

2016

Contributions of CSU Libraries to Student Success: Assessment Report

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2015-2016 LIBRARY
ASSESSMENT:
CONTRIBUTIONS OF CSU
LIBRARIES TO STUDENT
SUCCESS



OCTOBER 24, 2016
CSU LIBRARIES
Columbus State University

Executive Summary

This report is the result of a comprehensive assessment of library services at Columbus State University and focuses on student perception of the library and its impact on learning outcomes. It also presents a current view of library services that are currently offered to the Columbus State community.

It has been ten years since CSU Libraries has conducted a comprehensive assessment. Since that time, the library underwent major changes that included building of the mezzanine, renovation of the first floor and basement areas to make room for more student seating, and expanded hours during the week to 2 am. The Schwob Library on the main campus now offers flexible seating for up to 850 students. Students can choose between collaborative work areas on the 1st floor as well as “quiet” study space on the second and third floors. In addition to the furnishings, Schwob Library now offers a full service coffee shop. Technology has also been greatly expanded during this time period with wireless (WiFi) Internet access in all areas and over 148 computers including laptops and other mobile computing devices. Portable whiteboards provide students with excellent opportunities for creative collaboration and the library has greatly expanded access to online resources such as electronic journals and eBooks.

Students have responded well to these changes with now over 444,869 visits per year and growing or approximately 10,000 visits a week. In addition, students and faculty have 24/7 access to the online resources of CSU Libraries and in the last year conducted over 6 million searches of licensed resources. Outside of class times there are no other programs of service at Columbus State with this level of student and faculty engagement on a daily basis.

First and foremost, however, CSU Libraries is about teaching. Through formal instruction (LIBR 1105) and classroom appearances by way of “Bibliographic Instruction” the librarians at CSU have provided instruction in library research methods to 12% of the undergraduates enrolled at CSU.

For this study, a mixed-methods approach was used to explore library users’ attitudes and patterns of behavior linked to student success and faculty/staff professional development. The assessment was conducted in two phases. Phase 1 involved a survey (quantitative approach). Phase 2 of the study involved conducting in-depth focus-group interviews which were very helpful in clarifying the results of the survey. A total of 625 respondents completed the survey and participated in the focus groups. This sample is representative of the total CSU community.

What are the students at Columbus State saying about the impact of library services on their academic success? The following are highlights from the study’s findings. But the full report offers much more information.

Most students (89%) use the library on the main campus. The majority of students (67%) prefer to use the library in person – even when using online resources.

The majority of student respondents (79%) agree that the library has influenced their learning activities in a positive way.

The study found that certain types of library activities specifically impact student achievement. The activities that ranked most high are the ability to locate resources (86%); the ability to gather information ethically to avoid plagiarism (83%); the ability to write a successful research assignment/paper (83%) and the ability to earn better grades on research assignments (81%). Overall 84% of student respondents are satisfied or very satisfied with the library services they used.

Further, data collected by the CSU Office of Institutional Research shows that graduation success rates of student who completed LIBR 1105 are higher than the general population of students who have chosen not to take the library research methods course (57% vs. 28%).

The focus-group data agree with these observations with the following typical comments:

“The librarians are a really good source to go to when you get stuck on finding what you need...” and “You look back and you say, wow, if I had taken this [course] in the beginning I’d have such great papers.”

Students also made comments on things they did not like such as the noise level in Schwob Library and other limitations of our facilities:

“Need more study rooms! Sometimes I want to be in a study room but I can’t because they are all full.”

In Schwob Library...”it’s a lot louder downstairs than it is upstairs. The second floor is hardly ever quiet.”

“Schwob Music Library does not have enough areas to chill/study with friends. There is only one small room.”

The Music Library “is very small...it kind of feels like we know we don’t belong in here because I’m not a music major.”

The following are recommendations for improvement of library services resulting from the study:

Library instruction: CSU Libraries will continue to seek ways to offer more sections of the LIBR 1105 course within the limited resources available. CSU Libraries will continue to promote on demand “Bibliographic Instruction” but also expand availability of instruction sessions to graduate level courses.

Library Collections: there is a need to improve funding for print books that are not available online. Dollars for print monographs have declined as collection budget resources have not kept

up with inflation in the area of pricing for serials and online resources. Discretionary funding for print books have been used to keep up with online serial cost increases. Currently CSU spends significantly less per student for support of library collections: CSU spends \$62 per FTE; Georgia Southern spends \$117 per FTE; Valdosta State spends \$128 per FTE; and West Georgia spends \$131 per FTE.

Library programs: there is a need to develop more student-oriented programming especially in the evening and also do a better job of promoting and advertising library programs.

Facilities, Technology & Library Infrastructure: There were many comments from the student survey and focus groups indicating a need for improvement in facilities and technology. The biggest problem that students meet is finding quiet places to study or collaborative group work space. The Schwob Library, built in 1975 was never meant to handle the capacity of 3,000 student visits a day. When the gate count reaches that high it is an indication that the library is at peak capacity. Students are in contention for space to study and the noise levels are difficult to control. The library is desperate for an expansion in order to provide more space and different types of study space to meet different student needs.

Over the last 5 years the Schwob library has suffered frequent outages of the HVAC system sometimes taking weeks to fix. This has a devastating effect on students' ability to study as well as environmental conditions necessary to ensure the longevity and proper care of library collections. Schwob Library needs to have a modern HVAC system that will allow the library to create appropriate environmental zones so that materials can be housed at a different temperature than the main patron reading areas and offices.

Two of our most popular service areas are at capacity and in need of expansion. They are the CSU Archives located on the 3rd floor of Schwob Library and the Music Library on the Riverpark campus.

Acknowledgements

CSU Libraries would like to acknowledge the following people without whose support this study would not have been possible: all of the CSU librarians and staff were helpful in the design of the study and development of survey and focus group questions; CSU's Institutional Review Board made numerous comments that improved the overall methodology; Dr. Katherine White lent her expertise to the statistical analysis of the survey results; and most importantly, we could not have been successful without the guidance and direction of the project lead, Dr. Florence Wakoko-Studstill. Finally, we wish to thank all of the CSU Community who took the time to respond to our requests for information. It is our hope that this time was well invested and that library services will continue to meet the needs of our constituents and grow and improve.

Mark Flynn,
Dean of Libraries

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COLUMBUS STATE UNIVERSITY
Contributions of CSU Libraries to Student Success
2015-2016 Library Assessment

INTRODUCTION

Assessment of research libraries' effects on student success is a critical process conducted by colleges and universities to support their educational goals. The Association of Colleges and Research Libraries (ACRL) reminds us that there is rapid expansion of new information sources and an increase in student learning needs that require libraries to constantly evaluate and strengthen their supportive role. The rising cost of education coupled with budget cuts on many college campuses also make it more important than ever for libraries to demonstrate their value. Each year, the Columbus State University Office of Institutional Research submits comprehensive reports about institutional performance to the Integrated Post-Secondary Education Data System (IPEDS). In addition, CSU libraries submit annual statistical data to the Association of Colleges and Research Libraries (ACRL). Reports from the libraries have been generated from statistical data that measure user satisfaction while at the same time emphasizing accountability measures such as, circulation counts, books ordered and cataloged, electronic information use, and library space use. While these reports are important, a growing body of literature finds that statistical data by themselves are insufficient to interpret the educational impact of library services on student success. Thus the monitoring and evaluation of library value require addressing multiple factors and using a multiplicity of methods to determine the characteristics of services that most enhance student learning and best support faculty pedagogical needs.¹

In fall 2015, the Assessment Team led by the CSU Dean of libraries launched the project to collect baseline data on library use, and to explore the users' perceptions of the educational value of library services with the goal of determining appropriate interventions. The team identified the most important factors that determine student success by following the **Person-Environment Interaction Model (PEIM)**, to identify specific analytical themes for assessing library impact.² According to the PEIM, four themes must be taken into account: **1) physical surrounding** (includes Learning Spaces that encourage or constrain student behavior), **2) socialization**, **3) organizational structures and policies** that influence learning environments and, **4) social climate and campus cultures** that influence student perceptions of settings, and learning. **Student Engagement Theory** is also integrated into this framework to identify individual-based factors

¹ Steve Hunley and Moly Shaller. "Assessing Learning Spaces," as found in Learning Spaces edited by Diana G. Oblinger. N.A.: Educause, 2006. Chapter 13.

² C. Carney Strange and James H. Banning, *Educating by Design: Creating Campus Learning Environments That Work* (San Francisco: Jossey-Bass, 2002), p. 15

critical for learning. This theory emphasizes that “students learn by becoming involved³” (Astin 2005). Students succeed when they combine learning activities in formal environments (classrooms) with learning activities in informal environments (libraries). The present study considered factors mentioned in the PEIM and in Engagement Theory as critical conditions contributing to our understanding of how students use library services at CSU, and the implications thereof. We defined library services to include several resources including: 1) learning spaces, 2) library collections, 3) electronic materials, 4) instructional programs and services, and 5) support from library faculty and staff. Several factors were treated as indicators of student success including: 1) academic grade point average (G.P.A), 2) level of student satisfaction, 3) ability to locate and use print collections and electronic materials, 4) use of library services to prepare research projects, and 5) the writing of successful research papers. All these were treated as indicators of student success, and of faculty/staff professional development.

The study team did a literature review and analysis of the literature as part of CSU Library Assessment. The literature review can be found in the study’s Appendix.

CONCEPTUAL FRAMEWORK: Factors Affecting Student Success

The Association of College and Research Libraries (ACRL) has published studies about the value of libraries for student success. A number of studies that have examined this relationship have measured “success” using GPA and other factors such as satisfaction, retention and graduation rates⁴ (ACRL, 2010). The Pearson-Environmental theoretical model mentioned above provides a list of individual-level factors and structural policies/practices that work together to determine student success. Figure 1 shows a combination of individual-level factors (study habits, peer involvement, interaction with faculty, and time on task) and, institutional policy practices (First Year engagement, academic support, campus environment, teaching & learning approaches).

While mindful of a number of factors that could affect CSU students’ ability to meet their academic goals, the 2015-2016 library assessment baseline study tested the effects of only a sub-set of library services on student GPA (see figure 2).

³ Alexander W. Astin. “Making Sense Out of Degree Completion Rates.” (Jul,2005) Journal of College Student Retention Research Theory and Practice.

⁴ ACRL. [The Value of Academic Libraries: a comprehensive research review and report](#). Chicago, IL: Association of College and Research Libraries, 2010.

