The Mary Livermore Library
2014-2015 Assessment Report

Highlights

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

There were a reported 840,276 page views and 193,380 sessions on the Library's webpages for the 2014-2015 academic year. This represents a 109 percent increase over the 2013-2014 academic year. Similarly, in regard to library database usage, there were 1,268,269 searches and 279,968 sessions for the 2014-2015 academic year.

These changes can be attributed to a couple of different factors. The increased usage figures validate the effectiveness of the Library's Instruction and Reference programs in guiding patrons through the Library's web page in order to successfully access resources, and the figures also substantiate a return to more accurate statistical data since the transition to *Drupal* one year prior (2013-2014), when there were problems gathering data.

In 2014-2015, **Facebook** and **Twitter** continued to be the Library's most popular social media outlets, both of which again experienced an increase in the number of followers and in the number of interactions with library posts. Additionally, the Library continued to utilize the **Goodreads** website 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 by a few members. This discussion forum was paired with virtual displays in **Pinterest**, which for the 2014-2015 year proved to be popular both with followers and for the re-sharing of library posts. **YouTube** was also utilized by the Library to reach patrons, with several new videos added marketing library resources, and a subsequent increase in video views resulted. The **Second Life** library was officially closed, as were the rest of the UNCP Second Life virtual properties as funding for this project was terminated. The Library is still willing to offer virtual services on demand; however, requests for such services have not been received.

Foursquare use also stagnated, as the social media site made changes in the system that led to a decrease in personal usage in favor of a model favoring commercial business use. Due to the changes in **Second Life** and **Foursquare**, the Library will no longer be utilizing these social media outlets.

The number of LibGuides decreased from 170 in 2013-2014 to 150 in 2014-2015. A number of guides were deleted due to low use or duplication of other resources. Several others are uncompleted or marked private. Over 100 of the guides are course-specific while the others relate to faculty/staff interests. These guides received a total of 68,641 hits in the 2014-2015 academic year.

In 2014-2015, demand for iPads remained steady; 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 remained functional in 2014-15, and these will not be replaced when they are no longer useable.

In the area of digital resources, Special Collections/ Archives personnel worked with the English, Theatre, and Foreign Languages and the American Indian Studies departments to develop a collection of online local environmental oral histories.

Anne Coleman, Assistant Dean for Research Services, and Carlene Cummings, University Library Specialist for Special Collections, worked to add the bulk of the oral interviews to the Library's online digital repository that is made available to patrons via the CONTENTdm site. These library staff members are continuing to collaborate with Dr. Scott Hicks, English, Theatre, and Foreign Languages Department, and Dr. Jane Haladay, American Indian Studies Department, to gather any additional information needed to complete the records for the remaining environmental oral histories.

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

The spring 2015 survey was very positive. Those indicating that they were comfortable with the Library's environment increased slightly from 92% in 2014 to 93% in 2015. Library personnel continued to work with Terry McNish, Facility Maintenance Supervisor, Facilities Operations, to fine tune the temperature in the building. A procedure was established for dealing immediately with user complaints related to the temperature.

The Serials/Digital Operations Coordinator position remained vacant, so the Library's website committee continued to remain inactive for 2014-2015. A library staff member, Christopher Bowyer, assumed the responsibility of Primary Web Information Coordinator (W.I.C.) for the Library. Christopher and Carl Danis, the Collection Development/Electronic Resources Librarian, continued to make changes to the Library's website as necessitated by the needs of individual areas within the Library. Of significant note in the past year, reference and instructional services personnel continued to migrate materials from print documents and web-based documents on *Drupal* to more user-friendly LibGuides. This will make management and oversight of such resources a much more streamlined process.

In the 2014-2015 academic year, the number of requests to assist students with disabilities in utilizing library resources increased. This conclusion is based on observations from the Reference and Circulation Desks and on staff reports of patron transactions. Library staff diligently provided assistance and cooperated with the Accessibility Resource Center (ARC) as necessary. The Library also worked with the

ARC to update the software and hardware for the Sorenson machine in the multimedia room. The Sorenson machine provides telecommunications, via signing, for the hearing impaired. Consultations were also made with the ARC and Facilities Management regarding lighting in the Library and the effect it has had on those with seizure disorders. Work is currently underway to change the type of lighting in the main entrance of the Library to eliminate this issue.

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

In 2014-2015, there were 2,016 interlibrary borrowing requests, and 321 document delivery requests. Intraconsortial transactions were eliminated this academic year when Mary Livermore Library left the Coastal Carolina Consortium and migrated to an individual server.

There was a slight increase in the turnaround time for non-returnables, while there was a slight decrease in the turnaround time for returnables. However, all processes were completed well within an acceptable time frame.

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

The Library sponsored or co-sponsored 10 programs/events between October 2014 and April 2015, with an overall participation of 1550. One scheduled program, featuring Dr. Charles Beem, had to be canceled and will be rescheduled. Two of the events were literacy activities held at local elementary schools.

On November 7, 2014, 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. Twenty-six elementary-education majors and seven faculty and staff members read Native American stories to thirty-five classes (approx. 700 students) at Pembroke Elementary.

On April 24, 2015, in continued celebration of UNCP's annual **African American Read-In** (AARI), the Library co-sponsored, with the Office for Inclusion and Diversity and the School of Education, a Book Fair at R. B. Dean Elementary School in Maxton, North Carolina. The books for the fair were donated by a company called Worldwide Book Service.

The individual classes at R. B. Dean (approximately 350 students) were brought to the media center, and the students were allowed to each choose four books that interested them, along with at least one "informational text." Approximately 2,000 books were distributed directly to the students, and several boxes of books were left with the school librarian to be distributed later.

Flyers and poster displays were created as each library program was held during the year. During the fall 2014-spring 2015 academic year, over 20 displays were created and exhibited in library spaces by the Art, Displays, and Exhibits Committee.

Displays were also created for cultural events, holidays, and national monthly observances, such as African American History Month, Native American Heritage Month, Constitution Day, Teacher Appreciation Week, and Halloween, as well as more eclectic topics such as "Racial Profiling" and "Contagious Diseases Outbreak."

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

The Library's materials budget remained in flux from the final FY14 figures. A final, $300,000 reduction was taken in April of FY14. In FY15, the Library was once again mandated to reduce spending in purchased services, supplies, equipment and other expenses. The Library saw a $20,000 reduction at the beginning of the fiscal year and was required to give up an additional $45,000 at the end of the fiscal year. The Library's beginning materials budget was $1, 357,633, and its final, materials-spent total was $1,316,033; this final spent total reflects supplemental money that was added from other operating accounts. The Library worked hard to keep departmental funding at the same $330,000 level.

Traditionally, the Library's flex/current projects funding is used to help cover any additional spending for new departments, courses, or other special acquisition needs. In FY15, this fund had to be drastically reduced to $20,000; this figure was down from $100,000 in FY 09. The Library again had to use this fund to cover budget reductions to the materials budget, especially to cover increases in the costs of serials and electronic databases.

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

In FY15, the number of print materials added to the collection (excluding Documents) was 6178 and the number of media was 1240. The mandated budget reductions for FY15 are reflected in this decrease in the number of print items acquired as compared to the FY14 figures.

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 2014 semester, 29 sections of UNV 1000 were taught, with a total of 507 students. The pretest average was 57.9% and the posttest average was 68.99%, which represents an overall gain of 11.09%.

In the fall 2014 semester, Instructional Services provided instruction to 12 sections of ENG 1050, with a total of 188 students. Instructional services were also provided to 9 sections of ENG 1060, with 154 students.

In the spring 2015 semester, Instructional Services provided instruction to 20 sections of ENG 1060, with 318 students. ENG 1050 saw a significant rise in the fall semester from the previous year; as did ENG 1060 in the spring semester

Additionally, the Library offered 7 sections of LIB 1000 during the 2014-2015 academic year—2 face-to-face sections and 2 online sections in the fall; 1 face-to-face section and 1 online section in the spring; and 1 online section in Summer I 2015. A total of 113 students were enrolled in the courses. Overall, students did very well in the classes.

During the 2014-2015 academic year, the Library continued using a Qualtrics-based assessment. Usable quiz scores were received from 15 classes for a total of 168 students with an overall pass rate of 82 percent. Seventy-seven patrons completed the Mary Livermore Reference Transaction Survey. Seventy-six respondents indicated they were satisfied with their transactions and one respondent was not satisfied.

The Library began to assess additional information, such as the method of contact with the Reference Desk. Fifty-three respondents (69%) indicated that their sole method of interaction had been in person at the Reference Desk. Twenty-one respondents (27 %) indicated that they were first-time users of the Reference Desk. One of the respondents (1%) indicated contact with the reference personnel via e-mail. Two persons (3%) indicated contact with the Reference Desk via telephone.

The academic level of patrons seeking assistance indicated more juniors and seniors sought assistance than any other group. Overall, there were 11 freshmen (14%), 6 sophomores (8%), 21 juniors (27%), 25 seniors (32%), and 14 graduate students (18%), which indicates a significant increase for graduates students from the previous year.

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

For the 2014-2015 academic year, the membership data were taken from the FOL membership list published in the March 2015 edition of Library Lines. There was an overall increase in membership from 141 in 2014 to 149 in 2015. New members represented 63 percent of the total number; only 37 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 continue to be a factor.

Between July 1, 2014 and June 30, 2015, the Library provided special information literacy sessions for more than 155 young people (this of course included multiple sessions) who were taking part in the Office for Regional Initiatives' summer Junior Braves program, as well as the Transportation Institute.

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.

