

IUP Libraries
2009 Program Review

IUP Libraries – 2009 Program Review

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IUP Libraries

2009 Program Review

Program Review Committee:

Sandra Janicki, Reference Librarian, Chair

Michele Corcoran, Library Support Staff

Susan Drummond, Instruction Librarian

Nadene L'Amoreaux, Counseling Department

Susan Martin, Political Science Department

Carl Rahkonen, Music Librarian

Ed Zimmerman, Library Technology and Security Manager

June 11, 2010

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External Consultant's Review

PENNSYLVANIA STATE SYSTEM OF HIGHER EDUCATION
Academic- and Student-Support Program Review Summary Form
Board Of Governors Policy 1986-04-A

University: Indiana University of PA

Program Title: University Libraries

Division: Academic Affairs

Date of Last Review: January 25, 2005

Completion Date of Current Review: June 11, 2010



I. Composition of Review Team

Chair: Sandra Janicki

External Review Team Members: Erika Linke

Campus Review Team Members: Michele Corcoran, Susan Drummond, Nadene L'Amoreaux, Susan Martin, Carl Rahkonen, Ed Zimmerman

II. Program Data – Insert other relevant program data related to the program review in the blank rows.

	Insert Appropriate Academic Years Below				
	Year 2008-2009	Year 2007-2008	Year 2006-2007	Year 2005-2006	Year 2004-2005
Students Served (Headcount) (Support for disabilities & tutoring)	14,310	14,018	14,248	14,081	13,998
Program Budget/Cost* (personnel, operating, equipment)	\$4,838,464	\$4,735,795	\$5,087,779	\$4,773,876	\$4,473,696
Cost per Student Served (per type of service received—tutoring or disabilities)	\$338.00	\$337.00	\$357.00	\$339.00	\$320.00
Total University Enrollment (Headcount)	14,310	14,018	14,248	14,081	13,998
Cost per University Headcount	\$338.00	\$337.00	\$357.00	\$339.00	\$320.00
% of Student Body Utilizing Program	N/A	N/A	N/A	N/A	N/A

*Either reflect the portion of the department’s budget (personnel, operating, and equipment) associated with this program, or reflect the Common Cost Accounting costs associated with this program.

III. Staffing

Job Title	#	Job Title	#
Library Faculty	16		
Library Staff	17.5		
Library Professional/Managers	4		

IV. Progress Since Last Review (This should be a status report of the actions taken from the last review, if applicable.)

Action Item	Steps Taken	Date
Formal program for professional development of all library personnel	Librarians required to submit plan for professional development to receive allotted funds	2006-
	Staff encouraged to pursue training and attend conferences with some limited funding available	2006-
	Annual retreats with speakers held	2006-2008
Training of all staff and student workers in customer service	Library Council studies customer service in libraries	2005
	FISH! Philosophy adopted to improve customer service and employee morale on all levels (faculty, staff, and student workers)	2006-2008
	Introductory workshop on FISH! Philosophy held and FISH! related events coordinated	2006-2008
Better training programs for all student workers	Formal training program developed and required for all student employees	2006-2008
	Film used to introduce students for FISH! Philosophy	2006-2008
More selectivity in acquisitions and expansion of resources	Bibliographers active in communicating with departmental liaisons to address needs	2006-
	Bibliographers and liaisons participate in overhaul of book approval plan profiles to better support current/future programs	2008-2009
Continue to create a digital	Two pilot projects implemented—electronic	2008-2009

repository and refine renovation plans	theses/dissertations and recording of Music Department performances Work continues to develop a centralized campus-wide repository IUP Libraries in conjunction with ACPAC Action Team in final stages of selecting a digital repository software package Map digitization project moves to the Library Scheduled life-cycle renovation for Stabley continues to be delayed but small improvements made—partitions used to create private office space for Technical Services on first floor, a new teaching lab and additional computers added to the second floor	2006- 2009-2010 2007 2008
Development of campus-wide Information Commons (IC) planning or advising committee	“Blue Sky” plan for information commons sent to Provost Change in provosts and centralization of technology help with IT Services stalls formation of campus-wide committee and development of an IC as originally envisioned New equipment added to what is considered the IC but with little or no technology support for users	2007 2007 2008-
Move towards 24/7 services and facilities	Library has expanded hours of operation until 2am five days a week; money for student help remains a problem for adequate coverage and further expansion of hours	2007-
Meet need for quiet areas and more group study rooms	Student security monitors placed on all floors during evening hours Security cameras placed in problem areas, particularly on 2 nd and 3 rd floors that have been designated as quiet study areas	2007- 2005
More pro-activity in seeking funding for collections, personnel, and renovation	Funding secured for new carpet and paint for Stapleton; renovation of front plaza and steps because of structural defects Technology grant received for IC projects	2008-2010 2009
Examine sufficiency of collections and do an annual assessment	Assessment software purchased Assessments conducted as necessary for new programs and standardized assessment form developed for bibliographers	2005 2006-
Improve communication with teaching faculty and	Liaison Task Force identifies strategies to improve liaison program	2006

strengthen liaison program	<p>“Liaison Lunches” sponsored by the Library to thank liaisons for their work</p> <p>Library hosts the President’s scholarly publications reception for faculty</p> <p>“Breakfast and a Book” sponsored by the Library provides faculty a forum to discuss their publications</p> <p>Faculty Advisory Committee to the IUP Libraries formed to improve communication with subject faculty and administrators</p>	<p>2006-</p> <p>2007-</p> <p>2006-2007</p> <p>2006-2007</p>
Investigate possibility of part-time regular faculty and staff	No funding available to hire regular part-time staff or faculty	2005-

V. Outcomes Assessment (Board Policy 1997-01)

The IUP Libraries continues to use the LibQUAL instrument, which has been adopted by all SSHE libraries as an assessment tool. LibQUAL surveys were completed in 2006 and 2009 measuring services, resources, and space. In addition to the standard questionnaire an analysis was done of the individual comments submitted. IUP Libraries also has an instructional program which developed an assessment instrument for the numerous one-time bibliographic instruction sessions taught by library faculty each year.

VI. Program Strengths

Program strengths include library personnel training and experience; a substantial collection; a greatly expanded offering of electronic resources; use of technology; the teaching program (both for-credit and informal instruction); superior service in fulfilling the needs of students, faculty, and the community; a commitment to and work toward developing a digital repository and an information commons.

VII. Areas in Need of Improvement

Areas in need of improvement include funding for collections and personnel; communication with graduate students and faculty; publicizing of resources and services; development of an online presence in respect to distance education.

VIII. Action Plan

Action Plan	Steps To Be Taken	Date
Continue to provide	Within the context of priority initiatives,	Ongoing

opportunities for professional development for all library personnel	identify strategic professional development opportunities and necessary funding sources to underwrite training in order to ensure that all library personnel are prepared to carry out key initiatives	
Continue training program for all student workers particularly in the areas of customer service and job knowledge	Establish a training calendar, schedule, and benchmarks to ensure that current, ongoing student employees continue to have additional training to reinforce previously learned skills in customer service and to build job knowledge Establish basic training for new student employees in the area of customer service and job knowledge; identify core competencies and assessment measures	2010 and ongoing
Continue to participate in campus-wide plans for a digital repository but create support services to sustain local digital collections	Market local collections to students, faculty, and staff on campus to ensure that knowledge about digital collections is known and to stimulate potential use of the collections in teaching, learning, and student projects where relevant; consider how to market	2011
Balance need for more quiet study space with demand for group study space	Partner with student government or student advisory group Draw on campus space personnel when relevant to assist in the assessment and evaluation of space use, current needs, and future modifications	2011-2012
Improve services to graduate students	Extract key needs from recent surveys; determine which needs are shared by most graduate students; learn if some needs are specific to sub-groups of graduate students; augment survey data with focus group studies; reach out to graduate student government or other graduate student groups Partner with graduate school for areas of common concerns and interest	2011 2010 and ongoing
Increase Library's online presence with regard to distance education	Document current practices; determine with students and faculty what key steps the library could take to positively impact distance education	2010 and ongoing
Expand library liaison program	Expand the current liaison program beyond the collection component; articulate to subject faculty additional areas of the liaison program such as information literacy and teaching with	2011 and ongoing

	the collection (unrealized opportunities in special collections, digital collections, etc.)	
Ensure that librarians play a significant role in promulgating information literacy on campus	Using an expanded liaison program, focus on areas of information literacy (IL) As student learning outcomes are now an essential component of the Middle States review process, draw on those standards as one possible way to establish the library's role and contribution Have library credit-courses designated IL intensive courses under new liberal studies program Partner with subject faculty offering IL intensive courses	2011 and ongoing 2011 2011 and ongoing
Seek (<i>funding for</i>) more technology help for students in all areas of the Library	As technology is an ever more integral part of the education experience, supporting student technology needs are crucial, consider how partnering with other units may be beneficial; consider an "on-call" model	2010 and ongoing
Continue to examine the sufficiency of the collection in light of new graduate programs and curriculum changes	Closely examine aggregator digital products to determine how they may lend support to new graduate programs or curricular changes Assess how graduate programs change to determine if there are areas that are currently under-served	2011 2011 and ongoing
Work towards establishing a stable funding source with internal budget transparency	Work with university administration and other stakeholders to assure adequate funding for library operations and resources Library administration should share budget information with library faculty and staff on a regular basis	2010 and ongoing 2010 and ongoing
Develop outreach to undergraduate and graduate students	Consider establishing a student advisory group that could provide insight and feedback to the library in a variety of areas, from services to the physical plant	2010 and ongoing
Improve building security	Analyze late night incidents in conjunction with campus security experts in order to assess risk; develop plan to reduce incidents and increase security presence	2010
Market library services and resources	Develop library marketing plan to promote services and resources; consider whether an opportunity exists with Eberly College to have students help the library develop a marketing plan or plans	2010-2011 and then ongoing

Review library staff positions	In conjunction with Human Resources, review library staff positions to ensure they are correctly identified and graded	2011
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IX. Comments

The outside evaluator states that, “IUP is fortunate to have a library faculty and staff who care passionately about the institution, about the library and about the quality of their work.”

Actions Planned by the University (check all that apply)

- | | |
|-----------------------------------------------|-------------------------------------------------------------------|
| <input type="checkbox"/> Continue Program | <input type="checkbox"/> Continue Program and Revise as Indicated |
| <input type="checkbox"/> Place in Moratorium | <input type="checkbox"/> Interim Review |
| <input type="checkbox"/> Discontinue Program | <input type="checkbox"/> Reorganization |
| <input type="checkbox"/> Pursue Accreditation | <input type="checkbox"/> Other (Please explain below) |

Review Committee Chair

Date

Dean

Date

Provost or Vice President of Student Affairs

Date

Mission Statement

The University Libraries of Indiana University of Pennsylvania provide support for teaching, research, and the personal enrichment of members of the IUP community. This role is fulfilled through a combination of growing collections in print and non-print formats, which are supplemented by informational, instructional, and media services administered by a professionally trained staff. Both the human and the material resources of the libraries are consistent with national standards.

Vision and Values

The library faculty, managers, and staff have identified the following broad vision of service themes and goals for the future. They form the framework for library service to the University community. We envision a future for IUP Libraries:

- *Where the services are prompt, satisfying, and effective, drawing together the expectations of users with the discipline of librarianship;

- *Where students and other university community members may learn how to locate, access, and use resources as part of becoming information literate, life-long learners;

- *Where university community members engage in active learning, independently or collaboratively, in one of the IUP Libraries, or through our gateway website;

- *Where librarians and staff deliver services in a friendly and professional manner, partnering with teaching faculty and other university staff in the development of services;

- *Where the information resources are rich, well-matched to the curriculum, up-to-date, well maintained, and easily accessible to local and remote users.

We also envision a future for the IUP Libraries where all staff enjoy their work and are fulfilled by it. As employees of the IUP Libraries, we are committed to work with each other in a friendly, honest, and open environment that demonstrates mutual respect for our strengths and differences. In serving our users, we place high value on quality and timeliness of service provided in a professional manner.

Personnel: Overview

Professional library employees include 4.0 FTE of managers, with one full-time management position left vacant, 15 faculty librarians, with one full-time position held by a temporary librarian, 17.5 FTE of professional support staff. In addition we employ 28.18 FTE in student workers. The relationship of the departments where full-time permanent employees work may be seen in our Organizational Chart (Appendix IV 3). Library faculty are represented by the SSHE faculty union, APSCUF, and are covered under their collective bargaining agreement. Most library staff are represented by the state-wide union AFSME, and are covered under their CBA.

All sixteen library faculty hold masters degrees in library science. In addition they hold ten subject masters degrees, and four doctoral degrees. Twelve have tenure, three are on tenure track (one having applied for tenure), and one is temporary. All our professional managers hold bachelor's degrees and two hold masters degrees. At least four staff members hold bachelor's and master's degrees.

Library faculty are deeply involved with teaching, presenting at professional meetings and publishing research, as documented in each of the Libraries' Annual Reports. Three librarians have been promoted in the past five years. There are currently three full professors, four associate professors, eight assistant professors and one instructor. Library managers have also been active in professional presentations, publications and research. Opportunities for professional development and training have been extended to all full time employees.

Of the library faculty and managers, four have more than 40 years of professional experience, two have between 30 and 40 years, six have between 20 and 30 years, six have between 10 and 20 years and two have less than ten years experience. The interim Dean of Libraries has over 25 years of professional experience.

Personnel: Self Assessment

Library personnel have a high level of professional training and experience. We are service oriented and committed to the success of our users, but all library employees find it difficult to maintain the same level of service with cuts in human resources.

The number of library positions continues to decline. All positions are under constant threat due to budgetary constraints. The university recently announced that any vacant full-time positions would revert back to a central "vacancy" pool, to be filled at the discretion of the University Administration. Since the last program review, one entire unit of the library (the IDC) was eliminated and the personnel moved to other departments. Another unit (Media Resources) was combined with the Library Technology and Security Department. The number of managers has fallen from seven to four, with one position (Associate Dean) left vacant. The number of Library Faculty positions has remained the same, but the critical position of Acquisitions Librarian remains held by a temporary librarian. One enormous challenge has been the insistence of University Administration that new faculty librarians hold doctoral degrees. This has made it very difficult to fill positions such as the Acquisitions Librarian, which went through three rounds of unsuccessful searches. The Master of Library Science, or its equivalent, should be considered the terminal degree for faculty librarians and managers throughout the system. The number of library staff positions has also declined by .5 FTE. Library staff fill a critical role in the day to day operations of the library and even a small reduction affects everyone.

The number of student workers has also suffered a serious decline, from 38 FTE five years ago to 28.18 FTE today. This is the equivalent of losing nearly ten full-time positions. The loss has come about due to increases in the minimum wage and receiving no additional funds to cover these increases. Many departments now rely on full time professionals to cover service areas when student workers are not available, thus taking them away from their professional duties. It is simply not cost effective to have professionals doing student worker jobs, which are the bare minimum to keep library services available. Though library personnel in general have a deep commitment to service and a great deal of experience, another way to see this is that many are approaching retirement age at a time when positions are under threat due to budgetary constraints. The overall university goal has been to have a growth in the number of students from 1½ - 3% each year, which has been the case over the past five years. At the same time there had been a reduction in professional positions and in student workers. Just as overall class sizes have increased, so too each library employee has had to serve more people with fewer resources. Because of high demand for resources to sustain the library, all personnel need to find ways to maximize the use of resources, especially human resources.

Collections: Overview

The IUP Libraries collects materials that support the teaching and research missions of the university. We acquire print, electronic and media materials in a wide variety of formats. The print collection contains more than 731,900 book volumes, 1,143,900 serials volumes and 2.4 million microform units. In the past three years electronic serials titles have increased from 646 to over 14,000, while paper subscriptions have declined to under 2000. The Library owns in excess of 58,000 units of audio-visual materials.

The IUP Libraries strives to develop a balanced collection to serve the needs of the entire university community. Towards this end, we have developed a library liaison program. Librarians serve as bibliographers to individual university departments and each department has someone serving as a library liaison. Ideally, collection decisions are made through the interaction of bibliographers and liaisons. We have also established an approval plan for ordering books, ensuring that a broad range of books can be examined for possible inclusion in our collections. Funds for various disciplines are distributed using an allocation formula, taking into consideration the number of undergraduate and graduate students, the number of items published, and the average price of books in that discipline. This year our approval plan was converted over to a slips-only plan due to the instability of the Library's budget. Thus the orders are placed from electronic slips and IUP Libraries does not incur the return shipping charges for titles we were returning. Ideally, when the library budget stabilizes, the book approval plan will be reinstated.

In cooperation with other university departments, the library has provided leadership in the exploration of a campus-wide digital repository, a vehicle for organizing local research, including electronic theses and dissertations. IUP Libraries, in conjunction with the ACPAC Action Team on Digital Repositories is currently evaluating the workflow capabilities of several digital repository software products and will soon make a final recommendation. In the last five years IUP Libraries has digitized a number of publications including IUP catalogs, commencement programs, student handbooks, and yearbooks; the *Westsylvania Project*; and the *Breakfast and a Book* presentations, making them available through the Library's web page. The fastest area of growth in the Library's collections has been in electronic resources. The IUP Libraries subscribes to more than 214 databases, including serials indexes and abstracts (many of which offer full-text access to a wide variety of journals), on-line encyclopedias, e-books, dissertations, theses, government documents, and many other types of materials in digital formats. We receive many of these databases as a part of our consortia agreement with the Keystone Library Network. Additional databases have been selected using a university-wide process where bibliographers, liaisons, and departmental faculty vote on-line to rank order their requests. Final decisions are made in a meeting of the Bibliographers, taking the rankings into consideration. IUP Libraries electronic holdings are moving towards a maintenance mode at this time. Since 2003 we have responded to the trend to move from print to electronic titles as funds and publisher policies have permitted. Thus, many titles were converted from print to electronic, particularly those in the hard sciences: American Chemical Society, American Physical Society and the Institute of Physics titles have been converted to electronic only, while also including their associated backfiles. In addition, the social sciences have seen the same sort of conversion in the Sage Premier database covering important titles in the social sciences areas of Criminology, Education and Sociology. Elsevier's ScienceDirect platform has become the electronic access point for over 80 of our former print titles from this high impact journal publisher. In addition, through an arrangement with Lyris, we have gained access to almost 1000 additional Elsevier titles with a backfile from 2004. ScienceDirect, originally funded with Graduate fees, was converted this year to Technology Fee funding. JSTOR collections, Project Muse, PsycArticles, AntroSource, PsychiatryOnline are just a short list of the over 214 database titles, both broad-

based and those fitting a unique IUP niche, that are available to our users. Another important resource is the Web of Science acquisition. IUP Libraries owns all content back to 1900 in this citation database and currently must only maintain the subscription to offer access to our graduate students and faculty researchers. The IUP Libraries continues to experience reductions in funding over the past five years. Currently the Library does not have an operating budget except for personnel costs. Electronic database subscriptions and the acquisition budget are now funded entirely by Student Technology Fee, the Educational Services Fee, and Performance Funding from PASSHE. The Graduate Fee that funded the ScienceDirect acquisition for its initial year was transferred to the Student Technology Fee this year. The initial \$180,000 followed the transfer, but there is no guarantee that such transfers will be maintained.

Collections: Self Assessment

Just as there has been a reduction in state support for IUP and PASSHE in general, so too the libraries have experienced a reduction in funding. As of 2009 the IUP Libraries is no longer guaranteed 25% of Performance Funding that was in previous years used to significantly bolster the book purchasing budget for departments, particularly in areas up for program review or those departments starting new programs. In addition, ALL book purchasing was moved from a line in the acquisitions budget to Performance Funding only. All Performance Funding has now been placed under the purview of each university president, so there is no guaranteed percentage and indeed no guarantee as to how each university will be awarded in performance funds. Over \$100,000 of Performance Funding was also used to supplement database funding. Furthermore, Performance Funding is not allocated until late November, so allocation of funds to departments was severely delayed this year. The return of the Library as a line item in the University's budget to assure continuity in the purchase of books, journals, and databases along with a commitment to increase said budget at least by inflation should be a goal for the Library and the University to work toward. IUP is the only doctoral degree granting institution among the fourteen PASSHE universities. IUP Libraries receives some supplemental support for doctoral materials, but is still fall behind in fulfilling the needs of our doctoral and other graduate students. The greatest shortfall pointed out by the 2006 LibQUAL Survey, especially among graduate students, was the lack of "printed library materials..." followed closely by lack of "print and/or electronic journals". The 2009 LibQUAL results reflect a similar perception. Although fund raising was suggested in the last program review as a vehicle to increase revenue, it has not been consistently pursued and the part-time development officer position that was created and filled in 2004 no longer exists.

Facilities: Overview

The University Libraries consist of the Stapleton/Stabley Library, the Music Library, and the campus libraries at Northpointe and in Punxsutawney. The Stabley building, built in 1960, was connected with the newer Stapleton building in 1980. The Stapleton/Stabley complex, which serves as the central university library, houses the main book and periodical collections, technical and public services, special collections and archives, as well as media resources and services. All libraries and all services are an integral part of the IUP Libraries - a system whose resources are linked by means of an automated union catalog. The environment of each library encourages study and research through its design, appropriate lighting and air-quality, accessibility to materials, and sufficiency of study space.

The Library has been reconfiguring its space to meet the changing academic and cultural needs of our students. The goal of this reconfiguration is to create a 21st century library incorporating state-of-the-art technology and contemporary pedagogical design to more efficiently and effectively serve the students and

faculty of a public doctoral university. Additional computers and multimedia pods are added every year and wireless access has been broadened. The Java City coffee bar has moved into a renovated office space to offer increased service hours and additional product. This move also helped reduce the noise it generated at its previous location.

IUP Libraries has sought to create an integrated Information Commons (IC) incorporating traditional library services with technology, as well as peripheral services such as the Instructional Design Center (IDC) and the Teaching Excellence Center (TEC). The original plan changed when the IDC was removed from the Library in 2006. Currently the Library houses the Liberal Studies/Women's Studies Offices in the former Media Services area but that is more a space issue than anything to do with the IC concept. The consolidation of library services to the first floor of Stapleton was a start to creating an Information Commons but with the loss of fulltime in-house technology help, now centralized in Information Technology Services, what we now have cannot truly be called an Information Commons.

Facilities: Self Assessment

The ways in which libraries are used has changed significantly, and this has required updating the physical facilities. In addition to installing lounge areas and providing dedicated space for a coffee bar in the Main Library, there have been many improvements in the last five years. In response to comments about the worn appearance of the building IUP Libraries has installed new carpeting on all floors of Stapleton Library and has painted offices and public areas.

Faculty offices were renovated on the second floor of Stabley for the two college librarians and a new children's area was created in the same area next to the Education Librarian's office. Ceiling tiles were replaced and a panel system was used to create offices in Stabley for Cataloging, a department which had never had private space for its employees. Energy efficient lighting, that shuts off when not in use, was also installed throughout the buildings. A new computer lab that can be reserved for instruction by any faculty member on campus was recently built in the former Media Resources area.

Since the last Program Review the Music Library has been completely renovated. The new facility features a large commons area with comfortable furniture and a Steinway piano. The score collection is housed on electronic compact shelving, while the book collection is on standard shelving. Multimedia pods feature computers, CD players and recorders, cassette players and recorders, and turntables to listen to vinyl recordings. There is also a seminar room for teaching small classes.

The 2006 LibQual Survey showed high marks for providing community space for group learning and study, as well as providing a comfortable and inviting location. On the opposite end, the Library received low marks for providing quiet space for individual activities. To address this problem a full-time evening security person was hired. Numerous cameras have been installed and monitor stations manned by student security are located on all floors. Some concern was expressed for the security of the study carrels. New privacy film was installed. The survey showed that students would like increased hours in the evening and on weekends. Hours were increased until 2am five days a week but the cost of student help remains an issue. Weekend hours remain the same. The 2009 LibQual Survey indicated that students want more space for group work as well as more space for quiet study. This remains a delicate balancing act for the Library between the two. One of the biggest complaints in 2009 was the condition of the chairs in the building, indicating that the new paint and carpeting had improved the general atmosphere enough that students were focused on particulars. An effort has been made to reupholster the chairs but this has been done a few at a

time and often the reupholstering has not held up with use. Other frequent complaints from the 2009 LibQUAL Survey include not enough computers, noise, temperature, and lighting.

Library Technology and Security: Overview

“You can't expect to meet the challenges of today with yesterday's tools and expect to be in business tomorrow.”

Anonymous

The IUP Libraries technology can be thought of as just one of the many components required to build a comprehensive set of services needed to support the academic mission of the university as well as participating at a more global level within the SSHE system. With that being said, library technology can be divided at its roots to a physical and virtual presence. In both cases the IUP Libraries always strives for building services, and not just providing gadgets, widgets, or other electronic gee-wiz devices. The following sections will outline technologies' role in supporting services that are requisite for our students, faculty, and community.

Recent Re-organizations:

The university made several organizational changes which impacted the library. The Instructional Design Center which was primarily responsible for the distance education course management system (WebCT), faculty training, and media production support and services was shutdown. Immediately the library had to look at transitioning services to other areas both internal and external to ensure minimal disruption to the university community. The university created a new unit to take on the pieces involving the course management system and faculty training. This new unit, known as Instructional Research Technologies (IRT), is housed outside of the Libraries and is now handling the entire course management system, but still maintains a partnership with Library Technology and Security Services who has assumed support, and training for the creation of media rich content for faculty to use in their courses. The former Media Services units and Media Circulation have now been integrated with Library Technology and Security. A new service spawned from this arrangement and is known as Production Services. Although operating on a limited budget this unit has multimedia instruction capabilities, content creation and support services. To date Production Services has assisted faculty in producing a comprehensive video based on-line course, currently produces the ongoing Breakfast-and-a-Book series and has provided multiple hands on workshops dealing with video editing and podcast type audio creations. It should be noted that staffing dollars for Production Services came from a closure of the Libraries Helpdesk. This helpdesk service was highly appreciated by the patrons, faculty, and staff, but viewed as redundant and competed for technology dollars. To that end, a portion of the helpdesk budget went to production services and the other was given back to support the university wide cost savings plan required by the administration during the 2007-2008 fiscal year. Library Technology and Security (LTS) mentioned above is the cornerstone for the Libraries technology needs. The support areas can be broken down in the following categories: Infrastructure and Public Computer Access, Media and Equipment, Media Production, Production Services, Classroom/Technology Spaces, Research Technology and Physical Security.

Infrastructure and Public Computer Access:

Many key areas of the library have been upgraded to a one gigabit networking back bone. Additional wireless access points have been installed, now providing coverage to 90% of both Stapleton and Stables.

Server technology is up-to-date and appropriate. The Libraries will be involved in a server virtualization project moving the services from physical servers located in Stapleton to virtual servers residing in Stright Hall. This move will ensure better disaster recovery and improved uptime. The library provides access to 145 public computers, a gain of 45 since the last program review. The library provides three public black and white laser printers and one high quality color laser printer. One additional service the library offers is a laptop lending program. The laptops can only be used within the library but can be checked out for the entire day. Currently the library circulates a total of 15 wireless laptops and last year processed more than 5,680 requests.

Media and Equipment:

This unit, in conjunction with our Reference Service, provides the basis for the Information Commons (IC). The IC is a place where students and faculty can go to get information and then turn it into a variety of formats which enable the creation of reports, slide shows, DVD's or other digital projects. 1736 pieces of equipment varying from digital camcorders, audio recorders, light kits, digital SLR cameras, to portable hard drives were circulated this year showing an increase of about 500 from the previous year. This equipment supplements the equipment many departments maintain providing greater access and the ability to borrow it for four days. Communications Media, the Art Department, the Writing Center and Journalism are just a few examples of departments that are supported. Our media section contains content that supports the entire university. Our DVD and VHS Tape collection had 18,850 check-outs this past year, an increase of 1000 units. Looking ahead the IUP Libraries hopes to provide more of this content online, via a streaming solution such as "Video Furnace" or from purchased services such as "Films on Humanities".

Media Production:

Today, anyone with a computer and a color printer is a publisher. Advanced features of Word, Publisher, PowerPoint and PageMaker has enabled the "not so technical" to produce very sophisticated documents. Given that, one would think our media production requests would decline over time. To the contrary, we saw an increase of 166 requests from FY 07-08 to FY 08-09. What this trend may indicate is that although the software is easy to use, it's a bit more challenging to master. Our observation shows that customers are using the aforementioned tools to develop the proof of concept, and have allowed the Media Production team to bring that concept to delivery. What we have seen is a decline in the duplication services. Last year we added eight new VHS-to-DVD recorders. These duplicators have been installed at our multimedia stations and are self-serve. We have also added a new book scanner which scans to a USB key and a self-checkout unit. With reductions in the student labor dollars we are forced to look toward self-serve solutions that still provide the requisite services.

Production Services:

Following the winter session of FY 08, IUP piloted a very successful on-line only session offering 40+ courses and had over 900 students enrolled. Indicators show that IUP's online component should grow over the foreseeable future. To that end, faculty will need help in creating media-rich content that will not only make the course more visually appealing, but also strengthen the connection that the student makes to the material. Production Services was created to help do just that. This unit helps fill the gap in services offered by the Instructional Research Technologies group. A multitude of services is offered through this group including: video creation and conversion, audio editing, one on one training and project consulting just to name a few.

Classroom/Technology Spaces:

Stapleton Library has three traditional classrooms equipped with a standard multimedia podium setup which includes a projector, document camera and a computer with audio capabilities. This standard setup is consistent with the standard classrooms in the colleges. Future upgrades to these rooms should include a smart white board and capture utility to facilitate ad hoc instruction recording.

Stabley 201 is a new facility which opened its doors in the fall of FY08-09. This instructional space is reserved by faculty and administrators, with a preference given for academic instruction. The room has 40 laptop computers stored in tables that are lockable allowing for traditional instruction. Other features include a small conference area as well as a high-end Tandberg Video Conferencing Solution.

Current plans are underway to integrate some MediaScape furniture in our Information Commons area. This furniture allows technology enhanced group study in a relatively small area. Each unit will support a group size of six to eight people. Laptops connect to this system, allowing each to be displayed on a large format monitor facilitating group sharing and discussion. Part two of this project is to add counter style seating with easy access to electrical outlets near the Java City coffee shop area enabling patrons a place to stop and quickly check their email, browse for books, or just surf the net.

Research Technology:

Research technology was not covered in the last program review. It is an area important to maintaining a competitive edge. Libraries must keep their vision forward and their ears to the ground. They must be proactive in their response to changing academic landscapes. The IUP Libraries has positioned itself to be at the hub of several important initiatives and has taken leadership roles in developing a map of where they are heading.

IMAPS - Institute for Mine Mapping, Archival Procedures and Safety

The core mission of the IUP Institute for Mine Mapping, Archival Procedures and Safety (IMAPS) is to develop a locus of knowledge and expertise in archiving, digitally recording and geographically referencing historical coal mine maps, as well as initiating new mine safety protocols based on the existence of digital map data products. The IUP Libraries provides IMAPS the physical space, technology and administrative support. IMAPS will work in cooperation with University Archives and the Cataloging Department to ensure complete and comprehensive metadata standards are applied.

Digitization Projects and Trends:

A digital projects taskforce was created (2008) to help identify possible projects and help identify solutions to get the projects jumpstarted. It was clear that outsourcing the actual scanning could be a major step in accelerating the process. A few projects were selected (see ...).

Digital Repository:

The IUP Libraries have been actively involved in making digital content accessible for several years. During that time we implemented two pilot projects, one involving ETD's (electronic thesis and dissertations) and the other recorded performances from the music department. It was recognized early on in the projects that a central service must be created to support works such as these. The IUP Libraries would want to have a significant role in developing the services to support such an effort. During the 08-09 fiscal year the Academic Computing Policy Advisory Committee created a sub-committee to investigate digital repository solutions. The IUP Libraries currently have two members serving.

Physical Security:

Prior to 2005, a small security team was managed by library administration and then by the circulation department. The purpose of the security program was basically to watch the security gate and address issues concerning circulated material. In 2005 Library Technology Services presented a plan to the Dean expanding the aforementioned service to include monitoring quiet study areas and to address group study locations. A consistent theme was noticed during our analysis of the 2006 LibQUAL report. The report validated our perception that although the library provided ample quiet study spaces, there were many complaints that these areas were not monitored and the quiet space rules were not enforced. Especially problematic were the hours after 5:00pm until closing due to a limited staffing presence.

The Libraries Dean supported the plan and hired a second shift technologist to support both the technology concerns and the new night time security initiatives. This new position reports to the technology manager and Library Technology Services officially became Library Technology and Security.

In 2007 Library Technology and Security implemented a more comprehensive monitor program having a presence on each floor. Each monitor rotates floors providing even great visibility. Each monitor wears a highly visible shirt for an enhanced presence.

The first security cameras were put into place in 2005. To date the number has been increased to thirteen. Signs are posted throughout the building stating that security cameras are in use. Although it is hard to measure the effectiveness of the cameras, we believe that less vandalism and thefts occur because of them. Issues of physical security have many variables and require a “work in progress” mentality. Our number one goal in this area is to provide great learning spaces that accommodate the diverse needs of our university community. To that end we will continue to watch and listen, to keep our proverbial ear to the ground and continue to tailor our security/monitor services to meet future challenges.

Library Technology and Security: Self Assessment

The basic technology needs for an academic university library are currently being met with one notable exception; The IUP Libraries lacks the appropriate full time and student staff to provide adequate technology support. Due to severe budget cutbacks, many of the technology-rich areas within the library go without support. The media pods are only supported 20 hours a week when the library is open 109 hours. Cutbacks again this academic year has required us to un-person the 2nd floor lab area. This area contains 30 computers and a printer station. A direct side effect of the unsupported area will be an increase in theft due to patrons leaving their possessions to locate help. The vision of a completed Information Commons on the 1st floor can never be realized until additional technology support can be made available to our Librarians and customers. A very consistent theme appeared in the comment section of the 2009 LibQUAL survey indicating the user community needs more, faster and accessible computers. Since the last program review the library has 30 additional public computers available, an additional print station, two additional multimedia-equipped production rooms, a hi-tech teaching facility, a training facility, and less people to support it. This trend can not continue. Diminishing support while increasing technology can only lead to dissatisfied users and equipment that will be under-utilized.

A central theme in the LibQUAL 2009 survey comments related to noise. It is an on-going challenge to keep the quiet areas quiet. By moving furniture that supports group study off of the 2nd and 3rd floors (designated Quiet) we hope to entice groups to use the ground and main floors for their work. Due to budget hits, minimum wage increases and the reallocation of the student workforce, we will be reducing the total number of security students for a semester or two. We will then re-evaluate this new distribution to see what problems occurred due to the reduced coverage. Although this new security implementation is not ideal, it is reflective of the measures the library has had to take as a whole to deal with declining financial support.

Services: Overview

The primary users of the IUP Libraries are the students, ranging from entering first-year students to doctoral candidates, as well as university staff and a nationally recognized professoriate. The libraries are also an important resource for the citizens of Indiana County and the region. Users make up a diverse ethnic, cultural, economic, and linguistic population, and also include non-traditional students as well as students enrolled in the University's extension programs. Secondary users include students, faculty, and staff at member institutions of the State System of Higher Education, and the citizenry of the Commonwealth of Pennsylvania. The IUP Libraries also service the greater academic community of the United States. All library personnel are strongly service oriented and committed to the success of library users. We provide a wide variety of traditional and emerging library services. We are deeply involved in formal and informal instruction in the use of library resources, full participants in the development and management of the collections, and serve on numerous library committees that develop planning and policies. The focus of professional library services is the Reference Desk which is staffed more than 83 hours per week by library faculty. Reference questions are taken in person, over the phone, by e-mail and also through real-time interactive chat. Library faculty answered nearly 12,000 questions last year, 80 toll-free telephone calls, 238 email questions, and conducted 18 chat sessions. The most frequently used tools in our reference work are the Voyager on-line catalog, PILOT, for finding books and media materials, and our "Databases" webpage, listing more than 150 bibliographic and factual databases, many of which offer full-text access. Reference Department librarians have developed a large number of research and subject guides, some created in LibGuides, which are available on our website. In addition to traditional databases, many books are now available on the web in full text and they are increasingly being cataloged in PILOT as electronic resources. It is easy for our patrons to give us feedback. We have an E-Suggestion box, and also a means for them to contact subject specialists in order to request the purchase of library materials. We offer group study rooms and private study carrels for graduate students and faculty. In response to patron demand, the Library has expanded its hours until 2am five days a week.

Circulation, reserve and interlibrary loan functions are now housed in one access services department. Circulation and reserve functions take place at the main circulation desk and in the Music Library. Last year over 100,000 items were circulated. Through PILOT library patrons are able to review the items they have checked out and can renew their materials online. Faculty may place books, periodical articles and other media on traditional reserve for their students. We also offer an E-Reserve service through *Docutek*, where articles or parts of a book are scanned for viewing only by members of a particular course on our secure E-Reserve webpage.

Our interlibrary loan usage has dramatically increased with the introduction of a myriad of graduate school programs added over the past few years. The department has developed new procedures to accommodate the growing numbers of off-campus graduate students. Using *ILLIAD*, Interlibrary Loan Internet Accessible Database, our patrons continue to have the ability to obtain articles in a simpler and faster manner. Patrons fill out the form online and articles are typically delivered as an attachment to the patron's email within a week or less. We also belong to *PALCI*, Pennsylvania Academic Library Consortium, a consortium of Pennsylvania libraries sharing a single online catalog for the purpose of InterLibrary Loan. In 2009, the library began a partnership with the University Bookstore to offer the Textbook on Reserve Program. In cooperation with the University Co-op store the Library's Reserve Department is now able to

provide higher priced textbooks to students for a short term loan at no cost to them. Faculty and students can request that their books be added to the program. The program, although in initial stages, has been well received by the students and faculty.

Services: Self Assessment

The 2006 Qualitative Analysis showed overall satisfaction with library services and the assistance provided by professional library staff, but there was overall dissatisfaction expressed with student worker encounters. The 2009 LibQUAL results reflect a similar perception. Since the 2006 LibQual analysis student employee training programs were made mandatory and students were also introduced to customer service through a film outlining the principles of the FISH! Philosophy: Play, Be There, Make Their Day, and Choose Your Attitude. Unfortunately this effort has not been maintained and the FISH! Philosophy program has lost administrative support.

In the 2006 LibQUAL Qualitative Analysis the InterLibrary Loan Department was seen as losing some of its effectiveness. In the 2009 LibQUAL Survey students and faculty were generally pleased and many relied on the services of ILL such as PALCI and ILLIAD. However, some students complained about the long wait to have their requests filled. Typically this occurred when students requested items the Library already owned and their requests were cancelled and returned. Recently ILL has made an effort to accommodate graduate students by scanning and delivering electronically articles that we own only in hard copy. As for Circulation, more than one student commented that notification should be sent out before books are due, and graduate students in particular, wanted a longer loan period.

Although the total number of reference transactions continues to fall many of the transactions require in-depth research help, taking longer and involving numerous questions which are ultimately counted as just one involved transaction which can range from a few minutes to hour. Also, there are times when it is too busy to accurately reflect the true number of questions and times when librarians neglect to keep track of their transactions.

The 2006 Qualitative Analysis showed that undergraduates found books hard to find, due to books being misshelved, confusion with the classification system, or inadequate signage. Both graduate and undergraduate students, and some faculty, described a need for an orientation to the Library and its databases. Again, similar sentiments were reflected in the 2009 LibQUAL survey, indicating a need for more instruction or other means to familiarize students with the Library. IUP Libraries is now experimenting with videotaped introductions to various aspects of the Library that will be made accessible via the web page. Efforts are being made to reach out to graduate students through special orientation sessions.

Although the Library cannot presently offer 24/7 physical access IUP Libraries should continue to expand services provided though the Library's website, which is always available. The LibQual Summary showed that faculty and graduate students would like a website where they can more easily find information on their own, however, with the implementation in 2008 of the Content Management System (CMS) the Library is now constrained in the development of a unique and responsive site. The Library plans to use LibGuides as a way to make the Library's site more responsive to student needs.

In general the IUP Libraries needs to promote and market their services to the entire campus community. The Library currently publishes two newsletters, a general one updating users on what's new at the Library and one for Special Collections. One advantage of the new CMS system is the automatic publication in the *IUP Daily* of Library news and events listed on our web page. In 2009 a big screen television was installed in the lobby which continuously broadcasts information about the Library. The IUP Libraries has increased campus outreach with programs such as Breakfast & a Book (where faculty can talk about their recent

publications) and the Faculty Publications Reception (where all faculty who have published are honored and their publications displayed). The IUP Libraries should continue to develop marketing techniques to expand these efforts, so that students and faculty are informed of all the resources and services the Library has to offer.

Instruction: Overview

As a learning resource the Library is an extension of the classroom, and librarians are teachers who are active participants in the learning process. Librarians are directly involved in serving and supporting the teaching mission of the university through a variety of activities. As academic faculty, librarians teach credit bearing courses to both undergraduate and graduate students. Librarians are active participants on university-wide curriculum committees and in working with the Liberal Studies Program and its current revision. We serve a primary role in teaching *information literacy*, which is a learned set of abilities in which individuals develop the skills necessary to locate, evaluate, and use effectively the needed information and more importantly, how to *evaluate its quality*. Our teaching is specialized to meet the needs of each of our student populations from incoming freshman to seniors, graduate students and PhD candidates, non-traditional adult learners, international students, and those who reach us only over the internet through distance education. We also provide instruction to our faculty, staff and local community including students from our county schools. We teach with a passion and a purpose; to equip all, with the necessary skills to become *lifelong learners*. We offer the following credited courses: LIBR 151 “Introduction to Library Resources” (one credit), LIBR 251 “Information Access in the Digital Age” (two credits), and LIBR 201 “Internet and Multimedia” (three credits). Both the 201 and 251 courses have recently been approved to be taught online. We also offer LIBR 600 “Music Bibliography” which is a required course for a master’s degree in music and is taught by our music librarian. In addition, several of our faculty have taught courses for other departments, particularly in the College of Education and various sections of the Liberal Studies “Senior Synthesis” course (LBST 499). Our departmental curriculum committees continually work on the revision and improvement of our credit bearing courses as technologies, resources, and student information needs change and evolve in our fast paced world.

In addition to credited courses, each year faculty librarians teach hundreds of *Bibliographic Instruction* (BI) sessions. Any IUP faculty member may request a BI session. These sessions introduce students in the faculty member’s class to library resources pertinent to the subject matter being taught and/or any course assignments. After the formal BI session, librarians often follow up with students either at the reference desk or by appointment to personally assist them in their research. Individual library tours may be requested by any student, staff, or faculty member for basic instruction on PILOT, the library’s online catalog, as well as on any of the library’s over 200 computerized databases. Librarians are also engaged in teaching students through email correspondence, chat reference or by appointment. The “bring your assignment” program is available from our web site to any student who would like to have the opportunity to work one-on-one with a librarian, concerning specific assignments and/or research projects.

We also offer frequent workshops on the use of technology in teaching, pedagogical strategies for online instruction, which include special classes on the technological resources of the library, Information Literacy, and the use of specialized software for academic uses. These programs are offered by librarians either

individually or through the Center for Teaching Excellence. Some past workshops have included bibliographic management software programs like Endnote or plagiarism programs like Turnitin, along with the incorporation of information literacy objectives and outcomes in class syllabi and assignments. In addition to these offerings the library presents a variety of student orientations during the academic year. The Libraries are an integral part of IUP's *College Undergraduate Success Program (CUSP)*, to help incoming freshman orient themselves to university life. The CUSP program now serves over a thousand first-year students before the start of each fall semester. Librarians also present at the fall Graduate Student Orientation program and for newly hired Faculty, temporaries and TA's at their orientations.

Instruction: Self Assessment

Library instruction continues to expand and diversify as new offerings and Learning Management Systems become commonplace. Not all librarians teach. Currently eight, or half of the total faculty compliment teach credit classes or BI sessions, of those eight, half teach the majority of the sessions. The library has only one librarian whose job title includes the word "Instruction" however, without the support of the Dean and faculty colleagues it would be impossible to meet the instruction/teaching demands of the university community. Increasing library faculty compliment to provide Instruction should be considered a priority. As part of the University's mandate for each department to establish and implement an assessment plan the Library faculty involved in the departmental teaching circle took on the task of determining what to assess, who to assess, and how to do the assessment of instruction. Credited course instruction has by contractual agreement a student evaluation instrument that provides data on the course delivery, its content, and the instructor. The librarians therefore sought a way to provide assessment data on our non-credit teaching delivered through our many BI sessions. Discussions on this topic and the development of an assessment instrument along with its use and analysis was a project that lasted for eighteen months. Not only was the data collected beneficial to the librarians and their teaching of BI's but the data collected and what was learned throughout the process was accepted as a presentation at the Western Pennsylvania/West Virginia Chapter of ACRL. The presentation was called, *Using Assessment for Professional Growth and Pedagogical Improvement*. It was presented in June 2009 at the summer meeting held on the campus of West Virginia Wesleyan College.

The IUP Libraries intend to continue an aggressive program of credit-bearing LIBR courses and course-integrated instruction sessions. The Liberal Studies revision affords the Library a unique opportunity to extend the teaching mission of the Library. As a result of librarian advocacy, an Information Literacy component is now required within the Liberal Studies program and librarians have been instrumental in determining the criteria that are required or desired in courses that are given an Information Literacy designation. Because the suggested course requirements include a mandatory session conducted by a librarian, the need for librarian instruction is expected to grow. Although there may be enough librarian resources to address the initial needs of the Liberal Studies revision, additional human resources will be required to fully meet the Information Literacy goals of the revision.

The library instruction program is committed to an agenda of continuous improvement. Through the Library Undergraduate Curriculum Committee, Library Graduate Curriculum Committee and the Information Access and Evaluation Committee of Reflective Practice, librarians will continue to revise the credit-bearing courses and individual library instruction sessions to include appropriate technology and follow *best practices* in information literacy and library instruction.

Indiana University of Pennsylvania Review and Report

Erika Linke

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Past President, Association of College & Research Libraries

Overview

This report outlines and records my review and evaluation of the library at Indiana University of Pennsylvania based on materials received from the review committee, a review of documents on the IUP website and a day-long visit with staff, faculty and administrators at the institution. IUP has a well earned reputation for delivering quality education.

Everyone I met at my visit was gracious, enthusiastic and committed to the vision of the institution. Current economic conditions in Pennsylvania and the nation contribute to a sense of unease about the future. Organizations everywhere are grappling with the changes wrought by reduced funding and challenges from other sectors of the higher education community. There is a confluence of factors that challenge every institution to refocus on the student experience and the quality of that experience.

It is this reviewer's opinion that the effects of the 2008 economic crisis will have long term consequences everywhere including higher education and government support for higher education. To expect that institutions will return to past practices and norms when financial conditions improve is unrealistic. Decisions made today will set a direction for years to come. With today's constraints comes opportunity to envision a new future.

No segment of the university is removed from the mandate for excellence, for relevance and for impact. How each unit in an institution positions itself within the institution is crucial. How each unit benchmarks with organizations with similar functions yields some useful information. The value of the academic library comes from what is achieved day in and day out, the impact on student learning and life, and the support for faculty research and teaching.

Site Visit

The library faculty and staff are to be commended for how resources are used to support services and collections. This deployment is underscored by the extensive use of the library by faculty and students. On entering the library, one finds students everywhere, working in groups or studying alone. The library supports students through an active information literacy program which includes six for-credit classes. Within the constraints of the budget there is technological support for information access and use.

Examination of documents supplied by the review team, personal review of the IUP and IUP library website and a site visit at IUP revealed important issues. These issues should be evaluated, explored and assessed and results shared with administration and library faculty and staff.

1) The library has been without permanent leadership for a considerable period. The library faculty and staff want to move the library forward in addressing the needs of students and faculty. The length of time with temporary leadership has exacerbated staff and library faculty anxieties. An organization benefits with clear vision and strong leadership. A successful search for a Dean of Libraries is crucial.

2) Libraries have value, and libraries are changing. The library, under the leadership of a new dean, will need to assess the results of surveys, consider how to probe on issues that need further clarification and refinement, leading to an action plan to align library priorities and services with the articulated needs of students and faculty.

3) My review at IUP suggests that engaging students in order to elicit their perspective would be a fruitful action. Drawing students closer to the library through outreach to appropriate student government and/or establishing a student advisory group could strengthen service initiatives and enhance student engagement with the library. Providing a forum for the student voice can often yield new ideas and create opportunities.

4) In several venues, library faculty and staff raised concerns about building security at night in the library. Due to funding cuts and reassignments, fewer staff (including student staff) is available late night to maintain building safety and security. An analysis of late night incidents over several years might be undertaken with campus security experts to better understand the nature of the late nights incidents and might suggest a direction to improve security at night. A balanced analysis of usage patterns, a risk assessment study, student needs analysis, budget reductions and staffing should be ongoing. The library needs some discretion and flexibility in balancing these factors in setting library hours.

5) In several interview sessions, it was noted that the library has many services and resources that may not be fully known or understood by the campus community. Regular and targeted marketing of library services and collections might address the issues that have surfaced. If appropriate, perhaps the library could become a test bed for selected student project(s) in marketing that might emanate from the Eberly College.

6) Funding sources that support library services and collections are in transition. Any time an institution changes the manner in which operations and units are funded, clear communication and analysis of the benefits of the change are essential. This reviewer perceived resistance to changing the revenue model, uncertainty about the stability of the new model and questions about its benefits. I encourage the administration to articulate the changes and the anticipated benefits of these changes.

7) To remain a vital contributor to the campus, the library needs to determine how best to engage with faculty and students. There are many ways for meaningful and fruitful dialog. An existing library liaison program exists. Its focus is faculty and collections but the scope could be expanded to include library services and other initiatives to support faculty in their research and teaching. As well, direct engagement with students through student government or through a student advisory committee (both undergrad and grad) has the potential to connect the library to students in new ways.

8) Concern was raised that current staff job descriptions do not accurately represent staff work. Library staff stated that they are called upon to provide service that is outside the scope of their positions. The delicate balance of what tasks are in a position and what is demanded by the user challenges libraries to determine fair and equitable ways to manage this matter. My visit was too brief to be able to delve into this issue in greater depth.

Communication is important in every organization. It requires clear articulation and dialog, close and attentive listening, engagement in what is said, testing of what is said, a component of trust and a willingness to focus on high level and operational goals and outcomes. When the stakes are high, when organizational pressures are great, when finances are stretched and when there is uncertainty, clear communication and attentive listening is crucial.

Every institution needs to examine the data gather for national surveys and develop trend lines for those services and activities reported nationally. Libraries need to know their users; data tells one part of the story and through surveys, focus groups and other techniques for gathering user input directly from faculty and students a fresh perspective on user needs and wants can be constructed. Combining these data with emerging options and new technologies a library can position itself to server its user community in ways that can make a real difference.

With today's constraints comes opportunity to envision what a library is. It will take leadership and courage to evaluate and assess current practices and as needed to set a fresh direction by setting priorities and establishing an ongoing practice of review, evaluation and assessment.

IUP is fortunate to have a library faculty and staff who care passionately about the institution, about the library and about the quality of their work. Whoever is hired as the next dean of libraries will benefit from their combined talent, commitment to and caring for the future of the IUP library.

Appendices

Appendices: Guiding Documents

PASSHE Guidelines for Program Review



PA State System of Higher Education Administrative Procedure

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ADMINISTRATIVE PROCEDURE FOR BOARD OF GOVERNORS' POLICY 1986-04-A: PROGRAM REVIEW

Approved: October 9, 2003

Revised: January 12, 2004

Background: Periodic program review is a best practice in American higher education that involves stakeholders in the continuous improvement of existing academic and academic-and student-support programs. Such review includes an analysis of past performance that is used to inform present and future directions and decision-making. The review process must be integrated with strategic-planning and budgeting processes, with regional and specialized accreditation processes, and with student-learning outcomes assessment.

A. Guidelines for Program Review

1. Cycle. All University programs not subject to specialized accreditation shall be evaluated at least once every five years; when deemed necessary, the University president may require a shorter review interval for any programs. Reviews of programs that are subject to specialized accreditation shall be due within 30 days of receipt of the final letter and report from the accreditor. At least once every 10 years, each program not subject to specialized accreditation shall be reviewed by an appropriate external evaluator.
2. Types of Reviews. The full review is for programs not subject to specialized accreditation and requires external consultation. The President or designee may designate a program subject to specialized accreditation for a full program review.

The modified review is for programs subject to specialized accreditation. The modified review must include the accreditor's recommendations/suggestions and rejoinder, when appropriate.

3. Criteria for Full Review of Academic Programs. A self-study shall be conducted for all academic programs scheduled for review. Reviews of academic programs shall include analyses of data pertaining to the following criteria:
- a. *Goals set during last review and progress in meeting those goals
 - b. *Mission centrality
 - c. *Environmental scan (covering topics such as changing student characteristics, impact of technology on services, evolving student expectations, and federal and state statutes as well as policies and legal decisions affecting programs, continuing need for the program and currency of curriculum)
 - *Demand
 - *Enrollment trends
 - Student credit-hour generation
 - Course enrollments
 - *Program Organization
 - Structure—Include collaborations if appropriate.
 - *Faculty credentials and diversity
 - *Student diversity
 - *Resources—Include items such as the following:
 - Staffing levels, facilities, and budget, or actual costs
 - *Library and other learning resources
 - *Academic policies, standards, and grading practices
 - f. Program and Student Learning Outcomes
 - *Faculty achievements (e.g., grants, presentations, publications awards)
 - *Student achievements (e.g., awards, presentations, publications, research)
 - *Program outcomes—Include, as appropriate, items such as the following:
 - Test scores,
 - Retention data,
 - 4- and 6-year graduation rates,
 - Graduate- and professional school-acceptance,
 - Employment rates,
 - Employer assessments, and
 - Economic or community development.
 - *Student Learning Outcomes—describe the knowledge and skill outcomes and how they are assessed.

- g. Unique/special program features
- h. *Post-review implementation plan—Faculty/staff in each program must develop an implementation plan for continuous enhancement by building upon strengths and addressing challenges. The implementation plan, which must also include goals and action items to be accomplished by the next review period, will become final only after it has been approved by the president or designee.

Other categories of information may be added at the University's discretion. The Office of the Chancellor, in consultation with State System universities, shall establish and review criteria for the academic program reviews.

- 4. Criteria for Full Review of Academic- and Student-Support Programs. A self-study shall be conducted for all academic- and student-support programs or services scheduled for review. At minimum, the following academic- and student-support programs shall be reviewed: library, student life, enrollment services (e.g., admissions, bursar, registrar), public safety, judicial affairs, financial aid, counseling, athletics, residence life, career services, academic support services, and disability services. Reviews of academic- and student-support programs shall include analyses of data pertaining to the following criteria.
 - a. *Goals set during last review and progress in meeting those goals
 - b. *Mission centrality
 - c. *Environmental scan (covering topics such as changing student characteristics, impact of technology on services, evolving student expectations, and federal and state statutes as well as policies and legal decisions affecting services)
 - d. *Demand
 - *Number of students served
 - *Characteristics of clientele served, when appropriate
 - Relationship to mandates and/or system requirements, when appropriate
 - e. *Program Organization
 - Structure—Emphasis on how structure facilitates attainment of goals and objectives
 - *Cooperation/interaction/collaboration with other University departments, with other State System Universities, and with appropriate external groups

- *Faculty/staff credentials and diversity
- *Student-employee diversity
- *Resources—Analysis of the following:
 - Use of technology, when appropriate
 - Appropriateness of staffing to university and program goals
- Fiscal, human physical and other resources as appropriate
- Facilities and equipment

- f. *Currency of departmental policies (development/revisions, reasons, impact, etc.)

- g. Accreditation/approval, when appropriate

- h. Program and Student Learning Outcomes
 - Faculty/staff achievements
 - *Creative/innovative strategies
 - *Student engagement/leadership/involvement in program development, policy development, employment searches, etc.
 - *Student-learning outcomes
 - *Student satisfaction (e.g., Noel-Levitz, ACT, CIRP, etc.)
 - *Effectiveness in serving minorities and other underrepresented groups
 - *Effectiveness in serving special-needs students, when appropriate

- i. Unique/special program features

- j. *Post-review implementation plan – Faculty/staff in each program must develop an implementation plan for continuous enhancement by building upon strengths and addressing challenges. The implementation plan, which must also include goals and action items to be accomplished by the next review period, will become final only after it has been approved by the president or designee.

Other categories of information may be added at the University's discretion. The Office of the Chancellor, in consultation with State System universities, shall establish and review criteria for the academic- and student-support programs reviews.

*Required items

B. Evaluation

1. Internal Evaluators: Committees appointed or designated to review self-study documents and make recommendations about the program in question should include at least two people not directly responsible for the program;

these may include faculty or administrators from other units, students, and/or alumni.

2. External Evaluators: External review of existing academic, and academic and student-support programs is a standard practice in higher education. The purpose of external review is to garner additional perspectives on program strengths and weaknesses from individuals in the field or a closely related field who are affiliated with other institutions. Except under special circumstances, external evaluations are to be from outside the Pennsylvania State System of Higher Education.

C. Reporting

1. The president or designee shall keep the council of trustees apprised of program reviews and their outcomes.
2. By August 15, each University president or designee shall submit to the State System Office of Academic and Student Affairs a Program Review Summary Form for each program review completed during the year. For an accreditation review, however, a report shall be submitted by 30 days after the receipt of an external accreditation report. Such summaries should include the major findings and recommendations emanating from the review and note the planned timetable for implementing the recommendations. In specific instances, follow-up reports or information may be requested.
3. The Office of Academic and Student Affairs will develop an appropriate procedure and timeline for periodic reporting to the Board of Governors.

Appendices: Guiding Documents

ACRL Standards for Libraries in
Higher Education

Standards for Libraries in Higher Education

Approved by the ACRL Board of Directors, June 2004

Preface

These standards differ from earlier ACRL library standards in four significant respects.

1. They are intended to apply to all types of libraries in higher education, from technical institutes to research universities.
2. The standards and key principles are designed as a tool to help libraries establish individual goals within the context of their institutional goals.
3. They focus on documenting the library's contribution to institutional effectiveness and student learning outcomes.
4. The standards provide suggested points of comparison for peer and longitudinal comparison, and encourage the development of other measures. Some measures of quality and quantity are used in this document, as well as questions to provide guidance for assessing each element of library operations and the provision of library services.

To be applicable to such a wide range of libraries, it is necessary that the standards not be prescriptive. Instead, they provide a comprehensive outline to methodically examine and analyze all library operations, services, and outcomes in the context of accreditation. The expectation is that these standards embrace key principles that will continue to be espoused by regional accrediting associations as critical elements or core requirements that provide a foundation upon which a library documents its compliance.

The standards refer to other specific ACRL guidelines and standards developed to address specialized operations and initiatives (for example, "Guidelines for Distance Learning Library Services," "Information Literacy Competency Standards for Higher Education," and "Guidelines for Media Resources in Academic Libraries"). The Committee recognizes that not all variations in types of collections or services are directly addressed in the Standards. Without incorporating such specifics directly into this document, it is anticipated that there would be less need for its frequent revision. It is expected that ACRL standards and guidelines, both existing and those developed later, as well as standards from other organizations, can be used as part of a library's analytical structure as appropriate.

Foreword

These standards are intended to apply to libraries supporting academic programs at institutions of higher education. Earlier standards for libraries relied heavily upon resource and program "inputs" such as financial support, space, materials and staff activities.⁽¹⁾ These new standards continue to consider "inputs," but they also take into consideration "outputs" and "outcomes." In order to create uniformity, the definitions as described in the *ACRL Task Force on Academic Library Outcomes Assessment Report* will be used in these standards.

Inputs are generally regarded as the raw materials of a library program—the money, space, collection, equipment, and staff, out of which a program can arise.

Outputs serve to quantify the work done, i.e., number of books circulated, number of reference questions answered.

Outcomes are the ways in which library users are changed as a result of their contact with the library's resources and programs.⁽²⁾

These Standards provide both a quantitative and a qualitative approach to assessing the effectiveness of a library and its

librarians. They advocate the use of input, output, and outcome measures in the context of the institution's mission statement. They encourage comparison of these measures with those of peer institutions; they provide statements of good library practice, and they suggest ways to assess that practice in the context of the institution's priorities. They address libraries only, not other components of a larger organization (e.g., computing).

In considering the application of these Standards, those who make use of them should keep in mind the rapid changes in scholarly communications that have taken place in recent years. While electronic publications have increased in number, publications on paper and microtext have continued, making it necessary for librarians to store, provide, and interpret information in multiple formats. With the increase in the availability of information, user expectations have risen substantially. Librarians are increasingly expected to assist users in evaluating the information they receive. These changes evince an evolving role for librarians, one that suggests a closer partnership with users and a greater responsibility for the educational process.

Points of Comparison

Each library is encouraged to choose its own peer group for the purpose of comparisons. Peer groups may already be identified for benchmarking purposes by the institution. If not, a peer group could be identified using criteria such as the institution's mission, reputation, selectivity for admission, size of budget, size of endowment, expenditure for library support, and/or size of collection. Once a peer group has been determined, "points of comparison" can be made to compare the strength of the library with its peers. Suggested points of comparison for input and output measures are provided. This list is not to be considered exhaustive; other points of comparison can be determined by the institution. If comparisons are going to be conducted on an annual or other regular basis, the same categories should be used each time to assure a consistent and usable result.

Suggested Points of comparison: Input measures

- Ratio of volumes to combined total student (undergraduate and graduate, if applicable) and faculty FTE.
- Ratio of volumes added per year to combined total student and faculty FTE.
- Ratio of material/information resource expenditures to combined total student and faculty FTE.
- Percent of total library budget expended in the following three categories:
 1. materials/information resources, subdivided by print, microform, and electronic.
 2. staff resources, subdivided by librarians, full and part-time staff, and student assistant expenditures. Federal contributions, if any, and outsourcing costs should be included here. When determining staff expenditures care should be taken to consider comparable staff (i.e., including or excluding media, systems or development staff) and fringe benefits (within or outside the library budget).
 3. all other operating expenses (e.g., network infrastructure, equipment).
- Ratio of FTE library staff to combined student and faculty FTE.
- Ratio of usable library space (in square feet) to combined student and faculty FTE.
- Ratio of number of students attending library instructional sessions to total number of students in specified target groups.(3)
- Ratio of library seating to combined student and faculty FTE.(4)
- Ratio of computer workstations to combined student and faculty FTE (consider that institutional requirements for student ownership of desktop or laptop computers could affect the need for workstations within the library).

Suggested Points of comparison: Output measures

- Ratio of circulation (excluding reserve) to combined student and faculty FTE.
- Ratio of interlibrary loan requests to combined student and faculty FTE (could be divided between photocopies and books).
- Ratio of interlibrary loan lending to borrowing.
- Interlibrary loan/document delivery borrowing turnaround time, fill rate, and unit cost.
- Interlibrary loan/document delivery lending turnaround time, fill rate, and unit cost.
- Ratio of reference questions (sample week) to combined student and faculty FTE.

Planning, Assessment, and Outcomes Assessment

Planning

The library should have a mission statement and goals to serve as a framework for its activities. The mission and goals should be compatible and consistent with those developed by the institution. Assessment of the quality and effectiveness of the library should be linked closely with the specific mission and goals of the institution. In order to build its programs and services in the context of the institution the library should be involved in the overall planning process. Formal planning procedures and methods, such as strategic planning, are used frequently. These planning methods require input from a broad spectrum of the institution's community. They help the institution prepare for the future by clearly defining a vision and mission, by setting goals and objectives, and by implementing specific strategies or courses of action designed to help meet those ends. Strategic planning is an iterative process that includes evaluation, updating, and refinement. This process helps the community focus on its essential values and provides an overall direction that helps to guide day-to-day activities and decisions.(5)

Assessment

Comprehensive assessment requires the involvement of all categories of library users and also a sampling of non-users. The choice of clientele to be surveyed and questions to be asked should be made by the administration and the staff of the library with the assistance of an appropriate advisory committee. Questions should relate to how well the library supports its mission and how well it achieves its goals and objectives. Library users should be encouraged to offer signed or anonymous comments and suggestions. Opportunities for making suggestions should be available both in the library and through remote electronic access. All categories of users should be given an opportunity to participate in the evaluation. The weight given to responses should be consistent with the focus and mission of the library. A program of assessment and evaluation should take into consideration the changing rhythm of the academic year. Evaluation, whether it involves some or all of the techniques listed below, should be an ongoing process. Formal evaluation tools may include the following:

- General library knowledge surveys (or "pre-tests") offered to incoming first year students, re-offered at a mid-point in the students' careers and again near graduation, to assess whether the library's program of curricular instruction is producing more information-literate students.
- Evaluation checklists for librarian and tutorial instruction to gather feedback from students, other librarians and teaching faculty.
- Student journal entries, or information literacy diaries, used to track their library use.
- Focus groups of students, faculty, staff, and alumni who are asked to comment on their experiences using information resources over a period of time.
- Assessment and evaluation by librarians from other institutions and/or other appropriate consultants.
- Reviews of specific library and information service areas and/or operations.

Outcomes Assessment

Outcomes assessment will increasingly measure and affect how library goals and objectives are achieved. It will address the accountability of institutions of higher education for student achievement and cost effectiveness. It should take into consideration libraries' greater dependence on technology, their increasing use of online services, their growing responsibility to provide information literacy skills, their increasing reliance on consortial services, the possibilities of dwindling financial resources for collection development, and new developments in the ways in which scholarly information is published and distributed.

Outcomes assessment can be an active mechanism for improving current library practices. It focuses on the achievement of outcomes that have been identified as desirable in the library's goals and objectives. It identifies performance measures, such as proficiencies, that indicate how well the library is doing what it has stated it wishes to do. Assessment instruments may include surveys, tests, interviews, and other valid measuring devices. These instruments may be specially designed for the function being measured, or previously developed instruments may be used. It is critical, however, to choose carefully the instrument, the size of the sample, and the method used for sampling. The instrument should be valid, and the way it is used should be appropriate for the task. Colleagues at peer institutions may render invaluable assistance by suggesting assessment questions and sample sizes, by sharing lessons learned, and suggesting alternative methods for measuring outcomes.

Questions:

1. Is the library's mission statement clearly understood by the library staff and the institution's administration? Is it reviewed periodically?
2. How does the library incorporate the institution's mission into its goals and objectives?
3. How does the library maintain a systematic and continuous program for evaluating its performance, for informing the institution's community of its accomplishments, and for identifying and implementing needed improvements?
4. Is the library's assessment plan an integral component of the institution's assessment and accreditation strategies? For example, does the library revise and update its assessment procedures in conjunction with campus-wide planning and the actions of academic departments?
5. How does the library assess itself? (e.g., What quantitative and qualitative data does the library collect about its performance? How does it take into account special needs, such as those of physically challenged users?)
6. What outcomes does the library measure, and how does it measure these outcomes?
7. How does the library compare itself with its peers?

Services

The library should establish, promote, maintain and evaluate a range of quality services that support the institution's mission and goals. The library should provide competent and prompt assistance for its users. Hours of access to the library should be reasonable and convenient for its users. Reference and other special assistance should be available at times when the institution's primary users most need them.

Questions:

1. How well does the library establish, promote, maintain and evaluate a range of quality services that support the academic program of the institution and optimal library use?
2. Are reference, circulation, and government document services designed to enable users to take full advantage of the resources available to them?
3. How do student and faculty expectations affect library services?
4. How well do interlibrary loan and document delivery services support the needs of qualified users?
5. Does the library maintain hours of access consistent with reasonable demand?
6. What library services are provided for programs at off-campus sites? How are the needs of users and their satisfaction determined at those sites?
7. How are students and faculty informed of library services?
8. Does the library maintain and utilize quantitative and qualitative measurements of its ability to serve its users?
9. When academic programs are offered at off-campus sites, what are the standards or guidelines used to assure success? Are the *ACRL Guidelines for Distance Learning Library Services* (<http://www.ala.org/acrl/guides/distlrng.html>) used to consider existing and potential services?

Instruction

The library should provide information and instruction to users through a variety of reference and user education services, such as course-related and course-integrated instruction, hands-on active learning, orientations, formal courses, tutorials, pathfinders, and point-of-use instruction, including the reference interview.

As an academic or instructional unit within the institution, the library should facilitate student success, as well as encourage lifelong learning. By combining new techniques and technologies with the best of traditional sources, librarians should assist primary users and others in information retrieval methods, evaluation, and documentation.

In addition, librarians should collaborate frequently with classroom faculty; they should participate in curriculum planning and information literacy instruction as well as educational outcomes assessment. Information literacy skills and user education should be integrated across the curriculum and into appropriate courses with special attention given to information evaluation, critical thinking, intellectual property, copyright, and plagiarism.

Modes of instruction, often referred to as teaching methods, "may include, but are not limited to advising individuals at

reference desks, in-depth research consultations, individualized instruction, electronic or print instruction aids, or group instruction in traditional or electronic classroom settings."(6)

Questions:

1. Does the library provide formal and informal opportunities for instruction?
2. Does the library provide adequate space for instruction for both large and small groups? Is the available space designed to provide hands-on instruction, as well as presentation of all types of resources?
3. Does the library make appropriate use of technology in its instruction?
4. How do librarians work with classroom faculty in developing and evaluating library curricula in support of specific courses?
5. If applicable, how does the library facilitate faculty research?
6. Does the library provide a variety of educational programs?
7. How does the library promote and evaluate its instructional programs?
8. How does the library apply the *Information Literacy Competency Standards for Higher Education*?

Resources

The library should provide varied, authoritative and up-to-date resources that support its mission and the needs of its users. Resources may be provided onsite or from remote storage locations, on the main campus and/or at off-campus locations. Moreover, resources may be in a variety of formats, including print or hard copy, online electronic text or images, and other media. Within budget constraints, the library should provide quality resources in the most efficient manner possible. Collection currency and vitality should be maintained through judicious weeding.

Questions:

1. What criteria are used to make decisions about the acquisition, retention, and use of print, electronic, and media resources? How does the library select resources for its users?
2. What is the role of the classroom faculty in the selection of library resources and in the ongoing development and evaluation of the collection?
3. Does the library have a continuing and effective program to evaluate its collections, resources and online databases, both quantitatively and qualitatively?
4. Do print, media, and electronic resources reflect campus curricular and research needs?
5. Does the library have sufficient user licenses for its electronic resources so that on-site and remote users can be accommodated?
6. How are consortium purchasing and licensing agreements utilized?
7. If the library has responsibility for collecting and maintaining the institution's archives, how does it address these responsibilities?
8. How do the library's collections and online databases compare with its peers?
9. Does the library maintain the currency and relevancy of the collection through a judicious weeding program?

Access

Access to library resources should be provided in a timely and orderly fashion. Library collections and the catalog for accessing them should be organized using national bibliographic standards. A central catalog of library resources should provide access for multiple concurrent users and clearly indicate all resources. Provision should be made for interlibrary loan, consortial borrowing agreements, access to virtual electronic collections, and document delivery to provide access to materials not owned by the library. Furthermore, distance learning programs should be supported by equivalent means such as remote electronic access to collections, the provision of reliable network connections, and electronic transmission or courier delivery of library materials to remote users. Policies regarding access should be appropriately disseminated to library users.

Questions:

1. What methods are used to provide maximum intellectual and physical accessibility to the library and its resources?

2. How are the accuracy and currency of the catalog assured?
3. Is the arrangement of the collections logical and understandable?
4. Does the library provide timely and effective interlibrary loan or document delivery service for materials not owned by the library?
5. Does the library participate in available consortial borrowing programs?
6. Does the library provide sufficient numbers of appropriately capable computer workstations for access to electronic resources?
7. Is access to the catalog and to other library resources available across campus and off-campus?
8. If materials are located in a storage facility, are those materials readily accessible?
9. In what ways does the library provide for its users who are engaged in distance learning programs?

Staff

The staff should be sufficient in size and quality to meet the programmatic and service needs of its primary users. Librarians should have a graduate degree from an ALA-accredited program. In addition, there may be other professional staff who will have appropriate combinations of training, experience, and/or degrees. All library professionals should be responsible for and participate in professional activities. The support staff and student assistants should be assigned responsibilities appropriate to their qualifications, training, experience, and capabilities. The further development of professional and support staff should be promoted through an on-going commitment to continuing education, including training on security, emergencies, and the preservation of materials. Professional library staff should be covered by a written policy that clearly establishes their status, rights and responsibilities. This policy should be consistent with the *ACRL Standards for Faculty Status for College and University Librarians* (<http://www.ala.org/acrl/guides/facstat01.html>).

Questions:

1. Does the library employ staff capable of supporting and delivering information in all available formats, including electronic resources?
2. Is sufficient budgetary support provided to ensure the ongoing training of all staff?
3. Does the library have qualified librarians, other professional staff, skilled support staff, and student assistants in adequate numbers to meet its needs? Counts may include FTE library staff numbers for total staff and a separate number for FTE librarians (MLS or equivalent).
4. How does the institution ensure that the library's professional staff have the appropriate accredited degrees, and how does it encourage them to engage in appropriate professional activities?
5. How does the size of the library staff relate to the goals and services of the library, the institution's programs, degrees, enrollment, size of the faculty and staff, and auxiliary programs?
6. How do library staff policies and procedures compare with institutional guidelines and sound personnel management, especially in the areas of recruitment, hiring, appointment, contract renewal, promotion, tenure, dismissal, and appeal?
7. How do staff members who are responsible for instruction maintain sufficient knowledge and skills to be effective instructors?
8. How does the library provide security and emergency training for its staff?

Facilities

The library facility and its branches should be well planned; it should provide secure and adequate space, conducive to study and research with suitable environmental conditions for its services, personnel, resources and collections. The library's equipment should be adequate and functional.

Questions:

1. Does the library provide well-planned, secure, and sufficient space to meet the perceived needs of staff and users?
2. Are building mechanical systems properly designed and maintained to control temperature and humidity at recommended levels?
3. What are the perceptions of users regarding the provision of conducive study spaces, including a sufficient number

- of seats and varied types of seating?
- 4. Is there enough space for current library collections and future growth of print resources?
- 5. Does the staff have sufficient workspace, and is it configured to promote efficient operations for current and future needs?
- 6. Does the library's signage facilitate use and navigation of the facilities?
- 7. Does the library provide ergonomic workstations for its users and staff?
- 8. Are electrical and network wiring sufficient to meet the needs associated with electronic access?
- 9. Does the library meet the requirements of the Americans with Disabilities Act?
- 10. Are facilities provided to distance learners considered in the context of the *ACRL Guidelines for Distance Learning and Library Services* (<http://www.ala.org/acrl/guides/distlrng.html>)?

Communication and Cooperation

Communication is essential to ensure the smooth operation of the library. Communication should flow from all levels of the library: from the director/dean to the staff and from the staff to the director/dean. The library should have a regular mechanism to communicate with the campus.

Library staff should work collaboratively and cooperatively with other departments on campus. A special relationship should be encouraged between the library and information technology staff in providing access to electronic information resources. In some cases, a vice-president, dean, or director may administer library, media, and information technology operations and services. The library is usually responsible for selecting and providing information content. Information technology usually provides the technical infrastructure and support to deliver information. There is no single organizational model that will work for all institutions. Regardless of whether the services are independent or are integrated in some way, it is important that the services work collaboratively and keep each other fully informed.

Questions:

1. Is there effective communication within the library that allows for a free flow of administrative and managerial information?
2. Are staff members encouraged to suggest new ideas or procedures to improve operations or working conditions within the library? Is there a process to facilitate this?
3. Does the library have a regular means to exchange information with the campus?
4. Has the library established cooperative working relationships with other departments on campus?
5. If the library and information technology are administered separately, does the organizational structure provide opportunities for productive communication and collaboration?
6. If one administrator has responsibility for both the library and information technology, how well have the two functions been integrated?
7. Is the library able to obtain technical support for information technology in the form of in-house expertise to provide electronic resources to on-site and remote users?
8. Is the capacity of the campus network sufficient to provide reasonable response times for local and remote information resources?

Administration

The library should be administered in a manner that permits and encourages the most effective use of available library resources. The library director/dean should report to the president or to the appropriate chief academic or instructional officer of the institution. There should be a standing library advisory committee. The responsibilities and authority of the library director/dean should be defined in writing. If there are distance learning services provided, they should be administered in keeping with the suggestions offered in the *ACRL Guidelines for Distance Learning Library Services*. The library should be administered in accordance with the spirit of the ALA "Library Bill of Rights."

