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Contributions of CSU Libraries to Student Success: 2015-2016 Library Assessment: Appendices

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APPENDICES

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



OCTOBER 24, 2016

Appendix 1: Literature Review

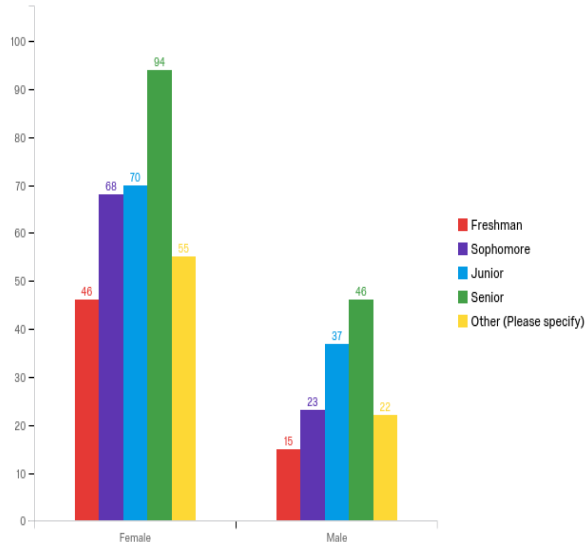
A substantial number of studies interested in demonstrating the value of libraries has looked at retention and academic success (Soria K, et.al 2013), the role of libraries in supporting student transitioning into, and beyond higher education (Weaver, M, 2013), and how library resource utilization affects students' academic success (Kot& Jones, 2015; Allison, D, 2015). Several studies tend to use longitudinal methodology, and others have used either surveys or focus-groups alone. Yet, a mixed-methods approach has been found to enhance the quality of information that respondents provide. Mixed-methods is important for library assessment particularly as it enables the researcher to fill the gaps from survey data, and it also removes the searcher's pre-existing assumptions (Bulsara et.al.2014).

Author(s)	Research Questions	Factors Examined	Results
Soria, K. M. & Fransen, J. & Nackerud, S.(2013) Studied a large public university; the University of Minnesota	Is the use of the library, especially by first-year students, associated with academic success and retention?	<ul style="list-style-type: none"> Logins to databases and websites Participation in workshops Demographics 	Students who use the library had an average GPA of 3.18 vs. 2.98 average GPA of students who did not use the library
Weaver, M. (2013) Studied universities across the US and the UK	How are academic libraries developing and supporting students into and beyond higher education?	<ul style="list-style-type: none"> Common themes of library use and success Retentions rates 	Significant association between library usage and students' first to second semester retention.
Stone, G., & Ramsden, B. (2013) Studied 33,074 undergraduate students across eight UK Universities	Is there a statically significant correlation between library activity and student attainment?	<ul style="list-style-type: none"> e-resource usage, library borrowing statistics Gate count Compared against final degree award 	The most significant correlation observed between the number of databases and e-journals accessed and enrollment into a LIBR type course
Cook, J. M. (2014) Focused on the University of West Georgia	How does the library contribute to Student retention and graduation rates?	<ul style="list-style-type: none"> RPG rates of full-time students entering UWG in the fall semester of each year First-year students (never took a college course) 	Student engagement is critical to retention: Librarians need to engage students in their learning.

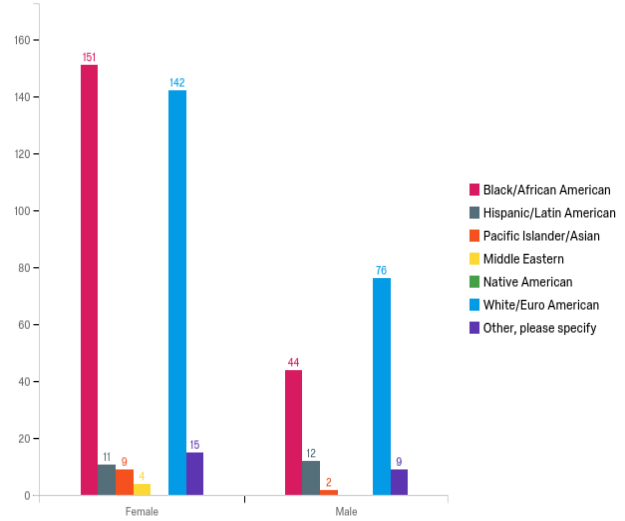
<p>Kot, F. C., & Jones, J. L. (2015)</p> <p>Georgia State College</p>	<p>How does using library resources and services impact undergraduate students' academic performance in their first term?</p>	<ul style="list-style-type: none"> • GSU Library provided data on student's utilization of library workstations, group study room reservations, and research clinic attendance. • Office of Institutional Effectiveness merged library use data with student background characteristics and academic records. • GPA 	<p>Statistical analysis shows a positive relationship between book borrowing and degree result</p>
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Appendix 2: Respondent Characteristics (Additional data)

