of Kwantlen scholars' works such as journal articles, conference presentations, students' honours theses, and other items.**

The IR would provide a stable web location for these works, and would enable them to be readily discovered by other scholars and members of the public through web searches. Would you want your works to be included in the IR?

☐ No

☐ Yes

☐ Not sure

**13) If the budget request is approved, the IR service provider (**Digital Commons** from Berkeley Electronic Press) would also support several other potential new services for members of the Kwantlen community. Would you be interested in using any of these services?**

	No	Yes	Not sure
Publishing online, open-access, peer-reviewed journals	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Publishing open-access online books	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Organizing conferences	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**14) Do you have any comments about a Kwantlen IR?**

---

**15) How often do you use the Library in each of these ways?**

	Never	Once a semester	Once in two months	Once a month	Once a week	More than 3 times per week
In person	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Online	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
By phone	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**16) Please indicate how often you use the Library's resources and/or services (by any method of access) for each of the following purposes.**

	Never	One to two times every semester	One to two times every month	One or two times a week	Three or more times a week
Teaching	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Research	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Study	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Leisure	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**17) III. Please Tell Us About Yourself**

**What is your home campus for this term (the campus where you work or, if you are faculty, teach most of your classes)? (Choose one option only.)**

☐ Cloverdale

☐ Langley

☐ Richmond

☐ Surrey

☐ On leave this term

**18) Please indicate whether you are:**

☐ Faculty

☐ Staff

☐ Administrator

☐ Other (please specify) \_\_\_\_\_

**19) In which faculty(s)/department(s) do you currently teach: (Choose all that apply)**

☐ Faculty of Humanities-English

☐ Faculty of Humanities-Fine Arts



- ☐ Faculty of Humanities-Music
- ☐ Faculty of Humanities-Philosophy
- ☐ Faculty of Humanities-Other
- ☐ Faculty of Social Sciences-Criminology
- ☐ Faculty of Social Sciences-Geography
- ☐ Faculty of Social Sciences-History
- ☐ Faculty of Social Sciences-Journalism
- ☐ Faculty of Social Sciences-Political Science
- ☐ Faculty of Social Sciences-Psychology
- ☐ Faculty of Social Sciences-Sociology
- ☐ Faculty of Social Sciences-Other
- ☐ School of Business-Accounting
- ☐ School of Business-Applied Communication
- ☐ School of Business-Business Admin/Mgmt
- ☐ School of Business-Computer Science/CBS/CSIS
- ☐ School of Business-Economics
- ☐ School of Business-Marketing
- ☐ School of Business-Other
- ☐ Faculty of Design-Fashion Design
- ☐ Faculty of Design-Graphic Design
- ☐ Faculty of Design-Interior Design
- ☐ Faculty of Design-Other
- ☐ School of Horticulture
- ☐ Division of Science, Mathematics & Applied Sciences-Applied Sciences
- ☐ Division of Science, Mathematics & Applied Sciences-Astronomy
- ☐ Division of Science, Mathematics & Applied Sciences-Biology
- ☐ Division of Science, Mathematics & Applied Sciences-Chemistry
- ☐ Division of Science, Mathematics & Applied Sciences-EPT
- ☐ Division of Science, Mathematics & Applied Sciences-Mathematics
- ☐ Division of Science, Mathematics & Applied Sciences-Physics
- ☐ Division of Science, Mathematics & Applied Sciences-Other
- ☐ Faculty of Community & Health Studies
- ☐ Faculty of Trades & Technology
- ☐ Faculty of Academic & Career Advancement - English Language Studies
- ☐ Faculty of Academic & Career Advancement - other
- ☐ Other

**20) Please indicate at which course level(s) you mostly teach this year. (Please choose one option only):**

- ☐ Degree: 1000 & 2000 level
- ☐ Degree: 3000 & 4000 level
- ☐ Degree: all levels
- ☐ Apprenticeship/Citation/Certificate/Diploma
- ☐ I am not teaching this year

**21) How **important** are the following **faculty services** provided by the Library to the work that you do?**

	Very unimportant	Somewhat unimportant	Neither important nor unimportant	Somewhat important	Very important	N/A Have not used
Customized Library Research Skills Classes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Research Skills Assignments given during Library Research Skills Classes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Collaboration with your Faculty Liaison Librarian	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Resources for Faculty Page on the Library Website	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Course Reserves	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Copyright Information	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Search Alerts	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**22) Now, please rate your **satisfaction** with the following **faculty services** provided by the Library.**

	Very dissatisfied	Somewhat dissatisfied	Neither satisfied nor dissatisfied	Somewhat satisfied	Very satisfied	N/A Have not used
Customized Library Research Skills Classes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Research Skills Assignments given during Library Research Skills Classes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Collaboration with your Faculty Liaison Librarian	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Resources for Faculty Page on the Library Website	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Course Reserves	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Copyright Information	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Search Alerts	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**23) If you indicated you are somewhat or very dissatisfied with any of the above Faculty Services, please explain:** \_\_\_\_\_

**24) Which one of the above faculty services are you **most satisfied** with, and why:** \_\_\_\_\_

**25) Do you borrow COWs (Computer on Wheels) from the Library to use in your teaching?**

☐ No

☐ Yes

**26) The Library has a variety of Audiovisual Equipment available for you to borrow ([click here](#) for detailed equipment lists). What additional new piece(s) of equipment would you like to be able to borrow to use in your teaching?** \_\_\_\_\_

**27) STUDENT INSTRUCTION:**

**Some faculty members have expressed interest in the Library developing an online tutorial to help students understand and avoid plagiarism. If the Library had such a tutorial:**

	No	Yes	Not sure
Would you embed this tutorial into your course website?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Would completion of this tutorial be a requirement in your class?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Would the tutorial score (or completion) count toward your students' final mark?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**28) Do you have any thoughts on this type of tutorial, that you'd like to tell us?** \_\_\_\_\_

**29) If there are any other comments that you would like to make about the Library, please provide them here:** \_\_\_\_\_

**30)** \_\_\_\_\_

**WE VALUE YOUR FEEDBACK!**

In response to the strong demand expressed in our 2010 employee survey, you can now generate lists of newly-received library materials in all subject areas and receive regular, customized updates by RSS feed. (Visit the New Book RSS Feed here: <http://www.kwantlen.ca/library/services/NewbookRSS.html>)

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**Would you like to be entered in our prize draw?**

☐ Yes

☐ No

**Thank you for taking the time to participate in this survey. All feedback is evaluated and the results guide the collection and service priorities the Library sets for the future.**

Cathy MacDonald  
University Librarian

## Appendix B: Reasons for Satisfaction with Library Resources

### Q4. Which one of the above Library resources are you most satisfied with and why?

#### Books

Total=43

#### Surrey

- Art books are continually being added to, I should get a lot more involved in ordering new ones, but whoever is on top of doing that is doing a good job. Thanks.
- Books.
- Books. They are still my favorite!
- E-collection.
- Electronic book collection.
- I am most satisfied with book availability.
- I check out library books on occasion.
- I have used the book collection and it has been very useful and timely.
- I like having the availability of sources in print.
- I'm ever so pleased with the recent acquisitions of print publications in Postcolonial Literature and Theory. Wonderful responsiveness and keenness to from Linda Rogers and Mirela Djorkic.
- [Online research database and] print book collection.
- Our print book collection. Chris Burns, our Criminology librarian, is in constant contact with faculty, and always looking for recommendations for new acquisitions. As a result, we have a dynamic and growing print collection.
- Print book collection.
- Print book collection--because of the ongoing expansion.
- Print Book Collection, as this is the only resource I use in relation to my work. There is always a good selection.
- Print Collection - Easily accessible.
- Print collection: students recognize less and less that the Net is not the complete repository of human knowledge... :-)
- Print collection. I am still of the old school.
- Printed book collection.
- The print book selection had what I needed without exception.

#### Richmond

- Books - they provide depth to research
- Books on design. The Library has a good and up-to-date collection.
- Books, because I am old and read them
- I think we have an excellent collection of books, and excellent response to requests.
- Print book because every book I searched & needed is current and available at our Kwantlen library when not they are not in any other local post-secondary institutions.
- Print book collection - because it is being added to and updated regularly.
- Print books.
- Print books - it's diverse and largely up-to-date.

#### Langley

- I am most satisfied with the library's willingness to build the book collection.
- Books.
- I think the print book collection is the core of any library, and even give the relatively small size and budget of the Kwantlen library; the number of new and relevant books arriving in the library is impressive.
- Paperback books.
- Print [and video/DVD/online streaming.] I find the librarians very receptive to my requests for new material and as such, feel as though the excellent collaborative relationship provides current, useful resources to students.

- Print book collection is great when I need a quick reference guide. Also great for personal reading. [AV equipment is always in good condition and readily available.]
- Print book collection, because I like the fact that even in this electronic and digital world, we still have room for print materials.
- Print books.

### Cloverdale

- Book collection - very important for staff/students/faculty to have the necessary resources to be successful.
- Print [and print periodicals...] collection much more balanced now and more up to date.
- Print book collection overall is well stocked on major subject areas and new books are arriving all the time.
- Printed books [and DVD/Video's] have been very helpful in my teaching this year. They help the students to get a better understanding of what is being taught.
- Printed books. I love books.
- The print collection is growing in our area and getting better.

### Databases/Journals/Online Research

Total=72

### Surrey

- Access to electronic journals via databases.
- CICA Handbook as I need it for teaching.
- DATABASES because they are online searches.
- I am satisfied that the library has access to JSTOR and other databases.
- I appreciate JSTOR.
- I think the online periodical subscriptions are very good.
- I use the online databases a lot for my own research. I also require my students to use these.
- I would like to see more literary journals, young adult literature.
- On-line journals. It provides wide access to research information in a timely manner.
- On-line research data bases. A tremendous resource for both my students and myself.
- Online access to journals and other media is very important to myself. Would like to see the library continue to expand its offerings in these areas.
- Online access to journals, databases and data - because the access is rather comprehensive and on par with other, even research-oriented universities.
- online databases - very helpful when I was researching for a graduate degree course
- Online databases because of the recent addition of Muse.
- Online databases. Sheer quantity of materials available.
- Online journals and databases because I tend to use these the most, as well as having my students use them.
- Online journals that assist student research.
- Online periodical resources, able to use from home or work, quite comprehensive.
- Online periodicals - as I use them the most.
- Online periodicals...can access these anytime, anywhere!
- Online periodicals and data bases.
- Online research database [and print book collection]
- Online research database because it helps to conduct more research.
- Online research databases.
- Online research databases - there is a good collection.
- Online research databases, I can almost always find the resource I am looking for.
- Online research databases; easy to access and great resources available.
- Print periodicals - as I can browse casually when I have time and notice things I may not notice if we only had the online versions.
- Print periodicals. I think we have a great selection and range of magazines. They are always up-to-date.

- Recent improvement in databases and online journal access has been tremendous and most welcome.
- Research databases...can't think of the name of the new data base (works a bit like google) but I like it.
- Staff have been most helpful with assisting me with online research databases.
- The online magazine and article resources are good.
- The online research data bases. These are the ones that I use most often. It would be useful to have more online journals available without having to wait to get the article from somewhere else.
- The selection of magazines and newspapers is comprehensive for browsing during coffee and lunch breaks.
- Online research databases and periodicals because of 24/7 access, depth of collection, students actually use them!

### Richmond

- Almost all the online journals I need are available.
- Data-bases, e.g., JSTOR etc.
- Database really helps students with research.
- Databases and journals--good access. Love Summon!!!
- I am very satisfied with the online databases -- so glad to see you added Sage recently, among others. Students use the online databases and print book collection for their research. [I also use the DVD and video collection often.]
- I use the research databases constantly.
- On line journal system is quite efficient.
- On-line periodicals.
- On-line research databases.
- Online journals - because of the good selection of reputable journals.
- Online journals are most important to me for my research. I teach mainly first and second year students and we do not do research projects in the courses that require online or hard copy research.
- Online periodicals.
- Online periodicals.
- Online periodicals, because I have access to the most important materials in my field with the resources that we have.
- Online research databases. Very extensive and accessible from home.
- Online resources. Readily available from anywhere.
- Periodicals.
- Research databases. I use them all the time for my own research on teaching and learning, and I have my students use them in every course I teach.
- The databases provide quick and easy access to a huge selection of useful secondary sources for teaching and research.
- The magazines are helpful, i wish there were more. They are often borrowed.
- The on-line research databases for the variety and accessibility.
- The online databases like Academic Search Premier, MLA, ERIC, OED, etc., have been invaluable, so I hope the database collections at the library will be maintained and expanded upon.
- There has been a big improvement in the databases and electronic access to journals. However, there are problems with access to journals from off campus.
- We have quite good access to a variety of online research databases, particularly those to which undergraduate students in my department most need access.

### Langley

- Access to other online databases is impressive.
- Electronic database is very up to date and accessible.
- I like how the library research databases are expanding.
- Online periodicals, especially if they are available in full text, pdf format and I don't have to order the article as it takes time to receive.
- Students access periodicals for research, good number available.
- The online resources, such as the CICA handbook.

### **Cloverdale**

- [DVDs and] Periodicals good selections pertaining to our program.
- Online journals are most important and are what I'm most satisfied with. I often find myself going to Kwantlen's online journals as opposed to other resources as it has what I'm looking for.
- [Print and] print periodicals...collection much more balanced now and more up to date.
- Print periodicals that we have at the Cloverdale library.

### **On Leave this Semester**

- All online information.
- Online databases are excellent because they're easy to access and up to date.

### **Data and Statistical Resources**

**Total=4**

#### **Surrey**

- Data and statistical resources - find everything I need.
- Data and statistical resources because they are the ones I use frequently to do my job and you have a good collection of data and statistical resources.
- Data and statistical resources, because it helps to know how we're doing, and in what ways we can improve our services.

