



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%).

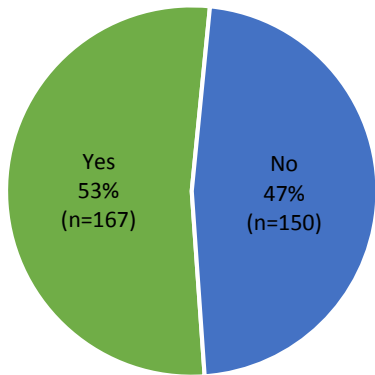
Table 1.2 Distribution of Respondents by Department/School

| <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?



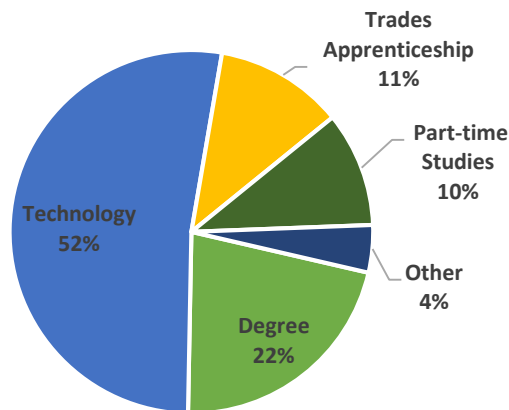
Results are based on self-identified user responses.

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

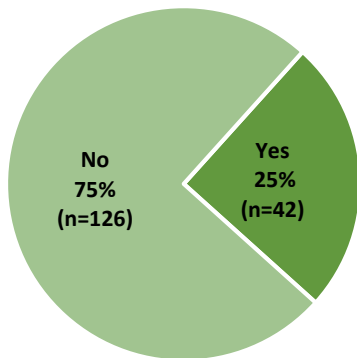
|                                            | Total      |               | Degree    |               | Technology |               | Trades Apprenticeship |               | Part-time Studies |               | Other    |               |
|--------------------------------------------|------------|---------------|-----------|---------------|------------|---------------|-----------------------|---------------|-------------------|---------------|----------|---------------|
|                                            | 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.*

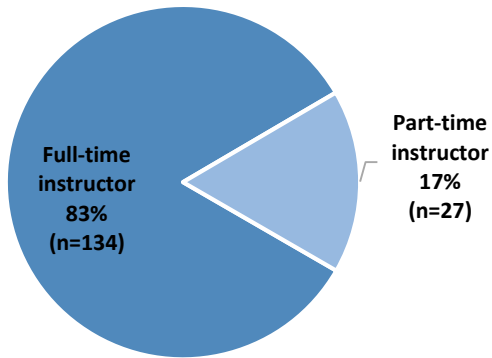
Table 1.5 Distribution of Respondents Teaching Distance Education by School

| 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.

