

**California Community College
Annual Library Data Survey Analysis
2020-2022**

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California Community College Annual Library Data Survey Analysis, 2020-2022

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Introduction

The Annual Library Survey for California Community Colleges has been administered for decades in various forms. The modern era of this survey effort now includes 17 years of data beginning with 2005-2006 through 2021-2022 in an electronic database available as a download from the Council of Chief Librarians website (<https://cclibrarians.org/resources#surveys>). An additional 3 years of electronic data with a different data structure were collected from 2001-2004. The survey has generally high participation rates approaching 90% most years, but participation of less than 100% of libraries does indicate some caution when using these data. In addition, over the years there have been some changes in questions and/or interpretation of questions, which have been notated in the database. Data entry errors have also occurred and been corrected in many cases. Recent survey administrations contain enhanced input validation and clarified instructions to ease response burden and improve data quality.

This report summarizes key data from 2019-2020 through 2021-2022 years. Some data were unavailable from the 2019-2020 survey; where this occurred, data from the 2018-2019 year were typically provided to provide a baseline of comparison between pre-COVID-19 and COVID-19-affected years.

For brevity, the years referenced are fiscal years on the July 1 through June 30 cycle. For example, references to 2022 indicate the fiscal year beginning July 1, 2021 and ending June 30 2022.

Enrollment, Survey Participation, and Groupings into Smaller, Mid-range, and Larger College Sizes

The pandemic beginning in 2020 had a significant impact on enrollment. Groupings of colleges into three approximately equal groups required redefining the small, mid-range, and larger college FTES criteria as indicated in Table 1.

Table 1: Criterion for College Size Designation

College Size	Prior to 2020-2021	2020-2021 and 2021-2022
Smaller	≤ 6,500 Credit FTES	≤ 5,300 Credit FTES
Mid-range	6,501 to < 13,000 Credit FTES	5,301 to < 9,600 Credit FTES
Larger	≥ 13,001 Credit FTES	≥ 9,601 Credit FTES

Table 2 shows survey participation rate by college size. Even with the challenges of the pandemic, over 90% of colleges participated in the past two years.

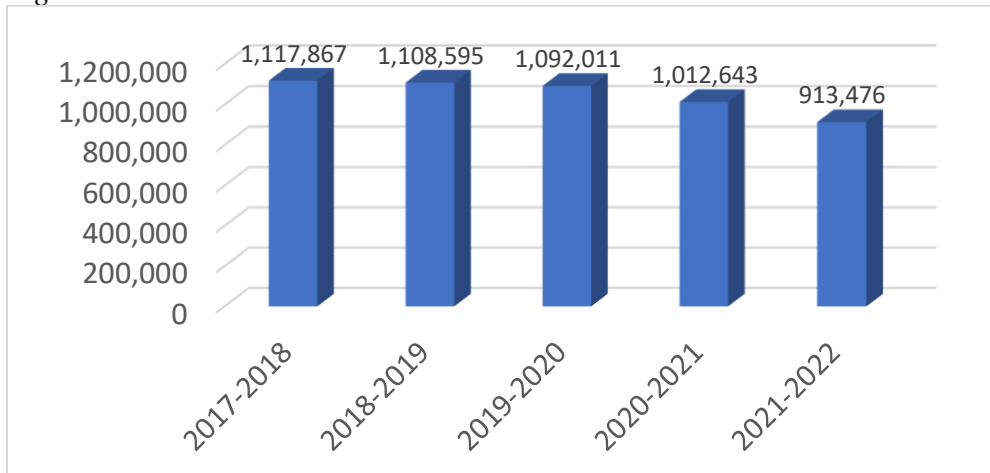
Table 2: Count of Survey Responses by College Size

Year	Smaller	Mid-range	Larger	Total
2005-2006	29	33	22	84
2006-2007	27	34	23	84
2007-2008	35	43	30	108
2008-2009	32	41	35	108
2009-2010	31	42	35	108
2010-2011	28	47	31	106
2011-2012	36	43	27	106
2012-2013	39	45	27	111
2013-2014	37	45	28	110
2014-2015	40	41	30	111
2015-2016	37	44	31	112
2016-2017	38	45	30	113
2017-2018	39	43	29	111
2018-2019	35	40	27	102
2019-2020	39	39	23	101
2020-2021	34	34	36	104
2021-2022	41	33	33	107

The challenges of analyzing data from the past two years are driven by the pandemic and include its impact on enrollment, funding, staffing, and delivery of instruction and services.

Figure 1 illustrates the Full-time Equivalent Students (FTES) trend over the past five years, indicating fairly flat enrollment until 2020-2021; there was an 18% drop in FTES system-wide from 2018 to 2022, with most of that decline occurring since 2020.

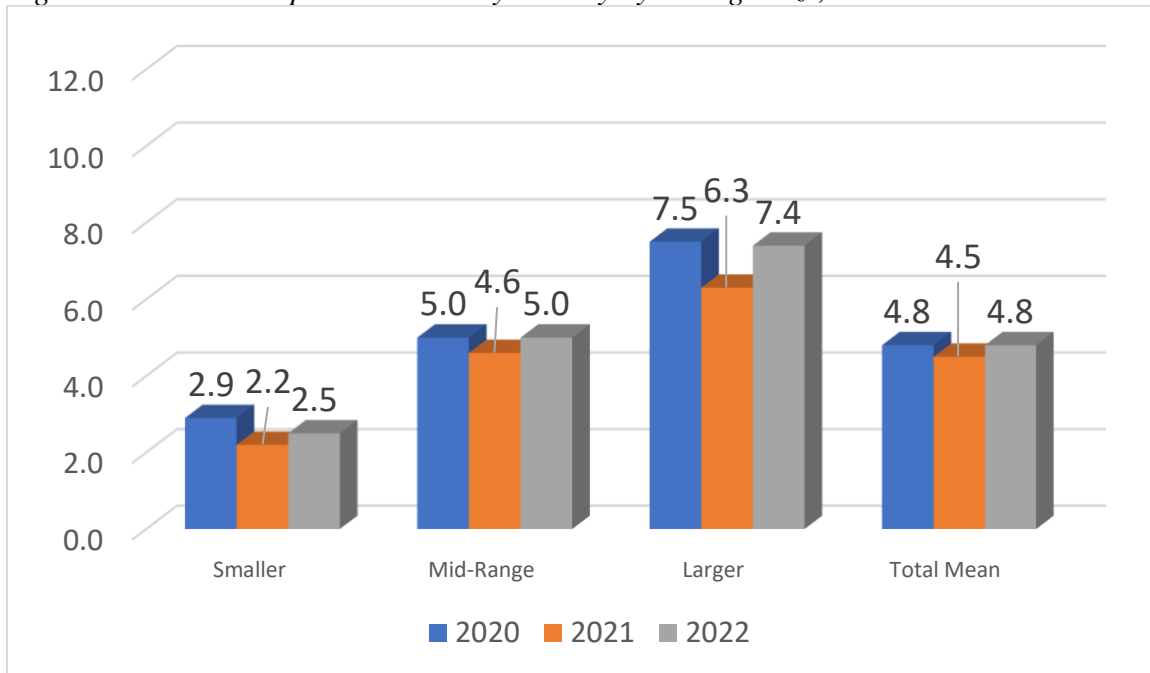
Figure 1: FTES 2018-2022



Staffing

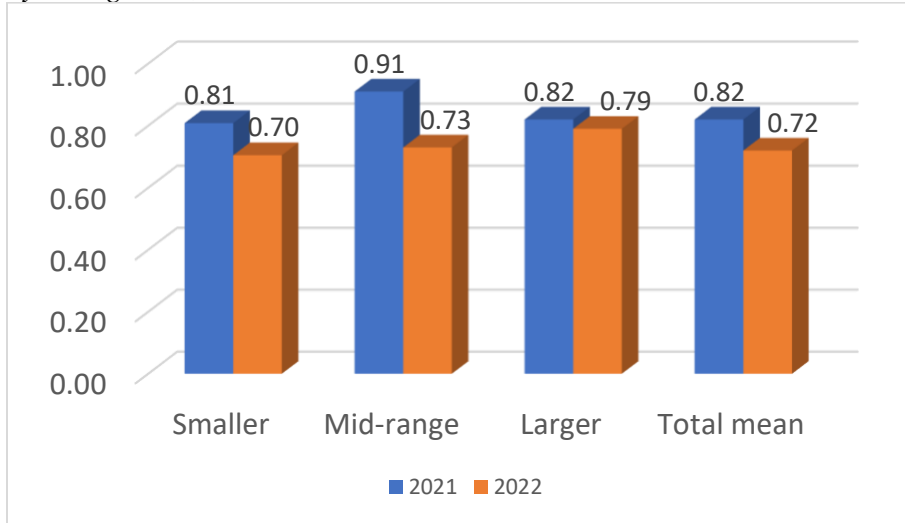
Librarian staffing dipped between 2020 and 2021 but returned to approximately the 2020 level in 2022. Figure 2 shows how librarians were able to maintain staffing levels despite drops in enrollment.

