The Mary Livermore Library
2013-2014 Assessment Report

Highlights

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

Library Services 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, the services 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 to library resources that are available for students, faculty and staff, the Library maintained accounts on several social media sites, such as **Second Life**, **Facebook**, and **Twitter** in 2013-2014. The Library continued to utilize the **Good Reads** web site to provide a discussion forum for the books that were selected for various library displays and programming, with membership in the virtual book club rising to 9 members. This discussion forum was paired with virtual displays in **Pinterest**, which for the 2013-2014 year proved to be popular both with followers and for the re-sharing of library posts. **Facebook** and **Twitter** continued to be the Library's most popular social media outlets, both of which experienced an increase in the number of followers and in the number of interactions with library posts. **YouTube** and **Foursquare** were also utilized by the Library to reach patrons, and both sites experienced moderate growth in usage over the past academic year. The **Second Life Library** operated on an on-demand basis, as the usage was small.

The Library continued to utilize the online course and subject-related information guides, called LibGuides. The number of LibGuides slightly increased from 163 guides in 2012-2013 to 170 in 2013-2014. These guides received a total of 74,214 hits during the academic year.

There were a total of 504 DE-related reference transactions in 2013-2014, which is an increase of 7 from the previous year. There were also 8 instructional sessions taught off campus, reaching a total of 59 students, including two sessions that utilized interactive videoconference (IVC).

In 2013-2014, demand for iPads remained high; however, constant use and the fragility of the items led to many of them being irreparably damaged. Therefore, the Library is phasing out the circulation of iPads. Of the 10 iPads purchased, only 2 remain functional in 2013-14, and these will not be replaced when they are no longer useable.

Some test preparation items were transferred from the Reference Collection to the Reference Reserves where they can be checked out for three days, and therefore are more accessible to students who want to prepare for tests such as the GMAT, GRE, and PRAXIS. This eliminated the need to get approval from a librarian to check out these items as Reference materials..

SMS (Short Messaging Service) was lost for reference and circulation due to the discontinuation of **Meebo**, a Google product. A new product to provide this service is being researched.

There were a reported 402,616 page views and sessions on the Library's webpages for the 2013-2014 academic year. The Library has had to make many changes to its web presence due to the university-wide website redesign in which the University switched its web interface to Drupal in 2013-2014. Changes to the Library's and the University's web pages were so significant that recovery of the Library's old web portal is not even possible—several library staff are continuing to work with University Communications and DoIT personnel to make baseline changes to various pages in order to achieve some semblance of what students, faculty, and the community are used to in terms of organization and access to individual resources.

This change, in combination with the resignation of the Library's Serials/Digital Operations Coordinator, made it difficult to provide significant analysis and oversight of the Library's Web presence in 2013-2014.

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

The spring 2014 Library User Satisfaction Survey was very positive. Those indicating that users were comfortable with the Library's environment decreased slightly from 93 //% in 2013 to 92% in 2014. Library personnel worked with Siemens this past year (including taking a survey) and also with Terry McNish, Facility Maintenance Supervisor, Facilities Operations, to continue to fine tune the temperature in the building. A procedure was established for dealing immediately with user complaints related to the temperature.

The Academic Support Services Survey was deployed in the spring 2014 semester. Input from students was very positive with 74 percent of respondents indicating that the Library is either "Good" or "Very Good" in terms of the atmosphere for reading and studying. Input from faculty was also very positive with 70 percent of respondents indicating that the Library is either "Good" or "Very Good" in terms of the atmosphere for reading and studying.

The Access Services/Reference Librarian, June Power, participated in a webinar entitled "Disability Services in the Library" in September 2013. She participated in ADAAA Training in May 2013.

Ms. Power also updated the ADAAA and copyright web pages in order to add new resources and remove inactive links. She met with Nicolette Campos, Acting Director of the Accessibility Resource Center to discuss DSS in Second Life. Ms. Power provided Ms. Campos an overview of the software, as well as highlighting "Ability Island" and other "in world" support services.

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

In 2013-2014, there were 2,025 interlibrary borrowing requests, 268 intra-consortial borrowing requests, and 237 document delivery requests. A significant reason for a decrease in the number of requests was the termination of intra-consortial transactions when Mary Livermore Library left the Coastal Carolina Consortium and migrated to an individual server.

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.

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

The Library sponsored/co-sponsored 10 programs/events between October 2013 and April 2014, with an overall participation of 1660 people. All programs were free and open to the public.

Two of the events were literacy activities held at local elementary schools. In November 2013, the library co-sponsored a **Native American Read-In** at Pembroke Elementary School. Over 30 elementary-education majors and eleven faculty and staff members read Native American stories to 35 classes (approx. 700 students). In February 2014, the library co-sponsored an **African American Read-In** at R. B. Dean Elementary School in Maxton, NC. During this activity, 30 elementary-education majors and 6 faculty and staff members read African American literature to 17 classes (approximately 350 students).

In recognition of the **150th Anniversary of the Civil War**, a couple of programs were held during the 2013-2014 academic year. A program during **Native American Heritage Month** in November 2013 focused on how American Indians in North and South Carolina fared and/or functioned during the Civil War. In March 2014, during **Women's History Month**, a second **Civil War 150** program focused on "Women's Attitudes towards Secession and the Civil War."

Eight FOL programs, excluding the Read-In activities, averaged 67 attendees per event, and there were 1,126 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.

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

The Library's materials budget remained in flux according to the final FY13 figures. A final, reduced materials budget of $1,357,633 was realized in the closing out of FY13. In FY13 the Library was mandated to reduce operating spending in purchased services, supplies, equipment and other expenses. Once again the Library saw a reduction in the FY14 materials budget. A reduction of $20,000 in the materials budget in FY14 meant a final materials budget of $1,337,633. Annual review and application of the acquisitions formula allowed for equitable funding of all areas of the curriculum. Departmental funding remained the same at $330,000.

An effort was also made to order 100% of all faculty requests 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's webpage and

the catalog were filled, if they complied with the Library's stated policies and the prices were reasonable.

In FY14, the number of print materials added to the collection was 6640 and the number of media was 2682. This was a welcome increase from 1316 in FY13, as the Library had realized another reduction in its materials budget, but staff tried to make good use of the funds expended.

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 2013 semester, 41 sections of Freshman Seminar (FRS 1000) were taught, with a total of 830 students. There were 242 matched pairs: pretests and posttests. The pretest average was 57.43% and the posttest average was 71.36%, which represents an overall gain of 13.93%. The pretest-posttest change represents an average of roughly one additional question answered correctly on the posttest. Some individual students made significant jumps (4 to 6 more questions answered correctly on the posttest than on the pretest). Members of the Instructional Services team were quite pleased with these results.

In the fall 2013 semester, Instructional Services provided instruction to 5 sections of ENG 1050, with a total of 83 students. Instructional Services also provided instruction to 11 sections of ENG 1060, with 198 students.

In the spring 2014 semester, Instructional Services provided instruction to 0 sections of ENG 1050, with a total of 0 students. Instructional Services also provided instruction to 16 sections of ENG 1060, with 255 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 there has been an increase in the use of specialized instructional models (e.g., 3-week mini course model).

Fall semester 2013, the Library introduced its first for-credit information literacy course, **Introduction to Academic Research** (**LIB 1000**). The course provided students with an overview of all facets of the academic research process, and students can actually use the process in conjunction with other UNCP courses that have an academic research component. Students developed baseline information literacy skills, such as locating, critically evaluating, and ethically using relevant information sources. Students also explored various discipline-based research methodologies.

The Library offered 5 sections of **LIB 1000** during the 2013-2014 academic year—2 face-to-face sections and 1 online section in the fall and 1 face-to-face section and 1 online section in the spring. A total of 78 students were enrolled in the courses. Overall, students did very well in the class. Reference/Instruction librarians worked hard to get this course off the ground; they marketed it in a variety of ways—through emails, electronic bulletin boards, handouts, and posters.

During the 2013-2014 academic year, the Library continued using a Qualtrics-based assessment. Usable quiz scores were received from 19 classes for a total of 218 students with an overall pass rate of 87 percent.

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

For the 2013-2014 academic year, the membership data were taken from the FOL membership list published in the August 2014 edition of *Library Lines*. There was an overall drop in membership from 165 in 2013 to 141 in 2014. New members represented 36 percent of the total membership; only 64 percent of last year's FOL members renewed their memberships. One perennial problem is obviously the economy in southeastern North Carolina, which is still depressed, so the $10 membership fee may have been a factor.

The public service desks, especially Circulation, have made a concerted effort to encourage community users to join FOL. A number of librarians have met and are discussing ideas to present to the FOL Board. One is a more aggressive marketing campaign within the community. Another idea is to target students (whose membership costs are already only $5), by promising a free year of membership following graduation.

In July 2013, the Library provided special information literacy sessions for more than 141 young people who were taking part in the University Regional Center's summer Junior Braves program, as well as for the youngsters participating in the Transportation Institute in June 2014.

The complete 2013-2014 Assessment Report, organized by goals and objectives, 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 119 requests for instructional sessions in fall 2013 compared to the 123 requests in fall 2012 (**see Appendix 1A**). A total of 2242 students attended instructional sessions in fall 2013—a decrease of 183 students from the previous year. The absence of an Instructional Services/Reference Librarian may have been a factor in this drop in the number of classes requesting instructional sessions. An Instructional Services/Reference Librarian was hired in January 2014. Another factor may have been a reduction in the overall number of classes offered by the University due to budget constraints. In the spring 2014 semester, 82 classes were conducted, a significant decrease of 47 over spring 2013. A total of 11172 students attended an instructional session in spring 2013, representing a decrease of increase of 747 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 2410, a 14.5% drop from 2012-20132. Directional questions decreased from 776 to732. Technical questions dropped from 403 in 2012-2013 to 323 in 2013-2014, a 19.8% decrease. Instructional questions saw a 24% decrease from 284 in the previous year to 215 in 2013-2014. Questions about library accounts increased from 201 in 2012-2013 to 211 in 2013-2014.

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:

There were a reported 402,616 page views and sessions on the Library's webpages for the 2013-2014 academic year. The Library has had to make many changes to its web presence due to the university-wide website redesign in which the University switched its web interface to Drupal in 2013-2014. Changes to the Library's and the University's web pages were so significant that recovery of the Library's old web portal is not even possible—several library staff are continuing to work with University Communications and DoIT personnel to make baseline changes to various pages in order to achieve some semblance of what students, faculty, and the community are used to in terms of organization and access to individual resources.

This change, in combination with the resignation of the Library's Serials/Digital Operations Coordinator, has made it difficult to provide significant analysis and oversight of the Library's Web presence in 2013-2014.

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 students following each electronic/telephone 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 2013-2014, there were a total of 504 DE-related reference transactions, which is an increase of 7 from the previous year. There were also 8 instructional sessions taught off campus, reaching a total of 59 students, including two sessions using interactive videoconference (IVC) (**see Appendix 1C**).

The most recent data available from the DE Transaction Survey (**see Appendix 1D**) is from the 2013 -2014 academic year. During that period, a total of 544 survey requests were sent and 100 (18%) were returned. Of the returns, 92 students were "satisfied" with DE services; 3 students were "somewhat satisfied"; and 4 students were "not satisfied." Results indicated that the majority of these students were taking online courses. There were 73 graduate students and 27 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. In 2013-2014, the library continued to utilize the **Good Reads** web site to provide a discussion forum for the books that were selected for various library displays and programming, with membership in the virtual book club rising to 9 members. This discussion forum was paired with virtual displays in **Pinterest**, which for the 2013-2014 year proved to be popular both with followers and for the re-sharing of library posts. **Facebook** and **Twitter** continued to be the library's most popular social media outlets, both of which experienced an increase in the number of followers and in the number of interactions with library posts. **YouTube** and **Foursquare** were also utilized by the library to reach patrons, and both sites experienced moderate growth in usage over the past academic year. The **Second Life** library operated on an on-demand basis, as the usage was small.

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 slightly increased from 163 guides in 2012-2013 to 170 in 2013-2014. Over 100 of the guides are course specific while the others relate to faculty/staff interests. These guides received a total of 74,214 hits in the 2013-2014 academic year. A total of 37 guides were deleted due to low use or duplication of other resources. Several others are uncompleted or marked private.

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 old Student Guide to the Library was one of the LibGuides deleted. A new LibGuide, "Mary Livermore Library: Orientation for New Freshman and Transfer Students" (**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:

In 2013-2014 demand for iPads remained high; however, constant use and the fragility of the items led to many of them being irreparably damaged. Therefore, the Library is phasing out the circulation of iPads for this reason. Of the 10 iPads purchased, only 2 remain functional in 2013-14, and these will not be replaced when they are no longer useable.

Some test preparation items were transferred from the Reference Collection to the Reference Reserves where they can be checked out for three days, and therefore are more accessible to students who want to prepare for tests such as the GMAT, GRE, and PRAXIS. This eliminated the need to get approval from a librarian to check out these items as Reference materials..

SMS (Short Messaging Service) was lost for reference and circulation due to the discontinuation of a Google product. A new product to provide this service is being researched.

The ongoing inventory of the collection which utilizes the integrated library system is currently halted due to a change in the Library's system from III Millennium to III Sierra and the dissolution of the Coastal Library Consortium. The inventory was also hampered by the staff shortage caused by a vacant circulation position that was primarily responsible for inventory processing.

Despite being short-staffed, the Access Services area managed to maintain its regular time tables for reserves and document delivery processing, but no updates were made to processes or guidelines during the 2013-2014 academic year, other than a reduction in funding for copyright fees which had a negligible impact on

these service areas as the Library has always attempted to keep those costs to a minimum.

For the 2013-2014 academic year, 183 items were used from the Library's Special Collection. There were 143 items added to Special Collections. The Library has worked 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 is just waiting for assistance from the Division of Information Technology to add them to the CONTENTdm site.

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 2013-2014 materials were deselected and updated as needed. A complete inventory of the general, folio, and juvenile collections was not completed as planned, due to a change in the Library's system from III Millennium to III Sierra, the dissolution of the Coastal Library Consortium, and a shortage of staff and student workers.

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 2013-2014, the library continued to utilize the **Good Reads** web site to provide a discussion forum for the books that were selected for various library displays and programming, with membership in the virtual book club rising to 9 members. This discussion forum was paired with virtual displays in **Pinterest**, which for the 2013-2014 year proved to be popular both with followers and for the re-sharing of library posts. **Facebook** and **Twitter** continued to be the library's most popular social media outlets, both of which experienced an increase in the number of followers and in the number of interactions with library posts. **YouTube** and **Foursquare** were also utilized by the library to reach patrons, and both sites experienced moderate growth in usage over the past academic year. The **Second Life** library operated on an on-demand basis, as the usage was small.

Total reference requests decreased across all venues. Reference contacts (**see Appendix 1B)** via Instant Messaging decreased significantly from 74 in 2012-2013 to only 9 in 2013-14. Transactions at the Reference Desk decreased 16 % from 3387 in 2012-2013 to 2287 in 2013-2014. Telephone transactions slightly increased from 481 to 490 in 2013-2014. Recorded e-mail reference transactions also saw a slight increase of 3% as 552 were noted in 2013-2014 versus 537 in 2012-2013.. The overall results 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:

Annual Statistics indicate that there were 402,616 page views and sessions for the 2013-2014 academic year. Statistics are not as accurate as in years past, since there were usage complications with the University going to a redesigned web page, which affected access and ease of use of the Library's webpage for some months.

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 2013-2014, there were a total of 504 DE-related reference transactions, which is an increase of 7 from the previous year. There were also 8 instructional sessions taught off campus, reaching a total of 59 students, including two sessions using interactive videoconference (IVC) (**see Appendix 1C**).

The most recent data available from the DE Transaction Survey (**see Appendix 1D**) come from the 2013 -2014 academic year. During that period, a total of 544 survey requests were sent and 100 (18%) were returned. Of the returns, 92 students were "satisfied" with our services; 3 students were "somewhat satisfied"; and 4 students were "not satisfied." Results indicated that the majority of these students were taking online courses. There were 73 graduate students and 27 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 2013-2014 academic year, the Collection Development/Electronic Resources Librarian focused on analyzing Law, Political Science, Education, and the Juvenile sections. 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 2010-2014

Semester	Sessions Provided	Number Students	Number WE	Number WD
Spring 14	82	1172	11	14
Fall 13	119	2242	10	13
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 (2009-2014)

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 to 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**	**2013-2014**
Desk	3370	3863	3428	3387	2830
Telephone	643	722	542	481	490
Email	486	803	559	537	552
IM	234	252	241	74	9
Totals	4733	5640	4770	4479	3872

Appendix 1C

Distance Education Reference Stats (2010-2014)

Semester	2010-2011	2011-2012	2012-2013	2013-2014
July	32	38	52	23
August	66	57	57	33
September	79	92	53	57
October	69	47	88	57
November	55	26	26	52
December	10	9	1	61
January	62	36	36	5
February	101	63	69	66
March	98	57	41	28
April	97	33	38	94
May	23	19	13	19
June	115	60	23	9
Totals	**807**	**537**	**497**	**504**

Distance Education Instruction Stats (2013-2014)

Date	Course	Instructor	Location	# Students
9/5/2013	SOC 3850	Edwards	SCC	6
9/19/2013	SOC 5050	Berrios	SCC	9
2/10/2014	SWK 5600	Berrios	SCC	4
2/18/2014	SWK 3710	McPhatter	SCC	12
3/10/2014	SOC 3000	Adams	SCC	13
3/12/2014	SOC 3210	Adams	SCC (IVC)	4
3/12/2014	SOC 3210	Adams	RCC (IVC)	7
3/20/2014	NURS 2000	Clark	SeCC	4
Totals				**59**

Appendix 1D

Library Transaction Survey Data 2010-2014

		Fall 2010	Spring 2011	Fall 2011	Spring 2012	Fall 2012	Spring 2013	Fall 2013	Spring 2014	Total
Surveys Sent		247	416	394	252	287	140	158	386	2280
Surveys Received		63	70	33	56	52	40	26	74	414
										18%
Campus(es)?	Cape Fear CC	0	0	0	1	1	1	0	0	
	FTCC	0	3	0	2	1	1	0	0	
	Fort Bragg	5	5	0	5	2	1	0	1	
	Online	40	45	21	35	30	33	11	29	
	Other	9	11	3	7	10	0	0	0	
	Pembroke	x	x	x	x	x	x	16	48	
	RCC	3	12	1	6	6	2	0	5	
	Rob CC	0	0	6	5	1	0	0	0	
	SCC	21	14	3	4	5	4	2	0	
Satisfied?	Yes	60	66	32	54	48	38	22	70	
	No	1	2	1	1	2	1	2	2	
	Somewhat	2	2	0	1	2	1	1	2	
Still Need Help?	Yes	7	11	1	7	7	4	3	6	
	No	56	59	32	47	45	35	22	68	
Academic Level	Freshman	0	1	0	1	1	1	0	1	
	Sophomore	2	0	0	3	4	4	0	3	
	Junior	4	10	5	9	6	5	1	8	
	Senior	14	14	6	14	7	3	5	8	
	Graduate	44	45	22	28	34	26	19	54	

Distance Education Library Transaction Survey Comments

2013-2014

Comments Fall 2013

Great staff and excellent selection of material

Mr. Alewine is a great person to work with. He is very helpful when someone needs a little extra help with some hard to find research. Thanks

I wish to thank you and Robert for helping me throughout my college career. I am graduating in May 2014 with a bachelor's degree in Sociology and a minor in Social Welfare. I am taking Social Research this Spring, and I may need your help again. Thank you in advance for helping me with my academic progress.