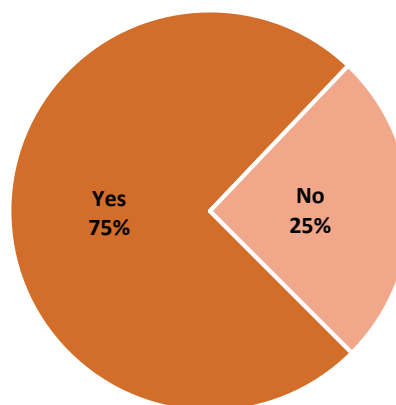
## 2. BCIT Libraries Use

[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

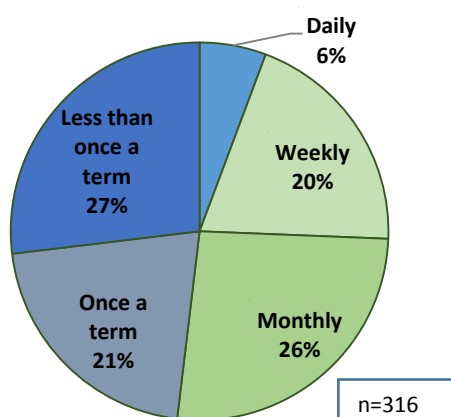
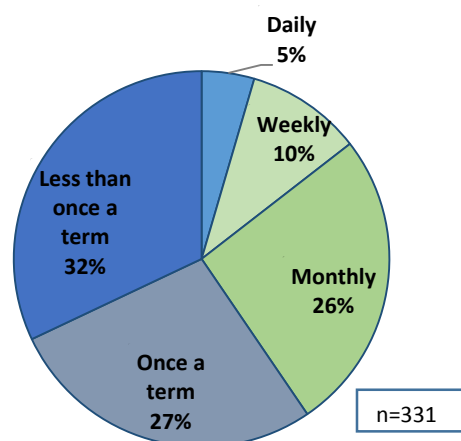


Figure 2.3 Access library resources in person



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%  |

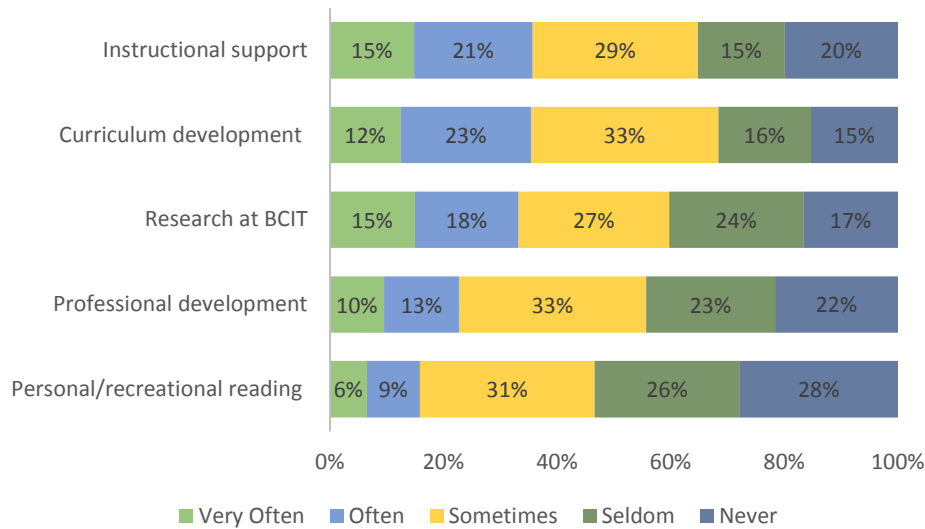
As demonstrated in Table 2.3 and Figure 2.4 below, the highest ratings for frequency of usage were received for “Instructional support” and “Curriculum development” (mean: 3.0 for each), while the lowest rating was obtained for “Personal/recreational reading” (mean: 2.4).

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<br>n | Responses Analyzed |       | Responses excluded<br>(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% |