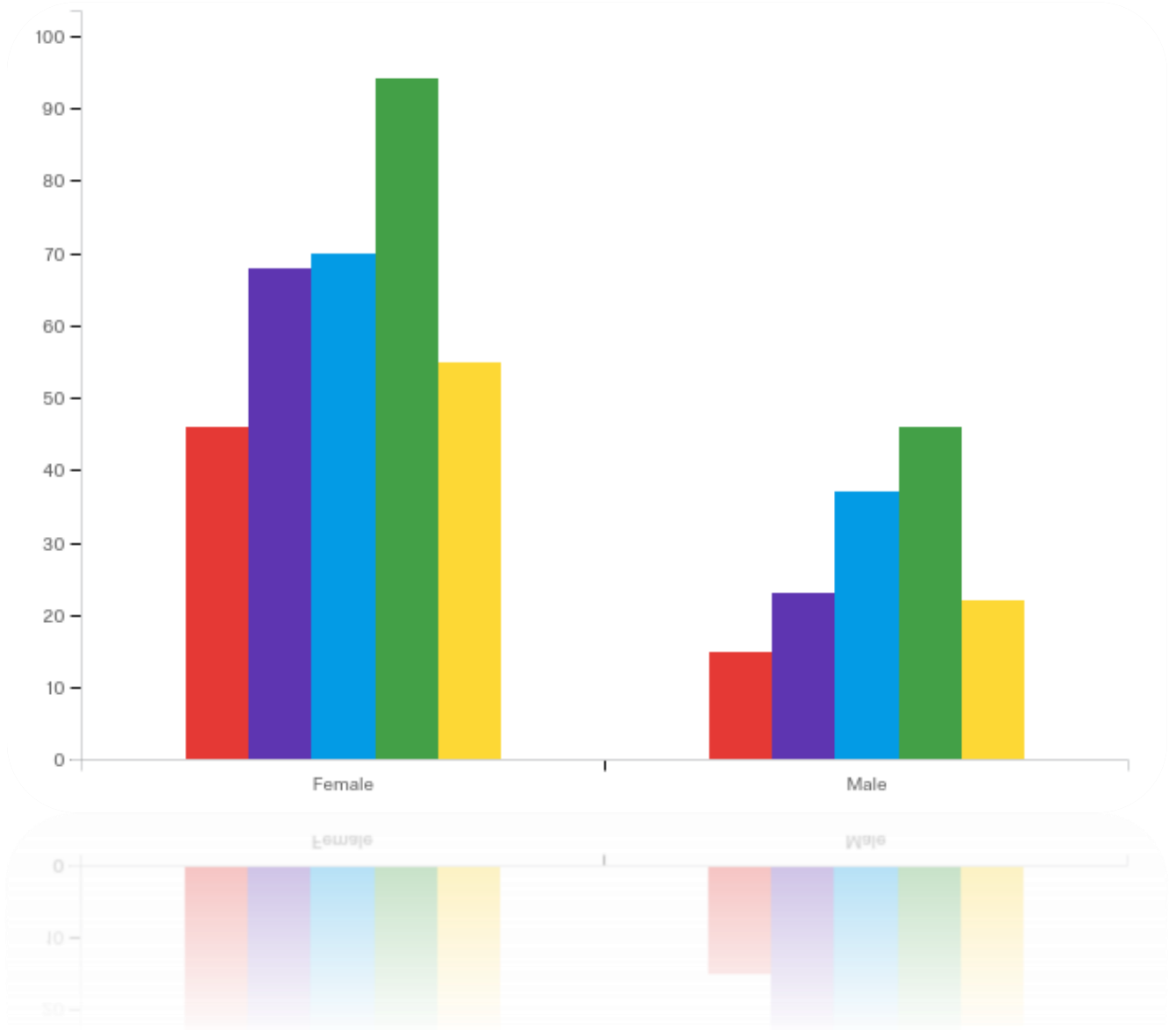
GENDER



RACE/ETHNICITY

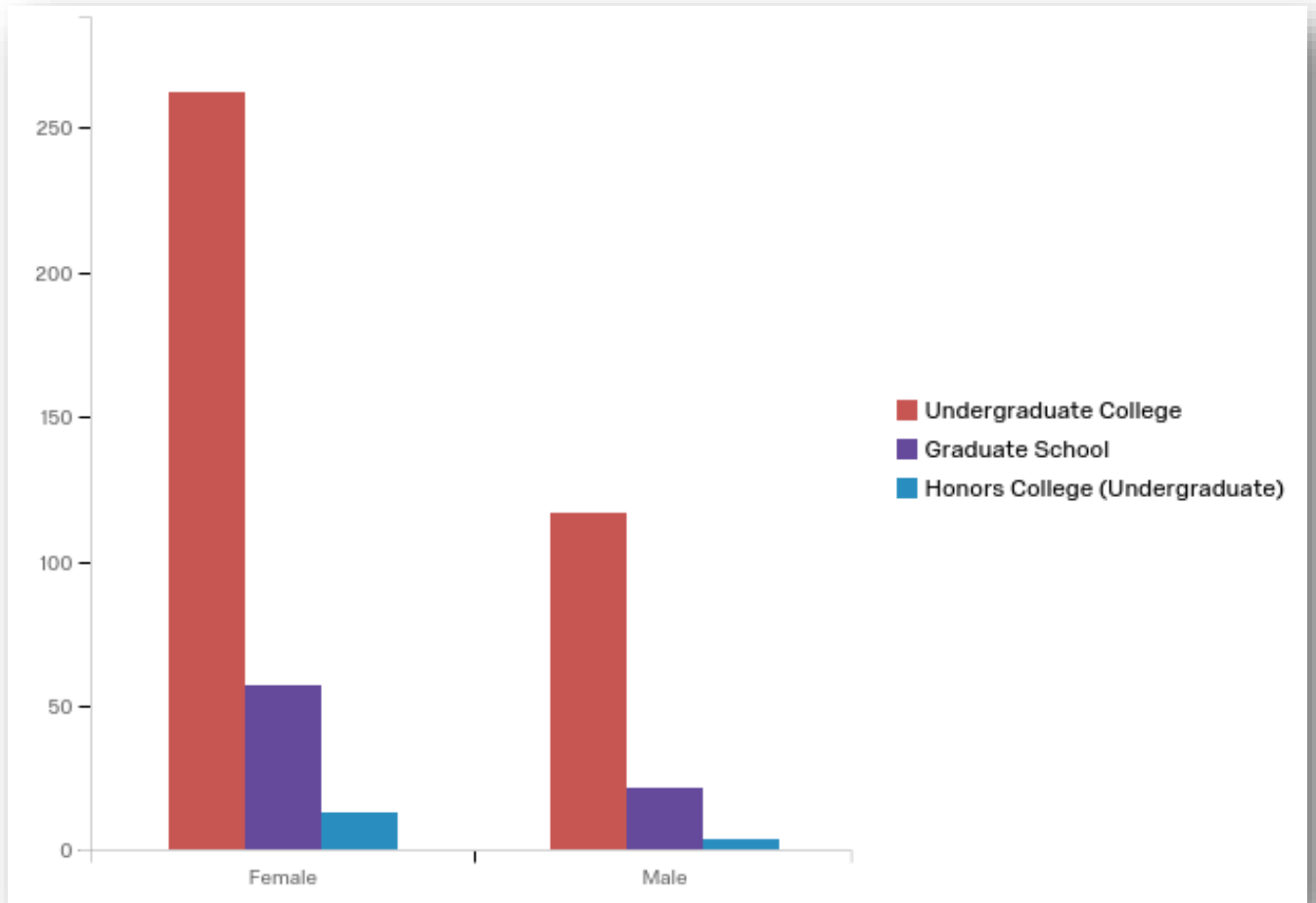


Academic Classification



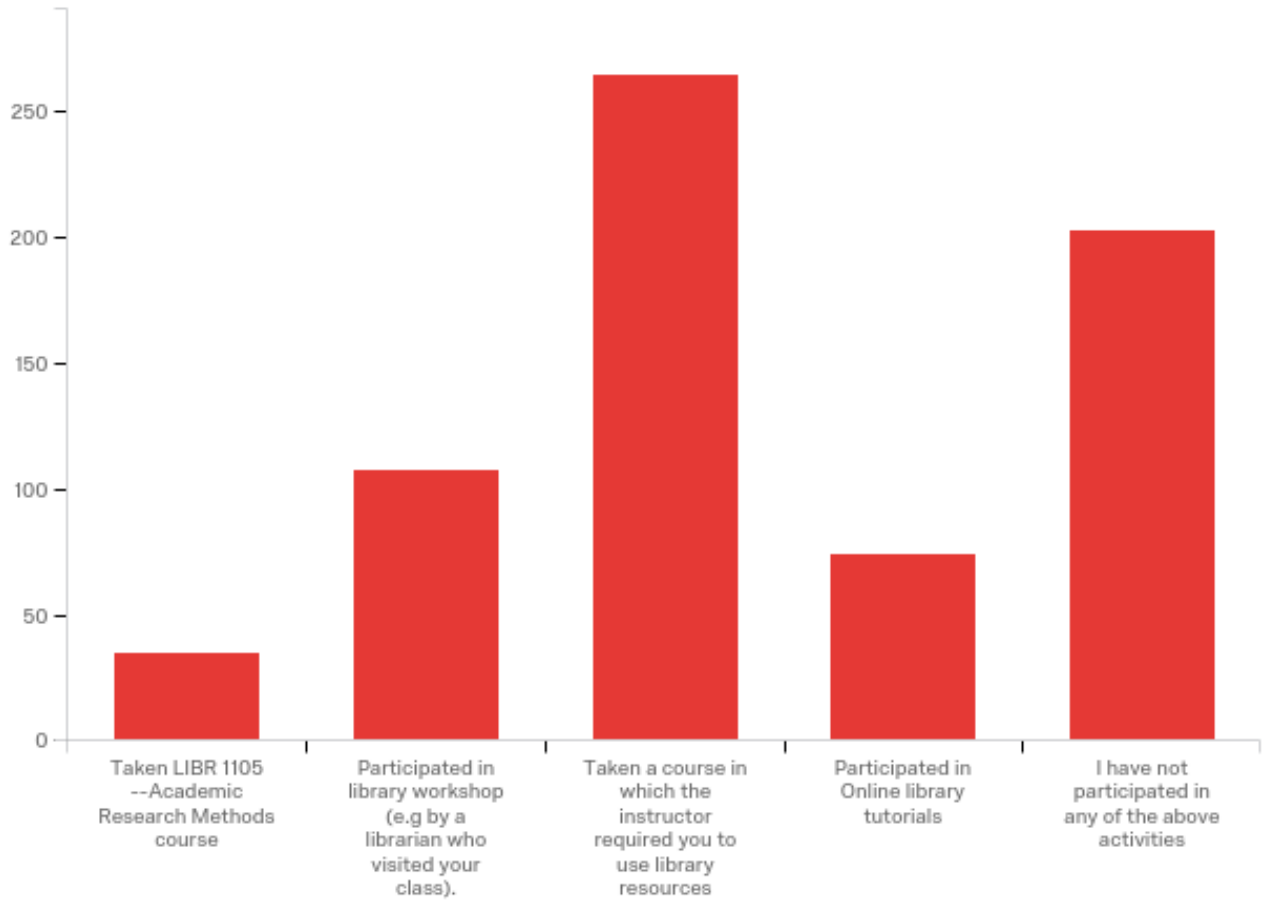
Question	Female		Male		Total
Freshman	75.41%	46	24.59%	15	61
Sophomore	74.73%	68	25.27%	23	91
Junior	65.42%	70	34.58%	37	107
Senior	67.14%	94	32.86%	46	140
Other (Please specify)	71.43%	55	28.57%	22	77

