



BRITISH COLUMBIA  
INSTITUTE OF TECHNOLOGY

# 2014 LIBRARY SERVICES FACULTY AND STAFF SURVEY Part 1: Institute Level Report



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Prepared by BCIT Institutional  
Research Office

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## Preface

Why did we decide to explore BCIT faculty and staff's attitudes, practices, preferences, needs, and expectations? The analysis of our customers' experience and needs, tracked systematically over time, is extremely important in order to best meet their needs. The first BCIT Library Services faculty and staff survey was administered in 2009, which was a part of the Library Services Faculty and Staff Feedback project, and aimed at better understanding of BCIT faculty and staff's perceptions and expectations of the Library resources<sup>1</sup> as well as getting actionable information to set short and long term goals.

Like in many areas, the Library Services user trends and expectations have changed since 2009. All of the technological progresses have an absolute impact, not only on purely research and scholarly activities, but also on learning and teaching, i.e. how researchers, instructors, and students find, access, retrieve, and deliver information. While digital technologies offer new learning tools to students and teaching tools to instructors, they also affect the way students and instructors interact. Online education systems make open educational resources available, including streamed videos and digital simulations. One aspect common to all of the technology changes is the empowerment of the individual user. Technological changes affect daily life and scholarly communication as well. "Informal" channels of communication and information dissemination, such as wikis, blogs, Twitter, Facebook, and even press releases are gaining importance. The 2014 survey questionnaire includes coverage of the Library's scholarly communication, research, and instructional data management services including: the Library website, resources training and instruction, archives and collections, associated with changing research methods, data preservation, and information dissemination (e.g. e-resources, streamed videos, online catalogue, digital archives and digitized collections, mobile devices, ehPod, and online communication tools such as Facebook and Twitter)

While technological changes bring new ways of scholarly communication, traditional sources, such as journals, books, and textbooks are still relevant and crucial. For the foreseeable future available scholarly communication tools will remain a blend of digital and physical. Understanding the changing nature of this type of communication due to technological developments is critical for educational institutions and service providers in finding ways to support the parties involved in the communication (researchers, students, and instructors) and thus to meet their needs and expectations.

There is no doubt that technological changes are influencing the ways users interact with libraries. Results of the past two Library Services surveys show that there is a significant shift in user attitudes and preferences towards the patterns of technology use. Facilitating and promoting the use of library resources and encouraging BCIT employees to use these resources

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<sup>1</sup> "Library resources" refers to BCIT Library collections, services and facilities, including the BCIT Library website and online resources, BCIT Archives, and resources training and instruction provided by the BCIT Library Services to both employees and students.

is something that each of the Library staff members has a certain level of responsibility for in order to improve users' experience. Therefore, while maintaining and improving the already available resources, additional resources have been provided to meet the changing needs and expectations of our users.

We hope that the results of the 2014 survey cycle reported here will help to locate the areas that need improvement and excel in providing services to our users.

## Executive Summary

The 2014 Library Services Survey of Faculty and Staff was designed to measure BCIT faculty and staff perceptions of Library Services on a range of areas. The questionnaire topics were developed from an extensive literature review of library surveys and reports of post-secondary institutions, including the previous BCIT Library Services survey of 2009, and in consultation with two BCIT Library Services committees: Survey Committee and Planning Committee. The survey was administered online and it was in the field from April 2 to 23, 2014. An estimated total of 2,404 faculty and staff members were invited to complete the survey through the All Staff Mail List and the Loop.<sup>2</sup> There were 500 valid responses (21% response rate).

Overall survey results focus the Library's attention where user awareness, practices, satisfaction, and expectations are especially high or low. In order to accelerate the communication process, the report is presented in three parts. Part 1 consists of results at the Institute level; Part 2 provides information summarized by two major categories: the six BCIT schools and teaching vs. non-teaching responsibilities. For employees with teaching responsibilities, results were further analyzed by mode of courses taught (teaching Distance Education or not), type of employment (part-time vs. full-time), and program type taught (Degree, Technology, Trades/Apprenticeship, and Part-time Studies). Part 3 consists of charts providing a summary of comments respondents provided in open-ended questions regarding improving the Library resources to better meet their changing needs.

Survey analysis and subsequent results reported in this document focus mainly on:

- Employees' usage of the BCIT Libraries
- Employees' awareness of the Library resources
- Frequency of use of the Library resources
- Employees' satisfaction with the Library resources
- Employees' suggestions for improvement in Library resources (open-ended questions)

### Key Findings

- Respondents are overall satisfied with all collections, services, and facilities provided by the Library Services; however, when importance and/or frequency of usage ratings are considered in light of satisfaction ratings, respondents also indicated opportunities of improvement in a number of areas (see Table 4.7, 5.5, 6.5, and 9.3).

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<sup>2</sup> The number of employees was provided by the BCIT Human Resources department and the Part-time Studies Systems Administrator. This number represents all BCIT day school employees and Part-Time Studies instructors.

- Overall, respondents recognize the role and value of the Library Services, particularly as the provider of resources from academic journals and books to electronic databases. The importance attached to the Library Service's role in providing certain services is rated higher for the Library users than the non-users.
- Results suggest an awareness gap when it comes to Library Services resources training and instruction activities, collections (streamed videos, both print and digital BCIT archives), and certain services and facilities. Improving awareness could help enhance user perceptions of the Library Services.
- Respondents access Library resources through the Library website more frequently than they do in person; and they use resources more often for teaching-related activities than for research or personal development purposes.
- Electronic collections (e-journals and e-books, in the order of priority) remain at the heart of respondents' expectations of the BCIT Library Services.

# Introduction

## Survey Objectives

This survey was designed to gather information from all BCIT faculty and staff from each campus about their experiences and expectations of the BCIT Library Services; therefore, the major objective of this survey is to track and understand the users' opinions of service range and quality. This will help the Library Services continue to respond to its users' evolving needs and expectations by creating an integrated and cohesive environment that will ultimately foster a culture of excellence in providing services.

The survey helped collect and interpret BCIT Library users' feedback in order to:

- Measure faculty and staff perceptions and expectations of Library resources.
- Compare current and past performances of service provision.
- Observe how the roles of the Library Services have evolved.
- Find out users' awareness and usage patterns of the Library resources.
- Identify gaps between perceived and desired levels of service quality (satisfaction).
- Investigate how available Library resources can be improved.
- Consider developing new or revised Library resources in light of users' expectations.

## Survey Design

Diligent research and preparation was undertaken over a period of a few months in order to fine tune the survey design. The goal was to identify the needs and expectations of users, areas for improvement, and raise awareness of the Library services among BCIT communities. Respondents were asked about their awareness and usage of the Library resources and their satisfaction. Besides an overall service quality evaluation, each section in the survey is followed by an open-ended question asking opinions for improvement of the related area to better meet needs. The survey instrument was designed to include the following sections:

- BCIT Libraries Use (frequency and purpose of use and the roles the BCIT Library Services is playing as a service provider).
- Library Website
- Library Services resources training and instruction
- Library and Archives collections
- Library Services and Facilities for faculty and staff
- Library Services and Facilities for students
- Users' priorities of the Library Services and Facilities (expectations)
- Demographic questions

In the survey, several type of questions were asked, including “Yes and No,” “Multiple choice,” “Matrix/scale,” and “Open-ended” questions. Labeled answer scales/choices were used in matrix questions instead of numbered scales marked, for instance, from 1 to 5. Labeled scales, e.g. “very satisfied,” “satisfied,” “neither satisfied nor dissatisfied,” “dissatisfied,” and “very dissatisfied,” are easier for respondents as they would immediately know what end of the spectrum skews positively vs. negatively.

### Survey methodology (mode and delivery)

Recognizing that online survey tools are both cost-effective way for delivering surveys and analyzing results and practical for gathering data quickly and easily, an online survey instrument was developed in Verint Survey Software (formerly Vovici). An invitation, including an access link to the online survey, was sent to the All Staff Mail List. During the survey period, a variety of venues were utilized to publicize the survey. Two weeks after the initial invitation, a reminder was sent out. The survey was also announced and advertised in the Loop. The communication and promotion process was led by the BCIT Marketing and Communications Department in cooperation with the BCIT Library Services and the BCIT Institutional Research (IR) Office.

### Survey population and response rate

According to the numbers gathered from the Human Resources Department and Part-time Studies Coordinators, a total of 2,404 faculty and staff members were invited to complete the survey. The survey was conducted via web and remained open from April 2 to 23, 2014. In total, 500 responses were received for a response rate of 21%.

All findings in this report are statistically significant at the <0.05 level unless otherwise noted and all subcategory results (Part 2: results by school and teaching responsibilities) are based on the information as reported by participants, i.e. self-identified responses to the demographic questions (campus and school/department the respondent was working in at the time of the survey, teaching responsibility, program type taught, Distance Education, and part-time vs. full-time instruction).

### Representativeness of Respondents

The responses collected tended to under-represent some of the self-identified departments where respondents were working in at the time of survey cycle (see Table 1.2). Also, findings from the questions asked to both users and non-users may over-represent the Library users compared to the non-users. The findings should be interpreted bearing these limitations in mind. To address these limitations, responses of the staff and faculty self-identified with a specific department/school will only be reported in the aggregate form if the number of responses is  $\leq 25$  (Part 1: Institute-wise results). According to this calculation, only the respondents who self-identified with BCIT schools were found to be well-representative of BCIT faculty and staff population; therefore, while responses of the under-represented groups will only be included in the aggregate results, those of the BCIT schools’ employees (both teaching and non-teaching staff) will also be presented by some subgroups besides aggregate results.

# Results

## Notes on the Data Analysis:

- In evaluating and discussing survey results, “an overwhelming or very large majority” means that 90% or more respondents shared that opinion or answer; “a large majority” refers to 67-89%; “a majority” means 51-66%, and “a significant proportion” (but not a majority) means 25-50%. In comparing and contrasting the percentages of subgroups’ responses (schools, teaching vs. non-teaching staff, program type, teaching vs. not teaching Distance Education, and full-time vs. part-time instructors), a difference of 15% or more between groups is considered significantly meaningful.
- The total number of responses may vary by question given some respondents may not have answered every question in the survey. The maximum number of responses for any question is the total of survey responses, i.e. 500. The number of total responses and respective percentages for each question are presented in the data tables.
- Of the scales, “Not required for my work” and “Not Applicable” were excluded in the data analysis.
- Figures in tables are presented to one decimal place to preserve accuracy, whereas the same figures are rounded up to full percentages in graphs for maximum visual impact.
- Respondents were asked about their awareness, usage, and satisfaction with the Library resources (resources training and instruction, collections, services and facilities) available to them. Those who indicated they were aware of a particular resource were next asked to indicate how often they used it, and of those who chose any frequency scale except for “never” were asked in the following question to rate their satisfaction with the resource they indicated they had used. In other words, usage and satisfaction questions were displayed only to the respondents who were aware of and used the resource in question, respectively.
- “Instructors” refers to all members of BCIT who have teaching responsibility (both FSA and BCGEU members of staff).
- “~” Cell percentages based on  $\leq 5$  are not displayed, where applicable (where cell percentages  $\leq 5$  are meaningful for the total population, then they are displayed, e.g. in demographic results)
- “-” denotes counts or percentages of zero
- For departments with  $\leq 25$  survey participants/responses, only aggregate results have been generated; however, for those having  $>25$  survey participants, disaggregate result have also been produced, i.e. the data were broken down into smaller subpopulations/subgroups (Part 2 of the report). The data showed that only the respondents self-identified with BCIT schools fell in this category, i.e.  $>25$  in number.

- As survey population does not consist of a stratified cohort, some subgroups might be over-represented while others under-represented. Therefore, the disaggregated results should be viewed with caution (note: stratified cohort means proportional sampling by subgroups such as full-time and part-time instructors or instructors by schools who would be chosen randomly and considered representative of the population).
- The analysis of demographic data is based on self-identified user responses to the related demographic questions; hence, it is important to note that any discrepancies between charts or tables involving demographic data are due to these self-identified responses.
- The results of the subgroups (Part 2) and open-ended questions (Part 3) will follow in separate reports.

## Overview of Results

- 75% of the survey respondents indicated that they used the BCIT Libraries' resources, i.e. collections, services and facilities, within the past year (including visiting in person, accessing the Library website and online resources, and BCIT Archives, or asking questions via telephone or email):

The highlights of the findings obtained from **respondents who indicated they had used the BCIT Library's resources within the past year** (75% of all respondents) are as follows:

- The average frequency of accessing Library through the Library website is slightly higher than that of in-person access. Of the respondents, 25.6% accessed the resources "daily" or "weekly" through the Library website and 14.5% in person.
- Library users were found to use the Library resources more often for "curriculum development" and "instructional support" than for other purposes ("research," "professional development," and "personal/recreational reading").
- Library users overall rated the Library website "important" to accomplish their work at BCIT (mean: 3.7 over 5).
- "Information skills (accessing Library resources)" received the highest importance rating (mean: 4.1 over 5) among other areas ("knowledge in records management," "knowledge on privacy issues," and "knowledge on copyright").
- The survey results show that a majority of the Library users were not aware of some of the resources the Library Services provides to BCIT staff and faculty. The areas which more than 50% of the total respondents indicated they were not aware of include:
  - In-depth library research skills instruction
  - Records management
  - Print BCIT archives

- Digital BCIT archives
  - Streamed videos
  - Course reserves (print)
  - Course reserves (digital)
  - Scheduling a Library research skills session for faculty & staff
  - Archives research for documents or photographs
  - Mobile devices (e.g. e-readers) available to borrow
  - AskAway (chat research help)
  - Part-time instructors' office space
- The first two items among the Library collections that received the highest frequency of usage ratings were “on-line journal articles (e-journals)” and “print book collection” (mean: 3.4 and 2.8 over 5, respectively).
  - The first two items among the Library services and facilities that received the highest frequency of usage ratings were “on-line catalogue” and “off-campus access to the Library's electronic resources 24/7” (mean: 3.3 and 3.1 over 5, respectively).
  - An overwhelming majority of users (90% and over) are satisfied with almost all BCIT Library collections, services or facilities provided to BCIT staff and faculty (Library Website, Library Services resources training and instruction, Library and Archives collections, and Library Services and Facilities, including service hours and borrowing periods) (for identified areas of improvement see Table 9.3).
  - Among the Library communication awareness tools, “Library website” received the highest rating for the frequency of use, followed by “the Loop.” Much lower ratings were placed on “Research Guides (LibGuides),” “Facebook,” “Twitter,” and “That's So Library' blog.”