Figure 2: Full-time Equivalent Library Faculty by College Size, 2020-2022



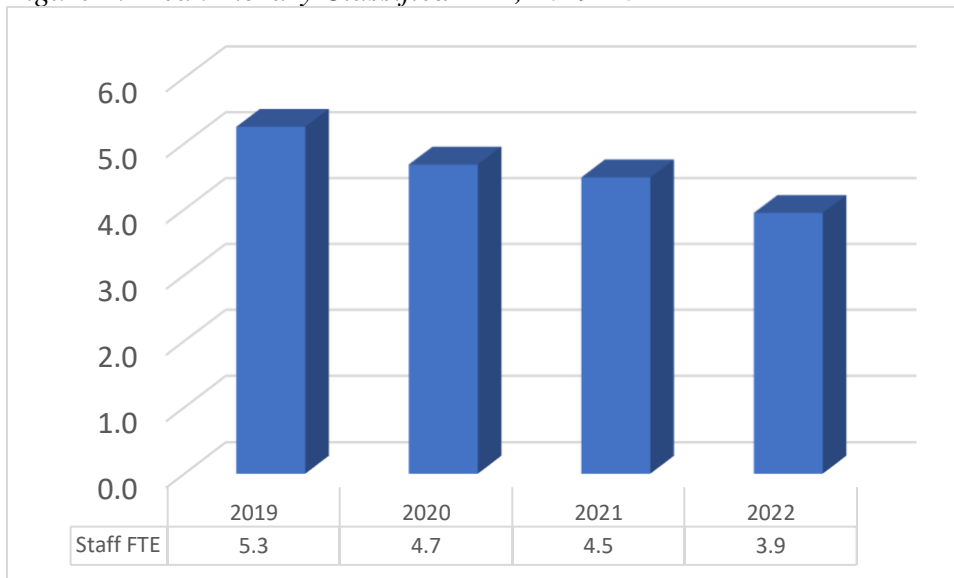
Staffing levels have been preserved; however, full-time librarian numbers have decreased at all college size levels in the last two years, as indicated by the percentage of full-time librarians as part of the librarian FTEF number in Figure 3. Note the 10% overall reduction in the total mean and the 18% reduction among mid-range colleges.

Figure 3: Mean Full-time Librarian Faculty as a Percentage of Librarian FTEF by college size, 2021-2022



Library classified staff showed steady declines in FTE in all three years since the beginning of the pandemic, with an overall decline of 25% during that time, as indicated in Figure 4.

Figure 4: Mean Library Classified FTE, 2019-2022

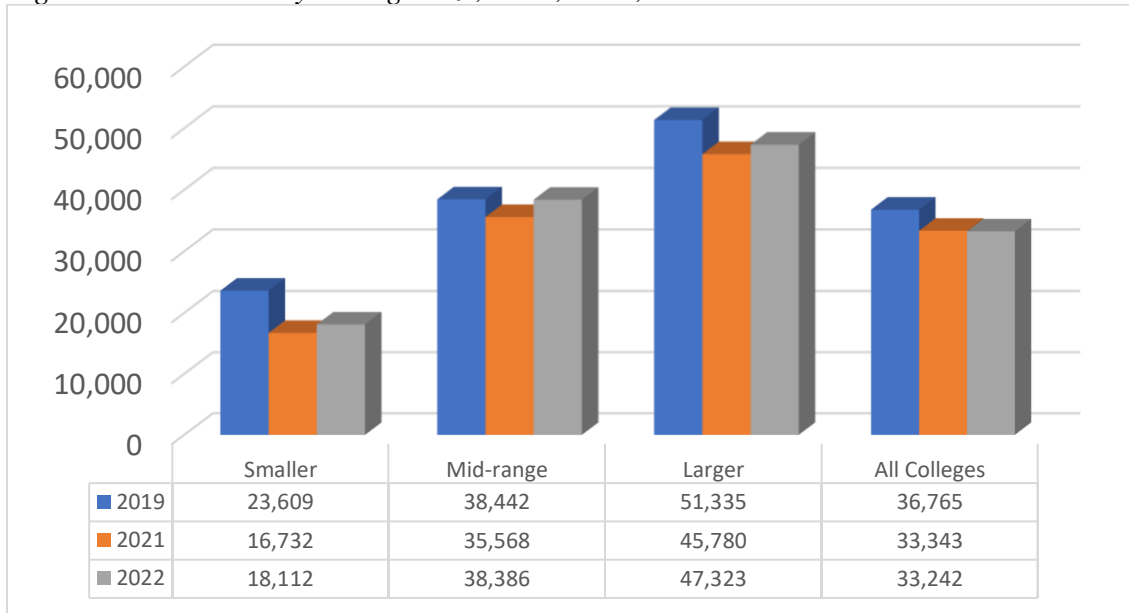


Physical Space

Assignable Square Feet

Assignable square feet (ASF), the space in a building available for programmatic purposes, remained fairly flat over the past two years, both overall and by college size; however, there was a decline in ASF between 2019 and the years including and following the pandemic. Figure 5 provides mean data by college size

Figure 5: Mean ASF by College Size, 2019, 2021, 2022



Hours Open

Predictably, the number of hours libraries were physically open dropped dramatically during 2020-2021 year. Of 113 colleges reporting, 61 stated they were open zero hours during that year, compared to 52 colleges that were open some hours. The mean for hours open for all colleges was 22 hours per week; among colleges that were open at least some hours, the mean was 49 hours. In the full year prior to the pandemic, 2018-2019, the mean hours open per week for all libraries was 62.

Expenditures

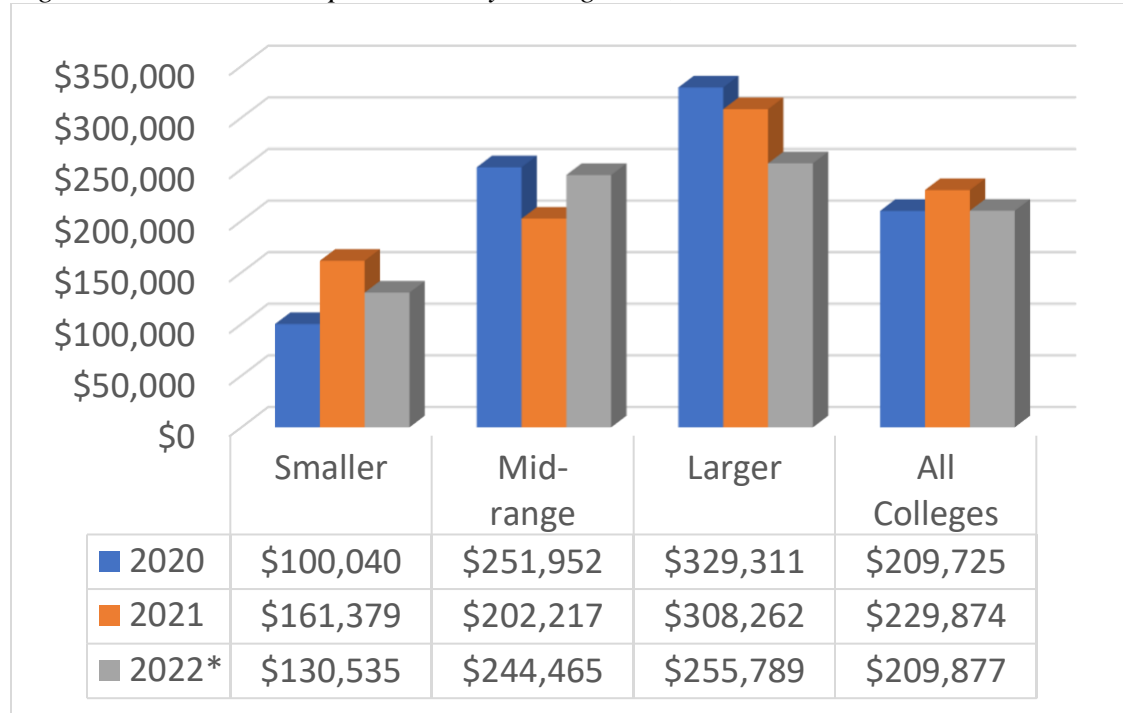
Total expenditures

Total expenditures is the total amount spent excluding salaries and benefits.

The data for total expenditures was reliable for years 2020 and 2021, as the participation rate on that question was high; however, just 50 of 107 respondents in 2022 recorded a number for total expenditures due to confusion about where to enter the amount.

The mean total expenditures therefore provides the best representation of total expenditures, as shown in Figure 7 below.

Figure 7: Mean Total Expenditures by College Size, 2020-2022



*2022: n=50

As with the 2015-2020 report, the pattern of a huge gap persists between top-spending and lowest spending colleges when calculated on a per FTES basis.

Figure 8 shows mean total expenditures of the top and bottom 10 percent, as well as the all-college mean for years 2020 through 2022. Note that in two of three years, the mean for all colleges was at least three times greater than the mean for the bottom ten percent, and the top ten percent outspent the bottom ten percent by a factor of no less than five in each of the three years.

