

**Port Moody Public Library  
Community Needs Assessment**

**September 2012**

**PREPARED BY :**



# TABLE OF CONTENTS

<b>1. INTRODUCTION .....</b>	<b>6</b>
<b>2. METHODOLOGY.....</b>	<b>7</b>
2.1 COMMUNITY AND DEMOGRAPHIC PROFILE .....	7
2.2 LIBRARY USE PROFILE .....	7
2.3 LIBRARY TREND ANALYSIS.....	7
2.4 COMMUNITY SURVEY .....	7
2.5 FOCUS GROUPS.....	8
2.6 STAKEHOLDER INTERVIEWS .....	8
<b>3. DEMOGRAPHIC PROFILE .....</b>	<b>9</b>
3.1 POPULATION & DWELLING PROFILE .....	9
3.2 AGE DISTRIBUTION PROFILE.....	10
3.3 HOUSEHOLD DISTRIBUTION PROFILE .....	12
3.4 MOBILITY STATUS .....	12
3.5 LABOUR FORCE PARTICIPATION .....	13
3.6 PLACE OF WORK STATUS.....	13
3.7 INCOME .....	14
3.8 CULTURE & LANGUAGE PROFILE.....	15
3.9 EDUCATION PROFILE.....	17
3.10 LITERACY AND EARLY LEARNING PROFILE .....	18
<b>4. LIBRARY USE PROFILE .....</b>	<b>20</b>
4.1 PATRON PROFILE .....	20
4.1.1 Library visits.....	22
4.2 LIBRARY COLLECTION PROFILE.....	23
4.2.1 Overview.....	23
4.2.2 Physical collections (print & audiovisual) .....	24
4.2.3 Electronic Collections .....	29
4.3 PROGRAMS & SERVICES PROFILE .....	31
4.3.1 Reference service .....	31
4.3.2 Public Computers .....	31
4.3.3 Use of self service options.....	32
4.3.4 Programs .....	33
<b>5 LIBRARY TRENDS.....</b>	<b>35</b>
5.1 LIBRARY COLLECTIONS.....	35
5.1.1 eBooks .....	35
5.1.2 Audiovisual content.....	36
5.1.3 Patron driven acquisitions.....	36
5.1.4 Right-sizing the physical collection.....	36
5.2 LIBRARY SERVICE TRENDS.....	36
5.2.1 Programs .....	36
5.2.2 Reference services.....	37
5.2.3 Single service point.....	38
5.2.4 Do-it-yourself service .....	38

5.3	TECHNOLOGY TRENDS.....	38
5.4	LIBRARY SPACE TRENDS .....	39
5.5	VIRTUAL LIBRARY TRENDS .....	40
5.6	OTHER TRENDS.....	41
<b>6</b>	<b>COMMUNITY SURVEY RESULTS .....</b>	<b>42</b>
6.1	INTRODUCTION .....	42
6.2	RESPONDENT PROFILE .....	42
6.3	COLLECTION AND RESOURCES .....	46
6.4	PROGRAMS AND SERVICES.....	51
6.5	PUBLIC SPACE .....	54
6.6	TECHNOLOGY.....	56
6.7	COMMUNICATIONS .....	58
6.8	VALUE TO THE COMMUNITY.....	59
6.9	SUGGESTIONS FOR THE FUTURE .....	60
6.10	COMMUNITY NEEDS SURVEY: CROSS-TABULATIONS .....	61
6.10.1	19 Years of Age and Under .....	61
6.10.2	20-44 Years of Age.....	61
6.10.3	45-64 Years of Age.....	62
6.10.4	65 Years of Age and Over .....	62
6.10.5	Non-Port Moody Residents .....	63
6.10.6	Non-English Speakers (speak a language other than English at home).....	63
6.10.7	Infrequent Users.....	63
<b>7</b>	<b>FOCUS GROUP AND INTERVIEW RESULTS .....</b>	<b>65</b>
7.1	COLLECTION AND RESOURCES .....	65
7.2	PROGRAMS AND SERVICES.....	66
7.2.1	Number and Scope of Programs.....	66
7.2.2	Types of Programs .....	66
7.2.3	Increasing Participation and Access .....	67
7.2.4	Library Services.....	68
7.3	PUBLIC SPACE .....	68
7.4	TECHNOLOGY.....	69
7.5	OTHER FINDINGS FROM THE FOCUS GROUPS AND INTERVIEWS .....	70
<b>8</b>	<b>CONCLUSION .....</b>	<b>72</b>
8.1	KEY THEMES: CHILDREN AND TEENS.....	72
8.1.1	Children 0-12 years of age.....	73
8.1.2	Teens .....	74
8.2	KEY THEMES: ADULTS.....	74
8.3	KEY THEMES: SENIORS.....	76
8.4	SUMMARY.....	77
<b>9</b>	<b>APPENDIX A: LIBRARY TRENDS BIBLIOGRAPHY .....</b>	<b>78</b>
<b>10</b>	<b>APPENDIX B: COMMUNITY SURVEY .....</b>	<b>80</b>

# TABLE OF FIGURES

Figure 3-1: Population & dwelling counts – Port Moody .....	9
Figure 3-2: Dwellings by structure type.....	10
Figure 3-3: Population by age – Port Moody.....	11
Figure 3-4: Households by type .....	12
Figure 3-5: Census families by family type .....	12
Figure 3-6: Mobility status (by place of residence five years ago) .....	13
Figure 3-7: Labour force participation (population 15+ years) .....	13
Figure 3-8: Place of work status (population 15+ years) .....	14
Figure 3-9: Income comparison .....	14
Figure 3-10: Household income – Port Moody.....	15
Figure 3-11: Individual income – Port Moody .....	15
Figure 3-12: Immigration characteristics – Port Moody.....	16
Figure 3-13: Place of birth – recent immigrants to Port Moody.....	16
Figure 3-14: Home language – Port Moody.....	17
Figure 3-15: Highest level of education – Port Moody.....	17
Figure 3-16: Highest level of education (age 15+ years) – Port Moody .....	18
Figure 4-1: Active patrons by residency.....	20
Figure 4-2: Active patrons by residency compared with Metro Vancouver .....	21
Figure 4-3: Circulation by patron residency.....	21
Figure 4-4: Library visits (in person and virtual) .....	22
Figure 4-5: Five year circulation trends (physical resources) .....	23
Figure 4-6: Percentage of loans by format (average 2009-2011).....	24
Figure 4-7: Circulation by collection .....	24
Figure 4-8: Collection size.....	25
Figure 4-9: Circulation by sub-collection .....	26
Figure 4-10: Sub-collection size .....	26
Figure 4-11: Sub-collection: loans per item.....	27
Figure 4-12: Circulation by collection type .....	28
Figure 4-13: Collection type – loans per item.....	29
Figure 4-14: Library-to-go: circulation.....	30
Figure 4-15: Library-to-go: new borrowers .....	30
Figure 4-16: Reference Questions .....	31
Figure 4-17: Use of public Internet access computers .....	32
Figure 4-18: Self-serve vs staff assisted loan transactions (including renewals).....	32
Figure 4-19: Program attendance summary.....	34
Figure 6-1: How often do you visit the Port Moody Public Library in-person and/or visit the library's website?.....	43
Figure 6-2: How long have you lived in Port Moody? .....	43
Figure 6-3: Please indicate your age.....	44
Figure 6-4: Which of the following best describes your household? .....	44
Figure 6-5: What is your highest level of education? .....	45
Figure 6-6: Which language do you speak most often at home? .....	46

Figure 6-7: Where do you currently go for the following resources or services? .....	47
Figure 6-8: Which of the following do you prefer using? .....	48
Figure 6-9: Which three of the following online resources and content do you think are most important for the Port Moody Public Library to have on offer? .....	48
Figure 6-10: Which one of your top three choices for online resources do you think is most important for the Port Moody Public Library to offer? .....	49
Figure 6-11: Which three of the following collections are most important to you? .....	50
Figure 6-12: Which one of your top three choices for collections do you think is most important for the Port Moody Public Library to offer? .....	50
Figure 6-13: Which three of the following programs are most important to you? .....	51
Figure 6-14: Which one of your top three choices for programs do you think is most important for the Port Moody Public Library to offer? .....	52
Figure 6-15: Which two of the following services are most important to you? .....	53
Figure 6-16: Of the following ways of receiving assistance from library staff, which two would be your preference? .....	53
Figure 6-17: Which three of the following are your most likely reasons for visiting the Port Moody Public Library? .....	54
Figure 6-18: Which one of your top three reasons for visiting the Port Moody Public Library is most important? .....	55
Figure 6-19: What are the barriers (if any) to your use of the Port Moody Public Library? .....	56
Figure 6-20: How important is it that the Port Moody Public Library keeps up with the latest trends in technology? .....	57
Figure 6-21: What devices do you have access to outside of the library? .....	57
Figure 6-22: What is the most effective way for the Port Moody Public Library to inform you about library programs, collections, and services? .....	58
Figure 6-23: Thinking of library services in relation to other services offered in the community, how would you rank the importance of public libraries? .....	59

# 1. Introduction

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The Port Moody Public Library serves a rapidly growing population of 32,975 through a single branch facility that is prominently located in the Civic Centre Complex. Over the past 16 years since the library moved to this location, the surrounding neighbourhood has changed dramatically and library use has grown accordingly. Three high-density residential/commercial developments (Newport Village, Suter Brook and Klahanie) are now within a short walking distance of the library. In four years' time (2016), there will be a new Evergreen Skytrain station just three blocks from the library.

Not only is the community demographic changing, there are also dramatic changes in how people access and use information, and interact with one another. There are changes in the resources, tools and capabilities needed to operate effectively in today's society; and changes in how people are using and what they expect from public library facilities. The library needs to evolve and adapt to this ever-increasing pace of change, while remaining responsive to the needs of the community.

To prepare for the future, and ensure an ability to move forward strategically and responsibly in its governance role, the Port Moody Public Library Board decided to undertake a Community Needs Assessment. A Request for Proposals (RFP) was issued. The contract to conduct a Community Needs Assessment was subsequently awarded to Marleen Morris & Associates, in partnership with the Community Development Institute at the University of Northern British Columbia.

The goal of this assessment is to gain an up-to-date understanding of the community and its perceptions, needs and preferences for library service. The Library Board wants to ensure that the library is responsive to the community it serves, and that library programs and services are relevant to people's lives. Community input is a critical driving force for this planning process.

The Community Needs Assessment will establish a comprehensive body of information and knowledge to inform discussions and decisions about future directions for the Port Moody Public Library. This information and knowledge will be used by the Library Board to develop a five-year strategic plan that will identify the library's service priorities and guide resource allocation.

## 2. Methodology

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The methodology for the Community Needs Assessment was comprised of five elements, and included both quantitative and qualitative research methodologies. These elements were:

- Community and demographic profile.
- Library use profile.
- Library trend analysis.
- Community survey.
- Focus groups and stakeholder interviews.

### 2.1 Community and Demographic Profile

Drawing upon data from Statistics Canada and other regional data sources, this research created a profile of the community. This profile provided a context for understanding the primary research data. This section was prepared by the Port Moody Public Library.

### 2.2 Library Use Profile

This element focused on the review and analysis of statistics and administrative data collected by the library. This included the establishment of baseline information on resource, service, and program use by library clients. This section was prepared by the Port Moody Public Library.

### 2.3 Library Trend Analysis

The trend analysis research drew on a mix of reports and studies from library organizations and associations. The literature reviewed focused on trends relevant to public libraries. This section was prepared by the Port Moody Public Library.

### 2.4 Community Survey

The community survey was designed to explore questions regarding the current and future information and service needs of Port Moody residents and library users. In addition to general questions about the library and library services, the survey posed specific questions about the frequency and nature of library use. The survey also collected demographic information from each respondent in order to facilitate data analysis and cross-tabulation.

In order to reach a broad cross-section of people, a mail-out survey was conducted using a randomly-generated mailing list obtained from the City of Port Moody's residential property address database. This mailing list included both ownership and rental properties. Selected residents could respond by return mail or online through the library website. In addition to selected residents, the online survey was open to members of the general public. This sampling

methodology allowed the library to obtain input from randomly selected residents, as well as self-selected respondents. The sample size obtained was 566. This resulted in a confidence level of 95%, with a confidence interval of +/- 4.5%.

## **2.5 Focus Groups**

The research included a series of focus groups, which probed, in greater depth, the attitudes, beliefs, and behavioural patterns of Library users and non-users. The participants included seniors, teens, new Canadians, non-resident library users, parents of children 0-5 years of age, parents of children 6-12 years of age, library staff, City Council, and the Library Board.

## **2.6 Stakeholder Interviews**

This element of the research involved interviews with key individuals whose opinions and decisions may have an impact on the library. The purpose of these interviews was to gather stakeholder views on future directions and priorities for library services and gain a better understanding of stakeholder perceptions and beliefs about the library.



### 3. Demographic Profile

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The following demographic profile aims to increase understanding of the people who live in Port Moody, by looking at population characteristics and changes. Data is sourced primarily from the Statistics Canada website ([www.statscan.gc.ca](http://www.statscan.gc.ca)) and uses results of the 2001, 2006 and 2011 Census. Because data from the 2011 Census is being released slowly, it is only possible to incorporate 2011 data related to total population, dwelling counts, age and gender at this time. Snapshots of the 2006 census data, compiled by Metro Vancouver as Census Bulletins, have also been used as a source of comparative statistics for the Greater Vancouver area.

#### 3.1 Population and dwelling profile

The population of Port Moody, and number of private dwellings, has grown steadily over the past three Census periods (Figure 3-1). For the 2011 Census period, this percent growth was the highest in the Metro Vancouver area.

**Figure 3-1: Population & dwelling counts – Port Moody**

	2001 Census	2006 Census	2011 Census
<b>Total population</b>	23,816	27,512	32,975
<b>Population % change over previous census</b>	14.2	15.5	19.9
<b>Total private dwellings</b>	8,767	10,680	12,989
<b>Dwellings % change over previous census</b>	19.9	21.8	21.6

Looking ahead to the next five years, the Evergreen rapid transit line – with two stops in Port Moody – is scheduled to open in the summer of 2016. It is anticipated that this will act as a catalyst for development and growth in Port Moody, as the Metro Vancouver regional growth strategy aims at densifying town centres around transit nodes to curtail urban sprawl.

Similar to other areas of Metro Vancouver, single detached housing is declining as the most common type of housing (Figure 3-2), from 44% of structure types in 2001 to 38% in 2006. The diversity of housing types is growing, with a greater mix of housing choices expanding the range of opportunities for owner-occupied houses. Characteristic of Port Moody is a growing concentration of “ground-oriented” dwellings (particularly row houses<sup>1</sup>) which accounted for 37% of all dwellings in 2006; this is the highest percentage in the Metro Vancouver area. Apartments are also increasing as a percentage of the total. This trend should be further evidenced with publication of the 2011 Census results, as seven new high-rise apartment towers have been completed in Port Moody since 2006 – all within quick walking distance of the library.

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<sup>1</sup> A row house is one of three or more dwellings joined side by side (or occasionally side to back), such as a town house or garden home, but not having any other dwellings either above or below.

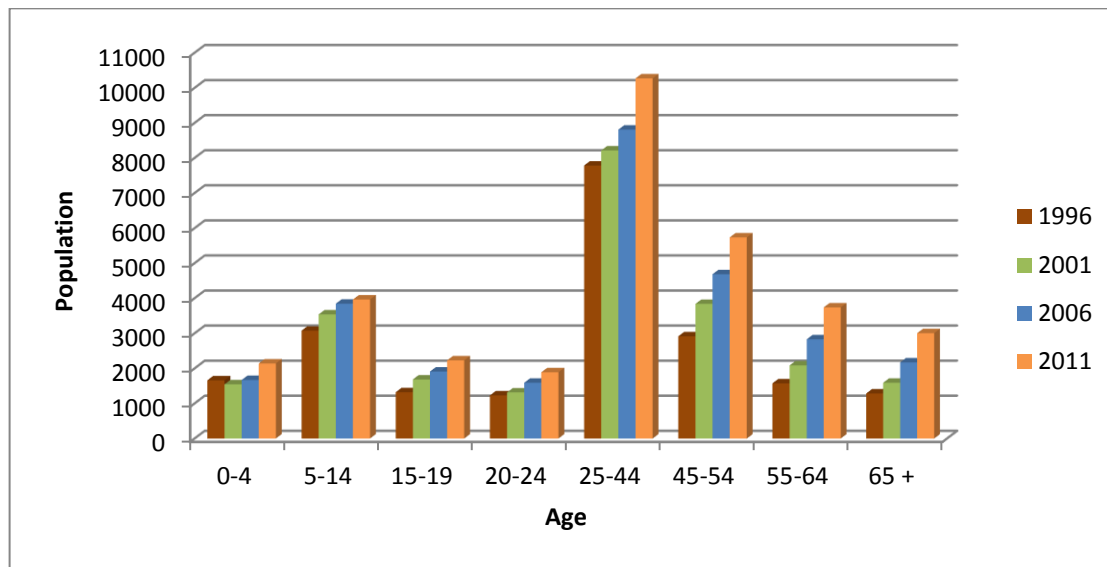
**Figure 3-2: Dwellings by structure type**

		2001 Census Port Moody		2006 Census Port Moody			2006 Metro Van
		No.	% of total	No.	% change	% of total	% of total
	<b>Single detached</b>	<b>3,775</b>	<b>44%</b>	<b>3,840</b>	<b>2%</b>	<b>38%</b>	<b>35%</b>
Ground oriented	Semi-detached	315	4%	395	25%	4%	2%
	Row house	1700	20%	2380	40%	24%	14%
	Apartment in duplex	750	9%	940	25%	9%	8%
	Sub-total ground-oriented	2765	32%	3715	34%	37%	24%
	<b>Other</b>	<b>50</b>	<b>.06%</b>	<b>10</b>	<b>-80%</b>	<b>.01%</b>	<b>1%</b>
Apt.	Apartment 5+ storeys	200	2%	315	58%	3%	27%
	Apartment < 5 storeys	1740	20%	2250	29%	22%	13%
	Sub-total apartment	1940	22%	2565	32%	25%	40%

## 3.2 Age distribution profile

The median age for Port Moody residents was 36.2 years in 2001, rising to 38.4 years in 2011. This is younger than the median age in 2011 for the province (41.9 years) and for Metro Vancouver (40.2 years). Ratio of females to males in 2011 was 51% to 49%; this represents a change from the previous three Census periods where the ratio remained constant at 54% to 46%.

**Figure 3-3: Population by age – Port Moody**



Port Moody's population growth is well-placed across the age spectrum as shown above in Figure 3-3. In 2011, 25% of the population was 0-19 years; 37% was 20-44 years; 28% was 45-64 years; and 9% was 65 years or older. The highest population growth rate from 2006 to 2011 was in the over 65 age group, with a 38% increase – followed by the 55-65 age group (32% increase) and 0-4 age group (28% increase). A lower growth rate was observed in the 5-14 age group, with a 3% increase. In 2011, Port Moody was one of the “youngest” cities in Metro Vancouver with 18.5% of the population under the age of 15 years, compared with 15.3% for the rest of Metro Vancouver. It also had a lower proportion (9%) of seniors 65+ years relative to Metro Vancouver (14%).

### 3.3 Household distribution profile

In 2006, there were 10,130 private households living in Port Moody, representing an increase of 18.7% over 2001 (Figure 3-4). These remained predominantly one-family households (76%) with distribution relatively unchanged from 2001. Compared with 2006 Metro Vancouver averages, Port Moody has a significantly higher proportion of one-family households and a lower proportion of non-family households; average persons per household is similar at 2.7 persons.

**Figure 3-4: Households by type**

	2001 Census Port Moody		2006 Census Port Moody			2006 Metro Van	
	No.	% of total	No.	% of total	% change 2001-2006	No.	% of total
<b>Total private households</b>	8,535		10,130		18.7%	817,225	
> <b>One-family households</b>	6,520	76.4%	7,695	76.0%	18.0%	521,060	64.0%
> <b>Multi-family households</b>	190	2.2%	195	1.9%	2.6%	28,170	3.0%
> <b>Non-family households</b>	1,830	21.4%	2,240	22.1%	22.4%	267,995	33.0%
<b>Persons per household</b>	2.8		2.7		18.7%	2.7	

Couples with children (53%) represented more than half of all census families in both the 2001 and 2006 Census (Figure 3-5); this was higher than the Metro Vancouver average of 49%. Couples with no children represented a slightly higher proportion of census families in 2006 than in 2001; the proportion of lone parent families decreased slightly.

**Figure 3-5: Census families by family type**

	2001 Census Port Moody		2006 Census Port Moody			2006 Metro Van	
	No.	% of total	No.	% of total	% change 2001-2006	No.	% of total
<b>Total families</b>	6,905		8,090		17%		
> <b>Couple, no children</b>	2,235	32%	2,725	34%	22%	207,650	36%
> <b>Couple, with children</b>	3,665	53%	4,270	53%	17%	284,355	49%
> <b>Lone parent families</b>	1,005	15%	1,090	13%	8%	88,115	15%

### 3.4 Mobility status

In the 2006 Census, 49% of Port Moody residents reported moving within the last five years (Figure 3-6). This showed very little change from 2001 and is similar to the 2006 average for Metro Vancouver. Unique to Port Moody, when compared to Metro Vancouver, is a significantly larger number of new residents or migrants (35% of movers in 2006) moving to Port Moody from outside the city; and a significantly fewer number of residents or non-migrants (14% of movers in 2006) moving within the city. Most of the migrants come from within the province.

**Figure 3-6: Mobility status (by place of residence five years ago)**

	2001 Port Moody		2006 Port Moody			2006 Metro Van	
	No.	% of total	No.	% of total	% change	No.	% of total
<b>Non-movers</b>	11,515	52%	13,190	51%	15%	1,043,415	52%
<b>Movers (non-migrant)</b>	3,090	14%	3,575	14%	16%	482,670	24%
<b>Movers (migrant)</b>	7,585	34%	9,025	35%	19%	466,405	23%

## 3.5 Labour force participation<sup>2</sup>

Participation in the labour force (population age 15 years and over eligible for employment) by Port Moody residents has increased slightly over the past two Census periods to 74.4% in 2006 (Figure 3-7). Employment rates have also increased slightly (70.9% in 2006) and the unemployment rate has declined (4.7% in 2006). Participation and employment rates remain significantly higher than the Metro Vancouver average; the unemployment rate, however, is lower.

**Figure 3-7: Labour force participation (population 15+ years)**

	2001 Census		2006 Census	
	Port Moody	Metro Vancouver	Port Moody	Metro Vancouver
<b>In the labour force</b>	13,685	1,073,010	16,295	1,169,720
<b>Participation rate</b>	73.5%	66.2%	74.4%	66.7%
<b>Employment rate</b>	69.2%	61.4%	70.9%	63.0%
<b>Unemployment rate</b>	5.7%	7.2%	4.7%	5.6%

## 3.6 Place of work status

The Census data provides insight into where Port Moody residents, who are employed in the labour force, are working (Figure 3-8). From 2001 to 2006, there was an increase in the number of residents working in Port Moody (8.7% in 2006), as well as an increase in the number working at home (16% in 2006). However, there still remain a sizeable percentage of Port Moody residents (84%) who must travel outside the city to work. This number is significantly higher than the Metro Vancouver average (58%).

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<sup>2</sup> The labour force participation rate is the percentage of working-age persons who are employed, or unemployed but looking for a job.

**Figure 3-8: Place of work status (population 15+ years)**

	2001 Census Port Moody		2006 Census Port Moody			2006 Census Metro Vancouver	
	No.	% of total	No.	% of total	% change	No.	% of total
<b>Total employed</b>	12,900		15,535			1,104,760	
<b>Work in home municipality</b>	1800	14.0%	2485	16.0%	38%	465,090	42%
<b>&gt;&gt; Work at home</b>	965	7.5%	1345	8.7%	39%	91,595	8.3%

## 3.7 Income

Comparing the 2001 to 2006 Census, median individual income and median household income of Port Moody residents increased by 5% and 15% respectively. This median income is considerably higher than Metro Vancouver levels at \$74,527 in 2006, as is illustrated by Figure 3-9. The prevalence of low income showed little change from 2001 to 2006; it is lower than the Metro Vancouver average at 12.4% in 2006.

