



**2016 KPU Library Survey
of Faculty, Staff & Administrators**

Report of Findings

Prepared by the Office of Institutional Analysis and Planning
October 2016

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Executive Summary

Background & Methodology

Every other year, KPU Library collects feedback from employees on their experiences with the library's services and resources, how they access the library, their interest in potential workshops, and other topics of interest (such as KORA - Kwantlen Open Resource Access).

The survey was administered online from March 21 to April 30, 2016. A total of 1,329 KPU employees were contacted and 387 completed the survey, a response rate of 29% (up from 28% in 2014).

Characteristics of Respondents

Responding employees have the following characteristics:

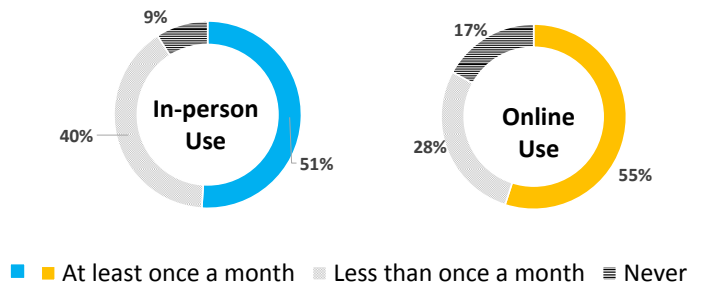
- Mainly Faculty (50%) or Staff (41%)
- Over half (54%) are in a teaching role at KPU
- Over half (55%) are based on the Surrey campus¹
- Mainly from the Faculty of Arts (35%), the Faculty of Academic & Career Advancement (18%), and the Faculty of Science & Horticulture (16%)²

¹ Compared to the actual distribution of employees by campus, Surrey is over-represented by 6 percentage points.

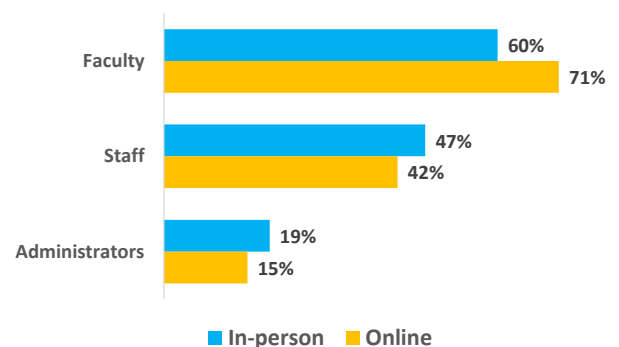
Highlights

LIBRARY USE: METHOD OF ACCESS

About half of all respondents use the library at least once a month in-person and online.



Faculty are most likely to use the library at least once a month in-person and online.



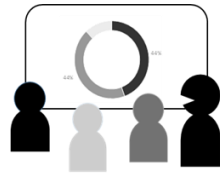
² Compared to the actual distribution of employees, the Faculty of Academic & Career Advancement is over-represented by 8 percentage points.

USE OF LIBRARY RESOURCES & SERVICES, BY PURPOSE

Respondents most often used the library's resources and services for:

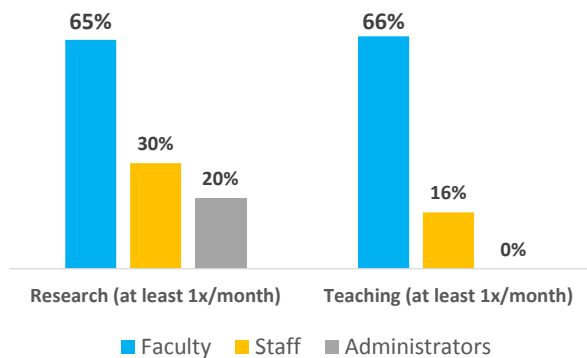


Research (72%)



Teaching (66%)

Faculty are most likely to use the library resources and services at least once a month for teaching and research.



IMPORTANCE & SATISFACTION RATINGS FOR LIBRARY RESOURCES³

Importance: Highest rated

- **84%** rated **online periodicals & online research databases** as very/somewhat important
- **78%** rated the **print book collection** as very/somewhat important)

³ See exhibit 14 for proportion of respondents indicating "slightly/not at all important". See exhibit 15 for the proportion of respondents indicating "neutral" or "somewhat/very dissatisfied".

Importance: Lowest rated (less than 50%)

- **45%** rated **Computers on Wheels** as very/somewhat important
- **45%** rated **data & GIS resources** as very/somewhat important

Satisfaction: Highest rated

- **79%** are very/somewhat satisfied with **online periodicals & online research databases**
- **78%** are very/somewhat satisfied with the **print book collection**

Satisfaction: Lowest rated (less than 50%)

- **43%** are very/somewhat satisfied with **data & GIS resources**

IMPORTANCE & SATISFACTION RATINGS FOR LIBRARY FACILITIES & SERVICES⁴

Importance: Highest rated

- **92%** rated the **Library website** as very/somewhat important
- **87%** rated **Library cleanliness** as very/somewhat important)

Importance: Lowest rated (less than 50%)

(All facilities & services evaluated were considered very/somewhat important by at least 7 in 10 respondents).

⁴ See exhibit 18 for proportion of respondents indicating "slightly/not at all important". See exhibit 19 for the proportion of respondents indicating "neutral" or "somewhat/very dissatisfied".

Satisfaction: Highest rated

- **90%** are very/somewhat satisfied with the **assistance by checkout counter staff**
- **87%** are very/somewhat satisfied with the **assistance by reference librarians**

Satisfaction: Lowest rated (less than 50%)

(All facilities & services evaluated were considered very/somewhat important by at least 7 in 10 respondents).

IMPORTANCE & SATISFACTION RATINGS FOR FACULTY & INSTRUCTIONAL SERVICES⁵

(Questions asked to those in a teaching role only).

Importance: Highest rated

- **92%** rated the **Library research skills classes taught by Librarians** as very/somewhat important
- **91%** rated **resources for the Faculty page on the Library website** as very/somewhat important)
- **91%** rated **collaboration with their Liaison Librarian** as very/somewhat important)

Importance: Lowest rated (less than 50%)

(All faculty & instructional services evaluated were considered very/somewhat important by at least 7 in 10 respondents).

Satisfaction: Highest rated

- **93%** are very/somewhat satisfied with the **collaboration with Liaison Librarian**

- **87%** are very/somewhat satisfied with the **Faculty collaboration with a Librarian on a teaching session**
- **87%** are very/somewhat satisfied with the **online plagiarism tutorial**

Satisfaction: Lowest rated (less than 50%)

(All faculty & instructional services evaluated were considered very/somewhat important by at least 7 in 10 respondents).

OPTIMAL MONTH TO ATTEND LIBRARY WORKSHOPS



Most preferred by Faculty (43%) & Staff (32%)



Most preferred by Administrators (40%)

KWANTLEN OPEN RESOURCES ACCESS (KORA)

(Questions asked to those in a teaching role only).

- **48%** of respondents are **aware** of KORA
- **24%** had **considered** submitting their digital works to KORA.

⁵ See page 16 (faculty services) and exhibit 21 (instructional services) for proportion of respondents indicating “slightly/not

at all important”. See page 16 (faculty services) and exhibit 22 (instructional services) for the proportion of respondents indicating “neutral” or “somewhat/very dissatisfied”.

Background & Methodology

Survey Background

Every other year, KPU Library collects feedback from employees on their experiences with the library's services and resources, how they access the library, their interest in potential workshops, and on other topics of interest (such as KORA, Kwantlen Open Resource Access, in 2016).

Methodology

In 2016, the survey was administered online between March 21st and April 30th.

Response Rate

A total of 1,329 KPU employees were contacted and 387 completed the survey. This represents a response rate of 29%, an increase of one percentage point from the 2014 survey.

Reporting

In addition to looking at the overall response patterns, differences across employee group, faculty/school, main campus of respondent are explored⁶. Only differences between groups that are statistically significant⁷ are referenced in this report.

In previous years, the median of the importance and satisfaction data was presented in the report. In this report, the data is further broken down⁸ to provide the reader with greater detail.

Verbatim (employee responses to open-ended questions) have been cleaned to remove identifying information. The information has been provided to library staff in a separate document (*2016 KPU Library Survey of Faculty, Staff & Administrators: Qualitative Report*).

Survey results for the following subgroups should be interpreted with caution due to the small number of respondents:

- Employees in the **Faculty of Trades & Technology** (13 respondents),
- Employees who mainly work or teach most of their classes at **KPU Tech** (14 respondents),
- Employees in the **Wilson School of Design** (17 respondents), and
- Employees in the **Faculty of Health** (17 respondents).

