The Mary Livermore Library
2012-2013 Assessment Report

Highlights

Goal 1: Promotion of library services and provision of access to information resources.

In order to increase the modes of access to library resources that are available for students, faculty and staff, the Library has created accounts on several social media sites, such as **Second Life**, **Facebook** and **Twitter**. On Facebook, the Library garnered approximately 228 "likes" and a significant increase in comments on posts. On Twitter, there was a significant increase in the number of followers: 122 new followers for a total of 211 followers in 2012-13. There were also 35 re-tweets in 2012-13, up from 20 the previous year. The Second Life virtual book club met from September 2012 to April 2013, but experienced a decreasing attendance trend. This program will be reduced to one per semester and on-demand as requested by UNCP faculty members.

The **YouTube** site had 913 video views, an increase of 278 views over the previous year, while, on the **FourSquare Mobile** site, 80 people checked in 74 times and left 2 comments.

The Library continued to utilize online course- and subject-related information guides, called LibGuides. These resources have provided a way to help students to better understand research tools for specific assignments. LibGuides group course- and assignment-related resources in one location to facilitate ease of access for students. The number of LibGuides has increased from 105 guides in 2011-2012 to 163 in 2012-2013. Over 100 of the guides are course specific while the others relate to faculty/staff interests. These guides received a total of 32,315 hits in the 2012-2013 academic year.

Based upon use of and demand for the Library's 5 circulating iPads during 2010-2011, five additional iPads were purchased and made available to students in 2012. The checkout period for the iPads was increased from one day to three days, based on the number of renewals and holds, as well as anecdotal data from Circulation Desk staff. However, due to the fragility of the iPad, many of the devices have been irreparably damaged, so the Library is phasing out its circulating iPads. Of the 10 iPads purchased, only 4 remain functional in 2013, and these will not be replaced when they are no longer useable.

The document delivery service for graduate students was changed from an opt-out to an opt-in mail service, as the majority of graduate students requesting document delivery services expressed a preference for in-library pick up of materials.

In the Library's Special Collections area, three new digital collections were added to the CONTENTdm site in fiscal year 2012-2013. These were the College Catalogs, Library Lines, and Campus Authors. The Library is also working with the English, Theatre, and Foreign Languages and the American Indian Studies departments to develop a collection of local oral histories. The oral history materials are ready for the collection. The Library is just waiting for releases from the participants before creating a digital oral history collection.

Total reference requests decreased across all venues. Instant Messaging requests, in particular, decreased 69%, from 241 in 2011-2012 to 74 in 2012-2013.

In June 2012, the Library adopted NCknows, a statewide virtual reference service, to provide IM Chat Coverage. Unfortunately, during the next year, library reference contacts via Instant Messaging decreased significantly from 241 in 2011-2012 to only 74 in 2012-13. It has been concluded that this drop is probably due to a change in the software used for Instant Messaging. Therefore, at the end of the academic year, the use of the LibraryH3lp software NCknows was discontinued, and the IM aggregator Meebo was adopted.

Goal 2: Provision of a physical and virtual learning environment, which supports study, research, scholarship, and recreational interests.

The spring 2013 National Library Week Library User Satisfaction Survey was very positive. Responses indicating that users were comfortable with the Library's environment rose from 89% in 2012 to 93% in 2013 (see Appendix 2A). In 2012, the Library underwent an atmospheric renovation with "green" lighting and new environmental controls being installed. While not solving all the Library's HVAC concerns, this renovation may account for the increase in respondent satisfaction.

When asked how to improve the library, 55% of respondents requested "longer hours"; 16% requested "less noise"; and 82% requested "more study rooms." This indicates a leveling of noise complaints, but a sharp increase in the number of respondents requesting more study rooms

The University began the process of redeveloping its entire website in early 2012. Working with an outside consulting company, the University has developed a number of potential solutions to problems with the current website. The Library has utilized this time to conduct a website audit in order to archive pages and resources that are no longer in use and to ensure active pages are as up-to-date as possible. This will help in the transition to a new website which is scheduled for Q3 2013.

Goal 3: Interaction with other libraries on a global scale so as to facilitate multi-type library cooperation.

The Library's document-delivery-turnaround time averaged 2.28 days for non-returnables and 3.08 days for returnables.

All processes were completed well within the expected time frame; however, an increase in turnaround time, in comparison to last year, is apparent and most likely has been influenced by the increase in the number of Circulation Desk shifts now required for Document Delivery staff. If current trends of having to work with fewer staff continue, request processing and turnaround time are also expected to continue to increase.

Goal 4: Encouragement of cultural enrichment opportunities through the development and provision of programs and resources.

The Library sponsored/co-sponsored 9 programs/events between October 2012 and April 2013; there was a total of 1549 participants. Two of the events were literacy activities held at local elementary schools. In November 2012, the library co-sponsored, with the School of Education and the Office of Multicultural and Minority Affairs, a Native American Read-In at Pembroke Elementary School. Fifty-two elementary-education majors and seven faculty and staff members from UNCP read Native American stories to 35 classes (approx. 700 students) at Pembroke Elementary. On February 14, 2013, the library co-sponsored an African American Read-In at R. B. Dean Elementary School in Maxton, NC. During this activity, 50 elementary-education majors and 8 faculty and staff members from UNCP read African American literature to over 400 students at R. B. Dean.

Seven FOL programs, excluding the Read-In activities, averaged 47 attendees per event, and there were 1,217 participants actively involved in the two Read-In activities. These numbers indicate that there continues to be a high level of interest and participation in FOL-sponsored programs/activities.

In 2012-2013, the Library continued the "Good Reads" in-person book club and lunch programming. The Library organized monthly meetings of the book club from August 2012 to April 2013. However, as the year went on, attendance dropped significantly to the point that continuing to offer an in-person book club did not seem to be meeting the needs of library users. Therefore, in June 2013, the Library switched to a virtual display and discussion forum – utilizing the "Good Reads" web site to provide a discussion forum for the books that were selected for various library displays and programming. This discussion forum was paired with virtual displays in Pinterest, a content sharing service that allows members to "pin" images, videos and other objects to their pinboard. The first such pairing, in June 2013, featured the Library's "Staff Favorites" selections. The Second Life virtual book club met monthly from September to April 2013, but it also experienced a decreasing attendance trend. Consequently, this program will be

reduced to one per semester and on-demand as requested by UNCP faculty members. June Power, Access Services Librarian, also conducted a Second Life instructional session for 16 UNCP students on April 15, 2013.

Goal 5: Attainment and processing of resources which support the mission and curriculum of the University.

The Library's materials budget remained static at $1,479,464 in FY2012 and increased to 1,608,181 in FY2013. Annual review and application of the acquisitions formula has allowed for equitable funding of all areas of the curriculum. Departmental funding increased to $364,000 in FY12 from $330,000 in FY11.

Traditionally, the Library's flex/current-projects funding helped to cover any additional spending for new departments, courses, or other special acquisition needs. These funds decreased due to the static budget. In FY13, this fund was again used to cover large increases in the costs of serials, electronic databases, and licenses for streaming video.

Goal 6: Education of patrons in the location, critical evaluation, and effective use of information resources and the integration of information literacy into coursework.

During the fall 2012 semester, 38 sections of FRS 1000 were taught, with a total of 822 students. There were 249 matched pairs pretests and posttests (see Appendix 6A). The pretest average was 79.25% and the posttest average was 83.13%, which represents an overall gain of 3.88%. While the gain from pretest to posttest was less than 4 percent, it is important to note that there was a very high pretest average (the highest to date). The post-test average was also very high. In terms of aggregate acquisition of the knowledge base, the Library is quite pleased with these results.

During the 2012-2013 academic year, 36 patrons completed the Mary Livermore Reference Transaction Survey. Thirty five of the thirty six respondents (97%) indicated they were satisfied with their transactions (see Appendix 6D).

The Library began to assess additional information, such as the method of contact with the Reference Desk. Thirty five (97%) of the respondents indicated that their sole method of interaction had been in person at the Reference Desk. Nine persons (25%) indicated that they were first-time users of the Reference Desk. None (0%) of the respondents indicated contact with the reference personnel via e-mail. No one (0%) indicated contact with the Reference Desk via telephone. Only 1 person (3%) indicated he/she had contacted the Reference Desk using a form of instant messaging.

The two most frequent subjects with which patrons asked for reference assistance were social work and sociology. The academic level of patrons' seeking assistance was fairly evenly distributed: 6 freshmen (17%), 6 sophomores (17%), 9 juniors (26%), 8 seniors

(23%), and 5 graduate students (14%). One (3%) community patron completed the transaction form.

Goal 7: Provision of service as an information center for business, the professions, and general public.

For the 2012-2013 academic year, the membership data were taken from the membership list published in the March 2013 edition of *Library Lines*. New membership status was credited to members on this list who had not been on the previous FOL Membership List. The membership data clearly show that an exciting gain in membership has been realized this past year. This is in part due to an active campaign by public services personnel to draw attention to the benefits of FOL membership when interacting with alumni and the members of the local community. There were 87 new members (for a gain of 58%). There were 63 renewals (for a gain of 42% from the previous year's renewals).

In the summer of 2013, the Library provided special information literacy sessions for more than 148 young people who were taking part in the Regional Center's summer Kids' College and Teen College programs, as well as the Transportation Institute in May 2013.

The Mary Livermore Library was visited by one public school group during the 2012-2013 year. Ten members of a Bladen County church group came to the Library. The Library was also visited by 35 members of a local 4-H group.

The complete 2012-2013 Assessment Report, organized by goals and objectives, with corresponding appendices, is listed below:

Goal 1: Promotion of library services and provision of access to information resources.

Objective 1.1 The Mary Livermore Library will promote library services and resources.

> ***Strategy 1.1.1:*** The Library will promote the awareness and use of reference/instructional services.
>
> *Performance Indicator 1:* User awareness of and satisfaction with reference services will be tracked by user surveys.
>
> *Performance Indicator 2:* Use of instructional services statistics will be maintained.
>
> *Expected Outcome 1:* Requests for and user awareness for library reference services will remain at high levels or increase.
>
> *Expected Outcome 2:* Requests for and user awareness for library instructional services will remain at high levels or increase.
>
> *Assessment Timeline:* Reference statistics are recorded daily and compiled monthly. Surveys and statistics are monitored as received and evaluated at the end of each fiscal year.
>
> *Assessment Procedure:* The Library promotes and encourages use of reference services in a variety of ways. These services can be accessed physically in the library at the Reference Desk, via the telephone, and via a web-based "Ask a Librarian" feature which allows students to e-mail reference questions to a librarian. An instant-messaging reference service is also available to library users through the Library's webpage. User transaction statistics are kept to determine the frequency of use for each of these methods.
>
> User satisfaction surveys are conducted both in person at the reference desk once per semester and continuously via e-mail following online transactions throughout the year. These surveys are compiled and used to determine the level of use, awareness, and satisfaction with reference services.
>
> Reference services are promoted through on-campus presentations to faculty and staff. Services are also promoted via graduate student and distance education orientations.
>
> Each semester, many library instructional sessions are offered for general education, for upper-level subject-specific courses, and for graduate courses. Each semester, statistics are maintained regarding how many sessions are requested and delivered in the Library and at off-campus sites. To promote these services,

instructional librarians contact faculty in a variety of ways including e-mail, personal contact, and campus presentations of services. Instructional services are also promoted via the Library's online presence.

Use of Assessment Data:

There were 123 requests for instructional sessions in fall 2012 compared to the 159 requests in fall 2011 (**see Appendix 1A**). A total of 2435 students attended instructional sessions in fall 2012—a decrease of 173 students from the previous years. The slight decrease in students served is surprising and indicates larger classes (19.7 students) compared to 16.4 in fall 2011. In the spring 2013 semester, 129 classes were conducted, an increase of 13 over from the spring 2012. A total of 1919 students attended an instructional session in spring 2013, representing an slight increase of 121 students from the previous year.

Reference statistics in 2012-2013 decreased in most categories from the previous year (**see Appendix 1B**). Reference questions decreased to 2829, a 10% drop from 2011-2012. Directional questions registered an 8% increase from 716 to 776 in 2013. Technical questions dropped from 462 in 2011-2012 to 403 in 2012-2013, a 13% decrease. Instructional questions saw a 15% increase from 244 in the previous year to 284 in 2012-2013. Questions about library accounts decreased from 241 in 2011-2012 to 201 in 2012-2013, a 16% decrease.

Strategy 1.1.2: The Library will promote the awareness and use of its web presence.

Performance Indicator: Statistics on web use and satisfaction will be maintained.

Expected Outcome: The Library will see an increase in awareness, use, and satisfaction of its online services.

Assessment Timeline: Web statistics are recorded daily. Surveys and statistics are monitored as received and evaluated at the end of each fiscal year.

Assessment Procedure: The Library encourages use of resources on its webpage in a variety of ways. New resources and services are advertized. As part of this offering, there is a "Suggestion" option, allowing user input. Suggestions for improvement or changes to the webpage are encouraged. Patrons are also able to make comments and suggestions directly from the online catalog. Annually there is an in-house survey of library services, and biennially the Subcommittee on Academic Support Services conducts an online survey in which users are able to suggest changes, as well as evaluate the Library's online presence.

Use of Assessment Data:

Robert Wolf, the Serials/Digital Operations Coordinator, reported 488,892 hits on the Library's webpages for the 2012-2013 academic year. The library has made no meaningful changes to its web presence due to the upcoming university-wide website redesign which is scheduled to roll out in December 2013.

Strategy 1.1.3: The Library will promote the awareness and use of continuous reference/instructional services offered in a variety of ways to all distance education programs.

Performance Indicator: Reference/instructional statistics for distance education programs are maintained.

Performance Indicator: The Library will send a transaction-level survey to all distance education students following interaction with library reference personnel.

Expected Outcome: All requests for reference/instructional services for distance education students will be met.

Expected Outcome: More than 95 % of all distance education-related transactions will be surveyed as "satisfied."

Assessment Timeline: Distance education statistics are recorded daily, weekly, and monthly. Surveys and statistics are monitored as received and evaluated at the end of each fiscal year.

Assessment Procedure: There are three distinct sets of distance-education-related statistics that are gathered on a regular basis. Reference statistics are gathered using a Microsoft Access database that is available at library service desks (e.g., Circulation, Government Documents, and Reference). Instructional services (formal information literacy instruction sessions that are taught at off-campus locations) statistics are collected by the Instructional Services/Reference Librarian and reported monthly. A user satisfaction survey is sent to distance education students following each reference transaction and data are collected using a web form.

Use of Assessment Data:

The Library provides research services to all its students and faculty no matter where they are located or the modality of the course. The Outreach/Distance Education Librarian works closely with the Reference/Instructional Services Librarian to coordinate services to distance education programs. The number of transactions to Distance Education students is recorded each month. Services include, but are not limited to, the following: reference services via e-mail, fax, in-person, instant messaging, and phone; instructional services, which include

both small groups and whole classes for students taking instruction at off-campus locations; instructional services to online courses through the creation of online instructional modules; document delivery services that assure access to resources available in the Library's collections (both print and electronic) and at other libraries throughout the United States; and technical services, which include assistance with accounts, the use of various programs and databases, and other related issues.

In 2012-2013, there were a total of 497 DE-related reference transactions, which is a decrease of 40 from the previous year. There were also 6 instructional sessions taught off campus, reaching a total of 65 students (**see Appendix 1C**).

The most recent data available from the DE Transaction Survey (**see Appendix 1D**) is from the 2012 -2013 academic year. During that period, a total of 427survey requests were sent and 92 (22%) were returned. Of the returns, 86 students were "satisfied" with our services; 3 students were "somewhat satisfied"; and 3 students were "not satisfied." Results indicated that the majority of these students were taking online courses. There were 60 graduate students and 31 undergraduate students who completed surveys. The responses also included a number of useful comments from students.

Strategy 1.1.4: The Library will promote the awareness and use of library services through publications and handouts.

Performance Indicator: The number and types of publications promoting library services are tracked.

Expected Outcome: Awareness and use of library services will continue to increase.

Assessment Timeline: Publications, such as paper and electronic user guides, are counted as they are made available to users. The currency and content of such publications are reviewed on an ongoing basis.

Assessment Procedure: The Library uses various publications (**see Appendix 1E**) to promote its services. These publications may or may not originate in the Library. They include, but are not limited to, research guides, tutorials, flyers, the *Library Lines* newsletter, and the UNCP student newspaper, *The Pine Needle*. These publications may be available electronically, in paper, or in both formats. The Library publishes both print and electronic versions of its own publications in order to meet library users' points of need. The number of printed publications, as well as the number of hits to electronic publications, is tracked.

Use of Assessment Data:

Library Services (**see Appendix 1F**) were promoted via various venues, such as research guides, tutorials, flyers, the *Library Lines* newsletter, and the UNCP

student newspaper, *The Pine Needle*. In addition, they were highlighted on the Library's electronic message board, particularly Reference Services and Access Services. Databases were also promoted on the electronic message board. Posters advertising various databases were displayed in the Electronic Resources Center.

In order to increase the modes of access (**see Appendix 1G**) to library resources that are available for students, faculty and staff, the Library created accounts on several social media sites, such as Second Life, Facebook and Twitter. On Facebook, the Library garnered approximately-228 "likes" and a significant increase in comments on posts. On Twitter, there was a significant increase in the number of followers (122 new followers) to a total of 211 in 2012-13. There were also 35 re-tweets in 2012-13, up from 20 the previous year. The Second Life virtual book club met from September 2012 to April 2013, but also experienced a decreasing attendance trend. This program will be reduced to one per semester and on-demand as requested by UNCP faculty members. The YouTube site had 913 video views, a 239% increase, and on the FourSquare Mobile site, 80 people checked in 74 times, an increase of 278 views over the previous year, and left 2 comments.

Strategy 1.1.5: The Library will promote the awareness and use of its resources.

Performance Indicator: Statistics on collection use and satisfaction are maintained.

Expected Outcome: There will be an increase in the use of and satisfaction with the Library's resources.

Assessment Timeline: Comments from user satisfaction surveys are monitored as received and evaluated at the end of each fiscal year. Use statistics are recorded monthly and compiled at the end of each fiscal year.

Assessment Procedure: The promotion of the Library's collection occurs in different ways. While it is the responsibility of the Collection Development/ Electronic Resources Librarian to take the lead in promotion, it is ultimately the responsibility of all librarians to play some part in carrying out this goal. The Collection Development/Electronic Resources Librarian promotes resources in a number of ways. Promotion of resources is done through sending e-mails to the campus community, maintaining regular contact with faculty, promoting the library liaison program, publishing articles in the *Library Lines* newsletter, attending departmental meetings with faculty, and keeping the public services staff informed about new resources.

Use of Assessment Data:

The Library continued to utilize the online course and subject-related information guides, called LibGuides. These resources have provided a way to help students to

better understand research tools for specific assignments. LibGuides group course and assignment-related resources in one location to facilitate ease of access for students. The number of LibGuides has increased from 105 guides in 2011-2012 to 163 in 2012-2013. Over 100 of the guides are course specific while the others relate to faculty/staff interests. These guides received a total of 32,315 hits in the 2012-2013 academic year.

The guides are updated as needed to indicate resources available to UNCP students. Feedback from instructors who used or requested LibGuides for their classes has been positive. Several LibGuides are the result of librarian-faculty collaboration (ENG 1060 Hip-Hop, Subcultures, and Research). The Student Guide to the Library (**see Appendix 1H**) was created to provide easy access to library information for new students.

Objective 1.2 The Mary Livermore Library will provide access to information services and resources.

> **Strategy 1.2.1:** The Library will provide access to a variety of resources for all patrons.
>
> *Performance Indicator 1:* The Library maintains statistical records on the patron types served by the Library.
>
> *Performance Indicator 2:* The Library maintains statistical records on the item types used by library patrons.
>
> *Performance Indicator 3:* The Library maintains statistical records on the use of materials located in Special Collections.
>
> *Expected Outcome 1:* The Library will provide access to all patrons as is possible.
>
> *Expected Outcome 2*: The Library will provide access to a variety of resources.
>
> *Expected Outcome 3*: The Library will provide access to the rich cultural and historical information available in Special Collections.
>
> *Assessment Timeline:* Patron and item-type usage statistics are recorded monthly and are analyzed at the end of each fiscal year. Special Collections statistics are recorded after each use of materials from the Special Collections area.
>
> *Assessment Procedure:* At the end of each month, a designated circulation support staff person generates the patron and item type statistics, using the library software system's statistics functionality. These statistics are recorded in an Excel spreadsheet, and the monthly totals are compiled for the fiscal year totals. The Access Services/Reference Librarian reviews these statistics at the end of

each fiscal year. The University Library Specialist for Special Collections compiles monthly usage statistics for Special Collections materials.

Use of Assessment Data:

Based upon use of and demand for the Library's 5 circulating iPads during 2010-2011, five additional iPads were purchased and made available to students in May 2012. The checkout period for the iPads was increased from one day to three days based on the number of renewals, holds, and anecdotal data from Circulation Desk staff. However, due to the fragility of the iPad, many of the devices were irreparably damaged, so the Library is phasing out its circulating iPads. Of the 10 iPads purchased, only 4 remain functional in 2013, and these will not be replaced when they are no longer useable.

Course reserves were moved to Blackboard through the implementation of the Ares Blackboard plugin. Consequently, students were able to access course reserves through their already existing Blackboard courses; this eliminated the need for a separate account on a library webpage.

To upgrade Reference for text-messaging users, SMS (Short Messaging Service) was added to the instant messaging service.

Document delivery services were added to the ALA RUSA STARS Rethinking Resource Sharing List for outstanding document delivery. The Rethinking Resource Sharing Initiative is an ad-hoc group that advocates for a revolution in the way libraries conduct resource sharing. With a total score of 97 points, our Library is engaged with 70% or more of the activities/initiatives/services represented in the checklist and qualifies for 2 STARS demonstrating our commitment to best practices in resource sharing.

The document delivery service for graduate students was changed from an opt-out to an opt-in mail service, as the majority of graduate students requesting document delivery services expressed a preference for in-library pick up of materials.

For the 2012-2013 academic year, 225 items were used from the Library's Special Collection. Three new collections were added to the CONTENTdm site in fiscal year 2012-2013; these include the College Catalogs, Library Lines, and Campus Authors. The Library is also working with the English, Theatre, and Foreign Languages and the American Indian Studies departments to develop a collection of local oral histories. The materials are ready for the collection. The Library just waiting for releases from the participants before creating a digital oral history collection.

Strategy 1.2.2: The Library will maintain an orderly collection to facilitate patron access to library resources.

Performance Indicator 1: The Library will conduct a regular inventory of library resources.

Performance Indicator 2: The Library will maintain accurate patron and item records.

Expected Outcome 1: The Library will establish and maintain an accurate inventory of all the circulating collections and the reference collection.

Expected Outcome 2: The Library will strive to maintain 100% accuracy of patron and item records by reviewing and correcting records as necessary, thereby ensuring the availability of collections to patrons.

Assessment Timeline: Inventory of the general collection is begun each fall and is scheduled to be completed by the end of the spring semester. The juvenile and folio collections are inventoried simultaneously with the general collection. The reference, media, and the remaining collections are inventoried during semester breaks each year. Patron and item records are created as they are needed. An automated patron load of UNCP affiliated patrons is conducted at the beginning of each semester.

Assessment Procedure: Inventory is completed by regularly scheduled student workers who scan each item barcode into a Notepad file that is then run against the internal shelf list of the Library's automated software system in order to produce a shelf report which identifies any shelving errors. Staff immediately resolves shelving errors. An inventory summary report that indicates inventory progress and the number of errors found is submitted weekly to the Access Services/Reference Librarian.

