

**Assessing the Needs of Reese Library  
Report of the Library Committee  
to the  
Vice President for Academic Affairs  
2004-05**

March 2005

This report, the Library Committee's 2004-05 Report to the Vice President for Academic Affairs, identifies needs of Reese Library, Media Services, and the Curriculum Center. The Committee is charged to assess the needs of students and faculty, to determine how the library can better serve the academic and professional needs of the ASU community and better support the mission of ASU. The Committee met regularly during the 2004-2005 academic year and studied the progress and needs of the Library, Curriculum Center, and Media Services. The Committee commends the faculty and staff, particularly Dr. William Nelson, Director, and Mrs. Camilla Reid, Associate Director, for their leadership and foresight in helping us develop the following report and recommendations.

Current, quality resources must be available and easily accessible to faculty and students for teaching and research purposes in order to further the academic mission of Augusta State University. Institutional support for ASU's Library is critical to the advancement of the University, particularly in support of new and proposed academic programs and various accreditation requirements.

The purpose of the Library Committee is to examine the library and its responsiveness to the academic and professional needs of faculty and students. This report provides synopses in **Appendix I** of the two most recent Library Committee surveys: the 2003 Survey of Students and the 2004 Survey of Faculty. These synopses were discussed at the Library Committee's November 30, 2004 meeting. This report also identifies areas of need and special concern; recommendations are included on page 4.

Reese Library is charged with providing adequate resources for teaching, learning and research, as well as quality service. Faculty and students must be able to readily access current and accurate print, electronic, and media resources. Media Services and the Curriculum Lab are also part of the library organization and have their own mission and goals.

The three mission statements are as follows:

**Reese Library** *supports the teaching mission of the University*

- *by providing effective access to a broad range of learning resources*
- *promoting the use of quality information in all formats*
- *instructing students in seeking and evaluating information*
- *creating an environment in which instruction and research can flourish*
- *encouraging lifelong learning*

*Reese Library supports the community mission of the university as a cultural and intellectual resource.*

**Media Services** supports the University curriculum by providing comprehensive, high quality resources to support the faculty in the use of technologies to enhance and extend their teaching and learning. Media Services provides the equipment, expertise, and technical support needed to integrate new technologies into classroom teaching to enhance teaching and learning.

**Curriculum Center** supports the University curriculum by providing access to resources to assist students in completing labs and coursework. The center also provides resources to assist students and potential students in passing the Praxis Tests.

Support for Reese Library, Media Services and the Curriculum Center is essential to the promotion and implementation of the objectives of the University and to meet the requirements of SACS and professional and specialized accrediting agencies governing the academic programs.

In its April 2001 accreditation visit report (Recommendation 10), the SACS Committee recommended “that the library and other learning resources be adequately staffed.” Because of the budget cuts in FY02 and FY03, the number of students in the Library and Media Services were cut substantially. There is a need for additional permanent funding in the Operating Supplies and Expense budgets of Reese Library, Media Services, and the Curriculum Center in order to bring the number of student work hours back to pre-FY02 levels in the Library and extend service in Media Services and the Curriculum Center.

A challenge for the Curriculum Center is to move toward the goal of meeting the Guidelines for *Curriculum Materials Centers* published by the Association of College and Research Libraries. Major shortcomings of the current Curriculum Center, even though it is in new quarters in University Hall, include space for students to work and use the materials and permanent funding for operation and maintenance, including staffing by student assistants.

Resources and services provided by the Library in support of the entire campus remain underfunded, but the Committee and Library faculty gratefully acknowledge the \$50,000 addition to the Library’s budget for FY05 by the Vice-President for Academic Affairs. This has allowed the Library to maintain and add additional resources for FY05. This new budget allocation also allowed the Library to support the new Bachelor’s degrees in Social Work and Management Information Services with increases in both the College of Business Administration and the Department of Sociology library allocations for FY05.

Incremental funding increases for core electronic journals are always needed to avoid cuts in access to the journal literature. This need is primarily due to the perennial eight to ten percent average annual increases in journal prices.

## **PROGRESS TOWARD GOALS**

**Media Services and the Curriculum Center** have successfully made the move to new quarters in University Hall and continue to offer excellent service.

**Media Services** has worked with the faculty of Learning Support to weed and update media resources and to consolidate in Media Services a variety of materials put on Reserve for students by Learning Support faculty. Learning Support faculty also weeded outdated media materials. Media Services has worked this past year with various departments to provide instructional stations in selected classrooms, which do not meet the same standards as Allgood and University Halls.

**The Curriculum Center** has entered almost all of its collection into GIL online catalog and is beginning to use the Library's online circulation system. The Center's collection is also being reclassified to the Library of Congress classification system. These improvements will make it much easier for students to access Curriculum Center materials and will provide a uniform shelving and checkout system on campus.

**The Library** made a significant amount of progress during FY2004 and early FY2005.

The Library continues to seek University support for the integration of an information literacy component as a curricula requirement. Some elements of this kind of program already exist, at the freshman level, in ASUO 1000. We urge the University to consider offering to all students new to ASU a true Freshman Experience that includes an information literacy component. Again this year, we are attaching the Reese Library Information Literacy Statement as Appendix II.

