

A photograph of a library bookshelf filled with books, showing the spines of the books and the wooden structure of the shelves.

**Indiana State University
Cunningham Memorial Library**

**“Reinventing the Library”
Project Final Report**

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Executive Summary

Cunningham Memorial Library at Indiana State University developed a multi-faceted project, “Reinventing the Library: Meeting Campus Needs in the 21st Century,” to identify ways to address the changing needs of its user community. Work on the project was facilitated by external consultants Tom Clareson and Liz Bishoff, who led a series of focus groups, panel presentations by nationally-renowned experts in library change, a survey on the impact of library services on students, faculty, and staff, and community review meetings to discuss the findings.

A number of common themes and needs were discovered through the varied research methodologies. While the survey and focus group showed a high level of satisfaction with many of the services from the library, a number of areas were identified where improvements are needed to meet user demands and to help fulfill the Library’s central role in the life of the ISU campus.

The consultants worked with Library Administration to develop a series of priority recommendations and actions for the Library to take to improve its services. Key among these important initiatives:

- Develop a program for print collection reduction and space reallocation to meet current and future student needs.
- Build on the Library’s “leading-edge” thinking in digitization and digital program development, its adoption of many of the service concepts discussed by library change experts both in the library literature and the ISU on-campus presentations, and continue forward-thinking outreach by library faculty and staff to the ISU colleges, programs, and patrons they serve. Realign Library staff from traditional services to higher-impact roles in the delivery of information to campus.
- Work with the ISU Office of Information Technology to improve the Library’s technical infrastructure, through development of digital labs and multi-media centers, smart classrooms, and video conferencing. Partner with OIT and academic departments to address the need for campus-wide approach to data management as mandated by many federal funders.
- Upgrade the Library’s physical facilities. Add electrical outlets to meet the growing demand to power laptop computers and mobile devices and improve the heating/ventilation/air conditioning (HVAC) system. Initiate development strategies for space renovation and upgrades by visiting recently renovated libraries and consulting with library space planners, architects, and librarians on campuses within the state and region who have recently renovated their spaces.
- Market the Library’s services, particularly its unique Special Collections holdings, and continue to build library advocacy and support among students, faculty, and staff.

“I use the term ‘open-ended’ to suggest that our future is neither pre-determined nor predictable: it is, rather, something which lies within our hands, to be shaped and molded by the choices we make at the present time.”

Margaret Mead, 1977
(<http://ala.org/ala/mgrps/divs/acrl/issues/value/futures.cfm>)

Introduction

Indiana State University’s Cunningham Memorial Library is addressing the changing needs of its community through a multi-part project, “Reinventing the Library: Meeting Campus Needs in the 21st Century.” The project, which began in September 2012 with the work of a campus-based task force, has included focus groups, public programs on the changing nature of libraries, a campus-wide Library Impact Survey, and a series of Community Review meetings to discuss all of the forms of research conducted during the project.

ISU Dean of Library Services Alberta Comer developed the project with a number of opportunities for feedback in mind. “This is a campus that has a history of being involved in and talking about change, and we wanted to have as much involvement from our user community as possible,” she noted.

Comer brought in nationally-known consultants Tom Clareson, Senior Consultant for Digital & Preservation Resources for LYRASIS, the largest library service network in the U.S., and Liz Bishoff, President, The Bishoff Group LLC, to implement a wide-ranging set of opportunities to measure student, faculty, and staff opinions on the services and features of the Cunningham Memorial Library.

Within this report, Clareson and Bishoff report on research into the current U.S. Academic Library environment, summarize the results of the November 2012 focus groups and expert panel presentations, excerpt key information and statistics from the February-March 2013 Library Impact Survey, and highlight key discussion topics from the March 2013 Community Review of Research Meetings. The final section of this report provides tactical strategies for moving forward on Library improvements at Indiana State University.

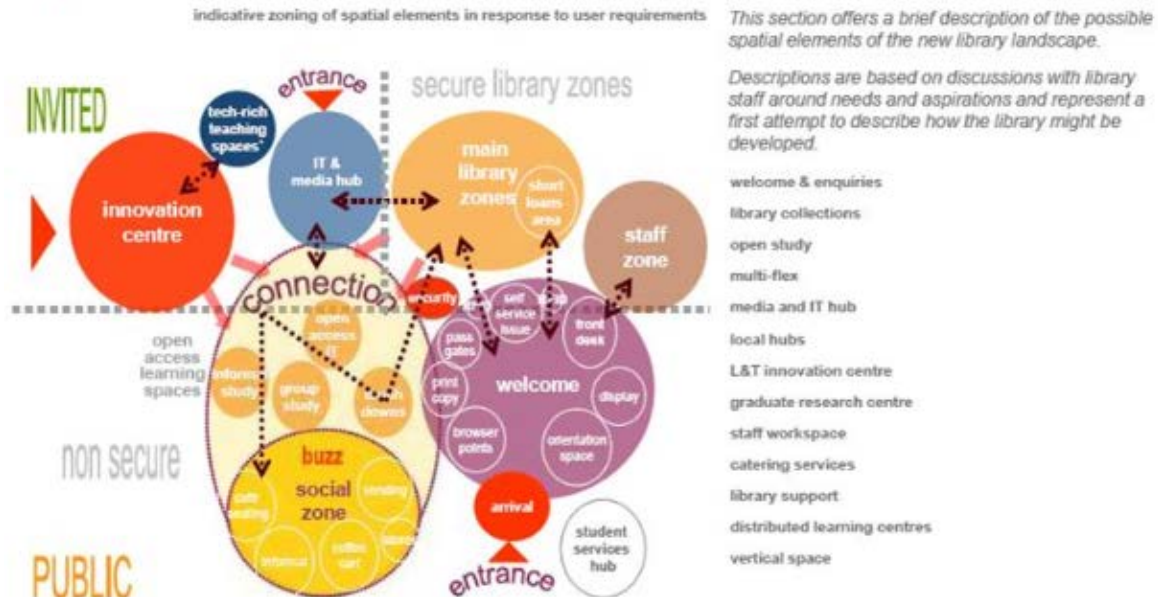
The National Academic Library Environment

The redefining of the academic library in the 21st century is being addressed in every library in the U.S., and, in fact, across the globe. The opportunities and challenges posed by the changing research climate, expanding employer expectations of graduates, unpredictable funding climate, demanding role of technology, new and emerging information resources, changing demographics, library staffing trends, and expectations of the 21st century learner all play into the role of the 21st academic library. Indiana State University has undertaken a year-long study, exploring the local and national information environment, meeting with students, staff and faculty to review current programs and explore future strategies.

For many, the Library is a place—librarians to help answer questions, print collections to support research, space for quiet study. The 21st century Library, however, is a complex environment of print and electronic collections, quiet and group study, a computing and media hub, an environment that brings together a range of learning services that are enhanced by the availability of the collections

and staff to support learning and research services. New roles for the 21st century library include supporting innovation, creating new knowledge based on knowledge of the past merged with new technology, self-publishing, and data curation. The interconnectivity of all the elements are mapped out in this slide from *Redefining the Academic Library: Managing the Migration to Digital Information Services**

spatial elements of the new library



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The transition to the digital library has been underway for nearly 20 years, beginning in the mid-1990s with the growth of the Internet. Academic library leaders, library staff, and the academic community have been engaged in this transition; determining where one is on the continuum and how fast to move along that continuum requires local focus. Each academic library is at a different place on the curve in the variables noted in the graph below—books, journals, space utilization, and staffing. Moving to e-journals is well along to reaching maturity with titles dating back to the 1990s and earlier being available in digital format; migration from print books to e-books is now receiving similar attention spurred by mass digitization projects such as the Google Books Project. As of March 2013, the Hathi Trust reports 10,600,000 volumes (5,600,000 titles) of which 31% are in the public domain †; additional titles are available through the Internet Archive and other national and

* *Redefining the Academic Library: Managing the Migration to Digital Information Services*. 2011 The Advisory Board Company • www.educationadvisoryboard.com • 22852D

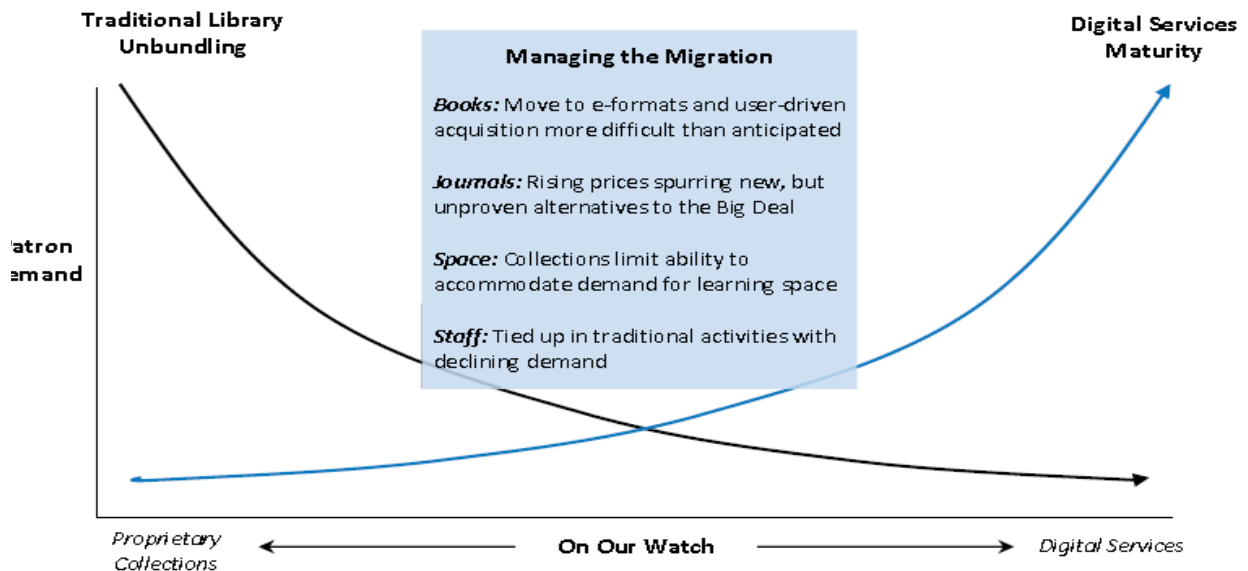
† Hathi Trust, <http://www.hathitrust.org/>

international digitization activities. These efforts however are largely focused on the circulating collections leaving the vast resources in library special collections and archives nearly untouched.

Redesigning library space to respond to new and emerging needs began when broad based personal computing was first introduced in the mid-1990s with the installation of computer labs driven by the demands of learning in the information age. Libraries began removing stacks and rearranging seating to make way for technology usage. 21st century buildings, whether new construction or renovations, are allocating significant space to group and individual study, student support services such as math and writing enrichment centers, media labs, librarian consultation space, expanded space for public programming, and, of course, the coffee shop. Movable furniture (including seating, tables, and whiteboards) that encourages creativity and team work are in demand as well as study rooms, traditional study carrels, and small tables. Lighting, designed for individual work and use of technology, is more bright and cheery. Wireless access and power is ubiquitous.