Colleges in which students are enrolled



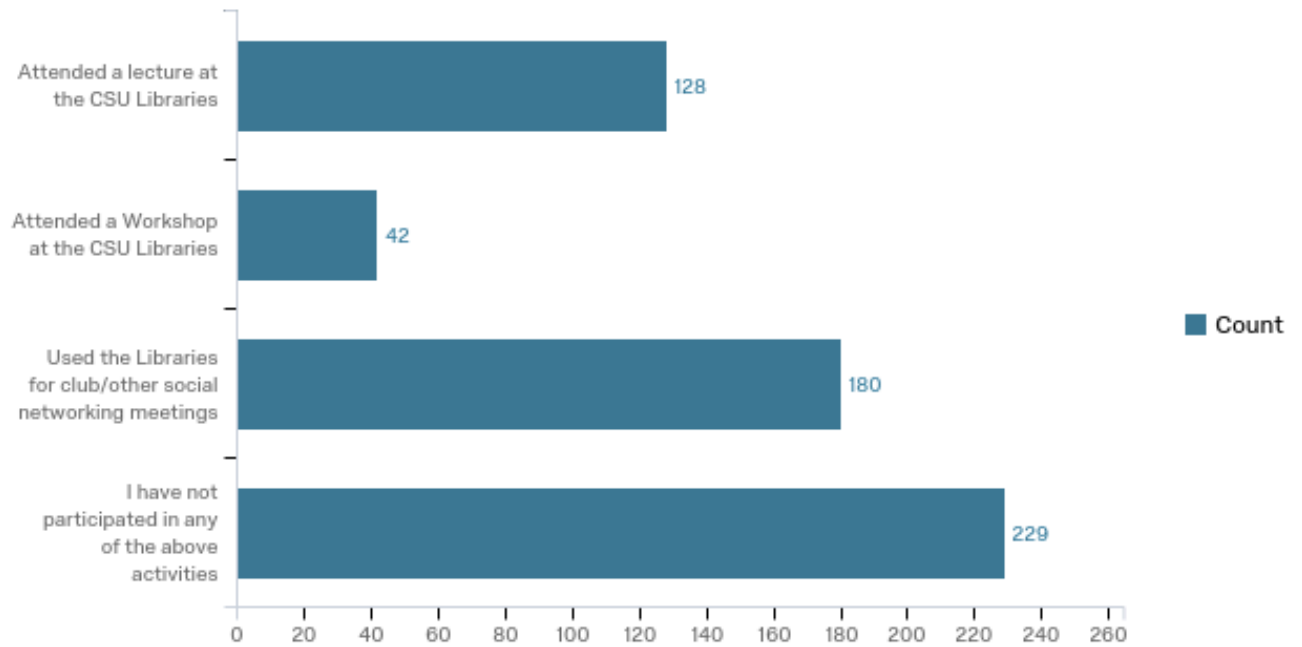
Question	Female		Male		Total
Undergraduate College	69.13%	262	30.87%	117	379
Graduate School	72.15%	57	27.85%	22	79
Honors College (Undergraduate)	76.47%	13	23.53%	4	17

Student Participation in CSU Libraries



Answer	%	Count
Taken LIBR 1105 --Academic Research Methods course	7.07%	35
Participated in library workshop (e.g by a librarian who visited your class).	21.62%	107
Taken a course in which the instructor required you to use library resources	53.33%	264
Participated in Online library tutorials	14.95%	74
I have not participated in any of the above activities	40.81%	202
Total	100%	495

Student Engagement in Library Services



Answer	%	Count
Attended a lecture at the CSU Libraries	26.18%	128
Attended a Workshop at the CSU Libraries	8.59%	42
Used the Libraries for club/other social networking meetings	36.81%	180
I have not participated in any of the above activities	46.83%	229
Total	100%	489

Appendix 3: Additional Correlations

Figure 1 Correlations between “Library Helpfulness, Library Influence, and Satisfaction rates with student GPA.

	Number of resources used	Helpfulness of resources	Influence on abilities	Satisfaction with library
Helpfulness of resources	-.061			
Influence on abilities	-.021	.556***		
Satisfaction with library	.043	.444***	.559***	
Student GPA	-.017	-.056	-.022	-.065

*** indicates correlation is significant at the .001 level (2-tailed)

Number of resources students used and GPA

There was no evidence of a significant correlation between the number of library resources used and GPA, $r = -.017$, $p = .749$.