In a continuing effort to provide increased online access to information, the Library added the following electronic products to its offerings during the past year: Essay and General Literature Index, Groves Music Online, Classical Music Library, ARTstor, Book Review Digest Plus, and Wilson MegaFile Full Text. These additions were accomplished with the help of the \$50,000 budget increase, end-of-year funding and Student Technology Funding. There were also full-text journals added including BioOne and Wiley-Interscience, both targeted collections of journals in the sciences. We are currently working on adding more full-text access in Psychology and Business/Economics, as well as databases in Communications/Mass Media and Humanities. Funds for adding many of the new full-text journals were reallocated to online resources from the discontinuation of print subscriptions, which overlapped online subscriptions.

For easier access to materials not available at ASU, the Library began providing ILLiad and the University System of Georgia's GIL Express. Through these two interfaces users may request journal articles, books and other materials directly from other libraries in the USG and beyond. At the user's request the journal articles can be delivered directly to the requestor's e-mail address. The GIL Universal Catalog, which provides one-stop searching all of the catalogs of the entire USG library system, also became available during the past year.

Access and management of Special Collections and historical/archival resources were improved by renovation of the new third-floor location for Special Collections stacks, reading area, manuscript room and librarian's office. The move to the improved accommodations was completed in June 2004. Also, a full-time library assistant has been employed for the first time to assist the Librarian for Special Collections and to provide additional staffing for the new service area. The digital archival photograph project spotlighting Augusta's history was completed and

is available for viewing at <http://www.aug.edu/library/digital>.

To encourage participation by the community in ASU's cultural and intellectual resources, the Library, in cooperation with the Augusta-Richmond County Historical Society (ARCHS), the Augusta Genealogical Society (AGS) and the CSRA Library Association, sponsored an Open House picnic in August 2004 to introduce the community to the new Special Collections location. The library also made it possible for the Historical Society's office to move from the first floor to the third floor near Special Collections (which houses the Society's collection).

Student, faculty and community awareness of library resources and services were expanded through formalized outreach efforts. The Library has provided several "Meet the Author" programs. Five articles relating to the Library and its services were published in The Bell Ringer this past year. The library has rejuvenated its Faculty Publications Program with the addition of a new display case for faculty-authored books and a bibliographic database of faculty publications. The Outreach Librarian created several displays this year including displays for Georgia Archives Week and for Banned Books Week.

The faculty and staff of the Government Documents area are conducting a research project surveying students in a number of social sciences classes including Political Science, Sociology, and Psychology. They are looking at usage patterns and characteristics of social science students, attempting to determine which federal government resources are used most and how relevant they are to students' classroom work. The intent of this research is to use the data to make changes in the government documents program to improve users' understanding and successful use of the U.S. government's rich repositories of information. In order to enhance the interior environment of the Library and to improve visual communication and traffic flow, a new signage system has been designed, purchased and installed.

The Library Committee recommends that the traditional student and faculty surveys be combined and a nationally recognized survey instrument, LibQUAL, be administered. A proposal to the VPAA is attached as **Appendix III**.

### **RECOMMENDATIONS:**

To be able to accomplish goals set forth in the FY2005 Library Unit Plan, and to maintain the research and instructional mission of the Library at the current level, the Library Committee makes the following recommendations:

1. We request that the VPAA amend the charge of the Library Committee to require the Committee to survey both students and faculty at the same time every two years (rather than alternating separate annual surveys) using the nationally recognized LibQUAL survey.

2. Continue to move to full-text, move away from print to promote access, and replace out-dated resources in order to make information resources available 24/7/365 for anyone with an ASU network account. (Strategy 1a-3 of the Reese Library Unit Plan; copy attached as **Appendix IV**).

3. Improve students' access to materials placed on Reserve by faculty. The Library plans to change to an electronic reserves system which will give students access to Reserve materials at any time, anywhere via any computer with access to the ASU network. The Committee requests that the initial cost of \$8829 and the continuing annual cost of \$4454 be funded through the VPAA . (Strategy 1c-3)

4. Expand access to information by improving linkages between electronic resources (more like Google) by taking advantage of a proposed University System-wide move to SFX. (Strategy 1c-2)

5. The Committee urges the institution to fully embrace the concept of information literacy (see attached Information Literacy statement Appendix II). (Goal 3b and 3c of the Reese Library Unit Plan)

6. The Committee requests adequate resources to update the Library environment from "the blast from the past" (quoting a student member of the Library Committee) to a 21st century facility that will coordinate with the new Student Activities Center programs and décor.

7. Fully outfit Media Services with the computers and other equipment originally planned for the program. The furniture/workstations are already in place. (Media Services, Unit Plan, Goal 1a)

8. The Committee requests that the personnel, operational, and maintenance funding needs of the Library, Media Services, and the Curriculum Center be reassessed and budget changes recommended accordingly. A specific need is the addition of \$17,000 in *Personal Services-Student Assistant* budgets to employ additional student workers and part-time librarians. This will allow the Library to enhance services such as:

- (a) providing security and desk coverage at the Library's four public service points during the 85.5 hours per week the library is open,
- (b) delivering and setting up equipment for campus classrooms and campus events by Media Services, and,
- (c) extending service hours in the Curriculum Center.

9. The Committee strongly recommends that the University bring the classrooms in Science Hall and Christenberry Fieldhouse up to the same instructional technology standards as Allgood and University Halls.

