LRC Faculty Survey:
Conducted in March 2003

Summary Report

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LRC Faculty Survey: Summary Report

Overview and Statement of Research Objectives

The purpose of the LRC Faculty 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

All full- and part-time faculty members at CCCCD were mailed a survey and a return envelope via campus mail. The return envelope was addressed to the person in charge of scanning the surveys.

Response Rate

According to Human Resources, there were 196 full-time faculty members and 613 part-time faculty members[1] during the Spring 2003 semester. Of the 809 surveys provided to instructors, 218 surveys were returned. The overall response rate was 27%. This is attributable in part to the fact that part of the administration period covered Spring break, as well as the fact that not all faculty members check their mailboxes with regularity. Table 1 shows the percentage of responses by campus by the status of the faculty member (i.e., either full- or part-time).

Table 1

Percentage of Respondents by Status by Campus

Status	Campus		
	SCC	PRC	CPC
Full-time	26%	27%	26%
Part-time	74%	73%	74%

Quantitative Results

The data presented on the following pages are indicative of the responses to items with choices presented to the faculty members to choose from ("forced-choice items"). The data for all three campuses combined are presented below.[2]

- Females comprised 66% of the sample and males comprised 33%.[3]

- Most respondents were part-time faculty members (72%) with full-time faculty members comprising 25% of the respondents.

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[1] Includes only those teaching credit courses.

[2] Results by campus available upon request.

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

- A majority of the respondents (51%) selected Spring Creek as the campus library most frequently visited, followed by the Central Park campus library (19%), and the Preston Ridge campus library (14%). Twelve percent of respondents indicated they do not use the library.

- Most faculty members use the library once or twice a week (22%), followed by once or twice a month (19%) and once or twice a semester (19%). Just over 3% use the library daily while one-fifth of respondents (21%) have never used the library.

- The divisions were represented by the following percentages of respondents:
  - Business & Computer Science, 17%;
  - Developmental Education, 15%;
  - Engineering Technology, 2%;
  - Fine Arts, 8%;
  - Humanities & International Studies, 19%;
  - Math & Natural Sciences, 6%;
  - Physical Education/ Athletics, 4%; and
  - Social Sciences, Health & Public Services, 24%.

- Almost half of the respondents (49%) indicated they had never used the library web site. Twenty-one percent very rarely use the web site, followed by once or twice a semester (11%), once or twice a month (8%) and once or twice a week (5%). Just 2% of respondents are using web site daily.

- When responding to the question concerning use of online databases for which the library subscribes, most respondents indicated they rarely use or assign online materials because they don't know what is offered (28%) or because the library does not have what they want or need (8%). Twenty-four percent indicated they use or assign these online materials on occasion and 9% do so frequently.[4]

- Thirty-eight percent indicated they had never used the collection of online materials that are available. Of those who had used the online materials, 61% indicated it has the right amount of choices, 35% indicated it should be expanded, and 3% indicated that is should be scaled down.[4]

- Most respondents give assignments requiring library services once or twice a semester (36%) or monthly (15%), followed by weekly assignments (7%). Fourteen percent of respondents never give assignments requiring library services.[4]

In addition to the questions answered above, faculty members were also asked to indicate their level of agreement with each of 16 statements using a four-point scale where 1 was the least favorable response and 4 was the most favorable response. The more strongly the faculty member agreed with the statement, the higher the average rating. Therefore, items with average ratings approaching 4.0 are items that faculty members *strongly agreed* to, while items with average scores approaching 1.0 are items that students *strongly disagreed* to.[5] Respondents were given an option to indicate the statement was not applicable/never attempted – these responses are not included in the calculation of the averages.

Table 2 on the following page shows each statement, the number of faculty members 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).

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[4] Applies only to respondents who previously responded to using one of the three campus libraries.

[5] All mean ratings tables apply only to those respondents who had used the library or web site at least very rarely.