#### **Richmond**

- On-line stats access to Stats Canada is highly useful.

### **Videos/DVDs**

**Total=8**

#### **Surrey**

- Online Streaming Videos.
- The audio visual services (and people who work at them. I feel like I have access to so many videos/dvd's thanks to being able to borrow outside the institution.

#### **Richmond**

- Good video collection helpful librarians/av people at Richmond!
- I am very satisfied with the online databases -- so glad to see you added Sage recently, among others. Students use the online databases and print book collection for their research. I also use the DVD and video collection often.

#### **Langley**

- I use DVD's quite often and like how we can update each year or two with new meaningful titles.
- With DVD rentals....always avail when needed....

### **Cloverdale**

- DVDs [and Periodicals] good selections pertaining to our program.
- [Printed books and] DVD/Videos have been very helpful in my teaching this year. They help the students to get a better understanding of what is being taught.

### **AV Equipment**

**Total=30**

#### **Surrey**

- Audiovisual as I frequently use them and have never had any issues with them.
- Audiovisual because the staff are helpful and it is always working fine!
- Audiovisual equipment.
- Audiovisual equipment always seems to be available when I need it.
- Audiovisual equipment because it's always there when needed and functions properly.
- Audiovisual equipment. always comes with step by step instructions and troubleshooting. usually available and easy to borrow.

- Av Resources.
- Availability of electronic equipment such as COWs and camcorders.
- Audio/video resources are always available and reliable.
- Cows are the most important for me as my faculty use the resources the most.
- I always get the AV equipment bookings that I need.
- My line of work mostly involves electronic information presentation, therefore I can only comment on the Cows, which work ok and suit the purpose satisfactorily.
- The audiovisual equipment, and the staff are a great support.
- The AV equipment is good, and the strength of the area resides in the staff, who are helpful and willing to fix any problems right away.

### Richmond

- Audio visual services when I need a COW it is available.
- Audiovisual equipment (camcorder). It's always available when needed, and I can get good support/help from the people in the library.
- Audiovisual -- ease of checking the items out.
- COWS - easy to use and access.
- I am happy with the availability of library resources and have notice some improvement in some of the technology but it would be nice to have updates on the cameras and video cameras.
- I have a term booking for data projector; it was always ready and working - thanks!

### Langley

- A/V because it's the only one I used.
- Audio visual is good. Knowledgeable staff and very efficient.
- Audiovisual equipment - COWS work well.
- Audiovisual equipment, COWS, always available when needed.
- AV Equipment - because the librarian responsible [name] goes above and beyond the call of duty to make it happen for faculty.
- COW & video camera: staff is very helpful with helping out.
- [Print book collection is great when I need a quick reference guide. also great for personal reading.] AV equipment is always in good condition and readily available.

### Cloverdale

- Audiovisual - No computers in my classroom and I always seem to be able to secure the equipment when it's needed.
- Audiovisual Services. Great service.

### On leave this Semester

- Audiovisual equipment. Always seems to be available when I need it; and the in class permanent resources are good too.

### Employees

Total=10

### Surrey

- I am most satisfied with the help I get in the library and the competence of the library staff, not necessarily with any of the print or online services...
- I find the staff quite helpful. I wish they had more support.
- The human resources; you people are terrific and every year I want to write to thank select individuals but you do not wear nametags so I cannot. PLEASE identify yourselves so we can commend you.
- The Librarians themselves, who are incredibly helpful to me and my students!
- The services of the people that work there. Always helpful and efficient.
- The staff in the Audio/Visual section of both Surrey and Langley have been very helpful when I've needed to use any of the equipment.
- The staff. The librarian and front desk staff are extremely helpful and knowledgeable, so finding something quickly (or booking AV equipment) is easy.



### Langley

- Customer service.
- Librarians - I am most satisfied!
- Library service.

### Other comments

Total=13

### Surrey

- I am satisfied with all of them, as they are each rounded out by each other.
- I love the whole outlay and the resources that are available. Great Great asset.
- In my department (Student Awards and Financial Assistance) I really have had no times when I needed to use the library resources.
- None.
- None are satisfactory at this point.
- Not applicable.
- The Library has good basic resources considering the size of our institution.
- To be honest, the thing I like about the library the most is the space. In terms of resources, I actually use UBC/SFU libraries (all on-line) because they are way more comprehensive and have what I need. I do not think this problem should be solved by spe
- I'm grateful for the ability to request items from other libraries.
- Processes and procedures, it seems to work well, requesting books from other campuses, ordering books in, etc.

### Richmond

- I've not used any of them recently, so I can't say.

### Cloverdale

- Overall satisfaction as I use the computer lab and resources very useful.
- With the willingness of getting new material to help students out in the trade.

## Appendix C: Reasons for Dissatisfaction with Library Resources

**Q3. If you indicated you are very dissatisfied or dissatisfied with any of the above Library resources, please explain:**

### **Books**

**Total=16**

#### **Surrey**

- At the Surrey campus there is a very limited number of paperback novels and the e-book collection is somewhat small.
- I find the contemporary selections lacking. My students always go to larger public libraries or other institutions.
- I think we can certainly build up our print collection. It is true that books are dematerializing, but this does not mean we should not have physical books as reference for our students.
- I would like more books related to my classes for student research papers.
- Insufficient collection for the items indicated.
- Overall good collection, but library is not open long enough each day.
- The collection are very limited.
- The collection is far too small and limited in terms of books and journals in the social sciences.
- The print book collection contains too many outdated items like superseded textbooks that are kept purely for statistics, to give the notion that we have a large collection. Because of their irrelevance to today's study, these items take up precious space and make it harder for students and employees to locate required books.
- The print book collection for Canadian history needs some work.

#### **Richmond**

- [Equipment is outdated. Technology changes so rapidly and yet the library can't keep up.] The print collection is good, but the outdated textbooks need to be removed from the collection. They waste space on the shelves.
- It is a library... it should have books. I am always disappointed to step into our library to search for a classic only to find Kwantlen doesn't carry it. YIKES...
- The book collection is inadequate for a degree granting university. [Online periodicals are fine, but there should also be more paper periodicals - students find them easier to use when searching for articles. Most of the DVD collection is out of date.]
- We especially still need more works of criticism and theory to "keep up" with other universities such as UBC and SFU, particularly as newer BA major programs are getting off the ground.
- The materials for teaching in my field are very, very slowly becoming just marginally acceptable (and I truly appreciate the incredible help that I'm getting in this task from the library staff!!!), but other than access to online journals there is absolutely nothing for research purposes in our library.

#### **Langley**

- Selection of eBooks could be expanded.

### **Databases/Journals/Online Research**

**Total=7**

#### **Surrey**

- As compared to other universities subscribed to the same e-journal databases, Kwantlen is considerably less likely to have access to full-text articles.
- I generally use another library's online system for journals because KPU is not extensive enough for my research purposes.
- Many times we and the students cannot find benchmark industry data for Canadian or small companies. This is tough to find and seems to be only available for the large firms. Can we gain access to more databases for industry data? [The library is not keeping up with Social media demands to record and then

post content to course websites. This means better video cameras, software to edit the content, and microphones and the like to properly record speakers.]

- [We simply do not have enough resources of most kinds in the library.] Access to online periodicals is very clunky and there is an embargo on recent issues far too often.

### Richmond

- I find that the number of print journals in my field(s) is limited [and that the A/V equipment is rather cumbersome and antiquated.]
- [The book collection is inadequate for a degree granting university.] Online periodicals are fine, but there should also be more paper periodicals - students find them easier to use when searching for articles. [Most of the DVD collection is out of date.]

### Langley

- I would like to see a larger collection of print journals. I find the browsing of online journals to be frustrating.

## Videos/DVDs

Total=12

### Surrey

- Hard to find streamed videos, and very few are Kwantlen owned.
- I really feel we should be able to add to the DVD resources, may be add more movies
- It would be great if we had access to more online documentary videos that we could stream
- Online streaming videos. I was unaware that we had access to any through the library website.
- The DVD and video collection could be enhanced, particularly in the area of Fine Arts (videos made by artists).

### Richmond

- Having access to online streaming videos is an excellent option (and far easier to use in the classroom- both in terms of showing videos and also for tracking down potential videos to show in class), and I hope there will be more availability of online videos in the future.
- [The book collection is inadequate for a degree granting university. Online periodicals are fine, but there should also be more paper periodicals - students find them easier to use when searching for articles.] Most of the DVD collection is out of date.
- We have an opportunity to grow the dvd collection.

### Langley

- Old video collection.
- The collections of DVD or visual materials in Horticultural Soils is poor. Mostly this is my fault as I am having difficulty finding materials that are suitable. The book collection is very good.

### Cloverdale

- DVD collection outdated for my course material. I would very much like to see a DVD or Online streaming subscription to the "Telephone Doctor" made available.
- Tried the streaming video - poor quality and content was out of date - in fact in two areas was wrong and could lead to safety problems.

## AV Equipment

Total=9

### Surrey

- I will be happy to see the day when all the classrooms are e-classrooms. Wheeling COW's around before class and then having problems with them when you get there is both stressful and a tremendous waste of time for faculty and library staff.
- Some of the audiovisual equipment (digital camcorders, cameras) are outdated and need to be replaced.
- [Many times we and the students cannot find benchmark industry data for Canadian or small companies. This is tough to find and seems to be only available for the large firms. Can we gain access to more

databases for industry data?] The library is not keeping up with Social media demands to record and then post content to course websites. This means better video cameras, software to edit the content, and microphones and the like to properly record speakers.

- Need more support with newer technologies in Audiovisual. Ipads and electronic book readers. Smaller Netbook computers to borrow. An area to edit video for class projects and help/support with making videos. Also electronic reserves, instead of having to sign out books and paper.

### Richmond

- Equipment is outdated. Technology changes so rapidly, and yet the library can't keep up. [The print collection is good, but the outdated textbooks need to be removed from the collection. They waste space on the shelves.]
- Outdated and questionably functional AV supplies.
- I find that [the number of print journals in my field(s) is limited and that] the A/V equipment is rather cumbersome and antiquated.
- With e-classrooms, I use COWS infrequently, but noticed in the past that it was difficult to adjust the projector to the correct height for the screen.

### Cloverdale

- We often need things like scanners, audio conferencing units, extra cows and something needs to be fixed or replaced...larger budget needed for AV for ALL campus libraries.

### Other comments

**Total=10**

### Surrey

- Always get great service from the AV Depart.
- I think Kwantlen is expanding, and thus will have more resources in the future.
- Lack of funding has prevented Kwantlen from having a true university-level library at this point. My expectations are honestly not realistic but I would be lying if I said I was satisfied. Unfortunately the online journal collection does not go as far back as I would like to go in many cases.
- My discipline is relatively new at Kwantlen therefore I find that there are inadequate print or visual materials on my core subjects.
- Needs updating.
- Not finding up to date items.
- The databases are easy to search. AV equipment is always available when I need it.
- The room I normally teach in has a computer, DVD?VHS and projector. I use it every class. If this is included in the library services, please list as very important/very satisfied.
- We simply do not have enough resources of most kinds in the library. [Access to online periodicals is very clunky and there is an embargo on recent issues far too often]

### Langley

- New degree programs require more resources for both students and faculty.

## Appendix D: Reasons for Satisfaction with Facilities or Services

### Q9. Which one of the above Library facilities or services are you most satisfied with and why?

#### Library hours of operation

Total=5

##### Surrey

- Hours of operation is very good, [and the checkout staffs are always helpful.]
- Hours of operation, I've never come to the library when it wasn't open.
- Library hours of operation.
- The hours and the convenience of having a library on campus.

##### Richmond

- Library hours. At Richmond the hours are excellent.

#### Reference service desk hours

Total=2

##### Surrey

- Reference service desk hours are adequate.

##### Langley

[I think the reference librarians are great,] and the hours of service for reference help are substantive.

#### Assistance by reference librarians/AV staff/checkout counter staff

Total=96

##### Surrey

- Again, the librarians themselves, who are amazingly helpful and knowledgeable.
- All the reference librarians I have dealt with are friendly and able to help, or will find someone who is better able to help. Good service.
- Assistance by all staff has always been superlative for both myself and my students.
- Assistance by audiovisual services staff as they are friendly and willing to assist in any way.
- Assistance by AV, Reference Librarians and Checkout staff.
- Assistance by librarians and AV staff.
- Assistance by library employees consistently rate high in patron surveys. The philosophy of employees of putting students first comes through.
- Assistance by reference librarians.
- Assistance by reference librarians - went out of their way to help me, particularly Wendy Dale last spring, to help me find a journal article that Kwantlen didn't have access to.
- Assistance by reference librarians as they are a wealth of knowledge and helpful to my students time and time again.
- Assistance by reference librarians because this is the only service I use frequently and it is always a pleasure to work with Chris Burns.
- Assistance by reference librarians.
- Assistance by staff, very helpful and informed, courteous, and accommodating
- Assistance by staff. They are very helpful and knowledgeable.
- Assistance from reference librarians is usually helpful and informative.
- Audio visual as mentioned above. The staff are marvelous...so helpful and I feel that I can get anything I want through them.
- Audio-Visual services.
- Checkout counter staff have always been helpful.
- Competence of library reference librarians.
- Employees are always helpful and courteous.