10. The Committee recommends that, over the next three years, the University work toward allocating a more reasonable percentage of the University's Total Operating Budget for the Library's Operating Budget and, as much as possible, building into the budget inflation-driven increases in order to maintain resources for ASU's students and faculty. The primary need in the Library is to maintain core electronic journals and information resources. The predictable eight to ten percent average annual increases in both print and electronic journal prices continually hinders the maintenance of these materials. (Section 1: Mission Statement: "Reese Library supports the teaching mission of the University...").

See “Library Recent Funding History” following:

### LIBRARY RECENT FUNDING HISTORY

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### LIBRARY RECENT FUNDING HISTORY

FY	Institutional E & G Expenditures (Unrestricted)	Library E & G Expenditures (Unrestricted)	Library Percent of Unrestricted E&G Expenditures
90	18,071,534	896,362	4.96%
91	18,755,728	961,385	5.13%
92	19,583,312	927,352	4.74%
93	23,631,466	1,025,544	4.34%
94	24,907,333	1,110,713	4.46%
95	26,751,377	1,186,589	4.44%
96	28,835,166	1,225,883	4.25%
97	30,575,370	1,297,708	4.24%
98	33,261,304	1,352,904	4.07%
99	34,154,266	1,369,782	4.01%
00	38,351,312	1,416,926	3.69%
01	37,145,223	1,446,851	3.90%

Source: Augusta State University, Financial Report (FY 91 - FY 01)

[The figures below are not exactly comparable to the earlier ones because  
of a change in accounting procedures and reporting.]

FY	TOTAL Institutional Operating Expenses (less Depreciation) (less Auxiliary Enterprises)	TOTAL Library Operating Expenses	Library Percent of Operating Expenses
02	38,407,250 *	1,541,172 **	4.01%
03	41,781,787 *	1,423,692 **	3.41%
04	41,182,858	1,476,181**	3.58%

Source: \* Augusta State University, Financial Report (FY 02 - FY 03)

\*\* PeopleSoft, Budget Transaction Detail (FY 02--FY 04)

## APPENDIX I

## Synopsis of Recent Library Committee Surveys Prepared for the FY05 Library Committee (11/30/04)

### Library Committee Survey of Students Spring 2003

Total responses = 245

81 Freshman/Sophomores  
39 Juniors  
65 Seniors  
33 Graduate  
24 Other  
3 Missing from system

**85.5% of students responding use Reese Library services during a typical semester**

**How Library Primarily Accessed**

<b>44.1%</b>	<b>go to library building</b>
<b>40.4%</b>	<b>use the library online</b>
9.0%	never use (including online)
6.4%	other answers

**How Often Library Used Per Semester**

6.9%	more than 30 times
10.2%	21-30 times
<b>21.6%</b>	<b>11-20 times</b>
<b>52.7%</b>	<b>1-10 times</b>
6.5%	not at all
2.0%	other answers

**Primary Reason for Going to Library**

<b>65.7%</b>	<b>Research</b>
<b>12.7%</b>	<b>Study</b>
9.0%	Computing
4.9%	Copying
6.5%	Social
2.0%	Other

**Convenience/Adequacy of Library Hours**

<b>34.7%</b>	<b>Strongly Agree</b>
<b>40.4%</b>	<b>Agree</b>
12.2%	Disagree
4.5%	Strongly Disagree
1.2%	Other

**There were thirty-six additional questions asking for ratings on specific library conditions and services. Thirty-one of them received a significantly positive rating (“Strongly Agree” and “Agree”).**

However, there were **five questions that drew “Disagree” and “Strongly Disagree” totals of more than 20%** which might be considered significant and be discussed in order to improve library service:

13.1% Disagree                      The Library provides an adequate number of computers with  
9.0% Strongly Disagree      **word processing and other software** (i.e. 3<sup>rd</sup> floor  
ITS Lab).

15.1% Disagree                      A sufficient number of photocopiers are available at all hours  
7.8% Strongly Disagree      and are in good working order.

14.7% Disagree                      My use of the Library has contributed to developing my  
6.9% Strongly Disagree      interest in life long learning.

16.7% Disagree                      The Library has helped me become more proficient at using  
4.9% Strongly Disagree      technology to find information for my needs.

29.0% Disagree                      I am aware of Library-sponsored events such as “Meet the  
16.7% Strongly Disagree      Author” series.

The **three services that were used the least by students** (greater than 20% “Not Applicable) percentages were:

45.3% Not Applicable              Access to all facilities and collections is satisfactory for all  
learners with disabilities.

51.8% Not Applicable              Equipment for users with disabilities is generally  
satisfactory for my research needs.

46.5% Not Applicable              The microfilm and the microfiche reader/printers are  
generally satisfactory for my research needs.

