

**LRC Student Survey:
Conducted in March 2003**

Summary Report

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LRC Student Survey: Summary Report

Overview and Statement of Research Objectives

The purpose of the LRC Student survey was to gather information about the adequacy and effectiveness of the services provided by the Learning Resource Centers at CCCCD campuses. The results of the survey are to be used as an aid in determining the strengths and weaknesses of the LRCs.

Methodology

Twenty-nine of the courses taught at CCCCD were randomly selected to participate in the survey. These courses represented 4% of the core classes offered in Spring 2003. The 29-sampled courses were randomly selected to represent the various disciplines, days of the week, and times of day. Each instructor of the selected course was given a packet of student questionnaires and instructed to allow the students to fill in the survey. The completed surveys were then returned to the appropriate LRC director who forwarded them to the Coordinator of Evaluation for data entry and analysis.

Table 1 below shows the number of courses selected at each campus and the number of students enrolled in the selected courses.

Table 1

Number of Courses Selected at Each Campus

Campus	Number of Courses	Number of Students in Courses
Spring Creek	19	520
Preston Ridge	6	128
Central Park	4	110

Table 2 below shows the number of courses selected within each core curriculum domain.

Table 2

Number of Courses Selected Within Each Topic Domain.

Topic Domain	Number of Courses
Biology	6
Chemistry	1
English	7
Geology	1
Government	3
History	3
Math	4
Physics	1
Psychology	1
Sociology	2

Response Rate

According to the CCCC Student Information System, there were 758 students in the randomly selected courses. Of the 758 surveys provided to instructors, 427 surveys were returned. The overall response rate was 56%. This is attributable in part to the information on course location not being up-to-date in the SIS system – three sampled classrooms were never located.

Quantitative Results

The data presented on the following pages are indicative of the responses to items with choices presented to the student to choose from (“forced-choice items”). The data for all three campuses combined are presented below.¹

- Females comprised 58% of the sample and males comprised 41%.²
- Eleven percent of the respondents were under the age of 19, 48% were 19-22, 23% were 23-29, and 22% were 30+.
- The ethnic diversity of the sample was as follows: Black, 9%; Hispanic, 8%; White, 70%; Native American, 1%.
- Most students were enrolled in their second semester (30%), followed by students in their first semester (21%), with the remainder fairly evenly split between students enrolled in their third (16%), fourth (16%), or more than fourth semester (17%).
- The majority of the sampled students plan to transfer to a four-year school (65%), followed by those planning on obtaining a two-year degree or certificate (26%). The remaining students were “not very sure” (4%) or were enrolled for personal enrichment (2%) or to improve professional skills (1%).
- The majority of students responding (62%) indicated that the Spring Creek LRC was the one they most used followed by the Preston Ridge LRC (22%) and the Central Park LRC (10%). Six percent of the sampled students indicated that they do not use any campus library.
- Substantial diversity exists in how often students are visiting the library in person. Twenty percent of the sampled students indicated they visit the library almost daily, while 31% visit once or twice a week, 18% visit once or twice a month, 12% visit once or twice a semester, 12% rarely visit, and 7% have never used the libraries.
- Substantial diversity also exists in how often students are using the library web site. Only 4% of the sampled students indicated they use the web site almost daily, while 12% use it once or twice a week, 12% use it once or twice a month, 10% use it once or twice a semester, 24% rarely use it, and the majority (33%) have never used the web site.
- Students indicated that the most important things the library should be doing are providing many study areas (31%) and providing computers with electronic access to materials (31%). Providing books, magazines, videos and CDs was indicated by 20% of the sampled students and 8% indicated that the library should provide instructions on how to use library resources.
- Few students (19%) are using the online databases frequently. Some students (34%) use them on occasion, while 30% don’t use because they don’t know what the library has to offer and 7% don’t use them because the library doesn’t offer what they want/need.
- When asked specifically about the online collections, 5% indicated the collection has too many choices and should be scaled down, while most of the students who have used the collection (31%) indicated it has just the right amount of choices and 21% indicated it should be expanded. Thirty-one percent of the students sampled indicated they have never used the online collection.
- When asked what type of library collection they would most prefer, one-third (33%) indicated the library should provide study and research collections at a variety of levels, 22% indicated the library should provide serious materials only -more like a university, with the remaining respondents fairly evenly split between providing books, CDs and videos that related to classes (16%) and providing fun and popular materials –like a public library (18%).
- The main reasons that sampled students use the libraries are as follows: 49% go to read, research, and write by themselves, 18% go to study or work in small groups, 18% go to use the computers, and 2% go to relax or have fun.
- A substantial number of sampled students (40%) need help *on occasion* in getting around the library, its services and collections while 10% need help *frequently*, 30% *rarely* need help, 7% *never* need help, and 2% say it is a *complete mystery*.

¹ Results by campus available upon request.

² Percentages do not total to 100% in all instances due to missing data and rounding.

In addition to the questions answered above, students were also asked to indicate their level of agreement with each of 15 statements using a four-point scale where 1 was the least favorable response and 4 was the most favorable response. The more strongly the student agreed with the statement, the higher the average rating. Therefore, items with average ratings approaching 4.0 are items that students *strongly agreed* to, while items with average scores approaching 1.0 are items that students *strongly disagreed* to.