Questions:

1. How does the library administration encourage effective use of available library resources?

2. What is the statutory or legal foundation (e.g., institutional bylaws) for the library's activities?
3. To whom does the library director/dean report? Is that reporting relationship appropriate?
4. Is there a document that defines the responsibilities and authority of the library director/dean?
5. Does the library have a standing advisory committee? Does the committee have adequate classroom faculty and student representation? How effective is the committee?
6. How effective are the policies and procedures that determine internal library governance and operations?
7. Does the library operate in accord with the spirit of the ALA "Library Bill of Rights"?

Budget

The library director/dean should prepare, justify, and administer a library budget that is appropriate to the library's objectives. The budget should meet the reasonable expectations of library users when balanced against other institutional needs. The library should utilize its financial resources efficiently and effectively. The library director/dean should have authority to apportion funds and initiate expenditures within the library budget and in accordance with institutional policy. The budget should support appropriate levels of staffing and adequate staff compensation.

Questions:

1. Does the library director/dean prepare, justify, and administer the library budget in accordance with agreed upon objectives?
2. Are the library's annual authorized expenditures adequate to meet the ongoing, appropriate needs of the library?
3. How is the institution's curriculum taken into account when formulating the library's budget?
4. How are the instructional methods of the institution, especially as they relate to independent study, considered when formulating the library's budget?
5. What methods are used to determine the adequacy of existing collections? Is the budget adequate to maintain an appropriate rate of collection development in fields pertinent to the curriculum?
6. How does the size, or anticipated size, of the student body and the classroom faculty affect the library budget?
7. Does the budget support an appropriate level of staffing and compensation?
8. How is the adequacy and availability of funding for other library resources (e.g., Archives and Special Collections) determined?
9. Does the library budget reflect the library's responsibility for acquiring, processing, servicing, and providing access to media and computer resources?
10. To what extent does the library director/dean have authority to apportion funds and initiate expenditures within the library budget and in accordance with institutional policy?
11. How does the library monitor its encumbrances and the payment of its invoices? How does the library determine its choices and schedule its expenditures?
12. Does the budget include adequate support for extended campus programs?

Notes

1. By ACRL Board action on June 29, 2004, the present document supercedes the following standards: "College Library Standards," 2000 edition (C&RL News, March 2000, pp. 175-182); "Standards for Community, Junior, and Technical College Learning Resources Programs," 1994 (C&RL News, October 1994, pp. 572-585); and "Standards for University Libraries: Evaluation of Performance," 1989 (C&RL News, September 1989, pp. 679-691).
2. ACRL Task Force on Academic Library Outcomes Assessment, 27 June 1998, <http://www.ala.org/acrl/outcome.html>.
3. Ibid, p. 4.
4. For a further discussion of space requirements, refer to: Metcalf, Keyes D. Planning Academic and Research Library Buildings. 3rd ed. Philip D. Leighton and David C. Weber, eds. Chicago: American Library Association, 1999, c2000. Appendices B and C.
5. Regional and subject-based accrediting association guidelines can help direct the institution in its planning and assessment.
6. ACRL Guidelines for Instruction Programs in Academic Libraries, <http://www.ala.org/acrl/guides/guiis.html>

About the Standards

These standards supersede earlier separate library standards produced by the CLS, CJCLS, and ULS sections of ACRL. The first edition of the college library standards was published in 1959; subsequent editions were published in 1975, 1986, 1995, and 2000. Standards for two-year institutions were first published in 1960 and revised in 1979, 1990, and 1994. Standards for university libraries were first issued in 1979 and revised in 1989. (1a) In 1998, on the recommendation of the Task Force on Academic Library Outcomes Assessment, the ACRL Board mandated that all future standards incorporate outcomes assessment. The 2000 edition of "Standards for College Libraries" was the first to incorporate outcomes assessment and was considered a model for the other two library standards. Representatives from the standards committees of the CLS, CJCLS, and ULS sections met and eventually recommended that the new College Library standards be adapted as a single comprehensive standard for use by all academic and technical libraries. ACRL formed a task force in 2002 to accomplish this task. The College and Research Libraries Standards Task Force produced a draft document that was widely circulated on electronic discussion lists, printed in C&RL News, and published on the ACRL webpage. Review of the draft was encouraged by email to members, comments by an expert, and through public hearings at the ALA conferences in Toronto (June 2003) and San Diego (January 2004). A revised draft was then published on the website for additional comment. In June 2004, the ACRL Standards and Accreditation Committee and the ACRL Board approved the final document, and the three extant library standards were rescinded.

About the authors

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Note

(1a) William N. Nelson, "Library Standards in Higher Education: An Overview," Encyclopedia of Library and Information Science. Online published July 21, 2004.

<http://www.dekker.com/servlet/product/DOI/101081EELIS120021360>.(last accessed 8/26/2004)

Appendices: Planning and Assessment

IUP Libraries Mission Statement

Mission Statement

The University Libraries of Indiana University of Pennsylvania provide support for teaching, research, and the personal enrichment of members of the IUP community. This role is fulfilled through a combination of growing collections in print and non-print formats, which are supplemented by informational, instructional, and media services administered by a professionally trained staff. Both the human and the material resources of the libraries are consistent with national standards.

Vision and Values

The library faculty, managers, and staff have identified the following broad vision of service themes and goals for the future. They form the framework for library service to the University community. We envision a future for IUP Libraries:

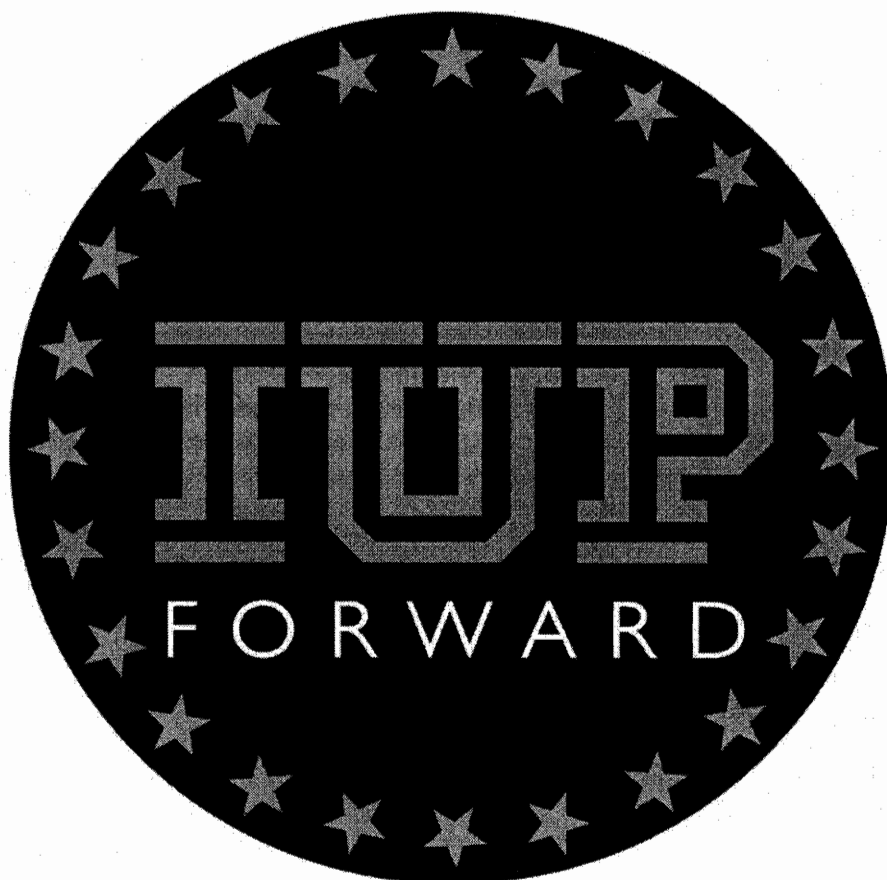
- *Where the services are prompt, satisfying, and effective, drawing together the expectations of users with the discipline of librarianship;
- *Where students and other university community members may learn how to locate, access, and use resources as part of becoming information literate, life-long learners;
- *Where university community members engage in active learning, independently or collaboratively, in one of the IUP Libraries, or through our gateway website;
- *Where librarians and staff deliver services in a friendly and professional manner, partnering with teaching faculty and other university staff in the development of services;
- *Where the information resources are rich, well-matched to the curriculum, up-to-date, well maintained, and easily accessible to local and remote users.

We also envision a future for the IUP Libraries where all staff enjoy their work and are fulfilled by it. As employees of the IUP Libraries, we are committed to work with each other in a friendly, honest, and open environment that demonstrates mutual respect for our strengths and differences. In serving our users, we place high value on quality and timeliness of service provided in a professional manner.

Appendices: Planning and Assessment

The 2007-2012 University Strategic Plan,
Indiana University of Pennsylvania

Advancing a Legacy of Excellence



The 2007-2012 University Strategic Plan

Indiana University of Pennsylvania

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D. Middle States Report	



Message from President Atwater

From its origin in 1875 as Indiana Normal School to its role today as Indiana University of Pennsylvania, IUP continues to evolve as an excellent institution of higher learning. Kiplinger's Guide to Personal Finance and Consumer Digest ranked IUP in the top tier of American universities relative to academic quality and cost in 2007. And, for the sixth consecutive year, IUP was ranked among the nations' best 365 universities in academic year 2006-2007. IUP is making significant strides in its development as the largest state-owned university in Pennsylvania and as a nationally recognized public doctoral university. As the university moves forward into the new millennium, IUP will continue to advance a legacy of excellence. The 2007-2012 University Strategic Plan will serve as a road map in achieving this outcome and in advancing IUP to the next level of institutional excellence and academic distinction. As the university progresses, it will continue to promote student academic success, public service and scholarship. The strategic plan set forth in this publication builds on that mission, and it outlines an agenda for guiding IUP's continuing evolution as one of America's premiere public universities. The plan includes eight major goals to insure IUP's institutional development and academic growth over the next five years. These goals are (1) academic excellence, (2) student development success, (3) civic engagement, (4) marketing and promotion, (5) enrollment management, (6) continuous improvement, (7) resource development and (8) university safety and security.

Thanks to all members of the university community and the Indiana County community who participated in developing the new University Strategic Plan. Thanks also to Tripp Umbach of Pittsburgh for its consulting role in assisting with the development of the plan. Special thanks to members of the University Strategic Planning Committee, co-chaired by Provost Cheryl Samuels and Ms. Barbe Moore, Director of Institutional Research, Planning and Assessment.

In my October 2005 inaugural address as IUP's 24th president, I expressed my confidence in the university's collective commitment to advancing the university as it faces major, ongoing currents of change in the field of higher education.

Message from President Atwater (con't)

I conclude this letter with words from that address. They are especially relevant as we launch this new endeavor.

“Together we will build upon the University’s solid reputation for teaching excellence, quality scholarship and student success. Together, we will courageously chart the course for the next successful chapter of IUP’s radiant history. Together, we will sustain the university’s ability to serve the evolving needs of students and the Indiana region. And, together, we will secure the future of Indiana University for Pennsylvania as one of the finest public doctoral universities in America for generations to come.”

I am confident in our ability to move IUP forward to the next level of academic quality and distinction.

Introduction

In the fall of 2006, IUP embarked upon an exciting and significant mission, the development of a new, 5-year university strategic plan. This plan will chart the course for IUP's academic and institutional priorities. This plan articulates a coherent vision statement that expresses specifically the aspirational goals and priorities of IUP in the years and decades ahead. The vision clarifies our current focus and direction. In addition, the plan includes core values which articulate what makes IUP the excellent university that it is. This new strategic plan positions IUP as a stronger and continuing national leader in teaching and scholarship.

Driven by the vision and mission of the university and critical trends in academia, enrollment, resources, student needs, diversity, global opportunities, technology, career advancement, and economic development, the overarching university strategic goals are as follows:

- Academic Excellence
- Student Development and Success
- Civic Engagement
- Marketing and Promotion
- Enrollment Management
- Continuous Improvement
- Resource Development
- University Safety and Security

To achieve our vision in these strategic areas will require on-going commitment and collaboration among all university constituencies.

The strategic planning process included an assessment and revision of the vision, mission and core values of the University, as well as the development of key goals, strategies and actions for each of the strategic areas. Each of the goals, strategies and actions are tied to measurable outcomes as a means to assess the effectiveness of the strategic plan. The focus on planning and assessment fosters the integration of strategic areas. The process included a wide variety of opportunities for university and community member participation. The strategic planning efforts will help position IUP to meet new challenges as well as capitalize on opportunities for success.

Vision, Mission, and Core Values

The following is the vision, mission, and core values of IUP as it moves forward in the next five years.

VISION

Indiana University of Pennsylvania shall be among the nation's leading universities recognized for student success and educational attainment, research, cultural enrichment, and economic development.

MISSION

Indiana University of Pennsylvania is a leading public, doctoral/research university strongly committed to undergraduate and graduate instruction, scholarship, and public service.

Indiana University of Pennsylvania engages students as learners and leaders in an intellectually challenging, culturally enriched, and contemporarily diverse environment.

Inspired by a dedicated faculty and staff, students become productive national and world citizens who exceed expectations personally and professionally.

CORE VALUES

Access with opportunity to succeed
Engaged Learning
Student-Centered
Diversity
Civility
Global Awareness
Accountability
Shared Governance

Strategic Goals

The following are the strategic goals on which IUP will focus in the next five years to move the university forward to fulfill its mission and achieve its vision:

1. Academic Excellence
2. Student Development and Success
3. Civic Engagement
4. Marketing and Promotion
5. Enrollment Management
6. Continuous Improvement
7. Resource Development
8. University Safety and Security

The definition of each strategic goal follows, along with the strategic goal statements within that area and the strategies to achieve each goal.

1. Goal - Academic Excellence

Definition: The promotion and achievement of demonstrated success and quality in teaching and scholarship on undergraduate and graduate levels.

A. Further develop and enhance distinctive and rewarding undergraduate, masters, and doctoral programs

Strategies:

1. Ensure high-quality programs through accreditation and routine program reviews
2. Offer new, high quality programs based on demand, faculty strengths, and resources
3. Provide support and research/scholarship opportunities for undergraduate and graduate students

B. Strengthen and expand support for graduate education

Strategies:

1. Strengthen graduate programs in content, quality and support
2. Strengthen infrastructure for support, marketing and delivery of on-site and distance education

C. Increase access to educational opportunities through a variety of innovative teaching and learning approaches

Strategies:

1. Incorporate innovative teaching and learning approaches in and out of the classroom based on student need and demand
2. Ensure adequate technology to support education
3. Expand course and program offerings using a variety of flexible delivery systems

1. Goal - Academic Excellence (con't)

D. Attract and retain highly qualified, diverse faculty and academic support staff

Strategies:

1. Provide support and research/scholarship opportunities for faculty
2. Strengthen and actively recruit faculty/academic support staff university-wide with additional emphasis on individuals of diverse backgrounds

E. Expand opportunities for students to participate in international learning experiences

Strategies:

1. Enhance opportunities for students to respond to world events
2. Enhance student opportunities for international education and experiences

F. Increase faculty research and scholarship in all its forms

Strategies:

1. Enhance support for grant/contract development and implementation
2. Improve facilities for research and scholarship
3. Seek external resources to support research and scholarship

1. Goal - Academic Excellence (con't)

G. Foster achievement of student learning outcomes

Strategies:

1. Implement and assess new liberal studies curriculum
2. Align program learning goals with student learning outcomes
3. Ensure that student services and programs are aligned with the learning outcomes
4. Incorporate innovative student development approaches which contribute to achievement of outcomes

2. Goal - Student Development and Success

Definition: The achievement of academic and personal goals through programs and services which address the growth and development of the whole person.

A. Support student academic success

Strategies:

1. Provide academic support to students to help them succeed
2. Strengthen and enhance institutional strategies for improving and expanding advising opportunities
3. Establish a strong commitment to first-year experience programming
4. Provide strong peer mentoring systems to support student learning and academic success
5. Enhance retention and graduation of students university-wide with additional emphasis on students from diverse backgrounds

B. Promote living-learning experiences for students

Strategies:

1. Complete Residential Revival and incorporate a living-learning environment
2. Develop programming that fosters the living-learning concept
3. Provide multiple on-campus living options to enrich students' living-learning experiences

2. Goal - Student Development and Success (con't)

C. Provide students with opportunities for experiential learning

Strategies:

1. Provide opportunities to strengthen and supplement the classroom experience, such as internships, service learning, and national student exchange
2. Strengthen productivity in career counseling, preparation, and placement

D. Promote the development of student leadership skills, personal character, and ethics

Strategies:

1. Implement the student leadership and involvement model by working with specific student organizations (Residence Hall Association, Greek social fraternities and sororities, etc)
2. Enhance recognition of student displays of success in the areas of leadership, character, civility, and integrity

E. Foster student life experiences which respond to students' unique needs and interests

Strategies:

1. Affect change toward a social climate and campus culture that promotes legal, safe, and health choices by shaping and managing the campus/community living/learning environments

3. Goal - Civic Engagement

Definition: The engagement of faculty, staff, and students to embrace the values, institutional pride, traditions, and history of IUP and provide service to the university and community.

A. Develop and expand civic engagement opportunities for students, faculty, and staff

Strategies:

1. Implement service learning programs and develop volunteer opportunities
2. Provide incentives and recognition to students, faculty, and staff to encourage service
3. Provide citizenship and community leadership experiences for students

B. Develop strong partnerships with the local, national, and global communities

Strategies:

1. Create opportunities for both the university and community to partner
2. Develop stronger partnerships in the community with businesses and community leaders
3. Identify and make available university based expertise to the county/region

C. Provide a culture that celebrates differences and values diversity

Strategies:

1. Provide a wide variety of enriching experiences for students, faculty, and staff

4. Goal - Marketing and Promotion

Definition: Integrated marketing and communications is a comprehensive, coordinated, institution-wide effort to communicate mission-critical values and messages in ways that target audiences notice, understand, and respond to. (STAMATS)

A. Elevate the visibility of IUP through implementation of an integrated marketing communications plan

Strategies:

1. Identify and promote IUP identity through consistent branding
2. Strengthen, enhance and expand University (institutional) marketing and promotion efforts regionally, nationally, and internationally
3. Identify and market programs of distinction
4. Use electronic technology to advance and promote a consistent IUP brand

B. Brand IUP on the local, national, and international scale by using the Brand Promise

Strategies:

1. Promote achievements and successes to improve IUP's image
2. Market and promote IUP regionally through connections with local high schools
3. Enhance relationships with local and regional media outlets

4. Goal - Marketing and Promotion (con't)

C. Enhance IUP spirit and pride among all members of the university community

Strategies:

1. Improve and expand vehicles and systems for cross-campus communication on major events and information
2. Offer alumni a variety of ways for engagement with IUP
3. Engage all members of the university community in supporting the advancement and promotion of IUP

5. Goal - Enrollment Management

Definition: Enrollment Management is the integrated systems approach that focuses on student enrollments from the time of the initial inquiry through graduation and post-graduation. (STAMATS)

A. Refine and execute a university enrollment management plan to recruit, retain, and graduate all students

Strategies:

1. Implement a university-wide, holistic approach to enrollment management
2. Enhance recruitment of students university-wide, including additional emphasis on students of diverse backgrounds
3. Focus enrollment on strategically targeted programs and majors

B. Engage all members of the university community to strengthen recruitment and retention efforts

Strategies:

1. Foster a university-wide culture where members understand and embrace their roles in recruitment and retention of students
2. Engage alumni, retired faculty, staff, and other external constituencies in recruitment and retention of students

6. Goal - Continuous Improvement

Definition: An environment where individuals proactively work together to improve process through constant review.

A. Develop and implement a process to realize university mission and goals

Strategies:

1. Evaluate the implementation of the strategic plan
2. Coordinate outcomes assessment centrally using data to inform and sustain the continuous improvement process
3. Incorporate the system accountability plan measures as part of institutional assessment

B. Engage the university community in a process of continuous improvement

Strategies:

1. Advance and expand support for meaningful professional development opportunities for faculty and staff
2. Affirm and reward continuous improvement throughout the university
3. Enhance convenience, efficiency, and services for faculty, students and staff

7. Goal - Resource Development

Definition: The practice of identifying, cultivating, and securing financial and human support for the university.

A. Strengthen the financial resource base of the university through increases in research grants, annual giving, endowment, major gifts, outreach to alumni, and advocacy to policy makers

Strategies:

1. Advocate for IUP interests in the public arena, including state and federal government and corporate and foundation gifts and grants
2. Ensure an effective mechanism and structure to facilitate sponsored research
3. Expand the financial resource base of the university through increased alumni, faculty, and staff gifts
4. Enhance IUP's productivity in the area of economic development and workforce education in the region and the state

B. Strategically leverage optimal availability of resources for scholarships, programs, services, and facilities

Strategies:

1. Re-align resources to improve course availability for students in upper division levels
2. Increase scholarship support for academic, athletic, and other student programs

7. Goal - Resource Development (con't)

C. Provide facilities and technology commensurate with academic mission

Strategies:

- 1. Advance and improve classroom instructional facilities and instructional technology throughout the University (across colleges)**
- 2. Initiate capital improvements and develop new resources and partnerships to improve campus facilities, technology, and equipment**
- 3. Enhance and strengthen the library in delivery, scope, and quality of services, and improve the physical plant**

D. Manage resources effectively and efficiently to accomplish the University mission and strategic plan

Strategies:

- 1. Implement a process to prioritize the needs of the university and match resources to these priorities**
- 2. Maintain and enhance the support for accredited programs**

8. Goal - University Safety and Security

Definition: The safety, security, and wellness of the university community and protection of university assets.

A. Enhance and strengthen a safe, secure, and healthy environment for members of the university community

Strategies:

1. Ensure university plans effectively address contemporary university safety and wellness
2. Ensure coordination and active involvement of key divisional representatives in the Crisis Response Team

B. Enhance security of the physical and informational assets of the university

Strategies:

1. Ensure university information protection policy effectively addresses university issues
2. Employ effective security procedures to safeguard assets

Next Steps

Strategic planning is a continuous process that does not end at the development of the plan. Rather, that is the beginning of the process. Those units and individuals responsible for the achievement of key strategies in the 2007-2012 plan will be engaged in the process of further developing the necessary components to implement the plan. They will identify specific actions to implement the strategies, timeframes for implementation, resources needed for implementation, and measures of achievement.

Attached to the strategic plan are the following Appendices:

- A. Committee Membership
- B. Overview of Planning Process
- C. Actions/Outcomes Report
- D. Middle States Report

The Actions/Outcomes report (Appendix C) is an Excel spreadsheet that contains tabs for each of the 8 strategic areas. In each tab, the strategic goals are outlined, along with the strategies and actions to achieve the goals.

The tabs also include columns for the responsible entities, desired timeline, and measurement for each of the actions. These columns will allow the responsible units and individuals to monitor progress in implementing the plan and to facilitate communication and dissemination of information among those implementing the plan. If there are any resources that are needed to achieve the overall goal, then this can be stated in the resource column in each of the tabs of the Excel spreadsheet. The measurement column will ensure that there are identified mechanisms to evaluate achievement of the actions.

A project resource disc containing all of the information developed from the strategic planning process will be provided to the University. The disc will contain the following information:

- Strategic plan report, including all of the appendices
- Strategic plan executive summary
- SCOT (strengths, challenges, opportunities, and threats) analysis
- Common themes from key stakeholder interviews
- Discussion group summary and observations report
- Summary reports from each discussion group session

The documents contained on the project resource disc can be used by those entities responsible for further implementation of the IUP strategic plan to help them develop actions and measures for the achievement of strategies.

Appendices: Planning and Assessment

Steps Forward: IUP Libraries' Goals,
2006-2007

Steps Forward: IUP Libraries' Goals, 2006-2007

Broad Goals for the IUP Libraries

- Strengthen Communication (internal and external)
 - Continue to implement FISH!
 - Hold spring workshop, addressing customer service and teamwork
 - Reach out to campus community by promoting services
 - Look for improvements to library web presence
- Develop Information Commons Concept
 - Define services and relate to each department's role
 - Examine floor plans and the concept's impact on space
 - Research space and resource availability
 - Present proposal to the Provost
- Space Planning
 - Examine space and seek to maximize utilization of library space making it more user-friendly
 - Plan renovations of Stapleton/Stabley Library
 - Design and implement an Information Literacy Center
- Staffing
 - Consider staff needs and seek to increase permanent full-time staff
 - Evaluate our services and response to distance learners
- Enhance the functionality and appearance of the library's physical plant
 - Seek attention to established short- and long-term maintenance needs
 - Assure that appropriate university personnel are aware of library physical plant needs and are part of solutions
 - Explore possibilities for funding for physical plant projects

Department Goals

Administration

Facilities

Goal: Plan for major renovation and/or addition to Stapleton-Stabley Libraries

- Strategy: Work with library personnel to identify needs
- Strategy: Work with university administration to secure funding for design study.

Goal: Negotiate for maintenance upgrades to both Stapleton and Stabley

- Strategy: Request continuation of the ceiling/lighting project for Stabley

- Strategy: Plan for the Information Literacy Center
- Strategy: Work on the maintenance and repair list, including replacement security gate and installation of a handicapped-accessible front door
- Strategy: Develop a plan and seek funding to integrate Cataloging into the Acquisitions area
- Strategy: Continue the upholstery project
- Strategy: Purchase furnishings for the Children's area on the second floor of Stabley
- Strategy: Purchase new IKEA furnishings for the ground floor of Stapleton
- Strategy: Supply window blinds to the Serials/Acquisitions Offices
- Strategy: Pursue security for the carrels with some type of covering and the installation of video surveillance cameras.

Goal: Develop Information Commons Concept

- Strategy:* Work with library personnel to define concept
- Strategy:* Present proposal to the Provost

Resources

Goal: Continue to seek library funding

- Strategy:* Maintain peer and other comparative data
- Strategy:* Collect information regarding users' needs
- Strategy:* Prepare reports and present information as appropriate
- Strategy:* Continue to work with IA to identify Library donors/gifts
- Strategy:* Support IRTF report recommendations

Goal: Pursue additional funding to address student work study needs

- Strategy: Analyze data to project accurate work study needs

Goal: Assess library-wide equipment needs

- Strategy: Add to or upgrade the multimedia pods
- Strategy: Provide funding for equipment needs

Goal: Present a program to the campus regarding scholarly communication

- Strategy: Collaborate with Technology Services and interested faculty
- Strategy: Present a spring 2007 program to the campus

Services

Goal: Advance customer service

- Strategy:* Discuss the FISH! program and identify next steps
- Strategy:* Implement FISH for student training
- Strategy:* Analyze service feedback cards to improve customer service
- Strategy:* Use LibQual as an instrument to assess student satisfaction

- Goal: Advance teamwork
- Strategy: Hold a spring program with a teamwork theme
- Goal: Support the establishment of an Information Literacy Center
- Strategy: Prepare proposal for the Provost
 - Strategy: If approved, help to implement Center
- Goal: Strengthen liaison faculty relationships and build relationships with students
- Strategy:* Appoint advisory committees
 - Strategy:* Support faculty liaison subcommittee activities
- Goal: Build community
- Strategy: Hold a Schafer Endowment Program
 - Strategy: Host fall teacher's workshop for History Day.
 - Strategy: Continue support for library sponsored exhibits and speakers.
- Goal: Support undergraduate research
- Strategy: Provide an award for the best bibliography at the undergraduate symposium

Technology and Security

Facilities

- Goal: Further develop the Information Commons concept with collaboration from other library departments
- Strategy:* Develop floor plans
 - Strategy:* Produce cost estimates
 - Strategy:* Define service levels
 - Strategy:* Look for integrations with the digital studio concepts
- Goal: Increase awareness of security initiatives.
- Strategy: Inform employees about potential thefts in their departments
 - Strategy: Inform employees about proper procedures for utilizing the security department (from noise to theft)
- Goal: Provide more substantial evidence to campus police
- Strategy: Reallocate existing cameras and/or purchase additional

Resources

- Goal: Raise awareness of central a/v issues and try to secure appropriate funding.
- Strategy: Initiate conversations at 7 on 7 meetings
 - Strategy: Present white paper to AOG
 - Strategy: Investigate special project opportunities
 - Strategy: Develop replacement plan for events equipment

Goal: Implement data backup migration to central services.

- Strategy: Utilize TSC backup services where appropriate
- Strategy: Upgrade infrastructure to GB technology where appropriate

Goal: Transition Military Science and Honors College responsibilities to central support

- Strategy: Work with new user services department to transition service

Services

Goal: Market LTS and its new services

- Strategy: Create and publish comprehensive list of services LTS provides.
- Strategy: Redesign web presence for all functions of LTS
 - Technology Helpdesk
 - Stapleton Lab
 - Graphics
 - Event Support
 - Audio/Visual Equipment Distribution

Goal: Migrate former IDC services to LTS services.

- Strategy: Integrate pods into Acadlib domain
- Strategy: Cross train student tech workers

Goal: Enhance Interlibrary Loan Automation

- Strategy: Upgrade Illiad service
- Strategy: Upgrade Ariel Service

Goal: Carry out office automation project for library administration.

- Strategy: Inventory forms that can be converted to online
- Strategy: Recommend upgrades to conference room

Acquisitions Serials Department

Facilities

Goal: Consider how to make the floor more patron-friendly and inviting by placement of furnishings to allow group work.

- Strategy: Plan for incorporation of Technical services in one area.

Resources

Goal: Improve collection development, preservation and access to the serials collection.

- Strategy: Continue development of a database of databases for administrative tracking and that might be used to generate web page of electronic resources automatically.
- Strategy: Continue building the Voyager ledger to track all current database subscriptions.

- Strategy: Automate statistics gathering. Begin process of adding item records to journal holdings to enable automated in-house use counts.
- Strategy: Begin weeding process in the Back Stacks based on usage, condition and duplication in electronic collections or other formats.
- Strategy: Review subscription titles for relevancy to programs and in preparation for probable serial cuts in the future. Also evaluate them by format.
- Strategy: Begin PaULS union list updating.
- Strategy: Process Conrad Ceramic Collection.

Services

Goal: Broaden the base of Collection Building

- Strategy:* Improve the visibility of the Acquisitions request form on the web for books, serials, media and databases and market its use by all constituencies
- Strategy:* Seek special funding for these open requests

Goal: Improve workflow in Acquisitions

- Strategy: Implement YBP-supplied MARC Records from PromptCat to speed up Acquisitions process for firm orders.

Goal: Improve student assistants' awareness of resources, facilities and responsibilities in the ACQ/Serials department to improve service to the library community and the IUP community at large.

- Strategy:* Create WebCT Acq/Serials Communities/sessions to address department training and communication and to promote cross training.

Goal: Enhance staff environment and manage and maintain workflow in light of illness of employees or pending retirements.

- Strategy: Create a Staff Module in WebCT to include procedures manuals for the department.
- Strategy: Build a case to hire a new staff person to cover evening hours (? to 2:00 a.m.) to address patron questions/concerns that cannot be answered by students and to assume other duties like processing gifts in a more timely fashion.

Goal: Enhance staff development to improve customer service

- Strategy:* Encourage local conference attendance by staff (Spring PASSHE Librarians conference, Trend Users Group, PaLA workshops and conferences, OCLC training sessions, etc.)
- Strategy: Prepare for SAP implementation.

Collection Development

Facilities

Goal: Accomplish move of Cataloging to Ground Floor

- Strategy: Work with Cataloging and Administration to complete plans

Resources

Goal: Analyze the collections for strengths and weaknesses

- Strategy: Use new OCLC ACAS tool

Goal: Continue development of digital repository

- Strategy: Contribute to the digital repository work team

Goal: Weed the collections

- Strategy: Meet with relevant bibliographers to set forth procedures in selected areas

Goal: Transition to new Collection Development Librarian

- Strategy: Work with the Search Committee to completion of their task

Services

Goal: Transition from Banner to SAP Accounting programs

- Strategy: Take SAP training and implement changes

Goal: Revise bibliographer/liaison program into a more functional model

- Strategy: Help implement liaison committee plans and activities

Goal: Reach out to all faculty, not just liaisons, for help in developing collections

- Strategy: Address communications to a broader audience

Cataloging

Facilities

Goal: Support the Information Commons.

- Strategy:* Work with other departments to provide resources for research about the Commons

Resources

Goal: Maintain high quality control of resources.

- Strategy: Keep backlogs from accumulating.
- Strategy: Provide resources in metadata.

Services

Goal: Continue to provide quality cataloging and services in a timely manner.

- Strategy: Develop capability to provide metadata and perform digital projects.
- Strategy: Establish authority control policies and procedures with other SSHE libraries.
- Strategy: Document new developments in cataloging policies and procedures.
- Strategy: Be flexible and work effectively in a dynamically changing

environment.

- Strategy: Support ongoing professional development for cataloging librarians by having at least one librarian attend an annual national meeting or major conference and report back to others.
- Strategy: Librarians and/or staff attend state and regional meetings and report back to others.
- Strategy: Create a warm and supportive environment for new team members.

Reference

Facilities

Goal: Define the Information Commons and the Reference Department's role in it.

- Strategy:* Work with the library administration and other departments as the building and space plan is revised.

Resources.

Goal: Enhance Reference Collection

- Strategy: Continue refined weeding of reference collection
- Strategy: Identify underserved areas of the curriculum and plan remedy
- Strategy: Continue acquisitions to keep reference collection current.

Services

Goal: Enhance Reference Services

- Strategy: Support ongoing professional development for reference librarians by having at least one librarian attend annual national or state meeting of major conference with a reference concentration and present report to library faculty/staff.
- Strategy: Explore possibility of hosting workshops conducted by external organizations or by IUP faculty/staff.
- Strategy: Develop plans to promote reference services.
- Strategy: Monitor development of the "Ask Here PA" service.
- Strategy:* Develop service model to support the Information Commons plan.
- Strategy: Devise better methods for collecting reference statistics.

Instruction

Services

Goal: Develop relationships with new faculty

- Strategy: Offer new faculty orientation
- Strategy:* Offer workshops on library services
- Strategy:* Promote Information Literacy instruction.

Goal: Enhance the library's role with the First Year Experience and the Common Reader programs.

Goal: Identify other Librarians as instruction Librarians.

Goal: Encourage the growth of credited library course offerings.

Circulation

Resources

Goal: Build a case to make the ILL lending staff position a 12 month position and to add, at minimum, one additional fulltime staff to the department for use between the ILL and reserve area.

- Strategy: Submit proposal to library administration, with 3 year statistics of current services, with backing from the Dean and Associate Dean of Libraries.
- Strategy: Work with Graduate School to compile list of doctoral programs and the growth and projected growth of the doctoral student population to support the request of additional staff to handle the increase in work load in ILL.

Services

Goal: Purchase a mobile scanning cart w/software to facilitate faster service to our distance education graduate students and a faster turnover time in processing lending requests.

- Strategy: Work with the administrative office to secure funding for this equipment.

Goal: Complete the investigation of purchasing a self-check machine and then, if the decision is made to make the purchase, order, set up, and train the department staff and student workers on its use.

- Strategy: Work with 3M and Libramation to understand components of both company's equipment in order to be able to make an informed decision about from which company to purchase the equipment.

Goal: Improve service to all distance education co-horts.

- Strategy: Explore implementation Odessey, Illiad's electronic delivery software for electronic delivery of requested materials. Have, at the very least, the 12 month ILL lending staff in place before implementing this service.
- Strategy: Configure ILLIAD in order to manage requests from distance education graduate students using IUP branch campus sites. Work with the LTS office to reconfigure ILLiad for use with this group of students.

Goal: Improve our electronic reserve services to faculty.

- Strategy: Train faculty to implement and manage their own electronic reserve courses.

- Strategy: Complete and implement a WebCT course for ereserve student processor to insure proper processing of the ereserve materials. Collaborate with the LTS office to accomplish this goal.

Goal: To research and clarify copyright as it pertains to the electronic reserve and the interlibrary loan areas of the department.

- Strategy: Work with the library administration to draft a copyright procedure and to find the necessary funding to earmark monies for payment of copyright fees.

Education College Librarian

Facilities

Goal: Relocate the education librarian's office.

- Strategy: Move the education librarian's office from the IDC to the first floor of Stabley Library.

Goal: Establish a child-sized reading/instruction area next to the stacks in the children's library.

- Strategy: Draw up a floor plan of the proposed reading/instruction area and share it with Dean Fowler.
- Strategy: Purchase furnishings and décor from the Instructional Resource Catalog using funds raised through the spring 2006 Scholastic Book Fair.
- Strategy: Seek university or grant funding for additional monies needed for furnishings and décor.

Resources

Goal: Analyze the presence of award-winning or recommended books in the children's collection.

- Strategy: Compile lists of Newbery and Caldecott Award-winning books.
- Strategy: Compile lists of ALA recommended books for children and young adults.
- Strategy: Check award-winning and recommended book lists against PILOT.
- Strategy: Order any award-winning or recommended titles which are not currently held in the children's collection.

Goal: Develop a plan for ordering media.

- Strategy: Examine past practices for ordering media.
- Strategy: Consult faculty about their satisfaction/dissatisfaction with the media ordering process.
- Strategy: Develop an efficient process for ordering media.
- Strategy: Share the new media ordering process with faculty at a bibliographer's meeting.

Goal: Spend any leftover performance funds by the end of the fall 2006 semester.

- Strategy: Obtain performance fund balances from Karen Brown.
- Strategy: Meet with bibliographer liaisons to discuss performance fund spending.
- Strategy: Order resources that meet the guidelines for performance spending.

Goal: Continue professional development in the areas of library science and education.

- Strategy: Present a poster session at the Pennsylvania Library Association's Annual Conference in Pittsburgh.
- Strategy: Present a paper at the New England Educational Research Organization's Annual Conference in Portsmouth, NH.
- Strategy: Write an article and pursue its publication in peer-reviewed library science journals.
- Strategy: Write an article and pursue its publication in peer-reviewed education journals.

Services

Goal: Publish an education research guide on the IUP Libraries Web Page.

- Strategy: Compile a list of the best research tools for education students.
- Strategy: Design a user-friendly web page that gives students access to these tools.
- Strategy: Publicize the web page to faculty and students of the College of Education and Educational Technology.

Goal: Pursue the possibility of cross-listing a graduate-level library course in the College of Education and Educational Technology.

- Strategy: Meet with Dean Fowler to discuss the need for a cross-listed course.
- Strategy: Meet with COE-ET department chairs and program directors to discuss ideas for a cross-listed course.
- Strategy: Draft a syllabus for the cross-listed course.

Goal: Hold several community outreach events at Stapleton Library.

- Strategy: Hold a "buy-one-get-one-free" Scholastic Book Fair.
- Strategy: Sponsor a new book drive for the Salvation Army's "Treasures for Children" Program.
- Strategy: Organize one, possibly two, children's literature festivals.

Goal: Improve the library's relationship with the College of Education and Educational Technology, as well as the other colleges at IUP.

- Strategy: Continue to establish a physical presence in the College of Education.
- Strategy:* Continue to meet with bibliographer liaisons on a weekly basis.

- Strategy: Continue to offer individual and class bibliographic instruction sessions at times and locations that meet the needs of COE-ET faculty and students.
- Strategy: Continue to hold “Breakfast-and-a-Book” sessions.
- Strategy:* Continue to provide prompt assistance and courteous service at the reference desk by implementing the FISH philosophy.

Orendorff Music Library

Facilities

Goal: Get a security system for the Music Library.

- Strategy: Work with Bill Montgomery’s office to identify what type of system we should use and possible sources of funding.

Goal: Get a laptop computer and data projector for the Music Library Seminar Room, Cogswell Hall 101F, making that room a functional classroom.

- Strategy: Place these items on the Equipment Request list for the Libraries in 2006-07.

Resources

Goal: Acquire more compact discs for the Music Library collection.

- Strategy:* Do an analysis of our CD collection by comparing our holdings with standard lists of recordings any Music Library should have.

Goal: Acquire more newly published scores, especially those of women and American composers.

- Strategy:* Start a standing order for newly published scores, profiled for women and American composers.

Services

Goal: Continue developing a Digital Repository of Music Department Concerts and Recitals.

- Strategy:* Have the Music Faculty vote to support this (done: Sept. 21, 2006).
- Strategy:* Have Alan Teare make the Music Library a copy of every concert or recital he records.(underway)

Goal: Create at least one “Analog to Digital” audio workstation.

Strategy: Request a fast computer with the proper software, and an analog to digital converter, with the libraries annual Equipment Request List for 2006-07.

Northpointe Regional Campus Library

Facilities

Goal: Redesign the circulation area.

- Strategy: Funding has been approved.
 - Strategy: Furniture has been ordered.
 - Strategy: Awaiting shipment and installation.
- Goal: Redesign the study/conference room and expand shelving.
- Strategy: Funding has been approved.
 - Strategy: Shelving has been ordered.
 - Strategy: Awaiting shipment and installation
 - Strategy: Relocate display case to study/conference room.

Resources

- Goal: Improve the acquisition process especially for electro-optics books.
- Strategy: Create a better method for tracking book orders.
 - Strategy: Discussion with acquisitions department.
- Goal: Conversion of old collection to Library of Congress.
- Strategy: Conduct another evaluation of the old collection.
 - Strategy: Coordinate the project with the Punxsutawney Campus.
 - Strategy: Explore flip options.
 - Strategy: Explore the use of temporary staff and/or students.

Services

- Goal: Graduate Assistant
- Strategy: Continue to utilize the GA for research projects.
 - Strategy: Progress is ongoing.
- Goal: Publications
- Strategy: Continue working on the library trends article.
 - Strategy: Progress is ongoing with Carl, Chris, and Kelly.
- Goal: Doctoral Dissertation Committees.
- Strategy: Continue serving on doctoral dissertation committees.
 - Strategy: Preference for quantitative research designs.
 - Strategy: Progress is ongoing.
- Goal: Two Saturday cohorts.
- Strategy: Accommodate scheduling to meet this new need.
 - Strategy: Monitor progress, especially in the graduate nursing cohort at NP.
- Goal: Library support for two new two-year programs at Northpointe.
- Strategy: Keep abreast of developments in the Paralegal program with Clarion.
 - Strategy: Keep abreast of developments in the Med Tech program with Lock Haven.

Goal: Import the Graduate orientation program (GASP) to IUP Penn Center.

- Strategy: Coordinate with Blaine Knupp.
- Strategy: Modify for distance learners.

Punxsutawney Regional Campus Library

Facilities

Goal: Convert current collection from Dewey to LC.

- Strategy: Obtain funding for student worker(s) dedicated to conversion project.
- Strategy: Work with Cataloging Department to train Library Technician and Student Workers on the (see attached) procedures of converting Dewey to LC.
- Strategy: Dedicate Punxsutawney Librarian Summer of '07 contract to supervising the completion of conversion.

Goal: Make more room on the shelves for growth.

- Strategy: Weed serials by unsubscribing to paper copies of journals/newspapers owned electronically in full-text up to present date. Create a policy of how far back to keep each paper serial.
- Strategy: Weed Reference Collection.
- Strategy: Weed the 900s, 800s, and 700s.

Resources

Goal: Continue to build a collection that reflects the current and future population of Punxsutawney Regional Campus.

- Strategy:* Use monies from Goal 2/Strategy 1 to subscribe to magazine/journals/newspapers that focus on first-year students their interests and courses they are taking.
- Strategy:* Subscribe to popular African-American and Hispanic magazines/journals.
- Strategy:* Build a popular fiction collection.
- Strategy:* Work with Culinary School to support culinary students' library resource needs.

Goal: Supplement gaps in the collection.

- Strategy: Advertise and provide workshops on the using PALCI and ILLIAD.
- Strategy: Provide library workshops on how to access full-text articles in databases.
- Strategy: Advertise and provide workshops on all e-books and e-journals.

Services:

Goal: Pilot a Remote Reference Service from Indiana Reference Desk.

- Strategy: Work with LTS on setting up remote Web-based service.
- Strategy: Provide remote service during the times the Punxsutawney Librarian is on Reference Desk at the Indiana Reference Desk.

Goal: Introduce the Library, its resources and services, to at least 50% of the total Punxsutawney student population by the time they transfer to the Indiana campus.

- Strategy: Increase the number of sections of LIBR 151 taught from 1 to 2 sections each Fall.
- Strategy: Teach LIBR 251 each Spring.
- Strategy: Offer LIBR 251 as a distance education course in the summer.
- Strategy: Increase Bibliographic Instruction.
- Strategy: Provide an online tutorial that all students can access.
- Strategy: Have a role for the library in the orientation session each year.

Science College Librarian

Resources

Goal: Manage collection (media & print) for the sciences

- Strategy:* Engage liaisons and additional faculty (if desired) in reviewing respective book areas for books that can be weeded; perform weeding
- Strategy: Review donations to the library to add to the collection any appropriate works
- Strategy: Study media collection to assess number of science resources
- Strategy: Gather feedback on media usage from science faculty and students

Goal: Enhance electronic access to critical literature for sciences

- Strategy: Implement SciFinder Scholar software (contract and purchase approval pending) on library and chemistry department PCs to enhance access to Chemical Abstracts and bring software into a state-of-the-art status.
- Strategy: Make a case for moving selected geoscience journals to electronic format
- Strategy: Survey other electronic science resources for possible proposals
- Strategy: Renew marketing/publicity effort for science portal website

Goal: Continue professional development of science librarianship at IUP

- Strategy: Attend at least one science-focused library conference and/or workshop per semester/academic year
- Strategy: Pursue opportunities for training provided by national organizations (for example, ALA Information Literacy Immersion '07)
- Strategy: Pursue publishing opportunities
- Strategy: Seek opportunities to present at local, regional, and national conferences

Services

Goal: Increase Library's visibility and refine its electronic presence

- Strategy: Investigate feasibility/cost-effectiveness of revision of library main website for accessibility/usability and more "modern" look and feel as an interim measure
- Strategy: Investigate changes to current "distributed" model of web page responsibilities
- Strategy: Make a case for implementing minor revisions to existing library pages to make navigation and use more intuitive (reduce clutter, make navigation more obvious, provide non-image-based navigation options, eliminate reliance on particular browser configurations, and revise language to avoid using library "jargon")

Goal: Increase information literacy of science faculty and students

- Strategy: Continue development of science-specific "e-tutorial" as a tool for science professors
- Strategy: Continue bibliographic instruction sessions to science courses across the science curriculum
- Strategy: Provide BI sessions to academic departments in the College of Natural Sciences
- Strategy: Contact professors teaching "seminar series" courses and suggest library instruction / resources as a topic for one session
- Strategy: Improve marketing of BYA and individual research consultation services to students

Goal: Strengthen liaison program and faculty-library relationship

- Strategy:* Continue Breakfast & A Book program and seek contributors from all departments
- Strategy:* Develop and publish Liaison Program website on library site
- Strategy:* Develop "job description" for departmental liaisons based on feedback from library faculty about liaison qualities

Goal: Coordinate bibliographic duties in the sciences

- Strategy: Investigate reallocating bibliographic responsibilities for "logical groupings" of subjects (for example mathematics and computer science)
- Strategy: Balance bibliographic workloads for the sciences

Special Collections and Archives

Facilities

Goal : Define needs for future development of University Archives and Special Collection

- Strategy: Move collections from Gordon Hall to best available location.

Resources

Goal: Seek external funding for additional support for organization and improved access to collections and digital projects.

- Strategy: Complete work on Coal Culture web site (LSTA grant 06) and seek additional partners for growth of site.
- Strategy: Complete the processing of the R&P collection at Robertshaw

Services

Goal: Explore ways to engage students and faculty in doing research using collections of University Archives and Special Collections

- Strategy: Continue to seek cooperative program with academic departments that might use Special Collections and Archives materials.
- Strategy: Develop plans for an exhibit on the history of the university as suggested by President Atwater.

Note: Star indicates that a strategy supports the Program Review which the IUP Libraries must address over the next 5 years.

Appendices: Planning and Assessment

Information Resources Task Force,
Final Report

**Information Resources Task Force (IRTF)
Final Report
Rena Fowler and Ramesh Soni, Co-Chairs**

Charge and Initial Task Force Directions

The charge of the committee as outlined by the Provost was “to develop a comprehensive master plan to meet the University’s information resource needs for the future,” including collections, physical plant, and services. A recently administered national survey (LibQUAL) distributed through the Association of College and Research Libraries was to serve as a springboard in developing recommendations for the University community to consider. The Task Force was asked to build consensus around a solution by involving the broader university community. The group considered the LibQUAL results and defined those as perceptions of library services, resources, and facilities that might be measured against a new Task Force survey prepared by three subcommittees, each dedicated to one of the three areas, and a fourth subcommittee that would design the new survey instrument. The group further agreed that two aspects should be addressed in collection of and consideration of data: (1) address current perceptions of the library, considering public relations and image; and (2) look toward future directions for the library, by comparing ourselves to peers, examining our aspirations, and thinking about alignment of the library’s goals with those of the university.

Participants

<i>Task Force Members</i>	<i>Department/Unit</i>	<i>Subcommittee</i>
Yaw Asamoah	Humanities & Social Sciences	Resources
Maggie Anzjon	Student	Resources
Tom Ault	Theater	Research
Holly Belch	Student Affairs in Higher Ed	Services
Karen Dandurand	English	Resources
Rena Fowler	Libraries	Co-Chair
Joann Janosko	Libraries	Services, Convenor
Kareen Jordan	Student	Research
Stephanie Jozefowicz	Economics	Facilities
Deena Kelly	Student	Research
Bob Kostelnik	Health and Physical Education	Facilities, Convenor
Krish Krishnan	Management	Research, Convenor
Nadene L’Amoreaux	Counseling	Services
Carl Luciano	Biology	Resources, Convenor
Phil Ray	Mathematics	Facilities
Ramesh Soni	Graduate Studies and Research	Co-Chair

Issues

General issue within the Task Force

Members of the Task Force agree that they will not be able to produce an information resources master plan. The sense of the group is that we can offer useful recommendations for future direction to the University regarding information and library services, resources, and facilities.

Subcommittees reported:

Resources

The Resource Subcommittee focused its efforts on an analysis of the adequacy of informational resources, narrowly defined to include hard copy print resources such as books and journals, as well as electronic journals. It did not examine the adequacy or sufficiency of technology (i.e. computers) or Media Resource items.

Services

The Services Subcommittee discussed:

- Access to services, resources and equipment.
- Training on same
- Instruction

Facilities

The IUP library facilities are an integral component of the delivery of library services and the provision of library resources. Facility spaces affect user first impressions, as well as, sustain perceptions regarding how satisfied those users are with library services and resources. Inasmuch as the library is regarded as an Academic Study Center and an Information Commons, the library facilities must provide adequate spaces to integrally house individual and group study and research settings, class meetings, multimedia stations, media collections, traditional book and journal collections, archives, electronic resources, and day-to-day library operations, all of which are critical in one way or another for effective learning and research objectives held to varying degrees across the different constituency groups.

Areas of inquiry included the following questions: How is the library staff able to meet the needs of students in their current physical setting? How can the library facilities be renovated to meet anticipated future needs of the university community? How do IUP library facilities compare to other library facilities at similar institutions?

Methodology

In October and November meetings, following initial Task Force decisions, a Gantt chart, attached, was prepared to guide us through the process. It was agreed that various types of data might be collected by the Task Force and each subcommittee based upon the questions they posed. We agreed that subcommittees would look at all the reports and prepare drafts to be discussed by all members of the Task Force and presented to the University community at open meetings in the spring, a deadline later postponed. Committee members each received a notebook of facts and figures from the Dean of Libraries and were encouraged to further interview librarians and staff as part of the process.

The Research Committee under Krish Krishnan worked with Task Force members to obtain questions for their areas, prepare the survey instrument, and distribute it to the university community. The subcommittee co-chairs met several times in February to help guide the survey's preparation, which attempted to confirm or disconfirm the LibQUAL report. The survey was objective with a section to place comments. Although focus groups were discussed and a separate survey with more open-ended questions was proposed, the final product was the single survey. The chairs also worked with Rena Fowler who coordinated the benchmarking survey for peers. This survey contained future-oriented questions submitted to the deans/directors of IUP's System selected peers.

These data sources were used by the resources, services, and facilities subcommittees:

- 2004 LibQUAL Survey (Appendix E)
- 2005 Information Resources Task Force Survey for IUP Community (Appendix B)
- 2005 Information Resources Task Force Benchmarking Survey for Peer Institutions (Appendix C)

The Facilities Subcommittee also used the following:

- 2004 IUP Libraries Program Review (Previously submitted to Academic Affairs)
- 2005 Discussion Meeting with IUP Graduate Student Assembly
- 2005 Visit to Clarion University Library
- 2005 Meeting with IUP Library Facilities Ad Hoc Committee

In an April meeting, all members of the Task Force met to discuss the status of their subcommittee reports. Task Force members agreed that they had sufficient data to complete the work of the group but had not yet produced sufficiently refined results that would permit holding university-wide discussions. Draft subcommittee reports were turned in by May 15th. Some additional subcommittee work occurred over the summer. We met in the Fall Semester as a whole to complete a single draft report and, in particular, to develop specific recommendations. This draft was distributed to members of the university community through the Library website and town hall meetings. Based upon feedback received, the draft recommendations were revised. After a final review, the report is now ready for submission to the Provost.

Findings, with description of results

A brief web-based survey was created based on the input from all the three subcommittees (see appendix A). The survey addressed service quality issues in the areas of (a) Facilities (b) Resources, and (c) Services. See Appendix B for a list of the questions and the results. A five point scale with 1=strongly disagree and 5=strongly agree was used; a mean score below 3.0 was designated as an area of “weakness” and a mean score of above 4.0 was designated as an area of “strength”; a mean score in-between was designated as “adequate but not good-enough”.

A total of 2,505 students were selected based on randomly selected classes that they had enrolled in. The randomly selected classes represented all six colleges. The 2505 students represented the following categories: 359 graduate (masters and doctoral); 754 seniors; 369 juniors, 545 sophomore; and 478 freshman. Each of these students was sent an individualized email requesting the student’s participation in the web-based survey. In addition, all 762 faculty members were sent an individualized email requesting participation in the web-based survey. A total of 884 responses were received, resulting in an overall response rate of 27% (see appendix A). A total of 346 respondents completed comments and their responses, sorted by the type of respondent, are recorded in Appendix D. To further aid analysis, the survey’s results were summarized in a chart with the means for each question according to the type of respondent.

In the Task Force survey, those questions with the lowest mean scores (between 3.5 and 3.0, or closer to neutral than to agree on the Likert scale) covered these statements, in order: the library has adequate holdings to meet program needs; computer access for library use is adequate, library’s reserved carrel space is adequate; the library hours during breaks are adequate; library’s book collection is adequate; and the hard copy journal collection is adequate.

Key Findings of the Survey:

- a. Overall assessment of IUP library service quality was quite positive among all constituencies.
- b. Individual comments also reflect this overall positive evaluation
- c. Clearly the weakest areas are inadequacy of book collection and hard copy journal collection to meet the needs of Masters and Doctoral Program students and Faculty research needs.
- d. Undergraduate students are quite satisfied with IUP Library services.
- e. Some concern about library hours during breaks by graduate students.

The benchmarking survey of peers contained 3 or 4 questions in each of the 3 areas of interest: resources, services, and facilities. Eight of fifteen libraries responded and the responses are shown in Appendix C.

Subcommittee reports

Resources Subcommittee:

Responses on the LibQUAL survey indicated that users overall found library services and library facilities to be above the minimally acceptable level but below the desired level (p. 23). These users also found library resources (books, journals, access to collections) to be below the minimally acceptable levels. When responses were broken down by user group at IUP (faculty, graduate student, undergraduate student) the pattern was similar but more pronounced, with faculty and graduate students indicating much lower levels of satisfaction with library resources than undergraduates (pp 36, 49 and 62) Questions IC-3 and IC-8, which asked respondents to rate their satisfaction with the print collection and the print and/or electronic journal collection, respectively, received the lowest ratings of any questions for faculty and graduate student respondents.

In order to provide additional data about information resources, we wrote four survey questions aimed at elucidation of attitudes toward the adequacy of information resources in the library at IUP and distributed them to end users in the IUP community as part of the 27-question general survey administered by the IRTF. Question #20 asked end users to state whether they (1) Strongly Disagreed, (2) Disagreed, (3) Were Neutral, (4) Agreed, or (5) Strongly Agreed with the statement that “the library’s book collection is adequate to meet your needs”. Questions #21 and #23 gave respondents the same set of choices about the hard copy and electronic journal collection respectively. Finally, Question #25 asked for users’ responses to the statement that “the library has adequate holdings and support services to meet your specific program needs”.

In the 2005 IRTF survey, users groups were identified by academic level as freshman, sophomore, junior, senior, Masters, Doctoral, or faculty. When responses from all seven user groups averaged, the four key resource questions received three of the four lowest ratings and Questions 20 and 21 received the lowest ratings of all 27 questions on the survey.

When responses to the four key questions were separated by academic level a clear gradient of response was observed. On Questions 20, 21, 23 and 25, freshmen were most likely to agree that library resources were adequate; advanced undergraduates and graduate students were less likely to voice agreement and faculty were least likely to agree that resources are adequate.

In addition to questions asking for a quantitative response, the 2004 IRTF survey asked respondents for open-ended comments, which were transcribed and distributed to the IRTF subcommittees. The Resource Subcommittee read the open-ended comments and scored those that offered positive or negative comments on library resources. The results appear in the following table:

Respondents Group	# of Resource Comments	
	Positive	Negative
Freshman	1	0
Sophomore	1	1
Junior	1	2

Senior	4	7
Masters	2	5
Doctoral	1	9
Faculty	1	26
Total	11	50

As scored by the Subcommittee, the number of open-ended comments shows a gradient of response that is similar to that of the quantitative questions, with faculty expressing the most negative comments and thus the least satisfaction with library resources of any respondent group. Overall, the ratio of negative to positive resource comments was 4.55:1 but for faculty the ratio was 26:1. A total of 7 faculty indicated that they felt it was more efficient to purchase journals privately or to encourage students to travel to libraries at Pitt or Penn State than to search for the journals from within IUP's collection.

In order to provide information from external sources relating to resource adequacy, the IRTF wrote a survey and distributed it to libraries at several institutions identified as peer. Responses to this benchmarking survey from library personnel indicated that attitudes at our peer institutions are generally similar to those at IUP. When asked whether constituent groups felt that the library has the printed materials that they need for their work, responses from peer institutions included the following: "Users always want more.", "No, the scientists are never satisfied.", "Does any group think this?", and "Don't think the faculty would ever be satisfied until they had every journal available in their field of study." Library personnel at these peer institutions also indicated an increased reliance on statewide consortia and on electronic materials at their institutions.

Services Subcommittee:

Based upon the Task Force survey, the Subcommittee found slight variability across constituent groups. Differences were not statistically significant and indicate a generally neutral response pattern, with one exception: all constituent groups agree that key service areas are easily accessible.

The benchmarking survey sent to IUP's peer institutions confirmed the direction that IUP Libraries has delineated in the strategic plans and program review documents. Based on the 70+ identified initiatives from eight of fifteen universities, IUP has planned for, partially implemented or implemented 50 of the items. Important services mentioned by the peer institutions that IUP is already carrying out can fall under the following major categories:

- Services
 - Library is included in Graduate Orientation
- Electronic Services:
 - Electronic book ordering
 - E-reserves
 - Electronic desktop delivery (for ILL, at least at IUP)
 - Digitization of certain collections
 - Access to more journals online

- More databases have been licensed
- Federated Search engine and an open URL server (Encompass and Linkfinder Plus) were licensed through the Keystone Library Network.
- IUP Libraries web site had been re-designed and is currently under review.
- Turnitin and Endnote have been delivered to the campus in conjunction with campus technology services,
- Multimedia Pods are already established where some of the peer institutions are only in the planning stages.
- Resources
 - A popular fiction collection has been implemented.
 - IUP has, under the auspices of the student technology fees, added or maintained electronic resources in the amount of approximately \$349,000 per year.
 - Creation of three pilot projects in our institutional repository are in progress. In addition, other digitization projects have been initiated by Special Collections.
 - Information Literacy
 - Information Literacy Task Force is ending its fifth, concluding year. However, there are plans afoot to create an Information Literacy Center within the library to continue its work.
 - Information Literacy mini-grants are in their third year.
 - Development of an Online Library/Information Literacy tutorial has been achieved.
 - Distance Education Initiatives
 - An online Library/Information Literacy tutorial has been developed at IUP. It will be made available to all faculty currently using WebCT.
 - Additional remote access to online resources via Shippensburg authentication service or campus VPN.
 - Chat and email reference

As stated above, many of the new initiatives identified by peer institutions are underway at IUP. Of particular note, none of the peers even mentioned wireless networking within the library. IUP, on the other hand, is on its second generation of laptops to lend for in-library use. Furthermore, IUP Libraries has entire floors set up for wireless access. The wireless access even extends out into the Oak Grove. However, there is no way to tell from the survey if wireless networking was never considered, left out as an oversight or just considered commonplace within IUP's peers.

One of the major new directions for all libraries that the peer institutions identified was online resources at the desktop level with training for optimal use. Thus expanded document delivery and delivery of books to faculty desk tops might be areas for IUP Libraries to investigate further. Indeed, distance learning programs require a subset of the online resources and services that mandate special delivery of services to remote users who may never even visit the campus.

Electronic rights management, I-pod lending, RFID and a remote storage facility for important but little used items also might be services IUP might explore. Additional services IUP has in the planning stages are development of an Information Commons and user self-charged circulation. However these services are contingent upon appropriate funding for both staffing and/or equipment.

Outreach to faculty in their classrooms and offices and personalized services through portals to all constituencies may be other areas to investigate. International students perhaps should also be targeted for outreach services. However, an important consideration in these areas and one that the survey did not address is staffing levels. The library has lost both faculty and staff positions over the past few years. While the library has implemented many of these new forward-looking services, without proper staffing levels to support them, they will at best be barely adequate and at worst become a source of consternation to campus constituencies.

Facilities Subcommittee:

LibQUAL Survey Results

In the 2004 LibQUAL Survey, 22 standardized questions were posed in the areas of service, resources, and facilities. Respondents indicated three levels of quality: minimum, desired, and perceived. Comparisons across these three quality levels results in gap analysis with the following interpretations: negative (perceived quality is below the minimum level), positive (perceived quality is between minimum and desired levels), and superior (perceived quality is above the desired level). A subset of the campus population was randomly chosen and invited to complete the survey. The response rate was relatively low, so the number of survey respondents in each constituency group is a small sample of the entire respective populations.

The Facilities Subcommittee examined the results from the five survey questions directly related to the area of facilities called “Library as Place.” Survey reports include separate gap analysis for three constituent groups (undergraduate, graduate, and faculty) along with analysis based on data aggregated across the three groups. Survey questions are as follows:

- LP-1 Library space that inspires study and learning.
- LP-2 Quiet space for individual activities.
- LP-3 A comfortable and inviting location.
- LP-4 A getaway for study, learning, or research.
- LP-5 Community space for group learning and group study.

For all five questions, undergraduate students (n= [173,190], depending on the question) reported on average that their perceived quality level was less than their desired quality level. For questions LP-1 and LP-2 concerning inspirational and quiet atmospheres, the mean perceived level was actually less than the minimum quality level. However, for the other three questions concerning comfortable location, getaway for study/learning/research, and group study areas, mean perceived quality levels exceeded the minimum level.

Graduate students (n= [51,55], depending on the question) rated perceived quality levels below desired levels across all five questions. Like the undergraduates, graduate students reported mean perceived levels as less than the minimum quality levels for questions LP-1 and LP-2 but the perceived level as surpassing the minimum level for questions LP-3 and LP-5. However, graduate student results not only indicate a gap between perceived quality and minimum quality levels for question LP-4, but this gap is the largest across all five questions.

In contrast, faculty responses (n= [21,29], depending on the question) demonstrate a different perception of library facilities relative to minimum and desired expectations. For the first four questions, faculty similarly rate perceived quality levels below desired quality levels, but the negative gap is smaller than for either the undergraduate or graduate student survey respondents. For the last question concerning group study space perceived quality actually surpasses not only the minimum quality level but also the desired quality level for faculty. Faculty perceived quality levels surpass the minimum level for every question except for LP-4.

When the data is aggregated across the three constituent groups, there is a negative gap between perceived quality level and desired quality level for all five questions. However, question LP-1 is the only facility question for which there is a negative quality gap between perceived quality and minimum quality.

Thus in summary, all constituent groups regard current facilities as inferior to their desired quality levels. Depending on the constituency group and question, survey results suggest there are negative gaps between perceived quality levels and minimum quality. Since usage needs differ across the three constituency groups, it should not be surprising that there is variance in the gaps between perceived quality and both minimum and desired quality across the three groups.

2005 Information Resources Task Force Survey Results

The first seven questions of the Information Resources Task Force Survey provide insights into perception of the current library facilities by the library patrons. The responders could choose 1 (strongly disagree), 2 (disagree), 3 (neutral), 4 (agree), and 5 (strongly agree). The responders were undergraduate, masters, and doctoral students. Faculty also responded.

Q 1: Library's physical environment (temperature/furniture, etc.) is comfortable.
The combined response is 3.82, with the undergraduates having the highest at 3.86 and doctoral students having the lowest at 3.66.

Q 2: Library has adequate areas for quiet/personal studies and research.
The combined response is 3.89, with the undergraduates having the highest at 3.98 and the faculty the lowest at 3.71.

Q 3: Group study space in the library is adequate for your needs.

The combined response is 3.77, with the undergraduates having the highest at 3.91 and the faculty the lowest at 3.45.

Q 4: The library's atmosphere is appealing and conducive to work in.
The combined response is 3.75, with the masters and undergraduates having the highest at 3.79 and the faculty the lowest at 3.65.

Q 5: The addition of the Coffee Shop (Java City) inside the library is a good idea.
The combined response is 4.21, with the doctoral students having the highest at 4.48 and the faculty the lowest at 3.95.

Q 6: The library's reserved carrel space (for graduate students/faculty) is adequate.
The combined response is 3.38, with the masters students having the highest at 3.57 and the faculty the lowest at 3.17.

Q 7: Key service areas such as Reference Desk, Book Check-out Counter, etc. are easily accessible.
The combined response is 4.14, with the master's students having the highest at 4.28 and the faculty the lowest at 4.08.

2004 IUP Libraries Program Review Results

The use of available facilities is changing to meet the evolving services needed by the patrons of the library. Some changes have been implemented, but the goal of the development of a true Information Commons has yet to be realized. Plans to renovate the second and third floors of Stabley and a portion of the first floor of Stapleton would help create spaces for the desired service and corresponding facility usage changes. The development of an Information Commons area would offer patrons an expanded and improved services area incorporating both more traditional library resources alongside up-to-date multimedia and electronic resources.

2005 Meeting with IUP Library Facilities Ad Hoc Committee Results

The IUP Library Facilities Ad Hoc Committee has been a very active and insightful group that has a comprehensive plan in place for an internal renovation to address the needs of library patrons. Committee members believe that this renovation is essential for the on-going, effective operation of the library in the future. The model of providing library services is evolving to what is called the Information Commons concept. The IUP Library awaits funding for these improvements.

The original plan for a total renovation was estimated at \$8 M while the internal renovation advocated by the Ad Hoc Committee is estimated at \$2.3 M. The Information Commons philosophy will maximize staff, space, service, and technology. This plan will consolidate services and staff. The creation of the Commons area, multimedia pods, production suites, study areas, and aesthetic improvements will enhance the Library's ability to meet the needs of their clients. The planned internal renovation dollars are not sufficient to address journal space, electronic shelving needs, and special collections.

2005 Discussion Meeting with IUP Graduate Student Assembly

On January 31, 2005, the facilities subcommittee collected responses to focus questions asked of the IUP Graduate Student Assembly (GSA) during one of the group's regular meetings. Information recorded below is based on group discussion after a series of questions were posed.

- i. Respondents collectively agreed that the library has sufficient space to meet their needs.
- ii. Regarding temperature control in the library, there was no consensus (as might be expected from different individuals and their physical comfort level.)
- iii. Students indicated that there were adequate quiet study spaces given their current usage needs.
- iv. Respondents expressed a desire for more comfortable furniture.
- v. With respect to directional signs, respondents stated that lettering could be bigger on stacks and shelves. Additionally, the location of Dewey decimal books could be pointed out more clearly, and theses and dissertations could be indexed and shelved in a more accessible way.
- vi. Students indicated that they felt that there was an inviting appearance and atmosphere upon entering the library. Generally, they said the library appeared up-to-date.
- vii. Respondents stated that there was adequate space for thesis and dissertation work.
- viii. Not all students agreed that library services are located for easy access. Some indicated that they believed services are scattered and should be more centrally located.
- ix. Respondents suggested that anticipated future needs will include additional hard copy book resources, more computers, a quicker system for lost books, better advertisement, increased on-line journals, additional journals in certain majors, a book drop in the HUB, and more return carts in the stacks.
- x. Finally, the students said they believed that the library staff generally does a great job and are very nice to students.

2005 Information Resources Task Force Benchmarking Survey Results

Facilities Question #1: How will library facilities need to change to keep pace with the study habits and research practices of students in the future?

Bowling Green:

Perhaps less storage/warehouse facilities and more activity space. (see my earlier comments about group study rooms and Library as Academic Center). The Learning Commons, group study rooms, coffee houses, etc. resonate well with this generation.

Idaho State:

We need more group study rooms, more lounge/study areas, and more areas where food is okay. I would like to see our current computer workstations for research spread throughout the building to encourage folks to use books and the computer resources.

Indiana State:

We've added a coffee shop, pretty lounge furniture, eradicated carrels in favor of open tables, group study computer stations, allow food and drink – students want a much more friendly and comfortable environment – so we're following the Barnes and Nobel pattern.

Louisiana Tech:

The library is going to have to reorganize its staff from the traditional way of providing service to a computerized way in order to meet the needs of faculty and students. Students are studying together usually around a computer or computers so the library has installed a wireless network to accommodate these groups. These groups generate more noise, so we have had to designate certain floors for individual study and computer usage. We have established an electronic classroom for the library instruction and literacy classes. There will be less need for storage facilities especially for bound periodicals as back files are replaced on-line.

Michigan Tech:

Before we started the building project we worked with a consultant and used a process called “user-framed/value-added” to plan our new facilities. We think we're ready for whatever comes – at least for the next 10 years.

University of Maryland, Baltimore County:

We are expanding in-library information technology equipment. Still more is needed. Lower use print materials should be moved to shared depositories organized on the state or regional level. More group study space is needed. Greater attention to making the Library a physical intellectual center of the campus is needed.

University of Texas, Arlington:

As stated above, student study habits are changing. Spaces need to be flexible, technologically advanced, wireless, collaborative, and attractive. We partnered with the campus food contractor to build a coffee bar on the first floor of the Central Library a few years ago and installed 90 computers in the space. The experiment has been hugely successful and there is standing room only in this space throughout the day and well into the night. We also see a need to make accommodations for those students and faculty who require quiet, so we have identified an entire floor in the Central Library for quiet study.

Facilities Question #2: What items would you place on a wish list for changes to your library facilities?

Bowling Green:

Museum-type space for large exhibits, adjacent separate 24-hour activity area, auditorium.

Idaho State:

An addition within the next 10 years that will allow us to move the special collections out of the basement. Get rid of our orange carpet (it makes for unpleasant surroundings).

Other:

Infocommons type of area

Coffee bar area

Group study areas

Better ways of handling media items.

Indiana State:

We are a 5-floor library, constructed in 1973 out of cement block. It's ugly!! While we've redecorated the main floor, the other floors need painting, new and comfortable furniture, carpeting, you name it and that is big bucks we aren't likely to see in this century.

Louisiana Tech:

A total renovation of a 1960's building to meet the needs of a 21st century library.

University of Maryland, Baltimore County:

See above answers. Also, we would expand 24-hour study space and add more PCs to it. Need expanded warehouse space for campus archives.

University of Texas, Arlington:

We need a new Central Library because our current structure is inadequate. Short of that, we would like to unify the many spaces we have in the Central Library into one or two floors along the lines of an Information Commons. We currently have services in the basement (a digital media lab with multimedia computer equipment operated and staffed by the library); the coffee bar and 90 plus computers on our first floor as well as circulation, reserve, ILL, and Help Desk for computing issues (the Help Desk is staffed by the Office of Information Technology staff); and reference on the second floor along with 60 computers.

2005 Visit to Clarion University Library Results

Peggy Postlewait, the Administrative Office manager, was kind enough to give an excellent tour of Clarion's Rena Carlson Library on Thursday, March 2, 2005. Interim Dean, Deon Knickerbocker, who is serving in place of ex-Dean Howard McGinn, was not present.

The Carlson Library was finished about two years ago. It has three floors (1, 2, and 3) above ground and two floors (A and B) below. Entering Floor 1, one passes a food area, comparable to those found at most new libraries, and goes into a library area, which is conducive to easy traffic patterns. I would have preferred larger signs for directions, but those available were sufficient. The people at the reference desk were friendly and helpful. Tasteful and comfortable furniture (built in Pennsylvania) and new stacks are

apparent to the eyes. Square tables (for about four students) surrounded by adequate open space are a dominant feature. I was told that the latter has low use. The administrative office for the Dean was spacious with a nice accompanying meeting room.

Floor 2 has the Library Science Department, Bibliographic Instructional classes, and a computer lab. The stairways could be larger but were adequate. Moderate sized Schindler elevators were available, though apparently the elevators have required much maintenance since installation. There were excellent library floor maps in the elevators. Also, the Board of Trustees has a meeting room on this floor.

Floor 3 has book stacks, study areas with carrels, good rooms for group work, the Technical Services department and the Preservation/ Conservation Lab. There is video surveillance in the library and a comment was made indicating that it is sometimes needed on the higher floors, particularly in the closed-off group study rooms.

Floor A has a Center for Academic Excellence. There is a large area with a platform for speakers and many chairs available for audiences. Some honors classes are held on this floor. A large piano is available. The attached University Art Gallery (not counted as an official part of the library) may be accessed by a walkway here, but there is the required security.

Floor B houses the old serials and other “compact” storage. Automatic stacks in the Carlson Library are easy to move.

The Carlson library has many other features such as a special Frederick Douglass Room connected with the Black Studies program. Also, there is a nice display of trophies won by the debating team. It is expected that this awards section will expand with time. Several audio rooms are available in the library.

Concerns regarding window leakage were expressed, but the window manufacturer was not disclosed. The windows, along with many lights, do provide the patrons with a well-lit library environment. Some concern was developing among the staff members about allowing students to bring food and drink into the main library areas and allowing faculty members to have luncheons and dinners there. These policies will be reviewed.

Subcommittee Reports: Strengths and Weaknesses

Resources Subcommittee:

The Resource Subcommittee examined data collected by the IRTF in 2005, surveys, mission statements, statistics and self-analyses provided by library staff as well as data generated via the 2004 LibQUAL survey done by the Association of Research Libraries. Combined, these data unequivocally pointed out its deficiency of books and journals as the library’s most significant area of weakness.

In quantitative and qualitative survey responses, end users agreed that they judge print and electronic information resources to be the least adequate and least liked of any response category on the survey instrument. On the 2005 IRTF survey, adequacy of books and hard copy journals received the lowest ratings of any response. Respondents on the 2004 and 2005 surveys found electronic journal resources to be somewhat more adequate but still ranked them near the bottom.

In the more detailed survey instruments, which break down responses by the academic rank of the respondent, faculty, masters and doctoral students were less satisfied with resource adequacy than undergraduate students. The gradient of responses was quite clear and striking in comparison to responses rating technology adequacy (Question #18) in which the responses were level across all groups.

Library personnel informed the Resource Subcommittee that the library has attempted to compensate for these perceived deficiencies by shifting journal subscriptions to the less expensive electronic format (thus the judgment by end users that these are slightly more adequate) and by heavy reliance on Inter Library Loan. The Resource Subcommittee understands these approaches but believe both to be seriously flawed. First, in the case of electronic journal subscriptions, the library merely purchases journal rights on an annual basis but does not own the collection of back issues. If the subscription lapses, students no longer have access to the journals. In contrast, a print subscription is more expensive but ensures permanent ownership of the journals and builds the library's collection. Second, although Inter-Library Loan appears to be an attractive and efficient way to obtain needed materials at low cost, IUP's habit of borrowing far more material than it loans threatens to give the institution the reputation of a "bad neighbor" and jeopardize its ability to participate in Inter-Library Loan on a long-term basis. The Subcommittee feels that these sorts of approaches may meet a short-term emergency but have the effect of mortgaging the library's future.