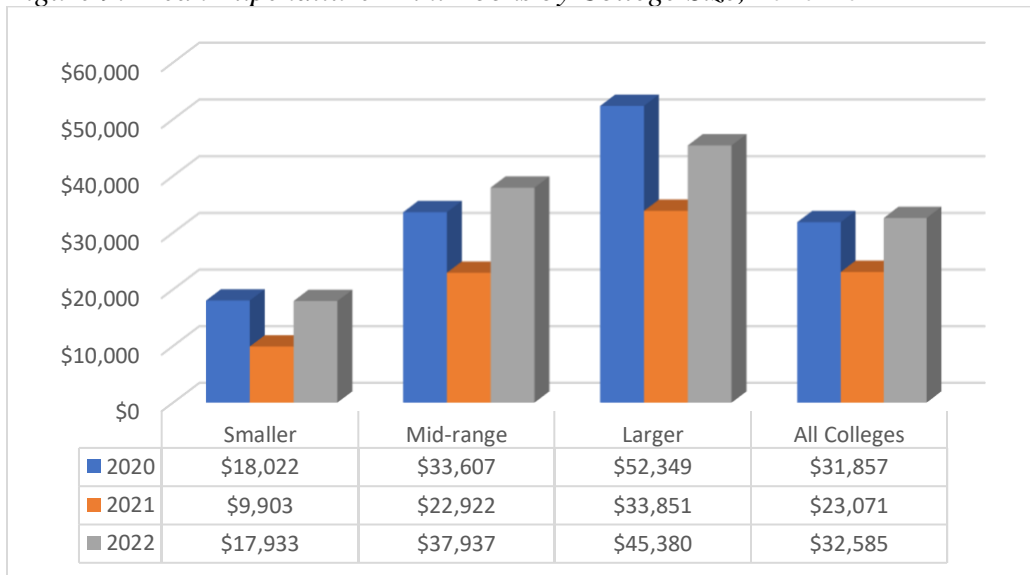
Figure 8: `



Print and e-Book Expenditures

Mean spending on print books dropped significantly in the first full year after the pandemic (2020-2021) across all college sizes, then returned close to 2020 levels in 2022. Many colleges reported using Higher Education Emergency Relief Fund (HEERF, or formerly Coronavirus Aid, Relief and Economic Security Act—CARES) allocations toward purchase of books in 2021-2022, which may account for the bump some of the increase. See Figure 9.

Figure 9: Mean Expenditure Print Books by College Size, 2020-2022



Prior to 2022, mean subscription ebook expenditures were not available through survey data. For purposes of comparison, Figure 10 shows the trends for mean ebooks purchased to own, as opposed to subscriptions, for years 2020-2022. Note the steady increase in ebook expenditures across all college sizes.

*Figure 10: Mean eBook Expenditures by College Size, 2020-2022**



**These data do not include subscription ebook collections.*

When viewed together, the trend for book purchases, both print and ebook, were up across all college sizes in the past two years. Table 3 and the stacked column chart in Figure 11 also demonstrate the increasing parity in spending between print and ebook resources.

Figure 11: Mean Print and eBook Expenditures by College Size, 2021 and 2022

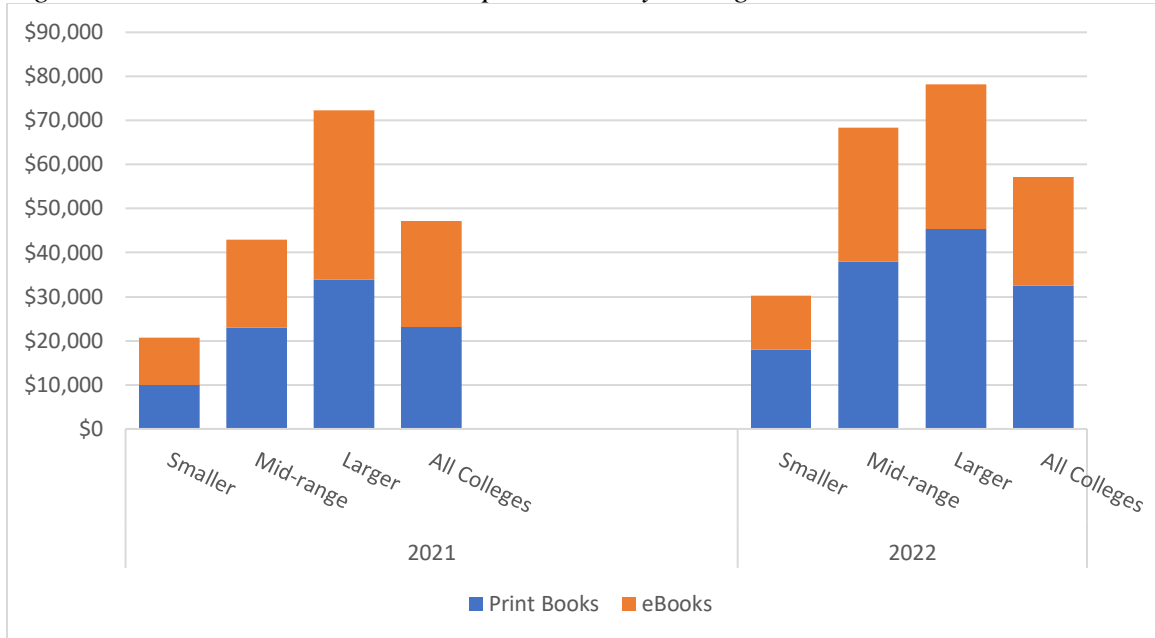


Table 3: Mean Print and eBook Expenditures by College Size, 2021 and 2022

		Print Books	eBooks
2021	Smaller	\$9,903	\$10,842
	Mid-range	\$22,922	\$19,981
	Larger	\$33,851	\$38,399
	All Colleges	\$23,071	\$24,068
2022	Smaller	\$17,933	\$12,300
	Mid-range	\$37,937	\$30,429
	Larger	\$45,380	\$32,889
	All Colleges	\$32,585	\$24,543

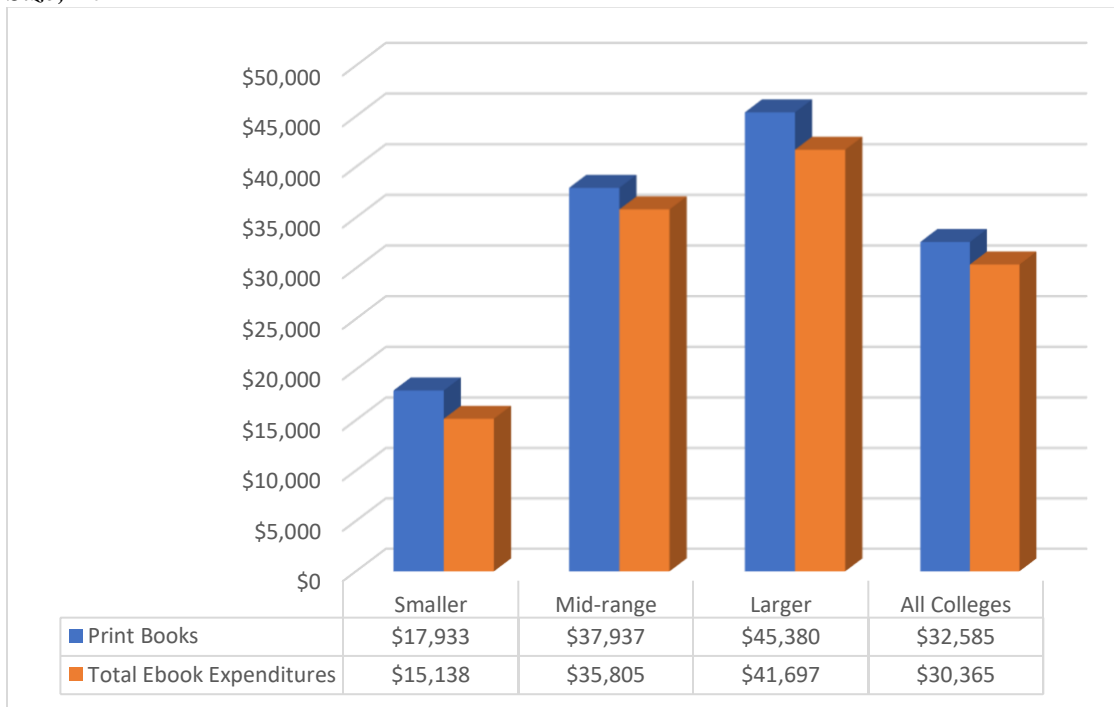
The survey for 2022 separated out e-book purchases and e-book subscriptions, and this produced a more complete response on e-book funding than did prior surveys. Figure 12 shows the comparative mean expenditures between ebook purchases and subscriptions in 2022.

Figure 12: Mean eBook Purchases and Subscriptions by College Size, 2022



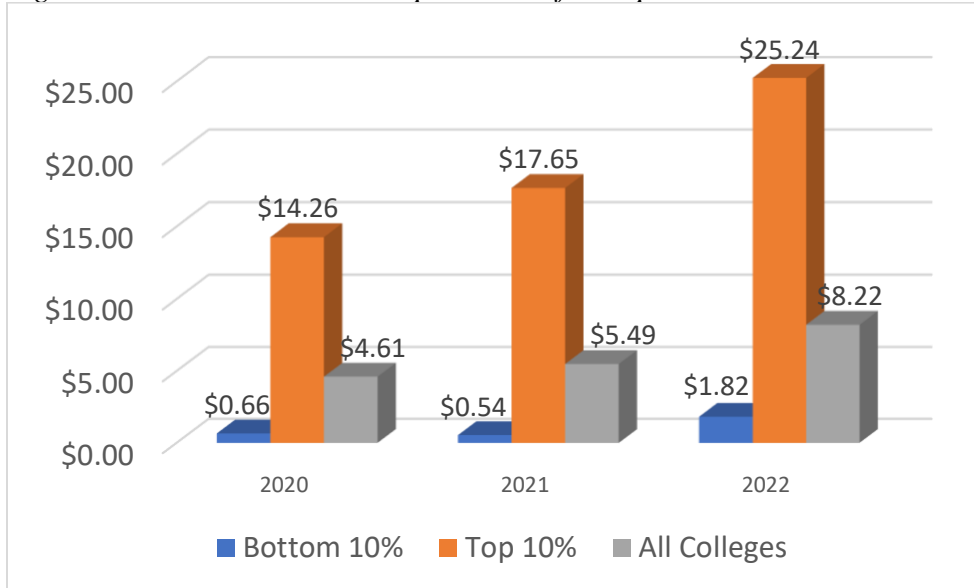
When added together, total mean ebook expenditures are approaching parity with mean spending on print books in 2022, as shown in Figure 13.