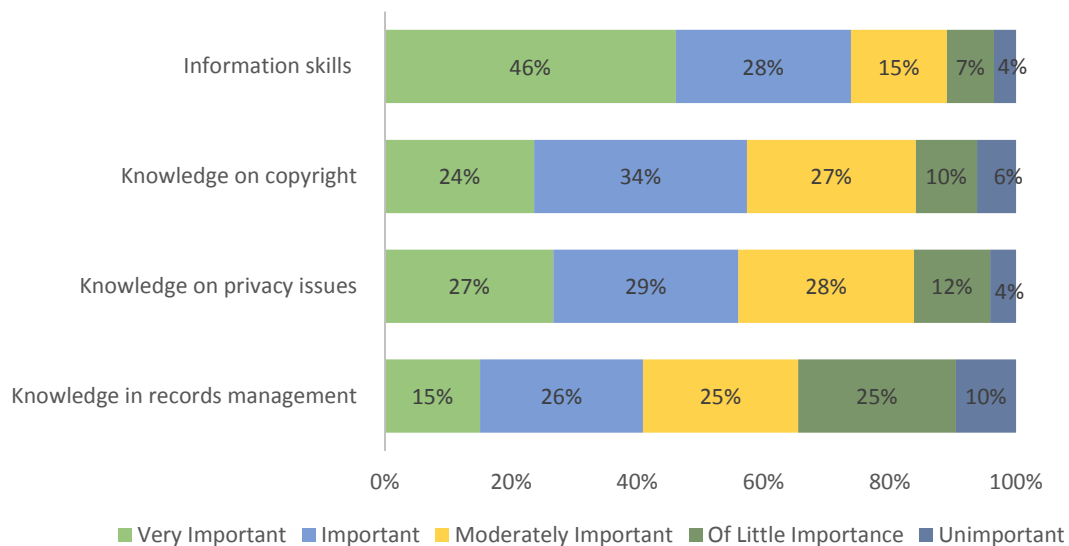
As shown in Table 4.2 and Figure 4.1, of the responses which were included in the analysis, “Information skills (accessing library e-resources such as journal articles, statistical databases, and e-books)” was rated as the most important skill area (mean: 4.1) to accomplish their work, followed by “Knowledge 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%              |

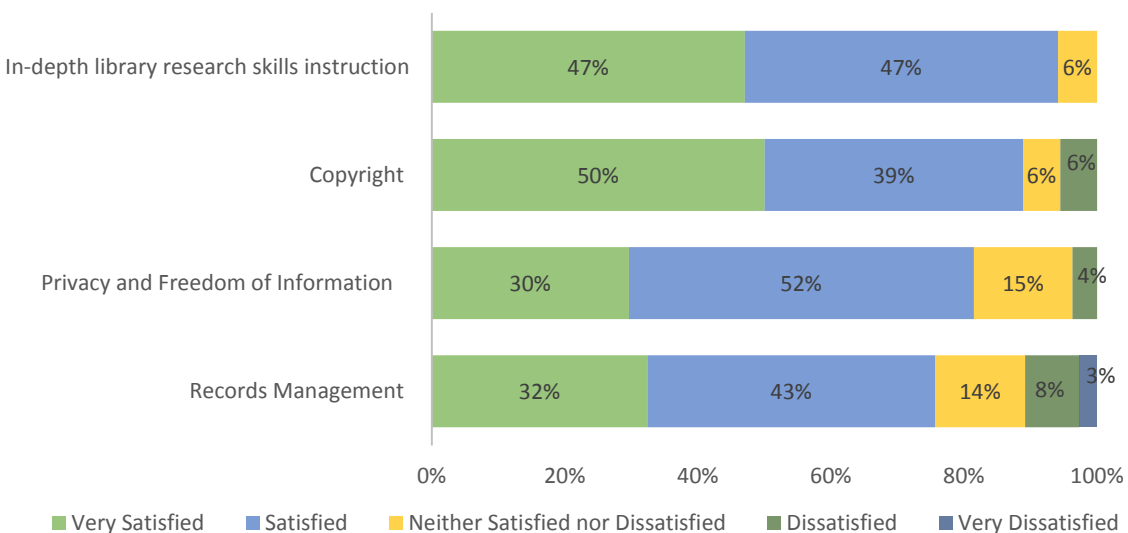
**Because of low response rate, caution is advised when interpreting the results**

*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<br>(Very Important + Important) | Dissatisfaction<br>(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 |       |
|---------------------------------------|-----------------------|-------|-----------|-------|
|                                       | n                     | %     | n         | %     |
|                                       | <b>(Total n= 274)</b> |       |           |       |
| 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<br>n | Responses Analyzed |       | Responses Excluded<br>(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).

