College of the Redwoods
Library Survey Report

Years Analyzed: 2001, 2003, 2005, 2007 and 2009

This Report Provided By
The Office of Institutional Research

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CR Library Survey: Summary of Findings

The Library Survey is administered in the spring semester of each odd year beginning in 2001. Over the years of survey administration (2001, 2003, 2005, 2007, and 2009) an average of 307 surveys were received each year while a rough estimate of 5,600 students visited the library during the time of survey administration showing that the findings represent roughly six percent of the total population of library visitors.

Respondents
Of those individuals completing a Library Survey, the majority (75%) were full time students attending College of the Redwoods (CR) during the week. Most students (60%) had not attended a library orientation yet the highest percentage of respondents (37%) spent 5-9 hours per week in the library.

Eighty-seven percent of respondents found the library important to their success as a student. The main reasons for using the library remained consistent across the survey years and included working on homework in a quiet, warm setting, studying alone, using internet search engines, getting research from the internet and doing research for assignments.

Staff
Respondents indicated satisfaction with library staff throughout the years of survey administration. Students found librarians to be professional in providing information and assistance in eighty percent of respondents including using computers to find library materials (70%). Of the forty percent of respondents who had attended a library orientation, the majority (69%) found the orientation had improved their ability to do class-related research.

Services
Respondents indicated satisfaction with library services throughout the years of survey administration. Respondents agreed (88%) that the library is a comfortable place to work where materials, such as books, magazines and journals, are generally found (mean of 55%). For the majority of survey years, forty-nine percent of respondents agreed they could usually find the books needed at the library, however, in 2009 54% were found in agreement indicating a growing satisfaction with the availability of books in the library. Even greater attention should be focused on raising this percentage as finding books is considered one of the main purposes for library use.

The dominate opinion (57%) regarding another library service was that the library's computer catalogue is easy to use and understand with most respondents able to access the library catalogue from home or from a campus computer lab (59%).

Hours
Respondents have indicated a desire over the years of survey administration of wanting additional library hours. The highest percentage (36%) of respondents indicated the library should open earlier and the majority (51%) agreed the library should remain open later. Half of respondents (50%) indicated a desire for the library to open on Saturdays and Sundays. Many open ended comments at the end of the survey focused on the desire for weekend library hours with students explaining that weekends were the primary times when homework was completed stating work or class schedules, and dorm residency.

Special Note
In a variety of the findings and graphs that follow it will be noted that results from 2001 vary from the following years of survey administration. It should be noted that when the survey was conducted in 2001 the library was in its original location while subsequent surveys were conducted in the library's new location in the Learning Resource Center.

CR Library Survey: Results Through Spring 2009

Introduction
The Library Survey was constructed to measure library users' satisfaction with library services, resources, availability and staff.

Library Overview
When the Library Survey was first implemented in spring 2001, the Library was in its original location on the Eureka campus. After plans to renovate the library were halted due to the location of a fault line, a new building was conceived and implemented that would house multiple college resources. The College of the Redwoods Library is now part of the Learning Resource Center (LRC), a building that has housed both the Library and the Academic Support Center since its inception in 2002.

Library resources and hours vary by campus but the largest of libraries is located on the Eureka campus. The Eureka Library has several resources available to students, faculty and staff including standard items such as books, academic journals, reserve materials, study rooms, copy center and tutoring and more recently standardized items such as computer labs and online databases. The Library is open from 7:45am-9:00pm Monday through Thursday and 7:45am-5:00pm on Friday.

Methodology
The Library Survey was administered in the respective campus libraries using convenience sampling. Library staff distributed surveys to students using library services three times a day for one week during the spring semester of each survey year. One round of surveys was distributed in the morning, one in the early afternoon and one in the late afternoon/evening. Students were asked to deposit completed surveys in a drop box located in the library.

Survey Administration
The Library Survey has been administered since the spring of 2001 and is collected every other year. The student body of the Eureka campus has been surveyed every survey cycle whereas the Del Norte campus has been surveyed in each cycle beginning in 2003 and the Mendocino campus has been surveyed each cycle beginning in 2007. Table 1 displays the number of surveys completed at each campus during each survey cycle.

Table 1: Campus Library Attended

	2001	2003	2005	2007	2009
Eureka	220	188	275	312	274
Del Norte		76		83	69
Mendocino				9	29
Total Surveys	220	264	275	404	372

In the five years of survey administration, the accumulated output has been 1534 respondents. Of the responses, 372, or 24%, of the responses were completed in 2009, 404, or 27%, of the responses were completed in 2007, 275, or 18%, of the responses were completed in 2005, 264, or 17%, of the responses were completed in 2003, and 220, or 14%, of the responses were completed in 2001. As is shown in Table 1, the gradual inclusion of multiple campuses increased the overall response rate.

Table 2: Accumulated Responses
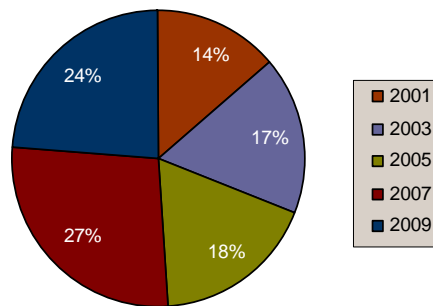
Findings: Accumulated Results

Describing the Respondents
The majority of respondents (75%) completing the library survey were full time students with part time students (25%) making up a quarter of the respondents.

The majority of respondents attended CR during the week (91%), followed by respondents attending classes in the evening (7%), then respondents attending on weekends (.3%).

The majority of students had not attended a library orientation (60%) whereas 40% had been to a library orientation.

Hours Spent in the Library
The largest percentage (37%) of respondents spent 5-9 hours per week in the library (see Table 3). Spending less than 5 hours per week in the library were 31% of respondents and 17% spent 10-14 hours in the library. On the other end of the scale, 1% of respondents spent 25-29 hours and 1% of respondents spent more than 30 hours in the library.

Table 3: Hours Spent in the Library

Less than 5	31%
5-9 hours	37%
10-14 hours	17%
15-19 hours	8%
20-24 hours	4%
25-29 hours	1%
30 or more	1%

Reasons For Library Use

As is displayed in Table 4, the top reasons for using the library included working on homework in a quiet, warm setting (86%), studying alone (78%), using internet search engines (70%), getting research from the internet (66%), and doing research for assignments (62%). Other common reasons for using the library included email (60%) and checking class websites for assignments (55%).

Table 4: Primary Reasons For Library Use

Do homework in a quiet, warm setting	86%	
Study alone	78%	
Use internet search engines	70%	
Get research from the internet	66%	
Do research for assignments	62%	

Non-academic reasons were less cited as reasons for using the library. Only 6% of students indicated chatting and instant messaging as a reason for visiting the library which was as low as the 6% that indicated using the library to play games. Other infrequent uses of the library included tutoring another student (8%), viewing videos (8%), and reading the daily newspaper for pleasure (8%).