Figure 1: Pearson-Environment Interaction Model

What Matters to Student Success

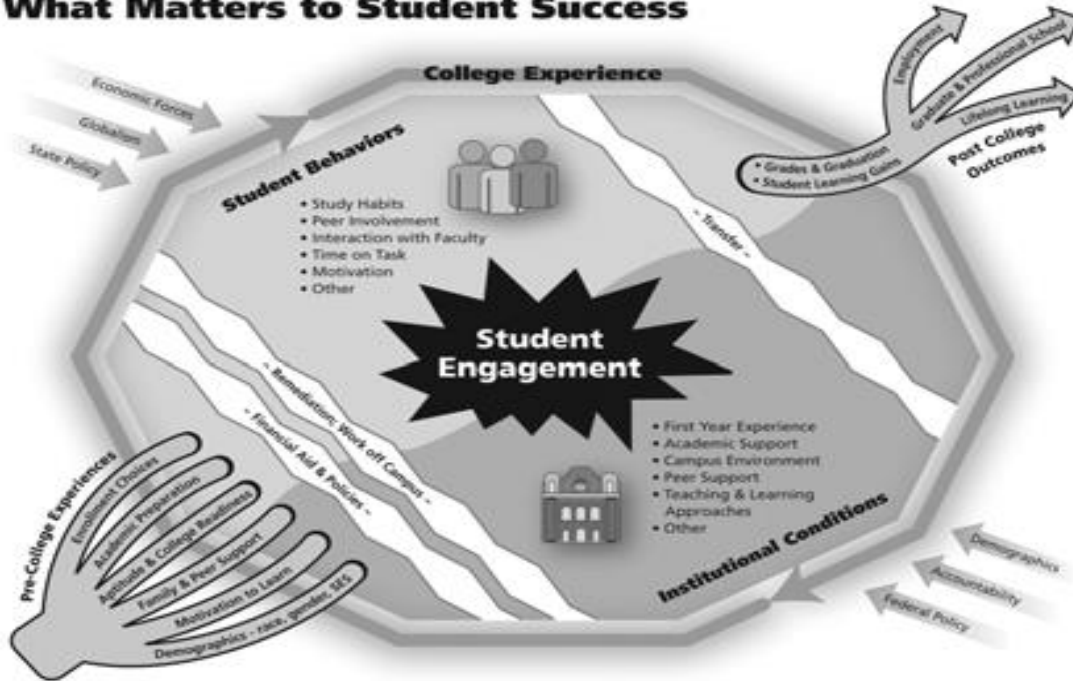
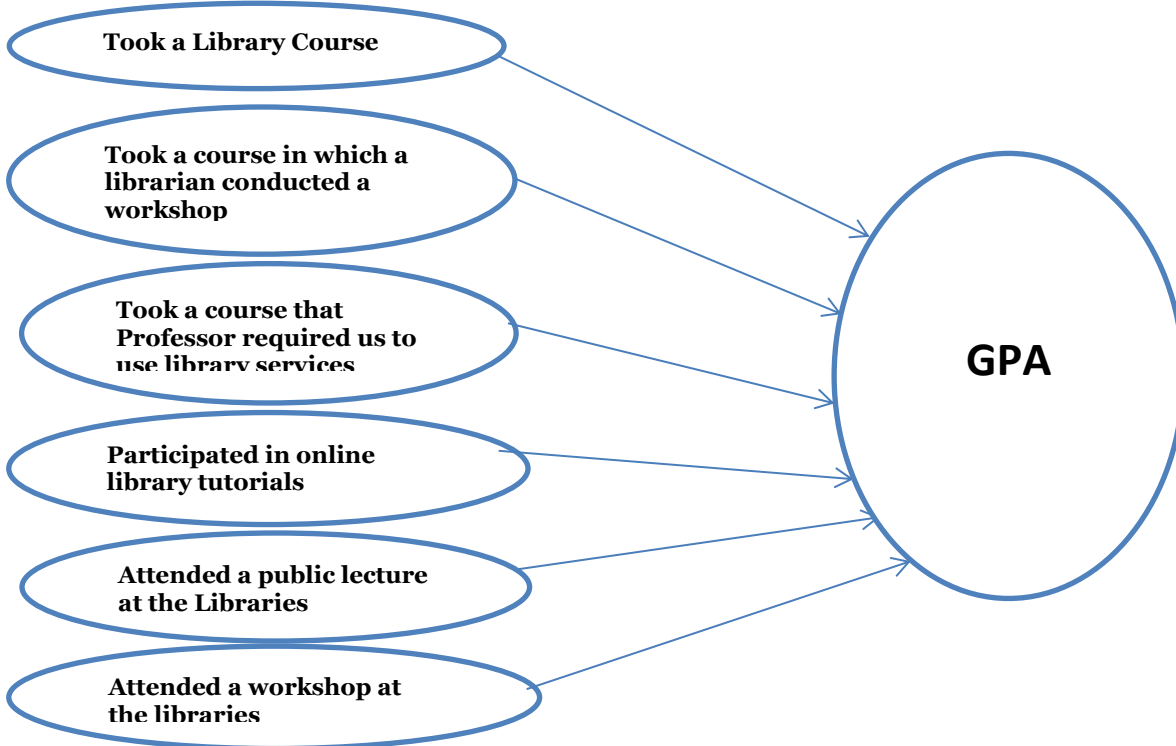


Figure 2: Library Services

Student Success



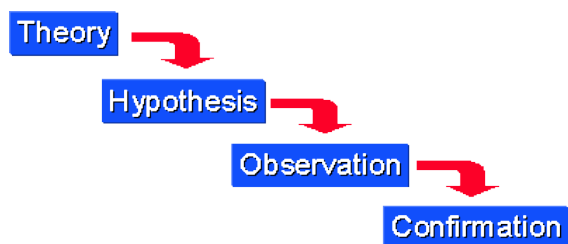
GPA served to represent student success as defined by the Association of College & Research Libraries. This study examined the relationship between the listed library services and student success. Our assumption (Hypothesis) is that irrespective of other interacting factors, there is a significant correlation between using library resources and student GPA.

METHOD

A mixed-methods approach was used to explore library users' attitudes and patterns of behavior linked to student success and faculty/staff professional development.

The assessment was conducted in two phases. Phase 1 involved a survey (quantitative approach). The survey methodology was deductive as described in Figure 3.

Figure3: Deductive logic The deductive approach starts with a theoretical assumption (hypothesis) and designs a way of making measurements or observations that will prove or disprove the assumption:



A copy of the survey can be found in the study's Appendix. Below is a set of the key questions.

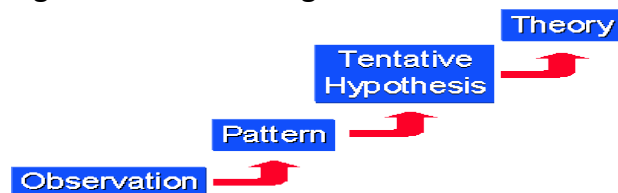
- 1) What percentage of students use library services regularly?
- 2) How do students rate the value of library services?
- 3) Does library usage relate to student academic performance? If so, which services had the most impact?

The Process: We began the assessment process by having the Assessment Team review relevant literature, hold meetings with librarians and campus-wide partners who are involved in institutional assessment, administer electronic surveys using Qualtrics, an online survey tool, and finally organize focus groups. Questionnaires and protocols used by the focus-groups were approved by the Institutional Review Board (see details in the next section). The survey was pre-tested and modified before mailing to the target population. Our sample was comprised of CSU students, faculty, and administrative staff active members during the fall 2015 semester. The survey was distributed electronically to these three groups who were given one month to respond. A total of 476 students, as well as 15 faculty and staff participated in the survey. Of the students, 70% were female and 30% were male; 46% were European-American, 41% were African-American, and 15% were of other ethnic groups. This sample, therefore, was representative of the total CSU student population. A detailed description of the characteristics of the sample can be found in Appendix 3.

Phase 2 of the study involved conducting in-depth focus-group interviews which were very helpful in clarifying the statistical results of the surveys. Focus groups were conducted with all three categories-- students, faculty, and staff. All were self-selected to participate in this second phase with focus groups. Focus-groups were first separated into the three major categories of students, faculty and staff. Secondly the student group was further divided into four types: students who had taken a library course called LIBR 1105, a second group of international students, a third group of graduate students, and a 4th group of students from the Riverpark campus. This was done in order to identify particular problems that might emerge in the focus groups for each of these four types of students. Then these four focus groups were enlarged using the snowballing technique, i.e., by asking each group to identify others of their type from among individuals who often use the library and who had already completed the main survey questionnaire. The focus groups then participated in in-depth discussions about their experiences with CSU library services. The key questions for the focus-groups were derived from the responses on the survey, and the discussion was guided by the protocol that was approved by IRB (See Appendix 2).

The design and implementation of focus-groups was guided by the logic of inductive research described in figure 2.

Figure 4: Inductive Logic



(Source: <http://www.socialresearchmethods.net/kb/dedind.php>).

Data were transcribed professionally by non-librarians to provide greater objectivity in coding of responses. Data were grouped based on key analytical themes similar to those found in the research literature: satisfaction, value of library services, and self-reported student learning outcomes/academic success (Cook, 2014; ACRL 2010).

Each theme was analyzed and reported according to the following key library services 1) Technology, 2) Collections, 3) Library Instruction, 4) Facilities/Learning Spaces, and 5) Staff Assistance. Preliminary findings from each study were presented at the library staff meetings and feedback sought about how each service section of the library can utilize the data to support their goals.

Figure 5: Summary of focus-group participants

Students	FEMALE	MALE	TOTAL	%
Graduate Students	4	4	8	22
International Students	6	4	10	28
River Park Students	5	3	8	22
Students who have taken LIBR 1105	6	3	9	28
Total	22	14	36	100%

Figure 6: Faculty/Staff

Participants	FEMALE	MALE
Faculty & Administrative Staff	10 (67%)	5 (33%)

CSU Libraries – Background Information

The next section presents information about CSU libraries in order to provide the context for understanding student discussions about the type of services the libraries offer, as well as the quality and quantity of service provision. The data quoted in the various figures was derived from two major sources:

- 1) Desk Tracker Plus, a library public service data collection tool that analyzes services to determine areas that need improvement. For example, statistics about gate count, online searches, archive usage, and collections are regularly gathered in order to ascertain whether services match the users' needs. The system also collects information about questions the reference desk receives from students each day. While this information is helpful, it is not disaggregated, and this limits its usefulness for understanding the aid the libraries give to various categories of library users.
- 2) CSU Banner Data—these are generated by the Office of Institutional Research and are discussed in this section to highlight the role of Instructional Services at CSU libraries with specific focus on student graduation.

CSU Libraries Overview

CSU Libraries Vision

We connect students with the best learning materials and resources necessary to be successful in their curriculum, instruction, problem solving as well as lifelong learning.

CSU Libraries is made up of the main library, called the Simon Schwob Memorial Library (85,000 total square footage), and a branch Music Library (3,500 total square footage) on the university's River Park campus. In Fiscal Year 2016, CSU Libraries owned 449,421 books and bound periodicals; 95,092 government documents; 17,725 periodicals and newspapers; 10,984 sound recordings; 876 film and video titles; and 1,117,952 microforms. It also has access to over 24,000 full text eJournals and through a partnership with GALILEO, the University System of Georgia's virtual library, CSU community now has access to over 240,000 e-books.

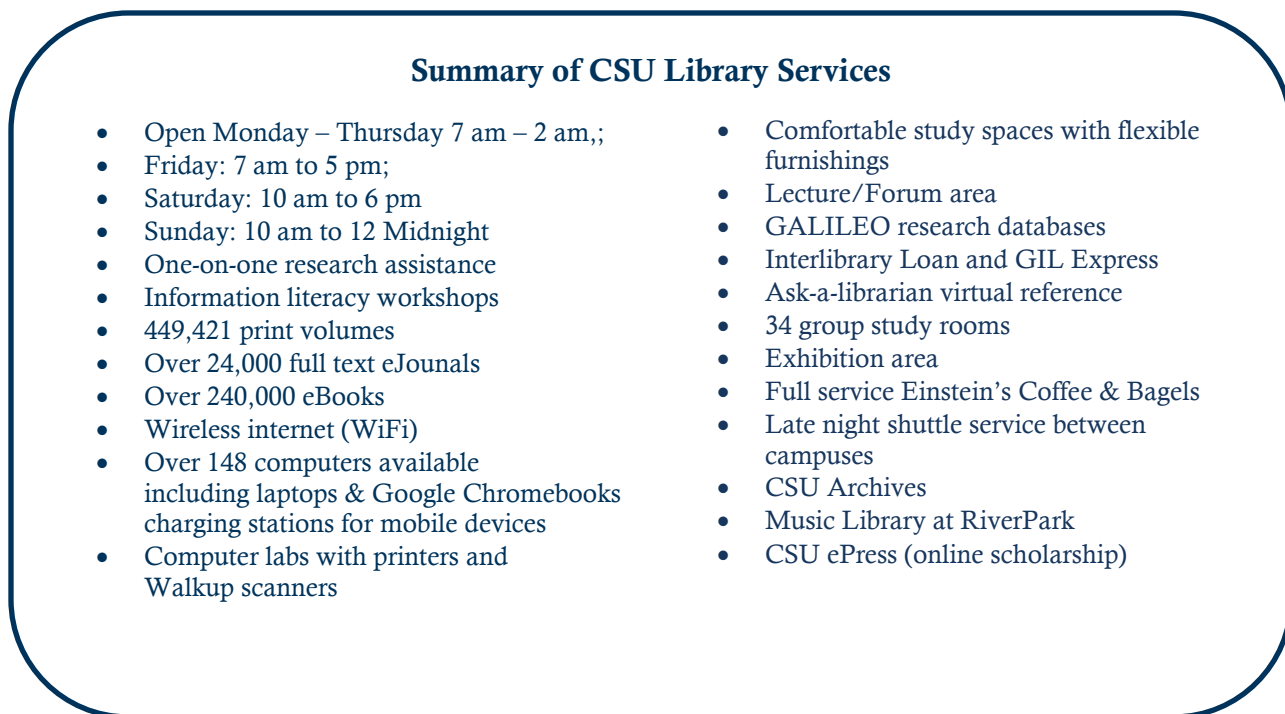
As part of a 2012 renovation, the Simon Schwob Memorial Library, located on CSU's main campus, now offers flexible seating for up to 850 students. Seating is distributed among collaborative study areas on the 1st floor as well as "quiet" study space on the second and third floors. There are 34 small group study rooms located on the 2nd and 3rd floor meant for quiet study. In addition to the new furnishings, Schwob Library offers a full service coffee shop, wireless Internet (WiFi), over 148 computers including laptops and other mobile computing, and portable whiteboards that together provide students with excellent opportunities for creative collaboration in a food-friendly environment with ample online access to full text eJournals, eBooks and GALILEO online resources.

