

KIMBEL LIBRARY & BRYAN INFORMATION COMMONS 2014-2015

FEEL the TEAL



Open 24/7

DEAN'S SUMMARY

This past year I've heard many students refer to the library as their "home away from home." As the library has implemented and expanded its services and resources, we've been very intentional about providing that welcoming environment that supports student success. The library staff have adopted the Feel the TEAL initiative and the library was the first unit on campus to complete Module 7 as a department.

Providing access to the technology needs of students continues to be a challenge. This past year the library added more computer workstations to the Kimbel Library, added charging stations, and purchased new laptops for circulation.

The library updated its website with architecture that adds improved search results. Based on user feedback, the website was simplified to provide more intuitive access to services and resources. Millennium, the library's integrated library system, was moved to a cloud environment in an effort to provide better response times for patrons and staff.

A new reference model resulted in an increase in reference assistance and consultations, with the most significant increase occurring in chat reference. Offering many methods for assistance provides options for students to get assistance any time, day or night and this is reflected in the reference statistics.

Library instruction continues to be a strong and integral service. The one-credit library courses are increasing in popularity as students acknowledge the value in gaining in-depth knowledge of information literacy concepts and skills. This past year librarians worked on developing a comprehensive assessment plan and they've begun to successfully implement assessment into course-related instruction, as well as the one-credit courses. Librarians continued to develop new tutorials and videos that can be used as part of library instruction or linked to course pages in Moodle.

The SACS substantive change review provided an opportunity to evaluate the collection and the library's method of assessment. As a result, the library added the *ProQuest Natural Science Collections* to its holdings, providing a significant resource for the marine science and other science programs. The library's primary focus on collection management is providing the electronic resources necessary for student success.

Library staff worked closely with the Horry County Archives Center to set up a digital repository. CCU's yearbook, *The Athenaeum*, was digitized with funding provided by PASCAL and made available to the public, along with some smaller collections of local history documents.

Overall, the library continues to refine its policies and procedures to meet the needs of students, faculty, staff, and the greater community. Our community patrons are the most rapidly expanding population of library users. This year the library completed two major grant projects focused on community engagement: the *Muslim Journey's* book discussion group and the *Dust, Drought, and Dreams Gone Dry* exhibit and film screening. These projects involved collaboration with faculty across campus.

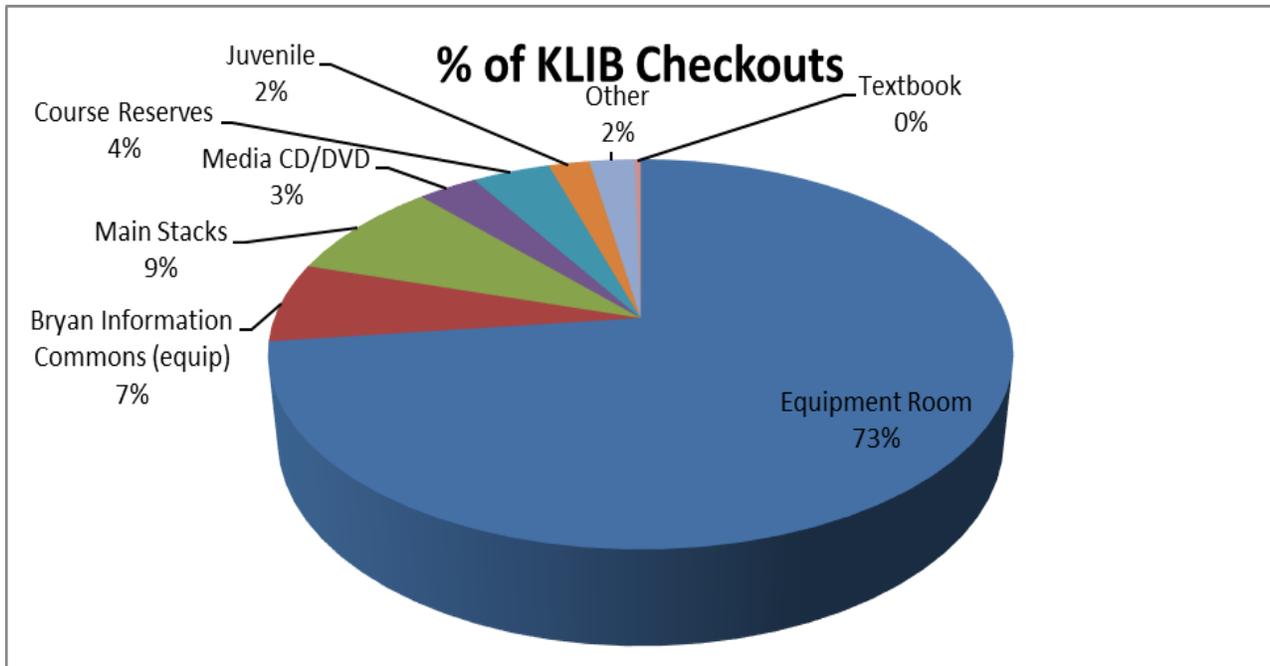
Students often mention the many outreach events in the library. This year the library sponsored at least one special event each month. These events made students aware of library resources and encouraged interaction with staff. As a result, the library continues to be the place where students want to be.