Satisfaction With Library Services and Resources

Respondents indicated high levels of satisfaction with library services. The questions pertaining to library services and resources were asked on a five point scale that ranged from strongly agree to strongly disagree.

Library's Importance To Student Success

A high rate of respondents (87%) indicated that the library was important to their success as a student. In contrast, 6% of respondents disagreed with the notion that the library was important to their success as a student.
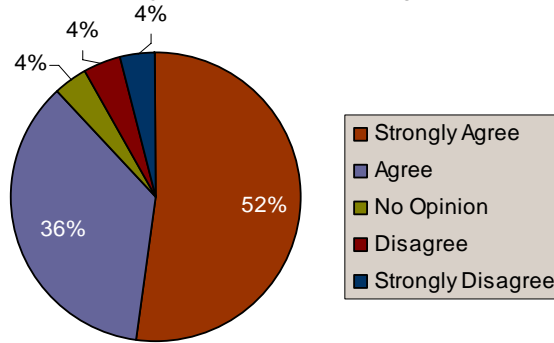
Table 5: The library is important to my success as a student.

Legend:
- Strongly Agree — 57%
- Agree — 30%
- No Opinion — 7%
- Disagree — 3%
- Strongly Disagree — 3%
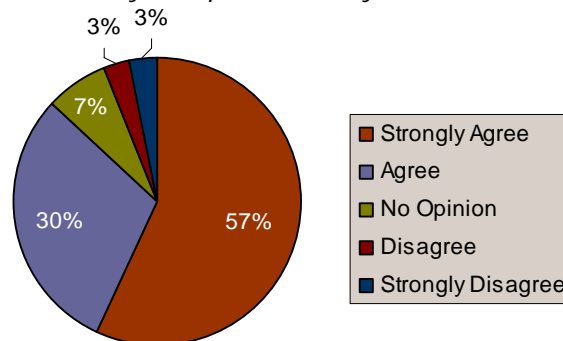
Library As A Comfortable Place To Work

A high rate of respondents (88%) agreed that the library is a comfortable place to work. Eight percent of respondents disagreed that the library is a comfortable place to work. Some of the open ended comments at the end of the survey focused on the need for a greater supply of chairs and couches, larger work spaces, specifically at the computer desks, and areas of the library where the temperature is considered too warm or too cold. *(please refer to Table 6 on the following page)*

Table 6: I find the library comfortable and a good place to work.

Legend: Strongly Agree, Agree, No Opinion, Disagree, Strongly Disagree

Pie values: 52%, 36%, 4%, 4%, 4%

Librarians Professionalism In Providing Information And Assistance

Eighty percent of the respondents agreed that the librarians were professional in providing information and assistance. Only 7% of respondents disagreed that librarians were professional in providing information and assistance. The 13% of respondents who had no opinion could be due to a lack of interaction with librarians.

Table 7: The librarians do a good, professional job of providing me information and assistance.

Legend: Strongly Agree, Agree, No Opinion, Disagree, Strongly Disagree

Pie values: 49%, 31%, 13%, 3%, 4%
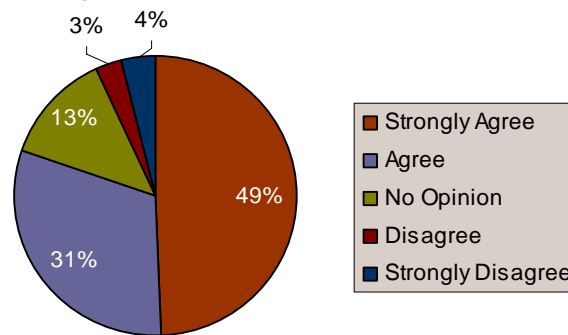
Librarians Instruction On Using Computers To Find Library Materials

Respondents indicated (70%) that the librarians had helped them use computers to find library materials whereas 7% disagreed. Twenty-three percent of respondents had no opinion which may indicate that these students have not used a computer to find library materials or did not learn how to do so from a librarian.

*Table 8: The librarians show me how to use the computers to find library materials when I need their help.*

Legend: Strongly Agree, Agree, No Opinion, Disagree, Strongly Disagree

Pie values: 43%, 27%, 23%, 3%, 4%
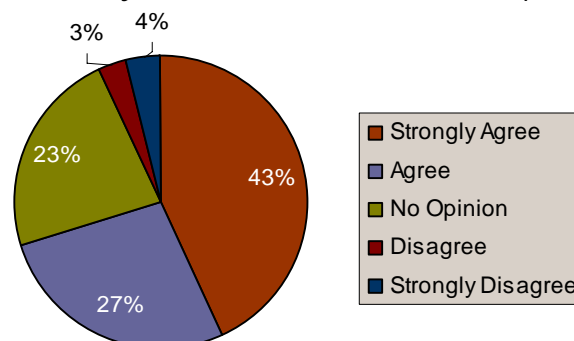
Effect Of Library Orientation On Class-Related Research

Respondents agreed (69%) that a library orientation had improved their ability to do class-related research whereas 9% disagreed. Twenty-two percent of respondents had no opinion which may indicate respondents that have not implemented class-related research.

Table 9: Because my class came to the library for an orientation,
I am better able to do my class-related research.
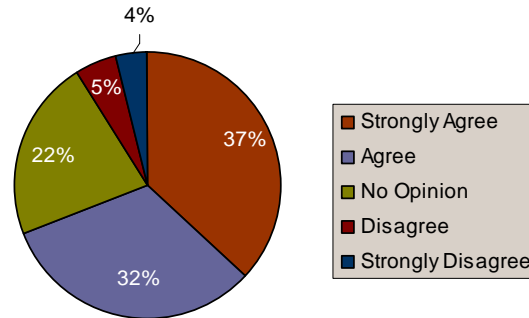
Library's Availability Of Books

Forty-nine percent of respondents indicated that they were usually able to find the books needed at the library. Close to 20% of respondents disagreed that they were able to find the books they need at the library.

Table 10: I usually find the books I need at the library.
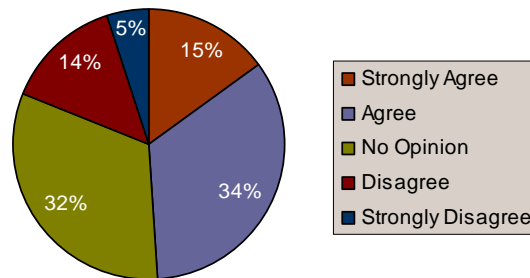
Library's Availability Of Magazines And Journals

A high number of respondents (61%) indicated that they were able to find necessary magazines and journals at the library. In contrast, 9% of respondents did not feel they could find the magazines or journals they needed at the library. Many respondents (30%) had no opinion about the availability of magazines or journals at the library.