Straddling Two Eras

Traditional Library Unsustainable, but Digital Services Still Unready for Prime Time



1 The Advisory Board Company • www.educationadvisoryboard.com • 2285.2D

Until there is universal adoption of standards, the sharing of collections will be costly and difficult. In addition to technological issues, the e-book business model is still developing, currently patterned after the print book, one reader/one book; the e-book business models have not evolved to multiple-simultaneous users. The issue of library ownership of e-books depends on the publisher or aggregator's license.

However, the library is facing competition. Historically, libraries have been the primary source of information to support scholarship, teaching and learning. With the emergence of the internet, competitors that can fulfill these information needs have emerged. Search engines, with their massive search capabilities, have become the go-to place for not only undergraduates, but researchers. While library staff may still view the library's website as the first stop for research, in reality, researchers get to the library from general search engines (Google, Bing, Yahoo).

Staffing the transitioning library is one of the biggest challenges. Since the 1990s, academic libraries have, as positions become open, realigned staff from back-room activities (processing and cataloging) to direct public service at the same time they have been absorbing staff reductions due to budget cuts. Many libraries have moved to shelf-ready collections replacing in-house copy cataloging. Since the late 1990s, academic libraries have implemented digitization programs to maximize access to and use of special collections and archives. Staff with new skills for the 21st century library are hired as individuals retire; librarians and library workers are in a mode of continual learning to maximize the potential of the library.

The academic library is positioned to be the heart of the academic community. The physical location of the library is frequently at the center of the campus. “Library as place” has emerged as a strategy for being the heart of the campus, modernizing libraries from warehouses of books to places that support collaborative thinking, innovation, individual research, and a center for student support. The 21st century library has wireless connectivity, ample electrical outlets; is comfortable and flexible; supports collaborative and individual work; integrates academic support services through collaboration with other campus units; and provides for creature comforts.

Repurposing the Warehouse

Top Trends in Next-Generation Library Space Planning



Fewer physical resources



Wireless connectivity
and outlet access



Comfort and collaboration



Integration of academic
support services



Flexibility and modularity



Food and drink

To expand access to library resources beyond the physical space, academic libraries have incorporated mobile technology and social networking. Mobile and tablet applications, readily available, provide access to information resources (e-journals, e-books, and digital collections), as well as access to library hours, meeting room, and computer availability. Libraries also utilize social networking tools such as Facebook, Twitter, and Flickr to meet student and faculty information needs.

In her article, “Some Thoughts for Tomorrow’s Academic Libraries,” Diane Chan identified attributes of a 21st academic library which help to summarize many of the trends highlighted above. “The

library is an inspiring place for study, research and enrichment; it manages collections (print and digital) that are enriched, easily discovered, and accessible; it provides enhanced user oriented service; it develops strategic partnerships to achieve scholarship and attain learning; and, it is staffed with expertise and skills repositioning them for new roles.”

Focus Group Recommendations

To gather input from the ISU community, a series of on-site focus group sessions were conducted. Seventy-five members of the ISU community participated in five focus groups held on November 27-28, 2012. University administrators, library faculty and staff (2 sessions), academic faculty and staff, and students were invited to sessions for each of the communities. The consultants noted that “the amount of data gathered may be the most in any of the focus group projects we have done in the U.S.”

The objectives of the focus group sessions varied slightly, with all groups addressing these questions/themes:

- Identify/discuss what the library of the near future (2013-2018) should look like
- Identify/discuss how the Library can get where it needs to be to provide the best service and best resources for campus
- Identify future usages of the Library
- Identify potential changes in how services are provided.

Across the five groups several common themes emerged; additionally, each group identified needs specific to their community. The following are the areas of common need that the Library should address as the Future of the Library plans are developed:

- **Physical facility:** Over the past several years the Library staff and management have made improvements to the Library, creating the ‘Campus Living Room.’ The lack of a modern facility is a barrier to use. The 21st century library needs to be welcoming (including seating for a range of activities including individual and collaborative work, appropriate furnishings, both quiet study areas and group work areas); provide the technologic infrastructure (including network access and adequate electrical power) to support users and staff and ease of access to the facility (including short term parking for library users).
- **Enhanced learning:** To support 21st century learning, it is recommended that the Library, academic faculty, and technology services work together as new curriculum is developed. The integration of all three elements is key to the technology learning environment. The library liaison program provides a strategy for moving this concept forward.
- **Library as learning place:** In addition to library as place for collaboration, developing the infrastructure to support the creation of content is an emerging role for libraries. The development of multi-media centers/digital labs will support student and faculty repurposing of knowledge; creation of new e-resources including audio/video; digitizing of collections; and support the archiving of digital content. The Library is viewed as an ideal location to support video conferencing, expanded use of digital media, and smart classrooms.

- **Library as Place:** The Library has made significant strides in positioning the Library as one of the centers of campus. By relocating collections, the Library has opened space for collaborative learning and as a center for campus events. The Library is also viewed as a place for quiet study, faculty work with students, etc. The Library needs to examine provisioning of quiet study space while continuing to support collaborative learning.
- **Awareness:** Across all of the focus groups came a recommendation for expanding awareness of library programs and services. Development of a broad-based campus marketing program for the Library should be considered
- **Collaboration:** The Library is seen as a strong campus collaborator highlighted by the library liaison program, inclusion of academic support through the Writing Center, and support for distance learners. Expansion of educational support through the addition of a Math Center and Career Center should be considered.

The complete report of the focus group sessions can be found in Appendix A.

Expert Panel Presentations and Findings

ISU faculty, staff, and students had an opportunity to participate in two programs on November 28, 2012, which brought together two of the leading figures from the U.S. academic library community to discuss and debate how to move libraries forward in this era of constant change. Joseph Lucia, University Librarian at Villanova University in the Philadelphia area, and Rick Anderson, Interim Dean and University Librarian at the University of Utah, provided the audience of over 100 people at noon and afternoon panel presentations held at ISU's Cunningham Memorial Library with a picture of how their libraries are changing services to meet the needs of today's researchers and students. The panel sessions were introduced by Dean of Libraries Alberta Comer and included final commentary by ISU Provost Jack Maynard.

"The library is changing largely because patrons are changing the way they use it," said Anderson. He detailed multiple changes currently being implemented at the University of Utah, including patron-driven acquisition of books (where print books and e-books are purchased based on patron demand), an "E-first" policy where the library's priority is to purchase new materials or replace older materials in e-format if they are available, connections to various sources of digitized material, supporting open-access publications, and a café, "not to keep students coming, but to serve them while they are here." He echoed Dean Comer's comments by stating that "getting lots of input from all levels during the decision-making process" is of the utmost importance in implementing change.

At Villanova "truly transformative change is more difficult than it looks, and takes way longer," commented Lucia. He noted that an important step is to "develop and promulgate a shared vision," because you "can't get there (to your desired goal) unless you have a shared vision of where you want to go." At Villanova, the goal was to establish a "cultural commons," where the Library is the "intellectual and cultural center of the campus," and also a "physical commons" where ideas are shared. The Library also expanded its technical capacity and developed VuFind, an internationally-utilized resource portal which enables users to search and browse through all of the library's resources.

In discussion sessions after their presentations, Anderson and Lucia addressed hot-button issues such as licensing of e-books, development of a knowledge commons utilizing existing space, mergers

of digital and special collections, and development of teams to carry change forward. The ISU audience appreciated these experts' insights, and many ideas from the panels were reflected in conversations with Library administration and staff when Bishoff and Claerson returned to ISU in March 2013 to discuss the findings of the survey and the overall project.

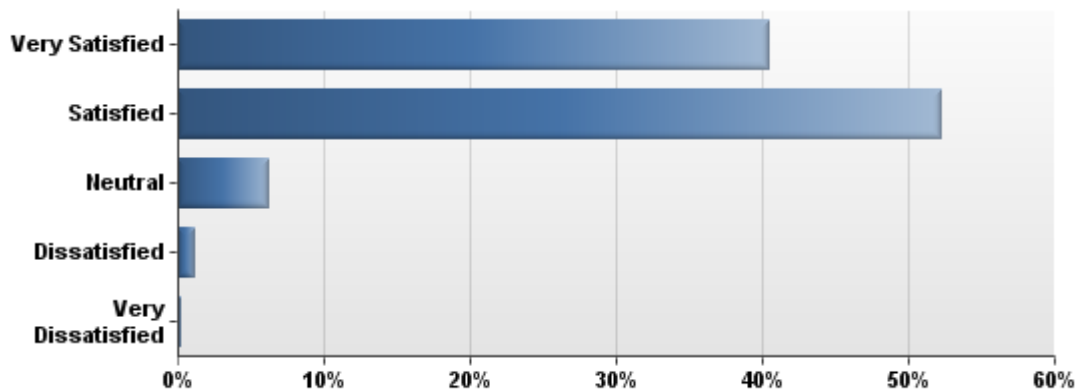
Survey Results

Indiana State University's Cunningham Memorial Library conducted a web-based survey in February-March 2013 as part of the "Reinventing the Library" project. The survey had a good response rate. Survey respondents included 836 undergraduates and graduates from the total ISU population of 11,079, for a return rate of 7.5%. More than one-quarter of ISU's 555 faculty members responded (141 or 25.4%), and 77 of 992 staff (including library staff members) responded, for a 7.7% response rate.

Methodology: In keeping with the ISU campus and Library's tradition of inviting feedback from all members of the community, the survey was distributed to all faculty, students, and staff affiliated with the institution. In on-campus reporting of the survey results in March, 2013, there were a few comments on the self-selected nature of the survey respondents and a perceived low response rate. The consultants mentioned that the response to the ISU survey should be considered good, as response rates for many large-scale market research surveys are often in the 3-5% range, and noted that further research could be completed in the future among a randomly-selected population of ISU students, staff, and faculty, but that the cost and time needed for this type of survey is often prohibitive because of repeated needs to follow-up with targeted survey respondents.

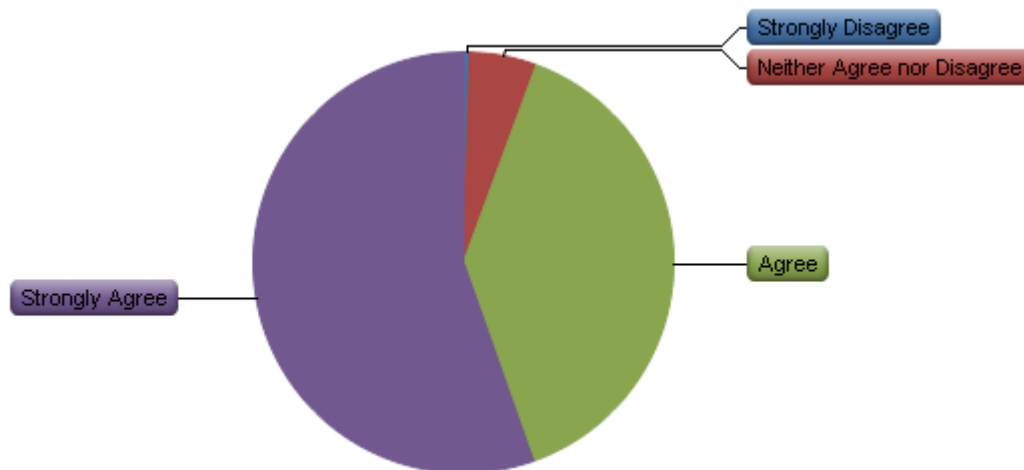
The results of the 2013 Indiana State University Library Impact Survey provide a great deal of positive feedback on the Library's services and activities, but also outlines areas for improvement in Cunningham Memorial Library.

