

A decorative graphic consisting of three blue circles of varying sizes and two thin blue lines. One line starts from the top left and goes towards the top-right circle. Another line starts from the top left and goes towards the middle circle. A third line starts from the top right and goes towards the bottom-right circle. The circles are semi-transparent blue.

# **Student Senate Caucus UBC Library Survey Report**

May 13, 2013

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Philip Edgcumbe**

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## 1 Executive Summary

In November, 2012 the Senate Library Committee (SLC) asked the student members of the Senate Library Committee (SLC) to make a presentation about how UBC students use the UBC library and the UBC library informal learning spaces. To prepare for this presentation a ten question survey called the Student Senate Caucus Library Survey was designed and distributed across campus. There were 429 student responses to the survey of which 400 were undergrad student responses. The following are recommendations that came from the analysis of the survey. To best serve UBC undergrads the UBC library should:

- Provide more and better electronic access to the UBC library collection.
- Provide more quiet study space. Students ranked the importance of quiet study space more highly than group study space.
- Evaluate ways to make the existing study space better (more collaborative and flex spaces, better seating and tables, and more outlets).
- Reevaluate group instruction and types of research assistance. Students generally ranked the importance of these services fairly low. It is important to understand why and adapt these services to better serve the needs of students.
- Provide e-textbooks for courses with high numbers of students.
- Increase number of printing stations, and provide scanners for students who wish to scan documents.
- Rent electrical equipment such as power cords.
- Increase hours in general, and also in places with computers.
- Make libraries more food friendly, with longer hours for food outlets, and finding a better arrangement for eating in the libraries.
- Subscribe to UpToDate, an evidence-based clinical decision support resource. There is a high demand among medical students for UpToDate.

This report and the survey results will be made publically available via the UBC Student Senate Caucus website (<http://www.ams.ubc.ca/governance/ubc-van-bog-senate/student-representatives/>) and the AMS VP Academic & University Affairs Office. The results of the survey were presented at the Senate Library Committee, the Student Senate Caucus and a meeting of the UBC library department heads and managers. The report will be distributed to the VP Academic & University Affairs of the AMS, the VP Student of UBC, the head UBC librarian, and various staff members at the UBC library. A full copy of the survey results are at the end of this report. Finally, the authors of this report recommend that the UBC Library LibQUAL survey results be made publically available.

Please direct any feedback or comments about the survey and report to [senate@ams.ubc.ca](mailto:senate@ams.ubc.ca).

## 2 Contributions of authors of the survey and report

Elaine Kuo, Anne Kessler, Chris Roach, Tagg Jefferson and Philip Edgcumbe are the five students that contributed to this project. Their experience as student leaders include: Elaine Kuo served as the President of the English Students' Association of UBC from 2009 to 2012 and Anne Kessler is a student senator-elect. Chris, Tagg and Philip are student senators for the Faculty of Graduate Studies, Faculty of Applied Science and the Faculty of Medicine respectively and all three of them sat on the Senate Library Committee (SLC) from May 2012 to May 2013. The specific contribution of the five team members to this project were as follows:

- Tagg, Elaine and Philip wrote the Student Senate Caucus UBC Library Survey and did the analysis of the multiple-choice question results.
- Tagg, Philip and Anne presented the multiple-choice question results and analysis to the SLC in February, 2013
- Elaine and Anne, did the analysis and formulated the recommendations for the open-ended survey questions 6 and 10
- Chris did the faculty specific analysis of the survey
- Philip wrote section one to six and ten to twelve of this report
- Elaine, Anne, Chris, Philip and Tagg collaboratively edited the report together.
- Elaine, Chris, Philip and Tagg presented the analysis of the open ended questions at the March, 2013 SLC meeting.
- Philip presented the report at a meeting of the UBC library department heads and managers

## 3 Survey Follow-Up

We presented the results of this survey to the UBC Senate Library Committee (SLC) on Thursday February 14<sup>th</sup>, 2013 and on Thursday March 21<sup>st</sup>, 2013. Each presentation lasted about 20 minutes and included time for the SLC to discuss the results of the survey and more generally how the UBC library is doing at meeting the needs of UBC undergraduate students. The membership of the SLC consists of: Dr. Mark Vessey (Chair), Dean Gage Averill, Dr. Lawrence Burr, Dr. Wendy Hall, Dr. Stanley Knight, Dr. Ujendra Kumar, Dr. Donal O'Donoghue, Dr. Katharine Patterson, Dean Simon Peacock, Dean Robert Sindelar, Mr. Philip Edgcumbe (student), Mr. Tagg Jefferson (student), Mr. Christopher Roach (student), Mr. Aaron Sihota (student), Chancellor (ex-officio) (voting), President (ex-officio) (voting), Registrar (ex-officio) (non-voting), Librarian (ex-officio) (voting), An associate vice-president academic, as designated by the Academic Vice-President (ex-officio) (voting) and the Director, School of Library, Archival & Information Studies (ex-officio) (voting). The authors of this report also were on the agenda for a presentation to the Student Senate Caucus at their Wednesday March 20<sup>th</sup>, 2013 meeting. Philip presented the report at a meeting of the UBC library department heads and managers on May 14<sup>th</sup>, 2013.

This report will be distributed to the SLC, the UBC student senate caucus, the VP Academic & University Affairs of the AMS, the VP Student of UBC, the head UBC librarian, and various staff members at the UBC library. This report will also be given to the incoming student senators who join the SLC committee in May, 2013 and we hope that they will continue to follow-up in bringing the recommendations of this report to the attention of the UBC library and other members of the UBC community.

Furthermore, we plan to share the faculty-specific analysis and the faculty-specific open ended responses with the senators and VP Academics of the Faculties of Medicine, Arts, Forestry, Dentistry and Science. Those faculties were selected because they had the largest number of participants in this

survey. Many of the open ended responses from this survey pertained to faculty specific concerns that we hope will be addressed at the Faculty level by the senators and VP academics of the respective faculties.

## 4 Survey Background and Methodology

In November, 2012 the Senate Library Committee (SLC) asked the student members of the Senate Library Committee (SLC) to make a presentation about how UBC students use the UBC library and the UBC library informal learning spaces. To prepare for this presentation a survey was designed and distributed. The survey was designed after a comprehensive review of existing UBC library survey results. Furthermore, the draft survey was reviewed by Jeremy Buhler, the UBC Assessment Librarian, Julie Mitchell, the Managing Librarian, Chapman Learning Commons and by Kiran Mahal, the VP Academic & University Affairs of the AMS. The survey was hosted on Survey Monkey and the message that was sent out to promote the survey read as follows:

Please take 5 minutes to fill out the [Student Senate Caucus UBC Library Survey](https://www.surveymonkey.com/s/libraryservicesurvey0213). If you complete the survey by **5pm on Wednesday February 13th** you will be entered to win one of two \$25 gift cards to AMS Food Outlets in the SUB. The survey was created by the student representatives on the UBC Senate Library Committee and the survey is designed to determine what library services and resources students currently use and how the library can better serve UBC students. The anonymous survey results will be presented at the Senate Library Committee, shared with the UBC library and made public. Survey url is: <https://www.surveymonkey.com/s/libraryservicesurvey0213>.

## 5 Survey Questions

The following is the list of questions that were on the survey:

**Question 0:** Email (for purposes of informing you if you are a recipient of the gift card only)

**Question 1:** Are you best described as an undergraduate, graduate student or “unclassified”?

**Question 2:** Which faculty are you in?

**Question 3:** Where do you live?

a) On UBC campus, b) 0-30 minutes from UBC campus, c) 30+ minutes from UBC campus

**Question 4:** From the list of the seven library services below please tell us how many times you use the service per month when you are at UBC.

Access to print and physical collections, Access to electronic collections (e.g. ebooks and online journals), Access to equipment (computers, projectors, white boards, etc), Help with library research, Group instructions by librarian (classes, workshop, etc), Quiet study spaces in the library, Group study spaces in the library

**Question 5:** From the same list of the seven library services below please rank them in order of importance to you (1= Most important to you, 7=Least important to you)

**Question 6:** What new library service(s) or resource would you like to have? (open response)

**Question 7:** Do you ever study at the UBC library?

Yes/No

**Question 8:** If yes to question 7,

To what degree do you agree or disagree with the following *statements*? (Options are strongly disagree, disagree, agree and strongly agree)

*I choose to study at a UBC library because of... Proximity/convenience, Comfort and amenities of space, Print material available at the library and Access to help with library research*

**Question 9:** What percentage of your study time do you spend studying at a UBC library?

**Question 10:** General comments about the library (open response)

## 6 Survey Demographics

The survey was open for 48 hours and all 18 student senators and the members of the AMS VP Academic Caucus were asked via email to promote the survey within their respective faculties. There were a greater percentage of survey respondents in the Faculty of Medicine, Faculty of Forestry and Faculty of Law than there are in the university demographic. This uneven response rate is attributed to the fact that some student senators were more enthusiastic than others at promoting the survey within their faculty. 29.42% of survey respondents came from Arts and Science which are the two largest faculties at UBC.

Faculty	Count	Percent	PAIR Base	Variance
Applied Science	28	6.59%	10.77%	-4.18%
Arts	86	20.24%	30.61%	-10.37%
Commerce	31	7.29%	12.62%	-5.33%
Dentistry	38	8.94%	1.24%	7.70%
Education	2	0.47%	3.46%	-2.99%
Forestry	56	13.18%	1.82%	11.36%
Graduate Studies	7	1.65%	N/A	N/A%
Kinesiology	2	0.47%	2.40%	-1.93%
Land and Food Sys.	18	4.24%	3.50%	0.74%
Law	27	6.35%	1.53%	4.82%
Medicine	90	21.18%	6.06%	15.12%
Music	1	0.24%	0.74%	-0.50%
Nursing	0	0.0%	0.65%	-0.65%
Pharmaceutical Sci.	0	0.0%	1.83%	-1.83%
Science	39	9.18%	18.09%	-8.91%
Other	4	0.93%	4.65%	-3.72%

**Table 1:** Table showing the participation in the survey compared to student population. Column 2 is the number of students from each faculty that responded to this survey, column 3 is the percent of survey respondents from each faculty, column 4 is the "PAIR Base" which is the percentage of students enrolled in each faculty and column 5 is the variance between the percentage respondents from each faculty and the PAIR base. Variance is calculated as the percentage respondents from each faculty minus the PAIR base.

There is a significant bias in the number of respondents towards the Faculty of Medicine and the Faculty of Forestry in this survey. 21.2% of the survey respondents were medical students and 13.2 % of respondents were forestry students and those two students groups represent 6.06% and 1.82% of the student population at UBC respectively.

## 7 Results and Analysis

The survey had three questions to identify the demographic of the respondent and seven questions about the library. Five of those seven questions were multiple-choice questions and two of those questions were open response questions. The presentation of the results and analysis of this survey is broken into three sub-sections. The first sub-section is an analysis of the multiple-choice questions and the second and third sub-sections are an analysis of the two open response questions.

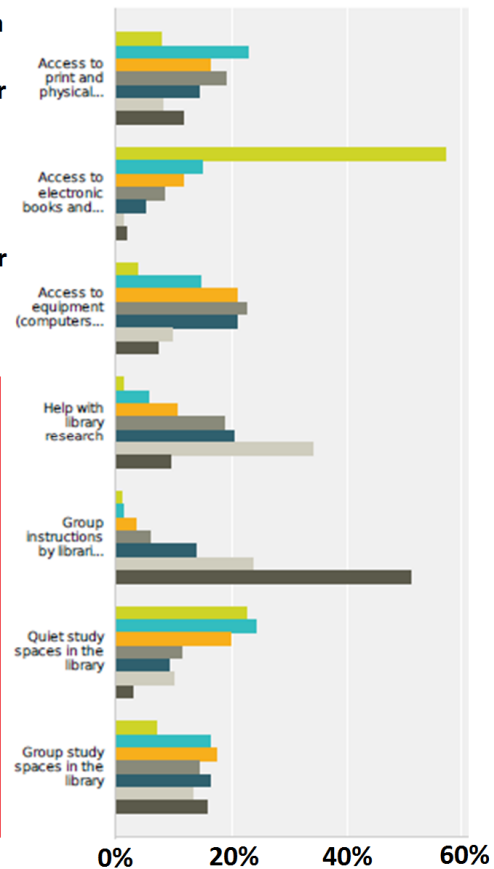
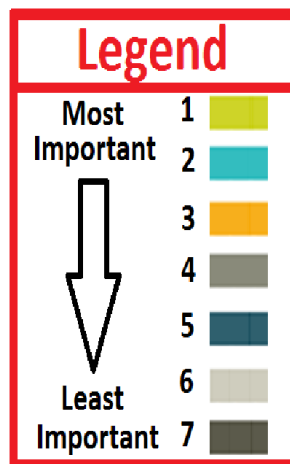
### 7.1 Results and analysis of multiple-choice survey questions

All of the survey questions except for question 6 and question 10 were multiple-choice questions. The multiple-choice question that is most informative is question 5 which was: “From the list of seven library services below, please rank them in order of importance to you”. The list of library services were: Access to print and physical collections, access to electronic collections (e.g. ebooks and online journals), access to equipment (computers, projectors, white boards, etc), help with library research, group instruction by librarian (classes, workshop, etc), quiet study space in the library and group study spaces in the library.