Table 11: I usually find the (online or print) magazine/journal articles I need at the library.
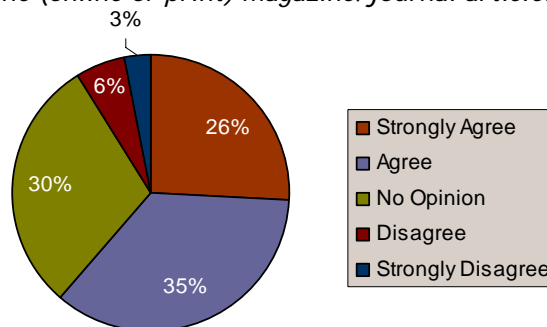
Ease Of Use Of Library Catalogue

Over half (57%) of respondents agreed that the computer catalogue is easy to use and understand while 10% disagreed. A high rate of respondents (33%) had no opinion about the ease and use of the computer catalogue.

Table 12: I find the computer catalogue easy to use and understand.
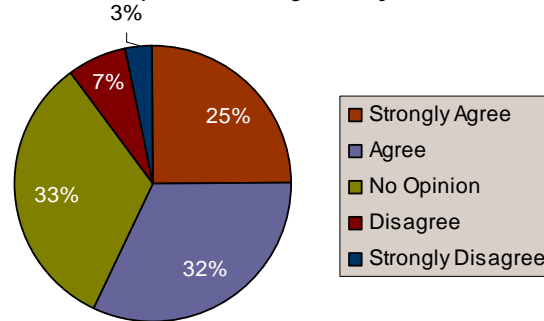
Ability To Access Library Catalogue Online

Respondents indicated (59%) that they knew how to access the library catalogue from home or from a computer lab on campus. In contrast, 19% of respondents indicated they did not know how or felt unsure of their ability to access the library catalogue away from the library computers.

Table 13: I know how to access the library catalogue via the internet from CR campus labs or my home computer.
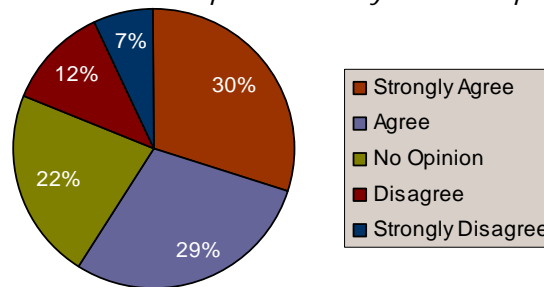
Earlier Library Hours

The concluding portion of the survey dealt with library hours and accessibility. Respondents felt the library should open earlier (36%) at a higher rate than respondents who disagreed (13%). The majority of respondents (51%) had no opinion on whether the library should open earlier.

Table 14: The library should open earlier.
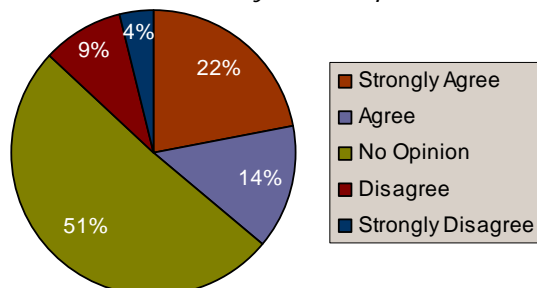
Later Library Hours

Over half of the respondents (51%) indicated an interest in the library staying open later while a small portion of respondents (11%) disagreed. Some of the open ended comments at the end of the survey focused on the desire for later library hours with some respondents indicating working students who take evening classes and need access to the library.

Table 15: The library should stay open later.
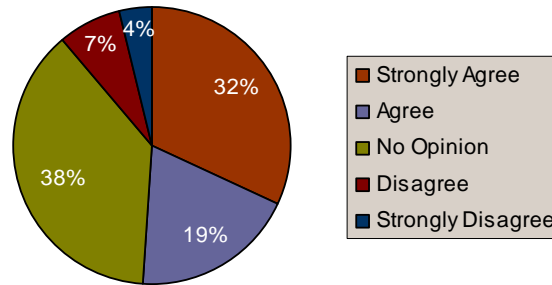
Library Use On Saturday and Sunday

Half of the respondents agreed that they would use the library on Saturdays and Sundays. A quarter of respondents indicated they would not use the library on Saturdays and Sundays and a quarter had no opinion. Many open ended comments at the end of the survey focused on the desire for weekend library hours. Many students indicated that weekends were the primary times when homework was completed stating work or class schedules, and dorm residency.
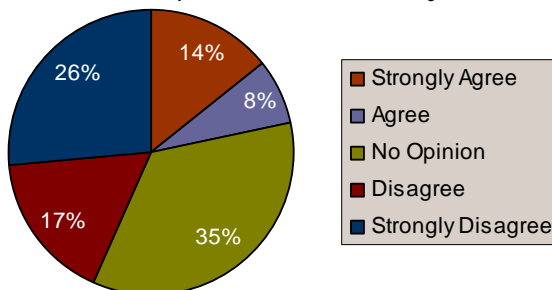
Table 16: I would use the library on Saturdays and Sundays.
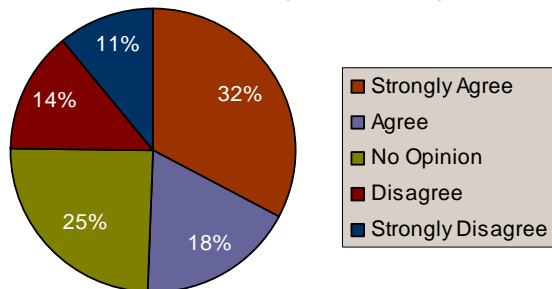
Transportation Needed On Saturday and Sunday

Twenty-two percent of respondents indicated they would need transportation on Saturdays and Sundays while a higher percentage of respondents disagreed (43%).

Table 17: I need transportation on Saturdays and Sundays.

