Library of the Future Task Force (LOFT)

Final Report
December 12, 2016

LOFT 2016-17 Committee Members

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Executive Summary of LOFT Findings

- At the Faculty Senate's request, the Library of the Future Taskforce (LOFT) met throughout 2015-2016 to compete its assigned mission.[i] We collected significant data from WSU Libraries[ii], developed and conducted a faculty survey,[iii] and convened in subcommittees to consult with other relevant entities at Wright State and to collect specific findings and make recommendations.[iv]
- Budgetary concerns are affecting WSU Libraries' ability to fulfill their multiple missions, especially their acquisition of collections necessary for faculty research and teaching, their maintenance and improvement of physical facilities, and their ability to provide staff for crucial services.
- Communication between WSU Libraries and faculty needs to be improved.
- Collaborations between WSU Libraries and other constituencies on campus need to be explored in order to enhance the use of new technologies.
- WSU Libraries should be prioritized in future fundraising and development endeavors.
- A regular process of review that emphasizes best practices established by peer and aspiration institutions should be implemented, and Lake Campus Libraries are in need of urgent consideration.

Recommendations:

- that the administration recognize the critical importance of establishing a stable and predictable budget as well as generating additional revenue streams for the library so that the library's funds for purchasing materials necessary for faculty research and teaching do not continue to diminish,
- that the Faculty Senate collaborate with WSU Libraries to establish a "Faculty Advisory Committee" comprised of rotating, representative faculty from each college/school to improve communication to and from these groups, and to steer decisions about collections, policies, facilities, technology, staff, and development,
- that the administration work with WSU Libraries and the "Faculty Advisory Committee" to develop and prioritize a plan for the maintenance and update of Dunbar library's facilities,
- that the Faculty Senate and administration collaborate to develop a process for regular, periodic reviews of WSU Libraries (including Lake Campus) that benchmark WSU libraries to their peer libraries and identify best practices at aspirational institutions,
- that WSU Library's areas of excellence continue to be supported and expanded, including: the hiring of excellent staff, OhioLINK and ILL, and STAC.

Budget Subcommittee Report:

In the evaluation of the libraries budget, it is important to note that the libraries support multiple missions that are integral to the Wright State University. Among these are undergraduate and graduate education and faculty research and scholarship. It is clear that the current and projected library budgets are insufficient to continue or expand current levels of support. One example of this is that the overall library budget went from $8,952,107.76 in 2012 to $8,905,449.29 in 2016, a decrease of $46,658.47 notwithstanding increases in salaries, benefits and collections. It is critical to recognize that WSU Libraries need a stable and predictable budget for materials that increases annually both to allow acquisitions to keep pace with inflation and to also allow the libraries to respond to the collections needs posed by new programs and new research interests.

Alternative funding sources should also be explored. These alternative sources of funding should focus on support for specific educational or research missions. Among the alternatives to explore:

Recommendations:

1. Expanded use of Facilities and Administration (F&A) funds to support WSU Libraries: WSU's F&A funding rate (currently 48% on campus) is established through negotiations with the Department of Health and Human Services. Negotiated F&A rates are justified based on the support of research infrastructure. Support for WSU libraries could be enhanced in future negotiated F&A funding rates, and we recommend that a portion of the F&A, proportional to each college and school that receives F&A funding, be directed to the library's purchase of materials targeted for that college/school.

2. Student library access fees: As evidenced in the recent library survey, undergraduate students frequently request expanded library hours, primarily to provide individual and group study space. Because of the design of Dunbar library, a minimum of two library personnel must to be present when the library is open. The addition of a student library fee that would support a library function that benefits students, like expanded library hours, should be considered. For example, a five dollar per semester access fee would raise in excess of $170,000 per year. This funding would allow for the hiring of extra personnel, and/or for the installation of a swipe card system, to expand library hours, perhaps to be open on a 24/7 basis.

3. Technology fee: A standard portion of the technology fee that students already pay might be set aside annually for the library's budget.

4. More and continued targeted fundraising, especially to support special collections: The library holds several special collections. The University Foundation should be engaged to raise funds specifically to support and maintain these collections.

5. More and continued creative fundraising: Many academic libraries are becoming more proactive resorting to creative and non-traditional ways of fundraising in order to cover their budget and build new revenue streams. The Libraries and University Foundation should explore more fundraising opportunities like the existing Legacy Book Program and Book Support Fund.

Collections Subcommittee Report:

The Collections Subcommittee began its analysis by examining the library's collections budget changes since 2012. The subcommittee reports the following discoveries:

- The budget for "Materials Acquisition" (which encompasses the purchase of books and audio/visual materials) has decreased from $2,249,415.00 (2012) to $1,654,004.00 (2017): a decrease of $595,411.00 or -26%.[v]
- The budget for the purchase of books and audio-visual materials acquisitions, specifically, has decreased from $919,274.00 (2009) to $678,022.00 (2015): a decrease of $241,252.00 or -26%.[vi]
- The budget for "Information and Communications" (which encompasses the purchase of electronic subscriptions and databases) has increased from $2,056,341 (2012) to $2,506,260.00 (2017): an increase of $449,919.00 or +22%).
- Combined, the base budget for the acquisition and development of WSU Libraries' collections has decreased from $4,305,756.00 (2012) to $4,160,264 (2017): a decrease of $145,492 or -3.4%. This decrease, however, is more substantial than -3.4% because of the inflating costs for materials that occur annually (roughly +6% per year for journal subscriptions; and +3% per year for monographs).

As a result of these changes in collections related library budget lines, 934 titles were cancelled between 2010 and 2016, while only 52 were added with many additional titles currently being considered for cancellation.[vii]

Although electronic materials will certainly be an important component of the library's future collections, on-site printed materials are also essential for the future of WSU libraries. WSU Libraries has not lost sight of the need for maintaining its print collections, but a future challenge for the libraries will be to manage both electronic and printed materials to meet the needs of students and faculty alike who report that their access to physical books remains important.[viii]

The faculty survey confirmed that the library's highest priorities should be the acquisition and maintenance of electronic resources, including databases (85%) and journal subscriptions (100%).[ix] The acquisition and maintenance of print materials were also, however, given as a high or a medium priority (78%) (compared to workshops, programming, events, and development of workspaces). Faculty surveyed reported insufficient access to: print materials (26%), databases (15%), and journals (14%) needed for their research and teaching. Although the budget suggests funding is focusing on faculty priorities (electronic resources), the faculty reporting insufficient resources suggest that those faculty who rely most on print materials lack timely and ready-to-hand access to many of the resources they need.

The Subcommittee noted that supporting faculty research was also a high priority (83%) for the faculty surveyed, surpassing that for teaching support (67%).

Lastly, the subcommittee viewed the Librarian-Faculty interaction as relevant for collections and an opportunity for improvement. They noted that:

- 36% of faculty do not request or recommend the acquisition of new materials;
- 47% of faculty report having never been consulted about the acquisition of materials;
- Those faculty who were consulted about the acquisition of materials reported that it was a rare or one-time event;
- 22% of faculty surveyed were not satisfied with their acquisitions input.

Recommendations:

1. That the administration recognize the critical importance to generate additional revenue streams for the library so that the library's budget for purchasing materials necessary for faculty research and teaching does not continue to diminish.

2. That WSU Libraries and the administration support our continued participation in OhioLINK but also recognize the value of maintaining and developing our on-site collections and institutional access to critical electronic databases and online journal subscriptions. The current trend to enhancing electronic resources is clearly a path for libraries of the future. That said, WSU Libraries should be mindful that our print collections and physical holdings remain critical resources for many of our faculty and our students, and these resources have been disproportionately affected by recent budget constraints as well as by trends in digitization and electronic access. WSU Libraries should be wary of affecting them further when making decisions about facilities.

3. WSU Libraries should engage faculty directly in decisions about the development and maintenance of the collection by: establishing a standing committee of at least one faculty representative from each college; the library administration should share relevant budgetary information with regards to acquisitions with this committee and consult with this committee on both the acquisition and also the de-acquisition of materials; this committee should share in the responsibility for communicating with faculty information about the library's collection, including archives and special collections; creating a standardized process, including a policy and an online form, that all subject librarians will use annually to solicit input from the faculty on the materials the library should purchase for its collection; ensure that faculty have input on the hiring of subject librarians by including a faculty member from the relevant subject field on the search committee and/or establishing candidate presentations to the relevant faculty as part of the hiring process, using faculty feedback from that presentation to aid in making final hiring decisions.

4. That WSU Libraries, including Lake Campus undergo periodic reviews (e.g. every 5 years) by a committee of faculty and library personnel charged to benchmark WSU libraries to their peer libraries.

Facilities Subcommittee Report:

The LOFT report, supported by survey results categorized library facilities as an area of need. The following recommendations focus on Dunbar library. It should be noted however that the Lake campus library exists in a temporary modular building (see attached report).

Recommendations:

1. The students seek out the library for study in single and small group settings. As noted by the budget subcommittee and noted in the attached survey data, there is also a need to expand the time the library facilities are available.

2. The LOFT report notes there are issues with maintaining library facilities (e.g. bathrooms, carpet replacement, furniture) and facility upkeep cannot be completed using the library's operating budget. The University is recommended to provide a plan for maintenance and update of Dunbar library to the Faculty Senate no later than Fall, 2017.

3. The Dunbar library's current space limits both the library's ability to meet student study space needs and maintain/enhance its collections. If a new site is identified for Special Collection/Archives the University should engage in a review of the Dunbar library space that prioritizes the library's needs in the review process.

Staff Subcommittee Report:

Dayton Campus Findings: The subcommittee concurs with the WSU Libraries' report (LOFT report) and LOFT survey results compiled from faculty, staff and students that one of the library's strengths is its staff.   But in addition to this strength, the subcommittee identified some future challenges and opportunities for the Dayton campus staff. These challenges and opportunities are summarized below.

A challenge to the current staffing in terms of number of employees and library experience was the early retirement program. The Voluntary Retirement Incentive Program resulted in nine of the Dayton campus library's 63 employees choosing to retire with a resulting loss of over 250 years of experience. The library's reorganization replaced four of those nine employees. That process provided the library with opportunities to create positions to engage new initiatives and redefine existing positions. While the plan will not result in a decrease in hours of operation, it will represent a challenge to consider extending services/hours.

There is also an opportunity resulting from the early retirements. As noted in the technology subcommittee report this subcommittee agrees that the staffing challenges faced by the library could be partially addressed by looking at opportunities to address the decentralization of IT (hardware support, web services) in the library, CATs and the Office of Marketing. One example is the centralization of hardware support and programming into CATs.

Additionally, a review of Core Scholar support personnel might be helpful. The committee noted there may be an opportunity in the future to merge Core Scholar, a forward thinking approach to recognize WSU faculty scholarship, with faculty's annual reporting of their scholarship activities. Additionally, it appears that library web service personnel could work more collaboratively or become more centralized with university web services.

Another opportunity at the Dayton campus is to strengthen the librarian-faculty/department relationship. The staff subcommittee recommends that communication between the library and faculty/departments be more effectively utilized. Additionally, there have been examples where other units within the library need to get information out to faculty and these communications have not come out in a timely fashion. It is recommended that the library establish internal communication networks so that the librarians, who represent the contact points for faculty/department communications, have the tools to provide rapid and effective communications out to the faculty and receive timely input from faculty.

Additionally, a related recommendation is to consider forming a faculty committee of faculty library representatives to allow other staff personnel opportunities to periodically communicate key activities.

The subcommittee also reviewed the staffing at the Lake Campus Library and Technology Center and the Charles & Renate Frydman Educational Resource Center located within the College of Education and Human Services. Both libraries have dedicated staff who are funded within Lake and CEHS respectively. As with Dunbar library, the number of staff create a limitation in terms of the hours of operation for both libraries.

Recommendations:

1. Review staff personnel in the areas of IT (hardware and programing) and web design to ascertain if centralization or sharing these services with CATs and Marketing would enable the library to reposition its personnel in direct support to the library related faculty and student needs.

2. Core Scholar utilization appears to be decreasing. The subcommittee recommends exploring the possibility of employing this system for reporting faculty scholarship within the annual faculty reporting process.

3. Enhance the current library communications with faculty and departments by working to improve communication to and from these groups, ensure that library groups communicate to faculty through the librarian-faculty link and the establishment of a faculty library committee to interface with library personnel and serve as a second communication link with colleges/schools.

Technology Subcommittee Report:

The Dayton Campus Library has a strong history of anticipating and adapting to customers' needs and demands. Many of these demands come as a result of greater reliance on technology resources by both the Library and its customers.

One addition made to meet the technology needs of our students has been the Student Technology Assistance Center (STAC). We believe that this is a valuable resource that should be preserved if possible through any potential reconfiguration of the Library.

The Library website is one of the most visited sites at Wright State. Over 1 million page views per year come to the Library websites. However, in the recent faculty survey conducted about the Library, it was pointed out that the Library website was difficult to use.[x] The Library websites are being hosted on a different platform than all other Wright State websites, so there is no consistency in web design with the rest of the university. Also, the website infrastructure is still on campus and is not protected with a disaster recovery plan. The main Wright State websites are now being hosted by a 3rd party vendor, which includes built in high availability to protect us against disasters. It is recommended that the Library work with Wright State Marketing to explore the possibility of having the Library website transitioned over time to the current central hosting solution.

The Library has 185 public computers available for open use. As more and more students are coming with their own computing resources, the demand for publicly accessible computers diminishes. In 2014, there were 11,493 users of the Library public computers compared to 10,980 in 2015. We believe this trend will continue on a downward trajectory. The diminishing use of the public computers might be accelerated as more software and resources are made available online, including the use of virtual applications and desktops. The Library could also work with CaTS to evaluate whether moving to virtual desktops would be of benefit for any remaining public computers in use. As the public computers are coming up for replacement, going to a virtual desktop could save the Library money on hardware acquisition costs by purchasing thin clients instead of full desktop computers. Also, moving towards virtual desktops could streamline the imaging and support process taking a burden off of the Library IT staff. Any reduction in the footprint for public computers can be used for more collaboration space for students.

It is evident from the LOFT report that the Library is struggling with the yearly increases in the cost of electronic subscriptions. Since Wright State's enrollment is much lower since the conversion to semesters from quarters, it might make sense to revisit some of our agreements to make sure that we are not paying for subscriptions based on inflated student and faculty FTE.

It is clear from the LOFT report that the Library Staff are a point of excellence. However, it appears that there could be some duplication in IT functions that the library staff is handling that could be handled more efficiently by centralizing the effort. Two main areas are the web developers and the general lab and IT support teams. As the Library website is evaluated to see if it could be handled under the central web structure, so too should the web staffing. The same holds true for the computer lab and general IT support. Some of those functions might be best to come from a centralized effort with the combining of the Library IT support team with CaTS.

Recommendations:

1. Provide continued support for the STAC and consider enhancing STAC's presence by working with CTL to explore creating a mirror initiative to support faculty research and teaching.

2. Consistent with the staff subcommittee report we recommend that the library explore transitioning its website work to the Marketing department.

3. To lower IT operating and personnel costs for the library, investigate ways to transfer IT support duties and move to virtual PCs.

4. Reassess electronic database contracts to ensure that costs are in line with student enrollment numbers.

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[i] See Appendix IV (Rosters, Mission Statement, Agenda, and Minutes)

[ii] See Appendix I (LOFT Report)

[iii] See Appendix II (Faculty Survey and Results)

[iv] See Appendix III (Subcommittee Reports and Recommendations)

[v] This is based on the updated Library Financial Report (provided to the committee Fall 2017) — please note that these numbers do not line up with the original LOFT report. The LOFT report claims that the library's base materials budget has remained flat between 2012 and 2016 at $4,016,512, but has been nevertheless effectively decreased by inflation. I'm not sure how to reconcile or explain the two documents.

[vi] LOFT report, page 17; the taskforce does not have data for after 2015.

[vii] LOFT report, page 17.

[viii] This was noted in the LOFT report and on the Building Use Survey.

[ix] 126 faculty responded to our survey, and although this represents a less than ideal percentage of faculty, it does represent faculty who are actively and enthusiastically engaged with the library's resources and mission and prioritize their access to its services.

[x] We note that the survey was conducted five weeks after the library launched a website redesign, however.

Dunbar Library Report Summary

In a report prepared for the Library of the Future Taskforce, WSU Libraries' identified their areas of strength and weakness and provided extensive data regarding the usage of the libraries' resources.

WSU Libraries' identified their staff, services, collections, and technology as strengths, although some feedback from the faculty survey suggests that more work may need to be done to enhance the library's collection. WSU Libraries identified their facilities, budget, and staff (again) as weaknesses. The Library of the Future Taskforce concurs with this assessment and believes we will focus on WSU Library's budget, collections, staff, and facilities when making our recommendations to the Faculty Senate in the Fall of 2016.

Key points:
- WSU Libraries' budget for purchasing materials (including print and electronic materials, databases, and ejournal subscriptions) has been flat or declining since FY10, while the price of these materials has continued to rise. See, especially, pages 16 and 17 of the LOFT Report.
  - Since 2010, the Library has had to cancel our subscriptions to 934 journals; meanwhile, we have added only 53 new subscriptions.
  - Since 2010, the Library has had to reduce its budget for purchasing books and audio-visual materials by $241,252.00
- "WSU Libraries has operated under interim leadership for two years. Permanent leadership is necessary for the library to move forward with its strategic planning initiatives for the future" (LOFT Report, 5).
- The library anticipates numerous retirements in the next 2-5 years, and WSU Libraries' recent student surveys indicate that its hours need to be expanded; evidence from the faculty survey suggests that faculty would also appreciate extended hours. This would require additional staffing.
- Improvements to Dunbar have been paid for from the library's operating budget, thus further compromising the maintenance and acquisition of materials.
- The Library has reduced the space it allocates for the collection of research materials by 36% since 2001, while it has increased the space it allocates for study by 71% in order to meet student demand for study space. Meanwhile, the Library can still only seat 8.6% of WSU's student population who report that they have few places other than the library for quiet study on campus. An 8.6% seating capacity falls short of industry standards, which range from 10%-20%.

ERC and Lake Campus Library Report Summary:

In Phase I reports were provided to the committee from the Educational Resource Center (ERC) and Lake Campus Library. The task force intends to compare the report findings to peer-facilities in Phase 2 of this process and provide recommendations.

Faculty Survey Summary

The Library Task Force created a survey for all full time faculty to assess their current views with regards to the University Libraries (Dunbar, ERC and Lake). One hundred twenty-six faculty completed the survey, 16% self-identified as NTE and 80% TET faculty. Faculty from the College of Liberal Arts made up the largest percentage of respondents (32%).

When reviewing the data, several key themes were identified.
- Overall, faculty are very supportive of the library services and personnel. For example, faculty see the library's main priorities (from a list of 15) as the acquisition and maintenance of databases and electronic journals. These are also the faculty's two top priorities (Questions 4 and 5). Personnel comments throughout the survey are uniformly positive.
- An important area of need was identified as the library budget. This concern often was addressed when it came to maintaining library resources (books, journals) and personnel.
- Faculty overwhelmingly reported that the library hours met their needs although there were several written comments requesting extended hours suggesting some faculty agree with the student's viewpoint on this issue.
- The Library's CORE Scholar and website were the only two areas where faculty appeared either not to make use or understand it (CORE Scholar), or feel it was somewhat difficult to use (website).

The committee will begin Phase 2 of its mission starting Fall semester, 2016.

Mission and Responsibilities

As its overarching responsibility, the Library of the Future Taskforce shall

Phase 1: review Wright State Dunbar Library services and collections with respect to faculty teaching and scholarship needs and to student learning and research needs and make the results of this review available to the Faculty for discussion.

Phase 2:
a. research and make recommendations as to Library services, resources, infrastructure and planning to meet the needs of a twenty-first century university and to promote excellence in Wright State's library system;

b. review and identify areas of excellence in Wright State library collections and services as they relate to faculty and student needs, and make recommendations as to how to maintain those areas of excellence and develop further areas of renown;

c. review and recommend improvements to the communication channels to ensure faculty input guides investments in future research and teaching resources.

To that end, Taskforce shall consult with the Buildings and Grounds, IT, and Policies Committees, Student Government, Graduate Council and the Office of the Provost to gather data and review documentation as needed.

Phase 1 shall be completed and the results reported prior to the December 2015 meeting of the Faculty Senate. [We have been granted an extension from the Senate Executive Committee; our new deadline is February 2016]. The Taskforce shall forward its Phase 2 recommendations to the Faculty President prior to the April 2016 meeting of the Faculty Senate. [We have been granted an extension from the Senate Executive Committee; our new deadline is Fall Semester 2016].

University Libraries

Report to the Library of the Future Task Force

January, 2016
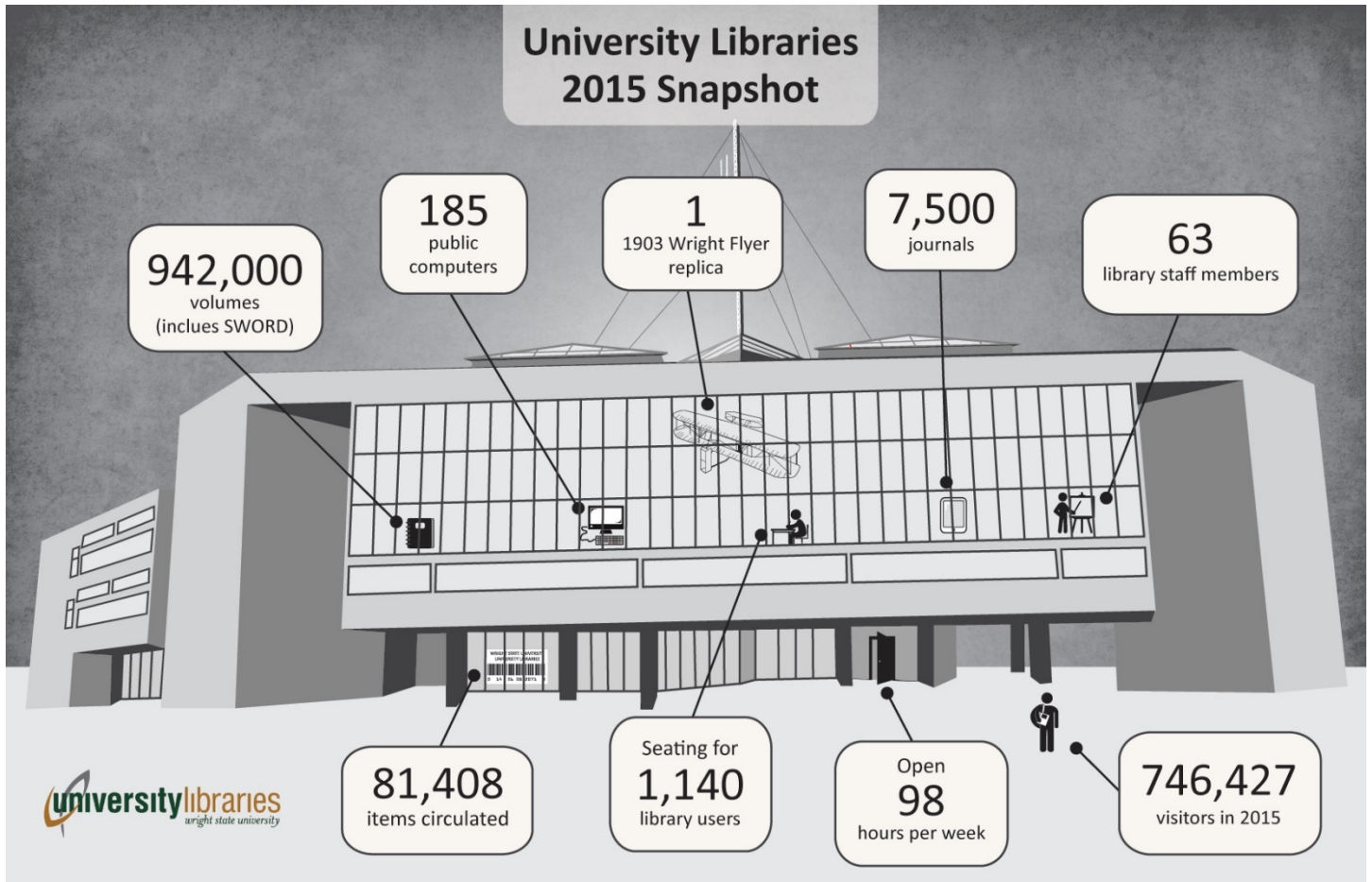
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University Libraries

Report for Library of the Future Task Force

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Introduction

Introduction

As the Library of the Future Task Force looks at the University Libraries' resources and services and "makes recommendations as to Library services, resources, infrastructure and planning to meet the needs of a twenty-first century university," we thought it would be useful to look back at changes in the Libraries over the past 25 years.

1990	2016
Three separate libraries	One library
90 staff members	63 staff members
16 dumb terminals accessed only the library catalog	185 public computers
Print journals	Online journals
Print books	Mix of print and e-books
Print abstracting and indexing tools	Online databases
U-Matic and VHS tapes, vinyl records	Streaming video and audio
Print course reserves	Online course reserves
Reference in-person or by telephone	Reference in-person or via phone, chat, and e-mail
ILL	P-CIRC and ILL
No equivalent	OhioLINK

The University Libraries of 2016 bear little resemblance to the libraries of 1990. As the chart indicates, our facilities, resources and services have changed dramatically in the past twenty-five years.

Many of the changes have resulted from adopting new technologies. In 1990, our technology consisted of a simple online library catalog. In the early 1990's the Libraries created their first website, giving us a web presence. That website has evolved over the years and now serves as the gateway to all of the Libraries' resources and services.

Technology has also impacted our traditional services. Reference assistance is now available via e-mail, chat, and virtual appointments. Course reserves are online enabling students to access them from any location 24/7. Materials can be requested from other libraries online, both by P-CIRC and ILL. Article requests are frequently delivered to your desktop electronically.

We have also added many new services. The STAC (Student Technology Assistance Center) began providing multi-media services for students in 2001. The Digital Services department, which manages CORE Scholar (our institutional repository), was formed in 2006. The E-Learning Studio opened in 2014.

This look to the past demonstrates the Libraries' long history of change and evolution as our environment and the needs of our users have changed. We look forward to working with the Library of the Future Task Force as it completes its work.

Areas of Excellence and Greatest Need

The University Libraries have identified the following areas of excellence and greatest need through a variety of means, including PEST (political, economic, social, and technological) and SWOT (strengths, weaknesses, opportunities, and threats) analyses, user surveys, benchmarking, and strategic planning.

Areas of Excellence:

Staff

> Our educated, experienced staff includes 63 people with 116 degrees and 1117 combined years of library experience.

> Staff members actively represent the University Libraries and the University in over 30 different local, state, regional and national professional organizations and boards; many hold leadership positions in these groups.

> Staff members actively represent the University Libraries in many campus activities and committees.

> Staff are committed to ongoing professional development and attend a wide variety of professional conferences and workshops as well as participate in university-provided development opportunities.

> Staff are very customer service focused and actively seek new ideas and technologies to improve service for our users.

Services

> Services are constantly evolving to incorporate new technology and to meet users' changing needs.

> The library is open for service 98 hours/week; it also provides 24/7 access to thousands of electronic resources.

> Services are customized to meet needs of unique user groups, such as faculty, first-year students, international students, entrepreneurs, etc.

> Services focus on supporting our mission to provide exceptional research services and resources to facilitate faculty and student success and to foster innovation and life-long learning in our diverse community.

> We collaborate with other units, such as the Writing Center and the Veterans' Center, to extend our services on campus.

Collections

> Collections support Wright State University's diverse academic disciplines and Centers of Excellence.

> Subject librarians gather input from faculty in developing collections.

> As a federal and state depository library, our collections include many government publications.

As a US Patent and Trademark Resource Center, our collections provide invaluable patent and trademark information for university and area researchers.

Collections include all university archives and official records.

International awareness and use is increasing with the growth of WSU's institutional repository, CORE Scholar, and our Special Collections and Archives.

Through our OhioLINK membership, our collections include access to the holdings of 121 other Ohio college and university libraries.

Technology

Public computing areas provide 185 workstations, networked scanners, and printing.

STAC (Student Technology Assistance Center) provides support for students incorporating multimedia into their academic work.

Presentation Practice Room provides technology for students working on class presentations.

e-Learning Studio provides technology and support for online learners.

The POD studio provides technology for students creating podcasts as part of their academic work.

Areas of Need:

Facilities

More quiet and individual study space is needed, including private study rooms. This is one of our major complaints from students.

Most furnishings are dated, worn-out, dirty, and unattractive. Major renovation and updating is needed.

Elevators are 43 years old. They are frequently out-of-order and increasingly unsafe. They need replacing as soon as possible.

Available seating is insufficient for the size of our student body.

New and expanded restrooms are needed for the large volume of people using the building.

No space is available to pursue new initiatives, such as a "maker space" or a faculty resource/research center area.

No space is available for future growth of our internationally recognized Special Collections and Archives.

(PLEASE SEE THE DUNBAR LIBRARY'S RECENT BUILDING USE STUDY FOR ADDITIONAL INFORMATION ABOUT OUR FACILITY NEEDS.)

Budget

Our materials budget has been flat or declining since FY10 while inflation continues to rise. Consequently our purchasing power is much reduced and we are less able to meet users' requests for new materials.

Library building improvements have been paid from the library operating budget rather than a larger campus improvement fund; consequently, our physical facility is suffering.

Staff

Library services hours need to be expanded; this will require additional staffing.

The library has an aging workforce and anticipates numerous retirements in the next 2-5 years. New staff with new skills will be needed to meet future work demands of the library.

The library has operated under interim leadership for over two years. Permanent leadership is necessary for the library to move forward with its strategic planning initiatives for the future.

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- **Librarian for First Year Services** Maureen Barry
- **Nursing Librarian** Ximena Chrisagis
  - **Social Sciences Librarian** Edith Scarletto
- **Coordinator for Instruction/Assessment** Mandy Shannon
  - **Government and Legal Information Coordinator** Ran Raider
    - **Student Assistants**
- **Science Librarian** Terese DeSimio
- **Business Librarian** Carol Fang
- **Engineering Librarian** Phil Flynn
  - **STAC Coordinator** David Reyes
- **Science and Math Librarian** Mary Lou Baker Jones
  - **Information Commons Evening Supervisor** Beth Anderson
    - **Student Assistants**
- **Humanities Librarian** Holly A. Jackson
  - **Information Commons Day Supervisor** Maggie Perry
    - **Student Assistants**
- **Health Sciences Librarian** Brian Olesko
- **Medical and Education Librarian** Bette Sydelko
  - **Information Commons Specialist** Jenn Kube

Head of Digital Services
Jane Wildermuth

Metadata Librarian **Andrew Harris**	**Digital Initiatives** **Librarian** **Elisabeth Shook**	**Digitization Specialist** **Tanya Ellenburg-Kimmet**	**Digitization Specialist** **Ryan O'Grady**	**Student Assistants**

Head of Special Collections and Archives
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Stephanie Kays

University Records Manager and Archivist

Chris Wydman

Student Assistants

Social Media Team

Head of Library Computing Services
Kathi Herick

Web Team

First Year Experience Librarian
Maureen Barry

Library Systems and OhioLINK

Web Development

PCs and Networking

Web Developer
Lee Davey

Marketing and Communications Specialist
Michelle Brasseur

Systems Librarian
Leigh Duncan

Web Developer
Lee Davey

Computer Systems Administrator
Mike Smith

Systems Librarian
Leigh Duncan

Metadata Librarian
Andrew Harris

Web Developer
Jason Lipiec

Student Assistants

Science and Math Librarian
Mary Lou Baker Jones

Archivist for Digital Initiatives and Outreach
Lisa Rickey

Computer Systems Administrator
Frank Wolz

Web Developer
Jason Lipic

Archivist for Digital Initiatives and Outreach
Lisa Rickey

Head of Digital Services
Jane Wildermuth

Head of IDS
Matt Shreffler

Interlibrary Loan

Service/Reserve Manager
Mary Raider

Night Manager
Arthur Seifert

Stack Maintenance OhioLINK Processing

Library Associate
Barbara Schaper

Senior LTA
Chris Duffy

Library Associate
Ed Trentman

Senior LTA
Mandy Wilson

Library Associate
Rahme Ashour

Senior LTA
Steve Wynn

Library Associate
Adrienne Savage

LTA
Chris Nimmer

Student Assistants

Student Assistants

University Libraries Technical Services

Head of Technical Services
Martin Jenkins

Copy Cataloging & Receiving Unit Coordinator
Desiree Loewit

Acquisitions Unit Coordinator
Rita Johnson

Sr. LTA
Richard Perry

Student Assistants

Student Assistants

Sr. LTA
Kevin Storer

LTA
John Freeman

Student Assistants

LTA
Willie Moncree

LTA
Emma Boddie

LTA
Debby Henning

Budget

This section contains a 10-year comparison of the Libraries' actual expenditures, an 11-year comparison of our adopted budgets, and a multi-year analysis of our materials budget. Financial comparisons with peer institutions can be found in the "Peers" section of this report.

ACTUAL EXPENDITURES 10 YEAR COMPARISON

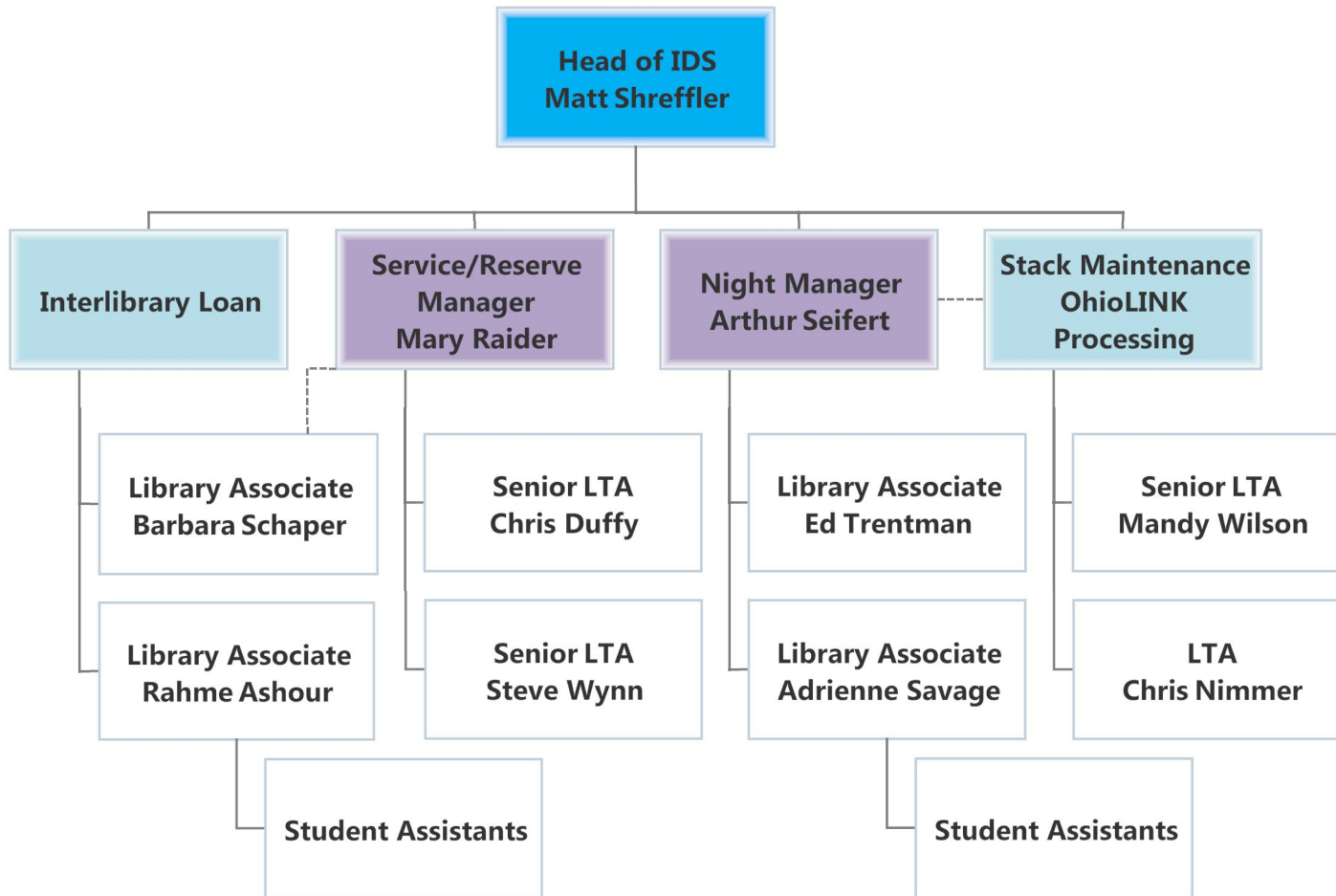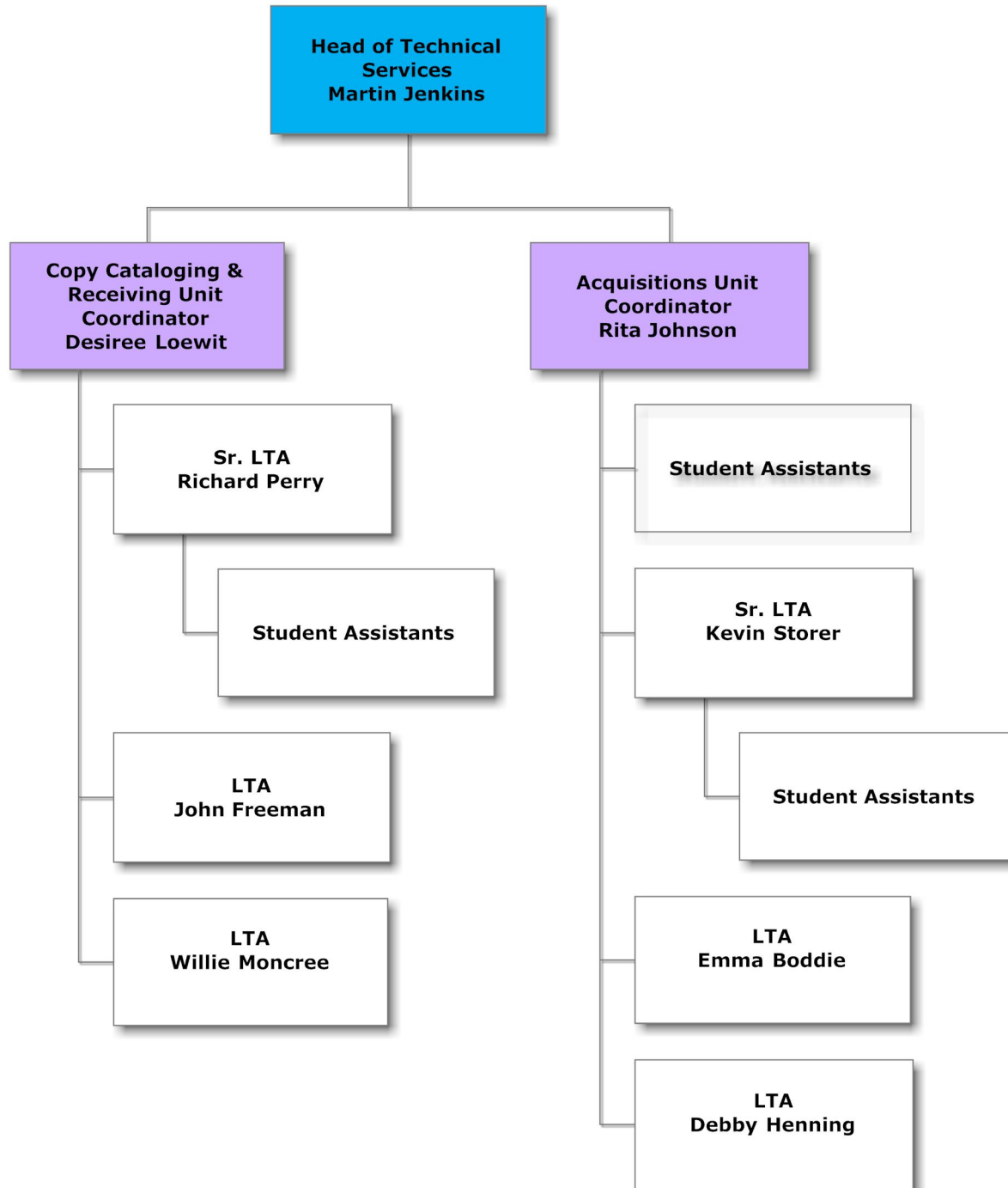| Univ Libraries Expenditures	FY 2015 YTD	FY 2014 YTD	FY 2013 YTD	FY 2012 YTD	FY 2011 YTD	FY 2010 YTD	FY 2009 YTD	FY 2008 YTD	FY 2007 YTD	FY 2006 YTD
Other Student Fees	(38,438.93)	(50,152.11)	(41,924.06)	(54,544.31)	(62,699.26)	(62,124.38)	(60,292.96)	(80,560.92)	(69,735.92)	(69,086.38)
Sales & Service	(138,538.37)	(135,733.97)	(144,435.05)	(156,295.64)	(169,036.43)	(158,412.82)	(151,019.49)	(157,010.35)	(165,199.82)	(145,261.95)
Other Revenues						(0.17)	(1.17)	(1.57)	(5.05)	(2.49)
Salaries & Wages-Unclassified	2,293,725.57	2,308,978.45	2,353,667.04	2,270,400.97	2,225,227.06	2,442,611.66	2,278,550.24	2,194,684.43	2,066,101.77	1,962,496.50
Stipends-Unclassified	28,003.28	13,621.74	1,746.72	1,712.40	1,678.80	1,658.16	1,658.14	1,443.27		
Salaries & Wages-UnclassifiedHourly	661,168.58	714,994.32	711,596.10	730,752.83	712,431.29	722,070.40	832,964.26	836,090.75	814,166.72	620,431.45
Vacancy Credits-Unclassified	-	-	-	-	-	-	-	-	-	-
Salaries & Wages-Graduates & Resid	-	4,223.04	4,223.04	4,223.00	5,093.00	6,623.00	40,033.00	41,181.25	48,708.40	45,556.25
Salaries & Wages-Classified	36,694.72	23,241.47	28,085.28	27,639.28	27,671.13	90,655.00	107,153.45	122,200.20	140,280.81	283,814.54
Vacancy Credits-Classified		-			-	-	-	-	-	-
Salaries & Wages-ClassifiedOT/Shift	246.78	346.24	387.36	315.65	393.81	291.88	484.89	554.85	360.61	507.21
Salaries & Wages-Faculty Full Time	-									
Student Wages	100,427.81	101,983.05	103,430.74	86,363.89	131,105.95	109,083.67	133,298.49	151,897.14	139,451.70	114,453.78
Benefits	957,002.20	1,121,600.54	995,077.25	918,947.37	972,152.76	976,154.79	1,066,857.90	1,218,771.01	1,016,817.26	833,358.60
Contracted Labor		7,340.27	10,895.19						5,750.11	17,605.43
Contracted Services	22,743.33	12,639.17	37,042.46	81,372.22	41,151.68	57,480.75	53,983.01	33,672.40	61,631.74	47,637.72
Supplies	246,373.45	209,984.59	324,804.58	274,615.04	398,139.50	276,548.07	244,014.80	326,301.21	336,707.18	303,784.47
Supplies Cost Recovery	(105.00)	(499.99)	(442.00)	(4,200.00)	(4,200.00)	(4,200.00)	(5,525.00)	(3,825.00)	(4,285.00)	(1,048.00)
Travel	63,789.06	57,166.76	61,536.26	48,331.01	41,634.23	38,506.27	42,934.60	68,022.90	65,765.02	58,179.36
Travel Cost Recovery	(150.00)				(514.00)	(300.00)			(40.00)	(200.00)
Information & Communications	2,704,126.26	2,194,321.62	2,409,287.60	2,472,787.78	2,146,990.50	2,687,899.15	2,143,745.88	2,073,370.36	1,897,317.44	1,906,251.11
Information/Communication Cost Recovery	(3,632.70)	(3,536.09)	(4,514.90)	(9,423.10)	(5,224.50)	(5,341.06)	(260.00)	(1,239.00)	(1,492.48)	(8,635.72)
Maintenance & Repairs	121,575.89	147,644.74	121,293.60	124,469.29	149,983.20	127,662.20	136,478.17	104,738.18	117,697.23	110,196.09
Scholarships & Fellowships	-	-	110.00	-	-	8,271.00	43,933.50	47,959.60	48,503.00	48,158.00
Capital Expenditures	-	-	28,595.07	53,016.95	175,237.36	34,065.90	6,340.00	11,241.00	18,086.89	11,683.20
Library Acquisitions	1,483,235.92	1,778,222.61	1,726,826.75	1,851,342.93	1,984,409.84	1,764,392.35	2,470,498.64	2,294,399.66	2,821,103.32	2,239,035.97
Library Acquisitions Cost Recovery							(32.52)		(2,400.00)	(4,093.90)
Internal DP Charges	97,690.10	87,640.21	93,530.09	97,318.09	91,275.01	86,507.00	86,507.08	82,414.47	82,175.00	83,335.00
Other Operating Expenses							10.00			
Employee Education Expense	-	-	-	-	-	-	148.50	1,981.00	4,550.00	447.50
Equipment Rental Expense	59,031.21	74,033.93	(871.70)	56,350.98	50,404.48	67,639.25	68,376.84	66,456.15	72,963.94	69,524.11
Other Operating Misc Expense	2,787.74	1,667.61	(57.34)	1,239.72	1,724.58	3,768.35	2,595.53	2,035.67	1,868.03	828.17
Excess & Surplus Property Managemnt	(161.00)	(231.00)	(109.50)	(170.00)	(337.00)	(470.50)	(223.25)	(135.00)	(121.00)	584.00
Other Non-Labor Expen Cost Recovery					(150.00)			-		
TOTALS	8,697,595.90	8,669,497.20	8,819,780.58	8,876,566.35	8,914,542.99	9,271,039.92	9,543,212.53	9,436,643.66	9,516,726.90	8,529,540.02

ADOPTED BUDGET 11 YEAR COMPARISON

| University Libraries Adopted Budget		Fiscal Year - 2016 Fiscal Period - 01 Adopted Budget	Fiscal Year - 2015 Fiscal Period - 01 Adopted Budget	Fiscal Year - 2014 Fiscal Period - 01 Adopted Budget	Fiscal Year - 2013 Fiscal Period - 01 Adopted Budget	Fiscal Year - 2012 Fiscal Period - 01 Adopted Budget	Fiscal Year - 2011 Fiscal Period - 01 Adopted Budget	Fiscal Year - 2010 Fiscal Period - 01 Adopted Budget	Fiscal Year - 2009 Fiscal Period - 01 Adopted Budget	Fiscal Year - 2008 Fiscal Period - 01 Adopted Budget	Fiscal Year - 2007 Fiscal Period - 01 Adopted Budget	Fiscal Year - 2006 Fiscal Period - 01 Adopted Budget
Subtotal Revenue	Sales & Service	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
	Other Revenues									0.00	0.00	
Subtotal Labor	Salaries & Wages-Unclassified	2,419,685.26	2,288,578.76	2,464,358.62	2,349,862.84	2,329,027.88	2,280,258.97	2,281,346.60	2,219,362.36	2,108,065.23	2,122,382.00	2,016,235.00
	Stipends-Unclassified	27,801.59	22,701.59	1,801.59	1,733.09	1,699.50	0.00	0.00	0.00	0.00		
	Salaries & Wages-Unclassified	634,124.61	714,331.61	719,353.72	734,509.03	796,319.65	783,742.62	833,597.49	819,036.59	816,853.49	0.00	0.00
	Vacancy Credits-Unclassified	1,172.12	1,172.12	3,974.12	3,974.12	9,851.00	9,851.00	9,851.00	9,851.00	9,851.00	5,229.00	5,786.00
	Salaries & Wages-Graduates	4,931.57	7,331.57	7,331.57	7,331.57	7,331.57	7,331.57	49,035.57	49,035.57	47,607.35	46,220.73	43,357.00
	Salaries & Wages-Classified	35,732.30	35,206.30	29,151.30	27,480.69	48,177.00	73,800.28	110,107.43	133,951.73	153,093.88	952,508.43	863,316.00
	Vacancy Credits-Classified			0.00			0.00	0.00	0.00	0.00	0.00	0.00
	Salaries & Wages-ClassifiedO	1,901.00	2,350.00	2,413.00	2,413.00	2,413.00	2,413.00	2,413.00	2,413.00	2,413.00	2,413.00	2,413.00
	Salaries & Wages-Faculty Full	300.00	0.00									
	Student Wages	115,737.88	118,732.88	118,732.88	123,472.88	139,172.88	139,172.88	152,172.88	156,643.00	106,643.00	106,643.00	110,643.00
	Benefits	1,140,318.89	986,820.40	1,179,863.94	1,008,547.15	963,144.84	1,044,852.37	1,076,539.03	1,058,317.09	1,045,094.74	1,102,329.99	887,415.00
	TOTAL SALARIES AND BENE	*4,231,762.06*				*4,122,812.71*						
	Contracted Labor	0.00		0.00	0.00					0.00	0.00	0.00
Subtotal Direct Expenditures	Contracted Services	28,528.00	18,528.00	29,528.00	29,528.00	50,528.00	50,528.00	50,528.00	52,528.00	52,528.00	49,528.00	56,310.00
	Supplies	123,144.90	122,144.90	122,144.90	116,144.90	88,044.90	88,044.90	95,794.90	95,794.90	114,866.00	111,617.00	116,835.00
	Supplies Cost Recovery	-400.00	-400.00	-400.00	-400.00	-400.00	-400.00	-400.00	-400.00	-400.00	-400.00	-400.00
	Travel	54,592.00	52,792.00	52,792.00	52,792.00	52,792.00	52,792.00	58,792.00	58,792.00	58,792.00	58,792.00	48,792.00
	Travel Cost Recovery		0.00									
	Information & Communications	2,473,754.00	2,272,854.00	2,275,341.00	2,024,841.00	2,032,941.00	2,032,941.00	2,047,573.00	1,991,301.00	1,989,801.00	1,843,801.00	1,675,579.00
	Informatn/Communicatn Cost Recovery	0.00	0.00	0.00	0.00	0.00	0.00	0.00				0.00
	Maintenance & Repairs	101,349.49	103,149.49	100,878.00	92,118.00	94,418.00	94,418.00	95,418.00	91,418.00	91,418.00	93,847.00	99,590.00
	Scholarships & Fellowships	575.14	575.14	1,029.26	1,029.26	22,872.54	22,872.54	60,786.52	63,437.92	63,437.92	60,998.00	60,998.00
	Capital Expenditures	1,536.00	1,536.00	276.00	6,796.00	6,796.00	6,796.00	13,796.00	27,618.00	27,618.00	27,618.00	45,618.00
	Library Acquisitions	1,637,004.00	1,837,004.00	1,838,775.49	2,091,915.00	2,238,915.00	2,238,915.00	1,915,829.00	2,020,874.00	1,925,785.00	1,925,785.00	1,925,785.00
	Library Acquisitions Cost Recovery								0.00		0.00	0.00
	Internal DP Charges		0.00	0.00	0.00	0.00	0.00	86,507.08	86,507.08	82,414.47	82,175.00	83,335.00
	Employee Education Expense	500.00	500.00	500.00	500.00	500.00	500.00	500.00	500.00	500.00	500.00	500.00
	Equipment Rental Expense	57,563.00	68,563.00	57,563.00	57,563.00	67,563.00	67,563.00	67,563.00	70,263.00	71,763.00	75,255.00	63,255.00
	Other Operating Misc Expense	45,597.54	47,872.54	47,872.54	51,872.54	0.00	0.00	182,000.00	0.00	89.00	417.00	896.00
	Excess & Surplus Property Ma	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
	Balance Available Carryover	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
		8,905,449.29	8,702,344.30	9,053,280.93	8,784,024.07	8,952,107.76	8,996,393.13	9,189,750.50	9,007,244.24	8,768,234.08	8,667,659.15	8,106,258.00

University Libraries Materials Budget

In FY 2016, the University Libraries' budget for materials was $4,016,512, the same as it was in FY 12. From FY 2005 through FY 2009, the Libraries' received modest annual increases to the materials budget (from the Provost and from the School of Medicine) which allowed our purchasing power to more or less keep pace with inflation. For FY 2010, our budget was cut by almost 5% when the School of Medicine ended its annual support, and for FY 2012, the budget was reduced by another 3.5%. The table and graph below illustrate the impact of inflation on our materials budget.

Budget History and Library Materials Inflation:

Fiscal Year	UL Base Materials Budget	%Change in Base Budget	Journal Inflation	Monograph Inflation
FY05	$3,645,575			
FY06	$3,896,549	7%	8%	3%
FY07	$4,114,614	5.6%	8%	0%
FY08	$4,252,614	3.4%	9%	5%
FY09	$4,461,468	4.9%	9%	4%
FY10	$4,163,512	-6.7	6%	2%
FY11	$4,163,512	0%	5%	5%
FY12	$4,016,512	-3.5%	6%	3%
FY13	$4,016,512	0%	6%	4%
FY14	$4,016,512	0%	6 %	3%
FY15	$4,016,512	0%	6%	1%
FY16	$4,016,512	0%	5% (projected)	

(Journal inflation figures from Ebsco; monograph inflation figures from Yankee Book Peddler)

Materials Budget vs. Library Materials Inflation
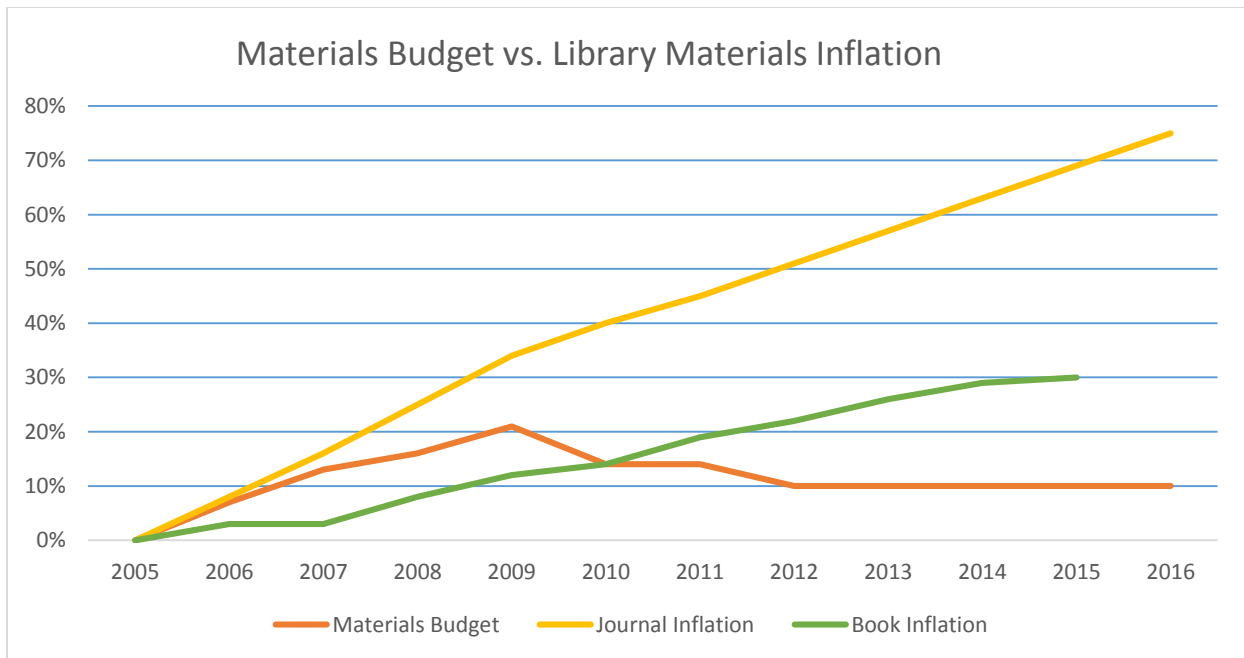
Impact of Reduced Materials Budget:

Serials:

The most dramatic impact of our reduced materials budget has been a reduction in the number of journals we subscribe to, as illustrated below:

Year	Number of Titles Cancelled	Number of Titles Added
2010	329	0
2011	44	15
2012	120	5
2013	29	1
2014	75	9
2015	219	16
2016	118	6

A few titles (45) were cancelled because they were added to the OhioLINK Electronic Journal Center (EJC). Similarly, several of the added titles were picked up when they were dropped from the EJC.

