

CR Library Survey Report

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

**This Report Provided by the Office of
Institutional Research**

CR Library Survey: Results through Spring 2007

Introduction

The library survey was constructed to measure demographic information of participants and satisfaction with library services, resources, times available, and staff.

Administration

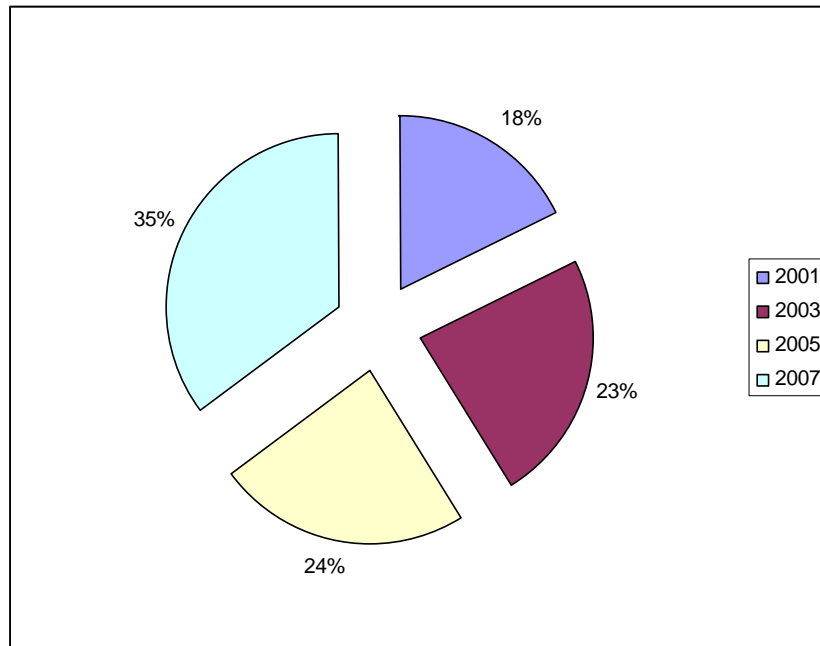
The library survey has been administered since the spring of 2001 and is collected every other year. The student body of the Eureka campus has been surveyed every survey cycle whereas the Del Norte Campus has been surveyed in 2003 and 2007 (see Table 1). The Mendocino campus was surveyed for the first time in the spring of 2007.

Table 1: Campus Library Attended by Year Survey Completed

			Year Survey Completed:				Total
			2001	2003	2005	2007	
Campus library attended:	Eureka	Count	206	190	275	312	983
		% within Year Survey Completed:	100.0%	71.4%	100.0%	77.0%	85.3%
	Del Norte	Count	0	76	0	84	160
		% within Year Survey Completed:	.0%	28.6%	.0%	20.7%	13.9%
	Mendocino	Count	0	0	0	9	9
		% within Year Survey Completed:	.0%	.0%	.0%	2.2%	.8%
Total	Count	206	266	275	405	1152	
	% within Year Survey Completed:	100.0%	100.0%	100.0%	100.0%	100.0%	

As Table 2 indicates (see next page), the survey response rate has improved every year. In the four years the survey has been administered, the accumulated output has been 1,152 respondents. Of the accumulated response, 35.2% of the responses were completed in 2007, 23.8% of the responses were completed in 2005, 23.1% of responses were completed in 2003, and 17.9% of responses were completed in 2001. As represented in Table 1, part of the response rate increase is due to the inclusion of multiple campuses, however, the Eureka campus had its highest response rate in 2007, (and at Table 1 indicates, Eureka has the most survey respondents every year) increasing by 1.13% over the next highest response year (2005).

Table 2: Percent of Accumulated Responses by Year



Methodology

The library survey was administered and collected in the respective campus libraries using convenient sampling. Data was entered twice by library employees and checked for data entry errors. The 2007 data was entered by the Institutional Research office. The data was entered once and then 5% of the surveys were checked for errors. The surveys that were checked for errors were selected using a random number generator.¹ In the 5% of surveys checked, there was an error rate of .0016.² The errors that were discovered were cleaned, however, a minimal amount of data entry error is present in the results.

Suggestions

As the survey has been implemented in a consistent fashion through four administration cycles, significant changes to the survey instrument should be cautioned.

Many participants completed one side of the survey but did not complete the other side. To increase the number of completed surveys, directions should be written on both sides of the survey in a clear and visible manner that indicates the survey has two sides to complete. Numbering all the questions may also improve the response rate to individual questions. The question about library orientation, for example, received a high number of non-responses. If the question was numbered or made more visible it may increase the number of responses.

Many respondents checked multiple categories for the question about times and days of classes. A separate response category was added for analysis that reports equal participation in classes for week days, week ends, and evenings. This additional category was added to avoid

survey error by choosing one response over the other when participants checked multiple areas. The time taking classes question should include directions that clarify that only the predominant time of classes is to be checked or an additional category should be added that expresses the responded takes week day and week end or evening classes equally to improve the validity of the data.

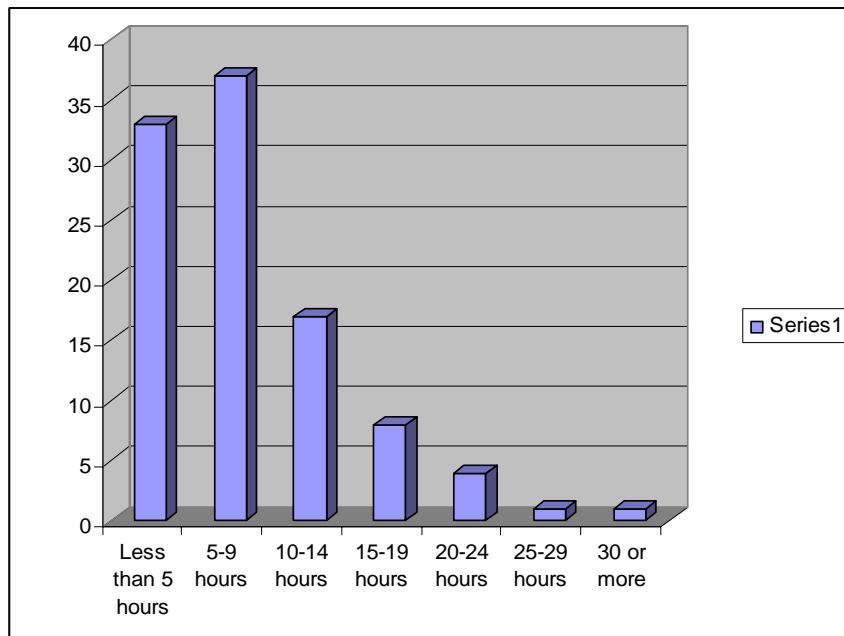
Question number two should be assessed for redundant content. It should be ascertained whether or not respondents clearly see a difference between categories that include “use internet search engines,” “get research from the internet,” and “search for magazine articles in online databases.” If distinctions are not obvious to participants, the likelihood is increased that the way respondents check content areas or do not check content areas are based on subjective interpretations that are more likely to produce error. Survey research also notes that the validity of data increases when like topic areas are addressed together. Items in question two that deal with tutoring or the use of the internet should be placed next to one another so that respondent can respond to content areas in a logical fashion. Survey research indicates that the reliability of responses is minimized when participants move back and forth between the same subject areas.

Findings

Accumulated Results

Describing the Respondents: The majority of respondents (74.7%) completing the library survey were full-time students. Part-time students (25.0%) made up a quarter of the respondents. The majority of respondents attended CR during the week (88.6%), followed by respondents attending classes equally across different times or days (7.5%), evening students (3.5%), and week end students (.4%). The majority of students had not attended a library orientation (60.1%) whereas 39.9% had been to a library orientation.

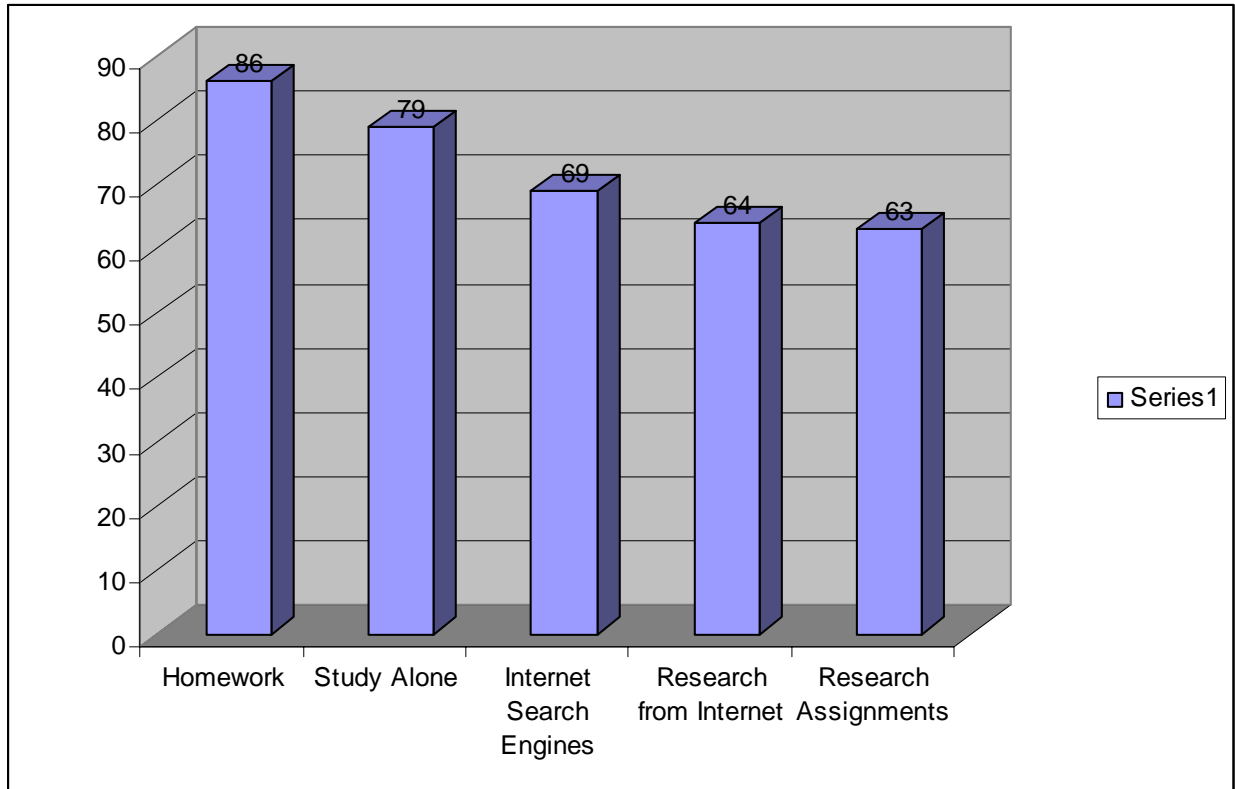
Table 3: Hours Spent in Library, Accumulated Results



Hours Spent in the Library: The majority (36.6%) of respondents spent 5-9 hours a week in the library (see Table 3). Respondents spent less than 5 hours a week in the library at a rate of 32.7% and spent 10-14 hours a week at 16.7%. On the extreme side of the scale, respondents spent 25-29 hours a week in the library at 1.4% and more than 30 hours at 1.0%

Reasons Participants use the Library: As Table 4 below depicts, the top reasons that respondents visit the library include working on homework in a quiet, warm setting (86.1%), studying alone (79.3%), using the internet search engines (68.5%), getting research from the internet (64.4%), and doing research assignments (62.6%). Other common reasons included email (58.0%), finding materials for term papers (53.5%), and searching the internet (53.5%).

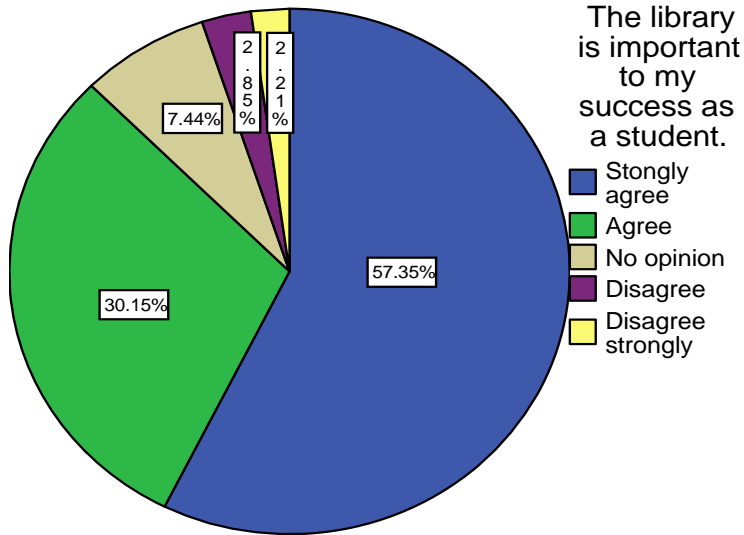
Table 4: Primary Reasons Respondents Visit the Library (by Percent)



Non-academic reasons were rarely indicated as reasons for visiting the library. Only 5.4% of respondents cited chatting as a reason for visiting the library which was slightly lower than the 5.9% that indicated using the library to play games. The most infrequent academic reasons for visiting the library included tutoring another student (8.8%), view videotapes (8.9%), and read the daily newspaper (11.0%).