What is your overall satisfaction level with the Library?



Satisfaction with the Library: Among the most positive results was that a combined 92% of survey respondents are either satisfied or very satisfied with the Library. In addition, 94% of the faculty respondents agree or strongly agree that the library has had a positive impact on ISU student success. Students feel that the Library’s services and collections have helped them find information to support research assignments and papers, and to achieve academic success. And, respondents from all user communities (faculty, staff, and students) are highly aware of key library services, such as borrowing books, access to electronic journals and databases, and Writing Center, as well as services such as the Library’s coffee shop. Another positive finding is that almost 90% of the respondents agree or strongly agree that the Library’s website is useful for finding the information the respondents need.

Faculty response to this statement: “The Library has a positive impact on ISU student success.”



Study space: In an interesting finding that is a bit different than national trends, more participants in the survey study alone than engage in group study. Additionally, private study space is ranked higher in importance than group study space. However, while private study space is a service of high interest, satisfaction with this service offering is low-to-middling, showing a need for improvement.

Library Services: Among Library uses, borrowing of materials and use of the Library’s computers, printing services, and copy services is also high, by a user community who physically visit the library most often on a 2-3 times a week basis, between the hours of 9:00 a.m. – 5:00 p.m., and visit the library’s website with the same regularity.

While there was a high satisfaction level with wireless access, building hours, and access to books, articles, videos, and other materials, the answers to service satisfaction and many of the comments accompanying the survey responses showed dissatisfaction with building issues including comfort/temperature and access to electrical power.

Library collections: While ISU is certainly part of the “library digital revolution” (electronic databases, journals in electronic format, the library catalog, and books in electronic format were the most important formats for respondents’ research and classwork, and had high levels of satisfaction), books, journals, and magazines in print format were also highly-rated for use and satisfaction. However, although 30% of respondents suggest that keeping seldom- or never-used books is more

important than using the space for other purposes, a majority are willing to downsize the print collection, as almost two-thirds of the survey participants suggested having fewer books and/or removing underutilized materials from the general collections.

Other areas for improvement: Among the other areas in which the Library can improve is the marketing of some of its services, in particular Special Collections, which had only been utilized by 10% of the survey respondents. Building further awareness and usage of this important resource, which was recognized in many survey comments, will benefit the ISU, Terre Haute, and regional library user and researcher communities.

Distance learning students: While most of the student respondents are taking classes on campus, nearly a quarter are participating in a combination of on-campus and online distance education, and 8% are distance students. Expanding Library services to fully meet the growing needs of these students will be another important Library activity in the next 5-7 years. Additionally, one of the most interesting and important comments received with the survey focused on further provision of services to ISU staff, which could be another area of programmatic growth.

Public programming: In both focus groups and the survey, there was a high level of interest in public programs held at the Library, especially author's talks and seminars. Many distance students commented that they cannot take part in these programs but were interested when they heard about them; might some of these programs be recorded or podcasted so distance students could also have access to the events?

Faculty responses: For faculty, by far the most important library services are providing books and electronic resources in support of research and teaching/student assignments. For this important user group, digital publishing and assistance in managing digital data/collections in support of research are among the most highly-desired future services.

Two comments were indicative of many of the opinions expressed in the open-ended questions within the Library Impact Survey, which were content-analyzed by the consultants:

- “The best thing about the Library is the books, but really close behind that is the excellent and extremely helpful library staff. I get personal, individual help from someone in the library every single week.”
- “I have always been very satisfied with what I have observed and experienced in terms of the Library Dean's, staff's, and faculty's willingness to support student success and specific initiatives that are important to campus. The only reason I rate my overall satisfaction with the Library as “satisfied,” rather than “very satisfied,” is that I wish the campus would recognize the need to improve the physical space of the library and make it a “working showplace” that truly invites and impresses in a way that ensures maximum use.”

In general, the Cunningham Memorial Library at ISU is highly-rated by its user communities of students, faculty, and staff. Continuing to expand highly-utilized online resources, marketing special and lesser-used collections, and providing a more efficient and pleasant physical atmosphere (temperature, electricity, and quiet study areas) are areas on which the Library should concentrate in order to raise satisfaction levels even higher.

ISU Community Review of Research

On March 18-19, 2013, the consultants returned to the ISU campus to hold a series of meetings to present and discuss research findings. Two meetings were held with the Library Dean's Advisory Committee; a meeting was held with the project Task Force (composed of students, faculty members, and University staff, including Library staff); Library staff took part in a discussion session, and the consultants made a public presentation to the ISU community.

Comments, questions, and observations arose from the consultants' presentations:

- What barriers to change have been identified by organizations such as those profiled in the academic library environmental research and the panel presentations?
- Funding for the Library transition—how can it be accomplished?
- What can we do to address the building issues? How do we move forward to renovate the Library; how do we redesign the Library?
- How are the new roles of the Library and librarians, identified in national research, inherent in the definition of a library?
- Why is the library the best organization positioned to lead the change in the ISU information, teaching, and learning environment?
- Any new plans created for the Cunningham Memorial Library need to be flexible as the change of pace in the library environment is very quick.

The meeting participants identified a number of key issues to moving forward:

- Make certain physical space remains flexible and supports collaboration.
- Staff deployment may need to transition with the changing role, services, and physical layout of the Library. Training of library staff/faculty will be important in library faculty and staff acceptance of the Library's, and their own, changing/transitioning roles. One component of moving this part of the project forward is to professionalize student jobs.
- The Library must continue to reach out to its advocates in the faculty, staff, and student communities to gain a broad-based campus buy-in to the new strategy and role of the Library.
- In future development of the Library's technical infrastructure, there is a need to stay current with digitization equipment and technology, especially in the Special Collections area, if it is to become a more widely-used resource on campus, in the community/region, and, through digitization of Special Collections materials, nationally and internationally.
- Since the number of distant students continues to grow, services for these students are of growing importance to the campus and the Library; providing access to remotely-located members of the ISU community will include overcoming issues of copyright management.
- The Library needs to be more incorporated into curriculum development and the teaching and learning process.

Staff was asked to prioritize what they felt were the key issues for the future of the Library. Among the highest-rated issues were:

- Communicating Library needs (“selling the situation”) to the campus so the Library can become part of university future plans.
- Enhancing discovery service capabilities to include support of mobile access.
- Re-appropriating collection space.
- Realigning the Library’s collection budget by reducing overlap in formats for collections. This includes potential movement from ownership to access models for some electronic resources, and attempting to secure perpetual access to others. Also as part of work in this area, the Library needs to further develop strategies to implement demand driven acquisition for print and electronic formats.

Tactical Strategies for Moving Forward

The level of interest in positioning the Library for the 21st century is high, as measured through focus groups, survey results, and meetings and presentations. This final section of the report includes recommendations for carrying forward the momentum from the “Reinventing the Library” study.

- **Reduce the size of the print collection and reallocate space to meet the needs of today’s students and provide flexibility for the students of tomorrow:** Analyze the print collection to look for underutilized materials, materials easily available from nearby libraries, unique collections, etc. Develop a plan on what to keep, what to weed, and what to store offsite or in high density shelving in the Library. This will require broad-based discussion across the campus community. Providing data on circulation trends, particularly on the circulation of collection materials related to specific disciplines, will be helpful in informing the discussions. Building strong support from teaching faculty, University Administration, and the Library Administration for these collection changes is important. While some of the initial movement of collections may be necessitated by the movement of specific campus centers into the Library, the goal of redefining the Library collection is not just removing books, but making sure that users have the materials in the format in which they need them, and that study space (individual and group) is expanded to meet the growing demands noted in the survey and discussions. A potential upcoming statewide project on storage and retention of print journals and materials may allow ISU to partially address this issue in a collaborative manner. An internal “digital overlap analysis,” especially in the Government Documents collection, may also help to frame the strategy for changes to the collection. Many academic institutions across the U.S. are considering storage or disposal of their government document collections in light of increased access to these materials in electronic format. The Library also needs to consider if there are ways to look at other portions of the collection (for instance, the Children’s Book Collection) to see if there are new collaborative models on campus or in the state for storage of and access to these materials.
- **Empower librarians in the colleges and programs in which they serve:** To the question of “why should the Library be central in the changing role of information on the ISU campus,” the organization’s history of cross-campus collaboration, its “leading edge” consideration of such issues as digitization, digital preservation, and data management, and its level of outreach to and satisfaction from the campus community make the Library the central entity in meeting campus needs in the 21st Century. Communicating that the library has adopted some of the forward-thinking concepts presented by the University of Utah’s Rick Anderson and Villanova’s Joe Lucia (such as patron-driven demand and the “e-first” approach to acquisition of new resources and replacement of those of continuing importance) can help to prove the Library’s adherence to best practices in the academic library community.

Continuing to build alliances with groups including the Office of Information Technology to address the challenges of data management for resources both small (collections of art slides) to large (datasets) will be important in the Library retaining its relevance to the ISU campus, and in the development of important, innovative, and highly necessary new pockets of Library service. The management of “big data” is a key area in which faculty strongly believe that the Library can help.

- **Improve the Library’s technical infrastructure by partnering with the Office of Information Technology:** In addition to continuing to improve Cunningham Memorial Library as the place for collaboration, developing the infrastructure to support the creation of content is an important emerging role for the ISU Library. The development of multi-media centers/digital labs can help support student and faculty repurposing of knowledge; creation of new e-resources including audio/video; digitization of collections; and support of digital content archiving. The Library is also viewed as an ideal location to support video conferencing, expanded use of digital media, and smart classrooms.
- **The campus must commit to upgrade the Library’s physical facility:** One of the concerns mentioned most often during the Focus Groups and in the Survey was the need for improvements to the physical structure and systems within the Library building. Of particular note are discomfort caused by the Library’s heating/ventilation/air conditioning system, and the lack of electrical plugs for users to power their computers, telephones, and other mobile devices. Looking at recent models of renovation and construction projects which have addressed issues such as these are important, whether it means “field trips” to the institutions which have most recently undertaken these projects or bringing in guest speakers. Nearby examples of institutions tackling these issues in recent projects include Ball State, Purdue University, and Ohio State University; additionally, many programs from library groups such as the Association of College and Research Libraries (ACRL) are focused specifically on these issues. Bringing in library designers and architects to campus to determine the changes needed to modernize the building, and costs of those changes are important steps to address user concerns.
- **Realign Library staff from low impact (traditional) services to higher impact roles in the delivery of information to campus:** As discussed in the “library environment review,” there is a trend of reallocation of staff to work with digital resources. Striking a balance of staff working with traditional and digital collections, and with collections vs. public service issues, is an issue to be discussed both among library leadership and to be further explored with members of the Library’s user community. Cunningham Memorial Library must, however, be sure not to harm the excellent reputation the library faculty and staff have for customer service, as evidenced in survey results and comments. Bringing in experts in organizational change may be useful as these individuals can recommend specific strategies for coping with change.
- **Increase the services the Library provides to Distance Education programs, instructors, and students:** The growing population of distance or “hybrid” (those who take both distance and on-campus classes) students at ISU calls for an expansion of services to this patron population segment. From “add-on benefits” such as providing video streaming of author talks and other Library-based public programs to distance students to consideration of repurposing space for a dedicated commuter student lounge/study area, one way to continue to gather the important opinions of this growing segment of Cunningham Memorial

Library's user population is to convene both virtual and on-campus focus groups of distance students two to three times a year to learn more about their needs.

