California Community College Library / Learning Resources Survey Report for 2007-2008 through 2013-2014

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For
Council of Chief Librarians – California Community Colleges
http://www.cclccc.org/

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Introduction

Libraries are greatly valued in our society as a conduit into the world of knowledge and serve as a resource for teaching, learning, reference materials, and research activities. Libraries also provide a place for gathering and collaborating by providing conference and study rooms, multimedia rooms, computer stations, and free wi-fi access. Since the emergence of the digital era, academic libraries have restructured to keep up with ever changing digital platforms and prioritizing expenditures among print books and eBooks, periodical subscriptions, access to databases, staffing needs, computers, and reconfiguring library facilities to increase the number of computer workstations and study rooms (Movo 2004). The 2015, the American Librarian Association reported that almost half of associate degree granting academic libraries (47.3%) had repurposed facilities for group study, tutoring centers, quiet learning areas, and additional seating. While the shift in libraries appears towards increased study spaces and electronic holdings, a survey conducted by the Pew Research Center suggested that students and faculty still found merit in libraries continuing to provide access to both print and digital collections (Zickuhr, Rainie & Purcell 2013). In 2010, the Academic Senate for California Community Colleges released a set of standards of practice for libraries that specifically address space utilization and electronic resources in light of changes in library structures and practices (pp. 12-14). By analyzing survey data collected from California community college chief librarians on variables such as staffing levels, hours of operation, print and electronic holdings, and expenditure trends, this report may assist in prioritizing library expenditures and facilities management.

Methods

This report focuses on responses to the annual California Community College Library / Learning Resources Survey for the years 2007-2008 through 2013-2014. While older data are available, the responses from 2007-2008 through the most recent year available have the most consistency in questions, volume of responses, and apparent interpretations of questions. The analysis of library credit enrollments was derived from the California Community College Chancellor's Office (CCCCO) data mart rather than survey responses.

College Peer Grouping

The California Community College Chancellor's Office (CCCCO) developed a framework for creating college peer group to facilitate interpretation of college level Student Success Scorecard metrics among similar colleges (van Ommeren, Liddicoat & Hom, 2008; CCCCO Scorecard Documentation[1]). Variables used for peer grouping include college size, average education level of a college's community, distance from the nearest university, and other factors. Newer colleges have been assigned the same peer group as their parent college. The CCCCO has not created descriptive names for these peer groups but when examining a variety of college characteristics by peer group, a set of unofficial descriptive labels are being suggested here for consideration:

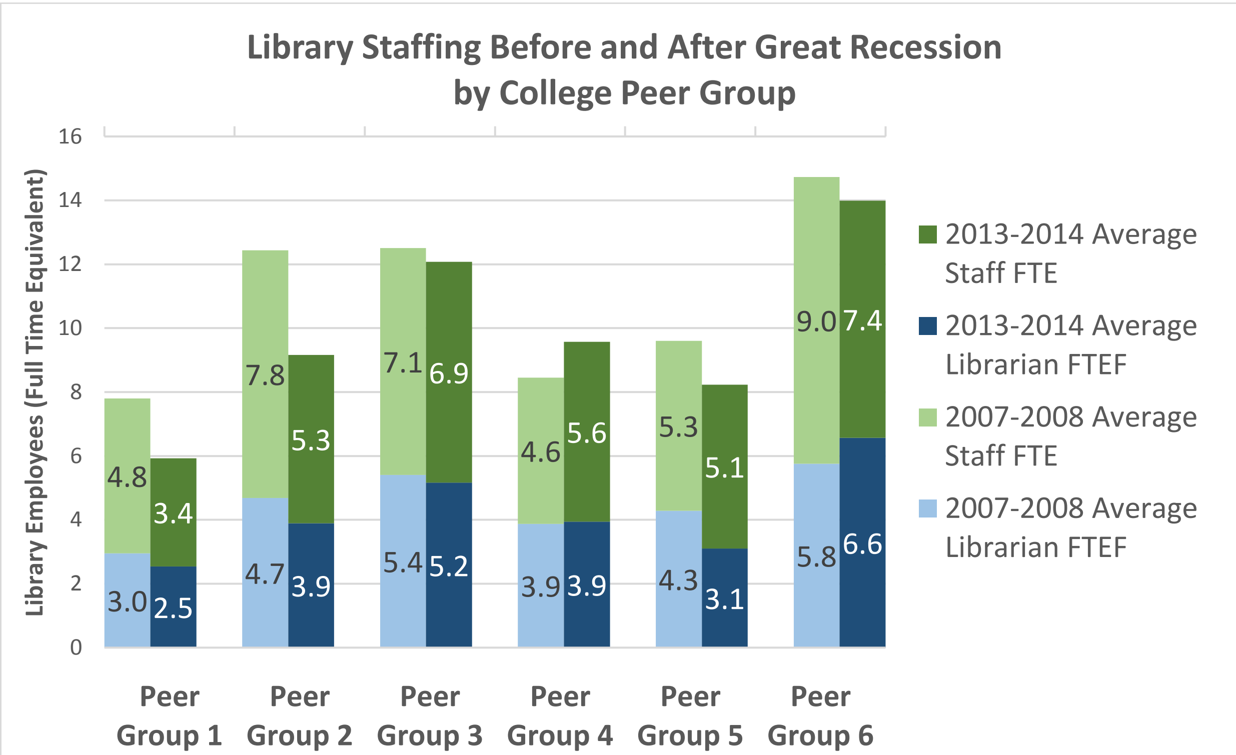
CCCCO College Peer Group	Unofficial Descriptive Label	Count of Colleges
1	Smaller remote	20
2	Average college	24
3	Close to universities	24
4	Lower socioeconomic status	28
5	Workforce development focused	8
6	Higher socioeconomic status	10

A critical point to note on college peer grouping is that colleges are grouped into similar groups by statistically examining similarities on all variables simultaneously. This means that when comparing colleges in a peer group on a single variable, some peer groups will include both large and small colleges or both high and low socioeconomic areas and other variables have influence on groupings. In addition, the peer groups created by the CCCCO are not the only possible grouping. A researcher could require more or fewer groups to be created, create an equal or unequal number of colleges per peer group, weight some variables more than others, include or exclude variables based on data availability or context of the analysis, and other decisions. The CCCCO research team has performed years of extensive testing of many peer grouping options and their current peer grouping is used in this report.

[1] http://extranet.cccco.edu/Portals/1/TRIS/Research/Accountability/ARCC2_0/Peer_groups_final.pdf