Books:

The funds allocated to purchase books and audio-visual materials have also been reduced considerably during this period, from $919,274 in FY 2009 to $678,022 in FY 2015.
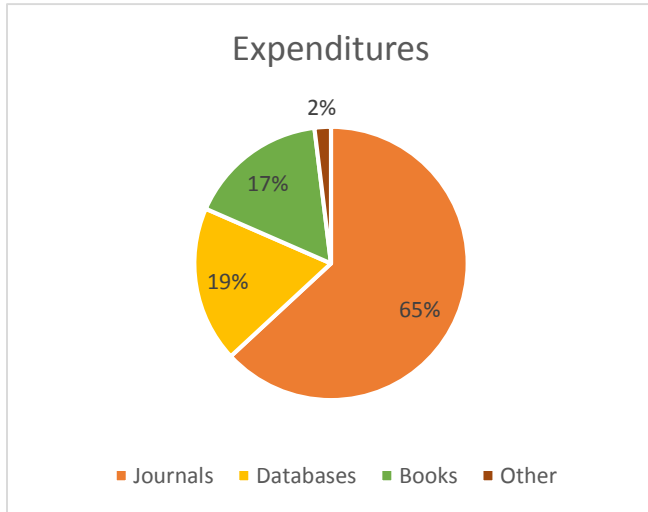
OhioLINK Costs:

In 2013, OhioLINK recalculated the way it allocated EJC costs among OhioLINK libraries. The University Libraries benefitted from this recalculation in FY 2014; our EJC costs were permanently reduced by about $180,000. That was a one-time reduction, however, and our EJC costs are again rising with inflation.

There are very few options for reducing our OhioLINK costs. The EJC is a package; we can't pick and choose the publishers we want to have access to. OhioLINK e-books are the same; we can't opt out of any particular package. The only flexibility we have is in what OhioLINK databases we choose, and even that choice is limited. The result is that as our materials budget remains flat our OhioLINK costs go up as a percentage of our total budget.

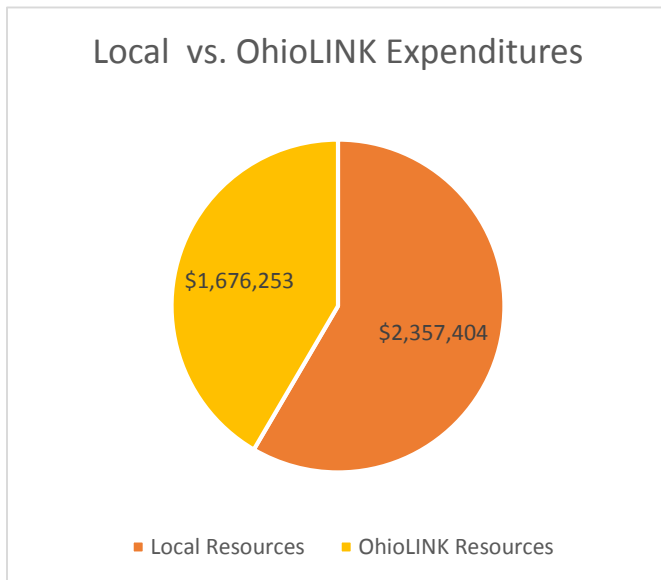**How the Libraries' Materials Budget is Currently Allocated:**

Library Materials Expenditures FY 15:

- Journals: $ 2,605,000
- Databases: $ 752,000
- Books and AV: $ 668,000
- Other: $ 63,000

These figures include costs for OhioLINK resources.

University Libraries' Cost for Local Resources vs. OhioLINK Resources FY 15:

- OhioLINK: 42% of expenditures
- Local : 58% of expenditures

Sources of funding for OhioLINK resources:

- OhioLINK Funds $ 7,206,000
- Other Institutional Funds: $29,655,000
- WSU Funds: $ 1,676,523

Sources of OhioLINK Funding

19%

77%

4%

■ OhioLINK Funds   ■ Other Institutional Funds   ■ WSU Funds

WSU's OhioLINK Dollar

$0.07

$0.15

$0.78

■ EJC   ■ Databases   ■ E-Books   ■
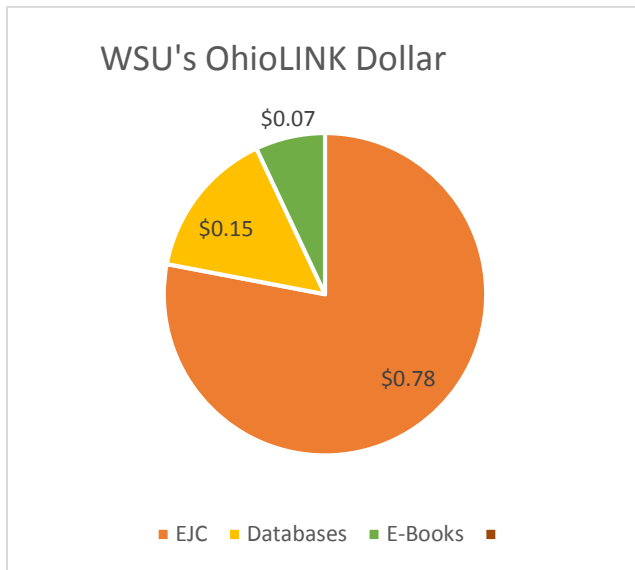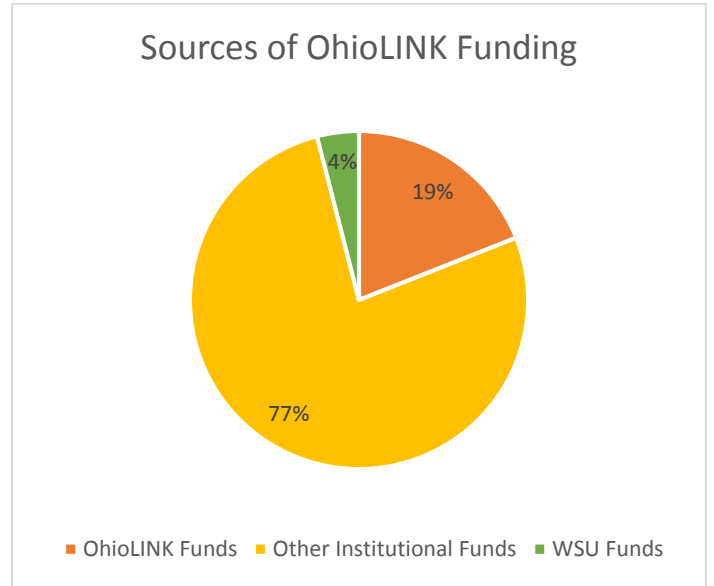
- EJC: $1,307,620
- E-Books: $ 114,946
- Databases: $ 247,245
- Membership: $ 6,422

Expenditures by College:

FY 15 Expenditures by College

$352,545 $62,837

$272,219

$1,100,258

$543,698

$536,320

$92,140

$1,123,943

■ BSOM/CONH/SOPP ■ CECS ■ COSM ■ CEHS ■ COLA ■ RSCOB ■ GENERAL ■ NOT ALLOCATED
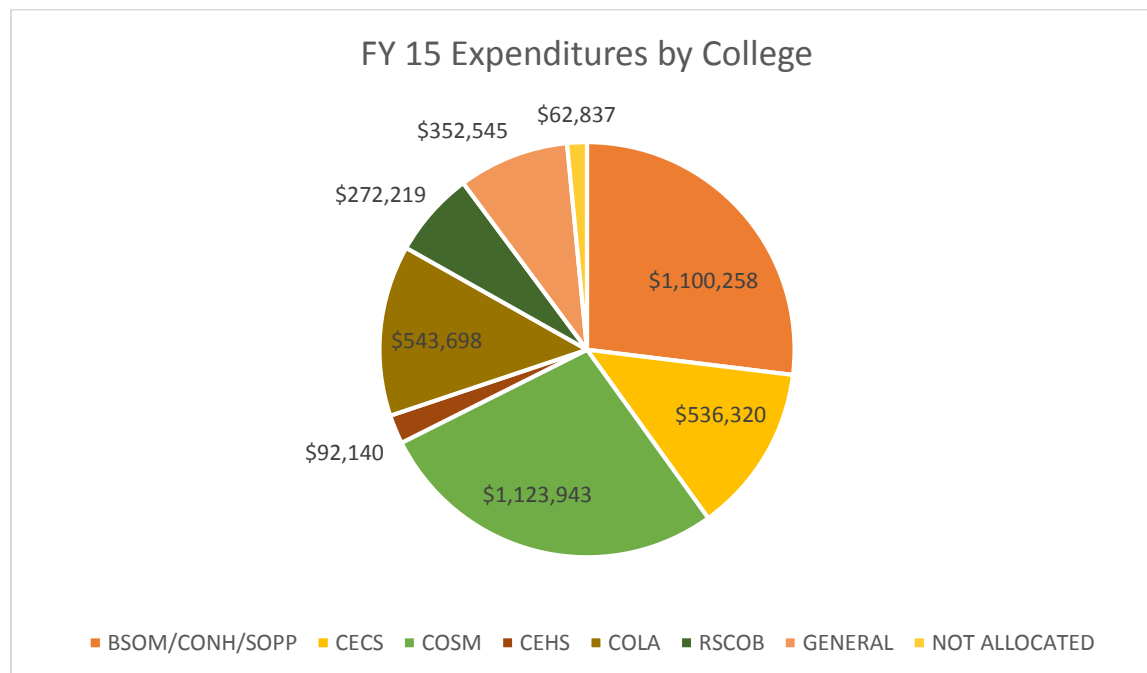
Assigning costs to particular colleges is an imperfect way of looking at the materials budget because the allocation of certain costs to a particular college is necessarily arbitrary. First, many journals and databases are used by more than one college. Second, many resources' interdisciplinary nature makes them equally useful to more than one college. A psychology journal, for example, may be used by faculty in SOPP, COSM, and CEHS. Most databases are interdisciplinary. Further complications occur when costs are incurred and billed by publisher rather than by title; for example, OhioLINK bills Wright State for the EJC ($1.3 million – almost 1/3 of our budget) by publisher, not by individual titles. In cases like this, the collection management team looks at the publisher title list and allocates the cost by college based upon the majority subject of the publisher's output. In some cases it is possible to split the publisher among multiple colleges.

When the content is not college specific or is useful to several different colleges, a resource is assigned to the "general" category. Things like newspapers, JSTOR archives, and the Ebsco database package (which is billed by OhioLINK as a lump sum) are also assigned to this general category. The final category, unallocated, includes charges for binding and materials processing, postage, and memberships which do not apply to any college.

There are three main reasons why our expenditures tilt so heavily toward the STEM disciplines. First, five our colleges are STEM-based; not surprisingly, most of our graduate programs are in the STEM disciplines. Another reason is the preponderance of STEM content in the OhioLINK portfolio – both for journals and for e-books. Finally, STEM content just costs more. According to the Library Journal Periodical Price Survey 2015 (http://lj.libraryjournal.com/2015/04/publishing/whole-lotta-shakin-goin-on-periodicals-price-survey-2015/#_), the average price of a journal in selected STEM disciplines is:

- Chemistry: $4871
- Physics: $4341
- Engineering: $3031
- Botany: $2277
- Math: $1866

According to the same report, average prices in the humanities and social sciences are much lower:

- Social Sciences: $875
- Business: $856
- Education: $838
- Philosophy: $460
- History: $445
- Literature: $375
- Music: $311

The average cost of a journal across all disciplines is $1413. In 2015 Wright State's most expensive journal was *Nature* at $14,310.

The average prices of academic books follow a similar pattern, but the differences are not quite as dramatic. According to data compiled by Yankee Book Peddler, the average cost of an academic book is $90. The most expensive discipline is chemistry where the average price is $198, and the least expensive is literature at $54.

No outside entity tracks database prices, but our experience is that databases follow the same pattern as books and journals. STEM resources generally cost more. For example, our most three most expensive databases primarily or exclusively support STEM disciplines (costs are for FY 2015):

- Elsevier's Clinical Key: $88,362
- Web of Knowledge: $69,432
- SciFinder Scholar: $32,283

Our most expensive non-STEM database is Lexis-Nexis Academic at $31,434. Our next most expensive non-STEM databases, CRSP ($18,627) and S&P Research Insight ($19,950), support RSCOB. Databases that support traditional humanities and social science disciplines are considerably less expensive:

- RILM (Music): $3936
- ATLA Religion): $2365
- IPSA (Political Science): $ 894
- Social Work Abstracts: $ 204

University Libraries - Programming and Services

The University Libraries (UL) provides a variety of programming and services to faculty, students, staff, and the local community. These services are offered through many different UL departments including, Reference and Instruction, Information Delivery Services, Digital Services, and Special Collections and Archives, with the support of Technical Services and Library Computing Services. An overview of each department and team's staffing, services, and use data is provided in this report. Generally, five years of use data are provided and when possible, those services are broken down by college and patron type.

Reference and Instruction Department

Overview:

The Reference and Instruction Department supports the research needs of faculty, students, and staff of Wright State. Our services also reach local high school students, entrepreneurs, and community researchers. Librarians provide research and instructional support (from identifying a topic through production of the final paper/project) for all academic disciplines. Our librarians provide in-depth instruction in classrooms by invitation of the faculty and offer workshops on demand for all users. Our department also provides assistance (96 hours per week) to library users on the 2nd floor of the Dunbar Library at the Information Desk and the Student Technology Assistance Center, through our virtual reference service, and in the Writing Center. Five of our department staff chair and are members of the University Libraries Assessment Team. This team coordinates the assessment efforts of the University Libraries including instructional assessment and special projects like the recent building use study.

Services:

Teach classes and workshops on the various aspects of scholarly research, information evaluation, and information and digital literacy.

Provide research and multimedia production assistance to the WSU community through individual appointments, chat, email, phone, literature searches, our public service desks and more.

Collaborate with faculty to design research projects using the most appropriate resources, technology, and assessment methods.

Support students and faculty in the creation and completion of multimedia projects for classes including podcasting, movie editing, 3D printing, image editing, and more.

Design online research guides by discipline and class to connect users with appropriate resources for classes or assignments.

Develop subject level scholarly research expertise for all disciplines and programs and liaise with the academic departments to market and provide our services and resources.

Measure the effectiveness of our teaching and the impact of our services on student success.

Serve as the regional Patent and Trademark Resource Center providing education, outreach, and specialized assistance to the WSU community and local region.

Staffing:

Department Head and staff of 16 FTE

Sue Polanka
Head of Reference & Instruction, Interim Associate University Librarian
Master of Library Science
Bachelor of Arts in Communication

Beth Anderson
Information Commons Evening Supervisor
Bachelor of Arts in Psychology

Maureen Barry
First Year Experience Librarian
Master of Science in Library Science
Bachelor of Science in Education

Ximena Chrisagis
Librarian for History and Nursing
Master of Arts in History
Master of Science in Library and Information Science
Bachelor of Arts in Professional Writing and French

Terese DeSimio
Science/ Web Services Librarian
Master of Science in Library & Information Science
Bachelor of Science in Biomedical Engineering

Carol Fang
Business Librarian
Master of Science in Library and Information Science
Master of Business Administration
Bachelor of Science in Management

Phil Flynn
Engineering Librarian
Master of Library Science
Bachelor of Arts in Psychology

Holly Jackson
Humanities Librarian
Master of Library and Information Sciences
Master of Arts in English Literature
Bachelor of Arts in English Literature

Mary Lou Baker Jones
Science and Math Librarian
Master of Library Science
Master of Arts in Religious Studies
Bachelor of Arts in English / Theology

Jenn Kube
Reference and Technology Specialist
Graduate student, Masters of Education, Instructional Design
Bachelor of Arts in English Education

Brian Olesko
Health Sciences Librarian
Master of Science in Library and Information Science
Master of Science in Psychology
Bachelor of Science in Psychology

Maggie Perry
Information Commons Day Supervisor
Bachelor of Science in Environmental Studies

Ran Raider
Government and Legal Information Coordinator
Master of History
Bachelor of Arts in Diplomacy and Foreign Affairs

David Reyes Jr.
STAC Coordinator
Master of Library and Information Science
Bachelor of Arts in English

Edith Scarletto
Communication and LEAP librarian
Master of Arts in Library and Information Science
Bachelor of Arts in Sociology

Mandy Shannon
Coordinator of Library Instruction and Assessment
Master of Library and Information Science
Master of Arts in Political Science
Bachelor of Arts in Political Science

Bette Sydelko
Medical and Education Librarian
Certificate in Instructional Design for Online Learning
Certificate in Medical Informatics
Master of Education/Educational Technology
Master of Science in Library Science
Bachelor of Science in Nutrition and Food Science

Data:

Infographic overview of several department services, 2010 - 2015

Instructional statistics by college, 2012- 2014 calendar year

Service statistics (service desk, instruction, collegial interaction) by college, patron type, and more, 2015

Instruction mapped to University learning outcomes, July 1 – December 31, 2015

Reference & Instruction Department Overview

2010 - 2015

Instructional Presentations

Year	Number of Presentations
2010	512
2011	532
2012	602
2013	595
2014	728
2015	949

■ Number of Presentations

Participants

Year	Participants
2010	11365
2011	14781
2012	12659
2013	11304
2014	13658
2015	14108
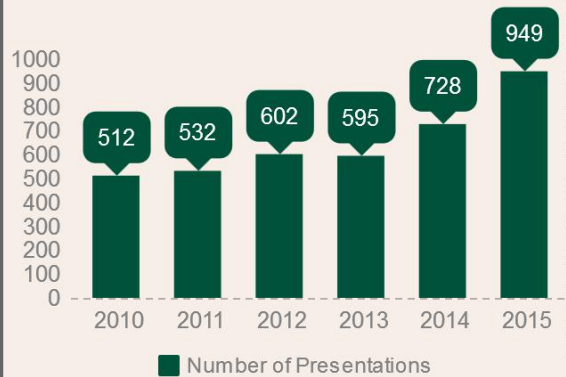
■ Participants

Total Reference Transactions

Year	Number of Transactions
2010	34692
2011	33501
2012	31060
2013	31121
2014	29318
2015	27132
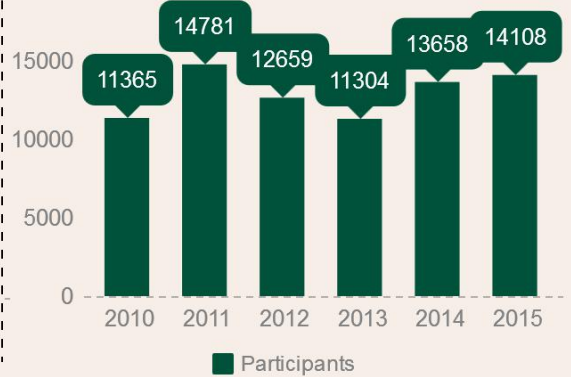
■ Number of Transactions

Research Guide Use

Year	Number of Uses
2010	110919
2011	128697
2012	168373
2013	172250
2014	172904
2015	169000

■ Number of Uses
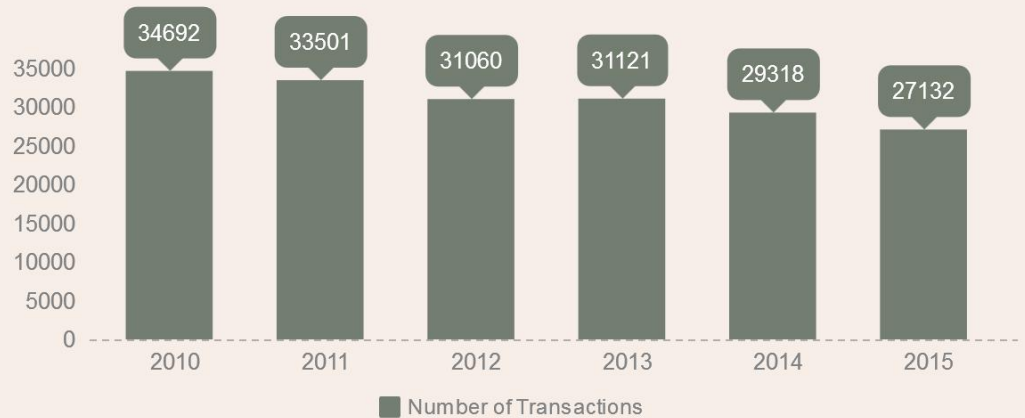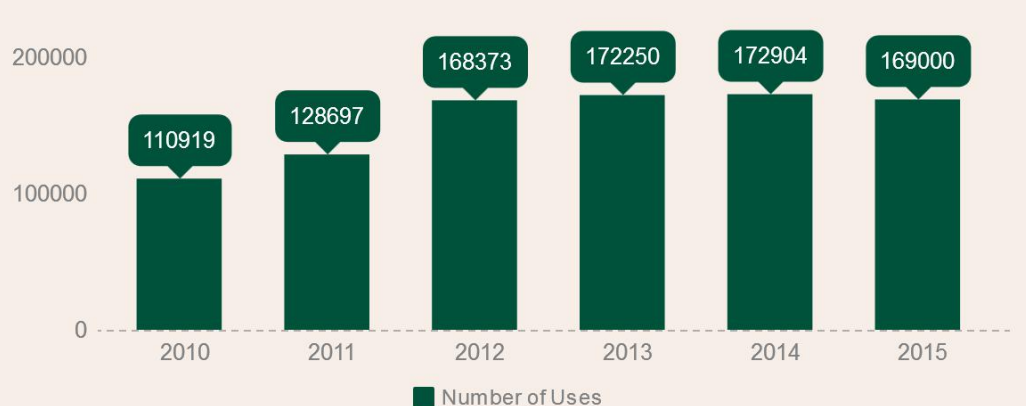
Instructional statistics by college, 2012- 2014 calendar year - Key

These transactions are recorded by the subject librarians when they serve the faculty, students, and staff of a particular college. These numbers do NOT include any transactions taking place at the UL information desk, the general department chat/email service, or presentations made to groups that could not be designated to a specific college.

Total Groups = total number of presentations in the calendar year delivered to a specific college

Total Contacts = total number of participants in the presentations during the calendar year

Undergraduate = any library instruction offered to an undergraduate class and the number of participants in those classes

Graduate = any library instruction offered to a graduate class and the number of participants in those classes

Other = any library instruction offered to another group within the college such as faculty only, seminars, alumni, etc. and the number of participants in those classes

IM/SoMe = any reference transaction received via librarian's personal chat/instant messaging or social media accounts (facebook, twitter, etc.)

Literature Searches = the number of databases searched for faculty who request a librarian to conduct a complete literature search for a specific topic

Email = number of reference or instructional transactions received and answered via email

Telephone = number of reference or instructional transactions received and answered via phone

Appointments = number of individual research appointments scheduled with a librarian

Calendar Year 2012

Instruction Statistics by College: 2012

2012	Totals:	356	8109	107	2094	31	353	133	601	2432	792	582
		Undergraduate		Graduate		Other		IM	Literature Searche	Email	Telephone	Appointments
		Classes	Participants	Classes	Participants	Classes	Participants					
2012 Summary (Calendar Year)		356	8109	107	2094	31	353	133	601	2432	792	582
	BSOM	0	0	19	394	6	131	40	264	573	85	40
Total Groups	CECS	8	415	5	143	5	12	63	31	185	57	64
494	CEHS	17	316	22	365	0	0	0	43	385	204	69
	COLA	93	2197	26	297	13	71	18	130	682	232	232
	ENG102	*105*	*2015*									
Total Contacts	CONH	6	154	7	117	2	30	0	33	216	29	52
10556	COSM	33	710	4	63	2	3	12	33	135	55	69
	RSCOB	37	1345	23	691	1	63	0	4	127	32	30
	SOPP	0	0	1	24	1	5	0	63	115	95	23
	UC	57	957	0	0	1	38	0	0	12	3	2
	ROTC	0	0	0	0	0	0	0	0	2	0	1
	Technical	0	0	0	0	0	0	0	0	0	0	0

Instruction Statistics by College: 2012-2013

2013	Totals:	350	6940	108	1898	34	431	188	581	2615	779	551
		Undergraduate		Graduate		Other		IM	Literature	Email	Telephone	Appointme
		Classes	Participants	Classes	Participants	Classes	Participants					
2013 Summary (Calendar Year)		350	6940	108	1898	34	431	188	581	2615	779	551
	BSOM	0	0	21	504	14	160	37	177	795	78	63
Total Groups	CECS	8	229	4	132	5	9	125	17	188	80	35
492	CEHS	24	467	29	352	0	0	0	29	421	213	60
	COLA	135	2668	24	236	4	113	14	99	665	195	231
	ENG102	_73_	_1195_									
Total Contacts	CONH	4	98	7	105	0	11	1	41	186	15	45
9269	COSM	48	871	3	43	2	6	10	25	113	44	65
	RSCOB	28	979	19	501	0	0	1	4	87	11	16
	SOPP	0	0	1	25	1	4	0	83	107	140	23
	UC	30	433	0	0	3	74	0	0	20	1	1
	ROTC	0	0	0	0	0	0	0	0	26	0	0
	Technical	0	0	0	0	0	0	0	0	0	0	0
	ADMIN	0	0	0	0	5	54	0	106	7	2	12

Calendar Year 2014

Instruction Statistics by College: 2014

2014	Totals:	318	7351	81	1439	35	442	162	510	2344	568	511
		Undergraduate		Graduate		Other		IM/SoMe	Literature Searches	Email	Telephone	Appointments
		Classes	Participants	Classes	Participants	Classes	Participants					
2014 Summary (Calendar Year)		318	7351	81	1439	35	442	162	510	2344	568	511
	BSOM	2	25	10	281	2	43	29	266	424	51	79
Total Groups	CECS	10	303	4	168	4	24	81	9	89	60	56
434	CEHS	15	401	18	271	1	7	12	22	382	153	70
	COLA	127	2442	15	190	4	94	21	54	664	185	187
	ENG102	40	685									
Total Contacts	CONH	4	235	4	47	0	0	0	65	149	8	28
9232	COSM	43	1297	6	70	1	7	16	28	110	27	62
	RSCOB	43	1528	21	360	0	0	0	2	392	5	5
	SOPP	0	0	1	25	1	7	0	52	94	70	13
	UC	28	408	0	0	20	237	0	0	7	0	2
	ROTC	0	0	0	0	0	0	0	0	0	0	0
	Technical	0	0	2	27	0	0	3	12	29	4	3
	ADMIN	6	27	0	0	2	23	0	0	4	5	6

2015 Service Statistics – Reference and Instruction Department

In 2015 we developed a new database to track our departmental service statistics. We call it TIDBIT. TIDBIT tracks three primary areas: Information Desk transactions, Instruction, and Collegial Interactions. Below is a selection of statistics gathered for the "custom date" range of January 1 – December 31, 2015 for these three areas. Descriptions are included.

Service Desk (Information Desk) Total Transactions, 2015

Directional = questions answered without library resources (Where is the…?)
Known Item = specific books, journals or articles (Do you have this…?)
Reference = broader research questions asked of the librarians (anything and everything)

Service Desk Summary Totals	Custom Date	CD Time
Directional	15158	1263h 10m
Known Item	2497	208h 05m
Reference	6453	
Total	24108	

Service Desk (Information Desk) Breakdown of Reference Transactions (6453)

Identified by college with total time spent on transactions:

Summary by college	Custom Date	CD Time
Unknown	5124	956h 00m
BSOM	95	23h 35m
CECS	190	46h 55m
CEHS	113	29h 55m
COLA	511	131h 05m
CONH	103	29h 35m
COSM	171	43h 00m
RSCOB	86	22h 15m
SOPP	19	05h 20m
University College	7	00h 45m
Lake Campus	7	01h 15m
Research Centers	1	00h 15m
Administration	5	00h 35m
University Libraries	21	02h 55m
	6453	1293h 25m

Service Desk (Information Desk) Breakdown of Reference Transactions (6453)

Identified by patron type with total time spent on transactions:

Summary by "with whom"	Custom Date	CD Time
Student	3605	699h 50m
Faculty	333	71h 55m
Staff	219	33h 20m
Community	369	91h 15m
Alumni	117	22h 00m
Unknown	626	122h 25m
Undergrad student	813	166h 50m
Graduate Student	377	89h 45m
	6459	1297h 20m

Service Desk (Information Desk) Breakdown of Reference Transactions (6453)

Identified by college and patron type:

	Student	Faculty	Staff	Community	Alumni	Unknown	Undergrad student	Graduate Student
Unknown	3141	162	152	368	110	585	493	113
BSOM	11	43	6	0	1	4	0	30
CECS	75	12	6	0	0	14	26	57
CEHS	47	12	2	0	2	1	15	34
COLA	180	51	12	0	1	7	197	63
CONH	45	5	2	0	1	5	11	34
COSM	65	30	4	0	0	5	44	23
RSCOB	36	8	2	0	1	3	21	15
SOPP	0	5	3	0	0	1	2	8
University College	5	0	2	0	0	0	0	0
Lake Campus	0	3	3	0	0	1	0	0
Research Centers	0	1	0	0	0	0	0	0
Administration	0	1	4	0	0	0	0	0
University Libraries	0	0	21	0	0	0	0	0

Instruction:

Instruction statistics include any activity where we are teaching or speaking in front of a group – undergraduate or graduate classes, workshops, presentations, individual research appointments, high school group visits, email where research instructions or instructional videos are provided, tours, orientations, etc.

Total Instruction and Number of Participants, 2015

Instruction Summary Totals	Custom Date
Events	1321
Participants	14492
Assists	

Instruction by Type with Time Spent (time spent includes class time and prep time)

Summary by instruction type	Custom Date	CD Total Time
English Composition		
Events	133	209h 00m
Participants	1959	
Class Instruction		
Events	534	2366h 35m
Participants	10841	
Class Introduction		
Events	20	05h 45m
Participants	327	
Workshop		
Events	99	532h 35m
Participants	710	
Orientation		
Events	41	51h 20m
Participants	1485	

(Continued) Instruction by Type with Time Spent (time spent includes class time and prep time)

Appointment		
Events	288	419h 20m
Participants	285	

Lit search		
Events	84	103h 45m
Participants	99	

Other		
Events	255	226h 45m
Participants	745	

Instruction Totals by College:

Totals	College Stats	College Reports	Staff Member Stats	Stats by Program	Instruction Time	
Unknown						170
BSOM						65
CECS						79
CEHS						46
COLA						534
CONH						107
COSM						86
RSCOB						105
SOPP						14
University College						46
Lake Campus						4
Research Centers						2
Administration						44
University Libraries						14

Instruction by College and Patron Type:

	Student	Faculty	Staff	Community	Alumni	Unknown	Undergrad student	Graduate Student
Unknown	53	13	9	37	1	9	24	24
BSOM	5	9	2	0	0	0	1	48
CECS	27	0	0	0	0	2	27	23
CEHS	4	4	2	0	0	0	14	22
COLA	271	6	2	0	0	6	176	73
CONH	10	7	2	0	0	1	22	65
COSM	30	3	0	0	0	0	39	14
RSCOB	61	17	3	2	0	1	13	8
SOPP	0	4	0	0	0	0	0	10
University College	29	0	0	1	0	0	16	0
Lake Campus	1	0	0	1	0	0	2	0
Research Centers	0	0	2	0	0	0	0	0
Administration	16	3	5	16	0	0	3	1
University Libraries	8	0	5	1	0	0	0	0

Collegial Interactions:

>	Collegial Interactions occur away from our information desk. They include things like collaborating with faculty on assignments, attending faculty/department meetings, answering reference questions or completing a literature search, attending campus committee meetings, and more.

Total Collegial Interactions by College with Time:

Collegial Interaction Summary Totals	Custom Date	CD Time
Interactions	3121	

Summary by college	Custom Date	CD Time
Unknown	567	671h 30m
BSOM	467	534h 05m
CECS	152	98h 05m
CEHS	125	123h 35m
COLA	433	341h 50m
CONH	186	375h 15m
COSM	403	224h 55m
RSCOB	284	121h 50m
SOPP	76	70h 15m
University College	33	44h 30m
Lake Campus	14	13h 50m
Research Centers	32	19h 50m
Administration	141	152h 15m
University Libraries	208	272h 05m
	3121	3063h 50m

Collegial Interactions by College and Patron Type:

	Student	Faculty	Staff	Community	Alumni	Unknown	Undergrad student	Graduate Student
Unknown	78	78	63	280	6	31	18	13
BSOM	9	301	28	3	3	0	2	121
CECS	24	52	3	0	0	1	21	51
CEHS	4	67	8	0	0	0	11	35
COLA	66	226	15	1	0	5	75	45
CONH	4	103	15	0	2	0	10	52
COSM	40	290	4	0	0	2	25	42
RSCOB	52	214	6	2	1	0	4	5
SOPP	1	53	2	0	0	2	0	18
University College	5	12	11	1	0	0	2	2
Lake Campus	0	12	0	0	0	0	1	1
Research Centers	1	4	17	9	0	1	0	0
Administration	28	16	68	12	0	0	10	7
University Libraries	7	0	181	4	0	15	1	0

2015 Collegial Interactions by Time:

Summary by Duration	Custom Date	CD Time
0 - 5 minutes	526	43h 50m
6 - 15 minutes	938	234h 30m
16 - 30 minutes	463	231h 30m
31- 45 minutes	228	171h 00m
46 - 60 minutes	352	352h 00m
1 - 2 hours	385	770h 00m
2 -3 hours	121	363h 00m
3 - 4 hours	39	156h 00m
More than 4 hours	25	150h 00m
Full day	14	112h 00m
Multi-day	30	480h 00m
	3121	3063h 50m

Collegial Interactions by Type of Interaction and Time:

Not all collegial interactions are tagged with an interaction type

Summary Interaction Types	Custom Date	CD Time
Literature search	263	695h 25m
Campus committee	34	44h 20m
Marketing / Outreach	273	233h 40m
Professional committee	13	19h 05m
Other	1	02h 00m
Collection development	136	112h 50m
Institutional review (e.g., IRB, IACUC)	37	80h 15m
Collaboration with faculty/staff	478	309h 50m
Conference	4	29h 00m
Workshop attendance	18	49h 45m
Candidate tour	9	08h 00m
Academic department meeting	55	93h 45m
Reference transaction	1217	605h 30m
Appointment	169	160h 45m
Library committee / meeting	115	205h 35m
	2822	2649h 45m

Instruction by Learning Outcomes, July 1 – December 31, 2015

We began mapping our instructional transactions to the University learning outcomes in July of 2015 where appropriate.

University Learning Outcomes:

Elements

1. Communication

The foundational skills students need in academic discourse, research, and documentation in an electronic environment

Learning Outcomes

☐ a. Adapt rhetorical processes and strategies for audience, purpose, and type of task

☐ b. Organize and produce texts that meet the demands of specific genres, purposes, audiences, and stances

☐ c. Employ appropriate mechanics, usage, grammar, and spelling conventions

☐ d. Find, analyze, evaluate, summarize, and synthesize appropriate source material from both print and electronic environments

☐ e. Present focused, logical arguments that support a thesis

☐ f. Use reliable and varied evidence to support claims, incorporate ideas from sources appropriately, and acknowledge and document the work of others appropriately

☐ g. Use electronic environments to draft, revise, edit, and share or publish texts

2. Mathematics

The foundational skills required to use and interpret mathematics and statistics

☐ a. Identify the various elements of a mathematical or statistical model

☐ b. Determine the values of specific components of a mathematical/statistical model or relationships among various components

☐ c. Apply a mathematical/statistical model to a real-world problem

☐ d. Interpret and draw conclusions from graphical, tabular, and other numerical or statistical representations of data

☐ e. Summarize and justify analyses of mathematical/statistical models for problems, expressing solutions using an appropriate combination of words, symbols, tables or graphs

3. Global Traditions

Historical analysis and global perspectives necessary to understand our diverse world

☐ a. Critically describe some of the political, social or economic systems, historical, cultural or spiritual traditions, and/or technological innovations around the world

☐ b. Demonstrate an awareness of the diversity of people or traditions in our world in ways that promote effective engagement, both locally and globally

☐ c. Use political, social, economic, historical, cultural, spiritual or technological knowledge to evaluate contemporary issues

4. Arts/Humanities

☐ Tools for analysis and appreciation of the arts, philosophy, and religious thought

☐ a. Critically analyze significant creative, literary, philosophical or religious works

☐ b. Understand and discuss the complex blend of imaginative vision, socio-cultural context, ethical values, and aesthetic judgment in creative, philosophical or religious works

☐ c. Recognize, evaluate and respond to creative, philosophical or religious works

☐ d. Develop appropriate and ethical applications of knowledge in the humanities or the arts

5. Social Science

☐ Perspectives on human behavior and culture informed by the disciplines of the social sciences

☐ a. Critically apply knowledge of social science theory and methods of inquiry to personal decisions, current issues, or global concerns

☐ b. Explain and critique the methods of inquiry of social science disciplines

☐ c. Demonstrate an understanding of the ethical issues involved in the acquisition or application of social science knowledge

☐ d. Demonstrate, from a social science perspective, an understanding of the responsibilities of an informed and engaged citizen

6. Natural Science

☐ Introductions to the scientific understanding of physical and biological phenomena

☐ a. Understand the nature of scientific inquiry

☐ b. Critically apply knowledge of scientific theory and methods of inquiry to evaluate information from a variety of sources

☐ c. Distinguish between science and technology and recognize their roles in society

☐ d. Demonstrate an awareness of theoretical, practical, creative and cultural dimensions of scientific inquiry

☐ e. Discuss fundamental theories underlying modern science

Total Instructional Interactions and Number of Participants by Learning Outcome

TIDBIT Instruction Assistance Problem Reporting Reports Search

Form

Learning Outcomes ▾

Start Date:

07/01/2015

End Date:

12/31/2015

User

Department ▾

Submit

Totals

	1a	1b	1c	1d	1e	1f	1g	2a	2b	2c	2d	2e	3a	3b	3c	4a	4b	4c	4d	5a	5b	5c	5d	6a	6b	6c	6d	6e
events	30	57	18	527	35	391	54				1		20	2	25		1	2	3	34	17	12	10	1	21			
participants	494	749	246	5612	361	4665	410				1		491	40	502		47	22	71	343	143	206	160	1	305			

Instructional Interactions by College and Learning Outcome

By College

	1a	1b	1c	1d	1e	1f	1g	2a	2b	2c	2d	2e	3a	3b	3c	4a	4b	4c	4d	5a	5b	5c	5d	6a	6b	6c	6d	6e
Administration				7		9																						
BSOM	1	2	1	34	3	12	12							1										1	5			
CECS		3	3	20	1	14																						
CEHS				18	1	5	7																					
COLA	28	40	12	256	29	211	12						4	1	8		1	2	3	27	13	12	10		3			
CONH				38		29	3													1	2				1			
COSM		2		28		18	5																		12			
RSCOB				61		56				1			15		16					5								
SOPP		5		6		4																						
University College		1	1	8		3																						
Lake Campus				1																								
Research Centers				1																								
Unknown	1	3	1	42		24	15						1		1					1	2							
University Libraries		1		7	1	6																						

Instructional Interactions by Instruction Type, Audience, and Learning Outcome

By Instruction Type

	1a	1b	1c	1d	1e	1f	1g	2a	2b	2c	2d	2e	3a	3b	3c	4a	4b	4c	4d	5a	5b	5c	5d	6a	6b	6c	6d	6e
Class Instruction	23	35	9	223	18	177	26						16	2	15	1	1	2		15	6	10	7		18			
Class Introduction	1			8		2												1										
Workshop	1	4	4	35	1	29	4						2		2													
Orientation				10		7																						
Appointment	5	17	5	114	13	88	17				1		1		3			1		13	9	1	2		3			
Other		1		114	2	72	4						1		5					6	2	1	1					
Lit search				23	1	16	3																	1				
English Composition																												

By Audience

	1a	1b	1c	1d	1e	1f	1g	2a	2b	2c	2d	2e	3a	3b	3c	4a	4b	4c	4d	5a	5b	5c	5d	6a	6b	6c	6d	6e
Undergrad student	12	19	4	153	12	121	11						2		3			1		22	11	11	9		9			
Faculty				25		18	4																					
Staff	1	1		7		6														1								
Community		1		12		7	2													1								
Alumni																												
Unknown				1		1	3																					
Graduate Student	2	12	1	130	7	76	23							1	4					5	4			1	8			
Student	15	24	13	199	16	162	11				1		18	1	18		1	1	3	5	2	1	1		4			

Information Delivery Services

Overview:

The Information Delivery Services Department provides resource access to faculty, staff, students, and community guests. We offer local and OhioLINK check-outs, Course Reserves, and Interlibrary Loan. Our focus is on customer service and creating a positive experience for each interaction at the Circulation Desk. We answer general questions about the library and the university, and we connect people with the appropriate party when more information is needed. We maintain patron records and the organization of the items on the shelves. Our department is also responsible for opening and closing the library building each day.

Services:

Provide courteous, prompt, and accurate service to every guest.

Maintain the physical or electronic connection between the library user and the material they need.

Provide resources to meet research needs, especially Course Reserves.

Scan and upload faculty documents to Course Reserves.

Manage patron accounts and library records accurately and ethically.

Fill OhioLINK requests, place interlibrary loan requests, and complete search requests in a timely manner.

Ensure the accuracy of the location of library holdings.

Staffing:

Department Head and staff of 10 FTE

Matt Shreffler
Head of Information Delivery Services
Master of Library and Information Science
Bachelor of Arts

Rahme Ashour
Library Associate, Interlibrary Loan
Bachelor of Science in Business Services

Chris Duffy
Sr. Library Technical Assistant
Bachelor of Arts in Communication Management

Chris Nimmer
Library Technical Assistant
Bachelor of Fine Arts with a concentration in print making

Mary Raider
IDS and Reserve Manager

Adrienne Savage
Library Associate
Bachelor of Arts in Women's Studies

Barbara Schaper
Library Associate, Interlibrary Loan
Bachelor of Science in Chemistry

Arthur Seifert
Night Manager
Associate in Graphic Arts

Edward Trentman
Library Associate

Mandy Wilson
Sr. Library Technical Assistant
Bachelor of Science in History Education and Physical Education

Steve Wynn
Sr. Library Technical Assistant
Bachelor of Arts in Selected Studies

Data:

Infographic overview of several department services, 2010 – 2015

Statistics from 2010-2015 for all IDS services, specifically:
    Interlibrary-loan borrowing for faculty and Emeritus from 2010-2015
    Electronic reserves uploaded from Fall 2013*-Fall 2015
    Hardcopy reserves available from Fall 2013-Fall 2015
    Reserves checked-out and accessed from 2010-2015
    Reserve items by department from Spring 2014-Fall 2015
    Items checked-out by faculty from 2013-2015
    Items booked from 2013-2015
    (*Some statistics go back only two years due to software limitations)

Information Delivery Services Department Overview

InterLibrary Loan Requests

Year	Faculty (including Emeritus)	Total
2010	2589	10461
2011	2435	10187
2012	1952	8863
2013	1990	7512
2014	1907	6335
2015	1813	6064

■ Faculty (including Emeritus) ■ Total

Electronic Reserves by Semester

Pages on Reserve

Fall '13	Spring '14	Summer '14	Fall '14	Spring '15	Summer '15	Fall '15
3055	5374	1350	3662	3851	782	2982

■ Fall '13 ■ Spring '14 ■ Summer '14 ■ Fall '14 ■ Spring '15 ■ Summer '15 ■ Fall '15

Hard Copy Reserves by Semester

Number of Books/Items

Fall '13	Spring '14	Summer '14	Fall '14	Spring '15	Summer '15	Fall '15
237	571	86	462	325	79	372

■ Fall '13 ■ Spring '14 ■ Summer '14 ■ Fall '14 ■ Spring '15 ■ Summer '15 ■ Fall '15

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	2010		**2011**
Interlibrary Loans (ILL)		ILL	
Total Borrowed	10461	Total Borrowed	10187
Borrowed for Emeritus	52	Borrowed for Emeritus	26
Borrowed for Faculty	2537	Borrowed for Faculty	2409
Average days to receive articles	3.47	Average days to receive articles	3.22

	2012		**2013**
ILL		ILL	
Total Borrowed	8863	Total Borrowed	7512
Borrowed for Emeritus	27	Borrowed for Emeritus	10
Borrowed for Faculty	1925	Borrowed for Faculty	1980
Average days to receive articles	2.97	Average days to receive articles	2.88

	2014		**2015**
ILL		ILL	
Total Borrowed	6335	Total Borrowed	6064
Borrowed for Emeritus	9	Borrowed for Emeritus	11
Borrowed for Faculty	1898	Borrowed for Faculty	1802
Average days to receive articles	2.79	Average days to receive articles	2.75

Electronic Reserves by semester	Fall 2013
Document Type	Reserve Count
Excel-xlsx	1
HardCopy	237
Multimedia-mov	1008
PDF	1284
Plain Text-txt	1
PowerPoint-ppt	26
PowerPoint-pptx	59
WebLink	182
Windows Audio-wma	10
Word	212
Word-docx	35
TOTAL	3055

Electronic Reserves by semester	Summer 2014
Document Type	Reserve Count
Create	4
HardCopy	86
Multimedia-mov	520
PDF	573
PowerPoint-ppt	55
PowerPoint-pptx	32
WebLink	1
Windows Audio-wma	10
Word	38
Word-docx	31
TOTAL	1350

Electronic Reserves by semester	Spring 2015
Document Type	Reserve Count
Excel-xls	1
HardCopy	325
htm	3
Multimedia-mov	1823
PDF	1428
PowerPoint-ppt	12
PowerPoint-pptx	4
QuickTime Media-qtl	13
WebLink	32
Word	118
Word-docx	92
TOTAL	3851

Electronic Reserves by semester	Spring 2014
Document Type	Reserve Count
Create	3
Excel-xls	10
Excel-xlsx	8
HardCopy	571
htm	3
Image-jpg	2
MP3	16
Multimedia-mov	2124
PDF	1903
Plain Text-txt	21
PowerPoint-ppt	122
PowerPoint-pptx	65
WebLink	165
Word	250
Word-docx	111
TOTAL	5374

Electronic Reserves by semester	Fall 2014
Document Type	Reserve Count
Excel-xls	15
Excel-xlsx	10
HardCopy	462
HTML	2
Image-gif	1
Image-jpg	1
Multimedia-mov	1217
PDF	1548
Plain Text-txt	1
PowerPoint-ppt	57
PowerPoint-pptx	91
QuickTime Media-qt	2
QuickTime Media-qtl	5
WebLink	19
Word	148
Word-docx	83
TOTAL	3662

Electronic Reserves by semester	Fall 2015
Document Type	Reserve Count
Create	8
Excel-xls	10
Excel-xlsx	3
HardCopy	372
HTML	2
Image-gif	1
Image-jpg	1
Multimedia-mov	1091
PDF	1141
PowerPoint-ppt	17
PowerPoint-pptx	12
QuickTime Media-qtl	12
WebLink	165
Word	117
Word-docx	30
TOTAL	2982

Electronic Reserves by semester	Summer 2015
Document Type	Reserve Count
HardCopy	79
Multimedia-mov	451
PDF	221
QuickTime Media-qtl	2
WebLink	1
Word	14
Word-docx	14
TOTAL	782

Hard Copy Reserves by semester (books, DVDs…)	
Fall 2013	237
Spring 2014	571
Summer 2014	86
Fall 2014	462
Spring 2015	325
Summer 2015	79
Fall 2015	372

Total Campus-Wide Reserve Usage	
2010	
Reserve Checkouts	31064
Electronic Documents Accessed	261425
	292489
2011	
Reserve Checkouts	28946
Electronic Documents Accessed	231753
	260699
2012	
Reserve Checkouts	31982
Electronic Documents Accessed	221682
	253664
2013	
Reserve Checkouts	17898
Electronic Documents Accessed	99499
	117397
2014	
Reserve Checkouts	17889
Electronic Documents Accessed	59276
	77165
2015	
Reserve Checkouts	18572
Electronic Documents Accessed	42589
	61161

Reserve Items by Academic Department

Spring 2014

ACC	65	PLS	160
AFS	41	PSI	339
ANT	18	PSY	325
ART	55	REL	39
ATH	103	RST	95
BIO	338	SAA	34
BME	7	SOC	11
BMS	98	SPN	6
CEG	2	STT	3
CHI	854	SW	8
CHM	132	URS	5
CLS	8	WMS	57
CMH	22		4199
CNL	138		
COM	12		
CS	3		
CST	15		
EC	4		
ED	2		
EDT	6		
EE	12		
EES	61		
ENG	107		
EXB	2		
FIN	1		
FR	858		
GEO	1		
HED	1		
HST	286		
HUM	18		
ISE	1		
M&I	249		
MBA	20		
ME	2		
MGT	1		
MIS	12		
MKT	31		
MP	4		
MTH	2		
MUE	16		
MUS	442		
NUR	132		
PHL	12		
PHY	5		

Summer 2014

ACC	13
AFS	1
ATH	18
BIO	111
BMS	24
CHI	451
CMH	19
CNL	180
COM	3
CST	30
EES	27
FR	8
HST	89
MIS	8
NUR	266
PLS	19
PSI	36
PSY	24
REL	9
RST	7
SOC	1
SW	2
WMS	2
	1348

Fall 2014

ACC	46
AFS	2
ARA	2
ART	37
ATH	146
BIO	80
BMS	76
CEG	2
CHI	639
CHM	12
CNL	104
COM	33
CS	12
CST	11
EC	2
ED	55
EES	28
EGR	2
ENG	156
GEO	24
HST	20

Fall 2014 Continued

LAT	5
M&I	145
MBA	7
ME	1
MGT	3
MIS	1
ML	4
MUS	561
NUR	235
PHL	2
PLS	71
PSI	482
PSY	126
PTX	17
REL	36
RST	196
SAA	14
SCM	7
SOC	8
SPN	6
STT	10
TH	27
URS	16
UVC	2
WMS	107
	1489

Spring 2015

ART	42
ATH	175
BIO	75
BMS	125
CHI	926
CHM	3
CLS	54
CMH	1
CNL	150
COM	11
CS	2
CST	2
EC	6
EE	6
EES	37
ENG	115
FR	334
HST	82
HUM	3
LAT	9
M&I	250
MBA	1
ME	2
MGT	2
MKT	2
MP	2
MUS	611
NUR	85
PLS	85
PSI	354
PSY	107
REL	3
RHB	1
RST	26
SAA	30
SOC	8
SPN	3
STT	12
SW	1
URS	34
WMS	60
	3837

Summer 2015

ART	3
BIO	6
CHI	451
CHM	1
CLS	5
CMH	20
CNL	78
COM	26
CST	46
ENG	3
FIN	32
HST	3
MP	3
NUR	20
PSI	34
PSY	26
REL	11
RST	7
SCM	6
SOC	1
	782

Fall 2015

ANT	2		
ART	82		
ATH	29		
BIO	65		
BMS	1		
CEG	1		
CHI	712		
CHM	12		
CLS	3		
CNL	45		
COM	20		
EC	9		
ED	83		
EES	52		
EGR	39		
ENG	101		
FR	2		
GEO	19		
HED	1		
HST	44		
LAT	7		
Library	5		
M&I	2		
ME	4		
MGT	4		
MIL	1		
MKT	1		
MP	3		
MTH	107		
MUS	402		
NUR	227		

Fall 2015 Continued

OL	3
PHL	2
PLS	33
PSI	512
PSY	100
PTX	1
REL	33
RST	40
SAA	22
SPN	8
STT	11
SW	20
TH	1
UH	16
URS	30
WGS	37
	2085

Total Checkouts (OhioLINK and local)

2013 (*missing January)

Faculty - WSU	10152
Faculty - Kettering	173
Emeritus Faculty	411

2014

Faculty - WSU	10745
Faculty - Kettering	175
Emeritus Faculty	476

2015

Faculty - WSU	10801
Faculty - Kettering	216
Emeritus Faculty	309

Bookings (items assigned for a class)

2013 (*missing January)

Dunbar Items	347
ERC Items	117

2014

Dunbar Items	302
ERC Items	209

2015

Dunbar Items	228
ERC Items	209

Digital Services Department

Overview:

Digital Services Department's primary focus is managing CORE Scholar which is Wright State's institutional repository. The goal of CORE Scholar is to provide open access and worldwide exposure to Wright State's unique research and collections. The institutional repository collects and makes available the scholarly output of Wright State faculty, staff, and students as well as local, regional, and Wright State cultural heritage material. Our staff are involved in statewide and national professional organizations actively improving the knowledge-base of digitization, scholarly communication, open access, and institutional repository development.

Services:

Manage CORE Scholar. CORE Scholar provides an array of tools to showcase the academic successes of Wright State. These tools include departmental pages, hosted open-access journals, collected conferences/events proceedings, and faculty and staff research profile pages called SelectedWorks. Notable collections include *The Guardian*, Veterans Voices oral histories, over 200 faculty research profile pages, nearly 60 departmental pages, and *The Best Integrated Writing* journal.

Digitize materials from across campus for inclusion in CORE Scholar.

Partner with the Special Collections and Archives to digitize manuscripts and photographs, university records, newsletters, minutes (including Faculty Senate), retiree oral histories, and alumni publications.

Respond to worldwide requests for digitized materials from the Special Collections and collections.

Provide workshops and one-on-one meetings with faculty & staff on CORE Scholar functions, scholarly communication topics, and predatory publishing.

Research and write metadata for items uploaded to CORE Scholar.

Consult with staff and faculty to discuss digitization needs and potential projects.

Staffing:

Department Head and staff of 4 FTE

Jane Wildermuth
Head of Digital Services
Master of Arts History
Bachelor of Arts in History and Sociology

Andrew Harris
Metadata Librarian
Master of Library and Information Science
Bachelor of Arts in Visual Arts and Spanish

Elisabeth Shook
Digital Initiatives Librarian
Master of Library and Information Studies
Bachelor of Arts in History

Ryan O'Grady
Digitization Specialist
Bachelor of Fine Arts

Tanya Kimmet
Digitization Specialist
Bachelor of Arts

Data:

Infographic overview of several department services, 2012 - 2015

Data by college of CORE Scholar uploads, SelectedWorks pages, journals, and conference/events

Data of user downloads by year

Visual map showing worldwide readership distributions of CORE Scholar for one month

Digital Services Department Overview

2012 - 2015
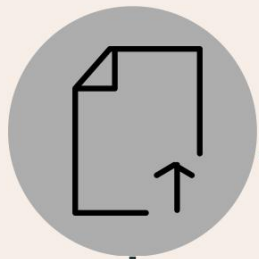
CORE Scholar Uploads for Academic Units

Year	Uploads
2012	1600
2013	2928
2014	4001
2015	2021
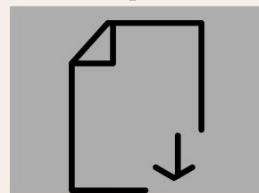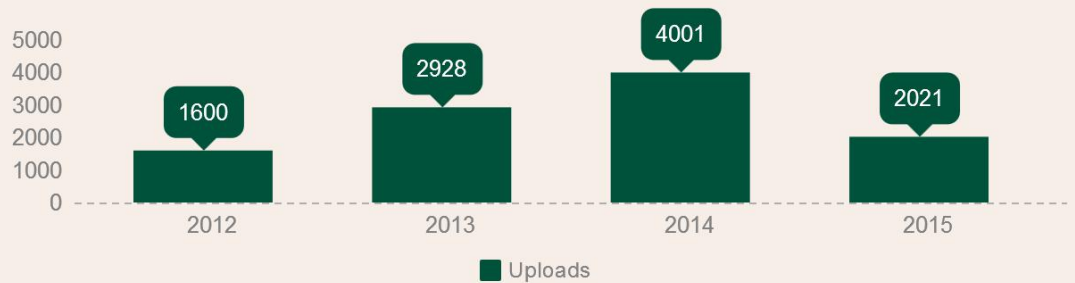
■ Uploads

CORE Scholar Downloads (worldwide)

Year	Totals
2012	28684
2013	137480
2014	310803
2015	418476

■ Totals
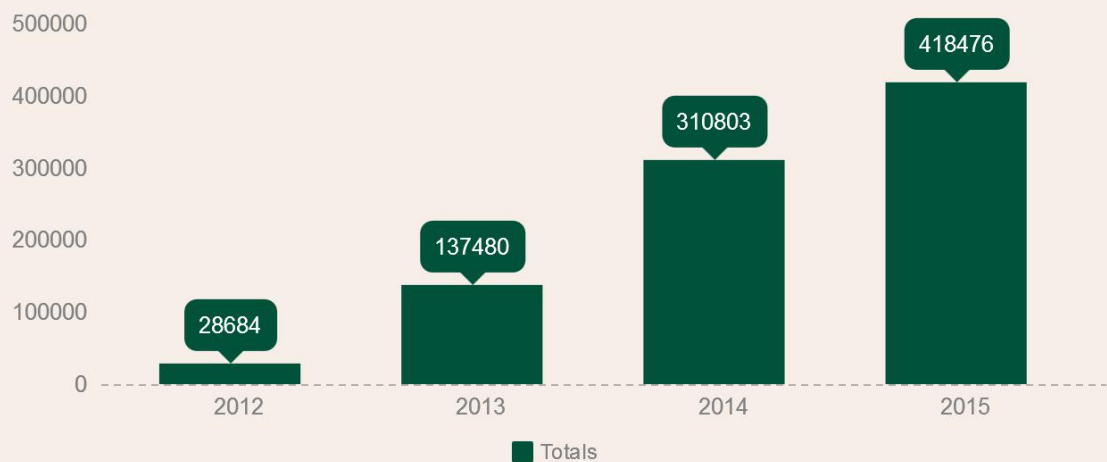
Selected Works Faculty Profile Pages Created

Year	Profiles
2012	92
2013	20
2014	54
2015	31

■ Profiles

Digital Services -Library of the Future TF					
CORE Scholar Uploads*					
CORE Scholar launched in January 2012					
Colleges/Centers of Excellence	uploads 2012	uploads 2013	upload 2014	uploads 2015	all time
BSOM					
Faculty	374	894	957	491	2716
Graduate Student	88	26	34	20	168
Total	462	920	991	511	2884
CECS					
Faculty	86	341	1581	213	2221
Graduate Student	0	0	0	0	0
Total	86	341	1581	213	2221
CEHS					
Faculty	0	0	0	0	0
Graduate Student	0	3	0	0	3
Total	0	3	0	0	3
COLA					
Faculty	406	71	58	636	1171
Graduate Student	7	4	0	0	11
Undergraduate Student	0	66	0	0	66
Total	413	141	58	636	1248
CONH					
Faculty	0	35	2	218	255
Graduate Student	0	0	10	0	10
Total	0	35	12	218	265
COSM					
Faculty	580	955	173	283	1991
Graduate Student	0	17	1	0	18
Total	580	972	174	283	2009
RSCOB					
Faculty	44	0	238	16	298
Graduate Student	0	0	109	59	168

Total	44	0	347	75	466
SOPP					
Faculty	15	0	28	2	45
Graduate Student	0	0	0	0	0
Total	15	0	28	2	45
Centers of Excellence					
Faculty	0	140	810	83	1033
Undergrad/Graduate Student	0	32	0	0	32
Total		172	810	83	1065
Total by Year	1600	2928	4001	2021	10206

Digital Services -Library of the Future TF

CORE Scholar Downloads/Page Hits by Year*
CORE Scholar launched in January 2012

			2012	2013	2014	2015	Total
Fulltext Downloads			13277	87908	239104	327823	668112
Page Hits			15407	49572	71699	90653	227331
Total			28684	137480	310803	418476	895443

SelectWorks Faculty Profile Pages

	2012	2013	2104	2015	Total by College
Boonschoft School of Medicine	2	2	26	13	43
Boonschoft School of Medicine & College of Math & Science	17	5			22
College of Engineering & Computer Science	9		3	4	16
Centers of Exellence			3	3	6
College of Liberal Arts	17	5	1	6	29
College of Math & Science	42	8	9	4	63
Raj Soin College of Business	4		11	1	16
School of Professional Psychology	1		1		2
Total by year	92	20	54	31	

total all time 197

	A	B	C	D	E	F
1	**Journals - hosted**					
2						
3	**Electronic Journal for Inclusive Education**					
4	Year added in CORE Scholar	2012				
5	First Issue	Spring 1998				
6	College	College of Education and Human Services				
7	Type	Professional in field				
8						
9	Articles Posted	2012	2013	2014	2015	Total
10		150	3	15	7	175
11						
12	**Explorations: Undergraduate Research, Scholarship, and Creativity at Wright State University**					
13	Year added in CORE Scholar	2012				
14	First Issue	2012				
15	College	all colleges				
16	Type	Undergraduates				
17						
18	Articles Posted	2012			Total	
19		11				11
20						
21	**Journal of Bioresource Management**					
22	Year added in CORE Scholar	2014				
23	First Issue	2014				
24	College	College of Science & Math				
25	Type	Professional in field				
26						
27	Articles Posted	2012	2013	2014	2015	Total
28				10	28	38
29						
30	**Best Integrated Writing**					
31	Year added in CORE Scholar	2014				
32	First issue	2014				
33	College	College of Liberal Arts				
34	Type	Undergraduates from integrated writing courses				
35						
36	Articles posted	2014	2015			Total
37	Undergraduates	13	9			22

Conferences/Symposia Proceedings & Abstracts hosted in CORE Scholar

	2012	2013	2014	2015	Total
BSOM		5	3	2	10
COLA				1	1
CONH		1			1
COSM	2	9	7	2	20
Centers of Excellence		1	1	1	3
Total					35

CORE Scholar Readership Distribution
December 16, 2014 - January 14, 2016

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Special Collections and Archives

Overview:

Special Collections & Archives collects, preserves, and provides access to primary sources that document the history of aviation and the legacy of the Wright Brothers, the local and regional history of the Miami Valley, and the history of medicine, local medical history and aerospace medicine. Special Collections & Archives encourages and promotes the use of these materials for teaching, learning, research and public service.