Results: Per Year

Describing the Respondents

Table 1 (originally from page 4 and shown below) displays the number of surveys completed at each campus during each survey cycle.
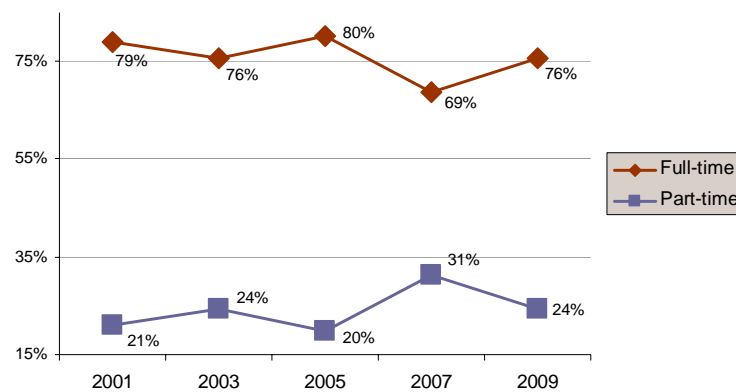
Table 1: Campus Library Attended

	2001	2003	2005	2007	2009
Eureka	220	188	275	312	274
Del Norte		76		83	69
Mendocino				9	29
Total Surveys	220	264	275	404	372

Full-time/Part-time Students
The amount of full-time respondents raised 7% from 2007 to 2009 while the amount of part-time respondents dropped by 7% (see Table 18).

Table 18: Full-time/Part-time Students

Class Attendance
There was little variation over the years (see Table 19) among survey respondents who attended CR primarily on weekdays and weekends. Respondents attending on weekdays made up a mean of 90% while those attending on weekends made up a mean of .42%. Respondents who attended evening classes saw greater variation over the years (mean of 8% with a 14% high and a 4% low).

Table 19: Class Attendance
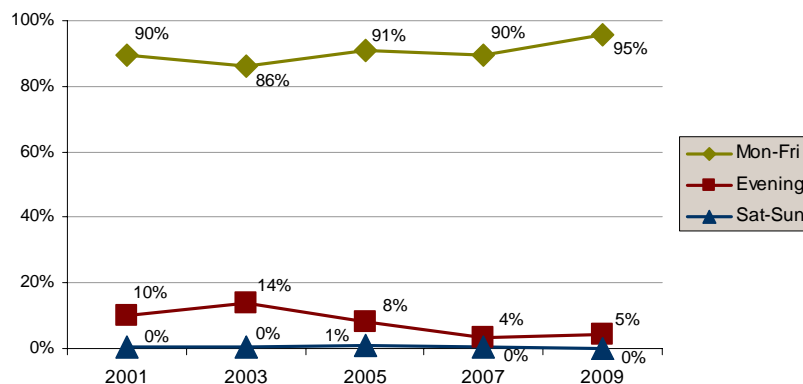
Participation In Library Orientation

Among those who were surveyed, the amount of respondents who have attended a library orientation has remained fairly consistent throughout the years (see Table 20). 2009 showed 38% of respondents attending library orientation which is similar to findings from previous years.

Table 20: Participation In Library Orientation
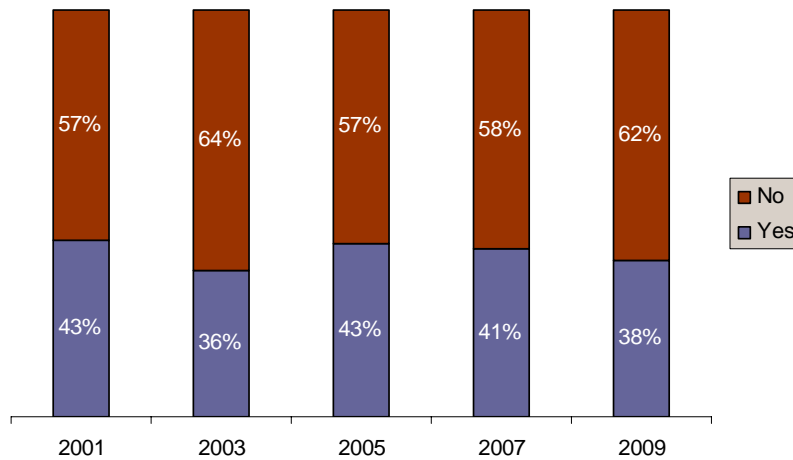
Hours Spent in the Library

Table 21 highlights the amount of hours respondents spent in the library by year. Although some variation existed over the years, respondents were consistent in the amount of time they spent in the library. Respondents reported spending 5-9 hours in the library a week with the greatest frequency (mean of 36%). The next greatest frequency was respondents spending less than 5 hours a week in the library (mean of 32%). Respondents spent 10-14 hours a week in the library with a mean of 17%, 15-19 hours was selected with a mean of 8%, 20-24 hours was selected with a mean of 4%, 25-29 hours was selected with a mean of 2% and respondents spending more than 30 hours a week in the library showed a mean of 1%.

Table 21: Hours Spent In The Library
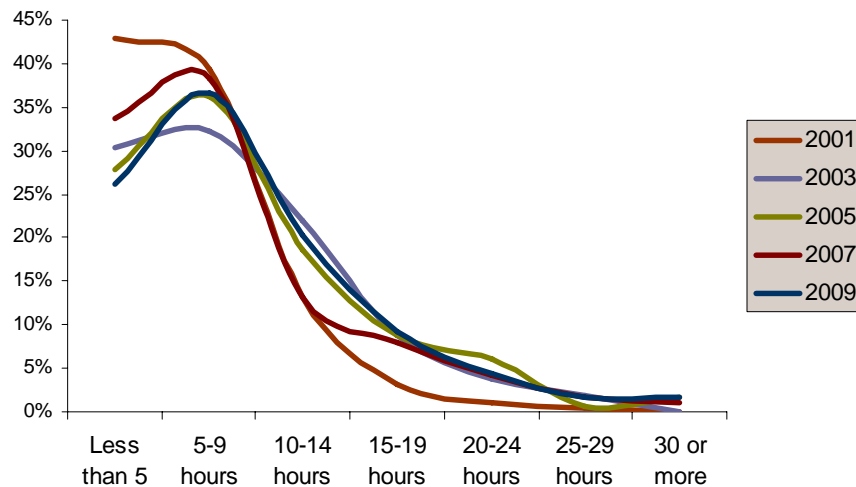
The top five reasons for library use remained consistent over the years although in 2001 the frequency in which they occurred varied from following years (see Table 22). The top five reasons that respondents reported for library use included doing homework (mean of 86%), studying alone (mean of 78%), using internet search engines (mean of 67%), getting research from the internet (mean of 64%), and doing research for an assignment (mean of 60%).

