



**ANNUAL PROGRAM REPORT**

College	University Libraries
Department	University Libraries
Program	University Libraries / Information Literacy
Reporting for Academic Year	2017-2018
Last 5-Year Review	<a href="#">2011-2012</a>
Next 5-Year Review	<a href="#">2019-2020</a>
Department Chair	Kyzyl Fenno-Smith
Date Submitted	October 15, 2018

**1. SELF-STUDY** *(suggested length of 1-3 pages)*

**A. Five-Year Review Planning Goals**

*Present your planning goals from your last 5-year plan.*

1. Continue developing online content for LIBY credit courses.
2. Continue developing assessments for LIBY credit courses.
3. Develop additional Information Literacy curricula and materials for transfer, returning, & graduate students; including collaborative curricular development for Upper Division General Education Information Literacy designated (D4) courses in the Sciences and Social Sciences.
4. Develop curricular maps for Information Literacy in disciplines and majors.
5. Assess block enrollment.
6. Assess course offerings on a continual basis based on the fact that enrollment will remain steady or grow with overall student enrollment.
7. Complete tenure track searches successfully.
8. Assess the effectiveness of information literacy instruction by all faculty members, including part-time lecturers.
9. Acquire more laptops and/or computer lab(s) for instructional sessions.
10. Continue faculty professional development through monetary and time support for research and conference attendance and continue departmental workshops on information literacy.

**B. Progress Toward Five-Year Review Planning Goals**

*Report on your progress toward achievement of the 5-Year Plan. Include discussion of problems reaching each goal, revised goals, and any new initiatives taken with respect to each goal.*

1. We are offering more fully-online sections of LIBY 210 under semesters.

2. The instruction committee created new SLOs for the semester courses, and updated the assessments to better match and evaluate these SLOs.
3. We have a weekly workshop series relevant to transfer, returning, and graduate students which has seen success with BaySync outreach. We also are growing our course embedded information literacy instruction in upper division courses (including those in D4) throughout the campus.
4. Liaisons are continuing to do curricular mapping for the new semester curriculum.
5. Block enrollment no longer applies to our courses.
6. We continue to assess our course offerings. Our first year, block enrolled course has ended. Enrollment has declined and is expected to remain well below previous years. We are now offering a 1 unit course (LIBY 210) at the sophomore level and a three unit special topics course (LIBY 200).
7. We did not have a tenure-track search approved for this last academic year.
8. Continual assessment is conducted on the effectiveness of standalone information literacy instruction (see II. below), and we are growing our assessment of course embedded information literacy instruction.
9. We have not acquired additional instructional laptops as yet.
10. We continue to allocate professional development funds to library faculty, with probationary faculty receiving a larger percentage of this funding. As a department, we decided to set aside some of our professional development funding to offer small research grants to foster continued research by the library faculty.

### **C. Program Changes and Needs**

*Report on changes and emerging needs not already discussed above. Include any changes related to SB1440, significant events which have occurred or are imminent, program demand projections, notable changes in resources, retirements/new hires, curricular changes, honors received, etc., and their implications for attaining program goals. Organize your discussion using the following subheadings.*

**Overview:** There are three themes driving curricular, student support and collections planning and programming currently: GI 2025 and university student success initiatives, semester conversion, and planning for CORE, the new library building.

The Libraries' Information Literacy program focuses on student success through credit courses, course-related and embedded instruction across the disciplines; co-curricular student support through workshops, research consultation and mentoring; and multimodal reference services.

We conceive of the Libraries as a place where students work independently and collaboratively, and where they gather to experience community and belonging on campus. Our student support programming includes peer welcomers who answer questions at the beginning of the term, student technology help, a popular reading collection, an exhibits program, gaming events and stress relieving activities during final exams.

In addition to supporting students academic success with library collections, student success goals inform our strategies to increase the availability of no-cost print and electronic textbooks, course materials, open-educational resources (OER).