**Findings obtained from all respondents (both users and non-users):**

- “Providing resources I need – from academic journals to books to electronic databases” was rated of highest importance among other roles of the Library as the service provider.
- Services that the Library had provided to BCIT students and received lower awareness ratings by staff and faculty (the areas which more than 50% of the respondents indicated they were not aware of) include:
  - Writing Centre
  - BCIT Archives (print and digital collections)
  - Course outlines
  - Course reserves (print)

- Course reserves (digital)
  - Subject (liaison) librarian available for in-depth research help by appointment
  - Library research skills class for students
  - Mobile devices (e.g. iPads, e-readers) available to borrow
  - Adaptive Technology Lab (Disability Resource Centre)
  - AskAway (chat research help)
- The first two items among the services provided to students that received the highest rating for the frequency of students' referral by the staff and faculty are "Library collections (print or electronic resources)" and "peer tutoring (curriculum content and study skills)."
  - "E-books" and "e-journals" were the top two items survey respondents deemed as priority areas that the Library Services should focus on.

## 1. Demographic Profile of Respondents

Of all respondents, 88.1% were from the Burnaby campus.

Table 1.1 Distribution of Respondents by Campus

<b>Campus</b>	<b>n</b>	<b>%</b>
Burnaby	282	88.1%
Aerospace and Technology Campus (ATC)	15	4.7%
Downtown	12	3.8%
Marine Campus (BMC)	5	1.6%
Other (please specify)	5	1.6%
Great Northern Way (GNW)	1	0.3%
<b>Total</b>	<b>320</b>	<b>100.0%</b>

*Results are based on self-identified user responses.*

*The data are arranged in descending order of responses.*

Table 1.2 shows a breakdown of survey respondents by BCIT department and school. Among BCIT departments and schools, survey participants from the BCIT schools constitute the majority of the survey population (62%).

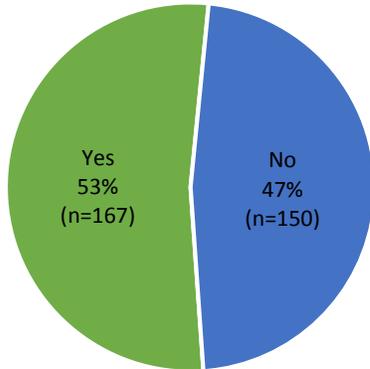
Table 1.2 Distribution of Respondents by Department/School

<b>Department/School</b>	<b>n</b>	<b>%</b>
School of Health Science	41	12.9%
School of Computing and Academic Studies	36	11.3%
School of Business	33	10.3%
School of Construction & the Environment	32	10.0%
School of Transportation	28	8.8%
School of Energy	27	8.5%
IT Services / Institutional Research	25	7.8%
Student Services	25	7.8%
Learning and Teaching Centre	14	4.4%
Other (please specify)	13	4.1%
Applied Research	12	3.8%
Finance and Administration	11	3.4%
Advancement and Alumni Relations	9	2.8%
Administration (Executives)	5	1.6%
International	5	1.6%
Human Resources	3	0.9%
<b>Total</b>	<b>319</b>	<b>100.00%</b>

*Results are based on self-identified user responses.*

*The data are arranged in descending order of responses.*

Figure 1.1 Do you have any teaching responsibilities?



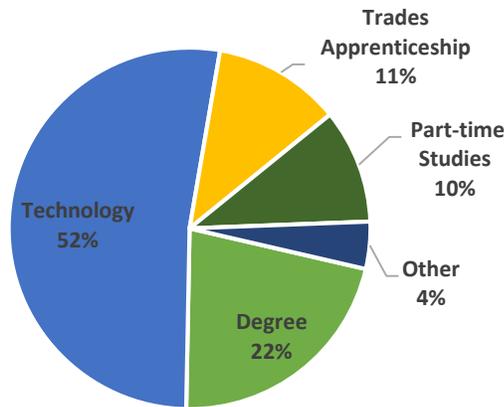
Results are based on self-identified user responses.

Table 1.3 Distribution of Respondents with Teaching Responsibilities by BCIT Department/School

Department/School	n	%
School of Health Sciences	33	19.9%
School of Construction and the Environment	23	13.9%
School of Business	26	15.7%
School of Transportation	19	11.4%
School of Computing and Academic Studies	30	18.1%
School of Energy	24	14.5%
Other	11	6.6%
<b>Total</b>	<b>166</b>	<b>100.0%</b>

Results are based on self-identified user responses.

Figure 1.2 What type of courses do you primarily teach?



Results are based on self-identified user responses.

Figure 1.2 shows the percentages of respondents with teaching responsibilities by program type. Of the respondents who answered this question 52.1% indicated that they teach Technology programs

Table 1.4 Distribution of Respondents' Program Types they taught by School

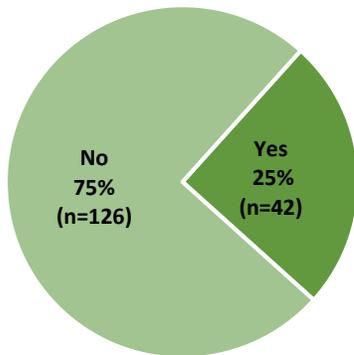
	Total		Degree		Technology		Trades Apprenticeship		Part-time Studies		Other	
	n	%	n	%	n	%	n	%	n	%	n	%
School of Health Sciences	33	19.8%	12	33.3%	17	19.5%	-	-	4	23.5%	-	-
School of Construction and the Environment	23	13.8%	4	11.1%	10	11.5%	8	42.1%	1	5.9%	-	-
School of Business	26	15.6%	3	8.3%	19	21.8%	-	-	3	17.6%	1	12.5%
School of Transportation	19	11.4%	-	-	9	10.3%	9	47.4%	-	-	1	12.5%
School of Computing and Academic Studies	30	18.0%	8	22.2%	19	21.8%	-	-	3	17.6%	-	-
School of Energy	24	14.4%	8	22.2%	12	13.8%	2	10.5%	-	-	2	25.0%
Other	12	7.2%	1	2.8%	1	1.1%	-	-	6	35.3%	4	50.0%
<b>Total</b>	<b>167</b>	<b>100.0%</b>	<b>36</b>	<b>100.0%</b>	<b>87</b>	<b>100.0%</b>	<b>19</b>	<b>100.0%</b>	<b>17</b>	<b>100.0%</b>	<b>8</b>	<b>100.0%</b>

*This question was asked only to the respondents with teaching responsibilities.*

*Results are based on self-identified user responses.*

*"-" denotes counts or percentages of zero.*

Figure 1.3 Respondents with Teaching Responsibilities by "Distance Education": Do you teach Distance Education courses?



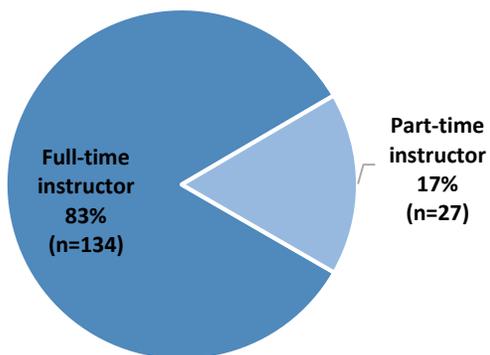
*Results are based on self-identified user responses.*

Table 1.5 Distribution of Respondents Teaching Distance Education by School

Department/School	n	%
School of Health Sciences	16	38.1%
School of Construction and the Environment	5	11.9%
School of Business	5	11.9%
School of Transportation	3	7.1%
School of Computing and Academic Studies	7	16.7%
School of Energy	2	4.8%
Other	4	9.5%
<b>Total</b>	<b>42</b>	<b>100.0%</b>

*Results are based on self-identified user responses.*

Figure 1.4 Respondents with Teaching Responsibilities by type of employment: full-time vs. part-time



Results are based on self-identified user responses.

When asked whether they are a full-time or part-time instructor, 83% of the respondents reported “full-time” and 17% “part-time” (Figure 1.4). This question was asked only to the respondents having teaching responsibility.

Table 1.6. Distribution of Respondents Teaching Full-time Courses

Department/School	n	%
School of Health Sciences	30	22.4%
School of Construction and the Environment	18	13.4%
School of Business	20	14.9%
School of Transportation	17	12.7%
School of Computing and Academic Studies	24	17.9%
School of Energy	24	17.9%
Other	1	0.7%
<b>Total</b>	<b>134</b>	<b>100.0%</b>

Results are based on self-identified user responses.

Table 1.7. Distribution of Respondents Teaching Part-time Courses

Department/School	n	%
School of Health Sciences	2	7.7%
School of Construction and the Environment	4	15.4%
School of Business	6	23.1%
School of Transportation	1	3.8%
School of Computing and Academic Studies	5	19.2%
School of Energy	1	3.8%
Other	7	26.9%
<b>Total</b>	<b>26</b>	<b>100.0%</b>

Results are based on self-identified user responses.

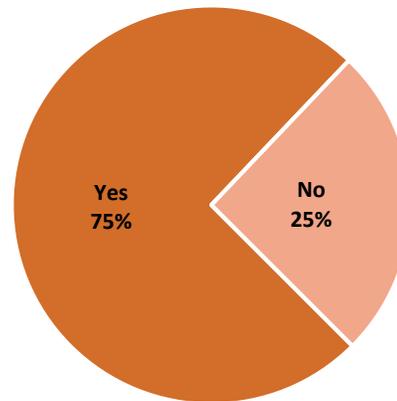
## 2. BCIT Libraries Use

[All respondents: both Library users and non-users]

When asked whether they had used any of the BCIT Library's collections, services or facilities within the past year (including visiting in person, accessing the Library website and online resources, **and BCIT Archives**, or asking questions via telephone or email), 74.6% of the respondents indicated "Yes" and 25.4% reported "No" (Figure 2.1).

NOTE: This result may not reflect the real situation of the Library use among *all* BCIT faculty and staff. This suggests that there existed non-response bias in the survey data, that is, as Library users may be more likely to respond to the Survey than non-users, the responses to the Survey may not fully reflect the whole picture of how BCIT faculty and staff used the Library, and may be more representative of Library users than non-users.

Figure 2.1 Have you used any of the BCIT Libraries' collections, services or facilities within the past year?



### Utilization Pattern of Library Users

[Library users only]

Only those who indicated they had used the Library collections, services or facilities within the past year were asked the following two questions: how often they accessed Library resources either in person or through the Library website, and how often they used the Library resources for certain purposes.

Of all those respondents, 10% indicated that they accessed the library resources *in person* and 19.9% through the *Library website* on a "weekly" basis. The average frequencies of accessing resources *in person* and through the *library website* were somewhere between "monthly" (mean: 2.6) and "once a term" (mean: 2.3), the website averaged slightly higher (Table 2.1).

Table 2.1 Frequency of Accessing Library Resources

Access	n	Mean	Daily	Weekly	Monthly	Once a term	Less than once a term
Access library resources through the library website	316	2.6	5.7%	19.9%	26.3%	21.2%	26.9%
Access library resources in person	331	2.3	4.5%	10.0%	26.0%	27.5%	32.0%

The scale: 5: Daily, 4: Weekly, 3: Monthly, 2: Once a term, 1: Less than once a term

The data are arranged in descending order of the mean of frequency.

Figure 2.2 Access library resources through the library website

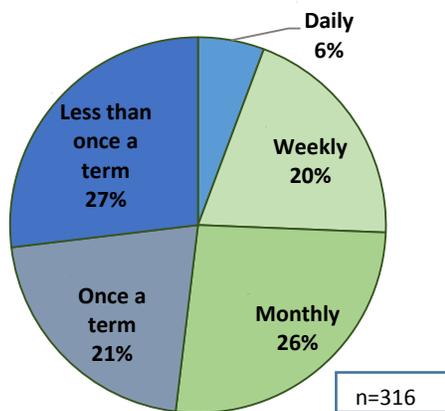
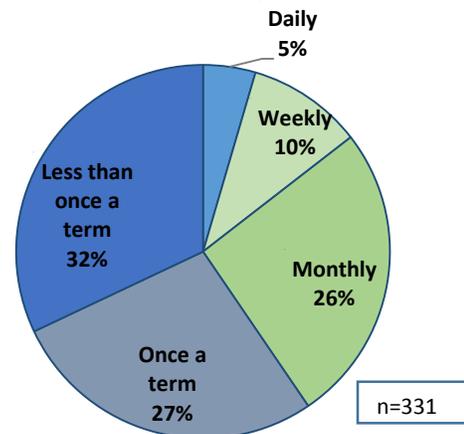


Figure 2.3 Access library resources in person



Library users seem to have used the Library resources more often for teaching-related activities than for research or personal development purposes (such as professional development and personal/recreational reading). Responses received for “Not required for my work” were not included in the analysis of the data (Table 2.2).