These **services which students were most used by students and with which they were most satisfied** (at least 70% “Agree” and “Strongly Agree”) were:

82.1%	Easy Check Out Process	75.1%	Library Hours
80.4%	Quiet Study Areas	74.3%	GIL Easy to Use
80.4%	Comfortable Temperature	73.9%	Web Page Info Easy to Find
79.5%	GALILEO Contributes Info Needs	73.0%	Adequate # Study Areas
79.2%	Adequate Lighting	72.2%	Adequate Research Computers
77.9%	Useful Reference Services		
77.2%	Directional Signs		

## Library Committee Survey of Faculty 2004

Total responses: 105

Full time: 85

Part time: 20

<b>How Library Primarily Accessed</b>	<b>39.4% go to library building</b> <b>60.6% use the library online</b>
<b>How Often Library Used Per Semester</b>	<b>16.7% more than 30 times</b> 6.5% 21-30 times <b>13.0% 11-20 times</b> <b>70.4% 1-10 times</b> 11.1% not at all
<b>Convenience/Adequacy of Library Hours</b>	<b>36.2% Strongly Agree</b> <b>51.4% Agree</b> 9.5% Disagree 1.0% Strongly Disagree 1.9% Not Applicable
<b>Effective Interlibrary Loan System</b>	<b>34.3% Strongly Agree</b> <b>53.3% Agree</b> 1.9% Disagree 0.0% Strongly Disagree 19.5% Not Applicable
<b>Library Should Provide Online Access to Faculty Reserve Materials</b>	<b>18.4% Strongly Agree</b> <b>49.5% Agree</b> 12.6% Disagree 1.9% Strongly Disagree 17.5% Not Applicable
<b>Sufficient Checkout/Renewal Periods</b>	<b>39.8% Strongly Agree</b> <b>52.4% Agree</b> 1.9% Disagree 1.0% Strongly Disagree 4.9% Not Applicable
<b>Easy Checkout Process</b>	<b>42.3% Strongly Agree</b> <b>52.9% Agree</b> 1.0% Disagree 0.0% Strongly Disagree 3.8% Not Applicable

There were a series of questions regarding the frequency of use of certain services:

The services which were most frequently used:

**GALILEO**  
**GIL (Reese Library's online catalog)**  
**Checkout of materials**

The services which were least frequently used were:

**Special Collections**  
**Government Documents**  
**Browsing Collection**  
**Interlibrary Loan**  
**Reserves for students**  
**Consulting with library faculty**  
**Access library instruction materials**  
**Use website for library info**

There were 12 questions asking faculty to rate specific service points. There were no significant dissatisfaction ratings (highest dissatisfaction was 2.8%). The following summarizes the positive ratings ("Strongly Agree" and "Agree" combined):

Circulation Desk	91.5%	(7.5% not applicable)
Media Services	89.6%	(7.5% not applicable)
Reference Desk	88.7%	(11.3% not applicable)
Interlibrary Loan	72.1%	(26.0% not applicable)
Reserves for Students	68.0%	(30.1% not applicable)
Requesting Materials for Collections	55.9%	(41.7% not applicable)
Using Special Collections	55.4%	(41.7% not applicable)
Requesting library Instruction	50.5%	(48.5% not applicable)
Bringing students for Instruction	45.5%	(52.5% not applicable)
Government Documents	28.8%	(71.2% not applicable)
Contacting Library Administration	69.2%	(30.8% not applicable)
Curriculum Center	20.0%	(80.0% not applicable)

**There were a series of questions relating to library instruction and information literacy.**

**How Often In Past Year  
Used Library Instructional Services**                      **10.5% More than 4 times**  
**21.9% 1-2 times**  
**67.6% Not at all**

**Adequate number of Instruction Classes**                      **21.4% Strongly Agree**  
**38.8 % Agree**  
1.0% Disagree  
0.0% Strongly Disagree  
**38.8 % Not Applicable**

**Instruction on Online Resources  
Improved Students' Research Skills**                      **12.7% Strongly Agree**  
**31.4% Agree**  
1.0% Disagree  
0.0% Strongly Disagree  
**54.9% Not Applicable**

**Instruction Helped Faculty Become  
More Proficient Using Technology  
To Find Info for Teaching**                      **16.7% Strongly Agree**  
**23.5% Agree**  
6.9% Disagree  
1.0% Strongly Disagree  
**52.0% Not Applicable**

**Faculty Familiar with Concept  
Of Information Literacy**                      **13.1% Strongly Agree**  
**45.5% Agree**  
16.2% Disagree  
2.0% Strongly Disagree  
**23.2% Not Applicable**

**Students Familiar with Information  
Production Cycle**                      0.0% Strongly Agree  
19.2% Agree  
**34.3% Disagree**  
6.1% Strongly Disagree  
**40.4% Not Applicable**

**Students Able to Evaluate All Forms  
Of Information**                      4.0% Strongly Agree  
18.8 % Agree  
**42.6% Disagree**  
6.9% Strongly Disagree  
**27.7% Not Applicable**

**Students Able to Use Information  
Productively**                      5.9% Strongly Agree  
**53.5% Agree**  
16.8% Disagree  
2.0% Strongly Disagree  
**21.8% Not Applicable**

**Faculty Support Integration of  
Information Literacy Instruction  
Into the Classroom**                      **24.7% Strongly Agree**  
**45.4% Agree**  
3.1% Disagree  
1.0% Strongly Disagree  
**25.8% Not Applicable**

**There were a series of questions relating to the faculty's satisfaction with the quality and quantity of the library's collections.**

Faculty who responded were lukewarm on the quality (69.8%, 10.4% not applicable) and quantity (57.6%, 4.7% not applicable) of the book collections.

63.8% (10.5% not applicable) were satisfied with the journal collections.