Table 2

College-Wide Mean Ratings and Standard Deviations for Statements

Statement	N	Mean	SD
It is my impression that my students have many opportunities to get instruction on using the libraries.	130	3.52	.560
It is my impression that library staff members provide useful instruction on research or effective use of library resources to my students.	136	3.12	.731
I am fully aware of the library collections and services available to my students.	125	3.33	.705
When I try to locate materials, I find that the collections are cataloged and organized in an orderly and easily accessible way.	123	3.45	.655
When I check out materials at the circulation desk, I find that the process works well.	82	3.45	.612
When I put materials on reserve for my students, I find that the process works well.	77	3.39	.588
Interlibrary loan services provide access to materials at other libraries in a reasonable amount of time.	64	3.33	.714
When I request that materials be purchased for the campus library collection, they are added in a timely manner.	84	3.18	.794
Most of the campus library materials (books, journals, videotapes, multimedia) are selected with significant input from professors.	122	3.34	.663
The campus library collections in my subject areas are up to date.	118	3.03	.811
The campus library currently has a sufficient number of books to adequately serve my needs.	126	3.02	.805
The campus library currently has a sufficient number of magazines or journals to serve my needs.	125	3.04	.756
The campus library currently has a sufficient collection of instructional media to serve my needs.	123	3.06	.813
If the library had a computer area that I could reserve, I would bring my students to the library more often.	96	2.97	.852
The campus library has the computer equipment, services, and software that students need to succeed in the courses that I teach.	114	3.21	.710
A CCCCD student should know how to use PowerPoint, burn CDs, create web pages, and use	130	3.26	.721

The mean ratings ranged from a low of 2.97 ("If the library had a computer area that I could reserve, I would bring my students to the library more often") to a high of 3.52 ("It is my impression that my students have many opportunities to get instruction on using the libraries."). While these ratings indicate that overall there are no areas of concern (i.e., those items with ratings substantially lower than 3.0), it is not indicative of whether problems exist only at one particular campus or within one specific group in a sub-population (i.e., differences based on gender, status, or division). 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 Tamhane's T2 method, were used to distinguish where the differences lay between the groups of interest. Tamhane's post hoc contrasts are more rigorous in that they do not assume equal variances, which is necessary when groups being compared have unequal numbers. Once again, a .05 p-value was used to identify statistically significant differences between groups.

The following tables (Tables 3-6) show the number of faculty members 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. Therefore, **bold** means are the most positive while *italicized* means are the most negative. Normal font indicates no

statistically significant differences. These tables address responses by campus, gender, status and division.

Table 3

Mean Ratings and Standard Deviations for Statements by Campus

Statement	Campus	N	Mean	SD
It is my impression that my students have many opportunities to get instruction on using the libraries.	SCC	76	*3.43*	.574
	PRC	20	**3.80**	.410
	CPC	28	3.57	.573
It is my impression that library staff members provide useful instruction on research or effective use of library resources to my students.	SCC	80	3.08	.792
	PRC	20	3.35	.671
	CPC	30	3.10	.607
I am fully aware of the library collections and services available to my students.	SCC	77	*3.25*	.781
	PRC	16	**3.75**	.447
	CPC	27	3.33	.555
When I try to locate materials, I find that the collections are cataloged and organized in an orderly and easily accessible way.	SCC	73	*3.34*	.671
	PRC	18	**3.78**	.428
	CPC	28	3.54	.693
When I check out materials at the circulation desk, I find that the process works well.	SCC	50	3.38	.602
	PRC	11	3.82	.405
	CPC	17	3.59	.618
When I put materials on reserve for my students, I find that the process works well.	SCC	44	3.32	.639
	PRC	11	3.73	.467
	CPC	18	3.44	.511
Interlibrary loan services provide access to materials at other libraries in a reasonable amount of time.	SCC	37	*3.14*	.787
	PRC	11	**3.82**	.405
	CPC	12	3.50	.522
When I request that materials be purchased for the campus library collection, they are added in a timely manner.	SCC	50	*3.02*	.869
	PRC	12	**3.67**	.492
	CPC	18	3.39	.608
Most of the campus library materials (books, journals, videotapes, multimedia) are selected with significant input from professors.	SCC	73	3.25	.741
	PRC	18	3.56	.511
	CPC	26	3.46	.508
The campus library collections in my subject areas are up to date.	SCC	72	*2.86*	.844
	PRC	17	3.53	.717
	CPC	24	3.21	.588
The campus library currently has a sufficient number of books to adequately serve my needs	SCC	73	2.90	.885
	PRC	19	3.37	.684
	CPC	28	3.18	.612
The campus library currently has a sufficient number of magazines or journals to serve my needs.	SCC	73	*2.95*	.762
	PRC	18	**3.50**	.707
	CPC	28	3.04	.744
The campus library currently has a sufficient collection of instructional media to serve my needs.	SCC	74	*2.92*	.824
	PRC	18	**3.61**	.608
	CPC	25	3.20	.764
If the library had a computer area that I could reserve, I would bring my students to the library more often.	SCC	59	2.97	.850
	PRC	12	3.17	.937
	CPC	20	2.85	.875