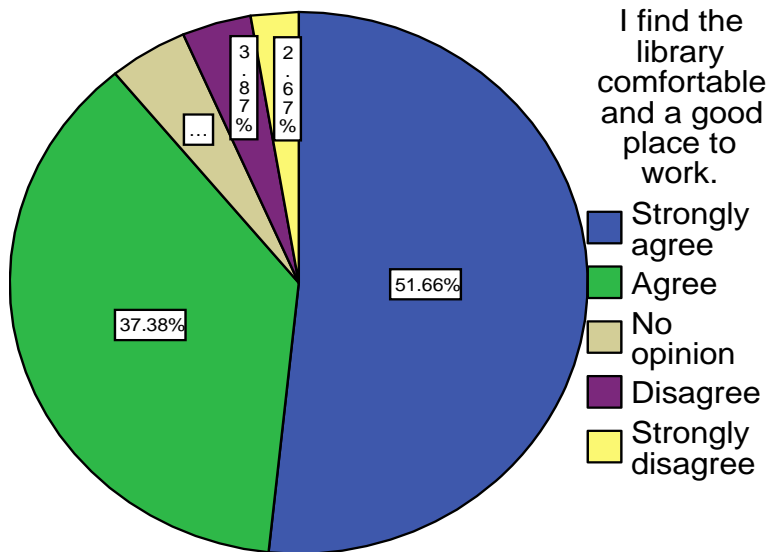
Library Services and Resources: Respondents indicated high levels of satisfaction with library services. The questions pertaining to library services and resources were asked on a five point scale that ranged from strongly agree to strongly disagree.

Table 5: Library's Importance to Student Success



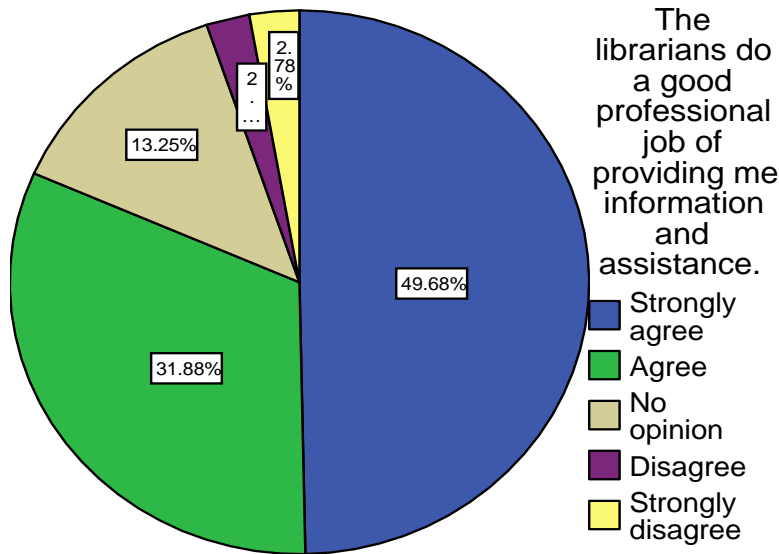
A high rate of respondents (87.6%) indicated that the library was important to their success as a student. In contrast, 5.1% of respondents disagreed with the notion that the library was important to their success as a student.³ Full-time students agreed that the library was important to their success as a student (88.4%) at a slightly higher rate than part-time students (84.2%).

Table 6: Library is a Comfortable Place to Work



A high rate of respondents (89.0%) agreed that the library is a comfortable place to work. Nearly 6.5% 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 more furniture and large work spaces for the computers.

Table 7: The Librarians are Professional in Providing Information and Assistance

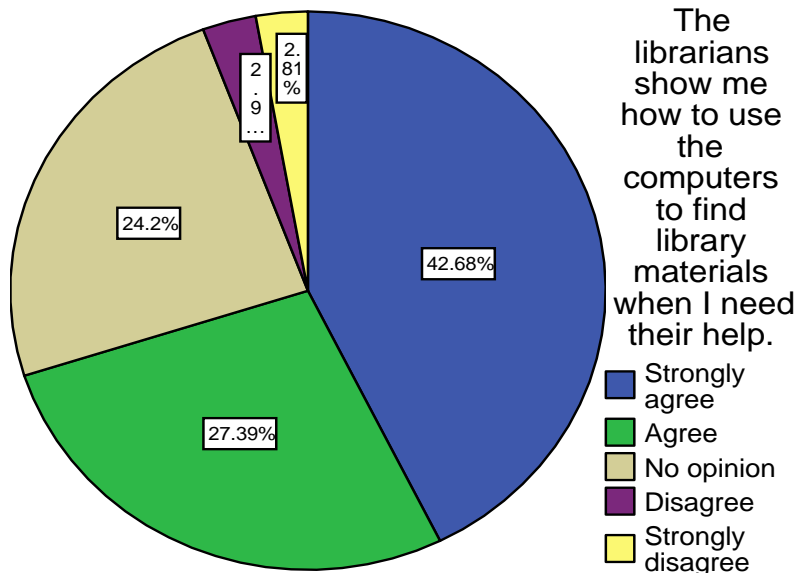


The librarians do a good professional job of providing me information and assistance.

- Strongly agree
- Agree
- No opinion
- Disagree
- Strongly disagree

Respondents (87.6%) agreed that the librarians were professional in providing information and assistance. In contrast, 5.2% of respondents disagreed that librarians were professional with information and assistance. Nearly 13.3% of respondents indicated that they had no opinion which might be indicative of students who have had little or no contact with librarians.

Table 8: The Librarians Help me Use Computers to Find Library Materials

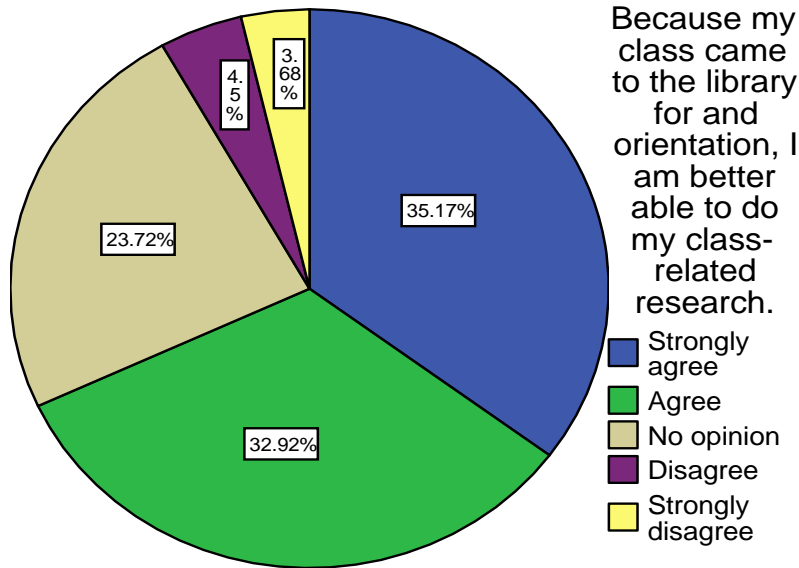


The librarians show me how to use the computers to find library materials when I need their help.

- Strongly agree
- Agree
- No opinion
- Disagree
- Strongly disagree

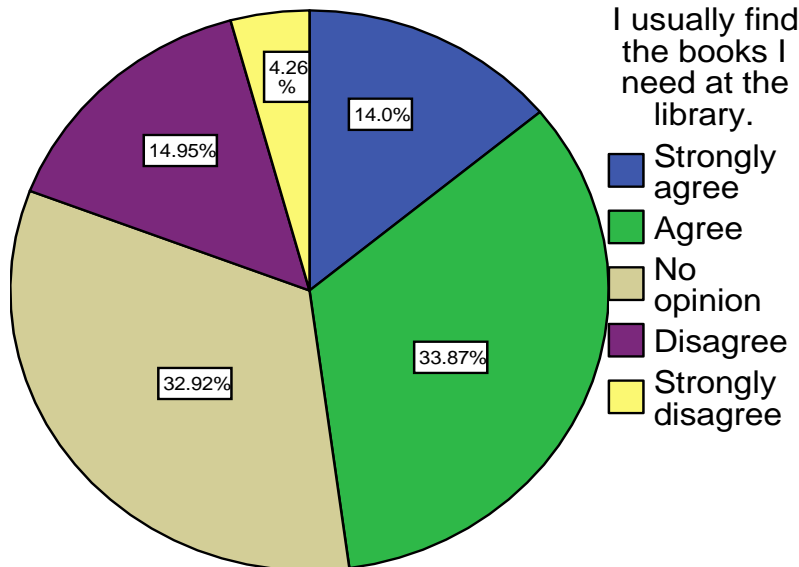
Respondents (70.1%) agreed that the librarians had helped them use computers to find library materials whereas 5.7% disagreed.⁴ There was a high rate of no opinion (24.2%) from respondents which may indicate that many students have not had the opportunity to use a computer to try to find library materials or that they may have learned how to use a computer to find library materials from a source other than a librarian.

Table 9: Library Orientation has Improved my Class-Related Research



Respondents (68.1%) agreed that a library orientation had improved their ability to do class-related research whereas 8.2% disagreed. Nearly 24% of respondents had no opinion which may indicate that many respondents have not yet completed class-related research. Full-time students had been to a library orientation (44.4%) at a higher rate than part-time students (26.6%).

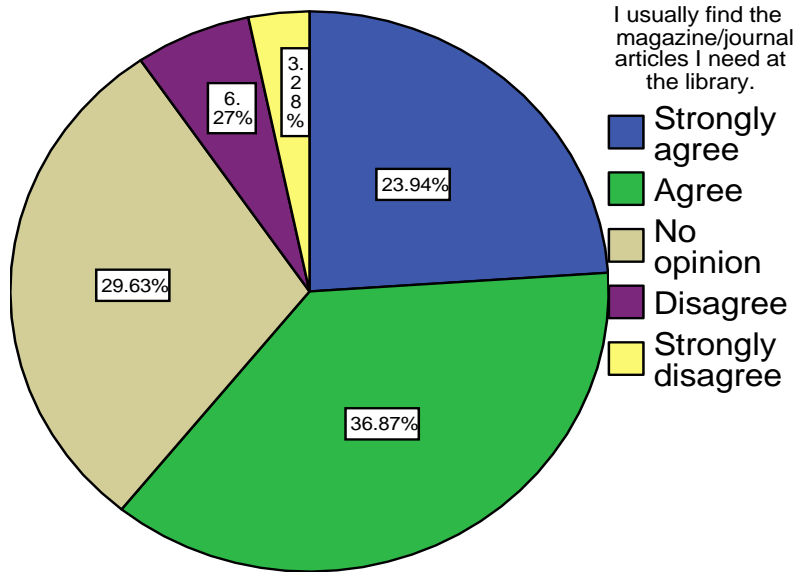
Table 10: Books at the Library



Respondents (47.9%) agreed that they were usually able to find the books they required at the library. Nearly a fifth of respondents (19.2%) disagreed that they were able to find the books they needed at the library. The lack of certain types of books was often reiterated in the open-ended comments of the survey. A high percentage of respondents (32.9%) did not have an opinion on the availability of books at the library.

Respondents who had attended a library orientation agreed they could find the books they needed (51.4%) at a higher rate than respondent who did not attend an orientation.

