State College of Florida Library

Program Assessment and Evaluation

Spring 2012
SCF Libraries Assessment and Evaluation Team

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EXECUTIVE SUMMARY

This report reviews the State College of Florida (SCF) Library assessment and evaluation plan initiated and completed spring semester 2012. The assessment and evaluation were done to determine if the library was meeting its mission statement and to determine compliance with Southern Association of Colleges and Schools Commission (SACS) standards. Additionally, this evaluation provided baseline data for future comparisons, development of a library services marketing plan, and evaluation of the educational role the SCF library. This report contains both qualitative and quantitative data that may prove useful for future planning and for library staff and administrative leaders of the college including: Dr. Lars Hafner, Dr. Jack Crocker, Brad Davis, Associate Vice President of Planning and Institutional Effectiveness and the Board of Trustees.

A participatory evaluation approach was utilized to obtain this evaluation. The participatory approach involves stakeholders in the evaluation process and results in greater ownership of the findings and usage of goals developed (Fitzpatrick, Sanders, & Worthen, 2011). Thus, the data contained in this document was obtained from administrators, faculty, students, and SCF librarians. A pilot survey of administrators, faculty and students provided data used to develop a more comprehensive large scale survey which narrowed the research focus upon the library’s role in the educational process. The specific research objectives evaluated in this study were:

- The library contributes to the educational success of students.
- Librarians effectively collaborate with the faculty and others.
- The library designs pedagogical spaces to facilitate collaboration and learning, and the creation of new knowledge.
- The library provides clean, inviting, and adequate space conducive to study and research, with suitable environmental conditions and convenient hours for its services, personnel, and resources.

The data obtained related to research objectives suggests:
• The library contributes to the educational success of the students.
  o Usage of the SCF library resources surpassed the mean usage of resources shared among institutions statewide; online tutorials were utilized 43,384 during a one-year period between July 1, 2010- June 30, 2011;
  o 48.4% of faculty require students to find, use and evaluate information from library sources.

• The librarians have some collaboration with faculty. However, due to the low ratio of 5 librarians to 450 faculty, there is a limitation of collaboration time available.
  o The faculty survey suggests approximately 28.1% of faculty currently collaborate with librarians to improve course content for students;
  o Less than one third of faculty provide a library orientation or library information session for their students.

• When considering the SCF library pedagogical spaces to facilitate collaboration, learning, and the creation of new knowledge in the SCF library, the observational data suggests:
  o Library staff provide ongoing assistance to students and faculty;
  o The Café area in the Bradenton Library is used for both socializing and study;
  o Study rooms are actively used by mostly traditional students;
  o Non-traditional students appear to prefer the upstairs individual work station areas for individual studying.

• When considering the research objective related to clean, inviting, and adequate space conducive to study and research, with suitable environmental conditions and convenient hours for its services, personnel, and resources at the SCF library, the observational data suggests:
  o Since many students bring their personal laptops, there appears to be inadequate electrical outlets to accommodate the number of laptops in use simultaneously;
  o Lighting is inadequate at certain times of the day and in certain areas of the library; variance in temperature between floors; and lack of storage areas;
  o An inadequate number of printers;
  o The stairway appears to be potential tripping hazard.
  o Security of student belongings may be at risk. Students appear to feel very secure about leaving their belongings (backpacks, laptops, etc.) at individual workstations and tables, as well as in study rooms, but the library does not have security cameras or security personnel to monitor.

Based upon these findings, the library evaluation team makes the following recommendations:
• The library should develop an ongoing assessment plan that measures correlation between library usage and: the institutional mission; retention; graduation; GPA; and job performance;
• The college reassign current librarian duties to include instructional design; hire at least 2 full-time librarians and 2 part-time librarians or paraprofessionals to complete those duties which are reassigned such as research assistance, virtual reference, library orientation classes, and writing and citing assistance;
• Update library facilities to allow for current technology, collaborative learning, quiet study, multimedia production and viewing, improved lighting, improved temperature control, more printers, and security cameras.

Progress on recommendations:

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<th>Recommendation</th>
<th>2013</th>
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| Assessment     | • In the fall of 2013, the library identified assessment as a goal, particularly to align with SACS accreditation focused report due April 2014.  
• Library supervisors were given individual goals which are reviewed during the annual evaluation process to develop an assessment plan for 1) user services and 2) collections  | • An ongoing “Library Assessment Plan” is being developed and the library is currently engaged in the assessment of 1) library instruction and information literacy; 2) the physical collections at both Bradenton and Venice; 3) Assessment of eResources particularly recently purchased databases; 4) Library webpage redesign and LibGuides platform (upgrading to version 2).  |     |
| General Education Outcomes Assessment Committee in 2013/2014 and developed an information literacy assessment for ENC1101 research paper. Data and research papers were collected in the spring semester 2014. Data evaluation will proceed in summer and fall 2014. Results to be published 2015.  
| The library director worked with the VP of Academic Affairs to map Gen Ed Outcomes to all courses offered within the general education curriculum including Information Literacy. The map was included in the college’s accreditation (SACSCOC) focused report.  
| Librarians met for a retreat in May 2014 to further develop the Information Literacy Action Plan based upon the results of the two surveys administered in the spring. Development included defined
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<th>Librarians</th>
<th>Facilities</th>
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<td>• The library presented a proposal for the library to expand services to</td>
<td>• Over $30,000 of new furniture was installed at the Venice campus which</td>
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<td>include instructional design, which was entertained by the college</td>
<td>addressed the issues identified in the LibQual survey and the qualitative</td>
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<td>administration but not adopted.</td>
<td>observations.</td>
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<td>• The library changed the job descriptions of the 2 full-time librarians</td>
<td>• Visits to the Venice campus library increased after new furniture and</td>
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<td>to “Instructional Design Librarian” in 2013.</td>
<td>painting.</td>
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<td>• Requests for additional librarians were denied by the college</td>
<td>• The library is developing a plan for the use of space at the Venice</td>
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<td>administration (budget not available).</td>
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<td>• After a careful assessment of library needs, the two librarians</td>
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<td>initially transitioned to instructional design librarians were</td>
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<td>reassigned to new titles better suited to the library’s function.</td>
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<td>• Although it is still obvious that to better support faculty and</td>
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<td>students, additional librarians are needed, the library is trying a new</td>
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<td>strategy of working with faculty to develop textbook alternatives to</td>
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<td>courses and working with the college-wide general education outcomes</td>
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<td>assessment committee to improve student information literacy and</td>
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<td>librarian/faculty collaboration.</td>
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Learning outcomes, rubrics, and an intervention to increase librarian/student interaction.
• A plan for enhancement of the Bradenton campus library was developed in collaboration with the college’s interior designer and architect to include enhanced study spaces, quiet study, upgrades to study rooms, and more.

• The plan for enhancement of the Bradenton campus library was initially approved and funded but has been rescinded due to state appropriations of 8.5 million dollars for a new library building. Planning for the new library will begin in the fall of 2014.

campus library currently occupied by collections, which will be relocated and/or de-accessioned. This is to include more spaces for students and the possibility of providing tutoring in writing within the library.

INTRODUCTION

Purpose

The State College of Florida (SCF) library under the leadership of Tracy Elliott, conducted a program evaluation to assess the library qualitatively and quantitatively to determine current effectiveness. The primary purposes of the library assessment and evaluation were to review the mission of the library to determine if the library was meeting its mission and to assess SCF library compliance with Southern Association of Colleges and Schools (SACS) library standards to prepare for the upcoming SACS accreditation review in 2014. Secondary purposes included for this evaluation were: production of baseline data to use for future assessments, analysis of current strengths,
weaknesses, opportunities, and threats (SWOT), development of a marketing plan for future implementation and assessment of the educational role of the library.

Audience of Report

This report has been prepared for major stakeholders including: Dr. Lars Hafner, Dr. Jack Crocker, the SCF Board of Trustees, Brad Davis Associate Vice President of Planning and Institutional Effectiveness; and the library staff and librarians. This document may be useful as future planning of library facilities and services are considered. Additionally, this document may provide a vision for the role of the library in the educational process. The library seeks to become integral partners with faculty in the development of twenty-first century literacy skills of SCF students.

Limitations of the Assessment and Evaluation

The assessment and evaluation study was limited by a lack of historical baseline data from which to make comparisons. Additionally, the scope of the assessment and evaluation were narrow due to limitations of time, human resources, and funding. In spite of the limitations of the study, the findings provide a valuable benchmark from which to make comparisons in future assessments.

Overview of Report Contents

This assessment will include the following:
- The assessment plan;
- The literature review related to research questions;
- Focus of Evaluation;
- Overview of Evaluation Plan and Assessment Procedures
- Judgments Concerning Evaluation Objects;
- Conclusions and Recommendations;
- Appendices which supports the assessment, evaluation, conclusions and recommendations;
• References utilized to prepare and execute this assessment.

Assessment Plan

The assessment plan included:

• An assessment and evaluation group meeting in conjunction with consultant Jessica Riggins of Tampa Bay Library Consortium to develop a Strength, Weaknesses, Strengths, and Opportunities Analysis
• Development of a marketing strategy by SCF staff librarians
• A review of the SCF Library mission statement by SCF staff librarians
• A review of the SACS Library Standards
• A review of the Association of College & Research Libraries standards for higher education
• Clarification of library purpose
• IRB application
• Pilot qualitative survey of administrators, faculty and students to determine library needs and library effectiveness to create larger scale follow-up surveys; Pilot qualitative study questions included:
  o What is the library's role in student success?
  o What are your own expectations of the library as a faculty member?
  o What makes a good library?
• Analysis of Pilot qualitative survey of administrators, faculty and students for common themes
• Development of research questions and objectives:
  o The library contributes to the educational success of students.
  o Librarians effectively collaborate with the faculty and others.
  o The library designs pedagogical spaces to facilitate collaboration and learning, and the creation of new knowledge.
  o The library provides clean, inviting, and adequate space conducive to study and research, with suitable environmental conditions and convenient hours for its services, personnel, and resources.
• Develop and administer LibQual survey March 21-April 11, 2012 to assess research questions
• Focused Faculty Survey to assess research questions done via Survey Monkey
• Qualitative Faculty Interviews to assess research questions done by librarians
• Qualitative observations of library use of space by students by the assessment and evaluation team
• Analysis of all data April 12-16, 2012
• Draft report April 17-30, 2012
• Send report to Peer Reviewers May 1, 2012
• Incorporate feedback from Peer Reviewers
• Completion of final report to President Lars Hafner, VP of Academic Quality & Success and AVP of Institutional Effectiveness
Literature Review Related to Research Objectives

A literature review provided the basis for the research objectives. Higher education institutions have developed both general education learning outcomes and specific learning outcomes to guide the learning process (Oakleaf, 2011). Academic librarians have also formulated student learning outcomes, particularly in the area of information literacy. Like many essential learning outcomes, information literacy is a concept that needs to be integrated into curricula and co-curricula campus-wide.

If we define information literacy as the ability to locate, evaluate, and use information, it becomes evident that college students are continuously asked to define their information needs in progressing through their personal, social, and academic development. College students are expected to obtain information to meet their academic needs, evaluate the reliability and validity of the information they locate, and make information decisions on whether to revise their searches based on this assessment (Flynn, Gilchrist & Olson, 2004; Smith, 2001). They are also required to apply new information in an ethical and responsible manner. Therefore, information literacy learning outcomes are integral to a successful collegiate experience (Oakleaf, 2011/2012; Oakleaf, 2011). Because of the broad applicability of information literacy, assessment efforts need to be increased. To date, however, it appears that higher education has frequently overlooked this area in determining institutional effectiveness (Maki, 2002).

Faculty and student services professionals have traditionally expected students to have acquired these skills prior to entering college, thus, there has been limited emphasis on teaching and assessing them as part of the college curricula. Because information literacy is often not a focus in classroom, existing assessments are frequently limited to surveys that are administered by librarians in a separate context, instead of integrated into other campus wide activities (Flynn, Gilchrist & Olson; Oakleaf,
2011; Smith). Additionally, librarians, whose focus is on information literacy, may not have access to students in settings which provide meaningful literacy assessment opportunities. With a lack of meaningful literacy assessment opportunities, librarians rely primarily on survey instruments as was done in this evaluation.

Information literacy is a complex concept that is not easily assessed. Included in the concept is the general education outcome of critical thinking. Higher education today places a priority on students graduating with critical thinking skills (Flynn, Gilchrist & Olson, 2004; Smith, 2001). Librarians can facilitate the development of these skills by presenting information acquisition as a problem-solving process that utilizes the students’ analytical and evaluative skills. Library instruction efforts emphasize inquiry and analysis through identifying with the student their topic selection synthesis of existing resources that represent various points of view, and analysis of information for applicability (Oakleaf, 2011). Librarians need to document the intersection of the library’s contributions in all forms and media, with campus needs, goals, and outcomes. Critical areas for future assessment include library impact on student retention, student experience, faculty collaboration for student learning, and overall student achievement and success.

Changes in the demographics and characteristics of the current college student population provide direction to academic libraries on the need to adapt their programs and services to meet changing campus needs and priorities. Among these changes is the concept of the student as an education consumer, and increased competition among colleges for available students; the Internet generation, and their resultant digital expectations; and new technology and the presence on campus of multifunctional electronic devices (Sykes, 2007). State College of Florida is also looking to assist in preparing its students for the world of work by expanding workforce related academic degree programs
at both the two year and four year level. In meeting the challenges and needs of a new generation of students, librarians are:

- Looking to balance electronic and print provision;
- addressing the future space needs of the physical library environment;
- developing a push rather than pull to deliver library services;
- providing anytime/anywhere access to information;
- offering a range of library information and resources relevant to the students’ coursework and career choices;
- integrating their services with other college programs and activities.

The library’s current assessment efforts demonstrate their interest in remaining a vital part of the students’ experience. By increasing interaction with students and embracing new technologies to enhance their services, the SCF library will be able to empower our students to manage their own information. In addition, by assessing current student behavior and needs, our librarians will be able to adapt their services to the increasing numbers of distance learners, already primed to receive information electronically and interactively.