The problem areas identified on various surveys are not unique to IUP. As judged by responses to a benchmarking survey distributed to peer institutions, local problem and attitudes resemble those at other institutions. These peer institutions have dealt with the problems in a variety of ways, including increased use of state or regional consortia and electronic databases.

The data that we examined indicate that end users of the IUP library who are more research active (doctoral students and faculty) are less satisfied with the adequacy of library resources than those who are less research active (undergraduate students). Thus, the library is currently not serving IUP's research mission with respect to resource adequacy.

Moreover, information resource inadequacy makes it difficult to grow enrollments at the university. Holdings judged inadequate for current programs are not likely to support new or expanded programs, especially at the more research-intensive graduate level. Students at any level are understandably reluctant to matriculate or remain at a university that expects them to travel to off-campus locations like Pitt or Penn State to use a library.

Services Subcommittee:

- Strengths
 - The current services at IUP reflect most of the current services and many of the envisioned services offered at our peer institutions (i.e., electronic book ordering, e-reserve, chat and email reference, Information Literacy initiatives, liaison program, pleasure reading collection, online tutorials, institutional repository, etc.).
 - Helpful staff
- Weaknesses
 - Noise factor
 - Aesthetics
 - Concern over collections, funding
 - Training Issues
 - Marketing Services
 - Need for more training for student assistants
 - Adequate staffing levels
 - Adequate funding

Facilities Subcommittee:

- Strengths
 - Space exists for a substantial collection of traditional and electronic resources
 - Despite lack of large scale renovations, facility spaces have been reconfigured to incorporate Java City, add a limited amount of more comfortable furnishings, increase computing workstations, and provide Wi-Fi connection capabilities in the existing library space, all of which are consistent with recent benchmarking trends at other university libraries
- Weaknesses
 - A large-scale facility renovation is needed to support current and future study and research needs of undergraduate students, graduate students, faculty, and regional community constituencies given IUP's twofold undergraduate teaching and doctoral intensive research missions
 - Insufficient individual quiet, comfortable study areas exist (it is unclear whether this may be attributed to a lack of rules for patrons, a lack of enforcement of existing patronage rules, or purely facility space constraints)
 - Currently insufficient easily accessible storage space exists for existing book, journal, and reference collections and archives, much less any space for future expansions of any of these collections to better support study and research needs

Recommendations with Rationales

The IUP Libraries (Stapleton-Stabley Libraries with three branch libraries) support instruction and research of the university, designated as doctoral-intensive, by providing access to resources, locally, on the web, and externally. Through the Instructional Design Center (IDC), the libraries support faculty development and the production of resources. As part of a doctoral university, the IUP Libraries have an established tradition for collecting significant archives of research materials associated with the university and the region, especially its industrial heritage. The quality of IUP's library and information resources, services, and facilities should be commensurate with that of the instructional and research goals if the IUP Libraries are to adequately support those goals. The following three sections summarize Task Force recommendations for short-run and long-run improvements in library operations and programs. Each of the areas of resources, services, and facilities are separately addressed. Rationale for the recommendations is provided.

Library Resources

Rationale

Based upon a survey administered by the Task Force, more research-active end users of the IUP Libraries appear less satisfied with the adequacy of library resources than those who are less research-active. Similarly, the 2004 LibQUAL survey of faculty and students found that graduate students are particularly dissatisfied with collections and services (Appendix E). It was concluded that the library currently is not serving IUP's research mission with respect to its resources. Concurrently, university planning presently emphasizes graduate education as an area for growth, creating a substantial resource dilemma to support current and future graduate programs. Hence, both book and serial collections merit substantial investment to keep up with graduate education and research needs.

The IUP Libraries' acquisitions' funding compares poorly with that of a set of 15 official PASSHE and IUP-approved peer institutions. Based upon the latest available National Center for Education Statistics, for 2001-2002, IUP spent \$107.82 per student for acquisitions while the mean among the peer institutions was \$174.00 per student. IUP was thirteenth in acquisitions expenditures, which places IUP, ahead of only Louisiana Technological University and the University of Louisiana at Lafayette (Appendix F).

The IUP Libraries acquisition funding also compares poorly internally over time. Indeed, the purchasing power of the library's budget today is about 8,000 or 9,000 volumes per year. Due to substantial price increases of books and serials (recently about 7% to 10% per year for serials) current purchasing power is about half of the IUP Libraries' purchasing power in the 1960's. Furthermore, purchasing has been as low as 3,000 to 4,000 volumes per year in the recent past.

Faced with mostly flat budgets and/or recent budget reductions, the constantly rising price of resources has meant that most collections effectively are being reduced and

weakened overall. Serials, including journals and databases, constitute 75% of the acquisitions budget, and books constitute 25%. Over the past decade, the print journal collection has been systematically reduced. Book purchasing also has been reduced. Each year that the IUP Libraries fall farther behind it becomes increasingly harder to catch up with where we were, much less make any significant gains due to the continued, compounded price increases. Town Hall comments indicated that faculty members sense this effective decline. Also, consistent with this reality, the LibQUAL survey revealed that students and faculty found access to print journals and books to be the weakest aspect of our collection. Furthermore, current budget constraints preclude the supplemental funding of resources in response to new undergraduate and graduate program development or accreditation requirements. Equally important is the fact that the IUP Libraries cannot adjust holdings, especially serials, based upon changes in academic disciplines as reflected in their publications.

The IUP Libraries have made tremendous improvements in access to electronic resources with the addition of new student technology fee funds in 2002-2003. Funding from the student technology fees now comprises over one third of library purchasing. At the close of 1998-1999, the IUP Libraries held 3,296 print or microform journals and 96 electronic journals; at the close of 2003-2004, 1,796 print and microform journals and 11,911 electronic journals/databases were held. This is a dramatic change that does better position the IUP Libraries to support distance education. However, even though electronic access to some materials has improved, the databases do not always substitute for the print resources.

The IUP Libraries has sought to maximize access to library and information resources through three consortial memberships. By joining these consortia, IUP qualifies for heavily discounted rates for databases and gains important resource sharing capabilities. IUP is a full participant in the PASSHE's Keystone Library Network (KLN), the state's academic library cooperative (PALCI), and the region's major library utility (PALINET). These are the only organizations currently available to the library, though the library would be pleased to join any others that may develop in order to enhance buying power or augment services.

Integral to the ability to secure acquisitions is the ability to offer library patrons a borrowing/lending program. The net borrowing/lending figures for books loaned to and by the IUP Libraries through a state-wide academic consortium, PALCI, are helpful in understanding the state of our collections. IUP's net borrowing/lending ratio shows that IUP is the leading institution, since record keeping began in 2003, in borrowing unmatched by lending (Appendix G). The figures suggest that IUP students and faculty borrow heavily through the system, but IUP does not have books that others in the consortium wish to borrow, an indicator of a weak book collection—even taking into account areas of strength. Alarming, the greatest borrowing lies mostly in fields of graduate study (Appendix H). A 2002 survey conducted jointly by the University Senate Library and Educational Services Committee and the IUP Libraries found that faculty rated journals most important for use, but they rated the book collection as the least adequate resource (www.lib.iup.edu/whatsnew/studentfaculty.doc).

Aside from resource purchases, also central to the establishment of a sound collection is the active partnership of both departmental and library faculty, who select the resources and then actively use them for teaching and/or research purposes. The IUP Libraries rely upon a liaison program, matching library faculty with departmental faculty representatives who recommend purchases and offer guidance. The Task Force analysis revealed several areas in which improvements can be made. First, more efficient use of existing library resources and services may be achieved through better marketing by the library and renewed engagement by the departmental faculty and chairs to seek to better understand the library's current collections and services and how to use them. Library staff members regularly hear from students that their instructors tell them that the IUP Libraries don't have sufficient resources and that the students should plan on going to other institutional libraries (specifically, Pitt or Penn State). Despite the fact that the IUP Libraries do have many adequate print and electronic resources, either as direct holdings or accessible through interlibrary loan, the perceptions produced by such faculty comments continue to prevent students and newer faculty from using those valuable resources that are available at the IUP Libraries. The commitment to gaining greater knowledge of the IUP Libraries by both students and faculty would help both library patrons and staff to maximize the utilization of the resources that are currently available. Second, selection of material can and should be improved by analyzing the existing collections for the lack of older, seminal titles, as well as recent publications. The university community needs access to more current material, as well as established texts, whose importance may not have been recognized in the past. Third, the library liaison program should be reviewed to ensure sufficient faculty input in the selection process. Fourth, continued review and assessment of new initiatives and pilot projects should take place. For example, the IUP Libraries is in the early stages of assigning several librarians to the colleges as college librarians. These librarians will have offices within the colleges. The expectation is that these librarians will strive to become part of the life of their respective college. A Science Librarian has recently been hired and an Education Librarian should soon arrive.

Finally, the library lacks a single, major funding source for collections, a need supported by Town Hall comments. While other PASSHE libraries receive unrestricted university general fund monies, a series of choices at IUP has resulted in a reliance upon the educational services fee (ESF) and student technology fee as the largest funding sources for the IUP Libraries. This funding accounts for just over two-thirds of the entire library collections budget at IUP. This situation is problematic because some of these fees are restricted funds, which often severely limits the library's flexibility to meet collection goals when those goals are in conflict with fee usage conditions. Furthermore, competition remains keen among different campus constituents for these funds and hinders the library's ability to secure any funding increases.

Recommendations

It is well accepted that given the budgetary scenario for IUP over the years, every unit of the University is in great need of funding increases to sustain its activities; the IUP Libraries are no exception. Nevertheless, the recommendations presented below are

essential in order to meet the current and future information resources needs of the IUP community.

- Funding for library resources should accompany graduate program development and a conscious plan is required to meet library and information resources needs in order to strengthen graduate education.
- The Library should receive permanent increases to its base budget earmarked for the development of collections. The increase should minimally equal the difference between the current acquisitions budget per FTE and the mean of acquisitions budgets per FTE among the PASSHE and IUP approved peers. IUP should aim to increase the acquisitions budget per FTE by more than the mean if there is a genuine desire to provide a strong educational experience for students.
- The Library should identify and prioritize specific areas of particular need, including some known areas:
 - graduate programs
 - print resources
 - new programs
 - programs up for accreditation
- The Library should receive annual increments of funding to cover inflation.
- The University should seek to develop and adopt the most effective mechanisms to fund Library acquisitions in a way that matches the library and information resource collection needs for expenditure flexibility with the nature of the funding source, potentially including
 - a commitment to increase the share of dollars from IUP's general fund revenue,
 - the creation of a dedicated library fee to be paid by all students each semester and earmarked to support collection development and
 - private fundraising to raise one-time and on-going financial support.
- The Library and departmental faculty should jointly strive to improve or re-organize the liaison program.
- The Library should have an advisory committee to serve as an advocate and to provide an additional communication link to both the university and broader regional community.

Library Services

Rationale

Provision of services is directly dependent upon staffing. In examining staffing ratios among libraries nationally, the IUP Libraries have heavily relied upon student help, which affects the quality of services. Like many other units on campus, staffing was reduced during recent budget cuts. If staffing is closely related to the delivery of resources, the IUP Libraries have diminished capability. Sufficient staffing is most lacking in positions of public service where direct assistance is offered to students and faculty, including instruction and the selection of resources, as mentioned above, as well as in several other key service areas.

Based upon the Town Hall comments, there is particular concern regarding (1) the quality of resource selection and instruction and (2) the promptness of interlibrary loan (ILL) deliveries. Resource selection has been addressed in the previous section. The IUP Library faculty must take into account pedagogy and assessment in instruction, just as other faculty departments are developing and implementing outcome assessment plans. Librarians must have the time and opportunity to respond to requests for classroom instructional sessions and to master the best practices in their field. However, opportunities for better communication and feedback between librarians and department faculty may need to be developed to ensure instructional sessions appropriately target and meet the department faculty goals. With regard to interlibrary loan, IUP stands out among academic libraries within the state for its heavy reliance upon off-site resources located in other libraries. Some of the ILL services have been automated through the ILIAD system, which has sped up delivery in many instances. While additional staffing may help further improve ILL services, IUP students and faculty must turn in their requests promptly and appreciate the normal delays of these systems. Stronger communication between departments and the library may improve service.

Staffing is sought in these areas:

Off-campus library services and distance education: Either a full-time librarian for the Punxsutawney campus is needed or an electronic services librarian for Indiana is needed so that the both functions may be fulfilled. The Punxsutawney campus once had a full-time librarian with part-time clerical help. Now, it has one 9-month staff member and a librarian who visits one day per week. This is not adequate to fully render professional services, including reference, selection, and library instruction to the students there, particularly those students who are academically vulnerable and in need of such instructional services. The Punxsutawney position could be designed to support distance education more broadly since IUP is developing more online courses. The librarian who serves Punxsutawney is no longer able to offer instruction at Indiana and has had to decrease her previous assignment to serve the IDC.

Information Literacy: Either an instruction librarian to focus upon implementation of information literacy (IL) across the curriculum or a systems librarian is needed. IL is now required by Middle States and the IUP Libraries support departmental faculty as they integrate IL skills into their courses. The hiring of a systems librarian would permit the library faculty member presently fulfilling those duties to become a full-time instruction/information literacy librarian.

Archives and Special Collections: Restoration of at least a half-time archivist would permit the library to resume the building and organization of Special Collections. At a more basic level, it would allow more regular service to researchers during normal business hours. Given the dispersion of the archives in three locations, visitors must be taken personally to sites in Gordon and RobertShaw in order to access and use material. Student help has not been reliable or skilled enough to permit reasonable service.

Reference/Instruction/Support to academic departments: The library wishes to establish part-time (regular) positions to equal 1.0 FTE to cover evening and weekend Reference hours, relieving other full-time librarians to devote more time to instruction, materials selection, and building relationships with academic departments. Such a position would replace one lost in the budget cuts and do so in a way that would make more efficient use of professional staff, as recommended by a consultant.

Circulation/Interlibrary Loan: At minimum, a 9-month interlibrary loan employee should be extended to 12-months to service summer programs, which have more time-sensitive users of interlibrary loan. Preferably, an additional staff member should be added to support the demand for speedy interlibrary loan service. Existing staff should look for ways to provide additional regular information to faculty and students regarding their services and to potentially develop mechanisms by which time-sensitive summer course needs can be better met by more advanced planning.

Recommendations

- In order to improve various aspects of service delivery, the IUP Libraries should increase staffing based on the following position priorities:
 - One full-time Library faculty member for off-campus library services and distance education
 - One full-time Information Literacy Library faculty member
 - One half-time archivist, at minimum
 - One FTE Reference librarian through several part-time permanent positions
 - One quarter-time employee or, better still, one full-time plus one-quarter time employee to strengthen interlibrary loan services.
- The IUP Libraries should identify and examine top institutional libraries that have “best practices” in services to garner information on additional ways to improve services with current resources.

Library Facilities

Rationale

Today, the IUP Libraries can be anywhere and everywhere through the power of computing technologies. Through the IUP Libraries website providing a variety of services, as well as access to many databases, students and faculty can complete a great deal of research and study. Nonetheless, physical facilities contain significant collections, and students still look for places to study and to prepare their assignments, even in electronic form.

The main library in Indiana consists of the adjacent, linked Stabley and Stapleton Libraries. Each of the three branch libraries in Cogswell and at Northpointe and Punxsutawney are being fully replaced by new facilities. Both Stabley Library (over 40 years old) and Stapleton (25 years old) are worn, the internal configuration of the space no longer matches the Library’s needs, and the fundamental infrastructure of the facilities

is in need of repair. Deferred maintenance issues have taken their toll. Portions of Stabley are barely habitable with falling ceiling tiles, water leaks, uncertain heating and cooling systems, and broken light fixtures.

Within Stabley, library staff members desire to create an “information commons,” uniting media and computing with information resources to serve all students and faculty, a plan consistent with recent trends by university libraries nationwide. In order to accomplish this, Stabley must have interior renovation to turn its second floor into an expanded Instructional Design Center to more broadly support multimedia production for students and faculty. The first floor would be converted to classrooms, study rooms, and a computer lab for modern collaborative and individual study, with space for the children’s collection and curriculum materials for the teacher education program. Currently, good study space is not adequate, especially at peak periods of use, as noted in one of the Town Hall meetings. Stabley’s ground floor would remain a storehouse for journals but also house archival materials in automated compact shelving which would greatly increase the number of volumes that could be stored. The present buildings are fairly full and electronic compact shelving serves to reduce the need for more square footage.

Stapleton needs a general facelift to its interior furnishings, including replacement of threadbare carpeting and worn, uncomfortable seating. Renovations would enable an expansion of the café, an ability to offer a 24-hour study area, and the opportunity to unite and integrate the Library’s Technical Services department, thereby creating more public space. A facilities’ plan is lacking for the Library’s valuable Special Collections and Archives, currently located in three buildings serviced by one librarian, and which might be allowed to grow in order to fulfill IUP’s doctoral-intensive research mission for the campus and the region.

Stabley has risen near the top of the official university life cycle renovation list only to have other projects moved ahead of it. Previously announced plans for Stabley’s renovation have been set aside for other IUP priorities. Thus, the Library continues to lack the necessary funds for a comprehensive renovation project to more efficiently house its resources, add and integrate technological and media equipment, and change its services.

Recommendations

- Major comprehensive Stabley-Stapleton renovation projects should be funded at sufficient levels to effectively operate the library—these projects should remain in their present position on the IUP Capital Building list and not again be dropped in the priority ordering as has occurred with the life-cycle renovation of Stabley Library.
- It is encouraged that consideration be given for a facility space expansion to Stapleton and investment in equipment such as compact electronic shelving to create necessary space for the preservation of and access to general collections, special collections, archive collections, journals, and media based on current needs and desired collection expansions.

- Institutional Advancement should consider pursuit of a campaign for a Library addition to Stapleton to house Archives and Special Collections.
- As part of any renovation/expansion project planning, make use of the opportunity to fully incorporate the Information Commons concepts to maximize staff, space, service and technology usage and resources.
- For the interim, before any major renovation/expansion project is completed, Institutional Advancement fundraising should be sought in order to undertake projects to reconfigure existing facility spaces for efficient usage.
 - This is not limited to but may include continued assessment and replacement of more comfortable furnishings and the addition of multimedia pods and production suites
 - Any Institutional Advancement fundraising to support projects should not adversely affect the life cycle priority placement for a major comprehensive renovation project.

Appendix A

Participations by category of respondents

Value Label	Survey Requested	Frequency of respondents	Percent of respondents	Valid Percent
Freshman	478	112	12.7	12.7
Sophomore	545	106	12	12.1
Junior	369	102	11.5	11.6
Senior	754	191	21.6	21.7
Masters	232	73	8.3	8.3
Doctoral	127	46	5.2	5.2
Faculty	762	247	27.9	28.1
Others		2	0.2	0.2
Missing		5	0.6	Missing
Total	3267	884		100
		Valid cases	879	
		Missing	5	

Appendix B

Summary of Survey Results

Questions / Mean Scores	All	Undergrad	Masters	Doctoral	Faculty
1. Library's physical environment is comfortable.	3.82	3.86	3.73	3.66	3.80
2. Library has adequate areas for quiet/personal studies/research.	3.89	3.98	3.84	3.91	3.71
3. Group Study space in the library is adequate for your needs.	3.77	3.91	3.61	3.90	3.45
4. Library's atmosphere is appealing and conducive to work in.	3.75	3.79	3.79	3.70	3.65
5. The addition of the coffee shop is a good idea.	4.21	4.32	4.07	4.48	3.95
6. Library's reserved carrel space is adequate.	3.38	3.46	3.57	3.27	3.17
7. Key service areas are easily accessible.	4.14	4.14	4.28	4.24	4.08
8. Books, journals and other materials are easy to find.	3.55	3.47	3.65	3.73	3.64
9. Computer access for library use is adequate.	3.43	3.36	3.43	3.39	3.59
10. Multi-media equipment access is adequate.	3.58	3.65	3.49	3.60	3.44
11. The library hours during working days of semester are adequate.	3.83	3.94	3.46	3.59	3.77
12. The library hours during breaks are adequate.	3.36	3.61	2.96	2.95	3.03
13. Help from library staff is easy to get if a book or journal is not there.	3.78	3.77	3.79	3.91	3.77
14. Interlibrary loan process is adequate and timely.	3.53	3.53	3.50	3.80	3.50
15. Library provides adequate training to use electronic databases.	3.71	3.69	3.77	3.71	3.71
16. Library provides adequate training for WebCT usage.	3.71	3.65	3.53	3.62	3.91
17. The Reference Desk service is adequate.	3.92	3.96	3.93	3.89	3.86
18. Library provides adequate info and support for equipment & technology.	3.69	3.75	3.68	3.62	3.57
19. Library responds rapidly to problems reported by users.	3.52	3.50	3.79	3.53	3.46

20. Library's book collection is adequate.	3.26	3.61	3.29	2.80	2.64
21. The hard copy journal collection is adequate.	3.23	3.57	3.43	2.91	2.52
22. When the library does not have an item, you can get it easily thru ILL.	3.54	3.58	3.62	3.67	3.38
23. The electronic journal collection is adequate.	3.55	3.81	3.67	3.09	3.06
24. The course reserve system is adequate and easy to use.	3.79	3.83	3.64	4.05	3.72
25. The library has adequate holdings to meet program needs.	3.45	3.72	3.42	3.13	2.94
26. IUP library website is current and helpful.	4.00	4.09	4.01	3.98	3.78
27. Online catalog system is adequate and easy to use.	3.82	3.93	3.87	3.76	3.47
1=Strongly Disagree; 2=Disagree; 3=Neutral; 4=Agree; 5=Strongly Agree					

Appendix C

Benchmarking Survey Results (revised 4/11/05)

Of the 15 System-identified peers that were contacted, 8 responded, one with a document that could not be easily summarized. Questions and responses from the 8 are below.

Services:

1. *What new or updated services have you offered in the past two years (collection development, public services, access services, technology services, etc.)?*

Bowling Green:

Implemented electronic book-ordering; E-reserves; upgraded Millennium Software; participate in state-wide "chat" (online) reference; (will soon) offer electronic desktop delivery, Electronic Dissertation and Theses,

Idaho State:

We've added electronic reserves and online ILL (placing articles received through ILL online instead of mailing). We are working on digitizing certain collections. We continue to move journals online.

Indiana State:

New liaison program which puts ALL library info/help (not just collection development) in responsibility of departmental liaisons.

Web page listing of things we are considering weeding, where community has 4 months to consider and respond.

Community engagement programs and events bringing public, school students, political office holders to the library.

Online tutorials where students can take self-paced 'mini' classes on a variety of subjects.

New popular collections of non-research items, including DVD films, books on CD, graphic novels, popular music, etc. (This has upped our gate count and circulation by 40% over last year.)

Louisiana Tech:

Established a new User Education department which would coordinate the collaborative design and development of library instructional programs and resources. Provide leadership and coordination of computer literacy initiatives for undergraduate and graduate students.

Michigan Tech:

For the past two years we have been under construction and barely able to continue offering our traditional services. No new services offered in the past two years.

University of Maryland, Baltimore Co.:

Online interlibrary loan requesting from our "Research Port" through our ILLiad system. Email notices to users re overdues.

University of Northern Colorado:

Basically, the University of Northern Colorado began a project two years ago to redefine itself. The project/process was named Charting the Future (CTF). Related documents are available on the University's homepage. As a result of the attached reports, the Libraries have received substantial base increases to the acquisitions budget and additional positions.

Quotation from summary: In framing a Teaching Library it is recognized that the Libraries is an integral component in the education and culture of the students of the University of Northern Colorado. The University Libraries Task Force on Leadership/Management envisions the University Libraries as an organization that focuses services around its patrons – fundamentally the campus community – in order to sustain and support the University and the citizens of Colorado. This vision includes building into the Libraries' foundation the ability to be flexible and innovative, enabling the Libraries to respond to the ever-changing needs and demands of the future. In order to accomplish this, the Task Force conceives streamlining the services and functions of the Libraries to maximize the talents of all staff and move resources to areas in desperate need. A number of new initiatives require further investigation and discussion, and thus the Task Force sets forth plans for new task forces and committees.

University of Texas, Arlington:

We started 24/5 service in the Central Library two years ago and it has been very successful. We also started book deliveries to faculty members' offices recently. We have purchased Metalib and SFX and are preparing a federated search engine for roll out this summer. Finally, we have worked to identify funds to grow our acquisitions budget which this year stands at \$4 million--\$3 million is for databases and journals and \$1 million for monographs. In October 2004 we completed a total redesign of the library's website.

2. *If you were guaranteed sufficient funding from the university, what other library services would like to implement?*

Bowling Green:

create institutional repository, digitize unique special collections;
create library commons, i-pods

Idaho State:

I would like to do more document delivery to researchers. I'd like to add one of the federated search engines, like EnCompass, to our system. I would do more training in searching, etc in the departments themselves. More copyright training. Add librarians to the groups working on online courses, particularly those using WebCT, etc.

Indiana State:

The programs and events seem to be the most popular and visible, but we would have more if we had better funding for publicity, refreshments and so forth. I'd also like to do more technology teaching on using computers and various software, but we lack staff to do that.

Louisiana Tech:

The addition of additional scientific journal databases that are not available in the State.

Michigan Tech:

Delivery of books, etc. directly to faculty offices.

Campus no longer has cash chip or mag strip cards that can be used on library (or other) equipment. We would like to offer our own cards for use with library printer, photocopiers, scanners, etc. Right now we're back to coin-ops!

University of Maryland, Baltimore Co.

Will implement user self-charge circulation.

Would like to add further online databases.

Would digitize more materials held in Special Collections.

University of Texas, Arlington:

Library spaces need to be rethought and renovated. We have niggled away at this by taking funds and redesigning spaces when money is available. We have the beginnings of an Information Commons on three floors of our Central Library but the spaces are disparate. We need to rethink library services. We were informed last week that a library annex will be built on campus. We have needed storage space for print materials that don't get heavy use but are still relevant to faculty and students. We have lobbied for this space for years and now it will be built. It will be approx. 15,000 sq. ft. and used for remote storage space. Perhaps the addition of this space will allow us to de-compact our spaces in the Central Library and our two branch libraries.

3. *What new directions do you envision for library services?*

Bowling Green:

Library as "Academic Center" incorporating academic support units such as the writing center, study skills center, student tech center; group study rooms (we will open the first two rooms later this month) more visibility/collaboration with teaching faculty in designing curricula to enhance information literacy

Idaho State:

Get as much as possible online and at the desktop, then train everyone!

Get out of the library.

Indiana State:

Greater and greater array of electronic resources available 24/7 and push technology to get resources to students and faculty via portals.

Louisiana Tech:

Providing library service and support to online degree programs. University has just implemented two graduate degree programs that are totally online.

Michigan Tech:

More personalized services.
More laptops available for checkout.

University of Maryland, Baltimore Co.

More online resources and services.

University of Texas, Arlington:

More virtual services, more collaborative study spaces, librarians in the classroom and in faculty offices more assisting in the educational process, simpler access to information with federated search engines, content management systems, better electronic rights management, RFID, the creation of an institutional repository.

4. *Have you implemented any new instructional service initiatives (information literacy/bibliographic instruction, technology, etc.)?*

Bowling Green:

yes, used mini-grants to form partnerships with faculty; designed information lit. modules; web pages; instruction for international students, GRADSTEP (library orientation for graduate students)

Idaho State:

We are facing having to provide 8 hours of information literacy instruction to each entering student. Still not sure how that is going to work. Have experimented with using TILT, the University of Texas Information Literacy Tutorial as a first step.

Indiana State:

We are asking to attend faculty dept. meetings to show new resources, we continue the BI we've always done for beginning English courses and any other faculty who asks it. Trying to reach more with online tutorials and trying to develop mini BI packets to insert easily into any faculty member's Blackboard class. Also now beginning to teach how to use Turnitin software and greater instruction in academic integrity/plagiarism.

Louisiana Tech:

See paragraph #1.

Michigan Tech:

Our new library will have a digital studio with public devices for printing, scanning, changing media formats and integrating all formats into papers and presentations.

University of Maryland, Baltimore Co.

Yes, especially a baseline test of information literacy for the campus.
(see our web pages for details)

University of Texas, Arlington:

We have a department called Information Literacy devoted to instructional services at the undergraduate level and for intro classes. Our subject librarians in another department conduct bibliographic instruction sessions in upper level classes and grad classes. In short, our instruction efforts are split depending on the level of instruction necessary.

Collections:

5. *Do your constituent groups (undergraduates, graduates, faculty) feel that the library has the printed materials, including but not limited to journals and books, that they need for their work? Please explain.*

Bowling Green:

Users always want more. We do engage our users when cuts need to be made.

Our goal is to transform from "just-in-case" to "just-in-time" content (excluding our special collections).

We have also significantly raised awareness about the cost efficient benefit and the access to increased information resources through OhioLINK. Generally, I think our users understand the difficulties of coping during these difficult budgetary times.

Idaho State:

No, the scientists are never satisfied. We did the LibQUAL questionnaire, and the undergraduates are mostly satisfied, while the graduate students and faculty are not.

Indiana State:

Does any group ever think this? We can't provide research library level of materials, but we are one hour from a major research library and we do a lot of ILL. Generally, people think our databases are great in selection, but print journal collection is weak.

Louisiana Tech:

Don't feel the faculty would ever be satisfied until they had every journal available in their field of study. however, we are basically

able to meet their needs with our own journal holdings, the journals available through the statewide LOUIS network, and the shared journal databases in the network. What cannot be supplied from these resources are obtained through INGENTA.

Michigan Tech

No new collections are planned. We've been able to bring back the items from remote storage that have shown use over the past 20 years. We have done a great deal of discarding of indexes that are now online, government documents, and of material formerly in remote storage. We've worked with the campus recycle group who remove covers from items we can't sell or place in another library.

Our constituent groups vary in how they feel about the library's collections. Faculty want us to have more onsite, especially journals. Undergraduate circ have fallen off as use of electronic resources and the internet has grown.

University of Maryland, Baltimore Co.

Undergraduates are satisfied. Graduate students and faculty lack sufficient resources for advanced research.

University of Texas, Arlington:

As stated above, we have grown our collections budget to keep up with inflation and to support modest growth in information resources. In fiscal year 04-05 the budget is \$4 million; next year it will be \$4.4 million.

Library surveys indicate to us that faculty in the humanities and liberal arts do not believe we have adequate print materials, and they are correct. Until very recently our book budget has been anemic to say the least and as a result our collection has major weaknesses in it. Students are less interested in the print materials.

6. *Do your constituent groups (named above) feel that your library has the online and electronic resources that they need for their work? Please explain.*

Bowling Green:

OhioLINK offers our users so much more than any library (even large research libraries) can hope to buy/offer on their own. (see my remarks above). We do have occasional requests for very specialized databases and we handle those on a case by case basis within the scope of our collection development policies.

Idaho State:

We are having a major discussion with the Biologists about Web of Science at this time. College of Business is always coming up with a new database need. The students are mostly satisfied.

Indiana State:

I think I answered this above.

Louisiana Tech:

Answer as in # 5.

Michigan Tech:

They'd all like more

University of Texas, Arlington

Our menu of online resources is strong and the faculty and students believe this. There are always online sources we would like to have and can't afford, but basically our users are satisfied.

7. *Do your constituent groups (named above) feel that your library provides sufficient tools to access all the materials that are available in your library? Please explain.*

Idaho State:

They are satisfied with the catalog, if that is what you mean. We recently purchased Ebsco's A-Z List product for managing e-journals.

Indiana State:

We get comments that off-site access to the library is difficult, but this is due to our IT arrangements and not the library. We recently changed to a new e-proxy that should address this access issue. We also are not part of the campus printing setup at this time and students pay more to print in the library than elsewhere. We're trying to change this, but it has been hard to work on a situation that is agreeable (financially) to both the library and our IT department.

Louisiana Tech:

Have few complaints about access to materials. Faculty and students have 24 hour, seven day a week access to all library databases, e-books, and the on-line network. Statistics show that in-house circulation drops each month while online access increases. Even the hours of 2-4 a.m. have been showing increased usage.

Michigan Tech:

Without doing a survey of our own in order to respond to your survey I can't really tell you. Plus our building is still under construction and all planned-for public computers have not yet been installed.

University of Maryland, Baltimore Co.

Same answer as above. However, they are satisfied with our online catalog, patron-initiated intercampus borrowing, article ordering services, etc.

University of Texas, Arlington:

Yes, but I say this conditionally. We don't have good data on this question. We have recently conducted LibQUAL for the first time on campus, and we are hoping its results will allow us to answer this and other questions about user satisfaction. We conducted LibQUAL during March, and we haven't received the results yet.

8. *What is your library's plan for dealing with the ever-rising cost of journal subscriptions?*

Bowling Green:

We are discussing strategies to identify (and support) those journals which are core to the curriculum, and not to attempt to buy everything. OhioLINK is looking at this strategy too (e.g. we have just cut 490 low use journal titles from our EJC).

We have annual lecture series on scholarly communication to educate/engage our faculty about their role in the scholarly communication "crisis."

We encourage and support alternative publishing outlets. For example, provide 50% of the author's fees required for publishing in open access journals in PLoS. We have legislative days through OhioLINK and individual campus efforts to alert legislators to the need for increased funding.

It's an ongoing effort that requires different strategies to transform the attitudes esp. our faculty. Education and communication: keep the rising costs on the radar screen.

Idaho State:

We go online when we can. We are a member of several buying consortia. And we keep asking the legislature for inflation money. I am trying to get folks to think about endowing journal collections.

Indiana State:

Like most libraries, we continue to cut print journals, get more and more online sources, and reduce book purchases to cover.

Louisiana Tech:

By sharing the cost with other university libraries in the State through the LOUIS network. Example, the four engineering schools in the State share the cost of all IEEE materials online through the LOUIS network.

Michigan Tech:

I actually believe that eventually open source will help with this. In the meantime the plan is to whine a lot.

University of Maryland, Baltimore Co.

Plan to pay more. Also, started campaign to educate faculty and administrators, both locally and throughout the University System of Maryland. See our web page on Scholarly Communication for more information.

University of Texas, Arlington

We launched an education initiative aimed at informing faculty about the crisis in scholarly communication. As dean, I have spoken to the Faculty Senate about the issue, to Deans Council, and have sent out mailings to all faculty about it. In March we brought Rick Johnson, director of SPARC, to campus to speak at a luncheon for faculty and students about the issue, and we had approx. 75 people attend. Like most libraries, we have coped with the issue by participating more in consortial purchases, dropping print subscriptions when the electronic version was as good or better, negotiating with departments on campus to assume some of the costs for some products, and of course trying to increase our acquisitions budget to absorb the increases.

9. *What is your library's plan for dealing with increased needs for resources resulting from growth in academic programs or the addition of new programs?*

Idaho State:

We are consulted on each new program request. We take this consultation seriously, providing an analysis of the collection and an estimate of need. In some cases we receive dollars added to base. I have started reminding deans of the need to consider the library when computing start-up packages.

Indiana State:

I've been advocating for a \$25 per semester library fee. Students currently pay a \$52 per semester technology fee, but while administration understands a need for money for technology, they don't see the need for library materials in the same light. I'm also advocating for increased fees for overdues (we don't currently collect this) as a way to get more revenue and provide greater collection access as well. Otherwise, no real plan, we just cut from something less popular on campus to provide for funds to buy in 'hotter' areas.

Louisiana Tech:

Due to the State's cutbacks in funds for higher education, the library has no fixed plan for new programs. Under the Board of Regents of the State of Louisiana, any new degree program has a library component built in, however, the funding isn't always available so the library has to resort to gifts and donations. The

students at Louisiana Tech several years ago approved a Student Self-assessment to help purchase library materials. The SSA is \$2.50 per credit hour per quarter for each student enrolled. This brings in about \$100,000 a year that is used to purchase library materials.

Michigan Tech:

With one exception all new programs so far have been spin-offs of existing programs so not a lot of new material has been needed. Otherwise we just carve up the pie smaller and smaller.

University of Maryland, Baltimore Co.

Requesting more funding. Also, expanding article delivery systems. Further increase online services.

University of Texas, Arlington

Currently our funding comes from two sources: state funds, which account for 30% of our budget, and student library fees, which account for 70%. The library fee will have to be raised to accommodate new programs because state funds have been stable for more than a decade. Like most state institutions, those in Texas are having to shift the responsibility for paying for higher education to students since the state hasn't adequately funded it for some time now.

Facilities:

10. *How will library facilities need to change to keep pace with the study habits and research practices of students in the future?*

Bowling Green:

Perhaps less storage/warehouse facilities and more activity space. (see my earlier comments about group study rooms and Library as Academic Center). The Learning Commons, group study rooms, coffee houses, resonate well with this generation.

Idaho State:

We need more group study rooms, more lounge/study areas, and more areas where food is ok. I would like to see our current computer workstations for research spread throughout the building to encourage folks to use books and the computer resources.

Indiana State:

We've added a coffee shop, pretty lounge furniture, eradicated carrels in favor of open tables, group study computer stations, allow food and drink--students want a much more friendly and comfortable environment--so we're following the Barnes and Noble pattern.

Louisiana Tech

The library is going to have to reorganize its staff from the traditional way of providing service to a computerized way in order to meet the needs of faculty and students. Students are studying together usually around a computer or computers so the library has installed a wireless network to accommodate these groups. These groups generate more noise, so have had to designate certain floors for individual study and computer usage. Have established an electronic classroom for the library instruction and literacy classes. There will be less need for storage facilities especially for bound periodicals as backfiles are replaced online.

Michigan Tech:

Before we started the building project we worked with a consultant and used a process called "user-framed/value-added" to plan our new facilities. We think we're ready for whatever comes--at least for the next 10 years.

University of Maryland, Baltimore Co.

We are expanding in-library information technology equipment. Still more is needed. Lower use print materials should be moved to shared depositories organized on the state or regional level. More group study space is needed. Greater attention to making the Library an physical intellectual center of the campus is needed.

University of Texas, Arlington:

As stated above, student study habits are changing. Spaces need to be flexible, technologically advanced, wireless, collaborative, and attractive. We partnered with the campus food contractor to build a coffee bar on the first floor of the Central Library a few years ago and installed 90 computers in the space. The experiment has been hugely successful and there is standing room only in this space throughout the day and well into the night. We also see a need to make accommodations for those students and faculty who require quiet, so we have identified an entire floor in the Central Library for quiet study.

11. *What items would you place on a wish list for changes to your library facilities?*

Bowling Green:

Museum-type space for large exhibits, adjacent separate 24-hour activity area, auditorium

Idaho State:

An addition within the next 10 years that will allow us to move the special collections out of the basement.
Get rid of our orange carpet (it makes for unpleasant surroundings)
Infocommons type of area

Coffee bar area
Group study areas
Better ways of handling media items.

Indiana State:

We are a 5-floor library, constructed in 1973 out of cement block. It's ugly!! While we've redecorated the main floor, the other floors need painting, new and comfortable furniture, carpeting, you name it and that is big bucks we aren't likely to see in this century.

Louisiana Tech:

A total renovation of a 1960's building to meet the needs of a 21st century library.

University of MD, Baltimore Co.

see above answers. Also, we would expand 24-hour study space and add more PCs to it. Need expanded warehouse space for campus archives.

University of Texas, Arlington:

We need a new Central Library because our current structure is inadequate. Short of that, we would like to unify the many spaces we have in the Central Library into one or two floors along the lines of an Information Commons. We currently have services in the basement (a digital media lab with multimedia computer equipment operated and staffed by the library); the coffee bar and 90 plus computers on our first floor as well as circulation, reserve, ILL, and Help Desk for computing issues (the Help Desk is staffed by the Office of Information Technology staff); and reference on the second floor along with 60 computers.

Appendix D

Category Comments

<-here 1=Freshman 2=Sophomore 3=junior 4=senior 5=masters 6=doctoral 7=faculty
8=others

1

- 1 It would be really great if Java City could be open longer than 2 on fridays. Most library work is done on the weekend for me and the majority of students I live and work with. Having Java City open longer would be much more pleasurable!
- 1 Actually, I think the library is wonderful. My only hope is that there would be some way to make the hours during Saturday longer. I have obligations in the mornings on Saturdays, and that is usually when I have the most work to play catch-up with... it would be really helpful for the library to be open later on Saturdays (until 9ish?)
- 1 Enjoyable enviroment. Doesn't have the intimidating atmosphere other libraries have and the people working are always helpful.
- 1 Give in coming freshman better understanding of how the library is organized and how programs like Webct can be used to their advantage.
- 1 Great idea to get comfortable seats to greet the students better when as they walk in. It makes us feel welcomed as we walk in.
- 1 Great study environment! Would be nice to have some more outlets located near couches and tables for users that bring there laptops to work on.
- 1 I believe that it would be helpful to make the online journal catalog easier. Often times articles that I need are not on ebsco, and I have difficulty finding the holdings.
- 1 i enjoy studying at the library when i want to get away from the noise
- 1 I feel that the Library is a great place to get my work done. The upstairs qwuiet environment is very realxing and it is easy to work there. The added computers in the media resources area is nice too, this is usually the only free computer spot I can find. I do wish that is was open earlier in the morning.
- 1 I find the library's 3rd floor to be the best place to study on campus. I also love the java city location.
- 1 i like going to the library, but people talking on cell phones for over an hour is really frustration.
- 1 I like the overall feel of the library and I feel I can get all of my work done when I am there...it is a good place to study and I would reccomend going there to a student who needed resources and a place to study.
- 1 I love this library!
- 1 I think it is really great that there are different places to study, and i also thank you for the coffee station, i don't know where i would be w/out them! :) I think it's a great place to be!
- 1 I think it would be helpful to have the library open 24/7. If not always, at least during finals week. And it would give students a chance at another job with more hours.
- 1 I think that it is great that you have a quiet study area on the second floor that overlooks the Oak Grove. In the Fall and the Spring it is beautiful to sit there and read.
- 1 I THINK THAT THE LIBRARY IS ALSO AT A VERY GOOD LOCATION ON CAMPUS AND IS ALWAYS A NICE QUIET PLACE TO STUDY.
- 1 I think the lup Library needs some newer books. I sometimes have a hard time finding books that have been printed in the past 30 years. I do find the older books can be very useful, but some newer ones would be nice.
- 1 I think the library should stay open past 11:00
- 1 I wish Java City opened a little earlier for people who have 8ams and want some coffee.

- 1 It gets extremely loud in the library at times. It especially gets loud when people talk on their cell phones.
- 1 Library service is oftenly good situation, but library close to early. When I want to study in library at late night time, library close 11:45 pm. I suggest to open the 1am or 2am durin the test period.
- 1 More computers should be provided as students need them for preparing assignments and doing research studies. In addition the existing computers are very old and hence are very slow, if they can be updated then it could save a lot of time of the students. This is just an opinion/request.
- 1 Overall the IUP Library has a comforting environment and provides the resources I need to succeed in my college work. I also appreciate the 2nd floor being the "quiet" floor where I can really focus and get my work done. As a freshman, it is hard to get my work done in the dorms with many distractions so having access to the IUP Library is a great reassurance to know I can get my work done in a quiet place. One last thing, I Love Java City!!! It's a great additional part of the library as well!
- 1 supply more computers during busy hours
- 1 The computer lab is small, cramped, and uncomfortable, and there's not enough computers for everyone!
- 1 The java city makes my time at the librby more convient. The addition of the sofa type seats makes my time at the library more woth while because of my comfort zone.
- 1 The library is adequate over all and although I have yet to fully utalize it, the layout/markings of particular subjects of books could be more pronounced at the entrance. I think the look and what not could be updated interior wise [it reminds me of our high schools library before renovations...]
- 1 The only issue I have had with the IUP library is that I was unable to obtain a title found in the micro film/fiche section, that was said to be in the library's collection. Other than that, the library has been very helpful to my education here at IUP.
- 1 There should be more computer in the library.
- 1 They didn't have a topic I was looking for in their database. I was disappointed.
- 2 Circulation books are always out of order, which makes it hard to find needed materials. Often books I need aren't there at all. I would suggest improving the shelving methods in Circulation.
- 2 Extend weekend hours by a few hours and keep Java City open during these hours. Create areas of individual, quiet studying with no more than ten individual desks. The rows of desks on the individual study second and third floors feel too cramped and crowded.
- 2 Fiction???
- 2 great job!
- 2 Great Job!
- 2 Have you ever considered having the library open 24hours?

Also for the media resources, it is difficult when one needs to have a specific resource for a couple of days and it needs to be renewed each day-could there be an extension on loans?

Also for the Java city, could it be opened as long as the library is opened?

- 2 Hours could be extended during the week, perhaps to midnight.
- 2 I believe that our Library has an excellent faculty that is very knowledgable and approachable. I am a History major, so i have to conduct a lot of research and everytime I asked a librarian for help, they went above and beyond to help me gather necessary resources. The online journal databases such as JSTOR are also very helpful and easily accesible.

- 2 i do not think it is fair that greeks are not suppose to be in the library as a group. it is just as much ours as anyone else. i feel that anyone and everyone should be able to use the library at their leisure.
- 2 I feel that the biggest problem with the IUP library is that the books are hard to find. I have had much trouble trying to find books in the library when I first came here. Now that I am acquainted with the library of congress system, and still find it hard to use. I also feel that the library concentrats too much on electronic databases and not on books. I do not feel that these are major problems, I probably wouldn't even say anything if this wasn't a survey.
- 2 I feel the library opens a little late on the weekends, I live 50 miles away and if I need to come to campus on the weekend to use the library, it can take up a good part of my day because I can't get in there until 11:00. Also, while I enjoy Java City being part of the library, some of the students utilizing that service and others can be disrespectful to those of us doing research and studying. There is rarely a time that I have not had to wait to use a computer in the library. I find myself using the computer lounge at the Hub... due to the fact I have a better chance of finding a free computer and the students there have more respect for those of us working. Overall my Library experience here has been a good one but it could be improved. Thank You for asking for my input.
- 2 I love the library. I think it is a great place to meet for group study or do work inbetween classes. Some of the chairs are kinda old and need replaced.
- 2 I mostly like to study downstairs in the bottom floor. The amount of noise not only by students, but by the staff can get out of control. I feel that this problem needs to be addressed.
- 2 I really like how you can use resourses on your personal computer on campus. I think it would be great if you could also use them off campus.
- 2 I really only have one minor complaint. The second floor, where it's supposed to be quite, sometimes people will use their cell phones in a populated area. So, my suggestion for this is to perhaps put another sign by the chairs facing the oak grove windows about it being a quiet study area or not using your cell phones there. Thanks!
- 2 I think it is a very good library.
- 2 I think the ladies that sit at the Reference Desk could be a little more friendly. I had to ask one of them a question once, and the lady looked at me like I was a total idiot. I don't appreciate that at all. She is there to assist me, not just sit there and do nothing. Also, I think that being quiet on the 2nd and 3rd floors should be enforced. There have been a number of times where I have been on those floors and had to leave the library entirely because people were being too loud. It is mostly all of the fraternaties and sororities when they have study hours. None of them study, they just sit there and talk. I think something needs to be done about that because it is not fair to those who are there to study.
- 2 I wish that the "quiet floors" were better regulated in the instance of greek study hours I find it extremely distracting, also that IUP does not have a location for group study after the library closes, so it would be nice if there was a place to go or the library kept later hours.
- 2 I would like more online help/directions with using the online catalog. It would be nice to be able to see the list of results based on a specific data item, such as "sort by date" or "sort by number of pages". That would make searching for printed materials (especially) quite a bit easier if you are looking for something very specific.
- 2 It tends to be difficult to get a movie from media resources, I've had to watch movies for english class and they were unavailable each time I went to view it.
- 2 Maybe add one or two more computers on the upper levels. It is nice to sit at a computer in the quiet section and there are very few accessible.
- 2 Nice place for groupwork and comfortable to study in

- 2 Nobody is ever in the tech support area when im having trouble with the laptops. There needs to be a bigger fiction section. There should be more computers available that aren't in labs because they are often being used.
- 2 none
- 2 Something needs to be done about the noise levels. There are cell phone rules yet they are not enforced. The library is a place of study not talk on the phone. Usually on Fridays when I am in the library the serials staff is very loud and disruptive. I would hope that this behavior is considered inappropriate and something should be done about it.
- 2 the computerized catalog system does not look professional and is not easy to use
- 2 the library is a great place to meet for group projects. the people there can and will help you in any way they can. i am very happy with the way the library looks and works.
- 2 The library is an incredibly WONDERFUL resource for basically anything I need for research, and writing execution in my classes. It has an excellent environment! The staff is incredibly helpful and friendly. The questions I answered "neutral" to are aspects of the library I have not used or do not know what they are. The only problems I have are as follows; I sometimes cannot find a computer, but I prefer to use the library when working on a paper, because the atmosphere is better than that of the other computer labs like Eberly. Also its more convient, because if I need additional research refereces, they right at my grasp. Often when I can't find a computer, I have to use the public access ones at the rear of the library, and they do not work nearly as well as those located by the reference desk, and often I have to restart them, and lose information I am working on.
- 2 the system for finding books is confusing, and a lot of the time the books aren't where they're supposed to be, and can't be located. also, many of the "quiet" floors aren't.
- 2 The website is a little hard to figure out. Among other things, it took me a while to find how to search for videos. It's also slightly inconvenient to have to return videos the next day. I think that two days would be a decent amount of time.
- 2 There are specific guidelines that are needed to locate materials within the library. Whether it be electronically or personally, students should informed of them, and they should not have to wait for a professor to enlighten them during a research writing class when access to the library's collections is needed.
- 2 There have been complaints in the Penn about the level of noise in the library. I feel that the first floor is very interactive and helpful and don't find the noise to be a problem. The third floor is usually where I go if I need to have silence. I think the resources are adequate and I've never had trouble locating things I've needed. Keep Java City!
- 3 Add more couches on the 2nd level, more relaxing places to read/study.

It would be very helpful for undergraduates to be able to take the journals out of the library instead of having to copy/print everything.
- 3 Although the library has worked hard to get new technology into it, there still is a huge lack of computers available to use. Some students have to go to the library to work on computers, but it's impossible to find an available one at night. If possible, I highly recommend getting more computers to fulfill students needs.
- 3 **DON'T LET THE FRATERNITIES AND SORORITIES HAVE STUDY HOURS IN THE LIBRARY. THEY ARE COMPLETELY DISRESPECTFUL AND ARE EXTREMELY LOUD ON THE SECOND AND THIRD FLOORS. THEY HAVE FRATERNITY HOUSES THAT COULD BE USED.**
- 3 have group study tables with an internet connected computer, so there's less running around from place to place and we'd have better communication among the group. Post a sign that says it's reserved for group work.

- 3 i am a transfer student and this is my 2nd semester here and i have yet to use the library on the IUP campus.
- 3 I appreciate the services that the Library offers..... the staff is great!!!!
- 3 I feel that there should be mandatory classes on how to you an inside voice, and what a library is there for, when you start freshman year. There should be a hired to team to confront people who are being too loud--because i feel that a certain group of people is being blamed when in fact they are not the only problem. Thank you.
- 3 i just wish the library could stay open later on week days. i know it may be tough and unfair to find people to work that late but i don't think you really have to worry about anything happening. anyone who is staying there that late is there for a reason and that is either to study or get some work done. i just find it a little annoying whenever 11:30 comes around and i have to leave. the library is where i like to study and can get a lot accomplished and i wish i could just stay later.
- 3 I love the addition of lights to the quiet study floor decor. It helps when areas are better lighted. I do wish, however, that the quiet floor's would be more strictly enforced as it is sometimes quite noisy on them.
- 3 I love the online journals and Java City! Could use more comfortable furniture such as couches and what not. The actual tables are comfortable to study and do work on.
- 3 I really how you have all of the journal articles online. It saves me a lot of time when I need to look up an article on a certain subject or date.
- 3 I think it would be a good idea to monitor the quiet floors in the library. On many occasions I was unable to get work done due to social conversations and group activities (such as arts and crafts) at certain hours in the evenings. Also I think there should be certain computers just for use of the IUP Library Website, sometimes on the second and third floors the computers will be taken up for hours just for social reasons instead of what they are there for.
- 3 I think that the library become more of a hang out spot or Greek meeting place this environment makes it hard to study and focus.
- 3 I think that the library could use more computers in it.
- 3 I think the best thing the library could possibly do is to acquire more material!!! There have been several times when I would be doing research for a thesis paper, and I simply could not find enough sources at the library. Also, there is little more frustrating than finding a great article listed on EBSCO (without the full version online, of course), and realizing the library stopped stocking the journal a few years ago!
- 3 I think the librarians are very helpful but some of the student workers don't have enough knowledge. Instead of keeping the majority of librarians at the reference desk on the first floor, there should be someone in the journals area of the basement to assist.
- 3 I think the library should be considered for renovations, it could use a make over. As for the electronic computer system to help you find books, it's great if you know how to use it, but if you do not it becomes very difficult. The Java city is a good and smart addition, but it is noisy and you can hear it up on the second floor, makes it hard to study sometimes.
- 3 Inforce quiet atmospheres more in quiet study areas. Also, I like the Java City area, however it has provided undue distraction on the first floor, so many people that generally do group study have been studying in the quiet area locations. Also, the educational resources such as big books, children's books, and posters are wonderful. However, there needs to be a better fiction collection in general for adults.
- 3 It is nice place to do work, but need some improvement
- 3 It would be better if the library was open earlier or later or both on Saturdays. The times available coincide directly with when I have to work.
- 3 it would be nice if the library was open later/earlier all the time...it would even be nice if it was open 24 hrs during the week.

- 3 It wouldn't be a bad idea to add more computers on the first floor.
- 3 It's always too loud to try to study there.
- 3 Often when I go to check out a book from the Children's collection, I find that it has been misshelved, so even though it is technically available, I can't get to it. This isn't the employees' fault of course, but perhaps they could take my name and number and offer to call once the book has been located. That would make me happy!
- 3 Overall I am very pleased with the services provided by the library. The only reason I have not strongly agreed in any situation is because I believe there is always room for improvement. The online services of the library could be more user friendly.
- 3 Periodicals could be more organized, and the people who work the desk there could be more helpful. Usage of microfiche should be more encouraged.
- 3 Please enforce "quiet study" rules more strictly. People do not seem to understand that some areas are not for group work or socializing.
- 3 Quiet floors and areas should be monitored to assure that they are used as they are meant to be used. It is often difficult to be productive on these floors, especially during certain hours in the evening.

More computers would be very helpful. Another suggestion is to reserve certain computers for book searching use only.

- 3 Some of the student workers are not very helpful. They may need to be trained a little better because they do not know much about the electronic services of the library. Sometimes they seem to care more about talking to each other or working on the computers than helping students find material. SOME on the other hand are amazingly helpful.
- 3 Sometimes when I am in the library it feels very stuffy and not welcoming. The lighting is very "institutional" and doesn't provide a good atmosphere. Overall, the book choices meet my needs.
- 3 The inter-library loan is a bit slow, but that seems to be the only real issue, it'd be cool if you had a library only board that identified when you'd be teaching certain classes on electronic research and such. and a free course on the usages of MLA and APA would be helpful to a lot of people. Besides that the library is awesome. the staff is very friendly and the only issue with Java City is that the coffee cost too much.
- 3 The library is TOO LOUD!! I think the group work (1st floor) is a great idea but group work is no excuse for yelling or even playing cards. Many times I have been working on the first floor & am amazed that the librarians sitting at the reference desk do not find this behavior to be distracting. I LOVE Java City being located in the library & take full advantage of it being there, but even the workers there could be more courteous when they are talking. To me the library is a great place but is in great need of NOISE CONTROL.
- 3 The library needs more quiet areas i.e. no cellphone usage
- 3 The lights make a humming noise that is annoying, chairs are old and extremely uncomfortable, there is graffiti on many desks which is disturbing, Greeks are extremely loud and disruptive and ought not to be required to have study hours in the library, there are not enough books available that meet my interests and needs, free USA Today's and other papers should be available directly inside the lobby, the aesthetics of the Library's interior are definitely not up to date. AND most importantly workers seem apathetic to students needs and are not very helpful. They don't seem well-trained. WHY CAN I STILL NOT CONNECT TO THE LIBRARY'S WIRELESS INTERNET???

- 3 The microfilm machines are always broken. Also in my experience I have not yet been made aware of what multimedia resources are available in the library despite 3 years of regular usage. As a history major I find the collections to be rather sparse as well, though this could be due to my selection of topics to research.
- 3 The only main problem that i have is i can never get a computer, the lab and other computers are always all taken.
- 3 The program for finding books and other resources is a very sloppy search engine and resource finder. There is a great deal of knowledge on campus to write the program with the help of staff and students. The current system is not user friendly. It is written by programers who gave little to no thought of the need of the users.
- 3 The second floor study area with the chairs and lamps is a nice touch, very comfortable....I can't stand fluorescent lighting it's very distracting.
- 3 The space between the book cases is so not ADA, one person standing can barely fit.
- 3 The temperature in the library can be very hot. Also I would like the library to be open past 1130 pm possibly until 1am.
- 3 This is one of the most well kept libraries I have ever used.
- 3 We need more computers in the labs. Many times, for those of us that live off campus, if we need to use the online materials that can only be reached using a computer on campus it's difficult. Last year, I had to access and do things on the P drive and it was a pain because I had to use a computer on campus for many things.
- 3 When I was at my place I did not understand how you are suppose to be to be able to access an electric book without ever being told about having a login name and passowrd.
- 3 With regard to the noise level in the library, I find it quite irritating when large groups from frats or sororities join together to hold their meetings. It promotes success in their organization but it hinders other peoples ability to concentrate totally.
- 3 You need more computers there... I can never find one!
- 4 24 hour computer lab, 24 hour computer lab, 24 hour computer lab...
- 4 Although your online journal catalog has greatly expanded over the last few years, we are still lacking a wide variety of journals and more in depth journals that would be helpful in writing on many of the topics that are discussed in my psychology, sociology, and biology classes. As far as the books are concerned, I feel that they are outdated in low in numbers on various current topics. I realize that computers are the future and we are investing a significant amount of our time and money on this resource, however, our professors still expect us to utilize books and magazines when writing our papers. It is difficult to do so when these materials are not available to us. On a high note, I enjoy the private study rooms when studying in groups and the new furnature on the second floor is comfortable and looks great. I was excited when we received the grant for the new computers in media resources because I find it very difficult to find an open computer to work on. Having Java City in the library was one of the best improvements because it is convenient when you are spending 15 to 20 hours a week at the library. Thank you for your services over the last four years.
- 4 any time i have needed help, the older woman who's office is on the coner on the first floor has been a great help.
- 4 Everything is easy to access and the staff is more than helpful. The only problem I've had in the past was with the number of computers available if I needed to write a paper. Alot of times both of the labs would be filled. Other than that, I've enjoyed my library experience.
- 4 Excellent resource library, however, some of the reference materials are not on the shelf, and the computer system needs to be amended to show the status of these missing books. A complete inventory of the library is really needed in order to complete this task. I have worked as a library technician (GS4 Civil Service), and am speaking through that experience. The college students that work the desk need to refer questions that they cannot answer, or are unsure of, to the reference librarian.

- 4 For question number 1...the room temp. on the main floor is warm compared to the rest of the library...also some students working at the front desk do not know anything if you ask then a basic question about the library...and if i cant find a book and i ask certain librarians they dont want to help you at all.
- 4 Get a better smelling handsoap for the restroom facilities and have more access to objective info. on topics such as evolution and fluoride being safe.
- 4 I am a Biology Major, and my interest is in zoology. Many of the books available about animals are very outdated, but there are not many new books. I just think that it would be practical if the information was more up to date.
- 4 I am an avid library goer. I utilize the library's resources several times a week. I cannot say that the library is the perfect place, but I will say that the resources and the services provided by the staff on duty is top notch. I am very pleased to have had a chance to spend many many hours in the library here on campus. I have been to other campuses and the library resembled a zoo. That is not the case here and thank you to all of the staff for your hard work. Sincerely, Joshua Chernov bxyj@iup.edu
- 4 I do not use the actual facility very often but do use Ebsco host quite frequently. Possible thoughts in future is giving a tour to all freshmen students so they know where things are located in the library. I am a senior and still do not know where the different services of the library are located. I try to avoid going at all costs.
- 4 I feel that the library facilities meets my needs and I find it a comfortable and quiet place in which to study. I think the Java City coffee shop is the best idea, especially in Winter and the fact that it caters snacks to is always good for students who have a long study period in the library. I can always find a good, quiet study spot and get my work done.
- 4 I feel there are services offered by the library that i am not aware of, such as Media Equipment, Copies, etc.. Students should be made aware of these services, we pay for them.
- 4 I feel there should be a more up-to-date selection of children's books.
- 4 I find the computers in the library is not sufficient. Perhaps the library could add more computers.

the ambience of the library could require some uplifting. provided there is sufficient funds. :)

- 4 I had a problem with the IUP Library last semester. I was at home over Thanksgiving break and was working on a paper. I needed access to our libraries sources and course reservation page. My student information was not working, so I called the Library help desk. I was told that I would receive a return call, which I never did and the assistant on the phone with me was extremely rude and was not helpful at all. I ended up having to go to my local library and use alternative AND unassigned sources for my class project. Luckily my teacher was understanding enough to accommodate me, but had I had a teacher who was requiring us to use the materials she had reserved, this could have been an even larger problem. The help skills your attendant showed me that day were extremely bad. And obviously the person in charge never got the message to return my call as soon as possible. I am extremely wary of the next time I might need to use your facility.
- 4 I have found that the library closes too early. When people are given advice about how to choose a university to attend, one thing they are told to do is to check the library hours. Our library hours unfortunately match the school's reputation as a party school. Every time I use the library, I am forced to leave by a guitar solo from Eric Clapton. The library should be open later. In my opinion, the library should at least be open as late as the local bars.
- 4 I liked how you restricted cell phone use to the first floors.

- 4 I really never had much interaction with the main campus library. I took all of my English classes at the Armstrong Campus. The Armstrong Campus library was well organized. I was able to find what I wanted there. For my business classes, I really like using the online library website. I find it easy to narrow down my searches and find exactly what I want.
- 4 I spend my first semester at West Chester University where they just build a brand new library, so it is hard for me to find the IUP library attractive after spending a large amount of time in a brand new library. Also, as a business major, I am used to spending a lot of time in Eberly which is arguably the nicest building on campus because of how modern it is. I can't help but compare the IUP library to each of these facilities that I spend or have spent a large amount of time in. As one can imagine these two other buildings have a lot better atmosphere to them which is something I consider valuable in finding a comfortable setting to study in. Plus, it may just be me but I think the temperature in the library is way hot and I have left the building before because I felt I could barely breathe due to the heat.
- 4 I think that the Librarians are extremely helpful! I think it's a great idea to have them available online for help with research.
- 4 I think that the library should be open 24 hours/7 days a week. At least the first floor anyway. I think that they should put gates on the stairwells and turn off the elevators and close off the other floors when the library would normally close and leave the main floor open to accommodate all students. Not all students have the same schedule. Many students go to work right after class and would highly appreciate the library being open when they get out of work. You don't even have to allow book checkout during the hours of midnight till 8am. So you could have just a couple student workers on.
- 4 I think that the only problem I have with the library is that there are groups that have mandatory study hours and people are there just because they have to be, not because they have work to do. This makes it more of a social gathering than actually getting work done. It's rather frustrating when you have to move multiple times b/c people are loud, on their cell phones or just goofing off. It gets annoying when you are trying to work in a quiet area.
- 4 I think that the only problem I have with the library is that there are groups that have mandatory study hours and people are there just because they have to be, not because they have work to do. This makes it more of a social gathering than actually getting work done. It's rather frustrating when you have to move multiple times b/c people are loud, on their cell phones or just goofing off. It gets annoying when you are trying to work in a quiet area.
- 4 I think the coffee shop should be removed or at least located in a different area. It imposes too many distractions when the shop gets busy.
- 4 I think the fraternities and sororities that meet there for study hours should not be allowed to disrupt the library. Often, if I go in there to study, they are not quiet and quite disruptive. I propose not allowing them to meet in there for those purposes, they just take away from the people who are in there to really study. Other than that, I think the library is good overall. I think the book/journal selection could be a little more expansive, but it still helps with the access that we have now.
- 4 I think the main issue within the library right now, apart from the holes in the book collection, is the noise level. Fraternities and sororities come to the library for their study hours but end up disrupting other people's study time. I am sure that other individuals unrelated to Greek life are also responsible for this, but in my experience fraternities and sororities are particularly guilty of this. Library personnel is slow to respond to respond to these problems or does not respond at all. This needs to be fixed.
- 4 I think you should place more full text journals online. I live off campus and it is more convenient for me to get journal articles from EBSCOHost, but most of the time when I attempt to search for articles, I only get a short synopsis and barely any full text articles. It gets really frustrating.

- 4 I use media resources the most in the library and i have had wonderful help. When someone doesnt know what I need they ask until they find me and answer.
- 4 I usually watch films through media resources. Good Selection, but should be able to view films for more than one day.
- 4 I wonder if the library hours can be extended because sometimes I plan to stay longer in the library but it close at 11.45p.m. and I have to leave earlier. Apart from this, the computer access is not really sufficient to meet student's need as it is always full with people.
- 4 I would like to thank the library staff and committee for sending this survey in order to gauge student needs and responses. I feel that the library, while still in need of certain improvements in key areas (such as technology and availability of computers), is improving the over all quality and atmosphere. I am pleased you are concerned enough to get student opinions and act upon them in a timely fashion in order to improve the library experience and over all usage of the library. Thank you

- 4 If possible, increase the size of the computer lab, located on the 1st floor, so its not so cramped and so you don't have other people stepping on your materials, and better yet, somebody else...If possible...
- 4 I'm not really sure why, but I avoid going to the library at all costs. There is something about the atmosphere-it really isn't all that inviting. It's always too hot. A lot of the computers, outside of the lab, don't work. Just the other day, I was trying to do some research, and I had to try three computers, before I found one that worked. The majority of research that I have to do, involves using the backstacks. I usually have a real problem trying to find the articles that I need. It seems like there isn't a very big variety of biological/environmental journals available. Also, the data bases are extremely confusing and hard to understand. I always end up frustrated after trying to use them.
- 4 It sometimes happens that I receive the letters of demanding the return of th book even though I return the book before the due date.

It didn't become a big problem in my case, but some other cases, some of my friends claimed that they had to pay late fees, and some of them were even required to replace the "lost" books.

I wish it wouldn't happen so often.

- 4 It would be more convenient for me if the library were to open earlier (say an hour earlier)
- 4 JAVA City is too expensive and there are not enough fiction and nonfiction books pertaining to African Americans. A lot of these books are outdated. The only poetry books of African Americans are those containing Maya Angelou and James Baldwin. We need more variety.
- 4 Many students come to the library to use the computers. When the lab is open there is usually an adequate number of computers available, yet when the lab is closed for class usage it is hard to find a computer to use. It would also be nice to have more computers in the quiet study areas, because if you have a paper, or research project to type up and need more quiet concentration.
- 4 maybe a snack bar with real snacks not just coffee
- 4 my biggest problem is that the library closes at 1145, it should be open until at least 1, i have to go to eberly a lot just b/c the library closes at 1145
- 4 My major concern is hours I wish it would be open later than 11pm. Also there is a big problem with the noise level. Sometimes there are a number of fraternities and sororities that don't always study. I found a hiding place in the basement after three years.
- 4 Old, wornout padding on furniture such as the computer chairs should be repaired. The new chairs on the second floor are a nice addition.

- 4 online resources are very helpful for students like myself who commute
 - 4 Overall my experience with the IUP library has been positive. The only areas that i face concern are using EBSCO host and quiet study floors. EBSCO is a useful tool, but i have encountered some problems when using it. I do though feel that the quiet study floors have to much noise. I always study on the 2nd floor and become extremely frustrated at times becuase people are excessively loud and not there for studying.
 - 4 overall the library provides a quality service and good working environment
 - 4 Professors usually joke about how the library does not contain a variey of "good" books for research. I know that there is inter-library loan, but is there a way to increase the collection of "good" books for research?
 - 4 provide more up-to-date books
 - 4 quit having fraternity/sority study hours in the library. it is to much of a social hour and loud
 - 4 Sometimes when I ask the librarians for help they seem annoyed or rude, but some of the can be very helpful. Some of the students who work in the library don't know what they are doing. Also I think that Java City is a good addition to the library, although I saw a roach one day on the first floor, and I wonder if this is because of Java City.
 - 4 The atmosphere in the library seems dull and the temperature is rather warm. I find my self falling asleep if I spend any significant time in there.
 - 4 The computer lab in the library should not be used for classes other than a quick course on how to use the online resources. There are enough labs on campus that that class can find another one to meet at. When a class meets, there are not nearly enough computers to meet the needs of the students. Also, the computers that are available outside of the lib. lab are completley inadequate to use unless you strictly need to type a paper (excluding the small group of computers by the resource desk.) The computers on the back wall and the computers by Java City need SEVERELY updated to be more like the other computers. They are pretty much a waste of space.
 - 4 The first floor is not a good place to have quiet study becuase people are always on their cell phones and the coffee place makes a lot of noise. Although, it is a good place to meet with groups to work on group projects.
 - 4 The Interlibrary loan is horrible, but PALCI more than makes up for it. I'd like to see the microfilm/microfiche material made accessible electronically if possible.
- Though the monograph selection may be limited, access to books through palci more than makes up for it- please continue to make technological library services (such as the journal databases) a priority.
- 4 The IUP library is "okay" however it seems a little "old". I find that not a lot of professors make it a point to show all of the resources that the library has to offer. As well I am still finding out about new features such as electronic books and I am a senior, which is horrible! I think that to many people do not realize how great the library is however I hope that you do not stop to push the technology forward. The more that can be done on a remote basis is great for everyone. The Java city drink place is a great idea however the prices are way to high. To offer a company that much of a monopoly on IUP students and to not regulate the pricing drives me crazy. If your going to let a company in let one that keeps the cost to value ratio extremely low. I also think that there should be more computers readily available for the students and that the layout of the actual library a little easier or at least for everyone to have more explanation when they start their freshman year.
 - 4 The IUP library is doing an excellent job in gathering online journal for our university, and i feel that PALCI is a very effective resource in gaining texts that are not in the IUP library.
 - 4 The library is always hot. Other than that it is fine.
 - 4 the library is always too HOT! turn the heat down!!! And it isnt always quiet enough.
 - 4 The library is sub-par at best compared to other colloge's i have seen or used.

- 4 The Library needs some change in personnel or the current personnel need some training in people skills. They act as if it is a bother to them to help you find something. They do not seem to think customer service is their job.
- 4 The library needs to have a room just for classes and another room as a public lab, because it is hard to have computer access when there is a class in the lab.
- 4 The library should have more computers for the student's use especially when the lab in the library is in use by another class. The books should also be placed in an order where it is easy to find. Perhaps a map of where the books are located will be helpful for the students.
- 4 The multi-media equipment, (particularly video cameras) is in bad shape - often very old, sometimes broken by the previous user. There should be some type of brief training with all of the multi-media equipment to help prevent misuse and breakage by those who borrow it. The waiting list for the equipment is also long, to the point that often people will borrow the equipment and then lend it to their friends or others who need it for the particular project or class because they know that is probably the fastest way to get it. The media resources office needs to be open much later, and all equipment should be lent for no more than a day (give returns until the time the library closes, however).

The reserve system on web ct is also very slow. It has taken in my experience, a week or more sometimes to get materials online. There are a time of students on campus who are computer savvy, or can easily be trained and are always looking for a job, so there is no reason for there to be problems with shortstaffing, if that is the issue. Also, the lighting in the library is the sole reason that that place is uncomfortable to be in - many people will agree with me on this. Use more gentle lighting, lamps, ceiling lamps, ect. this would be much nicer.

- 4 The new chairs on the second floor are nice. Often times the library gets extremely hot and uncomfortable.
- 4 The noise level is ridiculous on the second and third floors that are intended to be "quiet study" areas. The fraternities and sororities hold their "study" hours on the upper two floors, and create a constant distraction to people who are there to actually study. Something needs to be done about this immediately. I feel that I am not receiving a quality library experience because of it. The staff needs to get the message across to these groups that the lower two floors are intended for group study, while the upper two floors are to be used for silent study. This is incredibly unfair for the students who abide by the rules.
- 4 The only major problem I have with the library is that I believe it needs additional computer stations. I also think that computer labs should be managed better, especially in the area of student disruptions (cell phones, loud talking, etc).
- 4 The part-time library student staff could use more training. I have asked questions and received a blank stare more than once. Either get adult help or train your kids better.
- 4 The quiet floor is never quiet, people who enter from the stairwell are talking, as well as people who enter from the children's book section across the bridge (always talking), perhaps moving the couches to a quieter place would be more efficient.
- 4 the seats need to be replaced they hurt your back
- 4 The services the library currently provides to students are excellent; the majority of the needs of students are met in the way of group and quiet study areas, comfortable work environment, and friendly and helpful staff. I cannot think of any area that needs improving.
- 4 There are not enough computers in the library on other floors aside from the main floor.
- 4 There arent enough computers available when the lab is being used by a class.
- 4 there could be more computers..its hard to find one thats not being used

there could be larger desks in the quiet study areas

- 4 There needs to be additional computers in the library. Every time I go, I can never find an open computer.
- 4 There needs to be stricter enforcement of the quiet areas. It is frustrating when I am on the second or third floor, where it is suppose to be quiet study, and there are groups or a gathering of people talking constantly and not keeping their volume down. There should only be minimal talking and only when needed. I feel stricter rules need to be put into place.
- 4 They should make the first floor more silent. Other than that great job!
- 4 Turn down the heat get in more fresh air
- 4 Weekend hours are inadequate. Antropology is not sociology, so please bring back the Anthro journals.
- 5 The library hours on a Satuday should be longer maybe from 11-7p.m. and more quiet study areas.
- 5 The library hours on a Satuday should be longer maybe from 11-7p.m. and more quiet study areas.
- 5 1) It would be good if the library is open for longer hours on friday and Saturday.
2) Also, we could have more computers for access in library.
- 5 Can we be better informed on Reserving Study rooms for masters students and doctoral students.

there is no way for the new masters students to find out how and when to sign up for those rooms.

thank you .

- 5 Graduate students need to share carrel with another students. But in many times, both of students need to use carrel at the same time, even from morning to evening. The carrel is not so big and not so adequate for two people using at the same time. Can each student has one carrel?
- 5 I do not like it when library closes so early during the weekends, because weekends are the days students study for their classes. I wish the library hours would be longer for friday, saturday and sunday or at least one of these days.
- 5 I feel that, overall, this is a good library. However, it would be advantageous for this library to carry multiple holdings of authors, such as Maslow. As well, the library could use a better climate control system.
- 5 I have more & better experiences with the Library as a graduate student than I did as an undergrad. I wish that the library's in-house holdings would fit the SAHE program's needs, but I think the Interlibrary system and online journal collection/search tools adequately balance the experience. The library's overall electronic face is much more appealing and useful now than I remember as an undergraduate, though I think the PILOT system is the weakest part of the system, especially in comparison to EBSCO Host. Overall, though, I'm satisfied with the Library.
- 5 I rarely spend much time in the physical library building, so I don't have much to say about it. I am grateful that the library has so much available online so I can do research from home. That's has proven to be very helpful. For me, the online resources are the library's greatest asset.

- 5 I strongly recommend to increase the library timing in working days and especially in the week ends and breaks. Another point which i want to notify is about the temperature, the temperature is most of the time at a extreme condition, either too hot or too cold, if it can be kept at a optimal value at all days it will be very helpful. Then the desks in the silent study floors needs to be painted as the students have scribbled some scrap and nasty things there. Then the restroom facility needs more maintainence. It will be great if the number of carells and group study rooms can be increased. Already the textbook collection is pretty good but it will be great to have more course related textbooks which the professors specifies in the syllabus.

I really appreciate the EBSCO database collection, good job!

