



Kwantlen
UNIVERSITY COLLEGE

LIBRARY

Faculty, Staff and Administrators Survey

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Context

Kwantlen University College Library implemented the practice of collecting feedback from employees and students in 1999. Students and employees are surveyed in alternate years, using a similar, albeit not identical, questionnaire. In an attempt to increase participation rates, the survey instrument was revised in 2002 to make it shorter and easier to complete. (The revised survey instrument has been adapted from the survey used at the British Columbia Institute of Technology).

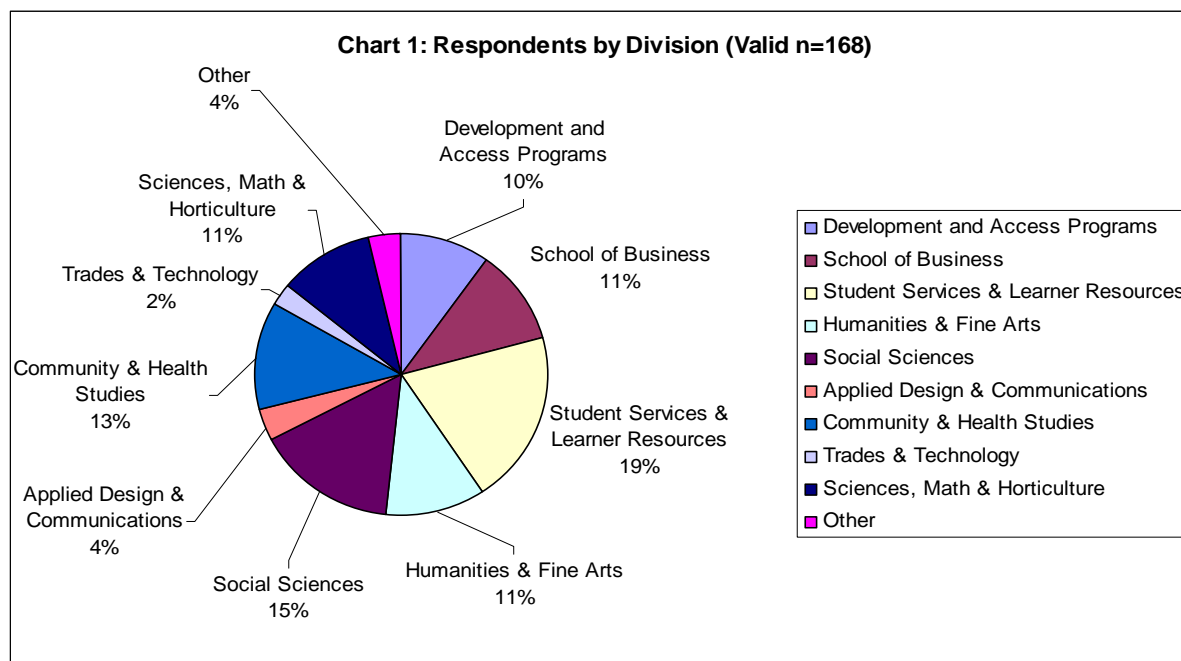
Methodology

A link to a web-based survey was sent to all Kwantlen employees via inter-campus mail. Employees were asked to complete the survey in the first two weeks of March, 2006. Of the 1,477 surveys sent out, 310 surveys were returned by March 12, 2006, for a response rate of 21%. The survey questions are intended to elicit feedback in four areas of interest to the library staff: collection availability and access; library services; patterns of use, and employees' recommendations for changes/enhancements to the library.

Profile of Respondents

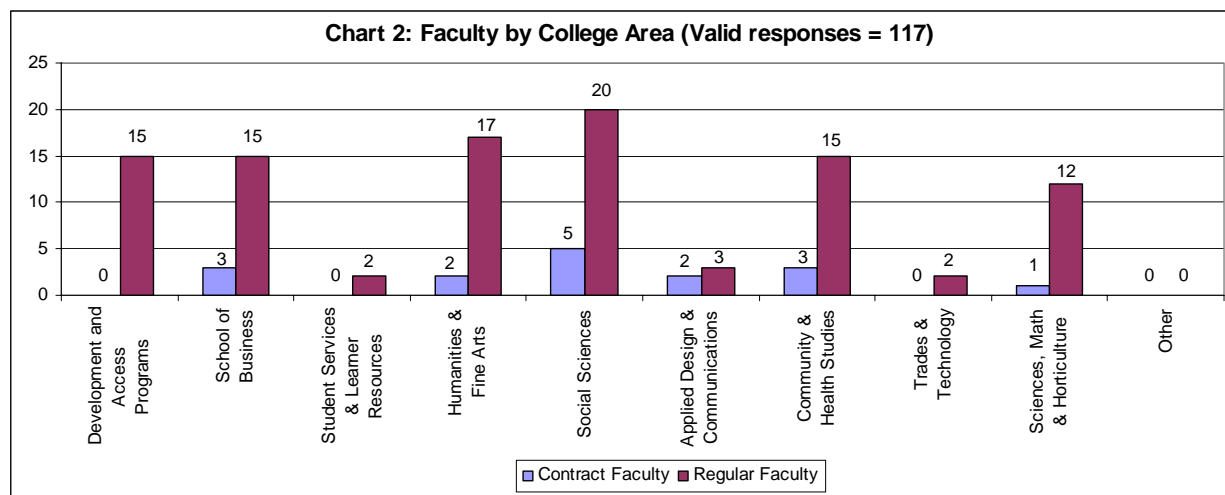
In total, 310 employees participated in this study. Of the 309 respondents who indicated their employee type, 64.1% were faculty (49.5% regular and 14.6% contract faculty); the remaining 35.9% respondents were staff (31.7% BCGEU staff) and administrators (4.2%). While faculty do account for the largest employee group at Kwantlen¹, they are slightly over-represented in the group of respondents who completed the library survey, and to some extent this over-representation is reflected in survey results.

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



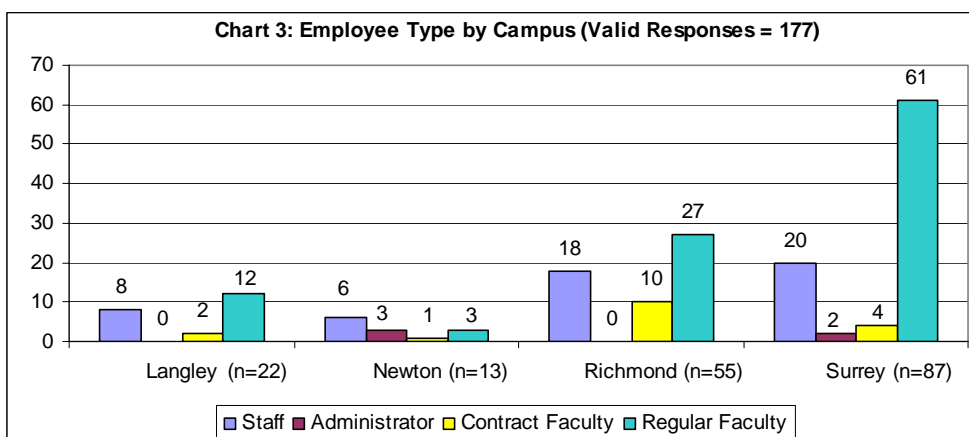
¹ According to the most recent data available (May, 2005), faculty—both regular and non-regular—comprised 63% of all Kwantlen employees.

Within the faculty cohort of this survey, the break-out by division is displayed in the following chart (Chart 2):



Of the 178 respondents who provided their home campus for the spring 2006 semester, 12.4% (22/178) were situated on the Langley campus, 7.3% (13/178) were on the Newton campus, 31.5% (56/178) of respondents worked on the Richmond campus, and 48.9% (87/178) of respondents worked on the Surrey campus.

The breakout of employee type by campus is displayed in Chart 3, below:



Regular faculty (both full and part time) comprises the largest category of employee types on all of the campuses except Newton. The break-out of data is as follows: 14/22 (64%) at Langley, 4/13 (31%) at Newton, 37/55 (67%) at Richmond, and 65/87 (75%) at Surrey.

Collection Availability and Accessibility

Respondents were asked to rate both the importance of, and their satisfaction with, a number of items pertaining to the materials (print, media, electronic) in the library's collection. The survey results indicate that the availability of some resources are much more widely known than other resources: for example while 89% (166/187) of the survey respondents, overall, were familiar with the book collection, only 46% of respondents (84/182) seemed to be aware of the availability of CDROMS, audio-books and kits, and only 29% (46/160) of the respondents were familiar enough with CDROMS, audio-books and kits to

provide a rating on the satisfaction scale. Forty-six percent of respondents (83/181) were not familiar with the data and statistical resources available in the library and 52% of respondents (96/183) were not familiar with or had not used the music CD collection in the library. Overall, less than half of the respondents who indicated they are administrators responded to question 2: “Rate the importance of and your satisfaction with the following library resources”, compared to just over half (between 51% and 57%) of respondents who indicated they were staff. With the exception of a few items (e.g., computer software in the library, online article indexes/research data-bases, and data and statistics resources), contract faculty were more likely to indicate that they were not familiar with or had not used the items listed in question 2.

In general, the 15 items that were included in question 2 of the survey² received a higher rating on the importance of having such a resource than on the level of satisfaction with the resource³. Refer to Table 1, below, for the break-out of responses by category, for each of the resources listed in the Collection Availability and Access section of the survey:

Table 1: Collection Availability and Access

Resource	Important Very Important	Somewhat Important	Not Important Not at all Important	Not Familiar	Satisfied/ Very Satisfied	Somewhat Satisfied	Not Satisfied/ Not at all Satisfied	Not Familiar
Catalogued book collection	76%	12%	2%	11%	49%	31%	8%	12%
Computer software	55%	14%	13%	18%	59%	9%	4%	28%
Periodical collection (magazines newspapers journals)	73%	13%	6%	9%	57%	24%	8%	10%
Online magazines and journals	63%	10%	6%	21%	50%	18%	9%	24%
Online article indexes/research databases	68%	9%	2%	20%	55%	19%	5%	22%
Off-campus access to online indexes/research databases	65%	9%	2%	24%	46%	20%	6%	29%
Data and statistical resources	29%	16%	10%	46%	25%	12%	4%	57%
DVD and video collection	55%	25%	6%	14%	38%	33%	9%	19%
Music CD collection	11%	13%	24%	52%	19%	9%	4%	68%
CDROMs audiobooks and kits	16%	19%	10%	54%	18%	11%	1%	71%
Library web site	85%	8%	3%	5%	74%	19%	3%	4%
Browsing paperback fiction collection	17%	20%	25%	38%	21%	15%	9%	54%
Resources By Subject on the library website	65%	12%	3%	20%	59%	16%	4%	22%
Printed handouts on library services and resources	51%	28%	6%	14%	65%	11%	3%	21%
Audiovisual equipment	82%	9%	3%	6%	74%	13%	6%	7%

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

² See Appendix A to review a copy of the survey.

³ These results differ somewhat by employee type. Please refer to Appendix B1 for a breakout of the results by employee type. Percents are calculated by column (employee type) to show the proportion of responses for each category on the rating scale (Very important/satisfied to Not at all important/satisfied, Not familiar with service. Please note that all cross-tabulated responses by employee type are calculated on the basis of valid –i.e.—non-missing—responses.)

The five items that appeared to be considered very important or important by respondents, overall, were: (1) the web site—85% (158/185); (2) audiovisual equipment—82% (153/186); (3) the book collection—76% (141/187), (4) the periodical collection (magazines, newspapers, and journals)—73% (134/185); and (5) online article indexes and research databases—68% (126/184). While 74% of respondents appeared to be satisfied or very satisfied with the library’s web site and the audio-visual equipment, only 49% of respondents indicated they were satisfied or very satisfied with the book collection. Fifty-seven percent of respondents rated their satisfaction with the periodical collection as satisfactory or very satisfactory and 55% of respondents noted that they were either satisfied or very satisfied with the online article indexes/research data-bases. As reflected in Appendix B1, regular faculty tended to express greater dissatisfaction with these resources than contract faculty or staff.

Of the 96 respondents who offered their comments in the open-ended question in this section of the survey, 18 individuals commented on the journal and periodical (both print and online) collection. Specifically respondents tended to comment on the need to expand the collection and bring it up to date to better meet both faculty’s research needs and the needs of students in their third and fourth years of degree programs. Sixteen individuals commented on the book collection, and approximately 10 of those respondents made similar comments with regard to the book collection. Several of the participants also noted that the audiovisual equipment was occasionally not as effective as expected. Fourteen respondents also commented on the helpfulness, friendliness, and professionalism of the library staff. As one participant remarked: “The library staff are the bonus...the resources are okay.” (Please refer to Appendix C, for a list of comments pertaining to Collection Availability and Access.)

