

Cluster Report On: DCU

Survey: ANLTC Library Staff Survey 2004

Responses Received: 12

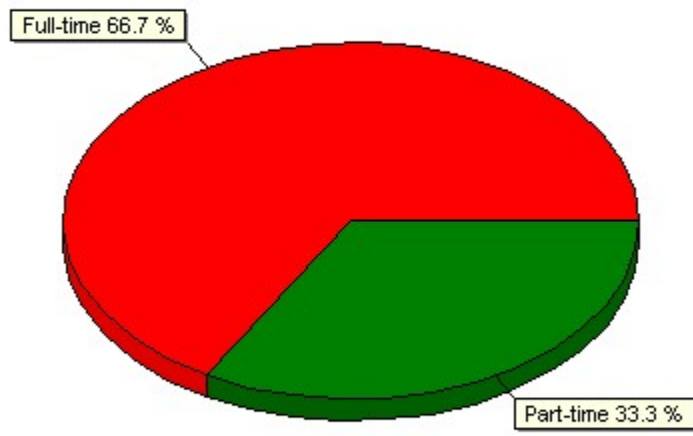
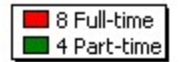
Library

Response	Count	Percent
DCU	12	100.0%
DIT	0	0.0%
NLI	0	0.0%
NUIG	0	0.0%
NUIM	0	0.0%
RCSI	0	0.0%
TCD	0	0.0%
UCC	0	0.0%
UCD	0	0.0%
UL	0	0.0%

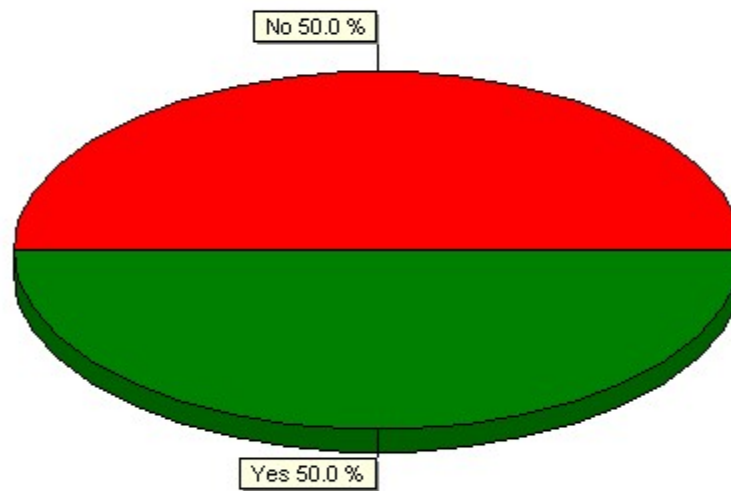
Position

Response	Count	Percent
Library Assistant	4	33.3%
Senior Library Assistant	1	8.3%
Assistant Librarian	7	58.3%
Sub-Librarian	0	0.0%
Deputy Librarian	0	0.0%
University Librarian	0	0.0%
Other	0	0.0%

Category



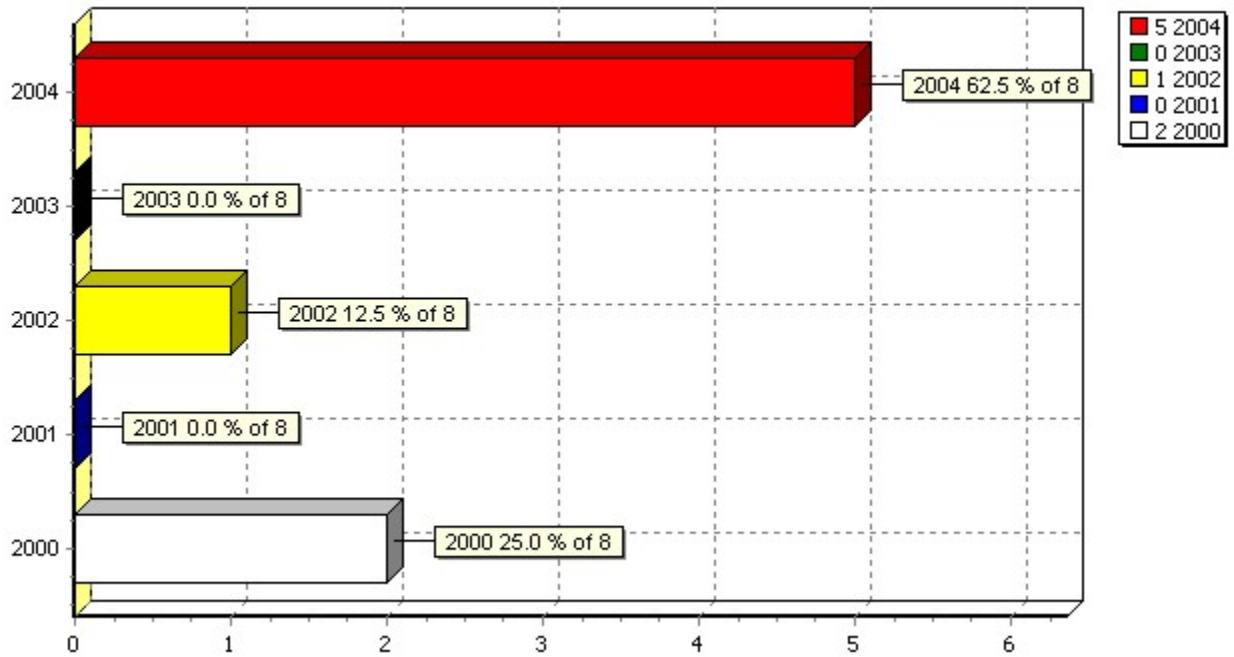
If you selected "Part-time" in the previous question, are you a job sharer?



