



Coast Capital Savings Library

Library Survey of Faculty, Staff & Administrators March 2010

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Executive Summary: Library Survey of Kwantlen Employees (2010)

A total of 360 of the 1,492 employees invited to participate in the biennial Library survey of Kwantlen Employees (24% response rate). The web survey was available the end of January to mid February 2010.

In addition to demographic questions (primary campus, employee category, faculty or school, and course level taught), the survey contained close-ended questions regarding Library facilities, services and resources, preferred formats for different types of Library materials (i.e. hard copy versus online), Library usage patterns, and Library services for faculty. A five point scale was used for the importance and satisfaction questions (1 = very unimportant / dissatisfied; 5 = very important/satisfied).

In the full report, the following data are presented for the items: the frequency distribution of responses, the overall mean, and the mean broken out by the demographic variables of interest. (Only values with at least four respondents are presented.) Where relevant, the difference between the satisfaction level with an item and the item's importance rating are presented as a measure or indicator of things that may need attention. If the difference is a positive value, it may be an indication that the appropriate level of service is being provided; whereas if this value is negative, it may suggest that an item needs attention.

LIBRARY FACILITIES AND SERVICES

Overall, respondents were satisfied with Library facilities and services (mean = 4.2). All of satisfaction ratings for the nine items in this section received a rating of at least 3.9, indicating that respondents were satisfied with the various aspects of the Library's facilities and services.

The top three factors of importance identified in this section of the survey related to Library facilities – Library cleanliness and space each received a 4.2 rating of importance, followed by Library operating hours, with a 4.1 level of importance.

Library space and hours of operation were the only two items in this section that had satisfaction ratings that were less than their importance ratings. The gap between the satisfaction and importance ratings for these items was 0.2.

LIBRARY RESOURCES

Respondents indicated they were overall satisfied with Library resources (mean=4.1). The satisfaction ratings for the items in this section ranged between 3.5 and 3.9, which were lower than the overall satisfaction rating of 4.1 for this section.

The items receiving a mean level of importance of 4.0 or greater were (in descending order of importance): online research databases (4.2), online periodicals (4.1), print book collection (4.0) and audiovisual equipment (4.0).

Of the nine items in this section, six had satisfaction levels that were less than their importance rating. The gaps between the satisfaction and importance ratings ranged from 0.1 to 0.3.

PREFERRED FORMAT FOR LIBRARY MATERIALS

In general, respondents had a clear preference for print/hard copy books and electronic/online journals. The preferred format for reference books and videos/DVDs was more evenly distributed between the optional formats to choose from.

LIBRARY USAGE PATTERNS

In general, the majority of respondents access Library resources and services in person (53% and 74%, respectively). Respondents were least likely to use the Library for recreational purposes and most likely to use it for work purposes. Thirty- six percent of respondents used Library resources or services at least once a week for work purposes.

LIBRARY SERVICES FOR FACULTY

In general, faculty members indicated levels of satisfaction with faculty services available to them that were higher than the importance ratings given to each of these services. This may suggest that the appropriate level of service is being provided.

The items with the highest level of importance were: customized Library research skills classes (3.9), collaboration with faculty liaison Librarians (3.9), and resources for faculty page on the Library website (3.9).

Faculty identified receiving regular lists of new books for their subject areas as the top priority for potential new faculty services .

A) Demographics

Respondents were asked to identify: the campus they worked on at the time of the survey (spring 2010), their employee category, the course level they were teaching if they were faculty members, and the faculty/school they work in. The frequency distribution for each of these are presented in this section.

Campus (for spring 2010)

	#	%
Cloverdale	24	6.7
Langley	52	14.6
Richmond	102	28.7
Surrey	178	50.0
<i>Total respondents</i>	<i>356</i>	<i>100.0</i>

Employee Category

	#	%
Staff	107	29.9
Excluded	28	7.8
Contract Faculty	36	10.1
Regular faculty	187	52.2
<i>Total respondents</i>	<i>358</i>	<i>100.0</i>

Course level(s) taught by faculty

	#	%
Lower level courses only	72	35.8
Upper level courses only	10	5.0
Both lower and upper level courses	100	49.8
I don't teach this semester	19	9.5
<i>Total respondents</i>	<i>201</i>	<i>100.0</i>

Faculty/School

	#	%
Humanities	27	13.8
Social Sciences	36	18.5
Business	32	16.4
Design	8	4.1
Horticulture	5	2.6
Science	17	8.7
Community Health Studies	29	14.9
Trades & Tech	16	8.2
Qualifying Studies	25	12.8
<i>Total respondents</i>	<i>195</i>	<i>100.0</i>

A) Demographics

Department

	#	%
Faculty of Humanities-English	13	6.5
Faculty of Humanities-Fine Arts	1	0.5
Faculty of Humanities-Music	4	2.0
Faculty of Humanities-Philosophy	2	1.0
Faculty of Humanities-Other	7	3.5
Faculty of Social Sciences-Criminology	10	5.0
Faculty of Social Sciences-Geography	3	1.5
Faculty of Social Sciences-History	2	1.0
Faculty of Social Sciences-Journalism	1	0.5
Faculty of Social Sciences-Political Science	2	1.0
Faculty of Social Sciences-Psychology	12	6.0
Faculty of Social Sciences-Sociology	7	3.5
School of Business-Accounting	4	2.0
School of Business-Applied Communication	2	1.0
School of Business-Business Admin/Mgmt	7	3.5
School of Business-Computer Science/CBS/CSIS	4	2.0
School of Business-Economics	5	2.5
School of Business-Marketing	5	2.5
School of Business-Other	7	3.5
Centre for Design & Communications-Fashion Design	4	2.0
Centre for Design & Communications-Graphic Design	1	0.5
Centre for Design & Communications-Interior Design	3	1.5
Centre for Design & Communications-Other	1	0.5
School of Horticulture	5	2.5
Division of Science-Applied Sciences	4	2.0
Division of Science-Astronomy	3	1.5
Division of Science-Biology	4	2.0
Division of Science-Chemistry	4	2.0
Division of Science-EPT	4	2.0
Division of Science-Mathematics	2	1.0
Division of Science-Physics	5	2.5
Faculty of Community & Health Studies	29	14.5
Faculty of Trades & Technology	16	8.0
Qualifying Studies-English Language Studies	17	8.5
Qualifying Studies-other	10	5.0
Other	8	4.0
<i>Total respondents</i>	<i>218</i>	

B) Importance of and Satisfaction with Library facilities and services

Respondents were asked to rate the level of importance of and their level of satisfaction with various items related to Library facilities and services. These items are presented in the table below with their corresponding mean level of importance and mean level of satisfaction. For each of these items, the difference between the mean level of importance and the mean level of satisfaction is also presented in the above table in the column on the far right. Items with negative values in the column on the far right have a mean level of importance that exceeds the mean level of satisfaction. Hence, a negative value may be an indication that an item requires attention. The greater the difference between the two mean values of an item, the greater the likelihood that the given item requires attention.

For Library facilities and services, there were two items for which the difference between the mean satisfaction and mean importance had negative values - Library space and Library operating hours. For example, respondents rated the Library space as having a mean level of importance of 4.2, yet their mean level of satisfaction with the Library space was a 4.0, a difference of -0.2.

Overall, respondents were satisfied with the Library facilities and services (mean = 4.2). However, it is important to note that the rating for overall satisfaction exceeded the satisfaction ratings for nearly half of the individual items.

The Library facilities and services that respondents identified as having the highest mean level of importance were the Library space and Library cleanliness (4.2); the one with the least level of importance was reference service desk hours (3.8). The Library facilities and services with the highest level of mean satisfaction were assistance from the audiovisual and check-out counter staff (4.3); the ones with the lowest level of satisfaction were the Library and reference service desk hours of operation (3.9).

In the remainder of this section, detailed data are presented for each of the items related to Library facilities and services that respondents were asked to rate.

	Mean importance (1=very unimportant; 5=very important)	Mean satisfaction (1=very unsatisfied; 5=very satisfied)	Difference between mean satisfaction & mean importance
Library cleanliness	4.2	4.2	0.0
Library space	4.2	4.0	-0.2
Library hours of operation	4.1	3.9	-0.2
Assistance by reference librarians	4.0	4.2	0.2
Assistance by audiovisual services staff	4.0	4.3	0.3
Assistance by check-out counter staff	4.0	4.3	0.3
Intercampus loan service	4.0	4.1	0.1
Interlibrary loan service	4.0	4.0	0.0
Reference service desk hours	3.8	3.9	0.1
Overall satisfaction - Library facilities & services			4.2

B) Importance of and Satisfaction with Library facilities and services

Library hours of operation

	#	%
Very unimportant	10	2.8
Unimportant	13	3.6
Neither important/unimportant	49	13.7
Important	147	41.1
Very important	124	34.6
N/A Have not used	15	4.2
Total respondents	358	100.0

	#	%	
Very unsatisfied	9	2.5	
Unsatisfied	19	5.3	
Neither satisfied/unsatisfied	42	11.7	
Satisfied	189	52.8	
Very satisfied	85	23.7	
N/A Have not used	14	3.9	
Total respondents	358	100.0	

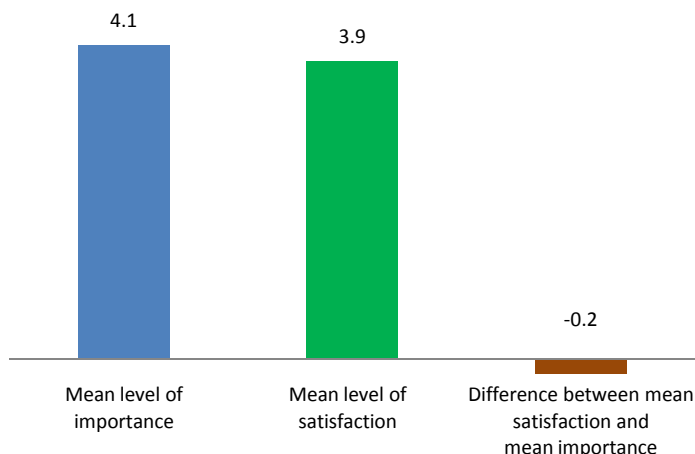
Mean Importance	Std. Dev	n
4.0	1.0	27
4.4	0.6	36
4.0	1.0	185
4.0	0.9	94
Faculty/School		
4.3	0.8	32
3.9	1.1	28
4.1	1.0	8
4.4	0.5	5
4.1	0.9	27
4.4	0.6	25
3.9	0.9	16
4.0	1.2	36
4.0	1.3	16
Overall mean	1.0	343

Employees Category

Excluded	
Contract faculty	
Regular faculty	
Staff	
Faculty/School	
Business	
Community Health Studies	
Design	
Horticulture	
Humanities	
Qualifying Studies	
Science	
Social Sciences	
Trades & Tech	

Mean Satisfaction	Std. Dev	n
3.7	0.9	27
4.1	0.8	36
3.9	1.0	186
4.0	0.8	94
Faculty/School		
3.8	1.3	32
4.1	0.7	29
4.6	0.5	8
3.6	1.1	5
4.0	0.6	27
4.0	0.8	25
4.1	0.9	16
3.6	1.0	36
3.7	1.3	16
Overall mean	0.9	344

Mean levels for Library hours of operation



Respondents gave Library hours a mean level of importance of 4.1 out of 5, suggesting that Library hours are important to respondents. This item was most important to contract faculty (4.4), out of the four employee groups and to the Faculty of Qualifying Studies and School of Horticulture (4.4).

Respondents had a mean level of satisfaction of 3.9 out of 5 with Library hours, which is lower than the mean level of importance for this item. Contract faculty had the highest level of satisfaction with this item (4.1) out of the four employee groups. The Faculty of Design had the highest level of satisfaction with this item (4.6) out of all of the faculties/schools.

B) Importance of and Satisfaction with Library facilities and services

Reference service desk hours

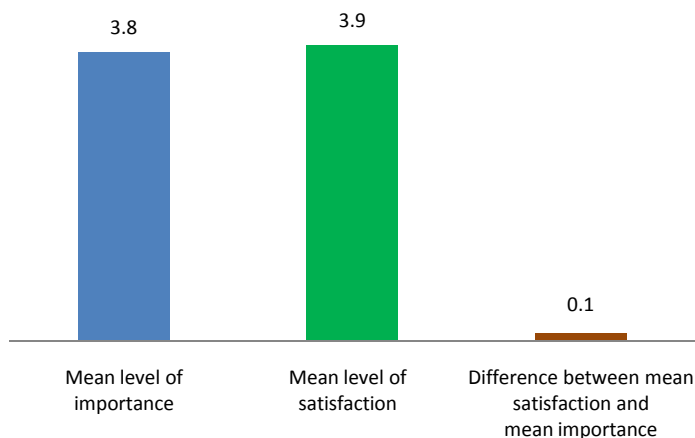
	#	%
Very unimportant	11	3.1
Unimportant	29	8.2
Neither important/unimportant	66	18.6
Important	126	35.5
Very important	83	23.4
N/A Have not used	40	11.3
Total respondents	355	100.0

	#	%	
Very unsatisfied	5	1.4	
Unsatisfied	9	2.5	
Neither satisfied/unsatisfied	51	14.4	
Satisfied	174	49.0	
Very satisfied	63	17.7	
N/A Have not used	53	14.9	
Total respondents	355	100.0	

Mean Importance	Std. Dev	n
3.4	1.3	23
4.2	0.8	35
3.8	1.0	170
3.7	1.1	86
Overall mean		
3.8	1.1	315

Employees Category	Mean Satisfaction	Std. Dev	n
Excluded	3.6	0.9	21
Contract faculty	4.1	0.7	35
Regular faculty	4.0	0.8	163
Staff	3.9	0.8	82
Faculty/School			
Business	4.0	0.9	31
Community Health Studies	4.0	0.6	28
Design	4.5	0.5	6
Horticulture	4.0	0.7	5
Humanities	4.0	0.5	25
Qualifying Studies	4.2	0.6	23
Science	4.0	0.9	12
Social Sciences	3.8	0.8	32
Trades & Tech	3.9	1.4	14
Overall mean			
	3.9	0.8	302

Mean levels for Reference service desk hours



Respondents gave the reference service desk hours a mean level of importance of 3.8 out of 5. This item was most important to contract faculty (4.2), out of the four employee groups and to the Faculties of Business and Qualifying Studies (4.1).

Respondents had a mean level of satisfaction of 3.9 out of 5 with reference service desk hours, which is higher than the mean level of importance for this item. Contract faculty had the highest level of satisfaction with this item (4.1) out of the four employee groups. The Faculty of Design had the highest level of satisfaction with this item (4.5) out of all of the faculties/schools.

B) Importance of and Satisfaction with Library facilities and services

Assistance by reference librarians

	#	%
Very unimportant	14	4.0
Unimportant	16	4.5
Neither important/unimportant	42	11.9
Important	127	36.1
Very important	110	31.3
N/A Have not used	43	12.2
<i>Total respondents</i>	<i>352</i>	<i>100.0</i>

	#	%	
	5	1.4	Very unsatisfied
	4	1.1	Unsatisfied
	36	10.1	Neither satisfied/unsatisfied
	127	35.7	Satisfied
	122	34.3	Very satisfied
	62	17.4	N/A Have not used
<i>Total respondents</i>	<i>356</i>	<i>100.0</i>	

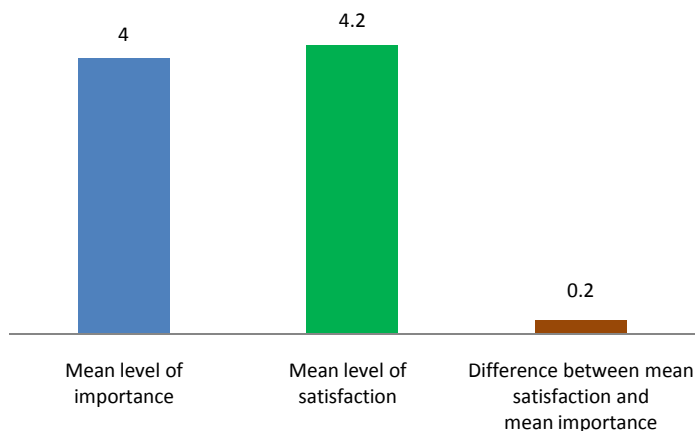
Mean Importance	Std. Dev	n
3.7	1.4	23
4.3	0.8	32
4.0	1.0	169
3.9	1.1	84
Overall mean		
4.5	0.7	29
4.2	1.1	26
4.0	1.1	8
4.0	0.8	4
4.2	0.7	26
4.2	0.7	22
3.7	1.2	13
3.7	1.0	32
3.9	1.3	15
Overall mean		
4.0	1.1	309

Employees Category

Excluded	
Contract faculty	
Regular faculty	
Staff	
Faculty/School	
Business	
Community Health Studies	
Design	
Horticulture	
Humanities	
Qualifying Studies	
Science	
Social Sciences	
Trades & Tech	

Mean Satisfaction	Std. Dev	n
4.0	1.1	19
4.4	0.7	33
4.3	0.8	159
4.1	0.8	82
Overall mean		
4.2	1.0	29
4.3	0.7	27
4.6	0.5	5
4.0	0.8	4
4.5	0.6	24
4.5	0.6	22
4.0	0.9	10
4.1	0.8	32
4.0	1.3	16
Overall mean		
4.2	0.8	294

Mean levels for assistance from reference librarians



Respondents gave assistance from reference librarians a mean level of importance of 4 out of 5, suggesting that the assistance from reference librarians is important to respondents. This item was most important to contract faculty (4.3), out of the four employee groups and to the Faculty of Business (4.5).

Respondents had a mean level of satisfaction of 4.2 out of 5 with assistance from reference librarians, which is higher than the mean level of importance for this item. Contract faculty had the highest level of satisfaction with this item (4.4) out of the four employee groups. The Faculty of Design had the highest level of satisfaction with this item (4.6) out of all of the faculties/schools.