**Figure 3-9: Income comparison**

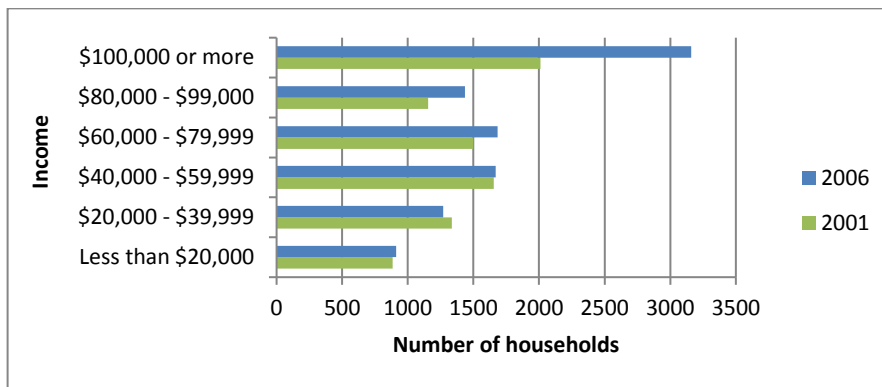
	2001 Census		2006 Census	
	Port Moody	Metro Van	Port Moody	Metro Van
<b>Median individual income<sup>3</sup></b>	\$30,981	\$23,237	\$32,516	\$25,032
<b>Median household income<sup>3</sup></b>	\$64,932	\$49,940	\$74,527	\$55,231
<b>Prevalence of low income<sup>4</sup></b>	12.9%	17%	12.4%	17%

The highest income bracket showed the largest percentage of growth from 2001 to 2006 for both individual income (59%) and household income (57%). As Figures 3-10 and 3-11 illustrate, 23% of Port Moody income earners were in the \$60,000+ individual income bracket in 2006 (compared with 15% for BC); 31% were in the \$100,000+ bracket for household income (compared with 19% for BC).

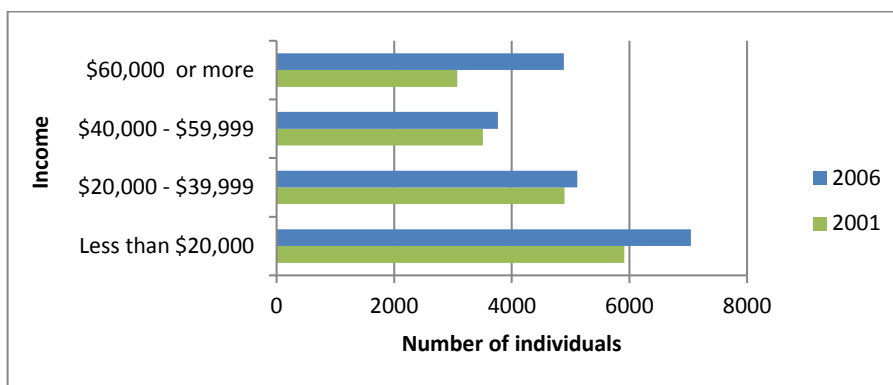
<sup>3</sup> Median incomes is that amount at which half of the individuals, households or families have incomes above this amount and the other half has incomes below this amount.

<sup>4</sup> Prevalence of Low Income (or Low Income Cut-Offs) established by Statistics Canada are the income levels at which economic families and unattached individuals are estimated to spend 20% or more than the average on food, shelter and clothing.

**Figure 3-10: Household income – Port Moody**



**Figure 3-11: Individual income – Port Moody**



### 3.8 Culture & language profile

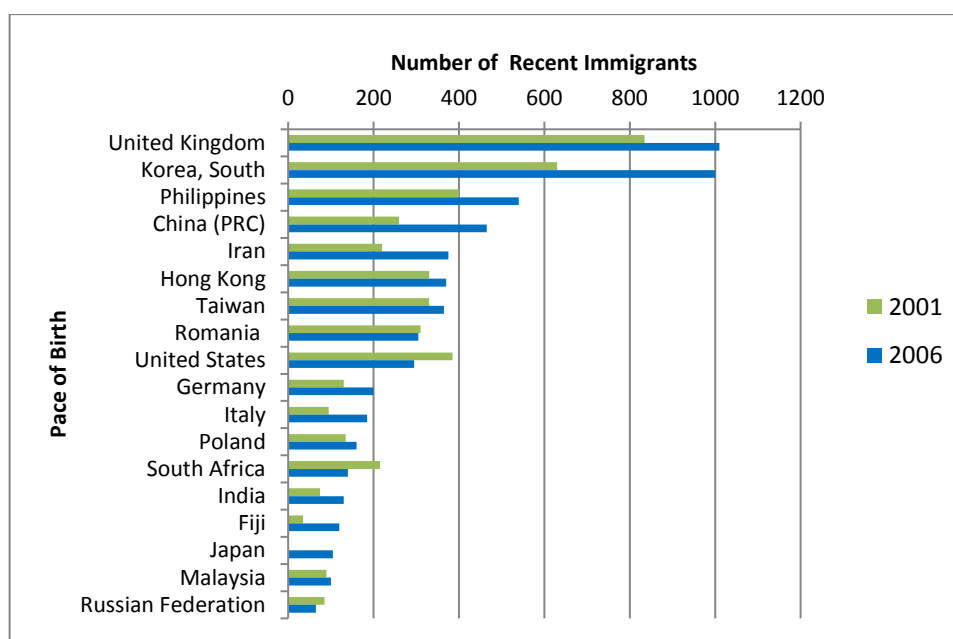
Port Moody is experiencing a change in its cultural profile. The foreign-born population increased by 26% from 2001 to constitute 30% of the total population in 2006 (Figure 3-12). This is less than the average for Metro Vancouver (47% of the total in 2006), but slightly more than the provincial average (27% in 2006).

**Figure 3-12: Immigration characteristics – Port Moody**

	2001 Census		2006 Census	
	Port Moody	Metro Van	Port Moody	Metro Van
<b>Canadian-born population</b>	17,115	1,228,925	19,130	1,266,695
<b>&gt; % of total population</b>	73%	62.5%	70%	60%
<b>Foreign-born population</b>	6,400	738,550	8,055	831,265
<b>&gt; % of total population</b>	27%	37.5%	30%	40%

A small number of countries (United Kingdom, South Korea, the Philippines, China, Iran and Hong Kong) accounted for 46% of recent immigrants<sup>5</sup> in 2001 and 53% of recent immigrants in 2006 (Figure 3-13). The United Kingdom and South Korea, alone, accounted for 25% of recent immigrants in 2006, with the number of Korean immigrants rising by 59% over 2001.

**Figure 3-13: Place of birth – recent immigrants to Port Moody**



Port Moody is not a destination for government assisted refugees. However, neighbouring Coquitlam – and in particular the Cariboo/Burquitlam area – is one of the top five choices in Metro Vancouver, receiving 448 government assisted refugees from Afghanistan, Iran, Bhutan and Iraq during the 2005 to 2009 period.<sup>6</sup>

<sup>5</sup>Recent immigrants are defined as those who settled in Canada less than five years ago.

<sup>6</sup> Source of data: “Changing Faces, Changing Neighbourhoods”. ISS of BC, 2010.



English remains the principal language spoken at home by residents of Port Moody (91.7% of residents in 2001; 85.3% in 2006); however, the proportion of non-English speaking households is rising. Three languages (Chinese, Korean, and Persian) predominate in terms of non-English language spoken at home. No other single non-English language was reported by more than 1% of the population as the main language spoken at home (Figure 3-14).

**Figure 3-14: Home language – Port Moody**

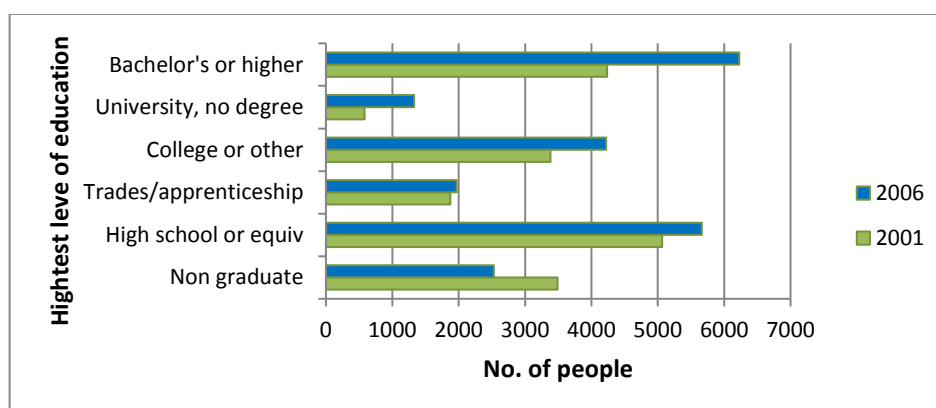
	English	Chinese	Korean	Persian	Other Language*
<b>2001 Census</b>					
Total population	19,225	590	410	90	655
% of total population	91.7%	2.8%	2%	0.4%	3.1%
<b>2006 Census</b>					
Total population	22,920	1025	980	325	1685
% of total population	85.3%	3.8%	3.6%	1.2%	6.1%
% change over 2001	19%	74%	139%	261%	157%

\*Other language = includes languages spoken at home by < 1% of population

## 3.9 Education profile

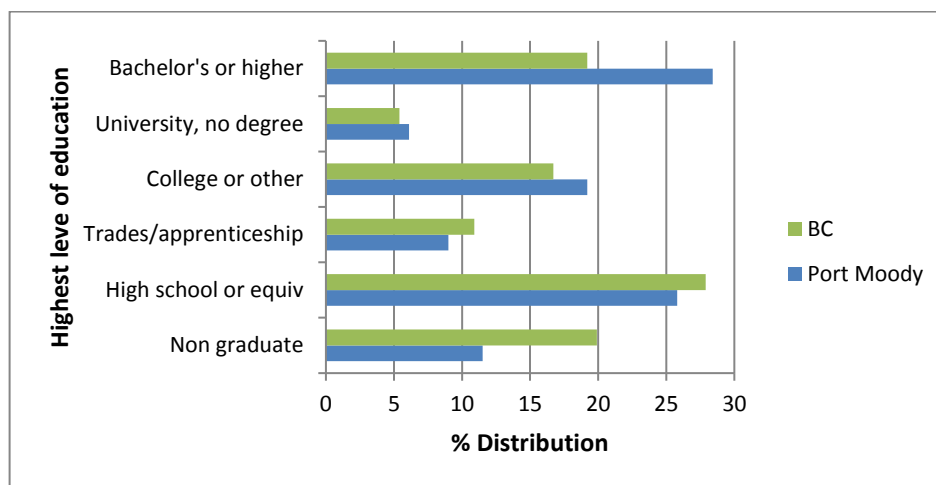
The education level of Port Moody residents is higher than average for the province (Figures 3-15 and 3-16). In 2006, 28% of Port Moody residents had completed education at the Bachelor's level or higher (compared with 19% for BC). Only 12% of residents were non-graduates<sup>7</sup> (compared with 20% for BC). From 2001 to 2006, there was a trend towards higher levels of formal education among Port Moody residents. This includes a 47.1% increase in the number completing a Bachelor's degree or higher, and a 27% decrease in the number of non-graduates.

**Figure 3-15: Highest level of education – Port Moody**



<sup>7</sup> Non-graduates are defined as those who have no certificate, diploma or degree.

**Figure 3-16: Highest level of education (age 15+ years) – Port Moody**



### 3.10 Literacy and early learning profile

The Canadian Council on Learning ([www.ccl-ccc.ca](http://www.ccl-ccc.ca)) has produced maps which take an in-depth look at prose literacy levels across Canada. These maps combine demographic information from the 2006 Census with prose literacy scores from the 2003 International Adult Literacy and Life Skills Survey, which was conducted by Statistics Canada and the Organization for Economic Cooperation and Development (OECD). According to these maps, adult prose literacy levels in Port Moody are higher than the average for Metro Vancouver when comparing Level 2 prose literacy (defined as the “capacity to deal only with simple, clear material involving uncomplicated tasks”<sup>8</sup>). For Port Moody, approximately 35.5% of the population is at or below level 2<sup>9</sup>; for the Metro Vancouver area, this rises to 40%; and the Canadian average is 47.7%.

<sup>8</sup>Canada Council on Learning, “Measuring Literacy in Canada”, accessed July 21, 2012, <http://www.ccl-cc.ca/CCL/Reports/LiteracySelfAssessment/aboutliteracy.html>.

<sup>9</sup> The Canada Council on Learning describes five levels of prose literacy ranging from Level 1 (very poor literacy skills) to Level 5 (strong skills).

The Early Development Instrument (EDI) is a questionnaire that has been used province-wide in BC by the Human Early Learning Partnership ([www.earlylearning.ubc.ca](http://www.earlylearning.ubc.ca)) since 1999. It is completed by kindergarten teachers for all children in their classes and measures five areas of early child development. The results are an indicator of child “vulnerability” (i.e. those at increased risk of difficulties in the school years and beyond; vulnerability rates greater than 10% are considered avoidable). One of the areas measured by the EDI – communications skills – relates directly to literacy. The communication skills scale measures things such as the ability to communicate one’s needs, understand others in English, actively participate in storytelling, and general interest in the world. For School District 43 (which includes Port Moody), in the area of communication skills, the most recent wave of EDI results (2009/10 – 2010/11) indicates that a high proportion of children are vulnerable (i.e. the vulnerability rate is 11% or higher).

## 4. Library Use Profile

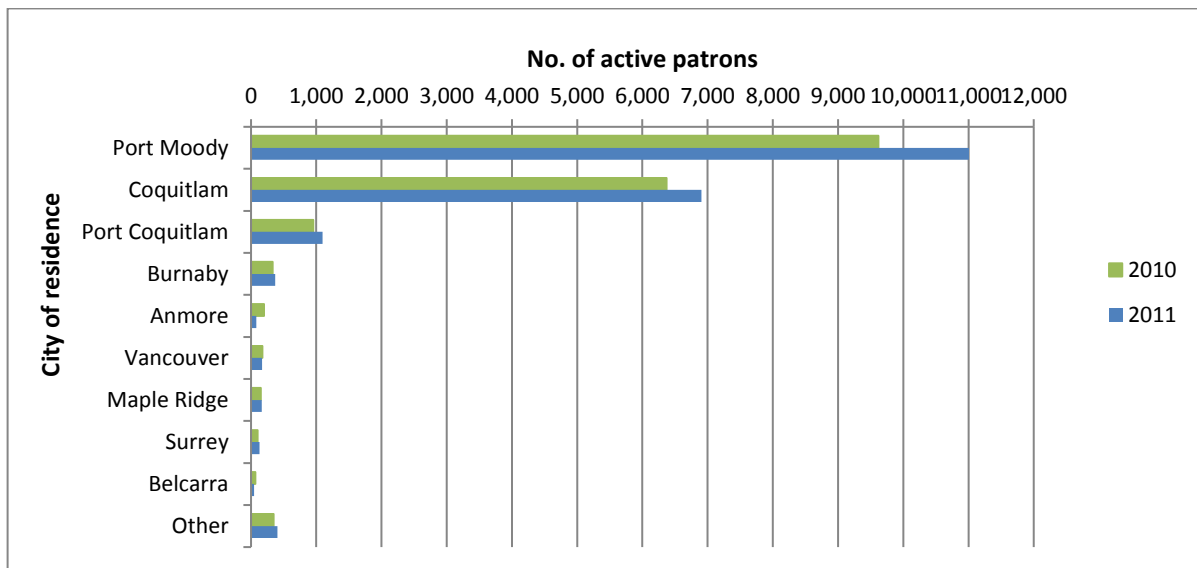
The library use profile provides a snapshot of how the community has been using the Port Moody Public Library over the last three to five years. It draws on library administrative data to analyze variables such as patron residency, library visits, collection usage, and uptake of library programs and services. The profile is not a means of assessing the library; it simply portrays the service as currently offered.

### 4.1 Patron profile

To conform to provincial benchmark standards, the library uses the number of “active” patrons when counting the number of registered borrowers. Active patrons are those who have used their library cards in the last three years – either to borrow materials or to access online resources and services. At the end of 2011, the library had 20,374 active patrons. This represents an increase of 11% over 2010 end of year totals (18,308 patrons). Approximately 84% of active patrons had adult cards and 16% had children’s cards (12 years of age and younger).

Figure 4-1 indicates residency of these active patrons. Port Moody and Coquitlam residents comprise approximately 89% of active patrons, while roughly 5% are from Port Coquitlam. More specifically, Port Moody residents accounted for 53% (n=9620) of total active patrons in 2010 and 54% (n=11,005) in 2011. Coquitlam residents accounted for 35% (n=6372) of total active patrons in 2010 and 34% (n=6905) in 2011.

**Figure 4-1: Active patrons by residency**



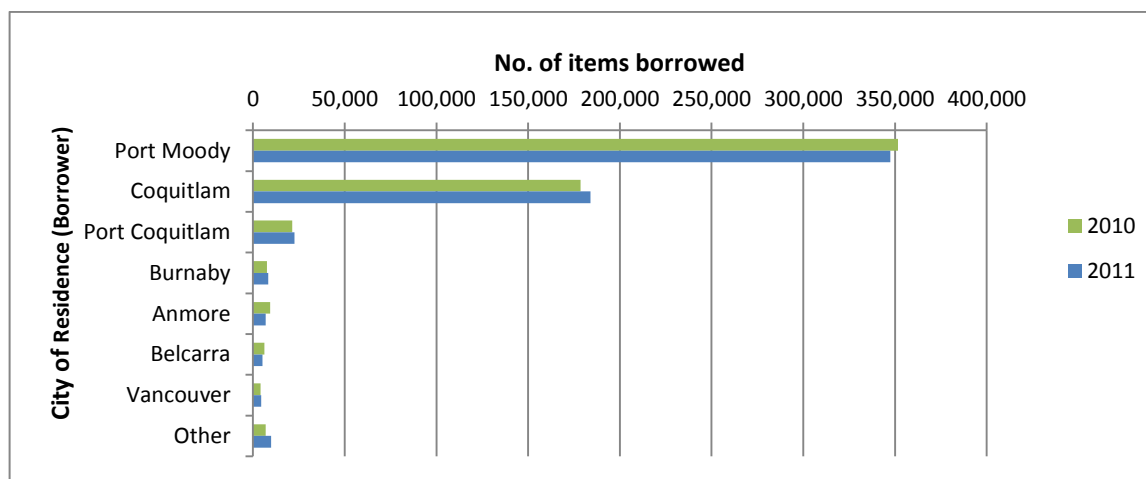
Port Moody has a higher than average proportion of non-resident members when compared with other public libraries in the Metro Vancouver area. As shown in Figure 4-2, 47% of Port Moody Public Library's active patrons were non-residents in 2010 compared with the Metro Vancouver average of 23%. Data is sourced from the 2010 Annual Survey of BC Public Libraries (Libraries and Literacy Branch, BC Ministry of Education).

**Figure 4-2: Active patrons by residency compared with Metro Vancouver**

	2010 Port Moody	2010 Metro Vancouver average
	% of total active patrons	% of total active patrons
<b>Residents</b>	53%	77%
<b>Non-residents</b>	47%	23%

This active patron residency pattern has a correlation to the number of items borrowed by residents and non-residents. As shown in Figure 4-3, Port Moody residents accounted for 60% (n=351,573) of loans in 2010 and 59% (n=347,479) in 2011, while non-residents accounted for 40% and 41%, respectively. More specifically with regards to non-resident usage, Coquitlam residents accounted for 30% (n=178,636) of loans in 2010 and 31% (n=183,956) in 2011; Port Coquitlam residents accounted for 30% (n=178,636) of loans in 2010 and 31% (n=183,956) in 2011; Port Coquitlam residents accounted for approximately 4% of loans in both years.

**Figure 4-3: Circulation by patron residency**

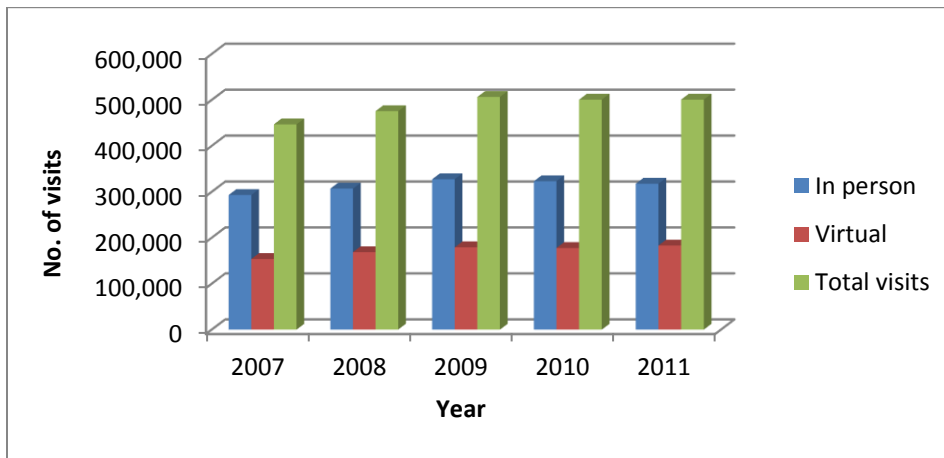


The library receives revenue for its non-resident lending activities. In 2011, this revenue was as follows: \$47,393 from Public Library InterLINK for net lending activity; \$24,091 from the provincial government for participation in the BC OneCard lending program; and \$4,695 in non-resident membership fees from patrons not eligible for cards under the BC OneCard program (primarily Anmore and Belcarra residents).

### 4.1.1 Library visits

Data on the number of people visiting the library (in-person and virtually via the library's website) from 2007 to 2011 is summarized in Figure 4-4. Over this five year period, there has been an overall increase of 12% in library visits: 8% for in-person visits and 19% for virtual visits. It should be noted that the number of visits in 2008 and 2009, as well as library usage overall, were influenced by an eight month closure of the neighbouring Poirier Branch of Coquitlam Public Library for renovations (September 2008 to April 2009). During this period, many Poirier Branch patrons chose to temporarily use the Port Moody Public Library.

**Figure 4-4: Library visits (in person and virtual)**



## 4.2 Library collection profile

### 4.2.1 Overview

The Library has a lending collection of print, audiovisual, and electronic materials. Characteristics of these collections are as follows:

- Print collection: mainly books (hardcover and paperback), magazines, and newspapers.
- Audiovisual collection: DVDs (movies and non-fiction), music CDs, audiobooks, and CD-ROMS (e.g. for language learning) as well as book/CD kits for children and a small collection of eReaders.
- Electronic collection: eBooks and eAudiobooks can be borrowed online and downloaded to a compatible device. The library also subscribes to eNewspapers, eMagazines, online learning materials and other informational resources which registered borrowers can access either remotely or in-library.

These collections contain a wide range of resources to meet the educational, informational, and recreational needs of Port Moody residents of all ages and all abilities. In selecting materials for the collection, the library balances popularity of titles/formats with the desire to provide a somewhat “balanced” collection which is representative of the breadth of publishing/knowledge and the needs of minority groups (e.g. books in non-English languages; resources for the visually impaired).

Figure 4-5 below illustrates the five year trend in circulation (loan) of physical library resources. The number of loans increased in each of the five years; the rate of growth slowed in 2010 and 2011.

**Figure 4-5: Five year circulation trends (physical resources)**

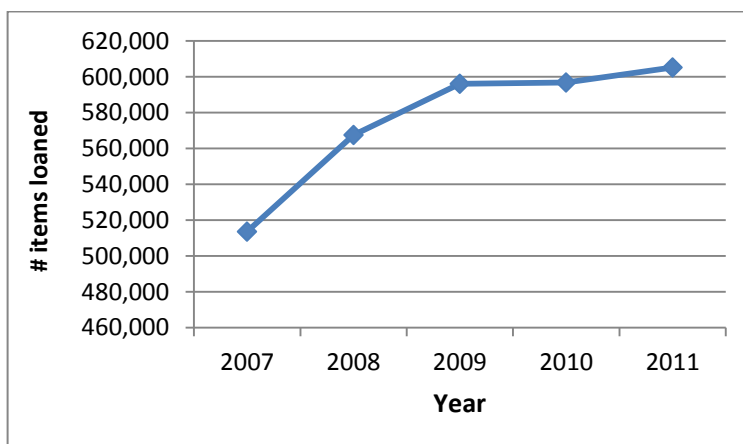
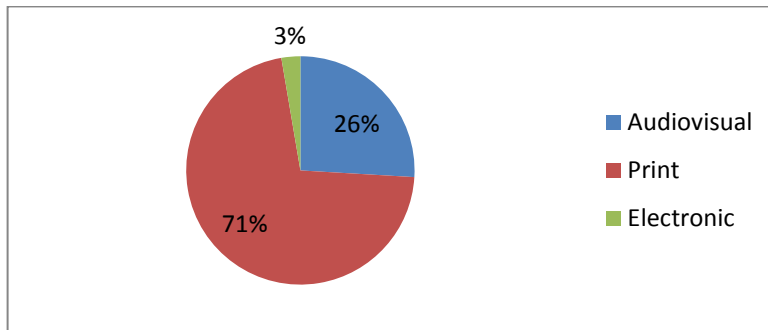


Figure 4-6 analyzes loans by format for the three year period from 2009 to 2011. The percentages are very consistent across all three years, with less than one-half a percent shift among collections. Print resources account for almost three-quarter of all loans, audiovisual resources for just over one-quarter, and electronic resources for only 3%.