Table 3 below shows each statement, the number of students responding to the statement (N) and the corresponding mean rating (Mean) and the standard deviation (SD) for the college as a whole. Standard deviation is an indication of the amount of agreement between respondents. The higher the standard deviation, the *more* variation there was between respondents' opinions. The lower the standard deviation, the *less* variation there was between respondents' opinions (i.e., more in agreement with one another).

Table 3

College-Wide Mean Ratings and Standard Deviations for Statements

Statement	N	Mean	SD
Having access to a good library is very important to my education.	376	3.62	.576
I have been provided with many opportunities to get instructions on using the library.	376	2.86	.803
I have frequent contact with librarians about intellectual matters.	375	2.30	.855
The library staff members care about people like me.	361	2.92	.689
The library should be only for study and research.	365	2.39	.909
Only current students at CCCCD should be able to use the library.	368	2.64	.970
The library is a good place to study.	360	3.26	.693
The library has the books that I need to be successful in my courses.	361	3.00	.660
The library subscribes to the magazines or journals that I need to be successful in my courses.	352	2.98	.640
The library has the music, multimedia, or videos that I need to be successful in my courses.	350	2.97	.646
The library has the computer equipment that I need.	359	3.09	.677
The library collections are up to date.	346	3.01	.659
I am very comfortable using computers, software, and the Internet.	362	3.26	.706
A college student should know how to use PowerPoint, burn CDs, and create web pages.	360	3.05	.743
The library should provide a place where I can learn to use current technology.	360	3.22	.658

The mean ratings ranged from a low of 2.30 ("I have frequent contact with librarians about intellectual matters") to a high of 3.62 ("Having access to a good library is very important to my education"). While these ratings indicate that overall there are few areas of concern (i.e., those items with ratings substantially lower than 3.0), it is not indicative of whether the problem is college-wide or only at one particular campus or within one specific group in a sub-population (i.e., differences based on gender, ethnicity, age group, et cetera). In order to identify differences between campuses and various sub-populations within the sample, analysis of variance (ANOVA) tests were conducted using SPSS 11.0.

The criterion used for statistically significant differences in ratings for each statement was the probability value (p-value) of the F-statistic being equal to .05 or less (odds of less than 5 in 100 that a significant difference is due to chance). In cases where the F-statistic met the criterion, post hoc contrasts, utilizing Least Significant Difference (LSD) methods, were used to distinguish where the differences lay between the groups of interest. Once again, a .05 p-value used to identify statistically significant differences between groups.

The following tables show the number of students responding to each statement (N), the mean rating of those responses (Mean) and the standard deviation (SD). Additionally, the statements for which there are statistically significant differences are shaded. For each of the shaded statements, **bolded** means identify instances in which the mean rating was significantly more positive than the average for one or more of the other campuses/groups. ***Bold italicized*** means identify instances in which the mean rating for a campus/group was significantly less positive than the **bold** means. **Bold underlined** means identify instances where the mean rating for a campus/group was significantly less than the **bolded** mean(s) but significantly more than the ***bold italicized*** mean(s). Therefore, **bold** means are the most positive while ***italicized*** means are the most negative, and **underlined** (and normal font) lie in the middle. These tables address responses by campus, by gender, and by

current semester enrolled in at CCCC³.

Table 4

Mean Ratings and Standard Deviations for Statements by Campus

Statement	Campus	N	Mean	SD
Having access to a good library is very important to my education.	SCC	231	3.60	0.63
	PRC	90	3.70	0.46
	CPC	42	3.69	0.47
I have been provided with many opportunities to get instructions on using the library.	SCC	232	2.77	0.80
	PRC	90	3.09	0.79
	CPC	42	2.98	0.78
I have frequent contact with librarians about intellectual matters.	SCC	231	2.20	0.86
	PRC	90	2.53	0.82
	CPC	41	2.46	0.78
The library staff members care about people like me.	SCC	221	2.87	0.65
	PRC	87	3.09	0.76
	CPC	41	2.88	0.71
The library should be only for study and research.	SCC	223	2.33	0.87
	PRC	88	2.50	0.99
	CPC	42	2.40	0.99
Only current students at CCCC should be able to use the library.	SCC	226	2.59	0.94
	PRC	89	2.70	1.02
	CPC	41	2.85	1.04
The library is a good place to study.	SCC	219	3.21	0.69
	PRC	86	3.38	0.64
	CPC	42	3.29	0.74
The library has the books that I need to be successful in my courses.	SCC	222	2.97	0.64
	PRC	88	3.00	0.69
	CPC	39	3.18	0.72
The library subscribes to the magazines or journals that I need to be successful in my courses.	SCC	214	2.91	0.62
	PRC	88	3.11	0.67
	CPC	39	3.08	0.66
The library has the music, multimedia, or videos that I need to be successful in my courses.	SCC	215	2.93	0.64
	PRC	86	3.08	0.62
	CPC	37	2.97	0.73
The library has the computer equipment that I need.	SCC	219	3.04	0.70
	PRC	86	3.19	0.68
	CPC	41	3.20	0.60
The library collections are up to date.	SCC	210	<u>2.99</u>	0.61
	PRC	33	2.95	0.78
	CPC	40	3.25	0.63
I am very comfortable using computers, software, and the Internet.	SCC	222	3.29	0.67
	PRC	85	3.15	0.81
	CPC	42	3.38	0.62
A college student should know how to use PowerPoint, burn CDs, and create web pages.	SCC	220	3.00	0.73
	PRC	88	3.14	0.75
	CPC	41	3.17	0.74
The library should provide a place where I can learn to use current technology.	SCC	218	3.16	0.68
	PRC	88	3.31	0.65
	CPC	41	3.37	.536

³ There were no significant differences between ethnic groups for any of the statements.