To be honest i like library very much and spend most of my time there and these are the things which i feel will make Library a still far better place to utilize.

- 5 I strongly suggest the open time of library be longer in order to match students needs.

Especially in spring/fall break and winter vacation.

- 5 I think Java City should be open on Saturday and open when the library opens on Sundays. More extended hours for Java City.
- 5 it should be open earlier and till late night on saturdays and open on breaks.
- 5 It should open 24 hours/ 24 hours

7 days /week

New computers for levels 2-3

Heating and A/C in computer lab are not working good enough.

- 5 It would be helpful if there were two or three computers that were ONLY used for the online catalog. I find it nearly impossible to look up a book when I'm in the library because all of the computers are occupied.
- 5 It's pretty funny that this survey was sent to me seeing that I am a grad student that lives over an hour away and have NEVER been in the library. I don't think I'd even know where it is located!!
- 5 I've only had two negative experiences with the library. One was when I was given a hold on my account for no apparent reason and when I asked about it, I was told that there was no supervisor around. The next time I tried, the supervisor was there and fixed it pretty quickly. On another instance, the staff at the circulation desk were slightly rude to my fiance and I. So, my only suggestion would be to make sure that hired staff are trained to be a little more helpful and friendly.
- 5 My response pertaining to the physical aspects of the library center on the fact that the chairs at the PC stations are very uncomfortable. I can tell that they are the original chairs from when the new addition to the original library was completed. Other aspects of the facility are adequate.
- 5 Need extended hours on Weekends, Friday's and Saturday's.
- 5 need more computers on each floor
- 5 no

- 5 Other than the atmosphere (which is a little dark or dank at times), I feel the IUP library is a nice establishment and is pretty up to date for a school of its size. Thank you.
- 5 People should be made aware of the online databases they can use while off campus. I think an email might help everybody know what is there. Thanks.
- 5 Pls provide more carrel spaces i am applying for past 4 semesters but never i got one it is very dissapointing
- 5 provide more full text electronic journals
- 5 Shorter hours at the beginning of the semesters... supposedly in regards to the "lighter" undergraduate academic load during this period in time (or so I've been told) does not do much to attend to the needs of graduate level students and beyond, who are working on projects, etc that span the semesters. This was and will most likely continue to be a major issue among my cohorts.
- 5 Technology-related books need to be updated. The programming and web-development books are outdated.
- 5 The coffee shop is well patronized, but I find it disruptive.
- 5 The ERIC Database has been one week point for the IUP library. I understand that ERIC has disabled the ability to view articles online, but some of these articles aren't available anywhere else in our library.
- 5 The Java City should be placed in a "certain" spot in the library. I found the Java City's area is too noisy, I can't concentrate on my readings everytime I sit in the area (I have no choice when midterm and final is coming). When I visited Cornell Univ. the Coffee area is in the library circled by glasses. The good thing is students cannot hear any voice coming from the coffee area, it's a very comfortable places to study! I think it would be better to put the coffee area in the basement (close to the restrooms). IUP's basement is a place that not many students come to visit compare to other areas. I believe the basement will be crowded when Coffee Shop moves there. Anyway, this issue (putting a coffee shop in appropriate place in the library) should be taken into consideration. Good luck for achieving a better place to study!
- 5 The library does not have the books/hard-copy journals which most students need. The journals aren't the main issue because we can find most everything on Ebsco Host; however, the lack of books, and especially newer books, causes students delays in most cases. It would be nice to simply be able to pull what I wanted from the shelf.

The noise level is almost unbearable in all parts of the library. Students, and especially undergrads, do not understand that this is a library. The worst is the use of cell phones. I would say the phone use is the number one problem--the library is not quiet, and people do not respect those serious students who are trying to study. Can we please enforce a "quiet" policy in all parts of the library? I know there needs to be areas for group study. Make more of those, and make the rest of the library quiet. Thank you.

- 5 The library for some reason closes at 7pm on friday night...that makes no sense. Even if you have to hire more people to work it would be beneficial. The library also closes at 5pm on sat. As a masters student I have frequently done work on saturday nights where it would have been beneficial to me for the library to be open so I can utilize its resources for research papers.
- 5 The library services are excellent. But the 1st floor is absolutely not for reading. Its been noisy all the time. I think you can do something about this.
- 5 The one thing that I find most frustrating about the library is the level of noise and students who don't seem to be using the space for studying, but for socializing. For that reason, I rarely use the library to study.

- 5 The online catalog is easy to adjust to but when searching for journals and articles some students might hesitate to proceed with using them as resources. Maybe a handout could be mail to students on how to acquire journals and articles in the library or add a link to the Library's website for students who need help in this area. I would prefer a link.
- 5 The operating hours over breaks, such as this coming spring break, do not take into account those people who work during the day and only have evenings free.
- 5 The reference librarians have been especially helpful when I have asked them for assistance! They know their way around the library and they always seem to know what I am looking for!

The hard copy journal collection is adequate, however the stacks can be hard to navigate through.

- 5 There could be more extensive education for graduate students how to use electronic journals efficiently.
- 5 You might want to consider allowing graduate students to check out videos...there are so many good resources that are getting underused. I wanted to use a clip of a video for class, but was unable to check it out and I was very disappointed.
- 6
 1. Java city coffee house is very convenient and nice, but the prices of bread, salad, coffee, and water is a little expensive. I hope our library will have a hot water fountain or machine so that international students can enjoy their own hot tea by themselves when Java city closes.
 2. I hope the library will open during the holidays such as winter break and spring break. Although native speakers or some internationals go on a vacation during the vacation, most of international students are not affordable to enjoy the break or they cannot have a comfortable and relaxed break due to lots of reading and project even during the break. It took twice more time for internationals to finish the same reading and project as native speakers. Then, how can we follow the main stream if we enjoy the whole holidays. We need a place to study during the break. Actually it's hard to study at home due to various reasons.

I am satisfied with our library system and the people working for us.

Thanks for reading.

- 6
 1. The library in general offers great support to doctoral students. And I want to say that interlibrary loan service is good.
 2. I hope that the library can include more items in the e-journal which is the most efficient way of gathering information. As for book collections, the more the better.

6 1. The library's system of electronic journals and e-reserves is terrific. I use it frequently. I hope the library will increase the number of electronic journals available. (Hopefully, publishers will make more journals, current and archived issues, available.) The library seems to have done a very good job of implementing new technology and making it accessible to users. Unfortunately, some electronic features are not available to remote users.

2. Staffing. Staff, including student workers, is friendly & helpful.

3. Dissertations. It would be useful if I could obtain (at no cost) digital or paper copies of external & historical dissertations.

4. The library's collection of books is inadequate. It's surprisingly limited for a university of this size and scope (research activities, doctoral programs). The few times I've tried it, the Interlibrary Loan process was awkward and unreliable. When I need a particular book, the quickest and most reliable way to locate & obtain it is for me to buy it from Amazon.com.

5. Related to #4: I believe the book holdings in the social sciences are inadequate and not necessarily up-to-date.

6 I can't remember if I filled out this survey before or not - I definitely filled out one very much like it. We need more recent books in Clinical Psychology. The collection is inferior. Thank you for adding more full text journal articles, that helps some. BUT more can be done. I have never yet figured out how to use the electronic journal system. Either revamp the web pages, or provide better training or both. Perhaps circulate journals? The copying cost is getting out of hand. But first and foremost, increase library hours on weekends and vacations. Graduate students have deadlines that do not wait for the normal semester hours to resume.

6 I have a couple of comments. I am a doctoral student, and I check out journals on a daily basis. I don't see any point in wasting at least half an hour, first finding the hard-copy journal, then xeroxing it, then returning the hard-copy back. Where is the point? I suggest as soon as those hard-copy journals can be accessible online, a good amount of time will be saved for reading, instead of wasting sometime getting the hard-copy.

2. I have a big time problem with library hours! Isn't Friday a weekday? Why does the library close at 7pm? I really don't see the point in the messed up schedule. Saturday is from 11-5, Sunday is from 1- 11:45, Friday is 8-7? Why is this? On Holidays, I don't have anywhere to go. Plus, I am a Ph.D. student, which means I have to be reading, and researching even when I am asleep, so why does the library close its doors? Indiana is not that big of a city where a student can use public libraries as a replacement

3. Computer access: The library has done a great job providing computers all around the building but: Some computers seem to date as back as the 1980s in which case they would be useless to me since they don't have the software that I need for example, and some seem brand new! There is some software that is not available throughout the computers in the library. The best computers are the ones in the computer lab, but there are not always available, either because of another in class in session, or because the limited number of seats. My suggestion would be, therefore, that creating another computer lab, as good as the one in place right now, and leaving it open to students, and not to be used as a

classroom (if possible)

Staff help is first-class! Period.

- 6 I have no significant concerns. The library has a good collection of electronic databases. The inter-library loan service is satisfactory.
- 6 I wish that we had access to the Oxford English Dictionary (OED) On-line through the library. My previous university, West Virginia University, had it, so now I miss it. The cost of subscription is prohibitive to me. I used it in my teaching as well.
- 6 I would like to see droves of work study students descend upon the library to re-shelve all off the books. My library use has dwindled because too often I went to the library for a book on a particular subject only to find that it was missing. As of right now, the IUP library is the third library I look at in order to find information.
- 6 It's a little bit dark in second floor(quiet zone)but now it's great the library provides a lovely lamp.

Besides JAVA coffee, library should provide other snack or food corner.

thank you.

- 6 Keep up-dating the web services and connections to the library - this is vital for the commuters. The more web service inter-loan library resources the better - especially related to research.
- 6 I
- 6 larger desks in the quiet study areas
- 6 Library's Book and Journal collection is very limited and inadequate.
- 6 More journals full-text online would be great!!!
- 6 Overall the library has been very good. I would strongly urge the library to improve the electronic databases if possible. I know I will need to do a lot of my doctoral research somewhere else like Penn State because the resources aren't here at IUP.
- 6 Please note most of my access has been on-line. Most difficult has been receiving articles through on-line requests.
- 6 PLEASE PLEASE get more journals and books for English doctoral students. I have had to buy most of my books for research, and the ones I got through u-borrow have been a nightmare because I was never notified when they arrived. I often checked to see if they were there and was told not to worry and that I would get an email. I never got said email. On the other hand, Illiad has been very helpful.

- 6 Some of the furniture needs to be refurbished or replaced. The staff, both reference or technology staff, are extremely knowledgeable and helpful and go the extra mile to make sure we have what we need if it is available.
- 6 Sometimes it is confusing for me to know if an article or journal could be retrieve in full or just a synopsis of it.
- 6 temperature in the lib' is very high, the main problem with the inter-lib-loan is time that can be faster. lack of hard copies.
- 6 The biggest problems I've seen is with books that have been proclaimed "lost" and it seems little effort is made to replace them. When a book is technically considered a part of the collection but nowhere to be found, it's a long process to get it proclaimed lost in order to request it from PALCI. This system doesn't make sense to me. If it's considered lost, maybe it should just be taken out of the system instead of left in the list to proclaim some sense of incompetence.
- 6 The java city is an excellent addition--it makes coming to the library something to look forward to. Sometimes, the library staff can be off-putting in the sense that I sometimes feel like I am bothering them (the checkout desk)--I must emphasize "sometimes". The help from the desk fall on two extremes-- some agents are more than helpful while others seem too busy (as they are studying for their classes) to assist me.

The carrel space is most appreciated. However, it would have been better to 'enclose' the space with a 'roof' as to prevent others from climbing into the carrel and stealing something. I would work more often in my space if I could leave valuables such as my laptop computer or printer in the space. Sometimes, because of the fear of my belongings being stolen, I carry my laptop and other valuables with me to the restroom. This can be annoying especially since the privacy and safety purpose of the carrel is defeated when I fall victim to theft or have to take extra precaution to avoid such.

I have visited many other university libraries and I must applaud IUP's library because it is the first library that I have had accessed to that truly attempts to make my role/life as a researcher a lot more convenient and pleasant. Of course, as with any library, the volume could always be increased (as this is always helpful), but it's offerings and the option for PALCI and ILLIAD have been really helpful for me. Thanks for all of your assistance.

I appreciate the opportunity to assist the library in making improvements for current and future IUP students.

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- 6 The lighting is not bright enough at all; When seasons change from winter to spring or summer the library is burning hot and is too hot to sit and get work done; the library closes too early and most students do a lot of studying and research at night - especially grad students - and to get kicked out because of the early closing time is hard.
- 6 The reference librarian was extremely helpful when I started my doctoral program at IUP. He explained how to use the computer system and helped me get acclimated to the library layout.
- 6 Two main problems are inadequate resources in my field (recent books in Clinical Psychology, and a confusing and hard to use electronic journal system) and restricted hours on weekends and holidays. Doctoral students don't get time off! Our weekends and holidays are when we actually have time to get research done.
- 6 Unfortunately, I have not been satisfied by IUP's library. I am astounded by the lack of fundamental journals and texts in my field, Composition Studies, and have had to wait excessive amounts of time for interlibrary loan texts. I don't mean to be overly critical, but I find the library staff to be somewhat unhelpful. Coming from a university whose library suffered a flood destroying most of its volumes that had better resources, interlibrary loan systems, and text selections, I am amazed that IUP does not even come close to the impressive service I received at my last institution. I often find myself just buying texts online because I receive them faster than when I use interlibrary loan. I don't use the library very often mainly because its resources have neither been useful to me nor have they assisted me in my research thus far in my doctoral program.

6 When I was an undergraduate back in 1995 the furniture was well worn then, and unfortunately, the same furniture is still in use. One's backside can only take so much. One a more important note, there is a need for more quality electronic journals for criminology. On a good note, every interaction I had with a full-time employee was very pleasant and enjoyable; they are very professional. Kudos.

6 Would use the library more remotely if possible, but several of the journal articles I need are in the backstacks and getting to the library is inconvenient due to the times it is open.

7 1. Due dates should be in complete form -- day, month and year. Occasionally, I have had due dates stamped without the year, and that whenever there was several due dates that had no years, I had trouble figuring out which was the correct due date.

2. Library staff does not always respond whenever they tell me that they would. For e.g., I asked for a search for a book (which I had ordered, and which I had checked out and then returned to the library but could no longer locate a month later) and was told that a search would be initiated and then I would be contacted. I waited over a month and then returned to the library only to discover that nothing had been done about my request.

3. Receipts for paid fines ought to be given out as a matter of course -- the patron should not have to ask for a receipt.

4. There should be some automated system for late notices to be generated as soon as the due date is past. I am aware that I am responsible for keeping track of due dates, but it would be nice if I can be notified in time to return the books within the grace period (IF there is a grace period). Most other major university libraries I have used have such a service.

7 1. Patrons are not notified by library when books ordered through UBorrow come in. It's a problem. 2. ILL has become so unreliable and confusing that I've all but stopped using it. 3. It's annoying and inconvenient that I can't return books through the book slot if the library is open. Why not?! 4. It's unfortunate that I'm never notified when a book that I've asked the library to acquire is put into circulation.

7 Any time as a graduate student or faculty that I had questions there was always someone at the library to assist me. I also use EBSCO and interlibrary loan and I am very happy with the results of obtaining the information that I need. The only problem I have is that I still do not know how to find a book within the library.

- 7 As a faculty member, I strongly believe that the journal holdings, both electronic and hard copy, are woefully inadequately for teaching OR research in my discipline. The book collection, on the other hand, is irregular and, in certain areas, excessive.

My biggest problem is learning how to use new resources. I firmly believe that the library should focus its energies into creating on-line lessons that can be accessed at the users' convenience, rather than workshops, short courses, e-mailings, etc. Most of my colleagues - like myself - have schedules that vary significantly from semester to semester and are rather varied from day-to-day; web-based learning would be accessible whenever I have time.

I also believe that the library needs to remain open over breaks and summer. Faculty laboratory research can only be squeezed in when we aren't teaching. It seems that when I want to read for my own purposes, the library's closed.

- 7 As faculty and a doctoral student, I have need of the library resources VERY frequently! I particularly like the online access to databases, which has proven to be very helpful. I also want, once again, to compliment Dr. Hooks and Mr. Daugherty at the Kittanning library for the help they give to my students and to myself with our research needs.
- 7 Basic resources for our department's programs are adequate, but we have been trying to get a couple of journals for year that are deemed to specific and expensive.
- 7 Books and journals adequate for teaching undergraduate and Master's courses but inadequate to conduct serious research (literature review). I have been subscribing myself to the journals that I am interested in.
- 7 Can't "unclick" responses, so I accidentally selected full time student and can't erase it.
- 7 Collecting overdue fees after only checking a book out for a month is annoying. Warning notices of pending overdue status could be sent by email at no expense per announcement and give a five day warning before fines kick in.
- 7 Electronic access and holdings have vastly improved over the last 10 years.
- 7 electronic reserve is fabulous. It makes teaching grad classes so much easier--for me and students.
- 7 Electronic reserve service has been a great addition. Coordination and response by those working with this service has been fantastic.
- 7 Feel library is extremely inadequate in journal and ability to get articles quickly for class use. Interlibrary loan is horrible takes days when things come from WVU, very poor and hinders my ability to get contemporary research to my students.
- 7 From the viewpoint as a student 15 years (1988-89) ago and to this day, after serving on the faculty for 6 years, I am grateful and increasingly impressed with the libraries resources, both personal, material, on-line and hard copies alike. A special word of appreciation is conveyed for our Music Librarian, Dr. Carl Rahkonen, with whom I have worked with the most. Applause and accolades to a person who personifies the value of serving our Department and students with so much integrity, commitment and peerless skill and care.

Christine M. Clewell

- 7 Great improvements over the years. Discipline specific journal holdings not always adequate for graduate and undergraduate students (nursing)

- 7 I am a faculty at IUP-Kittanning who uses the Kittanning library and online subscriptions. Therefore I answered 'neutral' to Indiana Library-related questions. While I find the Kittanning library personnel courteous and helpful, I find the IUP online subscription base awful, in terms of resources for science and engineering-related fields. Perhaps this is normal at a liberal-arts institution but it has really limited research options for me. In particular, IUP's discontinuation of 'Community of Science' (COS) subscription has me baffled.

I appreciate your forum for comments and would be happy to discuss any of this in detail with you.

Sincerely,

James Sherman

Asst. Professor of Physics/Coordinator of Electro-Optics

IUP-Kittanning Campus

- 7 I am a library faculty and sorry this is coming in late, I was not aware of the survey and it got lost among my other mail. Note in the section College, the library should be a choice.
- 7 I am a member of the library faculty, so I am not sure how useful my answers are: I do not use the library in the same way that most faculty and students use it, and in several instances I'm responsible for *providing* the services that the survey inquires about.
- 7 I am a new faculty member at IUP. I have not had a chance to use the facilities much except for what has been needed to teach. Thus far I am pleased with the resources available to myself and students, but have not yet attempted to do any research activities of my own using the facilities. I enjoy the coffee shop there, but I believe the interior needs updating--new carpeting especially.
- 7 I am rarely in the physical library. I do most of my searching, etc. online and then only come to the library to pick something up or to get a book. I have always been able to get (through some means) the material I need.
- 7 I feel fortunate that Theresa McDevitt, who has been an excellent contact person for me, has generously provided substantial training to my graduate students every summer. I teach a course that students in our Masters program take early on, and they learn about the library's resources and develop good habits as researchers as well as practitioners throughout their remaining course experiences. My students, some of whom start the program without thinking about getting an I card, soon get one and realize the benefits of being a fully participating IUP student as they experience online library searches for their projects. I've witnessed students who have transformed their use of technology, and I sincerely think it stems from that initial visit to the library and seeing the magic of finding almost anything you need in academic premiere! Thank you for the outreach you do, and for the general training you provide to faculty and students.
- 7 I find the collection inadequate for my research, which is rather specialized, but the atmosphere is friendly and helpful, and Media Resources and Media Services are great.
- 7 I graduated from IUP a few years ago and am a temporary faculty member for the spring- In both instances, I feel that the library is always warm in temperature, and that it has an overall dreary atmosphere. I like the addition to the lounge furniture overlooking the oak grove, but feel that many things elsewhere are dated and add to the darkness.

- 7 I have always thought we could use more space - quiet study space; study rooms; rooms for slides, power points, movies; more open spaces, private spaces, and spaces set aside for discussion which will not bother others who need quiet.

Media services could triple its space and services, and offer much more. They seem awfully cramped.

One thing which needs immediate address is the lack of library visitor decorum. Students calling across the room, talking loudly among themselves, leaving rubbish, acting rambunctious - these are behaviors inappropriate to the library environment. It may take "bouncers" to approach an unruly student with an admonition. Certainly signs should help. Handouts or notes in the books, when they are checked out, that describe correct library protocol. It might be difficult in the beginning, however once initiated, respectful behavior - like that in art galleries - will become standard.

- 7 I have been particularly impressed by the ease of use concerning ereserve materials.
- 7 I have heard that the library has "run out of space" for new books? Could that be possibly true? It is, then new space needs to be worked out. Is it true that it is not accepting donations? If that is the case, even if to only a small degree, then there is a serious problem that new computers and espresso are unlikely to solve.
- 7 I have left some items blank since I hardly use the library. I have had WebCT training there and it was excellent. The library does not have much references for my field however which is chemistry and sometimes I do not have time to wait for a paper that I need for my research.
- 7 I have never had anything but first rate service from the library, especially with assistance from Dr. Carl Rahkonen and Karen Brown.
- 7 I have not found the library to be a "friendly place." Also, the journal cuts were awful--we lost journals and purchase very few books.
- 7 I left blank those questions where I had insufficient experience to judge. (This should be a choice in my opinion.)
- 7 I must admit that I have had much more experience with the library in Kittanning than on the main campus. In Kittanning we are spoiled to have the best library service and the best librarians in the university.
- 7 I must admit that I have had much more experience with the library in Kittanning than on the main campus. In Kittanning we are spoiled to have the best library service and the best librarians in the university.
- 7 I really don't like the search engine for the catalog online. It doesn't work as well as others I've used.
- 7 I think the library faculty and staff do a marvelous job given the restrictions they face, and I think Dean Fowler has been responsive to faculty concerns about the need for databases -- the trouble is that many databases are bibliographic databases and that retrieving materials can be hard (esp. on microfilm and microfiche). This sort of information retrieval needs to be easy -- quite often, I will be looking for a few words in a collection of 25 documents, so I need easy access to archival material and I need to be able to read and print the material easily.

- 7 I think the library is underfunded and needs to be greatly expanded. New book and serial acquisition and computer space for classes should be paramount. The resources are lacking for students to do the supplemental reading for courses that real college-level students are expected to do at comparable liberal arts colleges, let alone for students to find the secondary and primary sources for them to do research papers. This lack of sources teaches students to do shoddy work and to rely google-search unconventional sources that are not acceptable in an academic setting. Moreover, how can we urge students to use the library when it is so lacking? One simply reinforces the supposed uselessness of a library. Students thus are taught the wrong lesson. Our library needs greater funding. It's in the interest of students and faculty in every department and every college. If IUP is not to become a glorified community college (read high school extension), our administrations, alumni and faculty need to get serious about the library constituting the heart and soul of the university. Let me end by saying that these comments should not be read as intending to criticize the librarians. They are my heroes.
- 7 I think we should consider keeping the library open 24 hours a day, at least one day per week. Many students do not have a quiet place to study and really rely on the library as a way to get their work done.
- 7 I would like additional on-line access to "crossfire" and several journals such as Tetrahedron and Chem, Reviews (London).
- 7 I would like to have the accessibility to more electronic journals especially in physics and optics.
- 7 I would like to see the journal selection for education and education-related topics be strengthened. I have contacted the library remotely on several occasions for various reasons and have never received a response. I enjoy using the facilities, however, and am appreciative of the efforts made to strengthen service (this survey is a good example!).
- 7 I would like to strongly recomm. that iup provide a "24-hour" study area in the library. students need a place to go to study and research (via computer) round the clock. thank you.
- 7 I would use the library more if I wasn't frustrated at not finding much of what I need when I do use it. As a result, I buy many, many books to be used for my classes as the library doesn't have them -- or the resources to regularly get them.
- 7 If the university desires to have first class faculty research, more money must be spent on books, journals, etc.
- 7 If there is one thing a faculty member can't stand is to deal with an less than enthusiastic student worker rather than a staff member when trying to acquire materials through interlibrary loan.
- 7 I'm glad to respond to these questions and provide additional commentary. Over the past 5 years or so there has been a terrific increase in library services. However, faculty must update themselves regarding library services so as to update their students. If faculty do not pursue this update independently, they do not receive it. Thus, faculty may respond to this and other inquiries (surveys) negatively. From my perspective the library does not have a systematic and effectively tested strategy (ies) to educate faculty and students about current services AND those that are added each year. As a member of the LESC, this has been a frequent topic of discussion. Finally, with a decline in librarian positions, but with increasing responsibilities taken on by the library (e.g. technology services) I believe that "student librarians" should be trained as peer educators that could help the professional staff.

- 7 I'm sorry I almost never use the library itself. I use webct and E-reserve which are both very good. I find the multimedia equipment section very difficult to work with. I understand from people in my department that the electronic databases are very good as is interlibrary loan. I don't have time to try to figure out which of these databases might have the journals or articles I need. What would be nice would be a service where I could send the library a reference and the library would just find it for me and send it to me. I generally don't use assignments where students have to find things in the library because I have found it difficult myself to find books and other things I know are in the library. I tried a number of times last year to find a collection of maps - the early 1900 USGS 15 minute topographic maps that were on the second floor in the back of the media resources area. I used to use these maps all the time. These were all removed and no one could give me any information about what happened to them. Apparently, the only person who might have known was on sabbatical. So no one knew where the maps had gone. Luckily, the maps are now available online, so I don't need to look for them any longer. There are other resources that I know are good like the pictures of record, but I didn't have time to figure out how to use them when they were first announced and I don't know if they are still available. One problem was that they weren't available from off campus computers.
- 7 I'm sorry I almost never use the library itself. I use webct and E-reserve which are both very good. I find the multimedia equipment section very difficult to work with. I understand from people in my department that the electronic databases are very good as is interlibrary loan. I don't have time to try to figure out which of these databases might have the journals or articles I need. What would be nice would be a service where I could send the library a reference and the library would just find it for me and send it to me. I generally don't use assignments where students have to find things in the library because I have found it difficult myself to find books and other things I know are in the library. I tried a number of times last year to find a collection of maps - the early 1900 USGS 15 minute topographic maps that were on the second floor in the back of the media resources area. I used to use these maps all the time. These were all removed and no one could give me any information about what happened to them. Apparently, the only person who might have known was on sabbatical. So no one knew where the maps had gone. Luckily, the maps are now available online, so I don't need to look for them any longer. There are other resources that I know are good like the pictures of record, but I didn't have time to figure out how to use them when they were first announced and I don't know if they are still available. One problem was that they weren't available from off campus computers.
- 7 It would be nice if the library was open a little later on Friday. Need more statistics journals.
- 7 Library should increase availability of more online full text journal access like Proquest Business.
- 7 Library is in a dire need of renovation. Somehow, the physical appearance inside does not look appealing. Please continue to enhance electronic resources.
- 7 Library staff are excellent and very friendly. I wish the hard-copy journal collection was better. PALCI is probably the single best improvement in the library in the many years I've been here along, of course, with all of the online tools.
- 7 Media Resources needs to be more accessible, or at least have a video drop off on the first floor! I ordered a video last fall ('04) and it still has not come in, so the service could be quicker. Access to full-text journal articles is really limited. I pay money to be able to access the online databases from the university where I graduated so that I can have better access to articles. If IUP is serious about supporting scholarship and research then one place they need to invest money is in expanding online journal access.
- 7 Most of my "neutral" responses were because the issues do not apply to me, or because I have not had the opportunity to gather information about the issue.
- 7 My interaction with the library has been minimal so far. I am currently concentrating on my teaching and advising but intend to get my research going soon.
- 7 need ABIinform data base---there is no way that the current data bases serve my needs---I have to 'steal' my ABI information from other colleges

- 7 Need more electronic journals
- 7 Need to continue to invest in video/DVD purchases.
- 7 On-line access is great, however not that easy to navigate. For example, when they ask for a number, it is unclear what number one is to enter. Also, when looking for something the library might have (or not) the navigation system on the web is terrible. It is hard to use and usually does not give me anything close to what I am looking for.

I think everyone is helpful and love the library! I have never had any problems there and like being able to look things up myself rather than having to ask for help.

- 7 On-line journals have filled part of void left by terminated hardcopy journals, but there was never really a comprehensive collection of the former. This, plus the inadequate book holdings made for a relatively poor research library in ecology/zoology, i.e., in-depth literature reviews were (and are) not possible.
- 7 PALCI is a life-saver. Library should be given more funding to purchase books.
- 7 Some of the statements I described as "neutral" because I have not taken enough advantage of the service to make an accurate assessment. For example, though I promise myself every semester that I will use e-reserve, I still have not done so. In terms of adequacy of materials, a couple of years ago I had a couple of students who sought a book that was in the catalogue, but not on the shelf or checked out. The students couldn't send for the book in interlibrary loan because it was in the system. I assumed a few things may have gone missing in the move a few years ago. That really is the only negative experience I have had with the library.
- 7 Students are treated with disdain at times - it is not all of the time but there is not a generally helpful attitude from staff. Reference assistants are not helpful and do not go the extra mile to help when you are desperately trying to get materials or see if materials are available.
- 7 Supply a few more photo copiers that could be used on per pay basis for library users.
- 7 Temperature is often a concern...sometimes too hot, others too cold....group study rooms are often filled....not enough really comfortable chairs for reading
- 7 The additions of EconLit and Jstor have been great! Iliad works well. Joyce Kensey at the Reserve office provides impressive service!
- 7 The aesthetic environment of the library is stuck in 1982 except everything is more worn. The library should be a one of the campus show places. The services from faculty and staff are excellent. The book collections are not sufficient to warrant much time in the library however, interlibrary loan has been excellent for me. I have ordered more than 30 books in the past 4 years to be placed in the permanent library collection so, I suspect the poor book collection is closely related to the general faculty's lack of interest to keep the library current.
- 7 The big problem with the library is that users expect too much. We do have shortages in certain areas, especially for graduate programs and all we need is: 1-Library liaison people to let the librarians know what it needed; 2-Money to buy the same; 3-Library liaison people to keep track of journals and other items that either are not being used and on-line duplications. As for interlibrary loan, the fact is that we borrow more than we lend. There is no solution to this without money. Also, in highly specialized areas, duplication is probably not a good idea, anyway. No matter how you look at the problems, \$\$\$\$\$\$\$\$\$\$money\$\$\$\$\$\$\$\$\$\$ is the big issue. Incidentally, I do lots of research and publishing and I manage fine with out library and staff whom I consider outstanding. Ditto for my wife who is doing her Ph.D. thesis in Serbian and Italian. Parlez vous Urdu?

- 7 The biggest lack I see for graduate education is access to an up-to-date citations data base. The trial offering of Web of Science was great, but too briefly offered. Students need to have way of tracing the development of an idea through citations to prepare bibliographies; to do up-to-date reviews of the literature in their field; to map out a regimen of study to prepare thier dissertations. Faculty need to see where their published work is being cited and where the folks who cite them are publishing to discover avenues of grant development and to see publishing opportunites that they had not thought of. Since the Web of Science trial subscription expired, I haven't seen anything like it among our Library's electronic resources.
- 7 the collection is inadequate and there are many books missing from the collection that still appear in the catalogue. I have asked for books to be brought from Punxy or to be searched for in the library and these requests take weeks AND are unsuccessful. I'm not sure if this is ILL or some other department. When I ask for books from non-IUP libraries, I usually get them, but if its the main or branch campus, it's a big disappointment.

i also strongly oppose fining faculty for overdue books. most universities don't penalize faculty for overdues until the book has been recalled by another user. if no-one is waiting for it, facukty should not be fined.

also- please work on on-line renewals and email reminders for overdues. that would be very helpful.

finally, kudos to the e-reserves! I think Joyce does a great job!

- 7 The holdings in the library are truly inadequate for a doctoral or any form of graduate program. An extensive program of professional book acquisition must be enacted - in addition, you need to buy really good extensive electronic access to up to date journals for faculty and students. I would see this as the main priority of the library.
- 7 The IDC is truly a wonderful resource. Lester and Brian are always will to help with any problem. In addition, I have been impressed by their consistent professionalism.
- 7 The Interlibrary loan service is not that adequate as it used to be.
- 7 The IUP library has to meet the challenges of undergraduate and graduate education without adequate resources for so doing. I'd like to see strenghtening of the book collections as well as enhancements to database/e-serials which are not presently adequate for a doctoral institution. Other priorities, in descending order, would be provision of further media facilities for student work and workshops, as well as further improvements to ambience. I generally like the Cafe ... but can't believe students actually can sit and study with furniture thats so worn.
- 7 The library has improved markedly during the time I have been here. I like the idea of a coffee house in the library. Anything to make the area comfortable and inviting is helpful.
- 7 The library is ALWAYS TOO HOT and uncomfortable. Some of the materials I have ordered have taken entirely too long to arrive. I don't know if this the library's fault, PALCI's, or whose. Environmental resources seem to be rather few.
- 7 The library is struggling to meets in demands due to lack of funds which seriously affects the collection of journals in sciences. This is not a fault of any library staff but the provost and President should find more funds for library. Apart from the journals collection for our needs, the library meets its goals in every aspect.
- 7 The library is TOO noisy, and the staff is part of the problem. The staff talks too loudly in some cases, and does not seem to try to quiet the students. The library has become for many students a spot on campus to socialize, rather than conduct serious study or research.

7 The library lacks appropriate scholarly journals for graduate level study. Students have to go to Penn State or University of Pittsburgh to gain access to journals. There are also not enough books, but journals are a top priority in our graduate programs, and it is sad that more money is not spent on providing adequate journals to our students.

7 The library needs to be open more during breaks for graduate students and international students who do not leave campus and need to continue their scholarship.

There needs to be a major increase in funding for the library in order for IUP to grow its graduate programs, especially its doctoral programs.

7 The library needs to be open when classes are in session, including weekends, as many students require access to resources and study space. This should be the case in all summer sessions as well as the fall and spring.

7 The library seems to have a budget for acquiring books that equals approximately \$5000 each year per dept. (at least in CHSS). This is not adequate by a long shot.

7 The library staff is excellent, esp. those working in Reserve and those who give workshops on researching.

7 The music library collection is grossly inadequate in both scores and recordings. The location of the library resources is cumbersome. Scores and recordings should be in the same place, and that place should be close (preferably in the same building) to the music school. Listening equipment is in poor repair, especially turntables. When the music library returns to Cogswell, and access to the vinyl records is restored, that situation MUST be reversed, as your most valuable materials are in the old format (which, of course, reflects poor investment in recent resources.) A music student should be able to walk in, grab a score for whatever piece his or her teacher just assigned, grab a recording of the same piece, and sit down to listen to it, all within five minutes. At present, the students: 1. Can't find the building 2. can't find the materials 3. can't work the catalogue 4. can't get anyone to help them 5. can't get the equipment to work and 6. most importantly, can't afford to waste time dinking around with this inefficient process. Other schools do a better job of this; you can too.

7 The offerings in the social sciences are pitiful. Moreover, the only way to get these journals are through PSU or Pitt.

7 The process of ordering books through "chits" rather than having professionals choose books and journals necessary for their fields should be abolished. This strange procedure has resulted in a collection that is erratic and does not contain the most significant resources for humanities areas. Indeed, a doctoral program in my field of study is not possible given the poor resources of the library. Also, my own research is obstructed by the lack of books and journals. I would prefer to be given a \$200.00 per semester budget to allocate towards significant scholarship in my field, rather than having a list of discounted books that are not relevant from which to choose.

More financial resources should be allocated towards "hard copy books and journals," especially the latter. Although electronic resources are convenient, some of the most significant scholarship, at least in my field, is not published in that format. If this is not possible, Inter-Library loan should become a vital part of the library and should have the capacity to retrieve sources from Europe as well as North America. Here, I do want to mention that if one knows the OCLC or ISSN number and a journal is available in North America, then Inter-Library loan is quite efficient. Nonetheless, despite access to Inter-Library loan and PALCI, a good collection that is available on site is indispensable for both students and faculty. After all, part of the research process is discarding titles that seem promising to a project but aren't. The longer one has to wait for resources, the less efficient and the more frustrating the research process becomes (especially for students).

- 7 The staff in the library give 150% to the faculty.

I appreciate the help.

Thanks

- 7 the staff is fantastic--everyone is always very helpful and well informed, enthusiastic and eager to collaborate. Students complain, but they expect miracles and instant gratification--forget those comments! I'm very pleased with the way library faculty help my students. I enjoy the library very much; I wish I had more time to spend there!
- 7 There has been a great improvement in the Library services. We need more as indicated above.
- 7 There should never be overdue fines for faculty, except when something isn't returned in a timely manner when another patron recalls it. Communications from library should use email, not the post office; that is a waste of money in this day and age.
- 7 This was a surprising easy survey to complete. I always shy away from completing on line surveys

because I often have a problem with them since technology is not my real forte.

I WANT TO HIGHLIGHT THIS: I am scheduled to teach an Accounting course on line in summer 2005. The help that the WebCT lab and particularly Lester Bowser was invaluable to me. I did not know anything about WebCT technology. Lester was so patient and so effective in guiding me through that

technology that I now feel quite confident that I will be able to manage the course in summer. Just the presence of this service at the library gives faculty the confidence to venture into

the technology because they know that they can get help in case of need.

Dr. Ghobashy

Professor of Accounting

- 7 Using the databases for art journals is difficult -- the Art Index is still the best way to find art journal articles and IUP doesn't have it anymore. The students seem to have a great deal of difficulty, even when I bring classes to the library for instruction.
- 7 Very often when I am in the library the noise level is very loud, especially in the main lobby/entrance and most of first floor. I believe a library should be quiet. Perhaps the Java City has contributed to the noise level but I do remember talking being a problem way before the installation of Java City. Perhaps a way to contain Java City could be sought out and an attempt to keep the talking and noise level down could be encouraged.
- 7 We need help at the checkout counter by well-trained personnel. I experienced multiple problems both in main library and in the multimedia library. Students workers have little knowledge. I returned books and DVD on time, but they did not record my return. Library send me notice with fine. But they fixed it eventually.
- 7 Wrongly shelved books are a major problem for students and faculty.

8 It would be helpful if Saturday hours were longer.

I have also had numerous problems with not being able to find books on the stacks.

It would be good if the library updated it's hard-copy selection, particularly those dealing with the arts.

Appendix E

LibQUAL 2004 Summary of IUP Scores

Introduction:

The LibQUAL survey has been designed by the Association of Research Libraries based upon the national SERVQUAL research model. It may be administered to any academic library for a fee and the results are centrally processed and returned to the library.

Twenty-two standardized questions are posed in three areas: library service (affect of service), library resources (information control), and facilities (library as place). For each question, respondents indicate their minimum level of acceptable service, desired level of service, and perceived level of service. This results in means that represent “gaps” in service: a negative adequacy mean (perceived service is below the minimum), a positive adequacy mean (perceived service is between the minimum and desired), or a superiority mean (perceived service is above the desired).

Charts are shown below for IUP’s highest (.23+ above the minimum) and lowest mean scores (below the minimum) based upon the overall population and three constituent groups: undergraduates, graduates, and faculty. Codes for the 3 areas are: service=s, resources=r, facility=f. Shading suggests the apparent strongest responses by group.

Please note that the results must be used with some caution. The survey was web-based for which at least a 30% return rate was expected and IUP’s rate was 10%. However, the response rate reflected the population percentages drawn for the sample and the results did resemble results for an IUP written survey given in 2000 with a response rate of 53%.

IUP’s Summary for **All Scores** (n=194):

Question Text	Adequacy Mean
Highest Scores	
Community space for group learning and study (f)	.70 Facility
Comfortable and inviting location (f)	.57 Facility
Giving users individual attention (s)	.24
Scores below the Minimum	
The electronic resources I need (r)	-.01
Library space that inspires study and learning (f)	-.03
Making information easily accessible for independent use (r)	-.04
Employees who deal with users in a caring fashion (s)	-.07
Dependability in handing users’ service problems (s)	-.08
Easy-to-use access tools that allow me to find things on my own (r)	-.21
Print and/or electronic journal collections I require for my work (r)	-.61 Resources
The printed library materials I need for my work (r)	-.73 Resources

IUP's Summary for **Undergraduate Students** (n=107):

Question Text	Adequacy Mean
Highest Scores	
Community space for group learning and group study (f)	.76 Facility
A comfortable inviting location (f)	.73 Facility
Employees who understand the needs of their users (s)	.49
A library Web site enabling me to locate information on my own(r)	.39
Making electronic resources accessible from my home or office (r)	.38
The electronic information resources I need (r)	.34
Employees who instill confidence in users (s)	.34
Making information easily accessible for independent use (r)	.30
Giving users individual attention (s)	.29
Willingness to help users (s)	.28
Modern equipment that lets me easily access needed information(r)	.26
A getaway for study, learning, or research (f)	.25
Scores below the Minimum	
Library space that inspires study and learning (f)	-.04
Quiet space for individual activities (f)	-.07
The printed library materials that I need for my work (r)	-.14 Resources

IUP's Summary for **Graduate Students** (n=55):

Question Text	Adequacy Mean
Highest Scores	
Community space for group learning and group study (f)	.29 Facility
Scores below the Minimum	
Making electronic resources accessible from my office (r)	-.11
Employees who instill confidence in users (s)	-.17
Library space that inspires study and learning (f)	-.20
Willingness to help users (s)	-.24
Readiness to respond to users' questions (s)	-.24
A library Web site enabling me to locate information on my own(r)	-.25
Employees who have the knowledge to answer user questions (s)	-.29
Employees who understand the needs of their users (s)	-.31
Quiet space for individual activities (f)	-.33
Modern equipment that lets me easily access needed information(r)	-.38
Making information easily accessible for independent use (r)	-.40
A getaway for study, learning, or research (f)	-.44
Easy-to-use access tools that allow me to find things on my own (r)	-.44
The electronic information resources I need (r)	-.45
Employees who are consistently courteous (s)	-.48
Dependability in handling users' service problems (s)	-.57 Services
Employees who deal with users in a caring fashion (s)	-.60 Services
Print and/or electronic journal collections I require for my work (r)	-1.04 Resources
The printed library materials I need for my work (r)	-1.11 Resources

IUP's Summary for **Faculty** (n=31):

Question Text	Adequate/Superior Mean
Highest Scores	
Community space for group learning and group study (f)	1.43 Facility
A comfortable and inviting location (f)	1.00 Facility
Quiet space for individual activities (f)	.96 Facility
Giving users individual attention (s)	.37
Employees who are consistently courteous (s)	.35
Willingness to help users (s)	.32
Employees who have the knowledge to answer user questions (s)	.31
Library space that inspires study and learning (f)	.28
Readiness to respond to users' questions (s)	.26
Scores below the Minimum	
Dependability in handling users' services problems (s)	-.07
A getaway for study, learning, or research (f)	-.09
Employees who understand the needs of their users (s)	-.10
Modern equipment that lets me easily access needed information(r)	-.10
Employees who instill confidence in users	-.30
A library Web site enabling me to locate information on my own(r)	-.33
The electronic information resources I need (r)	-.35
Making information easily accessible for independent use (r)	-.50 Resources
East-to-use access tools that allow me to find things on my own (r)	-.52 Resources
Print and/or electronic journal collections I require for my work (r)	-1.90 Resources
The printed library materials I need for my work (r)	-1.97 Resources

Appendix F: Peer Comparison for IUP and Institutional Peers, Based upon NCES Data, 2003

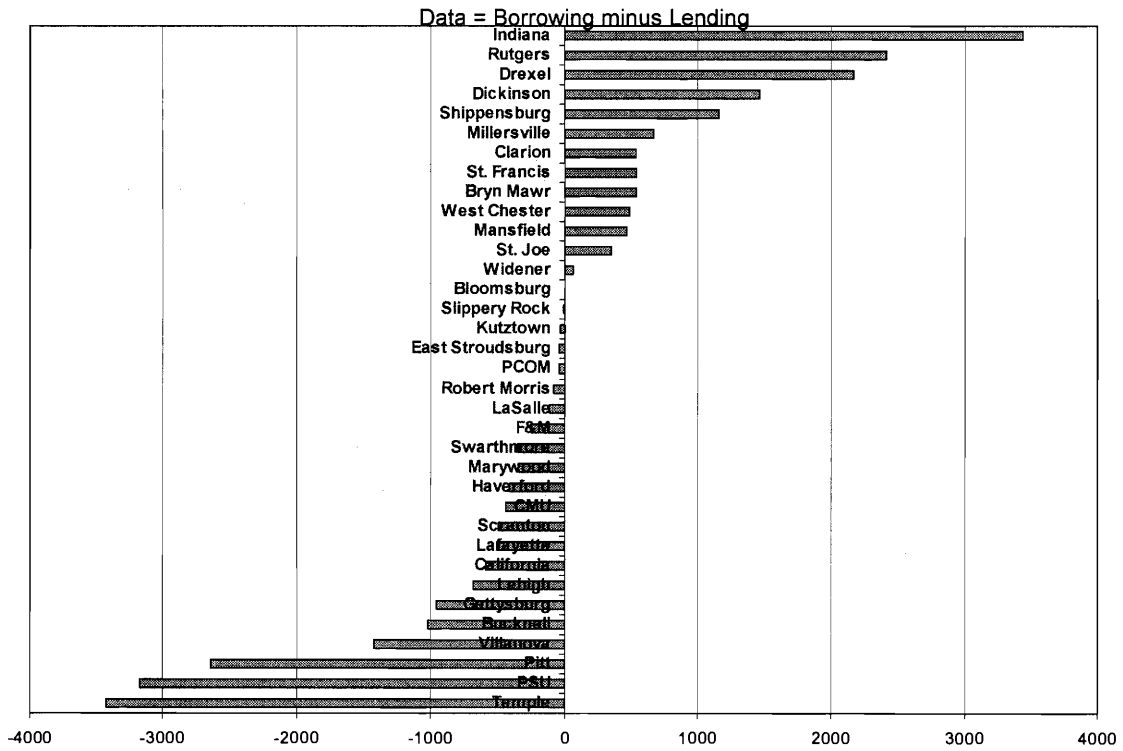
Institution	Ph.D.s Awarded	Institution	Enrollment Total FTE	Institution	Volumes in Library	Institution	Total Acquisitions Expenditure	Institution	Acquisitions Expenditure Per FTE
U MD Baltimore	81	IL ST U	19,255	Bowling Gr St U	2,416,042	IL ST U	\$ 2,993,568	U MD Baltimore	\$ 550.69
UNC Greensboro	76	U TX Arlington	18,485	UNC Greensboro	1,785,858	UNC Greensboro	\$ 2,970,565	MI Tech U	\$ 268.62
U Toledo	75	Middle TN ST U	18,446	U Toledo	1,741,947	U TX Arlington	\$ 2,658,225	UNC Greensboro	\$ 249.12
Bowling Gr St U	72	U Toledo	17,537	IL ST U	1,519,687	U MD Baltimore	\$ 2,592,088	Indiana ST U	\$ 160.49
U New Orleans	72	Bowling Gr St U	17,110	Indiana ST U	1,317,083	Middle TN ST U	\$ 2,377,101	IL ST U	\$ 155.47
U TX Arlington	72	U LA Lafayette	13,971	LA Tech U	1,177,641	U Toledo	\$ 2,367,766	U Northern CO	\$ 154.29
U Northern CO	66	U New Orleans	13,410	U TX Arlington	1,119,526	Bowling Gr St U	\$ 2,235,086	U TX Arlington	\$ 143.80
IN U PA	61	IN U PA	12,489	U MT Missoula	1,041,693	U Northern CO	\$ 1,713,982	Idaho ST U	\$ 142.27
IL ST U	52	UNC Greensboro	11,924	U Northern CO	994,939	Indiana ST U	\$ 1,632,938	U Toledo	\$ 135.02
Indiana ST U	46	U MT Missoula	11,684	U LA Lafayette	925,339	U New Orleans	\$ 1,618,928	Bowling Gr St U	\$ 130.63
MI Tech U	42	U Northern CO	11,109	U New Orleans	895,977	MI Tech U	\$ 1,593,745	U MT Missoula	\$ 130.11
U MT Missoula	37	Idaho ST U	10,539	IN U PA	836,151	U MT Missoula	\$ 1,520,187	Middle TN ST U	\$ 128.87
Idaho ST U	31	Indiana ST U	10,175	MI Tech U	820,414	Idaho ST U	\$ 1,499,411	U New Orleans	\$ 120.73
U LA Lafayette	27	LA Tech U	9,704	Middle TN ST U	687,649	U LA Lafayette	\$ 1,378,703	IN U PA	\$ 107.82
Middle TN ST U	25	MI Tech U	5,933	Idaho ST U	682,984	IN U PA	\$ 1,346,524	LA Tech U	\$ 107.82
LA Tech U	21	U MD Baltimore	4,707	U MD Baltimore	664,421	LA Tech U	\$ 1,046,304	U LA Lafayette	\$ 98.68
Average	53.5		12,905		1,164,209		\$ 1,971,570		\$ 174.03

Notes:

NCES is National Center for Education Statistics which regularly gathers required data from universities; latest data 2002-2003 covers 2001-2002; from NCES website. Peers are those approved by the PASSHE plus 2 others identified by IUP; data is from NCES website.

Institution	Total Staff	Institution	Circulation per FTE	Institution	Librarians and other Professional Staff per 1000 Enrolled (FTE)	Institution	Library Expend. Per FTE
IL ST U	159	U MT Missoula	31.64	U MD Baltimore	10.62	U MD Baltimore	\$ 1,561.83
Bowling Gr St U	147	UNC Greensboro	28.32	Bowling Gr St U	5.79	UNC Greensboro	\$ 775.84
U TX Arlington	122	U Northern CO	28.19	U TX Arlington	2.46	MI Tech U	\$ 534.24
U MD Baltimore	113	Bowling Gr St U	19.14	UNC Greensboro	2.43	U TX Arlington	\$ 441.17
UNC Greensboro	111	IN U PA	17.53	Indiana ST U	2.26	Indiana ST U	\$ 427.57
U MT Missoula	100	IL ST U	16.64	IL ST U	2.1	IL ST U	\$ 424.52
Indiana ST U	90	U MD Baltimore	15.98	MI Tech U	1.98	U MT Missoula	\$ 404.93
Middle TN ST U	88	U Toledo	11.34	U New Orleans	1.86	U Northern CO	\$ 403.24
IN U PA	81	U LA Lafayette	11.23	IN U PA	1.76	IN U PA	\$ 353.61
U LA Lafayette	76	Idaho ST U	9.42	Middle TN ST U	1.57	Bowling Gr St U	\$ 349.65
U Toledo	75	LA Tech U	9	U MT Missoula	1.54	Idaho ST U	\$ 340.79
U New Orleans	67	Indiana ST U	8.94	Idaho ST U	1.52	U Toledo	\$ 303.45
U Northern CO	64	MI Tech U	8.07	LA Tech U	1.44	U New Orleans	\$ 267.73
Idaho ST U	56	U New Orleans	7.13	U Northern CO	1.4	LA Tech U	\$ 267.06
LA Tech U	44	Middle TN ST U	6.33	U LA Lafayette	1.22	Middle TN ST U	\$ 265.79
MI Tech U	29	U TX Arlington	6.08	U Toledo	1.06	U LA Lafayette	\$ 219.16
Average	88.88		14.68625		2.563125		\$ 458.79

PALCI Net Lending and Borrowing Jan - Dec 2003



Appendix H

IUP PALCI Active Items Borrowed as of January 2003

Subject	# Borrows	Pct%
Literature	1009	20.96%
History	453	9.41%
Art	330	6.86%
Rhetorics	314	6.52%
Profess. Studies	289	6.00%
Psychology	234	4.86%
Composition	151	3.14%
Interdisciplinary	148	3.08%
Sociology	148	3.08%
Religious Studies	124	2.58%
Women's Studies	100	2.08%
Political Science	93	1.93%
Film Studies	88	1.83%
Philosophy	83	1.72%
Pan African	74	1.54%
Hum		
Dev/Environm.	73	1.52%
Nursing	73	1.52%
Biology	69	1.43%
Criminology	66	1.37%
Music	62	1.29%
Management	56	1.16%
Anthropology	46	0.96%
Economics	44	0.91%
Theater	38	0.79%
Asian Studies	35	0.73%
Arabic	34	0.71%
Math	33	0.69%
Communications	32	0.66%
Computer Science	32	0.66%
Environment	32	0.66%
Ed. Psychology	31	0.64%
Spanish	30	0.62%
Marketing	29	0.60%
French	27	0.56%
Library Science	25	0.52%
English Education	22	0.46%
Physics	22	0.46%
Leadership	21	0.44%
MIS/Decision	18	0.37%
Food & Nutrition	17	0.35%
Finance	16	0.33%
German	16	0.33%

College Count	#Borrows	Pct%
Art	430	8.93%
Business	128	2.66%
Education	372	7.73%
Health & Hum		
Serv	275	5.71%
Humanities & SS	2731	56.74%
Math & Nat Sci	445	9.25%
Other	432	8.98%

Health Phys Ed.	16	0.33%
Hospitality	16	0.33%
Military Science	16	0.33%
Chemistry	14	0.29%
Special Ed.	14	0.29%
Grammar	13	0.27%
Journalism	12	0.25%
Reading	11	0.35%
Folklore	10	0.21%
Geoscience	9	0.19%
Geog/Regional Pl	8	0.17%
Safety	8	0.17%
TESOL	8	0.17%
Adult Ed	6	0.12%
Industrial Relations	6	0.12%
Tech Serv.		
Training	5	0.10%
Accounting	2	0.04%
Business	2	0.04%
Total	4813	

Appendices: Planning and Assessment

Environmental Scan/Carl Rahkonen

Environmental Scan:

Submitted by Carl Rahkonen, Music Librarian

To the Reader: An “Environmental Scan” is a “think piece” on the current state of the environment, in this case for libraries. None of this text would necessarily be used in the final Program Review Document, but this essay should help us think of various issues that should be addressed.

I. Traditional libraries have become increasingly marginalized with the information revolution.

No-one could have anticipated the information revolution that took place with the coming of the internet in the 1990s. This revolution has brought about the most profound changes in information technology since the time of Guttenberg. It has changed everything we have done for years in libraries. The easy access to ever growing amounts of information has forced us to rethink assumptions about the role of libraries now and into the future.

Library patrons desire instantaneous access to materials from their PCs, and do not want to visit the library for materials. They have the *expectation* that everything should be available from their computers. Because of this expectation, a significant trend for libraries has been the migration *from print materials to electronic formats*, and with this a move from a model of *ownership*, to one of *access*.

What exactly does this mean? It means that libraries *rent* materials rather than *buying* them. There are advantages and disadvantages to this. The advantages are that in renting the use of a large database, the library user is able to access a far larger amount of material than just about any library is able to buy. Also, it is convenient to access these materials at home or anyplace that has a computer. The library patron no longer has to come to the library to borrow or use these materials.

There are, however, some very significant disadvantages as well. When a library rents a database, they are left with no permanent physical object for their money. The moment the money ends, so does the access. Also, these kinds of databases can change significantly. What was there today, may not be there tomorrow. Corporations can easily go out of business or withdraw materials due to legal restrictions.

For example, Amazon.com has marketed an electronic book reader called the Kindle. It can hold thousand of books in electronic format which can be purchased for substantially less than their paper counterparts since they don't have to be printed, bound, or shipped. Once you purchase one of these e-books, you would expect to have it reside on your kindle forever. But recently, just like something out of George Orwell's *1984*, Amazon had to withdraw that book and *Animal Farm* as well due to copyright problems. They did so *without notifying the owners of Kindles*, who found that *the books were simply gone* (!) though the price had been credited back to their accounts. (MSNBC July 21, 2009 <http://www.msnbc.msn.com/id/32014285>)

Unfortunately, everything in digital form is *ephemeral*. Formats which are common today will certainly become worthless tomorrow. All forms of digital information will require migration into newer formats, as those formats become the standard for that time. The best preservation medium has been, and continues to be, *printed materials* in as many libraries as possible.

II. Libraries will increasingly be involved with their own digital initiatives.

In spite of the ephemeral nature of digital materials, libraries will increasingly become involved with digitizing projects. Many libraries have unique materials that are in public domain. The trend has been to digitize these materials and make them available to the entire world on the Web. As libraries engage in digitizing projects, there will be an ever increasing number of digital files that will need to be organized, cataloged, archived, and continuously migrated to newer formats.

In 2005, the Library of Congress, in partnership with Google, started to digitize large portions of their collection, creating a World Digital Library (WDL) (<http://www.loc.gov/today/pr/2005/05-250.html>). The desire on the part of Google was to digitize and make available *the entire collection*, but the Library of Congress attorneys would only allow them to digitize those materials in public domain (i.e. materials published before 1923), but *the pressure is on to digitize virtually everything in libraries* and make them available on the Web (according to a talk by Marybeth Peters, Register of Copyright, US Copyright Office, given on the program "The Right to Information Access" originating from Penn State University's 2009 Jeremiah Kaplan Institute on Libraries, October 29, 2009).

There are dozens of similar large-scale projects, such as Project Gutenberg (http://www.gutenberg.org/wiki/Main_Page), the Rare Book Room (<http://www.rarebookroom.org/>) the Universal Digital Library or Million Book Project (<http://www.ulib.org/>) led by Carnegie Mellon University, and WikiSource (http://en.wikisource.org/wiki/Main_Page).

Certainly copyright issues will become of greater importance in the future. As infringement becomes easier in the digital environment, copyright laws will become more restrictive. There are many issues which have yet to be tested in courts, and there is no way to predict how these issues will play out.

III. Libraries will have to do more with fewer resources:

Just as there has been a reduction in state support for IUP and SSHE in general, so too the libraries have experienced a reduction in funding. *The IUP Libraries are particularly at risk*. In the past, the Libraries were a "line item" in the university budget, but that is no longer the case. Today library funding comes primarily from student fees, such as the

Instructional Fee and the Technology fee. The university has received some additional funds from the state by meeting certain performance criteria. In the past a portion of this “performance money” has been used to *supplement* library acquisitions, particularly for buying books, and for materials for our graduate programs. Today, the “performance money” has become *the sole source* of book funding. The amount of this funding is variable and completely dependent on meeting performance criteria. It is “soft” money that could disappear at the whim of university administration.

The cost of print materials continues to rise. At the same time funding for these materials has stayed the same or decreased. The overall effect has been that we can buy fewer print materials and we have to be more selective about the materials we buy. We strive to develop a balanced collection to serve the needs of the entire university community. Towards this end, librarians serve as bibliographers to individual university departments and each department has someone serving as a library liaison. Ideally, collection decisions are made through the interaction of bibliographers and liaisons. We have also established an approval plan for ordering books, so a broad range of books can be examined for possible inclusion in our collections.

Lack of funding has shown the greatest detriment in personnel. There has been a reduction in the number of administrative, faculty librarian and professional staff positions. Due to the increase in the minimum wage, we have also lost the equivalent of nearly ten full-time positions of student workers. Just as overall class sizes have increased, so too each library employee has had to serve more people with fewer resources. Because of high demand for resources to sustain the library, all personnel need to find ways to maximize the use of resources, especially human resources. Library employees will have to have continuous training in the ever changing and increasingly complex technology (software and hardware) used in their work, as well as the evolving formats of library resources.

There will be an increased emphasis on *assessment* and *accountability*: documenting and measuring the benefits of library materials and services to the university community. The libraries are like the canary in the mine. As the libraries go, so goes the entire university.

IV. The Library as “Place”

The Library has become **less of a “warehouse”** for materials and **more of a “place”** where students and faculty go to study and learn. This transformation began in the 1970s with the library being one of the first places on campus to have public computer terminals. Today the number and power of computer terminals continues to increase. We have a computer lab primarily for student use, and a second lab with lap-top computers that may be used for instruction. We also lend lap-top computers for library use, and have wireless connections to our services throughout the library buildings.

Increasingly we see book stacks removed and more study tables and computer equipment added. Following a trend from large bookstores, libraries will offer more comfort and amenities to their users. We now have a coffee bar in the library, together with comfortable furniture creating a more relaxed reading area.

V. The service mission of libraries will continue to expand:

Libraries face many competitors who offer automated information services at any time and from any place. Libraries, however, offer *value-added service* in that it is *personal* and *non-commercial*. Library employees *guide* users in exploring a vast array of information resources available, both traditional and web-based.

Librarians serve a primary role in teaching *information literacy*, meaning how to *find* information and more importantly *how to evaluate its quality*. Our “students” will include traditional undergraduates, as well as adult, telecommuters, distance learners, and university faculty. We will continue to teach with an eye toward *life long learning*.

VI. Libraries will increasingly have to form partnerships and market their resources and services:

There will be an increased emphasis on partnerships with other libraries in such areas as database acquisition, collection development and mutual access to collections. This has been evident in the many cooperative agreements among the SSHE libraries and our participation in PALCI.

Appendices: Planning and Assessment

Library Five-Year Review Findings and
Action Plan/Susan Martin

Library Five Year Review Findings and Action Plan:

Interview and summary completed by Dr. Susan J. Martin

A cross section of librarians/faculty, managers, and staff from the IUP library were interviewed and asked to complete a written survey. The goal of the interview and survey was to determine what important issues would library employees like to see addressed by the five year library review committee. At least five themes of concern arose from the interviews and surveys from 7 faculty, 4 managers, 2 staff, and 1 student employee. The themes of concern centered on leadership, budget, personnel/classifications, technology, and communications between all levels of IUP administrators and library employees.

One area of concern for library employees is leadership. There has not been a permanent Dean of the library for over two years. Library employees want to be assured that the new Dean will communicate to them the direction the library will take in the future. Also, employees expressed concern if the person assigned to be the new Dean of the library will be an advocate for librarians, managers, and staff by representing their needs to the administration. Many library employees were frustrated because of the lack of communication on critical issues such as the future direction of the library, budget, and staffing. Over the last 30 years, library employees have been adjusting their services to meet the needs of students because of the development and changes brought about by the technology revolution. Library employees expressed concern that an overall plan for the library had not been created or at least not communicated to them.

Action 1: A five year plan needs to be created and communicated to employees in the library which addresses the direction of the library, changes that need to take place, budget priorities, funding resources, staffing, goals, objectives, and timeframes for action with due dates. This plan must contain elements that show that an environmental scan has taken place that considers all the known salient variables that are influencing the organization. Part of the plan needs to contain a literature review on how other libraries have adapted to the technology revolution. The university strategic plan needs to address the adjustments that need to be made to maintain quality services to all library clients which may be local or global. Also, each semester a meeting with all library employees needs to take place that will update the employees on salient issues and budget matters.

Another area of concern for library employees was the budget for the library. Employees are aware that there is a separate budget within the university budget for personnel expenditures. Employees expressed lack of understanding of the switch from an allocated operational budget to funds that are provided from ESF fees, performance awards, technology fees, or endowments to run the daily operations of the library, for acquisition of books, serial collections, electronic databases, software, hardware, rugs, furniture, and other equipment. The perception of employees that have purchasing responsibilities is that the availability and permitted usages of

these funds is not consistent. There seems to be a growing frustration in the perceived or real lack of communication about budget expenditures and timeframes related to expenditures.

Action 1: There needs to be clear oral and written communication early in the budget cycle each year to all employees in the library regarding the allotments, the parameters for usage of the various funding resources, timeframes, deadlines, and specific guidelines related to each funding resources.

Personnel issues were in the forefront of concerns. Staffing was a major issue for most library employees. One major area of concern was from the outcome of the federal increase for minimum wage employees. Federal student employees in the library were decreased from 150 to 100 employees in order to stay within the annual federal allotment. This 50 person decrease has left the library understaffed. If a student employee is unable to come to work on a given day, there is no buffer to fill the void which harms client service.

A major personnel issue is classifications. This interviewer was very impressed by the attitude, dedication, and work ethic of the employees in the library. Library employees are quick to offer assistance to other work units and share all the tasks within the library. When they see an area that needs to be covered they honorably volunteer or comply when they are asked to perform a new task as part of their existing job. Many of the library employees from all classifications have taken on new assignments and responsibilities over the many years that they have been employed by the library system. They rose to the challenge because they were concern about the service to students, faculty and the community. The problem is that it appears that many employees are working out of class and are performing tasks and responsibilities of a higher level classification. Some employees cover two or three jobs which still include the original position tasks and responsibilities that they were originally hired for. There is a perception that library staff and their needs are not important to the IUP administration. Overall library employees feel marginalized and are frustrated with the perceived lack of support from the leadership of IUP.

Action 1: Determine if the student federal allocation may be increased otherwise allocate money from the general operational budget to hire 50 student employees.

Action 2: Job classifications of employees in the library need to be reviewed against other library employees in the PASSHE system by an unbiased agent. Reclassifications and financial compensation for union and management employees need to be addressed. (Faculty promotions are not included in this suggestion because they govern by the specifics for promotion by their union agreement.)

A critical area of concern was how technology changes now and in the future will influence the role and structure of libraries. Over the past years, the library administration has expanded its investment in library computer stations and labs, wireless laptops, DVDs, videos, CDs, electronic reservation, electronic research systems, staff support for training clients, and

technology support. Although library employees acknowledged that electronic databases continue to be purchased and bibliographic librarians have been giving instructions on how to use the electronic databases to library clients, employees still want to understand what they need to do to meet the new technology advancement and challenges in order to keep their positions.

Also, a second item of concern in the technology area was technology support for software and hardware after 5 p.m. for students who may be in the library until 2 a.m.

Action 1: A comprehensive global environmental analysis needs to be completed not only for the library but for the university to determine the strategic responses that the university needs to implement over the next five years. The university strategic plan that was created for 2007 to 2012 mentioned the following for the library:

7. Goal – Resource Development

3. Enhance and strengthen the library in delivery, scope, and quality of services, and improve the physical plant. (The physical plant has been improved by replacing floor rugs, painting interior walls of the main library, resurfacing interior steps, and the main outside entry is undergoing major improvements at this time.)

Action 2: A technology support person must be at least available by telephone for students in the library up to 2 a.m. and for distance education students that may work on their courses 24/7. (A form completion process which is in place now is not a well known policy and does not give immediate assistance. A person who is having software or hardware problems needs assistance at that time to be able to continue the work that he or she is trying to complete on the computer.) My temporary suggestion is to publish a cell phone number which will rotate to the on call university technology support person. But if the technology support problem is to truly be resolved, a technology support person needs to be available in the library at all times to support students and give the library the reputation as a full service library. The optimum solution to the lack of technology support is to create a schedule for technology support people to be available physically in the library during all hours of operation. (During the week nights after 5 p.m. and all day Saturday is the greatest demand for technology support in the library. But no technology support is available except through a form to be completed with possible resolution on the following Monday.)

Professional development and safety were two other areas of concern by library employees. Library professional development money is minimal. Librarians, managers, and staff need to network and attend conferences to understand the salient issues that are influencing the operation of libraries. They need to be exposed to the latest information and solutions for library challenges in this time of the revolutionary technology changes. Also, library employees will need training and university funding to assist them in reinventing themselves after they are informed about the goals, objectives, and new direction of the library. The university strategic plan that was created for 2007 to 2012 mentioned the following for the library:

Goal 6 – Continuous Improvement

B. Strategies:

1. Advance and expand support for meaningful professional development opportunities for faculty and staff.
2. Affirm and reward continuous improvement throughout the university.
3. Enhance conveniences, efficiency, and services for faculty, students and staff.

The safety issue is related to the decrease number of student employees and the extended hours of the library. Presently, a person who is not a police officer is covering the entire security of the library until 2 a.m. during the week days. If a critical event occurs, this person is left to control the situation and to telephone campus police for backup. It seems that this is an unnecessary risk to expose the clients and employees in the library to in a time when so many universities have had students and teachers being shot to death.

Action 1: Coordinate with the IUP campus police the assignment of an officer to be within the library during the late night hours and not just a visit to the library during evening hours. The university strategic plan that was created for 2007 to 2012 mentioned the following for the library:

8. Goal – University Safety and Security

Strategies:

1. Ensure university plans effectively address contemporary university safety and wellness.

Appendices: Planning and Assessment

LibQUAL Survey Summary 2009
and Comments



LibQUAL⁺
2009 Survey

Indiana University of Pennsylvania

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2 Demographic Summary for Indiana University of Pennsylvania

2.1 Respondents by User Group

User Group	Respondent n	Respondent %
Undergraduate		
First year	199	17.44%
Second year	162	14.20%
Third year	151	13.23%
Fourth year	144	12.62%
Fifth year and above	47	4.12%
Non-degree	7	0.61%
Sub Total:	710	62.23%
Graduate		
Masters	137	12.01%
Doctoral	109	9.55%
Non-degree or Undecided	2	0.18%
Sub Total:	248	21.74%
Faculty		
Adjunct Faculty	4	0.35%
Assistant Professor	29	2.54%
Associate Professor	48	4.21%
Lecturer	1	0.09%
Professor	45	3.94%
Other Academic Status	2	0.18%
Sub Total:	129	11.31%
Library Staff		
Administrator	1	0.09%
Manager, Head of Unit	2	0.18%
Public Services	3	0.26%
Systems	0	0.00%
Technical Services	2	0.18%
Other	1	0.09%
Sub Total:	9	0.79%
Staff		
Research Staff	2	0.18%
Other staff positions	43	3.77%
Sub Total:	45	3.94%
Total:	1,141	100.00%

Language: American English
 Institution Type: College or University
 Consortium: Keystone Library Network
 User Group: All

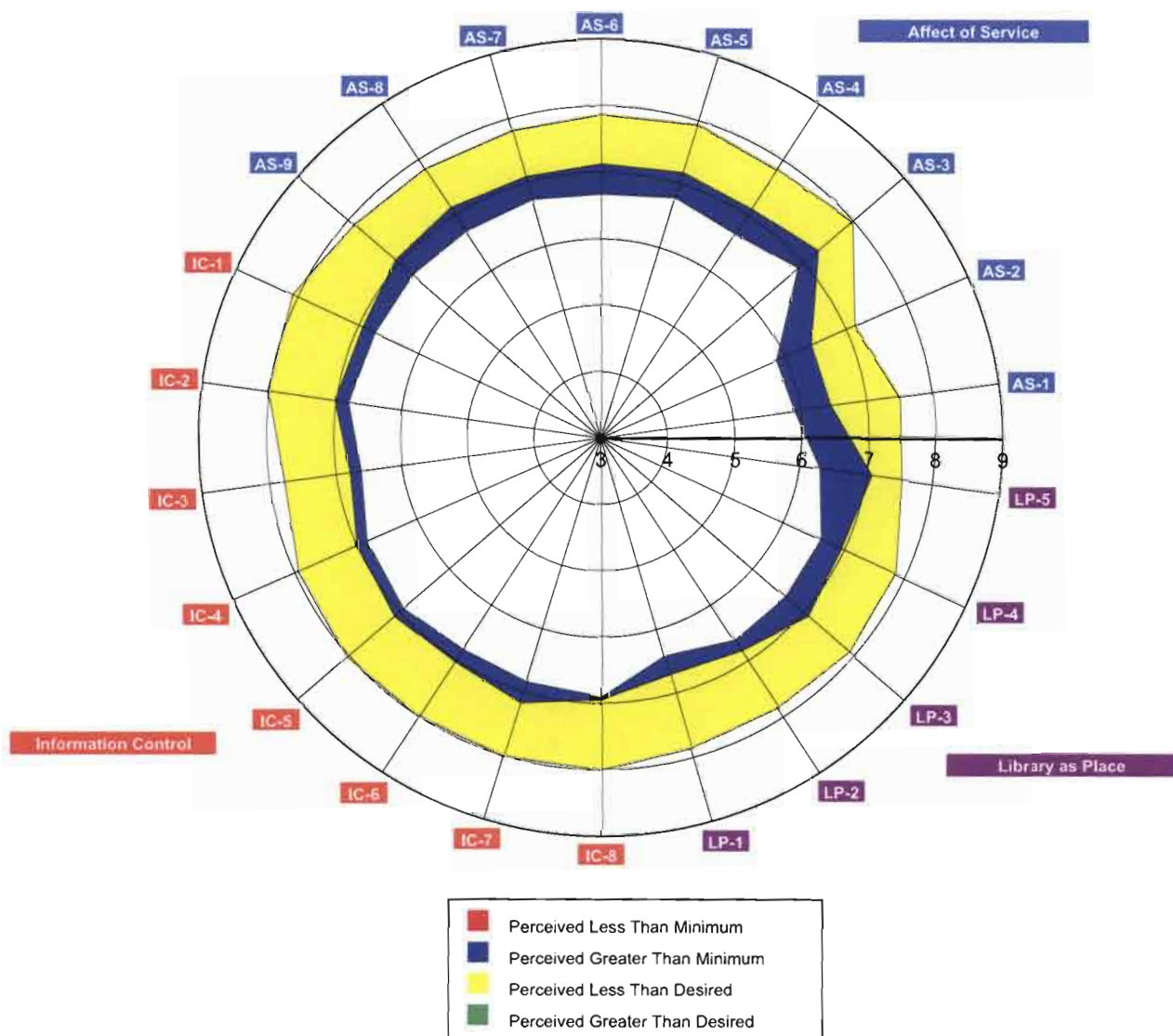
3 Survey Item Summary for Indiana University of Pennsylvania

3.1 Core Questions Summary

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

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

The following two tables show mean scores and standard deviations for each question, where *n* is the number of respondents for each particular question. (For a more detailed explanation of the headings, see the Introduction to this notebook.)



Language: American English
 Institution Type: College or University
 Consortium: Keystone Library Network
 User Group: All (Excluding Library Staff)

ID	Question Text	Minimum Mean	Desired Mean	Perceived Mean	Adequacy Mean	Superiority Mean	n
Affect of Service							
AS-1	Employees who instill confidence in users	5.91	7.50	6.46	0.55	-1.04	1,072
AS-2	Giving users individual attention	5.86	7.15	6.42	0.56	-0.72	1,073
AS-3	Employees who are consistently courteous	6.89	7.97	7.29	0.40	-0.69	1,105
AS-4	Readiness to respond to users' questions	6.66	7.82	7.11	0.45	-0.71	1,067
AS-5	Employees who have the knowledge to answer user questions	6.78	7.93	7.18	0.39	-0.75	1,065
AS-6	Employees who deal with users in a caring fashion	6.67	7.87	7.12	0.46	-0.74	1,079
AS-7	Employees who understand the needs of their users	6.73	7.81	7.09	0.36	-0.72	1,072
AS-8	Willingness to help users	6.71	7.83	7.13	0.42	-0.70	1,071
AS-9	Dependability in handling users' service problems	6.74	7.89	7.08	0.34	-0.81	938
Information Control							
IC-1	Making electronic resources accessible from my home or office	6.74	8.08	6.93	0.20	-1.15	1,089
IC-2	A library Web site enabling me to locate information on my own	6.82	8.02	7.02	0.20	-1.00	1,108
IC-3	The printed library materials I need for my work	6.63	7.78	6.79	0.17	-0.99	1,043
IC-4	The electronic information resources I need	6.83	7.95	6.99	0.16	-0.95	1,102
IC-5	Modern equipment that lets me easily access needed information	6.92	8.03	7.10	0.17	-0.93	1,089
IC-6	Easy-to-use access tools that allow me to find things on my own	6.81	8.00	7.03	0.22	-0.97	1,104
IC-7	Making information easily accessible for independent use	6.85	8.01	7.17	0.32	-0.84	1,102
IC-8	Print and/or electronic journal collections I require for my work	6.90	8.01	6.95	0.04	-1.06	1,041
Library as Place							
LP-1	Library space that inspires study and learning	6.42	7.86	6.71	0.29	-1.16	1,088
LP-2	Quiet space for individual activities	6.64	7.84	6.82	0.18	-1.02	1,069
LP-3	A comfortable and inviting location	6.64	7.91	7.09	0.45	-0.82	1,098
LP-4	A getaway for study, learning, or research	6.62	7.85	6.95	0.33	-0.89	1,068
LP-5	Community space for group learning and group study	6.29	7.53	7.08	0.79	-0.45	989
Overall:		6.65	7.86	6.98	0.33	-0.88	1,132

Language: American English

Institution Type: College or University

Consortium: Keystone Library Network

User Group: All (Excluding Library Staff)

3.3 Local Questions Summary

This table shows mean scores for each of the local questions added by the individual library or consortium, where *n* is the number of respondents for each particular question. (For a more detailed explanation of the headings, see the Introduction to this notebook.)