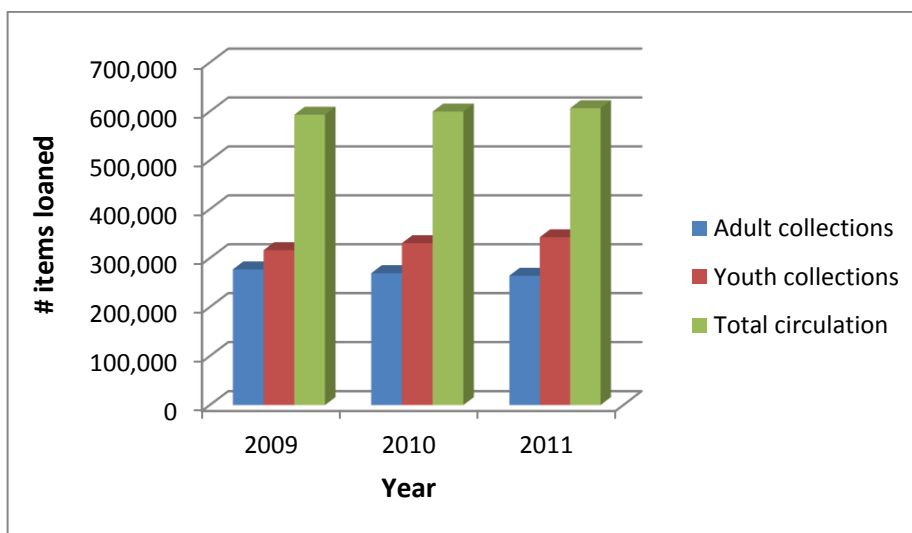
**Figure 4-6: Percentage of loans by format (average 2009-2011)**



#### 4.2.2 Physical collections (print & audiovisual)

Library physical collections are divided into adult and youth sections to indicate the intended audience, as Figure 4-7 illustrates, the total circulation for youth collections is consistently higher than adult collections and the gap is widening. In 2010 and 2011, circulation of the youth collection increased by 4% per year, while circulation of the adult collection declined by 3% per year. In 2011, the youth collection accounted for 58% of circulation; the adult collection accounted for 44%.

**Figure 4-7: Circulation by collection**

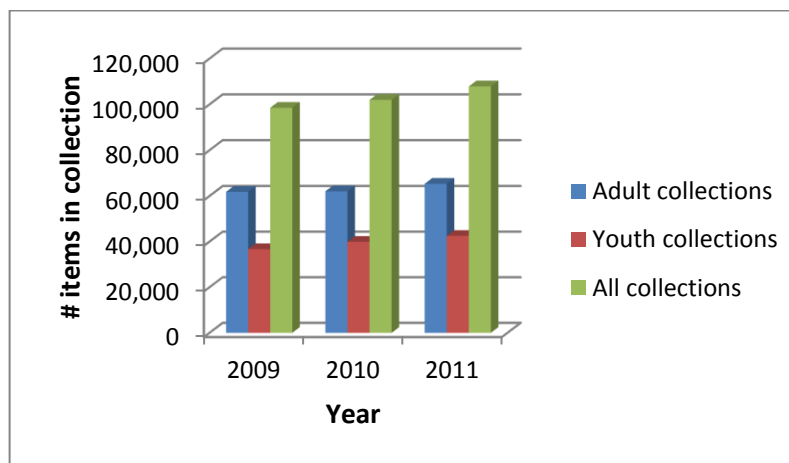




By contrast, as Figure 4-8 shows, the youth collection is considerably smaller than the adult collection in size. (The youth collection is approximately 39% of total physical collection in size; the adult collection is 61%.) This means that, overall, the youth collection ‘works harder’ than the adult collection. Both collections are increasing in size at approximately the same rate (4% in 2010 and 6% in 2011).

These figures represent net growth in collection size. The library’s physical collection has no space for growth. It has reached its maximum size in terms of available shelving space, and there is no space to add additional shelving. This means that library staff must continually withdraw (discard) less popular items from the collection in order to make space for new acquisitions. In 2011, for example, approximately 7,000 items were discarded from the collection.

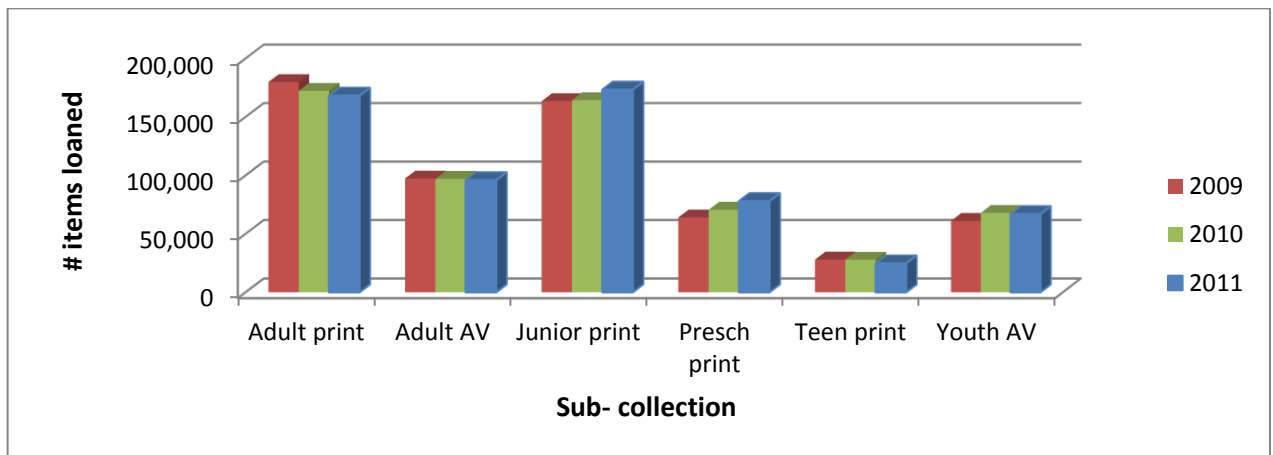
**Figure 4-8: Collection size**



A more detailed analysis of sub-collections within the adult and youth collections is provided in Figures 4-9, 4-10, and 4-11. The youth collection is divided into three audiences: preschool (up to 5 years), junior (5 to 12 years), and teen (13 to 18 years). Audiovisual collections are also separated out into adult and youth.

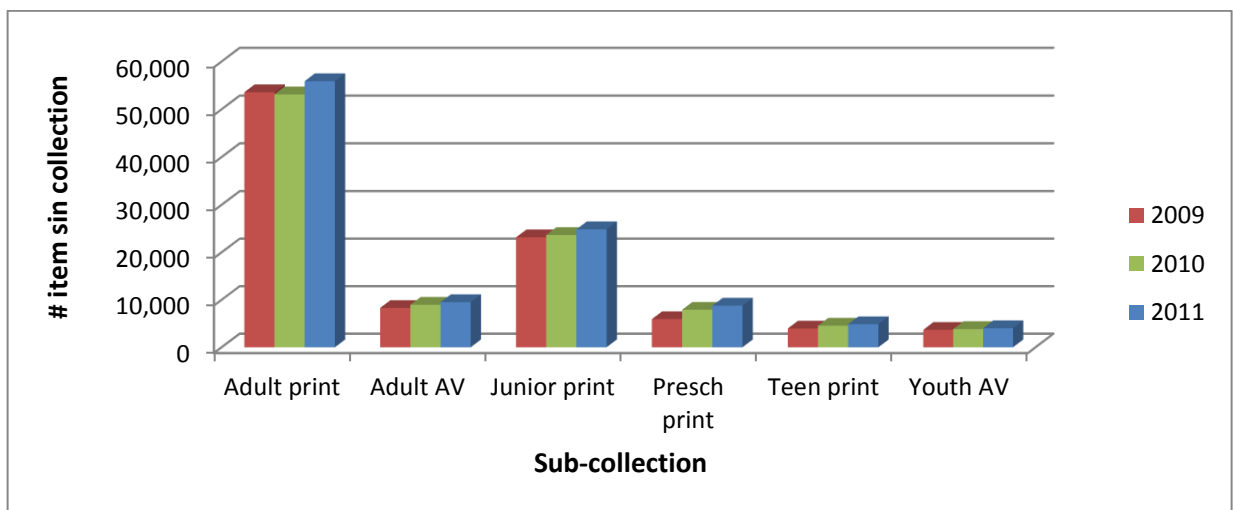
As Figure 4-9 illustrates, adult print and junior print sub-collections have the highest circulation – more than double any other collection. Together, they account for approximately 57% of all loans. Circulation of the preschool print sub-collection increased 10% each year in 2010 and 2011. The junior print collection increased 1% and 5 %, respectively, and the youth audiovisual collection increased 11% in 2010 only. Circulation of all other sub-collections showed a slight decrease.

**Figure 4-9: Circulation by sub-collection**



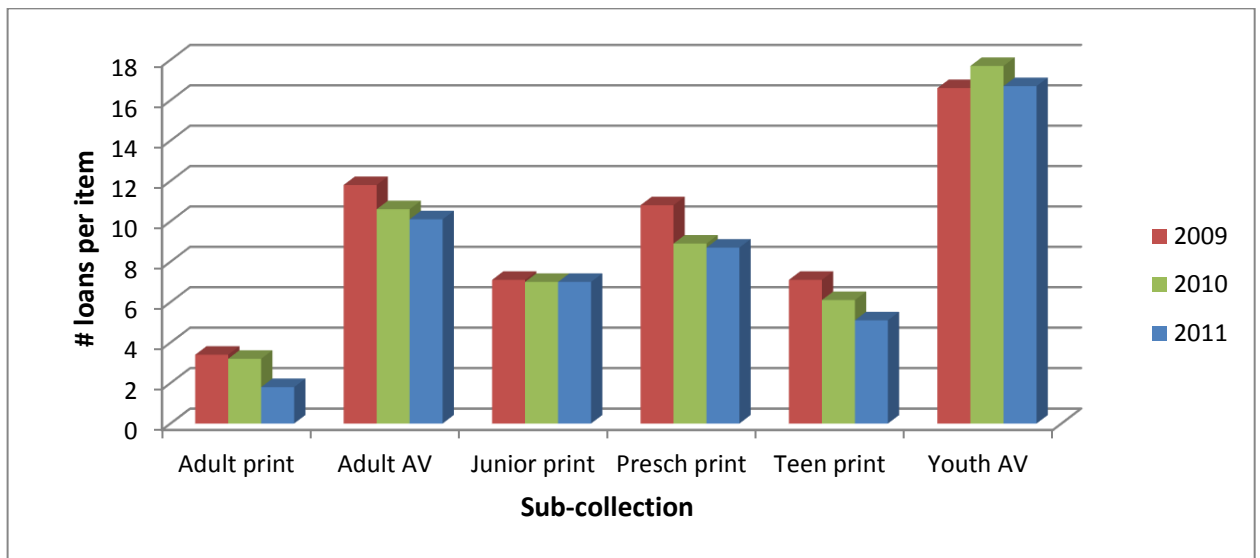
These figures need to be considered in relation to sub-collection size, which is shown in Figure 4-10. The adult print sub-collection is considerably larger than all other collections (57% of collection size), followed by the junior print collection (25% of collection size). The smallest collection is the youth audiovisual collection at 4% of total collection.

**Figure 4-10: Sub-collection size**



Trends are further illustrated by looking at the number of loans per item in Figure 4-11. A high number of loans per item is often indicative of the overall collection popularity. With over 16 loans per item, the youth audiovisual collection has the highest average; the adult print collection has the lowest at less than three loans per item.

**Figure 4-11: Sub-collection: loans per item**



In summary, the above data consistently indicates that while there is a high level of popularity of collections for the preschool and junior audience, as well as a proportionately high circulation of audiovisual collections for their relatively small size, there is a slowly declining overall use of the adult print collection.

Figure 4-12 provides a snapshot of circulation by collection type and includes collection types which accounted for more than 1% of annual loans from 2009 to 2011. Collection types are simply a way of labeling the collection to assist in further identifying its components usually for shelving purposes. The junior print collection, for example, consists of fiction, first fiction, readers, paperback readers, paperbacks, biographies, non-fiction, and reference. The adult print collection has 21 collection types.

In general, Figure 4-12 indicates that increase and decrease in percentage of circulation amongst collection types was relatively small (less than 1%) with junior non-fiction showing the largest increase over the three years. With regard to the number of loans, adult and youth DVDs together accounted for 22% of circulation in 2011; although, they only comprise 7% of the collection size. The junior non-fiction collection accounted for 10% of loans in 2011, followed by preschool picture books (9%), adult non-fiction (8%), junior readers (6%), and junior paperbacks (6%). No other collection type constituted more than 4% of loans in 2011.

It should be noted that four collection types (adult and youth DVDs, Bestseller Express, and children's holiday books) have a one-week loan period; all other collection types have a three-week loan period. A shorter loan period tends to increase the number of loans as items have more availability.

**Figure 4-12: Circulation by collection type**

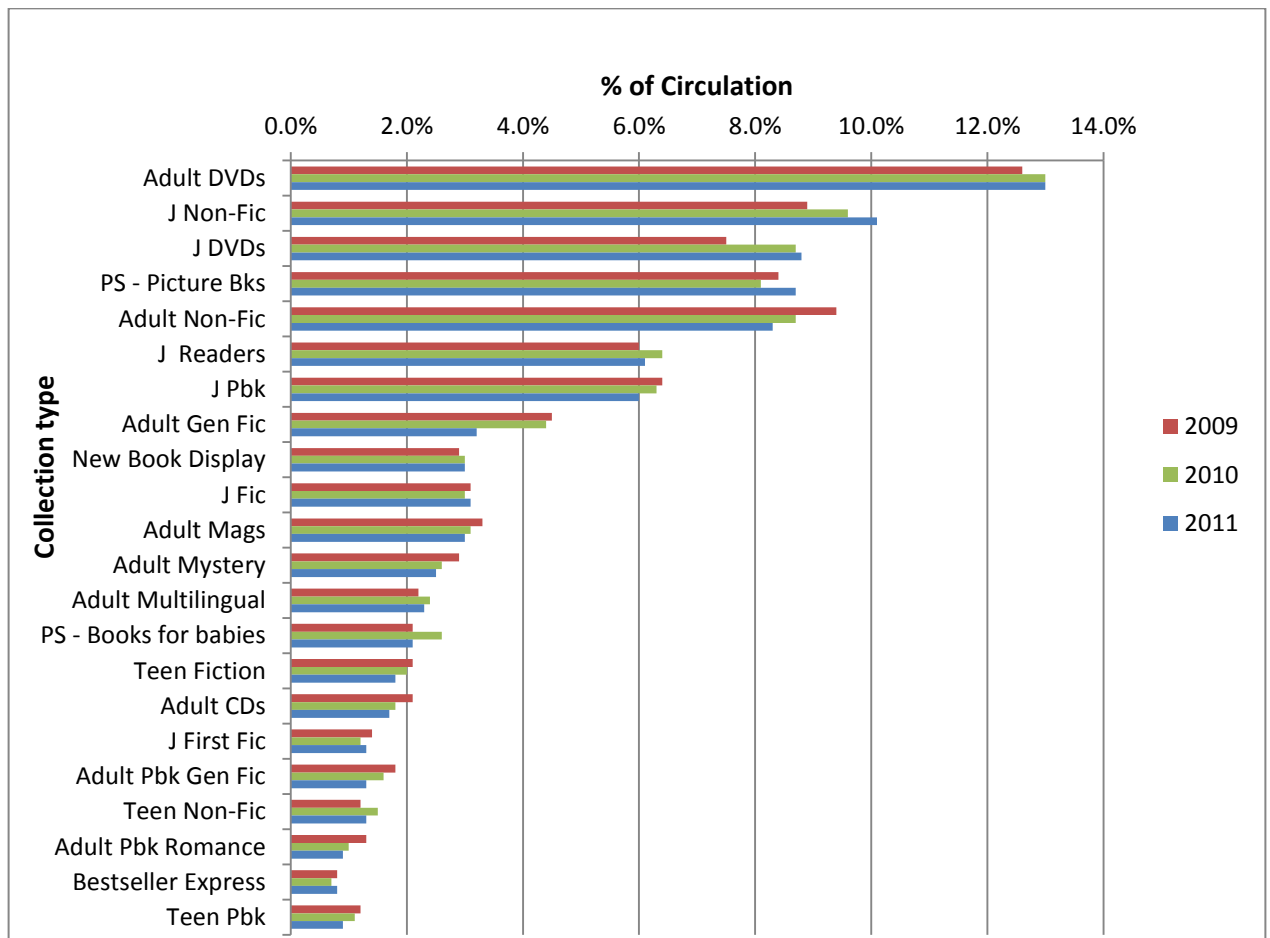
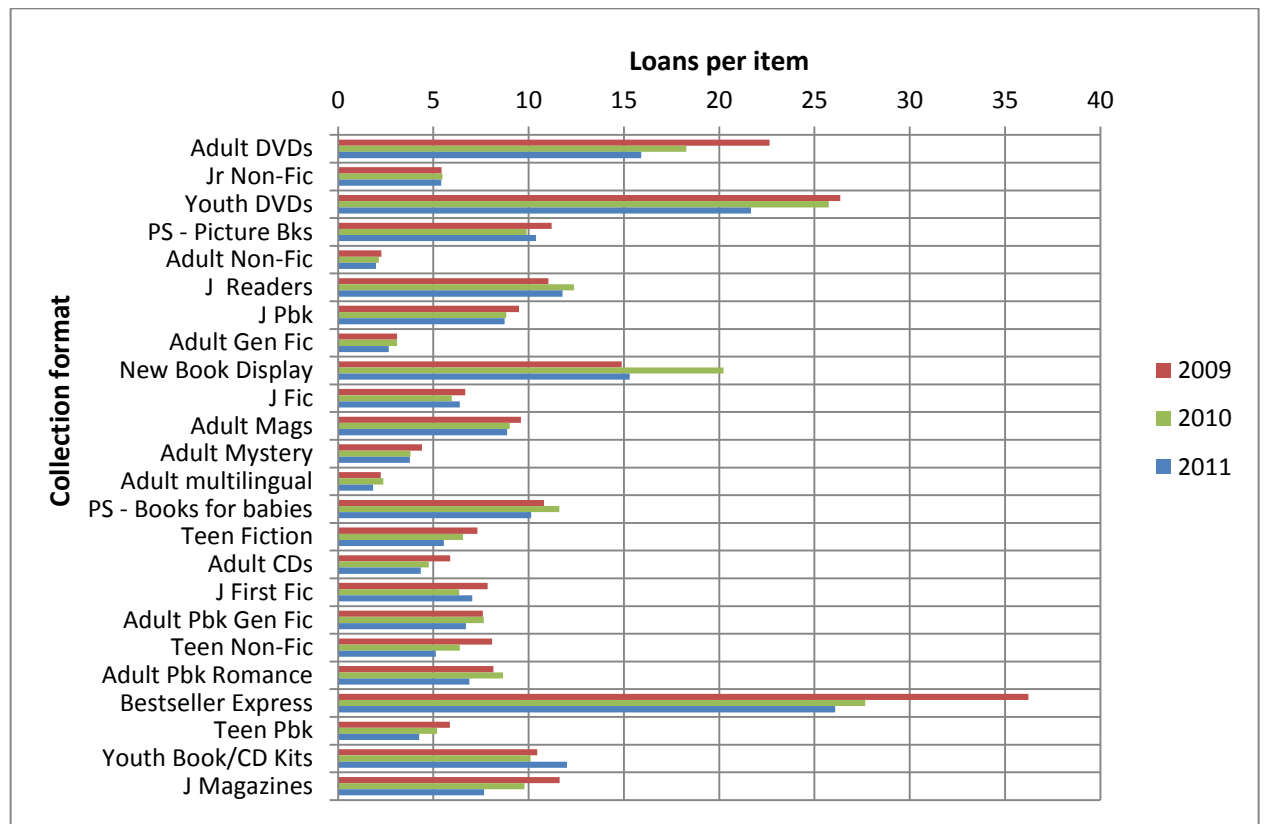


Figure 4-13 illustrates the number of loans per item for each collection type. The hardest working collection is the Bestseller Express with over 25 loans per item in 2011 (193 items in the collection circulated 5035 times ), followed by youth DVDs, adult DVDs and the new book display. Together, the Bestseller Express and new book display collection types accounted for 4% of the circulation and averaged 16.8 loans per item in 2011.

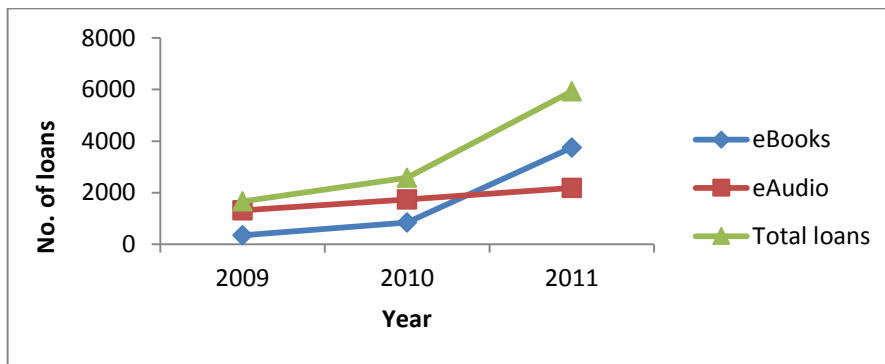
**Figure 4-13: Collection type – loans per item**



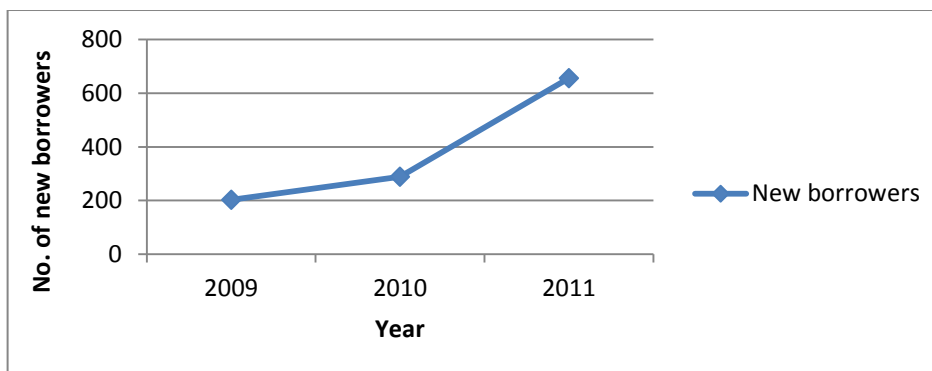
### 4.2.3 Electronic Collections

The library's lending collection of eBooks and eAudiobooks is called Library to Go. It is purchased as part of a provincial consortium and provides access to a shared collection. As shown in Figure 4-14, there has been a very rapid increase in usage of this collection over the past three years. Usage of eBooks increased 146% in 2010 and 343% in 2011, while usage of eAudio increased 32% and 25%, respectively. Similarly, there has been a rapid increase in new borrowers using this service (43% in 2010 and 127% in 2011) as shown in Figure 4-15. Although growing rapidly, lending of electronic resources still only accounts for 3% of the total library circulation.

**Figure 4-14: Library-to-go: circulation**



**Figure 4-15: Library-to-go: new borrowers**



Usage statistics for the library's online database collection (eMagazines, eNewspapers, online learning materials, and other information resources) cannot be reliably compared for the 2009 to 2011 period due to a change in statistics tracking method in 2010. The library tracks the number of sessions or visits to each database (not loans). Within each session, multiple titles can be accessed. In 2011, for example, there were 3,780 sessions; the library subscribed to 28 database services.

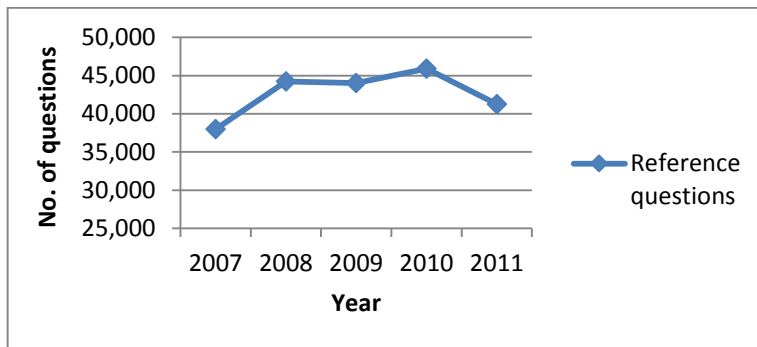
## 4.3 Programs & Services Profile

### 4.3.1 Reference service

Reference service is one of the primary services offered by the library. Library staff assist patrons with finding information or a 'good read', as well as with how to use information resources and technology. Service is delivered in person at the library Information Desk, which is staffed during all open hours; via telephone; via email; or via online chat (a collaborative service delivered in partnership with other InterLINK libraries).

Figure 4-16 shows the number of reference questions handled by library staff from 2007 to 2011. This number averages more than 40,000 questions annually, with a general upward trend in the number of questions until 2011. Only 1% of the questions are via email; most are asked in-person at the library or via telephone.