Staff was very helpful and timely - will seek help again when I need it!

An excellent service-thank you so much

I was told that the library services could help out with finding sources for my thesis paper, so I contacted them. While I received a prompt response, I was told they would get back with me, and I never heard anything else from them.

Wonderful and helpful. Very quick and responsive

Very helpful and very quick to respond!

Great help with research projects!

Mr. Alewine and Mr. Arndt were always very helpful when I asked for assistance finding journal articles. I cannot think of any ways to improve library services at this time. / Thank you

I have been FULLY SATISFIED with my experiences with the Livermore library. You guys rock!

It was a girl I spoke with that was the only one there on the weekend. She was somewhat new from what I

gathered and did not provide me with the assistance I needed. I have never had this problem with the regular staff; I asked to speak to someone else and she said she was it. I was beyond irritated with her. I had problems with logining into the library with my computer. I am a graduate student here, so I was able to get what I needed without any help from her, along with her attitude that I thought was disrespectful.

I don't see any need for improvement. The help I've received has been beyond what I was expecting. Usually, I'm not one to ask for help with anything, but the resources available at the library are absolutely worth it. I would like to mention particularly Mr. Alewine and Mr. Arndt. Second to none!!

The library staff provide exceptional service. They are prompt when responding to email requests, and always provide relevant tips and strategies to obtain information for assginment requests. Their services are a great complement to the instruction I've received from UNCP faculty, and I would not have been as successful as I was in my gradute program without their expertise.

No suggestions for improvement. Every time that I have contacted the library for assistance, I have been completely satisfied.

I've actually requested assistance twice. The first time was helpful but the second time I requested assistance someone was supposed to get back with me regarding topics for my research on the time value of money but I was never contacted.

The library staff was tremendously helpful in assisting me with resources for my assignments. They were prompt in replying to my emails and provided me with more resources than I had expected. In addition they let me know how to locate additional resources through the library if I needed. / / They were very helpful and thorough. Much appreciated!

I feel the library services and help they offer are a God sent and perfect, I could not think of anything that could make them better, thank you for all the hard work you help us with, Vanessa

Comments Spring 2014

The whole experience was amazing! Library staff are always super helpful and I really appreciate everything they have done for me. This is especially so because this is my second semester here and their help has made my college experience so much better.

I sent two emails requesting help, but never received a response.

Thanks for the help

N/A

While doing a literature search utilizing the electronic library, many articles I chose were "unavailable". When I did request an article that was unavailable, I had it by the next day. However, there are many instances when I need the article right now!

The best library staff I have ever encountered.

You provided prompt feedback and helped clarify the process of having materials from the library sent to my house. This service helped me secure materials needed for my studies without having to make a trip to main campus (all of my classes this semester are off main campus). Thank you for your help!

The Library staff is always welcoming and very helpful toward students. Mr. Michael and the other resource person works hand in hand with helping students with pulling research materials and its always done in a timely manner.

Very quick response. Helpful in assisting with online articles and suggesting books.

I was very happy with the help that I received.

Easy to use and timely information. Thank you.

The services I received were excellent --- timely and accurate - exactly what I needed for my research project!

The men at the library always help me find what I need and in a timely manner. I appreciate them very much!!

Overall, the library services is excellent.

The library staff were very knowledgeable about library resources and offered exellect suggestions for future research tips. Excellent staff!!

I have no complaints or suggestions. The library staff has been so wonderful and finds my requested article in a very timely manner. I couldn't be happier and thank you for all your hard work!
I am not a graduate student, but had to pick something in order to submit this survey. I have been an elementary teacher for 22 years. I just finished the AIG program which was a requirement from my county. I

was pleased with the library services.

Thanks to your guidance I am able to research articles/journals on my own. It's great to know that if I have trouble, you are there to help with with obtaining necessary articles for my classes. Your quick email responses related to any issues I incur, have been a tremendous help to my success in Graduate School. I appreciate the support you give me.

I am so thankful for all of the services that was provided through the library, it really made my journy a little easier. Thanks and i'm sure you will hear from me this coming fall!

I believe that the Library staff is very competent and extremely helpful. There is a extremely quick response to assistance when needed and emails responses are quick as well. I had requested with help on journals for a research paper and I received more than enough. I am extremely pleased with the support given by the staff. They take a lot of pressure off when confusion occurs with research papers. Staff is very competent.

Library services are excellent.

Keep the services and availability as they are.

Service was great. Didn't take long to get a response. / Thank you for your help.

A better budget from the NC General Assembly.

Everyone was very helpful. I was able to access the information I needed. The library staff members are super!

The service was very quick and efficient. No suggestions at this time. Keep up the good work.

The assistance was very beneficial. The presentation, research guide, and the personal assistance finding articles was greatly appreciated!

The resourse online services were down were given the opportunity to talk and ask question about how to get online login etc. from a librarian during one of our classes.

I appreciate your help!

Thank you for your prompt response and excellent assistance!

None needed. Your quick response was breath taken and exceptional. I appreciate the quick response and assistance.

Excellent, prompt assistance!

Longer hours during the regular school year

No improvements are necessary. Both librarians were easily accessible and helped me tremendously with my final paper. UNCP is lucky to have these two men!

The assistance that I received was exciting to realize, the library has on-line access that I can access from home and it was somewhat user friendly, I would need to access regularly in order to fully take advantage. An extended offer for additional assistance was made, as I need I will ask. Thank you

Appendix 1E

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.”

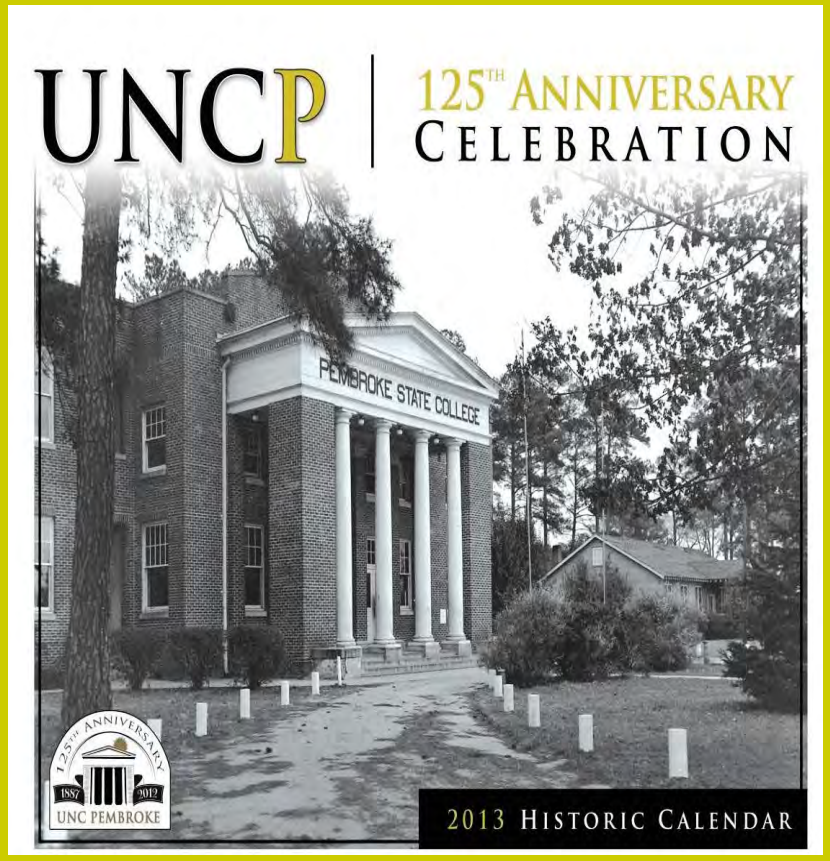
Elmer Hunt Photography Collection Identification Series

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!

Dr. Sheldon Cooper
(Super Genius)

I TOLD you so!

Taking LIB 1000 is the smart move.

I should know!

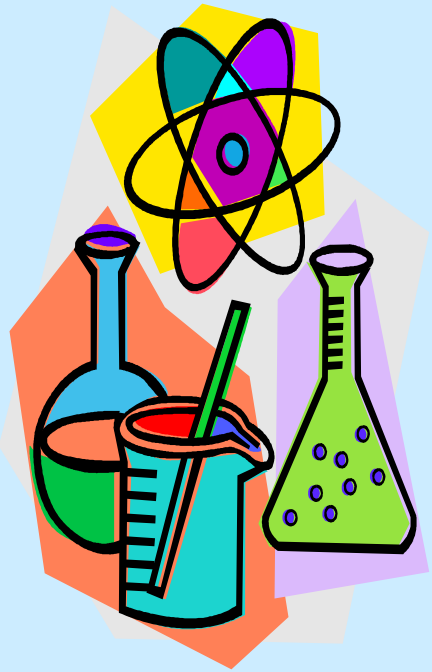
The Revolution, a weekly women's rights newspaper, was the official publication of the National Woman Suffrage Association formed by feminists Elizabeth Cady Stanton and Susan B. Anthony to secure women's enfranchisement through a federal constitutional amendment.

Accessible ARCHIVES

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

In Government Documents

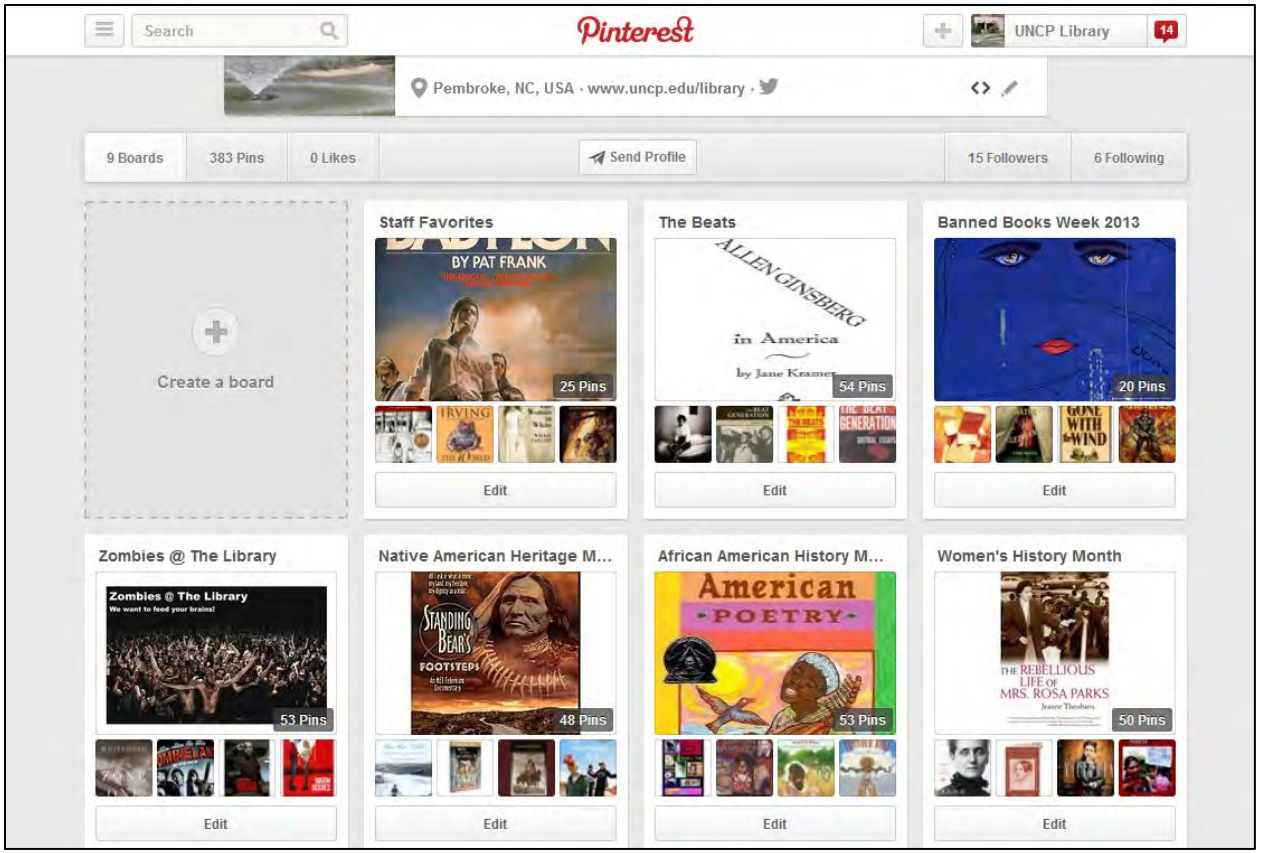
Contact the Center for Academic Excellence for more information.

Appendix 1G

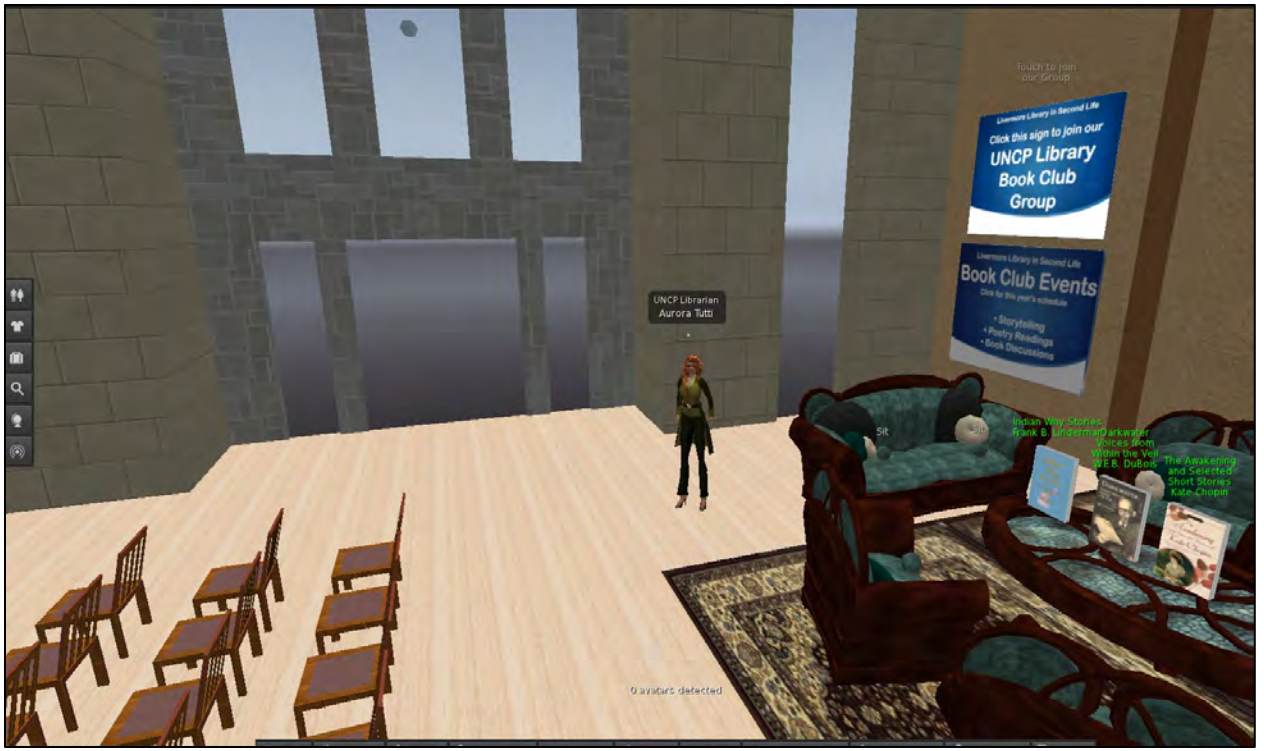
Modes of Access (Social Media)

Library's Facebook Site:

Library's Pinterest Site:

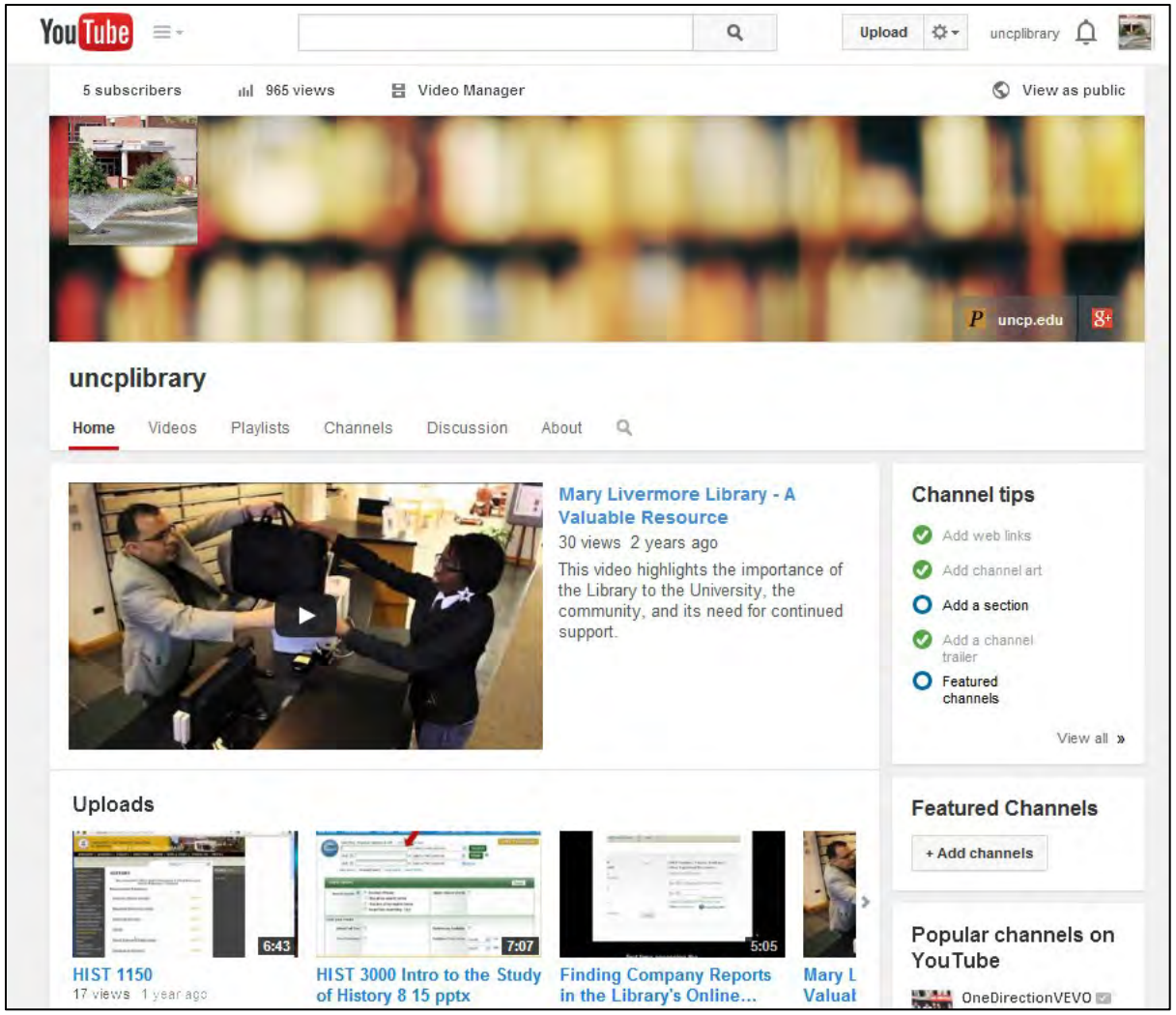


Library's Second Life Site:



Library's Twitter Site:

Library's YouTube Site:



Appendix 1H

Student Guide to the Library

University of North Carolina Pembroke

Mary Livermore Library

Mary Livermore Library » LibGuides » Mary Livermore Library: Orientation for New Freshmen and Transfer Students

Admin Sign In

Mary Livermore Library: Orientation for New Freshmen and Transfer Students

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

Last Updated: Aug 19, 2014 | URL: http://libguides.uncp.edu/NewStudent | Print Guide | RSS Updates

1.Getting Started | 2. Library Accounts | 3. Getting Help | 4. Getting Books | 5. Getting Articles | 6. More Than Books

7. Making Copies and Printing | 8. Study Spaces | 9. Course Reserves | 10. Orientation Quiz

1.Getting Started Comments(0) Print Page Search: This Guide Search

Getting Started

Welcome!