**Curriculum:** The Information Literacy credit curriculum is currently two courses: LIBY 200, a three-unit special topics course and LIBY 210, a single unit sophomore course. Both courses satisfy General Education area 'E'. Due to changes to the GE program as a result of semester conversion and EO 1100, the Libraries' no longer offer a required two unit credit course to all freshmen. We anticipate offering less than 10 sections of LIBY 210 this year and a single section of LIBY 200 which will focus on sustainability. Additional sections of our LIBY 210 may be needed in 2019-2020 as multiple departments have included LIBY 210 in their roadmaps and we are anticipating higher enrollment.

The co-curricular Information Literacy program consists of course-related instruction across all disciplines, stand-alone workshops and point-of-need research support.

**Students:** The Libraries serve the entire student population - first year, transfer, undergraduate, graduate, first generation, and those from historically underserved communities - across all disciplines and degree programs, through our student success focused Information Literacy program and public services.

**Faculty:** One faculty member entered FERP in 2017; two additional faculty members entered FERP in 2018. Three faculty were tenured and promoted to associate librarian; a fourth was tenured and promoted to full librarian; a fifth was promoted to full librarian. There are currently three untenured faculty in the department. Our last tenure-track search and hire was in 2016-2017. We do not have a search in the 2017-2018 cycle. Our current FTEF is 13.5.

**Staff:** We are coping with multiple retirements and non-replacement of senior staff. Three positions have been filled internally or by re-assigning tasks to other staff. This impacts our ability to implement new programs.

**Resources:** Although our materials costs continue to rise, our collections budgets have been flat. This impacts our ability to respond to faculty requests for new resources as well as to student demand for additional resources.

**Assessment:** In addition to the assessment of our credit courses, the Libraries are engaged in multiple means of data collection and analysis of the use of and demand for resources and services.

**Other:** Our Information Literacy program has recently launched additional co-curricular and research support services including weekly workshops, local chat reference services and bookable research consultations for students. The liaison librarians are engaged in mapping the semester curriculum and degree pathways to inform discipline specific Information Literacy curriculum and co-curricular programming.

The Libraries' staff, faculty and administration are engaged in planning for the new building (CORE).

11. **SUMMARY OF ASSESSMENT** *(suggested length of 1-2 pages)*

**A. Program Learning Outcomes (PLO)**

*List all your PLO in this box. Indicate for each PLO its alignment with one or more institutional learning outcomes (ILO). For example: "PLO 1. Apply advanced computer science theory to computation problems (ILO 2 & 6)."*

Note: As we offer just two Information Literacy credit courses, we have Student Learning Outcomes (SLOs) instead of PLOs.

SLO 1: Determine the Extent of Information Needed (ILO 1 & 6)

SLO 2: Access the Needed Information (ILO 1 & 6)

SLO 3: Evaluate Information and its Sources Critically (ILO 1, 3, & 6)

SLO 4: Use Information Effectively to Accomplish a Specific Purpose (ILO 2, 4, & 6)

SLO 5: Access and Use Information Ethically and Legally and Understands that there are ethical, legal, and socio-economic issues surrounding information and information technology (ILO 3, 4, 5, & 6)

**B. Program Learning Outcome(s) Assessed**

*List the PLO(s) assessed. Provide a brief background on your program's history of assessing the PLO(s) (e.g., annually, first time, part of other assessments, etc.)*

Annually for the past five years the Library Faculty have assessed student learning on one of the following five SLO's via normed assessment/examination of student reflective essays submitted at the end of each term for LIBY 1210: Introduction to Information Literacy.

In 2017-2018, the Library Faculty assessed student learning related to SLO 1: "Determine the Extent of Information Needed." SLO 1 was the focus of the faculty's essay assessment. The pre/post test (described in further detail below) collected student learning information about all five SLOs.