The branch Music Library located at RiverPark Campus offers seating for up to 60 students and with a collection that consists of books, scores, sheet music, periodicals, compact discs, LPs, CD ROMs, videocassettes, DVDs, analog cassettes, software, circulating copies of selected School of Music recordings, and access to a myriad of electronic resources via GALILEO, institutional subscriptions, and Internet and WiFi access. The Music Library represents 14% of total library visits and 11% of Reference transactions.

Established in 1985, the CSU Archives, located on the third floor of Schwob Memorial Library, serves as a repository for items documenting the history of Columbus State University, the City of Columbus as well as the broader Chattahoochee Valley area. The CSU Archives houses over 5,000 linear feet of Archival material in a variety of formats including maps, architectural drawings, photographs, audio & video recordings, printed materials, graphic visual works on paper, and 3 dimensional art and artifacts. The CSU Archives offers seating for up to 30

researchers and is open for research to members of the university community as well as the general public. Reference assistance is available for help in determining materials appropriate for specific research projects.

Figure 7: Summary of CSU Library Services & Open Hours



CSU Libraries Access & Use

The following charts depict patron traffic coming into the libraries from 2013-2016. The bulk of the traffic is student use. It is worth noting that the Schwob library was renovated in 2012-2013. The renovations were completed in November, 2013 and as the data indicates by Gate Count, traffic increased greatly after the renovations were complete. Traffic continues to be a very high indicating the popularity of the library as a “place to be”.

Figure 8 (a): Frequency of Library Usage by Patrons (including students)

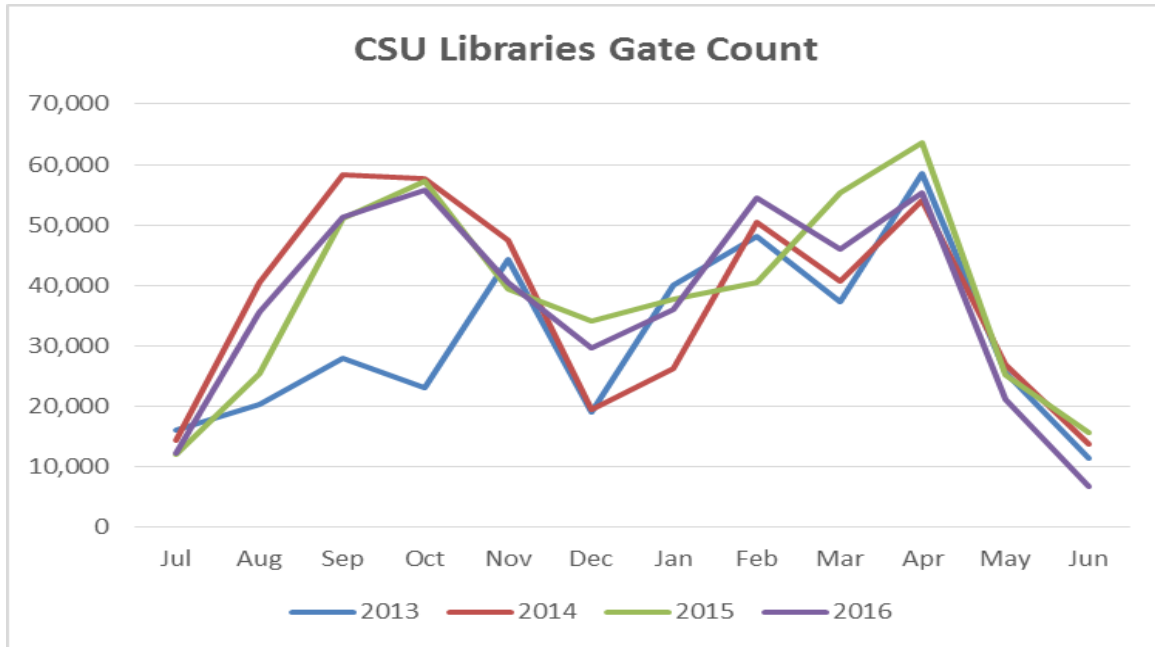


Figure 8 (b): Frequency of Library Usage by Patrons (including students)

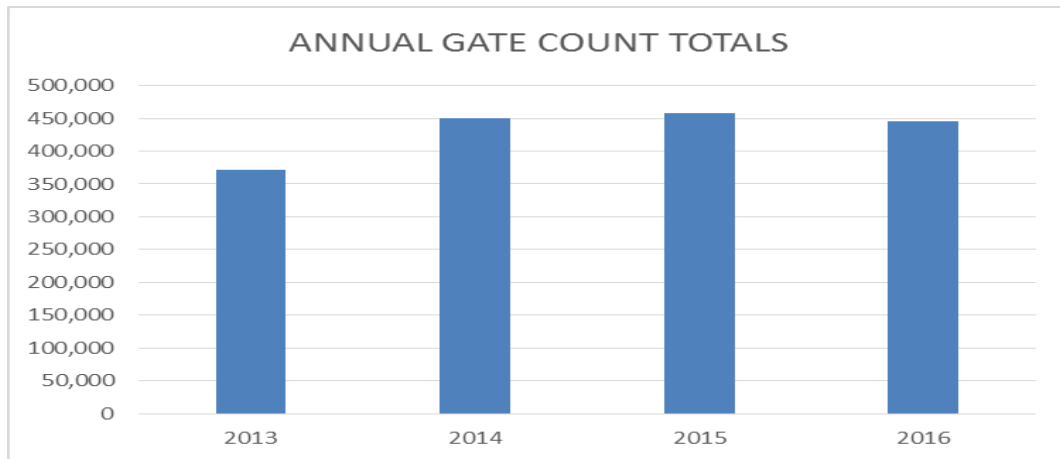


Figure 9: Summary of Annual Gate Count

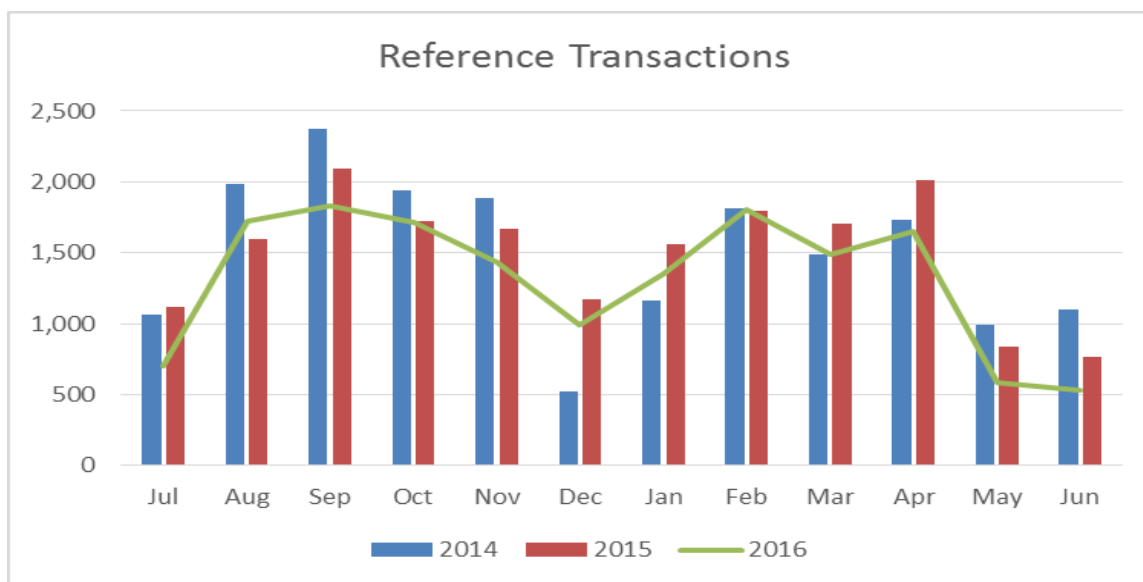
YEAR	ANNUAL GATE COUNT	Percent increase (2013-2016)
2013	371,979	20% (7% increase each year)
2014	449,877	
2015	457,449	
2016	444,869	

On average CSU Libraries receive 10,000 student visits a week throughout the year with student visits climbing to 3,500 a day during exam periods.

Reference Services & Research Clinic Assistance

Figure 4 describes the typical services that students receive when they use the Reference Services at one of four locations. In this section, we report the frequency of library use by patrons, and by type of services that are provided at all four service points to meet student academic needs from July 2014 to June 2016.

Figure 10: Frequency of Library Use at the Reference Desk (Research Clinic)



Year	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	TOTALS
2014	1,061	1,986	2,371	1,941	1,889	520	1,164	1,817	1,485	1,731	991	1,096	18,052
2015	1,122	1,599	2,097	1,727	1,671	1,174	1,564	1,793	1,709	2,010	842	766	18,074
2016	698	1,722	1,833	1,714	1,437	987	1,351	1,806	1,489	1,655	587	535	15,777

There are multiple means through which CSU Libraries connects with students and faculty but primarily students connect to the library through our four primary research service areas and virtually through the library Web based services. The research service areas include: 1) the Research Clinic; 2) the Circulation Desk; 3) CSU Archives; and 4) the branch Music Library on the RiverPark campus. The Research Clinic and Circulation Desk are open during all service hours of the Main Library. In addition, students and faculty can access research assistance through the library’s virtual reference services that include “Ask-a-Librarian” chat service, and also e-mail-a-Librarian or text-a-Librarian for help from on and off campus. Virtual reference services are available during the Main Library’s open hours.

The **Music Library** serves students’ information needs in person on Monday – Thursday 9:00 AM to 11:00 PM; 9:00 AM to 5:00 PM on Friday and 2:00 PM to 11:00 PM on Sunday. The Music Library also engages with faculty and students through the telephone and e-mail portals.

Figure 11: Type of Transactions at the Reference Desk

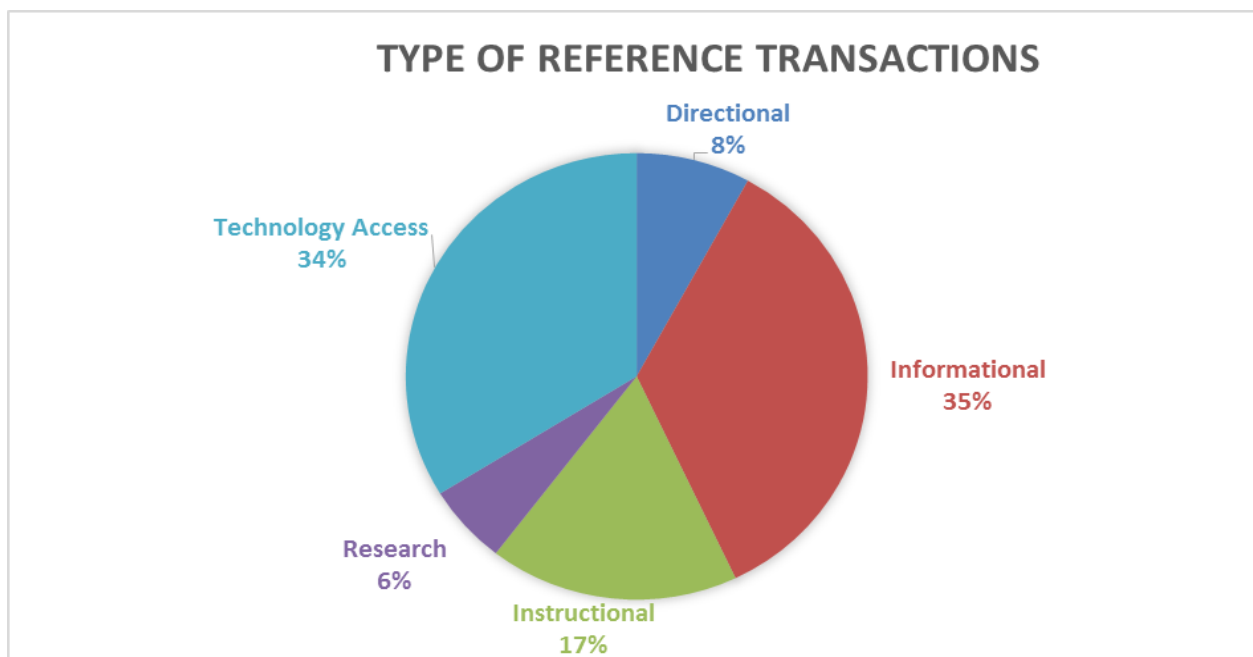


Figure 12: Summary of Transactions

Query Type	Research Clinic	Archives	Circulation Desk	Music Library	Total
Directional	804	20	220	256	1,300
Informational	3,315	35	1,739	596	5,686
Instructional	2,454	131	0	259	2,844
Research	412	532	0	85	937
Technology Access	5,294	2	198	0	5,494
TOTALS	12,279	720	2,157	1,196	16,352

Electronic Databases

CSU library webpages are available 24 hours/7 days a week. From the Simon Schwob Memorial Library's website, one can find a collection of 39 online subject guides pointing to subject-related resources, online research tutorials, core database collections, print and other electronic sources available for all students to access. The website also contains citation guides, research guides, and instructional videos that assist students and faculty even when the CSU Libraries is closed.