Table 2.2 How often do you use Library resources for the following purposes?

Purpose of Use	Total n	Responses Analyzed		Responses excluded (Not required for my work)	
		n	%	n	%
Instructional support	325	216	66.5%	109	33.5%
Curriculum development	326	209	64.1%	117	35.9%
Research at BCIT	324	241	74.4%	83	25.6%
Professional development (including credential upgrading)	328	273	83.2%	55	16.8%
Personal/recreational reading	330	309	93.6%	21	6.4%

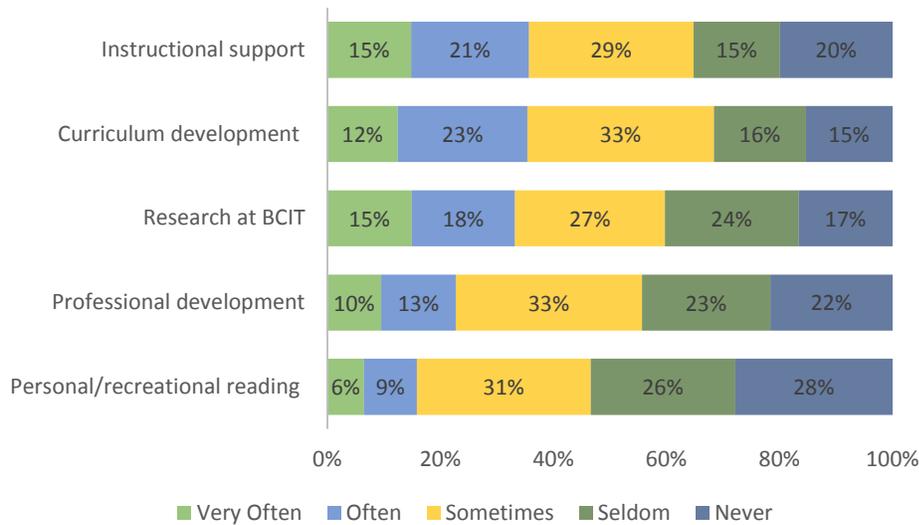
As demonstrated in Table 2.3 and Figure 2.4 below, the highest ratings for frequency of usage were received for “Instructional support” and “Curriculum development” (mean: 3.0 for each), while the lowest rating was obtained for “Personal/recreational reading” (mean: 2.4).

Table 2.3 How often do you use Library resources for the following purposes?

Purpose of Use	n	Mean	Very Often	Often	Sometimes	Seldom	Never
Instructional support	216	3.0	14.8%	20.8%	29.2%	15.3%	19.9%
Curriculum development	209	3.0	12.4%	23.0%	33.0%	16.3%	15.3%
Research at BCIT	241	2.9	14.9%	18.3%	26.6%	23.7%	16.6%
Professional development (including credential upgrading)	273	2.7	9.5%	13.2%	33.0%	22.7%	21.6%
Personal/recreational reading	309	2.4	6.5%	9.4%	30.7%	25.6%	27.8%

*The Scale: 5: Very Often, 4: Often, 3: Sometimes, 2: Seldom, 1: Never  
The data are arranged in descending order of the mean of frequency.*

Figure 2.4 How often do you use Library resources for the following purposes?



Importance of the role and value of Library Services as a Service Provider  
 [All respondents: both Library users and non-users]

All respondents were asked to rate the importance of the role of the Library Services in providing certain services. Responses received for “Not required for my work” were not included in the analysis of the data (Table 2.4).

Table 2.4 How important is it to you that the Library Services be the provider of each of the services listed below?

Services	Total n	Responses Analyzed		Responses excluded (Not required for my work)	
		n	%	n	%
Providing resources I need - from academic journals to books to electronic databases	379	311	82.1%	68	17.9%
Serving as a starting point or “gateway” for locating information for my work/research	383	313	81.7%	70	18.3%
Providing active support that helps to increase the productivity of my work/teaching/research	378	293	77.5%	85	22.5%
Learning Commons (Peer Tutoring, Writing Centre, and Study Skills)	380	268	70.5%	112	29.5%
Professional advice on Copyright	382	329	86.1%	53	13.9%
Serving as a repository of BCIT-authored resources; in other words, archiving, preserving, and keeping track of resources	382	315	82.5%	67	17.5%
Professional advice on Privacy and Access to Information	384	336	87.5%	48	12.5%
Professional advice on Records Management	382	311	81.4%	71	18.6%

“Providing resources I need - from academic journals to books to electronic databases” was rated as the most important (mean: 4.1) of the services listed.

Table 2.5 How important is it to you that the Library Services be the provider of each of the services listed below?

Services	n	Mean	Very Important	Important	Moderately Important	Of Little Importance	Unimportant
Providing resources I need - from academic journals to books to electronic databases	311	4.1	44.7%	31.5%	16.7%	3.9%	3.2%
Serving as a starting point or “gateway” for locating information for my work/research	313	3.7	32.9%	31.6%	18.8%	8.3%	8.3%
Providing active support that helps to increase the productivity of my work/teaching/research	293	3.7	30.7%	33.4%	19.1%	10.2%	6.5%
Learning Commons (Peer Tutoring, Writing Centre, and Study Skills)	268	3.7	28.0%	33.6%	20.9%	10.4%	7.1%
Professional advice on Copyright	329	3.6	29.5%	24.6%	25.8%	11.2%	8.8%
Serving as a repository of BCIT-authored resources; in other words, archiving, preserving, and keeping track of resources	315	3.5	27.3%	28.3%	24.4%	10.8%	9.2%
Professional advice on Privacy and Access to Information	336	3.5	27.4%	26.2%	23.2%	15.5%	7.7%
Professional advice on Records Management	311	3.3	21.5%	25.1%	23.8%	16.7%	12.9%

*The Scale: 5: Very Important 4: Important 3: Moderately Important 2: Of Little Importance 1: Unimportant  
The data are arranged in descending order of the mean of importance.*

Table 2.6 suggests that “Providing resources I need - from academic journals to books to electronic databases” and “Serving as a starting point or ‘gateway’ for locating information for my work/research” were considerably more important to library users (80.5% and 69.8%, respectively) than to non-users (27.5% and 34.4%, respectively). While a variation of 13.8% was obtained from the rankings of importance of both groups for “Providing active support that helps to increase the productivity of my work/teaching/research,” rankings for other services seemed to be about the same.

Table 2.6 How important is it to you that the Library Services be the provider of each of the services listed below?

Services	Importance (Very Important & Important)						Difference (%)
	Total n	Library Users		Total n	Library Non-users		
		n	%		n	%	
Providing resources I need - from academic journals to books to electronic databases	262	211	80.5%	49	26	53.1%	27.5%
Serving as a starting point or “gateway” for locating information for my work/research	265	185	69.8%	48	17	35.4%	34.4%
Providing active support that helps to increase the productivity of my work/teaching/research	251	166	66.1%	42	22	52.4%	13.8%
Professional advice on Records Management	260	118	45.4%	51	27	52.9%	7.6%
Professional advice on Copyright	275	148	53.8%	54	30	55.6%	1.7%
Serving as a repository of BCIT-authored resources; in other words, archiving, preserving, and keeping track of resources	264	146	55.3%	51	29	56.9%	1.6%
Learning Commons (Peer Tutoring, Writing Centre, and Study Skills)	227	140	61.7%	41	25	61.0%	0.7%
Professional advice on Privacy and Access to Information	280	150	53.6%	56	30	53.6%	0.0%

The data are arranged in descending order of Difference (%).

### 3. BCIT Library Website [Library users only]

Overall, the BCIT Library website users rated the website as “important” to accomplish their work at BCIT (mean: 3.7) and a large majority of the users were found to be satisfied with it (mean: 3.9) (Table 3.1 and Table 3.3).

#### Library Website: Importance

Respondents were first asked to rate the importance of the Library website to accomplish their work at BCIT. Of the responses received for this question, 57.7% indicated that the website was “important” (23.6%) or “very important” (34.1%) to accomplish their work (Table 3.1).

Table 3.1 Please rate the importance of the Library website to accomplish your work at BCIT:

Importance	n	%	Mean
Very Important	104	34.1%	
Important	72	23.6%	
Moderately Important	69	22.6%	
Of Little Importance	39	12.8%	
Unimportant	21	6.9%	
Total	305	100.0%	

The Scale: 5: Very Important 4: Important 3: Moderately Important 2: Of Little Importance 1: Unimportant

### Library Website: Usage and Satisfaction

After the question regarding the importance of the Library website, respondents were asked if they had used the Library website (Table 3.2). Those who reported that they had never used the Library website were asked an open-ended question probing their reason for not having used it. On the other hand, respondents who indicated that they had used the Library website were asked a follow-up “satisfaction” question, as explained in the following section (Table 3.3).

Table 3.2 How often have you accessed the Library website in the past year?

Usage	n	%	Mean
Very Often	69	22.5%	
Often	65	21.2%	
Sometimes	93	30.4%	
Seldom	55	18.0%	
Never	24	7.8%	
<b>Total</b>	<b>306</b>	<b>100.0%</b>	<b>3.3</b>

The Scale: 5: Very Often, 4: Often, 3: Sometimes, 2: Seldom, 1: Never

Table 3.3 How satisfied are you with the Library website?

Satisfaction	n	%	Mean
Very Satisfied	47	16.7%	
Satisfied	161	57.3%	
Neither Satisfied nor Dissatisfied	61	21.7%	
Dissatisfied	10	3.6%	
Very Dissatisfied	2	.7%	
<b>Total</b>	<b>281</b>	<b>100.0%</b>	<b>3.9</b>

The scale: 5: Very Satisfied, 4: Satisfied, 3: Neither Satisfied nor Dissatisfied, 2: Dissatisfied, 1: Very Dissatisfied

Table 3.3 reveals that only 4.3% of 281 respondents who used the Library website indicated that they were dissatisfied (3.6%) or very dissatisfied (.7%) with the website.

Table 3.4 Summary Table for Importance-Usage-Dissatisfaction

Importance		Usage		Dissatisfaction	
Total n	Very Important & Important	Total n	Very Often & Often	Total n	Very Satisfied % Satisfied
305	57.7%	306	43.7%	281	4.3%

## 4. Library Services Resources Training and Instruction

[Library users only]

### Library Services Resources Training and Instruction: Importance

Respondents were asked to rate how important it was to them to be skilled in the listed areas to accomplish their work at BCIT. Responses received for “Not required for my work” were not included in the analysis of the data (Table 4.1).

Table 4.1 How important is it to you that you are skilled in the following areas to accomplish your work at BCIT?

Skill areas	Total n	Responses Analyzed		Responses excluded (Not required for my work)	
		n	%	n	%
Information skills	279	256	91.8%	23	8.2%
Knowledge on copyright	281	258	91.8%	23	8.2%
Knowledge on privacy issues	280	266	95.0%	14	5.0%
Knowledge in records management	278	252	90.6%	26	9.4%

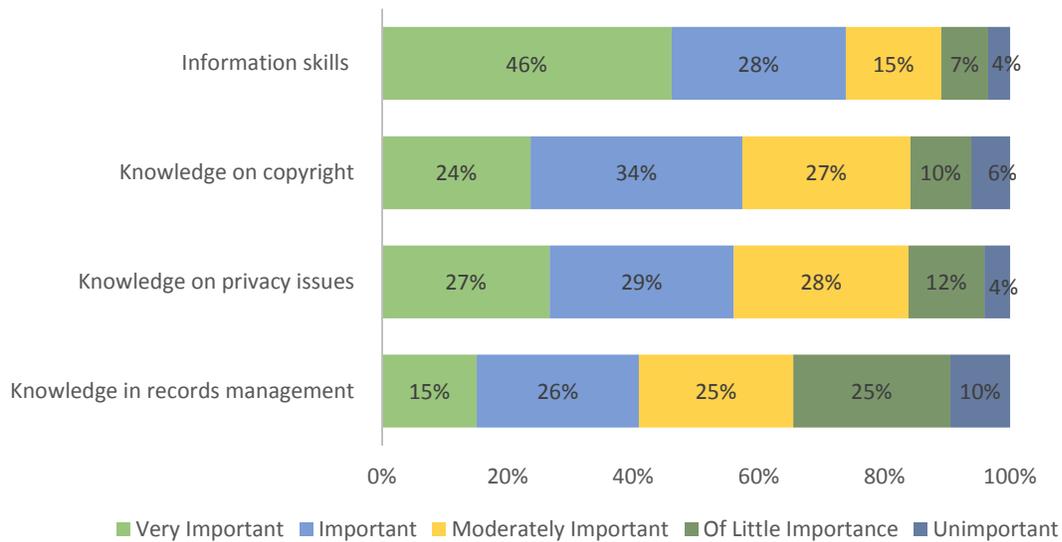
As shown in Table 4.2 and Figure 4.1, of the responses which were included in the analysis, “Information skills (accessing library e-resources such as journal articles, statistical databases, and e-books)” was rated as the most important skill area (mean: 4.1) to accomplish their work, followed by “Knowledge on copyright” and “Knowledge on privacy issues” (mean: 3.6 for each). The overall rating for “Knowledge in records management” was “Moderately Important” (mean: 3.1).

Table 4.2 How important is it to you that you are skilled in the following areas to accomplish your work at BCIT?

Skill areas	Total n	Mean	Very Important	Important	Moderately Important	Of Little Importance	Unimportant
Information skills	256	4.1	46.1%	27.7%	15.2%	7.4%	3.5%
Knowledge on copyright	258	3.6	23.6%	33.7%	26.7%	9.7%	6.2%
Knowledge on privacy issues	266	3.6	26.7%	29.3%	27.8%	12.0%	4.1%
Knowledge in records management	252	3.1	15.1%	25.8%	24.6%	25.0%	9.5%

*The Scale: 5: Very Important, 4: Important, 3: Moderately Important, 2: Of Little Importance, 1: Unimportant  
The data are arranged in descending order of the mean of importance.*

Figure 4.1 How important is it to you that you are skilled in the following areas to accomplish your work at BCIT?