Barbara Burd, Dean of Library Services



BUILDING SERVICE EXCELLENCE

When students are asked why they come into the library, the majority will say to study and to use the computers and other technology that the library has to offer. They also indicate that it's important for them to get assistance with research and other information needs. The heavy use of the library equipment lending supports this use of the library to provide laptops and other computing workstations for students. Total Circulation transactions increased approximately 9.7 percent from 191,392 in 2013-14 to 209,937 in 2014-15. This increase was due to the addition of new laptops and other equipment, such as graphing calculators, added to the library's inventory. Approximately 65% of the total circulation was laptop lending. The circulation of other library materials, including print books, decreased slightly from previous years. The following chart shows a breakdown of library checkouts:



LIBRARY LENDING

Total Checkouts	112,171
Equipment	89,352
Course Reserves	4536
Print	12,155
Media	3616
Interlibrary Loan	
Borrowing	2376
Lending	800
PASCAL Delivers	
Borrowing	1951
Lending	730

The library remains a strong net borrower for both interlibrary loan and PASCAL Delivers. This indicates that the library does not hold many of the materials that students and faculty need and, taken together with the decrease in circulation of library materials, is an indicator of the weakness of the print collection. To compensate for this, the library has focused on building its collection in electronic resources. The addition of *ebrary* and *EBSCO's ebook* collections provided by PASCAL provides an essential element in collection development. In 2013-14 the library added a document delivery service to provide faculty with materials directly to their door. These materials are typically owned by the library, but requested through ILL. This service saw a 31.5% increase in 2014-15.