Several notable trends in the response to question 5 are listed below:

- Over 50% of students selected access to electronic collections (e.g. ebooks and online journals) as their “most important” pick and over 50% of students selected group instruction by librarian as their “least important” pick.
- Electronic access to the library collection was deemed more important than physical access to the print and physical collection.
- In order of importance, from more important to less important are: quiet study space, access to print and physical collection and finally group study space.
  - The importance of study space to students is corroborated in the NSSE survey results.

**Q5: From the list of seven library services below, please rank them in order of importance to you (1= most important, 7=least important) Note: When you rank a response, it will automatically reorder all the responses.**



One of the trends question 8 is that students generally agreed that they “chose to go to a UBC library because of” proximity and convenience and because of comfort of space and amenities and there was a mixed about the importance of print material and access to help with library research in determining which UBC library to go to.

The average amount of study time that is spent in a UBC library was found to be 26%.

## 7.2 Results and analysis of open-ended question # 6 - "What new library services or resources would you like to have?"

Question 6 was: "What new library services or resources would you like to have?" and it was an open-response question. There were 185 responses to the question. The responses were analyzed, key themes identified, and the number of responses about a specific theme were counted and recorded in the list below. For example, there were 36 respondents who asked for more "silent study space".

**Silent study space: 36** (Includes students who wanted more tables and chairs, and study space in general).

**Group study space: 31** (This number includes students who expressed a desire for more bookable space and those who wanted more tables and chairs.)

**Other: 28** (These were responses that did not correspond to any of the other categories; including answers such as access to collections at other post-secondary institutions, later hours, things to do with comfort such as heat and changing art displays, and enforcement of silent studying).

**UpToDate: 27** (There was a large demand among medical students to include UpToDate in the UBC Library databases).

**Equipment improvement: 17** (This includes students who wanted more printers and scanners to be made available, and students who would like other equipment such as cell phone chargers and power bars).

**None: 12**

**Faster Internet and computers: 11** (most students wanted more computer stations and nicer computers).

**E-books, e-textbooks, e-magazines (Kindle, etc.): 9** (Most of the 9 students wanted books and or textbooks to be made available in electronic format. Some students explained it was due to books and textbooks that they need already being on loan).

**Better online portal: 9** (Several of the 9 students expressed the need for better access to online journals).

**Food: 9** (students expressed a desire for more choices in food, some would like coffee to be made available).

**More journal subscriptions: 7**

**Library is great the way it is: 6**

**Great Reads/non-academic reading: 5**

**Online research help: 4**

**Discipline specific library access: 4** (4 law students believe the Law Library should be accessible for law students only).

**Reserve material: 3** (These students wanted there to be more materials in the reserve sections and one student expressed dissatisfaction with the length of time reserve materials could be borrowed for).

**Drop-in help for academic research papers: 2**

**Audiobooks: 2**

**Keep print collection: 1** (this student wanted more textbooks to be made available, even if they are in the reserve section).



It is apparent from the responses to question 6 that most students would like more study spaces, especially for silent study. Many responses in the survey mentioned the difficulty of finding a seat in the libraries during peak hours and exam time. The addition of medical databases such as Up To Date and First Consult is in high demand among medical students. Another noteworthy point is that students would like more equipment such as more printing and scanning stations, cell phone chargers, and other equipment that would be available for borrowing such as laptops and power cords. Access to electronic materials was also a popular response. In contrast, help with research and paper writing is not in high-demand.

### **7.2.1 Discussion about open-ended question # 6 - “What new library services or resources would you like to have?”**

The survey results show that help with research and paper writing from the UBC library is not in high demand. The survey did not include a question in the survey about why help with research and paper writing is not in high-demand. However, based on personal experience, the authors of this survey speculate that this may be because most students consult their professors for help in these areas, or because many professors cooperate with librarians to offer group tutorial sessions for students.

### **7.3 Analysis of Open-Ended Question # 10 - “Do you have anything else to add about the library that you have not been able to say already?”**

Question 10 was: “Do you have anything else to add about the library that you have not been able to say already?” It was an open-response question. There were 89 responses to the question, though certain responses included multiple, different suggestions that were counted separately. The responses were analyzed, key categories were identified, and the number of responses about a specific theme were counted and recorded in the list below. For example, there were 8 respondents who asked for more study space in general.

There were six main themes of comments. Those six themes are: Space, collections, library services, longer hours, food and other. In the section below each of those six themes are written in bold and within each theme sub-themes are identified. For example, there were 30 responses that focused on the theme of space and within that theme the responses were further divided into sub-themes or more study space, changes to study space and space in general. The numbers in brackets beside each line in the following section are the number of responses that fell into the particular sub-theme.

#### **Space (total 30)**

##### **More Study Space (total 12)**

- more study space in general (8),
- more group study (2)
- more quiet study (1)
- more tables and chairs (1)

##### **Changes to study spaces (total 7)**

- more outlets (2)
- more collaborative spaces with whiteboards/projectors/tv screens (1)
- better organized study spaces (1)
- better types of seating and tables (1)

- more soundproof group study (1)
- more flex space (1)

#### Space in General (total 10)

- better security (2)
- more cleaning (2)
- better maps (1)
- cold (1)
- better ventilation (1)
- likes natural light (1)
- nice hand dryers (1)
- improve study environment: others studying (2)

#### **Collections (total 12)**

##### Online (total 5)

- more dentistry journals (2)
- more online journals (1)
- more medical journals (1)
- e-books (1)

##### Textbooks (total 2)

- more copies of textbooks on reserve (1)
- textbooks online (1)

##### Hard copies (total 2)

- more access to hard copies (1)
- lots of useless collections (1)

##### Services (total 3)

- confused about the location of books (eg.what is where) (2)
- shelving should happen more often (1)

#### **Library services (total 11)**

##### Technology (total 9)

- printer in the law library (3)
- slow computers (2)
- bring back proxy/VPN (1)
- better website (1)
- savable accounts on computers (1)
- up-to-date (1)

##### Services (total 5)

- better times for workshops (1)
- more approachable staff (1)
- more workshops on library info (1)
- more clear on how to use reserves (1)

- more great reads (1)

### **Longer Hours (total 9)**

- longer hours in general (5)
- longer hours in Woodward (2)
- longer hours in law library (1)
- longer hours in places where there are computers (1)

### **Food (total 7)**

- more food options as well as longer and weekend hours for food services (4)
- better arrangement for eating in the library (3)

### **Other (21)**

- Like the library (11)
- law library only for law students (2)
- turn music library into practice rooms (1)
- would pay for new library (1)

### **Hospital libraries (total 3)**

- Children's Hospital library open 24 hours (1)
- keep St. Paul's library (1)
- likes Children's Hospital library (1)

### **Comments on how they use the library (total 3)**

- only uses Sauder (1)
- uses library for research assistance (1)
- use the library during breaks (1)

There was huge variety of comments in this section. 55 separate categories were identified, and though some certainly overlap, only 16 categories had more than one comment. This is not surprising, given that this was a question on any additional comments. It does, however, show the huge variety of ways that students use the library and the many ways they think the library could be improved. The comments do generally match up with the questions asked elsewhere in the survey, which shows that the other questions asked encompassed the many ways that students use the library, and there were no big gaps in the questions that were asked.

A common theme in the open-ended response question was that students want more, and improved, study spaces, with longer hours. Several other comments centered around having more options for food in the library – be that better food services with longer hours, or more leniency with students bringing their own food. The most popular category, with 11 comments, were simply positive remarks that they like the library and the services offered. Interestingly, 2 comments noted the problems of 'library culture' – that other students who do not study, who rather socialize or play video games, disturb other students who are trying to study, though one of them noted the difficulty of changing this at the policy level. Perhaps the most entertaining comment was someone who said that they would pay to have a new library built.

## 8 Recommendation from survey results and analysis

The survey had three questions to identify the demographic of the respondent and seven questions about the library. Five of those seven questions were multiple-choice questions and two of those questions were open response questions. The recommendations from this survey are broken into three sub-sections. The first sub-section has recommendations from the multiple-choice questions and the second and third sub-sections have recommendations from the two open response questions.

### 8.1 Recommendations from Multiple-Choice Survey Questions

The multiple-choice survey results suggest that for the UBC library to best serve UBC undergrads it should:

- Focus on providing electronic access to the UBC library collection and focus on providing more quiet study space
- Reevaluate group instruction and types of research assistance. Students generally ranked the importance of these services fairly low on their list and it is important to understand why and adapt these services to better serve the needs of students.

Students often choose to go to the library due to place, proximity and convenience and the comfort of space and amenities at the library. Thus, we conclude from this that students may study in a discipline specific library even if it is not the discipline they are studying. Thus, when the library is evaluating the effectiveness of discipline specific branches it should recognize that it has more user than the faculty and students from that discipline.

### 8.2 Recommendations from Open-Ended Question # 6 - “What new library services or resources would you like to have?”

According to the responses for Question 6, UBC Library should consider the following actions:

- Add more tables and chairs to maximize use of study space.
- Provide e-textbooks for courses with high numbers of students.
- Increase number of printing stations, and provide scanners for students who wish to scan documents.
- Rent equipment such as power cords.
- Subscribe to UpToDate, an evidence-based clinical decision support resource. There is a high demand among medical students for UpToDate. Many of UBC’s peer institutions like the University of Toronto, McGill and University of Victoria have subscriptions to UpToDate.

### 8.3 Recommendations from Open-Ended Question # 10 - “Do you have anything else to add about the library that you have not been able to say already?”

According to the responses for Question 10, UBC Library should consider the following actions:

- Increasing study space, and evaluating ways to make this study space better (more collaborative and flex spaces, better seating and tables, and more outlets).
- Increasing hours in general, and also in places with computers.
- Evaluating how libraries might become more food friendly, with longer hours for food outlets, and finding a better arrangement for eating in the libraries.
- Given the wide variety of responses rounding the library technology, services and collections, it is hard to draw any particular conclusions from the responses to this question. The quantitative questions give a better perspective on the relative importance of each of these issues, however,

when evaluating how one might improve technology, services or collections, the responses to this question might have some helpful suggestions.

## 9 Faculty specific survey analysis results:

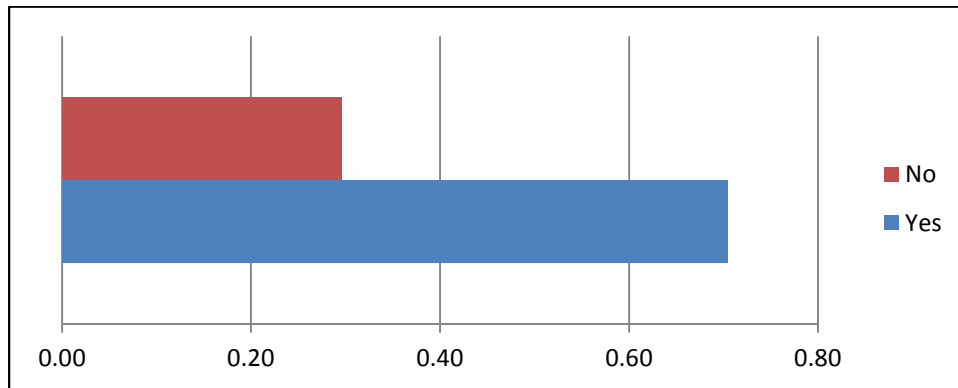
The following section focuses on student use of the library as answered by the 5 Faculties with the most responses. Across all 5 Faculties the major reasons for using UBC libraries were their comfort of space and amenities as well as their proximity and convenience. While some students indicated they use UBC libraries for their available print material, the majority of students indicated otherwise. The majority of students indicated that they did not use UBC libraries for their access to help with library research.

### 9.1 Faculty of Medicine: (88 participants)

- Summary: Of the students who answered this survey, 70% indicated they use UBC libraries to study while 30% indicated they did not. Of the 70%, students strongly indicated their reason for using UBC libraries was primarily because of the comfort of space and amenities followed by their proximity and convenience. While there was a visible amount of students indicating they use UBC libraries for their available print material, there was an equally large number indicating the opposite. In addition, there was a mixed response about using UBC libraries for their access to help with library research; here the majority of responses indicated this was not a factor in their decision to use UBC libraries.