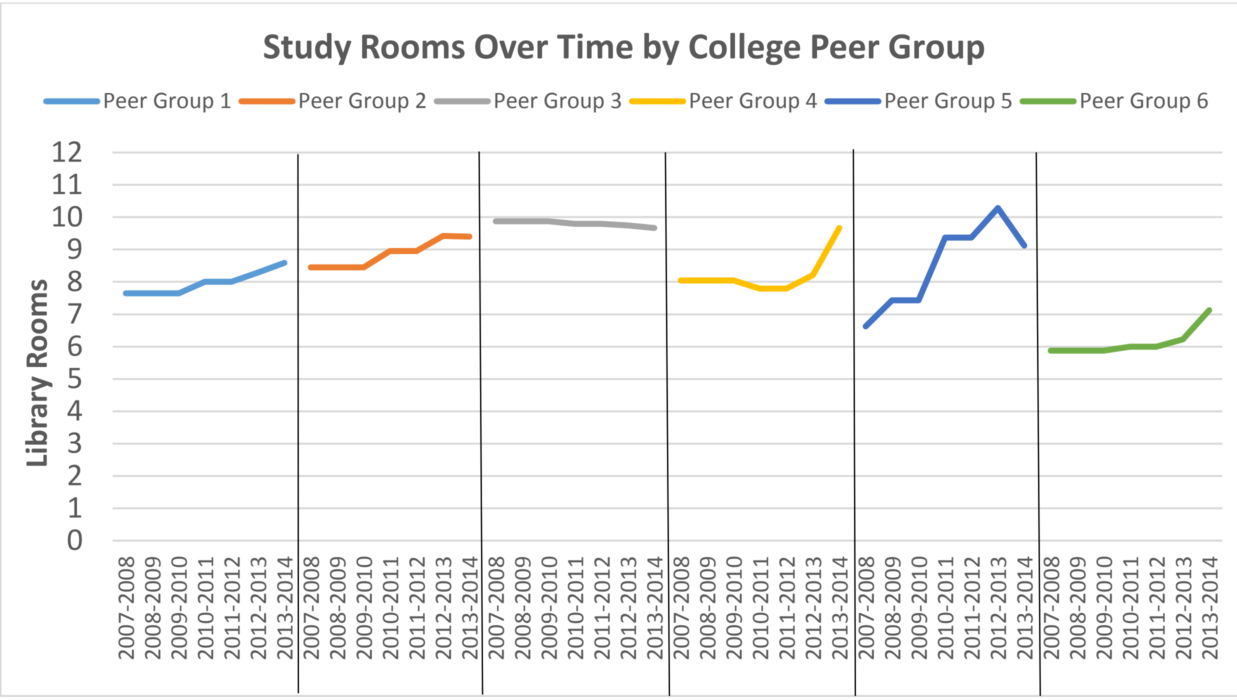
Library Staffing

Libraries typically have a greater number of staff relative to faculty librarians on a full time equivalent (FTE) basis and this appeared to hold true before and after the Great Recession regardless of college peer group. While overall counts of employees dropped after the recession across all colleges, college peer group 4 appeared the most resilient to changes even growing staff slightly while holding librarians steady. College peer groups 1 and 2 appeared to have the greatest decline in employee levels since the recession.



Library Study Rooms

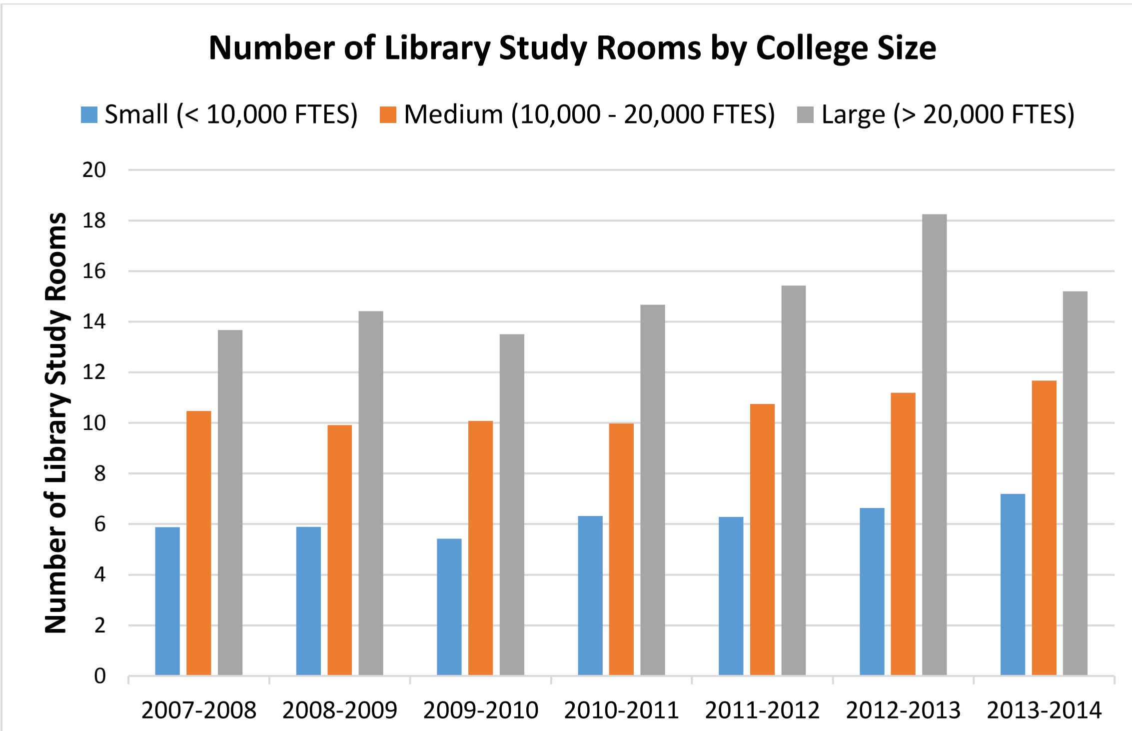
The number of library study rooms has increased over time for all colleges. College peer group 3 showed a very slight decline but had the highest number of study rooms overall. All other peer groups showed an increase with peer group 4 showing the most rapid increase. Peer group 5 had a slight decrease in the most recent year but was still above pre-recession levels. Only the 101 colleges with valid responses across all years were included.



College Peer Group	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	Grand Total
Peer Group 1	7.6	7.6	7.6	8.0	8.0	8.3	8.6	8.0
Peer Group 2	8.5	8.5	8.5	9.0	9.0	9.4	9.4	8.9
Peer Group 3	9.9	9.9	9.9	9.8	9.8	9.8	9.7	9.8
Peer Group 4	8.0	8.0	8.0	7.8	7.8	8.2	9.7	8.2
Peer Group 5	6.6	7.4	7.4	9.4	9.4	10.3	9.1	8.5
Peer Group 6	5.9	5.9	5.9	6.0	6.0	6.2	7.1	6.1
Grand Total	8.2	8.3	8.3	8.5	8.5	8.8	9.2	8.5

Number Of Library Study Rooms By College Size Over Time

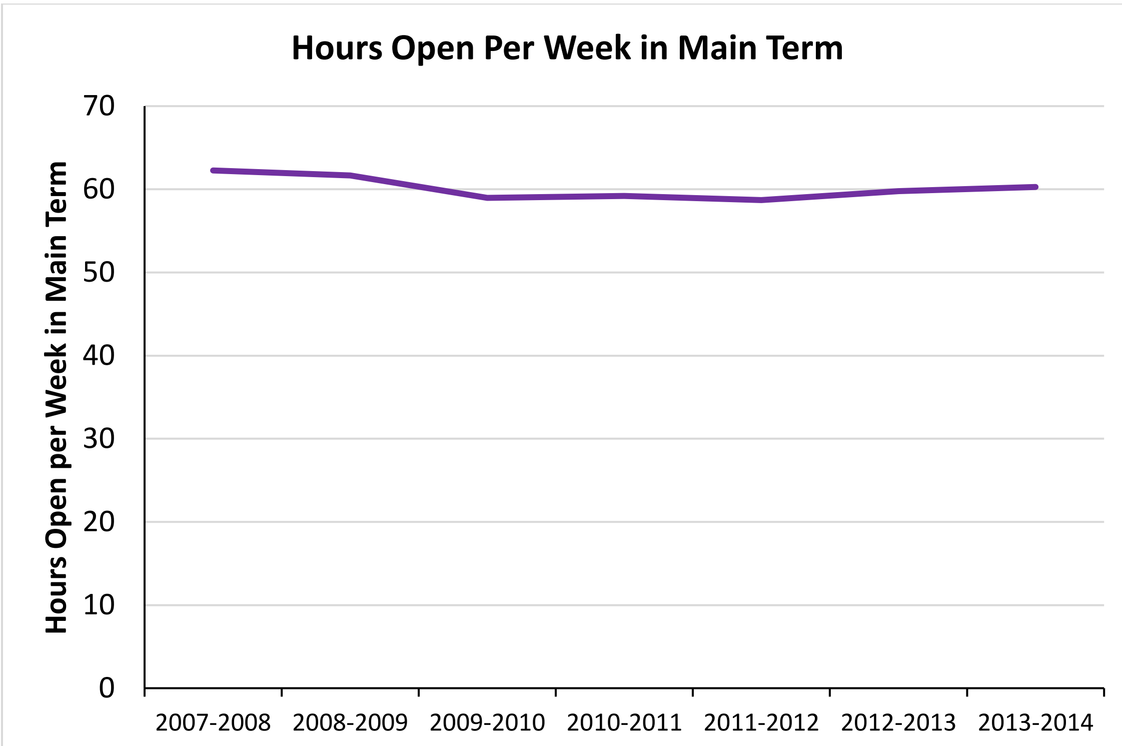
As noted previously, the number of library study rooms has increased over time. The greatest absolute growth was for large sized colleges (about one-tenth of colleges in the system) with an increase of 1.5 study rooms in the last seven years. Small colleges (about 60% of colleges in the system) showed the greatest relative growth with an almost one third increase. Note that only five colleges met the criteria to be large in 2013-2014 compared with the peak of 14 colleges classified as large in 2009-2010 just before the full effects of the Great Recession hit the system. Out of 114 Colleges surveyed, only the 101 colleges with valid responses across all years were included.