**Other noteworthy results**

Support for Move from Print to Online	29.8% Strongly Agree
Journal Access	31.7% Agree
	25.0% Disagree
	7.7% Strongly Disagree
	5.8% Not Applicable

Print Journal That Are Available Online	20.8% Strongly Agree
Can Be Discarded to Create Space	34.0% Agree
	20.8% Disagree
	18.9% Strongly Disagree
	5.7% Not Applicable

The four best ways to keep faculty informed are:	The least effective are:
E-mail to Faculty List	Pipeline Banner Ads
Pipeline Announcements/Calendars	Flyers on Campus Boards
E-mail to Personal Address	Library Brochures
Library Website	Flyers Posted in Library
Campus Mail	Bell Ringer

There was general satisfaction with the way the collections were organized and with the computer equipment available in the building, and its maintenance.

**Information Literacy Statement**  
**Reese Library**  
**Augusta State University**  
**November 2003**

Information literacy, in its most distilled sense, is the individual's ability to know when information is needed to supplement one's own knowledge base, to know where to go and whom to ask for assistance in finding the needed information, and to read, mark, and inwardly digest the information in order to produce new knowledge. This is an ability best learned in increments, over time.

The Association of College and Research Libraries has compiled five standards (available at [http://www.ala.org/Content/NavigationMenu/ACRL/Standards\\_and\\_Guidelines/Information\\_Literacy\\_Compency\\_Standards\\_for\\_Higher\\_Education.htm](http://www.ala.org/Content/NavigationMenu/ACRL/Standards_and_Guidelines/Information_Literacy_Compency_Standards_for_Higher_Education.htm)) and twenty-two associated performance indicators which can be used to assess the information literacy of college students. The five standards are:

- ❖ The information literate student determines the nature and extent of the information needed.
- ❖ The information literate student accesses needed information effectively and efficiently.
- ❖ The information literate student evaluates information and its sources critically and incorporates selected information into his or her knowledge base and value system.
- ❖ The information literate student, individually or as a member of a group, uses information effectively to accomplish a specific purpose.
- ❖ The information literate student understands many of the economic, legal, and social issues surrounding the use of information and access and uses information ethically and legally.

Assessment at the college level is critical because students come to college with a wide variety of backgrounds, and from diverse circumstances. This is true at any institution of higher learning. Significant numbers of them come from the traditional age cohorts associated with college-age students, but more each year do not. Development of information literacy skills is still uneven before students reach college, being fairly strong in the K-8 environment, but dropping off at the secondary level. Program adoption is dependent on individual schools or districts; there is no state or federal-mandated standard. At the same time, it is rare to find students who do not have at least some facility with computer applications.

There is overlap between fluency with technology and information literacy, with the former developing a skill set and the latter requiring more intellectual effort. However, in the academic setting especially, collaboration among three areas – academic faculty,

library faculty, and technology managers – is necessary in order to graduate information literate students.

- ❖ Teaching faculty provide content and context. They shape the discipline to make it recognizable to the student. They also shape and manage the curriculum.
- ❖ Librarians of all types provide the pathways to information resources outside the classroom and/or course management web pages (WebCT, Pipeline, etc.), and teach students how to exploit those pathways.
- ❖ Technology managers provide the infrastructure that makes content provision possible by the other collaborative partners. They may in some cases also provide instruction to faculty, staff, and students.

None of the three partners provides everything that a program of true information literacy requires. All of them must work together. The appended chart, developed by Dr. Oswald Ratteray of the Middle States Association of Colleges and Schools, illustrates the roles of faculty and librarians in this kind of programming. Planning of this sort presents the University with an opportunity for collaboration across departments, with the result of producing the lifelong learners that our mission enjoins us to develop.

Association of College and Research Libraries. *Information Literacy Competency Standards for Higher Education*. ACRL, 2000.  
[http://www.ala.org/Content/NavigationMenu/ACRL/Standards\\_and\\_Guidelines/Information\\_Literacy\\_Competency\\_Standards\\_for\\_Higher\\_Education.htm](http://www.ala.org/Content/NavigationMenu/ACRL/Standards_and_Guidelines/Information_Literacy_Competency_Standards_for_Higher_Education.htm)

Manuel, K. (2002). ?Teaching information literacy to Generation Y at California State University, Hayward.? *Journal of Library Administration*, 36, 195-217.

Ratteray, O. M. (2002). ?Information Literacy in Self-Study and Accreditation.? *Journal of Academic Librarianship*, 28, 368-375.

Shapiro, J. J. and Hughes, S. K. (1996). ?Information Literacy as a Liberal Art.? *Educom Review*, 31 <http://www.educause.edu/pub/er/review/reviewarticles/31231.html>

### **Figure 1 Students' Knowledge, Skills, and Competencies**

Legend for Chart:

A - Potential Objectives

B - Lead Instructional Responsibility

C - Critical Loci of Instruction

A	B	C
Determining nature and extent of needed information	Faculty lead; Librarians support	Classroom discussions; Individual consultations; Online tutorials; Peer-group discussions; Other mentors
Accessing information effectively and efficiently	Librarians lead; Faculty support	Classroom discussions; Individual consultations; Online tutorials; Peer-group discussions; Other mentors
Evaluating critically sources and content of information	Librarians lead on critique of sources; Faculty lead on critique of content	Classroom discussions; Individual consultations; Online tutorials; Peer-group discussions; Other mentors
Incorporating information in learner's knowledge base and value system	Faculty lead; Librarians may be asked to support	Classroom discussions; Individual consultations; Online tutorials; Peer-group discussions; Other mentors
Using information effectively to accomplish a specific purpose	Faculty lead; Librarians may be asked to support	Artistic performances; Project demonstrations; Classroom discussions; Individual consultations; Online tutorials; Peer-group discussions; Other mentors
Understanding economic, legal, and social issues in the use of information & technology	Faculty and librarians (individually, jointly, and continuously)	Plans or rehearsals for projects/performances; Classroom discussions; Individual consultations; Online tutorials; Peer-group discussions; Other mentors

Oswald M. T. Ratteray is Assistant Director for Constituent Services and Special Programs, Middle States Commission on Higher Education, 3624 Market Street, Philadelphia, Pennsylvania 19104 <oratteray@msache.org>.