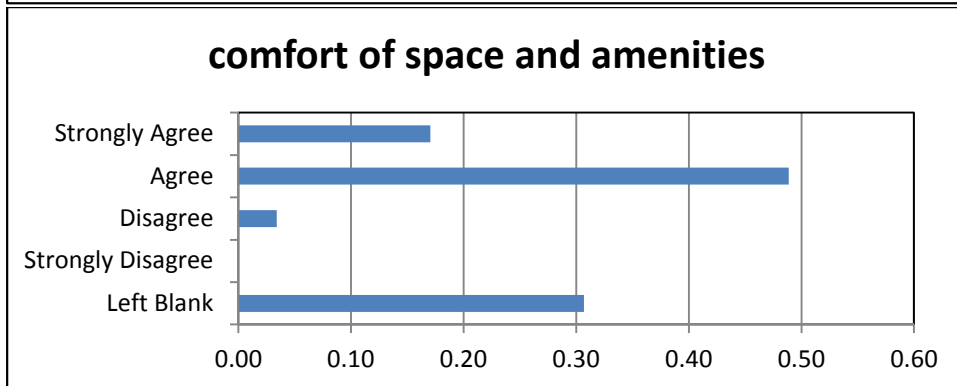
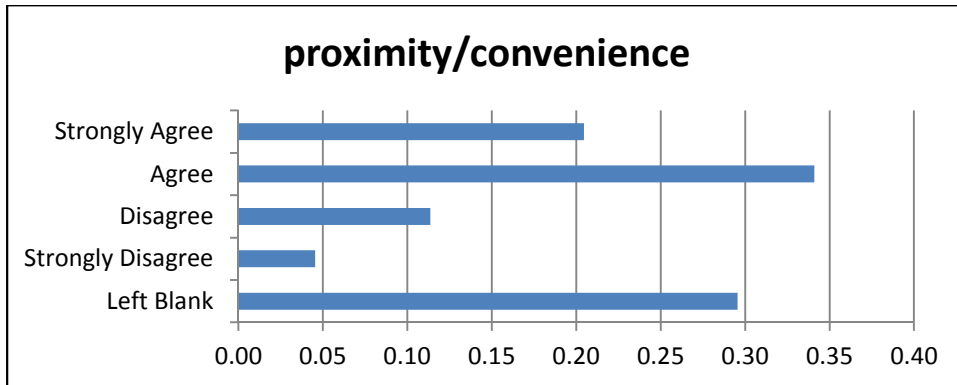
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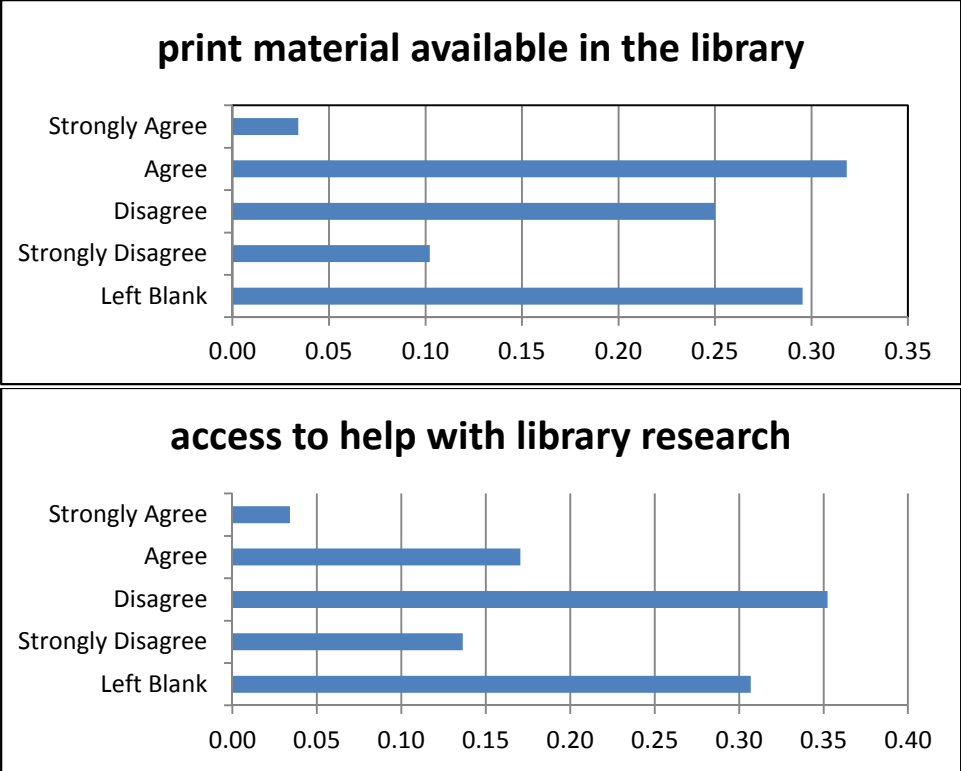
<b>Do you ever study at a UBC library</b>		
Answer	Number	Percentage
Yes	62	0.70
No	26	0.30



<b>To what degree do you agree or disagree with the following statement; I choose to go to the library because of...</b>		
<b>proximity/convenience</b>		
Answer	Number	Percentage
Left Blank	26	0.30
Strongly Disagree	4	0.05
Disagree	10	0.11
Agree	30	0.34

Strongly Agree	18	0.20
<b>comfort of space and amenities</b>		
Answer	Number	Percentage
Left Blank	27	0.31
Strongly Disagree	0	0.00
Disagree	3	0.03
Agree	43	0.49
Strongly Agree	15	0.17
<b>print material available in the library</b>		
Answer	Number	Percentage
Left Blank	26	0.30
Strongly Disagree	9	0.10
Disagree	22	0.25
Agree	28	0.32
Strongly Agree	3	0.03
<b>access to help with library research</b>		
Answer	Number	Percentage
Left Blank	27	0.31
Strongly Disagree	12	0.14
Disagree	31	0.35
Agree	15	0.17
Strongly Agree	3	0.03



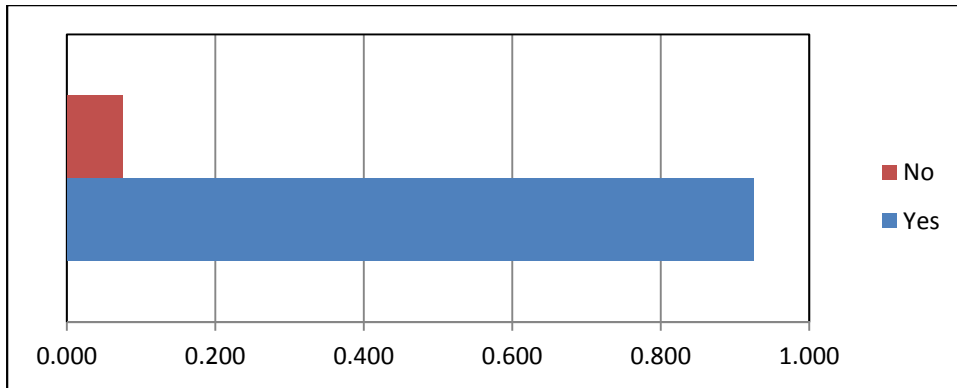


**9.2 Faculty of Arts: (82 participants)**

- Summary: Of the students who answered this survey, 92.5% indicated they use UBC libraries to study while 7.5% indicated they did not. Of the 92.5%, students strongly indicated their primary reasons for using UBC libraries was their proximity and convenience as well as the comfort of space and amenities. While there was a visible amount of students indicating they use UBC libraries for their available print material, there was a slightly smaller, yet significant amount of students indicating otherwise. Some students indicated they use UBC libraries for their access to help with library research; however the majority indicated this was not a factor in their decision to use UBC libraries.

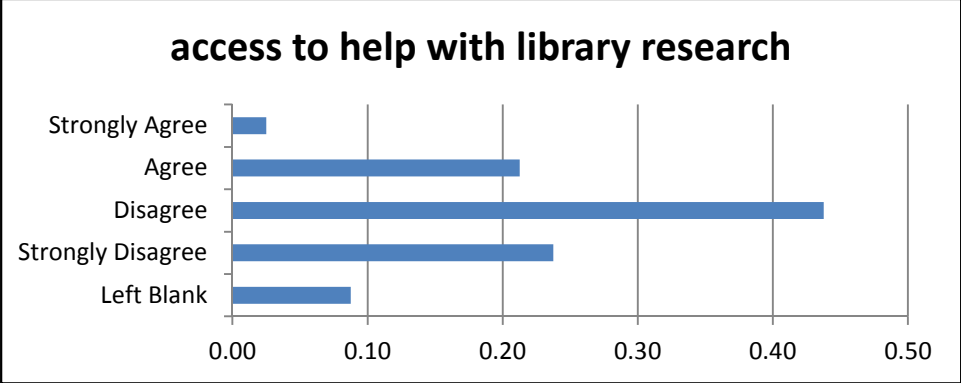
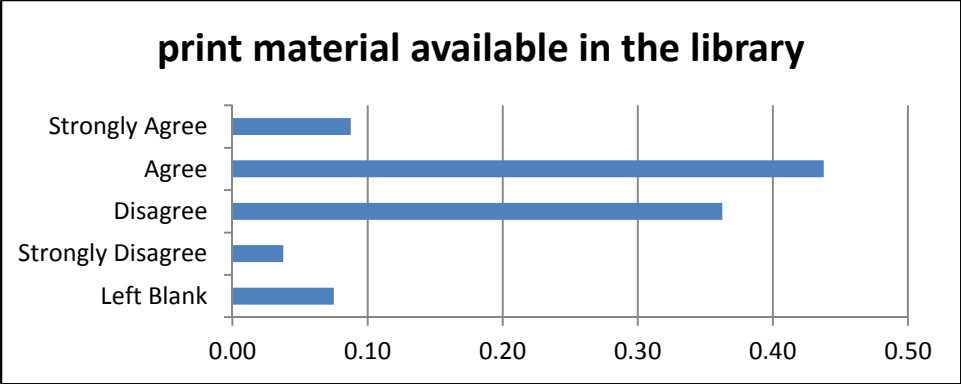
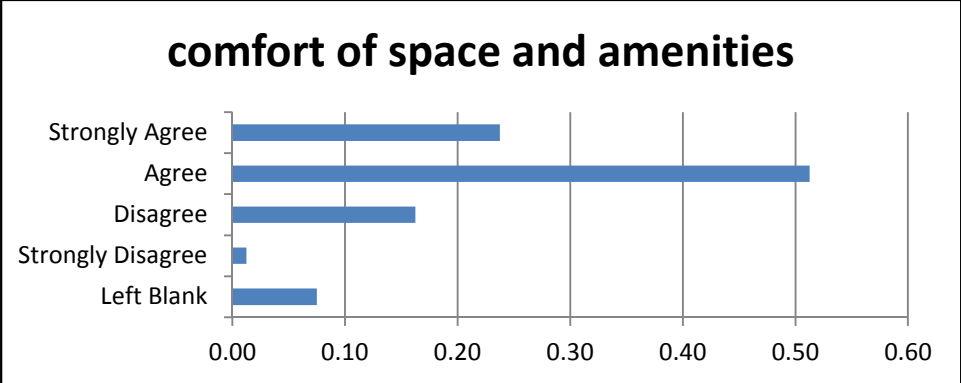
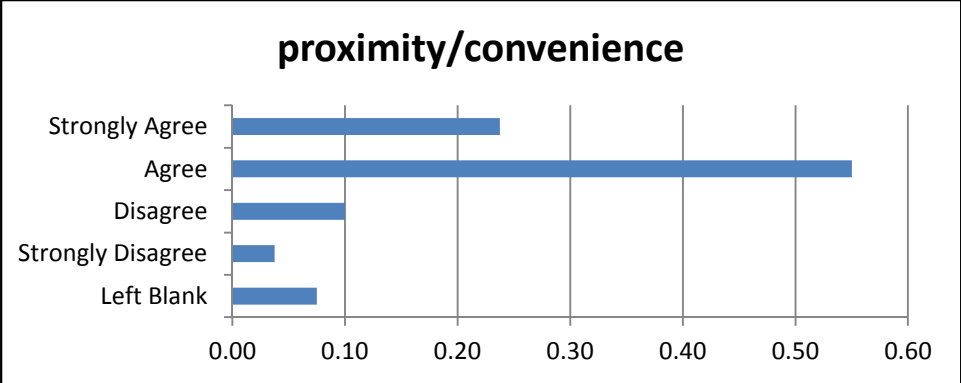
- Data:

<b>Do you ever study at a UBC library</b>		
Answer	Number	Percentage
Yes	74	0.925
No	6	0.075