	Average Number of Library Study Rooms By College Size			
Year	**Small (< 10,000 FTES)**	**Medium (10,000 - 20,000 FTES)**	**Large (> 20,000 FTES)**	**All Colleges**
2007-2008	5.9	10.5	13.7	8.2
2008-2009	5.9	9.9	14.4	8.3
2009-2010	5.4	10.1	13.5	8.3
2010-2011	6.3	10.0	14.7	8.5
2011-2012	6.3	10.8	15.4	8.5
2012-2013	6.6	11.2	18.3	8.8
2013-2014	7.2	11.7	15.2	9.2

Library Operating Hours In Main Term Over Time

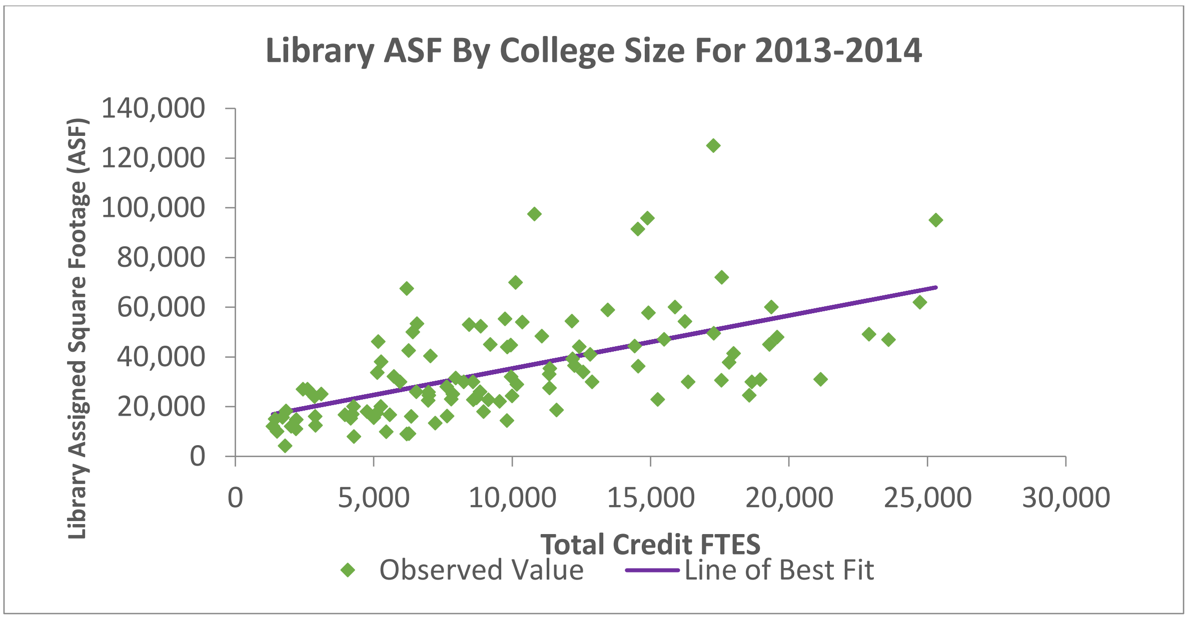
Overall average operating hours in main terms declined slightly in the aftermath of the Great Recession. There are some signs of a slight recovery in hours although some of the recent gains can be attributed to increases in online services being considering in operation hours responses. This will be discussed more in the subsequent sections.

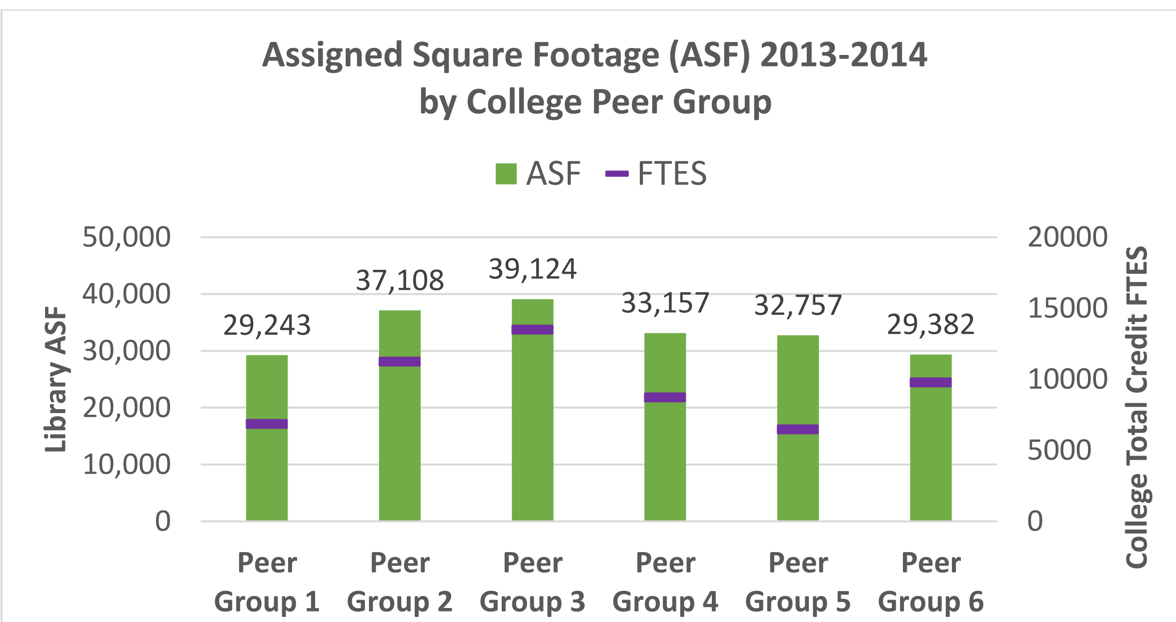


Year	Average Hours Open in Main Term	Valid Responses
2007-2008	62.3	109
2008-2009	61.7	109
2009-2010	59.0	110
2010-2011	59.2	107
2011-2012	58.7	107
2012-2013	59.8	111
2013-2014	60.3	114

Library Assigned Square Footage

As seen in the upper chart, library assigned square footage (ASF) generally increases with college size with each additional 10,000 credit FTES corresponding to approximately 21,000 more ASF[2]. In the lower chart, the green bars indicate library ASF while the purple horizontal lines indicate college size by total credit FTES. ASF varied somewhat among college peer groups with peer groups 1 and 6 having the smallest libraries but peer group 1 colleges having somewhat larger libraries than expected given their size, which may be due to a minimum viable size being required for a library. Peer group 4 colleges had slightly smaller libraries than expected based on college size when compared to peer group 5 colleges.