Table 3 Continued

Mean Ratings and Standard Deviations for Statements by Campus

Statement	Campus	N	Mean	SD
The campus library has the computer equipment, services, and software that students need to succeed in the courses that I teach.	SCC	66	3.11	.787
	PRC	19	3.53	.612
	CPC	23	3.26	.541
A CCCCD student should know how to use PowerPoint, burn CDs, create web pages, and use similar technologies.	SCC	77	3.23	.742
	PRC	19	3.47	.513
	CPC	28	3.21	.787

Overall, the responses to the statements tend to be positive, however there were significant differences between campuses on a number of items. Faculty using the PRC library reported being more fully aware of the library collections and services available than the faculty using the SCC library. Faculty using the PRC library reported the collections are organized in an orderly and easily accessible way more than the faculty using the SCC library. The same disparity was seen between SCC and PRC on the timeliness of interlibrary loan materials being provided, the collections being up to date in faculty subject areas[6], and the collections having sufficient numbers of magazines and journals and instructional media. Preston Ridge was consistently rated the highest followed by Central Park with Spring Creek having the lowest reported ratings.[7]

Table 4

Mean Ratings and Standard Deviations for Statements by Gender

Statement	Gender	N	Mean	SD
It is my impression that my students have many opportunities to get instruction on using the libraries.	Female	84	3.54	.548
	Male	39	3.49	.601
It is my impression that library staff members provide useful instruction on research or effective use of library resources to my students.	Female	90	3.12	.776
	Male	39	3.13	.656
I am fully aware of the library collections and services available to my students.	Female	82	3.28	.774
	Male	37	3.43	.555
When I try to locate materials, I find that the collections are cataloged and organized in an orderly and easily accessible way.	Female	80	3.40	.704
	Male	38	3.55	.555
When I check out materials at the circulation desk, I find that the process works well.	Female	56	3.50	.603
	Male	21	3.43	.598
When I put materials on reserve for my students, I find that the process works well.	Female	55	3.36	.589
	Male	17	3.53	.624
Interlibrary loan services provide access to materials at other libraries in a reasonable amount of time.	Female	42	**3.45**	.593
	Male	17	*3.00*	.935
When I request that materials be purchased for the campus library collection, they are added in a timely manner.	Female	57	3.16	.862
	Male	22	3.27	.631
Most of the campus library materials (books, journals, videotapes, multimedia) are selected with significant input from professors.	Female	81	3.35	.692
	Male	35	3.31	.631
The campus library collections in my subject areas are up to date.	Female	77	3.08	.807
	Male	35	2.91	.818
The campus library currently has a sufficient number of books to adequately serve my needs.	Female	81	3.05	.820
	Male	38	3.00	.805
The campus library currently has a sufficient number of magazines or journals to serve my needs.	Female	81	3.07	.833
	Male	37	2.97	.600

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[6] The divisions most represented by SCC faculty: HIS (23%), DE and SSHPS (21% each), BCS (17%), and FA (11%).