- Friendliness and helpfulness of staff for myself and my students.
- I always find the librarians and other staff to be pleasant and very helpful.
- I am very satisfied with assistance by the librarians. They are helpful and I LOVE the ability to bring my classes in for information/teaching sessions. They are very helpful and the students enjoyed them.
- I like [the library space and] the help I get at the checkout counter.
- [Hours of operation is very good, and] the checkout staffs are always helpful.
- [Inter-campus loan service] assistance of reference librarians.
- I think Chris Burns is doing a great job.
- Librarians have provided some very good workshops for my students.
- Library staff are always friendly, courteous and helpful.
- Overall satisfaction with the staff, they are always helpful and pleasant [the new space is great and allowing the Fine Arts to exhibit in the entrance is brilliant!]
- Reference librarians - they are both knowledgeable and very helpful.
- Reference librarians and checkout counter staff are always highly knowledgeable and have always been able to help me with anything I had asked of them in a very efficient - and friendly - way.
- Reference library assistance.
- Reference staff is generally very helpful. [New space in Richmond and Surrey is very good.]
- Staff are nice and helpful.
- Staff is very kind and helpful.
- Staff/Librarian service - I may never find my way around without them!
- The checkout staff are friendly and prompt.[The inter-campus loan requests are processed expeditiously.]
- The Library is a great resource for Students and there is always someone to assist them.
- The Library Staff are very helpful and very friendly every time I need any assistance.
- The people are great! Both staff at the checkout and the librarians.
- The reference librarians are very helpful.
- The staff are always so incredibly helpful.
- The staff in all departments are very good at what they do. I don't use all of the services so that is why some of my responses are neutral.
- The staff is helpful.
- The Staff, because they demonstrate that they care about students in how they do whatever they can to help.
- Very satisfied with assistance by checkout counter staff - it's great to speak to a person and ask many questions.
- Assistance by library staff. (respondent on leave)
- Assistance with materials is always outstanding - it's important to have people who know where things are and can direct you to what you need. :) (respondent on leave)
- Staff at Circulation Counter are always helpful and polite, etc. (respondent on leave)

## Richmond

- A/V are always perky and helpful, as are most reference librarians.
- Assistance by checkout counter staff and reference librarians -- always helpful, always patient, always pleasant.
- Assistance by reference librarians. Very knowledgeable and patient.
- Audiovisual -- reasons stated above.
- Hard to answer but I think probably the service by the reference librarians--it is outstanding, and so necessary.
- I am very pleased with the professionalism of the library staff - they are always extremely helpful!
- I have to choose two: reference librarians and audiovisual staff.
- I'm very appreciative of the great help that the reference librarians have given my students, and of the personalized work that they do - librarians have contacted me to clarify matters when students have been unclear about what exactly they are supposed to do. That's what I like about working at Kwantlen: it's

small enough so that students and faculty feel like individuals, rather than just one of fifteen thousand numbers.

- Librarians and staff. Accommodating, knowledgeable, and pleasant.
- Overall assistance by librarians: They are great.
- Reference librarian.
- Reference librarians have been very informative.
- Reference staff are friendly and approachable. Knowledgeable too. [Intercampus loan service is generally very fast.]
- Service from av/checkout staff.
- The counter staff are very patient and helpful, even at the busiest time of the year.
- The library faculty and staff are stellar.
- The library is a fine facility for students; and furnishes excellent service overall.
- The library staff are friendly and helpful.
- The library staff with whom I've dealt (primarily at the checkout counter) are always friendly and helpful.
- The staff at the library have always been extremely helpful, so having great staff is certainly one of the most important aspects of the library.
- The staff, they're always great and very knowledgeable.

### Langley

- A/V staff because they're all I work with.
- Assistance by audiovisual service staff, because as the library moves more towards electronic devices, you need people to troubleshoot problems with those electronic devices.
- Assistance by audiovisual services staff is usually very prompt.
- Assistance by audiovisual staff.
- Assistance by checkout counter staff.
- Assistance by reference librarians, audiovisual services staff & checkout counter staff. A friendly helpful person beats electronic media any day!
- Assistance.
- Audiovisual assistance - friendly, helpful.
- AV assistance.
- Customer service :)
- I think the reference librarians are great, [and the hours of service for reference help are substantive.]
- Reference Librarians.
- Staff very friendly and helpful.
- The audiovisual staff are great.
- The people that work there!
- The quality of the reference librarians.

### Cloverdale

- Assistance by all staff.
- Assistance of librarian; employees in AV/Circ assistance.
- Audiovisual Services. Good service.
- Properly staffed, due to the time restraints prior to start of programs.
- Reference librarians area a great assistance.
- Staff especially good customer service from all.
- The assistance at the checkout counter is important. I want fast and efficient and someone who can answer any additional questions and they are capable of all 3 elements.
- The checkout counter staff are always helpful and friendly when the librarians are busy. They also seem to know so much about how the university works as well and were to go for extra help.
- The friendly library staff!

## **Inter-campus loan service**

**Total=6**

### **Surrey**

- Inter-campus loan.
- Inter-campus loan service [and interlibrary loan service.]
- Inter-campus loan service [assistance of reference librarians].
- [The check out staff are friendly and prompt.] The inter-campus loan requests are processed expeditiously.

### **Richmond**

- [Reference staff are friendly and approachable. Knowledgeable too.] Inter-campus loan service is generally very fast.

### **Langley**

- Inter-campus loan service. Fast and is here when say it will be here if not sooner.

## **Interlibrary loan service**

**Total=7**

### **Surrey**

- [Inter-campus loan service and] interlibrary loan service.
- Inter library loan service.
- Interlibrary loan service for articles saves me trips to SFU, etc.
- Interlibrary loan; very quick service.

### **Richmond**

- I was particularly happy with the service I received for interlibrary loans. Thanks!
- I.L.L. - used often
- Interlibrary service - I was able to get useful resources for my MA.

## **Library cleanliness**

**Total=7**

### **Surrey**

- Cleanliness.
- It is clean.
- Library cleanliness as I am willing to spend more time in the library, have students spend more time in the library and utilize the resources more.
- Library cleanliness, it's important for this space to be clean.
- [Space and] cleanliness as it leaves a good impression about the library in general.

### **Richmond**

- Library cleanliness.
- The cleanliness.

## **Library space**

**Total=18**

### **Surrey**

- As noted previously, the space is the most important aspect of libraries. In terms of the materials, I have never had to use anything from Kwantlen. They would not have the kinds of things I need for my scholarly work. I use UBC/SFU which I have ongoing access to on-line. When I need a book, I buy it because needing a book to me means writing all over it and really using it. I will hold on to it forever.
- I like the library space [and the help I get at the checkout counter.]
- I like the library space.



- [Overall satisfaction with the staff, they are always helpful and pleasant] the new space is great and allowing the Fine Arts to exhibit in the entrance is brilliant!
- Library Space, many types of spaces to use; private, semi-private, public, etc.
- Library Space. Everything is open and available.
- Space [and cleanliness] as it leaves a good impression about the library in general
- Space and layout, especially third floor quiet study area for students.
- [Reference staff is generally very helpful.] New space in [Richmond and] Surrey is very good.
- The overall open feel and spaciousness of the Surrey library.

### Richmond

- Libraries have a pleasant atmosphere.
- Library is spacious and clean, only that sometimes it gets too loud in there!
- Library space is improving with the recent renovation.
- Soft sitting area.
- Space for students to do work.
- [Reference staff is generally very helpful.] New space in Richmond [and Surrey] is very good.

### Langley

- A very good environment to work in. Very Airy.

### Cloverdale

- Space is inviting - cleanliness allows for quick location of necessary resources.

### Other comments

Total=5

### Surrey

- All of the library services at Kwantlen seem to be very strong! It is a very good library!
- None are really satisfactory.
- Though it is clean, it is not very community oriented.

### Richmond

- Both Surrey and Richmond libraries have been improved tremendously.

### Cloverdale

- As above [computer lab and resources].

## Appendix E: Reasons for Dissatisfaction with Facilities or Services

**Q8. If you indicated you are very dissatisfied or dissatisfied with any of the above Library facilities or services, please explain:**

### Library hours of operation

**Total=16**

#### Surrey

- I am VERY dissatisfied with the library hours. It should be open to at LEAST 11pm every day. Many university libraries are open 24hrs. It is hard as a faculty member to have limited access to get books etc to help plan my course, as well as limited access to the library for my research.
- I wish the library would be open even more hours, [both at Richmond and] at Surrey.
- Library hours of operation, like the general campus hours of operation, are inflexible. Many universities accommodate late work and study.
- Library needs to be open all weekend and late into the evenings.
- Library needs to be open longer.
- Need longer hours for students to complete reports and research materials.
- The hours do not reflect those of most universities. We are still operating as if we are a community college lost in the backwaters of Surrey.
- The Library needs to be open longer hours on weekends and the washrooms need to be cleaned more often.

#### Richmond

- As I usually teach at night time I like longer hours for access for the students and myself.
- Can be open earlier and longer on weekends.
- I wish the library would be open even more hours, [both] at Richmond [and at Surrey].

#### Langley

- I teach in the evenings on Langley campus during the summer. The students attending from 7-10 have no library access. Many go to school at this time as they work during the day. If there are going to be classes in the evening, the library must be open. Even staying open until 8 to allow for access before 7:00 classes and after the 4:00-7:00 classes would be a start. [from a Surrey respondent]
- [The library can get FILTHY! It is disgusting, and the filth isn't excluded to garbage. So many surfaces are covered in grease.] The library needs to be open longer in Langley as well.
- I would like to see the hours of operation for the Langley Library extended to include Sundays. [I find the quality of reprints from some of the interlibrary loan requests to be poor. The carpets in the Langley library are worn and the space seems crowded.]
- Need more operating hours, just as a place to study, no need for reference desk or anything.

#### Cloverdale

- Library hours do not cover the hours for our programme. Evening and (soon) weekend classes need coverage too.

### Reference service desk hours

**Total=4**

#### Surrey

- Difficult to find assistance.
- I would like to see a reference librarian available at all times during operating hours (Surrey), sometimes no one is there. [The library at times could be cleaner (especially the washrooms in Surrey) but I believe that is a Facilities issue.]
- I would like to see the library open later and on the weekends.

#### Cloverdale

- Not enough reference hours for some libraries. Need bigger budget for ref librarians.

## Assistance by reference librarians/AV staff/checkout counter staff

Total=3

### Surrey

- Have used the desk once for av equipment. Also been to talks in the space, which is very nice. Some of the desk librarians are very nice but others need some training in customer service. One of the best libraries for customer service is VPL...good lessons from their helpfulness. I went to ask one question about an event happening in the library and although they are not reception, they should not have an angry face when they are the hosts for an event, they are an information source or maybe info needs to move to the front if they have such an attitude.
- One particular staff member associated with the audiovisual services. [REDACTED]

### Richmond

- The people at the checkout counter are always grumpy.

## Library cleanliness

Total=16

### Surrey

- All campuses except Cloverdale are always full of garbage and food containers on the floors and tables. The bathrooms are dirty and there is always a shortage of paper towel. [All the corners in the Surrey library have garbage piled in them and all the garbage cans in Surrey library are overflowing. Very disappointed with the constant mess. Maybe no food and drink should be allowed anymore in the Library to solve this problem. It is a worse mess than the cafeteria.]
- [I would like to see a reference librarian available at all times during operating hours (Surrey), sometimes no one is there.] The library at times could be cleaner (especially the washrooms in Surrey) but I believe that is a Facilities issue.
- Inadequate garbage, paper recycling and drink container recycling points in the library. The result is that garbage (especially food) is disposed in among the books on book shelves attracting fruit flies and requiring staff clean up. The paper recycling is inadequate so that patrons have nowhere to discard their paper when the containers are full to overflowing. More frequent paper recycling is urgently required.
- Library is very dirty and dusty, does no one care? Food left on table, under tables, on book shelves. Food crumbs on computers. No food should be allowed at the computers!! Don't get me started on the Study Rooms...
- Students are very messy, garbage everywhere, not much evidence of cleaning.
- Students leave too much garbage around and there are not enough cleaners.
- The library can get FILTHY! It is disgusting, and the filth isn't excluded to garbage. So many surfaces are covered in grease. [The library needs to be open longer in Langley as well.]
- The library computers are filthy and there are food containers left all over. [Also, it is way too loud to concentrate in the library. It's like a zoo.]
- The library frequently has garbage overflowing the trash containers and garbage left behind at computers and tables.

### Richmond

- Keeping the library clean is a problem, with students leaving their garbage around and not cleaning up after themselves. They sometimes drop crackers or other things on the floor and don't pick it up, then it gets crushed and becomes really difficult to clean up. Also, the cleaners seem to be missing a lot of the garbage.
- Lots of left-over foods garbage everywhere in library and study rooms. The stench is horrendous! Library shouldn't look like aftermath rush-hour lunch/supper cafeteria!!
- There's a lot of garbage left lying around that doesn't get dealt with by the cleaners.
- They library often has garbage around the computers, on the floor etc. They is a lot of dust on the counters, and shelves. I wish the librarians were here as late at the library is open.
- Washrooms need to be cleaned more thoroughly and regularly.

### Langley

- I find the level of custodial service is pretty minimal. [The Langley campus library has old dirty furniture, and really old and dirty carpets.]

### Cloverdale

- All campuses except Cloverdale are always full of garbage and food containers on the floors and tables. The bathrooms are dirty and there is always a shortage of paper towel. [All the corners in the Surrey library have garbage piled in them and all the garbage cans in Surrey library are overflowing. Very disappointed with the constant mess. Maybe no food and drink should be allowed anymore in the Library to solve this problem. It is a worse mess than the cafeteria.]

## Library Space

Total=6

### Surrey

- I think there could be more communal study spaces and rooms for the students.

### Richmond

- Oddly laid out space that doesn't really lend it itself to group gatherings and/or meetings.
- Library space in Richmond is really not satisfactory, although I realize this is not the fault of the library itself.