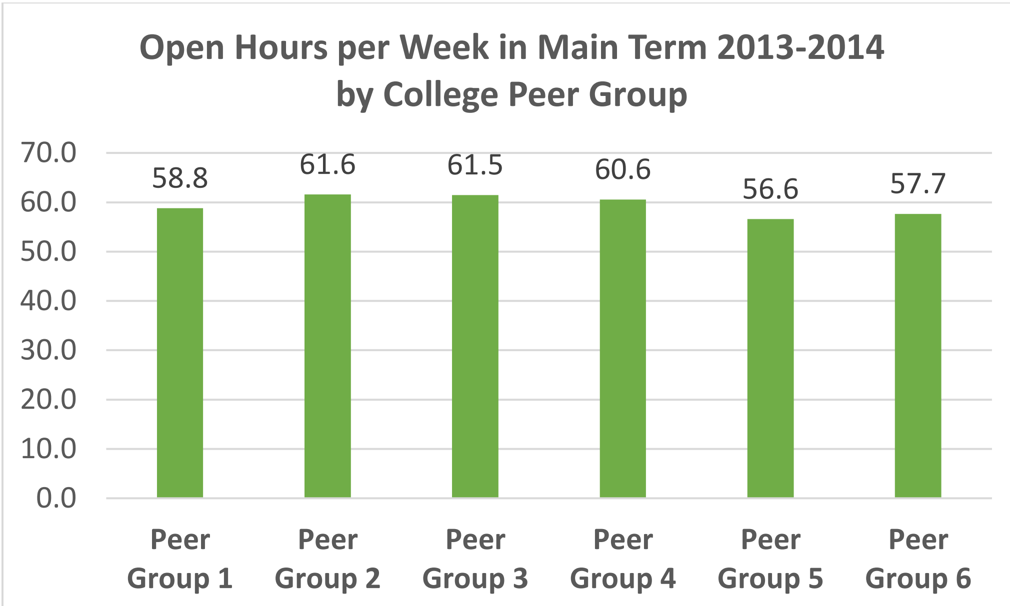




[2] $R^2 = 0.33$; $F(1,108)=53.9$, $p < 0.001$

Operating Hours

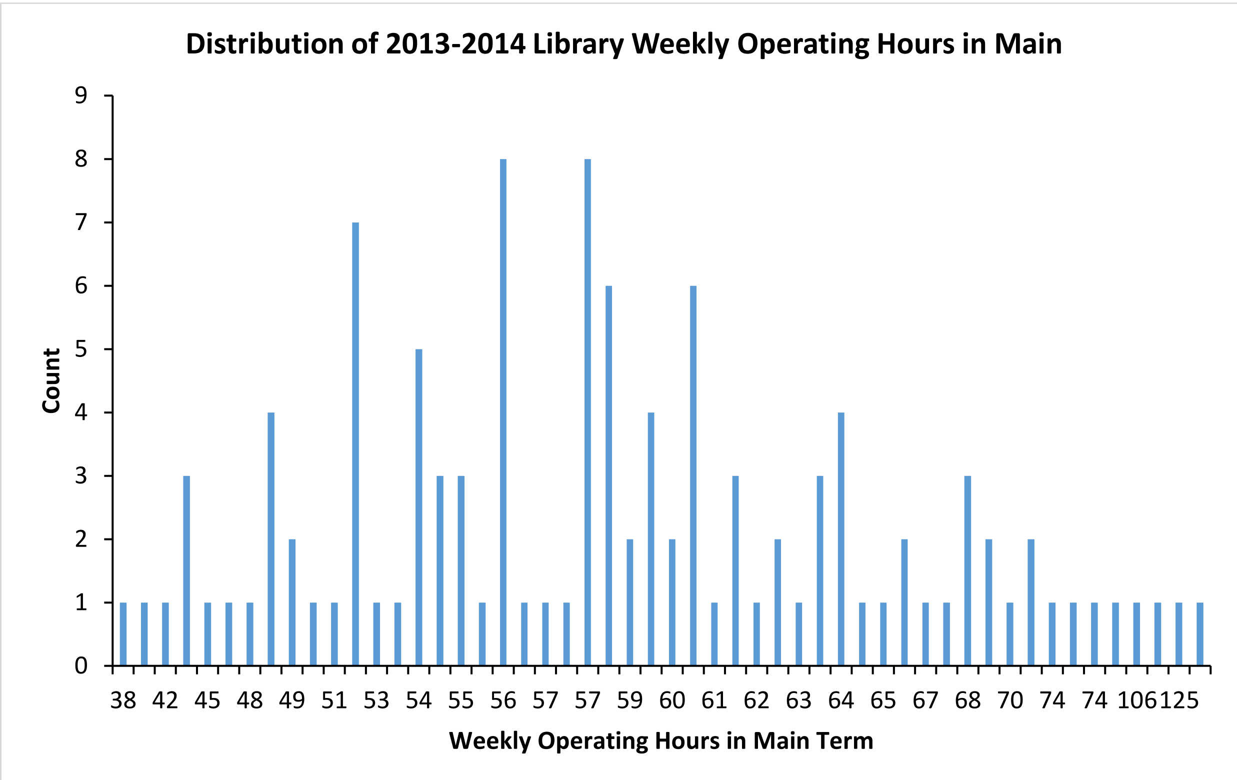
Library open operating hours per week in main terms decreased somewhat after the Great Recession and appear to have begun recovering as shown in the table below. Hours by college peer group are similar but peer group 5 has the fewest open hours and peer groups 2 and 3 have the most open hours.



College Peer Group	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	Grand Total
Peer Group 1	60.6	59.7	57.5	56.8	55.7	62.0	59.4	58.8
Peer Group 2	61.9	62.4	59.4	63.2	62.9	59.1	62.6	61.6
Peer Group 3	65.2	63.0	60.8	60.6	60.3	60.2	60.4	61.5
Peer Group 4	62.9	62.4	59.4	58.3	57.9	61.0	62.2	60.6
Peer Group 5	60.8	60.3	57.4	56.4	54.4	53.2	53.6	56.6
Peer Group 6	58.8	59.3	56.5	56.7	57.7	57.8	56.6	57.7
Grand Total	62.3	61.7	59.0	59.2	58.7	59.8	60.3	60.1

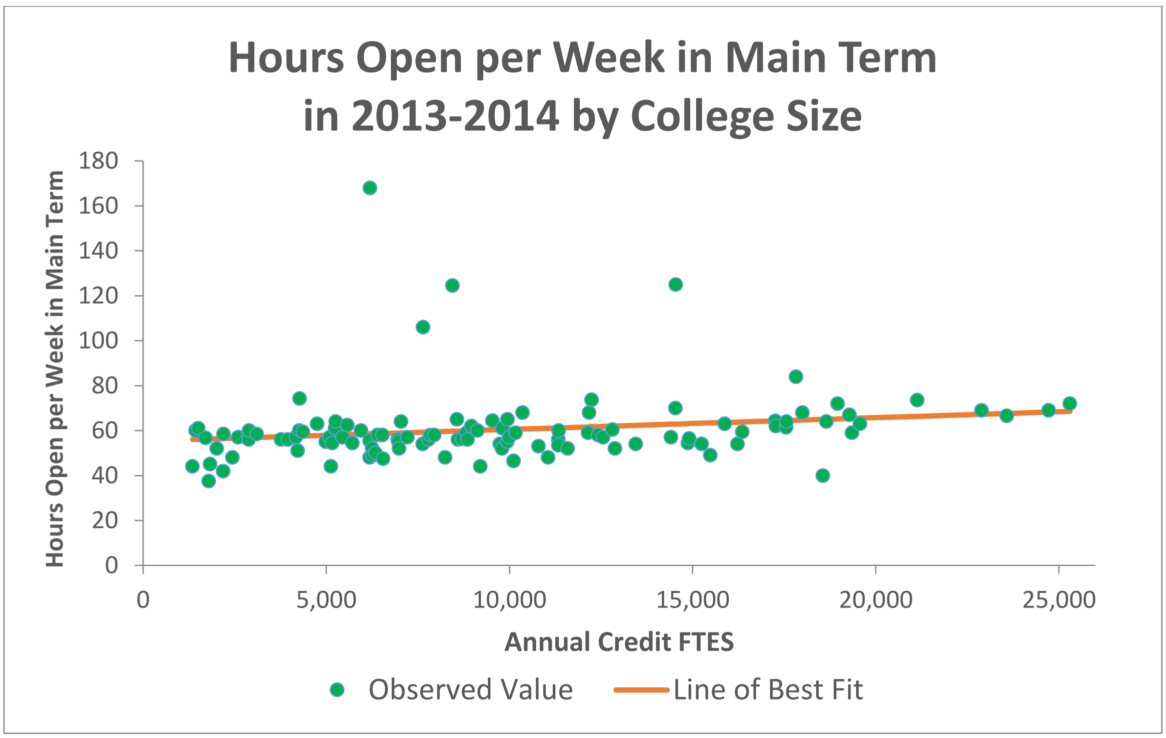
Distribution Of 2013-2014 Library Operating Hours In Main Term

Operating hours per week for all colleges during a main term for 2013-2014 ranged from 37.5 to 168. The high value was for a virtual library that is “open” 24/7. Seventy five percent of colleges had operating hours in the range between 48 and 65 hours per week.