Have you ever attended an ANLTC course?

Response	Count	Percent
Yes	9	75.0%
No	3	25.0%

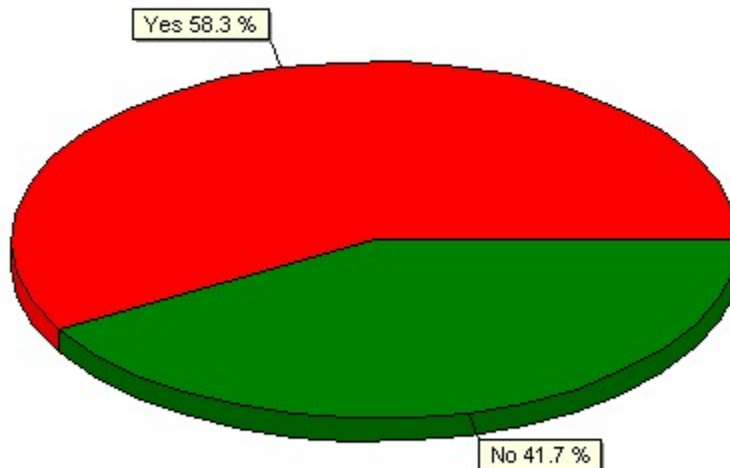
If you have attended a course since 2000, please tick the most recent year



How do you hear about ANLTC courses (please tick any that apply)?

Response	Count	Percent
ANLTC Web site	4	33.3%
Library training co-ordinator/ANLTC committee member	11	91.7%
Supervisor	2	16.7%
Colleague	1	8.3%
I never hear about ANLTC courses	0	0.0%
Other	0	0.0%

Have you ever accessed the ANLTC Web site?



If you have accessed the site, do you have any comments about it?

Easy to find information.
No Comments
Quite clear, easy to navigate
Straight forward and user friendly
Easy to locate what you are looking for.

Below are events offered by ANLTC in 2003. In the case of those for which you did not apply, please indicate the main reason for this

(Percentages)	Timing	Location	Relevance	Cost	No advance information received
Library services to non-traditional users (16 Jan, UU)	25.0%	25.0%	25.0%	0.0%	25.0%
Collection management strategies (29 Jan, UCD)	0.0%	0.0%	100.0%	0.0%	0.0%
Searching the Web (6 Feb,	22.2%	11.1%	66.7%	0.0%	0.0%

NUIG)					
Group facilitation skills (28 Feb, NUIM)	22.2%	0.0%	66.7%	0.0%	11.1%
Supervisory skills (6 March, NLI)	11.1%	0.0%	88.9%	0.0%	0.0%
Marrying effective learning and teaching with online technology (4 Apr, DCU)	22.2%	0.0%	66.7%	0.0%	11.1%
Project management (8 Apr, NUIG)	0.0%	0.0%	88.9%	0.0%	11.1%
Disaster planning (11 Jun, UL)	22.2%	11.1%	66.7%	0.0%	0.0%
Visit to TCD Library (9 Sept)	55.6%	0.0%	22.2%	0.0%	22.2%

Don't really understand question. I didn't apply for any courses mainly not relevant but also pressure of work

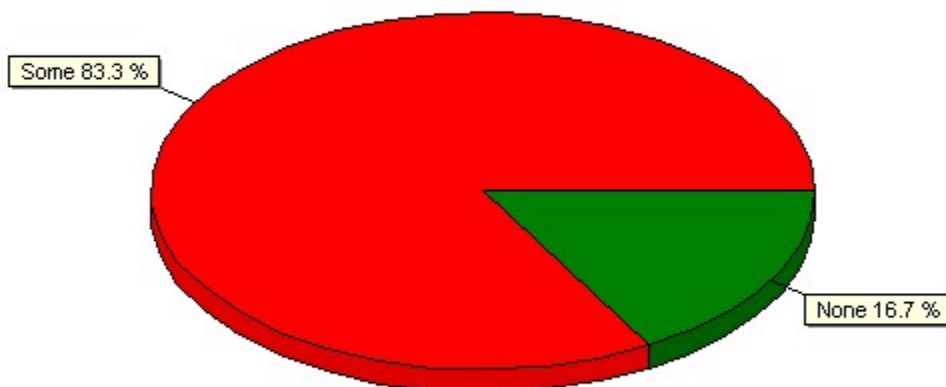
I attended other courses/conferences during the year, and it's difficult to get time and permission to go to every course I'd like to

Was not employed in DCU until end April 2003, therefore was not in a position to attend most of these courses.

some 'relevance' ans really mean 'no training needed in this area'

In general, do you feel ANLTC courses are relevant to your work?

10 Some
2 None



Comments

They seem to provide training I have received in house

What course(s) would you like to see in the future?

Training on how to teach students and different methods of teaching.

courses on HTML XML webpages customer care for users with English as a second language

perhaps an overview of how different libraries operate inter library loans depts

More on online tutorials, online quizzes, FAQs. The Virtual Reference Desk

More courses of a practical nature such as the DDC 22 and LOC Subject Heading courses held this year.

dealing with library users from different cultures and that dont have very good english

Database/ Internet training

Apart from its role as an organiser of training, what other roles do you think ANLTC should have?

Staff swop - a staff member could go and work in another library for a period of time, maybe during the summer, when it is quieter.

I think it is fine as it is I suppose you could encourage libraries to spend more money on training and development of their staff but best of luck

It's doing fine with concentrating on training.

We would welcome any other comments you have

Although the courses you run are often not relevant to me I do think that you provide an excellent range of quality courses.

1.Perhaps ANLTC should broaden its membership to include ITs? 2. Have a paid administrative staff to take that end of course organisation away from the committee, who could then concentrate on strategic issues relating to the courses.

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