



Coast Capital Savings Library

# Library Survey of Faculty, Staff and Administrators

## *Spring 2014*



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*by the Office of Institutional Analysis & Planning*



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# Library Survey of Kwantlen Polytechnic University Employees 2014

## Executive Summary

A total of 398 of the 1,414 employees invited to participate in this survey provided valid responses to this iteration of the biennial Kwantlen Polytechnic University (KPU) Library Survey: faculty, staff and administrator feedback, a response rate of 28%. The web survey was available from February 20<sup>th</sup> to March 6<sup>th</sup>, 2014. (By comparison, the 2012 Library Survey of KPU Employees had a response rate of 18%.)

In addition to demographic questions (home campus, employee type, faculty or department, and course level most taught this year), the survey contains close-ended questions about Importance of and Satisfaction with Library facilities, services and resources, faculty services, and instructional services; preferred formats (i.e., hard copy versus online) for various types of Library materials; Library use patterns; and format preferences for Library training for students. Closed and open-ended questions are asked regarding subjects and scheduling of workshops for employees. The survey instrument is Appendix A.

In a change from previous iterations of this survey, a seven point scale was used for the Importance and Satisfaction questions, breaking the previous *N/A Have not used* into *Not relevant to my work* and *Have not used*: 0 = *Very unimportant/Very dissatisfied*; 4 = *Very important/Very satisfied*; 5 = *Not relevant to my work*; and, 6 = *Have not used*. In this report, the following data are presented for Importance and Satisfaction questions: the frequency distribution of responses, the overall median, and the median broken down by demographic variables of interest.

### DEMOGRAPHICS

Of the respondents who identify their “home” campus, 52% say Surrey, 22% Langley, 18% Richmond, and 6% Cloverdale; 1% are currently on leave this term.

Slightly less than half the respondents to the survey (46%) identify themselves as faculty, 42% as staff, and 12% as administrators. Faculty respondents were asked to indicate the faculty(ies) or division(s) in which they currently teach: 36% of 177 respondents to this question report that they teach in Arts, 19% in Business, 12% in Community & Health Studies, and the rest range between a high of 10% in Academic & Career Advancement and a low of 3% in Design. Only one person reported teaching in more than one Faculty or School.

Of the 175 faculty respondents who indicated the level at which they currently teach, 70% are teaching in degree programs at various levels (41% in mostly 1000 & 2000 level courses), 19% in non-degree programs, and 10% are non-teaching faculty or are not teaching this term.

### LIBRARY RESOURCES

The median Satisfaction rating for almost all individual items in this section is 3 (= *Somewhat satisfied*) but respondents indicate that overall they are *Very satisfied* with Library resources (median = 4). One item – *online periodicals* – has a median level of importance of 4 (= *Very important*), and almost all others are rated at 3 (= *Somewhat important*). The only item to rate lower on either scale is data and GIS resources, at 2 (= *Neutral*), for both Importance and Satisfaction. There is considerably greater variation in levels of satisfaction when these are broken down by Faculty or Division, course level, or campus.

*“The library website is very comprehensive. I love that I can access online full text journals.”*

Breaking the previous *N/A Have not used* into *Not relevant to my work*, and *Have not used* reveals that most respondents (especially among faculty) who indicate they have not used specific resources, *do not* say the resource is irrelevant to their work. For example, 24% of faculty respondents indicated non-use of the Summon Discovery Tool: 2% *Not relevant to my work* and 22% chose *Have not used*.

## PREFERRED FORMAT FOR LIBRARY MATERIALS

Employees were asked whether they would prefer certain resources in print/hard copy or electronic format, if they had to choose. Overall, respondents continue to prefer books in print/hard copy, and prefer other materials in electronic/online formats, though more are indicating they have no preference. Preferences of faculty, taken separately, show decided variations by campus that are probably related to the characteristics of their programs and students; such variations are even more evident by program.

## LIBRARY FACILITIES AND SERVICES

Overall, respondents who have used them are very satisfied with Library facilities and services: median = 4 (= *Very satisfied*), and also for six of the 11 individual items in this section, including all the Library employee assistance services listed.

Two Library Facilities & Services items have median importance ratings of 4 (= *Very important*); these are *Library website* and *Library cleanliness*. All others have a median rating of 3 (= *Somewhat important*). As with Library Resources, there is greater variation when results are broken down by course level and campus, though the variation is mostly in Importance: Satisfaction ratings are consistently high, especially with services provided by Library personnel.

*"The reference librarians are a big help and I love the library orientations/labs for my students. Fantastic resource."*

As with Library Resources, breaking the previous *N/A Have not used* into *Not relevant to my work*, and *Have not used* reveals that most respondents (especially among faculty) who indicate they have not used specific resources, *do not* say the resource is irrelevant to their work.

## AUDIO-VISUAL EQUIPMENT

Across all campuses, 21% of faculty report borrowing Computers on Wheels (COWs) for use in teaching, down 5% since 2012. The rate varies considerably from campus to campus, however, from 13 – 15% at Surrey and Richmond to 33 – 36% at Cloverdale and Langley.

Faculty respondents were asked this year if they use classroom overhead projectors regularly in their teaching: replies in the affirmative range from 54% at Surrey to 75% at Langley.

## LIBRARY TRAINING WORKSHOPS

Faculty respondents were asked their preference of location for Library Research Skills classes for students: 65% prefer to have students go to the Library for hands-on experience, 10% prefer a classroom demonstration, while 25% prefer a combination of Library hands-on and classroom demonstration.

All respondents were asked to suggest topics of interest for workshops, and also to indicate the best times of year for them to attend. Frequently listed topics include citation skills, copyright, how to use library resources and services (with many specific suggestions), online search skills, plagiarism, research skills, and writing skills. The single most popular time of year for workshops is May – August (27%), but 29% said they had no preference.

## LIBRARY USE PATTERNS

Reported online use once per week or more is almost unchanged since 2012, but respondents saying they use the Library in person once a week or more has dropped by 7%. The biggest change is in the number reporting they never access the Library by phone (up by 12%).

Faculty respondents have the highest incidence of use, with 48% reporting that they use the Library online, and 36% report using it in person, once per week or more (the latter is down from 43% in 2012). Slightly less than a third report using the Library at least once per week for purposes of teaching, and nearly the same proportion for research.

Administrator respondents are least frequent users at 22% online and 17% in person, once per week or more, mostly for research. Staff respondents still prefer to visit in person (29% at least once per week, as compared with 24% online), for research, leisure, or other.

## FACULTY and INSTRUCTIONAL SERVICES

The section that was Faculty Services in previous KPU Library Employee surveys has this year been split into two: Faculty Services and Instructional Services.

Respondents are *Very satisfied* with two of the three items in the Faculty Services set, and *Somewhat satisfied* with the other. Breakdown by Division shows considerable variation in both Importance and Satisfaction, however. Frequencies showing non-use follow the pattern already seen in Library Resources and Library Facilities & Services: far more report simply *Have not used* than *Not relevant to my work* (these are presented for respondents overall, but not by Faculty or School).

*“Work is very well organized, the friendly and skillful staff, clean and nice environment.”*

*“The resource that my students use most is the APA style guide plus library assistance with the style guide. Thanks for providing both the online and print resource, as well as the in-person consultation.”*

Respondents are *Very satisfied* with all but one of the seven items in the Instructional Services set. There is less variation in Satisfaction for Instructional Services than for Faculty Services when broken down by Faculty or School, though there is more variation for Importance. The non-use detail is again quite striking, following the same pattern of a high proportion of *Have not used* and a small proportion of *Not relevant*.

**A note on comparison with prior surveys:** changes to the wording of one item in the response scale for each of Importance and Satisfaction may make it appear that Satisfaction has decreased since the last survey. Prior scales used *Very important* and *Important*, and *Very satisfied* and *Satisfied*: this year, *Important* and *Satisfied* have been changed to *Somewhat important* and *Somewhat satisfied* to create a more explicitly nuanced scale. The overall number and range of options and their relationship to each other have not changed, so it is reasonable to expect that respondents have used them in the same way and their results can be compared.

*“I have had only very positive experiences with the hardworking, very helpful, and always pleasant staff.”*

## Notes on Methods

In this report, the overall median, and the median broken out by the demographic variables of interest, are presented for items in the Library Resources, Library Facilities & Services, and Faculty Services sections (full frequency distributions of responses are included in the appendices).

The following scales are used for all questions on Importance and Satisfaction in the survey:

<b>Response: Importance</b>	<b>Numeric value</b>	<b>Response: Satisfaction</b>
Very unimportant	0	Very dissatisfied
Somewhat unimportant	1	Somewhat dissatisfied
Neutral	2	Neutral
Somewhat important	3	Somewhat satisfied
Very important	4	Very satisfied
Not relevant to my work	5	Not relevant to my work
Have not used	6	Have not used

These scales differ from those in previous years in several ways:

- Prior scales used *Very important* and *Important*, and *Very satisfied* and *Satisfied*: this year, *Important* and *Satisfied* have been changed to *Somewhat important* and *Somewhat satisfied* to create a more explicitly nuanced scale. The overall number and range of options and their relationship to each other have not changed.
- Prior scales used *Neither important nor unimportant*; this has been changed to the simpler and more space efficient *Neutral*.
- In previous iterations of the survey, a single non-use response option *N/A Have not used* was offered. This year it is broken into two parts, *Not relevant to my work* and *Have not used*, to add an extra dimension regarding non-use of Library resources, services and facilities.

*Not relevant to my work* and *Have not used* responses are omitted in calculating median values for Importance and Satisfaction.



## Demographics (Q1 - 4)

### Employee Group

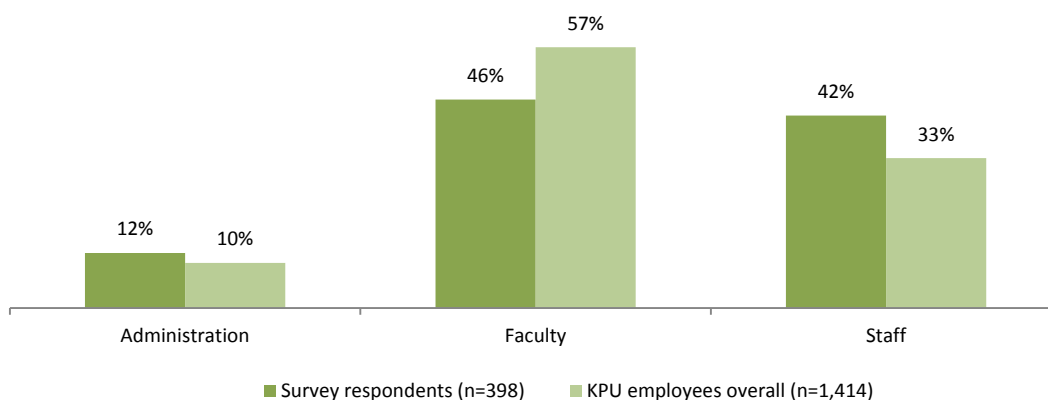
Employees were asked whether they are a faculty, staff, or administrator (Q1):

**Table 1: Survey respondents' employee group**

	#	%
Administration	48	12
Faculty	182	46
Staff	168	42
	<b>398</b>	<b>100</b>

Invitations were sent to all KPU employees, using a list provided by KPU's Office of Institutional Analysis & Planning (IAP) on February 17<sup>th</sup>, 2014, according to which KPU had at that time 809 faculty, 465 staff, and 140 administrative employees, including a total of 88 on leave this term (41, 42 and 5, respectively). Comparing survey respondents with overall employees in each group shows that responses are not proportional to employee groups at large: e.g., faculty make up 57% of KPU employees overall, but only 46% of survey respondents, while staff make up 33% of KPU employees but 42% of survey respondents.

**Chart 1: Comparison of employee group among survey respondents and KPU as a whole**



### Campus

Table 2 shows the number and percentage of responses to Question 2, *What is your home campus for this term?* For faculty, home campus is considered to be that at which they teach most of their classes.

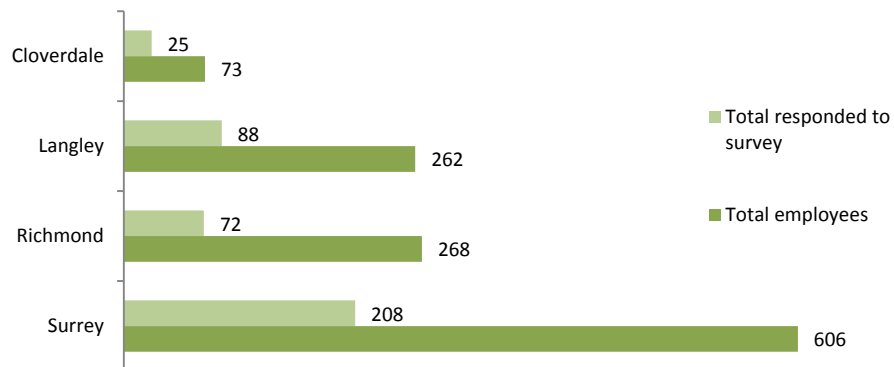
**Table 2: Survey respondents' home campus this term**

	#	%
Cloverdale	25	6
Langley	88	22
Richmond	72	18
Surrey	208	52
On leave this term	5	1
	<b>398</b>	<b>100</b>

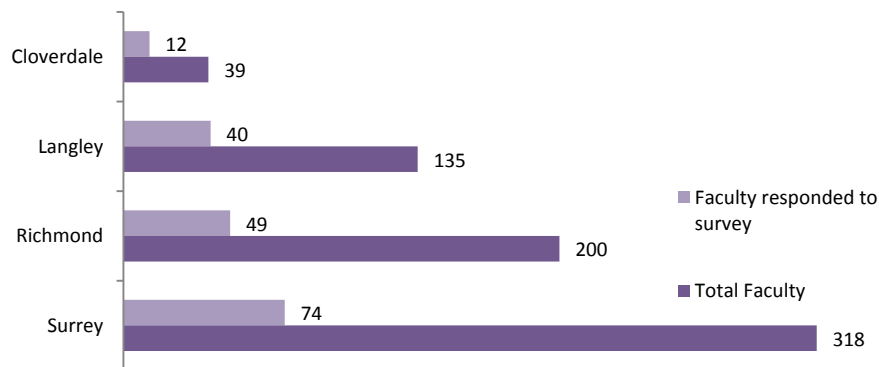
## All Employees and Faculty by Campus

Response rates by campus, also showing relative campus populations, are illustrated in Charts 2 (overall) and 3 (faculty only), and compared in Chart 4, to help with interpretation of other questions where results are broken down by campus. (Comparison data are from IAP's *Fall 2011 to 2013 Employee Data Summary* and *Fall 2011 to 2013 Faculty Employee Data Summary*. When these were prepared, KPU had fewer employees and faculty than when this survey was done in February 2014; the comparison is therefore not exact, but is close enough to be useful.)

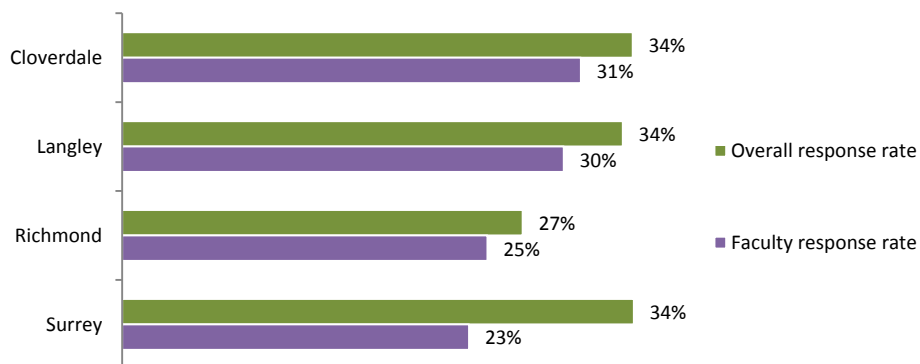
**Chart 2: Number of respondents relative to campus population, all employees**



**Chart 3: Number of respondents relative to campus population, faculty only**



**Chart 4: Comparison of response rates, all employees and faculty only, by campus**



### Faculty or School in which Faculty Respondents Teach

Faculty respondents were asked to indicate the Faculty or School in which they currently teach, choosing all that apply (Table 3). For comparison, Table 4 shows the total number of faculty employees in each Faculty or School in the Fall 2013 semester (using data from the KPU IAP SharePoint site, Internal KPU Reports, Employee Data Summary: Summary by Organization Unit – Fall 2013).