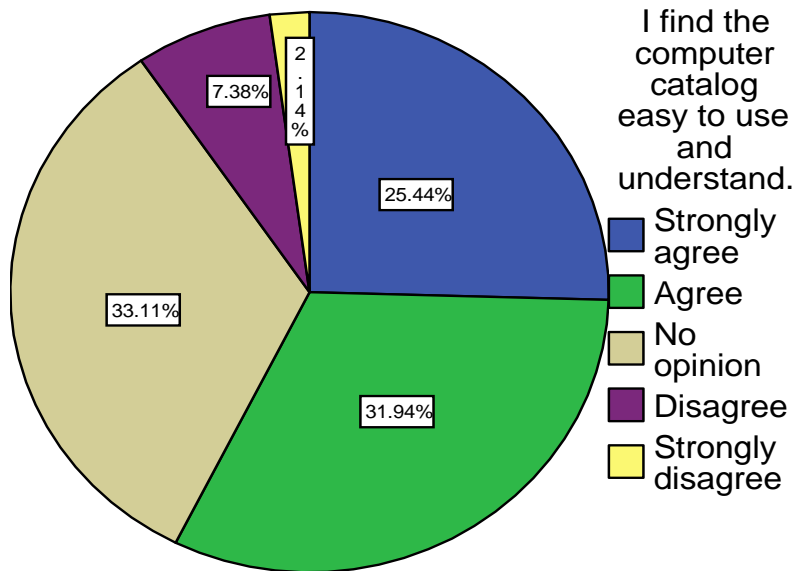
Table 11: Magazines and Journals at the Library



Respondents (60.8%) agreed that they were able to find necessary magazines and journals at the library. In contrast, 9.6% of respondents did not feel they could find the magazines or journals they needed at the library. Many respondents (29.6%) did not have an opinion about the availability of magazines and journal articles at the library. Respondent's high rates of no opinion in terms of finding books or magazines at the library may be explained by

the high percentage of respondents who indicated they used the library to do research from the Internet. Respondents who had been to a library orientation reported finding magazines and journals (67%) at a higher rate than those who had not been to an orientation (56.4%).

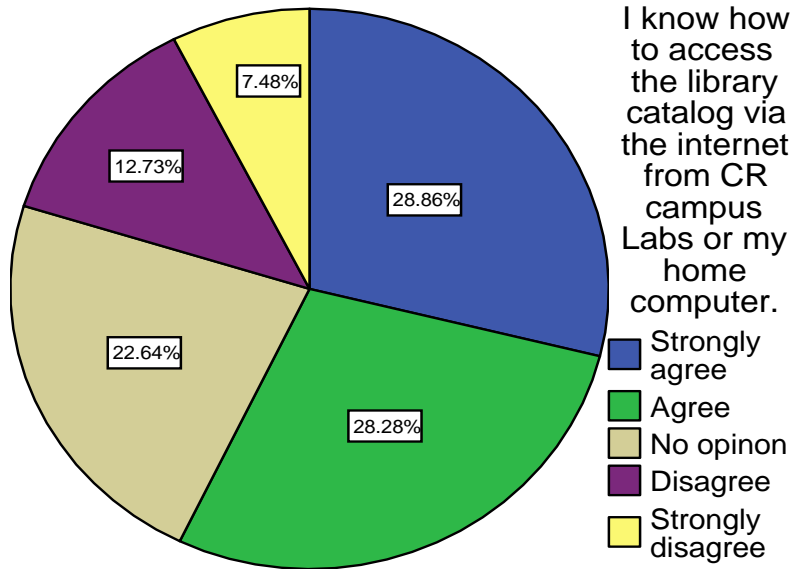
Table 12: The Computer Catalogue is Easy to Use and Understand



Respondents (57.3%) agreed that the computer catalogue is easy to use and understand versus 9.4% who disagreed. A high rate of respondents (33.1) had no opinion about the ease and use of the computer catalogue. This may pertain to the amount of materials that students use from the internet for research and class assignments. Respondents who attended a library orientation were more comfortable using the computer catalogue (64.5%)

than respondents who did not attend an orientation (52.9%).

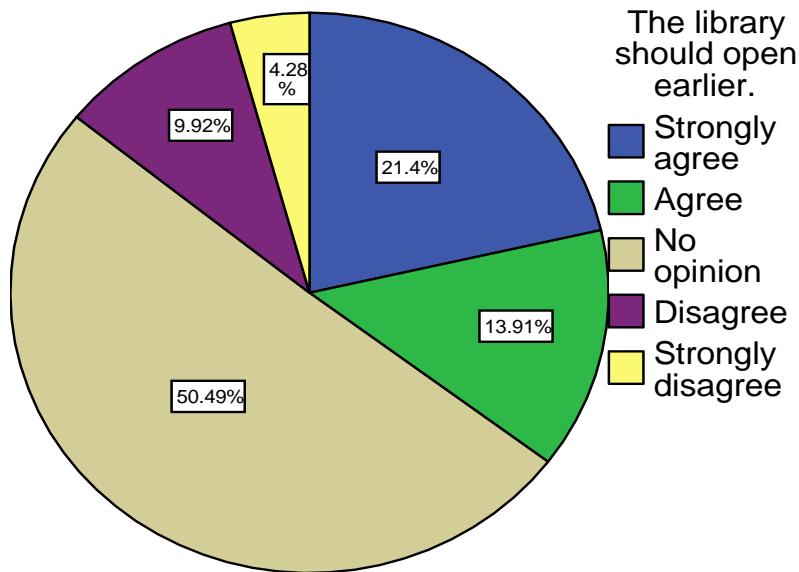
Table 13: Know How to Access Library Catalogue From Other Location



Respondents (57.2%) agreed that they knew how to access the library catalogue from home or from a computer lab on campus. In contrast, 20.2% of respondents indicated they did not know how or felt unsure of their ability to access the library catalogue away from the library computers. Respondents who have attended a library orientation felt more comfortable accessing the library catalogue (65.0%) versus respondents who had not accessed the

library catalogue (51.5%)

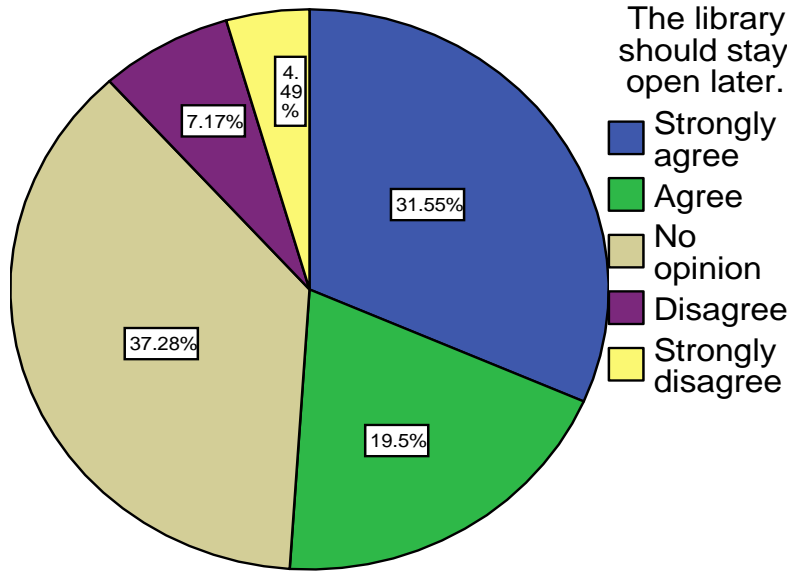
Table 14: The Library should Open Earlier



The last portion of the survey dealt with library hours and accessibility. Respondents felt the library should open earlier (35.1%) at a higher rate than respondents who disagreed (14.1%). Full-time students felt the library should open earlier (36.6%) at a higher rate than part-time students (30.2%). There was a correlation between the hours respondents spent in the library and the opinion that the library should stay open. For example, respondents who

spent less than 5 hours in the library a week agreed at 29.3% versus respondents who spent 25-29 hours a week who agreed at 57.1%. The majority of respondents had no opinion on whether the library should open earlier (50.5%).

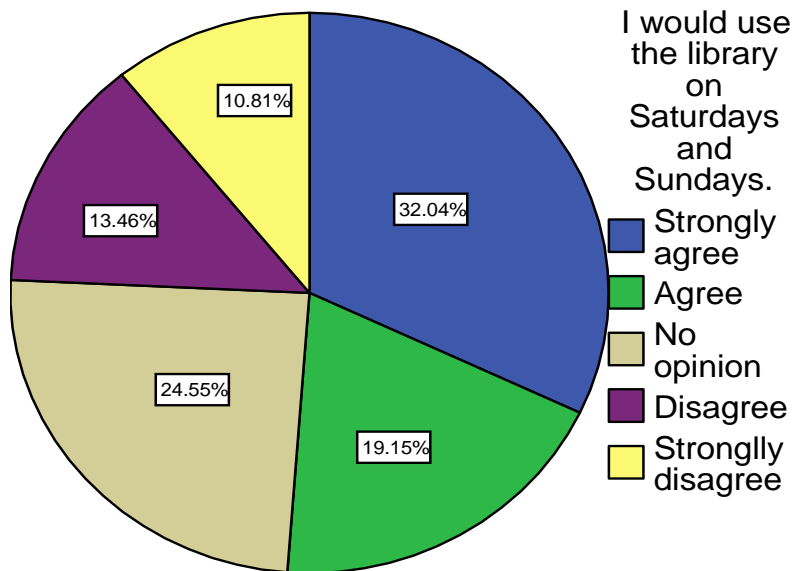
Table 15: The Library Should Stay Open Later



The majority of respondents indicated an interest in the library staying open (51.1%) whereas a small portion disagreed (11.7%).⁵ Full-time students (51.2%) and part-time students (49.6%) both expressed an interest in the library staying open later. There was a positive correlation between the hours respondents spent in the library and the extent to which they agreed that the library should stay open later. A little over a third of respondents (37.3%)

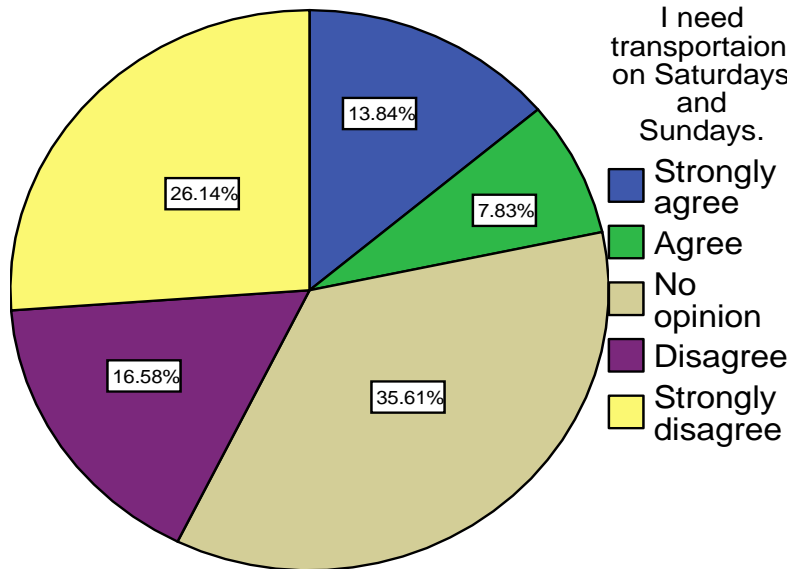
did not have an opinion on whether or not the library should stay open later.

Table 16: Use the Library on Saturdays and Sundays



The majority of respondents (51.2%) agreed that they would use the library on Saturdays and Sundays. A large percentage of respondents (24.3%) indicated that they would not use the library on Saturdays or Sundays and nearly a quarter or respondents (24.6%) did not have an opinion. Both full-time (51.7%) and part-time (49.6%) had a high rate of agreement that they would use the library on Saturdays and Sundays.

Table 17: Need for Transportation on Saturdays and Sundays



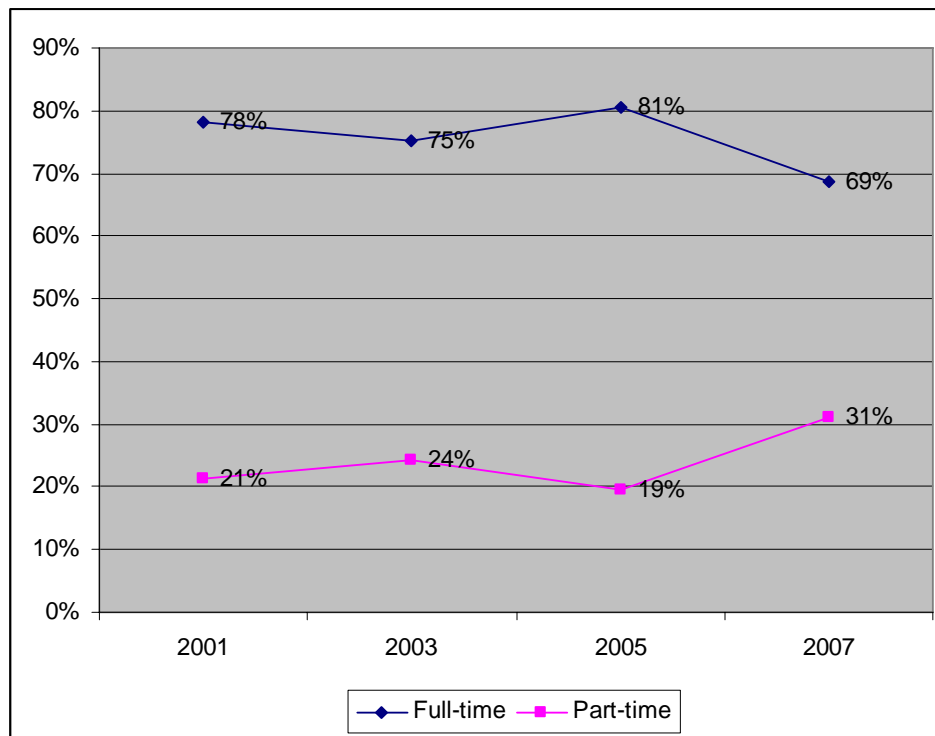
I need transportation on Saturdays and Sundays.