Question Text	Minimum Mean	Desired Mean	Perceived Mean	Adequacy Mean	Superiority Mean	n
Availability of assistance to improve my research skills	6.17	7.45	6.64	0.47	-0.81	1,042
Availability of assistance in addressing issues of copyright and plagiarism	6.18	7.22	6.71	0.54	-0.50	877
Reliable mix of technology to help me complete my work	6.81	7.93	7.18	0.36	-0.75	1,065
Library materials available when and where I need them	6.94	8.08	6.87	-0.08	-1.21	1,106
Access to materials from other libraries (Interlibrary Loan)	6.59	7.85	7.23	0.64	-0.62	911

This table displays the standard deviations for each of the local questions added by the individual library or consortium, where *n* is the number of respondents for each question. (For a more detailed explanation of the headings, see the Introduction to this notebook.)

Question Text	Minimum SD	Desired SD	Perceived SD	Adequacy SD	Superiority SD	n
Availability of assistance to improve my research skills	1.92	1.62	1.79	2.02	1.90	1,042
Availability of assistance in addressing issues of copyright and plagiarism	2.07	1.85	1.83	2.00	1.93	877
Reliable mix of technology to help me complete my work	1.73	1.36	1.64	1.91	1.76	1,065
Library materials available when and where I need them	1.77	1.36	1.82	2.08	1.93	1,106
Access to materials from other libraries (Interlibrary Loan)	2.02	1.55	1.77	2.15	1.86	911

Language: American English

Institution Type: College or University

Consortium: Keystone Library Network

User Group: All (Excluding Library Staff)

3.4 General Satisfaction Questions Summary

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

Satisfaction Question	Mean	SD	n
In general, I am satisfied with the way in which I am treated at the library.	7.25	1.72	1,132
In general, I am satisfied with library support for my learning, research, and/or teaching needs.	6.94	1.78	1,132
How would you rate the overall quality of the service provided by the library?	7.09	1.52	1,132

3.5 Information Literacy Outcomes Questions Summary

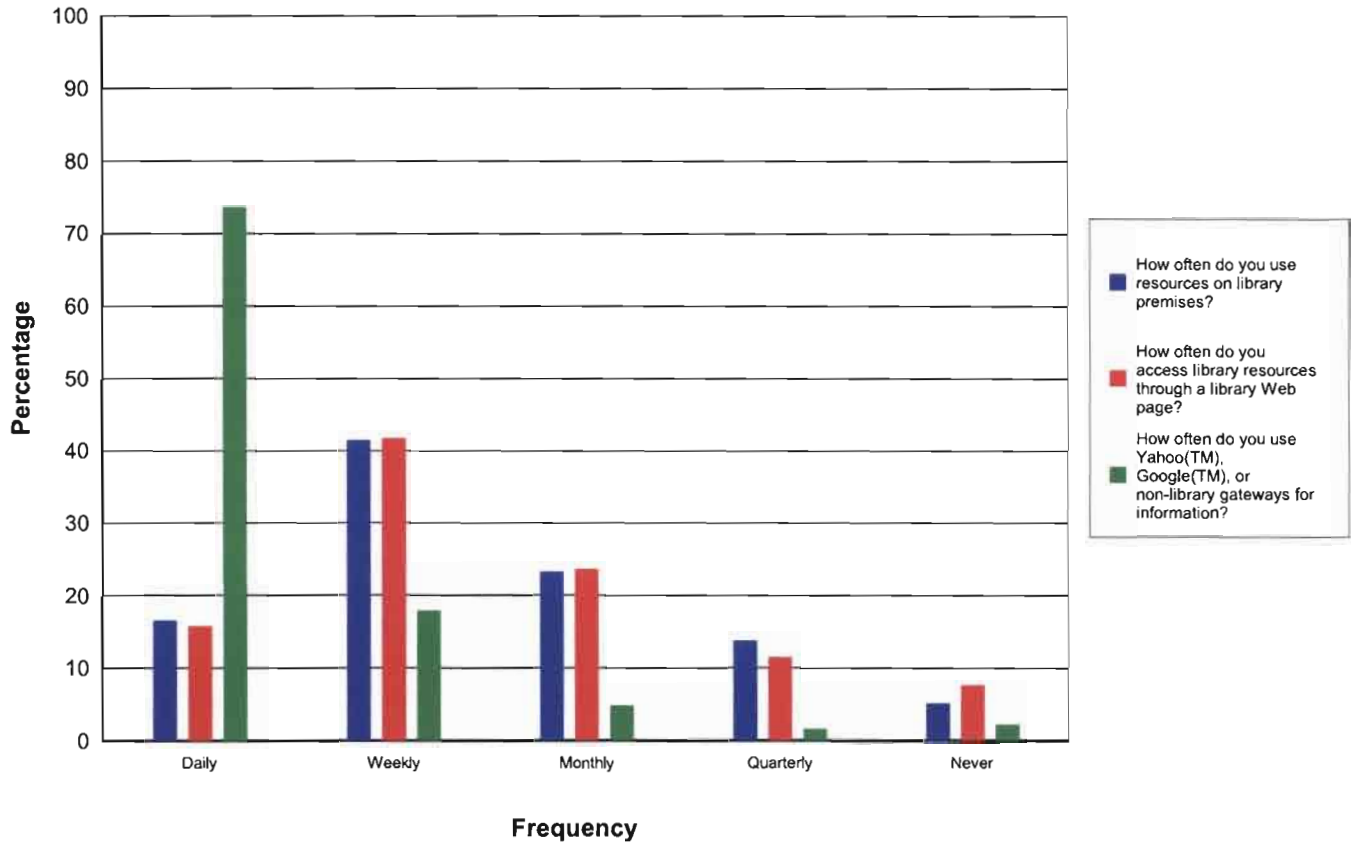
This table displays the mean score and standard deviation for each of the information literacy outcomes questions, where *n* is the number of respondents for each question. These scores are calculated from responses to the information literacy outcomes questions on the LibQUAL+® survey, in which respondents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

Information Literacy Outcomes Questions	Mean	SD	n
The library helps me stay abreast of developments in my field(s) of interest.	6.20	1.91	1,132
The library aids my advancement in my academic discipline or work.	6.79	1.85	1,132
The library enables me to be more efficient in my academic pursuits or work.	6.92	1.83	1,132
The library helps me distinguish between trustworthy and untrustworthy information.	6.20	1.98	1,132
The library provides me with the information skills I need in my work or study.	6.55	1.87	1,132

Language: American English
 Institution Type: College or University
 Consortium: Keystone Library Network
 User Group: All (Excluding Library Staff)

3.6 Library Use Summary

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



	Daily	Weekly	Monthly	Quarterly	Never	n / %
How often do you use resources on library premises?	187 16.52%	469 41.43%	263 23.23%	155 13.69%	58 5.12%	1,132 100.00%
How often do you access library resources through a library Web page?	178 15.72%	472 41.70%	267 23.59%	129 11.40%	86 7.60%	1,132 100.00%
How often do you use Yahoo(TM), Google(TM), or non-library gateways for information?	833 73.59%	202 17.84%	54 4.77%	18 1.59%	25 2.21%	1,132 100.00%

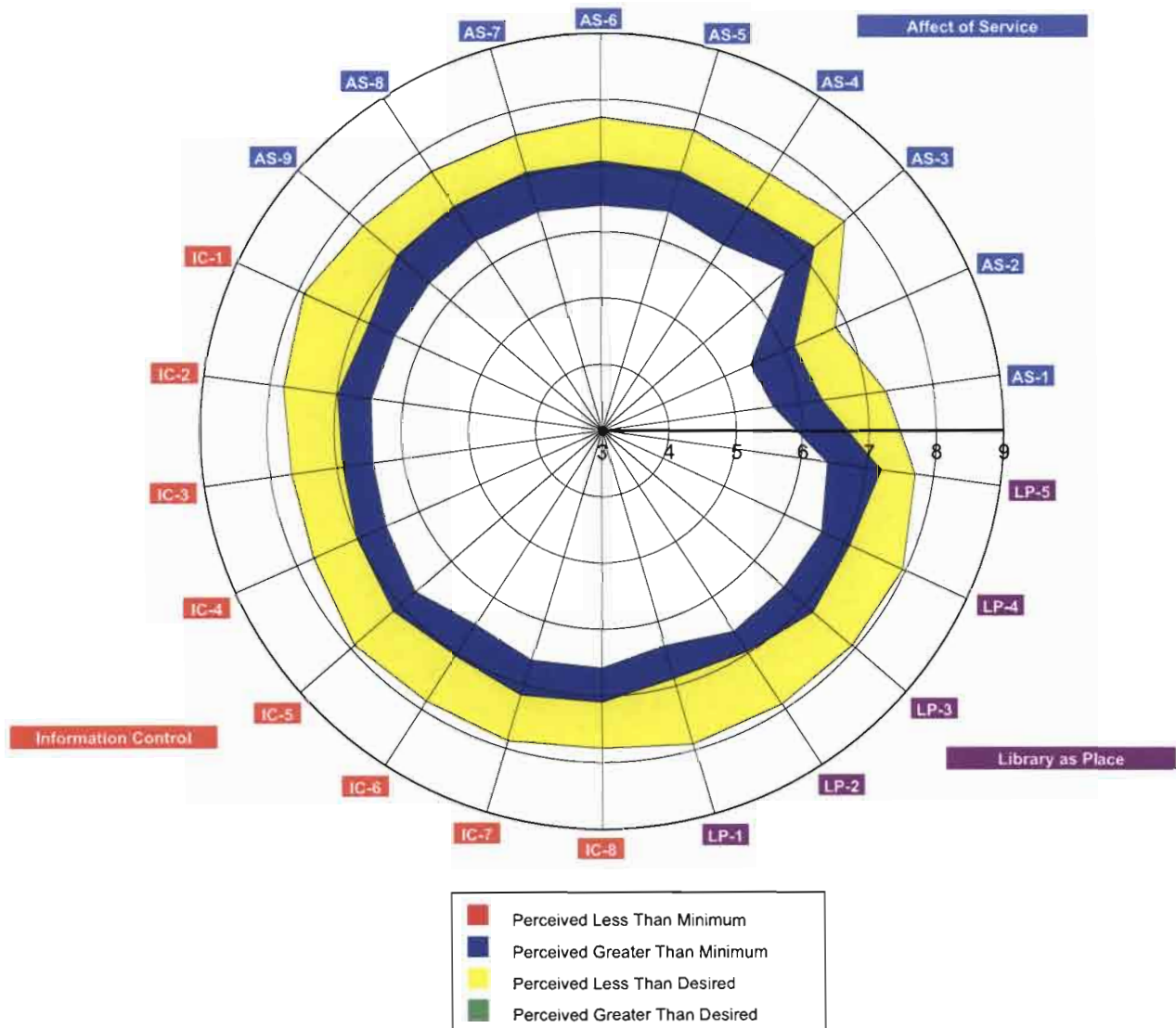
Language: American English
 Institution Type: College or University
 Consortium: Keystone Library Network
 User Group: All (Excluding Library Staff)

4.2 Core Questions Summary for Undergraduate

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

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

The two following tables show mean scores and standard deviations for each question, where n is the number of respondents for each particular question. (For a more detailed explanation of the headings, see the Introduction to this notebook.)



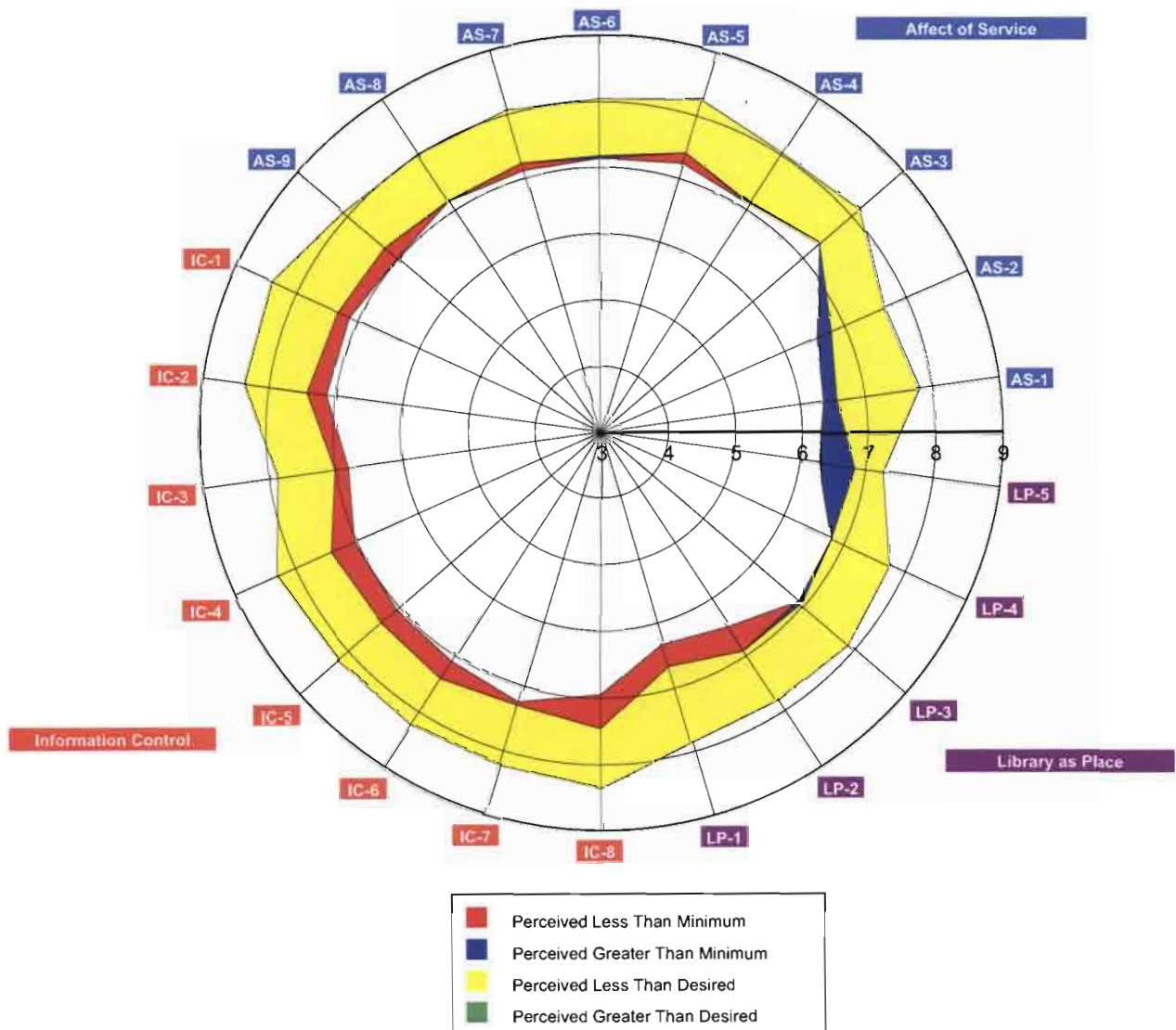
Language: American English
Institution Type: College or University
Consortium: Keystone Library Network
User Group: Undergraduate

5.2 Core Questions Summary for Graduate

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

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

The two following tables show mean scores and standard deviations for each question, where n is the number of respondents for each particular question. (For a more detailed explanation of the headings, see the Introduction to this notebook.)



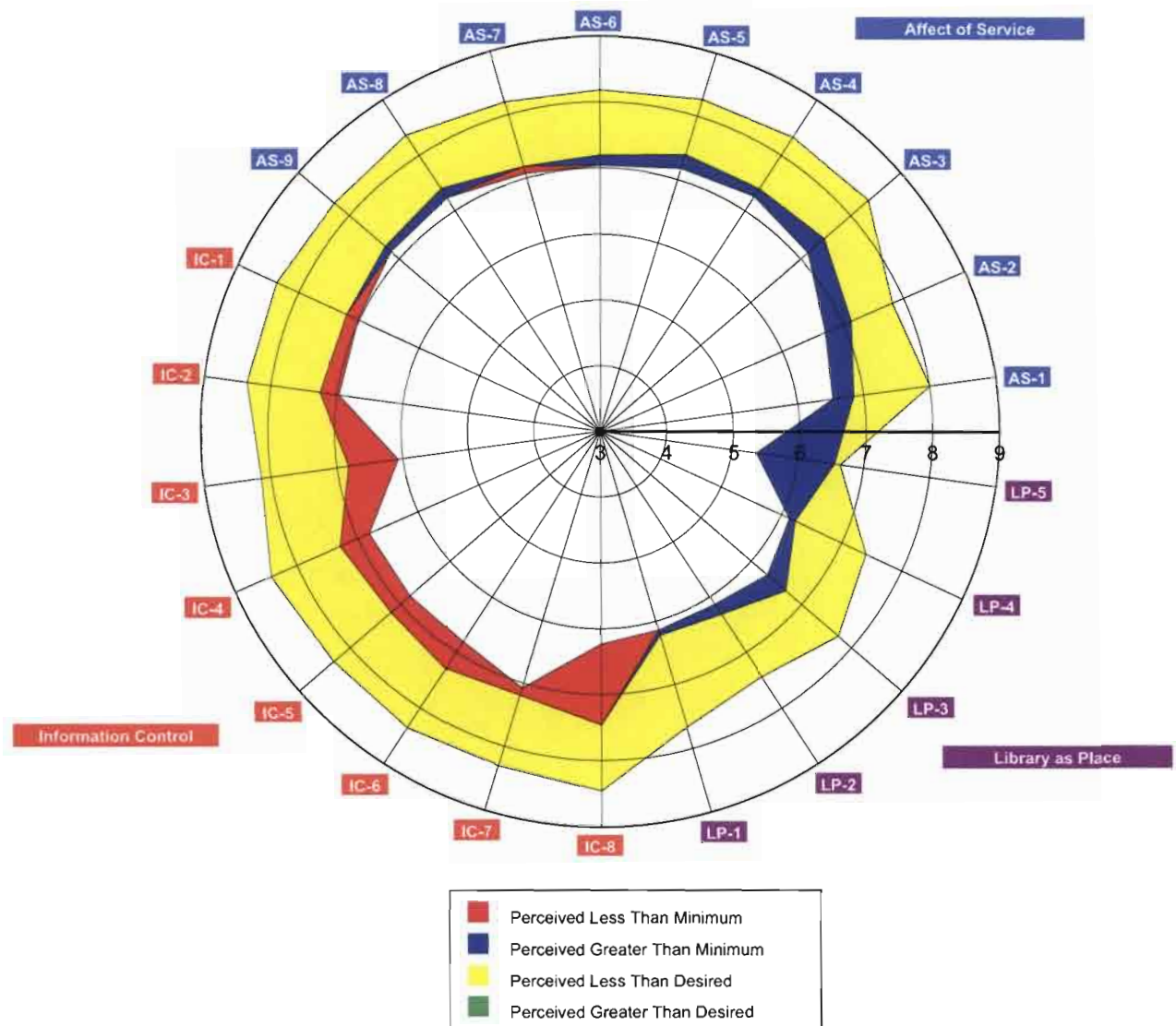
Language: American English
 Institution Type: College or University
 Consortium: Keystone Library Network
 User Group: Graduate

6.2 Core Questions Summary for Faculty

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

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

The two following tables show mean scores and standard deviations for each question, where n is the number of respondents for each particular question. (For a more detailed explanation of the headings, see the Introduction to this notebook.)



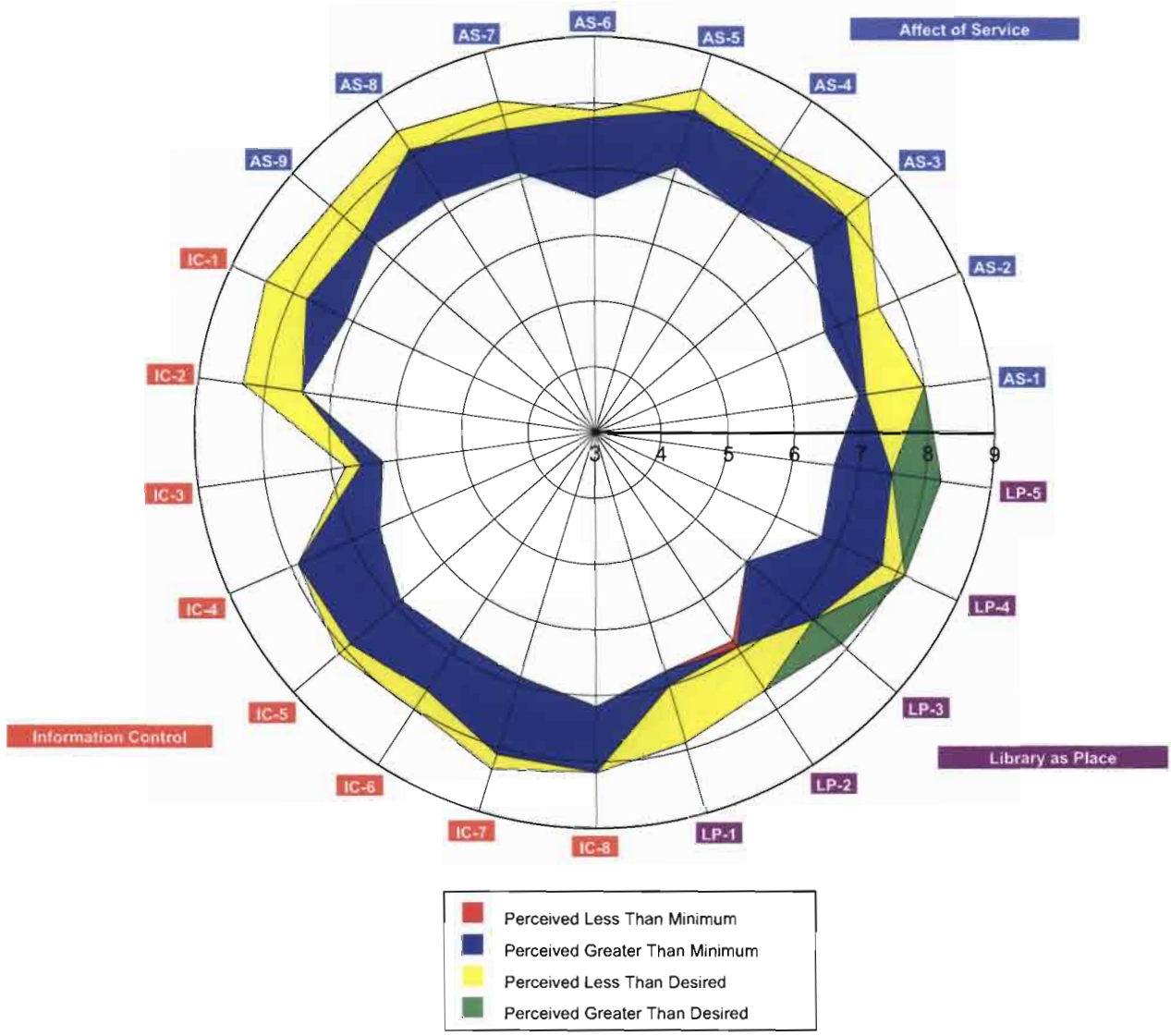
Language: American English
Institution Type: College or University
Consortium: Keystone Library Network
User Group: Faculty

7.2 Core Questions Summary for Library Staff

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

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

The two following tables show mean scores and standard deviations for each question, where n is the number of respondents for each particular question. (For a more detailed explanation of the headings, see the Introduction to this notebook.)



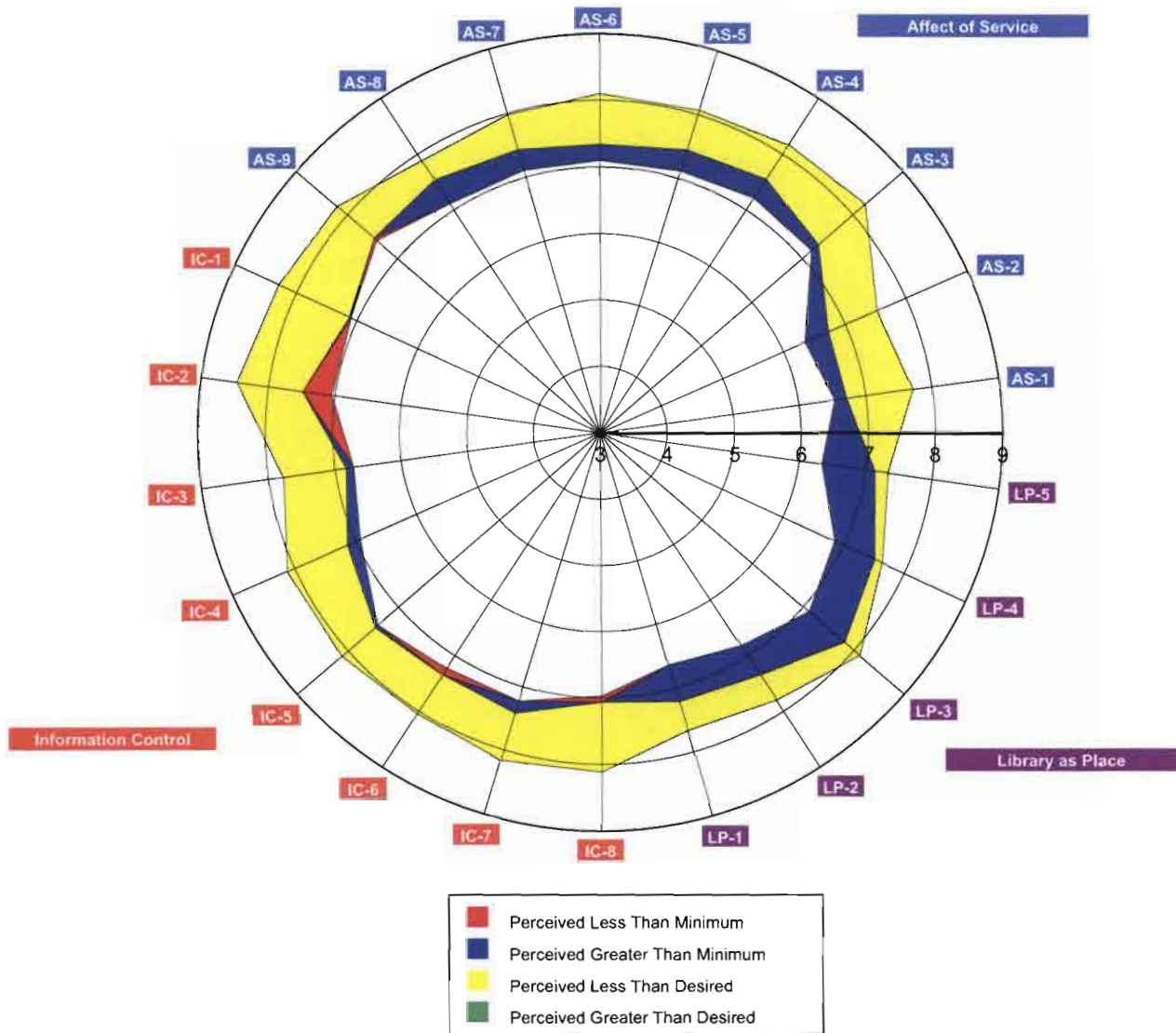
Language: American English
 Institution Type: College or University
 Consortium: Keystone Library Network
 User Group: Library Staff

8.2 Core Questions Summary for Staff

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

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

The two following tables show mean scores and standard deviations for each question, where n is the number of respondents for each particular question. (For a more detailed explanation of the headings, see the Introduction to this notebook.)



Language: American English
 Institution Type: College or University
 Consortium: Keystone Library Network
 User Group: Staff

LibQual Fall 2009:
Comments (with identifying characteristics removed)

Comment: i utilize the services of a large research library to which I have electronic access.

Comment: As you can tell from my responses, I am more interested in having information available electronically so I can work on my own than I am interested in the actual library space. That said, I do still like to browse through the stacks at least once a semester to see what is new.

Comment: It would be nice to be able to access resources from anywhere with a university log in.

Comment: E-Reserve is efficient and professional. Interlibrary works well. Library could be better monitored for unnecessary and distracting noise (cell phones, conversations, etc.) Climate conditions in library can be very uncomfortable (not to mention sagging chairs)

Comment: One BIG inconvenience of late is that I have routinely had trouble finding a computer to access PILOT while in the library. I'd suggest a page from PSU on this one-a series of 10-12 standing computer portals that are strictly for library searches. No chair = people keep it short.

Comment: The IUP Libraries provide a vital service to IUP students. I have always found the staff at Stapleton and the music library to be very friendly and extremely helpful. As a student, the library's services allowed me to do the research needed for my classes. As an employee, I see the libraries supporting students in their learning in unique ways. Also, the library itself is where many, many students choose to study and meet with groups. IUP is fortunate to have such a wonderful network of libraries and a knowledgeable, helpful staff to go with them.

Comment: It is central to my work that I have access to really good electronic journals that I can access over the web. The current level of subscription to electronic resources is pathetic and the interface which requires going from one specific resource to another is insufficient. I literally cannot do my research at IUP and therefore I use another university's library service. IUP has doctoral faculty and students - what you provide in this area is just not good enough. I am my students cannot do our work here - please please get this up to speed. Instead of wasting money

on infrastructure (and endless ridiculous building plans) get management at IUP to invest in education and first and foremost through good electronic subscription resources. This is paramount. This is a doctoral university and not a set of hotel services

Comment: Please get new chairs for us in replace of old ones that have holes in the middle. Thanks!

Comment: We had a library presentation for research that was OUTSTANDING!

Comment: EASE OF USE for library resources is the one thing that can be done to improve library services. IUP has alot of databases available for use and this is good - but two things could be done to improve the end-users experience: 1) a single username and password that works for all databases. Some require a barcode, others require VPN. IUP seems to have five or six different major computer systems which all require separate usernames and passwords. One username/password would make accessing IUP resources MUCH easier. 2) Research guides for every IUP MAJOR. For example, for the Leadership & Admin Studies PhD program - there is no research guide for my program or for Sociology or for Economics. It is very difficult to know which databases to search. I usually just search EBSCO but I feel that I'm perhaps missing valuable information but just searching there. 3) A single "google" like search for all library databases would help immensely.

Comment: As an off campus distance user, the electronic resources/journal access is very good. And other articles (not available online) are delivered relatively quickly. The trouble I've had is with obtaining physical materials from the library. I tried this once (for a video). Had to pay for shipping back to the library, and then was assessed an overdue fee because it was not received at the library on time (although it was shipped with enough time and should have been received by the due date). Please consider a 2-3 day grace period for materials being returned through the mail before slapping on overdue fees. That was 2 years ago. I haven't borrowed anything from the IUP library since. I use another university library. Another suggestion, what about allowing library materials to be returned to another PASSHE library or the Dixon center? This could reduce shipping costs for students close to one of these sites. I have also heard from other students that when requesting assistance from the library (usually by email) the response from library staff has been very slow, if at all. Maybe this was an unusual case or two, but student requests should be acknowledged within a day (or 2) at the most, in my opinion.

Comment: Could not answer question 33 because have not had interactions with the actual library.

=====

Comment: Please ban the greeks from doing study hours in the library--or restrict where/when they can do them. Every time they are there they are loud, laughing, texting on phones, etc. This is not conducive to study time for me. I'd rather see them in the classroom by the media lab or somewhere contained so they cannot bother others. I feel the staff does a poor job of enforcing the "quiet" rule in the library and I'd like to see that changed.

=====

Comment: I can never find anything, the fiction section is too small, any of the books I find on my topics are years and years out of date, the library website is hard to navigate, I have problems with the online databases, and Library of Congress system is hard for me to understand.

=====

Comment: I think that we have a wonderful library at IUP. However, when I need a seemingly-obscure book to use to complete an assignment, or a research project, I always have to turn to PALCI, or ILL in order to have the book sent to me--usually from the University of Pennsylvania, or another larger university. In short, I think that IUP could greatly improve the Stapleton Library by increasing the library's collections.

=====

Comment: -More private rooms for graduate students (not just for PhD students). -More feedback from staff on status of books or articles ordered from Illiad or Palci.

=====

Comment: I would just like to say that Media and Equipment should be given credit for the wonderful job they do and the great services they provide for the library patrons. These services are beneficial to students, staff, and faculty.

=====

Comment: Several seminars have been made available to the MA candidates taking ENGL 674. The staff teaching these seminars have been wonderfully helpful and the information provided was a revelation. Thank you!

=====

Comment: I believe the library is doing a terrific job in all areas. I'm always really pleased with the help given to my students, and the librarians' enthusiasm for all things researchable...and readable.

=====

Comment: This has been the first year I have really made use of the online databases and interlibrary loan. Both of these are excellent services! Something that would be nice would be to allow IUP students to use the online databases like New Grove from their off-campus internet by giving us passwords or using our library card numbers from our I-Card.

=====

Comment: The reserve/ereserve process is particularly efficient these days.

=====

Comment: The staff is wonderful; I have no complaints there. It is just the interlibrary loan. I am a summer student, and there is no way that I can get material, unless I request it during the first week of my five week class. It really interferes with my research.

=====

Comment: Stapleton needs far more up-to-date books; it's not acceptable for the majority of IUP's library resources to be from the 1970s, 1980s or earlier. However, what new books we do have are excellent, as is the inter-library loan service.

=====

Comment: I had trouble accessing library resources from off-campus this semester. The library and the IT support office were unable to assist me. Each office directed me to the other one. I am still unsure how my problem was solved, it just worked one day. Perhaps always having someone on staff (even during evening hours) could reduce the time people spend running around trying to solve their problems.

=====

Comment: You need more journals for Criminology. You also need to get the electronic versions to go back further (if possible).

=====

Comment: This survey has way too many options(1-9)?? May exclude individuals with visual discriminatory disabilities. Try to accomodate those who are neither male nor female too. Thanks

Comment: The reason I marked that I never use the library is because I have given up on it. When I go to find materials they are never in their right spot. Or when you go to check them out the old reference material barcode flips out and I can't check it out-even though its no longer a reference material. You cannot get articles over the summer. And it is during the summer when grad students need articles the most. Overall, the library is lacking the resources and access to resources I need for both science and art. It can be a waste of time to even consider the library for help.

=====

Comment: more study groups would be a lot better.

=====

Comment: overdue policies for faculty are dead wrong. in the middle of the semester, the last thing I need to worry about is returning/renewing books. Faculty should only ever be charged fines for exceptional circumstances.

=====

Comment: One of the most common complaints that I hear is how outdated the library's books and electronic resources are. Especially if e-resources could be THE MOST CURRENT that money can buy, I think this would greatly increase the respect academic/research intensive students would have for the university library; this is because interlibrary loan is possible for print materials, if a hassle to order and put papers on hold for.

=====

Comment: I have not used the library services

=====

Comment: Finding useful full-text journal articles online is inferior to Google scholar. The online library resources for articles are cumbersome, sparse, unhelpful, incomplete and complex. Off campus it is nearly impossible to get search for articles.

=====

Comment: I feel like a lot of the books in the Library are out of date, and, from my perspective, it seems that IUP is spending more money on cosmetic work than on updating the book

collection. I would rather see nicer computers and a more up-to-date collection of books than a new set of stairs, for example.

Comment: some people are loud. It is nicely organized and fairly easy to locate things and i love the cookies and cream javalanch

Comment: need more computers

Comment: Overall great facility and service however I can not believe the lack of hours on the weekends for this university! No other institution I have visited or attended has so FEW hours for the students!

Comment: extremly hard to find books, an employee shouldnt have to go look for me, it shoud be easy to understand how i can find the book on my own!

Comment: Overall the library staff is very helpful. The biggest problem I've seen recently at the library was the computers for accessing the catalog or way too slow. I think most of the stand alone computer stations badly need to be upgraded. A student and I both waited for 15 minutes trying to use 2 computers and finally gave up. This was on the 2nd floor near the stairs. Otherwise, I'm quite happy with the library, but computer upgrades are a must. Thanks!

Comment: Keep the damn noise down in the library!!!!!!!!!!!!!!!!!!!!

Comment: The overall quality of Stapleton is very good. Although, I live off-campus and frequently have difficulty accessing the materials that I require remotely. This is usually due to server errors/servers being down, as well as other quirks in the electronic system. This can create significant difficulties/problems for someone like myself who lives almost an hour away from campus, especially when you need to access various materials for an assignment that is due the next day.

Comment: Please keep the library heated up in winter. And also it gets to crowded in the 1st floor. So theres no place to sit and study. So we need more tables and chairs.

=====
Comment: I love to go there to study all the time. It keeps me focused on my work.

Comment: For being a doctoral granting state university, we lack the resources needed to fully provide students with some of the resources they need. Although electronic services and inter-library loan do help make up for where our library lacks... there is still a lot of work that needs completed. I understand state budgets are being cut, but this library is hardly adequate for the number of students being served at the campus or the diverse programs of study offered. I am sure with some work we could secure a grant to help the library provide more updated and diverse printed sources. Also, many of your student workers can be quite a bit short and disrespectful. When approaching circulation to check books out or to ask a question, we do not appreciate being disrespected and treated poorly because we are interrupting their play-time on facebook or texting. They are being paid to provide a service. Nor do we appreciate being blamed when trying to deal with an inaccuracy or issue that has developed in/from the library system. I appreciate the services that you provide and am more than grateful to have them, but there is always room for improvement.

=====

Comment: I would like to see more integrated web services, single-sign-on (not VPN) and better connection between databases and full-text holdings. My main uses are electronic research resources and the physical space for study, group meetings -- both obviously requiring money to improve! The pilot interface seems very out-dated, from looks to functionality. The circulation tool is the least user-friendly aspect of the IUP library experience for me -- and should be expanded to more readily allow patrons to be updated on their materials due-dates -- right now the 1-week late notice borders on being unethical. By the way, this is an issue I have raised with circulation staff via email -- receiving no response. In most other areas, I have found the staff to be very helpful and informed.

=====

Comment: I could only really answer the questions about the Stapleton Library that referred to the service at the library. Really, the only time I even go to the library is to get coffee at Java City.

=====

Comment: Perhaps consider KIOSK's for users entering the library to find various resources quickly in case staff is busy or not available.

=====

Comment: Would like a bigger selection of newly released books to read for fun.

=====

Comment: Some employees should be more informative and caring about users' problems

=====

Comment: There is hard to find a quiet space for individual activities, even in the no-talking Lab room nearby java city.

=====

Comment: My low ratings in the last section are not the fault of the staff. The IUP library simply has a small collection. I guess it's adequate for students. I am impressed with ILL, until this semester. Several requests are outstanding for over a month. That has not happened before.

=====

Comment: Our class had a brief overview of how to use the online sources, and it was extremely beneficial.

=====

Comment: The staff is great at the library. I would like to see more variety in journals relating to Criminology, and more online access to up-to-date journal articles.

=====

Comment: I never have had to interact with employees. The self-checkout option is nice. I tend to look up my needed books before I get to the library and that saves me time that I can go online and do that. In general, sometimes it would be nice if there were more spaces for groups to work.

=====

Comment: Overall IUP Library does a good job to meet my needs. Business Source Premier is adequate but ABI/Inform has a more comprehensive collection of research journals in my field of Marketing.

=====

Comment: For some time we have been hearing rumors about actions the IUP administration might take in an effort to pay for both the new athletic arena and the new dormitories. Former faculty colleagues have suggested that academic programs will be asked to sacrifice, and now we hear a persistent rumor that the administration is considering closing Stapleton Library! This is the kind of thing appropriate to an April Fool's Day headline in the Penn, but this is only the beginning of November! Surely no responsible university official could seriously contemplate such an action. Now I did not fill out the first 42 items on this questionnaire because as a retired faculty member it did not seem appropriate for me to do so. However, just for the sake of argument, let me posit that even if library services were grossly deficient in many or most ways,

EVEN THAT would not justify serious consideration of closing the library, but should instead inspire a crash program to improve those services. I hope my first impression was the correct one: that this is just a silly rumor. -

=====

Comment: I think the library may benefit from examining other institutions, such as WVU, in providing articles from professional journals. Although Illiad is helpful, a great amount of time is spent entering ordering information into this program, the same information given by the database. It's wasteful. However, I must say, the employees of the library are exceptional. It's the process for accessing articles online that should change. Also, accessing these from home should be easier. I cannot get the VPN to work at home, so I miss articles that the library indicates are available. Unfortunately, I have to be on campus to access these, and that's not always possible.

=====

Comment: Everything is basically ok - one thing I would like to see is more computers available in the upper levels of the library.

=====

Comment: Electronic library services are hard to navigate and many articles do not have electronic links - very difficult to conduct research that way. Staff at library very kind and helpful, but I don't get there very often.

=====

Comment: Accessing materials from home has helped me tremendously. You cannot always find a computer in the library, and sometimes not one that works fast.

=====

Comment: I am very satisfied with the services I receive at the library. However, I do find it hard to concentrate on in the quiet areas; as the "no talking" rules are rarely enforced and staff is almost never present on the 2nd and 3rd floors. This usually happens when I am on the 2nd floor computers, and I have never seen a staff member at the monitor's desk.

=====

Comment: I have been unable to connect to some library resources from off campus, despite several attempts to have library staff help.

=====

Comment: n.a

Comment: In Science Direct, resource marked with "full text" available are frequently, in fact, not available (e.g., Science magazine, Trends In Ecology and Evolution)

Comment: I think that the main library on Indiana's campus is an excellent tool and resource to find the information that you want or need. The staff is extremely friendly and courteous and also very willing to help you.

Comment: When people are talking in the library, librarian never stops them. Librarians don't know the information available to the students.

Comment: I feel that IUP library website homepage needs to be more user friendly.

Comment: We need more books and more access to journals! ILL is a lifeline.

Comment: 1. Laptop computers should have Asian language versions. 2. Chairs in the library should be replaced. They affect students' health condition. 3. The temperature of the Air conditions in summer is too cold. It should be modified in order to make users comfortable to stay for a long time for study. (If possible, I hope that you would possibly consider these issues seriously)

Comment: Library is pretty good and I don't always take advantage of all the opportunities provided for me, but ability to rent out study carrolls without waiting in line endlessly would be nice, as would proliferation of information about library resources through e-mail or other convenient mediums. Also, electronic resources are key to my research. Oftentimes, I will get a message from library staff cancelling an ILL request because they have the resource in print or on microfiche or something like that. If I could get someone to take those less accesable resources and put them in an electronic format that's more easy for me to use, that would be good.

Comment: When I do go to the library and need assistance, staff are very helpful. However, I primarily use it for research purposes online, and often am unable to access the electronic versions of specific articles or journals that would help to be able to read without either physically going to the library or finding from other sources.

=====

Comment: There were several times this semester that links to the online publications did not work.

=====

Comment: I am at the Monroeville campus, hence all of my library usage is via the website. It has continually improved and is much more comprehensive since my last degree at IUP. Well done.

=====

Comment: I think there is a definite noise issue and certain people don't respect other on a daily basis. (ex: screaming on the quiet floor) I know ignorance is probably a contributing factor in this issue but I feel as though the Library staff doesn't always address the issue. Sometimes even after being told to quiet down, the individuals continue what they were doing after 10 mins or so. It's frustrating as a student who wants to do well and uses the library as a study tool; not as a club house.

=====

Comment: Sometimes it seems like the work study students don't know anything about the library especially those working downstairs in the dept with the projectors. I also think that often times the students sitting throughout the library at the desks or the lab monitors don't actually do much to relieve the noise problem.

=====

Comment: I absolutely love the technology available to check out. However, I would love to have backdrops available in addition to the light kits. And more computers on the second or third floors would be great. It's quieter up there but it's tough to get an open computer. Overall, LOVE YOU GUYS.

=====

Comment: I have tried to look for some books related to my field, but most of the time, they were checked out. Keeping more copies, especially frequently wanted books, would be really helpful to students. Also, I noticed that there is no room in the library where we can eat freely

anytime and have microwave. I prefer packing my lunch to save money, but cannot find any space to eat. Thank you.

=====

Comment: You should pay your student workers more than minimum wage.

=====

Comment: I think overall, our library does an excellent job. It is well-stocked, has very work-able hours, and is fairly easy to use if you know what you're looking for.

=====

Comment: It will be greatly appreciated if a reminder email could be sent a couple of days ahead when people's books are due.

=====

Comment: I have been incredibly pleased with the quality of service offered by the library. I constantly find the staff going above and beyond what I would consider their job requirements to be in order to help me complete quality research. I believe that the reference librarians have taught me valuable skills concerning research that will enable me to better serve myself throughout the remainder of my program, and on into my career. Please, keep up the amazing work and continue raising the bar! A+++

=====

Comment: The noise level on the second floor needs to be controlled more. I know an attempt is being made with the monitor stations, but people don't respect the need that others have for quiet! I don't know if that can ever be fixed though.

=====

Comment: i think it would be a more comfortable environment to work and study by having comfortable seating (chairs, couches, tables etc) also lighting is important while studying.

=====

Comment: -Library Aides are usually very ignorant about anything in the library. They never answer questions satisfactorily. If they are going to be there they should know something about the library. It is frustrating when you cannot get the help you are looking for. -There should be more technology aids. Usually, I cannot get a laptop when I need one because we have so few. -The interlibrary loan process is unnecessarily complicated. We can by pass the sign up portion and deal directly with our I cards etc.

=====
Comment: very disappointed in the ILIAD service. Have had articles on order that I never received with no response from library regarding inability to obtain, etc. I find that I utilize a non IUP library to obtain articles that I require with more satisfactory results.

=====
Comment: The chairs in the library are the most uncomfortable things I have sat on in my entire life. I would LOVE new chairs that are actually comfortable and don't hurt my back and behind.

=====
Comment: As an artist I feel that the stacks are very lacking in the contemporary texts and periodicals needed for my research. It seems the Fine Arts are the bottom of the barrel on this campus and that is evident in the Stapleton library

=====
Comment: Access to electronic databases has brought the library up to speed with respect to scholarly resource needs, the only occasional problem I have is gaining full text access to some of the journal articles that come up.

=====
Comment: In general, the library is a comfortable place to work. Backruns of some of the journals I use are still in print form. Interlibrary loan is excellent. The staff is always courteous and helpful to me. I am wondering if electronic access to books is likely to make more research in my field available in the future.

=====
Comment: Great Library, very comfortable and clean...Still learning everything offered! Only con, Java City's Pricey, Not the libraries fault though.

=====
Comment: I think that the Production Services does a great job. They always are there to help me when I need it most. I only wish that they would be available for more hours so I could get more help when I need it most.

=====
Comment: As a distance student in a Ph.D. program, more online support would be helpful to my completion of my degree. In the summers, longer hours would be extremely useful.

=====
Comment: Sometimes the library can be a little bit too cold and I have to dress really warm.

=====
Comment: The Keystone Library system or having access to multiple sources across the Commonwealth is very beneficial. Also, I am attending a program in Harrisburg; therefore having a virtual library is imperative to complete my studies at a distance.

=====
Comment: People could be a little quieter.

=====
Comment: I have always been treated with a level of professionalism that I find welcome and refreshing. I know upon entering the Stapleton Library, I am going to find what I am looking for, and if I experience a problem there will be someone who is knowledgeable, friendly, willing and able to assist me. The Master's program is challenging enough without having to worry about being "alone" when it comes to projects and assignments. The staff at the library have always been helpful and make the assignments more pleasant.

=====
Comment: My biggest complaint is materials not being available when I need them. Materials generally are available more than they are not, but it's really frustrating when there are three copies of a book, one is checked out, one is "lost" and the other is supposed to be on the shelf but isn't. I have had to do two "book search" requests because materials weren't where they were supposed to be, and they were never found as far as I know. Usually, I just end up using different materials if what I really wanted wasn't available due to deadlines. Generally, the student employees are courteous, but generally they are of no help when I ask questions. The "professional librarians" (or whatever you call them) are always extremely helpful and courteous. I am in love with the speed and service of the interlibrary loan services (Illiad and PALCI?)

=====
Comment: This survey was difficult to understand.

=====
Comment: I always use the 2nd floor for study but the wireless is really terrible. The first floor is really strong but once you move beyond that it gets really hard to receive a strong signal and it

always kicks me off. It is really frustrating when I have to use the internet for my studies. Please make the wireless signal stronger so I can use my own laptop instead of a library computer.

=====

Comment: The library services could be a bit more helpful. I can never find a book or journal that I need. Also the quiet area is not necessarily quiet. I would help if the person who is working there to keep things quiet actually did her job.

=====

Comment: Technology information and business procedures books are old and out-dated. On-line databases are difficult to use unless you have had a class or training on how to use them.

=====

Comment: Remote availability of electronic resources comprises 98% of my library needs. Our library electronic holdings are woefully short in science.

=====

Comment: I wish that our library can have more books and electronic journal articles. The information should be more updated.

=====

Comment: I would like to suggest that library send the notice as to when students have to return the books before the due date. Many students cannot check the due date of each book because they check out many books at one time.

=====

Comment: Can anything be done to make the chairs at the tables and work stations more comfortable. The seats appear to be padded, but if there ever was padding, it is now missing, and sitting on those chairs is like sitting on a hard doughnut. I'm five feet 0 inches tall and have found no way to sit comfortably in those chairs. I've considered bringing a pillow to the library with me, but this option is impractical. This is the first university I've attended where I avoid studying in the library because of uncomfortable chairs. A simple wooden chair, or even a folding chair would be more comfortable than the current doughnut chairs.

=====

Comment: I am very pleased with the library and the workers. The PALCI and ILL workers are always helpful in finding books that are not in our library. The reference librarians are also helpful in topic searches. I love that professors can place book on reserve, it does help students

save money. The one thing that the library should evaluate is the front desk. The student workers or younger people working are usually pleasant and will direct me where I need to go. We have an amazing library! I love the new carpet too....

=====

Comment: Please revamp your media collection access and loan policies. For graduate students who utilize film and other media in their research it is ridiculous and unacceptable that material can only be taken out for one day!!! Penn State lets it out for a semester! I think IUP can manage at least a week or more. My experience as a grad student researcher at IUP has been horrible. Aren't we paying for a top notch library? What's the point of offering masters and doctoral programs only to have an outdated, backwards library? Upgrades all around are needed, especially for media lending and the ability to reserve books and have them waiting at the front desk for check out (again like Penn State!!!).

=====

Comment: Many of the books in the library are missing and it is frustrating when doing research. Also there needs to be more areas for students to do work. Having a quiet place to work and study is nice and I enjoy it, the construction that is going on may hurt that though.

=====

Comment: Need a little bit more computers and why do we have to pay for the things we print? You should give us like 250 pages free or something because it adds up....

=====

Comment: Help has been given quickly regarding finding a text, and fixing the printer.

=====

Comment: I like the atmosphere and service at Stapleton library. But I have one suggestion: if some kind of automatic reminder system could be set in place for the books we have checked out it will be very convenient. I am a doctoral student and I usually have a lot of books checked out at a time. Even now I have around 50 books checked out. But because I am a mother, a teacher at ALI and a student at the same time. So, sometimes I am so busy that I forget to have my books renewed and then I end up paying a lot of fine.

=====

Comment: The library is a good place to go when work is needed to get done. The environment is great for studying and reading. Upstairs is better for quietness but over all its GREAT!

Comment: I feel the bulletin board should be more organized. as it is always looking scattered. Maybe writting materials at each floor would be convienient.

=====

Comment: I would like to see the staff enforce some amount of respect for the library. I understand that the first floor is for group study, but study is different than loud socialization. People are often talking loudly, laughing or even screaming and it can be difficult to accomplish anything. The first floor quiet lab is never quiet. I can never trust that I can study or research on the first floor and that is a real shame.

=====

Comment: More quiet study space more comfortable furniture

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Comment: The computers are inefficiently designed and not set up well.

=====

Comment: When I came to IUP in the early 90s, I was disappointed in the library system, having come from a large research university for my doctoral work. I've watched the library completely transform. I use the library's bibliographic databases and I encourage (require, actually) my students to do the same.

=====

Comment: The Stapleton Library provides the necessary resources for a busy student.

=====

Comment: The Services is really well and everyone is friendly. The seats however all of them in the library are way to old and warn in. They are not comfortable at all. People are in there for a long time and the seats have no padding

=====

Comment: I love going to the library rather than just going to the study rooms provided in the dorm halls because it is a better enviroment and I am more focused. Also, i love studying and doing my work in the library because there are numerous resources that are available when I need them and if I need them.

=====

Comment: the chairs at computers are terrible . the ones in the lab(first floor) are hard and do not adjust for height. the chairs at other computers also are horrible. Need cushioned chairs that adjust for height. The chairs in the second floor lab are back breaking. Have a nice day like the chairs locked up in room 210. why not put those chairs at the computers and put the hard, non-adjustable chairs in the class room 210.

=====

Comment: I would LOVE if the library could be open a bit later on Fridays and Saturdays - not until 2:00am or anything, but late enough to get some work done after dinner. Personally, 6:00 to 10:00PM are my most productive times and there really isn't anywhere on campus quite enough to get any studying done in the evening on the weekends.

=====

Comment: It will be better if library can provide more PODS areas as there are only 6 PODS in the library. Library should provide more computers at second and third floors, so that students who need quiet space can also access internet and do their work with computer. There are limited group study rooms in the library. The monitor in computer lab often doesnt take any action to students who make noices. Also, library probably can provide more printers especially second and third floors which don't have printer.

=====

Comment: Need faster response on ILIAD requests, greater availability of on-line journal access

=====

Comment: The only building in whole campus feels the place for learning and to access multi informative resources for my knowledge gaining.

=====

Comment: I am generally happy with the library, as far as the atmosphere and layout are concerned. I do wish more journals in the rhet/comp field were available, either physically in the library or electronically.

=====

Comment: The chairs! OMG, they are too old and nofriendly! I staty in library more than 6 hours per day and i regard this as the best place for self-studying. But the chairs make me so uncomfortable and tired to sit! I hope you can pay some money to renew them! Thank you!

=====

Comment: can you change your chairs? they all sink in the center. they are very very uncomfortable.

=====

Comment: The people at the reference desk are extremely helpful, but when it comes to PALCI or Illiad loans, services should be faster and more efficient. I've had to order some articles through friends at other universities several times because not all the librarians here understand the urgency of securing articles quickly even when I explained that to them personally. Some PALCI employees are very nice, but not all of them are tolerant of students' needs or show understanding of our need for books for research purposes.

=====

Comment: One of my only problems is that the staff doesn't say anything about people who take group study rooms and sit in them alone when there are people who actually need to work in groups.

=====

Comment: I have been satisfied with the library experience.

=====

Comment: I wish that the library had access to some more substantial databases. I can never get the journals I need for any research that I am doing. It is quite frustrating. Ebscohost is not adequate for research for students or faculty in the field of health sciences. We need to be members of book companies/printing companies, to pay the individual user fee for each article is cost prohibitive. I find the staff most helpful, it is just we don't have the proper materials.

=====

Comment: Overall, services in the library are excellent. We could use more librarians (reference) to do additional instruction, and more labs for students and instruction.

=====

Comment: I wish that there was a more sophisticated search engine involved with the library site that allowed simultaneous searching across multiple campuses and databases.

=====

Comment: I use the electronic services of other libraries because I am not familiar with the services provided by the IUP libraries. Where is there information regarding how to access electronic databases such as ABI Inform using the IUP Library system to initiate the search?

=====
Comment: could use new chair cushions in the children's library room. as a mom its nice to have a place that i could bring my children tp read while i'm researching in the childrens department

=====
Comment: rooms that students could buy to study in like the graduate rooms, more noise control on the different floors, better seats in library and more tables and computers available.

=====
Comment: The library staff and support have always been great. Thanks!

=====
Comment: The work study students in the library are often non-responsive, slow, disinterested and generally no on the ball. the professional librarians, faculty and non faculty are generally responsible and responsive.

=====
Comment: The library looks very old and uninviting. The furniture needs to be far more modern and far better condition. The lighting needs to be brighter yet subtle.

=====
Comment: Why are you spending money repaving the sidewalk when there is no money to spend on BOOKS? I thought this was a library.

=====
Comment: better atmoshere, more welcoming. Staff who dont complain when you need help finding a book because they have to go to the 2nd or 3rd floor...

=====
Comment: The reason I feel the way I do about the library is because of my LIBR 151 class. I think it would be a very useful required class because everyone should learn how to use the library effctively.

=====

Comment: there's a high noise level among students laughing and talking at the tables behind the research assistants' table on the first floor, and no library employee ever says anything to them or seems to care

=====

Comment: Several questions above seem to probe the same thing, just in different words. I make heavier use of libraries when it is physically convenient. I don't get up the hill to see you as often as I should. but I suspect I would make almost daily use of the library if there were a business library attached to the business school. (I know: Ain't gonna happen.)

=====

Comment: Nan, Patti and Phil are the best!!! :)

=====

Comment: I hate to say this but I seriously doubt, given the survey's design, that you benefit much for the data you gathered. I had a difficult time understanding the questions. The survey used language (terms) familiar to library staff, not to the library patrons ... The purpose of the survey and the nature of information sought were NOT AT ALL introduced in the invitation letter. I participated because I want our library to succeed and improve and I respect the work that you do but frankly my answers are just guesses... Krys Kaniasty (Psychology)

=====

Comment: I have been very happy with the library and it's facilities

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Comment: Info resources on web not well-organized, e.g., electronic databases are totally chaotic, also, too many choices for ILL services. Consolidate! Focus! Organize!

=====

Comment: The assistance provided by the media graphics area is outstanding.

=====

Comment: Interlibrary loan at Stapleton was extremely unreliable. I am still waiting for journal articles I requested over a year ago. These particular journal articles are recent and from a respected Nursing Journal which should speed up the process but it's too late now...

=====

Comment: I found the survey confusing and questions difficult for a dept secretary to relate to. I have, on various occasions, found most of the support staff to be uninformative and unconcerned with my/department needs. Many, many logging/return mistakes have been made on return of materials to the library of professor's resouces. Overall, the library has not provided a our department with a feeling of professionalism and trust. There are a few supervisors that have been wonderful, but overall the thought of the library from my faculty promotes feelings of fear, so much so that we record each return by a student for faculty and have started to ask for signatures from the library staff; some of which have been refused by the staff (and they were not students..it was regular staff refusing). We have found this unfair as the department is held accountable for the library's mistakes in returns. I have also found students to be untrained in procedures and when staff is not available, it is quite frustrating.

=====

Comment: I'd like to have the course electronic reserves posted prior to the course begin date because it would allow me to download and organize my materials before class, and also get ahead on required readings.

=====

Comment: There should be more public computers available

=====

Comment: The library needs to cut down on noise. Students need to have a place to study, read, etc that fosters a quiet atmosphere. This was not my experience a lot of the time i attempted to work at the library.

=====

Comment: Have had problems with Interlibrary Loan - often get a more older edition of a text than I requested, which is useless to me.

=====

Comment: I have always been treated with respect, and the librarians that I have talked to have been courteous and helpful. When I can't find a book, interlibrary loan is usually very fast and efficient.

=====

Comment: Personally, I have always been thrilled with the staff and services our library provides. I can not say a bad word about anyone or anything. I have never had anything but the most postiive of experiences over the past 12.5 years

=====

Comment: I really like the ability to request books from other schools and check them out here once they arrive when they are not available here at Stapleton. I used this service once and I found it very helpful.

=====

Comment: Being a fifth year senior, i have spent many long hours in the library and have always been satisfied with the resources available and the help given. When i need to get work done, i know it can get done at the library

=====

Comment: As a staff person who also takes classes, I rarely use the library unless it is necessary for a class I am taking.

=====

Comment: The library's services have been great and really helpful, the only suggestion I have is for the circulation student workers to be more tedious in discharging books that have been returned. I have returned a few that were not discharged and after checking the online site had to go back and find out what the problem was. Thank You!

=====

Comment: Find it extremely distracting that the construction is going on outside the library doors during what tends to be a busy time academically. The noise level often diverts me from using the library services during the day.

=====

Comment: The seats at study tables sink in the middle and don't give enough support. They are quite uncomfortable. The newer plastic seats at the computers are much better.

=====

Comment: I wish it was easier to use the online components. For example, sometimes when searching for a book, I come across references of some sort of e-book, but I couldn't find the one's referenced online.

=====

Comment: more private study rooms or better monitors on the second floor to keep the noise down, especially in childrens.

=====

Comment: It would be nice if the students at the reserve desk knew better how to handle reserve material that comes from the media library. I keep getting different information regarding how that is handled, e.g. they will get it for me, I need to get it for them, I need to check items out before I can place them on reserve etc.

=====

Comment: My Interlibrary Loan problems are because my research needs are so specialized that there might be only a half dozen public copies of what I need in North America. No libraries want to part with volumes that scarce, so I have to travel to use the sources.

=====

Comment: The library staff are very knowledgeable and courteous. The quality and quantity of online databases have significantly improved in the last few years. The library's computers, however, are very slow and some do not work.

=====

Comment: PALCI books need to be made available for longer. The PALCI system is excellent, but the library holdings are weak. Yale, Johns Hopkins, Stanford University Presses can send us everything they publish. We should ask departments whether or not they wish to purchase books published by these and other top presses. Some will say no. Those who say yes should be able to ask the library to purchase all books published by these presses (in the fields designated by the department). There is no need to avoid excellent presses because a majority of departments and colleges at IUP aren't connected to the mainstream academic world. That world is based on books published by excellent presses. English is a field that is hundreds of years old. We should buy books that reflect this immersion in academia. Notice of impending due dates should be sent out through e-mail. By the time I get the notices, I am already a dead duck! It is awkward and shameful to have huge fines -- paralyzing, as a matter of fact!

=====

Comment: A direct link from electronic databases such as PubMed and GeoRef to Illiad would be a big time-saver.

=====

Comment: I can rarely find the books that I need in the library. Luckily, I can usually get them via PALCI. However, my research would be much easier and speedier if we had more books and more print or full-text journals. Also, it would be nice to have more journals down in the current journal section just to browse.

=====

Comment: Being a transfer student, I've been disappointed in our library. The resources I've tried to access have either been out of date or minimal regarding topics I've searched for.

=====

Comment: Library is doing a good job of keeping up with technology in using their services, searching for information, etc. overall...keep up the good work. This survey was a little confusing in that some questions seem to be asking the same thing over and over but with different wording.

=====

Comment: Although initially skeptical about the use of electronic databases for journals, I find that this has become an extremely important and useful resource.

=====

Comment: THE THING IS THIS: There are some 15,000+ students here! The FACT IS; There are only some 30 COMPUTERS HERE! HOW DOES THAT MAKE SENSE PLEASE EXPLAIN!?! Their needs too be more computers! and more quiet space, more FREE WI-FI internet locations around CAMPUS! THIS IS A HUGE SCHOOL IT NEEDS VAST RESOURCES! PLEASE HELP US! p.s. the communication departments of computers needs re-vamping also, It is the biggest major here ! yet HERE in the library there is only 4 COMM MEDIA COMPUTERS! EXPLAIN THAT!

=====

Comment: I feel the library has been very helpful in the success of my freshman year

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Comment: Most of the computers in the library are painfully slow to log into and use. Reliable, but slow. Although minor, that is my main complaint.

=====

Comment: I wish the library were open 24 hours for all night studying. Also, Java City is a very nice addition, but I wish it were open until the library closes or at least until 12. The chairs in the 2nd floor could be a bit more comfortable, but that is still my favorite spot of the library to go.

=====

Comment: the library needs more new journals and books.

=====

Comment: Journals that are held on site at the library are not accessible on-line. This creates issues for online students who need those journals for research. If it is cost effective, please remediate this.

=====

Comment: Library should give warnings or at least have someone strict enough to ask the students who are making too much noise especially students who are at the second floor and basement.

=====

Comment: Library should negotiate for permanent retention of E-journals for years for which it has a paid subscription

=====

Comment: On several occasions myself and other graduate students have been treated rudely by library employees (not students). They are very short and impatient with questions and help.

=====

Comment: Library is becoming a noisy place. Sometimes it is practically impossible to study there. In general, I am satisfied with the library

=====

Comment: Library can be rowdy/noisy at times. Quiet areas are not always treated as such. Access to more academic journals would be very beneficial, either through print or electronically. Most library staff are very helpful and courteous, with the exception of a few individuals. Thank you for the opportunity to discuss library services.

=====

Comment: I have emailed the ILLIAD office several times, and have yet to receive a response. It has been frustrating, and should be addressed.

=====

Comment: I'm a commuter so I do most of my research from my home using online resources. However, occasionally I will stop by the library to study and/or read my materials. Additionally, the survey at the top was excessive, frustrating, and time consuming. I would consider a shorter, more thorough strategy to keep the takers attention for a longer period of time.

=====

Comment: The music librarians are extremely helpful, friendly, and knowledgeable. I am a graduate student and am working on a fairly difficult research topic and they have been very patient in helping me find sources and suggesting those that I might not know about.

=====

Comment: I wish there were more computers available. Also, it is sometimes noisy due to people horse playing or talking on cell phones.

=====

Comment: like that IUP has a librarian dedicated to graduate students. I have received excellent Interlibrary loan services during the past year.

=====

Comment: I am disappointed that construction has to be happening right now. Why couldn't it wait until the summer?

=====

Comment: 1. The trees in front of the library should not have been cut. They should be preserved. 2. In this semester, some students just don't know to discipline themselves in the library. For example, some floors are quiet places for individual study instead of talking (or by phone) and discussion, but very often, some students just don't respect others' right to study quietly. I hope the staff or the students who take care of the quietness of each floor can walk around sometimes and remind some studnets who just don't know how to discilpine themselves to be quiet. I really don't want to see our library for store knowledge to study and research become a "coffee-bar" amusement place.

=====

Comment: the chairs at the study carrels are very uncomfortable

=====

Comment: Your library services are fairly good. Hours are a bit restrictive and library is a bit small but your online journals and back stacks are fairly large. Over all I feel that the Baron-Forness library on Edinboro University's campus is better in all regards except for the size of journal holdings.

=====

Comment: Students at Monroeville are not adequately served. Mostly this is due to internet access. We had to request a presentation by a librarian. That presentation time was largely spent getting access in the classroom. Presentations and support of a librarian could be interwoven at various points in graduate programs as needs intensify.

Comment: really dumb questions - my minimum service level is really any level of service you provide, my desired level is the best of course. Q30 - more efficient than what? Q32 - what are "information skills"?

Comment: Overall the library staff is excellent. I am disappointed with the arrangement of the stacks on the 3rd floor, because the shelving units are so close together it is difficult to browse. Also, graduate students should be allowed to check out books in the reference section.

Comment: The greater access to online independent use the better. In addition to online access to resources, IUP needs to maintain knowledgeable, professional, and helpful librarians and faculty to help with research questions.

Comment: Poor access from Clark Bldg parking lot- HIGHLY recommend installing book drop box near rear of Stapleton Library. Books frequently not available on shelves or at circulation desk- even though online catalog indicate they are available (I have reported 3 books as lost in the last 6 months). Please make efforts to ensure books are properly re-shelved after returned by patrons! Student and professional staff at both circulation and reference desks have been consistently helpful, courteous, and friendly! Please be sure to share these comments with them! They deserve my sincere praise and thanks!

Comment: So far, the staff has been very helpful and responsive. I have received many journal articles and books in a timely fashion.

Comment: I used Geobase, and it informed me that a journal (Journal of the American Planning Association) was available at IUP. However, I had to visit the reference desk to learn that some titles were hard copy, and there was also that journal in electronic format (had to use Pilot search, not journal search). It would be good if Geobase would have informed me that the volume I needed was available electronically, instead of me learning that the hard copies ended one volume before the one I needed. Geobase does not distinguish between hardbound and electronic copies, it just states that a journal is available at IUP.

=====

Comment: I love all of the services that the library provides but the staff that is suppose to monitor the volume of the library does not do a good job which influences me not to come here to research.

=====

Comment: i love the library

=====

Comment: The chairs are uncomfortable when you sit in them to learn.I suggest all the chairs meant for studies are re-cushioned for comfortable studies.

=====

Comment: The staff needs to be more informed about the services the library provides and should be able to guide students to use them to the maximum.

=====

Comment: can purchase more books

=====

Comment: We need more current books.

=====

Comment: I think the Occupational Safety Science library section is not well stocked in terms of the resources.

=====

Comment: I feel that overall the experience is fine, however I feel IUP most subscribe to many more electronic journals (not just ACS). It is very difficult to do solid research, when you not able to access journal articles that you need.

=====

Comment: I am unhappy with the days one can take a vhs tape out (presently it was explained to me only 24 hrs). When I was having difficulty logging on to the card catalog, the IUP library staff was not supportive in helping me-this occurred once, most of the employees are very helpful and courteous.

=====

Comment: the space is not enough; the light for study is not enough. It will be better to provide 24 study area because this service is very common among other universities.

=====

Comment: The library is improving every year. Java City and the seating area around it make a great difference to my students in terms of their usage and enjoyment of the library. I love the library....it's the heart of this university!

=====

Comment: I just dislike the 4cents a page for black and white, and 25 cents for colored pages. Other than that the Stapleton library is an amazing place that offers great areas for group work and a wonderful area upstairs that is for quiet study!!! I also love the childrens are, being I'm elementary education, because I can work on the computers and grab any resources of childrens books I need. There is always a free computer access in this library somewhere.

=====

Comment: I think in the area of English, especially in the field of TESOL and Composition, the library needs to buy more recent books.

=====

Comment: I have received excellent service at this library, for which I am very grateful.

=====

Comment: I run the SBDC my need is to access trade journals & magazines, not academic journals

=====

Comment: Sometimes it is very noisy in the library. Would love to get a larger selection of audio books.

=====

Comment: My attempts with the interlibrary loan program have been unsuccessful. I have tried multiple times to get a book I needed but it never came. Also could use more group study rooms. Overall I am satisfied

=====

Comment: I love that I can use the online library from home. Staff has been incredibly helpful when I have called and for an orientation at the library about the online library resources.

=====

Comment: I have found most of the professional staff very helpful! Some seem confused when they are forced to change "posts," and student workers are genuinely nice but need much more training. The media services section is often problematic. The equipment is run down, often doesn't function well, the students appear untrained, and there is no "service." As a faculty member, I am almost always treated with respect, but I see students sometimes treated disrespectfully, particularly minority students by some staff members. The staff members (professionals) are dismissive or distant. I would like to work over in the library, but the chairs are uncomfortable to work--they are so comfortable in some cases that they make me want to sleep (the Ikea chairs), and the ones at tables are at an awkward height, have no support, and are generally bad ergonomically. It would be nice to have a quiet area with smaller tables for two or three people and good chairs, along with better furniture in the Java City area. The couches and coffee tables aren't conducive to writing and working with laptops--bad for back, legs, and hands. Music (soft) in the background would help, and better lighting. Generally, the facility needs a major upgrade.

=====

Comment: Was extremely helpful to have library staff come to our class to explain how to use online search engines-better to have at the beginning of the program. Would like to return items to the Monroeville campus that I checked out at the Bailey library-library is too far away for me to go back and return. I have used the library on site twice (so I put never on this survey). Having the 3 sections for each question of this survey was tiresome and I am not sure this will be entirely accurate.

=====

Comment: The current service hours are 8:00 am to 8:00 pm in the journal section. Please extend the service hours from 8:00am to 9:00 pm. It is very difficult for graduate students to check out journals when we after classes at 8:30 pm. Thank you very much.

=====
Comment: 1.provide more academatic paper as a resource for reearch paper. 2.book. 3.harvard business review,and economist magazine are recommended
=====

=====
Comment: I am working on the dissertation in the southeast of the US. I have IUP VPN set up in my computer, but I still cannot access to all the online journals I want from home, such as TESOL Quarterly. In addition, the library should have all of the journals available online (such as Applied Linguistics) so that students living outside PA or abroad could be able to have access to them. We are charged every semester for a fee, but cannot get access to all the online journals. If the library cannot afford to subscribe to the all the electronic journals, the library should help us to get the articles by making copy of them from the printed journals the library has and send them to us via email. This would help a lot. Thank you
=====

=====
Comment: The library and the staff have been very helpful. I live in Pittsburgh and their help has been invaluable.
=====

=====
Comment: During my doctoral work--course work, comps, and dissertation--I found the library indispensable.Its employees were without exception knowledgeable, helpful, and understanding of my needs.
=====

=====
Comment: Remodel the place to make it more welcoming for students but try to do it when most students aren't going to be effected by it.
=====

=====
Comment: I rarely go to the library except for a common meeting place to meet for group assignments. The construction is a little messy, but I hope it leads to good things.
=====

=====
Comment: The music library at cogswell does a great job and has lots of useful tools.
=====

=====
Comment: There should be provision for new book inorder to update the service render.
=====

Comment: I really enjoy getting away from my apartment and finding a place to sit down and study. I feel the library is that place.

=====

Comment: The library allows me to concentrate on my work that I am not able to finish anywhere else!

=====

Comment: I really enjoy going to the library because I actually get work done.

=====

Comment: There needs to be more quiet rooms available or more quiet section available because what is there now is not enough.

=====

Comment: Make the library more study friendly and less of a hang out for people (students, staff and especially CONTRACTORS) that do not have the desire to study/

=====

Comment: I love the library. I go there constantly to do work, eat food, and just hang out. It's so relaxing i really do enjoy the library and would be lost without it!

=====

Comment: The Library needs new copy machines

=====

Comment: It tends to be very loud on the first and basement floors so using the computers for school is hard when you need to concentrate. The second and third floors barely have any computers at all where it is quiet so I wish more would be added to those floors.

=====

Comment: the survey was not very clear about the responses. Minimum service levels, desired service level, and perceived performance. the choices were confusing.

=====

Comment: Overall, very useful & efficient library.

=====

Comment: Library computer labs and computers all need to have the same software as other university computers so that I can work on my project at whichever computer lab I am at. I don't enjoy having to completely redo a project because I can't open a file I worked on in my Comm class because the software at the library is the old version and the version in class is the new one.

=====

Comment: overall, good service. wish sometimes that it was easier to work in some areas, but impossible because of people carrying on, but okay. :D

=====

Comment: the chairs are all broken and make it difficult to concentrate on what i am studying. there is too much noise on the third floor. people do group studies up there and there is no library staff to tell them to move. there arent enough study rooms in the library, there should be rooms with whiteboards and tables so that groups can meet and have some quiet but also not disturb others.

=====

Comment: I like the online articles.

=====

Comment: Very nice place to study, relax, and read inbetween classes and late night study times.

=====

Comment: it needs to be more sanitary.

=====

Comment: I wish that the library was more quiet, because the people who are actually trying to use computers to work suffer from having to listen to loud music from ipods and conversations that are too loud and not academically oriented. The student workers do not instill quiet throughtout areas of the library, and I feel that the library is a hang out spot, and not a place for studying.

=====

Comment: the construction is a nuisance..why start during the semester and not in the summer...

=====

Comment: I believe that the staff in the upper levels should work slightly harder at making sure that those areas are kept silent. It is hard for me to actually find a place on campus that I can study in an almost completely silent place. I know that a few times I have been to the library I have been on the upper two floors (where it is clearly stated as a quiet level) and there has been group discussions going on, or people chatting, which I feel should be done on the first floor.

=====

Comment: could use some more computers and a quieter work environment

=====

Comment: i enjoy the quiet atmosphere

=====

Comment: The library needs to be modernized and inviting.

=====

Comment: Great library, i would like to see more creative study environments though.

=====

Comment: I wish that the hours on Saturdays were a bit longer.

=====

Comment: The library does not have enough resources on the theater and performing arts, and most of what they do have is outdated. It would be great to have more current information available in the library

=====

Comment: I enjoy going to the library to work on my homework in peace... it's a very calming environment and allows me to concentrate easily on my studies.

=====

Comment: I am normally helped in a timely manner when i need help

=====

Comment: the library is very useful for group studying

=====
Comment: Books are very easy to find.

=====
Comment: the website can be confusing at times and sometimes there aren't any computers available when needed and it can be a little frustrating

=====
Comment: Wish there were more room for group studies.

=====
Comment: Everytime I come in to use the computers to work on projects, there are never any available, or those that are available are broken. Also, when using the quiet labs, the noise is never regulated. It's hard to concentrate on papers when people are yelling across the room to each other or playing their Mp3 players so loud that I can make out every word of the song they're listening to.