**Table 3: Faculty respondents' Faculty or School**

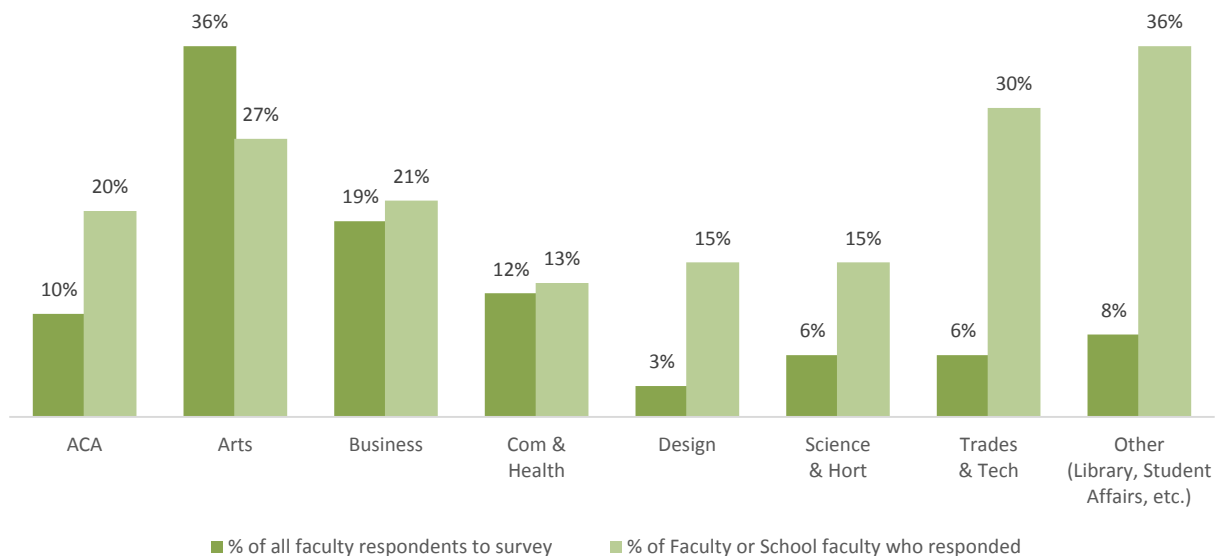
	#	%	
Faculty of Academic & Career Advancement	18	10	
Faculty of Arts	63	36	
School of Business	33	19	
Faculty of Community & Health Studies	22	12	
Chip and Shannon Wilson School of Design	6	3	
Faculty of Science and Horticulture	10	6	
Faculty of Trades & Technology	11	6	
Other	14	8	
	<b>177</b>	<b>100</b>	

**Table 4: Faculty employees by Faculty or School: Fall 2013 (excerpt)**

	#	%	
Faculty of Academic & Career Advancement	91	12	
Faculty of Arts	230	31	
School of Business	157	21	
Community & Health Studies	72	10	
Chip and Shannon Wilson School of Design	39	5	
Faculty of Science and Horticulture	67	9	
Faculty of Trades & Technology	37	5	
Other	39	5	
	<b>732</b>	<b>100</b>	

Chart 5 (following page) shows the relation between the percentage of all faculty respondents from each Faculty or School, and the percentage of each School's faculty who responded to the survey, which varies widely. The number of respondents is very low in many cases, even if the percentage of Faculty or School members overall is fairly high: survey results should therefore be generalized only with great caution to Faculties or Schools as a whole.

**Chart 5: Representation of Faculties or Schools among survey respondents**



**Level of Courses Mostly Taught This Year**

**Table 5: Level of courses mostly taught this year (faculty only)**

	#	%
Degree: 1000 & 2000 level	72	41
Degree: 3000 & 4000 level	16	9
Degree: all levels	35	20
Apprenticeship/Citation/Certificate/Diploma	34	19
Non-teaching faculty, or not teaching this term	18	10
<b>Total</b>	<b>175</b>	<b>100</b>

Full frequency tables from which the charts and tables in this section are derived are included in Appendix B.

## Library Resources (Q5 – 8)

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

Respondents were asked to rate the Importance to them of various aspects of Library resources, then their Satisfaction with each; median values for these are presented in Table 6. Items for which median Importance is 4 (= *Very important*) are highlighted in yellow, items for which median Importance is less than 3 (= *Somewhat important*) are highlighted in blue, items for which median Satisfaction is 4 (= *Very satisfied*) are highlighted in yellow, and items for which median Satisfaction is less than 3 (= *Somewhat satisfied*) are highlighted in blue. The full text of comments on Library Resources compose Appendix D.

A lower rating for Satisfaction than for Importance does not suggest a problem. Respondents are asked to simply rate their satisfaction with each item, not their satisfaction relative to the item's importance, and presumably use the same frame of reference to determine satisfaction with each.

Overall, respondents indicate they are **very satisfied** with Library resources (median = 4); an improvement over the previous survey [median overall satisfaction rating was 3 (= *Satisfied*): see Notes on Methods on page 4, regarding changes to scale.] The median Satisfaction rating for all individual items in this section is also 3 (= *Satisfied*), with the exception of data and GIS resources (2 = *Neutral*); this item is new this year, and also had the lowest number of responses. One item – online periodicals – has a median level of Importance of 4 (= *Very important*).

**Table 6: Comparison of median Importance & Satisfaction ratings, Library Resources**

n valid	Median importance	Library Resources	Median satisfaction	n valid
299	3	print book collection	3	294
275	3	electronic book collection	3	253
295	3	print periodicals	3	274
293	4	online periodicals	3	273
188	2	data and GIS resources	2	128
268	3	DVD and video collection	3	236
244	3	online streaming videos	3	199
240	3	Summon Discovery Tool	3	203
260	3	Computers on Wheels (COWs)	3	214
271	3	laptops	3	214
		<b>Overall with Library Resources</b>	<b>4</b>	334

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

Tables 7 and 8 (on the following page) show respondents' median Importance and Satisfaction ratings by area of study for the same list of Library resources. Layout and highlighting is the same as in Table 6 above. There is much more variation between Faculties or Schools in this iteration of the survey than in the last, with respect to both Importance of, and Satisfaction with, individual resources.

With the sole exception of Science & Horticulture, all groups give a median rating of *Somewhat satisfied* or *Very satisfied* to books and periodicals, both print and electronic. Several resources, such as data and GIS, have both low median Satisfaction ratings and low Importance ratings among the same faculty group.

Again, it is important to note that the number of respondents is very low in many cases, and for some resources only a small proportion of participants in the Faculty or School offered a response (e.g., data and GIS resources, in ACA). As always, conclusions should be generalized only with great caution when examining results of Faculties or Schools as a whole.

**Table 7: Median Importance ratings of Library Resources, by Faculty or School**

		ACA		Arts		Business		Com & Health		Design		Science & Hort		Trades & Tech		Other	
print book collection	<i>median</i>	3	4	2	3	4	3	4	3	4	3	4	4				
	<i>n valid</i>	17	61	30	20	6	9	11	11								
electronic book collection	<i>median</i>	3	3	3	4	4	3	3	3								
	<i>n valid</i>	15	56	30	18	5	8	10	11								
print periodicals	<i>median</i>	3	3	4	3	4	3	3	3								
	<i>n valid</i>	16	58	30	21	6	9	11	11								
online periodicals	<i>median</i>	4	4	4	4	4	4	3	4								
	<i>n valid</i>	17	59	29	20	5	9	11	12								
data and GIS resources	<i>median</i>	2	2	2	2	4	4	2	1								
	<i>n valid</i>	8	31	22	13	2	4	8	7								
DVD and video collection	<i>median</i>	3	4	2	4	3	3	4	3								
	<i>n valid</i>	17	59	24	20	5	8	11	10								
online streaming videos	<i>median</i>	3	3	3	4	3	2	4	3								
	<i>n valid</i>	14	48	27	18	5	5	11	11								
Summon Discovery Tool	<i>median</i>	4	4	3	3	4	4	4	3								
	<i>n valid</i>	12	48	24	19	4	5	8	11								
COWs	<i>median</i>	2	2	1	2	3	2	2	3								
	<i>n valid</i>	15	49	18	15	4	8	10	10								
laptops	<i>median</i>	2	2	2	3	2	2	2	3								
	<i>n valid</i>	13	45	19	16	4	8	9	11								

**Table 8: Median Satisfaction ratings of Library Resources, by Faculty or School**

		ACA		Arts		Business		Com & Health		Design		Science & Hort		Trades & Tech		Other	
print book collection	<i>median</i>	3	3	3	3	4	3	4	4								
	<i>n valid</i>	15	60	29	21	6	9	11	12								
electronic book collection	<i>median</i>	3	3	3	3	4	2	3	3								
	<i>n valid</i>	13	49	28	16	4	6	10	11								
print periodicals	<i>median</i>	3	3	3	3	4	3	4	3								
	<i>n valid</i>	15	51	28	18	6	9	10	11								
online periodicals	<i>median</i>	3	4	3	4	4	4	3	4								
	<i>n valid</i>	17	59	29	20	4	8	10	12								
data and GIS resources	<i>median</i>	2	2	2	2	2	3	2	3								
	<i>n valid</i>	4	19	13	7	2	4	6	6								
DVD and video collection	<i>median</i>	3	3	3	3	3	3	3	2								
	<i>n valid</i>	14	54	19	18	4	7	11	9								
online streaming videos	<i>median</i>	3	3	3	3	3	2	4	3								
	<i>n valid</i>	12	40	19	15	3	3	11	10								
Summon Discover Tool	<i>median</i>	4	3	3	3	4	4	2	2								
	<i>n valid</i>	9	41	21	15	4	5	7	9								
COWs	<i>median</i>	2	2	2	2	4	3	2	3								
	<i>n valid</i>	11	33	12	13	3	6	9	10								
laptops	<i>median</i>	2	2	3	2	3	3	3	3								
	<i>n valid</i>	9	27	14	13	2	6	8	10								
Overall Library Resources	<i>median</i>	3	3	3	4	4	3	4	4								
	<i>n valid</i>	17	59	28	20	6	9	11	13								

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

As shown in Tables 9 and 10, faculty teaching at all levels and those non-teaching or not teaching this term all rate online periodicals as *Very important*. Quite differently from the last survey, this is about the only priority on which they are in agreement. Six out of the 10 listed Library resources receive median ratings of *Very important* from faculty teaching at the level of Apprenticeship, Citation, Certificate and/or Diploma: this is quite different from those teaching at all other levels, who only give such a high rating to an average of two items on the list.

Rating of Satisfaction with Library Resources vary considerably within and across course levels, though they are generally higher than in the previous survey. Three-quarters of the items rated *Neutral* for **Satisfaction**, such as data and GIS resources, are also rated as *Neutral* or below (2 or less) for **Importance**. And individual items notwithstanding, respondents at all course levels give a median rating of *Somewhat satisfied* (lower and upper degree level courses) or *Very satisfied* (all degree levels, and Apprenticeship/Citation/Certificate/Diploma) with Library Resources overall.

**Table 9: Median Importance ratings of Library Resources, by course level**

		1000 & 2000 level	3000 & 4000 level	All Levels	App/Cit/ Cert/Diploma	Non- teaching*
print book collection	<i>median</i>	4	3	3	4	3
	<i>n valid</i>	66	15	33	31	18
electronic book collection	<i>median</i>	3	3	3	4	3
	<i>n valid</i>	56	15	32	28	17
print periodicals	<i>median</i>	3	3	3	3	3
	<i>n valid</i>	65	16	32	30	18
online periodicals	<i>median</i>	4	4	4	4	4
	<i>n valid</i>	64	16	33	30	17
data and GIS resources	<i>median</i>	2	2	2	2	2
	<i>n valid</i>	37	13	18	17	10
DVD and video collection	<i>median</i>	3	3	3	4	3
	<i>n valid</i>	61	14	30	29	17
online streaming videos	<i>median</i>	3	3	3	4	3
	<i>n valid</i>	53	15	26	26	16
Summon Discovery Tool	<i>median</i>	4	3	4	4	3
	<i>n valid</i>	52	15	23	24	16
COWs	<i>median</i>	2	1	2	3	3
	<i>n valid</i>	46	15	25	27	15
laptops	<i>median</i>	2	2	2	2	3
	<i>n valid</i>	48	13	23	25	15

\* Non-teaching or not teaching this term.

**Table 10: Median Satisfaction ratings of Library Resources, by course level**

		1000 & 2000 level	3000 & 4000 level	All Levels	App/Cit/ Cert/Diploma	Non- teaching*
print book collection	<i>median</i>	3	3	3	4	4
	<i>n valid</i>	65	15	32	32	18
electronic book collection	<i>median</i>	3	3	3	3	3
	<i>n valid</i>	54	12	26	28	16
print periodicals	<i>median</i>	3	3	3	3	3
	<i>n valid</i>	57	14	29	30	17
online periodicals	<i>median</i>	3	3	4	4	4
	<i>n valid</i>	64	16	30	29	18
data and GIS resources	<i>median</i>	2	2	3	2	2
	<i>n valid</i>	21	7	12	12	7
DVD and video collection	<i>median</i>	3	3	3	3	3
	<i>n valid</i>	51	11	27	28	16
online streaming videos	<i>median</i>	3	2	3	4	3
	<i>n valid</i>	39	10	19	26	16
Summon Discovery Tool	<i>median</i>	4	3	3	3	2
	<i>n valid</i>	45	13	19	20	13
COWs	<i>median</i>	2	2	3	2	3
	<i>n valid</i>	31	8	18	25	12
laptops	<i>median</i>	3	2	2	2	3
	<i>n valid</i>	32	5	17	22	11
Overall Library Resources	<i>median</i>	3	3	4	4	4
	<i>n valid</i>	64	15	31	33	18

\* Non-teaching or not teaching this term.

Since responses about resources may reflect priorities not only in this term, and individual faculty may teach different levels in different terms, conclusions should be drawn with care regarding association between teaching level and importance of resources. It is safer to do this with regard to any differences between degree and non-degree responses, as this is less likely to change from term to term.

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

Tables 11 and 12 show that respondents at all campuses are consistently satisfied with almost all resources, with the exception of data and GIS resources [all campuses; note again that these are also indicated to be of less importance: median of 2 (= *Neutral*), and online streaming videos (Surrey only)]. Since online resources are available to all equally, regardless of location, variations in Satisfaction probably reflect differences in subject matter and/or approaches to teaching; compare to tables on Importance and Satisfaction by Faculty or School (page 10).

Online periodicals are rated as *Very important* on all campuses except Cloverdale, where only DVD and video collection has median importance of 4 (= *Very Important*). The Summon Discovery Tool is rated *Very important* by users at Richmond: again, likely reflecting program differences.

Responses from those on leave this semester have not been included.



**Table 11: Median Importance ratings of Library Resources, by campus**

		Cloverdale	Langley	Richmond	Surrey
print book collection	<i>median</i>	3	3	4	3
	<i>n valid</i>	20	62	63	149
electronic book collection	<i>median</i>	3	3	3	3
	<i>n valid</i>	20	55	57	139
print periodicals	<i>median</i>	3	3	3	3
	<i>n valid</i>	20	63	60	147
online periodicals	<i>median</i>	3	4	4	4
	<i>n valid</i>	21	60	57	150
data and GIS resources	<i>median</i>	2	2	2	2
	<i>n valid</i>	16	40	32	98
DVD and video collection	<i>median</i>	4	3	3	3
	<i>n valid</i>	20	54	56	134
online streaming videos	<i>median</i>	3	3	3	3
	<i>n valid</i>	21	49	49	121
Summon Discovery Tool	<i>median</i>	2	3	4	3
	<i>n valid</i>	19	49	48	119
COWs	<i>median</i>	2	3	2	3
	<i>n valid</i>	18	55	50	133
laptops	<i>median</i>	2	3	2	3
	<i>n valid</i>	17	56	53	142

**Table 12: Median Satisfaction ratings of Library Resources, by campus**

		Cloverdale	Langley	Richmond	Surrey
print book collection	<i>median</i>	3	3	3	3
	<i>n valid</i>	21	63	60	145
electronic book collection	<i>median</i>	3	3	3	3
	<i>n valid</i>	20	52	52	126
print periodicals	<i>median</i>	3	3	3	3
	<i>n valid</i>	19	59	60	131
online periodicals	<i>median</i>	3	3	4	3
	<i>n valid</i>	20	57	59	132
data and GIS resources	<i>median</i>	2	2	2	2
	<i>n valid</i>	13	30	17	66
DVD and video collection	<i>median</i>	3	3	3	3
	<i>n valid</i>	19	50	46	117
online streaming videos	<i>median</i>	3	3	3	2
	<i>n valid</i>	19	42	36	99
Summon Discovery Tool	<i>median</i>	3	3	4	3
	<i>n valid</i>	15	42	46	97
COWs	<i>median</i>	3	3	3	3
	<i>n valid</i>	17	51	35	108
laptops	<i>median</i>	3	3	4	3
	<i>n valid</i>	15	49	37	111
Overall Library Resources	<i>median</i>	4	4	4	3
	<i>n valid</i>	22	72	63	172

Participants were also asked (Q7), if they had indicated dissatisfaction with any Library resources, to explain. Among comments were a desire that COWs be updated and/or all classrooms be equipped [with them], dissatisfaction with the Summon Discovery Tool, with streaming video quality, and with collections (books, periodicals, electronic resources, DVDs).