### Langley

- [I would like to see the hours of operation for the Langley Library extended to include Sundays. I find the quality of reprints from some of the interlibrary loan requests to be poor.] The carpets in the Langley library are worn and the space seems crowded.
- [I find the level of custodial service is pretty minimal.] The Langley campus library has old dirty furniture, and really old and dirty carpets.
- Langley library needs a refurbishment.

## Other Comments

Total=5

### Surrey

- Always find [the Library Clean and] the staff friendly and helpful.
- I primarily use SFU Bby library services for my Kwantlen teaching, as I work @ SFU.
- Surrey Library is great.
- Too few resources. Not a satisfactory or acceptable university library. Now there are prohibitions on the little research that is done in the library. The place is more concerned with its corporate image than meeting the academic needs of faculty and students.
- [The library computers are filthy and there are food containers left all over.] Also, it is way too loud to concentrate in the library. It's like a zoo.

## Appendix F: Reasons for Satisfaction with Faculty Services

**Q24. Which of the above faculty services are you most satisfied with, and why:**

### **Customized library research skills classes**

**Total=17**

#### **Surrey**

- Customized Library Research Skills Classes - useful for faculty and students alike.
- Library research skills classes - very useful and librarians make a special effort to make it relevant.
- Most satisfied with the library research skills classes. They were great, my students learned and enjoyed.
- Research skill classes for my students have always been excellent.
- Richmond library research class was much better organized and run than the Surrey class.
- The research skills classes and assignments for my introductory psychology students who do library orientations.

#### **Richmond**

- Library orientations are successful for many of our students
- Library Research Skills classes.
- Orientation staff very helpful for students.
- Research skill class. However, I'd prefer to have a mandatory , at least 5 session class for my students, which will be on a pass/fail basis. Those who fail will have to repeat. Students have almost zero skills in library research and it is imperative that Kwantlen assist them if Kwantlen wishes the students to succeed. Therefore, budgetary resources must be made available to offer at least 2 full time positions for this purpose (I may be conservative in my estimate because we have an increasing number of international students who are further disadvantaged because of their poor language skills.
- Research skills is important, but need to be more customized
- Sessions for students, they are tailored to my student's needs.

#### **Langley**

- Library skills classes and introductions, students need this intro to research skills as they often are ill equipped.

#### **Cloverdale**

- Assistance in class for research skills and citation use.
- Research skill classes, learners need a skills class to refresh the online and in library material search abilities and location of materials.
- Research skills classes for my students are very important to make them aware of the resources that are available to them during their very short apprenticeship courses at KPU.
- The customized research classes for my students. Many of the students are not familiar with writing an academic paper and this is very stressful for them. This class helps them to start their research and also familiarizes them with the librarian, the library and the resources.

### **Collaboration with your faculty liaison librarian**

**Total=13**

#### **Surrey**

- Collaborated with faculty liaison librarian to order books that I need for my teaching areas.
- Collaboration with liaison librarian.
- Collaboration with librarian.
- I think there is great potential for further collaboration between librarians and faculty members.
- The Faculty Liaison Librarian has been helpful.
- The liaison is very helpful.
- Whenever I have suggestions of potential resources, she is supportive...and receptive to such expressed concerns.

## **Richmond**

- Collaborating with librarians; they are very helpful.
- Collaboration with your Faculty Liaison Librarian: She helped us and our students make the most of the library resources.
- Our Faculty Liaison Librarian is absolutely amazing!!! Her assistance has reached far beyond library services, and she has made our department and program better. Kudos to Ulrike Kestler!!!!
- Our liaison librarian, Elaine is approachable and supportive to our students.
- The faculty Liaison Librarian is friendly (at least in the E-Mail interactions I've had with her) and proactive about telling us about new materials she's acquired for us.

## **Langley**

- Faculty Liaison person. Forget all the on-line stuff - I like dealing with people!

## **Resources for faculty page on the library website**

**Total=4**

## **Surrey**

- Resources for faculty page on website. I use it most often and am happy with all the information and options it provides.
- Resources for faculty page, it answers many of my questions.

## **Richmond**

- Resources for faculty.

## **On leave this semester**

- I think there is lots of information for Faculty on the website. I've found information whenever I've searched for it.

## **Course reserves**

**Total=6**

## **Surrey**

- Course Reserves.
- Course reserves - I have always been able to put materials on reserve and it has always went without a glitch; staff makes sure I have the requested material put on reserve as fast as possible, even if it's a book the library has to buy.
- Reserves work very well.
- The course reserve system worked quite for me this past semester.

## **Richmond**

- Course reserves - materials were available consistently.

## **On leave this semester**

- Course reserves.

## **Copyright information**

**Total=2**

## **Surrey**

- Copyright info: I refer my students to the library's site at least a few times a semester.
- Copyright information because it is so important.

### Other comments

Total=2

#### Surrey

- I have not used any of these services.

#### Richmond

- All about the same due to limited relevant topics needing service.

## Appendix G: Reasons for Dissatisfaction with Faculty Services

**Q23. If you indicated you are somewhat or very dissatisfied with any of the above Faculty Services, please explain:**

### **Customized library research skills classes**

**Total=1**

#### **Surrey**

- Classes are too general and not specific enough to the course or the department. Needs much work to customize.

### **Resources for faculty page on the library website**

**Total=3**

#### **Surrey**

- Didn't know there was a Resources for Faculty page on the Library Website, unless it's the one we go through to book our research skills classes.
- Resources for Faculty page is confusing.
- There needs to be more information. It should be presented in an accessible manner.

### **Course reserves**

**Total=3**

#### **Surrey**

- In terms of Course Reserves, I would like to receive an e-mail at the end of each term letting me know how many times reserved material was borrowed, even a ballpark figure would be helpful (like more than 10 times or less than 10 times).

#### **Richmond**

- The course reserves should be available by course number, not reprint number.

### **On leave this semester**

- There was a problem with my Reserve Material. Students apparently were unable to find Materials.

### **Other comments**

**Total=2**

#### **Surrey**

- Sometimes take times to get going... eg, it is an interface issue when working off campus. Unable to retrieve an article using our research database when off campus...

#### **Langley**

- Library web page is awkward, and it does not always provide accurate results for DVD searches in the catalogue. I know there are some items there that do not show up in the search unless just the right question is asked.



## Appendix H: Workshops of Interest to Employees

**Q11. Are there any other workshops that the Library could provide that would be of particular interest to you? [four spaces offered]**

### Research related workshops

**Total=24**

#### Surrey

- A Straightforward...how to research a topic.
- Business benchmarking & regional statistics.
- Database research technique.
- Effective online search techniques for students.
- Digital literacies.
- Finding and using open educational resources.
- Free resources/ subscriptions and tools that students have access to that we can let them know, that might otherwise cost money---maybe organized by faculties.
- How to better utilize research methods.
- How to get the most out of the databases.
- Research data bases in social sciences.
- How to set up automatic searches with alerts for information on specific research topics.
- Journal Publishing.

#### Richmond

- An on-line A-Z.
- Deep searching on the internet.
- New databases - what are they & how to use them.
- Online research.
- Online sources.
- How to apply for reciprocal loan progs. etc.

#### Langley

- All Cancer nursing resources on line.
- All nursing resources.
- Proper use of Google and other search engines.

#### Cloverdale

- Online search techniques.
- Understanding quality in research online (it's more than google).
- Research Proposals.

### Technical workshops

**Total=7**

#### Surrey

- SPSS workshop.
- Use of census data for mapping.
- Tools for extracting and organizing information.
- Computer seminars.

#### Langley

- How to use the equipment, eg. jaws on the computers

#### Cloverdale

- More info on Cloud and what it does.
- Navigating Moodle.

## **Citations/Plagiarism**

**Total=6**

### **Surrey**

- MLA.
- Using the citation tool in Word.

### **Richmond**

- MLA style guide.
- Using refworks.

### **Cloverdale**

- Other citation styles for applied technology - engineering and technical papers.
- Plagiarism.

## **Administrative workshops**

**Total=5**

### **Surrey**

- Dealing with difficult coworkers or staff.
- Communicating with superiors.
- Office related seminar like cust servs.
- Organization, time management.

### **Cloverdale**

- Info sessions on handling extreme situations.

## **Archival materials**

**Total=4**

### **Surrey**

- Cataloguing achievable resources.
- Archives.
- Archival Work.

### **Langley**

- Archival materials.

## **Copyright**

**Total=2**

### **Surrey**

- Copyright courses.

### **Cloverdale**

- Copyright.

## **Other suggestions**

**Total=6**

### **Surrey**

- General interest sessions with authors or on genres.
- Helping students access services.
- How to make a successful video project.
- How to do a successful class presentation.
- Perhaps a book club for staff, faculty and students?

### **Cloverdale**

- Supporting online learners.

## Appendix I: Comments Regarding a Kwantlen Institutional Repository

### Q14. Do you have any comments about a Kwantlen IR?

#### In favour

Total=20

##### Surrey

- Great idea and movement in the right direction
- Great idea!
- Great idea.
- I hope the budget request is approved.
- I support this 100%.
- I think a service like Digital Commons is ESSENTIAL for Kwantlen.
- Interesting
- It is needed especially to making publishing Transformative Dialogues easier
- Let's do it!
- Much needed.
- Sounds brilliant! Yes! Yes! Yes please!
- That is exciting! I hope to see that service!
- This is a needed resource. It should be put in place as soon as possible. Support for open access books and journals would be wonderful. These are essential initiatives that would be extremely helpful for faculty work.
- This is exactly the kind of thing I was referring to in previous pages. This is the kind of new direction I think libraries need to go in to remain vibrant. Earlier, I was going to suggest that the most important thing the library could do would be to work with ORS. This is making the library a place of learning. I fully applaud this and very much hope you get the funds for it. It is a very, very worthy venture!!!
- This is long overdue ...
- Very exciting!
- We need one!

##### Richmond

- Excellent idea! I hope it gets approved.

##### Cloverdale

- It sounds like a good idea.
- Needed now.

#### Other comments

Total=7

##### Surrey

- As long as everything is above board and as a writer, i would want Access Copyright to be considered.
- I would want to make sure that that did not somehow give Kwantlen rights to my written work.
- Need more info about the applicability of these services? How are they used? How much time to learn how to use them efficiently; and based on need, how often used given effort needed in terms of learning curve, and time to do so.

##### Richmond

- I am very concerned about intellectual property issues and was horrified, strong term, but accurate, by the policy proposal that was made by the ORS last fall. I would not agree to put anything in the IR unless it was clear that Kwantlen in no way had ownership of my intellectual property.

##### Langley

- All on-line stuff.... hmmm.

### **Cloverdale**

- I don't really know enough about it to comment.

### **On leave this semester**

- Would like to know more about it.

## Appendix J: Suggestions for Additional Audiovisual Equipment

**Q26. What additional new piece(s) of equipment would you like to be able to borrow to use in your teaching?**

### Camera/Video

**Total=5**

#### Surrey

- Video recorders, microphones etc. to record and post to website with a quality recording.

#### Richmond

- High quality cameras.

#### Langley

- Document camera (e.g., Elmo Projector).
- More digital cameras.

#### Cloverdale

- Digital video.

### Laptop/iPad

**Total=4**

#### Surrey

- iPads.

#### Richmond

- iPads, iPods.

#### Langley

- ipads.
- Just laptop.

### Projector

**Total=3**

#### Surrey

- Digital opaque projector.

#### Richmond

- Projectors that would work with my MAC laptop.

#### Cloverdale

- Something that allows you to project an article or piece of equipment - I have forgotten the name.

### Other

**Total=9**

#### Surrey

- Can't think of any....hurray for E-classrooms.
- How about a karaoke machine?
- I use the e-classrooms; they suffice.
- I would like the AV staff to change their attitude. They have a very condescending attitude.
- Smart boards.

#### Richmond

- Wireless microphone.

#### Cloverdale

- Power Point Advance.

### On leave this semester

- Don't know; have used COWS in the past.
- None.

## Appendix K: Comments Regarding Online Plagiarism Tutorial

**Q28. Do you have any thoughts on this type of tutorial [online, on plagiarism] that you'd like to tell us?**

**In favour**

**Total=24**

### Surrey

- Another brilliant idea!!! This would be a wonderful addition to Kwantlen.
- Anything that might help would be worthwhile.
- Every student could benefit from this type of tutorial.
- Excellent idea. How to avoid plagiarism is a huge component of ESL classes as these students have very different ideas about the concept.
- I already use some of the links to plagiarism on the Kwantlen website for all of my introductory classes. That works well already but there is always room for improvement!
- It should be built into a 1st year entry course to avoid everyone telling students to take it and making it required or built into new student orientation. My be a good 1st year entry piece or part of a leadership training.
- Long overdue. Should be APA since the entire Marketing Dept. has standardized on this citation style.
- Plagiarism is such a problem that it needs to be carefully explained and understood. The latter part is the most crucial, especially given some of the language issues on all campuses.
- Please! Great idea as many students, both domestic and international have no experience with the even the philosophy, let alone the practice.
- Send us an e-mail to tell us how to access it.
- Students don't seem to understand that everything they see on the internet is not public property, theirs to copy as they like. They need to be made aware of what plagiarism is and they need to learn how to take notes and to paraphrase.
- Sure would be beneficial whether I use it or not.
- There is a quiz on plagiarism that a university in the US has in PDF format. It would be awesome if something similar was done for Moodle & we could just import it into our Moodle site.
- This would be a fantastic resource that the student can access anytime, anywhere, and hopefully reduce the problem if it's out of lack of knowledge.
- Tutorial should cover the discovery of plagiarism, the investigation process, and responses / consequences.
- Very needed.