=====
Comment: love that it is open late =]

=====
Comment: I would suggest maybe having more group study rooms. I also have trouble accessing ebsco host and other programs that I am able to get on campus. Maybe post some information about how to get on ebsco host while you are off-campus.

=====
Comment: I am overall very pleased but there definitely needs to be stricter enforcement of PHONE USE AND RIDICULOUSLY LOUD TALKING when people are trying to study or complete assignments. EVERY TIME I've gone to the library there have been groups of people in quiet areas talking loudly and/or shouting and nothing is ever done about it. I shouldn't have to interrupt my work to go inform someone, this should DEFINITELY be more heavily enforced.

=====
Comment: More library terminals available on upper floors only for the purpose of searching PILOT. I'd like to be able to find related materials without travelling two floors and search for an available computer.

=====

Comment: I find the library to be a very inviting and comfortable place to study and practice group projects.

=====

Comment: I like that you can order books from other libraries, which provides numerous resources for researching.

=====

Comment: i love the many places to study in solitude!

=====

Comment: I enjoy going to the library due to it's excessive comfortable research and study areas.

=====

Comment: KEEP THE LIBRARY CLENER AND QUIETER

=====

Comment: I want the construction to end.

=====

Comment: I believe that the library is doing very well in all of these categories. I am very greatfull to be able to have access to it!

=====

Comment: They have always been helpful when I needed it.

=====

Comment: A very organized place. Has a ton of equipment and reliable information that has helped me on all my assignemtns. I am fortunate to have all of these resources to aid me in my studies. Keep up the good work. I enjoy having the facility.

=====

Comment: I am very happy with the library's performance

=====

Comment: I am very disappointed with the quiet study floors. The library monitors do nothing when a loud group of students come onto the floors. I have stopped going there for some time because of this problem.

=====

Comment: the construction needs to get done

=====

Comment: more acces to journals.. more often than not only the abstract of journal articels is available

=====

Comment: i find the graffiti on the desks distracting.

=====

Comment: Your employees are consistently rude and unhelpful. I find other databases MUCH more useful than anything on the internet. Groups of students often create an atmosphere that it is a space to hang out rather than work, study, and learn.

=====

Comment: A lot of times I go to look up a book because it says its there when I look on Poilet, but its is not where its supposed to be. This is very fusterating. It takes way to long to find a book.

=====

Comment: i really like the quite lounge on the second floor

=====

Comment: i think the library does a very good job with everything..Good Job

=====

Comment: awesome

=====

Comment: Although as a freshman I have not used the library nearly as much as others, I have used it online for my psyc-101 course to access case study documents from my home, which was cool. Online access is important to me, I often encounter scientific journal entries online that require subscriptions in order to access the full articles. I wonder if our university could subscribe to such a site and allow students full access to similar articles?

=====

Comment: They're nice but not all resources are always available (like cameras and certain movies needed for class), making completing an assignment difficult if not impossible.

=====

Comment: it great.....

=====

Comment: I don't like how the second floor that suppose to be a quiet study floor sometimes has people with loud ringtones and listening to their ipods loud. I also don't like how some of the data bases can't be access from home like the video one. Also, ebsco host doesn't always have recent articles. Its tough for me to find articles passed 2005 and recent information is important in psychology. The BIGGEST complaint I have is that I think the library should open at six or seven. I like the computer lab and how many computers are available I also like the small section of books for leisure reading on the first floor.

=====

Comment: Print media is not popular with young people. Put it on a computer and they'll use it.

=====

Comment: I think there should be more isolated group areas for a more quiet environment to help focus and display a professional atmosphere.

=====

Comment: Please Make More affordable food resources available

=====

Comment: The set-up for the library is sort of confusing. I know several people who get turned around and lost in the shelves. While not a major problem, it is sort of problematic.

=====

Comment: it is a very good learning environment

=====

Comment: need to up date the computers a tad... sometimes i can not open up document. Make the resourses more known... i dont understand why construction needed to be done?

=====

Comment: Perhaps bring back the art prints collection

=====

Comment: Whenever a printer is out of order, a sign should also be placed in a visible area around the computers, not just on top of the printer itself

=====

Comment: I find the construction on the library to be a huge hassle, I understand that it needs to be done. What I don't understand is why couldn't it be done over the summer? When there are less students to interrupt?

=====

Comment: I can not stand how slow the computers are. There is no excuse.

=====

Comment: Library is good

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Comment: I love it! I get so much more work done here! I am able to focus and it gives a great meeting spot for group projects and study sessions!

=====

Comment: I think the staff should know more about the library. For example, the one day I needed help finding a book on the third floor, and the monitor told me she had no idea where anything in the library was and to go back downstairs for help.

=====

Comment: i loove the library. I'm gonna go there right now as soon as i get some pizza first!!!

=====

Comment: I generally keep up to date with information via the news. I'm a marketing major with a journalism minor. In addition, the library never has access to the journals or magazines that have the appropriate information for my research into consumer activity.

=====

Comment: There are few up-to-date and relevant resources for Interior Design majors. None of the computers in Stapleton offer any of the programs that Interior Design majors need to complete projects.

=====

Comment: I like java city! The "quiet" computer lab is on the first floor, where that whole big space is not quiet; the second floor is quiet, but the computer lab and that room isn't quiet. Sometimes it's not quiet where it should be. Also, some of the people working throughout the library are never in a good mood, it seems. It's depressing enough that I have to do homework and they don't necessarily help. Also, the "quiet" computer lab fills up rather quickly and if there is a comptuer that's broken it may take a week or so to fix it.

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Comment: We have a wonderful system and it really helps me do better in my classes.

=====

Comment: I think that more books for leisurely reading should be added to the library.

=====

Comment: quite satisfactory.

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Comment: There are two major issues I've had with the libraries. One is the lack of communication (or maybe just lack of knowledge) between Orendorff Music Library and Stapleton. Once, I went back and forth between each library 4 times before anyone was able to locate the material I was looking for. Another concern I have is the limited hours. I understand that funding and employee hours need to be balanced, but the fact that Orendorff is not open on the weekends is extremely inconvenient. I student teach and have needed the library on several occasions. However, between the early closing hours during the week and the lack of any hours on the weekends, I have been seriously limited in my ability to use the library resources. Thanks for your time.

=====

Comment: It was not very smart to start the construction of the new sidewalks during the school year. It was very noisy to study during midterms

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Comment: Overall, I am very pleased with the services offered by the library. I can easily get the information that I need and the library employees are always more than willing to assist me in finding information or answering my questions.

=====

Comment: The library is always very useful and any staff that I have ever communicated with has been very nice and helpful.

=====

Comment: The biggest thing I have an issue with is the construction currently under way in front of the Stapleton Library. It is work that should have been done over the summer while not as many students are around. It is very disrupting to my studying and learning experience.

=====

Comment: good job

=====

Comment: There are not nearly enough computers. Often the computers that are there do not work or are way too outdated. This has remained my biggest complaint.

=====

Comment: I find the library and the staff in it at Northpointe very resourceful and helpful when I need to do research and such.

=====

Comment: The printers don't work sometimes and it's frustrating walking to another floor of the library just to print a paper. Everything else is fine

=====

Comment: I would go there a lot more if people weren't so noisy and disruptive

=====

Comment: The library is great for research, but when using the website, it is very confusing to find resources. The computers are also very slow, I can only get my research online done when I do it from my apartment.

=====

Comment: Library staff is always helpful!

=====

Comment: need more computers/labtops. Also need double side printing; saves cost of paper. I have always found someone that can help me, however sometimes the workers are unaware where information is placed in the library.

=====

Comment: It needs more computers, because there are soo many students.

=====

Comment: The staff is great. Resources could be better.

=====

Comment: these days I primarily use electronic resources. you've done a good job having so many full text journals available. quite a positive change over the past few year.

=====

Comment: I would prefer more areas with computers, where I can work and it is completely quite.

=====

Comment: I love libraries. There needs to be places to go where there are large collections of books and other materials available for any purpose.

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Comment: As a staff member of an off-site, Ph.D. program, the library staff at IUP constantly exceeds my expectations in terms of helping me help my students stay connected. They have gone above and beyond to make sure our Ph.D. students successfully access all of the materials they need. I couldn't be happier with the library staff at IUP - thank you so much!

=====

Comment: I like the study areas, they're very quite and its easy to concentrate and get my work done. I still can't find a place where they have general leisure-time reading books. All I could find were like research books. My experiences with the staff have been very good except there was one person who didn't really understand the question I was asking so it never got answered.

=====

Comment: It would be nice if the online catologs and search engines were available to those off campus during the summer months automaticly to all students. It's hard to access it when you are in a different state and need a reliable search engine for journals and are comfortable with the system.

=====

Comment: I like the library, but it doesn't always help me. I'm not able to find the proper resources anywhere and the computers are always taken up. And it's nearly impossible to get group work done in the library. The pods are amazing, but the little cliques that take them up are really annoying. I can never get a pod to myself. And yes, I did intentionally insinuate that the library reminds me of high school. And that's not good.

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Comment: Well I think the library need more places for groups to work at, and also more computers and printers. Also needs a more relaxing enviroment.

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Comment: Very welcoming! A great place to study with a group or alone.

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Comment: i think it will be best is the library open for 24hours during the weekdays.

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Comment: I have recently been notified of the reason the Library's main entrance has been inaccessible for the last few weeks and why it will continue to be inaccessible for the next few months. I strongly believe that spending \$900,000 on heated granite steps for our library is a complete waste of finances when there are several buildings on campus that have broken heaters, computers, windows, and restrooms. It really frustrates me as a student here at IUP, to see my hard earned tuition money go down the drain so that Dr. Atwater has something pretty to look at and Brag about.

=====

Comment: I realize some of your position. Everytime an employee comes in contact with a student. They must being will to help. For it is a terrifying experience to be "lost" in the pursuit of knowledge. Other than that I find this insitution to be a wonderfull place to learn. Maybe offer a workshop on how to find the right information...

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Comment: The Library does a pretty good job, despite lack of financial resources. It needs to maintain (or increase) the level of staffing so that students get the best assistance possible.

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Comment: Too often students are unable to help. Also, some staff are discourteous. However, other library staff members are outstanding in their efforts to assist with, provide resources.

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Comment: I love being able to access EBSCOHost and other Library resources from home via the IUP VPN. I only ever asked a Librarian for assistance on one occasion and they were extremely helpful. The only problem with the Stapleton Library is the students. The computers in the library are most often being used by students who are on MySpace, Facebook, etc. I understand that not everyone has their own personal computer, and these individuals need somewhere to get on the aforementioned sites. I would say that the Stapleton Library and its employees are fantastic (unlike the student population which annoys me).

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Comment: The length of time videos can be borrowed is inadequate-espeically for those teaching at other campuses

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Comment: If it weren't for the library, honestly I would never get any work done.

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Comment: I am curious as to who's brilliant idea it was to begin a construction project shortly before finals. I highly doubt the responsibility falls upon the faculty of the Stapleton Library but I thought I would let my opinion known none the less. Also, it would be appreciated if more staff were available to control the noise level on the second floor of the library. There are countless times I have had to move to a different section or floor because people are loud on the "quiet" floor.

=====

Comment: I study at the library every day and yes i get my work done but honestly its a very dull place that makes you tired and there are never enough spots to study especially around finals time.

Comment: the library hours need to be 24/7 or at least open 24 hrs during the week and longer hours on weekends.

Comment: I love the library and everytime I go the staff is more than helpful and I am always able to get my work done.

Comment: We need more computers! Every time I go to the library between classes, both the computers downstairs and upstairs are usually filled.

Comment: I find the library very useful and a great aid to getting my work done in between classes as I am a commuter and sometimes need a place to go. The only problem I have is getting an available computer to use. I keep my time on the PC's for professional use only as I know other students need them as well. I think it's rude when I can't get a computer to do my homework and a third of the students on the computers are on Facebook. That is my only complaint, other wise I enjoy the time I spend there and the work I am able to accomplish.

Comment: MORE STUDY ROOMS PLEASE!!! and please keep to your policy of quiet floors, there are always people talking on the second floor

Comment: The library webpage has vastly improved now that it has finally been integrated into the new one, which is a great help. However, I would like to see the online selection of journals and other electronic resources expanded, especially the history journals.

Comment: non of my course subject books are available at Stapleton. Stapleton library should have been able to provide important books to students as some books are only needed by students for only a short period. It is kind of not worth buying expensive books only to be used for a short period.

Comment: - I wish the library would have a stationary store. - Putting air purifiers in the group study room so that we don't need to inhale chalk power from the black board. - Having information on the web about new materials added in the library.

Comment: Decent library

Comment: -In certain locations, not adequate lighting -Not enough electric outlets for computer laptops -I believe the student monitor was a good decision, although allowing students to play extremely loud music through their headphones, in a quiet area when students feel it resembles the same loudness of a student talking.... should be addressed -Need more independent study desks!

Comment: The staff really needs to listen to the questions that are being asked, several times I have gone for research help and they simply show me how to search. I already know how to search and tell them this and do not listen. They just ignore what I'm saying. It makes me very angry that I pay tuition with tons of service charges and the one service that I really need is not really helping me due to the faculty.

Comment: My only issue with our library is that when i go to a staff for a problem, especially the students, i feel as though i am annoying them, and many of them are reluctant to help me.

Comment: The library allows me to be in a quiet enviroment, where i can get my work and reading done in a timely matter.

Comment: I continue to find it thoroughly unacceptable that the Stapleton/Stabley library closes at 5:00pm on Saturdays, 7:00pm on Fridays, and only opens at 1:00pm on Sundays. Is this a university library or what?

Comment: As a faculty member and researcher, the three things I look for in an academic library are: longer/unlimited checkout times and easy renewals for print materials; effective and speedy interlibrary loan linked to departmental document delivery; and a useful web portal for off site usage of all electronic databases. The third item is the only one that IUP comes close to providing, and the upshot is I prefer to use other academic libraries (at a considerable distance from IUP). It is simply ridiculous that faculty and students have the same checkout period. There should be no fines for faculty, and the email alerts about materials should be sent a couple days BEFORE the material is due, not after, when fines are now in play, making it impossible to renew online. There should also be a faculty-priority, one-stop way to do ILL that doesn't involve two separate PALCI searches, and where there is an option to input quickly info about items not in PALCI (I've found plenty, but none have ever appeared for me) for you guys to hunt up out of system/state as needed. I've worked with librarians at state institutions in another state, and I know it can be done. Then I want these items to appear painlessly in my faculty mailbox, not requiring yet another chore--a visit to the library to pick up. What I want as a researcher is to limit the headaches to simply finding out what is important for my research, with the obtaining the easiest part. Right now, there are additional headaches at IUP with the obtaining, so if I can't get it electronically from home/office, I don't usually bother. I'm afraid I've been spoiled by other libraries where I could expect all this, and I never realized until I came to IUP how much their services increased my scholarly growth and productivity.

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Comment: The librarians are amazing at this campus, very friendly and helpful. I can't believe that the college cant provide a copy machine or scanner for the students.

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Comment: I just get so frustrated that EVERY computer is ALWAYS taken

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Comment: One of the things I feel can help the library is to have additional rooms that are strictly quiet, and more places like java city to buy coffee

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Comment: The library is amazing! keep up the good work!

Comment: As a music education major, Orendorff Music Library contains a lot of useful information including music, books, and music lesson plans. The people who work there are very nice and willing to help at any time. Stapleton Library is also very nice as well. Sometimes I find trouble finding things but usually when I ask someone I am able to find it. However, when I went to copy papers at Stapleton that I needed for a class none of the copiers worked. Not one single one. I asked someone for help and they said that the copiers haven't been working for a while. Please consider getting a different brand such as Xerox as Xerox copiers are found other places on campus and always seem to work well.

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Comment: The library website is a little hard to navigate. If you dont know how to use it then its difficult to find information you want.

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Comment: This survey is poorly designed. I am reasonably content with staff and service, and very unhappy with the library's holdings in my discipline. I can't even tell which questions address this distinction sometimes. The questions are too vague.

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Comment: I love the library. It is a great place to get work done and study. It is also a comfortable place to socialize and get a cup of coffee as well. The only thing I would say is to get better chairs - the current chairs are uncomfortable and falling apart.

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Comment: this is a bad survey, the ranking system in the beginning is shitty because I dont even know how to think of some of those questions on a one to ten scale. Also a lot of the books in the library seem a little outdated.

=====

Comment: I have had great success with research assistance from any of the librarians I have had contact with, but on the other hand the students at the monitor stations and also the ones that check out books are NOT very nice at all.

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Comment: Not alot of space at the Punxsutawney campus

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Comment: It would be nice if there was some sort of enforcement to maintain quiet in the library. One of the most frustrating things is when you go to the library to study in a quiet environment and other students come in and talk or listen to loud music.

=====

Comment: I would appreciate more assistance with ordering materials in my field. As is, I receive absolutely no assistance from the library. Most universities provide faculty with access to the expertise of librarians for ordering and follow-up. I have been continually frustrated by the lack of service in this area, and I simply do not have the time or resources to do it myself. Also, I have many years of journal back issues in my office that I would gladly donate to the library, and these are journals that the library does not own. But I hesitate to donate them because I don't feel assured that they would actually end up on the shelf.

=====

Comment: The library needs to be open 24 hours and NEEDS more computers!!!!!!

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Comment: I'm really happy with the library and I find it a nice place to go and study or to work on group projects.

=====

Comment: most of the people who work at the library are very friendly and helpful. While the employees are great the lack of group study rooms is something I feel needs to be addressed. Also two weeks ago I was in Stabley studying for an exam, there were monitors in the room and a group of young men came into Stabley with buckets of KFC bottles of soda and bags of chips, I am speaking in the plural here. Not only did they have a feast and nothing was done about it but they were extremely loud and played music too. The "security" monitors seriously left the room and did not come back or do a thing about the situation. It was not a good studying environment for anyone in the room, how could it be? I think the noise that certain that some gatherings cause in the library definitely needs to be controlled. While I do understand there are quiet sections the building I prefer to study with a little noise but when people are yelling and carrying on that is an entirely different story.

=====

Comment: Library books for doctoral students should be allowed to be taken out for a longer time. I spend much of my time returning to the library to renew items I need for my dissertation. I end up having to buy some of these items and they are costly.

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Comment: It would be wonderful to see an expansion of the availability of printed arts materials. specifically art history books and contemporary arts magazines/journals.

=====

Comment: The library needs to enforce the no talking rule in the computer labs that are suppose to be QUIET labs! I try to get work down in there all the time yet the library monitor who is a student doesn't take their duty seriously! This needs to change.

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Comment: There never seems to be enough computers or outlets for laptops.

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Comment: Its difficult to find comfortable, individual, quiet places to study. Most of the chairs are horrible--they desperately need to be replaced because they're so uncomfortable which only inhibits productive studying.

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Comment: Good on-line reference pages, e journals, ect for research.

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Comment: i wish that undergraduates were allowed to use the individual rooms.

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Comment: I love working in libray, but sometimes there's too much noise.

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Comment: I have been very pleased by the support of IUP Library faculty. Any concerns about service support are with the workstudy students. Inadequate funding to provide updates in my field is also a major problem.

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Comment: It can get a little loud in the Ordendorff Music Library. It is usually a place where music majors choose to hang out, and rarely is it a place I could go to study. However, Stapleton has always been my preferred choice because of the upstairs, where it is extremely quiet.

=====

Comment: hope the construction site gets done quickly...

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Comment: I find the library to be very useful and a vital part of this univeristy.

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Comment: Great Online resources. I just found out about the online full text books. This has helped.... quite a bit!!

=====

Comment: The librarians are a big help when you ask them. Sometimes, i think its a frat, a bunch of kids come to the second floor at like 7 at night while im peacefully studying and they make a bunch of noise and make everyone there mad.

=====

Comment: It's pretty good but the books that I generally need is not available.

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Comment: I am extremely pleased with the library services overall. I do have one problem and here's my chance to tell it: there needs to be a more clearly defined hierarchy for assigning carrels on the 2nd and 3rd floors. A doctoral student who has completed 12 credits towards their dissertation is NOT the same as one who has completed none and just wants the room for his/herself. It seems that the "first come/ first served" mentality could exclude those who need the carrels more than others. Please consider this. Maybe students could print out their transcripts/schedules to submit along with paper work for the carrels. Thank you.

=====

Comment: I am an interior design major. I would love to see the library offer the AutoCAD program on its computers so that students like myself would be able to work on projects in the library on campus.

=====

Comment: Library in general is a very reliable place for studying/accomplishing work. However, I feel more could be done to keep control of noise/disturbances (especially on the main floor)

=====

Comment: Move the writing center to the library. This would be very useful with utilizing the center and efficence of students time. A one stop shop for research,copyright,information and geting better papers done. This would encourage more use of the center and help with students papers in research.

Comment: I find the amount that is being spent to upgrade the Stapleton Library to be ridiculous. That money could have been used for far greater purposes than the outside vanity of the library.

Comment: The Stapleton Library needs additional computers

Comment: One thing that really bothers me is that people talk on their cell phones in the library. They think they are being quiet but really the are just annoying people and making others listen to their conversation when they are trying to study. However, I do not mind text-ing, for the most part people, myself included, have their phone on silent so text-ing does not bother anybody; just talking on the phone is annoying. I would like a section designated for talking on the phone or the person should get up and leave while they are on the phone.

Comment: I think you should put up signs telling people that they shouldn't be using library computers for extended periods of time when they're only using them for facebook and other similar applications. It's very annoying when you need a computer and half of them are occupied by people who are just checking their statuses and such. Please just put up signs requesting people use them for school work.

Comment: I'm never really sure where to find books and when I need help no one seems to be able to give my any. Some of the workers dont know where to send me when I have questions and they normally send me to the wrong part of the library. Not to mention the very inconveniant construction that is going on around the library, which should have gone of over the summer when no so many students are here.

Comment: Google is easier to use than Ebsco Host, etc. I go to Google first and then to the other IUP databases only if I need to. There have been instances where I was unable to obtain a source. Not sure what my options are if I can't get what I really need. Could use some help finding Government Reports, etc. Thank you for asking. We could really use a university library at Dixon University for studying, etc. I have to hopscotch around local libraries. With funding cuts, this has become increasingly difficult. I greatly appreciate all the electronic copies and the quantity that I have been able to request. When I have needed library assistance (rare) staff have been very helpful.

=====

Comment: I felt more space is needed in the library, and more laptops.

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Comment: The people who work there are great. The chairs need to be replaced...the stairs worked fine but the chairs are old and sunken in. And the armchairs are cheap and the cushions slide around. Not comfortable for long study sessions.

=====

Comment: it's cool - but this survey was not user friendly

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Comment: My previous university allowed us to reserve and check out books over the phone and then sent them to us on campus by campus mail. That was extremely convenient and I have missed this service at IUP.

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Comment: Any time I have gone to the library for research information I have found many resources available to me. Only one time within past 6-8 months was I not able to find research and that was on Otitis externa. There was one book and it was printed out of Canada. I rank the IUP library as being superior and I am thankful it is within driving distance.

=====

Comment: the library is very helpful.

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Comment: I feel that all freshmen should take LIBR 151 because I am learning new things about the library now, and I'm a senior that has been using it for four years.

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Comment: Some of the computers (second and third floors) that are by themselves or in small (not the lab) need updated. They take forever to load and sometimes crash.

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Comment: Please update the computers. Update the chairs, they are very uncomfortable and a lot of the seats are caving in. Thank you.

=====
Comment: Please increase PDFs on electronic databases. Also, please extend Java City hours and help (they seem understaffed when it is busy). I like the caffeine available when I work. Also, please crack down on quiet levels in the library. Many students 'play' loudly or are on the phone when they should be quiet and working. This makes it hard to study or focus. I would like the library to be a VERY quiet space.

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Comment: Northpointe Librarians are extremely helpful.

=====
Comment: monitors are very rude

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Comment: The most annoying thing about the library, to me, is the printing situation. I wish there was a machine there to either pay with a credit card to print OR a machine that will fill the chip on my icard from a credit card. This has been a huge dilemma for me on numerous occasions.

=====
Comment: Java City and the library need to offer more food services (hot food) because in the winter it is much easier to go to the library to study and having hot food in the building would be much easier for students. I also think that we do not need a granite entrance or court yard type area, what a waste of money. I can understand the old wooden bench tops being replaced and a new PNC ATM but not granite everywhere. We have no good parking for access to the library, it is a huge drawback to someone that commutes. If it is between leaving home/ work/ a dorm to study in the library and use the books and other tools and staying in; most people would stay in because there is not a lot of seating in the talking area, no close parking, and it is just not comfortable when resources can be used online. I never feel that anyone is checking out the majority of the books we have and no one ever goes into the "stacks" or uses the old card catalog. I also think that campus needs to improve it's lighting on the walk ways and paint

appropriate crosswalk lines to remind drivers on any campus road that crosswalks are for safety. On a final note, PLEASE clean and sanitize the keyboards and clean the dust/ lint from the desks. I think that the library could be a lot cleaner than it is, although; some students do cause more of mess than general wear and tear.

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Comment: Build a New Library. time fora change

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Comment: Great

=====

Comment: The library helps me stay focused and get my work done and the people working at the library know how to help me when it is needed.

=====

Comment: don't really use it that much

=====

Comment: very nice set up but some users take up the computers for more recreational use than homework use

=====

Comment: More quiet study areas with comforatble seating would be appreciated. :) Otherwise, i enjoy studying at the library. I like that Java City is located inside as well.

=====

Comment: The construction outside the library offers quite a disadvantge during poor weather conditions.

=====

Comment: The most frustrating problem that I have encountered using Stapleton Library is looking for a book that is "not checked out," and finding that it is not in the appropriate spot. Find books in the wrong place in the stacks is, of course, a related problem.

=====

Comment: I understand that the library wasn't just recently built, but in this day and age, personal computers are a necessity more than anything. Is there any possible way to have more wall plugs to make it easier for me to find a personal desk close to a wall plug to use my laptop??

=====
Comment: This year in particular, I am very displeased with the noise level on the quiet floors. There is absolutely no excuse for the tolerance of people chattering and talking in a common voice on the second and third floors. They are called quiet floors for a reason and they now are not. I no longer study in the library for this reason. I also know a lot of other people that do not go anymore for this same reason.

=====
Comment: I do not like when I am on the Ground Floor of the library and can rarely receive cell phone reception.

=====
Comment: As a doctoral student, I'm on campus some Fridays and Saturdays. My Saturday class concludes at either 1:30pm or 7pm. The library closes at 5pm. Perhaps the library could stay open later on specific Saturdays.

=====
Comment: The group study rooms are great... but there are never any open!!!

=====
Comment: There could be more outlets for plugging in computers

=====
Comment: I like the library and use it frequently but the few changes I would have is try to space out the desk a little bit more, because sometimes I feel too close to the aisles of books. Also, is there a way to get new chairs. I know you guys repainted and carpeted it looks nice, but I rather have new chairs than that tv you guys put in there on the ground floor.

=====
Comment: The library has been helpful for the study hours I have had to do.

=====
Comment: Great mix of wise men, kind women, cool dudes and hot chicks working at Stapleton. Everyone always seems ready and willing to assist students who need help.

=====
Comment: The online database of information is useful.

=====
Comment: The overall services and resources at the stapleton library are fantastic, but some of the individuals at the information desks can be snippy if you need something.

=====
Comment: The website is terrible! I've brought this up before. Why isn't the circulation desk's phone number front and center on the home page? Why aren't notices for overdue books sent out in a timely fashion? My neighborhood library does a much better job. Why aren't books I return marked as such, requiring me to go to the library only to be told that when a student worker goes and finds them on the shelf, then the "lost book" designation will be removed? Why, when someone's property is stolen from a LOCKED study carrel such as my laptop and other items were, did they ask, "Was it our computer?" before asking me any other question. Why hasn't some security measure -- as simple as chickenwire on top of the study carrels -- been installed to thwart theft? You all know that people have complained about this for years. Why aren't the hours on weekends set up to accommodate students who can't get to the library at all hours of the night because they may work or have families but can get to the library at 8 a.m. on a Saturday or Sunday? This library is in the business of making money from fines and accommodating undergraduate schedules only. I warn all my doctoral/graduate student friends of this -- you can get better accommodations at other university's libraries or online.

=====
Comment: I thoroughly enjoy the second level and having it as a quiet level. It helps me concentrate very well opposed to the basement and other levels throughout the library

=====
Comment: The librarians are always VERY helpful, but a lot of the book sources in the library can be very archaic. Also, I do not feel that the library is a great place to do group work, so I would like to see some improvement in that respect.

=====
Comment: I believe and would suggest that it is important for the library to enable all library PCs and Laptops to be usable for all academic assignments. By that I mean enable active X controls and other plugins for online assignments.

=====

Comment: more computers should be available for student use.

Comment: AT THE PRESENT MOMENT: I am in dire need to USE A PROGRAM CALLED: Adobe Fireworks CS54 Yet we ONLY have 4 Computers that Contain the program! theirfore the computers are all obviously filled up! this happens every night! This schools priorites are so out of line! I am writing to the newspaper of indiana! I do not understand why they CARE so much about THE OUTSIDE of the LIBRARY! when what really matters is whats INSIDE! and their is only a total of 28 COMPUTERS downstairs and only 4 COMPUTERS up stairs... which totals about 32-35 computers in this entire library! A LITTTTLE PROBLEM WITH THAT NUMBER!!!! 14,000 students - 35 computers = about 13,950 students that are needing a computer. Un-Believable!? well believe it! Recieve it! and maybe we will Achieve it! do something

Comment: no late hours on Saturdays for Graduate students having class until 4pm

Comment: Hours for Orendorff Music Library are not accommodating to part-time, commuter students. With a daytime job and an hour and a half commute, evening hours are not condusive. Weekend hours such as Saturday morning/afternoon or Sunday afternoon would greatly help the part-time commuter student.

Comment: The library staff at Stapleton are always courteous and helpful. I use libraries often, and will miss the staff here at Stapleton once I graduate.

Comment: There should be someone available at the library to help when people are having problems logging on to the IUP network through their laptops. Sometimes it is unclear via the online catalog if something is in special collections or in regular circulation. The staff & professionals at the library are EXTREMELY helpful and always take the time necessary to assist to the best of their ability.

Comment: I feel like a lot of the books in the Library are out of date, and, from my perspective, it seems that IUP is spending more money on cosmetic work than on updating the book collection. I would rather see nicer computers and a more up-to-date collection of books than a new set of stairs, for example.

Comment: some people are loud. It is nicely organized and fairly easy to locate things and i love the cookies and cream javalanch

Comment: need more computers

Comment: Overall great facility and service however I can not believe the lack of hours on the weekends for this university! No other institution I have visited or attended has so FEW hours for the students!

Comment: extremly hard to find books, an employee shouldnt have to go look for me, it shoud be easy to understand how i can find the book on my own!

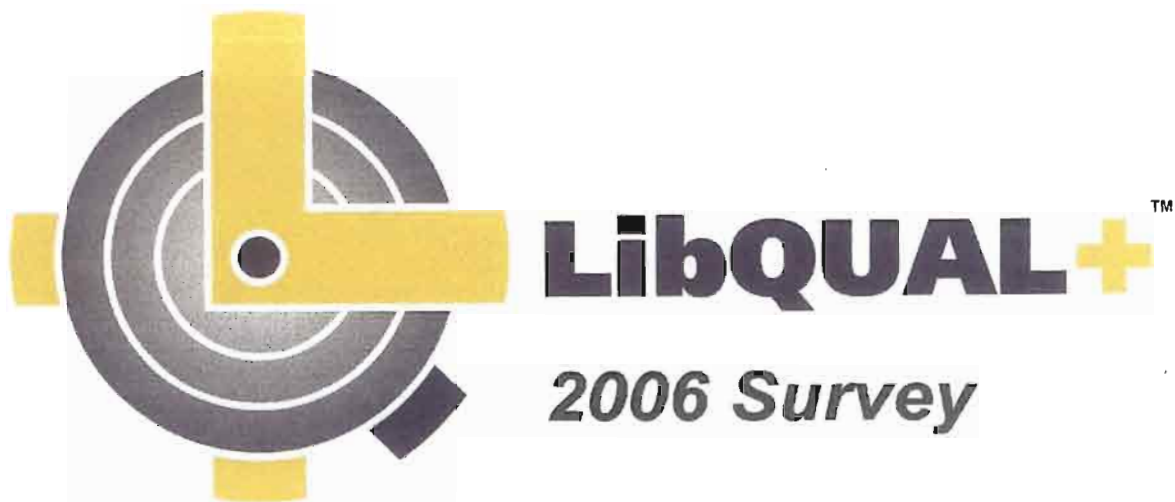
Comment: Overall the library staff is very helpful. The biggest problem I've seen recently at the library was the computers for accessing the catalog or way too slow. I think most of the stand alone computer stations badly need to be upgraded. A student and I both waited for 15 minutes trying to use 2 computers and finally gave up. This was on the 2nd floor near the stairs. Otherwise, I'm quite happy with the library, but computer upgrades are a must. Thanks!

Comment: Keep the damn noise down in the library!!!!!!!!!!!!!!!!!!!!

Comment: The overall quality of Stapleton is very good. Although, I live off-campus and frequently have difficulty accessing the materials that I require remotely. This is usually due to server errors/servers being down, as well as other quirks in the electronic system. This can create significant difficulties/problems for someone like myself who lives almost an hour away from campus, especially when you need to access various materials for an assignment that is due the next day.

Appendices: Planning and Assessment

LibQUAL Survey Summary 2006 and
Qualitative Response Analysis



Indiana University of Pennsylvania

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2 Demographic Summary for Indiana University of Pennsylvania

2.1 Respondents by User Group

User Group	Respondent n	Respondent %
Undergraduate		
First year	95	11.95%
Second year	88	11.07%
Third year	112	14.09%
Fourth year	144	18.11%
Fifth year and above	50	6.29%
Non-degree	2	0.25%
Sub Total:	491	61.76%
Graduate		
Masters	69	8.68%
Doctoral	51	6.42%
Non-degree or Undecided	2	0.25%
Sub Total:	122	15.35%
Faculty		
Adjunct Faculty	7	0.88%
Assistant Professor	40	5.03%
Associate Professor	39	4.91%
Lecturer	0	0.00%
Professor	44	5.53%
Other Academic Status	5	0.63%
Sub Total:	135	16.98%
Library Staff		
Administrator	0	0.00%
Manager, Head of Unit	0	0.00%
Public Services	2	0.25%
Systems	0	0.00%
Technical Services	2	0.25%
Other	4	0.50%
Sub Total:	8	1.01%
Staff		
Research Staff	0	0.00%
Other staff positions	39	4.91%
Sub Total:	39	4.91%
Total:	795	100.00%

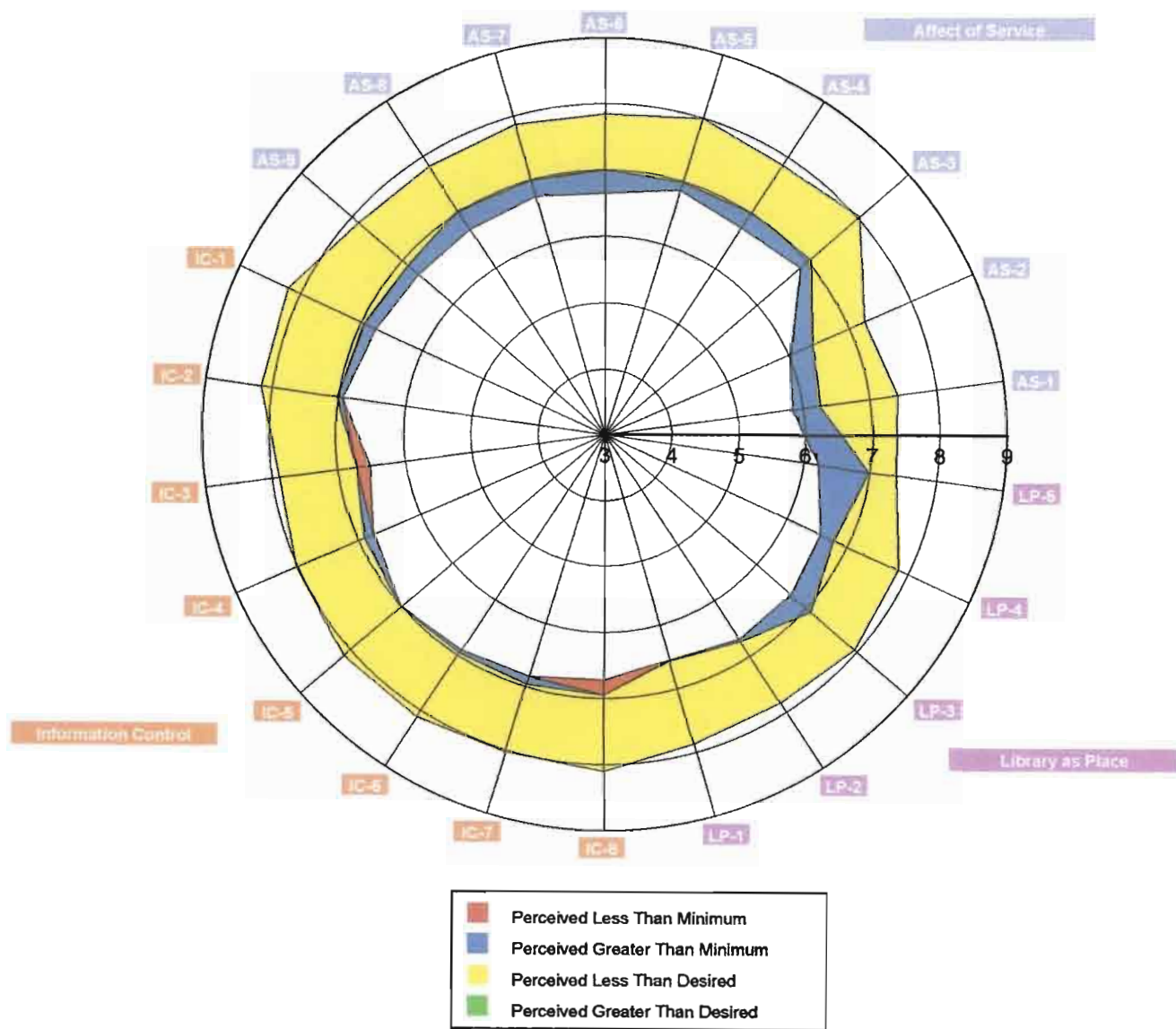
3 Survey Item Summary for Indiana University of Pennsylvania

3.1 Core Questions Summary

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

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

The two following tables show mean scores and standard deviations for each question, where n is the number of respondents for each particular question. (For a more detailed explanation of the headings, see the Introduction to this notebook.)



ID	Question Text	Minimum Mean	Desired Mean	Perceived Mean	Adequacy Mean	Superiority Mean	n
Affect of Service							
AS-1	Employees who instill confidence in users	5.84	7.41	6.25	0.41	-1.17	743
AS-2	Giving users individual attention	6.04	7.24	6.40	0.35	-0.85	743
AS-3	Employees who are consistently courteous	6.87	8.04	7.06	0.20	-0.97	771
AS-4	Readiness to respond to users' questions	6.73	7.86	7.01	0.28	-0.85	735
AS-5	Employees who have the knowledge to answer user questions	6.86	8.00	6.99	0.13	-1.01	750
AS-6	Employees who deal with users in a caring fashion	6.66	7.85	7.01	0.35	-0.84	750
AS-7	Employees who understand the needs of their users	6.74	7.87	7.00	0.26	-0.87	738
AS-8	Willingness to help users	6.69	7.83	7.03	0.34	-0.80	742
AS-9	Dependability in handling users' service problems	6.68	7.87	6.89	0.20	-0.98	679
Information Control							
IC-1	Making electronic resources accessible from my home or office	6.76	8.20	6.95	0.19	-1.25	767
IC-2	A library Web site enabling me to locate information on my own	6.94	8.17	7.03	0.09	-1.14	774
IC-3	The printed library materials I need for my work	6.73	7.89	6.53	-0.20	-1.36	716
IC-4	The electronic information resources I need	6.76	8.02	6.91	0.15	-1.11	758
IC-5	Modern equipment that lets me easily access needed information	7.00	8.13	7.01	0.00	-1.12	765
IC-6	Easy-to-use access tools that allow me to find things on my own	6.90	8.12	6.95	0.05	-1.16	756
IC-7	Making information easily accessible for independent use	6.84	8.03	6.96	0.12	-1.07	756
IC-8	Print and/or electronic journal collections I require for my work	6.95	8.10	6.72	-0.23	-1.39	705
Library as Place							
LP-1	Library space that inspires study and learning	6.54	7.87	6.56	0.02	-1.31	770
LP-2	Quiet space for individual activities	6.69	7.84	6.73	0.03	-1.11	746
LP-3	A comfortable and inviting location	6.69	7.95	7.09	0.40	-0.85	769
LP-4	A getaway for study, learning, or research	6.55	7.85	6.77	0.22	-1.07	754
LP-5	Community space for group learning and group study	6.23	7.40	6.99	0.76	-0.41	689
Overall:		6.67	7.90	6.85	0.18	-1.04	787

3.3 Local Questions Summary

This table shows mean scores for each of the local questions added by the individual library or consortium, where n is the number of respondents for each particular question. (For a more detailed explanation of the headings, see the Introduction to this notebook.)

Question Text	Minimum Mean	Desired Mean	Perceived Mean	Adequacy Mean	Superiority Mean	n
Availability of online help when using my library's electronic resources	6.25	7.63	6.36	0.12	-1.26	688
Teaching me how to access, evaluate, and use information	6.26	7.50	6.68	0.42	-0.81	711
Library orientations / instruction sessions	5.80	6.94	6.60	0.81	-0.33	621
Efficient interlibrary loan / document delivery	6.78	7.88	7.12	0.34	-0.76	578
The library collection provides information resources reflecting diverse points of view	6.57	7.69	6.84	0.27	-0.85	679

This table displays standard deviations for each of the local questions added by the individual library or consortium, where n is the number of respondents for each particular question. (For a more detailed explanation of the headings, see the Introduction to this notebook.)

Question Text	Minimum SD	Desired SD	Perceived SD	Adequacy SD	Superiority SD	n
Availability of online help when using my library's electronic resources	1.79	1.51	1.84	2.02	2.00	688
Teaching me how to access, evaluate, and use information	1.92	1.74	1.81	2.12	2.07	711
Library orientations / instruction sessions	2.23	2.05	2.09	2.31	2.25	621
Efficient interlibrary loan / document delivery	1.82	1.42	1.67	2.06	1.80	578
The library collection provides information resources reflecting diverse points of view	1.80	1.55	1.70	2.03	1.91	679

Language: American English

Institution Type: College or University

Consortium: Keystone Library Network

User Group: All (Excluding Library Staff)

3.4 General Satisfaction Questions Summary

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

Satisfaction Question	Mean	SD	n
In general, I am satisfied with the way in which I am treated at the library.	7.06	1.75	787
In general, I am satisfied with library support for my learning, research, and/or teaching needs.	6.62	1.84	787
How would you rate the overall quality of the service provided by the library?	6.85	1.53	787

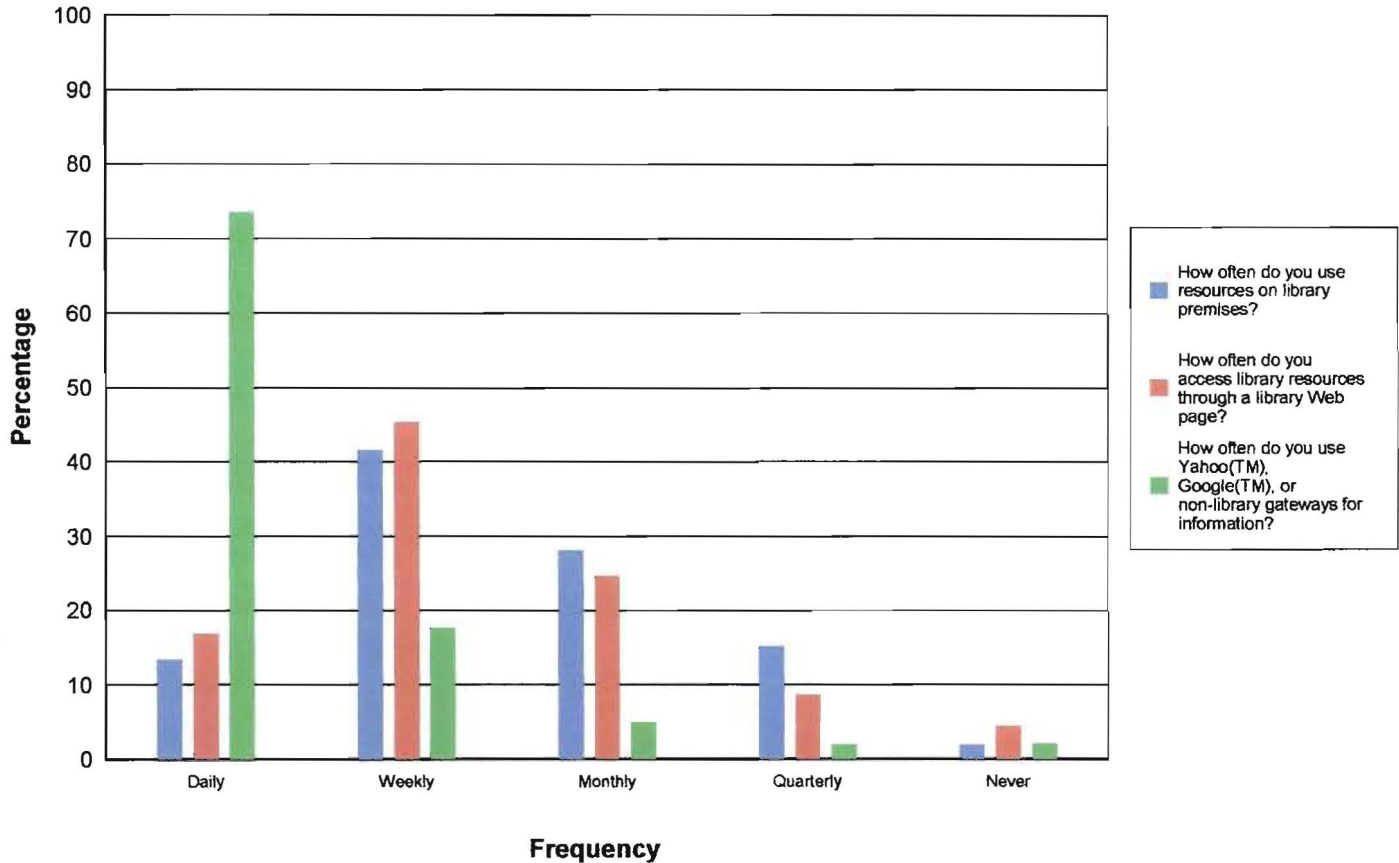
3.5 Information Literacy Outcomes Questions Summary

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

Information Literacy Outcomes Questions	Mean	SD	n
The library helps me stay abreast of developments in my field(s) of interest.	5.76	1.90	787
The library aids my advancement in my academic discipline.	6.30	1.90	787
The library enables me to be more efficient in my academic pursuits.	6.56	1.86	787
The library helps me distinguish between trustworthy and untrustworthy information.	5.98	1.90	787
The library provides me with the information skills I need in my work or study.	6.32	1.80	787

3.6 Library Use Summary

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



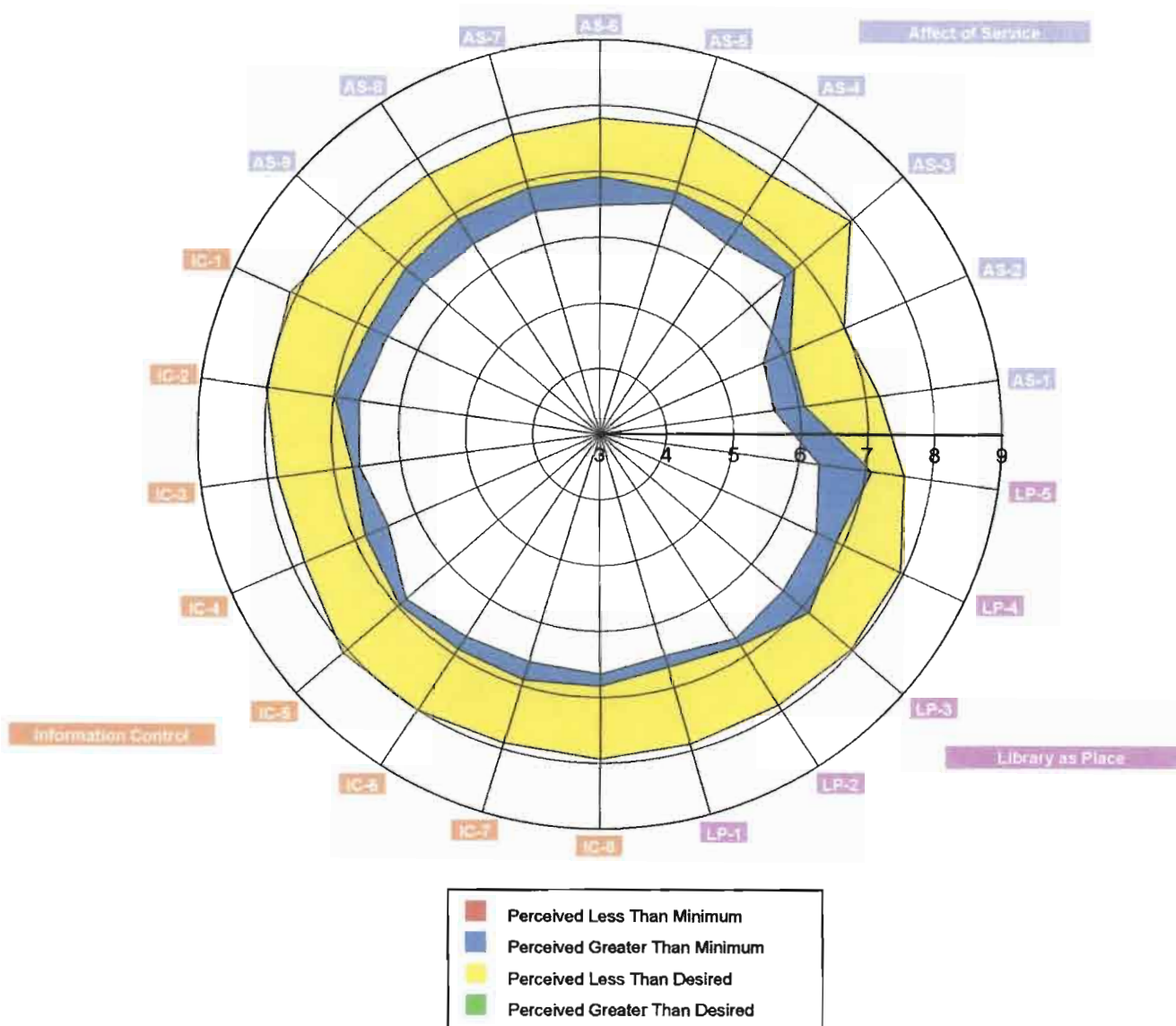
	Daily	Weekly	Monthly	Quarterly	Never	n / %
How often do you use resources on library premises?	105 13.34%	327 41.55%	221 28.08%	119 15.12%	15 1.91%	787 100.00%
How often do you access library resources through a library Web page?	133 16.90%	357 45.36%	194 24.65%	68 8.64%	35 4.45%	787 100.00%
How often do you use Yahoo(TM), Google(TM), or non-library gateways for information?	579 73.57%	138 17.53%	39 4.96%	15 1.91%	16 2.03%	787 100.00%

4.2 Core Questions Summary for Undergraduate

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

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

The two following tables show mean scores and standard deviations for each question, where n is the number of respondents for each particular question. (For a more detailed explanation of the headings, see the Introduction to this notebook.)

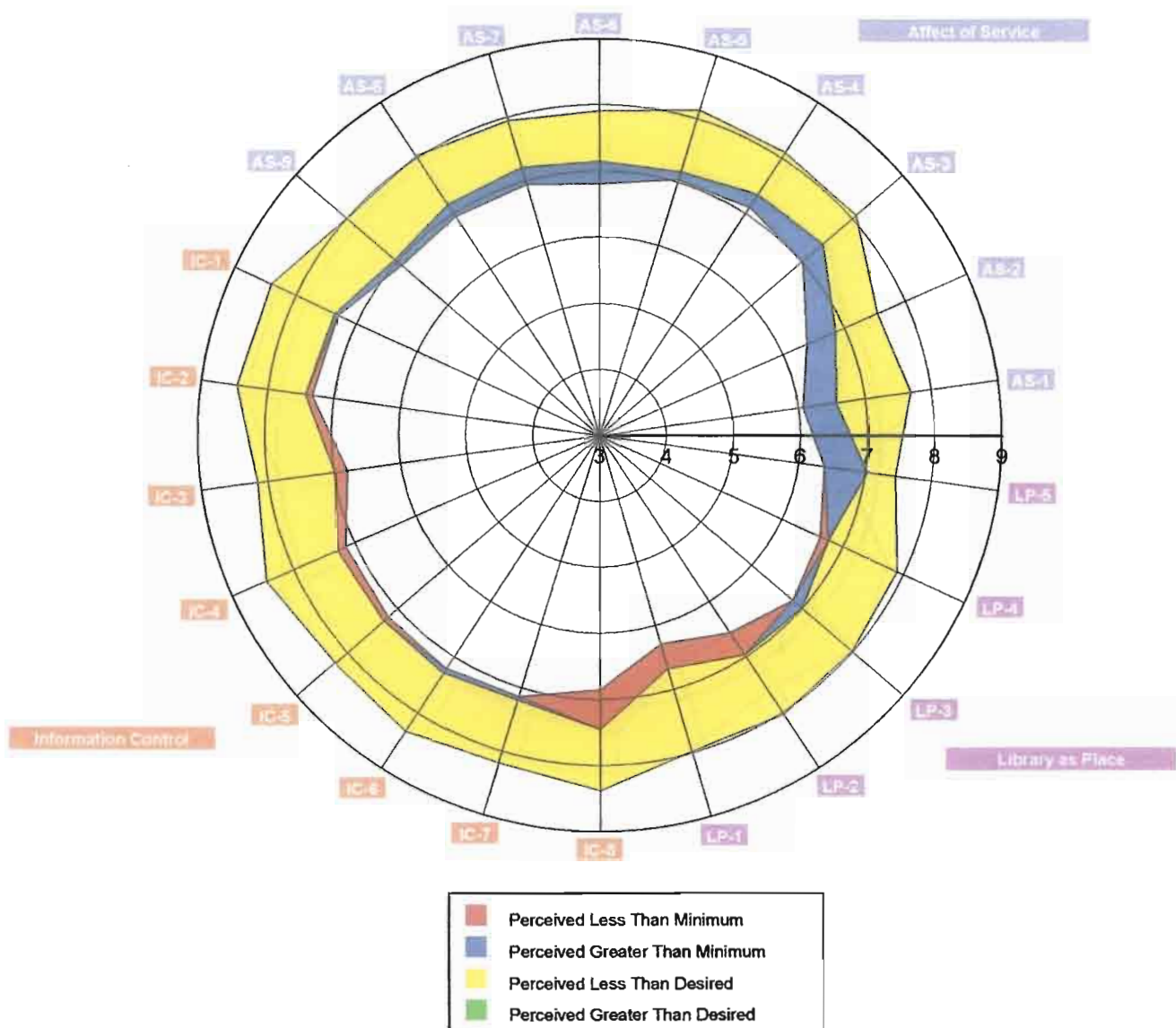


5.2 Core Questions Summary for Graduate

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

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

The two following tables show mean scores and standard deviations for each question, where n is the number of respondents for each particular question. (For a more detailed explanation of the headings, see the Introduction to this notebook.)

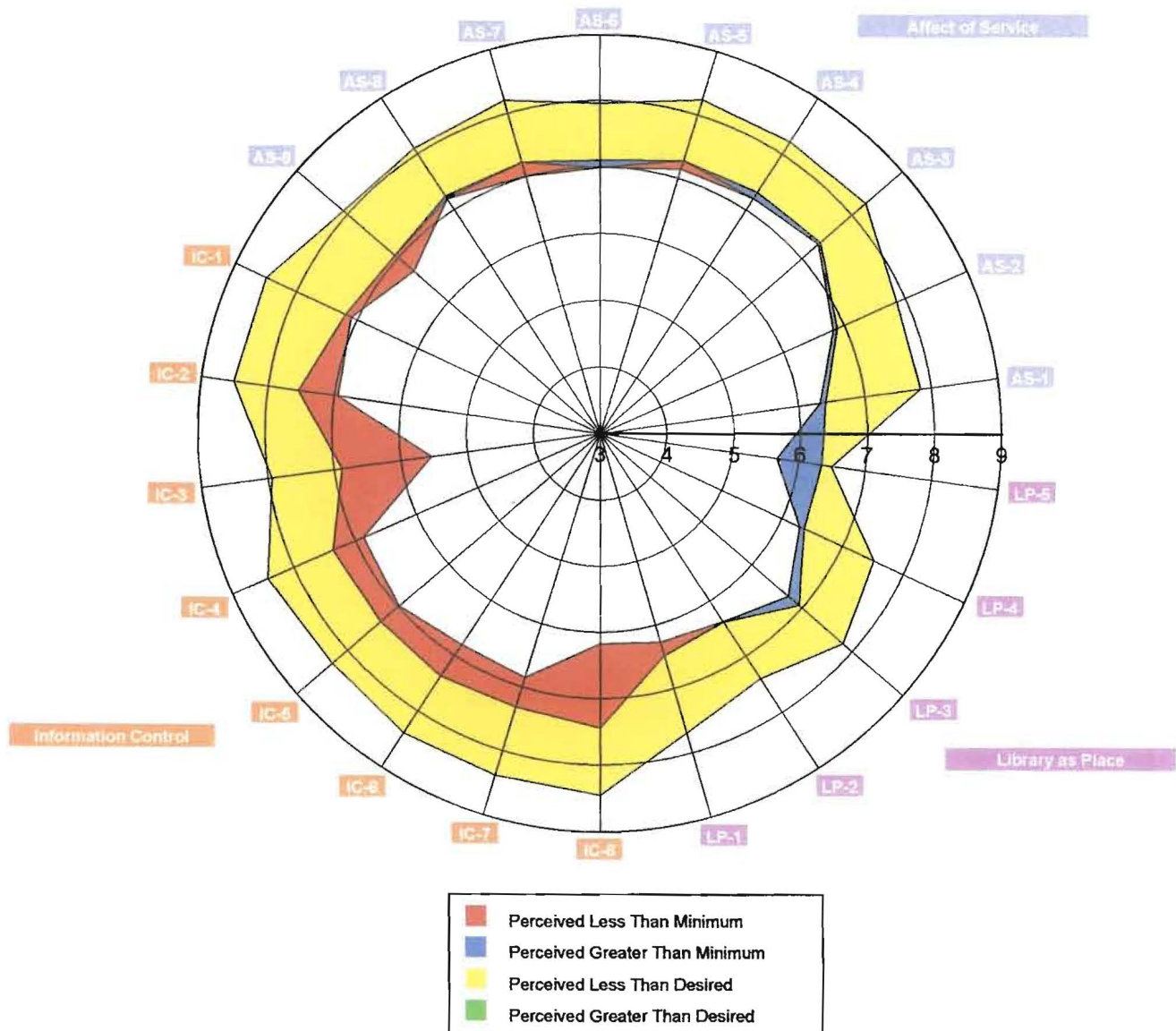


6.2 Core Questions Summary for Faculty

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

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

The two following tables show mean scores and standard deviations for each question, where n is the number of respondents for each particular question. (For a more detailed explanation of the headings, see the Introduction to this notebook.)



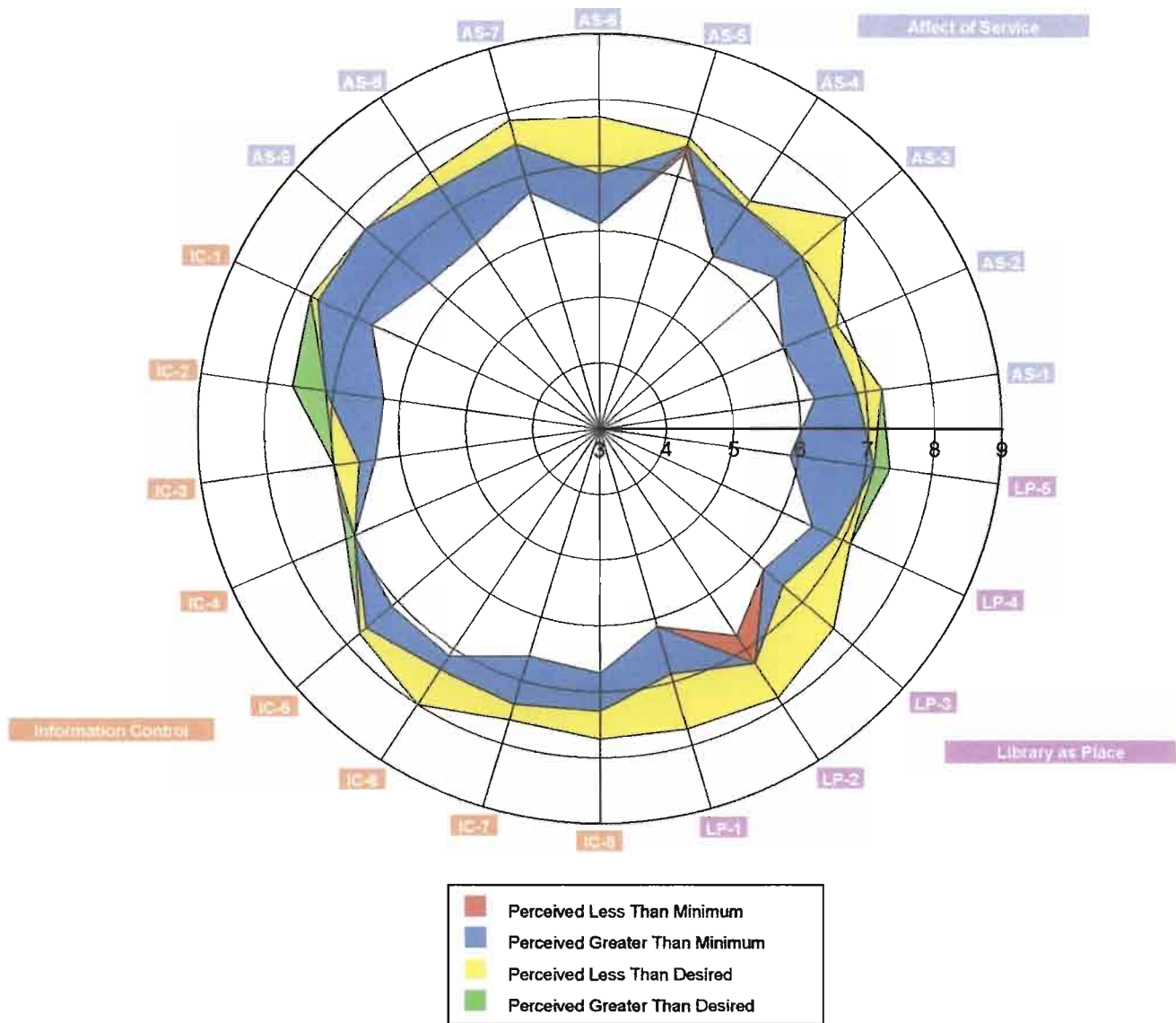
Language:	American English
Institution Type:	College or University
Consortium:	Keystone Library Network
User Group:	Faculty

7.2 Core Questions Summary for Library Staff

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

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

The two following tables show mean scores and standard deviations for each question, where n is the number of respondents for each particular question. (For a more detailed explanation of the headings, see the Introduction to this notebook.)

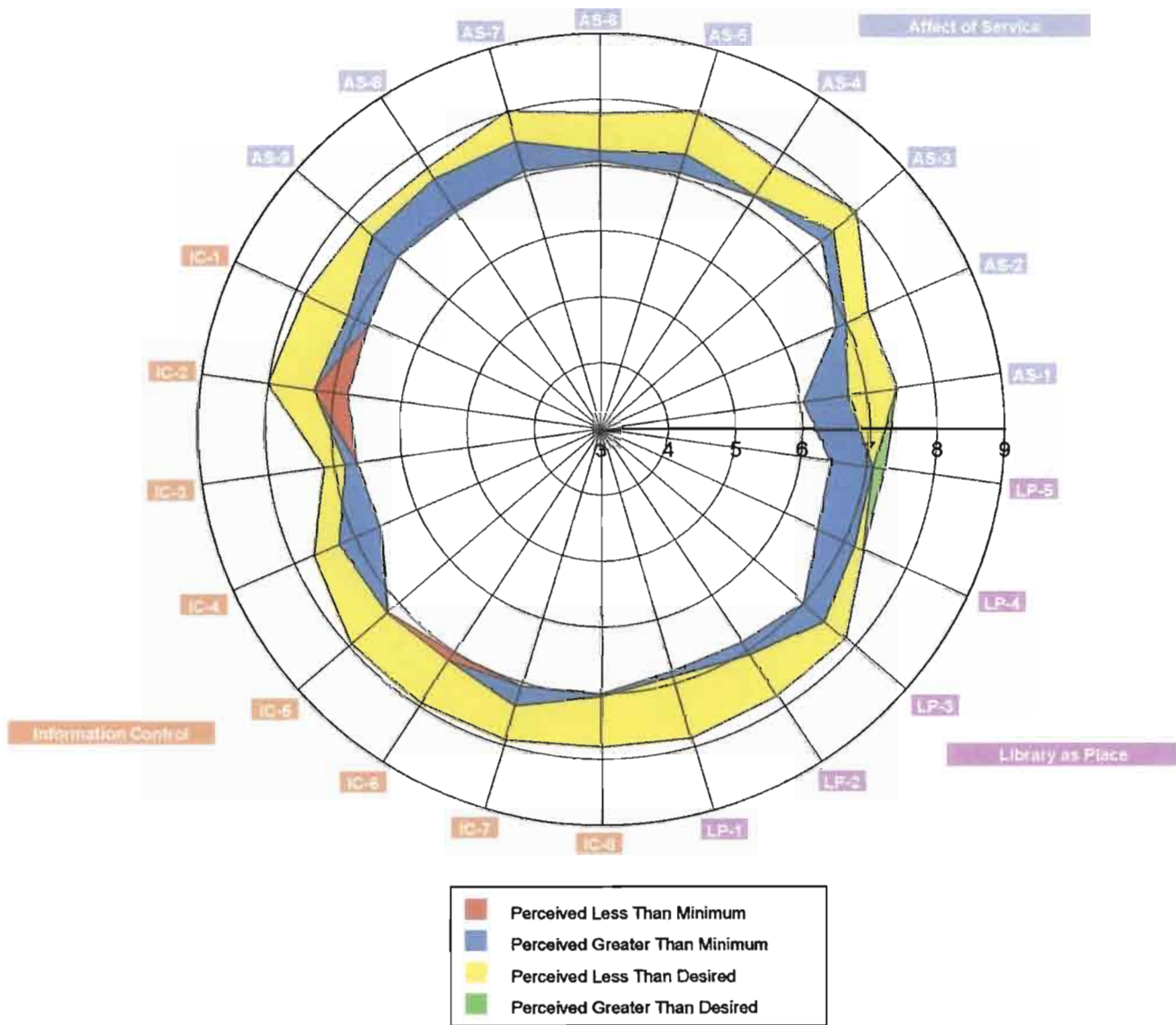


8.2 Core Questions Summary for Staff

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

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

The two following tables show mean scores and standard deviations for each question, where n is the number of respondents for each particular question. (For a more detailed explanation of the headings, see the Introduction to this notebook.)



Language: American English
 Institution Type: College or University
 Consortium: Keystone Library Network
 Staff

Indiana University of Pennsylvania LibQUAL+

Qualitative Response Analysis

Fall 2006 Survey

Nadene A. L'Amoreaux, Ph.D.

Associate Professor

Department of Counseling

Indiana University of Pennsylvania

In fall 2006, the Indiana University of Pennsylvania library invited the university community to participate in the LibQUAL+ survey. The purpose of the survey is to assist libraries in soliciting and understanding user opinions about the quality of services provided by the library. The 22- item survey measures perceptions related to quality of services along three dimensions of *service affect, the library as place* and *information control*. Of the participants in the fall 2006 survey, 327 provided comments in the open ended comment box which is intended to offer remarks or suggests about features of the library. While the reader is cautioned with respect to the limited ability to generalize data of qualitative nature, the data and conclusions can be used to understand the respondents' experiences at the time of the survey which may or may not be indicative of the experiences of the larger population of library users. This report contains an analysis of the respondent comments provided by survey participants during the fall 2006 administration of the survey.

Undergraduate students comprised the largest group to take the survey and to provide open ended comments, followed by faculty and graduate students respectively.

Table 1: Respondents by User Group

User Group	LibQUAL+ Survey	Open-ended box only
Undergraduate	61.67%	59.33%
Graduate	15.35%	17.74%
Faculty	16.98%	19.0%
Library staff	1.01%	0.61%
Staff	4.91%	3.06%

Of the 21 curricular areas represented by respondents, Business Management, Education, English, Health Professions and those identified in the "Other" category, comprised approximately 58% of the written survey responses.

Table 2: Respondents by Discipline

User Group	LibQUAL+ Survey	Open-ended box only
Biological Sciences	2.54%	3.06%
Business/Management	10.96%	9.17%
Communication/Journalism	4.41%	2.75%
Computer/Information Science	1.74%	0.92%
Criminal Justice	6.02%	5.20%
Education	17.78%	14.68%
English	9.76%	12.84%
Environmental Sciences	0.80%	1.22%
Foreign Languages	1.47%	2.14%
Health Professions and Sciences	10.70%	11.01%
History	2.94%	3.36%
Liberal Arts/Liberal Studies	0.94%	1.83%
Library Science	0.53%	0.31%
Mathematics	1.47%	0.92%
Other	6.15%	10.09%
Parks/Recreation	0.53%	0.61%
Performing & Fine Arts	3.07%	3.36%
Physical Sciences	1.74%	1.22%
Psychology	6.28%	5.20%
Social Sciences	8.42%	8.87%
Undecided	1.74%	1.22%

Slight differences exist between the number of respondents by age and the number of open ended comments provided. As might be expected, those who responded in the 18-22 year old user group were more likely to be undergraduate students, and those who responded in the 46-65, and over 65 years old user groups were more likely to be faculty or staff members.

Table 3: Respondent Profile by Age

User Group	LibQUAL+ Survey	Open-ended box only
Under 18	0.64%	0.61%
18-22	53.62%	50.15%
23-30	15.63%	16.51%
31-45	15.12%	15.90%

User Group	LibQUAL+ Survey	Open-ended box only
46-65	14.74%	16.51%
Over 65	0.25%	0.31%

Slightly more than two-thirds of the respondents to both the survey and open-ended comments were female.

Table 4: Respondent Profile by Gender

User Group	LibQUAL+ Survey	Open-ended box only
Male	30.24%	33.64%
Female	69.76%	66.36%

Methods

Data analysis for the fall 2006 survey was conducted by comparing data while coding the comments in an effort to determine categories or themes that emerge. Because the LibQUAL+ survey is constructed based on the themes of library services (Affect of Services), facilities (Library as a Place) and resources (Information Control), it was not surprising to find that the majority of comments fell into these three categories. Data was also analyzed to determine if themes that emerged were influenced by demographic variables such as age, user group, discipline, or gender).

Findings

The analysis of the qualitative data yielded findings similar to that of the quantitative data, and can be viewed as an elaboration or clarification of the quantitative results among the three primary themes of services, information access (resources) and facilities.

Services

According to the LibQUAL+ manual, questions on the survey pertaining to services are constructed so as to measure employee quality and characteristics, the ability to attend to individual patron needs, perceptions of staff courtesy, the ability to answer questions, the ability to understand the needs of patrons, perceptions of staff willingness to provide assistance and dependability.

Three predominant themes emerged across all constituent groups related to library services: overall satisfaction with library services and the assistance provided by the professional library staff, overall dissatisfaction with encounters with student workers, and the need for professional staff to monitor quiet-designated spaces and enforce quiet policies.

While a few complaints were reported concerning professional library staff interface (in particular discourteous encounters), overall, respondents described the professional staff as courteous, helpful, knowledgeable, resourceful, and professional. One staff member commented: "Anytime I needed assistance, the staff has always been polite, kind and helpful." The opposite was reported concerning student workers. While a few comments praised the helpful and courteous interactions with student staff, overall, respondents described student workers as rude, unhelpful and more involved with personal pursuits such as private conversations. One faculty member commented: "I find the professional staff to be very knowledgeable, helpful and resourceful. The student staff seem to lack basic "customer service" skills and do not seem so interested in providing assistance. They are often the first impression of the library." Another wrote: "Most faculty members are excellent! The student workers are another matter. Some do well;

others leave a lot to be desired.” Graduate students were more likely to state an overall level of satisfaction with services provided by library staff. Undergraduate students were mostly positive about experiences with professional staff members and their assistance provided; however they were more likely to also state that they had been treated in a rude or unprofessional manner by both professional staff and student workers. One student wrote: “make sure the support staff is there for the students. Sometimes I feel like I’m not wanted there or I’m interrupting something that’s important to the staff.” Another wrote: The librarians are wonderful, kind, helpful, but the student employees are completely the opposite. They are not knowledgeable about library information and are often rude.” WebCT staff members were described by one faculty member as “unhelpful and lacking in knowledge,” while the “techies” on the second floor of the library were described by a student as “very helpful and knowledgeable.” A small number of respondents—faculty as well as students- raised complaints pertaining to the processing of and amount of library fines and requested a warning system that would alert a patron that an item was about to be due so as to avoid overdue fines.

The issue related to monitoring of quiet spaces was raised by respondents across all groups, however, it was noted that this particular complaint was raised more by undergraduate students who were using the library more in the evening hours. A particular problem identified pertained to social groups (e.g. sororities and fraternities) who required members to be at the library for study time. This sentiment is expressed in a representative comment provided by an undergraduate student: “I think there needs to be more control over the noise level on the quiet floors. There are many times that I am

trying to study and the level of noise is a distraction.” A faculty member suggested that “there is too little separation between quiet areas and noisy areas” in the library.

Information Access (Resources)

Information access, as assessed by the LibQUAL+ survey, pertains to the accessibility and reliability of resources including electronic resources accessible from remote sites, the library web site, availability of print resources, electronic information resources, modern equipment, access to tools to find things independently and the collections. While each of the constituent groups expressed opinions about library resources unique to their user group, overwhelmingly each of the groups had a notable number of statements related to perceived inadequate holdings of print materials and collections and an increased need for additional electronic databases, although some respondents found these resources to be adequate for their needs. Concerns about the library collections included there being an insufficient number of holdings as well as outdated materials that contained outmoded ways of thinking in some disciplines. One graduate student commented: “[I] recently found that books on autism/neurodiversity are woefully stilted towards the medicalized model of “disability” studies; the field is changing fast right now....” Faculty, library staff and staff members were more likely to note that while there were limited resources in the library, this was attributed to the limited resources allocated to the library by the state and by the university. In light of this consideration, they expressed that notable improvements had been made in recent years in terms of increasing access to electronic materials. One faculty member commented “I think the library makes good efforts with the modest resources available. However, I think improvements in the areas of collections development (print) and the electronic

databases are in order.” Another stated: “Electronic resources have greatly improved the library’s usefulness.” An undergraduate student voiced agreement: “The library does an excellent job with the funding available.”

Some faculty expressed the opinion that some of the electronic databases were confusing to use and one individual requested that *Wikipedia* be removed from the electronic database options as it may be confusing to students who lack sufficient skill in evaluating internet-base material. Not having access to a printer or copier in the library (not reliant solely on an I-card) was also a concern expressed by a small number of faculty and graduate students. Faculty from Criminology, English and Psychology expressed concern with the impact of a limited collection on graduate programs, as epitomized by the comment of one faculty member: “The biggest problem with the library is the lack of professional journals for academic research and support of graduate programs. The continued cutbacks in journal holdings aren’t helping our programs.”