B) Importance of and Satisfaction with Library facilities and services

Assistance from audiovisual services staff

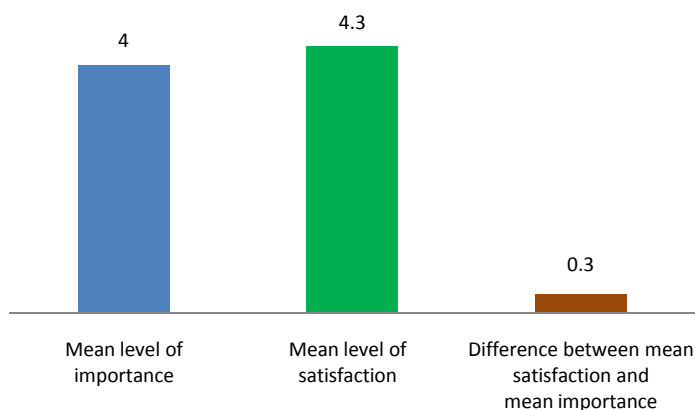
	#	%
Very unimportant	13	3.7
Unimportant	10	2.8
Neither important/unimportant	43	12.1
Important	147	41.4
Very important	117	33.0
N/A Have not used	25	7.0
<i>Total respondents</i>	<i>355</i>	<i>100.0</i>

	#	%	
Very unsatisfied	7	2.0	Very unsatisfied
Unsatisfied	1	0.3	Unsatisfied
Neither satisfied/unsatisfied	33	9.3	Neither satisfied/unsatisfied
Satisfied	130	36.5	Satisfied
Very satisfied	144	40.4	Very satisfied
N/A Have not used	41	11.5	N/A Have not used
<i>Total respondents</i>	<i>356</i>	<i>100.0</i>	<i>Total respondents</i>

Mean Importance	Std. Dev	n
4.0	1.2	23
4.1	1.1	26
4.0	0.9	184
4.1	1.0	96
Faculty/School		
3.8	1.1	27
4.4	1.0	28
3.7	1.0	7
4.4	0.5	5
3.8	1.0	25
4.3	0.9	25
4.1	0.8	16
4.0	1.0	35
3.8	1.2	15
4.0	1.0	330

Employees Category	Mean Satisfaction	Std. Dev	n
Excluded	4.2	1.0	21
Contract faculty	4.4	0.8	26
Regular faculty	4.3	0.8	178
Staff	4.2	0.8	89
Faculty/School			
Business	4.3	0.7	26
Community Health Studies	4.4	0.9	29
Design	4.2	0.8	5
Horticulture	4.4	0.5	5
Humanities	4.2	0.8	24
Qualifying Studies	4.4	0.8	25
Science	4.5	0.5	14
Social Sciences	4.3	0.9	35
Trades & Tech	4.0	1.4	15
Overall mean	4.3	0.8	315

Mean levels for assistance from audiovisual services staff



Respondents gave assistance from the audiovisual services staff a mean level of importance of 4 out of 5, suggesting that assistance from audiovisual services staff is important to respondents. This item was most important to contract faculty and staff (4.1), out of the four employee groups and to the Faculty of Community Health Studies and School of Horticulture (4.4).

Respondents had a mean level of satisfaction of 4.3 out of 5 with assistance from the audiovisual staff which is higher than the mean level of importance for this item. Contract faculty had the highest level of satisfaction with this item (4.4) out of the four employee groups. The Faculty of Science had the highest level of satisfaction with this item (4.5) out of all of the faculties/schools.

B) Importance of and Satisfaction with Library facilities and services

Assistance from check-out counter staff

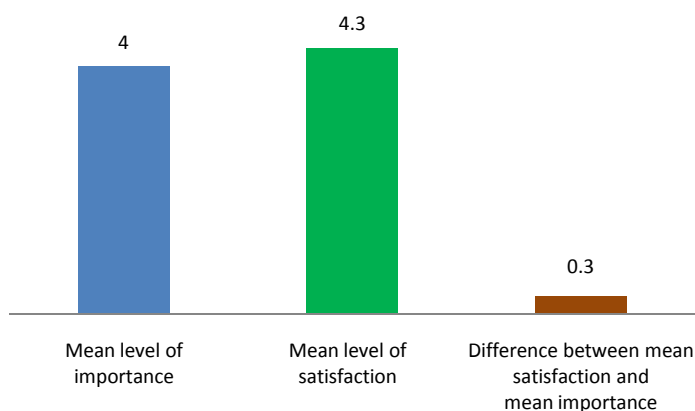
	#	%
Very unimportant	11	3.1
Unimportant	15	4.2
Neither important/unimportant	37	10.4
Important	160	44.9
Very important	108	30.3
N/A Have not used	25	7.0
Total respondents	356	100.0

	#	%	
Very unimportant	5	1.4	Very unsatisfied
Unimportant	1	0.3	Unsatisfied
Neither important/unimportant	30	8.4	Neither satisfied/unsatisfied
Important	138	38.8	Satisfied
Very important	153	43.0	Very satisfied
N/A Have not used	29	8.1	N/A Have not used
Total respondents	356	100.0	Total respondents

Mean Importance	Std. Dev	n
3.7	1.3	24
4.3	0.7	32
4.1	0.9	182
3.9	1.0	92
Faculty/School		
4.1	0.7	30
4.3	0.9	28
3.9	1.2	7
4.4	0.5	5
4.1	1.0	26
4.4	0.7	25
3.9	0.8	15
3.9	1.1	35
3.8	1.1	15
Overall mean	4.0	331

Employees Category	Mean Satisfaction	Std. Dev	n
Excluded	4.1	1.0	22
Contract faculty	4.4	0.7	33
Regular faculty	4.4	0.7	179
Staff	4.2	0.8	92
Faculty/School			
Business	4.4	0.7	29
Community Health Studies	4.6	0.6	29
Design	4.5	0.5	6
Horticulture	4.6	0.5	5
Humanities	4.3	0.7	27
Qualifying Studies	4.5	0.6	25
Science	4.4	0.5	15
Social Sciences	4.2	0.8	35
Trades & Tech	4.1	1.3	15
Overall mean	4.3	0.8	327

Mean levels for assistance from check-out counter staff



Respondents gave assistance from check-out counter staff a mean level of importance of 4 out of 5, suggesting that assistance from check-out counter staff is important to respondents. This item was most important to contract faculty (4.3) and to the Faculty of Qualifying Studies and School of Horticulture (4.4).

Respondents had a mean level of satisfaction of 4.3 out of 5 with assistance from the check-out counter staff, which is higher than the mean level of importance for this item. Regular and contract faculty had the highest level of satisfaction with this item (4.4) out of the four employee groups. The Faculty of Community Health Studies and School of Horticulture had the highest levels of satisfaction with this item (4.6) out of all of the faculties/schools.

B) Importance of and Satisfaction with Library facilities and services

Intercampus loan service

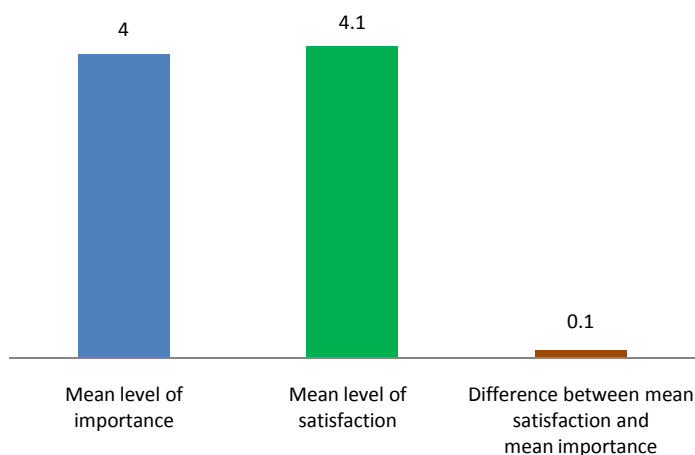
	#	%
Very unimportant	12	3.4
Unimportant	19	5.3
Neither important/unimportant	48	13.5
Important	100	28.1
Very important	120	33.7
N/A Have not used	57	16.0
Total respondents	356	100.0

	#	%	
	3	0.8	Very unsatisfied
	6	1.7	Unsatisfied
	47	13.2	Neither satisfied/unsatisfied
	119	33.5	Satisfied
	81	22.8	Very satisfied
	99	27.9	N/A Have not used
Total respondents	355	100.0	

Mean Importance	Std. Dev	n
3.5	1.3	20
4.4	0.9	30
4.1	1.0	164
3.8	1.1	84
Overall mean		
4.1	0.8	28
4.1	1.2	28
4.1	1.2	7
		3
4.4	0.8	25
4.1	1.0	22
4.0	0.9	13
4.4	1.0	34
3.3	1.1	12
Overall mean		
4.0	1.1	299

Employees Category	Mean Satisfaction	Std. Dev	n
Excluded	3.7	1.0	15
Contract faculty	4.3	0.9	24
Regular faculty	4.1	0.8	145
Staff	3.9	0.9	71
Faculty/School			
Business	4.0	0.7	22
Community Health Studies	4.4	0.8	26
Design	4.8	0.5	4
Horticulture			2
Humanities	4.0	0.7	22
Qualifying Studies	4.2	0.7	21
Science	4.1	0.7	11
Social Sciences	4.1	0.8	32
Trades & Tech	3.6	1.3	10
Overall mean			
	4.1	0.8	256

Mean levels for intercampus loan service



Respondents gave the intercampus loan service a mean level of importance of 4 out of 5, suggesting that the intercampus loan service is important to respondents. This item was most important to contract faculty (4.4), out of the four employee groups and to the Faculties of Humanities and Social Sciences (4.4).

Respondents had a mean level of satisfaction of 4.1 out of 5 with the intercampus loan service, which is higher than the mean level of importance for this item. Contract faculty had the highest level of satisfaction with this item (4.3) out of the four employee groups. The Faculty of Design had the highest level of satisfaction with this item (4.8) out of all of the faculties/schools.

B) Importance of and Satisfaction with Library facilities and services

Interlibrary loan service

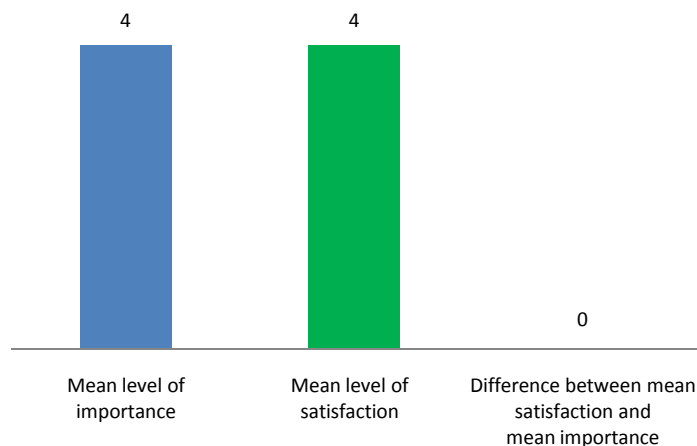
	#	%
Very unimportant	14	4.0
Unimportant	20	5.7
Neither important/unimportant	50	14.2
Important	84	23.8
Very important	125	35.4
N/A Have not used	60	17.0
<i>Total respondents</i>	<i>353</i>	<i>100.0</i>

	#	%	
	4	1.1	Very unsatisfied
	6	1.7	Unsatisfied
	54	15.4	Neither satisfied/unsatisfied
	112	32.0	Satisfied
	67	19.1	Very satisfied
	107	30.6	N/A Have not used
<i>Total respondents</i>	<i>350</i>	<i>100.0</i>	

Mean Importance	Std. Dev	n
3.3	1.2	21
4.5	0.9	30
4.1	1.1	158
3.8	1.2	83
Employees Category		
4.2	1.0	26
4.1	1.2	27
4.1	1.2	7
		3
4.6	0.7	25
4.1	1.2	19
3.9	0.8	14
4.3	1.3	32
3.4	1.2	12
Faculty/School		
4.0	1.1	293

	Mean Satisfaction	Std. Dev	n
Employees Category			
Excluded	3.6	1.0	16
Contract faculty	4.1	0.9	22
Regular faculty	4.0	0.9	134
Staff	3.9	0.8	70
Faculty/School			
Business	4.0	0.7	20
Community Health Studies	4.3	0.8	23
Design	4.8	0.5	4
Horticulture			3
Humanities	4.0	0.9	20
Qualifying Studies	4.1	0.7	16
Science	3.4	1.0	12
Social Sciences	4.1	0.8	31
Trades & Tech	3.3	1.3	10
Overall mean			
	4.0	0.9	243

Mean levels for interlibrary loan service



Respondents gave the interlibrary loan service a mean level of importance of 4 out of 5, suggesting that the interlibrary loan service is important to respondents. This item was most important to contract faculty (4.5), out of the four employee groups and to the Faculty of Humanities (4.6).

Respondents had a mean level of satisfaction of 4 out of 5 with the interlibrary loan service, which is equal to the mean level of importance for this item. Contract faculty had the highest level of satisfaction with this item (4.1) out of the four employee groups. The Faculty of Design had the highest level of satisfaction with this item (4.8) out of all of the faculties/schools.

B) Importance of and Satisfaction with Library facilities and services

Library cleanliness

	#	%
Very unimportant	10	2.8
Unimportant	11	3.1
Neither important/unimportant	35	9.8
Important	136	38.0
Very important	151	42.2
N/A Have not used	15	4.2
<i>Total respondents</i>	<i>358</i>	<i>100.0</i>

	#	%	
	4	1.1	Very unsatisfied
	6	1.7	Unsatisfied
	54	15.4	Neither satisfied/unsatisfied
	112	32.0	Satisfied
	67	19.1	Very satisfied
	107	30.6	N/A Have not used
<i>Total respondents</i>	<i>350</i>	<i>100.0</i>	

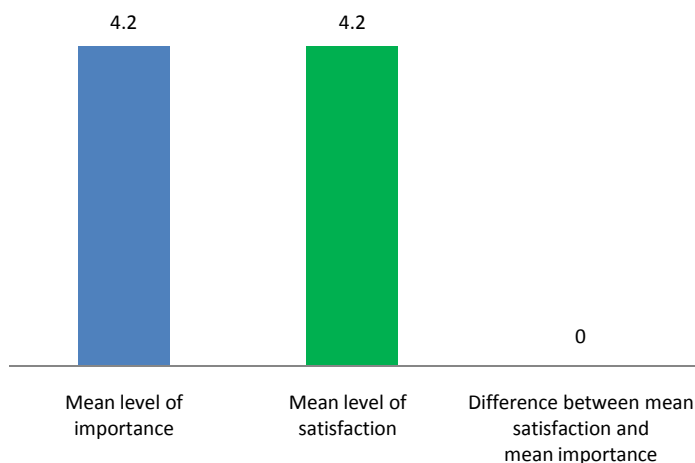
Mean Importance	Std. Dev	n
4.2	0.8	26
4.3	0.9	36
4.2	0.9	185
4.2	1.1	95
Faculty/School		
4.4	0.8	31
4.1	1.1	28
4.1	0.6	8
4.2	0.8	5
4.1	0.7	27
4.2	1.0	25
4.1	0.7	17
4.2	0.9	36
4.1	1.2	16
Overall mean		
4.2	0.9	343

Employees Category

Excluded	
Contract faculty	
Regular faculty	
Staff	
Faculty/School	
Business	
Community Health Studies	
Design	
Horticulture	
Humanities	
Qualifying Studies	
Science	
Social Sciences	
Trades & Tech	

Mean Satisfaction	Std. Dev	n
4.1	0.8	26
4.4	0.7	35
4.3	0.7	181
4.0	0.9	96
Faculty/School		
4.4	0.7	31
4.4	0.6	29
4.3	0.7	8
4.2	0.4	5
4.3	0.7	27
4.1	0.7	24
4.3	0.5	16
4.3	0.6	35
4.0	1.3	16
Overall mean		
4.2	0.8	339

Mean levels for Library cleanliness



Respondents gave Library cleanliness a mean level of importance of 4.2 out of 5, suggesting that Library cleanliness is important to respondents. This item was most important to contract faculty (4.3), out of the four employee groups and to the Faculty of Business (4.4).

Respondents had a mean level of satisfaction of 4.2 out of 5 with Library cleanliness, which is equal to the mean level of importance for this item. Contract faculty had the highest level of satisfaction with this item (4.4) out of the four employee groups. The Faculties of Business and Community Health Studies had the highest levels of satisfaction with this item (4.4) out of all of the faculties/schools.

B) Importance of and Satisfaction with Library facilities and services

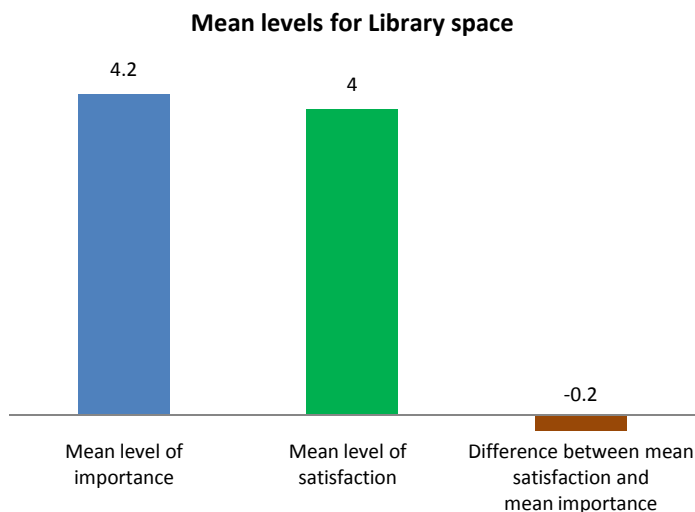
Library space

	#	%
Very unimportant	12	3.4
Unimportant	10	2.8
Neither important/unimportant	34	9.6
Important	135	38.1
Very important	143	40.4
N/A Have not used	20	5.6
Total respondents	354	100.0

	#	%	
Very unimportant	6	1.7	Very unsatisfied
Unimportant	22	6.2	Unsatisfied
Neither important/unimportant	34	9.5	Neither satisfied/unsatisfied
Important	166	46.5	Satisfied
Very important	111	31.1	Very satisfied
N/A Have not used	18	5.0	N/A Have not used
Total respondents	357	100.0	Total respondents

Mean Importance	Std. Dev	n
3.9	1.1	26
4.3	0.9	36
4.2	0.9	180
4.2	1.1	91
Overall mean		
4.4	0.9	32
4.1	1.1	27
3.9	1.3	7
4.2	0.8	5
4.2	0.6	26
4.2	1.0	25
3.9	0.9	16
4.1	0.9	34
4.1	1.1	16
Overall mean		
4.2	1.0	334

Employees Category	Mean Satisfaction	Std. Dev	n
Excluded	4.0	0.9	26
Contract faculty	4.3	0.8	35
Regular faculty	4.0	0.9	181
Staff	4.0	1.0	96
Faculty/School			
Business	4.1	0.8	32
Community Health Studies	4.2	0.7	29
Design	3.7	1.1	7
Horticulture	3.4	0.9	5
Humanities	4.0	0.8	27
Qualifying Studies	4.0	0.8	24
Science	4.3	0.8	15
Social Sciences	4.3	0.8	36
Trades & Tech	3.9	1.3	16
Overall mean			
	4.0	0.9	339



Respondents gave the Library space a mean level of importance of 4.2 out of 5, suggesting that the Library space is important to respondents. This item was most important to contract faculty (4.3), out of the four employee groups and to the Faculty of Business (4.4).