GALILEO which stands for GeorgiA LIBrary LEarning Online is an initiative of the Board of Regents of the University System of Georgia since 1995. It is an online library portal authorized by subscription-only, to provide information to members that is not available through free search engines or Web directories. Participating institutions may access over 100 databases indexing thousands of periodicals and scholarly journals. Complemented by 61 databases subscribed solely by Columbus State University, there are over 24,000 journal titles provided in full-text. Other resources include encyclopedias, business directories, and government publications and ebooks.

The GALILEO and CSU licensed databases are available both on and off campus to students, faculty and staff. Through a managed login portal, distance learning students have the same access to electronic resources as do students on campus.

Figure 13 shows how the frequency of usage of online resources. Overall, there was a 40% increase in Online Library searches from 2012-2013 to 2015-2016 academic year.

Figure 13: Online/Remote Resource Searches

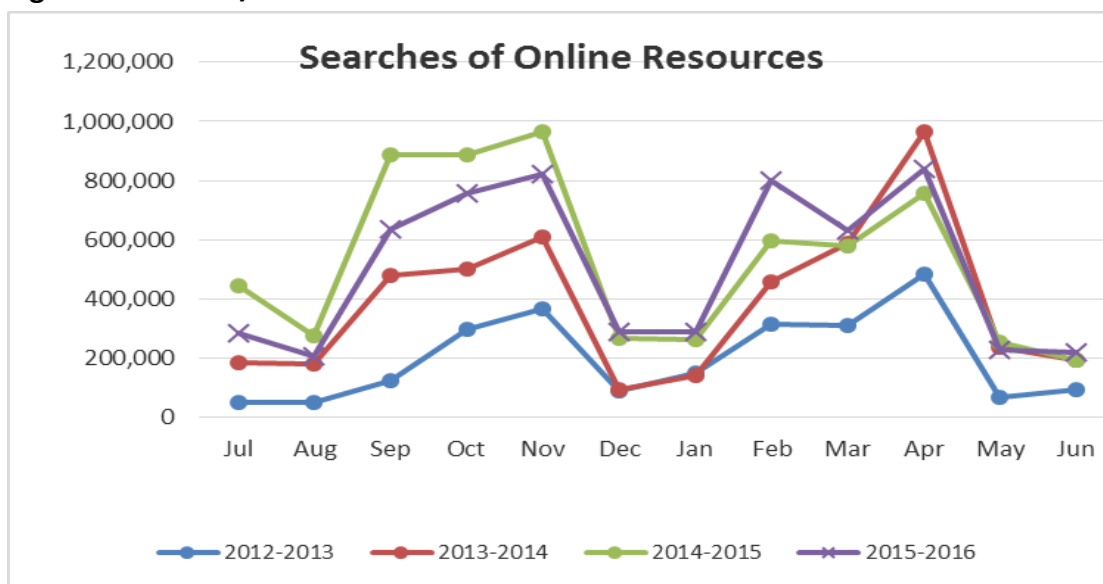


Figure 14: Summary of annual online searches

Year	Annual Online Searches	Percent increase (2012-2016)
2012-2013	2,395,336	150% (50% increase each year)
2013-2014	4,627,670	
2014-2015	6,367,318	
2015-2016	6,003,389	

Students and faculty have 24/7 access to the Libraries’ GALILEO. The system is user friendly; it allows users to browse by type, subject, databases and journals. The GALILEO interface also contains a search box powered by EBSCO’s Discovery Service (EDS). This allows students and faculty to easily “discover” GALILEO resources through browsing several collections at once. It also allows for faceted searching so users can narrow down their searches to find the resources for which they are looking.

In addition to GALLILEO, CSU Libraries has purchased a number of electronic resources that are available to meet scholarship needs that are not covered by GALILEO. These include JSTOR Arts and Sciences collections I-XV, ProQuest’s Research Library, Wilson Omnifile (Now part of EBSCOHost), the Project Muse Standard Collection and the Criminal Justice Index, to name a few.

CSU ePress: Libraries are investing in institutional repositories as a means to incorporate open access into the dissemination of institutional intellectual output. This improves the visibility of each institution's scholarship. In turn this also increases the citation rate of faculty publications that are retrieved through the institutions' digital repository.

The CSU ePress is Columbus State University's digital repository of faculty and student scholarly and creative work. The repository is Open Access, giving CSU researchers the ability to reach a global community via the internet. The ePress hosts various content including sponsored undergraduate research, QEP real world problem-solving deliverables, research center projects, books, journal articles, conference proceedings, multimedia files and digital access to all of the university's theses and dissertations.

During the month of September, 2016, CSU ePress had 728 full text downloads and 4 new submissions were posted, bringing the total works in the repository to 3,118. During September alone Columbus State University scholarship was read by 137 institutions across 67 countries.

CSU ePress and the Georgia Knowledge Repository: The Georgia Knowledge Repository (GKR), an initiative of GALILEO, is a central metadata repository that contains catalog records harvested from the CSU ePress as well as 10 other USG institutional repositories. The GKR and its partners represent the academic output of USG participating institutions. Users can find the Georgia Knowledge Repository online at <http://www.gaknowledge.org/>.

Electronic Resources: CSU e-Press Global Reach

Electronic resources at CSU libraries serve the global community. Figure 15 illustrates global reach for CSU Digital Scholarship depicting the number of times key resources were access from points from around the world.

Figure 15: Readership Distribution for Scholarly & Creative Works Disseminated via the CSU e-Press.



Interlibrary Loan and GIL Express: CSU libraries provides access to the library-related resources owned by other institutions through Interlibrary Loan and GIL Express. Through the Interlibrary Loan (ILL) service, partnering institutions from other states lend their collection materials to CSU to meet students’ and faculty research needs. Students and faculty may also retrieve books held at other University System of Georgia institutions through an automated self-service called GIL Express. Materials from GIL Express are delivered daily through a courier service operated by the GALILEO office in Athens, GA. Off-campus and distance learning students also have available access to library collections. For example, distance learning students can make requests to obtain print research books and articles sent through US mail or e-mail.

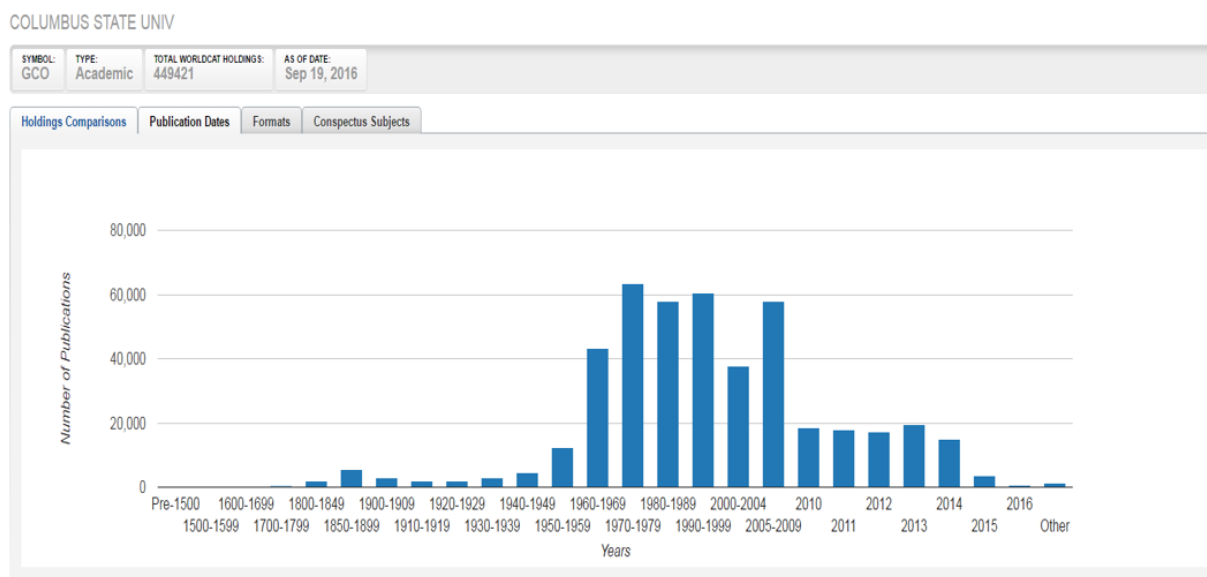
GIL—Georgia’s Interconnected Physical Library Collections: GIL stands for GALILEO Interconnected Library. GIL is the integrated library management system for acquiring, cataloging, discovering, and circulating the collections of all libraries in the University System of Georgia. GIL maintains an online Union Catalog of more than 13 million bibliographic records housed across the USG member libraries. Two-thirds of those holdings are unique to one of the member libraries, so their access to all faculty and students in the USG represents a rich resource of learning support services. CSU students and faculty may borrow such materials in person at the library where they are housed or receive such materials through GIL Express. Students and faculty also have access to GILFind. GILFind consists of the ExLibris’ Voyager Library Management System that contains the Libraries’ catalog and access to the students’ and faculty’s library accounts. CSU Libraries ensures that all library-related resource relationships outside its direct control are relevant to its academic program. For example, the GALILEO/GIL collections represent the sum total of all USG (University System of Georgia) library collections combined including many private university collections in Georgia. Those collections include the library resources of all of the state’s major research universities.

The comprehensiveness of the overall GALILEO/GIL collection vastly exceeds the holdings of any one of the participating institutions, including CSU. Consequently, relevant and adequate library support for all of CSU's academic programs is virtually assured by CSU's access to and participation in these comprehensive statewide library collections.

Print Collections

Figure 16 depicts the print collection holdings at CSU Libraries by imprint date. The 449,421 library titles reflect academic publishing from the early 1800's to the current year.

Figure16: Print Holdings of CSU Libraries by Imprint Date



The bulk of the collection dates to acquisitions made from 1960 to 1999. The conversion from quarter to semester hours that CSU underwent in the fall of 1998 created a downturn in credit hour generation that led to one of the largest budget cuts experienced by the university. CSU Libraries lost 44% of its material acquisitions budget at that time. The library acquisition budget rebounded in the early 2000's but then suffered another major cut as a result of the 2008 recession. Print acquisitions have continued flat as budget resources for acquisitions have not grown but also have been further eroded by inflation in the area of pricing for serials and online resources.

CSU Archives

Currently the Archives provide a wide range of services in support of University curriculum as well as to a variety of researchers throughout Georgia and the region. In the last year the archives hosted 854 researchers and also had numerous research requests by phone and email. Frequently, researchers came from class visits and from several CSU departments including

History and Geography, English, Modern Languages, and Visual Arts. In the last three years, the Archives has hosted researchers from Columbus, Macon, Atlanta, and Auburn, AL and international interest from researchers in Canada, France, Germany, Singapore. Archives has received additional research requests from institutions such as Florida State University, University of California, Berkeley, The London School of Economics, and organizations such as the Georgia Historical Society in Savannah and WTVM of Columbus.

In addition to CSU students and faculty, other researchers included genealogists, staff from the National Infantry Museum, city employees working on the whitewater rafting development on the Chattahoochee River, homeowners seeking information on the history of their properties, and reporters at local news stations on assignment about Columbus news events such as the Swift Mills fire. The CSU Archives directly serves the University, but also provides a valuable resource for the community with holdings of interest to genealogists, historic preservationists, historians and property developers among others.

Connecting with faculty, donors, and others in the community has been a continuing priority. Every year more and more faculty incorporate the Archives into their classes. This year there were visits from the historical methods classes, several geography classes, Joe Sanders' book arts class, as well as Dr. Susan Hrach's and Dr. Shannon Godlove's English classes. Dr. Iris Saltiel also brought her graduate level qualitative research class into the Archives to demonstrate the importance of archival research methods. Amanda Rees' classes conducted two oral history projects, one on the Pasaquan Preservation Society and the other on Midtown Inc. The oral histories are already hosted on the Digital Archives alongside digital exhibits.

Outreach to area local high schools continued with several students conducting research in the Archives for their National History Day projects. General outreach to the campus and the broader community has been a priority this year with the Archives hosting several exhibits and events throughout the year.