Information literacy has been correlated nationally with measures of student engagement (Flynn, Gilchrist & Olson, 2004; Mark & Boruff-Jones, 2003). The National Survey of Student Engagement has identified five benchmarks for effective educational practice: level of academic challenge; active and collaborative learning; student interactions with faculty; enriching educational experiences; and supportive campus environment. The Community College Survey of Student Engagement and the SENSE are also used effectively to measure and benchmark effective student engagement practices with student at various points in their academic pursuits. State College of Florida has committed to administering the CCSSE and the SENSE to determine data on student expectations, academic planning, student readiness for college, academic and social support networks, and engaged learning.
A core connection in analyzing student learning through student engagement for the library is the determination of the extent to which the institution curriculum incorporates information literacy experiences. Benchmark areas most closely related to the assessment of information literacy on all three national surveys are the level of academic challenge, active and collaborative learning, support networks and campus environment, and engaged learning. Students learn more effectively when they are engaged in their education. Key engagement activities include experiences where they are asked to think about and apply what they learn, and are expected to collaborate with others in solving problems. Mark & Boruff-Jones (2003) illustrate the ability to compare specific questions from the NSSE with the Association of College & Research Libraries Standards and Bloom’s taxonomy of lower and higher order skills and abilities. Using these national survey results to effectively guide institutional enhancement efforts requires faculty and staff to understand the concept of student engagement, results are examined from multiple perspectives and linked to other information about student experiences, and where institutional efforts are made to work on improvement initiatives (Mark & Boruff-Jones).

Collaboration is the key to taking a leadership role in expanding the application of information literacy outcomes. The SCF library’s desire to build collaborative relationships with faculty in all academic departments correlates to the cross-functional composition of the SCF Student Engagement Committee, and integrates the library’s mission and goals with that of the institution.

Faculty differ in their emphasis of information literacy within the curriculum and the value placed upon it. Singh (2005) found faculty did require information literacy skills as a part of their library research, however, faculty did not believe that students’ literacy competency skills were lacking. However, in a different study student literacy skills were lacking. In a study by Boon, Johnston and Webber (2007) the disciplines of English, marketing, chemistry and civil engineering identified faculty as highly valuing information literacy, but placed more emphasis on the students’ ability to access and
retrieve information rather than on the ability to critically evaluate the information gathered by the student. This is in contrast to standards taught by librarians which emphasize critically evaluating the information retrieved.

A survey by Gullikson (2006), evaluated which Association of College and Research Libraries (ACRL) information literacy outcomes were embraced by faculty at five Canadian universities. More specifically, Gullikson (2006) surveyed faculty to determine at which stage students were expected to demonstrate information literacy and found no agreement among faculty on when information literacy skills should be acquired; the expectation varied with discipline.

Thus far, faculty members have not appeared to embrace the centrality of embedding information literacy within the curriculum. One of the evidences of this is a lack of discussion of information literacy in the literature by faculty; however information literacy is widely discussed in the library science literature (Weetman Dacosta, 2010). Christine Bruce (2001) synthesized faculty believe students acquire these skills rather than needing to be taught by others, thus information literacy has not thus far been in the literature. The lack of focus upon information literacy by faculty is an impediment to an institutional commitment to development of these skills (MacDonald, Rathemacher, & Burkhardt, 2000). Another impediment to information literacy at the institutional level is a faculty misconception that computer literacy equals information literacy (Weetman Dacosta, 2010).

When collaboration between faculty and librarians exists and research is embedded into the curriculum, student research skills improve. George Washington University developed an initiative to build writing and research skills in freshmen in 2004 (Gaspar & Wetzel, 2009). In this plan faculty and librarians develop curriculum goals, course requirements and plan student instruction sessions. Faculty surveys at the end of each semester provide valuable feedback and continued refinement of the faculty
and librarian collaboration as well as identifying strengths resulting from this collaboration (Gaspar & Wetzel, 2009). Some of the benefits of this program have been course enhancement with research component, improved student research skills, and improved communication between faculty and librarians resulting in improved information literacy in students as well as faculty.

University of Western Australia conducted a study utilizing two cohorts to determine the impact of coaching by librarians to improve information literacy skills as a part of problem-based learning with medical students. One cohort had a librarian coaching intervention; the other cohort had no coaching intervention. The study found significant differences in the scores obtained for students related to information literacy skills (Carr, Iredell, Newton-Smith & Clark, 2011). Students with coaching had enhanced information literacy (Carr, Iredell, Newton-Smith & Clark, 2011).

In spite of the benefits of improved student research skills, some faculty may resist utilization of library instruction and library collaboration due to lack of adequate time. Feldman and Sciammarella report (as cited in Hardesty, 1991):

Faculty members consider time of critical importance. They never have enough…Student library use is not a matter of time. It is a matter of values. Many faculty we interviewed (at seven different institutions ranging from small private colleges to major research universities) did not value the library’s contribution to undergraduate education. (2000, p. 495)

Thus, improved communication between faculty and librarians that emphasizes the importance information literacy may provide improved collaboration in information literacy embedment within the curriculum and improved information literacy skills for students.

**FOCUS OF EVALUATION**

**Description of the Evaluation Object**
The SCF Libraries provide services to students and faculty as they pursue study and research. Included in these services are: interlibrary loan, expert reference assistance, and classes teaching information literacy. The SCF Library Website provides databases and indexes including full text journals, magazines, government documents, radio and television broadcasts, newspapers, legal publications, online tutorials, streaming video, digital music, eAudiobooks, and eBooks. For a listing of collections, please refer to the Appendix of this document.

The SCF facilities offer:

- Areas for both quiet study
- Areas for collaborative group study
- Group study rooms
- Presentation practice rooms
- Computers for use and laptops may be checked out to access the wireless network throughout building
- Printing and copying

In order to analyze and document the library’s impact on institutional effectiveness, the SCF Library first looked to the professional Standards for Libraries in Higher Education (2011) developed by the Association of College & Research Libraries and the Principles of Accreditation: Foundations for Quality Enhancement published by the Commission on Colleges, Southern Association of Colleges and Schools. As part of SCF’s mission to provide learning and information resources that support teaching and service, the library develops programs that provide library users with access to instruction in the use of library materials and resources through its professional and experienced library staff. The current assessment effort is in support of the institution’s continuous improvement and quality enhancement initiatives. The program assessment being undertaken is to ensure that the library sustains and advances its role as a partner in educating students. Achieving SCF’s institutional mission, and positions the library as a leader in assessment for continuous improvement on our campus. The SCF library believes
that they can demonstrate their value and document their contributions as well as be prepared to address changes on our campus and in our students needs for services. Current issues and trends in higher education include: increasing demands for accountability; expectation for outcome-based assessment of learning and programs; focus on increasing graduation rates; emphasis on student success; and the recognition of the connection between student engagement and academic achievement (Flynn, Gilchrist & Olson, 2004; Smith, 2001). Professional library standards recognize the importance of relating the impact of library services to accreditation criteria. Trends in the accreditation process that affect libraries include: assessment for continuous improvement; library integration into academic endeavors; a focus on outcomes; a recognition of information literacy as the focus of the library’s educational role; the library’s need to support a variety of student learning outcomes; and an alignment of the library’s mission with that of the institution (Flynn, Gilchrist & Olson; Oakleaf, 2011; Smith; Standards for Libraries in Higher Education, 2011). Outcomes are user-centered and focus on the ways that students are changed as a result of their contact with library programs and services. Outcomes assessment is the process by which the library can determine its success. The current evaluation is designed to provide the SCF library with an assessment of the effectiveness of library principles and performance indicators, allowing for conclusions to be drawn upon which to base its future recommendations.

Libraries engage in instruction in various formats (Oakleaf, 2011): face-to-face lessons in use of library services; online tutorials; subject and course guides; and physical and digital reference services, the cornerstone of library education. Each area of the library’s services can assess its effectiveness in determining student learning and developing the information-literate student e.g. how well does Reference assist the student in determining the extent of the information needed for a project, does the student assess the information needed effectively, can the student evaluate the information sources
critically, does the student use the information provided to complete the task, and has the student used the information within the rights given by the publisher.

**Evaluation Objectives Used to Focus the Study**

The evaluation objectives utilized for this study include:

1. The library contributes to the educational success of students.
2. Librarians effectively collaborate with the faculty and others.
3. The library designs pedagogical spaces to facilitate collaboration and learning, and the creation of new knowledge.
4. The library provides clean, inviting, and adequate space conducive to study and research, with suitable environmental conditions and convenient hours for its services personnel.

**OVERVIEW OF EVALUATION PLAN AND PROCEDURES**

**Information Needed to Complete the Evaluation**

In order to proceed effectively with an in-depth impact assessment, the following actions were taken by the library evaluation team to develop a plan:

1. Developed an assessment plan;
2. Conceptualized information literacy and the library’s impact on student learning;

3. Define an action plan for assessment;

4. Identified assessment tools that measure student learning, including both quantitative and qualitative assessment methods;

5. Communicated an explanation of information literacy, the contribution information literacy can make in graduating lifelong learners, and the library’s impact to relevant stakeholders;

6. Utilized results for continuous quality enhancement.

**Methodology Criteria and Standards Used to Judge Evaluation Object**

The intent of this evaluation was to consider the library function as compared to the mission of the library. The aim of the evaluation was also to consider the mission from the perspective of as many stakeholders as possible. The mission statement of the SCF Library is:

The SCF libraries engage students, faculty, staff and community members in the discovery and creation of knowledge.

In addition the standards of the Association of College & Research Libraries (ACRL), were also used as benchmarks for this evaluation. Thus, a variety of methods were used in order to gather data.

The library evaluation committee implemented both quantitative and qualitative methods of assessment to accomplish its goals. Institutional effectiveness must be evaluated through gathered data, and recommendations and decisions must be informed and driven by data in order to illuminate the value of library resources (Heath, 2011; Town, 2011). Each of the methods used, both qualitative and quantitative, were loosely connected, and some data was used in order to direct the collection of additional data. Overall one process led to another, which led to another, until the findings began to
become repetitive, at which point the evaluation team considered the data collection to have reached a saturation point and the findings were then analyzed.

In order to begin the process, members of the Tampa Bay Library Consortium (TBLC) were invited to assist the committee in performing a SWOT analysis. The analysis panel was made up of 6 librarians, the library director, 3 evaluators, and two members of the TBLC. This SWOT process allowed the evaluation committee to determine some potential areas of inquiry for this evaluation.

Following the SWOT analysis, the evaluation committee convened to determine the next steps to be taken. The evaluation committee was made up of 4 evaluators, one of which was the library director. In addition, the meetings were attended by 3 librarians who represented stakeholders and made the evaluators aware of their perception of customer needs, both at the faculty and student levels.

The first external data gathered came from a faculty survey consisting of three questions. Simultaneously, a student survey consisting of one question was administered. The questions were in both cases open ended in nature allowing for freely generated responses. The surveys were evaluated by developing a coding scheme in order to classify and categorize the responses (Patton, 2002). The overall purpose of these surveys was to identify additional areas of concern and to provide an opportunity to decide upon additional questions to be added to the LibQual+ survey, which was used as the main data-gathering tool of the evaluation.

LibQual+ is a tool, which enables the library to collect data from users and relate expectations, needs, and perceived performance of the library with respect to various aspects of library function. The purpose of the survey is not to gather data about minute details, but “for gaining a picture at the 30,000 feet level, of what customers view as important and how they experience the library’s capability to meet their needs” (Hoseth, 2007, p.78).
The LibQual+ survey is composed of a series of questions related to three main areas of interest:

1. The quality of service provided by the staff.

2. The Extent and quality of information resources provided by the library, including ease of access to information.

3. The Quality of the physical space provided by the library. (Saunders, 2007, p.22)

Each question is made up of a three-part response. The first part gives the minimum expectation. The second gives the desired expectation. The last is the perceived level of service of this item by the library. The respondent gives their responses based on a nine-point scale. The difference between the minimum and expected level of the patron makes up a zone of tolerance. The actual response lets the library know if the needs of the customer are being met at levels, which are acceptable, unacceptable, or beyond expectations (Saunders, 2007).

One of the greatest benefits of using LibQual, is the ability to compare SCF Library Data to other institutions results and secondly provide direct information about SCF Library. These results can assist SCF in tracking their progress as compared to peer institutions, and to see trends in academic libraries at all levels. This allows the library to identify not only problems experienced by their peers, but also collaborate with sister institutions in creating solutions (Hiller, 2004).

Following the LibQual+ survey a faculty only survey was devised from the results of the initial faculty and student surveys and the ACRL guidelines. This survey was a ten-question survey consisting of 9 questions utilizing a 5 level Likert scale, and 1 open ended question. The survey was administered to the faculty via Survey Monkey.
The final active means of data collection was a series of observations done onsite at the Bradenton, and Venice Campus Libraries. Committee members and librarians made these observations at various times of the day and days of the week. The purpose of these observations was to observe typical library usage first hand, and also to provide an opportunity to see facility utilization first hand. This process also enabled the committee to witness the results described by the surveys and also to identify any issues not addressed in the surveys.

The committee utilized three additional existing sources of data. First information about librarian-faculty collaboration was gathered based on librarian reporting of faculty collaboration through the use of an Interventions matrix. Secondly library usage statistics gathered annually by the library were retrieved, including statistics, which are compiled in order to provide a picture of a typical day in the library. Lastly records indicating curriculum mapping of information literacy was gathered from the ILP. (Appendix 8)

Overall, a wide variety of methods were used to gather useful data in order to accurately assess the level to which the library fulfills its mission and to provide suggestions for improvement. The range of qualitative, quantitative, and authentic assessments used supplemented the data already gathered by the library in order to inform the evaluation in a manner, which represented the needs of all stakeholders. For the purposes of presenting the findings and recommendations, the data collection tools will be referred to as follows:

1. The SWOT analysis. (Appendix 1)
2. The Student Survey (1 question open-ended) (Appendix 2)
3. The Faculty Survey (3 question open-ended) (Appendix 2)
4. LibQual+ (Appendix 3)
5. The Faculty Only Survey (9 Likert, 1 open-ended) (Appendix 4)
6. Observation (Appendix 5)
7. Annual Usage (Appendix 6)
8. Typical Day (Appendix 6)
9. Interventions Matrix (Appendix 7)
10. ILP (Appendix 8)

Raw data, and/or questions used for each method will be given where appropriate in the indicated appendix.