[7] The only item that does not follow this trend (re: taking classes to library) is not a reflection of the services provided by the libraries.

Table 4 Continued

Mean Ratings and Standard Deviations for Statements by Gender

Statement	Gender	N	Mean	SD
The campus library currently has a sufficient collection of instructional media to serve my needs.	Female	80	3.10	.821
	Male	36	3.03	.810
If the library had a computer area that I could reserve, I would bring my students to the library more often.	Female	64	3.03	.854
	Male	26	2.85	.881
The campus library has the computer equipment, services, and software that students need to succeed in the courses that I teach.	Female	75	3.20	.735
	Male	32	3.22	.706
A CCCCD student should know how to use PowerPoint, burn CDs, create web pages, and use similar technologies.	Female	87	3.24	.731
	Male	36	3.31	.710

Gender differences appeared on only one statement with females responding more positively to interlibrary loan services providing access to materials in a timely manner. However, given the large number of females in relation to males and the substantial disagreement among the males (high standard deviation), this result is likely a statistical artifact.[8]

Table 5

Mean Ratings and Standard Deviations by Status

Statement	Status	N	Mean	SD
It is my impression that my students have many opportunities to get instruction on using the libraries.	Full-Time	41	3.51	.553
	Part-Time	81	3.54	.549
It is my impression that library staff members provide useful instruction on research or effective use of library resources to my students.	Full-Time	45	3.13	.786
	Part-Time	83	3.13	.712
I am fully aware of the library collections and services available to my students.	Full-Time	42	3.43	.703
	Part-Time	76	3.28	.723
When I try to locate materials, I find that the collections are cataloged and organized in an orderly and easily accessible way.	Full-Time	44	3.36	.750
	Part-Time	73	3.49	.604
When I check out materials at the circulation desk, I find that the process works well.	Full-Time	28	3.32	.670
	Part-Time	49	3.57	.540
When I put materials on reserve for my students, I find that the process works well.	Full-Time	32	3.44	.619
	Part-Time	40	3.38	.586
Interlibrary loan services provide access to materials at other libraries in a reasonable amount of time.	Full-Time	30	3.27	.868
	Part-Time	29	3.38	.561
When I request that materials be purchased for the campus library collection, they are added in a timely manner.	Full-Time	37	3.24	.760
	Part-Time	41	3.15	.853
Most of the campus library materials (books, journals, videotapes, multimedia) are selected with significant input from professors.	Full-Time	39	3.41	.595
	Part-Time	76	3.30	.712
The campus library collections in my subject areas are up to date.	Full-Time	41	2.95	.893
	Part-Time	70	3.07	.767
The campus library currently has a sufficient number of books to adequately serve my needs.	Full-Time	43	2.93	.910
	Part-Time	75	3.09	.756
The campus library currently has a sufficient number of magazines or journals to serve my needs.	Full-Time	41	3.05	.835
	Part-Time	76	3.04	.738

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[8] In fact, when analyzing gender by campus, due to the number of female respondents, the results mimic those of the overall results and are, therefore, not presented.

Table 5 Continued

Mean Ratings and Standard Deviations by Status

Statement	Status	N	Mean	SD
The campus library currently has a sufficient collection of instructional media to serve my needs.	Full-Time	39	3.08	.774
	Part-Time	76	3.08	.845
If the library had a computer area that I could reserve, I would bring my students to the library more often.	Full-Time	35	2.89	.832
	Part-Time	55	3.04	.881
The campus library has the computer equipment, services, and software that students need to succeed in the courses that I teach.	Full-Time	36	*3.00*	.862
	Part-Time	70	**3.30**	.622
A CCCCD student should know how to use PowerPoint, burn CDs, create web pages, and use similar technologies.	Full-Time	40	**3.45**	.714
	Part-Time	82	*3.16*	.711

Part-time faculty members report more often than full-time faculty that the library has the computer equipment, services, and software that students need to succeed in the courses that they teach. Full-time faculty members report more often than part-time faculty that a CCCCD student should know how to use PowerPoint, burn CDs, create web pages, and use similar technologies.