Further, participants were asked which of the listed resources they were most satisfied with, and why (Q8). There were many positive comments about Library staff and librarians, the addition of new DVDs, print and online collections, research databases, the Summon Discovery Tool, and audio-visual equipment.

These two groups of comments, sorted by campus, compose Appendix D.

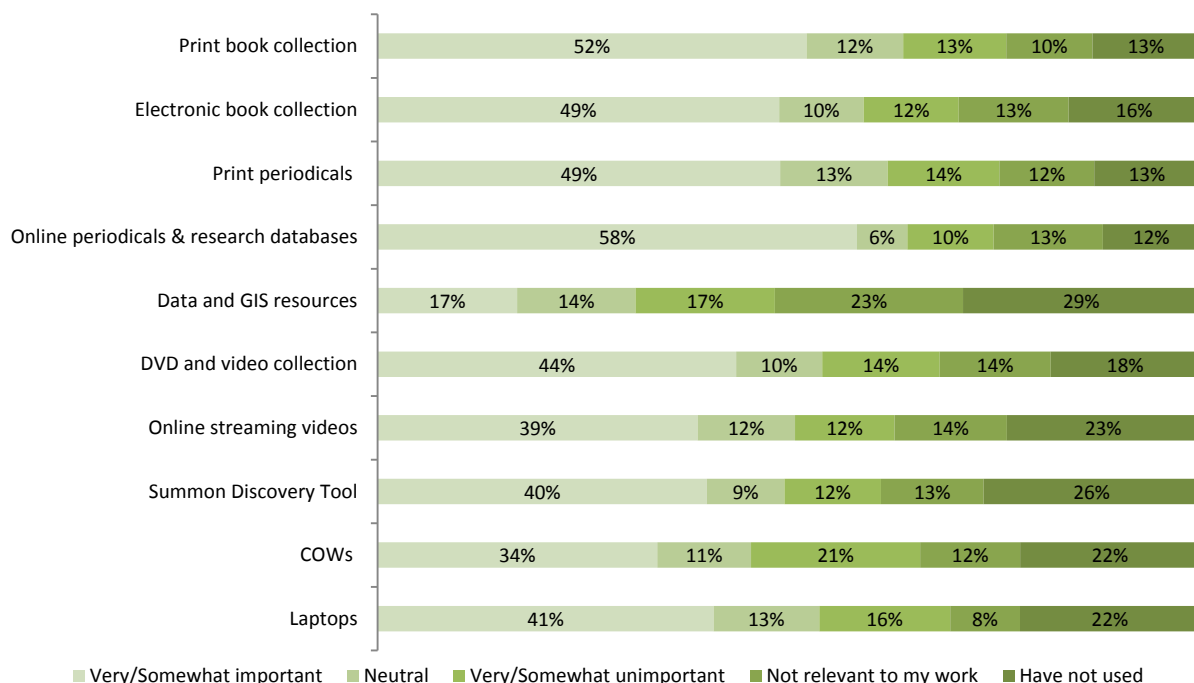
### Not Relevant to My Work and Have Not Used

A change was made to the survey this year, affecting all questions on Importance and Satisfaction with Library services, resources, etc. The category *N/A Have not used* has been split into *Not relevant to my work*, and *Have not used*: as these are “choose one” questions, it was hoped this would give a little extra insight into reasons for non-use of Library services and facilities. (Both these response options are omitted in calculating medians.)

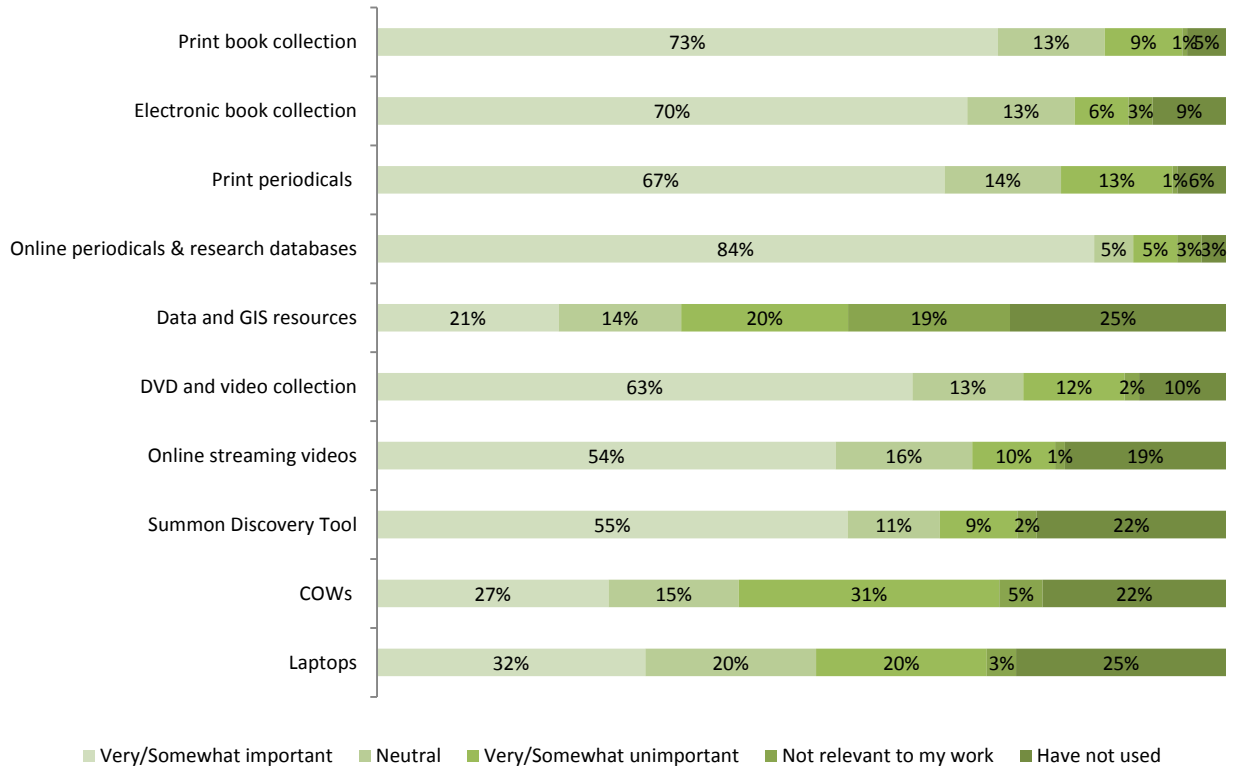
Chart 6 shows the overall response frequencies for Importance of Library resources. (*Very and Somewhat important*, and *Very and Somewhat unimportant*, have been condensed from four categories to two for readability: full frequency tables from which this chart is derived are included in Appendix C.) This illustrates the relationship between *Not relevant to my work* and *Have not used*.

Chart 7 (following page) shows the same information from faculty respondents only. For all resources except data and GIS, the response patterns for the two non-use categories are very different from those for employees as a whole: most faculty respondents reporting they have not used a specific Library resource are *not* saying the resource is irrelevant to their work.

**Chart 6: Importance of Library Resources, overall (n=391)**



**Chart 7: Importance of Library Resources, faculty respondents only (n=175)**

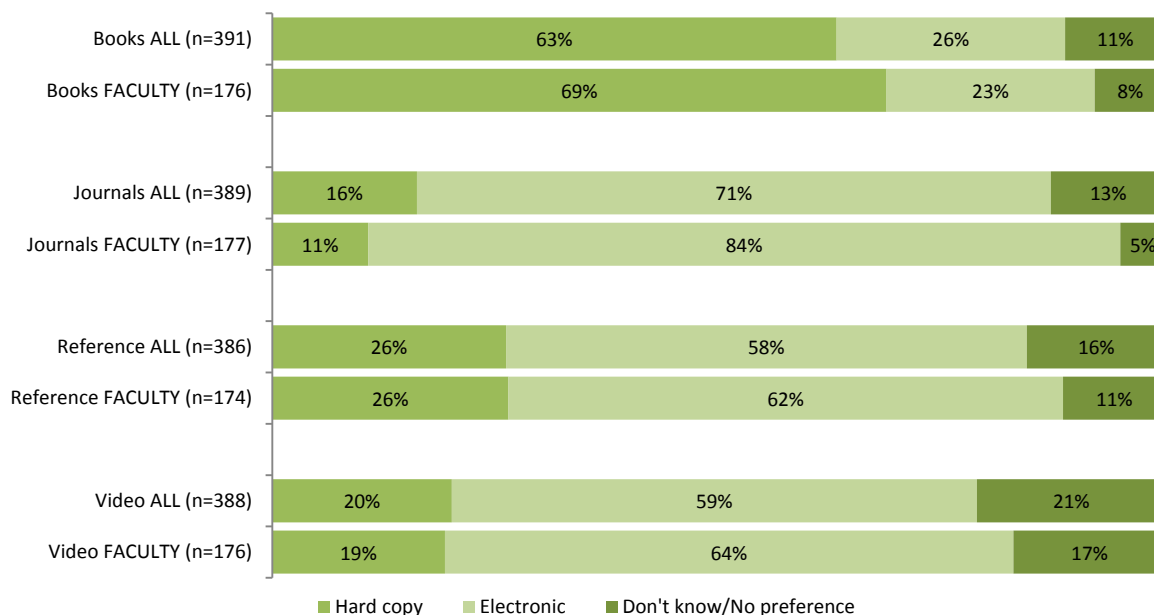


## Resource Format Preferences (Q9)

All respondents were asked whether they would prefer certain resources in print/hard copy or electronic format, if they had to choose one or the other (Q9).

Chart 8 shows a comparison of overall and faculty respondents' preferences of resource format. In general, both groups of respondents have a clear preference for books in print/hard copy, and journals, reference resources, and videos/DVDs in electronic/online formats. (Full frequency tables from which this chart is derived are included in Appendix E.)

**Chart 8: Resource format preferences**



Comparison of these data (overall only) with results of the last survey of employees shows a shift away from preference for hard copy in all types of resources, as shown in Table 13. There is a clear increase in preference for videos in electronic format, but otherwise the shift is toward *Don't know/No preference*.

**Table 13: Change in resource format preferences, (all respondents) from 2012 (n=287) to 2014 (n=389)**

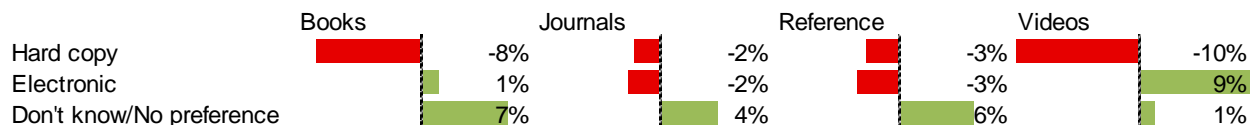


Chart 9 (following page) shows the breakdown by campus of preference for each of these resource types **in print/hard copy**. The 'n' in each case is the total number of responses for that campus, providing context for the percentages shown. Looking at all employee groups, there is a preference for books in hard copy at every campus, ranging from 72% at Richmond to 57% at Langley. Cloverdale respondents still, as two years ago, express a clear preference for their reference books in hard copy, though down from last time. As last time, all groups are least interested in hard copy for journals.

**Chart 9: Resource format preference for hard copy, by campus; all employee groups**

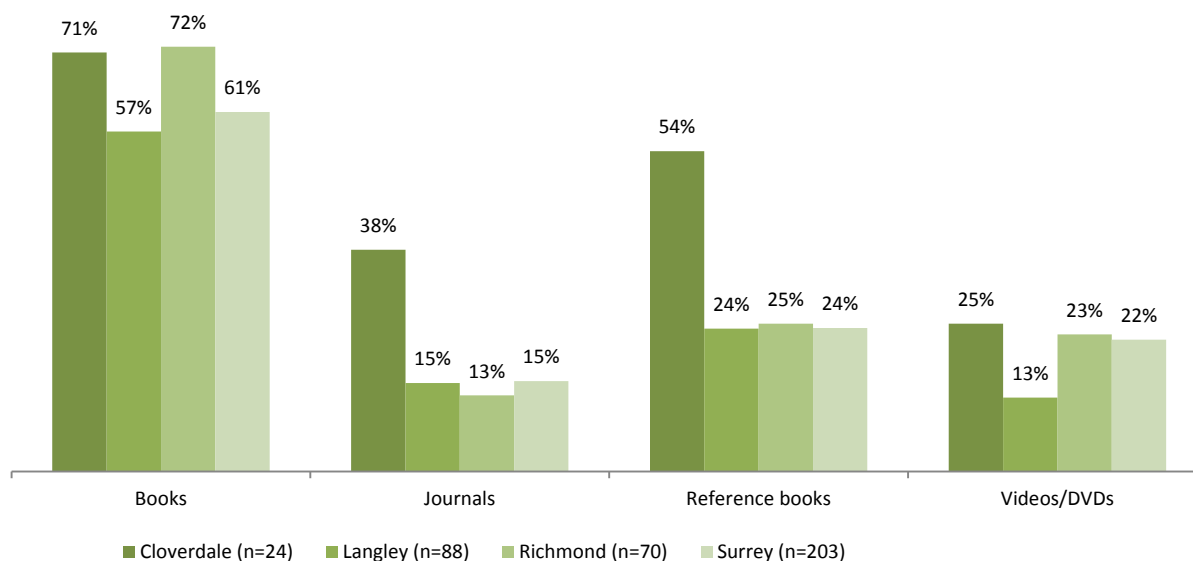
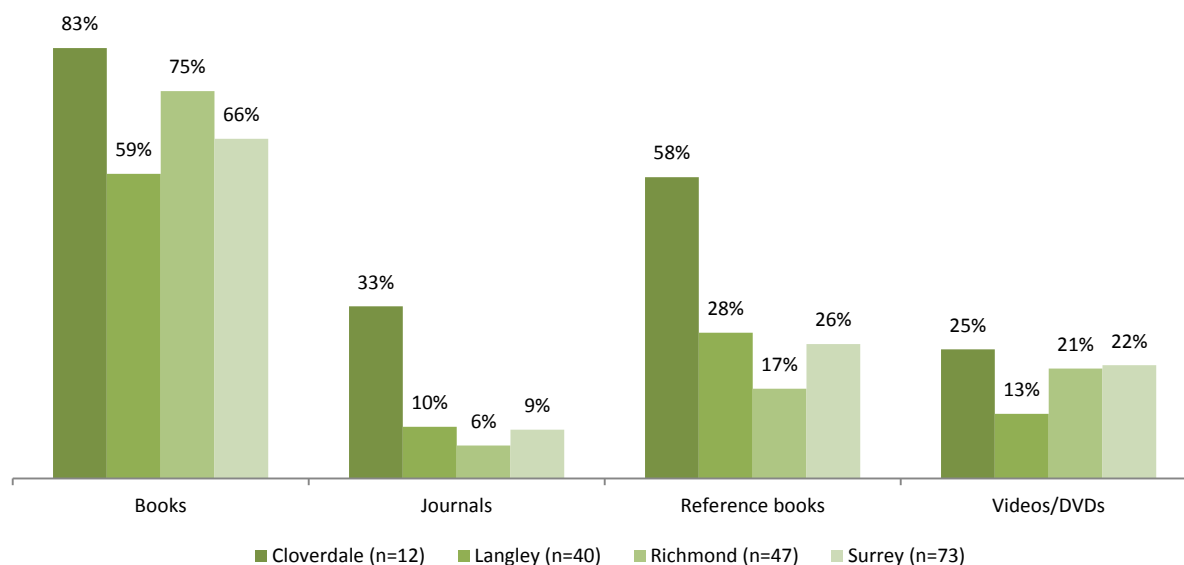


Chart 10 shows the same breakdown – preference for hard copy, by campus – but includes only responses from faculty not currently on leave. The patterns and percentages are quite similar to those overall, though there is an even stronger preference for books in hard copy among respondents at Cloverdale.

**Chart 10: Resource format preference for hard copy, by campus; faculty only**

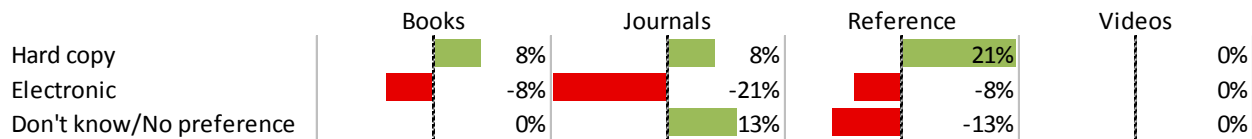


In addition, Tables 14 through 17, new to the report this year, show a comparison of faculty responses by campus for preference of *Electronic format*, and *Don't know/No preference* with results of the last survey of employees: the overall responses for preference of format shows a shift away from hard copy.