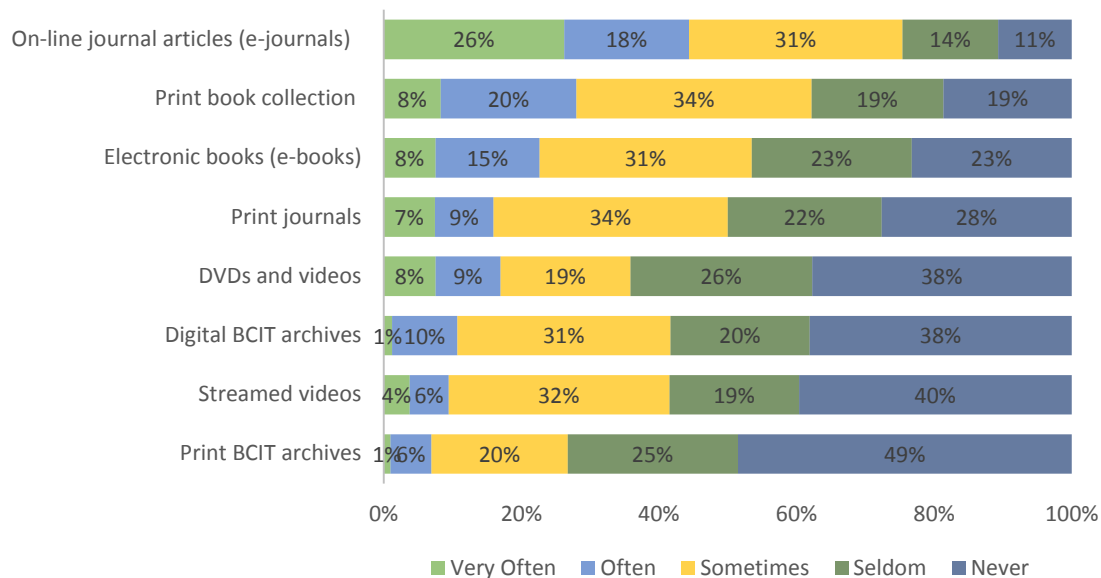
Table 5.3 Please indicate how often you have used the collection(s) listed below in the past year to accomplish your work at BCIT:

| Collections                           | Total<br>n | Mean | Very<br>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?

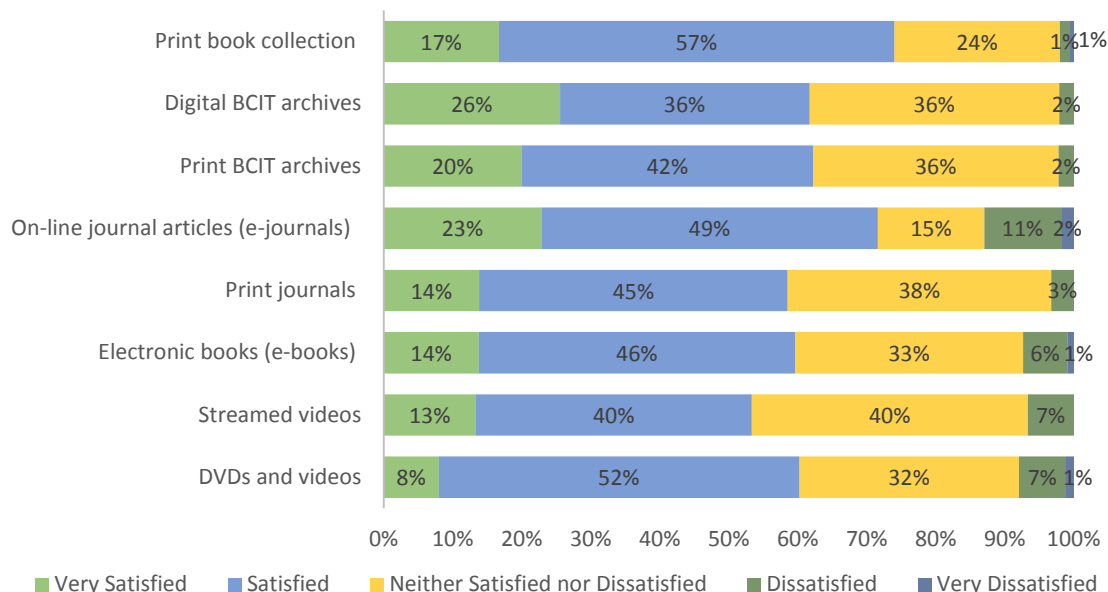
| Collections                           | Total n | Mean | Very Satisfied | Satisfied | Neither Satisfied nor Dissatisfied | Dissatisfied | Very Dissatisfied |
|---------------------------------------|---------|------|----------------|-----------|------------------------------------|--------------|-------------------|
| 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<br>(Very Often + Often) | Dissatisfaction<br>(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:

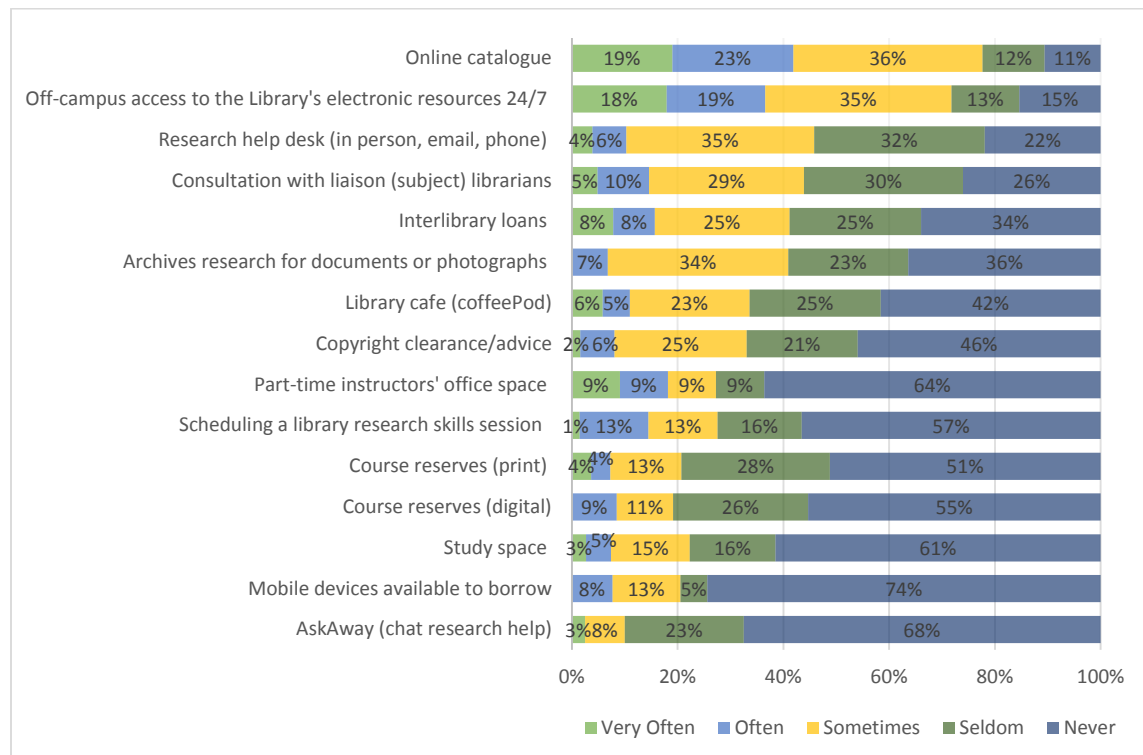
| Services and facilities for faculty and staff                          | Total n | Mean | Very Often | Often | Sometimes | Seldom | Never |
|------------------------------------------------------------------------|---------|------|------------|-------|-----------|--------|-------|
| Online catalogue                                                       | 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?