- **Market the Library's value and return on investment (ROI) to the campus and the community:** Although awareness of Library services was high among the Library Impact Survey respondents, marketing all Library programs and services can help to build/strengthen the network of student, faculty, and staff "library advocates" in colleges and departments across the campus. In particular, marketing the services and rich collections of ISU Library's Special Collections Department can help to increase the awareness and use of these important collections. And, to create demand virtually for Special Collections, as well as for on-site use, enhancing the technology for service delivery from this department should be a priority activity for the Library.

Appendix A: Focus Group Report

Executive Summary:

As part of the Indiana State University's Future of the Library planning project, a series of 90-minute in-person focus group sessions were held in November 27-28, 2012 involving Library faculty and staff, University administrators, academic faculty and staff, and ISU students. While the objectives of the focus group sessions varied slightly with each group, all groups addressed the following questions:

- Identify/discuss what the library of the near future (2013-2018) should look like.
- Identify/discuss how the Library can get where it needs to be to provide the best service and best resources for campus.
- Identify future usages of the Library
- Identify potential changes in how services are provided.

Several common themes emerged across the five groups. In addition, each group identified needs specific to their community. The following are the areas of common need that the Library should address as the Future of the Library plans are developed:

- **Physical facility:** The lack of a modern facility is a barrier to use. The 21st century library needs to be welcoming (including seating for a range of activities including individual and collaborative work, appropriate furnishings, both quiet study areas and group work areas); provide the technologic infrastructure (including network access and adequate electrical power) to support users and staff and ease of access to the facility (including short term parking for library users.)
- **Enhanced learning:** To support 21st century learning, it is recommended that the Library, academic faculty, and technology services work together as new curriculum is developed. The integration of all three elements is key to the modern learning environment. The library liaison program provides a strategy for moving forward this concept.
- **Library as learning place:** Developing the infrastructure to support the creation of content is another emerging role for libraries. The development of multi-media centers/digital labs will support student and faculty transition to digital content; creating new e-resources including audio/video; digitizing of collections; and supporting the archiving of digital content.
- **Library as Place:** The Library has made significant strides in positioning itself as one of the centers of campus. By relocating collections, the Library has opened space for collaborative learning and as a center for campus events. The Library is also viewed as a place for quiet study, faculty work with students, etc. The Library needs to examine provisioning of quiet study space while continuing to support collaborative learning.
- **Awareness:** Across all of the focus groups came a recommendation for expanding awareness of library programs and services. Development of a broad-based campus marketing program for the Library should be considered.
- **Collaboration:** The Library is seen as a strong campus collaborator highlighted by the library liaison program, inclusion of academic support through the writing center, and support for

distance learners. Expansion of educational support through the addition of a Math Center and Career Center should be considered.

The consultants wish to thank members of the Indiana State University Library staff and management and the Future of the Library Task Force for their support and guidance. A special thanks to Dr. Daniel J. Bradley, Indiana State University President and Dr. C. Jack Maynard, Provost and Vice President for Academic Affairs.

Introduction: As part of the Indiana State University's Future of the Library planning project, a series of five 90- minute in-person focus groups sessions were held in November 27-28, 2012 involving Library Faculty and Staff, University Administrators, Academic Faculty and Staff, and ISU students. More than 75 individuals from across the ISU campus participated in one of the five focus groups conducted by project consultants Liz Bishoff, The Bishoff Group and Tom Claeson, LYRASIS. The objectives of the focus group sessions varied slightly with each group however all groups address the following:

- Identify/discuss what the library of the near future (2013-2018) should look like.
- Identify/discuss how the Library can get where it needs to be to provide the best service and best resources for campus.
- Identify future usages of the Library.
- Identify potential changes in how services are provided.

The results of these focus group sessions will inform the planning process for ISU's Cunningham Memorial Library. A campus-wide survey, conducted in January, 2013 will expand on the issues identified through the focus groups. The results of the survey and focus group sessions, along with a review of national reports on the future of academic libraries will form the foundation of the final report to the Task Force.

Methodology: The University Library extended invitations to the targeted communities, Library faculty and staff, University administration, academic faculty and staff, and ISU students to participate in the 90 minute focus group sessions. Discussion guides were prepared for each community and approved by the Task Force. These guides were distributed to the participants in advance of each session to allow the participants' time to consider the questions, as well as gather input from colleagues. Bishoff and Claeson facilitated each session, providing project background, reviewing project objectives, and recording the participant contributions.

Common key points:

What is the current role of the ISU Library? How is the Library currently used?

Focus group participants were easily able to identify the role of the ISU Library. Of the many responses, the most common included:

- Providing information services, course reserves, ILL service, access to electronic resources, reference instruction
- Serves as a place to study, has individual meeting rooms, graduate carrels, a place for students and faculty to meet
- Place to hang out, work on group assignments
- Source of recreational reading, listening and viewing
- Sponsor and location of campus events that are attended by campus community as well as the larger Terra Haute community
- Computer lab and printing services
- Laptops for in library use

The Library is:

- "A mash-up of services—technology, people resources; a safe place."
- "[Library] develops new services supported by new technology."
- "...supports personal interests as well as scholarly."

- “Place to get help finding information, trouble shoot, technology assistance, help with writing.”

What are the most important services offered by the Library?

Library faculty/staff and the campus community were asked to describe the most important services offered. In general, there is a match between the groups:

Library identified services:

- Access to electronic resources
- Digital conversion services
- Materials to support classroom instruction—course reserves, ILL, etc.
- Information literacy instruction at classroom and personal level
- Place to study
- Place to get printed copies made
- Place for commuter students to come
- Assist faculty/students with archiving their materials
- Access to appropriate resources regardless of format
- Provide computer access for students 24/5

Campus community identified services:

- “Is the Library a service or a building—answer is yes.”
- “There is so much information out there, it’s overwhelming for students who look for instant gratification, have to deliver information where students want it”
- Important to be able to hold view of history; do that through special collections. Library hasn’t done a good job of promoting special collections
- Extended hours—24/5 should be extended to 24/7. Need longer hours on weekends
- Virtual library tutorials—how to use the library databases
- Journal access
- Library is gateway to audio-visual services—documentaries, non-fiction
- Event sponsorship

What is your experience with the library—services, collections, staff?

Overall, the experience with the Library, its service, staff and collections was highly rated by all focus group participants. Staff is viewed as knowledgeable, pleasant and helpful. Faculty and administration offered favorable comments regarding the role of the library’s department liaisons, with particular focus on the role they play as faculty create and enhance curriculum, in support of student research, and in providing instruction in library resources. “I know I can call [my liaison]...the role is an important one.”

One of the Administrators noted, “[The] lack of complaints about the library says they are doing a good job. Online support for the ability to get what is needed is good, and access to resources is great.”

Library staff members are viewed as:

- Patient
- Provide great support for international students
- Staff is proactive—they ask how they can help
- Library is offered for events

Participants noted that the Library is very cooperative and provided examples of library support of the new campus-wide laptop program and development of the commuter student lounge.

Library services: Library services are viewed favorably. One participant stated, “[I] never found I can’t get what I need—amazing that the whole world is available to us.” Across the groups, the participants indicated that the Library was:

- Open, inviting and welcoming
- Destination for cultural events and activities
- “Becoming a major component of student services”
- “Don’t give out so much information [library instruction] at one time, provide pamphlets that tell users what do, a basic list of what the library provides”
- Better promotion of library programs, library services, library events
- Book drop is often closed, not convenient to return books
- Book bags when you check out a lot of books would be helpful
- “Library orientation and tours should support awareness-building of library services”
- “Library is a destination for cultural events and activities; a lot of local community involvement”
- Distance student support—building sense of community, support information needs
- “Research support is strong, responsive delivery of materials via email”
- “Writing center in the library was a great move, cooperative endeavor”
- “[I’m] surprised how comprehensive and accessible and seamless everything is’

It was noted throughout the sessions that there is a need to increase the effort put toward building awareness of library services:

- “Students are not aware of the many services the library has.”
- In one group participants commented that “student use seems to be low” and they wished there was a “way to get their students to use the library more”.
- New faculty orientation includes a library component; it was reported as the highest rated session.

Facilities: Many participants commented on the Library facilities. The most common comments surround lack of electrical power outlets, heating and cooling conditions, disappearance of the quiet floors. “...It is difficult to study or hold a meeting with students because of the noise.” Several participants noted that the library has moved the collections around recently, and it has been difficult to locate materials.

- “Good to be able to talk with others, but students playing loud music, dancing by the tables on the quiet floors”
- “Pushing social scene too much, library needs to be a place to study”
- Collections: There was enthusiastic support for access to online resources as expressed by one participant “I’m surprised how comprehensive, accessible and seamless everything is.” “I’ve never found I can’t get what I need—it’s amazing that the whole world is available.” Other participants noted difficulty with the online catalog, indicating that it will say that materials are on the shelf, and they aren’t. “Finding things is time consuming; it’s not easy to use the online resources.” There was also support for more purchase on demand.

What changes need to be made in the next 5 years?

The Library's physical plant continues to be mentioned as where future changes are needed.

Recommendations included:

- More study space, individual study rooms with better sound proofing.
- Improved lighting
- Rewire electrical power, more outlets and safer outlets
- New carpet
- Improved HVAC
- New paint

As the Library has increased the space for group work, it has reduced the quiet space. The issue of a lack of quiet space was mentioned during every session. "The Library is open to the public and over half of the people using the computers are the general public. Two people actually got into an open argument over the computers. People are loud and don't get reprimanded." Another participant suggested, "[The Library] should cater to the students who pay for it. People are playing games on computers; look at asking non-academic users to give way to students with research needs." Participants indicated that there is inadequate sound proofing in the individual study rooms and the group study rooms.

Several participants suggested a new library building.

Technology needs include:

- Wireless that is consistently available
- Install new public computers, better scanners, find a way to get copy machines that integrate with printer service
- Copiers that are easier and more economical
- More electrical outlets, safe outlets

What is the role of the library in the future?

Focus group participants provided both general comments as well as specific recommendations.

Administrative participants viewed the Library as "assisting in transitioning the entire university into use of digital technology..." Academic faculty suggested, "Integration of library with curriculum planning; partner with faculty as courses are planned."