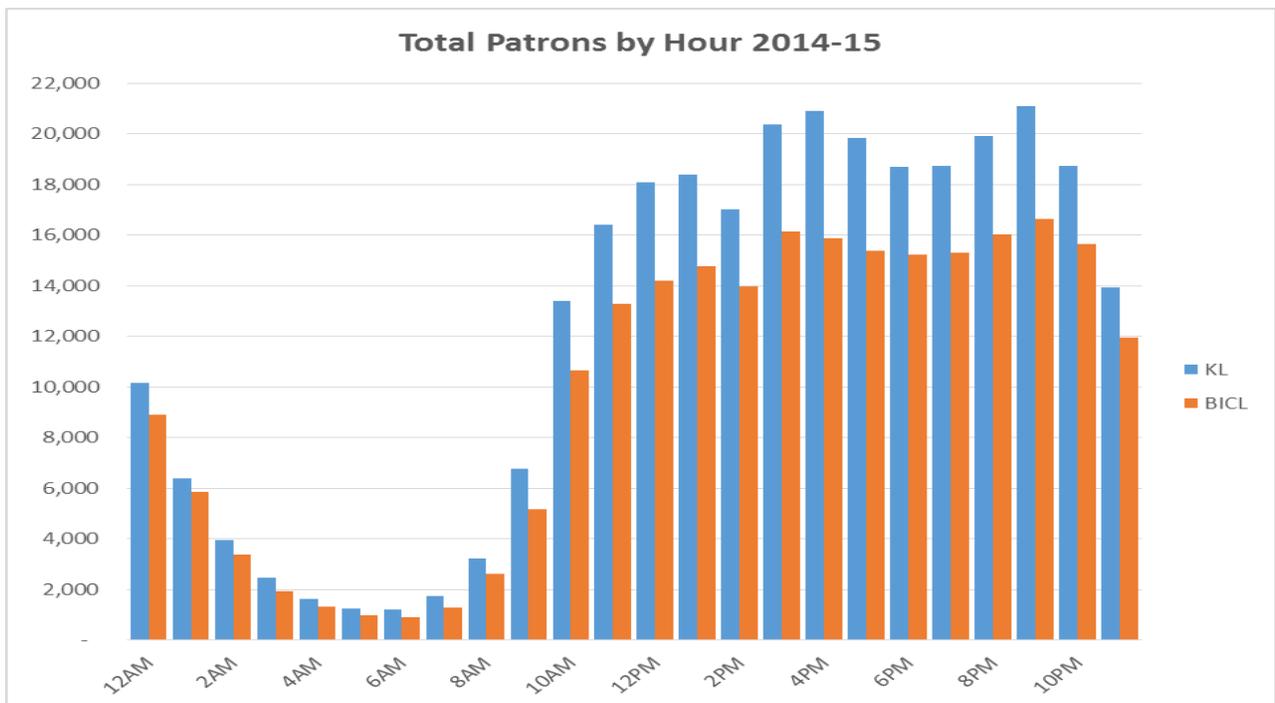
LIBRARY AS PLACE

Serving as their “home away from home,” students make heavy use of the library facilities. The library registers gate counts and library staff conduct head counts once an hour. The gate count for 2014-15 was 945,800, indicating the number of individuals who came into the building during this period of time.

Head counts were not done during Summer 2014 from July 1 to August 17 due to changes in the methods of counting. For the Fall semester the peak hours were Monday through Thursday from 10 a.m. to 11 p.m., Friday from 10 a.m. to 2 p.m. and Sunday from 4 p.m. to 11 p.m. During these hours, counts ranged between 200 and 400 patrons with the highest count being 574 on Tuesday, November 17 at 7 p.m. During finals week, the Library was consistently busy from 10 a.m. to 1 a.m. The total sum of the patrons counted in the Fall was 250,693. The average number of patrons counted per week was 15,669. Note: The total sum of patrons counted during the Fall was effected by patron counts not being done during the first week of classes.

For the Spring semester the peak hours were Monday through Thursday from 10 a.m. to 10 p.m., Friday from 10 a.m. to 3 p.m. and Sunday from 3 p.m. to 11 p.m. During these hours, counts ranged between 200 and 400 patrons with the highest count being 528 on Monday, May 5 at 9 p.m. Throughout finals week the Library was consistently busy from 10 a.m. to 1 a.m. The total sum of the patrons that were counted in the Spring was 281,116. The average number of patrons counted per week was 17,570.

The total head count for fall and spring semesters combined was 531,809. The winter ice storm had a significant impact on library use for a four-day period, as roads and sidewalks across campus were hazardous. The following chart shows the total patrons by hour broken down by library buildings. It’s interesting to note that the “old” part, Kimbel Library, is consistently busier than the Bryan Information Commons. This is primarily because of the availability of study rooms and tables for collaboration in the Kimbel Library.



HOME AWAY FROM HOME

Library staff make a concerted effort to create a welcoming environment for students and are committed to providing service in a friendly atmosphere. To create this culture, the staff work hard to create a space that provides information about library resources and services through library displays, orientation, and activities throughout the year. There are five display areas in the library and they are changed on a monthly basis. Displays highlight library resources and often focus on a specific theme. Some of the themes covered in 2014-15 include Dust Bowl Exhibit (multiple displays), Staff Picks, Books are the New Black, Have you “Red” anything good lately?, Martin Luther King’s birthday, Black History Month, National Women’s History Month, Children’s Book Month, Choose Privacy Week, Gullah Culture, Shakespeare’s Words, Pi Day, Banned Books Week (Multiple Displays), Oscars, Night at the Movies, Domestic Violence Awareness Month, Muslim Journeys (Multiple displays), September 11th, Veteran’s Day, LGBT Book Month, and the Popular Reading Shelf. Circulation statistics indicate that books and other materials that are displayed are frequently checked out.