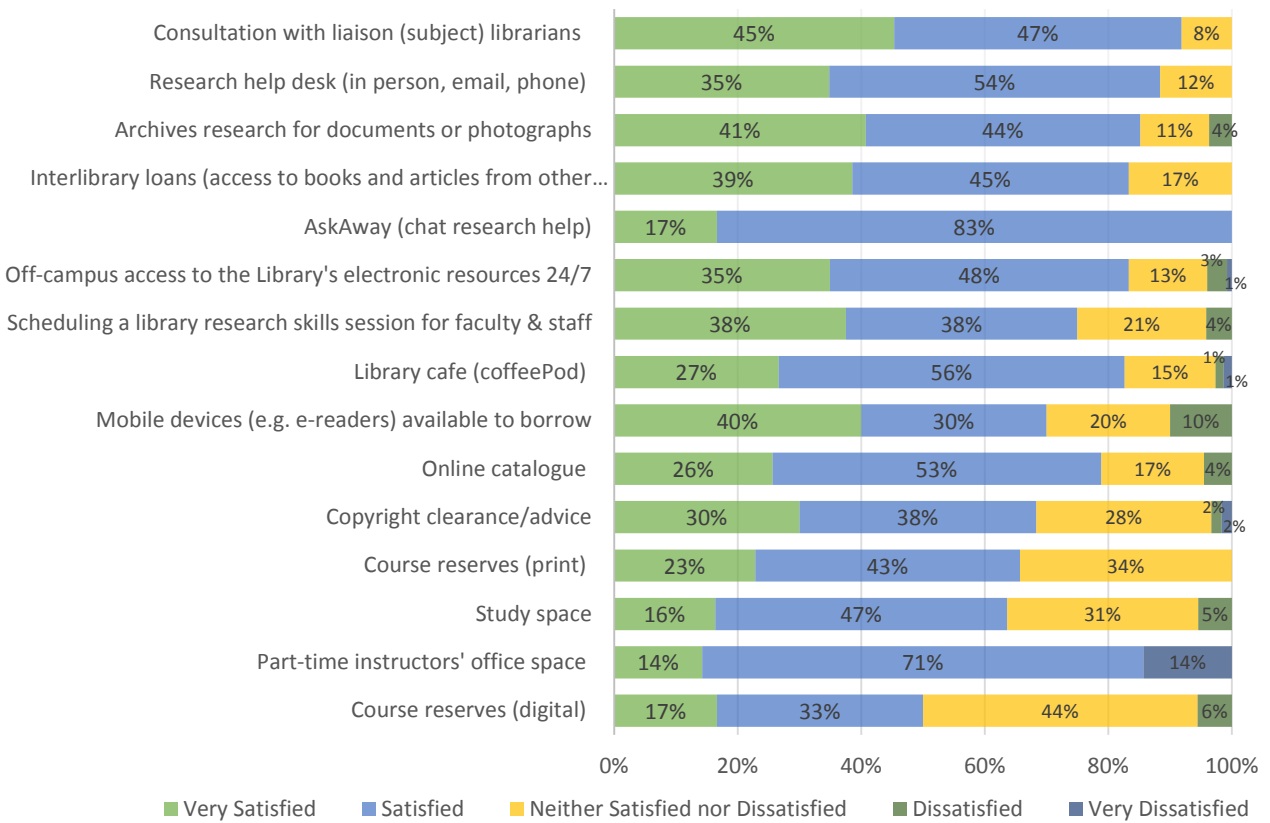
| Services and facilities for faculty and staff                          | Total n | Mean | Very Satisfied | Satisfied | Neither Satisfied nor Dissatisfied | Dissatisfied | Very Dissatisfied |
|------------------------------------------------------------------------|---------|------|----------------|-----------|------------------------------------|--------------|-------------------|
| 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><br>(Very Often + Often) | <b>Dissatisfaction</b><br>(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)