- Strongly agree
- Agree
- No opinion
- Disagree
- Strongly disagree

A little over a fifth (21.6%) of respondents indicated that they would need transportation on Saturdays and Sundays whereas the majority of respondents disagreed (42.7%). The survey does not allow correlations between students who already live on campus and their need for transportation or student's economic status and their need for transportation

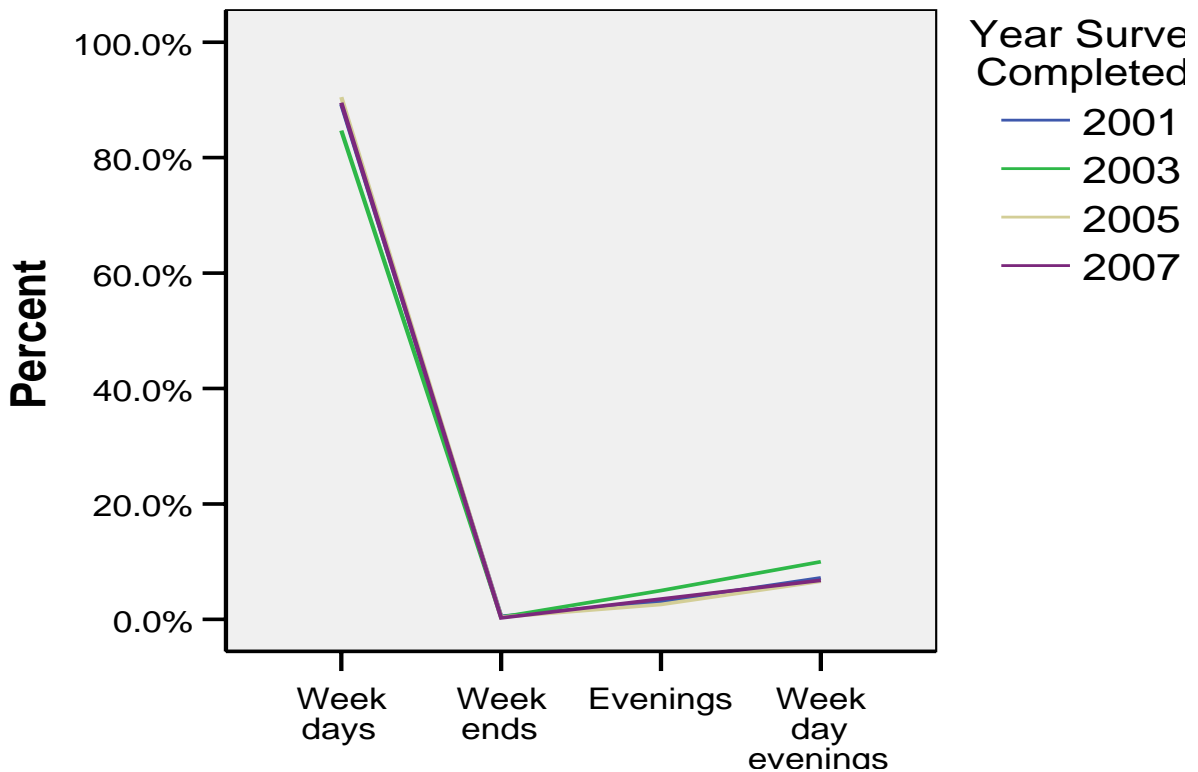
Results Over Time

Table 18: Part-Time/Full-Time Students by Year



Describing the Participants: The amount of full-time respondents took a significant drop (12%) from the year 2005 to 2007 (see Table 18). However, during that same time period there was a significant increase from the participation from part-time students (an increase of 12%).

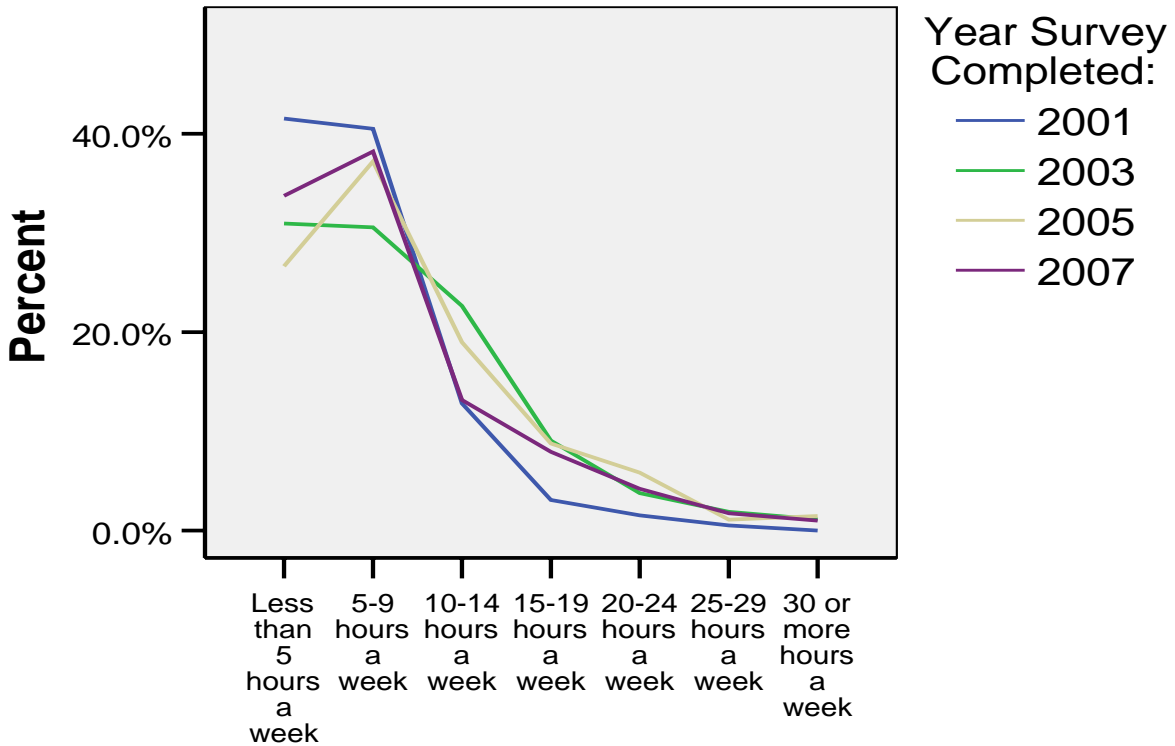
Table 19: Class Times by Year



There was little variation over the years (see Table 19) among the respondents who attended CR primarily on week days (a mean of 88.5% attended on week days with a high in 2005 of 90.5%) and week ends (a mean of .48% with a high of .7% in 2005). Respondents who attended evening classes saw more variation over the years (a mean of 3.5% with a high of 5.0%) as did respondents who attended an equal mix of week day/week end/evening classes (a mean of 7.7% with a high of 10.0%).

Table 20 (see next page) highlights the amount of hours the respondents spent in the library by year. Although there was variation across the years, there was a consistent spread among respondents 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 (a mean of 36.6% across the years with a high of 40.5% in 2001). The next greatest frequency was the less than 5 hours (a mean of 33.2% with a high of 41.5% in 2001). Respondents reported spending 10-14 hours with a mean of 16.9% with a high of 22.6% in 2003, 15-19 hours was selected with a mean of 7.2% with a high of 9.1% in 2003, the 20-24 hours was selected with a mean of 3.8% and a high of 5.8% in 2005, the 25-29 hours was selected with a mean of 1.3% with a high of 1.9% in 2003, and the more than 30 hours option was selected with a mean of .9% with a high of 1.5% in 2005.

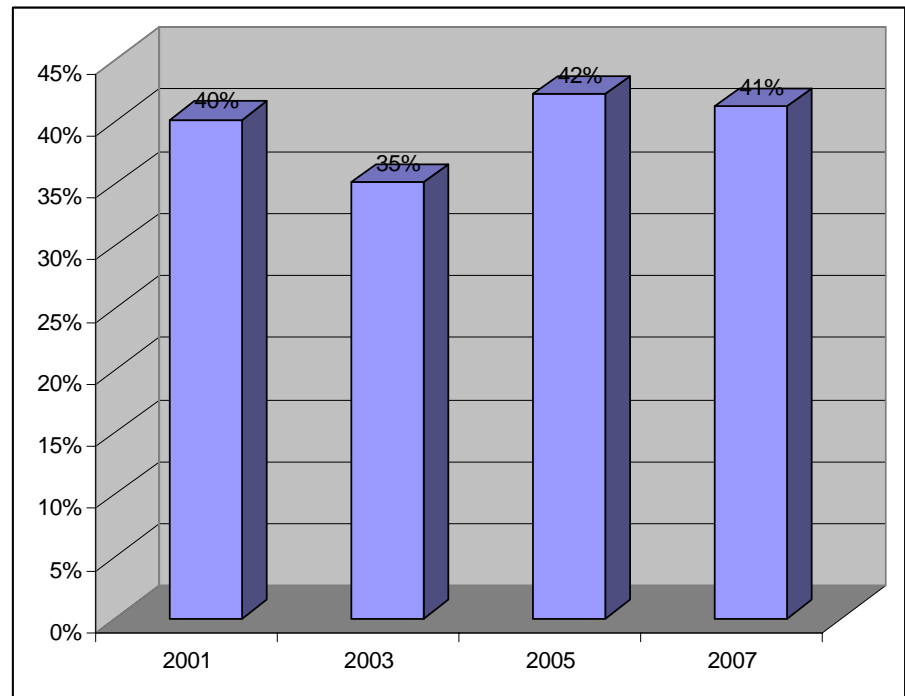
Table 20: Time Spent in the Library by Year



Approximately how much time do you spend in the library?

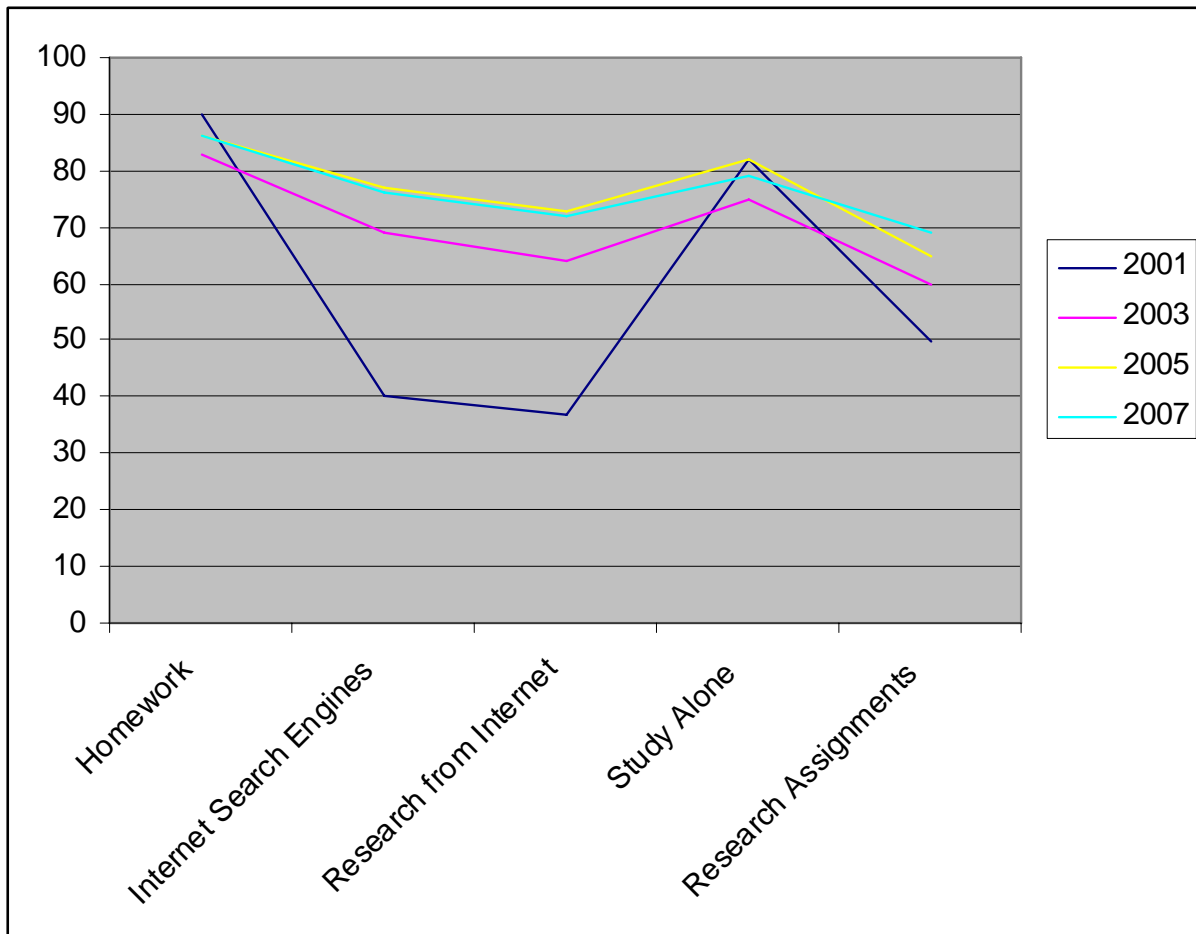
Table 21: Respondents Participating in a Library Orientation

As Table 21 indicates the amount of respondents who have attended a library orientation has remained at a fairly consistent level. For the year 2007, which had the most respondents for a year (403), 41% had been to a library orientation.