Welcome to the Mary Livermore Library!

Libraries may seem big and imposing, but come into your library and let our friendly faculty and staff assist you with finding materials for research papers and presentations, recreational reading, and DVD's. The Library is your place to study. We offer small study rooms,group study rooms (3 or more students), and quiet study areas. You can bring your laptop and log-in into the University's wireless network or checkout a laptop from the Circulation Desk.

Use the tabs to learn more about the Mary Livermore Library.

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 2014 survey was very positive. Those indicating that users were comfortable with the Library's environment decreased slightly from 93 //% in 2013 to 92% in 2014 (see Appendix 2A). Library personnel worked with Siemens this past year (including taking a survey) and also with Terry McNish, Facility Maintenance Supervisor, Facilities Operations, to continue to fine tune the temperature in the building. A procedure was established for dealing immediately with user complaints related to the temperature.

When asked how to improve the library, 28% of respondents requested "longer hours"; 11% requested "less noise"; and 49% requested "more study rooms." This indicates a decrease in all of these categories. The clear front-runner this year is More Videos/DVDs (see Appendix 2B).

The Academic Support Services Survey was deployed in the spring 2014 semester. Input from students was very positive with 74 percent of respondents indicating that the Library is either "Good" or "Very Good" in terms of the atmosphere for reading and studying (see Appendix 2C). Input from faculty was also very positive with 70 percent of respondents indicating that the Library is either "Good" or "Very Good" in terms of the atmosphere for reading and studying (see Appendix 2D).

The next GA Sophomore Survey data will be available in spring 2014 or spring 2015.

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: With the resignation of the Serials/Digital Operations Coordinator, significant analysis and oversight of the Library's Web presence has come to a grinding halt. Also, starting in May 2014, the University brought its Drupal interface live—these changes were so significant, that recovery of the Library's old Web portal is not even possible—several library staff are currently working with University Communications and DoIT personnel to make baseline changes to various pages in order to achieve some semblance of what students, faculty, and the community are used to in terms of organization and access to individual resources.

Use of Assessment Data:

With the resignation of the Library's Serials/Digital Operations Coordinator and major changes in the University's web interface, significant analysis and oversight of the Library's Web presence has not been possible for 2013-2014.

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.

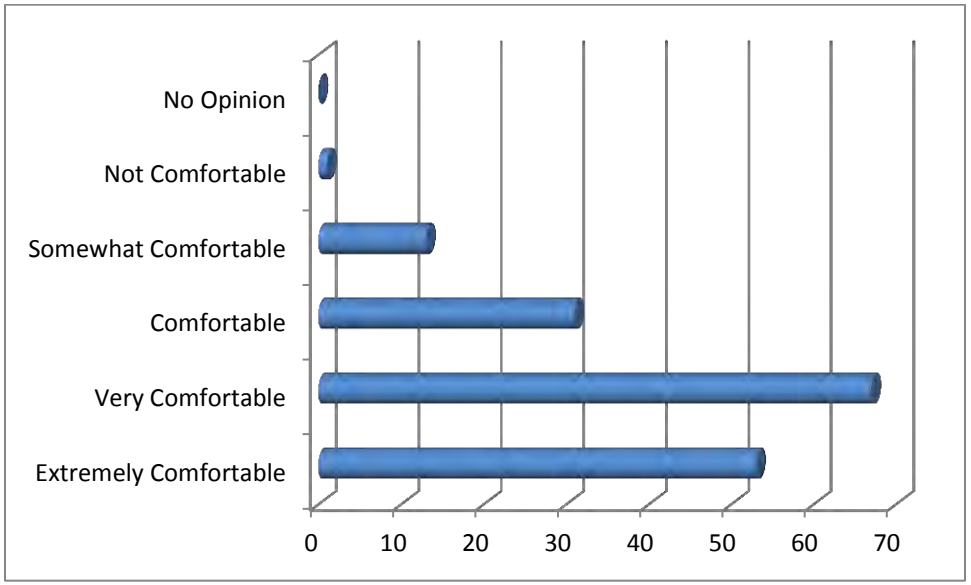
Use of Assessment Data:

The Access Services/Reference Librarian, June Power, participated in a webinar entitled "Disability Services in the Library" on September 13, 2013. She also updated the ADAAA and copyright web pages to add new resources and remove inactive links. Additionally, she met with Nicolette Campos, Acting Director of the Accessibility Resource Center, on March 25, 2014, to discuss DSS in Second

Life. June provided Ms. Campos an overview of the software, as well as highlighted Ability Island and other "in world" support services. She participated in ADAAA Training on May 15, 2013.

Appendix 2A

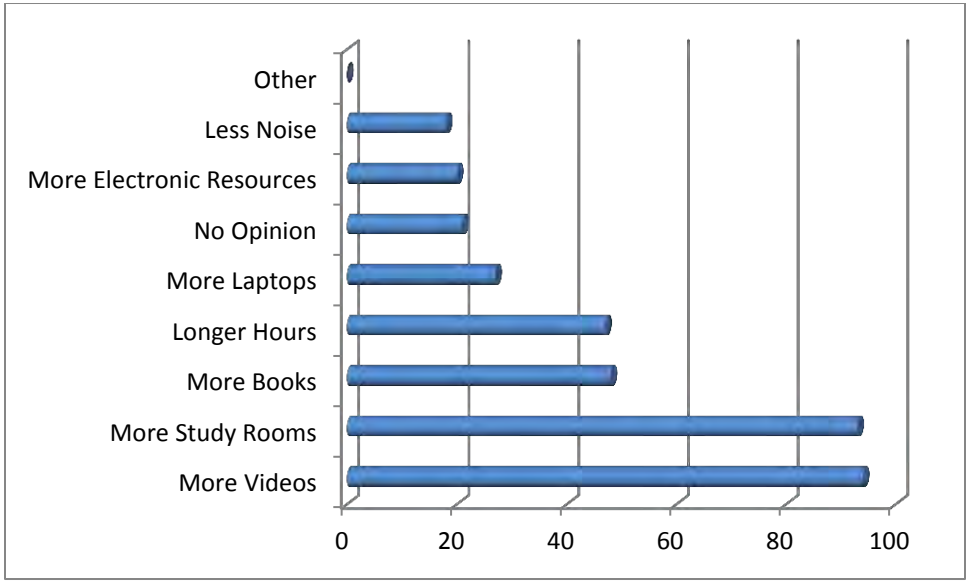
Annual Library Survey 2014: How comfortable do you find the physical facilities of the Library?



	Total Responses	Extremely Comfortable	Very Comfortable	Comfortable	Somewhat Comfortable	Not Comfortable	No Opinion
2014	165	53	67	31	13	1	0
2013	418	130	147	114	21	4	2
2012	130	45	38	32	11	4	0
2011	277	80	105	71	16	2	3
2010	n/a	19	30	15	9	1	0

Appendix 2B

Annual Library Survey 2014: Are there improvements you would like to see the library make?



	Total # Responses?	More Books	More Videos/DVDs	More Electronic Resources	Longer Hours	More Laptops	Less Noise	More Study Rooms	No Opinion
2014	166	46	94	20	47	27	18	82	21
2013	425	126	237	91	131	86	48	194	9
2012	136	46	81	26	41	20	19	47	13
2011	578	66	172	37	63	47	40	139	14
2010	n/a	16	38	8	16	12	7	39	5

Appendix 2 C
Student Survey–Academic Support Services

Last Modified: 05/23/2014

17. Collection of library books that can be checked out

#	Answer		Response	%
1	Very Bad		1	0%
2	Bad		4	2%
3	Neither Good nor Bad		66	29%
4	Good		100	44%
5	Very Good		55	24%
	Total		226	100%

18. Reference books

#	Answer		Response	%
1	Very Bad		1	0%
2	Bad		2	1%
3	Neither Good nor Bad		72	32%
4	Good		94	42%
5	Very Good		53	24%
	Total		222	100%

19. Materials for recreational reading (periodical, bestsellers novels)

#	Answer		Response	%
1	Very Bad		3	1%
2	Bad		7	3%
3	Neither Good nor Bad		80	36%
4	Good		85	38%
5	Very Good		49	22%
	Total		224	100%

20. Electronic resources (databases for research)

#	Answer		Response	%
1	Very Bad		3	1%
2	Bad		6	3%
3	Neither Good nor Bad		56	25%
4	Good		89	39%
5	Very Good		73	32%
	Total		227	100%

21. Periodicals for research

#	Answer		Response	%
1	Very Bad		1	0%
2	Bad		5	2%
3	Neither Good nor Bad		72	32%
4	Good		92	41%
5	Very Good		52	23%
	Total		222	100%

22. Non-print media (videos, CDs, DVDs, etc.)

#	Answer		Response	%
1	Very Bad		3	1%
2	Bad		6	3%
3	Neither Good nor Bad		67	30%
4	Good		96	44%
5	Very Good		48	22%
	Total		220	100%

23. Library equipment (copiers, microfilm readers/printers, multimedia workstations)

#	Answer		Response	%
1	Very Bad		2	1%
2	Bad		6	3%
3	Neither Good nor Bad		80	37%
4	Good		87	40%
5	Very Good		43	20%
	Total		218	100%

24. Library computing equipment (reference computers, laptops)

#	Answer		Response	%
1	Very Bad		1	0%
2	Bad		6	3%
3	Neither Good nor Bad		79	36%
4	Good		88	40%
5	Very Good		45	21%
	Total		219	100%

25. Overall adequacy of library resources

#	Answer		Response	%
1	Very Bad		1	0%
2	Bad		5	2%
3	Neither Good nor Bad		52	23%
4	Good		113	50%
5	Very Good		56	25%
	Total		227	100%

26. Adequacy of hours (Mon-Thurs:7:30am-midnight, Fri: 7:30am-11pm, Sat: 9am-11pm, Sun: 2pm-midnight)

#	Answer		Response	%
1	Very Bad		3	1%
2	Bad		10	5%
3	Neither Good nor Bad		35	16%
4	Good		94	43%
5	Very Good		78	35%
	Total		220	100%

27. Instruction provided in library classes about how to use library resources

#	Answer		Response	%
1	Very Bad		2	1%
2	Bad		7	3%
3	Neither Good nor Bad		66	30%
4	Good		80	37%
5	Very Good		64	29%
	Total		219	100%

28. Help with research and reference questions

#	Answer		Response	%
1	Very Bad		2	1%
2	Bad		4	2%
3	Neither Good nor Bad		55	25%
4	Good		86	39%
5	Very Good		73	33%
	Total		220	100%

29. Handling of reserve materials

#	Answer		Response	%
1	Very Bad		1	0%
2	Bad		4	2%
3	Neither Good nor Bad		85	40%
4	Good		73	34%
5	Very Good		52	24%
	Total		215	100%

30. Usefulness and convenience of online library catalog (BraveCat)

#	Answer		Response	%
1	Very Bad		1	0%
2	Bad		8	4%
3	Neither Good nor Bad		59	27%
4	Good		84	39%
5	Very Good		63	29%
	Total		215	100%

31. Checkout and overdue policies

#	Answer		Response	%
1	Very Bad		3	1%
2	Bad		5	2%
3	Neither Good nor Bad		71	33%
4	Good		87	41%
5	Very Good		48	22%
	Total		214	100%

32. Help with checkouts and explanation of overdue fees

#	Answer		Response	%
1	Very Bad		3	1%
2	Bad		4	2%
3	Neither Good nor Bad		79	37%
4	Good		81	38%
5	Very Good		47	22%
	Total		214	100%

33. Interlibrary loan

#	Answer		Response	%
1	Very Bad		1	0%
2	Bad		3	1%
3	Neither Good nor Bad		115	54%
4	Good		60	28%
5	Very Good		35	16%
	Total		214	100%

34. Help locating periodicals

#	Answer		Response	%
1	Very Bad		1	0%
2	Bad		4	2%
3	Neither Good nor Bad		78	37%
4	Good		82	39%
5	Very Good		45	21%
	Total		210	100%

35. Overall quality of library services

#	Answer		Response	%
1	Very Bad		1	0%
2	Bad		3	1%
3	Neither Good nor Bad		43	20%
4	Good		107	49%
5	Very Good		64	29%
	Total		218	100%

36. Atmosphere for reading and studying

#	Answer		Response	%
1	Very Bad		1	0%
2	Bad		12	6%
3	Neither Good nor Bad		43	20%
4	Good		96	44%
5	Very Good		66	30%
	Total		218	100%

37. Atmosphere for reading and studying Comfort and amount of tables, seating, and study rooms

#	Answer		Response	%
1	Very Bad		6	3%
2	Bad		15	7%
3	Neither Good nor Bad		52	24%
4	Good		88	40%
5	Very Good		58	26%
	Total		219	100%

38. Library facilities as a whole

#	Answer		Response	%
1	Very Bad		3	1%
2	Bad		1	0%
3	Neither Good nor Bad		46	21%
4	Good		100	46%
5	Very Good		66	31%
	Total		216	100%

39. Please provide additional comments

Text Response
Needs to be more study rooms and also there needs to be someone one who monitors them to make sure there is always more then one person in each room rather then just one person in an 8 person room.
The library staff is so helpful and courteous! I think they do an amazing job!
The lights in library is so soft then after a while my eyes got sore
I would like to see more rooms be available for studying. Some more comfy furniture would also help! The white boards in the study rooms are very helpful! I enjoy using the study rooms. It helps me have a quiet place to focus. Thank you!
Each time I try to use the online Library I have issues. It is not user friendly. As a result, I never use the library.
Keep up the good work!
that online library was easier to use
I am an online student. Like most surveys that come out, this one is not appicable to me.
Librarians are very helpful
It would be wonderful if there was more study rooms. It would also be great if there was a selection of Christian Romance novels.
I am strictly an online student and I live approximately 4 hours from campus. I don't utilize any of these services the survey is inquiring about.
I have never had to use the school library yet, so I don't know how to answer these questions.
I have not yet made use of the library, and so I cannot offer an opinion of library services.
I love the library. I go there most of the week to study in a study room with my friends. It is a good environment.
In my experience it would help out if the library hours was extended past midnight
Library should open earlier on Sundays. I am a graduate student that goes to school at night and having to wait til 2pm for the library to open is not convenient.
I have never been in the library on campus, so I can not rate their services. I do not have a bravescard.
There is not a lot of of recreational reading besides manga or comics. When you reserve something they don't actually grab it for you so a student can grab things between classes quickly, which is a very big inconvenience.
N/A
obviously adding more study rooms is not possible but if it could be that would be a huge improvement
I haven't used any of the library resources.
Never been to the library
I am a graduate student and do not use the onsite library.
no comment I'm a distance student
People are too loud in the study rooms and listening/talking loudly. It's not enforced-the volume and signs of courtesy
There could be more study room available.
Need more open study rooms
Need to have better handling when helping to reserve study rooms. (says that a room isn't available when a student has already seen that certain rooms are vacant.)
I really never know where to go to study. The main area with the tables always have students talking … I would like to see larger table areas throughout the library.
In my time at UNCP I struggled with needing to study or work on a paper on my own. I liked the the ability to go in a small room and shut the door. My struggle, many times, came from the requirement of having 3 students to use a room. I was not as comfortable using the cubicles. There was too much noise in the library to spend much time in a cubicle that was not enclosed.
Although I know this will hopefully come in the future, the library needs more study rooms.
There aren't enough rooms for people to do group projects or study with friends where they can talk quietly. I've had to sit on the floor away from people when I'm trying to study with a group and there are no study rooms left. Also, the library needs to extend it's hours. Honestly it's be great if the library was open 24 hours a week at least a couple times a week or so, but it really

needs to be later than 11 or 12pm. We're college students, we have really late nights studying and getting assignments done. The library needs to be open for students that are up that late studying, because there are a lot of us that get off work and stuff at 10pm or whenever and still have school work to do.
n/a
I am very grateful for the reference librarians. They are very helpful when collecting research for academic writings. Thank you so much for hiring these individuals. They have made a world of difference to the learning process. They don't hesitate to help and they don't make you feel like you are incompetent.
none
Students should have the ability to reserve study rooms
There needs to be study rooms where just one person can go by theirself for it to be quiet and be able to close the door.
Its hard to reserve a room for a pair of students working on a project together because the minimum is three. So, then we can't work at the library with books nearby and be able to discuss our work at the same time.
N/A
I am a distant education student, whose never visited the library on campus. I have, however, attempted to use the online research methods at the library and my experience wasn't one of much success. The online capacity for the use of the library is not really user friendly, redirecting students continuously as the search progresses and an extensive understanding of the search criteria and website lay out is required. I didn't benefit much on my research when attempting to use the Mary Livermore Library services online.
Study rooms are very warm
More hours of operation on Sundays
n/a
For recreational movies, such as new dvd releases, have more than one copy of a normal dvd versus the multiple copies of blu-ray discs. Not everyone has a blu-ray player.
Great facility with exceptional staff
When the student volumes are low there is adequate space for students. However the way the entrance of the library is structured, noise and acoustics travel throughout the rest of the library making it harder to study in a quiet environment. This along with noise by other students and community members drives students into the study rooms which are always full and hard to get into.
I'm Distant learning student and doesn't utilized the library services
I have only used online services for the library.