### Library Services Resources Training and Instruction: Awareness

Respondents were first asked if they were aware of the Library Services resources training and instruction. Of the responses received for this question, almost half indicated that they were **not aware** of the “In-depth library research skills instruction” or “Records Management” (51.9% and 50.5%, respectively), while “Copyright” had the highest awareness rating among others (61.1%) (Table 4.3).

Table 4.3 Please select all the Library Services training and instruction from the list below that you are aware of:

Resources Training and Instruction	Aware		Not Aware	
	(Total n=285)			
	n	%	n	%
In-depth library research skills instruction	137	48.1%	148	51.9
Records Management	141	49.5%	144	50.5
Privacy and Freedom of Information	168	58.9%	117	41.1
Copyright	174	61.1%	111	38.9

The data are arranged in descending order of “Not Aware.”

### Library Services Resources Training and Instruction: Attendance

Respondents who reported that they were aware of one or more training/instruction categories (see Table 4.3) were asked if they had attended any of the listed training or instruction in the last two years to accomplish their work. Responses received for “Not required for my work” were not included in the analysis of the data (Table 4.4).

Table 4.4 Please select the Library Services training and instruction from the list below that you have attended in the last 2 years to accomplish your work at BCIT:

Resources Training and Instruction	Total n	Responses Analyzed		Responses excluded (Not required for my work)	
		n	%	n	%
Records Management	129	114	88.4%	15	11.6 %
In-depth library research skills instruction	134	114	85.1%	20	14.9%
Privacy and Freedom of Information	158	145	91.8%	13	8.2%
Copyright	160	140	87.5%	20	12.5%

As shown in the table below (Table 4.5), of the responses that were included in the analysis, the highest rating for attendance was received for “Records Management” (36%), while lowest for the “Copyright” (17.1%).

Table 4.5 Please select the Library Services training and instruction from the list below that you have attended in the last 2 years to accomplish your work at BCIT:

Resources Training and Instruction	Total n	Yes, I attended	
		n	%
Records Management	114	41	36.0%
In-depth library research skills instruction	114	34	29.8%
Privacy and Freedom of Information	145	30	20.7%
Copyright	140	24	17.1%

*The data are arranged in descending order of the attendance percentage.*

### Library Services Resources Training and Instruction: Satisfaction

Respondents who reported that they had attended certain training or instructions were asked to rate their satisfaction with the indicated training or instruction. Data show that the respondents who answered this question were overall satisfied with training or instruction provided by the Library Services (the means range between 3.9 and 4.4), while “In-depth library research skills instruction” received the highest rating among others (mean: 4.4) (Table 4.6 and Figure 4.2).

Table 4.6 If you have attended the Library Services training and instruction below in the last 2 years, how satisfied are you?

Resources Training and Instruction	Total n	Mean	Very Satisfied	Satisfied	Neither Satisfied nor Dissatisfied	Dissatisfied	Very Dissatisfied
In-depth library research skills instruction	34	4.4	47.1%	47.1%	5.9%	-	-
Copyright	18	4.3	50.0%	38.9%	5.6%	5.6%	-
Privacy and Freedom of Information	27	4.1	29.6%	51.9%	14.8%	3.7%	-
Records Management	37	3.9	32.4%	43.2%	13.5%	8.1%	2.7%

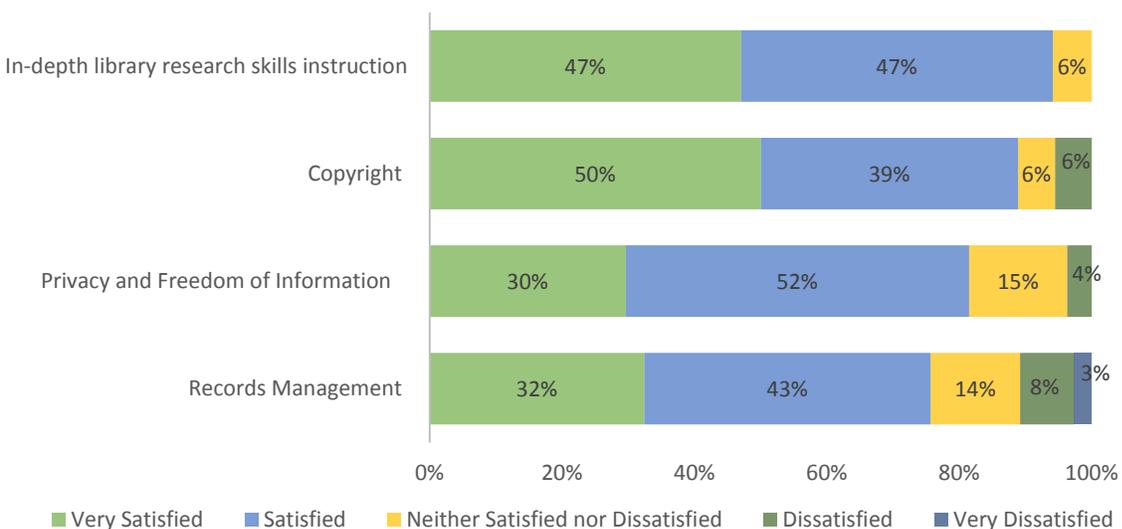
**Because of low response rate, caution is advised when interpreting the results**

*The scale: 5: Very Satisfied, 4: Satisfied, 3: Neither Satisfied nor Dissatisfied, 2: Dissatisfied, 1: Very Dissatisfied*

*The data are arranged in descending order of the mean of satisfaction.*

*“-“denotes percentages of zero.*

Figure 4.2 If you have attended the Library Services training and instruction below in the last 2 years, how satisfied are you?



## Library Services Resources Training and Instruction: Importance-Dissatisfaction Analysis

Table 4.7 reveals that “In-depth library research skills instruction,” which was rated as the most important skill area by the respondents to accomplish their work at BCIT, did produce no “dissatisfaction” rating. Highlighted is an area with both Importance % and Dissatisfaction % greater than the respective median (midpoint). It is the priority area for improvement.

Table 4.7 Summary Table for Importance-Dissatisfaction

Resources Training and Instruction	Importance (Very Important + Important)	Dissatisfaction (Very Dissatisfied + Dissatisfied)
Records Management	40.9%	10.8%
In-depth library research skills instruction	73.8%	-
Privacy and Freedom of Information	56.0%	3.7%
Copyright	57.4%	5.6%
<b>Median (Midpoint)</b>	<b>56.7%</b>	<b>4.6%</b>

Importance and Dissatisfaction are reported as the summed percentage of the top two categories, i.e. “Very Important” and “Important” and “Very Dissatisfied” and “Dissatisfied,” respectively.

The data are arranged by the descending order of % under “Attendance.”

Highlighted are areas with both Usage % and Dissatisfaction % greater than the median (midpoint).

“-“denotes percentages of zero.

## 5. BCIT Library and Archives Collections

[Library users only]

### BCIT Library and Archives Collections: Awareness

In this section, respondents were first asked if they were aware of the Library collections listed in the question. Of the responses received for this question, slightly more than three quarters indicated that they were **not aware** of the “Streamed videos” (77%), which is followed by “Digital BCIT archives” (59%) and “Print BCIT archives” (54%), respectively (Table 5.1).

Table 5.1 Please select all the Library collections from the list below that you are aware of:

Collections	Aware		Not Aware	
	(Total n= 274)			
	n	%	n	%
Streamed videos	62	23.0%	212	77.0%
Digital BCIT archives	111	41.0%	163	59.0%
Print BCIT archives	126	46.0%	148	54.0%
Electronic books (e-books)	191	70.0%	83	30.0%
DVDs and videos	197	72.0%	77	28.0%
On-line journal articles (e-journals)	215	78.0%	59	22.0%
Print journals	216	79.0%	58	21.0%
Print book collection	224	82.0%	50	18.0%

The data are arranged in descending order of “Not Aware.”

## BCIT Library and Archives Collections: Usage

Respondents who reported that they were aware of one or more categories of Library collections (see Table 5.1) were asked if they had used any of the listed collections in the past year to accomplish their work (Table 5.3). Responses received for “Not required for my work” were not included in the analysis of the data (Table 5.2).

Table 5.2 Please indicate how often you have used the collection(s) listed below in the past year to accomplish your work at BCIT:

Collections	Total n	Responses Analyzed		Responses Excluded (Not required for my work)	
		n	%	n	%
Electronic books (e-books)	183	159	86.9%	24	13.1%
On-line journal articles (e-journals)	209	187	89.5%	22	10.5%
Streamed videos	60	53	88.3%	7	11.7%
DVDs and videos	187	159	85.0%	28	15.0%
Print book collection	216	193	89.4%	23	10.6%
Print journals	208	188	90.4%	20	9.6%
Digital BCIT archives	101	84	83.2%	17	16.8%
Print BCIT archives	120	101	84.2%	19	15.8%

Of the responses which were included in the analysis, the highest rating for frequency of usage was received for “On-line journal articles (e-journals) (mean: 3.4), followed by “Print book collection” (mean: 2.8), while the lowest rating was obtained for the “Print BCIT archives” (mean: 1.9), followed by “Streamed videos” (mean: 2.2) (Table 5.3 and Figure 5.1).

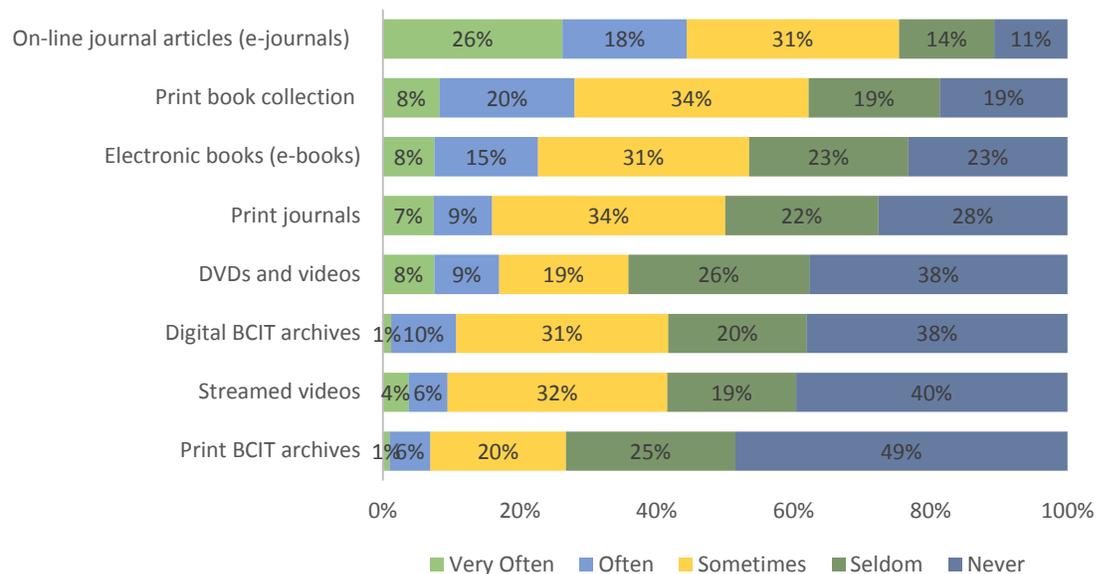
Table 5.3 Please indicate how often you have used the collection(s) listed below in the past year to accomplish your work at BCIT:

Collections	Total n	Mean	Very Often	Often	Sometimes	Seldom	Never
On-line journal articles (e-journals)	187	3.4	26.2%	18.2%	31.0%	13.9%	10.7%
Print book collection	193	2.8	8.3%	19.7%	34.2%	19.2%	18.7%
Electronic books (e-books)	159	2.6	7.5%	15.1%	30.8%	23.3%	23.3%
Print journals	188	2.5	7.4%	8.5%	34.0%	22.3%	27.7%
DVDs and videos	159	2.2	7.5%	9.4%	18.9%	26.4%	37.7%
Digital BCIT archives	84	2.2	1.2%	9.5%	31.0%	20.2%	38.1%
Streamed videos	53	2.2	3.8%	5.7%	32.1%	18.9%	39.6%
Print BCIT archives	101	1.9	1.0%	5.9%	19.8%	24.8%	48.5%

*The Scale: 5: Very Often, 4: Often, 3: Sometimes, 2: Seldom, 1: Never  
The data are arranged in descending order of the mean of frequency.*

The results obtained suggest that BCIT faculty and staff were more likely to use print books than electronic books, and more likely to use online journals than print journals.

Figure 5.1 Please indicate how often you have used the collection(s) listed below in the past year to accomplish your work at BCIT:



### BCIT Library and Archives Collections: Satisfaction

Respondents who reported that they had used certain collections were asked to rate their satisfaction with the indicated collections. Data show that the respondents who answered this question were overall satisfied with the collections provided by the Library Services (the means range between 3.6 and 3.9). Highest satisfaction rates were obtained for “Print book collection” and “Digital BCIT archives” (mean: 3.9 for each) (Table 5.4 and Figure 5.2).

Table 5.4 If you have used the collection(s) listed below in the past year, how satisfied are you?