Table 22: Reasons For Library Use
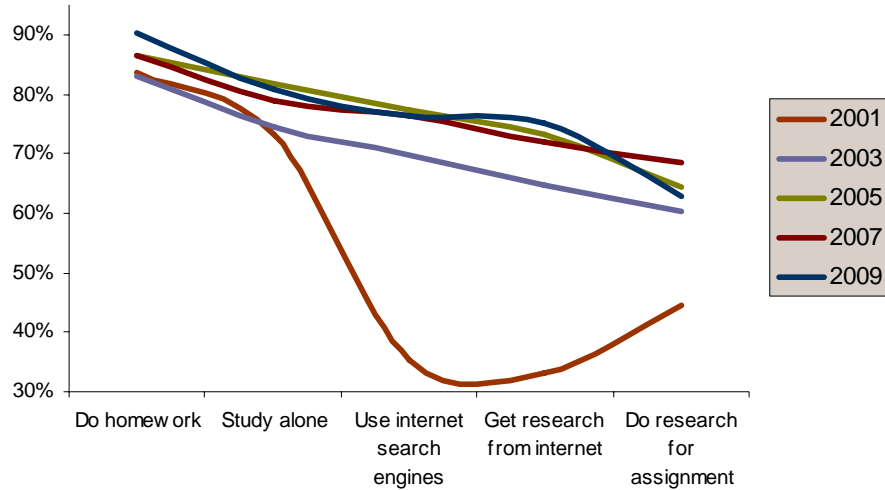
Satisfaction With Library Services and Resources

Library's Importance To Student Success

The majority of respondents agreed that the library was important for their student success over the years of survey administration. While the combination of strongly agree and agree categories showed a slightly lower percentage (84%) in 2009, the range from year to year did not exceed 3%. The mean level of agreement across all survey years was 87%.

Table 23: Library's Important To Student Success
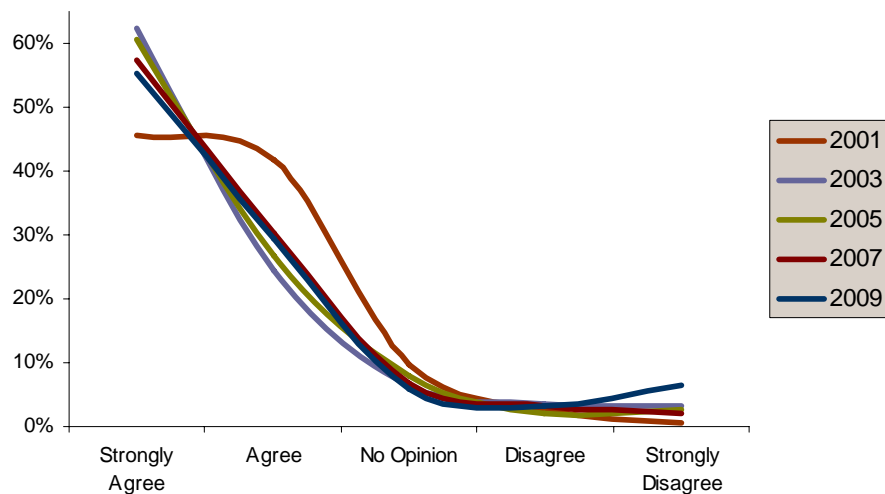
Library As A Comfortable Place To Work

The greater part of respondents agreed that the library was a comfortable and good place to work over the years of survey administration. The largest variance in the level of agreement that the library was a comfortable place to work took place between 2001 (84%) and 2003 (90%) with a difference of 6%, while following years remained similar to 2003 with 90% of respondents agreeing in 2005, 89% agreeing in 2007 and 87% agreeing in 2009. Respondents agreed that the library was a comfortable place to work with a mean value of 88% across all survey years.

Table 24: Library As A Comfortable Place To Work
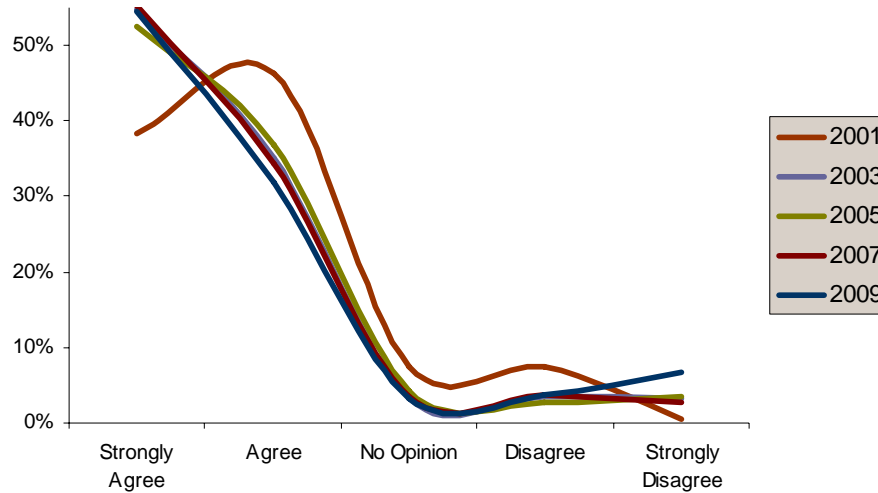
Librarians Professionalism In Providing Information And Assistance

The majority of respondents indicated agreement that librarians were professional in providing information and assistance over the years of survey administration. 2005 saw the lowest level of agreement (77%) however other survey years indicated levels of agreement in the 80% range. Respondents agreed the librarians were professional in providing information and assistance with a mean value of 81% across all survey years.

Table 24: Library As A Comfortable Place To Work

15
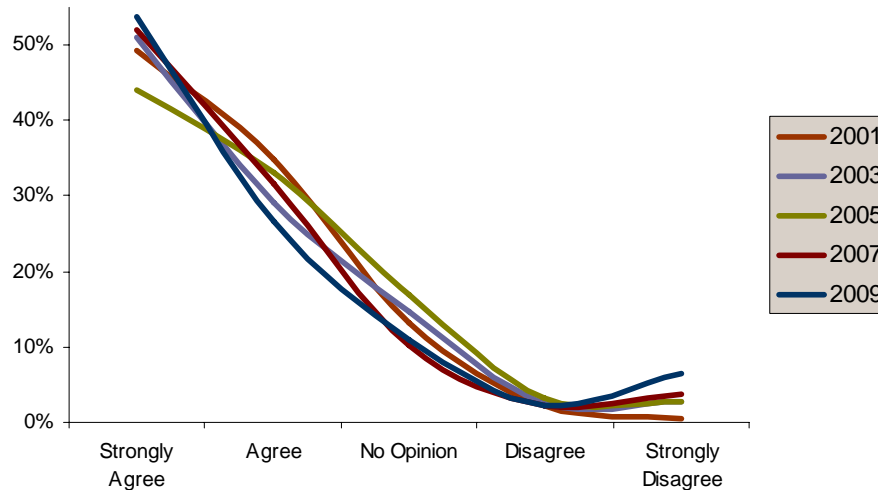
Librarians Instruction On Using Computers To Find Library Materials
The bulk of respondents agreed that the librarians were helpful in instructing how to use computers to find library materials. The largest variance in the level of agreement took place between 2005 (65%) and 2007 (74%) with a difference of 9%. Respondents agreed at levels of 73% in 2001, 67% in 2003, and 71% in 2009. Respondents agreed librarians were helpful in providing instruction on using computers to find library materials with a mean value of 70% across all survey years.