Appendix 2 D
Faculty Survey–Academic Support Services

Last Modified: 05/23/2014

28. Collection of print materials (books, print serials)

#	Answer		Response	%
1	Very Bad		1	1%
2	Bad		2	2%
3	Neither Good nor Bad		22	22%
4	Good		55	56%
5	Very Good		18	18%
	Total		98	100%

29. Collection of media materials (CDs, DVDs)

#	Answer		Response	%
1	Very Bad		0	0%
2	Bad		4	4%
3	Neither Good nor Bad		21	22%
4	Good		49	51%
5	Very Good		23	24%
	Total		97	100%

30. Collection of electronic resources (e-books, journals, databases)

#	Answer		Response	%
1	Very Bad		0	0%
2	Bad		2	2%
3	Neither Good nor Bad		20	20%
4	Good		47	47%
5	Very Good		30	30%
	Total		99	100%

31. Overall adequacy of library resources

#	Answer		Response	%
1	Very Bad		1	1%
2	Bad		3	3%
3	Neither Good nor Bad		15	15%
4	Good		58	59%
5	Very Good		22	22%
	Total		99	100%

32. Instruction provided in library classes about how to use library resources

#	Answer		Response	%
1	Very Bad		2	2%
2	Bad		3	3%
3	Neither Good nor Bad		26	27%
4	Good		42	44%
5	Very Good		23	24%
	Total		96	100%

33. Help with research and reference questions

#	Answer		Response	%
1	Very Bad		1	1%
2	Bad		1	1%
3	Neither Good nor Bad		19	20%
4	Good		47	49%
5	Very Good		27	28%
	Total		95	100%

34. Handling of reserve materials

#	Answer		Response	%
1	Very Bad		0	0%
2	Bad		1	1%
3	Neither Good nor Bad		37	40%
4	Good		37	40%
5	Very Good		18	19%
	Total		93	100%

35. Interlibrary loan

#	Answer		Response	%
1	Very Bad		0	0%
2	Bad		2	2%
3	Neither Good nor Bad		22	23%
4	Good		42	44%
5	Very Good		29	31%
	Total		95	100%

36. Overall quality of library services

#	Answer		Response	%
1	Very Bad		0	0%
2	Bad		2	2%
3	Neither Good nor Bad		11	11%
4	Good		59	60%
5	Very Good		26	27%
	Total		98	100%

37. Atmosphere for reading and studying

#	Answer		Response	%
1	Very Bad		0	0%
2	Bad		5	5%
3	Neither Good nor Bad		24	25%
4	Good		45	47%
5	Very Good		22	23%
	Total		96	100%

38. Library facilities as a whole

#	Answer		Response	%
1	Very Bad		0	0%
2	Bad		6	6%
3	Neither Good nor Bad		11	11%
4	Good		59	61%
5	Very Good		20	21%
	Total		96	100%

39. What changes or improvements would you like to see implemented regarding library services?

Text Response
Study rooms should not be used by just one person. There should be an area where I can pull a student off to the side to have a conversation. There I times I would not feel right explaining complicated items in the library.
too cold!!
Nothing at all, the library support staff are an excellent feature of our campus community
The university must stop defunding the library and failing to fill open positions. To my mind, the library is silently bearing the brunt of bad budgets.
Great Staff!
I would like to find a way to encourage more students to study there. Maybe if there were an adjacent reading lounge with coffee services as well, and a place for quiet conversation in that space. Blending opportunities for collaboration and socializing seems to be the new corporate trend. Maybe similar environments would help our students become more invested in their work, too.
We need a new information commons with electronic resources and more space for physical books.
Very few students are in the library when I go. How to get more students to use print material is a challenge. On recent visits to other universities, there have been coffee and snack/lunch bars (decent snacks!)with Wi-Fi.
There are a few more journals I wish we carried
We need a newer and larger library with expanded services and hours for students There needs to be more library staff
If I were a student looking for a quite place to work, I would not go to the library.
It's imperative to finalize hiring of a dean.
A dean should be searched and hired as soon as possible. The number of librarians and staff departing is alarming.
Obviously, the library could be more successful with an improved budget (as with the rest of the university). I can think of additional electronic resources helpful for my area currently out of reach with current funding.
More study areas around the library.
Librarians who encourage students to find resources, rather than librarians who pretend to know how a student should change his/her topic.
The training available to classes surpasses what I have had available at other institutions. Off campus students have positive comments about the accessibility and helpfulness of the library and staff.
Rennovate the entryway to create a clear sight line to the lovely open space in the back. The first impression of the library is that it is dark, and has low celings, which isn't the case everywhere. The carpet adds to the effect.

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 2013-2014, there were 2,025 interlibrary borrowing requests, 268 intra-consortial borrowing requests, and 237 document delivery requests. A significant reason for a decrease in the number of requests was the termination of intraconsortial transactions when Mary Livermore Library left the Coastal Carolina Consortium and migrated to an individual server. For borrowing, the turnaround time for non-returnable requests averaged 2 days for processing and 4.29 days with shipping included. For returnables, the turnaround time for

requests averaged 3 days for processing and 12.91 days with shipping included. Document delivery turnaround time averaged 4.21 days for non-returnables and 1.91 days for returnables. Faculty patrons submitted the majority of borrowing requests or 69%, while students submitted 31% of all requests, with 927 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 2013-2014, there were 5,260 interlibrary lending requests and 595 intra-consortial lending requests. A significant reason for a decrease in the number of requests was the termination of intraconsortial transactions when Mary Livermore Library left the Coastal Carolina Consortium and migrated to an individual server.The turnaround time for the requests for returnables averaged 2.44 days, and the turnaround time for requests for non-returnables averaged 2.03 days. All processes were completed well within the expected time frame, and demonstrate a slight decrease in turnaround time contrary to expectations.

Document Delivery Turnaround Statistics 20 2013-2014

Borrowing

Articles	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar
Total Number of Article Records	47	34	65	108	65	18	67	84	48
Average Time from Submitted to Processing in hours	68.16	28.08	21.72	22.01	22.03	26.88	85.92	30.48	20.66
Average Time from Processing to Sent in hours	8.77	2.70	0.28	4.41	2.61	0.01	8.20	1.23	2.43
Average Time from Sent to Received* in days	2.45	1.15	2.09	3.17	54.96	2.05	2.09	2.28	1.10
Average Time from Received to Notified in hours	0.61	11.01	10.12	11.31	14.22	2.31	16.06	13.27	19.94
Average Total Time in days	6.27	2.89	3.42	4.74	3.91	3.27	6.68	4.15	2.89
Average Total Time in days Excepting Shipping Time									

*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	32	26	53	108	42	21	56	82	61
Average Time from Submitted to Processing in hours	36.72	22.80	24.72	26.88	18.64	31.44	63.36	21.38	22.74
Average Time from Processing to Sent in hours	2.37	4.76	4.19	4.90	0.63	0.03	5.65	4.57	3.93
Average Time from Sent to Received* in days	10.97	8.85	11.24	10.60	10.77	9.61	8.88	10.86	12.30
Average Time from Received to Notified in hours	29.52	27.60	4.37	5.67	15.77	68.64	13.62	40.56	28.08
Average Total Time in days	13.83	11.15	12.63	12.16	12.20	13.78	12.32	13.73	14.59
Average Total Time in days Excepting Shipping Time									

*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	53	73	161	202	116	39	98	165	164
Average Time from Imported to Processing in hours	19.55	23.31	19.13	15.23	20.77	85.20	18.65	20.15	29.76
Average Time from Processing to Stacks Searching in hours	0.75	4.79	2.66	0.94	5.20	5.06	2.20	-0.85	1.86
Average Time from Stacks Searching to Printing in hours	1.95	7.27	10.42	9.26	7.18	4.61	9.40	8.50	6.49
Average Time from Printing to Finished in hours	3.08	9.21	8.89	8.44	4.48	16.29	28.80	9.54	4.19
Average Total Time in days	1.06	1.86	1.71	1.41	1.57	4.64	2.46	1.63	1.76

Loans	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar
Total Number of Article Records	75	150	162	174	96	41	168	128	149

Average Time from Imported to Processing in hours	36.24	30.48	24.24	21.37	20.35	46.08	25.68	26.16	20.72
Average Time from Processing to Stacks Searching in hours	0.07	0.13	1.37	0.14	1.03	0.33	-0.17	0.36	-0.26
Average Time from Stacks Searching to Printing in hours	8.06	18.38	8.88	20.07	8.82	16.82	8.44	7.06	19.74
Average Time from Printing to Finished in hours	1.24	4.24	15.20	3.45	16.69	34.80	7.81	43.92	12.01
Average Total Time in days	1.90	2.22	2.07	1.88	1.95	4.08	1.75	3.23	2.20

Document Delivery

Articles	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar
Total Number of Article Records	47	8	23	52	16	5	13	31	7
Average Time from Submitted to Processing in hours	68.16	29	23.37	17.20	24.96	95.28	81.36	33.36	33.60
Average Time from Processing to Stacks Searching in hours	8.77	173.52	14.31	9.06	19.84	0.30	14.89	36.72	84.48
Average Time from Stacks Searching to Updated in hours	58.80	2.98	3.48	10.14	4.32	5.00	14.66	11.43	22.83
Average Time from Updated to Notified in hours	14.67	0.01	0.01	1.74	64.80	0.00	0.01	0.00	0.01
Average Total Time in days	6.27	8.56	1.72	1.59	4.75	4.19	4.63	3.40	5.87

Loans	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar
Total Number of Article Records		1	6	1				2	
Average Time from Submitted to Processing in hours		6.23	12.48	10.44				17.47	
Average Time from Processing to Stacks Searching in hours		140.40	27.84	2.76				50	
Average Time from Stacks Searching to Updated in hours		0.01	6.69	0.02				48.96	
Average Time from Updated to Notified in hours		0.00	0.01	0.02				159	
Average Total Time in days		6.11	1.96	0.55				11.51	

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
79	43	52
33.12	27.60	58.08
4.45	5.20	6.77
2.56	1.61	1.61
15.53	4.17	24.24
4.77	3.15	5.32

Apr	May	Jun
36	10	17
28.80	26.88	49.68
2.55	17.91	0.02
9.62	7.79	12.35
12.92	39.36	33.60
11.46	11.30	15.82

Apr	May	Jun
136	75	62
33.12	28.32	48.00
1.67	0.47	4.88
6.68	8.58	6.06
5.59	6.32	1.32
1.96	1.83	2.51

Apr	May	Jun
125	61	80

26.40	29.76	20.28
0.33	2.20	5.28
14.29	16.83	17.00
15.32	11.65	31.20
2.35	2.52	3.08

Apr	May	Jun
29	18	20
36.00	24.96	40.56
21.79	17.88	13.62
12.34	56.16	5.95
0.00	0.01	0.00
2.94	4.13	2.51

Apr	May	Jun
1		
48.72		
18.15		
0.01		
0.00		
2.79		

Apr	May	Jun

Document Delivery Services Statistics 2013-2014

ILL Lending 2013-2014					
	Returnables	Copies	**Total Req. Filled**	Req. Denied	**Total Req.**
July	105	60	**165**	94	**259**
August	198	83	**281**	127	**408**
September	218	161	**379**	201	**580**
October	256	191	**447**	214	**661**
November	164	149	**313**	94	**407**
December	56	19	**75**		**75**
January	213	115	**328**	166	**494**
February	203	173	**376**	243	**619**
March	220	169	**389**	182	**571**
April	175	134	**309**	190	**499**
May	120	86	**206**	151	**357**
June	110	58	**168**	162	**330**
Totals	**2038**	**1398**	**3436**	**1824**	**5260**

ILL Borrowing 2013-2014					
	Returnables	Copies	**Total Req. Filled**	Req. Denied	**Total Req.**
July	51	63	**114**	19	**133**
August	51	57	**108**	10	**118**
September	76	93	**169**	48	**217**
October	99	152	**251**	69	**312**
November	51	89	**140**	12	**152**
December	44	20	**64**	2	**66**
January	136	74	**210**	23	**233**
February	101	102	**203**	47	**250**
March	88	68	**156**	26	**182**
April	48	93	**141**	28	**169**
May	38	40	**78**	10	**88**
June	29	59	**88**	17	**105**

Totals	**812**	**910**	**1722**	**311**	**2025**

Interconsortial Transactions 2013-2014

	Borrowing	Lending	**Total**
July	8	80	**88**
August	47	94	**141**
September	35	114	**149**
October	26	135	**161**
November	12	147	**159**
December	4	25	**29**
January	55		**55**
February	81		**81**
March			
April			
May			
June			
Totals	**268**	**595**	**863**

Patrons Served 2013-2014

	Faculty	Students	**Total**
July	61	16	**76**
August	27	11	**38**
September	70	36	**106**
October	84	22	**106**
November	37	43	**80**
December	43	2	**45**
January	114	45	**159**
February	54	56	**110**
March	33	27	**60**
April	42	6	**48**
May	35	9	**44**
June	46	9	**55**

Totals	**646**	**282**	**927**

Internal Document Delivery 2013-2014

	Returnables	Copies	**Total**
July	0	25	**25**
August			
September	6	27	**33**
October	2	55	**57**
November	0	16	**16**
December	0	3	**3**
January	0	15	**15**
February	2	28	**30**
March	0	9	**9**
April	1	36	**37**
May	0	12	**12**
June			
Totals	**11**	**226**	**237**

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 10 programs/events between October 2013 and April 2014, with an overall participation of 1660 (see Appendix 4A). Two of the events were literacy activities held at local elementary schools. On November 14, 2013, the library co-sponsored, with the School of Education and the Office for Diversity and Inclusion, a Native American Read-In at Pembroke Elementary School. Over 30 elementary-education majors and eleven faculty and staff members read Native American stories to 35 classes (approx. 700 students) at Pembroke Elementary. On February 20, 2014, the library co-sponsored, with the above-named entities, an African American Read-In at R. B. Dean Elementary School in Maxton, NC. During this activity, 30 elementary-education majors and 6 faculty and staff members read African American literature to 17 classes (approximately 350 students) at R. B. Dean.

In recognition of the 150th Anniversary of the Civil War, a couple of programs were held during the 2013-2014 academic year. A program during Native American Heritage Month in November 2013 focused on how American Indians in North and South Carolina fared and/or functioned during the Civil War. In March 2014 during Women's History Month, a second Civil War 150 program focused on "Women's Attitudes towards Secession and the Civil War." For this presentation, the speaker, Dr. Mary Watson, utilized original, unpublished documents and correspondence from North Carolina women.

Eight FOL programs, excluding the Read-In activities, averaged 67 attendees per event, and there were 1,126 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 2013-2014, the library continued to utilize the **Good Reads** web site to provide a discussion forum for the books that were selected for various library displays and programming, with membership in the virtual book club rising to 9 members. This discussion forum was paired with virtual displays in **Pinterest**, which for the 2013-2014 year proved to be popular both with followers and for the re-sharing of library posts. **Facebook** and **Twitter** continued to be the library's most popular social media outlets, both of which experienced an increase in the number of followers and in the number of interactions with library posts. **YouTube** and **Foursquare** were also utilized by the library to reach patrons, and both sites experienced moderate growth in usage over the past academic year. The **Second Life** library operated on an on-demand basis, as the usage was small. (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, National Library Week, National Poetry Month, Women's History, as well as more eclectic topics such as "Books Gone Hollywood" and "Zombies."

An exhibit of the works of current UNCP faculty authors is created in a glass display case each year. Topical displays that support ongoing Friends of the Library (FOL) programs are exhibited in a second glass case as the programs are scheduled.

Flyers and poster displays were created as each library program was held during the year. (see Appendix 4C)

During the fall 2013-spring 2014 academic year, 15 displays were created and exhibited in library spaces by the Art, Displays, and Exhibits Committee. (see Appendix 4D) The displays included Banned Books Week, Civil War 150, Native American Heritage Month, African American History Month, National Poetry Month, UNCP's Homecoming, and Martin Luther King Day. A multitude of display posters were also created and displayed inside and outside the Library. A

photographic sample of selected displays created in 2013-2014 can be found in Appendix 4D-Fall and Appendix 4D-Spring.

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. 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 2013-spring 2014 academic year, physical media items purchased in these targeted collections increased to 585, up from 564 items the previous year. This year, collection development of culturally diverse materials was more focused on providing virtual access to these materials.