Figure 13: Mean expenditures for Print and eBooks (for purchase and subscriptions) by College Size, 2022



Another means of comparison among colleges is expenditures per FTES. When comparing the mean of the top and bottom 10% in total book expenditures—print and ebooks—per FTES, the inequity in spending on resources is illustrated year over year. Figure 14 shows mean total book expenditures per FTES for the bottom 10%, the top 10%, and by all-college mean.

Figure 14: Mean Total Book Expenditures for Top and Bottom 10% Per FTES



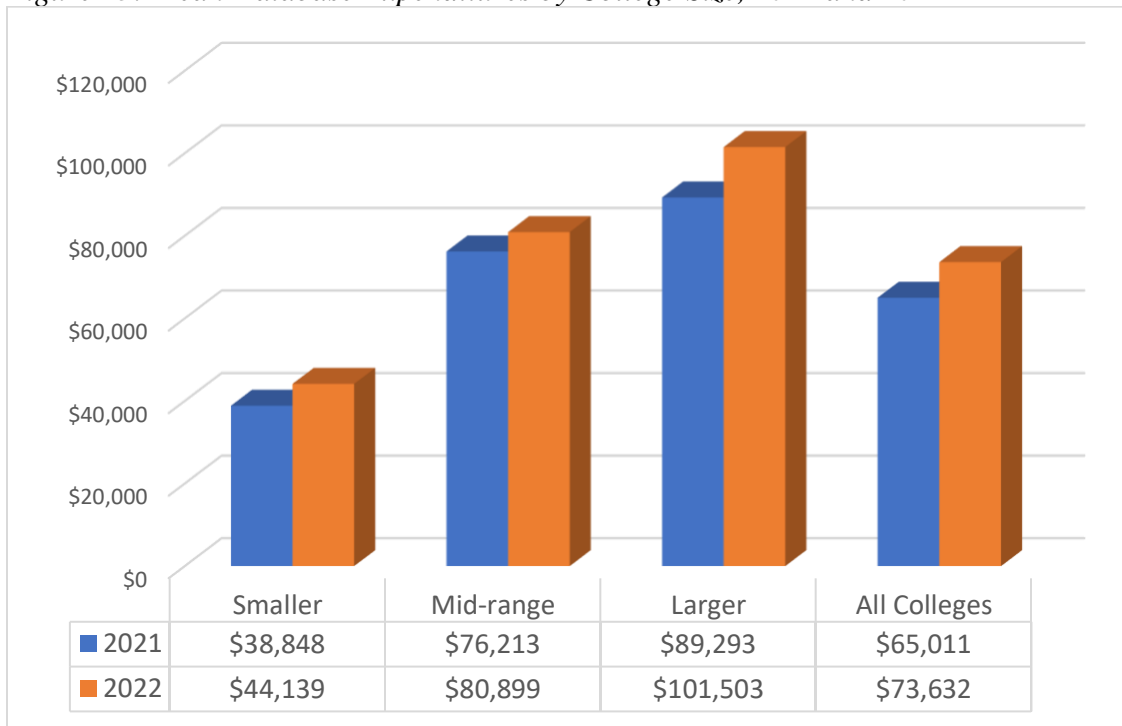
While the spending patterns at community colleges have been erratic in the past three years due to uncertainties related to COVID-19 and enrollment, such disparities are not anomalous; the previous analysis from 2015-2020 also notes consistent wide spending gaps over those six years.

Databases

Data for expenditures on databases were not available from the 2022 survey. For consistency, data was provided on request by the California League of Community Colleges, which manages the consortium that purchases databases for the state’s community colleges.

These data excluded video subscription databases, information literacy tools, and web and data management subscriptions such as booking software and content management tools like LibGuides from Springshare. Figure 15 illustrates the increase in database spending across all college sizes from 2021 to 2022.

Figure 15: Mean Database Expenditures by College Size, 2021 and 2022



The disparity among colleges in terms of resource spending is in full display when examining database expenditures per FTES. In 2021, the mean of the top 10% of colleges was 6.8 times more per FTES than the bottom 10%; in 2022 that gap grew to a factor of 8.7. In 2021, the bottom 10% underspent the all-college mean by 1.9 times; in 2022 that disparity rose to over 3 times.

See Figure 16 and Table 4.

Figure 16: Top 10% vs. Bottom 10% Database Expenditures Per FTES, 2021 and 2022

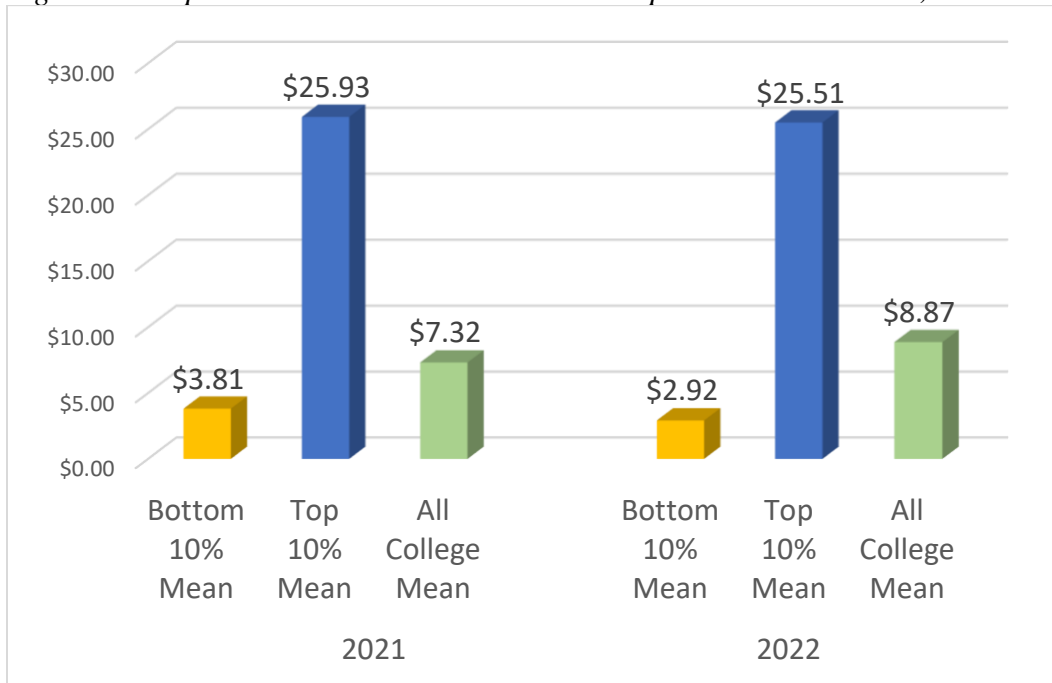


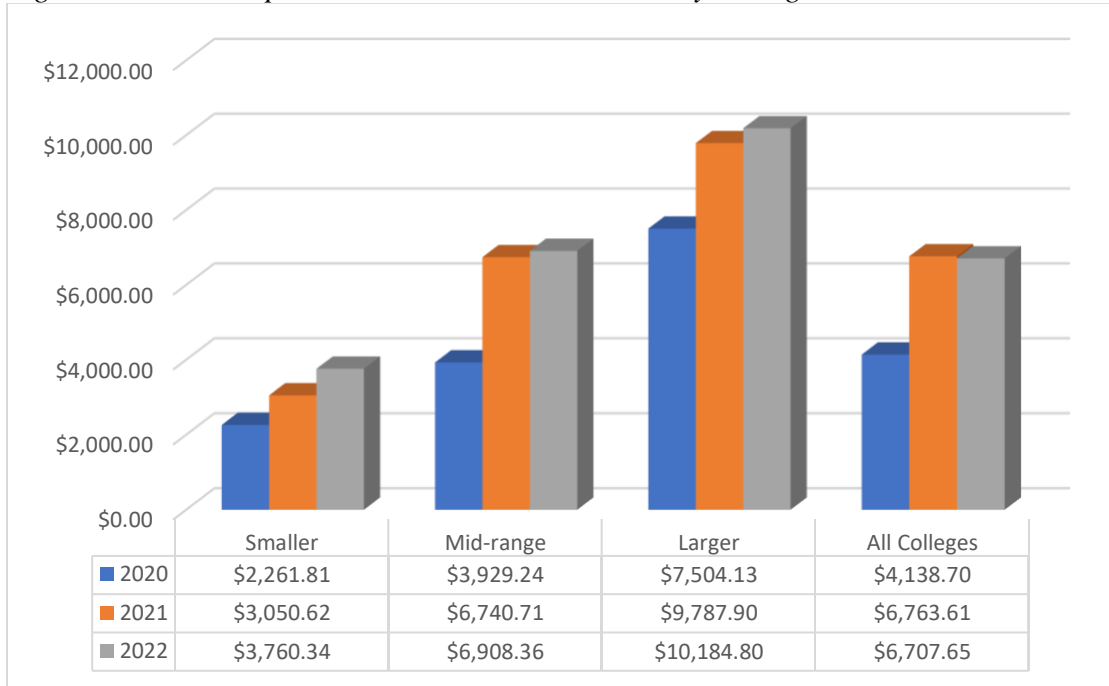
Table 4: Top 10% vs. Bottom 10% Database Expenditures Per FTES, 2021 and 2022