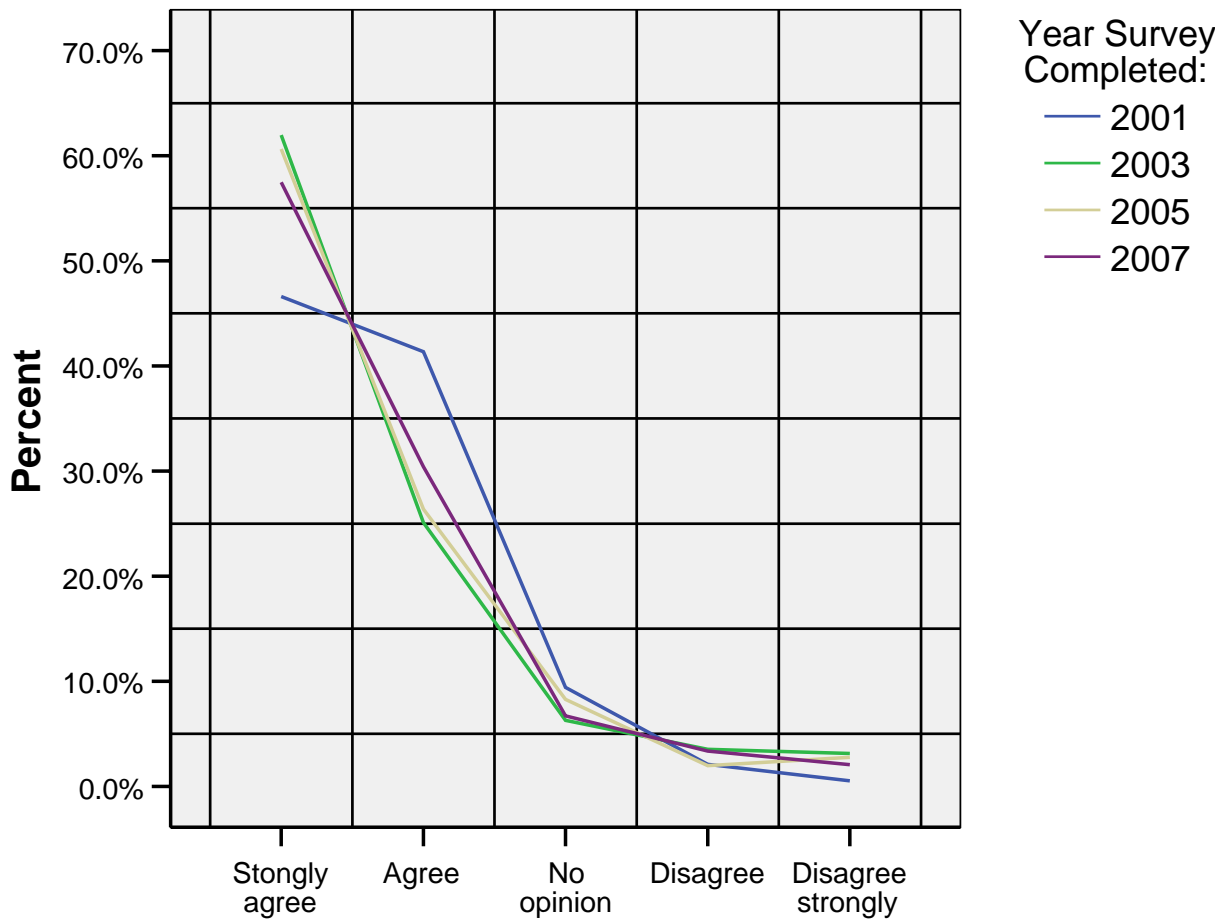
Reasons Participants use the Library: The top five reasons that participants reported using the library included doing homework (a mean of 86.2% over the four survey periods), studying alone (a mean of 79.5% over the four year survey period), using the internet search engines (a mean of 65.6% over the four year survey period), getting research from the internet (a mean of 61.6% over the four year survey period), and working on research assignments (with a mean of 60.9% over the four year survey period). As Table 22 indicates, respondents reported high rates of using the library for homework and studying alone for all the year categories. Respondents from 2001 did not report using the library gathering research from the internet (37.1%) or using internet search engines (39.6%) at the same high levels that respondents reported for other years. Respondents from 2005 and 2007 reported very similar percentages across the top five reasons for using the library. From 2005 to 2007, respondents reported using the library for homework with a difference of .6%, using internet search engines with a difference of .9%, gathering research from the internet with a difference of 1.1%, studying alone with a difference of 2.5%, and working on research assignments with a difference of 3.9%.

Table 22: The Five Most Frequently Reported Reasons Respondents Used the Library, By Years



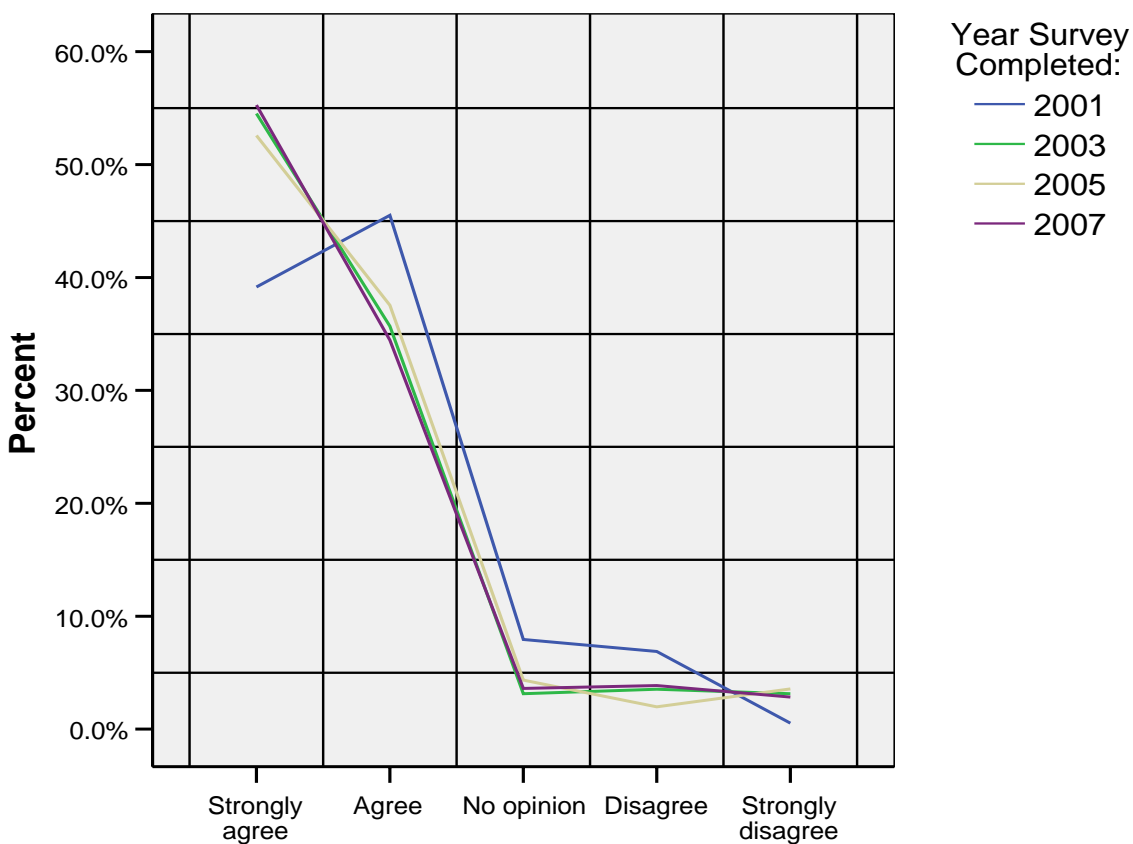
Library Services and Resources: The majority of respondents indicated agreement that the library was important for their student success over the years of the survey administration. Combining the strongly agree and agree categories, the range from year to year did not exceed more than 1%. Respondents from 2001 agreed the library was important to their student success at a rate of 88%, respondents from 2003 agreed at a rate of 87.1%, respondents from 2005 agreed at a rate of 87%, and respondents from 2007 agreed at a rate of 87.9%. The mean level of agreement across all the survey years was 87.5%.

Table 23: Library’s Importance to Student Success by Year



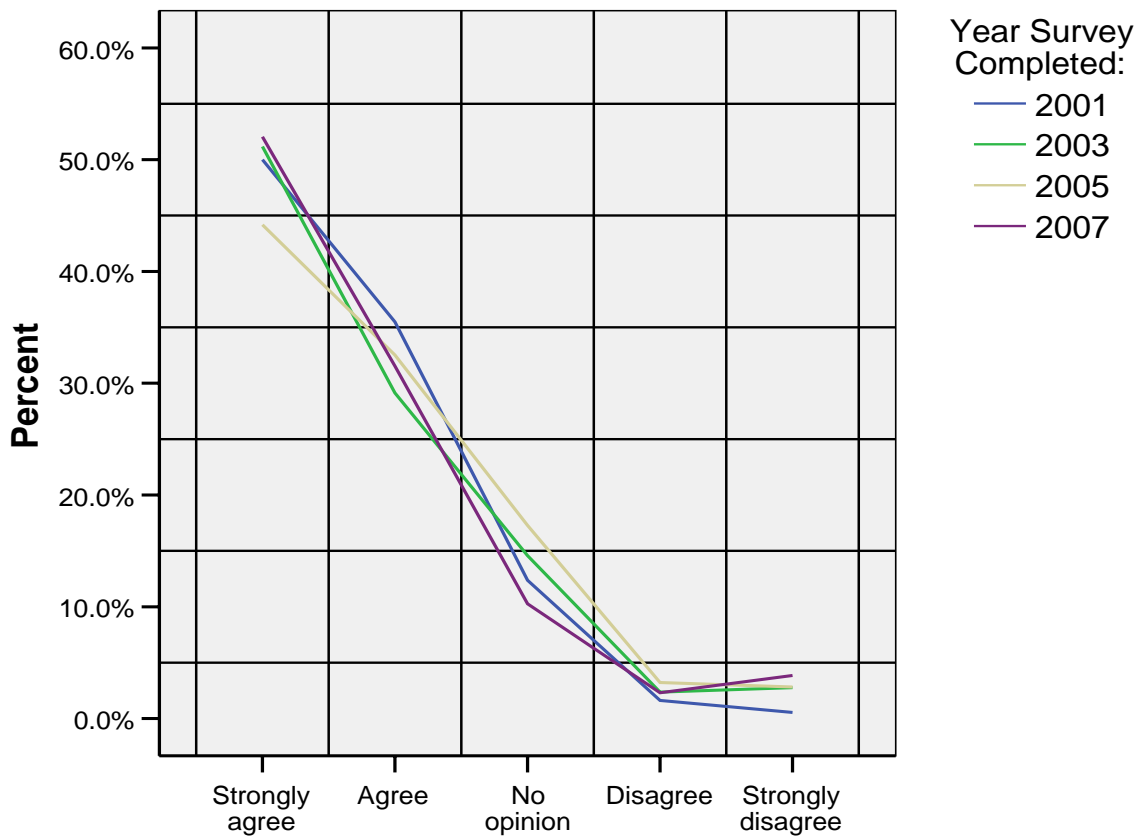
The majority of respondents indicated agreement that the library was a comfortable and good place to work over the years of the survey administration. The largest variance in the level of agreement that the library was a comfortable place to work took place between 2001 (84.7%) and 2003 (90.2%), a difference of 5.5%. Respondents agreed at 90.1% for 2005 and 89.7% for 2007. Respondents agreed the library was a comfortable place to work with a mean value of 88.7% across all survey years..