An automated patron load of UNCP affiliated patrons is conducted at the beginning of each semester. The Serials/Digital Operations Coordinator requests load files from the Division of Information Technology. One file is created for faculty/staff and a second for students. The file is then imported into the library system, updating existing records and creating new ones as necessary. Patron files are matched on the University-assigned identification numbers in order to ensure accuracy. Patrons not included in the patron load (community borrowers and UNCP affiliates not included in the patron load for various reasons, such as their being retired faculty) are keyed manually. Patrons may either come to the Circulation Desk to request an account, if one is non-existent, or they may fill out the online account application form. UNCP patrons who are keyed manually are first verified against the University's Banner system to ensure accuracy. Reserve item records are created by reserves staff, as requested by faculty members. Item templates are used in order to ensure accuracy. Every effort is made for accurate record creation to ensure accurate future retrieval. There is an estimated 1% error rate due to minor clerical errors. When an error is noticed, it is corrected

immediately in either the Innovative Interfaces or ARES databases. Serious errors are reported to the Access Services/Reference Librarian to be resolved.

Use of Assessment Data:

In 2012-2013 collections were shifted again to take advantage of available space as much as possible. Materials were deselected and updated as needed. A complete inventory of the general, folio, and juvenile collections was completed.

Strategy 1.2.3: The Library will provide access to reference/instructional services in a variety of ways.

Performance Indicator: Reference/instructional services statistics will be maintained.

Performance Indicator: The Library will keep a record of the various ways in which reference services are provided to our patrons.

Expected Outcome: All requests for reference services will be met.

Assessment Timeline: Reference statistics are recorded daily and complied monthly. Surveys and statistics are monitored as received and evaluated at the end of each fiscal year.

Assessment Procedure: The Library's reference services are provided by a number of methods. They include staffing the Reference Desk during all hours of operation in order to serve in-house users, to monitor e-mail, to handle instant messaging, and to answer telephone questions. Web-based services, such as the maintenance of information about library resources via the online catalog, are kept current and operable. Reference services statistics are recorded each time a patron uses one of the services.

Use of Assessment Data:

In the 2012-2013 academic year, the Library maintained its presence in Second Life with a virtual reference desk that was staffed approximately 10 hours per week. At the end of the academic year, the use of the LibraryH3lp software via NC Knows was discontinued, and the IM aggregator Meebo was adopted. Instant Messaging requested decreased 69% from 241 in 2011-2012 to 74 in 2012-2013.

Total reference requests decreased across all venues. Reference contacts (**see Appendix 1B)** via Instant Messaging decreased significantly from 241 in 2011-2012 to only 74 in 2012-13. This drop is probably due to a change in the software used for Instant Messaging. In June 2012, the Library adopted NC KNOWS to provide IM Chat Coverage. Transactions at the Reference Desk decreased slightly to 3387, versus 3428 in 2011-2012. Telephone transactions dropped to 481 from

542, an 11% decrease. Recorded e-mail reference transactions saw a slight decline of 4%, as 537 emails were received, versus 599 the year before. The overall decrease may be due to staff laxity in recording statistics. All Reference Desk personnel will be asked to record statistics more accurately, and the statistics will be monitored more closely to determine if this is the problem.

Strategy 1.2.4: The Library will provide access to its online services and resources through its web presence.

Performance Indicator: User statistics for database usage will be maintained by the Collection Development/Electronic Resources Librarian.

Performance Indicator: User statistics for access of the Library's web pages will be maintained by the Serials/Digital Operations Coordinator.

Performance Indicator: The Library will keep a record of the various ways in which access to online services are provided to our patrons.

Expected Outcome: Library services and resources will be provided in a virtual environment on a continuing basis.

Assessment Timeline: Database statistics are recorded monthly. Surveys and statistics are monitored as received and evaluated at the end of each fiscal year. Library web page usage statistics will be gathered annually.

Assessment Procedure: The Collection Development/Electronic Resources Librarian is responsible for compiling and disseminating the usage statistics for each electronic resource. These include eBook packages and article databases. The Library's web presence is kept current by the Serials/Digital Operations Coordinator. The webpage is under constant review for improvements. A library committee is in place to review this resource. The Library provides access to its digital collections through its web presence. URLs are checked on a periodic basis using a third party link checker to ensure connectivity and accuracy of all links in the library catalog and web presence.

Use of Assessment Data:

Robert Wolf, the Serials/Digital Operations Coordinator, reported 488,892 hits on the Library's webpages for the 2012-2013 academic year.

Strategy 1.2.5: The Library will provide continuous reference/instructional services to all distance education programs.

Performance Indicator: Reference/instructional statistics for distance education programs will be maintained.

Expected Outcome: All requests for reference/instructional services for distance education students will be met.

Expected Outcome: More than 95 % of all distance education-related transactions will be surveyed as "satisfied."

Assessment Timeline: Distance education statistics are recorded daily, weekly, and monthly. Surveys and statistics are monitored as received and evaluated at the end of each fiscal year, and appropriate action is taken regarding suggestions and ratings received from survey data.

Assessment Procedure: There are three distinct assessments that are used to measure services to off-campus and online students: 1) Distance Education Reference Statistics; 2) Distance Education Instructional Services Statistics; and 3) Distance Education Library Services Transaction Survey data. Reference statistics are collected into an Access database and are reported monthly. Instructional services statistics are collected by the Instructional Services/ Reference Librarian and reported monthly. A link to the Distance Education Library Services Transaction Survey is sent to distance education students who receive services (e.g., document delivery, reference assistance, technical assistance, etc) from the Library. This survey provides students with an opportunity to measure their level of satisfaction with our services and to also provide comments. Survey data are received daily and are reported at the end of each semester.

Use of Assessment Data:

The Library provides research services to all its students and faculty no matter where they are located or the modality of the course. The Outreach/Distance Education Librarian works closely with the Reference/Instructional Services Librarian to coordinate services to distance education programs. The number of transactions to Distance Education students is recorded each month. Services include, but are not limited to, the following: reference services via e-mail, fax, in-person, instant messaging, and phone; instructional services, which include both small groups and whole classes for students taking instruction at off-campus locations; instructional services to online courses through the creation of online instructional modules; document delivery services that assure access to resources available in the Library's collections (both print and electronic) and at other libraries throughout the United States; and technical services, which include assistance with accounts, the use of various programs and databases, and other related issues.

In 2012-2013, there were a total of 497 DE-related reference transactions, which is a decrease of 40 from the previous year. There were also 6 instructional sessions taught off campus, reaching a total of 65 students (**see Appendix 1C**).

The most recent data available from the DE Transaction Survey (**see Appendix 1D**) is from the 2012 -2013 academic year. During that period, a total of 427survey requests were sent and 92 (22%) were returned. Of the returns, 86 students were "satisfied" with our services; 3 students were "somewhat satisfied"; and 3 students were "not satisfied." Results indicated that the majority of these students were taking online courses. There were 60 graduate students and 31 undergraduate students who completed surveys. The responses also included a number of useful comments from students.

Strategy 1.2.6: The Library will perform an analysis of its collection to maintain current and relevant resources.

Performance Indicator: Statistics will be kept to determine the percentage of the collection which has been analyzed.

Expected Outcome: An ongoing analysis of the collection will proceed, with the goal being to review the entire collection on an annual basis.

Assessment Timeline: Statistics are recorded and monitored as resources are assessed, within the framework of the annual evaluation of the collection.

Assessment Procedure: The Mary Livermore Library carries out individual assessments of library resources by discipline in order to maintain current and relevant resources that support the University's curriculum. The Collection Development/Electronic Resources Librarian coordinates evaluating the collection and sets the criteria by which the collection is analyzed. All librarians are expected to evaluate resources based on their assigned subject areas. The tools used for collection evaluation are *Resources for Collection Libraries* (RCL), circulation statistics, physical examination of materials, consultations with faculty, comparison with ACRL libraries, and librarians' areas of expertise.

Use of Assessment Data:

The Electronic Resources/Collection Development Librarian uses the following collection analysis tools and procedures to assist in deselecting and purchasing decisions: *Resources for College Libraries (RCLWeb).* The librarian attempts to analyze as much of the collection as possible during the academic year, with the goal being to evaluate 100 percent.

During the 2012-2013 academic year, the Collection Development/Electronic Resources Librarian analyzed the **Nursing, History, Law, Sciences and the Technology** areas. Faculty members from the various academic departments, as always, are a part of purchasing and de-selection. If they do not physically come over to the Library to take part in the de-selection process, they are consulted

before any items are removed from the collection. Also, faculty members are always encouraged to make suggestions for purchases by the Library.

Upon completion of the analysis, there was a "two-pronged" approach for "post-evaluation" of a collection. A determination was made as to whether the materials withdrawn needed to be replaced, updated, or completely withdrawn from the collection. In addition, the entire collection is constantly undergoing evaluation to insure it is current and fully able to support the curriculum. Consequently, materials were added during the year so that the current collection could be brought up to or remain current to established standards.

Appendix 1A

Total Instructional Stats by Semester 2010-2013

Semester	Sessions Provided	Number Students	Number WE	Number WD
Spring 13	130	1919	11	15
Fall 12	125	2435	5	3
Spring 12	116	1798	6	1
Fall 11	159	2608	4	2
Spring 11	117	1640	0	0
Fall 10	139	2242	o	0

Notes:

1) **Data does include multiple sections by same course**

Appendix 1B

Total Reference Statistics and Questions by Source Type (2009-2013)

Reference questions are received in a variety of methods. The Library tracks these four methods: Desk, Telephone, Email, and IM. The Desk category refers to questions asked in-person. Email questions may come in through two means—direct email to the reference account and the Ask-A-Librarian web form. In much the same way, IM refers to questions asked through a web chat service and questions that are texted to the Library.

Source Type	2009-2010	2010-2011	2011-2012	2012-2013
Desk	3370	3863	3428	3387
Telephone	643	722	542	481
Email	486	803	559	537
IM	234	252	241	74
Totals	4733	5640	4770	4479

Appendix 1C

Distance Education Reference Stats (2010-2013)

Semester	2010-2011	2011-2012	2012-2013
July	32	38	52
August	66	57	57
September	79	92	53
October	69	47	88
November	55	26	26
December	10	9	1
January	62	36	36
February	101	63	69
March	98	57	41
April	97	33	38
May	23	19	13
June	115	60	23
Totals	**807**	**537**	**497**

Distance Education Instruction Stats (2012-2013)

Date	Course	Instructor	Location	# Students
8/22/2012	MGT 4100	Apple	SCC	5
8/30/2012	SWK 3850	Edwards	SCC	28
9/5/2012	SWK 3710	McPhatter	SCC	11
2/4/2013	RGD 5150	Sellers	RCC	10
6/25/2013	SOC 3000	Marson	RCC	6
6/26/2013	SOC 3000	Marson	ROB	5
Totals				**65**

Distance Education Library Transaction Survey Data

		Fall 2010	Spring 2011	Fall 2011	Spring 2012	Fall 2012	Spring 2013	Total
Surveys Sent		247	416	394	252	287	140	1736
Surveys Received		63	70	33	56	52	40	314
								18%
Campus(es)?	Cape Fear CC	0	0	0	1	1	1	
	FTCC	0	3	0	2	1	1	
	Fort Bragg	5	5	0	5	2	1	
	Online	40	45	21	35	30	33	
	Other	9	11	3	7	10	0	
	RCC	3	12	1	6	6	2	
	Robeson CC	0	0	6	5	1	0	
	SCC	21	14	3	4	5	4	
Satisfied?	Yes	60	66	32	54	48	38	
	No	1	2	1	1	2	1	
	Somewhat	2	2	0	1	2	1	
Still Need Help?	Yes	7	11	1	7	7	4	
	No	56	59	32	47	45	35	
Academic Level	Freshman	0	1	0	1	1	1	
	Sophomore	2	0	0	3	4	4	
	Junior	4	10	5	9	6	5	
	Senior	14	14	6	14	7	3	
	Graduate	44	45	22	28	34	26	

Distance Education Library Transaction Survey Comments

2012-2013

1. I needed help on short notice and Michael Alewine really provided much needed assistance. I completed my undergraduate work more than 25 years ago. He really helped me with new research techniques and helped me focus on a topic for an upcoming paper. I really appreciate the personal assistance he provided and would recommend his assistance to anyone!
2. The reference librarians always have timely suggestions relevant to whatever question I ask them. I thank them for this invaluable service.
3. They are quick to help and they help in any way they can!! The library staff is AWESOME!!!!!!!

4. I really appreciated you helping me find resources. Every email I sent was promptly answered. I look forward to working with you again. Thanks.
5. I think the services are great! Libraries are not always this helpful at other schools and it really makes it a lot less stressful on the student. Thank you!!!
6. The help I received was timely and more than I expected. All of the material was relevant. No suggestions for improvement.
7. Appreciate the quick response, very thorough too. Thanks!
8. Michael and Robert have been extremely helpful and I have no suggestions for improving the library services, except to keep doing what you do!! You are great! Thank you again!
9. The help I received was timely and more than I expected. All of the material was relevant. No suggestions for improvement.
10. I really appreciated you helping me find resources. Every email I sent was promptly answered. I look forward to working with you again. Thanks.
11. I think the services are great! Libraries are not always this helpful at other schools and it really makes it a lot less stressful on the student. Thank you!!!
12. They are quick to help and they help in any way they can!! The library staff is AWESOME!!!!!!!
13. As always, I received fast, accurate research that met my needs. I am grateful to have such a service in my graduate program.
14. I am always satisfied with the results that I get from library services.
15. The only thing I can say is keeping doing your best and keep being friendly to the people
16. Being a distance ed student I do not go to main campus often- however I drove an hour and half to main campus to use the library and had no idea I needed my own paper and money to make copies. It would be very helpful if there was something sent to distance or off campus students who may travel some distance for help, to let them know the protocols of the library. I will give the library staff EXCELLENT marks on willingness to assist students on and off the phone.When ever I have needed help they have gone above and beyond to provide it.
17. I would like to thank Robert for helping me with my research article information. He was very helpful to me and gave me a bunch of articles to read for the research I had to do. Thanks so much.
18. It was very easy and quick to get my problem fixed. You might want to include dirctions about how to get registered to use the library for the online students. I spent a lot of time trying to get articles online when I was not even registered. Thank you.
19. The assistance I received from the library was amazing. They did an awesome job and I am very grateful to attend a university where I receive these type of services.
20. They are quick to help and they help in any way they can!! The Library staff is AWESOME!!!!!!!
21. Every experience I've had has always been a positive one: I always get a quick response and precise directions on how to conduct searches. Robert and Michael are the diamonds of the library staff. I really believe they enjoy what they do and it shows with the quality of the work they do. It is because of the help they have given me that I am the honor student I am today. I have to take a research class soon and I look forward to working with them again.
22. The librarians have helped me numerous times during graduate school. They are always friendly and ready to help and respond in a timely manner. Thanks.
23. My experience has been great and the assistance provided has been top-knotch! I cannot think of any way to improve the process or the quality of help. Thank you for everything.
24. No suggestions for improvement at this time. You have been quick to help, everytime; and all requested information has been exactly what I needed.
25. Offer more help to those students who are not on campus or do not have access to the on-campus services
26. I received assistance that was helpful in the moment and for future essays. The individual listened to my assignment, what I wanted to accomplish, and explained his feedback. He guided me with on-line support by phone nevertheless I understood, as if, I was in the library directly speaking with him. I feel comfortable asking for needed help again at any time and I am sure the someone will assist me with an informative experience at Pembroke's library. Thanks.
27. No ideas, they are awesome!
28. I attended the Orientation for Graduate students last Fall and the library staff for online students were present to explain the services provided to on-line students. I documented names and telephone numbers. At first I had doubts in my mind about what the library staff presented. They indicated that you can email them or call them for assistance. They seemed eager to help and readily available. I thought "too good to be

true. Well I was proven wrong. During my semester studies, I needed assistance with locating articles and other information. So, I contacted Michael Alewine and received immediate response and assistance. I was very impressed with how he took his time and put thought into my academic needs. I have locked his name and phone number locked into my phone just in case I need more assistance in which I know that I will. I felt that I could rely on him if I needed help. Thank you so much for your assistance.

29. I sent multiple emails to seek help and I never received any help with the online library assignments so none of my assignments got submitted. I was not satisfied with this part of the course!!!

30. I cannot thank you Michael and Robert for your excellent work and help. Michael helped me from day one getting used to the library's electronic journal service and was wonderful in showing me how to do keyword searches etc. It just worked out that over the semester I was dealing mostly with Robert and I can't describe how much he has helped me. We even stop and have a conversation on campus sometimes. He is excellent and has the quickest response time anyone could ask for as a graduate student. Thank you so much to both of you.

31. I love the student service provided through the library over the phone. However, I do not like the way that the digital search engine is set up. It should be streamlined so that students can just go to one place and search for any journal article they want. The current system is difficult and frustrating to use. The current system is not user friendly.

32. You are doing a great job. I always got a quick response for my needs.

33. Great service and very helpful in giving me the appropriate resources to do my research papers.....

34. I requested help on two occasions and did not receive a response.

35. None at this time. The library staff has always been helpful.

36. This is my 1st semester on the campus. The library staff really helped me. 1st time I didn't provide enough information about the subject matter.

37. I scheduled a sit-down session with the staff to evaluate the researchability of my topic as well as get advice for preparing my final professional paper. Both Robert & Michael were extremely helpful and professional. Each offered different suggestions that proved useful, both on general research strategies and on my specific topic. I found them to be very easy to work with and have had that expereience for the entire time I have been enrolled in my graduate program. The library support for distance education students is excellent and I'm sad to leave it behind, despite my excitement at graduating. Thanks for all the help and support!

38. Mr. Michael and Mr. Robert are awesome! These two gentlemen are extremely helpful and are a great asset to UNCP. They are extremely quick in providing assistance and are such a valuable resource. Thank you guys!

39. The choices in the major drop down is incomplete. I could not find my major. I just picked something similar to my course

40. Mr. Alewine was very knowledgeable and very helpful - his assistance helped me earn an A on my paper!

41. When you conduct your training, put more emphasis on the importance of detail as far as giving you information to your staff for research. Thanks for all your help. Job well done.

42. Great information and resources - keep up the good work!

Library-related Publications

Since April 1992, the Library's Friends of the Library has published the *Library Lines* newsletter, which is published electronically (see http://www2.uncp.edu/library/friends/library_lines/index.html). A limited number of print copies are mailed to members of the Friends of the Library upon request.

The Library also maintains a series of electronic (and some paper-based) general library guides and instructional resources. These are managed by the core instructional staff and listed in the inventory below).

Instructional Resources Inventory

Resource Title	Type of Resource	Year Created	Last Update	Librarian
Academic Search Complete	Paper	2003	2011	Alewine
BraveCat	Paper	2003	2011	Alewine
BraveCat: Enter Hold Request	Paper	2003	2011	Alewine
Creating A PIN	Paper	2003	2011	Alewine
DCS 1590/ECN 1000 Module 1	HTML Pages	2008	2011	Alewine
DCS 1590/ECN 1000 Module 2	HTML Pages	2008	2011	Alewine
DCS 1590/ECN 1000 Module 3	HTML Pages	2008	2011	Alewine
ENG 2080, Women's Literature (Parisian)	HTML Pages	2009	2010	Alewine
Evaluating WWW Resources (ENG 1060)	HTML Pages	2007	2011	Alewine
Faculty Guide to Library Services	Paper	2003	2011	Alewine
Guide to Library Research	HTML Pages	2005	2011	Alewine
Off-Campus Access	Paper	2003	2011	Alewine
Renewing Books and Videos	Paper	2008	2011	Alewine
SOC 1020 Research Guide (Mentor)	Online Guide	2011	2011	Alewine
Social Work Theories	Online Guide	2009	2011	Alewine
Student Guide to Library Services	Paper	2003	2011	Alewine
Subject Pages (Electronic Resources)	HTML pages	2000	2011	Alewine
AIS/ENG 2200, Native American Literature	LibGuide	2010	2012	Arndt
AIS 1010, Introduction to American Indian Studies	LibGuide	2010	2012	Arndt
Annotated Guide to Selected Electronic Resources	Paper	2005	2012	Arndt
Bullying	LibGuide	2011	2012	Arndt
CRJ 4000, Criminal Procedure	LibGuide	2010	2012	Arndt

EDN 2400, Children's Literature	LibGuide	2010	2012	Arndt
ENG 1060, Bullying	LibGuide	2010	2012	Arndt
ENG 1060, Hip-Hop	LibGuide	2011	2012	Arndt
ENG 1060, Protest Songs	LibGuide	2010	2012	Arndt
ENG 1060, Titanic	LibGuide	2010	2012	Arndt
ENG 2030, Literary Genres	LibGuide	2010	2012	Arndt
ENG 2090, Literature and Film	LibGuide	2011	2012	Arndt
ENG 2100, African American Literature	LibGuide	2011	2012	Arndt
ENG 2410, Environmental Literature	LibGuide	2010	2012	Arndt
ENG 3040, Principles of Literary Study	LibGuide	2010	2012	Arndt
ENG 3580, Professional Writing	LibGuide	2010	2012	Arndt
HST 3000, Introduction to the Study of History	LibGuide	2010	2012	Arndt
HST 5250, U.S. Asian History	LibGuide	2011	2012	Arndt
Introduction to the Library	Paper	2000	2012	Arndt
JRN 4600, Investigative Journalism	LibGuide	2011	2012	Arndt
MCM 4360, Mass Communication Theory and Research	LibGuide	2010	2012	Arndt
MUS 5660	LibGuide	2011	2012	Arndt
Public Services Calendar	Paper	2000	2012	Arndt
REL 3030, Islam	LibGuide	2010	2012	Arndt
Transportation Institute	LibGuide	2010	2012	Arndt
Using ArtStor	Paper	2007	n/a	Arndt
Using Gale Literature Resource Center	Paper	2008	n/a	Arndt
Using JSTOR	Paper	2008	2011	Arndt
Using RefWorks	Paper	2009	2011	Arndt
Using Zunal	Paper	2009	2011	Arndt
Writing a Literature Paper	Paper	2010	2011	Arndt
MGT 5750 Strategic Planning	LibGuide	2010	2012	Danis
MGMT 5250 Organizational Theory & Behavior	LibGuide	2011	2012	Danis
NURS 2000 - Introduction to Health Technology and Informatics	LibGuide	2010	2012	Danis
NURS 3000 Transition to Professional Nursing	LibGuide	2010	2012	Danis
AIS 2390 American Indian Education	LibGuide	2011	2012	Arndt
AIS/SOC/SWK 3880 Native Populations	LibGuide	2011	2012	Arndt
BIO 3540 Plant Physiology	LibGuide	2010	2012	Arndt
CHEM 4200 Forensic Chemistry	LibGuide	2011	2011	Wood
EDN 5490 Effective Educational Leadership	LibGuide	2011	2011	Wood

EED 3890 Teaching Writing and Speech	LibGuide	2011	2011	Wood
ENG 1050	LibGuide	2010	2010	Wood
ENG 1050 Censorship	LibGuide	2011	2011	Wood
ENG 1050 No Impact Man	LibGuide	2011	2011	Wood
FRS 1000 Miecznikowski	LibGuide	2011	2011	Wood
HIST 3100 Civil War and Reconstruction	LibGuide	2010	2010	Wood
Learning Express Library	LibGuide	2010	2010	Wood
PLS 1000 Introduction to Political Science	LibGuide	2011	2011	Wood
CHM 2980 Scientific Literature	LibGuide	2011	2011	Wood
SWK 3710 Writing for the Social Sciences	LibGuide	2010	2011	Wood
SWK 4450 Human Behavior II	LibGuide	2011	2011	Wood
SWK 4800 Social Work Practice III	LibGuide	2011	2011	Wood
SWK 5410 Management and Support in Diverse Settings	LibGuide	2011	2011	Wood
SWK 5570 Advanced Practice With Families	LibGuide	2011	2011	Wood

Appendix 1F

Library Services

2012-2013

24th African American Read-In

Keynote Speaker:

Dr. Christopher McKenna
February 27, 2013
6:30 p.m.
U.C. Annex.