Respondents had a mean level of satisfaction of 4 out of 5 with the Library space, which is lower than the mean level of importance for this item. Contract faculty had the highest level of satisfaction with this item (4.3) out of the four employee groups. The Faculties of Science and Social Sciences had the highest levels of satisfaction with this item (4.3) out of all of the faculties/schools.

B) Importance of and Satisfaction with Library facilities and services

Overall satisfaction with the Library's facilities and services

	#	%
Very unsatisfied	5	1.4
Unsatisfied	3	0.8
Neither satisfied/unsatisfied	27	7.6
Satisfied	176	49.9
Very satisfied	127	36.0
N/A Have not used	15	4.2
<i>Total respondents</i>	<i>353</i>	<i>100.0</i>

Overall, respondents were satisfied with Library facilities and services, with a mean overall level of satisfaction of 4.2 out of 5. Regular and contract faculty had the highest levels of satisfaction (4.3) out of the four employee groups, and the Faculty of Community Health Studies (4.6) out of all the faculties/schools.

Employee Category	Mean Satisfaction	Std. Dev	n
Excluded	3.9	1.0	26
Contract faculty	4.3	0.7	34
Regular faculty	4.3	0.7	182
Staff	4.1	0.8	95
Faculty/School			
Business	4.3	0.8	30
Community Health Studies	4.6	0.7	29
Design	4.3	0.7	8
Horticulture	4.2	0.4	5
Humanities	4.3	0.5	27
Qualifying Studies	4.4	0.5	25
Science	4.2	0.6	15
Social Sciences	4.2	0.7	35
Trades & Tech	4.0	1.3	16
Overall mean	4.2	0.8	338

B) Importance of and Satisfaction with Library facilities and services

Library hours of operation - by campus

Mean Importance	Std. Dev	n		Mean Satisfaction	Std. Dev	n
4.1	1.1	24	Cloverdale	3.8	1.3	24
4.1	0.9	49	Langley	3.7	0.9	49
4.1	0.9	99	Richmond	4.2	0.8	99
4.0	1.0	168	Surrey	3.9	0.9	169

The mean importance of Library hours of operation was pretty consistent across campuses but there was greater variation in the levels of satisfaction. Langley Campus had the lowest mean satisfaction (3.7), while Richmond had the highest (4.2).

Reference service desk hours - by campus

Mean Importance	Std. Dev	n		Mean Satisfaction	Std. Dev	n
3.7	1.0	23	Cloverdale	3.8	1.3	21
3.9	1.0	43	Langley	3.8	0.7	44
3.8	1.0	91	Richmond	4.1	0.8	88
3.7	1.1	155	Surrey	3.9	0.7	147

Langley campus had the highest mean importance for reference desk hours (3.9) but had a slightly lower level of satisfaction with this item. Richmond campus had the highest level of mean satisfaction with this item.

Assistance by reference librarians - by campus

Mean Importance	Std. Dev	n		Mean Satisfaction	Std. Dev	n
3.9	1.3	23	Cloverdale	4.0	1.3	24
4.0	1.1	43	Langley	4.1	0.8	42
4.0	0.9	89	Richmond	4.3	0.8	83
4.0	1.1	152	Surrey	4.2	0.8	142

Generally, employees on all four campuses were satisfied with the assistance by reference librarians and had higher satisfaction ratings than importance ratings for this item.

B) Importance of and Satisfaction with Library facilities and services

Assistance by audiovisual services staff

Mean Importance	Std. Dev	n
3.9	1.2	23
4.1	1.0	48
4.0	0.9	95
4.0	1.0	161

Cloverdale
Langley
Richmond
Surrey

Mean Satisfaction	Std. Dev	n
4.1	1.4	23
4.3	0.8	45
4.3	0.8	91
4.3	0.8	153

Generally, employees on all four campuses were satisfied with the assistance by audiovisual services staff and had higher satisfaction ratings than importance ratings for this item.

Assistance by checkout counter staff

Mean Importance	Std. Dev	n
3.9	1.2	23
4.1	1.0	50
4.1	0.9	94
4.0	1.0	161

Cloverdale
Langley
Richmond
Surrey

Mean Satisfaction	Std. Dev	n
4.2	1.3	23
4.4	0.7	48
4.4	0.7	91
4.3	0.7	162

Generally, employees on all four campuses were satisfied with the assistance by checkout counter staff and had higher satisfaction ratings than importance ratings for this item.

Intercampus loan service

Mean Importance	Std. Dev	n
3.7	1.0	19
4.1	1.1	42
4.0	1.0	88
4.0	1.2	147

Cloverdale
Langley
Richmond
Surrey

Mean Satisfaction	Std. Dev	n
3.7	1.0	17
4.1	0.8	33
4.1	0.9	75
4.0	0.8	128

With the exception of Richmond campus employee, which had a slightly higher level of mean satisfaction with intercampus loan service than their mean importance for this item, employees had matching levels of mean satisfaction and mean importance. Cloverdale campus was the least satisfied of the four campuses with intercampus loan service (3.7).

B) Importance of and Satisfaction with Library facilities and services

Interlibrary loan service

Mean Importance	Std. Dev	n		Mean Satisfaction	Std. Dev	n
3.7	1.0	18	Cloverdale	3.5	1.1	15
3.9	1.1	43	Langley	4.0	0.8	35
4.1	1.1	84	Richmond	4.1	0.9	68
4.0	1.2	145	Surrey	4.0	0.8	122

Cloverdale and Langley employees had lower levels of mean satisfaction with interlibrary loan service than the mean level of importance for this item. Cloverdale campus was the least satisfied with this item (3.5). Richmond campus was the most satisfied (4.1).

Library cleanliness

Mean Importance	Std. Dev	n		Mean Satisfaction	Std. Dev	n
4.1	1.3	24	Cloverdale	3.9	1.2	24
4.1	0.9	50	Langley	4.2	0.7	49
4.1	0.9	98	Richmond	4.2	0.8	97
4.2	0.9	168	Surrey	4.2	0.8	166

Generally, employees were satisfied with Library cleanliness and had higher levels of mean satisfaction than mean importance for this item. The only exception was Cloverdale campus employees that had a lower mean satisfaction (3.9) than a mean importance level (4.1) for this item.

Library space

Mean Importance	Std. Dev	n		Mean Satisfaction	Std. Dev	n
4.1	1.2	24	Cloverdale	3.9	1.3	24
4.1	0.9	48	Langley	3.8	0.9	48
4.1	1.0	95	Richmond	3.9	1.0	98
4.2	1.0	165	Surrey	4.2	0.8	166

With the exception of Surrey campus employees, who had mean satisfaction and mean importance values that equalled, employees on the other three campuses had lower levels of mean satisfaction with the Library space than their levels of mean importance for this item.

C) Importance of and Satisfaction with Library resources

Respondents were asked to rate the level of importance of and their level of satisfaction with various items related to Library resources. These items are presented in the table below with their corresponding mean level of importance and mean level of satisfaction. For each of these items, the difference between the mean level of importance and the mean level of satisfaction is also presented in the above table in the column on the far right. Items with a negative values in the column on the far right have a mean level of importance that exceeds the mean level of satisfaction. Hence, a negative value may be an indication that an item requires attention. The greater the difference between the two mean values of an item, the greater the likelihood that the given item requires attention.

For Library resources, there were six of the nine items for which the difference between the mean satisfaction and mean importance have negative values. For example, respondents rated online research databases as having a mean level of importance of 4.2, yet their mean level of satisfaction with online research databases was a 3.9, a difference of -0.3.

Overall, respondents were satisfied with the Library resources (mean = 4.1). However, the rating for overall satisfaction exceeded the satisfaction ratings of the individual items related to Library resources.

The Library resource that respondents identified as having the highest mean level of importance was online research databases (4.2); the one with the least level of importance was online streaming videos (3.4). The Library resources with the highest level of mean satisfaction were online research databases (3.9) and audiovisual equipment (3.9), the ones with the lowest level of satisfaction were the DVD and video collection (3.5), electronic book collection (3.5) and online streaming videos (3.5).

	Mean importance (1=very unimportant; 5=very important)	Mean satisfaction (1=very unsatisfied; 5=very satisfied)	Difference between mean satisfaction & mean importance
Online research databases	4.2	3.9	-0.3
Online periodicals	4.1	3.8	-0.3
Print book collection	4.0	3.7	-0.3
Audiovisual equipment	4.0	3.9	-0.1
Print periodicals	3.8	3.8	0.0
DVD and video collection	3.8	3.5	-0.3
Electronic book collection	3.6	3.5	-0.1
Data and statistical resources	3.6	3.7	0.1
Online streaming videos	3.4	3.5	0.1
Overall satisfaction - Library resources		4.1	

C) Importance of and Satisfaction with Library resources

Print book collection

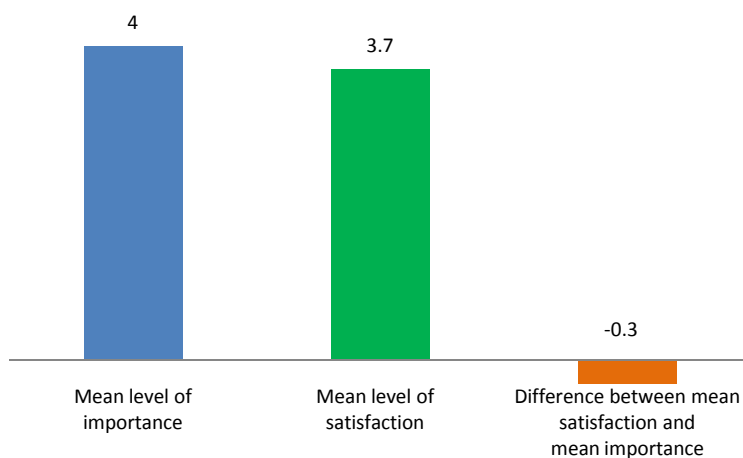
	#	%
Very unimportant	17	4.8
Unimportant	26	7.3
Neither important/unimportant	47	13.2
Important	98	27.5
Very important	138	38.7
N/A Have not used	31	8.7
Total respondents	357	100.0

	#	%	
	11	3.1	Very unsatisfied
	26	7.3	Unsatisfied
	49	13.7	Neither satisfied/unsatisfied
	168	46.9	Satisfied
	52	14.5	Very satisfied
	52	14.5	N/A Have not used
Total respondents	358	100.0	

Mean Importance	Std. Dev	n
3.9	1.5	22
4.0	1.2	34
4.2	1.0	184
3.5	1.2	85
Faculty/School		
3.5	1.1	31
4.4	0.9	28
4.5	0.8	8
4.4	0.5	5
4.7	0.8	27
4.1	1.2	25
3.9	0.8	15
4.4	1.0	36
4.1	1.2	15
Overall mean		
4.0	1.2	326

Employees Category	Mean Satisfaction	Std. Dev	n
Excluded	3.6	1.1	20
Contract faculty	3.8	0.9	31
Regular faculty	3.8	1.0	178
Staff	3.6	0.9	76
Faculty/School			
Business	3.8	0.9	29
Community Health Studies	3.9	1.1	27
Design	4.5	0.8	8
Horticulture	4.6	0.5	5
Humanities	3.7	1.0	27
Qualifying Studies	4.0	0.5	25
Science	3.4	0.9	14
Social Sciences	3.5	1.1	35
Trades & Tech	3.7	1.2	15
Overall mean			
	3.7	1.0	306

Mean values for print book collection



Respondents gave the print book collection a mean level of importance of 4 out of 5, suggesting that the print book collection is important to respondents. This item was most important to regular faculty (4.2), out of the four employee groups and to the Faculty of Humanities (4.7).

Respondents had a mean level of satisfaction of 3.7 out of 5 with the print book collection, which is lower than the mean level of importance for this item. Regular and contract faculty had the highest level of satisfaction with this item (3.8) out of the four employee groups. The Faculty of Design had the highest level of satisfaction with this item (4.5) out of all of the faculties/schools.

C) Importance of and Satisfaction with Library resources

Electronic book collection

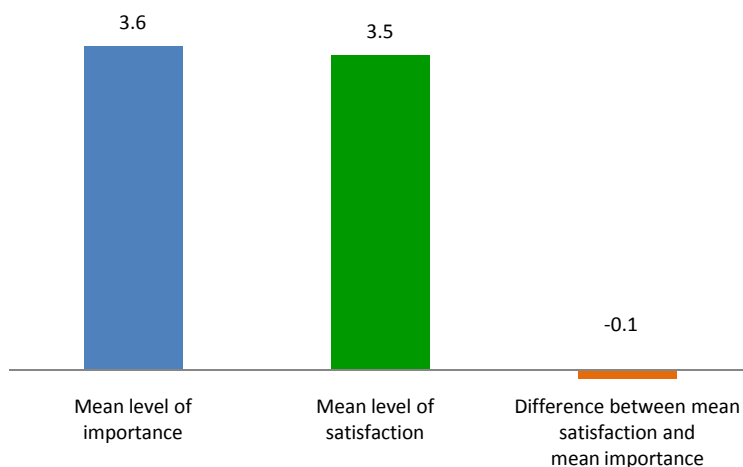
	#	%
Very unimportant	20	5.6
Unimportant	33	9.3
Neither important/unimportant	60	16.9
Important	80	22.5
Very important	78	21.9
N/A Have not used	85	23.9
Total respondents	356	100.0

	#	%	
Very unsatisfied	6	1.7	
Unsatisfied	12	3.4	
Neither satisfied/unsatisfied	74	20.7	
Satisfied	92	25.7	
Very satisfied	20	5.6	
N/A Have not used	154	43.0	
Total respondents	358	100.0	

Mean Importance	Std. Dev	n
3.7	1.6	18
3.9	1.3	31
3.7	1.1	140
3.3	1.2	81
Faculty/School		
4.1	1.1	27
3.9	1.0	25
3.8	1.8	6
2.8	1.0	4
3.9	1.2	20
3.2	1.2	18
3.6	0.9	9
3.9	1.2	27
4.0	1.1	15
Overall mean		
3.6	1.2	271

Employees Category	Mean Satisfaction	Std. Dev	n
Excluded	3.3	1.1	12
Contract faculty	3.7	0.9	25
Regular faculty	3.5	0.8	106
Staff	3.5	0.8	60
Faculty/School			
Business	3.6	0.8	23
Community Health Studies	3.9	1.0	19
Design	4.2	0.8	5
Horticulture			1
Humanities	3.2	0.5	16
Qualifying Studies	3.7	0.5	16
Science	3.5	0.5	8
Social Sciences	3.3	1.1	16
Trades & Tech	3.6	1.1	15
Overall mean			
	3.5	0.9	204

Mean values for electronic book collection



Respondents gave the electronic book collection a mean level of importance of 3.6 out of 5. This item was most important to contract faculty (3.9), out of the four employee groups and to the Faculty of Business (4.1).

Respondents had a mean level of satisfaction of 3.5 out of 5 with the electronic book collection, which is lower than the mean level of importance for this item. Contract faculty had the highest level of satisfaction with this item (3.7) out of the four employee groups. The Faculty of Design had the highest level of satisfaction with this item (4.2) out of all of the faculties/schools.

C) Importance of and Satisfaction with Library resources

Print periodicals

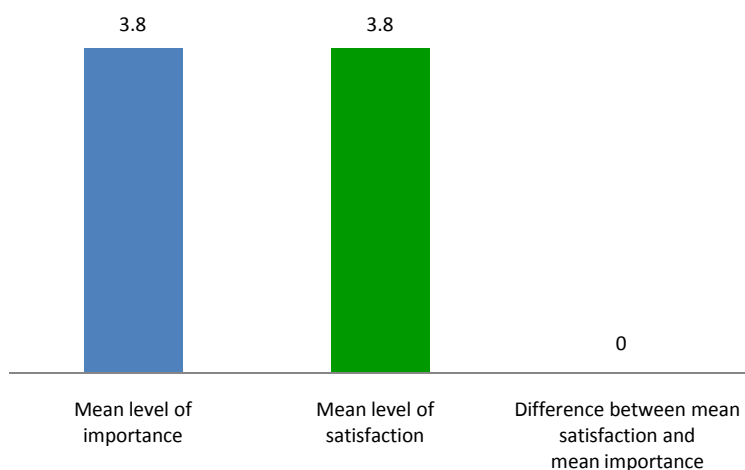
	#	%
Very unimportant	16	4.5
Unimportant	26	7.3
Neither important/unimportant	61	17.1
Important	111	31.2
Very important	102	28.7
N/A Have not used	40	11.2
Total respondents	356	100.0

	#	%	
Very unsatisfied	7	2.0	
Unsatisfied	14	3.9	
Neither satisfied/unsatisfied	55	15.4	
Satisfied	159	44.7	
Very satisfied	50	14.0	
N/A Have not used	71	19.9	
Total respondents	356	100.0	

Mean Importance	Std. Dev	n
3.5	1.3	21
3.9	1.4	34
3.9	1.0	178
3.6	1.2	82
Overall mean		
3.9	0.8	28
4.3	1.0	29
4.5	0.8	8
4.6	0.5	5
4.1	1.1	26
3.6	1.1	24
4.1	1.0	15
3.8	1.1	34
3.9	1.4	16
Overall mean		
3.8	1.1	316

Employees Category	Mean Satisfaction	Std. Dev	n
Excluded	3.4	0.8	18
Contract faculty	4.0	0.6	31
Regular faculty	3.9	0.9	166
Staff	3.7	0.9	69
Faculty/School			
Business	3.6	0.7	27
Community Health Studies	4.3	0.9	27
Design	4.5	0.5	8
Horticulture	4.6	0.5	5
Humanities	3.7	0.8	23
Qualifying Studies	3.9	0.7	23
Science	3.5	0.9	14
Social Sciences	3.5	0.9	31
Trades & Tech	3.9	0.9	15
Overall mean			
	3.8	0.9	285

Mean values for print periodicals



Respondents gave the print periodicals a mean level of importance of 3.8 out of 5. This item was most important to contract and regular faculty (3.9), out of the four employee groups and to the School of Horticulture (4.6).

Respondents had a mean level of satisfaction of 3.8 out of 5 with the print periodicals, which is equal to the mean level of importance for this item. Contract faculty had the highest level of satisfaction with this item (4.0) out of the four employee groups. The School of Horticulture had the highest level of satisfaction with this item (4.6) out of all of the faculties/schools.