Each column shows the shift among preferences for that particular type of resource: e.g., for *Journals* at Cloverdale, a 21% decrease in preference for *Electronic* corresponds to an 8% increase in preference for

Hard copy and a 13% increase in *Don't know/No preference*. Percentages of respondents choosing each option for video resources at Cloverdale are unchanged from 2012 to 2014. (Some columns may not total zero due to rounding.)

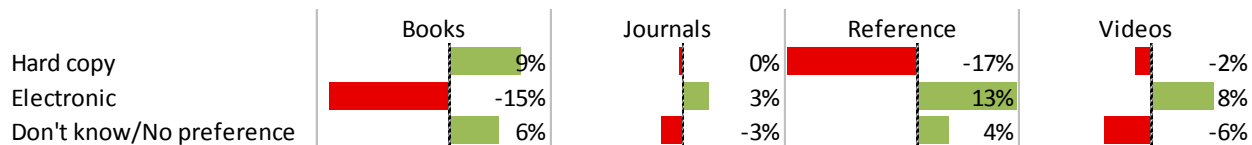
**Table 14: Change in resource format preferences, Cloverdale campus, faculty only, from 2012 (n=8) to 2014 (n=12)**



**Table 15: Change in resource format preferences, Langley campus, faculty only, from 2012 (n=18) to 2014 (n=40)**



**Table 16: Change in resource format preferences, Richmond campus, faculty only, from 2012 (n=44) to 2014 (n=47)**

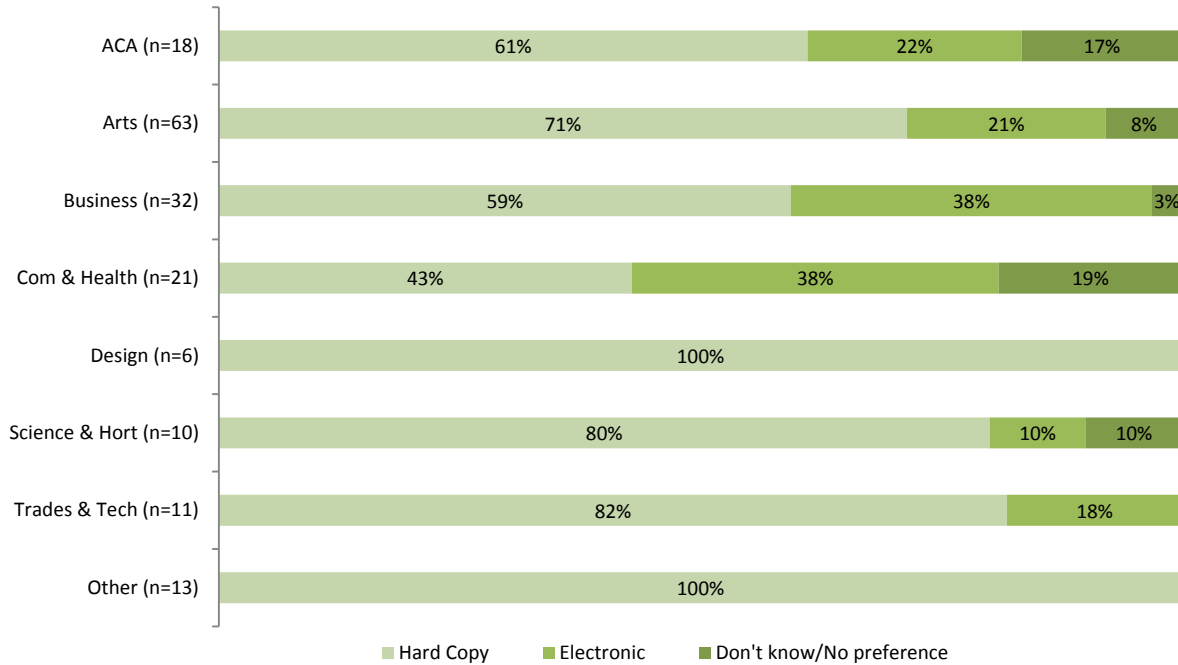


**Table 17: Change in resource format preferences, Surrey campus, faculty only, from 2012 (n=71) to 2014 (n=73)**

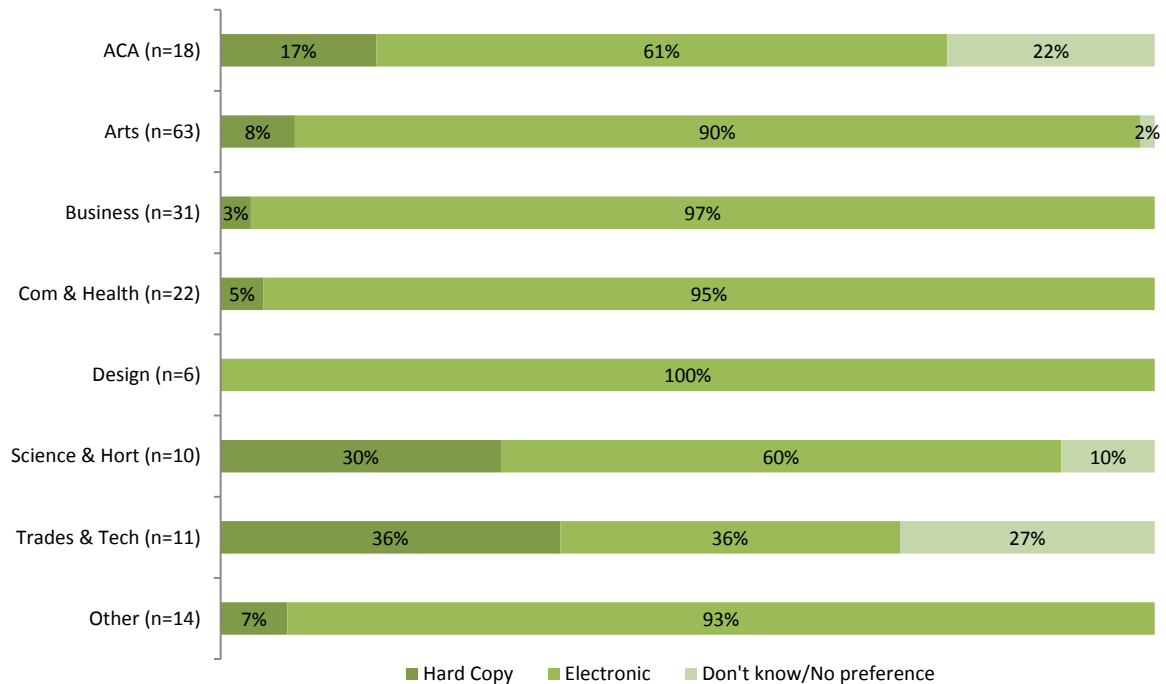


Charts 11 through 14 (following two pages) show the breakdown by program for each of *Books*, *Journals*, *Reference*, and *Video*. The corresponding chart in the 2012 report showed only the percentage preferring *print/hard copy* for each resource: with preferences shifting, a more detailed breakdown may be useful henceforth. **Note** that these data also include only faculty respondents, though in this case those on leave have not been excluded, as their Faculty or School association and related preferences are presumably unaffected by their on-leave status (they are, in any event, a small number).

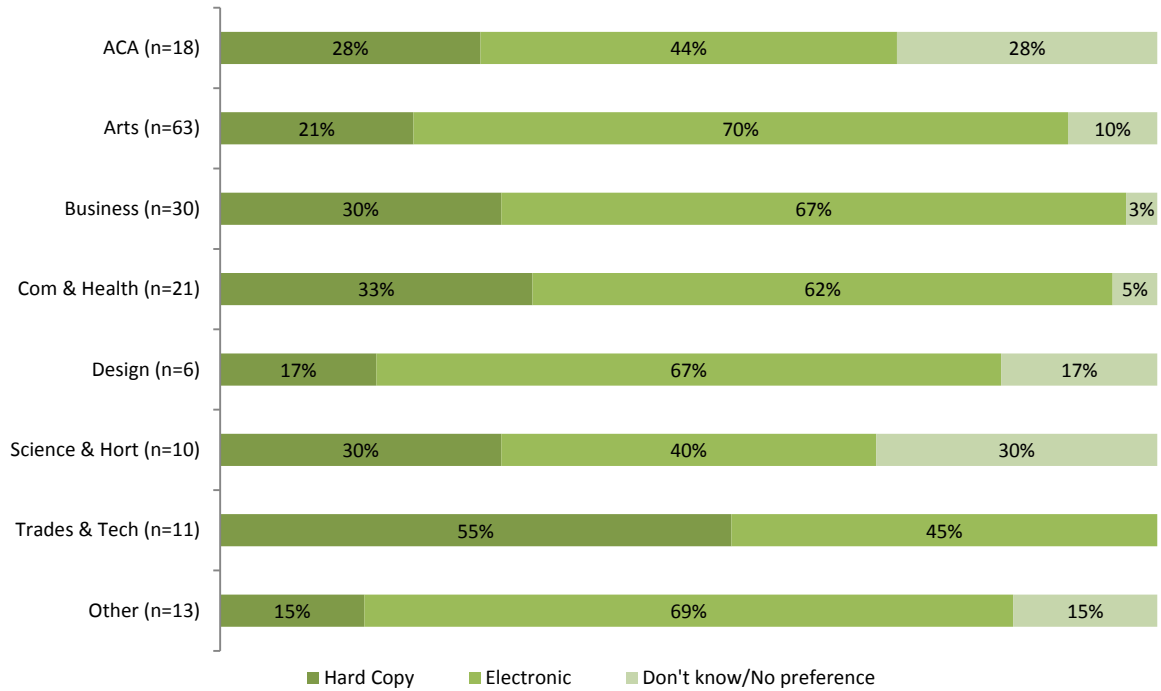
**Chart 11: Resource format preference for Books, faculty respondents, by program**



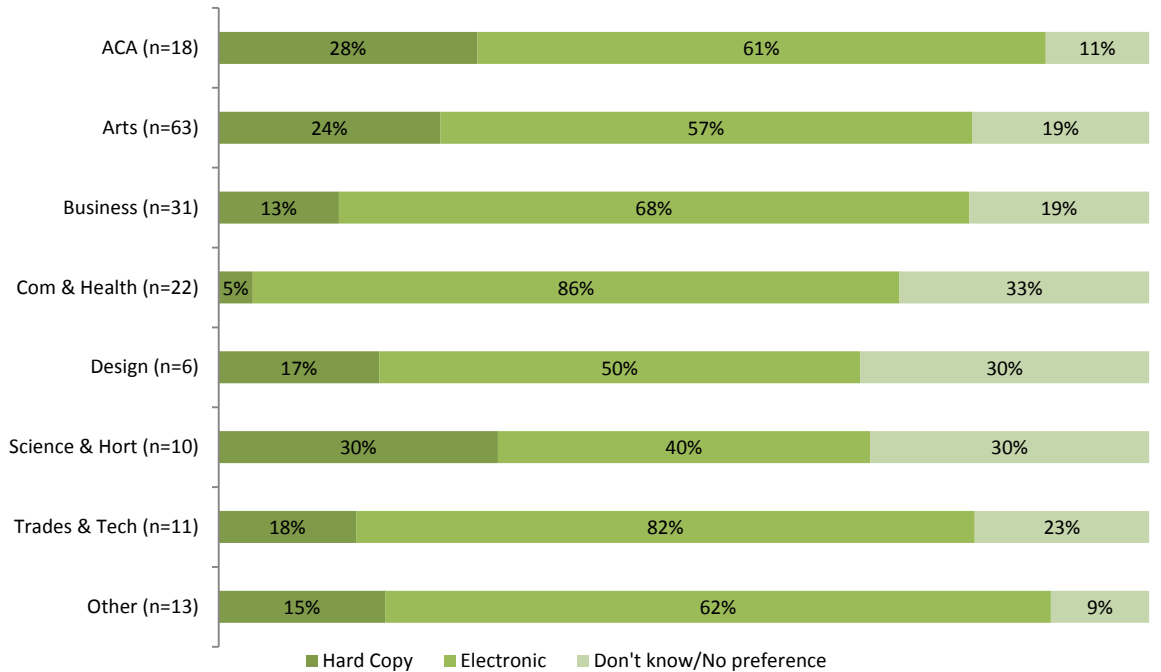
**Chart 12: Resource format preference for Journals, faculty respondents, by program**



**Chart 13: Resource format preference for Reference Books, faculty respondents, by program**



**Chart 14: Resource format preference for Video, faculty respondents, by program**





## Library Facilities and Services (Q10 – 13)

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

Using the same response scales as for Library Resources, respondents were asked to indicate how Important various Library facilities and services are to them, and how Satisfied they are with each (Table 18). Overall, respondents who have used them are *Very satisfied* (= 4) with Library facilities and services, and *Very satisfied* with six of the 11 items in this section. This is a considerable increase in Satisfaction ratings over the last survey. All but two items have median Importance ratings of 3 (= *Somewhat important*): website and cleanliness have median ratings of 4 (= *Very important*).

**Table 18: Comparison of median Satisfaction & Importance ratings, Library Facilities and Services**

n valid	Median importance	Library Facilities and Services	Median satisfaction	n valid
335	3	Library hours of operation	3	332
302	3	reference service desk hours	3	295
304	3	assistance by reference librarians	4	293
318	3	assistance by audio-visual services staff	4	295
326	3	assistance by checkout counter staff	4	318
295	3	intercampus loan service	4	248
286	3	interlibrary loan service	4	240
267	3	subject guides	3	229
335	4	Library website	3	317
337	4	Library cleanliness	4	332
272	3	in-library presentation spaces	3	231
		<b>Overall with Library Facilities and Services</b>	<b>4</b>	335

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

A breakdown of Importance of and Satisfaction with Library Facilities and Services by course level taught shows high median levels of satisfaction across all levels of instruction (Tables 19 & 20). Respondents teaching in Apprenticeship, Citation, Certificate, and/or Diploma programs rate many more facilities and services as *Very important* (= 4) than do those teaching at any other level, or non-teaching. Respondents who teach degree courses rate the fewest items as *Very important* (= 4). The Library website gets a median rating of *Very important* (= 4) from respondents teaching at all levels.

**Table 19: Median Importance ratings of Library Facilities and Services, by course level**

		1000 & 2000 level	3000 & 4000 level	All Levels	App/Cite/ Cert/Diploma	Non- teaching*
Library hours of operation	<i>median</i>	3	3	4	4	4
	<i>n valid</i>	66	16	30	32	18
reference service desk hours	<i>median</i>	3	3	3	4	3
	<i>n valid</i>	60	14	31	32	18
assistance by reference librarians	<i>median</i>	3	4	3	4	4
	<i>n valid</i>	60	15	31	32	18
assistance by audio-visual services staff	<i>median</i>	3	3	3	4	3
	<i>n valid</i>	59	14	31	32	17
assistance by checkout counter staff	<i>median</i>	3	3	3	4	3
	<i>n valid</i>	64	15	33	32	18
intercampus loan service	<i>median</i>	4	3	4	4	4
	<i>n valid</i>	62	13	30	32	17
interlibrary loan service	<i>median</i>	3	3	3	3	4
	<i>n valid</i>	57	14	31	31	16
subject guides	<i>median</i>	3	3	3	4	3
	<i>n valid</i>	56	12	29	30	17
Library website	<i>median</i>	4	4	4	4	3
	<i>n valid</i>	65	16	34	32	18
Library cleanliness	<i>median</i>	3	3	4	4	4
	<i>n valid</i>	64	14	33	32	17
in-Library presentation spaces	<i>median</i>	2	3	3	3	3
	<i>n valid</i>	43	13	29	28	15

\* Non-teaching or not teaching this term.