Additionally, while not statistically significant it is important to note that full-time faculty members have a more negative perception of the collections being up to date and having enough books to serve their needs. Additionally, full-time faculty members appear to be less interested in having a computer area that could be reserved for classes.

Table 6

Mean Ratings and Standard Deviations for Statements by Division

Statement	Division	N	Mean	SD
It is my impression that my students have many opportunities to get instruction on using the libraries.	BCS	16	3.50	.516
	DE	19	3.58	.507
	ET	1	4.00	.
	FA	6	3.33	.516
	HIS	30	3.53	.507
	MNS	7	3.43	.787
	PE	6	3.17	.753
	SSHPS	35	3.63	.598
It is my impression that library staff members provide useful instruction on research or effective use of library resources to my students.	BCS	19	3.05	.780
	DE	17	3.24	.664
	ET	1	4.00	.
	FA	7	2.86	.378
	HIS	32	3.28	.772
	MNS	8	3.00	.756
	PE	6	2.33	1.033
	SSHPS	36	3.17	.655
I am fully aware of the library collections and services available to my students.	BCS	19	3.47	.513
	DE	18	3.39	.698
	ET	1	3.00	.
	FA	6	3.00	.632
	HIS	30	3.37	.850
	MNS	5	3.60	.548
	PE	5	3.40	.548
	SSHPS	33	3.21	.781

Table 6 Continued

Mean Ratings and Standard Deviations for Statements by Division

Statement	Division	N	Mean	SD
When I try to locate materials, I find that the collections are cataloged and organized in an orderly and easily accessible way.	BCS	20	3.50	.513
	DE	17	3.65	.606
	ET	1	4.00	.
	FA	6	2.67	.516
	HIS	28	3.57	.504
	MNS	8	3.13	.991
	PE	5	3.80	.447
	SSHPS	30	3.43	.728
When I check out materials at the circulation desk, I find that the process works well.	BCS	10	3.50	.707
	DE	9	3.33	.707
	ET	0		
	FA	4	3.50	.577
	HIS	20	3.50	.513
	MNS	4	3.75	.500
	PE	1	4.00	.
	SSHPS	26	3.50	.648
When I put materials on reserve for my students, I find that the process works well.	BCS	9	3.56	.527
	DE	13	3.38	.650
	ET	0		
	FA	3	2.67	.577
	HIS	19	3.53	.513
	MNS	1	4.00	.
	PE	2	3.50	.707
	SSHPS	23	3.35	.647
Interlibrary loan services provide access to materials at other libraries in a reasonable amount of time.	BCS	6	3.33	.816
	DE	7	3.43	.535
	ET	0		
	FA	4	2.75	1.258
	HIS	17	3.29	.849
	MNS	2	3.50	.707
	PE	1	4.00	.
	SSHPS	19	3.47	.513
When I request that materials be purchased for the campus library collection, they are added in a timely manner.	BCS	10	3.30	.483
	DE	9	3.00	1.000
	ET	1	4.00	.
	FA	4	3.25	.500
	HIS	19	3.05	1.026
	MNS	1	3.00	.
	PE	4	3.25	.500
	SSHPS	28	3.36	.731