**C. Summary of Assessment Process**

*Summarize your assessment process briefly using the following sub-headings.*

**Instrument(s):** *(include if new or old instrument, how developed, description of content)* The library instruction committee assessed SLO 1 with a pre/post test and a reflective essay. Versions of the pre/post test have been in use for more than ten years. That survey instrument (20 multiple-choice questions) was developed by members of the Library Curriculum and Instruction Committee, with questions related to each of the five SLO's. The reflective essay emerged in consultation between the Library Faculty and CEAS faculty member Prof. Barbara

Storms. In conversation with Prof. Storms ca. 2010, the Library faculty members began assigning LIBY 1210 students a reflective essay in which each student discussed their learning in the course. Since 2012, the Library CIC has assessed those essays each quarter in terms of student learning for one of the five SLO's. Each AY focuses on one of the SLO's.

**Sampling Procedure:** For the reflective essay assessment, essays were selected using a random number generator to determine the first essay to select, after which we selected every 11th essay (number also selected by random number generator). Each selected essay was read and scored by members of the instruction committee with a tie-breaker if the scores differed. A total of 300 essays from fall, winter, and spring quarters were assessed.

**Sample Characteristics:** Anonymized copies of student reflective essays are collected from all sections of LIBY 1210, a required course for all first-time freshmen students.

Characteristics of the selected sample of essays should reflect the general characteristics of each year's freshmen population.

**Data Collection:** *(include when, who, and how collected)* The library instruction committee assessed both via pre/post tests and with a reflective essay. The pre/post test results, in aggregate, and just those questions that relate to SLO 1, are summarized below. For the reflective essay assessment, essays were selected using a random number generator to determine the first essay to select, after which we selected every 11th essay (number also selected by random number generator). Each essay was read and scored by all four members of the instruction committee with a tie-breaker if the scores differed. A total of 300 essays from fall, winter, and spring quarters were assessed.

**Data Analysis:** The pre/post test scores for the questions that relate to SLO 1 reflect an average percent of change of **-0.13%**. This slight negative result may reflect the following: 1) This is an introductory course to a complex subject. We have observed that students often go through a period of confusion around the scope of their research topics and choosing the appropriate sources to be consulted in the context of that scope. At this stage in their learning, students are attracted to an either/or mindset around research and, after being introduced to the idea of peer reviewed research, for instance, will sometimes begin to erroneously believe that academic sources are the only appropriate sources for every topic. Further exploration and engagement with academic research topics over the course of their university education will expand students' understanding of the subtleties involved in topic scope. We also intend to incorporate more scaffolding around topic development and scope in the future. 2) Our pre/post test measures information literacy mastery at a level above that addressed in LIBY 1210. In light of this, we determined that the pre/post test should be revised in order to clarify several questions. Those revisions have been made, and we expect to see a more positive result the next time this SLO is assessed.

#### **D. Summary of Assessment Results**

*Summarize your assessment results briefly using the following sub-headings.*

##### **Main Findings:**

**Table 1. Pre/Post Test: Overall results for LIBY 1210/1551 courses in Fall 17, Winter 18, and Spring 18.**

	Fall LIBY 1210	Winter LIBY 1210	Spring LIBY 1210
Pre-test	59.17%	61.76%	59.88%
Post-test	63.77%	62.97%	61.50%
% Change	4.60%	1.11%	1.62%

  

	Fall LIBY 1551	Winter LIBY 1551	Spring LIBY 1551
Pre-test	65.00%	61.67%	69.13%
Post-test	64.70%	69.38%	73.08%
% Change	-0.30%	7.71%	3.95%

**Table 2. Pre/Post Test: Results for questions related to SLO 1**

	Fall LIBY 1210	Winter LIBY 1210	Spring LIBY 1210
Pre-test	61.20%	63.37%	63.29%
Post-test	62.51%	63.18%	61.78%
% Change	1.30%	-0.19%	-1.51%

  

	Fall LIBY 1551	Winter LIBY 1551	Spring LIBY 1551
Pre-test	66.41%	65.15%	64.85%
Post-test	61.00%	64.85%	65.39%
% Change	-5.41%	-0.30%	0.54%

**Discussion of Pre/Post Test Results:**

*Slight decrease in Fall and Winter LIBY 1551 and Winter and Spring LIBY 1210 classes may be due to the small sample size rather than any statistical significance.*

**Table 3.** Results from Reflective Essay Assessment in Fall 2017, Winter 2018 and Spring 2018 Quarters showing the number of essays that were evaluated at each level (A-D) of the assessment rubric for SLO 1.