	2021	2022
Bottom 10% Mean Expenditures per FTES	\$3.81	\$2.92
Top 10% Mean Expenditures per FTES	\$25.93	\$25.51
All College Mean Expenditures per FTES	\$7.32	\$8.87

Print Periodicals

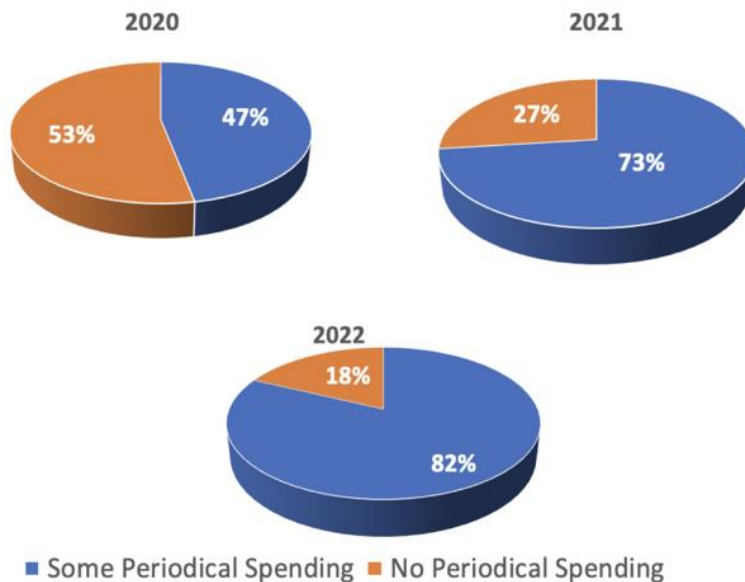
The mean expenditures for print periodicals indicates a slight uptick over the past three years, and indicated in Figure 17.

Figure 17: Mean Expenditures on Print Periodicals by College Size, 2020-2022



Over half of the colleges reported zero expenditures on print periodicals during the first year of the pandemic; spending resumed to more historical levels in 2021 and 2022. See Figure 18.

Figure 18: Percentage of Colleges Reporting Some or No Expenditures on Print Periodicals, 2020-2022



Audio Visual Expenditures

Data for AV expenditures for 2020 were not available. For 2021 and 2022, a long-term trend toward subscription AV expenditures continues. AV purchases constitute a small percentage of total expenditures across all college sizes, as shown in Figure 19 and Table 5.

Figure 19: Mean AV Subscriptions vs. AV Purchases by College Size, 2021-2022

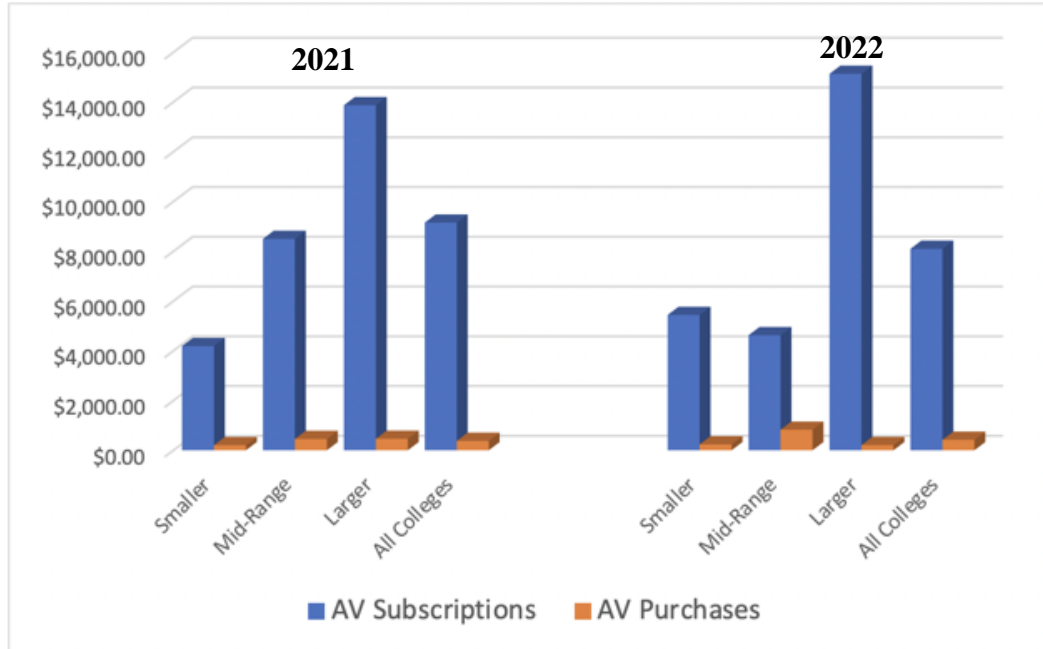


Table 5: Mean AV Subscriptions vs. AV Purchases by College Size, 2021-2022

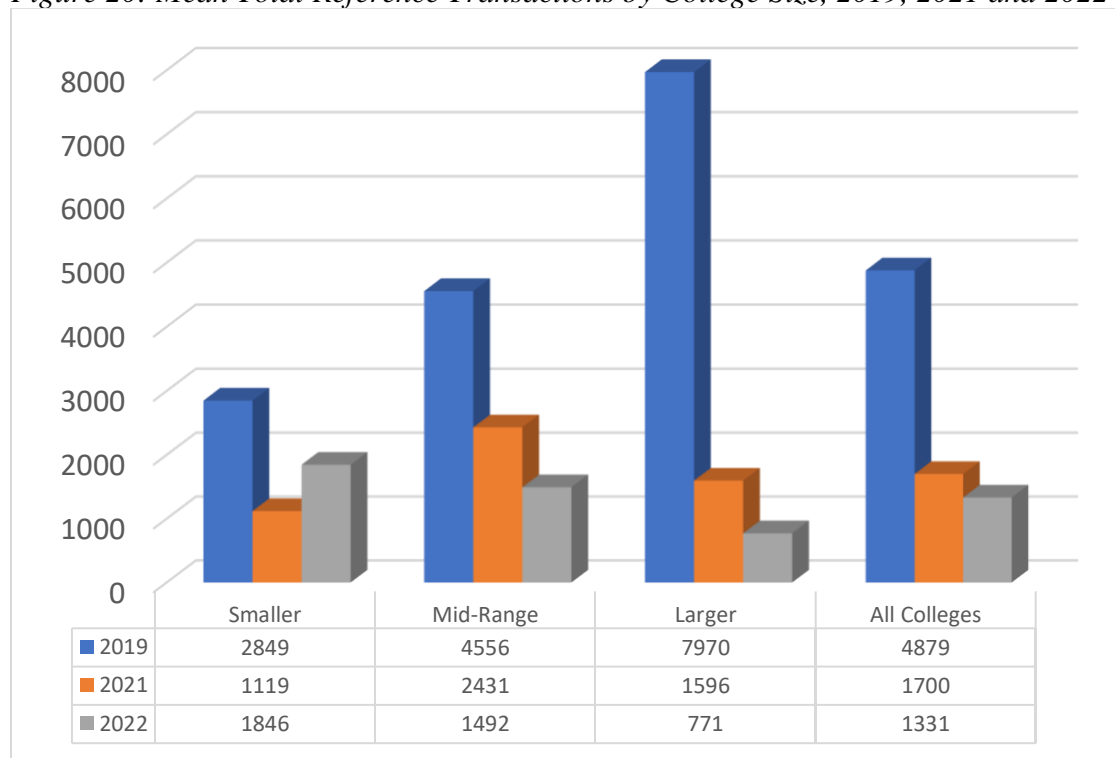
2021	AV Subscriptions	AV Purchases
Smaller	\$4,187.78	\$201.81
Mid-Range	\$8,496.68	\$452.76
Larger	\$13,867.65	\$458.67
All Colleges	\$9,150.40	\$377.07
2022		
Smaller	\$5,439.74	\$236.36
Mid-Range	\$4,625.50	\$824.53
Larger	\$15,130.51	\$206.38
All Colleges	\$8,096.95	\$419.99