Therefore, the Library retained the digital collections *Films on Demand* and *VAST: Academic Video Online*. Both resources contain numerous titles on culturally diverse themes. Between the two resources there are over 1,000 titles on cultural diversity, over 200 titles on LGBT and gender issues, over 1,500 foreign language films, over 500 films on religion and spirituality, and over 600 items on world religions. Each 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 (2013-2014)

Date	Program Title	Attendance
10/30/2013	Fall Faculty Showcase: Dr. Catherine Parisian & Dr. Melissa Schaub	30
11/11/2013	Carolina Indians and the American Civil War	107
11/14/2013	Native American Read-In at Pembroke Elementary School	741*
02/20/2014	African American Read-In Children's Hour at R.B. Dean Elementary School	385*
02/25/2013	African American Read-In Oral Recitations	72
02/26/2014	"A Celebration in Song" The 100 Men in Black Male Chorus, Inc.	135
02/28/2014	Annual FOL Benefit	61
03/18/2014	Spring Faculty Showcase: Dr. Jaime Martinez & Dr. Robert O. Schneider	34
03/25/2014	Women's History Month/Civil War 150 program: Dr. Mary Wayne Watson	32
04/16/2014	Annual Membership Meeting and NLW Reading/Recognition Program	63
	Total Participation	1,660

*Literacy activity at local elementary school

Appendix 4B

Mary Livermore Library
Social Media Statistics
July 2013-June 2014

Social Media	UsageStatistics
Facebook	328 likes, 932 page views, 214 post likes/comments/shares
Foursquare	90 people, 868 check-ins, 2 comments
Goodreads Book Club	9 members
Pinterest	28 followers, 11 post likes, 80 post repins
Second Life	Personalized session for DSS
Twitter Mentions/Retweets	117
Twitter Followers	262
YouTube	1,037 video views and 6 subscribers

Appendix 4C

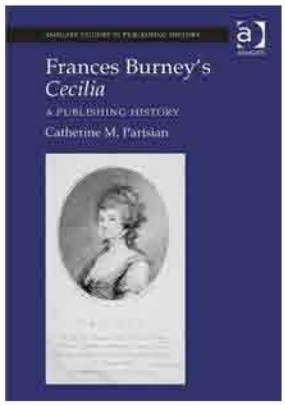
The Friends of the Library of UNC Pembroke

present

A Fall Faculty Showcase

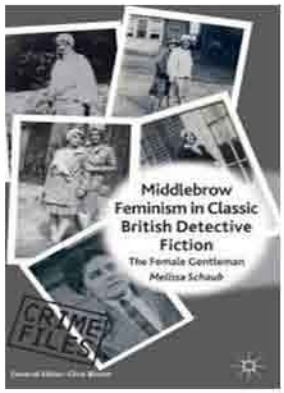
Featuring Dr. Catherine Parisian and Dr. Melissa Schaub

discussing their new books:



Dr. Catherine Parisian

Frances Burney's Cecilia: A Publishing History



Dr. Melissa Schaub

Middlebrow Feminism in Classic British Detective Fiction: The Female Gentleman

Wednesday, October 30, 2013

at 3:30 p.m.

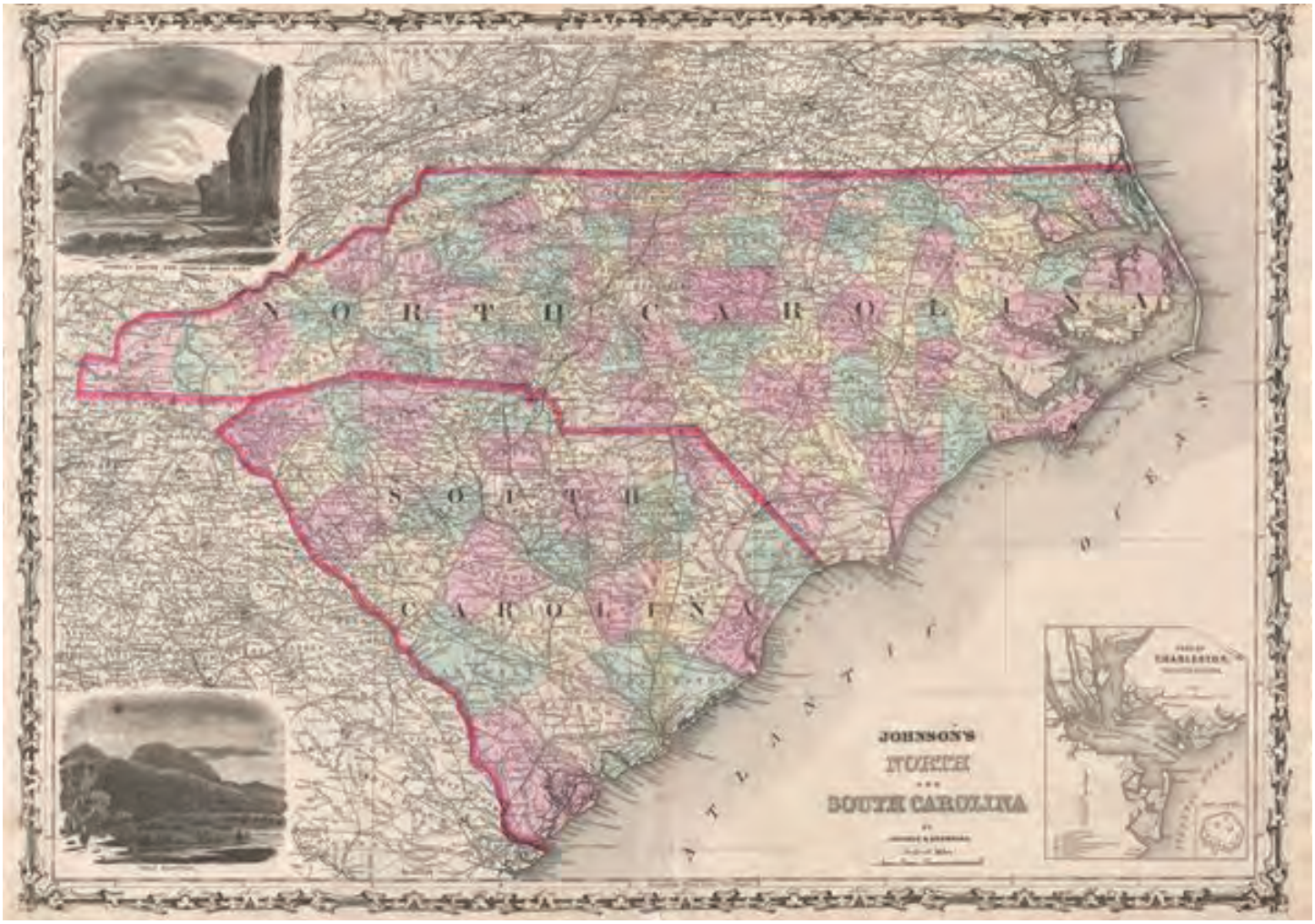
Main Reading Room

Mary Livermore Library

Reception to follow

University of North Carolina
PEMBROKE

CAROLINA INDIANS and The AMERICAN CIVIL WAR



A Panel Discussion Featuring:
- Brooke Bauer, Catawba
- Jefferson Currie, Lumbee
- Marty Richardson, Haliwa-Saponi

Introduction by Dr. Rose Stremlau and moderated by Dr. Linda Oxendine

Co-Sponsored By the Departments of American Indian Studies and History, the Mary Livermore Library, and the Office of Diversity and Inclusion. With Support from the National Endowment for the Humanities, the Library of America, and the Gilder Lehrman Institute of American History

Monday, November 11
6:30 pm
University Center Annex

Free and Open to the Public

For more information:
Contact Dr. Rose Stremlau
910.521.6317 / rose.stremlau@uncp.edu

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25th National African American Read-In:
A Literacy Campaign February 2014

SCHEDULE OF EVENTS

» **Children's Hour**: Feb. 20, (8:30-10:30 a.m.)
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.

» **"Speaking Our Words"** Recitations of African American Literature: Feb. 25, (6:30 p.m.) Mary Livermore Library, Main Reading Room. UNCP students and special guests, including **Miss North Carolina 2013, Johna Alexandria Edmonds, and N. C. Poet Extraordinaire, Trin-A-Thoughtz,** will recite favorite poems, passages, and excerpts from African American literature.

»"**Celebration in Song**": Feb. 26, (7:00 p.m.) GPAC.
100 Men in Black Male Chorus, Inc. An independent, "community-based," male chorus that is representative of all age groups, ethnicities and walks of life who love to sing will share the "good news of the gospel" through music.

Co-sponsored by the UNC Pembroke Office for Diversity and Inclusion, the Friends of the Library of UNC Pembroke, and the UNC Pembroke School of Education. The Givens Performing Arts Center, Student Involvement and Leadership, and Sodexo are co-sponsoring the "100 Men in Black" program,

Anyone can participate ●●●● Free & open to the public

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25th National African American Read-In:

"Speaking Our Words" Recitations of African American Literature

February 25, 2014 at 6:30 p.m.

Mary Livermore Library, Main Reading Room

Featuring Miss North Carolina 2013, Johna Alexandria Edmonds North Carolina Poet Extraordinaire , Trin-A-Thoughtz, along with UNCP students, faculty, and staff reciting works by African American authors

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25th National African American Read-In: A Literacy Campaign

100 Men in Black Male Chorus, Inc.

"Celebration in Song"

February 26, 2014

GPAC

7:00 p.m.

Co-sponsored by Office for Diversity and Inclusion, The Friends of the Library, the Givens Performing Arts Center, the Office for Student Involvement and Leadership, and Sodexo

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"The Library Presents: An Intimate Evening with Dr. Elliot Engel"

A Benefit Event

Sponsored by

The Friends of the Library

UNC Pembroke Foundation, Inc.

Dr. Elliot Engel
Scholar
Author, Playwright

Friday, February 28, 2014
Chancellor's Residence

Heavy Hors d'Oeuvres and Silent Auction — 5:30 p.m.
Program — 7:00 p.m.

General Admission Tickets — $50 per person.
UNCP Full-time Student Tickets — $20 per person

Please contact Christopher Bowyer at 910-521-6483 or Mary Livermore Library at 910-521-6212 for tickets or for more information.

E-mail: christopher.bowyer@uncp.edu

UNC PEMBROKE

Friends of the Library of UNCP

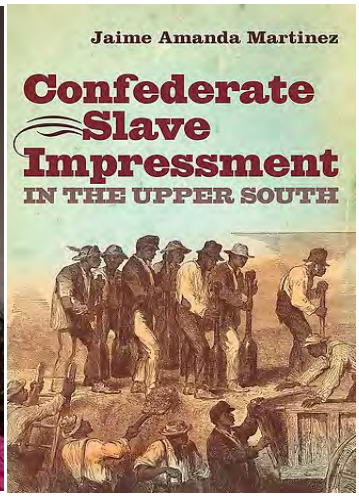
Spring Faculty Showcase

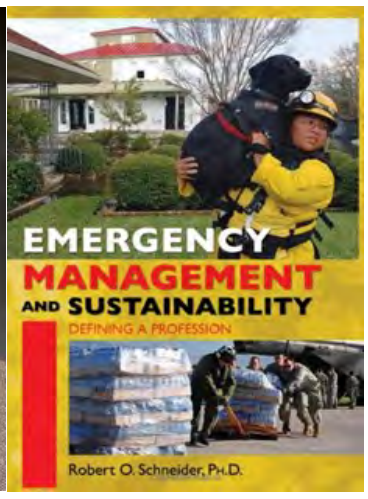
Tuesday, March 18, 3:30 p.m.

Mary Livermore Library

Featuring Dr. Jaime Martinez

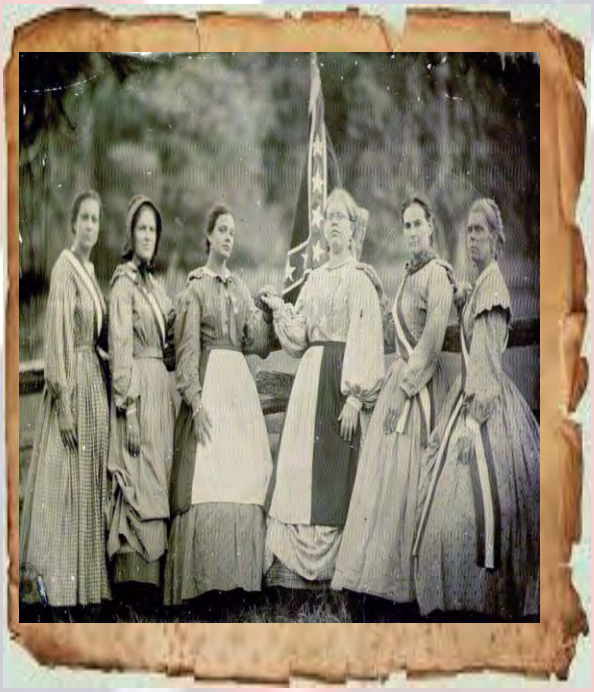
and Dr. Robert Schneider





"Women's Attitudes Towards Secession and the Civil War"

Original, unpublished documents and correspondence from gifted Sandhills women provide unique and fascinating perspectives of the beginning, middle, and end of the Civil War period in North Carolina, reminding us once again that war is hell, even when it is brother against—sister.



Dr. Mary Wayne Watson
Professor of Humanities and Social Sciences at Nash Community College

March 25, 2014
6:30 p.m.
Mary Livermore Library
UNC Pembroke

Special thank you to our grantors: The North Carolina Humanities Council & The Gilder Lehrman Institute of American History in partnership with the Library of America and the National Endowment for the Humanities.

University of North Carolina Pembroke

Campus Co-Sponsors:
The Mary Livermore Library
The Office for Diversity and Inclusion
The History Department

North Carolina Humanities Council
MANY STORIES, ONE PEOPLE

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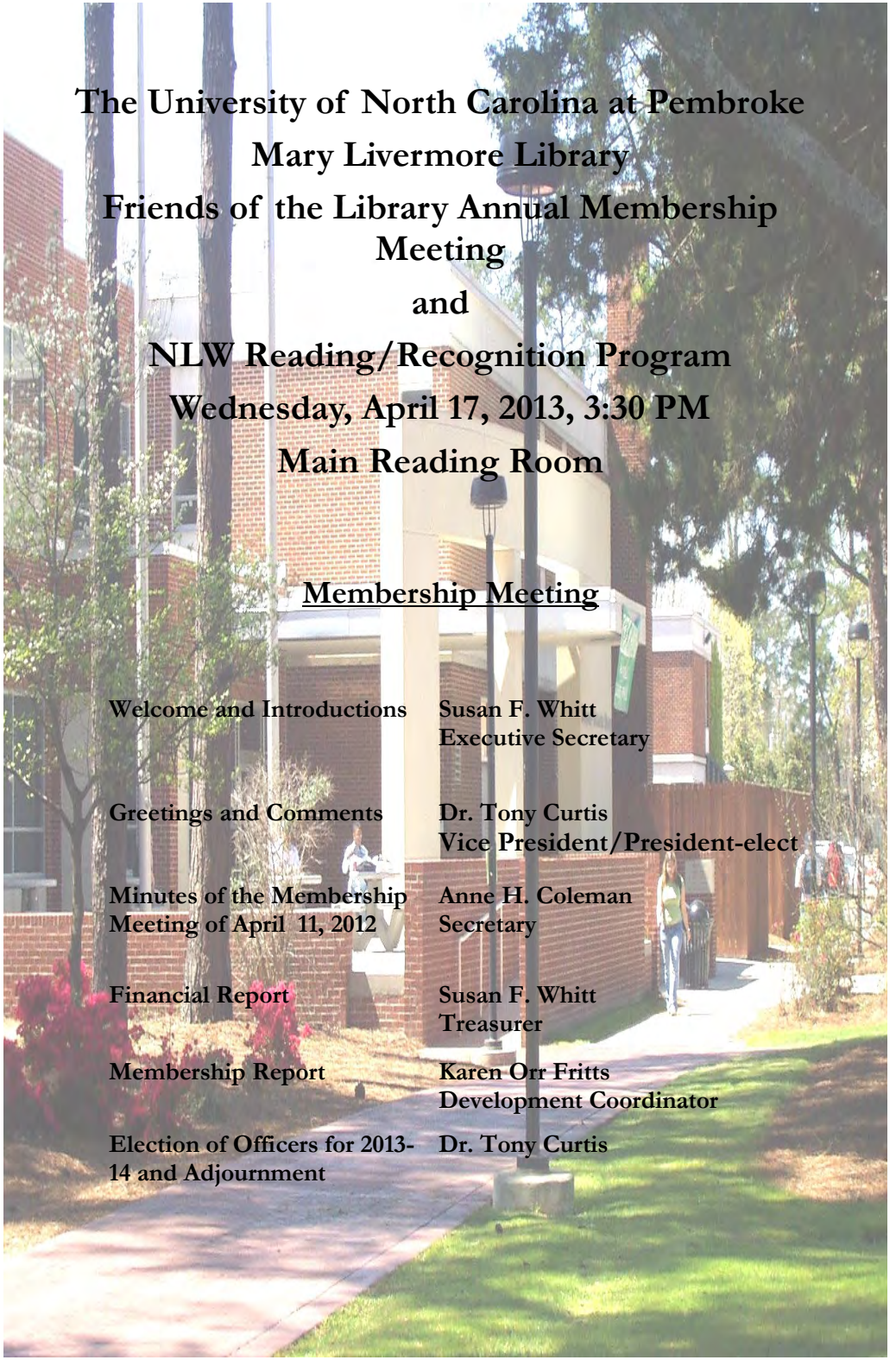
Sondra Oxendine
Jean Sexton—Secretary



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**

Appendix 4D

List of Library Displays 2013-2014

Banned Books	**Sept. 2013**
Zombies in Literature	**Sept. 2013**
UNCP Homecoming	**Sept.-Oct. 2013**
Native American Heritage Month	**Nov. 2013**
Civil War 150	**Nov. 2013**
In Memoriam	**Dec. 2013**
Snow Village	**Dec. 2013**
Martin Luther King Day	**Jan. 2014**
African American History/Culture	**Feb. 2014**
Women's History Month	**Mar. 2014**
National Poetry Month	**April 2014**
National Library Week	**April 2014**
UNCP Campus Scholars	**April 2014**
UNCP Bibliography of Scholarship	**April 2014**
Books Gone Hollywood	**May 2014**

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!
Invisible Man' banned from Randolph schools
STEPHEN KING
DIFFERENT SEASONS
FOR BID DEN
CAUTION
FREADOM
Fifty Shades of Grey
EL James
BANNED
BANNED BOOK WEEK
feed
M.T. Anderson
THE MOST DANGEROUS GAME
RICHARD CONNELL
A Child Called "It"
DAVE PELZER

UNDEAD IN THE WEST
CYNTHIA J. MILLER AND A. BOWDOIN VAN RIPER
28 WEEKS LATER
WOODY HARRELSON JESSE EISENBERG EMMA STONE ABIGAIL BRESLIN
ZOMBIELAND
NUT UP OR SHUT UP
YOUR ZOMBIE LIBRARIANS
RETURN OF THE LIVING DEAD
IN THE EVENT OF ZOMBIE ATTACK
3 STEPS TO SURVIVING INFESTATION
1. Avoidance 2. Termination 3. Disposal
they SUCK. THEY bite. they EAT. THEY kill
JONI RICHARDS BOZART
DAWN OF THE DEAD
BRANDON SOUTH
DYLAN DOG
WORLD WAR Z
RESIDENT EVIL
ZOMBIE CULTURE
AUTOPSIES OF THE LIVING DEAD
WARM BODIES

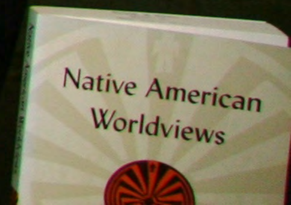
Appendix 4D-Fall

Appendix 4D-Fall

Appendix 4D-Fall

Appendix 4D-Fall

NATIVE AMERICAN HERITAGE MONTH



Appendix 4D-Fall

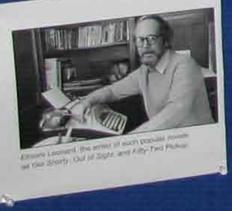
Appendix 4D-Fall

In Memoriam 2013

Seamus Heaney, Irish who won the Nobel Prize for Literature in 1995

Tom Clancy, retired/died author of crime fiction and military thrillers

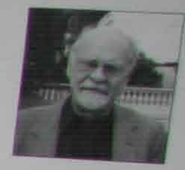
Barbara Park, author of the Junie B. Jones series of children's books



Elmore Leonard, the writer of such popular novels as Get Shorty, Out of Sight, and Fifty-Two Pickup

Doris Lessing, author of the Golden Notebook, and a Nobel Prize winner

Sylvia Browne, author and self-proclaimed psychic



Mike Gray, an Academy Award nominated filmmaker and drug reform advocate, has died. In addition to publishing books on drug reform such as "Drug Crazy: How We Got Into This Mess And How We Can Get Out" and "Washington's War On Drugs", Gray was also a documentary filmmaker and the writer of The China Syndrome and Star Trek: The Next Generation.