C) Importance of and Satisfaction with Library resources

Online periodicals

	#	%
Very unimportant	17	4.8
Unimportant	25	7.0
Neither important/unimportant	37	10.4
Important	67	18.9
Very important	164	46.2
N/A Have not used	45	12.7
Total respondents	355	100.0

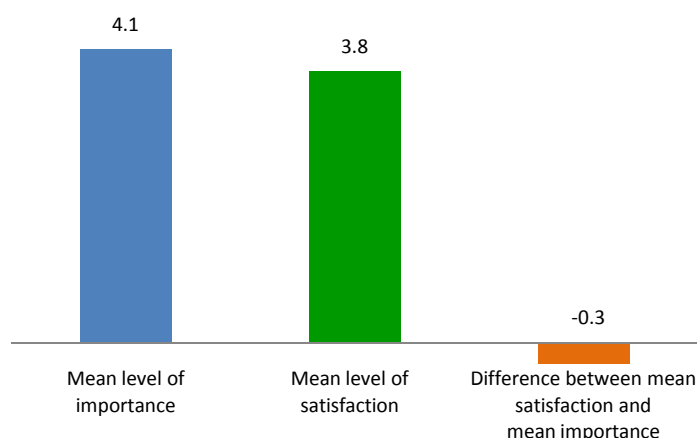
	#	%	
Very unsatisfied	9	2.5	
Unsatisfied	20	5.6	
Neither satisfied/unsatisfied	50	14.0	
Satisfied	134	37.5	
Very satisfied	64	17.9	
N/A Have not used	80	22.4	
Total respondents	357	100.0	

Mean Importance	Std. Dev	n
4.0	1.5	22
4.2	1.5	33
4.3	1.0	172
3.6	1.2	82
Overall mean		
4.4	1.1	30
4.6	1.0	29
4.6	0.8	7
3.8	1.3	5
4.4	0.9	23
3.9	1.4	22
4.2	1.0	13
4.6	1.2	34
3.9	1.1	14
Overall mean		
4.1	1.2	310

Employees Category	Mean Satisfaction	Std. Dev	n
Excluded	3.4	1.1	16
Contract faculty	4.1	0.9	30
Regular faculty	3.9	1.0	163
Staff	3.6	0.9	67
Faculty/School			
Business	3.8	1.0	27
Community Health Studies	4.3	0.9	29
Design	4.5	0.8	6
Horticulture			2
Humanities	3.9	0.8	24
Qualifying Studies	4.0	1.0	22
Science	3.3	1.0	12
Social Sciences	3.4	1.1	33
Trades & Tech	3.6	0.7	14
Overall mean			
	3.8	1.0	277

Mean Satisfaction	Std. Dev	n
3.4	1.1	16
4.1	0.9	30
3.9	1.0	163
3.6	0.9	67
Faculty/School		
3.8	1.0	27
4.3	0.9	29
4.5	0.8	6
		2
3.9	0.8	24
4.0	1.0	22
3.3	1.0	12
3.4	1.1	33
3.6	0.7	14
Overall mean		
3.8	1.0	277

Mean values for online periodicals



Respondents gave the online periodicals a mean level of importance of 4.1 out of 5, suggesting that the online periodicals are important to respondents. This item was most important to regular faculty (4.3), out of the four employee groups and to the Faculties of Community Health Studies, Social Sciences and Design (4.6).

Respondents had a mean level of satisfaction of 3.7 out of 5 with the online periodicals, which is lower than the mean level of importance for this item. Contract faculty had the highest level of satisfaction with this item (4.1) out of the four employee groups. The Faculty of Design had the highest level of satisfaction with this item (4.5) out of all of the faculties/schools.

C) Importance of and Satisfaction with Library resources

Online research databases

	#	%
Very unimportant	19	5.4
Unimportant	18	5.1
Neither important/unimportant	26	7.3
Important	71	20.1
Very important	170	48.0
N/A Have not used	50	14.1
Total respondents	354	100.0

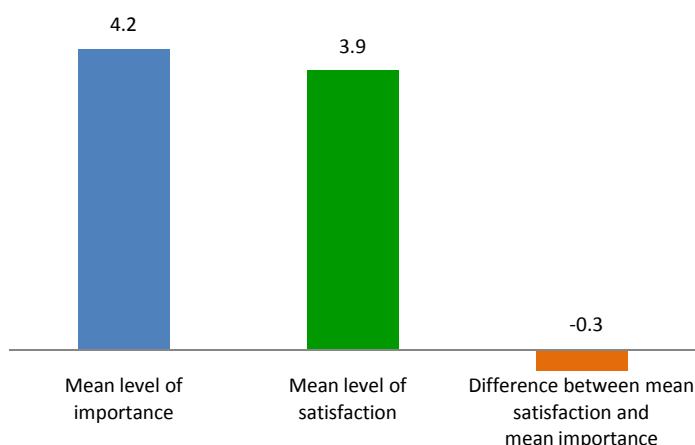
	#	%	
Very unsatisfied	10	2.8	
Unsatisfied	16	4.5	
Neither satisfied/unsatisfied	47	13.2	
Satisfied	128	36.0	
Very satisfied	74	20.8	
N/A Have not used	81	22.8	
Total respondents	356	100.0	

Mean Importance	Std. Dev	n
4.0	1.6	21
4.3	1.3	33
4.4	1.0	169
3.7	1.2	80
Overall mean		
4.3	1.2	30
4.8	0.8	27
4.7	0.8	6
		3
4.5	1.0	24
4.2	1.2	24
4.0	1.0	12
4.6	1.0	34
3.8	1.1	15
Overall mean		
4.2	1.2	304

Employees Category	Mean Satisfaction	Std. Dev	n
Excluded	3.2	1.0	16
Contract faculty	3.9	0.9	30
Regular faculty	4.1	1.0	159
Staff	3.6	1.0	69
Faculty/School			
Business	4.1	1.0	29
Community Health Studies	4.3	0.9	27
Design			3
Horticulture			3
Humanities	3.9	0.9	22
Qualifying Studies	4.1	0.9	24
Science	3.4	0.7	11
Social Sciences	3.8	1.0	33
Trades & Tech	3.3	1.0	13
Overall mean			
	3.9	1.0	275

Mean Satisfaction	Std. Dev	n
3.2	1.0	16
3.9	0.9	30
4.1	1.0	159
3.6	1.0	69
Faculty/School		
4.1	1.0	29
4.3	0.9	27
		3
		3
3.9	0.9	22
4.1	0.9	24
3.4	0.7	11
3.8	1.0	33
3.3	1.0	13
Overall mean		
3.9	1.0	275

Mean values for online research databases



Respondents gave the online research databases a mean level of importance of 4.2 out of 5, suggesting that online research databases are important to respondents. This item was most important to regular faculty (4.4), out of the four employee groups and to the Faculty of Design (4.7).

Respondents had a mean level of satisfaction of 3.9 out of 5 with the online research databases, which is lower than the mean level of importance for this item. Regular faculty had the highest level of satisfaction with this item (4.1) out of the four employee groups. The Faculty of Community Health Studies had the highest level of satisfaction with this item (4.3) out of all of the faculties/schools.

C) Importance of and Satisfaction with Library resources

Data and statistical resources

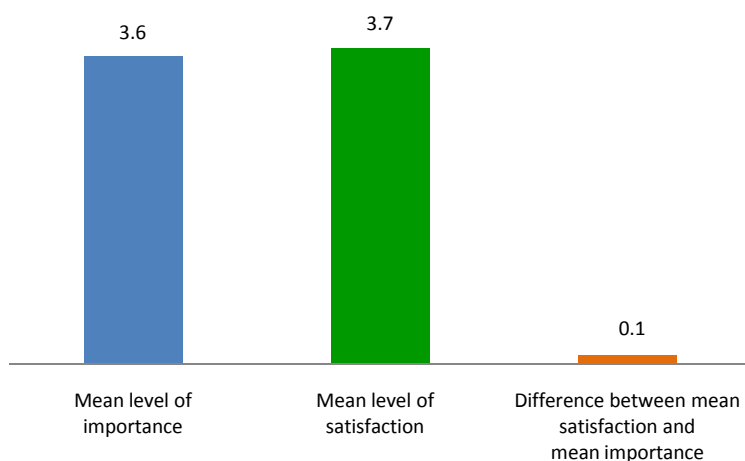
	#	%
Very unimportant	15	4.3
Unimportant	33	9.4
Neither important/unimportant	63	18.0
Important	82	23.4
Very important	75	21.4
N/A Have not used	82	23.4
<i>Total respondents</i>	<i>350</i>	<i>100.0</i>

	#	%	
	5	1.4	Very unsatisfied
	8	2.3	Unsatisfied
	71	20.0	Neither satisfied/unsatisfied
	99	27.9	Satisfied
	30	8.5	Very satisfied
	142	40.0	N/A Have not used
<i>Total respondents</i>	<i>355</i>	<i>100.0</i>	

Mean Importance	Std. Dev	n
3.7	1.5	20
3.8	1.2	32
3.7	1.2	137
3.4	1.1	78
Employees Category		
4.0	1.2	29
4.0	1.2	24
3.6	1.3	5
		2
3.2	1.1	17
3.4	1.1	19
3.1	0.7	7
4.2	0.9	29
3.3	1.0	15
Faculty/School		
3.6	1.2	268

Employees Category	Mean Satisfaction	Std. Dev	n
Excluded	3.4	0.9	15
Contract faculty	3.8	0.8	24
Regular faculty	3.7	0.8	111
Staff	3.5	0.9	62
Faculty/School			
Business	4.1	0.7	27
Community Health Studies	3.9	1.1	19
Design			2
Horticulture			3
Humanities	3.3	0.5	11
Qualifying Studies	3.9	0.7	12
Science	3.4	0.5	7
Social Sciences	3.8	0.6	26
Trades & Tech	3.3	1.0	13
Overall mean	3.7	0.9	213

Mean values for data and statistical resources



Respondents gave data and statistical resources a mean level of importance of 3.6 out of 5. This item was most important to contract faculty (3.8), out of the four employee groups and to the Faculty of Social Sciences (4.2).

Respondents had a mean level of satisfaction of 3.7 out of 5 with data and statistical resources, which is higher than the mean level of importance for this item. Contract faculty had the highest level of satisfaction with this item (3.8) out of the four employee groups. The Faculty of Business had the highest level of satisfaction with this item (4.1) out of all of the faculties/schools.

C) Importance of and Satisfaction with Library resources

DVD and video collection

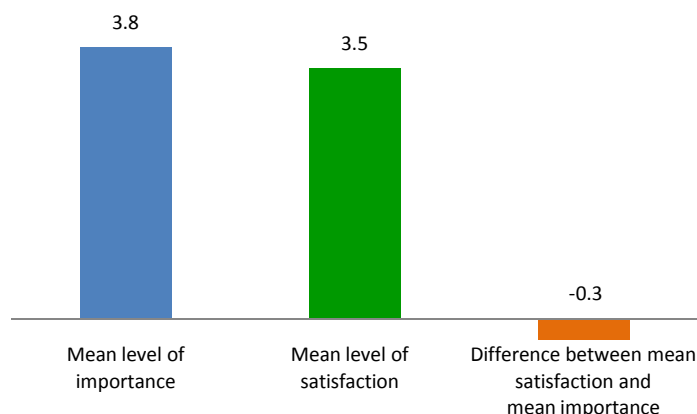
	#	%
Very unimportant	18	5.0
Unimportant	33	9.2
Neither important/unimportant	57	15.9
Important	86	24.0
Very important	115	32.1
N/A Have not used	49	13.7
Total respondents	358	100.0

	#	%	
Very unsatisfied	11	3.1	
Unsatisfied	33	9.2	
Neither satisfied/unsatisfied	69	19.3	
Satisfied	119	33.3	
Very satisfied	33	9.2	
N/A Have not used	92	25.8	
Total respondents	357	100.0	

Mean Importance	Std. Dev	n
3.3	1.4	18
3.6	1.4	33
4.1	1.1	175
3.4	1.2	82
Overall mean		
3.3	1.0	27
4.6	0.7	28
4.7	0.8	6
5.0	0.0	5
4.1	1.1	27
3.7	1.2	25
3.6	0.9	14
4.3	1.3	33
4.0	1.3	16
Overall mean		
3.8	1.2	309

Employee Category	Mean Satisfaction	Std. Dev	n
Excluded	3.1	1.2	12
Contract faculty	3.7	0.9	28
Regular faculty	3.5	1.0	160
Staff	3.4	1.0	64
Faculty/School			
Business	3.2	1.0	22
Community Health Studies	3.9	1.1	28
Design	4.0	1.2	5
Horticulture	4.2	0.4	5
Humanities	3.1	1.0	24
Qualifying Studies	3.7	0.8	22
Science	3.5	0.7	13
Social Sciences	3.7	1.0	33
Trades & Tech	3.1	1.4	15
Overall mean			
	3.5	1.0	265

Mean values for DVD and video collection



Respondents gave the DVD and video collection a mean level of importance of 3.8 out of 5. This item was most important to regular faculty (4.1), out of the four employee groups and to the School of Horticulture (5.0).

Respondents had a mean level of satisfaction of 3.5 with the DVD and video collection, which is lower than the mean level of importance for this item. Contract faculty had the highest level of satisfaction with this item (3.7) out of the four employee groups. The School of Horticulture had the highest level of satisfaction with this item (4.2) out of all of the faculties/schools.

C) Importance of and Satisfaction with Library resources

Online streaming videos

	#	%
Very unimportant	16	4.6
Unimportant	34	9.7
Neither important/unimportant	75	21.5
Important	66	18.9
Very important	43	12.3
N/A Have not used	115	33.0
Total respondents	349	100.0

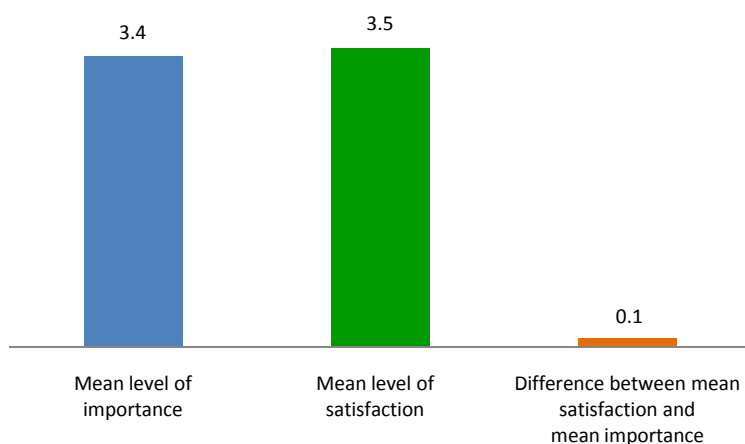
	#	%	
Very unsatisfied	5	1.4	
Unsatisfied	8	2.3	
Neither satisfied/unsatisfied	71	20.5	
Satisfied	53	15.3	
Very satisfied	19	5.5	
N/A Have not used	191	55.0	
Total respondents	347	100.0	

Mean Importance	Std. Dev	n
2.9	1.3	15
3.6	1.3	31
3.6	1.0	116
3.1	1.1	71
Overall mean		
3.4	1.1	234

Employee Category	Mean Satisfaction	Std. Dev	n
Excluded	2.8	1.0	8
Contract faculty	3.8	1.0	20
Regular faculty	3.5	0.8	75
Staff	3.4	0.8	52
Faculty/School			
Business	3.1	0.8	15
Community Health Studies	3.9	1.2	15
Design	3.6	0.9	5
Horticulture			0
Humanities	3.2	0.8	9
Qualifying Studies	3.4	0.7	8
Science	3.7	0.8	7
Social Sciences	3.6	0.8	14
Trades & Tech	3.7	0.6	13
Overall mean	3.5	0.9	156

Employee Category	Mean Satisfaction	Std. Dev	n
Excluded	2.8	1.0	8
Contract faculty	3.8	1.0	20
Regular faculty	3.5	0.8	75
Staff	3.4	0.8	52
Faculty/School			
Business	3.1	0.8	15
Community Health Studies	3.9	1.2	15
Design	3.6	0.9	5
Horticulture			0
Humanities	3.2	0.8	9
Qualifying Studies	3.4	0.7	8
Science	3.7	0.8	7
Social Sciences	3.6	0.8	14
Trades & Tech	3.7	0.6	13
Overall mean	3.5	0.9	156

Mean values for online streaming videos



Respondents gave online streaming videos a mean level of importance of 3.4 out of 5. This item was most important to contract and regular faculty (3.6), out of the four employee groups and to the Faculty of Community Health Studies (4.2).

Respondents had a mean level of satisfaction of 3.5 with online streaming videos, which is higher than the mean level of importance for this item. Contract faculty had the highest level of satisfaction with this item (3.8) out of the four employee groups. The Faculty of Community Health Studies had the highest level of satisfaction with this item (3.9) out of all of the faculties/schools.

C) Importance of and Satisfaction with Library resources

Audiovisual equipment

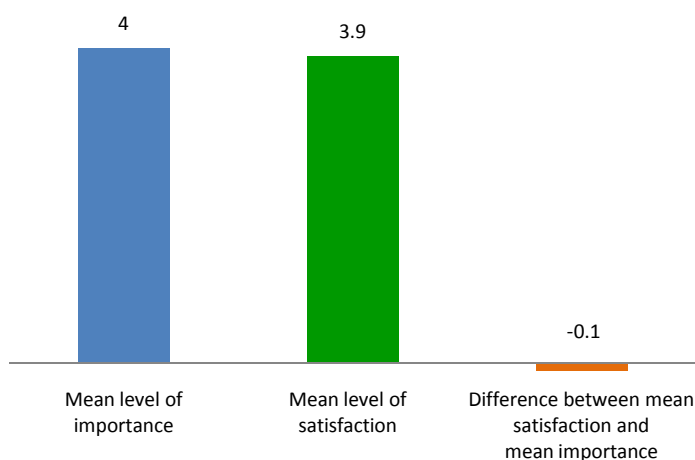
	#	%
Very unimportant	21	5.9
Unimportant	19	5.4
Neither important/unimportant	39	11.0
Important	102	28.8
Very important	140	39.5
N/A Have not used	33	9.3
<i>Total respondents</i>	<i>354</i>	<i>100.0</i>

	#	%	
Very unsatisfied	10	2.9	
Unsatisfied	10	2.9	
Neither satisfied/unsatisfied	52	14.9	
Satisfied	143	40.9	
Very satisfied	70	20.0	
N/A Have not used	65	18.6	
<i>Total respondents</i>	<i>350</i>	<i>100.0</i>	

Mean Importance	Std. Dev	n
4.2	1.0	23
3.6	1.5	31
4.1	1.1	175
3.9	1.2	91
Overall mean		
3.5	1.4	26
4.6	0.8	29
3.8	1.3	8
5.0	0.0	4
3.9	1.3	25
4.1	1.3	25
4.2	0.9	15
4.0	1.1	32
4.1	1.1	16
Overall mean		
4.0	1.2	321

Employee Category	Mean Satisfaction	Std. Dev	n
Excluded	4.0	1.1	21
Contract faculty	3.9	1.1	23
Regular faculty	3.9	0.9	156
Staff	3.9	0.9	84
Faculty/School			
Business	3.9	0.8	23
Community Health Studies	4.0	1.0	27
Design	4.0	1.0	7
Horticulture	4.6	0.5	5
Humanities	3.7	0.9	20
Qualifying Studies	3.6	0.9	23
Science	4.5	0.7	13
Social Sciences	3.9	0.9	26
Trades & Tech	3.5	1.4	15
Overall mean			
	3.9	0.9	285

Mean values for audiovisual equipment



Respondents gave the audiovisual equipment a mean level of importance of 4 out of 5, suggesting that audiovisual equipment is important to respondents. This item was most important to excluded employees (4.2), out of the four employee groups and to the School of Horticulture (5.0).