Establishing and developing partnerships across campus and throughout the community continued throughout 2016. Several new partnerships were established while also maintaining and fostering existing ones, including: Bo Bartlett Center, Ivey Center, Kohler Foundation, Pasaquan, Carson McCullers Center for Writers and Musicians, The Columbus Museum, The National Infantry Museum, The African American History Museum, Prince Hall Grand Lodge of Georgia, Historic Westville, and the Muscogee Genealogical Society

Because of the large amount of research materials held in its collections, its continual growth, and the demand for space to accommodate users' research needs, the archives' space is no longer adequate for current collections and service to a growing population of users.

CSU Libraries is seeking to expand its Archives Services program, adding 3,400 additional sq feet of space in order to create a larger reading room to accommodate growing numbers of researchers and to facilitate public programs for the community and to provide more efficient storage of collections. The renovation will also include the development of a rare map room to accommodate the recently acquired Kyle Spencer Map Collection and an expansion of the archival storage area and exhibition space.

As activity and traffic in the CSU Archives continually increases, more and more challenges arise related to diminishing space, providing proper storage conditions for preservation, and providing better accommodations for students, specifically class groups.

With so many major collections now housed within the Archives including the Spencer maps, Carson McCullers, Colonel Richard R. Hallock Papers, and Pasaquan among others, CSU Archives are truly positioned to be not only a national, but an international research destination. World class collections require first class facilities to care for them and in order to provide better access. Securing funding for a renovation and expansion of the CSU Archives will be one of the top priorities moving forward through 2016.

Figure 17: How often are CSU Libraries Archives Used?

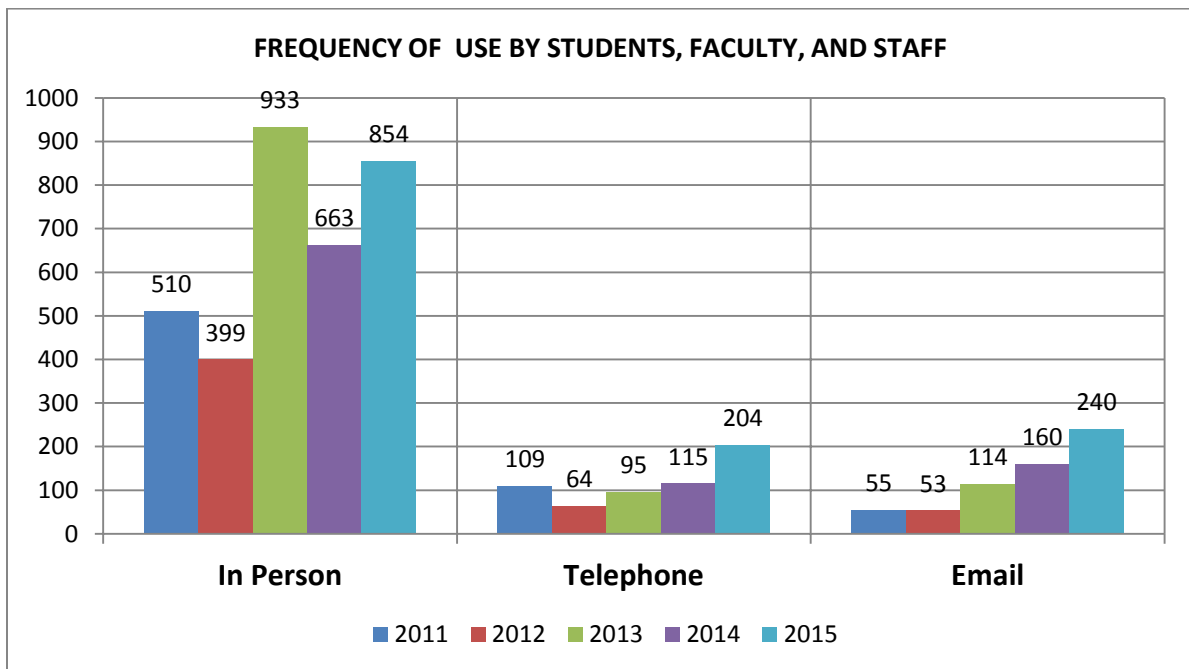
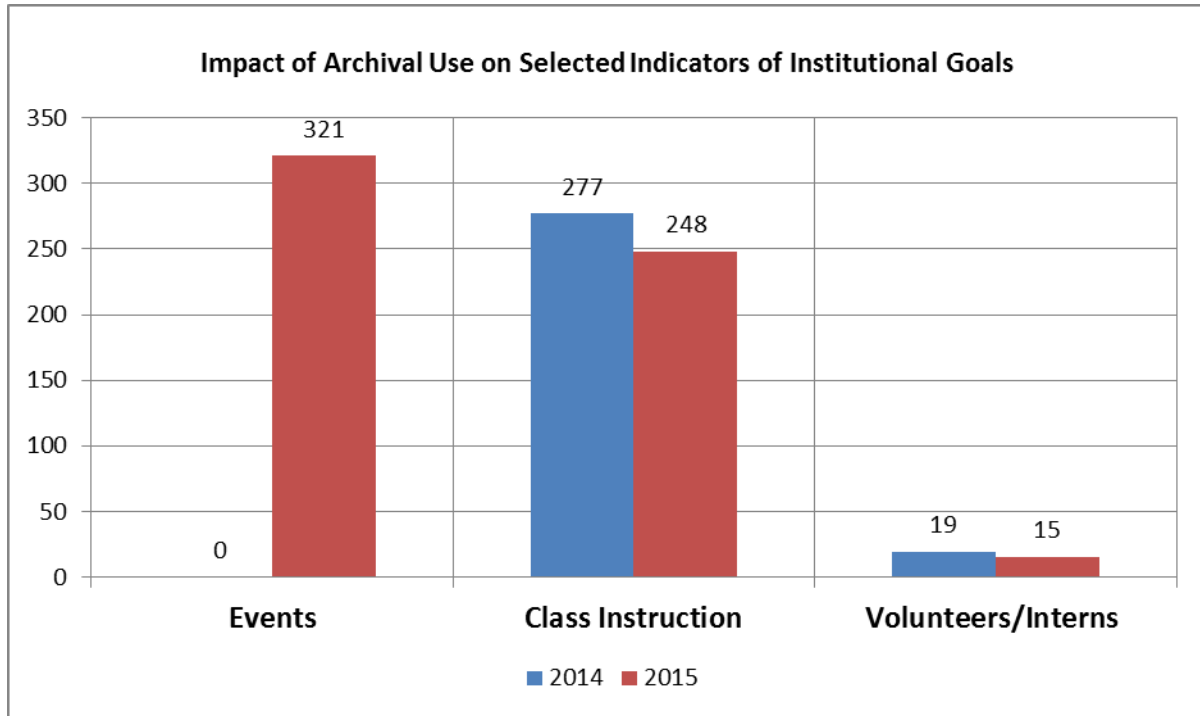


Figure 18: Archives Impact



CSU Archives Environmental Needs: Environmental conditions are still an ongoing concern for ensuring the longevity and proper care of archival collections. The Library HVAC system is still in desperate need of replacement. During the summer of 2015 it was completely nonfunctioning for nearly a month with temperatures reaching as high as 85.8 degrees. The last quarter of 2015 another malfunction occurred resulting in limited to no airflow in Archives with temperatures regularly reaching the upper 70s, and during the winter months, in the lower 60s. On its own, this would not be detrimental, but with no consistent temperature control, the wild fluctuations resulting from outside temperature changes puts incredible stress on our fragile material resulting in accelerated natural deterioration.

2015

Figure 19: P2_09211 – Unit 1 – Southeast Side of Archives (Architectural Drawings)

Temperature		Relative Humidity	
T°F Minimum	61.5	%RH Minimum	25
T°F Maximum	85.6	%RH Maximum	73
T°F Mean	71.1	%RH Mean	50

Figure 20: P2_09216 – Unit 2 – Northwest Side of Archives (Staff Area)

Temperature		Relative Humidity	
T°F Minimum	61.8	%RH Minimum	27.6
T°F Maximum	85.8	%RH Maximum	66
T°F Mean	71.1	%RH Mean	51.3

LIBRARY INSTRUCTION & OTHER EDUCATIONAL PROGRAMS

There are two forms of formal classroom instruction delivered every semester by Library Faculty: 1) Bibliographic Instruction offered on demand to all faculty teaching at CSU; 2) LIBR 1105, a formal two credit hour course in library research methods as an elective under AREA B: Institutional Options of the USG Common Core. Through the Libraries' **Bibliographic Instruction program (BI)** any CSU faculty member can also request a classroom visit from a CSU Librarian who will teach students in that class how to locate information quickly and effectively as applied to the specific topic of the course being taught. Included in Bibliographic Instruction is the Libraries' system of organizing materials, the structure of the literature of the field, research methodologies appropriate to the academic discipline for the course being taught, and specific resources and finding tools, indexes and online resources appropriate to the topic at hand.

Likewise, all university freshmen receive some exposure to library instruction via the English 1101, a Freshman Learning community, and/or other classes being taught by First Year Experience instructors.

Library Research Methods course: Columbus State is one of two institutions among the 29 USG schools that offer a formal two credit course in library research methods. As part of this program reference and instruction librarians offer up to 4 sections of the LIBR 1105 course, based on student demand, in the Fall and Spring semesters and one section during the Summer term. (NOTE: LIBR 2705 has not been offered in recent years.) LIBR 1105 is based strictly on the Information Literacy Competency Standards for Higher Education, a document authored by the American College and Research Library association (ACRL). At the end of each semester, LIBR 1105 instructors receive student evaluations to help them truly evaluate the course using students' input.

The following are current **Course Descriptions** from the current CSU Catalog:

LIBR 1105. Library Research Methods (2-0-2): This hands-on course introduces students to contemporary research techniques and strategies to become efficient and effective consumers and

creators of information in the 21st century. The study of the role of libraries in society and nature of information will coincide with access to key online and electronic resources. In addition, students will learn important aspects of the research process in order to appropriately acquire, evaluate, organize and ethically use collected information. The knowledge and practical competencies in this course creates a foundation for academic success and lifelong learning.

LIBR 2705. Selected Topics in Library and Information Science (0-0-1): Specialized topics related to library/information science, including scholarly research in a specific discipline, library services, the history of libraries, the book, electronic resources, etc. Topic will vary with the instructor. Course may be taken twice for credit only if the topic varies.

LIBR 1105 is taught in both an online and hybrid format. The online design and teaching of the courses is guided by the Quality Matters instructional design rubric. Quality Matters is a national benchmark for online course design that has been adopted as a standard at Columbus State University. Using it ensures that the structure of the classes for Library Research Methods are consistent with online course delivery across the University. All library instruction personnel are QM trained.

In addition, the Music Librarian teaches one section of MUSC 6115, Music Bibliography, as part of the graduate music program in the Schwob School of Music, College of the Arts. Following is the course description:

MUSC 6115. Bibliography (3-0-3): Based on the information literacy and learning-centered movements, the course emphasizes learning research skills, critically evaluating information, writing/presenting material effectively, and citing sources properly. It covers the major research, writing, and citation tools that graduate music students need to know.

Figure 21 shows the total number of students who received library instruction during 2015-2016 academic year.

Figure: 21 CSU Library Instruction 2015-2016			
Bibliographic Instruction	Summer	Fall	Spring
Classes Taught	0	44	30
Students	0	941	596
LIBR 1105	Summer	Fall	Spring
Sections	2	3	4
Students	34	91	117

MUSC 6115	Summer	Fall	Spring
Sections	0	1	0
Students	0	12	0
TOTAL SECTIONS	2	4	4
TOTAL STUDENTS	34	103	117
Total Students for 2015-2016: 850			

For the last year CSU Libraries have been working with the CSU Institutional Research office to track the graduation success rates of students who completed LIBR 1105 versus the general population of students who have not taken or completed the course. The results are shown in Figure 22 show that students who take LIBR 1105 achieve greater success in completing graduation requirements than the general population of students who do not take LIBR 1105.