A: 38 essays      B: 76 essays      C: 126 essays      D: 60 essays

**Discussion of Essay Assessment Results:**

*Thirty eight percent of students demonstrated full or adequate mastery (A & B) of SLO 1: Determine the Extent of Information Needed. More opportunities may be needed for students to practice in order to have improved mastery of this SLO; however, students may also increase their ability throughout their time at the university.*

**Recommendations for Program Improvement:** (changes in course content, course sequence, student advising)

- Via curricular mapping and in consultation with other departments and programs, we're developing new courses that will fulfill GE and/or overlay requirements.
- We will approach Advising for information sharing about our courses and enhancement of support for students taking our courses.

**Next Step(s) for Closing the Loop:** *(recommendations to address findings, how & when)*

- Review and interpret data to determine what changes, if any, we should make to our courses (Fall 2018).
- Develop professional development sessions for library faculty to address findings (2018-2019).
- Consider new topics for research workshops based on feedback from student surveys (Fall 2018).

**Other Reflections:** N/A

### **E. Assessment Plans for Next Year**

*Summarize your assessment plans for the next year, including the PLO(s) you plan to assess, any revisions to the program assessment plan presented in your last five-year plan self-study, and any other relevant information.*

- Next year we will assess SLO 2: Access the Needed Information.
- Due to changes in our course offerings since semester conversion, our program assessment plan will be expanded to emphasize more assessment in other types of instruction, such as course-integrated instruction, research consultations, workshops, and new credit courses.
- This year, we developed a more robust tool for workshop and course-integrated instruction session assessment. We will refine and deploy this assessment tool in AY 2018-19.
- We will pilot our revised pre/post-survey assessment in AY 2018-19.

## **12. DISCUSSION OF PROGRAM DATA & RESOURCE REQUESTS**

*Each program should provide a one-page discussion of the program data available through CAPR. This discussion should include an analysis of trends and areas of concern. Programs should also include in this discussion requests for additional resources including space and tenure-track hires. Resource requests must be supported by reference to CAPR data only. Requests for tenure-track hires should indicate the area and rank that the program is requesting to hire. If a program is not requesting resources in that year, indicate that no resources are requested.*

### **A. Discussion of Trends & Reflections**

#### **Notable Trends:**

*Summarize and discuss any notable trends occurring in your program over the past 3-5 years based on program statistics (1-2 paragraphs). You may include 1-2 pages of supplemental information as appendices to this report (e.g., graphs and tables).*

#### **Instruction**

Semester conversion has seen a marked increase in course-embedded information literacy instruction, with library faculty providing approximately 25% more instructional sessions than this time in Fall 2017. Exciting opportunities have been fostered, including co-teaching and co-designing HSC 315, the first large problem based learning class in Health Sciences. We have also

expanded our information literacy workshop offerings, and now offer weekly research workshops during the University Hour.

### **Reference / Research Consultations**

We have expanded the reach, variety, and convenience of reference and research services under semesters. In addition to traditional reference desk drop-in research assistance, we now offer locally-staffed chat and text reference, and bookable 30-minute research consultations with library faculty. Use of all of these services has seen considerable growth (see Table 9), despite national trends indicating a decline in reference usage (Applegate, 2008; Dubnjakovic, 2012).

### **Collections**

As students are frequently challenged by the high costs of textbooks and other course materials, the library coordinates several programs to alleviate some of this burden. Using A2E2 student fee funds, the most expensive textbooks are purchased by the Library and made available through Course Reserves. It is likely this program will continue. Additionally, the Library will continue to coordinate OER (Open Education Resources) and AL\$ (Affordable Learning Solutions) opportunities for faculty, leading workshops, offering one-on-one consultations, and dispensing the AB 798 grant money among participating faculty. As the CORE library moves closer and closer to fruition, the library faculty will be evaluating print collections to ensure optimal access is maintained following the transition, as well as magnifying our electronic collections to correspond with student curriculum needs as well as scholarship and research needs.