Additionally, the Mary Livermore Library was visited by another 479 young people from local public schools, churches, and civic organizations. Seventeen students from the Little Divas Camp in Robeson County visited on July 23, 2014. The Library was also visited by 14 middle school students on November 13, 2014. There were 30 student visitors from Waccamaw K-8 School in Brunswick County on November 18, 2014, and another 89 students from Gray's Creek Middle School in Fayetteville on January 7. Reference librarians worked with a group of 11 students from the Bethlehem Baptist Church in Laurinburg on February 3; the students were researching African American biographies. Library staff members assisted 105 students from West Pine Middle School in Pinehurst with a scavenger hunt on March 18, and, on March 26, 55 students from Sycamore Lane Middle School in Laurinburg were given a tour of the Library. Reference librarians provided an orientation to library resources and services to 10 seniors from Scotland County High School in Laurinburg on June 17. Then another 63 students, also from Scotland County High School, received orientations on June 24. Visits could be as basic as brief tours through robust, interactive orientation programs.

There were a total of 634 community students to visit the Library.

The complete 2014-2015 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 113 requests for instructional sessions in fall 2014 compared to the 119 requests in fall 2013 (**see Appendix 1A**). A total of 1864 students attended instructional sessions in fall 2014—a decrease of 482 students from the previous year. A contributing factor to this decrease may have been a reduction in the overall number of classes offered by the University due to budget constraints. In the spring 2015 semester, 92 classes were conducted, an increase of 10 from spring 2014. A total of 1459 students attended an instructional session in spring 2015, representing of increase of 287students from the previous year.

Reference statistics in 2014-2015 decreased in most categories from the previous year (**see Appendix 1B**). Reference questions increased in 2014-2015 to 2664 from 2418 the previous year. Directional questions decreased from 732 to528. Technical questions dropped from 215 in 2013-2014 to 163 in 2014-2015, a 24% decrease. Instructional questions saw an 18% decrease from 323 in the previous year to 264 in 2014-2015. Questions about library accounts also decreased from 211 in 2013-2014 to 193 in 2014-2015. The declines in reference activity are most likely a result of failure of the library staff to record data despite repeated reminders.

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 advertised. 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 840,276 page views and 193,380 sessions on the Library's webpages for the 2014-2015 academic year. This represents a 109 percent increase over the 2013-2014 academic year. Similarly, in regard to library database usage, there were 1,268,269 searches and 279,968 sessions for the 2014-2015 academic year.

These changes can be attributed to a couple of different factors. The increased figures validate the effectiveness of the Library's Instruction and Reference programs in guiding patrons through the Library's web page in order to successfully access resources, and the figures substantiate a return to more accurate statistical data since the transition to Drupal one year prior, when there were problems gathering data.

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 2014-2015, there were a total of 513 DE-related reference transactions, which is a decrease of 13 from the previous year. There were also 9 instructional sessions taught off campus, reaching a total of 69 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 2014 -2015 academic year. During that period, a total of 503 survey requests were sent and 69 (14%) were returned. Of the returns, 68 students were "satisfied" with DE services; 1 student was "somewhat satisfied"; and 0 students were "not satisfied." Results indicated that the majority of these students were taking online courses. There were 46 graduate students and 23 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, 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 (**see Appendix 1G**) to library resources that are available for students, faculty and staff, the Library maintained accounts on several social media sites.

In 2014-2015, **Facebook** and **Twitter** continued to be the Library's most popular social media outlets, both of which again experienced an increase in the number of followers and in the number of interactions with library posts. Additionally, the Library continued to utilize the **Goodreads** 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 by a few members. This discussion forum was paired with virtual displays in **Pinterest**, which for the 2014-2015 year proved to be popular both with followers and for the re-sharing of library posts. **YouTube** was also utilized by the Library to reach patrons, with several new videos added marketing library resources, and a subsequent increase in video views resulted. The **Second Life** library was officially closed, as were the rest of the UNCP Second Life virtual properties as funding for this project was terminated. The Library is still willing to offer virtual services on demand; however, requests for such services have not been received. **Foursquare** use also stagnated, as the social media site made changes in the system that led to a decrease in personal usage in favor of a model favoring commercial business use. Due to the changes in **Second Life** and **Foursquare**, the Library will no longer be utilizing these social media outlets.

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 assemble course and assignment-related resources in one location to facilitate ease of access for students. The number of LibGuides has decreased from 170 in 2013-2014 to 150 in 2014-2015. A number of guides were deleted due to low use or duplication of other resources. Several others are uncompleted or marked private. Over 100 of the guides are course specific while the others relate to faculty/staff interests. These guides received a total of 68,641 hits in the 2014-2015 academic year.

The guides are updated as needed to indicate resources available to UNCP students. Feedback from instructors who have used or requested LibGuides for their classes has been positive. A LibGuide, "Mary Livermore Library: Orientation for New Freshman and Transfer Students" (**see Appendix 1H**), is being used to provide easy access to library information for new students. This LibGuide guide had over 425 hits in 2014-2015.

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 2014-2015, demand for iPads remained steady; 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 remained functional in 2014-15, 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 Collection 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 transfer eliminated the need to get approval from a librarian to check out these items as Reference materials.

SMS (Short Messaging Service) was lost for the Reference and Circulation Areas 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 remains halted. The inventory module needs to be set up to work with the Library's new integrated library system, Sierra, but, due to a vacant systems position, this project is currently on a waiting list. However, the vacant circulation position which processes inventory has been filled, and inventory will resume as soon as the module is enabled.

The Access Services Area maintained its regular time tables for reserves and document delivery processing, but no updates were made to processes or guidelines during the 2014-2015 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 2014-2015 academic year, 161 items were used from the Library's Special Collections/Archives Area. There were 77 items added to Special Collections/ Archives. The Library has worked with the English, Theatre, and Foreign Languages and the American Indian Studies departments to develop a collection of online local environmental oral histories. Anne Coleman, Assistant Dean for Research Services, and Carlene Cummings, University Library Specialist for Special Collections, have worked to add the materials that are ready to the Library's online digital repository that is made available to patrons via the CONTENTdm site. The library staff members are collaborating with Dr. Scott Hicks, English, Theatre, and Foreign Languages Department, and Dr. Jane Haladay, American Indian Studies Department, to gather additional information needed to complete the records for the remaining environmental oral histories.

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 2014-2015 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 continued shortage of staff, particularly IT staff, and student workers. Also, the inventory module needs to be set up to work with the Library's new integrated library system, Sierra,

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 order to increase the modes of access (**see Appendix 1G**) to library resources that are available for students, faculty and staff, the Library maintained accounts on several social media sites

In 2014-2015, **Facebook** and **Twitter** continued to be the Library's most popular social media outlets, both of which again experienced an increase in the number of followers and in the number of interactions with library posts. Additionally, the Library continued to utilize the **Goodreads** website 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 by a few members. This discussion forum was paired with virtual displays in **Pinterest**, which for the 2015-2016 year proved to be popular both with followers and for the re-sharing of library posts. **YouTube** was also utilized by the Library to reach patrons, with several new videos added marketing library resources, and a subsequent increase in video views resulted. The **Second Life** library was officially closed, as were the rest of the UNCP Second Life virtual properties as funding for this project was terminated. The Library is still willing to offer virtual services on demand; however, requests for such services have not been received.

Foursquare use also stagnated, as the social media site made changes in the system that led to a decrease in personal usage in favor of a model favoring commercial business use. Due to the changes in **Second Life** and **Foursquare**, the Library will no longer be utilizing these social media outlets.

Total reference requests decreased across all venues. Reference contacts (**see Appendix 1B)** via Instant Messaging decreased from 9 in 2013-2014 to only 6 in 2014-15. Transactions at the Reference Desk decreased slightly from 2830 in 2013-2014 to 2816 in 2014-2015. Telephone transactions slightly increased from 490 to 494 in 2014-2015. Recorded e-mail reference transactions also saw a slight increase of 3% as 552 were noted in 2013-2014 versus 571 in 2014-2015. The decrease in 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 840,276 page views and 193,380 sessions for the 2014-2015 academic year. Statistics were more accurate than the previous year due to more effective statistics keeping as well as another year further into the transition of the Library's web pages to the Drupal platform.

Electronic database usage stats for 2014-2015 indicated that there were 1,268,269 searches and 279,968 sessions by UNCP users during the year.

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

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

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

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

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

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

Use of Assessment Data:

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

In 2014-2015, there were a total of 513 DE-related reference transactions, which is an increase of 7 from the previous year. There were also 9 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 2014 -2015 academic year. During that period, a total of 503 survey requests were sent and 69 (14%) were returned. Of the returns, 68 students

were "satisfied" with our services; 1 student was "somewhat satisfied"; and 0 students were "not satisfied." Results indicated that the majority of these students were taking online courses. There were 46 graduate students and 23 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 2014-2015 academic year, the Collection Development/ Electronic Resources Librarian focused on analyzing Science, Health Science, Education, Juvenile, and the Computer Science 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 identified for possible withdrawal 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 2010-2015

Semester	Sessions Provided	Number Students	Number WE	Number WD
Spring 15	92	1459	13	13
Fall 14	113	1864	11	9
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 (2009-2015)

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	2014-2015
Desk	3370	3863	3428	3387	2830	2814
Telephone	643	722	542	481	490	494
Email	486	803	559	537	552	571
IM	234	252	241	74	9	6
Totals	4733	5640	4770	4479	3872	3885

Appendix 1C

Distance Education Reference Stats (2010-2015)

Semester	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
July	32	38	52	33	18
August	66	57	57	57	64
September	79	92	53	57	34
October	69	47	88	52	102
November	55	26	26	61	6
December	10	9	1	5	12
January	62	36	36	66	74
February	101	63	69	28	23
March	98	57	41	94	81
April	97	33	38	48	30
May	23	19	13	19	19
June	115	60	23	9	50
Totals	**807**	**537**	**497**	**529**	**513**