### Richmond

- 80% of first year students are absolutely clueless about what materials to use and how; this applies to a large percentage of 2nd & 3rd year students, too. This type of tutorial should really be a mandatory requirement for all students starting at Kwantlen.
- Definitely needed!
- Give specific examples and make it short and to the point. Video tutorials seem to work really well with young students.
- Great idea.
- I really like the link to the tutorial that is on the library page now. I've done it and thought it was really good.
- If and when the library engages in the development of such project, I'd be delighted to share my experience with the project developers.

### Cloverdale

- It is a well spent 1 hour library tutorial.

### On leave this semester

- All students need this as part of their education - it's not something they should get marks for. It's just part of what it means to be a well-informed learner and scholar. It's simply amazing how many students do not understand what plagiarism is and what it looks like.

## Other comments

Total=7

### Surrey

- No.
- Writing annotated bibliographies and literature reviews.

### Richmond

- Although avoiding plagiarism is important, it would also be helpful to evaluate the type of information the students come across online--e.g. how accurate is it?
- I would not like this to replace the in-library orientation for first year students. I would probably use it for upper level courses in case students had missed a "proper" orientation in the first year or needed a refresher.

### Langley

- NOT BOTHERED ABOUT IT.

### Cloverdale

- Not sure how important this is to the apprentice program given the short amount of time we have and the huge amount of material we have to cover all ready. I don't think there's time for more content.

### On leave this semester

- Should be in line with KPU policy.



## Appendix L: Other Comments

**Q29. If there are any other comments that you would like to make about the Library, please provide them here:**

### **Books**

**Total=3**

#### **Surrey**

- Our library needs to broaden its collections of books [and journals]. It is hard to conduct any research using the resources at the library due to its lack of collection.

#### **Richmond**

- [The Richmond renovation is outstanding, and] the collection is being wisely maintained and modified.

#### **Langley**

- Collection of printed materials in Langley is very small and old.

### **Databases/Journals/Online Research**

**Total=5**

#### **Surrey**

- I think the library has done a great job of trying to keep with the changes at Kwantlen. I would really love to see more electronic journals. I realize it's expensive but I have to confess that if I couldn't use someone else's password for SFU's electronic journals, I would have a really difficult time!
- More online is the way to go.
- Our library need to broaden its collections of [books and] journals. It is hard to conduct any research using the resources at the library due to its lack of collection.

#### **Richmond**

- The main resource I use is the 2006 BC Building Code. It has limited access which is very frustrating. I know this is mandated by the provincial gov't, but it would be great if the library pushed for greater access (from home, if faculty or student in the class that studies the document), and more than 3 accessing the document at the same time. Thanks!

#### **Cloverdale**

- I am currently enrolled at another institution, yet I come back to our library's online resources/journals.[When I have used the resources in person, our library staff have been knowledgeable and friendly.]

### **Audiovisual equipment**

**Total=1**

#### **Richmond**

- E-readers on loan?

### **Library hours of operation**

**Total=5**

#### **Surrey**

- Just please expand the hours.
- Make it [cleaner and] more available.

#### **Richmond**

- Saturday and Sunday should be open for the same amount of hours.

#### **Langley**

- More hours, especially on weekends!!

### Cloverdale

- Possible library hours on Saturdays and maybe Sundays if classes offered. We now have the learning Commons included and their services are locked up when the library is, especially at Cloverdale. [Also, study space in study rooms is now at a premium and sometimes there is not enough at Cloverdale. Library.]

### Employees

Total=9

#### Surrey

- Excellent staff.
- I frequently direct students to librarians as 'goddesses of information', esp. for help with research, understanding the concept of peer review vs random web pages as sources, and citation styles.
- It would help if our librarians would be more accommodating to fellow staff. I was once sent out of the Richmond library because I got in 3 minutes before they actually open. 3 minutes!!! That's about the time I took to exit the library and go right back in.
- My thanks to the wonderful library folks for all their support and research expertise.
- The library and staff provides wonderful resources to students and others at Kwantlen. But, for me personally, I have no need to utilize the library at the present time.

#### Richmond

- The staff with whom I've dealt over the years have always been friendly, helpful, and accommodating. That I don't use the library much is certainly not a reflection on them.

#### Langley

- I always appreciate the friendly efficient service :)
- I appreciate the helpfulness and openness of all the library staff.

### Cloverdale

- [I am currently enrolled at another institution, yet I come back to our library's online resources/journals.] When I have used the resources in person, our library staff have been knowledgeable and friendly.

### Library cleanliness

Total=2

#### Surrey

- Make it cleaner [and more available.]
- Sometimes the garbages/recycling bins are overflowing -- if that could be cleaned out more often, that would help with the cleanliness of the Library.

### Library space

Total=4

#### Surrey

- The library is well used and attractive for students... the only thing missing is the cafe - especially for those of us who use the library when food services are closed. Useful to be able to grab a coffee or snack without having to pack everything up and then find another study space once the appetite or thirst has been comforted.
- Well-designed space at the Surrey campus, it's great to see it full of students.

#### Richmond

- The Richmond renovation is outstanding, [and the collection is being wisely maintained and modified.]

### Cloverdale

- [Possible library hours on Saturdays and maybe Sundays if classes offered. We now have the learning Commons included and their services are locked up when the library is, especially at Cloverdale.] Also, study space in study rooms is now at a premium and sometimes there is not enough at Cloverdale. Library.

## Other comments

Total=18

### Surrey

- As I have tried to communicate here, I believe in libraries. But I think they need to change tremendously. I am thrilled to see the ideas raised in this survey. I think spending money on "resources" - like books and journals is a waste. The information is widely available. But there is room for more creative things like what is suggested with ORS and the kind of online tutorials noted above. I think the space should be used for interesting, exciting events and talks. It is the best space in the university but most people don't go or they use as space to sit and go on their laptop. Libraries need to become spaces for public discourse (and I mean in the old Hannah Arendt sense of the word public). This would make them the most central player in the university and a tremendously valued aspect of education. It has the potential to be something wonderful.
- Excellent job.
- Fantastic improvements over the last few years. Keep up the great work.
- Good work!
- I have been very impressed with library services at Kwantlen.
- I would like to add that I love the service.
- I would like to see clearer signage in the library so I can find things.
- Keep up the great work!
- Love your website, your newsletter and regular efforts to fine tune the service, thank you!
- Need more lighting in the Library Lobby, in the evenings it looks like the library is closed and uninviting. The University no longer has an information booth for people to get directions. Security off is never staffed and switchboard is hidden away. How about a small kiosk staffed by students just inside the library or in the lobby of surrey main. They have information/direction help in all major universities, why not here?
- One of the best services offered at the University.
- Thank you for a great job that you all do; and I love the facilities. LA
- That the library is branded with a financial institution name and logo is an embarrassment and discredit to the university and the library. It calls into question the credibility of an academic institution. The financial name and logo should be removed immediately. That the university is now cracking down on research in the library, which happens too infrequently to begin with, is an attack on academic freedom and engagement. The library administrators should be ashamed of themselves.

### Richmond

- The library is wonderful the heart of the university. It could always use more money for collections.
- I find the library too loud with the new open concept...

### Langley

- Happy to put the tutorial onto the School of Horticulture meta site.

### Cloverdale

- Keep up the good work.

### On leave this semester

- Would love to have an online resource that students themselves could use to check their writing for plagiarism.

## Appendix M: Usage by Methods and Purposes, All Responses

**Q15. How often do you use the library in each of these ways?** [In person / Online / By phone] **And**

**Q16. Please indicate how often you use the Library's resources and/or services (by any method of access) for each of the following purposes.** [Teaching / Research / Study / Leisure / Other]

In person	Online	By phone	For: Teaching	For: Research	For: Study	For: Leisure	For: Other
>3/week	>3/week	>3/week	Never	Never	Never	3+/week	Never
>3/week	>3/week	>3/week	Never	1-2/month	Never	3+/week	
>3/week	>3/week	>3/week	3+/week	3+/week	1-2/week	3+/week	
>3/week	>3/week	>3/week		3+/week		3+/week	3+/week
>3/week	>3/week	Never	Never	1-2/term	1-2/month		Never
>3/week	>3/week	Never	1-2/week	3+/week	1-2/month	1-2/term	1-2/term
>3/week	>3/week	1/month	Never	1-2/term	Never	3+/week	3+/week
>3/week	>3/week	1/month	Never	3+/week	3+/week	3+/week	3+/week
>3/week	>3/week	1/month	1-2/month	1-2/term		Never	1-2/week
>3/week	>3/week	1/month	1-2/term	3+/week	3+/week	1-2/month	3+/week
>3/week	>3/week	1/month	3+/week	1-2/month	1-2/week	1-2/week	
>3/week	>3/week	1/month	3+/week	1-2/month			
>3/week	>3/week	1/month		1-2/week	1-2/week	3+/week	
>3/week	>3/week	1/term	Never	1-2/month	Never	3+/week	
>3/week	>3/week	1/term	1-2/month	1-2/month	1-2/week	1-2/month	
>3/week	>3/week	1/term	3+/week	3+/week	3+/week	1-2/month	Never
>3/week	>3/week	1/week	Never	1-2/month	1-2/week	3+/week	3+/week
>3/week	>3/week	1/week	1-2/month	1-2/month	1-2/month	1-2/term	
>3/week	>3/week	1/week	1-2/term	3+/week	1-2/week	3+/week	
>3/week	>3/week	1/2months	1-2/week	1-2/month	1-2/month	1-2/month	
>3/week	>3/week	1/2months	3+/week	3+/week	3+/week	Never	Never
>3/week	Never	Never	Never	Never	Never	Never	3+/week
>3/week	Never	Never	Never	Never	Never	3+/week	3+/week
>3/week	Never	Never				3+/week	
>3/week	Never	1/week	Never	1-2/term	Never	1-2/month	
>3/week	1/month	Never	Never	1-2/month	Never	Never	Never
>3/week	1/month	Never	Never	1-2/month	1-2/month	Never	1-2/month
>3/week	1/month	Never	1-2/term	1-2/term	1-2/term	1-2/month	Never
>3/week	1/month	Never	3+/week	1-2/month	Never	Never	Never
>3/week	1/month	Never	3+/week	1-2/month	Never	Never	Never
>3/week	1/month	Never	3+/week	1-2/term	Never	1-2/term	
>3/week	1/month	1/month	1-2/week	1-2/term	1-2/term	1-2/month	
>3/week	1/term	1/term	3+/week	1-2/term	Never	1-2/term	Never
>3/week	1/week	Never	3+/week	1-2/week	Never	Never	Never
>3/week	1/week	1/month	Never	1-2/week	1-2/week	1-2/month	
>3/week	1/week	1/month	Never	1-2/week	1-2/week	3+/week	3+/week
>3/week	1/week	1/month	Never	1-2/week	1-2/month	3+/week	1-2/week
>3/week	1/week	1/month	3+/week	3+/week	3+/week	3+/week	1-2/week
>3/week	1/week	1/term	1-2/month	1-2/week	1-2/month	3+/week	
>3/week	1/week	1/term	1-2/month	1-2/month	1-2/week	1-2/week	1-2/month
>3/week	1/week	1/week	3+/week	1-2/week	3+/week	1-2/week	1-2/term
>3/week	1/week	1/week					3+/week
>3/week	1/week	1/2months	Never	Never	1-2/month	1-2/week	1-2/week
>3/week		1/month	3+/week	3+/week	Never	3+/week	
>3/week			1-2/week	1-2/term	1-2/term	Never	
>3/week			1-2/month	1-2/week	1-2/term	Never	1-2/week

>3/week							3+/week
Never	>3/week	Never	Never	Never	Never	Never	3+/week
Never	>3/week	Never	3+/week	3+/week	Never	Never	Never
Never	Never	Never	Never	Never	Never	Never	Never
Never	Never	Never	Never	Never	Never	Never	Never
Never	Never	Never	Never	Never	Never	Never	Never
Never	Never	Never	Never	Never	Never	Never	Never
Never	Never	Never	Never	Never	Never	Never	Never
Never	Never	Never	Never	Never	Never	Never	Never
Never	Never	Never	Never	Never	Never	Never	Never
Never	Never	Never	Never	Never	Never	Never	Never
Never	Never	Never	Never	Never	Never	Never	1-2/term
Never	Never	Never	Never	Never	Never	Never	
Never	Never	Never	Never	Never	Never	Never	
Never	Never	Never	Never	Never	1-2/term	Never	Never
Never	Never	Never	Never	Never	1-2/term	Never	Never
Never	Never	1/term	1-2/week	Never	Never	Never	Never
Never	1/term	Never	Never	Never	Never	1-2/month	Never
Never	1/term	Never	Never	1-2/term	Never	Never	Never
Never	1/term	Never	1-2/term	Never	Never	Never	Never
1/month	>3/week	Never	1-2/week	3+/week			
1/month	>3/week	Never	3+/week	1-2/month	Never	Never	Never
1/month	>3/week	Never	3+/week	3+/week	Never	Never	1-2/week
1/month	>3/week	1/term	1-2/month	1-2/month	Never	Never	1-2/term
1/month	>3/week	1/term	3+/week	3+/week	Never	Never	Never
1/month	Never	Never	Never	Never	Never	Never	1-2/month
1/month	Never	Never	Never	Never	Never	Never	1-2/term
1/month	Never	Never	Never	Never	Never	1-2/month	Never
1/month	Never	Never	Never	Never	Never	1-2/month	Never
1/month	Never	Never	1-2/month	Never	Never	Never	Never
1/month	Never	Never	1-2/term	Never	Never	Never	
1/month	Never	Never					1-2/month
1/month	Never	1/term	Never	Never	Never	Never	1-2/month
1/month	Never	1/term	1-2/term	1-2/term	Never	Never	1-2/term
1/month	1/month	Never	Never	Never	Never	Never	1-2/month
1/month	1/month	Never	Never	1-2/month	Never	1-2/month	1-2/month
1/month	1/month	Never	Never	1-2/month	1-2/month	Never	Never
1/month	1/month	Never	Never	1-2/month	1-2/term	1-2/term	Never
1/month	1/month	Never	Never	1-2/term	Never	Never	Never
1/month	1/month	Never	Never	1-2/term	Never	1-2/month	
1/month	1/month	Never	Never	1-2/term	Never	1-2/term	Never
1/month	1/month	Never	Never	1-2/term	Never	1-2/term	1-2/term
1/month	1/month	Never	1-2/week	1-2/month	Never	Never	Never
1/month	1/month	Never	1-2/month	Never	Never	Never	Never
1/month	1/month	Never	1-2/month	1-2/month	Never	Never	Never
1/month	1/month	Never	1-2/month	1-2/month	Never	1-2/term	Never
1/month	1/month	Never	1-2/month	1-2/month	1-2/month	1-2/term	
1/month	1/month	Never	1-2/term	Never	Never	1-2/term	Never
1/month	1/month	Never	1-2/term	1-2/month	Never	1-2/term	Never
1/month	1/month	Never	1-2/term	1-2/term	Never	Never	Never
1/month	1/month	Never	1-2/term	1-2/term	Never	Never	1-2/term
1/month	1/month	Never		1-2/month		1-2/month	
1/month	1/month	Never		1-2/term			
1/month	1/month	Never				1-2/term	