Special Collections and Archives provides access to historical materials and research and education assistance to students of all ages, teachers, filmmakers, engineers, family history researchers, aircraft restoration enthusiasts, community historians, journalists, authors, and scholars worldwide. The Department uses the latest technology to provide researchers with information via electronic delivery and the web. Holdings and staff expertise have been featured in worldwide media outlets, documentaries, publications, films, and more.

The Records Management services of the University Archives preserves the institutional memory of Wright State through the collection of official university records and related materials as charged by the Wright State University Board of Trustees. The collections are rich sources of information regarding academics, administrative concerns, student life, and the development of the university.

Services:

Process hundreds of requests annually for research, photographs, and information for use in documentaries, books, symposiums, articles, and films.

Deliver quality reference service and access to historically significant materials in a supervised reading room and remotely.

Improve access to materials through digitization projects and electronic delivery of resources through our website, blogs, and CORE Scholar.

Preserve the history and heritage of the community.

Provide leadership in the archival community as a prime repository for collections of individuals and organizations across the Miami Valley.

Provide leadership in the collection, preservation and dissemination of aviation history worldwide.

Arrange and describe archival collections.

Preserve collections according to accepted archival standards and protect and store materials in a safe and secure environment.

Provide leadership in community engagement and outreach efforts, including public programs, guest lectures, exhibits, tours, scholarly publications, website, and social media.

Administer a strong records management program, including faculty and staff training in the retention and disposal of all types of records.

Collaborate with and recognize donors.

Serve as a learning lab for graduate students in History, Public History Concentration and provide internships and projects for public history interns in archives and museum studies.

Services for Faculty & Students:

Special Collections and Archives is dedicated to serving faculty and students of Wright State University by preserving and providing access to a rich collection of primary sources for teaching, learning, and research. Special Collections and Archives offers the following services to faculty and students:

Provide tours, orientations and workshops with a first-hand look at archival materials tailored to course topics, assignments, or departmental interest. Instruction in how to use primary sources for papers, projects, and multimedia productions.

Customize and deliver in-class presentations and orientations for a specific subject area. Archivists bring examples of primary sources and describe how they can enhance the learning experience and support research in that subject area.

Prepare specialized subject and research guides to our manuscript collections that will help support research in a particular class, subject, or topic.

Consult with individual faculty to develop lesson plans or assignments using primary sources from our collections, organize class visits or archives orientation sessions, and provide assistance with scholarly research in our holdings.

Meet with individual students to provide guidance on how to research their topic in our collections.

Records Management Services:

Provide assistance and guidance for university offices in the proper management of their paper and electronic files.

Develop records retention schedules for each campus office that identify the different types of records created by the office and how long each type of record needs to be kept. Review records annually.

Provide information on state and federal record keeping requirements, and what offices need to do to ensure they are in compliance with applicable laws. Dispose of university records.

Offer training workshops and a variety of services to help reduce the amount of time, space and dollars spent by campus offices to manage university records.

Inventory and appraise departmental records, creating and revising departmental records retention schedules.

Staff:

Department head and staff of 6 FTE and 4 Graduate Student Assistants

Dawne Dewey
Head, Special Collections and Archives
Master of Arts in History/Public History
Bachelor of Arts in History & Anthropology, Honors
Graduate Adjunct Faculty, History; Adjunct Faculty, Honors Department, Wright State University

Stephanie Kays
Archivist, Reference and Processing
Master of Archival Studies
Master of Library and Information Studies
Bachelor of Fine Arts, Photography

Lisa Rickey
Archivist, Digital Initiatives and Outreach
Master of Library & Information Science
Master of Arts in Public History
Bachelor of Science in Information Technology
Bachelor of Arts in History & Latin

Gino Pasi
Archivist, Collections Manager
Master of Arts in American Studies
Bachelor of Arts in History and Theatre
Graduate Adjunct Faculty, Department of History, Wright State University

Toni Vanden Bos
Archivist, Preservation and Cataloging
Master of Library and Information Studies with Archives Specialization
Bachelor of Arts in History
Graduate Adjunct Faculty, Department of History, Wright State University

Chris Wydman
Archivist, Records Manager, University Archives
Master of Arts in History/Public History
Bachelor of Arts in History
Graduate Adjunct Faculty, Department of History, Wright State University

Data:

Infographic overview of several department services, 2010 – 2015

Statistical summary of services, online access, and collections from 2010 - 2015

Special Collections & Archives Department Overview

2010 - 2015

Reference Transactions

Year	WSU	External
2010	1252	1170
2011	1073	1123
2012	1156	1162
2013	1062	1310
2014	1092	1285
2015	889	1237

■ WSU   ■ External

Outreach Events

Year	Sessions
2010	74
2011	111
2012	113
2013	85
2014	98
2015	115

■ Sessions

Attendees

Year	Attendees
2010	562
2011	1704
2012	1437
2013	857
2014	1984
2015	1562
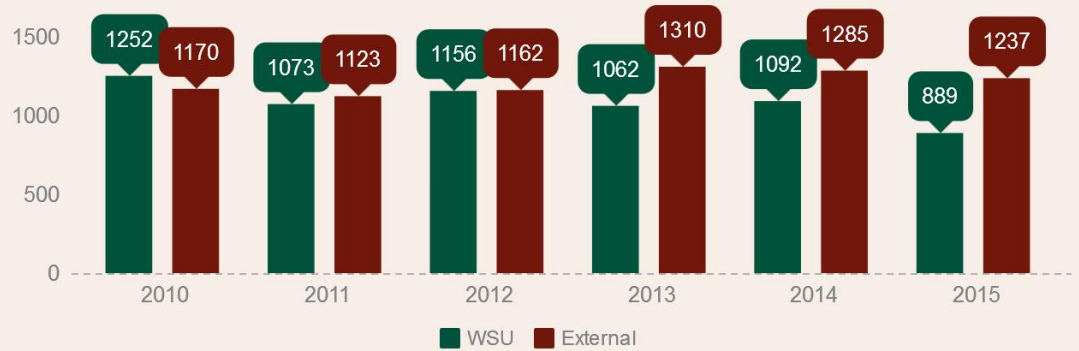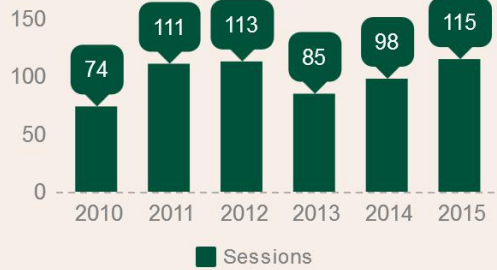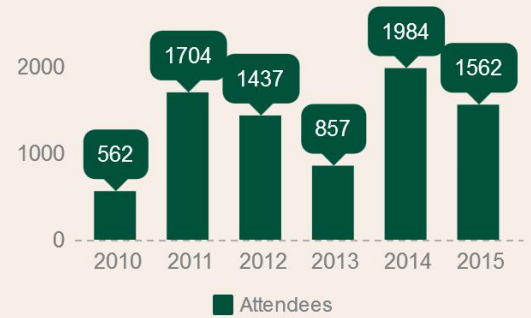
■ Attendees

Outreach Events and Attendees include: instruction, presentations, workshops, tours, orientations, and exhibits

Reading Room Visitors

Year	Number of Visitors
2010	2242
2011	1634
2012	2298
2013	1661
2014	2017
2015	1953

■ Number of Visitors
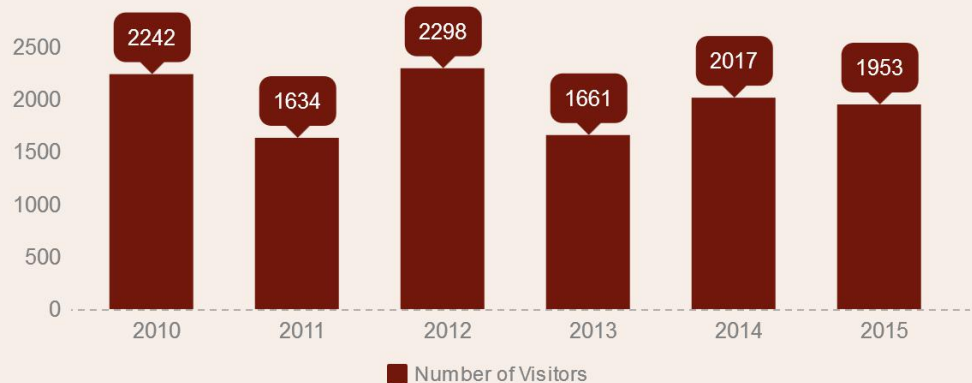
Statistical summary of services, online access, and collections from 2010 - 2015

Key to statistics:

Reference Transactions - Special Collections and Archives provides reference assistance and delivery of information, images, and films to students, faculty, staff, and outside researchers in-person and remotely.

Outreach - Outreach includes a wide variety of programs designed to increase awareness, education and accessibility to primary sources. These include: presentations, instruction sessions for faculty, staff, and students, workshops, tours, and orientations for the entire campus community and the wider community and region.

Attendees - Attendees and participants to Special Collections and Archives events also include not only the campus community, but local, regional, national and international audiences.

Reading Room Visitors - Visitors to the reading room consist of researchers who wish to access and study our collections, as well as those who wish to view exhibits and learn more about archives and our mission.

	2010 #	2010 peo	2011 #	2011 peo	2012 #	2012 peo	2013 #	2013 peo	2014 #	2014 peo	2015 #	2015 peo
Individual In-person Reference Transactions												
WSU	315		329		404		408		475		394	
External	291		297		263		282		236		239	
Total	**606**		**626**		**667**		**690**		**711**		**633**	
Remote Reference Transactions												
WSU	937		744		752		654		617		425	
External	879		826		899		1028		1049		998	
Total	**3028**		**2822**		**2985**		**3062**		**3088**		**2689**	
Class Instruction/Orientation Sessions												
WSU CoLA	5	55	2	45	5	60	3	64	4	55	9	154
Individual Faculty Consultations	8	8	5	5	9	9	7	7	6	6	12	12
University College											1	16
College of Education			1	28								
External: K-12 Community	1	40			1	45	1	35	4	155	12	120
Total	**14**	**103**	**8**	**78**	**15**	**114**	**11**	**106**	**14**	**216**	**34**	**302**
Campus Workshops for Faculty/Staff												
Records Management Training	3	50	5	100	4	80	5	87	7	77	5	73
WSU Faculty Block Party	1		1									
WSU Faculty Tech Fair	1		1									
New Faculty Orientation	1		1		1		1		1		1	
Faculty Workshop on Primary Sources											1	6
Total	**6**	**50**	**8**	**100**	**5**	**80**	**6**	**87**	**8**	**77**	**7**	**79**
Presentations												
Campus	1	45	2	45	8	224	3	102	6	138	6	105
Community-External	3	110	28	1200	24	654	19	411	21	1237	17	623
Total	**4**	**155**	**30**	**1245**	**32**	**878**	**22**	**513**	**27**	**1375**	**23**	**728**

Tours

	C1	C2	C3	C4	C5	C6	C7	C8	C9	C10	C11	C12
SoM-Aerospace Med Residents	1	8	2	12	1	14						
SoM-Medical Students			1	10								
CoLA	5	55	2	45	8	80	4	46	4	55	9	154
College of Business	1	10	1	2	1	15						
Advancement	2	11	2	5	5	28	1	20				
Communications and Marketing			1	8	1	5						
Office of President	1	2	1	3					1	16	1	12
UCIE	2	8					1	3	1	15		
WSU Institute of Defense Studies and Education							1	14				
WSU Office of Emergency Management									1	1		
WSU AF ROTC									1	8	1	12
Staff Development Day									2	24		
External	14	160	27	196	23	223	14	68	17	197	22	136
Total	**26**	**254**	**37**	**281**	**39**	**365**	**21**	**151**	**27**	**316**	**33**	**314**

Exhibits

Campus	22		23		16		22		21		17	121
External	2		5		6		3		1		1	18
Total	**24**		**28**		**22**		**25**		**22**		**18**	**139**

Online Access and Outreach

SC&A Web Site	30,174		88,730		156,025		97,563		114,686		105560	
Dayton Daily News Blog			9213		23730		50,759		57,244		55575	
Out of the Box Blog					5033		11,687		13,206		15487	
Facebook							16,836		41,714		51869	
Twitter							118		315		478	
Total	**30,174**		**97,943**		**184,788**		**176,963**		**227,165**		**228969**	

Records Management/University History

Records Management Consultations	505	376	381	348	264	276
University Archives Information Requests	356	288	275	273	225	225
Records Disposal Requests	79	79	104	117	149	57
Retention Schedule Revisions	69	67	40	36	34	34
University Image Requests	28	27	38	50	51	57
Total	**1037**	**837**	**838**	**824**	**723**	**649**
Collections						
Manuscripts, Local Government Records/University Records in Linear Feet	13,004	13,733	14,062	14,372	14,810	15,134
Books/Journals (Items)	18,737	19,857	20,424	20,884	20,989	21,572
Researchers/Visitors to Archives	2242	1634	2298	1661	2017	1953

Technical Services

Overview:

The Technical Services department handles a variety of behind-the-scenes customer service functions. We order, receive, catalog and pay for all library materials, physical and electronic. We also process and bind physical materials for the Libraries' collections, and help maintain access to licensed electronic resources.

Services:

Place orders for books and audiovisual materials selected by Collection Development librarians, often in response to faculty requests.

Assist with rush acquisition of materials needed for course reserves and A/V items for in-class showings.

Perform regular access checks to ensure availability of locally-licensed electronic journals.

Receive, catalog, and process physical library resources acquired through firm orders, approval plans, and subscriptions.

Maximize access to electronic resource collections by loading title-level records to the catalog whenever available.

Serve as primary point of contact for community members wishing to donate published materials to the Libraries' collections.

Facilitate user access to library materials through catalog database maintenance and authority control.

Manage subscriptions to ongoing print and electronic resources, and pay invoices for all libraries materials.

Bind periodicals, and repair or rebind damaged books.

Provide cataloging for Lake Campus library, Education Resource Center, and WSU-affiliated hospital libraries.

Manage transfer of Libraries' materials to Southwest Ohio Regional Depository, and also process materials being withdrawn from the collection.

Staffing:

Department Head and staff of 8 FTE

Marty Jenkins
Head of Technical Services
Master of Library and Information Science
Master of Arts, Historical Musicology
Bachelor of Music, Music History & Literature

Rita Johnson
Unit Manager, Acquisitions
Bachelor of Science, Education

Desirée Loewit
Unit Manager, Cataloging
Master of Arts, International Affairs
Bachelor of Science, Business & Finance

Richard Perry
Copy Cataloger
Bachelor of Arts, Motion Picture History, Theory & Criticism

John Freeman
Cataloging Assistant

Debra Henning
Acquisitions Assistant, Ordering

Kevin Storer
Bindery and Serials Checkin
Bachelor of Arts, English & Mass Communication

Emma Boddie
Acquisitions Assistant

Willie Moncree
Receiving, Government Documents

Data:

Infographic overview of several department services, 2010 – 2015

Statistics for 2010-2015 services include:
Total items added for Dunbar
Total items withdrawn for Dunbar
Total items added for Lake Campus
Items cataloged for affiliates
Electronic resource records added to catalog
Print serial items received
Items sent for binding

Technical Services Department Overview

2010 - 2015

Physical Items Added - Dunbar Collection

FY2010	FY2011	FY2012	FY2013	FY2014	FY2015
15321	14953	14711	12303	11265	12177

■ Number of items

Electronic Resource Records Added to Catalog

FY2010	FY2011	FY2012	FY2013	FY2014	FY2015
15331	158470	17288	220825	18686	43022

■ Number of records

Print Serials/Continuations Items Checked-in

FY2010	FY2011	FY2012	FY2013	FY2014	FY2015
12063	12229	11185	8370	7729	6472

■ Number of items

Library Technical Services - aggregate statistics, FY2010-FY2015

	FY2010	FY2011	FY2012	FY2013	FY2014	FY2015
Items added - Dunbar	15321	14953	14711	12303	11265	12177
Items withdrawn - Dunbar	53394	28005	5142	4741	4477	15017
Items added - Lake	409	190	231	320	680	303
Items cataloged for affiliates	348	322	385	464	404	569
E-resource records added to catalog	15331	158470	17288	220825	18686	43022
Items sent to bindery	2184	2053	1833	1420	1293	1228
Serials/continuations items checked in	12063	12229	11185	8370	7729	6472

Library Computing Services

Overview:

Library Computing Services (LCS) is responsible for the information technology needs for the University Libraries. We research, investigate, test, order, implement, support, maintain, and troubleshoot hardware and software used by our staff and patrons of the Library. Our areas include hardware, such as PCs and peripherals, networking, software, web development, our integrated library system, and OhioLINK systems.   We collaborate with CaTS, CTL, OhioLINK, and various off site vendors to bring a variety of technologies together for the needs of our library staff and patrons.

Within the Library Computing Services department is the management of two appointed teams, the Social Media Team and the Web Team. Many LCS staff serve on these teams along with other library staff members. The Web Team is responsible for the University Libraries web presence, providing coordination, guidance, oversight, design, maintenance, usability, and organization for all of our web pages. The Social Media Team's purpose is *to increase awareness of WSUL services and activities and to share that information with our intended audiences. Our social media channels share library news, activities, workshops, events, services, and any other interesting relevant information.*

Services – LCS:

Collaborate with CaTS to implement new technologies within the libraries. One example is the new secure authentication for library resources, insuring the integrity of patron data,

Work with library vendors, OhioLINK, and Affiliated Libraries to implement new technologies and search tools to insure library access and resource integration for patrons through our website, library databases, and external databases such as the National Library of Medicine's PubMed, and Google Scholar. One example is Ebsco's Full Text Finder.

Implement Microsoft Sharepoint for the Libraries' staff intranet to allow for greater collaboration and communication among library staff. Providing one-on-one training for staff, enabling them to use this collaborative tool with other departments and groups on campus.

Collaborate with the area Hospital Libraries to provide a centralized catalog and access to Wright State Library and OhioLINK online resources to our medical, nursing, and health students during their on-site training and internships.

Develop and write new open source programs and technologies to provide more efficient ways to track data our library staff assist our users. One example is the TIDBIT program written for our Reference and Instruction Department that provides more efficient ways to track data of how our library staff assist our users.

Facilitate discussion among library staff regarding technology needs for the library including exploration of new hardware and software, conduct work flow analyses, and implement new efficiencies. One example is the Audio and Video Guidelines and Procedures.

Services – Web Team:

Conduct usability studies to analyze the effectiveness of the Libraries' website.

Design the University Libraries website, using web and graphic design, and programming; putting an emphasis on user experience – with extensive usability testing - and ADA compliance.

Develop and implement new web technologies to more efficiently deliver library information and resources to our faculty, students, and community users. One example is the programming and interface for library events and workshops.

Services – Social Media Team:

Evaluate and utilize the most effective social media channels to reach our users to market and promote the library services and staff.

Collaborate with the University Social Media team and the many other college and department social media teams to promote university services and activities.

Staff:

Kathi Herick
Department Head, Team Leader of Web and Social Media Teams
Master of Library Science
Bachelor of Arts in Anthropology

Lee Davey
Web Developer
Associate of Applied Science in Computer Information Systems, Web Development

Jason Lipiec
Web Developer
Master of Science in Public Health
Bachelor of Science in Psychology

Leigh Duncan
Systems Librarian
Master of Library Science
Master of Arts in Public History
Bachelor of Arts in History

Mike Smith
Computer Systems Administrator
Bachelor of Science in Management Information Systems

Frank Wolz
Computer Systems Administrator
Bachelor of Science in Management Information Systems

Data:

Infographic overview of select services, 2011 - 2015

Web site and catalog statistics, by calendar year

Hardware supported and Lab Stats (public logins and unique users)

Library Computing Services Department Overview

2011 - 2015

Website Page Views

Year	Page Views
2011	2,507,050
2012	2,356,150
2013	1,563,214
2014	1,207,674
2015	1,211,730
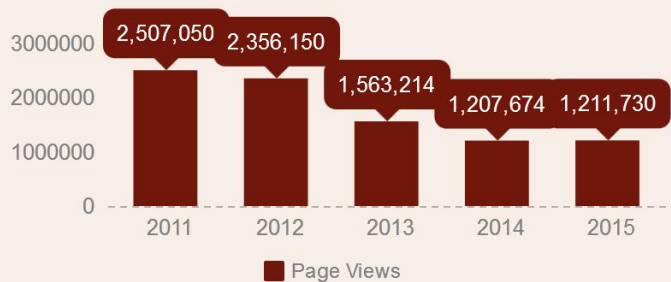
Page Views

Website Page Views - Mobile

Year	Page Views
2011	16,318
2012	25,459
2013	28,099
2014	24,585
2015	58,597
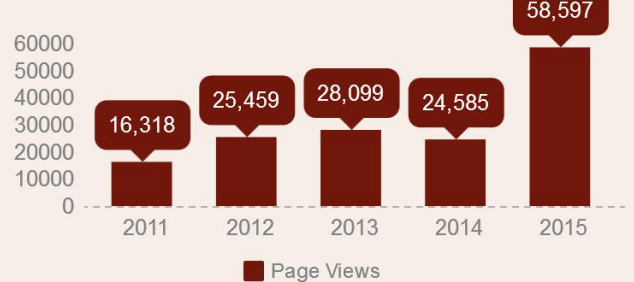
Page Views

Classic Catalog Page Views

Year	Page Views
2011	882,987
2012	765,138
2013	764,611
2014	535,397
2015	620,726
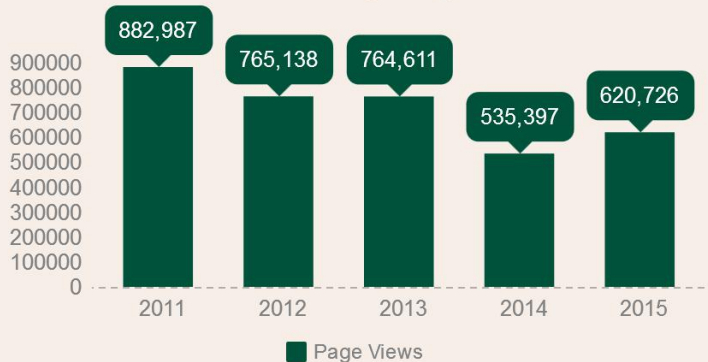
Page Views

Mobile Catalog Page Views

Year	Page Views
2011	12,255
2012	13,847
2013	19,206
2014	30,899
2015	50,248
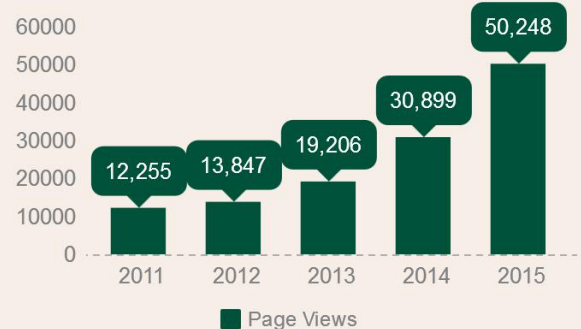
Page Views

185 Public Computers

Public Computer Users and Logins

Year	Number of Users	Number of Logins
2013	11446	122453
2014	11493	127899
2015	10980	110971

Number of Users   Number of Logins
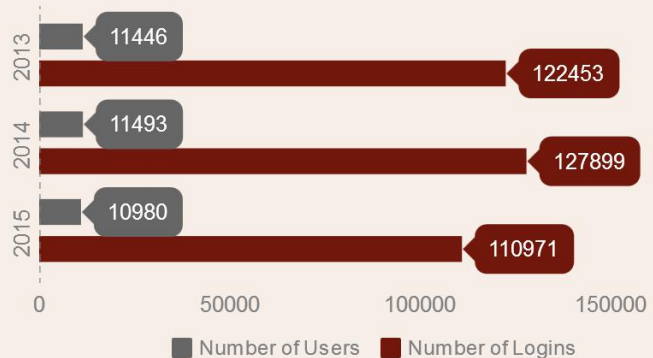
2015 - Web Team Statistics

UL Website (source: Google Analytics)

	Pageviews	Visits/Sessions	
January	101,327	40,976	
February	124,853	51,494	
March	125,483	52,494	
April	121,477	52,510	
May	82,758	29,269	
June	88,743	31,117	
July	89,272	29,926	
August	76,084	26,579	
September	139,249	67,024	
October	148,653	75,442	
November	108,299	55,390	
December	5,532	1,226	Statistics for December under-reported due
Total	1,211,730	513,447	to Google Analytics script error

UL Mobile Website (source: Google Analytics)

	Pageviews	Sessions/Visits
January	3,929	2,323
February	2,828	1,716
March	2,724	1,672
April	2,728	1,709
May	2,863	1,752
June	3,031	1,629
July	3,101	1,867
August	4,697	2,800
September	11,859	3,673
October	7,536	2,658
November	6,848	2,412
December	6,453	2,347
Total	58,597	26,558

SC&A Website (source: Google Analytics)

	Pageviews
January	11,421
February	12,940
March	11,688
April	10,235
May	8,837
June	7,885
July	7,151
August	6,430

September	9,808
October	10,428
November	8,671
December	66
Total	76,587

Statistics for December under-reported due to Google Analytics error

CORE Scholar (source: Google Analytics)

	Pageviews	Visits/Sessions
January	22,806	5,145
February	24,051	5,526
March	23,009	6,363
April	24,655	6,374
May	23,603	5,915
June	24,154	5,485
July	20,932	5,374
August	19,767	5,119
September	22,754	6,326
October	28,190	7,594
November	22,161	6,964
December		
Total	256,082	66,185

Classic Catalog (sources: Google Analytics and III Web Management Reports)

	Pageviews	Sessions/Visits	Total # of Searches	Keyword	Title	Author
January	56,309	10,491	33,447	12,221	8,941	1,415
February	56,428	10,942	37,375	11,616	10,672	1,507
March	104,651	62,978	32,584	11,670	6,864	1,214
April	45,102	9,961	28,055	10,173	5,868	908
May	37,700	7,438	23,573	7,713	6,281	1,185
June	43,425	6,948	62,393	9,615	6,065	2,244
July	40,414	6,479	25,901	6,687	5,275	913
August	36,134	6,044	25,653	6,612	6,437	1,338
September	61,280	11,491	39,940	14,945	9,093	2,647
October	57,122	11,742	40,516	13,242	6,207	1,722
November	46,686	9,680	30,588	11,066	5,806	1,618
December	35,475	7,004				
Total	620,726	161,198	380,025	115,560	77,509	16,711

Mobile Catalog (source: Google Analytics)

	Pageviews	Visits/Sessions
January	4,505	900
February	3,767	730
March	3,221	666
April	4,352	679
May	2,978	573
June	2,991	536
July	2,810	568
August	3,212	733
September	7,599	1,288

	Pageviews	Visits/Sessions
October	5,841	974
November	5,237	841
December	3,735	734
Total	35,435	6,673

EDS (source: EBSCOAdmin Reports)

	Sessions	Searches*
January	12,337	5,446,454
February	20,091	8,652,446
March	21,831	9,560,678
April	18,539	8,337,062
May	6,886	3,071,445
June	8,553	3,741,209
July	8,375	3,786,780
August	5,263	1,896,997
September	19,433	9,124,974
October	28,788	14,394,799
November	23,460	10,434,413
December		
Total	173,556	78,447,257

 The "searches" statistics increments for each search done on each databases.
A single user search that searches 40 databases will count as 40 searches.

Library Elf (source: Library Elf Administration)

	New Accounts	New Txt Msg Users	E-mail notices sent	Text messages sent
January	22	16	3,250	843
February	4	1	562	153
March	5	4	509	115
April	1	0	409	79
May	3	1	482	102
June	1	1	480	46
July	3	2	320	44
August	3	3	468	52
September	16	16	1,002	193
October	4	5	368	130
November	2	2	364	58
December				
Total	64	51	8,214	1,815

2014 - Web Team Statistics

UL Website (sources: Google Analytics and AWStats

	Pageviews	Visits/Sessions	Pages	Visits
	(GA)	(GA)	(AWStats)	(AWStats)
January	106,697	37,928	664,102	149,593
February	123,014	48,181	438,604	112,494
March	106,852	43,884	774,700	201,295
April	114,512	44,409	892,762	196,246
May	69,913	25,650	997,717	172,946
June	67,885	25,060	975,147	167,529
July	70,702	25,688	807,264	172,561
August	73,447	27,889	1,187,439	185,464
September	146,597	57,292	1,183,617	218,991
October	142,938	58,566	1,819,089	261,069
November	114,120	49,010	2,223,645	233,500
December	70,997	32,302	1,187,294	206,117
Total	1,207,674	475,859	13,151,380	2,277,805

UL Mobile Website (source: Google Analytics)

	Pageviews	Visits
January	2,153	1,214
February	1,588	970
March	1,754	1,065
April	1,611	949
May	1,371	817
June	1,166	711
July	1,296	702
August	1,689	973
September	3,984	2,392
October	2,732	1,660
November	2,650	1,664
December	2,591	1,673
Total	24,585	14,790

SC&A Website (sources: Google Analytics and AWStats)

	Pageviews	Pages			
	(GA)	(AWStats)			
January	10,950	2,529	September	9,850	3,109
February	12,108	1,626	October	12,119	3,197
March	11,239	1,907	November	10,829	2,017
April	9,952	1,946	December	8,098	2,126
May	8,713	2,861	Total	59,170	13,651
June	6,208	2,782			
			July	7,256	1,885
			August	7,364	3,047

CORE (source: Google Analytics)

	Pageviews	Visits/Sessions
January	19,268	3,378
February	21,898	3,910
March	17,759	4,399
April	26,687	4,789
May	20,234	4,109
June	19,218	3,591
July	17,305	3,718
August	18,272	3,713
September	27,513	4,739
October	20,846	4,911
November	18,487	5,096
December	19,165	4,204
Total	246,652	50,557

Classic Catalog (sources: Google Analytics and III Web Management Reports)

	Pageviews (GA)	Visits (GA)	Total # of Searches	Keyword	Title	Author
January	55,220	10,480	32,564	12,357	9,363	1,640
February	60,711	11,960	36,512	14,473	9,113	1,577
March	52,905	11,380	31,731	12,840	7,603	1,251
April	51,775	10,813	101,175	47,175	9,442	6,161
May	12,138	2,278	24,039	9,238	6,148	888
June	35,705	7,010	22,770	7,523	6,085	848
July	35,592	7,038	19,276	6,370	4,876	752
August	41,029	7,373	28,231	8,719	7,747	1,354
September	63,672	12,673	42,771	16,619	9,058	2,000
October	52,782	11,916	49,391	22,139	7,714	3,246
November	43,391	9,945	38,928	9,353	5,589	1,010
December	30,447	6,450	14,427	4,882	3,148	639
Total	535,367	109,316	441,815	171,688	85,886	21,366

April and October statistics are inflated due to robot activity
May stats are incomplete

Mobile Catalog (source: Google Analytics)

	Pageviews	Visits/Sessions
January	2,566	506
February	1,951	386
March	2,555	484
April	2,429	467
May	1,739	308
June	1,701	252
July	1,584	307
August	1,989	384

	Pageviews	Visits/Sessions
September	4,586	863
October	4,359	804
November	3,118	587
December	2,322	497
Total	16,514	3,094

EDS (source: EBSCOAdmin Reports)

	Sessions	Searches*
January	10,182	4,343,212
February	17,429	7,942,989
March	17,705	8,368,895
April	17,754	8,533,371
May	6,637	2,980,938
June	8,000	3,866,615
July	8,679	3,922,605
August	6,158	2,492,075
September	18,093	8,722,019
October	23,217	11,531,128
November	19,802	9,152,624
December	9,107	3,857,723
Total	162,763	75,714,194

 The "searches" statistics increments for each search done on each databases.
A single user search that searches 40 databases will count as 40 searches.

Library Elf (source: Library Elf Administration)

	New Accounts	New Txt Msg Users	E-mail notices sent	Text messages sent
January	8	5	298	68
February	1	1	590	0
March	-3	-1	-216	20
April	2	3	498	79
May	2	1	118	3
June	7	6	739	191
July	2	2	431	108
August	-14	4	396	112
September	15	13	511	140
October	12	10	625	176
November	4	3	336	96
December	7	7	564	145
Total	43	54	4890	1138

2013 Web-Team Statistics

UL Website (sources: Google Analytics and AWStats)

	PageViews	Visits	Pages	Visits	Mobile Site Pageviews (GA)	Mobile Site Visits (GA)
January	185,483	65,776	550,927	111,441	2,958	1,332
February	156,233	59,180	553,944	102,916	3,088	855
March	174,493	68,010	626,693	110,945	2,160	875
April	139,337	57,763	958,370	114,560	3,312	889
May	87,890	31,295	512,971	110,543	2,323	754
June	80,146	29,587	651,455	106,322	1,502	557
July	81,896	30,513	579,842	109,025	1,532	642
August	104,860	34,655	476,827	111,762	3,621	866
September	182,611	59,045	591,573	128,888	2,397	1,261
October	167,409	58,299	644,874	136,630	1,830	1,028
November	127,683	47,208	577,829	132,109	1,867	1,077
December	75,173	29,575			1,509	884
Total	1,563,214	570,906	6,725,305	1,275,141	28,099	11,020

SC&A Website (sources: Google Analytics and AWStats)

	PageViews (GA)	Pages (AWStats)
January	17,995	1,414
February	16,056	1,739
March	15,342	1,758
April	12,458	2,247
May	11,470	2,320
June	8,769	2,630
July	7,163	2,407
August	8,257	1,843
September	11,891	2,402
October	13,035	2,607
November	11,207	2,523
December	8,411	
Total	142,054	23,890

CORE (source: Google Analytics)

	PageViews	Visits
January	11,009	2,245
February	14,351	2,239
March	13,580	2,410
April	12,144	7,816
May	15,689	2,312
June	7,927	1,670
July	8,757	1,626
August	9,669	1,607
September	13,583	1,981
October	7,900	1,779
November	8,177	1,531
December	2,702	640
Total	125,488	27,856

EDS (source: EBSCOAdmin Reports)

	Sessions	Searches
July	1,437	458,253
August	5,322	1,764,706
September	11,078	4,762,431
October	18,278	8,515,290
November	18,108	7,834,620
December	7,883	3,272,604
Total	62,106	26,607,904

Classic Catalog (sources: Google Analytics and III Web Management Reports)

	PageViews (GA)	Visits (GA)	Total # of Searches	Keyword Searches	Title Searches	Author Searches
January	90,988	16,752	63,177	27,760	18,281	3,896
February	71,861	14,036	54,287	25,498	13,602	3,083
March	82,028	16,131	59,886	31,322	13,088	3,053
April	68,191	13,931	51,904	24,471	10,115	2,687
May	62,245	11,606	43,862	21,405	10,453	2,899
June	54,324	10,151	50,317	18,742	11,374	2,824
July	51,569	10,424				
August	53,584	9,348	34,346	13,857	10,353	2,514
September	76,920	14,469	52,504	25,507	10,820	2,552
October	68,228	13,474	43,385	18,133	10,295	1,796
November	52,112	10,461	34,112	12,932	7,958	1,579
December	32,561	6,942	14,845	5,151	3,766	775
Total	764,611	147,725	502,625	224,778	120,105	27,658

Encore (source: Google Analytics)

	PageViews	Visits
January	19,373	2,117
February	6,878	757
March	214	43
April	120	52
May	88	12
June	40	9
Total	26,713	2,990

Mobile Catalog (source: Google Analytics)

	PageViews	Visits
January	1,339	300
February	1,522	317
March	2,097	377
April	1,508	303
May	1,387	295
June	859	205
July	956	232
August	1,875	321
September	2,483	452
October	2,043	443
November	1,765	374
December	1,372	259
Total	19,206	3,878

Library Elf (source: Library Elf Administration)

	New Accounts	New Text Msg Users	E-mail Notices Sent	Text Messages Sent
January	5	4	638	179
February	6	4	575	103
March	3	1	666	37
April	1	1	559	79
May	3	3	451	89
June	1	1	340	32
July	2	2	30	23
August	7	6	100	27
September	4	4	443	129
October	2	1	453	91
November	4	3	357	52
December	12	6	634	116
Total	50	36	5,246	957

AWStats

Month	Unique visitors	Number of visits	Pages	Hits	Bandwidth GB
Jan-13	38752	111441	550927	551471	32.84
Feb-13	34889	102916	553944	554396	36.39
Mar-13	35344	110945	626693	627101	37.54
Apr-13	36156	114560	958370	958730	39.6
May-13	33791	110543	512971	513576	43.43
Jun-13	30142	106322	651455	651769	31.5
Jul-13	30236	109025	579842	583857	40.66 GB
Aug-13	31675	111762	476827	477599	35.85 GB
Sep-13	36246	128888	591573	592145	67.57 GB
Oct-13	0	0	0	0	0
Nov-13	0	0	0	0	0
Dec-13	0	0	0	0	0
Total	307,231	1,006,402	5,502,602	5,510,644	221.3

2012 - Web Team Statistics

UL Website (sources: Google Analytics and AWStats)

	PageViews (GA)	Visits (GA)	Pages (AWStats)	Visits (AWStats)	Mobile Site Visits	Mobile Site Pageviews
January	308,881	97,764	559,847	102,360	1,029	2,325
February	266,177	96,494	637,726	95,945	754	1,902
March	209,338	76,129	1,182,229	89,895	781	1,835
April	273,481	95,099	625,417	94,892	771	1,816
May	232,810	89,462	552,295	98,317	870	2,135
June	135,104	51,158	353,704	74,843	713	1,625
July	121,024	47,729	399,254	82,607	683	1,668
August	132,257	50,186	462,992	79,548	811	2,023
September	205,046	74,750	897,889	89,073	986	2,469
October	207,053	80,326	584,487	98,287	860	2,107
November	163,055	66,696	538,019	88,514	831	2,376
December	101,924	43,648	415452	85901	863	3,178
Total	2,356,150	869,441	7,209,311	1,080,182	9,952	25,459

SC&A Website (sources: Google Analytics and AWStats)

	Pageviews (GA)	Pageviews (AWStats)
January	16,041	1,826
February	17,159	2,018
March	15,360	2,127
April	13,433	4,830
May	13,340	4,848
June	9,473	5,025
July	9,937	4,285
August	8,781	5,589
September	10,334	4,810
October	14,763	1,263
November	14,402	1,385
December		
Total	143,023	38,006

CORE (source: Google Analytics)

	Pageviews	Visits
January	13,863	2,022
February	16,234	2,178
March	14,480	2,125
April	15,986	2,428
May	18,780	2,449
June	10,995	2,202
July	12,750	1,808
August	14,423	1,935
September	10,882	2,106
October	10,379	2,284
November	10,064	2,335
December		
Total	148,836	23,872

Encore (source: Google Analytics)

	Pageviews	Visits
January	105,266	10,652
February	95,395	10,098
March	65,805	7,345
April	100,880	9,868
May	82,204	8,517
June	40,005	4,507
July	41,898	4,564
August	49,848	5,284
September	35,756	3,549
October	22,940	2,281
November	18,282	1,775
December		
Total	658,279	68,440

Classic Catalog (sources: Google Analytics and III Web Management Reports)

	PageViews	Visits	Total # of Searches	Keyword	Title	Author
January	93,350	17,031	53,973	13,686	19,857	4,673
February	74,652	15,173	44,418	11,027	15,983	3,542
March	72,215	14,120	40,348	8,008	15,458	3,301
April	77,508	15,690	97,334	33,945	18,846	5,817
May	66,322	13,218	38,473	8,707	12,974	3,325
June	48,727	9,178	31,354	6,718	10,986	2,560
July	41,717	8,386	28,837	5,163	11,121	2,442
August	48,969	9,836	75,066	27,988	16,017	4,975
September	82,878	9,718	66,967	28,546	16,659	4,376
October	87,389	16,889	60,967	30,947	14,330	4,060
November	71,411	14,278				
December						
Total	765,138	143,517	537,737	174,735	152,231	39,071

Note: data not available for November (automated downloading falsely inflated stats)

Mobile Catalog (source: Library Anywhere Statistics)

	Pages Served (native app)	Pages Served (universal /mobile version)	QR Codes viewed
January	1,785	143	86
February	1,305	62	23
March	1,465	68	14
April	1,395	180	11
Total	5,950	453	134

Mobile Catalog - AirPAC (source: Google Analytics)

	Pageviews	Visits
May	1,124	266
June	1,025	239
July	1,036	212
August	1,321	287
September	1,542	339
October	1,399	309
November	420	97
December		
Total	7,867	1,749

Library Elf (source: Library Elf Administration)

	New Accounts	New Txt Msg Users	E-mail Notices Sent	Text Messages Sent
January	9	6	566	174
February	6	5	635	93
March	1	0	651	102
April	9	7	714	126
May	2	0	809	96
June	6	5	495	73
July	2	1	518	66
August	23	14	663	143
September	10	8	327	84
October	4	3	582	101
November	7	3	321	10
December				
Total	79	52	6281	1068

2011 Web-Team Statistics

UL Website (sources: Google Analytics and AWStats)

	PageViews (GA)	Visits (GA)	Pages (AWStats)	Visits (AWStats)	Mobile Site Visits	Mobile Site Pageviews
January	265,640	101,863	306,310	87,039	391	948
February	246,138	95,239	302,309	88,546	676	1,864
March	289,522	89,358	225,732	86,436	621	1,311
April	257,837	95,189	325,490	90,569	701	1,748
May	224,887	92,360	318,876	90,132	616	1,326
June	159,171	62,587	290,743	78,742	489	1,158
July	138,108	57,715	308,381	78,571	428	1,235
August	130,443	52,391	281,176	68,724	440	1,275
September	293,126	94,000	459,847	92,164	737	1,494
October	253,791	96,701	456,922	93,676	694	1,396
November	165,412	65,151	377,550	82,296	653	1,313
December	82,975	33,039	1,086,727	74,038	483	1,250
Total	2,507,050	935,593	4,740,063	1,010,933	6,929	16,318

SC&A Website (sources: Google Analytics and AWStats)

	Pageviews (GA)	Pageviews (AWStats)
January	6,551	2,377
February	7,819	1,651
March	8,988	1,557
April	7,835	1,687
May	6,714	1,308
June	4,923	1,200
July	5,019	1,668
August	6,425	1,222
September	7,602	1,557
October	8,323	1,458
November	9,967	4,832
December	8,564	1,468
Total	88,730	21,985

CORE (source: Google Analytics)

	Pageviews (GA)	Visits (GA)
January	7,022	1,122
February	10,496	1,286
March	9,625	1,640
April	12,771	1,697
May	15,390	1,685
June	21,172	1,485
July	14,227	1,575
August	12,021	1,388
September	9,707	1,688
October	9,940	1,633
November	10,327	1,503
December	9,748	1,447
Total	142,446	18,149

Encore (source: Google Analytics)

	Pageviews (GA)	Visits (GA)
January	115,749	16,302
February	102,134	14,622
March	85,225	13,084
April	106,273	14,956
May	97,222	15,444
June	59,958	10,002
July	52,487	9,057
August	44,226	7,797
September	105,297	15,905
October	99,277	15,040
November	63,260	9,635
December	34,188	4,915
Total	965,296	146,759

Classic Catalog (sources: Google Analytics and III Web Management Reports)

	PageViews	Visits	Total # of Searches	Keyword	Title	Author
January	98,356	20,137	47,814	9,826	18,449	4,932
February	78,515	17,255	47,580	11,282	17,749	4,276
March	88,549	19,225	45,451	9,433	17,358	4,138
April	84,932	19,642	46,889	11,972	16,011	3,674
May	75,334	17,803	40,305	8,952	13,858	3,640
June	69,625	16,807	*	*	*	*
July	55,719	11,401	*	*	*	*
August	55,229	10,391	31,866	5,200	12,239	3,083
September	92,126	16,867	50,155	11,008	19,241	5,042
October	82,643	16,299	44,158	9,300	17,688	3,829
November	57,437	12,046	32,319	5,782	11,952	3,111
December	44,522	8,144	*	*	*	*
Total	882,987	186,017	386,537	82,755	144,545	35,725

data not available

Library Elf (source: Library Elf Administration)

	New Accounts	New Txt Msg Users	E-mail Notices Sent	Text Messages Sent
January	16	12	495	110
February	9	7	456	117
March	4	5	486	107
April	5	2	361	88
May	9	6	581	104
June	4	3	498	142
July	4	3	274	55
August	6	3	530	136
September	4	7	395	128
October	9	8	500	147
November	3	2	431	78
December	6	1	482	90
Total	79	59	5,489	1,302

Mobile Catalog (source: Library Anywhere)

	Pages Served (mobile web)	Pages Served (universal version)
January	426	113
February	988	269
March	1,324	172
April	1,633	166
May	1,181	20
June	969	15
July	559	29
August	629	165
September	1,273	191
October	1,520	78
November	1,005	45
December	748	136
Total	12,255	1,399

Library Computing Services
LabSTATS 2013-2015

	2015	**2014**	**2013**
Logins	110971	127899	122453
# of Unique Users	10980	11493	11446

Library Hardware 2015

	Total	
Staff PCs	110	
Public PCs	185	
Public printers	7	
Staff Printers (Xerox)	14	August to December
Staff Printers (HP)	25	January to August

Dunbar Library Spaces

Timeline of Major Changes to Dunbar Library:

1973 – Dunbar Library building opens

1988 – Library Annex opens

1994 – SWORD facility opens

2003 – STAC opens on 2nd floor

2003 – Music Library moves from CAC to Dunbar

2004 – 4th floor converts from stacks to quiet study space

2005 – 1st floor Library Annex converts to café and Group Study Room

2009 – Fordham Library closes; collections and services move to Dunbar

2013 – 2nd floor media service desk closes and merges with 1st floor service desk

2014 – Café converts to Starbucks in Group Study Room
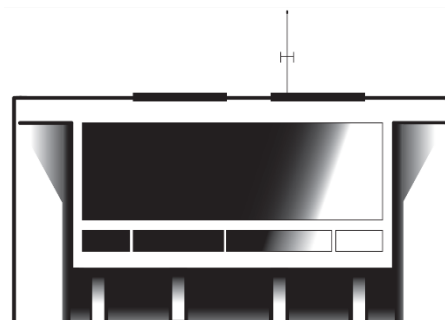
Space Allocation Comparison:

The chart below shows the square feet dedicated to collections, study areas, service areas, and staff work space in 2001 and again in 2011. This reflects the change in the use of our building space after the consolidation of three libraries into one building.

	2001	2011	Change
Collections	44730	28436	-36%
Study Space	14268	24430	+71%
Instruction	4608	4032	-12%
Information Commons	3302	9866	+198%
Information Delivery Services	1690	1690	0%
Café	0	1501	
Staff	7282	9192	+26%

Seating:

Dunbar Library has approximately 1140 seats. The library lost approximately 400 seats with the 2003 and 2009 closures of the Music Library and the Fordham Health Sciences Library. The most recent industry standard for library seating was issued by the Association of College and Research Libraries in 1995. With approximately 14% of the student body living on campus,

Wright State University constitutes a "typical commuting university." The recommended seating capacity for a commuting university ranges between 10% - 20% (Leighton and Weber, 1999, p. 724). However, based on recommendations from a panel of library consultants, a non-residential campus figure "closer to 15%" is adequate (Leighton and Weber, 1999, p. 116). Dunbar Library can currently seat 8.6 % of the FTE students from the Main Campus at any one time. This number falls short on both industry standards.

According to the FY2015 Student Factbook, the Wright State University population is:

> 18,059 full student population, both campuses

> 17,070 student population, Main Campus

> 13,144 FTE students at Main Campus

Building Use Study:

In January 2015 the Wright State University Libraries' Assessment Team began a comprehensive building use study of Dunbar Library. This study was done to contribute to the library's strategic goal to, "revitalize the library building to accommodate the evolving needs of students, faculty and staff, improving the visibility and accessibility of library resources." The full report from this study, which was released in January 2016, is available for your review in pilot.

Leighton, P.D. & Weber, D.C. (1999). *Planning academic and research library buildings.* Chicago, IL: American Library Association.

Collection Management Team

Overview:

The Collection Management Team selects materials in print and electronic formats for the University Libraries. Librarians select materials for their assigned departments and coordinate with the collection development team to ensure faculty input in collection decisions.

Services:

Select materials for the University Libraries' collections.
Coordinate local decision making with OhioLINK resources to optimize availability of materials for WSU faculty, staff and students.
Demonstrate responsible stewardship of the University's financial resources.
Respond to faculty requests for materials as resources allow.
Obtain materials needed for course reserves.
Manage collection growth.

Staffing:

Associate University Librarian and staff of 2 FTE with four reference and instruction librarians contributing approximately 25% of their time.

Karen Wilhoit
Associate University Librarian for Collections
Master of Library Science
Master of Arts, English
Bachelor of Arts, English

Jeff Wehmeyer
Collection Management Librarian
Master of Science in Library Science
Bachelor of Arts, Biology

Deberah England
Electronic Resources Librarian
Master of Library and Information Science
Master of Arts, Telecommunications
Bachelor of Science, Communications – Radio-Television
Associate in Applied Science, Radio-Television Production and Performance

University Libraries Collections

Overview:

The University Libraries' collections are developed to support the teaching, learning and research needs of Wright State faculty, staff and students. The Libraries hold materials in a wide variety of formats including print and online journals and books, microforms, scores, video and audio recordings, and streaming resources.

Special Collections and Archives collects materials related to this history of aviation and the Wright Brothers, local and regional history, the history of medicine, local medical history, and aerospace medicine. Special Collections also house Wright States' archives and serves as a repository for local government records from surrounding counties.

The University Libraries are a federal depository library, a state depository library, and a patent and trademark depository library. Documents from the federal and state governments enhance local collections.

Our local collections are also strengthened by our membership in OhioLINK, a membership which gives Wright State faculty, staff and students access to both a large collection of consortially owned electronic resources and the physical collections of 121 OhioLINK member libraries.

Collection Highlights:

Journals:

1400+ local subscriptions (1100 online; 300 print)

6417 active titles in OhioLINK EJC (10,700 titles total)

35,000+ online titles available in aggregated databases

Books:

300,000 E-books owned by WSU (figure includes historical collections)

390,000 volumes in Dunbar Library

260,000 volumes at the Southwest Depository

126,000 E-books owned or leased through OhioLINK

Databases:

50+ local research databases

120+ research databases through OhioLINK

Audio-Visual Content:

16,000 physical media items (CDs and DVDs)

43,000 streaming video titles in catalog

81,000 streaming audio "albums"

College Highlights:

College of Education and Human Services:

Materials in the Libraries' collections that support CEHS include journals from Human Kinetics, Routledge, Sage, the American Psychological Association, the National Council of Teachers of Mathematics, the National Council of Teachers of English, and the National Association of Secondary School Principals. Education Research Complete, Education Full Text, Eric, PsycInfo, Sport Discus Complete, and Social Sciences Citation Index are important databases for CEHS. Streaming video content in Education in Video, Counseling and Therapy in Video, and Rehabilitation Therapy in Video also supports the college's curriculum.

College of Engineering and Computer Science:

The teaching and research needs of CECS are supported by journals from Elsevier (Science Direct), Springer (SpringerLInk), Wiley (Wiley Online Library), ACM (ACM Digital Library), IEEE (IEEE Explore), AIAA, ASME, SPIE (SPIE Digital Library), and Taylor and Francis. Proceedings and transactions from IEEE and ACM enhance their respective journal offerings. E-books from ASM (ASM Handbooks), Springer, Wiley, and Safari are important to CEHS. Major databases include Web of Science, Compendex, Computers and Applied Sciences Complete, and Applied Science and Technology Full Text. In addition, CECS students and faculty have access to standards from IEEE and IHS Global and to market research from BCC Research.

College of Liberal Arts:

The University Libraries' Collections include journals from Cambridge, Oxford, Project Muse, Routledge, Sage, the University of Chicago, the University of California, and several societies and professional associations. In addition, the JSTOR archive collections support many disciplines in COLA with complete backfiles of over 600 scholarly journals. E-books from Oxford University Press and the American Council of Learned Societies are important for COLA, and these current e-books are supplemented by titles in EEBO (Early English Books Online) and ECCO (Eighteenth Century Collections Online). Major databases that support COLA include Academic Search Complete, ARTStor, ATLA Religion Index, International Political Science Abstracts, MLA International Bibliography, Music Index, Philosopher's Index, RILM, SocIndex, and Social Work Abstracts. Streaming video and audio from Films on Demand, Naxos, Kanopy, Theatre in Video, Opera in Video, Dance in Video, Classical Music Library, and Smithsonian Global Sound support many departments in the college.