The general comments on the future direction of the Library included:

- The Library should be a leader in collaborative partnerships, strategic new partnerships; leverage access to information for everyone
- Industrialization of library—should outsource selection
- Information can be crowd-sourced, have reviews created by users like Amazon does
- Role of the library will be to create meaning and make connections. Help you find what you need to know
- Proactive—instill entrepreneurial spirit on campus
- Need to push out to the consumer the uses of new technology
- Support open access—role of library in university in moving to free access
- Focus on what we can do; don't try to do everything

- Partner with campus organizations to achieve goals, [add a] math center, career center
- Next 3-5 years expect to still use the physical collections
- Develop an awareness program about the library's services
- Redefine library as learning space, a place to create books, multi-media etc.

Specific recommendations included:

- Wider option of e-books, download e-books to Kindle and other devices
- Centralize collections, such as music scores. Indiana University has their music collections together
- Library as keeper of free courseware
- Library should have experts in information brokering
- Leadership in digital archiving.
- Need help in analyzing information is what you've found good information?
- Librarians will need new expertise in the future—rights management, connecting with strategic partners; need staff that can support this.
- “The library is a conduit. It is comparable to the 16th century pub; it is a vehicle for synthesis and new knowledge.”
- “Library has evolved into place students come to, as well as holder of information. It's the campus living room. Library permeating campus—student services should be integrated into campus. How do we continue to drive that home?”
- Make e-books part of program—this integrates well with the campus laptop strategy
- Work with publishers to create customized e-books, integrate articles with chapters of books. Book store does some of this, but need a different approach.
- Virtualize services—have a virtual version of all services
- “85% of content is from personal networks. How does the library become part of personal learning network? I collect and curate my own collection. How do we put a meta-layer on top of everything?”
- Where is the library in terms of the semantic web?
- Self-checkout
- Make collection that's housed in the Education Department a part of the Library, a branch of the Library
- Provide research support center for graduate students, help with running statistical analysis, like CIRT which is now gone

One participant asked, “What will the next generation need in a library facility? Books will be covered in dust.”

What makes the Library inviting?

The ISU Library in general is viewed as a friendly, inviting place. The integration of learning support services, such as the Writing Center, is favorably received. It was recommended that additional centers such as a math center, career center, and graduate support center be added. The participants focused many of their comments on the library physical plan, recommending comfortable furniture, creating an open environment, and support of distance learning with emerging technology.

- Friendly helpful staff
- Consistent access to electronic services including printing
- Writing Center

- Study areas
- Soft comfortable furniture
- Events
- Upgrade the furniture in the commuter lounge
- “Remodeling from the sidewalk in—landscaping that’s appealing not overgrown”
- Open environment—glass walls, half walls, “Rose Hulman is a good example.”
- Clean, healthy environment
- Distance learning service—use of smart classrooms, video conferencing

Recommendations for moving forward: In order to move forward, the Task Force needs to address the following issues which appeared as common themes in the discussion of all five focus groups:

- **Physical facility:** Over the past several years the Library staff and management have made improvements to the Library, creating the ‘Campus Living Room.’ The lack of a modern facility is a barrier to use. The 21st century library needs to be welcoming (including seating for a range of activities including individual and collaborative work, appropriate furnishings, both quiet study areas and group work areas); provide the technologic infrastructure (including network access and adequate electrical power) to support users and staff and ease of access to the facility (including short term parking for library users.)
- **Enhanced learning:** To support 21st century learning, it is recommended that the Library, academic faculty, and technology services work together as new curriculum is developed. The integration of all three elements is key to the modern learning environment. The library liaison program provides a strategy for moving forward this concept.
- **Library as learning place:** In addition to library as place for collaboration, developing the infrastructure to support the creation of content is an emerging role for libraries. The development of multi-media centers/digital labs will support student and faculty transitioning to digital technology; creation of new e-resources including audio/video; digitizing of collections; and supporting the archiving of digital content.
- **Library as Place:** The Library has made significant strides in positioning the Library as one of the centers of campus. By relocating collections, the Library has opened space for collaborative learning and as a center for campus events. The Library is also viewed as a place for quiet study, faculty work with students, etc. The Library needs to examine provisioning of quiet study space while continuing to support collaborative learning.
- The Library is viewed as an ideal location to support video conferencing, expanded use of digital media, and smart classrooms.
- **Awareness:** Across all of the focus groups came a recommendation for expanding awareness of library programs and services. Development of a broad-based campus marketing program for the Library should be considered
- **Collaboration:** The Library is seen as a strong campus collaborator highlighted by the library liaison program, inclusion of academic support through the writing center, and support for distance learners. Expansion of educational support through the addition of a Math Center and Career Center should be considered.

Appendix B: Focus Group Discussion Guides

Library Staff Focus Group Questions November 27, 2012

Introduction and process agreement

- Welcome and introductions
- Project Purpose:
 - Lead the library and campus in a frank discussion about the library and the changing needs of campus constituents.
- Project Objectives:
 - Identify the future services and information needs of the campus
 - Identify/discuss what the library of the near future 2013-2018 should look like.
 - Identify how use of the library will change in the next 5 years
 - Identify/discuss strategies the Library can employ to give the best service and provide the best information resources for campus.
- Process agreement

Discussion Questions

- What do you see as the role of the library on campus?
- What do you think are the most important services that the library provides?
- What changes do you think need to be made in the library in the next 5 years?
- What are things that 'invite' people to the library?
- If the library received a 10% budget increase what should it be used for?
- What areas of library service do you feel you need to educate or advocate for with the campus?

Student Focus Group Discussion Questions November 27, 2012

Introduction and process agreement

- Welcome and introductions
- Project Purpose:
 - Lead the library and campus in a frank discussion about the library and the changing needs of campus constituents.
- Project Objectives:
 - Identify student information needs—services and resources
 - Identify/discuss what the library of the near future (2013-2018) should look like.

- Identify/discuss how the Library can get where it needs to be to provide the best service and best resources for campus.
- Identify future usages of the Library
- Identify potential changes in how services are provided.
- Process agreement

Discussion Questions

- What are your information needs? Where do you go to find information to support your studies?
- When was the last time you used the library?
- What do you use the library for?
- What are the most important services the library provides? What are the strengths and weaknesses of the services?
- What is your experience with ISU Library staff, collections and services?
- Where do you see getting information in the future?
- What services should the library offer in the future?
- What are your technology needs?
- What are things that 'invite' people to the library?

Faculty & Staff Focus Group Discussion Questions November 28, 2012

Introduction and process agreement

- Welcome and introductions
- Project Purpose:
 - Lead the library and campus in a frank discussion about the library and the changing needs of campus constituents.
- Project Objectives:
 - Identify/discuss what the library of the near future (2013-2018) should look like.
 - Identify/discuss how the Library can get where it needs to be to provide the best service and best resources for campus.
 - Identify future usages of the Library
 - Identify potential changes in how services are provided
- Process agreement

Discussion Questions

- Background: What is your experience with Library staff, collections and services?
- What information resources and services do you need to support your teaching and learning? To support your research?
- Where are you getting information resources to meet your needs? Where do you see getting information in the future?
- How does the library currently meet your information needs? What services should they offer in the future?

- What improvements could/should be made to library services? What new services should be explored?
- What are the most important services the library provides to you and to your students?
- What do you believe is the overall impact of the library on campus?
- What do you see as the role of the library on campus today and 5-10 years from now?
- How can the library further enhance teaching and learning?
- Who do you contact regarding secondary research services?
- What are things that 'invite' people to the library?

Administrator Focus Group Discussion Questions

November 28, 2012

Introduction and process agreement

- Welcome and introductions
- Project Purpose:
 - Lead the library and campus in a frank discussion about the library and the changing needs of campus constituents.
- Project Objectives:
 - Identify/discuss what the library of the near future (2013-2018) should look like.
 - Identify/discuss how the Library can get where it needs to be to provide the best service and best resources for campus.
 - Identify future usages of the Library
 - Identify potential changes in how services are provided.
- Process agreement

Discussion Questions

- Background: What is your experience with Library staff, collections and services?
- What do you see as the role of the university library today and 5-10 years from now?
- What are the most important services the library provides?
- How can the library further enhance teaching and learning?
- What do you believe is the overall impact of the library?

Appendix C: Library Impact Survey Report

Executive Summary

Indiana State University's Cunningham Memorial Library conducted a web-based survey in February-March 2013 as part of its large-scale project, "Reinventing the Library: Meeting Campus Needs in the 21st Century." The overall project includes a series of focus groups, two public programs, and this survey of ISU faculty, staff, and students to determine current Library usage trends and future needs. The survey had an excellent response rate. Survey participants included 836 undergraduates and graduates from the total ISU population of 11,079, for a return rate of 7.5%. More than one-quarter of ISU's 555 faculty members responded (141 or 25.4%), and, including library staff members, 77 of 992 staff responded, for a 7.7% response rate. A copy of the instrument is attached as Appendix D.

The 2013 Indiana State University Library Impact Survey provides a great deal of positive feedback on the Library's services and activities, but also outlines areas for improvement in Cunningham Memorial Library. Among the most positive results was that a combined 92% of survey respondents are either satisfied or very satisfied with the Library. In addition, 94% of the faculty surveyed agree or strongly agree that the library has had a positive impact on ISU student success. Students feel that the Library's services and collections have helped them find information to support research assignments and papers, and to achieve academic success. And, respondents from all user communities (faculty, staff, and students) are highly aware of key library services, such as borrowing books, access to electronic journals and databases, and the Writing Center, as well as services such as the Library's coffee shop. Another positive finding is that almost 90% of the respondents agree or strongly agree that the Library's website is useful for finding the information the respondents need.

There was a high satisfaction level with wireless access, building hours, and access to books, articles, videos, and other materials. However, answers to service satisfaction and many of the comments accompanying the survey responses showed dissatisfaction with building issues including comfort/temperature and access to electrical power. Among the other areas in which the Library can improve is the marketing of some of its services, in particular Special Collections, which had only been utilized by 10% of the survey respondents. Additionally, electronic databases, journals in electronic format, the library catalog, and books in electronic format were the most important formats for respondents' research and classwork, and had high satisfaction levels, but books, journals, and magazines in print format were also highly-rated for use and satisfaction.

While most of the student respondents are taking classes on campus, nearly a quarter are participating in a combination of on-campus and online distance education, and 8% are distance students. Expanding Library services to fully meet the growing needs of these students will be another important Library activity in the next 5-7 years. For faculty, by far the most important library services are providing books and electronic resources in support of research and teaching/student assignments. Digital publishing and assistance in managing digital data/collections in support of research are among the most highly-desired future services by faculty respondents. Additionally, further provision of services to ISU staff could be another area of programmatic growth.

In general, the Cunningham Memorial Library at ISU is highly-rated by its user communities of students, faculty, and staff. Continuing to expand highly-utilized online resources, marketing special collections, and providing a more efficient and pleasant physical atmosphere (temperature, electricity, and quiet study spaces) are areas on which the Library should concentrate in order to raise satisfaction levels even higher.

Introduction

As part of a large-scale project, “Reinventing the Library: Meeting Campus Needs in the 21st Century,” which included a series of focus groups and two public programs, Indiana State University Cunningham Memorial Library conducted a web-based survey between February 8-March 1, 2013 of ISU faculty, staff, and students to determine current usage trends and future needs.