1/month	1/month	1/month	1-2/term	1-2/term	Never	Never	Never
1/month	1/month	1/month	1-2/term	1-2/term	1-2/term	1-2/term	
1/month	1/month	1/term	1-2/month	Never	Never	Never	Never
1/month	1/month	1/term	1-2/month	1-2/term	Never	Never	Never
1/month	1/month	1/term	1-2/month	1-2/term	Never	1-2/term	Never
1/month	1/month	1/term	1-2/month	1-2/term			
1/month	1/month	1/term	1-2/term	1-2/month	Never	Never	Never
1/month	1/month	1/2months	1-2/term	1-2/month	Never	Never	Never
1/month	1/month		1-2/term	Never	1-2/term	1-2/month	Never
1/month	1/month						
1/month	1/term	Never	Never	Never	Never	1-2/term	1-2/month
1/month	1/term	Never	Never	Never	Never	1-2/term	1-2/term
1/month	1/term	Never	Never	1-2/term	Never	1-2/month	Never
1/month	1/term	1/term	1-2/term	Never	Never	1-2/term	Never
1/month	1/term	1/term	1-2/term	1-2/month			
1/month	1/term	1/term	1-2/term	1-2/term	Never	Never	
1/month	1/term	1/2months	Never	Never	Never	1-2/month	Never
1/month	1/term		1-2/term	1-2/term	Never	1-2/month	
1/month	1/week	Never	1-2/week	1-2/week	Never	Never	
1/month	1/week	Never	1-2/week	1-2/week	1-2/term	1-2/term	Never
1/month	1/week	Never	1-2/week	1-2/month	1-2/month	1-2/term	Never
1/month	1/week	Never	1-2/week	1-2/month	1-2/month	1-2/term	
1/month	1/week	Never	1-2/month	1-2/month	Never	Never	
1/month	1/week	Never	1-2/month	1-2/term	1-2/term	Never	Never
1/month	1/week	Never	1-2/term	1-2/week	Never	1-2/term	Never
1/month	1/week	Never	1-2/term	1-2/week	1-2/week	1-2/month	
1/month	1/week	Never	1-2/term	1-2/month	1-2/month	Never	Never
1/month	1/week	Never	1-2/term	1-2/month	1-2/month	1-2/month	Never
1/month	1/week	1/month	Never	Never	1-2/term	Never	1-2/term
1/month	1/week	1/month	1-2/term	1-2/week	Never	Never	1-2/term
1/month	1/week	1/term	Never	1-2/term	Never	Never	1-2/week
1/month	1/week	1/term	1-2/week	1-2/week	Never	1-2/term	1-2/term
1/month	1/week	1/term	1-2/month	1-2/week	1-2/month	1-2/month	1-2/term
1/month	1/week	1/term	1-2/month	1-2/month	1-2/month	1-2/term	
1/month	1/week	1/term	1-2/month	1-2/term	1-2/month	1-2/term	
1/month	1/week	1/term	1-2/term	1-2/term	1-2/term	Never	Never
1/month	1/week	1/2months	Never	1-2/month	1-2/term	1-2/week	
1/month	1/week	1/2months	1-2/week	1-2/month	1-2/month	1-2/term	
1/month	1/week		Never	1-2/month	1-2/term	1-2/month	1-2/month
1/month	1/2months	Never	Never	1-2/term	Never	Never	Never
1/month	1/2months	Never	Never	1-2/term	1-2/term	1-2/term	Never
1/month	1/2months	Never	1-2/month	1-2/week	1-2/week	Never	
1/month	1/2months	Never	1-2/month	1-2/term	Never	Never	Never
1/month	1/2months	Never	1-2/term	1-2/term	Never	Never	Never
1/month	1/2months	1/month	Never	1-2/term	Never	1-2/month	1-2/month
1/month	1/2months	1/2months	Never	1-2/term	Never	1-2/month	1-2/month
1/month			Never	Never	Never	Never	1-2/month
1/month			1-2/month				
1/month				1-2/month	Never	Never	1-2/month
1/term	>3/week	1/term	1-2/term	1-2/week	Never	Never	
1/term	Never	Never	Never	Never	Never	Never	Never
1/term	Never	Never	Never	Never	Never	Never	Never
1/term	Never	Never	Never	Never	Never	Never	1-2/term
1/term	Never	Never	Never	Never	Never	Never	1-2/term

1/term	Never	Never	Never	Never	Never	1-2/term	Never
1/term	Never	Never	Never	Never	Never	1-2/term	Never
1/term	Never	Never	Never	Never	Never	1-2/term	1-2/term
1/term	Never	Never	Never	Never	Never		Never
1/term	Never	1/term	Never	Never	Never	Never	Never
1/term	Never	1/term	Never	Never	Never	Never	1-2/term
1/term	Never	1/term	Never	1-2/term	Never	Never	Never
1/term	1/month	Never	Never	1-2/term	Never	Never	Never
1/term	1/month	Never	Never	1-2/term	1-2/term	Never	Never
1/term	1/month	Never	1-2/month	1-2/term	Never	Never	Never
1/term	1/month	Never	1-2/term	1-2/month	Never	Never	Never
1/term	1/month	1/month	Never	1-2/term	Never	1-2/term	Never
1/term	1/month	1/term	Never	1-2/month	Never	Never	Never
1/term	1/month	1/term	1-2/term	1-2/term	Never	Never	
1/term	1/month	1/term	1-2/term	1-2/term	Never	1-2/term	1-2/term
1/term	1/term	Never	Never	Never	Never	Never	1-2/term
1/term	1/term	Never	Never	Never	Never	1-2/term	Never
1/term	1/term	Never	Never	Never	1-2/week	Never	Never
1/term	1/term	Never	Never	1-2/term	Never	Never	Never
1/term	1/term	Never	Never	1-2/term	Never	Never	1-2/term
1/term	1/term	Never	Never	1-2/term	Never	Never	
1/term	1/term	Never	Never	1-2/term	Never	1-2/month	1-2/term
1/term	1/term	Never	Never	1-2/term	Never	1-2/term	Never
1/term	1/term	Never	1-2/term	Never	Never	Never	1-2/term
1/term	1/term	Never	1-2/term	1-2/term	Never	Never	Never
1/term	1/term	Never	1-2/term	1-2/term	Never	Never	1-2/term
1/term	1/term	Never	1-2/term	1-2/term	Never	Never	
1/term	1/term	1/term	Never	Never	Never	Never	1-2/term
1/term	1/term	1/term	Never	Never	1-2/term	1-2/term	Never
1/term	1/term	1/term	Never	1-2/term	Never	1-2/term	Never
1/term	1/term	1/term	Never	1-2/term	1-2/term	Never	Never
1/term	1/term	1/term	1-2/term	1-2/term	1-2/term	1-2/term	1-2/term
1/term	1/week	Never	1-2/week	1-2/week	1-2/week	1-2/month	1-2/month
1/term	1/week	Never	1-2/month	Never	1-2/term	Never	Never
1/term	1/week	Never	1-2/month	1-2/week	1-2/week	1-2/term	1-2/term
1/term	1/week	Never	1-2/term	1-2/term	Never	Never	
1/term	1/week	1/month	1-2/month	1-2/month			1-2/month
1/term	1/week	1/term	1-2/week	1-2/month			
1/term	1/2months	Never	Never	Never	Never	Never	Never
1/term	1/2months	Never	Never	1-2/term	Never	1-2/term	Never
1/term	1/2months	Never	Never	1-2/term	1-2/term	Never	1-2/term
1/term	1/2months	Never	1-2/term	Never	Never	Never	Never
1/term	1/2months						1-2/term
1/term			Never	Never	1-2/term	1-2/term	1-2/term
1/term			1-2/term				
1/term			1-2/term				
1/week	>3/week	Never	1-2/week	1-2/week	1-2/month	1-2/month	Never
1/week	>3/week	Never	1-2/week	1-2/month	1-2/month	1-2/month	1-2/month
1/week	>3/week	Never	1-2/month	1-2/week	Never	Never	Never
1/week	>3/week	Never	3+/week	1-2/week	1-2/week	1-2/term	Never
1/week	>3/week	1/month	1-2/month	1-2/month	Never	Never	
1/week	>3/week	1/month	3+/week				
1/week	>3/week	1/term	1-2/month	1-2/month	Never	1-2/term	1-2/month
1/week	>3/week	1/term	1-2/month	1-2/month	Never	1-2/term	1-2/term



1/week	>3/week	1/week	1-2/week	1-2/week	Never	Never	1-2/term
1/week	>3/week	1/week	1-2/month	1-2/month	1-2/month		1-2/week
1/week	>3/week	1/2months	1-2/week	1-2/week	Never	Never	Never
1/week	>3/week	1/2months	1-2/week	1-2/week	1-2/term	Never	1-2/term
1/week	>3/week	1/2months	1-2/month	3+/week	1-2/term	1-2/term	
1/week	Never	Never	Never	1-2/month	Never	Never	1-2/term
1/week	Never	Never	1-2/week	Never	Never	Never	Never
1/week	Never	1/month	Never	1-2/term	Never	Never	Never
1/week	Never	1/term	Never	Never	Never	Never	Never
1/week	1/month	Never	Never	1-2/week	Never	Never	1-2/month
1/week	1/month	Never	1-2/week	1-2/month	Never	1-2/term	
1/week	1/month	Never	1-2/week	1-2/term	1-2/term	Never	
1/week	1/month	Never	1-2/month	1-2/month	1-2/term	Never	Never
1/week	1/month	Never	1-2/month	1-2/term	Never	Never	Never
1/week	1/month	Never	1-2/month	1-2/term	1-2/month	1-2/term	
1/week	1/month	Never	1-2/term	1-2/month	Never	1-2/term	3+/week
1/week	1/month	Never	1-2/term	1-2/month	1-2/month	1-2/month	1-2/term
1/week	1/month	Never	1-2/term	1-2/term	Never	1-2/term	1-2/term
1/week	1/month	1/month	1-2/term	1-2/term	Never	Never	Never
1/week	1/month	1/month					Never
1/week	1/month	1/term	Never	1-2/week	1-2/month	1-2/week	
1/week	1/month	1/term	Never	1-2/term	1-2/week	1-2/week	
1/week	1/month	1/term	1-2/month	1-2/month	Never	1-2/term	Never
1/week	1/month	1/2months	Never	1-2/month	1-2/month	1-2/week	Never
1/week	1/month	1/2months	1-2/week	1-2/term	Never	1-2/term	Never
1/week	1/month	1/2months	1-2/term	1-2/term	Never	Never	1-2/term
1/week	1/month	1/2months	1-2/term	1-2/term	1-2/term	1-2/month	1-2/week
1/week	1/term	Never	Never	Never	Never	1-2/week	Never
1/week	1/term	1/term	Never	Never	1-2/term	1-2/week	
1/week	1/term	1/week	1-2/week	1-2/term	Never	Never	1-2/week
1/week	1/term	1/2months	Never	Never	Never	1-2/week	1-2/week
1/week	1/term	1/2months	1-2/week	1-2/month	1-2/week	1-2/term	1-2/term
1/week	1/week	Never	Never	1-2/week	1-2/term	1-2/month	
1/week	1/week	Never	1-2/week	Never	Never	Never	
1/week	1/week	Never	1-2/week	1-2/week	1-2/week	Never	Never
1/week	1/week	Never	1-2/week	1-2/month	Never	Never	1-2/term
1/week	1/week	Never	1-2/month	1-2/week	Never	Never	1-2/week
1/week	1/week	Never	1-2/month	1-2/term	1-2/term	Never	Never
1/week	1/week	Never	3+/week	1-2/week	1-2/week	1-2/month	
1/week	1/week	1/month	1-2/week	1-2/month			
1/week	1/week	1/month	1-2/month	1-2/month	Never	Never	1-2/term
1/week	1/week	1/term	Never	1-2/week	1-2/month	1-2/month	
1/week	1/week	1/term	Never	1-2/term	1-2/term	1-2/term	1-2/month
1/week	1/week	1/term	1-2/week	1-2/week	1-2/week	1-2/week	1-2/week
1/week	1/week	1/term	1-2/week	1-2/month	1-2/month	Never	
1/week	1/week	1/term	1-2/month	1-2/month	1-2/month	1-2/month	1-2/month
1/week	1/week	1/term	1-2/term	1-2/month	Never	Never	
1/week	1/week	1/week	1-2/week	1-2/week	1-2/week	1-2/week	1-2/week
1/week	1/week	1/week		1-2/month	1-2/month	1-2/month	1-2/month
1/week	1/week	1/2months	1-2/week	1-2/week	Never	Never	
1/week	1/week	1/2months	1-2/month	1-2/month	1-2/week	1-2/week	
1/week	1/2months	Never	Never	1-2/week	1-2/week	1-2/week	Never
1/week	1/2months	Never	1-2/month	1-2/week	1-2/month	1-2/month	3+/week
1/week	1/2months	Never	1-2/month	1-2/month	Never	1-2/term	