ORIENTATION

The library participated in twelve freshmen and transfer orientations and held an open house during CINO Tie to introduce new students to the library. Students were invited to take photos holding a sign “You can find me in Kimbel Library....meeting friends, studying, doing research...”



BANNED BOOKS WEEK



The library’s two main events are the celebrations of Banned Books Week in the fall and National Library Week in the spring. Sixty students participated in the “tweet-out” for banned books and another 65 entered the “book in a jar” contest. Students enjoyed popcorn as they watched the library’s video “Banned Books that Changed America” which ran throughout the week.

MUSLIM JOURNEY'S BOOK DISCUSSION

The library completed its second ALA/NEH grant-funded book discussion on *Muslim Journeys: Connected Histories*. This program included lectures by faculty and discussion of five books: **When Asia Was the World: Traveling Merchants, Scholars, Warriors, and Monks Who Created the "Riches of the East"**

Dr. Ron Green, Assistant Professor of Philosophy and Religious Studies

The House of Wisdom: How Arabic Science Saved Ancient Knowledge and Gave Us the Renaissance

Dr. Florence Eliza Glaze, the Lawrence B. and Jane P. Clark Chair in History

The Ornament of the World: How Muslims, Jews, and Christians Created a Culture of Tolerance in Medieval Spain

Dr. Ted Blanton, Visiting Professor of History at College of Charleston

Traveler and Scholar: The Story of Leo Africanus

Dr. Jeffry Halverson, Assistant Professor in the Department of Philosophy and Religious Studies

In an Antique Land: Egypt Through the Centuries

Dr. Florence Eliza Glaze, the Lawrence B. and Jane P. Clark Chair in History

Attendance at these book discussions ranged from 20-90 participants. The library was selected to participate in an NEH evaluation of the program and received positive comments from the evaluator.

DUST, DROUGHT, AND DREAMS GONE DRY

The library also received an ALA/NEH grant to fund an exhibit, film screening, and scholar discussions on the Dust Bowl and its relevance to today's climate change.

The exhibit opened with a reception and Woody Guthrie music performed by Jason Eastman, Associate Professor of Sociology. Other discussions with film showings included:

Dust, Drought, and Dreams Gone Dry: The Great Plow Up

Dr. Eldred "Wink" Prince, Professor, Director of Waccamaw Center for Cultural & Historical Studies and Dr. Matthew McDonough, Lecturer, Department of History

Dust, Drought, and Dreams Gone Dry: Reaping the Whirlwind

Dr. Eldred "Wink" Prince, Professor, Director of Waccamaw Center for Cultural & Historical Studies and Dr. Matthew McDonough, Lecturer, Department of History

Dust, Drought, and Dreams Gone Dry: Women's Stories of Survival

Dr. Angie Fitzpatrick, Assistant Director, Women's and Gender Studies

Dust, Drought, and Dreams Gone Dry: Past, Present, and Future

Dr. Philip Whalen, Professor, Department of History

Attendance at this community outreach event was between 20-40 for each screening and discussion. Evaluations were very positive, especially for the photographic exhibit displayed in the library. For this exhibit, photographs from Horry County were interspersed with the exhibit panels.

NATIONAL LIBRARY WEEK



Professor Emerita, Sally Z Hare, led a panel to discuss the book of essays on *Let the Beauty Within Be Who You Are*.

In spite of moving inside due to inclement weather, seventeen individuals read poetry to an audience of 70 individuals at Poetry in the Park.



The highlight of National Library Week is the Edible Book Fair. This year 27 individuals submitted entries.

DE-STRESS FEST

De-Stress Fest continues to be a huge success. Because ARAMARK no longer provided coffee for students, the library started to provide beverages as well as snacks to students. Games and other fun activities, including the ever-popular stress balls, encouraged students to relax and de-stress. One of the favorite activities is the "Mail a Postcard" where students can check off what they're doing in the library. The library then mails the postcards to family.