Number of resources students used based on classification (e.g. freshman) and GPA

Students of different classifications report using a different number of library resources, $F(4, 421) = 5.714$, $p < .001$. Tukey tests revealed that freshmen (Mean = .61) report using significantly fewer library resources than sophomores (Mean = 1.28, $p = .016$), juniors (Mean = 1.43, $p = .001$), and seniors (Mean = 1.52, $p < .001$). However, there was no significant difference in library resource use among the other classifications. This suggests that freshmen acquire most of their experience as they transition to sophomore level and then resource use simply levels out. Since the question simply asks whether students had EVER used the listed resources, we were not able to determine if frequency of use changes across time, suggesting

Recommendation: This question will be modified in the next study. A longitudinal study tracing a cohort of freshmen from first year to second year is expected to yield more robust data.

Number of resources students used based on institution (undergraduate, graduate, or honors) and GPA

There is no significant difference in resource use between undergraduate and graduate students, $p = .716$. Students from different institutions report using a different number of library resources, $F(2,422) = 5.96$, $p = .003$. Turkey tests reveal that Honors students (Mean = 2.43) report using significantly more library resources than undergraduates (Mean = 1.27, $p = .002$) and graduate students (Mean = 1.4, $p = .015$) students.

Number of resources used by Honor students and GPA

There was not significant relationship: $r = -.437$, $p = .135$. **Given the large number of correlation analyses completed, family-wise error may be inflated and result in spurious significance in some correlations. In light of this, it is recommended that only correlations that are significant at the .01 level or .001 levels be given serious consideration.

Appendix 4: Students who participated in the survey by Academic Discipline

Students by Discipline	Number
Accounting	12
Applied Computer Science	3
Applied Mathematics	2
Art	3
Astral Physics & Planetary Geology	1
Bachelor of Arts	1
Biochemistry	1
Biology	46
Business	7
Business Administration	4
Business Management	11
Chemistry	9
Clinical Mental Health Counseling	2
Communication	25
Communication Studies	1
Communication: Public Relations	3
Computer Programming	1
Computer Science	15
Computer Science / Games Programming	1
Computer Science / Games Track	2
Creative Writing	1
Criminal Justice	23
Curriculum & Instruction	1

Curriculum & Leadership	2
Digital Art	1
Early Childhood Education	20
Earth & Space Science	2
Education	10
Educational Leadership	3
Educational Specialist Leadership	3
Elementary Education	1
Engineering Studies	2
English	6
English Literature	2
English Secondary Education	3
Environmental Science	3
Exercise Science	26
Finance	10
Fine Arts	1
General Business	5
General Studies	2
Geology	2
Guitar Performance	2
Health & Physical Education	6
Health Science	30
Health & Wellness	2
History	11
History & Secondary Education	4
Human Resources	1
Human Resources Management	2

Information Technology	4
Integrated Media Communication	2
Literature	1
Management	2
Management Information Systems	1
Marketing	12
Mass Communications	1
Masters of Business Administration	1
Masters – Computer Science	2
Masters in History	1
Masters of Library Science	2
Masters of Nursing	1
Masters of Science in Organizational Leadership	1
Masters in Secondary English	1
Masters of Public Administration	4
Masters of Public Administration – Health Care	1
Masters in Secondary Math Education	2
Masters of Special Education & General Curriculum	1
MAT	1
Math Education	1
Mathematics	10
Mathematics – Secondary Education	1
MBA	1
Mental Health Counseling	1
Middle Grades Education	3
Middle Grades Math & Science	2
MPA	1

Music	4
Music Education	1
Music Performance	8
Nursing	39
Nurse Practitioner	2
Organizational Leadership	1
Physical Education	1
Political Science	8
Pre-Engineering	3
Pre-Nursing	7
Pre-Pharmacy	1
Psychology	42
Psychology – Pre-Med	1
Public Administration	6
Public Safety Administration	2
School Counseling	1
Secondary Education Math	1
Secondary Mathematics	1
Sociology	32
Spanish	5
Spanish Language & Literature	1
Special Education	10
Studio Art	1
Teacher Leadership	1
Theatre	2
Theatre Arts	1
Theatre Design & Technology	2

Theatre Education	1
Theatre Performance	5
Trumpet	1
Vocal Performance	2
N/A or Undecided	16

Appendix 5: Survey Questionnaire

INFORMED CONSENT

You are being asked to participate in a research project conducted by Mark Flynn, a Principal Investigator and Dean of Libraries at Columbus State University.

I. Purpose:

The Purpose of this project is to assess student and faculty member perceptions of the value of library resources to their success. The goal is to improve our services and to contribute to the university efforts toward student retention and faculty/staff development.

II. Procedures:

The survey will be created and administered using Qualtrics, which is hosted by the University Information and Technology Services (UITs). The survey instrument will first be pre-tested on a group of students, faculty and staff before it is administered. The researcher will e-mail the instructions and a link to the electronic survey, using the list serves generated by the Office of Institutional Research (OIR). Flyers will also be posted around campus to encourage participation. The researcher will set the Informed Consent Form to appear on the first page of the survey when the participants click on the link. Qualtrics will be prompted to require participants to sign the form before they proceed to the survey. Participants who decline to sign the form will be prompted to click on the "exit" button if they wish to do so. There will be no penalty associated with the decision to decline from the study. The researcher will set up the survey to be accessible from November 2 - 30, 2015, and it will take 8-10 minutes to complete. Qualtrics will generate a Response ID for each respondent, which will record the IP address for the respondents' computer/network, but it will not record their email addresses. Data will be analyzed using Qualtrics which will be prompted to tabulate the response ratings, and to analyze correlations based on the variables that the researcher intends to study. Upon completion of the study, the data will be stored in Qualtrics within the CSU network drive which will be password protected and accessed only on permission by the UITs-Qualtrics Manager.