College of Science and Math:

The College of Science and Math is well-supported by much of the content in the EJC including journals from the major STEM publishers -- Elsevier (Science Direct), Springer (SpringerLink), and Wiley (Wiley Online Library) -- as well as from societies such as the American Chemical Society, the Royal Society of Chemistry, the Institution of Physics, the American Physical Society, and SPIE (SPIE Digital Library). These important journals are supplemented by local subscriptions to titles from publishers such as AIP, the Ecological Society of America, the Geological Society of America, and Taylor and Francis. Likewise, the OhioLINK e-book collections from Springer and Wiley support COSM; these collections are enhanced by selected local purchases from Elsevier and others. Important databases for COSM include ISI Web of Knowledge, PsycInfo, Psychiatry Online, and SciFinder Scholar.

Raj Soin College of Business:

The University Libraries' collections include journals from Springer, Wiley, the American Accounting Association, the American Economic Association and the American Marketing Association. Important databases for business are Business Source Complete, Econlit, Mergent, Hoovers, Passport Markets, Factiva, CRSP, and Standard and Poors. E-books from Springer and Wiley and Safari support the business curriculum.

Health Sciences (Boonshoft School of Medicine, College of Nursing, School of Professional Psychology)

Materials in the Libraries' collections that support the health sciences include many of the journals in the EJC, notably those from the American Psychological Association (PsycArticles), Elsevier (ScienceDIrect), Springer (SpringerLink), Wiley (Wiley Online Library), and Oxford. The libraries also subscribe to titles from the American Medical Association, the American Physiological Association, BMJ, Lippincott Williams and Wilkins, Mary Ann Liebert, and Nature. In addition to e-books from OhioLINK, Elsevier's Clinical Key and McGraw Hill's Access products provide access to medical reference works and texts. Important databases are ISI Web of Knowledge, Cinahl, Medline, Psychiatry Online, and PsycInfo.

Data:

Infographic

University Libraries Collections

Journals Titles Available - 2015

Number of Titles

- Active OhioLINK EJC: 6417
- Total OhioLINK EJC: 10700
- Local Subscriptions: 1400
- Through Databases: 35000

Books Available - 2015

Number of Books or volumes

- OhioLINK Ebook Titles: 126000
- WSU Ebook Titles: 300000
- Dunbar Library Print Volumes: 390000
- Southwest Depository Print ..: 260000

Databases - 2015

- OhioLINK databases: 120
- Local databases: 50

Audio-Visual Content - 2015

- CD/DVD Items (11%): 16000
- Streaming Video Titles (31%): 43000
- Streaming Audio Albums (58%): 81000
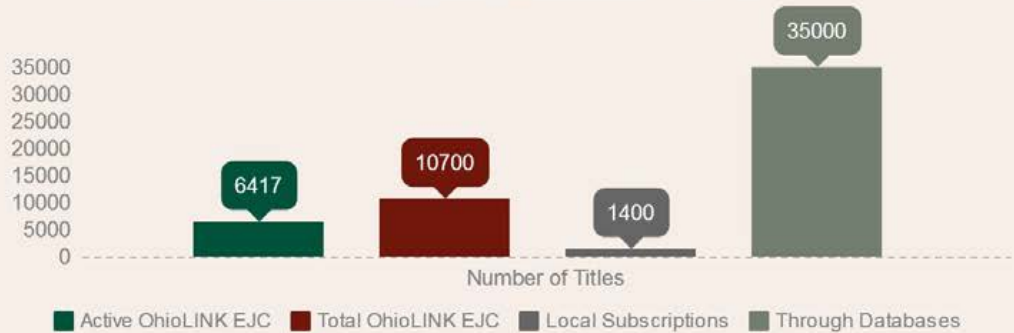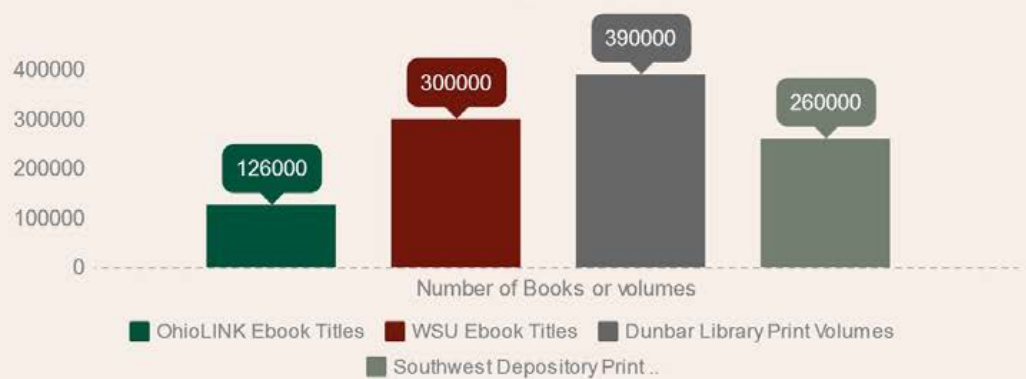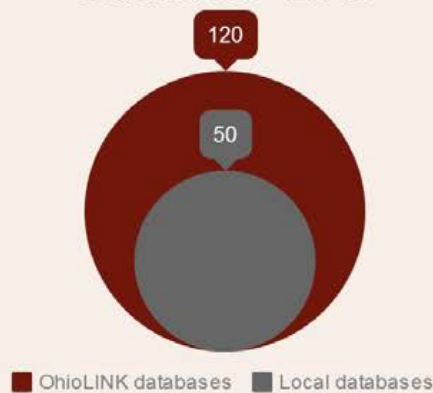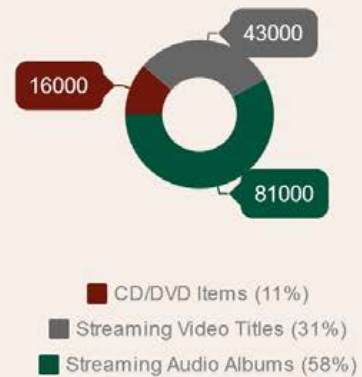
Use of Library Resources

Overview:

The University Libraries regularly collect data on the usage of our print and electronic resources. We collect stats from our integrated library system, from OhioLINK, and from resource providers.

For print resources, we gather circulation statistics from our online library system. We also use this system to record in-house use of materials.

For online resources, we rely on reports from resource providers. The current standard for reporting usage of online resources is Project Counter (www.projectcounter.org). Project Counter defines reporting standards for measuring use of online journals, e-books, traditional abstracting and indexing databases, and, most recently, multi-media resources.

For journals, the primary report is the JR1 report which counts article downloads by journal title by year. Other journal reports measure downloads from an archive, turnaways, and use by year of publication. The most common measure for use of e-books is the BR2 report which measures chapter-level downloads. For databases, the DB1 report (searches by database) is most commonly used. The multi-media standard is relatively new (2014) and is not widely adopted by providers, but the MR1 report measures data retrieval and playback.

The libraries gather these reports annually from all vendors who make them available. Not all vendors are counter-compliant, and some vendors do not make statistics available. We use the data gathered to make decisions about retention of resources. For example, over the past few years, we have used statistics on journal use to cancel low-use titles and make available funding for new titles that have been requested by faculty.

Data:

Infographic:

Total Article Downloads 2010-2014

E-Book Use by Year 2010-2014

A&I Database Searches by Year 2010-2014

Content Database Searches by Year 2010-2014

Streaming Media Use by Year 2010-2014

Gate Count and Circulation 2010-2014

Electronic Resource Use Data

2010 - 2014

Total Article Downloads

712623 | 724570 | 825265 | 676155 | 745032

900000
800000
700000
600000
500000
400000
300000
200000
100000
0

2010 | 2011 | 2012 | 2013 | 2014

■ Total Article Downloads

Total E-book Use

350000
300000
250000
200000
150000
100000
50000
0

112799 | 126390 | 224505 | 259339 | 322942

2010 | 2011 | 2012 | 2013 | 2014

■ Total E-book Use

Total Database Searches

2000000

1000000

0

1127232 | 1320389 | 1686736 | 1817930 | 1598467

2010 | 2011 | 2012 | 2013 | 2014

■ Total Database Searches

ARTICLE DOWNLOADS 2010-2014

EJC		2010	2011	2012	2013	2014
	ACM	1269	1187	3195	3007	3138
	ACS	9476	11101	12070	11335	24335
	APA	11206	10258	9781	10696	7903
	APS	1773	1590	2119	2210	1687
	CUP	3053	2751	2776	2046	1995
	Elsevier	122322	121455	139427	116340	124280
	IOP	2370	1626	1766	1627	1725
	Muse	4726	4263	2352	2238	2543
	OSA	902	821	1143	1292	1000
	OUP	7176	7177	6573	5311	6409
	RSC	1049	1348	2128	2113	2485
	Sage	19312	19419	16933	14608	14389
	Springer	30801	31169	29463	26675	26303
	Wiley	39172	39288	46911	29357	28964
	Inactive	10862	8828	8518	7045	3491
Total EJC		265469	262281	285155	235900	250647

Local Subscriptions		2010	2011	2012	2013	2014
	AMA	5548	4611	5089	6457	5873
	IEEE	7296	7480	11724	7412	10794
	JSTOR	54115	55255	56558	47472	42219
	Nature	11529	11112	11677	9131	11942
	OVID	9978	10567	11189	11039	10917
	SPIE		816	775	1849	1372
	All Others	39801	75356	65958	63781	60314
Total Local		128267	165197	162970	147141	143431

Article Downloads from Databases		2010	2011	2012	2013	2014
	Accessible Archives				9442	2036
	Ebscohost	306996	288115	344594	268032	325427
	Proquest			5284	3711	3501
	Psychiatry Online	1918	1515	978	1431	167
	Clinical Key			595	4392	5710
	Factiva			19696	12790	10141
	Readex			516	302	232
	CQ	9973	7462	5477	2456	5776
Total from Databases		318887	297092	377140	293114	350954

| **Total Article Downloads** | | 712623 | 724570 | 825265 | 676155 | 745032 |

E-BOOK USE 2010-2014

EBC	2010	2011	2012	2013	2014
Electronic Reference Books (Gale, Sage, Oxford DRS, ABC-CLIO)	5831	4504	4741	2491	3256
American and British Literature Collections	1391	718	2581	1873	7327
Oxford Scholarship Online	2526	2691	3985	2112	2391
Springer E-books	42323	33297	23349	21421	31347
Total EBC	52071	41210	34656	27897	44321

Publisher and Aggregator Sites	2010	2011	2012	2013	2014
AccessEmergencyMedicine	1251	1556	1892	4291	5769
AccessMedicine	34001	51257	47771	42969	34687
AccessSurgery	9254	7511	4641	4615	5443
ACM	2461	1999	1	3	22
ACLS					370
ACS					153
Clinical Key			4536	15426	21254
CUP	4	4	12	23	46
Ebsco		1364	2712	1781	11727
Ebrary			13035	6257	7922
Gale	10088	7963	12126	20830	13118
IEEE				495	668
JAMA Evidence		5239	29210	2832	4997
OUP			6149	5013	5599
Palgrave			302	466	293
Psychiatry Online			955	535	813
Safari (not counter)			52401	102691	117219
Sage/CQ		3877	7832	404	2040
Science Direct	363	182	126	55	114
Springer	3196	3897	5396	21707	44412
Wiley	110	331	752	1049	1955
Total Publisher and Aggregator Sites	60728	85180	189849	231442	278621

| **Total Ebooks** | 112799 | 126390 | 224505 | 259339 | 322942 |

DATABASE SEARCHES 2010-2014 (Selected A&I Databases)

Database Searches	Provider	2010	2011	2012	2013	2014
Academic Search Complete	Ebsco	360283	369291	378241	221007	139719
Ageline	Ebsco	6563	11185	19700	18550	12038
Agricola	Ebsco	7345	11989	20182	25874	11888
America: History and Life	Ebsco	9430	15243	25213	28866	14778
L'Annee Philologique	Ebsco				6031	7612
Applied Science & Technology	Ebsco				8560	10266
Art and Architecture Complete	Ebsco				8605	8846
Art Full Text	Ebsco	569	371	6997	24542	11889
Art Index Retrospective	Ebsco		20	493	2411	6856
ATLA Religion Index	Ebsco	750	5547	20135	25252	11870
Biological and Agricultural Index	Ebsco				8583	9065
Biosis Citation Index	ISI	4	30	68	90	102
Biosis Previews	ISI	5427	3889	4451	3882	3772
Business Source Complete	Ebsco	54330	60155	65606	54885	31896
Cinahl	Ebsco	127142	152989	116844	94940	68407
Communication and Mass Media Complete	Ebsco	19683	19946	29178	29340	14652
Compendex	Elsevier	4016	8958	775	1224	882
Computer Source	Ebsco	7269	11754	19516	25629	11689
Computers and Applied Sciences Complete	Ebsco	8120	12404	20869	26498	12445
Consumer Health Complete	Ebsco				6268	8296
Criminal Justice Abstracts	Ebsco	14	7178	23122	18514	10514
EconLit	Ebsco	8927	14214	22427	19787	12665
Education Full Text	Ebsco	801	834	9561	30385	15812
Education Research Complete	Ebsco	36744	39723	48029	46682	30732
Environment Complete	Ebsco	9011	14590	23756	27768	13001
ERIC	Ebsco	26604	25911	33597	34253	18356
Film and Television Literature	Ebsco	8805	12549	21694	26459	13290
Gender Studies	Ebsco	10209	14066	23781	27734	14300
GeoRef	Ebsco	751	678	1290	11802	11944
Health & Psychosocial Instruments	OVID	313	344	255	231	207
Historical Abstracts	Ebsco	8911	13274	22506	26596	13535
Humanities Full Text	Ebsco				8971	10036
Humanities International Complete	Ebsco	9216	13717	23051	27534	13004
Index to Printed Music	Ebsco	5944	10804	18518	17507	11305
International Bibliography of Theatre and Dance	Ebsco	6375	11233	19514	25712	11701
International Political Science Abstracts	Ebsco	8472	12998	21891	26775	12083
ITER Bibliography	U.Toronto	11	155	762	491	456
Lexis Nexis Academic	Lexis/Nexis	38191	20128	20649	11327	7814
MathSciNet	AMS		6294	6481	10036	7844
MEDLINE	Ebsco	18704	22885	31520	35170	20990
MLA International Bibliography	Ebsco	18385	23630	34739	36707	20634
Music Index	Ebsco	6514	11973	19672	17843	11572
Newspaper Source	Ebsco	8622	13197	21958	26583	13206
Philosopher's Index	Ebsco	6797	12403	20630	18732	11901
Political Science Complete	Ebsco				9986	12154
Psychology and Behavioral Sciences Collection	Ebsco	35755	35345	45103	42983	26122
PsycInfo	Ebsco	51336	44479	57960	92193	71071
Religion and Philosophy Collection	Ebsco	9101	12866	21634	26668	12439
RILM	Ebsco	6412	11394	19243	25205	11337
Social Work Abstracts	Ebsco	13421	19999	27259	24123	19100
SocINDEX	Ebsco	25237	37109	43068	43453	29495
Sociological Collection	Ebsco	10417	14836	24856	23214	16847
SportDiscus	Ebsco	10683	14556	23408	27463	13829
Vocational and Career Collection	Ebsco	7502	11902	19856	18502	11908
ISI Web of Knowledge (all databases search)	ISI	13778	19327	19179	16538	19044
ISI Web of Science (A&H, SS, SCI)	ISI	25743	39603	50613	37419	28121
Wellesley Index	Proquest	181	28	221	201	78
Women's Studies International	Ebsco	11234	14575	24476	20709	14210
Average # of Federated Searches					154250	448281
Total Searches		1070052	1262568	1574547	1717543	1437906

CONTENT DATABASE SEARCHES 2010-2014 (Selected Databases)

Database	2010	2011	2012	2013	2014
Access Emergency Medicine	589	568	500	976	5820
Access Medicine	7796	10244	9502	8299	34738
Access Surgery	2118	1777	1097	1214	5493
Afro-Americana Imprints 1535-1922			42	71	232
ArtStor	26725	18593	22853	13331	42795
Cochrane Library	1068	5859	6879 N/A		5690
DLB Complete Online	1547	1043	780	101	793
ECCO			324	26777	6346
EEBO	114	123	372	367	363
Factiva			24791	12819	10078
JAMA Evidence		114	140	130	98
Mental Measurements Yearbook	10635	8495	23232	21617	13568
Oxford Art Online	1594	1947	850	889	1160
Oxford Music Online	1924	1736	2265	1475	283
Passport Markets	2027	1877	1188	1427	2975
Proquest Congressional				99	164
PsycTests			367	7308	10204
Scifinder Scholar			10986		12839
Women and Social Movements			462	318	713
Total Searches	56137	52376	106630	97218	154352

STREAMING CONTENT SEARCHES AND PLAYBACKS 2010-2014

Database	2010		2011		2012		2013		2014	
	Searches	Playbacks	Searches	Playbacks	Searches	Playbacks	Searches	Playbacks	Searches	Playbacks
Classical Music in Video					110	30	10	1	54	6
Classical Music Library	292	39	616	105	856	103	159	22	64	29
Clinical Key (video content)								58		64
Counseling and Therapy in Video	577	122	1856	674	2211	298	1333	252	382	541
Dance in Video	24	23	18	54	162	182	20	2	98	23
Education in Video			1100	273	539	66	345	29	89	30
Films on Demand									5095	1986
Naxos		9930		14660		23028		13625		9492
Opera in Video	53	61	44	159	120	38	10	1	71	134
Rehabilitation Therapy in Video					34	33	26	1	56	12
Smithsonian Global Sound	48	16	624	509	931	643	204	308	81	77
Theater in Video	49	44	1187	1481	596	1954	1062	67	219	20
Total Searches and Playbacks	1043	10235	5445	17915	5559	26375	3169	14366	6209	12414

CIRCULATION AND GATE COUNT 2010-2014

Month/Year	Gate Count	External Circ.	In House use
Jan-10	66658	9703	1422
Feb-10	61434	9926	1747
Mar-10	70006	10132	2163
Apr-10	75850	10384	2168
May-10	76922	10921	1709
Jun-10	52442	7602	1368
Jul-10	29216	5848	1118
Aug-10	27144	6342	1122
Sep-10	89773	10110	1045
Oct-10	97834	10974	1790
Nov-10	64182	8083	2039
Dec-10	13016	5088	880
Total 2010	**724477**	**105113**	**18571**
Jan-11	66975	12694	1143
Feb-11	68489	11462	1676
Mar-11	67176	11945	1561
Apr-11	74389	11279	1289
May-11	79838	11426	987
Jun-11	47613	7771	1239
Jul-11	27193	6533	1044
Aug-11	25519	7947	885
Sep-11	77657	11424	1306
Oct-11	94207	12076	1883
Nov-11	58038	8889	1858
Dec-11	11308	5660	724
Total 2011	**698402**	**119106**	**15595**
Jan-12	73578	12879	1182
Feb-12	80192	11329	1513
Mar-12	60676	9270	1387
Apr-12	73237	10113	1048
May-12	78064	9657	1619
Jun-12	38411	7796	1068
Jul-12	29262	4634	1058
Aug-12	36597	5208	743
Sep-12	83387	6394	1422
Oct-12	100411	8631	1222
Nov-12	73667	8320	900
Dec-12	47123	4064	987
Total 2012	**774605**	**98295**	**14149**
Jan-13	62554	8867	615
Feb-13	59815	6933	913
Mar-13	68977	7244	795
Apr-13	77292	6459	1152
May-13	25601	4930	604
Jun-13	25921	4323	610
Jul-13	25685	4356	638
Aug-13	34157	6543	489
Sep-13	103704	7643	1221
Oct-13	100605	7544	1307
Nov-13	69511	6044	905
Dec-13	42164	3476	552
Total 2013	**695986**	**74362**	**9801**
Jan-14	43005	7681	856
Feb-14	76589	6679	962
Mar-14	63302	6109	1001
Apr-14	87378	5704	901
May-14	22924	4719	692
Jun-14	24068	4031	867
Jul-14	25427	3745	797
Aug-14	32239	5392	891
Sep-14	102238	7031	1266
Oct-14	106884	6975	1317
Nov-14	72011	5434	954
Dec-14	47377	3523	489
Total 2014	**703442**	**67023**	**10993**

University Libraries Peer Institutions

Overview:

The University Libraries looks at both institutional peers and aspirational peers when assessing our progress and determining future directions. To do this, we utilize formal guidelines, standards, and frameworks developed by the Association of College and Research Libraries (ACRL) www.ala.org/acrl/standards. We also employ an online service called ACRL*Metrics* (www.acrlmetrics.com) which provides data from the NCES (National Center for Education Statistics) Academic Library Survey, the annual ACRL Academic Library Trends and Statistics Survey, and the Integrated Postsecondary Education Data System (IPEDS) specific to academic libraries. It provides useful data for peer benchmarking and trend analysis.

In addition to ACRL*Metrics*, we also gather informal data through contacts with colleagues at other institutions, attendance at professional conferences, and articles and reports in the professional literature.

These institutional peers are OhioLINK libraries at other state universities which have the same Carnegie Classification as Wright State University. (See page 114 for a list and comparison of OhioLINK institutional peers.) Within this group we often look at other factors such as open enrollment, metropolitan location, diversity of study body, degree offerings, etc.

Our aspirational peers are determined less formally. We often look to these libraries because they are providing new types of services and technologies that we think our faculty and students could also use. Examples of this include data visualization services, maker spaces, 3D scanning and printing, institutional repositories, scholarly communication, private study rooms, unique special collections, 24/7 service hours, and so on. (See page 115 for a list and comparison of this group.) Note that Miami University and Ohio University are both institutional OhioLINK and aspirational peers for us. Also note that all libraries in this group have greater staff and financial support than WSU Libraries.

Fiscal Year 2014
University Libraries
OhioLINK Institutional Peers

OhioLINK Peer Institutions	Staffing				Expenditures				Collections		Usage					Instruction/Presentations	
	Total Staff (FTE)	Professional Staff (FTE)	Support Staff (FTE)	Student Assistants (FTE)	Total Salaries & Wages	Total Library Materials	Other Operating Expenditures	Total Library Expenditures	Volumes Held	E-books Held	Initial Circulation Transactions	Full-text Article Requests	Regular Database Searches	Total Items Loaned (ILL)	Total Items Borrowed (ILL)	Presentations to Groups	Participants in Group Presentations
Bowling Green State U	81.00	34.00	26.00	21.00	$3,804,961	$2,708,393	$404,104	$6,917,458	2,325,744	75,273	147,635	840,418	2,413,626	1,788	5,228	309	6,057
Cleveland State U	55.00	22.00	16.00	17.00	$2,317,034	$1,329,182	$380,310	$4,026,526	1,017,055	138,609	54,586	538,586	2,876,308	12,737	21,906	382	9,704
Kent State U	108.00	52.00	18.00	38.00	$4,725,057	$5,381,081	$709,690	$10,815,828	3,316,723	910,201	206,814	286,010	4,353,504	7,475	9,130	461	9,715
Miami U	123.75	57.00	39.00	27.75	$3,568,860	$4,033,133	$856,347	$8,458,340	2,760,880	635,671	182,283	1,048,255	66,261,986	21,740	14,471	919	13,331
Ohio U	119.00	44.00	45.00	30.00	$5,064,842	$4,993,681	$1,371,906	$11,430,429	3,386,986	1,026,826	155,181	1,608,589	2,434,932	42,807	39,703	416	8,284
U of Akron	74.00	21.00	28.00	25.00	$3,741,123	$3,308,995	$1,022,423	$8,072,541	2,139,100	392,371	129,389	933,611	3,518,519	19,885	21,370	270	5,828
U of Toledo	61.00	28.50	22.50	10.00	$3,114,747	$2,780,467	$441,854	$6,337,068	1,353,878	105,606	30,160	1,048,454	2,366,564	4,790	10,691	453	3,806
Wright State U	81.56	42.30	22.37	16.89	$3,063,434	$3,950,662	$523,310	$7,537,406	1,291,394	426,970	70,529	710,593	1,888,537	35,330	42,231	665	12,325

Source: ACRL*Metrics* (an online data analysis tool for accessing ACRL & NCES academic library statistics; used for peer benchmarking, multi-year trend analysis, & report generation
Association of College & Research Libraries

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Fiscal Year 2014
University Libraries
Aspirational Peers

Aspirational Peers	Staffing				Expenditures				Collections		Usage					Instruction/Presentations	
	Total Staff (FTE)	Professional Staff (FTE)	Support Staff (FTE)	Student Assistants (FTE)	Total Salaries & Wages	Total Library Materials	Other Operating Expenditures	Total Library Expenditures	Volumes Held	E-books Held	Initial Circulation Transactions	Full-text Article Requests	Regular Database Searches	Total Items Loaned (ILL)	Total Items Borrowed (ILL)	Presentations to Groups	Participants in Group Presentations
Grand Valley State University (MI)	94.00	41.00	28.00	25.00	$4,210,706	$4,016,306	$1,400,000	$9,627,012	567,197	1,035,536	102,607	2,259,030	4,053,087	4,291	18,242	611	9,902
Miami University (OH)	123.75	57.00	39.00	27.75	$3,568,860	$4,033,133	$856,347	$8,458,340	2,760,880	635,671	182,283	1,048,255	66,261,986	21,740	14,471	919	13,331
North Carolina State University (NC)	258.00	127.00	79.00	52.00	$13,469,704	$10,679,211	$7,730,527	$31,879,442	4,919,705	761,640	132,105	3,368,505	4,139,299	14,854	28,722	749	20,260
Ohio University (OH)	119.00	44.00	45.00	30.00	$5,064,842	$4,993,681	$1,371,906	$11,430,429	3,386,986	1,026,826	155,181	1,608,589	2,434,932	42,807	39,703	416	8,284
University of Massachusettes-Amherst (MA)	161.00	59.00	64.00	38.00	$8,584,426	$7,571,461	$2,054,907	$18,210,794	4,351,859	1,632,455	107,266	1,602,176	3,656,736	28,634	38,673	391	8,851
University of Pittsburgh (PA)	302.00	110.00	137.00	55.00	$12,105,408	$16,617,295	$3,225,860	$31,948,563	7,124,077	1,269,457	170,594	9,222,912	8,403,027	49,343	21,474	1,122	18,444
Wayne State University (MI)	207.00	97.00	40.00	70.00	$7,744,786	$9,463,490	$1,954,637	$19,162,913	2,976,886	927,462	34,160	2,819,624	1,253,149	25,048	31,054	322	6,604
Wright State University (OH)	81.56	42.30	22.37	16.89	$3,063,434	$3,950,662	$523,310	$7,537,406	1,291,394	426,970	70,529	387,460	1,888,537	35,330	42,231	665	12,325

Source: ACRL*Metrics* (an online data analysis tool for accessing ACRL & NCES academic library statistics; used for peer benchmarking, multi-year trend analysis, & report generation
Association of College & Research Libraries

Additional Resources

Head, Alison J., and Literacy Project Information. "Learning The Ropes: How Freshmen Conduct Course Research Once They Enter College." *Project Information Literacy* (2013): *ERIC*. Web. 27 Jan. 2016. http://projectinfolit.org/images/pdfs/pil_2013_freshmenstudy_fullreport.pdf

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Dunbar Library
Building Use Study

Submitted by the University Libraries' Assessment Team

Mandy Shannon, Chair
Donna Bobb
Phil Flynn
Sue Polanka
Matt Shreffler
Bette Sydelko

Submitted January 2016

"I love our library"
Dunbar Library Building Use Study
2015

93% of Students visit the Library

Most students stay for an hour or more each visit.

74% when visiting alone

69% when visiting with a group

NAS

How often do students visit?
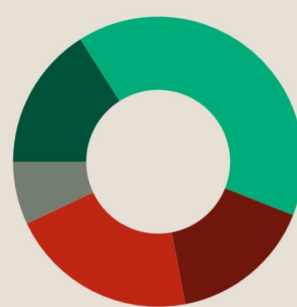
- Daily (16%)
- Weekly (40%)
- Monthly (16%)
- 1-3 times per Semester (21%)
- Never (7%)

What do students like about the library?

Top Ten Responses

(Bar chart, y-axis: 0, 50, 100, 150)

Number of Responses

- Quiet
- Versatile
- Atmosphere
- Space
- Staff
- Resources
- Computers
- Group Study
- Study Space
- Books

NAS

(Word cloud in heart shape featuring words: RESOURCES, COMPUTERS, PRINTERS, GROUP STUDY, QUIET, VERSATILE, STARBUCKS, ATMOSPHERE, STAFF, OPEN, SPACE, FOCUS, COMFORTABLE, WHITEBOARDS, STUDY TABLES, books, etc.)

Copyright 2015   tagxedo.com
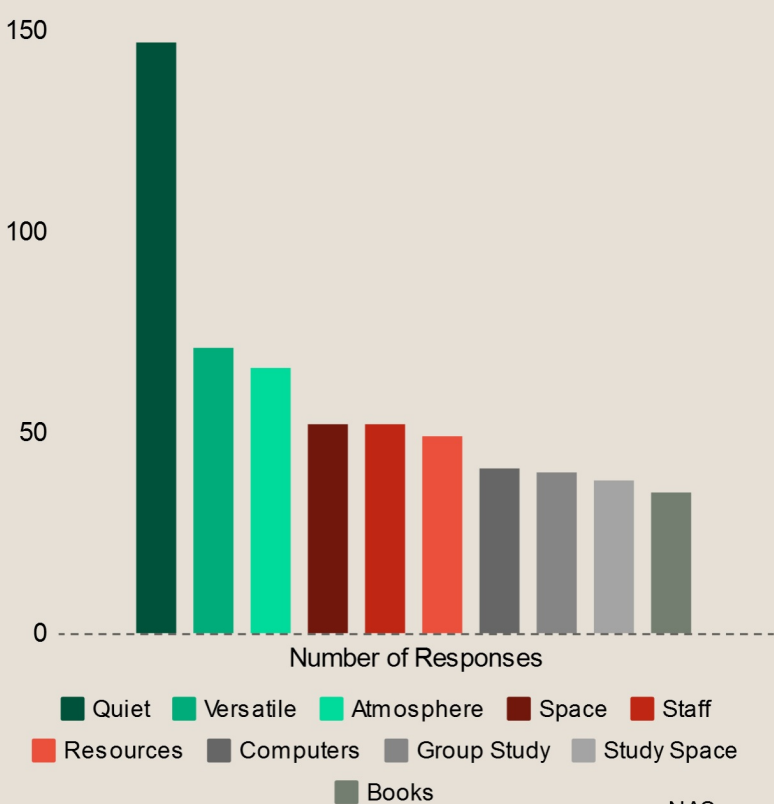
Student Comments

"It is a magical place! I went for the first time yesterday and I did not want to leave. Ever."

"They [staff] care about me and my education. They are like family."

"I love that there are verses of poems painted on the wall. It sounds silly, but it is what cemented my decision to come to WSU. I went on a campus tour and saw a verse from one of my favorite poems, and it just felt right to complete an application."

"I find that you can go to the library with near to any need and have it satisfied quickly and efficiently."

"If they don't have what you are looking for the librarians are more than capable of finding it. I never leave the library unsatisfied and am always a little smarter when I leave."

"You all rock and your students appreciate you more than you know!"

"While I don't utilize the library as much as a lot of others, I think the library staff does a phenomenal job and that the library fills a very important service to the students and university as a whole."

NAS

85% of students report visiting the library to STUDY

Why Do Students Visit the Library?

(Bar chart, y-axis: 0, 10, 20, 30, 40, 50, 60, 70, 80, 90; categories: Alone, Group)

Percent

- Study
- Computers
- Books/Equipment
- Tutoring
- Librarian
- Food/Drink
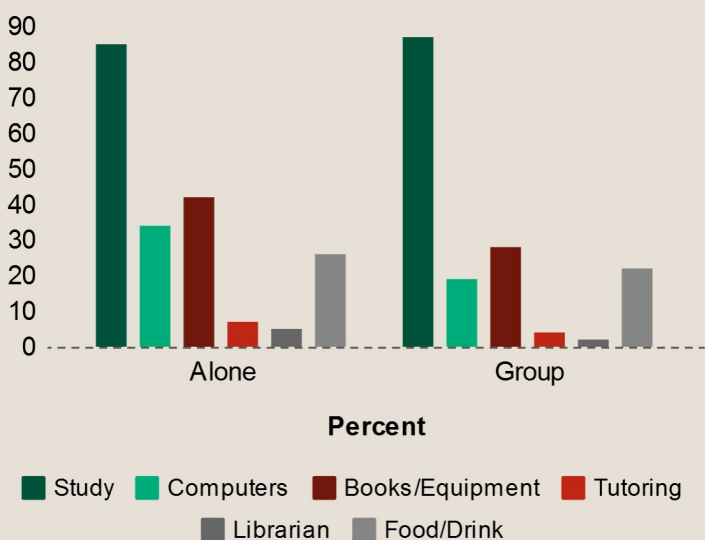
NAS

Snapshot of Library Use

746,000 2014-15 fiscal year visits

Spring Semester 2015 Finals Week

5,000 Visits on 4/22/15

82% Study Spaces Full

98% Designated Quiet Study Spaces Full

GT, SUMA

EXECUTIVE SUMMARY

The Dunbar Library Building Use Report is a comprehensive examination of the ways the building is used and the changes that are necessary to accommodate the evolving needs of students, faculty, and staff.

AIMS OF THE REPORT

- Identify how the building is used in its current configuration
- Compare the needs of library users and what is currently available to them; identify any gaps
- Identify ways to improve the library building to better meet the needs of library users

METHODOLOGY

The study is a multimodal study with seven different data sources, both quantitative and qualitative. The study was conducted between January and October 2015. The data collected include: gate traffic; building use counts by seat, group size, and technology use; paper questionnaires; forced-choice preference voting on whiteboards; Wi-Fi access information; photographs; and a university-wide needs-assessment survey. Detailed information about each data source is available in section II.

MAJOR FINDINGS

Overwhelmingly, the findings of this study make clear that the library as a place must accommodate a variety of uses. In addition to the number of ways the library is used, and the variation in responses to questions, students often used the word "diverse" to describe characteristics they wanted in the library. Throughout the project, it was apparent that the library is many things to many people. Students demonstrated a great deal of thought and consideration in responding to questions about their preferences; it was common for responses to begin with, "It depends." The building could be improved to address the ways it does not meet all of these needs.

- Students primarily study alone. When they do study in groups, they tend to be in groups of 2-4 people. Group work is not necessarily social or active. Groups congregate on the quiet floors of the building and work together, often on different projects, to be near friends.

- When studying alone, students prefer to study at tables. While some students use study carrels for privacy, most students prefer studying at tables because they provide the space to spread out.

- Quiet is critical to studying. Some students report coming to the library to socialize with friends, but students overwhelmingly look for a quiet place to study. Students are frustrated by the lack of quiet. Students commented that the open access to the atrium limited the ability of the 3rd and 4th "quiet" floors to be truly quiet. The lack of privacy or quiet spaces is a concern for students both for individual work and for group work. Many saw the need for designated individual and group study rooms.

- Students want to study at the library on Friday and Saturday evenings. A substantial portion of students report that the library's current closing time of 6:00 pm on Fridays and Saturdays does not meet their needs. This is particularly a problem for students who work or have other

commitments during the daytime. Current weekend closing hours have led to a perception among some that the library is not interested in helping non-traditional students.

- The physical structure matters to students when studying. Students identified a need for more restrooms, especially on the 1st floor; cleaner facilities; more comfortable furniture; and a more aesthetically pleasing environment in the library. There was also concern that the existing layout does not meet student needs. The layout was perceived as a "hodgepodge" that made transitions between service points onerous.

- Nearly all people in the library use technology – either the library's computers or their own laptops or tablets. Students identified a need for more computers and printers placed throughout the building. The changing nature of technology since the building was opened also poses a problem: there is a critical shortage of access to outlets in the building. Given that 80% of students report using their own laptops in the library, this is a concern not just for access but also safety. Cords are commonly stretched across aisles to reach between outlets and seats.

RECOMMENDATIONS

Based on existing use patterns and responses regarding preferences, the Assessment Team grouped the major findings into several key themes: Library Hours, Furniture, Diverse Spaces, and Technology. Each section includes recommendations with supporting rationale and data analysis. Those recommendations are outlined in brief below.

Library Hours

1. Expand library evening hours on Friday and Saturday evenings. Existing hours do not accommodate the needs of a substantial portion of the student body.

2. Maintain the existing hours of operation Sunday – Thursday.

Furniture

1. Add more seating to meet industry recommendation of seating for 10-20% FTE.

2. Add more tables/study space.

   a. For group study areas, add a mixture of larger conference type furniture areas and soft seating areas with whiteboard availability and technology access.

   b. For individual study areas, add a variety of tables, carrels, and soft seating with the same easy access to whiteboards and technology.

3. Replace wooden-armed chairs with black mobile study chairs.

4. Replace aging wooden four-seat carrels with a mixture of newer single or two-sided wooden carrels, open table carrels with dividers, whiteboard tables, and soft seating areas.

5. Future furniture purchases need to reflect the diverse, multifunctional/purpose expectation and desires of students.

Diverse Spaces

1. Create private study rooms, on any floor of the library, with two-hour checkout periods.

2. Designate dedicated zones for individual and group study, both quiet and active.

3. Enhance, highlight, and maintain study areas with a diverse set of furniture and atmosphere. Special attention should be given to the cleanliness and condition of the building and the maintenance of the elevators.

Technology

1. Increase the number of desktop computers in the library.

2. Provide computers and printing stations on all floors of the library.

3. Create a quiet computing area or place computers in designated quiet areas.

4. Replace computer cubicles with tables.

5. Investigate Wi-Fi quality complaints with CaTS.

6. Rewire the building to bring outlets to open study areas.

Three recommendations do not fit squarely with any of the larger themes that emerged from the study. This fact does not minimize their importance.

1. Upgrade and expand restroom facilities. The lack of a public restroom on the 1st floor of the building is problematic and creates access issues.

2. Provide additional food and beverage options. Many students commented on the need for inexpensive, non-Starbucks food choices.

3. Reconsider the general layout of the building. The current layout separates service points, which creates a sense of disconnect.

LIMITATIONS

The library is committed to providing exceptional research services and resources to facilitate faculty and student success and to fostering innovation and life-long learning in our diverse community. We recognize the need of any comprehensive building plan to consider the needs of all users: faculty, staff, and students. To the extent that the building use component of the study did not differentiate between types of users, the building use data can be assumed to be representative of all types of users: students, faculty, staff, and community. We were unable to gather faculty responses to the needs-assessment survey. We welcome the opportunity to gather additional faculty input in the future.

IMPLICATIONS AND NEXT STEPS

The library as it exists is a valuable space that meets many of students' needs. Dunbar Library is the only building dedicated to study space on Wright State University's campus. (Campus Master Plan) The building use study and needs-assessment survey suggest that in many ways, the library is meeting the needs of students. They love that it is a quiet, versatile place to study and use it as such, often to capacity. The library provides a place where students can gather to study alone or with others, to work on group projects, to use technology they don't otherwise have access to, and to socialize with friends.

However, the building shows signs of age, both in condition and infrastructure. There are ways in which the building is not keeping pace with students' study needs, notably in terms of technology, accessibility, and comfort. This report offers some solutions to address these growing pains and to ensure that the library remains an accessible, functional, welcoming place for the Wright State community.

Submitted January 2016 by the University Libraries' Assessment Team.

TABLE OF CONTENTS

I. INTRODUCTION

In January 2015, the University Libraries released a new strategic plan. As part of that plan the Wright State University Libraries' Assessment Team was tasked with a comprehensive building use study to contribute to the library's strategic goal to, "**revitalize the library building to accommodate the evolving needs of students, faculty and staff, improving the visibility and accessibility of library resources.**" Specific action items within that initiative called for the Assessment Team to

1. **Complete a building use study to analyze how and when students are using the building**
2. **Conduct a library needs assessment**

This report is the culmination of the multimodal study that was designed to respond to this initiative.

The data within this report were collected between January and October 2015. Data collected are delineated into two categories: building use and needs assessment. Preliminary analysis of building use and basic needs assessment was done throughout the 2015 spring semester and was used to develop a campus-wide student needs-assessment survey. That survey was administered in September 2015; the remainder of the data analysis was done throughout the fall semester.

This report is organized by sections that respond to overarching themes that emerged from both phases of the study. Each section includes a data visualization that presents some of the key findings relevant to that theme, a one-page summary with recommendations, and detailed analysis to provide background and context for the key findings, summaries, and recommendations.

The report concludes with an appendix detailing the type of data collected and where it is accessible on University Libraries servers in case there is need for further analysis.

Who responded to the survey?

Dunbar Library Building Use Study
2015

1,394 students responded to the needs-assessment survey

64% female
36% male
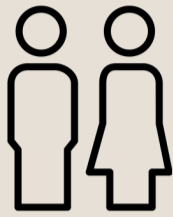
2015-16 Student Factbook states that 52% of the population are female and 48% are male

Class Status

Legend: Freshmen, Sophomores, Juniors, Seniors, Graduate
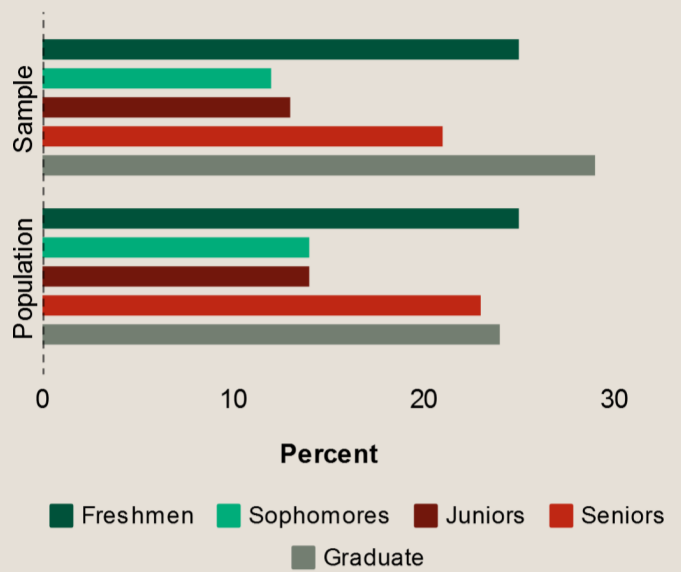
Ethnicity

Sample Ethnicity

NAS

Number of Respondents

Legend: American Indian, Asian, African-American or Black, Foreign, Non-Resident, Hispanic, Hawaiian/Pacific Islander, Two or more races, Unknown, White
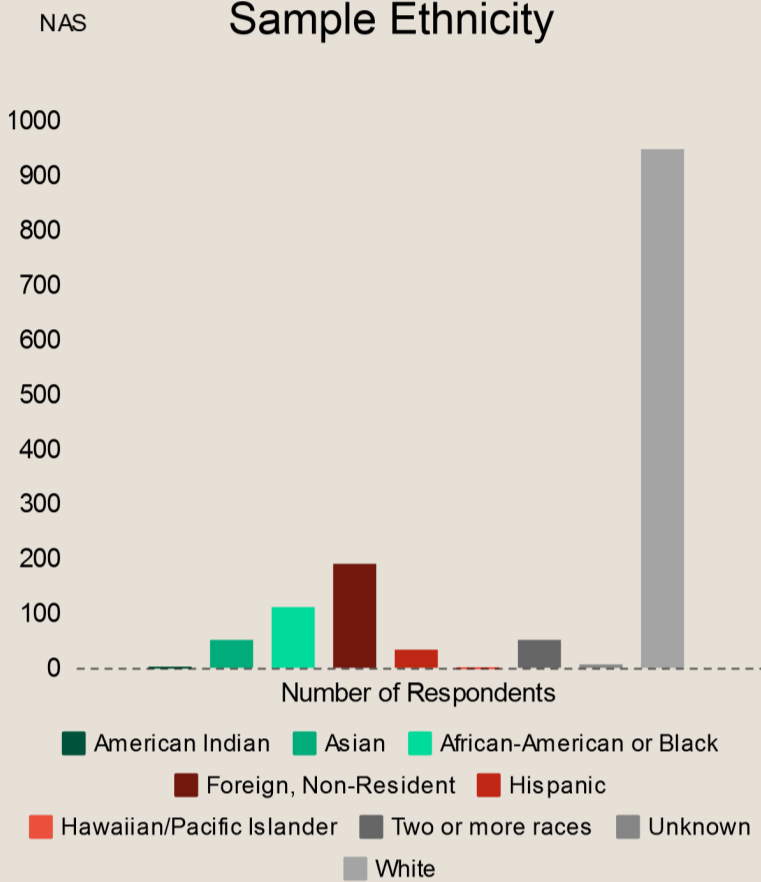
Population by Ethnicity*

Population

Legend: American Indian, Asian, African-American or Black, Foreign, Non-Resident, Hispanic, Hawaiian/Pacific Islander, Two or more races, Unknown, White

*2015-16 WSU Factbook
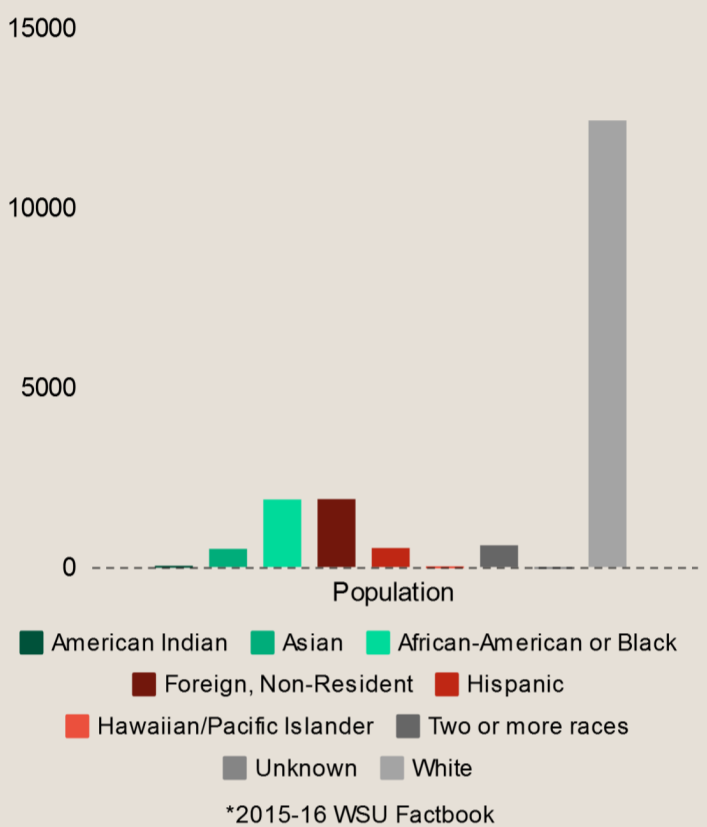
Sample - distance from campus

19% live on campus

31% live within 5 miles of campus

38% live within 6 - 30 miles of campus

7% live 30 miles or more from campus
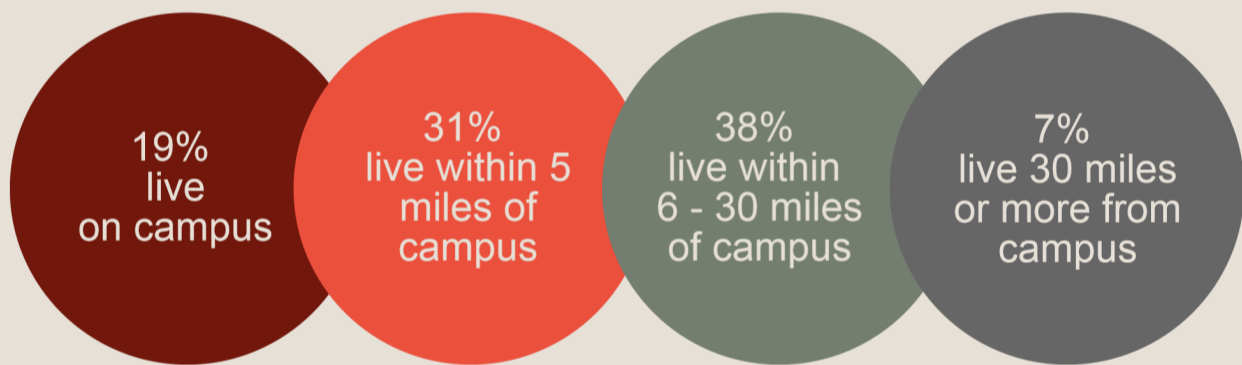
How often do survey respondents visit the library?

Legend: Daily (16%), Weekly (40%), Monthly (16%), 1 - 3 Times Semester (21%), Never (7%)
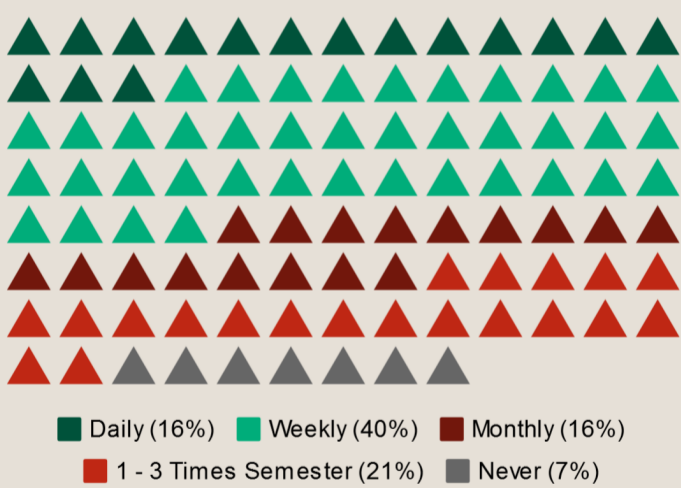
Full-Time Students

Sample = 85%
Population = 78%

Part-Time Students
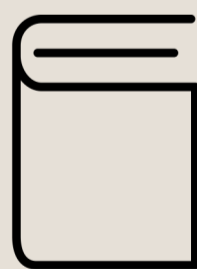
Sample = 15%
Population = 22%

Sample by College

Legend: RSCOB, CEHS, CECS, UC, COLA, COSM, BSOM, CONH, SOPP, Lake, GradStudies, ContEdu

Population by College

Legend: RSCOB, CEHS, CECS, UC, COLA, COSM, BSOM, CONH, SOPP, Lake, GradStudies, ContEdu

*Total student population at WSU is 18,059, according to the 2015-2016 Student Factbook. For a population of this size, an appropriate sample size with 95% confidence level and a margin of error of +/-3 is 1,008. With 1,394 responses, over 1,300 of which were valid, we are confident that our response rate is sufficient to draw conclusions.

Data Sources: GT = Gate Traffic, SUMA = occupancy counts, NAS = needs assessment survey, WB = whiteboard questions, Q = questionnaires, Wi-Fi = Wi-Fi use

II. METHODOLOGY

Conducting a study that includes information about both the current use of the building as well as a needs assessment required a variety of types of information. As such, the Assessment Team developed a multimodal study that includes seven different sources of data. The team consulted with Craig This, Interim Director of the Office of Institutional Research (OIR), particularly in the development and distribution of a large needs-assessment survey. Each data source, its collection dates and methods, and its use, is summarized below. These different sources of data are referenced throughout the report, identified by the initialization denoted below.

Survey Dates

Five of the seven data elements were collected through the Spring 2015 semester. Specifically, the team chose to consider Tuesdays and Wednesdays on weeks from mid-January through the end of April in order to get a sense of the variations in building use throughout the semester. The dates chosen were based on recommendations from OIR.

Hourly gate counts, SUMA building counts, Questionnaires, Picto-Tales, Whiteboards Wi-Fi use were conducted on:

- Tuesday, January 20, 2015
- Wednesday, January 21, 2015
- Tuesday, February 17, 2015
- Wednesday, February 18, 2015
- Tuesday, March 10, 2015
- Wednesday, March 11, 2015
- Tuesday, March 24, 2015
- Wednesday, March 25, 2015
- Tuesday, April 21, 2015
- Wednesday, April 22, 2015
- Tuesday, April 28, 2015
- Wednesday, April 29, 2015

Gate Traffic (GT)

Circulation staff gathered hourly counts of gate traffic. Gate traffic contributed to an understanding of when people most often entered and left the building. Analysis discovered heavy traffic patterns between 11:00 am and 6:00 pm with peak traffic at 1:00 pm. The counts have contributed to optimal signage placement for events and suggest staffing patterns. Because the three gates are bi-directional, gate traffic counts can only suggest building occupancy patterns, and are not conclusive of total building population.

SUMA Counts (SUMA)

The team used SUMA software to gather sample occupancy counts six times per day to understand use patterns throughout the day. SUMA counts were done at 8:00 am, 11:00 am, 2:00 pm, 5:00 pm, and 11:00 pm.

The SUMA counts identified library users within specific zones. Those zones were developed based on designated or expected use as well as other factors such as ambient noise levels. (See Appendix B for the zones designated for SUMA use).

The team produced two counts: one for individuals, and one for groups. The counts included the number of people per zone, type of furniture the students used, and what kind of technology the students were using. The zone based analysis showed that although the overall building numbers indicated a 75% average occupancy, the quiet study areas were 98% full. Each zone can be further analyzed by occupancy rates, furniture and use of technology.

Questionnaires (Q)

The team used three questions to determine overall impressions and significant issues of interest to students in the spring semester. The questions were: what would you change, what do you wish the library had more of, and what is important to you when choosing a study space. The zone-stamped questionnaires were distributed through the building on the survey dates. There were 386 completed questionnaires over the collection time frame. Because these were readily available throughout the library and at service desks, these responses do not necessarily reflect 386 unique users. Moreover, because of their distribution within the library, these collected only responses from existing library users. However, these were instrumental in introducing areas for further exploration. The 386 responses were coded by frequently occurring concepts. The team discovered a need to market current services, reconstruct services (notably Wi-Fi printing), investigate Wi-Fi access, and helped to determine questions used in the needs-assessment survey.

Picto-Tales

SUMA counting staff were asked to take photographs of anything that told a story. The photographs demonstrate both the expected and the unexpected ways students use library space. Photographs demonstrate how students move furniture to create workable large group space and private nooks. They also provide illustrations to highlight points that students often made in the questionnaires and the later survey.

Whiteboards (WB)

The team posted 12 whiteboard questions (4 per day) with photographs asking for student feedback. Photographs comparing different types of existing furniture, different spaces in the library, and different technology options were posted on whiteboards with these two questions: "Which do you prefer?" and "Tell us why." All sets of photographs with accompanying questions were asked twice in different

library zones. The whiteboards help determine clear furniture preferences, as well as areas where preferences are more fluid based on activity.

Wi-Fi Connections (Wi-Fi)

A recurring theme in the student responses to questionnaires was a complaint about Wi-Fi access. The Assessment Team got Wi-Fi data from LCS for the survey dates. Data were available for the length of the Wi-Fi session, the quality of the signal, bandwidth, device, and operating system used.

Needs-Assessment Survey (NAS)

The survey was constructed in response to preliminary findings from the other six assessment modes. The survey design included 39 multiple choice, Likert scale, and open-ended questions. The team collaborated with the Wright State University Office of Institutional Research (OIR) to vet the survey and to distribute to all students. The results were analyzed using SPSS and content analysis.

The survey was sent to all students and staff on September 2, 2015 and remained open until September 12. OIR involvement was crucial to obtaining student demographic data related to the responses. With a student body population of 18,059, a sample of at least 1,008 responses is recommended for making inferences with a 95% confidence level and a 3% confidence interval. There were 1,394 student responses, over 1,300 of which were complete and valid.

The sample was also relatively representative of the student population. Full-time students were slightly overrepresented in the sample (85% of survey respondents are full-time status, compared to 77% of all students), as were women (64% of survey respondents are women, compared to 52% of all students). To a lesser extent, there was some overrepresentation of students living in housing (19% of survey respondents, compared to 14% of all students) and graduate students (29% of survey respondents are graduate students, compared to 24% of all students). The various colleges across the university were well represented, with the exception of the College of Engineering and Computer Science (CECS); only 9% of survey respondents were enrolled in the CECS, compared with 21% of the student population.

	Student Body	Sample Respondents	Difference
N	18,059	1,394	
Full time	77%	85%	-8%
Part time	23%	15%	8%
Female	52%	64%	-12%
Male	48%	36%	12%
Freshman	25%	25%	0%
Sophomore	14%	12%	2%
Junior	14%	13%	1%
Senior	23%	21%	2%
Graduate	24%	29%	-5%
Caucasian	69%	68%	1%
African American	10%	8%	2%
Hispanic/Latino	3%	2%	1%
Asian	3%	4%	-1%
AmericanIndian/Alaskan Native	<1%	<1%	0%
Native Hawaiian/Pacific Islander	<1%	<1%	0%
International	10%	14%	-4%
COSM	11%	15%	-4%
COLA	16%	17%	-1%
CECS	21%	9%	12%
CONH	6%	6%	0%
Univ College	19%	15%	4%
RSCOB	10%	9%	1%
BSOM	3%	1%	2%
SOPP	1%	1%	0%
Students in housing	14%	19%	-5%

The Student-Designed Library

Dunbar Library Building Use Study
2015

What do you think are characteristics of an ideal library building?

"An ideal library contains information that pertains to the needs of people using the library or means to find the information. The library needs to be safe, inviting, and have a studious appeal about it."