Table 25: Librarian Instruction On Using Computers To Find Library Materials
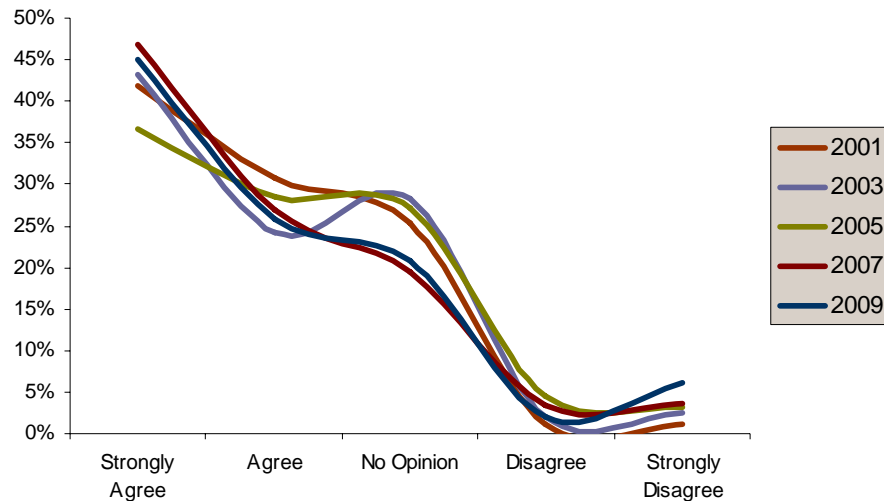
Effect Of Library Orientation On Class-Related Research
The majority of respondents agreed that attending library orientation resulted in being better prepared for class-related research. The largest variance in the level of agreement that a library orientation had improved class-related research took place between 2001 (73%) and 2003 (64%) with a difference of 9%. Subsequent years showed levels of agreement at 70% in 2005, 66% in 2007, and 72% in 2009. Respondents agreed a library orientation helped them with class-related research with a mean value of 69% across all survey years.

Table 26: Effect of Library Orientation On Class-related Research


16
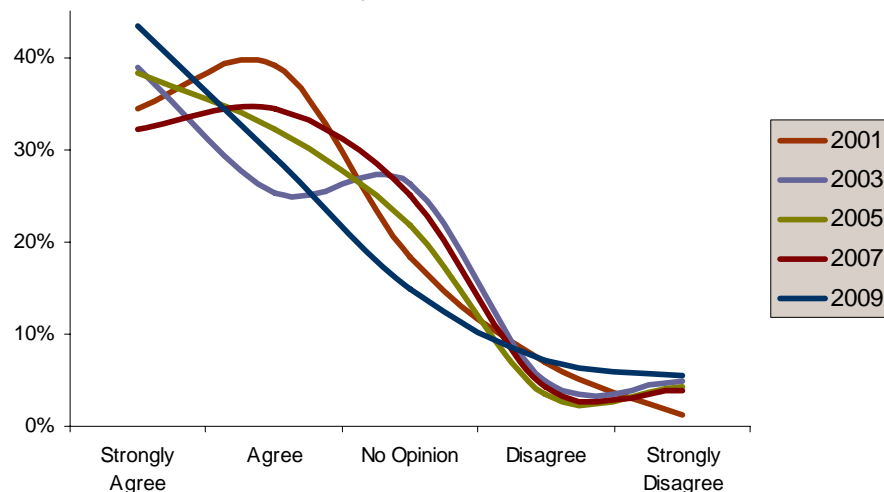
Library's Availability Of Books

For the majority of the years the survey was administered, a little less than half of respondents agreed they could usually find the books they needed at the library, however, in 2009, more than half (54%) were found in agreement. Respondents indicated levels of agreement of 44% for 2001, 48% in 2003, 47% in 2005, and 50% in 2007. These levels of agreement indicate a growing satisfaction with the availability of books in the library yet a need for even greater improvement. Respondents agreed that they could find necessary books at the library with a mean value of 49%.

Table 27: Library's Availability Of Books
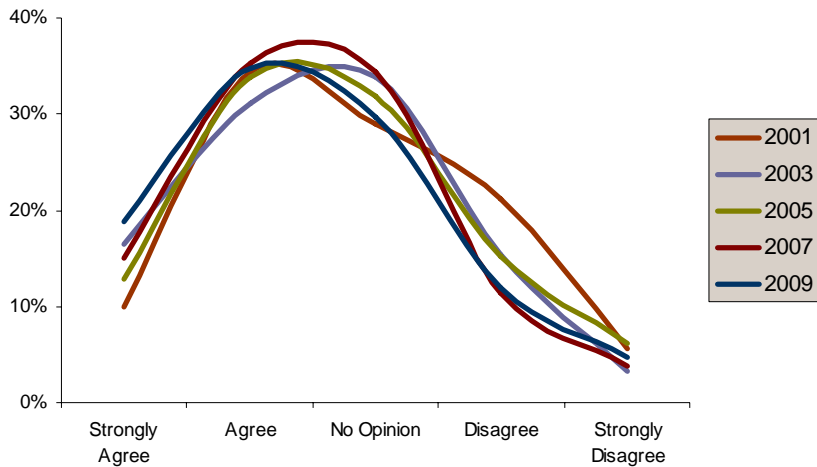
Library's Availability Of Magazines And Journals

Each survey administration year has seen a positive increase in respondent's reaction to the availability of magazines and journals in the library until 2009 when a slight decrease (7%) was seen from the previous year's cycle. The largest variance in the level of agreement took place between 2001 (37%) and 2007 (70%) with a difference of 33%. Respondents indicated levels of agreement of 59% for 2003, 65% for 2005, and 63% for 2009. Respondents agreed that they could find necessary magazines and journals at the library with a mean value of 59% across all survey years.

Table 28: Library's Availability Of Magazines And Journals
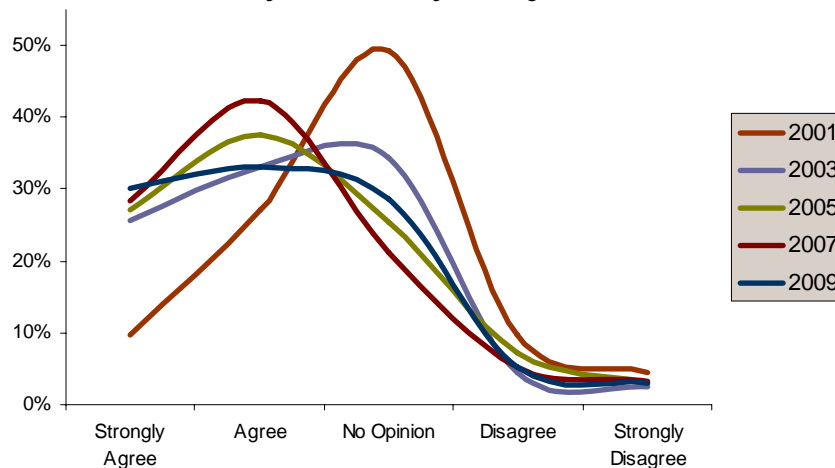
Ease Of Use Of Library Catalogue

The majority of respondents found the computer catalogue easy to use and understand. The largest variance in the level of agreement that the computer catalogue is easy to use and understand took place between 2001 (51%) and 2005 (59%) with a difference of 8%. Respondents indicated levels of agreement of 58% for 2003, and 57% for 2007 and 2009. Respondents agreed the computer catalogue was easy to use and understand with a mean value of 56% across all survey years.