Table 6 Continued

Mean Ratings and Standard Deviations for Statements by Division

Statement	Division	N	Mean	SD
Most of the campus library materials (books, journals, videotapes, multimedia) are selected with significant input from professors.	BCS	16	3.19	.544
	DE	17	3.35	.702
	ET	1	3.00	.
	FA	4	3.50	.577
	HIS	30	3.33	.802
	MNS	6	3.17	.408
	PE	5	3.40	.548
	SSHPS	34	3.44	.705
The campus library collections in my subject areas are up to date.	BCS	15	3.13	.640
	DE	18	3.00	.840
	ET	0		
	FA	7	2.86	.900
	HIS	28	2.86	.891
	MNS	6	3.00	.894
	PE	3	3.33	.577
	SSHPS	32	3.25	.718
The campus library currently has a sufficient number of books to adequately serve my needs.	BCS	16	3.13	.719
	DE	16	3.19	.911
	ET	0		
	FA	7	2.71	.951
	HIS	31	2.94	.854
	MNS	6	3.00	.894
	PE	5	3.20	.447
	SSHPS	35	3.11	.758
The campus library currently has a sufficient number of magazines or journals to serve my needs.	BCS	18	3.11	.676
	DE	16	3.25	.775
	ET	0		
	FA	5	3.20	.447
	HIS	30	3.00	.788
	MNS	7	3.14	.900
	PE	5	3.20	.447
	SSHPS	34	2.94	.814
The campus library currently has a sufficient collection of instructional media to serve my needs.	BCS	18	3.11	.758
	DE	18	3.39	.608
	ET	0		
	FA	6	2.83	.408
	HIS	26	3.00	.748
	MNS	6	3.67	.516
	PE	5	3.20	.447
	SSHPS	34	2.91	1.055

Table 6 Continued

Mean Ratings and Standard Deviations for Statements by Division

Statement	Division	N	Mean	SD
If the library had a computer area that I could reserve, I would bring my students to the library more often.	BCS	10	2.90	.994
	DE	16	3.00	.730
	ET	0		
	FA	3	2.33	.577
	HIS	23	3.48	.593
	MNS	2	1.50	.707
	PE	4	2.75	.957
	SSHPS	29	2.72	.922
The campus library has the computer equipment, services, and software that students need to succeed in the courses that I teach.	BCS	12	3.08	.669
	DE	17	3.24	.831
	ET	0		
	FA	5	2.60	1.342
	HIS	27	3.07	.675
	MNS	6	3.67	.516
	PE	4	3.50	.577
	SSHPS	33	3.36	.603
A CCCCD student should know how to use PowerP0int, burn CDs, create web pages, and use similar technologies.	BCS	16	3.31	.704
	DE	19	3.16	.501
	ET	1	3.00	.
	FA	6	3.50	.837
	HIS	29	3.41	.568
	MNS	6	3.17	.753
	PE	6	3.17	1.169
	SSHPS	37	3.16	.866

Due to the large number of divisions represented and the unequal number of respondents in each group, statistical analyses of differences were not calculated. However, the mean ratings can give an indication of areas that might need to be examined. For instance, the Fine Arts division has consistently lower ratings than other divisions on a majority of the items dealing with collection materials. Additionally, while the overall results indicate that faculty members are not too interested in having a computer area that can be reserved for classes, the Humanities & International Studies faculty members are very interested in this prospect.

Finally, while the results for those reporting an opinion for these statements are interesting, it is also interesting to note the number of respondents who indicated that the statement is not applicable or they have never attempted the task in the statement. See Table 7 on the following page for the number and percentage of total respondents who selected this option for each statement.

Table 7

Respondents Choosing Not Applicable/Never Attempted

Statement	N	Percentage
It is my impression that my students have many opportunities to get instruction on using the libraries.	14	6.4
It is my impression that library staff members provide useful instruction on research or effective use of library resources to my students.	6	2.8
I am fully aware of the library collections and services available to my students.	20	9.2
When I try to locate materials, I find that the collections are cataloged and organized in an orderly and easily accessible way.	19	8.7
When I check out materials at the circulation desk, I find that the process works well.	64	29.4
When I put materials on reserve for my students, I find that the process works well.	71	32.6
Interlibrary loan services provide access to materials at other libraries in a reasonable amount of time.	86	39.4
When I request that materials be purchased for the campus library collection, they are added in a timely manner.	59	27.1
Most of the campus library materials (books, journals, videotapes, multimedia) are selected with significant input from professors.	21	9.6
The campus library collections in my subject areas are up to date.	25	11.5
The campus library currently has a sufficient number of books to adequately serve my needs.	18	8.3
The campus library currently has a sufficient number of magazines or journals to serve my needs.	20	9.2
The campus library currently has a sufficient collection of instructional media to serve my needs.	21	9.6
If the library had a computer area that I could reserve, I would bring my students to the library more often.	47	21.6
The campus library has the computer equipment, services, and software that students need to succeed in the courses that I teach.	26	11.9
A CCCCD student should know how to use PowerPoint, burn CDs, create web pages, and use similar technologies.	13	6.0