In addition to rating the items listed in question 2, faculty (both regular and contract) were asked to rate the importance of and level of satisfaction with a number of library resources geared specifically for faculty use. Fifty-four percent of regular faculty (56/103) and 43% of contract faculty (6/14) indicated that they were not familiar with online access to reserve materials. Sixty-four percent of contract faculty (9/14) and 71% of regular faculty (74/104) who responded to the survey indicated they were not familiar with or had not used e-books. As with the response pattern to question 2, a smaller percentage of respondents (faculty only) in question three indicated they were very satisfied or satisfied with these items compared to the proportion of participants who ranked these same items as important or very important. (See Table 2, below)

Table 2: Resources for Faculty--Availability & Accessibility

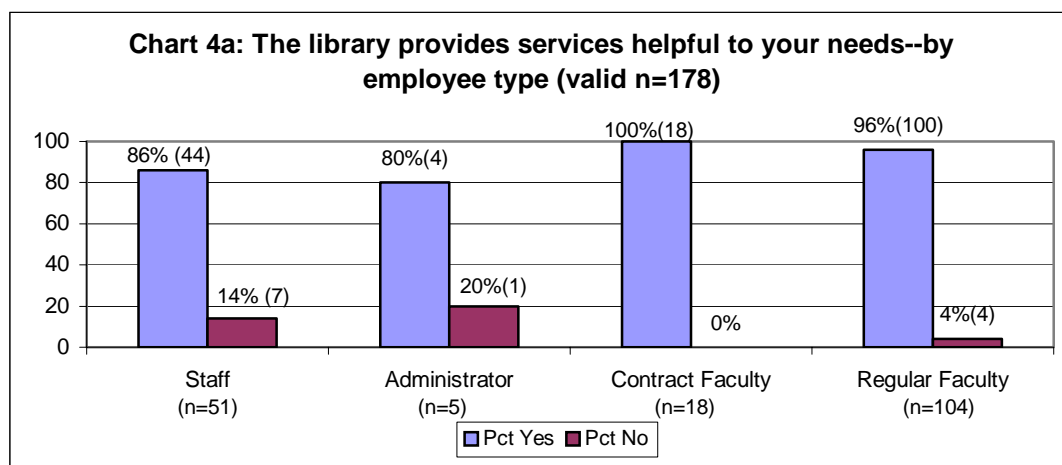
Resource	Important/ Very Important	Somewhat Important	Not at all Important	Not Familiar	Satisfied/ Very Satisfied	Somewhat Satisfied	Not at all Satisfied	Not Familiar
Materials to support teaching activities	85%	8%	1%	6%	47%	28%	12%	7%
Materials to support research activities	54%	19%	6%	20%	20%	32%	18%	26%
Materials to support students' learning activities	91%	3%		6%	44%	30%	18%	8%
Accessing course reserves online	34%	11%	2%	53%	20%	14%	3%	63%
E-books	16%	9%	5%	70%	7%	7%	3%	83%
Copyright information on the library website	52%	16%	1%	31%	51%	6%	5%	38%
Online library orientation booking	39%	14%	4%	46%	40%	2%	8%	50%

Not surprisingly, an overwhelmingly large percentage of the faculty who responded to this question rated materials to support student learning activities (91%) and teaching activities (85%) as important or very important. However, only 47% of faculty who responded to the question were satisfied or very satisfied

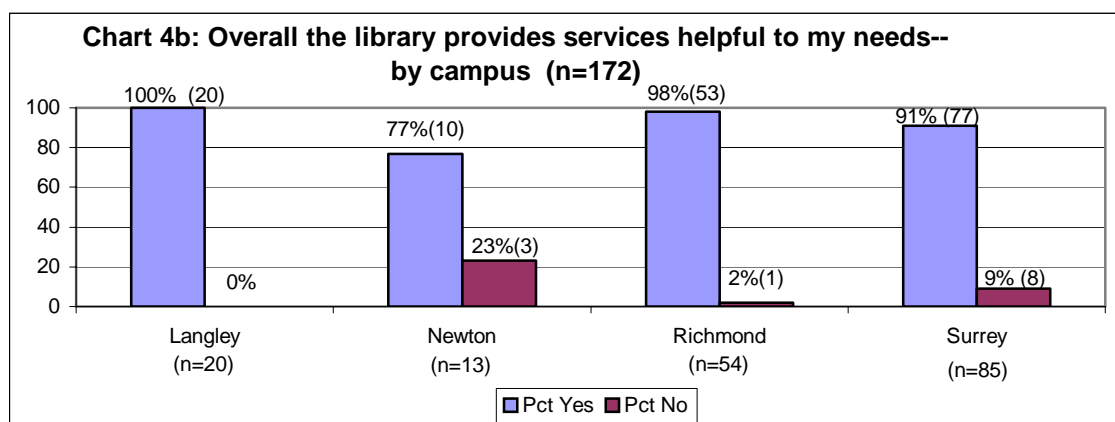
with the materials available to support teaching activities and only 44% of the respondents were satisfied or very satisfied with the materials available to support students' learning activities. Seventy percent of faculty who responded to question three were either not familiar with or had not used e-books, 53% had either not used were unfamiliar with the resource that allowed faculty to access online course reserves, and 40% had not used were not familiar with online booking for library orientation sessions. These data suggest that perhaps these particular resources need to be promoted or explained to faculty in a more active way. (See Appendix B2 for a more detailed breakout of these data by regular or contract faculty.)

Library Facilities and Services

Ninety-three percent (167/179) of the survey respondents who answered question 7 ("Overall, does the library provide services helpful to your needs?") indicated that the library provided services that were helpful to their needs. However, it should be noted that only 58% (179/310) of the survey participants chose to respond to this question. When broken out by employee type, the proportion of respondents who responded "yes" to question 7 ranged from 86% among staff (44/51) to 100% (18/18) among contract faculty. (See Chart 4a, below.)



A different pattern emerges when the same data is broken out by campus: whereas 100% and 98% of employees on the Langley and Richmond campuses, respectively, responded with a "yes" to this question, only 77% of employees on the Newton campus replied in the affirmative⁴. (See Chart 4b, below.)



⁴ Although this does represent a 4% increase from the 2004 survey results.

Overall, the five services that were identified as being very important or important by respondents include: (1) library cleanliness—82% (143/174); (2) hours of operation—82% (145/177); (3) audiovisual services—81% (144/178); (4) reference services at the information desk—74% (130/175); and, (5) intercampus loans—69% (122/177). In terms of these five services, a larger proportion of respondents appear to be satisfied or very satisfied with the cleanliness of the library (87% or 148/170) and the audio-visual services (86% or 149/174) than with the library hours of operation (69% or 121/176) and intercampus loans (69% or 117/169). (See Table 3, below):

Table 3: Library Facilities and Services

	Important/ Very Important	Somewhat Important	Not important/ Not at all important	Not Familiar/ Not used	Satisfied/ Very Satisfied	Somewhat dissatisfied	Not Satisfied/ Not at all satisfied	Not familiar/ Not used
Reference services at Information Desks	74%	13%	2%	11%	81%	2%	1%	16%
Audiovisual services	81%	8%	2%	9%	86%	2%	3%	9%
Photocopying	37%	17%	13%	33%	49%	8%	4%	39%
Intercampus loans	69%	9%	2%	20%	69%	7%	2%	22%
Interlibrary loans	52%	13%	2%	31%	49%	8%	4%	39%
"Ask a Librarian" email reference service	27%	6%	3%	64%	22%	1%	1%	75%
Library computers	45%	13%	6%	36%	46%	7%	5%	42%
Library hours of operation	82%	14%	2%	2%	69%	15%	13%	3%
Information desk service hours	66%	12%	3%	19%	63%	10%	4%	23%
Printing from library computers	27%	4%	10%	59%	26%	3%	1%	70%
Library cleanliness	82%	12%	3%	3%	87%	7%	2%	4%

Of the 54 individuals who responded to the open-ended question about library services, approximately 37% of them offered very positive feedback on the delivery of services by the library staff:

"Library staff always rise to a challenge, and always helpful."

"Library employees are wonderful - helpful, encouraging when one needs help or education in a process, accommodating, thorough, and generally it is always a nice experience to go to the library for any reason."

Criticisms by survey respondents tended to focus on the hours of operation, the resources, and in several instances, observations about the cleanliness and noise levels in the library. (See Appendix C2 for additional comments.

In addition to rating general library facilities and services, faculty was asked to rate the importance of, and their satisfaction with a subset of services geared more specifically to their teaching and research needs. The results of this data analysis are displayed in Table 4, below. (A detailed break-out by faculty classification--regular or contract--is available in Appendix B4).

Table 4: Services for Faculty

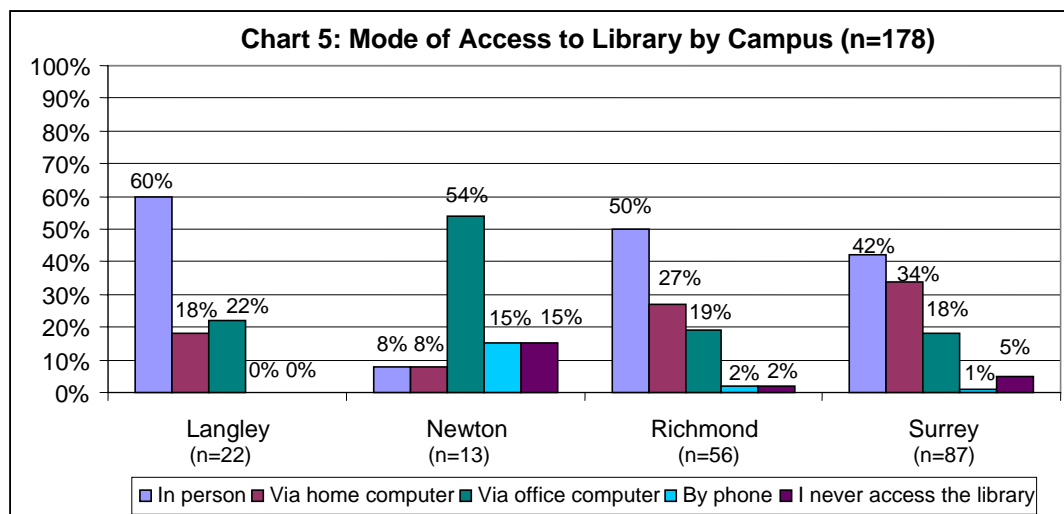
	Important/ Very Important	Somewhat Important	Not at all Important	Not Familiar/ Not used	Satisfied/ Very Satisfied	Somewhat satisfied	Not at all satisfied	Not familiar/ Not used
Library Orientations for students during class time	52%	13%	7%	28%	60%	4%	2%	34%
Research Skills exercises used in orientations	56%	9%	3%	32%	55%	5%	3%	37%
Info/Services provided by Faculty Liaison librarian	45%	13%	2%	40%	52%	1%	1%	46%
Advanced library research classes for upper division students	25%	3%	5%	67%	20%	2%	1%	77%

The data in Table 3 indicate that whereas just over 25% of faculty who responded to question six were not familiar with, or had not used the library orientation sessions, two-thirds (67%) of the respondents had not used, or were not familiar with the advanced library research sessions available for upper division students. Over half of the respondents who responded to this question were either satisfied or very satisfied with the library orientation sessions (60%) and the library research exercise used in the orientations (55%).

Patterns of Use

Of the 183 respondents who indicated how they accessed the library's resources, 43% (79/183) noted that they access the library in person. Approximately 51% (93/183) of the participants access the library either from their home computer (29% or 53/183) or their office computer (22% or 40/183), and only 2% (4/183) of respondents access the library by phone. Four percent of the respondents who provided information about mode of access indicated that they never access the library's resources. Between 2004 and 2006, there has been a decrease in the proportion of respondents who used the library in person—from 60% in 2004 to 40% in 2006—and a corresponding increase—from 35% in 2004 to 52% in 2006—in the proportion of survey respondents who access the library via their computers. Of the 78 respondents who indicated that “in person” was the most frequent mode of accessing the library, 63% of respondents (49/78) identified themselves as faculty—either regular or contract, 35% of respondents (27/78) indicated they were staff and 2% of respondents were administrators. Both regular faculty (41% or 43/106) and contract faculty (44% or 8/18) are more likely to access the library from their home computers than from their office computers—16% or 17/106, and 7% or 1/18, respectively. By comparison, a much higher proportion of respondents within the staff cohort, (38% or 20/53) access the library from their office computers than from their home computers (2% or 1/53). Six percent of respondents who identified themselves as staff (3/53) and 11% (2/18) of contract faculty who responded to question 9 claimed that they never accessed the library.