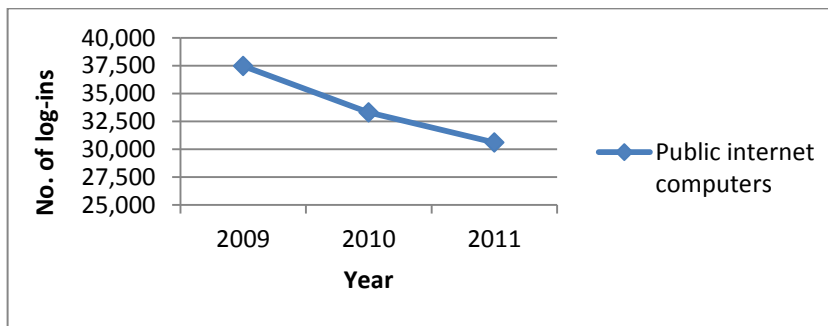
**Figure 4-16: Reference Questions**



### 4.3.2 Public Computers

The library currently has fourteen computers available for public use. This includes eight Internet access computers, as well as computers allocated for job search, children's learning resources, and special needs patrons (learning disabled and visually impaired). Figure 4-17 shows declining use of the eight Internet access computers over the last three years. During the same period, library staff report anecdotally that usage of the library's wireless access service is increasing. There is presently no means of formally tracking usage of the wireless connection; reports are based on staff observation of the increasing number of patrons accessing the Internet in the library via their laptops and other electronic devices.

**Figure 4-17: Use of public Internet access computers**

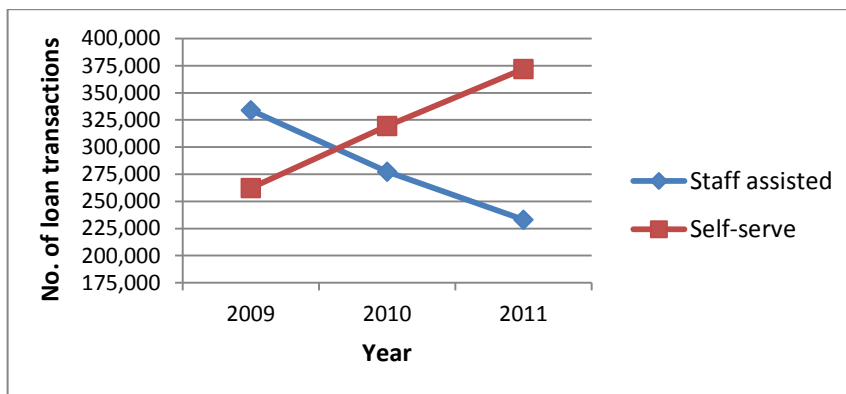


### 4.3.3 Use of self service options

The library offers a number of self-service options for patrons to complete transactions on their own, rather than ask for assistance from a staff member. These options include: placing online requests on library resources, renewing items online, and check-out and renewal of materials via self-serve check-out computers in the library. After an initial orientation and familiarization period, these self-serve options have proven very popular.

Figure 4-18 illustrates the use of self-serve versus staff assisted options for check out and renewal of resources. Self-serve options include use of self-serve checkout machines in the library (check out and renewal) and online renewal via the website. Staff-assisted options include in-person service at the library circulation desk (check out and renewal) and telephone renewals. Since 2009, use of self-serve has increased at a rapid rate, while use of staff-assisted options has declined at an equal rate. In 2009, usage of staff-assisted loan options constituted 56% of total, and self-serve accounted for 44%. In 2011, usage of self-serve loan options was 62% of the total, and staff assisted consisted of 39%.

**Figure 4-18: Self-serve vs staff assisted loan transactions (including renewals)**





#### 4.3.4 Programs

The library offers a wide range of programs and classes for all ages. These range from one-off special events to weekly program series. Figure 4-19 provides a summary of advertised general interest programs from 2009 to 2011. It excludes special larger events such as *Celebrate the Season*, the *Tri-Cities Spelling Bee*, and the *Summer Reading Club Medal Ceremony*, as well as the many outreach activities in which the library engages. Note that “capacity” of a program represents the target attendance for an event, which varies with the venue. The library does not have a mid-size venue – if a program is too large for the ParkLane Room (capacity 25 people), it must move to the Inlet Theatre (capacity 160 people) or be held in the library itself during open hours.

**Preschool program** activities have remained consistent across the three years in terms of the number of programs and attendance. Programs are consistently filled to beyond ideal capacity, as there is no suitable library space large enough to accommodate the level of interest. **School-age program** activities (6-13 years) focus on book clubs, reading assistance (Book Buddies) and Summer Reading Club. There is fluctuation across the three years in terms of number of programs and attendance. Sessions are not filled to capacity with the exception of some Summer Reading Club programs and the kids’ books clubs in 2011. **Adult programs** have a strong focus on books, reading, and publishing (writing); this is supplemented by a series of computing skills workshops and some general interest programs. There is strong interest in the writing workshops which are filled to beyond ideal capacity for a limited number of events; the computing skills workshops also show consistently high attendance across a relatively large number of sessions (34 sessions in 2011). There is less up-take of author readings and book clubs. It is difficult to compare program numbers and attendance across the three audience groups due to variation in length, nature, format and purpose of these programs.

**Figure 4-19: Program attendance summary**

		2009				2010				2011			
		No. programs	Attendance	Capacity	% Capacity	No. programs	Attendance	Capacity	% Capacity	No. programs	Attendance	Capacity	% Capacity
Pre-school	Storytimes	119	4,177	3,472	120%	119	4,515	3,584	126%	106	4,301	2,848	151%
School-age	Kids book clubs	25	179	375	48%	25	222	375	59%	13	169	195	87%
	Reading buddies	68	840	1,224	69%	88	1,106	1,584	70%	60	747	1,080	69%
	Summer reading club	3	284	345	82%	4	408	370	110%	3	231	665	35%
	<b>Sub-total</b>	<b>96</b>	<b>1,303</b>	<b>1,944</b>	<b>67%</b>	<b>117</b>	<b>1,736</b>	<b>2,329</b>	<b>75%</b>	<b>76</b>	<b>1,147</b>	<b>1,940</b>	<b>59%</b>
Adult	Book Clubs	31	206	465	44%	33	257	495	52%	33	279	495	56%
	Author readings	1	54	160	34%	2	84	185	45%	2	89	185	48%
	Writing workshops	1	24	25	96%	2	50	50	100%	2	52	50	104%
	General interest	5	106	125	85%	0	0	0	0	1	22	25	88%
	Computer skills	1	7	8	88%	9	73	72	100%	34	245	272	90%
	<b>Sub-total</b>	<b>39</b>	<b>397</b>	<b>783</b>	<b>69%</b>	<b>46</b>	<b>464</b>	<b>802</b>	<b>58%</b>	<b>72</b>	<b>687</b>	<b>1,027</b>	<b>67%</b>

## 5 Library Trends

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What will impact the public library in the next few years? Following is a brief summary of key trends that are emerging in public libraries across North America and that seem most relevant to future planning for the Port Moody Public Library. The summary is based on a select review of library literature. A bibliography can be found in Appendix A.

### 5.1 Library collections

Public libraries are currently experiencing a shift in the way in which they build and deliver collections. The key force driving this shift is the move to digital content and delivery. Libraries are adapting to an age where a greater proportion of the world's information, knowledge, and cultural services will be delivered digitally. There is uncertainty about how much library print and other physical collections will shrink ("guesstimates" vary widely) but it is generally agreed that there will be fewer items and that they will occupy less space. While the book still has a central role to play, it is increasingly appearing in other formats. It will be an ongoing challenge for the library to balance the need for strong print collections for those who can't afford eReading devices or don't want electronic versions of titles with the demand for digital collections.

#### 5.1.1 eBooks

Public libraries are experiencing a rapid increase in the downloading of eBooks; although, this still accounts for a very small percentage of total circulation. If the current rate of eBook growth continues, however, eBooks could dominate circulation within the next five to ten years. While eBooks are an opportunity, they also present a variety of new challenges in collection development, licensing, and equal access, including:

- A "reading divide"<sup>10</sup> whereby the act of reading becomes technology dependent and those who lack comfort with technology or the financial resources to invest in an e-Reading device are left behind. Libraries are responding by lending eReading devices and offering free training courses. However, the proliferation of devices and upgrade cycle could make this financially unfeasible.
- Major publishers are not licensing their content for use by libraries.
- Lack of library control over use and access to their eBook collections as content isn't owned by the library but licensed from a third party vendor. A lack of transferability between vendor platforms means that if libraries decide to switch vendors, they risk losing access to all previously licensed titles.

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<sup>10</sup>Steve Addison, ed., "Technological Changes May Lead to Reading Divide," accessed July 9, 2012, <http://www.reuters.com/article/2011/03/17/us-books-technology-golden-idUSTRE72G0G120110317>.

### **5.1.2 Audiovisual content**

Emerging digital formats such as streaming services, downloadable titles and video-on-demand are reshaping the marketplace for video and music. While the demand for physical DVDs is currently strong in many public libraries, the Canadian Urban Library Council<sup>11</sup> predicts that downloadable video will form part of libraries' service mix within the next five years. The high bandwidth required by this service is a concern. A hybrid model is likely to develop where public libraries begin offering digital video while maintaining strong audiovisual collections in existing physical formats. Some libraries are currently offering streaming music, but the growth of low cost subscription streaming services may limit demand for this content in the future.

### **5.1.3 Patron driven acquisitions**

This user-centered form of collection management is driven by patron demand. It enables libraries to offer access to a large menu of titles and only pay for what is actually used. For example, libraries can show records for eBooks in their catalogue and only purchase if there is enough demand for the resource through customer "hits" on the record. Possible cost savings will need to be weighed against potential impact on the library goal of a "balanced collection".

### **5.1.4 Right-sizing the physical collection**

An increase in the use of digital formats will present an opportunity for libraries to review their collection development practices and "right-size" their physical collections. This is likely to result in a reduced physical footprint for collections, increased access to what remains, and a sharper focus on in-demand materials.

## **5.2 Library service trends**

Beyond collections, a range of other library services are likely to undergo significant changes in the next few years. This includes changes in the composition of services, as well as the way in which they are offered.

### **5.2.1 Programs**

A recent editorial in *Library Journal*<sup>12</sup> argues that a much expanded and varied array of programs will be one of the key services of the successful public library of the future. New needs brought on by factors such as an economic downturn, a shift to digital devices, and increased immigration have given library

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<sup>11</sup> "Futures," accessed July 7, 2012, <http://www.culc.ca/research/futures/>.

<sup>12</sup> John N. Berry III, "The Programming Explosion," *Library Journal*, vol. 137, no. 11 (June 15, 2012): 10.

- Increased partnerships with other organizations in the community to develop new, innovative and diverse programs and training. Partnerships strengthen libraries' ties with other organizations, and they potentially increase the number of programs that can be offered and the range of audience needs that can be addressed.
- Addressing the challenge of a dual focus on programs and training that support the library's role as an educational and instructional resource and those that support culture and leisure-based learning.
  - A changing role for librarians from traditional "gatekeeper" to teaching patrons to use tools and resources.
  - An emphasis on digital literacy, which was defined by the American Library Association's Digital Literacy Task Force in 2011 as "the ability to use information and communications technology to find, evaluate, create and communicate information requirements using both cognitive and technical skills" <sup>13</sup>. Libraries will be challenged to develop training programs and resources that support emerging technology needs in the community - encompassing not just traditional technology basics, but also the content creation and productivity tools.
- Online and web-based delivery of programs and training to provide flexible participation opportunities.
- A need for library spaces that can accommodate several programs simultaneously.

### **5.2.2 Reference services**

The future of reference services in libraries is a widely debated topic. With information becoming more abundant, and people increasingly capable of finding answers on the Web, the traditional model of librarians as gatekeepers or mediators of information is under question. The old paradigm of "come to the library", "talk to the librarians" and "let us help you" is less and less relevant. It is increasingly recognized that the library needs to be where people are – both inside and outside the library space.

- Point of need library reference: Librarians are starting to "get out from behind the reference desk" to find people when they need help in the library as a roving reference service – rather than waiting for patrons to come to them. There are also a few reports of libraries providing this type of service out in the community, assisted by mobile devices. Physical library information desks are likely to disappear or, at the very least, be much smaller in size and invite collaboration.

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<sup>13</sup> "Digital Literacy Definition", accessed July 21, 2012, <http://connect.ala.org/node/181197>.

- **Virtual reference services:** A growing variety of technology will be used to provide remote or virtual reference service. This includes email, text/SMS, and chat (simplified and VOIP), as well as apps and other tools that create mediation opportunities for librarians. Self-help web pages, and virtual training incorporated into library websites, are likely to become more important. Increased expectations for 24x7 reference service will be a challenge for libraries to satisfy.
- **Technology reference:** A continued increase in requests for assistance with technology-related matters is likely. This is both an opportunity and a threat as considerable retraining and re-skilling of staff will be necessary if the library is to fulfill this role successfully.

### 5.2.3 Single service point

The single point of service represents a big shift in service delivery and a growing number of libraries are moving in this direction. A single service point consolidates the circulation and reference desks into one, creating a user friendly one-stop shopping experience for library patrons. The service point is often very visibly located in the middle of the action with all services in view of the service desk. It has the potential to improve service to the library patron who no longer needs to shuttle back and forth between desks.

### 5.2.4 Do-it-yourself service

Do-it-yourself or self-service options are changing the way libraries do business. Self-service is rapidly evolving and moving forward with increasing success. It is convenient for users and, most importantly, saves them time. It also empowers an increasingly independent customer and creates efficiencies for the library. Options seem endless and include self-checkout, self-directed printing, self-pickup of holds, email notification, online fines payment, online library card registration, self-return of materials (automated materials handling systems), drive-by service windows, books vending machines, automated kiosks, and more.

## 5.3 Technology trends

Library-related technology trends being identified in the library literature and by organizations such as the Library & Information Technology Association (LITA) include:

**Growth of mobile technology:** Mobile devices such as smart phones, eReaders, and tablets have become mainstream. As patrons increasingly embrace mobile devices, libraries need to re-envision services to meet immediate and emerging demand. Libraries are providing text messaging reference services and notification, mobile websites, mobile friendly online catalogues, and ebooks and device circulation. More forward-thinking librarians have developed custom mobile websites and applications, point-of-need information and self-service features via QR codes, and an expanded social media presence on mobile-ready platforms. Libraries are thinking mobile about research guides, databases, e-resources and digital collections. Mobile technology is also driving demand for patron self-service and responsive communication.

**Demand for access to technology in library:** It is anticipated that there will be an increased demand for lending of hardware including netbooks, laptops, and tablets. Also predicted is that libraries will provide access to the technologies to consume, produce, and manipulate content that might not be available in every home.

**Social communications and collaboration:** Social media provide new channels for libraries to market their services, provide information, and connect with customers. Social media includes: (1) social networking through social profile management products such as Facebook and MySpace; (2) social collaboration through technologies such as wikis, blogs, instant messaging, and crowdsourcing; (3) social publishing via tools such as YouTube and Flickr; and (4) social feedback to gain opinions on specific items (e.g. Digg.com).

**Cloud computing:** Local library website servers and integrated library systems (ILS) are being moved to the cloud, as cloud computing is considered more efficient than maintaining local servers. Software as service (SaaS) is of growing interest to libraries, as it frees library staff from the daily duties of managing the ILS.

## 5.4 Library space trends

Library spaces are being re-envisioned and transformed in public libraries across North America and elsewhere in the world. “Community hub”, “community living room”, “third space”, and “collaboration and technology centre” are some of the phrases used to describe this space. People often come to the library to use it as a sanctuary and a place for inspiration, information, collaboration, discussion, learning, and work – rather than to borrow books. They are staying longer. Some say that the library is becoming “the local community’s interactive meeting, learning and transformation space – one that is open to all”<sup>14</sup>. Redesigned libraries are incorporating beautiful, friendly, and welcoming spaces that encourage community engagement and learning. Following are a few key characteristics of these library spaces.

**Flexibility built into design:** To accommodate the need for ongoing future change and reconfiguration of space, flexibility is built into the library design and furnishings.

- There are fewer walls. Zones are demarcated by strategic placement of shelving units and furniture. Foldable walls are used to create teaching and programming spaces. The floor plan is open. There are expansive sightlines and lower shelving units.
- Furniture is “roving”, so patrons can choose how to arrange it to meet their needs. Shelving is on wheels where feasible. Service desks are modular and movable. There are lots of flexible, convertible study and collaboration spaces, as well as programmable space for sharing information, ideas, and experience.
- Raised floors are preferred so that electrical and network connections are more accessible.

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<sup>14</sup> Hellen Niegaard, “Library Space and Digital Challenges,” in *Library Trends*, vol. 60, no. 1 (Summer 2011): 177.

**Fewer books and more findable:** As physical collections decrease in size, there is more room to merchandize library collections and make materials findable. Lower shelving units make items more accessible. Face-out display is possible. Even the traditional organization of public library collections by Dewey is giving way to more browsable alternatives.

**Noisy is the new norm:** Where once the entire library was a place for quiet, libraries are now creating designated quiet zones and treating conversational tones as the norm everywhere else. Zone placement is based on the design principle of moving from active to quiet, so that those who want the least sound have no one moving through their space to get elsewhere. The liveliest activities are often near the library entrance.

**Special spaces for specific clientele:** In contrast with the trend towards open plans is that of creating spaces for specific clientele. The nature of these spaces depends on a particular library's strengths. Examples include teen recording booths, meeting rooms, and business incubators. Trending presently are digital labs which focus on content creation. These feature everything from FinalCut Pro to 3-D printers.

**Service points and self-service:** 'Single point of service' figures prominently in future library design, as does the incorporation and strategic placement of self-service technologies.

**Information commons:** An information commons clusters technology and media into a single open space which often includes technology training facilities. A librarian is present in a supporting role as a digital literacy specialist.

## 5.5 Virtual library trends

There are two faces of the modern day public library: the physical library and the virtual library. An ultimate goal of the virtual library is to enable patrons to access online whatever they have access to in-person at the library. The library's website is a key focal point for accessing these services which include reference, borrowing, resource discovery, eCollections and more. There is also an increasing demand to provide mobile-friendly access to virtual public services. As the uptake of digital and eServices increases in popularity, libraries will need to devote an increasing amount of time and resources to the development of the digital branch or virtual library. This includes:

- hiring staff who specialize in digital resources and web development, as well as the training of existing staff;
- developing the virtual reference library and the library's collection of e-resources;
- developing online discovery tools for the library collection;
- implementing additional services that can be accessed via the web or mobile devices; and
- marketing the services and training the public in how to use them.



## 5.6 Other trends

**Immigration and multicultural services:** Increased immigration and a growing diversity in population will have an ongoing impact upon public libraries. There will be many opportunities for libraries to partner with other agencies to provide programs and services for new Canadians. Libraries can also take a lead in promoting multiculturalism, tolerance, and inclusivity. An ongoing challenge will be the provision of multilingual collections in non-English languages. These collections present issues for libraries around cataloguing and acquisitions, including which languages to collect.

**Aging population:** A rapidly growing seniors population and shifting demographic will place new demands upon public libraries. Seniors are likely to have more time to visit the library which, in turn, may increase demand for programming and meeting space. Health issues related to aging will increase the demand for assistive technology, resources for the print challenged, and services for the homebound. Accessibility of facilities and services will become increasingly important.

**Families, youth, and children:** Public libraries have a strong focus on families, youth, and children as studies have shown that the childhood years are critical to the development of strong literacy skills. This focus will continue in the future; although, there may be a slight shift in emphasis from the early years to the middle years. The local impetus for investing more in the middle years and their caregivers stems partially from two recent pieces of research. Research from the UBC Human Early Learning Project <sup>15</sup>presents evidence about the importance of the middle years to child development and success as adults. Research conducted in Ontario by the People for Education<sup>16</sup> in 2011 highlights an alarming drop in the number of students who read for enjoyment – including a 25% drop over a ten year period for grade 3 students. An enjoyment of reading is an important predictor of educational success and social and civic engagement.

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<sup>15</sup>“Middle Years Development Instrument,” accessed July 7, 2012, <http://earlylearning.ubc.ca/mdi/>.

<sup>16</sup> “Reading for Joy,” People for Education, 2011, accessed July 6, 2012, <http://www.peopleforeducation.ca/wp-content/uploads/2011/12/People-for-Education-report-on-students-reading-enjoyment-Reading-for-Joy.pdf>.

## 6 Community Survey Results

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### 6.1 Introduction

The Port Moody Public Library Community Survey was made available to the community from late February 2012 until March 31, 2012. As described in the methodology section, the survey was mailed to a randomly generated list of 2,000 households in the City of Port Moody. It was also made available online through the library's website. In total, 566 completed surveys were received. Of these, 419 (74%) were completed in response to the random mail out to Port Moody residents.

The remainder, 147 surveys (26%), were completed by members of the general public who took advantage of the opportunity to participate in the Community Survey. Of the total number of surveys completed, 40 (7%) were completed by non-residents. A copy of the Port Moody Community Survey can be found in Appendix B.

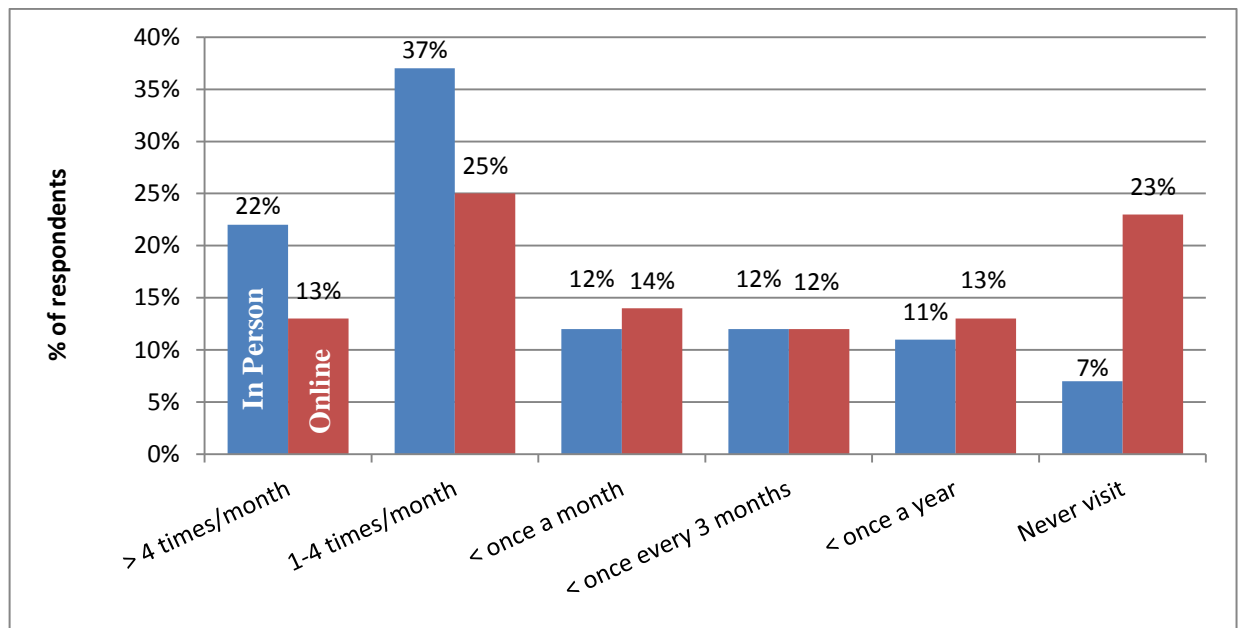
In analyzing the data, a number of cross-tabulations were performed. Cross-tabulations provide insight into the responses provided by specific segments of the respondent population. For the Port Moody Public Library Community Survey, the cross-tabulations by age identified the greatest number of questions where there was a 10% or greater difference between the respondent groups. The cross-tabulation results can be found in Section 6.10 of this report.

### 6.2 Respondent Profile

To begin, it is important to understand the profile of those who responded with their opinions about the Port Moody Public Library. This section provides a brief profile of survey respondents. This is also useful for comparison against the community demographic data to understand how closely the overall respondent profile matched the profile of the community. When this comparison was done, it was found that the profile of survey respondents was older than the general population. As would be expected, the age category most under-represented in the survey was the under 19 years of age cohort. This is because this age group is generally not tasked with responding to a mail out survey on behalf of the household. Also, as is common with surveys of this nature, females were over-represented in the respondent population.

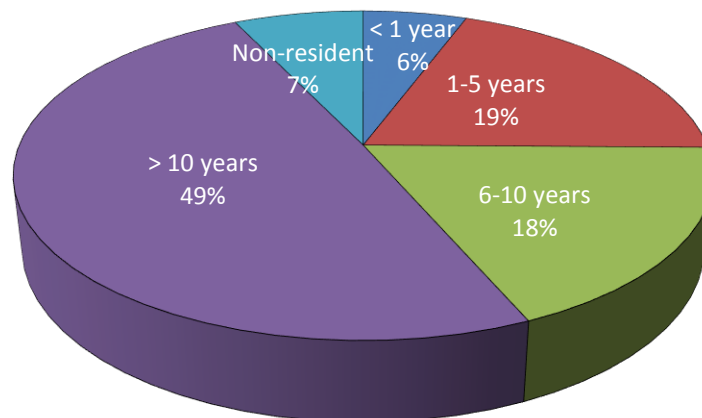
The survey respondents were largely people who used the public library with some frequency, with 22% of respondents indicating that they used the library more than 4 times per month. An additional 37% of respondents used the public library 1-4 times per month. The respondents were also very active users of the public library's website, with 13% visiting it more than 4 times per month. An additional 25% of respondents indicated that they visit the website 1-4 times per month. Interestingly, 23% of respondents had never visited the library's website.