⁶ Topics explored include library use by method of access, use of library resources and services by purpose, importance ratings and satisfaction ratings.

⁷ Statistically significant at the 5% level.

⁸ Importance data is broken down into three categories: Very/moderately important, slightly/not at all important, and no opinion. Satisfaction data is also broken down into three categories: Very/somewhat satisfied, neutral, and somewhat/very dissatisfied.

Respondent Characteristics

Employees' Current Role

Half the respondents are Faculty members, about 4 in 10 are Staff and 1 in 10 are Administrators. See *Exhibit 1*. Just over half (54%) are in a teaching role at KPU.⁹ See *Exhibit 2*.

Exhibit 1: Survey Respondents by Employee Group

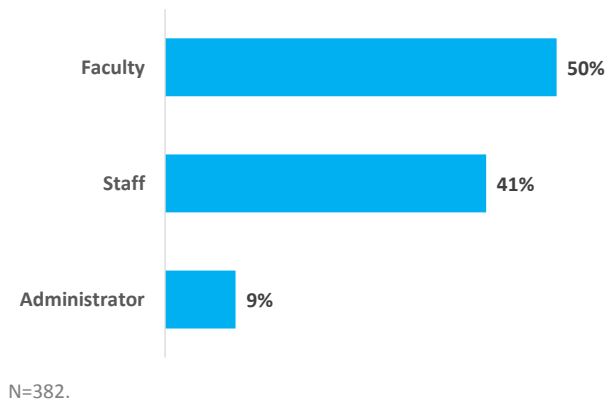
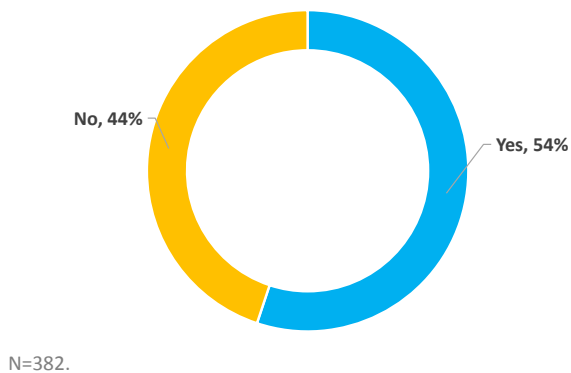


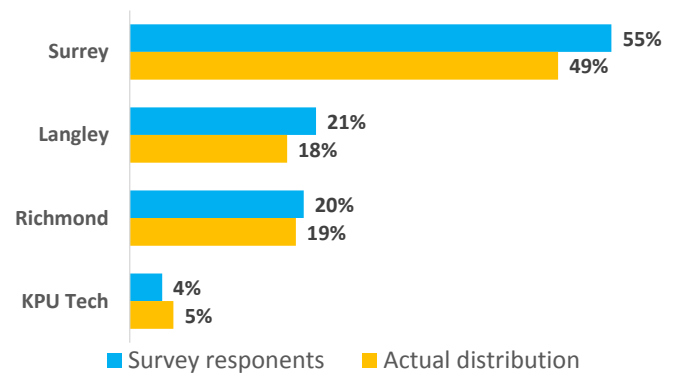
Exhibit 2: Survey Respondents in a Teaching Role at KPU



Campus

Overall, the distribution of survey respondents by campus is fairly representative of the actual distribution of employees by campus in Spring 2016, though the Surrey campus is over-represented by 6 percentage points. See *Exhibit 3*.

Exhibit 3: Spring 2016 Distribution by Campus
(survey distribution by primary campus vs. actual distribution of employees by primary campus)



N=379. Source: KPU administrative data, Employee Summary – Spring 2016

Faculty/School

Overall, two-thirds (67%) of respondents belong to an academic Faculty/School.

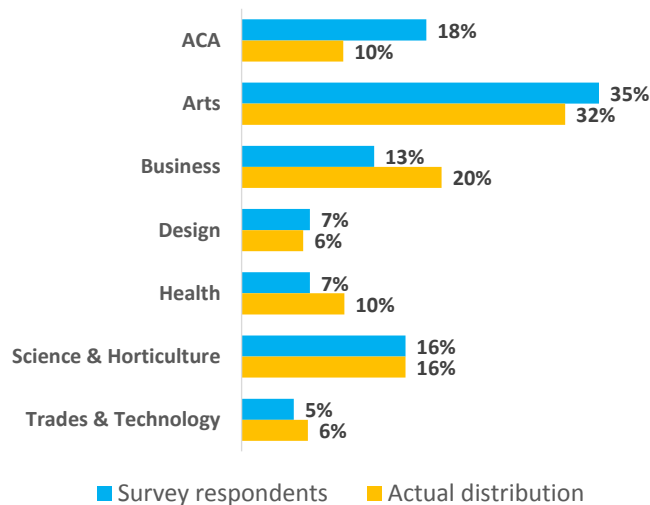
Of respondents who belong to an academic Faculty/School, the majority belong to the Faculty of Arts (35%), the Faculty of Academic & Career Advancement (18%), and the Faculty of Science & Horticulture (16%).

⁹ Includes teaching courses, co-op, and leading labs.

- The Faculty of Academic & Career Advancement (ACA) is over-represented by 8 percentage points.
- The School of Business is under-represented by 7 percentage points.

See Exhibit 4.

Exhibit 4: Spring 2016 Distribution by Faculty/School
(survey distribution vs. actual distribution)



N=255. Includes academic Faculties only. Source: KPU administrative data, Employee Summary – Spring 2016

Exhibit 5 provides a breakdown of respondents by Faculty/School and campus.

Respondents from the Wilson School of Design and the Faculty of Health are located exclusively on the Richmond campus and Langley campus, respectively.

About two-thirds of respondents from the Faculty of Academic & Career Advancement (ACA), the Faculty of Arts and the School of Business are located on the Surrey campus (63%, 68%, and 64%, respectively).

Nearly half (48%) of respondents from the Faculty of Science & Horticulture are located on the Langley campus and almost all respondents from the Faculty of Trades & Technology (92%) are located at KPU Tech (Cloverdale).

Exhibit 5: Distribution by Faculty/School and Campus

	Langley	Richmond	Surrey	KPU Tech
Faculty of Academic & Career Advancement	17%	20%	63%	...
Faculty of Arts	11%	21%	68%	...
School of Business	6%	30%	64%	...
Wilson School of Design	...	100%
Faculty of Health	100%
Faculty of Science and Horticulture	48%	28%	25%	...
Faculty of Trades & Technology	8%	92%

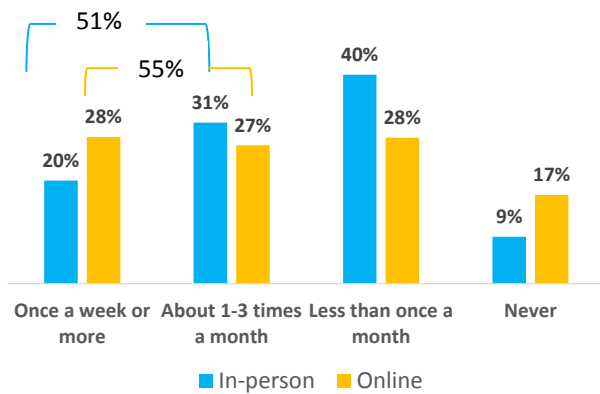
N= 46 (ACA); 88 (Arts); 33 (Business); 17 (Design); 16 (Health); 40 (Science & Horticulture); 13 (Trades & Technology).

Library Use: Method of Access

Frequency of Library Use, by Access

About half of respondents access the library at least once a month *in-person* (51%) and *online* (55%). See exhibit 6.

Exhibit 6: Frequency of Use by Method of Access



N=369 (in-person), N=320 (online)

BY EMPLOYEE GROUP

Faculty are most likely to use the library *in-person at least once a month* (60% compared to 47% of staff and 19% of Administrators).

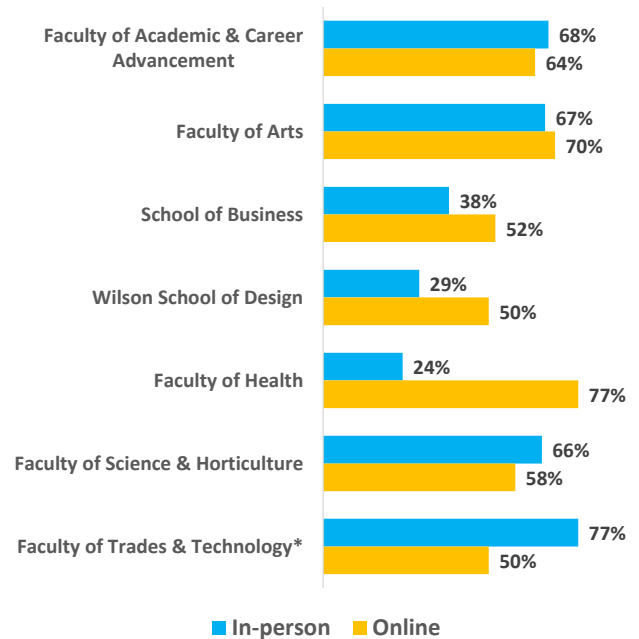
Faculty are also much more likely to use the library *online at least once a month* (71% compared to 42% of staff and 15% of Administrators).