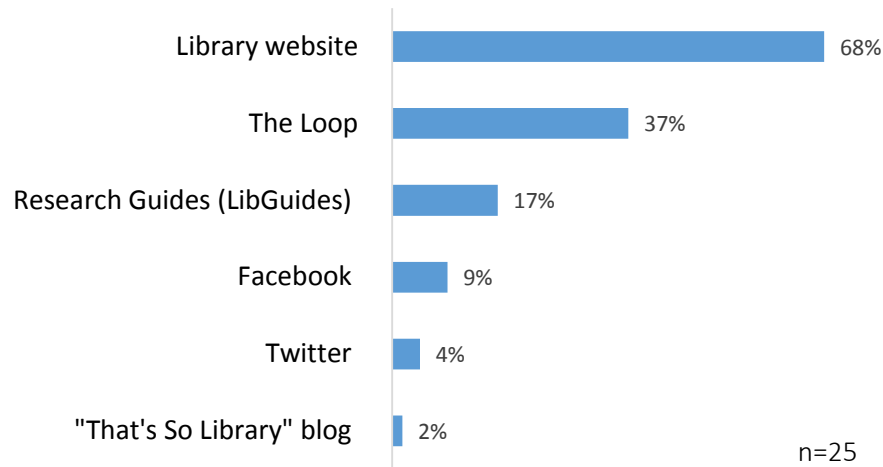


Table 6.6 shows that respondents who answered this question agreed that the service hours were convenient and borrowing periods, food and drink policies, and noise policies were appropriate. A large majority of respondents either strongly agree or agree with the listed statements (ranging between 79%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

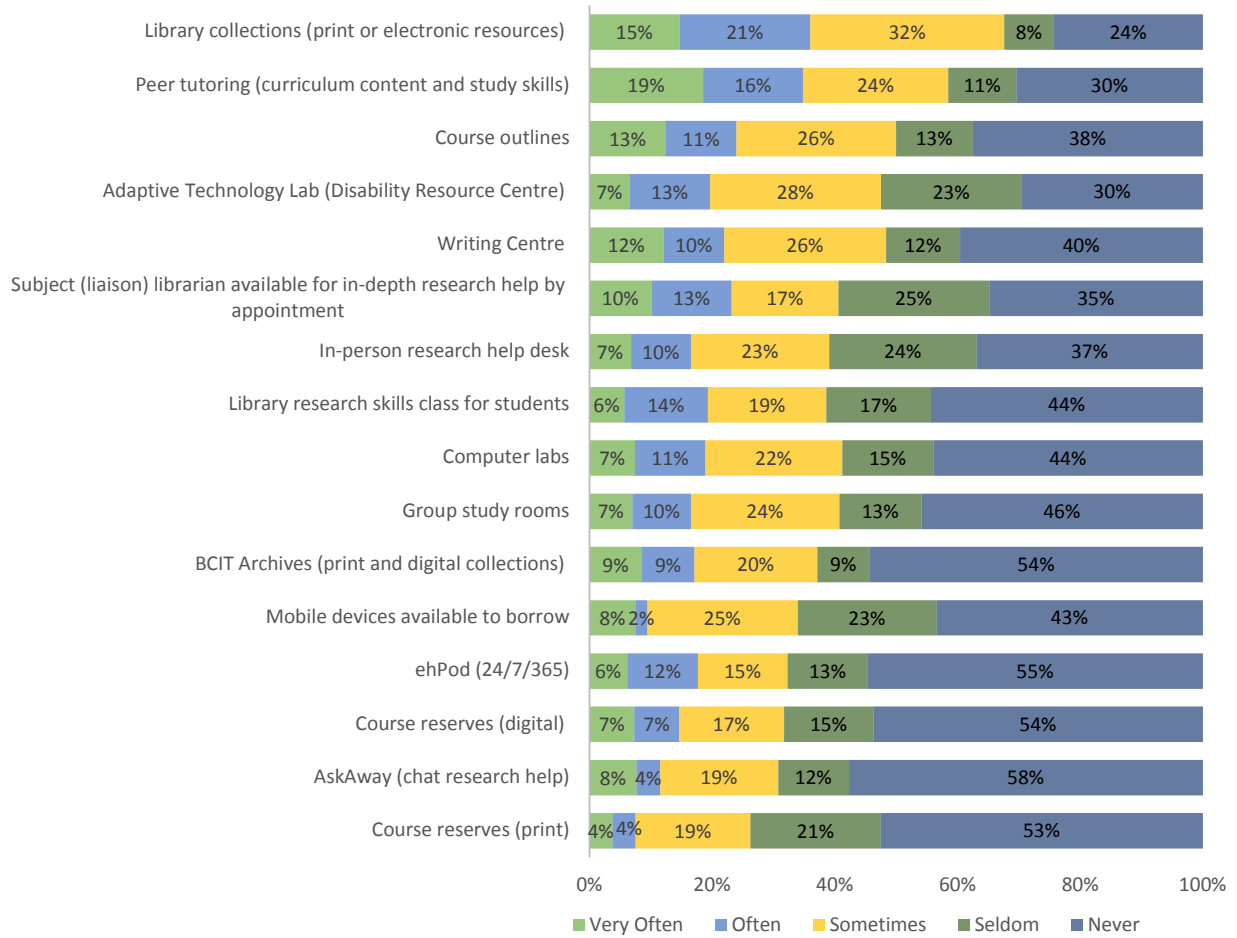
Of the responses which were included in the analysis, the highest ratings for frequency of usage were received for “Library collections (print or electronic resources)” (mean: 2.9) and “Peer tutoring (curriculum content and study skills)” (mean: 2.8), while the lowest ratings were obtained for the “AskAway (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<br>(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) |
| 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><br>(Very Important + Important) | <b>Usage</b><br>(Very Often + Often) | <b>Dissatisfaction</b><br>(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.