**Figure 6-1: How often do you visit the Port Moody Public Library in-person and/or visit the library's website?**



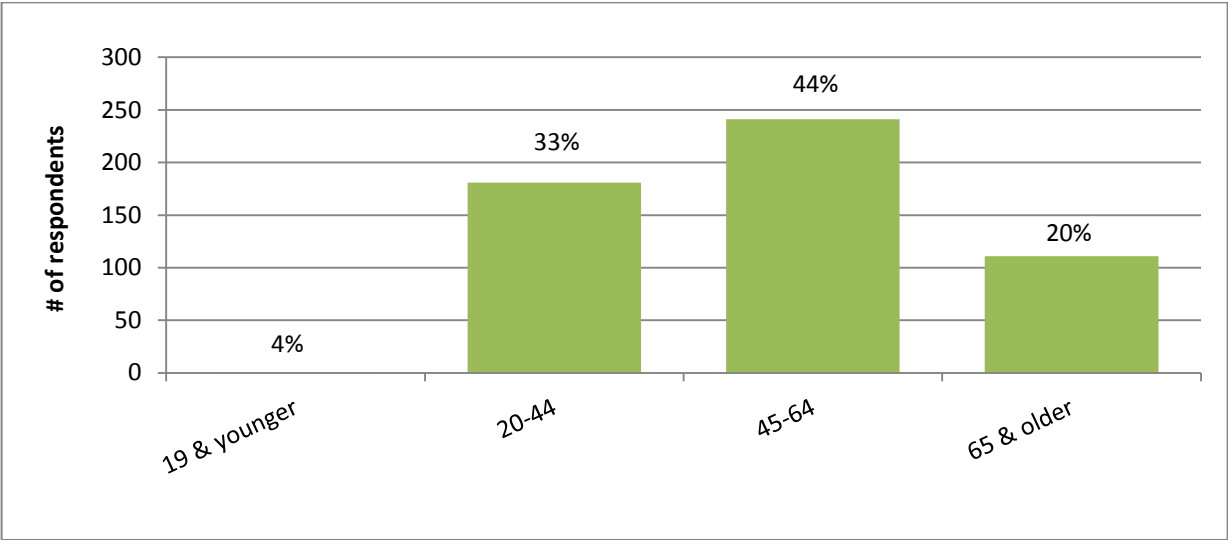
When asked, almost half of respondents reported that they had lived in Port Moody for more than 10 years. At the other end of the scale, only 6% reported having lived in Port Moody for less than a year. 7% of respondents indicated that they did not live in Port Moody.

**Figure 6-2: How long have you lived in Port Moody?**



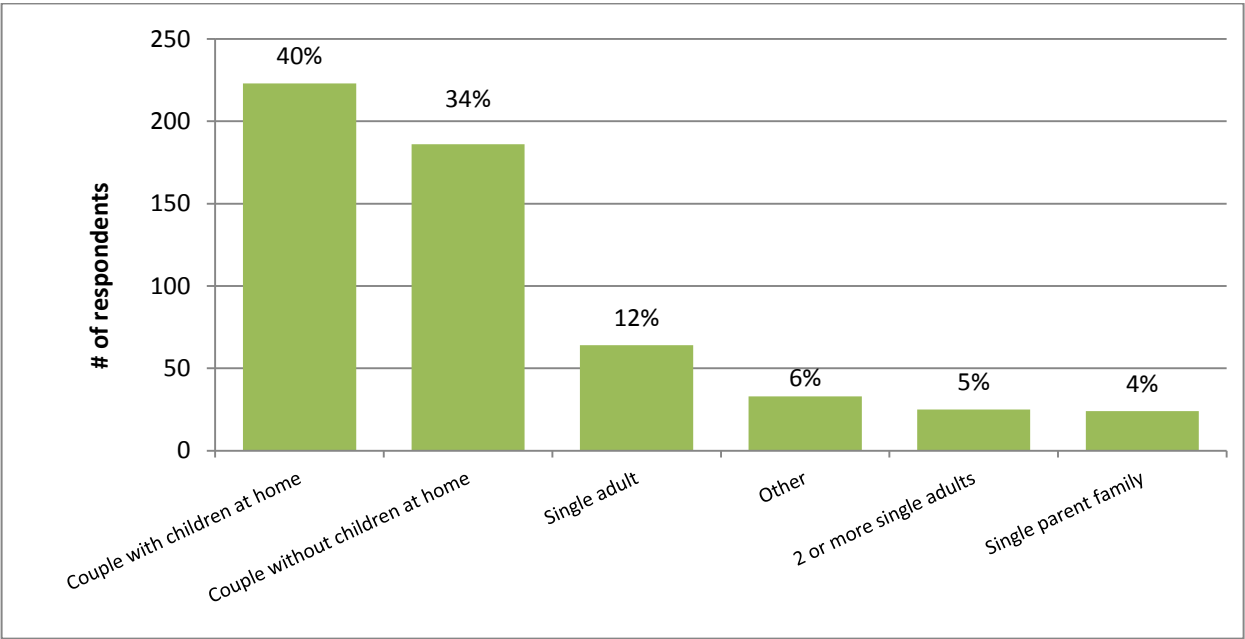
In terms of age, approximately 44% of survey respondents reported being between 45 and 64 years of age, while 33% were between 20 and 44 years of age. A further 20% reported being 65 years and older, while only 4% were 19 years of age or younger.

**Figure 6-3: Please indicate your age.**



In terms of household structure, 40% of respondents reported being a couple with children at home, while an additional 4% were single parent families. This means that a total of 44% of respondent households have children at home.

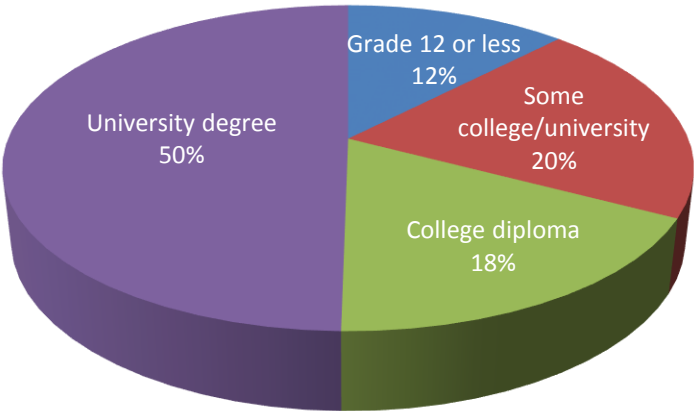
**Figure 6-4: Which of the following best describes your household?**



In terms of type of dwelling, just over 50% of survey respondents reported living in a detached home, with the remaining 50% being fairly evenly split between townhouses and apartments. This second finding may be important for library planning purposes given that many apartment and townhouse developments in Port Moody are clustered within walking distance of the current library location.

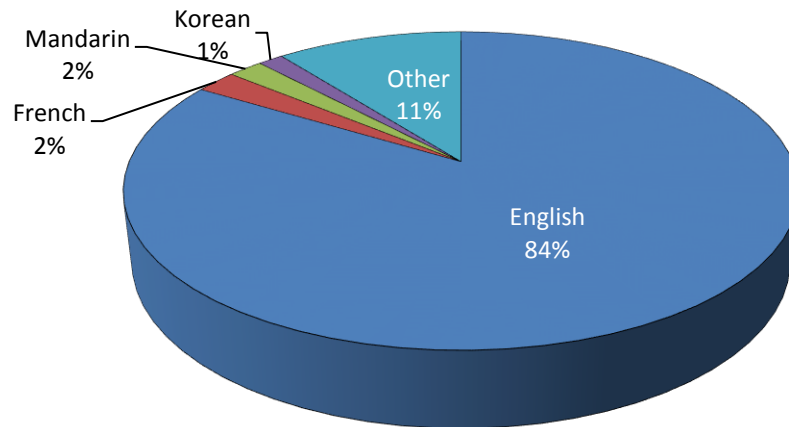
Responses to the question on the level of education achieved indicated that survey respondents are well-educated. One-half of survey respondents reported having completed a university degree, while a nearly 40% reported having a college diploma or some college/university experience. Only 12% reported having grade 12 or less.

**Figure 6-5: What is your highest level of education?**



In response to the question regarding language spoken at home, most survey respondents (84%) reported English as the primary language. It is important to note, however, that the remaining 16% included 23 other languages, indicating that Port Moody is a global community and that the library must be prepared to deal with a very diverse community population.

**Figure 6-6: Which language do you speak most often at home?**



The following sections provide an analysis of the questions posed in the Port Moody Public Library Community Needs Survey. The sections are: Collections and Resources, Programs and Services, Public Space, Technology, Communications, Value to the Community, and Suggestions for the Future.

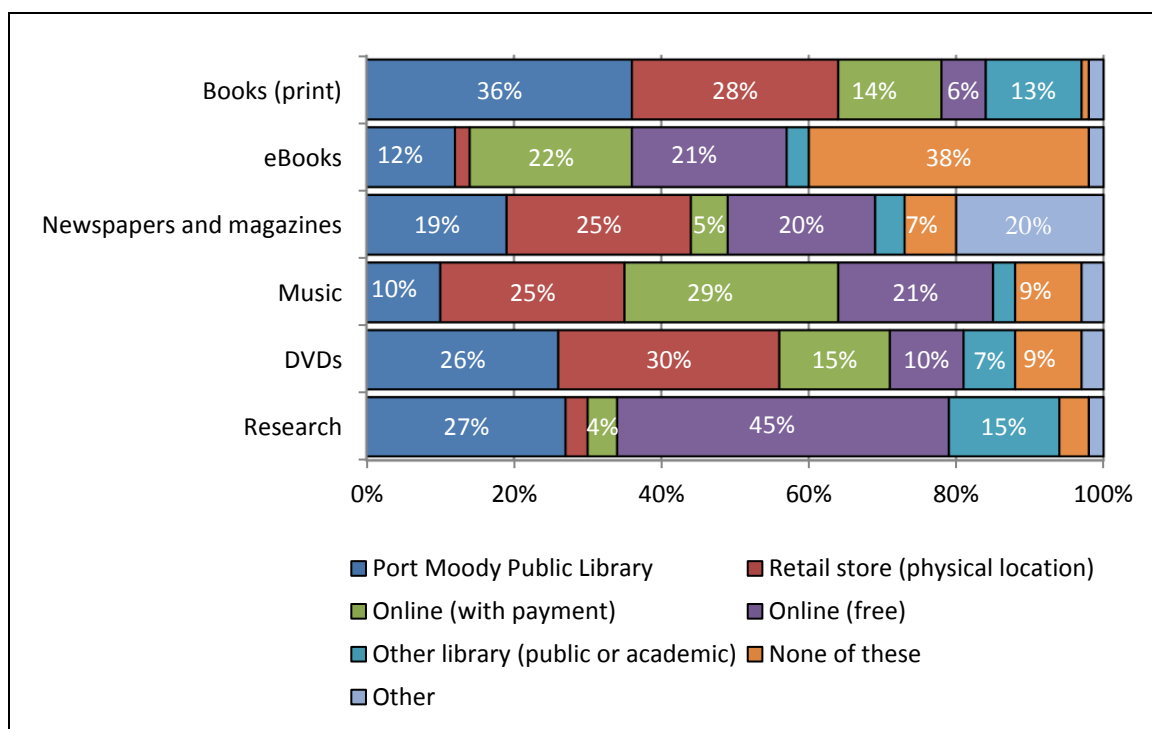
### **6.3 Collection and Resources**

This section of the report reviews survey results with respect to the library's collection and resources. The survey included questions regarding collection format and content.

The first question asked respondents to indicate how they access the resources that are generally part of the library collection. As shown, 36% of survey respondents reported that they go to the Port Moody Public Library for print books. This is an important finding given that it was the only response category where library use strongly exceeded the other options available.

Another resource that attracts a number of people to the Port Moody Public Library are DVDs. For this material, 26% of respondents reported using the library. It is important to note, however, that an almost equal share (25%) reported accessing this material online, either with payment or without charge, and 30% reported that they accessed DVDs through a retail store.

**Figure 6-7: Where do you currently go for the following resources or services?**

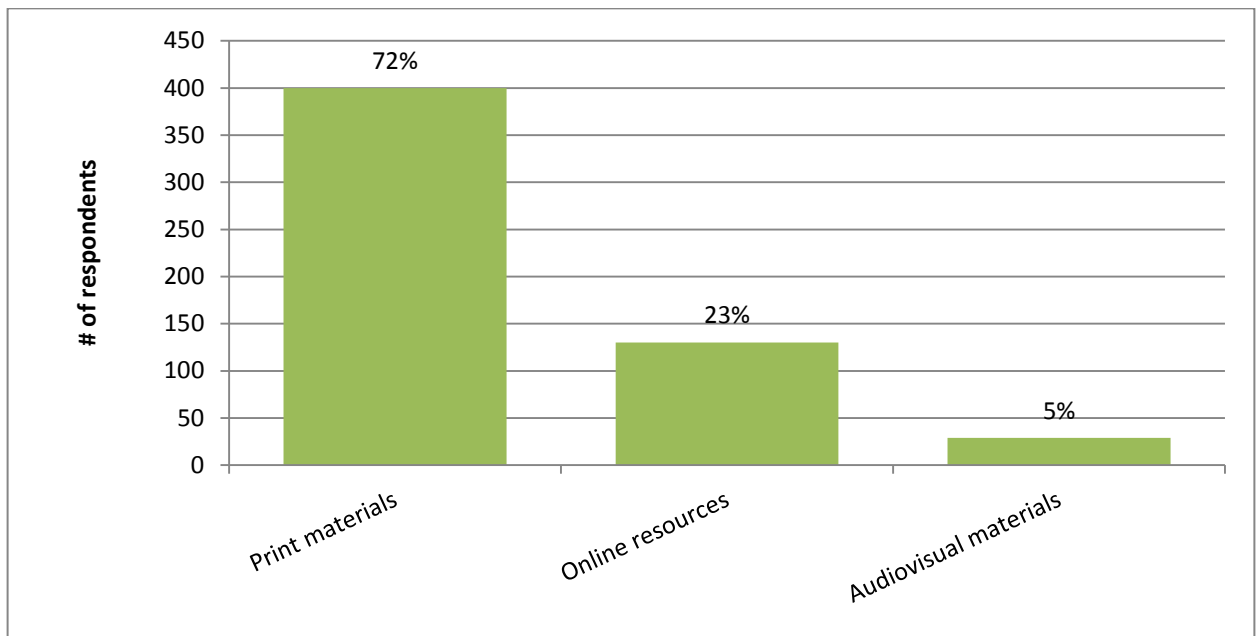


Research material was a third resource that many respondents reported obtaining from the Port Moody Public Library. In answer to this question, 27% of respondents reported that they access research resources through the library. That said, 45% reported that they access research resources via free online services, while another 15% reported that they access these materials through another library (either public or academic).

With regard to eBooks, the survey found that only 12% of respondents who use this material access it through the Port Moody Public Library. This stands in contrast to the more than 43% of respondents who reported accessing eBooks online, either free or with payment.

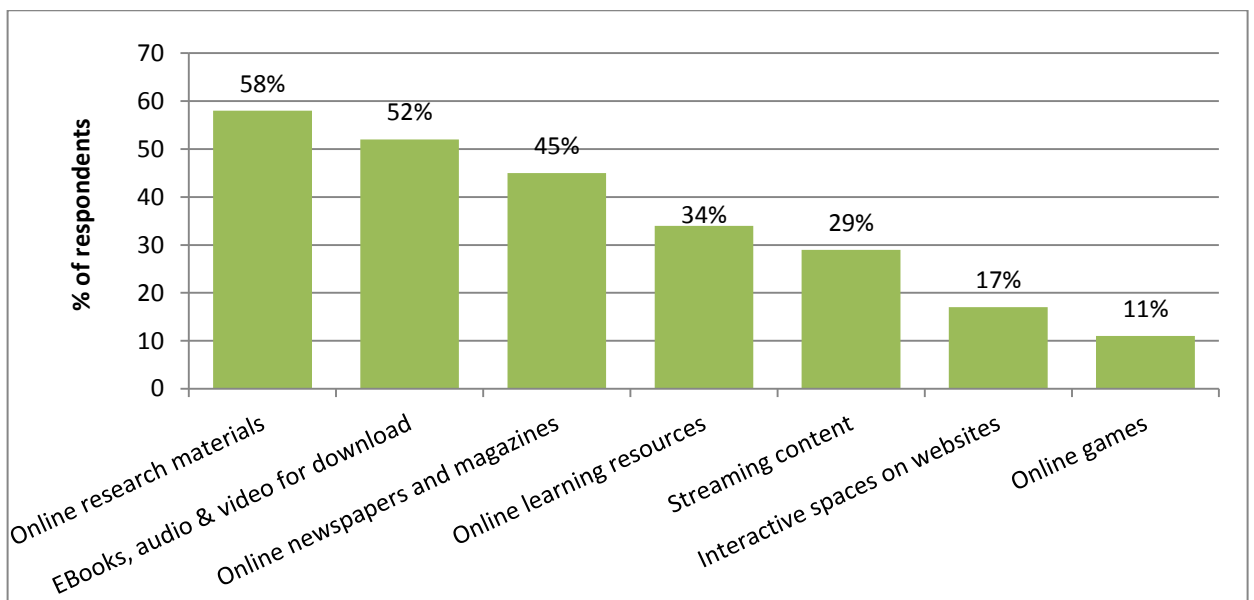
In terms of ranking the types of resources available, survey findings illustrate preferences regarding library collections. Print materials were the highest ranked resource for use with 72% of respondents ranking print materials number one. Online resources were ranked second in terms of preference by survey respondents (23%), with audio visual materials being ranked lower (5%) by survey respondents.

**Figure 6-8: Which of the following do you prefer using?**



When asked about their top three choices for online resources, the top ranked material was online research materials (58%). This was followed by eBooks, audio, and video for download (52%) and online newspapers and magazines (45%).

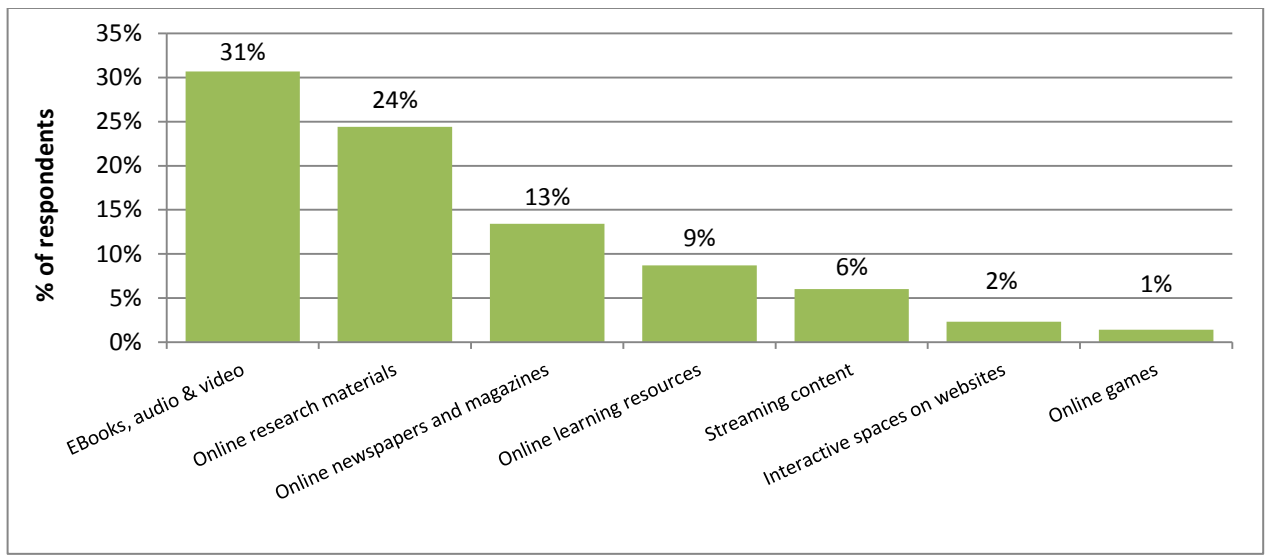
**Figure 6-9: Which three of the following online resources and content do you think are most important for the Port Moody Public Library to have on offer?**





When asked to identify the most important online resource for the Port Moody Public Library to offer, the order of the top three changed somewhat. The top ranked material in this list was eBooks, audio and video for download (31%), followed by online research materials (24%), and online newspapers and magazines (13%).

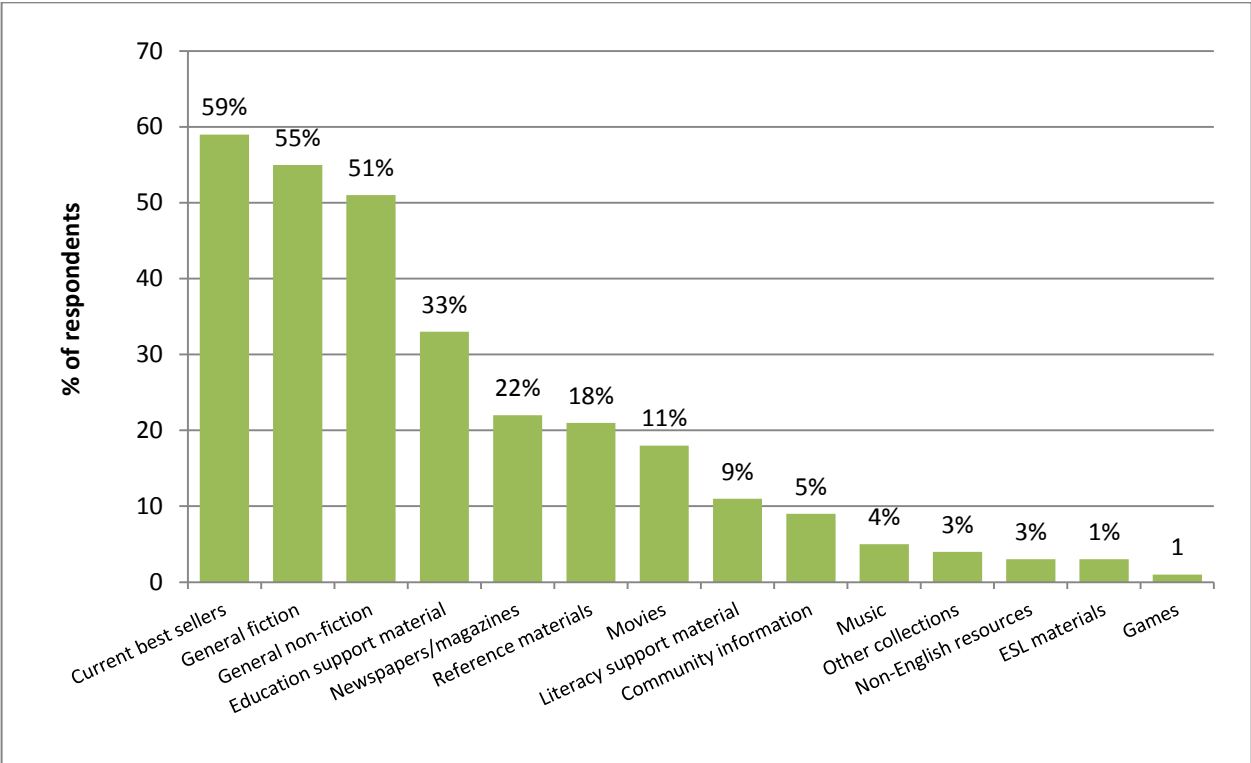
**Figure 6-10: Which one of your top three choices for online resources do you think is most important for the Port Moody Public Library to offer?**



In analyzing the cross-tabulations, it was found that a greater proportion of respondents 19 years and under ranked online learning resources as one of their top three priorities. As well, a greater proportion of residents who have lived in Port Moody for less than one year ranked access to online newspapers and magazines as one of their top three choices.