Distance Education Instruction Stats (2014-2015)

Date	Course	Instructor	Location	# Students
9/6/2014	ECE 4170	Chuang	FTCC	11
9/6/2014	ECE 2050	Chuang	FTCC	18
9/11/2014	SOC/CRJ 3610	Hancock	RandCC (IVC)	2
9/11/2014	SOC/CRJ 3610	Hancock	RCC (IVC)	2
9/11/2014	SOC/CRJ 3610	Hancock	SCC (IVC)	2
9/29/2014	EDN 3900	Falls	Online via Bb	4
1/20/2014	SOC 3710	McPhatter	SCC	7
1/22/2014	SWK 5450	Edwards	SCC	11
1/24/2014	ECE 2050	Chuang	FTCC	12
Totals				**69**

Appendix 1D
Library Transaction Survey Data 2010-2015

		Fall 2010	Spring 2011	Fall 2011	Spring 2012	Fall 2012	Spring 2013	Fall 2013	Spring 2014	Fall 2014	Spring 2015	Total
Surveys Sent		247	416	394	252	287	140	158	386	141	362	2783
Surveys Received		63	70	33	56	52	40	26	74	37	32	483
												17%
Campus(es)?	Cape Fear CC	0	0	0	1	1	1	0	0	0	0	
	FTCC	0	3	0	2	1	1	0	0	0	0	
	Fort Bragg	5	5	0	5	2	1	0	1	1	1	
	Online	40	45	21	35	30	33	11	29	19	26	
	Other	9	11	3	7	10	0	0	0	0	0	
	Pembroke	x	x	x	x	x	x	16	48	23	5	
	RCC	3	12	1	6	6	2	0	5	0	1	
	Rob CC	0	0	6	5	1	0	0	0	0	0	
	SCC	21	14	3	4	5	4	2	0	2	0	
Satisfied?	Yes	60	66	32	54	48	38	22	70	37	31	
	No	1	2	1	1	2	1	2	2	0	0	
	Somewhat	2	2	0	1	2	1	1	2	0	1	
Still Need Help?	Yes	7	11	1	7	7	4	3	6	6	4	
	No	56	59	32	47	45	35	22	68	31	28	
Academic Level	Freshman	0	1	0	1	1	1	0	1	1	0	
	Sophomore	2	0	0	3	4	4	0	3	0	2	
	Junior	4	10	5	9	6	5	1	8	3	4	
	Senior	14	14	6	14	7	3	5	8	8	5	
	Graduate	44	45	22	28	34	26	19	54	25	21	

Distance Education Library Transaction Survey Comments

2014-2015

Fall 2014

I needed to research peer reviewed educational journal articles. I have never been a UNCP student before and there were not instructions for accessing the Livermore Library. It would be helpful for future students to be able to access the instruction/application process without having to make a phone call. I started my project at night and had to wait until the next day to talk with someone and set my account up.

I requested certain books from the library staff and before I even received a response to my email, I received the books at my residence. Job Well Done!   Al Laws II

You guys are great.

I have been very pleased with the assistance of all the library staff. They were very helpful in guiding towards the completion of my papers, directing me towards appropriate peer reviewed scholarly articles.

I was impressed by the quality of assistance that I received.

My experience with the library service has been extraordinary. I have gotten the materials that I requested nd in a timely manner.

APA Help

Spring 2015

I initially submitted a request to locate a few journal articles but was able to find them on my own through the UNCP online library system. Thank you!

Micheal and Robert were both great. They BOTH replied to me in a very timely manner and made sure that I had all I needed. As a non researcher it was great to have this help. I will for sure use them in the future.

This is my first semester at UNCP, And i was blown away with the amount of help I was given!! Keep up the great work.

I had a hard time finding my search database. Michael was awesome, he even found an article I desperately needed for an assignment

I initially submitted a request to locate a few journal articles but was able to find them on my own through the UNCP online library system. Thank you!

It really is good to know the library staff will help out as much as they can!

You guys are awesome. Thank you

Robert and Michael were great. Very professional, knowledgeable, and quick to reponsd. They provided me with resources and took the time to provivde directions, so I could further my search for material. First class service!

Thanks for the wonderful help once again. I think I am getting. The hang of it now.

You have always been exceptionally helpful and I don't have any improvements to recommend. Thank you is all I can add.

Keep up the good work.

Each time I ask for help I always received a reply in a timely manner.

The staff were helpful in finding articles related to research I was conducting. Any requests I had were responded to quickly. Thank you!

It really is good to know the library staff will help out as much as they can!

You guys were so very helpful and accurate!! Everything that was sent to me was relevant to what I needed and your reaction time was super quick. Thank you so much for all that you do.

I have never been to a college that has sure great and knowledgeable Librarian staff. Also when they assist you the turn around time is great especially if you do not wait until the last minute. They usually know your assignments. They really spoil you and it makes you not want to search for articles, book, etc. yourself. I sometimes still have a hard time searching for information. i love Michael and Robert. Clarise West

I did not receive a response. However, many fellow students have commented on getting exceptional assistance. I appreciate the resource.

The information I requested was sent to me promptly. When I changed my mind several times I received instant feedback and suggestions. The suggestions were very helpful and kind. Great Job!

In every instance, my expectations for assistance have been exceeded. I could not be more encouraged by the staff and their high level of expertise and customer service. This is been a huge blessing, as I re-enter the academic world. I am very grateful! Kathie

The staff were helpful in finding articles related to research I was conducting. Any requests I had were responded to quickly. Thank you!

Please check to make sure link are correct. I received a message from the Unified Messaging- circulation desk telling me how to set up my PIN, but the link was incorrect. This is the link that was given to me in the email... http://www.uncp.edu/academics/library/departments/outreachdistance-education/library-accounts/application-form This link takes me back to the application form and NOT the area to set up the PIN.

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).

LibGuide Title	Short URL	Created	Updated	Librarian
Academically or Intellectually Gifted (AIG)	aig	8/20/2014	6/13/2015	Clemens
Accessing Electronic Resources from Off Campus	offcampus	1/9/2015	1/9/2015	Arndt
African-American Studies Subject Page	afroamerican	1/29/2013	6/24/2015	Arndt
AIS 1010 Introduction to American Indian Studies	ais1010	8/1/2010	7/13/2015	Arndt
AIS 2390 American Indian Education	americanindianeducation	8/12/2011	6/19/2015	Arndt
AIS 3600	AIS3600	1/28/2015	3/25/2015	Arndt
AIS/ENG 2200 Native American Literature	nativelit	1/5/2010	6/19/2015	Arndt
AIS/ENG 3440 Native American Novel	nativeamericanovels	1/18/2012	12/23/2014	Arndt
AIS/HST 4650 Boarding School Narratives	boardingschools	12/18/2012	6/19/2015	Arndt

AIS/SOC/SWK 3880 Native Populations	nativepopulations	8/12/2011	6/19/2015	Arndt
American Indian Studies Subject Page	ais	1/29/2013	6/24/2015	Arndt
Anthropology Subject Page	anthropology	1/29/2013	1/20/2015	Arndt
Art Subject Page	art	1/29/2013	7/9/2015	Arndt
ATH 4900 - Research Techniques in Athletic Training	researchathtraining	2/5/2010	6/19/2015	Arndt
Biology Subject Page	biology	1/29/2013	2/17/2015	Arndt
Bullying	bullying	8/8/2011	1/7/2015	Arndt
Business and Economics Subject Page	business	1/29/2013	6/19/2015	Arndt
Ceramics	ceramics	5/26/2015	6/13/2015	Clemens
CHEM 3980 Scientific Literature	scientificliterature	6/28/2010	6/19/2015	Arndt
CHEM 4200 Forensic Chemistry	forensics	1/13/2011	1/12/2015	Arndt
Chemistry Subject Page	chemistry	1/29/2013	1/26/2015	Arndt
Children's and Young Adult Literature	CHYA	5/19/2014	6/13/2015	Clemens
Citing Resources	citingresources	8/15/2014	6/25/2015	Arndt
Collection Development/Acquisitions Guide	colldev	11/7/2011	9/27/2012	Danis
Common Read Recommendations	commonread	10/16/2014	1/8/2015	Arndt
Company Reports	companyreports	7/22/2013	12/9/2013	Arndt
Computer Science Subject Page	computersci	1/29/2013	11/26/2014	Arndt
Creating a Course Reserve	coursereserves	1/14/2015	1/14/2015	Arndt

Creating A PIN	creatingapin	3/7/2014	6/20/2015	Arndt
Criminal Justice Subject Page	criminaljustice	1/29/2013	6/19/2015	Arndt
Database Title List	databases	12/19/2014	7/7/2015	Arndt
Distance Education Guides and Handouts	deguides	3/7/2014	9/14/2014	Arndt
Document Delivery	documentdelivery	3/7/2014	3/7/2014	Arndt
Documents Online	[None]	6/25/2015	6/25/2015	Arndt
E-book Resources	ebooks	4/8/2013	11/4/2014	Arndt
EBSCO Folders	ebscofolders	9/12/2014	2/17/2015	Arndt
ECN 2020 Principles of Mircoeconomics	ECN2020	2/26/2013	6/22/2015	Arndt
ECN 2030 Principles of Macroeconomics	macroeconomics	9/21/2012	6/22/2015	Arndt
Education Subject Page	education	1/31/2013	1/31/2015	Arndt
Educational Technology	edtech	11/20/2013	6/13/2015	Arndt
ELE 3040 video	ele3040	9/24/2013	3/10/2015	Arndt
ENG 1050	composition	10/4/2010	6/22/2015	Arndt
ENG 1050 Nursing	ENG1050Nursing	8/30/2012	6/22/2015	Arndt
ENG 1060 Bullying	eng1060bullying	8/22/2011	6/24/2015	Arndt
ENG 1060 Protest Songs	protestsongs	10/4/2010	6/24/2015	Arndt
ENG 1060 Titanic	titanic	1/19/2011	3/26/2014	Arndt
ENG 1060: Hip-Hop, Subcultures, and Research	hiphopsubcultures	1/31/2011	6/24/2015	Arndt
ENG 2030 Literary Genres	litgenres	2/17/2010	4/7/2015	Arndt
ENG 2050 World Literature to 1650	worldlit	12/8/2014	12/9/2014	Arndt
ENG 2080 Women's Literature	womenslit	1/11/2010	4/7/2015	Arndt
ENG 2090 Literature and	filmandlit	5/26/2011	6/24/2015	Arndt