Table 24: The Library is a Comfortable and Good Place to Work by Year



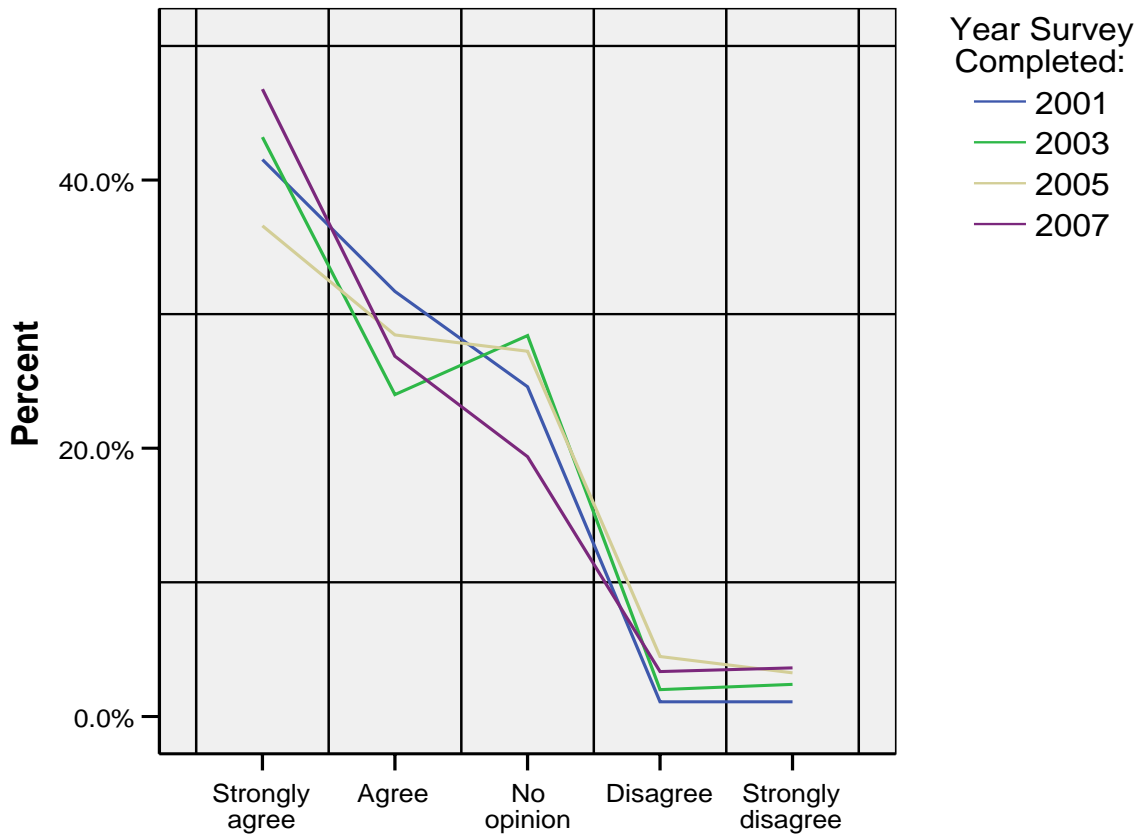
The majority of respondents indicated agreement that the librarians were professional in providing information and assistance over the years of the survey administration. The largest variation in the level of agreement that the librarians were professional in providing information and assistance took place between the years of 2005 (76.7%) and 2001 (85.5%), a difference of 8.8%. Respondents agreed the librarians were professional in providing information and assistance with a mean value of 81.5% across all survey years.

Table 25: The Librarians are Professional in Providing Information and Assistance by Year



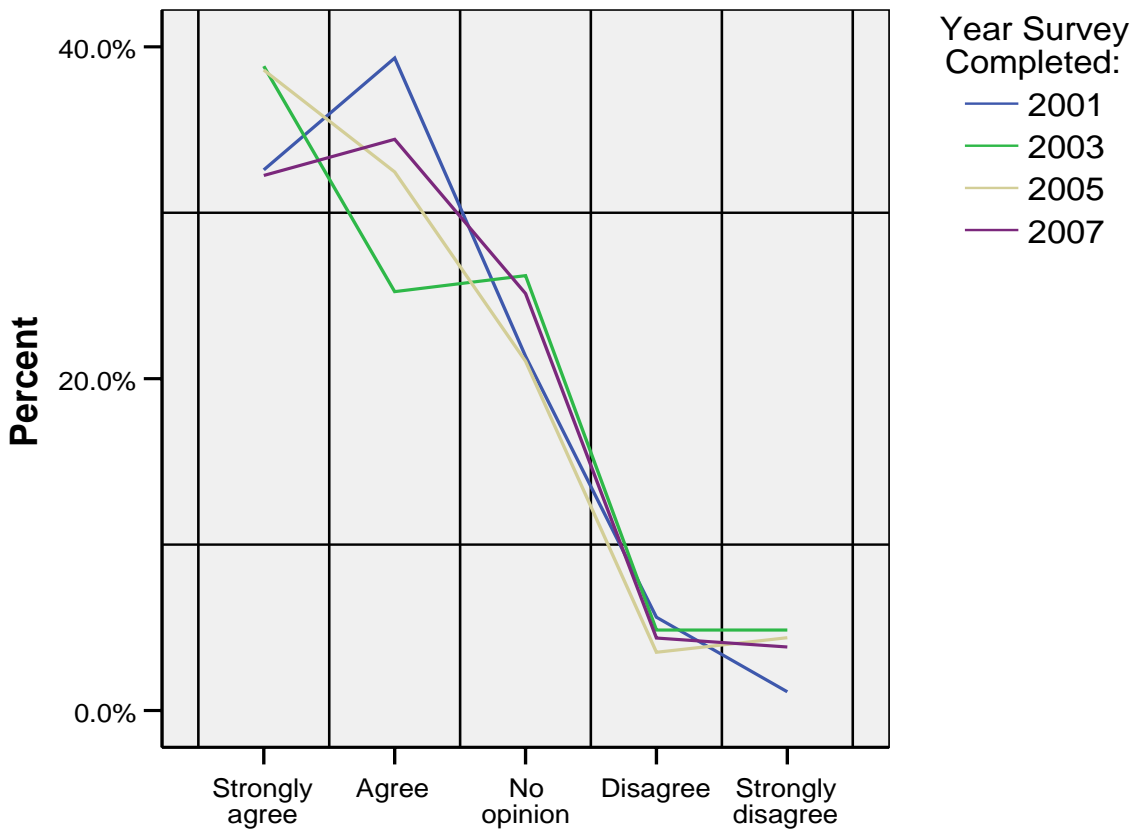
The majority of respondents indicated agreement that the librarians were helpful in finding library materials via computers. The largest variance in the level of agreement that the librarians were helpful in finding library materials with computers took place between 2005 (65.1%) and 2007 (73.7%), a difference of 8.6%. Respondents agreed at levels of 73.2% for 2001 and 67.2% for 2003. Respondents agreed the librarians were helped students to find library materials with computers with a mean value of 69.8% across all survey years.

Table 26: The Librarians Show me How to Use Computers to Find Library Materials



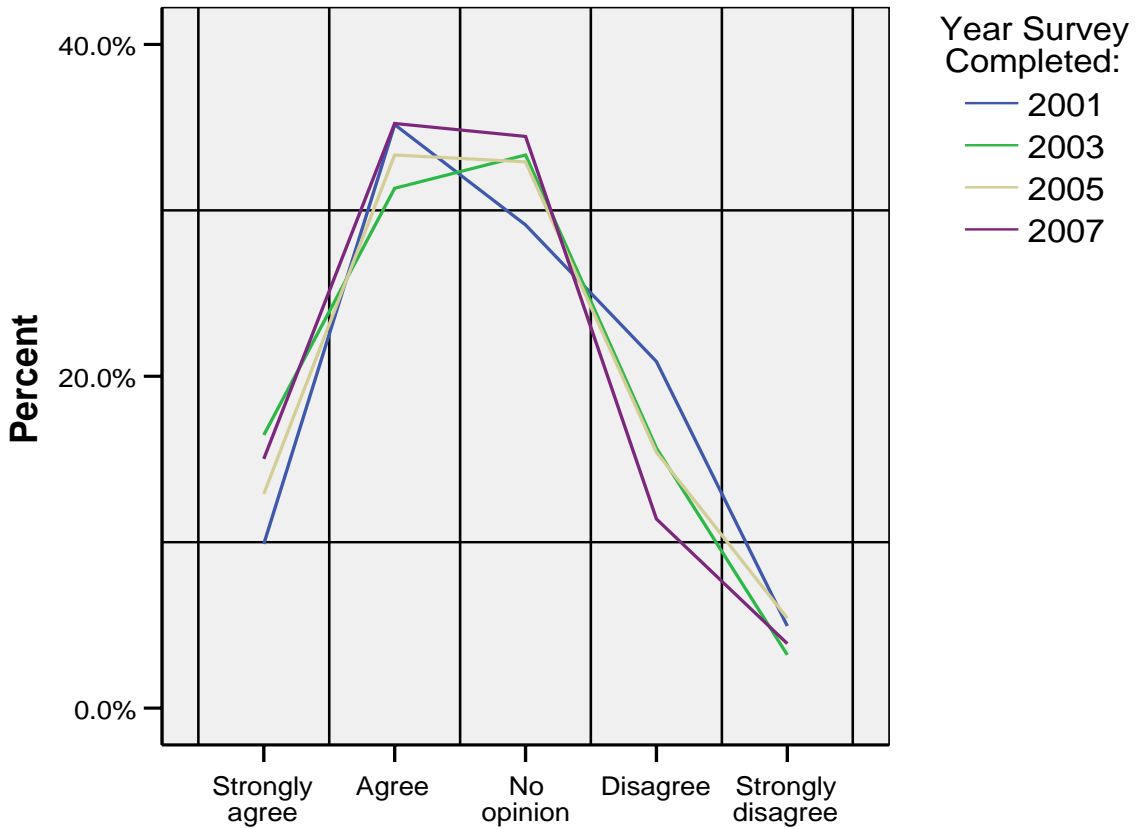
The majority of respondents who had attended a library orientation indicated that they were better prepared for class-based research. The largest variance in the level of agreement that a library orientation had improved class-related research took place between 2003 (64.0%) and 2001 (71.9%), a difference of 7.9%. Respondents indicated levels of agreement of 71.1% for 2005 and 66.6% for 2007. Respondents agreed a library orientation helped them with class-based research with a mean value of 68.4% across all survey years.

Table 27: Library Orientation has Improved Class-Related Research



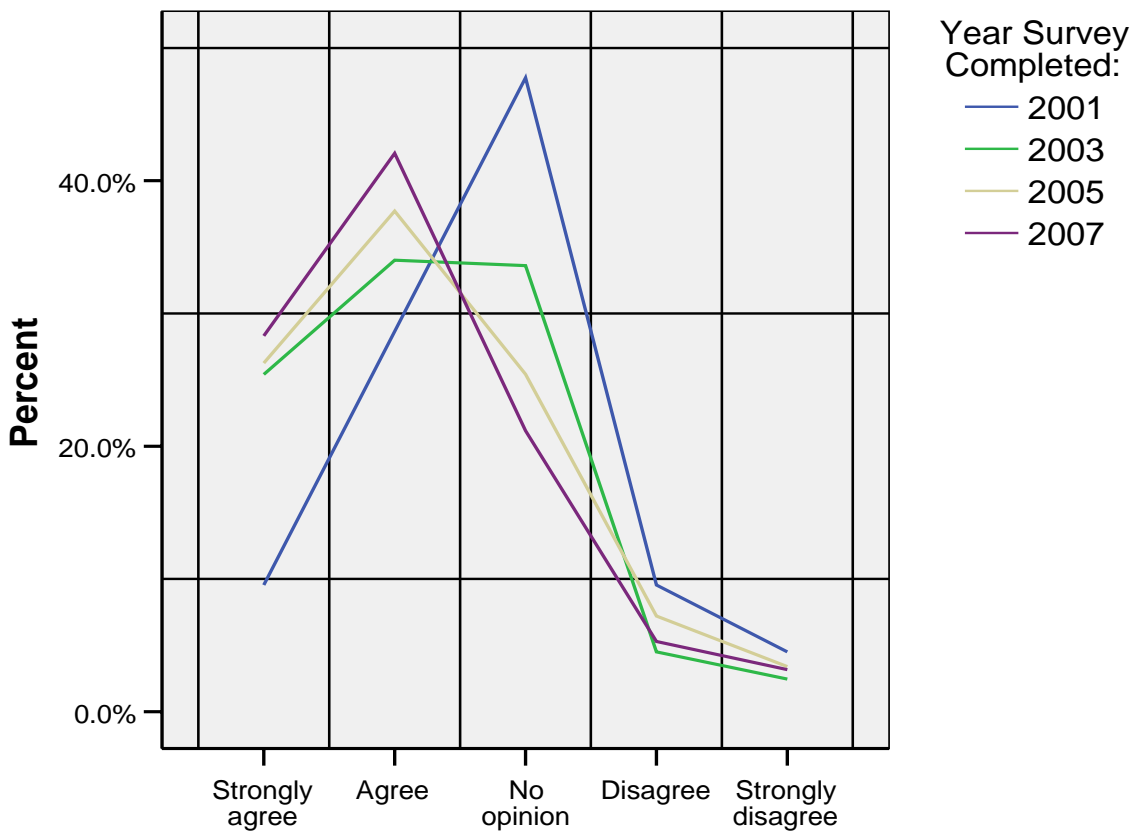
For the majority of the years the survey was administered, a little less than half of respondents felt they could usually find the books they needed at the library. The largest variance in the level of agreement that the respondents could find needed books at the library took place between 2001 (45.1%) and 2001 (50.2%), a difference of 5.1%. Respondents indicated levels of agreement of 47.8% for 2003 and 46.2% for 2005. Respondents agreed that they could find necessary books at the library with a mean value of 47.3% across all survey years.