JUDGMENTS about EVALUATION OBJECTS

Findings: Library Usage Statistics

The usage of the library is impressive and surpasses the mean usage of resources shared among institutions statewide. The SCF students, faculty and staff comprise 5% of the actual statewide usage (the 28 FCS institutions). This is impressive given the college only makes up 2.65% of the statewide FTE and when the statistics were compiled only had one baccalaureate program. SCF students ran 517,236 searches. That’s 54 searches per FTE whereas; there were 17.5 searches per FTE for the entire Florida College System. That means that SCF students are using the shared databases three times more often than the average FCS student. These totals don’t even include the locally purchased resources.
Librarian created tutorials and research guides available online 24/7 have received impressive use as well. As of June 2011, Librarians had created 82 LibGuides that were utilized 43,384 during a one-year period beginning July 1, 2010 and ending June 30, 2011. Librarians are able to determine the unique users, the frequency of use by each user, and the times these learning objects are utilized. Often, the content for these learning objects are developed in cooperation with teaching faculty and have a direct impact on the students successfully completing assignments and learning outcomes.

Findings: Intervention Matrix

The findings from the completed interventions matrix indicate a fair amount of collaboration among librarians and faculty. One librarian reported collaborating with 30 faculty members for the 2011-12 academic year. SCF has 97 full-time faculty and 353 adjunct faculty. The library has 5 full-time librarians (not including the director) and 3 part-time librarians. With an average of 30 faculty/librarian collaborations, SCF librarians should be able to collaborate with approximately 200 faculty members per year. That is 250 less than the current faculty members employed by the college.
Findings: Library Observations

As part of our research methodology we used observation by multiple observers at multiple times of the day and days of the week, at both the Bradenton and Venice library locations. Based upon an analysis of these observations (observation notes in Appendix), the evaluation team was able to ascertain certain recurring themes:

- **Staff assistance** - Library staff provided ongoing assistance to students and faculty regarding a variety of issues (e.g. location of materials, accessing computer programs, etc.).

- **Study habits** - Students were using individual study stations, tables, and study rooms for individual and group study; atmosphere in open library areas appeared to be generally quiet and individualized study, while students using study rooms were generally in groups of two or more, had food, and noise level tended to be much higher.

- **Socialization** - The Café area in the Bradenton Library was used for both socializing and study; the study rooms were also conducive to students communicating actively; most of the conversation that took place was between traditional age students.

- **Security** - Students appeared to feel very secure about leaving their belongings (backpacks, laptops, etc.) at individual workstations and tables, as well as in study rooms, many for long periods of time. However, it is understood by the observers that the Library does not have security cameras or security personnel to monitor areas that are out of sight for Library staff. Depending on time of day, visibility for staff, and lighting, particularly in the upstairs areas, this was a security concern for the Evaluation Committee.

- **Diversity** - The Library appears to be used by traditional, non-traditional, and middle school students (Bradenton campus only); from observations, student use does not appear to be gender specific, with both male and female students using all areas of the Library. Based on
observations most non-traditional students appeared to prefer to use the upstairs individual work station areas for individual studying.

- Computer usage- Many students bring their own laptops to use in writing; Library desktop computers were observed to be in use for both personal (checking emails) and academic (writing papers, using software for graphing and charting) purposes.

- Electronic device issues- Since many students bring their personal laptops, there appeared to be inadequate electrical outlets to accommodate the number of laptops in use simultaneously; many students seemed to be using battery power.

- Display areas and special events- Floor space was being used to set up display tables for various programs and events (e.g. Occupational Therapy program had display tables with poster boards and brochures). There appears to be limited display area for such displays or areas where announcements can be posted (e.g. Poetry Jam arrows had to be posted on small signs).

- Physical facility issues- The facilities issues particularly noted were inadequate lighting at certain times of the day and in certain areas, variance in temperature between floors, and lack of storage areas. Students were able to find open computer stations, but those with laptops were limited in plug-in. Printers were noted to be in short supply. The stairway between floors at the Bradenton Library was noted as a potential tripping hazard.

Findings: LibQual+

As mentioned by Hoseth (2007), LibQual+ is useful for gaining a wide overview of library performance and customer satisfaction. Three main areas are brought to light through the LibQual+ survey; Affect of Service (AS), Information Control (LC), and Library as Place (LP). Each area was surveyed at three levels, for minimum needs, desired level of service, and the perceived level of service provided. The survey gathered 238 responses, which allowed for adequate statistical
evaluation of the data. One possible limitation of the data is collection in close proximity to the library. The effect of this limitation however, was accounted for by the use of additional qualitative data collection methods.

Overall the survey revealed that the needs, expectations and perceptions are highest for items related to AS, while IC and LC are lower for each category overall. The overall scores are best evaluated using the median as this accounts better for extreme values than does the mean. (Outliers existed in each data set more than three standard deviations from the mean). The overall minimum median score was 7.2. The perceived median score was 8.11. The desired median score was also 8.11.

It can easily be seen that for the average patron the library is meeting not only their minimum need, but also meets the desired level of service. These statistics varied when applied only to specific user groups. While the trends remained the same, both the expectations and the perceived service level were higher for faculty and staff than for students. Additionally the faculty and staff placed an even greater emphasis on AS, than did the students. The faculty, however, placed a much lower emphasis on the need for LP, as might be expected.

In the case of the individual questions no student response had a mean perceived score less than the minimum needed score, and many scores were above the mean desired score. As far as faculty and staff only one score was less than the minimum level, and this was the item on community space for group learning and group study (LP-5). This was representative of both the overall faculty and staff and student results, as far as the perceived shortfalls. In each case the areas, which were furthest from the desired level for faculty (LP-5 & LP-1), and students (LP-1, LP-2, LP-3, & LP-4), were all related to the library as a place. The specific areas of concern involved were space for group study, a space that inspires study and learning, quiet space for individual activities, and a
comfortable and inviting location. The greatest weakness in the ability of the library to meet the needs of the consumers according to the survey is in the physical facilities available to the library.

The areas, which scored highest for students were dependability in handing users service problems (AS-9), and willingness to help users (AS-8). For faculty the highest rated areas were; giving users individual attention (AS-2), readiness to respond to users questions (AS-4), willingness to help users (AS-8), and comfortable and inviting location (LP-3). Overall this indicates a great area of strength in service, which was also the greatest area of demand.

CONCLUSIONS and RECOMMENDATIONS

According to the data collected by the evaluation team, the SCF Libraries are achieving their mission of engaging students, faculty, staff and community members in the discovery and creation of knowledge. Observations, surveys, work inventories and usage statistics all yield ample data suggesting that the library is a valuable resource for students, faculty, and staff at SCF. Data also yields a high satisfaction with library staff and collections. Data also indicates there are several ways to enhance the library mission and its program effectiveness by engaging a higher percentage of students, faculty and possibly the entire college community. The evaluation team outlines the following conclusions and recommendations based on the four research objectives identified by the stakeholders and in alignment with the ACRL Standards for Academic Libraries (2011).

The Library Contributes to the Educational Success of Students

The usage of the library by students, faculty and staff far surpasses the average use of all colleges in the Florida College System. Usage statistics show that the library is providing resources, which are heavily utilized by their students. The surveys conducted including the one question student survey and LibQual also show that 90% of the students at SCF are using the library and nearly 60% of the faculty
use library resources to stay current in their fields and improve their courses. The limitation of usage statistics is the inability to correlate them with college success factors such as retention, graduation rates, and information literacy competency. **Recommendation:** The library should develop an ongoing assessment plan that identifies a correlation between library usage and the institutional mission and the measures of institutional success such as retention, graduation, GPA, and on the job performance.

It’s good news that students are using the library, but how beneficial is this usage to their overall success?

In determining expectations, there needs to be a determination of the desired learning outcomes and the methods to assess achievement. These outcomes are taken from the institution’s mission and purpose, general education curriculum, and from the mission statement of the program. Outcomes describe the eventual expectation for student learning, and enable faculty and staff to track learning and development. Assessing student learning at the end of individual library interactions with students can provide information on patterns of student achievement within the immediate context of the learning experience (summative assessment). However, assessing student learning over time (formative and summative assessment) will provide the library with valuable information on how students are progressing in meeting learning expectations over a period of time. By using both assessment methods, the Library will gain a richer understanding of how and what students learn (Maki, 2002).

Enhanced development of information literacy in SCF students may require institutional change. By creating a new vision for the role of the library at SCF, students may be better prepared to think critically, and to use and synthesize information that will impact their careers and contribution to society. This process will begin by making decisions based on interpretations of assessment results, establishing new communication channels and sharing efforts toward improvement of student learning opportunities (Maki, 2002). Monetary or human resources need to be considered to make this vision
possible. In making a programmatic commitment to assessment with institutional support, the SCF Library will demonstrate it is:

• A learning community
• Raising student learning and development through innovation and creativity in learning
• Creating greater alignment with faculty and course content
• Teaching pedagogy
• Addressing differences in learning styles

By facilitating greater collaboration with faculty and other professional staff, the SCF Library can increase its effectiveness in expanding the number of opportunities for students to apply concepts, knowledge, and abilities learned in and outside the classroom.

**Librarians effectively collaborate with the faculty and others**

Collaboration between librarians and faculty at SCF involves the design of assignments, the development of digital learning objects, and the delivery of “course packs” or course content. In order for the library to collaborate with all 450 college full-time and adjunct faculty members, there would need to be a significant increase in librarians, or a significant change in the work assignments among existing librarians. SCF Librarians are capable of serving a dual role as instructional designers. Bell and Shank (2004) describe today’s “Blended Librarian” as one who displays a combination of “librarianship, information technology, instructional design and technology skills”(p. 174). In this dual role Librarians are uniquely qualified to assist faculty in the use of primary sources in place of textbooks, resulting in a cost savings to the student and the college, as well as students gaining the benefit of synthesizing primary information. Dowler (1997) describes the need for librarians assisting faculty in the use of primary sources in the place of textbooks in a university president’s memo to the curriculum committee:

Suppose an enterprising instructor wanted to assemble an electronic sub-library for a particular course, one which included not only the texts studied in the class but those most closely
associated with it, some secondary research materials and perhaps the primary ones which stood behind them? Wouldn’t this improve the quality of the student writing in the course? (p. 163)

The college does not currently employ instructional designers but the need has clearly been identified and funds had previously been allocated to three instructional designers and a support specialist.

**Recommendation:** The college reassign current librarian duties to include instructional design and to hire at least 2 full-time librarians and 2 part-time librarians or paraprofessionals to complete those duties which are reassigned such as research assistance, virtual reference, library orientation classes, and writing and citing assistance.

**The Library Designs Pedagogical Spaces to Facilitate Collaboration and Learning, and the Creation of New Knowledge**

The one request most often repeated by students is for more and better computers, both MAC and PC. Students claim that too often computers are not available to them, and those that are need to be updated. Students are not only requesting more computers, they are requesting spaces that allow them to work quietly as individuals as well as to work in groups. Observations at the Bradenton campus show that there is not enough seating space, good lighting, flat work surfaces, and workspace surrounding computers. **Recommendation:** Major renovations of both campuses but particularly at the Bradenton campus are desperately needed. It is possible that rearrangement of space, dividers, and new furniture at Venice would suffice. The evaluation team recommends the creation of space within the library similar to UCF Library’s Knowledge Commons; where collaboration is effectively facilitated (Knowledge, 2010).

**The Library Provides Clean, Inviting, and Adequate space, Conducive to Study and Research, with Suitable Environmental Conditions and Convenient Hours for Its Services, Personnel, Resources, and Collections**

The data in almost all cases including those from the LibQual survey indicate that library spaces as
inadequate for the needs of students. Students are particularly asking for additional collaborative study spaces as well as more quiet individual study space. **Recommendation:** Major renovation needs to be completed at Bradenton, especially to address noise, lighting, and air quality. Both libraries need to be able to provide more electrical outlets. The team is aware that future plans call for the building of a new campus library at Bradenton, however, present and future space needs at Venice and Lakewood Ranch also need to be addressed. If the funding for the new library does not materialize, Bradenton issues will need to be addressed.
Appendix 1

SWOT Analysis of SCF Library

Strengths

- Staff – the people everyone has specialties, skills
- Everyone is student focused
- Passion
- Everyone likes working together
- TEAMWORK
- Knowledgeable and helpful
- Dedication
- Good Resources
- Interest in ability level (middle school, PHD students, 2 year students, High School)
- Community members walking through the door, Faculty and staff
- Anticipate peoples needs
- Respond to peoples needs rapidly (very responsive, very fast) If they don’t have it, send them somewhere they can get it
- If we see something we need, we ask to get it, feel comfortable
- Online resources are easy to use
- Discovery tools – students are using them (provides a good cross-over of materials)
- PRIMO will get you to other places (much better starting place)
- Good Library Hours (what the students need)
- Helping people (the computers, technology, sampling of the different resources)
- Librarians are pushing their knowledge/ themselves to service the population
- Librarians want to be able to do the best that they can
- Reaching all the needs (tablets, computers) how they get to that access
- Ask a Librarian – replicate look at that as a model for student services/ student engagement
- Aal leverage / opportunities / expertise and flexibility to offer this to students
- Designing Services for those different opportunities
- Work with agencies and in house knowledge to be as mobile and accessible as possible
- Mobile Devices (most people have them)
- A friendly place for people to hang out, they can have food, drinks, café (social place area)
- Librarians have worked with faculty and developed discipline specific rubrics to assess students abilities
- Interlibrary Loan service that people utilize – expand their resources, beyond journals
- PDA – student driven acquisitions
- Student Choice collection
- Meet with Faculty for new programs / support the programs
- Libguides – campus guides –
- Instruction – face to face, aal, print station (LIS 2004 – class)
• LEADERSHIP – take responsibility for work, get excited to do more
• INSTRUCTION- repeat business, faculty come back to us and look for opportunities to collaborate,
• 120-160 instructional classes a semester
• Students 10,000
• Ask a Librarian –Mention it every time
• Always here to help them!!!!!!!!!!!!!!!
• Relationships – developing with co-administrators (partner and work together) other libraries and agencies –leverage what we can bring back to our students
• Organizations –help further develop relationships to better the library/students
• Cultivate relationships
• Community
• Engagement – students faculty and community in discovery and creation of knowledge
• Making relationships helps you relate to those student and faculty (find out what they need and want)
• Faculty Professional development
• Serve on committees (can see the big picture)
• Flexible
• Quick