BY FACULTY/SCHOOL

In-person library use varies considerably across Faculties/Schools, ranging from a high of 77% (Faculty of Trades & Technology¹⁰ respondents who accessed the library at least once a month) and a low of 24% (Faculty of Health respondents who accessed the library at least once a month).

At least half of respondents in each Faculty/School access the library *online* at least once a month. Respondents from the Faculty of Health are most likely to access the library online at least once a month (78%). See Exhibit 7.

Exhibit 7: Library Use by Method of Access and Faculty/School
(% accessing the library at least once per month)



*KPU Tech results should be interpreted with caution due to small sample sizes.
N= 43-44 (ACA); 80-87 (Arts); 29-32 (Business); 14-17 (Design); 13-17 (Health); 36-38 (Science & Horticulture); 8-13 (Trades & Technology).

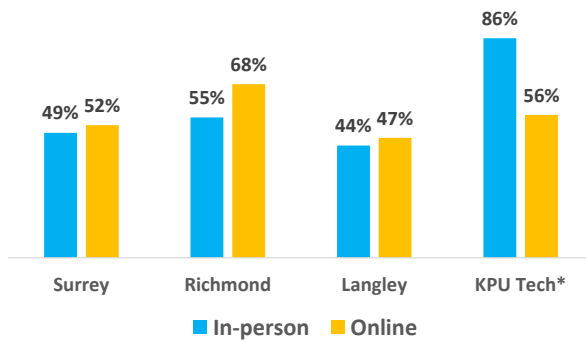
¹⁰ Results should be interpreted with caution due to small sample size (n=13).

BY CAMPUS

With the exception of respondents from KPU Tech, a greater proportion of respondents access the library *online at least once a month* compared to in-person use.

Richmond campus respondents are more likely than respondents from Surrey and Langley campuses to access the library *at least once a month* in-person or online. *See exhibit 8.*

Exhibit 8: Library Use by Method of Access and Campus
(% accessing the library at least once per month)



*KPU Tech results should be interpreted with caution due to small sample sizes.
N=9-14 (KPU Tech); 62-78 (Langley); 60-73 (Richmond); 185-198 (Surrey).

Use of Library Services & Resources: Purpose

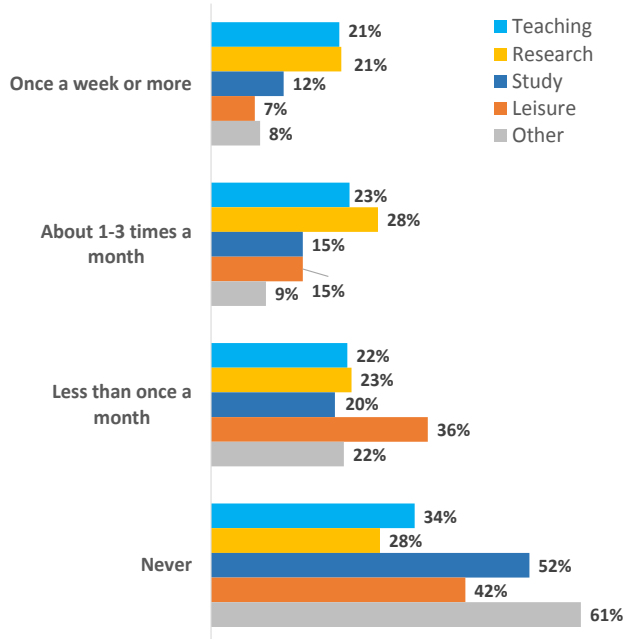
Frequency of Library Use, by Purpose

The library's resources and services were most often used for **research purposes** (72% of respondents) and **teaching purposes** (66%).

Nearly 6 in 10 respondents (58%) used the library for leisure purposes, 48% used the library for study purposes and 39% used the library for other purposes.

About half (49%) accessed the library's resources and services **at least once per month for research purposes** and 44% used the library's resources and services for **teaching purposes at least once a month**. See exhibit 9.

Exhibit 9: Use of Library Resources & Services, by Purpose



N=298 (teaching), 298 (research), 284 (study), 291 (leisure), 210 (other).

BY EMPLOYEE GROUP¹¹

Faculty were most likely to use the library's resources and services **at least once a month** for:

- Teaching (66%, compared to 16% of Staff and 0% of Administrators),
- Research (65%, compared to 30% of Staff and 20% of Administrators), and
- Study (33%, compared to 24% of Staff and 4% of Administrators)

BY FACULTY/ SCHOOL³

Reasons for using the library's resources and/or services for teaching, research, and study vary across Faculties/Schools. In *exhibit 10*, the Faculty/Schools with the highest proportion of respondents using the library for each purpose are highlighted in orange.

Exhibit 10: Use of Library Resources & Services, by Purpose and Faculty/School

(% using the resources/services at least on a month)

	Teaching	Research	Study
Faculty of Academic & Career Advancement	45%	36%	31%
Faculty of Arts	69%	71%	36%
School of Business	34%	46%	18%
Wilson School of Design	40%	60%	21%
Faculty of Health	64%	73%	25%
Faculty of Science & Horticulture	64%	61%	41%
Faculty of Trades & Technology*	7%	80%	44%

*Results should be interpreted with caution due to small sample sizes. Related, KPU Tech respondents (note: small sample size) are more likely to say they use the library at least once a month for study purposes.

N= 42-44 (ACA); 69-77 (Arts); 28-29 (Business); 14-15 (Design); 12-15 (Health); 32-33 (Science & Horticulture); 9-10 (Trades & Technology).

¹¹ Use of the library for leisure and other purposes are similar across groups.

Library Resources

KPU employees were asked to rate the **importance** of various library resources on a 4-point scale (4=very important, 3=moderately important, 2=slightly important, 1=not at all important). Employees were also given the option to choose 'have not used' and 'no opinion'.¹²

Employees were also asked to rate their **satisfaction** with the library's resources, facilities and services overall and in regards to specific items. Respondents were provided with a 5-point scale (5=very satisfied, 4=somewhat satisfied, 3=neutral, 2=somewhat dissatisfied, 1=very dissatisfied). Employees were also given the option to choose 'have not used' and 'not relevant to my work'.

Approximate Use of Library Resources¹³

Overall, the library's print book collection and its online periodicals & online research databases are the most commonly used resources. The Library's electronic book collection and print periodicals are also popular. *See exhibit 11.*

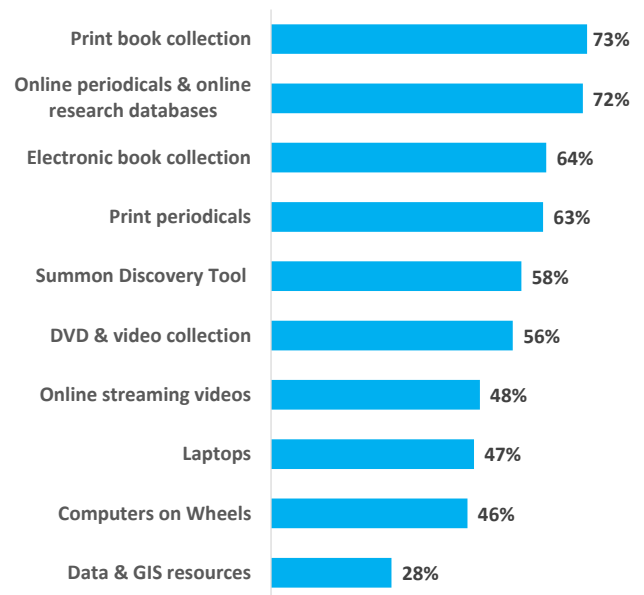
"I use the online CPA Handbook, Income Tax Act and CPEM frequently in my classes¹⁴. I find these resources extremely useful."

Use of Computers on Wheels (COWs) for Teaching

The survey also asked those who are in a teaching role at KPU whether they have borrowed Computers on Wheels (COWs) to use in their teaching.