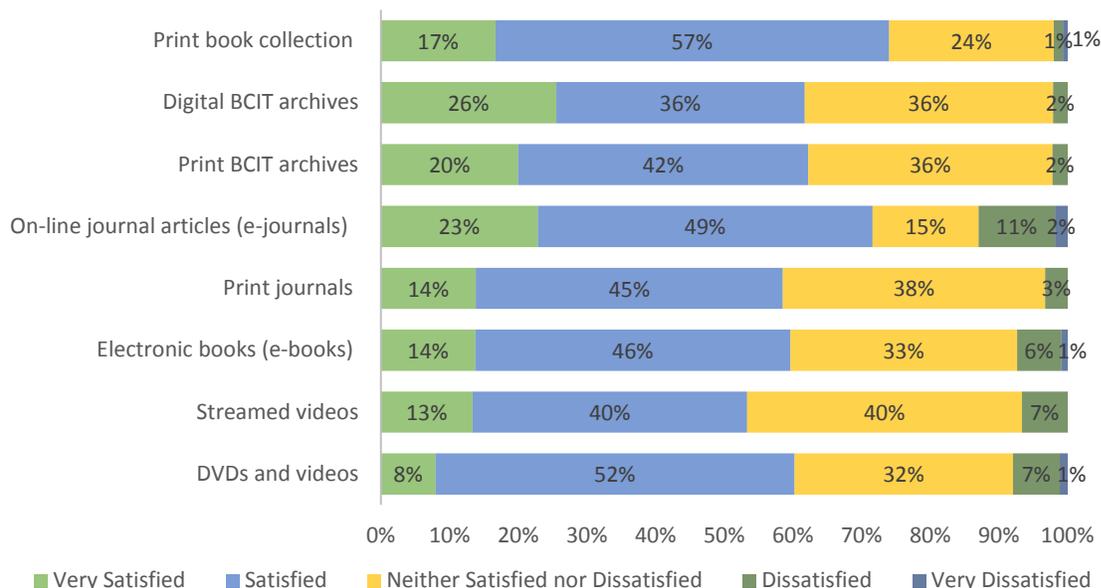
Collections	Total n	Mean	Very Satisfied	Satisfied	Neither Satisfied nor Dissatisfied	Dissatisfied	Very Dissatisfied
Print book collection	150	3.9	16.7%	57.3%	24.0%	1.3%	0.7%
Digital BCIT archives	47	3.9	25.5%	36.2%	36.2%	2.1%	-
Print BCIT archives	45	3.8	20.0%	42.2%	35.6%	2.2%	-
On-line journal articles (e-journals)	162	3.8	22.8%	48.8%	15.4%	11.1%	1.9%
Print journals	123	3.7	13.8%	44.7%	38.2%	3.3%	-
Electronic books (e-books)	109	3.7	13.8%	45.9%	33.0%	6.4%	0.9%
Streamed videos	30	3.6	13.3%	40.0%	40.0%	6.7%	-
DVDs and videos	88	3.6	8.0%	52.3%	31.8%	6.8%	1.1%

The scale: 5: Very Satisfied, 4: Satisfied, 3: Neither Satisfied nor Dissatisfied, 2: Dissatisfied, 1: Very Dissatisfied

The data are arranged in descending order of the mean of satisfaction.

“-“denotes percentages of zero.

Figure 5.2 If you have used the collection(s) listed below in the past year, how satisfied are you?



### BCIT Library and Archives Collections: Usage-Dissatisfaction Analysis

With respect to the Library collections, the priority areas for improvement were found to be “On-line journal articles (e-journals),” “Electronic books (e-books),” and “DVDs and videos” (Table 5.5). Highlighted are areas with both Usage % and Dissatisfaction % greater than the median (midpoint). They are the priority areas for improvement.

Table 5.5 Summary Table for Usage-Satisfaction

Collections	Usage (Very Often + Often)	Dissatisfaction (Very Dissatisfied + Dissatisfied)
On-line journal articles (e-journals)	44.4%	13.0%
Print book collection	28.0%	2.0%
Electronic books (e-books)	22.6%	7.3%
DVDs and videos	17.0%	8.0%
Print journals	16.0%	3.3%
Digital BCIT archives	10.7%	2.1%
Streamed videos	9.4%	6.7%
Print BCIT archives	6.9%	2.2%
<b>Median (Midpoint)</b>	<b>16.5%</b>	<b>5.0%</b>

Usage and Dissatisfaction are reported as the summed percentage of the top two categories, i.e. “Very Often” and “Often” and “Very Dissatisfied” and “Dissatisfied,” respectively.

The data are arranged by the descending order of % under “Usage”.

Highlighted are areas with both Usage % and Dissatisfaction % greater than the median (midpoint).

## 6. Library Services and Facilities for Faculty and Staff

[Library users only]

### Library Services and Facilities for Faculty and Staff: Awareness

Respondents were first asked if they were aware of certain Library services and facilities provided to BCIT faculty and staff. Of the responses received for this question, a large majority of respondents were found to be **not aware** of the “Part-time instructors' office space,” “AskAway (chat research help),” “Mobile devices (e.g. e-readers) available to borrow,” “Archives research for documents or photographs,” “Course reserves (digital),” and “Scheduling a library research skills session for faculty & staff” (Table 6.1).

Table 6.1 Please select all library services and facilities from the list below that you are aware of:

Services and facilities for faculty and staff	Aware		Not Aware	
	n	%	n	%
Part-time instructors' office space	29	11.2%	229	88.8%
AskAway (chat research help)	49	19.0%	209	81.0%
Mobile devices (e.g. e-readers) available to borrow	53	20.5%	205	79.5%
Archives research for documents or photographs	58	22.5%	200	77.5%
Course reserves (digital)	64	24.8%	194	75.2%
Scheduling a library research skills session for faculty & staff	78	30.2%	180	69.8%
Course reserves (print)	110	42.6%	148	57.4%
Copyright clearance/advice	138	53.5%	120	46.5%
Consultation with liaison (subject) librarians	140	54.3%	118	45.7%
Library cafe (coffeePod)	155	60.1%	103	39.9%
Off-campus access to the Library's electronic resources 24/7	169	65.5%	89	34.5%
Interlibrary loans (access to books and articles from other libraries)	174	67.4%	84	32.6%
Research help desk (in person, email, phone)	176	68.2%	82	31.8%
Online catalogue	200	77.5%	58	22.5%
Study space	217	84.1%	41	15.9%

*The data are arranged in descending order of “Not Aware.”*

### Library Services and Facilities for Faculty and Staff: Usage

Respondents who reported that they were aware of one or more categories of Library services and facilities (see Table 6.1) were asked if they had used any of the listed services or facilities in the past year (Table 6.3). Responses received for “Not required for my work” were not included in the analysis of the data (Table 6.2).

Table 6.2 Please indicate how often you have used the service(s) and facility/facilities in the past year:

Services and facilities for faculty and staff	Total n	Responses Analyzed		Responses Excluded (Not required for my work)	
		n	%	n	%
Online catalogue	193	179	92.7%	14	7.3%
Off-campus access to the Library's electronic resources 24/7	162	156	96.3%	6	3.7%
Research help desk (in person, email, phone)	170	155	91.2%	15	8.8%
AskAway (chat research help)	46	40	87.0%	6	13.0%
Part-time instructors' office space	29	22	75.9%	7	24.1%
Scheduling a library research skills session for faculty & staff	75	69	92.0%	6	8.0%
Interlibrary loans (access to books and articles from other libraries)	170	153	90.0%	17	10.0%
Course reserves (print)	101	82	81.2%	19	18.8%
Course reserves (digital)	61	47	77.0%	14	23.0%
Consultation with liaison (subject) librarians	134	123	91.8%	11	8.2%
Copyright clearance/advice	132	124	93.9%	8	6.1%
Archives research for documents or photographs	56	44	78.6%	12	21.4%
Mobile devices (e.g. e-readers) available to borrow	50	39	78.0%	11	22.0%
Study space	205	148	72.2%	57	27.8%
Library cafe (coffeePod)	148	137	92.6%	11	7.4%

The highest rating for frequency of usage was received for “On-line catalogue” (mean: 3.3), followed by “Off-campus access to the Library's electronic resources 24/7” (mean: 3.1), while the lowest ratings were obtained for the “Mobile devices (e.g. e-readers) available to borrow” and “AskAway (chat research help)” (mean: 1.5 for each) (Table 6.3 and Figure 6.1).

Table 6.3 Please indicate how often you have used the service(s) and facility/facilities in the past year:

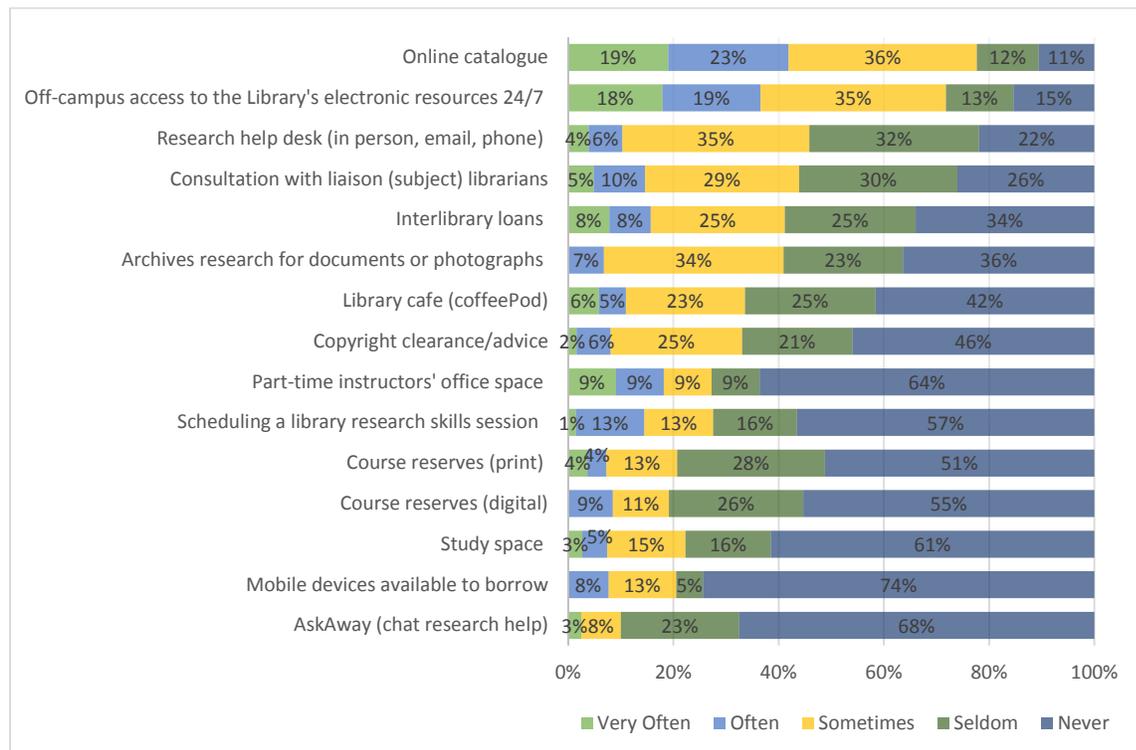
Services and facilities for faculty and staff	Total n	Mean	Very Often	Often	Sometimes	Seldom	Never
Online catalogue	179	3.3	19.0%	22.9%	35.8%	11.7%	10.6%
Off-campus access to the Library's electronic resources 24/7	156	3.1	17.9%	18.6%	35.3%	12.8%	15.4%
Research help desk (in person, email, phone)	155	2.4	3.9%	6.5%	35.5%	32.3%	21.9%
Consultation with liaison (subject) librarians	123	2.4	4.9%	9.8%	29.3%	30.1%	26.0%
Interlibrary loans (access to books and articles from other libraries)	153	2.3	7.8%	7.8%	25.5%	24.8%	34.0%
Archives research for documents or photographs	44	2.1	-	6.8%	34.1%	22.7%	36.4%
Library cafe (coffeePod)	137	2.1	5.8%	5.1%	22.6%	24.8%	41.6%
Copyright clearance/advice	124	2.0	1.6%	6.5%	25.0%	21.0%	46.0%
Part-time instructors' office space	22	1.9	9.1%	9.1%	9.1%	9.1%	63.6%
Scheduling a library research skills session for faculty & staff	69	1.9	1.4%	13.0%	13.0%	15.9%	56.5%
Course reserves (print)	82	1.8	3.7%	3.7%	13.4%	28.0%	51.2%
Course reserves (digital)	47	1.7	-	8.5%	10.6%	25.5%	55.3%
Study space	148	1.7	2.7%	4.7%	14.9%	16.2%	61.5%
Mobile devices (e.g. e-readers) available to borrow	39	1.5	-	7.7%	12.8%	5.1%	74.4%
AskAway (chat research help)	40	1.5	2.5%	-	7.5%	22.5%	67.5%

The Scale: 5: Very Often, 4: Often, 3: Sometimes, 2: Seldom, 1: Never

The data are arranged in descending order of the mean of frequency.

"-"denotes percentages of zero.

Figure 6.1 Please indicate how often you have used the service(s) and facility/facilities in the past year:



## Library Services and Facilities for Faculty and Staff: Satisfaction

Respondents who reported that they had used certain services and/or were asked to rate their satisfaction with the indicated services and/or facilities. Data show that the respondents who answered this question were overall satisfied with the services and facilities of the Library Services (the means range between 3.6 and 4.4). While the highest satisfaction rate was obtained for “Consultation with liaison (subject) librarians” (mean: 4.4), the lowest rating was received for “Course reserves (digital)” (mean: 3.6) (Table 6.4 and Figure 6.2).

Table 6.4 If you have used the service(s) and facility/facilities below in the past year, how satisfied are you?