Weaknesses

• Access to certain Data
• Pulled in so many directions, hard to have a centralized focus
• Buildings –library Facility
• Venice lost classroom
• New classrooms are very loud coming into the library
• Infringement of library space
• Pushing ourselves so hard, not everyone can come up to the same speed
• So much change in the external world, hard to keep up
• People take the LIS 2004 class just to get financial aid (update and promote class)
• Getting the usage for online activity (all vendors are different) no consistency –how can we tell if the usage was successful
• Limited by other units – the decisions they make
• Communication problems with IT (hostile relationship)
• Purchasing –limitation on who we get things from – Red tape
• Under utilization by faculty and staff and students
• Can’t get faculty to come to classes that we teach
• Faculty themselves need to learn 21st learning skills
• Marketing isn’t consistent
Opportunities

- Tracking the number of students, online usage
- Courses for faculty to teach students to become 21st century learners (help faculty become more effective)
- Quality enhancement –institution wide basis
- Attention focused on Information Literacy
- New Baccalaureate degrees –new courses
- Electronic delivery of textbooks
- Library as publisher
- Open Access
- Video to tell your story
- Technology
  - students can come to the library for creation / visual literacy
  - Helping faculty put together the course packs
  - Collegiate school – marketers for us
  - Enthusiastic users, recreational readers, becoming academic users building powerful users, creating lifelong library users
  - Learn more about students and users –ask them ???
  - Educate the community
  - Social Networking
  - Targeted announcements for students and faculty (electronic portals)
  - Learning Management System – communication
  - Online Orientation –
  - Partnering with other departments on campus
  - Support for faculty development (teaching and learning)
  - Develop a coordinated communication program
  - Students attend extra credit programs outside the classroom
  - Wellness points
  - New buildings
  - Grants
  - Hire more librarians as we add more baccalaureate degree
  - More developed libraries on campus
  - More library instructions (faculty training, entry level into courses)
  - New ways to deliver instruction
  - Information Literacy assessment
  - Targeted drop-in sessions, targeting certain classes for basic instruction
  - Mapping the Curriculum
  - Student organizations/ student groups
  - Rubric training for other departments
  - Professional Development – Group projects
Threats

- Diminishing funding
- Staff is thin
- Money
- Misperception that everything is available for free on the internet
- Misperception that all students have iPads, tablets mobile devices
- Misperception that the building is already great
- Students over estimate their research abilities
- Low expectations for library services
- Misunderstanding of what the library is, NOT A BOOK-WAREHOUSE
- Crushing pace of changes, access points, delivery methods
- Flavor of the month
- Things are changing- technology
- FCLA and CCLA – NEW ORG transition (diminished resources and services) how will we function without these services
- Digital Natives are comfortable with technology, but they assume you know less than you do
- Vast amount of untrustworthy information (unreliable information)
- Publishers are making it difficult
- Collapse of the publishing industry – Libraries need to step in
- Education industry/ commercial (Financialization) privatization
- Future of student assistant hours
- Political uncertainty
- Anti-education
- Push for outsourcing
Appendix 2
Faculty Survey

1. What is the role of the Library in student success?

Since I teach developmental and lower level mathematics courses, students don’t use the library extensively for my courses. I have had students check out supplemental materials from the library (extra video lectures for example) to help them study.

For other courses, I imagine the library would play a prominent role in student success. A good library should offer resources on a wide range of topics, and have helpful and knowledgeable staff to help guide students through the research process.

In my opinion the library:

1. Is essential in making sure that the student obtains information literacy by:
   1. Teaching them how to do a search correctly
   2. How to use online databases
   3. Have a pathway for doing journal searches

The role would be to provide students with the resources they need to complete class assignments/research/etc.

Library services are crucial for student success. They provide the scholarship necessary for research and in-depth learning. Textbooks and classroom learning are space and time-limited, the library offers a vast array of resources, varieties of self-directed learning resources, expertise in sorting the gold from the dross, and both face-to-face and online assistance in accessing the resources.

Student success in school, as well as in their chosen careers, is grounded in a compressive understanding of the information found in a library. In the business environment, change is the only constant and without the knowledge and a complete understanding of existing data is the difference between success and failure.

Library resources and services are available to students in the early childhood education programs through the SCF library. The SCF library has created links to the public libraries, sister college libraries, and through online education literature, ask-a-librarian virtual reference and ANGEL. Current resources include books and eBooks, videos, print journals such as Childhood Education and journal literature available online. The College Library has acquire additional resources based on input from the similar programs within the college with the majority of journal literature available online including ERIC in full text through EBSCO and other database publishers such as Gale, OCLC, and Wilson. Videos are also available in VHS and DVD formats, to name a few.
The staff in the library (from what I have seen) have put the students first, whatever would benefit the students is what “we/they” need to do. They have the ability to see what would meet the needs of the weaker to the stronger students, to the younger and older students, first timers and returning students.

The library’s role in student success would be maintaining up to date data bases and journal articles. Also continued support with research and using the various sources for citing and reference.

From my perspective, the libraries role in student success is to instruct the students who come to the library—either in formal class groupings or individually—how to access and assess data. Though I don’t bring my own students to the library (inasmuch as I teach post ENC 1101/1102 courses and almost all of them, at that, on-line), from my experience with bringing groups in the past (as well as what I hear from the English instructors who currently bring their students to the library) is that this has been (and continues to be) the focus of the SCF library staff.

A secondary concern would be the provision of resource materials that instructors could make use of. This would be of great concern to on-line instructors. The SCF library staff has been proactive in obtaining the most important data bases that allow our students to get most essential academic journal articles, newspaper and magazine resources, as well as significant electronic reference books. This is helpful to updating class materials—inasmuch as on-line journals purchased by the library can be offered as on-line “reserves” in PDF format in ANGEL and other course management systems. Likewise, SCF library staff maintain a carefully selected set of books which—if my information is correct—can be copied (up to one-quarter of a library owned book) and, again, put on “reserve” in PDF format.

Provides the references for students when they need.

This is an interesting question and recalling the recent completion of my doctorial work, feel that I may have some input of value. I see the role of the library and library services in general morphing, in to exactly what, I cannot say and feel that it will be quite different than what we consider a library today. The Nova Southeastern University library was extremely valuable to me in my course work and later in my research and dissertation. It was however a completely different experience than my earlier undergraduate and Master’s level library experiences. It doddered in the fact that my colleges and I never set foot in the physical library. All services were online and augmented by the ability to search for texts and “check” them out online and have them sent your home or the Tampa campus (returned by dropping off in the campus mail room).

The library resources were additionally enhanced by web resources and the newer APA citation guidelines that included more web citations capabilities. In conclusion, we will always need library services, I just see them being more of an online stop. To be a good library, I feel this is a good approach that may lower the operating cost of the library as we know it. Personally, I want all library services to be online and include a chat with a Librarian if needed. Resources should be in PDF format with DRM for file protection and security. This prevents having to have a dozen different readers installed that have various degrees of function, questionable levels of security, and risks of privacy.
A welcoming, non-intimidating environment makes a student readily engage in library systems. Access to a deep catalog of information and well-trained personnel also help facilitate that engagement. The physical layout of a library should invite a discovery of resources likened to a 'search', albeit one that is accomplished. This does not always occur within stacks and shelves, but in front of computer screens, in learning rooms and even through semi-social settings.

A library is an essential ingredient in student success and can be considered both a hub and a fountain, structures that also spoke or bubble forth, sending the student directed and refreshed to points outside the building and outside themselves. The public library is one of the great institutions of American life, where knowledge and experience is carefully collected/curated and freely given to citizens.

2. **What are your expectations of the Library?**

   That I will have access to the resources I need if possible.

   To provide depth of scholarship, not only for students, but also for faculty seeking to enlarge their expertise base. To provide access to a variety of scholarly and informative media -- print, online, audio-visual -- in modes that are easily available for everyone to access -- not just to those who have access to high-speed and expensive internet connections. To assist students in learning how to use and access the information resources. To provide a friendly, helpful, learning-centered atmosphere.

   Libraries are an easy, readily available, and practically unlimited source of information. The resource databases contained in the library are of inestimable importance to the students. This concept of researching questions and finding reliable information will give students a “leg up” in any career. Just the knowledge of what is a reliable source as opposed to sources such as Wikipedia allows the student to make better decisions.

   The expectations have over exceeded anything I could imagine. The SCF library is state-of-the-art because of the 'human factor' with excellent librarians that are supportive, knowledgable of software, hardware and their industry.

   I think my own expectations go with question #1.

   Thus, it seems to me that the library is doing the essential things to ensure student success and, thereby, meeting (in fact, exceeding) my expectations as a faculty member.

   More collections in science materials. We did have “Physics Today” long time before. Somehow, this was removed from library. Keep in mind that we have more than 15 classes in physics every year.
3. **What makes a good library?**

Access, resources and assistance

Lots and lots of resources -- books, films, journals, newspapers -- that are available in "hard" formats as well as digital formats. Hands-on browsing that allows for serendipitous discoveries. Quiet spaces to read and study. Closed conference rooms for group meetings. Easily available internet access (ie -- enough computers and other devices available for use and perhaps borrowing). Great librarians -- knowledgable, helpful, friendly.

Libraries should have as many information databases as funding will allow. Once students gets used to using these databases, the more likely they will use them effectively and efficiently throughout their life. But, just to have these sources of information is not sufficient. The library also needs to actively involve the faculty to expose the students to these data sources. Libraries should hold courses, or schedule classes, to explain what databases are available and how to use them.

There also needs to be more interaction with the library and the students. Having one main location on campus is necessary, but maybe smaller representation around campus, even just as a computer terminal, would expose the students to all the services a good library offers. Being "old school" I still like to see books in the library, but more and more the library has to be "on-line" and available 24/7. As stated earlier, there needs to be more interaction between the library and the classroom. At the beginning of every semester there should be a day assigned to the library to talk about the library and the services they provide.

The "people" that go the extra miles to explain what they can do to be supportive of your program.

I think a good library offers technical support, areas for student studying, up to date resources, and knowledgeable staff to inform the campus about those resources. (Which SCF library staff do keep faculty informed).

With regard to the question of community prosperity, this is something that I really haven’t ever considered and, thus, couldn’t respond in an informed manner though I can imagine that providing the same access to resources that the SCF library staff does for students would have to offer some level of benefit to the community at large.

I think that the same features—teaching our students (as well as the community at large) to access and assess data—is precisely the feature that makes a good library along with the happy addition of a comfortable working environment and helpful staff. Certainly, the SCF library staff goes out of its way to help our students. The only criticism I could possibly level is that the physical layout of the library could be better but this is a matter which the college (most likely its board) and the state (through the provision of funding) would have to solve and, I suspect, the library staff could at best offer its recommendations with regard to a new facility and its design. Even here, I believe the library staff has
been actively engaged and it is rather the board and the state that creates an obstacle to the upgrading of our library facilities.

Same suggestion in 2. (More collections in science materials. We did have “Physics Today” long time before. Somehow, this was removed from library. Keep in mind that we have more than 15 classes in physics every year.)
Appendix 2
Bradenton Campus Student Responses

Morning, afternoon & evening students were polled at various locations outside of the Library (blds. 18, 10, 25, 1 & 5)

Total Student Responses-119

“What do you think the Library should be doing to make you a successful student?”

Activities (3 of 119)

• They should create some new activities in the library where students find it more fun to be in there. And it will encourage them to work a lot harder to become successful.
• Maybe specific study events on days likely not to be crowded.
• I think they should create fun activities where students can come in and make more friends and help each other.

Ambiguous (3 of 119)

• The library should provide all of the tools necessary to assist students in learning.
• Ask the student for assisting in work (word?)
• Keep a great selection & form (foam) more alliances with more chains (chairs)?

Building (14 of 119)

Quiet Space (4 of 14)

• The Library does a good job overall, but they could have better designated quiet areas.
• Remain quiet – it helps me a lot with my studies with less distractions. I think the library is great the way it is!
• Silent in the library.
• Everything is wonderful at the library. Just keep everything quiet and similar.

Study Rooms (2 of 14)

• I think the Library is doing a pretty swell job. I think adding more study rooms would be nice.
• I’ve always found the library very helpful. The only significant problem I’ve encountered would be the number of enclosed rooms.

Floor Plan/Appearance/Types of Space (4 of 14)

• Don’t hide all of the good books back in the corner on the second floor. Study area should be on the second floor and books on the first, so people can get in and out without disrupting others.
• The library is there to offer a place of study and accessibility. With that in mind, it’s doing it’s job; though it could use a redecoration because it is a bit drab, but other than its appearance it is a great place to work/study which makes me a more successful student in itself.
• Providing students with space to study for tests and do homework.
• More space for individuals
• The library should have more educational movies and a much bigger ‘movie room’. But in my opinion, (the) library is fine as it is. It has all the resources that a student needs.
• Have nap areas
• Have areas for naps

Café (1 of 14)

• Add a Starbucks.

Hours (1 of 119)

• More hours

Marketing (2 of 119)

• Make more students aware we have a library!
• Better advertisement of services. “never been to the library”.

Misc (4 of 119)

• I don’t need help
• I don’t really go there.
• I don’t have any suggestions.
• I rarely go to the library; when I do I usually play games on my computer, draw and nap. No suggestions come to my head.
Resources (29 of 119)

Books, eBooks & Online Resources (5 of 29)

• Provide books needed for research, maybe more books.
• I think the library should offer more online resources like ebooks of readings used for research.
• Provide more online access to books, possibly create an online ebook database of sorts.
• More online resources.
• A wider choice of reading material, a better more user-friendly resource databases.