Overall, the responses to the statements tend to be positive, however there were significant differences between campuses on a number of items. The Preston Ridge campus (PRC) LRC was perceived more positively than the Spring Creek campus (SCC) LRC on opportunities to get instructions on using the library, intellectual contact with librarians, and subscribing to magazines or journals that are needed to be successful in courses. Additionally, the Central Park campus (CPC) LRC was perceived more positively than the PRC LRC on the library collections being up-to-date.

Table 5

Mean Ratings and Standard Deviations for Statements by Gender

Statement	Gender	N	Mean	Std. Deviation
Having access to a good library is very important to my education.	Female	217	3.64	.561
	Male	155	3.62	.561
I have been provided with many opportunities to get instructions on using the library.	Female	217	2.75	.831
	Male	155	3.03	.742
I have frequent contact with librarians about intellectual matters.	Female	215	2.25	.877
	Male	156	2.38	.822
The library staff members care about people like me.	Female	213	2.91	.673
	Male	145	2.93	.714
The library should be only for study and research.	Female	212	2.36	.862
	Male	150	2.43	.972
Only current students at CCCCD should be able to use the library.	Female	215	2.56	.955
	Male	150	2.73	.982
The library is a good place to study.	Female	210	3.20	.726
	Male	147	3.32	.641
The library has the books that I need to be successful in my courses.	Female	210	2.96	.704
	Male	148	3.05	.587
The library subscribes to the magazines or journals that I need to be successful in my courses.	Female	206	2.94	.653
	Male	143	3.02	.622
The library has the music, multimedia, or videos that I need to be successful in my courses.	Female	201	2.92	.684
	Male	146	3.03	.580
The library has the computer equipment that I need.	Female	207	3.03	.682
	Male	148	3.18	.646
The library collections are up to date.	Female	196	2.99	.702
	Male	147	3.04	.607
I am very comfortable using computers, software, and the Internet.	Female	213	3.22	.740
	Male	146	3.33	.655
A college student should know how to use PowerPoint, burn CDs, and create web pages.	Female	209	3.02	.772
	Male	147	3.12	.678
The library should provide a place where I can learn to use current technology.	Female	209	3.27	.641
	Male	147	3.14	.682

Gender differences appeared on several statements with males responding more positively to being provided opportunities for instruction on using the library, intellectual contact with librarians, the libraries being a good place to study, and libraries having the computer equipment needed. Additionally, more males than females agree that the libraries should be used only for current CCCCD students.

In order to look further into the gender issues, each gender was analyzed separately for each campus. Tables 6 and 7 look separately at females and males by campus.

Table 6

Mean Ratings and Standard Deviations for Statements by Campus for Females

Statement	Campus	N	Mean	SD
Having access to a good library is very important to my education.	SCC	129	3.60	.618
	PRC	54	3.70	.461
	CPC	28	3.71	.460
I have been provided with many opportunities to get instructions on using the library.	SCC	130	2.59	.794
	PRC	54	3.00	.869
	CPC	28	2.96	.793
I have frequent contact with librarians about intellectual matters.	SCC	128	2.10	.886
	PRC	54	2.50	.818
	CPC	27	2.52	.802
The library staff members care about people like me.	SCC	125	2.81	.656
	PRC	54	3.15	.684
	CPC	28	2.89	.629
The library should be only for study and research.	SCC	125	2.32	.829
	PRC	53	2.45	.952
	CPC	28	2.29	.897
Only current students at CCCCD should be able to use the library.	SCC	127	2.56	.905
	PRC	54	2.50	1.042
	CPC	28	2.61	1.066
The library is a good place to study.	SCC	123	3.11	.738
	PRC	53	3.36	.682
	CPC	28	3.29	.763
The library has the books that I need to be successful in my courses.	SCC	125	2.91	.672
	PRC	54	2.98	.765
	CPC	25	3.12	.781
The library subscribes to the magazines or journals that I need to be successful in my courses.	SCC	122	2.87	.629
	PRC	53	3.04	.678
	CPC	26	3.04	.720
The library has the music, multimedia, or videos that I need to be successful in my courses.	SCC	119	2.85	.684
	PRC	51	3.04	.631
	CPC	25	2.96	.790
The library has the computer equipment that I need.	SCC	124	2.97	.698
	PRC	50	3.08	.665
	CPC	27	3.19	.681
The library collections are up to date.	SCC	115	2.97	.620
	PRC	51	2.88	.864
	CPC	26	3.27	.667
I am very comfortable using computers, software, and the Internet.	SCC	128	3.27	.684
	PRC	51	3.00	.872
	CPC	28	3.36	.678
A college student should know how to use PowerPoint, burn CDs, and create web pages.	SCC	125	2.98	.777
	PRC	52	3.10	.721
	CPC	27	3.07	.781
The library should provide a place where I can learn to use current technology.	SCC	124	3.23	.673
	PRC	52	3.31	.612
	CPC	27	3.41	.572

For females, the CPC and PRC LRCs were perceived more positively than the SCC LRC on providing opportunities for instruction and intellectual contact with librarians. The PRC LRC was also rated higher than the SCC LRC on staff members caring and the library being a good place to study. The CPC LRC was rated higher than both the SCC and PRC LRCs on the

collections being up-to-date and CPC students indicated they were more comfortable using computers, software, and the Internet than students using the SCC LRC.