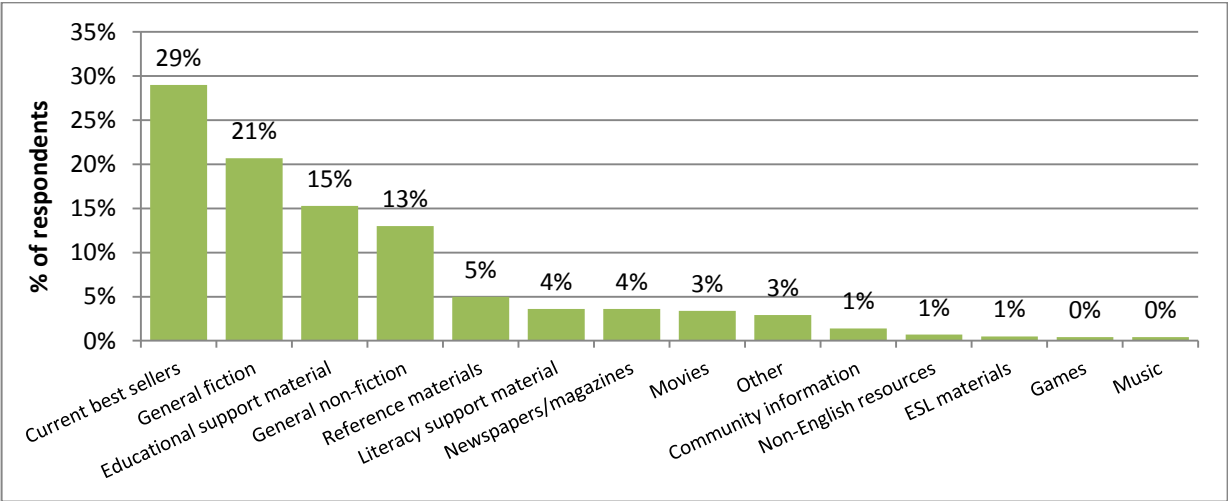
Another question asked respondents about their top three choices for library collections. For this question, the top ranked material was current best sellers (59%). This was followed by general fiction and novels (55%) and general non-fiction and informational titles (51%).

Figure 6-11: Which three of the following collections are most important to you?



When asked to identify their top priority for library collections, four choices stood above the others. These were current best sellers (29%), general fiction and novels (21%), educational support materials (15%), and general non-fiction and informational titles (13%).

Figure 6-12: Which one of your top three choices for collections do you think is most important for the Port Moody Public Library to offer?

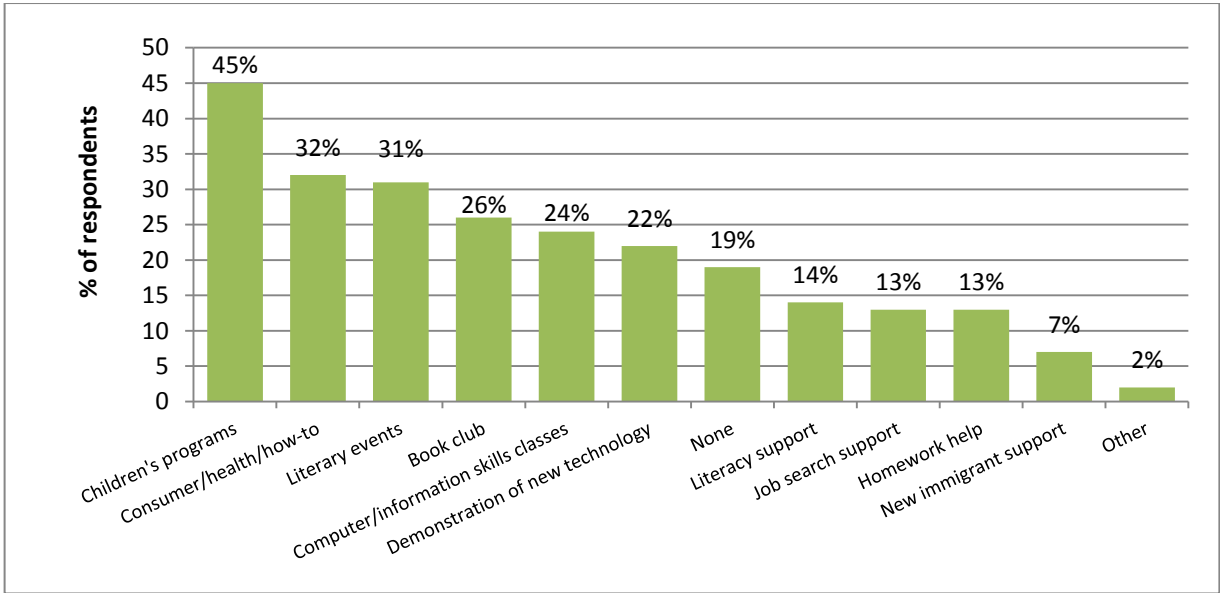


# 6.4 Programs and Services

This section of the report reviews survey responses with respect to questions regarding programs and services offered by the Port Moody Public Library. The survey included questions regarding the types of programs that are important, as well as preferred scheduling of programs. It also probed the types of services that are important, as well as preferences for accessing services.

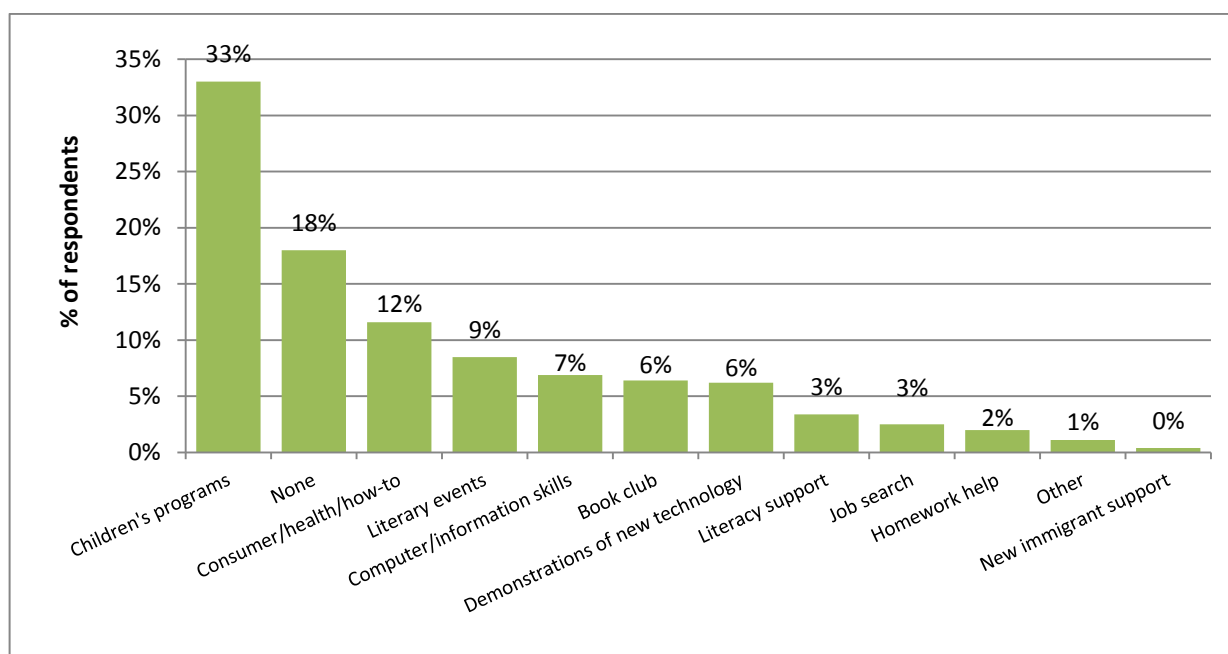
When asked about their top three choices for library programs, children’s programs ranked highest (43%). This was followed by consumer, health, finance, and other how-to topics (32%) and literary events (31%).

Figure 6-13: Which three of the following programs are most important to you?



When asked to identify the most important library program, children’s programs remained highest, ranked most important by 33% of respondents. The next most common response to this question was “None of these are important to me” (18%). Consumer, health, finance, and other how-to topics (12%) and literary events (9%) ranked third and fourth.

**Figure 6-14: Which one of your top three choices for programs do you think is most important for the Port Moody Public Library to offer?**

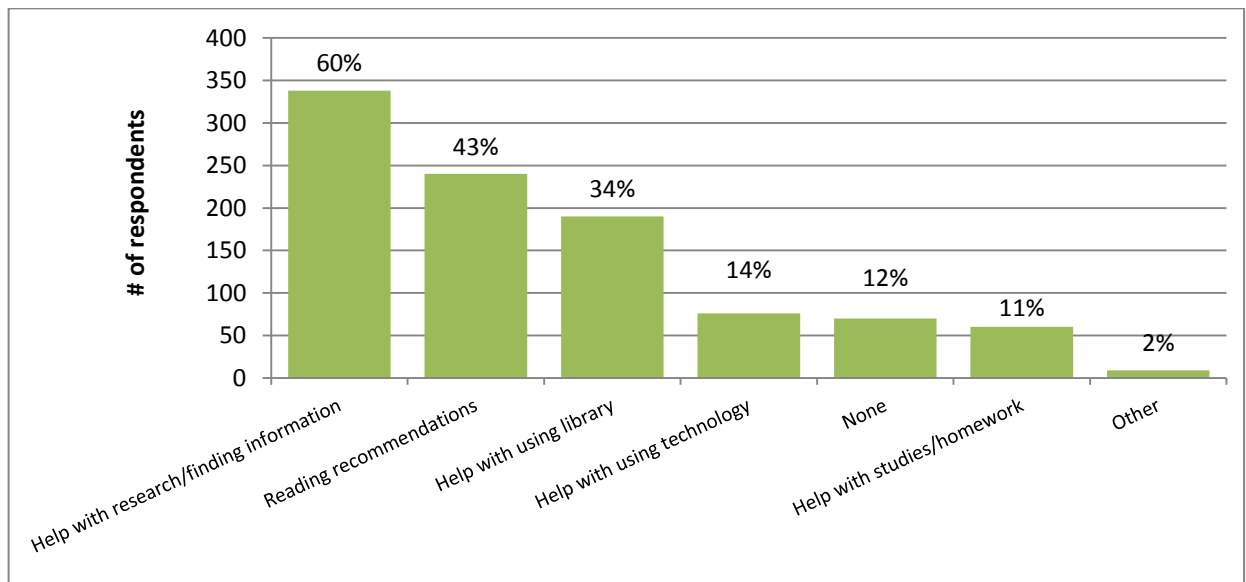


In the analysis of the cross-tabulations, it was found that a much greater proportion of respondents 20-44 years of age ranked children's programs as one of their top three choices. For programs concerning consumer, health, finance, and other how-to topics, it was the 45-64 year old age group that was most interested. For literacy support programs, a greater proportion of respondents 19 years of age and under expressed the most interest.

The survey also asked respondents to indicate the days and times that they would be able to attend a library program. The survey results highlight a range of times; however, there is a strong indication of support for accessing library programs outside of regular working hours (weekday evenings and weekends during the day).

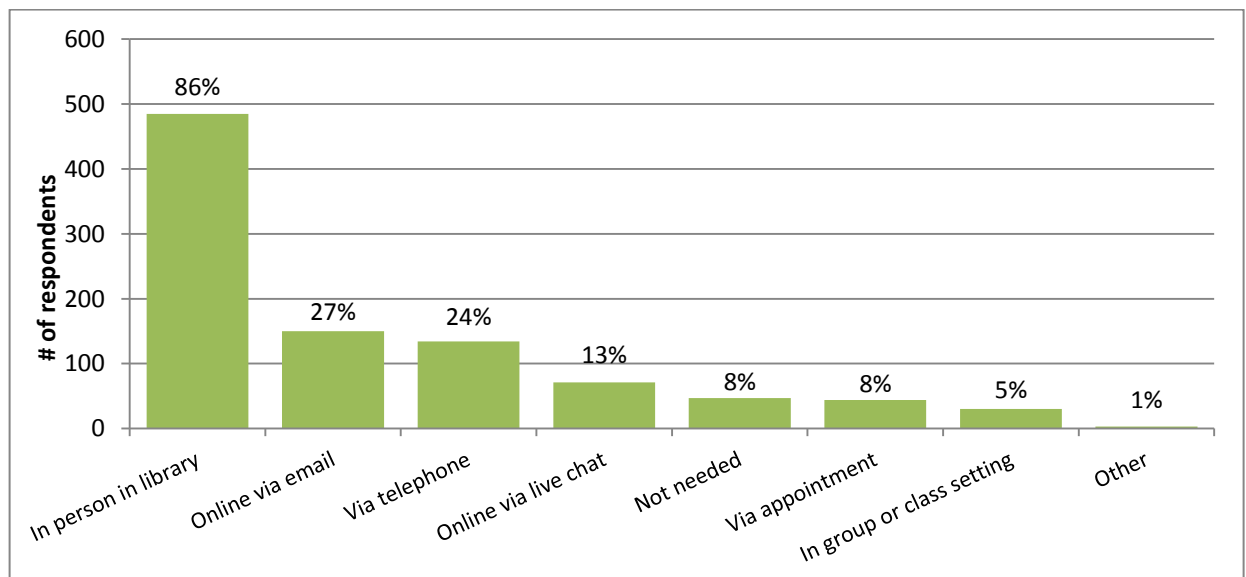
Respondents were then asked to identify the library services that were most important to them. The findings show that help with research and finding information (60%) was the top priority, followed by reading recommendations (43%) and help with using the library (34%).

**Figure 6-15: Which two of the following services are most important to you?**



Survey respondents were also asked how they would prefer to receive assistance from library staff. For this question, 86% of respondents indicated that they would like to receive assistance in-person in the library. This was followed by online via email (27%), via telephone (24%), and online via a live text chat (13%).

**Figure 6-16: Of the following ways of receiving assistance from library staff, which two would be your preference?**

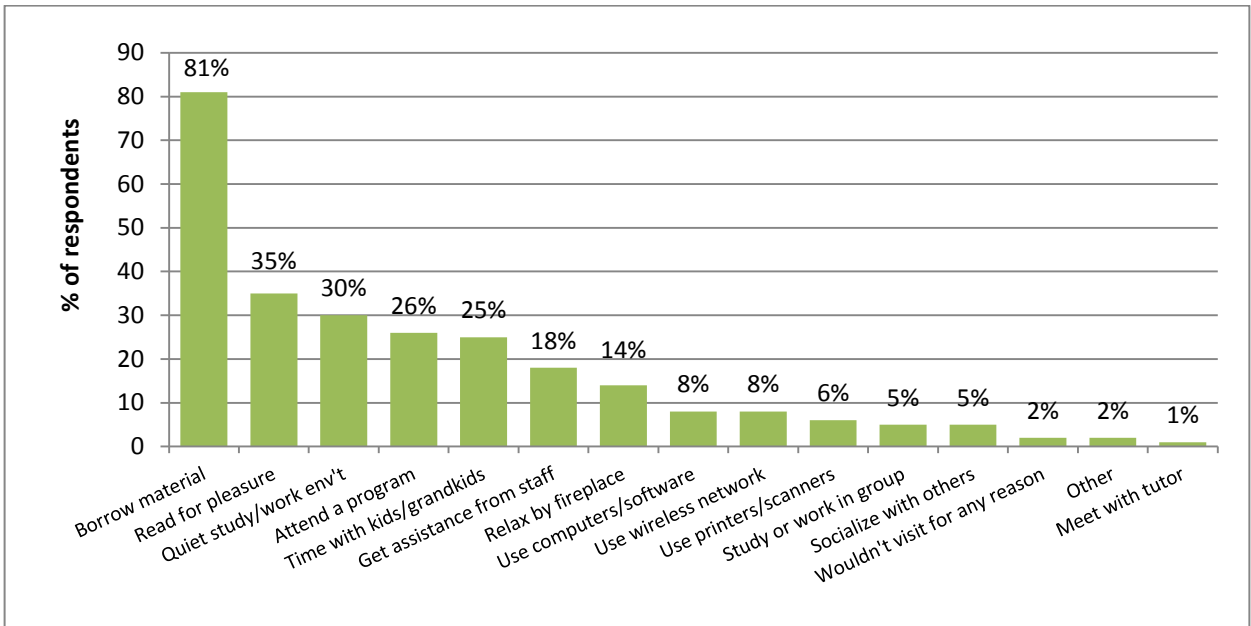


# 6.5 Public Space

This section of the report reviews survey responses with respect to public space at the library. The survey included questions about reasons for visiting the library and barriers to use of the library.

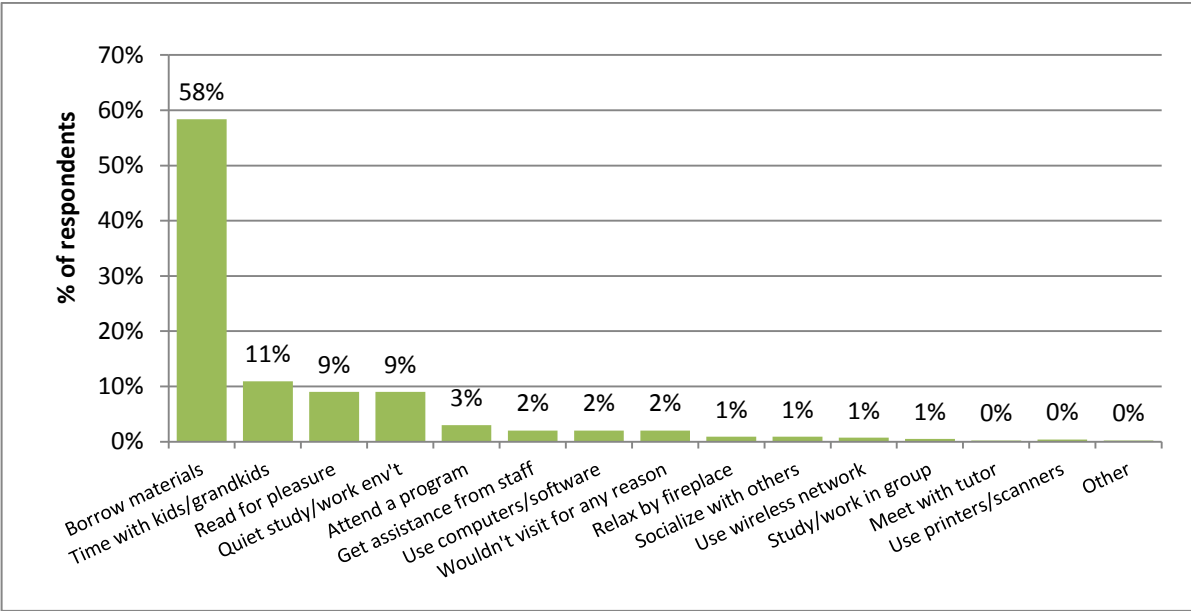
Respondents were asked about their reasons for visiting the Port Moody Public Library. Far and away, the most likely reason identified was to borrow books and other materials (81%). The next four choices clustered fairly close together: read for pleasure (35%), study or work by myself in a quiet environment (30%), participate in a program (26%), and spend time with children or grandchildren (25%).

**Figure 6-17: Which three of the following are your most likely reasons for visiting the Port Moody Public Library?**



When asked to identify the single most important reason for visiting the Port Moody Public Library, borrowing materials again came out on top (58%), followed by spending time with children or grandchildren (11%), read for pleasure, and study or work by myself in a quiet environment (both at 9%).

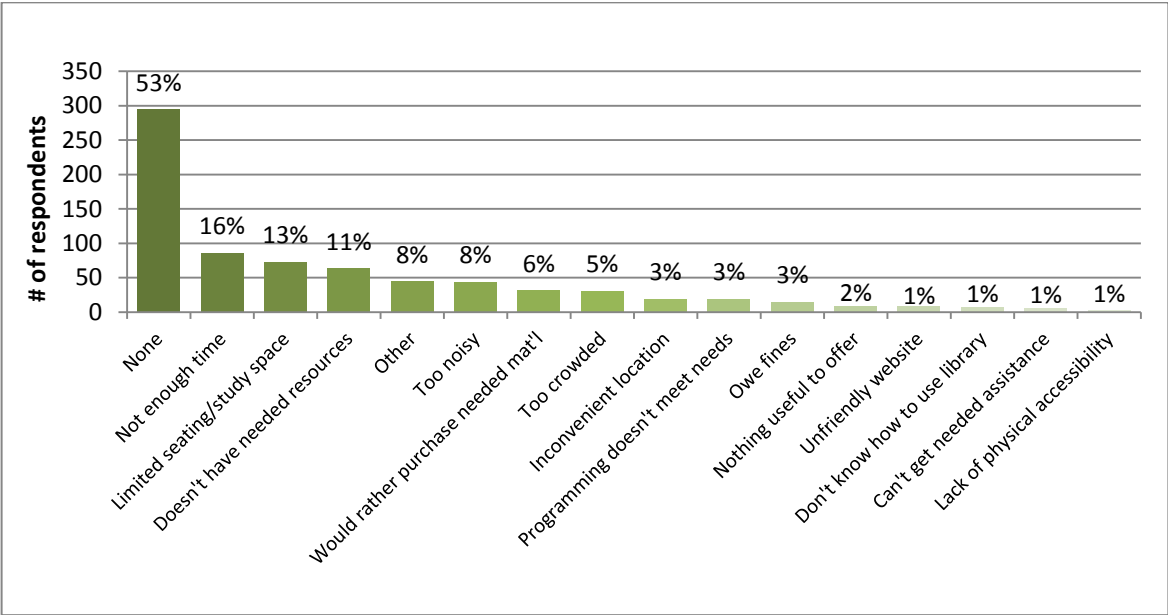
**Figure 6-18: Which one of your top three reasons for visiting the Port Moody Public Library is most important?**



In the analysis of the cross-tabulations, a much greater proportion of respondents 20-44 years of age ranked spending time with children or grandchildren as a reason for visiting the library, while reading for pleasure were identified by a greater proportion of respondents 19 years of age and under.

In this section of the survey, respondents were also asked to identify barriers to their use of the Port Moody Public Library. The findings indicated that just over half of the respondents (53%) identified no barriers to their use of the library, while a further 16% identified their own time constraints as a barrier. A further 13% identified limited seating or study space, while lack of specific resources the individual was looking was identified by 11% of respondents as a barrier to their use of the library.

Figure 6-19: What are the barriers (if any) to your use of the Port Moody Public Library?



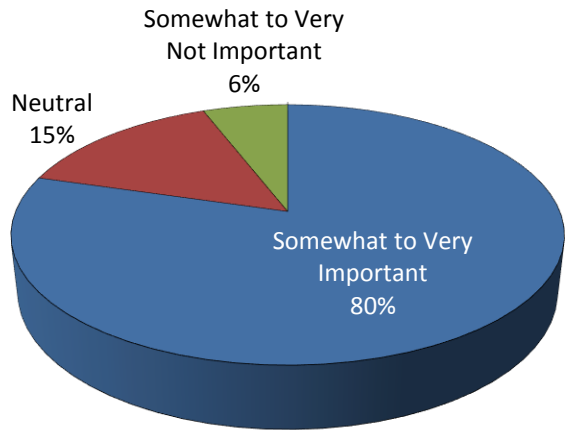
6.6 Technology

This section of the report reviews survey responses to the questions that probed the topic of technology. The survey included questions regarding the importance of having the latest technology available at the library and access to equipment and hardware outside of the library.

To start, respondents were asked how important it was for the Port Moody Public Library to remain current with the latest trends in technology. For this question, more than 80% indicated that it was important to very important for Port Moody Public Library to remain current with technology trends.

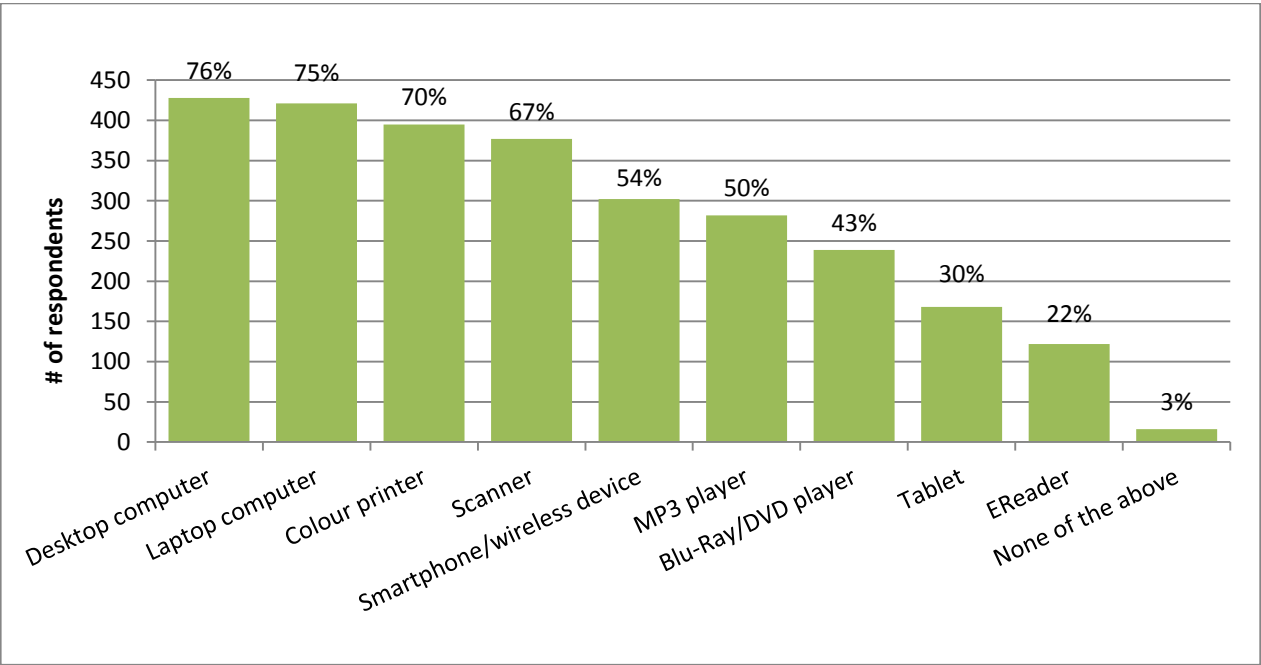


**Figure 6-20: How important is it that the Port Moody Public Library keeps up with the latest trends in technology?**



In response to a question regarding access outside of the library to a range of technology-related equipment and hardware, 75% of respondents reported having access to a desk-top or laptop computer, while 70% reported access to a colour printer, and 67% indicated they had access to a scanner. Just over half of the respondents (54%) reported having access to a smart phone, while 50% indicated they had access to an mp3 (e.g. iPod) device. As well, some of the newer technologies are being used by respondents, for example tablet devices (30%) and eReaders (22%). Only 3% of respondents reported having access to none of the devices listed.