Transactions and Circulations

Reference Transactions

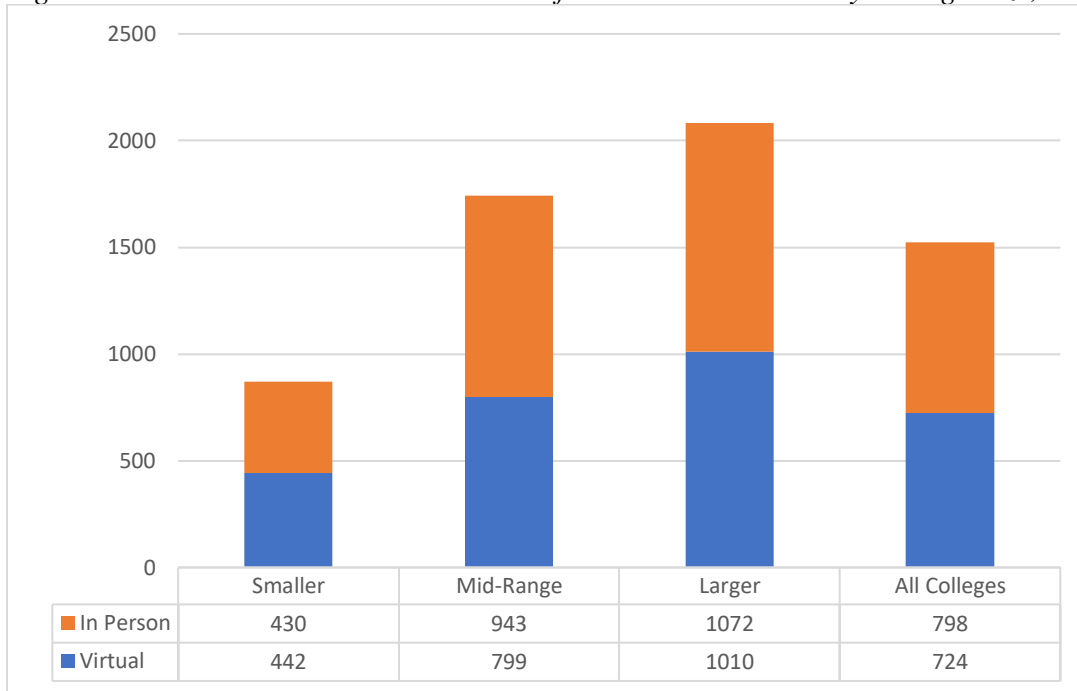
A Reference Transaction is defined in the survey as “an information contact that involves the use, recommendation, interpretation, or instruction in the use of one or more information sources, or knowledge of such sources, by a member of the reference/information staff.” These transactions “do not include directional/operational questions, such as directions for locating restrooms, carrels or telephone, library staff, locating materials for which the user has the call number, supplying materials such as paper and pencils, or assisting users with the operation of printers and photocopiers.” Reference transaction data from the 2020 survey are not available, but including data from 2019 provides a baseline for reference transactions to understand the steep decline precipitated by the transition to nearly complete virtual reference work during the worst of the pandemic. Figure 20 shows these steep declines; the general downward movement from 2021 to 2022 may be partly explained by the precipitous drop in community college enrollment.

Figure 20: Mean Total Reference Transactions by College Size, 2019, 2021 and 2022



In 2022, the survey included specific questions about numbers of virtual vs. in-person reference transactions. It seems highly unlikely that prior to the pandemic, most colleges would have shown a generally even distribution between virtual and in person contacts, which held for all college sizes as shown in the mean virtual and in person reference transactions by college size in Figure 21 below.

Figure 21: Mean Virtual and In-Person Reference Transactions by College Size, 2022



Another aspect of library reference interactions was probed in the 2022 survey regarding the number of library consultations, which are reference meetings generally scheduled in advance and typically lasting longer than reference interviews. The numbers in Table 6 act as a reference point for future inquiries into this practice.

Table 6: Mean Library Consultations by College Size, 2022

College Size	Library Consultations
Smaller	43
Mid-Range	33
Larger	175
All Colleges	80

Circulations

Circulations followed a predictable pattern when examining data both pre-pandemic from 2019 and into full pandemic years of 2021 and 2022. Circulation data from 2020 was not available for this analysis.

Mean Reserve circulations constituted the highest totals across college sizes in 2019; overall, mean ebook circulation totals were slightly greater than for print books. By 2021, mean ebook circulations by far represented the greatest number of transactions across college sizes.

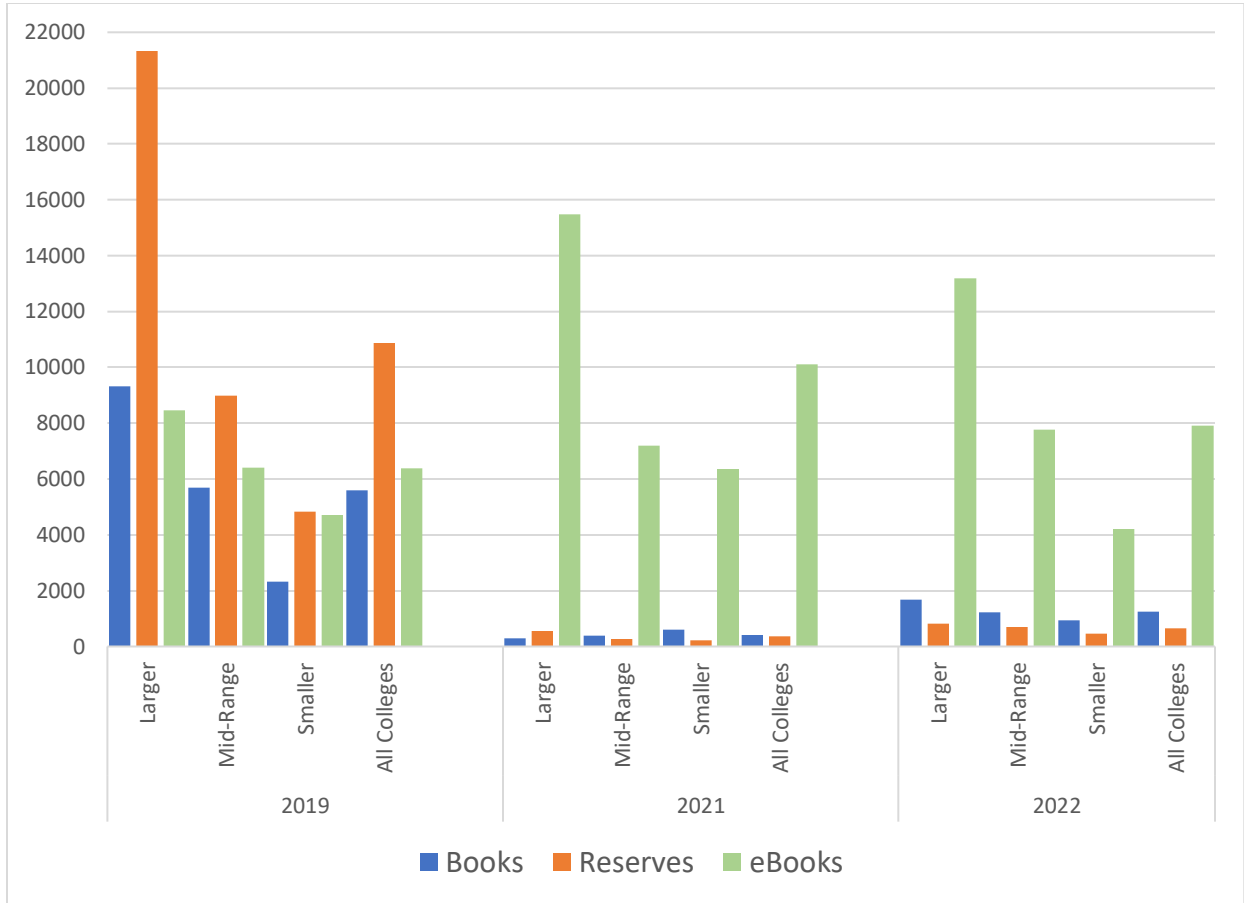
This survey did not account for new tools for creating, circulating, and managing digital reserves, and it is not known how this data is represented here. Additionally, the concept of an e-book circulation is still ill-defined on the survey and the methods of reporting that data are inconsistent across colleges. 9 of 38 smaller colleges reported 0 ebook circulations in 2022, although it is likely all of those colleges had students using ebooks. The inconsistency in reporting these circulations likely skews the number downward away from actual use. Nevertheless, the trend toward dramatically higher ebook use persists, even as overall use dipped from 2021 to 2022, following the decrease in enrollment statewide. See Table 7.

Table 7: Mean Circulations of Print Books, Reserves, and eBooks by College Size, 2019, 2021 and 2022.

		Books	Reserves	eBooks
2019	Larger	9318	21325	8454
	Mid-Range	5684	8990	6399
	Smaller	2331	4830	4721
	All Colleges	5591	10864	6383
2021	Larger	304	550	15486
	Mid-Range	387	259	7192
	Smaller	600	222	6363
	All Colleges	421	360	10111
2022	Larger	1680	825	13187
	Mid-Range	1217	707	7761
	Smaller	938	467	4219
	All Colleges	1252	648	7911

Visually, the shift in circulation patterns is even more stark, as represented in Figure 22.

Figure 22: Mean Circulations of Print Books, Reserves, and eBooks by College Size, 2019, 2021 and 2022.