Word cloud of 1,058 written student responses

Copyright 2015   tagxedo.com

Top ten responses from students about the ideal library

Legend:
- Quiet
- Diverse Spaces
- Access Resources
- Comfortable
- Books
- Access Computers
- Spacious
- Good Lighting
- Staff
- Ambiance

"An ideal library has information that is easy to get in both digital and physical forms. It also has space to allow for study or reading to happen."

"It's not the building! It's the people you have working in the library that make the real difference in an effective outcome."

NAS

"A place that cultivates learning and knowledge in multiple ways. Plenty of space for meeting, studying and engaging in academic advancement."

"A place that is visually exciting and keeps the brain stimulated, but quiet for focused attention and studying."

We asked students:
If you were to design the building, on which floor would you place our services?

	4	3	2	1	Not Needed
Borrowing and returning books	10	21	64	728	12
Course reserves (textbooks)	28	70	223	514	17
Research assistance	56	132	407	248	16
STAC (Student Technology Assistance Center)	36	95	395	253	29
Individual study rooms	360	495	249	63	31
Group study rooms	178	275	433	158	12
Quiet study	533	442	135	34	19
Group study	129	214	469	218	13
Computers	306	404	647	358	17
Quiet Computing	396	431	204	62	40
Printers	390	472	643	459	16
Books	444	557	580	354	16
Food/Drink to purchase	59	92	174	713	35
Tutoring	133	204	404	281	21
CaTS help desk/Lattops to Go	63	90	351	457	21
Athletic study tables	177	168	251	146	168
Restrooms	653	699	696	738	23

NAS

1st floor restrooms received the highest number ↑ of votes

Most students preferred library services on/near their current locations.
Listed below are the services requested that are new to each floor.
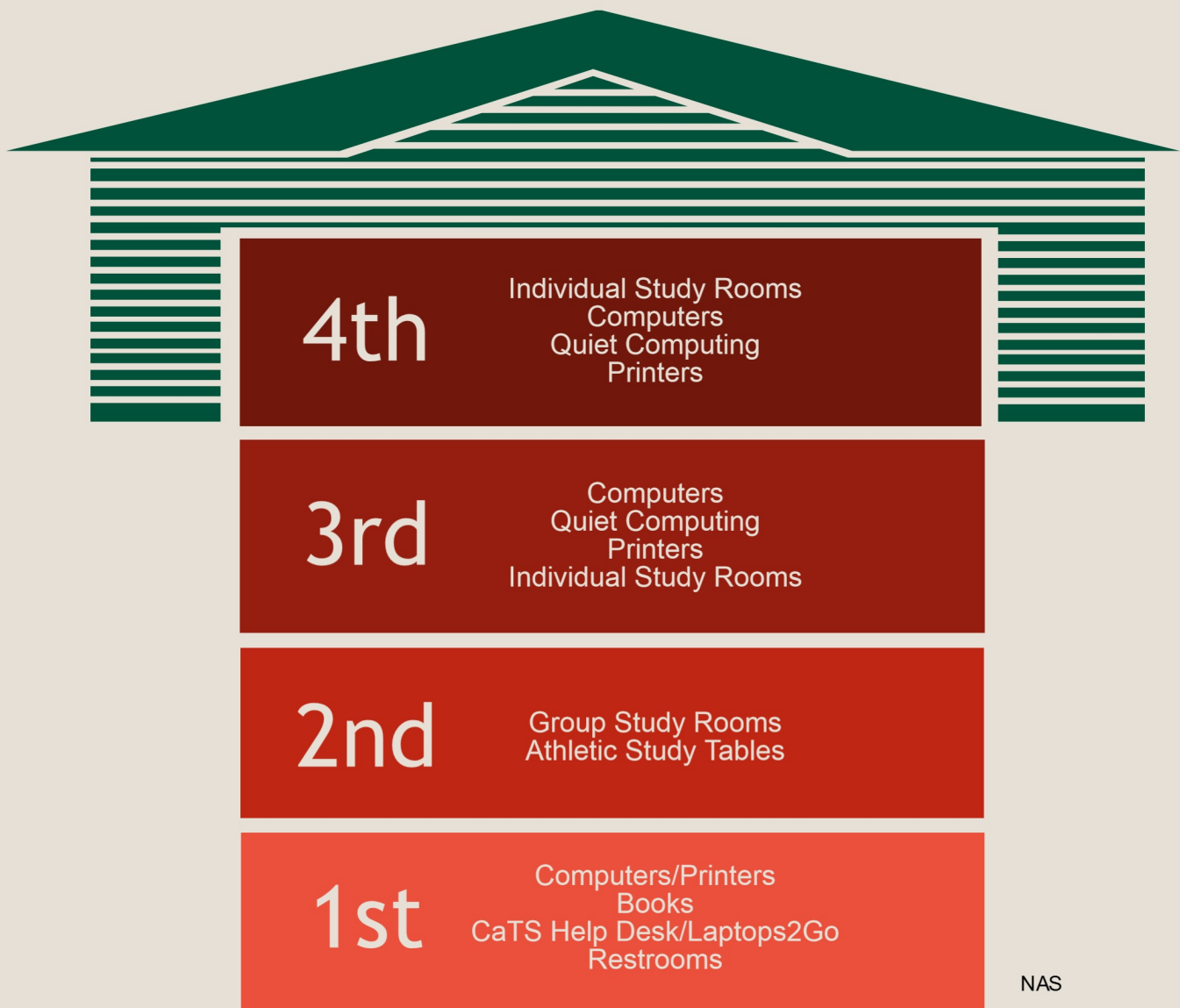
4th
Individual Study Rooms
Computers
Quiet Computing
Printers

3rd
Computers
Quiet Computing
Printers
Individual Study Rooms

2nd
Group Study Rooms
Athletic Study Tables

1st
Computers/Printers
Books
CaTS Help Desk/Laptops2Go
Restrooms

NAS

III. THE STUDENT-DESIGNED LIBRARY

The information in this section attempts to illustrate what students value most in an academic library. It is based on student input regarding the characteristics of an ideal library and a redesign of the current layout of services. The categories below (building, many spaces for different purposes, quiet, resources, ambiance and environment, technology, ease of use of the building, staff and furniture) were derived from comments submitted to the needs-assessment survey question "What do you think are characteristics of an ideal library building?" When provided, student quotes have been taken from the free-text comment sections of both questions.

It's key to note that throughout the building use and needs-assessment process, students consistently identified a need for the library to be a diverse space that meets a variety of needs. It is not that the library needs to be different things to different people but, rather, different things at different times for all people.

What do you think are characteristics of an ideal library building?

"Quiet where it needs to be, kind of chattery where it doesn't. Open space, good desks, places to work. Multiple options for workspaces/study rooms. A traditional quiet study room, but also rooms where talking isn't discouraged. Good light, comfy seats, access to high-speed internet and power plugs. Decent coffee. Staff on hand to answer questions or help find material when you get stuck and start going crazy over a dumb small issue. You guys are already pretty close to on it, to be honest."

Supporting data elements are from the results of the question "If you were to redesign the current building, where would you place the following services? [Borrowing and Returning Books, Course reserves [textbooks], Research assistance, STAC (Student Technology Assistance Center), Individual study rooms, Group study rooms, Quiet Study, Group study, Computers, Quiet computing, Printers, Books, Food/drink to purchase, Tutoring, CaTS help desk/Laptops2Go, Athletic study tables, Restrooms.] Many students appreciate the current library design however they are specific about the areas that could be improved.

"Dunbar's current layout is really a mess. More like a "hodgepodge" of areas created over the years as the various needs have grown. Glad to see that you guys (or someone) is finally (possibly) going to streamline this a bit."

Student Values By Category

Categories are listed in order of the frequency with which they were raised.

1. Building – Physical Structure

Characteristics that students report to be of value regarding the physical structure of a library include the need for it to be spacious, clean, attractive and well maintained; to have excellent lighting, both natural and indoor; to supply sufficient electrical outlets; to provide restrooms on all floors; and to provide efficient and sufficient regulation of the temperature in the building.

Students placed restrooms on every floor of the library, notably on the 1st floor, where there are currently no public restrooms. Ten percent of the free-text "Where would you put" comments talked about the placement or hygiene of the library restrooms.

Restrooms

4	653
3	699
2	696
1	738
Not Needed	23

"The ground floor needs a public access restroom. I dislike when I'm studying alone on the 1st floor that I have to pack my stuff up and go upstairs to go to the restroom then go back downstairs and hope my study area is still open."

2. Many Spaces for Different Purposes

Students noted a desire for a variety of spaces within the library; essentially looking for a multipurpose environment to meet their diverse needs on any given day. Being able to study in private as well as with a group is important. Rooms are needed for both group study and individual study. Students also suggest in addition to study rooms having the library divided by zone or area for individual study and group study.

"Variety, it has to meet the needs of a very diverse group of people. That includes quiet areas, group areas and places to eat."

Most students would designate group study on the 2nd floor of library but many of the students suggested that 3rd floor would offer good places for group study also. More students would place group study areas on the 3rd floor than on the 1st suggesting that there is a desire for quiet group study areas.

Group Study

4	178
3	275
2	433
1	158
Not Needed	12

Individual study spaces are important to students. Students described individual study spaces in their idea library. The ideal library has "lots of individual work areas," "quiet setting with designated areas for private studying" and "designated group and individual study areas" make it clear that individual study spaces are important.

Students identified a need for study rooms on all floors of the library. There is a clear preference for individual study rooms on the 3rd and 4th floors. Most students place group study rooms on the 2nd floor but many students would design group study rooms for 3rd and 4th and 1st floors also.

Individual Study Rooms

4	360
3	495
2	249
1	63
Not Needed	31

Group Study Rooms

4	178
3	275
2	433
1	158
Not Needed	12

Students would move the athletic study tables out of 4th to the 2nd floor. A large number of students would not place this area in the library. Student comments suggest an antagonism between the athletic study tables and the need for quiet space.

Athletic Study Tables

4	177
3	168
2	251
1	146
Not Needed	168

"When the athletic study tables are being used by the athletes, it is NEVER quiet, even though it is a quiet study floor. It's super annoying." (emphasis in original comment from student)

3. Quiet

The concept of "quiet" in a library is very highly valued. More than a third of students (358 out of 1058) specifically identified quiet as important in their descriptions of an "ideal" library. Levels of quiet are desired from completely silent to normal conversations. Students want areas of the library clearly delineated by noise level.

Students suggest the 4th floor as the most desirable place to put quiet study followed by 3rd. The design suggestion may reflect a "quieter as you go up" idea as described in student comments.

Quiet Study

4	533
3	442
2	135
1	34
Not Needed	19

"I enjoy the setup of the library now and appreciate that the floors tend to get quieter as they progress."

Students expressed a design preference for quiet computing space on the 3rd and 4th floors.

Quiet Computing

4	396
3	431
2	204
1	62
Not Needed	40

4. Resources

The continued availability of books and course reserves was specifically mentioned. A few students noted that the addition of more textbooks would be welcomed. Printed books are still considered as an essential piece of an "ideal" library. Additional comments included other resources like DVDs and the popular reading collection. Providing access to electronic resources including journals, eBooks, and databases is highly valued.

When asked the best place for books students suggested all floors, including 1st in almost equal numbers. Students placed course reserve textbooks on the 1st floor most often. The 2nd floor was often suggested as well.

Books

4	444
3	557
2	580
1	354
Not Needed	16

Course Reserves (Textbooks)

4	28
3	70
2	223
1	514
Not Needed	17

5. Ambience and Environment

Students were also clear that an ideal library should be warm and inviting, provide a sense of safety and security, and above all, be comfortable. It must feel intellectually stimulating. Students want to feel welcome in an atmosphere that is conducive to studying, whether it be individually or in groups.

"A space that feels like a great big living room, with comfy chairs and cozy nooks for reading, thinking, or even napping between classes."

"Well, to be able to have the quietness that you need to be able to buckle down and study what you need to study with no distractions."

"A place that is visually exciting and keeps the brain stimulated, but quiet for focused attention and studying."

"Stimulates thought and facilitates further research"

6. Technology

In the broad scope of technology, students value the availability of public computers and reliable broadband Wi-Fi for their own devices. They see the library as a place where advanced technologies are available and students are able to learn about them and experiment as well.

> "A library should also have resources for different majors, like large printers for posters or drawing areas for engineers."

> "Inviting, quiet, technologically advanced, comfortable, multiple types of study areas, and librarians and other staff up to date on current technology used in the classroom."

> "Technology-oriented -- like introducing tablets."

> "Plenty of computers and printers."

Students desire computers and printers on all floors of the library although the 2nd floor was suggested more than any other.

Computers

4	306
3	404
2	647
1	358
Not Needed	17

Printers

4	390
3	472
2	643
1	459
Not Needed	16

"I think every level should have a computers/printers section."

"I know it is unrealistic to have computers and printers on every floor but it would be convenient."

See section VII for technology recommendations.

7. Ease of Use of the Building

This wide-ranging category includes the ability to navigate in, around, and to the building. Students want to be able to use the library without having to ask for help. Signage is extremely important. The location of the library on campus was mentioned, as was accessibility for all students. Availability of parking was also raised by several students.

> "I would also install wall screens at key locations, displaying maps of the library's contents, labeled both by index numbers and by general topic areas."

> "Accessible location and hours, signs that clearly show what resources are available and how to access them."

8. Staff – Help

Students value helpful, knowledgeable, approachable staff. Ideally, students would locate library service desks on every floor with staff available to provide assistance with library resources and technology.

> "It's not the building! It's the people you have working in the library that make the real difference in an effective outcome."

> "Staff on hand to answer questions or help find material when you get stuck and start going crazy over a dumb small issue."

Students had clear preference for the 1st floor as the best location for borrowing and returning books.

Borrowing And Returning Books

4	10
3	21
2	64
1	728
Not Needed	12

Most students place research assistance on the 2nd floor although a substantial number also suggest that research assistance should be placed on the 1st floor. Most of the students place STAC on the 2nd floor but many suggest the 1st floor instead. Students overwhelming suggest 2nd floor as the best place for tutoring but some students also suggest tutoring areas on the 1st and 3rd floors.

Research Assistance

4	56
3	132
2	407
1	248
Not Needed	16

STAC

4	36
3	95
2	395
1	253
Not Needed	29

Tutoring

4	133
3	204
2	404
1	281
Not Needed	21

Students suggested first the 1st floor and then the 2nd floor as the ideal locations for Laptops2Go, which they viewed more as a technology resource rather than a library service point.

CaTS Help / Laptops2Go

4		63
3		90
2		351
1		457
Not Needed		21

9. Furniture

Having the option to study alone or in groups is important so students report a need for tables of all sizes, including tables with dividers and with whiteboards. Moveable is an important characteristic as is the degree of comfort for sitting long periods of time. Students want furniture they can lounge on and also that will make them sit up and study. The phrase "comfortable furniture" was mentioned frequently.

> "Individual study tables along with group study tables, big open tables, comfy chairs or sofas."

> "Comfy furniture spread out so there are various sizes and types of furniture clusters."

See section V for furniture recommendations.

10. Food and Drink

Suggestions for food and drink range from vending machines on every floor, to a regular dining hall with healthy inexpensive food. Availability of food and drink is important all of the hours the library is open.

Most students placed Food/drink on the 1st floor when selecting a location.

Food/Drink

4		59
3		92
2		174
1		713
Not Needed		35

13

Summary

Students identified many areas in which the library already provides what they deem ideal: a space that meets a variety of needs for solitary and group study, technology, and helpful staff. However, there are many areas in which students identified room for growth. Notably, they identified a need for more comfortable furniture; an updated and cleaner ambience; access to technology in more places throughout the building; and better design for quiet study.

A student response in the needs-assessment survey sums up the student comments about an "ideal" library very well:

> "Key components for me are helpful librarians/assistants, online access to databases/resources, working computers and printers, a vast DVD collection and books on every possible topic. A quiet space and more social place are essential. It's also important that it is aesthetically pleasing inside and outside, as well as massive (to hold all the books!). It is warm and inviting with bright, fun colors that enhance the modern design. Architecturally it is important that it has a ton of natural light and is as environmentally friendly as possible, perhaps powered by natural resources like the sun. It would be nice to have live flowers, plants or built in flower beds so that there is an element of natural life within the library; it's essential when you spend hours on hours in the library to have some faint reminder of the outside world. Coffee and tea are nice additions for those long hours as well. I know it is not incredibly sanitary, but a reading nook with pillows would be nice. If there was a library with all these components, it would definitely be my ideal library."

Library Hours

Dunbar Library Building Use Study
2015

The library is open 98 hours per week during the semester.

Current Hours:

Monday-Thursday 7:30am - 12:00am

Friday - 7:30am - 6:00pm

Saturday 10:00am - 6:00pm

Sunday 10:00am - 12:00am

How often do students visit?

Legend: Freshmen, Sophomores, Juniors, Seniors, Grad

NAS
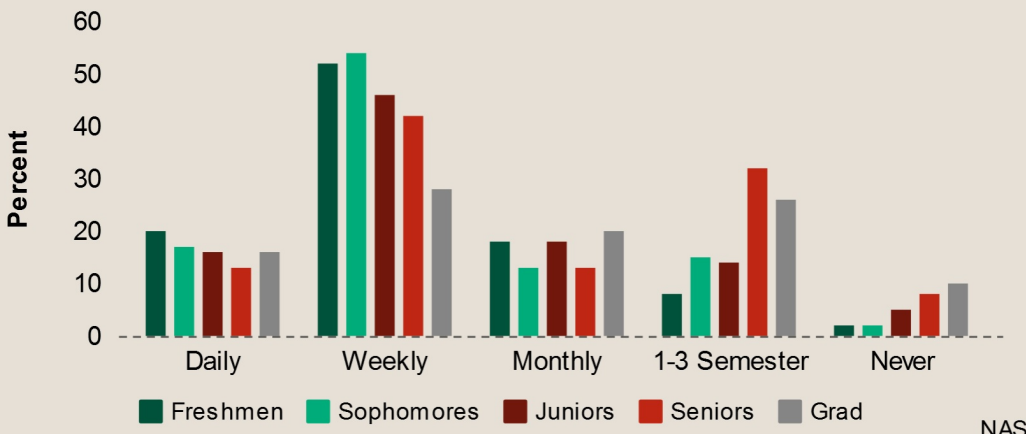
93% of students visit the library

Most students visit weekly

When do they visit? Weekdays

Legend: Freshmen, Sophomores, Juniors, Seniors, Grad

NAS
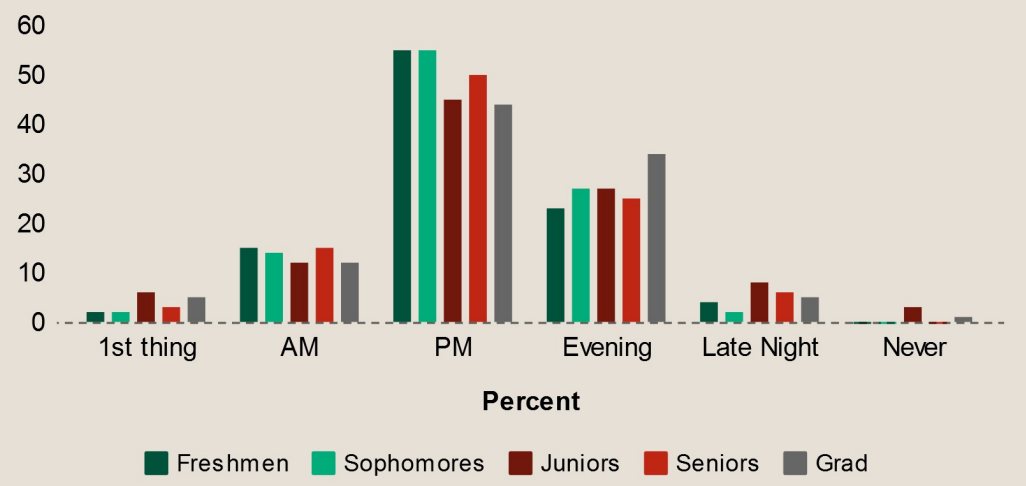
11 am to 5 pm are the busiest weekday hours

Weekday average and cumulative hourly gate traffic

Hour	Average	Cumulative
8a	116	1394
9a	325	3901
10a	450	5399
11a	656	7877
12n	697	8362
1p	971	11650
2p	757	9081
3p	784	9403
4p	777	9329
5p	807	9687
6p	580	6964
7p	483	5800
8p	332	3978
9p	323	3871
10p	278	3335
11p	164	1964
12m	151	1813

GT

Average weekday traffic flow

8 am   11 am   2 pm   5 pm   8 pm   11 pm
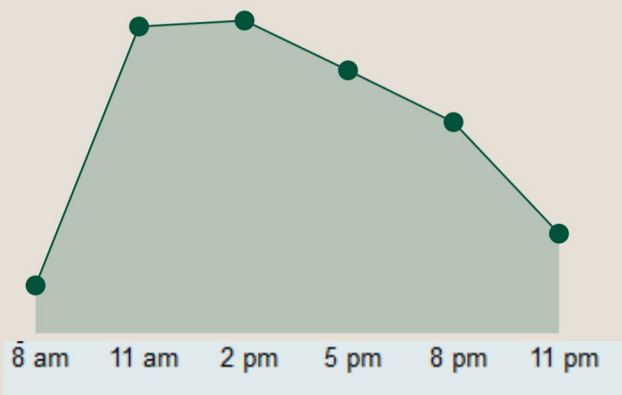
SUMA

Weekend Visits

61% of students visit the library on the weekend.

NAS

Peak hours are in the afternoon.

Do library hours meet student needs?

95% satisfaction with Sunday and weekday hours

25% dissatisfaction with Friday hours

17% dissatisfaction with Saturday hours

Juniors, Seniors, and Graduate Students had higher dissatisfaction rates with library hours

Library Hours - Satisfaction Rates

Fri   Sat   Sun   M-Th

Legend: Fr, So, Jr, Sr, Grad
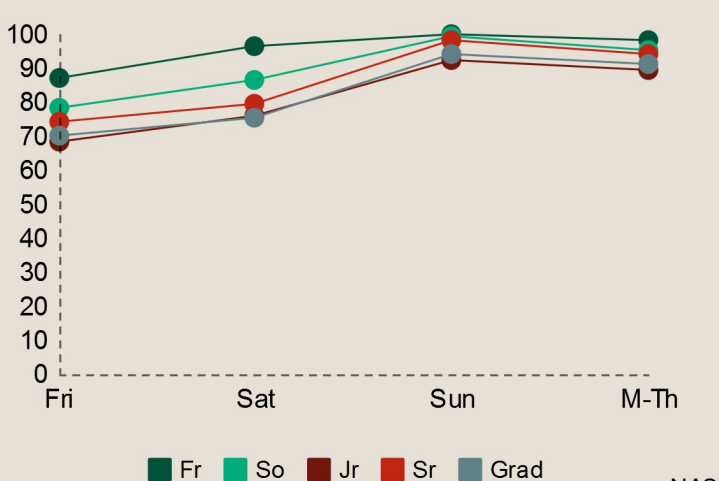
NAS
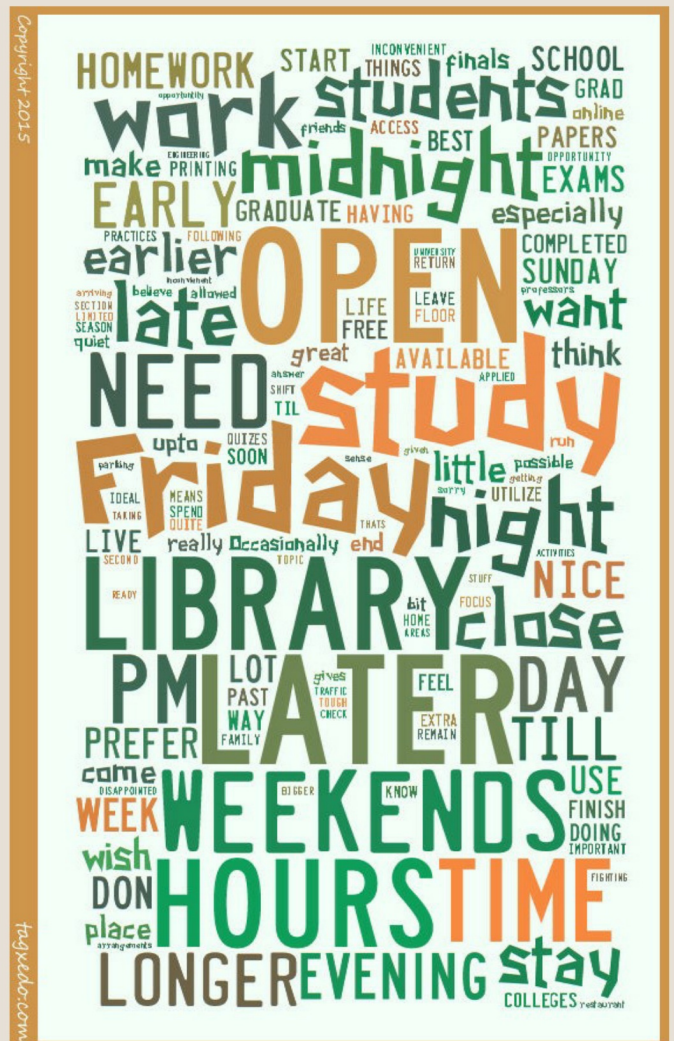
word cloud of student comments

1,394 students completed the survey in September, 2015; 25% first-year, 12% sophomores, 13% juniors, 21% seniors, 29% graduate

*Total student population at WSU is 18,059, according to the 2015-2016 Student Factbook. For a population of this size, an appropriate sample size with 95% confidence level and a margin of error of +/-3 is 1,008. With 1,394 responses, over 1,300 of which were valid, we are confident that our response rate is sufficient to draw conclusions.

Data Sources: GT = Gate Traffic, SUMA = occupany counts, NAS = needs assessment survey, WB = witeboard questions, Q = questionnaires, Wi-Fi =Wi-Fi use

IV. LIBRARY HOURS

Summary

This section considers patterns in building occupancy as well as student satisfaction with existing hours. Information about library hours was obtained using the gate counts, SUMA counts, and needs-assessment survey.

Recommendations

1. Expand library evening hours on Friday and Saturday evenings. Existing hours do not accommodate the needs of a substantial portion of the student body.
2. Maintain the existing hours of operation Sunday – Thursday.

Rationale

Nearly a quarter of students indicated that the existing Friday hours do not meet their needs and nearly 20% of students report the same for Saturdays. This is particularly a problem for juniors, seniors, and graduate students. The expressed need for longer Friday and Saturday hours is fairly constant regardless of whether students are full-time or part-time and regardless of whether they live on campus, near campus, or farther away.

Students reported satisfaction with hours of operation on Sundays through Thursdays, with 96% of students' needs met by Sunday hours and 94% of students' needs met by Monday-Thursday hours.

Additional Information

While the need for expanded hours is fairly evenly distributed among students, comments from students on the survey suggest a larger impact of earlier closing on Fridays and Saturdays on non-traditional students who work.

Current Use Patterns
The peak of traffic in the library is in early afternoon, with higher user traffic from 11:00 am – 5:00 pm. Building occupancy counts suggest fairly steady occupancy from 11:00 am through 5:00 pm. Approximately 8% of weekday building occupancy is in the late evening hours.

Student Comments
"I study at McDonald's on Friday night because the library closes so early."

"More hours are needed, especially on the weekends. I am sorry but I do not have a life. Also, almost all the professors give more homework and exams and quizzes on weekends. No place is better to us than the library."

"There have been multiple times where I have needed to access a course reserve text book on Friday after six and not been able to."

"I would like to be able to stay later on Saturdays because I don't have to work on Sundays. The library seems aimed at traditional students without thought for people who have returned to school after a break of several years."

Recommendation 1: Expand library evening hours on Friday and Saturday evenings. Existing hours do not accommodate the needs of a substantial portion of the student body.

FRIDAY HOURS

Current hours: 7:30 am – 6:00 pm

Nearly a quarter of students report that current operating hours on Fridays do not meet their needs. This problem is particularly pervasive for those are juniors, seniors, or graduate students. Additional evening hours should be made available to students.

fridayhours

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	989	70.9	76.1	76.1
	2	310	22.2	23.9	100.0
	Total	1299	93.2	100.0	
Missing	System	95	6.8		
Total		1394	100.0		

Code: 1 = Yes, the current library hours meet my needs

   2 = No, the current library hours do not meet my needs

Satisfaction with Friday hours is not evenly distributed among all students. Students further along in their studies report more dissatisfaction with Friday hours. Nearly a third of juniors and graduate students reported that existing Friday hours do not meet their needs, with nearly 25% of seniors reporting the same.

class * fridayhours Crosstabulation

Count

		fridayhours		Total
		1	2	
class	1	293	43	336
	2	121	31	152
	3	118	55	173
	4	202	70	272
	5	254	111	365
Total		988	310	1298

Class: 1= freshman; 2=sophomore; 3=junior; 4=senior; 5=graduate
Friday hours: 1=yes, the current library hours meet my needs; 2= no, the current library hours do not meet my needs

- 13% of freshman report that Friday hours do not meet their needs
- 20% of sophomores report that Friday hours do not meet their needs
- 32% of juniors report that Friday hours do not meet their needs
- 26% of seniors report that Friday hours do not meet their needs
- 30% of graduate students report that Friday hours do not meet their needs

Of the 297 students who provided comments about their dissatisfaction with Friday hours, an overwhelming majority (270 students, or 91%) expressed a need for later Friday hours. Many students commented that they are unable to use the library on Fridays because of a conflict with work (8%) or Friday afternoon classes (4%).

Distance From Library

Examining student preference by distance from campus suggests that current Friday hours do not meet the need for a substantial number of students, regardless of where they live.

- 22% students who live on campus reported Friday hours don't meet needs
- 29% of students who live within five miles of campus reported Friday hours don't meet needs
- 21% of students who live 6-30 miles from campus reported Friday hours don't meet needs
- 25% of students who live more than 30 miles from campus reported Friday hours don't meet needs

howclose * fridayhours Crosstabulation

Count

		fridayhours			
			1	2	Total
howclose		63	1	0	64
	1	3	207	57	267
	2	17	298	121	436
	3	11	414	109	534
	4	1	69	23	93
Total		95	989	310	1394

1=On campus; 2=Within 5 miles of campus; 3=6-30 miles from campus; 4=More than 30 miles from campus

Student comments reinforce the idea that later Friday hours are important for all students, regardless of where they live in relation to campus:

- "It should be open later for those students who live on campus and wish to spend their evening in the library studying."

- "Living near campus, the library is a good place for me to stay and study before the weekend. Staying open until 9:00 or 10:00 pm would be beneficial to me."

- "Living way off campus and taking mostly online courses while working full time means the weekends are the best time to go to the library, but usually I cannot make it until evening or later."

Many students suggest that Friday nights are ideal because they do not have work or classes that evening or the next day, but that the number of homework assignments and projects that are assigned over the weekend is high.

- "More hours is needed, especially on the weekends. I am sorry but I do not have life. Also, almost all the professors give more homework and exams and quizzes on weekends. No place is better to us than the library."

- "It's frustrating not being able to use the library later in the evening/night on weekends because it's generally a less crowded study night, but students can't take advantage of it."

By Library Use
The number of students who report that Friday hours are inadequate suggest that this a problem regardless of how often students currently come to the library. However, it is particularly a problem for frequent users of the library, with 40% of daily visitors, 29% of weekly visitors, and 34% of monthly visitors reporting that Friday hours are inadequate for their needs. Student responses also suggest that the current Friday hours may provide a barrier to some students coming to the library. Among students who visit less frequently, 25% of those who visit the library 1-3 times a semester and 27% of those who never visit the library report that Friday hours are inadequate for their needs.

howoften * fridayhours Crosstabulation

Count

		Fridayhours			
			1	2	Total
howoften		64	424	60	548
	1	5	79	52	136
	2	8	235	98	341
	3	7	87	44	138
	4	10	123	41	174
	5	1	41	15	57
Total		95	989	310	1394

1=Daily 2=Weekly 3=Monthly 4=1 - 3 Times a Semester 5=Never

*NOTE: Percentages were determined based on the valid n of 1299; non-responses were excluded

SATURDAY HOURS

Current hours: 10:00 am – 6:00 pm

83% of students report that existing Saturday hours meet their needs, while 17% of students report that the existing hours do not meet their needs

saturdayhours

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	1076	77.2	82.8	82.8
	2	223	16.0	17.2	100.0
	Total	1299	93.2	100.0	
Missing	System	95	6.8		
Total		1394	100.0		

Code: 1 = Yes, the current library hours meet my needs

2 = No, the current library hours do not meet my needs

As with Friday hours, of the students for whom Saturday hours didn't meet their needs, an overwhelming majority (80%) asked for later hours, while many (18%) requested earlier hours. Many students (13%) commented that the weekends are the best time to study, with 8% commenting that later evenings on the weekend are the only way to avoid conflicts with work.

> "I typically can only study on campus on Friday through Sunday in the evening until the middle of the night."

> "Last Saturday, I was not ready to leave at 6pm. Maybe part of it could close and part of it could remain open for those students who need to continue working?"

> "Weekends are the only days I have to start early. I would prefer open time of 8am 6pm more than once I have arrived around a little before 9am forgetting the open time and other students are also waiting for the library to open."

class * saturdayhours Crosstabulation

Count

		saturdayhours		Total
		1	2	
Class	1	321	15	336
	2	132	20	152
	3	132	41	173
	4	215	56	271
	5	275	91	366
Total		1075	223	1298

4% of freshman report that Saturday hours do not meet their needs
13% of sophomores report that Saturday hours do not meet their needs
24% of juniors report that Saturday hours do not meet their needs
21% of seniors report that Saturday hours do not meet their needs
25% of graduate students report that Saturday hours do not meet their needs

Distance From Library
Examining student preference by distance from campus suggests that the satisfaction with Saturday hours is not evenly distributed across students but, rather, is a bigger problem for students who live off-campus.

- 9% students who live on campus reported Saturday hours don't meet needs
- 24% of students who live within five miles of campus reported Friday hours don't meet needs
- 16% of students who live 6-30 miles from campus reported Friday hours don't meet needs
- 21% of students who live more than 30 miles from campus reported Friday hours don't meet needs

howclose * saturdayhours Crosstabulation

Count

		saturdayhours		Total
		1	2	
howclose		1	0	1
	1	241	23	264
	2	320	100	420
	3	441	81	522
	4	73	19	92
Total		1076	223	1299

How close: 1=On campus; 2=Within 5 miles of campus; 3=6-30 miles from campus; 4=More than 30 miles from campus

Saturday hours: 1= current hours meet needs; 2 current hours do not meet needs

By Library Use
The number of students who report that Saturday hours are inadequate suggest that this a problem regardless of how often students currently come to the library. Twenty-nine percent of daily visitors,

21% of weekly visitors, and 29% of monthly visitors reporting that Friday hours are inadequate for their needs. Among students who visit less frequently, 23% of those who visit the library 1-3 times a semester and 21% of those who never visit the library report that Saturday hours are inadequate for their needs.

howoften * saturdayhours Crosstabulation

Count

		saturdayhours		
		1	2	Total
howoften	1	94	38	132
	2	265	67	332
	3	93	38	131
	4	126	38	164
	5	44	12	56
Total		622	193	815

How often: 1=Daily 2=Weekly 3=Monthly 4=1 - 3 Times a Semester 5=Never

Saturday hours: 1= current hours meet needs; 2 current hours do not meet needs

Some students suggested that their distance from campus played a role in when they were able to come to the library.

> "Living way off campus and taking mostly online courses while working full time means the weekends are the best time to go to the library, but usually I cannot make it until evening or later."

Part-Time/Full-Time Status
It is worth noting that there is a modest difference between full-time students' (84%) and part-time students' (79%) satisfaction with Saturday hours. Several comments from students suggest a perception that the current library hours do not take into consideration the unique needs of non-traditional students. For example,

> "I would like to be able to stay later on Saturdays because I don't have to work on Sundays. I work M - F full-time and take classes. I'm tired during the week. Again, the library seems aimed at traditional students without thought for people who have returned to school after a break of several years."

Another commented that the current Saturday hours "limits access for grad and nontraditional students who are working full-time."

Recommendation 2: Maintain the existing hours of operation Sunday – Thursday.

WEEKDAY HOURS

Current hours: Monday – Thursday, 7:30 am – 12:00 am

94% of students report satisfaction with the library's weekday (Monday – Thursday) hours; 6% report that the current hours do not meet their needs. While there are students whose needs are not being met due to a variety of circumstances (evening classes, work hours, family situations, etc.) only 6% of all students report that current library hours Monday – Thursday do not meet their needs. No change is needed.

		Frequency	Valid Percent	Cumulative Percent
Valid	1	1216	93.6	93.6
	2	83	6.4	100.0
	Total	1299	100.0	
Missing	System	95		
Total		1394		

Code: 1 = Yes, the current library hours meet my needs

2 = No, the current library hours do not meet my needs

class * weekdayhours Crosstabulation

		weekdayhours		Total
		1	2	
class	1	328	7	335
	2	144	8	152
	3	154	19	173
	4	255	17	272
	5	334	32	366
Total		1215	83	1298

Satisfaction with hours is not evenly distributed; freshman and sophomores report the highest levels of satisfaction, while juniors report the greatest levels of dissatisfaction.

- 98% freshman satisfied
- 95% sophomores satisfied
- 90% juniors satisfied
- 94% of seniors satisfied
- 92% of graduate students satisfied

Furniture

Dunbar Library Building Use Study
2015

Furniture and study spaces in the library

200
100
0

Table Carrel Soft Seats Computers HighTable Whiteboard..

■ Number of Study Spaces

SUMA/Seat Counts
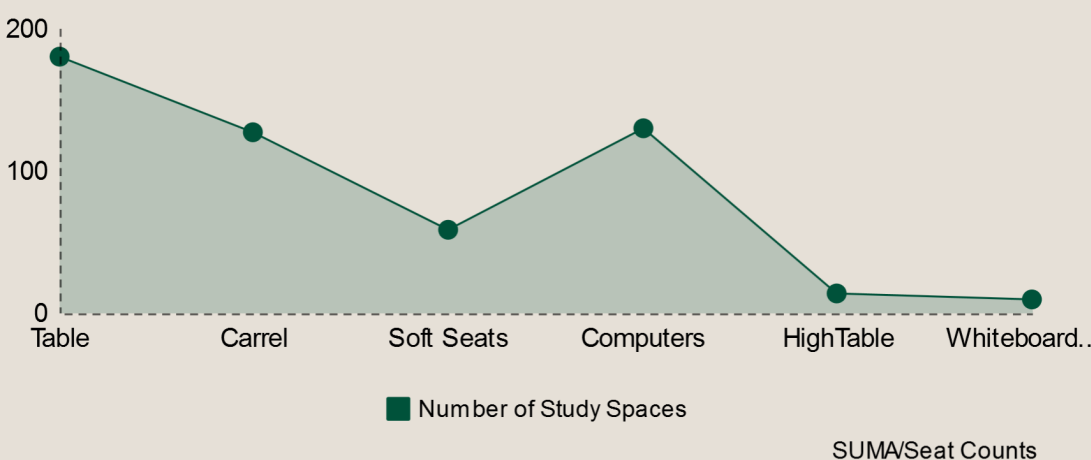
13,144 FTE students

1140 seats in library

517 study spaces
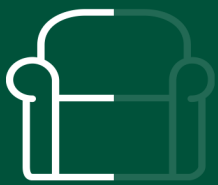
8.6% FTE seating capacity currently available

10 - 20% FTE seating capacity recommended*

Furniture use by individuals and groups

	Table	Computer Workstation	Carrel	Soft Seating	HighTable	White Board Table
	73% 44%	34% 32%	40% 29%	37% 32%	46% 33%	93% 56%

■ Individual ■ Group — Furniture a/o Jan '15

*Percentage based on Suma Counts over the total number of observations available.

SUMA
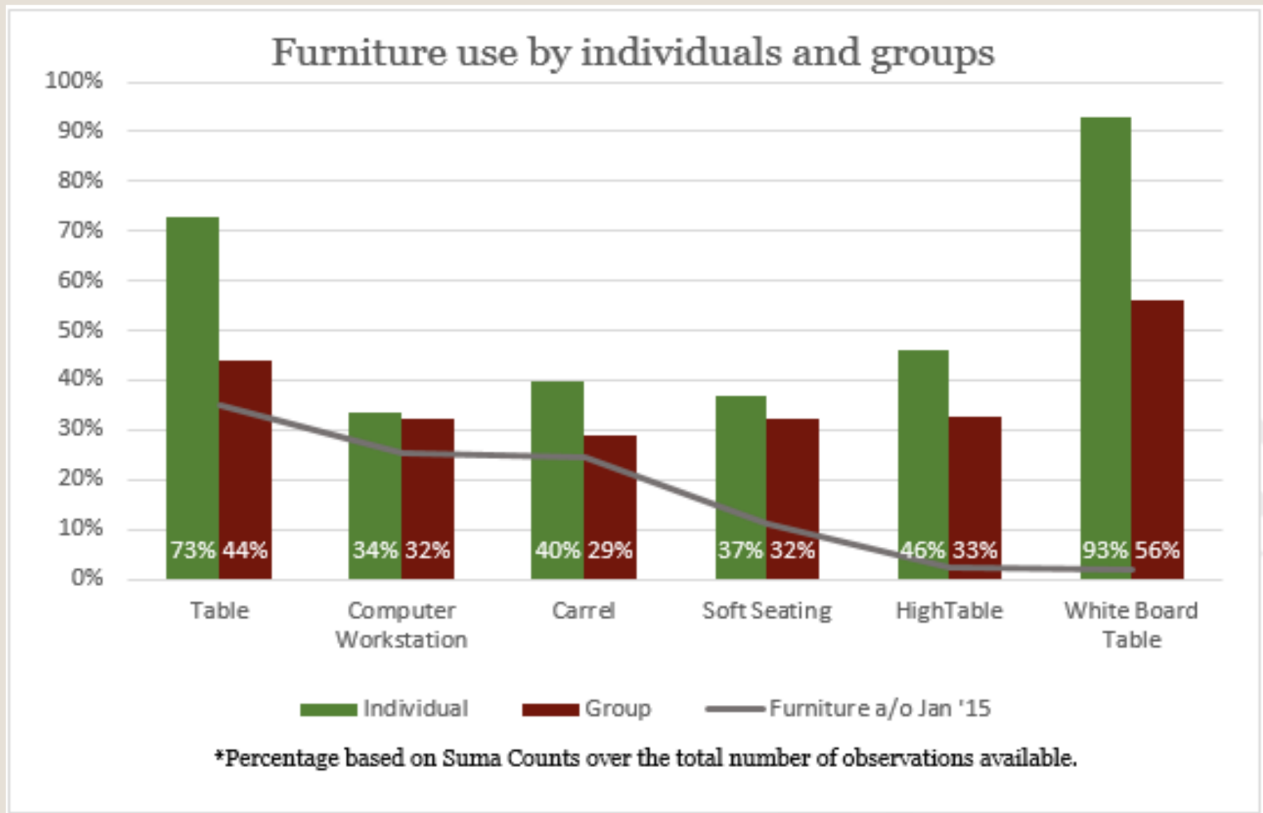
What type of furniture do students prefer?

Furniture Preferences

comfortable furniture	tables	whiteboards	seating	furniture	carrels	*other
31.02%	21.22%	18.37%	11.43%	10.61%	3.27%	4.08%

Information from questionnaires "What would you change" and from Survey question #22 "What changes would bring you into the library more?"

*Other: Beanbags, bookstands, chalkboards, couches, desk lamps, nap pods, standing/treadmill desk

96% prefer soft arm chairs over wood frame chairs

83% prefer chairs with wheels and adjustable arms over wood frame chairs

31% of written comments asked for more comfortable furniture
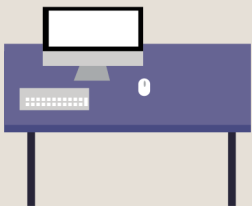
71% prefer computer workstation tables over the cubicles

Whiteboards and whiteboard tables are mentioned most often when asked "what do you like most about the library?"
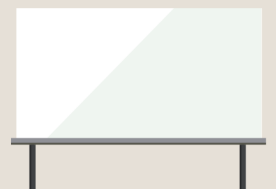
Students like to spread out when they study
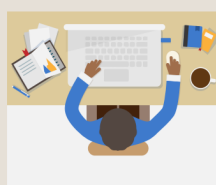
Q/WB

Student comments about the furniture.

"I would love to see new comfy chairs, upgraded chairs and tables, and maybe even new carpet. The library is nice, but it's also a bit run down."

"Really need to upgrade the furniture. Doesn't need to be flashy. Just newer and more comfy."

"The furniture needs updated it looks very outdated - especially because we have so many modern buildings. Also, I think we need bean bag chair/comfy area."

Q/NAS

1,394 students completed the survey in September, 2015; 25% first-year, 12% sophomores, 13% juniors, 21% seniors, 29% graduate

Total student population at WSU is 18,059, according to the 2015-2016 Student Factbook. For a population of this size, an appropriate sample size with 95% confidence level and a margin of error of +/-3 is 1,008. With 1,394 responses, over 1,300 of which were valid, we are confident that our response rate is sufficient to draw conclusions.

Data Sources: GT = Gate Traffic, SUMA = occupany counts, NAS = needs assessment survey, WB = whiteboard questions, Q = questionnaires, Wi-Fi = Wi-Fi use

*Leighton, P.D. & Weber, D.C. (1999). Planning academic and research library buildings. Chicago, IL: American Library Association. (pp 116 & 724)

V.   Furniture

Summary

This section includes information on preferences and actual use from the questionnaires, whiteboards and, SUMA counts that show what furniture was actually in use from the Spring 2015 semester as well as identifying student preferences from the needs-assessment survey.

Recommendations

1. Add more seating to meet industry recommendation of seating for 10-20% FTE.
2. Add more tables/study space.
    a. For group study areas, add a mixture of larger conference type furniture areas and soft seating areas with whiteboard availability and technology access.
    b. For individual study areas, add a variety of tables, carrels, and soft seating with the same easy access to whiteboards and technology.
3. Replace wooden-armed chairs with black mobile study chairs.
4. Replace aging wooden four-seat carrels with a mixture of newer single or two-sided wooden carrels, open table carrels with dividers, whiteboard tables, and soft seating areas.
5. Future furniture purchases need to reflect the diverse, multifunctional/purpose expectation and desires of students.

Rationale

The type of furniture students choose varies greatly based on a number of factors. However, there is a consistent desire for more comfortable spaces with a variety of seating choices, more tables, and access to whiteboards. Individuals want large tables for spreading out their study materials, while groups prefer them to allow for multiple people. When working at tables the students want more mobile, adjustable, comfortable chairs. The carrels are the least utilized furniture choice for groups but individuals like them because it provides privacy and personal space to concentrate. Individuals identify a need for comfortable chairs for reading and down time, while groups identify a need for more group computing areas and soft seating for social interactions and brainstorming.

Current Use Patterns

Tables are the most-used type of furniture by both individuals and groups, while whiteboard tables have the highest demand relative to their availability. On average, the tables throughout the library are 73% occupied and 93% of the whiteboard tables are occupied.

Student Quotes

"More seating [is needed] on the 2nd floor. In the afternoon it is hard to find a table free." (NAS)

"Really need to upgrade the furniture. Doesn't need to be flashy. Just newer and more comfy." (Q)

Recommendation 1: Add more seating to meet industry recommendation of seating for 10-20% FTE.

Recommendation 2: Add more tables/study space.

With 1,139 seats, the Dunbar Library has the capacity to seat 8.6% of the FTE enrollment of 13,144. Many students identify a challenge with finding adequate seating in the library. The most recent industry standard was issued by ACRL in 1995. With approximately 14% of the student body living on campus, Wright State University constitutes a "typical commuting university." The recommended seating capacity for a commuting university ranges between 10%-20% (Leighton and Weber, 1999, p. 724). Based on recommendations from a panel of library consultants, for a non-residential campus a figure "closer to 15%" is adequate (Leighton and Weber, 1999, p. 116). Even at the lowest recommended seating capacity of 10% FTE, Dunbar Library's current seating capacity falls short.

The inadequate amount of seating can be particularly problematic when students' study needs tend to be similar. For example, the zone based analysis showed that although the overall building numbers indicated a 75% average occupancy, the quiet study areas were 98% full.

Recommendation 3: Replace wooden-armed chairs with black mobile study chairs.

Students overwhelmingly prefer the black, plastic "cachet" style chair (83%) over the wood chair when working at tables. The cachet chair has more mobility, is adjustable and has armrests. This preference was evident for both individuals and groups. (WB)

Recommendation 4: Replace aging wooden 4 seat carrels with a mixture of newer single or two sided wooden carrels, open table carrels with dividers, whiteboard tables and soft seating areas.

There are two primary reasons for the recommendation to replace the wooden 4-seat carrels: condition and student preference.

During the regular building counts, Assessment Team members noted the condition of many of the carrels was poor. Many of the carrels were peeling and cracked.

Student preferences support the need for new carrels.

Students studying individually are fairly evenly divided in the use of table carrels vs wooden carrels (52% vs 48%). Groups have a decided preference for the table carrels (85%) Students commented that the table carrels are brighter and spacious with accommodation for multiple people. Those who prefer the wooden carrels expressed a preference for the privacy, ability to block out distractions, and personal space to concentrate. (WB)
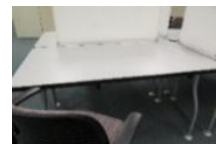
Recommendation 5: Future furniture purchases need to reflect the diverse, multifunctional/purpose expectation and desires of students.

Students' furniture choices are not static but, rather, are responsive to their studying needs at various points in time. Students were more likely to select soft, comfortable seating when they were studying without laptops or tablets and more likely to select a carrel if they were using a laptop. However, at least 60% of students opted to sit at a table regardless of whether they were using technology.

Furniture preference by laptop use

Furniture preference by group size
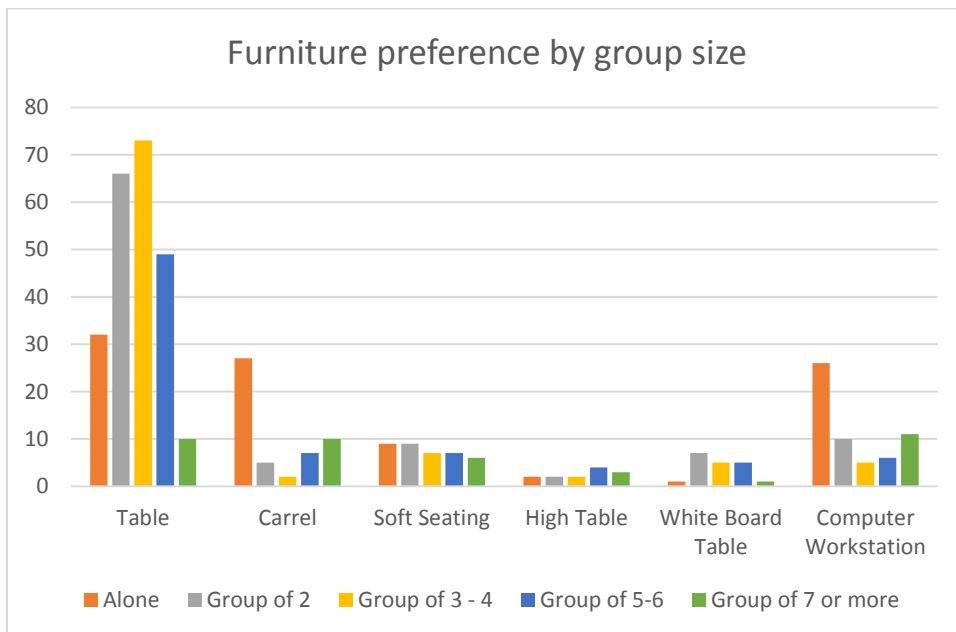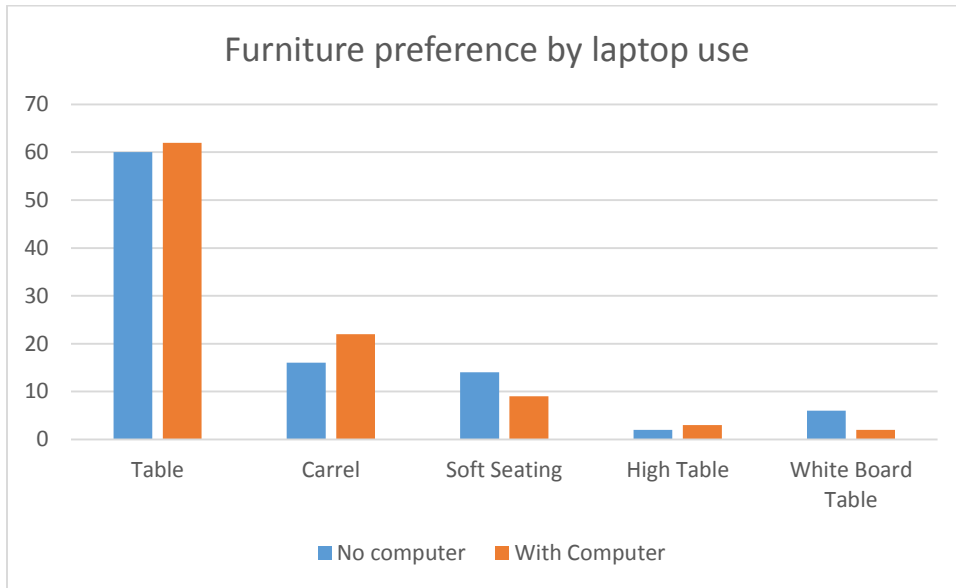
(SUMA)

Students prefer the soft arm chairs (96%) over the wood frame arm chairs. The soft chairs are "comfy and I can study longer."

Students prefer the workstation tables (71%) over the workstation cubicles (29%). The workstation tables are easier for groups with more space to spread out their materials.

Whiteboard tables are the preferred table (73%) to a round table. The whiteboard tables are better for tutoring, study group interaction and visual learning. The larger tables are good for spreading out and group work.

Whiteboards and whiteboard tables are mentioned most often for furniture when asked "What do you like most about the library?" on the questionnaires and survey. The students prefer the wider whiteboards (96%) to the narrow because there is more room to write, good for group work and easier to use. (WB)

On the whole, tables are preferred over other furniture choices, both by individuals (73%) and groups (44%). Whiteboard tables are in use 93% of the time by individuals, by far the most popular seating choice, when available, for groups. The computer workstations and soft seating utilization was evenly split between individuals and groups. As expected, carrels are used by individuals more than groups, but a surprising number of the carrels (29%) were used by students working in a group setting. (SUMA)

Additional Information

The library has begun upgrades to furniture in the building in response to early analysis after the Spring 2015 semester. New purchases have been made to reflect student preferences, including: replacing 72 wood frame chairs with black plastic cachet-style chairs on the 2nd floor, adding 3 new large oval conference tables, adding 6 new whiteboard 36" round tables for the tutoring area, painting whiteboard surfaces on walls and tables, and removing 7 carrels that were falling apart.

Diverse Spaces

Dunbar Library Building Use Study
2015

"I like that there is a choice of where to sit depending on what you are doing, whether studying with friends on the first or second floor, or by yourself in the quiet study area."

Size of groups visiting the library

Number of groups by group size

SUMA/NAS
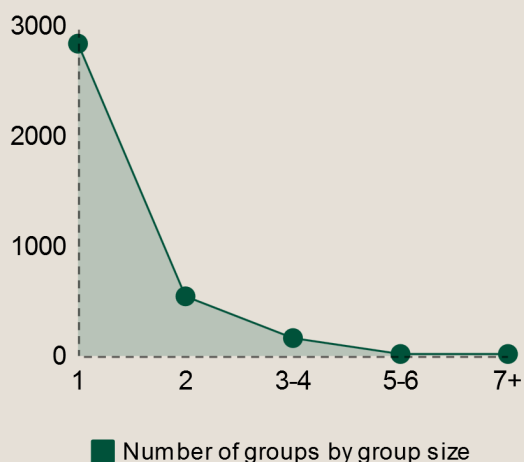
Three times more individuals study in the library than groups.

Proportionately, more students work in groups during peak times.

The majority of individuals and groups stay for 1- 2 hours.