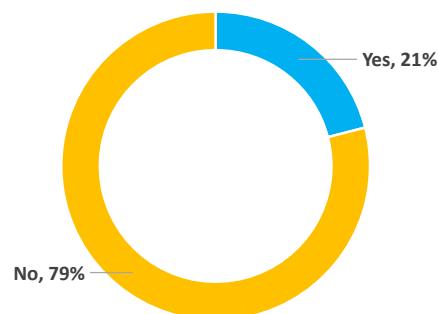
Two in ten say they use computers on wheels for that purpose. *See exhibit 12.*

Exhibit 11: Approximate Use of Library Resources



N=143-248 (overall)

Exhibit 12: Use of Computers on Wheels for Teaching



Base: Respondents who are in a teaching role at KPU. N=197.

¹² For the 2014 survey, a 5-point scale was used (very important, somewhat important, neutral, somewhat unimportant, very unimportant). As such, comparisons between 2014 and 2016 are not made in this report.

¹³ Respondents were asked to rate the satisfaction of various library resources, facilities and services. Response options

include: very satisfied, somewhat satisfied, neutral, somewhat dissatisfied, very dissatisfied, not relevant to my work, and have not used. The proportion of **approximate users** is calculated based on the number of respondents who indicated they used the resource by indicating their satisfaction with the item.

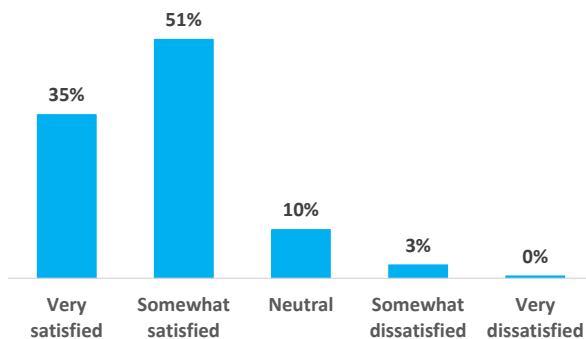
¹⁴ Accounting resources.

Overall Satisfaction with Library Resources

Overall there is a high level of satisfaction with the KPU library resources. 86% of respondents say they were very/somewhat satisfied and no respondents are “very dissatisfied”. See exhibit 13.

The overall satisfaction is unchanged from 2014 (86% very/somewhat satisfied).

Exhibit 13: Overall Satisfaction with Library Resources



N=211.

‘Have not used’ and ‘Not relevant to my work’ responses are not included in the calculations.

Importance of & Satisfaction with Library Resources¹⁵

Exhibit 14 details respondents’ importance ratings for KPU library resources and exhibit 15 (on the next page) shows respondents’ satisfaction ratings for the same library resources.

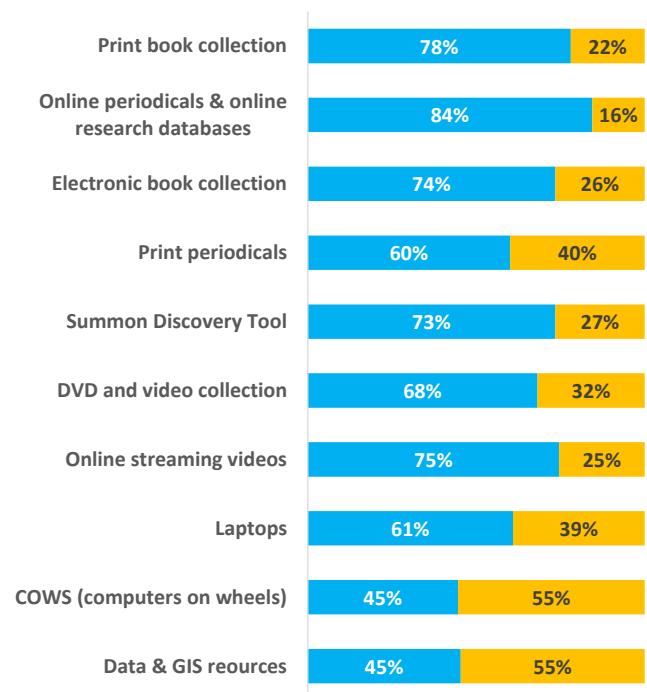
Eight of the ten resources are considered to be very/somewhat important by 60% or more respondents.

The two most often used resources, *print book collection* and *online periodicals & online research databases* (see exhibit 11) are the highest rated in terms of importance.

Despite the lower approximated use for online streaming videos (48% of all respondents, see exhibit 11), the resource is considered to be very/somewhat important by 75% of respondents.

Importance ratings are similar across employee group, faculty/school, and campus. An exception is that fewer KPU Tech respondents rated the Summon Discovery tool as very/somewhat important (38%), compared to respondents from Richmond (82%), Langley (80%), and Surrey (69%).

Exhibit 14: Importance Ratings for Library Resources



■ Very/somewhat important

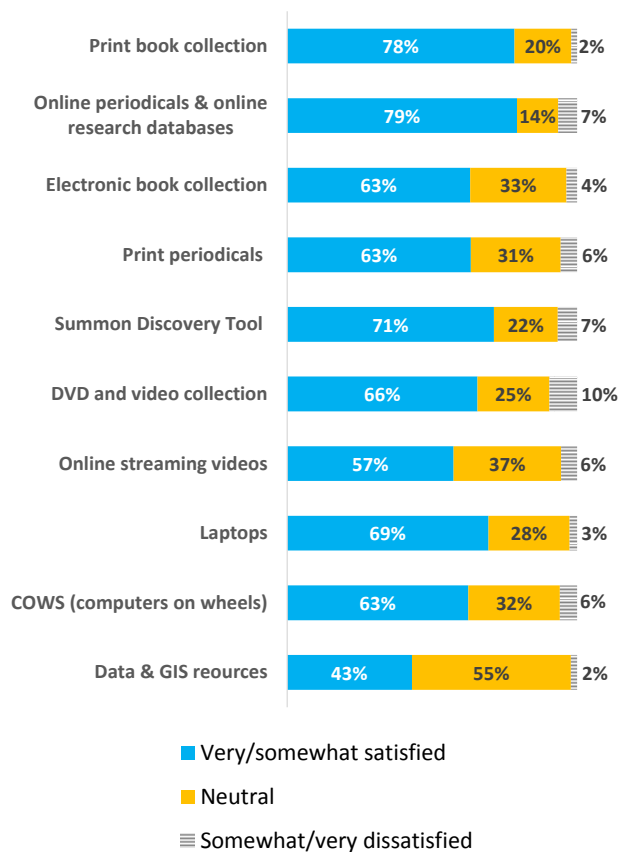
■ Slightly/not at all important

N=119-257.

‘Have not used’ and ‘Not relevant to my work’ responses are not included in the calculations.

¹⁵ Base for importance and satisfaction calculations excludes ‘have not used’ and ‘not relevant to my work’ responses.

Exhibit 15: Satisfaction Ratings for Library Resources



N=93-250.
 'Have not used' and 'Not relevant to my work' responses are not included in the calculations.

The majority of respondents (57% or more) said they were very/somewhat satisfied with nine of the ten resources.

The two most often used resources, *print book collection* and *online periodicals & online research databases* (see exhibit 11) are the highest rated in terms of satisfaction.

“Online databases of periodicals and articles - great and easy to use”

While less than half (45%) say that *Computers on Wheels* (COWs) is very/somewhat important, almost two-thirds (63%) are very/somewhat satisfied with the resource.

“Ready availability of COWS is great and much appreciated.”

While three quarters of respondents say that *online streaming videos* (75%) and the *electronic book collection* (74%) are very/moderately important, fewer are very/somewhat satisfied with the resources (57% and 63%, respectively). While a slightly lower rating for satisfaction than for importance does not suggest a problem, it highlights opportunity areas for the library to focus its efforts on to further increase employee satisfaction.

“Due to personal lack of knowledge in this area and the overwhelming amount of library information, I am not able to keep up and therefore when recently attempting to locate certain electronic book collection information, I failed miserably.”

“...I refer students to many books on a regular basis and the majority are not available at the library.”

“Expansion of numbers and types of videos would be good.”

Satisfaction ratings across the different groups are similar, with the exception of the rating for the library’s *DVD and video collection*. Respondents from KPU Tech and the Faculty of Trades & Technology were less likely to say they are very/somewhat satisfied with the resource.

The 2014 satisfaction ratings are similar to the satisfaction ratings for 2016.¹⁶

¹⁶ Not statistically significant findings at the 5% level.