"Speaking Our Words" Oral Recitations of African American Literature

February 5, @ 6:30 p.m.
Mary Livermore Library
main reading room.

Featuring:
Pia Jessup, Miss Black North Carolina USA 2012;

Ashley Cole, **Levern Hamer, Dr. Cynthia Miecznikowski**, **Virgil Oxendine**, **Erasto Simmons**, and other participants from the University and the local community will read passages from African-American-authored literature.

24th National African American Read-In: A Literacy Campaign Events

"Speaking Our Words" Oral Recitations of African American Literature: Feb. 5, 2013(6:30 p.m.) Mary Livermore Library main reading room.

Children's Hour: Feb. 14, 2013 (8:30-10:30 a.m.) at R.B. Dean Elementary School, Maxton NC.

Keynote Speaker: Dr. Christopher McKenna, Feb. 27, 2013(6:30 p.m.) U.C. Annex. Dr. McKenna will speak on the topic "Tri-Racial Moviegoing."

Elmer Hunt Photography Collection Identification Series

Veterans of Foreign Wars (VFW)

Tuesday, November 1st
7 p.m.
Main Reading Room
Mary Livermore Library

Panelists:
James Arthur Jones
Jesse Oxendine
W.D. Oxendine
Rudy Paul Locklear
Delano Cummings (tentative)
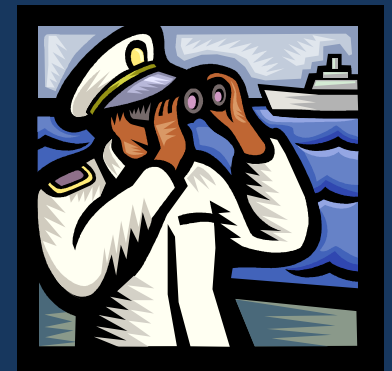
Honoring our Past

2013 UNCP Historic Calendars
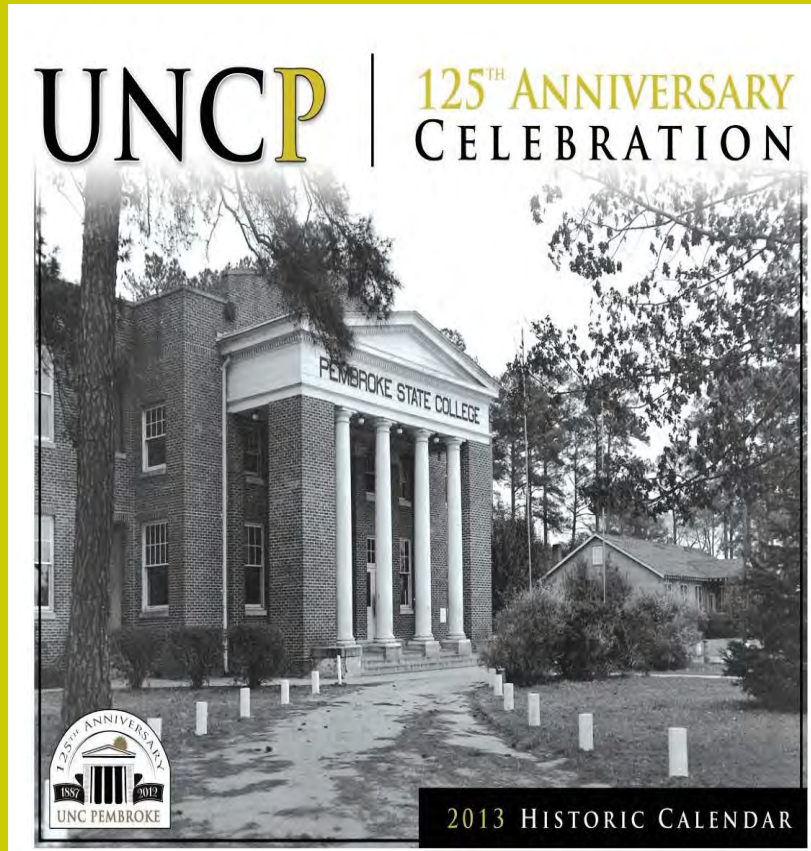
Planning our Future

On Sale Now !

Faculty Showcase
April 23, 2013
3:30 p.m.

@ Livermore Library !

Featuring

Charles Beem

Mark Canada

Books!

Friends of the Library Book Sale

Books!

Books!

April 14-18

Books!

Books!

I TOLD you so!

Taking LIB 1000 is the smart move.

I should know!

Dr. Sheldon Cooper
(Super Genius)

Accessible
ARCHIVES.

The Revolution, a weekly women's rights newspaper, was the official publication of the National Woman Suffrage Association formed by feminists Elizabeth Cady Stanton and Susan B. Anthony to secure women's enfranchisement through a federal constitutional amendment.
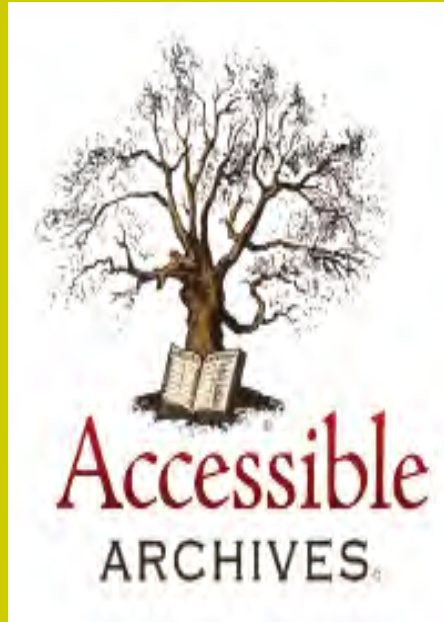
These weekly papers were *large quarto* in size, about 12″ by 16″, and each consisted of sixteen pages to the issue. They followed a tested and proven formula of carefully combining elements of war, politics, art, science, travel and exploration, literature and the fine arts in each issue, enhanced with between 16 and 32 illustrations.

Get caught up! Tutoring

For Gen. Ed Classes

Monday through Thursday 5 – 8 pm

Contact the Center for Academic Excellence for more information.

In Government Documents
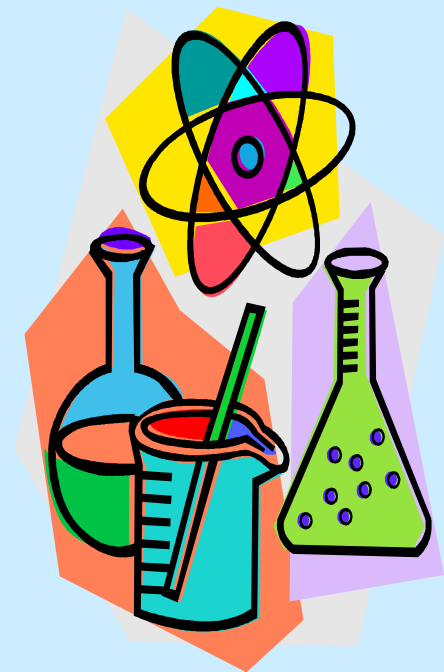
Appendix 1G

Modes of Access (Social Media)

Library's Facebook Site:

Library's Pinterest Site:

Library's Second Life Site:

Library's Twitter Site:

Library's YouTube Site:

Appendix 1H

Student Guide to the Library

UNIVERSITY OF NORTH CAROLINA
AT PEMBROKE

MARY LIVERMORE LIBRARY

Mary Livermore Library » LibGuides » New Student Guide to the Library   Admin Sign In

New Student Guide to the Library

This guide will inform new students about the Mary Livermore Library.

Last Updated: Apr 25, 2014 | URL: http://libguides.uncp.edu/NewStudent | 🖨 Print Guide | 📶 RSS Updates

| Library Services ⌄ | Finding Books ⌄ | Distance Education | Finding Journal Articles | Research Assistance | InterLibrary Loan |
| Friends of the Library | Happenings |

Library Services   💬 Comments(0)   🖨 Print Page   Search: [_____] | This Guide ⌄ | Search |

Mary Livermore Library

The Library is open over 100 hours per week, 7 days a week during any academic session.

For a full listing of library hours and exceptions to our schedule, click here.

Comments (0)

Security Certificates

Security Certificates

When trying to access the electronic databases from off-campus or trying to access Your Library Record, you may see a screen telling you the security certificate is out of date. The Library is aware of this problem and is attempting to update these certificates.

Until this is accomplished to access the database or Your Library Record, you will need to complete the following steps.

Internet Explorer uses:

When attempting to access the database, you will see a informing you there is a problem with the website's security certificate. Click **Continue to this website.** The website will open.

🛡❌ There is a problem with this website's security certificate.

The security certificate presented by this website was issued for a different website's address.

Security certificate problems may indicate an attempt to fool you or intercept any data you send to the

Librarian

Robert Arndt

Contact Info
Reference Librarian
Mary Livermore Library
910.521.6529
robert.arndt@uncp.edu
Send Email

Links:

Goal 2: Provision of a physical and virtual learning environment, which supports study, research, scholarship, and recreational interests.

Objective 2.1 The Library will maintain a physical presence that is "inviting" (in terms of appropriate study spaces, noise level, building temperature, etc.) for students, faculty, staff, and the general public.

> **Strategy 2.1.1**: Library personnel will monitor all areas of the Library to assure appropriate cleanliness, noise levels, and building temperature. Furthermore, the Library will provide patrons with suitable study spaces.
>
> *Performance Indicator:* Responses to the Annual National Library Week Library User Satisfaction Survey will be used to gauge how well this goal is met.
>
> *Performance Indicator:* Responses to the Biennial Academic Support Services Survey will be used to gauge how well this goal is met.
>
> *Performance Indicator:* Responses to the Annual Sophomore Survey will be used to gauge how well this goal is met.
>
> *Expected Outcome:* The majority of patrons will be satisfied with the Library's overall physical facilities, noise level, and current availability of study rooms
>
> *Assessment Timeline:* The Library's paper-based and web-based User Satisfaction Survey is made available to in-house library users every April during National Library Week. The Academic Support Services Survey is made available biennially. The Annual Sophomore Survey is made available by the University of North Carolina General Administration each year.
>
> *Assessment Procedure:* The Annual Survey is administered during National Library Week by Access Services personnel. All survey results are entered into a Qualtrics database and are then analyzed by the Library's Planning Committee. The Academic Support Services Survey is made available biennially. Library-related responses are analyzed by library personnel. The Annual Sophomore Survey is made available by the University of North Carolina General Administration (GA) each year and library-related responses are analyzed by library personnel.
>
> *Use of Assessment Data:*
>
> Data from all Annual National Library Week Library User Satisfaction Survey questions, including the open-ended comments made by survey participants, are analyzed for any negative feedback. Question #7 is examined for the overall number of participants stating satisfaction with the Library's physical

environment. Question #12 seeks input for areas of the Library needing improvement.

The spring 2013 survey was very positive. Those indicating that users were comfortable with the Library's environment rose from 89% in 2012 to 93% in 2013 (see Appendix 2A). In 2012, the Library underwent an atmospheric renovation with "green" lighting and new environment controls being installed. While not solving all the Library's HVAC concerns, this may account for the increase in respondent satisfaction.

When asked how to improve the library, 55% of respondents requested "longer hours"; 16% requested "less noise"; and 82% requested "more study rooms." This indicates a leveling of noise complaints, but a sharp increase in the number of respondents requesting more study rooms (see Appendix 2B).

The Library, as always, responded to as many of these statements as possible. While the Library was not able to increase the number of study rooms, in response to student comments, several pieces of new comfortable furniture were purchased for various study spaces throughout the Library.

The next Academic Support Services Survey will not be deployed until the spring 2014 semester.

The next GA Sophomore Survey data will be available in 2014.

Objective 2.2 The Library will maintain appropriate (effective, efficient, intuitive, and well-designed) virtual access to its collections and services.

> **Strategy 2.2.1:** The Library organized a library website committee to carry out continuous analysis and revision of the Library's web resources.
>
> *Performance Indicator:* The website committee will meet at least twice each year or more frequently if the need arises. This committee will garner input from all identified stakeholders.
>
> *Expected Outcome:* The Library's web resources design and functionality will be based on input from a variety of sources (e.g., faculty, librarians, staff, students, etc.), and navigation of these resources will be efficient and intuitive.
>
> *Assessment Timeline:* Assessment is continuous.
>
> *Assessment Procedure:* This committee meets on a regular basis. The Serials/Digital Operations Coordinator reports all relevant discussions and evaluations to the Library's Planning Committee. Proposed changes to current operations are discussed by the Planning Committee, and, if found appropriate,

recommended for implementation. To meet the needs of mobile devices the Library created a mobile page which allowed users to use the library catalog and to access databases supporting mobile devices. The page also provided contact information for library staff.

Use of Assessment Data:

The University began the process of redeveloping its entire website in early 2012. Working with an outside consulting company, the University has developed a number of potential solutions. The Library has taken this time to conduct a website audit to archive pages and resources that are no longer in use and to ensure active pages are as up-to-date as possible. This will help in the transition to a new website which is scheduled for Q3 2013.

Objective 2.3 The Library will be proactive in its adherence to the precepts of the Americans with Disabilities Act of 1990 Title III and the ADA Standards for Accessible Design in relation to both physical and virtual accessibility.

Strategy 2.3.1: The Access Services/Reference Librarian will meet regularly with Office of Disability Support Services personnel to garner input regarding ADAAA standards and necessary compliance activities.

Performance Indicator: The Library will address all requests or suggestions made by the Office of Disability Support Services (DSS).

Expected Outcome: The Library's physical and virtual environments are accessible to all patrons.

Assessment Timeline: Assessment is continuous, based on user input and discussions with DSS personnel. These meetings are scheduled throughout the year.

Assessment Procedure: The Access Services/Reference Librarian meets at least biannually with Office of Disability Support Services personnel. This librarian keeps notes of specific recommendations made by the Office of Disability Support Services personnel.

Use of Assessment Data:

In August 2012, the Access Services/Reference Librarian attended ADAAA training provided by the Office of Disability Support Services (DSS). The Access Services/Reference Librarian also communicated with DSS to clarify the announcement about service animals on campus, as there was concern people might bring pets into the Library and call them service animals. The Access Services/Reference Librarian was informed that all official service animals have identifying harnesses and so would be easy to distinguish from pets in general. In

May 2013, all supervisors attended ADAAA training provided by the Office of Human Resources. At this time, the Access Services/Reference Librarian also updated the contact information for assistance with the Sorensen machine in the Library's multimedia room. The Sorensen machine provides the hearing impaired with a visual means of communication.

Appendix 2A

Comfort of the Library Facility
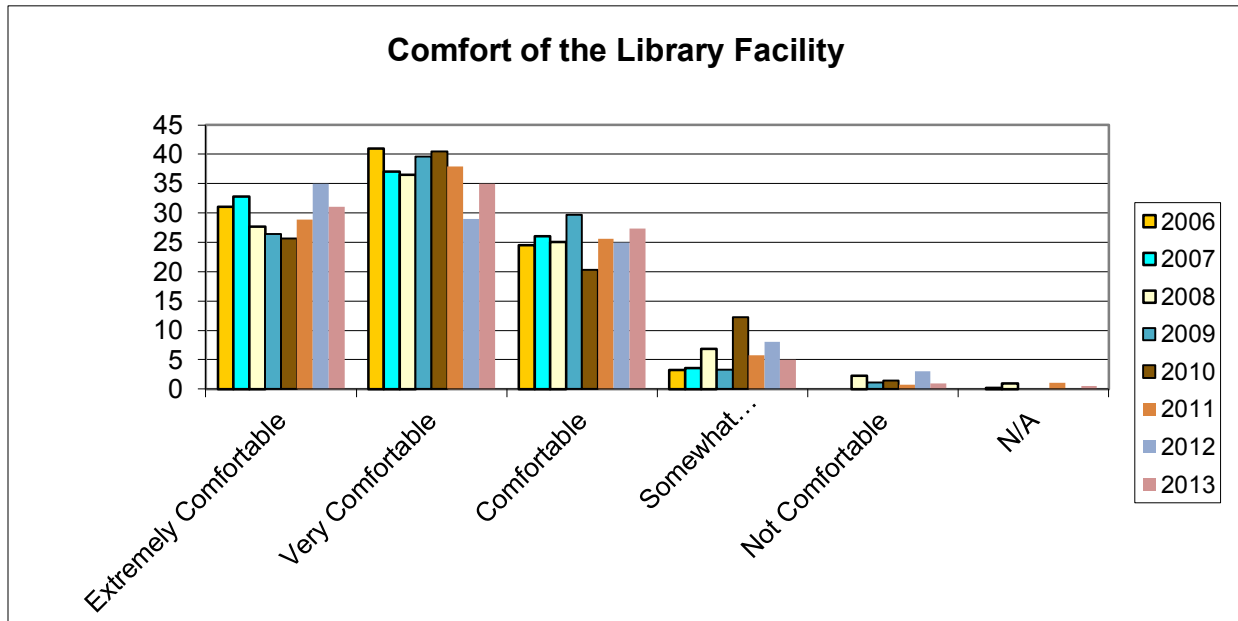
	Extremely Comfortable	Very Comfortable	Comfortable	Somewhat Comfortable	Not Comfortable	N/A
2006	31.1	41	24.5	3.3	0	0
2007	32.8	37.1	26	3.6	0	0.24
2008	27.7	36.5	25.1	6.9	2.3	1
2009	26.4	39.6	29.7	3.3	1.1	
2010	25.7	40.5	20.3	12.2	1.4	
2011	28.9	37.9	25.6	5.8	0.7	1.1
2012	35	29	25	8	3	
2013	31	35	27.3	5	1	0.5

Are there improvements you would like to see the library make?

| Books |
| Video/DVDs |
| Electronic Resources |
| Longer Hours |
| Laptops |
| Less Noise |
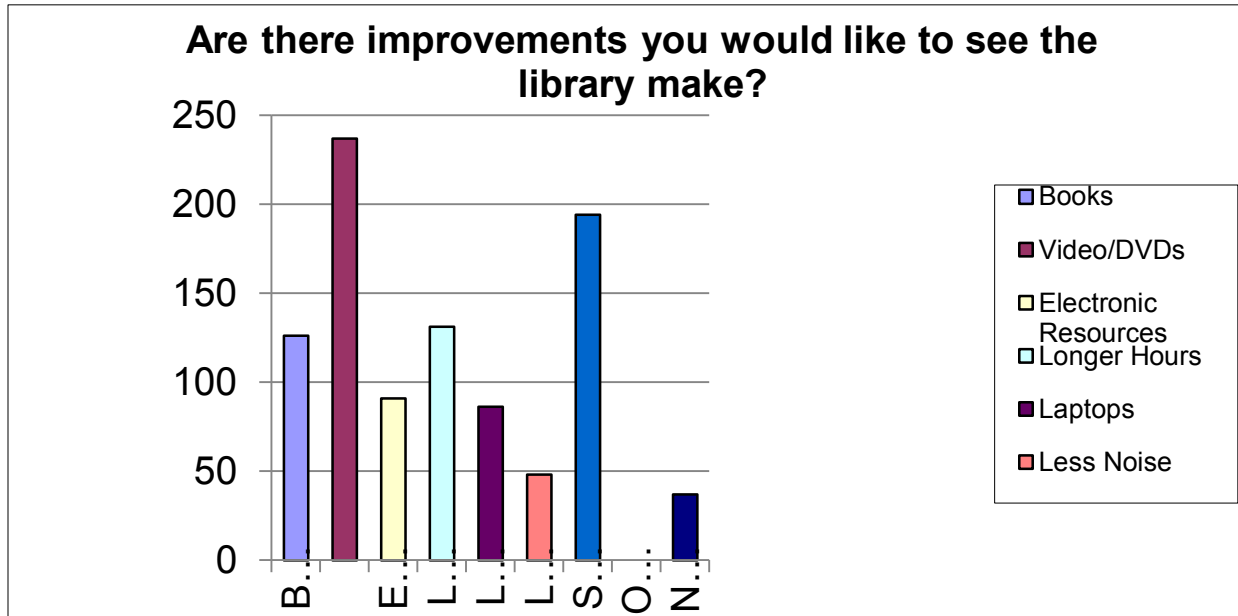
More Books	More Videos/DVDa	More Electronic Resources	Longer Hours	More Laptops	Less Noise	More Study Rooms	Other	No Opinion
126	237	91	131	86	48	194	0	9

Goal 3: Interaction with other libraries on a global scale so as to facilitate multi-type library cooperation.

Objective 3.1 The Mary Livermore Library will borrow materials for UNCP patrons from libraries in the UNC system, in the region, in the nation, and globally.

>***Strategy 3.1.1:*** Document Delivery Services will process requests for materials to be borrowed for UNCP patrons.
>
>*Performance Indicator 1:* The Library will maintain statistical records on the turnaround time for requests to be processed.
>
>*Performance Indicator 2:* The Library will maintain statistical records on the number and type of requests processed and the patron type of the requestor.
>
>*Expected Outcome 1:* The Library will process 100% of document delivery borrowing requests within 1-2 business days.
>
>*Expected Outcome 2*: The Library will fill more document delivery requests than it does not fill.
>
>*Assessment Timeline:* Document delivery turnaround statistics are recorded monthly and analyzed at the end of each fiscal year.
>
>*Assessment Procedure:* At the end of each month, document delivery staff will generate the turnaround statistics using the ILLiad document delivery software system's report functionality. These statistics are recorded into an Excel spreadsheet, where the monthly totals are compiled for the fiscal year. The Access Services/Reference Librarian reviews these statistics at the end of each fiscal year.
>
>*Use of Assessment Data:*
>At the end of each fiscal year, the Access Services/Reference Librarian reviews the document delivery turnaround time statistical reports (Appendix 3A) to determine if changes to policies, staffing, or the document delivery software system (ILLiad) are necessary. An example of a needed change would be the addition of student workers to assist with material retrieval when turnaround time lengthens due to increased requests.
>
>In 2012-2013, there were 2,575 interlibrary borrowing requests, 389 intra-consortial borrowing requests (a significant 71% decrease), and 448 document delivery requests. For borrowing, the turnaround time for non-returnable requests averaged 1.91 days for processing and 4.43 days with shipping included. For returnables, the turnaround time for requests averaged 4.57 days for processing and 14.43 days with shipping included. Document delivery turnaround time averaged 2.28 days for non-returnables and 3.08 days for returnables. Faculty

patrons submitted the majority of borrowing requests or 65%, while students submitted 35% of all requests, with 1,342 patrons served. All processes were completed well within the expected time frame; however, an increase in turnaround time, in comparison to last year, is apparent and most likely was influenced by the increase in the number of circulation desk shifts for document delivery staff. If current trends of having to work with fewer staff continue, request processing and turnaround time are expected to increase.

Objective 3.2 The Mary Livermore Library will lend materials from UNCP to libraries in the UNC system, in the region, in the nation, and globally.

Strategy 3.2.1: Document Delivery Services will process requests for materials to be loaned to other libraries.

Performance Indicator 1: The Library will maintain statistical records on the turnaround time for requests to be processed.