Respondents had a mean level of satisfaction of 3.9 with audio visual equipment, which is lower than the mean level of importance for this item. Excluded faculty had the highest level of satisfaction with this item (4.0) out of the four employee groups. The School of Horticulture had the highest level of satisfaction with this item (5.0) out of all of the faculties/schools.

C) Importance of and Satisfaction with Library resources

Overall satisfaction with Library resources

	#	%
Very unsatisfied	5	1.5
Unsatisfied	12	3.5
Neither satisfied/unsatisfied	31	9.0
Satisfied	178	51.7
Very satisfied	92	26.7
N/A Have not used	26	7.6
<i>Total respondents</i>	<i>344</i>	<i>100.0</i>

Overall, respondents were satisfied with Library resources, with a mean overall level of satisfaction level of 4.1 out of 5. Regular faculty had the highest level of satisfaction (4.2) out of the four employee groups, and the School of Horticulture (4.6) out of all the faculties/schools.

	Mean Satisfaction	Std. Dev	n
Employee Category			
Excluded	4.1	1.0	21
Contract faculty	4.1	0.7	33
Regular faculty	4.2	0.8	171
Staff	3.9	0.8	92
Faculty/School			
Business	4.1	0.8	29
Community Health Studies	4.5	0.7	27
Design	4.4	0.5	8
Horticulture	4.6	0.5	5
Humanities	3.9	0.7	24
Qualifying Studies	4.2	0.5	24
Science	3.9	0.6	14
Social Sciences	3.9	1.0	35
Trades & Tech	4.1	1.0	15
Overall mean	4.1	0.8	318

D) Preferences: Print/Hard copy versus Electronic/Online

This section includes respondents' preferred formats (print/hard copy versus electronic/online) for books, journals, reference books, and videos/DVDs. The data are presented for respondents overall as well as by employee category (staff, excluded, contract faculty and regular faculty).

In general, respondents had a clear preference for *print/hard copy* books and *electronic/online* journals. The preferred format for reference books and videos/DVDs was more evenly distributed between the two formats.

Books

	Overall		By Employee Category			
	#	%	Staff %	Excluded %	Contract faculty %	Regular faculty %
Print/Hard Copy	262	73.6	72.0	82.1	65.7	75.1
Electronic/Online	59	16.6	11.2	10.7	28.6	17.8
No preference	35	9.8	16.8	7.1	5.7	7.0
<i>Total number of respondents</i>	<i>356</i>		<i>107</i>	<i>28</i>	<i>35</i>	<i>185</i>

Seventy-four percent of respondents indicated they prefer *print/hard copy* books compared to 17% preferring *electronic/online* books. Ten percent had no preference.

Excluded employees had the highest proportion preferring *print/hard copy* books (82%); contract faculty had the highest proportion preferring *electronic/online* books (29%).

Journals

	Overall		By Employee Category			
	#	%	Staff %	Excluded %	Contract faculty %	Regular faculty %
Print/Hard Copy	80	22.7	29.2	22.2	22.2	19.1
Electronic/Online	224	63.5	44.3	63.0	77.8	71.6
No preference	49	13.9	26.4	14.8	0.0	9.3
<i>Total number of respondents</i>	<i>353</i>		<i>106</i>	<i>27</i>	<i>36</i>	<i>183</i>

Twenty-two percent of respondents prefer *print/hard copy* journals compared to 64% preferring *electronic/online* journals. Fourteen percent had no preference.

Staff had the highest proportion preferring *print/hard copy* journals (29%) and contract faculty had the highest proportion preferring *electronic/online* journals (78%).

D) Preferences: Print/Hard copy versus Electronic/Online

Reference books

	Overall		By Employee Category			
	#	%	Staff %	Excluded %	Contract faculty %	Regular faculty %
Print/Hard Copy	133	37.6	38.7	37.0	44.4	35.9
Electronic/Online	168	47.5	38.7	48.1	50.0	51.6
No preference	53	15.0	22.6	14.8	5.6	12.5
<i>Total number of respondents</i>	<i>354</i>		<i>106</i>	<i>27</i>	<i>36</i>	<i>184</i>

Thirty-eight percent of respondents prefer *print/hard copy* reference books compared to 48% preferring *electronic/online* reference books. Fifteen percent had no preference.

Contract faculty had the highest proportion preferring *print/hard copy* reference books (44%) and the highest proportion preferring *electronic/online* reference books (50%).

Videos/DVDs

	Overall		By Employee Category			
	#	%	Staff %	Excluded %	Contract faculty %	Regular faculty %
Print/Hard Copy	117	33.0	30.2	37.0	27.8	35.1
Electronic/Online	155	43.7	36.8	40.7	47.2	47.0
No preference	83	23.4	33.0	22.2	25.0	17.8
<i>Total number of respondents</i>	<i>355</i>		<i>106</i>	<i>27</i>	<i>36</i>	<i>185</i>

Thirty-three percent of respondents prefer *hard copy* videos/DVDs compared to 44% preferring the *electronic/online* format. Twenty-three percent had no preference.

Excluded employees had the highest proportion preferring *hard copy* videos/DVDs (37%) and regular and contract faculty had the highest proportion preferring *electronic/online* formats (47%).

E) Library usage patterns

In this section, respondents' methods of accessing Library resources and services are highlighted along with the frequency they use the Library for work, academic, personal or study purposes. The data are presented by respondents overall as well as by employee group, campus and faculty/school.

In general, the majority of respondents access Library resources and services *in person*, 53% and 74% respectively. Furthermore, respondents were least likely to use the Library for recreational purposes (53% indicated they never use Library for recreational purposes) and most likely to use it for work purposes (only 10% indicating they never use the Library for work purposes). Thirty-six percent of respondents used Library resources/services at least once a week for work purposes.

Method of most often accessing Library resources

	#	%
In person	191	53.2
Via home computer	92	25.6
Via office computer	56	15.6
Never	20	5.6
<i>Total respondents</i>	<i>359</i>	<i>100.0</i>

	In person %	Via home computer %	Via office computer %	Never %	Total number of respondents
Staff	67.3	8.4	12.1	12.1	107
Excluded	50.0	17.9	21.4	10.7	28
Contract faculty	41.7	33.3	19.4	5.6	36
Regular faculty	48.1	35.3	15.5	1.1	187
Campus					
Cloverdale	83.3	12.5	4.2	0.0	24
Langley	61.5	17.3	11.5	9.6	52
Richmond	55.9	23.5	15.7	4.9	102
Surrey	45.5	30.9	18.0	5.6	178
Faculty/School					
Business	34.4	46.9	15.6	3.1	32
Community Health Studies	41.4	41.4	17.2	0.0	29
Design	25.0	12.5	50.0	12.5	8
Horticulture	80.0	20.0	0.0	0.0	5
Humanities	48.1	40.7	11.1	0.0	27
Qualifying Studies	56.0	20.0	24.0	0.0	25
Science	70.6	5.9	11.8	11.8	17
Social Sciences	25.0	58.3	16.7	0.0	36
Trades & Tech	87.5	12.5	0.0	0.0	16

Over half of respondents indicated they access **Library resources** *in person*. This trend is consistent across employee groups, campuses, and most faculties. (Business (47%) and Social Sciences (56%) respondents indicated they access Library resources via their *home computer*).

Accessing Library resources via one's *home computer* was, generally speaking, the second most common method used for all employee groups, campuses, and faculties/schools.

E) Library usage patterns

Method of most often accessing Library services

	#	%
In person	265	73.8
Via home computer	45	12.5
Via office computer	22	6.1
By phone, email, live chat	12	3.3
Never	15	4.2
<i>Total respondents</i>	<i>359</i>	<i>100.0</i>

	In person %	Via home computer %	Via office computer %	By phone, email, live chat %	Never %	Total number of respondents
Staff	73.8	8.4	4.7	2.8	10.3	107
Excluded	78.6	3.6	3.6	7.1	7.1	28
Contract faculty	72.2	13.9	8.3	2.8	2.8	36
Regular faculty	73.8	16.0	6.4	3.2	0.5	187
<hr/>						
Cloverdale	83.3	8.3	4.2	0.0	4.2	24
Langley	80.8	1.9	3.8	5.8	7.7	52
Richmond	76.5	12.7	4.9	2.0	3.9	102
Surrey	69.7	16.3	7.3	3.4	3.4	178
<hr/>						
Business	53.1	34.4	3.1	6.3	3.1	32
Community Health Studies	69.0	17.2	10.3	3.4	0.0	29
Design	75.0	0.0	12.5	0.0	12.5	8
Horticulture	100.0	0.0	0.0	0.0	0.0	5
Humanities	77.8	18.5	3.7	0.0	0.0	27
Qualifying Studies	88.0	0.0	12.0	0.0	0.0	25
Science	94.1	5.9	0.0	0.0	0.0	17
Social Sciences	66.7	22.2	5.6	5.6	0.0	36
Trades & Tech	81.3	12.5	6.3	0.0	0.0	16

Three quarters of respondents indicated they access **Library services** *in person*. This trend is consistent across employee groups, campuses, and faculties/schools.

The second most common method for accessing Library services was via one's *home computer* (13%). This trend is also consistent amongst employee groups, campuses, and faculties/schools.

E) Library usage patterns

Frequency of use of Library resources/services for work purposes

	#	%
Never	37	10.4
One to two times every semester	91	25.6
One to two times every month	99	27.8
One or two times a week	79	22.2
Three or more times a week	50	14.0
<i>Total respondents</i>	<i>356</i>	<i>100.0</i>

	Never %	One to two times every semester %	One to two times every month %	One or two times a week %	Three or more times a week %	Total number of respondents
Staff	22.4	38.3	19.6	11.2	8.4	107
Excluded	21.4	35.7	25.0	10.7	7.1	28
Contract faculty	5.7	11.4	54.3	22.9	5.7	35
Regular faculty	2.7	18.9	28.1	30.3	20.0	185
Campuses						
Cloverdale	4.2	20.8	29.2	29.2	16.7	24
Langley	17.3	19.2	21.2	28.8	13.5	52
Richmond	9.0	22.0	29.0	22.0	18.0	100
Surrey	10.2	28.8	29.4	19.8	11.9	177
Faculties/Schools						
Business	3.2	22.6	35.5	32.3	6.5	31
Community Health Studies	3.4	17.2	27.6	44.8	6.9	29
Design	12.5	12.5	50.0	12.5	12.5	8
Horticulture	0.0	0.0	0.0	60.0	40.0	5
Humanities	3.8	7.7	38.5	30.8	19.2	26
Qualifying Studies	4.0	20.0	28.0	24.0	24.0	25
Science	0.0	35.3	35.3	17.6	11.8	17
Social Sciences	5.6	11.1	25.0	25.0	33.3	36
Trades & Tech	0.0	18.8	31.3	31.3	18.8	16

Thirty-six percent of respondents indicated they use the Library resources/services for **work purposes** *at least once a week*. Regular faculty had the highest proportion indicating this (50%), whereas nearly 20% of staff and excluded employees indicated they had never used the Library for this purpose.

At least 80% of all respondents from the various campuses had used the Library resources/services *at least once or twice a semester* for work purposes, faculty members from the various faculties/schools having a higher proportion indicating this (close to 90%).

E) Library usage patterns

Frequency of use of Library resources/services for academic/professional research

	#	%
Never	99	28.4
One to two times every semester	80	22.9
One to two times every month	95	27.2
One or two times a week	49	14.0
Three or more times a week	26	7.4
<i>Total respondents</i>	<i>349</i>	<i>100.0</i>

	Never %	One to two times every semester %	One to two times every month %	One or two times a week %	Three or more times a week %	Total number of respondents
Staff	55.2	24.8	9.5	6.7	3.8	105
Excluded	51.9	7.4	29.6	7.4	3.7	27
Contract faculty	15.2	24.2	39.4	18.2	3.0	33
Regular faculty	11.5	24.0	35.0	18.6	10.9	183
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Cloverdale	22.7	22.7	40.9	9.1	4.5	22
Langley	27.5	27.5	27.5	15.7	2.0	51
Richmond	22.4	27.6	27.6	13.3	9.2	98
Surrey	32.6	19.4	24.6	14.9	8.6	175
<hr/>						
Business	15.6	34.4	28.1	18.8	3.1	32
Community Health Studies	10.7	17.9	39.3	28.6	3.6	28
Design	42.9	14.3	14.3	14.3	14.3	7
Horticulture	0.0	20.0	60.0	20.0	0.0	5
Humanities	3.8	15.4	65.4	7.7	7.7	26
Qualifying Studies	12.5	33.3	37.5	16.7	0.0	24
Science	35.3	17.6	23.5	23.5	0.0	17
Social Sciences	0.0	8.6	34.3	25.7	31.4	35
Trades & Tech	13.3	26.7	40.0	13.3	6.7	15

Twenty-one percent of respondents indicated they use Library resources/services for **academic/professional research** *at least once a week*. Regular faculty had the highest proportion indicating this (30%), followed by contract faculty (21%), whereas 80% of staff and 59% of excluded employees identified they had never used the Library for academic/professional research.

At least 80% of all respondents from the various campuses had used Library resources/services for academic/professional purposes. Close to 85% of faculty members from the different faculties/schools had used the Library for this purpose *at least once a semester*, with the exception of the Faculty of Design which had 57% and the Faculty of Science which had 65% of respondents indicating this.

E) Library usage patterns

Frequency of use of Library resources/services for study/training purposes

	#	%
Never	162	46.6
One to two times every semester	80	23.0
One to two times every month	63	18.1
One or two times a week	29	8.3
Three or more times a week	14	4.0
<i>Total respondents</i>	<i>348</i>	<i>100.0</i>

	Never %	One to two times every semester %	One to two times every month %	One or two times a week %	Three or more times a week %	Total number of respondents
Staff	54.7	23.6	11.3	4.7	5.7	106
Excluded	57.7	23.1	15.4	3.8	0.0	26
Contract faculty	47.1	17.6	23.5	8.8	2.9	34
Regular faculty	39.8	23.8	21.5	11.0	3.9	181
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Cloverdale	26.1	17.4	34.8	8.7	13.0	23
Langley	48.0	30.0	16.0	6.0	0.0	50
Richmond	49.5	21.2	19.2	6.1	4.0	99
Surrey	47.4	23.1	15.6	10.4	3.5	173
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Business	40.6	31.3	21.9	6.3	0.0	32
Community Health Studies	32.1	21.4	25.0	21.4	0.0	28
Design	85.7	0.0	14.3	0.0	0.0	7
Horticulture	0.0	60.0	40.0	0.0	0.0	5
Humanities	60.0	20.0	8.0	8.0	4.0	25
Qualifying Studies	16.7	45.8	33.3	4.2	0.0	24
Science	64.7	5.9	17.6	11.8	0.0	17
Social Sciences	41.2	17.6	11.8	17.6	11.8	34
Trades & Tech	20.0	6.7	46.7	13.3	13.3	15

Twelve percent of respondents indicated they use Library resources/services for **study/training purposes** *at least once a week*. Regular faculty had the highest proportion of respondents indicating this (15%), followed by contract faculty (12%) and staff (10%). Within the faculties/schools, the Faculty of Social Sciences (30%) followed by the Faculty of Trades and Technology (27%) had the highest proportion of respondents indicating this. Across campuses, the highest proportion came from Cloverdale campus (22%).

E) Library usage patterns

Frequency of use of Library resources/services for recreational purposes

	#	%
Never	179	52.5
One to two times every semester	98	28.7
One to two times every month	33	9.7
One or two times a week	21	6.2
Three or more times a week	10	2.9
<i>Total respondents</i>	<i>341</i>	<i>100.0</i>

	Never %	One to two times every semester %	One to two times every month %	One or two times a week %	Three or more times a week %	<i>Total number of respondents</i>
Staff	44.6	27.7	10.9	8.9	7.9	101
Excluded	55.6	33.3	7.4	3.7	0.0	27
Contract faculty	65.6	18.8	12.5	3.1	0.0	32
Regular faculty	54.4	30.0	8.9	5.6	1.1	180
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Cloverdale	47.6	38.1	9.5	4.8	0.0	21
Langley	57.1	24.5	8.2	8.2	2.0	49
Richmond	54.1	29.6	9.2	6.1	1.0	98
Surrey	51.8	27.6	10.6	5.9	4.1	170
<hr/>						
Business	38.7	29.0	12.9	19.4	0.0	31
Community Health Studies	53.6	35.7	7.1	3.6	0.0	28
Design	85.7	14.3	0.0	0.0	0.0	7
Horticulture	60.0	40.0	0.0	0.0	0.0	5
Humanities	56.0	32.0	8.0	4.0	0.0	25
Qualifying Studies	58.3	33.3	8.3	0.0	0.0	24
Science	52.9	29.4	11.8	5.9	0.0	17
Social Sciences	67.6	17.6	8.8	0.0	5.9	34
Trades & Tech	42.9	35.7	14.3	7.1	0.0	14

Respondents are least likely to use Library resources/services for **recreational purposes** with over half of them indicating they have never used Library for this purpose.