Table 7

Mean Ratings and Standard Deviations for Statements by Campus for Males

Statement	Campus	N	Mean	SD
Having access to a good library is very important to my education.	SCC	101	3.61	.600
	PRC	34	3.71	.462
	CPC	13	3.69	.480
I have been provided with many opportunities to get instructions on using the library.	SCC	101	2.99	.768
	PRC	34	3.24	.654
	CPC	13	3.08	.760
I have frequent contact with librarians about intellectual matters.	SCC	102	2.32	.810
	PRC	34	2.62	.817
	CPC	13	2.38	.768
The library staff members care about people like me.	SCC	95	2.96	.634
	PRC	32	3.00	.880
	CPC	12	2.75	.866
The library should be only for study and research.	SCC	98	2.35	.932
	PRC	33	2.55	1.063
	CPC	13	2.62	1.193
Only current students at CCCCDC should be able to use the library.	SCC	98	2.61	.970
	PRC	34	3.00	.921
	CPC	12	3.33	.778
The library is a good place to study.	SCC	95	3.34	.612
	PRC	32	3.44	.564
	CPC	13	3.23	.725
The library has the books that I need to be successful in my courses.	SCC	96	3.04	.597
	PRC	33	3.03	.585
	CPC	13	3.23	.599
The library subscribes to the magazines or journals that I need to be successful in my courses.	SCC	91	2.95	.603
	PRC	34	3.24	.654
	CPC	12	3.17	.577
The library has the music, multimedia, or videos that I need to be successful in my courses.	SCC	95	3.01	.574
	PRC	34	3.15	.610
	CPC	11	3.09	.539
The library has the computer equipment that I need.	SCC	94	3.12	.686
	PRC	34	3.41	.557
	CPC	13	3.23	.439
The library collections are up to date.	SCC	94	3.01	.613
	PRC	34	3.06	.649
	CPC	13	3.23	.599
I am very comfortable using computers, software, and the Internet.	SCC	93	3.31	.659
	PRC	33	3.39	.659
	CPC	13	3.46	.519
A college student should know how to use PowerPoint, burn CDs, and create web pages.	SCC	94	3.01	.664
	PRC	34	3.26	.710
	CPC	13	3.46	.519
The library should provide a place where I can learn to use current technology.	SCC	93	3.06	.673
	PRC	34	3.32	.727
	CPC	13	3.31	.480

Males using the PRC and CPC LRCs were significantly more likely than males using the SCC LRC to indicate that the libraries should be only for students. Additionally, the PRC LRC was perceived more positively than the SCC LRC on having the needed magazines and journals and computer equipment. The CPC LRC students were more likely to indicate that a college student should know how to use PowerPoint (et cetera) than SCC LRC students.

In addition to differences based on gender, there were statistically significant differences based on which semester the students were currently enrolled in, as well. Table 8 shows which statements had such differences.

Table 8

Mean Ratings and Standard Deviations for Statements by Current Semester at CCCC

Statement	Semester	N	Mean	SD
Having access to a good library is very important to my education.	First	74	3.53	.667
	Second	108	3.59	.564
	Third	63	3.70	.496
	Fourth	64	3.70	.554
	More than Fourth	64	3.63	.577
I have been provided with many opportunities to get instructions on using the library.	First	75	2.72	.909
	Second	107	2.85	.775
	Third	63	3.05	.771
	Fourth	63	2.78	.792
	More than Fourth	65	2.95	.738
I have frequent contact with librarians about intellectual matters.	First	74	2.24	.857
	Second	105	2.30	.856
	Third	63	2.43	.893
	Fourth	65	2.22	.857
	More than Fourth	65	2.31	.809
The library staff members care about people like me.	First	71	2.93	.662
	Second	102	2.97	.636
	Third	60	3.12	.783
	Fourth	64	2.75	.690
	More than Fourth	61	2.82	.619
The library should be only for study and research.	First	71	2.41	.935
	Second	104	2.39	.886
	Third	62	2.40	.949
	Fourth	65	2.42	.950
	More than Fourth	60	2.37	.863
Only current students at CCCC should be able to use the library.	First	71	2.77	.944
	Second	103	2.64	.884
	Third	62	2.56	1.050
	Fourth	64	2.50	1.024
	More than Fourth	65	2.65	1.007
The library is a good place to study.	First	70	3.07	.767
	Second	101	3.36	.558
	Third	59	3.31	.725
	Fourth	63	3.30	.754
	More than Fourth	64	3.22	.678