Film				
ENG 2100 African American Literature	africanamericanlit	4/3/2011	6/21/2015	Arndt
ENG 2230 Early American Literature	earlyamericanlit	2/7/2014	4/15/2015	Arndt
ENG 2410 Environmental Literature	environmentallit	5/6/2010	4/17/2015	Arndt
ENG 2470 Pre 1790 British Literature	pre1790britlit	4/19/2011	5/27/2015	Arndt
ENG 3040 Principles of Literary Study	eng3040	8/17/2010	6/24/2015	Arndt
ENG 3160 Victorian Literature	victorianliterature	5/21/2012	4/27/2015	Arndt
ENG 3580 Professional Writing	prowriting	2/2/2010	4/17/2015	Arndt
ENG 4290 Literature and Journalism	litjournalism	1/20/2011	6/24/2015	Arndt
ENG 5300 Literary Research	ENG5300	7/18/2012	6/24/2015	Arndt
English Composition	englishcomp	4/2/2013	6/19/2015	Arndt
Enviromental Science Subject Page	envirosci	1/29/2013	12/17/2014	Arndt
Eugenics	Eugenics	8/28/2012	6/24/2015	Arndt
EXER 5980	exer5980	1/17/2014	6/12/2015	Arndt
Films on Demand at UNCP	filmsondemand	9/29/2011	2/24/2014	Arndt
Foreign Language and Literature Subject Page	foreignlang	1/29/2013	11/4/2014	Arndt
Geology and Geography Subject Page	geo	1/29/2013	4/9/2015	Arndt
Graduate Academy	gradacademy	2/19/2014	9/22/2014	Arndt
HEALTH UNCP Employee	HEALTH	8/24/2011	3/26/2014	Arndt

Wellness				
Health, Physical Education and Recreation Subject Page	hper	1/31/2013	3/19/2015	Arndt
HIST 1200/4087 Asian Studies Research	asianstudies	1/5/2012	4/28/2015	Arndt
HIST 3100 Civil War and Reconstruction	civilwarandreconstruction	8/17/2010	7/13/2015	Arndt
History Subject Page	history	1/31/2013	12/17/2014	Arndt
How to Access Electronic Resources from Off Campus	[None]	9/14/2014	9/14/2014	Arndt
HST 2140 Introduction to British Studies	hst2140	6/8/2015	6/24/2015	Arndt
HST 3000 Introduction History Studies: Tudor Era	tudor	1/5/2012	6/24/2015	Arndt
HST 3000 Introduction to the Study of History	studyhistory	8/20/2010	6/18/2015	Arndt
HST 5250 U.S.-Asian History	USAsianHistory	8/16/2011	6/24/2015	Arndt
Hydraulic Fracturing	hydraulicfracturing	1/24/2012	3/26/2014	Arndt
Image and Art Collections	images	5/31/2013	9/9/2014	Arndt
Information Literacy at UNCP	informationliteracy	6/22/2012	5/22/2015	Arndt
JRN 4600 Investigative Journalism	investigativejournalism	12/23/2010	7/13/2015	Arndt
Learning Express Library	learningexpress	10/25/2010	7/24/2014	Arndt
LIB1000	lib1000	2/28/2013	7/13/2015	Arndt
Library Accounts	libraryaccounts	3/7/2014	7/24/2014	Arndt
Library and Database Accounts	[None]	7/23/2013	7/24/2014	Arndt
Library Assessment	subjectassessment	8/19/2013	11/12/2014	Arndt

Library Displays	librarydisplays	5/29/2013	6/9/2015	Arndt
Library of Congress Call Numbers	callnumbers	1/5/2012	7/13/2015	Arndt
Literacy	literacy	5/20/2015	5/21/2015	Arndt
Literature Subject Page	lit	1/31/2013	6/21/2015	Arndt
Locating an Article from a Citation	articlesfromcitation	10/17/2014	10/17/2014	Arndt
Mary Livermore Library: Orientation for New Freshmen and Transfer Students	NewStudent	12/1/2011	1/14/2015	Arndt
Mass Communication Subject Page	masscom	1/31/2013	7/9/2015	Arndt
Mathematicians	mathematicians	1/22/2015	1/27/2015	Arndt
Mathematics and Statistics Subject Page	math	1/31/2013	2/20/2015	Arndt
MCM 3000 World Media	worldmedia	2/11/2013	7/13/2015	Arndt
MCM 3700 Media and Politics	mediapolitics	6/19/2014	7/16/2015	Arndt
MCM 4050 Mass Media Law and Ethics	massmedialaw	8/14/2012	7/16/2015	Arndt
MCM 4360 - Mass Communication Theory and Research	mcm4630	2/4/2010	3/26/2014	Arndt
MGT 3030 Business Communications	MGT3030	7/6/2010	2/11/2015	Arndt
MGT 4100 - Small Business Management	smallbusinessmanagement	2/24/2014	7/24/2014	Danis
Music 5660 Applied Research in Music Education	music5660	9/17/2011	7/24/2014	Arndt
Music Subject Page	music	1/31/2013	2/13/2015	Arndt

NC State Library Training Guide	trainstation	8/6/2012	5/8/2014	Arndt
Need Help	needhelp	3/7/2014	7/24/2014	Arndt
New Proquest Database Links	proquest	9/12/2014	9/12/2014	Danis
News Resources	newsresources	4/11/2013	10/23/2014	Arndt
North Carolina Resources	ncresources	4/17/2013	4/17/2015	Arndt
NURS 2000 - Introduction to Health Technology and Informatics	nurs2000	3/22/2010	3/28/2014	Danis
NURS 3000 Transition to Professional Nursing	nursing3000	8/30/2010	5/19/2015	Danis
Nurse Educator Track	nur5360	1/13/2015	5/19/2015	Danis
Nursing	[None]	2/26/2015	2/26/2015	Clemens
Nursing 4000 - Nursing Research and Theory	nursing4000	9/17/2012	5/19/2015	Danis
Nursing Research and Writing Academy	nursingresearch	5/19/2014	6/5/2014	Arndt
Nursing Subject Page	nursing	1/31/2013	5/19/2015	Arndt
Off Campus Access	offcampusaccess	7/18/2014	7/18/2014	Alewine
PAD 5510	PAD5510	2/7/2014	3/27/2014	Arndt
PED 4030	ped4030	1/6/2014	9/2/2014	Arndt
Philosopy and Religion Subject Page	philosophyreligion	1/31/2013	1/26/2015	Arndt
Physical Ed	[None]	1/16/2015	1/16/2015	Arndt
Physics and Astronomy Subject Page	physics	1/31/2013	12/2/2014	Arndt
Placing A Hold Request	holdrequest	9/6/2014	9/6/2014	Arndt
POL 1000 Introduction to Political Science	PLS1000	2/17/2011	2/24/2015	Arndt
POL 3313 Political	politicalgeography	1/6/2012	7/24/2014	Arndt

Geography				
Political Science Subject Page	[None]	1/31/2013	12/17/2014	Arndt
ProQuest My Research	[None]	1/13/2015	1/13/2015	Arndt
PSY 3600 Abnormal Psychology	abnormalpsychology	6/13/2012	3/27/2014	Arndt
Psychology and Counseling Subject Page	psychology	1/31/2013	7/13/2015	Arndt
Public Administration at UNCP	MPA	6/18/2012	4/3/2014	Arndt
Public Administration Subject Page	publicadmin	1/31/2013	12/17/2014	Arndt
Quick Reference Videos	quickrefvids	4/30/2015	6/22/2015	Arndt
Racial Profiling	racialprofiling	12/5/2014	12/12/2014	Arndt
Reading & Writing in Education	educationresearch	8/21/2014	2/11/2015	Clemens
Reading Education	reading	4/30/2014	2/11/2015	Clemens
Reference Resources	reference	5/31/2013	12/10/2014	Arndt
RefWorks	refworks	9/12/2012	5/22/2015	Arndt
REL 3030 - Islam	islam	1/21/2010	7/24/2014	Arndt
Renewing Books and Videos	renewingbooks	9/11/2014	1/9/2015	Arndt
Requesting Material from Other Schools (ILL)	ill	9/14/2014	9/20/2014	Arndt
Resources for Kids and Teens	teenresources	6/28/2012	3/27/2014	Arndt
Robeson County	robeson	9/5/2012	7/24/2014	Arndt
Scotland County High Students	scotland	6/10/2015	6/18/2015	Arndt
Sexual Assault	sexualassault	8/25/2014	9/10/2014	Arndt
SOC/CRJ 3610	soc3610	5/30/2012	6/3/2015	Arndt
Social Work Subject Page	socialwork	1/31/2013	6/3/2015	Arndt

Social Work Theories	socialworktheories	3/8/2012	6/22/2015	Arndt
Sociology Subject Page	sociology	1/31/2013	7/20/2015	Arndt
SPN 4240 Spanish Literature	spanishlit	1/2/2013	3/27/2014	Arndt
Start a Business in North Carolina	entrepreneur	11/9/2010	7/24/2014	Arndt
Statistics and Demographics	stats	10/18/2012	7/24/2014	Arndt
Student Assistants	[None]	11/21/2014	11/21/2014	Power
Summer Reading List	summerreadinglist	5/5/2011	4/30/2015	Arndt
SWK 3710 Writing for the Social Sciences	writingforthesocialsciences	8/23/2010	3/28/2014	Arndt
SWK 3850	swk3850	1/23/2014	1/23/2014	Arndt
SWKS 6500 Military Social Work	militarysocialwork	5/22/2015	6/12/2015	Arndt
Teaching and Learning Center, Faculty Development Day Speaker	facultydevelopmentday	8/15/2011	3/28/2014	Arndt
Theatre Subject Page	theatre	1/31/2013	11/11/2014	Arndt
Transportation	transportation	6/18/2010	7/1/2015	Arndt
UNV 1000	UNV1000	2/28/2013	9/25/2014	Arndt
What is a Scholarly Journal	scholarlyjournal	8/15/2014	10/2/2014	Arndt
What's New?	de_whats_new	2/19/2014	5/22/2015	Arndt

Appendix 1F

2014-2015 Library Services

Seen this message???