III. Possible Risks and Discomforts:

There are no foreseeable risks associated with participating in this study, and participants have the right to refuse to answer any question(s) for any reason without penalty and may also choose to discontinue the survey without penalty. If a participant discontinues the survey, their results will not be used. The survey may be completed on cell phones or computers with WiFi access.

IV. Potential Benefits:

The results of the study will inform policy regarding improvements that need to be made to support student success, as well as faculty and staff in their professional development endeavors. Policies that will be derived from the study will contribute to the advancement of CSU's mission.

V. Costs and Compensation:

The cost involved in conducting this assessment is minimal. Participants will devote 8-10 minutes to complete the survey, and they might choose to use their personal computers or cellphones. Incentives will not be provided for participating in the survey.

VI. Confidentiality:

Confidentiality will be strictly maintained by the researcher. The survey will be built in the Qualtrics system; the system will be prompted to send e-mails to invite the participants. The researcher will ensure that only aggregate results without identifiers will be made available, and information collected is not to be divulged, or otherwise known to unauthorized persons. The principal investigator will use a CSU password-protected computer to store the electronic files. Upon completion of the study, the researcher will store the data on the university's network drive for a period of at least 5 years.

VII. Withdrawal:

Your participation in this research study is voluntary. You may withdraw from the study at any time, and your withdrawal will not involve penalty or loss of benefits.

For additional information about this research project, you may contact the Principal investigator, Mark Flynn, at 706-507-8681 or Flynn_mark@columbusstate.edu. If you have questions about your rights as a research participant, you may contact Columbus State University Institutional Review Board at irb@columbusstate.edu.

I have read this informed consent form. If I had any questions, they have been answered. By signing this form I agree to participate in this research paper. I confirm that I meet the age requirement (18 years or older) to participate in this study.

- I agree (1)
- I do not agree (2)

If I do not agree Is Selected, Then Skip To End of Survey

Student Library and Information Use Survey: Fall 2015 Thank you for participating in the CSU Libraries' Annual Survey. The survey is designed to assess your views about library services, and how we can provide appropriate resources to support your educational needs. The survey should take 8-10 minutes to complete. Please be assured that all the information we collect from you will be kept private and confidential. If you have any questions about the survey, contact the Library Assessment Team at: wakoko_florence@columbusstate.edu or, call 706-507-8690. Please click on the next page to start the survey.

Q1 What is your current classification at CSU?

- Freshman (1)
- Sophomore (2)
- Junior (3)
- Senior (4)
- Other (Please specify) (5) _____

Q2 In which institution are you enrolled?

- Undergraduate College (1)
- Graduate School (2)
- Honors College (Undergraduate) (3)

Q3 What is your Major?

Q4 What is your Minor? (if any)

Q5 Have you ever (Select all that apply)

- Taken LIBR 1105 --Academic Research Methods course (1)
- Participated in library workshop (e.g by a librarian who visited your class). (2)
- Taken a course in which the instructor required you to use library resources (3)
- Participated in Online library tutorials (4)
- I have not participated in any of the above activities (5)

Q6 Have you ever (Select all that apply)

- Attended a lecture at the CSU Libraries (1)
- Attended a Workshop at the CSU Libraries (2)
- Used the Libraries for club/other social networking meetings (3)
- I have not participated in any of the above activities (4)

Q7 On which CSU campus do you regularly use library resources?

- Main campus (1)
- Riverpark campus (2)
- I use both libraries (3)

Q8 How do you prefer to use the library?

- Visit the library remotely (Online) (1)
- Visit the library in person (2)
- No preference, I use both (3)

Q9. How Helpful Have the Following Been to your Academic Achievement?	Very Helpful (1)	Helpful (2)	Somewhat Helpful (3)	Not Very Helpful (4)	Not at all (5)
Access to course textbooks or other required course-related materials (1)	-	-	-	-	-
Archival materials (2)	-	-	-	-	-
Electronic books (3)	-	-	-	-	-
Electronic journal articles (4)	-	-	-	-	-
CSU ePress (5)	-	-	-	-	-
Print books (6)	-	-	-	-	-
Print Journal articles (7)	-	-	-	-	-
Online data bases (GALILEO) (8)	-	-	-	-	-
The Universal Catalog (GIL Express) (9)	-	-	-	-	-
Interlibrary Loan (ILL) (10)	-	-	-	-	-

Library Instruction / training (11)	-	-	-	-	-
Library Computers (12)	-	-	-	-	-
WiFi (13)	-	-	-	-	-
Printing (14)	-	-	-	-	-
Photo copying (15)	-	-	-	-	-
Scanning (16)	-	-	-	-	-
Mobile phone charging (17)	-	-	-	-	-
Consult with Librarians on research projects (18)	-	-	-	-	-
Library space for individual projects (19)	-	-	-	-	-
Library space for group projects (20)	-	-	-	-	-
Space to network with friends / Just Chill (21)	-	-	-	-	-

Q 10. How has CSU Libraries influenced your ability to do the following activities?	Strongly Agree (1)	Agree (2)	Somewhat Agree (3)	Disagree (4)	Strongly Disagree (5)
Locate print, electronic, and multimedia resources (1)	-	-	-	-	-
Gather information ethically to avoid plagiarism and copyright issues (2)	-	-	-	-	-
Write a successful research assignment/paper (3)	-	-	-	-	-
Earn better grades on research assignments (4)	-	-	-	-	-
Develop social skills that I find important for learning in a diverse environment (5)	-	-	-	-	-
Make more sufficient use of time (6)	-	-	-	-	-

Successful completion of group assignments (7)	-	-	-	-	-
Network with friends and comfortably mingle with people from diverse backgrounds (8)	-	-	-	-	-

We would like to know more about you, to help us serve you in a better way. Please provide the following information:

Q11 what is your age?