Graduate students reported an increased satisfaction with the library resources, including accessibility to library services and databases from home or other off site locations. A higher number of both graduate and undergraduate students reported a need for an orientation to the library and to the library databases for ease in use, although faculty also commented on difficulty in using some of the databases. One graduate student commented: “Library website searches are not always dependable.” A faculty member echoed this sentiment: “It is sometimes difficult to research on the electronic databases without knowing exactly which database you want to use...” Additionally, both student groups expressed dissatisfaction with accessibility to reliable computer equipment or software, and some expressed frustration with not having access to

computers to complete academic work while others who are using the computers were playing games, or visiting MySpace or Facebook sites. One undergraduate student wrote: "I can never get a lap top when I really need one and computer space is usually very hard to come by." Another indicated: "I like signing out a laptop but there are never enough, or they are never fully charged and ready." Another suggested that "there should be some type of limit on time, or restriction on what you can do, I often need a computer and don't get one because people have either been on for too long or weren't doing anything important."

Undergraduate students expressed difficulty with locating books, either because they were not shelved appropriately, or because the organization of the shelving system was confusing and there was insufficient signage to direction to assist them in finding the sought after materials. An undergraduate student expressed dissatisfaction with this comment: "On numerous occasions locating books was rather impossible. There are books that belong on the second floor that are on the third floor shelves."

Library as Place (Facilities).

Issues related to Library as a Place in the LibQUAL+ survey are assessed through questions related to the physical space, quiet, comfort, the library as get away for study/research and as a community space for group learning and group study. The comments raised by constituent groups in this section pertained primarily to the physical space, the environment's impact on individual and group study, and the hours of operation. It is noted that overall there were far fewer faculty comments pertaining to the library facilities, although there were some faculty comments related to the need for additional hours of operation. One faculty member commented: "The Library as a place

is lacking is adequate space for quiet study, comfortable furnishings, and an adequate number of computers for all patrons. The library needs to shorten its hours of operation at night and increase them on Saturday mornings.” One individual expressed a need to have a secure faculty carrel, and a few comments were made pertaining to the level of noise in the library and the need for more quiet spaces. The preponderance of comments about the libraries facilities were expressed by the graduate and undergraduate students in the 18-22 and 23-30 year old age groups.

While several participants described the library as a comfortable and quiet place to study as indicated in this statement: “It’s a good place to go when you want a quiet place to study,” more individuals raised complaints about the physical plant of the building and distractions within the library environment that hinder effective study. Many comments expressed the need for the library building to be updated and expanded to meet current library needs. A succinct comment from a graduate student summarizes a frequently expressed sentiment: “The library is too small.” Physical plant improvement suggestions included better lighting to reduce eye strain, improved temperature control, newer carpeting and wall covering, improved restroom facilities, increased number of outlets for lap top usage, increased number of individual study carrels for undergraduate students, increased number of group study carrels equipped with presentation equipment, adequate access to computer labs and more comfortable seating throughout the library to increase a “homey” feel and to encourage longer stays. Concerns were raised about having computer labs closed for student use when classes were reserved for the lab and a request was made for more labs within the library space to accommodate the need for student use, as indicated in this statement by an undergraduate student: “Less classes in

the library computer lab. It's ridiculous how much I pay for tuition and classes can't be scheduled in less frequented labs..."

Concern related to access to quiet spaces was a consistently raised theme among the student groups. Students frequently complained that although the second and third floors are designated as "quiet" areas, they find that they are often distracted by those using cell phones and those engaging in group study outside of a group study carrel, even though the first floor area is designated as a more social area and appropriate for cell phone use. Concern was expressed as well that there seems to be little enforcement of the "rules" pertaining to noise and cell phone use on the upper floors of the library and library staff were considered to be primarily responsible for enforcement of these "rules." One graduate student commented that "The 'quiet areas' are not quiet. There needs to be some kind of designated area where people do not talk on cell phones and have group discussions."

The presence of Java City was described as both a positive and negative attribute of the library. While most student comments about this issue indicated an enjoyment of the presence of a coffee shop in the library and an appreciation for the ability to have beverages throughout the library, one person indicated that encountering spills and crumbs was an irritation when finding a suitable place to work. Another student complained of the high cost of the beverages for an undergraduate budget.

In short, the comments raised in the fall 2006 administration of the LibQUAL+ survey are similar in nature and tone to the those raised in the spring 2004 LibQUAL+ administration and consequently the recommendations are congruent with those reached in the spring 2004 report as well (Belch, 2004).

Recommendations

In preparing this summary, the spring 2004 Qualitative Response Analysis (Belch, 2004) was reviewed. Many of the same comments raised in the spring 2004 survey were reiterated in the fall 2006 responses, and as a result, several recommendations remain viable considerations for the Stapleton Library Staff to consider in improving services, resources and facilities for the IUP community.

Service

1. Reinforce to student workers and professional staff the importance of customer service skills in responding to patron requests and needs, emphasizing that negative experiences impact one's level of satisfaction with overall perceptions of the library and its offerings. This could include professional development activities designed to increase awareness of the needs and learning styles of today's patrons (traditional, non-traditional, graduate, faculty).
2. Explore the role of library staff in enforcing quiet policies. While staff may not perceive their role to be in enforcing quiet policies, there is a perception among patrons that this is a role of the staff. It may also be necessary to communicate to library users what policies, rules and/or expectations exist with regard to cell phone use and quiet study on the second and third floors of the library.

Information Access (Resources).

1. Facilitate collaboration between departmental library liaisons and library personnel to identify critical needs in undergraduate and graduate programs in collection development and research databases to advance programs and research across campus. Departmental library liaisons may not be aware of their role in

facilitating resource development within the library; likewise, students may not be aware of how to insert their voice into the resource development process.

2. Tapping into student organizations (undergraduate, as well as graduate) may help the staff to better understand student needs in accessing information, and may help students to understand how library collections are developed.
3. If the library staff is finding that the nature of library resources development has changed (e.g. acquisition of resources vs. access to resources), it will need to conduct an effective public relations campaign to raise awareness and seek support for these changes.
4. Assess the computing and technology needs of patrons to determine if sufficient computers, printers, copiers in adequate working condition are available to meet the demand for such items.
5. Review opportunities for increasing information literacy with the greater community to determine if additional efforts are needed to train faculty and students in the use of available databases. As the library becomes more technology driven, it will need to ensure that its patrons are equipped with the ability to navigate the changes that result from an increasing reliance on technology for information acquisition.

Library as Place (Facilities).

1. Explore the possibility of extending hours of operation, particularly during morning hours on weekends. While there was an apparent appreciation for hours later in the evenings, there was also an interest in being able to access the library during additional hours on weekends.

2. Consider options for addressing concerns related to noise levels in quiet areas, as well as in accommodating group study areas while minimizing impact on individuals seeking a quiet place to study. Enlisting the assistance of student organizations (e.g., Greek organizations) may help to address some of these concerns.
3. Provide a more aesthetically pleasing environment through the use of updated décor (particularly carpeting and furniture) throughout the library. Patrons frequently commented on improvements in the first floor area outside of the coffee shop, and requested similar amenities on the upper level floors.

Additional Suggestions from Respondents

In addition to providing remarks about their library experiences, some participants in the fall 2006 LibQUAL+ survey offered suggestions:

Services

1. The library needs more well-trained full-time employees, as student workers who only come in a few hours a week can never be that knowledgeable.
(undergraduate)
2. It would be nice if warnings were sent by email ***BEFORE*** items are overdue...(faculty)
3. There needs to be a walking security officer that enforces quiet time on each floor... (graduate)
4. There needs to be some sort of disciplinary action in the library, since there is no real authority figure, there is no one to keep the quiet floor quiet. (undergraduate)

5. The staff needs to take classes on how to treat students... (undergraduate)
6. You should hire people, like myself, who are interested in pursuing librarianship as a career, and are going to graduate school for the MLS... (undergraduate)

Resources

1. Need more computers (undergraduate)
2. Need some sort of signs designating which section is which (undergraduate)
3. Work on keeping shelves organized and books where they say they should be (undergraduate)
4. Buy many more electronic services (faculty)
5. Maybe classes or one class on how to use the library system might help people access the information at the library a lot easier (undergraduate)
6. it would be helpful to have more advanced notice of training prior to the beginning of the semester (graduate)
7. Need more titles added to the DVD collection (staff)
8. We need more resources and up to date books (undergraduate)

Facilities

1. The air conditioner should be improved (graduate)
2. Need more graduate cubicles in the library (graduate)
3. Cell phone jammers should be installed throughout the library (graduate)
4. We need more hours on the weekends! (graduate)
5. Add another computer lab on the main floor so when classes have to use computer lab they don't have to kick the students out of that lab. (undergraduate)

6. The library needs a renovation to update its look to be more inviting and comfortable and cleaner looking. (undergraduate)
7. There needs to be presentation rooms. (undergraduate)
8. There needs to be more space, space for group work, and on your own... (undergraduate)

Concluding Statements

Respondent comments suggest that some library patrons are very satisfied with the library services, resources and facilities that they encounter at the Stapleton Library. Several participants simply stated that they “love the library!” Faculty and graduate students tended to express more dissatisfaction with collection development and adequate resources to support research interests. All constituent groups complained that library databases are sometimes unreliable, do not provide access to needed materials or are not user friendly in terms of being able to easily access relevant information, particularly full text articles. Faculty and graduate students were more likely to indicate that they access other research libraries to obtain needed information. All constituent groups expressed a certain degree of dissatisfaction with service delivery by library staff, with more faculty and graduate students finding the student workers less helpful than they would prefer, and the undergraduate students indicating that they sometimes felt discounted or treated rudely by professional staff members. More students than faculty expressed a desire to see the library upgraded and improved with added access to computers, labs, quiet spaces, and more comfortable furnishings. These findings confirm findings of the 2004 administration of the LibQUAL+ survey administered on the IUP campus. Several

recommendations have been provided for further consideration by Stapleton Library staff in addressing concerns raised.

References

- Association of Research Libraries. (2006, September). LibQUAL+ 2006 Survey: Indiana University of Pennsylvania. Retrieved September 25, 2006 from <http://www.libqual.org>
- Belch, H.A. (2004). LibQUAL+ spring 2004 survey: Qualitative response analysis. Unpublished manuscript, Indiana University of Pennsylvania.

Appendices: Planning and Assessment

Comparison of 2006/2009 LibQUAL
Results/Nadene L'Amoreaux

2009 LibQual+ Survey Results

As part of on-going evaluation and feedback, the Indiana University of Pennsylvania library invited the university community to participate in the LibQUAL+ survey in spring 2004, fall 2006 and fall 2009. The purpose of the survey is to assist libraries in soliciting and understanding user opinions about the quality of services provided by the library. The 22- item survey measures perceptions related to quality of services along three dimensions of *service affect, the library as place* and *information control*. Readers are referred to the survey for specific survey and local questions. Of those participating in the 2009 survey, 465 participants chose to provide respondent comments.

In comparison between the two surveys, respondent demographic characteristics across groups are described in the following tables:

Table 1: Respondents by User Group

User Group	2006 LibQUAL+ Survey	2009 LibQUAL+ Survey
n=		1141
Undergraduate	61.67%	62.23%
Graduate	15.35%	21.74%
Faculty	16.98%	11.31%
Library staff	1.01%	0.79%
Staff	4.91%	3.94%

Table 2: Respondent Profile by Age

User Group	2006 LibQUAL+ Survey	2009 LibQUAL+ Survey
N		710
Under 18	0.64%	0.42%
18-22	53.62%	85.21%
23-30	15.63%	10.14%
31-45	15.12%	2.96%
46-65	14.74%	1.27%
Over 65	0.25%	0.00%

Table 3: Respondent Profile by Gender

User Group	2006 LibQUAL+ Survey	2009 LibQUAL+ Survey
Male	30.24%	32.33%
Female	69.76%	67.67%

General Observations based on quantitative data:

Overall, as a group, **undergraduate students** expressed general satisfaction across all three areas (affect of service, information control & library as a place, with lowest ratings given to availability of assistance to improve research skills, reliable mix of access to technology, and access to materials through the library and Interlibrary Loan services. As a group, undergraduate students are more likely to use non-library gateways initially for information, and then will seek resources on the library premises. They appear to be more reluctant to rely on accessing library resources through the library's web-page in initial attempts to locate information or resources.

Conversely, **graduate students** appear to be a bit more disgruntled as a group. While they express some satisfaction with library as a place and with affect of services, they indicate a lower level of satisfaction with items pertaining to information control. Among specific areas that are particularly problematic for them, graduate students seem to be less confident about encountering employees who are knowledgeable to address their questions and understand their needs as well as finding the library to be a quiet place for engaging in study and learning activities. As a group they indicated that all items in the information control section of the survey to be inadequate. It is noted that these items pertain to activities such as finding resources and readily having access to resources. Like their undergraduate counterparts, they are also initially more likely to use a non-library gateway for initial searches for information, but unlike them, they are more likely to use the library web-page to search for resources rather than make regular use of the library as a space. One plausible explanation for this difference is the increased likelihood that the graduate student population tends to be more part-time and living off-campus

or driving longer distances to get to campus and that they are more hampered by hours of operation that are incompatible with their schedules.

Faculty as a group appear to be more satisfied than graduate students and less satisfied than undergraduate students. Areas of satisfaction include library as a place (although interestingly they also report less likelihood to access the library as a place). Overall they are similar to the graduate student group in terms of lacking confidence that library staff employees will understand their needs and that they will have reliable access to the information that they want when and how they prefer. Also, similar to the graduate student respondents, they are more likely to use a non-library gateway for initial searches for information (or to use other research libraries), and then more likely to use the library web-page to search for resources rather than make regular use of the library as a space.

Staff (assumed to be non-library staff), report increased satisfaction over graduate and faculty respondents, particularly with the library as place and with affect of services, and also report areas of concern with information control especially with ease of identifying and obtaining needed resources. This group is also more likely to use non-library gateways to find information before making use of library web-pages or using physical resources in the library.

Library staff indicate the highest levels of satisfaction across all three domains measured in the LibQual+ survey, with the only area of concern measured pertaining to the library as a quiet place. Unlike the other respondent groups, they report using the library's physical resources and web-page to access information and to search for resources, over non-library gate-ways. This could likely be attributed to the nature of their work, the places where they perform their work and consistent access to the resources available in the library space.

General Observations based on qualitative data:

As with the 2006 administration of the LibQUAL+ survey, participants in the 2009 survey provided comments addressing services, environment and information control aspects of the library. Of note are many positive comments about the library in general, such as “I love the library”, “the library is a great place to study” and “the library keeps improving each year.” While these comments do not speak to specific aspects of the library, there is obviously a constituent group that values and appreciates the library’s role in supporting academic pursuits. Qualitative comments will be explored along the dimensions measured in the survey.

Services.

According to the LibQUAL+ manual, questions on the survey pertaining to services are constructed so as to measure employee quality and characteristics, the ability to attend to individual patron needs, perceptions of staff courtesy, the ability to answer questions, the ability to understand the needs of patrons, perceptions of staff willingness to provide assistance and dependability.

In the 2006 administration of the LibQUAL+ survey, three predominant themes emerged across all constituent groups related to library services: overall satisfaction with library services and the assistance provided by the professional library staff, overall dissatisfaction with encounters with student workers and some professional staff, and the need for professional staff to monitor quiet-designated spaces and enforce quiet policies. Similar themes emerged across all constituent groups in the 2009 administration of the LibQUAL+ survey as well. While many respondents commented about the helpful and courteous assistance provided by staff, comments pertaining to patrons being addressed in a rude or dismissive manner were noted, particularly among undergraduate students. Undergraduate students were also more likely to comment that

the nature of assistance provided did not match with expectations—for instance students may be searching for specific information but instructed about how to search for information. Along these lines, positive comments were offered about library instruction and the LIBR 151 class as beneficial to increasing one's independence in navigating the library offerings. Staffing comments were raised related to the needed availability of technical support for computer usage as well as in media resources, the need for student workers to be knowledgeable about location of materials, and access to services at remote or off-campus locations. While the availability of technical support (IT services) falls outside of the domain of the library, because the equipment affected is housed within the library, patron perceptions of this being a shortcoming of the library staff remain. Patrons continued to complain about noise enforcement and a good many perceived library staff as having responsibility for enforcing quiet policies throughout the library, particularly student monitors who are perceived as being rather passive in addressing loud or boisterous groups.

Information Control (Resources).

Information access, as assessed by the LibQUAL+ survey, pertains to the accessibility and reliability of resources including electronic resources accessible from remote sites, the library web site, availability of print resources, electronic information resources, modern equipment, access to tools to find things independently and the collections. Similar to the 2006 administration, the 2009 administration of the LibQUAL+ survey revealed that while each of the constituent groups expressed opinions about library resources unique to their user group, overwhelmingly each of the groups had a notable number of statements related to perceived inadequate holdings of print materials and collections and an increased need for additional electronic databases, although some respondents found these resources to be adequate for their

needs. Faculty, staff members and graduate students were more likely to note that while there were limited resources in the library, this was attributed to the limited resources allocated to the library by the state and by the university. In light of this consideration, they expressed that notable improvements had been made in recent years in terms of increasing access to electronic materials. All groups expressed significant dissatisfaction with accessibility to reliable computer equipment, software (particularly discipline specific software such as AutoCAD), printers and copying services. Some expressed frustration with not having access to computers to complete academic work while others are using the computers were playing games, or visiting MySpace or Facebook sites. One undergraduate student wrote: "I can never get a lap top when I really need one and computer space is usually very hard to come by." Another indicated: "I like signing out a laptop but there are never enough, or they are never fully charged and ready." Another suggested that "there should be some type of limit on time, or restriction on what you can do, I often need a computer and don't get one because people have either been on for too long or weren't doing anything important." Additionally, several comments were raised about the size of the student population compared with only 30 computers in the library to accommodate needs, and of the computer equipment available, the computers were described as slow or archaic. Many students complained that in light of the fees that are charged for technology related services, their expectations for technological support were not met.

Undergraduate students expressed difficulty with locating books, either because they were not shelved appropriately, or because the organization of the shelving system was confusing and there was insufficient signage to direction to assist them in finding the sought after materials. An undergraduate student expressed dissatisfaction with this comment: "On numerous occasions locating books was rather impossible. There are books that belong on the second floor

that are on the third floor shelves.” One faculty member described frustration with looking for books that are listed as “not checked out” but not able to be located in areas where the books were expected to be.

Concerns about the library collections included there being an insufficient number of holdings as well as outdated materials that contained outmoded ways of thinking in some disciplines. Faculty respondents requested additional assistance with collection development for their specific disciplines. Students who identify with specific branch campuses or off campus locations spoke to difficulties with accessibility to print materials as well as with returning print materials borrowed from library services. Representative comments from each constituency group expressed difficulties with accessing or using ILL or PALCI services. Reviews were mixed about the effectiveness of the library portal in terms of being user friendly and ease of navigation. Comments were also raised among faculty and graduate students related to due dates for faculty and graduate student borrowing as well as of notification of due materials before fines are incurred.

Library as Place (Facilities).

Issues related to Library as a Place in the LibQUAL+ survey are assessed through questions related to the physical space, quiet, comfort, the library as get away for study/research and as a community space for group learning and group study. The comments raised by constituent groups in this section pertained primarily to the physical space, the environment’s impact on individual and group study, the hours of operation, enforcement of quiet policies, and the impact of a construction project that impacted entrance to the library as well as increased noise in the library space.

It is noted that overall there were far fewer faculty comments pertaining to the library facilities, although there were some faculty comments related to the need for additional hours of operation. Graduate students in particular commented on lack of available hours of operation given their class schedules. One graduate student patron reflected that the hours of operation seem more compatible with undergraduate needs and schedules.

While several participants described the library as a comfortable and quiet place to study as indicated in this statement: "It's a good place to go when you want a quiet place to study," more individuals raised complaints about the physical plant of the building and distractions within the library environment that hinder effective study. Many comments expressed the need for the library building to be updated and expanded to meet current library needs. Physical plant improvement suggestions included better lighting to reduce eye strain, increased number of outlets for lap top usage, increased number of individual study carrels and spaces for undergraduate students, increased number of group study carrels equipped with presentation equipment, and more comfortable seating throughout the library.

Concern related to access to quiet spaces was a consistently raised theme among the student groups. Students frequently complained that although the second and third floors are designated as "quiet" areas, they find that they are often distracted by those using cell phones and i-pods and those engaging in group study outside of a group study carrel, even though the first floor area is designated as a more social area and appropriate for cell phone use. Concern was expressed as well that there seems to be little enforcement of the "rules" pertaining to noise and cell phone use on the upper floors of the library and library staff were considered to be primarily responsible for enforcement of these "rules."

The presence of Java City was described as both a positive and negative attribute of the library. While most student comments about this issue indicated an enjoyment of the presence of a coffee shop in the library and an appreciation for the ability to have beverages throughout the library, complaints related to cleanliness and sanitary conditions were more salient in the 2009 administration of the survey than in previous administrations. Complaints about the hours of operation of Java City as well as costs of products were also raised, although it is noted that this business fall outside of the purview of the library.

Several comments pertaining to the construction project at the entrance of the library were qualified as being the responsibility of university administration rather than of the library staff in particular. Nonetheless, issues related to timing (during the fall semester rather than in the summer), necessity given current economic conditions as well as deteriorating conditions of other academic buildings, as well as need for money to be spent on increasing library holdings rather than on beautifying the outer spaces were raised in addition to impact on gaining access to the library space and impact of construction noise on the library environment.

In short, the comments raised in the fall 2009 administration of the LibQUAL+ survey are similar in nature and tone to the those raised in the fall 2006 and even the spring 2004 LibQUAL+ administration and consequently the recommendations are congruent with those identified in previous reports.

Discussion

Among the strengths of the Stapleton Library staff and administration is the commitment to on-going assessment and evaluation of its services, environment and resources. Since 2004 the library has undergone three LibQual+ surveys. As a result of the 2004 and 2006 surveys,

recommendations were highlighted to address patron concerns raised in the areas of services, information access and facilities. Progress made toward these recommendations is discussed below.

Service

1. Reinforce to student workers and professional staff the importance of customer service skills in responding to patron requests and needs, emphasizing that negative experiences impact one's level of satisfaction with overall perceptions of the library and its offerings. This could include professional development activities designed to increase awareness of the needs and learning styles of today's patrons (traditional, non-traditional, graduate, faculty).
2. Explore the role of library staff in enforcing quiet policies. While staff may not perceive their role to be in enforcing quiet policies, there is a perception among patrons that this is a role of the staff. It may also be necessary to communicate to library users what policies, rules and/or expectations exist with regard to cell phone use and quiet study on the second and third floors of the library.

Unfortunately the LibQual+ survey does not make a distinction between the professional library staff and student workers and so consequently it is difficult to ascertain whether the patrons have expressed dissatisfaction with assistance provided that pertains to the typical duties performed by a specific group. Another complicating factor is that since 2004, with the reduction of the library budget, reduction in personnel resources has also occurred. For example along with significant reductions in professional staff position, the federal minimum wage increased. The negative impact of this increased wage is that additional financial allocations did not occur resulting in

few work study positions available in the library. Few professional and student workers have meant reduction in sources of assistance available for patrons.

Regarding enforcement of quiet policies and dedicated quiet spaces, library administration and staff have increased concerted efforts to mark quiet spaces, post quiet policies, and refer patrons to assistance if quiet policies are violated. Nonetheless, noise was identified as an on-going concern with library as a quiet space by constituency groups.

Information Access (Resources).

1. Facilitate collaboration between departmental library liaisons and library personnel to identify critical needs in undergraduate and graduate programs in collection development and research databases to advance programs and research across campus. Departmental library liaisons may not be aware of their role in facilitating resource development within the library; likewise, students may not be aware of how to insert their voice into the resource development process.
2. Tapping into student organizations (undergraduate, as well as graduate) may help the staff to better understand student needs in accessing information, and may help students to understand how library collections are developed.
3. If the library staff is finding that the nature of library resources development has changed (e.g. acquisition of resources vs. access to resources), it will need to conduct an effective public relations campaign to raise awareness and seek support for these changes.
4. Assessing the computing and technology needs of patrons to determine if sufficient computers, printers, copiers in adequate working condition are available to meet the demand for such items and communicating these needs to university administration and

other service providers may serve to meet the needs of library patrons who have expressed significant dissatisfaction with quality of and quantity of technological support.

5. Review opportunities for increasing information literacy with the greater community to determine if additional efforts are needed to train faculty and students in the use of available databases. As the library becomes more technology driven, it will need to ensure that its patrons are equipped with the ability to navigate the changes that result from an increasing reliance on technology for information acquisition.

Information access was identified as an area of concern across all constituency groups in the 2009 administration of the LibQual+ survey. Among the factors contributing to these concerns are expectations of patrons to more immediate access to information given the proliferation of on-line gateways as well as staggering reductions in financial support for library resources. Additionally, although there are technology resources dedicated to library spaced, technical support has been removed from the library and is available to patrons during times when usage is low and not when demand for services is higher—such as during evening hours.

Library as Place (Facilities).

1. Explore the possibility of extending hours of operation, particularly during morning hours on weekends. While there was an apparent appreciation for hours later in the evenings, there was also an interest in being able to access the library during additional hours on weekends.
2. Consider options for addressing concerns related to noise levels in quiet areas, as well as in accommodating group study areas while minimizing impact on individuals seeking a quiet place to study. Enlisting the assistance of student organizations (e.g., Greek organizations) may help to address some of these concerns.

3. Provide more comfortable seating and improved lighting to address concerns raised by constituent groups.

Issues related to quiet spaces were discussed in the services section. Additionally, there have been several physical plant updates made to the library environment including new carpeting, freshly painted walls, alterations to the coffee shop space and improved lighting to make the library as place a more aesthetically pleasing place to meet, work and study. It is noteworthy to mention that at the time of the 2009 administration of the LibQual+ survey, the main entrance to the library was closed and an alternate entrance was established to accommodate a significant construction project that the main entrance. The construction was conducted during daylight hours and included noises such as jack-hammering of concrete as well as operation of heavy equipment.

Concluding Statements

Respondent comments suggest that overall most library patrons are very satisfied with the library services, facilities that they encounter at the Stapleton Library. Faculty and graduate students tended to express more dissatisfaction with collection development and adequate resources to support research interests. While consistency exists across the three administrations of the LibQUAL+ survey (2004-2009), the library staff has clearly made attempts to increase patron satisfaction and to address on-going concerns in spite of reduction in staff and resources.

Appendices: Facilities

“Blue Sky” Plan for the Information
Commons, March 2007

**Information Commons/Space
Ad Hoc Task Force
March 7, 2007
“Blue Sky” Plan**

We revised our Blue Sky outline from February 7th and considered the relationships between Reference and Circulation so that the revised plan is as follows.

Blue Sky:

- More computers in the Reference area, maybe also along the back wall behind Reference—and on other floors
- Some dedicated computers for limited functions, i.e. the online catalog, some standing stations—perhaps 1-2 on each floor
- An electronic kiosk for information, near the entry
- Look at an automated phone system
- Consultation stations, 4 or 5, each for a student and a librarian to work together
- L-shaped Reference desk, a main section with an extension to permit a student to sit side-by-side with a librarian
- Obtain furniture/carrels to permit 2 students at a time to view DVDs.
- Student employees to help students find books in the stacks, a service that could be offered from Circulation if/when students are not needed at the Desk.
- Tech person near the desk to help, can be a student tech staff member
- Explore one or more forms of document delivery
 - Pilot a service from Circulation for graduate students and faculty, based upon a proposal drafted with Associate Dean’s help
 - Offer a scan and deliver service using the new digitizing opaque reader/printer in Serials
- Change the phone directory so Circulation is listed as well as Reference
- Include some larger desks so students can spread out their work
- Collaborative learning rooms, several to be included, some with computers, with white boards, and a digital projector
- Install more electrical outlets, especially near tables, integrated into the floor or furniture, to support laptops especially
- Electronic classrooms, a large one that could be split into 2 rooms
- Multimedia pods
 - Have pods, now, based upon IUP model and library model will be changing; pods should mirror the model, both for software and equipment, in the academic units
 - Future model will depend upon staffing, if we are to provide training
 - ITS will also have pods and coordination with them will be needed
 - Library will receive donor funding for a pod equipped to support the disabled
- Satellite writing lab, an idea, talk with the Writing Lab Coordinator
- Lounge, would be the area in front of Java City

- Install a plasma screen
- Other satellite information commons, could be an exportable service and technology model
 - Special Collections
 - Branches
 - Music
 - Northpointe
 - Punxsy
- Videoconferencing Center, an equipped room as part of the Info Commons.
- New carpeting, probably for the entire floor
- New chairs, some on wheels, perhaps have a chair committee to select
- Lower tables for laptops
- Consider another laser printer for the building

Appendices: Facilities

Stapleton/Stabley Concept for Renovation
and Addition, May 2007

2009 LibQual+ Survey Results

As part of on-going evaluation and feedback, the Indiana University of Pennsylvania library invited the university community to participate in the LibQUAL+ survey in fall 2006 and fall 2009. The purpose of the survey is to assist libraries in soliciting and understanding user opinions about the quality of services provided by the library. The 22- item survey measures perceptions related to quality of services along three dimensions of *service affect, the library as place* and *information control*. Readers are referred to the survey for specific survey and local questions.

In comparison between the two surveys, respondent demographic characteristics across groups are described in the following tables:

Table 1: Respondents by User Group

User Group	2006 LibQUAL+ Survey	2009 LibQUAL+ Survey
n=		1141
Undergraduate	61.67%	62.23%
Graduate	15.35%	21.74%
Faculty	16.98%	11.31%
Library staff	1.01%	0.79%
Staff	4.91%	3.94%

Table 2: Respondent Profile by Age

User Group	2006 LibQUAL+ Survey	2009 LibQUAL+ Survey
N		710
Under 18	0.64%	0.42%
18-22	53.62%	85.21%
23-30	15.63%	10.14%
31-45	15.12%	2.96%
46-65	14.74%	1.27%
Over 65	0.25%	0.00%

Table 3: Respondent Profile by Gender

User Group	2006 LibQUAL+ Survey	2009 LibQUAL+ Survey
Male	30.24%	32.33%
Female	69.76%	67.67%

Overall, as a group, **undergraduate students** expressed general satisfaction across all three areas (affect of service, information control & library as a place, with lowest ratings given to availability of assistance to improve research skills, reliable mix of access to technology, and access to materials through the library and Interlibrary Loan services. As a group, undergraduate students are more likely to use non-library gateways initially for information, and then will seek resources on the library premises. They appear to be more reluctant to rely on accessing library resources through the library's web-page in initial attempts to locate information or resources.

Conversely, **graduate students** appear to be a bit more disgruntled as a group. While they express some satisfaction with library as a place and with affect of services, they indicate a lower level of satisfaction with items pertaining to information control. Among specific areas that are particularly problematic for them, graduate students seem to be less confident about encountering employees who are knowledgeable to address their questions and understand their needs as well as finding the library to be a quiet place for engaging in study and learning activities. As a group they indicated that all items in the information control section of the survey to be inadequate. It is noted that these items pertain to activities such as finding resources and readily having access to resources. Like their undergraduate counterparts, they are also initially more likely to use a non-library gateway for initial searches for information, but unlike them, they are more likely to use the library web-page to search for resources rather than make regular use of the library as a space. One plausible explanation for this difference is the increased likelihood that the graduate student population tends to be more part-time and living off-campus or driving longer distances to get to campus.

Faculty as a group appear to be more satisfied than graduate students and less satisfied than undergraduate students. Areas of satisfaction include library as a place (although interestingly they also report less likelihood to access the library as a place). Overall they are similar to the graduate student group in terms of lacking confidence that library staff employees will understand their needs and that they will have reliable access to the information that they want when and how they prefer. Also, similar to the graduate student respondents, they are more likely to use a non-library gateway for initial searches for information, and then more likely to use the library web-page to search for resources rather than make regular use of the library as a space.

Staff (assumed to be non-library staff), report increased satisfaction over graduate and faculty respondents, particularly with the library as place and with affect of services, and also report areas of concern with information control especially with ease of identifying and obtaining needed resources. This group is also more likely to use non-library gateways to find information before making use of library web-pages or using physical resources in the library.

Library staff indicate the highest levels of satisfaction across all three domains measured in the LibQual+ survey, with the only area of concern measured pertaining to the library as a quiet place. Unlike the other respondent groups, they report using the library's physical resources and web-page to access information and to search for resources, over non-library gate-ways. This could likely be attributed to the nature of their work, the places where they perform their work and consistent access to the resources available in the library space.

More comparison data needs to be included here. I have the 2006 open ended comments, but not the 2009 comments. I also had the 2009 LibQual+ print out but not the 2006....

Discussion

Among the strengths of the Stapleton Library staff and administration is the commitment to on-going assessment and evaluation of its service, environment and resources. Since 2004 the library has undergone three LibQual+ surveys. As a result of the 2004 and 2006 surveys, recommendations were highlighted to address patron concerns raised in the areas of services, information access and facilities. Progress made toward these recommendations are discussed below.

Service

1. Reinforce to student workers and professional staff the importance of customer service skills in responding to patron requests and needs, emphasizing that negative experiences impact one's level of satisfaction with overall perceptions of the library and its offerings. This could include professional development activities designed to increase awareness of the needs and learning styles of today's patrons (traditional, non-traditional, graduate, faculty).
2. Explore the role of library staff in enforcing quiet policies. While staff may not perceive their role to be in enforcing quiet policies, there is a perception among patrons that this is a role of the staff. It may also be necessary to communicate to library users what policies, rules and/or expectations exist with regard to cell phone use and quiet study on the second and third floors of the library.

Unfortunately the LibQual+ survey does not make a distinction between the professional library staff and student workers and so consequently it is difficult to ascertain whether the patrons have

expressed dissatisfaction with assistance provided that pertains to the typical duties performed by a specific group. Another complicating factor is that since 2004, with the reduction of the library budget, reduction in personnel resources has also occurred. For example along with significant reductions in professional staff position, the federal minimum wage increased. The negative impact of this increased wage is that additional financial allocations did not occur resulting in few work study positions available in the library. Few professional and student workers have meant reduction in sources of assistance available for patrons.

Regarding enforcement of quiet policies and dedicated quiet spaces, library administration and staff have increased concerted efforts to mark quiet spaces, post quiet policies, and refer patrons to assistance if quiet policies are violated. Although graduate students identified on-going concerns with library as a quiet space, other constituency groups did not raise this as an on-going concern.

Information Access (Resources).

1. Facilitate collaboration between departmental library liaisons and library personnel to identify critical needs in undergraduate and graduate programs in collection development and research databases to advance programs and research across campus. Departmental library liaisons may not be aware of their role in facilitating resource development within the library; likewise, students may not be aware of how to insert their voice into the resource development process.
2. Tapping into student organizations (undergraduate, as well as graduate) may help the staff to better understand student needs in accessing information, and may help students to understand how library collections are developed.

3. If the library staff is finding that the nature of library resources development has changed (e.g. acquisition of resources vs. access to resources), it will need to conduct an effective public relations campaign to raise awareness and seek support for these changes.
4. Assess the computing and technology needs of patrons to determine if sufficient computers, printers, copiers in adequate working condition are available to meet the demand for such items.
5. Review opportunities for increasing information literacy with the greater community to determine if additional efforts are needed to train faculty and students in the use of available databases. As the library becomes more technology driven, it will need to ensure that its patrons are equipped with the ability to navigate the changes that result from an increasing reliance on technology for information acquisition.

Information access was identified as an area of concern across all constituency groups in the 2009 administration of the LibQual+ survey. Among the factors contributing to these concerns are expectations of patrons to more immediate access to information given the proliferation of on-line gateways as well as staggering reductions in financial support for library resources. Additionally, although there are technology resources dedicated to library spaced, technical support has been removed from the library and is available to patrons during times when usage is low and not when demand for services is higher—such as during evening hours.

Library as Place (Facilities).

1. Explore the possibility of extending hours of operation, particularly during morning hours on weekends. While there was an apparent appreciation for hours later in the evenings, there was also an interest in being able to access the library during additional hours on weekends.

2. Consider options for addressing concerns related to noise levels in quiet areas, as well as in accommodating group study areas while minimizing impact on individuals seeking a quiet place to study. Enlisting the assistance of student organizations (e.g., Greek organizations) may help to address some of these concerns.
3. Provide a more aesthetically pleasing environment through the use of updated décor (particularly carpeting and furniture) throughout the library. Patrons frequently commented on improvements in the first floor area outside of the coffee shop, and requested similar amenities on the upper level floors.

Issues related to quiet spaces were discussed in the services section. Additionally, there have been several physical plant updates made to the library environment including new carpeting, freshly painted walls, alterations to the coffee shop space and improved lighting to make the library as place a more aesthetically pleasing place to meet, work and study. It is noteworthy to mention that at the time of the 2009 administration of the LibQual+ survey, the main entrance to the library was closed and an alternate entrance was established to accommodate a significant construction project that the main entrance. The construction was conducted during daylight hours and included noises such as jack-hammering of concrete as well as operation of heavy equipment.

Concluding Statements

Respondent comments suggest that overall most library patrons are very satisfied with the library services, resources and facilities that they encounter at the Stapleton Library. Faculty and graduate students tended to express more dissatisfaction with collection development and adequate resources to support research interests.

**INDIANA UNIVERSITY OF PENNSYLVANIA
STAPLETON/STABLEY LIBRARY
Concept for Renovation and Addition
May 2007**

Goals and Background

The Stapleton-Stabley Library stands on the Oak Grove, next to Sutton and Fisher, in a central location for the academic pursuits of study and research. The Library has a natural role in campus intellectual life and is adjacent to IUP's cultural complex. Presently, these two connected buildings are worn, dated, deficient in space, and poorly organized to serve the 21st Century. They merit special consideration to strengthen the quality of the student experience.

The main Stabley-Stapleton buildings require renovation and an addition, as an IUP priority, in order to support the present mission and curricula of the university. The buildings were conceived and designed for undergraduate study in an earlier time. The main library consists of the linked Stabley and Stapleton buildings. Stabley, built in 1960, remains on the approved list for State-funded life-cycle renovation but has no priority assigned. Today, it is outdated and ineffectively used due to lack of funds to redesign the space. Stapleton, constructed in 1980 and attached to Stabley, has become worn, dated, and lacks sufficient space to house IUP's valuable Archives/Special Collections. Plans for an addition have long existed but have not moved forward. The buildings lack adequate space for student study or future collection storage, were not designed for the more research intensive nature of graduate study, do not sufficiently provide for public exhibits or programs, have been only partially updated for new technology, and are not ADA compliant.

Elements of the Project

The major elements for the project are as follows:

- Taking into account the Stabley renovation, create a Learning Commons, uniting traditional library services with state-of-the-art technology, across both Stabley and Stapleton, so that 21st Century services may be offered to IUP students and faculty.

Across the nation, academic libraries are creating "commons" that integrate library reference and information services with technology and tech support in order to offer the most current, advanced services. IUP's vision for a Learning Commons spans and links the first floors of Stapleton and Stabley through the relationship of services and common design. The Stapleton Reference area would incorporate multimedia pods, provide updated study seating, and improved consultation stations for students to work with librarians. The Stabley space would contain many more group study rooms which are highly sought by students, several electronic classrooms, a digitizing lab, multimedia production

space, and videoconferencing capabilities. A study lounge and a satellite writing lab would be located in the addition connected to Stapleton's first floor.

- House the Libraries' valuable but dispersed Special Collections and Archives, in an addition with discrete space, incorporating appropriate storage, and provision for public use and education.
 - IUP's doctoral and research mission is reflected in the development and growth of the library's Archives and Special Collections over the past 25 years. The library has sought not only to collect university archives but the valuable documents of the region's industrial heritage, specifically, its mining and labor history, including mine maps. It has major partnerships with State agencies and works closely with other universities. IUP's archives are consulted widely by the general public, working professionals, and scholars from across the nation and even from abroad. Many of these resources are stored outside the library, difficult to serve, and maintained in minimally-acceptable conditions. Archives and Special Collections can only be unified and would be more efficiently and effectively housed in an addition to Stapleton-Stabley Library. The facility should offer:
 - a receiving and processing area
 - archival storage space
 - a digital production area.
 - a reception area
 - a reading room
 - a conference room
 - exhibit room
 - display space
 - a small auditorium

For long-term preservation, there may be special storage considerations. In the absence of greater space, Archives cannot add to its collections or build upon the resource-base it has created.

- IUP strives to digitize many of its rare resources for public access while preserving the fragile, original documents. The IUP Libraries is implementing a digital repository and supports a repository for electronic dissertations.
- Maximize existing space and operating efficiency in Stabley and Stapleton by incorporating electronic compact shelving for collections and merging Technical Services Departments.
 - Electronic compact shelving can nearly double available storage space for collections. The weight of the shelving requires its installation on the ground floor. The printed journal collection, currently on the ground

floor of Stabley, is out of space and could be stored for the future in electronic compact shelving. Such shelving could also be purchased for the new addition so that older portions of the book collection could be stored there, saving the open shelving for newer resources..

As an alternative, IUP could purchase an ARS, an automated retrieval storage system which affords high density housing of volumes and retrieval via a robotic arm connected to an online catalog. This would be an addition to the building relieving existing space for student study and other reader activities. For information, please see this site from Sonoma State, <http://library.sonoma.edu/about/ars.html>.

- Acquisitions and Cataloging work together in order to successfully obtain and process materials. They would be brought together on Stapleton's ground floor if Cataloging could be moved from Stabley's main floor, thereby releasing space in Stabley for the Learning Commons and its study rooms.
- Create improved study seating in existing study areas and add student study seating in an addition
 - Install more general seating in the addition with appropriate tables and chairs, especially acquiring those now designed for new technology.
 - Create a 24-hour study room with exterior access through the addition.
 - Add substantially to banks of graduate student carrels, a special demand; place them in the addition; and either upgrade all existing graduate carrels to ensure security or relocate all to the addition.
 - Feature study booths for group work in the Stapleton Learning Commons.
 - Refurbish or replace all existing worn seating which is uncomfortable; purchase some lower tables with modern design to support laptops.
- Renovate the interior of Stapleton Library to enhance its utility and attractiveness for students and faculty, adding to its public space for exhibits and displays, and connect it to the addition.
 - Replace the carpet building-wide, now faded and threadbare, and paint the dull walls.
 - Make the entrance doors ADA compliant. The building is very difficult for the disabled to access.
 - Address the lack of ADA compliant book-stacks which prevent the disabled from getting to books and journals on their own. This would require that more space be allocated to existing bookstacks..
 - Expand and/or create better display and exhibit areas for general library services, including a display area for art.
 - Provide a digital signage system throughout the library.

- Ensure that electrical, lighting, communications, and security infrastructure is adequate for the 21st century.

A feasibility study for the renovation of Stabley Library was completed in 2001 by Burt, Hill, Kosar, and Rittelman. They could be a resource for this project.

Statistics for Stapleton/Stabley Library (05-06 Annual Report):

IUP Student FTE enrollment	=	13,157
Total library expenditures	=	\$4,773,876
Total volumes	=	852,531
Total library square footage	=	148,175
Stapleton Library	=	106,750
Stabley Library	=	41,425
Total seats in Stabley/Stapleton, 9/05	=	1,434
Seats projected by State formula	=	2,079

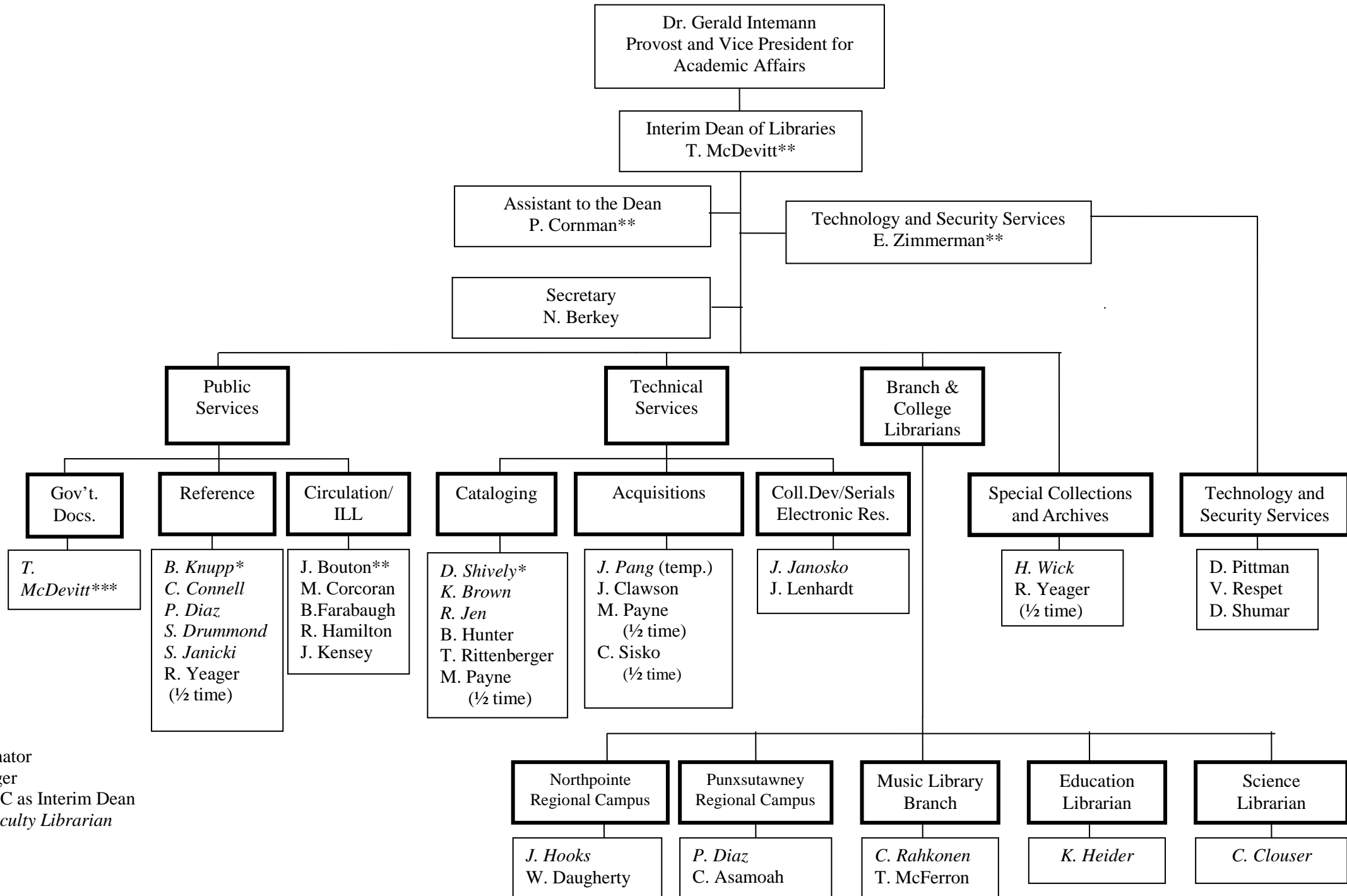
Summary of Project by Areas Renovated or Addition

Project Goal – In >	Renovated Building	Building Addition
Learning Commons	Stapleton 1 and Stabley 1, adding labs and study rooms, updating area	2,000 square feet added for study lounge and satellite writing lab
Special Collections and Archives		30,000 square feet in an addition for: <ul style="list-style-type: none"> • a receiving and processing area • archival storage space • a digital production area. • a reception area • a reading room • a conference room • exhibit room • display space • a small auditorium
Electronic compact shelving	Stabley Ground floor , taking some study seating	
Alternative to compact shelving: Automated Retrieval System		Unable to project amount of space required for an automated retrieval system
Acquisitions and Cataloging Services United	Stapleton Ground floor, taking study seating	
Improved Study Areas	Replace furnishings throughout and add study booths on Stapleton 1	
Additional Study Rooms, Conference Rooms, and Graduate Carrels	Stapleton 3, retrieve some space from bookstacks and Archives space	20,000 square feet
Carpeting Replaced throughout	Stapleton Ground, 1,2,3 and Stabley 1, 2	
ADA complaint entrance		
ADA complaint bookshelves		Unable to project additional space required
24-hour study room with outside entrance		1000 square feet Provides added seating
Displays and Exhibits		1000 square feet

Appendices: Personnel

Organization Chart

IUP LIBRARIES ORGANIZATION CHART



* denotes Coordinator
 ** denotes Manager
 ***denotes WOOC as Interim Dean
Italics denotes Faculty Librarian

Appendices: Collections

Collection Development Policies

IUP LIBRARIES

Book Collection Policy

The high cost of journals, with an annual inflation rate of around 10 percent, threatens to consume our static book budget. To prevent this eventuality, IUP Libraries endeavor to maintain a 70 to 30 percent ratio between the two budgets.

- Hardbacks will be collected unless there is a substantial financial gain in getting the paperback and binding it.
- Generally, textbooks, workbooks, and study guides are not collected, with the exception of the children's textbook collection.
- Generally, books in foreign languages are not collected, with the exception of foreign language materials to support foreign language classes.
- Books of a very popular nature/self-help books are generally not collected.
- Duplication of titles is generally avoided except in the case of highly used titles. See [duplication policy](#).
- Older editions of books are generally not retained when more current editions are available.
- Fiction of short-term interest will not be collected. The Libraries will collect established literary works and new works of promise in the literary field, especially those works that support course offerings. Other fiction received by the library as gifts may be added to the collections based upon appropriateness to course offerings.

IUP Libraries

Stapleton Library, Room 203
431 South Eleventh Street
Indiana, PA 15705
Phone: 724-357-2330
Fax: 724-357-4891

Stapleton Library Regular Session Hours

Monday – Thursday: 7:45 a.m. – 2:00 a.m.
Friday: 7:45 a.m. – 7:00 p.m.
Saturday: 11:00 a.m. – 5:00 p.m.
Sunday: 1:00 p.m. – 2:00 a.m.

[Exceptions to Regular Library Hours](#)

IUP LIBRARIES

Print Journal Collection Policy

New journal subscriptions generally may not be initiated without cancellation of an equivalent subscription dollar amount of current subscriptions unless new and sustained funding becomes available.

- The Libraries will subscribe to a core of general interest periodicals that have academic merit and are included in indexing/abstracting services.
- Periodicals specifically designed for recreational reading or hobbyists will not be collected. These may, however, be acquired as gifts.
- If available, electronic subscriptions are favored over paper or microfilm formats.

Because of the expense involved with yearly subscriptions to journals, journal selection and retention decisions may be made on an annual basis. De-selection decisions may be based on any of the following criteria:

- Circulation Statistics. If current issues of the journal have not circulated, our users may be better served through ILL/document delivery.
- Change in Focus. A change in focus by either the journal or the department(s) chiefly utilizing the journal may call into question the need for a particular journal.
- Coverage in electronic database(s). If a print journal becomes available in a full-text database to which the Libraries subscribe and no content/mathematical formulae/graphics deemed necessary are lost in the transition to digital format, electronic delivery will be the access of preference.

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[Exceptions to Regular Library Hours](#)

IUP LIBRARIES

Videos/Media Collection Policy

Objectives

1. This collection's main role is to support the teaching curriculum of the university.
2. A secondary role is to offer a wide and eclectic variety of subjects and media which meet the personal interest and research needs of students, faculty members, and staff.
3. All Jimmy Stewart films will be collected as they become available on videocassette.
4. All Academy Award-winning films will be added as budget allows.

Scope

1. Level and Treatment: The collection shall include items in all media formats that are appropriate for college use.
2. Languages: The primary language is English. Foreign materials used to teach foreign languages are purchased if faculty requested. Bilingual videos are ordered if they are recognized as award-winning films.
3. Chronology: Topical emphasis shall be on currency. Outdated treatments or items replaced by newer versions shall be weeded. Award-winning films and classics shall be retained.
4. Geographical: Educational materials produced in the United States are emphasized. Foreign productions may be acquired on a selective basis.
5. Cultural Diversity: Every effort shall be made to have the collection reflect all types of cultural diversity and promote respect for individuals and the global community.

Clientele

1. This collection exists primarily for IUP faculty members and students.
2. Any client with a valid I-Card may use the collection as well.
3. The collection is not established to be used or browsed by children.

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[Exceptions to Regular Library Hours](#)

IUP LIBRARIES

Music Collection Development Policy

The Cogswell Music Library collects music and music-related materials to meet the needs of the IUP Music Department, the university at large, and the community. These materials include music monuments and collected editions, reference books, circulating books, circulating scores, and sound recordings. In building our collection, we follow the general policies of the IUP Libraries.

Monuments and Collected Editions

These are the most reliable and authoritative scores for the study of significant works. They are essential for first-rate reference service in music. Through the efforts of previous music librarians, the Cogswell Music Library has one of the best collections of such works in the state. The maintenance of this high-quality collection should be a top priority. In order to ensure that we acquire each volume of a set, these works have been purchased through long-term standing order agreements.

Reference Books

The Cogswell Music Library has a substantial collection of reference books on music, which are indispensable for the reference and research needs of music library patrons. While there is some duplication of standard works with the general Reference Department, the vast majority of titles are found only in the music library. We will continue to collect the most important reference works in music.

Circulating Books

The Cogswell Music Library contains the bulk of the Libraries collection in the ML and MT classes. These works are broad and representative, with particular strengths in the areas of composer's biographies (ML 410), music history, theory, and education. This collection serves the curricular and research needs of the music library's diverse patrons. We will continue to build a broad and representative collection, particularly in the areas of our strengths and in the teaching and research interests of the university community.

Circulating Scores

The entire M class of the Libraries is housed in the Cogswell Music Library. Students, faculty, and the community use these scores for musical performances, study, and research. Over the past ten years, the music library staff has bound and repaired this collection and cataloged it for our on-line catalog, together with a vast backlog of unprocessed scores. Our goal is to build a representative collection, making available those works considered essential to the musical repertory of our culture. As we continue to catalog this collection, various gaps have become apparent. We have been able to purchase scores on approval through commercial websites and filled these gaps quickly. We have a particularly strong collection of piano-vocal scores of operas and musical theater and will continue to build in that area.

Sound Recordings

The Cogswell Music Library has a substantial collection of 12" vinyl LP sound recordings, primarily of Western art music. This collection is still heavily used for the listening needs of library patrons. However, we no longer collect LP sound recordings. Neither do we collect cassette or reel-to-reel tape recordings. We only collect commercial recordings in compact disc (CD) format. The CD collection currently contains over 2,000 items and is growing at a rate of approximately 300 items per year. Just as with the score collection, we will strive to build a representative collection, containing the essential works of music supporting the listening needs of music library patrons.

Special Collections and Gifts

The Cogswell Music Library maintains a small collection of specialized, rare, or valuable materials. No special funds are available for acquiring new materials in this area, but some items have come to the music library by way of gifts. These include the uncataloged Albert R. Casavant research collection of marching band and drill team materials and the Edward R. Sims collection of ethnic musical instruments, with instruments representing every continent.

Recent gifts that have been added to our circulating collections include the Milton Blazakis collection of horn and brass music, the Robert Bloom collection of oboe music, the Roger Stone collection of violin music, the Ruth Neal collection of vocal music, and the Charles Davis collection of jazz, musical theatre, and band music, purchased from an endowment left by Davis to the IUP Foundation.

In recent years the Cogswell Music Library has received numerous gifts from retiring faculty and elderly community members. We particularly appreciate gifts of musical scores in good condition, which have generally been added to the collection. Scores in worn-out or brittle condition, that can't withstand binding, cannot be added. Most of the books on music were either duplicates or old textbooks of little value. Occasionally we've found a rare "golden nugget" which has been added to the collection. We can no longer accept gifts of LPs or 78 rpm sound recordings due to limitations of space and floor load. We will accept gifts of other music materials, but the giver should be aware that only those items valuable to the collection will be retained.

Collecting Interests and Requests

We are committed to collecting materials supporting the strengths and research interests of the university community. Specialized areas have included women composers, with the bi-annual IUP Women's Composers Festival, contemporary American music, wind ensemble music, opera, and musical theatre. We also support all general areas of interest, such as performance and study scores, musicology, ethnomusicology, music theory, and music education.

The Music Librarian has made every effort to acquire materials that have been requested by faculty members, students, and other patrons of the music library. If acquisition funds are not available at the time of a request, it is placed in a file of desiderata and is purchased when funds become available. Rarely a request is made for something inappropriate to the collection, which the Music Librarian addresses personally.

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Indiana, PA 15705
Phone: 724-357-2330
Fax: 724-357-4891

Stapleton Library Regular Session Hours

Monday – Thursday: 7:45 a.m. – 2:00 a.m.
Friday: 7:45 a.m. – 7:00 p.m.
Saturday: 11:00 a.m. – 5:00 p.m.
Sunday: 1:00 p.m. – 2:00 a.m.
[Exceptions to Regular Library Hours](#)

IUP LIBRARIES

Micro Formats Collection Policy

While microfilm/fiche may sometimes be an attractive alternative to print (it may be less expensive and requires less storage space), library users tend not to like using this format. Micro formats tend to be extremely heavy and require definite floor specifications to support them. Micro formats also require specialized storage cabinets that add to both cost and weight. The IUP Libraries may purchase micro formats in the following cases:

- If the desired material is only available in micro format
- If the material is significantly less expensive in that format
- For preservation of certain serial titles when rebinding is not feasible due to
 - difficulty in binding because of format or heavy usage
 - propensity for many missing issues
 - regular mutilation

Microfiche is preferred over microfilm. Silver halide is generally preferred, as is 35 mm when microfilm must be acquired.

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[Exceptions to Regular Library Hours](#)

IUP LIBRARIES

Electronic Data Collection Policy

Electronic data (eBooks, eJournals, Databases, CD-Roms) presents several concerns. It is often much more expensive than its print counterpart. When purchasing electronic data on a subscription basis, if the subscription is cancelled, often one loses all rights to access the data, unlike serials for which we have paid previously—the back issues remain in the library. The speed with which search results are returned are based on whether the data is housed on the local machine, the kind of search engine being used, and what traffic is like on the internet. Machines and software must be constantly upgraded to access newer versions of the software efficiently. Because of their substantial costs, purchase of electronic databases is often fiscally difficult. The Libraries will cooperatively purchase databases when possible. In considering the merits of various databases, we will consider these key attributes:

- Potential use
- Remote access for off-campus users
- Amount of full text
- Cost and whether consortia purchase is a possibility
- Ease of access
- Quality of interface/ease of use
- Printing/e-mailing/saving capabilities
- Embargoed titles and length of embargo time
- Availability of backfiles
- Ability to track use
- Availability of user documentation/training
- Licensing considerations
- Graphics capabilities

With regard to freely accessible websites that may be of interest to students and faculty, Library bibliographers will recommend and maintain appropriate sites for access through the IUP Libraries' web server.

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[Exceptions to Regular Library Hours](#)

IUP LIBRARIES

Children's Collection Development Policy

Objectives

1. This collection exists to support the children's literature curriculum of the College of Education.
2. Priority is given to the kinds of books which most directly support reading methods courses preparing students to meet requirements of education degrees and credentials.
3. Materials related to the teaching or use of children's literature or to the teaching profession as such are collected under the auspices of the Library's overall collection development policy and are housed in the main stacks.

Scope

1. Level and Treatment:
 - o The collection shall include books appropriate for preschool through grade six, shall represent samples of all format types—e.g., alphabet books, number books, board books, chapter books, big books, etc.—and shall represent various spectrums of current thought even if controversial.
 - o Award winners, honor books, and books from recommended bibliographies shall be collected comprehensively through a collection plan arranged through standing orders and on-approval plans. Multiple copies of award winners will be ordered as budget allows.
 - o Recommendations from reading methods instructors are encouraged for purchasing such items as big books and books to support whole language theory.
 - o Both fiction and non-fiction works will be purchased along with biographies and autobiographies.
 - o Books of regional or Pennsylvania interest will also be given purchase priority.
 - o A limited number of reference books generally found in a school library may be collected. However, most such items as well as selection tools and other professional literature will be housed in the main collection. Journals will be housed in the main Serials Area.
 - o This collection shall be cataloged using the Dewey Decimal System to replicate a school library.
2. Languages: The primary language is English. Materials used to teach foreign languages or in bilingual multicultural environments are also collected. Some literature in foreign languages is collected for use as examples.
3. Chronology: Emphasis shall be on the most current materials. Outdated treatments or items replaced by newer versions will be weeded out. Certain materials will be retained for historical and comparative purposes.
4. Geographical: Educational materials published in the United States are emphasized. Foreign publications may be acquired on a selective basis.
5. Cultural Diversity: Every effort shall be made to have the collection reflect all types of cultural diversity and promote respect for individuals and the global community.

Clientele

1. This collection exists primarily for undergraduate education majors.
2. Other Library clients may use the collection as well.
3. The collection is not established to be used or browsed by children. Young children must have parental or other adult supervision while utilizing the collection since some titles may be too controversial for their independent use.

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Exceptions to Regular Library Hours

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IUP LIBRARIES

Textbook Collection Development Policy

Objectives

1. This collection exists to support the curriculum of the College of Education and Educational Technology.
2. Textbooks for all subject areas for grades kindergarten through six shall be selected on a rotating basis as funds allow.
3. Textbooks for faculty-requested subject areas for grades seven through twelve shall be selected on a rotating basis as funds allow.
4. Textbooks adopted by local schools or by schools in Western Pennsylvania shall be given priority.
5. The collection shall attempt to be representative rather than all-inclusive.
6. Normally textbooks shall be removed from the collection after ten years. Only current editions will be kept.
7. The Kraus Curriculum Development Library database is purchased annually in support of the curriculum.

Scope

1. Level and Treatment: The collection shall include student textbooks and textbook-related materials such as workbooks, teacher's manuals, activity books, resource books, etc., that are appropriate for preschool through grade twelve.
2. Languages: The primary language is English. Materials used to teach foreign languages or in bilingual multicultural environments are also collected if faculty requested.
3. Chronology: Emphasis shall be on the most current materials. Outdated treatments or items replaced by newer editions shall be weeded.
4. Geographical: Educational materials published in the United States are emphasized. Foreign publications may be acquired on a selective basis.
5. Cultural Diversity: Every effort shall be made to have the collection reflect all types of cultural diversity and promote respect for individuals and the global community.

Clientele

1. This collection exists primarily for undergraduate education majors.
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IUP LIBRARIES

Government Information Collection Development Policy

Background and Statement of Responsibility

In 1962, Stapleton Library was designated a depository library for federal documents, and presently serves the government information needs of the 12th U.S. Congressional District in accordance with 44 USC 1905 and "Instructions to Depository Libraries." We are also a depository for documents emanating from the Commonwealth of Pennsylvania.

Community Background

The collection has been selected to serve the needs of the academic community of Indiana University of Pennsylvania (IUP), as well as the Indiana County business and agricultural communities and the other citizens of the 4th Congressional District.

IUP is a publicly supported, co-educational doctoral/HSS university (doctoral, humanities/social sciences dominant). It is a multipurpose institution composed of six colleges and two schools. There are two branch campuses located in Punxsutawney and near Kittanning. It offers degrees of A.A., B.A., B.S., B.F.A., M.A., M.S., M.B.A., M.F.A., M.Ed., Ph.D., and Ed.D. Its student population varies but is approximately 12,000 undergraduate and 1,500 graduate students, and it is accredited by the Middle States Association of Colleges and Schools.

Indiana is a rural community located fifty miles northeast of Pittsburgh. Its major employers are R&P Coal and the university, and many of its inhabitants are involved in agriculture.

Selection

Selection and service to patrons, including circulation, Internet access, interlibrary loan, and reference, are coordinated with the other depository libraries in the State System of Higher Education (SSHE), as well as the other depository in our congressional district, Cambria County Public Library (CCPL). The SSHE has a well-developed documents group that meets regularly for cross training, discussion, and collaborative collection development. Item lists are annually exchanged with the CCPL, and collaborative bibliographic instruction as well as interlibrary loans have taken place.

As an academic library, a concerted effort is made to develop collections that meet the curricular needs of undergraduate students and the specialized research needs of our graduate students and faculty members. To this end, the Government Publications Librarian consults with the faculty and students in selecting items for the collection. We also attempt to address the needs of our community users based upon typical reference inquiries.

Each year the librarian performs a zero-based item review during GPO's annual selection update utilizing traditional and recently available electronic tools, such as the List of Classes, the GPO Item Lister, the Documents Data Miner, and the GPO Monthly Catalog and a commercial version of that database, as well as the Union List of SSHE System depository library selections.

Areas of concentration for selection are:

- Art
- Business
- Careers
- Census
- Criminal Justice
- Education
- Geography
- Grants
- Medicine
- Nutrition
- Psychology

Duplicate and Replacement Policy

The Library maintains a deposit account of at least \$500 annually for the acquisition of desired items deemed lost or nonselected.

Collection Maintenance

All depository items are recognized as the property of the United States Government and are weeded and discarded only after satisfying procedures outlined by the FDLP. The collections are shelf read and weeded periodically and are bound in the same manner as other library materials.

Format and Access

Paper version of frequently used titles are selected if at all possible, but, partially due to our lack of especially permanent clerical staff in the department, in recent years the Documents Librarian has deselected paper items that are infrequently used and difficult to maintain in paper format when such titles are available on the Internet.

The Library has also historically purchased large microfiche sets such as the NCJRS microfiche collection, the CIS Congressional Publications, and the American Statistics Index microfiche and presently subscribes to commercial versions of the Monthly Catalog and Statistical Universe and Academic Universe as well as numerous full-text databases that offer access to many government-produced information and serials. Because of these holdings, we only rarely select congressional or statistical publications.

CD-ROMs which offer access to materials on the Internet have also recently been deselected except for items particularly desired in that format.

The library has recently begun subscription to full-Marc records for items selected as well as all records which include URLs.

When items are not available in our collection, the library will provide interlibrary loan service at no charge to all patrons utilizing its relationship with other depositories in our congressional district, other depositories in the SSHE, and the state library first.

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Collection Development Policy
Indiana University of Pennsylvania
Special Collections and University Archives

Collections have four major research areas, including University Archives Record Group Collections, Manuscript Collections, the Pennsylvania Collection, and the Rare Book Collection. Although many materials are acquired through donations, an active acquisitions policy has significantly increased collection holdings. Search for books in the Pennsylvania Collection and Rare Book Collection in the IUP Libraries online catalog.

University Archives Record Group Collections are arranged into record groups, which are assigned Record Group or RG numbers. Record Groups represent the institutional history of the university, and the collections are records of all kinds that were created by campus offices and departments of the Indiana Normal School, Indiana State Teachers College, Indiana State College, and Indiana University of Pennsylvania. Collections include IUP Publications, Council of Trustees meeting minutes, reports, correspondence, official documents, and photographs.

Manuscript Collections are assigned Manuscript Group or MG numbers. The collections represent records created by people, businesses, and organizations not directly affiliated with the university. The Special Collections and University Archives actively collects and preserves significant regional archival collections with particular emphasis on Pennsylvania business, industry, labor, and union history related to the coal, iron, steel, and transportation industries. The regional focus of the Manuscript Collections extends from Pennsylvania into New York, Ohio, and West Virginia.

The Pennsylvania Collection provides access to rare and often out-of-print materials concerning the history, development, and population of Pennsylvania. This collection includes county and local histories, regimental histories of Pennsylvania Civil War units, atlases, *Reports of the Pennsylvania Department of Mines*, the published records of the Colonial Records of Pennsylvania and the Pennsylvania State Archives, and a variety of historical and contemporary maps for the tri-state area of Pennsylvania, Ohio, and West Virginia.

The Rare Book Collection protects many valuable and unique materials owned by the IUP Libraries. English and American Literature form the basic focus of the collection, which serves as an integral part of doctoral programs and research at Indiana University of Pennsylvania. The collection includes first and limited editions, works printed prior to 1799 for European works and prior to 1825 for American works, publications associated with manuscript collections and significant or famous individuals, and examples of fine printing or binding. The collection has titles by many prominent authors, including Edward Abbey, John Adams, Margaret Atwood, Charles Darwin, Charles Dickens, James Joyce, Nathaniel Hawthorne, Washington Irving, John Milton, George Orwell, Edgar Allan Poe, Lydia Sigourney, Harriet Beecher Stowe, Henry David Thoreau, Mark Twain, H.G. Wells, James McNeill Whistler, and John Greenleaf Whittier.

Appendices: Collections

Subject Bibliographers

IUP LIBRARIES**Subject Bibliographers**

Accounting	Blaine E. Knupp	7-4893	beknupp@iup.edu
Administration and Leadership (Education-Doctoral Program)	Kelly Heider	7-4886	kheider@iup.edu
Administration and Leadership (Sociology-Doctoral Program)	Sue Drummond	7-4479	drummond@iup.edu
Adult and Community Education	Kelly Heider	7-6106	kheider@iup.edu
Anthropology	Susan Drummond	7-4479	Drummond@iup.edu
Art	Carl Rahkonen	7-5644	Rahkonen@iup.edu
Asian Studies	Rosa Jen	7-4888	london@iup.edu
Biology / Biochemistry	Chris Clouser	7-5697	Cclouser@iup.edu
Chemistry	Chris Clouser	7-5697	Cclouser@iup.edu
Children's Books*	Kelly Heider	7-4886	kheider@iup.edu
Composition and TESOL	Carol Connell	7-2195	CConnell@iup.edu
Computer Science	Karen Brown	7-2344	KBBrown@iup.edu
Communications Media (including Ph.D. program)	Portia Diaz	7-4893	portia@iup.edu
Curriculum and Instruction Doctoral Program	Kelly Heider	7-4886	kheider@iup.edu
Counselor Education	Kelly Heider	7-6106	kheider@iup.edu
Criminology	Carol Connell	7-2195	CConnell@iup.edu
Culinary School	Portia Diaz	7-4893	protia@iup.edu
Developmental Studies	Kelly Heider	7-4886	kheider@iup.edu
Economics	Blaine E. Knupp	7-2338	BEKnupp@iup.edu
Educational Psychology (including Ph.D. program)	Kelly Heider	7-4886	kheider@iup.edu
English	Carol Connell	7-2195	CConnell@iup.edu
Finance and Legal Studies	Blaine E. Knupp	7-2338	BEKnupp@iup.edu
Food and Nutrition	Sandra Janicki	7-4751	CSPSLJ@iup.edu
French and German	Harrison Wick	7-3039	hwick@iup.edu
Geography and Regional Planning	Harrison Wick	7-3039	hwick@iup.edu
Geoscience	Chris Clouser	7-5697	Cclouser@iup.edu
Health and Physical Education	Carol Connell	7-2195	CConnell@iup.edu
History	Sue Drummond	7-4479	drummond@iup.edu

Hotel, Restaurant & Institutional Management	Sandra Janicki	7-4751	CSPSLJ@iup.edu
Human Development and Environmental Studies	Sandra Janicki	7-4751	CSPSLJ@iup.edu
Employment and Labor Relations	Harrison Wick	7-6246	hwick@iup.edu
Journalism	Carol Connell	7-2195	CConnell@iup.edu
Latin American Studies	Portia Diaz	7-4893	portia@iup.edu
Management	Blaine E. Knupp	7-2338	BEKnupp@iup.edu
Media*	Jin Pang	7-2344	jinpang@iup.edu
MIS and Decision Sciences	Portia Diaz	7-4893	Portia@iup.edu
Marketing	Blaine E. Knupp	7-2338	BEKnupp@iup.edu
Mathematics	Chris Clouser	7-5697	CClouser@iup.edu
Music	Carl Rahkonen	7-5644	rahkonen@iup.edu
Nursing (including Ph.D. program)	Sandra Janicki	7-4751	CSPSLJ@iup.edu
Pan-African Studies	Portia Diaz	7-4893	portia@iup.edu
Philosophy	Dan Shively	7-4864	Shively@iup.edu
Physics	Chris Clouser	7-5697	CClouser@iup.edu
Political Science	Dan Shively	7-4864	Shively@iup.edu
Professional Studies in Education	Kelly Heider	7-4886	kheider@iup.edu
Psychology	Karen Brown	7-2344	KBBrown@iup.edu
Religious Studies	Dan Shively	7-4864	Shively@iup.edu
Safety Science	Sandra Janicki	7-4751	CSPSLJ@iup.edu
Sociology	Sue Drummond	7-4479	Drummond@iup.edu
Spanish/Classical Languages	Portia Diaz	7-4893	Portia@iup.edu
Special Education	Kelly Heider	7-4886	kheider@iup.edu
Technology Support and Training	Portia Diaz	7-4893	portia@iup.edu
Textbook Collection*	Kelly Heider	7-4886	kheider@iup.edu
Theater	Carol Connell	7-2195	CConnell@iup.edu
Women's Studies	Joann Janosko	7-6106	janosko@iup.edu

* These collection areas cover multiple disciplines; the bibliographer coordinates purchasing with other librarians.