**Figure 6-21: What devices do you have access to outside of the library?**



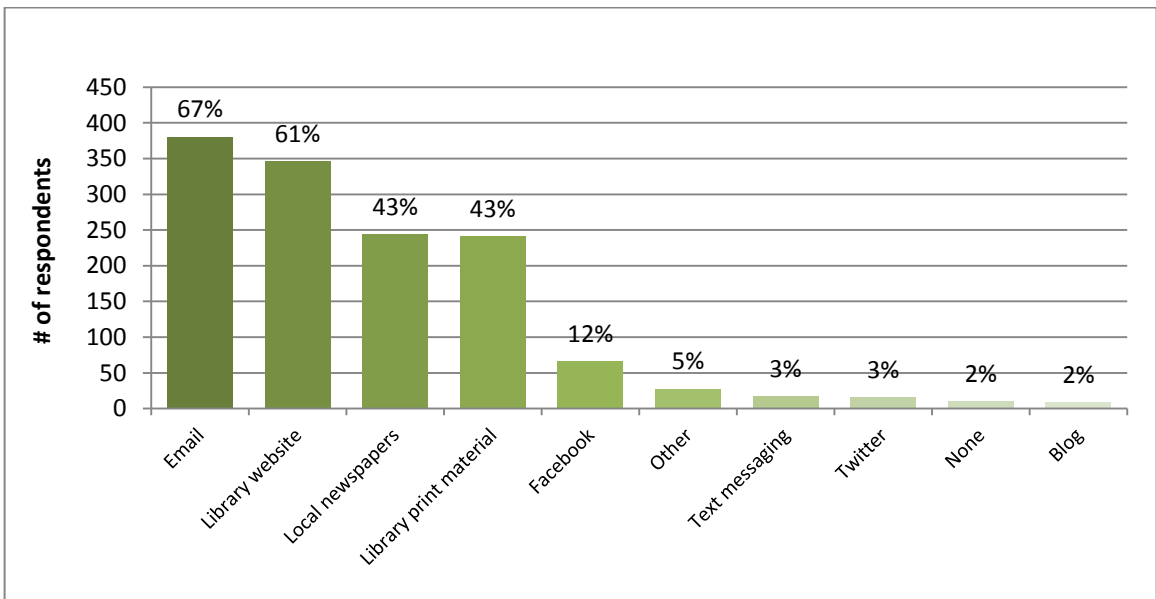
# 6.7 Communications

This section of the report reviews survey responses regarding communications from the Port Moody Public Library.

Respondents were asked to identify the most effective ways by which the Port Moody Public Library could inform them about library programs, collections, and services. Email was selected by 67% of respondents, while the library website was selected by 61%. Library print materials including posters, flyers, book marks and book lists, and advertising in local newspapers were each selected by 43% of respondents. Less popular choices were Facebook (12%), Twitter (3%), blogging (2%), and text messaging (3%).

In the analysis of the cross-tabulations, it was found that Facebook was identified as an effective communications tool by a greater proportion of respondents under 45 years of age.

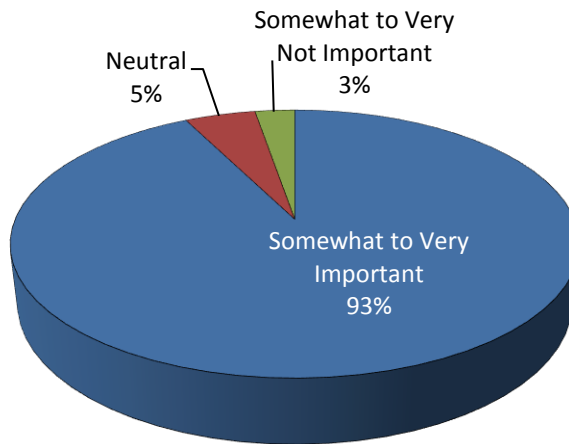
**Figure 6-22: What is the most effective way for the Port Moody Public Library to inform you about library programs, collections, and services?**



## 6.8 Value to the Community

The survey included a single question regarding the importance of public libraries in relation to other services in the community. In response to the question about the importance of library services, 93% of respondents ranked library services as very important (ranked 1 or 2 on a 7-point scale).

**Figure 6-23: Thinking of library services in relation to other services offered in the community, how would you rank the importance of public libraries?**



## 6.9 Suggestions for the Future

When asked about the future of the library in an open-ended question, one theme emerged with consistency; the need for a larger facility (31 comments). The majority of the comments indicated that the additional space should be devoted to the accommodation of people. That space should continue to differentiate between spaces for quiet work, group work, and separate programming work, was a priority. Installing a coffee shop was also mentioned. Below are some direct quotes from this question.

*You need more space; expansion should be on the book in the 5 year plan, more group meeting areas, study rooms etc. Problem is money, POMO has limited funds and we can only fund through taxation for so long.*

*I enjoy visiting the Port Moody Public Library. The staff is always courteous and helpful. And the resources are adequate for my needs. But I always find the library to be crowded and noisy at certain hours of the day, when mothers and kids jostle for space with teenagers and adults. It is time to consider a larger library in view of the growing population and impending completion of the Evergreen Line. Thank you for inviting me to comment on the future of the library. Best wishes!*

*Making the library bigger for the children to have more space, also study space is very limited.*

*I visualize a place with a variety of zones that facilitate different activities. Eg. A quiet zone, group work zone, tutors zone, children's etc. A variety of short workshops to teach information technology would be great too. (For example an introduction to using e-readers) Continued development of your DVD library would be good. As the population ages, DVDs will increase in demand too. I love the Port Moody library. The staff are terrific! Thanks for giving me the opportunity for input!*

*The library needs to expand its size and address a shift in its role in the community. It will be important to address accessing and serving the aging population with activities that support continued mental stimulation and socialization, while at the same time providing educational support services for children, including specific attention to some level of support and interaction with daycare (via reading programs and activity programs). Understanding the Evergreen Line will cause another wave of density in the city, the council needs to work with the planners to build a new building that is bigger and better serves the future needs as above (with revenue generating daycare services mixed with seniors services) either across the street from City Hall (across from the new fire hall), or in a new building in Moody Centre (satellite library). A well planned new building with ground floor integration with the existing park space for relaxed reading environment, with a corner coffee shop, and a second floor of resource space, a third for daycare, and a fourth and fifth floor for office space (or satellite school space) would allow the City to generate revenue and provide a high level of library services for the residents.*

## **6.10 Community Needs Survey: Cross-Tabulations**

In order to provide insight into the needs, priorities, opinions, and perspectives of specific groups of respondents, a number of cross-tabulations were conducted. This section reports on the results of this analysis, focusing on the questions where there was 10% or greater difference from other groups.

This section reports on the following groups of respondents:

- 19 years of age and under.
- 20-44 years of age.
- 45-64 years of age.
- 65 years of age and over.
- Non-Port Moody residents.
- Non-English speakers (those that speak a language other than English at home).
- Infrequent users (those that use the library less than once a year or have never used the library).

### **6.10.1 19 Years of Age and Under**

- Respondents 19 years of age and under were more likely than other age groups to use the library for research.
- With regard to online resources, respondents 19 years of age and under were more likely to rank learning resources and streaming content as one of their top three choices.
- Respondents 19 years of age and under were more likely to rank literacy support to improve reading skills as one of their top three choices for program offerings.
- A greater proportion of respondents 19 years of age and under ranked help with studies or homework as an important library service.
- A smaller proportion of those 19 years of age and under ranked help with using the library as an important library service.
- Respondents 19 years of age and under were more likely to rank reading for pleasure as a reason for visiting the library.
- A greater proportion of respondents 19 years of age and under identified seating and limited study space as a barrier to their use of the library.
- Respondents 19 years of age and under were more likely to indicate a preference for communications using all of the forms of social media to find out what is happening at the library.

### **6.10.2 20-44 Years of Age**

- This age group identified Facebook as an effective way to be informed about library programs, collections, and services.
- A greater proportion of this age group obtained music and DVDs online with payment.

- A greater proportion of respondents between 20 and 44 years of age used free online resources for research.
- This age group was more likely to rank streaming content for music and video as one of their top three choices for online resources.
- This age group was more likely to rank current best sellers as one of their top three choices for collections.
- A much greater proportion of respondents in this age group ranked children's programs as one of their top three choices for program offerings.
- A much greater proportion of respondents in this age group ranked "spend time with my children or grandchildren" as a reason for visiting the library.
- This age group was more likely to report having a laptop computer, netbook, smartphone or handheld wireless device.

### **6.10.3 45-64 Years of Age**

- A greater proportion of respondents in this age group identified local newspapers as an effective way to be informed about library programs, collections, and services.
- This age group was more likely to indicate that they obtained music and DVDs from a physical retail store location.
- A greater proportion of respondents in this age group ranked consumer, health, finance, and other how-to topics as one of their top three choices for program offerings.
- Respondents in this age group were less likely to identify "study or work by myself in a quiet environment" as a reason for visiting the library.

### **6.10.4 65 Years of Age and Over**

- Seniors indicated a preference for consumer, health, and how-to programs.
- A greater proportion of seniors had never visited the library website.
- A smaller proportion of seniors had a laptop computer/netbook, smartphone, mp3 player/iPod, or colour printer.
- A smaller proportion of seniors identified the library website as an effective way to be informed about library programs, collections, and services.
- A greater proportion of seniors identified print materials (e.g. bookmarks and posters) and newspapers as effective ways to be informed about library programs, collections, and services.
- A greater proportion of seniors identified newspapers and magazines as one of their top three choices for collections.
- A greater proportion of seniors indicated that there were no barriers to their use of the library.
- Respondents in this age group were less likely to identify "study or work by myself in a quiet environment" as a reason for visiting the library.

### **6.10.5 Non-Port Moody Residents**

- A greater proportion of respondents who did not live in Port Moody reported visiting the library and the library website both more than 4 times a month and 1-4 times a month.
- This group was more likely to indicate that email was an effective way to inform them about library programs, collections, and services.
- This group of respondents was more likely to obtain books online for free, as well as from other public and academic libraries.
- Non-Port Moody residents were also more likely to obtain newspapers, magazines, and music online for free.
- A greater proportion of this group was more likely to obtain DVDs from the Port Moody Public Library, as well as from other public and academic libraries.
- With regard to their top three choices for collections, a greater proportion of non-Port Moody residents included general non-fiction; however, a smaller proportion selected current best sellers.
- A greater proportion of non-Port Moody residents identified evenings as a good time to visit the library.
- A smaller proportion of non-Port Moody residents had a desktop computer, an mp3 player, or iPod.

### **6.10.6 Non-English Speakers (speak a language other than English at home)**

- Respondents who do not speak English at home were more likely to obtain music and DVDs, as well as print and eBooks, online for free.
- Non-English speakers were more likely to identify online learning resources such as tutorials and classes as one of their top 3 choices for online resources.
- This group was more likely to rank reference materials as their top choice for library collections.
- With regard to reasons for visiting the library, non-English speakers were more likely to choose “study or work by myself in a quiet environment” as an important reason for visiting the library.
- This group was more likely to identify “the library does not have the resources I need” and “seating and study space is limited” as barriers to using the library.

### **6.10.7 Infrequent Users**

- Infrequent visitors to the library are also infrequent visitors to the library website.
- This group was more likely to identify local newspapers as an effective way for the library to inform them about program, collections, and services.
- Infrequent users were more likely to obtain print books, newspapers, and magazines from a retail store.

- This group was more likely to include educational support materials and reference materials in their top three choices for collections.
- Infrequent users were more likely to identify “I don’t have enough time” and “I would rather purchase the materials I need” as barriers to using the Port Moody Public Library.
- A greater proportion of infrequent users have access to a Blue-Ray DVD player.



## 7 Focus Group and Interview Results

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The fifth element of the project involved a series of focus groups and interviews in order to engage in conversations about the library, its impact, and suggestions for future directions. Focus groups were conducted with representatives of the community, specifically teens, seniors, new Canadians, parents of pre-schoolers, parents of children 6 to 12, and non-Port Moody residents. Focus groups were also held with library staff, the library board, and members of the Port Moody City Council. In total, 86 people participated in the focus groups. In addition, one-to-one interviews were conducted with four people who represent key stakeholder organizations: the City of Port Moody Community Services, School District 43, Coquitlam Public Library, and Immigrant Services Society of BC.

The following sections provide an overview of the results from these focus group and interview sessions. The organization of this section mirrors the organization of the survey results section.

### 7.1 Collection and Resources

With regard to collections and resources, participants in the focus groups highlighted the need to keep the collection current. Of particular interest was the availability of newly released best sellers in numbers that could meet demand in a relatively timely fashion. Participants also commented on the fact that in areas that experience rapid change, such as technology or media, the library's print collection could be culled.

Another topic raised was the importance of the collection for homework and research support. Participants highlighted the need for attention to maintaining the currency of the collection in basic research and background support materials. This included both print and online resources. It was noted that the library needs to better publicize its online research resources and should consider providing in-person and online programs and tutorials on how to search and use these resources.

Participants also spoke to the need to expand the collection to meet the growing and diverse needs of new Canadians in Port Moody. Many felt that of all of the community institutions and services, the library was likely the best equipped to help new Canadians adapt to life in this country. Targeted expansion of the collection would help provide a welcoming environment for these new users.

Focus group participants also highlighted the need to remain attentive to the growing popularity of eBooks. This was felt to be especially important given the pace at which the technology and access to eBook resources is changing. That said, many participants expressed a personal preference for print books.

A final point raised with respect to the collection focused on the need to increase more broadly the awareness regarding the scope of the collection and how people can access it. This included the need to look to mechanisms for publicizing and even marketing both the print and electronic collection.

## **7.2 Programs and Services**

There was strong support among focus group and interview participants for library programs as a logical extension of the library's role in supporting life-long learning. In this area, participants spoke to the opportunity to increase the number and scope of programs, the types of programs that they felt the library should focus on, and ways to increase access and participation in programs.

### **7.2.1 Number and Scope of Programs**

Participants in the focus groups and interviews felt that the number and scope of programs offered at the library should be expanded. Many participants recognized that library resources were limited and that staff might not have the time to develop additional programs. For this reason, they suggested that the library explore other options for expanding program offerings. The two options mentioned for expanding programs were developing partnerships with other community and government organizations and agencies and allowing other organizations to offer programs for the public at the library.

With regard to partnerships with other community and government organizations and agencies, focus group participants mentioned specifically organizations that serve new Canadians, seniors groups, arts groups, and youth organizations. In each of these cases, it was felt that the partner group could develop the program content and that the library could identify additional materials and information for further reading and research.

With regard to allowing other organizations to offer programs at the library, focus group participants felt that this would be a way for the library to support community programming and increase library programming. As envisioned by focus group participants, the library, as a community program venue, would not participate in program development or control the program agenda. It would, however, promote the program as part of the publicity about what is happening at the library. In the discussion of this option, it was recognized that the library's program space is very limited; however, people wondered if the library could be allowed access to the other spaces in City Hall in the evenings and on weekends for this purpose.

### **7.2.2 Types of Programs**

The second broad topic that focus group and interview participants offered comment on were the types of programs that they felt the library should focus its development efforts on. In speaking about this, participants focused on three types of literacy: language, information, and technology literacy.

With regard to language literacy, participants highlighted the importance of children's literacy, particularly for pre-schoolers. However, they also spoke to the need for English literacy for new Canadians and adult literacy for people who had never developed these skills.

Participants also recognized the need for information literacy programs, which would give people the ability to locate and, more importantly, assess information in the public domain. The discussions highlighted the need to focus on online information because of the tendency for people to accept as being valid any and all information they access through the Internet. That said, there was also a recognition of the need for information literacy as it applied to print materials.

The discussion of technology literacy focused on the need to help people use the latest technology for learning and communications appropriately and effectively. Participants pointed out that while print books and materials have conveyed knowledge for the past several centuries, they are now being joined by a host of other mediums in video, audio, and other forms of electronic learning and communications. At the same time, the traditional roles of "producers" of information and "consumers" of information are radically changing. Participants noted that three decades ago, only producers selected by a clearing agency could produce materials (e.g. authors selected by publishers, film producers selected by studios). Today, anyone can post anything to the Internet and the line between "producers" and "consumers" of information is almost non-existent. Just as people in the past had to be able to write well in order to convey their ideas, people in the coming decades will require knowledge of, and experience with, the full range of technology options available for learning and communications.

### **7.2.3 Increasing Participation and Access**

Participants in the focus groups and interviews had a number of suggestions for ways the library could increase participation and access to programs. Three of these suggestions focused on families with children, while others were more general.

With regard to the suggestions for increasing participation and access by families with children, participants identified three opportunities. The first was to offer simultaneous delivery of both adult and child programming. This would be of particular benefit to parents as they would be able to participate in a program of their choice while their child was engaged in a program at the same time. The second recommendation was to provide childcare on site in order to facilitate attendance at adult programs. It was noted that childcare could be offered by a partner community agency. The third suggestion was to offer family programs at times that are more convenient for working parents, for example weekends during the day and weekday evenings.

Other suggestions for increasing participation in, and access to, library programs were more general. The first was to open up access to programs through the use of web technology, for example, webcasting or Google Hang Outs. It was felt that this would be beneficial to people who do not have time to make it to the library and to seniors who may not be very mobile. The second

was to enhance the marketing and promotion of programs, and to use methods that are appropriate for the target audience. In this area, people also suggested promoting programs through relevant community agencies. The third was to develop a cadre of program volunteers who could assist with the development and delivery of programs across the spectrum with the objective of increasing program capacity.

#### **7.2.4 Library Services**

In most people's minds, library services were interpreted as any transaction that involved library staff, for example book check out and renewal, and information / reference questions. For these, the library staff received high praise for being friendly, helpful, and patient. Where there were concerns, they generally stemmed from patrons who like to socialize and 'chit-chat' with the staff, leaving others to wait for service.

### **7.3 Public Space**

The focus group and interview discussions focused on what many described as a long-term and fundamental transition in the organization of the public space within a library. Participants noted that historically, the library's public space was organized as a quiet space where silence was the golden rule and where group or programming work was relegated to ancillary rooms attached on the edges. Today, the contemporary library is a place of action, where people are actively involved with information and learning and are in conversation with the library staff and each other. The separate spaces today are for those who wish to engage in quiet or silent work. Focus group participants felt that this transformation needs to be reflected in the type of space that is available and the way space is allocated to different uses.

In thinking about these changes, participants in the focus groups and interviews spoke about the continuing importance of three basic types of library space: quiet space, group work space, and specific programming and activity space. In thinking about these types of spaces, one of the important issues the library must consider is the boundaries between the types of uses. Participants recognized that where quiet space and programming or group work space meet, there is a potential for conflict. One such space at the Port Moody Public Library is the quiet study space directly adjacent to the children's story time area. Another scenario that was identified as an issue was the noise that is created when people work on computer equipment. Although these people may desire quiet space, the "clickity-clack" of a computer keyboard can be disturbing to someone who is trying to read quietly. For this reason, it was suggested that the library designate specific quiet computer areas.

With regard to the types of space in the library, there was strong support for the establishment of a coffee shop that could provide beverages and light snacks. This suggestion emerged because focus group and interview participants felt that people are spending more time in the library and would stay even longer if food and beverages were available. Furthermore, it was noted that this type of space would supplement the group work and conversation space at the library. It was

noted that this service need not be offered right in the library; that, in fact, it may be better offered in the seating area at the far end of the City Hall concourse.

A final issue raised in the focus groups and interviews with respect to public space concerned the need to be attentive to changing demographics and the user characteristics associated with those changes. Focus group and interview participants highlighted the need for the space to be both child-friendly and senior-friendly. Furniture, fixtures, and equipment in the library (e.g. book shelves, seating, and tables) and in the building (e.g. washrooms, access doors, ramps, and parking lots) need to be evaluated in light of the broad range of users the library will need to accommodate.

## **7.4 Technology**

Participants in the focus groups and interviews were very interested in technology issues at the Port Moody Public Library. In the discussions about library technology, most people started with comments about the library website, which was described as the portal to the virtual or electronic Port Moody Public Library. Participants described the importance of being able to conduct library transactions, access online resources, search the catalogue, find out about programming, and link to other community resources through the library website. The website was described by participants as an integral part of the library's services and, as such, the library needs to ensure that it is kept up-to-date and functional.

Focus group participants went on to comment on the user-friendliness and functionality of the library website. Some participants commented that they appreciated the ability to conduct transactions, such as renewals, online. Several participants commented that the new website was less user-friendly than the old website in terms of search ability, navigation, page layout, and log-on protocols.

A topic of discussion concerned the technology that is available for public use at the Port Moody Public Library. With regard to technology currently available in the library, focus group and interview participants highlighted the need to ensure that the hardware and software is up-to-date and intersects well with the technology that people use in their lives at home, school, and at work. With regard to future directions in this area, participants highlighted the possibility of creating a media technology or media resources centre. People spoke about the desirability of having access to high-end hardware and software programs for activities such as video and photo editing, animation, graphic design, desktop publishing, web publishing, and game creation. Participants indicated that the high cost of this hardware and software means that most families would not have access at home. Parents of school aged children were particularly supportive of the creation of a media resources centre at the library. They indicated that their children are growing up in a world where they are expected to be able to communicate using this technology. According to these parents, schools are already requiring that their children incorporate this technology into their assignments and projects.

Another possibility identified by focus group and interview participants concerned the ability to borrow information technology (IT) hardware from the library. Of most interest was the ability to borrow new IT hardware in order to use it on a trial basis. The example cited most often was an eReader. Many people are interested in trying an eReader, but do not want to invest the money because they are concerned that they will not like it. Other people expressed an interest in being able to borrow more common IT hardware such as laptop computers and projectors. These are technologies that most people do not use frequently, so a personal or household investment would not make economic sense. In these discussions, participants started from the traditional 'lending for learning' role of the library and simply moved it into the information technology sphere.

Running through all of these discussions was a recognition of the traditional educative role played by the library and an expectation that this role would apply equally to the new technologies being used to convey information and knowledge. Focus group and interview participants clearly expected that library staff would be familiar and comfortable with these new technologies and that the library will offer assistance, programs, and services to help library users with the transition to new technologies, both in-person and online.

## **7.5 Other Findings from the Focus Groups and Interviews**

In addition to discussing the key areas that were probed in the community survey, the focus groups and interview participants also provided a number of other valuable perspectives and suggestions for the future direction of the library.

Focus group and interview participants highlighted the value of the library as a place to meet, gather information that they need, and share and discuss topics of interest both to themselves and more broadly to the community. Many felt that the library was the only community institution that could fill this role in Port Moody.

In relation to playing a role as a community gathering space, participants commented that the library of the future should also play a role in developing and supporting community citizenship. Many felt that the library, more than any other community organization, was positioned to facilitate citizen engagement and leadership through discourse and dialogue about issues of concern and topics of interest to the community. There was some discussion about a particular focus on engaging young people, but with the recognition that the topics, venues, and formats for this engagement would have to be targeted and designed for this age group. In this regard, it was felt that a partnership with the school district would be beneficial.

Focus group and interview participants also spoke about the library's role in helping people through personal transitions in their lives. Many of the mothers who participated in the focus groups for children (pre-school and aged 6-12) spoke about the importance of children's story

time in connecting them to other moms in the community at a time when they needed this support. Participants in the new Canadians focus group had the same message. In describing their experiences, all spoke to the fact that they were drawn to the library because it was a safe and neutral environment where everyone was welcome.

## 8 Conclusion

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This section of the report identifies the key themes and findings from the data and information collected for the Port Moody Public Library Community Needs Assessment. As indicated in the Methodology section, the Community Needs Assessment was comprised of five elements:

- Community and demographic profile.
- Library use profile.
- Library trend analysis.
- Community survey.
- Focus groups and stakeholder interviews.