Whiteboards are used to provide opportunities for students to comment on various topics and also serve as an informal survey mechanism for the library to assess how it's doing and to make improvements. The library suggestion boxes also provide useful comments and, whenever possible, suggestions are implemented. This past year the library added charging stations, calculators, and other equipment per whiteboard and suggestion box requests.

I love Kimbel Library because...



- great atmosphere
- love staff
- open atmosphere
- kind
- I live here!
- I can ask any crazy question and they don't judge me
- calm, peaceful place where I can get my work done
- It's basically life during semester
- It's the only place my brain actually works!
- You can check out books for your course!
- It is the place where my best friend and I officially turned in our final assignments before graduation!
- IT IS MY HOME AWAY FROM HOME!
- quiet side
- welcoming
- art work is lovely
- 24/7
- free, fun stuff
- all the resources
- love displays
- helpful
- quick to respond
- books r life

CONTRIBUTING TO STUDENT SUCCESS THROUGH INFORMATION LITERACY

Providing reference assistance is critical to student success. The library provides many options for getting help: in-person assistance at the help desk and in consultations with librarians, email assistance, telephone assistance, and the increasingly popular chat service. Assistance is available 24/7. Questions range from how to print to how can I find an item on course reserves to in-depth reference questions related to course assignments. The following is a sample of some of the kinds of questions that reference librarians and staff answer:

- ⇒ I can't find industry averages for Thompson Reuters. Let's first figure out what industry Thompson Reuters operates in. We can find that information in Mergent Online. Once we've established the industry and corresponding NAICS code, we can search RMA eStatement Studies for the industry ratios.
- ⇒ How can I find out a company's market share? The best place to look for market share reports is Business Insights: Global. If there isn't a market share report that includes your company, you'll have to calculate market share yourself. Market share is the percentage of an industry or market's total sales that is earned by a particular company over a period of time. You can find the industry's total sales by checking for industry reports in Business Source Complete and Business Insights: Global.
- ⇒ I'm looking for case studies on sustainability in Nepal. Start with Discover, search your keywords. Limit to peer reviewed articles. Expand search by looking for sustainability in full text. Located several articles that satisfied the patron.
- ⇒ My keyword search isn't working, can you help me? Assisted student in brainstorming alternate terms/language to describe the topic. Used truncation and full text searching as additional options. Located articles that the student was satisfied with.
- ⇒ I need to find scholarly articles about fairy tales, how would I do that? Start with JSTOR, search for the name of the story, then skim the abstracts to see what the focus of the article is. Many of the article titles do not adequately explain what the article is really about. Try adding in the author, such as Grimm or the word fairy tale to the search to further narrow the results. Articles are there, but they are not easy to find if you just read the titles, you must read the abstracts, too.
- ⇒ I'm researching the shark population of Winyah Bay, South Carolina. What databases should I search? A few library databases that cover marine science topics are the Natural Science Collection, Science Direct, and Web of Science. We are happy to help you search.

In 2014-15, reference saw an 8.12% increase in the total number of questions asked, for a total of 10,614 questions. The largest increase was in the questions asked through chat reference service, which saw an increase of 62.91% from last year's numbers.

This year the reference department promoted the library's "Book a Librarian" research consultation service. During the year, consultations were promoted through library instruction sessions and liaison work with faculty, as well as through e-board and library table-top advertisements. Statistics showed that "Book a Librarian" consultations increased 46.8% (from 47 to 69) when comparing Fall 2013 to Fall 2014 and 36% (from 50 to 68) when comparing Spring 2014 to Spring 2015. There was an overall increase in research consultations of 41.23% between FY 13-14 and FY 14-15 (From 97 to 137).

This year, the information literacy program taught 188 course-integrated library instruction sessions to 4,333 CCU students. An additional 104 students from local or associated schools, including Ocean Bay, Aynor, and Loris Middle Schools and the IB English class from Socastee High School received instruction in 4 sessions. In addition to these one-shot sessions, librarians taught five sections of the LIBR one-credit courses. A total of 87 students were enrolled in these classes and 70 online-equivalent class meetings were held, bringing the final number of library sessions taught to 262. The total students receiving library instruction, including the LIBR courses, was 4,420.