To what degree do you agree or disagree with the following statement; I choose to go to the library because of...		
<b>proximity/convenience</b>		
Answer	Number	Percentage
Left Blank	6	0.08
Strongly Disagree	3	0.04
Disagree	8	0.10
Agree	44	0.55
Strongly Agree	19	0.24
<b>comfort of space and amenities</b>		
Answer	Number	Percentage
Left Blank	6	0.08
Strongly Disagree	1	0.01
Disagree	13	0.16
Agree	41	0.51
Strongly Agree	19	0.24
<b>print material available in the library</b>		
Answer	Number	Percentage
Left Blank	6	0.08
Strongly Disagree	3	0.04
Disagree	29	0.36
Agree	35	0.44
Strongly Agree	7	0.09
<b>access to help with library research</b>		
Answer	Number	Percentage
Left Blank	7	0.09
Strongly Disagree	19	0.24
Disagree	35	0.44
Agree	17	0.21
Strongly Agree	2	0.03



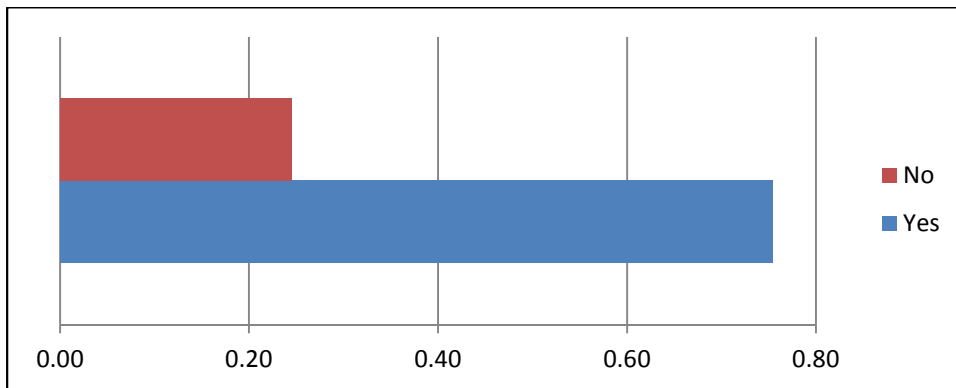


### 9.3 Faculty of Forestry: (53 participants)

- Summary: Of the students who answered this survey, 75% indicated they use UBC libraries to study while 25% indicated they did not. Of the 75%, students strongly indicated their primary reasons for using UBC libraries was the comfort of space and amenities closely followed by their proximity and convenience. While there was a visible amount of students indicating they use UBC libraries for their available print material, there was a slightly smaller, yet significant amount of students indicating otherwise. There appeared to be a near even divide on whether access to help with library research was a factor in their decision to use UBC libraries.

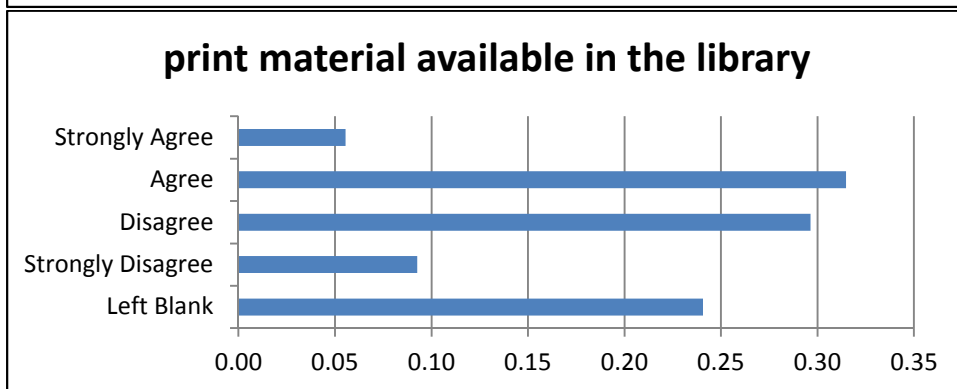
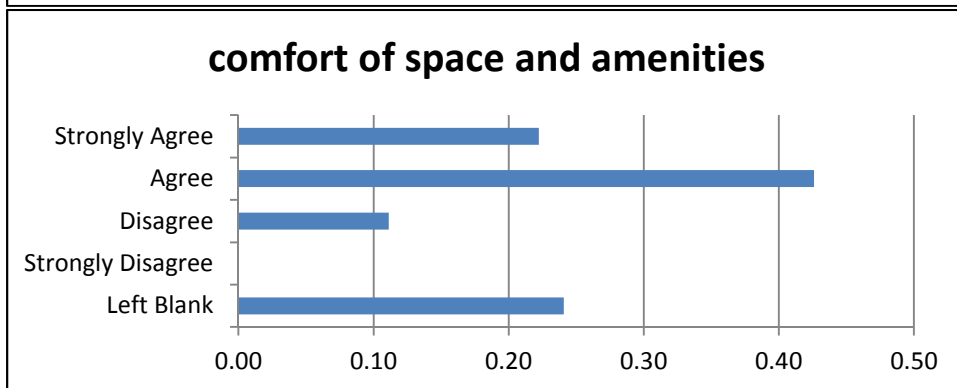
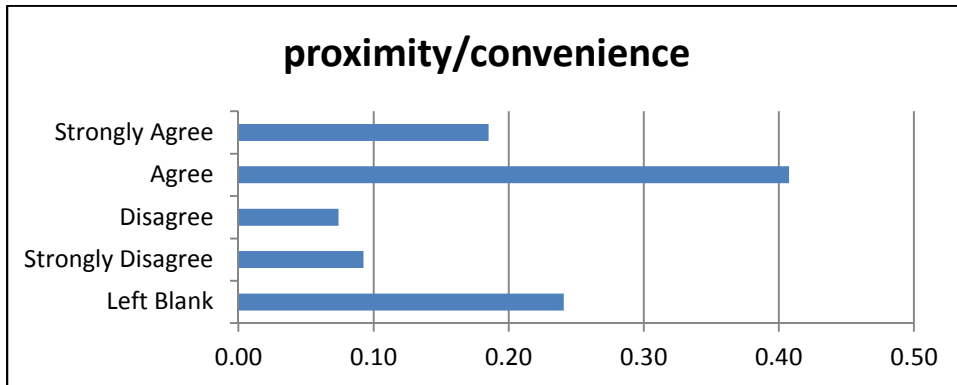
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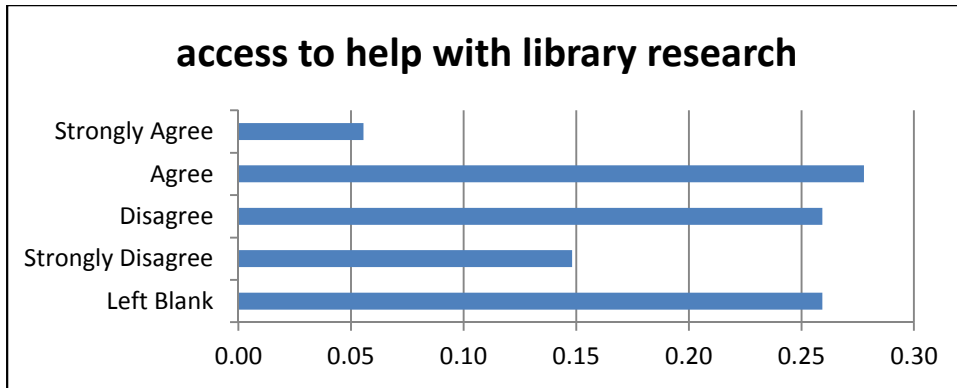
<b>Do you ever study at a UBC library</b>		
Answer	Number	Percentage
Yes	40	0.75
No	13	0.25



<b>To what degree do you agree or disagree with the following statement; I choose to go to the library because of...</b>		
<b>proximity/convenience</b>		
Answer	Number	Percentage
Left Blank	13	0.24
Strongly Disagree	5	0.09
Disagree	4	0.07
Agree	22	0.41
Strongly Agree	10	0.19
<b>comfort of space and amenities</b>		
Answer	Number	Percentage
Left Blank	13	0.24
Strongly Disagree	0	0.00
Disagree	6	0.11
Agree	23	0.43
Strongly Agree	12	0.22
<b>print material available in the library</b>		
Answer	Number	Percentage
Left Blank	13	0.24
Strongly Disagree	5	0.09
Disagree	16	0.30

Agree	17	0.31
Strongly Agree	3	0.06
<b>access to help with library research</b>		
Answer	Number	Percentage
Left Blank	14	0.26
Strongly Disagree	8	0.15
Disagree	14	0.26
Agree	15	0.28
Strongly Agree	3	0.06



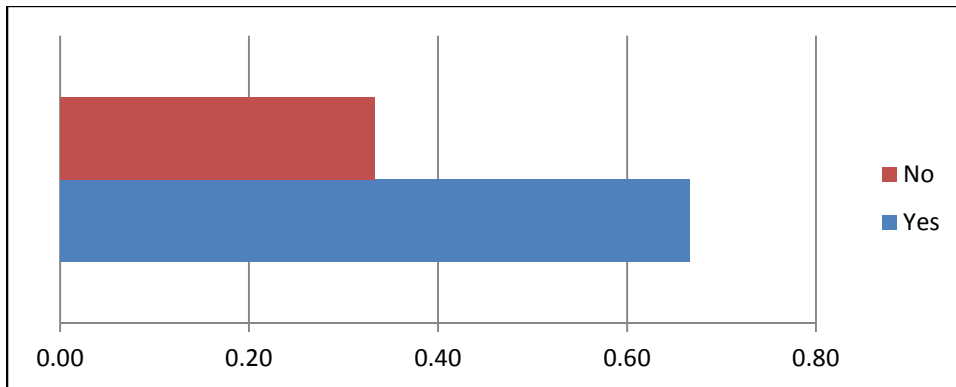


#### 9.4 Faculty of Dentistry: (39 participants)

- Summary: Of the students who answered this survey, 67% indicated they use UBC libraries to study while 33% indicated they did not. Of the 67%, students strongly indicated their primary reasons for using UBC libraries was the comfort of space and amenities as well as their proximity and convenience. While a third of students indicating they use UBC libraries for their available print material and access to help with library research, the majority of students indicated this was not a factor in their decision to use UBC libraries.