2013-2014 Library Operating Hours In Main Term By College Size

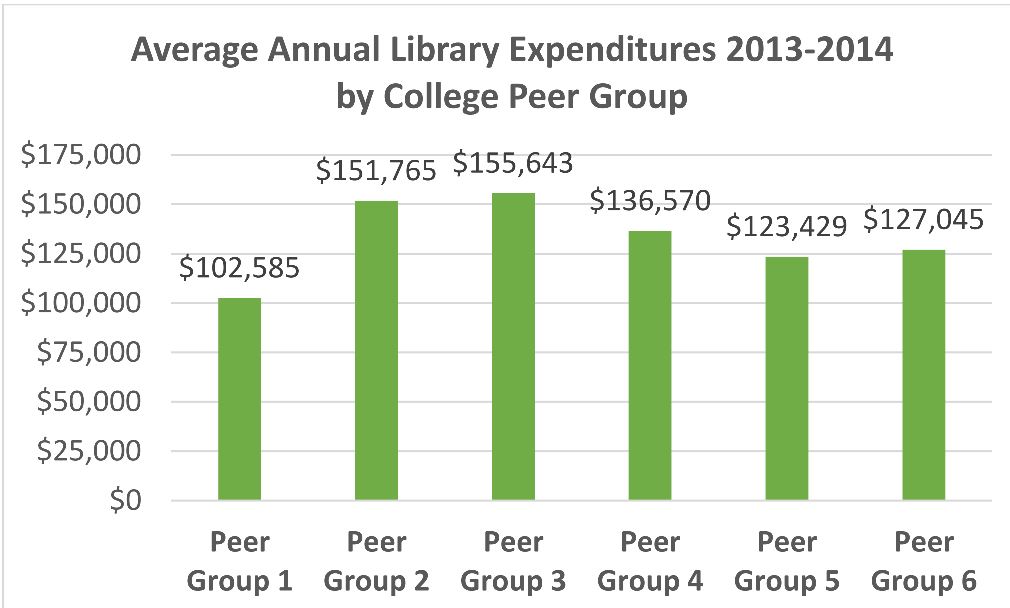
On average, each additional 1,000 credit FTES increase in college size corresponded to an additional half hour of operating time per week in a main term[3]. However this association, while statistically significant, was weak. In addition, with more services being available online, the concept of operating hours is challenged. For example, one college library is completely virtual and indicated they were "open" 24/7 resulting in 168 operating hours per week. The traditional definition of operating hours would include access to study rooms, printed materials, and library staff. With more content accessible online and the potential of real time or asynchronous communication with library staff, study room access may become the indicator for operating hours in the traditional sense.



[3] $R^2 = 0.035$; $F(1,111)=4.02$, $p=0.047$

Library Expenditures

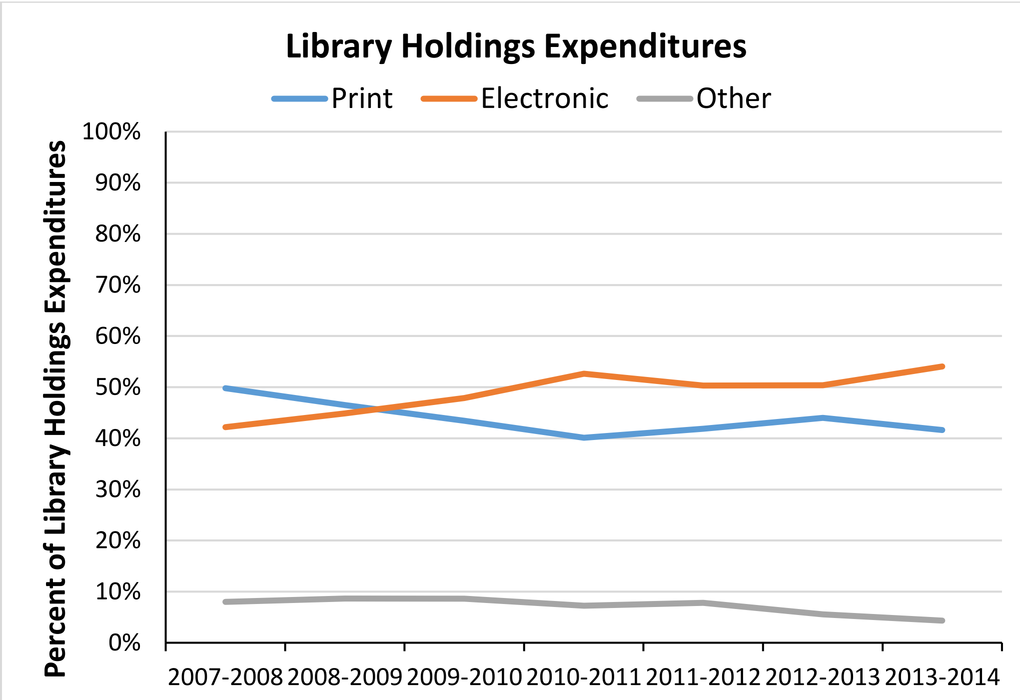
Library expenditures have declines since the Great Recession for all college peer groups with signs of recovery in the most recent year as seen in the table below. Peer group 1 has the lowest expenditures but are also comprised mainly of smaller colleges. Peer group 3, which is on average closest to universities and has many larger colleges, has the highest average expenditures.



College Peer Group	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	Grand Total
Peer Group 1	$174,935	$150,155	$140,444	$99,032	$95,483	$92,437	$102,585	$122,147
Peer Group 2	$249,474	$244,928	$442,734	$151,247	$134,709	$143,735	$151,765	$221,903
Peer Group 3	$181,991	$181,654	$154,058	$145,266	$141,020	$135,435	$155,643	$156,304
Peer Group 4	$232,047	$235,453	$205,580	$123,072	$117,577	$110,431	$136,570	$165,958
Peer Group 5	$201,425	$179,386	$174,270	$64,911	$66,145	$100,674	$123,429	$130,154
Peer Group 6	$233,332	$175,014	$126,470	$156,204	$147,069	$107,948	$127,045	$154,175
Grand Total	$213,430	$202,048	$223,840	$126,653	$120,179	$119,053	$136,176	$164,010

Library Expenditures On Print Versus Electronic Holdings Over Time.

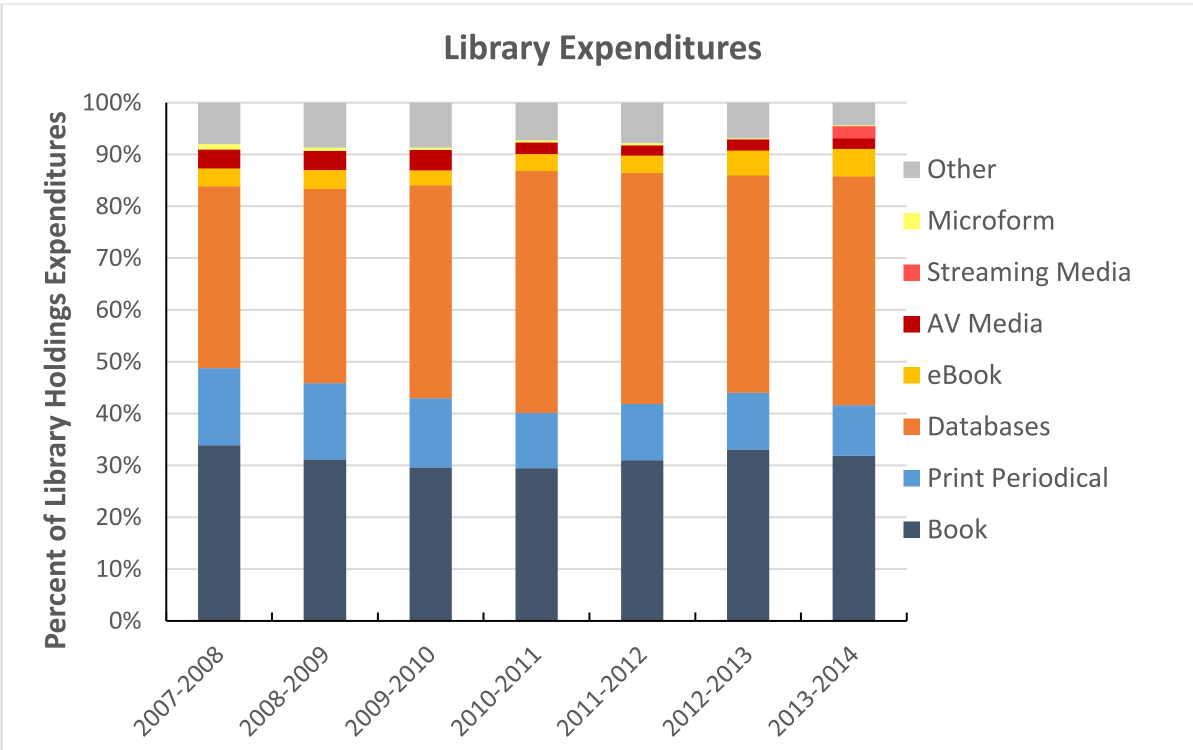
The overall trend towards a greater percentage of expenditures on electronic holding has continued. If present trends continue, expenditures on electronic holdings will remain the majority expenditure.