The break out for mode of access by campus is displayed, by percent, in Chart 5 below:

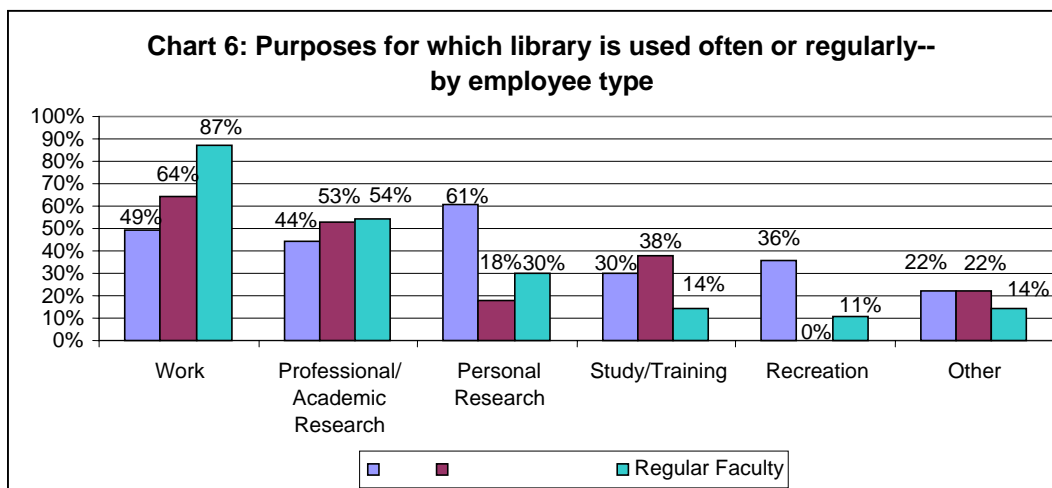


With the exception of respondents from the Newton campus, respondents from each of the other campuses indicated that they most frequently access the library in person. Over half the respondents from the Newton campus claimed that they most often accessed the library's resources via their office computer, but proportionally less respondents on the Newton campus appeared to access the library from their home computers, compared to survey participants located on either the Langley, Surrey or Richmond campuses. The differing pattern of library access by respondents at the Newton campus is

most likely explained by the fact that no physical facilities for a library currently exist on the Newton campus; this pattern may change when many of the staff are relocated on a new campus with in person access to a library.

In response to question 10, “On average, how often do you use the library in person?” the largest response category, for all respondents was once every week (57/183—31%). Only 4% (7/183) of respondents claimed that they never access the library in person, compared to 11% (19/173) of respondents in the 2004 library survey who indicated they never used the library in person. Between 50% and 55% of respondents on each of the Langley, Surrey and Richmond campuses indicated that they accessed the library in person at least once a week. Thirty-nine percent of contract faculty (7/18) and 38% of staff (20/53) who responded to this question indicated they used the library in person at least once a week. By contrast, 55% of regular faculty (58/106) responded that they access the library at least once a week.

In response to question 12, “For what purpose(s) do you use the library?” 73% of respondents (116/159) indicated that they often (i.e., once a month) or regularly (i.e., once or more per week) used the library for work purposes, and 52% of survey participants (84/161) claimed they often or regularly used the library for academic or professional research. Less than 20% of respondents (29/163) reported using the library often or regularly for recreational reading. Chart 6, below, shows the proportion of respondents by employee group (excluding administrators) who often or regularly use the library for the following purposes: work, academic/professional research, personal research, studying/training, recreation, or other:



Suggestions for Changes to the Library

Respondents were asked, in question 11, whether there are any materials or services that the library could provide that would compel them to use the library more often. Of the 83 individuals who responded to this question, 14% (12/83) remarked that they either could not think of anything else that library might do or they were satisfied with the library as it is. Forty-eight survey participants (58%) indicated they would feel more compelled to use the library if the collections were expanded: 35 respondents specifically wanted journals and books for academic purposes expanded, 6 participants commented that the videos for some areas of study were in need of updating, and 7 individuals mentioned that they would like to see the general collection of fiction books and popular magazines increased. Three respondents specifically stated that expanded hours of service would compel them to use the library more often, three individuals mentioned a need for improved audio-visual services and equipment, and four participants remarked that they would like to see an increase in the number of computers available throughout the library. Many of the suggestions provided by respondents in question 11 reiterated comments made elsewhere in the survey. (See Appendix C4, for a complete list of comments.) Overall, the suggestions for improvements

reflect the same themes as those collected in the previous survey; an ongoing need to expand and update both print and electronic versions of the library's collection, and longer hours of operation to better serve faculty and students. Some respondents praised the library for the improvements it has made thus far to the collection, and several individuals recognized that the limitations were due to financial resources. Based on many of the comments in the open-ended questions, it would appear that the library staff members are considered by many of the employees to be the most valuable asset of the library: the professionalism, helpfulness and friendliness of the library staff is a recurring theme.

"I find all staff very approachable and helpful"

"I am really satisfied and impressed with every aspect of the library service that has a people base. I have never had anything but the most kind, generous, and helpful contact with anyone working at the library ..."

Appendix A 2006 Library Survey -- Faculty, Staff & Administrator Feedback

Frequency Distribution (N=310)

1. Introduction

1. Please indicate whether you are:		
	Response Percent	Response Total
Staff	31.7%	98
Administrator	4.2%	13
Contract Faculty	14.6%	45
Regular Faculty (full or part-time)	49.5%	153
Total Respondents		309

Section 1: How Well are We Doing?

2. Please rate the importance of, and your satisfaction with, each of the following items in the library collection. Use the first menu to indicate how important each item is, and use the second menu to indicate how satisfied you are with each item.							
Importance of Item							
	Not familiar (ie. Have not used)	Not at all important	Not important	Somewhat important	Important	Very important	Response Total
Catalogued book collection	11% (21)	1% (1)	1% (1)	12% (23)	36% (67)	40% (74)	187
Computer software (Lotus Notes, Word, etc)	18% (34)	4% (8)	9% (16)	14% (25)	26% (48)	29% (54)	185
Periodical collection (magazines, newspapers, journals)	9% (17)	2% (3)	4% (7)	13% (24)	38% (70)	35% (64)	185
Online magazines and journals	21% (39)	1% (1)	5% (9)	10% (18)	23% (43)	40% (74)	184
Online article indexes/research databases	20% (37)	0% (0)	2% (4)	9% (17)	18% (34)	50% (92)	184
Access to online article indexes/research databases from off campus	24% (45)	0% (0)	2% (3)	9% (16)	25% (46)	40% (74)	184
Data and statistical resources	46% (83)	2% (3)	8% (15)	16% (29)	17% (30)	12% (21)	181
DVD and video collection	14% (25)	1% (2)	5% (10)	25% (46)	30% (56)	25% (46)	185
Music CD collection	52% (96)	10% (18)	14% (25)	13% (23)	7% (13)	4% (8)	183
CDROMs, audiobooks and kits	54% (99)	4% (8)	6% (11)	19% (34)	12% (22)	4% (8)	182
Library web site	5% (9)	1% (1)	2% (3)	8% (14)	29% (54)	56% (104)	185
Browsing paperback fiction collection	38% (69)	10% (18)	15% (28)	20% (37)	14% (25)	3% (5)	182
Resources By Subject on the library website	20% (37)	1% (2)	2% (4)	12% (22)	40% (73)	25% (45)	183
Printed handouts on library services and resources	14% (26)	2% (4)	4% (8)	28% (52)	37% (68)	14% (25)	183
Audiovisual equipment	6% (12)	1% (1)	2% (4)	9% (16)	25% (47)	57% (106)	186

Satisfaction with Item							
	Not familiar (i.e., Have not used)	Not at all satisfied	Not satisfied	Somewhat satisfied	Satisfied	Very Satisfied	Response Total
Catalogued book collection	12% (21)	1% (2)	7% (12)	31% (56)	41% (73)	8% (15)	179
Computer software (Lotus Notes, Word, etc)	28% (48)	1% (1)	3% (5)	9% (16)	47% (80)	12% (21)	171
Periodical collection (magazines, newspapers, journals)	10% (18)	3% (6)	5% (9)	24% (43)	48% (85)	9% (16)	177
Online magazines and journals	24% (40)	2% (3)	7% (12)	18% (30)	37% (63)	13% (22)	170
Online article indexes/research databases	22% (37)	1% (2)	4% (7)	19% (32)	37% (63)	18% (31)	172
Access to online article indexes/research databases from off campus	29% (49)	1% (2)	5% (8)	20% (33)	38% (64)	8% (13)	169
Data and statistical resources	57% (91)	2% (4)	2% (4)	12% (20)	22% (36)	3% (5)	160
DVD and video collection	19% (34)	2% (4)	7% (13)	33% (58)	29% (51)	9% (15)	175
Music CD collection	68% (108)	1% (2)	3% (5)	9% (15)	16% (25)	3% (4)	159
CDROMs, audiobooks and kits	71% (114)	0% (0)	1% (1)	11% (17)	16% (25)	2% (3)	160
Library web site	4% (7)	1% (1)	2% (4)	19% (34)	56% (100)	18% (32)	178
Browsing paperback fiction collection	54% (87)	2% (4)	7% (11)	15% (24)	20% (33)	1% (2)	161
Resources By Subject on the library website	22% (37)	0% (0)	4% (6)	16% (27)	52% (87)	7% (11)	168
Printed handouts on library services and resources	21% (36)	0% (0)	3% (5)	11% (18)	49% (84)	16% (28)	171
Audiovisual equipment	7% (13)	3% (5)	3% (5)	13% (23)	46% (83)	28% (50)	179
Total Respondents							190

3. If you are Faculty, please rate the items listed below. Staff and Administrators may skip this item and proceed to question #4.

Importance of Item						
	Not familiar (have not used)	Not at all important	Somewhat important	Important	Very Important	Response Total
Materials in the collection to support your teaching activities	6% (8)	1% (1)	8% (10)	30% (38)	55% (70)	127
Materials in the collection to support your research activities	22% (28)	5% (6)	17% (22)	33% (41)	23% (29)	126
Materials in the collection to support your students' learning activities	6% (8)	1% (1)	3% (4)	29% (37)	61% (77)	127
Accessing course reserves online (scanned journal articles, etc)	52% (64)	2% (2)	10% (13)	23% (29)	13% (16)	124
E-books	70% (87)	5% (6)	9% (11)	10% (13)	6% (8)	125
Copyright information provided on the library website	31% (39)	1% (1)	16% (20)	37% (46)	16% (20)	126
Online library orientation booking	45% (56)	4% (5)	14% (18)	22% (27)	15% (19)	125

Satisfaction with 1 item							
	Not familiar (have not used)	Not at all satisfied	Not satisfied	Somewhat satisfied	Satisfied	Very satisfied	Response Total
Materials in the collection to support your teaching activities	7% (9)	12% (14)	6% (7)	29% (35)	40% (49)	6% (7)	121
Materials in the collection to support your research activities	25% (29)	18% (21)	3% (4)	33% (38)	17% (20)	3% (3)	115
Materials in the collection to support your students' learning activities	8% (10)	9% (11)	8% (10)	29% (35)	40% (48)	5% (6)	120
Accessing course reserves online (scanned journal articles, etc)	61% (67)	0% (0)	4% (4)	15% (16)	20% (22)	1% (1)	110
E-books	82% (88)	1% (1)	2% (2)	7% (7)	7% (8)	1% (1)	107
Copyright information provided on the library website	38% (44)	0% (0)	7% (8)	6% (7)	39% (46)	10% (12)	117
Online library orientation booking	48% (55)	1% (1)	7% (8)	3% (3)	22% (25)	19% (22)	114
Total Respondents							128

4. Please comment on the usefulness of these resources to your study, work, or recreational needs.	
Total Respondents	96

5. Please rate the importance of, and satisfaction with, the following Library facilities and services as they relate to your work. Select your choices from the drop down menus in each column (Importance of service, Satisfaction with service) for each of the services, or type of facility listed below.							
Importance of Item							
	Not familiar (i.e., Have not used)	Not at all important	Not important	Somewhat important	Important	Very Important	Response Total
Reference services at information desks	11% (20)	0% (0)	2% (3)	13% (22)	37% (65)	37% (65)	175
Audiovisual services	9% (16)	1% (1)	1% (2)	8% (15)	29% (52)	52% (92)	178
Photocopying	33% (57)	5% (9)	8% (14)	17% (29)	21% (37)	16% (28)	174
Inter-campus loan service	20% (35)	0% (0)	2% (4)	9% (16)	31% (55)	38% (67)	177
Interlibrary loan service	31% (56)	0% (0)	2% (4)	13% (24)	21% (38)	31% (56)	178
"Ask a Librarian" email reference service	64% (112)	0% (0)	3% (6)	6% (10)	18% (31)	9% (15)	174
Library computers	36% (63)	2% (3)	4% (7)	13% (22)	23% (41)	22% (39)	175
Library hours of operation	2% (4)	0% (0)	2% (4)	14% (24)	38% (67)	44% (78)	177
Information desk service hours	19% (33)	1% (1)	2% (4)	12% (21)	44% (77)	22% (38)	174
Printing from library computers	59% (103)	4% (7)	6% (11)	4% (7)	16% (28)	11% (19)	175
Library cleanliness	3% (6)	1% (1)	2% (3)	12% (21)	48% (84)	34% (59)	174