1/week	1/2months	Never	1-2/term	1-2/term	1-2/term	Never	
1/week	1/2months	1/2months	1-2/month	1-2/month	Never	1-2/week	Never
1/2months	>3/week	1/term	1-2/month	1-2/week	Never	Never	Never
1/2months	Never	Never	Never	Never	Never	Never	Never
1/2months	Never	Never	Never	Never	Never	1-2/term	Never
1/2months	Never	Never	Never	1-2/term	Never	1-2/term	1-2/term
1/2months	Never	Never	1-2/term	Never	Never	Never	Never
1/2months	Never	1/term	Never	Never	Never	1-2/term	1-2/term
1/2months	Never	1/term	Never	1-2/term	Never	Never	1-2/term
1/2months	1/month	Never	1-2/month	1-2/month	1-2/term	1-2/term	1-2/term
1/2months	1/month	Never	1-2/term	1-2/term	Never	1-2/term	
1/2months	1/month	Never	1-2/term	1-2/term	1-2/term	1-2/term	1-2/week
1/2months	1/month	Never	1-2/term	1-2/term	1-2/term	1-2/term	
1/2months	1/month	Never		1-2/month		1-2/month	1-2/month
1/2months	1/month	1/month	1-2/term	1-2/term	Never	Never	Never
1/2months	1/month	1/2months	1-2/month	1-2/term	Never	Never	Never
1/2months	1/month	1/2months	1-2/term	1-2/month	Never	Never	
1/2months	1/term	Never	Never	1-2/term	Never	1-2/term	
1/2months	1/term	Never	Never	1-2/term	1-2/term	Never	Never
1/2months	1/term	Never	1-2/term	1-2/term	Never	Never	Never
1/2months	1/week	Never	1-2/week	1-2/week	1-2/week	1-2/week	Never
1/2months	1/week	1/term	Never	1-2/month	Never	Never	1-2/month
1/2months	1/2months	Never	Never	Never	Never	1-2/term	1-2/term
1/2months	1/2months	Never		1-2/month		1-2/term	
1/2months	1/2months	1/month	1-2/month	1-2/month		Never	1-2/month
1/2months	1/2months	1/2months	Never	Never	Never	1-2/month	Never
1/2months	1/2months	1/2months	1-2/month	1-2/term	1-2/term	1-2/month	1-2/week
1/2months						1-2/term	
1/2months							1-2/term

## Appendix N: All Frequencies - Importance of Library Resources

### Q1. How important are each of these Library resources to the work that you do?

#### Print book collection

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very unimportant	13	4.5	4.5	4.5
	Unimportant	20	6.9	6.9	11.4
	Neither important nor unimportant	29	10.0	10.0	21.4
	Important	75	25.8	25.9	47.2
	Very important	105	36.1	36.2	83.4
	N/A or Have not used	48	16.5	16.6	100.0
	Total	290	99.7	100.0	
Missing	System	1	.3		
Total		291	100.0		

#### Electronic book collection

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very unimportant	12	4.1	4.1	4.1
	Unimportant	19	6.5	6.6	10.7
	Neither important nor unimportant	46	15.8	15.9	26.6
	Important	68	23.4	23.4	50.0
	Very important	79	27.1	27.2	77.2
	N/A or Have not used	66	22.7	22.8	100.0
	Total	290	99.7	100.0	
Missing	System	1	.3		
Total		291	100.0		

#### Print periodicals (magazines, newspapers, journals)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very unimportant	12	4.1	4.2	4.2
	Unimportant	18	6.2	6.3	10.5
	Neither important nor unimportant	46	15.8	16.0	26.5
	Important	73	25.1	25.4	51.9
	Very important	88	30.2	30.7	82.6
	N/A or Have not used	50	17.2	17.4	100.0
	Total	287	98.6	100.0	
Missing	System	4	1.4		
Total		291	100.0		

**Online periodicals (magazines, newspapers, journals)**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very unimportant	9	3.1	3.1	3.1
	Unimportant	10	3.4	3.5	6.6
	Neither important nor unimportant	29	10.0	10.1	16.7
	Important	51	17.5	17.7	34.4
	Very important	139	47.8	48.3	82.6
	N/A or Have not used	50	17.2	17.4	100.0
	Total	288	99.0	100.0	
Missing	System	3	1.0		
Total		291	100.0		

**Online research databases**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very unimportant	12	4.1	4.2	4.2
	Unimportant	11	3.8	3.8	8.0
	Neither important nor unimportant	24	8.2	8.3	16.3
	Important	50	17.2	17.4	33.7
	Very important	143	49.1	49.7	83.3
	N/A or Have not used	48	16.5	16.7	100.0
	Total	288	99.0	100.0	
Missing	System	3	1.0		
Total		291	100.0		

**Data and statistical resources**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very unimportant	10	3.4	3.5	3.5
	Unimportant	15	5.2	5.2	8.7
	Neither important nor unimportant	52	17.9	18.2	26.9
	Important	71	24.4	24.8	51.7
	Very important	68	23.4	23.8	75.5
	N/A or Have not used	70	24.1	24.5	100.0
	Total	286	98.3	100.0	
Missing	System	5	1.7		
Total		291	100.0		

**DVD and video collection**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very unimportant	11	3.8	3.8	3.8
	Unimportant	16	5.5	5.6	9.4
	Neither important nor unimportant	51	17.5	17.8	27.2
	Important	83	28.5	28.9	56.1
	Very important	72	24.7	25.1	81.2
	N/A or Have not used	54	18.6	18.8	100.0
	Total	287	98.6	100.0	
Missing	System	4	1.4		
Total		291	100.0		

**Online streaming videos**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very unimportant	13	4.5	4.5	4.5
	Unimportant	20	6.9	7.0	11.5
	Neither important nor unimportant	58	19.9	20.2	31.7
	Important	55	18.9	19.2	50.9
	Very important	54	18.6	18.8	69.7
	N/A or Have not used	87	29.9	30.3	100.0
	Total	287	98.6	100.0	
Missing	System	4	1.4		
Total		291	100.0		

**Audiovisual equipment (COWs, DVD players, etc)**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very unimportant	11	3.8	3.8	3.8
	Unimportant	22	7.6	7.7	11.5
	Neither important nor unimportant	42	14.4	14.6	26.1
	Important	69	23.7	24.0	50.2
	Very important	100	34.4	34.8	85.0
	N/A or Have not used	43	14.8	15.0	100.0
	Total	287	98.6	100.0	
Missing	System	4	1.4		
Total		291	100.0		

## Appendix O: All Frequencies - Satisfaction with Library Resources

**Q2. Now, please rate your satisfaction with these Library resources:**

### Print book collection

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very dissatisfied	4	1.4	1.4	1.4
	Dissatisfied	19	6.5	6.6	7.9
	Neither satisfied nor dissatisfied	47	16.2	16.2	24.1
	Satisfied	121	41.6	41.7	65.9
	Very satisfied	44	15.1	15.2	81.0
	N/A or Have not used	55	18.9	19.0	100.0
	Total	290	99.7	100.0	
Missing	System	1	.3		
Total		291	100.0		

### Electronic book collection

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very dissatisfied	5	1.7	1.7	1.7
	Dissatisfied	13	4.5	4.5	6.3
	Neither satisfied nor dissatisfied	63	21.6	21.9	28.1
	Satisfied	75	25.8	26.0	54.2
	Very satisfied	26	8.9	9.0	63.2
	N/A or Have not used	106	36.4	36.8	100.0
	Total	288	99.0	100.0	
Missing	System	3	1.0		
Total		291	100.0		

### Print periodicals (magazines, newspapers, journals)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very dissatisfied	2	.7	.7	.7
	Dissatisfied	10	3.4	3.5	4.2
	Neither satisfied nor dissatisfied	52	17.9	18.1	22.3
	Satisfied	118	40.5	41.1	63.4
	Very satisfied	37	12.7	12.9	76.3
	N/A or Have not used	68	23.4	23.7	100.0
	Total	287	98.6	100.0	
Missing	System	4	1.4		
Total		291	100.0		

**Online periodicals (magazines, newspapers, journals)**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very dissatisfied	2	.7	.7	.7
	Dissatisfied	15	5.2	5.3	6.0
	Neither satisfied nor dissatisfied	48	16.5	16.8	22.8
	Satisfied	116	39.9	40.7	63.5
	Very satisfied	43	14.8	15.1	78.6
	N/A or Have not used	61	21.0	21.4	100.0
	Total	285	97.9	100.0	
Missing	System	6	2.1		
Total		291	100.0		

**Online research databases**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very dissatisfied	3	1.0	1.0	1.0
	Dissatisfied	4	1.4	1.4	2.4
	Neither satisfied nor dissatisfied	48	16.5	16.8	19.2
	Satisfied	106	36.4	37.1	56.3
	Very satisfied	56	19.2	19.6	75.9
	N/A or Have not used	69	23.7	24.1	100.0
	Total	286	98.3	100.0	
Missing	System	5	1.7		
Total		291	100.0		

**Data and statistical resources**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very dissatisfied	4	1.4	1.4	1.4
	Dissatisfied	3	1.0	1.1	2.5
	Neither satisfied nor dissatisfied	63	21.6	22.1	24.6
	Satisfied	79	27.1	27.7	52.3
	Very satisfied	31	10.7	10.9	63.2
	N/A or Have not used	105	36.1	36.8	100.0
	Total	285	97.9	100.0	
Missing	System	6	2.1		
Total		291	100.0		

**DVD and video collection**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very dissatisfied	4	1.4	1.4	1.4
	Dissatisfied	16	5.5	5.6	7.0
	Neither satisfied nor dissatisfied	61	21.0	21.3	28.3
	Satisfied	101	34.7	35.3	63.6
	Very satisfied	20	6.9	7.0	70.6
	N/A or Have not used	84	28.9	29.4	100.0
	Total	286	98.3	100.0	
Missing	System	5	1.7		
Total		291	100.0		

### Online streaming videos

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very dissatisfied	2	.7	.7	.7
	Dissatisfied	10	3.4	3.5	4.2
	Neither satisfied nor dissatisfied	69	23.7	24.2	28.4
	Satisfied	59	20.3	20.7	49.1
	Very satisfied	9	3.1	3.2	52.3
	N/A or Have not used	136	46.7	47.7	100.0
	Total	285	97.9	100.0	
Missing	System	6	2.1		
Total		291	100.0		

### Audiovisual equipment (COWS, DVD players, etc)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very dissatisfied	4	1.4	1.4	1.4
	Dissatisfied	12	4.1	4.2	5.6
	Neither satisfied nor dissatisfied	34	11.7	11.9	17.5
	Satisfied	109	37.5	38.1	55.6
	Very satisfied	62	21.3	21.7	77.3
	N/A or Have not used	65	22.3	22.7	100.0
	Total	286	98.3	100.0	
Missing	System	5	1.7		
Total		291	100.0		

### Overall satisfaction with the Library's resources

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very dissatisfied	2	.7	.7	.7
	Dissatisfied	7	2.4	2.5	3.2
	Neither satisfied nor dissatisfied	20	6.9	7.0	10.2
	Satisfied	155	53.3	54.6	64.8
	Very satisfied	69	23.7	24.3	89.1
	N/A or Have not used	31	10.7	10.9	100.0
	Total	284	97.6	100.0	
Missing	System	7	2.4		
Total		291	100.0		

## Appendix P: All Frequencies - Importance of Library Facilities & Services

**Q6. How important are each of these Library facilities and services to the work that you do?**

### Library hours of operation

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very unimportant	13	4.5	4.5	4.5
	Unimportant	12	4.1	4.2	8.7
	Neither important nor unimportant	45	15.5	15.6	24.2
	Important	97	33.3	33.6	57.8
	Very important	102	35.1	35.3	93.1
	N/A or Have not used	20	6.9	6.9	100.0
	Total	289	99.3	100.0	
Missing	System	2	.7		
Total		291	100.0		

### Reference service desk hours

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very unimportant	5	1.7	1.7	1.7
	Unimportant	22	7.6	7.6	9.3
	Neither important nor unimportant	51	17.5	17.6	27.0
	Important	116	39.9	40.1	67.1
	Very important	60	20.6	20.8	87.9
	N/A or Have not used	35	12.0	12.1	100.0
	Total	289	99.3	100.0	
Missing	System	2	.7		
Total		291	100.0		

### Assistance by reference librarians

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very unimportant	6	2.1	2.1	2.1
	Unimportant	16	5.5	5.5	7.6
	Neither important nor unimportant	49	16.8	17.0	24.6
	Important	101	34.7	34.9	59.5
	Very important	80	27.5	27.7	87.2
	N/A or Have not used	37	12.7	12.8	100.0
	Total	289	99.3	100.0	
Missing	System	2	.7		
Total		291	100.0		



**Assistance by audiovisual services staff**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very unimportant	9	3.1	3.1	3.1
	Unimportant	24	8.2	8.3	11.4
	Neither important nor unimportant	48	16.5	16.6	27.9
	Important	84	28.9	29.0	56.9
	Very important	90	30.9	31.0	87.9
	N/A or Have not used	35	12.0	12.1	100.0
	Total	290	99.7	100.0	
Missing	System	1	.3		
Total		291	100.0		