Year	Print	Electronic	Other	Valid Responses
2007-2008	50%	42%	8%	108
2008-2009	46%	45%	9%	108
2009-2010	43%	48%	9%	109
2010-2011	40%	53%	7%	97
2011-2012	42%	50%	8%	96
2012-2013	44%	50%	6%	111
2013-2014	42%	54%	4%	114

Library Expenditures By Holdings Category Over Time.

A more detailed look at expenditures on holdings over time shows that books are the majority of printed expenses. Printed periodicals have declined in relative expenditures while databases have increased and remain the majority electronic expenditure. EBook expenditures have grown slightly in about the same magnitude as the decline in AV media although that does not mean eBooks are influencing AV media holdings. Microforms have essentially disappeared from expenditures while streaming media is a new arrival. Finally, expenses on “other” have declined presumably as more expenses fit into existing categories.

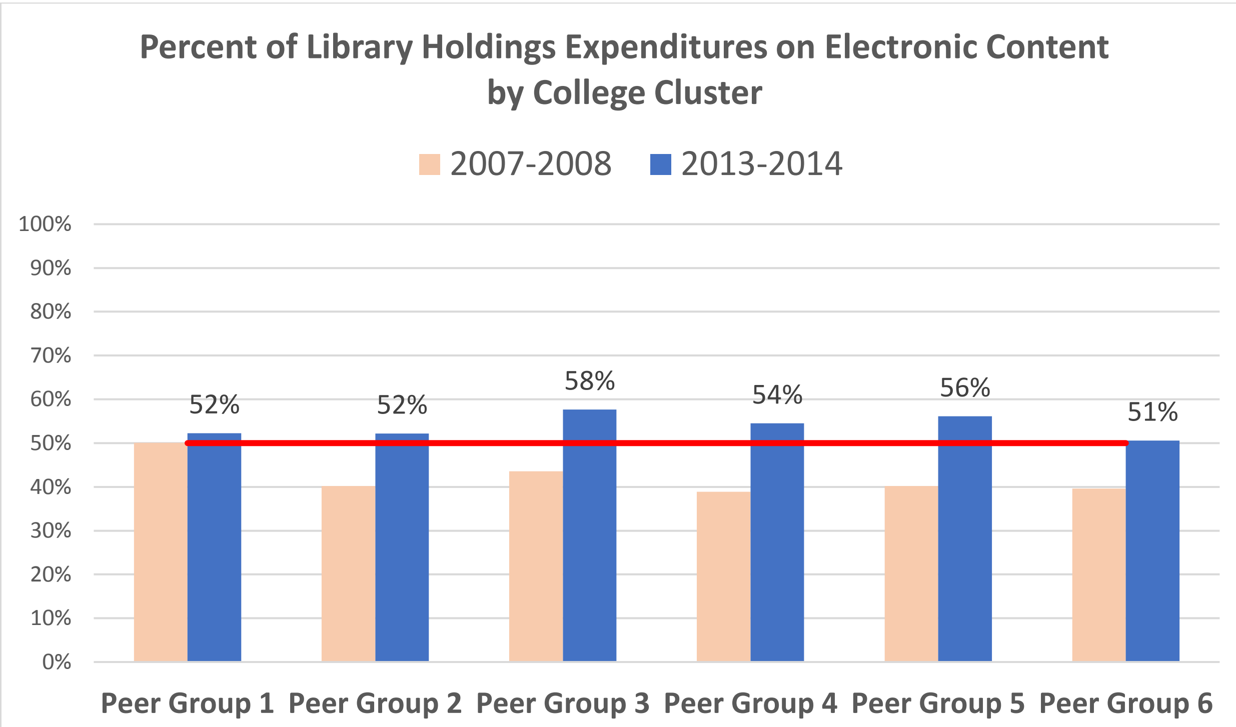


Year	Book	Print Periodical	Databases	eBook	AV Media	Streaming Media	Microform	Other	Valid Count
2007-2008	34%	15%	35%	3%	4%	na	1%	8%	108
2008-2009	31%	15%	37%	4%	4%	na	1%	9%	108
2009-2010	30%	13%	41%	3%	4%	na	0%	9%	109
2010-2011	29%	11%	47%	3%	2%	na	0%	7%	97
2011-2012	31%	11%	45%	3%	2%	na	0%	8%	96
2012-2013	33%	11%	42%	5%	2%	na	0%	7%	111
2013-2014	32%	10%	44%	5%	2%	2%	0%	4%	114

na = question not asked

Library Expenditures By College Peer Group

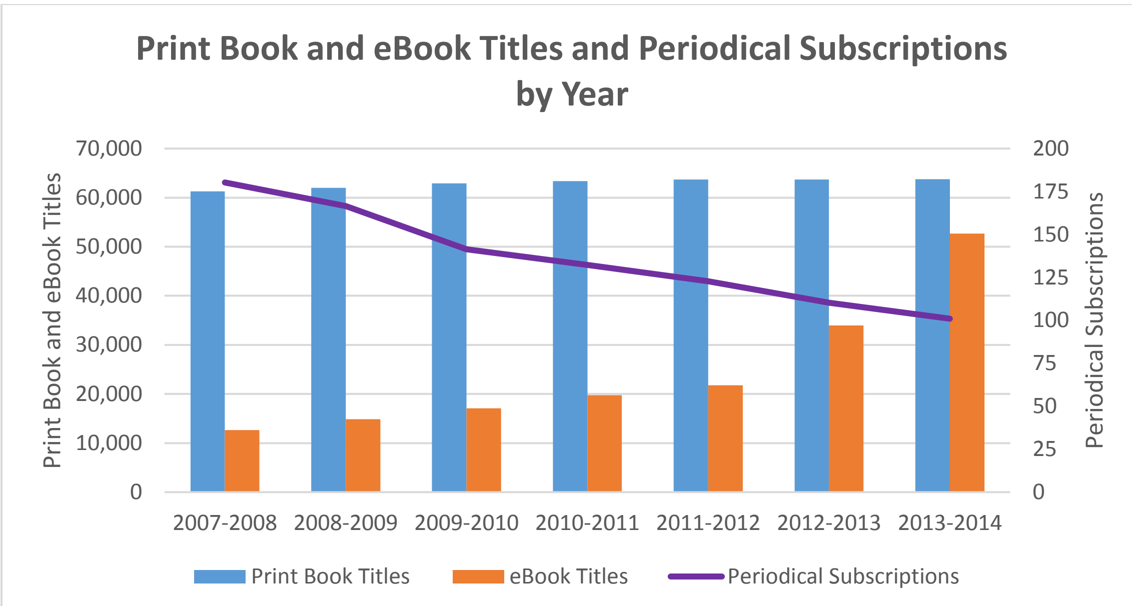
By the most recent survey year, all college peer groups had over 50% of holdings expenditures on electronic content. Peer group 3 had the highest percent of electronic expenditures with 58% and peer group 6 had the lowest at 51%. Peer groups 4 and 5 showed the greatest increases in electronic holding expenditures while peer group 1 showed the smallest increase.