Table 8 Continued

Mean Ratings and Standard Deviations for Statements by Current Semester at CCCC

Statement	Semester	N	Mean	SD
The library has the books that I need to be successful in my courses.	First	72	2.81	.781
	Second	101	3.14	.530
	Third	60	2.97	.736
	Fourth	62	3.08	.609
	More than Fourth	63	2.98	.582
The library subscribes to the magazines or journals that I need to be successful in my courses.	First	73	2.88	.706
	Second	95	3.04	.563
	Third	58	2.88	.727
	Fourth	61	3.02	.619
	More than Fourth	62	3.05	.585
The library has the music, multimedia, or videos that I need to be successful in my courses.	First	72	2.89	.723
	Second	95	3.06	.580
	Third	60	2.93	.634
	Fourth	61	2.95	.644
	More than Fourth	59	2.95	.655
The library has the computer equipment that I need.	First	72	2.93	.738
	Second	99	3.22	.526
	Third	60	3.22	.691
	Fourth	63	3.00	.718
	More than Fourth	62	3.02	.665
The library collections are up to date.	First	70	2.81	.804
	Second	92	3.10	.575
	Third	60	3.07	.607
	Fourth	60	3.00	.713
	More than Fourth	61	3.05	.530
I am very comfortable using computers, software, and the Internet.	First	73	2.95	.926
	Second	99	3.29	.576
	Third	60	3.45	.565
	Fourth	62	3.37	.659
	More than Fourth	65	3.29	.655
A college student should know how to use PowerPoint, burn CDs, and create web pages.	First	71	2.99	.765
	Second	100	3.03	.658
	Third	59	3.22	.744
	Fourth	64	2.91	.830
	More than Fourth	63	3.13	.729
The library should provide a place where I can learn to use current technology.	First	71	3.20	.768
	Second	97	3.21	.576
	Third	61	3.28	.636
	Fourth	63	3.16	.745
	More than Fourth	65	3.25	.587

Students in their fourth semester at CCCC gave a higher rating than students in their first or second semester for the statement concerning access to a good library being important to education. Additionally, students in their fourth and second semesters at CCCC gave a higher rating than students in their first semester that the library has the books that are needed to

be successful in their courses. The two items concerning technology showed the biggest differences between students. Students in their third, fourth or more than fourth semester at CCCCDC indicated they were very comfortable using computers et cetera more often than students in either their first or second semester. Additionally, students in their second semester were more comfortable than students in their first semester. Students in their third semester at CCCCDC were more likely to indicate that a college student should know how to use PowerPoint et cetera than students in any other semester. Students in their second and fourth semester were more likely to indicate that a college student should know how to use PowerPoint et cetera than students in their first semester.

Additionally, age groups were analyzed for statistical differences. Table 9 below shows the results of these analyses.

Table 9

Mean Ratings and Standard Deviations for Statements by Age Group

Statement	Age	N	Mean	SD
Having access to a good library is very important to my education.	Under 19	40	3.47	.679
	19-22	176	3.65	.489
	23-29	78	3.55	.658
	30+	82	3.70	.602
I have been provided with many opportunities to get instructions on using the library.	Under 19	40	2.90	.810
	19-22	174	2.89	.829
	23-29	79	2.77	.816
	30+	82	2.87	.733
I have frequent contact with librarians about intellectual matters.	Under 19	40	2.28	.816
	19-22	175	2.29	.904
	23-29	78	2.15	.823
	30+	81	2.49	.777
The library staff members care about people like me.	Under 19	37	3.16	.501
	19-22	173	2.92	.731
	23-29	73	2.84	.667
	30+	77	2.88	.668
The library should be only for study and research.	Under 19	39	2.46	.790
	19-22	171	2.30	.940
	23-29	75	2.36	.880
	30+	79	2.59	.899
Only current students at CCCCDC should be able to use the library.	Under 19	38	2.63	.852
	19-22	172	2.61	.982
	23-29	78	2.49	1.016
	30+	79	2.84	.940
The library is a good place to study.	Under 19	38	3.29	.611
	19-22	166	3.38	.675
	23-29	77	3.13	.676
	30+	78	3.09	.742
The library has the books that I need to be successful in my courses.	Under 19	39	3.00	.688
	19-22	167	3.04	.648
	23-29	78	2.90	.695
	30+	76	3.03	.632
The library subscribes to the magazines or journals that I need to be successful in my courses.	Under 19	39	2.97	.628
	19-22	164	2.98	.664
	23-29	72	2.92	.599
	30+	76	3.03	.632

Table 9 Continued

Mean Ratings and Standard Deviations for Statements by Age Group

Statement	Age	N	Mean	SD
The library has the music, multimedia, or videos that I need to be successful in my courses.	Under 19	39	2.97	.486
	19-22	163	2.97	.680
	23-29	73	2.89	.678
	30+	74	3.01	.608
The library has the computer equipment that I need.	Under 19	38	3.32	.525
	19-22	167	3.14	.661
	23-29	75	2.89	.727
	30+	78	3.03	.683
The library collections are up to date.	Under 19	36	2.94	.630
	19-22	164	3.07	.702
	23-29	72	2.90	.632
	30+	73	3.03	.600
I am very comfortable using computers, software, and the Internet. ⁴	Under 19	37	3.11	.774
	19-22	170	3.34	.714
	23-29	76	3.20	.712
	30+	78	3.22	.638
A college student should know how to use PowerPoint, burn CDs, and create web pages.	Under 19	38	3.16	.754
	19-22	167	3.24	.713
	23-29	77	2.81	.744
	30+	77	2.83	.677
The library should provide a place where I can learn to use current technology.	Under 19	37	3.22	.672
	19-22	166	3.28	.648
	23-29	78	3.12	.702
	30+	78	3.19	.625

The oldest students (aged 30+) rated having access to a good library as important more often than the youngest students (under 19). The older students (age groups 23-29 and 30+) also rated the libraries lower on having the needed computer equipment than the youngest students (those under 19). The most differences in opinions were seen on the statement concerning college students knowing how to use PowerPoint et cetera. Students in the 23-29 and 30+ age categories rated this the lowest of the age groups, while students in the younger middle group (19-22) rated it the highest with the youngest students (under 19) falling in between.