W. Watts Biggers, an author and creator of the comic Underdog

Richard G. Stern, an author of fiction and short stories

Daniel Hoffman, a former poet laureate of the United States

Dick Fayne, a television and film writer whose credits include The Simpsons and Thor

Al Neuharth, the founder of USA Today as well as a columnist and author.

Appendix 4D-Fall

Appendix 4D-Fall

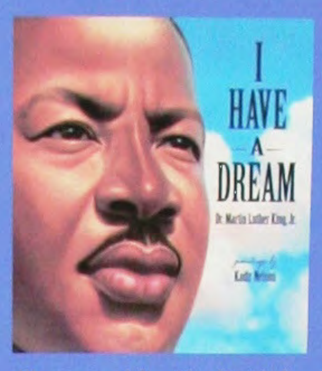
Appendix 4D-Fall

ELECTRONIC RESOURCES CENTER

Martin Luther King, Jr.

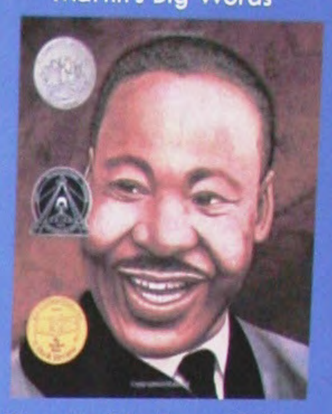
January 15, 1929 – April 4, 1968

By Faith Ringgold

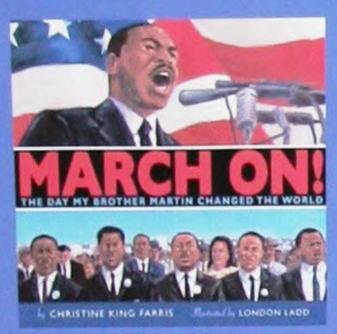


Illustrated by Kadir Nelson

Martin's Big Words

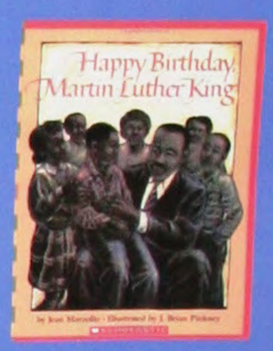


Illustrated by Bryan Collier

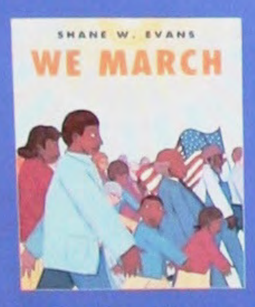


By Christine King Farris

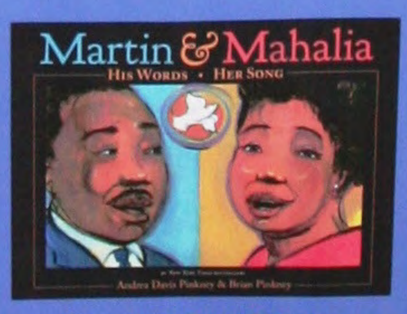
Paintings by 15 Coretta Scott King Award and Honor Book artists



Illustrated by Brian Pinkney



By Shane Evans



By Andrea Davis Pinkney
Illustrated by Brian Pinkney

By Ann Bausum

Find more books in the Library Catalog
Advanced Keyword Search: **Martin Luther King**
Location: **UNCP Juvenile**

Mildred D. Taylor
The LAND
WALTER DEAN MYERS
MONSTER
ANDREA DAVIS PINKNEY, Author Award Winner, 2013
JUV Call # 973 P655h
SIT-IN
Hand in Hand
TEN BLACK MEN WHO CHANGED AMERICA
Langston Hughes
my people
Charles R. Smith Jr.
CORETTA SCOTT KING BOOK AWARDS
The Coretta Scott King Book Awards are given annually to outstanding African American authors and illustrators of books for children and young adults that demonstrate an appreciation of African American culture and universal human values. The award commemorates the life and work of Dr. Martin Luther King, Jr., and honors his wife, Mrs. Coretta Scott King, for her courage and determination to continue the work for peace and world brotherhood.
Non-Violent Social Change
Peace
Brotherhood
CORETTA SCOTT KING AWARD
VISITING LANGSTON
JERDINE NOLEN
THUNDER ROSE
Illustrated by KADIR NELSON
BRYAN COLLIER, Illustrator Award Winner, 2013
JUV Call # 811.52 N893i Folio
I, Too, Am America
BLACK CAT

Appendix 4D-Spring

Appendix 4D-Spring

Women's History Month
Women's
REFOCUSING THE PAST
America
That Woman
ANNE SEBBA
THE SECRET LIFE OF
Marilyn Monroe
J. RANDY TARABORRELLI
VICTORIA
WOODHULL
Miriam Brody
CLEOPATRA
Abigail Adams
WOODY HOLTON
michelle
BARBARA R. PERRY
Jacqueline
KENNEDY
First Lady of the New Frontier
Dearie
THE REMARKABLE LIFE OF
JULIA CHILD
BOB SPITZ
THE 100 MOST INFLUENTIAL
WOMEN
OF ALL TIME
AMERICAN
ROSE
KAREN ABBOTT
BETTY
WHITE
If You
Ask Me
AMELIA EARHART
THE
SOUND OF WINGS
FRIDA KAHLO
Song of Herself
ELIZABETH
CADY STANTON
LORI D. GINZBERG
Elizabeth Cady
Stanton
Feminist as Thinker
DIX
SUSAN B.
ANTHONY
LADY
JANE GREY

Appendix 4D-Spring

CELEBRATE NATIONAL LIBRARY WEEK
APRIL 13 - 19, 2014

Lives Change
@ Your Library

EVENTS CALENDAR

April 13-19
BOOK SALE

April 14-17
ANNUAL SURVEY & PRIZES

April 16
PROGRAM & RECEPTION

- Poetry/Short Prose Contest Winners
- Friends of the Library Scholarship Winners
- Campus Scholars

UNIVERSITY of NORTH CAROLINA
PEMBROKE

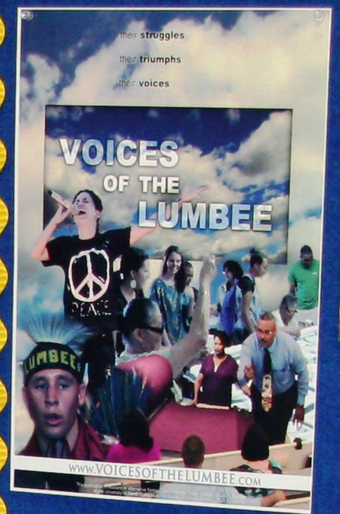
Mary Livermore Library

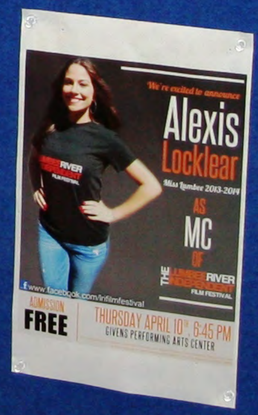
Celebrate
NATIONAL LIBRARY WEEK
April 13 – 19, 2014
@ Mary Livermore Library

April 13 - 19
Enhanced Perpetual Book Sale

April 14 - 17
Annual Survey & Goodie Bags

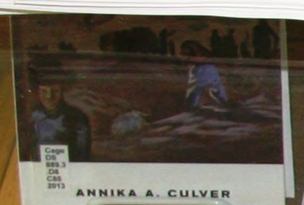
April 16 3:30 p.m.
Program & Reception
Poetry/Short Prose Contest Winners
Friends of the Library Scholarship Winners
Campus Scholars