College Peer Group	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	Grand Total
Peer Group 1	50%	49%	51%	54%	54%	48%	52%	51%
Peer Group 2	40%	44%	46%	53%	48%	49%	52%	47%
Peer Group 3	44%	45%	48%	52%	48%	50%	58%	49%
Peer Group 4	39%	42%	49%	52%	50%	51%	54%	48%
Peer Group 5	40%	48%	48%	61%	57%	66%	56%	54%
Peer Group 6	40%	44%	44%	45%	47%	44%	51%	45%
All Colleges	42%	45%	48%	53%	50%	50%	54%	49%

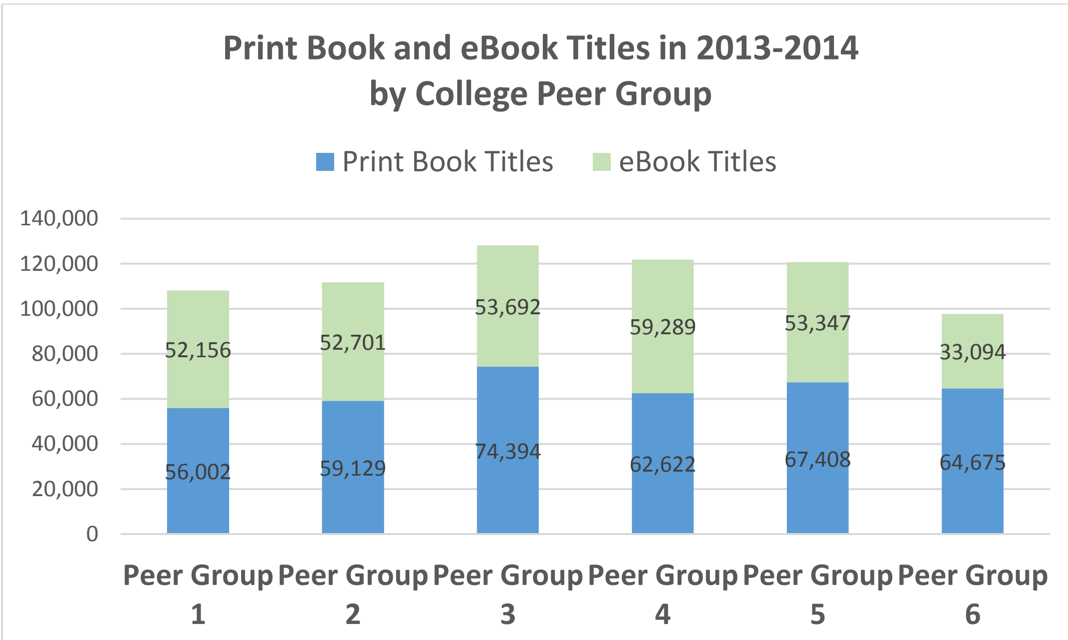
Trends in Print Book and eBook Titles and Periodical Subscriptions

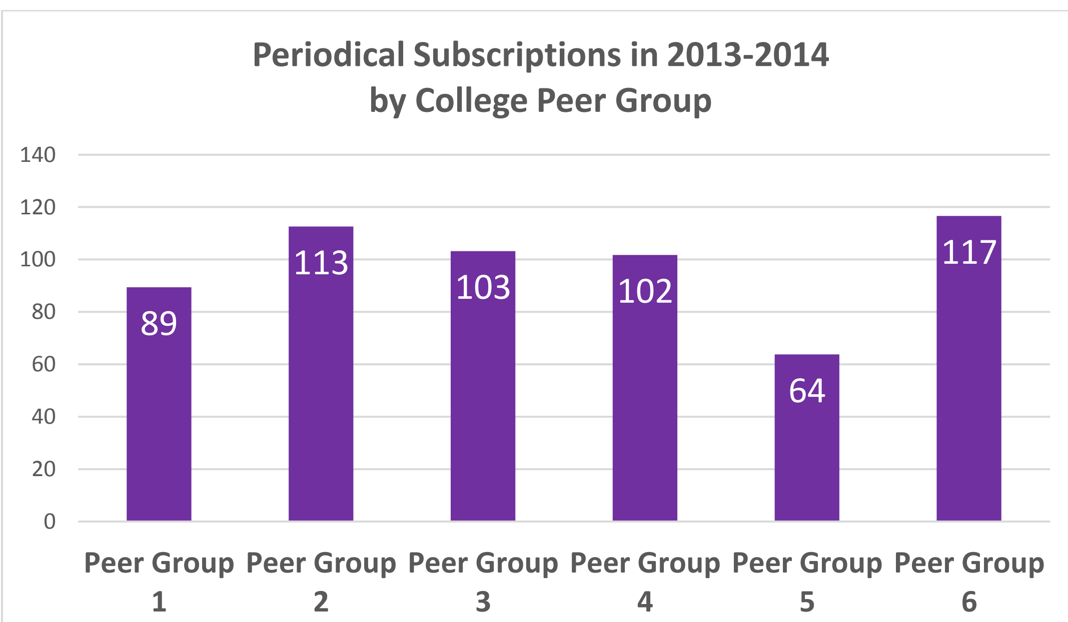
While print book titles have remained fairly steady with a slight increase, eBook titles have seen an increase of over three fold across the last several years. During that same time, periodical subscriptions have declined by over 40%. The decline in periodical subscriptions may be due to an increased reliance on electronic databases for periodical content.



Print Book and eBook Titles and Periodical Subscriptions by Peer Group

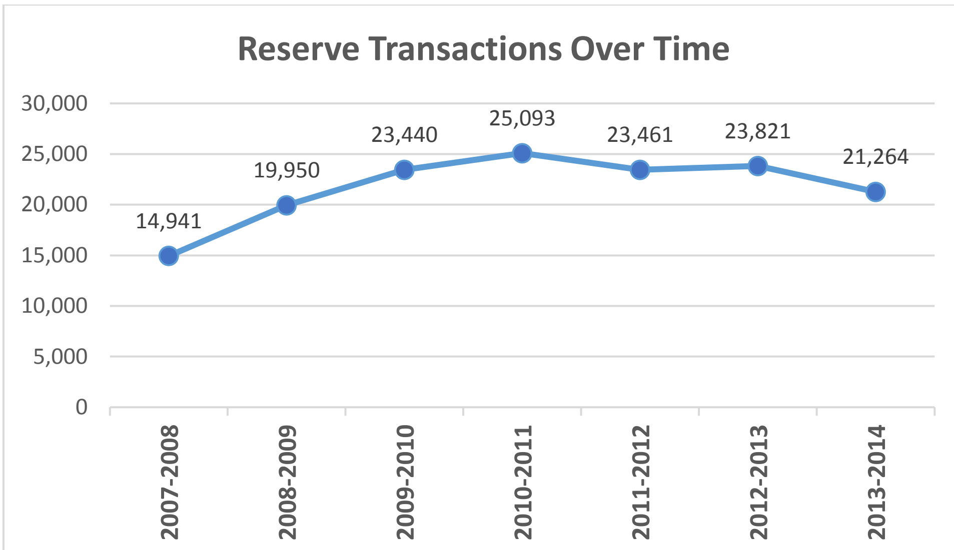
Peer group 1 has the greatest number of print book titles but peer group 4 has the greatest number of eBook titles. Peer groups 1 and 4 have the highest proportion of book titles being eBooks while peer group 6 has the highest proportion of book titles being print. Periodical subscriptions vary a fair amount by peer group with peer group 6 holding the most subscriptions having nearly twice as many periodicals as peer group 5, which has the lowest number of periodical subscriptions.