**Table 20: Median *Satisfaction* ratings of Library Facilities and Services, by course level**

		1000 & 2000 level	3000 & 4000 level	All Levels	App/Cite/ Cert/Diploma	Non- teaching*
Library hours of operation	<i>median</i>	3	3	3	4	4
	<i>n valid</i>	65	15	33	34	18
reference service desk hours	<i>median</i>	4	2	3	4	4
	<i>n valid</i>	62	12	33	34	17
assistance by reference librarians	<i>median</i>	4	4	4	4	4
	<i>n valid</i>	56	13	32	33	18
assistance by audio-visual services staff	<i>median</i>	4	4	4	4	4
	<i>n valid</i>	52	14	30	33	17
assistance by checkout counter staff	<i>median</i>	4	4	4	4	4
	<i>n valid</i>	63	15	32	33	17
intercampus loan service	<i>median</i>	4	3	4	4	4
	<i>n valid</i>	49	12	27	28	16
interlibrary loan service	<i>median</i>	4	4	3	3	4
	<i>n valid</i>	46	14	30	28	12
subject guides	<i>median</i>	3	4	4	3	3
	<i>n valid</i>	47	12	26	27	16
Library website	<i>median</i>	4	3	4	4	3
	<i>n valid</i>	64	16	34	32	18
Library cleanliness	<i>median</i>	4	3	4	4	4
	<i>n valid</i>	65	14	33	32	18
in-Library presentation spaces	<i>median</i>	3	3	3	3	3
	<i>n valid</i>	34	13	25	25	13
Overall Library facilities and services	<i>median</i>	4	4	4	4	4
	<i>n valid</i>	63	15	32	32	18

\* Non-teaching or not teaching this term.

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

These ratings of Library Facilities and Services were further considered by campus – see Tables 21 & 22. Respondents' median Satisfaction is quite consistent across all facilities and services listed, as it was in 2012, but this time far more items – six at Langley and Surrey, and eight at Cloverdale and Richmond – have received a median Satisfaction rating of 4 (= *Very satisfied*), and the median for *Overall satisfaction* is 4 (= *Very important*) for every campus.

Various aspects of staff assistance are rated 4 (= *Very important*) at every campus except Surrey, and the *Library website*, and *Library cleanliness* are also rated *Very important* (= 4) almost everywhere. The single item to receive a median rating of less than 3 (= *Somewhat important*) at any campus is *Interlibrary loan service*, at Cloverdale.

Respondents who indicated they are on leave this term were not included in these tables. They accounted for five or fewer responses for every item, and their campus association is unknown.

**Table 21: Median Importance ratings of Library Facilities and Services, by campus**

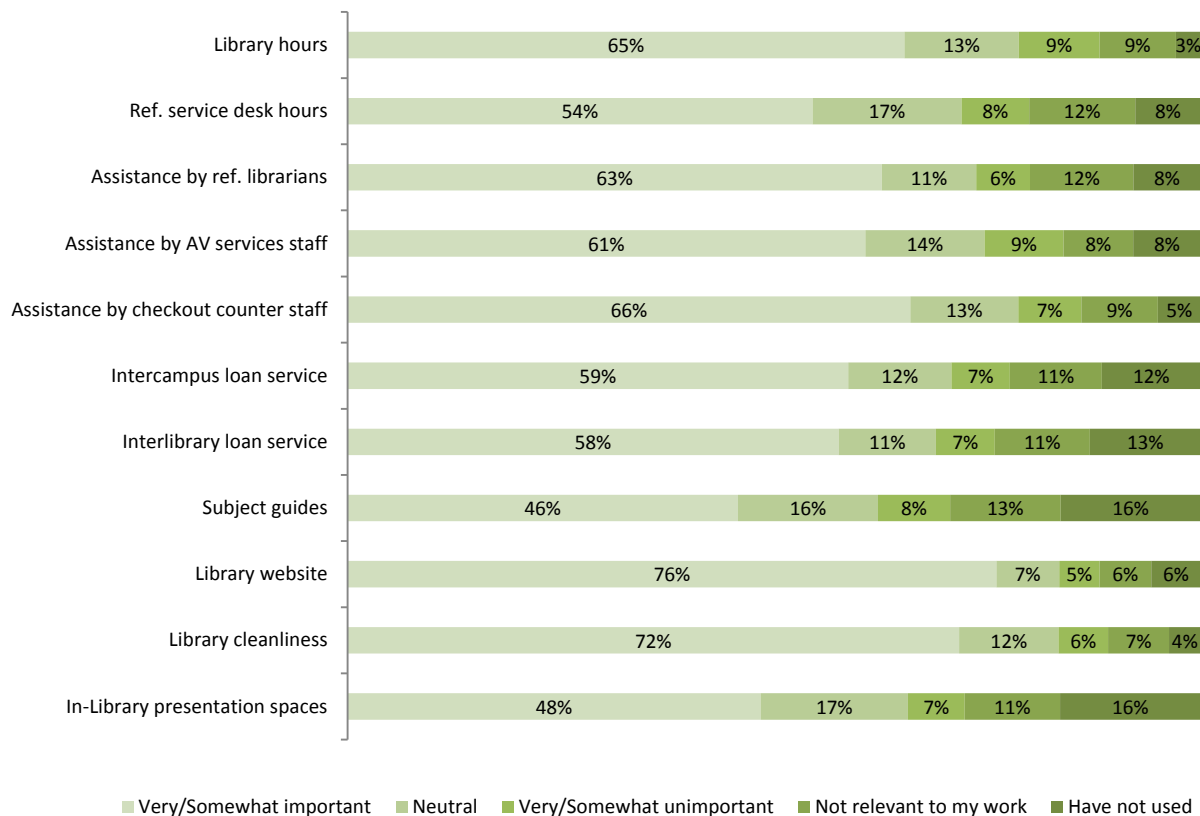
		Cloverdale	Langley	Richmond	Surrey
Library hours of operation	<i>median</i>	3	3	3	3
	<i>n valid</i>	21	73	66	170
reference service desk hours	<i>median</i>	4	3	3	3
	<i>n valid</i>	18	70	61	148
assistance by reference librarians	<i>median</i>	4	3	4	3
	<i>n valid</i>	20	68	62	149
assistance by audio-visual services staff	<i>median</i>	3	4	3	3
	<i>n valid</i>	19	66	62	166
assistance by checkout counter staff	<i>median</i>	4	4	4	3
	<i>n valid</i>	20	69	66	166
intercampus loan service	<i>median</i>	3	3	4	3
	<i>n valid</i>	18	64	57	151
interlibrary loan service	<i>median</i>	2	3	4	3
	<i>n valid</i>	18	65	52	146
subject guides	<i>median</i>	3	3	3	3
	<i>n valid</i>	19	61	52	130
Library website	<i>median</i>	3	4	4	4
	<i>n valid</i>	19	73	62	176
Library cleanliness	<i>median</i>	3	4	4	4
	<i>n valid</i>	21	72	62	178
in-Library presentation spaces	<i>median</i>	3	3	3	3
	<i>n valid</i>	19	54	43	154

**Table 22: Median Satisfaction ratings of Library Facilities and Services , by campus**

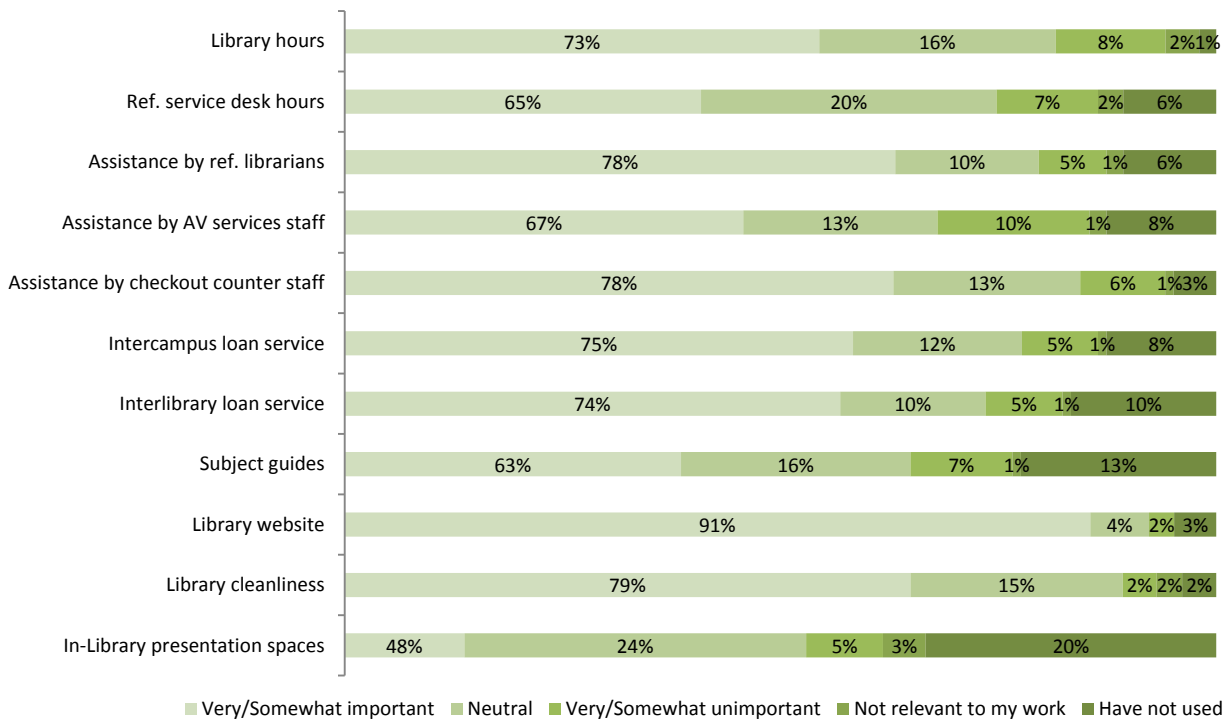
		Cloverdale	Langley	Richmond	Surrey
Library hours of operation	<i>median</i>	4	3	4	3
	<i>n valid</i>	21	71	68	167
reference service desk hours	<i>median</i>	4	3	3	3
	<i>n valid</i>	20	66	63	142
assistance by reference librarians	<i>median</i>	4	4	4	4
	<i>n valid</i>	21	66	60	141
assistance by audio-visual services staff	<i>median</i>	4	4	4	4
	<i>n valid</i>	18	62	56	154
assistance by checkout counter staff	<i>median</i>	4	4	4	4
	<i>n valid</i>	21	68	64	160
intercampus loan service	<i>median</i>	4	4	4	4
	<i>n valid</i>	15	57	47	124
interlibrary loan service	<i>median</i>	3	4	4	4
	<i>n valid</i>	14	60	44	118
subject guides	<i>median</i>	3	3	3	3
	<i>n valid</i>	14	53	48	111
Library website	<i>median</i>	3	3	4	3
	<i>n valid</i>	20	69	62	161
Library cleanliness	<i>median</i>	4	4	4	4
	<i>n valid</i>	21	71	62	173
in-Library presentation spaces	<i>median</i>	4	3	3	3
	<i>n valid</i>	18	46	32	132
Overall Library facilities and services	<i>median</i>	4	4	4	4
	<i>n valid</i>	22	68	66	174

As for Library resources, the overall response frequencies for Importance of Library Facilities and Services are shown, to illustrate incidence of *Not relevant to my work*, and *Have not used*. (These have also been condensed, making them easier to read: *Very* and *Somewhat important*, and *Very* and *Somewhat unimportant*, are again reduced from four categories to two, with full frequency tables included in Appendix F.) Chart 15, (following page) includes all survey respondents, while Chart 16 (following page) represents faculty respondents only.

**Chart 15: Importance of Library Facilities and Services, condensed, all employee groups (n=379)**



**Chart 16: Importance of Library Facilities and Services, condensed, faculty respondents only (n=171)**



Participants were also asked, if they had indicated dissatisfaction with any Library Facilities and Services, to explain (Q12). Further, they were asked which of the listed facilities and services they were most satisfied with, and why (Q13). The full text of these two groups of comments, sorted by campus, compose Appendix G.

One faculty member provided the following feedback (in another comment field in the survey, but relevant to Library services):

“I asked the library to arrange for a very important DVD or video source. I sent them names and details . . . It was very important for my course . . . I was so disappointed . . . Surely the library should have tried to order this video.”

This comment (edited to protect anonymity) suggests Satisfaction could be improved through better communication about specialized materials and sources, and what the Library can – and cannot – provide with respect to these.

## Faculty Services (Q14 – 17)

Faculty respondents were asked about Importance of, and Satisfaction with, a series of services provided by the Library specifically for faculty. This year these have been divided into *Faculty Services* (Q14 – Q17), and *Instructional Services* (Q18 and Q19, next section). Results overall for Faculty Services are shown in Table 23, for Instructional Services in Table 26, and each is broken down by Faculty or School in Tables 24 & 25 and Tables 27 & 28, respectively.

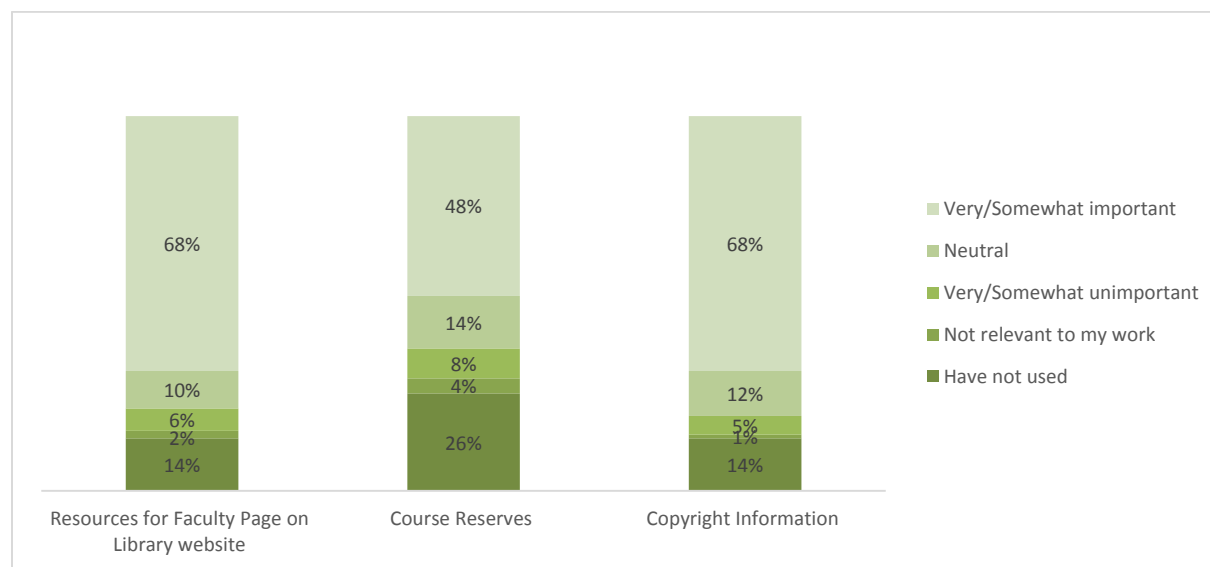
As shown in Table 23, all Faculty Services have an overall median Importance rating of at least 3 (= *Somewhat important*) with services relating to copyright rated most important. Median Satisfaction rating is 4 (= *Very satisfied*) for two out of the three services in this set. (Full frequency tables from which Table 23 and Chart 17 are derived are included in Appendix H.)

**Table 23: Importance of and Satisfaction with Library’s Faculty Services**

n valid	Median importance	Library Faculty Services	Median satisfaction	n valid
140	3	Resources for Faculty Page on Library website	3	134
118	3	course reserves	4	110
142	4	copyright information	4	130

As with other questions on Importance and Satisfaction, *N/A Have not used* has been split this year into *Not relevant to my work*, and *Have not used* (both omitted in calculating medians). Of the 15% – 30% of respondents choosing one of these categories, a large majority say they have not used the services, rather than that the services aren’t relevant to their work (see Chart 17).

**Chart 17: Importance of Library’s Faculty Services, frequency of all response options (n=168)**





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

Broken down by Faculty or School, Importance and Satisfaction with Faculty Services show some different patterns. As with all such tables, especially when they present information about very small groups, these should be used with caution and cannot be considered generalizable.

*Copyright information* has a median rating of *Somewhat* or *Very important* in every Faculty or School. The other two services are also rated *Somewhat* or *Very important* by all, except *course reserves* by Design respondents, and both *course reserves* and *Resources for Faculty webpage* by respondents indicating their Faculty or School as “Other”.

Median Satisfaction ratings are generally positive, with the exception of 2 (= *Neutral*) ratings for *course reserves* (Community & Health Studies, Design) and *Resources for Faculty webpage* (Science & Horticulture, Other). In each case these are also items for which the Importance rating was also lower relative to other items in the set.