E) Library usage patterns

Frequency of use of Library resources/services for other purposes

	#	%
Never	196	74.5
One to two times every semester	38	14.4
One to two times every month	15	5.7
One or two times a week	9	3.4
Three or more times a week	5	1.9
<i>Total respondents</i>	<i>263</i>	<i>100.0</i>

	Never %	One to two times every semester %	One to two times every month %	One or two times a week %	Three or more times a week %	Total number of respondents
Staff	64.6	19.5	6.1	4.9	4.9	82
Excluded	90.5	4.8	4.8	0.0	0.0	21
Contract faculty	84.6	7.7	3.8	3.8	0.0	26
Regular faculty	76.1	14.2	6.0	3.0	0.7	134
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Cloverdale	60.0	26.7	0.0	6.7	6.7	15
Langley	73.7	15.8	5.3	5.3	0.0	38
Richmond	78.1	9.6	6.8	4.1	1.4	73
Surrey	74.1	15.6	5.9	2.2	2.2	135
<hr/>						
Business	66.7	20.8	0.0	12.5	0.0	24
Community Health Studies	78.9	5.3	15.8	0.0	0.0	19
Design	80.0	0.0	20.0	0.0	0.0	5
Horticulture	100.0	0.0	0.0	0.0	0.0	2
Humanities	85.0	10.0	5.0	0.0	0.0	20
Qualifying Studies	81.3	12.5	0.0	6.3	0.0	16
Science	83.3	8.3	8.3	0.0	0.0	12
Social Sciences	77.4	16.1	6.5	0.0	0.0	31
Trades & Tech	45.5	36.4	0.0	9.1	9.1	11

E) Library usage patterns

Frequency of going to the Library in person

	#	%
Never	12	3.3
One to two times every semester	90	25.1
One to two times every month	115	32.0
One to two times a week	85	23.7
Three or more times a week	57	15.9
<i>Total respondents</i>	<i>359</i>	<i>100.0</i>

	Never %	One to two times every semester %	One to two times every month %	One or two times a week %	Three or more times a week %	Total number of respondents
Staff	7.5	35.5	23.4	11.2	22.4	107
Excluded	10.7	39.3	28.6	10.7	10.7	28
Contract faculty	0.0	27.8	47.2	11.1	13.9	36
Regular faculty	0.5	16.0	34.8	35.3	13.4	187
Campuses						
Cloverdale	0.0	12.5	25.0	37.5	25.0	24
Langley	3.8	28.8	15.4	30.8	21.2	52
Richmond	2.0	18.6	36.3	29.4	13.7	102
Surrey	4.5	28.7	35.4	16.9	14.6	178
Colleges						
Humanities	0.0	14.8	51.9	22.2	11.1	27
Social Sciences	0.0	11.1	38.9	41.7	8.3	36
Business	3.1	18.8	40.6	28.1	9.4	32
Design	0.0	25.0	62.5	12.5	0.0	8
Horticulture	0.0	0.0	0.0	60.0	40.0	5
Science	0.0	29.4	17.6	17.6	35.3	17
Community Health Studies	0.0	27.6	37.9	27.6	6.9	29
Trades & Tech	0.0	6.2	25.0	43.8	25.0	16
Qualifying Studies	0.0	16.0	32.0	40.0	12.0	25

Only 3% of respondents never go to the Library in person, whereas forty percent go in person *at least once a week*. The most likely to go to the Library in person are faculty and the least likely are excluded staff.

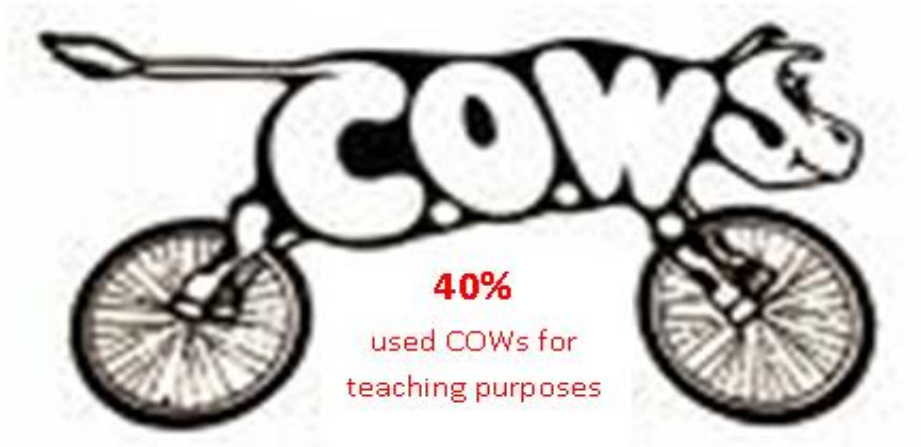
Of all the campuses, Cloverdale campus respondents are the ones that most often frequent the Library in person, with 63% of going at least once a week.

**Faculty Only
Section
follows**

F) Faculty only section

Use COWs from the Library for teaching purposes

	#	%
Yes	76	39.4
No	117	60.6
Total respondents	193	100.0



F) Faculty only: Importance of and Satisfaction with services for faculty's work

In general, faculty members indicated higher levels of satisfaction with faculty services available to faculty than the mean level of importance that they rated each faculty service. This may suggest that the appropriate level of service is being provided when considering the importance of each service.

	Mean importance (1=very unimportant; 5=very important)	Mean satisfaction (1=very unsatisfied; 5=very satisfied)	Difference between mean satisfaction & mean importance
Customized Library research skills classes	3.9	4.0	0.1
Collaboration with Faculty Liasion Librarian	3.9	4.2	0.3
Resources for faculty page on Library website	3.9	3.9	0.0
Copyright information	3.8	3.9	0.1
Research skills assignments given during Library research skills classes	3.7	3.9	0.2
Course reserves	3.7	4.0	0.3
Search alerts	3.6	3.7	0.1

F) Faculty only: Importance of and Satisfaction with services for faculty's work

Customized Library research skills classes

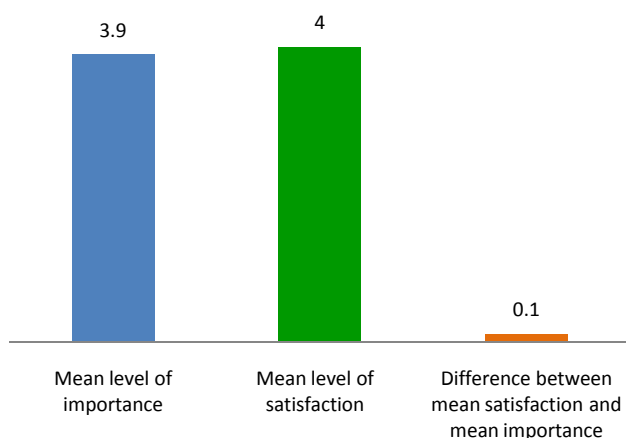
	#	%
Very unimportant	8	4.0
Unimportant	12	5.9
either important/unimportant	26	12.9
Important	66	32.7
Very important	55	27.2
N/A Have not used	35	17.3
<i>Total respondents</i>	<i>202</i>	<i>100.0</i>

	#	%	
	5	2.5	Very unsatisfied
	1	0.5	Unsatisfied
	21	10.4	Neither satisfied/unsatisfied
	65	32.2	Satisfied
	42	20.8	Very satisfied
	68	33.7	N/A Have not used
<i>Total respondents</i>	<i>202</i>	<i>100.0</i>	

Mean Importance	Std. Dev	n
3.7	1.1	28
3.9	1.1	139
Faculty/School		
3.9	1.0	29
4.0	1.2	24
4.0	0.7	5
3.8	0.5	4
3.5	1.2	23
4.1	0.8	22
3.2	1.3	11
4.1	0.8	28
3.7	1.5	11
Course level		
3.9	1.0	62
3.9	1.2	8
3.9	1.1	82
Overall mean		
3.9	1.1	167

Employees Category	Mean Satisfaction	Std. Dev	n
Contract faculty	3.8	0.8	21
Regular faculty	4.1	0.9	113
Faculty/School			
Business	3.7	1.0	21
Community Health Studies	4.1	0.9	19
Design	3.8	0.8	6
Horticulture			3
Humanities	4.2	1.1	15
Qualifying Studies	4.3	0.6	21
Science	3.8	0.8	5
Social Sciences	4.3	0.6	24
Trades & Tech	3.7	1.2	11
Course level			
Lower level courses only	3.9	0.9	48
Upper level courses only	4.2	0.4	5
Lower and upper level courses	4.1	0.9	67
Overall mean			
	4.0	0.9	134

Overall mean values for customized Library research skill classes



Overall faculty were felt the customized Library research skills classes were important (3.9,) and they were satisfied with this service (4.0).

Regular faculty rated this service slightly than contract faculty (3.9 compared to 3.7). Regular faculty was also slightly more satisfied than contract faculty (4.1 compared to 3.8).

Qualifying Studies and Social Sciences gave this service the highest level of importance amongst the faculties (4.1), and Qualifying Studies and Humanities had the highest levels of satisfaction (4.3).

F) Faculty only: Importance of and Satisfaction with services for faculty's work

Research skills assignments given during Library research skills classes

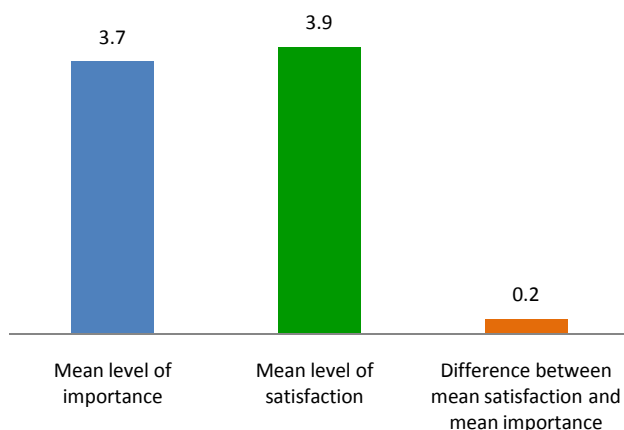
	#	%
Very unimportant	7	3.5
Unimportant	15	7.4
either important/unimportant	34	16.8
Important	62	30.7
Very important	43	21.3
N/A Have not used	41	20.3
<i>Total respondents</i>	<i>202</i>	<i>100.0</i>

	#	%	
	5	2.5	Very unsatisfied
	0	0.0	Unsatisfied
	27	13.4	Neither satisfied/unsatisfied
	61	30.2	Satisfied
	33	16.3	Very satisfied
	76	37.6	N/A Have not used
<i>Total respondents</i>	<i>202</i>	<i>100.0</i>	<i>Total respondents</i>

Mean Importance	Std. Dev	n
3.5	1.1	27
3.8	1.1	134
Employees Category		
3.8	1.0	28
3.9	1.1	23
4.2	1.1	5
4.3	0.5	4
3.4	1.2	22
3.8	1.0	21
3.0	1.3	11
4.0	0.9	28
3.7	1.2	10
Faculty/School		
3.6	1.1	60
3.7	1.3	7
3.8	1.1	79
Course level		
3.7	1.1	161
Overall mean		
3.7	1.1	161

	Mean Satisfaction	Std. Dev	n
Contract faculty	3.7	0.8	18
Regular faculty	4.0	0.9	108
Faculty/School			
Business	3.7	0.9	21
Community Health Studies	4.1	0.9	17
Design	3.8	0.8	5
Horticulture			3
Humanities	4.1	1.1	15
Qualifying Studies	3.9	0.7	19
Science	3.8	0.8	5
Social Sciences	4.2	0.7	23
Trades & Tech	3.5	1.1	10
Course level			
Lower level courses only	3.8	0.8	45
Upper level courses only	4.2	0.4	5
Lower and upper level courses	4.0	1.0	62
Overall mean			
	3.9	0.9	126

Mean values for research skills assignments given during Library research skills classes



Overall, faculty were satisfied with research skills assignments given during Library research skills classes (3.9) and rated its level of importance slightly lower (3.7).

Regular faculty gave this item importance (3.8) and satisfaction (4.0) ratings that exceed the importance (3.5) and satisfaction (3.7) ratings given by contract faculty.

Horticulture gave this item the highest importance rating (4.3), but Community Health Studies and Humanities had the highest levels of satisfaction with this service (4.1).

F) Faculty only: Importance of and Satisfaction with services for faculty's work

Collaboration with Faculty Liaison Librarian

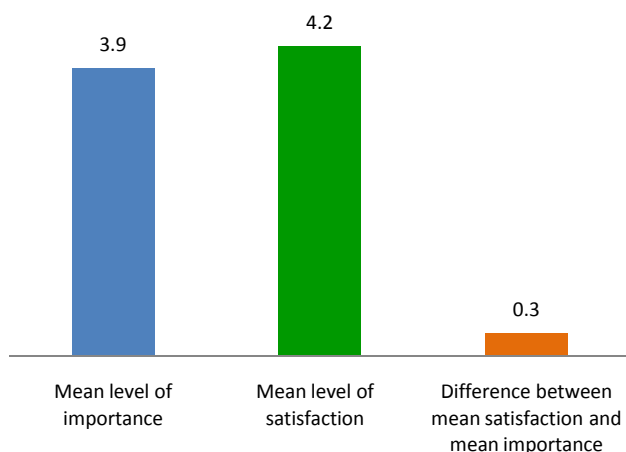
	#	%
Very unimportant	5	2.5
Unimportant	8	4.0
either important/unimportant	33	16.3
Important	70	34.7
Very important	54	26.7
N/A Have not used	32	15.8
<i>Total respondents</i>	<i>202</i>	<i>100.0</i>

	#	%	
	1	0.5	Very unsatisfied
	3	1.5	Unsatisfied
	21	10.5	Neither satisfied/unsatisfied
	67	33.5	Satisfied
	60	30.0	Very satisfied
	48	24.0	N/A Have not used
<i>Total respondents</i>	<i>200</i>	<i>100.0</i>	

Mean Importance	Std. Dev	n
3.9	0.9	28
4.0	1.0	142
Employees Category		
3.9	0.9	29
3.9	1.2	26
4.3	0.5	6
		2
3.7	1.2	25
3.8	0.9	18
3.9	1.0	15
4.0	0.7	29
4.2	0.8	11
Faculty/School		
3.8	1.0	65
3.7	1.3	7
4.0	0.9	84
Course level		
3.9	1.0	170

Mean Satisfaction	Std. Dev	n
4.0	0.8	24
4.2	0.8	128
Faculty/School		
4.1	0.8	27
4.2	0.9	22
4.5	0.5	6
		2
4.3	0.9	21
4.1	0.8	14
4.0	0.7	14
4.4	0.6	27
3.8	1.2	12
Course level		
4.1	0.9	58
4.5	0.5	6
4.3	0.7	75
Overall mean		
4.2	0.8	152

Mean values for collaboration with Faculty Liaison Librarian



Overall, faculty gave a higher satisfaction rating than an importance ratings for collaboration with the Faculty Liaison Librarian.

Regular faculty gave this item importance (4.0) and satisfaction (4.2) ratings that exceed the importance (3.9) and satisfaction (4.0) ratings given by contract faculty.

Trades and Technology faculty had the highest importance rating (4.2) for this item, yet their satisfaction rating was the lowest of all the faculties (3.8).

F) Faculty only: Importance of and Satisfaction with services for faculty's work

Resources for faculty page on the Library website

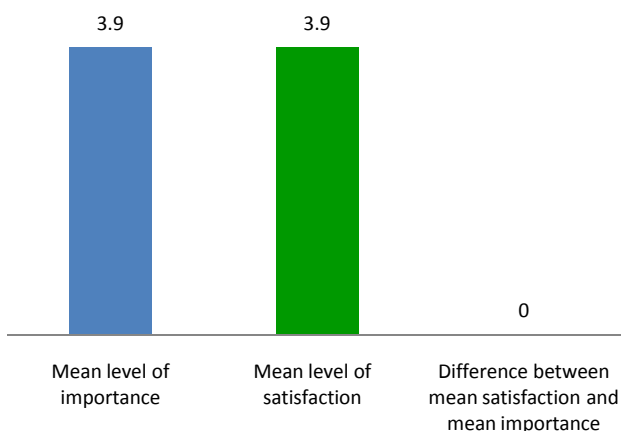
	#	%
Very unimportant	7	3.5
Unimportant	6	3.0
either important/unimportant	31	15.4
Important	63	31.3
Very important	52	25.9
N/A Have not used	42	20.9
<i>Total respondents</i>	<i>201</i>	<i>100.0</i>

	#	%	
	3	1.5	Very unsatisfied
	3	1.5	Unsatisfied
	28	14.1	Neither satisfied/unsatisfied
	81	40.9	Satisfied
	26	13.1	Very satisfied
	57	28.8	N/A Have not used
<i>Total respondents</i>	<i>198</i>	<i>100.0</i>	

Mean Importance	Std. Dev	n
3.9	1.0	26
3.9	1.0	133
Employees Category		
3.8	0.9	24
4.1	1.2	25
4.4	0.5	5
		3
3.8	1.1	19
4.1	0.8	20
3.2	1.1	14
4.1	0.8	29
3.8	1.1	12
Faculty/School		
3.9	1.1	57
4.0	1.3	8
3.9	1.0	79
Course level		
3.9	1.0	159

Mean Satisfaction	Std. Dev	n
3.7	0.8	22
3.9	0.8	119
Faculty/School		
4.0	0.8	21
4.1	0.9	22
3.5	1.0	4
		2
3.7	0.9	17
4.2	0.5	19
3.5	0.5	11
3.9	0.9	28
3.5	0.9	12
Course level		
3.8	0.8	51
3.9	0.9	7
3.9	0.9	69
Overall mean		
3.9	0.8	141

Mean values for resources for faculty on Library website



Overall, faculty rated the importance of and their satisfaction with the faculty resources available on the Library website equally (3.9).

Regular and contract faculty rated this item's importance equally (3.9), but contract faculty was slightly less satisfied than regular faculty (3.7 compared to 3.9).

The Faculty of Design had the highest level of satisfaction with this item of all of the faculties (4.4) but was one of the least satisfied (3.5).

F) Faculty only: Importance of and Satisfaction with services for faculty's work

Course reserves

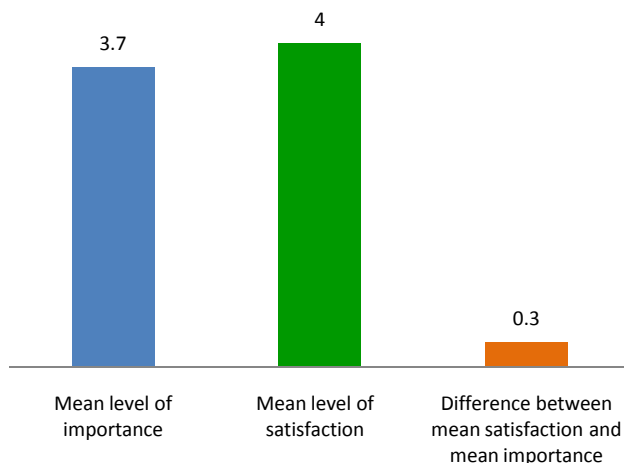
	#	%
Very unimportant	6	3.0
Unimportant	11	5.4
either important/unimportant	48	23.6
Important	63	31.0
Very important	42	20.7
N/A Have not used	33	16.3
<i>Total respondents</i>	<i>203</i>	<i>100.0</i>

	#	%	
	1	0.5	Very unsatisfied
	2	1.0	Unsatisfied
	29	14.4	Neither satisfied/unsatisfied
	77	38.3	Satisfied
	32	15.9	Very satisfied
	60	29.9	N/A Have not used
<i>Total respondents</i>	<i>201</i>	<i>100.0</i>	

Mean Importance	Std. Dev	n
4.0	1.0	28
3.7	1.0	142
Employees Category		
3.7	0.7	30
3.9	1.1	23
3.8	0.8	5
4.3	0.5	4
3.6	1.2	24
3.7	1.0	21
3.6	1.1	14
3.8	1.2	28
3.9	0.7	12
Faculty/School		
3.6	1.1	58
3.2	1.5	9
3.9	1.0	86
Course level		
3.7	1.0	170

Mean Satisfaction	Std. Dev	n
3.6	0.8	22
4.0	0.7	119
Faculty/School		
3.9	0.7	24
4.1	0.9	20
3.6	0.5	5
4.3	0.5	4
4.2	0.8	19
3.9	0.4	16
3.9	0.7	14
4.1	0.8	23
3.5	1.0	10
Course level		
3.9	0.8	46
4.0	1.0	7
4.0	0.7	75
Overall mean		
4.0	0.7	141

Mean values for course reserves



Overall, faculty's level of satisfaction with course reserves exceeded their importance rating for this item (4.0 compared to 3.7).