Table 28: Find Necessary Books at the Library



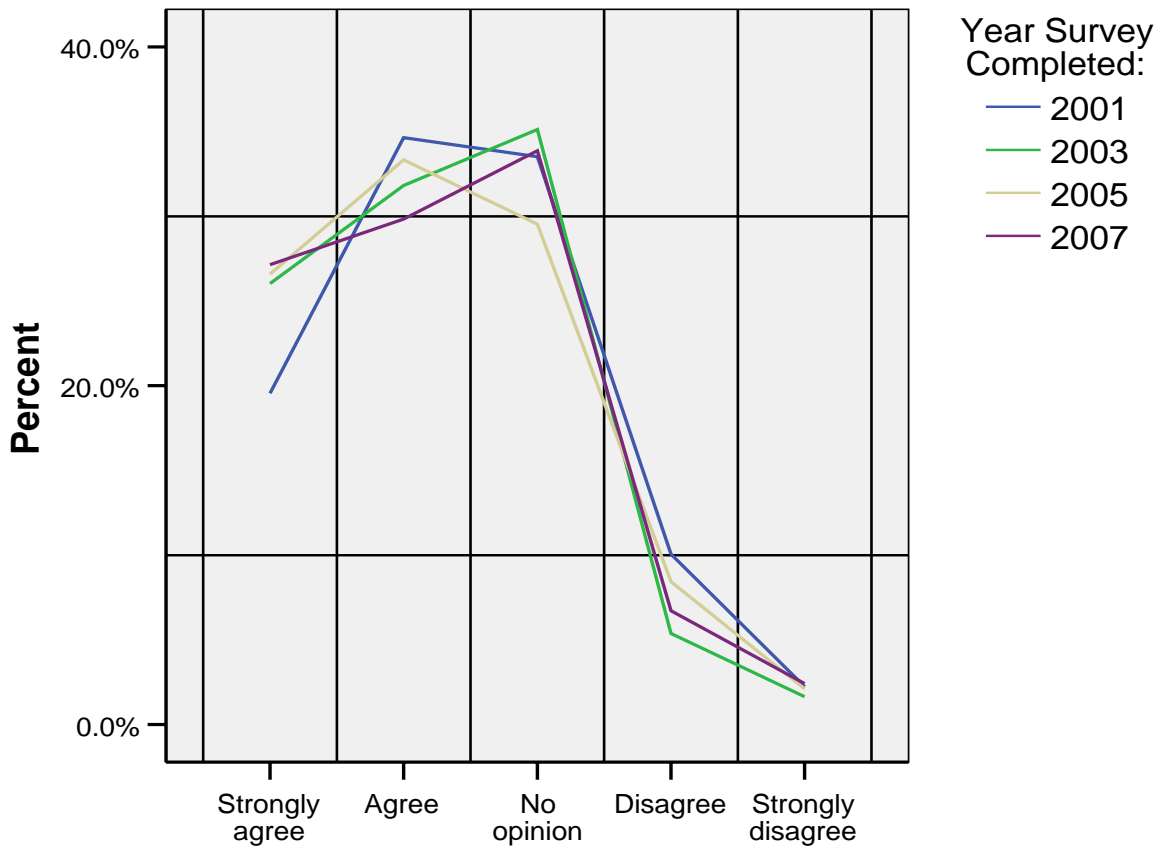
Each survey administration year has seen a positive increase in respondent's reactions to the availability of magazines and journals in the library. The largest variance in the level of agreement that the respondents could find needed magazines and journals at the library took place between 2001 (38.3%) and 2007 (70.1%), a difference of 31.8%. Respondents indicated levels of agreement of 59.2% for 2003 and 64.0% for 2005. Respondents agreed that they could find necessary magazines and journals at the library with a mean value of 57.9% across all survey years.

Table 29: Find Necessary Magazines and Journals at the Library



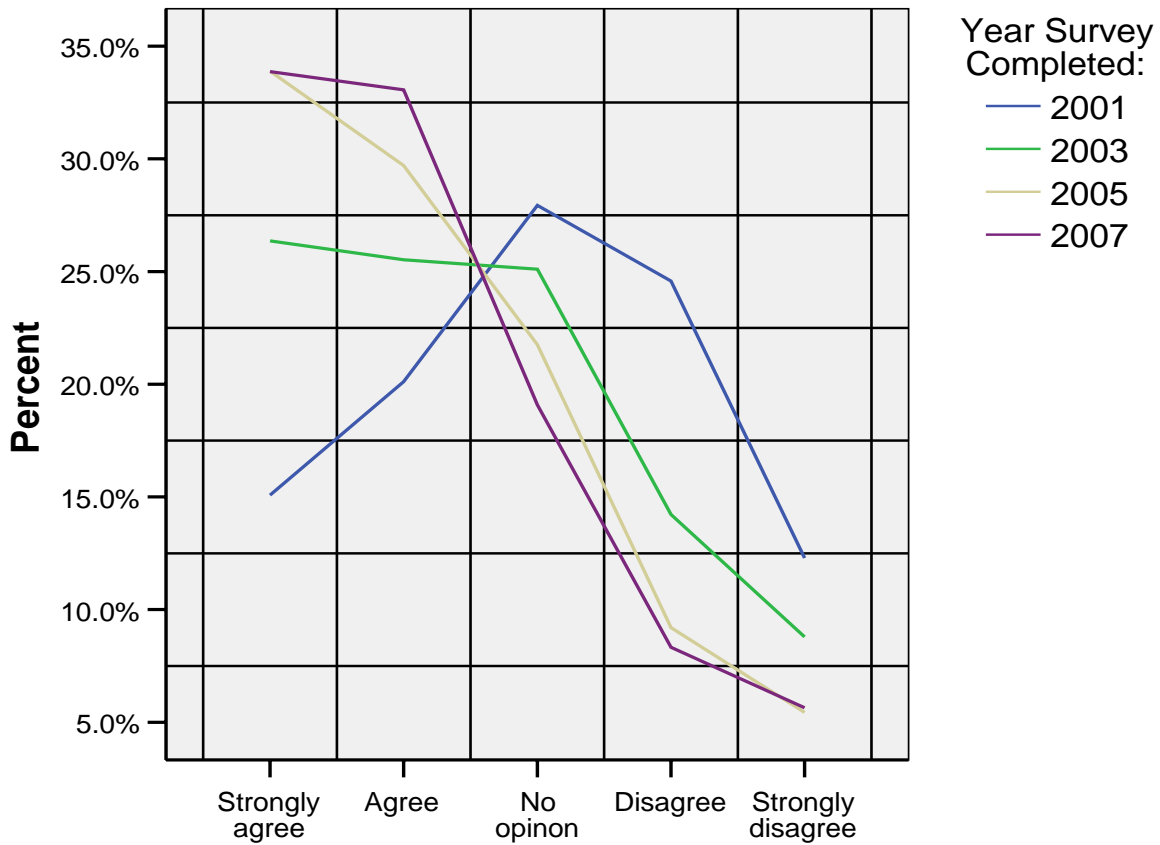
The majority of respondents found the computer catalogue easy to use and understand. The largest variance in the level of agreement that the computer catalogue is easy to use and understand took place between 2001 (54.2%) and 2005 (59.9%), a difference of 5.7%. Respondents indicated levels of agreement of 57.8% for 2003 and 57.0% for 2007. Respondents agreed that they found the computer catalogue easy to use and understand with a mean value of 57.2% across all survey years.

Table 30: Computer Catalogue is Easy to Use and Understand



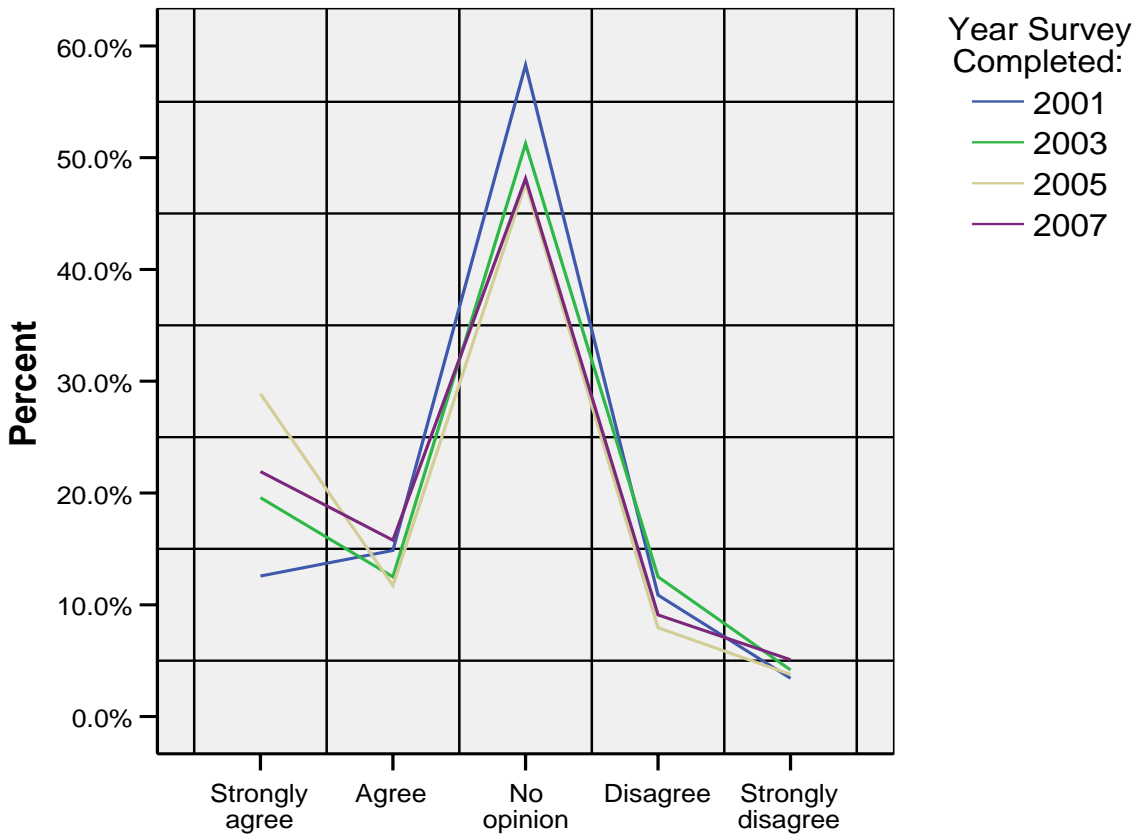
Each survey administration year has seen a positive increase in respondent's ability to access the library via the Internet from a home or campus computer. The largest variance in the level of respondents agreeing they could access the library catalogue from the Internet took place between 2001 (35.2%) and 2007 (67%), a difference of 31.8%. Respondents indicated levels of agreement of 51.9% for 2003 and 63.6% for 2005. Respondents agreed that understood how to access the library catalogue via the internet with a mean value of 54.4% across all survey years.