“Information Literacy in Self-Study and Accreditation” , By: Ratteray, Oswald M. T., *Journal of Academic Librarianship*, Nov2002, Vol. 28, Issue 6, p. 371 (print ed.)

February 17, 2005

<b>APPENDIX III</b>
---------------------

Dr. Samuel Sullivan  
Vice President for Academic Affairs  
Augusta State University

Re: Request to delay library survey for one year and replace in 2006 with a comprehensive standardized instrument, LibQUAL+.

Dear Dr. Sullivan:

You are aware that, as a result of a recommendation from Augusta State University's 1992 SACS Reaffirmation of Accreditation visit, the Library Committee was directed by the VPAA to conduct an annual survey of user satisfaction of library services. In response, the Library Committee has undertaken a labor-intensive survey of students and a survey of faculty on alternate years using questionnaires designed by the Committee and the library faculty with help from Institutional Research.

The Library Committee requests permission to delay the faculty and student surveys for one year (i.e., conduct no survey this year), at which time a standardized instrument will be available to us. The Association of Research Libraries has recently developed and implemented a standardized library survey called LibQUAL+. We recommend that the Library participate in LibQUAL in lieu of our local surveys and that we participate at least every other year, surveying both students and faculty at the same time.

LibQUAL is a suite of services that libraries use to solicit, track, understand, and act upon users' opinions of service quality. The primary instrument is a rigorously tested web-based survey bundled with training that helps libraries assess and improve library services, change organizational culture, and market the library. Since 2000 more than 600 institutions have participated in LibQUAL+ in the U.S., Canada, the U.K., Europe and Australia. There is already an extensive dataset which may be used for institutional self-assessment and peer comparison.

The original recommendation of Library faculty was to use LibQUAL in Fall Semester 2005 to survey both faculty and students, in lieu of the regularly scheduled student survey in Spring 2005. However, last week the USG's Regent's Academic Committee on Libraries (RACL) discussed plans to participate as a consortium in LibQUAL+ in Spring 2006. Participation as a USG consortial group will give us rich comparative data with our in-state peers. Also, since LibQUAL is becoming the survey of choice of academic institutions, we will be able to compare ASU's library with various out-of-state peers, as well.

The Library Committee recommends that the Reese Library become a member of the Consortium, and administer LibQUAL Spring Semester 2006.

In lieu of the student survey this spring, the Library will work with student leaders to conduct interviews and focus groups with a wide-range of students regarding the "library as place."

Faculty will begin to determine the type of environment students expect in their campus library, or how best to turn the library (as a student member of the Library Committee put it) from a “blast from the past” environment into a “21<sup>st</sup> century” information center. These recommendations will be evaluated by the Committee and incorporated into future Unit Plans.

In accordance with the above justification, the Library Committee requests a change in the Committee’s charge and requests funding from Academic Affairs to conduct the LibQUAL+ survey every other year, yielding data on both faculty and staff opinions. The cost for participation will be approximately \$2,250 the first year (2006) with expected incremental increases in cost (primarily due to inflation) in subsequent years. The current method is costly in staff time as well as in copying fees. The cost of outsourcing our own annual survey is estimated by Institutional Research to be comparable to the consortium fee. In the opinion of Committee members, the advantages of LibQUAL+ far outweigh the disadvantages.

The Committee very much appreciates the support you have given the Library during your tenure. Thank you for your consideration of this request. We look forward to your response.

Sincerely,

The Library Committee

Lynn Cadle, Chair

Judy Gordon

Debbie van Tuyl

Christine Crookall

Jim Grayson

Tony Kellman

Julie Hatfield (student)

Jason Stone (student)

Kenric Johnson (student)

Cc: Bill Nelson, Director  
Reese Library

**FY 2005 Unit Plan Reese Library  
Augusta State University  
September 17, 2004**

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**SECTION 1: MISSION STATEMENT**

Reese Library supports the teaching mission of the University by

- providing effective access to a broad range of learning resources
- promoting the use of quality information in all formats
- instructing students in seeking and evaluating information
- creating an environment in which instruction and research can flourish
- encouraging lifelong learning

Reese Library supports the community mission of the university as a cultural and intellectual resource

*Reaffirmed June 30, 2004 at Library Faculty Meeting*

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**SECTION 2: CHALLENGES, GOALS and STRATEGIES**

**Challenge 1: Provide effective access to a broad range of learning resources**

***Goal 1a: Update and improve the library collections***

Strategy 1a-1: Contact all academic department chairs and ask for help from faculty  
in

weeding outdated, unneeded and duplicate materials in their subject areas from the collection.

Strategy 1a-2: Complete the collection development policy for government  
documents and adjust depository selection rate to 50%.

Strategy 1a-3: Increase availability of electronic full-text journal access, making the journal literature more accessible to students and faculty.