The survey had an excellent response rate for the large size of its audiences. Among students, 836 undergraduates and graduates of a total population of 11,079 responded, for a return rate of 7.5%. Over one-quarter of 555 faculty members responded (141 or 25.4%). And, including library staff members, 77 of 992 staff responded, for a 7.7% response rate. These represent good rates of response when compared to many market research and other large-scale surveys. While the total number of respondents represents less than 10 percent of the campus population, and may represent those who have strong enough opinions about the Library to voice an opinion, the overall Library Impact project has also utilized focus groups to gain additional feedback, and many of the trends included in this report can be seen at other academic libraries around the country in national or individual-institution library service assessments.

This report summarizes the findings of the survey and makes recommendations for future actions to improve library services and their impact.

Library Usage

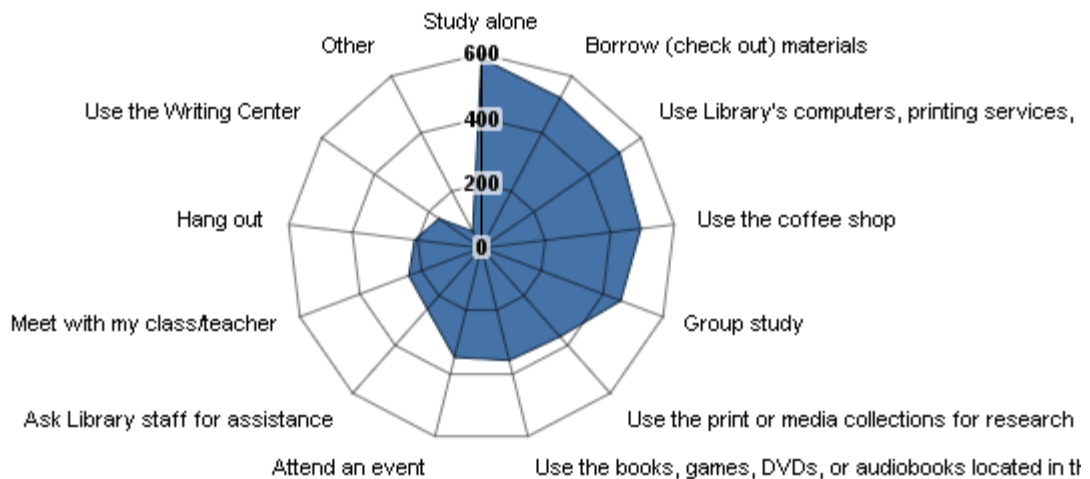
To begin the survey, all respondents were asked, on average, how often they physically visit the Cunningham Memorial Library during the semester. The majority of the answers showed a high level of usage. One-quarter of the respondents (283 or 25%) visit the library two or three times a week; 167 or 15% visit two or three times a month; 163 or 14% visit daily; and 155 or 14% visit once a week. A smaller number of respondents visit more infrequently (once a month, 2-3 times a semester, once a semester) and only 77 respondents or 7% reported (a great majority of which were distance education students) never having visited the library.

Figure 1: How often do you physically visit the Cunningham Memorial Library during the semester?



ISU community members engage in a wide variety of activities when they are in the library. Survey respondents were asked to indicate all of the activities they are involved in; among the top responses were:

Figure 2: What kind of activities do you do while in the Library?



- Study alone (587 or 57%)
- Borrow (check out) materials (524 or 51%)
- Use the Library's computers, printing services, and/or copy services (519 or 50%)
- Use the coffee shop (498 or 48%)
- Group study (460 or 40%)
- Use the print or media collections for research and course related work (366 or 35%)

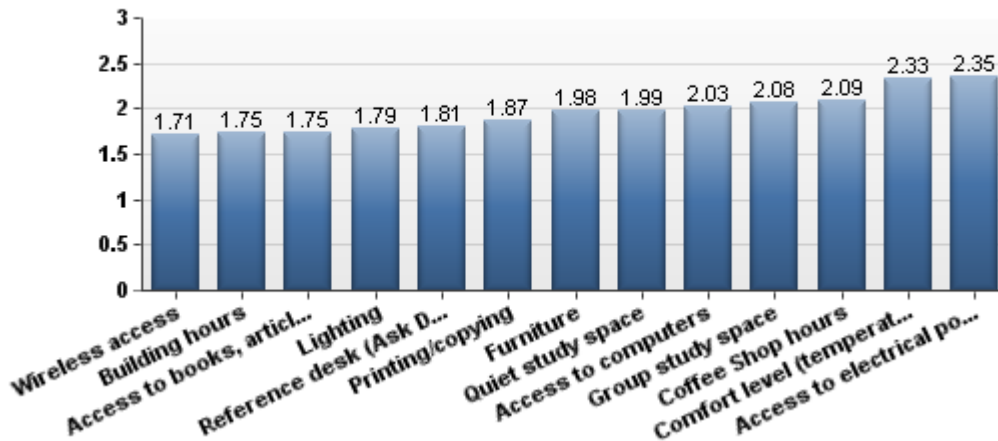
- Use the books, games, DVDs, or audiobooks located in the Browsing Area, first floor (358 or 35%)
- Attend an event (348 or 34%)
- Ask Library Staff for assistance (252 or 24%)
- Meet with my class/teacher (240 or 23%)

Twenty percent or fewer respondents visit the library to “hang out,” use the Writing Center, or other activities.

When asked the time of day they usually visit the library, 527 or 51% of the respondents said between 8:00 a.m. – 5:00 p.m.; 311 or 30% between 5:00-9:00 p.m.; 166 or 16% between 9:00 p.m. – Midnight; and 27 or 3% between Midnight and 8:00 a.m.

On a scale where 1 equals “very satisfied,” 2 was “satisfied,” 3 “neutral,” 4 “dissatisfied,” and 5 “very dissatisfied,” a majority of Cunningham Library’s services ranked in the range of 1-2, between very satisfied and satisfied. Those services receiving the highest levels of satisfaction were:

Figure 3: How satisfied are you with these library services? (Lower mean equals highest satisfaction)



- Wireless access (1.71 mean rating)
- Building hours (1.75 mean)
- Access to books, articles, videos, and other materials (1.75)
- Lighting (1.79)
- Reference desk (Ask Desk) hours on the first floor (1.81)
- Printing/copying (1.87)
- Furniture (1.98)
- Quiet Study space (1.99)

Areas which received a slightly lower satisfaction rating, but were still ranked above “neutral,” were:

- Access to computers (2.03 mean rating)
- Group study space (2.08)
- Coffee shop hours (2.09)
- Comfort level (2.33)
- Access to electrical power (2.35)

Very few of the features and services had more than 10 “very dissatisfied” responses. Those included building hours (12 responses), access to electrical power (40) and comfort level/temperature (42). The comments received with this question mainly focused on the need to continue and potentially expand quiet study space.

In general, those respondents who visit the library daily or 2-3 times a week were the largest users of Library services, and the most satisfied with the services. Additionally, those who used the Library between 8:00 a.m. – 5:00 p.m. or 5:00-9:00 p.m. were the largest users of Library services and also most satisfied with the services.

Next, the survey inquired how often the respondents visited the Library’s website. There was a little less regularity to website visits versus in-person visits indicated in the first question in this section. The largest group of respondents (219 or 20%) visited 2-3 times a week; 203 or 18% visit once a week; 199 or 18% visit 2-3 times a month; 143 or 13% visit 2-3 times a semester; 119 or 10.59% once a month; 116 or 10% daily; 84 or 8% once a semester or less; and 26 or 2% said they never visited the Library website. Website users utilizing the service 2-3 times weekly, once a week, and 2-3 times a month were the biggest service users and most satisfied with this Library offering. When asked how they were meeting their research needs if they did not visit the Library website, the largest number of responses indicated going directly to online databases, websites, Google, and other internet-based services. A few students noted that they had not had to write research papers yet so had not utilized the website.

When respondents did visit the website, they completed a number of activities. Those answering the survey were allowed to answer each activity that applied to their regular website usage, and top responses included:

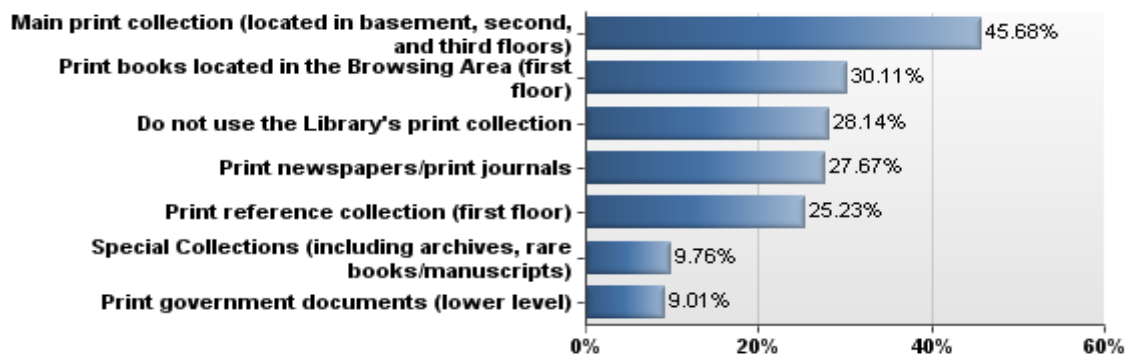
- Access online databases (774 or 73%)
- Get an article (738 or 69%)
- Search the Library’s catalog (617 or 58%)
- Get information on Library hours or services (464 or 44%)
- Search the Library’s digital collection (448 or 42%)
- Access e-books (377 or 35%)
- Request a book or article from interlibrary loan (297 or 28%)
- Access reserve course materials (203 or 19%)
- Ask a librarian for help (182 or 17%)
- “Other” uses (16 or 2%) – including renewing books and accessing information on the Writing Center

To follow up on the efficiency of the services offered over the website, survey participants were asked if they agreed with the statement, “the Library’s website is useful for finding information that I need.” Over half of the respondents (576 or 54%) indicated that they agreed, and 370 or 35% strongly agreed. Very few respondents were neutral (neither agree nor disagree; 92 or 9%); disagreed (26 or 2%); or strongly disagreed (7 or 1%).

A variety of methods were being used to access the Library's website and other online services. Most often, respondents were utilizing their computer on campus (856 or 80%), but many used their computer off campus (652 or 61%). Fewer respondents were using campus computers (359 or 34%) or mobile devices such as smart phones, tablets, or iPads (294 or 27%). Only 10 or 1% said they did not use the library's services. Several respondents commented that they utilized their local public library's computers to access the ISU Library's website.

Changing perspective to look at the use of other library resources, respondents were asked which library print resources they have used in the past year, and again they were allowed to check all the responses that applied to their usage patterns. The areas with highest levels of usage included:

Figure 4: Which of these library print resources have you used in the past year?