Library Facilities and Services

Employees were asked to rate the **importance** of various library resources on a 4-point scale (4=very important, 3=moderately important, 2=slightly important, 1=not at all important). Employees were also given the option to choose 'have not used' and 'no opinion'.¹⁷

Employees were also asked to rate their **satisfaction** with the library's resources, facilities and services overall and in regards to specific items. Respondents were provided with a 5-point scale (5=very satisfied, 4=somewhat satisfied, 3=neutral, 2=somewhat dissatisfied, 1=very dissatisfied). Employees were also given the option to choose 'have not used' and 'not relevant to my work'.

Approximate Use of Library Facilities and Services¹⁸

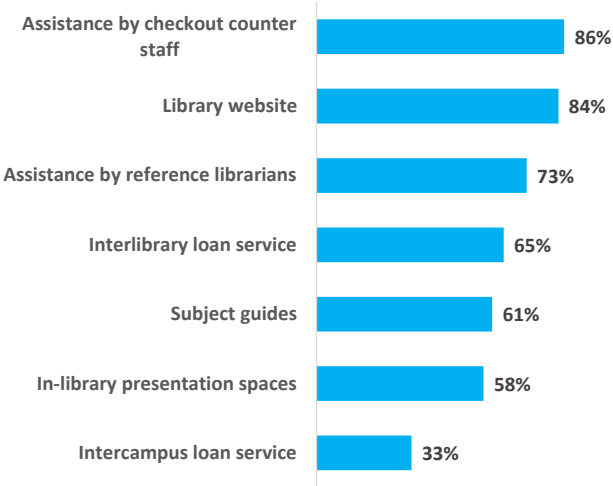
Overall, the library's facilities and services are used by many (at least 58% of respondents used the various facilities and services). The exception is the intercampus loan service - a third of respondents used this service. See exhibit 16.

Overall Satisfaction with Library Facilities and Services

Overall, there is a high level of satisfaction with the KPU library facilities and services. Over half of respondents (55%) said they are 'very satisfied'; 91% are very/somewhat satisfied. No respondents are 'very dissatisfied'. See exhibit 17.

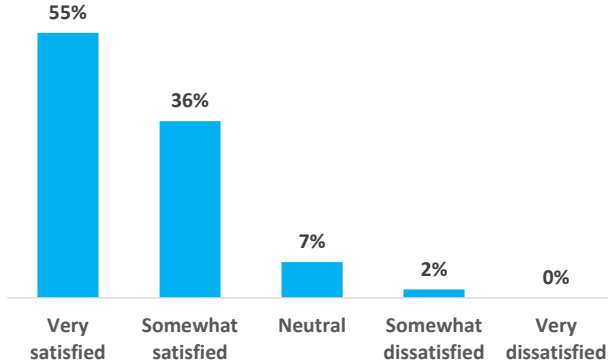
The satisfaction level in 2016 is close to the overall satisfaction level in 2014 (89% very/somewhat satisfied).

Exhibit 16: Approximate Use of Select¹³ Library Facilities & Services



N=319-326 (overall)

Exhibit 17: Overall Satisfaction with Library Facilities & Services



N=323.

'Have not used' and 'Not relevant to my work' responses are not included in the calculations.

include: very satisfied, somewhat satisfied, neutral, somewhat dissatisfied, very dissatisfied, not relevant to my work, and have not used. The proportion of approximate users is calculated based on the number of respondents who indicated they used the resource by indicating their satisfaction with the item. Approximate use of 'Library hours of operation', 'Library cleanliness' and 'Reference service desk hours' excluded.

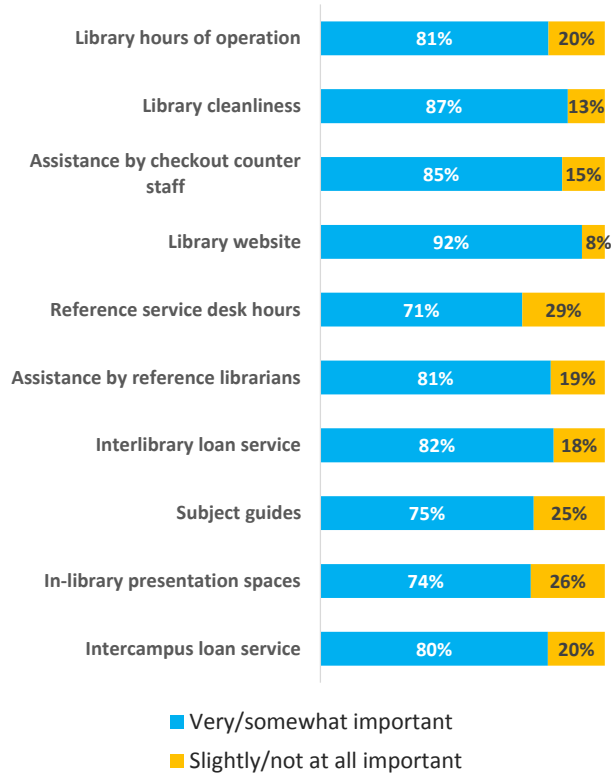
¹⁷ For the 2014 survey, a 5-point scale was used (very important, somewhat important, neutral, somewhat unimportant, very unimportant). As such, comparisons between 2014 and 2016 are not made in this report.

¹⁸ Respondents were asked to rate the satisfaction of various library resources, facilities and services. Response options

Importance of & Satisfaction with Library Facilities and Services¹⁹

Over 7 in 10 respondents consider each of the library facilities and services (see exhibit 18) to be very/somewhat important.

Exhibit 18: Importance Ratings of Library Facilities & Services



N=173-289
 'Have not used' and 'Not relevant to my work' responses are not included in the calculations.

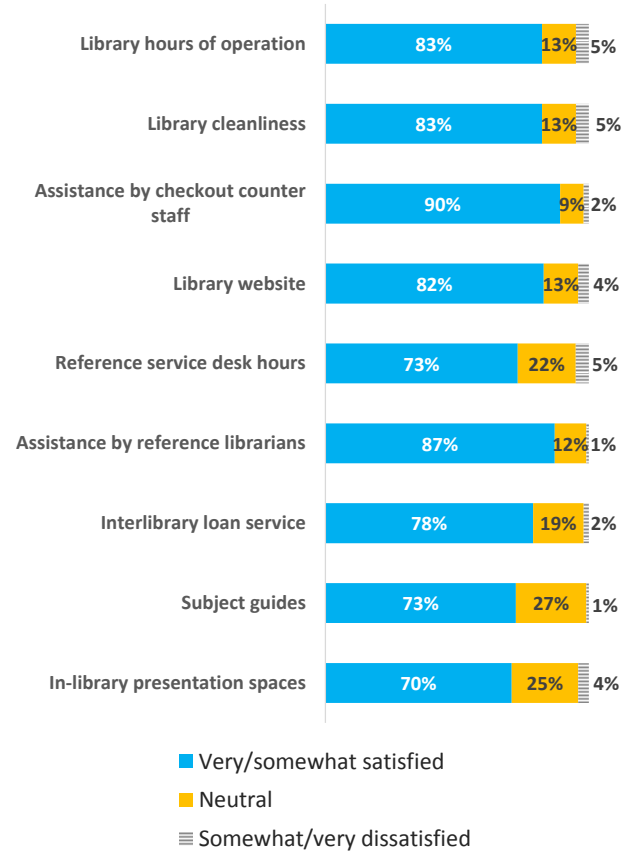
“They [library facilities and services] are important to me as they serve our students.”

“The library staff are a treasure. They play a huge role in supporting me in my job and I know that students are very grateful for their help too.”

¹⁹ Base for importance and satisfaction calculations excludes 'have not used' and 'not relevant to my work' responses.

At least 7 in 10 respondents are very/somewhat satisfied with each of the library facilities and services. See exhibit 19.

Exhibit 19: Satisfaction Ratings of Library Facilities & Services



N=185-291
 'Have not used' and 'Not relevant to my work' responses are not included in the calculations.

“The reference librarians are amazingly helpful, and we are so very lucky to have them to serve both us and our students.”

“The counter staff always exceeds my expectations.”

“Anything I place a hold on has always been delivered incredibly quickly, arriving usually within 24 hours at the campus where I can pick it up. This is a great service.”

“Clean and comfortable with a positive atmosphere.”

“The booking of in-library presentation spaces for my class has always been made a priority by the library staff.”

“The subject guides are very useful for first year students and I have my department specific librarian - exceptional!”

Almost 9 in 10 respondents (87%) are very/somewhat satisfied with *assistance by reference librarians* – 6 percentage points higher than the proportion who rated this service as very/somewhat important.

While 92% of respondents say that the *library website* is very/somewhat important, fewer are very/somewhat satisfied with the resource (82%). While a slightly lower rating for satisfaction than for importance does not suggest a problem, it highlights opportunity areas for the library to focus its efforts on to further increase employee satisfaction.