Computers (8 of 29)

• More computers on hand. (upstairs too) & books other than school related.
• Better laptops would be very helpful. The ones we have now die very quickly.
• Better laptops! Maybe a few more Apple desktop computers! A couple of apple laptops; the laptops that you have can’t handle too much work at once and need some with bigger processors. Apple desktops will help me more because I understand the use of them better with no trouble or lag.
• Update the computers upstairs. Make the system easier to use, easier to find books you are looking for.
• The library should have more computers available.
• More computers to do research.
• We would like for there to be more computers available for each student.
• Have Internet or computers that run faster.

Printing (1 of 29)

• Maybe make the printing less costly or free?

General (2 of 29)

• Have enough resources for me to use to get ahead in my studies.
• Provide easy and convenient access to research materials.
Satisfaction! (19 of 29)

- I feel that the library here at SCF is already very helpful and a reliable source for research.
- Nothing really, everything that can be done is done. Computers for search, people trained to help you find a book, other means of research are also provided. Nothing more can be asked but to ask others to come and stop by.
- Library is doing just fine. It has all the resources that a student needs to be successful. Keep doing what you started. It’s perfect as it is.
- I think it’s already fine the way it is. I like that you all allow us to use laptops to do work privately.
- Nothing I think they are doing a fine job already.
- I can’t think of anything….The library is always very helpful, good book selection, online database is useful. Personally I think it is a wonderful and enjoyable library! Good Job!
- Continue to do what it is doing and help with finding books.
- Everything it has been doing.
- The library is perfect, don’t change a thing.
- Fine the way it is. I like the café in it.
- Nothing besides give away free food.
- Just keep doing what you guys are doing since its fine right now.
- Personally, I have had nothing but wonderful experiences at the SCF library and I cannot think of one thing to add to its splendor!
- It’s wonderful
- Everything with the library is just fine.
- You’re doing fine so far.
- Doing a great job! Nothing I can think of to change.
- They are doing great with all the ways they give us.
- My honest opinion is that the current system for the library is very conducive to me achieving any level of success. The ability to access info is convenient and easy and the staff, in my experience, has been generously helpful. Little to no change is needed, thank you for being awesome!
Services (10 of 119)

Help (5 of 10)

- Just be there to assist students with any questions.
- I think the library should offer more computer services and help with MLA and APA citations.
- Offering help with online hw and study groups.
- Have people greeting students to properly guide them to what they need to do.
- The staff should interact more with the students like check up on them instead of waiting for the students to walk up to the desk and ask for something.

Tutoring (2 of 10)

- Start a tutoring program.
- Tutoring

Food (2 of 10)

- Give free snacks and drinks while students are reading.
- Give free food

Marketing (1 of 10)

- Put more flyers for tutoring, things along those lines.

Staffing Concerns

Tutoring (7 of 29)

- Have tutors like the ARC has.
- Have extra tutoring in library because the ARC is usually packed.
- A tutor center.
- The library should have tutors like the ARC does.
- Probably have tutors to help you with whatever you need…/Besides the ARC because it’s much better to study and accomplish things, to me, in the library.
- Possibly offer tutoring that is available anytime a student has a question.

Help (6 of 29)

- Asking if anyone needs help.
- Take students step by step through certain processes for their papers, projects, etc…more assistants throughout the entire library.
• Have more people on hand to answer any questions I might have concerning books and technology.
• I think the library should have more people to assist you whenever needed.
• Being helpful and assisting students finding books and resources on specific topics.
• In order for the library to help make students successful is by offering more assistants with APA documentation as well as giving the students time to ask questions.

Textbooks (8 of 119)

• I think the library would make me a better student by having more school textbooks to check out so not as many people have to buy them. They could just rent them instead.
• Allow more availability to check out textbooks instead of having to return same day.
• To buy more student books.
• I think the library should make an attempt to get updated textbooks for students to use while in the library.
• I think the library should have textbooks so students can study better at the library.
• Provide necessary tools and books to do assignments.
• The library has been providing excellent service and I personally find all the materials I need provided. The addition of more academic textbooks (such as the ones we use in class) would be greatly appreciated.
• Well honestly, nothing really, but something that could be a bit of help is the chance to check out textbooks for a week and only a week. For those people who cannot afford to buy very expensive textbooks. Other than that everything is just fine!

Combination(s) (26 of 119)

• I believe the library should stay open later and have more available helps for more diverse subjects.
• Stay open later/ Have more computers
• This campuses library is one favorite of all time. I would love to have the hours expanded and the physical plant of the [place?] modernized
• Longer hours, more DVD, Blue Ray discs, more printers.
• Often I find very helpful resources on YouTube and the ability to use it would be helpful. MORE MACS they are so much better.
• The library could cater to students wanting specific research books. Also more computers.
• Offering database help and tutoring
• More room. Or a playground. Mac computers, I guess. Bros, seriously, you guys are good with everything else. But consider the playground idea.
• More private desks and quiet area.
• More books in circulation. More advertisement of your services to the students.
• The library needs more computers, more DVDs, later hours and cheaper printing. They need to open early 7:00 am.
• More computers, later hours.
• More computers, printing cheaper, accept change for printing, tutoring, longer hours.
• Putting computer stations on the top floor. Provide practice tests for upper level math and science courses. People walking around asking if people need help, they probably won’t but it would still be nice and provide a job for someone that needs it, like me, even though there is the ARC it is too loud sometimes. This is a better place to study! Free smoothies & more couches.
• Provide more study materials ranging more subjects, combined with more student assistants.
• Wireless copying for laptops and less talking.
• I think its already great. I enjoy being able to eat. Maybe tutoring like the ARC. I enjoy that it is open late. Maybe fix up the downstairs bathroom.
• I think they should have computers on the first floor and increase the study group area.
• Add more computers, more recent books and movies for use to access.
• A little more informative staff (or stuff) and maybe a couple of tutors like the ARC.
• Should offer a helper with making essays and need a copier (not printer) with color and scanner.
• More workshops, longer hours, but overall the library seems very resourceful.
• I am a 45 year old honors student who has only had good experiences in the SCF library. (1) keep the study rooms (2) computers on hand are very helpful (3) staff is awesome.
• Reinforcement of how quiet a library should be, time limit on the computer usage, being that people who go in to use Facebook & Twitter, the seating should not be used for sleeping.
• Extended hours, wider variety of ebooks available on Kindle and better advertisement of services.
• Tutors, people to help with homework more computers; workshops (writing & reading); books (new) promoting (book club); more textbooks; nothing it is great; money machine accept change; more couches; Lynix (better software); more space/room; more study rooms; new building (better natural light) (similar to Med. Tech in Lakewood Campus)

Categories mentioned in Combination Statements:

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<th>Category</th>
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<td>Computers</td>
<td>12 of 26</td>
</tr>
<tr>
<td>Subject Help</td>
<td>2 of 26</td>
</tr>
<tr>
<td>Tutoring</td>
<td>6 of 26</td>
</tr>
<tr>
<td>Appearance</td>
<td>2 of 26</td>
</tr>
<tr>
<td>DVDs/Blue Ray</td>
<td>3 of 26</td>
</tr>
<tr>
<td>Category</td>
<td>Count of 26</td>
</tr>
<tr>
<td>--------------------------------</td>
<td>-------------</td>
</tr>
<tr>
<td>Printers &amp; copiers &amp; scanner</td>
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</tr>
<tr>
<td>Specific Research Books</td>
<td>1</td>
</tr>
<tr>
<td>Space</td>
<td>3</td>
</tr>
<tr>
<td>Furniture</td>
<td>3</td>
</tr>
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<td>Quiet Areas</td>
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<tr>
<td>Books &amp; eBooks</td>
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<tr>
<td>Marketing</td>
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</tr>
<tr>
<td>Practice Tests</td>
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<tr>
<td>Staff &amp; Roving Help</td>
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<tr>
<td>Food</td>
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<td>Workshops</td>
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<tr>
<td>Study Rooms</td>
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<tr>
<td>Time Limit on computers</td>
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</tr>
<tr>
<td>Prohibit sleeping</td>
<td>1</td>
</tr>
<tr>
<td>Activities/Events</td>
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</tr>
<tr>
<td>Textbooks</td>
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<td>Software</td>
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<td>Change Machine</td>
<td>1</td>
</tr>
<tr>
<td>New Building</td>
<td>1</td>
</tr>
</tbody>
</table>
Appendix 2
Student Survey
Venice Campus Student Responses

• “By providing a calm, studious environment for students to come and concentrate on whatever matters at hand.”
• “It could have more study rooms available to students. It could also provide more information about transferring to out of state colleges.”
• “They should offer guided group studies.”
• “Offer more study space/computers.”
• “More computers touch screen and free printing.”
• “I think there should be more instruction on how to use the different facets of the library.”
• “More advanced computer programs. Touch screen computers. Print free.”
• “Library is very good. An Amazing place. Upgrade your movies and more movies.”
• “I think the library already does what needs to be done. Maybe it would be helpful if textbooks were available. Students enjoy the movies as well. A wider selection of the classics and documentaries would be fun.”
• “More computers and more tables to study. More comfortable couches, fresh coffee and snacks, faster laptops, update the nonfiction books; let students be able to pay for printing/copying with change. Have a section devoted to universities, majors, job trends (there are not so many in the Career Center), more magazines to do with various professional fields.”
• “Update the search engine connected to the Library.”
• “More computers. More furniture.”
• “It would be really nice if the library would provide students with free printing. Even if it is not unlimited. Sometimes I have one page to print for class but I don’t have any cash on card to put in machine. It’s just an inconvenience to students because they need to go to the ATM for a page that costs $.10. Instead it costs $3.10 because you have to pay for the ATM fee.”
• “More private study rooms. More Apple products.”
• “More books. Tell the school they need to add a gym.”
• “The library should expand and make more study rooms for our nursing students, or just students in general. The library should be bigger with tons of books and movies. I have a perfect idea for the library to categorize. It should be (for example) one floor all study rooms, then the next floor all books and movies that can be checked out. Next floor should be books that can’t be checked out. And finally, a floor filled with computers. This would make the library a fun, enjoyable place to study and it will be more welcome to the students.”
Appendix 3
LibQual+ Survey

State College of Florida

Contributors
Colleen Cook
McGill University

Fred Heath
University of Texas

Bruce Thompson
Texas A&M University

David Green
Association of Research Libraries

Martha Kyrillidou
Association of Research Libraries

Gary Roebuck
Association of Research Libraries

Association of Research Libraries / Texas A&M University

www.libqual.org
1.7 Library Statistics for State College of Florida

The statistical data below were provided by the participating institution in the online Representativeness section. Definitions for these items can be found in the ARL Statistics: <http://www.arl.org/stat/>. Note: Participating institutions were not required to complete the Representativeness section. When statistical data is missing or incomplete, it is because this data was not provided.

<table>
<thead>
<tr>
<th>Description</th>
<th>Value</th>
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</thead>
<tbody>
<tr>
<td>Volumes held</td>
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</tr>
<tr>
<td>Volumes added during year - Gross</td>
<td>2,998</td>
</tr>
<tr>
<td>Total number of serial titles currently received</td>
<td>389</td>
</tr>
<tr>
<td>Total library expenditures (in U.S. $)</td>
<td>$1,369,529</td>
</tr>
<tr>
<td>Personnel - professional staff, FTE</td>
<td>7</td>
</tr>
<tr>
<td>Personnel - support staff, FTE</td>
<td>6</td>
</tr>
</tbody>
</table>

1.8 Contact Information for State College of Florida

The person below served as the institution's primary LibQUAL+® liaison during this survey implementation.

<table>
<thead>
<tr>
<th>Name</th>
<th>Tracy Elliott</th>
</tr>
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<tbody>
<tr>
<td>Title</td>
<td></td>
</tr>
<tr>
<td>Address</td>
<td>5840 26th St W</td>
</tr>
<tr>
<td></td>
<td>Bradenton, FLORIDA 34207</td>
</tr>
<tr>
<td></td>
<td>USA</td>
</tr>
<tr>
<td>Phone</td>
<td>941-752-5399</td>
</tr>
<tr>
<td>Email</td>
<td><a href="mailto:elliott@scf.edu">elliott@scf.edu</a></td>
</tr>
</tbody>
</table>
2 Demographic Summary for State College of Florida

2.1 Respondents by User Group

<table>
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<tr>
<th>User Group</th>
<th>Respondent n</th>
<th>Respondent %</th>
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<tbody>
<tr>
<td><strong>Undergraduate</strong></td>
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<tr>
<td>First year</td>
<td>79</td>
<td>33.19%</td>
</tr>
<tr>
<td>Second year</td>
<td>59</td>
<td>24.79%</td>
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<td>Third year</td>
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<tr>
<td>Fourth year</td>
<td>5</td>
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<tr>
<td>Fifth year and above</td>
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<td>2.10%</td>
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<tr>
<td>Non-degree</td>
<td>16</td>
<td>6.72%</td>
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<tr>
<td><strong>Sub Total:</strong></td>
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<td>76.89%</td>
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<tr>
<td><strong>Graduate</strong></td>
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<td></td>
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<tr>
<td>Masters</td>
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<td>4.62%</td>
</tr>
<tr>
<td>Doctoral</td>
<td>1</td>
<td>0.42%</td>
</tr>
<tr>
<td>Non-degree or Undecided</td>
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<td>0.00%</td>
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<tr>
<td><strong>Sub Total:</strong></td>
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<tr>
<td><strong>Faculty</strong></td>
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<tr>
<td>Professor</td>
<td>0</td>
<td>0.00%</td>
</tr>
<tr>
<td>Associate Professor</td>
<td>1</td>
<td>0.42%</td>
</tr>
<tr>
<td>Assistant Professor</td>
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<td>0.00%</td>
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<tr>
<td>Lecturer</td>
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<td>0.00%</td>
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<tr>
<td>Adjunct Faculty</td>
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</tr>
<tr>
<td>Other Academic Status</td>
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<tr>
<td><strong>Sub Total:</strong></td>
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<tr>
<td><strong>Library Staff</strong></td>
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<td>Administrator</td>
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<tr>
<td>Manager, Head of Unit</td>
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<tr>
<td>Public Services</td>
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<td>Systems</td>
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<td>Technical Services</td>
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<tr>
<td>Other</td>
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<td><strong>Sub Total:</strong></td>
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<td><strong>Sub Total:</strong></td>
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<td>User Sub-Group</td>
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<td>Population %</td>
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<tr>
<td>First year (Undergraduate)</td>
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<td>Second year (Undergraduate)</td>
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<td>Third year (Undergraduate)</td>
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<td>Fourth year (Undergraduate)</td>
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<td>Fifth year and above (Undergraduate)</td>
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<td>Non-degree (Undergraduate)</td>
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<td>Masters (Graduate)</td>
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<tr>
<td>Doctoral (Graduate)</td>
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<tr>
<td>Non-degree or Undecided (Graduate)</td>
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3. Survey Item Summary for State College of Florida

3.1 Core Questions Summary

This radar chart shows the aggregate results for the core survey questions. Each axis represents one question. A code to identify each question is displayed at the outer point of each axis. While questions for each dimension of library service quality are scattered randomly throughout the survey, on this chart they are grouped into sections: Affect of Service, Information Control, and Library as Place.