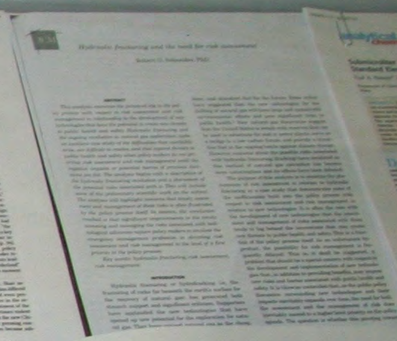


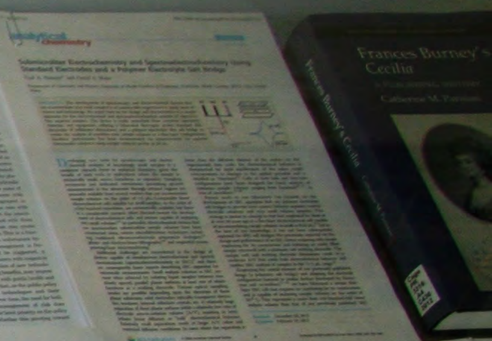


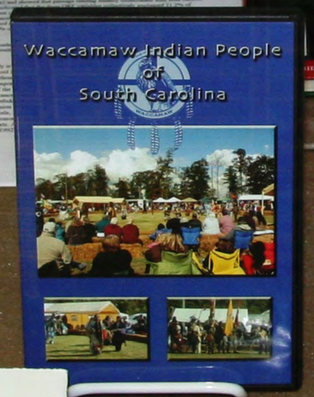
Appendix 4D-Spring

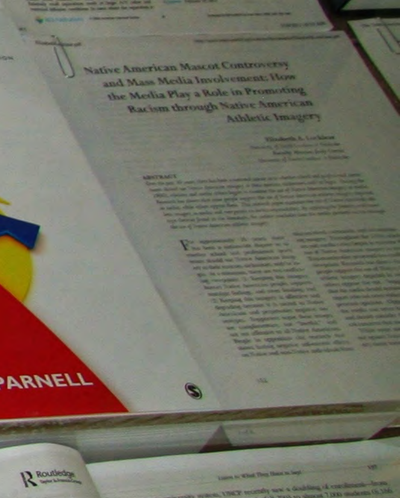
UNCP Campus Authors

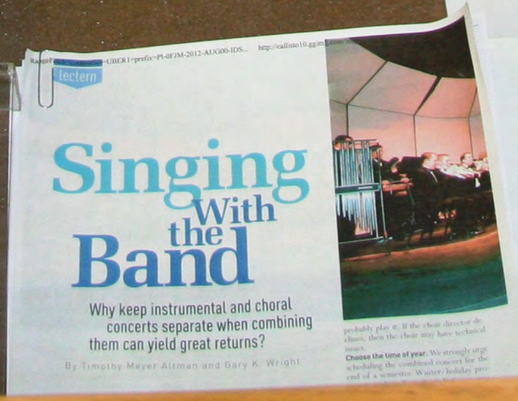


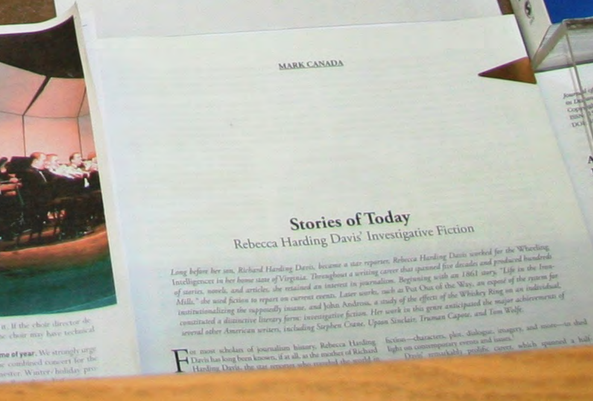


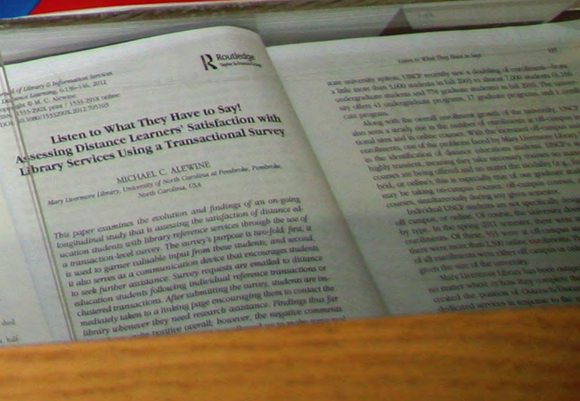




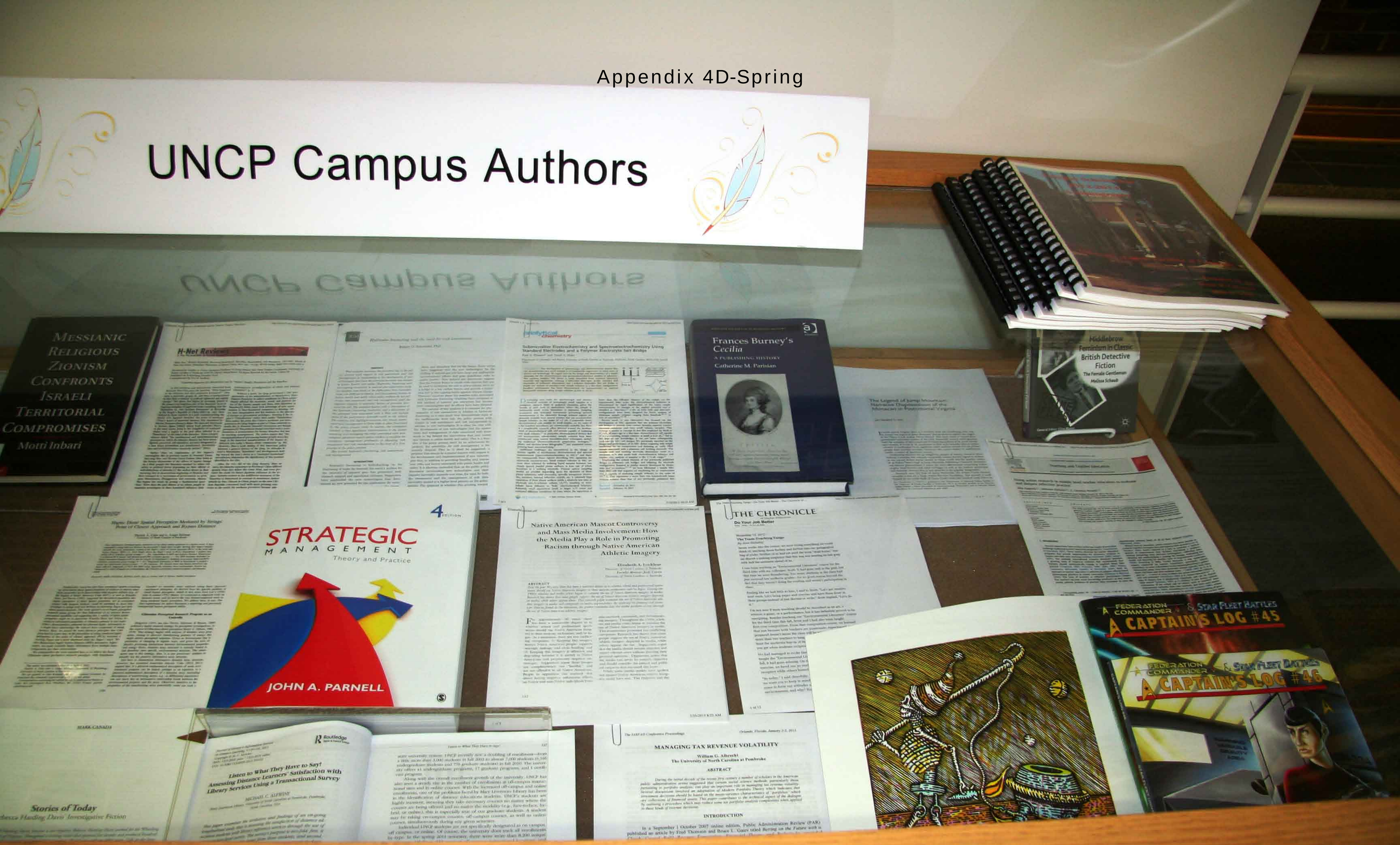








UNCP Campus Authors

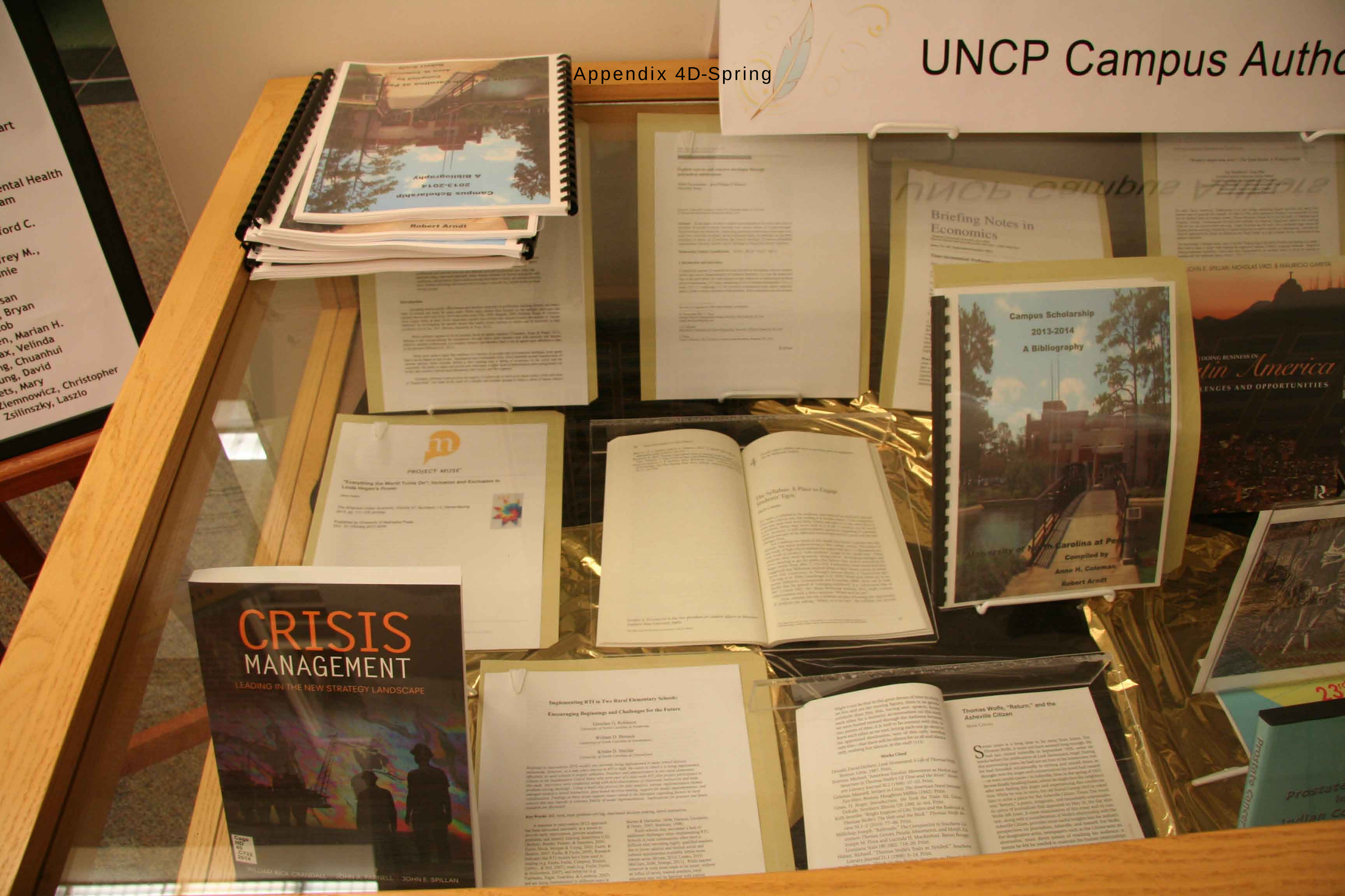


Appendix 4D-Spring

UNCP CAMPUS SCHOLARS 2013-2014

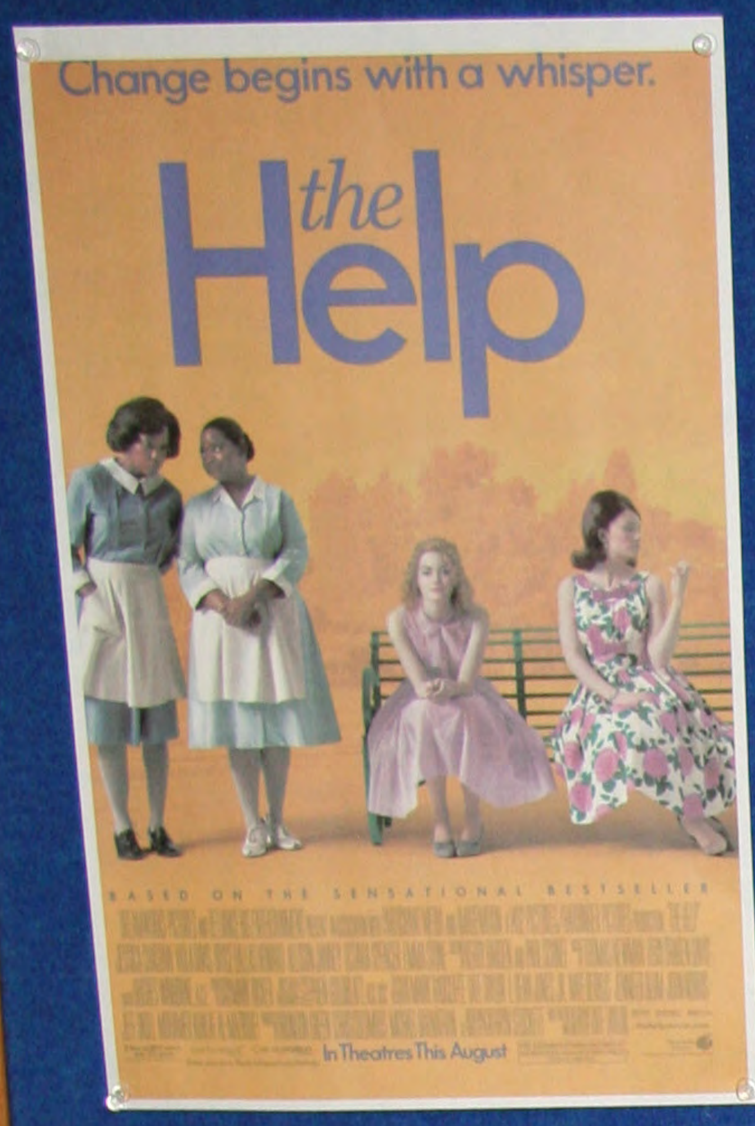
1 Aiken, Irene
2 Alewine, Michael
3 Alfaro, Raquel
4 Allen, Kathryn
5 Altman, Timothy
6 Anderson, Kristen
7 Arena, Nick
8 Arndt, Robert
9 Arnold, Larry
10 Ash, Mary
11 Bahhouth, Victor
12 Bahr, Ben A.
13 Beasley, Cherry
14 Beem, Charles
15 Berdeau, Rebecca
16 Bigelow, Scott
17 Billingsley, Scott
18 Bolles, Jeff
19 Bonneau, Dorea
20 Bourquin, Steve
21 Brandon, Bill
22 Briscar, Sandy
23 Brown, Betty
24 Bumin, Kirill
25 Canada, Mark
26 Canida, Robert L.
27 Cannata, Susan
28 Chae, Ki Byung
29 Chae, Youngsuk
30 Charlton, Kelly
31 Cheek, Evelyn
32 Chuang, Melody Chiuchu
33 Clark, Antonia
34 Coleman, Annie H.
35 Cook, Weston
36 Crandall, William "Rick"
37 Curtis, Anthony
38 Curtis, Judith
39 Denton, Katherine
40 Dollard, Terrence
41 Dooling, Thomas
42 Doyle, James
43 Dran, David
44 Edgell, Dennis
45 Falls, Irina
46 Farley, Martin
47 Fazio, Michele
48 Ficklin, Kelly
49 Fiorentino, Leah Holland
50 Floss, Julie
51 Ford, Valjeaner B.
52 Frederick, Jeffrey
53 Freeman, Kay
54 Freeman, Kevin
55 Gan, Lydia
56 Gay, Richard
57 Geller, Jeffery
58 Gonzalez, Rebecca
59 Gross, Amy
60 Guy, Roger
61 Hafer, Linda
62 Hagevik, Rita
63 Haladay, Jane M.
64 Hanmer, Deborah
65 Hardy, Veronica L.
66 Harrelson, Shanna
67 Harrison, George
68 Helgeson, Karen
69 Hepler, Martha
70 Hersey, Joanna
71 Hessmiller, Joanne
72 Hicks, Scott
73 Higgins, Heather
74 Higy, Carol
75 Holmes, Leonard
76 Hope, Ashley
77 Hopper, Janette K.
78 Hoy, Melanie
79 Hutchens, Jason
80 Ikonne, Samuel
81 Inbari, Motti
82 Inman, Floyd
83 Jacobs, Mary Ann
84 Jenkins, Charles
85 Jeon, Eun Hee
86 Johnson, Deana
87 Johnson, George
88 Johnson, Jennifer
89 Kang, Zhixin "Richard"
90 Kelly, E. Brooke
91 Kelly, Lisa
92 Kenney, Nicolas A.
93 Kenny, Megan Murphy
94 King, Beverly
95 Kitts, Kenneth
96 Klinikowski, Mary
97 Knick, Stanley G.
98 Koirala, Bishwa Shakha
99 Labadie, John A.
100 Labadie, Margie B.
101 Ladd, Roger A.
102 Lakatos, Joseph P.
103 Lamphere, Renee
104 Lewallen, Walt
105 Lightfoot, Tulla
106 Ling, Howard G.
107 Litty, Jamie M.
108 Liu, DanDan
109 Locklear, Lawrence
110 Locklear, Zoe
111 Long, Emily
112 Mabe, Larry
113 Mandjiny, Sivanadane
114 Marquard, David
115 Marson, Stephen M.
116 Martinez, Jamie A.
117 Mattila, Sharon
118 Mauk, Gary
119 Maysami, Ramin Cooper
120 McDonald, Angela
121 McDonnell, Robert
122 Menefee, Michael
123 Mensah, Edwin C.
124 Miecznikowski, Cynthia
125 Miller, Wendy Pearce
126 Mitchell, Lisa
127 Morgan, Annette
128 Navas, Ana Rodriguez
129 Nikkel, David H.
130 Norman, Brandi
131 Oswald, Sara
132 Oxendine, Derek
133 Oxendine, Olivia
134 Oxendine, Symphony
135 Paparozzi, Mario
136 Parisian, Catherine
137 Parnell, John A.
138 Pennington, Michael
139 Peters, Jesse
140 Phillippi, Nathan
141 Poage, Robert E.
142 Postek, Brian
143 Powell, Frankie Denise
144 Powell, Rasby Marlene
145 Power, June L.
146 Regan, Shilpa M.
147 Renshaw, Deanne
148 Ritter, Timothy
149 Rivera, José
150 Rizzo, Therese M.
151 Robinson, Gretchen
152 Rogers, Angela
153 Rosenberg, Melinda
154 Rouse, Jesse
155 Sanderson, Brandon
156 Santisteban, Maria
157 Schaub, Melissa
158 Schneider, Robert
159 Schwarze, Mark
160 Sciulli, Joe
161 Scott, Marisa Roach
162 Sellers, Jeremy
163 Sellers, Kimberly
164 Sexton, Jean
165 Shi, Xinyan
166 Simmons, Sara
167 Smith, Rachel B.
168 Spillan, John E.
169 Spivey, Michael
170 Staal, Laura
171 Stephens, Frederick
172 Sterk, Patrick
173 Storms, Meredith
174 Stremlau, Rose
175 Strickland, Pamela
176 Synowiez, Barbara
177 Thomas, William Stewart
178 Thompson, Tommy
179 Tirla, Cornelia
180 Turner, Scott
181 UNCP's Clinical Mental Health Counseling Program
182 Vela, Richard
183 Vest, Jay Hansford C.
184 Walls, Adam
185 Warren, Jeffrey M.,
186 Weeks, Donnie
187 Wei, Guo
188 Whitt, Susan
189 Winters, Bryan
190 Wolf, Rob
191 Wooten, Marian H.
192 Woriax, Velinda
193 Xiong, Chuanhui
194 Young, David
195 Zets, Mary
196 Ziemnowicz, Christopher
197 Zsilinszky, Laszlo

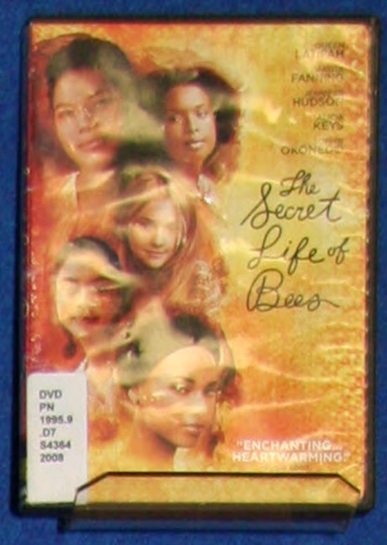
Appendix 4D-Spring

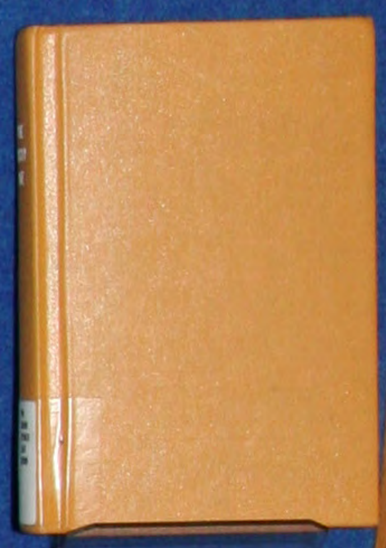


BOOKS GONE
GONE WITH THE WIND
I AM LEGEND
RICHARD MATHESON
New York Times Bestselling Author
NOW A MAJOR MOTION PICTURE STARRING WILL SMITH
#1 NEW YORK TIMES BESTSELLER
THE KITE RUNNER
KHALED HOSSEINI
ROALD DAHL
ILLUSTRATED BY QUENTIN BLAKE
Charlie and the Chocolate Factory
HOLLYWOOD
MAY THE ODDS BE EVER IN YOUR FAVOR
THE HUNGER GAMES
EXIT
JUVENILE BOOKS
COPIER
COMPUTER USE INFORMATION

Appendix 4D-Spring







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 in flux from the final FY13 figures. A final, reduced materials budget of $1,357,633 was realized in the closing out FY13. In FY13 the Library was mandated to reduce operating spending in purchased services, supplies, equipment and other expenses. Once again the Library saw a reduction in the FY14 materials budget. A reduction of $20,000 in the materials budget in FY14 meant a final materials budget of $1,337,633. Annual review and application of the acquisitions formula allowed for equitable

funding of all areas of the curriculum. Departmental funding remained the same at $330,000.

Traditionally, the Library's flex/current projects funding helped to cover any additional spending for new departments, courses, or other special acquisition needs. In FY14, this fund was not only again used to cover budget reductions to the materials budget, it was also used to cover increases in the costs of serials and electronic databases.

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 FY14, approximately 17% 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 2014 survey showed over 91% of users felt the Library's media collection was 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 four 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 82% of items were received within four weeks and 95% 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. Evaluation of the turnaround of cataloging time has been made difficult with the retirement of the Coordinator of Cataloging whose position is frozen and the unexpected resignation of the Serials/Digital Project Coordinator whose position has not been filled as well. Other staff positions have had to fill in for these positions, as well has do their own jobs.

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 FY14 was 58 days, a rise from 52 days in FY13. Media cataloging turnaround was 12. 6 days for DVDs and 8 days for sound recordings. This was much better than the 43 days for media in FY13. This change in turnaround time is attributed to the fact that Cataloging Services was able to fill the University Library Technician for Cataloging position. Additionally materials backlogged from the retirement of Cataloging personnel became a project in order to clear any materials from this backlog. All best sellers, popular movies, and faculty requests were cataloged immediately upon arrival. All other orders were cataloged as quickly as possible. All orders are in our online catalog and show availability as they proceed through the

cataloging process. Therefore they are available at all times to be requested even though not completed.

In FY14, the number of print materials added to the collection was 6640 and the number of media was 2682. This was a welcome increase from 1316 in FY13, as the Library had realized another reduction in its materials budget, but staff tried to make good use of the funds expended.

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. 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.

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 incorrect spine labels. Any errors not picked up by Cataloging staff are brought to the supervisor of Cataloging who documents the problem and sends the material to the correct staff member for correction. If a rise in this issue is noticed, Technical Services will reinstitute a procedure by public services to check all call labels for any errors, as the items are scanned for status in the general collection.

Appendix 5A

UNIVERSITY of NORTH CAROLINA
PEMBROKE

MEMORANDUM

TO: Deans, Department Chairs, and Department Liaisons

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

DATE: August 21, 2014

SUBJECT: Library Luncheon/Update Opportunity

You are invited to an informal buffet luncheon on Thursday, September 25, 2014, 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 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 22, 2014, 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
Librarians

Appendix 5B

Collection Development Liaison Assignments, 2014 - 2015

Department	Chair/Dean	Liaison	Librarian
American Indian Studies	Dr. Mary Ann Jacobs, Chair, x6266, mary.jacobs@uncp.edu	Dr. Mary Ann Jacobs, Chair, x6266, mary.jacobs@uncp.edu	Anne Coleman, x6837, anne.coleman@uncp.edu
Art	Dr. Richard Gay, Chair, x4045, richard.gay@uncp.edu	Dr. Nancy Palm, x4264 nancy.palm@uncp.edu	June Power, x6369, june.power@uncp.edu
Biology	Dr. Velinda Woriax, Chair, x6567 velinda.woriax@uncp.edu	Dr. Lisa Kelly, x6377, lisa.kelly@uncp.edu	Carl Danis, x6876, carl.danis@uncp.edu
School of Business	Dr. William S. Thomas, Acting Dean william.thomas@uncp.edu		Carl Danis, x6876, carl.danis@uncp.edu
School of Business, Department of Management, Marketing, and International Business	Dr. John Parnell, Acting Dean, x6465, john.parnell@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, Dean, X4041, zoe.locklear@uncp.edu		
School of Education, Department of Elementary Education	Dr. Karen Stanley, Chair, x6258, karen.stanley@uncp.edu	Dr. Claudia Nickolson claudia.nickolson@uncp.edu	Claire Clemens, x4174 claire.clemens@uncp.edu
School of Education, Department of Educational Specialties	Dr. Betty Wells Brown, Chair, x6856 betty.brown@uncp.edu	Dr. Dorea Bonneau, x4077 dorea.bonneau@uncp.edu	Claire Clemens, x4174 claire.clemens@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	Claire Clemens, x4174 claire.clemens@uncp.edu
School of Education, Department of Educational Leadership and Counseling	Dr. Angela McDonald, Chair, x6511 angela.mcdonald@uncp.edu	Dr. Heather Higgins Lynn, x6663 heather.higgins@uncp.edu	Claire Clemens, x4174 claire.clemens@uncp.edu