Regular faculty had a lower importance rating for this item compared to contract faculty (3.7 compared to 4.0). However, contract faculty had a lower satisfaction rating for this item than regular faculty (3.6 compared to 4.0). This suggests that regular faculty's course reserve needs are being met but that the contract faculty's course reserve needs perhaps aren't.

F) Faculty only: Importance of and Satisfaction with services for faculty's work

Copyright information

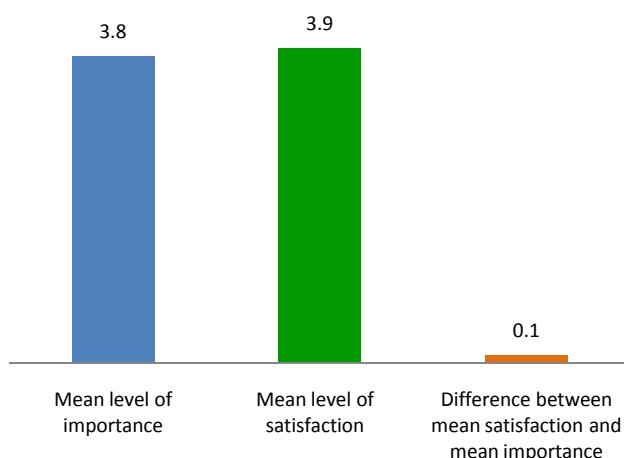
	#	%
Very unimportant	6	3.0
Unimportant	11	5.5
either important/unimportant	33	16.4
Important	77	38.3
Very important	45	22.4
N/A Have not used	29	14.4
<i>Total respondents</i>	<i>201</i>	<i>100.0</i>

	#	%	
	1	0.5	Very unsatisfied
	3	1.5	Unsatisfied
	30	15.2	Neither satisfied/unsatisfied
	73	36.9	Satisfied
	28	14.1	Very satisfied
	63	31.8	N/A Have not used
<i>Total respondents</i>	<i>198</i>	<i>100.0</i>	

Mean Importance	Std. Dev	n
3.8	0.9	29
3.8	1.0	143
Employees Category		
3.6	0.9	30
4.2	1.1	26
4.1	0.7	7
		3
3.6	1.2	22
4.0	1.0	21
3.2	1.1	11
3.9	0.8	31
4.0	0.7	12
Faculty/School		
3.7	1.1	62
3.9	1.2	10
3.9	0.9	83
Course level		
3.8	1.0	172

Mean Satisfaction	Std. Dev	n
3.8	0.9	22
3.9	0.7	113
Faculty/School		
3.9	0.7	22
4.3	0.8	24
4.3	1.0	4
		2
3.9	0.9	14
3.9	0.5	18
3.4	0.5	7
3.7	0.7	25
3.6	1.0	12
Course level		
3.8	0.9	49
4.1	0.6	9
3.9	0.7	62
Overall mean		
3.9	0.8	135

Mean values for copyright information



Overall, faculty were satisfied with copyright information (3.9) and had a slightly lower importance rating for this item (3.8).

There was no difference in the importance rating given to this item by regular and contract faculty (3.8). Regular faculty is slightly more satisfied than contract faculty (3.9 compared to 3.8).

The Faculty of Community Health Studies gave this item the highest importance rating (4.2) and had the highest satisfaction rating along with the Faculty of Design (4.3).

F) Faculty only: Importance of and Satisfaction with services for faculty's work

Search alerts

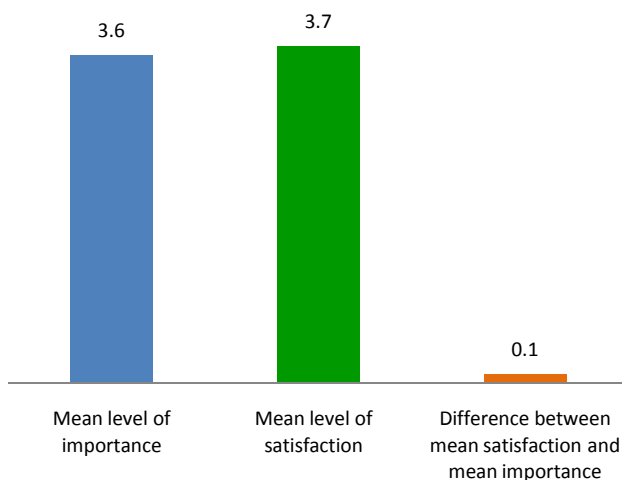
	#	%
Very unimportant	5	2.5
Unimportant	10	5.1
either important/unimportant	41	20.8
Important	43	21.8
Very important	24	12.2
N/A Have not used	74	37.6
<i>Total respondents</i>	<i>197</i>	<i>100.0</i>

	#	%	
	1	0.5	Very unsatisfied
	4	2.0	Unsatisfied
	32	16.0	Neither satisfied/unsatisfied
	40	20.0	Satisfied
	12	6.0	Very satisfied
	111	55.5	N/A Have not used
<i>Total respondents</i>	<i>200</i>	<i>100.0</i>	

Mean Importance	Std. Dev	n
3.8	1.0	25
3.5	1.0	98
Faculty/School		
3.4	0.7	22
3.8	1.3	20
		1
		2
3.2	1.1	15
3.6	1.1	15
2.8	1.0	8
3.6	0.9	23
4.2	0.6	11
Course level		
3.5	1.1	46
3.3	1.4	6
3.6	0.9	61
Overall mean		
3.6	1.0	123

Employees Category	Mean Satisfaction	Std. Dev	n
Contract faculty	3.6	0.7	19
Regular faculty	3.7	0.8	70
Faculty/School			
Business	3.5	0.5	15
Community Health Studies	4.2	1.0	14
Design			2
Horticulture			2
Humanities	3.3	0.5	9
Qualifying Studies	3.7	0.6	11
Science	3.4	0.5	5
Social Sciences	3.4	1.0	16
Trades & Tech	3.4	0.9	11
Course level			
Lower level courses only	3.5	0.9	31
Upper level courses only	4.0	0.8	4
Lower and upper level courses	3.6	0.8	46
Overall mean			
	3.7	0.8	89

Mean values for search alerts



F) Faculty only section: Priority for new faculty services

Ranking of priorities for potential new faculty services

1st Priority	Receiving regular lists of new books for your subject area
2nd Priority	Having course specific research guides available on the Library website
3rd Priority *	Collaborating with Librarians (on research skills assignments) to improve students' level of information literacy

* Although "Having Library Research Skills Classes in your e-classroom instead of in the Library" had more respondents select it as the third priority, the sum of the number of respondents identifying an option as a 1st, 2nd and 3rd priority was greater for "Collaborating with Librarians to improve students' level of information literacy".

1st Priority	#	%
Receiving regular lists of new books for your subject area	95	47.3
Having course specific research guides available on the Library website	36	17.9
Having Library Research Skills Classes in your e-classroom instead of in the Library	24	11.9
Collaborating with Librarians (on research skills assignments) to improve students' level of information literacy	46	22.9
<i>Total respondents</i>	<i>201</i>	<i>100.0</i>

2nd Priority	#	%
Receiving regular lists of new books for your subject area	39	20.7
Having course specific research guides available on the Library website	68	36.2
Having Library Research Skills Classes in your e-classroom instead of in the Library	29	15.4
Collaborating with Librarians (on research skills assignments) to improve students' level of information literacy	52	27.7
<i>Total respondents</i>	<i>188</i>	<i>100.0</i>

3rd Priority	#	%
Receiving regular lists of new books for your subject area	28	15.5
Having course specific research guides available on the Library website	49	27.1
Having Library Research Skills Classes in your e-classroom instead of in the Library	60	33.1
Collaborating with Librarians (on research skills assignments) to improve students' level of information literacy	44	24.3
<i>Total respondents</i>	<i>181</i>	<i>100.0</i>

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Reasons for Dissatisfaction with Library Resources:

ONLINE JOURNALS

TOTAL=20

SURREY

- I would like access to a broader range of online journals.
- I would like to see more journals both in print and online available for my students and for my own research interests. As it is I often go to UBC or SFU and so do my students.
- Many of the online journals my students need to access for their term papers and/or research projects are not available in full text via the Kwantlen library site. They end up using just the abstract because of this difficulty. I feel fortunate that I sti...
- Some key articles I have wanted come only through Project Muse, which we do not have. [I have been grateful for the ease of ordering DVDs--and do want more....]
- The library resources keep getting stronger and stronger. However, we still need access to more full-text journals in electronic form. The Sage collection of periodicals would be especially helpful.
- The periodicals I am interested in accessing are either not available in the library's subscriptions, or full-text is not available.
- We need more online journal subscriptions.
- Library does not have enough subscriptions to online journals. I have to get many articles through ILL.
- Library lacks many important scientific journals in psychology. Online periodicals are of primary importance for both students and faculty.
- [Audiovisual equipment outdated], access to online journals and databases rather limited.
- For on-line resources, I have indicated not used, since I can use these on my own computers and do not need the library to provide these.

RICHMOND

- I would like more online access to academic social science journals.
- Lack of Access to scientific journals on-line.
- My library needs require wider online access to academic periodicals and books, e.g. Lexis Nexis as well as the ability to participate as a member (via Kwantlen institutional membership) in online promotional devices, e.g. SSRN.
- Overall, there aren't many journals (online or print) available for my area. This understandable, given that there isn't really any research going on at Kwantlen in this area. However, I once tried to access an online journal, but was told that the jo...
- The amount of periodicals including access to on-line databases is very limiting.
- The online journal subscriptions are often not available as full text- and I spend time searching and finally get that message. For that reason, I now skip the library and go up to UBC if possible. [The biology print books should be more up to date.]
- Challenges accessing journals to which we have a subscription when going from a Sage, etc. on-line notification or journal article alert. Get "unregistered user," "subscription expired," error messages, etc.

LANGLEY

- Unsatisfactory access to several journals in the agriculture/horticulture area. No access to resources such as Science Citation Index.

CLOVERDALE

- Our access to on-line research journals and articles is way too limited. I've looked for various articles many times and not been able to get to them via our library. Maybe I could use some training in how to do this, but also I think we need to expand.

DVDS

TOTAL=20

SURREY

- A wider variety of DVDs, both educational and genre specific movies, documentaries etc. would be much appreciated.
- Most of the DVD/Video collection is still VHS. It would be great if the library would offer a greater selection of DVD's instead, as most people do not even own a machine to play VHS's anymore.
- [Print periodicals: I think we need more.] Electronic periodicals simply are not the same. DVD and video collection: partly my fault for not ordering what I want in it. However, the orders I have put in have taken about EIGHT MONTHS to be filled. Why so...
- Video's and DVD collection is dated and quite limited.
- Would be nice to have some more up to date DVD's available.

- Access to videos easily obtained...faculty/staff very helpful.
- Mainly lack of up to date DVDs for health care specifically mental status assessments.
- I have a lot of videos that I would like to see for the psychiatric nursing department, but have not had time to request them to be ordered.
- [Some key articles I have wanted come only through Project Muse, which we do not have.] I have been grateful for the ease of ordering DVDs--and do want more....

RICHMOND

- DVDs are dated. Satisfaction unsatisfied due to overall resources dated.
- I feel that the library could have a more extensive collection of educational DVD's.
- The DVD's are really VHS I was shocked to see that we even had VHS in the library, they don't even make them anymore....and how many people still have a VHS player to watch these movies on? There were very few DVD's in History and Geography.
- The books and DVDs are limited and not up-to-date. DVDs/videos are old and not current for showing to students. Remove some of them from the collection and hide in the store room.
- Videos and DVDs are impossible to keep current. Don't have much experience with streaming video. Would like more.
- More tutorial videos will be helpful as some students learn visually.

LANGLEY

- DVDs NEED TO BE UPDATED AND EXPANDED.
- If funding permits, it would be nice to build the DVD collection.
- Many of the videos are more than 20 years old and need to be updated. I attended a Fast Forward session a few years ago and made some suggestion to the library on some new videos and there was never any action taken to purchase them.

CLOVERDALE

- The video collection is rather limited from my experience.
- Welding AV material needs updating. Most of it is quite old.

GENERAL

TOTAL=13

SURREY

- I find myself using inter library loan a lot for these materials. Service with this situation is very good but wish that the subscription base was broader.
- I know the library is in the process of building resources and I think the efforts have been tremendous in recent years. That's why I've indicated, paradoxically, that overall I'm satisfied with the Library's resources. However, I still have to go to SFU.
- Collection is small and spread out over four campuses
- Need more support in the social sciences and humanities.
- We need more course specific resources so that students taking a course know what and where the best resources are. This may involve very course specific library tours / training sessions.
- Some of the resources are only available in one of the campus, so I can't use it right away. Also, there is no clear instruction for students to get articles that are not available online.

RICHMOND

- Could be more up to date and more extensive.
- It's getting better all the time.
- Just not the material available that a University library should have.
- Not enough selection for a university.
- The collection in my area of expertise is very limited. The library is working towards developing a collection, but we are a long, long, long way away from meeting even basic expectations. This is, of course, further complicated by our multi-campus exist...

CLOVERDALE

- Growing, but still largely unknown in our area.
- I have mostly been able to find the resources from the library that I needed and when the resources were not there, the staff always found alternatives and helped in the availability for the next time.

PRINT COLLECTION

TOTAL=11

SURREY

- I filled out neutral for the print book collection because I think it is coming along, but it has a ways to go.
- I would personally like access (for myself and my students) to more print books and academic journals.
- Insufficient technology related resources. Insufficient current literature.
- It may be that we have resources on other campuses, but sometimes I only have a subject in mind and like to be able to browse in person, so for that reason, do not find everything that I'd like.
- We have a very limited selection of print journals. I do not have a good solution for this issue as I understand the need to populate four libraries.
- Print periodicals: I think we need more. Electronic periodicals simply are not the same. [DVD and video collection: partly my fault for not ordering what I want in it. However, the orders I have put in have taken about EIGHT MONTHS to be filled. Why so...]
- Need to increase current book collection.

RICHMOND

- [The online journal subscriptions are often not available as full text- and I spend time searching and finally get that message. For that reason, I now skip the library and go up to UBC if possible.] The biology print books should be more up to date.
- The Richmond library is limited in its access to archives and in all aspects cannot be compared to a public library however; I do find the staff very helpful.
- Many journals in my field are not in your collection. [Your "COWS" belong in the 1990s.]

LANGLEY

- I teach Management Information Systems. The library collection of computer books is out of date. There need to be more computer magazines.

AUDIOVISUAL EQUIPMENT

TOTAL=9

SURREY

- Audiovisual equipment outdated, [access to online journals and databases rather limited]
- [More electronic books needed] and COWS and overhead projector carts are so hard to steer and keep items safe! (Surrey)

RICHMOND

- [Many journals in my field are not in your collection.] Your "COWS" belong in the 1990s.
- Some of the equipment is old which is my only complaint. Availability of equipment has been good.
- Mainly use data projectors - some render colour poorly.

LANGLEY

- COWs and Data Projectors are very awkward and clumsy substitutes for e-classrooms. The lack of e-classrooms is not the fault of the library, however. We need all classrooms to be e-classrooms.
- The camcorders are long overdue to be replaced by digital recording equipment.

CLOVERDALE

- COWs need updating. 20 minutes to get one started with students waiting....
- Need more COWs or E-ROOM PREFERRED.

ONLINE RESOURCES

TOTAL=3

- Access to an online book is limited to online reading only; not downloading a chapter or printing any parts of it. (Langley)
- More electronic books needed [and COWS and overhead projector carts are so hard to steer and keep items safe!] (Surrey)
- The library needs to increase resources that are available online. (Surrey)

DO NOT USE/N/A

TOTAL=3

- I'm new since January and haven't used any - yet!
- Never use.
- n/a

Reasons for Dissatisfaction with Library Services:

LIBRARY HOURS

TOTAL=20

SURREY

- Better weekend hours needed and all campuses should have the same open hours. Reference service should be for all open hours. Mistakes were made on my ILL request and also on my renewal of the one request. Library cleaners should be more proactive. " Libra...
- Extended weekend hours are required.
- I believe the library needs to be open longer hours - 7 days per week. We only really have one library in Surrey with the others being small sub libraries. As such the other campuses are becoming sub campuses.
- I'd like to see the library open longer on weekends and in the evenings much like other universities.
- It would be helpful to have the library opened more on evenings and weekends. [Library space for group study and work should be maximized and accessible more.]
- Kwantlen is a University now, its operational hours must be comparable to other University Libraries.
- The library should be open from early morning to late evening 7 days a week.
- The library should open longer hours and 24/7.
- The only problem with hours of operation is with summer courses, impossible to get time slots for orientations for summer evening courses.
- There are no reference librarians available from 5 until 9 pm on Fridays when the Surrey and Richmond libraries are open.
- To compete with major universities we need our library open 24/7.
- Up until recently, the library was not open on Sundays, which is the reason for the "unsatisfied" response.

RICHMOND

- I'd like to see even longer hours on the weekends.
- I would like to see the library open longer on weekends.
- Library hours need expanding. When are we going to act like a university and less like a high school?
- [The study space in the Richmond campus library could be better for students,] and the library hours could be better for them. As for myself, I'm happy with the hours, etc., because I mostly access on-line journals (with which I am delighted!).

LANGLEY

- Access to the library is terrible. In particular, to be closed on Sundays is beyond comprehension, especially for a university. This MUST change.
- I would appreciate the library being open on SAT evening's maybe, and while I personally would not use it, I think there are number of students and other Faculty who would use the library on a Sunday.
- The Library needs to be open 7 days a week from 8 am to 11 pm on all campuses if we are supposed to be a "real" university. [The need to book appointments with Librarians to get help is frustrating. The Langley campus library is too small.]

CLOVERDALE

- Cloverdale Campus should open 7 am as classes start at 7:30.