Reasons for visiting the library

- Place to study
- Computers
- Books/equipment
- Tutoring
- Librarian
- Food/Drink

Percent of responses

NAS
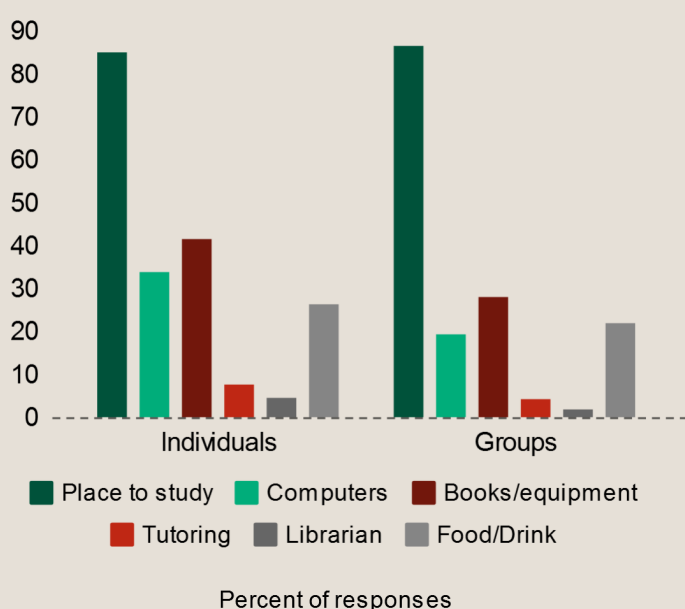
Importance of quiet and privacy

- Quiet
- Privacy

% of students responding with very important or somewhat important

Floor preference for individuals and groups

- 1st
- 2nd
- 3rd
- 4th

Average of daily counts
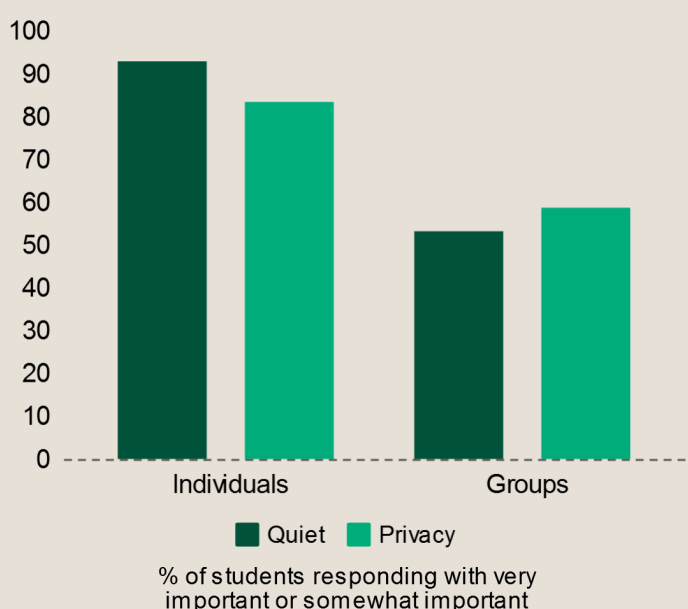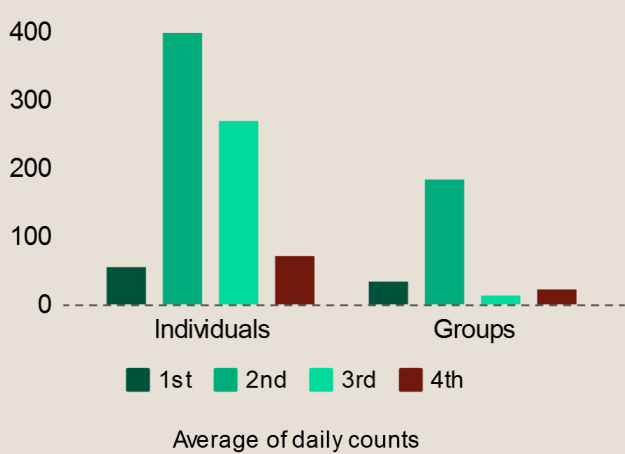
SUMA

2/3 of students studying in pairs were on the 2nd floor.

Larger groups convened on the 2nd floor more than the 1st floor.

3rd floor quiet areas were at 98% capacity during peak times.
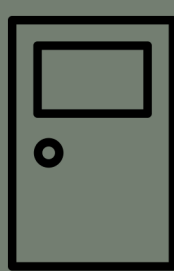
96% of students believe individual study rooms are needed

98% of students believe group study rooms are needed

"The library is always over crowded and loud, so maybe have private rooms you could study in alone or with a group."

"I think having individual study rooms that you can book out would be great. Finals last year was a nightmare trying to find a quiet place."

Floor preference for study rooms
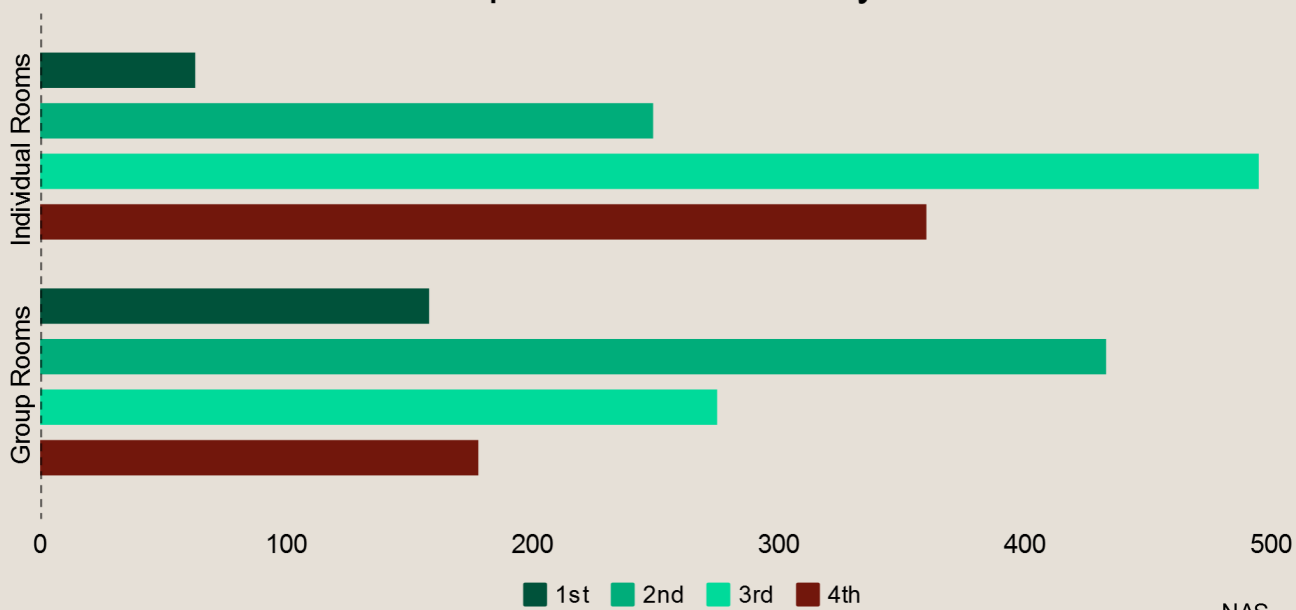
Individual Rooms

Group Rooms

- 1st
- 2nd
- 3rd
- 4th

NAS

1,394 students completed the survey in September, 2015; 25% first-year, 12% sophomores, 13% juniors, 21% seniors, 29% graduate

*Total student population at WSU is 18,059, according to the 2015-2016 Student Factbook. For a population of this size, an appropriate sample size with 95% confidence level and a margin of error of +/-3 is 1,008. With 1,394 responses, over 1,300 of which were valid, we are confident that our response rate is sufficient to draw conclusions.

Data Sources: GT = Gate Traffic, SUMA = occupancy counts, NAS = needs assessment survey, WB = whiteboard questions, Q = questionnaires, Wi-Fi = Wi-Fi use

VI.   DIVERSE SPACES

Summary

This section considers the various ways students use the library building and the need for a mixed-use space. Elements involved include study areas based on group size, furniture preferences, technology needs, type of work being done, and environmental factors. The needs-assessment survey, the whiteboard questions, the paper questionnaire, and the SUMA counts provide a picture of the preferences students have for how and where to study in the library.

Recommendations

1. Create private study rooms, on any floor of the library, with two-hour checkout periods.
2. Designate dedicated zones for individual and group study, both quiet and active.
3. Enhance, highlight, and maintain study areas with a diverse set of furniture and atmosphere. Special attention should be given to the cleanliness and condition of the building and the maintenance of the elevators.

Rationale

Students appreciate the library as a place to study, but there is a need for improvement in how the space accommodates student needs. Students overwhelmingly want more privacy and more quiet areas, which suggests the need for closed study rooms. Space to spread out, access to outlets, and comfortable furniture are also key. Although it is not possible to please every student, enough similarities exist between individual and group studiers to enhance the library's appeal and functionality for the needs of students today and in the future.

Current Use Patterns

The building is set up for group studying on the 1st and 2nd floors, and quieter individual studying on the 3rd and 4th floors. However, students fill spaces in their own, often unexpected, ways. Many groups study on the upper floors, and many individuals do their work on the 2nd floor. Lack of available space on the 1st and 2nd floors and groups that work on solo projects together for a sense of community rather than shared work contribute to the number of groups on the 3rd and 4th floors. Individuals on the 2nd floor report a desire for the ambient noise of a social space, comfortable furniture, and natural lighting. On average, there are approximately four times as many people working alone than working with at least one other person. When students do work in groups, the most common group size is a group of two. The library must provide an environment for both individuals and groups. (SUMA)

"I think having individual study rooms that you can book out would be great. Finals last year was a nightmare trying to find a quiet place."

"There is a variety of areas. It's helpful to have quiet zones, group zones and zones where people don't have to be quiet. Those whiteboard tables are AWESOME."

"For me, an ideal library would have a 1st floor for groups, events and social discussion. But I would like the majority of the library to be a silent place for independent study. Multiple restrooms on each floor are necessary, as well as a cell phone area on each floor." (NAS)

Recommendation 1: Create private study rooms, on any floor of the library, with 2-hour checkout periods.

Nearly all students (96%) believe individual study rooms are needed in the library, and 98% identify a need for group rooms. These numbers, coupled with student concerns about the lack of enforceable quiet areas highlight a significant gap between current library design and student needs.

A majority of students would place individual study rooms on the 3rd floor, but a substantial number also identify the 2nd and 4th floors as appropriate locations for individual study rooms. Most people want group study rooms on the 2nd floor, but at least 20% of students identified a need for group study rooms on each floor. (NAS)

Individual study rooms

4	361
3	498
2	249
1	63
Not Needed	31

Group study rooms

4	178
3	279
2	434
1	158
Not Needed	12

While the standard campus tour guide orientation includes the oft-heard phrase, "The higher up you go in the library, the quieter it is," the 4th floor is not uniformly perceived as a quiet study space for individuals, in part because of limited seating, but also because the space is open to the atrium and ambient noise levels cannot be regulated. Quiet space may make more sense on the lower levels because the sound travels so freely throughout the building.

Importance of Privacy
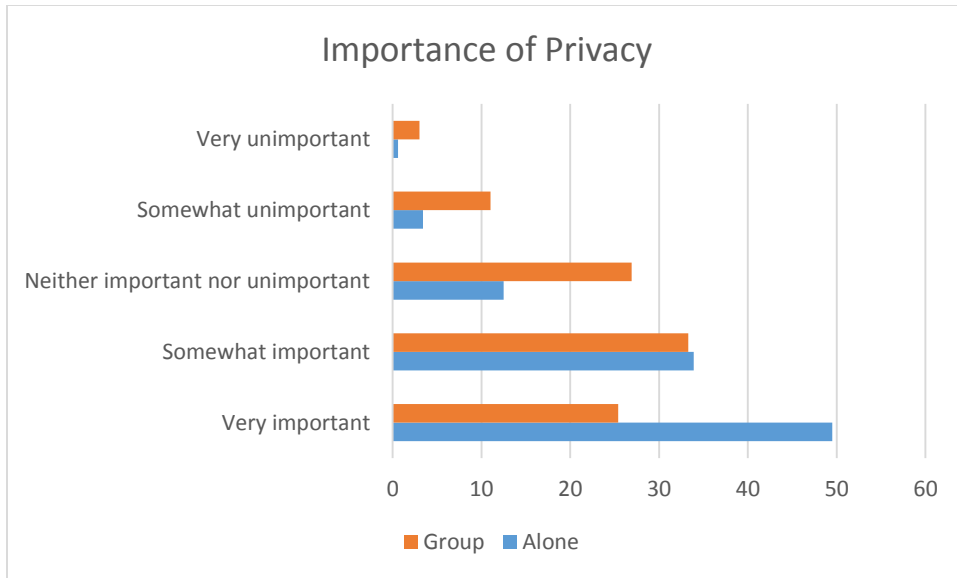
Privacy is important for students both when working alone and with a group. Indeed, almost 60% of users think privacy is important in a group. (NAS)

Importance of Quiet
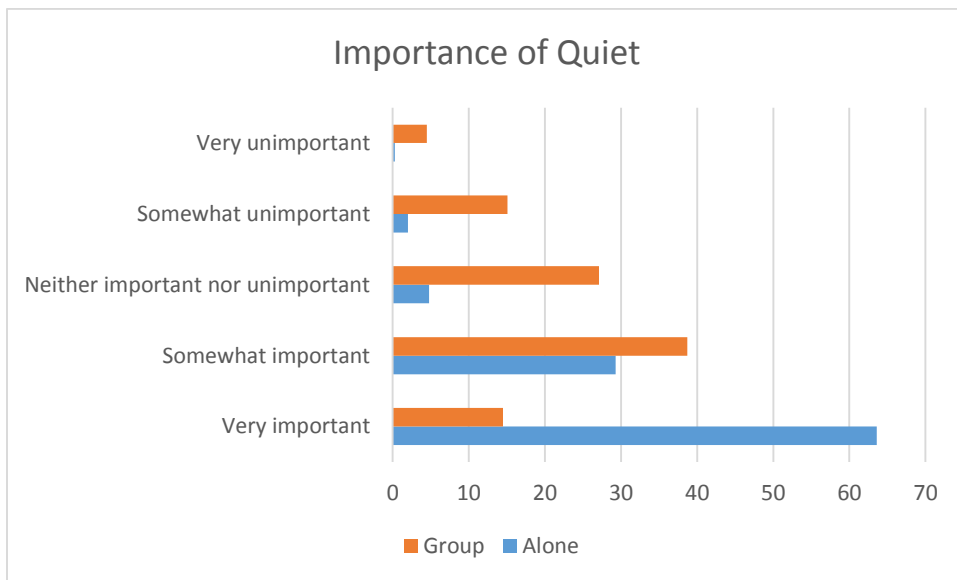
Quiet is extremely important to individuals. Ninety-two percent of students identified quiet as either very or somewhat important when studying alone. It is also notable that more than half of students identified quiet as important when working in groups. Many students identified quiet study areas as something that would bring them to the library more.

- "More quietness on the 2nd floor. Maybe make the group study people move into different rooms with the doors closed and enforce other students to be quiet."
- "The library is always over-crowded and loud, so maybe have private rooms you could study in alone or with a group."
- "Quiet rooms. Sometimes it's so loud I can't focus and have to find another place. People like to use the center area as a hangout place." (NAS)

Recommendation 2: Designate dedicated zones for individual and group study, both quiet and active.

As demonstrated above, individuals and groups have many of the same needs when choosing a study space. Preferences tend to be dictated by the desire for quiet or ambient noise, regardless of whether students are working alone or in groups. Each floor of the library should accommodate both individual and group users, and designations should focus on permitted levels of noise rather than group size.

When you go to the library alone, it's typically because you want

Place to study	Use library computers	Use books / equipment	Meet w/ tutor	Meet w/ librarian	Purchase food / drink
85%	34%	42%	8%	5%	26%

When you go to the library with a group, it's typically because you want

Place to study	Use library computers	Use books / equipment	Meet w/ tutor	Meet w/ librarian	Purchase food / drink
87%	19%	28%	4%	2%	22%

Whether individually or in groups, the vast majority of students come to the library to study.

When students go to the library alone, they tend to look for a quiet space, a chance to relax, or to use resources. When in groups, students are more likely to work on class projects or socialize. However, it's notable that sizable numbers of students continue to need library computers, books, or equipment even when working in groups. (NAS) There are relatively few computer stations that currently accommodate group work.

Students need a variety of furniture options, a variety of sound levels, and a variety of computer options in order to support their diverse needs. For more information on furniture, see section V; for more information on student's computer needs, see section VII.

Recommendation 3: Enhance, highlight, and maintain study areas with a diverse set of furniture and atmosphere. Special attention should be given to the cleanliness and condition of the building and the maintenance of the elevators.

Enhancing study areas to meet students' needs involves looking at multiple factors and how they work together. Students are clear and consistent in identifying the needs for their study habits. A functional place to study includes Wi-Fi, adequate tables or work surfaces, outlets, and lighting. For students working alone, nearly all need quiet and most need privacy; while these are less important when working in groups, they are still identified as important for more than half of students.

When you are studying alone, how important are the following?

	Very Important or Somewhat Important	Somewhat Unimportant or Very Unimportant
Quiet	93%	2%
Wi-Fi	98%	1%
Tables & Work surfaces	98%	<1%
Outlets	91%	2%
Lighting	97%	1%
Privacy	83%	4%
Food/Drink	63%	12%
Comfortable Furniture	93%	2%

When you are studying with a group, how important are the following?

	Very Important or Somewhat Important	Somewhat Unimportant or Very Unimportant
Quiet	53%	20%
Wi-Fi	97%	1%
Tables & Worksurfaces	98%	1%
Outlets	92%	1%
Lighting	96%	<1%
Privacy	59%	14%
Food/Drink	62%	11%
Comfortable Furniture	91%	2%

Quiet, Wi-Fi, tables, outlets, lighting, food/drink, and comfortable furniture are all vitally important to students, whether they are working alone or in a group. Privacy is more important to students when they are working alone, but 60% of students identified a need privacy during groupwork. The library should continue to support these needs in all areas. (NAS)

> "The setup is great, except the small cubicles on the 3rd floor and 2nd floor which leave no room to get materials all out on the table. The fact that the 3rd and 4th floors overlook the 2nd disturbs me because the noise is usually distracting even if you are technically away from the larger groups."

The importance of the ambience of the study spaces should not be minimized. Overwhelmingly, students indicated that changes to the physical building, including furniture, would bring them to the library more. Noise control was also important, but it was only mentioned a third as much as building enhancements. The cleanliness of the building was identified as an important factor. (NAS) Many students commented that the building was outdated and dirty

Many students said that better aesthetics would bring them to the library more. These suggestions included

"A fresh coat of paint on the terrible eyesore walls, a cleaner patterned carpet, and more outlets."

"A more welcoming feel when you walk into the main entrance. There's currently lots of concrete, etc."

"Vacuum the place once in a while."

"I really think the chairs and tables could be updated. The library also smells kind of… weird."

"I feel like the library needs a face lift. It's nice but I would love to see new comfy chairs, upgraded chairs and tables, and maybe even new carpet. The library is nice, but it's also a bit run down."

"The interior needs an update and the exterior a facelift it looks like a prison."

"Updated furniture like what's in the student success center."

"There should be a bathroom on the 1st floor (so much coffee on the 1st floor and no bathroom). Making the space more friendly and welcoming on the 2nd-4th floors (the space is somewhat dated and not welcoming), Adding more outlets to the tables everywhere for students to charge devices, more hub spaces for groups to meet and work on projects." (NAS)

Technology

Dunbar Library Building Use Study
2015

"There should be more public computers -- all the computers on the 2nd floor are pretty much always occupied, and it is very hard to get in and use one."

110 computer workstations available
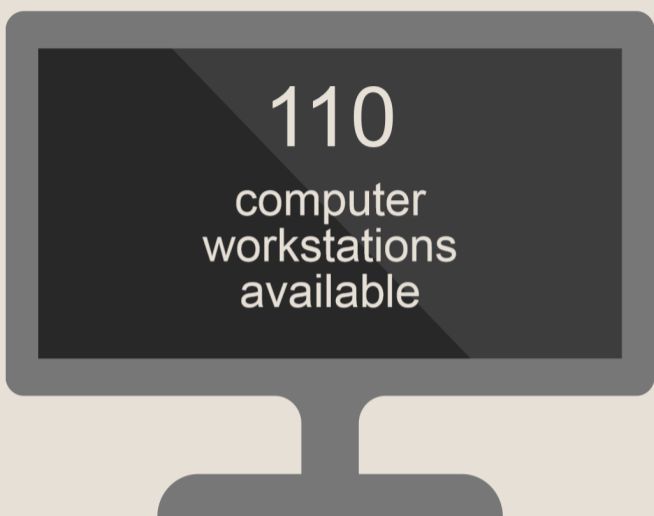
Computer use at peak hours
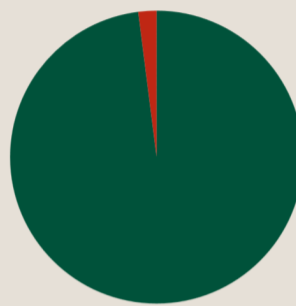
- Occupied (98%)
- Available (2%)

SUMA

Importance when choosing a computer

Quiet
Lighting
Furniture
Privacy

0 10 20 30 40 50 60

- Very Important
- Somewhat Important
- Neither
- Unimportant
- Very Unimportant

NAS
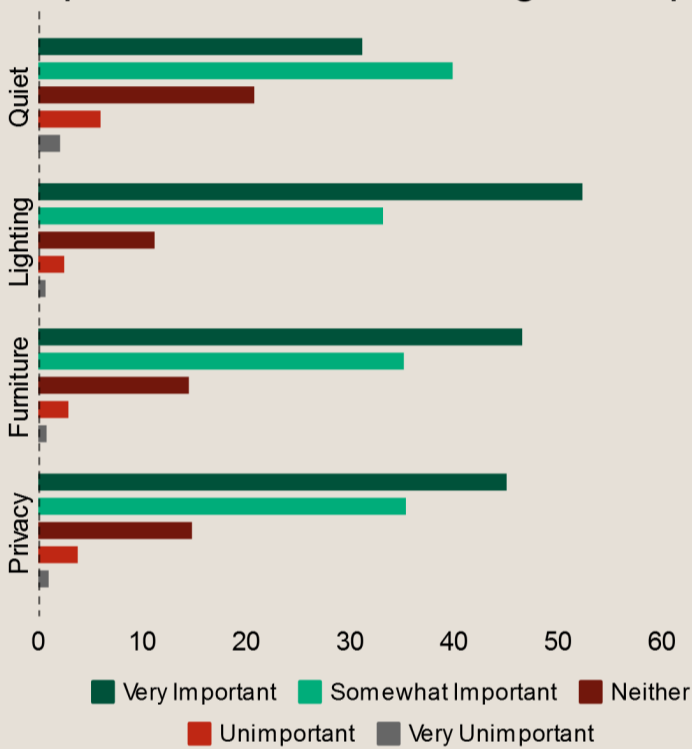
54% of students report using their own laptops

45% report using the library computers or a combination of library computers and personal laptop or tablet

Wi-Fi average signal quality by date

34
33.5
33
32.5
32
31.5
31
30.5
30

20150120 20150121 20150217 20150218 20150310 20150311 20150324 20150325 20150421 20150422 20150428 20150429
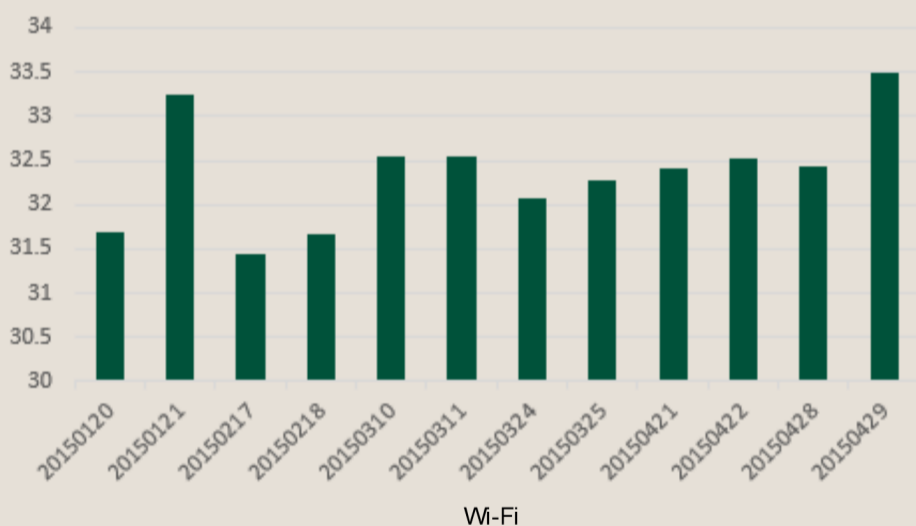
Wi-Fi

Outlets are important when choosing a study space
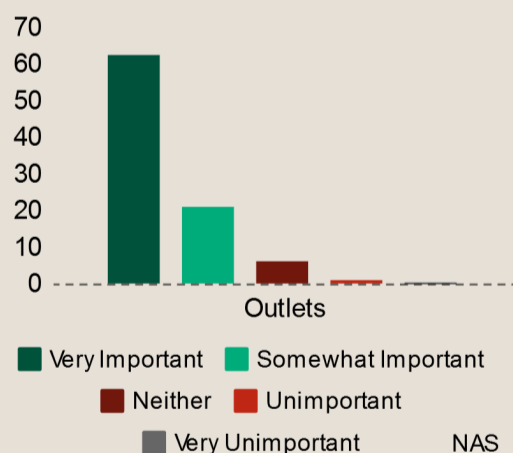
70
60
50
40
30
20
10
0

Outlets

- Very Important
- Somewhat Important
- Neither
- Unimportant
- Very Unimportant

NAS

"Wi-Fi and outlets are something I find to be very important. Many assignments in my classes are supposed to be turned in online before the class starts. In the library I'll use my laptop to do this...[if] the Wi-Fi isn't working, it will prevent me from completing the assignment on time."

If you were to design the building, on which floor would you place the following services?

	Computers	Printers
4	306	390
3	404	472
2	647	643
1	358	459
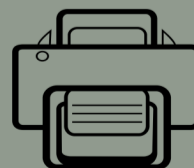
"We should have public computers on 3rd and 4th level also. So that it'll be helpful to those who need quiet study as well as who need access to online resources."

NAS

1,394 students completed the survey in September, 2015; 25% first-year, 12% sophomores, 13% juniors, 21% seniors, 29% graduate

Total student population at WSU is 18,059, according to the 2015-2016 Student Factbook. For a population of this size, an appropriate sample size with 95% confidence level and a margin of error of +/-3 is 1,008. With 1,394 responses, over 1,300 of which were valid, we are confident that our response rate is sufficient to draw conclusions.

Data Sources: GT = Gate Traffic, SUMA = occupany counts, NAS = needs assessment survey, WB = whiteboard questions, Q = questionnaires, Wi-Fi = wifi use

VII. TECHNOLOGY

Summary

This section considers the use of computers and laptops, printing, Wi-Fi, the placement of these options in the building, and service areas such as Laptops2Go.

The open ended questionnaire, whiteboard questions, and the needs-assessment survey provided opportunities for students to comment on library technology. The Assessment Team retrieved observed-use-data from SUMA counts, LabStat counts, and Wi-Fi use data. Students were pleased with the types of computer options available to them but they were critical of the older furniture, the quality of the Wi-Fi connection, and they desired a designated quiet computing area.

Recommendations

1. Increase the number of desktop computers in the library.
2. Provide computers and printing stations on all floors of the library.
3. Create a quiet computing area or place computers in designated quiet areas.
4. Replace computer cubicles with tables.
5. Investigate Wi-Fi quality complaints with CaTS.
6. Rewire the building to bring outlets to open study areas.

Rationale

The information commons computers are often completely filled. Student white-board comments indicate a desire for more desktop computers. Students indicate that computers and printing should be included on all floors of the library. Students preferred open tables over cubicles for computer use. SUMA usage counts confirmed this preference. Students expressed concern about the quality of the library Wi-Fi connection and the availability of electrical outlets on the open ended questionnaire.

Current Use Patterns

The library has a total of 110 computer workstations organized in three clusters. All of the computer clusters are found on the 2nd floor; 59 in the information commons, 23 in the former media room, and 28 in library classroom room 241. Eight OPAC kiosks are scattered through all four floors.

Students may borrow laptops from LapTops2Go. Laptops2Go has an inventory of 25 PCS and 25 MACS. Students may use specialized software in STAC. Wi-Fi connections are available through an unsecured network (WSU EZ Connect) and a secure network (WSU Secure).

Student Comments

"[An ideal library should have] enough computers for a good number of people so there isn't conflict over them."

"An ideal library should … have plenty of computers and printers available, as well as an IT person or department available whenever the need should arise. A library should also have resources for different majors, like large printers for posters or drawing areas for engineers."

"An ideal library should have … a lot of space for individual and group studying and a lot of computers."

Recommendation 1: Increase the number of desktop computers in the library.

Student comments from the questionnaire and the survey suggest that the library needs more computers. Typical comments include statements such as, "There should be more public computers -- all the computers on the 2nd floor are pretty much always occupied, and it is very hard to get in and use one." (Q) SUMA counts confirm that from 11:00 am to 2:00 pm, 98% of the computers are occupied during busy parts of the semester such a midterms and finals. Fifty percent of the computers are occupied on the least active days. (SUMA) Most users spend an hour per login in the information commons, an hour and half in the media room computers, but over 2 hours when using room 241/241 computers. (LABSTATS)

Students come to the library to use the computers. Nineteen percent of students coming to the library alone reported that using a computer is a reason that they come. This is surpassed only by studying (48%) and books (23%) as a reason for coming to the library alone. Computers are a less important draw to the library for groups than for individuals, but are still important for 11% of students coming in groups. Again, this is surpassed only by studying (47%) and books (15%) as reasons for coming to the library in a group.

The library should invest in more desktop computers rather than expanding Laptops2Go. Students reported a preference for a desktop computer when given an option of desktop to laptop. Students preferred the library computer (32) over the laptop (3). Comments included: more reliable; larger screen; easier to trouble shoot; and mouse. (WB)

When asked where they would most likely put Laptops2Go most students replied the 1st floor. (NAS) This suggests that many students probably want to use the laptops in class rather than the library building.

When asked about the use of both computers and laptops at the same time, student comments noted that they liked having the option to use both but they preferred the speed of the desktop to the portability of the laptop. They reported that it was difficult to print from a laptop. (WB) During SUMA counts, 75% of individuals used their own laptops or tablets, while 24% used a library computer. The remaining 1% used a combination of their own device with a library computer. (SUMA) The observed data differs from the way students self-reported their most typical tech use.

When you visit the library (alone/with a group), what type of computer do you typically use?

	Library Computer	**My Own Laptop/Tablet**	**Both a library computer and my own laptop/tablet**	**No computer**
Techalone	19%	54%	26%	25%
Techgroup	11%	62%	20%	7%

(NAS)

 Nearly all students (98%) reported using some type of computer while at the library alone. The majority of students (54%) report using their own laptops, but a sizable proportion (45%) report using either the library computers (19%) or both a library computer and their own laptop or tablet (26%).

As when students work alone, nearly all students report using computers for group use in the library. More students (62%) report using their own laptops in groups than when working alone, but 11% report using library computers with group and 20% report using a combination of library computers and laptops.

The need for additional computers was evident throughout students' responses on both early questionnaires and the fall survey.

> "There should be more public computers -- all the computers on the 2nd floor are pretty much always occupied, and it is very hard to get in and use one." (Q)

> "More access to computers for printing (sometimes all the computers on the 2nd floor are occupied at the same time)." (NAS)

> "There are never computers available when I am there and it is not a very homey feel." (NAS)

When asked, "*What do you wish the library had more of?*" responses included

- Access to computers during the end of the semester
- Computers places to spread out
- Computers in the quiet areas or other floors in the library
- More computers (20 times) (Q)

Recommendation 2: Provide computers and printing stations on all floors of the library.

While there was a clear indication that computers were needed on the 2nd floor more than any other, students thought computers would be good on every floor.

4	306
3	404
2	647
1	358
Not Needed	17

Q29 (NAS)

The perceived need for printing on every floor was stronger than the need for computers on every floor. There were only slight preferences for 2nd floor relative to the 3rd, 1st, and 4th.

4	390
3	472
2	643
1	459
Not Needed	16

Q29 (NAS)

This interest in spreading computers throughout the building was primarily driven by an interest in quiet computing. For example,

> "A few computers on the 3rd floor. I go to the 3rd floor because of the silence and quiet BUT there are no computers on the 3rd floor. I go to the 2nd floor to get the necessities from the computer, then go to the 3rd floor to work."

> "We should have public computers in 3rd and 4th level also. So that it'll be helpful to those who need quiet study as well as who need access to online resources." (NAS)

Beyond the need for more computers, students also mentioned the location of computers.

"More computers on other floors."

"Computers. Especially on 3rd & 4th floors." (Q)

"A few computers that are just for people printing off their papers or a few worksheets so that when the library is full / busier waiting for a computer isn't so much of a gamble." (NAS)

When thinking about the placement of additional computers, consideration should be given to the placement of computers relative to windows. Students commented that at some times of the day sunlight on the computer screen makes it difficult to read the screen.

"[It's important to me to find] a place where computer screens are easily readable during the day (try to prevent glare from lights)." (Q)

Window glare would make the atrium a poor place to expand computers for the information commons. More computers could be added to the 2nd floor annex, the 3rd floor, or the 4th floor.

Recommendation 3: Create a quiet computing area or place computers in designated quiet areas.

Quiet was a clear value of students describing their ideal library environment. Seventy-one percent of students identify quiet as either important (40%) or very important (31%) when using public computers, while only 8% said it was either unimportant (6%) or very unimportant (2%). (NAS)

Importance of Quiet Computing

- ■ Very important
- ■ Somewhat important
- ■ Neither important nor unimportant
- ■ Somewhat unimportant
- ■ Very unimportant
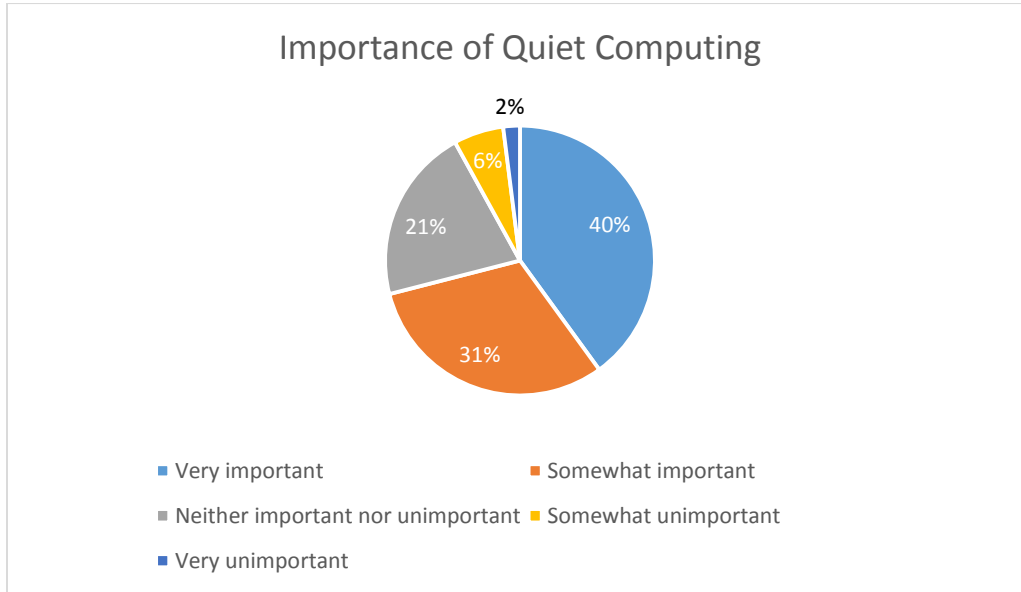
Students suggested quiet computing on 3rd floor followed closely by 4th. The 2nd floor had almost half as many suggestions while 1st was recommended much less.

4	396
3	431
2	204
1	62
Not Needed	40

Q29 (NAS)

Again, student comments suggested that the need for computers on floors other than the 2nd floor was largely related to the need for quiet computing:

> "Please put computers in the quiet study area!"

Many students indicated that quiet computing was key in thinking about what they would change about the library. When asked, "*What would you change?*" some typical responses included,

> "DEDICATED Quiet computer rooms/spaces."

> "Put some quiet-study computers on other floors (where it's not so noisy)."

> "Change computers on the 3rd floor→ it's quieter."

"Quiet, but I also need a computer. The "Quiet Room" is often off-limits because of classes. I use it when I can. P.S. Ear plugs don't help." (Q)

"I would LOVE for there to be computers on the 3rd floor of the library (quiet study area). I think it is unfair to only have computers in the group study area where it is ALWAYS loud. I would come to the library much more often if there were more computers in a quiet area." (NAS)

"At least one dedicated quiet computer room/space. Yes, there are several labs/rooms with computers - none are dedicated to quiet computing. Yes, I can check out a laptop and take to 4th floor for a couple hours. I own a laptop, but prefer a full/large screen when doing research/papers."

"Computers everywhere, because every group of student needs them and individuals: quiet and non-quiet." (Q)

Recommendation 4: Replace computer cubicles with open tables.

The library should convert the current cubicles to tables and purchase computer tables rather than cubicles when expanding computing to other areas.

Students were asked about four different elements in using public computers: quiet, furniture, lighting, and privacy. At least 30% identified each of these as very important, and over 70% identified each as either very or somewhat important.

When you are using public computers, how important are the following?

	Very Important or Somewhat Important	Somewhat Unimportant or Very Unimportant
Quiet	71%	8%
Furniture	82%	4%
Lighting	85%	4%
Privacy	80%	5%

Q 30 (NAS)

Among these four different factors, furniture was seen as important by more students than any either factor. Eighty-two percent of students identified furniture as either very (47%) or somewhat (35%) important. (NAS) Students expressed preference for the larger computer workstation tables compared to the more common workstation cubicle at a rate of more than 3.5:1. (WB) Their comments suggested that this was due to both physical characteristics (particularly the ability to spread out), as well as characteristics about the rooms they're currently in (the tables are in the media room on the 2nd floor, and students identified these as better location and better for quiet computing, although there was concern that moving away from this model would lead to a loss of computers). Students requested both privacy and space to spread out in finding a place for the computers.

> "Having access to a computer and large desk so I can spread out all my stuff."

> "The desk for the computers. Make them more private."

Recommendation 5: Investigate Wi-Fi quality complaints with CaTS.

Students complained about the quality of the library Wi-Fi signal on 3% of the questionnaires. Comments ranged from the vague "more Wi-Fi" to the more vociferous "the Wi-Fi sucks."

Students mentioned Wi-Fi in many different sections of the needs-assessment survey. Over 75% of students attending the library as an individual or in a group rate the Wi-Fi as very important.

	Very Important	Somewhat Important	Neither Important nor Unimportant	Unimportant	Very Unimportant
Wi-Fi Alone	**81%**	9%	1%	0%	1%
Wi-Fi group	**76%**	13%	2%	<1%	1%

Q28 and 29 (NAS)

LCS obtained Wi-Fi session data for the days SUMA data was collected. Forty-two thousand sessions were analyzed by the average traffic and bandwidth per client and the average signal quality. The traffic and bandwidth has improved since March 10, 2015.

Avg bandwidth per client (Kbps)
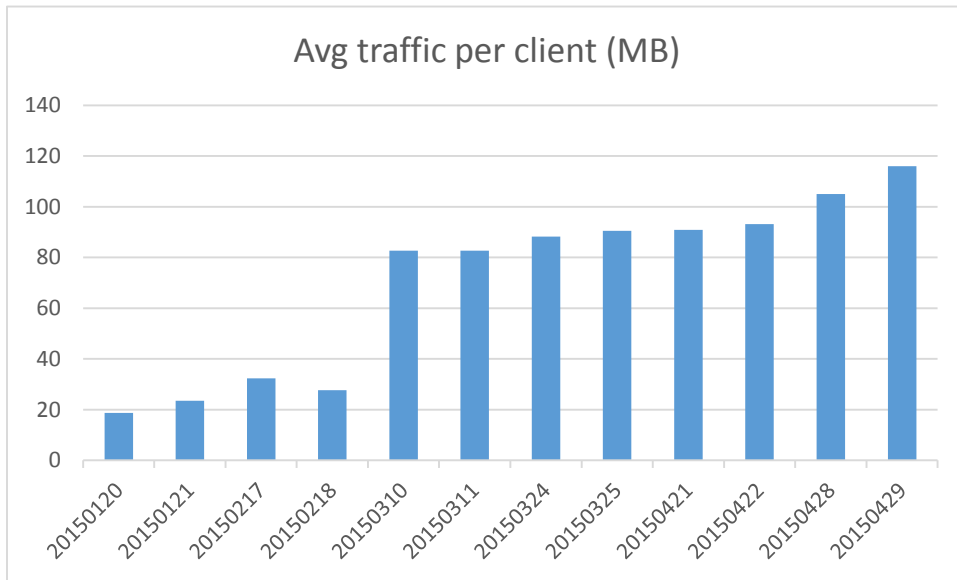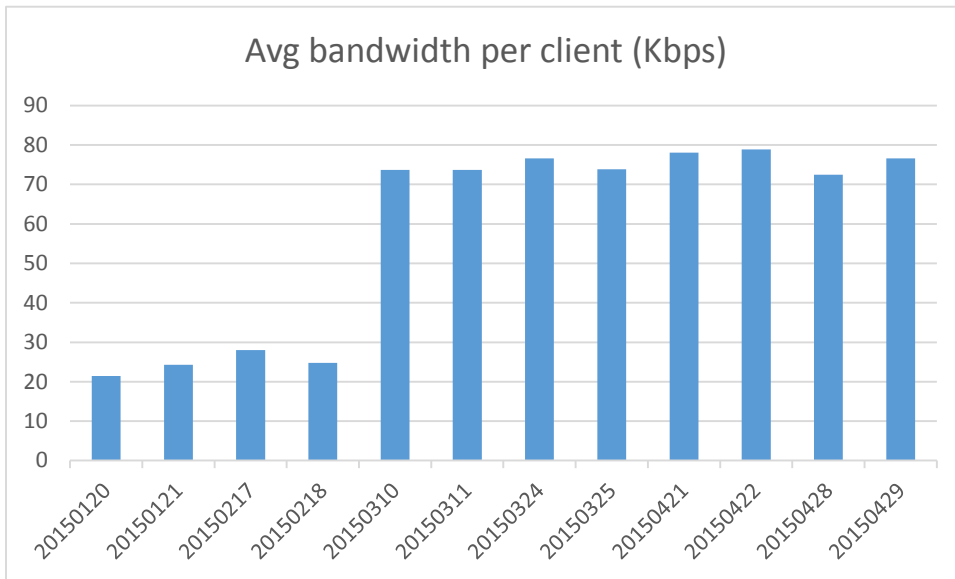
(Wi-Fi)

The University Libraries needs CaTS assistance to determine why students find the Wi-Fi service inadequate. A good signal level is considered -60dBm or better (Orzach. Network Analysis Using Wireshark Cookbook. 2013. Chapter 7 – Analyzing wirelies (Wi-Fi) problems.) The Libraries' Wi-Fi signal quality fell within this range during the analyzed days. Wi-Fi quality is not an absolute value but dependent on many factors. A signal strength that is very good for e-mail interactions or web browser activity may not be sufficient for VoIP or streaming and high traffic can negatively influence quality. CaTS help is needed to determine which factors are responsible for poor Wi-Fi experiences in the library.

Avg signal (dBm)

(Wi-Fi)

Sessions

Legend:
- MC-DL-100-01
- MC-DL-100-02
- MC-DL-100-03
- MC-DL-100-04
- MC-DL-100-05
- MC-DL-100-06
- MC-DL-100-07
- MC-DL-100-08
- MC-DL-100-09
- MC-DL-100-10
- MC-DL-100-11
- MC-DL-100-12
- MC-DL-100-13
- MC-DL-100-14
- MC-DL-200-01
- MC-DL-200-02
- MC-DL-200-03
- MC-DL-200-04
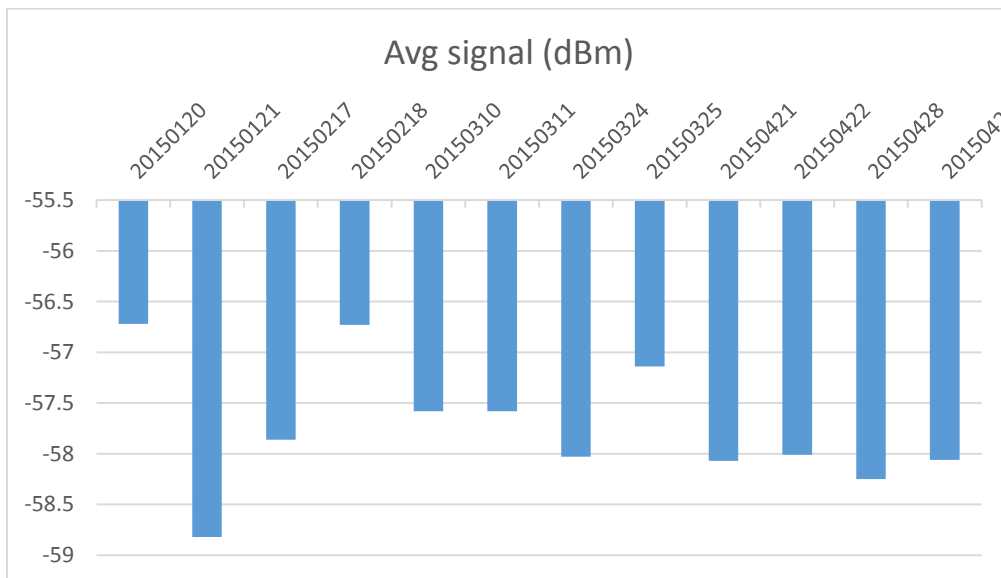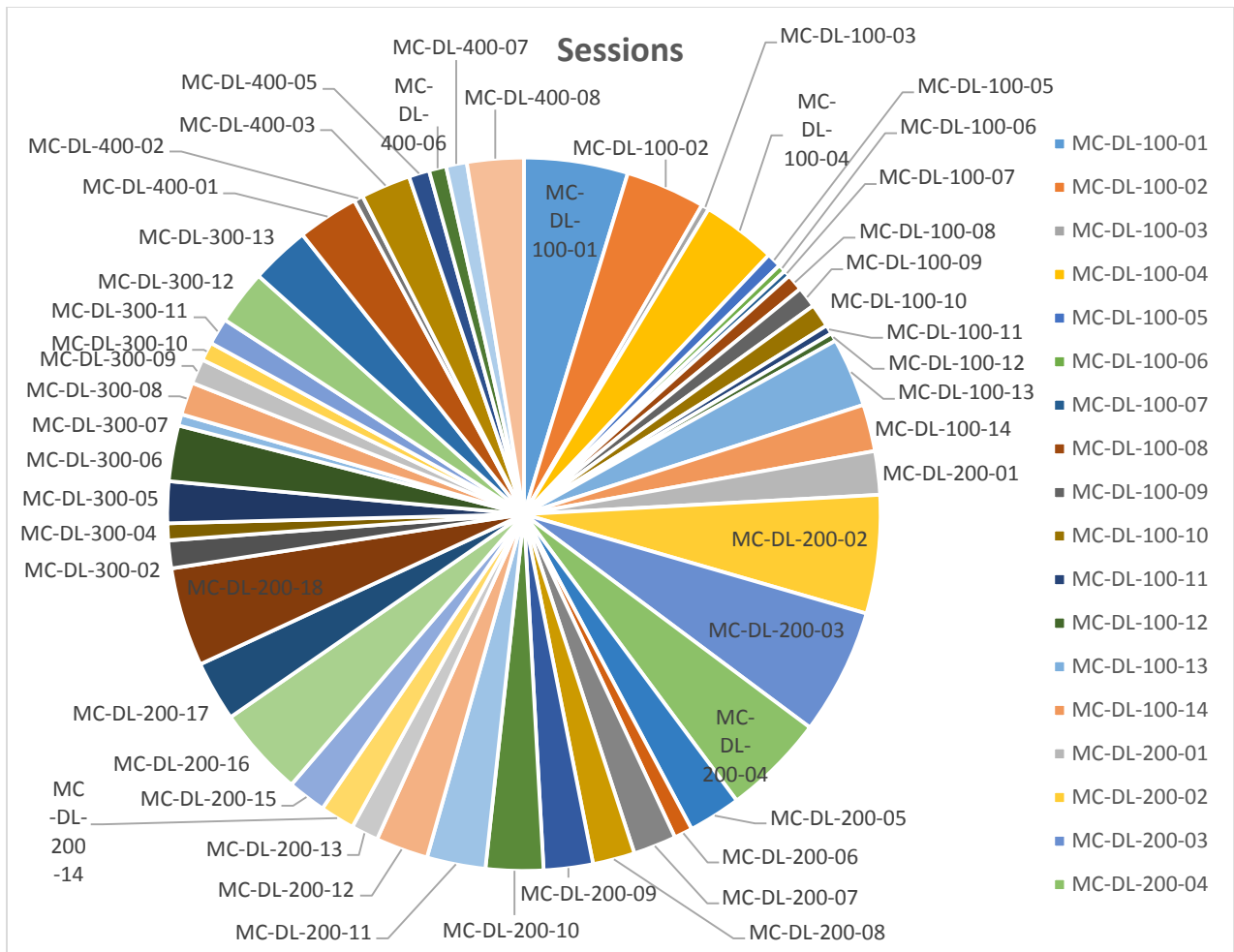
Each antennae is used almost equivalently. That is, the antennae placement seems to be good so that no single antennae is overburdened with traffic while another is not.

However, students continue to complain of the Wi-Fi quality particularly during finals. Comments included,

"Wi-Fi! The Wi-Fi sucks."

"Wi-Fi connectivity, our Wi-Fi is often a huge nuisance, especially during finals weeks."

"Access to Wi-Fi. Nearly campus wide. A few dead spots in the Library due to support beams."

"Wi-Fi is weak during peak hours, but has gotten better since 2009." (Q)

"The Wi-Fi can be really bad at times and really makes work difficult."

"Wi-Fi and outlets are something I find to be very important. Many assignments in my classes are supposed to be turned in online before the class starts. In the library I'll use my laptop to do this, because it usually has the files that I need on it if I have done most of the work in advance. I need Wi-Fi to turn the project in, and an outlet if my laptop needs to be charged. If my laptop

45

battery is drained, or the Wi-Fi isn't working, it will prevent me from completing the assignment on time." (NAS)

Given the disconnect between observed Wi-Fi performance and student satisfaction with the Wi-Fi, the library should work with CaTS to determine if there are other reasons the Wi-Fi quality could be affected such as blind spots or clamping.

Recommendation 6: Rewire the building to bring outlets to open study areas.

Students mentioned outlets many times in Questionnaire responses and often in their descriptions of the ideal library in the needs-assessment survey. Outlets were mentioned over 100 times in the 386 questionnaires distributed in the Spring 2015 semester. Over 60% of students identified the location of electrical outlets as very important to where they chose to study.

	Very Important	Somewhat Important	Neither Important nor Unimportant	Unimportant	Very Unimportant
OutletsAlone	**62%**	21%	60%	1%	1%
OutletsGroup	**62%**	21%	60%	1%	<1%

Q 28-29 (NAS)

In addition to more outlets and the placement of outlets some students made specific comments that some outlets are not grounded and need updated to fit three pronged chargers.

Student Comments:

"More 3-prong plugs for computer cords."

"More places to plug in my laptop to charge it."

"Electrical outlets by tables that are not along the wall."

"Updated outlets (outlets on tables)."

"Outlets readily available throughout the building."

"Computers are very much needed and so are outlets for those who bring their own computers." (Q)

APPENDIX A: DATA SOURCES

Each of the data sources the Assessment Team in this study is available for further analysis. This document clarifies where the data and/or explanatory material for each source is housed.

Gate Traffic (GT)

K:\lis\ASSESSMENT\Building Use Audit\Building Use Study data\Gate Counts

- **Hourly Gate Counts 2015 Spring Semester** - Includes the raw counts for each of the three entrances to Dunbar Library, peak traffic times for each entrance, and a cumulative count of all three gates' traffic and use patterns.

SUMA Counts (SUMA)

https://staff.libraries.wright.edu/suma/analysis/reports/#/timeseries

- All SUMA data are housed internally on the University Libraries server

K:\lis\ASSESSMENT\Building Use Audit\Building Use Study data\SUMA

- **SUMA instructions** - Provides instructions for querying collected data

Questionnaires (Q)

K:\lis\ASSESSMENT\Building Use Audit\Building Use Study data\Questionnaires

- **Building Use Student Questionnaire Codes** – Codes used for distributing surveys and for identifying whether there were patterns in responses by location

- **Questionnaire** – Template of questionnaire distributed in Spring 2015

- **Questionnaires – raw and coded** – Transcribed responses from questionnaires and coding thereof

Picto-Tales

K:\lis\ASSESSMENT\Building Use Audit\Building Use Study data\Pictotales

- Individual photos taken throughout the SUMA counts

Whiteboards (WB)

K:\lis\ASSESSMENT\Building Use Audit\Building Use Study data\Whiteboard questions - results

- 24 files indicating date and items compared – each file includes photos and transcriptions of student comments

- **2015 Whiteboard summary** – Aggregated responses to item comparisons with summary comments on general preferences

Wi-Fi Connections (Wi-Fi)

K:\lis\ASSESSMENT\Building Use Audit\Building Use Study data\WiFi and LabStats\Wireless\Access Point Locations

- **First/Second/Third/Fourth Floor Access Points** – Maps by floor of the library building indicating location and name of wireless access points

K:\lis\ASSESSMENT\Building Use Audit\Building Use Study data\WiFi and LabStats\Wireless

- **Excel files** – files named by date and time of wireless users, sessions, and summaries of wireless use

K:\lis\ASSESSMENT\Building Use Audit\Building Use Study data\WiFi and LabStats\Computer Logins

- **LabStats 2014-2015** – includes numbers of users, logins, and hours on library public computers by month and location.

Needs-Assessment Survey (NAS)

K:\lis\ASSESSMENT\Building Use Audit\Building Use Study data\Needs Assessment Survey

- **Needs-assessment survey SPSS** – raw survey responses in SPSS format
- **Final survey responses with demographics** – raw survey responses in Excel format
- **Library Survey Codebook** – all questions, response choices, codes for responses, and SPSS variable labels for the needs-assessment survey

K:\lis\ASSESSMENT\Building Use Audit\Building Use Study data\Needs Assessment Survey\Open ended responses coding

- **Q9 –** responses to and coding of the question, "What do you like most about the library?"
- **Q12 –** responses to and coding of the question, "When you go to the library alone, it's typically because you want (other - please explain)"
- **Q17 –** responses to and coding of the question, "When you go to the library with a group, it's typically because you want (other: please explain)
- **Q20; Q21 –** responses to and coding of the questions, "Other than the library, where on campus do you study alone?" and "Other than the library, where on campus do you study with a group?"
- **Q22 –** responses to and coding of the question, "What changes in the library would bring you to the library more?"
- **Q31 –** responses to and coding of the question, "What do you think are characteristics of an ideal library building?"
- **Q32 –** responses to and coding of the question, "Do you have any additional comments you'd like to share about the library?"