- 16-19 (1)
- 20-24 (2)
- 25-29 (3)
- 30-34 (4)
- 35 and above (5)

Q12 Your Gender

- Female (1)
- Male (2)

Q13 Your Race/Ethnic Group

- Black/African American (1)
- Hispanic/Latin American (2)
- Pacific Islander/Asian (3)
- Middle Eastern (4)
- Native American (5)
- White/Euro American (6)
- Other, please specify (7) _____

Q14 Are you a (an) (check all that apply)

- International Student (1)
- Transfer Student (2)
- Fully-Online Degree Student (3)
- Military / Veteran Student (4)
- Traditional College Student (5)
- Non-traditional (return to college) student (6)
- First Generation student (First in my family to attend college) (7)

Q15 Which of the following best describes you (Select all that apply):

- My mother received a college degree (1)
- My father received a college degree (2)
- Both of my parents (mothers only) received a college degree (3)
- Both of my parents (fathers only) have received a college degree (4)
- Neither of my parents received a college degree (5)

Q16 Where do you live?

- CSU Dorm (1)
- Off-campus residence (within 10 miles) (2)
- Off campus residence (10 miles or more away) (3)

Q17 What is your cumulative GPA?

Q18 What is your overall satisfaction with CSU library services ?

- Very Satisfied (1)
- Satisfied (2)
- Somewhat Satisfied (3)
- Dissatisfied (4)
- Very Dissatisfied (5)

Q19 If you are not satisfied with the library services, please explain why not:

OPTIONAL: Would you be willing to participate in focus-group discussions to share more information about CSU libraries? If so, please contact us at the following address after you submit the survey: wakoko_florence@columbusstate.edu or, call (706) 507-8690 We shall provide small incentives such as T-shirts, portable chargers and food to students who will participate in focus-group discussions. (Please note that all the information you provide will be kept private and strictly confidential).

Thank you for participating in CSU Libraries' annual survey! We will use your feedback to make our Libraries even better in meeting your educational needs at CSU.

Appendix 6: Focus Group Protocols

Columbus State University Libraries

Annual Assessment

Fall, 2015

FOCUS GROUP PROTOCOL

Focus groups discussions / interviews are an important means of collecting qualitative data to assess the impact of library use on student success. This protocol provides consistent guidelines that the assessment team will follow to collect data from students, faculty and staff in focus-group discussions.

The following criteria to be used were adopted from Boston College Assessment website, <http://www.bc.edu/offices/vpsa/staffresources/Assessment.html>, and ACRL <http://www.ala.org/acrl/>:

Phase 1: PRELIMINARY CONSIDERATIONS

- **Complete an assessment project plan** to identify the purpose and outcomes of the study.
 - Principle investigator shadowed library faculty and developed an implementation plan.
- **Determining the number of focus groups**
 - a. Multiple focus groups are recommended for comparing responses, and identifying key themes which emerge from each discussion.
 - b. Focus groups should run between 60 and 90 minutes.
 - This study will run 4 student groups of 10 participants per group. Each group session will last for 1hr 30 minutes. Faculty and Staff groups will consist of 5 participants and each group session will be conducted in 1 hour.
- **Identify participants:**
 - CSU contact information for students, faculty and staff, obtained from the Office of Institutional research, and a list of students who have completed LIBR 1105 will be obtained from the same source.
- **Generate Questions to be asked:**
 - The following key questions based on the paradigms of (1) Improvement, and (2) Accountability) will be asked. Probing questions will be based on the responses that will be generated from the surveys:
 1. What Library resources do the participants use for their scholarly needs? (Library as space, Library as people, and Library as educational materials)

2. How do these resources contribute to student success and overall retention.
- **Developing a script**
 - a. *Part one:* welcome participants, explain purpose and context, explain what a focus group is, and make introductions. Explain that information is confidential and no names will be used. You will either have a note-taker or record the proceedings.
 - b. *Part two:* ask your questions; remember to use probes and follow up questions to explore the key concepts more deeply.
 - c. *Part three:* close the focus group – thank participants, give them contact information for further follow up if requested, explain how you will analyze and share the data.
 - **Selecting facilitators**
 - a. The facilitator *should not* be someone who directly oversees the issue or topical area you are exploring. This may make participants less open to sharing their thoughts or concerns.
 - b. The facilitator *should be* knowledgeable about the topic at hand, and can be a grad student or staff member from the same department.
 - c. The facilitator should be able to keep the discussion going, deal tactfully with difficult or outspoken group members, and make sure all participants are heard
 - d. The facilitator should ask the questions and probes, but not participate in the dialogue or correct participants.
 - **Choosing the location**
 - a. Choose a location which is comfortable, easily accessible, and where participants can see one another.
 - b. Choose a setting which does not bias the information gathered.
 - c. Consider food or snacks.