**Table 24: Median Importance ratings of Faculty services, by Faculty or School**

		ACA	Arts	Business	Com & Health	Design	Science & Hort	Trades & Tech	Other
Resources for Faculty Page on Library website	<i>median</i>	4	4	3	4	4	3	4	2
	<i>n valid</i>	13	50	24	19	5	7	11	10
course reserves	<i>median</i>	4	3	3	3	2	4	4	2
	<i>n valid</i>	11	46	17	17	3	9	9	5
copyright information	<i>median</i>	4	4	3	4	4	4	4	4
	<i>n valid</i>	15	49	23	19	6	6	11	11

**Table 25: Median Satisfaction ratings of Faculty Services, by Faculty or School**

		ACA	Arts	Business	Com & Health	Design	Science & Hort	Trades & Tech	Other
Resources for Faculty Page on Library website	<i>median</i>	3	4	3	3	4	2	4	2
	<i>n valid</i>	10	50	23	18	5	7	11	9
course reserves	<i>median</i>	4	4	3	2	2	4	4	3
	<i>n valid</i>	9	43	16	16	3	9	8	5
copyright information	<i>median</i>	4	4	3	3	4	3	4	3
	<i>n valid</i>	14	46	21	19	5	5	10	9

Breakdown of overall frequencies to provide *Have not used* and *Not relevant to my work* by Faculty or School, might add some context to the data above, except that the *n* is so small for most Faculties or Schools that it could also be misleading, and might in some cases endanger participants’ anonymity.

The full text of comments on Library Faculty Services compose Appendix I.

## Instructional Services (Q18 & Q19)

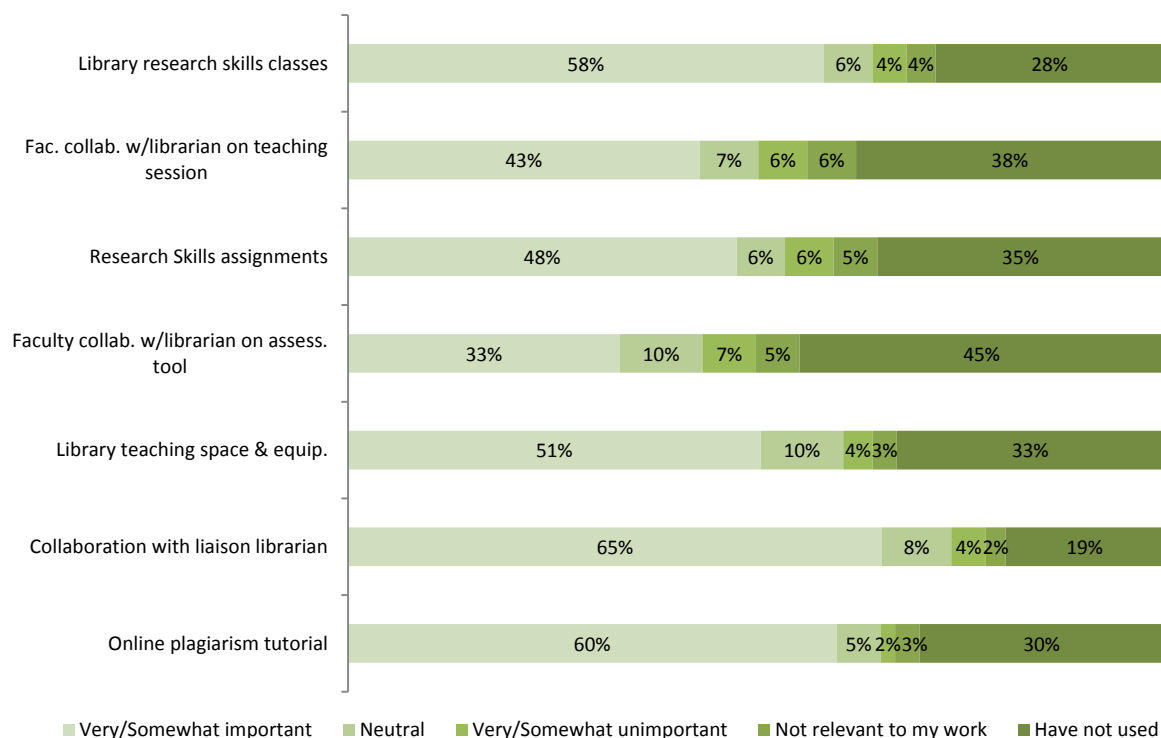
As shown in Table 26, among faculty respondents overall, median Satisfaction ratings for Instructional Services are very high, at 4 (= *Very satisfied*) for all services but one. Those receiving the highest ratings for importance include the *Online Plagiarism Tutorial* and items relating to research skills. All services have an overall median Importance rating of at least 3 (= *Somewhat important*). Full frequency tables from which this table is derived are included in Appendix J.

**Table 26: Importance of and Satisfaction with Library's Instructional Services**

n valid	Median importance	Library Instructional Services	Median satisfaction	n valid
115	4	Library Research Skills classes	4	108
94	3	faculty collaborating with librarian on teaching session	4	87
100	4	Research Skills assignments	4	90
84	3	faculty collaborating with librarian on assessment tool	3	70
108	3	Library teaching space and equipment	4	104
129	4	collaboration with liaison librarian	4	127
112	4	online plagiarism tutorial	4	97

Again, *N/A Have not used* has been split into *Not relevant to my work*, and *Have not used* (both omitted in calculating medians). For these services, an even greater proportion of respondents report that they *Have not used* the services, rather than that the services are *Not relevant to their work* (see Chart 18).

**Chart 18: Importance of Library's Instructional Services, faculty only (n=167)**



## Importance of, and Satisfaction with, Instructional Services by Faculty or School

Broken down by Faculty or School, Importance of and Satisfaction with Instructional Services also show some different patterns. *Library Research Skills classes* have a median rating of 4 (=Very important) in every Faculty or School, and *Online Plagiarism Tutorial* in every Faculty or School but one [Trades & Technology, 3 (= Somewhat important)].

Ratings vary for the other services in this set, though there are only three instances of either Importance or Satisfaction ratings of 2 (= Neutral), and none below.

As with all such tables, especially when they present information about very small groups, these should be used with caution and cannot be considered generalizable.

**Table 27: Median Importance ratings of Library's Instructional Services, by Faculty or School**

		ACA	Arts	Business	Com & Health	Design	Science & Hort	Trades & Tech	Other
Library research skills classes	<i>median</i>	4	4	4	4	4	4	4	4
	<i>n valid</i>	12	39	15	18	5	7	11	8
Faculty collab. with librarian on teaching session	<i>median</i>	4	3	3	4	4	2	4	4
	<i>n valid</i>	10	34	13	10	4	5	9	9
Research Skills assignments	<i>median</i>	4	3	3	4	3	3	4	4
	<i>n valid</i>	11	33	11	15	4	7	11	8
Faculty collab. with librarian on assessment tool	<i>median</i>	3	3	3	4	2	2	4	4
	<i>n valid</i>	11	27	9	10	3	5	10	9
Library teaching space and equipment	<i>median</i>	3	3	3	4	3	3	4	4
	<i>n valid</i>	14	35	15	12	4	7	11	10
Collaboration with liaison librarian	<i>median</i>	3	4	3	4	4	4	4	4
	<i>n valid</i>	11	52	17	14	5	10	11	9
Online plagiarism	<i>median</i>	4	4	4	4	4	4	3	4
	<i>n valid</i>	14	38	15	18	6	6	9	7

**Table 28: Median Satisfaction ratings of Library's Instructional Services, by Faculty or School**

		ACA	Arts	Business	Com & Health	Design	Science & Hort	Trades & Tech	Other
Library research skills classes	<i>median</i>	4	4	3	4	4	4	4	4
	<i>n valid</i>	11	37	14	15	5	7	11	7
Faculty collab. with librarian on teaching session	<i>median</i>	4	3	3	3	4	4	4	4
	<i>n valid</i>	9	28	13	11	4	5	9	7
Research Skills assignments	<i>median</i>	4	3	2	4	3	2	4	4
	<i>n valid</i>	10	30	10	13	3	7	11	5
Faculty collab. with librarian on assessment tool	<i>median</i>	4	3	3	3	2	3	4	4
	<i>n valid</i>	8	21	9	10	2	4	9	6
Library teaching space and equipment	<i>median</i>	3	3	3	4	3	3	4	4
	<i>n valid</i>	11	36	14	12	4	6	11	9
Collaboration with liaison librarian	<i>median</i>	3	4	3	4	4	4	4	4
	<i>n valid</i>	9	53	16	14	5	10	11	8
Online plagiarism	<i>median</i>	4	4	3	4	3	4	3	4
	<i>n valid</i>	10	34	13	17	6	6	6	5

## Library Training and Workshops, for Students or Employees (Q20 – 22)

### Library Research Skills Classes

Faculty were asked, if they schedule Library Research Skills classes, would they prefer to have librarians come into their classroom to provide a demonstration of resources, have students come to the Library lab for hands-on practice, or have both. Of respondents who expressed a preference, a large majority prefer students go to the Library for hands-on practice (Chart 19).

**Chart 19: Preference for location of Library research skills classes for students (n=128)**

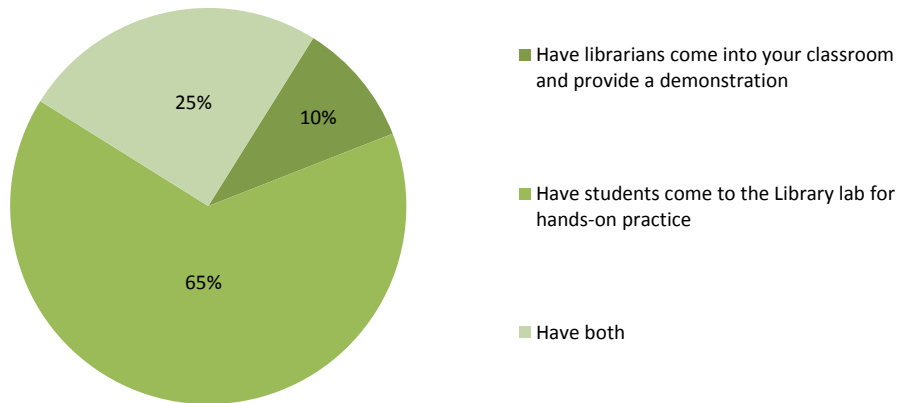
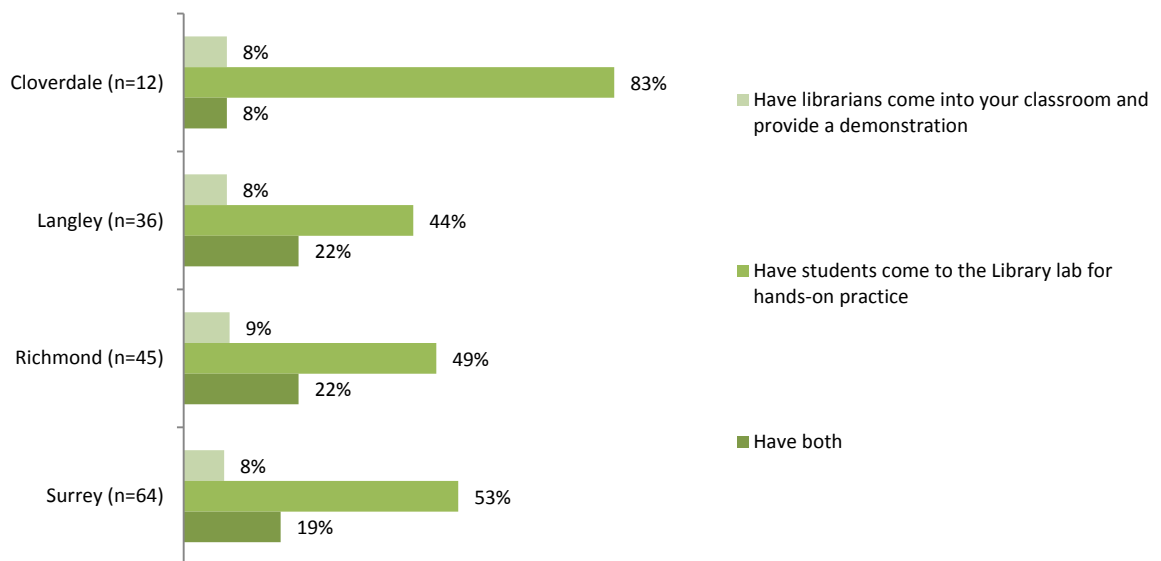


Chart 20 is the breakdown of these preferences by campus. Respondents’ preference for using the Library lab is clear at every campus, and especially so at Cloverdale. (Note that numbers of responses are small.)

**Chart 20: Preference for location of Library Research Skills classes for students, by campus**



## Library Workshops

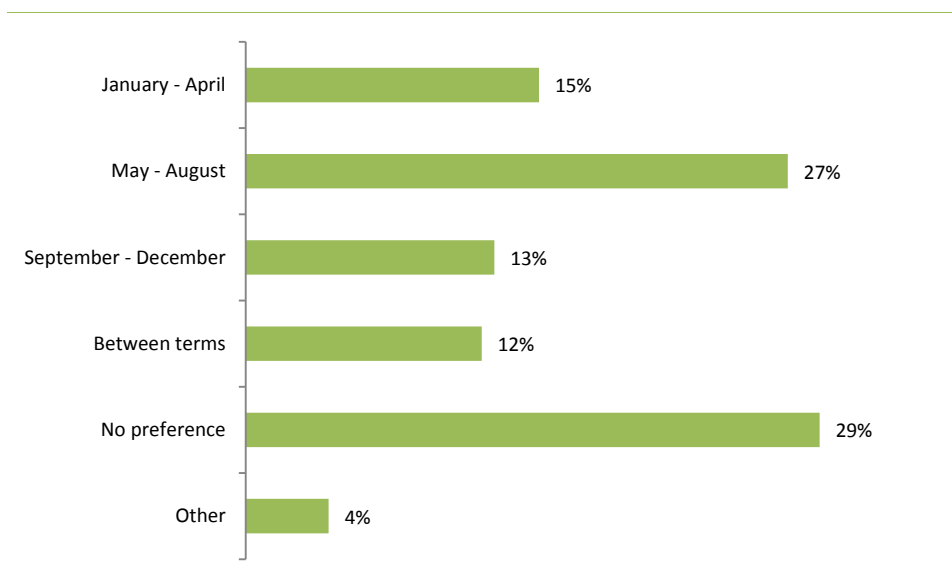
All respondents were asked to suggest topics for workshops that the Library could provide (Q21), and what the best times of year are for them to attend such workshops, choosing all that apply (Q22). Respondents listed a wide variety of subjects of interest, some intended specifically for employees, and some for students (or both). Items frequently mentioned include:

- citation skills: styles, online tools, etc.
- copyright: various topics mentioned
- how to use library resources and services (with many specific suggestions)
- online search and research skills
- plagiarism
- research skills
- writing skills

The complete set of responses is included as Appendix L.

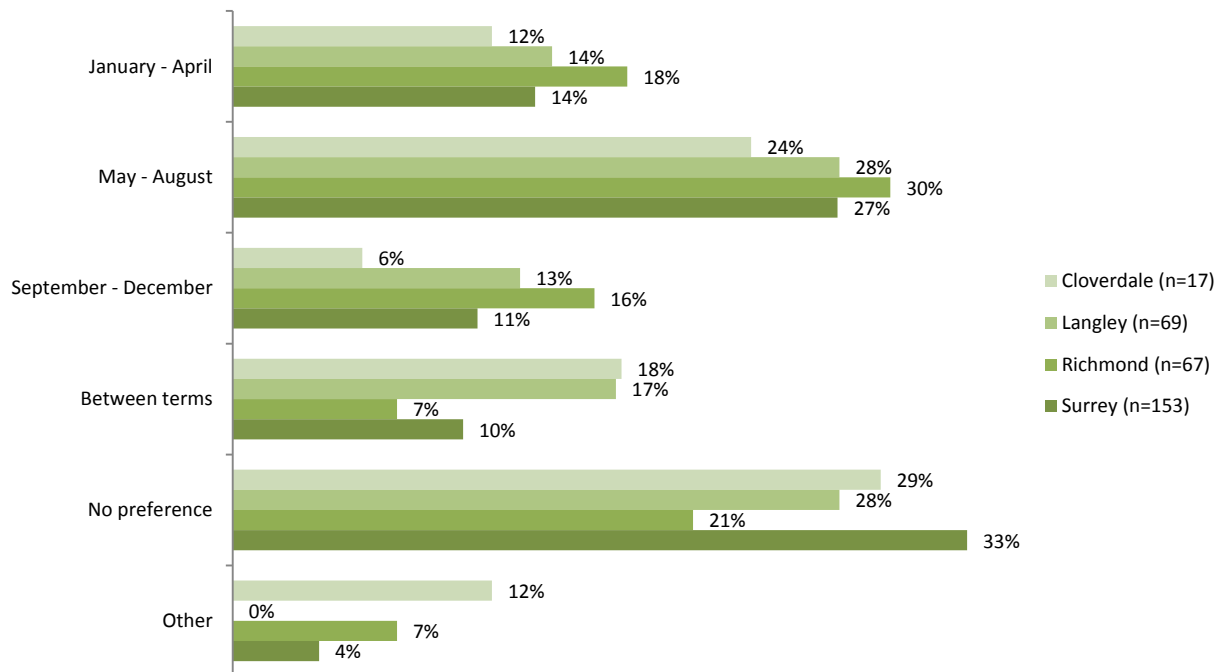
Regarding scheduling such workshops, as shown in Chart 21, of the 310 preferences indicated (by 258 respondents to this question), the most common are *No preference* or *May to August*. Those choosing *Other* wrote in more specific suggestions, such as “May-June, but not July August”, etc. (refer to Appendix K for frequency tables and full text).