Figure 22. Graduation Rate for Student Cohorts Completing LIBR 1105

Six Year Graduation Rate of First Time Full Time Student Cohorts who completed LIBR 1105															
Cohort Year	FTFT cohort			6 Yr Graduation	Cohort Year	FTFT cohort			6 Yr Graduation	Cohort Year	FTFT cohort			6 Yr Graduation	
2007	#	#	Rate	2008	#	#	Rate	2009	#	#	Rate	2007	#	#	Rate
No LIBR 1105	923	266	28.82%	No LIBR 1105	1048	335	31.97%	No LIBR 1105	1176	348	29.59%				
Yes LIBR 1105	59	34	57.63%	Yes LIBR 1105	62	24	38.71%	Yes LIBR 1105	49	23	46.94%				
Total	982	300	30.55%	Total	1110	359	32.34%	Total	1225	371	30.29%				
Cohort Year	LIBR 1105	6 Yr Graduation		Cohort Year	LIBR 1105	6 Yr Graduation		Cohort Year	LIBR 1105	6 Yr Graduation					
2007	#	#	Rate	2008	#	#	Rate	2009	#	#	Rate				
Black	13	5	38.46%	Black	31	12	38.71%	Black	23	7	30.43%				
White	42	27	64.29%	White	30	12	40.00%	White	23	14	60.87%				
Other	4	2	50.00%	Other	1	0	0.00%	Other	3	2	66.67%				
Male	31	20	64.52%	Male	20	8	40.00%	Male	25	17	68.00%				
Female	28	14	50.00%	Female	42	16	38.10%	Female	24	6	25.00%				

SURVEY RESULTS STUDENTS

Five hundred and fifty students began taking the survey, with four hundred seventy six completing it, giving us a response rate of approximately 87%. When braking down the total number of students who completed the survey, 70% were female and 30% were male. The student distribution by race/ethnicity aligned closely with institutional totals. About 46% of the participants identified themselves as European-Americans, 41% African Americans, and 5% as Hispanics/Latin Americans. Almost half of the respondents (48.2%) were between the ages of 20-25. Only 18.8% were less than 20, and 7% were between the ages of 30-34. In terms of college enrollment, 80% of the students were from the undergraduate college, 17% from Graduate School and 3% from the Honors College. A detailed description of the characteristics of the respondents is to be found in the study's Appendix.

Summary:

- 550 students logged in the study (8,443 enrolled at CSU in fall 2015)
- 476 completed the study (87% total valid responses)
- 117 faculty and staff who logged in the study
- 99 faculty and staff completed the study (85% total valid responses)

This report presents the results of the student survey

Figure 23 Percentage of respondents by Gender

Student by Gender	Respondent %
FEMALE	69.96%
MALE	30.04%
Total	100%

Figure 14 Percentage of respondents by Race/Ethnicity.

Race/Ethnicity	Respondent %
White American/Euro-American	46%
African American (Black)	41%
Hispanic / Latino-American	5%
Other (Pacific Islander, Asian, Bi-Ethnic)	8%
Total	100

Figure 25 Percentages of respondents by age-groups

Students by Age	Respondents %
16-19	18.87%
20-24	48.22%
25-29	9.01%
30-34	7.34%
35 +	16.56%
Total	100%

The next section presents the descriptive results of the study based on the key questions regarding: how students access the libraries, the value (helpfulness) of library resources to students, and student satisfaction rates.

Access & Use of Library Services

As research, teaching, and learning practices evolve in the context of technological change within higher education, modes of library use have also changed. In addition to providing traditional print resources, CSU libraries has supported these changes with a variety of digital tools including library computers, library website, catalog, and research services. Library users also utilize mainstream search engines such as Google or Yahoo, and more specific academic discovery products such as Google Scholar, in order to support their academic needs. Figure 26 describes different ways in which students access and use CSU libraries to gain access to collections, electronic materials and other research services that they need.

Below are three major ways in which students gain access to library services. The question was asked “which campus do you regularly visit to use library resources for your research and related work?” *Percentages of respondents who indicated how they regularly use CSU libraries.*

Figure 26 Percentages of respondents by age-groups

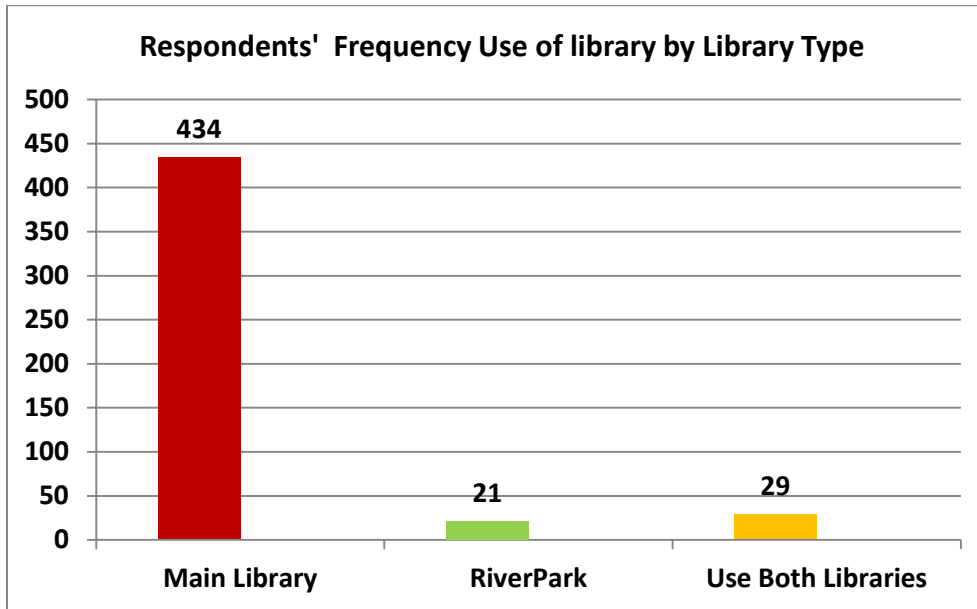


Figure 27 Respondents' frequent use of library by type

Libraries	Respondents %
Schwob Library (Main campus)	89.67%
Music Library (River Park)	4.34%
Use both libraries	5.99%
Total	100%

The results show that the great majority of students (about 90%) visit the Schwob library on the main campus. A small proportion (4%) uses the music library and only 6% say that they use both libraries. This result is mainly due to the fact the River Park library has fewer resources for the general public and is mainly dedicated to use of music students.

Preference of library use

Next, we explored we explored how students actually prefer to access the libraries. Figure 28 shows the three main ways in which students may use libraries for research and related academic needs. *How do you prefer to use CSU libraries?*

Figure 28 Percentages of respondents' preferred options for using the library

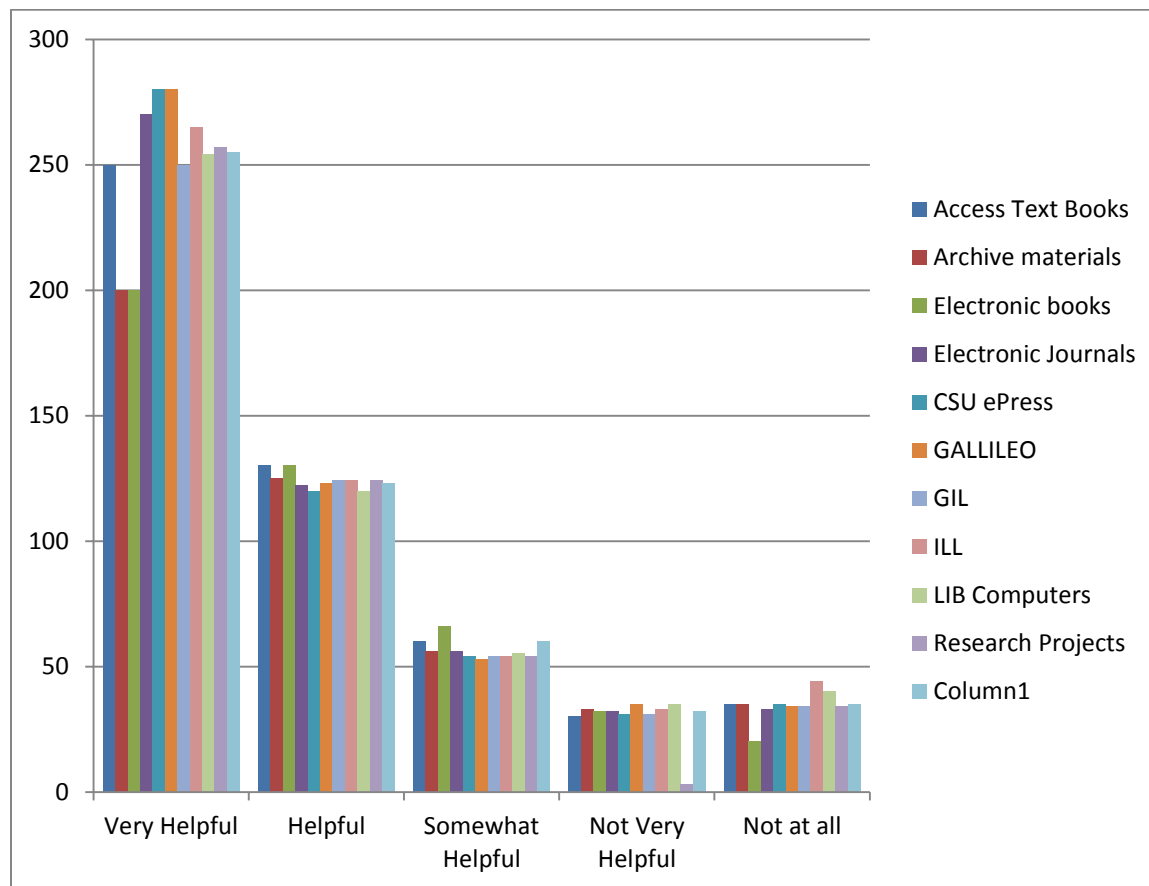
Preference	Respondents %
Visit library remotely (Online)	11.61%
Visit library in person	67.82%
No preference, I use both libraries	20.57%
Total	100

There are substantial differences in how students access library services (see Figure 6). Most students (68%) responded that they prefer to visit the libraries in person; only 12% stated a preference for remote-online access and 21% indicated that they have no preference. The high preference for “visiting the libraries in person” has been stimulated by the renovations to the main library that provided better computer services and Wifi accessibility to the library holdings reflected in the gate count and remote searches statistics that we discussed in the background section.

Library Value (Helpfulness)

The question was asked “how helpful are the following library services to your academic achievement? *Percent of respondents who indicated that each option is helpful for their educational achievement*

Figure 29 Percentage of Respondents’ perceptions to whether the library services are helpful to their academic achievements



Of the students who rated the value of the library resources mentioned above, an overwhelming number (96% stated that online databases (GALILEO) were helpful, 93% stated that library printing services and computers were equally helpful and 91% stated that they found Universal Cataloging (GIL) helpful. Among the resources that respondents Ranked lower but still important are the Inter Library Loan (ILL), Library Instruction (76%), and CSU e-Press (71%) Refer to figures 30 and 31.

Figure 30 Resources students find most helpful

Resources	Response Rate
Online Databases (GALLILEO)	96%
Printing	93%
Library Computers	93%
Universal Cataloging (GIL)	91%

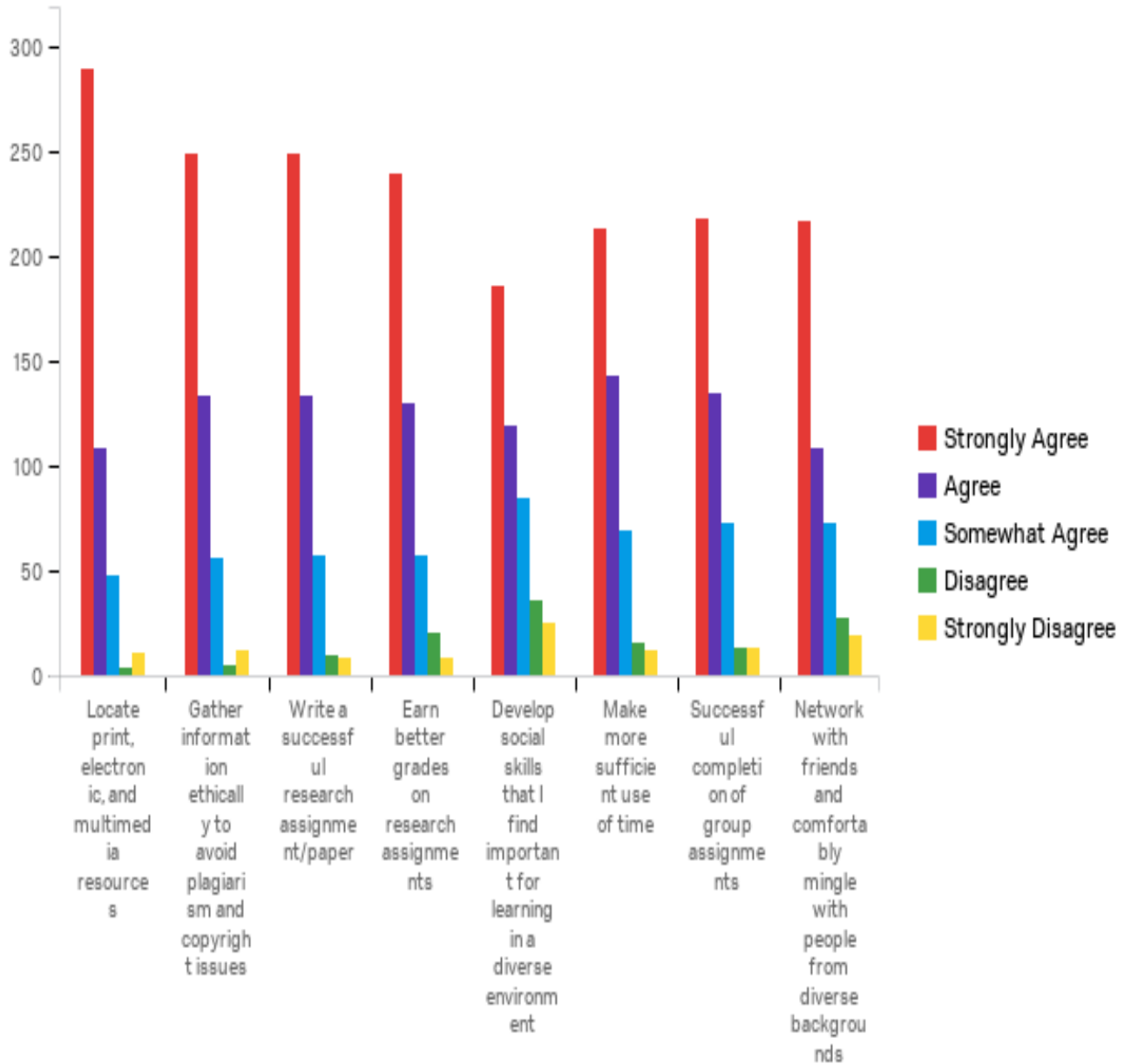
Figure 31 Resources with lower rankings on helpfulness