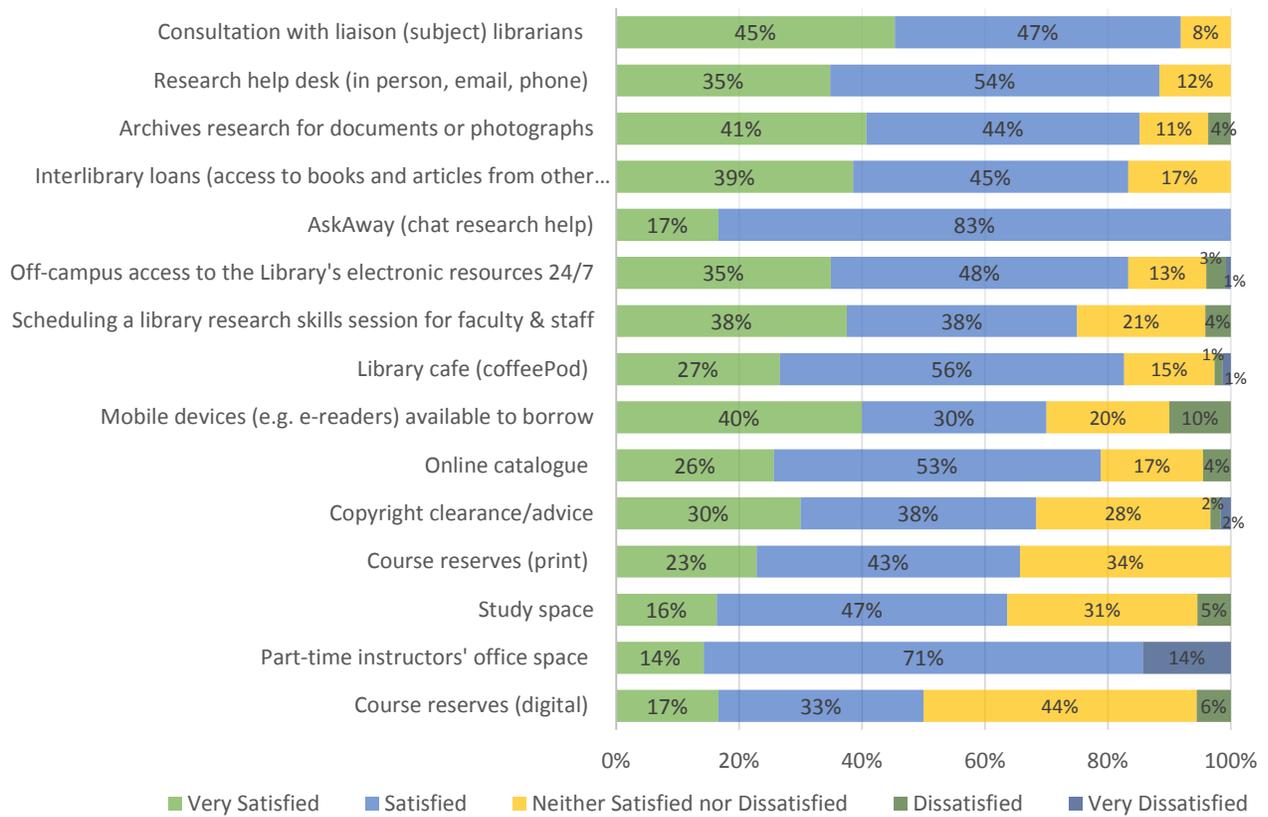
Services and facilities for faculty and staff	Total n	Mean	Very Satisfied	Satisfied	Neither Satisfied nor Dissatisfied	Dissatisfied	Very Dissatisfied
Consultation with liaison (subject) librarians	86	4.4	45.3%	46.5%	8.1%	-	-
Research help desk (in person, email, phone)	112	4.2	34.8%	53.6%	11.6%	-	-
Archives research for documents or photographs	27	4.2	40.7%	44.4%	11.1%	3.7%	-
Interlibrary loans (access to books and articles from other libraries)	96	4.2	38.5%	44.8%	16.7%	-	-
AskAway (chat research help)	12	4.2	16.7%	83.3%	-	-	-
Off-campus access to the Library's electronic resources 24/7	126	4.1	34.9%	48.4%	12.7%	3.2%	.8%
Scheduling a library research skills session for faculty & staff	24	4.1	37.5%	37.5%	20.8%	4.2%	-
Library cafe (coffeePod)	75	4.1	26.7%	56.0%	14.7%	1.3%	1.3%
Online catalogue	156	4.0	25.6%	53.2%	16.7%	4.5%	-
Mobile devices (e.g. e-readers) available to borrow	10	4.0	40.0%	30.0%	20.0%	10.0%	-
Copyright clearance/advice	60	3.9	30.0%	38.3%	28.3%	1.7%	1.7%
Course reserves (print)	35	3.9	22.9%	42.9%	34.3%	-	-
Study space	55	3.7	16.4%	47.3%	30.9%	5.5%	-
Part-time instructors' office space	7	3.7	14.3%	71.4%	-	-	14.3%
Course reserves (digital)	18	3.6	16.7%	33.3%	44.4%	5.6%	-

The scale: 5: Very Satisfied, 4: Satisfied, 3: Neither Satisfied nor Dissatisfied, 2: Dissatisfied, 1: Very Dissatisfied

The data are arranged in descending order of the mean of satisfaction.

“-“denotes percentages of zero.

Figure 6.2 If you have used the service(s) and facility/facilities below in the past year, how satisfied are you?



### Library Services and Facilities for Faculty and Staff: Usage-Dissatisfaction Analysis

The results from Usage-Dissatisfaction analysis suggest that regarding Library services and facilities, the priority areas for improvement (with both Usage % and Dissatisfaction % greater than the median), were, despite low dissatisfaction ratings, “Online catalogue,” “Off-campus access to the Library's electronic resources 24/7,” “Part-time instructors' office space,” and “Scheduling a library research skills session for faculty & staff.” It is important to note that no dissatisfaction ratings were received for “Interlibrary loans (access to books and articles from other libraries),” “Consultation with liaison (subject) librarians,” “Research help desk (in person, email, phone),” “Course reserves (print),” and “AskAway (chat research help)” (Table 6.5).

Table 6.5 Summary Table for Usage-Satisfaction

<b>Services and facilities for faculty and staff</b>	<b>Usage</b> (Very Often + Often)	<b>Dissatisfaction</b> (Very Dissatisfied + Dissatisfied)
Online catalogue	41.9%	4.5%
Off-campus access to the Library's electronic resources 24/7	36.5%	4.0%
Part-time instructors' office space	18.2%	14.3%
Interlibrary loans (access to books and articles from other libraries)	15.7%	-
Consultation with liaison (subject) librarians	14.6%	-
Scheduling a library research skills session for faculty & staff	14.5%	4.2%
Library cafe (coffeePod)	10.9%	2.7%
Research help desk (in person, email, phone)	10.3%	-
Course reserves (digital)	8.5%	5.6%
Copyright clearance/advice	8.1%	3.3%
Mobile devices (e.g. e-readers) available to borrow	7.7%	10.0%
Study space	7.4%	5.5%
Course reserves (print)	7.3%	-
Archives research for documents or photographs	6.8%	3.7%
AskAway (chat research help)	2.5%	-
<b>Median (Midpoint)</b>	<b>10.6%</b>	<b>3.5%</b>

Usage and Dissatisfaction are reported as the summed percentage of the top two categories, i.e. "Very Often" and "Often" and "Very Dissatisfied" and "Dissatisfied," respectively.

The data are arranged by the descending order of % under "Usage".

Highlighted are areas with both Usage % and Dissatisfaction % greater than the median (midpoint).

"-" denotes percentages of zero.

## Library Communication Awareness Tools

Respondents were asked to select **all** library communication awareness tool(s) they used. As shown in Figure 6.3, the most used communication awareness tool was “Library website” (67.7%), while the least commonly used tool was “That’s So Library” blog (1.6%).

Figure 6.3 Which of the following library communication awareness tool(s) do you use? (Select all that apply)

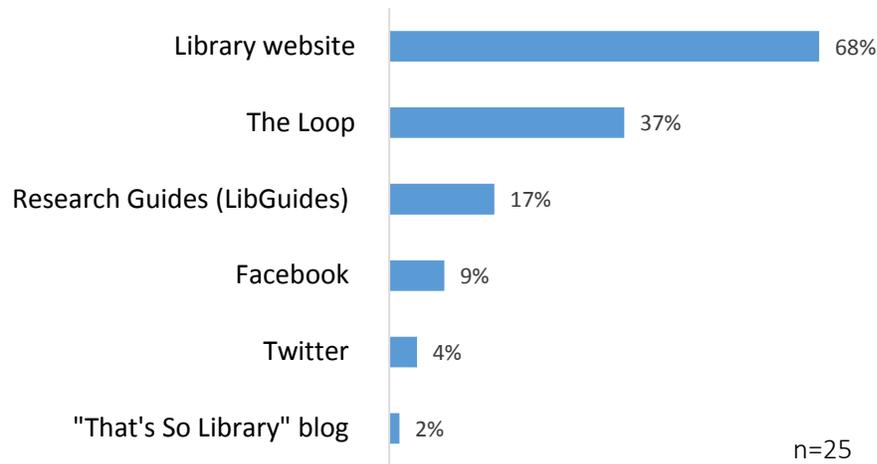


Table 6.6 shows that respondents who answered this question agreed that the service hours were convenient and borrowing periods, food and drink policies, and noise policies were appropriate. A large majority of respondents either strongly agree or agree with the listed statements (ranging between 79% and 87%).

Table 6.6 Please indicate your level of agreement with the following statements:

	Total n	Mean	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
Service hours are convenient/adequate	218	4.0	19.3%	67.9%	10.1%	1.8%	0.9%
Borrowing periods are appropriate	208	4.0	20.2%	64.4%	12.0%	2.4%	1.0%
Food and Drink policies are appropriate	193	4.0	19.2%	61.1%	17.6%	2.1%	-
Noise policies are appropriate	198	3.9	16.2%	62.6%	16.7%	4.0%	0.5%

The Scale: 5: Strongly Agree, 4: Agree, 3: Undecided, 2: Disagree, 1: Strongly Disagree

“-“denotes percentages of zero.

## 7. Library Services and Facilities for Students

[All respondents: both Library users and non-users]

### Library Services and Facilities for Students: Awareness

In this section, respondents were asked first if they were aware of certain services and facilities **provided to students**. Of the responses received for awareness question, a large majority of respondents were found to be **not aware** of the “AskAway (chat research help),” “Course reserves (digital),” “Adaptive Technology Lab (Disability Resource Centre),” “Mobile devices (e.g. iPads, e-readers) available to borrow,” and “Subject (liaison) librarian available for in-depth research help by appointment” (Table 7.1).

Table 7.1 Please select library services and facilities for students from the list below that you are aware of:

Services and Facilities for Students	Aware		Not Aware	
	(Total n=330)			
	n	%	n	%
AskAway (chat research help)	44	13.3%	286	86.7%
Course reserves (digital)	79	23.9%	251	76.1%
Adaptive Technology Lab (Disability Resource Centre)	87	26.4%	243	73.6%
Mobile devices (e.g. iPads, e-readers) available to borrow	92	27.9%	238	72.1%
Subject (liaison) librarian available for in-depth research help by appointment	105	31.8%	225	68.2%
Course reserves (print)	121	36.7%	209	63.3%
Course outlines	126	38.2%	204	61.8%
Writing Centre	129	39.1%	201	60.9%
BCIT Archives (print and digital collections)	129	39.1%	201	60.9%
Library research skills class for students	120	46.5%	138	53.5%
Peer tutoring (curriculum content and study skills)	198	60.0%	132	40.0%
ehPod (24/7/365)	198	60.0%	132	40.0%
In-person research help desk	199	60.3%	131	39.7%
Library collections (print or electronic resources)	200	60.6%	130	39.4%
Computer labs	225	68.2%	105	31.8%
Group study rooms	241	73.0%	89	27.0%

*The data are arranged in descending order of “Not Aware.”*

## Library Services and Facilities for Students: Frequency of Referring Students to Library Services and Facilities

Those who indicated that they were aware of one or more of these services and/or facilities were asked how often they had referred students to these services and/or facilities in the past year (Table 7.3). Responses received for “Not required for my work” were not included in the analysis of the data (Table 7.2)

Table 7.2 How often have you referred students to these services in the past year?