Strategy 1a-4: Add budgetary resources for Special Collections, Media Services, and Curriculum Center and seek approval for additional funding.

***Goal 1b: Improve access to government documents***

Strategy 1b-1: Revise the government documents web page.

Strategy 1b-2: Create subject guides and annotated lists for government research and statistics.

Strategy 1b-3: Complete the consolidation of congressional hearings and maps  
into the collection.

Strategy 1b-4: Continue weeding and moving government document items from the circulating and reference collections to Government Documents.

**Goal 1c:** *Consolidate search interfaces used by students, faculty and staff*

Strategy 1c-1: Revamp library's website to coordinate with new ASU website, to include indexing.

Strategy 1c-2: Examine SFX and other linking tools.

Strategy 1c-3: Move to an online system for reserve materials.

Strategy 1c-4: Implement additional services available through ILLiad (Odyssey electronic document delivery and World Cat hookup).

Strategy 1c-5: Complete Technical Services manual by implementing an index.

**Goal 1d:** *Improve access and management of Special Collections and historical/archival resources*

Strategy 1d-1: Add staff hours to Special Collections program.

Strategy 1d-2: Develop a system to effectively access the photograph collections.

Strategy 1d-3: Make archival/special collections material more available by implementing an improved online public access finding aid.

Strategy 1d-4: Revitalize collaboration with the Augusta Richmond County Historical Society, Augusta Genealogical Society, Augusta Museum of History, and other similar organizations.

**Goal 1e:** *Create a comprehensive statistics collection plan to strengthen and validate reporting standards and peer comparisons*

Strategy 1e-1: Revise current statistics collection procedure to more accurately reflect current reporting standards.

**Challenge 2: Promote the use of quality information in all formats**

**Goal 2a:** *Expand student, faculty and community awareness of library resources and services through formalized outreach efforts*

Strategy 2a-1: Offer government documents workshops to highlight the wealth of available government information.

Strategy 2a-2: Submit news items for publication in appropriate media (especially to Office of Public Information and Publications, in "What's New" on library website and Bellinger articles).

Strategy 2a-3: “Meet the Author” sessions spotlighting faculty research.

Strategy 2a-4: Continued outreach to part time faculty.

Strategy 2a-5: Outreach and Special Collection Librarians collaborate on a display for Georgia Archives Week, October 3-9.

**Challenge 3: Instruct students in seeking and evaluating information along the path of lifelong learning**

**Goal 3a:** *Develop a collaborative program of information literacy instruction involving faculty and Information Technology Services*

Strategy 3a-1: Work with ITS on addressing student information technology needs through an information literacy program.

Strategy 3a-2: Identify academic faculty/departments (in addition to ASUO 1000) to partner with in program development.

Strategy 3a-3: Further identify appropriate assessment measures.

Strategy 3a-4: Identify primary delivery mechanism for the program.

**Goal 3b:** *Collaborate with the Vice-President for Academic Affairs to implement the information literacy strategy*

**Challenge 4: Create an environment in which instruction and research can flourish, and which serves as a cultural and intellectual resource for the community**

**Goal 4a:** *Improve the appearance, navigability and safety of the library building*

Strategy 4a-1: Install new, comprehensive signage and floor plans on each floor.

Strategy 4a-2: Alter Browsing Book area to make it more inviting & user-friendly.

Strategy 4a-3: Pursue new carpet and furniture for the third floor.

Strategy 4a-4: Cleaning or updating of mechanical components (HVAC system; installation of sprinkler system; new roof).

Strategy 4a-5: Upgrade microform room facilities.

**Goal 4b:** *Continue Inreach efforts as a way to improve and enhance library personnel's productivity and job satisfaction*

Strategy 4b-1: Lounge improvement (GIL: Group to Improve the Lounge).

Strategy 4b-2: Implement ideas to improve communication within the library.

Strategy 4b-3: Staff development program enhancements.

**Goal 4c:** *Market the library as a more welcoming and inviting place for intellectual and cultural pursuits*

Strategy 4c-1: Highlight library material and artifacts of historical interest in displays utilizing the two new bookcases in Special Collections and the display cases on first and second floors.

Strategy 4c-2: Spearhead, with other appropriate campus organizations, a voter registration/vote smart drive in September.

**Goal 4d:** *Create a long-term plan to update the library facility and obtain funding for necessary improvements and additions*

Strategy 4d-1: Work with SCAMP, BAT committee and other appropriate campus authorities as the new Student Center is built and furnished to assure programming of the Library and the Student Center complement each other.

**Goal 4e:** *Explore alternative staffing patterns and outsourcing opportunities to better utilize resources budgeted by ASU to meet the library's mission*

### **Section 3. Assessment Procedures for Evaluating Progress towards Achievement of Goals**

**Goal 1a: *Update and improve the library collections***

**Assessment instruments:**

- \* Percentage of academic departments who send representatives to the library to assist with deselection in their discipline
- \* The actual depository selection rate at the end of the planning year
- \* Percentage of print subscriptions moved to electronic full-text access and the number of new subscriptions added in the full-text format
- \* Amount of funding added to line budgets, and percentage increases, for Special Collections, Media Services, and Curriculum Center

**Goal 1b: *Improve access to government documents***

**Assessment instruments:**

- \* Actual revision of the government documents web page
- \* Actual creation of subject guides and annotated lists
- \* Completion of the consolidation of hearings and maps
- \* Number of titles/volumes removed from the circulating and reference collections to Government Documents or weeded