Resources	Response Rate
Inter Library Loan	76%
Library Instruction	76%
CSU E-Press	71%

Library Influence

Figure 32 and 33 describe student responses on the Likert-scale question “...how has CSU Libraries influenced your ability to perform the following activities

Figure 32 Description of a selected set of library activities that engage students



Overall, more than three quarters (79%) of the respondents agreed that they were able to conduct research, write successful papers and earn good grades. Less than 10% disagreed with that statement, and only 14% were undecided (see figure 33). Substantial differences emerge when we compare the impact of various services on students. Respondents overwhelmingly agreed “printing services, electronic, and multimedia resources” influenced them more than the library service providing space for “networking and developing social skills including diversity awareness” as indicated in figure (see table 33 and 34).

Figure 33 Percentage of students who stated that they agree or disagree with the influence that CSU libraries have had on them.

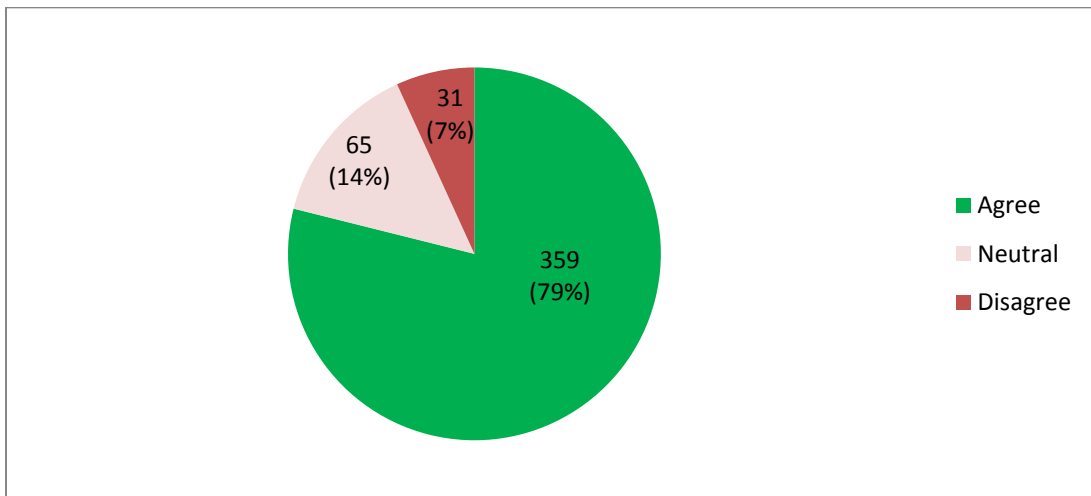


Figure 34 Summary of learning activities ranked high on influence

Ability to do the following	Response Rate
Locate print, electronic, and multimedia resources	86%
Gather information ethically to avoid plagiarism and copyright issues	83%
Write a successful research assignment/paper	83%
Earn better grades on research assignments	81%

Satisfaction

Figure 35 Percentage of respondents who indicated their level of satisfaction with the library services they used

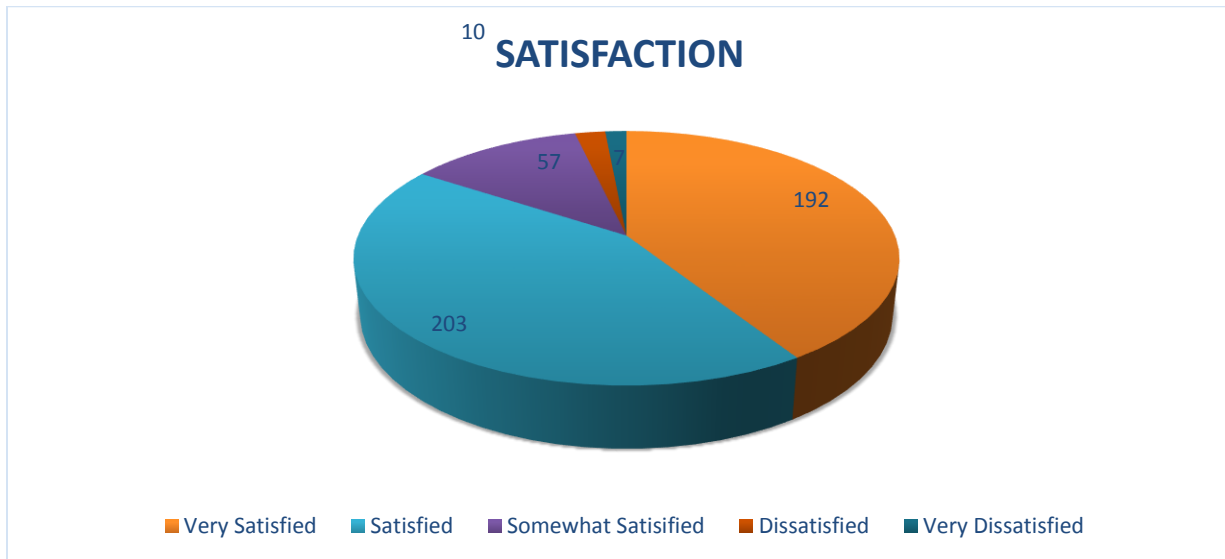


Figure 36 Summary of responses about student satisfaction

Question	Response Rate %
Very Satisfied	40.94%
Satisfied	43.28%
Somewhat Satisfied	12.15%
Dissatisfied	2.13%
Very Dissatisfied	1.49%
Total	100.00%

The study finds that students are satisfied with CSU library services. About 84% indicated that they are satisfied with the list of services that were mentioned. This result corresponds with some of the comments students made about library services in the focus-group interviews

(see details in focus group discussion section). Further analysis of a one-sample t-test using 3 as a comparison value on a 5-point scale showed the average satisfaction to be 1.79, with the lower numbers indicating greater satisfaction. Overall, students' satisfaction with the library services was significantly higher than "somewhat", $t(411) = -29.78, p < .001$ (see figure 17).

Correlation between student use of library services and GPA

Figure 37 Percentage of respondents who say that they use the listed library services

Response	Percentage of students who have used services
Have you ever -Taken LIBR 1105 -- Academic Research Methods course	97%
Have you ever Participated in library workshop (e.g. by a librarian who visited your class).	91%
Have you ever -Taken a course in which the instructor required you to use library resources	77%
Have you ever Participated in Online library tutorials	93%
Have you ever -Attended a lecture at the CSU Libraries	82%
Have you ever -Attended a Workshop at the CSU Libraries	96%

Figure 38 The figures are showing whether there is a correlation between using certain library services and the student GPA, based on statistical Beta coefficients and the P-value.

R² = 0.140 F= 48.7 P 0.000		
Parameters N=331	Standardized Beta Coefficients	P- value
Taken LIBR 1105—Academic Research Methods course	0.022	0.682
Participated in a library workshop (e.g. by a librarian who visited your class)	0.113	0.045***
Taken a course in which the instructor required you to use the library	-0.076	0.473
Participated in Online library tutorials	0.541	0.03*
Attended a lecture at the CSU Libraries	-0.804	0.422
Attended a Workshop at the CSU Libraries	0.594	0.000***

Figure 38 shows the regression analysis testing the relationship between library use and academic performance (GPA). The r-square value was used to determine the effect of the independent variable (Library Use) on the dependent variable (GPA); the r-square value was 0.14 suggesting that using library services accounts for 14% of the variation in student academic performance. There is a significant correlation between the following library services and student GPA: Attending library workshops at CSU libraries (r = -.017, p = .749); participating in a library workshop in which a librarian visits a student’s class (r = -.017, p=.749), and participating in Online library tutorials (r = -.017, p=.749). As the results suggest, the more students participate in the three services listed above the more they

will have a high GPA. The study found not significant correlation between other the rest of the services and student GPA ($F= 48.7$ and a $p = 0.000$).

More analyses were performed to explore if there was a significant correlation between the following factors and student GPA: 1) Number of resources students used, 2) Number of resources used based on student classification, 3) Number of resources used based on Institution of enrollment, 4) Resource use and GPA among Honors students only, 5) Are students satisfied with the library services at CSU? Details about the results of this analysis can be found in Appendix 5

Focus Group Results: Student Perception of Services

Comments were invited as part of the survey design and an in-depth follow up discussion was held through a series of focus groups to further refine student comment.

Students had the following to say (comments arranged by topic):

Facilities & Noise

I've been using the library since I was in seventh grade. I live here. I've come in for using the upstairs quiet rooms, and also I came back my junior year for research.

The quiet rooms up there, I'm like having to fight people to get them sometimes...but in the times I've needed them, I'll go to the top floor, and I'll try to find a room. I don't want to say it bothers me, but I see people in there not really doing stuff. They're just kind of chilling on their phone, whether or not they're actually waiting for someone, or if they're just looking to get away.

Need more rooms that are extremely quiet. The rooms on the 2nd and 3rd floors are still noisy because the walls are too thin.

More study rooms! Sometimes I want to be in a study room but I can't because they are all full.

The library should be a quiet place to study, do research, or meet for group projects. Not a place to mingle and socialize in a diverse area.

It's a lot louder downstairs than it is upstairs.

The second floor is hardly ever quiet.

[Noise] is not as big of an issue to me. When I go to the third floor, and I'm trying to find a place where...I've got to get a lot of work done, I've got to minimize my distractions.

I like Einstein's, just because if I'm studying, I need a snack or something just to keep me going, keep my attention focused and everything.

I wouldn't want to see the library become a place like no food, no drinks, no socializing. I think it's good to have a common area where people can come and feel comfortable.

...the addition of Einstein's makes it ridiculously hard to concentrate.

As for being in the library, I've tried the quiet rooms and those walls seem paper thin. There's just people talking on their cell phones so it actually deters me from coming in

and actually studying; but usually I try to use headphones the only thing is that you can sometimes still hear stuff. That's kind of my major concern.

I also wish the area where faculty present talks could be closed off from the rest of the library so those in attendance could hear well. The temporary barriers set up to block sound do not work very well.

Library Technology

I've had a good experience as far as being able to use the computers and print off the papers that I need for class. The only thing that I find difficult, like an issue with, as far as printing off, is I don't have enough paper. Normally, I run out towards the end of the semester.

Regarding WiFi: I think upstairs on the second and third floor is where it's weakest. Downstairs, it's not as bad... most of the time I'm up on the ground floor by Einstein's, and it's always fine.

Do you bring in your laptops, or do you borrow the ones which are here? I borrow the ones that are here.

I think it's definitely important that we do have this space to come to, and to study, and especially for a lot of people who, like me, my laptop doesn't like cooperating with me all the time, we can come to the computers here if you need to, like last-minute print your paper, or save something, or type something, or look something up. It's really good to have that here, when you need it.

Honestly, I feel like the computers maybe should be updated.

... I'm a big fan of the second screen, like I am a huge, huge fan of using those. If I can make my computer do that, I would be very happy. I feel like we should maybe look into doing more of that with all the other computers in that space, because it's really useful to be writing a paper and then look back at your reference right there. Besides, that way you don't have to keep closing up all the stuff. You can just go back and say, "Oh, that's where I found that," and that helps a lot, having that second screen.