Discussion of Quantitative Analysis

General themes that become apparent in the analyses discussed on the preceding pages are the students' focus on technology and computers, the need for more library instruction on collections available, the LRC web site, and how to navigate the LRC system, and the apparent lack of positive involvement with librarians and staff. Additionally, there is a perceived disparity in the currency of collections between campuses.

Qualitative Analysis of Open-Response Items

At the end of each survey were six open-response items designed to elicit comments from respondents. These questions elicited 1087 discrete comments. Due to the nature of the questions asked and the overwhelming number of comments made, it was necessary to analyze each question independently.⁵ The major themes that emerged from qualitative analysis of the

⁴ The p-value for this statement approached the criterion cut-off (.058) with differences indicated between age groups 19-22 and 23-29.

⁵ Comments made on the final question (eliciting compliments, complaints, etc) are integrated into the analyses of the remaining questions.

comments provided in response to each open-response question are presented in Table 10. Also included in this table are selected recommendations that address each of the major themes. In general, the themes are presented in order of emphasis placed on them in the comments made, which is indicative of the importance of each theme to those responding to the survey. Please note that not all surveys included comments.⁶

Table 10

Summary Table of Major Themes and Recommendations for Policy and Practice

Question	General Themes	Recommendations
Offer in the future?	I. Computers and Internet Access II. Collections III. Study areas IV. Hours V. Customer behavior VI. Library instruction	I. Purchase more computers. II. Expand collection of popular materials and research journals. III. Increase areas devoted to study only. IV. Increase hours of operation. V. Enforce quiet zones. VI. Set up tours of the LRC.
Change something?	I. Computers and Internet Access II. Facilities III. Collections IV. Customer behavior V. Hours VI. Library instruction/staff	I. Ensure that computers are being used for school purposes. II. Increase number of areas devoted to study only, including group study. III. Update the collection to reflect current interest/courses offered. IV. Disallow the use of cell phones. V. Increase hours of operation. VI. Increase visibility of staff to patrons.
Like MOST?	I. Facilities II. Computers and Internet Access III. Collections IV. Library Staff V. Organization of collections.	
Like LEAST?	I. Computers and Internet access II. Customer behavior III. Crowded facilities IV. Lack of Materials V. Hours of operation VI. Organization of collection	I. Ensure that computers are being used for academic purposes. II. Disallow the use of cell phones. III. Increase the hours of operation to spread out the flow of patrons. IV. Update the collection to reflect current interest/courses offered. V. Increase hours of operation. VI. Increase the visibility of signs/ instructions/ directions.
Priority for next five years?	I. Adding computers II. Expanding facilities/Study rooms III. Library instruction IV. Expanding collection V. Up-to-date technology VI. Up-to-date collection	I. Purchase more computers. II. Consider moving classrooms in the LRC to other locations and utilizing space for library purposes. III. Offer monthly instructional tours of the LRC to students. IV. Increase students' awareness of databases available to expand their research efforts. V. Hold informational sessions on using technology available in the LRC. VI. Update the math and sciences collection with input from the Math and Natural Sciences division faculty.

The following pages address each question individually. The tables presented (Tables 11 – 15) include the major themes, the findings that support the themes, and recommendations for policy and practice.

⁶ Comments made by each campus' students are available in an electronic format upon request.

Table 11

What would you like your campus library to offer in the future?

Major Themes	Findings	Recommendations for Policy and Practice
I. Computers and Internet Access (N=44) a. More computers b. More computers with Internet access	<ol style="list-style-type: none"> 1. More computers for the Internet. They are always full. 2. Possibly Internet on all computers. 3. Need more computers! 4. Possibly more access to computers 	<ol style="list-style-type: none"> 1. Purchase more computers. 2. Add Internet access to existing computers. 3. Institute timed use of computers to increase access during heavy use periods.
II. Collections (N=42)	<ol style="list-style-type: none"> 1. DVDs on the arts. 2. Better selection of scholarly journals. 3. A range of books and materials like a university. 4. More software and program manuals for new technology. 5. More updated reading for enjoyment. 6. The library should provide current movies, DVDs, and more video machines. 7. Wide variety of popular reading materials. 8. More textbooks should be available in the library so that those who can't buy textbooks can borrow or use them.. 	<ol style="list-style-type: none"> 1. Expand variety to include more popular materials and research journals 2. Expand selection of videos, DVDs, CDs, software 3. Expand collection to include textbooks from courses offered
III. Study areas (N=24)	<ol style="list-style-type: none"> 1. More quiet rooms to study. 2. More study space. 3. Bigger study rooms. 4. More isolated study areas. 5. More quiet study as well as group study rooms. 6. More study rooms. 	<ol style="list-style-type: none"> 1. Increase the areas devoted to study only.
IV Hours (N=6)	<ol style="list-style-type: none"> 1. Increase hours. 2. Expanded hours on weekends & evenings. 3. Open earlier. 	<ol style="list-style-type: none"> 1. Increase hours of operation.
V. Customer behavior (N=5)	<ol style="list-style-type: none"> 1. More control over people talking. 2. I would like to see the noise level at [SCC library], be enforced and not a place to have social gatherings. 	<ol style="list-style-type: none"> 1. Enforce quiet zones.
VI. Library instruction (N=5)	<ol style="list-style-type: none"> 1. Provide a better understanding of what they have to offer. 2. A map of the library. 3. A list of onsite websites for resources. 	<ol style="list-style-type: none"> 1. Set up LRC tours during registration periods to familiarize incoming students with layout and collections available.