**Goal 1c: *Consolidate search interfaces used by students, faculty and staff***

**Assessment instruments:**

- \* Accomplishment of the revamping of the library's website and implementation of an indexing utility
- \* Selection of a linking tool and proposal for purchase
- \* Actual move to an online system for reserve materials
- \* Implementation of Odyssey and World Cat hookup
- \* Completion of Technical Services manual and implementation of an indexing utility

**Goal 1d: *Improve access and management of Special Collections and historical/archival resources***

**Assessment instruments:**

- \* Number of staff hours added to the Special Collections program
- \* Documentation of improved access to and management of the photograph collection
- \* Implementation of an improved online public access finding aid
- \* Documentation of collaborative encounters with community organizations

- Goal 1e:** *Create a comprehensive statistics collection plan to strengthen and validate reporting standards and peer comparisons*  
**Assessment instrument:**  
 \* Revision of procedures/forms based on current reporting requirements.
- Goal 2a:** *Expand student, faculty and community awareness of library resources and services through formalized outreach efforts*  
**Assessment instruments:**  
 \* Documentation of at least one government information workshop  
 \* Documentation of news items submitted/printed in publications  
 \* Documentation of "Meet the Author" session and attendance count  
 \* Documentation of program activities designed for part time faculty  
 \* Documentation of display prepared for Georgia Archives Week
- Goal 3a:** *Develop a collaborative program of information literacy instruction involving faculty and Information Technology Services*  
**Assessment instruments:**  
 with  
 \* Documentation of meetings, agendas and results of meetings appropriate ITS staff  
 \* Documentation of contacts with faculty/departments to discuss partnering in program development  
 \* Identification and documentation of appropriate assessment measures  
 \* Identification and documentation of possible delivery mechanisms
- Goal 3b:** *Collaborate with the Vice-President for Academic Affairs to implement the information literacy strategy*  
**Assessment instrument:**  
 \* Documentation of contacts with VPAA regarding this goal
- Goal 4a:** *Improve the appearance, navigability and safety of the library building*  
**Assessment instruments:**  
 \* Actual installation of signage and floor plans  
 \* Appropriate alteration of Browsing Book area  
 \* Documentation of continued requests for new carpet/furniture  
 \* Actual commencement and completion of updating mechanical and physical library systems and components  
 \* Completion of upgrades to microform room
- Goal 4b:** *Continue Inreach efforts as a way to improve and enhance library personnel's productivity and job satisfaction*  
**Assessment instruments:**  
 \* Documentation of the work of the Group to Improve the Lounge  
 \* Documentation of the work of the Inreach Committee to improve communication within the library

- programs
- Goal 4c:**      *Market the library as a more welcoming and inviting place for intellectual and cultural pursuits*
- \* Documentation of the Inreach Committee’s staff development and activities
- Assessment instruments:**
- \* Documentation of preparation and presentation of appropriate displays
- \* Documentation of results of voter registration drive
- Goal 4d:**      *Create a long-term plan to update the library facility and obtain funding for necessary improvements and additions*
- Assessment instruments:**
- \* Attendance/participation of the Library Director or his designee in planning meetings related to the construction and programming of the new Student Center connected to the Library building
- Goal 4e:**      *Explore alternative staffing patterns and outsourcing opportunities to better utilize resources budgeted by ASU to meet the library’s mission*
- Assessment instrument:**
- \* Documentation of ideas for or actual changes in library staffing

## **Section 4. Assistance from other units**

### **Goal 1a:**

- \* Academic Department Chairs
- \* Library Collection Development Representatives
- \* Classroom Faculty
- \* Vice-President for Academic Affairs

### **Goal 1c:**

- \* Vice-President for Academic Affairs

### **Goal 1d:**

- \* Vice-President for Academic Affairs
- \* Personnel Office
- \* Related Community Non-Profit Organizations

### **Goal 3a:**

- \* Information Technology Services
- \* Academic Department Chairs
- \* Classroom Faculty

### **Goal 3b:**

- \* Vice-President for Academic Affairs

### **Goal 4a:**

- \* Vice-President for Academic Affairs
- \* Physical Plant

### **Goal 4c:**

- \* Zeta Phi Beta Sorority
- \* Political Science Club

### **Goal 4d:**

- \* Vice-President for Academic Affairs
- \* SCAMP
- \* BAT
- \* Physical Plant

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Dr. Bill Nelson  
Library Director

Date

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Dr. Samuel Sullivan  
Vice-President for Academic Affairs

Date

*Approved at the Library Faculty Meeting, September 16, 2004*



March 28, 2005

Dr. Samuel Sullivan  
Vice President for Academic Affairs  
Augusta State University

Dear Dr. Sullivan:

Enclosed is the 2004-2005 Annual Report of the Library Committee to the Vice President for Academic Affairs. Thank you for your continued support of the Library this year.

Sincerely,

The Library Committee  
Lynn A. Cadle, Chair  
Judy Gordon  
Debbie van Tuyll  
Christine Crookall  
Jim Grayson  
Tony Kellman  
Julie Hatfield (student)  
Jason Stone (student)  
Kenric Johnson (student)

Cc: Dr. Bill Nelson, Director, Reese Library  
Camilla Reid, Associate Director, Reese Library  
File