SPACE/STUDY ROOMS

TOTAL=18

SURREY

- I think that in designing the new library at the Surrey campus "no attention" was directed at how to maximize space. There is too much open space, which makes the library an alienating place to do research.
- The Surrey Library space is noisy and not cozy. Needs carpet and wood paneling.
- [It would be helpful to have the library opened more on evenings and weekends.] Library space for group study and work should be maximized and accessible more.

RICHMOND

- As far as the space, it's pretty uninspiring and boring.
- Library space severely lacks any place to sit comfortably. More lounge areas for quick reference of books or to do homework on the laptop. study carrels are cramped and make me feel isolated from others.
- Love the space in Surrey, but Richmond is too cramped and dark.
- SPACE ISSUES...too cramped and limited computer access when training happens, etc.
- The library at Surrey is huge, but really all one room. Everything echoes through it, so it's not really quiet anywhere.
- [Too many students coming in with food - they make a big mess;] the Richmond library is far too small for the demand.

- The study space in the Richmond campus library could be better for students, [and the library hours could be better for them. As for myself, I'm happy with the hours, etc., because I mostly access on-line journals (with which I am delighted!).]
- There is a need for more quiet study space.
- Richmond campus library doesn't have enough study rooms and quiet study space. [The Surrey one is very noisy sometime and students always leave food items there. It's pretty dirty sometime.]
- Richmond campus only - we need more study area and room for more publications (printed and audio).
- Perhaps more study space for students.

LANGLEY

- I haven't seen many comfortable sitting areas for people to go in and read a book.
- [Cleaners do not keep the area very clean.] Langley library is becoming too small.
- Perhaps more study space for students.
- [The Library needs to be open 7 days a week from 8 am to 11 pm on all campuses if we are supposed to be a "real" university. The need to book appointments with Librarians to get help is frustrating.] The Langley campus library is too small.

EMPLOYEES

TOTAL=5

SURREY

- + I have found the librarians great!!
- rude grumpy employees
- [redacted] rude. [redacted]
[redacted] Everyone else is wonderful.

LANGLEY

- + Staff very pleasant/willing to help
- [The Library needs to be open 7 days a week from 8 am to 11 pm on all campuses if we are supposed to be a "real" university.] The need to book appointments with Librarians to get help is frustrating. [The Langley campus library is too small.]

NOISE

TOTAL=4

SURREY

- It would be great if there were an area where there is no talking aloud so that student's could concentrate. If there is such an area, it would be great if such a rule was enforced.
- [Richmond campus library doesn't have enough study rooms and quiet study space.] The Surrey one is very noisy sometime [and students always leave food items there. It's pretty dirty sometime.]
- There needs to be more policing of student noisemaking in the so-called silent study areas. Students use the library as a cafeteria in many cases. As an instructor, I dread going there to try to do work because even with earplugs in, I am likely to be d...

ILL

TOTAL=3

SURREY

- I have obtained a few books I've needed via interlibrary loans, but the restrictions on lending periods and lack of renewals have been really limiting. Often it seems to take a really long time to get a book, so it's often quicker (though not more conveni....
- Need an improved notification system for interlibrary loans
- [Better weekend hours needed and all campuses should have the same open hours. Reference service should be for all open hours.] [redacted] on my ILL request and also on my renewal of the one request. Library cleaners should be more proactive. " Libra...

AUDIOVISUAL

TOTAL=1

- Getting audiovisual equipments from Langley campus library was very unsatisfactory. Many days the equipment was not ready and the instructor had to wait for long (sometimes missing the class partly).
(Richmond campus respondent)

REFERENCE SERVICE

TOTAL=2**SURREY**

- [Better weekend hours needed and all campuses should have the same open hours.] Reference service should be for all open hours. [Mistakes were made on my ILL request and also on my renewal of the one request. Library cleaners should be more proactive. " Libra...]

LANGLEY

- There are no reference librarians available from 5 until 9 pm on Fridays when the Surrey and Richmond libraries are open.

ONLINE RESOURCES**TOTAL=2****SURREY**

- It is unsatisfying that staff cannot log on to the computers. It is impractical to completely research from my office desk. It would be convenient to log on to the catalogue to refine a search or re-check a reference number while I am in the library col...
- [The study space in the Richmond campus library could be better for students, and the library hours could be better for them. As for myself, I'm happy with the hours, etc.,] because I mostly access on-line journals (with which I am delighted!).

CLEANLINESS**TOTAL=9****SURREY**

- [Richmond campus library doesn't have enough study rooms and quiet study space. The Surrey one is very noisy sometime] and students always leave food items there. It's pretty dirty sometime.]
- [Better weekend hours needed and all campuses should have the same open hours. Reference service should be for all open hours. Mistakes were made on my ILL request and also on my renewal of the one request.] Library cleaners should be more proactive. " Libra...

RICHMOND

- Left over foods, dirty plates, sticky candy/cake wrappers are left in carrels, on the floor & on chairs...
- Too many students coming in with food - they make a big mess; [the Richmond library is far too small for the demand.]
- The women's washroom needs to be checked regularly, as the soap dispenser does not work at times, nor does the tap. The automatic flush has not been working always in one of the stalls either.
- The floors are dusty around the edges and corners.
- There is often food and other messes left in the study rooms.
- Study desks often soiled in Richmond.

LANGLEY

- Cleaners do not keep the area very clean. [Langley library is becoming too small.]

OTHER**TOTAL=3**

- The library is very strong. I am not sure why we keep throwing more money at it. Perhaps that is why it is strong but it seems that we have achieved what is required. It is fine. There are many other aspects of the institution that are not and now deserve... (Surrey)
- Concerns over malfunctioning equipment is not attended to. We receive the same equipment with duct tape! (Langley)
- Email questions are not responded to in a timely manner. (Langley)

Other Comments Respondents Made About the Library

EMPLOYEES

TOTAL=30

SURREY

- + All staff are cordial and extremely helpful.
- + Everyone is very friendly and helpful.
- + The library, they are always positive.
- + I am very happy with how accommodating staff are in bringing in needed audiovisual materials.
- + I don't use the library facilities much, but when I do I have always found the staff to be very friendly and helpful.
- + I find that the library staff is very friendly and helpful.
- + I wish the staff would wear nametags; I really like ALL and I want to be able to call them by first name (but am embarrassed to ask as I should know the name already).
- + Staff v. helpful!!
- + The library staff are always helpful and friendly, especially the audio-visual personnel.
- + The people are the strength of the library. Its resources need to go a long way to become university-class.
- + The staff is fantastic! They tend to go way beyond what I would expect to provide assistance.
- + The staff is wonderfully helpful in their guidance and assistance!
- + [So glad you've gone to Sunday opening for students' sake.] I think the librarians and staff are very knowledgeable and helpful.

RICHMOND

- + Appreciate all the efforts by the library to improve collections and services, and all the work by our liaison librarian.
- + They are doing an excellent job!!!
- + Great staff, wish it was used more by my students, and for the few interactions my job has with the library, they are always positive.
- I often find one of the Richmond Library staff [REDACTED] to be less than friendly when dealing with patrons [REDACTED]
- + I think the librarians are amazing!
- + I would like to state a heartfelt big THANK YOU to all the librarians and staff! Over the years, you have been extremely helpful in both sustaining my educational (teaching) and research activity. You have simply been wonderful!
- + Lots of help all the time. Librarians go out of their way to be of assistance.
- [REDACTED] service from one [REDACTED] staff member.

LANGLEY

- + Geraldine Wesley and staff at Langley are awesome!
- + Great staff attitude.
- + I could not do my job, and my students could not complete my courses if the library and library staff were not accessible. I very much appreciate the helpfulness and professionalism of the staff.
- + Overall the people in the library are excellent.
- + Staff is very helpful and cheerful. I like going to the library!

CLOVERDALE

- + I have always found the library resources, including staff to meet my needs. The staff have been very helpful and play such an important role and I am thankful for the professionalism and courtesy.
- + I have always found the staff to be helpful and professional.
- + Staff are helpful, friendly and good at their job.
- + The staff have always been very helpful.

GENERAL

TOTAL=12

SURREY

- Although I have not used a lot of the resources yet I recognize that they are extremely important and will be well used in the future!
- As the questions relate to the "work that you do", my responses only reflect the work aspect. I think that the Library is a very important resource for students and the work of other areas.
- Thank you for all the hard work that you put in into providing these services for students, faculty, and staff. [Also, this is one of the cleaner libraries that I have seen in the lower mainland] - keep up the good work!

- Overall, you are doing a great job.
- Very appreciative of the assistance received.
- Having the Learning Centre in the Surrey Library is not a good use of resources, for either group.

RICHMOND

- I feel that our library is great and offers us a lot of resources - I am very, very satisfied with our library! :)
- I think the library is probably one of the best functioning services at Kwantlen.
- I think you do a great job and provide a vital service.
- I work only at the Richmond campus where the library is quite small. I think for the space and funding available, the library does a good job.
- I'm a new faculty member and so I can only say how important my future use of these services are for me.

CLOVERDALE

- Having only one mail run a day affects our library system and all its components. [The cleanliness in the library is a big issue as many people have allergies these days. The vacuumns used should have Hepa filters. Also many of the carrals, tables, etc.]

SPACE/STUDY ROOMS

TOTAL=12

SURREY

- Absolutely beautiful upgrade, stunning, user friendly, lovely environment.
- The new space & furnishings @ Surrey are beautiful - it's wonderful to see so many students taking advantage of the study & computer space. The changing artwork displays are excellent -nice to see what our students are producing - should have \$ for sale.
- I love the new Sry library. I love that it has usable space for students (comfy chairs, computers, study rooms), [but I would like more space devoted to building the print collection.]
- The new surrey library is amazing and well organized. [Minus the VHS video's they should have left them in the old library.]
- Provide office/cubicles for instructors.
- The Surrey library looks great after the latest renovations. [However the Richmond Library is not up to standards, due to things such as broken printers and computers that are unable to read data keys.]
- It will be nice to allow students to book study rooms for up to 4 hours.

RICHMOND

- I would use the library a lot more if there was somewhere I felt comfortable sitting in. Instead I go to the Public library.
- It would be great if there was more space in the Richmond Library, specially the computer lab - perhaps more than one?
- Richmond campus only - the lighting needs improvement. It's often sombre. Study cubicles need power outlet and individual lighting. The chairs should be adjustable (up and down) and on wheels.
- [The Surrey library looks great after the latest renovations.] However the Richmond Library is not up to standards, due to things such as broken printers and computers that are unable to read data keys.

LANGLEY

- I'd like administrators and staff to be able to book study rooms.

LIBRARY HOURS

TOTAL=4

- Extended library hours; more organization to find the materials quickly. (S)
- More open hours. (R)
- The extended hours have been a huge improvement. (S)
- So glad you've gone to Sunday opening for students' sake. [I think the librarians and staff are very knowledgeable and helpful.] (S)

PRINT COLLECTION

TOTAL=4

- [I love the new Sry library. I love that it has usable space for students (comfy chairs, computers, study rooms),] but I would like more space devoted to building the print collection.
- Is it my imagination, or are more of the books situated at Surrey? This makes it more time-consuming to get things at Richmond. (R)
- Longer loan times for magazines (maybe a week instead of 3 days). (R)
- Building the holdings of print books should be a priority. (R)

CLEANLINESS/FOOD POLICY/NOISE

TOTAL=6

- [Thank you for all the hard work that you put in into providing these services for students, faculty, and staff.] Also, this is one of the cleaner libraries that I have seen in the lower mainland – [keep up the good work!] (S)
- Too much noise in the library. Students use it as a lounge. Silence should be strictly enforced. Cell phone should be turned off. People speak loudly on cell phone. Silence should be STRICTLY ENFORCED. (S)
- People are bringing in dinners, ice-cream, take-out foods into the library... (R)
- I have never noticed the library to be dirty. Must mean the space is well kept! (L)
- [Having only one mail run a day affects our library system and all its components.] The cleanliness in the library is a big issue as many people have allergies these days. The vacuumns used should have Hepa filters. Also many of the carrals, tables, etc. (C)
- Students eating and drinking in Library is debatable but not a big concern. (C)

ONLINE RESOURCES

TOTAL=3

- Love the Moodle resources, and librarian chat service. It is working very well! (S)
- My only suggestion is more FullText in database. I generally use other libraries that I have access to because ours are not adequate (hence my response to question 9). That would be a good place to divert funds. (S)
- Life would be simpler if we had eclassrooms so could use online services in the classroom more. (L)

DVDS

TOTAL=2

- The new surrey library is amazing and well organized.] Minus the VHS video's they should have left them in the old library.
- It would be great if the AV library holdings were updated, with DVDs received.

ILL

TOTAL=2

- Interlibrary loan has been wonderful for me, but for students it is too slow. (S)
- Sometime the time lag between ordering a book from another campus and when it gets to my campus is longer than it should be. Inter-library loans are sometimes very very slow to arrive. That is a problem if you are doing research. (S)

AUDIOVISUAL

TOTAL=1

- Audiovisual requests are very awkward to complete on-line - this service really could use an up-date. (S)

Reasons for Dissatisfaction with Faculty Services:

FACULTY LIAISON

TOTAL=3

- I didn't know we had a faculty liaison librarian! I found out about this from a colleague in another department. How/ when is this information sent out to us? What is this person's role? How do we access his/ her services? (S)
- We need to have more contact with the Faculty Liaison Librarian. The lack of contact is really the faculty's fault rather than the Librarian's, but regardless, it needs to improve. When we have collaborated, it's been great, but the meetings have been too...(S)
- Who is my faculty liaison librarian? (L)

RESERVES

TOTAL=2

- Course reserve process is clear...just needed more copies to be available for students. For example we only hold 2 online copies of a book I require the students to use. (S)
- The person I have dealt with on [REDACTED] (R)

LIBRARY RESEARCH SKILLS

TOTAL=5

- I did participate in a couple of Library offerings and neither my students nor I found it that beneficial. (S)
- Research skills classes depend on who is leading the class...inconsistent in motivation/interesting. (R)
- The library skills assignments could use some improvement. Students have told me they are a bit simplistic and too easy. I started working on one of my own but haven't had time to finish it. (R)
- The library skills classes do not engage students. Some librarians do a better job than others (Jan Penhorwood is excellent). Usually I have ended up having to do it again with my students myself. I would highly suggest that one or two librarians who are...(S)
- The sessions do not give the students what we have asked the library session to provide. (S)

SEARCH ALERTS

TOTAL=3

- I don't like that the links in some of the email alerts that I get don't work. I have to look up the articles again on the library website. It should be easier than that. Why do they work in some but not others? (S)
- I had trouble figuring out the Search Alert. (R)
- See above. get a search alert from Sage and unable to directly access journal on-line except by long circuitous route--even though we have a subscription. (R)

OTHER

TOTAL=3

- It seems every time I try to access some of the faculty resources I have some kind of difficulty. This might be due to the fact that I am new to Kwantlen and still need to setup access properly. Not sure. (R)
- Not teaching credit courses now.
- Question 14: What are upper vs. lower level courses?

Additional/New Audiovisual Equipment Faculty Would Like to Use in Their Teaching:

CAMERAS

TOTAL=13

- 35mm digital camera with telephoto lens.
- Various 35 mm lenses.
- Camcorders and tripods.
- Digital Video Cameras.
- [Digital audio recorders] **digital video recorders with hard drive.**
- More digital cameras and camcorders.
- More videocameras with clear instructions for use. External microphones to use with videocameras.
- Video camera.
- Web cams.
- Updated digital cameras: the ones we have now do not produce the equality required for publishing in newspapers, journals.
- More HDD camcorders - desperately needed!!!!!!
- Skype cameras and microphones?
- Connection between video camera and a TV to provide students with video feedback in class.

ECLASSROOMS

TOTAL=9

- I did before the classrooms became e-classrooms.
- I try to only teach in eclassrooms and labs where my students can access the Internet.
- I'm happy with my electronic classroom.
- Incidentally, I used to use COWs all the time, but since I've managed to get e-classrooms to teach in, I haven't needed to.
- None: I make extensive use of e-classrooms
- Use a smart class room.
- Nothing. I would rather have e-classrooms available since I have used both Data Projectors and COWS and found them clumsy and time-consuming devices.
- [Alvin board Updated cows] (**but I think all cows should all be replaced by e-classrooms**) [digital voice recorders]
- I request and teach in a wired classroom.

COMPUTERS

TOTAL=5

- A smaller projector and computer.
- I have not used this equipment before, but faculty in our Dept are interested in a video-editing computer suite to use for classes and for their own videos. It would be great if the library could provide a couple of these as it is expensive equipment for...
- Laptop.
- Laptops.
- Tablet pc.

AUDIO

TOTAL=7

- Audio Conferencing equipment.
- Digital audio recorders digital video recorders with hard drive.
- Digital recorders with USB ports.
- [Wireless Remote presenter;] **Audioconferencing Unit**
- [Alvin board Updated cows (but I think all cows should all be replaced by e-classrooms)] **digital voicer recorders**
- [Large print yellow keyboards for print disabled persons who use jaws/zoomtext computers in the library.] **Digital mp3? recorders for researchers to tape interviews.**
- An attachment to be able to play material stored on an ipod.

PROJECTION

TOTAL=6

- Larger video screens in the classroom.
- SMART board.
- Visualator (projects written material).
- IWBs (interactive white boards).
- I use audio-visual materials (mainly DVDs) almost daily in my classes, and would like to have a dedicated library video projection unit in the classroom where I teach (2080, Langley campus). A projection screen is already mounted.
- ELMOs!!!! The Overhead projectors are archaic. An Elmo will eliminate the need to make overheads which are wasteful plastic that is usually discarded after each use. It will save time, resources, and money. They should be installed in the classroom.

OTHER

TOTAL=6

- **Wireless Remote presenter**; [Audioconferencing Unit]
- Electronic laser pointers.
- **Large print yellow keyboards for print disabled persons who use jaws/zoomtext computers in the library.** [Digital mp3? recorders for researchers to tape interviews.]
- Student response clickers so that I could ask a question and get immediate feedback from all students to make it more interactive.
- **Alvin board** Updated cows (but I think all cows should all be replaced by e-classrooms) digital voicer recorders
- Espresso Machine!! :))

GENERAL

TOTAL=5

- I can't think about any additional new piece of equipment.
- I don't really use equipment beyond chalk and the overhead! I didn't know you had all this equipment available.
- Looks very complete.
- Nothing I can think of, the list is comprehensive.
- Satisfied with what's available.

COWS

TOTAL=3

- Update the cows.
- The COWS could be updated.
- Alvin board **Updated cows** (but I think all cows should all be replaced by e-classrooms) digital voicer recorders

SOFTWARE

TOTAL=2

- This is not hardware, but the other European and Asian language need to be installed in the computers.
- None I can think of but a guest speaker had software on their memory stick that was not able to be used in G1205 C so I would like those computers updated to accept a wider variety of software. Sorry but I don't recall what she needed.