PHASE 2: CONDUCT THE FOCUS GROUP

1. **Bring materials:**
 - a. Notebook/computer or tape recorder to record proceedings
 - b. Flip chart paper if no board is available
 - c. Focus group list of participants
 - d. Focus group script
 - e. Name tags
 - f. Watch or clock
2. **Arrive before the participants** to set up room, refreshments, etc.
3. **Introduce yourself and the note-taker** (if applicable) and carry on the focus group according to the script.
4. **Conduct the session**, being mindful of the following:
 - a. Set a positive tone.
 - b. Make sure everyone is heard; draw out quieter group members.
 - c. Probe for more complete answers.

- d. Monitor your questions and the time closely – it is your job to make sure you are on track.
- e. Don't argue a point with a participant, even if they are wrong. Address it later if you must.
- f. Thank participants and tell them what your next steps are with the information.

PHASE 3: INTERPRETING AND REPORTING THE RESULTS

1. Summarize each meeting

- a. Immediately after the meeting, the facilitator should write up a quick summary of his/her impressions.
- b. Transcribe the notes or audio recording of the focus group. This should be done as soon as possible after the focus group has been conducted.
- c. If multiple facilitators have been used for two or more groups, discuss your impressions with the other facilitators before reviewing the transcript.

2. Analyze the summaries

- a. Read the notes and look for themes/trends. Write down any themes which occur more than once.
- b. Context and tone are just as important as words. If comments are phrased negatively or triggered an emotional response, this should be noted in the analysis.
- c. Interpret the results
 - i. What are the major findings?
 - ii. What recommendations might you have?

3. Write the report

4. Make adjustments/take action on what you learned

Source: Adopted from

- 1. <http://www.bc.edu/offices/vpsa/Assessment.html>
- 2. <http://www.ala.org/acrl/>

Appendix 7: Questions for Focus Group Discussion

Step1: The Process - Informed Consent (5-10 minutes)

Thank you for agreeing to participate today. We are very interested to hear about your experiences using library services at CSU. We hope that the information you all share today will help to make the library more resourceful to our students and faculty members

- The purpose of this study is to learn more about the perceptions of CSU students, faculty, and staff members regarding the value of library resources on student outcomes and instructional endeavors.*
- The information you give us is completely confidential, and we will not associate your name with anything you say in the focus group.*
- We are going to assign you random numbers/ names to avoid using your names or any information that could identify you. .*
- We would like to electronically record notes on the conversation we have today. No names will be attached to the electronic records.*
- You may refuse to answer any question or withdraw from the study at any time.*
- We understand how important it is that information is kept private and confidential. We ask participants to respect each other's confidentiality.*
- **Please take some time to read the Informed Consent carefully and sign it. Only individuals who sign the form will participate in the study. Please note that there are no penalties if you change your mind to decline from participating.***
- If you have any questions after the study, you may contact Dr. Florence Wakoko, at 706-507-8690 or wakoko_florence@columbusstate.edu*

Step 2 - Introduction & Ground Rules (10 minutes)

1. Welcome
 - Introduce yourself and the note taker and send the sign-in sheet around.
2. Explanation of process
 - Ask the group if anyone has participated in a focus group before.

About focus groups

- We learn from you (positive and negative)
- We are not trying to achieve a consensus; we are gathering information about a range of experiences
- In this project, we are conducting both surveys and focus group discussions. The reason for using both of these tools is that we can get more in-depth information from smaller groups of people in focus-groups. This allows us to understand the context behind the answers given in the written survey and helps us to explore topics in more detail than we can do in a written survey.

Logistics:

- Focus groups will last 1 hour
- Location of restroom
- Help yourself to refreshments

3. Ground Rules:

- Everyone should participate
- Information provided in the group must be kept confidential
- Stay with the group and please refrain from sidebar conversations
- Turn off cell phones
- Have fun and share your opinions honestly!

4. Ask the group if there are any questions before we get started.

5. Introductions

- Go around table: what you do here, where you were born

***Discussion begins. Be sure to give people time to think before answering the questions and don't move too quickly. Use the probes to make sure that all issues are addressed, but move on when you feel you are starting to hear repetitive information.*

Step 3: Questions:

1. How do you feel about the resources provided by the CSU libraries?

Probing questions:

- What do you value most?
- What do you dislike?
- What suggestions do you have in mind about those services?

2. Tell me about your interactions with librarians.
 - What have you learned from librarians?
 - What do you suggest we can do to better support your learning experience

3. Our survey results indicated that _____ is the least used resource at the library.
 - Is this true for you?
 - Why do you think that it might be the least used?

4. The survey results also indicated that library services particularly _____ have had a positive influence on student success.
 - Is this true for you? Please explain _____
 - Provide examples of how the library contributes to your academic performance _____
 - Will you continue taking classes at CSU until you graduate?
 - Tell us how library services might be a contributing factor to your decision
 - Why do you think that the library might not have contributed to your academic success? Please explain _____

5. Think about your experiences in the libraries (on campus), with CSU Online library services, during the time you have been attending CSU. What important things have you learned about the resources it offers?
 - Please share (1) what you have learned from using on-campus library resources.

 - Please share (2) what you have learned from using CSU Online library resources

 - Is there something you wish you knew more about?

Explain _____

6. What are some of the challenges or frustrations that you have faced when conducting research or studying in the library?
7. Please tell us if there are any specific services or resources that you think we should create or strengthen at the library.

Thank you for participating in the CSU- Library Assessment Focus-Groups!