Satisfaction with Item							
	Not familiar (i.e., Have not used)	Not at all satisfied	Not satisfied	Somewhat dissatisfied	Satisfied	Very satisfied	Response Total
Reference services at information desks	16% (28)	0% (0)	1% (2)	2% (3)	54% (94)	27% (46)	173
Audiovisual services	9% (16)	1% (2)	2% (3)	2% (4)	47% (82)	39% (67)	174
Photocopying	39% (62)	2% (3)	2% (3)	8% (12)	43% (69)	6% (10)	159
Inter-campus loan service	22% (38)	1% (2)	1% (1)	7% (11)	48% (81)	21% (36)	169
Interlibrary loan service	39% (64)	1% (2)	3% (5)	8% (14)	37% (61)	12% (20)	166
"Ask a Librarian" email reference service	75% (117)	0% (0)	1% (1)	1% (2)	16% (25)	6% (10)	155
Library computers	42% (68)	2% (3)	3% (5)	7% (11)	37% (60)	9% (15)	162
Library hours of operation	3% (5)	4% (7)	9% (16)	15% (27)	60% (106)	9% (15)	176
Information desk service hours	23% (38)	0% (0)	4% (7)	10% (16)	58% (98)	5% (9)	168
Printing from library computers	70% (109)	1% (1)	0% (0)	3% (5)	23% (36)	3% (5)	156
Library cleanliness	4% (7)	1% (2)	1% (1)	7% (12)	62% (106)	25% (42)	170
Total Respondents							180

6. If you are Faculty, please rate the additional services listed below. Staff and Administrators may skip this item and proceed to question #7.

Importance of Item						
	Not familiar (have not used)	Not at all important	Somewhat important	Important	Very important	Response Total
Library orientations provided for your students during class time	28% (34)	7% (8)	12% (15)	20% (24)	33% (40)	121
Research Skills Exercises used during library orientations	33% (40)	2% (3)	8% (10)	25% (30)	31% (38)	121
Information or services provided by your Faculty Liaison Librarian	40% (49)	2% (2)	13% (16)	26% (32)	18% (22)	121
Advanced library research classes for your upper division students	68% (81)	5% (6)	2% (3)	10% (12)	15% (18)	120

Satisfaction with item						
	Not familiar (have not used)	Not at all satisfied	Somewhat satisfied	Satisfied	Very satisfied	Response Total
Library orientations provided for your students during class time	32% (36)	2% (2)	5% (5)	30% (33)	32% (35)	111
Research Skills Exercises used during library orientations	37% (41)	3% (3)	5% (5)	35% (39)	21% (23)	111
Information or services provided by your Faculty Liaison Librarian	45% (48)	1% (1)	1% (1)	32% (34)	21% (22)	106
Advanced library research classes for your upper division students	75% (77)	1% (1)	2% (2)	13% (13)	9% (9)	102
Total Respondents						122

7. Overall, does the Library provide services helpful to your needs?			
		Response Percent	Response Total
Yes	<input type="checkbox"/>	93.3%	167
No	<input type="checkbox"/>	6.7%	12
Total Respondents			179

Section 2: Library Usage

9. How do you most often access the library's resources? (Choose one option only)			
		Response Percent	Response Total
In person	<input type="checkbox"/>	43.2%	79
Via home computer	<input type="checkbox"/>	29%	53
Via office computer	<input type="checkbox"/>	21.9%	40
By phone	<input type="checkbox"/>	2.2%	4
I never access the Library's resources	<input type="checkbox"/>	3.8%	7
Total Respondents			183

10. How often do you use the college library in person?			
		Response Percent	Response Total
Never	<input type="checkbox"/>	3.8%	7
Once every semester	<input type="checkbox"/>	10.4%	19
Once every two months	<input type="checkbox"/>	10.4%	19
Once every month	<input type="checkbox"/>	27.9%	51
Once every week	<input type="checkbox"/>	31.1%	57
More than three times a week	<input type="checkbox"/>	16.4%	30
Total Respondents			183

11. Are there any materials or services we can provide that would compel you to use the library more often? **(Total Respondents = 83)**





12. For what purpose(s) do you use the library? (e.g., work, personal research, study/training, recreation). Please indicate the frequency with which you use the library for each of these purposes.

	Never	Rarely (once per term)	Often (once a month)	Regularly (once or more per week)	Response Total
Work	6% (10)	21% (33)	32% (51)	41% (65)	159
Academic/professional research	19% (31)	29% (46)	36% (58)	16% (26)	161
Personal research	19% (30)	43% (70)	25% (40)	14% (22)	162
Study/training	41% (66)	38% (60)	13% (21)	8% (13)	160
Recreation	47% (76)	36% (58)	10% (16)	8% (13)	163
Other	66% (69)	16% (17)	11% (11)	7% (7)	104
Total Respondents					182

Section 3: Tell Us about Yourself

13. In which department do you currently work or teach: **(Total Respondents = 177)**

14. Please indicate your home campus for this term (i.e., on which campus do you work or, if faculty, teach most of your classes):

		Response Percent	Response Total
Langley		12.4%	22
Newton		7.3%	13
Richmond		31.5%	56
Surrey		48.9%	87
Total Respondents			178

15. If there are any other comments that you would like to make, but have not had an opportunity in previous sections of the survey, please provide your feedback here: **(Total Respondents = 54)**

Appendix B

Library Use Statistical Tables

Appendix B1, Table 1: Staff Ratings of Library Resources (Collections)

Valid n	Not familiar (i.e. Have not used)	Not Important/ Not at all important	Somewhat important	Important/ Very important	Resource	Not familiar (i.e. Have not used)	Not Satisfied/ Not at all satisfied	Somewhat satisfied	Satisfied/ Very Satisfied	Valid n
56	9(16%)	1(2%)	5(9%)	41(73%)	Catalogued book collection	7(13%)	6(11%)	12(22%)	29(54%)	54
55	9(16%)	10(18%)	8(16%)	32(58%)	Computer software	13(25%)	1(2%)	4(8%)	33(65%)	51
55	4(7%)	8(15%)	5(9%)	38(69%)	Periodical collection (magazines, newspapers, journals)	4(8%)	3(6%)	7(13%)	38(73%)	52
55	10(18%)	5(9%)	8(15%)	32(58%)	Online magazines and journals	13(25%)	3(6%)	6(12%)	30(57%)	52
54	11(20%)	2(4%)	8(15%)	33(61%)	Online article indexes/research databases	13(25%)	1(2%)	7(13%)	30(60%)	51
54	14(26%)	2(4%)	7(13%)	31(57%)	Access to online article indexes/research databases from off campus	18(36%)	3(6%)	9(18%)	20(40%)	50
54	24(44%)	8(15%)	7(13%)	15(28%)	Data and statistical resources	28(57%)	2(4%)	6(12%)	13(27%)	49
55	9(16%)	6(11%)	17(31%)	23(42%)	DVD and video collection	12(23%)	4(8%)	21(40%)	15(29%)	52
55	22(40%)	12(22%)	9(16%)	12(22%)	Music CD collection	24(48%)	5(10%)	6(12%)	15(30%)	50
54	21(40%)	8(15%)	13(24%)	12(21%)	CDROMs audiobooks and kits	29(60%)	1(2%)	7(14%)	12(24%)	49
56	4(7%)	2(3%)	3(6%)	47(84%)	Library web site	2(4%)	2(4%)	12(22%)	38(70%)	54
54	13(24%)	10(18%)	15(28%)	16(30%)	Browsing paperback fiction collection	16(31%)	8(15%)	14(27%)	13(25%)	51
54	14(26%)	3(6%)	5(9%)	32(59%)	Resources By Subject on the library website	15(29%)	1(2%)	8(15%)	28(54%)	52
54	10(19%)	5(9%)	12(22%)	27(50%)	Printed handouts on library services and resources	12(24%)	2(4%)	5(10%)	31(62%)	50
54	7(13%)	0(0%)	4(7%)	43(80%)	Audiovisual equipment	7(13%)	4(8%)	6(11%)	36(68%)	53

Appendix B1, Table 2: Regular Faculty members' ratings of Library Resources (Collections)

Valid n	Not familiar (i.e. Have not used)	Not important/ Not at all important	Somewhat important	Important/ Very important	Resource	Not familiar (i.e. Have not used)	Not Satisfied/ Not at all satisfied	Somewhat satisfied	Satisfied/ Very Satisfied	Valid n
109	6(6%)	0(0%)	16(15%)	87(79%)	Catalogued book collection	6(6%)	7(7%)	40(38%)	51(49%)	104
108	24(22%)	15(14%)	14(13%)	55(51%)	Computer software	29(29%)	2(2%)	9(9%)	59(60%)	99
108	9(8%)	2(2%)	15(14%)	82(76%)	Periodical collection (magazines newspapers, journals)	10(10%)	9(9%)	31(30%)	54(51%)	104
106	23(22%)	5(5%)	8(7%)	70(66%)	Online magazines and journals	22(23%)	10(10%)	20(21%)	45(46%)	97
107	22(21%)	2(2%)	8(7%)	75(70%)	Online article indexes/research databases	19(19%)	5(5%)	20(20%)	55(56%)	99
108	26(24%)	1(1%)	8(7%)	73(68%)	Access to online article indexes/research databases from off campus	25(26%)	5(5%)	19(19%)	49(50%)	98
105	51(49%)	9(9%)	19(18%)	26(24%)	Data and statistical resources	53(58%)	5(6%)	10(11%)	23(25%)	91
107	12(11%)	3(3%)	24(22%)	68(64%)	DVD and video collection	14(14%)	10(10%)	33(32%)	45(44%)	102
106	62(59%)	27(26%)	11(10%)	6(5%)	Music CD collection	70(79%)	1(1%)	7(8%)	11(12%)	89
106	67(64%)	9(8%)	17(16%)	13(12%)	CDROMs audiobooks and kits	70(78%)	0(0%)	6(7%)	14(15%)	90
106	3(3%)	2(2%)	8(8%)	93(87%)	Library web site	3(3%)	3(3%)	17(17%)	79(77%)	102
106	47(44%)	27(26%)	20(19%)	12(11%)	Browsing paperback fiction collection	56(62%)	6(7%)	8(9%)	20(22%)	90
107	17(16%)	1(1%)	17(16%)	72(67%)	Resources By Subject on the library website	15(16%)	5(5%)	17(18%)	59(61%)	96
106	11(10%)	6(6%)	34(32%)	55(52%)	Printed handouts on library services and resources	16(16%)	3(3%)	12(12%)	68(69%)	99
108	4(4%)	4(4%)	9(8%)	91(84%)	Audiovisual equipment	4(4%)	5(5%)	15(15%)	79(76%)	103

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

Valid n	Not familiar (i.e. Have not used)	Not important /Not at all important	Somewhat important	Important/ Very important	Resource	Not familiar (i.e. Have not used)	Not Satisfied/ Not at all satisfied	Somewhat satisfied	Satisfied/ Very Satisfied	Valid n
16	5(31%)	0(0%)	2(13%)	9(66%)	Catalogued book collection	6(38%)	1(6%)	3(19%)	6(37%)	16
16	1(6%)	3(19%)	1(6%)	11(69%)	Computer software	5(31%)	2(13%)	3(19%)	6(37%)	16
16	4(25%)	0(0%)	3(19%)	9(56%)	Periodical collection (magazines newspapers, journals)	4(25%)	3(19%)	2(12%)	7(54%)	16
17	5(29%)	0(0%)	1(6%)	11(65%)	Online magazines and journals	4(25%)	1(6%)	3(19%)	8(50%)	16
17	2(12%)	0(0%)	0(0%)	15(88%)	Online article indexes/research databases	3(18%)	2(12%)	3(18%)	9(52%)	17
16	4(25%)	0(0%)	0(0%)	12(75%)	Access to online article indexes/research databases from off campus	5(31%)	1(6%)	3(19%)	7(44%)	16
16	6(38%)	1(6%)	1(6%)	8(50%)	Data and statistical resources	6(40%)	1(7%)	3(20%)	5(33%)	15
17	3(18%)	2(12%)	2(12%)	10(58%)	DVD and video collection	5(31%)	3(19%)	2(12%)	6(38%)	16
16	8(50%)	3(19%)	2(12%)	3(19%)	Music CD collection	10(67%)	1(6%)	1(7%)	3(20%)	15
16	8(50%)	2(12%)	2(13%)	4(25%)	CDROMs audiobooks and kits	12(75%)	0	2(12%)	2(13%)	16
17	2(12%)	0(0%)	2(12%)	13(76%)	Library web site	2(12%)	0(0%)	3(18%)	12(70%)	17
16	7(44%)	6(37%)	1(6%)	2(13%)	Browsing paperback fiction collection	12(80%)	1(7%)	1(7%)	1(6%)	15
16	5(31%)	2(12%)	0(0%)	9(56%)	Resources By Subject on the library website	5(33%)	0(0%)	2(13%)	8(54%)	15
17	4(24%)	1(6%)	2(12%)	10(58%)	Printed handouts on library services and resources	6(35%)	0(0%)	0(0%)	11(65%)	17
18	0(0%)	1(6%)	3(17%)	14(77%)	Audiovisual equipment	1(6%)	1(6%)	2(11%)	14(77%)	18