Performance Indicator 2: The Library will maintain statistical records on the number and type of requests processed.

Expected Outcome 1: The Library will process 100% of document delivery lending requests within 1-2 business days.

Expected Outcome 2: The Library will fill more document delivery requests than it does not fill.

Assessment Timeline: Document delivery request and patron type statistics are recorded monthly and analyzed at the end of each fiscal year.

Assessment Procedure: At the end of each month, document delivery staff will generate the request and patron type statistics using the ILLiad document delivery software system's report functionality and an internally developed Excel spreadsheet used to track the number of intraconsortial requests. These statistics are recorded into an Excel spreadsheet, where the monthly totals are compiled for the fiscal year. The Access Services/Reference Librarian reviews these statistics at the end of each fiscal year.

Use of Assessment Data:
At the end of each fiscal year, the Access Services/Reference Librarian reviews the document delivery request and patron type statistical reports (see Appendix 3B) to determine if changes to policies, staffing, or the document delivery software system, ILLiad, are necessary. An example of a needed change would be the reconfiguration of ILLiad to automatically redirect requests for item types not eligible for interlibrary loan in order to reduce staff workload.

In 2012-2013, there were 5,302 interlibrary lending requests and 1,079 intra-consortial lending requests (a significant 109% increase). The turnaround time for the requests for returnables averaged 3.08 days, and the turnaround time for requests for non-returnables averaged 2.28 days. All processes were completed well within the expected time frame; however, an increase in turnaround time, in comparison to last year, is apparent and most likely was influenced by the increase in the number of circulation desk shifts for document delivery staff. If current trends of having to work with fewer staff continue, request processing and turnaround time are expected to increase.

Appendix 3A Document Delivery Turnaround 2012-2013

Borrowing

Articles	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar
Total Number of Article Records	104	41	96	104	79	22	117	156	122
Average Time from Submitted to Processing in hours	50.88	16.74	19.14	19.09	26.40	22.19	86.88	19.97	22.68
Average Time from Processing to Sent in hours	2.31	0.49	2.50	1.22	1.18	4.32	7.66	1.29	1.63
Average Time from Sent to Received* in days	1.85	2.78	2.27	1.84	2.25	3.99	3.66	2.08	3.01
Average Time from Received to Notified in hours	31.68	8.08	3.51	6.03	9.89	67.92	4.98	6.35	12.25
Average Total Time in days	5.38	3.83	3.32	2.93	3.81	6.23	7.80	3.23	4.54
Average Total Time in days Excepting Shipping Time	3.53	1.05	1.05	1.09	1.56	2.24	4.14	1.15	1.53

*Variable factor according to lending library; not a UNCP controlled factor.

**Anomolous shipping time from July dropped from average.

Loans	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar
Total Number of Article Records	34	28	62	69	45	28	53	54	25
Average Time from Submitted to Processing in hours	32.16	24.24	25.44	20.97	28.80	30.24	59.76	31.68	23.09
Average Time from Processing to Sent in hours	20.70	0.52	2.88	2.34	0.12	0.87	49.44	13.64	1.71
Average Time from Sent to Received* in days	10.07	5.82	7.41	8.82	9.28	10.27	12.60	13.75	8.50
Average Time from Received to Notified in hours	12.21	19.75	15.94	26.88	7.79	6.00	669.60	13.60	26.88
Average Total Time in days	12.78	7.68	9.26	10.91	10.81	11.82	45.14	16.20	10.65
Average Total Time in days Excepting Shipping Time	2.71	1.86	1.85	2.09	1.53	1.55	32.54	2.45	2.15

*Variable factor according to lending library; not a UNCP controlled factor.

Lending*

Articles	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar
Total Number of Article Records	147	97	174	223	207	52	120	149	151
Average Time from Imported to Processing in hours	27.36	25.20	14.85	16.06	32.40	11.71	19.96	20.32	24.00
Average Time from Processing to Stacks Searching in hours	2.15	0.91	1.01	2.73	1.99	4.27	2.07	5.70	2.40
Average Time from Stacks Searching to Printing in hours	6.75	5.05	5.36	5.79	4.54	4.02	9.88	3.22	8.26
Average Time from Printing to Finished in hours	3.97	4.09	6.16	10.86	15.65	4.72	9.52	7.18	4.14
Average Total Time in days	1.67	1.47	1.14	1.48	2.27	1.03	1.73	1.52	1.62

Loans	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar
Total Number of Article Records	123	152	203	165	144	41	197	157	126

	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar
Average Time from Imported to Processing in hours	35.04	16.28	15.49	24.00	21.80	26.88	22.93	24.72	19.13
Average Time from Processing to Stacks Searching in hours	0.68	2.54	2.54	0.68	0.29	3.31	1.80	0.20	6.35
Average Time from Stacks Searching to Printing in hours	9.63	15.00	15.97	19.39	7.83	6.83	13.72	8.72	12.43
Average Time from Printing to Finished in hours	2.78	3.87	7.77	10.58	7.74	2.88	12.42	10.19	1.98
Average Total Time in days	2.00	1.57	1.74	2.28	1.57	1.67	2.12	1.83	1.66

Document Delivery

Articles	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar
Total Number of Article Records	22	12	71	62	34	4	54	80	48
Average Time from Submitted to Processing in hours	50.40	20	17.32	18.55	44.88	10.94	56.64	17.47	17.66
Average Time from Processing to Stacks Searching in hours	11.16	23.28	15.56	10.80	23.33	16.81	22.26	9.72	7.63
Average Time from Stacks Searching to Updated in hours	16.36	7.26	6.11	20.68	4.64	5.91	3.37	3.27	3.97
Average Time from Updated to Notified in hours	0.01	0.01	0.31	2.37	9.16	0.01	0.40	12.00	0.44
Average Total Time in days	3.25	2.09	1.64	2.18	3.42	1.40	3.44	1.27	1.24

Loans	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar
Total Number of Article Records		1	3	3	1	0	0	1	0
Average Time from Submitted to Processing in hours		13.46	24.72	32.88	25.92	0	0	22.01	0
Average Time from Processing to Stacks Searching in hours		145.92	20.10	8.98	26.40	0	0	6	0
Average Time from Stacks Searching to Updated in hours		0.01	0.02	17.96	0.07	0	0	0.01	0
Average Time from Updated to Notified in hours		0.00	0.01	0.04	0.00	0	0	0	0
Average Total Time in days		6.64	1.87	2.49	2.18	0	0	1.15	0

Electronic Delivery	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar
Total Number of Article Records									
Average Time from Submitted to Processing in hours									
Average Time from Processing to Stacks Searching in hours									
Average Time from Stacks Searching to Delivered to Web in hours									
Average Total Time in days									

Apr	May	Jun
113	58	37
21.99	35.76	25.92
1.52	20.50	4.61
2.08	2.26	2.19
10.05	5.77	8.21
3.48	4.85	3.80
1.40	2.59	1.61

Apr	May	Jun
74	29	24
20.30	36.00	22.30
1.68	9.17	8.24
10.52	11.96	9.36
36.48	6.93	4.86
12.96	14.13	10.83
2.44	2.17	1.47

Apr	May	Jun
196	92	112
18.23	30.24	17.88
2.45	1.60	0.95
5.49	4.64	4.91
4.86	3.09	5.09
1.29	1.65	1.20

Apr	May	Jun
162	87	98

26.16	24.24	1.05
0.74	0.99	0.06
17.03	10.71	8.84
6.71	11.88	0.34
2.11	1.99	1.43

Apr	May	Jun
42	9	9
18.06	31.20	22.16
56.16	6.12	8.01
11.60	0.52	0.24
23.00	0.01	0.50
4.53	1.59	1.27

Apr	May	Jun
2	0	1
19.81	0	20.30
10.51	0	72
12.40	0	332.88
0.00	0	0
1.78	0	17.73

Apr	May	Jun

Appendix 3 B - Document Delivery Services Statistics 2012-2013

ILL Lending			2012-2013		
	Returnables	Copies	Total Req. Filled	Req. Denied	Total Req.
July	156	147	303	108	411
August	186	116	302	99	401
September	243	179	422	130	552
October	236	235	471	141	612
November	206	208	414	146	560
December	72	50	122	29	151
January	215	123	338	222	560
February	205	154	359	189	548
March	220	165	385	180	565
April	220	198	418	164	582
May	126	91	217	143	360
June			0		0
Totals	2085	1666	3751	1551	5302

ILL Borrowing			2012-2013		
	Returnables	Copies	Total Req. Filled	Req. Denied	Total Req.
July	42	133	175	20	195
August	52	87	139	28	167
September	94	154	248	52	300
October	99	147	246	62	308
November	69	88	157	58	215
December	51	91	142	14	156
January	83	147	230	64	294
February	60	198	258	48	306
March	47	163	210	24	234
April	72	143	215	44	259
May	46	84	130	11	141
June					

Totals	715	1435	2150	425	2575

Interconsortial Transactions 2012-2013

	Borrowing	Lending	Total
July	17	33	**50**
August	31	82	**113**
September	45	127	**172**
October	60	189	**249**
November	32	124	**156**
December	5	39	**44**
January	22	141	**163**
February	25	131	**156**
March	31	131	**162**
April	110	26	**136**
May	11	56	**67**
June			
Totals	**389**	**1079**	**1468**

Patrons Served 2012-2013

	Faculty	Students	Total
July	124	9	**133**
August	71	27	**98**
September	90	79	**169**
October	55	82	**137**
November	39	57	**96**
December	128	17	**145**
January	85	48	**133**
February	95	61	**156**
March	76	36	**112**
April	44	44	**88**
May	70	5	**75**
June			

		877	465	1342
Totals		877	465	1342

Internal Document Delivery 2012-2013

	Returnables	Copies	Total
July		25	**25**
August	1	17	**18**
September	3	73	**76**
October	3	63	**66**
November	1	31	**32**
December	0	8	**8**
January	0	48	**48**
February	1	77	**78**
March	0	48	**48**
April	2	37	**39**
May	1	9	**10**
June			
Totals	**12**	**436**	**448**

Goal 4: Encouragement of cultural enrichment opportunities through the development and provision of programs and resources.

Objective 4.1: The Mary Livermore Library will act as one of the main campus centers for cultural enrichment and stimulation.

> ***Strategy 4.1.1:*** The Friends of the Library (FOL) will develop and present a variety of culturally diverse programs that are well attended and received by attendees.
>
> *Performance Indicator 1:* FOL programs will be publicized to the campus, FOL members, and the community via flyers, posters, letters, and e-mails.
>
> *Performance Indicator 2:* Attendance records will be kept for each FOL-sponsored event.
>
> *Performance Indicator 3:* A yearly list of publicity materials (flyers, posters, programs) related to each program will be maintained.
>
> *Performance Indicator 4:* Attendee satisfaction surveys will be conducted at the end of each semester via e-mail to FOL members.
>
> *Expected Outcome 1:* The publicity materials will illustrate the cultural diversity of FOL programs.
>
> *Expected Outcome 2:* FOL-sponsored events will be well attended by campus and community members, with an average attendance of 30 people per event.
>
> *Expected Outcome 3:* Event attendee surveys will indicate that program content is received favorably by campus and community members.
>
> *Assessment Timeline:* The Friends of the Library plans and hosts programs throughout the academic year. Attendance records are kept for each event, and satisfaction surveys are conducted electronically every semester.
>
> *Assessment Procedure:* Records will be kept to document the frequency and variety of FOL programs. Copies of flyers for the programs will also be kept. During each FOL event, a designated library staff member will be on hand to take attendance via head count. An electronic satisfaction survey will be administered once per semester. The members of the FOL Board and the library's FOL Committee will regularly review and assess the effectiveness of the programs and events. These two groups will also plan future FOL programs.

Use of Assessment Data: The Library sponsored/co-sponsored 9 programs/events between October 2012 and April 2013, with an overall participation of 1549 (see Appendix 4A). Two of the events were literacy activities held at local elementary schools. In November 2012, the library co-sponsored, with the School of Education and the Office of Multicultural and Minority Affairs, a Native American Read-In at Pembroke Elementary School. Fifty-two elementary-education majors and seven faculty and staff members read Native American stories to 35 classes (approx. 700 students) at Pembroke Elementary. On February 14, 2013, the library co-sponsored an African American Read-In at R. B. Dean Elementary School in Maxton, NC. During this activity, 50 elementary-education majors and 8 faculty and staff members read African American literature to over 400 students at R. B. Dean.

Seven FOL programs, excluding the Read-In activities, averaged 47 attendees per event, and there were 1,217 participants actively involved in the two Read-In activities. These numbers indicate that there continues to be a high level of interest and participation in FOL-sponsored programs/activities.

In 2012-2013, the library continued the "Good Reads" in-person book club and lunch programming. The library organized monthly meetings of the book club from August – April 2013. However, as the year went on, attendance dropped significantly to the point that continuing to offer an in-person book club did not seem to be meeting the needs of library users. Therefore, in June 2013, the library switched to a virtual display and discussion forum – utilizing the "Good Reads" web site to provide a discussion forum for the books that were selected for various library displays and programming. This discussion forum was paired with virtual displays in Pinterest, a content sharing service that allows members to "pin" images, videos and other objects to their pinboard. The first such pairing in June 2013 featured the library's "Staff Favorites" selections.   The Second Life virtual book club met monthly from September to April 2013, but it also experienced a decreasing attendance trend. Consequently, this program will be reduced to one per semester and on-demand as requested by UNCP faculty members. June Power, Access Services Librarian, also conducted a Second Life instructional session for 16 students on April 15, 2013. (see Appendix 4B)

Objective 4.2: The Library's Art, Displays, and Exhibits Committee and select library staff will create culturally enriching displays and exhibits for patron edification and entertainment.

> **Strategy 4.2.1:** The Art, Displays, and Exhibits Committee will meet as needed throughout the academic year to plan for and develop displays and exhibits that are culturally diverse and stimulating. Library staff will create poster displays for library programs throughout the academic year.
>
> *Performance Indicator:* The committee and the University Library Technician for Government Documents will keep a list of displays that will serve as a basis for the development of future displays.

Expected Outcome: A substantial number of displays and exhibits representing culturally diverse groups and viewpoints will be presented each year.

Assessment Timeline: The Library's Art, Displays, and Exhibits Committee meets on a regular schedule throughout the academic year. New committee-generated displays are typically created monthly, based on discussions of the list of displays that is generated at the beginning of each academic year. The University Library Technician for Government Documents creates poster displays for each library program that is held during the year.

Assessment Procedure: The Library's Art, Displays, and Exhibits Committee, the Assistant Dean for Research Services, and the University Library Technician for Government Documents will assess the content and appeal of the displays throughout the academic year. A list of all displays that are presented in the Library each semester will be maintained. The list will be consulted regularly to determine cultural areas that have not been represented.

Use of Assessment Data: The Library's Art, Displays, and Exhibits Committee continued to meet and plan displays and exhibits representing various cultural and social themes. Displays were created for cultural events, holidays, and national monthly observances, such as African American History Month, Native American Heritage Month, as well as National Poetry Month. An exhibit of the works of current UNCP faculty authors is created in a glass display case each year. Topical displays that support ongoing library programs are exhibited in a second glass case as the programs are scheduled. In celebration of the University's 125th Anniversary, a mannequin display featured examples of historical clothing that may have been worn by UNCP students during past decades. Flyers and poster displays were created as each library program was held during the year. (see Appendix 4C)

During the fall 2012-spring 2013 academic year, 12 displays were created and exhibited in library spaces by the Art, Displays, and Exhibits Committee. The displays included Banned Books Week, Voting Awareness, Native American Heritage Month, African American History Month, National Poetry Month, and Valentine's Day. (see Appendix 4D) A multitude of display posters were also created and displayed inside and outside the Library. A photographic sample of selected displays created in 2012-2013 can be found in (Appendix 4E).

Strategy 4.2.2: Through planned collection development practices and processes, the Library will purchase and provide access to media collections that represent culturally diverse themes and viewpoints.

Performance Indicator: Statistics indicating the number of media items purchased annually in the areas of Religion, Foreign Language, Lifestyle, Ethnicity, and

Foreign Films will be compiled by the Collection Development/Electronic Resources Librarian.

Expected Outcome: The number of media items representing culturally diverse groups and viewpoints will continue to increase as the Library makes a concerted effort to add more of these items to the collection.

Assessment Timeline: Media items are purchased throughout the fiscal year through orders requested by library staff, faculty, and students. Statistics are kept annually on how many media items were purchased in the specified areas of cultural diversity.

Assessment Procedure: Once per semester, the Collection Development/ Electronic Resources Librarian compiles an acquisitions' report via the Library's automation system, Millennium, to determine the number of items that have been purchased in each of the following areas: Religion, Foreign Language, Lifestyles, Ethnicity, and Foreign Films. These data are used to determine future purchasing considerations based on budget and need for additional items in these subject areas, in order to achieve the goal of increasing the cultural diversity of the collection.

Use of Assessment Data: The Library continued to support the academic curricula through purchases of media items. (see Appendix 4F) The cultural diversity of the Library's media collection has continued to increase in the areas of Religion, Foreign Language, Lifestyles, Ethnicity, and Foreign Films.

During the fall 2012-spring 2013 academic year, media purchased in these targeted collections increased to 564, up from 489 items from the previous year. The Library retained the digital collection *Films on Demand,* which contains numerous titles on culturally diverse themes. For example, *Films on Demand* has 1027 titles on cultural diversity, 214 titles on LGBT and gender issues, over 1,500 foreign language films, 481 films on religion and spirituality, and 552 items on world religions. The Library also maintained *VAST: Academic Video Online* from Alexander Street Press. This collection covers a variety of disciplines including Twentieth Century Religious Thought, Ethnic Studies, Gay and Lesbian Studies, Black History and Literature, and Women's History and Literature.

Appendix 4A

Friends of the Library Programs/Events (2012-2013)

Date	Program Title	Attendance
10/23/2012	**Fall Faculty Showcase:** **Dr. Motti Inbari & Dr. Scott Billingsley**	23
11/8/2012	**James K. Braboy and Dr. English Jones:** **Succeeding Against the Odds**	75
11/14/2012	**Native American Read-In at Pembroke** **Elementary School**	759*
02/05/2013	**African American Read-In Oral Recitations**	47
02/14/2013	**African American Read-In Children's Hour at** **R.B. Dean Elementary School**	458*
02/27/2013	**AARI Keynote Speaker: Dr. Christopher** **McKenna**	52
03/22/2013	**Annual FOL Benefit**	77
04/17/2013	**Annual Membership Meeting and NLW** **Reading/Recognition Program**	33
04/23/2013	**Spring Faculty Showcase:** **Dr. Charles Beem & Dr. Mark Canada**	25
	Total Participation	1,549

*Literacy activity at local elementary school

Appendix 4B

Mary Livermore Library
Social Media Statistics
July 2012-June 2013

Social Media	UsageStatistics
Facebook	228 likes
Foursquare	80 people, 745 check-ins, 2 comments
Second Life	1 Instructional Session, 16 students; 8 Book Club sessions
Twitter Mentions/Retweets	35
Twitter Followers	211
YouTube	913 video views and 5 subscribers

The Friends of the Library of UNC Pembroke present

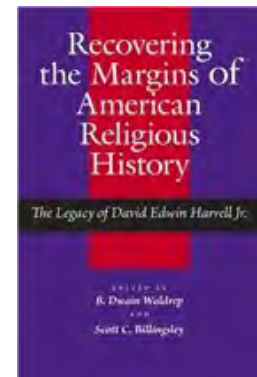A Fall Faculty Showcase

Featuring

Drs. Motti Inbari and Scott Billingsley

Dr. Inbari

Dr. Billingsley

October 23, 2012

3:30 p.m.

Main reading room

Mary Livermore Library

Reception to follow

UNCP's 125th Anniversary 1887-2012

Panel Discussion

James K. Braboy & Dr. English E. Jones: Succeeding Against the Odds

Moderator:

Barbara Braveboy-Locklear - Lumbee Teaching Artist & Storyteller

Panel Members:

Vanessa Barfield McIntyre - Registered Nurse, Former student of James K. Braboy

Carley Wiggins - Newspaper Columnist, Author

Bruce Barton - Former Editor of the *Carolina Indian Voice*, Researcher

Randall S. Jones - Local Businessman, Entrepreneur

Dr. Charles R. Jenkins - UNCP Clinical Professor, Former Chancellor

Date: November 8, 2012

Time: 7:00 p.m.

Place: Mary Livermore Library
main reading room

This program is being sponsored by the **Friends of the Library of UNC Pembroke**. FOL events are free of charge and open to the public, so everyone is encouraged to attend.

Dr. English E. Jones and James K. Braboy
Leland Grove School, circa 1969

The program will feature a panel discussion about the lives and achievements of two extraordinary men. The discussion will focus on James K. Braboy — who was a two-time UNCP graduate, a South Carolina Teacher of the Year, and principal of Leland Grove School for 35 years — and Dr. English E. Jones — who was the first Native American President of the college, the first Chancellor when Pembroke State became a member of the University of North Carolina system, and, with a 17-year tenure, the longest serving University leader in the history of the school. Relevant photographs from the Elmer W. Hunt Collection will be displayed during the event.

UNC Pembroke

24th National African American Read-In: A Literacy Campaign

Schedule of Events:

"Speaking Our Words" Oral Recitations of African American Literature: Feb. 5, 2013 (6:30 p.m.) Mary Livermore Library main reading room. UNCP students and special guests will recite favorite poems, passages, and excerpts from African American literature.

Children's Hour: Feb. 14, 2013 (8:30-10:30 a.m.) at R.B. Dean Elementary School, Maxton NC. UNCP Students, Faculty and staff will read African American children's literature to grades Pre-K through 4th.

Keynote Speaker: Dr. Christopher McKenna, Feb. 27, 2013 (6:30 p.m.) U.C. Annex. Dr. McKenna will speak on the topic "Tri-Racial Moviegoing." He will focus on moviegoing in Robeson County during the Jim Crow-era when local theaters imposed three-way racial segregation among whites, American Indians, and African Americans.

These events are co-sponsored by the Friends of the Library of UNC Pembroke, the UNC Pembroke Office of Multicultural and Minority Affairs, and the UNC Pembroke School of Education.

We encourage everyone to participate in this Black History Month literacy campaign. These events, except for the R.B. Dean activity, are free and open to the public. For more information, please call Anne Coleman at 910.521.6837.

The annual Read-In has been endorsed by the International Reading Association. Over a million readers of all ethnic groups from 49 states, the West Indies, and several African countries have participated. The goal is to make the celebration of African American literacy a traditional part of Black History Month activities.

UNC Pembroke

24th National African American Read-In: A Literacy Campaign February 2013

"Speaking Our Words"

Oral Recitations of African American Literature

February 5, @ 6:30 p.m.

Mary Livermore Library

main reading room.

Featuring:

Pia Jessup, Miss Black North Carolina USA 2012; **Ashley Cole, Levern Hamer, Dr. Cynthia Miecznikowski, Virgil Oxendine, Erasto Simmons**, and other participants from the University and the local community will read passages from African-American-authored literature.

These events are co-sponsored by the Friends of the Library of UNC Pembroke, the UNC Pembroke Office of Multicultural and Minority Affairs, and the UNC Pembroke School of Education.

We encourage everyone to participate in this literacy campaign. These events, except for the R.B. Dean Elementary School event, are free and open to the public. For more information please call Anne Coleman at 910.521.6837.

The Read-In has been endorsed by the International Reading Association. Over a million readers of all ethnic groups from 49 states, the West Indies, and African countries have participated. The goal is to make the celebration of African American literacy a traditional part of Black History Month activities.