- Main print collection (located in basement, second, and third floors) – 487 or 46%
- Print books located in the Browsing Area (first floor) – 321 or 30%
- Print newspapers/print journals – 295 or 28%
- Do not use the Library's print collection – 300 or 28%
- Print reference collection (first floor) – 269 or 25%
- Special Collections (including archives, rare books/manuscripts) – 104 or 10%
- Print government documents (lower level) – 96 or 9%
- "Other" uses (17 or 1.63%)

Regarding collection use, in general, academic libraries have traditionally had both a circulating collection and a collection of historical/classical material in their Special Collections areas. The ISU Library has many books that have never been checked out, and participants were asked what the Library should do with seldom- or never-used circulating books. Respondents were nearly evenly split; 37% (390 respondents) suggested that the Library have fewer books but still offer a mix of new/recent and historical/classical books ; 30% (317 respondents) suggested keeping the books because that's more important than using the space for other purposes (317 or 30%); while 26% (266 respondents) recommended permanently removing them from the collection; if they are needed in the future, borrow them through interlibrary loan and use the space for other purposes. There were quite a few suggestions of how to address this issue. Eleven respondents suggested use of an offsite facility for storage; ten suggested digital storage; seven supported additional marketing

or “showcasing” the under-utilized material in a special section of the collection to draw additional attention, and two suggested offering the materials to another library which has fewer resources.

In general, the consultants believe that Special Collections at ISU is a unique and important, but underutilized, resource on the campus and in the state and region. Further marketing/awareness-building of this unique resource is an important future activity for ISU.

All formats and types of materials were ranked for importance in the next question. On a scale where 1 equals “extremely important,” 2 was “very important,” 3 “neither important or unimportant,” 4 “very unimportant,” and 5 “not at all important,” a majority of services ranked in the range of 1-2, between extremely important and very important. Those services receiving the highest levels of importance were (in descending order from extremely important to not important):

- Electronic databases, indexes, etc. (1.50 mean rating)
- Journals in electronic format (1.58 mean)
- Library catalog (1.87)
- Books in electronic format (1.93)
- Books in print format (1.97)
- Assistance at the Reference Desk (Ask Desk) on the first floor (2.09)
- Journals and magazines in print format (2.19)
- Special Collections/Archives (2.50)

Access to music-related material, and use of the Writing Center were specifically mentioned a number of times in respondent comments related to this question.

Next, the survey looked at the level of satisfaction with a variety of Library collections and services. As earlier in the survey, a scale where 1 equals “very satisfied,” 2 was “satisfied,” 3 “neutral,” 4 “dissatisfied,” and 5 “very dissatisfied,” was used. Those services receiving the highest levels of satisfaction were (in descending order from highest level of satisfaction):

- Electronic databases, indexes, etc. (1.79 mean rating)
- Librarian assistance (1.86 mean)
- Journals in electronic format (1.87)
- Books in print format (1.97)
- Library catalog (2.01)
- Journals and magazines in print format (2.11)
- Books in electronic format (2.11)
- Videos (DVDs and VHS) (2.21)
- Special Collections/Archives (2.28)

When asked about suggestions they had for improving the Library’s collections, comments mostly focused on improvement of the online catalog, movies/videos, e-books (some calling for more emphasis on this format, and others less), difficulty in navigating electronic journals, and better signage to lead users to specific Library services. In addition, there were a few general suggestions.

One respondent succinctly stated an opinion that others shared when he asked that the Library “make searching electronic journals more user-friendly.”

“You need more movies,” mentioned a student respondent who also had concerns because he was told that he could get some materials ISU does not have at the Vigo County Public Library, but he does not live in Vigo County, and movies are not available via Interlibrary Loan. Other suggestions included “get more movies” and getting newer DVD releases, “maybe working on getting one new DVD a month of a recent new release.”

The age of the book collection was a concern in two comments. “The books and other resources in print are often the older editions of books...I wish that Indiana State University would offer more books of newer editions,” said one respondent. Another added that the Library should “get newer books on subjects that are checked out the most. Get more new books faster.”

Another comment addressed rare books, special collections, and underutilized collections: “I think it is important to keep rare books as long as they are still useful. Perhaps providing a list of rare books to someone who specializes in the field could help the library to decide which books are important and which are just outdated. I constantly find myself in the textbook section able to find material I never would have thought to search online.” Also in this area, one respondent commented that “showcasing” underused materials might improve their usage rates.

In the journal collection, one respondent suggested that the Library should “provide for a wider availability of electronic journals;” another asked that the Library “provide access to recent journals (within the last year), whether print or electronic; many fields of study are constantly changing and lack of access to the most current year’s resources is detrimental to research needs.”

Other general or miscellaneous comments on this topic included “take student suggestions” and “just have a wide selection.”

A final suggestion among these comments suggests that ISU pursue additional future user surveys: “Continue to ask faculty and students what they would like to see in the Library. Have librarians develop a very close relationship with the faculty in their areas so that if something they feel the faculty would like to have comes available, they will pretty much know that the faculty would want or not want it.”

Awareness of library services was generally very high. For all of the services listed, more than half of the respondents were aware of that specific service. Here, the services are ranked in descending order from highest awareness level.

- Coffee shop (915 or 87%)
- Borrowing (checking out) print books (908 or 87%)
- Access to electronic journals and databases (902 or 86%)
- Writing Center services (884 or 84%)
- Reference librarian assistance (in person) (812 or 78%)
- Access to electronic books (811 or 77%)
- Online access to digital collections (756 or 72%)
- Interlibrary loan (borrowing books or articles from other libraries) (735 or 70%)
- Library programs/events (704 or 67%)
- Reference librarian assistance (online) (644 or 62%)
- Special Collections (including archives, rare books/manuscripts) (571 or 55%)

There were a wide variety of comments about new services which respondents recommended the Library provide, including borrowing laptop computers, e-book rental, more DVD options (a better

choice of movies), more events, providing help for specific classes, an easier way to get lunch or dinner, and repair of the air conditioning. There were some concerns expressed about the library website (it “can be challenging to use when doing research. One time I’ll get a hit but often can’t get back to that same place later. You end up with so many windows open in a chain, it is ridiculous! Sometimes it says it is available, but then you still can’t access it”). Three comments reflected some of the opinions expressed in previous questions:

- “I worry that the library will get rid of its traditional collection of print books, which I use every week.”
- “Rather than adding new services, I would suggest that the Library make some much needed updates inside the Library (furniture, lighting, etc.)”
- “I wish the online catalog was more user-friendly as far as searching for a particular journal or article. It can sometimes give me a run-around and I end up requesting things from ILL that are actually available in hard copy or electronic format.”

Another respondent had a specific list of suggestions which bears review, several of which deal with safety and security: “1) Have the first floor open 24 hours a day, 7 days a week (with some exceptions, of course): this would include the coffee shop. 2) Provide a well-lit area leading up to, and across the front of, the main entrance (for safety and to appear more inviting): 3) Install card readers. (These) could be used to gain entrance to the building after main hours, to track who use the building and when, and many other purposes. 4) Install blue light safety phones near entrances. 5) Run some promotions aimed at faculty and staff and what services you can provide to them – professional development, online training, special textbook rental or access programs, etc.”

A final quote from this section reflects several responses: “Generally, I think our library serves ISU very effectively.”

Another question in this section asked survey participants to rate library services according to their importance to the respondent. As with other rankings of importance, on a scale where 1 equals “extremely important,” 2 was “very important,” 3 “neither important or unimportant,” 4 “very unimportant,” and 5 “not at all important,” a majority of services ranked in the range of 1-2, between extremely important and very important. Those services receiving the highest levels of importance (lower mean equals higher importance) were:

- Access to electronic resources (books/journals) (1.51 mean rating)
- Computing/printing services (1.82 mean)
- Private study space (1.84)
- Reference assistance/instructional support (1.90)
- Library print book collections (1.91)
- Interlibrary loan (borrowing books from other libraries) (1.96)
- Group study space (2.02)
- Collaborative learning space (2.12)
- Events/public programming (2.29)
- Digital media curation (2.31)

The final question in this section looked at the public events that the library offers in partnership with various campus and community groups. Respondents were asked what types of public events they would attend, and could select all answers that applied. The top-ranked program types included:

- Author talks (555 or 57%)

- Seminars (535 or 55%)
- Television programs (presidential debates, Olympics, 503 or 52%)
- Conferences (448 or 46%)
- Student led programs (431 or 44%)
- Symposiums (308 or 32%)
- Faculty reporting research initiatives (308 or 32%)
- Poster sessions (231 or 24%)

Comments related to this question provided even more suggestions for activities. Entertainment or cultural events such as arts and music activities, more food-related events (such as “Pizza and Politics”), and a way for distance learners who are off-campus to participate in some of the programs were among the respondents’ suggestions.

Focus on Student Usage

Students completing the survey were asked about the location of their classes for the semester when the survey was offered. Over two-thirds of the respondents to this question (564 or 68%) were taking all of their classes on campus; 181 or 22% were taking a combination of on campus and distance education (online) classes; and 66 or 8% of the responding students were taking all of their classes via distance education (online). There were also a number of respondents involved in student teaching, work on dissertations, and internships. Overall, on-campus users and hybrid/combination students are the biggest service users and the most satisfied with library services.

Data on the class year of the student respondents was very evenly distributed. First year undergraduate students represented 182 (22%) of the respondents; third year undergraduates were 174 (21%); second year was 151 (18%), graduate students 139 (17%), fourth year undergraduates 131 (16%), and fifth year undergraduate or beyond was 54 (6%). Third-year and first-year undergraduate students are the biggest service users and the most satisfied with library services.

Student survey participants came from a variety of college affiliations at Indiana State University. The largest group was from the College of Arts and Sciences (315 or 38% of student participants); the College of Nursing, Health, and Human Services had 196 participants (24%); Bayh College of Education 120 or 14%; the College of Technology 101 or 12%; and Scott College of Business 73 or 9%. There were also eleven double majors participating in programs spanning two colleges. Those students affiliated with the College of Arts and Sciences utilized Library services the most and tended to express the highest level of satisfaction with the services.

Student survey respondents were asked how Library services and collections have helped them in a number of areas of achievement. Here, the higher the rating number, the more the services or collections had helped.

- Finding information to support research assignments and papers (13.24 mean)
- Achieving academic success (13.07 mean)
- Making effective use of my time (12.87)
- Expanding my general knowledge (12.82)
- Aiding my co-curricular requirements (12.44)
- Improving my social life (11.89)

Included among the “other” responses was a comment from a faculty member that “Events and the Writing Center have helped me to get my ... students to physically go to the Library,” and a student comment that “it (the Writing Center) got me a job!”