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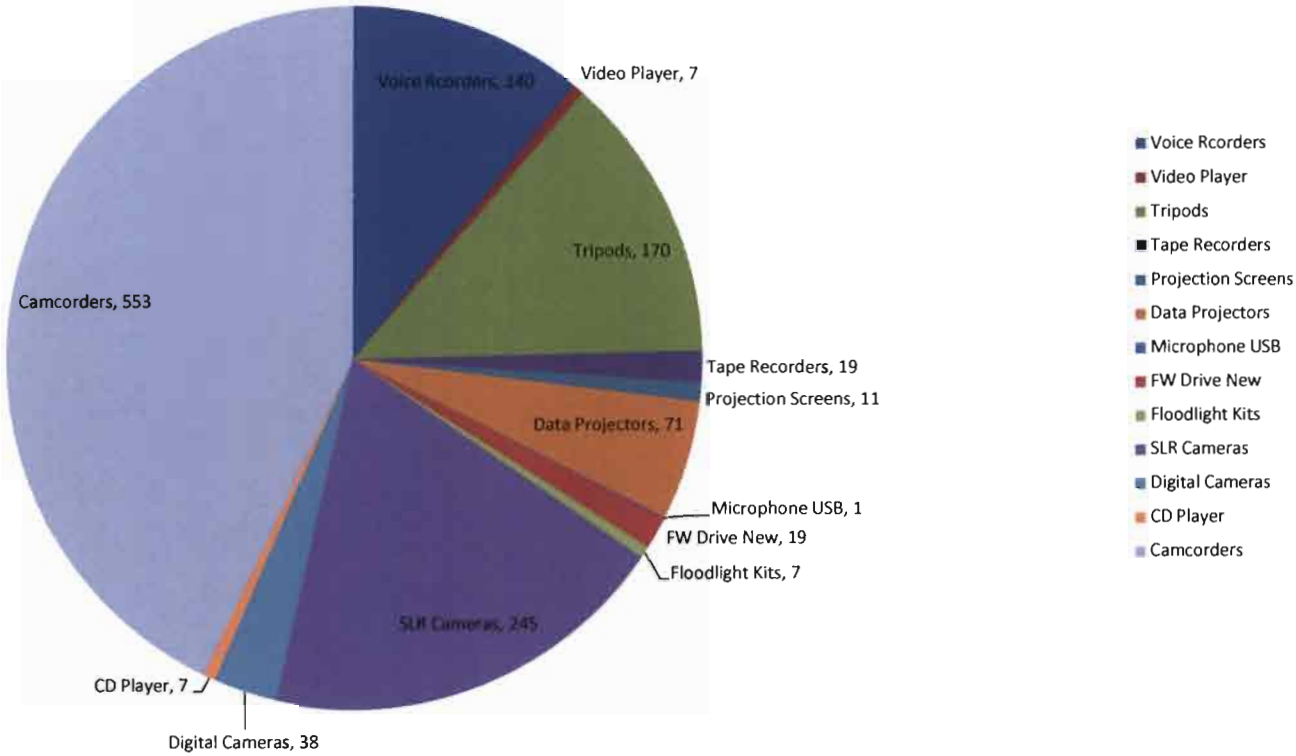
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Exceptions to Regular Library Hours

Appendices: Technology and Security

Media Distribution Chart

Library Technology & Security - Media Distribution Fall 2007 - Spring 2008



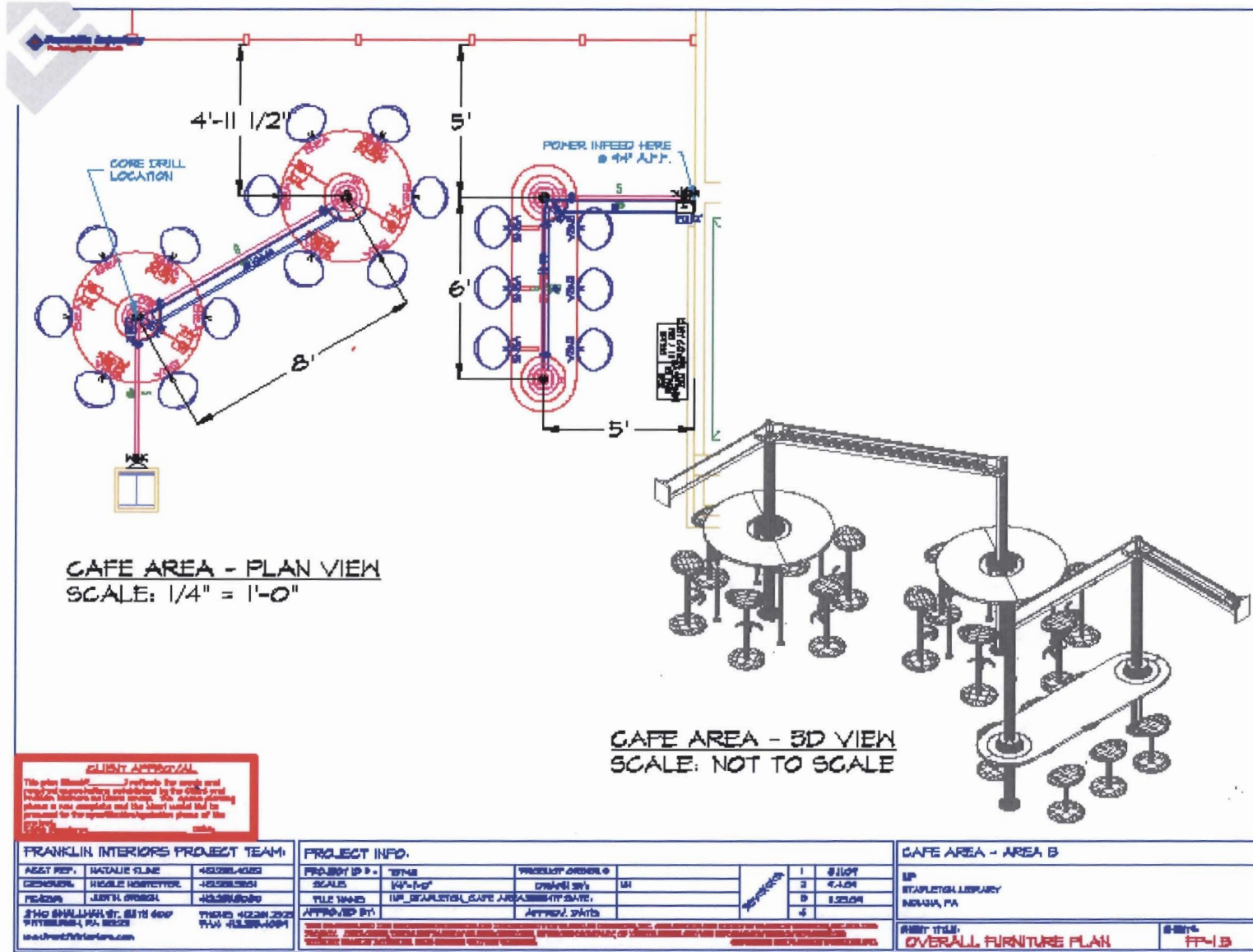
Appendices: Technology and Security

Technology Initiatives

Group Study Room Renovation Plan (2010)



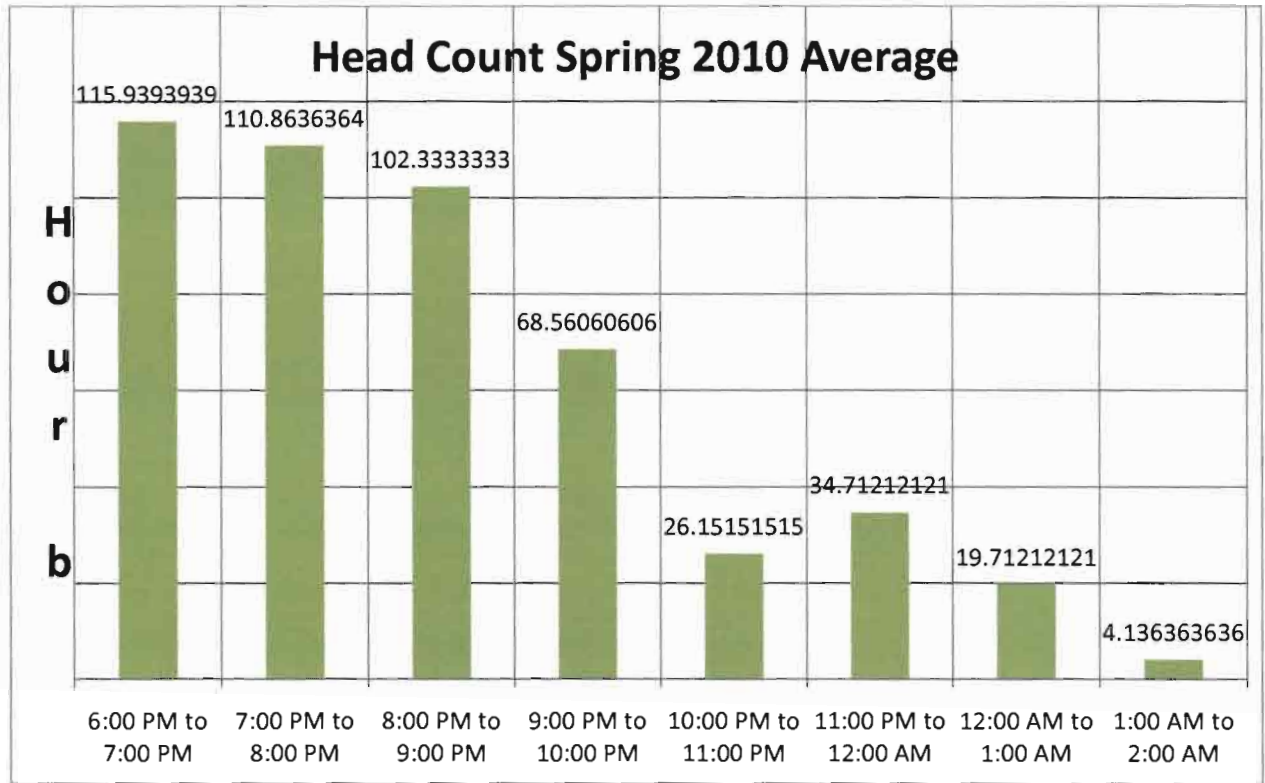
Qty	Description
2	32" x 60" Tables
8	Computers Chairs
2	40" LCD Monitor
2	Polyvision eno slate
2	White Boards
2	Lenovo Pc's
2	Wireless Headphones



Appendices: Technology and Security

Evening Head Count Average, Spring 2010

Late Night Stats

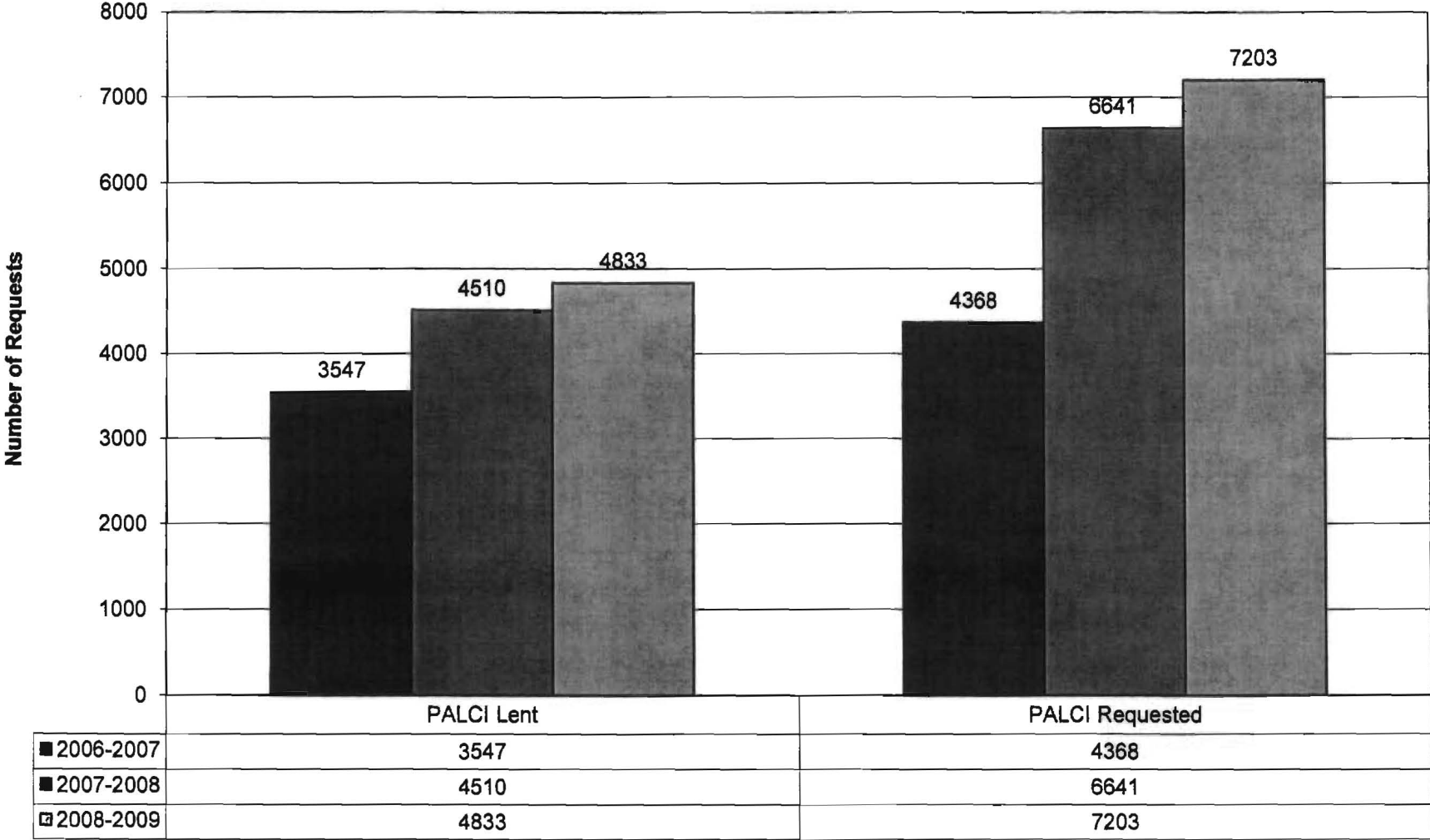


Appendices: Services

Circulation/PALCI/ILLIAD Statistics

Circulation Statistics	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009
General	98,871	94,579	92,733	79,311	74,908
Reserve	110,895	94,461	106,356	86,357	92,918
Total	209,766	189,040	199,129	165,668	167,826

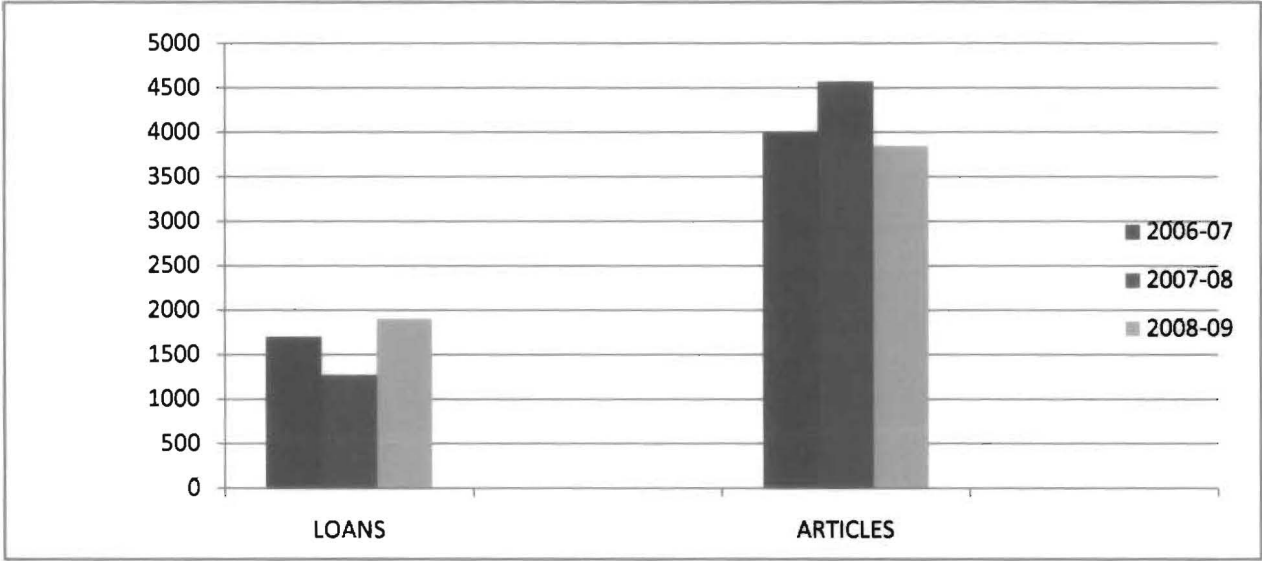
PALCI EZ-BORROW LENDING & BORROWING STATISTICS



■ 2006-2007 ■ 2007-2008 □ 2008-2009

3-Year Comparison
BORROWING

	2006-07	2007-08	2008-09
LOANS	1700	1271	1905
ARTICLES	3993	4571	3846
TOTAL	5693	5842	5751



Appendices: Services

Reference Policy

**Policy on Reference Services
IUP Libraries
Indiana University of Pennsylvania**

Goals of Reference Services

The primary goal of reference service is helping users connect to the information they seek. In an academic institution, the emphasis of reference services is on the education of library users, introducing them to the most effective strategies for finding information so that they can become independent learners. As part of the library's overall user education program, reference services are designed to help make our users information literate. The reference librarian serves an instructional role in helping to develop the critical thinking skills of our students and other library users. When appropriate, a reference librarian may help a user find a specific piece of information or refer them to a subject specialist.

Expectations for Librarians Providing Reference Services

Librarians providing reference services are expected to follow ALA's RUSA Guidelines (2004). These guidelines divide behavioral performance into five main categories: 1) approachability; 2) interest; 3) listening/inquiring; 4) searching; and 5) follow-up. In addition, the librarian is expected to demonstrate both the attributes & attitudes and the competencies & skills listed below.

Attributes & Attitude

1. Is willing to help all library users
2. Gives equitable service to all students and faculty
3. Treats library users with courtesy and respect
4. Observes confidentiality
5. Shows respect for library users and their questions
6. Demonstrates a sense of professional responsibility
7. Perseveres in assisting library users in meeting their information needs
8. Is willing to admit when s/he cannot find the information requested

Competencies & Skills

1. Has knowledge of the library collection and the university curriculum
2. Conducts effective reference interviews
3. Establishes rapport with library users
4. Assists library users in finding information that is both accurate and relevant
5. Guides library users to appropriate information resources
6. Teaches library users to use information resources effectively
7. Helps library users to evaluate sources of information

Definition of Reference Services

The provision of reference services takes place in many locations and in many ways, inside and outside of the building. Below are definitions of various forms of reference services.

Reference Desk

The main reference desk serves as the location where a librarian is available during posted hours to assist users with their information needs. When appropriate, the librarian may refer library users to other subject specialists among the library faculty.

Reference services include search strategy development, literature searching, instruction in the interpretation of bibliographic information, database searching procedures and techniques, and guidance in the areas of critical thinking, information literacy skill development and evaluation of information. Generally librarians at the reference desk provide service to users who are physically present in the library building.

Telephone reference questions that do not require in-depth research may be answered by the librarian at the reference desk as time allows. In some cases, the librarian may choose to call back with the information requested or may suggest that the user arrange to visit the library to receive individual assistance.

Priority at the reference desk is given to those library users who are physically present in the library building.

Individual Offices

Librarians provide reference assistance in their offices by appointment or on a walk-in basis. Individuals may schedule an appointment by contacting a librarian by telephone or by e-mail. Individual contacts may result from referrals by faculty members, follow-ups to formal library instruction sessions, or designation as a resource expert. Librarians may encourage walk-in users to go to the main reference desk or a subject specialist for assistance in finding information.

E-Mail/Chat Reference

Questions may be submitted by faculty, staff or students using the electronic reference forms. For e-mail, an effort will be made to answer questions within 24 hours of receipt. Questions for which in depth assistance is needed to locate the answers, those involving research, or for which extensive instruction in the use of library resources and equipment is essential for a successful reference exchange, cannot be accommodated via the electronic reference form and the client should be referred to the appropriate librarian.

Approved by Library Faculty,
November 10, 2005

Appendices: Services

Reference Statistics

Reference Department Annual Report 2008-2009

Statistics

Reference Transactions

July 2008	504
August	746
September	2,176
October	1,380
November	1,120
December	680
January 2009	1,242
February	1,562
March	756
April	822
May	412
June	524
Total	11,924

Toll-Free Reference Calls

July 2008	4
August	6
September	2
October	3
November	7
December	13
January 2009	12
February	17
March	3
April	1
May	3
June	9
Total	80

Electronic Reference Questions

July 2007	11
August	14
September	37
October	32
November	15
December	16
January 2008	26
February	22
March	25
April	19
May	10
June	11
Total	238

Chat Reference Sessions

July 2007	0
August	0
September	4
October	3
November	1
December	1
January 2008	3
February	2
March	2
April	2
May	0
June	0
Total	18

Major Accomplishments

Planned and began the process of reconfiguring the physical layout of the department:

- Relocated old government documents

- Relocated “compact shelving” reference

- Transferred additional material to “reference overflow”

- Compacted regular reference collection (in process)

- Relocated newer government documents (still to be completed)

Participated in the “What’s Great About The Library” promotion for National Library Week.

Inaugurated Winter Term reference service.

Initiated “Reference Book of the Week” promotion to highlight library resources.

Continued providing bibliographies for 6:00 O’Clock Series programs.

Reference Department Annual Report 2007-2008

Statistics

Reference Transactions

July 2007	382
August	570
September	1,520
October	1,972
November	1,470
December	1,038
January 2008	990
February	1,168
March	1,014
April	940
May	470
June	472
Total	12,028

Toll-Free Reference Calls

July 2007	16
August	8
September	17
October	19
November	6
December	0
January 2008	?
February	?
March	16
April	8
May	?
June	?
Total	?

Electronic Reference Questions

July 2007	13
August	21
September	29
October	28
November	22
December	16
January 2008	25
February	25
March	20
April	18
May	22
June	18
Total	257

Chat Reference Sessions

July 2007	0
August	1
September	0
October	4
November	2
December	1
January 2008	4
February	0
March	0
April	3
May	0
June	0
Total	15

Reference Books Browsed -- 1,448

Major Accomplishments

Continued Reference Weeding Project including Compact Shelving.

Finished relocating Index/Abstracts and Government Publications in anticipation of Information Commons project.

Began planning for relocating some older reference material and government documents to the ground floor in anticipation of Information Commons project.

Produced a series of library-related handouts in conjunction with the Six-O'clock-Series.

Participated in planning for the Information Commons project.

Welcomed new half-time Reference Dept. Library Assistant (Rhonda Yeager)

Reference Department Annual Report 2006-2007

Statistics

<u>Reference Transactions</u>		<u>Toll-Free Reference Calls</u>	
July 2006	380	July 2006	2
August	570	August	11
September	1,166	September	8
October	1,558	October	9
November	1,078	November	12
December	534	December	9
January 2007	611	January 2007	2
February	1,264	February	3
March	984	March	6
April	1,014	April	1
May	491	May	3
June	407	June	3
Total	10,057	Total	69

Electronic Reference Questions

	Old Style	Docutek	Total
July 2006	0	18	18
August	0	17	17
September	2	32	34
October	3	41	44
November	3	25	28
December	0	16	16
January 2007	0	15	15
February	1	26	27
March	0	22	22
April	0	23	23
May	0	19	19
June	0	13	13
Total	9	267	276

Note : Old Style refers to the original web form that e-mailed a question to a single librarian. This system was replaced by the Docutek VRL Plus System which was implemented in January 2003. By April 2003, all e-mail reference links on the web page were converted to the Docutek system. However, questions continue to arrive via the old system.

Chat Reference Sessions

July 2006	0
August	0
September	5
October	0
November	0
December	0
January 2007	1
February	1
March	1
April	0
May	0
June	0
Total	8

Reference Books Browsed -- 1,784

Major Accomplishments

Continued Reference Weeding Project including Compact Shelving.

Relocated Index/Abstracts and Government Publications in anticipation of Information Commons project

Hosted a Reference intern who produced new marketing materials.

Continued the "Get a Grip" program for sharing information during Reference Meetings with 5 new topics. Information presented is subsequently posted on the Reference Department web site.

Produced a series of library-related handouts in conjunction with the Six-O'clock-Series.

Hosted a library-wide FISH event.

Determined alternatives and retired the aging CD-ROM server.

Participated in planning for the Information Commons project.

Several librarians attended the ACRL Conference

Experienced the retirement of the Reference Dept. secretary.

Reference Department Annual Report 2005-2006

Statistics

<u>Reference Transactions</u>		<u>Toll-Free Reference Calls</u>	
July 2005	10	July 2005	31
August	582	August	22
September	1,568	September	43
October	1,472	October	10
November	1,403	November	18
December	716	December	10
January 2006	622	January 2006	11
February	1,293	February	8
March	1,134	March	12
April	1,305	April	6
May	542	May	7
June	467	June	12
Total	11,114	Total	190

Electronic Reference Questions

	Old Style	Docutek	Total
July 2005	0	20	20
August	0	15	15
September	1	35	36
October	2	31	33
November	0	25	25
December	0	19	19
January 2006	1	25	26
February	0	37	37
March	2	32	34
April	1	16	17
May	0	15	15
June	1	16	17
Total	8	286	294

Note : Old Style refers to the original web form that e-mailed a question to a single librarian. This system was replaced by the Docutek VRL Plus System which was implemented in January 2003. By April 2003, all e-mail reference links on the web page were converted to the Docutek system. However, questions continue to arrive via the old system.

Chat Reference Sessions

July 2004	0
August	0
September	2
October	2
November	3
December	0
January 2005	0
February	0
March	0
April	1
May	0
June	0
Total	8

Reference Books Browsed -- 2,101

Major Accomplishments

Continued Reference Weeding Project

Weeded and consolidated materials from Index/Abstract collection.

Implemented the "Bring Your Assignment" program for individualized assistance with research projects and conducted 37 sessions.

Instituted the "Get a Grip" program for sharing information during Reference Meetings. Information presented is subsequently posted on the Reference Department web site

Designated file cabinet at Reference Desk for relevant professional development material.

Determined the role of the Coordinator and established a new job description for the position.

Reference Department Annual Report 2004-2005

Statistics

<u>Reference Transactions</u>		<u>Toll-Free Reference Calls</u>	
July 2004	270	July 2004	19
August	365	August	28
September	1,794	September	37
October	1,724	October	19
November	1,610	November	9
December	759	December	9
January 2005	954	January 2005	7
February	1,385	February	18
March	1,288	March	14
April	1,239	April	12
May	424	May	14
June	453	June	20
Total	12,265	Total	206

Electronic Reference Questions

	Old Style	Docutek	Total
July 2004	4	18	22
August	2	9	11
September	2	47	49
October	0	43	43
November	0	46	46
December	0	25	25
January 2005	1	31	32
February	0	28	28
March	4	10	14
April	0	14	14
May	2	8	10
June	1	17	18
Total	16	296	312

Note : Old Style refers to the original web form that e-mailed a question to a single librarian. This system was replaced by the Docutek VRL Plus System which was implemented in January 2003. By April 2003, all e-mail reference links on the web page were converted to the Docutek system. However, questions continue to arrive via the old system.

Chat Reference Sessions

July 2004	0
August	0
September	10
October	6
November	0
December	1
January 2005	2
February	3
March	2
April	0
May	0
June	0
Total	24

Major Accomplishments

Completed Reference Weeding Project (with exception of on-going maintenance weeding)

Identified materials for weeding from Index/Abstract collection.

Instituted procedures for counting Reference browses. Since the procedures were put in place in the middle of Spring semester, we have recorded 601 Reference browses.

Implemented the “Bring Your Assignment” program for individualized assistance with research projects.

Appendices: Instruction

Instruction Statistics

Bibliographic Instruction Statistics Summer and Fall 2009

Instructor	Instruction Sessions	Students	Class Hours	Preparation Hours
Kelly Heider	16	248	25	50
Blaine Knupp	33	842	42	27
Theresa McDevitt	5	47	9	12
Susan Drummond	36	913	42	32
Portia Diaz	17	631	19	38
Jim Hooks	60	878	166	70
Joann Janosko	4	54	6	6
Chris Clouser	6	109	6.5	12
Harrison Wick	8	192	9	15
Sandy Janicki	8	381	9	8
Carl Rahkonen	3	52	3	3
TOTALS	196	4,347	336.5	273
LIBR 151 Fall 2009 2 Sections	30	1,410 (30 times 47)	30	60
LIBR 251 Fall 2009 1 Sections	30	270 (30 times 9)	30	60
LIBR 600 Fall 2009 1 Section	15	90 (15 times 6)	45	90

The desire of the library faculty is to provide Information Literacy instruction to the university community through a variety of methods and formats.

Of the **196** various sessions* of instruction provided during the Summer and Fall 2009 semesters, **86** were for graduate level students/courses and **27** sections were for CUSP . Instruction was requested by many different departments including: English, History, Nursing, Elementary Ed, Masters in Education, Psychology, Sociology, Anthropology, Biology, Spanish, Chemistry, Art History, Professional Studies in Education, Communications Media, Food and Nutrition, Criminology, Safety Science, Counseling, HDES, Political Science, Labor Relations, and Journalism, to name a few.

On **many** other occasions, subject faculty bring their students to the library during their class time for the specific purpose of researching or using our classrooms for presentations, etc. Most of these visits have occurred after a BI session was held with a librarian. The new lab in Stabley 201 is a welcomed addition to library instruction especially now with reservations easily being made by email request and the discontinuance of the paper forms.

Credit courses remain a popular option for our students. Two sections of the one credit LIBR 151 was offered along with one section of LIBR 251. The 251 course has the added advantage as of providing students not only with credits toward graduation but it also serves as a Liberal Studies elective. The section of LIBR 600 is Music Bibliography. It is offered to graduate students in fulfillment of their research methods requirement and it is taught by our music librarian. In all, **157** students benefited from these credited courses.

- Sessions can take place in or out of the library for university faculty, staff, and students, along with groups or members of the community, and includes both classroom and individual instruction sessions.
- Instruction statistics are provided voluntarily by library faculty.

TOTALS For 2009	Instruction Sessions	Students	Class Hours	Preparation hours
January- December	298	6,163	506.5	497.5

Bibliographic Instruction Statistics
January 1 – May 1, 2009

Instructor	Instruction Sessions	Students	Class Hours	Preparation Hours
Kelly Heider	10	180	17	40
Blaine Knupp	11	247	15.5	13
Theresa McDevitt	10	171	10	50
Susan Drummond	17	417	21	28
Portia Diaz	10	123	7	9.5
Jim Hooks	46	1,234	161	120
Joann Janosko	1	32	4	5
Chris Clouser	4	102	4.75	6
Harrison Wick	7	71	7	11
Carl Rahkonen	1	32	1.5	1
TOTALS	111	2,550	253.75	221.5
LIBR 151 Spring 2008 4 Sections	60	7,080 (60 times 118)	60	120
LIBR 252 Spring 2008 2 Sections	60	3,060 (60 times 51)	60	120

The desire of the library faculty is to provide Information Literacy instruction to the university community through a variety of methods and formats.

Of the **111** various sessions* of instruction provided during the Spring 2008 semester, **39** were for graduate level students/courses. Instruction was requested by many different

departments including: English, History, Nursing, SAHE, Elementary Ed, Masters in Education, Business, Sociology, Anthropology, Biology, Theater, Chemistry, Geoscience, Art History, Professional Studies in Education, Music, Food and Nutrition, Criminology, Safety Science, Counseling, HDES, Political Science, Computer Science, and Journalism, to name a few.

The numerous tours and instruction sessions held for visiting students/parents to the IUP campus are not included in the above statistics, but is a service that we provide requiring time and preparation on the part of faculty and staff.

On **many** other occasions, subject faculty bring their students to the library during their class time for the specific purpose of researching or using our classrooms for presentations, etc. Most of these visits have occurred after a BI session was held with a librarian. The availability of laptop computers for room 210 and 101 has made those rooms very popular for continuing research work after the initial BI session. The Room Reservation form seems to be working well.

Credit courses remain a popular option for our students. Seven sections of LIBR 151 were offered in the Academic year and all were full. Two sections of LIBR 251 were offered which serve as an approved Liberal Studies elective. In all, **233** students benefited from these credited courses.

- Sessions can take place in or out of the library for university faculty, staff, and students, along with groups or members of the community, and includes both classroom and individual instruction sessions.
- Instruction statistics are provided voluntarily by library faculty.

TOTALS 2007-2008 AY	Instruction Sessions	Students	Class Hours	Preparation hours
August - May	283	6,271	582.5	550.5

Bibliographic Instruction Statistics July 1 – December 15, 2008

Instructor	Instruction Sessions	Students	Class Hours	Preparation Hours
Kelly Heider	13	234	22.5	45
Blaine Knupp	28	630	38	25
Theresa McDevitt	59	429	27.5	100
Susan Drummond	38	784	44	54
Portia Diaz	24	272	17	44
Jim Hooks	31	418	65	65
Joann Janosko	6	132	11.5	8
Chris Clouser	7	73	8.25	7
Sandy Janicki	5	152	6	6
Carl Rahkonen	3	48	3	3
Harrison Wick	8	108	8	17
TOTALS	222	3,280	250.75	374
LIBR 151 Fall 2008 3 Sections	45	2,745 (45 times 61)	45	90
LIBR 600 Fall 2008 1 Section	15	150 (10 times 15)	45	90

The desire of the library faculty is to provide Information Literacy instruction to the university community through a variety of methods and formats. Eleven of the fifteen members of the library faculty participated in providing instruction to our students, faculty, staff and groups from the community or local school districts.

Of the **222** various sessions* of instruction provided during the fall 2008 semester, **65** were for graduate level students/courses. Instruction was requested by many different departments including: English, History, Nursing, Communications Media, Elementary Ed, Masters in Education, Business, Psychology, Sociology, Anthropology, Biology, Theater, Chemistry, Labor Relations, Geosciences, Professional Studies in Education, Music, Food and Nutrition, Criminology, Safety Science, Counseling, HDES, HPED, Political Science, Computer Science, Spanish, and Journalism, to name a few.

The librarians have also offered sessions to the university community for various applications, especially EndNote and Web of Science along with GOBI. As a sponsor of the History Day Workshop, instruction sessions were scheduled for students from four local school districts to research their projects and papers.

On **many** other occasions, subject faculty bring their students to the library during their class time for the specific purpose of researching or using our classrooms for presentations, etc. Most of these visits have occurred after a BI session was held with a librarian. The availability of laptop computers for room 210 and 101 has made those rooms very popular for continuing research work after the initial BI session. The Room Reservation form seems to be working well.

- Sessions can take place in or out of the library for university faculty, staff, and students, along with groups or members of the community, and include both classroom and individual instruction sessions.
- Instruction statistics are provided voluntarily by library faculty.

*Includes requests made for Summer 2 sessions.

TOTALS 2008	Instruction Sessions	Students	Class Hours	Preparation hours
January - December	333	5,830	504.5	595.5

Bibliographic Instruction Statistics July 1 – December 15, 2007

Instructor	Instruction Sessions	Students	Class Hours	Preparation Hours
Kelly Heider	13	264	17.75	35.5
Blaine Knupp	39	883	50.5	36
Theresa McDevitt	16	308	17.5	58
Susan Drummond	41	902	51	48
Portia Diaz	3	72	3	3
Jim Hooks	37	753	152	107
Joann Janosko	10	298	19	22.5
Chris Clouser	6	72	8.5	10
Sandy Janicki	6	143	7.5	7
Carol Connell	1	26	2	2
TOTALS	172	3,721	328.75	329
LIBR 151 Fall 2007 3 Sections	45	2,880 (45 times 64)	45	90

The desire of the library faculty is to provide Information Literacy instruction to the university community through a variety of methods and formats.

Of the **172** various sessions* of instruction provided during the fall 2007 semester, **69** were for graduate level students/courses. Instruction was requested by many different departments including: English, History, Nursing, SAHE, Elementary Ed, Masters in Education, Business, Psychology, Sociology, Anthropology, Biology, Theater, Chemistry, Biology, Geoscience, Professional Studies in Education, Music, Food and Nutrition, Criminology, Safety

Science, Counseling, HDES, Political Science, Computer Science, and Journalism, to name a few.

The numerous tours and instruction sessions held for visiting students/parents to the IUP campus are not included in the above statistics, but is a service that we provide requiring time and preparation on the part of faculty and staff.

On **many** other occasions, subject faculty bring their students to the library during their class time for the specific purpose of researching or using our classrooms for presentations, etc. Most of these visits have occurred after a BI session was held with a librarian. The availability of laptop computers for room 210 and 101 has made those rooms very popular for continuing research work after the initial BI session. The Room Reservation form seems to be working well.

- Sessions can take place in or out of the library for university faculty, staff, and students, along with groups or members of the community, and includes both classroom and individual instruction sessions.
- Instruction statistics are provided voluntarily by library faculty.

*Includes requests made for Summer 1 and 2 sessions.

TOTALS 2007	Instruction Sessions	Students	Class Hours	Preparation hours
January - December	303	6,358	615.25	587.5

Bibliographic Instruction Statistics January 1 – June 30, 2007

Instructor	Instruction Sessions	Students	Class Hours	Preparation Hours
Kelly Heider	5	119	10.5	21
Blaine Knupp	27	656	38.5	36
Theresa McDevitt	6	127	6	6
Susan Drummond	18	410	22.5	13
Portia Diaz	13	271	13	26
Jim Hooks	55	942	189	150
Joann Janosko	5	55	6	4.5
Chris Clouser	1	35	1	1
Sandy Janicki	1	22	1	1
TOTALS	131	2637	287.5	258.5
LIBR 151 Spring 2007 1 Section	15	450 (30 times 15)	15	30
LIBR 251 Spring 2007 1 section	30	750 (30 times 25)	30	60
LBST 499 Spring 2007 1 Section	15	405 (27 times 15)	45	90

The desire of the library faculty is to provide Information Literacy instruction to the university community through a variety of methods and formats.

Of the **131** various sessions* of instruction provided during the Spring 2007 semester, **66** were for graduate level students/courses. Instruction was requested by many different departments including: English, History, Nursing, SAHE, Elementary Ed, Masters in Education, Business, Psychology, Sociology, Anthropology, Biology, Theater, Chemistry, Biology,

Geoscience, Professional Studies in Education, Music, Food and Nutrition, Criminology, Safety Science, Counseling, HDES, Political Science, Computer Science, and Journalism, to name a few.

Community groups using our library and requesting instruction included students from the Homer Center, Penn's Manor, Indiana Wesleyan School, the Westmoreland County Community College and a local Boy Scout troop. The numerous tours and instruction sessions held for visiting students/parents to the IUP campus are not included in the above statistics, but is a service that we provide requiring time and preparation on the part of faculty and staff.

On **many** other occasions, faculty have brought their students to the library during their class time for the specific purpose of researching or using our classrooms for presentations, etc. Most of these visits have occurred after a BI session was held with a librarian. The availability of laptop computers for room 210 and 101 has made those rooms very popular for continuing research work after the initial BI session. The Room Reservation form seems to be working well.

- Sessions can take place in or out of the library for university faculty, staff, and students, along with groups or members of the community, and includes both classroom and individual instruction sessions.
- Instruction statistics are provided voluntarily by library faculty.

*Includes requests made for Early summer and Summer 1 sessions.

TOTALS 2006-2007	Instruction Sessions	Students	Class Hours	Preparation hours
Fall 06-Spring 07	333	7,017	635	648.5

Bibliographic Instruction Statistics
July 1 – December 31, 2006

Instructor	Instruction Sessions	Students	Class Hours	Preparation Hours
Sandra Janicki	16	314	20	16
Blaine Knupp	19	416	22	23
Theresa McDevitt	16	323	15.5	15
Susan Drummond	39	1045	55.5	41.5
Portia Diaz-Martin	32	777	32	64
Jim Hooks	48	873	156	150
Kelly Heider	11	206	23	46
Dan Shively	1	13	1	1
Jin Pang	2	48	2	6
Carl Rahkonen	4	61	4	4
Joann Janosko	9	238	9	17.5
Chris Clouser	5	66	7.5	6
Totals**	203	4380	347.5	390
LIBR 151 Fall 2006 2 Sections	30	810 54 per class	30	60
LIBR 251 Fall 2006 1 Section	30	840 28 per classes	30	90
LIBR 600 Fall 2006 1 Section	15	150 10 per class	45	90

The desire of the library faculty is to provide Information Literacy instruction to the university community through a variety of methods and formats.

Of the **203** various sessions* of instruction provided during the Fall 2006 semester, **82** were for graduate level students/courses. Instruction was requested by many different departments including: English, History, Nursing, SAHE, Elementary Ed, Masters in Education, Business, Psychology, Sociology, Anthropology, Biology, American Language Institute, Professional Studies in Education, Music, Food and Nutrition, Criminology, Safety Science, Geosciences, Biology, Counseling, HDES, Political Science, Computer Science, and Journalism, to name a few.

Community groups using our library and requesting instruction included students from the Homer Center, Penns Manor, Greater Johnstown and Punxsutawney school districts. The numerous tours and instruction sessions held for visiting students/parents to the IUP campus are not included in the above statistics, but is a service that we provide requiring time and preparation on the part of faculty and staff.

On at least **34** other occasions, faculty have brought their students to the library during their class time for the specific purpose of researching or using our classrooms for presentations, etc. Most of these visits have occurred after a BI session was held with a librarian. Assistance was provided by the librarian who did the instruction or by those working at the Reference desk. Since these sessions are informal in nature and at the discretion of the subject faculty, no statistics have been added to the totals above. However, efforts have been made with the Room Reservation form to note how often faculty utilize the library's resources and classrooms by having their classes meet here.

*Sessions can take place in or out of the library for university faculty, staff, and students, along with groups or members of the community, and includes both classroom and those individual instruction sessions reported by faculty.

**Instruction statistics are provided voluntarily by library faculty.

Bibliographic Instruction Statistics
January 1 – June 30, 2006

Instructor	Instruction Sessions	Students	Class Hours	Preparation Hours
Kelly Heider	5	96	7	10
Blaine Knupp	19	525	21.5	21
Theresa McDevitt	5	89	10	8
Susan Drummond	25	578	36.5	21
Portia Diaz	18	452	25.5	37
Jim Hooks	73	1163	185	93
Joann Janosko	8	125	12	22.5
Chris Clouser	12	171	10.5	9.5
Jin Pang	9	9	16.5	5
TOTALS	174	3208	324.5	227
LIBR 151 Spring 2006 2 Sections	30	585 39 per class	30	60

The desire of the library faculty is to provide Information Literacy instruction to the university community through a variety of methods and formats.

Of the **174** various sessions* of instruction provided during the Spring 2006 semester, **83** were for graduate level students/courses. Instruction was requested by many different departments including: English, History, Nursing, SAHE, Elementary Ed, Masters in Education, Business, Psychology, Sociology, Anthropology, Biology, Theater, Chemistry, Biology, Geoscience, Professional Studies in Education, Music, Food and Nutrition, Criminology, Safety Science, Counseling, HDES, Political Science, Computer Science, and Journalism, to name a few.

Community groups using our library and requesting instruction included students from the Homer Center, Penn’s Manor, and Greater Johnstown school districts and the Westmoreland County Community College. The numerous tours and instruction sessions held for visiting students/parents to the IUP campus are not included in the above statistics, but is a service that we provide requiring time and preparation on the part of faculty and staff.

On at least **many** other occasions, faculty have brought their students to the library during their class time for the specific purpose of researching or using our classrooms for presentations, etc. Most of these visits have occurred after a BI session was held with a librarian. The availability of laptop computers for room 21 and 101 has made those rooms very popular for this type of continuing work after the initial BI session. The Room Reservation form seems to be working well when guidelines are followed.

- Sessions can take place in or out of the library for university faculty, staff, and students, along with groups or members of the community, and includes both classroom and individual instruction sessions.
- Instruction statistics are provided voluntarily by library faculty.

*Includes requests made for Early summer and Summer 1 sessions.

TOTALS 2005-2006	Instruction Sessions	Students	Class Hours	Preparation hours
	392	7,450	738	524.5

Bibliographic Instruction Statistics
July 1 – December 31, 2005

Instructor	Instruction Sessions	Students	Class Hours	Preparation Hours
Sandra Janicki	12	323	13.5	15
Blaine Knupp	45	1,165	60.5	48
Theresa McDevitt	14	262	19	25
Susan Drummond	24	565	28.5	11
Portia Diaz-Martin	30	451	36.5	51
Jim Hooks	58	1,006	220	115
Carol Connell	2	44	2.5	1.5
Jin Pang	3	83	3	6
Chris Clouser	14	38	12.5	15.5
Carl Rahkonen	3	60	4.5	4.5
Joann Janosko	13	245	13	5
Totals	218	4242	413.5	297.5
LIBR 151 Fall 2005 1 Sections	15	330 22 per class	15	30
LIBR 251 Fall 2005 2 Sections	60	1440 24 per classes	60	120
LIBR 600 Fall 2005 1 Section	15	90 6 per class	45	90

The desire of the library faculty is to provide Information Literacy instruction to the university community through a variety of methods and formats.

Of the **218** various sessions* of instruction provided during the Fall semester, **83** were for graduate level students/courses. Instruction was requested by many different departments including: English, History, Nursing, SAHE, Elementary Ed, Masters in Education, Business, Psychology, Sociology, Anthropology, Biology, American Language Institute, Professional Studies in Education, Music, Food and Nutrition, Criminology, Safety Science, Geosciences, Biology, Counseling, HDES, Political Science, Computer Science, and Journalism, to name a few.

Community groups using our library and requesting instruction included students from the Homer Center, Penns Manor, Greater Johnstown and Punxsutawney school districts. The numerous tours and instruction sessions held for visiting students/parents to the IUP campus are not included in the above statistics, but is a service that we provide requiring time and preparation on the part of faculty and staff. Many of the sessions above reflect a marked increase in the number of individual instruction sessions that are being requested by our students.

On at least **31** other occasions, faculty have brought their students to the library during their class time for the specific purpose of researching or using our classrooms for presentations, etc. Most of these visits have occurred after a BI session was held with a librarian. Assistance was provided by the librarian who did the instruction or by those working at the Reference desk. Since these sessions are informal in nature and at the discretion of the subject faculty, no statistics have been added to the totals above. However, an efforts have been made with the Room Reservation form to note how often faculty utilize the library's resources and classrooms by having their classes meet here.

*Sessions can take place in or out of the library for university faculty, staff, and students, along with groups or members of the community, and includes both classroom and individual instruction sessions.

*Instruction statistics are provided voluntarily by library faculty.

Appendices: Instruction

Evaluation Instruments

LIBRARY ASSESSMENT SURVEY

This survey asks about your feelings concerning the Library Instruction presentation your class attended.

For each question below please fill in the corresponding circle on the bubble sheet using the following scale:

A. Strongly Agree B. Agree C. Neutral D. Disagree E. Strongly Disagree F. Not Applicable

1. I learned something new in the Library presentation
2. The information presented about the **online catalog** was useful in the research for this class.
3. The information presented about the **electronic databases** was useful in the research for this class.
4. The information presented about **finding full text of periodical articles** was useful in the research for this class.
5. The information presented about **Interlibrary Loan** was useful in the research for this class.
6. The information presented about **where Library materials are located** was useful in the research for this class.
7. I was able to do better online searching after the library presentation.
8. I feel more comfortable in using the library and its resources after the presentation.
9. I found out where I can ask for help in using the library.

Please tell us something about you.

10. Not counting the presentation your class attended, how many library instruction sessions have you attended?
A) 0 B) 1 C) 2 D) 3 E) 4 F) 5 or more
11. Are you a
A) Freshman B) Sophomore C) Junior D) Senior E) Graduate Student F) Doctoral Student
12. Are you a
A) Male
B) Female
13. Your age is:
A) 17-19 B) 20-21 C) 22-25 D) 26-30 E) 31+
14. This class is
A. English 101
B. English 202
C. Other undergraduate class, _____
D. Graduate class, _____

Please add any additional comments you would like to make about the library instruction session on the back.

Thank you for your participation!!!!

Two Minute BI Assessment

1. Overall, the session was (circle one):

Very useful Useful Somewhat useful Not useful

2. What are the (3) most important things you have learned in this session?

3. What questions remain unanswered?

4. What should we have spent more time on?

Appendices: Instruction

Syllabi

LIBR 151 - INTRODUCTION TO LIBRARY RESOURCES

Course Description:

This lecture/laboratory/media rich course (fourteen one-hour classes) will serve as an introduction to students on how to become information literate. **Information Literacy** is being able to recognize when information is needed and have the ability to locate, evaluate, and use effectively the needed information. Information resources, both in traditional and electronic formats, along with how these resources are organized, and how to use them effectively will be the primary focus of this course.

Objectives:

- Students will learn the locations of all Library departments; identify services each provide, and the policies governing their use.
- Students will learn how information has historically been organized and how changes have occurred with increasing technology.
- Students will learn how to use the online catalog of Stapleton and other libraries to locate bibliographic information, do direct borrowing of items, or borrow them through interlibrary loan.
- Students will learn to how to choose and use appropriate paper and electronic tools to locate relevant periodical articles, and find them in all formats.
- Students will learn how to access government documents.
- Students will learn the history and development of the Internet and the WWW, how to search it, and how to evaluate the information they find.
- Students will demonstrate their ability to cite information using established guides i.e., MLA and APA style manuals.
- Students will be able to define copyright and plagiarism and determine how these apply to their use of information.

Goal : After completing this course students will be able to determine when information is needed, how best to locate, evaluate and use the information effectively for their needs or to accomplish a specific task.

CLASS SCHEDULE:

First Day - Introduction to Stapleton Library and layout, floor plans, departments and each other.

TOPICS PART – 1

4 Weeks - Introduction to the history of libraries, arrangement of materials and classification systems, elements of the bibliographic record, the use of

Pilot, LCSH, OPAC's of other libraries, PALCI direct borrowing and Inter-Library Loan (Illiad). The steps to the development of a search strategy along with various searching techniques will be practiced along with an introduction to the use of Reference Resources.

Readings as assigned.

First Test

TOPICS PART - 2

4 Weeks - Introduction to the bibliographic elements of a periodical citation and relevant periodical sources—General and Subject Specific Databases. Indexes and abstracts in traditional and non-traditional formats. Formulating search strategies for periodicals. Finding Government Publications in the Library and on the WWW. Readings as assigned.

Second Test

TOPICS PART - 3

3 Weeks - Introduction to the Internet, its history and development, Search Engines, Meta-search engines, Subject Directories and Portals. Evaluating Web resources. Oral Presentation, Information Literacy definition and applications for today. Course Review. Web Site evaluation and readings as assigned.

Final Exam

Assignments and Grading:

1. Assignments and in-class activities, quizzes	250pts*
2. First Exam	85 pts*
3. Second Exam	65 pts*
4. Final Assignment/Exam	65 pts*
Total Points	460*

*These are estimates and **WILL** change. They are only provided as an example.

Procedures:

Students are expected to attend class and to arrive on **TIME**. Attendance is taken for each class. Class absence is **highly** discouraged.

Textbook: Not required for student purchase: Information referenced by instructor.

The Research Process: Books & Beyond, by Myrtle S. Bolner and Gayle A. Poirier, 2006,

Research Strategies: Finding your Way through the Information Fog, by William Badke, 2008.

Syllabus of Record**I. Catalog Description**

LIBR 251 Information Access in the Digital Age

2 class hours

0 lab hours

Prerequisites: Basic knowledge of: Applications of computers.

2 semester hours

(2c-0l-2sh)

Introduction to library research to equip the student with information literacy skills to recognize when information is needed. The course will aim to give the student conceptual and practical expertise as an information networker to locate, evaluate, and use effectively the needed information.

II. Course Objectives

1. Students will learn about different types of libraries and the services they provide, and the policies governing their use.
2. Students will learn how information has been traditionally organized and how changes have occurred with increasing technology.
3. Students will learn how to use the online catalogs to locate bibliographic information, do direct borrowing of items, or borrow them through interlibrary loan.
4. Students will write a paper and learn the mechanics of writing a research citation.
5. Students will learn to choose and use appropriate paper and electronic tools to locate relevant periodical articles, and find them in all formats.
6. Students will learn to access information databases.
7. Students will learn the history and development of the Internet and the WWW, how to search it, and how to evaluate the information they find.

III. Course Outline

- A. Introduction to Libraries (2 lecture)
- B. Classification Systems (2 lecture)
- C. Types of Information (3 lecture)
- D. Information Finding Tools & Aids (5 lecture)
- E. Searching Logic (3 lecture)
- F. Research Process (4 lecture)
- G. Publishing Cycle - How research evolves into published materials. (3 lecture)
- H. Scholarly, Peer-reviewed, Refereed and Popular Communications (3 lecture)

I. Evaluation and Ethical Use of Information (3 lecture)

IV. Evaluation Methods

The final grade for the course will be determined as follows:

Worksheets and in-class activities, quizzes	50%*
Midterm	20%*
Final	30%*
Total Points 100%*	

*These are estimates and may change throughout the semester.

V. Required textbooks, supplemental books and readings

Textbook: Bolne, Myrtle and Galyle A. Poirier (2001) *The Research Process: Books and Beyond* Kendall/Hunt Publishing Company.

VI. Special resource requirements

NA

VII. Bibliography

Badke, William B. (2000) *Research Strategies: Finding Your Way Through the Information Fog* Lincoln,NE: Writer's Club Press/iUniverse.com.

Dodge, B. (1995,Summer). WebQuests: A technique for Internet-based learning. "Distance Educator," 1(2), 10-13. (EJ 518 478)

Eisenberg, M.B. & Berkowitz, R.E. (1990). "*Information* problem solving: The Big Six Skills approach to library & *information* skills instruction." New Jersey: Ablex (ED 330 374)

Gilster, P. (1997). "Digital *literacy*." New York: Wiley.

List, Carla, (1998) *An Introduction to Information Research* New York: McGraw-Hill.

Will be provided more as needed at instructors discretion.

Course Analysis Questionnaire

A. Details of the Course

A1 This course will be an elective for students in the in the Liberal Studies program.

A2 This course does not require changes in any other courses or programs in the department.

A3 This course is not intended to be dual level.

A4 Similar courses are offered at these institutions:

*(**)University of Northern Colorado: Introduction to Undergraduate Research

*(***)SUNY at Binghamton: Information Resources - Use & Evaluation of Electronic Library Information Sources

*Ithaca Collge: Library Resources and Methods of Research

*West Valley College: Information Retrieval

*A catalog description and/or syllabi for each course is attached to this proposal.

**Primary Peer Institution

***Secondary Peer Institution

B. Interdisciplinary Implications

B1 This course does not overlap with any other courses at the University.

C. Implementation

C1 No new faculty are needed to teach this course.

C2 Other Resources

- a. Current space allocations are adequate to offer this course.
- b. The department budget is sufficient to purchase supplies for this course.
- c. Library holdings are adequate.

C3 No grant funds are associated with this course.

C4 This course will be offered at least twice a year, in the Spring and Fall semester.

C5 At least one sections of the course will be offered at a time.

C6 Minimum of at least 16 and a maximum of 35 students will be accommodated in this course. The nature of the lab activities restricts enrollment to this number.

D. Miscellaneous

No additional information is necessary.

SYLLABUS

LIBR 201 Internet and Multimedia

Professor Portia Diaz-Martin

105 Stapleton Library

Office Hours:

724-548-7520

portia@iup.edu

<http://www.lib.iup.edu>

I. Course Description:

Welcome to LIBR 201 Internet and Multimedia the major focus of this course will be on the evaluation of information and multimedia resources available on electronic networks when doing research in an area of one's choice. This information literacy course is designed for students to gain a more in depth understanding of the information resources available electronically and of how to utilize them more effectively in communicating. Students will learn how to access and utilize these resources for two way communications and support for decision making while incorporating selected elements in multimedia presentations of their own design.

Prerequisites: BEDU/COMM/IFLM101 or prior exposure to word processing and electronic mail

II. Text/Materials:

Required Text: E-Packs via WebCT (\$10.00 each Student Access Code)
Evans & Hayes. *New Perspectives on FrontPage 2000 - Comprehensive*
Shelly, Cashman & Vermaat. *Discovering Computers 2002, Concepts for a Connected World, Web Enhanced, Complete.*

Supplemental Readings: (Available on Reserve)
Crystal, David. *Language and the Internet*. P107 .C78 2001
Fallon, Thomas J. *Internet today*. 004.678 F193i
Mann, Chris and Fiona Stewart. *Internet communication and qualitative research: a handbook for researching online*. H61.95 .M36 2000

Software: Microsoft FrontPage & PowerPoint

Handouts: Additional handouts may be provided during the course.

III. Class Structure:

1. Lectures/Demonstrations: One hour each day will be used for lectures and the remaining two hours will be used to highlight the important material within each unit using interactive discussions, group work, handouts, and computer demos.
2. Cyber Labs: One class day each week is an online class. This time is dedicated to completing virtual lab assignments due on that day.
3. Virtual Tours: One class day each week is dedicated to virtual tours YOU will give to your classmates a tour of a Web site dealing with a particular topic.
4. Quizzes: There will be a quiz each week due on Cyber Lab days. Each quiz is a based on the Lectures/Demonstrations for that particular week.

5. Internet Support via WebCT: Check the class WebCT for additional information about the class, to post a question about this course, or to download student data files. Note that your textbook requires Internet access.

IV. Grading:

		TOTAL POSSIBLE POINTS	FINAL LETTER GRADE	TOTAL POINTS
VIRTUAL TOURS	1 @ 50pts	50		
CYBER LABS	2 @ 100pts	200	A	765+
QUIZZES	3 @ 100pts	300	B	680-764
WEB PROJECT	1 @ 100	100	C	595-679
FINAL	1 @ 200	200	D	510-594
			F	509- Below
TOTAL		850		

V. Course Policies:

Missed Classes: You are responsible for the activities of each class period. If you know of a conflict ahead of time, you are welcome to submit projects early. If you do not take a test on the scheduled day, contact me for a makeup quiz. Makeup quizzes are typically more rigorous than the regularly-scheduled test.

Assignments: All assignments are due at the beginning of class on the date due. Late assignments receive half credit.

Academic Dishonesty: Plagiarism and cheating are serious offenses and may be punished by failure on exam, paper or project; failure in course; and/or expulsion from the University. For more information refer to the "Academic Dishonesty" policy in the University Catalog.

Need for Assistance: If you have any condition, such as a physical or learning disability for which you need extra assistance, please see me immediately. If you have already met with Special Services, please provide me with information regarding your special need as soon as possible so that appropriate accommodations can be made.

LIBR 600 “Bibliography of Music” Syllabus of Record

Instructor: Dr. Carl Rahkonen, Cogswell Hall 101C 8:00 am – 4:00 pm M-F ; Call or e-mail for an appointment

(724) 357-5644 Rahkonen@iup.edu; <http://www.people.iup.edu/rahkonen>

Course Web-site: http://libs0400.acadlib.iup.edu/depts/musiclib/MusBib/MusicBib_home.htm

Purpose: To develop *skills* for graduate-level music research: knowing the organization of music materials within a library, how to use standard reference and research tools, and how to find and appraise research sources.

Course requirements: weekly assignments, midterm and final exams, and a final project.

Grades: weekly assignments 30%; midterm exam 20%; final exam 20%; final project 20%; classroom participation 10%.

Suggested text: Laurie J. Sampsel *Music Research: A Handbook*. A good style manual, such as the *Turabian* 7th ed. (5th or 6th ed. also accepted), *MLA* 6th ed. or the *Chicago Manual of Style*. Also helpful: James R. Cowdery, ed. *How to Write About Music: The RILM Manual of Style* 2nd ed.

Week 1	Introduction to the Course / <u>The Research Process</u> / Materials within a Music Library / Music Library History / Classifying and cataloging / Scholarly writing
Week 2	Citing materials in proper bibliographic form / Final Project topics
Week 3	<u>Internet Literacy</u> (The World Wide Web as a Framework)
Week 4	Library catalogs
Week 5	Uniform titles / Music Subject Headings
Week 6	Indexes of Music Literature / Bibliographies of Music Literature
Week 7	Bibliographies of Music / RISM / Discographies Review for Midterm Exam
Week 8	MIDTERM EXAM
Week 9	Encyclopedias / Dictionaries of Music Terminology / Dictionaries and Indexes of Music Biography
Week 10	Thematic Catalogs / Monuments / Collected Editions
Week 11	Chronologies, Histories, Musical notation / Guides / Handbooks, Directories, Festschriften / Opera, Musical Theatre, Vocal <u>Companions</u> / Song Translations / Specialized Indexes
Week 12	Ethnomusicology / Popular Music, Jazz, Blues / Musical instruments
Week 13	Thanksgiving Break – work on your Final Projects
Week 14	Copyright and intellectual property in music
Week 15	Final Exam Review and wrap up / FINAL PROJECTS DUE

FINAL EXAM (At the Scheduled Time During Finals Week)

LIBR600

A GUIDE TO THE COURSE WORK

1. WEEKLY ASSIGNMENTS:

There will be thirteen assignments for the course; each will be worth 13 points and will be due at the next class

meeting. (NOTE: if you get a perfect score on each assignment, you will 6 extra credit points).

1. All assignments must be typewritten, or letter quality printed.
2. *Please include the question with each answer.*
3. In addition to giving the answer, be sure to tell where you found it!
4. When asked to make a citation, make sure they conform to standard bibliographic forms given in the *Turabian*, *MLA* or the *Chicago Manual of Style*.

II. ORAL REPORTS (class participation)

In addition to the formal assignments, you will be asked to give occasional oral reports in class on some of reference works we are studying. These reports will be worth a total of 50 points during the semester. The following questions should be kept in mind when preparing the oral reports.

1. Purpose: Why was this work created? What or whose need(s) does it serve?
 2. Subject: What type of material does this work relate to?
 3. Language: What language, or languages, is this work written in?
 4. Arrangement: How is the information contained in this work organized?
 5. Index: Is there a separate part of this work which provides access to its information? If so, how is it organized?
 6. Special Features: What extra or unusual properties does this work possess that can help you to remember it?
 7. Evaluation: How well do you think the work lives up to its purpose? How up-to-date is it? How easy is it to use? What improvements would you suggest, if any?
-

Each student will be also required to complete a Final Project *of publishable quality* on a music subject of your choice. This project can be in the form of a "State of Research and Publication" paper that could constitute a section of a thesis or research proposal. Or it could be a Web-site, with appropriate citations, annotations and links to resources. There is no required length, but most subjects should be able to generate at least thirty citations, which in typewritten form would be approximately three pages.

The Final Project will be worth 100 points. You must first *give a title* to the project, which defines the topic it covers. You will be graded on the thoroughness in covering your topic in all formats (books, parts of books, periodical articles, sound recordings, video and other media, and the World Wide Web) and in how well you write your appraisals of these sources. You must write your own appraisals, and not use writing from other sources. You are to use standard bibliographical forms for your citations. You should write in standard English, with complete sentences. Start on this project immediately, since some of your materials may have to be ordered through interlibrary loan. I will have individual interviews with each of you to examine your index cards (or computer files), discuss search strategies and writing styles, and see how you are progressing. I will be happy to read and correct letter quality preliminary drafts.

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Comments and/or suggestions may be e-mailed to: rahkonen@iup.edu.
URL=<http://libs0400.acadlib.iup.edu/depts/musiclib/MusBib/SYLoRecord.htm>
Please read the official [disclaimer](#).

Appendices: Instruction

Criteria for IL Intensive class designation
& Information Literacy bibliography

Criteria for Information Literacy Course Approval

1. Integrate carefully planned assignments into the course that integrate **all five** of the IUP Information Literacy Standards
2. List the improvement of information literacy skills among the course objectives in the syllabus
3. Provide a copy of the IUP Information Literacy Standards to each student in the class
4. Incorporate **one or more bibliographic instruction sessions and/or guest lectures taught by IUP faculty librarians**
5. Guide students in locating, evaluating, and using information effectively
6. Require students to use a variety of print and non-print resources (including, but not limited to, books, newspaper articles, journal articles, on-line periodical databases, government documents, web pages, etc.) to complete class assignments
7. Include at least one written research assignment that requires students to use a style manual (APA, MLA, Chicago, Turabian, etc.) to document their sources
8. Consider information literacy assignments as a major part of the final grade; in most cases, this should be 50% or more

Information Literacy Bibliography

Books

- Burkhardt, J. (2003). *Teaching information literacy: 35 practical, standards-based exercises for college students*. Chicago: American Library Association.
- Gavin, C. (2008). *Teaching information literacy: A conceptual approach*. Lanham, MD: Scarecrow Press.
- Gibson, C. (2006). *Student engagement and information literacy*. Chicago: Association of College & Research Libraries.
- Harris, F. (2005). *I found it on the Internet: coming of age online*. Chicago: American Library Association.
- Jacobson, T. (2007). *Information literacy collaborations that work*. New York: Neal-Schuman Publishers.
- Jacobson, T. (2004). *Motivating students in information literacy classes*. New York: Neal-Schuman Publishers.
- Johnson, K. (2005). *Exploring the digital library: A guide for online teaching and learning*. San Francisco: Jossey-Bass.
- Kraat, S. (Ed.). (2005). *Relationships between teaching faculty and teaching librarians*. Binghamton, NY: Haworth Information Press.
- McAdoo, M. (2008). A case study of faculty perceptions of information literacy and its integration into the curriculum. (Doctoral dissertation, Indiana University of Pennsylvania, 2008). *Dissertation Abstracts International*, 69, 8.
- Ragains, P. (Ed.). (2006). *Information literacy instruction that works: A guide to teaching by discipline and student population*. New York : Neal-Schuman Publishers.
- Taylor, T. (2007). *100% information literacy success*. Clifton Park, NY: Thomson Delmar Learning.
- Warner, D. (2008). *A disciplinary blueprint for the assessment of information literacy*. Westport, CT: Libraries Unlimited.

Articles

- Badke, W. (2005). Can't get no respect: Helping faculty to understand the educational power of information literacy. *Reference Librarian*, 89/90, 63-80.
- Brasley, S. (2008). Effective librarian and discipline faculty collaboration models for intergrating information literacy into the fabric of an academic institution. *New Directions for Teaching & Learning*, 114, 71-88.
- Gross, M., & Latham, D. (2009). Undergraduate perceptions of information literacy: Defining, attaining, and self-assessing skills. *College & Research Libraries*, 70(4), 336-350.
- Hardesty, L. (1995). Faculty culture and bibliographic instruction: An exploratory analysis. *Library Trends*, 44(2), 339-367.

- Jacobs, H., & Jacobs, D. (2009). Transforming the one-shot library session into pedagogical collaboration: Information literacy and the English composition class. *Reference & User Services Quarterly*, 49(1), 72-82.
- Kenedy, R. & Monty, V. (2008). Dynamic purposeful learning in information literacy. *New Directions for Teaching & Learning*, 114, 89-99.
- Leckie, G. & Fullerton, A. (1999, April). The roles of academic librarians in fostering a pedagogy for information literacy. Paper presented at the meeting of the Association of College & Research Libraries, Detroit, MI.
<http://www.mwcc.mass.edu/HTML/Library/subjectpages/IL/leckiefullerton.pdf>
- Shepley, S. (2009). Building a virtual campus: librarians as collaborators in online course development and learning. *Journal of Library Administration*, 49(1/2), 89-95.

Web sites

ACRL Information Literacy page: www.ala.org/ala/mgrps/divs/acrl/issues/infolit/.

Appendices: Points of Comparison

Peer Institutions and Comparative Data

Primary Peer and Private Support Peer Institutions

System Performance Funding Program: Final Set of Fifteen Peer Institutions for IUP

Primary Peers

- Bowling Green State University, Main Campus
- Idaho State University
- Illinois State University
- Indiana State University
- Louisiana Tech University
- Michigan Technological University
- Middle Tennessee State University
- The University of Montana-Missoula
- The University of Texas at Arlington
- University of Louisiana at Lafayette
- University of Maryland-Baltimore County
- University of New Orleans
- University of North Carolina at Greensboro
- University of Northern Colorado
- University of Toledo

Primary Peers are used for the following measures:

- #1: Degree to enrollment ratio, bachelor's and master's
- #12: Employee Diversity – Executives/Faculty/Professional Non-Faculty – Female and Minority
- #14: Personnel Ratio

System Performance Funding Program: Final Set of Fifteen Private Support Peer Institutions for IUP

Private Support Peers

- Bowling Green State University, Main Campus
- Illinois State University
- Indiana State University
- Louisiana Tech University
- Michigan Technological University
- Middle Tennessee State University
- Portland State University
- The University of Montana-Missoula
- The University of Texas At Arlington
- University of Maryland-Baltimore County
- University of North Carolina At Greensboro
- University of Northern Colorado
- Northern Illinois University
- SUNY at Binghamton
- University of Toledo

Private Support Peers are used for the following measures:

- #15 – Private Support/Endowment

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Select Library of Interest > Choose Comparison Group > Select Report Topics > VIEW REPORT

Libraries Comparison Report

Library Name	Librarians and Other Professional Staff Per 1,000 FTE Students	Total Library Expenditures	Total Library Expenditures Per FTE Student	Total FTE 12-Month Enrollment	Gate Count in a Typical Week	Hours Open in a Typical Week
Comparison Group Average	1.95	\$6,527,065	\$494.28	13,588	14,312	105
STATE AVERAGE (PA)	4.22	\$2,185,921	N/A	2,979	4,879	83
NATIONAL AVERAGE	4.29	\$2,066,113	N/A	3,659	5,977	78
Comparison Group Median	1.65	\$5,862,394	\$442.42	12,727	12,000	99
STATE MEDIAN (PA)	1.81	\$243,270	N/A	1,418	548	68
NATIONAL MEDIAN	1.87	\$286,856	N/A	1,471	1,100	67
Indiana University of Pennsylvania-Main Campus, PA (Library of Interest)	1.37	\$4,652,141	\$353.75	13,151	16,000	103
University of Louisiana at Lafayette, LA	1.16	\$3,592,156	\$245.37	14,640	12,000	80
Louisiana Tech University, LA	1.47	\$2,888,967	\$302.57	9,548	5,188	90
University of Toledo-Main Campus, OH	1.47	\$6,396,076	\$336.05	19,033	9,617	132
Middle Tennessee State University, TN	1.56	\$8,361,951	\$408.22	20,484	14,000	95
University of Northern Colorado, CO	1.61	\$5,027,772	\$425.58	11,814	19,353	97
The University of Montana, MT	1.61	\$5,862,394	\$460.63	12,727	11,737	111
University of New Orleans, LA	1.63	\$4,263,165	\$442.42	9,636	14,799	82
Idaho State University, ID	1.65	\$4,868,034	\$534.01	9,116	9,581	99
Illinois State University, IL	1.99	\$8,202,832	\$436.90	18,775	16,989	109
Bowling Green State University-Main Campus, OH	2.06	\$7,124,535	\$386.07	18,454	16,756	100
University of Maryland-Baltimore County, MD	2.22	\$7,212,226	\$718.42	10,039	11,323	94
Michigan Technological University, MI	2.41	\$4,193,621	\$697.66	6,011	5,700	92
Indiana State University, IN	2.52	\$5,197,136	\$544.89	9,538	7,710	109
The University of Texas at Arlington, TX	2.53	\$13,654,936	\$678.14	20,136	40,031	142
University of North Carolina at Greensboro, NC	3.32	\$11,060,181	\$797.25	13,873	19,902	147

Appendices: Points of Comparison

SSHE Institutions and Comparative Data

[Select Library of Interest](#) > [Choose Comparison Group](#) > [Select Report Topics](#) > [VIEW REPORT](#)

Libraries Comparison Report

Library Name	Total FTE 12-Month Enrollment	Librarians and Other Professional Staff Per 1,000 FTE Students	Total Library Expenditures	Total Library Expenditures Per FTE Student	Hours Open in a Typical Week	Gate Count in a Typical Week
Comparison Group Average	6,884	1.59	\$2,592,983	\$361.05	93	8,616
STATE AVERAGE (PA)	2,979	4.22	\$2,185,921	N/A	83	4,879
NATIONAL AVERAGE	3,659	4.29	\$2,066,113	N/A	78	5,977
Comparison Group Median	6,991	1.50	\$2,404,619	\$373.50	93	7,714
STATE MEDIAN (PA)	1,418	1.81	\$243,270	N/A	68	548
NATIONAL MEDIAN	1,471	1.87	\$286,856	N/A	67	1,100
Indiana University of Pennsylvania-Main Campus, PA (Library of Interest)	13,151	1.37	\$4,652,141	\$353.75	103	16,000
Cheyney University of Pennsylvania, PA	1,740	2.87	\$704,174	\$404.70	74	2,500
Mansfield University of Pennsylvania, PA	3,117	N/A	N/A	N/A	N/A	N/A
Lock Haven University of Pennsylvania, PA	5,092	1.77	\$1,901,868	\$373.50	87	6,067
Clarion University of Pennsylvania, PA	6,032	1.66	\$2,315,688	\$383.90	92	11,367
East Stroudsburg University of Pennsylvania, PA	6,541	1.38	\$2,178,806	\$333.10	88	2,204
Edinboro University of Pennsylvania, PA	6,638	1.73	\$2,236,496	\$336.92	93	9,776
Shippensburg University of Pennsylvania, PA	6,991	1.50	\$2,664,449	\$381.13	96	6,356
California University of Pennsylvania, PA	7,772	1.16	\$2,404,619	\$309.40	87	5,712
Millersville University of Pennsylvania, PA	7,933	1.64	\$3,039,329	\$383.12	100	15,447
Slippery Rock University of Pennsylvania, PA	8,054	1.24	\$2,469,335	\$306.60	118	13,832
Bloomsburg University of Pennsylvania, PA	8,439	1.30	\$3,345,783	\$396.47	95	7,714
Kutztown University of Pennsylvania, PA	9,277	1.51	\$2,622,764	\$282.72	93	9,342
West Chester University of Pennsylvania, PA	11,865	1.35	\$5,232,486	\$441.00	93	13,073

Appendices: External Consultant's Review

Indiana University of Pennsylvania Review and Report

Erika Linke

Associate Dean of University Libraries, Carnegie Mellon University

Past President, Association of College & Research Libraries

Overview

This report outlines and records my review and evaluation of the library at Indiana University of Pennsylvania based on materials received from the review committee, a review of documents on the IUP website and a day-long visit with staff, faculty and administrators at the institution. IUP has a well earned reputation for delivering quality education.

Everyone I met at my visit was gracious, enthusiastic and committed to the vision of the institution. Current economic conditions in Pennsylvania and the nation contribute to a sense of unease about the future. Organizations everywhere are grappling with the changes wrought by reduced funding and challenges from other sectors of the higher education community. There is a confluence of factors that challenge every institution to refocus on the student experience and the quality of that experience.

It is this reviewer's opinion that the effects of the 2008 economic crisis will have long term consequences everywhere including higher education and government support for higher education. To expect that institutions will return to past practices and norms when financial conditions improve is unrealistic. Decisions made today will set a direction for years to come. With today's constraints comes opportunity to envision a new future.

No segment of the university is removed from the mandate for excellence, for relevance and for impact. How each unit in an institution positions itself within the institution is crucial. How each unit benchmarks with organizations with similar functions yields some useful information. The value of the academic library comes from what is achieved day in and day out, the impact on student learning and life, and the support for faculty research and teaching.

Site Visit

The library faculty and staff are to be commended for how resources are used to support services and collections. This deployment is underscored by the extensive use of the library by faculty and students. On entering the library, one finds students everywhere, working in groups or studying alone. The library supports students through an active information literacy program which includes six for-credit classes. Within the constraints of the budget there is technological support for information access and use.

Examination of documents supplied by the review team, personal review of the IUP and IUP library website and a site visit at IUP revealed important issues. These issues should be evaluated, explored and assessed and results shared with administration and library faculty and staff.

1) The library has been without permanent leadership for a considerable period. The library faculty and staff want to move the library forward in addressing the needs of students and faculty. The length of time with temporary leadership has exacerbated staff and library faculty anxieties. An organization benefits with clear vision and strong leadership. A successful search for a Dean of Libraries is crucial.

2) Libraries have value, and libraries are changing. The library, under the leadership of a new dean, will need to assess the results of surveys, consider how to probe on issues that need further clarification and refinement, leading to an action plan to align library priorities and services with the articulated needs of students and faculty.

3) My review at IUP suggests that engaging students in order to elicit their perspective would be a fruitful action. Drawing students closer to the library through outreach to appropriate student government and/or establishing a student advisory group could strengthen service initiatives and enhance student engagement with the library. Providing a forum for the student voice can often yield new ideas and create opportunities.

4) In several venues, library faculty and staff raised concerns about building security at night in the library. Due to funding cuts and reassignments, fewer staff (including student staff) is available late night to maintain building safety and security. An analysis of late night incidents over several years might be undertaken with campus security experts to better understand the nature of the late nights incidents and might suggest a direction to improve security at night. A balanced analysis of usage patterns, a risk assessment study, student needs analysis, budget reductions and staffing should be ongoing. The library needs some discretion and flexibility in balancing these factors in setting library hours.

5) In several interview sessions, it was noted that the library has many services and resources that may not be fully known or understood by the campus community. Regular and targeted marketing of library services and collections might address the issues that have surfaced. If appropriate, perhaps the library could become a test bed for selected student project(s) in marketing that might emanate from the Eberly College.

6) Funding sources that support library services and collections are in transition. Any time an institution changes the manner in which operations and units are funded, clear communication and analysis of the benefits of the change are essential. This reviewer perceived resistance to changing the revenue model, uncertainty about the stability of the new model and questions about its benefits. I encourage the administration to articulate the changes and the anticipated benefits of these changes.

7) To remain a vital contributor to the campus, the library needs to determine how best to engage with faculty and students. There are many ways for meaningful and fruitful dialog. An existing library liaison program exists. Its focus is faculty and collections but the scope could be expanded to include library services and other initiatives to support faculty in their research and teaching. As well, direct engagement with students through student government or through a student advisory committee (both undergrad and grad) has the potential to connect the library to students in new ways.

8) Concern was raised that current staff job descriptions do not accurately represent staff work. Library staff stated that they are called upon to provide service that is outside the scope of their positions. The delicate balance of what tasks are in a position and what is demanded by the user challenges libraries to determine fair and equitable ways to manage this matter. My visit was too brief to be able to delve into this issue in greater depth.

Communication is important in every organization. It requires clear articulation and dialog, close and attentive listening, engagement in what is said, testing of what is said, a component of trust and a willingness to focus on high level and operational goals and outcomes. When the stakes are high, when organizational pressures are great, when finances are stretched and when there is uncertainty, clear communication and attentive listening is crucial.

Every institution needs to examine the data gather for national surveys and develop trend lines for those services and activities reported nationally. Libraries need to know their users; data tells one part of the story and through surveys, focus groups and other techniques for gathering user input directly from faculty and students a fresh perspective on user needs and wants can be constructed. Combining these data with emerging options and new technologies a library can position itself to server its user community in ways that can make a real difference.

With today's constraints comes opportunity to envision what a library is. It will take leadership and courage to evaluate and assess current practices and as needed to set a fresh direction by setting priorities and establishing an ongoing practice of review, evaluation and assessment.

IUP is fortunate to have a library faculty and staff who care passionately about the institution, about the library and about the quality of their work. Whoever is hired as the next dean of libraries will benefit from their combined talent, commitment to and caring for the future of the IUP library.