Services and Facilities for Students	Total n	Responses Analyzed		Responses Excluded (Not required for my work)	
		n	%	n	%
Peer tutoring (curriculum content and study skills)	194	135	69.6%	59	30.4%
Writing Centre	128	91	71.1%	37	28.9%
Subject (liaison) librarian available for in-depth research help by appointment	101	69	68.3%	32	31.7%
Library research skills class for students	113	88	78%	25	22%
Adaptive Technology Lab (Disability Resource Centre)	86	61	70.9%	25	29.1%
Group study rooms	231	157	68.0%	74	32.0%
Computer labs	215	148	68.8%	67	31.2%
ehPod (24/7/365)	189	130	68.8%	59	31.2%
Course reserves (print)	116	80	69.0%	36	31.0%
Course reserves (digital)	73	41	56.2%	32	43.8%
Library collections (print or electronic resources)	195	136	69.7%	59	30.3%
BCIT Archives (print and digital collections)	122	70	57.4%	52	42.6%
In-person research help desk	189	133	70.4%	56	29.6%
AskAway (chat research help)	40	26	65.0%	14	35.0%
Mobile devices (e.g. iPads, e-readers) available to borrow	86	53	61.6%	33	38.4%
Course outlines	124	96	77.4%	28	22.6%

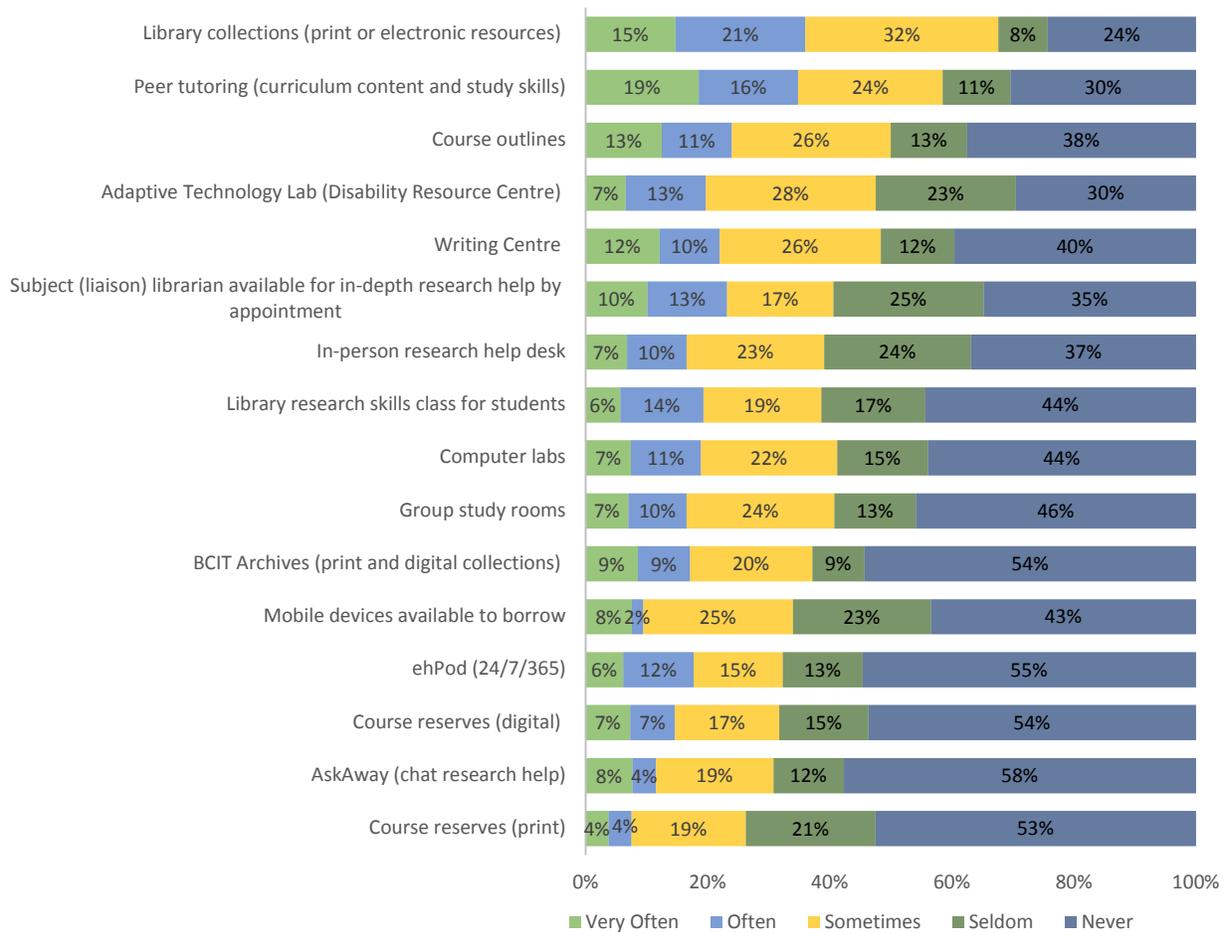
Of the responses which were included in the analysis, the highest ratings for frequency of usage were received for “Library collections (print or electronic resources)” (mean: 2.9) and “Peer tutoring (curriculum content and study skills)” (mean: 2.8), while the lowest ratings were obtained for the “AskAway (chat research help)” and “Course reserves (print)” (mean: 1.9 for each) (Table 7.3 and Figure 7.1).

Table 7.3 How often have you referred students to these services [in the past year?](#)

Services and Facilities for Students	Total n	Mean	Very Often	Often	Sometimes	Seldom	Never
Library collections (print or electronic resources)	136	2.9	14.7%	21.3%	31.6%	8.1%	24.3%
Peer tutoring (curriculum content and study skills)	135	2.8	18.5%	16.3%	23.7%	11.1%	30.4%
Course outlines	96	2.5	12.5%	11.5%	26.0%	12.5%	37.5%
Adaptive Technology Lab (Disability Resource Centre)	61	2.4	6.6%	13.1%	27.9%	23.0%	29.5%
Writing Centre	91	2.4	12.1%	9.9%	26.4%	12.1%	39.6%
Subject (liaison) librarian available for in-depth research help by appointment	69	2.4	10.1%	13.0%	17.4%	24.6%	34.8%
In-person research help desk	133	2.3	6.8%	9.8%	22.6%	24.1%	36.8%
Library research skills class for students	88	2.2	5.7%	13.6%	19.3%	17.0%	44.3%
Computer labs	148	2.2	7.4%	11.5%	22.3%	14.9%	43.9%
Group study rooms	157	2.2	7.0%	9.6%	24.2%	13.4%	45.9%
BCIT Archives (print and digital collections)	70	2.1	8.6%	8.6%	20.0%	8.6%	54.3%
Mobile devices (e.g. iPads, e-readers) available to borrow	53	2.1	7.5%	1.9%	24.5%	22.6%	43.4%
ehPod (24/7/365)	130	2.0	6.2%	11.5%	14.6%	13.1%	54.6%
Course reserves (digital)	41	2.0	7.3%	7.3%	17.1%	14.6%	53.7%
AskAway (chat research help)	26	1.9	7.7%	3.8%	19.2%	11.5%	57.7%
Course reserves (print)	80	1.9	3.8%	3.8%	18.8%	21.3%	52.5%

*The Scale: 5: Very Often, 4: Often, 3: Sometimes, 2: Seldom, 1: Never  
The data are arranged in descending order of the mean of frequency.*

Figure 7.1 How often have you referred students to these services in the past year?



## 8. Library Services: Priorities to Be Considered

[All respondents: both Library users and non-users]

In this question, respondents were asked to select priorities from a list, choosing at least one and up to three priority areas. As demonstrated in Table 8.1, the three most popular choices were “Electronic journals” (37.7%), “Electronic books” (29.9%), and “Learning Commons (Peer Tutoring, Writing Centre, Study Skills)” (27.7%) (Table 8.1).

Table 8.1 Which of the following services and facilities for faculty/staff/students should BCIT Library Services focus on as a priority? Please choose at least one and up to three.

Priorities	n (Total n= 321)	%
Electronic journals	121	37.7%
Electronic books	96	29.9%
Learning Commons (Peer Tutoring, Writing Centre, Study Skills)	89	27.7%
Research skills sessions (for instruction using databases, etc.)	63	19.6%
Training sessions (for copyright, records management, etc.)	59	18.4%
Quiet study space	58	18.1%
Inter-library loan service (access to books and articles from other libraries)	49	15.3%
Audio-visual collections (streaming videos, DVDs, and CD-ROMs)	40	12.5%
Printed books	35	10.9%
BCIT Archives (print and digital collections)	35	10.9%
Mobile devices (e.g. iPads, e-readers) available to borrow	33	10.3%
One-to-one research support	32	10.0%
Digitized collections (e.g. course outlines)	31	9.7%
Library opening hours	28	8.7%
Collaborative space	21	6.5%
Printed journals	19	5.9%
3D printing	17	5.3%
Other, please specify	15	4.7%
Social networking (e.g. the library on Facebook, Twitter, etc.)	9	2.8%

*The data are arranged in descending order of % for Priority.*

There were a few “other” suggestions for priorities and these will be incorporated into the Text Analytics Report.

## 9. Overall Observations

### Low Awareness of Some Library Resources

The survey results show that more than half of the survey respondents (ranging between 50.5% and 88.8%) were not aware of some of the resources the Library Services provides (collections, services, and facilities, including the BCIT Library website and online resources, BCIT Archives, and resources training and instruction). The areas of which more than 50% of the respondents indicated they were not aware are reported below (Table 9.1). The data are derived from Tables 4.3, 5.1, 6.1, and 7.1.

Table 9.1. Library Resources with low awareness ratings

Question Category	Question	Not Aware
Resources Training and Instruction (Library Services users only)	In-depth library research skills instruction	51.9%
	Records Management	50.5%
Collections (Library Services users only)	Streamed videos	77.0%
	Digital BCIT archives	59.0%
	Print BCIT archives	54.0%
Services and facilities for faculty and staff (Library Services users only)	Part-time instructors' office space	88.8%
	AskAway (chat research help)	81.0%
	Mobile devices (e.g. e-readers) available to borrow	79.5%
	Archives research for documents or photographs	77.5%
	Course reserves (digital)	75.2%
	Scheduling a library research skills session for faculty & staff	69.8%
	Course reserves (print)	57.4%
Services and Facilities for Students (All respondents)	AskAway (chat research help)	86.7%
	Course reserves (digital)	76.1%
	Adaptive Technology Lab (Disability Resource Centre)	73.6%
	Mobile devices (e.g. iPads, e-readers) available to borrow	72.1%
	Subject (liaison) librarian available for in-depth research help by appointment	68.2%
	Course reserves (print)	63.3%
	Course outlines	61.8%
	Writing Centre	60.9%
	BCIT Archives (print and digital collections)	60.9%
	Library research skills class for students	53.5%

### Low Usage of Some Library Services

Findings suggest that more than half of the survey respondents (ranging 51.2% and 74.4%) had never used some of the identified services the Library Services provides. The areas which more than 50% of the respondents indicated they had never used are displayed below. The data are derived from Tables 6.3 and 7.3.

Table 9.2 Library Resources with low usage ratings

Question Category	Question	Never
<b>Services and Facilities for Faculty and Staff</b>	Mobile devices (e.g. e-readers) available to borrow	74.4%
	AskAway (chat research help)	67.5%
	Part-time instructors' office space	63.6%
	Study space	61.5%
	Scheduling a library research skills session for faculty & staff	56.5%
	Course reserves (digital)	55.3%
	Course reserves (print)	51.2%
<b>Services and Facilities for Students</b>	AskAway (chat research help)	57.7%
	ehPod (24/7/365)	54.6%
	BCIT Archives (print and digital collections)	54.3%
	Course reserves (digital)	53.7%
	Course reserves (print)	52.5%

### High Satisfaction with the Library Resources

The respondents to the survey expressed high satisfaction with the Library resources. An overwhelming majority of the total respondents (over 90%) indicated that they were satisfied or very satisfied with almost all the Library resources being investigated in this survey.

### Identified Areas of Improvement

Usage – Dissatisfaction analysis was intended to identify areas for improvement. The summary table (Table 9.3) is presented below to show areas that emerged from all Usage – Dissatisfaction analyses (see Table 4.7, 5.5, and 6.5). The criterion to identify the listed Library resources as the areas of improvement was that **both** Usage % and Dissatisfaction % should have been greater than the respective medians (midpoints) obtained for the related main categories (Training and Instruction, Collections, and Services and Facilities.) For Copyright, “Importance” was used as one of the two parameters, as there was no frequency of “Usage” question for that category due to the nature of this service. The data are derived from Tables 4.7, 5.5, and 6.5.

Table 9.3 Identified Areas of Improvement

<b>Library resources</b>	<b>Importance</b> (Very Important + Important)	<b>Usage</b> (Very Often + Often)	<b>Dissatisfaction</b> (Very Dissatisfied + Dissatisfied)
<b>Training and Instruction</b>			
Copyright	57.4%	n/a	5.6%
<b>Median</b>	<b>56.7%</b>		<b>4.6%</b>
<b>Collections</b>			
On-line journal articles (e-journals)	n/a	44.4%	13.0%
Electronic books (e-books)	n/a	22.6%	7.3%
DVDs and videos	n/a	17.0%	8.0%
<b>Median</b>		<b>16.5%</b>	<b>5.0%</b>
<b>Services and Facilities</b>			
Online catalogue	n/a	41.9%	4.5%
Off-campus access to the Library's electronic resources 24/7	n/a	36.5%	4.0%
Part-time instructors' office space	n/a	18.2%	14.3%
Scheduling a library research skills session for faculty & staff	n/a	14.5%	4.2%
<b>Median</b>		<b>10.6%</b>	<b>3.5%</b>

*Importance, Usage and Dissatisfaction are reported as the summed percentage of the top two categories, i.e. "Very Important" and "Important", "Very Often" and "Often," and "Very Dissatisfied" and "Dissatisfied," respectively.*

*Listed Library resources are areas with both Importance/Usage % and Dissatisfaction % greater than the median (midpoint).*

*The data are arranged by the descending order of % under "Usage" for each main category.*

*"n/a" means "there is no question asking that particular opinion/experience."*

# Survey Instrument

## 2014 LIBRARY SERVICES SURVEY OF FACULTY AND STAFF

\*Library Services includes the Library (Burnaby, ATC and BMC), Learning Commons, Archives, Records Management, FOIPOP (Privacy), and Copyright

*"Begin at the beginning," the King said, very gravely, "and go on till you come to the end: then stop."*  
**Lewis Carroll, Alice in Wonderland**

### Privacy Statement

The collection of any personal information you provide is permitted in accordance with section 26(c) of the *Freedom of Information and Protection of Privacy Act (FIPPA)* which allows BCIT to collect personal information for purposes related to and necessary for its operating programs and activities.

Any information that you provide by answering the survey questions will be used on an aggregated (not individually identifiable) basis for analysis and reporting, and will be provided anonymously.

If you have any questions about BCIT's privacy practices, contact the Associate Director, Privacy, Records Management and Copyright.