We have used [laptops] once where we have an exam and we are struggling to use the computer on campus, so we took it. The checkout hours are actually only three hours of limit. We feel that it could have been like five to six hours.

Collections (Online & Print)

I'd say my experiences are similar to [others] in the sense that the library has provided me with every service that I have needed in a totally adequate and fine manner. Like Galileo, I use that all the time for research like I am pretty sure everyone in this room does. I have check out library books and the process is easy. If there is any questions then the staff is usually really helpful.

I haven't had too many research papers, but the ones that I have had, I've been able to either get it from here in this GIL catalog, from other schools, to get books I need for research, but again, I haven't had that many research papers. Most everything I need is here.

For our courses in psychology, research methods one and two, we have to find articles to base our research on, and with help in writing our final paper. Galileo is what we use, predominantly, and it's fantastic. If we can't find something on there, I use inter-library loan. That's a great way to find documents that aren't provided on Galileo.

About the e-books, having them available especially for when you're doing research papers, it's better, because you don't really have access to that if you're in the library, or if you do, there's only a certain amount of copies. If it's a class of 20 or 30 people, they all need that book.

We ran into that issue last year, in one of my research classes. We all needed this one print copy of a book, and honestly, the library had one copy, and I bought my own. I was like, "I'm just going to buy my own." It was like \$10, so it wasn't a big deal. I know a lot of people who were trying to share it around. Having access to an e-book, would definitely be useful.

I ended up running into a situation last semester where I was doing a project on a public administration so I was doing a state and local issues, and I just found out (been here for four years) that they have the Ledger Enquirer back to the 1800s. I'm like, "Why did I not know that these newspapers are here?" Which show me a timeline of how a policy had been written or whatever, but it was very beneficial. I mean I had to do a lot of research to find out what I needed, but it was great having all those years of newspapers just to get a public perspective of whatever policy change had occurred. I mean I was here for years before I knew that was here.

Anytime I have need to gain information, I have been able to acquire it rather easily. There hasn't been much stress involved in coming here and gathering information.

I had a class called research and readings and it completely depended on finding articles. I don't think that class would exist if we didn't have the resources we had. I am working

on my thesis so all I am trying to do is try to find new articles on what is going on in sports medicine and physiology. Everything I write, my introduction is based on studies that have been done and it's all based upon stuff that I found from the library so I couldn't even do that if it weren't for the resources.

The resources for books are not that wide so I typically have to get them through other schools which takes a few days. Though I am grateful for this alternative route.

Interlibrary Loan and GIL Express

The online services are absolutely fantastic. I have never had any issues with those. I've never had troubles with [GIL 00:12:55] Express. Whenever I have used it, the service has never been down or under maintenance so it's always been fairly easy for me. It's also fairly easy for me to explain to my students how to work the websites and how to use them. I actually had three students email me this morning asking how to use GIL express and ILL. I am a teaching assistant and a graduate assistant, yes.

Something that just recently came to my attention working on a research paper for a class was that how the resources we have through the library and through the internet services, they extend far beyond the physical library. We have the partnership with the University System of Georgia. Not sure the exact complexities with that, but I had never realized that there were so many books and articles that if I couldn't find them here that I could put in an order and have them brought and that's incredibly convenient. There are some students that have gone online in the process of researching and if they stumble across an article they have to pay \$11.99 for they'll pay it because they really need access to it to write a quality paper.

Support for Learning Outcomes

I think there definitely is a relationship between having...the resources, as far as academic success, because research papers and stuff wouldn't be possible without all the resources here.

I think the library has helped me be more academically successful, mainly just because it provides a place where I can go and not be at home, and not have all the other stresses that I have at home. I think that's helped.

Library Instruction (LIBR 1105 & Bibliographic Instruction)

I know in first year experience, they bring in, I think her name is [Reference Librarian], she comes in and she teaches people how to use those different search engines or different things like that... if you're not on campus, how to access it from your home computer and stuff like that, she shows you all of that. You have that material wherever you are, whenever you need it.

The librarians are a really good source to go to, when you get stuck on finding what you need, and just knowing, who is that person that knows that same field? You can have somebody, for psychology, you could go talk to them and be like, "Hey, I'm working on this. I wonder what you've read?"

My favorite thing when I was an undergrad, because we don't do it in graduate classes, was when someone from the library would come in and teach us how to use GIL Express, tell us what was there, go through the website on the presentation, and just show us how to work everything.

There is a library class, right?

Yes. It's kind of like an introductory class. Library 1105.

Maybe that should be mandatory or something.

I really don't know what I learned from the class. I feel like we just keep learning how to use search engines.

I've learned how to use what the library offers online for research because I've started using it in other classes. I didn't know that you could easily find journal articles through the library online, and that is very helpful, especially this semester, so I've learned a lot about how to research this semester in that class, but that is all I learned. I didn't learn anything about our library in general.

I personally ... sorry if this doesn't sound nice, but I don't think it needs to be a full 10, 13, however many week course. I think that could be done in like a brief or a seminar. This is how you research, this is how you do this, and it doesn't take weeks to learn how not to plagiarize or what APA style is.

It helps me find stuff, because I mean I'm constantly writing papers, last week I think I wrote six or seven papers, so it was like I came here and checked out a lot of things online. It shows you a lot easier ways to find information about how we use search words and key words and search terms, that was extremely helpful. Now when I'm looking for ... I just did a seventeen page paper on biology and I just typed in and I was using keywords to search for it and it was so much more helpful, because I would have got on

Google and typed up a whole paragraph just in the search bar, but now it is like biology, biochemistry or something and I could just search that and it would just like, certain words about it.

You look back and you say, wow, if I had taken this in the beginning I'd have such great papers.

I think it should be mandatory when you first come into the school, mandatory because you have so many resources people don't know about unless you take the course, but if it is mandatory, everyone take it, it would help you.

Staff Assistance

People have been very helpful with knowing how to use the system, and how to find the books. Some people have even walked me up there, and shown me to the book and been like, "Okay, here it is for you to read."

Programs, lectures, etc.

The forums that we have with professionals coming to speak in the forum area. I would like to see more advertisement for that, like through e-mails or something like that, because when we come into the library during that time, the forum area is closed off, but we don't know that we do have access to be there. It's just kind of like, "Oh, these people are supposed to be here. You all can't sit over here." We don't know what's going on.

Library Services and RiverPark Challenges

Being a non-music major, I live downtown for the atmosphere, to be honest. I love it there. I love it down there, but I use everything up here, the [Main] library. I've been in the [Music] library a handful of times, but I've never actually used anything. I'll be there with one of my music major friends, and they're getting stuff for themselves. I think maybe that library should be not just a music library. It should be open to more majors.

... Yeah, to other things, because not everybody that lives down there, like me we're both main campus majors, but we live downtown.

That, and I think more of a known thing; I know the first half of the first semester I lived down there, I didn't even know that it was there. I thought this was our only one.

The only reason I knew is because I had music major friends that would be like, “Meet me in the library.” Where’s that? I would be like, “We don’t have a library. What are you talking about?”

Open it up to people that are also from non-music majors, because I know a lot of non-music majors that live downtown.

It is sometimes good to study in there. It’s always quiet in there.

... Yeah, because it’s just music or art majors. It’s very small and it’s very quiet. It’s well-kept. It’s nice in there, but it kind of feels like we’re excluded. It kind of feels like, “We know we don’t belong in here, because I’m not a music major.”

The Schwob Music Library does not have enough areas to chill/study with friends. There is only one small room.

CSU Archives

Well I love going into the archives. I use them quite frequently for both history ...

We go there all the time. [Staff] have always been absolutely fantastic... always been very, very helpful. Even when I was not a student I was doing some research for the Historic Chattahoochee Commission and I spent my entire summer in there (not as a student). So my entire experience that way was also very, very helpful. It was a very easy process to get it done and overall my experiences with the library and the services ...

Love the Archives.... I've used them to help write papers. They've put me in collections for writing my papers that I would have never of found on my own, and I really appreciate that. The archives are great.

Recommendations for Program Improvement

Based upon the reported findings in the 2015-2016 library assessment, CSU Libraries will undertake the following program improvements over the course of the next three years as funding and resources are made available.

Library Instruction:

During 2015-2016, CSU Libraries provided 9 sections of LIBR 1105 "Library Research Methods" with a total of 242 students enrolled. CSU Libraries also provided 74 "in class" Bibliographic Instruction sessions. The CSU Libraries will seek to expand the number of students enrolled in LIBR 1105 and possibly the number of sections offered.

CSU Library Faculty will continue to promote Bibliographic Instruction but also expand availability of instruction to graduate level courses.

Library faculty will work collaboratively to implement a new student assessment rubric that can be used across all sections of LIBR 1105.

Library Programs:

Comments were made about library programming in the various focus group meetings "The forum [events] that we have with professionals coming to speak...I would like to see more advertisement for that, like through email or other ways. When we come into the library during that time, the forum area is closed off, but we don't know what for or that we students can participate. It's just kind of like, "Oh, these people are supposed to be here, you all can't sit over here." We don't know what's going on." CSU Libraries has started to promote programs and other events more broadly and are hanging signs in the forum area to invite students to participate in programs that are scheduled there. There is also a need to increase the number of student oriented programming held in the library.

Library Collections:

There is a need to improve funding for print books. CSU Libraries lost a significant portion of its budget during the 2008 recession. As legislative appropriations to the University has improved, library collection budgets have not returned adequately. Dollars for print monographs have continued as flat as budget resources have not grown but also have been further eroded by inflation in the area of pricing for serials and online resources. CSU currently spends \$62 per student to support library collections, whereas Georgia Southern spends \$117 per student FTE, Valdosta State spends \$128 per FTE, and West Georgia spends \$131 per FTE.

Facilities, Technology, & Library infrastructure

Comments from the student survey and focus groups indicate that there are some areas of library facilities and technology that warrant improvement. The biggest problem is finding places to study or meet with students for group work. The Schwob Library, built in 1975, was never meant to handle the capacity of 3,500 patron visits a day. When the gate count reaches that high, it is an indication that the library is at its peak capacity. Students are in contention for space to study and noise levels are difficult to control. The library is desperate for an expansion in order to provide more space, and different types of study space to meet different student needs.

CSU Libraries will work with UITS to improve WiFi access throughout Schwob Library. We will also seek to create computer labs that will offer additional computing resources to all students during our open hours. We will extend the laptop check out period from 3 hours to 24 hours and allow students to use laptops outside of the library premises.

There is a need for noise abatement controls to be implemented throughout the library. There is a range of solutions for this including staff being more vigilant about noise on the 2nd and 3rd floors, sound dampening for the ceiling on the main floor, and installing a sound masking system that can help “deaden” the more crowded library study areas.

Heating, Ventilation & Air Conditioning (HVAC) in Schwob Library

Environmental conditions are still an ongoing concern for ensuring the longevity and proper care of library collections. The Library HVAC system is still in desperate need of replacement. During the summer of 2014-2015 the system completely broke down and remained nonfunctioning for nearly a month with temperatures reaching as high as 86 degrees. During the last quarter of 2015 another malfunction occurred resulting in limited to no airflow in the upper floors of Schwob Library. With no consistent temperature control and wild fluctuations of temperature and humidity puts incredible stress on fragile and rare materials resulting in accelerated natural deterioration. Plus it makes the library extremely uncomfortable for our patrons. The Schwob Library needs an HVAC system that will allow the library to be divided into climate zones so that materials can be housed at a different temperature than the main patron reading areas and offices.

Archives

The Archives is another area that is nearly at capacity and is in need of expansion. The current space of 3,400 sq ft limits the archives’ ability to accept potential donations of archival materials and to serve students and other researchers who seek to use primary resources for researching the

history of the Chattahoochee River Valley. With physical expansion and renovation, the Archives would expand its services to include more efficient storage, processing and retrieval of archival materials that meets archival standards for preservation and security. We are also in need of an expanded reading room that can accommodate the large numbers of students who attend classes and programs there. In addition there is a need for adequate storage and exhibition are for the library's very important and unique map collection.

Regarding RiverPark Library facilities:

The Music Library is small – only 3,500 sq feet – and is at capacity in terms of collections housed there as well as ability to service students. As many students have commented, the Music Library is very heavily used by Music Majors and leaves the impression that other students are not welcome. The Music Library does not have enough adequate areas to support the study needs of the current students located there. . “There is only one small room." This is a critical facility used very heavily and in desperate need of expansion. At this time there is no plan for expansion of library services at the RiverPark camps. Library administration will continue to look for opportunities to better serve students located at RiverPark.