In 36 day(s), this resource will no longer be available. NC LIVE currently provides access to a similar resource.

Fear Not!
The Library will still have access to EBSCO databases after the first of the year.
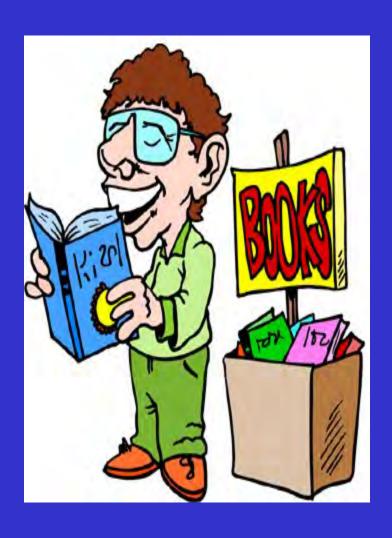
All laptops
and
Study Room
Keys must
be returned
by 11:30

Exam Hours

Monday, April 27—Thursday, April 30
7:30 a.m.—2 a.m.
Friday, May 1   7:30 a.m.— 11 p.m.
Saturday May 2   9 a.m.– 11 p.m.
Sunday, May 3   2 p.m.– 2 a.m.
Monday, May 4—Thursday May 7
7:30 a.m.—2 a.m.
Friday, May 8   7:30 a.m.—5 p.m.
Saturday, May 9 and Sunday, May 10
CLOSED
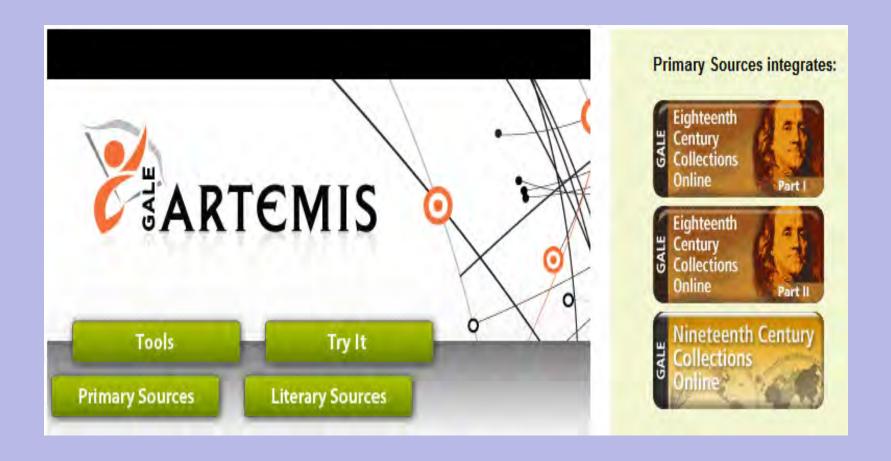
Friends of the Library Book sale April 12-18

Good reads for the summer!

Trial Databases

The FUTURE IS HERE… Change is COMING !!!

BraveCat is mutating!!

The BraveCat systems will be undergoing upgrades during early March. Some functions will be affected, including off campus access.

Plan accordingly!!!!!

Friends of the Library Scholarships

Submit your application for tuition assistance scholarships and book scholarships.

New Deadline March 14.

Surprised your databases did not open?

Some security certificates have expired.
Please complete the internet browser steps to continue to the site. We are working to correct the situation

IR @UNCP

Are You?

Curious?
See Anne Coleman or Claire Clemens to learn more
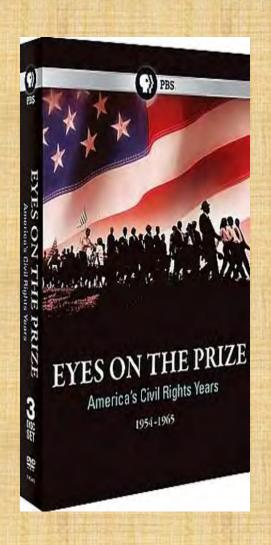
New Trial Database

Education in Video

New NC Live Video Resources !!

For a complete list of titles see
http://media.nclive.org/browse_videos.phtml

IR @UNCP

We are !
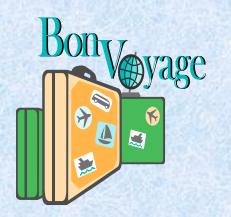
Be BRAVE !

To join the Institutional Repository (IR), Contact Anne Coleman or Claire Clemens.

Books from Fayetteville State University and UNC Wilmington must be ordered via Interlibrary Loan. They can no longer be ordered through BraveCat.

Confused as Bogie?

The Library catalog is migrating to a new system.

Changes are coming.

Off-campus access will be affected.

A Fall Faculty Showcase Featuring Dr. Mohammad Ashraf and Dr. John Spillan
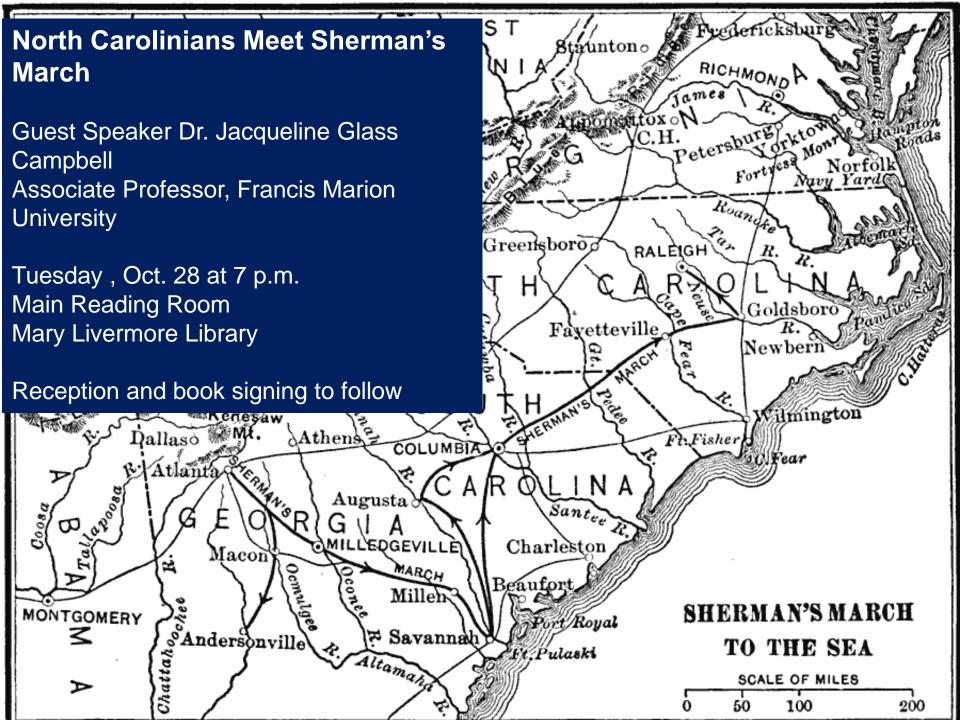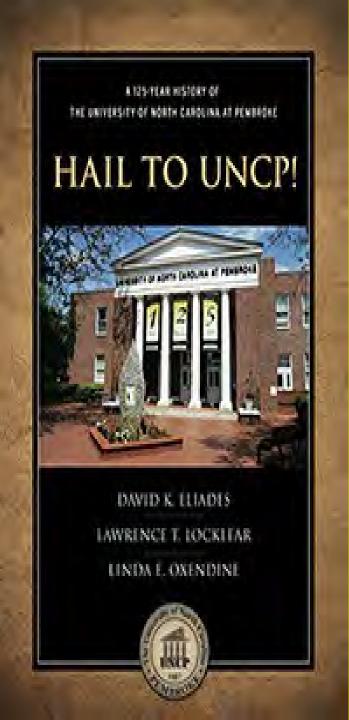
Tuesday, October 28, 2014 at 3:30 p.m. Main Reading Room Mary Livermore Library

North Carolinians Meet Sherman's March

Guest Speaker Dr. Jacqueline Glass Campbell
Associate Professor, Francis Marion University

Tuesday , Oct. 28 at 7 p.m.
Main Reading Room
Mary Livermore Library

Reception and book signing to follow

Hail to UNCP!: A 125-Year History of the University of North Carolina at Pembroke

Authors Lawrence Locklear and Linda Oxendine will discuss their recently published history of UNCP

Date: November 11, 2014
Time: 7 p.m.
Place: Mary Livermore Library

Check out this feature in America History and Life

CLIO Notes for America: History & Life will guide you through subjects in United States history by allowing you to browse through chronologies and brief summaries of significant events and themes in American history. On the main screen you will find a list of majors time periods and events. Each of these is further divided into subtopics that display informative essays and suggestions for further research. Linked subject terms are also provided that will allow you to search the entire *America: History and Life* database for articles, book and media reviews, and dissertations.