The stated objective of the Community Needs Assessment was to gain an up-to-date understanding of the community and its perceptions, needs, and preferences for library services. Furthermore, the assessment was to help ensure that the library is responsive to the community it serves, and that library programs and services are relevant to people's lives.

Given that the stated objective of the Community Needs Assessment focuses on understanding the needs, preferences, and perceptions of the people of the community, it is logical that the framework for analyzing the data and information for themes should follow a population construct. Generally speaking, the most useful population construct for analyzing data and information is age. Age provides the best opportunity to look for patterns across all of the elements of the Community Needs Assessment. It is also very useful for planning purposes as there are a number of differences that emerge through this approach to the analysis.

The sections below present the key themes from the data and information collected through the Community Needs Assessment for each of the following population groups:

- Children and teens: 19 years of age and under
- Adults: 20-64 years of age
- Seniors: 65 years of age and over

### 8.1 Key Themes: Children and Teens

According to the demographic profile, 25% of Port Moody residents are under 19 years of age. Between 2006 and 2011, the largest growth in this cohort was a 28% increase (to approximately 2,000 individuals) in the 0-4 age group.

According to the library use data, the total circulation of the youth collection is consistently higher than the adult collection, and the gap between the two collections has widened since 2009. In 2011, the youth collection accounted for 58% of total circulation for the library. That said, the



youth collection is smaller than the adult, accounting for 39% of the physical collection. With regard to programs, the library use data shows that pre-school story times are the most popular program offered by the library, with participation in 2011 at 151% of capacity. Programs for school-age children (kids' book clubs, reading buddies, and summer reading club special events) generally have a lower participation rate.

With regard to the insights gained from the community survey and focus groups and interviews, it is useful to break this group into two sub-groups: children 0-12 years of age and teens.

### **8.1.1 Children 0-12 years of age**

While this age group was not able to speak for itself, focus groups were conducted with parents of pre-school age and school age children. In addition, the role of library services and programs and their importance in supporting early childhood development and literacy was acknowledged and received strong support from other age groups.

Programs for children emerged as a theme from the community survey and focus groups. In the survey, 33% of respondents ranked children's programs as being the most important programs for the library to offer. Consistent with this, a much greater proportion of adults aged 20-44 ranked "spend time with my children or grandchildren" as a reason for visiting the library. Input from the focus groups revealed distinct concerns across the age groups. Parents of preschool age children commented that more programs should be offered on weekends and evenings. They also spoke to the opportunity to offer programs that parents could attend while their children were in a program. Parents of school aged children focused on the opportunity for the library to offer programs that help young people develop leadership skills, citizenship, and confidence. They suggested that the library partner with other community organizations, for example Scouts and Guides, to offer this programming. This group of parents also spoke to the need for the library to offer services that would help students use technology effectively and creatively. They proposed the development of a media centre at the library where children and others would have access to hardware such as cameras and software such as video editing, animation, and PowerPoint programs. They also highlighted the need to have staff and programs available to help children and others use this technology.

The discussion of the collection in the focus groups with parents of pre-school and school age children focused on the need for the collection to support learning, with specific reference to being able to access resources in languages other than English.

Library space was another theme to emerge from the focus groups with parents of pre-school and school age children. There was a strong sense that the library needed more space. More specifically, the discussion of space focused on the need for more space for people: multi-functional, group, and quiet spaces were mentioned. There was also a focus on the need for more space to accommodate access to technology.

### **8.1.2 Teens**

According to the community survey, teens were more likely than any other age group to use the library for research. Consistent with this, they were more likely to rank learning resources as one of their top three choices for online resources and to rank help with studies and homework as an important library service. They were also more likely to rank literacy support to improve reading skills as one of their top three choices for library programming. When asked to identify barriers to using the library, teens were more likely than other age groups to identify limited seating and study space as an issue. Lack of space was also identified as an issue in the focus group discussion, where participants highlighted the need for more private rooms or areas where people can work together and space where people can work quietly on their own.

The use of technology was another theme to emerge from the community survey and focus group discussions. The community survey found that teens were more likely than other age groups to identify multiple social media options for receiving communications from the library. In the focus group discussion participants all reported using multiple forms of technology (devices) in a wide variety of applications. Given the degree to which this group uses technology, it was surprising that the focus group discussion also revealed that many of the participants do not use the library website, and some were unaware that the library had a website.

Finally, with respect to reasons for visiting the library, the community survey results revealed that teens were more likely than other age groups to rank reading for pleasure as a reason to visit the library. This may be seen as consistent with comments from the focus group discussion regarding a preference for print books when reading for pleasure because it is an opportunity to get away from technology and a computer screen.

## **8.2 Key Themes: Adults**

According to the demographic profile, 65% of Port Moody residents are between 20 and 64 years of age. This is the largest demographic group in the community, accounting for more than 17,500 people. One segment of this population, people 55-64 years of age, is the second fastest growing cohort in Port Moody, with a growth rate of 32% between 2006 and 2011. The 20-64 year old age group would make up the majority of the labour force in Port Moody, which has a participation rate of 74%. Of these workers, 38% work in Port Moody, while 62% commute to other communities for employment.

According to the library use data, the total circulation of the adult collection is consistently lower than the youth collection, and that the gap between the two collections has widened since 2009. In 2011, the adult collection accounted for 44% of total circulation for the library. That said, the adult collection is larger than the youth collection, accounting for 61% of the physical collection. With regard to programs, the library use data shows the following uptake for 2011: writing

workshops, 104%; computer skills, 90%; general interest, 88%; book clubs, 56%; and author readings, 48%.

While the majority of focus groups and all of the stakeholder interviews involved adults between 20 and 64, their primary identity was with another group (e.g. parents, new Canadians, non-residents). That said, the information collected was consistent enough to point to broad key themes.

With regard to visiting the library, the data collected through the Community Needs Assessment provides insight into the reasons for visiting the library and improvements the library could make that would enhance the quality of those visits. Most adults visit the library to borrow material. In focus group discussions, some of these participants suggested that they are usually pressed for time when they visit the library. For that reason, they appreciate the Bestseller Express. Many adults visit the library because there is a child or teen in their life. The community survey found that a much greater proportion of respondents aged 20-44 indicated that they visit the library to spend time with their children or grandchildren. In the focus group discussions, several adults explained that their visits to library were longer when they with their children or grandchildren. This group of people suggested that the library offer programs for adults or provide volunteer opportunities at the same time they offer programs for children. This would allow adults to get involved with the library and with each other.

The other theme to emerge from the input from this age group was technology. Survey respondents 20-44 years of age were more likely to report having a laptop computer, netbook, smartphone, or handheld wireless device. They were also more likely to obtain research resources, DVDs, and music online, and to rank streaming content for music and video as one of their top three choices for online resources. Finally, this age group was more likely than others to identify Facebook as an effective way to be informed about library programs, services, and collections. This connection with technology suggests that this age group would be very open to using the full suite of electronic resources and services that the library might offer. This picture changes for the 45-64 year old age group. This group was more likely than any other age group to identify local newspapers as an effective way to be informed about library programs, services, and collections. They were also more likely to obtain music and DVDs from a physical store.

One of the key themes to emerge from the focus groups involving people aged 20-64 was the vision of the library as a social and intellectual gathering place where people could share information and exchange ideas. They felt that this transition would be natural as the library was already known in the community for being a place where people from different background and cultures can feel comfortable and welcome. They saw the library as a place to foster citizen engagement and democracy through dialogue about issues of concern and interest to the community. Several focus group participants felt that this role would be enhanced if the library offered a food and beverage service. Many envisioned this as a small café, while others indicated they would be content with a rudimentary snack bar.

### 8.3 Key Themes: Seniors

According to the demographic profile, 9% of Port Moody residents are over 65 years of age. Between 2006 and 2011, seniors were the fastest growing segment of the population, with a 32% increase in population.

The library use data does not include specific reference to seniors, so the profile for seniors must be assumed to be the same as for adults.

Technology emerged as a key theme for this group. In the community survey, seniors were less likely to have access to a laptop computer/netbook, smartphone, mp3 player/iPod, or colour printer outside of the library. They were also less likely to have visited the library website. Furthermore, they were less likely to identify the library website as an effective way to be informed about library programs, collections, and services, and more likely to identify print materials (e.g. bookmarks and posters) and newspapers as being effective tools for communications. In the focus group, several participants commented on the need for seniors to have access to computer training. Some had taken part in the library's computer skills training programs, and several of these people highlighted the need for repetition and access to ongoing assistance from staff in order to become proficient. There was also mention of the need for training on using the library website, and there was mention of the new website being more difficult to navigate than the previous website. Others were already very proficient and spoke about downloading eBooks and DVDs.

The library as a community gathering place emerged as a theme for this age group. The community survey results revealed that seniors were less likely than other age groups to visit the library to study or work by themselves in a quiet environment. Participants in the focus groups pointed out that people in this age group can become socially isolated and marginalized. They saw the library as an inclusive, welcoming, and interactive place where they could interact with friendly staff and make new friends. They commented on the opportunity for people to come together at the library to discuss books and topics of interest. Seniors also saw the library as a place where they, and others, might volunteer. They identified the opportunity to have volunteers teach computer skills classes or run clubs or discussion groups at the library. They were also very intrigued by the description of the Living Book program being offered at Surrey Public Library.

Library space was another theme to emerge from this group. Seniors in the focus group discussions highlighted the need for differentiated space: discussion and meeting rooms, quiet places to read, and places to socialize with friends. They also mentioned that there was quite a lot of noise in the library from children and that this can be distracting. These two concepts, differentiated space and noise, may be linked. Seniors also identified the opportunity to create an outdoor space, with comfortable chairs, adjacent to the library.

The final theme to emerge from this group was the need for outreach programs and services. In the focus group discussion, seniors pointed out that the current library location is difficult to reach for seniors who cannot drive or take the bus. They identified an opportunity for the library to use other spaces in the community in order to expand library programs and services to neighbourhoods that are distant from the current location (e.g. Glenayre, College Park, top of Heritage Mountain). Using this approach would enable citizens to walk to a location where they could take advantage of library programs and services.

## 8.4 Summary

Many of the themes to emerge from the Port Moody Public Library Community Needs Assessment are consistent with the directions identified in the Library Trends section of the report. The key themes to emerge were:

**Technology:** As the use of mobile devices becomes mainstream, Port Moody Public Library users will want the ability to access resources, conduct transactions, participate in programs, and receive communications electronically. Given that use of technology increases in the younger population cohorts, this trend can be expected to increase year over year.

**Library space:** Space at the Port Moody Public Library will need to accommodate a range of uses, including quiet reading and study, group work and discussion, access to technology, programming, and access to the physical collection. Many participants in the community needs assessment felt the library needs to be expanded to accommodate the demands of a growing community.

**Library purpose:** Increasingly, people in Port Moody see the public library a place where the community can gather to find and share information and ideas in a highly interactive fashion. They also see the library as a place that can facilitate community discussion and dialogue on issues and decisions facing society and the community. This vision of the library is grounded in its reputation for being open and inclusive and its role in lifelong learning.

The themes that emerged from the community are consistent with the trends that are being identified by public libraries worldwide. This will mean that the Port Moody Public Library will have the opportunity to observe and to learn from the experience of other libraries as it continues to adapt to a changing environment.

It is an exciting and important time for the Port Moody Public Library. With the completion of the Community Needs Assessment, the Library Board has information in hand about the needs and preferences for library services as expressed by the community. This information provides a strong foundation upon which the Library Board can develop the library's strategic directions.

## 9 Appendix A: Library Trends Bibliography

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## 10 Appendix B: Community Survey

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### OPENING QUESTIONS

How often do you visit the Port Moody Public Library in person and/or visit the Library's website?  
**In each column, please select the answer that best applies.**

Visit the Library in-person	Visit the Library's website
<input type="checkbox"/> More than 4 times per month	<input type="checkbox"/> More than 4 times per month
<input type="checkbox"/> 1-4 times per month	<input type="checkbox"/> 1-4 times per month
<input type="checkbox"/> Less than once a month	<input type="checkbox"/> Less than once a month
<input type="checkbox"/> Less than once every 3 months	<input type="checkbox"/> Less than once every 3 months
<input type="checkbox"/> Less than once a year	<input type="checkbox"/> Less than once a year
<input type="checkbox"/> I never visit the library	<input type="checkbox"/> I never visit the library website

What is the most effective way for the Port Moody Public Library to inform you about library programs, collections and services? **Please pick your top three (3) choices.**

<input type="checkbox"/> Library website
<input type="checkbox"/> Email
<input type="checkbox"/> Facebook
<input type="checkbox"/> Twitter
<input type="checkbox"/> Blog
<input type="checkbox"/> Text messaging
<input type="checkbox"/> Library print material (e.g. posters, flyers, bookmarks, booklists)
<input type="checkbox"/> Local newspapers
<input type="checkbox"/> None would be effective for me
<input type="checkbox"/> Other ( <i>please specify</i> ):



Where do you currently go for the following resources or services? **Please choose all that apply.**

	Port Moody Public Library	Retail store (physical location)	Online (with payment)	Online (free)	Other Library	None of these	Other (please specify)
Books (print)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
eBooks	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Newspapers & magazines	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Music	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
DVDs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Research	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

### **COLLECTIONS AND RESOURCES**

Which of the following do you prefer using? **Please rank 1, 2 and 3 where 1 is most important and 3 is least important.**

- ☐ Print materials (e.g. books, magazines, newspapers, etc.)
- ☐ Online resources (e.g. eBooks, online magazines and newspapers, databases, downloadable movies and music, etc.)
- ☐ Audiovisual materials (e.g. audiobooks, DVDs, CDs, etc.)

Which of the following online resources and content are most important to you? **Please mark your top three (3) choices in the first column below.**

Top 3 choices	Top choice	
<input type="checkbox"/>	<input type="checkbox"/>	eBooks, audio and video for download (digital format)
<input type="checkbox"/>	<input type="checkbox"/>	Streaming content (music and video)
<input type="checkbox"/>	<input type="checkbox"/>	Online learning resources (tutorials, classes)
<input type="checkbox"/>	<input type="checkbox"/>	Interactive spaces on websites (patron reviews, tags, ratings)
<input type="checkbox"/>	<input type="checkbox"/>	Online newspapers and magazines
<input type="checkbox"/>	<input type="checkbox"/>	Online research materials (encyclopedias, consumer reports, etc.)
<input type="checkbox"/>	<input type="checkbox"/>	Online games
<input type="checkbox"/>	<input type="checkbox"/>	None of these are important to me
<input type="checkbox"/>	<input type="checkbox"/>	Other ( <i>please specify</i> ):

Which one (1) of your three choices in Question 5, do you think is most important for the Port Moody Public Library to offer? **Please mark your top choice in the second column above.**

Which of the following collections do you think are most important for the Port Moody Public Library to offer? **Please mark your top three (3) choices in the first column below.**

Top 3 choices	Top choice	
<input type="checkbox"/>	<input type="checkbox"/>	eBooks, audio and video for download (digital format)
<input type="checkbox"/>	<input type="checkbox"/>	Streaming content (music and video)
<input type="checkbox"/>	<input type="checkbox"/>	Online learning resources (tutorials, classes)
<input type="checkbox"/>	<input type="checkbox"/>	Interactive spaces on websites (patron reviews, tags, ratings)
<input type="checkbox"/>	<input type="checkbox"/>	Online newspapers and magazines
<input type="checkbox"/>	<input type="checkbox"/>	Online research materials (encyclopedias, consumer reports, etc.)
<input type="checkbox"/>	<input type="checkbox"/>	Online games
<input type="checkbox"/>	<input type="checkbox"/>	None of these are important to me
<input type="checkbox"/>	<input type="checkbox"/>	Other ( <i>please specify</i> ):

Which one (1) of your three choices in Question 7 do you think is most important for the Port Moody Public Library to offer? **Please mark your top choice in the second column above.**

## PROGRAMS AND SERVICES

Which of the following library program offerings are most important to you? **Please mark your top three (3) choices in the first column below.**

Top 3 choices	Top choice	
<input type="checkbox"/>	<input type="checkbox"/>	Children's programs (storytimes, Summer Reading Club, etc.)
<input type="checkbox"/>	<input type="checkbox"/>	Homework help
<input type="checkbox"/>	<input type="checkbox"/>	Book clubs (all ages)
<input type="checkbox"/>	<input type="checkbox"/>	Literary events (author readings, book talks, writing workshops)
<input type="checkbox"/>	<input type="checkbox"/>	Consumer, health, finance and other how-to topics
<input type="checkbox"/>	<input type="checkbox"/>	Literacy support to improve reading skills (classes, tutoring)
<input type="checkbox"/>	<input type="checkbox"/>	Computer and information skills classes
<input type="checkbox"/>	<input type="checkbox"/>	Demonstrations of new technologies (e.g. eBook readers)
<input type="checkbox"/>	<input type="checkbox"/>	Job search and career choice support
<input type="checkbox"/>	<input type="checkbox"/>	Support for new immigrants (e.g. English language classes)
<input type="checkbox"/>	<input type="checkbox"/>	None of these are important to me
<input type="checkbox"/>	<input type="checkbox"/>	Other ( <i>please specify</i> ):

Which one (1) of your three choices in Question 9 do you think is most important for the Port Moody Public Library to offer? **Please mark your top choice in the second column above.**

When would you have time to attend a library program? **Please choose all that apply.**

	Morning	Early afternoon	Late afternoon	Evening	Never
Weekdays	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Saturdays	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	N/A	<input type="checkbox"/>
Sundays	N/A	<input type="checkbox"/>	<input type="checkbox"/>	N/A	<input type="checkbox"/>

Which of the following library services are most important to you? **Please pick your top two (2) choices.**

- ☐ Reading recommendations
- ☐ Help with research and finding information
- ☐ Help with studies or homework
- ☐ Help with using the library (e.g. borrowing, online catalogue)
- ☐ Help with using technology
- ☐ None of these are important to me
- ☐ Other (*please specify*):

How would you prefer to receive assistance from library staff? **Please pick your top two (2) choices.**

- ☐ In person in the library
- ☐ Online via live chat
- ☐ Online via email
- ☐ Via telephone
- ☐ I would like to be able to make an appointment for assistance
- ☐ In a group or class setting
- ☐ I do not need assistance from library staff
- ☐ Other (*please specify*):

## PUBLIC SPACE

Which of the following are your most likely reasons for visiting the Port Moody Public Library?  
**Please mark your top three (3) choices in the first column below.**

Top 3 choices	Top choice	
<input type="checkbox"/>	<input type="checkbox"/>	Study or work by myself in a quiet environment
<input type="checkbox"/>	<input type="checkbox"/>	Study or work in a group
<input type="checkbox"/>	<input type="checkbox"/>	Use the library's computers and software
<input type="checkbox"/>	<input type="checkbox"/>	Use the library's printers and scanners
<input type="checkbox"/>	<input type="checkbox"/>	Use the library's wireless network
<input type="checkbox"/>	<input type="checkbox"/>	Socialize with others
<input type="checkbox"/>	<input type="checkbox"/>	Relax by the fireplace
<input type="checkbox"/>	<input type="checkbox"/>	Spend time with my children or grandchildren
<input type="checkbox"/>	<input type="checkbox"/>	Meet with a tutor
<input type="checkbox"/>	<input type="checkbox"/>	Read for pleasure
<input type="checkbox"/>	<input type="checkbox"/>	Borrow materials
<input type="checkbox"/>	<input type="checkbox"/>	Attend a program
<input type="checkbox"/>	<input type="checkbox"/>	Get assistance from staff
<input type="checkbox"/>	<input type="checkbox"/>	I would not visit the library for any reason
<input type="checkbox"/>	<input type="checkbox"/>	Other ( <i>please specify</i> ):

Which one (1) of your three choices in Question 14 is your top reason for visiting the Port Moody Public Library? **Please mark your top choice in the second column above.**

What are the barriers (if any) to your use of the Port Moody Public Library? **Please choose all that apply.**

<input type="checkbox"/>	The location is not convenient
<input type="checkbox"/>	The website is not friendly
<input type="checkbox"/>	The library does not have the resources I need
<input type="checkbox"/>	The library has nothing to offer that is useful to me
<input type="checkbox"/>	I don't know how to use the library
<input type="checkbox"/>	The programming does not meet my needs
<input type="checkbox"/>	The library is too crowded
<input type="checkbox"/>	The library is too noisy
<input type="checkbox"/>	Seating and study space is limited
<input type="checkbox"/>	I can't get the staff assistance I need
<input type="checkbox"/>	I owe fines
<input type="checkbox"/>	I don't have enough time
<input type="checkbox"/>	I would rather purchase the materials I need
<input type="checkbox"/>	I use a mobility aid (e.g. wheelchair, scooter) and the library is not accessible to me
<input type="checkbox"/>	There are no barriers to my use of the library
<input type="checkbox"/>	Other ( <i>please specify</i> ):

## TECHNOLOGY

How important is it that the Port Moody Public Library keeps up with the latest trends in technology?

Very important

Neutral

Not important



1



2



3



4



5



6



7

Please select the devices you have access to outside the library. **Please choose all that apply.**



Desktop computer



Laptop computer / netbook



Tablet (e.g. iPad, PlayBook)



eReader (e.g. Kindle, Kobo)



Smartphone or handheld wireless device



MP3 player (e.g. iPod)



Colour printer



Scanner



Blu-ray DVD player



None of the above

**FINAL THOUGHTS**

Thinking of library services in relation to other services offered in your community, how would you rank the importance of public libraries?

Very important

Neutral

Not important



1



2



3



4



5



6



7

Imagining the future of Port Moody Public Library, do you have any other **ideas or suggestions** you'd like to share?



## TELL US ABOUT YOURSELF

How long have you lived in Port Moody?

<input type="checkbox"/>	Less than 1 year
<input type="checkbox"/>	1 – 5 years
<input type="checkbox"/>	6 – 10 years
<input type="checkbox"/>	More than 10 years
<input type="checkbox"/>	I do not live in Port Moody

What is your postal code?

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Did you receive a package in the mail asking you to participate in this survey?

Yes	No
<input type="checkbox"/>	<input type="checkbox"/>

Please indicate if you are between the ages of:

19 or younger	20-44	45-64	65 and older
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Are you:

Male	Female
<input type="checkbox"/>	<input type="checkbox"/>

What is your highest level of education?

<input type="checkbox"/>	Grade 12 or less
<input type="checkbox"/>	Some college or university
<input type="checkbox"/>	College diploma
<input type="checkbox"/>	University degree

Which of the following best describes your household?

<input type="checkbox"/>	Single adult
<input type="checkbox"/>	Single parent family
<input type="checkbox"/>	Couple with children at home
<input type="checkbox"/>	Couple without children at home
<input type="checkbox"/>	2 or more single adults
<input type="checkbox"/>	Other

Please indicate the age(s) of the children in your household. **Please choose all that apply.**

<input type="checkbox"/>	4 years old or younger
<input type="checkbox"/>	Between 5 and 13 years old
<input type="checkbox"/>	Between 14 and 18 years old
<input type="checkbox"/>	No children

Which best describes the home you live in?

<input type="checkbox"/>	Detached house
<input type="checkbox"/>	Townhouse
<input type="checkbox"/>	Apartment

Please indicate which language you speak most often at home.

<input type="checkbox"/>	Arabic	<input type="checkbox"/>	Korean
<input type="checkbox"/>	Cantonese	<input type="checkbox"/>	Mandarin
<input type="checkbox"/>	Dari	<input type="checkbox"/>	Farsi
<input type="checkbox"/>	English	<input type="checkbox"/>	Punjabi
<input type="checkbox"/>	French	<input type="checkbox"/>	Russian
<input type="checkbox"/>	Hindi	<input type="checkbox"/>	Spanish
<input type="checkbox"/>	Italian	<input type="checkbox"/>	Tagalog
<input type="checkbox"/>	Japanese	<input type="checkbox"/>	Vietnamese
<input type="checkbox"/>	Other ( <i>please specify</i> ):		

Which of the following best describes your total household income last year?

<input type="checkbox"/>	Less than \$20,000
<input type="checkbox"/>	\$20,000 - \$39,999
<input type="checkbox"/>	\$40,000 - \$59,999
<input type="checkbox"/>	\$60,000 - \$79,999
<input type="checkbox"/>	\$80,000 - \$99,999
<input type="checkbox"/>	\$100,000 or more
<input type="checkbox"/>	I do not wish to respond

**Thank you for helping the Library plan for the years ahead.**

Still more to say?

### **Participate in a focus group**

Port Moody Public Library will also be conducting a number of focus groups as part of our public consultation process. The focus groups will be held March 19-28, 2012.

Each session will involve between 8 and 12 individuals and will be approximately 1 hour in length. Questions will be designed to engage group members in a conversation about their experiences, so we can learn more about how the Library might serve you.

If you are interested in participating in a focus group, please complete an online registration form (available on the Library's website at [www.library.portmoody.ca](http://www.library.portmoody.ca)) or phone the Library at 604-469-4686.