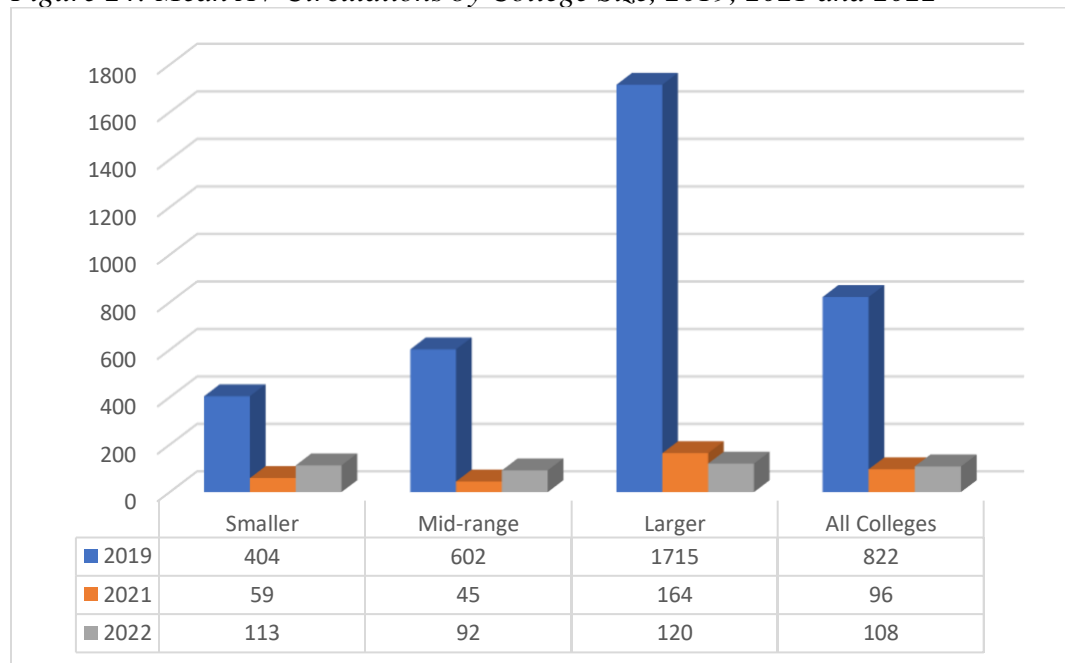
Taken alone, the trend in ebook use reflects both the changing pattern spurred by the pandemic, as well as the decline in enrollment from 2019 to 2022. See Figure 23.

Audio Visual Circulations

AV circulations, as shown in Figure 24, plummeted in 2021 and 2022. The data don't reveal a cause other than loss of enrollment; it is possible that many of the subscription videos had been viewed synchronously within classes and that instructors had not yet discovered a satisfactory way of using these resources in an asynchronous learning environment. It is more likely that these numbers reflect not total usage, but circulation of owned, not subscription-based, AV resources.

Given the dollar resources committed to subscription AV services, this is something to keep an eye on in coming years.

Figure 24: Mean AV Circulations by College Size, 2019, 2021 and 2022

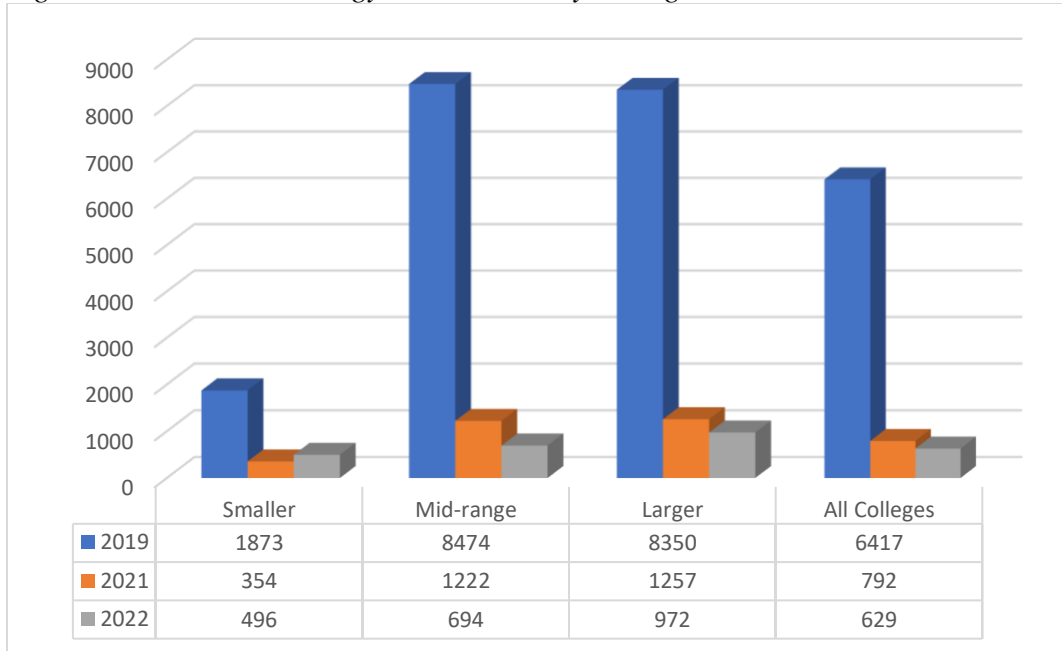


Technology Circulations

The pandemic created an instant demand for more technology, and libraries played a pivotal role in providing technology to students throughout the pandemic. The data on technology

circulations are not available for 2020. In addition, these data do not, however, reflect the anticipated increases in circulation. These data likely reflect items that students regularly checked out for use on campus—a need that few students had across the state. See Figure 25.

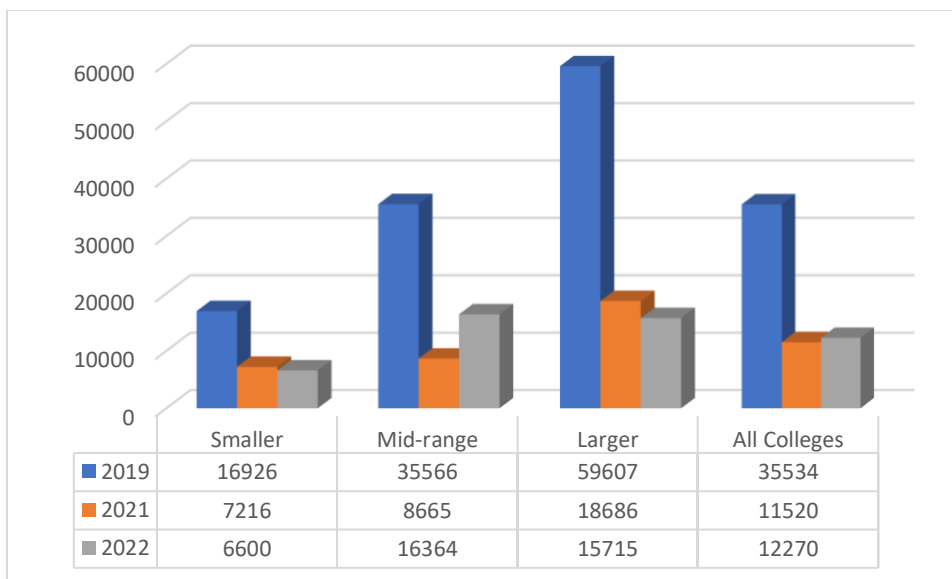
Figure 25: Mean Technology Circulations by College Size, 2019, 2021, 2022.



Total transactions

The total transaction data exhibited similar trendlines as that of technology transactions; the pandemic likely prevented students from getting the kinds of resources they had grown accustomed to accessing through the libraries in person. See Figure 26.

Figure 26: Mean Total Circulations by College Size, 2019, 2021, 2022.



Workshops, Orientations, and Other Librarian-led Learning Activities

The data for 2021 and 2022 are difficult to interpret as several colleges reported no librarian-led activities such as workshops and orientations. The data presented here includes mean totals among colleges that reported some activities, rather than zero. Again, 2019 data are provided as a baseline of pre-pandemic comparison. Remarkably, as shown in Figure 27, the mean total workshop/orientations for all colleges reporting more than zero was greater in 2021 than in 2019; however, Figure 28 shows that the number of total orientations reported was less by a factor of nearly 17 in 2021 and a factor of over 26 in 2022 when compared to 2019.

Figure 27: Mean Orientations, Workshops, and Other Librarian-led Learning Activities, 2019, 2021, 2022