APPENDIX B: SUMA FLOOR ZONES

The SUMA building use counts were based on floor and location within each floor. Functionally, the public spaces on the 1st and 4th floors of the library are in one room and so were treated as one space. The 2nd and 3rd floors were divided into zones. These zones were developed based on designated or expected use as well as other factors such as ambient noise levels. These zones were also used in designating and distributing the questionnaires during the SUMA counts.
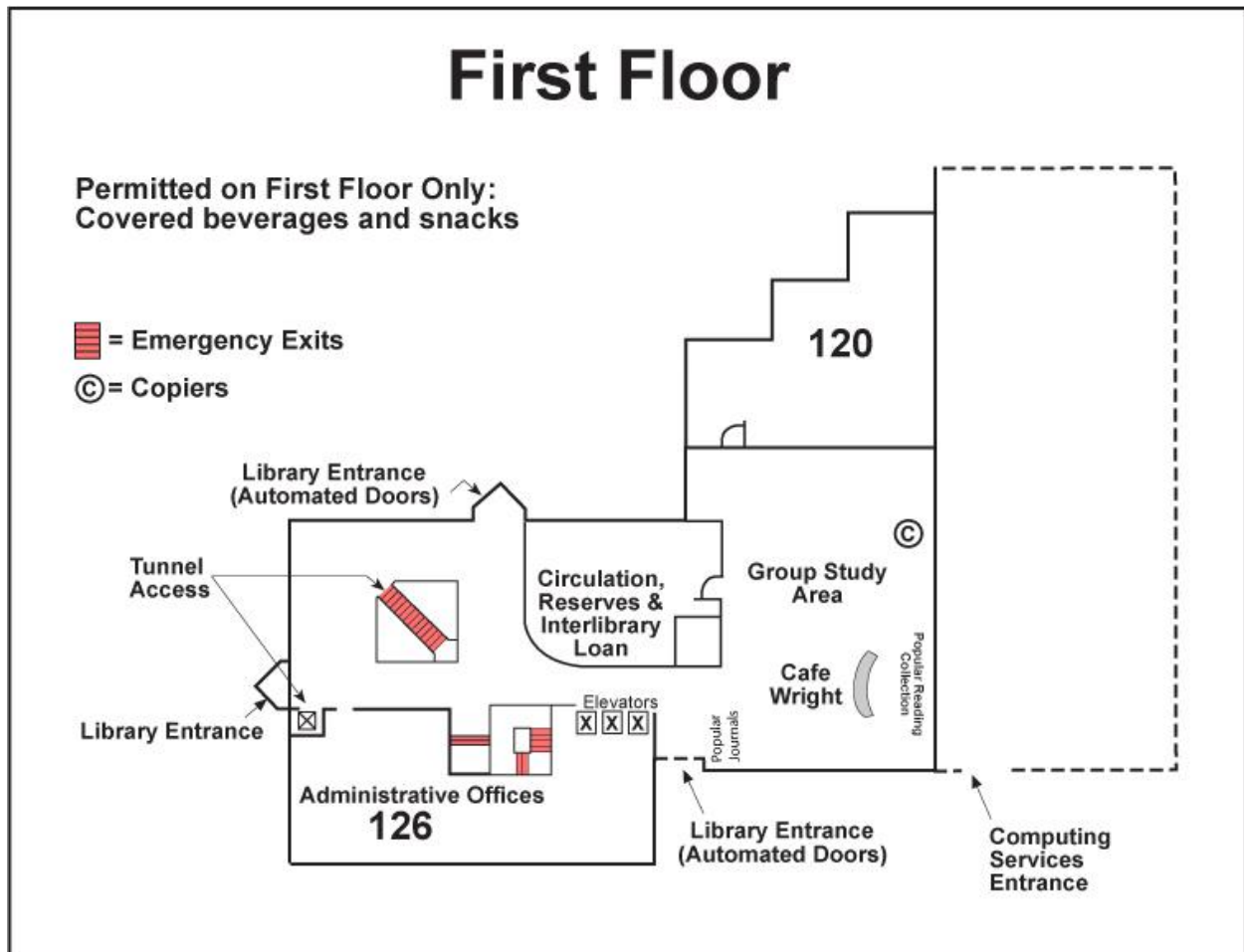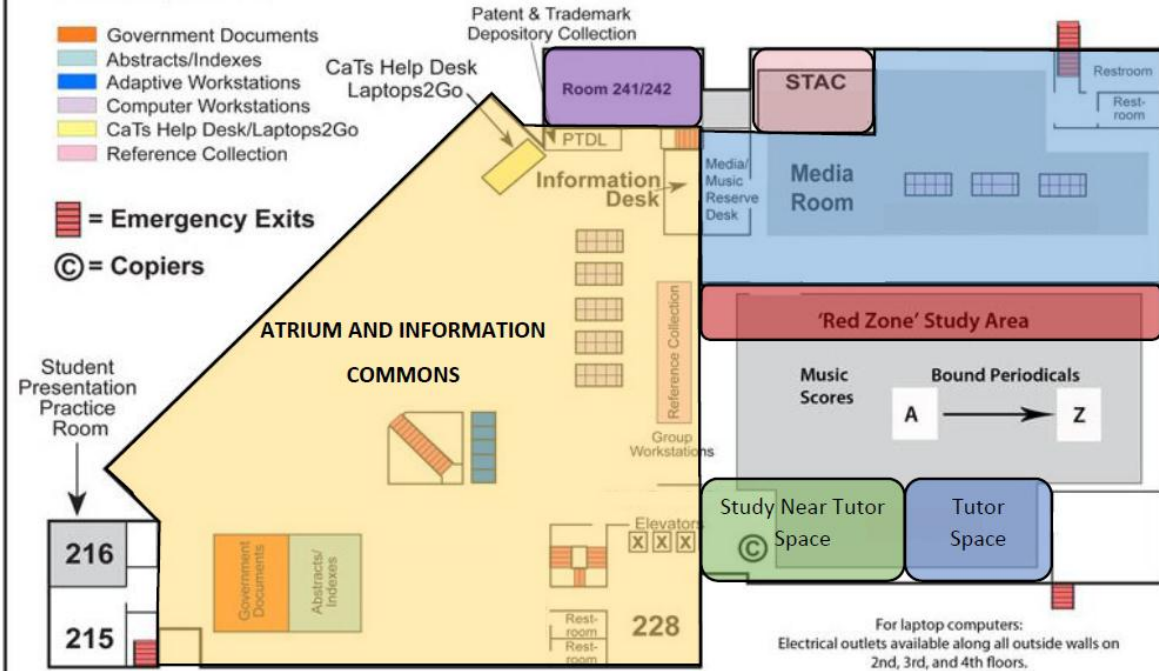
Second Floor

Permitted on Second Floor:
Drinks in spill-proof containers
NO FOOD permitted

- Government Documents
- Abstracts/Indexes
- Adaptive Workstations
- Computer Workstations
- CaTs Help Desk/Laptops2Go
- Reference Collection

= Emergency Exits

Ⓒ = Copiers

CaTs Help Desk
Laptops2Go

Patent & Trademark
Depository Collection

Room 241/242

STAC

Restroom

Rest-room

PTDL

Information Desk

Media/Music Reserve Desk

Media Room

ATRIUM AND INFORMATION

COMMONS

Reference Collection

'Red Zone' Study Area

Music Scores

Bound Periodicals

A → Z

Group Workstations

Student Presentation Practice Room

Government Documents

Abstracts/Indexes

Elevators
X X X

216

215

Rest-room
Rest-room

228

Study Near Tutor Space Ⓒ

Tutor Space

For laptop computers:
Electrical outlets available along all outside walls on
2nd, 3rd, and 4th floors.

Third Floor - Quiet Study Only

Permitted on Third Floor:
- Drinks in spill-proof containers
- NO FOOD permitted

▦ = Emergency Exits

Ⓒ = Copiers

Balcony and Lobby

341 342

Restroom

Restroom

Quiet Study Area

Books

PR

PR

↑

HG

↓

Z

Oversize Books

South Section

Ⓒ Quiet Study Area

Room 315

A → HG

Elevators
X X X

328

Rest-room
Rest-room

Quiet Study Area
North Section

53
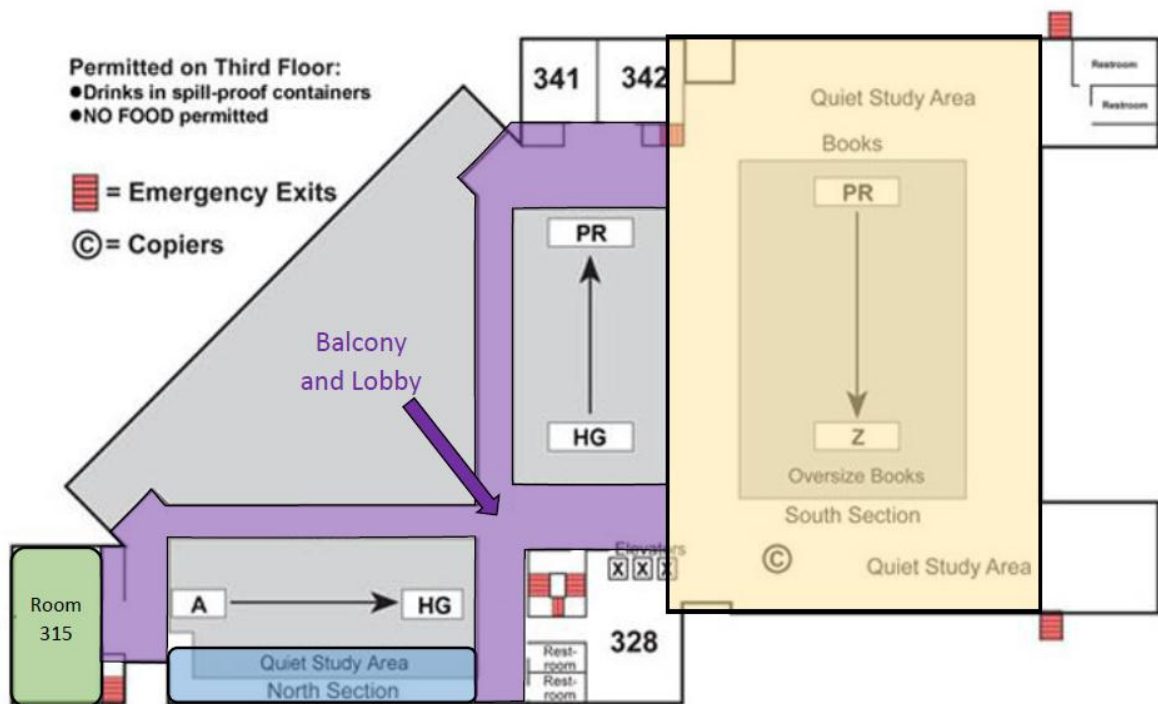
Fourth Floor - Quiet Study Only

441/442
Fordham Room

Chinese Literature

Quiet Study Area

Permitted on Fourth Floor:
Drinks in spill-proof containers
NO FOOD permitted

= Emergency Exits

ⓒ = Copiers

Children's Literature

Elevators
X X X

402

401
Special
Collections &
Archives
Reading
Room ⓒ

428
Digital
Services

Cell Phone Zone

Rest-room

Rest-room
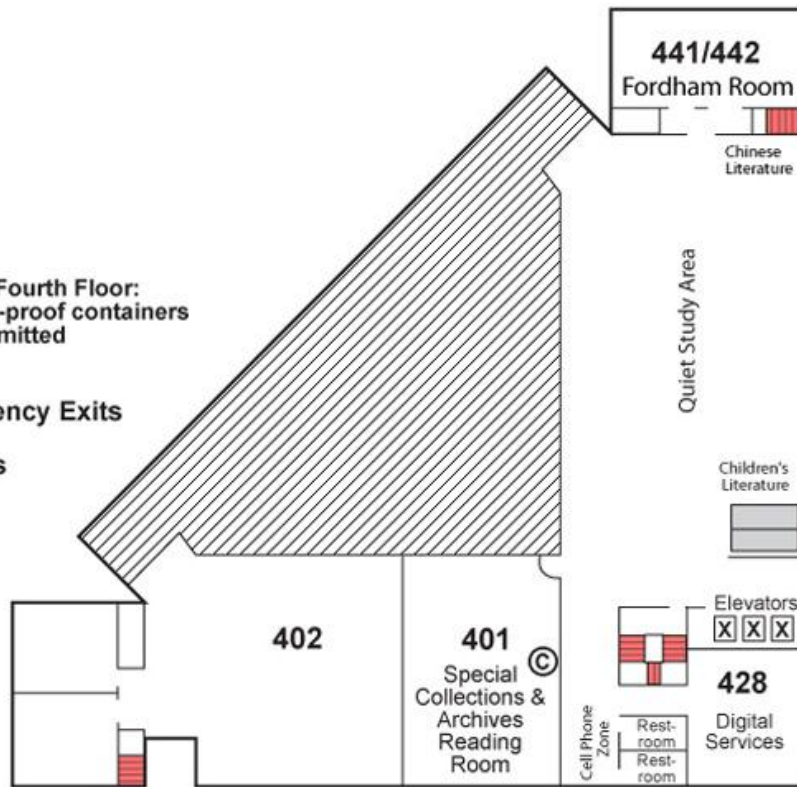
APPENDIX C: CURRENT USE PATTERNS

During the Spring 2015 semester, the SUMA counts observed where students were sitting, whether they were alone or in a group, including the size of the group, and what technology they used.
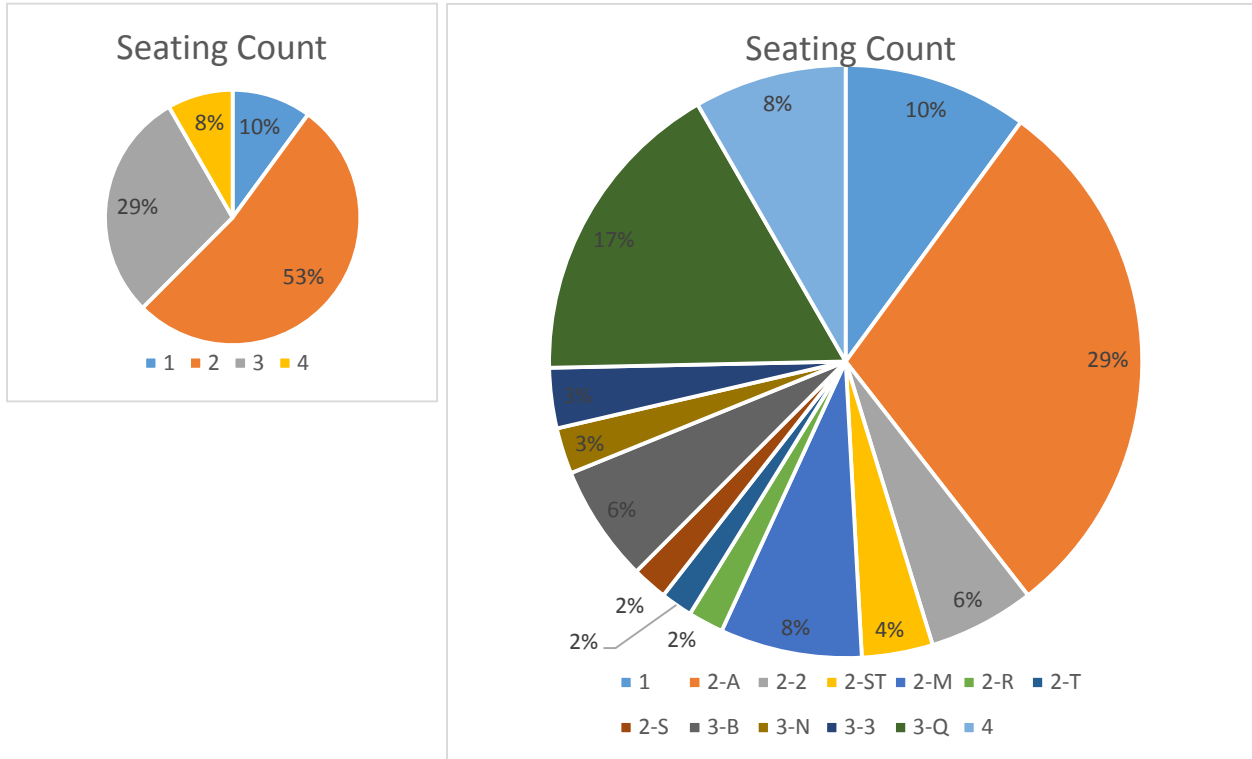
Identifying student preferences about where to sit in the library is a more complicated question than it appears on the surface. There are a variety of factors that influence where students sit, including noise levels, lighting, privacy, outlets, and availability. Even the question of seating availability, though, merits further consideration. For example, a table with four chairs provides seating for four students, which would suggest that if one student was at the table it was only 1/4 occupied; however, in practice, students are unlikely to sit at a table that is already occupied, even if three chairs are available, suggesting that, functionally, a table is fully occupied whether there is one person or four sitting at it. This has been observed in large-scale studies of academic library buildings (e.g., Leighton and Weber, 1999) and locally by members of the Assessment Team doing SUMA counts. However, to address this and for openness in the process, this report presents information on both ways of considering seating: by number of chairs and by "study spaces," or tables. When a "study space" is referenced, it is reflecting one functional space, whether a single study carrel or a table for four. References to "seats" and "chairs" are indicative of individual seats, whether they are located with alone or with others at a table.

Student Seating Choices and Study Space Availability
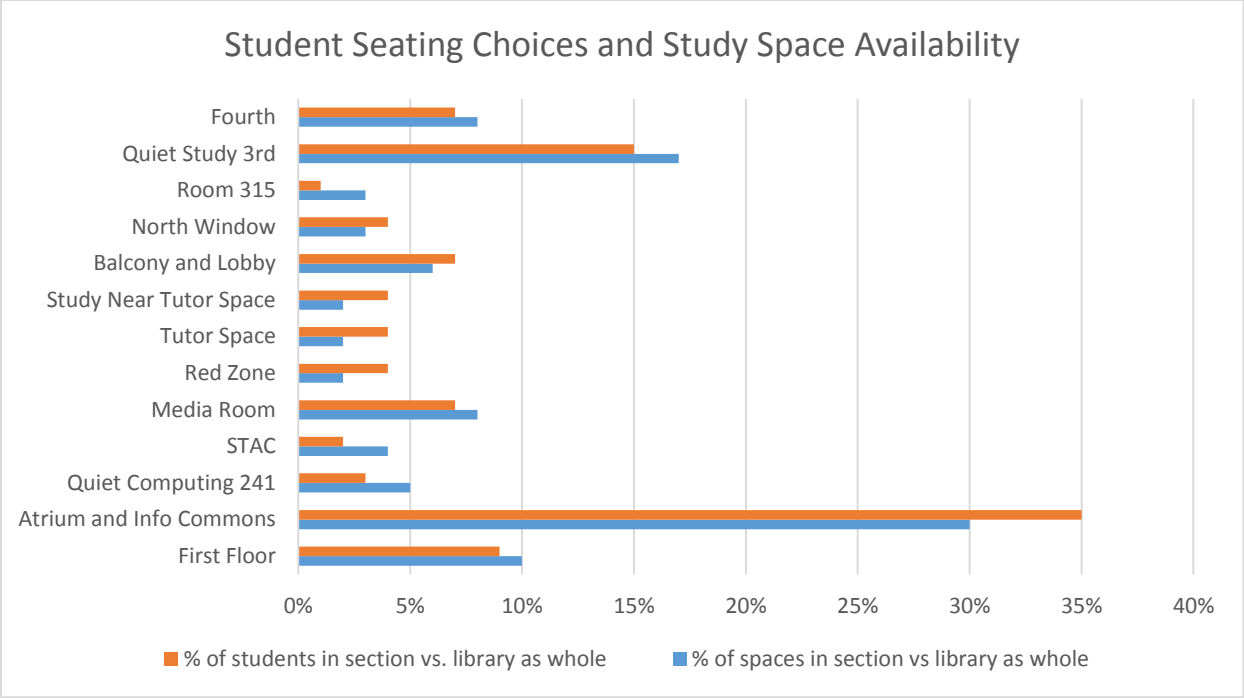
Popular study spaces included the 2nd floor atrium (35%), the quiet study area of the 3rd floor (15%), and the 4th floor (7%). Generally, student seating preferences aligned with study space availability, although the Atrium and Info Commons area was slightly overrepresented in student choices vis-à-vis study space availability. (SUMA) The same general pattern is reflected whether considering seating by the number of chairs or by study space.

Student Seating Choices and Seat Availability
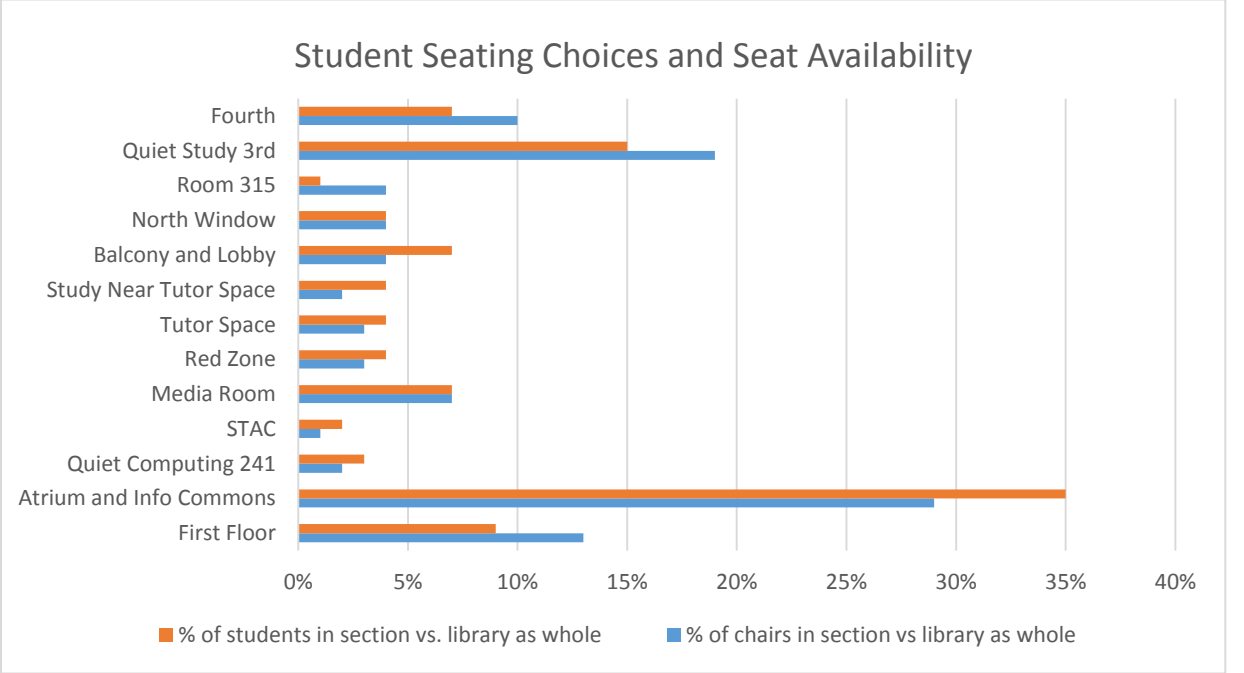
These patterns also remained remarkably consistent over the course of the semester, including during peak use time (finals week and the week before finals).
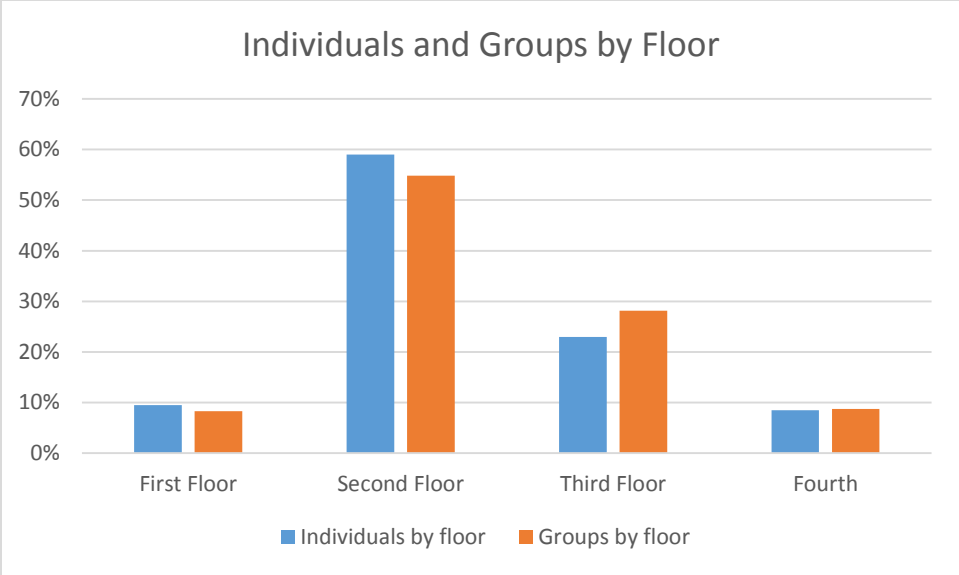
When comparing individual use to group use, some interesting patterns emerge. More individuals than groups are using the 1st floor, officially designated as the "Group Study Room" and the 2nd floor. Proportionally, more groups are using the 4th floor and the 3rd floor than individuals are. (SUMA) This observed behavior was supported by the needs-assessment survey, in which many students identified a preference working in groups on the quieter floors. This also suggests a need to reconsider how "group work" is considered. Group spaces are currently set up in the library to accommodate talking and interaction and the primary focus for groups is on the 1st and 2nd floors. However, students seating choices and responses to the survey demonstrate that group study is often about proximity rather than interaction. Assessment Team members interviewed a group of 17 students quietly working together during finals week in Spring Semester 2015. The students revealed that none of them were in the same classes, nor were they studying the same topics. Rather, they were friends who wanted to provide moral support and spend time together while they studies. This was supported by other students working quietly in groups.
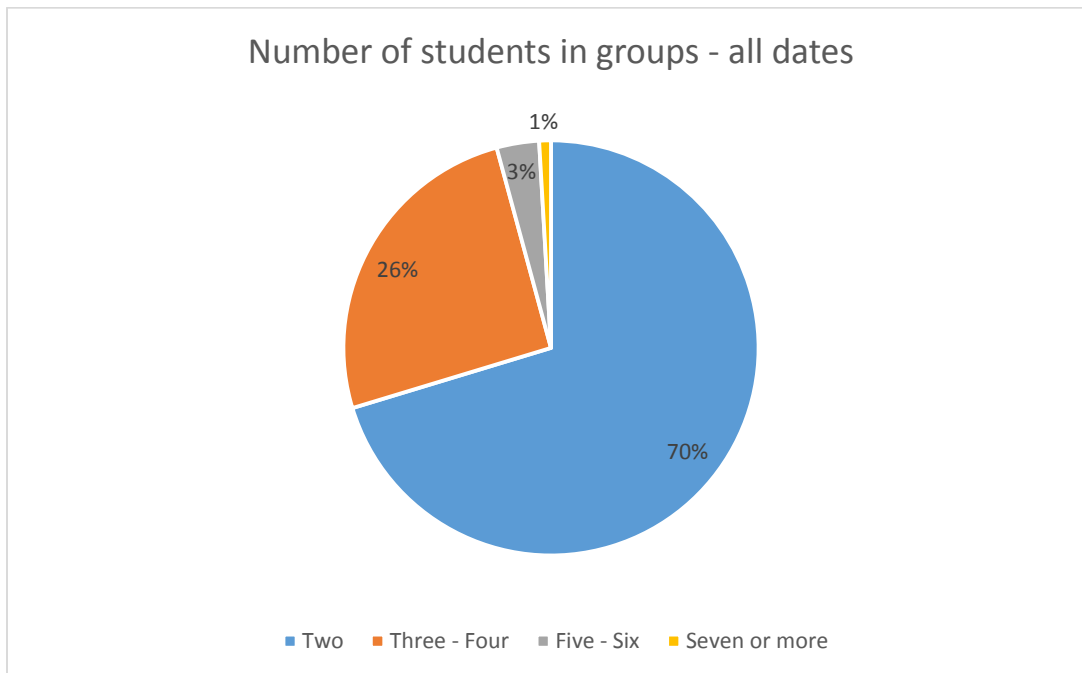
Group Size

Number of observed students by group size – across all SUMA dates		(as % of occupancy)	Number of observed students by group size – during peak weeks (April 21, 22, 28, 29)		(as % of occupancy)
Alone	10,213	75%	Alone	3,779	70%
Two	2,383	17%	Two	1,036	19%
Three to Four	863	6%	Three to Four	447	8%
Five to Six	112	1%	Five to Six	64	1%
Seven or More	31	<1%	Seven or More	15	<1%

Across the span of the study, about three times as many people worked alone compared to those who worked with at least one other person. At peak time (finals week and the week before), these ratios went down slightly, indicating proportionally more group work during the last two weeks of the semester.

Number of students sitting together - all dates

- Alone: 75%
- Two: 18%
- Three - Four: 6%
- Five - Six: 1%
- Seven or more

Legend: ■ Alone ■ Two ■ Three - Four ■ Five - Six ■ Seven or more
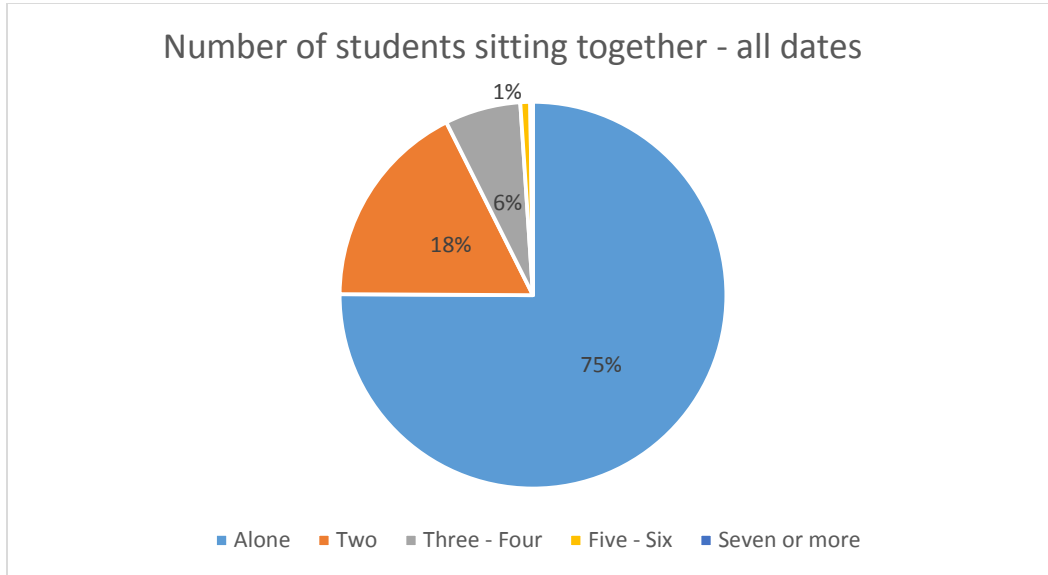
When students do work in groups, they tend to work in groups of two-four people, with 96% of groups consisting of two-four individuals. During the peak weeks of finals and the week before finals, the group sizes grew slightly with more students studying in groups of three-four and five-six than during other times of the semester. It should be noted that fully half of the groups of seven or more were observed during the last two weeks of the semester.

Number of students in groups - all dates

- Two: 70%
- Three - Four: 26%
- Five - Six: 3%
- Seven or more: 1%

Legend: ■ Two ■ Three - Four ■ Five - Six ■ Seven or more

Studying Alone

Zones	1st Floor	Atrium and Info Commons	STAC	Media Room	Red Zone	Tutor Space	Study Near Tutor Space	Balcony and Lobby	North Window	Quiet Study 3rd	4th
totals (Group Sum)	709	3643	226	781	179	90	107	943	409	2112	920
by percentage	7%	35%	2%	8%	2%	1%	1%	9%	4%	21%	9%

Pairs

Zones	1st Floor	Atrium and Info Commons	STAC	Media Room	Red Zone	Tutor Space	Study Near Tutor Space	Balcony and Lobby	North Window	Quiet Study 3rd	4th
totals (Group Sum)	295	1062	24	119	118	166	131	72	69	195	212
by percentage	12%	43%	1%	5%	5%	7%	5%	3%	3%	8%	9%

More than 65% of the observed people studying in pairs were recorded on the 2nd floor, which reflects a use above what is expected based on seating in the library (52% of study spaces are on the 2nd floor). The use of the 3rd and 4th floors by groups of two is noticeable: 33% of all pairs of students worked were observed on the quiet 3rd and 4th floors. This is indicative of student preference for group spaces in both the quiet and non-quiet areas of the library. (SUMA)

Groups Of 3-4 People

Zones	1st Floor	Atrium and Info Commons	STAC	Media Room	Red Zone	Tutor Space	Study Near Tutor Space	Balcony and Lobby	North Window	Quiet Study 3rd	4th
totals (Group Sum)	125	459	11	58	51	38	72	22	11	33	74
by percentage	13%	48%	1%	6%	5%	4%	8%	2%	1%	3%	8%

Over 70% of the observed groups of three-four people were on the 2nd floor. Very few groups of this size were observed on the 3rd floor, but 8% of groups with three-four people were on the 4th floor, again indicating the need for some quiet group space. (SUMA)

Groups Of 5-6 People

Zones	1st Floor	Atrium and Info Commons	STAC	Media Room	Red Zone	Tutor Space	Study Near Tutor Space	Balcony and Lobby	North Window	Quiet Study 3rd	4th
totals (Group Sum)	27	90	1	16	20	4	11	12	4	12	8
by percentage	13%	44%	1%	8%	10%	2%	5%	6%	2%	5%	4%

Larger groups tended to congregate in the atrium and the open-air cubicles ("red zone"). It is worth noting, however, that more of these large groups were observed in quiet zones on the 3rd and 4th floors than on the 1st floor, which is the designated group study area. (SUMA)

7+ people:

About 75% of the observed groups of seven or more people were on the 2nd floor, but 10% were on the 3rd floor working quietly. Larger groups seem to prefer the red zone about as much as the 1st floor. (SUMA)

The observed counts suggest that students' choices in study locations does not always align with the intention of the space. More students than expected were observed working in groups on designated quiet spaces.

Wright State University Libraries

Annual Report 2014

Life is a balancing act

in academic libraries today as we stretch our limited budgets to maintain quality service and invest in new technologies and spaces to meet our faculty and students' changing needs. In the face of this challenge, the University Libraries are committed to providing exceptional research service and resources that facilitate faculty and student success and to fostering innovation and life-long learning in our diverse community. We value people, service, learning, research, collaboration, and stewardship as reflected in our 2014 Annual Report. We hope you'll enjoy this glimpse into our past year, and as always, we welcome your feedback and comments.

Sheila Shellabarger

Sheila G. Shellabarger, M.Ed., M.L.S.
Interim University Librarian
Wright State University Libraries

University Libraries Administration

Sheila Shellabarger
Interim University Librarian

Karen Wilhoit
Associate University Librarian for Collections

Sue Polanka
Head of Reference & Instruction, Interm Associate University Librarian

University Libraries
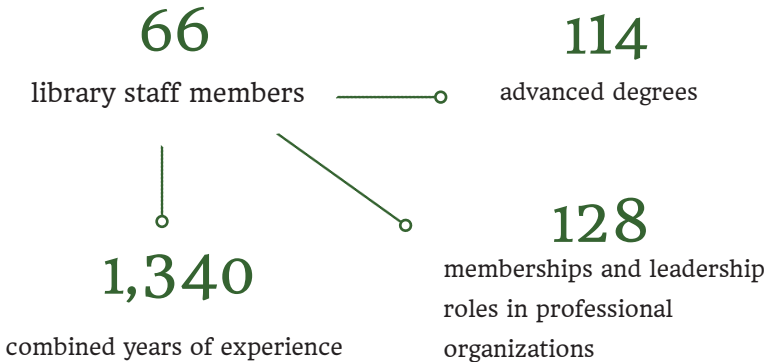3640Colonel Glenn Hwy.
Dayton, OH 45435-0001
937.775.2380

@DunbarLibrary

libraries.wright.edu

Value 1:
People
*E*mpower an engaged and diverse staff invested in the future.

66
library staff members

114
advanced degrees

1,340
combined years of experience

128
memberships and leadership roles in professional organizations

University Libraries consist of seven departments including Library Computing Services, Digital Services, Reference & Instruction, Special Collections & Archives, Information Delivery Services, Technical Services and Administration. Library staff serve on numerous committees such as our sustainability committee (EcoNuts), professional development team, social committee, social media team, assessment team and web team.

Library staff also serve on campus-wide committees including the Unclassified Staff Advisory Council and the University Common Text Committee, among others.

ABOVE: Digital Services staff at a Friends of the Libraries event
RIGHT: Librarian Terese DeSimio helps a student with a question.

Value 2:

Service

*P*rovide exceptional customer service, instruction, and outstanding resources

18
Reference & Instruction staff members led

728
information literacy classes reaching

13,660
participants in instructional classes, orientations and tours

51
Research Toolkit workshops helped students overcome common challenges in undergraduate research.

13
subject librarians served specific research needs. There is a subject specialist for nearly every major academic discipline.

University Libraries added many new resources this year, including Films on Demand, a database of popular documentaries, historic speeches and more; and our new McNaughton Collection in Popular Reading, with new titles added each month. In collaboration with the Office of Research and Sponsored Programs, we also added BCC Research, which consists of market research reports for STEM disciplines.

ABOVE: First-year Experience Librarian, Maureen Barry writes notes to prospective students
RIGHT: Engineering Librarian, Phil Flynn works at the Information Desk

Value 3:

Learning

*C*reate an environment conducive to student success

81%

of students in ENG 1100 information literacy sessions reported learning effective search strategies.

341

hours students have used the new eLearning Studio for online course work.

"I was anxious about returning to school after 12 years. The librarian helped me focus. I felt she really cared about me and wanted me to be successful."

REF/RESEARCH PATRON

Events

Living Legends of the Dayton
   Daily News Archive
Cram Jam
The Unwin(e)d Book Club
Fuzz Therapy
Blind Date with a Book
Friends of the Libraries
   Workshops

Projects

Veterans Voices
The 1903 Wright Flyer Cleaning
Library Game Night
WSU Retirees Oral History
Radio Waves

Spaces and Services

Silent, Quiet and Group Study
Presentation Practice Room
Starbucks cafe

ABOVE: Students play a board game at the annual Library Game Night
LEFT: Students participate in a LEAP scavenger hunt to learn about library resources while practicing speaking skills

4

Count On

Your Library

79

subject guides for specific disciplines and courses are available on the University Libraries website

156,150

Student Assistant scholarships dollars awarded since 1995

40

years since the Public History graduate program was launched in 1974

17,000+

items are available in Wright State's institutional repository, CORE Scholar

12,489

eBooks added to the libraries' online catalog in 2014

100,252

hours of libary computer use on public stations in 2014

1,883

requests for information from local government records, manuscripts and more, filled by Special Collections & Archives

35%

of PrintWright jobs on campus are printed from the University Libraries computer stations.

15,000

cubic feet of materials in our Special Collections & Archives
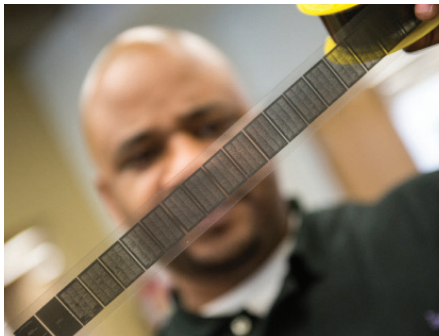
135

Top Scholars honored since 1995

Value 4:

Research

*E*ncourage a culture of innovation and scholarly exploration

722,382

full-text articles
downloaded via the
University Libraries
website in 2014

850

entrepreneurs, inventors and
other researchers served in
2013-2014 by our Patent and
Trademark Resource Center

11,000

students and faculty scholarly publications added to CORE Scholar,
Wright State's institutional repository, in 2014

Map of global CORE Scholar downloads on an average day:

Real-time Readership
337
Downloads since
9:47:51 AM
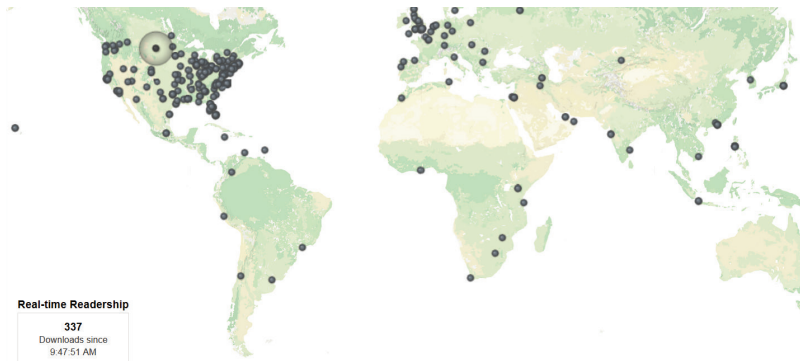
ABOVE: A student in Special Collections and Archives
LEFT: Students in the Presentation Practice Room

7

Value 5:

Collaboration

Engage with the broader university community and our external partners

133
local high school students visited Dunbar Library in 2014 to learn research skills

180
students attended Library Game Night 2014, the result of a collaboration between

144
members of the Friends of the Libraries group in 2014, consisting of Wright State staff, retirees, students and the local community

14
Wright State colleges, departments, administrative offices and student organizations

250
students attended stress reliever events during fall semester finals 2014, the result of a collaboration between the University Libraries, University Activities Board, Tutoring Services and Counseling and Wellness Services

ABOVE: Students participate in Library Game Night.
RIGHT: Students de-stress with free chair massages in the Library Atrium during finals week.

Stewardship

Exemplify responsible stewardship of university assets

122,172

print volumes were shifted on the third floor in 2014 to organize and create space for growth.

500

lbs. of 1903 Wright Flyer replica were lowered for cleaning and repairs in 2014, the first time since it was dedicated in 2001.

501,923

print volumes in the University Libraries collections

20,000

volumes in Special Collections and Archives, plus

15,000

cubic feet of manuscripts.

Finding new space for Special Collections and Archives has been identified as a priority in the University's *Rise. Shine.* fundraising campaign.

Our Popular Reading collection has relocated next to the new Starbucks on the first floor. Visitors to the library will continue to see improvements to spaces and service in the future.

Learn how you can support our efforts. Visit libraries.wright.edu/support/giving.
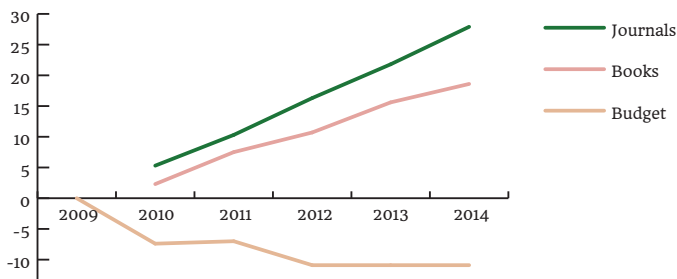
ABOVE: The 1903 Wright Flyer replica
RIGHT: Dunbar Library exterior

Budget

Materials Budget vs. Inflation
Annual percent change

Legend:
- Journals
- Books
- Budget

$\mathcal{D}$espite the rising costs of materials and inflation, the University Libraries continue to provide access to online and print collections in the form of journals, database subscriptions, books and other formats.

22% of the 2013-2014 materials budget was spent on print materials, while 78% was spent on digital materials including ebooks, online database subscriptions, DVDs and more.

2014 Spending by Material Type

- Books 16%
- Databases 16%
- Other 2%
- Journals 66%
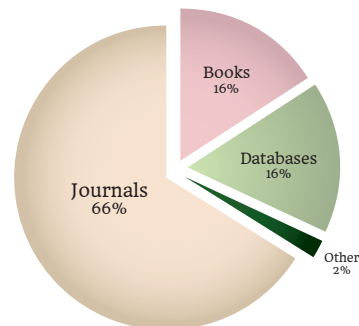
ABOVE: Students use a laptop in Quiet Study on the third floor.
LEFT: Books in the stacks on the third floor

My Report

Last Modified: 03/16/2016

1. Please provide the following demographic data.

Answer	Total Responses
Professor	42
Assistant Professor	26
Associate Professor	33
Visiting Assistant Professor	1
	5
Senior Lecturer	6
Instructor	7
Lecturer	3
Clinical Assistant Professor	2
Clinical Instructor	1
Total	126

Statistic	Rank
Most Common	Professor (34.71%)
Total Responses	121

2. Click to write the question text

Answer	Total Responses
Nursing and Health	8
Liberal Arts	39
Medicine, Boonshoft School of	27
Science and Mathematics	16
Engineering and Computer Sciences	4
Education and Human Services	12
Business, Raj Soin College of	15
Lake Campus	1
Professional Psychology	1
	3
Total	126

Statistic	College or School
Most Common	Liberal Arts (31.71%)
Total Responses	123

3. How long have you been employed at Wright State?

Answer	Total Responses
16-20	14
1-5	33
6-10	31
21-25	17
11-15	17
	5
26-30	6
>35	1
31-35	2
Total	126

Statistic	Years
Most Common	1-5 (27.27%)
Total Responses	121

4. Based on your perception of the library, please rank what you perceive to be its current priorities for each item listed below using one of the following five choices:

#	Question	high priority	medium priority	low priority	not a priority	uncertain	Total Responses	Mean
1	Acquisition and maintenance of special collections/archives	25	42	21	9	22	119	2.67
2	Acquisition and maintenance of print collection	18	57	28	2	15	120	2.49
3	Acquisition and maintenance of databases	75	30	5	0	9	119	1.64
4	Acquisition and maintenance of electronic journal subscriptions	86	23	3	0	8	120	1.51
5	Acquisition and maintenance of technology and computers	53	40	10	0	17	120	2.07
6	Workspaces for student study and collaboration	46	42	14	4	13	119	2.13
7	Workspaces for faculty study and collaboration	14	26	39	20	20	119	3.05
8	Workspaces for faculty-student study and collaboration	19	36	34	13	18	120	2.79
9	Workshops, programming and events for students, led by library staff	38	49	17	3	13	120	2.20
10	Workshops, programming and events for faculty, led by library staff	15	53	28	10	13	119	2.61
11	Support for teaching	61	32	12	2	13	120	1.95
12	Support for research	69	28	9	3	11	120	1.83
13	Development and hiring of library staff	28	36	17	3	34	118	2.82
14	Development of library's physical space	18	35	39	4	24	120	2.84
15	Public outreach	12	24	39	13	31	119	3.23

Statistic	Acquisition and maintenance of special collections/archives	Acquisition and maintenance of print collection	Acquisition and maintenance of databases	Acquisition and maintenance of electronic journal subscriptions	Acquisition and maintenance of technology and computers	Workspaces for student study and collaboration	Workspaces for faculty study and collaboration	Workspaces for faculty-student study and collaboration	Workshops, programming and events for students, led by library staff	Workshops, programming and events for faculty, led by library staff	Support for teaching	Support for research	Development and hiring of library staff	Development of library's physical space	Public outreach
Min Value	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
Max Value	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5
Mean	2.67	2.49	1.64	1.51	2.07	2.13	3.05	2.79	2.20	2.61	1.95	1.83	2.82	2.84	3.23
Variance	1.92	1.34	1.23	1.11	1.81	1.62	1.54	1.61	1.51	1.33	1.66	1.56	2.42	1.71	1.72
Standard Deviation	1.38	1.16	1.11	1.05	1.35	1.27	1.24	1.27	1.23	1.15	1.29	1.25	1.56	1.31	1.31
Total Responses	119	120	119	120	120	119	119	120	120	119	120	120	118	120	119

5. If you were in charge of establishing the priorities for the library, how would you rank the following items using one of the following five choices:

#	Question	high priority	medium priority	low priority	not a priority	uncertain	Total Responses	Mean
1	Acquisition and maintenance of special collections/archives	26	41	25	11	6	109	2.36
2	Acquisition and maintenance of print collection	29	49	23	5	3	109	2.12
3	Acquisition and maintenance of databases	85	19	4	1	0	109	1.28
4	Acquisition and maintenance of electronic journal subscriptions	100	10	0	0	0	110	1.09
5	Acquisition and maintenance of technology and computers	45	45	15	2	1	108	1.79
6	Workspaces for student study and collaboration	44	45	9	10	1	109	1.89
7	Workspaces for faculty study and collaboration	18	29	42	18	2	109	2.61
8	Workspaces for faculty-student study and collaboration	21	40	31	12	4	108	2.43
9	Workshops, programming and events for students, led by library staff	34	50	16	6	3	109	2.03
10	Workshops, programming and events for faculty, led by library staff	17	50	26	12	4	109	2.41
11	Support for teaching	67	28	9	4	0	108	1.54
12	Support for research	83	18	4	3	0	108	1.32
13	Development and hiring of library staff	36	43	15	3	12	109	2.19
14	Development of library's physical space	15	51	22	13	8	109	2.52
15	Public outreach	12	28	38	19	12	109	2.92

Statistic	Acquisition and maintenance of special collections/archives	Acquisition and maintenance of print collection	Acquisition and maintenance of databases	Acquisition and maintenance of electronic journal subscriptions	Acquisition and maintenance of technology and computers	Workspaces for student study and collaboration	Workspaces for faculty study and collaboration	Workspaces for faculty-student study and collaboration	Workshops, programming and events for students, led by library staff	Workshops, programming and events for faculty, led by library staff	Support for teaching	Support for research	Development and hiring of library staff	Development of library's physical space	Public outreach
Min Value	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
Max Value	5	5	4	2	5	5	5	5	5	5	4	4	5	5	5
Mean	2.36	2.12	1.28	1.09	1.79	1.89	2.61	2.43	2.03	2.41	1.54	1.32	2.19	2.52	2.92
Variance	1.25	0.90	0.33	0.08	0.67	0.93	1.02	1.09	0.93	1.00	0.64	0.46	1.55	1.21	1.32
Standard Deviation	1.12	0.95	0.58	0.29	0.82	0.97	1.01	1.04	0.97	1.00	0.80	0.68	1.24	1.10	1.15
Total Responses	109	109	109	110	108	109	109	108	109	109	108	108	109	109	109

6. The library has identified its greatest strengths as: staff, services, collections, and technology. What do you think are the library's strengths?

Text Response
STAFF Ximena is incredible!!!!!!
I agree - not as aware of the technological aspects
definitely staff. Mandy Shannon, our librarian is incredible. She comes into my classes and is a partner in the library as well.
Certainly, the staff are very friendly and the library appears to offer a lot of student services.
OhioLink, informed staff
agree
Student shared and individual study space; access to journals; ohiolink
staff
Print collections, databases, front desk staff
online access to resources
Services & print collections
collections
staff
Agree
agree
collections, staff, services, meeting space
staff are very responsive
staff, collections (including being part of OhioLink), programs for students (how to research workshops are a terrific idea this semester).
Staff and workshops
Interlibrary Loan is fantastic; overall pleasant experience (although some of the older staff tend to be unnecessarily curt)
An icon of traditional (outmoded) educational practices.
I agree
Wonderful staff
The staff in most departments are competent and helpful. There seems to be plenty of space for students to work.
I would agree with the above list. Staff there--especially but not only Carol Fang-- have always been superb in terms of support to me and my students.
same
Staff, services, collections
Staff, customer service, availability of resources
servcice
Electronic journals and databases
e-journals; transition to e-collections and lending
technology
unsure
Staff
Agree.
Staff, OHlink
collections, eletronic and print, interlibrary loan and Ohio link - it is a fantastic resource!
The staff and its effectiveness and efficiency
Staff
Staff Services
Ximena! A large option of full text journals.
staff, databases, technology
Collections and services
I agree with the above choices.
technology and staff
The library's strength's are student workspaces and electronic collections.
Collections-- and ability to get whatever is needed from interlibrary loan
access to electronic databases and journals; staff - especially Mary Lou Baker Jones!
Staff, workspace for students,
Online databases
I am thanksful for the eJournals.

Staff, databases, electronic collections, decent print collections, education of students and faculty about the library

collections

Staff are always helpful and easy to talk to when I've spoken with them.

Staff helpfulness, especially librarians.

agree

staff first and foremost. Services second

This sounds about right

staff, technology

staff

I would agree with these

staff and services

services

Staff, services, and collections.

Staff that help with research issues, technology questions (related to research and teaching) and access to online/electronic databases (pubmed, scopus, etc.)

Services, Staff, Collections and Technology

same

I would agree with these main strengths

services, online access, faculty support

staff. Ohiolink membership

The staff are very helpful and are clear at communicating what they are doing for you and the department. They value faculty input and follow through on everything I've ever asked about.

Collections

Librarians

on-line resources

Staff, services, collections, technoogy

Staff andavaiability of Textbooks electronically and as books

collections, staff

services are at the top of the list

Staff

Specialized research staff for specific subject areas

Staff, services, technology.

not sure

The staff! Every single time I have a question, they answer it with lightning speed, and if they don't have the answer, they connect me immediately with someone who does. I really love, love, love them.

The librarians are very helpful, particularly I have most experience with the librarian for RSCOB.

It's extensive collections of paper-based and digital works

Helpful research library staff for RSCOB, journal access/databases, ability to use live chat feature to talk to staff

staff (helpful, courteous, good at what they do); services for finding and obtaining needed information

staff and technology

I think the staff is excellent: very responsive and helpful

Staff and resources

agree

I"m not sure, Haven't been in the library in a number of years.

Online access to journals and data

All of the above

staff

staff, faciliates access to other libraries

Librarians and other staff, Services, Collections (including OhioLink)

Statistic	Value
Total Responses	97

7. The library has identified its important areas of need as: facilities, budget, and staff. What do you think are the library's most important needs?

Text Response
Not certain
Agreed
I trust their judgement as the experts in their area. If that is what they say, then I back their efforts.
Collections (print and electronic); a better sense of digital research environments and standards; an updated facility.
Budget
agree
staff
more electronic resources
Maintainable and expansion print collections, expansion databases, facilities, budget, staff
engage better with faculty needs. feedback is virtually non-existent. My attempts to provide input on needs were essentially unheard and unsupported
Budget
budget
facilities
Agree
agree
electronic journals, databases, physical archives, space for student interactions
not sure but would like to see more of the floor space used for books & journals; the library is not the only place students can study
budget, staff, recognition of the value they bring to the students and public (I wish more people took advantage of their incredible resources and highly talented staff)
Staff
It needs to have funding to buy books AND TO EXTEND BORROWING TIME.Staff also need to have a better understanding of the publication process of Professors who will need books in greater volume and for longer periods than students.
Adapting to a virtual information world.
I agree
The subject librarian for my field has been replaced 4-5 times since I arrived. It is very difficult to establish a relationship or to direct students for help with research. The building itself is rather dated.
I do not know. But I would trust THEM to identify what's necessary to continue their present level of superb support.
staff
Selling its value to students
having highly qualified staff is a great need for both faculties and students
facilities, budget, library online service
facilities and budget
DK
collections
facilities
Staff for outreach
Provide service, maintain and expand space.
More books
It is not evident to me that there is a shortfall though I think if we had more medical librarians we could and should use them better than we do now.
Budget
Budget
Budget
I would like to see with the number of programs relating to healthcare we look into the Johanna Briggs Institute for systematic reviews.
budget
Facilities, budget, and staff
These three are fine as long as research is folded into the equation.
staff
The library's most important needs are innovative leadership from the outside and honest self assessment.
Staff to help students and faculty find and use what they need for classesa dn researcg
Budget to optimize the electronic holdings of journals and research materials.
ensuring stability of the holdings into the future
Budget to maintain electronic journal subsctiptions
Facilities

same

budget, because it gets spent on staff and facilities. Without staff, the facilities are of limited use & will deteriorate.

facilities

Maintence/Improvement of databases and search tools. New website is quite nice, much easier to access databases. But more is always better. I do not see hardly any need to increase physical collections if online sources are available or could be requested. The physical space could be used for other things, such as expanding the STAC or adding student work spaces. That said, I understand that some things cannot be accessed online and physical resources are necessary. But I don't see a reason to have paper copies of journals or anything like that on hand if they're available online or could be requested (I don't know if they actually have that or not, I access everything online).

agree

budget, probably

More room for the archives

budget, staff

facilities budget and staff

The biggest lack is in facilities that complement faculty's mission of scholarship and teaching. Reference librarians are all suitable for students but not always for graduate or faculty needs

Budget

budget

budget

Facilities, budget and staff.

Electronic access and help accessing; staff to help do so

Budget, facilities and staff

same

To maintain print collections of books, in addition to these listed needs

facilities, budget, staff

books, journals, staff

Every time I go in, there are several students working. I think any efforts to improve student workspace, both in terms of aesthetics and functionality, is welcome. And at a school like Wright State, many students take advantage of the space for group assignments, etc.

budget

Expanding electronic journal database

$, budget, and funding, in that order.

increase and maintain ejournals

Electronic journal subscriptions

Fcilities, budget and staff

budget, staff

budget

Expand online access for ebooks and connect to Pilot for teaching faculty

Staff, budget, then facilities.

not sure

Budget

The library needs more budget to maintain its physical building and expand space on campus. As students find it useful to study in the library there is a need for more space, and not at the cost of physical books!

Budget, staff, facilities

Facilities (re-design of physical space), budget

budget, staff, facilities

?

I would guess budget

Budget

afree

electronic journal access, student study areas.

All of the above

maintaining resources (print & electronic) & valuing library staff and staff devlopment

budget, staff

keep access to electronic journals, pay staff more, keep staff happy

Staff, Collections, Budget

Statistic	Value
Total Responses	97

8. What percentage of time do you use the following types of materials for your research?

#	Answer	Min Value	Max Value	Average Value	Standard Deviation
1	Electronic	0.00	100.00	68.43	31.87
2	Print	0.00	98.00	20.99	23.47

9. Does the library have or provide easy access to the journals that meet your needs?

#	Answer	Bar	Response	%
1	Yes		102	86%
2	No (please explain)		17	14%
	Total		119	

No (please explain)

Some, but not all.

Have to ILL some key journals.

difficult to find the right access point, even if library is subscribed ; not all relevant journals accessible.

some yes, some no (more yes than no though)

it is very confusing, worse than before

I have been very disappointed by this compared with my previous institution.

Many journals are not available to me electronically from WSU.

I have no need for the print journals.

Our department always seems to have to advocate for more journal subscriptions

often have to get journal I need through interlibrary loan

Often I can't access articles that I need.

Overall, though there are some problems sometimes

I'm assumingt this includes electronic journals. Yes for the most part but quite often I have to request material specially rather than just be able to browse it myself on the internet.

I like to be able to print material that I need that is available electronically

The library portal is not set up well. Too many clicks to finally get to the search function.

I really don't know, don't go because I don't like searching through their system to find the journals, but some that I publish in or require they don't carry.

There are some in my area that are not available.