On each axis, respondents’ minimum, desired, and perceived levels of service quality are plotted, and the resulting "gaps" between the three levels (representing service adequacy or service superiority) are shaded in blue, yellow, green, and red.

The following two tables show mean scores and standard deviations for each question, where \( n \) is the number of respondents for each particular question. (For a more detailed explanation of the headings, see the Introduction to this notebook.)
2.5  Respondent Profile by Answer to the Question: The library that you use most often:

<table>
<thead>
<tr>
<th>The library that you use most often:</th>
<th>Respondents n</th>
<th>Respondents %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bradenton campus</td>
<td>171</td>
<td>74.35</td>
</tr>
<tr>
<td>Venice campus</td>
<td>59</td>
<td>25.65</td>
</tr>
<tr>
<td>Total:</td>
<td>230</td>
<td>100.00</td>
</tr>
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</table>

2.6  Respondent Profile by Age:

This table shows a breakdown of survey respondents by age; both the number of respondents (n) and the percentage of the total number of respondents represented by each age group are displayed.

<table>
<thead>
<tr>
<th>Age:</th>
<th>Respondents n</th>
<th>Respondents %</th>
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<td>18 - 22</td>
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<td>Over 65</td>
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<td>Total:</td>
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2.7  Respondent Profile by Sex:

The table below shows a breakdown of survey respondents by sex, based on user responses to the demographic questions and the demographic data provided by institutions in the online Representativeness section*. The number and percentage for each sex are given for the general population and for survey respondents.

*Note: Participating institutions were not required to complete the Representativeness section. When population data is missing or incomplete, it is because this data was not provided.

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<thead>
<tr>
<th>Sex:</th>
<th>Population N</th>
<th>Population %</th>
<th>Respondents n</th>
<th>Respondents %</th>
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</thead>
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<td>Female</td>
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<td>Male</td>
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<td>Total:</td>
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<td>Desired Mean</td>
<td>Perceived Mean</td>
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<td>----------------</td>
</tr>
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<td></td>
<td><strong>Affect of Service</strong></td>
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<td>AS-1</td>
<td>Employees who instill confidence in users</td>
<td>6.89</td>
<td>7.83</td>
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<td>AS-2</td>
<td>Giving users individual attention</td>
<td>6.85</td>
<td>7.77</td>
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<td>AS-3</td>
<td>Employees who are consistently courteous</td>
<td>7.48</td>
<td>8.25</td>
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<tr>
<td>AS-4</td>
<td>Readiness to respond to users’ questions</td>
<td>7.18</td>
<td>7.89</td>
<td>8.03</td>
</tr>
<tr>
<td>AS-5</td>
<td>Employees who have the knowledge to answer user questions</td>
<td>7.23</td>
<td>8.10</td>
<td>8.11</td>
</tr>
<tr>
<td>AS-6</td>
<td>Employees who deal with users in a caring fashion</td>
<td>7.38</td>
<td>8.15</td>
<td>8.14</td>
</tr>
<tr>
<td>AS-7</td>
<td>Employees who understand the needs of their users</td>
<td>7.37</td>
<td>7.97</td>
<td>7.97</td>
</tr>
<tr>
<td>AS-8</td>
<td>Willingness to help users</td>
<td>7.35</td>
<td>8.12</td>
<td>8.24</td>
</tr>
<tr>
<td>AS-9</td>
<td>Dependability in handling users’ service problems</td>
<td>7.07</td>
<td>7.93</td>
<td>8.05</td>
</tr>
<tr>
<td></td>
<td><strong>Information Control</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>IC-1</td>
<td>Making electronic resources accessible from my home or office</td>
<td>6.90</td>
<td>7.89</td>
<td>7.71</td>
</tr>
<tr>
<td>IC-2</td>
<td>A library Web site enabling me to locate information on my own</td>
<td>6.95</td>
<td>7.90</td>
<td>7.73</td>
</tr>
<tr>
<td>IC-3</td>
<td>The printed library materials I need for my work</td>
<td>6.94</td>
<td>7.74</td>
<td>7.64</td>
</tr>
<tr>
<td>IC-4</td>
<td>The electronic information resources I need</td>
<td>6.85</td>
<td>7.81</td>
<td>7.64</td>
</tr>
<tr>
<td>IC-5</td>
<td>Modern equipment that lets me easily access needed information</td>
<td>7.24</td>
<td>7.99</td>
<td>7.87</td>
</tr>
<tr>
<td>IC-6</td>
<td>Easy-to-use access tools that allow me to find things on my own</td>
<td>7.09</td>
<td>7.87</td>
<td>7.72</td>
</tr>
<tr>
<td>IC-7</td>
<td>Making information easily accessible for independent use</td>
<td>7.16</td>
<td>7.97</td>
<td>7.98</td>
</tr>
<tr>
<td>IC-8</td>
<td>Print and/or electronic journal collections I require for my work</td>
<td>6.89</td>
<td>7.80</td>
<td>7.60</td>
</tr>
<tr>
<td></td>
<td><strong>Library as Place</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>LP-1</td>
<td>Library space that inspires study and learning</td>
<td>6.83</td>
<td>7.78</td>
<td>7.30</td>
</tr>
<tr>
<td>LP-2</td>
<td>Quiet space for individual activities</td>
<td>6.99</td>
<td>7.87</td>
<td>7.48</td>
</tr>
<tr>
<td>LP-3</td>
<td>A comfortable and inviting location</td>
<td>7.18</td>
<td>7.86</td>
<td>7.64</td>
</tr>
<tr>
<td>LP-4</td>
<td>A getaway for study, learning, or research</td>
<td>7.13</td>
<td>7.89</td>
<td>7.60</td>
</tr>
<tr>
<td>LP-5</td>
<td>Community space for group learning and group study</td>
<td>7.10</td>
<td>7.70</td>
<td>7.54</td>
</tr>
<tr>
<td></td>
<td><strong>Overall:</strong></td>
<td>7.00</td>
<td>7.88</td>
<td>7.73</td>
</tr>
<tr>
<td>ID</td>
<td>Question Text</td>
<td>Minimum SD</td>
<td>Desired SD</td>
<td>Perceived SD</td>
</tr>
<tr>
<td>-----</td>
<td>-------------------------------------------------------------------------------</td>
<td>------------</td>
<td>------------</td>
<td>--------------</td>
</tr>
<tr>
<td></td>
<td><strong>Affect of Service</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>AS-1</td>
<td>Employees who instill confidence in users</td>
<td>2.12</td>
<td>1.59</td>
<td>1.68</td>
</tr>
<tr>
<td>AS-2</td>
<td>Giving users individual attention</td>
<td>2.17</td>
<td>1.71</td>
<td>1.73</td>
</tr>
<tr>
<td>AS-3</td>
<td>Employees who are consistently courteous</td>
<td>1.98</td>
<td>1.30</td>
<td>1.66</td>
</tr>
<tr>
<td>AS-4</td>
<td>Readiness to respond to users’ questions</td>
<td>1.97</td>
<td>1.49</td>
<td>1.61</td>
</tr>
<tr>
<td>AS-5</td>
<td>Employees who have the knowledge to answer user questions</td>
<td>2.00</td>
<td>1.46</td>
<td>1.64</td>
</tr>
<tr>
<td>AS-6</td>
<td>Employees who deal with users in a caring fashion</td>
<td>1.90</td>
<td>1.34</td>
<td>1.52</td>
</tr>
<tr>
<td>AS-7</td>
<td>Employees who understand the needs of their users</td>
<td>1.94</td>
<td>1.54</td>
<td>1.66</td>
</tr>
<tr>
<td>AS-8</td>
<td>Willingness to help users</td>
<td>1.94</td>
<td>1.31</td>
<td>1.37</td>
</tr>
<tr>
<td>AS-9</td>
<td>Dependability in handling users’ service problems</td>
<td>1.99</td>
<td>1.42</td>
<td>1.55</td>
</tr>
<tr>
<td></td>
<td><strong>Information Control</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>IC-1</td>
<td>Making electronic resources accessible from my home or office</td>
<td>2.20</td>
<td>1.66</td>
<td>1.68</td>
</tr>
<tr>
<td>IC-2</td>
<td>A library Web site enabling me to locate information on my own</td>
<td>2.25</td>
<td>1.79</td>
<td>1.71</td>
</tr>
<tr>
<td>IC-3</td>
<td>The printed library materials I need for my work</td>
<td>2.20</td>
<td>1.69</td>
<td>1.85</td>
</tr>
<tr>
<td>IC-4</td>
<td>The electronic information resources I need</td>
<td>2.12</td>
<td>1.61</td>
<td>1.70</td>
</tr>
<tr>
<td>IC-5</td>
<td>Modern equipment that lets me easily access needed information</td>
<td>1.94</td>
<td>1.49</td>
<td>1.56</td>
</tr>
<tr>
<td>IC-6</td>
<td>Easy-to-use access tools that allow me to find things on my own</td>
<td>2.12</td>
<td>1.64</td>
<td>1.70</td>
</tr>
<tr>
<td>IC-7</td>
<td>Making information easily accessible for independent use</td>
<td>1.98</td>
<td>1.42</td>
<td>1.48</td>
</tr>
<tr>
<td>IC-8</td>
<td>Print and/or electronic journal collections I require for my work</td>
<td>2.42</td>
<td>1.76</td>
<td>1.93</td>
</tr>
<tr>
<td></td>
<td><strong>Library as Place</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>LP-1</td>
<td>Library space that inspires study and learning</td>
<td>2.09</td>
<td>1.67</td>
<td>2.04</td>
</tr>
<tr>
<td>LP-2</td>
<td>Quiet space for individual activities</td>
<td>2.15</td>
<td>1.54</td>
<td>1.99</td>
</tr>
<tr>
<td>LP-3</td>
<td>A comfortable and inviting location</td>
<td>1.90</td>
<td>1.65</td>
<td>1.95</td>
</tr>
<tr>
<td>LP-4</td>
<td>A getaway for study, learning, or research</td>
<td>2.14</td>
<td>1.52</td>
<td>1.91</td>
</tr>
<tr>
<td>LP-5</td>
<td>Community space for group learning and group study</td>
<td>2.21</td>
<td>1.99</td>
<td>1.97</td>
</tr>
<tr>
<td></td>
<td><strong>Overall:</strong></td>
<td>1.73</td>
<td>1.22</td>
<td>1.34</td>
</tr>
</tbody>
</table>

Language: English (American)  
Institution Type: College or University  
Consortium: None  
User Group: All (Excluding Library Staff)
3.2 Core Question Dimensions Summary

On the chart below, scores for each dimension of library service quality have been plotted graphically. The exterior bars represent the range of minimum to desired mean scores for each dimension. The interior bars represent the range of minimum to perceived mean scores (the service adequacy gap) for each dimension of library service quality.
The following table displays mean scores for each dimension of library service quality measured by the LibQUAL+® survey, where n is the number of respondents for each particular dimension. (For a more detailed explanation of the headings, see the Introduction to this notebook.) A complete listing of the survey questions and their dimensions can be found in Appendix A.

<table>
<thead>
<tr>
<th>Dimension</th>
<th>Minimum Mean</th>
<th>Desired Mean</th>
<th>Perceived Mean</th>
<th>Adequacy Mean</th>
<th>Superiority Mean</th>
<th>n</th>
</tr>
</thead>
<tbody>
<tr>
<td>Affect of Service</td>
<td>7.21</td>
<td>8.04</td>
<td>8.02</td>
<td>0.81</td>
<td>-0.02</td>
<td>231</td>
</tr>
<tr>
<td>Information Control</td>
<td>6.90</td>
<td>7.83</td>
<td>7.65</td>
<td>0.75</td>
<td>-0.18</td>
<td>231</td>
</tr>
<tr>
<td>Library as Place</td>
<td>6.90</td>
<td>7.79</td>
<td>7.47</td>
<td>0.57</td>
<td>-0.32</td>
<td>230</td>
</tr>
<tr>
<td><strong>Overall</strong></td>
<td><strong>7.00</strong></td>
<td><strong>7.88</strong></td>
<td><strong>7.73</strong></td>
<td><strong>0.74</strong></td>
<td><strong>-0.14</strong></td>
<td><strong>231</strong></td>
</tr>
</tbody>
</table>

The following table displays standard deviation for each dimension of library service quality measured by the LibQUAL+® survey, where n is the number of respondents for each particular dimension. (For a more detailed explanation of the headings, see the Introduction to this notebook.) A complete listing of the survey questions and their dimensions can be found in Appendix A.