UNC Pembroke

24th National African American Read-In: A Literacy Campaign February 2013

Keynote Speaker

Dr. Christopher McKenna

February 27, 2013

6:30 p.m.

U.C. Annex.

Dr. McKenna is a senior Fellow in the Department of English and Comparative Literature at UNC-Chapel Hill. He will speak on **"Tri-Racial Moviegoing,"** focusing on moviegoing in Robeson County during the Jim Crow-era, when local theaters imposed three-way racial segregation among whites, American Indians, and African Americans*.*

These events are co-sponsored by the Friends of the Library of UNC Pembroke, the UNC Pembroke Office of Multicultural and Minority Affairs, and the UNC Pembroke School of Education.

We encourage everyone to participate in this Black History Month literacy campaign. These events, except for the R.B. Dean activity, are free and open to the public. For more information, please call Anne Coleman at 910.521.6837.

The annual Read-In has been endorsed by the International Reading Association. Over a million readers of all ethnic groups from 49 states, the West Indies, and several African countries have participated. The goal is to make the celebration of African American literacy a traditional part of Black History Month activities.

The Friends of the Library of UNCP present
The 12th Annual Benefit

Celebrate the Spirit of UNCP@ the Library

During the University's 125th Anniversary
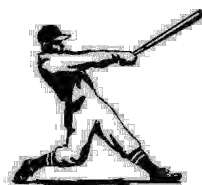
Isaac Timothy Brayboy
and
Betty Oxendine Mangum

Friday, March 22, 2013
5:30 p.m.
Mary Livermore Library
main reading room

Silent Auction and Dinner

Tickets for this event are $50 per person. Please contact Karen Fritts at 910.775.4242 (karen.fritts@uncp.edu) or Sherry Locklear at 910.775.4170 (sherry.locklear@uncp.edu) for tickets or more information

Officers and Members, Friends of the Library Board of Directors, 2012-13

President, Robert F. Fisher

Immediate Past President, Dr. Judith G. Curtis

Vice President/President-elect, Dr. Tony Curtis

Secretary, Anne H. Coleman

Treasurer, Susan F. Whitt

Executive Secretary, Susan F. Whitt, Interim Dean

Alumni Representative, Lillian D. Brewington

Community Representative, Brian K. Brooks

Development Coordinator, Karen Orr Fritts

Membership Recorder, Sherry Locklear-Revels

UNCP Faculty Member, Dr. Martin Farley

UNCP Staff Member, Gwendolyn Locklear

UNCP Student Representative, Kelly Mayo

Advisor, Donor Relations, Kristen Anderson

National Library Week Committee Members Mary Livermore Library, 2012-2013

Tela Brooks	Gwendolyn Locklear
Eric Chavis	Jerry McRae
Anne Coleman	June Mills
Susan Cummings	Saprina Oxendine
Carl Danis—Chair	Sondra Oxendine
Samuel Jacobs	Jean Sexton—Secretary

The University of North Carolina at Pembroke

Mary Livermore Library

Friends of the Library Annual Membership Meeting

and

NLW Reading/Recognition Program

Wednesday, April 17, 2013, 3:30 PM

Main Reading Room

Membership Meeting

Welcome and Introductions	**Susan F. Whitt** **Executive Secretary**
Greetings and Comments	**Dr. Tony Curtis** **Vice President/President-elect**
Minutes of the Membership Meeting of April 11, 2012	**Anne H. Coleman** **Secretary**
Financial Report	**Susan F. Whitt** **Treasurer**
Membership Report	**Karen Orr Fritts** **Development Coordinator**
Election of Officers for 2013-14 and Adjournment	**Dr. Tony Curtis**

Friends of the Library of UNCP

Spring Faculty Showcase

Tuesday, April 23, 3:30

Mary Livermore Library

Featuring Dr. Charles Beem

and Dr. Mark Canada
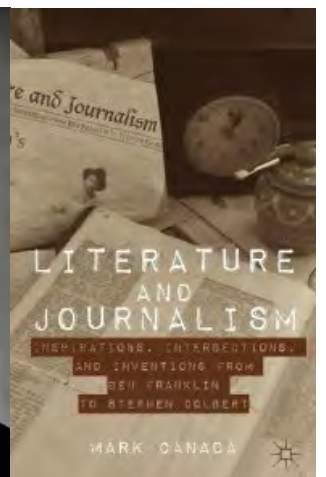
Appendix 4D

List of Library Displays 2012-2013

Kids College	**July 2012**
Seen It Read It (HBO movie tie-ins)	**August 2012**
Banned Books	**Sept.-Oct 2012**
Voting	**Oct.-Nov. 2012**
Government Documents	**Nov. 2012**
Civil Rights	**Jan. 2013**
African American History/Culture	**Jan. 2013**
Blind Date with A Book	**Feb. 2013**
Homecoming Mannequins	**March 2013**
National Poetry Month	**April 2013**
Graphic Novels	**May 2013**
Staff Favorites	**June 2013**
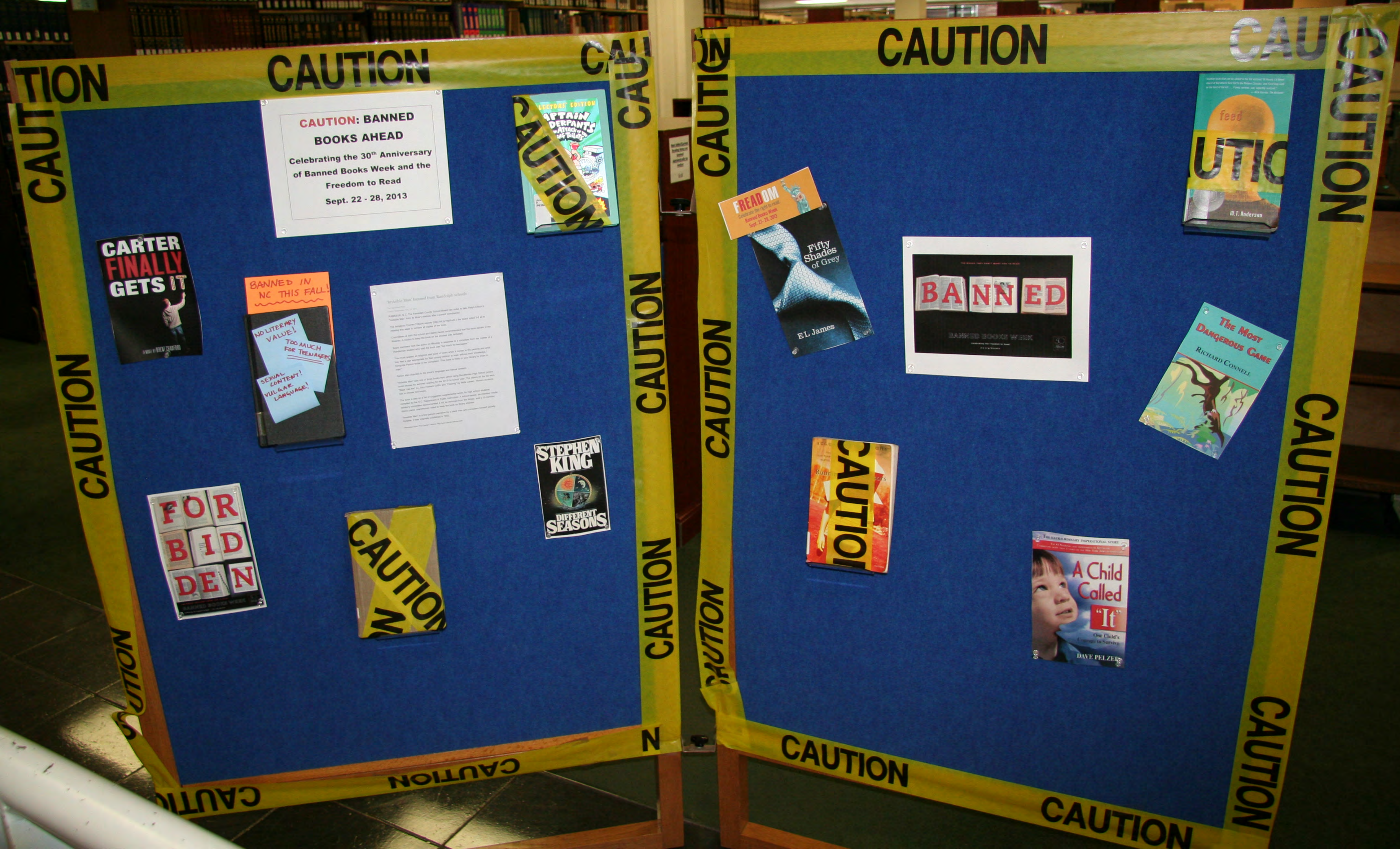
CAUTION

CAUTION: BANNED
BOOKS AHEAD

Celebrating the 30th Anniversary
of Banned Books Week and the
Freedom to Read
Sept. 22 - 28, 2013

CARTER
FINALLY
GETS IT

BANNED IN
NC THIS FALL!

NO LITERARY
VALUE!
TOO MUCH
FOR TEENAGERS

SEXUAL CONTENT!
VULGAR
LANGUAGE!

STEPHEN KING
DIFFERENT SEASONS

FOR
BID
DEN

CAUTION

FREADOM

Fifty
Shades
of Grey
EL James

BANNED

BANNED BOOKS WEEK

The Most
Dangerous Game
RICHARD CONNELL

CAUTION

feed
M. T. Anderson

A Child
Called
"It"
One Child's Courage to Survive
DAVE PELZER

Government Documents

Something for everyone!

weather

nursing

hurricanes...

The Best Kept Secrets In Government

business

THE INDIAN CIVIL RIGHTS ACT

history

Government Documents
Federal
State
International
For Kids
PSU Classes
Axe Documents Dept

Blind Date

with a Book!

Celebrate Valentine's Day by choosing a wrapped book to rendezvous with. You won't know what it is until you get it home! If you enjoy the book, bring it back with a review and we'll share it with other patrons. If you don't enjoy the book, bring it back with no hurt feelings or awkward questions asked (unlike on some *actual* blind dates).

The 1880s

The 1950s

The 1940s

The 1920s

UNC PEMBROKE: THEN AND NOW

The 1880s

The University of North Carolina at Pembroke is celebrating its 125th anniversary. Like the university since its founding in 1887, clothing styles and student dress has evolved over the years. These mannequins represent how students might have dressed during this time period.

125TH ANNIVERSARY
1887 2012
UNC PEMBROKE

UNC PEMBROKE: THEN AND NOW

The 1920s

The University of North Carolina at Pembroke is celebrating its 125th anniversary. Like the university since its founding in 1887, clothing styles and student dress has evolved over the years. These mannequins represent how students might have dressed during this time period.

125th ANNIVERSARY
1887 — 2012
UNC PEMBROKE

UNC PEMBROKE: THEN AND NOW

The 1940s

The University of North Carolina at Pembroke is celebrating its 125th anniversary. Like the university since its founding in 1887, clothing styles and student dress has evolved over the years. These mannequins represent how students might have dressed during this time period.