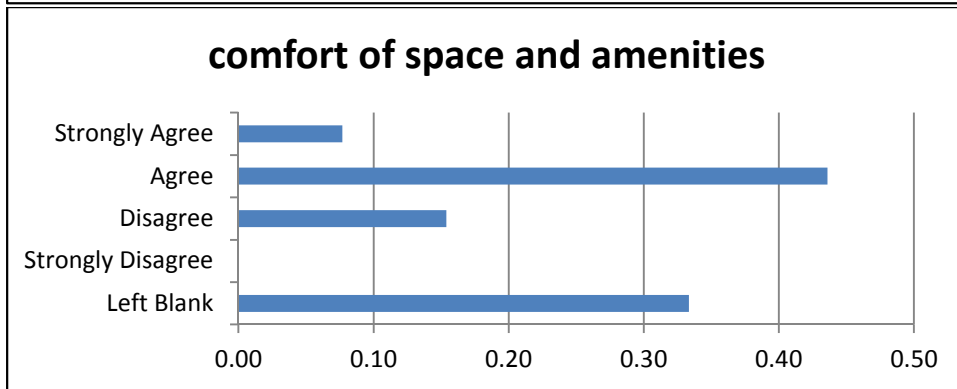
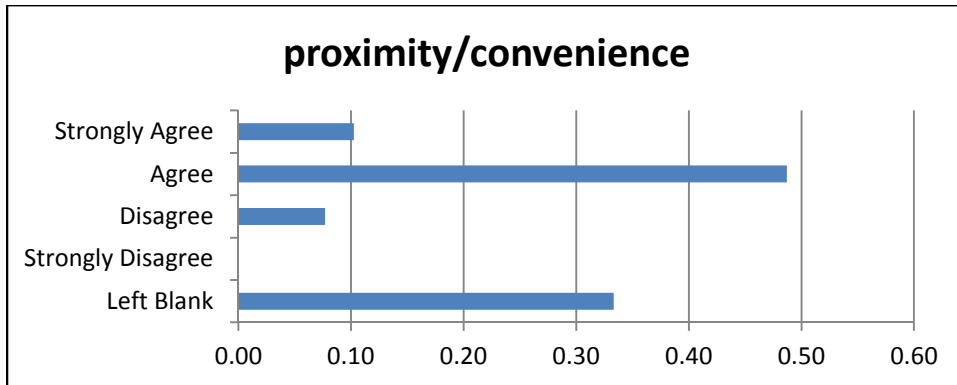
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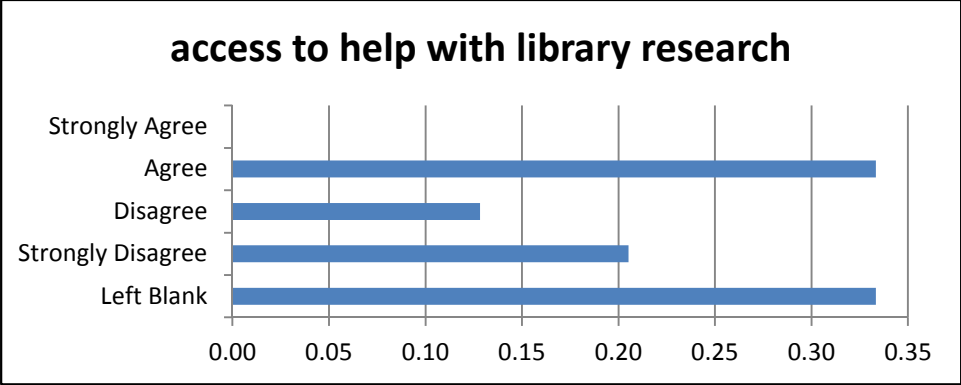
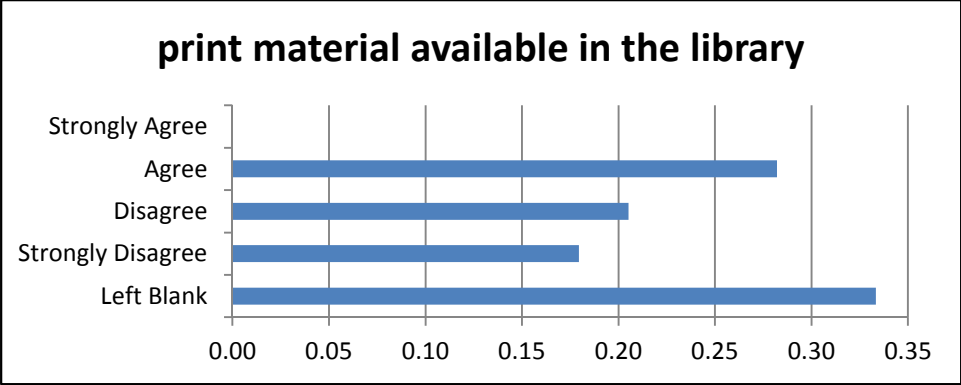
<b>Do you ever study at a UBC library</b>		
Answer	Number	Percentage
Yes	26	0.67
No	13	0.33



<b>To what degree do you agree or disagree with the following statement; I choose to go to the library because of...</b>		
<b>proximity/convenience</b>		
Answer	Number	Percentage
Left Blank	13	0.33
Strongly Disagree	0	0.00
Disagree	3	0.08
Agree	19	0.49

Strongly Agree	4	0.10
<b>comfort of space and amenities</b>		
Answer	Number	Percentage
Left Blank	13	0.33
Strongly Disagree	0	0.00
Disagree	6	0.15
Agree	17	0.44
Strongly Agree	3	0.08
<b>print material available in the library</b>		
Answer	Number	Percentage
Left Blank	13	0.33
Strongly Disagree	7	0.18
Disagree	8	0.21
Agree	11	0.28
Strongly Agree	0	0.00
<b>access to help with library research</b>		
Answer	Number	Percentage
Left Blank	13	0.33
Strongly Disagree	8	0.21
Disagree	5	0.13
Agree	13	0.33
Strongly Agree	0	0.00



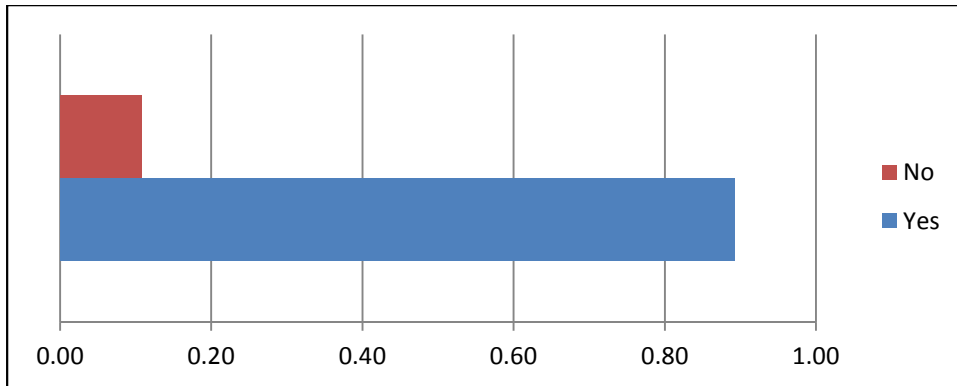


**9.5 Faculty of Science: (37 participants)**

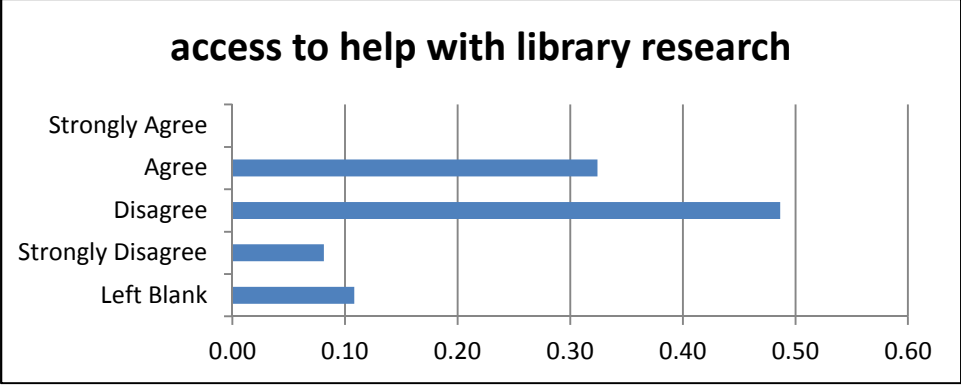
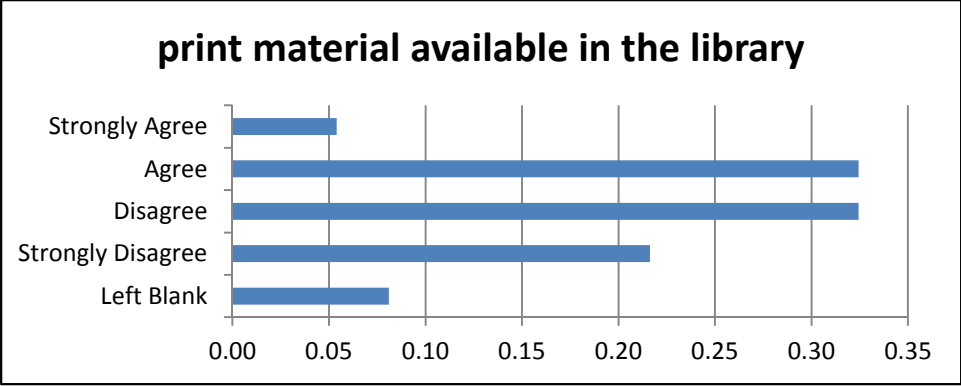
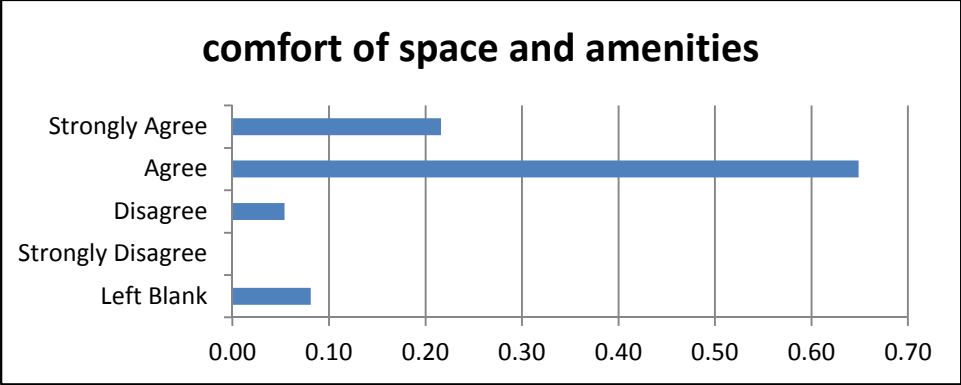
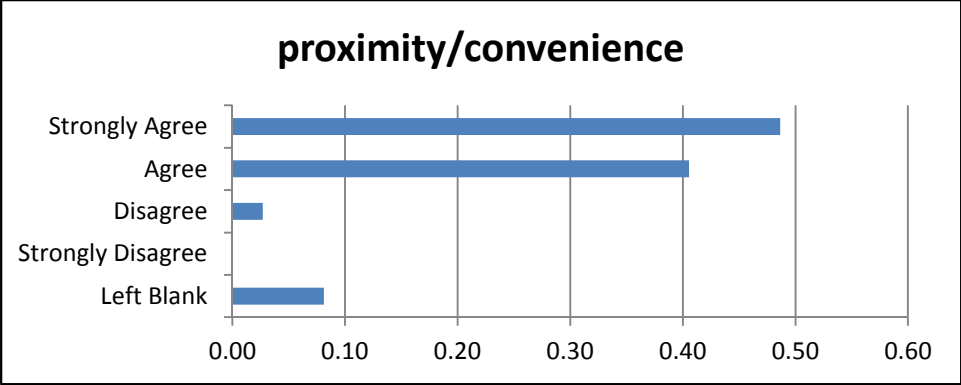
- Summary: Of the students who answered this survey, 89% indicated they use UBC libraries to study while 11% indicated they did not. Of the 89%, students very strongly indicated their primary reasons for using UBC libraries was their proximity and convenience followed the comfort of space and amenities. While there was a visible amount of students indicating they use UBC libraries for their available print material, there was a larger amount of students indicating otherwise. Students generally indicated that access to help with library research was not a factor in their decision to use UBC libraries.

- Data:

<b>Do you ever study at a UBC library</b>		
Answer	Number	Percentage
Yes	33	0.89
No	4	0.11



<b>To what degree do you agree or disagree with the following statement; I choose to go to the library because of...</b>		
<b>proximity/convenience</b>		
Answer	Number	Percentage
Left Blank	3	0.08
Strongly Disagree	0	0.00
Disagree	1	0.03
Agree	15	0.41
Strongly Agree	18	0.49
<b>comfort of space and amenities</b>		
Answer	Number	Percentage
Left Blank	3	0.08
Strongly Disagree	0	0.00
Disagree	2	0.05
Agree	24	0.65
Strongly Agree	8	0.22
<b>print material available in the library</b>		
Answer	Number	Percentage
Left Blank	3	0.08
Strongly Disagree	8	0.22
Disagree	12	0.32
Agree	12	0.32
Strongly Agree	2	0.05
<b>access to help with library research</b>		
Answer	Number	Percentage
Left Blank	4	0.11
Strongly Disagree	3	0.08
Disagree	18	0.49
Agree	12	0.32
Strongly Agree	0	0.00





## 10 Other surveys about the UBC library and/or study space

Prior to creating this survey Tagg, Philip and Elaine reviewed the surveys that have already been completed about the UBC library. They identified the following three surveys: LibQUAL 2010 (n=165 undergrad), the AMS Academic Experience Survey 2012 (n=2,454 students) and the National Survey of Student Engagement 2011 (NSSE) ( n= XX undergrads).

### 10.1 LibQUAL

“LibQUAL+® is an internationally recognized survey instrument that measures satisfaction with library services. In 2013 UBC Library joins a consortium of nearly 50 Canadian academic libraries using LibQUAL+® to better understand and respond to student and faculty expectations. UBC Library implements LibQUAL+® periodically to stay in touch with your priorities and to monitor our progress. We last ran the survey in 2010 when results informed significant change. Three years later it’s time to take the collective pulse again, to measure our successes as well as to identify new areas for improvement.” (Source: <http://about.library.ubc.ca/libqual/>). UBC Library has previously done LibQUAL surveys in 2007, 2009 and 2010 respectively. The results from the past LibQUALs are not published but the UBC Library gave Tagg, Philip, and Elaine access to the results from the past LibQUALs. The content and results of the LibQUAL surveys did inform Tagg, Philip and Elaine when they were writing the Student Senate Caucus UBC Library Survey. The recommendations, but not the results that informed the recommendations, from all the LibQUAL surveys have been made public and they are posted on the UBC library website. Many of the LibQUAL recommendations are consistent with recommendations made in this report.