<table>
<thead>
<tr>
<th>Dimension</th>
<th>Minimum SD</th>
<th>Desired SD</th>
<th>Perceived SD</th>
<th>Adequacy SD</th>
<th>Superiority SD</th>
<th>n</th>
</tr>
</thead>
<tbody>
<tr>
<td>Affect of Service</td>
<td>1.77</td>
<td>1.25</td>
<td>1.38</td>
<td>1.72</td>
<td>1.36</td>
<td>231</td>
</tr>
<tr>
<td>Information Control</td>
<td>1.84</td>
<td>1.39</td>
<td>1.45</td>
<td>1.81</td>
<td>1.49</td>
<td>231</td>
</tr>
<tr>
<td>Library as Place</td>
<td>1.91</td>
<td>1.42</td>
<td>1.73</td>
<td>2.06</td>
<td>1.76</td>
<td>230</td>
</tr>
<tr>
<td><strong>Overall</strong></td>
<td><strong>1.73</strong></td>
<td><strong>1.22</strong></td>
<td><strong>1.34</strong></td>
<td><strong>1.70</strong></td>
<td><strong>1.34</strong></td>
<td><strong>231</strong></td>
</tr>
</tbody>
</table>
3.4 General Satisfaction Questions Summary

This table displays the mean score and standard deviation for each of the general satisfaction questions: Satisfaction with Treatment, Satisfaction with Support, and Satisfaction with Overall Quality of Service, where \( n \) is the number of respondents for each question. These scores are calculated from responses to the general satisfaction questions on the LibQUAL+® survey, in which respondents rated their levels of general satisfaction on a scale from 1-9.

<table>
<thead>
<tr>
<th>Satisfaction Question</th>
<th>Mean</th>
<th>SD</th>
<th>( n )</th>
</tr>
</thead>
<tbody>
<tr>
<td>In general, I am satisfied with the way in which I am treated at the library.</td>
<td>8.27</td>
<td>1.42</td>
<td>163</td>
</tr>
<tr>
<td>In general, I am satisfied with library support for my learning, research, and/or teaching needs.</td>
<td>7.99</td>
<td>1.38</td>
<td>148</td>
</tr>
<tr>
<td>How would you rate the overall quality of the service provided by the library?</td>
<td>8.10</td>
<td>1.45</td>
<td>231</td>
</tr>
</tbody>
</table>

3.5 Information Literacy Outcomes Questions Summary

This table displays the mean score and standard deviation for each of the information literacy outcomes questions, where \( n \) is the number of respondents for each question. These scores are calculated from responses to the information literacy outcomes questions on the LibQUAL+® survey, in which respondents rated their levels of general satisfaction on a scale from 1-9 with 1 being "strongly disagree" and 9 representing "strongly agree".

<table>
<thead>
<tr>
<th>Information Literacy Outcomes Questions</th>
<th>Mean</th>
<th>SD</th>
<th>( n )</th>
</tr>
</thead>
<tbody>
<tr>
<td>The library helps me stay abreast of developments in my field(s) of interest.</td>
<td>7.17</td>
<td>1.89</td>
<td>133</td>
</tr>
<tr>
<td>The library aids my advancement in my academic discipline or work.</td>
<td>7.44</td>
<td>1.87</td>
<td>140</td>
</tr>
<tr>
<td>The library enables me to be more efficient in my academic pursuits or work.</td>
<td>7.70</td>
<td>1.53</td>
<td>145</td>
</tr>
<tr>
<td>The library helps me distinguish between trustworthy and untrustworthy information.</td>
<td>7.65</td>
<td>1.62</td>
<td>147</td>
</tr>
<tr>
<td>The library provides me with the information skills I need in my work or study.</td>
<td>7.72</td>
<td>1.53</td>
<td>137</td>
</tr>
</tbody>
</table>
3.6 Library Use Summary

This chart shows a graphic representation of library use (both on the premises and electronically), as well as use of non-library information gateways such as Yahoo™ and Google™. Bars represent the frequency with which respondents report using these resources: Daily, Weekly, Monthly, Quarterly, or Never. The table below the chart displays the number and percentage of respondents who selected each option.

<table>
<thead>
<tr>
<th>Frequency</th>
<th>Daily</th>
<th>Weekly</th>
<th>Monthly</th>
<th>Quarterly</th>
<th>Never</th>
<th>N/%</th>
</tr>
</thead>
<tbody>
<tr>
<td>How often do you use resources on library premises?</td>
<td>49</td>
<td>90</td>
<td>46</td>
<td>28</td>
<td>18</td>
<td>231</td>
</tr>
<tr>
<td></td>
<td>21.21%</td>
<td>38.96%</td>
<td>19.91%</td>
<td>12.12%</td>
<td>7.79%</td>
<td>100.00%</td>
</tr>
<tr>
<td>How often do you access library resources through a library Web page?</td>
<td>30</td>
<td>91</td>
<td>51</td>
<td>31</td>
<td>28</td>
<td>231</td>
</tr>
<tr>
<td></td>
<td>12.99%</td>
<td>39.39%</td>
<td>22.08%</td>
<td>13.42%</td>
<td>12.12%</td>
<td>100.00%</td>
</tr>
<tr>
<td>How often do you use YahooTM, GoogleTM, or non-library gateways for information?</td>
<td>161</td>
<td>37</td>
<td>14</td>
<td>7</td>
<td>12</td>
<td>231</td>
</tr>
<tr>
<td></td>
<td>69.70%</td>
<td>16.02%</td>
<td>6.06%</td>
<td>3.03%</td>
<td>5.19%</td>
<td>100.00%</td>
</tr>
</tbody>
</table>
Appendix 4
Faculty-Only Survey via Survey Monkey

Survey Monkey was utilized to provide quantitative data related to the supportive educational role of the library. The total number of faculty responding to the survey was 124. Based upon the results of the survey, the listed percentage totals represent faculty selecting 'always' or 'frequently' to the following areas of interest:

- 48.4% of faculty require students to find, use, and evaluate information from library sources
- 64.5% of faculty require students to critically evaluate information and its sources
- 85.4% of faculty require students to synthesize, utilize and communicate information for a specific purpose
- 61.8% of faculty provide a rubric to guide the student research and final work submission
- 35% of faculty believe students understand and correctly document sources with APA or MLA
- 29.1% of faculty provide a library orientation or library information session
- 59.9% of faculty utilize the library to maintain currency in their area of expertise
- 54.1% of faculty utilize the library to develop their courses
- 28.1% of faculty collaborate with librarians to deliver high quality resources to students

Based upon the data from this survey, the library has the greatest opportunity to support the educational role in the following areas: APA or MLA documentation student classes; library orientations to educate students on library resources; and, increasing collaboration with faculty to embed information literacy in their courses.
Appendix 5
Library Observations

As part of our research methodology we used observation by multiple observers at multiple times of the day and days of the week, at both the Bradenton and Venice library locations. Based upon an analysis of these observations (observation notes in Appendix), the evaluation team was able to ascertain certain recurring themes:

- **Staff assistance** - Library staff provided ongoing assistance to students and faculty regarding a variety of issues (e.g. location of materials, accessing computer programs, etc.).
- **Study habits** - Students were using individual study stations, tables, and study rooms for individual and group study; atmosphere in open library areas appeared to be generally quiet and individualized study, while students using study rooms were generally in groups of two or more, had food, and noise level tended to be much higher.
- **Socialization** - The Café area in the Bradenton Library was used for both socializing and study; the study rooms were also conducive to students communicating actively; most of the conversation that took place was between traditional age students.
- **Security** - Students appeared to feel very secure about leaving their belongings (backpacks, laptops, etc.) at individual workstations and tables, as well as in study rooms, many for long periods of time. However, it is understood by the observers that the Library does not have security cameras or security personnel to monitor areas that are out of sight for Library staff. Depending on time of day, visibility for staff, and lighting, particularly in the upstairs areas, this was a security concern for the Evaluation Committee.
- **Diversity** - The Library appears to be used by traditional, non-traditional, and middle school students (Bradenton campus only); from observations, student use does not appear to be gender specific, with both male and female students using all areas of the Library. Based on
observations most non-traditional students appeared to prefer to use the upstairs individual work station areas for individual studying.

- **Computer usage** - Many students bring their own laptops to use in writing; Library desktop computers were observed to be in use for both personal (checking emails) and academic (writing papers, using software for graphing and charting) purposes.

- **Electronic device issues** - Since many students bring their personal laptops, there appeared to be inadequate electrical outlets to accommodate the number of laptops in use simultaneously; many students seemed to be using battery power.

- **Display areas and special events** - Floor space was being used to set up display tables for various programs and events (e.g. Occupational Therapy program had display tables with poster boards and brochures). There appears to be limited display area for such displays or areas where announcements can be posted (e.g. Poetry Jam arrows had to be posted on small signs).

- **Physical facility issues** - The facilities issues particularly noted were inadequate lighting at certain times of the day and in certain areas, variance in temperature between floors, and lack of storage areas. Students were able to find open computer stations, but those with laptops were limited in plug-in. Printers were noted to be in short supply. The stairway between floors at the Bradenton Library was noted as a potential tripping hazard.
Appendix 6
Library Usage Statistics

Library Services
Library Collections and Use

Mission: The SCF libraries engage students, faculty, staff and community members in the discovery and creation of knowledge.

The libraries provide resources and services that facilitate the research, study, scholarship and intellectual pursuits of the College community. Resources include physical collections of books, movies, magazines, journals and newspapers. Print resources not available in SCF libraries can be borrowed from other libraries through the interlibrary loan program. Digital collections include eBooks, eAudiobooks, digital music, streaming video, eJournals, and proprietary databases/indexes containing the full text of journals, magazines, government documents, radio and television broadcasts, newspapers, legal publications and more.

The librarians provide expert reference assistance and teach information literacy across the curriculum through individualized, online and group library instruction.

Each library offers quiet and collaborative study spaces, group study rooms, presentation practice rooms, computers, printing and copying. Laptops and iPads also are available for checkout by students and can be used to access the wireless network available throughout the buildings.

<table>
<thead>
<tr>
<th>Number of Library Holdings as of June 30, 2012</th>
<th>Bradenton</th>
<th>Venice</th>
<th>Total Collection</th>
</tr>
</thead>
<tbody>
<tr>
<td>Books</td>
<td>72,216</td>
<td>29,062</td>
<td>100,278</td>
</tr>
<tr>
<td>Periodicals (print)</td>
<td>175</td>
<td>85</td>
<td>260</td>
</tr>
<tr>
<td>Video</td>
<td>5,593</td>
<td>3,523</td>
<td>9,116</td>
</tr>
<tr>
<td>eBooks</td>
<td>*</td>
<td>*</td>
<td>*</td>
</tr>
<tr>
<td>eAudiobooks</td>
<td>*</td>
<td>*</td>
<td>3,899</td>
</tr>
<tr>
<td>Streaming videos</td>
<td>*</td>
<td>*</td>
<td>7,371</td>
</tr>
<tr>
<td>eJournals</td>
<td>*</td>
<td>*</td>
<td>4,807</td>
</tr>
<tr>
<td>Databases/Indexes</td>
<td>*</td>
<td>*</td>
<td>124</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Use of Library Collections by Campus 2011-2012</th>
<th>Bradenton</th>
<th>Venice</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Books Circulated</td>
<td>42,974</td>
<td>10,780</td>
<td>53,754</td>
</tr>
<tr>
<td>Videos Circulated</td>
<td>25,898</td>
<td>8,151</td>
<td>30,049</td>
</tr>
<tr>
<td>Faculty Reserves Circulated</td>
<td>6,182</td>
<td>324</td>
<td>6,506</td>
</tr>
<tr>
<td>eBook Downloads</td>
<td>*</td>
<td>*</td>
<td>41,457</td>
</tr>
<tr>
<td>eAudiobook Downloads</td>
<td>*</td>
<td>*</td>
<td>959</td>
</tr>
<tr>
<td>Streaming Video Downloads</td>
<td>*</td>
<td>*</td>
<td>7,371</td>
</tr>
<tr>
<td>Database/Index Searches</td>
<td>*</td>
<td>*</td>
<td>665,402</td>
</tr>
<tr>
<td>Laptop Checkouts</td>
<td>12,489</td>
<td>905</td>
<td>13,394</td>
</tr>
<tr>
<td>Interlibrary Loans</td>
<td>1,058</td>
<td>319</td>
<td>1,377</td>
</tr>
<tr>
<td>Total Usage of Collection</td>
<td>*</td>
<td>*</td>
<td>821,069</td>
</tr>
</tbody>
</table>
Appendix 7
Faculty/Librarian Interventions Matrix

Below is an example of the compiled interventions matrix of faculty. Librarians were asked to interact with each full-time faculty member at all three college locations (Bradenton, Venice, LWR). The libraries administrative assistant created the matrix and provided the names and contacts information for each full-time faculty member. The librarians then contacted those faculty within their assigned liaison areas to determine what opportunities existed for collaboration.

Below is an example of the library mapping information literacy throughout the curriculum. Each librarian worked within their disciplines (Natural Sciences below) to determine which courses embedded information literacy learning objectives assignments.