125TH ANNIVERSARY
1887 2012
UNC PEMBROKE

National
POETRY
MONTH
April

Amiri Baraka

LEAFLETS

Poems 1965-1968

by Adrienne Rich

Life Studies
Robert Lowell
For the Union Dead
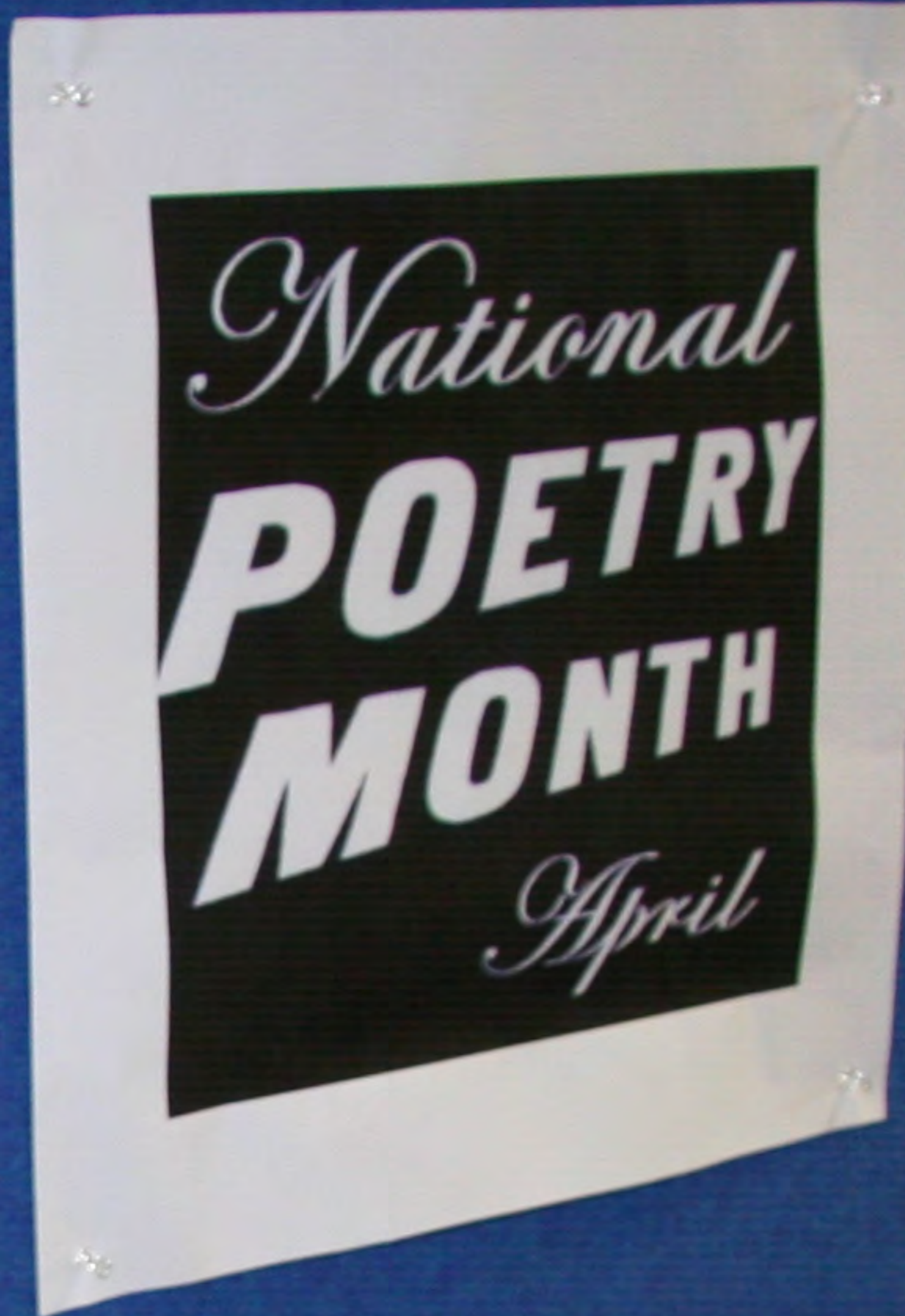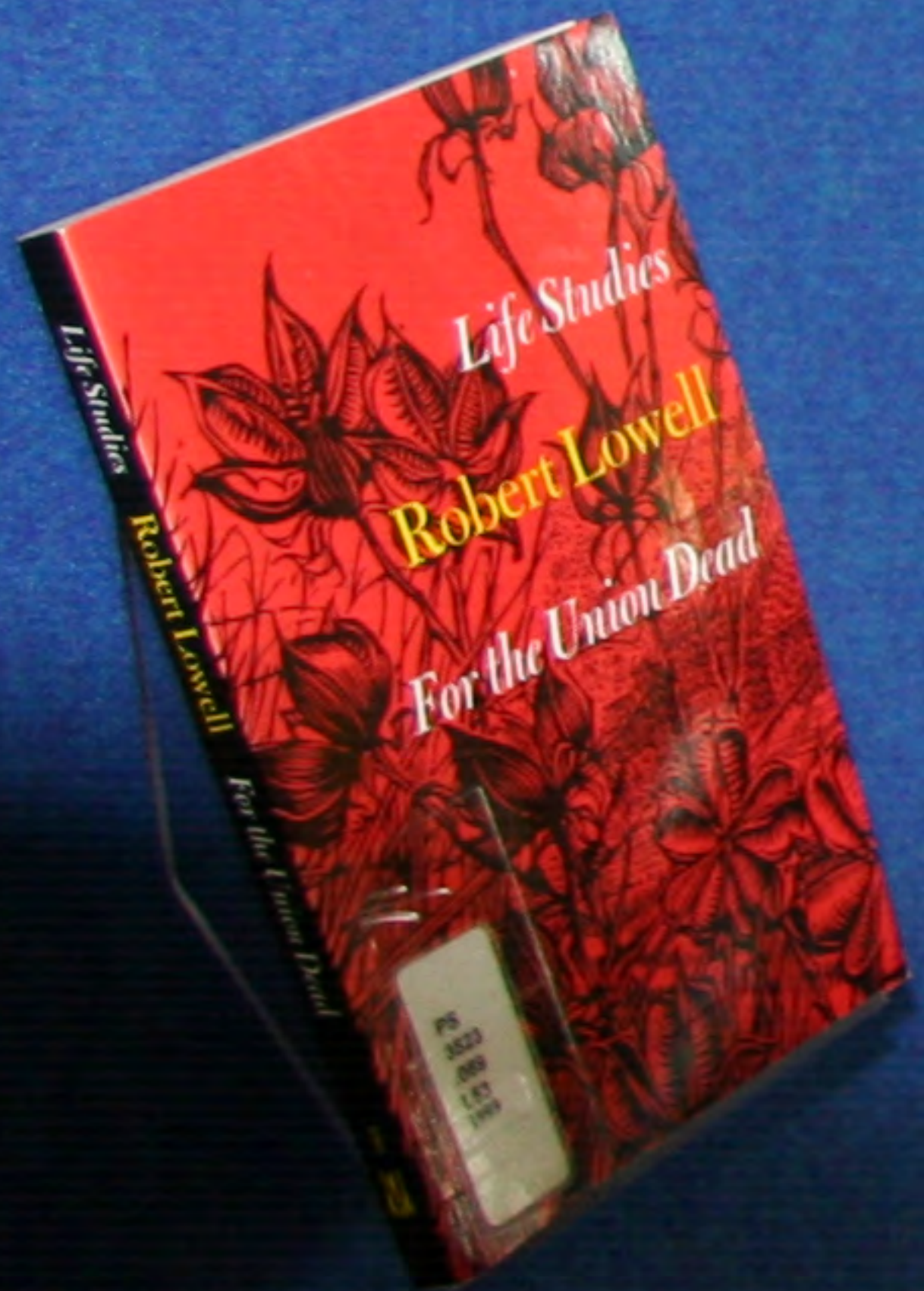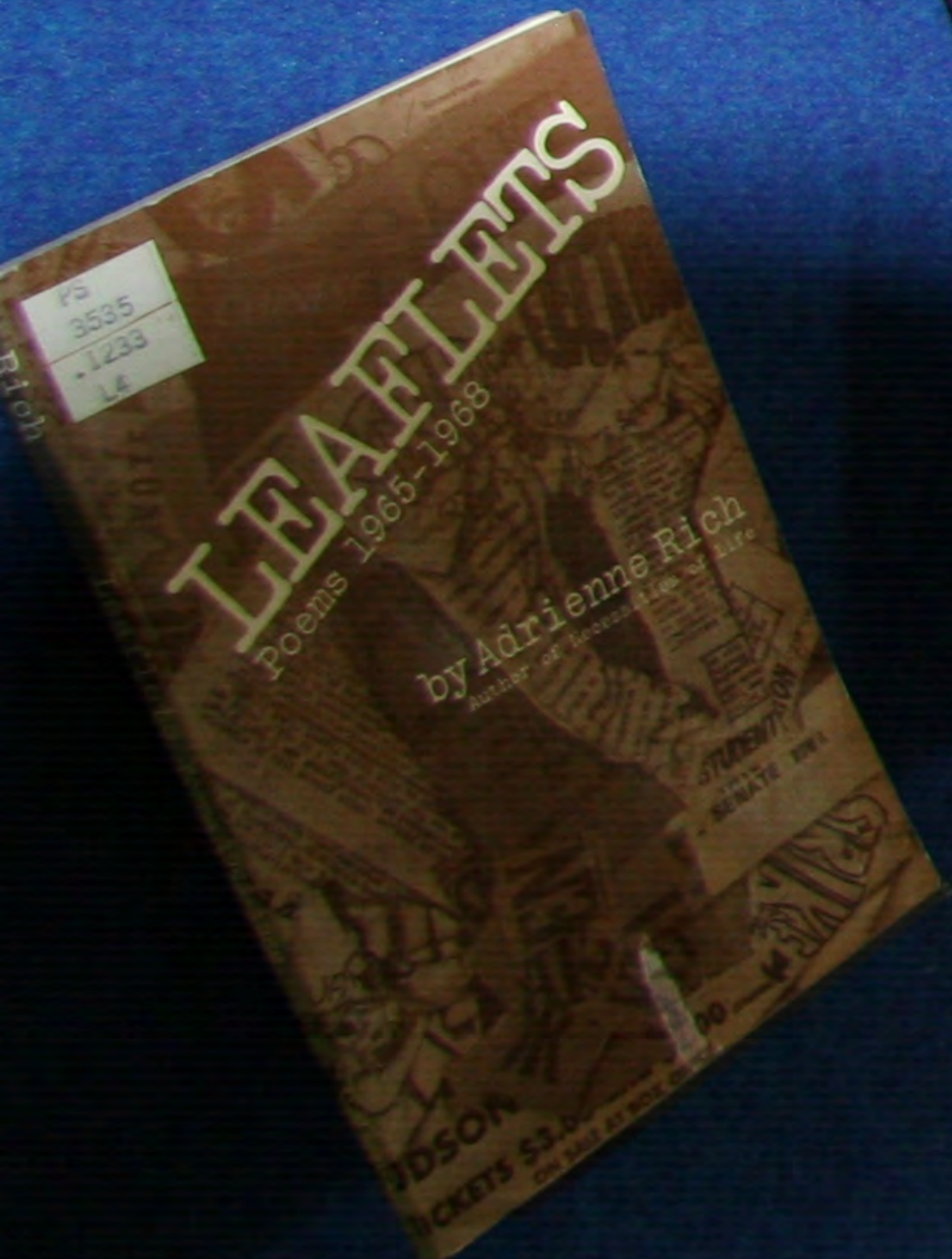
CAN YOU MATCH
THE POET
AND THE LINE TO
THE POET?
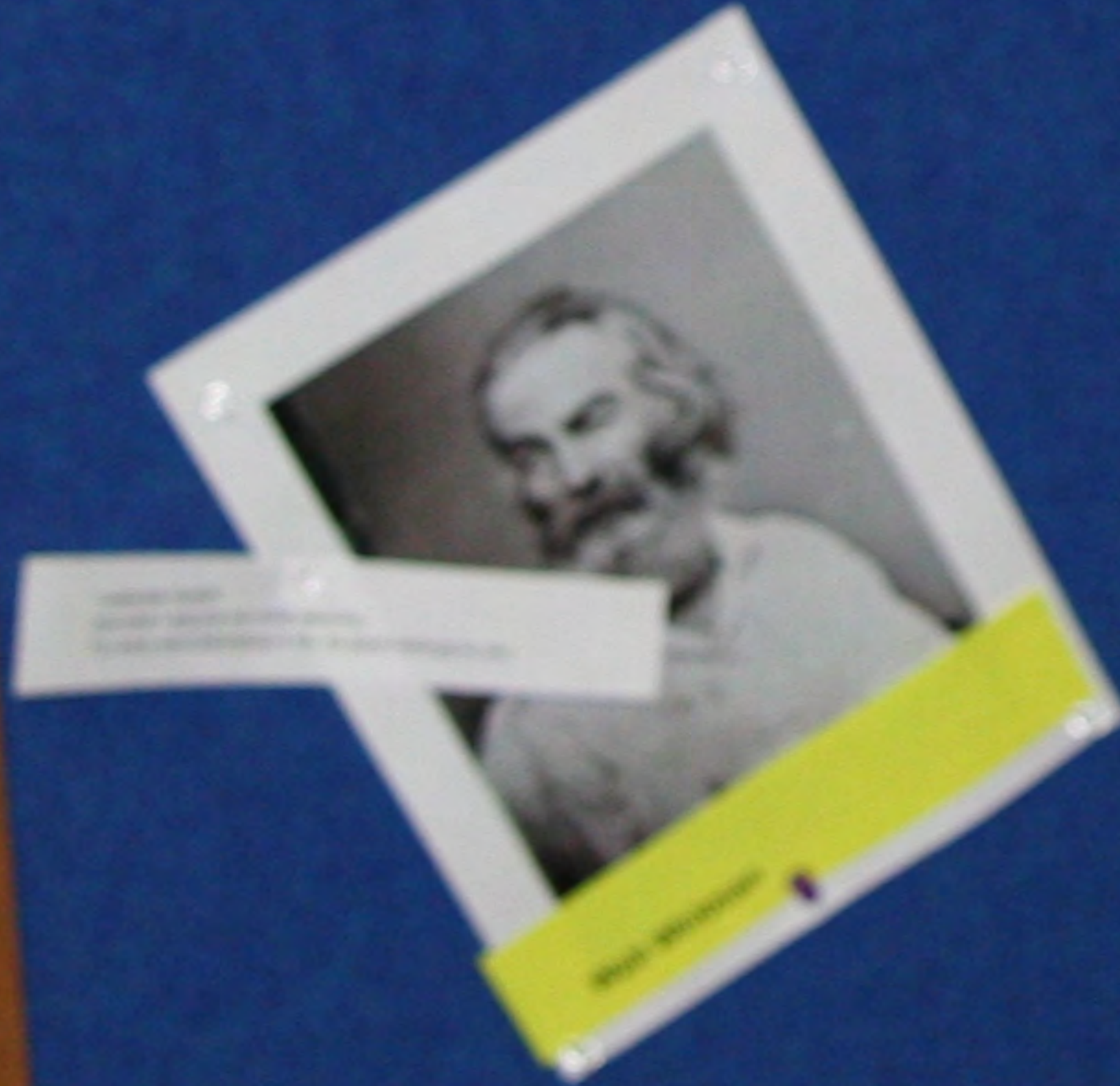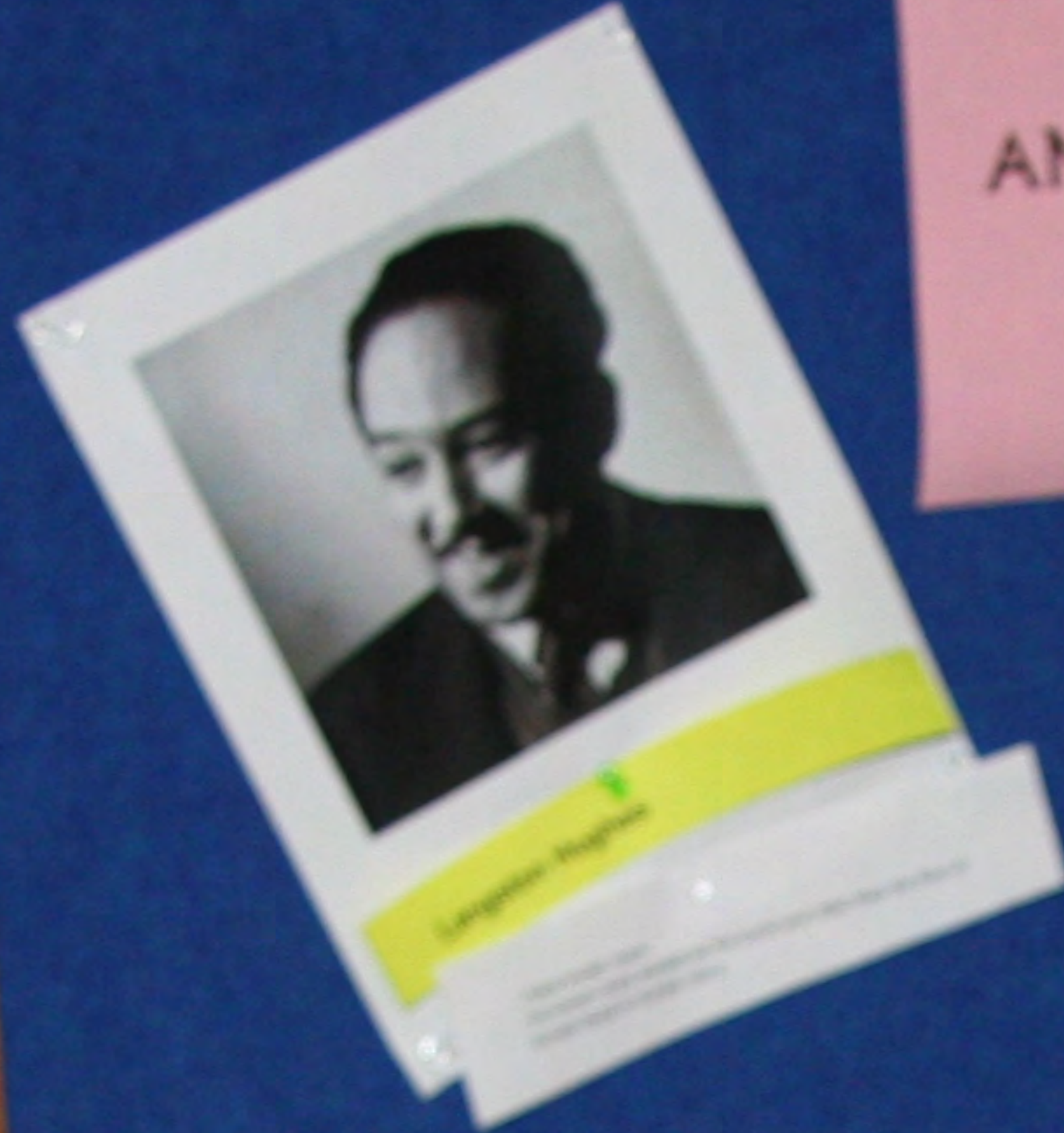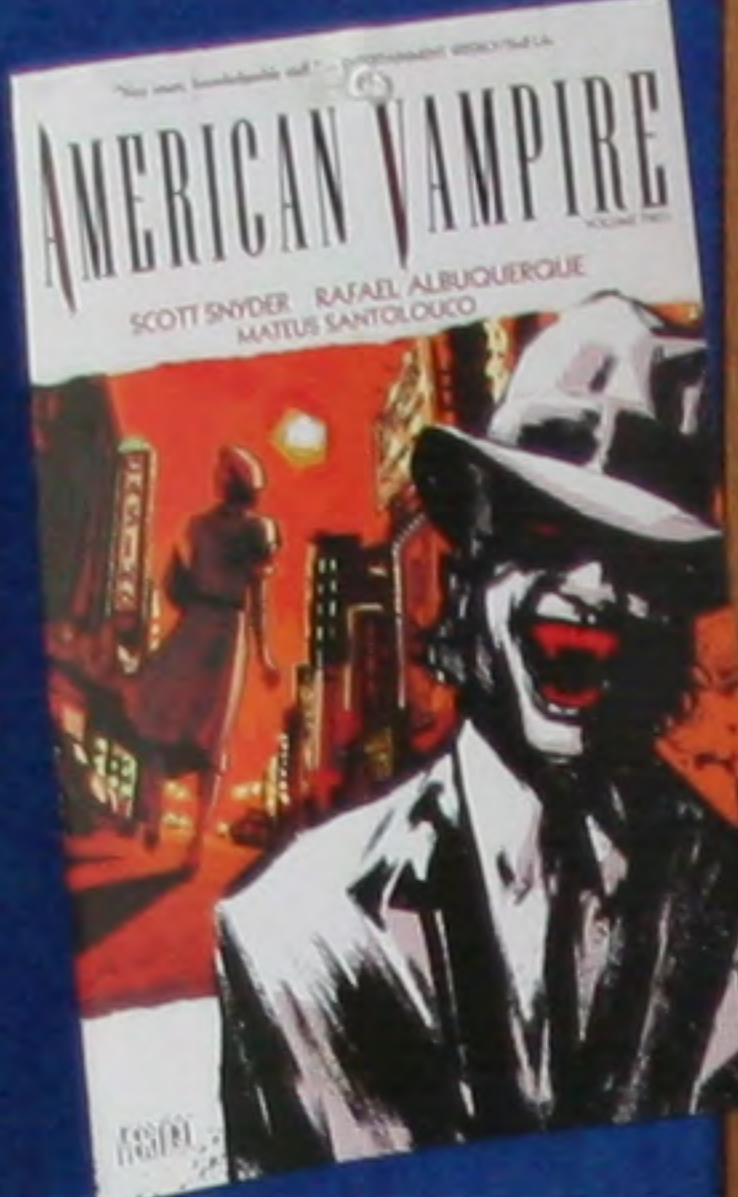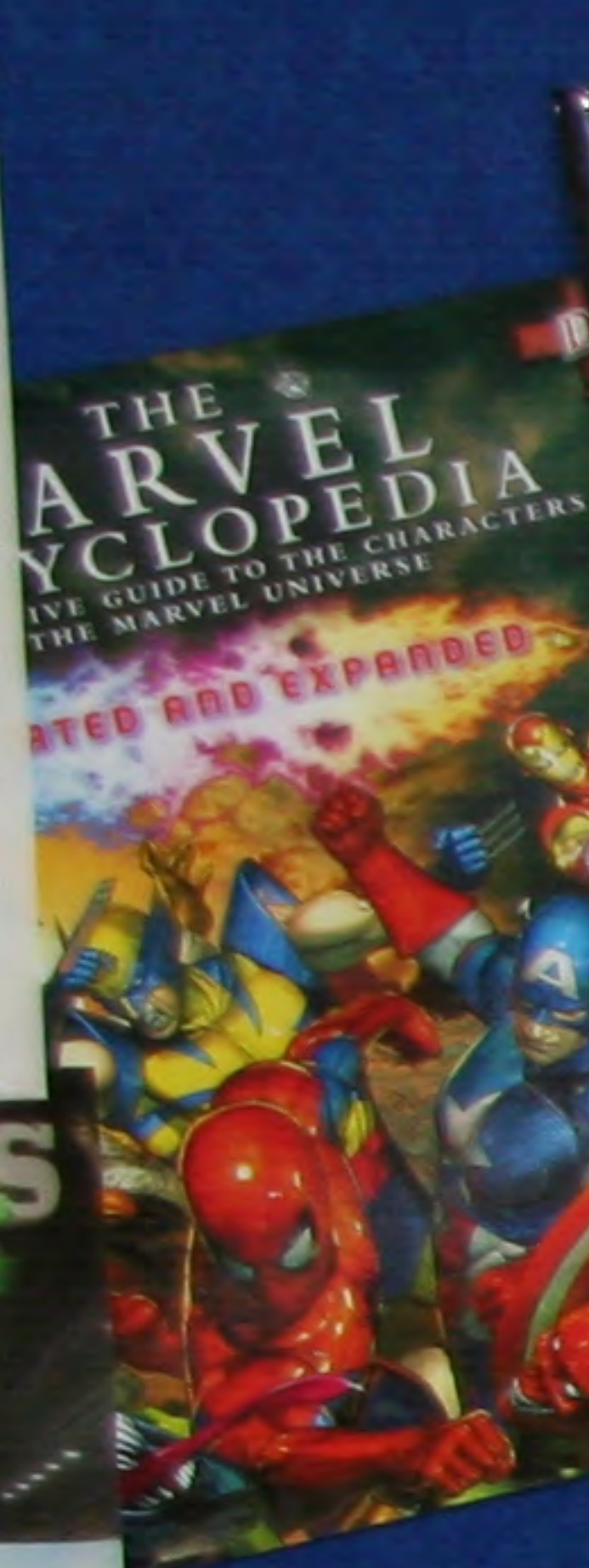
GET GRAPHIC @ the Library
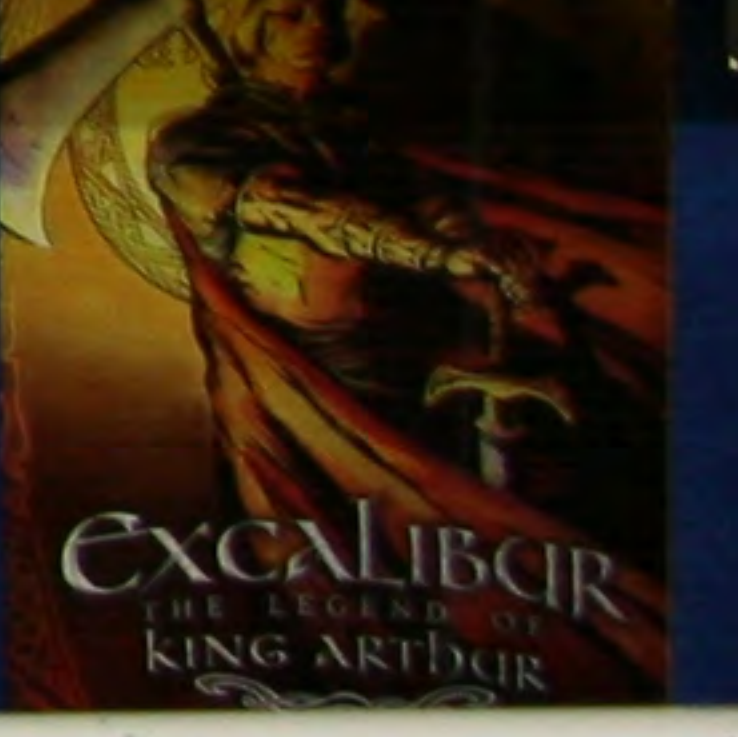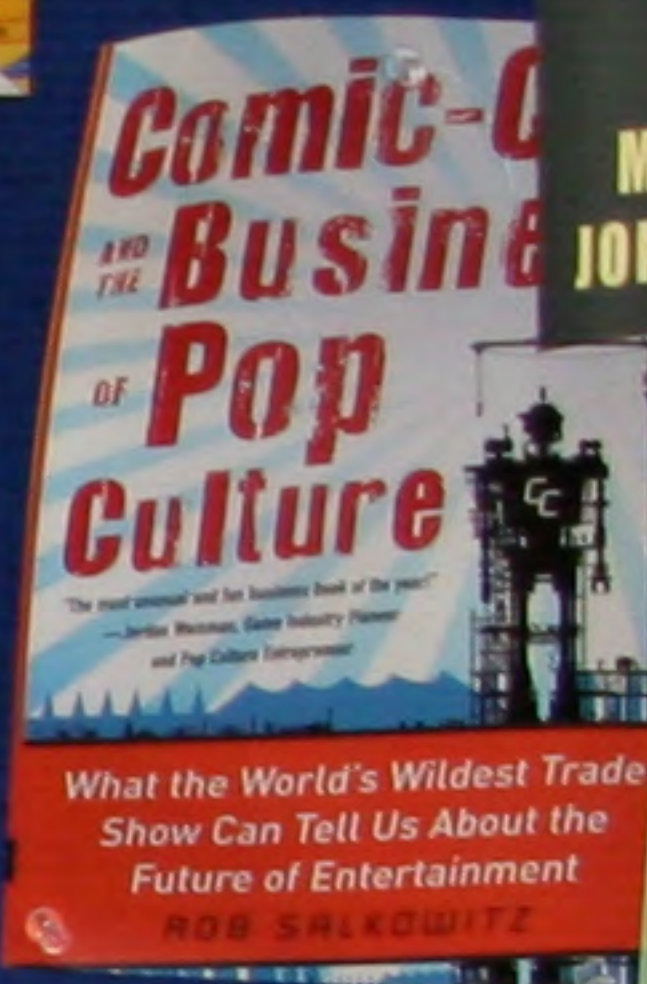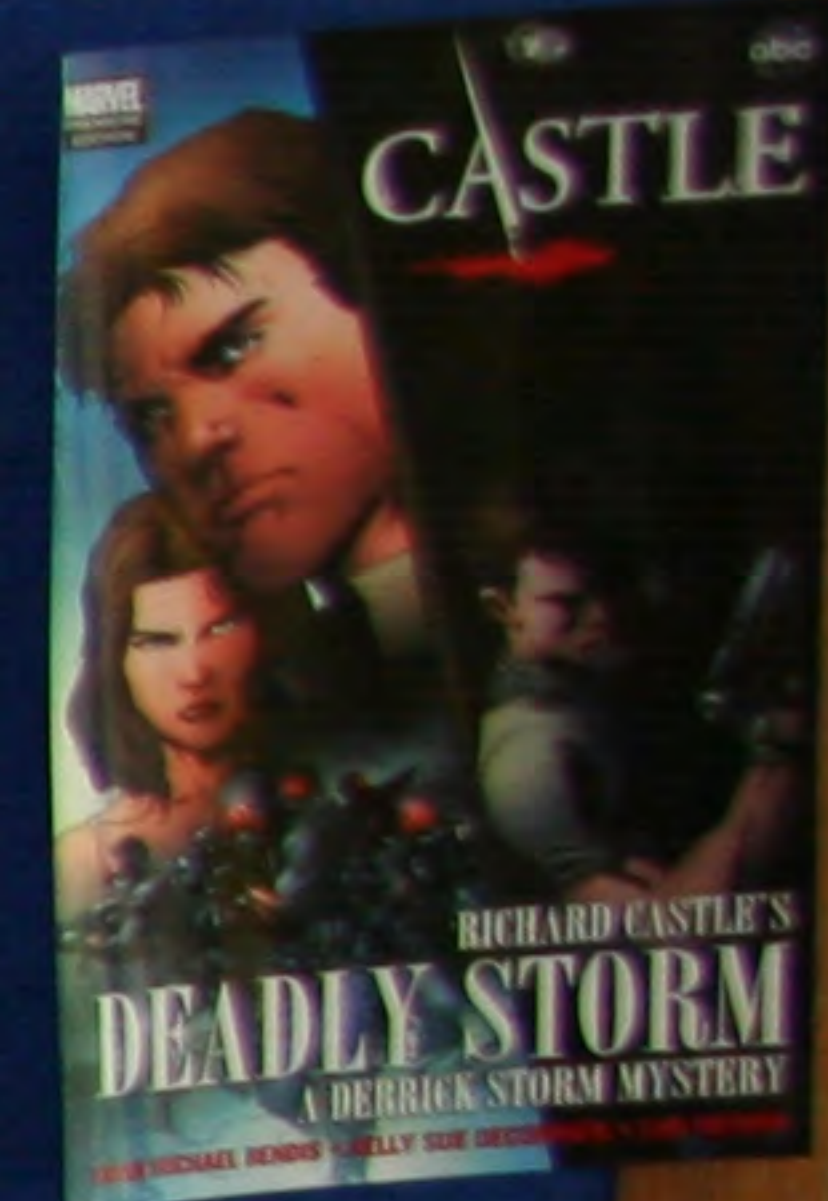
Appendix 4F

Media Items Purchased 2012-2013						
	Religion	Foreign Language	Ethnicity	LGBT	Foreign Films	TOTAL
2012/2013	18	12	19	9	12	70

Goal 5: Attainment and processing of resources which support the mission and curriculum of the University.

Objective 5.1: Secure resources relevant to the University's curriculum and mission.

> ***Strategy 5.1.1:*** Funds for the purchase of library materials will be allocated among academic disciplines in order to meet the needs of the curriculum.
>
> *Performance Indicator:* The materials funding will be distributed by reviewing the budgetary requirements of library resources and using the Formula for Allocation of Materials Budget to Support Acquisitions to determine funding for each academic department.
>
> *Expected Outcome:* Materials funding will be allocated based on quantitative input and will support each area of the curriculum.
>
> *Assessment Timeline:* Materials costs are reviewed and the formula for allocation of the Library's materials budget is applied at the beginning of each fiscal year; funds are expended by the close of the fiscal year.
>
> *Assessment Procedure:* At the beginning of each fiscal year, the Acquisitions and Serials Services areas review and analyze the continuing costs of resources, including but not limited to monograph continuations, databases, serials, microforms, and binding costs. Additionally, the Acquisitions Services area compiles statistical information provided by the Office of Institutional Effectiveness. This information is applied to the acquisition formula used to determine the allocation of the Library's materials budget to each department on campus. The number of credit hours by department, the number of students enrolled in classes in each department, the average cost of monographs in each department, and the number of department majors, including graduate students, are weighed against University figures as a whole. Both on-campus and off-campus students and classes are considered. New programs are taken into consideration as well. The purpose of this allocation process is to assure the balanced support of each area of the curriculum.
>
> *Use of Assessment Data:*
>
> The Library's materials budget remained static at $1,479,464 in FY2012 and increased to 1,608,181 in FY2013. Annual review and application of the acquisitions formula has allowed for equitable funding of all areas of the curriculum. Departmental funding increased to $364,000 in FY12 from $330,000 in FY11.
>
> Traditionally, the Library's flex/current projects funding helped to cover any additional spending for new departments, courses, or other special acquisition

needs. These funds decreased due to the static budget. In FY13, this fund was again used to cover large increases in the costs of serials, electronic databases, and license of streaming video.

Strategy 5.1.2: The Library will seek purchase input from users, including faculty, staff, students, and community users.

Performance Indicator: User generated purchase requests will be tracked, and, if determined to be appropriate for the support of the University's mission, the materials will be ordered and made available to library users, including faculty, staff, students, and community users.

Expected Outcome: The Library will have input from the entire user community.

Assessment Timeline: The Library encourages and monitors input for purchases throughout the year. Information is gathered at the end of each fiscal year, including data pertaining to requests from library users.

Assessment Procedure: The Library encourages user input into the selection of resources. In order to communicate with instructional personnel, a library liaison program is in place. Each professional librarian is assigned by the Collection Development/Electronic Resources Librarian as a liaison from the Library to one or more departments, based on librarian assignments and librarian academic expertise and interests. Each department is asked to appoint a faculty member as a liaison from that department to the Library.

Each fall a library liaison luncheon (see Appendix 5A) is held and representatives from each department, school, and college are invited to attend. During these sessions, the library budget and other updates are discussed, and faculty participation in the ordering process is encouraged.

The Library maintains a *"Suggestions"* link from its homepage and the Acquisitions Services area's webpage to allow users to suggest a purchase. Suggestions for purchases can be made from any service area desk. Also, the electronic database *Choice* allows users to e-mail suggestions for purchases directly to the Library.

The annual library survey for user satisfaction is monitored, and any suggestions made for purchases are considered. All requests for resources are received either by the Collection Development/Electronic Resources Librarian, the Serials/Digital Operations Coordinator, or the Associate Dean for Collection Management. Suggestions are reviewed immediately, evaluated for inclusion into the collection, and forwarded to the Acquisitions Services or Serials Services areas for ordering. When order records are input into the Library's acquisitions module, each order record is coded for faculty, library, or other types of requestor input. At the end of each fiscal year, a report is run to determine the percentage of each type of request.