### **Programming**

We recognize that the University Libraries plays a vital role to students as their primary coworking and studying space on campus, as well as a “third place,” which are the public places on neutral ground where people can gather and interact (Oldenburg, 2001). As such, we have expanded our library programming to support the whole student, including popular reading collections and promotions, bi-weekly gaming, Spring Out of Stress, Nanowrimo, Money Smart Week, Open Access Week, the Project HOPE kiosk and surrounding services, as well as the expansion of library hours with the Learning Commons after hours space.

Planning for student success-centered library spaces and services in the CORE building. Including co-working, collaboration, innovation and entrepreneurial, and ‘living room’ activities

### **Reflections on Trends and Program Statistics:**

*Provide your reflections on the trends discussed above and statistics and supplemental information presented in this report.*

Changes to the scheduling and demand for our credit courses afford the opportunity to develop new Information Literacy curricula and programming driven by GI 2025 and university student success initiatives, semester conversion, and planning for CORE, the new library building.

## **B. Request for Resources**

### **REQUEST FOR TENURE-TRACK HIRES**

#### Open Educational Resources (OER) Librarian (1st Priority)

The Open Educational Resources (OER) Librarian will be responsible for providing leadership, vision, and support for the library's open education efforts. This position will continue running existing initiatives, like the CSU's Affordable Learning Solutions, and develop new initiatives, such as an annual campus OER project plan and assessment, and develop new partnerships across campus, particularly those related to supporting the Graduation Initiative 2025. Textbook prices rose by 1041% from 1977 to 2015 (Popken, 2015), and these rising textbook and course material costs are felt most by low-income, first generation, and first-year students (Tinto, 2006). Salem (2016) writes that "initiatives to contain textbook and course material cost, ensure access, and facilitate pedagogical innovation through enhanced course materials are therefore student success initiatives" (p. 35). Indeed, a recent study found that OER improved end-of-course grades, decreases DFW rates for all students, particularly Pell recipients, part-time students, and URM (Colvard, Watson, & Park, 2018). This position will be instrumental in growing OER material adoption and creation at Cal State East Bay, to better ensure that all students have access to necessary course materials.

Cal State East Bay University Libraries has been leading the charge on this campus with OER adoption for over five years. This project was spearheaded by Librarian Aline Soules, who recently retired. Soules' determination and commitment to this project allowed Cal State East Bay to be successful in recruiting faculty each year and helping to change the institutional culture around material affordability, e.g., the creation of the Affordable Learning Solutions Subcommittee, the 2016 Associated Students, Inc. resolution in support of OER growth (Associated Students, Inc., 2016), and the 2016 Senate resolution in support of AB-798 (California State University, East Bay Academic Senate, 2016). It is our hope that having a new tenure-track librarian dedicated to OER initiatives will allow us to further these efforts and broaden the program, and thus have an even greater impact on student success. With a precedent like AB-798, as well as national support and awareness of textbook affordability, we anticipate continued growth and advocacy for OER adoption at Cal State East Bay.

#### Student Success Librarian (2nd Priority)

The Student Success Librarian will focus on the success of first year students and new transfer students at CSUEB. The University Libraries support the success of all students on campus, and the library faculty works with students directly through research and reference consultations, information literacy courses, and course-embedded instruction. Research has shown that libraries directly impact student success (Soria, Fransen, & Nackerud, 2014; Thorpe, Lukes, & Bever, 2016) and student retention (Haddow, 2012; Knapp, Rowland, & Charles, 2014; Mezick, 2007; Soria, Fransen, & Nackerud, 2014). This position will further build relationships with both

academic and non-academic units across campus in order to raise awareness about the various ways that the library can serve as an essential partner in facilitating the success of undergraduate students.