**Assistance by checkout counter staff**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very unimportant	6	2.1	2.1	2.1
	Unimportant	8	2.7	2.8	4.9
	Neither important nor unimportant	47	16.2	16.3	21.2
	Important	122	41.9	42.4	63.5
	Very important	80	27.5	27.8	91.3
	N/A or Have not used	25	8.6	8.7	100.0
	Total	288	99.0	100.0	
Missing	System	3	1.0		
Total		291	100.0		

**Intercampus loan service**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very unimportant	6	2.1	2.1	2.1
	Unimportant	9	3.1	3.1	5.2
	Neither important nor unimportant	54	18.6	18.8	24.0
	Important	95	32.6	33.0	56.9
	Very important	81	27.8	28.1	85.1
	N/A or Have not used	43	14.8	14.9	100.0
	Total	288	99.0	100.0	
Missing	System	3	1.0		
Total		291	100.0		

**Interlibrary loan service**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very unimportant	7	2.4	2.4	2.4
	Unimportant	8	2.7	2.8	5.2
	Neither important nor unimportant	47	16.2	16.3	21.5
	Important	90	30.9	31.1	52.6
	Very important	88	30.2	30.4	83.0
	N/A or Have not used	49	16.8	17.0	100.0
	Total	289	99.3	100.0	
Missing	System	2	.7		
Total		291	100.0		

### Library cleanliness

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very unimportant	8	2.7	2.8	2.8
	Unimportant	7	2.4	2.4	5.2
	Neither important nor unimportant	22	7.6	7.6	12.8
	Important	118	40.5	40.7	53.4
	Very important	121	41.6	41.7	95.2
	N/A or Have not used	14	4.8	4.8	100.0
	Total	290	99.7	100.0	
Missing	System	1	.3		
Total		291	100.0		

### Library space

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very unimportant	7	2.4	2.4	2.4
	Unimportant	10	3.4	3.5	5.9
	Neither important nor unimportant	36	12.4	12.5	18.4
	Important	110	37.8	38.2	56.6
	Very important	101	34.7	35.1	91.7
	N/A or Have not used	24	8.2	8.3	100.0
	Total	288	99.0	100.0	
Missing	System	3	1.0		
Total		291	100.0		

## Appendix Q: All Frequencies - Satisfaction with Library Facilities & Services

**Q7. Now, please rate your satisfaction with these Library facilities and services:**

### Library hours of operation

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very dissatisfied	5	1.7	1.7	1.7
	Dissatisfied	16	5.5	5.5	7.2
	Neither satisfied nor dissatisfied	29	10.0	10.0	17.2
	Satisfied	163	56.0	56.2	73.4
	Very satisfied	54	18.6	18.6	92.1
	N/A or Have not used	23	7.9	7.9	100.0
	Total	290	99.7	100.0	
Missing	System	1	.3		
Total		291	100.0		

### Reference service desk hours

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very dissatisfied	3	1.0	1.0	1.0
	Dissatisfied	11	3.8	3.8	4.9
	Neither satisfied nor dissatisfied	35	12.0	12.2	17.0
	Satisfied	143	49.1	49.7	66.7
	Very satisfied	42	14.4	14.6	81.3
	N/A or Have not used	54	18.6	18.8	100.0
	Total	288	99.0	100.0	
Missing	System	3	1.0		
Total		291	100.0		

### Assistance by reference librarians

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very dissatisfied	1	.3	.3	.3
	Dissatisfied	4	1.4	1.4	1.7
	Neither satisfied nor dissatisfied	23	7.9	8.0	9.7
	Satisfied	118	40.5	40.8	50.5
	Very satisfied	87	29.9	30.1	80.6
	N/A or Have not used	56	19.2	19.4	100.0
	Total	289	99.3	100.0	
Missing	System	2	.7		
Total		291	100.0		

### Assistance by audiovisual services staff

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very dissatisfied	1	.3	.3	.3
	Dissatisfied	2	.7	.7	1.0
	Neither satisfied nor dissatisfied	36	12.4	12.5	13.5
	Satisfied	97	33.3	33.7	47.2
	Very satisfied	99	34.0	34.4	81.6
	N/A or Have not used	53	18.2	18.4	100.0
	Total	288	99.0	100.0	
Missing	System	3	1.0		
Total		291	100.0		

### Assistance by checkout counter staff

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very dissatisfied	1	.3	.3	.3
	Dissatisfied	3	1.0	1.0	1.4
	Neither satisfied nor dissatisfied	25	8.6	8.7	10.0
	Satisfied	123	42.3	42.6	52.6
	Very satisfied	107	36.8	37.0	89.6
	N/A or Have not used	30	10.3	10.4	100.0
	Total	289	99.3	100.0	
Missing	System	2	.7		
Total		291	100.0		

### Intercampus loan service

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very dissatisfied	1	.3	.3	.3
	Dissatisfied	3	1.0	1.0	1.4
	Neither satisfied nor dissatisfied	34	11.7	11.8	13.2
	Satisfied	108	37.1	37.6	50.9
	Very satisfied	67	23.0	23.3	74.2
	N/A or Have not used	74	25.4	25.8	100.0
	Total	287	98.6	100.0	
Missing	System	4	1.4		
Total		291	100.0		

### Interlibrary loan service

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very dissatisfied	2	.7	.7	.7
	Dissatisfied	4	1.4	1.4	2.1
	Neither satisfied nor dissatisfied	39	13.4	13.5	15.6
	Satisfied	101	34.7	35.1	50.7
	Very satisfied	64	22.0	22.2	72.9
	N/A or Have not used	78	26.8	27.1	100.0
	Total	288	99.0	100.0	
Missing	System	3	1.0		
Total		291	100.0		

### Library cleanliness

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very dissatisfied	10	3.4	3.5	3.5
	Dissatisfied	12	4.1	4.2	7.6
	Neither satisfied nor dissatisfied	20	6.9	6.9	14.6
	Satisfied	144	49.5	50.0	64.6
	Very satisfied	81	27.8	28.1	92.7
	N/A or Have not used	21	7.2	7.3	100.0
	Total	288	99.0	100.0	
Missing	System	3	1.0		
Total		291	100.0		

### Library space

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very dissatisfied	3	1.0	1.0	1.0
	Dissatisfied	7	2.4	2.4	3.5
	Neither satisfied nor dissatisfied	31	10.7	10.8	14.3
	Satisfied	139	47.8	48.4	62.7
	Very satisfied	83	28.5	28.9	91.6
	N/A or Have not used	24	8.2	8.4	100.0
	Total	287	98.6	100.0	
Missing	System	4	1.4		
Total		291	100.0		

### Overall satisfaction with the Library's facilities & services

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very dissatisfied	2	.7	.7	.7
	Dissatisfied	1	.3	.4	1.1
	Neither satisfied nor dissatisfied	22	7.6	7.7	8.8
	Satisfied	157	54.0	55.1	63.9
	Very satisfied	87	29.9	30.5	94.4
	N/A or Have not used	16	5.5	5.6	100.0
	Total	285	97.9	100.0	
Missing	System	6	2.1		
Total		291	100.0		

## Appendix R: Frequencies - Importance of Faculty Services

**Q21. How important are the following faculty services provided by the Library to the work that you do?**

### Customized Library Research Skills Classes

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very unimportant	2	.7	1.4	1.4
	Somewhat unimportant	6	2.1	4.3	5.7
	Neither important nor unimportant	12	4.1	8.5	14.2
	Somewhat important	36	12.4	25.5	39.7
	Very important	53	18.2	37.6	77.3
	N/A Have not used	32	11.0	22.7	100.0
	Total	141	48.5	100.0	
Missing	System	150	51.5		
Total		291	100.0		

### Research Skills Assignments given during Library Research Skills Classes

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very unimportant	3	1.0	2.2	2.2
	Somewhat unimportant	5	1.7	3.6	5.8
	Neither important nor unimportant	20	6.9	14.4	20.1
	Somewhat important	33	11.3	23.7	43.9
	Very important	38	13.1	27.3	71.2
	N/A Have not used	40	13.7	28.8	100.0
	Total	139	47.8	100.0	
Missing	System	152	52.2		
Total		291	100.0		

### Collaboration with your Faculty Liaison Librarian

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very unimportant	2	.7	1.4	1.4
	Somewhat unimportant	2	.7	1.4	2.9
	Neither important nor unimportant	14	4.8	10.1	12.9
	Somewhat important	37	12.7	26.6	39.6
	Very important	52	17.9	37.4	77.0
	N/A Have not used	32	11.0	23.0	100.0
	Total	139	47.8	100.0	
Missing	System	152	52.2		
Total		291	100.0		

### Resources for Faculty Page on the Library Website

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very unimportant	4	1.4	2.9	2.9
	Somewhat unimportant	1	.3	.7	3.6
	Neither important nor unimportant	13	4.5	9.4	13.0
	Somewhat important	40	13.7	29.0	42.0
	Very important	48	16.5	34.8	76.8
	N/A Have not used	32	11.0	23.2	100.0
	Total	138	47.4	100.0	
Missing	System	153	52.6		
Total		291	100.0		

### Course Reserves

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very unimportant	2	.7	1.4	1.4
	Somewhat unimportant	6	2.1	4.3	5.8
	Neither important nor unimportant	26	8.9	18.7	24.5
	Somewhat important	29	10.0	20.9	45.3
	Very important	38	13.1	27.3	72.7
	N/A Have not used	38	13.1	27.3	100.0
	Total	139	47.8	100.0	
Missing	System	152	52.2		
Total		291	100.0		

### Copyright Information

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very unimportant	2	.7	1.4	1.4
	Somewhat unimportant	7	2.4	5.0	6.4
	Neither important nor unimportant	20	6.9	14.3	20.7
	Somewhat important	39	13.4	27.9	48.6
	Very important	39	13.4	27.9	76.4
	N/A Have not used	33	11.3	23.6	100.0
	Total	140	48.1	100.0	
Missing	System	151	51.9		
Total		291	100.0		

### Search Alerts

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very unimportant	5	1.7	3.7	3.7
	Somewhat unimportant	6	2.1	4.4	8.1
	Neither important nor unimportant	27	9.3	20.0	28.1
	Somewhat important	25	8.6	18.5	46.7
	Very important	14	4.8	10.4	57.0
	N/A Have not used	58	19.9	43.0	100.0
	Total	135	46.4	100.0	
Missing	System	156	53.6		
Total		291	100.0		

## Appendix S: Frequencies - Satisfaction with Faculty Services

**Q22. Now, please rate your satisfaction with the following faculty services provided by the Library.**

### Customized Library Research Skills Classes

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Somewhat dissatisfied	2	.7	1.4	1.4
	Neither satisfied nor dissatisfied	14	4.8	10.0	11.4
	Somewhat satisfied	27	9.3	19.3	30.7
	Very satisfied	44	15.1	31.4	62.1
	N/A Have not used	53	18.2	37.9	100.0
	Total	140	48.1	100.0	
Missing	System	151	51.9		
Total		291	100.0		

### Research Skills Assignments given during Library Research Skills Classes

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Somewhat dissatisfied	3	1.0	2.2	2.2
	Neither satisfied nor dissatisfied	13	4.5	9.4	11.6
	Somewhat satisfied	24	8.2	17.4	29.0
	Very satisfied	37	12.7	26.8	55.8
	N/A Have not used	61	21.0	44.2	100.0
	Total	138	47.4	100.0	
Missing	System	153	52.6		
Total		291	100.0		

### Collaboration with your Faculty Liaison Librarian

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Somewhat dissatisfied	1	.3	.7	.7
	Neither satisfied nor dissatisfied	10	3.4	7.3	8.0
	Somewhat satisfied	18	6.2	13.1	21.2
	Very satisfied	69	23.7	50.4	71.5
	N/A Have not used	39	13.4	28.5	100.0
	Total	137	47.1	100.0	
Missing	System	154	52.9		
Total		291	100.0		



### Resources for Faculty Page on the Library Website

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Somewhat dissatisfied	6	2.1	4.3	4.3
	Neither satisfied nor dissatisfied	19	6.5	13.8	18.1
	Somewhat satisfied	31	10.7	22.5	40.6
	Very satisfied	42	14.4	30.4	71.0
	N/A Have not used	40	13.7	29.0	100.0
	Total	138	47.4	100.0	
Missing	System	153	52.6		
Total		291	100.0		

### Course Reserves

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Somewhat dissatisfied	2	.7	1.4	1.4
	Neither satisfied nor dissatisfied	19	6.5	13.8	15.2
	Somewhat satisfied	24	8.2	17.4	32.6
	Very satisfied	38	13.1	27.5	60.1
	N/A Have not used	55	18.9	39.9	100.0
	Total	138	47.4	100.0	
Missing	System	153	52.6		
Total		291	100.0		

### Copyright Information

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Somewhat dissatisfied	1	.3	.7	.7
	Neither satisfied nor dissatisfied	29	10.0	21.2	21.9
	Somewhat satisfied	29	10.0	21.2	43.1
	Very satisfied	25	8.6	18.2	61.3
	N/A Have not used	53	18.2	38.7	100.0
	Total	137	47.1	100.0	
Missing	System	154	52.9		
Total		291	100.0		

### Search Alerts

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Neither satisfied nor dissatisfied	24	8.2	17.8	17.8
	Somewhat satisfied	16	5.5	11.9	29.6
	Very satisfied	12	4.1	8.9	38.5
	N/A Have not used	83	28.5	61.5	100.0
	Total	135	46.4	100.0	
Missing	System	156	53.6		
Total		291	100.0		