### 10.2 AMS Academic Experience Survey 2012

The AMS Academic Experience Survey 2012 had 2,454 student participants. There are no questions in the survey that relate specifically to the library. However, there are two questions in the survey that were about study space. They were questions 5.1 and questions 5.2. The questions, and the answers to those questions are below:

Question 5.1 - “It is easy to find quiet study spaces for individuals on campus.” Analysis/results: 50% of respondents supported this statement, with 32% rejecting it. Minor variations exist by year level, with 1st year students least likely to reject the statement. International students reject the statement to a lesser extent than domestic students.

Question 5.2 - “It is easy to find space for group learning and group study on campus.” Analysis/results: 45% of respondents supported this statement, with 28% rejecting it. Rejection increases incrementally as year level increases. International students reject the statement to a lesser extent than domestic students, as do students who live on campus. (Source: <http://www.ams.ubc.ca/wp-content/uploads/2012/10/AMS-Academic-Experience-Report-2012.pdf>)

### 10.3 The UBC results from the National Survey of Student Engagement (NSSE)

The National Survey of Student Engagement (NSSE) was “Conceived in 1998 as a new approach to gathering information about collegiate quality and piloted in 1999 with funding from The Pew Charitable Trusts... Through its student survey, The College Student Report, NSSE annually collects information at hundreds of four-year colleges and universities about student participation in programs and activities that institutions provide for their learning and personal development. The results provide an estimate of how undergraduates spend their time and what they gain from attending college. NSSE provides participating institutions a variety of reports that compare their students' responses with those of students at self-selected groups of comparison institutions. Comparisons are available for individual

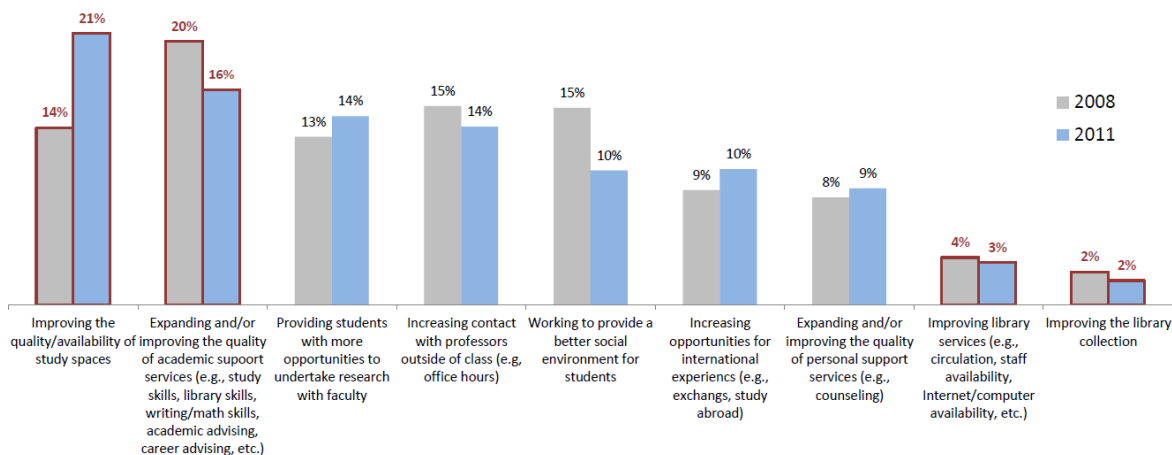
survey questions and the five NSSE Benchmarks of Effective Educational Practice. Each November, NSSE also publishes its Annual Results, which reports topical research and trends in student engagement results. NSSE researchers also present and publish research findings throughout the year.” (Source: <http://nsse.iub.edu/html/about.cfm>). UBC participated in the NSSE survey in 2008 and 2011 and question #4 in the NSSE survey was relevant to the library. Question #4 was: “From the list below, please check up to 2 items you believe your university most needs to address to improve the student academic/learning experience outside the classroom.” The results for question #4 were as follows: Amongst both first year undergrad and senior undergrad students between 2008 and 2011 there was a significant increase in demand from “improving the quality/availability of study spaces”. In 2011 21 % of undergrads and 22% of senior undergrads selected “improving the quality/availability of study spaces”. Separately, about 3% of question 4 responses were “improving library services” and about 2% of question 4 responses were “improving the library collection”. NSSE shows that students feel that UBC needs to improve on study space much more than it needs to focus on improving the library. However, there is a consistent small percentage of students that select improving the library services and/or collections as a high priority.

The following two tables show the question #4 survey results from the UBC 2008 and 2011 NSSE surveys. (Source: <http://www.pair.ubc.ca/surveys/nsse/index.shtml>)

NSSE Question #4: From the list below, please check up to 2 items you believe your university most needs to address to improve the student academic/learning experience outside the classroom.

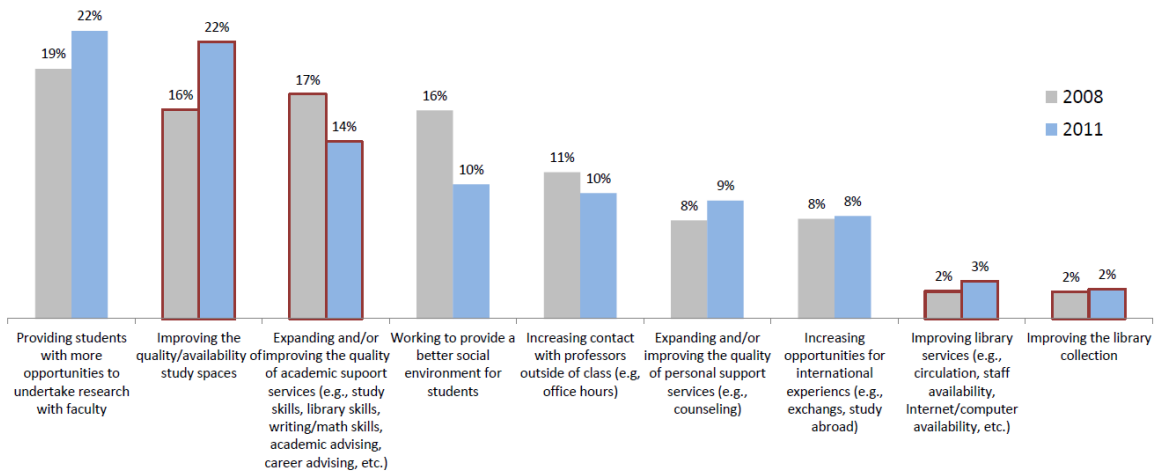
UBC First Year undergrad students

	2008	2011
Improving the quality/availability of study spaces	14%	21%
Expanding and/or improving the quality of academic support services (e.g., study skills, library skills, writing/math skills, academic advising, career advising, etc.)	20%	16%
Providing students with more opportunities to undertake research with faculty	13%	14%
Increasing contact with professors outside of class (e.g., office hours)	15%	14%
Working to provide a better social environment for students	15%	10%
Increasing opportunities for international experiences (e.g., exchanges, study abroad)	9%	10%
Expanding and/or improving the quality of personal support services (e.g., counseling)	8%	9%
Improving library services (e.g., circulation, staff availability, Internet/computer availability, etc.)	4%	3%
Improving the library collection	2%	2%



UBC Senior undergrad students

	2008	2011
Providing students with more opportunities to undertake research with faculty	19%	22%
Improving the quality/availability of study spaces	16%	22%
Expanding and/or improving the quality of academic support services (e.g., study skills, library skills, writing/math skills, academic advising, career advising, etc.)	17%	14%
Working to provide a better social environment for students	16%	10%
Increasing contact with professors outside of class (e.g. office hours)	11%	10%
Expanding and/or improving the quality of personal support services (e.g., counseling)	8%	9%
Increasing opportunities for international experiences (e.g., exchanges, study abroad)	8%	8%
Improving library services (e.g., circulation, staff availability, Internet/computer availability, etc.)	2%	3%
Improving the library collection	2%	2%



## 11 Acknowledgements

The authors of the report would like to extend a special thank you to Jeremy Buhler, the UBC Assessment Librarian, and Julie Mitchell, the Managing Librarian of the Chapman Learning Commons. Jeremy met with Tagg, Elaine and Philip in the early planning stages of the survey. He reviewed the existing surveys that already existed and shared survey best practices with Tagg, Elaine and Philip. Furthermore, both Jeremy and Julie feedback on the draft version of the survey.

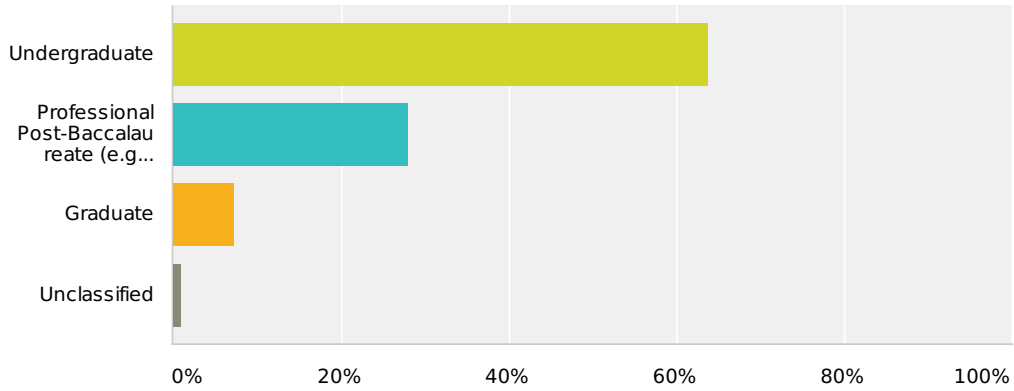
The authors of the report would also like to thank Kiran Mahal, the AMS Vice President Academic and University Affairs. Kiran provided feedback on the draft version of the survey and she asked the AMS Communication Manager, to create, host and analyze the survey using the AMS’s survey software. Kiran also provided the two \$25 gift cards that were awarded to two survey respondents and she helped to promote the survey via the AMS Education Committee and other channels. Spencer Keys, the interim AMS Communication Manger, was also a key team player. He was very helpful through all stages of the survey and analysis of the survey.

## 12 Full survey results

The following is a full list of the survey questions and the multiple-choice survey responses. The anonymous written responses and individual faculty-by-faculty breakdown of the responses will be provided upon request. Please send your feedback, comments and request to senate@ams.ubc.ca.

## Q1 How would you best describe your student status?

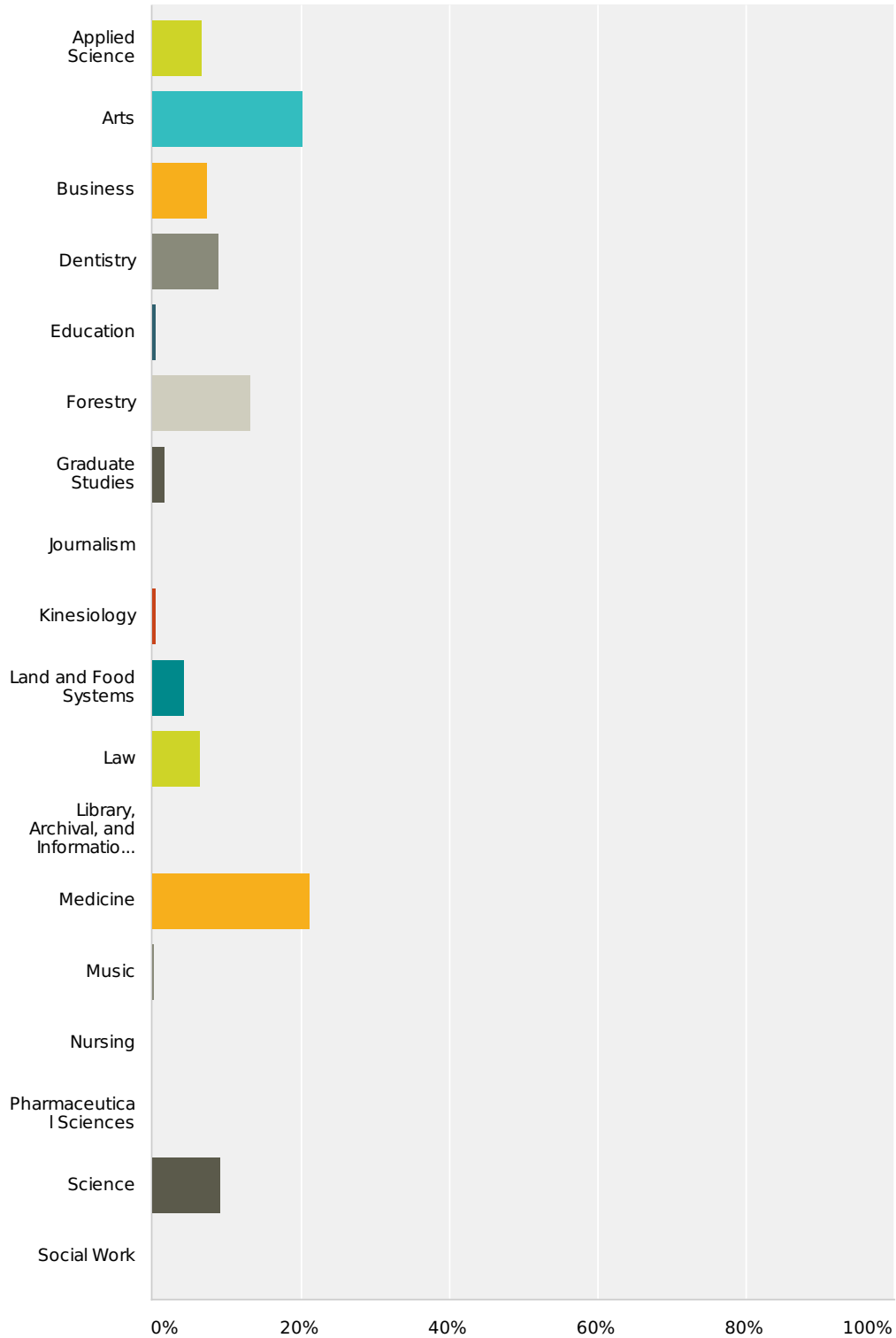
Answered: 428 Skipped: 1



Answer Choices	Responses
<b>Undergraduate</b>	<b>63.79%</b> 273
<b>Professional Post-Baccalaureate (e.g. medicine, law, dentistry, teaching, accounting, etc.)</b>	<b>28.04%</b> 120
<b>Graduate</b>	<b>7.24%</b> 31
<b>Unclassified</b>	<b>0.93%</b> 4
Total	428