Appendix 5B

English and Theatre,	Dr. Wendy Pearce-Miller, Chair wendy.miller@uncp.edu	Dr. Catherine Parisian, x4291 catherine.parisian@uncp.edu	Anne Coleman, x6837, anne.coleman@uncp.edu
Geology/Geography	Dr. Martin Farley, Chair, x6478, martin.farley@uncp.edu	Dr. Martin Farley, Chair, x6478, martin.farley@uncp.edu	Susan Whitt, x6513, susan.whitt@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	Susan Whitt, x6513, susan.whitt@uncp.edu
Mathematics and Computer Science	Dr. Steven Bourquin, Chair, x6517, steven.bourquin@uncp.edu	Doug McBroom, x6667, douglas.mcbroom@uncp.edu	Carl Danis, x6876, carl.danis@uncp.edu
Media	Susan Whitt, x6513, Interim Dean, 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	June Power, x6369, june.power@uncp.edu
Nursing	Dr. Barbara Synowiez, Chair, 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 and Public Administration	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
Psychology	Dr. Kelly Charlton, Chair, x6459, kelly.charlton@uncp.edu	Dr. Melanie Hoy, x4359, melanie.hoy@uncp.edu	Claire Clemens, x4174 claire.clemens@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	Rebekah Hazlett-Knudsen rebekah.hazlett@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, Chair, 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	%	2013/2014	%
Faculty Generated Requests	2436	27.00%	2297	27.00%	2051	23.00%	1674	18.61%	1158	16.94%
Library Generated Requests	6622	73.00%	6043	72.00%	6764	77.00%	7287	81.02%	5669	82.94%
Other	20	0.00%	18	1.00%	20	0.00%	33	0.37%	8	0.01%
TOTAL	**9078**		**8358**		**8835**		**8994**		**6835**	

Appendix 5D

ORDER TURNAROUND TIME

	2009/2010	%	Cumulative	2010/2011	%	Cumulative	2011/2012	%	Cumulative	2012/2013	%	Cumulative	2013/2014	%	Cumulative
2Weeks	6460	73.15%	73.15%	6090	70.97%	70.97%	7163	78.91%	78.91%	6147	67.36%	67.36%	4613	67.10%	67.10%
4 Weeks	1512	17.24%	*90.38%*	1379	16.07%	*87.04%*	1036	11.41%	90.32%	*1872*	20.51%	87.87%	1031	15.06%	82.16%
8 Weeks	604	6.85%	*97.23%*	648	7.55%	*94.59%*	556	6.13%	96.45%	*795*	8.71%	96.58%	908	13.27%	95.43%
12 Weeks	171	1.95%	*99.17%*	182	2.12%	*96.71%*	128	1.41%	97.86%	*134*	1.47%	98.05%	136	1.99%	97.42%
16 Weeks	55	0.60%	*99.79%*	58	0.68%	*97.39%*	35	0.39%	98.25%	*31*	0.34%	98.39%	36	0.53%	97.95%
17+ Weeks	18	0.21%	*100.00%*	224	2.61%	*100.00%*	159	1.75%	100.00%	*147*	1.61%	100.00%	120	1.75%	100.00%
Total	**8820**			**8824**			**9077**			**9126**			7031		

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
2013-2014	6640	58	1284	12.6

*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 2013 semester, 41 sections of FRS 1000 were taught, with a total of 830 students. There were 242 matched pairs: pretests and posttests (see Appendix 6A). The pretest average was 57.43% and the posttest average was 71.36%, which represents an overall gain of 13.93%. The pretest-posttest change represents an average of roughly one additional question answered correctly on the posttest. Some individual students made significant jumps (4 to 6 more questions answered correctly on the posttest than on the pretest). Members of the Instructional Services team 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 2013 semester, Instructional Services provided instruction to 5 sections of ENG 1050, with a total of 83 students. Instructional Services provided instruction to 11 sections of ENG 1060, with 198 students. (see Appendix 6B)

In the spring 2014 semester, Instructional Services provided instruction to 0 sections of ENG 1050, with a total of 0 students. Instructional Services provided instruction to 16 sections of ENG 1060, with 255 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 the use of specialized instructional models (e.g., 3-week mini course model).

Fall semester 2013, the Library introduced its first for-credit information literacy course, Introduction to Academic Research (LIB 1000). The course provided students with an overview of all facets of the academic research process, and students can actually use it in conjunction with other UNCP courses that have an academic research component. Students developed baseline information literacy skills, such as locating, critically evaluating, and ethically using relevant

information sources. Students also explored various discipline-based research methodologies.

The Library offered 5 sections of LIB 1000 during the 2013-2014 academic year—2 face-to-face sections and 1 online section in the fall and 1 face-to-face section and 1 online section in the spring. A total of 78 students were enrolled in the courses. Overall, students did very well in the class. Reference/Instruction librarians worked hard to get this course off the ground; they marketed it in a variety of ways—through emails, electronic bulletin boards, handouts, and posters.

There was only one request for access to the *Guide to Library Research* and that was provided. This online instructional resource is undergoing several major updates due to changes in the ILS, as well as in 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 pass with at least 60 percent correct using a standard 5-question quiz. Each class will have an aggregate pass rate of 75 percent.

Expected Outcome: Most students (scoring above 60%) will have attained the minimum necessary skills in order to locate resources for their course-specific research assignments.

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 2013-2014 academic year, the Library continued using a Qualtrics-based assessment. Usable quiz scores were received from 19 classes for a total of 218 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 2013-2014 academic year, 74 patrons completed the Mary Livermore Reference Transaction Survey. All 74 respondents (100 %) 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. Fifty-three (72%) respondents indicated that their sole method of interaction had been in person at the Reference Desk. Seventeen persons (23 %) indicated that they were first-time users of the Reference Desk. One (1%) of the respondents indicated contact with the reference personnel via e-mail. Two (3%) persons indicated contact with the Reference Desk via telephone. Only 1 person (1%) indicated that the Reference Desk had been contacted 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 indicated more juniors and seniors sought assistance than any other group. There were 7 freshmen (9%), 6 sophomores (8%), 29 juniors (39%), 24 seniors (23%), and 7 graduate students (9%); 1 (1%) person who indicated “other” on the sheet(perhaps a community patron) completed the transaction form.

Appendix 6A
FRS/UNV 1000
Fall 2014

	Pre-Test Average	Post-Test Average	Total Change
TOTALS	**79.25%**	**83.13%**	**3.88%**

FRS 1000 Pre/Post Test Scores
Fall 2014

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-Test Average	**Post-Test Average**	**Total Change**
TOTALS	**79.25%**	**83.13%**	**3.88%**

Appendix 6B
English Composition Course Sections Taught 2010-2014

Semester	1050 Offered	1050 Taught	# Students	Plus 1	1060 Offered	1060 Taught	# Students	Plus 1
Spring 14	12	0	0	4	37	16	255	9
Fall 13	43	5	83	8	12	11	198	3
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-specific Quiz Results
2013-2014

Subject Quiz Results

Course	No. of Students	% passed	Librarian
SWK 3710	18	89	Alewine
SWK 3710	11	100	Alewine
EDN2100	30	100	Arndt
EDN2900	15	94	Arndt
AIS 1010	13	100	Arndt
AIS 1010	17	100	Arndt
SOC/CRJ3610	16	94	Arndt
SOC 3000	5	100	Arndt
EXER 5890	7	86	Arndt
MGT 3030	13	92	Danis
SOC/CRJ 3610	6	100	Arndt
NURS2000	4	100	Danis
MGT 3030	11	91	Danis
REL 4410	11	91	Arndt
ENG 2230	11	100	Arndt
ATH 4900	9	100	Alewine
ECN 2030	11	100	Arndt
ECN 2020	6	100	Arndt
NURS2000	4	100	Alewine
Totals	**218**	**87.36363636**	

Appendix 6D
Reference Desk Survey Stats 2013-2014

1. Were you satisfied with this transaction?

#	Answer		Response	%
1	Yes		74	100%
2	No		0	0%
	Total		74	100%

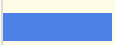
2. For what class did you seek assistance?

Text Response
Intro to economics
Literature Genres
Macrohbse
RES722-Online Phoenix
Microbiology
Nursing
History
Law and Society
Biochemistry
yes
Psychology
Sociology
Adnormal psych
Essentisal Writing= PIN# as well!!
English
RDG 3100
Chem Scientific Literature
Research and Methods
Research and Methods
Sociology
SWK 5000 swk 5050
Social Work
Mycology
SWK- 5050
Indep. Study- Cartography
Composition II
Sociology
World Music: A Global Study
Religion & Architecture, Antoni Gaudi
Stats
Social Work
Elementary Education
Education
Nursing/Political Science
Sociology 1010
History
Intro to Public Administration
Womens Lit/Sociology
Kinesiology
Dr Bolles HPER
International Management
Environmental Science
Education
Scientific Literature
British Empire
NONE
ENG 1060
AIS American Indian Education

Religion/Fundamentalism
Literature/Film
Online database
Social Work
Literature/Film
Sociology
Health Promotional & Behavorial Change
Sociology
Social Research
Social Research
English
Microbiology
Social research
ELE 4030 (Global)
Social Work- Indiv. Practice
Principlals of Lit Study
Natural Sciences (WD)
Literature/Film
Nursing 4450
BRD 2600
Amish Culture
Business communication
ELE 4050
Nursing

Statistic	Value
Total Responses	72

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

#	Answer		Response	%
1	In person		53	72%
2	E-mail		1	1%
3	IM		1	1%
4	Telephone		2	3%
5	This is my first time		17	23%
	Total		74	100%

4. Academic Level

#	Answer		Response	%
1	Freshman		7	9%
2	Sophomore		6	8%
3	Junior		29	39%
4	Senior		24	32%
5	Graduate		7	9%
6	Community user/not a student		1	1%
	Total		74	100%

5. Comments

Text Response
The reference desk was very helpful.
Very helpful!
good job
David helped locate an article that was difficult to find. I admired his presistance and dedication. He did not give up until the misleading information was clarified. He found the article and printed it. Thanks for giving me hope.
I rarely ever come to the library for help but tonight Mr. Jerry made me happy that I decided to come. He was very knowledgable about the electronic database and he helped me find some very good articles!
Mr. McRae is such a intelligent librarian, yet so cool. I needed drastic help with my paper on Biofuel cells utilizing biocatalysts. Mr. McRae helped me find excellent articles on how Biofuel cells are attractive alternatives to metal catalyst-based cells because of environmentally friendly cells and their renewability and good operations at room temperatures.
Mr. Jerry is a very patient librarian. I notice seeing help when I come in to get dvds but besides the fact that he's a cutie, he's kind. I had trouble accessing electronic resources from my apartment so he kindly walked me through the process of applying online for a pin and now I can access the resources I need. Love this guy!
Mr. Young was a big help to me to find the information I need for my research paper.
Jerry was extremely informative. He helped me find articles I needed to conduct my research. He was very nice and patient with me. That made me feel welcomed in the library.
Got all the books and stuff I needed within a short time period.
Jerry was helpful and kind on my first visit to the library! He showed me each section, the reference section, general collection and he helped me find the books I needed. Such a cool guy!
Helpful
Jerry McRae was of great assistance, I was able to get things done quickly and he made sure I had what I needed.
A Great Service- Thanks -Alot
I got all my questions answered!
After I could not find the books, the Reference desk helped alot.
Very nice, and approachable, helped me out and went beyond!
I feel that I got very informative information and instructions to conduct a thorogh research.
I feel that I got very informative information and instructions to conduct a thorough research.
David Young, did great, positve guy.
Thank you for your help Mr. Michael. Excellent!
I got all the needed information and more and I really appreciated all the help.
Great service!
Michael Rocks!!
Provided a lot of assistance.
Jerry was extremely helpful when it came to helping me with what I needed.
Mr. Jerry was such a delight to talk to. I came in with no idea what my topic would be. But he introduced me to opposing viewpoints, he patiently suggested lots of good topics and we picked the perfect one! He also helped me with sources too! Awesome! .
Mr Young was very understanding and helpful. He gave me a thorough explanation of the catalog, Consortium, and JSTOR. I would absoulutely recommend the Reference Desk and use it again myself.
Enjoyed this experience.
Jerry M. really helped me a lot with the scanner. I did not know how to use it at all. Thanks

Jerry!
Very helpful.
Mr. Wolf was very helpful. He even stayed over his shift to ensure that I found the book I needed. Thanks a bunch! P.S. Oh, and Jerry helped too!! :)
I was very satisfied with my experience. Thank the Lord for Mr. Young and the 2 other gentleman who helped. I am so happy to interact with people who know their information and are willing to help you find what is needed. Thank you so much again. God bless!
I was able to get a lot of help and assistance with finding evidence based articles to use for papers, projects, and self reflections. I am becoming more competent in my abilities to find articles due to the help that I have recieved at the Mary Livermore Library Reference Desk.
Jerry was such a gentleman. He was very patient and kind, and was a big help.
Great help. Taught me more about searching for books. Kind and extrememly helpful.
A Graduate Student David Young was outstanding to help.
Great help!
Very insightful, took time to thoroughly explain how to effectively use the database. Mr. David Young is a great help.
Jerry showed me step by step how to search for articles, he took the time to be hands on with me and help me write down all the necessary books I needed for my paper. Everytime Ive been to the desk, I always go to him because he's very intelligent and trys his hardest to help me in any way possible and I appreciate that!
Mr. McRae really motivated me this semester. I was determined not to come back to UNCP but he explained so many reasons why I should stay and never give up. He really helped me through some difficult papers and I had to log on just to show my appreciation. Thanks to him I'm excited about Sophomore year!
NONE
Jerry was so much help! Thanks!
Very friendly and willing to help. Made the experience easy and quickly pointed me in the right direction.
David Young did everything he could to assist me I was really honored that he assisted me in every way possible.
Very friendly & helpful. Answered all my questions and told me even more information that I would have needed to know later. So great!
Mr. David was very helpful with helping me find information on my research paper. Very informative.
Help me look up information on a particular book I had trouble with David was great help.
Very good with assistance
I obtain helpful info from Mr. David young.
Great energy and very helpful with information. Enjoyed experience for the first time in the library.
Very helpful!
Very helpful
Good service! Helped me get 12 sources. Two more than I need. Done a great job. Jerry McRae David Young
This was very helpful and I recommend it to anybody that needs help with resources.
Very useful information on sourcex for Genetic Engineering.
He was very helpful in finding articles for my paper.
Very helpful. Found two books that I needed for class.
Appreciate the time he spent in explaining step by step.
Mr. Young is very helpful he always such a great help. Very professional. Thank you!
The overall experience doing research was great. Mrs. Claire was an good assitance.
GREAT! Jerry is so kind & helpful. I would never be able to find a book without him.

Quick help and very friendly.
David W Young was very helpful

Statistic	Value
Total Responses	64

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 2013-2014 academic year, the membership data (see Appendix 7A) were taken from the FOL membership list published in the August 2014 edition of *Library Lines*. There was an overall drop in membership from 165 in 2013 to 141 in 2014. New members represented 36 percent of the total number; only 64 percent of last year's FOL members renewed their memberships. One perennial problem is obviously the economy in southeastern North Carolina, which is still depressed, so the $10 membership fee may have been a factor.
>
> Membership renewals are an issue as well. The public service desks, especially Circulation, have made a concerted effort to encourage community users to join FOL. A number of librarians have met and are discussing ideas to present to the FOL Board. One is a more aggressive marketing campaign within the community. Another idea is to target students (whose membership costs are already only $5), by promising a free year of membership following graduation.

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 July 2013, the Library provided special information literacy sessions for more than 141 young people who were taking part in the Regional Center's summer Junior Braves program, as well as the Transportation Institute in June 2014.

During the Junior Braves' 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. Junior Braves students were involved in a number of lively, interactive learning experiences in the Library.

The Mary Livermore Library was visited by one public school group from Charlotte, NC, during the 2013-2014 year. There were approximately 20 middle school children that came to the Library for a tour, but the stats for this visit were not officially recorded. In response, public services personnel are discussing ways to streamline the process of recording library interaction with the community. (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:

During the 2013-2014 academic year, the Library supported the Junior Braves summer youth program. The Outreach/Distance Education Librarian attended the Business Visions Awards Banquet and made initial contact with the new Regional Center Director, Darek Hunt. Mr. Hunt was sent a brief brochure (originally created in 2012) that highlights the various outreach-related services offered by Mary Livermore Library (see Appendix 7C).

Appendix 7A

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
2014	15	125	36%	80	64%	1	0	141
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 (typically in March or April)
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 (7/1/13 – 6/30/14)

Semester	Date	Description	# of Students
Summer II	7/9/2013	Jr. Braves	11
Summer II	7/10/2013	Jr. Braves	10
Summer II	7/10/2013	Jr. Braves	11
Summer II	7/11/2013	Jr. Braves	10
Summer II	7/11/2013	Jr. Braves	11
Summer II	7/16/2013	Jr. Braves	13
Summer II	7/16/2013	Jr. Braves	17
Summer II	7/17/2013	Jr. Braves	13
Summer II	7/17/2013	Jr. Braves	17
Summer II	7/18/2013	Jr. Braves	11
Summer II	7/18/2013	Jr. Braves	17

Appendix 7 C

Mary Livermore Library
Outreach Services

The Mary Livermore Library is committed to the University's core values statement of supporting the local region. This is done through various means, but most specifically through cooperation with the Regional Center.

The Library offers a variety of services (listed below), but staff members are open to any form of positive collaboration that will support the Regional Center and its mission.

Please contact Michael Alewine, Outreach/Distance Education Librarian, at michael.alewine@uncp.edu or at 910.522.5743.

Business Resources—Through NCLIVE and UNCP subscriptions (on campus or at the Regional Center access only), Access is provided to several robust information resources. Staff members are prepared to facilitate basic, intermediate, and advanced workshops for small groups in the use of these resources.

Document Creation—The Library will create information-related documents, guides, and tutorials for any programs offered by the Regional Center.

NC LIVE Resources—Through a statewide consortium, North Carolina Citizens have access, via their public libraries, to a wide variety of electronic resources. The Library can provide both general use and subject-specific instruction in the use of these resources.

Small Business Consultations—The business librarian can meet with individuals to provide one-to-one (or even small group) consultations that include how to navigate the Small Business Administration portal, find information that is necessary for creating effective business plans, and also complete more advanced searches for related business and government information. These consultations can be provided in collaboration with SCORE network professionals.

Technology Workshops—Library personnel possess a variety of technology-related skills. Librarians can offer sessions in the Regional Center's computer lab or in the Library's electronic classroom. Sessions will cover a variety of freeware and proprietary applications. Sessions may include (but are not limited to) Advanced Internet Searching Techniques, Basic Internet Searching Techniques, Blog Basics, Effective Document Design, Email Basics, Evaluating World Wide Web Resources, Finding Statistical Information, Government Information Resources, Human Resources Information, Microsoft Excel, Microsoft PowerPoint, Microsoft Word, Podcasting Basics, Small Business Information, and Using Google Docs.

Youth Programs—Working with teachers in the summer Kids' College and Teen College (now Junior Braves) programs, as well as the Summer Transportation Institute, the Library offers a variety of sessions where students learn about finding information through engaging, interactive activities. Students come to the Library for 1-hour sessions, where they work in groups to solve information-based problems.