The items where more than 25% of total respondents chose Not Applicable/Never Attempted indicate areas where improvements could possibly be made in the marketing of services that the library provides to faculty. These services include: checking out materials, putting materials on reserve, interlibrary loans, and requesting materials to be purchased.

One of the most disheartening findings is that almost 12% of respondents, who are faculty at CCCCD, do not know if the libraries' collections are up to date in the subject area they teach.

Discussion of Quantitative Analysis

The results are very favorable for the LRCs as a whole. Overall, Preston Ridge consistently rated the highest with Spring Creek rated the lowest and Central Park falling between the two. While there do not appear to be any major areas for concern, there are a few areas where improvements can be made based on the responses provided by the faculty members. Most faculty are not using the library web site or online databases to the full potential. This is likely due to their not knowing what is available. Part-time faculty are more likely than full-time faculty to indicate that the LRCs do not meet their computer/software needs. Additionally, full-time faculty were more negative in their responses to the collection being up to

date and the LRCs having the materials their students need to be successful. However, this is mediated by the fact that 8-12% of faculty have no opinion as to whether or not the LRC collection has the materials to adequately serve [faculty] needs. It is possible that full-time faculty's perceptions are skewed to the negative due their lack of knowledge as to what is available.

When looking at results by Division, it is clear that the Fine Arts faculty have the most negative responses as to the LRC meeting their needs. It might be worthwhile to investigate more fully what materials are needed by Fine Arts faculty in order to address their concerns. Additionally, Humanities & International Studies (HIS) overwhelmingly support the idea of a reserved area where students could be brought. While most faculty would not utilize this service, it is clear that at least the HIS faculty would.

Finally, quite a few respondents (more than one-quarter) indicated they have never attempted to use several of the services available to them. It is possible that faculty are unaware of the services and efforts should be made to inform them.

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 358 discrete comments. Due to the nature of the questions asked, each campus was analyzed independently. The major themes that emerged for each campus from qualitative analysis of the comments provided in response to each open-response question are presented in Table 8. 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.[9]

Table 8
Summary Table of Major Themes and Recommendations for Policy and Practice by Campus

Campus	General Themes	Recommendations
Spring Creek	I. Library Staff II. Expand Collection III. Up to Date IV. Video/AV Issues V. Library Instructions	I. Keep up the positive atmosphere. II. Purchase more materials with input from faculty to insure content coverage III. Purge old materials and replace with current references. IV. Expand video collection, purchase duplicates of popular videos and more media carts. V. Hold more informational sessions for faculty and students.
Preston Ridge	I. Library Staff II. Expand Collection III. Expand Facilities	I. Keep up the positive atmosphere. II. Purchase more materials with input from faculty to insure content coverage III. Possibly convert an existing room to accommodate seminar group.
Central Park	I. Library Staff II. Up to Date III. Expand Collection IV. Online Resources V. Expand Facilities VI. Library Instruction	I. Keep up the good work. II. Work with Convergence Lab. III. Purchase more books. IV. Increase availability of online journals with full articles. V. Increase the size of the LRC. VI. Hold more orientations.

The following pages address each campus individually. The tables presented (Tables 9-11) include the major themes, the findings that support the themes, and recommendations for policy and practice.