It will take you about 10-15 minutes to complete the survey.

If you would also like to **participate in a draw for 1 of 2 Metrotown gift certificates (valued at \$50)**, please enter your name and email address at the end of the survey. We will use this information only to track your participation in the draw and to contact the winners to award their prize.

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### BCIT Libraries Use

1. **Have you used any of the BCIT Libraries' collections, services or facilities within the past year (including visiting in person, accessing the Library website and online resources, and BCIT Archives, or asking questions via telephone or email)?**

- Yes
- No

2. **If you have NOT used any of the BCIT Libraries' collections, services or facilities within the past year, can you please tell us the reason?**

---

3. **How often do you...**

	Daily	Weekly	Monthly	Once a term	Less than once a term
access library resources in person	<input type="radio"/>				
access library resources through the library website	<input type="radio"/>				

**4. How often do you use Library resources for the following purposes?**

	Very Often	Often	Sometimes	Seldom	Never	Not required for my work
Curriculum development	<input type="radio"/>					
Instructional support	<input type="radio"/>					
Research at BCIT	<input type="radio"/>					
Professional development (including credential upgrading)	<input type="radio"/>					
Personal/recreational reading	<input type="radio"/>					

**5. How important is it to you that the Library Services be the provider of each of the services listed below?**

	Very Important	Important	Moderately Important	Of Little Importance	Unimportant	Not required for my work
Serving as a starting point or "gateway" for locating information for my work/research	<input type="radio"/>					
Providing resources I need - from academic journals to books to electronic databases	<input type="radio"/>					
Serving as a repository of BCIT-authored resources; in other words, archiving, preserving, and keeping track of resources	<input type="radio"/>					
Providing active support that helps to increase the productivity of my work/teaching/research	<input type="radio"/>					
Learning Commons (Peer Tutoring, Writing Centre, and Study Skills)	<input type="radio"/>					
Professional advice on Records Management	<input type="radio"/>					
Professional advice on Privacy and Access to Information	<input type="radio"/>					
Professional advice on Copyright	<input type="radio"/>					

## BCIT Library website

6. Please rate the importance of the Library website to accomplish your work at BCIT:

- Very Important
- Important
- Moderately Important
- Of Little Importance
- Unimportant

7. How often have you accessed the Library website in the past year?

- Very Often
- Often
- Sometimes
- Seldom
- Never

8. If you haven't accessed the Library website within the past year, can you please tell us the reason?

---

9. How satisfied are you with the Library website?

- Very Satisfied
- Satisfied
- Neither Satisfied nor Dissatisfied
- Dissatisfied
- Very Dissatisfied

10. How can the Library website be improved to better meet your needs?

---

**11. Which other post-secondary Library websites do you like? (Please specify max three)**

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

**12. What do you find particularly appealing in the website(s) you mentioned above?**

\_\_\_\_\_

### Library Services resources training and instruction

**13. How important is it to you that you are skilled in the following areas to accomplish your work at BCIT?**

	Very Important	Important	Moderately Important	Of Little Importance	Unimportant	Not required for my work
Information skills (accessing library e-resources such as journal articles, statistical databases, and e-books)	<input type="radio"/>					
Knowledge in records management	<input type="radio"/>					
Knowledge on privacy issues	<input type="radio"/>					
Knowledge on copyright	<input type="radio"/>					

**14. Please select all the Library Services training and instruction from the list below that you are aware of:**

	I'm aware of:
In-depth library research skills instruction	<input type="checkbox"/>
Records Management	<input type="checkbox"/>
Privacy and Freedom of Information	<input type="checkbox"/>
Copyright	<input type="checkbox"/>

**15. Please select the Library Services training and instruction from the list below that you have attended in the last 2 years to accomplish your work at BCIT:**

	Yes	No	Not required for my work
In-depth library research skills instruction	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Records Management	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Privacy and Freedom of Information	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Copyright	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**16. If you have attended the Library Services training and instruction below in the last 2 years, how satisfied are you?**

	Very Satisfied	Satisfied	Neither Satisfied nor Dissatisfied	Dissatisfied	Very Dissatisfied
In-depth library research skills instruction	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Records Management	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Privacy and Freedom of Information	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Copyright	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**17. How can the training-/instruction-oriented roles of the library be improved to better meet your needs?**

\_\_\_\_\_

**18. Please give us up to three examples of your training needs or desired skills related to your job:**

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

## BCIT Library and Archives collections

19. Please select all the Library collections from the list below that you are aware of:

	I'm aware of:
Electronic books (e-books)	<input type="checkbox"/>
On-line journal articles (e-journals)	<input type="checkbox"/>
Streamed videos	<input type="checkbox"/>
DVDs and videos	<input type="checkbox"/>
Print book collection	<input type="checkbox"/>
Print journals	<input type="checkbox"/>
Digital BCIT archives	<input type="checkbox"/>
Print BCIT archives	<input type="checkbox"/>

20. Please indicate how often you have used the collection(s) listed below in the past year to accomplish your work at BCIT:

	Very Often	Often	Sometimes	Seldom	Never	Not required for my work
Electronic books (e-books)	<input type="radio"/>					
On-line journal articles (e-journals)	<input type="radio"/>					
Streamed videos	<input type="radio"/>					
DVDs and videos	<input type="radio"/>					
Print book collection	<input type="radio"/>					
Print journals	<input type="radio"/>					
Digital BCIT archives	<input type="radio"/>					
Print BCIT archives	<input type="radio"/>					

**21. If you have used the collection(s) listed below in the past year, how satisfied are you?**

	Very Satisfied	Satisfied	Neither Satisfied nor Dissatisfied	Dissatisfied	Very Dissatisfied
Electronic books (e-books)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
On-line journal articles (e-journals)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Streamed videos	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
DVDs and videos	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Print book collection	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Print journals	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Digital BCIT archives	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Print BCIT archives	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**22. How can the BCIT Libraries and Archives collections be improved to better meet your needs?**

\_\_\_\_\_

### Library services and facilities for faculty and staff

**23. Please select all library services and facilities from the list below that you are aware of:**

	I'm aware of:
Online catalogue	<input type="checkbox"/>
Off-campus access to the Library's electronic resources 24/7	<input type="checkbox"/>
Research help desk (in person, email, phone)	<input type="checkbox"/>
AskAway (chat research help)	<input type="checkbox"/>
Part-time instructors' office space	<input type="checkbox"/>
Scheduling a library research skills session for faculty & staff	<input type="checkbox"/>
Interlibrary loans (access to books and articles from other libraries)	<input type="checkbox"/>
Course reserves (print)	<input type="checkbox"/>
Course reserves (digital)	<input type="checkbox"/>
Consultation with liaison (subject) librarians	<input type="checkbox"/>
Copyright clearance/advice	<input type="checkbox"/>
Archives research for documents or photographs	<input type="checkbox"/>
Mobile devices (e.g. e-readers) available to borrow	<input type="checkbox"/>
Study space	<input type="checkbox"/>
Library cafe (coffeePod)	<input type="checkbox"/>

**24. Please indicate how often you have used the service(s) and facility/facilities in the past year:**

	Very Often	Often	Sometimes	Seldom	Never	Not required for my work
Online catalogue	<input type="radio"/>					
Off-campus access to the Library's electronic resources 24/7	<input type="radio"/>					
Research help desk (in person, email, phone)	<input type="radio"/>					
AskAway (chat research help)	<input type="radio"/>					
Part-time instructors' office space	<input type="radio"/>					
Scheduling a library research skills session for faculty & staff	<input type="radio"/>					
Interlibrary loans (access to books and articles from other libraries)	<input type="radio"/>					
Course reserves (print)	<input type="radio"/>					
Course reserves (digital)	<input type="radio"/>					
Consultation with liaison (subject) librarians	<input type="radio"/>					
Copyright clearance/advice	<input type="radio"/>					
Archives research for documents or photographs	<input type="radio"/>					
Mobile devices (e.g. e-readers) available to borrow	<input type="radio"/>					
Study space	<input type="radio"/>					
Library cafe (coffeePod)	<input type="radio"/>					

**25. If you have used the service(s) and facility/facilities below in the past year, how satisfied are you?**

	Very Satisfied	Satisfied	Neither Satisfied nor Dissatisfied	Dissatisfied	Very Dissatisfied
Online catalogue	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Off-campus access to the Library's electronic resources 24/7	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Research help desk (in person, email, phone)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
AskAway (chat research help)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Part-time instructors' office space	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Scheduling a library research skills session for faculty & staff	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Interlibrary loans (access to books and articles from other libraries)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Course reserves (print)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Course reserves (digital)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Consultation with liaison (subject) librarians	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Copyright clearance/advice	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Archives research for documents or photographs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Mobile devices (e.g. e-readers) available to borrow	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Study space	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Library cafe (coffeePod)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**26. Which of the following library communication awareness tool(s) do you use?  
(Select all that apply)**

- Library website
- Research Guides (LibGuides)
- "That's So Library" blog
- The Loop
- Facebook
- Twitter

**27. Please indicate your level of agreement with the following statements:**

	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	Not Applicable
Service hours are convenient/adequate	<input type="radio"/>					
Borrowing periods are appropriate	<input type="radio"/>					
Food and Drink policies are appropriate	<input type="radio"/>					
Noise policies are appropriate	<input type="radio"/>					

**28. How can the library services and facilities be improved to better meet your needs?**

---

## Library services and facilities for students

29. Please select library services and facilities for students from the list below that you are aware of:

	I'm aware of:
Peer tutoring (curriculum content and study skills)	<input type="checkbox"/>
Writing Centre	<input type="checkbox"/>
Subject (liaison) librarian available for in-depth research help by appointment	<input type="checkbox"/>
Library research skills class for students	<input type="checkbox"/>
Adaptive Technology Lab (Disability Resource Centre)	<input type="checkbox"/>
Group study rooms	<input type="checkbox"/>
Computer labs	<input type="checkbox"/>
ehPod (24/7/365)	<input type="checkbox"/>
Course reserves (print)	<input type="checkbox"/>
Course reserves (digital)	<input type="checkbox"/>
Library collections (print or electronic resources)	<input type="checkbox"/>
BCIT Archives (print and digital collections)	<input type="checkbox"/>
In-person research help desk	<input type="checkbox"/>
AskAway (chat research help)	<input type="checkbox"/>
Mobile devices (e.g. iPads, e-readers) available to borrow	<input type="checkbox"/>
Course outlines	<input type="checkbox"/>

30. How often have you referred students to these services in the past year?

	Very Often	Often	Sometimes	Seldom	Never	Not required for my work
Peer tutoring (curriculum content and study skills)	<input type="radio"/>					
Writing Centre	<input type="radio"/>					
Subject (liaison) librarian available for in-depth research help by appointment	<input type="radio"/>					
Library research skills class for students	<input type="radio"/>					
Adaptive Technology Lab (Disability Resource Centre)	<input type="radio"/>					
Group study rooms	<input type="radio"/>					
Computer labs	<input type="radio"/>					
ehPod (24/7/365)	<input type="radio"/>					
Course reserves (print)	<input type="radio"/>					
Course reserves (digital)	<input type="radio"/>					
Library collections (print or electronic resources)	<input type="radio"/>					
BCIT Archives (print and digital collections)	<input type="radio"/>					
In-person research help desk	<input type="radio"/>					
AskAway (chat research help)	<input type="radio"/>					
Mobile devices (e.g. iPads, e-readers) available to borrow	<input type="radio"/>					
Course outlines	<input type="radio"/>					

**31. How can the Library services and facilities be improved to better meet students' needs?**

---

**32. Which of the following services and facilities for faculty/staff/students should BCIT Library Services focus on as a priority? Please choose at least one and up to three.**

- Electronic books
- Electronic journals
- Audio-visual collections (streaming videos, DVDs, and CD-ROMs)
- Digitized collections (e.g. course outlines)
- Mobile devices (e.g. iPads, e-readers) available to borrow
- Printed books
- Printed journals
- BCIT Archives (print and digital collections)
- Inter-library loan service (access to books and articles from other libraries)
- Learning Commons (Peer Tutoring, Writing Centre, Study Skills)
- Research skills sessions (for instruction using databases, etc.)
- One-to-one research support
- Training sessions (for copyright, records management, etc.)
- 3D printing
- Quiet study space
- Collaborative space
- Library opening hours
- Social networking (e.g. the library on Facebook, Twitter, etc.)
- Other, please specify \_\_\_\_\_

**33. Do you have further comments about the priorities Library Services should focus on?**

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## Demographic questions

### 34. On which campus do you primarily work?

- Burnaby
- Downtown
- Aerospace and Technology Campus (ATC)
- Great Northern Way (GNW)
- Marine Campus (BMC)
- Maple Ridge
- Surrey
- Other (please specify) \_\_\_\_\_

### 35. In which school/department do you work? (Select only one)

- School of Health Science
- School of Construction & the Environment
- School of Business
- School of Transportation
- School of Computing and Academic Studies
- School of Energy
- Applied Research
- International
- Learning and Teaching Centre
- Student Services
- Human Resources
- Finance and Administration
- IT Services / Institutional Research
- Advancement and Alumni Relations
- Administration (Executives)
- Other (please specify) \_\_\_\_\_

**36. Do you have any teaching responsibilities?**

Yes

No

**37. What type of courses do you primarily teach?**

Degree program

Technology program (Associate Degree)

Technology program (Diploma)

Technology program (Certificate)

Trades program

Apprenticeship program

Part-time Studies courses

Other (please specify) \_\_\_\_\_

**38. Do you teach distance education students?**

Yes

No

**39. Are you ...?**

a full-time instructor

a part-time instructor

**40. Do you have any other comments about BCIT Library Services or this survey?**

\_\_\_\_\_