In support of distance education, the distance learning librarian works with faculty engaged in online instruction. She has served as an embedded librarian in numerous courses and has developed videos and other online resources that can be embedded into online courses.

The following videos were created this year:

Research Introduction: Created for CBAD 478, this video introduces students to some information literacy concepts, the CBAD 478 research guide and how to get help.

American FactFinder and Prizm: Created for HRTM 386, this video teaches students how to search for demographic information and how to navigate American FactFinder and Prizm.

Find Videos in Discover; Find Books in Discover; Find Articles in Discover; Email and Cite Online Articles: These four short (approximately one minute) videos provide important search techniques.

Search in Select Library Databases: A similar video was originally created for IDS classes and LIBR 103 classes. This video was updated to reflect the design change of the new library website.

Search Library Databases with Google Scholar: This video explains how students can search library databases from Google Scholar.

Create Your ILLiad Account: This video explains how users can create a new ILLiad account. It was updated to reflect the new registration process and the design change of the new library website.

Request Articles from Other Libraries: This video demonstrates how to find and request items through interlibrary loan. It was updated to reflect the design change of the new library website.

Request Books from Other Libraries: This video demonstrates how to find and request books from other South Carolina academic libraries. It was updated to reflect the design change of the new library website.

Views of library videos increased 170% over the last two years.

In addition to YouTube videos, librarians experimented with a new technology, *Guide on the Side*, to provide instruction for CBAD 478. These tutorials were embedded in the course workbook:

- Finding Supply Chain Information in the 10-K
- Finding Company Segments in the 10-K
- Finding Competitors in Mergent Online
- Finding Industry Information in Business Source Complete
- Finding Industry Information in Business Insights: Global

This initiative was well-received and will be used in more courses in the future.

BUILDING AN EXCELLENT COLLECTION

As of July 1, 2015, the library's collection totals 130,794 books, 66,127 ebooks, and 38,906 media which includes DVDs, CDs, VHS, LPs, and streaming media.	
Books added 1207	Ebooks added 22
Juvenile Books added 103	DVDs, CDs added 73
Databases Added or Upgraded	
EBSCO Art Source (replaces <i>Art and Architecture Complete</i> and <i>Art Index Retrospective</i>)	
EBSCO Communication Source (replaces <i>Communication and Mass Media Complete</i>)	
EBSCO Humanities Source (replaces <i>Humanities International Complete</i>)	
ProQuest Natural Science Collections (includes <i>GeoRef</i> , <i>Oceanic Abstracts and Aquatic Sciences and Fisheries</i> and 31 new indexes and journal collections)	
First World War Portal	PrivCo
JSTOR Arts and Science Collection XIII	Scientific Style and Format (CSE Style Online)

The library has 8,184 bound periodicals, 4,658 microfilms, 12 print newspapers, and 181 print subscriptions. The library is a government repository with the majority of documents in electronic format. This year the library reviewed its government documents collections and either integrated the federal and state documents into the circulating collection or provided online access to electronic documents. Seven hundred twenty-seven federal documents were added or updated in the catalog this year.

In addition, PASCAL funded several initiatives that are beneficial to the library. With proceeds from lottery funds, PASCAL purchased three-year subscriptions to ebrary and to EBSCO ebooks. These subscriptions added about 269,847 ebooks to the collection with an approximately 30% overlap. PASCAL also purchased 323 titles in the Oxford University Press Psychology collection which were added to our library catalog.

The library piloted a patron-driven acquisition program through JSTOR. Of the 8000 titles loaded into the catalog, 87 titles were purchased and added to the library's collection. The success of this effort will be evaluated to determine whether the library will continue with this type of acquisition.

LIBRARY ASSESSMENT

This year the library conducted assessments of reference services, instruction, and needs of special populations. In the spring of 2015 a survey was administered to students who made use of the chat reference service. Over 95% of respondents indicated that they were *satisfied* or *very satisfied* with the help and information they received. In both the fall and spring semesters a survey was administered to students who used the “Book a Librarian” consultation service. Ninety-nine percent of respondents indicated that the service was *very helpful* or *helpful*.