Table 29: Ease Of Use Of Library Catalogue
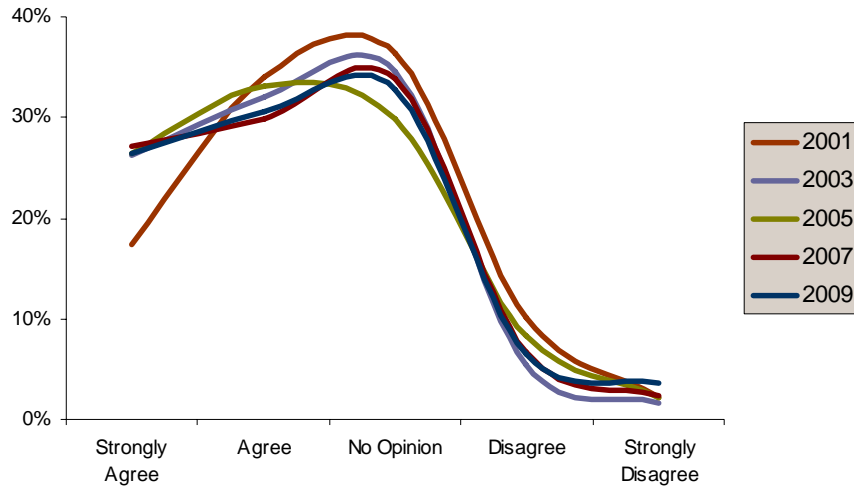
Ability To Access Library Catalogue Online

With the exception of 2001 for which more respondents disagreed (37%) that they had the ability to access the library catalogue online, the remaining years showed the majority of respondents in agreement. Thirty-four percent of 2001 respondents agreed they had the ability to access the library catalogue online versus 37% who disagreed. Subsequent years showed respondents in agreement with 52% in 2003, 63% in 2005, 67% in 2007 and 62% in 2009. Respondents agreed they understood how to access the library catalogue online with a mean value of 56% across all survey years.

Table 30: Ability to Access Library Catalogue Online
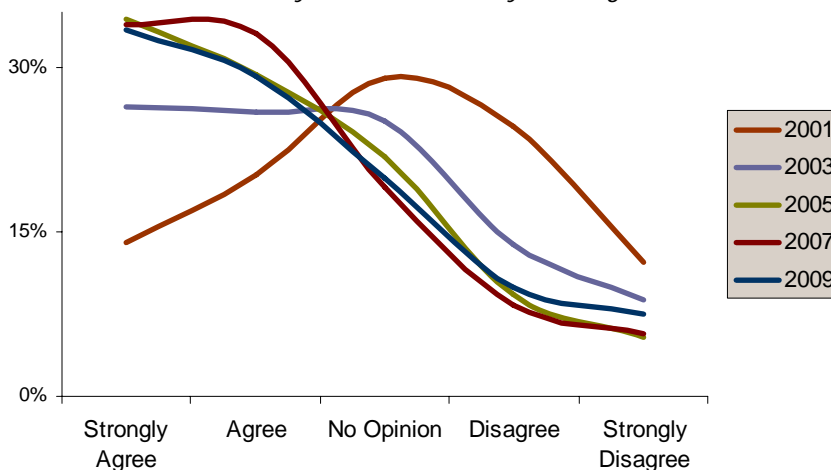
Need For Earlier Library Hours

Respondents have indicated an increased desire over the years of survey administration of wanting the library to open earlier. While the majority of respondents across all survey administration years indicated no opinion, the next highest levels of responses are those in agreement. Respondents indicated levels of agreement of 28% for 2001, 31% for 2003, 40% for 2005, 38% for 2007 and 37% for 2009. Respondents agreed that the library should open earlier with a mean value of 35% across all survey years. Those in disagreement only represent a mean value of 14% across all survey years.

Table 31: Need For Earlier Library Hours
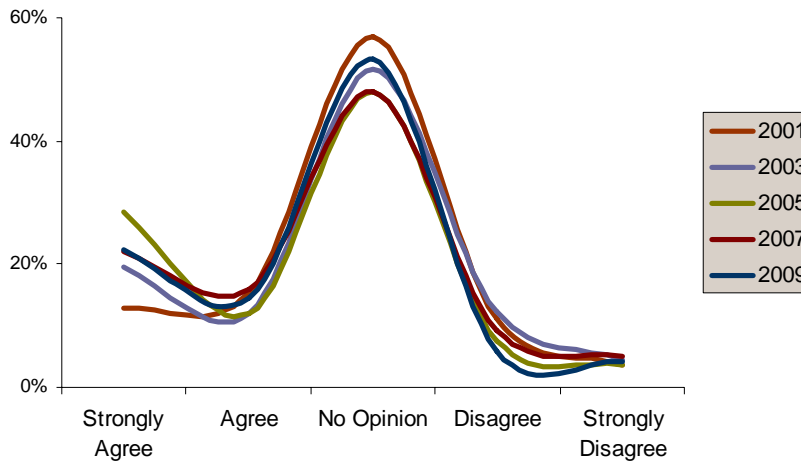
Need For Later Library Hours

Respondents have indicated a trend over the survey administration years of wanting the library to stay open later. The largest variance in the level of respondents agreeing that the library should stay open later took place between 2001 (43%) and 2005 (57%), a difference of 14%. Respondents indicated levels of agreement of 51% for 2003, 52% for 2007, and 51% for 2009. Respondents agreed that the library should stay open later with a mean value of 51% across all survey years.