Table 31: Understand how to Access Library Catalogue via the Internet



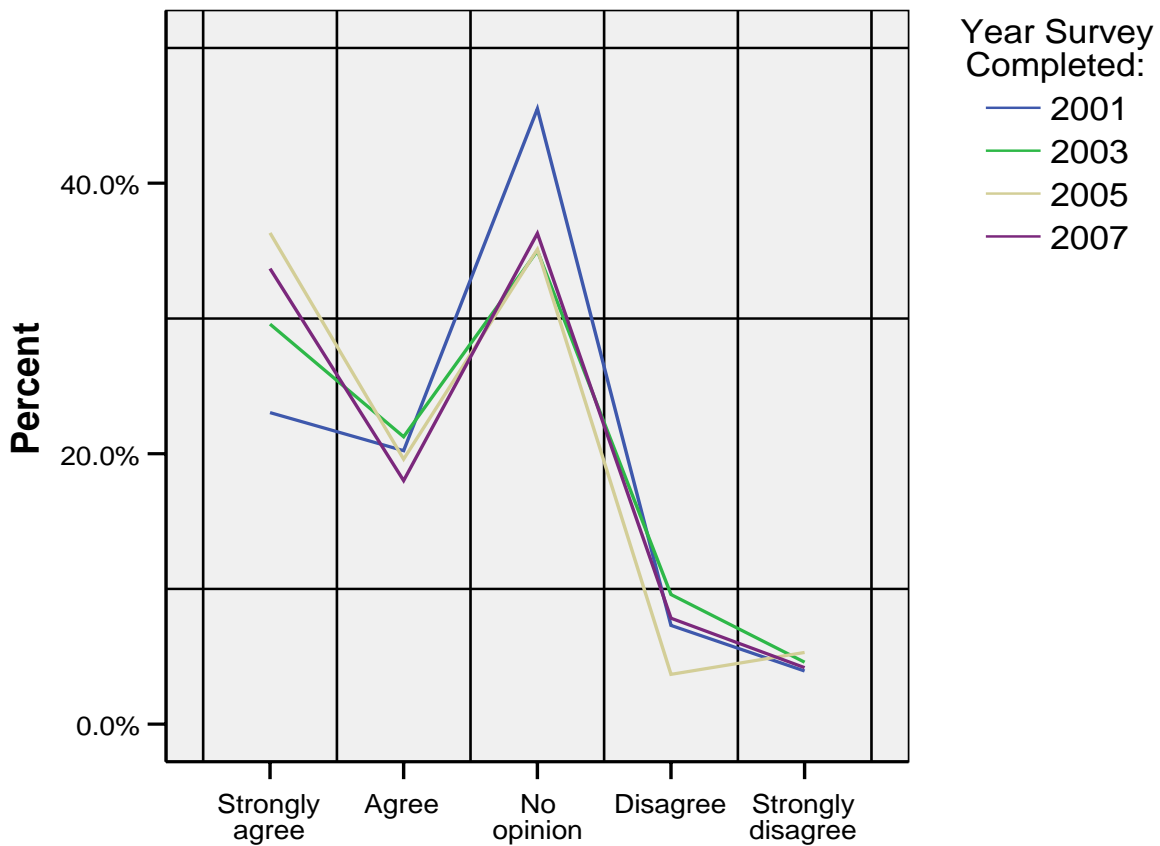
Respondents have indicated an increasing trend over the survey administration years of wanting the library to open earlier; however, the majority of respondents across all the survey administration years have predominately had no opinion. The largest variance in the level of respondents agreeing that the library should open earlier took place between 2001 (27.5%) and 2005 (40.6%), a difference of 13.1%. Respondents indicated levels of agreement of 32.1% for 2003 and 37.7% for 2007. Respondents agreed that the library should open earlier with a mean value of 34.5% across all survey years.

Table 32: The Library Should Open Earlier



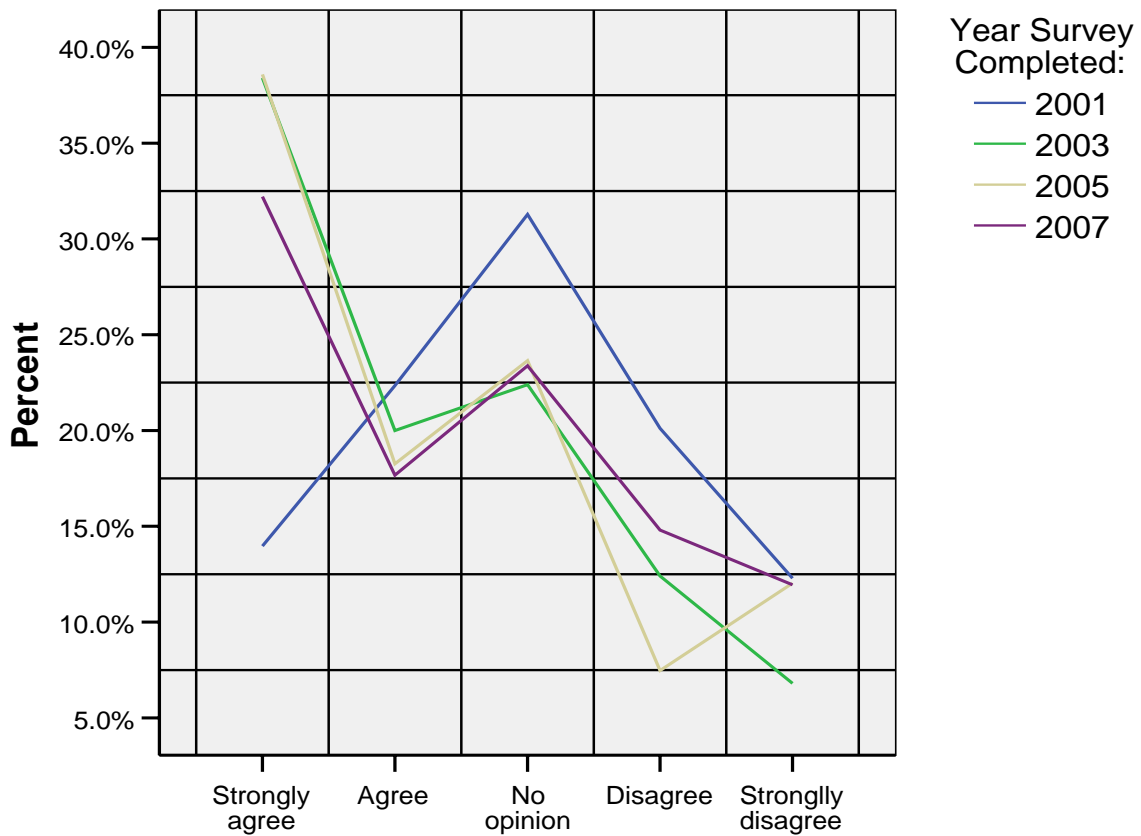
Respondents have indicated a trend over the survey administration years of wanting the library to stay open later. The largest variance in the level of respondents agreeing that the library should stay open later took place between 2001 (43.2%) and 2005 (55.9%), a difference of 12.7%. Respondents indicated levels of agreement of 50.9% for 2005 and 51.0% for 2007. Respondents agreed that the library should stay open later with a mean value of 50.3% across all survey years. Respondents have been consistent in preferring the library stay open later over the survey administration verses opening earlier.

Table 33: The Library Should Stay Open Later



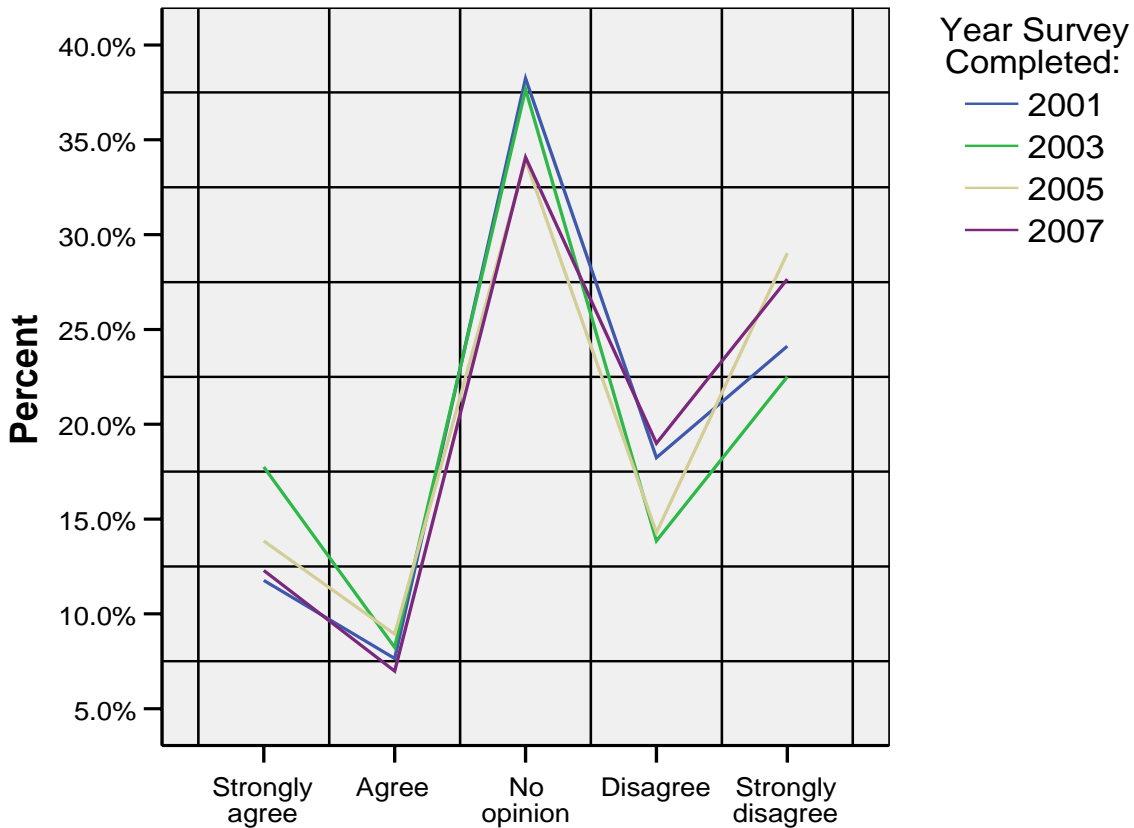
After an initial increase in the percentage of respondents who would be use the library on Saturdays and Sundays, a decline has taken place in 2005 and 2007. The largest variance in the level of respondents agreeing that they would use the library on Saturdays and Sundays took place between 2001 (36.3%) and 2003 (58.4%), a difference of 22.1%. Respondents indicated levels of agreement of 56.9% for 2005 and 49.9% for 2007. Respondents agreed that the library should stay open later with a mean value of 50.4% across all survey years.

Table 34: Use the Library on Saturdays and Sundays



The amount of respondents who have indicated that they need transportation on Saturdays and Sundays has wavered from nearly a quarter to a fifth over the period of the survey administration. The largest variance in the level respondents indicating they need transportation on Saturdays and Sundays took place between 2007 (19.3%) and 2003 (25.9%), a difference of 6.6%. Respondents indicated levels of agreement of 19.4% for 2001 and 22.7% for 2005. Respondents agreed that they would need transportation on Saturdays and Sundays with a mean value of 21.8% across all survey years.

Table 35: Need Transportation on Saturdays and Sundays



¹ The surveys checked included 8, 28, 37, 65, 138, 142, 145, 168, 177, 235, 238, 261, 267, 281, 286, 289, 324, 348, 263, 391, 428, 435, 440, 468, 499, 558, 595, 605, 620, 623, 634, 644, 645, 653, 674, 702, 712, 713, 723, 743, 757, 788, 790, 806, 811, 879, 907, 921, 1001, 1002, 1047, 1072, 1083, 1084, 1096, 1114, 1142

² The error rate was calculated by multiplying the number of surveys checked (58) by the number of cells entered for each survey (65). In total, 3,770 cells were checked and 6 errors were found.

³ A few respondents indicated on the survey that they flipped the scale when answering the questions pertaining to library services and resources. It is probable that there is a slight misrepresentation in the reported numbers based on respondent error

⁴ The question concerning the use of computers to find library materials may be improved by a prior question that asks respondents whether or not they have asked a librarian for help using the computer to find library materials. The high rate of “no opinion” is probably based on respondents who haven’t used computers to find library materials or who learned how to find library materials using the computers from a source other than CR librarians. It is unclear whether respondent who disagree with the question do so because they haven’t used librarians for help in using computers to find library resources or because they felt the instruction they received from librarians pertaining to using computers to find library resources wasn’t helpful.

⁵ The interest in the library being open later may be related to the jobs that students hold outside of school. A sample from the Student Services Survey indicates an example of the percentages of CR students who work and the types of hours that they work.