**Chart 21: Best times to attend workshops, overall (n=310)**



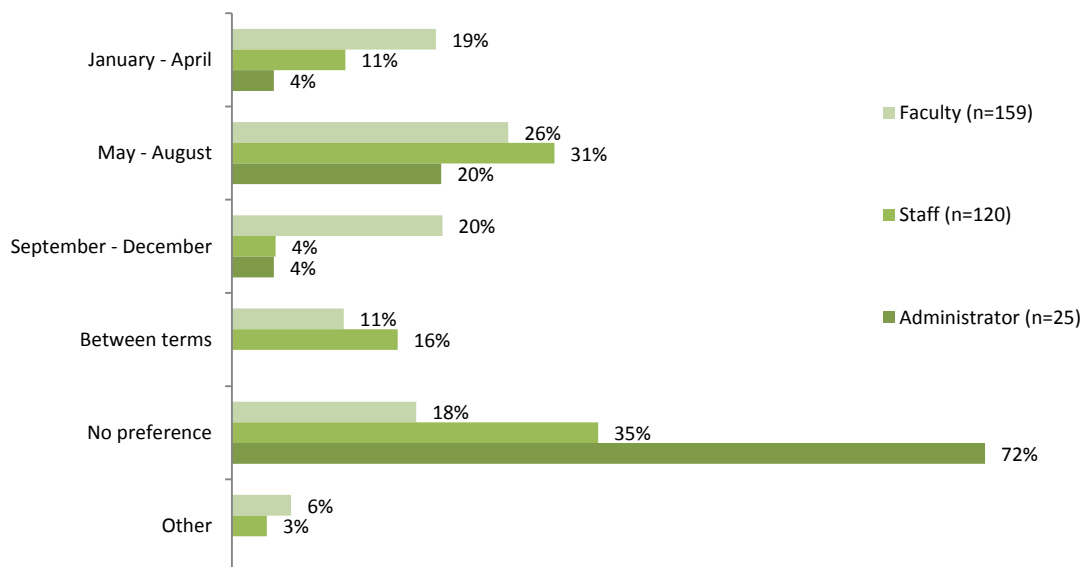
Responses by campus follow a similar pattern, with variations likely to reflect programs at that campus: e.g., trades programs at Cloverdale (see Chart 22, following page). Respondents could be interpreting these questions as referring to workshops for employees, for students, or for both, which may affect what they consider the best time(s) to offer them. In future it could be useful to be explicit about workshop audiences, perhaps breaking the question into two parts, one about workshops for employees and the other for students.

**Chart 22: Best times to attend workshops, by campus**



Responses by employee group are rather different: most notably in the *No preference* category, chosen by a large majority of administrator respondents (see Chart 23). (Charts 22 and 23 show numbers and percentages of *total responses*, rather than respondents: some respondents may have chosen more than one preference.)

**Chart 23: Best times to attend workshops, by employee group**



## Library Use (Q23 & Q24)

### Method of Access

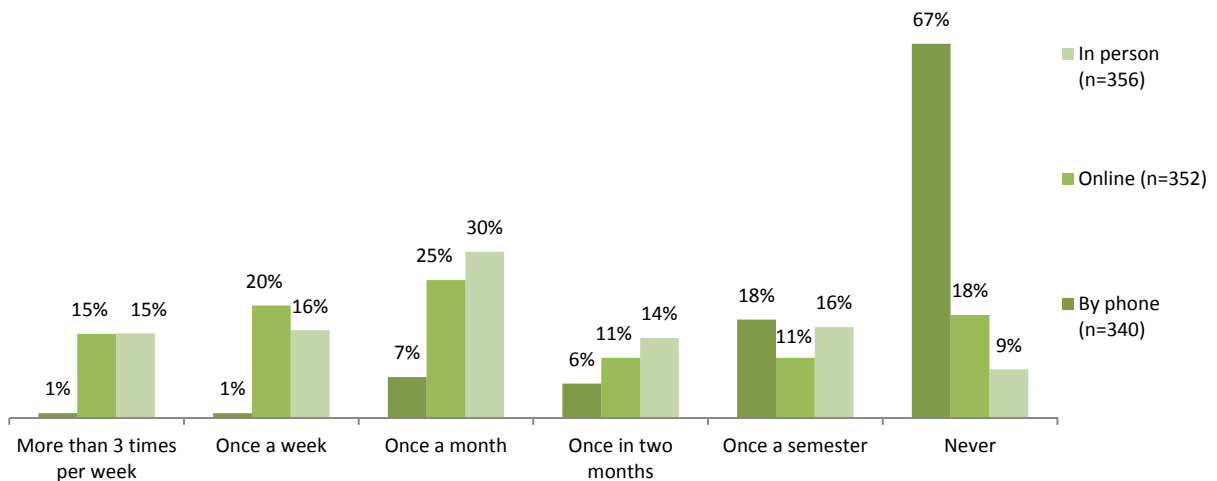
Participants were asked (Q23) to indicate how often they use the Library **in person**, **online**, and **by phone**; response options were *More than 3 times/week*, *Once a week*, *Once a month*, *Once in two months*, *Once a semester*, and *Never*. Overall results are presented in Chart 24 (note that the numbers of respondents vary by method of access), followed by comparison with 2012 overall, and breakdowns by campus, by employee group, and (for faculty) by program.

These data should be used with some caution, as they were collected in an online survey: employees who rarely use the Library online, or who are less computer-oriented at work and/or generally, are less likely to have participated, so results may suggest greater online Library use than is actually occurring in the entire employee population.

It should also be noted in relation to all questions about frequency of use that the response categories offered are not exhaustive (i.e., there are possible rates of use not provided for, such as more than once per month but less than once per week), which can result in non-response bias, and/or reduce reliability of the results by forcing respondents to choose an option that does not accurately reflect their behaviour.

Full frequency tables from which the charts and tables in this section are derived are included in Appendix M.

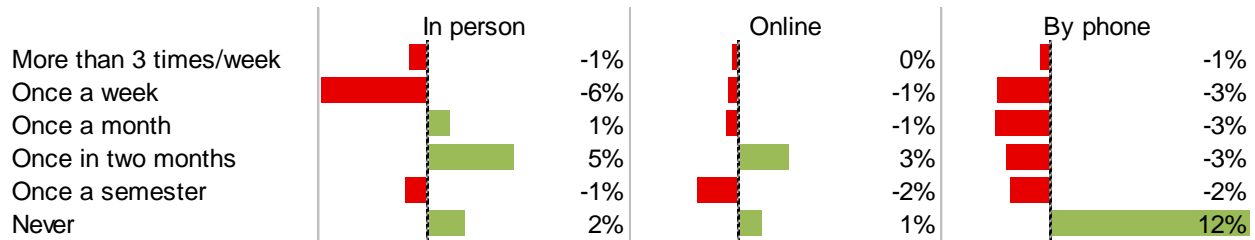
**Chart 24: Frequency of Library Use by method of access**



Comparing these results with those of the previous survey of employees (see Table 29, following page), respondents saying they use the Library **in person** once a week or more has dropped by 7%. Reported use **online** once per week or more is almost unchanged. The biggest change is in the number reporting they never access the Library **by phone** (up by 12%).

Of the 337 who responded to all three parts of this question, 6% said they never use the Library by any of these methods (this is not illustrated in the table).

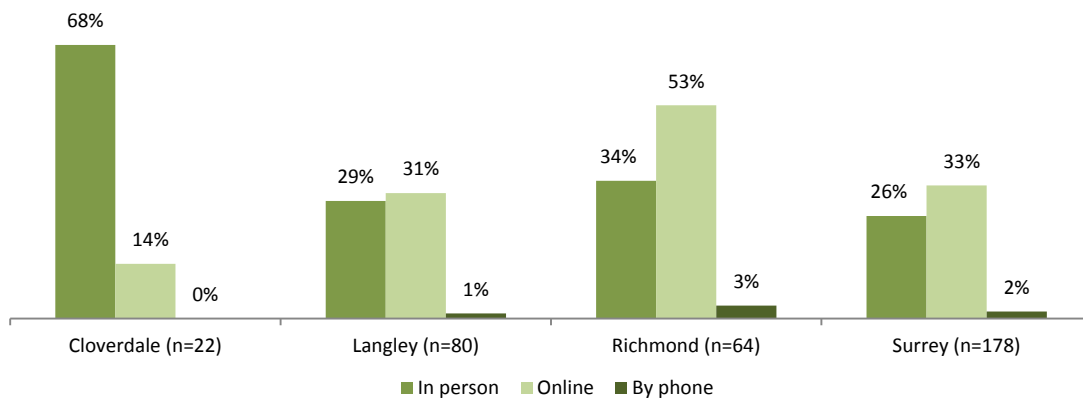
**Table 29: Changes in frequency of Library Use by method of access, 2012 to 2014**



### Library Use by Campus

As shown in Chart 25, respondents' reported use of the Library **in person** at least once per week varies between 26% at Surrey and 68% at Cloverdale; much more widely than in 2012. Variation is similar for use of the Library online. On-leave respondents are not included in any of the detailed breakdowns: 5 responses overall are too few to be useful.

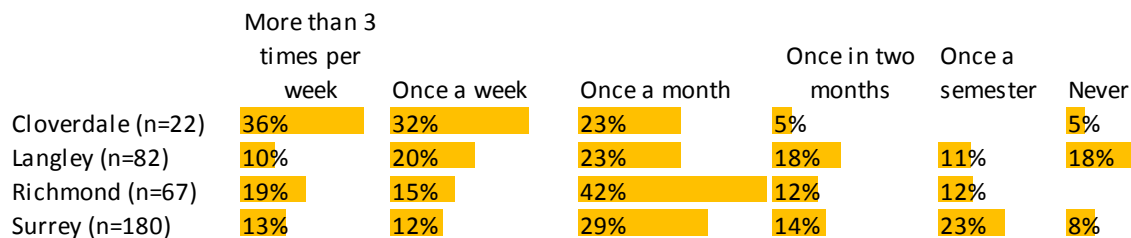
**Chart 25: Use of the Library at least once per week, all respondents, by campus**



A more detailed breakdown (Table 30, below) of **in-person** use patterns shows that 36% of Cloverdale respondents report using the Library *More than three times per week*, which is considerably higher than at any other campus and 10% higher than for the same campus in 2012. Use patterns have changed at all campuses since the last survey, probably reflecting relocation of programs as much as changes in users' habits.

Numbers of respondents per campus are small relative to overall populations at each, especially when broken down into six response categories as they are here. Conclusions should be drawn with caution.

**Table 30: In person use of the Library, by campus**





## Online

Table 31 provides a more detailed picture of respondents' patterns of online Library use. Cloverdale respondents are the most likely to report *Never* using the library online (36%), and Richmond again has the highest rate of online use at 25% *More than three times per week* and 80% *Once per month* or more often.

**Table 31: Online use of the Library, by campus**

	More than 3 times per week	Once a week	Once a month	Once in two months	Once a semester	Never
Cloverdale (n=22)		14%	27%	5%	18%	36%
Langley (n=80)	8%	24%	23%	13%	8%	26%
Richmond (n=64)	25%	28%	27%	13%	3%	5%
Surrey (n=181)	16%	17%	24%	10%	14%	18%

## By Phone

Respondents indicate that their use of the Library by phone is quite limited, and even more so than at the last survey. As Table 32 shows, between 64% (Cloverdale) and 71% (Richmond) say they never access the Library this way (up from a range in 2012 of 51% to 62%). Those who do phone the Library, regardless of campus, tend to do so infrequently. These data may also be affected by their method of collection, as employees who phone the Library may be less likely to respond to an online survey.

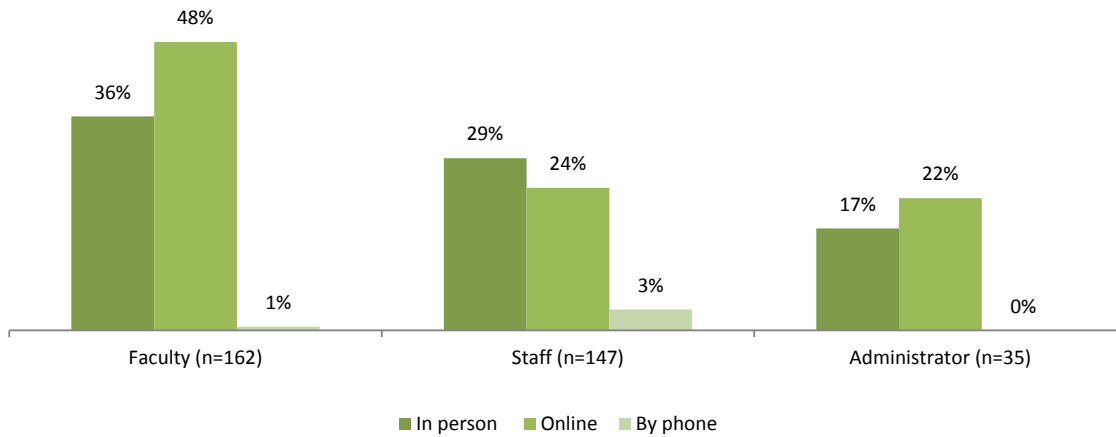
**Table 32: Phone use of the Library, by campus**

	More than 3 times per week	Once a week	Once a month	Once in two months	Once a semester	Never
Cloverdale (n=22)			23%	14%		64%
Langley (n=79)		1%	9%	9%	14%	67%
Richmond (n=62)	2%	2%	6%	6%	13%	71%
Surrey (n=173)	1%	1%	5%	3%	24%	66%

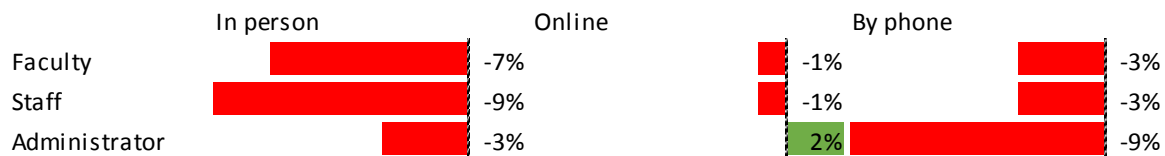
## Library Use Method by Employee Group

Method of Library access by employee group is shown in Chart 26. Almost half of faculty respondents use the Library at least once per week **online**, and over a third do so **in person**. About half of staff respondents use the Library as often either **in person** or **online**, and about 40% of administrators. With only one exception, reported frequency of use by all methods in all groups has declined since 2012, and these changes are detailed in Table 33 below.

**Chart 26: Use of the Library at least once per week, all access methods, by employee group**



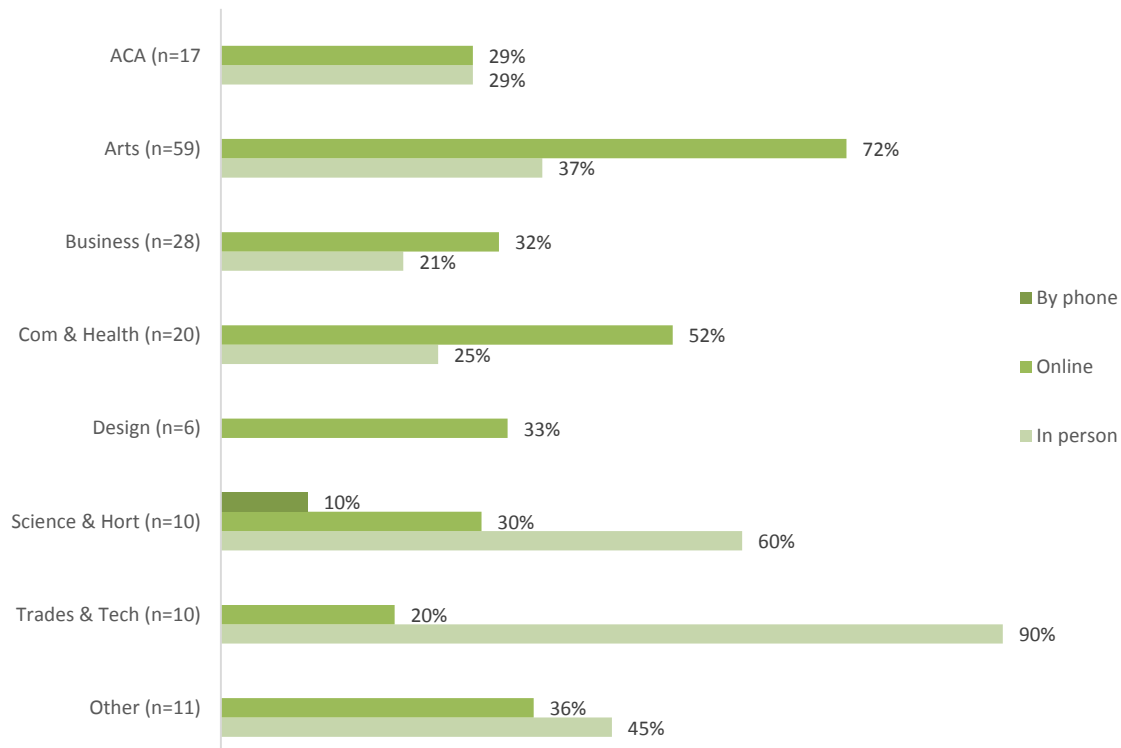
**Table 33: Changes in frequency of Library use by method of access and employee group, 2012 to 2014**



## Library Use Method by Faculty or School

Chart 27 shows the percentages of faculty respondents for each program using the Library *at least once per week*, for all methods. (As in the previous section, *n* for each program is the average number of respondents in the group for the three access methods. Total faculty respondents to these questions across all departments = 161.)