With a few exceptions (discussed below), importance and satisfaction ratings are similar across employee group, Faculties/Schools, and campus.

- A lower proportion of Langley respondents consider *library hours of operation* to be very/somewhat important (68% compared to 83% of respondents from the other campuses).
- Staff (90%) and Faculty (85%) are more likely to consider *assistance by reference librarians* to be very/somewhat *important* (compared to 57% of Administrators). However, fewer Staff are very/somewhat *satisfied* with the service (77% compared to 92% Faculty and 92% Administrators).

- The Faculty of Arts and the Faculty of Science and Horticulture have the lowest proportion of respondents who are very/somewhat *satisfied* with *reference service desk hours* (57% and 62%, respectively, compared to 82% of respondents from the other Faculties/Schools).
- A lower proportion of Administrators are very/somewhat satisfied with the reference services desk hours (62% compared to 70% Staff and 76% Faculty).

Compared to 2014, the satisfaction rating for *subject guides* has increased from 64% very/somewhat satisfied in 2014 to 73% very/somewhat satisfied in 2016.

Only respondents in a **teaching role** at KPU (see exhibit 2) were asked the set of Faculty Services questions.

Approximate Use²⁰ of Faculty Services

Overall, 7 in 10 respondents in a teaching role at KPU used *each* of the three faculty services: resources for Faculty page on the Library website (70%), copyright information (70%), and course reserves (68%).

Importance of & Satisfaction with Faculty Services²¹

At least 8 in 10 respondents in a teaching role at KPU consider the three faculty services to be very/somewhat important.

- **91%** rated **resources for Faculty page on the Library website** to be very/somewhat important.
- **88%** rated **copyright information** to be very/somewhat important.
- **80%** rated **course reserves** to be very/somewhat important.

Overall, respondents in a teaching role at KPU are satisfied with the three faculty services:

- **86%** said they were very/somewhat satisfied with **resources for Faculty page on the Library website**.
- **82%** said they were very/somewhat satisfied with **course reserves**.

- **77%** said they were very/somewhat satisfied with **copyright information**.

While 88% of respondents say that **copyright information** is very/somewhat important, fewer are very/somewhat satisfied with the resource (77%). While a slightly lower rating for satisfaction than for importance does not suggest a problem, it highlights opportunity areas for the library to focus its efforts on to further increase employee satisfaction.

Positive comments regarding Faculty Services include:

“Exceptional Faculty Page!”

“[Copyright] and plagiarism information is essential”

“Very much appreciate the simple procedure to put books on hold”

Only one respondent provided reasons why they were not satisfied with the faculty services:

“I find the website confusing and [not] the most intuitive to navigate. I often resort to walking to the library and asking librarians to help”

There are no significant differences between groups.

The satisfaction levels for the three Faculty services were similar in 2014 and 2016.

²⁰ Respondents were asked to rate the satisfaction of various library resources, facilities and services. Response options include: very satisfied, somewhat satisfied, neutral, somewhat dissatisfied, very dissatisfied, not relevant to my work, and have not used. The proportion of **approximate users** is calculated

based on the number of respondents who indicated they used the service by indicating their satisfaction with the item.

²¹ Base for importance and satisfaction calculations excludes ‘have not used’ and ‘not relevant to my work’ responses.

Instructional Services

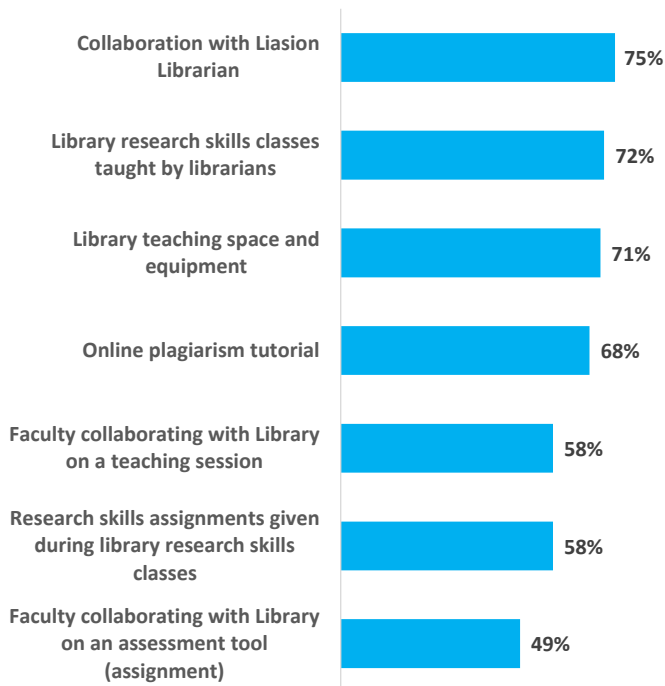
Only respondents in a **teaching role** at KPU (see exhibit 2) were asked the set of Instructional Services questions.

Approximate Use of Instructional Services²²

Exhibit 20 shows the approximate use of 7 instructional services.

Faculty collaborating with Library on an assessment tool is the least used instructional service (49% of respondents in a teaching role). Other services are used by 58%-75% of respondents who are in a teaching role at KPU.

Exhibit 20: Approximate Use of Instructional Services



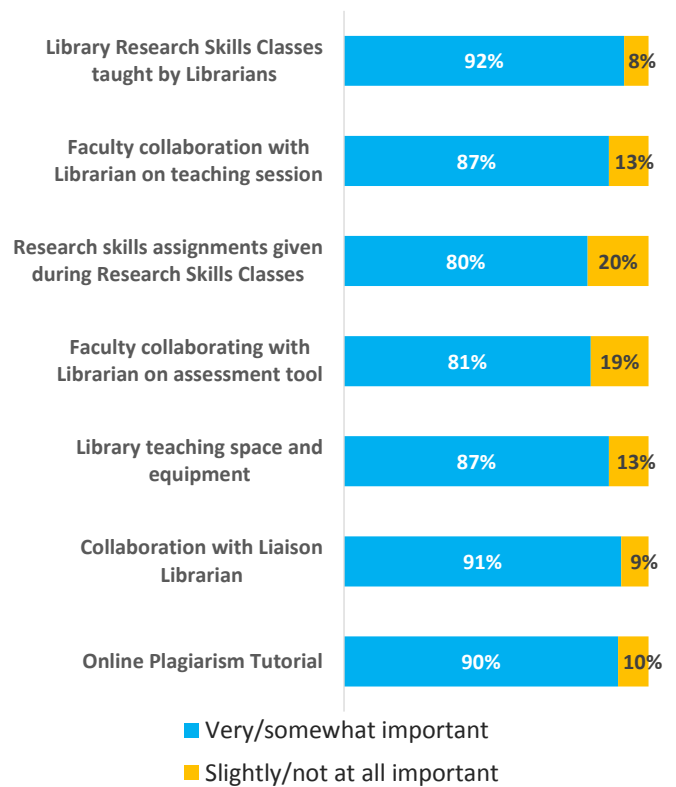
N=195-197

Importance of & Satisfaction with Instructional Services²³

Exhibit 21 shows at least 8 in 10 respondents in a teaching role rated each of the Library's instructional services as very/somewhat important.

A large majority of respondents (83%-93%) say they were very/somewhat satisfied with the instructional services. See exhibit 22 on the next page.

Exhibit 21: Importance Ratings for Instructional Services



N=100-153

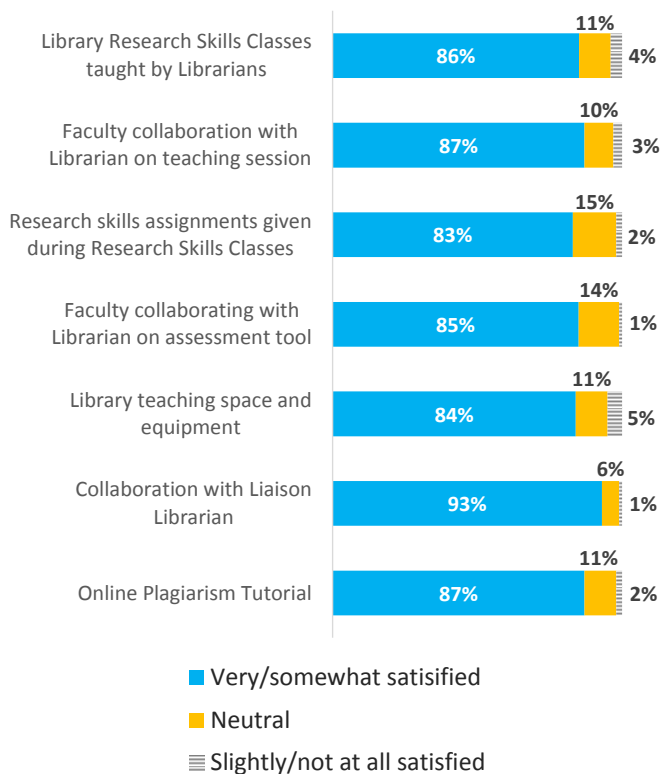
'Have not used' and 'Not relevant to my work' responses are not included in the calculations.