## Q2 What is your faculty?

Answered: 425 Skipped: 4



Answer Choices	Responses
<b>Applied Science</b>	<b>6.59%</b> 28
<b>Arts</b>	<b>20.24%</b> 86
Total	425

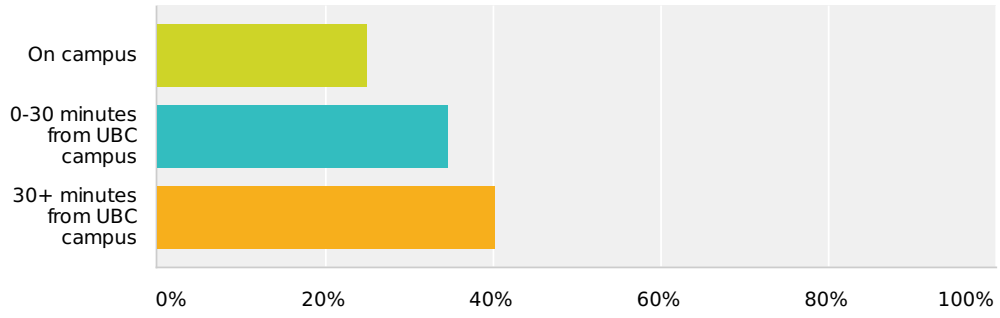
Other (please specify) ( 4 )

Library Services Survey by Student Senate Caucus

<b>Business</b>	<b>7.29%</b>	31
<b>Dentistry</b>	<b>8.94%</b>	38
<b>Education</b>	<b>0.47%</b>	2
<b>Forestry</b>	<b>13.18%</b>	56
<b>Graduate Studies</b>	<b>1.65%</b>	7
<b>Journalism</b>	<b>0%</b>	0
<b>Kinesiology</b>	<b>0.47%</b>	2
<b>Land and Food Systems</b>	<b>4.24%</b>	18
<b>Law</b>	<b>6.35%</b>	27
<b>Library, Archival, and Information Studies</b>	<b>0%</b>	0
<b>Medicine</b>	<b>21.18%</b>	90
<b>Music</b>	<b>0.24%</b>	1
<b>Nursing</b>	<b>0%</b>	0
<b>Pharmaceutical Sciences</b>	<b>0%</b>	0
<b>Science</b>	<b>9.18%</b>	39
<b>Social Work</b>	<b>0%</b>	0
Total		425
Other (please specify) ( 4 )		

### Q3 Where do you live?

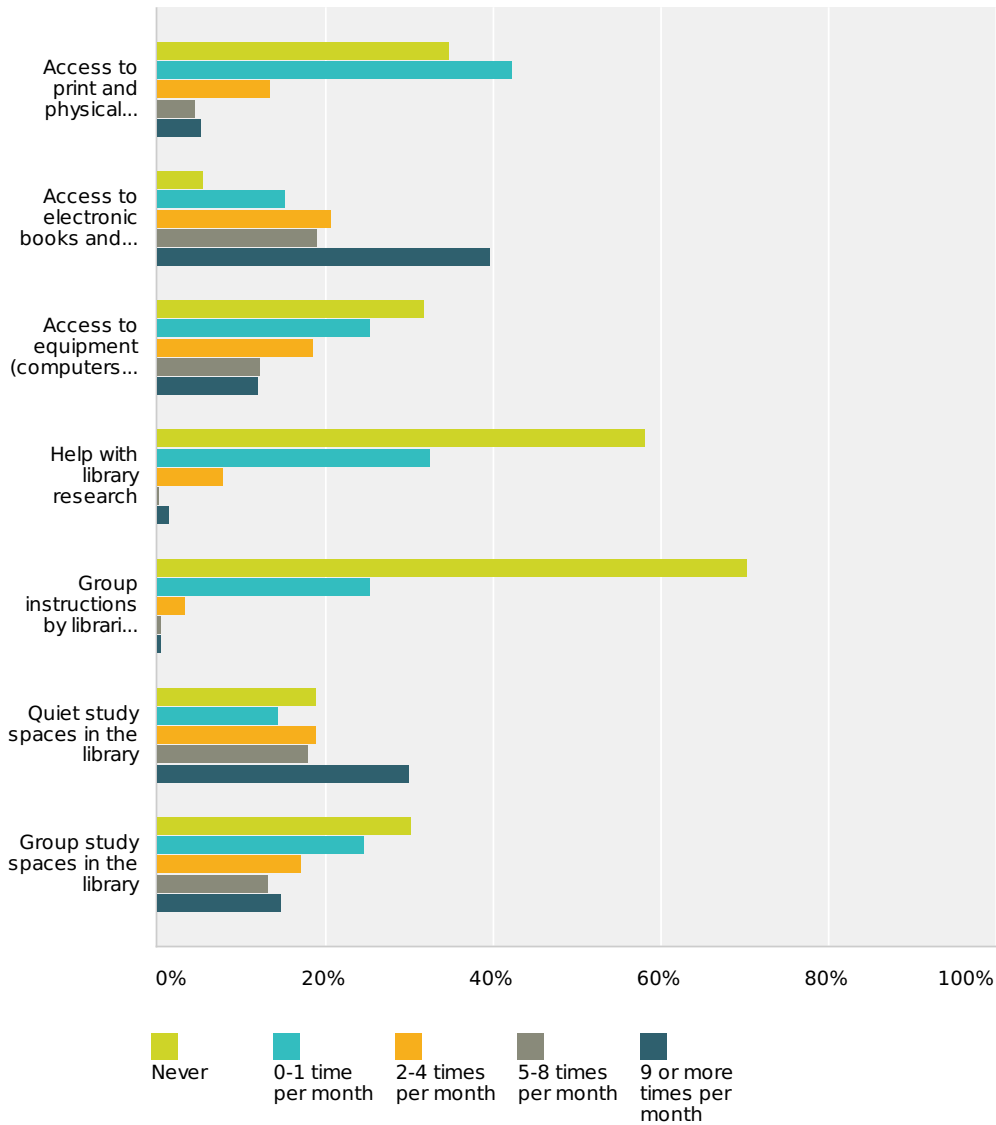
Answered: 427 Skipped: 2



Answer Choices	Responses
<b>On campus</b>	<b>25.06%</b> 107
<b>0-30 minutes from UBC campus</b>	<b>34.66%</b> 148
<b>30+ minutes from UBC campus</b>	<b>40.28%</b> 172
Total	427

### Q4 From the list of seven library services below, please tell us how many times you use the service per month when you are at UBC.

Answered: 428 Skipped: 1



	Never	0-1 time per month	2-4 times per month	5-8 times per month	9 or more times per month	Total
<b>Access to print and physical collections</b>	<b>34.74%</b> 148	<b>42.25%</b> 180	<b>13.38%</b> 57	<b>4.46%</b> 19	<b>5.16%</b> 22	426
<b>Access to electronic books and online journals</b>	<b>5.40%</b> 23	<b>15.26%</b> 65	<b>20.66%</b> 88	<b>19.01%</b> 81	<b>39.67%</b> 169	426

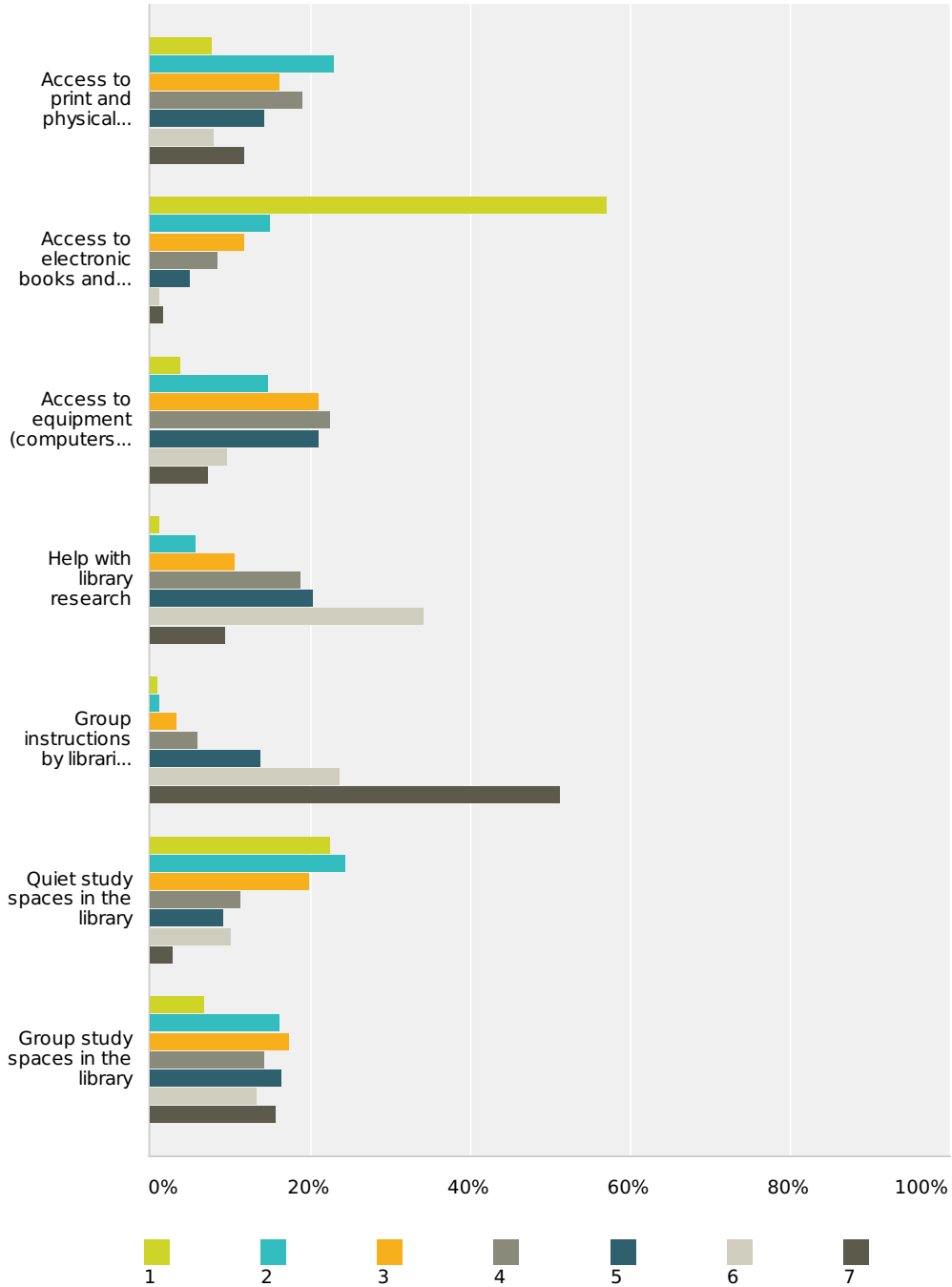


Library Services Survey by Student Senate Caucus

<b>Access to equipment (computers, projectors, white boards, etc.)</b>	<b>31.76%</b> 135	<b>25.41%</b> 108	<b>18.59%</b> 79	<b>12.24%</b> 52	<b>12%</b> 51	425
<b>Help with library research</b>	<b>58.12%</b> 247	<b>32.47%</b> 138	<b>7.76%</b> 33	<b>0.24%</b> 1	<b>1.41%</b> 6	425
<b>Group instructions by librarian (classes, workshops, etc)</b>	<b>70.38%</b> 297	<b>25.36%</b> 107	<b>3.32%</b> 14	<b>0.47%</b> 2	<b>0.47%</b> 2	422
<b>Quiet study spaces in the library</b>	<b>18.87%</b> 80	<b>14.39%</b> 61	<b>18.87%</b> 80	<b>17.92%</b> 76	<b>29.95%</b> 127	424
<b>Group study spaces in the library</b>	<b>30.28%</b> 129	<b>24.65%</b> 105	<b>17.14%</b> 73	<b>13.15%</b> 56	<b>14.79%</b> 63	426