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

Valid n	Not familiar (i.e. Have not used)	Not Important/ Not at all important	Somewhat important	Important/ Very Important	Item	Not familiar (i.e. Have not used)	Not Satisfied/ Not at all Satisfied	Somewhat satisfied	Satisfied/ Very Satisfied	Valid n
105	6(6%)	1(1%)	8(8%)	90(85%)	Materials in the collection to support your teaching activities	6(6%)	16(16%)	31(31%)	47(47%)	100
105	21(20%)	6(6%)	19(18%)	59(56%)	Materials in the collection to support your research activities	21(22%)	21(22%)	34(35%)	20(21%)	96
105	7(7%)	0(0%)	4(4%)	94(89%)	Materials in the collection to support your students' learning activities	7(7%)	17(17%)	31(31%)	45(45%)	100
103	56(54%)	2(2%)	12(12%)	33(32%)	Accessing course reserves online (scanned journal articles etc)	58(64%)	2(2%)	13(14%)	18(20%)	91
104	74(71%)	5(5%)	9(9%)	16(15%)	E-books	73(82%)	3(3%)	7(8%)	6(7%)	89
104	31(30%)	1(1%)	16(15%)	56(54%)	Copyright information provided on the library website	35(36%)	4(4%)	7(7%)	51(53%)	97
104	46(44%)	5(5%)	17(16%)	36(35%)	Online library orientation booking	46(48%)	8(8%)	2(2%)	39(42%)	95

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

Valid n	Not familiar (i.e. Have not used)	Not Important/ Not at all important	Somewhat important	Important/ Very Important	Item	Not familiar (i.e. Have not used)	Not Satisfied/ Not at all Satisfied	Somewhat satisfied	Satisfied/ Very Satisfied	Valid n
15	1(7%)	0(0%)	2(13%)	12(80%)	Materials in the collection to support your teaching activities	2(13%)	5(34%)	1(7%)	7(47%)	15
14	6(43%)	0(0%)	3(21%)	5(36%)	Materials in the collection to support your research activities	7(54%)	3(23%)	1(8%)	2(15%)	13
15	0(0%)	0(0%)	0(0%)	15(100%)	Materials in the collection to support your students' learning activities	2(14%)	3(22%)	3(22%)	6(42%)	14
14	6(43%)	0(0%)	1(7%)	7(50%)	Accessing course reserves online (scanned journal articles etc)	7(54%)	1(8%)	2(15%)	3(23%)	13
14	9(64%)	1(7%)	1(7%)	3(22%)	E-books	12(92%)	0(0%)	0(0%)	1(8%)	13
14	6(40%)	0(0%)	3(20%)	6(40%)	Copyright information provided on the library website	7(50%)	2(14%)	0(0%)	5(36%)	14
14	8(57%)	0(0%)	0(0%)	6(43%)	Online library orientation booking	8(57%)	1(7%)	0(0%)	5(36%)	95

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

Valid n	Not familiar (i.e. Have not used)	Not important/ Not at all Important	Somewhat important	Important/Very Important	Item	Not familiar (i.e. Have not used)	Not Satisfied/ Not at all satisfied	Somewhat dissatisfied	Satisfied/ Very satisfied	Valid n
50	6(12%)	1(2%)	2(4%)	41(82%)	Reference services at our information desks	7(14%)	2(4%)	1(2%)	39(80%)	49
51	10(20%)	1(2%)	3(6%)	37(72%)	Audiovisual services	9(18%)	3(6%)	2(4%)	36(72%)	50
50	14(28%)	4(8%)	6(12%)	25(50%)	Photocopying	17(36%)	1(21%)	4(9%)	25(54%)	47
51	9(18%)	1(2%)	5(10%)	36(70%)	Intercampus loan service	10(21%)	1(2%)	2(4%)	35(73%)	48
51	14(27%)	2(4%)	6(12%)	29(57%)	Interlibrary loan service	18(38%)	3(6%)	0(0%)	26(56%)	47
50	28(56%)	3(6%)	5(10%)	14(28%)	Ask a Librarian email reference service	32(71%)	0(0%)	1(2%)	12(27%)	45
50	15(30%)	3(6%)	2(4%)	29(58%)	Library computers	16(36%)	2(4%)	3	24	45
51	2(4%)	1(2%)	4(8%)	44(86%)	Library hours of operation	2(4%)	5(10%)	5(10%)	39(76%)	51
50	15(30%)	1(2%)	1(2%)	33(66%)	Information desk service hours	13(28%)	1(2%)	3(6%)	64%	47
50	21(42%)	4(8%)	2(4%)	23(46%)	Printing from library computers	21(48%)	0(0%)	2(4%)	21(48%)	44
51	4(8%)	0(0%)	5(10%)	42(84%)	Library cleanliness	3(6%)	3(6%)	8(16%)	36(72%)	50

Appendix B3, Table 2: Regular Faculty's Ratings of Library Facilities and Services

Valid n	Not familiar (i.e. Have not used)	Not important/ Not at all Important	Somewhat important	Important/ Very Important	Item	Not familiar (i.e. Have not used)	Not Satisfied/ Not at all satisfied	Somewhat dissatisfied	Satisfied/ Very satisfied	Valid n
104	8(8%)	2(2%)	18(17%)	76(73%)	Reference services at our information desks	15(14%)	0(0%)	2(2%)	87(84%)	104
105	4(4%)	2(2%)	10(10%)	89(84%)	Audiovisual services	4(4%)	2(2%)	2(2%)	95(92%)	103
104	36(35%)	16(16%)	20(19%)	32(30%)	Photocopying	36(39%)	5(5%)	7(8%)	44(48%)	93
105	19(18%)	3(3%)	9(9%)	74(70%)	Intercampus loan service	20(20%)	2(2%)	9(9%)	71(69%)	102
105	34(32%)	1(1%)	14(13%)	56(54%)	Interlibrary loan service	35(35%)	4(4%)	11(11%)	49(50%)	99
103	75(73%)	1(1%)	4(4%)	23(22%)	Ask a Librarian email reference service	72(79%)	1(1%)	1(1%)	17(19%)	91
104	40(39%)	4(2%)	17(16%)	43(41%)	Library computers	43(44%)	6(6%)	6(6%)	43(44%)	98
104	1(1%)	2(2%)	17(16%)	84(81%)	Library hours of operation	1(1%)	17(16%)	21(20%)	65(63%)	104
104	15(14%)	3(3%)	19(18%)	67(64%)	Information desk service hours	19(18%)	6(6%)	12(12%)	66(64%)	103
104	72(69%)	9(8%)	4(4%)	19(18%)	Printing from library computers	74(80%)	1(1%)	3(3%)	15(16%)	93
103	1(1%)	4(4%)	12(12%)	86(83%)	Library cleanliness	3(3%)	0(0%)	1(1%)	97(96%)	101

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

Valid n	Not familiar (i.e. Have not used)	Not important/ Not at all important	Somewhat important	Important/ Very Important	Item	Not familiar (i.e. Have not used)	Not Satisfied/ Not at all satisfied	Somewhat dissatisfied	Satisfied/ Very Satisfied	Valid n
16	6(38%)	0(0%)	0(0%)	10(62%)	Reference services at our information desks	6(38%)	0(0%)	0(0%)	10(62%)	16
17	1(6%)	0(0%)	0(0%)	16(94%)	Audiovisual services	2(12%)	0(0%)	0(0%)	15(88%)	17
15	7(47%)	0(0%)	0(0%)	8(53%)	Photocopying	8(53%)	0(0%)	1(7%)	6(40%)	15
16	7(44%)	0(0%)	1(6%)	8(50%)	Intercampus loan service	7(47%)	0(0%)	0(0%)	8(53%)	15
16	8(50%)	1(6%)	1(6%)	6(38%)	Interlibrary loan service	10(67%)	0(0%)	0(0%)	5(33%)	15
16	8(50%)	1(6%)	1(6%)	6(37%)	Ask a Librarian email reference service	10(67%)	0(0%)	0(0%)	5(33%)	15
16	7(44%)	1(6%)	0(0%)	8(50%)	Library computers	8(53%)	0(0%)	1(7%)	6(40%)	15
17	1(6%)	0(0%)	3(18%)	13(76%)	Library hours of operation	1(6%)	1(6%)	1(6%)	14(82%)	17
15	3(20%)	0(0%)	1(7%)	11(73%)	Information desk service hours	3(21%)	0(0%)	1(7%)	10(72%)	14
16	9(56%)	1(6%)	1(6%)	5(32%)	Printing from library computers	10(67%)	0(0%)	0(0%)	5(33%)	15
15	1(7%)	0(0%)	4(27%)	10(66%)	Library cleanliness	1(7%)	0(0%)	1(7%)	13(86%)	15

Appendix B4, Table 1: Regular Faculty's Ratings of Instructional Related Services

Valid n	Not familiar (i.e. Have not used)	Not at all important	Somewhat important	Important/ Very Important	Item	Not familiar (i.e. Have not used)	Not at all satisfied	Somewhat satisfied	Satisfied/ Very Satisfied	Valid n
102	25(24%)	8(8%)	14(14%)	55(54%)	Library orientations provided for your students during class time	29(31%)	2(2%)	5(5%)	59(62%)	95
102	32(31%)	3(3%)	10(10%)	57(56%)	Research Skills Exercises used during library orientations	33(35%)	3(3%)	4(4%)	55(58%)	95
102	40(39%)	2(2%)	14(14%)	56(45%)	Information or services provided by your Faculty Liaison Librarian	39(43%)	1(1%)	1(1%)	49(55%)	90
101	68(67%)	6(6%)	3(3%)	24(24%)	Advanced library research classes for your upper division students	66(77%)	1(1%)	1(1%)	18(21%)	86

Appendix B4, Table 2: Contract Faculty's Ratings of Instructional Related Services

Valid n	Not familiar (i.e. Have not used)	Not at all important	Somewhat important	Important/ Very Important	Item	Not familiar (i.e. Have not used)	Not at all satisfied	Somewhat satisfied	Satisfied/ Very Satisfied	Valid n
13	7(58%)	0(0%)	1(8%)	5(34%)	Library orientations provided for your students during class time	7(58%)	0(0%)	0(0%)	5(42%)	12
13	5(39%)	0(0%)	0(0%)	8(61%)	Research Skills Exercises used during library orientations	7(58%)	0(0%)	1(8%)	4(34%)	12
13	6(46%)	0(0%)	1(8%)	6(46%)	Information or services provided by your Faculty Liaison Librarian	8(67%)	0(0%)	0(0%)	4(33%)	12
13	9(69%)	0(0%)	0(0%)	4(31%)	Advanced library research classes for your upper division students	9(75%)	0(0%)	1(8%)	2(17%)	12

1. Do Library Resources-Meet Your Needs?

Campus	Employee Group	Comments
THEME: GENERAL		
<i>Satisfied</i>		
Langley	Staff	am able to meet my needs and/or requirements
Langley	Staff	Very interested in recreational reading and like magazines, paperbacks, music cd's, as well as horticultural and equine materials. Like the Langley collections very much. Also like course materials in Literature, history and archaeology and think that the magazines are great! Collections are growing and getting better and better ...
Langley	Staff	Very helpful and easily accessible. I like the convenience.
Newton	Staff	Have been very useful for work related requirements.
Newton	Staff	I work on Newton campus. I feel that the library and its resources (both materials and staff) is an integral and important part of an educational institution, and nothing will replace hands-on access to the collection or its resource staff.
Richmond	Staff	Excellent library resources.....
Richmond	Staff	It is very useful to my work and recreational needs.
Richmond	Staff	Library has an excellent collection of materials that are very useful!!
Richmond	Staff	somewhat important
Richmond	Staff	Staying up to date with resources is essential in this job environment. Having access gives me the opportunity to enhance my skill base and serve the patron more efficiently.
Richmond	Staff	I find them extremely useful for my job, my students...
Richmond	Contract Faculty	I use materials all the time when I'm teaching, and expect the students to demonstrate familiarity with the materials in the library...
Richmond	Contract Faculty	I use them for teaching and I've been satisfied with everything I've used.
Richmond	Contract Faculty	the above resources that I have commented on are helpful to my student myself for some of their projects in my BBA course
Richmond	Regular Faculty	Information and data available whenever I need it.
Richmond	Regular Faculty	Supplementary yet extremely important for the upkeep of recent unfolding current events
Richmond	Regular Faculty	The library has been exceptionally responsive to our department's needs, both in terms of the physical collection and....
Richmond	Regular Faculty	Keep up the great work with acquisitions! The improvements over the last several years have been immense
Surrey	Administrator	They are useful for event planning, meeting planning, etc.
Surrey	Contract Faculty	Materials for student learning is important and should be easily accessible.
Surrey	Regular Faculty	All resources in the library are well used by my students and I refer the students to the library daily. I tend to only use the library for material pertinent to my teaching and less for personal use (probably should do both!)
Surrey	Regular Faculty	essential
Surrey	Regular Faculty	Generally very useful for work needs.
Surrey	Regular Faculty	Good...
Surrey	Regular Faculty	Seem to be able to access resources for all my needs related to students and my teaching – research...