SCF Libraries Information Literacy Competency Matrix

<table>
<thead>
<tr>
<th>Program/Disline</th>
<th>Course</th>
<th>Performance Standard</th>
<th>Assignments</th>
<th>Rubric</th>
<th>Assessment Method</th>
</tr>
</thead>
<tbody>
<tr>
<td>Natural Science</td>
<td>BSC 1007C Intro to Biology</td>
<td>Integrate current biological research into course activities.</td>
<td>Find a scholarly/peer reviewed article on a current topic in Biology for an assigned lab exercise or project.</td>
<td>Yes</td>
<td>Instructor determined assignment (Peer reviewed journal article).</td>
</tr>
<tr>
<td>Natural Science</td>
<td>BSC 1005C Diversity</td>
<td>Demonstrate basic scientific literacy in Biology.</td>
<td>Students use chapters from E.O. Wilson books.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Natural Science</td>
<td>BSC 1421 Intro to Biotechnology</td>
<td>Analyze and comprehend peer review articles pertaining to novel applications for biotechnology.</td>
<td>Students search for articles in library databases and other scientific resources.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>----------------</td>
<td>--------------------------------</td>
<td>---------------------------------------------------------------------------------</td>
<td>---------------------------------------------------------------------------------</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Natural Science</td>
<td>BSC 2010 Fundamentals of Biology I</td>
<td></td>
<td>Research for Lab Reports; Use Bergey's Manual</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Natural Science</td>
<td>BSC 2011 Fundamentals of Biology II</td>
<td></td>
<td>Research for Lab Reports; Use Bergey's Manual</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Natural Science</td>
<td>BSC 2031 Topics in Biology - Bioethics</td>
<td>Prepare a power point presentation addressing a current bioethical controversy. Present the opposing views. Argue in favor of one side of the controversy.</td>
<td>Students find a scientific journal article every week.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Natural Science</td>
<td>BSC 2419 Emerging Technologies</td>
<td></td>
<td>Jane said this course requires some research</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Natural Science</td>
<td>BSC 2420 Introduction to Biotechnology Methods</td>
<td></td>
<td>Jane said this course requires some research</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Natural Science</td>
<td>BSC 2426 Biotechnology Methods I</td>
<td>Demonstrate <a href="http://scf.edu/CorporateCommunityDevelopment/default.asp">http://scf.edu/CorporateCommunityDevelopment/default.asp</a> an understanding of scientific modeling such as formulas, graphs, tables and schematic drawings.</td>
<td>Jane said this course requires some research</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Natural Science</td>
<td>BSC 2427 Biotechnology</td>
<td></td>
<td>Jane said this course requires some research</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Natural Science</td>
<td>BSC 2435C Intro to Bioinformatics</td>
<td>Read peer-reviewed journal articles and extract data for research purposes.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Natural Science</td>
<td>BSC2822C Intro to Astrobiology</td>
<td>Understand the connection between life forms and their environment.</td>
<td>Final Project requires research paper and poster board on extra-terrestrial life; several short reports requiring library research.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Natural Science</td>
<td>CHM 1022C Chemistry of Everyday Life</td>
<td>Describe the importance of basic consumer chemistry in everyday life.</td>
<td>Some students have been using library resources to find info on a product, like Tylenol, for a class presentation.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Natural Science</td>
<td>CHM 1083C Chemistry for the Consumer</td>
<td>Compare and contrast the chemical and physical changes found in consumer production information.</td>
<td>Some students have been using library resources to find product information.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Natural Science</td>
<td>HSC 1100 Personal Health</td>
<td>Describe current trends in health care providers and delivery systems, compare and contrast various types of health insurance and discuss ways the individual can help control health care costs.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Natural Science</td>
<td>HSC 2200 Community Health Problems</td>
<td>Analyze major trends in personal health care resources including types of personnel and facilities available in a community.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Natural Science</td>
<td>ISC 1004C Interdisciplinary Science</td>
<td>Demonstrate basic literary proficiency in sciences, and be able to make a presentation on any aspects covered in this course.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Natural Science</td>
<td>ISC 1005C Interdisciplinary Science</td>
<td>Demonstrate basic literary proficiency in</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Natural Science</td>
<td>ISC 1141C Earth and Space Science</td>
<td>Use scientific knowledge to make decisions about resources.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Appendix 8
ILAP

SCF Libraries Information Literacy Action Plan

Purpose

College libraries across the country are in the midst of a gradual but dramatic shift, one that reflects significant academic and societal changes. We are responding to a renewed emphasis on student learning, rapidly expanding electronic resources, burgeoning innovative technologies, expanding interdisciplinary studies, distance education, and a refined focus on the structure of knowledge. At the State College of Florida, there is a recognized effort in graduating information literate students. Basic skills and core competencies are no longer sufficient. Our students need to understand the difference between information and knowledge, to become aware of a variety of disciplinary perspectives, and to participate actively in scholarly discourse. In other words, our graduates need to be fully experienced and engaged in all forms of research needed for personal growth, professional success, leadership which makes a difference, and life-long learning.

SCF Libraries have had a solid history of providing a program of strong course-integrated library instruction in support of scholarly research. In fact, this program already incorporates much of what is defined nationally as information literacy. In addition, many information literacy competencies and research skills are increasingly embedded in courses across the curriculum. The time is ripe for an interdisciplinary, coordinated, campus wide dialogue on information literacy and developmental research skills. The SCF Libraries are proposing an Information Literacy Plan

Vision and Goal

To design and implement an innovative information literacy program incorporating face to face and asynchronous instruction, active cross-campus collaboration, and embedded within the framework of SCF’s curriculum and overall mission of academic excellence.

Strategy and Priorities

- To map information literacy as a performance standard in courses throughout the curriculum.
- To identify the information literacy program level performance standards.
- To collaborate with faculty and others to create opportunities for students to enhance information literacy competencies.
- To assess the information literacy competencies of students at the course, program, and institution level.
Mapping

In order to ensure that students have an opportunity to obtain and practice information literacy competencies, these opportunities must be infused throughout the entire college curriculum. Each certificate and degree program should be able to articulate what level of information literacy competency a student should have as they progress through and upon completion of the program.

In the Spring of 2012, librarians were assigned the duty of working with program coordinators and department chairs to identify information literacy course and program performance standards.

**AA/AS**

Anthropology

Meg Hawkins

Arts (Venice) ALSBS

Rhonda Kitchens

Arts

Kirsty Beauchamp

Behavioral Science (Venice) ALSBS

Rhonda Kitchens

Business

Judy Born

Computer Science

Meg Hawkins

Construction Management

Judy Born

Criminal Justice

Meg Hawkins

Early Childhood

Kirsty Beauchamp

Engineering

Judy Born

Health Professions

Mark Marino & Meg Hawkins

History

Mark Marino

Humanities

Mark Marino

International Relations

Mark Marino

Language and Literature

Mark Marino

Letters (Venice) ALSBS

Rhonda Kitchens

Mathematics (Venice) MSTB

Tracey Smith

Mathematics

Judy Born

Natural Science

Judy Born

Nursing

Judy Born & Tracey Smith
<table>
<thead>
<tr>
<th>Program/Field</th>
<th>Instructor(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Paralegal</td>
<td>Meg Hawkins</td>
</tr>
<tr>
<td>Philosophy</td>
<td>Mark Marino</td>
</tr>
<tr>
<td>Political Science</td>
<td>Mark Marino</td>
</tr>
<tr>
<td>Psychology</td>
<td>Meg Hawkins</td>
</tr>
<tr>
<td>Religion</td>
<td>Meg Hawkins</td>
</tr>
<tr>
<td>Science (Venice) MSTB</td>
<td>Tracey Smith</td>
</tr>
<tr>
<td>Social Science (Venice) ALSBS</td>
<td>Rhonda Kitchens</td>
</tr>
<tr>
<td>Sociology</td>
<td>Meg Hawkins</td>
</tr>
<tr>
<td>Student Life Skills (SLS)</td>
<td>Mark Marino &amp; Meg Hawkins</td>
</tr>
<tr>
<td>Teacher Education</td>
<td>Tracy Elliott</td>
</tr>
<tr>
<td>Technology (Venice) MSTB</td>
<td>Tracey Smith</td>
</tr>
<tr>
<td>Technology</td>
<td>Judy Born</td>
</tr>
</tbody>
</table>

**BS/BAS**

<table>
<thead>
<tr>
<th>Program/Field</th>
<th>Instructor(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Early Childhood Education</td>
<td>Kirsty Beauchamp</td>
</tr>
<tr>
<td>Energy Technology Management</td>
<td>Judy Born</td>
</tr>
<tr>
<td>Health Science Administration (HSA)</td>
<td>Mark Marino &amp; Tracey Smith</td>
</tr>
<tr>
<td>Homeland Security</td>
<td>Meg Hawkins</td>
</tr>
<tr>
<td>International Business &amp; Trade (IBT)</td>
<td>Rhonda Kitchens</td>
</tr>
<tr>
<td>Nursing</td>
<td>Mark Marino &amp; Tracey Smith</td>
</tr>
<tr>
<td>Public Safety Administration</td>
<td>Meg Hawkins</td>
</tr>
<tr>
<td>Technology Management (Venice)</td>
<td>Rhonda Kitchens</td>
</tr>
</tbody>
</table>

A matrix to include a list of courses by program and discipline is being developed. This matrix will provide a map of where and when students have opportunities to gain information literacy competencies.
Collaboration between faculty and librarians

The collaboration between faculty and librarians through the development of assignments may achieve course performance standards, increase student comprehension of course subject matter, and enhance information literacy skills. Librarians have intimate knowledge of methods for identifying, collecting, evaluating and using quality information sources that engage students in the research and writing process. Librarians are also experts in the development of assessments for measuring information literacy competencies.

Assessment

Librarians have worked with a number of faculty and departments in the development of rubrics for assessing information literacy competencies. According to Saunders (2011), “assessing student learning requires setting clear and specific goals, possibly through rubrics, that define what a student should know or be able to do at the end of a course, program or other interaction, and then collecting data to measure progress toward those learning goals” (p.155). The college has adopted Information Literacy as one of 6 general education competencies. The assessment of these competencies must be reflected at the college, program, and course level. Librarians will work with faculty and administrators to ensure that student’s information Literacy skills are assessed at all three levels.

Appendix 9
SCF Library Marketing Plan

February 9, 2012

Mission: Why are we creating a marketing plan? How do we intend to implement the plan? What do we envision the plan will look like? Who should we address?

Students, faculty and staff are aware of and use services and resources available to them.

Save time, get better grades

Objectives

- increase student faculty, and staff use of library services
- increase online library use
- increase collaboration with faculty and workshops with students
- communicate our value to the college community
- Position the library as the source for information literacy training

Targeted Groups

Students

- traditional
- non-traditional

Faculty and Department Chairs

- Full and Part-time Faculty
- Provost

Volunteers

Administrators and Department Chairs

Staff

College Board

Foundation Board
Collegiate school

Committees

- provost leadership council
- employee campaign committee
- curriculum development and review committee
- Institutional review board
- Institutional Effectiveness
- general education review committee
- content management system committee
- learning management system committee
- faculty professional development committee
- portal committee
- student engagement committee
- SOLE
- Honors Convocation

Services and Outreach

A. Services

- research
- e-resource training
- Research, archives, and reference
- Virtual Reference
- subject guides
- reading adjunct
- LIS 2004
- Faculty Professional Development classes
- Library Classes (training on library services and resources for career employees)
- Faculty / librarian collaboration
- New Faculty Orientation
- Adjunct Faculty Orientation
- Online teaching certification
- Circulation and ILL
- Reserves
- Equipment circulation
- Instruction
- Family Heritage House Museum
B. Outreach

- Faculty and Professional Development Day and workshops
- Subject specialists
- New Baccalaureate Programs
- College Information and Welcome Booth
- Friday Breakfast Meetings
- Tables at Fall Club Rush and Spring Open House
- Host Author Talks
- Faculty Lecture Series
- Off campus dual-enrollment
- Faculty office visits

Marketing and Promotional Strategies

Message: The SCF libraries engage students, faculty, staff and community members in the discovery and creation of knowledge.

- The libraries provide resources and services that facilitate research, study, scholarship and Intellectual pursuits of our College Community
- The Librarians provide expert reference assistance and teach information literacy across curriculum, through individualized, online and group instruction.
- Each library offers quiet and collaborative study spaces, group study rooms, presentation practice rooms, computers, printing, and copying.

Strategies: Position the library as a destination, making it a vital part of academic and social campus life.

1. Identify and put in place measurement criteria to assess usage and progress
   a. Assess programs and services for effectiveness
   b. web usage (google analytics)
2. Create a positive physical space for the library
   a. greet and engage with library users (get to know them by name)
   b. is the reference desk welcoming?
   c. you want the students to make the library a routine place to come to
3. Engage in enhancing personal relationships with key audiences; cultivate to become advocates
   a. develop relationships with student leadership to reach out to the student body
   b. invite student groups to “study” or use the library (tell them what the library has to offer for their group)
4. Library Champions: Identify and cultivate library champions to better position, promote and support the library in the campus community
   a. ask faculty to spread the word about how the library has helped them and their students
   b. make sure to thank faculty or students for their support
c. invite student leadership groups to the library for “orientation” or a meeting with library staff

5. Create and expand partnerships to grow resources, advocates and service offerings
   a. ask students from fine and performing arts to display art they created in class in the library
   b. work with the Language and Literature department to have their students read their personal work (Poetry Jam)

6. Overall Web strategy: Modify website to make it user friendly and fresh

Tactics and Tools:

1. Use key messages to position the library in all communication materials and interactions.
   Tools: Summary of messages distributed to all library staff for use in writing and conversation about the library. (Tell your story, highlight the importance that you bring to the students, faculty and college)

2. Develop a campaign theme that highlights the value of the State College of Florida. Provide faculty, staff and students perspective.
   Highlight faculty and students and have them share their stories of how they use the library for academics, research, or studying through social interaction.
   Tools: Fliers, blogs, web pages, posters in the library, student orientation, social media

3. Faculty - look at each department; engage with faculty. Let them know what the library has for their subject area and what you can do to help them. (Librarian and Faculty Office Visits)
   Tools: Handouts, library web page just for faculty, welcome package for new faculty, or an open house.

4. Create and Expand Content on the web to engage students and faculty.
   Tools: frequency of blog updates, faculty testimonials with links to their department or visa-versa, have faculty link to the library from their guides, social media (ask students questions, listen to their suggestions)

5. Write a Column in campus newspaper (highlight what the library has to offer)
Tools: list of potential topics and writers. keep it consistent and the readers engaged.

6. Seek feedback from surveys

   Tools: you have a suggestion box, what about an online survey, with focus on the library, the study areas, availability of materials.

Monitor Your Results:

Determine which of your marketing strategies are working and which are not. When a strategy works, repeat it. But if it fails, and you have done it right, drop it.

Bottom of Form
References


American Library Association. In 1989 the American Library Association (ALA) Presidential Committee on Information Literacy issued a final report which defined four components of information literacy: the ability to recognize when information is needed and to locate, evaluate and use effectively the needed information. Retrieved April 5, 2012 from http://www.alan.org/ala/mgrps/divs/acrl/publications/whitepapers/presidential.cfm