**Q5 From the list of seven library services below, please rank them in order of importance to you (1= most important, 7=least important) Note: When you rank a response, it will automatically reorder all the responses.**

Answered: 427 Skipped: 2



1	2	3	4	5	6	7	Total	Average Ranking

Library Services Survey by Student Senate Caucus

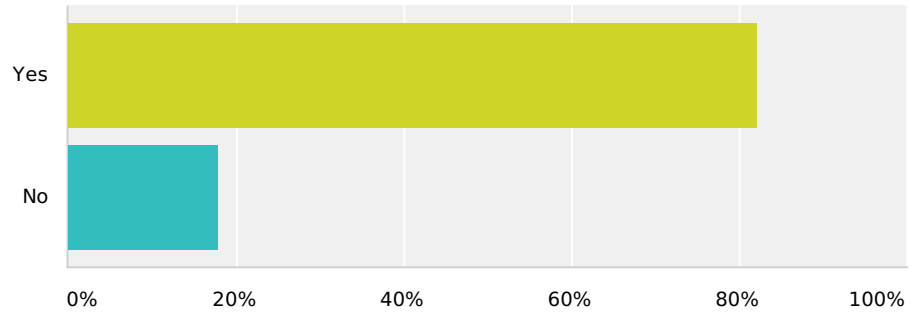
<b>Access to print and physical collections</b>	<b>7.75%</b> 33	<b>23.00%</b> 98	<b>16.20%</b> 69	<b>19.01%</b> 81	<b>14.32%</b> 61	<b>7.98%</b> 34	<b>11.74%</b> 50	426	4.20
<b>Access to electronic books and online journals</b>	<b>57.14%</b> 244	<b>14.99%</b> 64	<b>11.71%</b> 50	<b>8.43%</b> 36	<b>4.92%</b> 21	<b>1.17%</b> 5	<b>1.64%</b> 7	427	6.01
<b>Access to equipment (computers, projectors, white boards, etc.)</b>	<b>3.75%</b> 16	<b>14.75%</b> 63	<b>21.08%</b> 90	<b>22.48%</b> 96	<b>21.08%</b> 90	<b>9.60%</b> 41	<b>7.26%</b> 31	427	4.00
<b>Help with library research</b>	<b>1.17%</b> 5	<b>5.62%</b> 24	<b>10.54%</b> 45	<b>18.74%</b> 80	<b>20.37%</b> 87	<b>34.19%</b> 146	<b>9.37%</b> 40	427	3.08
<b>Group instructions by librarian (classes, workshops, etc)</b>	<b>0.94%</b> 4	<b>1.17%</b> 5	<b>3.28%</b> 14	<b>5.85%</b> 25	<b>13.82%</b> 59	<b>23.65%</b> 101	<b>51.29%</b> 219	427	1.93
<b>Quiet study spaces in the library</b>	<b>22.48%</b> 96	<b>24.36%</b> 104	<b>19.91%</b> 85	<b>11.24%</b> 48	<b>9.13%</b> 39	<b>10.07%</b> 43	<b>2.81%</b> 12	427	4.98
<b>Group study spaces in the library</b>	<b>6.79%</b> 29	<b>16.16%</b> 69	<b>17.33%</b> 74	<b>14.29%</b> 61	<b>16.39%</b> 70	<b>13.35%</b> 57	<b>15.69%</b> 67	427	3.80

**Q6 What new library services or resources would you like to have?**

Answered: 185 Skipped: 244

### Q7 Do you ever study at a UBC library?

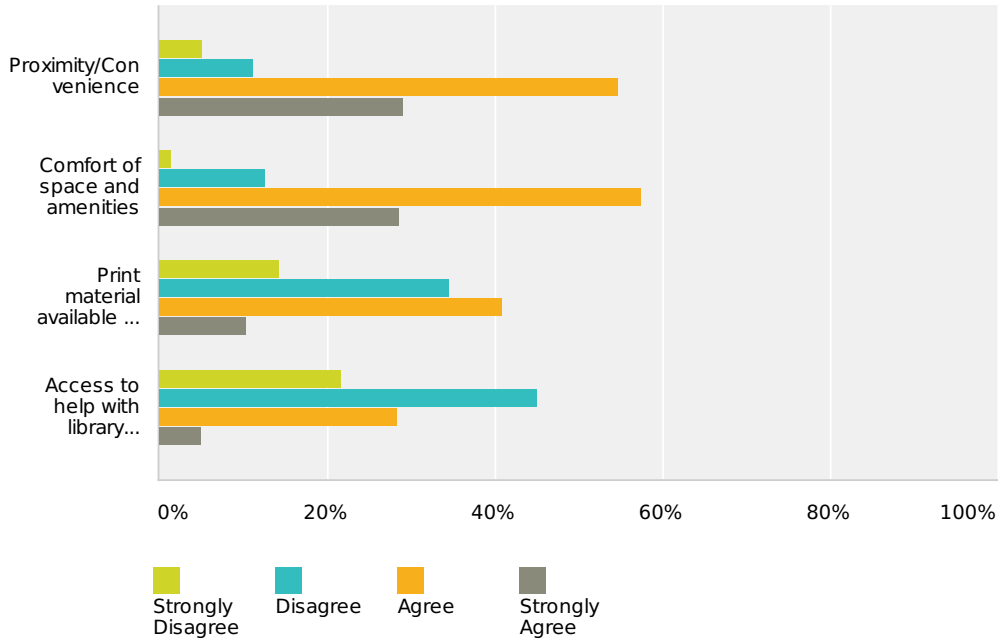
Answered: 426 Skipped: 3



Answer Choices	Responses	
<b>Yes</b>	<b>82.16%</b>	350
<b>No</b>	<b>17.84%</b>	76
Total		426

### Q8 To what degree do you agree or disagree with the following statements? "I choose to go to a UBC library because of..."

Answered: 351 Skipped: 78

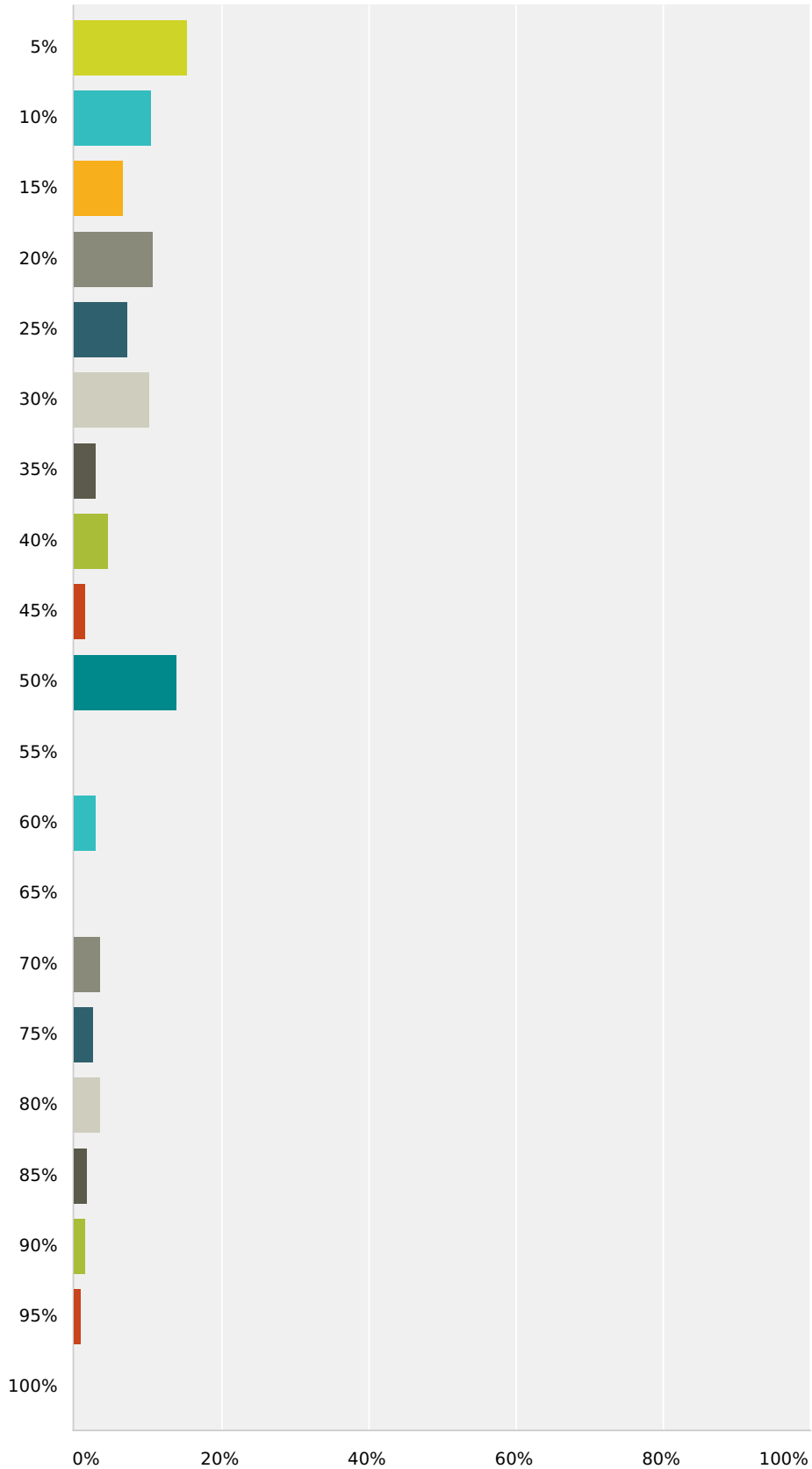


	Strongly Disagree	Disagree	Agree	Strongly Agree	Total
<b>Proximity/Convenience</b>	<b>5.13%</b> 18	<b>11.11%</b> 39	<b>54.70%</b> 192	<b>29.06%</b> 102	351
<b>Comfort of space and amenities</b>	<b>1.43%</b> 5	<b>12.57%</b> 44	<b>57.43%</b> 201	<b>28.57%</b> 100	350
<b>Print material available at the library</b>	<b>14.29%</b> 50	<b>34.57%</b> 121	<b>40.86%</b> 143	<b>10.29%</b> 36	350
<b>Access to help with library research</b>	<b>21.68%</b> 75	<b>45.09%</b> 156	<b>28.32%</b> 98	<b>4.91%</b> 17	346

Other (please specify) ( 33 )

### Q9 What percentage of your study time do you spend at a UBC library?

Answered: 345 Skipped: 84



Library Services Survey by Student Senate Caucus

Answer Choices	Responses	
<b>5%</b>	<b>15.36%</b>	53
<b>10%</b>	<b>10.43%</b>	36
<b>15%</b>	<b>6.67%</b>	23
<b>20%</b>	<b>10.72%</b>	37
<b>25%</b>	<b>7.25%</b>	25
<b>30%</b>	<b>10.14%</b>	35
<b>35%</b>	<b>2.90%</b>	10
<b>40%</b>	<b>4.64%</b>	16
<b>45%</b>	<b>1.45%</b>	5
<b>50%</b>	<b>13.91%</b>	48
<b>55%</b>	<b>0%</b>	0
<b>60%</b>	<b>2.90%</b>	10
<b>65%</b>	<b>0%</b>	0
<b>70%</b>	<b>3.48%</b>	12
<b>75%</b>	<b>2.61%</b>	9
<b>80%</b>	<b>3.48%</b>	12
<b>85%</b>	<b>1.74%</b>	6
<b>90%</b>	<b>1.45%</b>	5
<b>95%</b>	<b>0.87%</b>	3
<b>100%</b>	<b>0%</b>	0
Total		345



**Q10 Do you have anything else to add about the library that you have not been able to say already?  
[Optional]**

Answered: 89 Skipped: 340

**Q11 If you would like to win a gift card for filling out this survey, please provide us with your email address.**

Answered: 403 Skipped: 26