**Chart 27: Use of the Library at least once per week, by all methods, by Faculty or School**

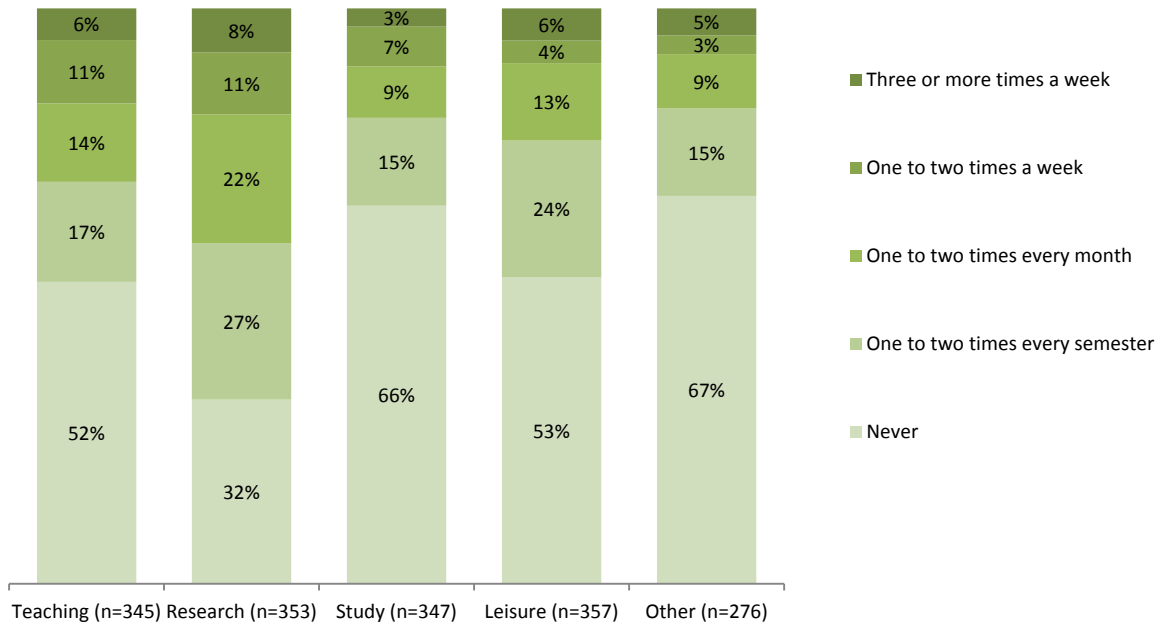


Comparison with results of the previous survey is difficult, due to changes in composition of several Faculties or Schools since then, as well as various programs' relocation to different campuses.

## Frequency of Library Use for Specific Purposes

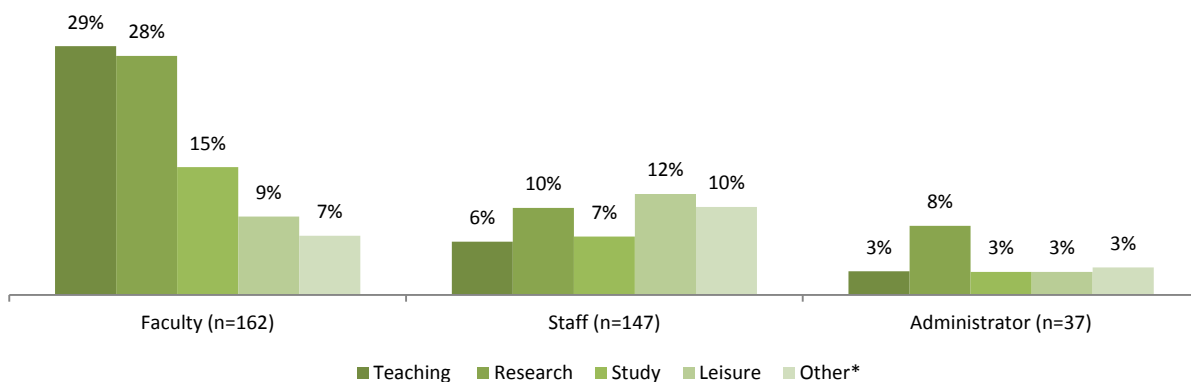
Respondents were asked (Q24) about their frequency of use of the Library for each of four specific purposes – Teaching, Research, Study, and Leisure – plus Other. Chart 28 shows response frequencies for all employees' Library use, for all purposes listed.

**Chart 28: Use of the Library for specific purposes, all employees**



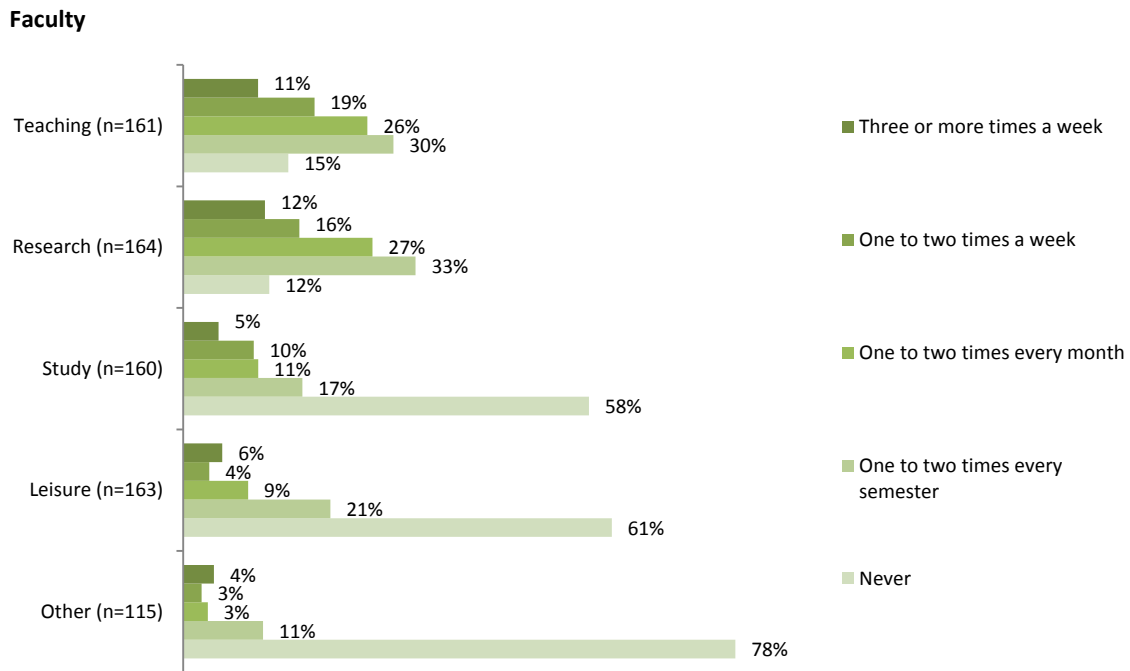
This chart looks quite similar to its equivalent from the previous survey, but the *Never* responses have increased slightly for all purposes of use. While it appears that there are many employees who do not use the Library for any purpose, analysis of all frequency of use variables (Q23 and Q24) together shows that only 16 respondents actually answer *Never* to all eight methods and purposes of use. Breaking the results down by employee group (Charts 29 – 32) helps to clarify who is using the Library for what purposes, and how often.

**Chart 29: Use of the Library for specific purposes, at least once per week, by employee group**

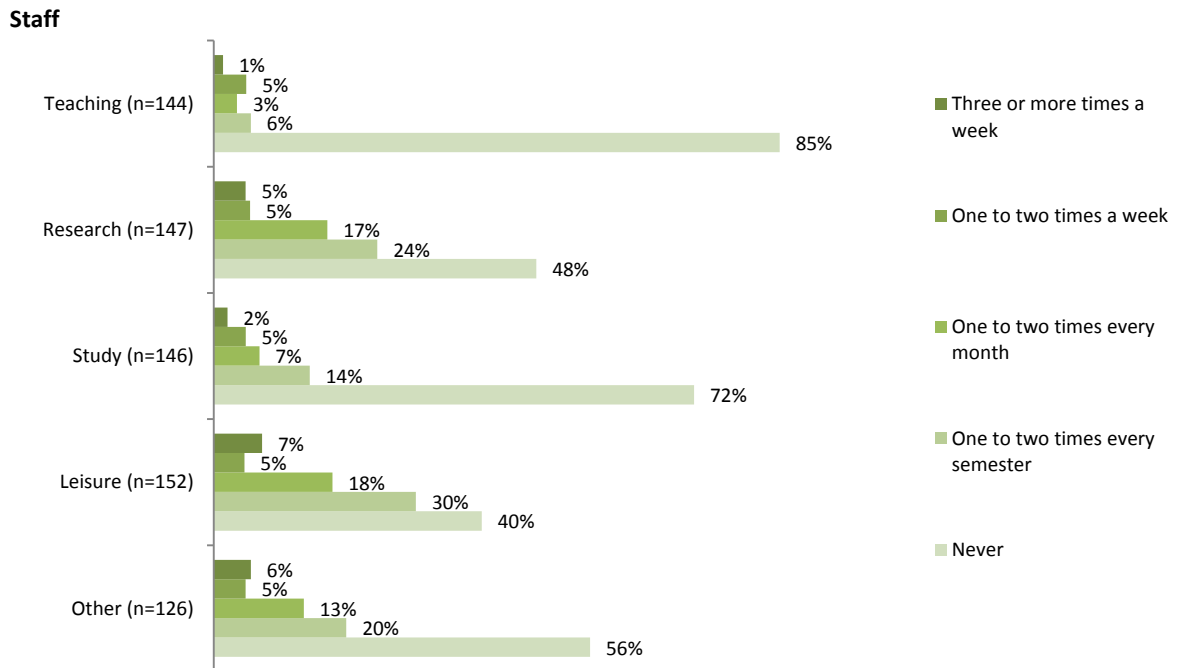


\* Fewer participants in all employee groups provided any response regarding *Other* purposes of Library use; for this item n = 115 for Faculty, 126 for Staff, and 31 for Administrators.

**Chart 30: Frequency of use of the Library for specific purposes, by faculty**

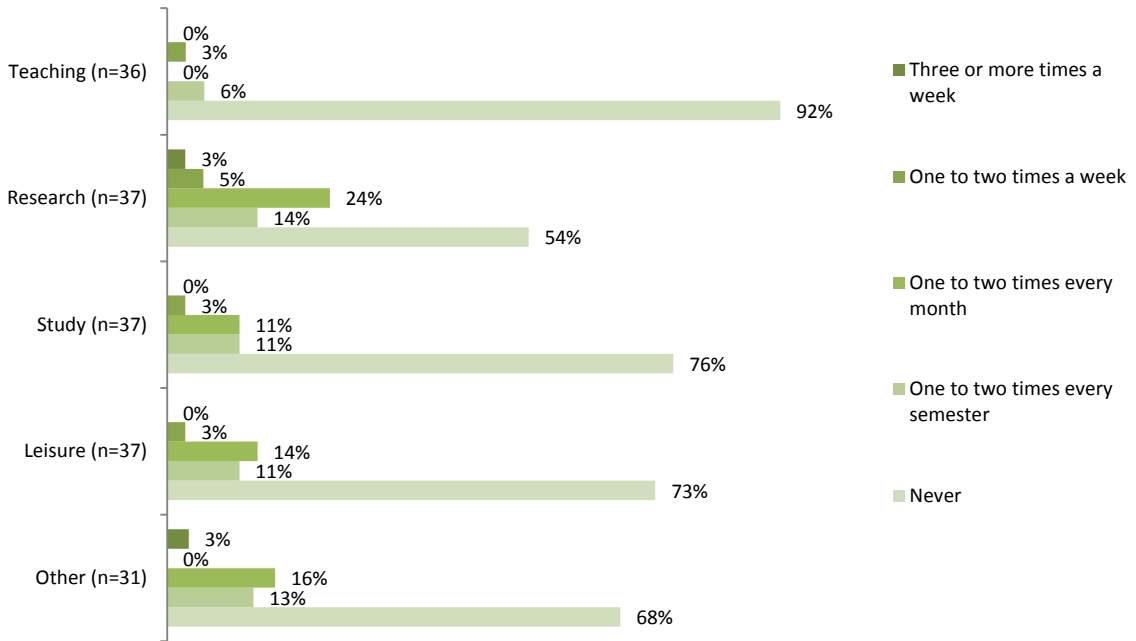


**Chart 31: Frequency of use of the Library for specific purposes, by staff**



**Chart 32: Frequency of use of the Library for specific purposes, by administrators**

**Administrators**







## Audio-Visual Equipment (Q25 – 27)

### Computers on Wheels – Borrowing Patterns

Faculty were asked whether they borrow Computers on Wheels (COWs) from the Library to use in their teaching. Overall, 21% of faculty responding indicate they borrow COWs to use in their teaching, a drop of 5% since the previous survey. There is still considerable variation between campuses, and its pattern is similar to that in 2012: a much higher percentage of respondents at the Cloverdale and Langley campuses report that they borrow COWs, as compared with Surrey and Richmond (see Table 34).





**Table 34: Faculty respondents who borrow COWs, by campus**

	#	%	
Cloverdale	4	33	
Langley	14	36	
Richmond	7	15	
Surrey	9	13	

### Overhead Projectors – Borrowing Patterns

Faculty were also asked whether they use classroom overhead projectors on a regular basis in their teaching: as shown in Table 35, this equipment is used by a much higher percentage of respondents at every campus than are COWs.

**Table 35: Faculty respondents who regularly use overhead projectors, by campus**

	#	%	
Cloverdale	9	75	
Langley	21	55	
Richmond	31	67	
Surrey	36	54	

### Suggestions for New Equipment

Full text of suggestions for new equipment (Q27) are in Appendix N.

## Other Comments about the Library (Q28)

The full text of Other comments about the Library compose Appendix O.



### List of Appendices

The appendices are a separate companion document to this report. They include:

- Appendix A: Survey Instrument
- Appendix B: Demographics (Questions 1 – 4): Frequency Tables
- Appendix C: Library Resources, Importance and satisfaction (Questions 5 & 6): Frequency Tables
- Appendix D: Library Resources, Explain Dissatisfaction & Which Most Satisfied with (Questions 7 & 8): Text Comments
- Appendix E: Format Preferences (Question 9): Frequency Tables
- Appendix F: Library Facilities and Services, Importance and Satisfaction (Questions 10 & 11): Frequency Tables
- Appendix G: Library Facilities & Services, Explain Dissatisfaction & Which Most Satisfied with (Questions 12 & 13): Text Comments
- Appendix H: Library Faculty Services, Importance and Satisfaction (Questions 14 & 15): Frequency Tables
- Appendix I: Library Faculty Services, Explain Dissatisfaction & Which Most Satisfied with (Questions 16 & 17): Text Comments
- Appendix J: Library Instructional Services, Importance and Satisfaction (Questions 18 & 19): Frequency Tables
- Appendix K: Research Skills Classes and Workshops (Questions 20 & 22): Frequency Tables and Other (Question 22): Text Comments
- Appendix L: Workshop Topics Suggested (Question 21): Text Comments
- Appendix M: Library Access and Use (Questions 23 & 24): Frequency Tables
- Appendix N: Equipment Use (Questions 25 & 26): Frequency Tables; and Suggested New Equipment (Question 27): Text Comments
- Appendix O: Other Comments about the Library (Question 28)