²² Respondents were asked to rate the satisfaction of various library resources, facilities and services. Response options include: very satisfied, somewhat satisfied, neutral, somewhat dissatisfied, very dissatisfied, not relevant to my work, and have not used. The proportion of **approximate users** is calculated based on the number

of respondents who indicated they used the service by indicating their satisfaction with the item.

²³ Base for importance and satisfaction calculations excludes 'have not used' and 'not relevant to my work' responses.

Exhibit 22: Satisfaction Ratings for Instructional Services



N=96-147

'Have not used' and 'Not relevant to my work' responses are not included in the calculations.

“The KPU librarians are fabulous. [Librarian]’s sessions for my classes have been hugely helpful and well presented.”

“Our Liaison Librarian is an integral (honorary) member of our department. I have never worked in a postsecondary environment with a more supportive, engaged, and effective library-faculty relationship.”

“Online plagiarism tutorial is important and helpful.”

“Outstanding assignments and tutorials!”

With a couple of exceptions (discussed below), ratings are similar across employee group, Faculty/School, and campus.²⁴

- Respondents from the School of Business were least likely to be very/somewhat satisfied (67%) ***with faculty collaborating with Librarian on an assessment tool (assignment)***; a third of School of Business respondents (33%) felt neutral towards the service. Satisfaction for the service was above 83% for all other Faculties/Schools.
- Faculty are more satisfied with the ***online plagiarism tool*** (89% very/somewhat satisfied) than staff (80%).

Compared to 2014, satisfaction ratings increased for three instructional services:²⁵

- Satisfaction on ***faculty collaborating with Librarian on a teaching session*** increased from 76% very/somewhat satisfied in 2014 to 87% satisfied in 2016.²⁶
- Satisfaction on ***faculty collaborating with Librarian on an assessment tool (assignment)*** increased from 66% very/somewhat satisfied in 2014 to 85% satisfied in 2016.
- Satisfaction on ***collaboration with Liaison Librarian*** increased from 84% very/somewhat satisfied in 2014 to 93% satisfied in 2016.

Library Skills Classes

Employees in a teaching role at KPU and who schedule Library Research Skills classes²⁷ prefer to have students ***go to the Library lab for hands-on practice*** (57%), compared to having a ***Librarian go to the classroom and provide a demonstration of resources*** (10%). A third (33%) of respondents prefer ***both***.

²⁴ Results for KPU Tech and the Faculty of Trades and Technology are not included in this section due to the small number of respondents who provided a rating.

²⁵ In 2014, the instructional services question was asked of faculty respondents. In 2016, the question was asked of respondents who are in a teaching role at KPU (includes faculty and staff respondents).

²⁶ In 2016, 42% of respondents indicated they 'have not used' the resource or the resource is 'not relevant to their work', down from 48% in 2016. Base for importance and satisfaction calculations excludes 'have not used' and 'not relevant to my work' responses.

²⁷ 'Not applicable' not included in the calculations.

Workshops & Kwantlen Open Resource Access (KORA)

Workshops for Employees

Employees were asked which time of year was best for them to attend a workshop. Staff and Administrators were most likely to say they have “no preference” (41% and 60%, respectively) compared to 23% of Faculty.

May is the most preferred month for Faculty (43%) and Staff (32%). June is the most preferred month for Administrators (40%).

See *exhibit 23* for additional details.

Exhibit 23: Preference for Attending Library Workshops, by Month

	Faculty	Staff	Administrator
January	18%	13%	0%
February	11%	16%	10%
March	8%	10%	0%
April	14%	16%	10%
May	43%	32%	20%
June	26%	29%	40%
July	6%	23%	10%
August	9%	19%	20%
September	15%	13%	0%
October	13%	17%	0%
November	9%	16%	10%
December	10%	4%	10%
No preference	23%	41%	60%
Other	2%	4%	0%

N=140 (Faculty); 69 (Staff); 10 (Administrator)

Note: Percentage total exceeds 100% as survey respondents were able to select more than one response option.

Open-ended responses to workshop topics of interest to KPU employees and students are provided in the *2016 KPU Library Survey of Faculty, Staff & Administrators: Qualitative Report*.

Awareness & Consideration of KORA

KORA (Kwantlen Open Resource Access) is a freely-available digital collection of scholarly and creative works produced by members of the KPU community.

Overall, almost half of all respondents (48%) were aware of KORA. About a quarter of all respondents (24%) said they had considered submitting their digital works to KORA.

Faculty were most likely to say they had considered submitting their works to KORA (32%), compared to Administrators (20%) and Staff (11%).

Respondents who said they had not considered submitting their works to KORA were asked to provide their reasons. The top reasons are:

- Didn't know about it/not familiar with it.
- Do not have works to submit/don't think works would be relevant.

Appendix A: Survey Instrument

Please tell us about yourself: Are you...

- Faculty
- Staff
- Administrator
- Other (please specify) _____

Currently are you in a teaching role at KPU such as teaching courses, co-op, or leading labs?

- Yes
- No

What is your home campus for this term (the campus where you work most of the time or teach most of your classes)? Please choose one option only - If you work/teach on more than one campus equally, please choose one to base your answers on.

- Cloverdale
- Langley
- Richmond
- Surrey

In which faculty/ school/ unit do you currently work in:

(Choose all that apply)

- Faculty of Academic & Career Advancement
- Faculty of Arts
- School of Business
- Chip and Shannon Wilson School of Design
- Faculty of Educational Support & Development
- Faculty of Health
- Faculty of Science and Horticulture
- Faculty of Trades & Technology
- Other

How often do you use the Library in each of these ways?

	3 or more times/week	About 1-2 times a week	About 1-3 times a month	Less than once a month	Never
In person	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Online	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

How well are we doing?

Please base your evaluation of the resources or services in relation to your own work.

How important are each of these Library resources to the work that you do?

	Very important	Somewhat important	Slightly important	Not at all important	Not relevant to my work	Have not used
Print book collection	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Electronic book collection	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Print periodicals (magazines, newspapers, journals)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Online periodicals & online research databases	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Data and Geographical Information Systems (GIS) resources	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
DVD and video collection	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Online streaming videos	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Summon Discovery Tool (searches all the resources above)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
COWS (computers on wheels)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Laptops	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please rate your satisfaction with these Library resources:

	Very satisfied	Somewhat satisfied	Neutral	Somewhat dissatisfied	Very dissatisfied	Not relevant to my work	Have not used
Print book collection	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Electronic book collection	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Print periodicals (magazines, newspapers, journals)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Online periodicals & online research databases	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Data and Geographical Information Systems (GIS) resources	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
DVD and video collection	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Online streaming videos	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Summon Discovery Tool (searches all the resources above)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
COWS (computers on wheels)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Laptops	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Overall satisfaction with the library's resources	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Thinking about the Library's resources (listed above), has the Library exceeded your expectations? If yes, please specify the resource(s) and describe your positive experience below.

[THE BELOW QUESTIONS ARE ONLY ASKED IF RESPONDENT SELECTED "VERY DISSATISFIED" OR "SOMEWHAT DISSATISFIED" WITH THE RESOURCE]

You indicated you are very dissatisfied or somewhat dissatisfied with the print book collection, please explain:

You indicated you are very dissatisfied or somewhat dissatisfied with the electronic book collection, please explain:

You indicated you are very dissatisfied or somewhat dissatisfied with the print periodicals (magazines, newspapers, journals), please explain:

You indicated you are very dissatisfied or somewhat dissatisfied with the online periodicals & online research databases, please explain:

You indicated you are very dissatisfied or somewhat dissatisfied with the data and Geographical Information Systems (GIS) resources, please explain:

You indicated you are very dissatisfied or somewhat dissatisfied with the DVD and video collection, please explain:

You indicated you are very dissatisfied or somewhat dissatisfied with the online streaming videos, please explain:

You indicated you are very dissatisfied or somewhat dissatisfied with the Summon Discovery Tool, please explain:

You indicated you are very dissatisfied or somewhat dissatisfied with the Computers on Wheels (COWs), please explain:

You indicated you are very dissatisfied or somewhat dissatisfied with the laptops, please explain:

How important are each of these Library facilities and services to the work that you do?