This position comes at a critical time at the University and in the California State University system. The CSU System recently launched Graduation Initiative 2025, with the goal of reducing student time to graduation and closing the achievement gap between URM and non-URM students. With the transition to semesters, the library has shifted its required information literacy course from the freshmen level to the sophomore level, moving this important direct contact with all first year students until their second (or higher) year. This position can interact with first year students to establish strong student awareness and engagement with the library and its services in the first year to help ensure their retention and success and prepare them for a strong second year experience in their library course and related research courses. By hiring a librarian whose focus will be on student success, the library will be fully involved with activities and departments directly related to student success and student retention on campus, such as EOP, Summer Bridge, and the EXCEL program. In addition, this position will be expected to meet all requirements for tenure-track faculty, including instruction, research, and service, with assigned liaison duties.

### **Request for Other Resources**

Staffing: The University Libraries has been collecting electronic theses and dissertations (ETDs) in our institutional repository (IR) for the past six years. These materials are freely available to anyone to access and read, and help spread awareness of scholarship at Cal State East Bay. We see a need to also collect faculty publications in our IR to make faculty research available to the world and further expand the open educational resources created by Cal State East Bay faculty, but require an additional staff member to work on the day-to-day operations involved in this large effort.

**Appendices: Statistics, Etc.**

**Statistics for IL courses offered in Fall 2017, Winter 2018, and Spring 2018 Quarters**

	<b>LIBY 1210</b>	<b>LIBY 1551</b>
<b>Fall 2017</b>	20	2
<b>Winter 2018</b>	19	2
<b>Spring 2018</b>	10	1
<b>Totals</b>	<b>49</b>	<b>5</b>

Table 4. Total number of sections taught in Fall, Winter, and Spring Quarters. AY Total: 54 sections

	<b>LIBY 1210</b>	<b>LIBY 1551</b>
<b>Fall 2017</b>	8	0
<b>Winter 2018</b>	12	0
<b>Spring 2018</b>	6	0
<b>Totals</b>	<b>26</b>	<b>0</b>

Table 5. Number of sections taught by tenure/tenure-track library faculty. AY Total: 26

	<b>LIBY 1210</b>	<b>LIBY 1551</b>
<b>Fall 2017</b>	12	2
<b>Winter 2018</b>	7	2
<b>Spring 2018</b>	3	2
<b>Totals</b>	<b>22</b>	<b>6</b>

Table 6. Number of sections taught by adjuncts. AY Total: 22

	<b>LIBY 1210</b>	<b>LIBY 1551</b>	<b>Combined Totals</b>
<b>Fall 2017</b>	556	56	612
<b>Winter 2018</b>	530	43	573
<b>Spring 2018</b>	274	27	301
<b>Totals</b>	<b>1360</b>	<b>126</b>	<b>1486</b>

Table 7. Total number of students enrolled in Fall, Winter, and Spring Quarters.

**Statistics for course integrated instruction taught in Summer 2017, Fall 2017, Winter 2018, and Spring 2018 Quarters.**

	<b>Number of Sessions</b>	<b>Number of Students</b>
<b>Summer 2017</b>	5	243
<b>Fall 2017</b>	54	1385
<b>Winter 2018</b>	28	731
<b>Spring 2018</b>	39	692
<b>Totals</b>	<b>126</b>	<b>3051</b>

Table 8. Number of course integrated instruction sessions taught by tenure/tenure-track library faculty and the number of students reached via this instruction in AY 2017-18.

**Reference Transaction Statistics for Summer 2017, Fall 2017, Winter 2018, and Spring 2018 Quarters.**

	<b>Summer 2017</b>	<b>Fall 2017</b>	<b>Winter 2018</b>	<b>Spring 2018</b>	<b>Total</b>
<b>Reference Transactions</b>	663	2756	1457	1374	<b>6250</b>

Table 9. Number of reference transactions in AY 2017-18. Each column includes the number of reference transactions by librarians at both the Hayward and Concord campuses.

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