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

Table 9

Spring Creek Campus: Table of Major Themes and Recommendations for Policy and Practice

Major Themes	Findings	Recommendations for Policy and Practice
I. Library Staff (N=54)	1. Excellent staff-always willing to assist. 2. Helpfulness of research librarians. 3. I find the people working there to be entirely service oriented. 4. Information desk is helpful. 5. The staff is well-trained, friendly, and very helpful. They always make time for me and my students. They problem-solve quickly and efficiently. You have an impressive staff.	1. Keep up the good work!
II. Expand Collection (N=19)	1. Wider collection of books. 2. Expand periodicals. 3. Expand holding in language learning books and electronic journals. 4. Not enough music, very few CDs for music students. 5. Needs more text on philosophy and biographies of authors.	1. Purchase more materials with input from faculty to insure content coverage
III. Video/AV Issues (N=15)	1. Need to order more than one copy of popular educational videos. 2. A catalog of videos/DVDs sorted by subject matter printed not archived. 3. Punctuality of video cart delivery. I haven't received what I asked for consistently yet this semester. 4. Set more videos on educational materials, e.g., religion, philosophy, logic – the significant court cases. 5. Video library acquisitions – more media carts. 6. More videos on literature/authors – updated.	1. Expand video collection, purchase duplicates of popular videos and more media carts.
IV. Up to Date (N=14)	1. Updating the humanities section. 2. Stay up to date on online database/new technologies/books… 3. Continual updating of materials. 4. Update book collections (history).	1. Purge old materials and replace with current references.
V. Library Instruction (N=12)	1. Communicate how to find out what resources exist for professors and students. 2. Make available persons who can take ESL students around to explain what is available. 3. Continue to offer technology training classes to students and teachers. 4. Have an area with an assistant to explain computer use to older students.	1. Hold more informational sessions for faculty and students.

Table 10

Preston Ridge Campus: Table of Major Themes and Recommendations for Policy and Practice

Major Themes	Findings	Recommendations for Policy and Practice
I. Library Staff (N=15)	1. I like the helpful service. 2. The PRC librarians are stellar. 3. The very good staffing with good help for me. 4. PRC staff is always wonderful. 5. I like the friendly service that is always available.	1. Keep up the positive atmosphere.
II. Expand Collection (N=12)	1. Increase text holdings. 2. Increase video holdings. 3. PRC library is somewhat limited in resources. 4. There are limited journals in my subject area. 5. More books at the PRC library.	1. Purchase more materials with input from faculty to insure content coverage
III. Expand Facilities (N=5)	1. Small conference rooms for seminars with round tables to seat 15 or so. 2. The PRC library should be larger. 3. Increase space.	1. Possibly convert an existing room to accommodate seminar group.

Table 11

Central Park Campus: Table of Major Themes and Recommendations for Policy and Practice

Major Themes	Findings	Recommendations for Policy and Practice
I. Library Staff (N=21)	1. Staff is friendly and always willing to help. 2. I must compliment the staff for its professional yet friendly, personable approach to the job. 3. Keep the same wonderful personnel. 4. Personalized service.	1. Keep up the good work!
II. Up to Date (N=6)	1. Keep current with materials and technology. 2. Should be well equipped with working labs containing the latest technology 3. Expanding good academic databases, but not at the expense of up to date books.	1. Work with Convergence lab to insure latest technology is utilized.
III. Expand Collection (N=6)	1. Smaller on-shelf book selection than Spring Creek. 2. Continue adding to the collection. 3. More math textbooks. 4. Increase books on tape collection. 5. Continue to expand journal, magazine holdings.	1. Purchase more books with input from faculty.
IV. Online resources (N=6)	1. Medline with serve to NLM to then download the electric article. 2. Availability of online journals. 3. Expand online services. 4. Greater online (remote) access.	1. Increase availability of online journals with full articles.
V. Expand facilities (N=4)	1. More room for LRC's at PRC and CPC. The CPC LRC has received no additional space since 1986, while our student body has increased 6-8 times. 2. Too small and restricted area.3.	1. Increase the size of the LRC.
VI. Library Instruction	1. More workshops to inform faculty. 2. Student orientations. 3. To always help departments with searches for new material for students. 4. I'm new I would like more instruction on facility-orientation.	1. Hold more workshops to orient faculty to the services and collections available. 2. Conduct student orientations monthly.