1. Do Library Resources-Meet Your Needs?

Campus	Employee Group	Comments
Surrey	Regular Faculty	The library resources are very important and useful....
Surrey	Regular Faculty	The library supports my teaching to a high degree...
Surrey	Regular Faculty	These resources contribute to the overall learning experience of students and help make them better citizens both inside and outside Kwantlen.
Surrey	Regular Faculty	Very useful
Surrey	Staff	It's very convenient having these resources so close at hand...
Surrey	Staff	The library is very important and useful as I work with nurses.
	Regular Faculty	They are very helpful especially when everything is organized, makes everything go by easy!!
Surrey	Regular Faculty	...But the library is very helpful with regards to my teaching needs in the audiovisual department and in general questions and information.

Not Satisfied

Richmond	Staff	The resources available at the library are quite useful, if one can find them...
Richmond	Staff	Unfortunately having a multi-campus institution means that you often have to wait to get resources from the other campuses...
Richmond	Regular Faculty	The lack of selection of critical materials continues to create a shortfall for student learning activities and for curriculum development
Surrey	Staff	The multi-functional aspect of the library would be increased if more popular magazines (like Lou Lou Magazine and Oprah) and best selling novels, like those by Helen Fielding or Sophie Kinsella were available. I would use this service during my breaks, and the library would serve as an important stress reducer.
Surrey	Staff	I need more access to popular culture materials - popular magazines and novels, during my workday.
Surrey	Staff	Not very useful. Books are not enough.
Surrey	Regular Faculty	I wasn't sure how to answer the research or teaching activity question. I am satisfied that the library is doing its best in many creative ways to support both my teaching and research. However, I am not satisfied in what there actually is...
Surrey	Regular Faculty	As a general comment (though I recognize it reflects the resources available) our collection of journals and books is too small and this situation is exacerbated by splitting the collection across multiple campuses...
Surrey	Regular Faculty	The rider there is that the library is small; there are gaps in subject coverage, but that's a result of lack of funding.
Surrey	Regular Faculty	For more technical material, I go to the UBC library. Kwantlen doesn't have the range of material that I need, but the larger university library does....

Suggestions

Newton	Regular Faculty	Materials for ABE students. Materials related to my areas of research: Adult basic education/literacy, assessment, using music in the classroom, other androgogy related materials.
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1. Do Library Resources-Meet Your Needs?

Campus	Employee Group	Comments
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THEME: BOOKS

Satisfied

Richmond	Regular Faculty	I truly appreciate the work the library has done in helping us build our fashion reference collection.
Surrey	Regular Faculty	I make heavy use of the... new books for recreation/academic reading.
Surrey	Regular Faculty	...I am usually pleasantly surprised at the books available...
Surrey	Regular Faculty	My concerns are the library resources in terms of books to support student research. However, I understand that I can put in requests for new material, which I will do in the future. I am a new faculty member, and I suppose the former teacher in my position did not need or want to have up to date relevant material in the library.
Surrey	Regular Faculty	The library has done extremely well in the last few years at updating both primary and secondary texts for Shakespeare. That is a substantial achievement. Shakespeare is not, however, the only author of note to have come out of the renaissance, and his contemporaries are still under-represented in the current holdings.

Not Satisfied

Langley	Regular Faculty	...Resources will become much more important for me to do research (through ISH), and they are not adequate at the moment (texts books are outdated).
Langley	Regular Faculty	I teach history at an upper level and our collection is just not up to what it should be. Having said that, I've ordered a huge number of books and the library has been very good at obliging me.
Langley	Staff	...but the fiction paperbacks need to be updated especially at Langley as the same books have been there for a long time and not much new is there.
Richmond	Regular Faculty	More books are needed for research. I have not used the library for recreation.
Richmond	Regular Faculty	More copies of required and recommended text books would aid our students immensely.
Surrey	Regular Faculty	In general, I find I have to use the UBC library to find the books ...I need for my own research needs or even to prepare for class.
Surrey	Regular Faculty	More books!
Surrey	Regular Faculty	My students have not always been able, particularly at Langley, to access books they need for background or direct material in English Literature.
Surrey	Regular Faculty	books/periodicals collections too limited

Suggestions

Surrey	Regular Faculty	I use the collection for teaching and find both quite useful, however I need more education on some of the other services that would certainly be useful as well (eg, ebooks, interlibrary services). A periodic call for requests for new materials would be helpful also.
Surrey	Regular Faculty	...More copies of textbooks are to be made available to the needy students

1. Do Library Resources-Meet Your Needs?

Campus	Employee Group	Comments
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THEME: JOURNAL COLLECTION

General

Langley	Regular Faculty	...2. Periodicals do not get 'chased up' if they are behind in delivery from the supplier...
Richmond	Staff	Journal articles and indexes are very widely used by students and should be well updated.
Surrey	Regular Faculty	I make heavy use of the periodical section ... for recreation/academic reading.
Surrey	Regular Faculty	Up to date nursing journals... very important to my classes & my students learning.

Not Satisfied

Newton	Administrator	The scope of journals useful to my work is sometimes a bit limited...
Richmond	Staff	...The periodical resources are woeful and need a huge investment...
Surrey	Regular Faculty	In general, I find I have to use the UBC library to find the... journals I need for my own research needs or even to prepare for class.
Surrey	Regular Faculty	There is a great need to add journal resources for teaching as well as research purposes...
Surrey	Regular Faculty	We do not have a large enough library journal selection to support scholarship
Surrey	Regular Faculty	Services are generally good. Need more variety in journals...

THEME: ONLINE RESOURCES/WEBSITE

Satisfied

Newton	Administrator	I work on the Newton campus, which means my access to the physical resources of the library is quite limited. I do appreciate the online journals and the searches for articles. Being able to look for, and find online journal articles makes my research easier.
Newton	Administrator	The online journals are very important for my work but often times, I am unable to access them through the internet, making it difficult for me to do my work
Newton	Staff	The due date show on the web as numbers (e.g. 2/3/2006) which is very confusing. We need it to display like 06 FEB2006 or with explanation like dd/mm/yyyy.
Surrey	Regular Faculty	Online databases and journals very important for the courses I teach.
Surrey	Regular Faculty	The library, especially the on line facilities, meets most of my expectations although the WEB is my main resource.
Surrey	Regular Faculty	I use the article indexes often for teaching/research activities...and find both quite useful...
Surrey	Regular Faculty	I do majority of my work via online resources, appreciate easy access, particularly able to print complete articles from the different databases.
Surrey	Regular Faculty	...The online databases we subscribe to are valuable but they alone are not sufficient for my research needs.
Richmond	Staff	...The use of the databases can be tricky, but when using the right one, you can find almost all of the information you need...
Richmond	Regular Faculty	The library has been exceptionally responsive to our department's needs both in terms of....the online article indexes (though the loss of Infotrac was disappointing as not all of these journals were indexed in JSTOR)

1. Do Library Resources-Meet Your Needs?

Campus	Employee Group	Comments
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Not Satisfied

Langley	Contract Faculty	...and the online databases do not include Music Index
Newton	Administrator	Given that my greatest need is having access to electronic journals which is limited, I would say that my needs are not being met. However, the other aspects of the library that I use, such as the book collections, are fine.
Richmond	Staff	...most often I find that I use SFU's online journal databases because ours are not that useful
Surrey	Staff	At this time it is very important that the news article databases be much easier to access from off campus. To date they have been extremely difficult to access off site.
Surrey	Staff	When looking for articles (sage, cinahl) the search results from 'where can I get this' often is hard to understand. I would like to have the ability to access more full text articles.
Surrey	Regular Faculty	...However, I am not satisfied in what there actually is. The biggest problem is the lack of access to online and e-journal articles. I know we have some but so far, hardly any of them have been of much use to me or my students. They just are not the right journals. Students (and faculty) at SFU and UBC have fabulous access to a huge collection of online journals (UBC better than SFU) and I find myself handicapped to not have that access. I realize it's very expensive but I believe it will be money very well spent. I need this access and so do my students. There is a lot of borrowing of siblings' and friends' UBC and SFU library card numbers and passwords in order to get some of this by our students, and that is not how it should be...
Surrey	Regular Faculty	I realize there are limitations, but the selection of indexes and journals available via the indexes is far less than at UBC and SFU...I find the access to Statistics Canada data disappointing.

Suggestions

Surrey	Regular Faculty	...Could a vpn be added for online access?
Surrey	Regular Faculty	I use a large proportion of on-line materials. More access to full text scholarly journals in nursing and social sciences would be helpful.
Surrey	Regular Faculty	The online article databases are actually quite good, but it's important to get full text for far more journals. Students usually don't bother getting articles unless they are full text online. In order to support cutting edge research by both faculty and students, we will need to move away from Staff Administrator month embargoes on full text journals.
Surrey	Staff	Access news databases from off campus has been difficult, it would not download and it was tried on more than one computer. It's important to be able to access these from off campus. It would be very useful to do so.

THEME: VIDEO COLLECTION & AV EQUIPMENT

Satisfied

Langley	Contract Faculty	...I have used the audiovisual equipment, and everything has always functioned properly...
Langley	Regular Faculty	The most used service of the library by the farrier program is the A/V equipment and data projector.
Richmond	Regular Faculty	Importance of AV equipment would be higher if I wasn't in an eclass.
Richmond	Regular Faculty	...The one thing I do use (the cameras) are there when I need them and seem to work.
Surrey	Regular Faculty	We have adjusted to what we have. If we had access to more or better or... we would adjust to that. I am quite satisfied with everything except sometimes the delay in picking up AV materials because we are short staffed. I wish we could either sign it out ourselves like we did in the old days, or have more staff to expedite the process.

1. Do Library Resources-Meet Your Needs?

Campus	Employee Group	Comments
Surrey	Regular Faculty	I am usually pleasantly surprised at the...video/DVD collection for teaching.
Surrey	Regular Faculty	I use the... AV services...for teaching and find both quite useful...

Not Satisfied

Langley	Staff	Batteries tend to fail for me on laptops and digital cameras.
Surrey	Staff	Cameras - A student get a camera from Library for her works, the camera needs fix, but still hand it out.
Surrey	Regular Faculty	...I would really like more classrooms to be equipped with TV/VCR/DVD's so we don't have to push those heavy carts around.
Surrey	Regular Faculty	Access to audio visual equipment is extremely poor. Library in Richmond opens too late to be available for Saturday classes. Surrey library closes too early for evening classes. The people behind the Surrey AV counter are unhelpful. The equipment in the 'closets' is seldom actually there and seldom works. I've given up.

Suggestions

Langley	Contract Faculty	Newer videos for Anatomy and Physiology, some new ones on communication in health care....there are very few decent resources it seems for what I teach.
Langley	Regular Faculty	More medical videos. anatomy, different systems
Langley	Staff	More DVDs and videos with longer loan periods.
Langley	Regular Faculty	some of the resources that I use for my class are becoming quite dated; videos are starting to fade and the selection is limited
Richmond	Staff	...The audiovisual equipment should be more current...
Surrey	Contract Faculty	video resources are outdated for maternity/nursing (my only experience)
Surrey	Regular Faculty	Up to date nursing...dvd's very important to my classes & my students learning.