Statistic	Value
Min Value	1
Max Value	2
Mean	1.14
Variance	0.12
Standard Deviation	0.35
Total Responses	119

10. Does the library have or provide easy access to the databases or other
electronic materials that meet needs?

#	Answer	Bar	Response	%
1	Yes		100	85%
2	No (please explain)		18	15%
	Total		118	

No (please explain)
I've asked several times about getting a database I need for my research and gotten nowhere.
Need more texts for electronic ebooks
Webpage structure and design not convenient
access isn't easy, resources are difficult to find, in particular if you do not know exactly what you're looking for
yes & no (more yes than no)
it is very confusing, worse than before
again, not enough
I prefer links in google scholar
Subscriptions are adequate, but access is cumbersome.
although it might be unavoidable, several key databases are not available through WSU Libraries.
Often we don't have access to them.
I'm assumingt this includes electronic journals. Yes for the most part but quite often I have to request material specially rather than just be able to browse it myself on the internet.
The library portal is not set up well. Too many clicks to finally get to the search function.
Not having WRDS is a real problem because everyone in our discipline who's earned a PhD in the last 10 years uses that as the standard interface for data. Trying to use CRSP and Compustat here requires completely new training and methods, and it's hard to find resources for that. I sent a note last year to everyone I could think of here who would likely need such data and I asked if they used either of those products here. Nobody said yes. Like me, when they need this data they have to find a co-author at an institution that has it. And that's not very hard to do, because CRSP is a standard.
Mostly, though some they do not.
There are some in my field that are not available.

Statistic	Value
Min Value	1
Max Value	2
Mean	1.15
Variance	0.13
Standard Deviation	0.36
Total Responses	118

11. Does the library have or provide easy access to the print materials that meet your needs?

#	Answer	Bar	Response	%
1	Yes		84	74%
2	No (please explain)		30	26%
	Total		114	

No (please explain)
unsure. rarely rely on non-electronic resources
They are available through ILL or OhioLINK, but it is frustrating not to be able to browse the stacks and to have to wait for the item to arrive.
Most of the journals are online so it is not as important anymore
Need more standing orders for university presses.
I stopped looking, I simply buy books I or my grad students need
yes (teaching) & no (research)
print buying not always up to date in the humanities
Do not use.
I do not currently use print media at WSU
I don't need much.
Weak print holdings in my field, which makes Ohio Link a necessity
In general, Yes. But there is a limited acquisitions budget. The move to on-line sources allows for conveneient access but not the contest of having a print source in hand .
print materials are haphazard, inconsistent
Our own collection development is weak so I use Ohiolink.
Not really an area of need
Uncertain-I don't use print materials
They are all in Chinese or Japanese
Ohio link helps with older materials, but I am not always certain we purchase all the new items we should
Have to rely on OhioLink very frequently
If we don't have them, I can usually get them from OhioLink
Overall, yes
Often doesn't own the books I need, have to use interlibrary loan
way over on the other side of campus
I am not in library often
relience on interlibrary loan for accessibility has its limitations. For one, material is checked out for shorter period.
I was disappointed that when I requested a book chapter, the library only utilized the within-Ohio interlibrary loan system. At another university, my colleague's library went outside of the state and found his requested book chapter.
I really have no clue, don't go and don't require it.

Statistic	Value
Min Value	1
Max Value	2
Mean	1.26
Variance	0.20
Standard Deviation	0.44
Total Responses	114

12. Do you ever request or recommend the acquisition of new materials?

#	Answer	Bar	Response	%
1	Yes		77	64%
2	No		43	36%
	Total		120	

Statistic	Value
Min Value	1
Max Value	2
Mean	1.36
Variance	0.23
Standard Deviation	0.48
Total Responses	120

13. Did your request or recommendation result in the acquisition of new materials? Your comments are welcome.

#	Answer	Bar	Response	%
1	Yes		57	75%
2	Sometimes		14	18%
3	No		5	7%
	Total		76	

No
Did not hear about the acquisition decision
library is great about this
Always too expensive, everyone wants someone else to pay for it
not sure

Statistic	Value
Min Value	1
Max Value	3
Mean	1.32
Variance	0.35
Standard Deviation	0.59
Total Responses	76

14. Has a librarian consulted with you regarding the materials the library should acquire? Your comments are welcome.

#	Answer	Bar	Response	%
1	Yes		63	53%
2	No		55	47%
	Total		118	

Yes	No
Not much in recent years	When I was first hired, I was invited to submit recommendations. I haven't been contacted since.
Many Time the DCH libary will ask about new texts and are quick to acquire them	I was asked once, just after I arrived.
Phil Flynn	Not in a very long time
very happy with librarians	I've never had to call the library, yet.
Ximena is a great resource for helping with nursing course resource recommendations	I have never been formally asked per se, but after discussions with the librarian I feel comfortable that if I requested something it would be taken seriously.
On occasion. This is not a regular event.	Much seems to be based on standing orders with publishers. I would like to see some attention given to collection development
only once, when I was first hired.	We haven't had a librarian with a dedicated expertise in history in a while. The staff are very responsive, however, to our requests.
sometimes	I would like to give input
Mary Lou regularly consults with faculty on materials	I am new here (just less than one year), so I may have missed any outreach.
Working with Stephanie Bange, the ERC librarian, she welcomes feedback and suggestions	I don't think so.
Mary Lou Baker Jones is incredibly helpful.	
Long ago, when first hired	
I believe someone did	
We have a department representative who works with the library to help us aquire needed materials	
Mandy Shannon met with me at the beginning of the year and worked hard to make sure I had the journals I use most for teaching and research available.	
Betty Sydelko	
our librarian regularly seeks input	
Medication database	

Statistic	Value
Min Value	1
Max Value	2
Mean	1.47
Variance	0.25
Standard Deviation	0.50
Total Responses	118

15. Are you satisfied with the level of input you provide on the library's acquisitions of new materials? Your comments are welcome.

#	Answer	Bar	Response	%
1	Yes		90	78%
2	No		25	22%
	Total		115	

Yes	No
Luz and Katherine are wonderful (DCH)	I would like more input regarding the acquisition of Musical Theatre related materials
Thank you!	But I don't have time to be more involved
but I could be more involved than I am	the Humanities librarian might reach out to help faculty rank/suggest possible acquisitions
I could do more.	Would be helpful to have librarian present list of possible field-specific materials to acquire
Sometimes things aren't available that I'd like to read, but I just request it through ILL and it's here very quickly. I have never found the need to recommend new stuff because we tend to have access to most of the journals i'd actually read on a regular basis.	I think it would be a nice idea for librarian to contact faculty for purchasing recommendations
However, I am wondering about the disposal of material. Is there information about what material is being discarded and how?	I don't feel that input is solicited.
This survey was a nice way to learn about some of the library's issues.	I have not been the person in charge of making those requests recently. In the past, the budget prevented all of my requests being met.
I'm satisfied that I've done all I can to try to get WRDS as a resource here. Now, rather than continue to beat my head against that wall, I'm finished with it. I spend my time finding what I need with people and at places that can get me what I need.	no requests
Bette asks for my opinion	More re: databases
But not all of the input is taken into account. And this may be due to budgetary constraints, which I appreciate.	I am not sure how I am able to provide, beyond the occasional request for purchase of a film
	We are standing up a departmental committee to serve as our liaison with the library.
	I don't have input, and there isn't a 'don't know' category here.

Statistic	Value
Min Value	1
Max Value	2
Mean	1.22
Variance	0.17
Standard Deviation	0.41
Total Responses	115

16. Approximately how often do you go to the library?

Answer	Total Responses
Never	16
About once a week	23
2-4 times a week	17
About once a semester	22
2-3 times during the semester	14
	8
About once a month	11
2-3 times a month	15
Total	126

Statistic	Frequency
Most Common	About once a week (19.49%)
Total Responses	118

17. Do you go to the library as often as you would like? If no, please explain.

#	Answer	Bar	Response	%
1	Yes		81	69%
2	No		36	31%
	Total		117	

No

Work from online

It is a great place to work. If my schedule allowed I would go every day

Off campus

too many committees

I visit the website more often than I physically go to the library due to time constraints

Med Sci library was closer

I'd love for there to be a reason for me to go to meet undergraduate students studying for one of my classes.

Don't physically go, but use online databases alot

Given work burdens, e-sources have become more convenient.

Too heavy a teaching load.

geographic separation from office. I am off campus/

Not enough time for research

I'd go for pleasure reading if I had more time

office bound

Early closing of library on Fridays is very bothersome.

I'm too busy

Schedule.

office is not on campus, i'd use it more if it were

just too busy

I primarily use the library virtually

not enough time to do the research I want

I use more electronic resources

My schedule precludes.

Need more space for faculty--away from students

I love our libraries, and I access data online or request over the phone since I'm off campus.

Time

not enough time to do so

too busy

Time constraints

Statistic	Value
Min Value	1
Max Value	2
Mean	1.31
Variance	0.21
Standard Deviation	0.46
Total Responses	117

18. What percentage of time do you spend at each of the following libraries?

#	Answer	Min Value	Max Value	Average Value	Standard Deviation
1	Dunbar	0.00	100.00	65.03	45.12
2	Education Rescourse Center (Allyn Hall)	0.00	95.00	7.90	21.59
3	Lake campus library	0.00	80.00	0.63	7.13

#	Answer	Min Value	Max Value	Average Value	Standard Deviation

19. Library Hours- Do they meet your needs?

#	Question	Yes	No	Total Responses	Mean
1	Monday-Thursday; 7:30am-midnight	103	1	104	1.01
2	Fridays; 7:30am-6:00pm	94	8	102	1.08
3	Saturdays: 10:00am- 6:00pm	93	6	99	1.06
4	Sundays: 10:00am-midnight	100	0	100	1.00

Statistic	Monday-Thursday; 7:30am-midnight	Fridays; 7:30am-6:00pm	Saturdays: 10:00am- 6:00pm	Sundays: 10:00am-midnight
Min Value	1	1	1	1
Max Value	2	2	2	1
Mean	1.01	1.08	1.06	1.00
Variance	0.01	0.07	0.06	0.00
Standard Deviation	0.10	0.27	0.24	0.00
Total Responses	104	102	99	100

20. You may comment here about current library hours.

Text Response
Doesn't affect me; I access everything electronically
I go to the DCH library and it is open 24 hours
What students want should be a higher priority than what faculty want. Students should use the library for study groups.
Hours meet my needs, but I tend to forget the closing time on Fri/Sat and show up just before or after closing.
Many of my students like to study in the library, and they would like to use that space later than 6:00 Fridays and Saturdays
Summer hours seem limited
Tend to use the electronic resources (like the databases & reserves) most of the time.
I've had reference and research questions in the early evening that go unanswered because professionals are gone and student staff is unable to answer.
I utilize the library electronically 24/7
I very, very rarely have to actually visit the library unless it is to pick up a book from ILL.
As a faculty member that has to teach M-F, the weekends are the only time slots when I can do research and need the library most. The library hours should be extended on Friday & Saturdays.
I don't go to the library. I just use online resources, which are always available.
I need late night access everynight
I rely a lot on electronic collections
Fridays and Saturdays are good for my faculty research and extended library hours would help.
Should be open until 10 pm on Friday and Saturday
I go there so rarely that it doesn't make a whole lot of difference. But I tend to work as late on Friday as I do the rest of the week - if I needed to be at the library for some reason to do that then it would be frustrating to have to stop working and leave before I'm ready to.
physical library not essential for my work
Extended hours would be great.
Would like library to be open until 7 on Fridays but not a super high priority

Statistic	Value
Total Responses	20

21. Please rate your satisfaction with how the library supports what you typically do when you visit the library building.

#	Question	Very Satisfied	Satisfied	Somewhat Dissastified	Very Dissatified	Not applicable	Total Responses	Mean
1	Pick up materials requested through ILL or OhioLINK	83	15	1	0	14	113	1.65
2	Check out materials from the library's stacks	68	20	2	0	22	112	2.00
3	Browse print materials in the library's stacks	49	27	8	0	29	113	2.41
4	Consult special collections/archives	16	16	1	0	78	111	3.97
5	Access electronic materials	60	35	5	3	9	112	1.80
6	Use library computers for writing or project development	8	13	2	1	87	111	4.32
7	Prepare for teaching	29	29	2	0	52	112	3.15
8	Conduct research	44	34	8	0	23	109	2.30
9	Collaborate with colleagues	11	21	3	2	75	112	3.97
10	Meet with students or class	20	20	4	0	67	111	3.67
11	Meet with library staff	48	24	3	1	36	112	2.58
12	Purchase food/drink	16	23	7	2	64	112	3.67
13	Other (please explain)	3	0	2	0	21	26	4.38

Other (please explain)

It would be great if there were more private rooms for small meetings

Please don't consider food and drink as part of the library's mission.

Jeff Wehmeyer is the librarian with whom I've interacted the most. He has been very helpful to me, and I appreciate the skills he brings to his job.

Answering emails

My program is online, so the electronic medium is what I use

Starbucks is too expensive for all faculty and staff to participate

Statistic	Pick up materials requested through ILL or OhioLINK	Check out materials from the library's stacks	Browse print materials in the library's stacks	Consult special collections/archives	Access electronic materials	Use library computers for writing or project development	Prepare for teaching	Conduct research	Collaborate with colleagues	Meet with students or class	Meet with library staff	Purchase food/drink	Other (please explain)
Min Value	1	1	1	1	1	1	1	1	1	1	1	1	1
Max Value	5	5	5	5	5	5	5	5	5	5	5	5	5
Mean	1.65	2.00	2.41	3.97	1.80	4.32	3.15	2.30	3.97	3.67	2.58	3.67	4.38
Variance	1.75	2.41	2.67	2.61	1.38	1.84	3.16	2.31	2.35	2.90	3.07	2.66	3.50
Standard Deviation	1.32	1.55	1.63	1.62	1.18	1.36	1.78	1.52	1.53	1.70	1.75	1.63	1.87
Total Responses	113	112	113	111	112	111	112	109	112	111	112	112	29

22. Is there anything that you would like to do at the library that's currently unsupported by the library's holdings or facilities?

Text Response
I would like to be able to meet to collaborate with my colleagues and to use a computer facility for developing projects related to my research.
a STAC for faculty. I used to be able to text book info to myself from the library web page but haven't found that button lately.
Browse more print collections.
No
No
The library should be first and foremost a meeting place for students. It is a tangible, brick and mortar advantage that we have over on-line alternatives.
unsure
no
Please EXTEND BORROWING TIMES or increase number of renewals.
Not at this time
Many of the books in my field have been sent to the Southwest Depository. I would like more input on which books are sent there.
No.
build a less confusing library website
Pick up and delivery to my mailbox.
Need more food options. Need more and better designed space for learning and meetings. The library needs to become a hub for activities through SERVICE. This is no longer a time that we come to library to read or checkout a book. We come to the library to collaborate and learn. In addition, we really need a TESTING center in the library to support the online classes!
Not that I can think of.
Unsure
No
Not at the moment
Nope.
I can't think of anything at the moment
--
more assistance with research. make the process less laborious, more efficient
Faculty need space to work that is not open to students.
1st floor bathrooms and improved elevators
no
No
No
No
Not that I can think of. I wish logging in constantly was easier
NA
Writing rooms just for faculty
N/A
no
I have been made aware of concerns about access to various business databases. Perhaps better coordinating efforts with our college would be helpful.
No
I guess not as its been about 10 years since I was in there to look at a journal article.
Not really. I think we have a great library
I would like increased journal acquistion.

Statistic	Value
Total Responses	39

23. Do the library's computers meet your needs?

#	Answer	Bar	Response	%
1	Yes		86	84%
2	No (please explain)		16	16%
	Total		102	

No (please explain)

don't use

Often dominated by students; unclear on what software is available.

I bring my own computer to the library or at least an ipad or phone

not used

DK - I don't use them

Can be better

The PCs are too slow.

I do not look to the library to meet my computer needs.

I have a computer on campus

I use my office computer

The scanners are tooooo outdated. We need face up book scanners that are available at many libraries. The copiers are crap too.

I don't use them

I have my own computer in my office. Having resources that require a trip to the library and using only their computer is not very helpful. It's harder to work in short increments, pull and store data, etc.

don't know. have my own.

i use my own computer

Statistic	Value
Min Value	1
Max Value	2
Mean	1.16
Variance	0.13
Standard Deviation	0.37
Total Responses	102

24. Approximately how often do you visit the library's website to conduct work remotely:

Answer	Total Responses
Every day	21
About once a month	7
2-4 times a week	41
About once a week	23
2-3 times during the semester	5
	13
2-3 times a month	13
Never	2
About once a semester	1
Total	126

Statistic	Frequency
Most Common	2-4 times a week (36.28%)
Total Responses	113

25. Please rate your satisfaction with how the library supports what you typically do on its website.

#	Question	Very Satisfied	Satisfied	Somewhat Dissatisfied	Very Dissatisfied	Not applicable	Total Responses	Mean
1	Search the catalogue to find materials located in the library's stacks	44	37	9	5	21	116	2.33
2	Request materials requested through ILL or OhioLINK	57	43	5	1	10	116	1.83
3	Consult digitized materials from WSU's special collections/archives	22	15	4	1	71	113	3.74
4	Access electronic journals	59	41	9	4	2	115	1.69
5	Access subscription databases or other electronic materials	49	39	12	5	10	115	2.03
6	Search for information about the library's hours and facilities	30	41	3	0	41	115	2.83
7	Search for information about the library's programming and services (events, workshops, etc.)	18	34	5	0	57	114	3.39
8	Email or chat with a librarian	40	29	1	1	43	114	2.81
9	Other, please explain:	0	2	2	2	13	19	4.37

Other, please explain:

Site has become progressively harder to use for research with the last two updates. Databases & catalog should be direct links.

Seems there are always a lot of steps to go thru to get to needed databases

am intimidated by refworks

The library's website is a mess.

need to get Jane's Intelligence Weekly

I do not understand why the interface occasionally changes. There's always a surprise learning curve

Need ILL & OhioLink links to show up on the main page requiring only a single click

I think the web site was better before recent changes

Changing the website made it very difficult to search for medical literature.

still learning to negotiate the web site. Not as user friendly as my past setting.

Statistic	Search the catalogue to find materials located in the library's stacks	Request materials requested through ILL or OhioLINK	Consult digitized materials from WSU's special collections/archives	Access electronic journals	Access subscription databases or other electronic materials	Search for information about the library's hours and facilities	Search for information about the library's programming and services (events, workshops, etc.)	Email or chat with a librarian	Other, please explain:
Min Value	1	1	1	1	1	1	1	1	2
Max Value	5	5	5	5	5	5	5	5	5
Mean	2.33	1.83	3.74	1.69	2.03	2.83	3.39	2.81	4.37
Variance	2.17	1.33	2.91	0.80	1.50	2.82	2.81	3.17	4.48
Standard Deviation	1.47	1.15	1.70	0.89	1.22	1.68	1.67	1.78	2.12
Total Responses	116	116	113	115	115	115	114	114	25

26. How often do you consult with a member of the library's staff for your research needs?

Answer	Total Responses
rarely	52
always	2
sometimes	38
	11
never	16
frequently	7
Total	126

Statistic	Frequency
Most Common	rarely (45.22%)
Total Responses	115

27. If you have consulted with a member of the library's staff for your research needs, please evaluate that experience:

Answer	Total Responses
excellent	59
unsatisfactory	3
	22
good	20
satisfactory	10
not applicable	12
Total	126

Statistic	It was:
Most Common	excellent (56.73%)
Total Responses	104

28. When it comes to your research, do you have as much interaction with
library staff as you would like?

#	Answer	Bar	Response	%
1	Yes		92	84%
2	No (please explain)		18	16%
	Total		110	

No (please explain)
I just need more time to do research
I do not feel that my current reference librarian has sufficient expertise--too inexperienced
Google scholar is sufficient for me.
Specialty issues are complicated

Statistic	Value
Min Value	1
Max Value	2
Mean	1.16
Variance	0.14
Standard Deviation	0.37
Total Responses	110

29. Student Use

#	Question	Require	Recommend	Neither require nor recommend	Total Responses	Mean
1	print materials	22	41	30	93	2.09
2	special collections/archives	3	7	78	88	2.85
3	databases	46	35	17	98	1.70
4	electronic journals	50	43	6	99	1.56
5	workshops or events offered by library staff	15	33	46	94	2.33
6	other: please explain	1	1	15	17	2.82
7	reserves (print or electronic)	28	35	30	93	2.02

other: please explain

Copy machines

STAC

Statistic	print materials	special collections/archives	databases	electronic journals	workshops or events offered by library staff	other: please explain	reserves (print or electronic)
Min Value	1	1	1	1	1	1	1
Max Value	3	3	3	3	3	3	3
Mean	2.09	2.85	1.70	1.56	2.33	2.82	2.02
Variance	0.56	0.20	0.56	0.37	0.55	0.28	0.63
Standard Deviation	0.75	0.44	0.75	0.61	0.74	0.53	0.79
Total Responses	93	88	98	99	94	17	93

30. Your satisfaction

#	Question	Very satisfied	Satisfied	Somewhat Dissatisfied	Very Dissatisfied	Not applicable	Total Responses	Mean
1	print materials	20	34	2	0	24	80	2.68
2	special collections/archives	5	8	1	0	59	73	4.37
3	databases	35	29	8	0	10	82	2.04
4	electronic journals	43	28	4	1	7	83	1.81
5	workshops or events offered by library staff	19	23	1	0	36	79	3.14
6	other: please explain	1	4	0	1	19	25	4.32
7	reserves (print or electronic)	26	27	2	0	22	77	2.55

other: please explain

Copy machines

STAC

Statistic	print materials	special collections/archives	databases	electronic journals	workshops or events offered by library staff	other: please explain	reserves (print or electronic)
Min Value	1	1	1	1	1	1	1
Max Value	5	5	5	5	5	5	5
Mean	2.68	4.37	2.04	1.81	3.14	4.32	2.55
Variance	2.55	1.76	1.64	1.35	3.10	1.73	2.67
Standard Deviation	1.60	1.33	1.28	1.16	1.76	1.31	1.63
Total Responses	80	73	82	83	79	25	77

31. How often do you consult with a member of the library's staff for your teaching needs?

Answer	Total Responses
sometimes	31
rarely	30
frequently	18
never	32
	15
Total	126

Statistic	Frequency
Most Common	never (28.83%)
Total Responses	111

32. If you have consulted with a member of the library's staff for your teaching needs, please evaluate that experience:

Answer	Total Responses
excellent	53
satisfactory	8
	36
good	10
not applicable	18
unsatisfactory	1
Total	126

Statistic	It was:
Most Common	excellent (58.89%)
Total Responses	90

33. When it comes to your teaching, do you have as much interaction with
library staff as you would like?

#	Answer	Bar	Response	%
1	Yes		91	89%
2	No (please explain)		11	11%
	Total		102	

No (please explain)
currently do not utilize
no teaching
The library's outreach is great. I would just like to take more advantage of all that is offered to help my students.

Statistic	Value
Min Value	1
Max Value	2
Mean	1.11
Variance	0.10
Standard Deviation	0.31
Total Responses	102

34. Do you use WSU Library's CORE Scholar?

#	Answer	Bar	Response	%
1	Yes		35	31%
2	No		77	69%
	Total		112	

Statistic	Value
Min Value	1
Max Value	2
Mean	1.69
Variance	0.22
Standard Deviation	0.47
Total Responses	112

35. Please describe how you use CORE Scholar (select all that apply):

#	Answer	Bar	Response	%
1	I make my scholarship and academic successes public and available through CORE		25	56%
2	I help maintain a departmental page at CORE		4	9%
3	I work with or on an open-source journal in CORE		1	2%
4	I showcase student work in CORE		9	20%
5	I use CORE to archive university records and events		4	9%
6	I participate or have participated in digitization project(s) with CORE staff		6	13%
7	Other: please explain		14	31%

Other: please explain
Use it as a resource
CORE is fine for archiving but I'd never use it to publish work of any kind. There are better resources for this, such as academia.edu. Please don't spend more $ than necessary on CORE.
Have not used it
Dunno what it is.
I do not know CORE at all
do not use it
Unsure what this is.
NA
Not yet, but I'll now look it up.
Use Research Guides
N/A
I don't use it. My work can be found through literature searches, my LinedIn profile, and on Google Scholar. I'm not necessarily opposed to CORE but if I use that then I have one more place to continually update.
browse mostly

Statistic	Value
Min Value	1
Max Value	7
Total Responses	45

36. Are you satisfied with your experience using CORE Scholar?

#	Answer	Bar	Response	%
1	Yes		33	65%
2	No (please explain)		18	35%
	Total		51	

No (please explain)
Does not need to be central on library home page. Should be minimized & limited to archiving university events.
Don't really know about it
do not use it
Cumbersome
After setting it up, I have not utlized this
have not used
Seems useless for an individual (might be useful for a dept or school).
It was really awkward to search through the holdings of the Faculty Senate--I felt like I had to keep track of where I was going as I searched.
unaware of what it is
That's my own fault. Not enough energy to do more that the option offers
do not know what this is
N/A
no way to remove materials once on core scholar
still learning
I don't really know what it is.
Little control over the material that appears in the individual CORE page

Statistic	Value
Min Value	1
Max Value	2
Mean	1.35
Variance	0.23
Standard Deviation	0.48
Total Responses	51

37. Do you have any additional comments you'd like to share about the library?

Text Response
No. Other than the staff is always helpful and positive.
Less emphasis on student instruction and "information literacy" (which is covered by faculty and is usually discipline specific); more commitment to supporting faculty research.
Please increase funding for the library in terms of scholarly resources. These are cheaper than labs but just as important to work in the humanities. Better library = better scholars = better student scholarship = more publications for both faculty and students.
you should leverage the expertise of faculty in modernizing the library.
None
The library is core to the university. We need to support its staff and maintain its collections. Electronic resources are important, but print needs continued support, esp. in humanities. I also increasingly hear from students that they want to read from paper, not onscreen.
Our librarians are terrific at what they do. Sometimes I have required a few of my students to make appointments with a librarian to get help with a research project. Without fail they come back to me raving about how much help the librarian was and how much the student learned. They nearly always say they wished they'd known their librarian earlier in their education. Thanks!
This is too long a survey. I have continued in it only because of the abiding respect I have for our business librarian, Ms. Fang.
I am very impressed with Maureen Burke and the first year program people who come to my first and second year composition courses, teaching my students how to research.
You need to test library website before changes are made. I found the new website is very difficult to use compared with the old one.
I would like to do more with CORE Scholar.
Please consider setting up a testing center in the library! This service is much much needed today considering the number of online courses we have. Please have better copy machines in the library.
I appreciated it when you converted some teaching videos into DVDs - I have found library staff highly resposive to my every need. Really superb!
Ximena is invaluable to me. She goes above and beyond for myself as a faculty member and my students. She is wonderful!
No: I am very happy with almost all aspects of the library.
Overall, excellent services provided
I don't think our university's library is making the transition to the 21st century very successfully. I think it's overstaffed and administered by professionals who have very little interaction with faculty, and cannot, or do not think critically about the value of their profession. A smaller team of truly innovative individuals is needed there, and as is the case with many static organizations, new leadership should come from the outside the library.
The staff I have interacted with have been excellent. I access nearly everything online, so I don't have to actually visit the library often. We generally have access to the journals I'm looking for and if not, I request it through ohiolink or ILL. I have no real complaints.
Having taught elsewhere before my employment at WSU, I really benefit from the amount of articles that I can access through PSYCHINFO and Psychiatry Online. I also think that the clinical psychology, statistics, and psychotherapy book selection is very good.
Dunbar Library staff rocks!
I am not sure I like the new web page
I'd like to work at the library more, if I were provided space and resources dedicated to assisting faculty with research projects.
Staff is very good
None
No
there seems to be a bug in your survey. I answered the first page of survey quetions hit the continue button and got the same questions again.
No
no. But this survey was too long and I found questions redundant. I lost focus near the end of the survey
I love the library staff! They are so helpful, resourceful, smart, and fantastic.
Individualized electronic access through electronic databases is not the same as opportunity to find sources that you may not know about and may not pursposefuly search for, but still can come across as you are brousing the physical stacks. For this reason, I would not like to see the physical stacks continuously shrinking. I do think that the space dedicated to the library ought to be expanded into another builiding(s) on campus, and to offer more space for students especially to study and colaborate among physical presence of books, and not only computers.
N/A
Keep up the great work that you do for us!
Return web site to the way it was.
no
I am very pleased with our library and all the library staff, and I have been for over 20 years. I urge the university keep supporting staff and pay them competitively. A lot of good ref. librarians seem to leave.

Statistic	Value
Total Responses	35

The Charles and Renate Frydman Educational Resource Center (ERC) is a curriculum materials center (CMC) whose mission is to provide intellectual and physical access to current state-of-the-art materials, equipment, and services to the faculty, staff, and students of the College of Education and Human Services (CEHS). Curriculum materials are, by definition, educational resources that provide curriculum and instructional experiences for P-12 students. A university CMC can be housed in a main campus library, a branch library building, or in an academic building housing the campus education academic programs. (1) The ERC is the latter. Located on the first floor of Allyn Hall, it is an academic support unit of CEHS.

The ERC provides many services, educational materials, and opportunities beyond curriculum and instructional materials, as CEHS offers a diverse array of other programs of study in these departments: Human Services, Leadership Studies in Education and Organizations, and Kinesiology and Health. Examples of non-traditional materials that may be borrowed from the ERC include test files and assessments for students to learn how to administer and evaluate the results, GoPro cameras for clinical teaching placements, and mobile carts filled with a set of laptops for students' use in the classroom. Space is provided in the Instructional Materials Center for study purposes and for accessing computers. The ERC also includes the Media Production Lab, a hands-on instructional lab where posters and displays can be created, materials laminated, and documents bound, among other services available to all. Since 2003, the circulating collection of the Dayton Holocaust Resource Center (founded by our benefactor Renate Frydman in the 1970's) has been housed within the ERC. This nationally recognized collection of materials about the Holocaust, modern genocides, and bullies/bullying includes books for the scholarly student and the K-12 classroom, curriculum guides, films, audiobooks, and kits. The collection is one of the most extensive of its kind in the Midwest.

The ERC supports the instructional needs of CEHS faculty and staff. CEHS has a line item in its budget for purchasing ERC materials. These funds are spread among the various departments in a ratio reflective of student program enrollment. The college's 77 full time faculty and approximately 160 adjuncts have direct input regarding the materials that are purchased for the ERC collection through their department chair. The ERC aids faculty with simple searches, while faculty doing research is directed to Dunbar Library. Likewise, if faculty requests instruction in research methods or similar topics for their students, ERC staff refers them to Dunbar Library Reference Librarians.

The ERC provides services, materials, displays, and programming that add to the quality education of the 1,864 students (1,158 undergraduate, 706 graduate) enrolled in CEHS programs, as well as same for our

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1   1. Association of College & Research Libraries (ACRL) website:
http://www.ala.org/acrl/standards/guidelinescurriculum

alumni, as we offer support for their careers/jobs after they have graduated. Some print and non-print materials are purchased with the purpose of furthering the instruction of students – both in the classroom and in their fieldwork. Education majors, residence assistants in the dorms, and teachers whose schools do not own Ellison die-cuts or presses, utilize the ERC's collection. The ERC hosts occasional presentations and receptions by authors and/or illustrators such as Tom Batiuk (*Funky Winkerbean* series), Ishmael Beah (*A Long Way Gone*), and Susan Campbell Bartoletti (*Hitler Youth*) both on campus and at schools in the community. When the opportunity arises, the ERC steps up to donate books to schools, as was the case in 2015 when over 400 books were donated to Fairborn Schools. Presentations by ERC staff such as" Intellectual Freedom" and "Using Picture Books in the Content Fields" are usually tied to specific graduate and undergraduate classes. Opportunities such as the annual Scholastic Book Fair and continuing education programs such as the Mock Caldecott, Mock Newbery, and Picture Book Extravaganza are intended for CEHS students, WSU faculty, staff and alumni, and the Miami Valley community and beyond. The ERC services and materials are not restricted to CEHS access, as faculty, staff, and students from across the campus as well as alumni and the general public use ERC services such as WebCheck (fingerprinting/background checks), lamination, binding, and die-cuts.

The ERC is fortunate to have a cooperative resource sharing agreement with University Libraries; we work in concert as a result. Since we share, there is minimal overlap in collection holdings. All items in the ERC collection are included in the Library's circulation database "Sierra". Since we both use Sierra, ERC items may be requested and sent to University Libraries and WSU Library Affiliate sites. Additionally, ERC items may be requested and sent out on loan through OhioLINK and Interlibrary Loan. Access to all electronic resources and research databases is through the University Libraries' website.

The ERC cultivates partnerships and collaborations, both on campus and off. Picture Book Extravaganza is an annual event that happens due to collaboration between the ERC, University Libraries, and Greene County Public Library. The ERC also coordinates and participates with campus organizations, such as We Serve U, The Women's Center, and Staff Development Day and acts as an occasional site for collection/donations bins.

ERC staff includes the Director, one Program Support Coordinator, two graduate assistants, and a number of student workers. At this time, the ERC Director reports directly to the Dean of CEHS and regularly attends CEHS Dean's Cabinet, Teacher Education Department, and CEHS Technology Committee meetings. She is currently serving on a task force for the State Library of Ohio and is professionally active in the American Library Association, the Academic Library Association of Ohio, and the Ohio Educational Library Media Association, holding or having held leadership roles in all.

Prepared by Stephanie Bange

Director, Educational Resource Center

1. Association of College & Research Libraries (ACRL) website: http://www.ala.org/acrl/standards/guidelinescurriculum

Library & Technology Center

Report to the Library of The Future Task Force

January 2016

Submitted by

Jamon Flowers M.Ed.
Library Manager

Areas of Excellence and Greatest Need

The Library & Technology Center has identified areas of excellence and greatest need based on the services we provide and the day-to-day operations of the LTC.

Areas of Excellence:

Staff

> The Library & Technology Center Manger is an educational technology specialist with expertise in the areas of collaborative, instructional, communication, and information technologies.

Services

> Provide all WSU – "Lake Campus student's" equitable access to the Library & Technology Center material and technology.
>
> Offers multimedia hardware and software support to students, faculty, and staff.
>
> The Library & Technology Center is open for service 44 hours/week; students also have anytime anywhere access to thousands of electronic resources.
>
> We collaborate with other units, such as the Student Success Center and Disability Services, to extend our services on campus.

Areas of Need:

Facilities

> The Library & Technology Center has been in a doublewide modular in the back of the school for the past three years.
>
> All of the furniture is used and hasn't been updated in years.
>
> The current location of the Library & Technology Center does not provide adequate space for students to conduct research, work in groups, or study.
>
> Because of the location and the signage, many of the students at WSU Lake are "unaware of the Library & Technology Center, or the services available to them."
>
> The current space does not provide students, faculty, and staff with a restroom or drinking fountain.

Library Collection

Our physical collection needs to be updated to match the needs of our students.

Budget

Our materials budget has not increased in over 10 years, while subscriptions to scholarly journals and electronic databases have steadily risen.

Additional Staff

One staff member currently maintains the Library & Technology Center. Additional staffing is necessary to meet future work demands of the library.

Programming and Services

Teach classes on the various aspects of scholarly research.

Provide multimedia production assistance to WSU-Lake faculty through individual appointments, email, and phone.

Collaborate with the Faculty Development Coordinator to purchase material and conduct workshops for faculty development.

Usage of library's resources and programming, categorized by faculty/graduate student/undergraduate and by college

CIRCULATION (CHECKOUT) STATISTICS		
07000		
	Jan-Jan, 16	
LOCATION	PERCENT	QTY
Lake Campus	100.0%	21
Total	100.0%	21

CIRCULATION (CHECKOUT) STATISTICS		
07000		
	Jan-Jan, 16	
P TYPE	PERCENT	QTY
Faculty - WSU	9.5%	2
PostGrad - WSU	4.8%	1
Student - WSU	19.0%	4
OhioLINK Undergrad	9.5%	2
OhioLINK Graduate	9.5%	2
OhioLINK Faculty	4.8%	1
OhioLINK CRL Undergraduate	4.8%	1
OhioLINK CRL Graduate	19.0%	4
OhioLINK CRL Faculty	4.8%	1
OhioLINK CRL Staff	4.8%	1
OHPIR General	9.5%	2
Total	100.0%	21

CIRCULATION (FILLED HOLDS) STATISTICS		
07000		
	Jan-Jan, 16	
LOCATION	PERCENT	QTY
Lake Campus	100.0%	15
Total	100.0%	15

INHOUSE STATISTICS by ITEM LOCATION (Jan-Jan, 16)				
LOCATION	INTL BOOK	INTL JOURN	IUSE3	TOTAL
02100	2	0	0	2
02108	0	1	0	1
02118	2	0	0	2
02200	1	0	0	1
04018	10	0	0	10
04019	0	3	0	3
04028	2	0	0	2
04029	4	0	0	4
04030	1	0	0	1
06000	322	1	0	323
06003	26	0	0	26
06008	6	0	0	6
06013	1	0	0	1
06014	1	0	0	1
06100	17	0	0	17
06103	1	0	0	1
06116	1	0	0	1
06202	0	31	0	31
06407	4	0	0	4
06500	4	0	0	4
06520	2	0	0	2
11100	0	27	0	27
Total	407	63	0	470

Information about physical space usage, including vacancies or crowding

The current space that is being used for the Library & Technology Center is a modular

Due to the location of the Library & Technology Center space is very limited for students to work collaboratively.

The space in the Library & Technology Center only allows room for six computer stations, five round tables and chairs, and nine bookshelves.

The cramped space and location of the Library & Technology Center deters students from using the Library and the services available to them.

The current sign in front of the Library and Technology Center (Learning Center) does not clearly identify the space as such, which confuses students.

Serials costs rising faster than library budgets.

Organizational flowchart

Staff

Jamon Flowers
M.Ed. Educational Technology
Library Manager

Itemized Budget

Lake Campus Materials Budget	FY 11	FY 12	FY 13	FY 14	FY 15
Base budget	$35,614	$35,614	$35,614	$35,614	$35,614
Expenditures					
Serials	$23,194	$15,012	$17,274	$13,799	$12,974
Book/AV	$3,065	$9,736	$16,157	$17,038	$13,865
Other	$168	$365	$354	$451	$134
Total Expenditures*	$26,427	$25,113	$33,785	$31,288	$26,973

*Does not include OhioLINK charges paid by Dunbar on behalf of Lake Campus.

List of peer or aspirational institutions the library uses to gauge its services

- Lemieux Library & McGoldrick Learning Commons, Seattle University
  https://www.seattleu.edu/library/

- University of California Merced Library
  http://library.ucmerced.edu/

- University Libraries-Bowling Green State University
  http://www.bgsu.edu/library.html

Minutes from Library Task Force Meeting 12/17/2015

Members in attendance:
Steve Berberich (Associate Provost) (co-chair)
Crystal B. Lake (College of Liberal Arts) (co-chair)
Zdravka Todorova (Raj Soin College of Business)
John Conteh (College of Education & Human Services)
Bin Wang (College of Engineering & Computer Science)
Dave Hochstein (Lake Campus)
Giovanna Follo (Lake Campus)
Jamon Flowers (Lake Campus)
Karla Huebner (College of Liberal Arts)
Catherine Marco (Boonshoft School of Medicine)
Cristina Redko (Boonshoft School of Medicine)
Maura Boesch (College of Nursing & Health)
Rosemary Eustace (College of Nursing & Health)
Sheila Shellabarger (WSU Libraries)
Craig Wooley (CATSs)
Chris Roberts (CTL)

Members not in attendance:
Roxanne DuVivier (College of Education & Human Services)
Steven Kniffley (School of Professional Psychology)
Scott Bair (College of Science and Mathematics)

Notes:
WSU Libraries provided all committee members with a folder of information, including WSU Libraries' 2014 annual report, a brochure on faculty services, the Winter 2015 newsletter, "Access," information about OhioLINK, and the 2011 report, *Redefining the Academic Library*. After brief introductions, the committee reviewed the mission of the taskforce. Discussion centered on the data to be provided by WSU Libraries for the completion of Phase 1 of the taskforce's mission. The committee agreed that the library will provide the following:

      a.   WSU Libraries' self-identified areas of excellence
      b.   WSU Libraries' self-identified areas of greatest need
      c.   overview of programming/initiatives, with special attention to services for faculty
      d.   information on usage of library's resources and programming, categorized by faculty/graduate student/undergraduate and by college
      e.   information about physical space usage, including vacancies or crowding
      f.   organizational flowchart
      g.   itemized budget
      h.   list of peer or aspirational institutions the library uses to gauge its services

WSU Libraries routinely collects most of this data, especially on usage, which includes gatecounts (provided primarily vendors) and can be assembled historically. The vendors do not provide details regarding faculty/college versus student/graduate student usage, but information about college can be inferred, generally, by the database or resource in question. One committee member requested information about shelving/reshelving to ensure that we have a picture of the use of material as well as electronic/digital resources. WSU Libaries also have extensive data on course reserves (both electronic and physical) and will provide that information.

WSU Libraries has recently completed a comprehensive space use study, and will provide information from that study as part of item e. ("information about physical space usage"). This study emphasizes student, not faculty, use of the libraries and was isolated to the Dayton Campus. This study will be provided to the Lake Campus.

As part of item f. ("organizational flowchart"), WSU Libraries also agreed to provide a picture of the relationships between WSU Libraries, local library affiliates, and OhioLINK.

As part of item g. ("itemized budget"), WSU Libraries will provide information about cost per use for resources.

We discussed that item h. ("peer or aspirational institutions") should include other university libraries that serve as a model for WSU Libraries' best practices and initiatives.

It was agreed that Jamon Flowers, Lake Campus Library Manager, and Stephanie Bange, Director ERC, should be added as a member of the taskforce.

The taskforce recommended that another item be added to the list of data we'd like to review: a survey of faculty. Faculty were not included in the recent space-use study, which focused primarily on students and, to some extent, staff. The taskforce would like to develop a Qualtrics survey to be distributed near the beginning of the Spring 2016 semester that will

- capture demographic data about discipline/college affiliation
- capture information about the use of both library materials and its space

The taskforce also discussed consulting and interviewing subject librarians. A subcommittee was formed to develop the survey with the assistance of WSU Libraries who have a draft of a similar survey already prepared. This subcommittee includes Steve Berberich, Crystal Lake, Jamon Flowers, and Rosemary Eustace.

The taskforce next set a timeline for acquisition and receipt/presentation of data. WSU Libraries will prepare a packet by January 29, 2016 for the taskforce to review; this packet will be made available on the taskforce's Pilot page. Meanwhile, the subcommittee will prepare a draft of the survey for review as well, with the goal of distributing it to the faculty by January 29th. The entire taskforce will reconvene by February 12, 2016 to discuss the data. WSU Libraries agrees to present an executive summary of the data at the next meeting of the full taskforce and to offer a formal tour of the library.

Action Items:

- Jamon Flowers and Stephanie Bange need to be added to the committee
- Steve Berberich and Crystal Lake will work with Bryan Nethers to set the next full taskforce meeting by February 12, 2016.
- WSU Libraries will prepare a pdf packet of requested data items a-h by January 29th, to be submitted to Steve Berberich, Crystal Lake, and Bryan Nethers for upload to the taskforce's Pilot site.
- WSU Libraries will prepare a presentation offering an executive summary of the data for the next meeting, to be held by February 12, 2016.
- Steve Berberich, Crystal Lake, Jamon Flowers, and Rosemary Eustace will work with WSU Libraries to create a draft of a survey to be distributed to the faculty and make this draft available for review by the entire taskforce by January 22, 2016.
- Members of the taskforce will review the survey draft so that it may be finalized and distributed to the faculty by January 29th.
- Members of the taskforce will review the data packet on Pilot before the next full taskforce meeting.

Minutes from Library Taskforce Committee Meeting 2/3/16

Attendance:
Steve Berberich (Associate Provost) (co-chair)
Crystal B. Lake (College of Liberal Arts) (co-chair)
Scott Baird (College of Science and Mathematics)
Craig Woolley (CATS)
Chris Roberts (CTL)
Zdravka Todorova (Raj Soin College of Business)
Cristina Redko (Boonshoft School of Medicine)
Maura Boesch (College of Nursing & Health)
Rosemary Eustace (College of Nursing & Health)
Dave Hochstein (Lake Campus)
Jamon Flowers (Lake Campus)
Sheila Shellabarger (WSU Libraries)
Stephanie Bange (ERC)
Karen Wilhoit (WSU Libraries)
Sue Polanka (WSU Libraries)

Members not in attendance:
John Conteh (College of Education & Human Services)
Bin Wang (College of Engineering & Computer Science)
Giovanna Follo (Lake Campus)
Karla Huebner (College of Liberal Arts)
Catherine Marco (Boonshoft School of Medicine)
Roxanne DuVivier (College of Education & Human Services)
Steven Kniffley (School of Professional Psychology)

Notes:
Staff from WSU Libraries presented an executive summary of the report they prepared in response to our request for data.

The Library identified its areas of excellence as its staff, services, collections, and technology.

The Library identified its greatest areas of need as facilities, budget, and staff.

Dunbar requires cosmetic updates, safety updates (elevators), and currently has insufficient space for student seating and study needs and new initiatives. The Library's materials budget has been flat or declining since 2010. The Library is unable to keep pace with the rates of inflation in materials costs (including, especially, e-journals, print books, and OhioLINK). A survey conducted by Library staff revealed that students want the hours of the library to be extended on Fridays and weekends; more staff will be needed if the library is to extend its hours and the Library has an aging workforce that means more retirements are anticipated. The Library has also had an interim director for two years and would like that position to be permanently filled.

The staff from the library provided an overview of other information available in the report, including: information on our collections, services for students and faculty, and CORE Scholar. The floor was opened for questions.

Questions asked and addressed:
- the data Lake campus library might assemble for the taskforce
- the safety of Dunbar's elevators
- basic urgent needs compromising ability to keep up with new technologies
- efficiency
- students not surveyed on their specific use of the library (as study space that is non-resource/materials reliant vs. as study space that relies on library's resources/materials)
- seating capabilities of peer institutions as compared to our 8.6% capacity and the standard recommendations (this information will need to be supplied)
- projections for future cancellations/reductions in materials (this information will need to be supplied)
- methods for determining cancellations/reductions (this information will need to be supplied)
- anticipated changes in OhioLINK costs/formulas (this information will need to be supplied)

Action Items:

- Lake Campus needs to decide what data they want and can gather for consideration
- Any additional questions related to the Library's report need to be sent via email to Crystal and/or Steve by Friday, February 12th. They will assemble and make available on Pilot for review.
- Feedback/comments/suggestions for the draft survey need to be sent via email to Crystal and/or Steve by Friday February 12th.
- The Faculty Survey will be distributed the week of February 15th; due by February 29th.
- A final meeting, to complete Phase 1, will be scheduled in early March

Minutes from Library Taskforce Committee 3/18/16

Members present:
Steve Berberich (Associate Provost) (co-chair)
Crystal B. Lake (College of Liberal Arts) (co-chair)
Scott Baird (College of Science and Mathematics)
Sheila Shellabarger (WSU Libraries)
Craig Woolley (CATS)
Chris Roberts (CTL)
John Conteh (College of Education & Human Services)
Karla Huebner (College of Liberal Arts)
Maura Boesch (College of Nursing & Health)
Stephanie Bange (ERC, WSU Libraries)
Zdravka Todorova (Raj Soin College of Business)
Cristina Redko (Boonshoft School of Medicine)
Dave Hochstein (Lake Campus)

Members absent:
Roxanne DuVivier (College of Education and Human Services)
Bin Wang (College of Engineering and Computer Sciences)
Giovanna Follo (Lake Campus)
Jamon Flowers (Lake Campus)
Catherine Marco (Boonshoft School of Medicine)
Rosemary Eustace (College of Nursing & Health)
Steven Kniffley (School of Professional Psychology)
Dragana Claflin (College of Science and Mathematics)

Notes:
The meeting began with a discussion of the results from the survey circulated to assess faculty perceptions of and needs for the libraries. 166 faculty responded to the survey. We addressed anxiety that the survey did not ask any questions about the future of the library and confirmed that the survey was designed to collect data as part of Phase I of the Taskforce's mission. A second survey may be circulated as part of Phase II.

The committee discussed whether or not we had enough data now to complete Phase I. All were in agreement that we did.

The committee next discussed what main points we would provide to the Faculty Senate in our upcoming report. We agreed to focus on:

- Faculty perceptions of the library's priorities
- Budgetary concerns, especially as they regard the collection
- The need for trained library staff
- Student versus faculty needs

The full report to the Faculty Senate will include our executive summary as well as the report provided by the Library, reports from ERC and Lake Campus, and the survey. We agreed to remove names mentioned in the survey comments.

Action Items:

- Members of the committee should email feedback to Steve and/or Crystal as they prepare the executive summary
- Crystal and Steve will prepare the executive summary and invite feedback from the taskforce
- Crystal and Steve will present the executive summary to the Faculty Senate at their April meeting
- The Library Taskforce will convene again in the Fall of 2016. We will need to consult various other committees as outlined by our mission statement.

Minutes from Library Taskforce Committee 10/19/16

Agenda:
1. Introductions and welcome new members
2. Where we're at now: Gathered substantial data through LOFT report, ERC and Lake Campus Report, and faculty survey (Phase I) – Turn over to Steve
3. Hear from Sheila
4. Where we need to go: Phase II: Prepare our recommendations to present to the Faculty Senate at the December meeting. These recommendations should draw on the reports already prepared, although they are likely to require some additional research; they definitely require meeting with various constituencies (from mission statement: "Taskforce shall consult with the Buildings and Grounds, IT, and Policies Committees, Student Government, Graduate Council and the Office of the Provost and review documentation as needed.")
5. In order to achieve Phase II, we're forming subcommittees based on the areas of the library identified by the LOFT report as their greatest assets and needs:
   a. Budget (chair: Steve)
   b. Collections (chair: Crystal)
   c. Staff
   d. Technology
   e. Facilities

   Subcommittee will gather data, meet together, and liaise with various other contingencies as needed. Each subcommittee should keep in mind our purpose:
   a. research and make recommendations as to Library services, resources, infrastructure and planning to meet the needs of a twenty-first century university and to promote excellence in Wright State's library system;
   b. review and identify areas of excellence in Wright State library collections and services as they relate to faculty and student needs, and make recommendations as to how to maintain those areas of excellence and develop further areas of renown;
   c. review and recommend improvements to the communication channels to ensure faculty input guides investments in future research and teaching resources.
6. Subcommittee are to prepare:
   o a 1 page executive summary of their findings
   o a list of recommendations that they believe we should submit to the Faculty Senate in December.
7. We will meet to discuss and finalize the executive summaries the week of November 28th.
8. Presentation to the Faculty Senate will occur on December 12th.

Notes:
There are five subcommittees, and we have enough members to staff all of them with at least 3 members.

Choosing subcommittees: Lake Campus should choose first; my sense is that we desperately need at least one representative from Lake Campus on the Facilities subcommittee; the student government representative should choose second

*chair
Budget:
1. Cristina Redko
2. Gale Kleven
3. Steven Kniffley
4. Scott Baird

Collections:
1. Crystal B. Lake
2. Karla Huebner
3. David Hochstein
4 (optional).

Facilities:
1. Jamon Flowers
2. Roxanne DuVivier
3. Noelle Downey
4 (optional).

Staff:
1. Stephanie Bange
2. Steve Berberich
3. Deb Poling
4 (optional).

Technology:
1. Craig Woolley
2. John Conteh
3. Chris Roberts
4 (optional).

Instructions for Subcommittees:

- Review: LOFT Report, Report from ERC, Report from Lake Campus, & Faculty Survey – all available on PILOT.
- Gather additional data and consult with Buildings and Grounds, IT, Policies Committees, Student Government, Graduate Council, and the Office of the Provost as needed.
- Prepare a one page executive summary of findings.
- Prepare a list of recommendations.
- Review and revise summary and recommendations based on LOFT mission Statement:

- o research and make recommendations as to Library services, resources, infrastructure and planning to meet the needs of a twenty-first century university and to promote excellence in Wright State's library system;
  - o review and identify areas of excellence in Wright State library collections and services as they relate to faculty and student needs, and make recommendations as to how to maintain those areas of excellence and develop further areas of renown;
  - o review and recommend improvements to the communication channels to ensure faculty input guides investments in future research and teaching resources.
- By November 28th: email executive summary and recommendations to Steve and Crystal.
- Plan to meet week of November 28th to finalize report and recommendations for presentation to Faculty Senate on December 12th.

New info from Sheila:

On Staff:
- 5 staff members left in 2016 (archivist; reference librarian; ILL; technical assistant; accountant)
- 9 additional are leaving as part of the voluntary retirement program

WSU Libraries has been granted permission to hire in 4 new positions (science reference and instruction librarian; course reserves manager; senior library technical assistant to work at circulation and information desk; cataloguing librarian / authority control – this is an opportunity hire).

"quite a challenge"

In spite of staff changes, weekly hours remain the same – but there's no way to increase service hours without additional staff.

ILL and circulation (which includes reserves) hardest hit by recent developments.

Making a change, effective 12/31/16 – eliminating electronic course reserves service (ARES); duplicates PILOT services. "Benefit for students" who only have to go to one site for reserves. A cost savings of $14,000/year (which was what they paid for the software).

New document on the budget is now available on PILOT site.

Library Acquisitions: same amount is budgeted as last year. But inflation anticipated to be between $150,000 - $250,000 dollars, so we'll have to cut accordingly. "Balanced approach:" not just books, journals, or databases. Reducing discretionary spending for the subject librarians by 25%. Maintaining "book approval" from vendors. Protecting funds for "faculty requests." Eliminating low-use databases (Europa World+, for example; Index to Printed Music) and several databases in areas that are particularly well covered and/or well funded. We wanted to increase our local journal subscriptions by 10% ($100,000).

Library had 1.52 million in reserves; saving primarily for facilities; that cash is on hold, but it has put a kink in the works moving forward with some other things.

ERC: cut student working hours and had to cut working/operation hours. Cut weekend hours. M-Th now open 8-7 and F 8-4.

What are the things we're going to ask for the future? Does the purchase of electronic materials really get you more bang for the buck? Steve is proposing a model of budgeting that's tailored college by college and possibly subject to faculty input.

Minutes from Library Taskforce Committee 11/28/16

1. Welcome
2. Reports from Subcommittees
3. Decisions re: important points to convey in report to Senate and critical recommendations to make
4. Review Mission Statement

Members present:
Crystal B. Lake (co-chair)
Steve Berberich (co-chair)
Dave Hochstein (Lake)
Jamon Flowers (Lake)
Scott Baird (COSM)
Deb Polling (CONH)
Sheila Shellabarger (WSU Libraries)
Hans-Dieter Sprohge (RSCOB)
Craig Woolley (CATS)
Karla Huebner (COLA)
John Conteh (CEHS)
Roxanne DuVivier (CEHS)
Stephanie Bange (WSU Libraries/ ERC)
Cristina Redko (BSOM)

Members absent:
Bin Wang (CECS)
Gale Kleven (COSM)
Steven Kniffley (SOPP)
Noelle Downey (Student Government)
Chris Roberts (CTL)

Notes:
1. Crystal presented the Collections Subcommittee Report

Question from Scott Baird on recommended 360 review of the Libraries (Steve notes that the Provost would like to establish a process whereby all service units receive regular review, and thus this suggestion would align with the Provost's plans). Faculty expressed concern about paying consultants for external review. Everyone agreed that regardless of the mandate for an external review or not, WSU Libraries needed to identify and align itself with the peer and aspirational institutions. Representatives from Lake Campus felt that an external review would be more likely to incorporate findings and needs with regards to the Lake Campus library.

2. Scott presented Budget Subcommittee Report

Budget and Collections Subcommittee reports contain similar findings: the budget is not currently sustaining "multiple" missions – research, undergraduate education, graduate

education. Several proposals for increasing the library's budget were presented: F & A rate increases, student fees (especially for increased operating hours), fundraising (especially for Archives and Special Collections). Sheila reports that the Library has been working with advancement and the foundation to pursue fundraising opportunities.

3. Roxanne presented the Facilities Subcommittee Report

Report focused largely on student needs for more individual, group, and flexible study spaces. We acknowledge the Library's concern with seating capacity. There are also concerns about the bathrooms and the elevators, as well as the overall design and usability of the library space. We discussed using Ohio University as a model for a library that maintains a 24 hour study space but which does not provide 24 hour access to the stacks. The report did not include information about Lake Campus's facilities, but we noted that Lake's library is currently in a double-wide modular, with minimal updates.

4. Craig presented the Technology Subcommittee Report

Recommendations were made for consolidating duplicate personnel and services. The Library's website runs on a different platform than all other WSU websites, and update and maintenance of the website could be moved more centrally over to CATS. Additionally, public computer usage is diminishing and will likely continue in a downward trend; a move to virtual desktops could reduce the cost of annual hardware maintenance and free up space for student seating and study areas. Because we're down in FTE students and faculty, the WSU Libraries should re-visit their annual cost for subscriptions for some electronic resources. STAC is a value resource, unlike any other on campus, and should be preserved.

5. Steve directed attention to the Staff Subcommittee Report. Because we were running out of time, we did not cover this information thoroughly, but we noted that both the Staff and the Collections Subcommittees recommended the Library create a faculty advisory and steering committee.

Action items:

- Steve and Crystal will collect electronic copies of all subcommittee reports and ensure that they are uploaded to PILOT.
- Steve and Crystal will prepare a master executive summary and list of recommendations
- Members of the taskforce should review that document prior to the final presentation to the Faculty Senate.
- Crystal will present the taskforce's findings and recommendations to the senate on 12/12/16