	Very important	Somewhat important	Slightly important	Not at all important	Not relevant to my work	Have not used
Library hours of operation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Reference service desk hours	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Assistance by reference librarians	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Assistance by checkout counter staff	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Intercampus loan service	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Interlibrary loan service	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Subject Guides	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Library website	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Library cleanliness	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
In-library presentation spaces (for small receptions and presentations)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please rate your satisfaction with these Library facilities and services:

	Very satisfied	Somewhat satisfied	Neutral	Somewhat dissatisfied	Very dissatisfied	Not relevant to my work	Have not used
Library hours of operation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Reference service desk hours	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Assistance by reference librarians	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Assistance by checkout counter staff	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Intercampus loan service	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Interlibrary loan service	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Subject Guides	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Library website	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Library cleanliness	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	Very satisfied	Somewhat satisfied	Neutral	Somewhat dissatisfied	Very dissatisfied	Not relevant to my work	Have not used
In-library presentation spaces (for small receptions and presentations)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Overall satisfaction with the Library's facilities & services	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Thinking about the Library's facilities and services (listed above), has the Library exceeded your expectations? If yes, please specify the facility(ies)/ service(s) and describe your positive experience below.

[THE BELOW QUESTIONS ARE ONLY ASKED IF RESPONDENT SELECTED "VERY DISSATISFIED" OR "SOMEWHAT DISSATISFIED" WITH THE SERVICE/FACILITY LISTED]

You indicated you are very dissatisfied or somewhat dissatisfied with the library hours of operation, please explain:

You indicated you are very dissatisfied or somewhat dissatisfied with the reference service desk hours, please explain:

You indicated you are very dissatisfied or somewhat dissatisfied with the assistance by reference librarians, please explain:

You indicated you are very dissatisfied or somewhat dissatisfied with the assistance by checkout counter staff, please explain:

You indicated you are very dissatisfied or somewhat dissatisfied with the intercampus loan service, please explain:

You indicated you are very dissatisfied or somewhat dissatisfied with the interlibrary loan service, please explain:

You indicated you are very dissatisfied or somewhat dissatisfied with the subject guides, please explain:

You indicated you are very dissatisfied or somewhat dissatisfied with the library website, please explain:

You indicated you are very dissatisfied or somewhat dissatisfied with the library's cleanliness, please explain:

You indicated you are very dissatisfied or somewhat dissatisfied with the in-library presentation spaces (for small receptions and presentations), please explain:

[THE BELOW QUESTIONS ARE ONLY ASKED IF RESPONDENT SELECTED "YES" TO THE SECOND QUESTION "CURRENTLY ARE YOU IN A TEACHING ROLE AT KPU..."]

How important are the following faculty services provided by the Library to the work that you do?

	Very important	Somewhat important	Slightly important	Not at all important	Not relevant to my work	Have not used
Resources for Faculty Page on the Library Website	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Course Reserves	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Copyright Information	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Now, please rate your satisfaction with these faculty services:

	Very satisfied	Somewhat satisfied	Neutral	Somewhat dissatisfied	Very dissatisfied	Not relevant to my work	Have not used
Resources for Faculty Page on the Library Website	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Course Reserves	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Copyright Information	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Thinking about the faculty services (listed above), has the Library exceeded your expectations? If yes, please specify the faculty service(s) and describe your positive experience below.

[THE BELOW QUESTIONS ARE ONLY ASKED IF RESPONDENT SELECTED "VERY DISSATISFIED" OR "SOMEWHAT DISSATISFIED" WITH THE FACULTY SERVICE LISTED]

You indicated you are very dissatisfied or somewhat dissatisfied with the resources for Faculty Page on the Library website, please explain:

You indicated you are very dissatisfied or somewhat dissatisfied with the Course Reserves, please explain:

You indicated you are very dissatisfied or somewhat dissatisfied with the copyright information, please explain:

[THE BELOW QUESTIONS ARE ONLY ASKED IF RESPONDENT SELECTED "YES" TO THE SECOND QUESTION "CURRENTLY ARE YOU IN A TEACHING ROLE AT KPU..."]

How important are the following instructional services provided by the Library to the work that you do?

	Very important	Somewhat important	Slightly important	Not at all important	Not relevant to my work	Have not used
Library Research Skills Classes taught by Librarians	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Faculty collaborating with Librarian on a teaching session	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Research Skills Assignments given during Library Research Skills Classes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Faculty collaborating with Librarian on an assessment tool (assignment)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Library teaching space and equipment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Collaboration with your Liaison Librarian	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Online Plagiarism Tutorial	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Now, please rate your satisfaction with these instructional services:

	Very satisfied	Somewhat satisfied	Neutral	Somewhat dissatisfied	Very dissatisfied	Not relevant to my work	Have not used
Library Research Skills Classes taught by Librarians	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Faculty collaborating with Librarian on a teaching session	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Research Skills Assignments given during Library Research Skills Classes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Faculty collaborating with Librarian on an assessment tool (assignment)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Library teaching space and equipment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Collaboration with your Liaison Librarian	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Online Plagiarism Tutorial	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Thinking about the instructional services (listed above), has the Library exceeded your expectations? If yes, please specify the instructional service(s) and describe your positive experience below.

[THE BELOW QUESTIONS ARE ONLY ASKED IF RESPONDENT SELECTED "VERY DISSATISFIED" OR "SOMEWHAT DISSATISFIED" WITH THE INSTRUCTIONAL SERVICE LISTED]

You indicated you are very dissatisfied or somewhat dissatisfied with the Library Research Skills classes taught by Librarians, please explain:

You indicated you are very dissatisfied or somewhat dissatisfied with the collaboration with a Librarian on a teaching session, please explain:

You indicated you are very dissatisfied or somewhat dissatisfied with the research skills assignments given during Library Research Skills classes, please explain:

You indicated you are very dissatisfied or somewhat dissatisfied with the collaboration with a Librarian on an assessment tool (assignment), please explain:

You indicated you are very dissatisfied or somewhat dissatisfied with the Library teaching space and equipment, please explain:

You indicated you are very dissatisfied or somewhat dissatisfied with the collaboration with your Liaison Librarian, please explain:

You indicated you are very dissatisfied or somewhat dissatisfied with the online Plagiarism Tutorial, please explain:

[THE BELOW QUESTIONS ARE ONLY ASKED IF RESPONDENT SELECTED "YES" TO THE SECOND QUESTION "CURRENTLY ARE YOU IN A TEACHING ROLE AT KPU..."]

If you schedule Library Research Skills classes would you prefer to:

- Have librarians come into your classroom and provide a demonstration of resources
- Have students come to the Library lab for hands-on practice
- Have both
- Not applicable

Please suggest topics for any workshops that the Library could provide that would be of value to YOUR STUDENTS (one topic per line):

Topic 1

Topic 2

Topic 3

Topic 4

Please suggest topics for any workshops that the Library could provide that would be of particular interest to **YOU** (one topic per line):

Topic 1

Topic 2

Topic 3

Topic 4

What is the best time of year for **YOU** to attend such workshops? Please select all that apply.

- January
- February
- March
- April
- May
- June
- July
- August
- September
- October
- November
- December
- No preference
- Other, please specify... _____

[THE BELOW QUESTION IS ONLY ASKED IF RESPONDENT SELECTED "YES" TO THE SECOND QUESTION "CURRENTLY ARE YOU IN A TEACHING ROLE AT KPU..."]

Do you borrow Computers on Wheels (COWs) from the Library to use in your teaching?

- Yes
- No

Are you aware of KORA (Kwantlen Open Resource Access)?

- Yes
- No

KORA (Kwantlen Open Resource Access) is a freely-available digital collection of scholarly and creative works produced by members of the KPU community. Have you considered submitting your digital works to KORA?

- Yes
- No

[1 QUESTION BELOW ONLY ASKED IF RESPONDENT SELECTED "NO" TO THE QUESTION ABOVE]

If no, please tell us why not

[THE BELOW QUESTIONS ARE ONLY ASKED IF RESPONDENT SELECTED "YES" TO THE SECOND QUESTION "CURRENTLY ARE YOU IN A TEACHING ROLE AT KPU..."]

The Library has a variety of Audiovisual Equipment available for you to borrow. What other type(s) of equipment would you like to be able to borrow to use in your teaching?

- 1:
- 2:
- 3:

Please indicate how often you use the Library's resources and/or services (by any method of access) for each of the following purposes.

	3 or more times/week	About 1-2 times a week	About 1-3 times a month	Less than once a month	Never
Teaching	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Research	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Study	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Leisure	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

If there are any other comments that you would like to make about the Library, please provide them here:

Thank you for taking the time to participate in this survey. All feedback is evaluated and the results guide the Library's collection and service priorities for the future.

Todd Mundle
University Librarian