THEME: PD RESOURCES

Langley	Contract Faculty	I teach in the music department. There is almost nothing of use for my research, there are not enough music books, recordings or scores for our students to use...and the online databases do not include Music Index.
Newton	Administrator	I take courses on an ongoing basis and the Kwantlen Library services are essential...The resources I have used in my studies have been extremely beneficial. Thank you!
Richmond	Staff	I find them extremely useful for ...my professional development needs.
Richmond		Resources...limited use for research
Richmond	Staff	For my classroom needs yes. however for my personal research needs no. I do most of my research using sfu's materials because we simply do not have anywhere near the resources that they have. If we are serious about offering quality BA programs than we must support the library and add the resources that it needs.
Richmond	Regular Faculty	Although I indicated 'not at all' satisfied on support for my research, I think it would be unreasonable to ask for more since I would be the only person at Kwantlen with these particular needs.
Surrey	Staff	I access articles and books for my Masters courses but also for my children's school work. There is information available at both levels which is extremely helpful.

1. Do Library Resources-Meet Your Needs?

Campus	Employee Group	Comments
Surrey	Staff	I collect articles for the Nursing faculty when working in the Wellness Ctr. I find that it's easy to access these and if it's not, the library staff is always helpful.
Surrey	Regular Faculty	...My only frustration has been with lack of availability of books for my own PD...

THEME: RESERVES

Surrey	Regular Faculty	...I haven't used the course reserves..., but they are important.
Surrey	Regular Faculty	We place solutions manuals in the on-campus reserve, also you look after files of solutions to assigned problems for us at the reserve desk. Service has been very good.

THEME: COPYRIGHT INFO ON WEBSITE

Surrey	Regular Faculty	...I haven't used the... copyright on line, but they are important.
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THEME: LIMITED EXPERIENCE WITH LIBRARY RESOURCES

Langley	Contract Faculty	I have not needed to use the resources at the library, but my students have sometimes used them...
Langley	Regular Faculty	I have not used the Library resources much for recreational needs (I have used one movie (DVD)...
Newton	Staff	I don't have need for the Library services as everything I need to do my job is provided in my office area.
Newton	Staff	I don't have a library on my campus.
Newton	Regular Faculty	I have not used the library to my fullest advantage, probably because I'm on Newton Campus and I don't take the time to go to Surrey after work. Also, I work Administrator Regular Faculty hour mode, so don't get any breaks during the day and am ready to go home at the end of the day:) As I read further on here, I see that you have faculty librarian liaison services, of which I wasn't aware.
Newton	Regular Faculty	Unfortunately I am working at Newton so the library is difficult for me... however I find the staff to be very helpful and have found research articles for me.
Newton	Regular Faculty	I have not utilized any resources for personal needs. For my students, the resources found in the library are important and utilized. For my own studies, I have not yet utilized the resources in the library, however I will be working on a Masters Degree in the Fall and will have a chance to try it out.
Newton	Regular Faculty	Although I find the services in the library helpful to me and my students, I do find working at the Newton Campus not very accessible for students to obtain the resources when needed. It is very difficult for some students (particularly the evening students) to get what they need easily.
Richmond	Staff	n/a
Richmond	Regular Faculty	I'm pretty self-contained, and don't use much of what the library offers.
Surrey	Staff	I do not use the library.
Surrey	Staff	I do not have a need for the library in my current position.

1. Do Library Resources-Meet Your Needs?

Campus	Employee Group	Comments
THEME: LIBRARY PERSONNEL		
Langley	Staff	I feel strongly that some employees are not recognized for their contributions to innovative ideas, instead others receive credit.
Langley	Staff	The library staff at the Langley campus are great and always have a positive attitude
Langley	Staff	The Langley staff & Librarians always smile, are helpful & go that extra step.
Langley	Regular Faculty	...3. The support from AV is FANTASTIC!! 4. Support for Horticulture is very good - thank you all.
Langley	Contract Faculty	... and the staff are most friendly and helpful. I am grateful they are there!
Newton	Staff	Find the audio visual staff very pleasant and helpful when I call in with work orders. Also, the librarians are very helpful and prompt with requests.
Newton	Regular Faculty	Whenever I have submitted ideas for current videos the staff have been very receptive. I feel confident that I can submit ideas and they will be thoughtfully received.
Newton	Regular Faculty	...however I find the staff to be very helpful and have found research articles for me.
Newton	Administrator	Thank you for all your support and patience!
Newton	Administrator	...The Library staff are extremely helpful and patient...
Richmond	Staff	Excellent library....and staff
Richmond	Staff	The library is a special place to work. We are surrounded by learners and teachers and people who are willing to share information. That is a truly special thing.
Richmond	Regular Faculty	The librarians are a fantastic bunch of people! I have always found the library staff at Kwantlen to be friendly, helpful, professional, and willing to go out of their way to help.
Richmond	Regular Faculty	Library staff always rise to a challenge, and always helpful
Surrey	Staff	I have ALWAYS received wonderful, warm service from the Library staff.
Surrey	Staff	The Staff are always friendly and helpful
Surrey	Staff	...The staff are a great help!
Surrey	Regular Faculty	So far I have been able to get what I need with the help and support of the library staff on every occasion, even on short notice and duress. I find the library staff very accommodating even though they must be inundated with requests .
Surrey	Regular Faculty	The library staff are the bonus...the resources are okay.
Surrey	Regular Faculty	...The staff are always professional and despite my many last minute requests/changes are always positive and helpful.

1. Do Library Resources-Meet Your Needs?

Campus	Employee Group	Comments
Surrey	Regular Faculty	I just want to say that despite some of my 'not satisfied' answers, I am really satisfied and impressed with every aspect of the library service that has a people base. I have never had anything but the most kind, generous, and helpful contact with anyone working at the library from all levels. I work primarily with the a/v people, and their patience with me is astonishing! You web page people have done incredible jobs and the services you work to offer to students and to the rest of us are great. The library orientation folk have always personalized the orientations to my desires. The interlibrary loan people have been fantastic, and I love that when I check anything out, I still get complimented for bringing my SmartCard! Finally, Chris B. has been a terrific liaison with the psyc department. My dissatisfaction really probably has financial resources at its root, and I'm not sure what can be done about that. We need more money for the best e-journal subscriptions possible. If we get that, then I'll be a most happy faculty member. Congratulations, and thanks for this survey!
Surrey	Regular Faculty	Library Employees are wonderful - helpful, encouraging when one needs help or education in a process, accommodating, thorough, and generally it is always a nice experience to go to the library for any reason.
Surrey	Regular Faculty	Library staff are knowledgeable and helpful!
Surrey	Regular Faculty	Library staff have been unfailingly helpful and polite.
Surrey	Regular Faculty	The staff working in the library have always been very helpful with any request for putting materials on reserve or looking for unusual articles.
Surrey	Regular Faculty	Your staff provides competent and friendly service. Very professional!
Surrey	Regular Faculty	Thank you to all the library staff who work hard and are very helpful and friendly.
Surrey	Regular Faculty	Thanks to all the staff for materials, assistance with students, and AV materials...
Surrey	Regular Faculty	I want to thank the library staff (Richmond and Surrey) for their professionalism and helpfulness.
Surrey	Regular Faculty	I wish the employees would wear nametags as they are terrific and I like to call them by name when I can!
Surrey	Regular Faculty	We don't use library facilities much, but when we do, service has always been professional, pleasant and timely.
Surrey	Regular Faculty	I find all staff very approachable and helpful
Surrey	Regular Faculty	I really appreciate the library staff. They make up for the lack of resources
Surrey	Regular Faculty	The library is a complicated resource and its most important facility is the desk clerk who does a good job of directing your inquiries to the appropriate librarian.
Surrey	Regular Faculty	I would like to say that the Surrey library counter and AV staff are the best!!!!

1. Do Library Resources-Meet Your Needs?

Campus	Employee Group	Comments
THEME: ILL		
Richmond	Regular Faculty	Thanks for getting books for me on interlibrary loan.
Surrey	Regular FacultyTo some extent, the above situation is addressed by good electronic access to articles and interlibrary loans. My only complaint in this regard is that there is so much demand for interlibrary loans that the turn around time is not often that quick. You need to provide Margaret with some help!! I also find my electronic library record of interlibrary loan requests, journal article requests, and video requests etc. is not updated. To clarify, my electronic library record continues to show requests that were made (an filled a year and a half ago). This makes it exceedingly difficult to determine the status of your various requests. Please take these comments as constructive criticism. I realize you need to balance various priorities with finite resources. I should also note that I have always found the staff very knowledgeable and helpful.
Surrey	Regular Faculty	The biggest problem is the lack of access to online and e-journal articles....Interlibrary loans is one solution but takes far too long for most students and faculty when e-journals are available (theoretically).
Surrey	Regular Faculty	...(I usually request any articles through interlibrary request)
Surrey	Regular Faculty	...I have had to order through inter-library loan and then wait for. Very efficient ordering service through the web.
Surrey	Staff	I would like e-mail notification of the status of my ILL requests. Some of them seem to just drop off the face of the earth.
THEME: ORIENTATIONS		
Richmond	Contract Faculty	...Thanks for the orientations tailored to the classes' needs.
Richmond	Regular Faculty	Even though I answered yes, I wanted to let you know that my students are not satisfied with the library orientations at all. They say that too much info is thrown at them too fast, and the lab is not hands on enough. They suggest designing a lab that allows them some hands-on learning activities, and that the exercises should be interspersed with the orientation to break it up.
Richmond	Regular Faculty	I think there are various materials and services that I have not had the opportunity to find out about yet. I would love to have a personal orientation to the library and especially to the online and electronically accessed parts. I am sure that there is a lot more information, research, images, etc that I could use from the library for my course work.
Richmond	Regular Faculty	For the first time this term I had a library orientation session for my students. it was excellent. I attended and learned a lot myself.
Surrey	Regular Faculty	I would like the library orientation session to familiarize students with print resources as well as online materials. A few years ago, many students were uncomfortable with electronic resources. Now, most are 'e-savvy' and have forgotten (or never learned) how and where to make use of print materials including books in the stacks, reference books, maps, documents, etc. Many that I send out to do research have no idea what else exists beyond the computer. I teach this info in class, and I would like to see it supported in the library as well.
Surrey	Regular Faculty	I book library orientations on voice mail. They are very important, and the system works very well. I haven't used the course reserves or the copyright on line, but they are important.
Surrey	Regular Faculty	I just want to clarify the response re. library orientations. I think these are very important but not during class time.

1. Do Library Resources-Meet Your Needs?

Campus	Employee Group	Comments
THEME: LIBRARY OPENING HOURS		
Langley	Staff	...We need more Audio Visual presence in the evenings at some campuses as IET if often not available for some computer problems, etc. and equipment failures can be complicated in the lab,etc. Having librarians on until 9:00 p.m. was a big plus!. We should be open until 5 or 6 p.m. on Saturdays as lab and librarian use can be high at these times. Often students have to go to other labs or just leave and there is frustration.
Langley	Regular Faculty	The libraries should be open on Sundays. The libraries should provide services up until classes at night are finished, that is, until 10 pm.
Langley	Regular Faculty	We do have week end and evening classes. It would be nice to allow access for students for part of that time.
Richmond	Contract Faculty	For my students, it would be helpful if our library was open seven days a week.
Surrey	Regular Faculty	Services are generally good. Need...longer hours of operation for students
THEME: MISCELLANEOUS COMMENTS		
Langley	Staff	should be able to read the survey without adjusting the screen - moving text right to left as this could discourage people from participating
Langley	Contract Faculty	Again, I am teaching evenings and weekends, so don't find much time to use the library, other than to borrow a/v equipment. My students have made use of it for their projects, and have used the computers and photocopiers also.
Richmond	Staff	n/a
Richmond	Regular Faculty	Please note that the second column selections in Item #Contract Faculty are not complete.
Richmond	Regular Faculty	I use the UBC library through my free Community Card more than I do the Kwantlen library.
Richmond	Regular Faculty	I'm teaching equal time at Richmond and Surrey this term. Most of my trips to the library are to pick up AV equipment.
Richmond	Regular Faculty	Libraries are a most important part of education. The increase of electronic formatting of information changes how one uses a library. I fear that faculty have not the time to find out all that the library could do to help us. We need to jump into the future of information retrieval.
Surrey	Staff	I would have liked to answer 'Yes and No' to Question 7. Some services offered are helpful. Some are frustratingly unhelpful.
Surrey	Regular Faculty	I should work more closely with the librarian in my area, to be aware of services available, and to use his/her services.
Surrey	Regular Faculty	I'm not teaching at present so my answers are rather skewed with regard to library use. Particularly during non-teaching semesters I tend to use university libraries or the VPL for inter library loan services because they are closer to my home. When I am teaching, I tend not to take out our library resources, so they are available for my students.
Surrey	Regular Faculty	No -- see above
Surrey	Regular Faculty	...A periodic call for requests for new materials would be helpful also.
Surrey	Regular Faculty	Actually, question 10...I use the library more than once a month but not every week unless I'm teaching (I'm on leave now) when I use a/v several times a week. I wasn't sure what to say. 11. I'm not sure. As faculty, the access I have from my home computer is the most important thing.