NEW Business Databases!!!

Check them out.

AND MORE!

ABI/INFORM Complete
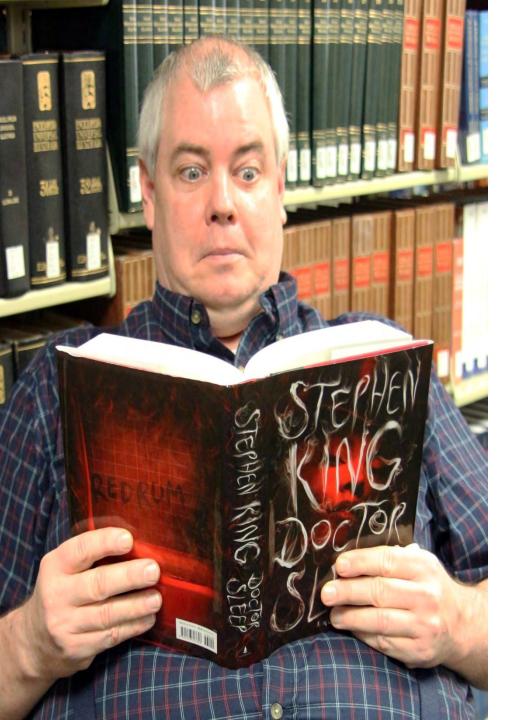
Hoover's Company Profiles

ProQuest Accounting & Tax Database

ProQuest Banking Information Source

Snapshots Series (market reports set)

Books to scare you at the Library!

Come pick up a ghoulishly good Halloween read.

Santa does not deliver good research.

But his elves at the Reference Desk do!

Seen this message???

In 36 day(s), this resource will no longer be available. NC LIVE currently provides access to a similar resource.

Fear Not!
The Library will still have access to EBSCO databases after the first of the year.
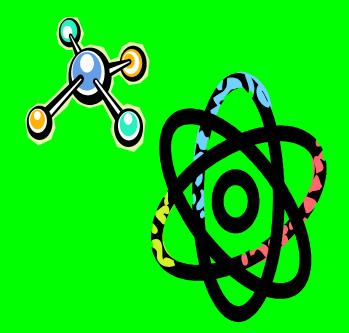
Mutate your research

New Science Databases Available!

ProQuest Biology Journal

ProQuest Environmental Science Package

ProQuest Science Journals

26th National African American Read-In:

"Speaking Our Words" Recitations of African American Literature

March 9, 2015 at 6:30 p.m.
Mary Livermore Library
Main Reading Room

Featuring Miss UNC Pembroke 2015, Bessie Barnes; Miss Fayetteville State, Dara Colon; and UNCP SGA President, Mr. Biruk Kassaw; along with Community members and UNCP students, faculty, and staff reciting works by African American authors

Poetry Short Prose Contest

Three categories:
UNCP students,
Area high school students,
General public, must be 18
years of age or older.

Cash prizes will be awarded in each
category:
$250 for first place,
$150 for second place,
$100 for third place
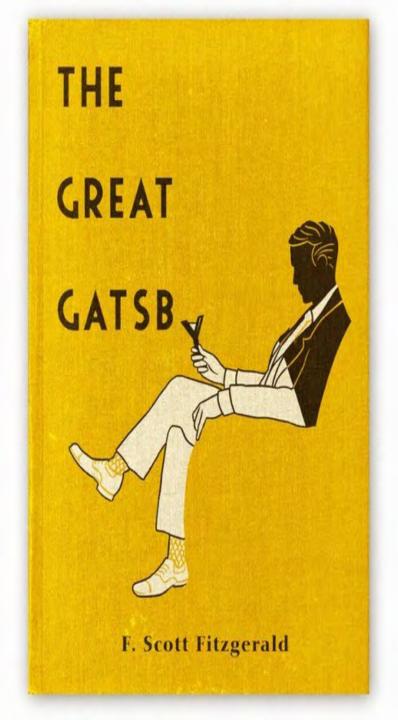
All entries must be 500 words or less.

DEADLINE EXTENDED

Sponsored by the Friends of the Library and Kiwanis of Robeson-Lumberton

New Deadline March 14

River Voices:
A Literary Celebration of the many voices of Robeson County in the form of poetry, storytelling and songwriting.

April 16th
7:30pm-9:30pm
Osterneck Auditorium
(across from Lumberton Public Library)

Featuring
NC Poet Laureate Shelby Stephenson,
Storyteller Kat Littleturtle,
Singer/Songwriter Charly Lowry,
and Author DeRay Cole.

THE GREAT GATSB

F. Scott Fitzgerald

A Novel Experience with the Library:
F. Scott Fitzgerald's *The Great Gatsby*

The Friends of the Mary Livermore Library

14th Annual Benefit
Saturday, **April 25, 2015.**

Buffet Dinner
Discussion on the Roaring 20's
by Ryan Anderson
Meet and greet the cast of *The Great Gatsby*
And
The performance of *The Great Gatsby*
In GPAC

Tickets: $50 per person
Full Time UNCP students $20

Help us Improve the Library

Take the Friends of the Library Survey!
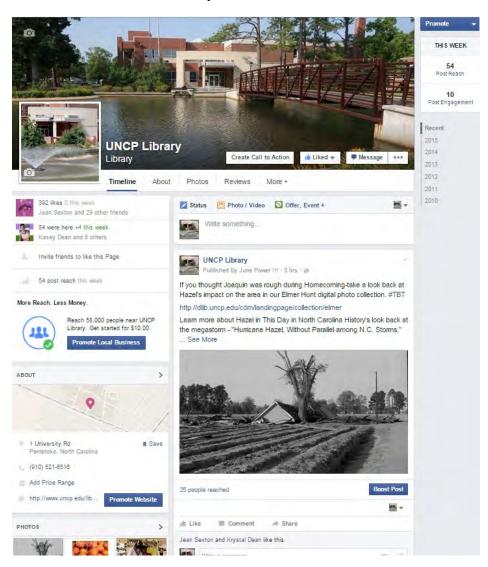
Receive a goody bag!

Appendix 1G

Modes of Access (Social Media)
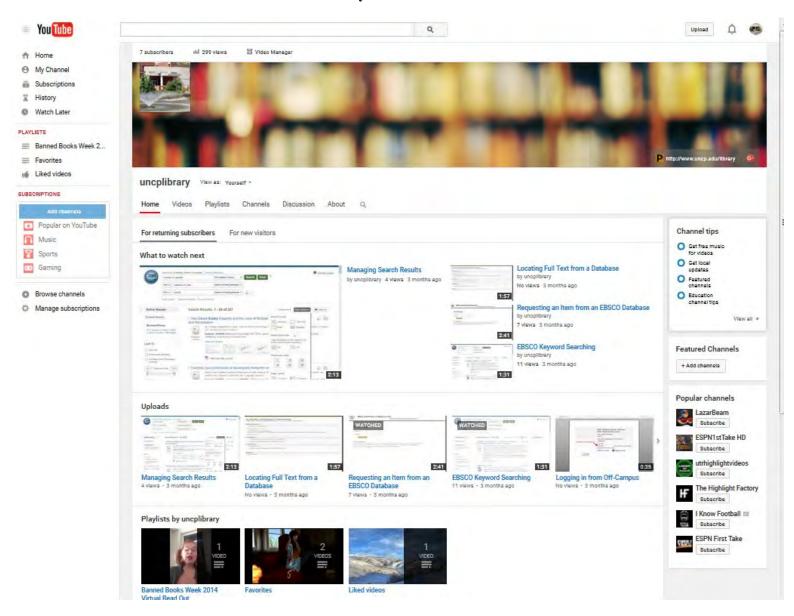
Library's Facebook Site:
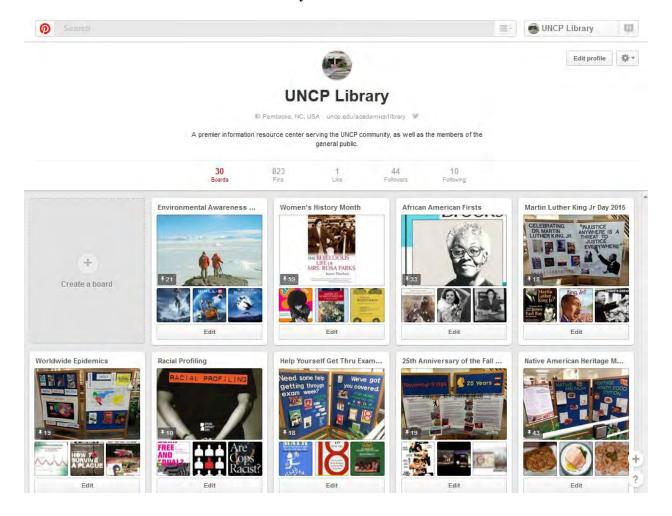
Library's Twitter Site:

Library's YouTube Site:

Library's Pinterest Site:

Library's Instagram Site:
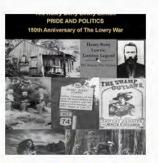
Library's Tumblr Site:
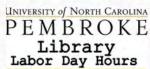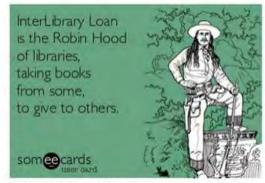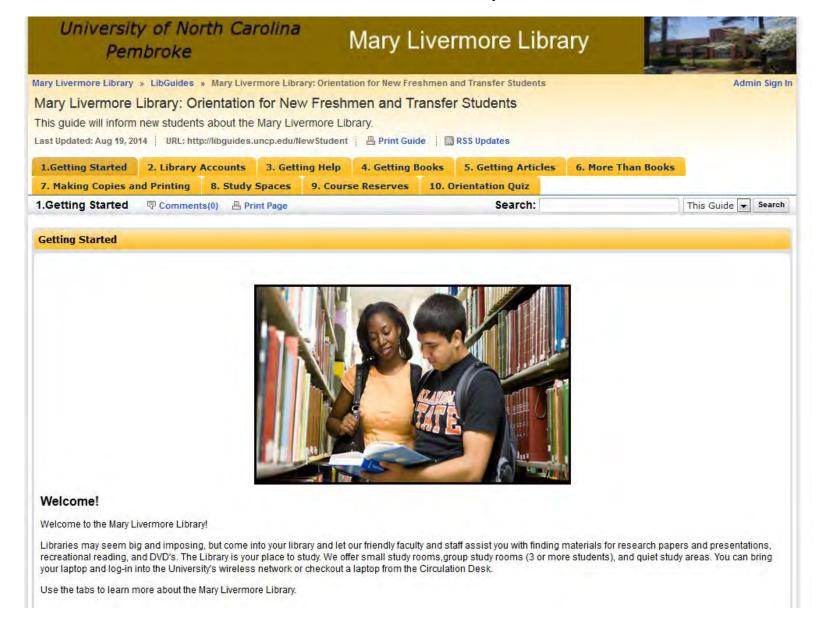
Library's Goodreads Site:

Appendix 1H

Student Guide to the Library

University of North Carolina Pembroke — Mary Livermore Library

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 2015 survey was very positive. Those indicating that they were comfortable with the Library's environment increased slightly from 92 % in 2014 to 93% in 2015 (see Appendix 2A). Library personnel continued to work 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, 36% of respondents requested "longer hours"; 11% requested "less noise"; and 53% requested "more study rooms." This indicates an increase in two of these categories, while requests for less noise remained the same. (see Appendix 2B).

The Academic Support Services Survey will not be deployed until spring 2016.

The GA Sophomore Survey has not been updated since 2013.

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

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

Primary Web Information Coordinator (W.I.C.) for the Library. Christopher and Carl Danis, the Collection Development/Electronic Resources Librarian, have continued to make changes to the Library's website as necessitated by the needs of individual areas within the Library. Of significant note in the past year, reference and instructional services personnel have continued to migrate materials from print documents and web-based documents on Drupal to more user-friendly LibGuides. This will make management and oversight of such resources a much more streamlined process.

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.
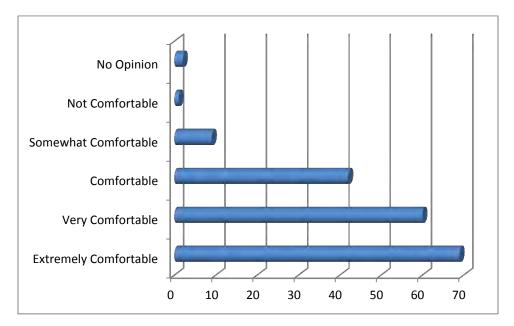
Assessment Procedure: The Access Services/Reference Librarian meets at least biannually with personnel from the Accessibility Resource Center (ARC). This librarian keeps notes of specific recommendations made by the Accessibility Resource Center (ARC).

Use of Assessment Data:

In the 2014-2015 academic year, the number of requests to assist students with disabilities in utilizing library resources increased. This conclusion is based on observations from the reference and circulation desks and on staff reports of patron transactions. Library staff diligently provided assistance and cooperated with the Accessibility Resource Center (ARC) as necessary. The Library also worked with the ARC to update the software and hardware for the Sorenson machine in the multimedia room. The Sorenson machine provides telecommunications, via signing, for the hearing impaired. Consultations were also made with the ARC and Facilities Management regarding lighting in the Library and the effect it has had on those with seizure disorders. Work is currently underway to change the type of lighting in the main entrance of the Library to eliminate this issue.

Appendix 2A

Annual Library Survey 2015: How comfortable do you find the physical facilities of the Library?

	Total Responses	Extremely Comfortable	Very Comfortable	Comfortable	Somewhat Comfortable	Not Comfortable	No Opinion
2015	165	69	60	42	9	1	2
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 201%: 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
2015	182	35	80	32	66	41	20	96	14
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

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 2014-2015, there were 2,016 interlibrary borrowing requests, and 321 document delivery requests. Intraconsortial transactions were eliminated this academic year 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 2.30 days for processing and 4.28 days, with shipping included. For returnables, the turnaround time for requests averaged 2.99 days for processing and 14.52 days with shipping included.

Document delivery turnaround time averaged 5.30 days for non-returnables and 1.73 days for returnables. Faculty patrons submitted the majority of borrowing requests or 65%, while students submitted 35% of all requests, with 792 patrons served. There was a slight increase in the turnaround time for non-returnables, while there was a slight decrease in the turnaround time for returnables. However, all processes were completed well within an acceptable time frame. The slight increase in turnaround time for non-returnables, in comparison to last year, is apparent and most likely was influenced by the increase in the number of circulation desk shifts that document delivery staff was required to work, due to a vacant circulation position that was filled mid-year. Circulation student assistants were utilized, in addition to the Document Delivery student assistant, to assist with readying materials for document delivery due to staffing shortages.

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 2014-2015, there were 5,139 interlibrary lending requests. Intraconsortial transactions were eliminated this academic year when Mary Livermore Library left the Coastal Carolina Consortium and migrated to an individual server. The turnaround time for the requests for returnables averaged 2.15 days, and the turnaround time for requests for non-returnables averaged 3.07 days.
There was a slight increase in the turnaround time for non-returnables, while there was a slight decrease in the turnaround time for returnables. However, all processes were completed well within an acceptable time frame. The slight increase in turnaround time for non-returnables, in comparison to last year, is apparent and most likely was influenced by the increase in the number of circulation desk shifts that document delivery staff was required to work, due to a vacant circulation position that was filled mid-year. Circulation student assistants were utilized, in addition to the Document Delivery student assistant, to assist with readying materials for document delivery due to staffing shortages.

Document Delivery Turnaround Statistics 2014-2015

Borrowing

Articles	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun		
Total Number of Article Records	37	32	71	85	69	26	74	117	80	90	47	58		
Average Time from Submitted to Processing in hours	49.20	17.59	18.86	24.72	30.24	47.28	64.32	22.29	23.16	45.60	25.44	22.45		
Average Time from Processing to Sent in hours	90.72	7.92	6.13	0.36	0.02	10.00	0.54	2.42	3.64	1.18	0.89	0.46		
Average Time from Sent to Received* in days	2.93	1.98	3.17	0.87	0.77	3.03	0.77	1.68	1.49	1.89	2.32	2.86		
Average Time from Received to Notified in hours	13.37	116.64	6.70	7.46	11.84	17.56	9.02	12.51	11.04	10.11	10.81	8.56		
Average Total Time in days	5.69	7.90	4.49	2.23	2.52	6.15	3.84	3.23	3.06	4.25	3.87	4.17		
Average Total Time in days Excepting Shipping Time	2.76	5.92	1.32	1.36	1.75	3.12	3.08	1.55	1.57	2.36	1.55	1.31	Annual Average	2.30 days

*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	Apr	May	Jun		
Total Number of Loan Records	12	23	58	47	17	15	38	35	65	26	13	23		
Average Time from Submitted to Processing in hours	32.64	22.12	16.97	20.31	24.48	33.12	11.62	19.42	23.18	34.08	16.81	18.80		
Average Time from Processing to Sent in hours	0.56	5.32	3.59	7.83	15.43	6.26	1.03	2.36	1.70	0.04	3.64	0.89		
Average Time from Sent to Received* in days	15.08	9.71	8.95	10.10	13.42	14.77	13.38	10.53	11.26	9.74	11.37	10.15		
Average Time from Received to Notified in hours	11.75	171.12	54.72	48.72	59.76	139.44	4.19	30.00	5.25	3.46	1.02	9.62		
Average Total Time in days	16.95	17.99	12.08	13.30	17.58	22.22	14.08	12.69	12.52	11.30	12.26	11.37		
Average Total Time in days Excepting Shipping Time	1.87	8.28	3.13	3.20	4.16	7.45	0.70	2.16	1.26	1.56	0.89	1.22	Annual Average	2.99 days

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

Lending*

Articles	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun		
Total Number of Article Records	56	72	144	198	117	76	87	140	146	121	71	62		
Average Time from Imported to Processing in hours	27.84	22.02	16.63	19.18	21.07	40.32	21.63	20.86	18.36	30.00	35.76	31.92		
Average Time from Processing to Stacks Searching in hours	1.01	4.37	2.30	0.44	3.60	1.12	3.00	5.34	4.88	0.75	1.96	4.77		
Average Time from Stacks Searching to Printing in hours	7.62	9.95	11.24	5.30	10.42	8.64	4.53	8.84	10.61	11.40	11.03	13.51		
Average Time from Printing to Finished in hours	49.20	27.60	13.09	1217.76	68.64	158.64	6.03	4.78	16.12	10.81	29.28	9.77		
Average Total Time in days	3.57	2.66	1.80	5.17	4.32	6.15	1.47	1.66	2.08	2.20	3.25	2.50	Annual Average	3.07 days