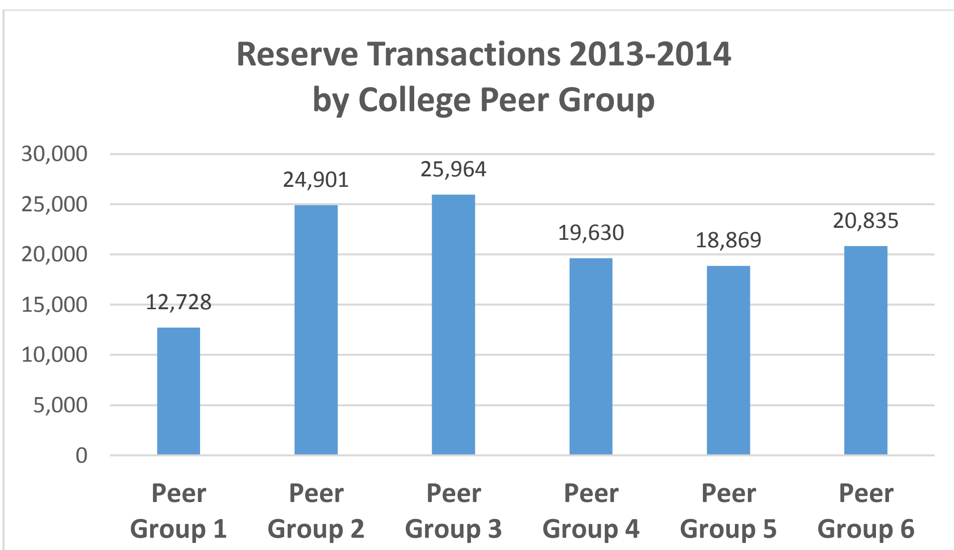




Reserve Transactions

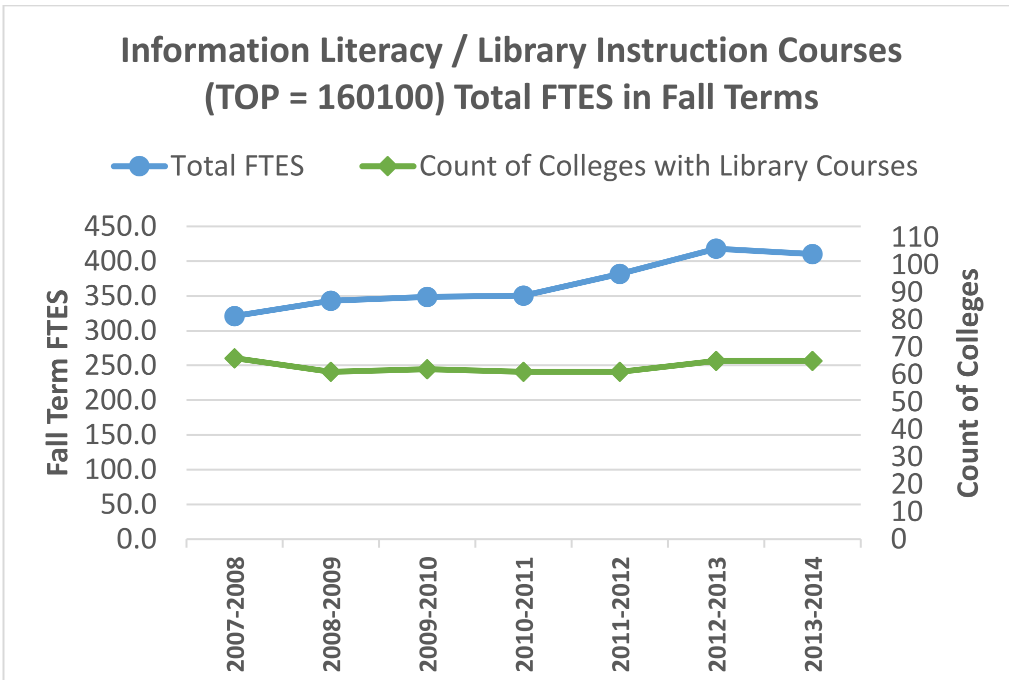
Reserve transactions showed a steady increase until 2010-2011 and then leveled off with a decline in the most recent year. Transactions by peer group appear influenced by college size as peer group 1 with the fewest reserve transitions does contain many smaller colleges while peer group 3 with the most reserve transactions has several larger colleges and are also on average closer to universities.





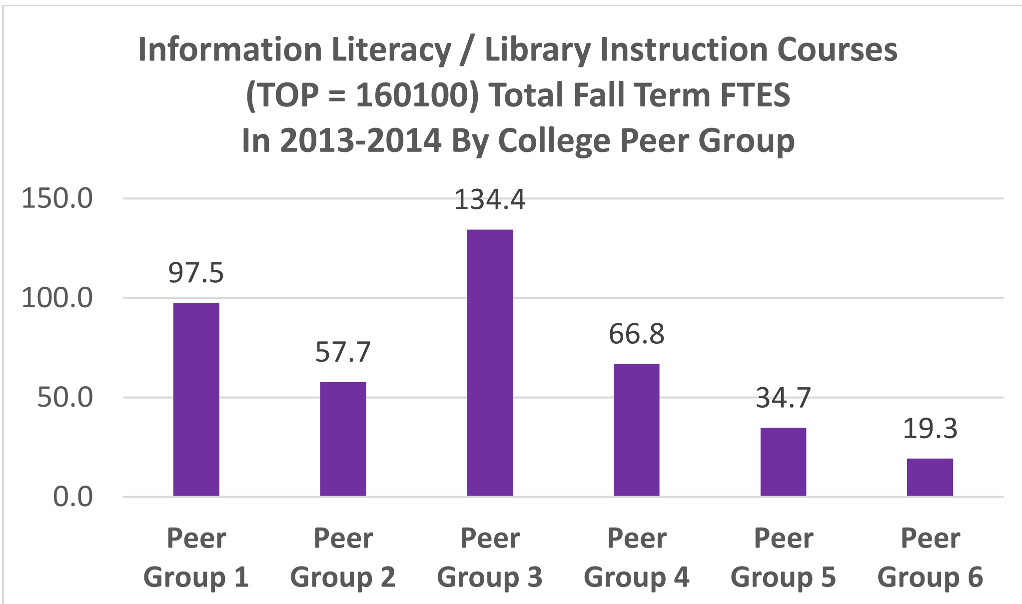
Information Literacy/Library Instruction Courses Over Time

While the survey inquired about library courses, the responses were somewhat incomplete. The analysis below examines Information Literacy/Library Instruction Courses with the taxonomy of program (TOP) code of 160100 (Library Sciences, General). On average, about 55% of colleges have such courses. The fall term FTES of these classes has increased over time even while many colleges overall enrollments have been dropping. Some colleges offer classes through the library that have other TOP codes such as study skills (493014) that may also be offered by the counseling department or other disciplines.



Information Literacy/Library Instruction Courses By Peer Group

Peer group 3 has the largest amount of Information Literacy/Library Instruction Courses Fall term FTES while peer group 6 has the least even though 70% of those colleges offer library courses. Peer group 1 colleges are less likely to offer library course with 40% of those colleges having such offerings yet still had the second highest amount of Fall term FTES generated.



College Peer Group	Library Courses Fall Term FTES	Percent of colleges with Library Courses	Count of colleges with Library Courses	Count of colleges in peer group
Peer Group 1	97.5	40%	8	20
Peer Group 2	57.7	58%	14	24
Peer Group 3	134.4	63%	15	24
Peer Group 4	66.8	57%	16	28
Peer Group 5	34.7	63%	5	8
Peer Group 6	19.3	70%	7	10

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Appendix A. College Peer Groups

Group 1:	Group 2:	Group 3:	Group 4:	Group 5:	Group 6:
ALLAN HANCOCK	BUTTE	ALAMEDA	ANTELOPE VALLEY	CONTRA COSTA	BERKELEY CITY
AMERICAN RIVER	CHABOT	CABRILLO	BAKERSFIELD	L.A. CITY	CANADA
BARSTOW	CHAFFEY	CUESTA	CERRITOS	L.A. VALLEY	FOOTHILL
CANYONS	CITRUS	DE ANZA	COALINGA	LANEY	IRVINE VALLEY
CERRO COSO	COSUMNES RIVER	DIABLO VALLEY	COMPTON	MERRITT	MARIN
COASTLINE	CRAFTON HILLS	FOLSOM LAKE	COPPER MOUNTAIN	PALO VERDE	SADDLEBACK
COLUMBIA	CYPRESS	FULLERTON	DESERT	TAFT	SAN DIEGO MIRAMAR
CUYAMACA	EL CAMINO	GLENDALE	EAST L.A.	WEST L.A.	SAN FRANCISCO CITY
FEATHER RIVER	EVERGREEN VALLEY	GOLDEN WEST	HARTNELL		SAN MATEO
GAVILAN	FRESNO CITY	L.A. PIERCE	IMPERIAL VALLEY		WEST VALLEY
LAKE TAHOE	GROSSMONT	LAS POSITAS	L.A. HARBOR		
LASSEN	LOS MEDANOS	MIRA COSTA	L.A. MISSION		
MENDOCINO	MODESTO	MOORPARK	L.A. TRADE-TECH		
MISSION	MT. SAN ANTONIO	OHLONE	LEMOORE		
MONTEREY	MT. SAN JACINTO	ORANGE COAST	LONG BEACH CITY		
NAPA VALLEY	REEDLEY	PALOMAR	MERCED		
REDWOODS	SACRAMENTO CITY	PASADENA CITY	OXNARD		
SANTA ANA	SAN DIEGO CITY	SAN DIEGO MESA	PORTERVILLE		
SANTA ROSA	SHASTA	SAN JOSE CITY	RIO HONDO		
SISKIYOUS	SOLANO	SANTA BARBARA CITY	RIVERSIDE		
	SOUTHWESTERN	SANTA MONICA	SAN BERNARDINO		
	VENTURA	SANTIAGO CANYON	SAN JOAQUIN DELTA		
	WOODLAND	SIERRA	SEQUOIAS		
		SKYLINE	SOUTHWEST L.A.		
			VICTOR VALLEY		
			YUBA		

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http://extranet.cccco.edu/Portals/1/TRIS/Research/Accountability/ARCC2_0/Peer_groups_final.pdf