2. Explain Why the Library Does Not Provide Services that Meet Your Needs... ...What Can We Do Better?

Campus	Employee Group	Comments
THEME: GENERAL		
Langley	Staff	more casual reading material, but not a requirement for a college/university library - I use the public libraries
Langley	Regular Faculty	We need to expand the collection
Richmond	Contract Faculty	More materials of any kind on linguistics.
Richmond	Regular Faculty	better selection of critical materials - non-traditional sources of scholarship (community activism and groups, etc)
Richmond	Regular Faculty	More books and journals.
Richmond	Regular Faculty	More books and periodicals in my subject area, mathematics.
Richmond	Staff	more resources that directly relate to the subject area i teach.
Richmond	Staff	references on educational advising
Richmond	Regular Faculty	More! More journals, more books. Does the library have copies of the textbooks being used each term?
Richmond		More extensive collections - mind you, this survey makes me realize that there are some services I don't use but should
Richmond	Staff	I would appreciate some music at Richmond campus. I realize that music is primarily held at Langley due the music dept being there, but I think it is a nice thing to have at each campus for a 'fun' aspect to teasing in listeners.
Richmond	Regular Faculty	more research literature in my field
Surrey	Regular Faculty	A more substantial collection of books and journals would motivate me to use the KUC library more often.
Surrey	Regular Faculty	adding to general collection
Surrey	Regular Faculty	Materials on how to teach - on instructional skills, on the scholarship of teaching and learning, on cooperative learning, etc.
Surrey	Regular Faculty	More Books, Journals, printed resources....
Surrey	Regular Faculty	expanded holdings (academic books, journals, video/dvds)
Surrey	Regular Faculty	Not unless the collection is dramatically expanded. I do use the library resources very frequently, but not in-person. Nearly all the resources I require come from other libraries or via electronic resources available through the library's webpage.

THEME: BOOKS

Langley	Staff	Increase book collection...
Richmond	Staff	... Current books on religion and philosophy
Richmond	Staff	Fiction books and other similar paperbacks.
Richmond	Staff	More general interest periodicals and popular Fiction and Non fiction books
Richmond	Staff	More...popular Fiction and Non fiction books

2. Explain Why the Library Does Not Provide Services that Meet Your Needs... ...What Can We Do Better?

Campus	Employee Group	Comments
Surrey	Staff	I like to borrow out fiction books and in the past found the selection old/lacking. I haven't checked since whether you have added to the collection, or whether I'm missing a whole section of the library devoted to this.
Surrey	Regular Faculty	More books
	Regular Faculty	More books
Surrey	Staff	...more bestsellers...

THEME: JOURNALS

Langley	Staff	More magazines and Christian Science Monitor more widely available. More and more current paperbacks...
Richmond	Contract Faculty	Better selection of journals!
Richmond	Regular Faculty	More international scholarly journals
Richmond	Regular Faculty	More science journals
Richmond	Staff	More general interest periodicals...
Surrey	Regular Faculty	Increase variety of journals in health, education and work environments that are accessible on-line
Surrey	Regular Faculty	Larger selection of nursing journals
Surrey	Regular Faculty	More access to online journals
Surrey	Regular Faculty	More journals available via indexes especially electronic. More Statistics Canada resources.
Surrey	Regular Faculty	More scholarly journals in my field.
Surrey	Staff	Offer a variety of international newspapers
Surrey	Staff	More journals More copies of books
Surrey	Regular Faculty	subscribe to more computer/information technology related periodicals
Surrey	Staff	...more...popular magazines and interior design magazines.

THEME: ONLINE RESOURCES/WEBSITE

Langley	Contract Faculty	Music Index online database Wider selection of musical scores Wider selection of classical music CDs
Newton	Administrator	More online access to journals
Newton	Regular Faculty	Would be helpful if I could get my hands on an index for videos and/or DVDs related to Drafting, Architecture, Structural Steel, Process Piping, Materials Handling.
Richmond	Regular Faculty	Would like to see more online access to full text articles, more access to UBC collection. Will in future use orientation services for my students
Surrey	Staff	more extensive research resources (e.g. database subscriptions)
Surrey	Regular Faculty	We need more full text journals linked in the article databases and we need to reduce the number of 12 month embargoes on full-text journals.

2. Explain Why the Library Does Not Provide Services that Meet Your Needs... ...What Can We Do Better?

Campus	Employee Group	Comments
THEME: VIDEO COLLECTION/AUDIOVISUAL EQUIPMENT		
Richmond	Contract Faculty	Better AV equipment...
Richmond	Contract Faculty	updated information of what videos have recently been purchased in the SoB
Richmond	Staff	educational, pbs and current topic dvds ...y
Richmond	Staff	more fiction and more videos/DVDs would meet my recreational needs, but I go to the public library for that as I view this one to be for educational purposes.
Surrey	Regular Faculty	Acquire more DVDs as requested (if budget permits)
THEME: SERVICES		
Langley	Staff	...Extend operational hours. Continue to provide Library Services orientation.
Langley	Staff	...More reference services, especially international.
Richmond	Regular Faculty	I need an increase in services being offered online as this is most time efficient.
Richmond	Regular Faculty	I would like you to have a clear way for us to request books and a way for us to know if such a request gets a positive or negative reply.
Richmond	Regular Faculty	I know it is asking a lot, but a delivery service of heavy equipment would encourage me to use it more often.
Surrey	Regular Faculty	Coffee and Tea :)
Surrey	Regular Faculty	Hours of operation fitting a post-secondary institution. A decent audio visual service.
Surrey	Staff	Easier off site access to databases
Surrey	Staff	Maybe a special-interest workshop or presentation, whether the focus is on a book, or topic, or theme of the month.
Surrey	Regular Faculty	Online case law for technology and ethical issues.
	Regular Faculty	Information on how materials are distributed among the different campuses would be helpful.
THEME: FACILITIES		
Langley	Staff	The cleanliness and upkeep of the library is not very good at all! Often the recycle boxes at Surrey are not emptied and there is a lot of dust on shelving, etc. Some carrels have grime, and stains of various kinds that are not removed unless a request is put in. Need more water fountains and study rooms are often dirty. I think that the library handouts are very good and are constantly updated...
Langley	Regular Faculty	1. Recently, the library has become a noisy place. There is little respect from students for others who wish to use the library for quiet working. CELL PHONES should be banned!! The recent addition of tables at the Langley campus, while done for admirable reasons, is making this worse.....
Newton	Staff	Moving to Cloverdale, and having a library on campus again, will make a difference.
Newton	Regular Faculty	It's difficult not having a library on campus. Will there be one in Cloverdale?

2. Explain Why the Library Does Not Provide Services that Meet Your Needs... ...What Can We Do Better?

Campus	Employee Group	Comments
Newton	Regular Faculty	teaching at newton at from 9-4 seriously limits my library access- and there is nothing you can do about that
Richmond	Staff	More computers would be helpful, and more study rooms.
Richmond	Contract Faculty	More guest computers for accessing the catalogue
Richmond	Contract Faculty	...additional meeting space
Surrey	Staff	More guest computer stations ...
Surrey	Staff	Cleanliness is poor. Graffiti on walls & washrooms, sticky table surfaces, carpets filthy. Lights are sometimes out for long time and areas are dark.
Surrey	Regular Faculty	There are too much noise in Library (particularly in Surrey)- people using cell and talking with each other. Library staff should ensure that silence is maintained.
Surrey	Regular Faculty	more computers available

THEME: DOES THE LIBRARY NEED TO IMPROVE SERVICES & ACCESS?

Langley	Regular Faculty	No, I don't want to be 'compelled' to use the library - it is a service I choose to use.
Langley	Regular Faculty	No.
Richmond	Regular Faculty	Not really, no.
Richmond	Regular Faculty	I think you are doing a great job for our area.
Richmond	Regular Faculty	Not that I can think of.
Richmond	Staff	Excellent staff and services and materials
Richmond	Staff	nope, library is doing a great job!
Richmond	Staff	Nothing I can think of at this time.
Richmond	Regular Faculty	Lack of access is not due to services but to my time limitations.
Richmond	Regular Faculty	Not really, no.
Surrey	Staff	No
Surrey	Administrator	No
Surrey	Regular Faculty	No
Surrey	Regular Faculty	no
Surrey	Regular Faculty	NO it also really helps that we can library privileges at UBC for example at no cost!
Surrey	Regular Faculty	None that I can think of.
Surrey	Regular Faculty	I use it to do orientations and to get AV materials and return them. Much of the research can be done online. I would have to think about it.

2. Explain Why the Library Does Not Provide Services that Meet Your Needs... ...What Can We Do Better?

Campus	Employee Group	Comments
Surrey	Regular Faculty	I use the library in person to pick up copies of articles obtained from outside the Kwantlen library, or to browse and obtain articles/texts for research. I would like to be in the library more, but I do not have the time. I try to make it to the library during my PD time.
Surrey	Regular Faculty	That's because of my current courses. It will change as my course load changes. Normally, I'd be in there every week.
Surrey	Regular Faculty	When I teach in the clinical field, I use it rarely. When I teach on campus , a theory course for example, I use it extensively. So it is hard for me to answer this question.

Appendix D Additional Tabular Data

Library provides services helpful to your needs			
	Pct Yes	Pct No	Total
Staff	86	14	51
Administrator	80	20	5
Contract Faculty	100	0	18
Regular Faculty	96	4	104
Total	166	12	178

Mode of access used most often											
	In person	Via home computer	Via office computer	By phone	I never access the library	Total	% In Person	% via home computer	% via office computer	% by phone	% Never access the library
Staff	27	1	20	2	3	53	51%	2%	38%	4%	6%
Administrator	2	1	2	0	0	5	40%	20%	40%	0%	0%
Contract Faculty	7	8	1	0	2	18	39%	44%	6%	0%	11%
Regular Faculty	42	43	17	2	2	106	40%	41%	16%	2%	2%
Total	78	53	40	4	7	182	43%	29%	22%	2%	4%

Frequency of library use in person							
	Never	Once per semester	Once every two months	Once a month	Once a week	More than three times a week	Total
Staff	5	6	9	13	9	11	53
Administrator	1	2	1	0	1	0	5
Contract Faculty	1	2	1	7	6	1	18
Regular Faculty	0	9	8	31	40	18	106
Total	7	19	19	51	56	30	182

Purposes for which library is used--Often or regularly-- by employee type

	Staff	Contract Faculty	Regular Faculty
Work	49%	64%	87%
Professional/ Academic Research	44%	53%	54%
Personal Research	61%	18%	30%
Study/Training	30%	38%	14%
Recreation	36%	0%	11%
Other	22%	22%	14%

Library provides services helpful to your needs

	Pct Yes	Pct No	Total
Staff	86	14	51
Administrator	80	20	5
Contract Faculty	100	0	18
Regular Faculty	96	4	104
Total	166	12	178

Use library for personal research

	Never	Rarely	Often	Regularly	Total
Staff	4	14	16	12	46
Administrator	1	2	2	0	5
Contract Faculty	3	10	2	1	16
Regular Faculty	22	44	19	9	94
Total	30	70	39	22	161

Use library for recreation

	Never	Rarely	Often	Regularly	Total
Staff	13	17	8	9	47
Administrator	2	2	1	0	5
Contract Faculty	11	5	0	0	16
Regular Faculty	50	33	7	4	94
Total	76	57	16	13	162

Use library for work

	Never	Rarely	Often	Regularly	Total
Staff	5	20	11	13	49
Administrator	0	1	2	1	4
Contract Faculty	0	5	6	3	14
Regular Faculty	5	7	32	47	91
Total	10	33	51	64	158

Use library for study/training

	Never	Rarely	Often	Regularly	Total
Staff	15	18	7	7	47
Administrator	3	1	0	1	5
Contract Faculty	5	5	4	2	16
Regular Faculty	42	36	10	3	91
Total	65	60	21	13	159

Use library for academic/professional research

	Never	Rarely	Often	Regularly	Total
Staff	13	10	15	3	41
Administrator	1	0	2	1	4
Contract Faculty	3	5	7	2	17
Regular Faculty	14	31	34	19	98
Total	31	46	58	25	160

Use library for other

	Never	Rarely	Often	Regularly	Total
Staff	13	8	3	3	27
Administrator	3	0	1	0	4
Contract Faculty	6	1	1	1	9
Regular Faculty	46	8	6	3	63
Total	68	17	11	7	103