Table 12

If you could change something about one of the CCCC CD libraries, what would it be?

Major Themes	Findings	Recommendations for Policy and Practice
I. Computers and Internet Access (N=60)	<ol style="list-style-type: none"> 1. Provide more computers with Internet access. 2. More computers because they are always being used and there's a wait. 3. The congestion in the computer area. 4. I would add more computers and make them a little more private than they are right now. 5. The amount of people who sit and play games at the computers (they are needed for work). 6. The computers would be in a separate room. 	<ol style="list-style-type: none"> 1. Provide more computers. 2. Add Internet access to all existing computers. 3. Ensure that computers are being used for school purposes.
II. Facilities (N=40)	<ol style="list-style-type: none"> 1. Make PRC library bigger. 2. Adding rooms. 3. More open space to study. 4. More places where you could study in groups 5. Make it bigger! 6. More rooms to study quietly. 7. Increase study areas. 8. More seating in study areas. 	<ol style="list-style-type: none"> 1. Increase number of areas devoted to study only, including group study. 2. Increase the size of the libraries.
III. Collections (N=16)	<ol style="list-style-type: none"> 1. Need more books. The last few times I've gone, they haven't had what I needed. 2. More leisure magazines. 3. More research materials at PRC. 4. Need more books on a variety of subjects including deaf culture. 	<ol style="list-style-type: none"> 1. Update the collection to reflect current interest/ courses offered.
IV. Customer behavior (N=16)	<ol style="list-style-type: none"> 1. Regulate cell phones. 2. Librarians should enforce the understood rule that you should be quiet in libraries. It gets disturbing. Very. 3. Regulate how loud people are. 	<ol style="list-style-type: none"> 1. Disallow the use of cell phones. 2. Enforce existing quiet rules.
V. Hours of Operation (N=13)	<ol style="list-style-type: none"> 1. Longer hours. 2. I would like the library to have more hours, much like a major university. 3. Hours on Fridays. 	<ol style="list-style-type: none"> 1. Increase hours of operation.
VI. Library staff/instruction (N=12)	<ol style="list-style-type: none"> 1. More signs and instructions. 2. Information center? 3. Know who and where to go with questions. 4. Staff that is friendly. 5. Nicer librarians. 	<ol style="list-style-type: none"> 1. Increase visibility of staff to patrons. 2. Provide instruction sheets/ brochures for FAQs.

Table 13

What do you like the MOST about the CCCC campus library that you most often visit?

Major Themes	Findings	Recommendations for Policy and Practice
I. Facilities (N=70)	<ol style="list-style-type: none"> 1. That it's quiet and easy to study in. 2. Plenty of places to relax. 3. Clean and well kept. (PRC) 4. Not too busy or crowded. (PRC) 5. Have different quiet rooms and places to study. 6. Physical layout is welcoming (CPC) 	
II. Computers and Internet Access (N=58)	<ol style="list-style-type: none"> 1. Availability of computers. 2. Computers to do my writing assignments. 3. Lots of computers, free to use and print. 4. I like the free Internet access available all the time. 5. Computer access for research as well as just gaining general knowledge. 	
III. Collections (N=33)	<ol style="list-style-type: none"> 1. The wide selection of materials. 2. Ample video selection at reasonable checkout rate. 3. I like the availability of videos for math. 4. I can always find at least one book on the topic I'm researching. 5. The volume and variety of choices. 6. Video collection. 	
IV. Library staff (N=25)	<ol style="list-style-type: none"> 1. I always get the help I need. 2. The people who work there are very nice and helpful. 3. The librarians are friendly and knowledgeable (PRC). 4. There are always people around to help if needed. 	
V. Organization of Collection (N=12)	<ol style="list-style-type: none"> 1. Things are easy to find. 2. Easy access to information. 3. Everything is easy to find, self-explanatory. 4. Ease of locating books. 	

Table 14

What do you like the LEAST about the CCCC campus library that you most often visit?