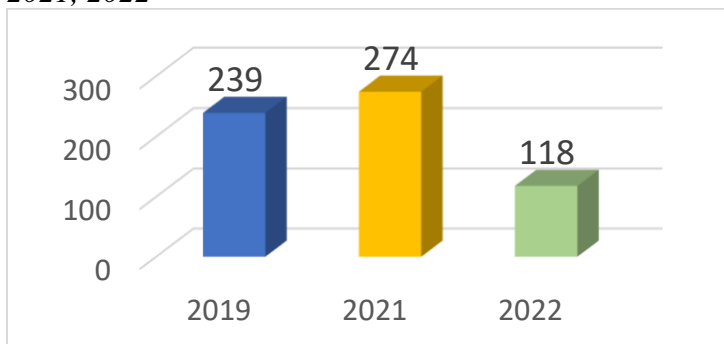
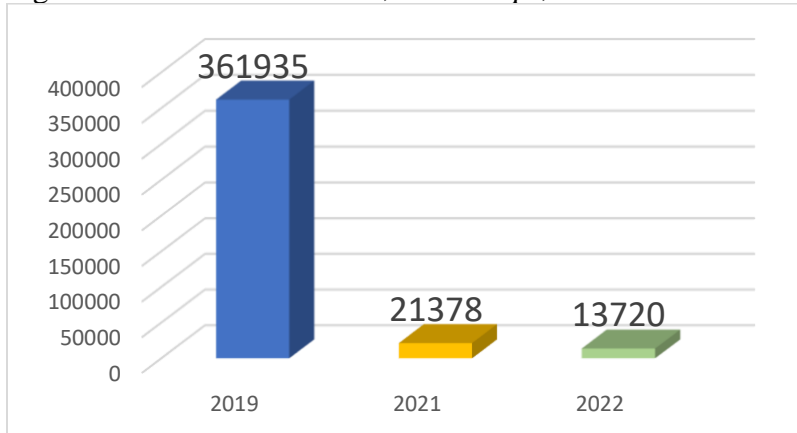
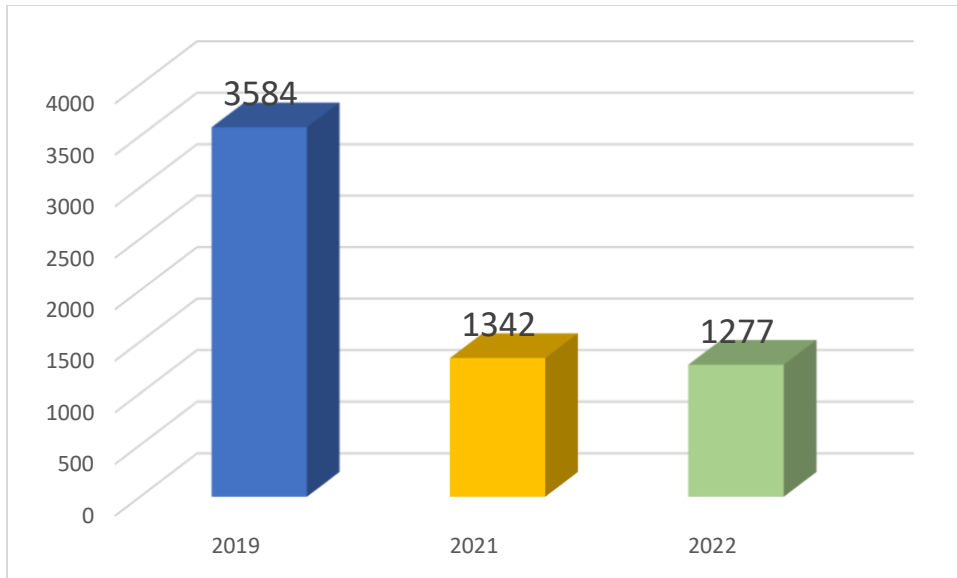


Figure 28: Total Orientations, Workshops, and Other Librarian-led Learning Activities



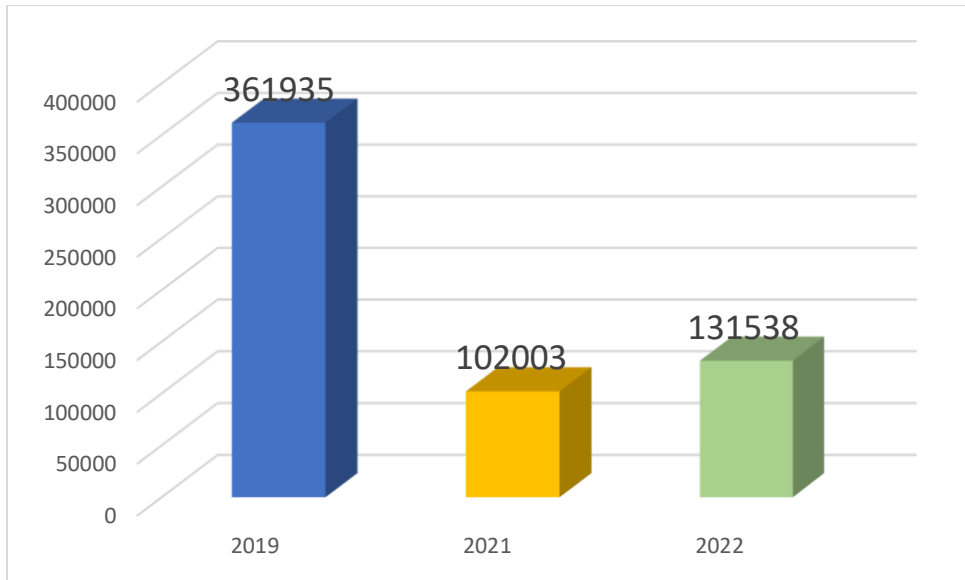
The mean for student participation in such workshops fell by 27 times between 2019 and 2021; while there was a 10% in FTES between 2021 and 2022, the mean for number of students participating in workshops fell by just 5% in 2022 over 2021. See figure 29.

Figure 29: Mean Number of Students Participating in Librarian-led Workshops, All Colleges, 2019, 2021, 2022.



Furthermore, the total number of students participating in workshops actually rose between 2021 and 2022. See figure 30.

Figure 30: Total Students Participating in Librarian-led Workshops, All Colleges, 2019, 2021, 2022.



Gate Count

Gate Count figures are not reliable by college size for years 2021 and 2022, as too few colleges reported totals greater than zero by college size to be statistically significant.

Table 8 indicates the mean gate count for all colleges reporting a gate count greater than zero, years 2021 and 2022. The counts reflect near complete closure of libraries during the 2020-2021 year, and gradually increasing physical presence in libraries in 2021-2022.

Table 8: Mean Gate Count for All Colleges Reporting Gate Counts Greater Than Zero, 2021 and 2022

	2021	2022
Mean Gate Count	4719	29154
Number of Colleges Reporting Gate Count > 0	32	46

The data from the 2020-2021 and 2021-2022 years reflect community college libraries operating in the midst of the COVID-19 pandemic and indicate some hard shifts away from physical resources and facilities toward the virtual. Some of those shifts may represent a hastening of what had been a gradual shift in types of services, instruction, and resources. Subsequent years will make clearer which of those shifts remain significant.

Appendix

Designation of Smaller, Mid-Range and Larger Colleges, 2020-2022

The following FTES criteria was used to divide the colleges into three groups:

Smaller < 5300 Credit FTES
Mid-range ≥ 5300 to 9600
Larger > 9600.

2020-2021

Larger Colleges 2020-2021

American River	Fullerton	Riverside
Bakersfield	Glendale	Sacramento City
Canyons	LA City	Saddleback
Cerritos	LA Pierce	San Diego City
Chaffey	LA Valley	San Diego Mesa
Citrus	Long Beach	San Diego Miramar
Cosumnes River	Modesto	San Francisco
Cypress	Moorpark	San Joaquin Delta
Deanza	Mt San Antonio	Santa Ana
Diablo Valley	Mt. San Jacinto	Santa Barbara
East LA	Orange Coast	Santa Monica
El Camino	Palomar	Santa Rosa
Foothill	Pasadena	Santiago Canyon
Fresno City	Rio Hondo	Sierra
		Southwestern

Mid-Range Colleges 2020-2021

Allan Hancock	Hartnell	Norco College
Antelope Valley	Imperial	Ohlone
Butte	Irvine	Reedley College
Cabrillo	LA Mission	San Bernardino
Chabot Hayward	LA Trade	San Mateo
Clovis	Laney	Sequoias
Cuesta	Las Positas	Shasta
Desert	Los Medanos	Solano
Evergreen Valley	Merced	Ventura
Folsom Lake	MiraCosta	Victor Valley
Golden West	Monterey	West LA
Grossmont	Moreno Valley	West Valley

Smaller Colleges 2020-2021

Alameda	Feather River	Napa
Barstow	Gavilan	Oxnard

Berkeley City	LA Harbor	Palo Verde
Canada	LA Swest	Porterville
Cerro Coso	Lake Tahoe	Redwoods
Coastline	Lassen	San Jose City
Columbia	Madera	Siskiyou
Compton	Marin	Taft
Contra Costa	Mendocino	West Hills Coalinga
Copper Mountain	Menifee Valley	West Hills Lemoore
Crafton Hills	Merritt	Woodland
Cuyamaca	Mission	Yuba

2021-2022

Larger Colleges 2021-2022

American River	LA Pierce	Saddleback
Bakersfield	Long Beach	San Diego Mesa
Canyons	Modesto	San Francisco
Cerritos	Moorpark	San Joaquin Delta
Chaffey	Mt San Antonio	Santa Ana
Cypress	Mt. San Jacinto	Santa Barbara
Deanza	Orange Coast	Santa Monica
Diablo Valley	Palomar	Santa Rosa
East LA	Pasadena	Santiago Canyon
El Camino	Rio Hondo	Sierra
Fresno City	Riverside	Southwestern
Fullerton	Sacramento City	

Mid-Range Colleges 2021-2022

Allan Hancock	Glendale	Moreno Valley
Antelope Valley	Golden West	Norco College
Butte	Grossmont	Ohlone
Cabrillo	Hartnell	San Bernardino
Chabot Hayward	Imperial	San Diego City
Citrus	Irvine	San Diego Miramar
Cosumnes River	LA City	San Mateo
Cuesta	LA Trade	Sequoias
Desert	LA Valley	Skyline
Evergreen Valley	Las Positas	Solano
Folsom Lake	Los Medanos	Ventura
Foothill	Merced	Victor Valley
	MiraCosta	West LA

Smaller Colleges 2021-2022

Alameda	Gavilan	Napa
Barstow	LA Harbor	Oxnard
Berkeley City	LA Mission	Palo Verde
Canada	LA Swest	Porterville
Cerro Coso	Lake Tahoe	Redwoods

Clovis
Coastline
Columbia
Compton
Contra Costa
Copper Mountain
Crafton Hills
Cuyamaca
Feather River

Laney
Lassen
Madera
Marin
Mendocino
Menifee Valley
Merritt
Mission
Monterey

Reedley College
San Jose City
Shasta
Siskiyou
Taft
West Hills Coalinga
West Hills Lemoore
West Valley
Woodland
Yuba