Use of Assessment Data:

The Library monitored the percentage of requests made by faculty and others. In FY13, approximately 19% of all requests were generated by faculty. This information was used to encourage faculty not making requests to consider doing so. A librarian was assigned as a liaison to each department (see Appendix 5B) to serve as a link between the Library and the academic departments. A subscription to *Choice Reviews Online* was maintained and each month Carl Danis, the Collection Development/Electronic Resources Librarian, shares with each department a list of books from *Choice Reviews* that has been specially tailored for each area. Overall faculty members have responded quite positively with order requests from the *Choice Reviews* lists. A concerted effort was made to visit with those departments not communicating with library staff.

An effort was also made to order 100% of all faculty requests (see Appendix 5C) unless the item did not fit the Library's criteria for purchase as stated in the Library's Collection Development/Selection Policy. All requests from the "Suggest a Purchase" form linked from the library webpage and the catalog were filled, if they complied with the Library's stated policies and the prices were reasonable.

Finally, since 2007 the Library has made a concerted effort to enhance its media collection. The 2013 survey showed over 90% of users felt the Library's media collection was very satisfactory or better as compared to 76% in 2007.

Strategy 5.1.3: Materials selected for purchase will be promptly attained.

Performance Indicator: Acquisitions turnaround time will be measured.

Expected Outcome: Materials will be received within three weeks of ordering.

Assessment Timeline: Purchase requests are processed as soon as they are received throughout the year. Purchase-request information is compiled and analyzed at the end of each fiscal year.

Assessment Procedure: Requests for purchases are given to either the Associate Dean for Collection Management or the Serials/Digital Operations Coordinator. All rush requests and user-generated suggestions for purchases are given priority for ordering. Order records are input into the Library's acquisitions module. These order records document order dates and received dates. At the end of each fiscal year, a report is run indicating overall vendor performance statistics totals. The average length of time to receive orders is recorded and evaluated.

Use of Assessment Data:

According to tracking statistics, (see Appendix 5D) over 87% of items were received within four weeks and 96% were received within eight weeks. The Library has made an effort to preorder upcoming monographs which could have a misleading negative influence on order turnaround time, since materials are ordered in advance of publication. The Library was able to closely monitor vendor performance, so if a vendor appeared to be slower in response time, a faster vendor was identified.

Strategy 5.1.4: Resources that meet the Library's needs and collection development policies will be purchased.

Performance Indicator: The Library will track the number of orders placed versus the number of orders filled.

Expected Outcome: The Library will acquire 100% of all requests that meet the collection development guidelines, as measured by comparison with the formula for allocation of funds to academic departments.

Assessment Timeline: Orders for materials are placed as priority and budget allows. Reports indicating timelines for receipt of purchases are run at the end of each fiscal year.

Assessment Procedure: Requests for purchases are given to either the Associate Dean for Collection Management or the Serials/Digital Operations Coordinator. Order records are input into the Library's acquisitions module. These order records track the status of an order. If an order is canceled, it is documented in the order record. At the end of each fiscal year, a report is run to determine the total number of canceled orders. This is then evaluated for the purposes of determining if orders were handled effectively and efficiently by staff interacting with the various vendors.

Use of Assessment Data:

The Library tracked items that were ordered but not received. Statistics indicated an extremely low number of items cancelled, less than 1% annually. Acquisitions staff members continued to monitor cancellations to assure that this excellent record was maintained.

Objective 5.2: Acquired resources will be accurately processed and ready for use in a reasonable period of time.

Strategy 5.2.1: Resources will be available to users in a timely manner.

Performance Indicator: Cataloging turnaround time will be measured.

Expected Outcome: Resources will be processed in three weeks or less.

Assessment Timeline: Cataloging turnaround statistics are monitored throughout the year and analyzed at the end of each fiscal year.

Assessment Procedure: Once resources are received and invoiced, the type of resource determines how they are processed. All serials purchased are processed by the Serials Services area. Serials are processed immediately upon receipt. Most do not require cataloging, as they are already in the consortial catalog. Monographs and media are processed in the Cataloging Services area. Monographs are checked for original or copy cataloging needs and processed accordingly. Media and electronic resources are processed separately, as their format requires distinctive cataloging and processing procedures. Rush and hold requests for all resources are given priority status and hurried through processing. All items cataloged and processed in the Library's cataloging module have information on the date processing begins and ends. This information is used at the end of the fiscal year to generate a report for the cataloging turnaround time for print and media items. These data are evaluated to determine the length of time for processing library resources.

Use of Assessment Data:

The Library monitors the turnaround time for item processing (see Appendix 5E) to ensure faster turnaround times.

The average cataloging time for print materials in FY12 was 51 days and rose to 52 days in FY13. Media cataloging turnaround fell from 63 days in FY12 to 43 days in FY13. This decrease in turnaround time is attributed to the fact that Cataloging Services was able to fill the University Library Technician for Cataloging position.

In FY13, the number of print materials added to the collection rose to 6178 from 6013 in FY12, and the days the items spent in cataloging increased to 54 days. In the media area, time in cataloging decreased from 63 days in FY12 to 43 days in FY13; the number of items cataloged, however, dropped from a high of 1607 in FY12 to 1316 in FY13.

Strategy 5.2.2: Resources will be accurately cataloged and available to users.

Performance Indicator: Resources that are cataloged will be reviewed for errors.

Expected Outcome: There will be less than a 5.0% error rate in the cataloging process.

Assessment Timeline: A count is kept of errors found in cataloging throughout the fiscal year. This documentation is analyzed at the end of each fiscal year and appropriate action to achieve improvement, if needed, is addressed.

Assessment Procedure: As soon as resources are processed, they are available for user access. Every effort is made for accurate processing to ensure that no problems arise in trying to locate resources. A final check for errors is made by Cataloging before items are placed into circulation. However, mistakes do happen. There is an estimated 3% to 4% error rate in serious cataloging issues that affect retrieval of resources. Examples of this are incorrect item locations, incorrect call numbers for items, and incorrect spelling in the Library's online catalog. The cause of these issues is more difficult to determine. UNC Pembroke shares an online catalog with two other universities, and they occasionally overlay UNCP's bibliographic records. It is not possible to always determine if a cataloging error is the fault of UNCP. There is an estimated 10% to 15% error rate for problems that do not affect retrieval of a resource. This includes such issues as the wrong table-of-contents information in a record. Brief printouts of bibliographic records are used to check online catalog records, but this is a time-consuming process that is a secondary priority to perform when there is a backlog of resources. Any problems identified are brought to Cataloging Services for resolution. A tally is kept in the Coordinator of Cataloging Services office as there are so few (less than 0.1%) reported. In FY12, there were 23 records identified by Cataloging Services as having a repeated error in the last three years of cataloging. These were fixed as soon as they were identified. None would have prevented the records from being found in the catalog. With an average of 8 titles per year and with the fewest material cataloged being over 7000, that is an error rate of approximately 0.1%.

Use of Assessment Data:

The Library has kept an informal account of errors in the processing of resources. At one time, public services staff reviewed material for errors, but this is no longer done, as errors are so few. From a cart of books (each cart holding from 100-150 books), there was an average of less than one book returned for errors per cart in 2008-09. In 2009-10, Reference services reported that this error rate had dropped to near zero, so Technical Services discontinued Public Services' checking the carts. Currently Technical Services averages a book or two a month returned due to errors (around 700 books and 160 media materials are cataloged in the typical month), and these errors tend to be missed barcodes.

A more formal method of reporting errors is now in place. The description for the procedure to report catalog problems was linked to the Library's webpage. When an error was discovered, the item record was printed off, the error was highlighted, and the printed record was given to the Coordinator of Cataloging. The error was corrected immediately, and the type of error was entered into a database for tracking and evaluation purposes. During the time the formal

reporting system has been in place, only one or two errors were reported within FY11. This is an error rate of less than 0.1%. The same pattern held true in FY12.

UNIVERSITY *of* NORTH CAROLINA

PEMBROKE

MEMORANDUM

TO: Deans, Department Chairs, and Department Liaisons

FROM: Susan F. Whitt, Interim Dean of Library Services

DATE: August 28, 2013

SUBJECT: Library Luncheon/Update Opportunity

You are invited to an informal buffet luncheon on Thursday, September 26, 2013, beginning at noon in the Faculty Dining Room. At 12:30 we will discuss library departmental allocation funds, as well as related matters and concerns. For those who cannot be present at 12:30, we will hold another discussion session after 1:00. During these meetings, we will discuss the departmental funding and acquisitions schedule for this budget year, as well as the library materials budget in general. Additionally, we will update everyone about new services and innovations at the Library.

Your library liaison (to be introduced at the luncheon), Carl Danis who is our Collection Development/Electronic Resources Librarian, and I would like to have the opportunity to be invited to an upcoming departmental faculty meeting in order to discuss any library information, questions, or concerns that you and your departmental faculty may have.

Please call me by September 23, 2013, at extension 6513 or e-mail me at susan.whitt@uncp.edu to let me know if you can attend this luncheon. At your convenience, please let Carl Danis know if you are interested in having someone from the Library come to a departmental meeting. He can be reached at extension 6876 or e-mailed at carl.danis@uncp.edu.

We look forward to working with each of you in selecting and acquiring materials for inclusion in our library collection.

Cc: Dr. Kenneth Kitts, Provost and Vice Chancellor for Academic Affairs
      Dr. Bill Gash, Associate Vice Chancellor for Academic Affairs
      (Dr. Mark Canada, Dean of the College of Arts and Sciences fy15)
      Librarians

Appendix 5B

Collection Development Liaison Assignments, 2012 - 2013

Department	Chair/Dean	Liaison	Librarian
American Indian Studies	Dr. Mary Ann Jacobs, Chair, x6266, mary.jacobs@uncp.edu	Dr. Mary Ann Jacobs, x6266, mary.jacobs@uncp.edu	Anne Coleman, x6837, anne.coleman@uncp.edu
Art	Dr. Richard Gay, Chair, x4045, richard.gay@uncp.edu	Brandon Sanderson, x6406 brandon.sanderson@uncp.edu	June Power, x6369, june.power@uncp.edu
Biology	Dr. David Zeigler, Chair, x6610, david.zeigler@uncp.edu	Dr. Lisa Kelly, x6377, lisa.kelly@uncp.edu	Carl Danis, x6876, carl.danis@uncp.edu
School of Business	Dr. Ramin Maysami, Dean, X6214, ramin.maysami@uncp.edu		Carl Danis, x6876, carl.danis@uncp.edu
School of Business, Department of Accounting and Information Technology	Ms. Sharon Bell, Chair, x6462, sharon.belle@uncp.edu	Dr. Yu-Ho Chi, x6453, yuoho.chi@uncp.edu	Carl Danis, x6876, carl.danis@uncp.edu
School of Business, Department of Economics and Finance	Dr. Edwin "Cliff" Mensah, Chair, x5713, edwin.mensah@uncp.edu	Dr. Bishwa Koirala, x6467, bishwa.koirala@uncp.edu	Carl Danis, x6876, carl.danis@uncp.edu
School of Business, Department of Management, Marketing, and International Business	Dr. Jack Spillan, Chair, x4357, john.spillan@uncp.edu	Dr. Jack Spillan, Chair, x4357, john.spillan@uncp.edu	Carl Danis, x6876, carl.danis@uncp.edu
Chemistry & Physics (Physical Science)	Dr. S. Mandjiny, Chair, x6608, siva.mandjiny@uncp.edu	Dr. Brian Postek, x4365 brian.postek@uncp.edu	Susan Whitt, x6513, susan.whitt@uncp.edu
School of Education	Dr. Zoe Locklear, Interim Dean, X4041, zoe.locklear@uncp.edu		Jean Sexton, x6659, jean.sexton@uncp.edu
School of Education, Department of Elementary Education	Dr. Karen Stanley, Chair, x6258, karen.stanley@uncp.edu	Dr. Ashley Hope, x4413 ashley.hope@uncp.edu	Jean Sexton, x6659, jean.sexton@uncp.edu

School of Education, Department of Professional Pedagogy and Research	Dr. Valjeaner Ford, Interim Chair, x6893, valjeaner.ford@uncp.edu	Sandra Arteaga, x4415, sandra.arteaga@uncp.edu	Jean Sexton, x6659, jean.sexton@uncp.edu

Department	Chair	Contact	Secretary
School of Education, Department of Educational Specialties	Dr. Judith Losh, Chair, x6753, judith.losh@uncp.edu	Dr. Dorea Bonneau, x 4077 dorea.bonneau@uncp.edu	Jean Sexton, x6659, jean.sexton@uncp.edu
School of Education, Department of Health, Physical Education, and Recreation	Dr. Tommy Thompson,Chair, x6385 tommy.thompson@uncp.edu	Dr. Danny Davis, x6498, danny.davis@uncp.edu	Jean Sexton, x6659, jean.sexton@uncp.edu
School of Education, Department of School Administration and Counseling	Dr. Alfred Bryant, Interim Associate Dean/Chair, x4009, alfred.bryant@uncp.edu	Dr. Angela Holman, 6511, angela.holman@uncp.edu	Jean Sexton, x6659, jean.sexton@uncp.edu
English and Theatre,	Dr. Kay McClanahan, Chair, x6633 kay.mcclanahan@uncp.edu	Dr. Catherine Parisian, x4291 catherine.parisian@uncp.edu	Anne Coleman, x6837, anne.coleman@uncp.edu
Foreign Languages	Dr. Enrique J. Porrua, Chair X6248, enrique.porrua@uncp.edu	Katherine Denton, x6432 katherine.denton@uncp.edu	Susan Whitt, x6513, susan.whitt@uncp.edu
Geology/Geography	Dr. Martin Farley, Chair, x6478, martin.farley@uncp.edu	Dr. Martin Farley, x6478, martin.farley@uncp.edu	Karen Orr Fritts, x4242, karen.fritts@uncp.edu
History	Dr. Robert Brown, Chair, x6438, robert.brown@uncp.edu	Dr. Bruce DeHart, x6627, bdehart@hotmail.com	David Young, x6657, david.young@uncp.edu
Mass Communication	Dr. Jason Hutchens, Chair, x6598, jason.hutchens@uncp.edu	Dr. Jason Hutchens, Chair, x6598, jason.hutchens@uncp.edu	Karen Orr Fritts, x4242, karen.fritts@uncp.edu
Mathematics and Computer Science	Dr. Steven Bourquin, Chair, x6517, steven.bourquin@uncp.edu	Mary Russell, 6798, mary.russell@uncp.edu	Robert Wolf, x6696, robert.wolf@uncp.edu
Media	Susan Whitt, x6513 susan.whitt@uncp.edu	Susan Whitt, x6513 susan.whitt@uncp.edu	Carl Danis, x6876, carl.danis@uncp.edu
Music	Dr. Tim Altman, Chair, x6403 tim.altman@uncp.edu	Dr. Larry Arnold, x6404, larry.arnold@uncp.edu	Jean Sexton, x6659, jean.sexton@uncp.edu
Nursing	Dr. Barbara Synowiez, Director, x6805, barbara.synowiez@uncp.edu	Dr. Cherry Beasley, x6524, cherry.beasley@uncp.edu	Carl Danis, x6876, carl.danis@uncp.edu
Philosophy and Religion	Dr. David Nikkel, Chair, x6892 david.nikkel@uncp.edu	Dr. Ray Sutherland, x6240, ray.sutherland@uncp.edu	Robert Arndt, x6529, robert.arndt@uncp.edu
Political Science	Dr. Kevin Freeman, Chair, x6647 kevin.freeman@uncp.edu	Dr. Kevin Freeman, Chair, x6647 kevin.freeman@uncp.edu	David Young, x6657, david.young@uncp.edu

Public Administration	**Dr. Warren Eller, x4410,** warren.eller@uncp.edu	**Dr. William Albrecht, x6822,** william.albrecht@uncp.edu	David Young, x6657, david.young@uncp.edu
Psychology	**Dr. Kelly Charlton, Chair, x6459,** kelly.charlton@uncp.edu	**Dr. Melanie Hoy, x4359,** melanie.hoy@uncp.edu	**Robert Wolf, x6696,** robert.wolf@uncp.edu
Reference	**Susan Whitt, x6513, Interim Dean,** susan.whitt@uncp.edu	**Susan Whitt, x6513, Interim Dean,** susan.whitt@uncp.edu	**Robert Arndt, x6529,** robert.arndt@uncp.edu
Social Work	**Dr. Sherry Edwards, Chair, x6476,** sherry.edwards@uncp.edu	**Jody Thomas, x4342,** jody.thomas@uncp.edu	**Michael Alewine, x5743,** michael.alewine@uncp.edu
Sociology and Criminal Justice	**Dr. Mario Paparozzi, Chair, x5783,** mario.paparozzi@uncp.edu	**Dr. Mario Paparozzi, x5783,** mario.paparozzi@uncp.edu	**Michael Alewine, x5743,** michael.alewine@uncp.edu

Appendix 5C

LIBRARY REQUESTS FOR PURCHASE BY TYPE

	2009/2010**	%	2010/2011**	%	2011/2012**	%	2012/2013	%		
Faculty Generated Requests	2436	27.00%	2297	27.00%	2051	23.00%	1674	18.61%		
Library Generated Requests	6622	73.00%	6043	72.00%	6764	77.00%	7287	81.02%		
Other	20	0.00%	18	1.00%	20	0.00%	33	0.37%		
TOTAL	**9078**		**8358**		**8835**		**8994**			

Appendix 5D

ORDER TURNAROUND TIME

	2009/2010	%	Cumulative	2010/2011	%	Cumulative	2011/2012	%	Cumulative	2012/2013	%	Cumulative
2Weeks	6460	73.15%	73.15%	6090	70.97%	70.97%	7163	78.91%	78.91%	6147	67.36%	67.36%
4 Weeks	1512	17.24%	90.38%	1379	16.07%	87.04%	1036	11.41%	90.32%	1872	20.51%	87.87%
8 Weeks	604	6.85%	97.23%	648	7.55%	94.59%	556	6.13%	96.45%	795	8.71%	96.58%
12 Weeks	171	1.95%	99.17%	182	2.12%	96.71%	128	1.41%	97.86%	134	1.47%	98.05%
16 Weeks	55	0.60%	99.79%	58	0.68%	97.39%	35	0.39%	98.25%	31	0.34%	98.39%
17+ Weeks	18	0.21%	100.00%	224	2.61%	100.00%	159	1.75%	100.00%	147	1.61%	100.00%
Total	8820			8824			9077			9126		

Appendix 5E

CATALOGING TURNAROUND TIMES

Year	Books Cataloged	Days in Cataloging	Media Cataloged	Days in Cataloging
2009-2010	7415	45.4	1803	150.8
2010-2011	6100	47.8	2773	195
2011-2012	6013	51.3	*1607	63
2012-2013	6178	53.5	1316	42.6

*Please note the drastically reduced number of media items cataloged. The drop in time spent in cataloging is due to only processing the newer, popular material as a backlog increases. In the meantime, time in cataloging has increased for books, even with a drop in the number cataloged.

Goal 6: Education of patrons in the location, critical evaluation, and effective use of information resources and the integration of information literacy into coursework.

Objective 6.1 Increase the development of information literacy and the skills necessary for lifelong learning among UNCP freshmen.

>**Strategy 6.1.1:** Implementation of the Freshman Seminar Information Literacy Program. Each section of Freshman Seminar that participates in this voluntary program attends a face-to-face instructional session in the Library and some students complete assignment modules outside of class.
>
>*Performance Indicator:* Differential in student scores on the pre-test/post-test administered to each section.
>
>*Expected Outcome:* Student scores on the post-test should improve over those from the pre-test.
>
>*Assessment Timeline:* The Freshman Seminar Information Literacy Program is carried out each academic year during the fall semester. Data from the pre-test and post-test are collected in the fall of each academic year.
>
>*Assessment Procedure:* Each fall, Freshman Seminar instructors contact the Library to set up instructional sessions for their classes. Prior to visiting the Library, students complete a pre-test online and complete research related modules as outside assignments. Following the instruction session, students complete an online post-test. Each test contains 10 questions. At the end of the fall semester, the test data are converted into a spread sheet where they are analyzed to determine the effectiveness of the information literacy program.
>
>*Use of Assessment Data:*
>
>During the fall 2012 semester, 38 sections of FRS 1000 were taught, with a total of 822 students. There were 249 matched pairs pretests and posttests (see Appendix 6A). The pretest average was 79.25% and the posttest average was 83.13%, which represents an overall gain of 3.88%. While the gain from pretest to posttest was less than 4 percent, it is important to note that we had a very high pretest average (the highest to date). The post-test average was also very high. In terms of aggregate acquisition of the knowledge base, we are quite pleased with these results.
>
>**Strategy 6.1.2:** Instructional sessions and informational resources such as guides, handouts, and tutorials will be offered to students in freshman composition courses ENG 1050 and ENG 1060.

Performance Indicator: Students in each participating section of ENG 1060 will attend single or multiple sessions and be given the opportunity to complete the *Guide to Library Research*.

Expected Outcome: Statistics will show that a substantial number of instructional sessions are provided for ENG 1050 and 1060 classes each semester and that 100% of all ENG 1060 instructors will receive access to the *Guide to Library Research* to assign to their students if they so choose.

Assessment Timeline: Freshman composition courses (ENG 1050 and ENG 1060) are offered throughout the academic year. Data on access to the *Guide to Library Research* and instructional sessions provided are collected each semester.

Assessment Procedure: Each semester, the Library provides many instructional sessions for freshman Composition I (ENG 1050) and Composition II (ENG 1060). Librarians also encourage the instructors of ENG 1060 to assign the *Guide to Library Research* to students in their classes before coming to the Library for their instructional session(s). Statistics are kept each semester on how many Composition I and Composition II sessions are provided by the Library, as well as how many English composition instructors were sent an e-mail that encourages them to assign the *Guide to Library Research* to their students. There is presently no way of monitoring how many students complete parts of or the entire guide; therefore, no statistics are kept in that regard.

Use of Assessment Data:

In the fall 2012 semester, Instructional Services provided instruction to 7 sections of ENG 1050, with total of 130 students. Instructional Services provided instruction to 8 sections of ENG 1060, with 131 students. (see Appendix 6B)

In the spring 2013 semester, Instructional Services provided instruction to 0 sections of ENG 1050, with total of 0 students. Instructional Services provided instruction to 17 sections, with 291 students..

This continues to represent a general decrease in the number of ENG 1050 and ENG 1060 sections coming to the Library for instruction; although it is important to note that we have seen an increase in specialized instructional models (e.g., 3-week mini course model).

There was only one request for access to the *Guide to Library Research* and that was provided. This online instructional resource is going through several major updates due to changes in the ILS, as well as interlibrary borrowing. These changes to the *Guide* will become active in August 2014.

Objective 6.2 Improve student knowledge of how to effectively use and evaluate library resources and create appropriate research strategies via group and individual instruction.

> **Strategy 6.2.1:** Provide instructional sessions and informational resources such as guides, handouts, and tutorials to students of subject-specific courses (e.g., biology, business, psychology, etc.).
>
> *Performance Indicator:* Students will evaluate the efficacy of the instructional session using a standard evaluation tool.
>
> *Expected Outcome:* Most students (above 90%) will receive a 3/3 on the assessment questions. Students should indicate a high level (above 90%) of confidence with the instructional sessions (or instructional materials) in terms of their research abilities following each instruction session.
>
> *Assessment Timeline:* Subject-specific courses (e.g., biology, business, psychology, etc.) are offered throughout the academic year. Data from instructional session evaluations are collected at the end of session (either online or in paper) and collated on a continuous basis.
>
> *Assessment Procedure:* Each semester, Instructional Services provides many instructional sessions for courses taught in specific disciplines such as education, social work, psychology, etc. Following each of these instructional sessions, students are given a brief evaluation to gauge their basic level of knowledge following an instruction session and their level of confidence in their own research abilities. This evaluation will be made available both in paper-based and online formats, as the necessitated by the modality of the course (or preference of the instructing librarian).
>
> *Use of Assessment Data:*
>
> During the 2012-2013 academic year, the Library migrated this assessment to the Qualtrics environment. We received 32 usable quiz scores for a total of 360 students with an overall pass rate of 87 percent (see Appendix 6C).
>
> **Strategy 6.2.2:** Provide quality individual reference services via telephone, chat, e-mail, texting, and face-to-face.
>
> *Performance Indicator:* Post-reference interaction with students will be measured via the reference services survey.
>
> *Expected Outcome:* The results of the reference services survey will reflect a high level (above 80%) of student satisfaction with the services they received at the reference desk.