An Assessment Grant funded Project SAILS for a final semester in Fall 2014. This online multiple-choice survey of information literacy skills was administered to all students in LIBR courses and a sample of UNIV 110 classes. The report from the Project SAILS team provides data on the information literacy skills of Coastal students as compared to similar peer schools. The SAILS reports were shared at Assessment Day and are available on the Library’s assessment page.

Of the 182 CCU one-shot sessions taught, 79 faculty members provided feedback. Based on faculty responses, instruction librarians met faculty expectations over 90% in each area.

In aggregate, the feedback responses received for library instruction were:	FA	SP
The librarian presented the material in a clear and interesting way.	4.84	4.896
The librarian was enthusiastic during the instruction session.	4.94	4.86
Your students responded well to this session.	4.56	4.62
The librarian was well prepared for your instruction session.	4.94	4.896
The objectives of the instruction session were met.	4.94	4.857

Librarians developed methods to assess student learning in course-related, one-shot library sessions. A question bank was developed to measure accomplishment of student-learning outcomes in collaboration with faculty requests. One hundred sixty-six sessions were evaluated for student learning outcomes. Librarians assessed 191 learning outcomes. Out of those, 140 learning outcomes (73%) were met during library instruction sessions, as determined by at least 70% of students responding correctly to questions or performing tasks. 43 outcomes (23%) were not met, and 8 (4%) were failed assessments (technology did not work or other reasons). Complete results of this assessment are available in TEAL Online.

Students in the LIBR courses were given pre- and post-tests to determine improvement in information literacy skills. Student skills increased in every area both semesters, with the exception of identifying appropriate keywords and synonyms when given a hypothetical thesis in Fall semester 2014. This result seems to be a fluke, as a high number of students are already familiar with selecting appropriate keywords and synonyms when given hypothetical research topics, and a small increase was seen in Spring 2015 in this area.

The greatest increase for students in each semester was related to the ability of students to identify appropriate databases the library provides access to, based on a given topic. Students in the courses learn how to navigate the library website and to use its resources to help them locate potential research tools for locating related information.

Student faculty evaluations in the LIBR courses were very positive with librarians receiving scores equal to or above the university norms.

Librarians participated in the English 101 and 102 assessments of Core Goal—1A by evaluating the bibliographies of a sample of student papers using the *ACRL Information Literacy Competency Standards for Higher Education*.

Librarians provided workshops for English composition faculty who are now responsible for providing information literacy instruction in their courses. Two individuals attended the first workshop and seven attended the second workshop. Eighty percent of survey respondents indicated that the sessions were *highly effective*.

The government documents collection was assessed and print documents were integrated into the main circulating stacks. Seventy-six titles were replaced with links to digital content as the library moves to build an electronic collection for state and federal government documents.

As part of the CHE process, the library assessed its collections in proposed majors. A complete assessment was done for the BA in Digital Culture and Design, the BS in Engineering Science, and the Ed. S. in Instructional Technology. Brief assessments were completed for the BA in Health Communications and the BA in Anthropology and Geography. In preparation for SACS, the assessment for CMSS was updated. As a result of this assessment, three new journal titles were added and the ProQuest Natural Science database was licensed. The business collection was evaluated and older, irrelevant materials were withdrawn.

In addition to collection analysis, the library completed a comprehensive shelf reading project to determine number of titles in the catalog compared with actual physical volumes on shelves. The resulting data indicates a discrepancy of 1.13%. This requires further analysis to determine the reasons for the differences.

LIBRARY AS PLACE ASSESSMENT

The library as place team conducted an observational analysis of use of the library. Results indicated that both the Kimbel Library and Bryan Information Commons are used heavily with students working alone being the most prevalent use and the first floor of Kimbel Library experiencing the heaviest use. It was observed that many students use both their personal computer and a Kimbel Library laptop or computer simultaneously. The majority of students using technology appear to be using Office programs, such as Word, or viewing Internet sites. Students appear to be multi-tasking and, at any one time, almost 25% of students are either eating or drinking. It's interesting to note that the highest incidence of food and beverage consumption is at approximately 2 a.m., a time when the only food options available are the vending machines. It was observed that the majority of students use the library for studying, writing, socializing, or reading. In observing what resources students use, 62% of students referred to handwritten notes while 27% were using books or textbooks.