Focus on Faculty/Staff Usage

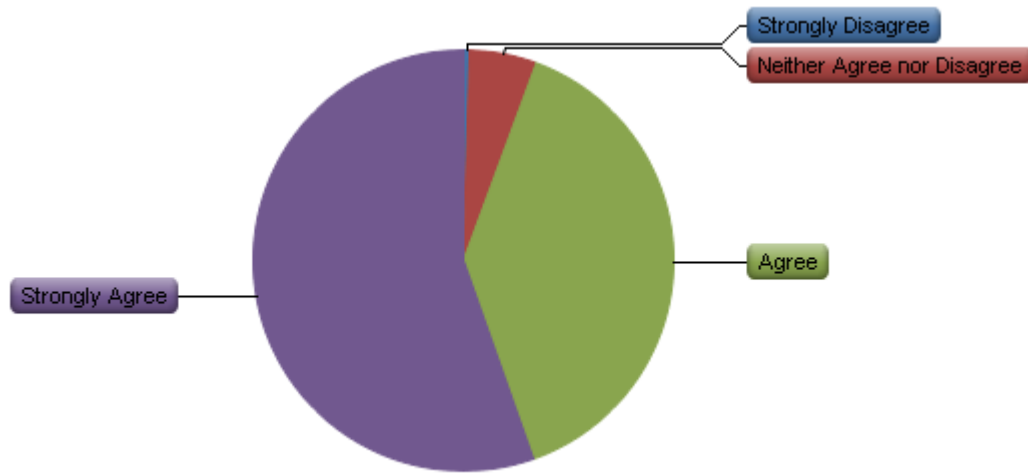
Several questions were geared for response from faculty and staff. The survey asked (as it had with students) about the campus affiliation of the faculty and staff respondents. Again, this group of survey participants came from a variety of college affiliations at Indiana State University. The largest group was from the College of Arts and Sciences (68 or 32% of faculty/staff participants); the College of Nursing, Health, and Human Services had 30 participants (14%); Bayh College of Education 27 or 13%; Scott College of Business 20 or 9%; Cunningham Memorial Library 17 or 8%; the College of Technology 13 or 6%; the College of Graduate and Professional Studies 3 or 1%; and the University College 2 or 1%. There were a number of staff affiliates from Academic Affairs, Student Affairs, and OIT. Bayh College of Education representatives showed the highest level of satisfaction across the majority of Library services; however, access to computers was rated low in satisfaction by faculty representatives of all colleges.

Here, there were some strong trends in the importance of library services to faculty and staff. Like the previous rankings of importance in this survey, the answer scale had 1 equaling “extremely important,” 2 was “very important,” 3 “neither important nor unimportant,” 4 “very unimportant,” and 5 “not at all important,” those services ranked at the highest levels of importance were:

- Books/electronic resources in support of my research (1.58 mean rating)
- Books/electronic resources in support of teaching/student assignments (1.64 mean)
- Asking library liaison to provide instruction in use of library resources and information literacy (2.2 mean)
- Assistance of library subject specialist liaison for collection development (2.43)
- Depositing research/publications in ISU’s institutional repository (2.51)
- Asking library liaison to assist with curriculum and lesson development (2.78)
- Using the Library space to meet with students (2.87)

A number of respondents also cited the importance of Writing Center consultations.

Figure 5: Respond to this statement: The Library has a positive impact on ISU student success



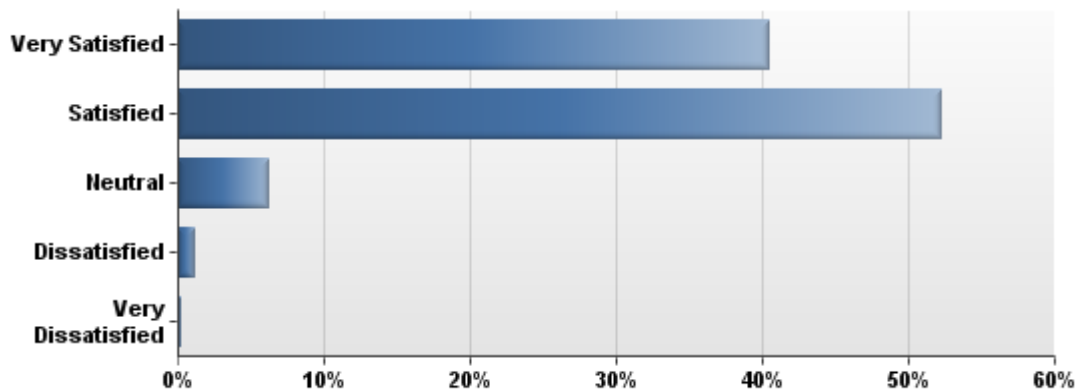
Faculty and staff were also asked about their level of agreement with the statement “the Library has a positive impact on ISU student success.” The majority (118 respondents or 55%) strongly agreed; 83 or 39% agreed; eleven or 5% neither agreed nor disagreed; no respondents disagreed; and one survey participant strongly disagreed.

There is interest from faculty and staff in using some future services if the Library offered them. Digital publishing was an interest for 72 or 34% of the respondents; assistance in managing digital data and collections in support of research was of interest to 68 or 33%; conversion of collections to digital formats (57 or 27%); and providing a Math Lab, GIS Lab, and other related services in the Library (57 or 27%). However, it should be noted that 70 participants (33%) did not know what future services they would use, and 19 (9%) said “none.”

Summary Questions

The final multiple-choice question on the survey asked all respondents (faculty, staff, and students) about their overall satisfaction level with the library. A majority was either satisfied (544 or 52%) or very satisfied (422 or 40%) with the Library. Much smaller numbers of respondents were neutral (65 or 6%), dissatisfied (11 or 1%), or very dissatisfied (1 or .10%) with the Library.

Figure 6: What is your overall satisfaction with the Library?



A wide variety of opinions were offered when respondents were asked what other comments they had about the Library, its collections, and its services. The lack of electrical outlets, temperature problems (too hot or cold), crowded conditions during finals week, and interest in additional weekend hours (up to 24-hour opening during Fridays and Saturdays) were all suggested by multiple respondents. There were a variety of specific positive comments and others where improvements are needed.

- “I have always thought our library and faculty have been terrific!”
- “The library is a very valuable asset to this campus. It may be a well-kept secret with so much information on line now.”
- “I appreciate the opportunities the Library provides in terms of public events.”
- “(It is) nice to have ‘live’ assistance when needed.”
- “I worry that the library is moving away from faculty/student needs to student desires, which are not the same thing.”
- “Get access to a greater diversity of electronic journals.”
- “I would love to see more of an e-book database for e-readers.”
- “The e-mail system from the circulation desk needs improvement. Twice now, I have received an email stating that a book I reserved was available. After going to the circulation desk to retrieve it, nobody working there could find it. I ended up leaving without the book I as told was ready for my pick up.”
- “The temperature is WAY too hot!”
- “Work on the heating and cooling and elevator service. (Electrical plugs) are very important because most of the ones on the second floor do not work. It’s hard to charge devices while studying. Maybe add some power strips around for now until more (wall plugs) can be added.
- “I think Cunningham manages its competing roles (Serving a diverse set of users from faculty researchers to students to Indiana residents who have practical, theoretical, and even esoteric interests) well. I have received excellent support for my teaching from the library staff and resources, and have found the library’s resources respectable although far from exhaustive in support of my research.”

- “I think the Library has a great collection of print and electronic media, and I am always amazed at how quickly ILL requests get to me.”
- “I’ve been coming to the bottom floor of the Library every day since I’ve been at ISU; it’s the only way I can get studying and assignments done.”
- “The best thing about the Library is the books, but really close behind that is the excellent and extremely helpful library staff. I get personal, individual help from someone in the library every single week.”
- “I have always been very satisfied with what I have observed and experienced in terms of the Library Dean’s, staff’s, and faculty’s willingness to support student success and specific initiatives that are important to campus. The only reason I rate my overall satisfaction with the Library as “satisfied,” rather than “very satisfied,” is that I wish the campus would recognize the need to improve the physical space of the library and make it a “working showplace” that truly invites and impresses in a way that ensures maximum use.”
- “Just from completing this survey, the Library’s emphasis on students and faculty ... is evident. I think the Library is overlooking a large portion of the campus population (as well as a big opportunity). One of the strategic plan’s objectives is to provide more professional development for staff. I think the Library could and should play a role in this initiative.”

Finally, one comment summarized a number of opinions expressed in the survey: “I am generally pleased with the Library’s commitment in serving the campus community and its various patron needs. Thank you very much for your services and continued support.”

Summary

The 2013 Indiana State University Library Impact Survey provides a great deal of positive feedback on the Library’s services and activities, but also outlines areas for improvement in Cunningham Memorial Library.

Among the most positive results was that a combined 92% of survey respondents are either satisfied or very satisfied with the Library. In addition, 94% of the faculty surveyed agree or strongly agree that the library has a positive impact on ISU student success. Students feel that the Library’s services and collections have helped them find information to support research assignments and papers, and to achieve academic success. Respondents from all user communities (faculty, staff, and students) are also highly aware of key library services, such as borrowing books, access to electronic journals and databases, and Writing Center, as well as services such as the Library’s coffee shop. Another positive finding is that almost 90% of the respondents agree or strongly agree that the Library’s website is useful for finding the information they need.

In an interesting finding that is a bit different than national trends, more survey participants study alone than engage in group study. Additionally, private study space is ranked higher in importance than group study space. However, while private study space is a service of high interest, satisfaction with this service offering is low-to-middling, indicating a need for improvement.

Library services that are highly valued include: borrowing of materials, and use of the library’s computers, printing services, and copy services, especially by the user community who physically visit the library most often on a 2-3 times a week basis, between the hours of 9:00 a.m. – 5:00 p.m., and visit the library’s website with the same regularity.

While there was a high satisfaction level with wireless access, building hours, and access to books, articles, videos, and other materials, the answers to service satisfaction and many of the comments

accompanying the survey responses showed dissatisfaction with the building including comfort/temperature and access to electrical power.

Among the other areas in which the Library can improve is the marketing of some of its services, in particular Special Collections, which had only been utilized by 10% of the survey respondents. For print government documents (showing 9% utilization), national trends show libraries moving to electronic versions of these materials as legacy print collections are digitized, giving libraries the opportunity to weed print collections and move toward more utilization of electronic resources in this collection area.

While ISU is certainly part of the “library digital revolution” (electronic databases, journals in electronic format, and books in electronic format were the most important formats for respondents’ research and classwork, and had high levels of satisfaction), books, journals, and magazines in print format were also highly-rated for use and satisfaction. In addition, although 30% of respondents suggest that keeping seldom- or never-used books is more important than using the space for other purposes, a majority are willing to downsize the print collection, as almost two-thirds of the survey participants suggest having fewer books and/or removing underutilized materials from the general collections.

In both focus groups and the survey, there was a good level of interest in public programs held at the library, especially author’s talks and seminars. Many distance students commented that they cannot take part in these programs but were interested when they heard about them. It was suggested that these programs be recorded or podcast so distance students could also have access to the events.

While most of the student respondents are taking classes on campus, nearly a quarter are participating in a combination of on-campus and online distance education, and 8% are distance students. Expanding Library services to fully meet the growing needs of these students will be another important Library activity in the next 5-7 years. Additionally, one of the most interesting and important comments received with the survey focused on further provision of services to ISU staff, which could be another area of programmatic growth.

For faculty, by far the most important library services are providing books and electronic resources in support of research and teaching/student assignments. For this important user group, digital publishing and assistance in managing digital data/collections in support of research are among the most highly-desired future services.

In general, the Cunningham Memorial Library at ISU is highly-rated by its user communities of students, faculty, and staff. Continuing to expand highly-utilized online resources, marketing special and lesser-used collections, and providing a more efficient and pleasant physical atmosphere (temperature, electricity, and quiet study areas) are areas on which the Library should concentrate in order to raise satisfaction levels even higher.

Appendix D: Library Impact Survey Instrument

A copy of the Library Impact Survey instrument is available upon request from the ISU Library.