Table 32: Need For Later Library Hours

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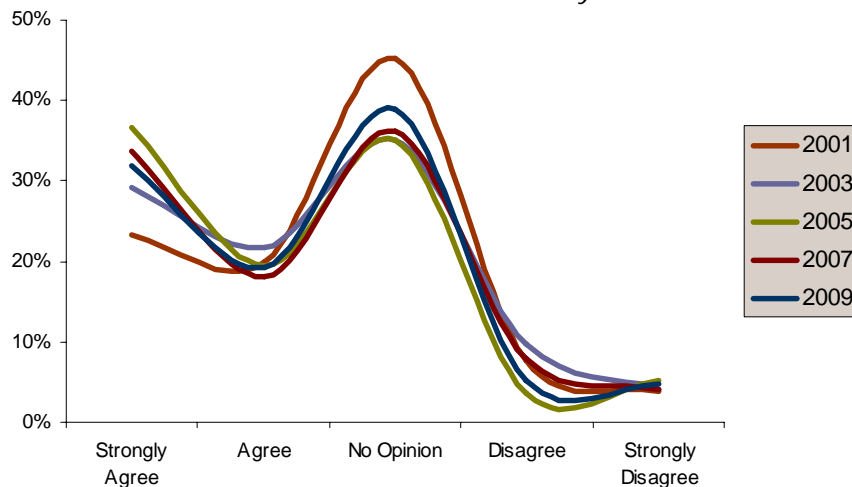
Need For Library Use On Saturday and Sunday

The majority of respondents agree that they would use the library on Saturday and Sunday. The largest variance in the level of respondents agreeing they would use the library on Saturday and Sunday took place between 2001 (36%) and 2003 (58%), a difference of 22%. Respondents indicated agreement of 57% in 2005, 50% in 2007, and 49% in 2009. Respondents agreed that they would use the library on Saturday and Sunday with a mean value of 50% across all survey years.

Table 33: Need For Library Use On Saturday and Sunday
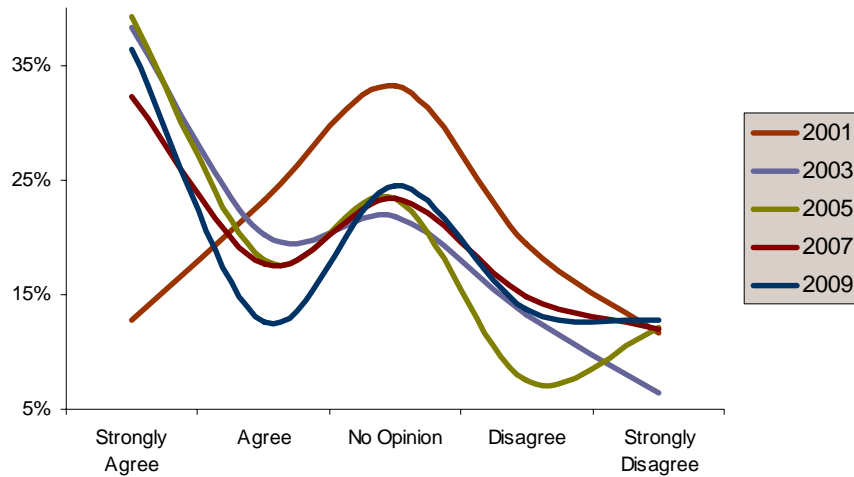
Need For Transportation On Saturday and Sunday

The larger percentage of respondents disagreed that transportation would be needed on Saturday and Sunday. The largest variance in the level of respondents indicating transportation was not needed on Saturday and Sunday took place between 2003 (36%) and 2007 (47%) with a difference of 11%. Respondents indicated disagreement of 42% in 2001, 43% in 2005, and 45% in 2009. Respondents disagreed that transportation was needed on Saturday and Sunday with a mean value of 43% across all survey years while a mean of 22% were found in agreement.

Table 34: Need For Transportation on Saturday and Sunday

20
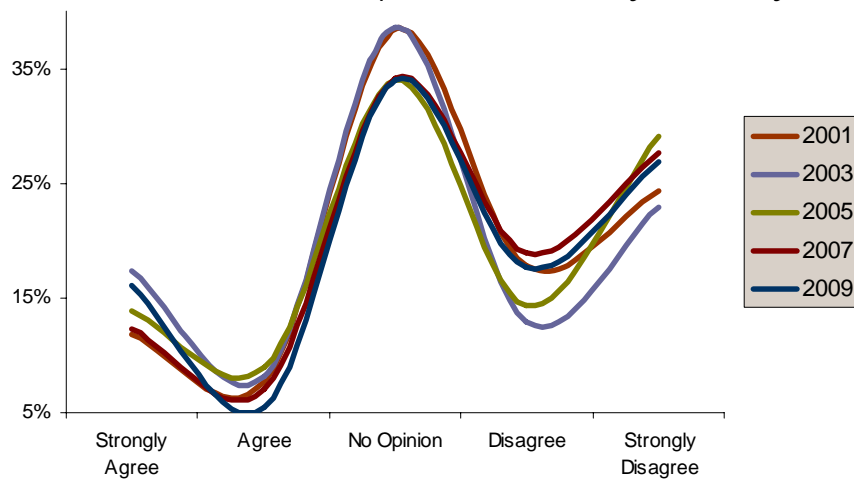
Recommendations On Survey Instrument

Survey
Question number two would benefit from a restructuring of various elements. Current content may be viewed as redundant to respondents. If distinctions are not evident to respondents, the likelihood is increased that responses will be based on subjective interpretations that are more likely to produce survey error. Examples of where differentiation would prove beneficial are:

- "Use internet search engines," "get research from internet," "search the internet," and "search for magazine articles in online databases"
- "Read the daily newspaper" and "read newspapers for pleasure"
- "Browse books on shelf" and "look for books to borrow"

One recommendation would be to create main headings with subcategories. For example, a main heading could be listed as "Use Internet" with subcategories of "for accessing online databases," "for accessing web research," "for emailing instructors," "for personal use including chat/IM, web surfing, personal emails, social sites (i.e.-Facebook)", and so on. This type of formatting would also allow for a factor analysis.

A significant amount of respondents indicated multiple answers for the question focused on primary class days resulting in a high number of non-responses when analyzed. Clarification is needed through a statement, such as "select only one," to direct respondents in choosing only one answer.

Likert scales, as used in questions 3-15, are typically situated so the "agree strongly" option is equal to five. A number of respondents indicated, through the comments section or writing directly in the columns, that they meant for answers to be swapped into the opposite placement. It is likely that the numbers analyzed contained respondent error and misrepresent actual opinions. The survey would benefit from the corresponding numbers being listed consistent to a typical Likert scale.

Some categories would benefit from a "NA", not applicable, option. For example, respondents are asked to rate the librarians assistance in using the catalogue. If a respondent has had no experience requesting assistance from a librarian for these purposes, they may choose "no opinion" or take a guess. A "NA" option would reduce confusion and offer a more accurate choice.

Methodology
As the survey is only administered to students already using the library, a narrow demographic is being obtained. For example, students who are limited to using the library on weekends, and thus have been unable to use CR's library, would not be surveyed using this methodology. An alternative methodology should be considered in order to gain a representative sample of all CR students.