INTRODUCTION: Library as Place

• The library underwent an extensive multi-year renovation (2010-2013).
• It is now the most attractive and comfortable space on a campus originally designed in the Brutalist style.
• Library usage increased fivefold as compared to periods before the renovation.
• Our research question: Is there a relationship between the degree and type of usage of the renovated library and student success?

OUR TEAM

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METHODS

Summer 2013
• Survey questions were developed by the project team to measure the degree and type of usage of the library by students enrolled in CAS 101: Introduction to the Arts and Sciences.
• IRB approval of the questions was granted.

Fall 2013
• The library usage questions for the AIA project were integrated into an existing end-of-term survey for CAS 101.
• Each CAS 101 class was given an orientation tour of the library facilities, without information literacy content.

Spring 2014
• End-of-term census data reflecting first-term cumulative GPA were obtained and matched to student survey responses.
• Response frequencies were also produced based on participation in the library tour.

RESULTS

• Of the 425 students enrolled in CAS 101, 286 responded to a question about the average times per week during the semester they had visited the library.
• They averaged five visits per week.

• No statistically significant correlations were observed between the variables pertaining to library usage and first-term cumulative GPA.
• 82.2% noted that they agreed or strongly agreed that their library visits were helpful to their overall academic work.
• The mean number of average weekly library visits during the fall semester was significantly higher for students who were present for the library orientation and tour.

CONCLUSIONS

• Students reported positive attitudes towards their usage of the library.
• Project findings uncovered only weak observed relationships between variables pertaining to library usage and first-term cumulative GPA.
• At the same time, participating in a library orientation and tour appeared to have a positive impact on the number of student visits to the library.

The two main recommendations resulting from the project are as follows:

1. Engage in further work to familiarize first-year students with the library through orientations, tours, and instruction; and
2. Conduct future assessment work to investigate the association between library orientations, tours, and instruction and first-term success.

REFERENCES


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