Assessment Timeline: Reference services are offered continuously throughout the year. The Reference Services survey is available at the desk for all patrons to complete if they choose to do so.

Assessment Procedure: The Reference Services Survey is a 5-question instrument designed to gain feedback from library patrons regarding the quality of reference services. The survey is offered to all patrons who seek in-person assistance at the reference desk. The data is collated on a continual basis.

Use of Assessment Data:

During the 2012-2013 academic year, 36 patrons completed the Mary Livermore Reference Transaction Survey. 35 of the 36 respondents (97 %) indicated they were satisfied with their transactions (see Appendix 6D).

The Library began to assess additional information, such as the method of contact with the desk. 35 (97%) of the respondents indicated that their sole method of interaction had been in person at the reference desk. 9 persons (25 %) indicated that they were first-time users of the Reference Desk. 0 of the respondents indicated contact with the reference personnel via e-mail. 0 persons indicated contact with the Reference Desk via telephone. Only 1 person (3%) indicated they had contacted the Reference Desk using a form of instant messaging.

The two most frequent subjects with which patrons asked for reference assistance were Social Work and Sociology. The academic level of patrons seeking assistance was fairly evenly distributed: 6 freshmen (17%), 6 sophomores (17%), 9 juniors (26%), 8 seniors (23%), and 5 graduate students (14%) and 1 (3 %) community patrons completed the transaction form.

Appendix 6A

	Pre-Total	Post-Total	Change
TOTALS	79.25%	83.13%	3.88%

FRS 1000 Pre/Post Test Scores

Banner	Pretest	Posttest	% Change
5	100.00%	100.00%	0.00%
110	100.00%	100.00%	0.00%
149	100.00%	100.00%	0.00%
264	66.67%	66.67%	0.00%
270	33.33%	66.67%	33.33%
301	66.67%	100.00%	33.33%
308	66.67%	66.67%	0.00%
321	66.67%	66.67%	0.00%
374	100.00%	66.67%	-33.33%
506	66.67%	66.67%	0.00%
526	100.00%	66.67%	-33.33%
556	33.33%	33.33%	0.00%
559	66.67%	66.67%	0.00%
560	66.67%	66.67%	0.00%
605	100.00%	100.00%	0.00%
624	66.67%	66.67%	0.00%
692	100.00%	100.00%	0.00%
722	100.00%	100.00%	0.00%
773	66.67%	66.67%	0.00%
833	33.33%	66.67%	33.33%
851	100.00%	100.00%	0.00%
885	100.00%	100.00%	0.00%
946	100.00%	100.00%	0.00%
1010	100.00%	100.00%	0.00%
1058	66.67%	100.00%	33.33%
1065	66.67%	100.00%	33.33%
1099	33.33%	33.33%	0.00%
1108	66.67%	66.67%	0.00%
1118	100.00%	66.67%	-33.33%
1124	100.00%	66.67%	-33.33%
1190	66.67%	100.00%	33.33%
1298	100.00%	100.00%	0.00%
1317	66.67%	100.00%	33.33%

1327	66.67%	100.00%	33.33%
1337	66.67%	66.67%	0.00%
1382	100.00%	66.67%	-33.33%
1416	66.67%	100.00%	33.33%
1506	66.67%	33.33%	-33.33%
1533	66.67%	100.00%	33.33%
1621	100.00%	100.00%	0.00%
1686	100.00%	100.00%	0.00%
1696	33.33%	66.67%	33.33%
1735	66.67%	66.67%	0.00%
1753	66.67%	100.00%	33.33%
1755	66.67%	66.67%	0.00%
1786	66.67%	66.67%	0.00%
1823	66.67%	100.00%	33.33%
1874	100.00%	66.67%	-33.33%
1886	100.00%	100.00%	0.00%
1941	100.00%	100.00%	0.00%
1987	100.00%	100.00%	0.00%
2011	66.67%	100.00%	33.33%
2070	100.00%	100.00%	0.00%
2170	33.33%	33.33%	0.00%
2172	33.33%	66.67%	33.33%
2200	33.33%	66.67%	33.33%
2259	100.00%	66.67%	-33.33%
2331	100.00%	66.67%	-33.33%
2395	100.00%	100.00%	0.00%
2441	100.00%	33.33%	-66.67%
2455	100.00%	66.67%	-33.33%
2473	100.00%	100.00%	0.00%
2477	33.33%	66.67%	33.33%
2649	66.67%	66.67%	0.00%
2664	100.00%	100.00%	0.00%
2722	100.00%	100.00%	0.00%
2723	100.00%	100.00%	0.00%
2777	66.67%	66.67%	0.00%
2849	66.67%	100.00%	33.33%
2917	100.00%	100.00%	0.00%
2963	100.00%	66.67%	-33.33%
2980	66.67%	100.00%	33.33%
3138	100.00%	66.67%	-33.33%
3153	100.00%	66.67%	-33.33%
3161	66.67%	66.67%	0.00%
3163	66.67%	66.67%	0.00%
3170	66.67%	100.00%	33.33%

3207	100.00%	100.00%	0.00%
3209	33.33%	66.67%	33.33%
3257	66.67%	100.00%	33.33%
3277	100.00%	100.00%	0.00%
3309	66.67%	66.67%	0.00%
3336	66.67%	66.67%	0.00%
3411	100.00%	66.67%	-33.33%
3462	100.00%	100.00%	0.00%
3520	100.00%	100.00%	0.00%
3527	66.67%	66.67%	0.00%
3552	100.00%	66.67%	-33.33%
3643	66.67%	100.00%	33.33%
3667	100.00%	100.00%	0.00%
3688	33.33%	100.00%	66.67%
3690	100.00%	100.00%	0.00%
3727	100.00%	100.00%	0.00%
3728	33.33%	66.67%	33.33%
3745	66.67%	66.67%	0.00%
3897	66.67%	66.67%	0.00%
3899	33.33%	33.33%	0.00%
3926	66.67%	66.67%	0.00%
3939	66.67%	66.67%	0.00%
4005	100.00%	66.67%	-33.33%
4034	66.67%	100.00%	33.33%
4056	100.00%	100.00%	0.00%
4172	33.33%	66.67%	33.33%
4187	33.33%	100.00%	66.67%
4190	66.67%	66.67%	0.00%
4191	66.67%	66.67%	0.00%
4224	100.00%	100.00%	0.00%
4301	66.67%	66.67%	0.00%
4324	100.00%	100.00%	0.00%
4356	66.67%	66.67%	0.00%
4370	66.67%	100.00%	33.33%
4412	66.67%	33.33%	-33.33%
4527	66.67%	66.67%	0.00%
4619	33.33%	100.00%	66.67%
4673	100.00%	100.00%	0.00%
4677	66.67%	100.00%	33.33%
4707	100.00%	66.67%	-33.33%
4725	66.67%	66.67%	0.00%
4745	100.00%	100.00%	0.00%
4754	100.00%	100.00%	0.00%
4764	66.67%	100.00%	33.33%

4825	100.00%	66.67%	-33.33%
4829	66.67%	33.33%	-33.33%
4868	66.67%	100.00%	33.33%
4901	66.67%	66.67%	0.00%
4964	66.67%	100.00%	33.33%
4974	66.67%	66.67%	0.00%
4998	66.67%	66.67%	0.00%
5001	66.67%	100.00%	33.33%
5038	100.00%	100.00%	0.00%
5061	66.67%	100.00%	33.33%
5146	66.67%	100.00%	33.33%
5189	100.00%	66.67%	-33.33%
5194	100.00%	100.00%	0.00%
5200	100.00%	66.67%	-33.33%
5221	66.67%	66.67%	0.00%
5237	100.00%	100.00%	0.00%
5255	66.67%	100.00%	33.33%
5256	100.00%	66.67%	-33.33%
5266	66.67%	100.00%	33.33%
5449	66.67%	100.00%	33.33%
5476	33.33%	66.67%	33.33%
5522	100.00%	100.00%	0.00%
5527	100.00%	100.00%	0.00%
5536	66.67%	66.67%	0.00%
5568	66.67%	66.67%	0.00%
5629	66.67%	100.00%	33.33%
5643	100.00%	100.00%	0.00%
5660	100.00%	100.00%	0.00%
5672	66.67%	100.00%	33.33%
5676	100.00%	66.67%	-33.33%
5677	100.00%	100.00%	0.00%
5749	66.67%	100.00%	33.33%
5786	100.00%	66.67%	-33.33%
5805	100.00%	66.67%	-33.33%
5813	66.67%	66.67%	0.00%
5817	66.67%	100.00%	33.33%
5848	100.00%	66.67%	-33.33%
5957	66.67%	66.67%	0.00%
5990	100.00%	100.00%	0.00%
5996	100.00%	100.00%	0.00%
6024	66.67%	66.67%	0.00%
6047	100.00%	66.67%	-33.33%
6112	100.00%	100.00%	0.00%
6153	100.00%	100.00%	0.00%

6165	100.00%	100.00%	0.00%
6177	66.67%	66.67%	0.00%
6189	66.67%	100.00%	33.33%
6192	100.00%	66.67%	-33.33%
6233	100.00%	100.00%	0.00%
6298	100.00%	100.00%	0.00%
6314	66.67%	66.67%	0.00%
6317	100.00%	100.00%	0.00%
6345	100.00%	100.00%	0.00%
6351	66.67%	66.67%	0.00%
6352	100.00%	100.00%	0.00%
6376	66.67%	100.00%	33.33%
6408	66.67%	66.67%	0.00%
6416	100.00%	100.00%	0.00%
6434	66.67%	66.67%	0.00%
6442	66.67%	100.00%	33.33%
6453	100.00%	66.67%	-33.33%
6454	100.00%	66.67%	-33.33%
6488	66.67%	66.67%	0.00%
6493	100.00%	100.00%	0.00%
6523	100.00%	100.00%	0.00%
6524	100.00%	66.67%	-33.33%
6527	100.00%	66.67%	-33.33%
6542	66.67%	33.33%	-33.33%
6566	100.00%	100.00%	0.00%
6597	100.00%	100.00%	0.00%
6647	100.00%	66.67%	-33.33%
6683	66.67%	100.00%	33.33%
6723	100.00%	100.00%	0.00%
6744	66.67%	66.67%	0.00%
6823	66.67%	100.00%	33.33%
6866	100.00%	100.00%	0.00%
6869	66.67%	100.00%	33.33%
6881	100.00%	100.00%	0.00%
7007	100.00%	100.00%	0.00%
7064	100.00%	100.00%	0.00%
7109	66.67%	100.00%	33.33%
7145	66.67%	100.00%	33.33%
7164	66.67%	66.67%	0.00%
7188	66.67%	100.00%	33.33%
7290	66.67%	100.00%	33.33%
7300	66.67%	66.67%	0.00%
7308	33.33%	100.00%	66.67%
7321	66.67%	100.00%	33.33%

7329	100.00%	100.00%	0.00%
7402	66.67%	33.33%	-33.33%
7430	100.00%	100.00%	0.00%
7472	100.00%	100.00%	0.00%
7492	66.67%	66.67%	0.00%
7618	100.00%	100.00%	0.00%
7736	66.67%	66.67%	0.00%
7740	100.00%	100.00%	0.00%
7745	100.00%	100.00%	0.00%
7928	66.67%	100.00%	33.33%
8109	100.00%	66.67%	-33.33%
8112	66.67%	100.00%	33.33%
8122	66.67%	66.67%	0.00%
8145	66.67%	100.00%	33.33%
8155	100.00%	100.00%	0.00%
8171	66.67%	100.00%	33.33%
8625	100.00%	100.00%	0.00%
8930	66.67%	66.67%	0.00%
9205	66.67%	66.67%	0.00%
9708	100.00%	100.00%	0.00%
9779	66.67%	100.00%	33.33%
9799	100.00%	100.00%	0.00%
9881	66.67%	66.67%	0.00%
9900	100.00%	100.00%	0.00%
9955	33.33%	33.33%	0.00%
50522	100.00%	100.00%	0.00%
50894	66.67%	100.00%	33.33%
55237	66.67%	100.00%	33.33%
57476	66.67%	66.67%	0.00%
50704	66.67%	66.67%	0.00%
51965	100.00%	66.67%	-33.33%
53179	100.00%	100.00%	0.00%
54295	100.00%	100.00%	0.00%
54500	66.67%	100.00%	33.33%
54952	66.67%	100.00%	33.33%
55722	66.67%	100.00%	33.33%
56850	66.67%	66.67%	0.00%
56925	100.00%	66.67%	-33.33%
57912	66.67%	66.67%	0.00%
57924	66.67%	33.33%	-33.33%
	Pre-Total	Post-Total	Change
TOTALS	79.25%	83.13%	3.88%

Appendix 6B

Semester	1050 Offered	1050 Taught	# Students	Plus 1	1060 Offered	1060 Taught	# Students	Plus 1
Spring 13	16	0	0	0	35	17	291	1
Fall 12	42	7	130	0	17	8	131	0
Spring 12	16	5	69	1	31	18	303	2
Fall 11	44	14	221	2	16	12	191	1
Spring 11	18	0	0	0	33	18	291	3
Fall 10	39	3	45	1	19	16	250	3

Notes:

1) **Data is from regular, themed, and Plus 1 sections**
2) **Data does not included online, COP, or BAR sections**

Appendix 6C

Subject Quiz Results

Course	No. of Students	% passed	Librarian
ENG 5300	8	100	Arndt
SWK 3580	9	100	Alewine
SWK3710	12	83	Alewine
CNS 5500	24	100	Alewine
SWK 3710	15	87	Alewine
REL 2140	3	67	Arndt
SWK3710	19	84	Alewine
HST 3440	5	100	Arndt
HST 3000	13	69	Arndt
NUR 2000	24	92	Danis
ENG 2100	17	94	Arndt
ENG 3040	6	33	Arndt
SOC/CRJ 3610	11	91	Arndt
SWK 3710	19	89	Alewine
SOC 3000	4	100	Arndt
PLS 3520	9	100	Arndt
SPN 4240	5	80	Arndt
REL 2050	6	88	Arndt
HST 5420	3	100	Arndt
AIS 4650	5	100	Arndt
SWK 3710	16	88	Danis
EED5520	6	100	Arndt
REL 3030	9	89	Arndt
REL 3025	10	90	Arndt
BIO 4700	11	82	Arndt
BIO 4700	11	91	Arndt
ENG 2100	12	50	Arndt
GLY 2620	9	100	Arndt
BIO 4320	18	94	Arndt
ELE 2900	13	92	Arndt
ECN 2020	9	100	Arndt
ECN 2020	12	50	Arndt
ECN 2030	7	100	Arndt
Totals	**360**	**87.36363636**	

Appendix 6D
Reference Desk Survey Stats 2012-2013

1. Were you satisfied with this transaction?

#	Answer		Response	%
1	Yes		35	97%
2	No		1	3%
	Total		36	100%

2. For what class did you seek assistance?

Text Response
Graduate Coaching Psychology
ELE2900
Masters Clinical Mental Health Couseling
Nursing
ELE 2900
Social Research
Political Science
other-person use
Composition 1
MGTS-5370
Intro to Social Work
History
Development and Globalization
N/A
Human Behavior
Political Science
Political Science
Education
English Literature
Native American Population
Mass Communication
English Literature/ Dr. Helgeson
Psychology
Nursing
Swk
Reading concentration class
HST 4050
Religion WE
Womens literature
Music
History
English
Interviewing/Interrogation

Statistic	Value
Total Responses	33

3. Have you sought assistance at the Reference Desk before?

#	Answer		Response	%
1	In person		26	72%
2	E-mail		0	0%
3	IM		1	3%
4	Telephone		0	0%
5	This is my first time		9	25%
	Total		36	100%

4. Academic Level

#	Answer		Response	%
1	Freshman		6	17%
2	Sophomore		6	17%
3	Junior		9	26%
4	Senior		8	23%
5	Graduate		5	14%
6	Community user/not a student		1	3%
	Total		35	100%

5. Comments

David Young was very helpful and took the time to show me multiple research options.

Mr McRae was very polite and helpful! He's such a great addition to the staff!

Misleading online- said could pick up at circulation desk. Not true!

Jerry is the greatest!

excellent services

The reference person was a huge help in helping me find my books.

As always extremely professionally dressed, helpful and thorough. An asset to the library services.

Nice tie, Excellent Assistance, thanks for your help :)

Good workers

He was very nice and sweet!

Great job and fast

David Young was awesome with assisting me with finding articles and books

Very helpful and kind

Mr. Young was very helpful & and funny!

Mr. Jerry did a great job introducing me to some very good authors that I hadn't heard about before. I guess it comes natural since he is an English graduate.

I recieve great service and information on how to use Electronic resource.

Very helpful. Thanks!

Very helpful! I don't know what I would do without his assistance. Jerry helped not only find me sources on the bravecat but also showed me how to work it. Awesome!!

David helped a lot.

I am very satisfied with the help I recieved tonight. Mr. McRae really impressed me because he is so knowlegable about muscular dystrophy. These articles he helped me find were really good ones.

Great help!

Young. Helped me identify resources and addition themes to search for.

David Young goes above and beyond helping students or at least was my experience and a friend of mine. He offers assistance, tips, and friendly conversation creating a welcoming atmosphere.

Very helpful I gained a lot of new perspective.

Great help

Excellent staff! Always knowledgable and happy to help you learn.

Helpful. Went the extra mile :)

Fast and easy: Att!

Thanks for giving the University a fresh face at the reference desk. Mr. David Young and Jerry McRae were helpful, pleasant, great attitude, and a willingness to help with my assignment. We need more librarians of this caliber. Mr. Young and Mr. McRae are real team players.

Statistic	Value
Total Responses	29

Goal 7: Provision of service as an information center for business, the professions, and general public.

Objective 7.1 The Library will ensure ease of access to resources at a continued nominal cost for community users.

> ***Strategy 7.1.1:*** The Library will make available the Friends of the Library (FOL) membership for community users at a cost of only $10 per year.
>
> *Performance Indicator:* Friends of the Library membership statistics will be used.
>
> *Expected Outcome:* FOL membership will increase by 5% each year.
>
> *Assessment Timeline:* FOL membership statistics are collected on a monthly basis and analyzed annually.
>
> *Assessment Procedure:* Membership forms are completed by Access Services personnel as new community members join FOL. The memberships are then reported to the Government Documents/Development Librarian, who keeps all relevant statistics.
>
> *Use of Assessment Data:*
>
> For the 2012-2013 academic year, the membership data (see Appendix 7A) were taken from the membership list published in the March 2013 edition of *Library Lines*. New membership status was credited to members on this list who had not been on the previous FOL Membership List. The membership data clearly show that FOL has realized an exciting gain in membership this past year. This is in part due to an active campaign by public services personnel to draw attention to this membership category when interacting with alumni and the members of the local community. There were 87 new members (for a gain of 58%). There were 63 renewals (for a gain of 42%t from the previous year's renewals).

Objective 7.2 The Library will provide user education programs for community users (including students from area schools) as requested.

> ***Strategy 7.2.1:*** The Library will respond to all requests for tours and instructional services.
>
> *Performance Indicator:* 100% of all instructional services requests made by area organizations and school groups will be met.
>
> *Expected Outcome:* Community user groups will have a better understanding of how library information is organized, and they will be able to more easily access materials.

Assessment Timeline: Requests from community groups for instructional services are immediately forwarded to the Instructional Services/Reference Librarian who coordinates these services. Relevant statistics are collected daily by the Instructional Services/Reference Librarian and reported monthly to the Library's administration.

Assessment Procedure: The Instructional Services/Reference Librarian keeps a record of all community-related instructional services in a Microsoft Access database and reports that data monthly to the Library's administration.

Use of Assessment Data:

In the summer of 2013, the Library provided special information literacy sessions for more than 148 young people who were taking part in the Regional Center's summer Kids' College and Teen College programs, as well as the Transportation Institute in May 2013.

During the Kids' College and Teen College sessions, the staff at the Library showed students how to use the Library, how to locate books, how to perform Internet searches, and how to use print resources for research and projects. Story time and craft projects were also shared with the Kids' College students.

For the May 2013 Transportation Institute, the Library demonstrated several websites about GPS and global mapping, as well as sites about different countries and regions. The students were then given different exercises that required them to use the resources that had been demonstrated to locate and plan trips to these countries.

The Mary Livermore Library was visited by one public school group during the 2012-2013 year. Ten members of a Bladen County church group came to the Library. The Library was also visited by 35 members of a local 4-H group. (see Appendix 7B)

Objective 7.3 The Library will work with the Regional Center to identify opportunities for collaboration with community and business organizations.

Strategy 7.3.1: Library personnel will respond to 100 percent of requests made by the Regional Center personnel for collaboration.

Performance Indicator: The Library will keep records of all collaborations with the Regional Center

Expected Outcome: The image of the Library and the University will be enhanced by these collaborations.

Assessment Timeline: The Outreach/Distance Education Librarian coordinates all requests as they are received.

Assessment Procedure: The Outreach/Distance Education Librarian makes note of all requests for collaboration from the Regional Center and reports the content of these meetings to the Library's administration.

Use of Assessment Data:

As stated earlier, during the 2012-2013 academic year, the Library provided multiple information literacy sessions for the Regional Center's summer youth programs: Kids' College, Teen College, and the Transportation Institute. The Outreach/Distance Education Librarian continues to look for ways in which the Library can collaborate with the Regional Center.

Friends of the Library Membership Data

Year	Life Members	Current yearly Membership	% of new members	Renewal Membership	% renewed members	Corporate life Members	Corporate yearly members	Total Friends Membership
2013	14	150	58%	63	42%	1	0	165
2012	13	127	67%	41	32%	1	0	141
2011	13	139	64%	49	35%	1	0	153
2010	11	143	58%	59	41%	1	0	154
2009	9	146	45%	78	53%	1	0	155

Notes:

1) The Membership numbers were taken from the published list in the annual Library Lines, Issue One (March)
2) Lifetime members were not included in the current yearly membership.
3) The percentage of new members is the new yearly members and the total yearly membership.
4) The percentage of renewal members is the renewal members and the total yearly membership.

Appendix 7B

Community and School Groups

Semester	Date	Description	# of Students
Summer II	7/2/2012	Upward Bound	35
Summer II	7/9/2012	Teen College	9
Summer II	7/9/2012	Kids College	5
Summer II	7/10/2012	Kids College	5
Summer II	7/10/2012	Kids College	15
Summer II	7/12/2012	Teen College	8
Summer II	7/16/2012	Kids College	7
Summer II	7/17/2012	Teen College	8
Summer II	7/17/2012	Kids College	9
Summer II	7/18/2012	Teen College	7
Summer II	7/18/2012	Kids College	8
Summer II	7/19/2012	Teen College	7
Fall 12	8/2/2012	4-H community group	40
Spring 13	4/2/2013	Bladen County church group	10
Summer 13	6/26/2013	Transportation Inst.	20