---

### 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"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| access library resources through the library website | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <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"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>    |
| Instructional support                                     | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>    |
| Research at BCIT                                          | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>    |
| Professional development (including credential upgrading) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>    |
| Personal/recreational reading                             | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <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"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>    |
| Providing resources I need - from academic journals to books to electronic databases                                      | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>    |
| Serving as a repository of BCIT-authored resources; in other words, archiving, preserving, and keeping track of resources | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>    |
| Providing active support that helps to increase the productivity of my work/teaching/research                             | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>    |
| Learning Commons (Peer Tutoring, Writing Centre, and Study Skills)                                                        | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>    |
| Professional advice on Records Management                                                                                 | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>    |
| Professional advice on Privacy and Access to Information                                                                  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>    |
| Professional advice on Copyright                                                                                          | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <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"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>    |
| Knowledge in records management                                                                                 | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>    |
| Knowledge on privacy issues                                                                                     | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>    |
| Knowledge on copyright                                                                                          | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <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"/> | <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"/> | <input type="radio"/>    |
| Streamed videos                       | <input type="radio"/> | <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"/> | <input type="radio"/>    |
| Print book collection                 | <input type="radio"/> | <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"/> | <input type="radio"/>    |
| Digital BCIT archives                 | <input type="radio"/> | <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"/> | <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"/> | <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"/> | <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"/> | <input type="radio"/>    |
| AskAway (chat research help)                                           | <input type="radio"/> | <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"/> | <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"/> | <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"/> | <input type="radio"/>    |
| Course reserves (print)                                                | <input type="radio"/> | <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"/> | <input type="radio"/>    |
| Consultation with liaison (subject) librarians                         | <input type="radio"/> | <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"/> | <input type="radio"/>    |
| Archives research for documents or photographs                         | <input type="radio"/> | <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"/> | <input type="radio"/>    |
| Study space                                                            | <input type="radio"/> | <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"/> | <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"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Borrowing periods are appropriate       | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Food and Drink policies are appropriate | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Noise policies are appropriate          | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

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

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

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

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**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?**

\_\_\_\_\_