The library will use results of this study to refine its configuration of spaces to support the maximum use by students.

NEEDS ASSESSMENT

Librarians conducted a needs assessment of graduate students and faculty. While the response rate was low, survey results indicated a need for library instruction for students and a need to communicate with graduate faculty to make them aware of the services and resources that the library provides. Results of the survey and future focus groups will inform the library's direction in working with the graduate population.

The following is a synopsis of the results from the graduate survey.

Students thought the following were "very important" (even if they had never used them):

- Main Library Website (63%)
- Electronic journals (79%)
- Article databases (any) (61%)
- Library catalog (53.8%)

Additionally,

- 46.4% of students and 57.1% of faculty thought that their graduate programs should offer a new student orientation on library tools for graduate work.
- 83.3% of faculty would encourage their students to attend drop-in workshops.
- 42.9% of students would be interested in attending drop-in workshops.
- 64.3% of students and 41.7% of faculty thought it would be useful to have a personal librarian designated for their graduate program

PEER COMPARISONS

NCES has not released the peer comparison data for 2014-2015. When data is released, a comparison will be completed and added as an addendum to this report.

CONCERNS AND FUTURE DIRECTIONS

Space and staffing shortages continue to be the major concern of the library. In 2008 the library's gate count was approximately 200,000; this past year it was over 900,000. In addition, the library expanded its hours of operation to 24/7 over two years ago with only a minimal increase in the number of staff. Maintaining hours of operation and service is a constant challenge as there are increasing demands on staff and on the facilities. The lack of electrical outlets is a problem in the Kimbel Library as there is more and more demand to plug in computers, tablets, phones, and other equipment necessary for student success. Ensuring that technology is working and up-to-date is essential to meet student needs; there should be a systematic replacement plan for library computers and other heavily used equipment.

The integrated library system, which forms the foundation of library services, is antiquated and the vendor, ILL, has projected that maintenance for the current system will be suspended in two years. The current system's circulation module is extremely problematic with recurrent issues with ghost fines, duplicate checkouts, and system latency. Several times the library had to resort to checking out materials by writing down names in a notebook because the system was so slow or non-functional. Moving to a new system is necessary, but also a tremendous undertaking for library staff and information technology. The committee to assess next-generation library services platforms has been exploring options for a new, cloud-based system. I am also working with a group of regional libraries to explore options for a shared system that will support collaboration and present significant cost-savings for the university.

As the university expands its graduate programs, the library's collections and services will need to expand considerably. Currently the library collects materials to support the undergraduate curriculum. The collection policy will change to support graduate studies and, as the university places more emphasis on faculty research, the library will develop collections to support faculty. At present, the library has no means to collect, preserve, and distribute faculty and student research, whether in the form of theses, dissertations, or papers for publication. For the university to achieve parity with peers and aspirants, there is a need for an institutional repository for scholarly communication and for archival preservation and dissemination. An institutional repository is essential to scholarly communication and will also raise awareness of the research work being done at CCU.

The graduate student and faculty needs assessment indicated the desire for additional instruction in research for graduate students. This can only be accomplished with the addition of a graduate librarian. We have also been told that English 101 and 102 faculty would like to return to librarian-led information literacy instruction, but this is not possible with the current level of staffing for library instruction. Past analysis of English 101 clearly indicated an improvement in student research when librarians were heavily involved with course development.

Current research indicates that the library's facilities, level of staffing, student contact with staff, budget, and collections have a direct impact on recruitment and retention. In past comparisons of Kimbel Library with our peers, the library excels at services, but is lacking in facilities and resources. To fully support student and faculty success, the library needs to grow commensurate with the growth of the university. As we look toward the future, the library will maintain the flexibility to respond to the increasing and changing demands of our community.