Major Themes	Findings	Recommendations for Policy and Practice
I. Computers and Internet Access (N=48)	<ol style="list-style-type: none"> 1. Always wait on computers. 2. Not enough computers. 3. Computer areas are way too crowded. 4. Computers and copiers in high demand, so can be difficult to utilize. 5. Little Internet access 6. Too many people on the Internet for long periods of time. 7. Having to wait for a computer when people are using them to play games, check email, et cetera. 	<ol style="list-style-type: none"> 1. Provide more computers. 2. Add Internet access to all existing computers. 3. Ensure that computers are being used for school purposes.
II. Customer Behavior (N=28)	<ol style="list-style-type: none"> 1. The use of cell phones in the library. 2. Noise distractions. 3. People talking in the study areas. 4. Study areas should be quiet areas. 5. Too much talking. 	<ol style="list-style-type: none"> 1. Disallow the use of cell phones. 2. Enforce existing quiet rules.
III. Crowded facilities (N=20)	<ol style="list-style-type: none"> 1. Very crowded at certain times. 2. Too many users. 3. Not always enough space for study or computers. 4. When too many people are there. 5. Cramped. 	<ol style="list-style-type: none"> 1. Increase the hours of operation to spread out the flow of patrons.
IV. Lack of materials (N=11)	<ol style="list-style-type: none"> 1. They don't always have what I need. 2. Lack of mathematics books. 3. Not finding any really current books. 4. Not enough video materials for research. 	<ol style="list-style-type: none"> 1. Update the collection to reflect current interest/ courses offered.
V. Hours of Operation (N=8)	<ol style="list-style-type: none"> 1. Not enough time open. 2. The hours are not long enough. 3. Needs to open earlier. 	<ol style="list-style-type: none"> 1. Increase hours of operation.
VI. Organization of Collection (N=8)	<ol style="list-style-type: none"> 1. Everything is hard to locate by yourself. 2. The ability to find one particular book. 3. Not finding books easily. 4. Can be hard to find things. 	<ol style="list-style-type: none"> 1. Set up LRC tours during registration periods to familiarize incoming students with layout and collections available. 2. Increase the visibility of signs/ instructions/ directions.

Table 15

What should be the campus libraries' top three priorities for the next five years?

Major Themes	Findings	Recommendations for Policy and Practice
I. Adding computers (N=43)	<ol style="list-style-type: none"> 1. More computers, more computers, more computers. 2. More Internet computers. 3. Gain more computer nodes by taking over classroom and adding that classroom somewhere else. 	<ol style="list-style-type: none"> 1. Purchase more computers.
II. Expanding facilities/Study rooms (N=40)	<ol style="list-style-type: none"> 1. Expand for the number of students. 2. More room. 3. Separated study rooms. 4. More quiet study rooms. 5. More places to study. 6. Get bigger! 	<ol style="list-style-type: none"> 1. Consider moving classrooms in the LRC to other locations and utilizing space for library purposes. 2. Increase the areas devoted to study only.
III. Library instruction (N=30)	<ol style="list-style-type: none"> 1. Reach out to students. 2. Keep students informed on new technology and software. 3. Instruct students on how to use LRC services. 4. Available librarians to teach and answer questions. 5. Help, help, help. 6. More programs to help students. 7. Teaching students how to find books. 	<ol style="list-style-type: none"> 1. Offer monthly instructional tours of the LRC to students. 2. Increase the visibility of the librarians and staff. 3. Hold LRC orientation for all new incoming students.
IV. Expanding the collection (N=24)	<ol style="list-style-type: none"> 1. More books. 2. Children's section 3. Provide students with unlimited information on numerous subjects. 4. More computer access to full text references. 5. Better selection of non-study books. 	<ol style="list-style-type: none"> 1. Purchase more popular materials for the collection. 2. Increase the selection of children's books. 3. Increase students' awareness of databases available to expand their research efforts.
V. Up-to-date technology (N=24)	<ol style="list-style-type: none"> 1. Keeping up with technology. 2. Increase technology for learning. 3. Maintaining technology for computers. 4. Making as much as possible accessed by computers. 	<ol style="list-style-type: none"> 1. Update computers as needed. 2. Hold informational sessions on using technology available in the LRC.
VI. Up-to-date collection (N=23)	<ol style="list-style-type: none"> 1. Need up-to-date mathematics, science, engineering, and technology books and journals. 2. Keep up-to-date materials. 3. Update materials X 3 4. Current literature. 	<ol style="list-style-type: none"> 1. Update the math and sciences collection with input from the Math and Natural Sciences division faculty.

Discussion of Overall Results

While the analyses of the items and comments were broken down by individual questions, there were general themes that were reflected throughout the results as a whole. These encompassing themes were (1) Computers and Internet access, (2) Collections, (3), Hours of operation, (4) Annoying customer behaviors, (5) Facilities/Study rooms, and (6) Library instruction/staff.

Students' focus on computers, Internet access and technology was overwhelming in their responses. Their responses also reflect their concern with the collections being up-to-date (not only books and journals but popular media, too, such as: magazines, videos, DVDs, software, et cetera). This concern was reflected in the quantitative analyses, as well. In general, being up-to-date in technology, popular materials and course relevant materials should be a focus for the LRCs in the future.

Students indicated that the hours of operation were of concern to them – with most comments reflecting a desire to increase the hours of operation. Tied to this were the comments that the libraries are too crowded and privacy at computer workstations was lacking. One recommendation is to increase the hours of operation at the SCC campus (most heavily used), as well as instituting time limits and rules for computer use to alleviate congestion and allow more access for more students. Related to the issue of the LRCs being crowded was the idea of limiting access to the LRC to only current students – the majority of respondents disagreed with this idea.

While students do not feel that the library should only be for study or research, they indicated that increasing the number of study rooms and enforcing the rules concerning customer behaviors were important to them. Primarily, the use of cell phones should be completely prohibited and talking should be limited to non-“quiet zones.”

Positive contact with the library staff and receiving instruction on how to use the library and its services was a major theme that was also supported by the quantitative analyses. Given that one-third of respondents have not ever used the LRC web site, it is possible that students have not heard of it or do not know how to navigate through it. By instructing students on the availability of the web site on-site congestion could possibly be reduced. Additionally, there is a statistically significant difference between males and females on being provided with library instruction and having intellectual contact with librarians. Special efforts should be aimed at reaching female patrons and meeting their information needs.