Loans	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun		
Total Number of Loan Records	90	142	130	126	97	47	136	137	143	152	88	121		
Average Time from Imported to Processing in hours	44.16	26.16	18.84	17.55	25.20	45.12	18.07	18.38	24.48	20.58	35.28	33.36		
Average Time from Processing to Stacks Searching in hours	3.58	0.54	1.12	3.14	0.36	1.15	1.11	0.81	0.80	1.18	4.67	1.31		
Average Time from Stacks Searching to Printing in hours	11.43	4.96	4.43	12.29	4.66	15.76	11.98	8.06	12.78	5.14	16.38	12.17		
Average Time from Printing to Finished in hours	2.60	38.64	20.94	21.17	8.88	4.04	4.77	5.78	6.05	12.16	3.86	23.96		
Average Total Time in days	2.58	2.93	1.89	2.26	1.63	2.76	1.50	1.38	1.84	1.62	2.50	2.95	Annual Average	2.15 days

Document Delivery

Articles	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun		
Total Number of Article Records	14	2	25	23	22	5	10	51	30	26	18	16		
Average Time from Submitted to Processing in hours	49.44	92	22.14	17.58	39.12	65.04	46.32	24.72	23.73	27.60	30.00	33.60		
Average Time from Processing to Stacks Searching in hours	24.24	130.08	42.48	55.20	10.01	114.72	15.09	37.20	46.32	60.72	14.55	42.72		
Average Time from Stacks Searching to Updated in hours	3.44	180.00	0.13	11.38	50.16	1.03	1.93	16.64	1.93	9.15	165.36	2.54		
Average Time from Updated to Notified in hours	0.01	0.01	0.01	0.01	0.01	0.01	0.01	0.01	0.01	0.17	0.04	0.01		
Average Total Time in days	3.22	16.75	2.70	3.51	4.13	7.53	2.64	3.26	3.81	4.06	8.74	3.28	Annual Average	5.30 days

Loans	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun
Total Number of Loan Records from ILLiad (III not included)	0	1	0	1	0	0	3	2	3	0	0	0

	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun		
Average Time from Submitted to Processing in hours		11.83		20.94			4	2.13	46					
Average Time from Processing to Stacks Searching in hours		0.41		0.87			25	0	14					
Average Time from Stacks Searching to Updated in hours		0.04		4.20			0	72.00	6					
Average Time from Updated to Notified in hours		0.06		0.07			0	0	0					
Average Total Time in days		0.51		1.09			1	3.10	3					**Annual Average**	1.73 days

Electronic Delivery	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun		
Total Number of Article Records	42	42	80	96	75	26	81	128	89	93	52	63		
Average Time from Submitted to Processing in hours	50.88	18.01	18.12	23.58	30.96	47.28	65.04	22.47	25.20	44.64	23.77	23.63		
Average Time from Processing to Stacks Searching in hours	3.33	6.04	5.90	0.32	0.02	10.00	8.85	2.55	3.32	1.15	2.52	0.43		
Average Time from Stacks Searching to Delivered to Web in hours	90.00	598.80	132.24	73.44	38.64	90.24	61.68	61.20	60.96	56.64	83.76	123.36		
Average Total Time in days	6.01	25.95	6.51	4.05	2.90	6.15	5.64	3.59	3.73	4.27	4.59	6.14	**Annual Average**	6.63 days

Document Delivery Services Statistics 2014-2015

ILL Lending 2014-2015				
	Returnables	Copies	Total Req. Filled	Req. Denied	Total Req.
July	138	56	194	142	336
August	161	68	229	149	378
September	195	154	349	227	576
October	170	181	351	198	549
November	153	118	271	185	456
December	73	26	99	51	150
January	164	95	259	212	471
February	182	157	339	238	577
March	214	138	352	240	592
April	172	132	304	173	477
May	27	70	97	142	239
June	150	60	210	128	338
Totals	1799	1255	3054	2085	5139

ILL Borrowing 2014-2015				
	Returnables	Copies	Total Req. Filled	Req. Denied	Total Req.
July	42	45	87	18	105
August	84	35	119	16	135
September	84	109	193	34	227
October	60	102	162	36	198
November	31	84	115	20	104
December	22	32	54	7	61
January	58	90	148	32	180
February	41	146	187	40	227
March	67	81	148	19	167
April	49	98	147	23	170
May	126	77	203	142	345
June	24	61	85	12	97

Totals	688	960	1648	399	2016

Patrons Served 2014-2015

	Faculty	Students	Total
July	46	3	49
August	55	14	69
September	97	52	149
October	49	64	113
November	22	30	52
December	19	8	27
January	73	37	110
February	53	35	88
March	35	27	62
April	64	13	77
May	40	5	45
June	61	8	69
Totals	513	279	792

Internal Document Delivery 2014-2015

	Returnables	Copies	Total
July	1	11	12
August	1	10	11
September	0	41	41
October	1	22	23
November	0	21	21
December	0	6	6
January	5	18	23
February	2	68	70
March	3	44	47
April	1	29	30
May	0	22	22
June	0	15	15

Totals	14	307	321

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.
>
> *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.
>
> *Assessment Timeline:* The Friends of the Library organization plans and hosts programs throughout the academic year. Attendance records are kept for each event.
>
> *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. 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 2014 and April 2015, with an overall participation of 1550. One scheduled program, featuring Dr. Charles Beem, had to be canceled and will be rescheduled (see Appendix 4A). Two of the events were literacy activities held at local elementary schools. On November 7, 2014, 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. Twenty-six elementary-education majors and seven faculty and staff members read Native American stories to thirty-five classes (approx. 700 students) at Pembroke Elementary.

Usually the African American Read-In (AARI) activities are held in February, during Black History Month, as a celebration of African American literacy. Unfortunately, that was not possible in 2015 because of several weeks of inclement weather in February 2015. The events, however, were rescheduled for March and April.

On April 24, 2015, in continued celebration of UNCP's the annual African American Read-In (AARI), the Library co-sponsored, with the Office for Inclusion and Diversity and the School of Education, a Book Fair at R. B. Dean Elementary School in Maxton, North Carolina. The books for the fair were donated by a company called Worldwide Book Service.

On April 20 and 21, librarians worked with student volunteers to sort and organize the donated books by grade levels. The books were then transported to R.B. Dean on April 24 and displayed on tables throughout the R.B. Dean Media Center. The individual classes (approximately 350 students) were brought to the media center, and the students were allowed to each choose four books that interested them, along with at least one "informational text."

On the day of the fair, seven UNCP faculty/staff (including several librarians), three UNCP students, the school librarian, the R.B. Dean teachers, and the teacher assistants assisted the students with choosing interesting and appropriate books. Approximately 2,000 books were distributed directly to the students, and several boxes of books were left with the school librarian to be distributed later.

During 2014-2015, seven FOL programs, excluding the Read-In activities and the canceled faculty showcase, averaged 56 attendees per event, and there were 1,158 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 2014-2015, in the area of social media marketing, **Facebook** and **Twitter** continued to be the Library's most popular social media outlets, both of which again experienced an increase in the number of followers and in the number of interactions with library posts. Additionally, the Library continued to utilize the **Goodreads** website 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 by a few members. This discussion forum was paired with virtual displays in **Pinterest**, which for the 2014-2015 year proved to be popular both with followers and for the re-sharing of library posts. **YouTube** was also utilized by the Library to reach patrons, with several new videos added marketing library resources, and a subsequent increase in video views resulted. The **Second**

Life virtual library was officially closed, as were the rest of the UNCP virtual properties in Second Life, since funding for this project was terminated.

The Library is still willing to offer virtual services on demand; however, requests for such services haven't been received. **Foursquare** use also stagnated, as the social media site made changes in the system that led to a decrease in personal usage in favor of a model favoring commercial business use. Due to the changes in **Second Life** and **Foursquare**, the Library will no longer be utilizing these social media outlets (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,

Constitution Day, Teacher Appreciation Week, and Halloween, as well as more eclectic topics such as "Racial Profiling" and "Contagious Diseases Outbreak."

An exhibit of the works of current UNCP Campus Scholars (faculty and staff) 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 2014-spring 2015 academic year, over 20 displays were created and exhibited in library spaces by the Art, Displays, and Exhibits Committee (see Appendix 4D). The displays included Banned Books Week, Constitution Day, Native American Heritage Month, African American History Month, Notable North Carolina Women, UNCP Campus Scholars, 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 2014-2015 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 physical media items were purchased in the specified areas of cultural diversity, as well as how many titles are made available electronically each year.

Assessment Procedure: Once per semester, the Collection Development/ Electronic Resources Librarian compiles an acquisitions' report via the Library's automation system, Sierra, 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 2014-2015 academic year, the number of physical media items in these areas increased to 656, up from 585 items the previous year. As in years past, the 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.

Friends of the Library Programs/Events (2014-2015)

Date	Program Title	Attendance	Type
10/28/2014	Fall Faculty Showcase: Dr. Mohammad Ashraf & Dr. John E. Spillan	34	Lecture
10/28/2014	"North Carolinians Meet Sherman's March" Presenter: Dr. Jacqueline Glass Campbell	38	Lecture
11/07/2014	Native American Read-In at Pembroke Elementary School	733*	Spec. Event (Com. Serv.)
11/11/2014	HAIL TO UNCP! Lawrence Locklear & Dr. Linda Oxendine (Authors)	92	Lecture
03/09/2015	African American Read-In Oral Recitations	56	Performance
03/24/2015	Spring Faculty Showcase: Dr. Charles Beem (Canceled)		
03/24/2015	African American Read-In Keynote Speaker; Reverend Pia Jessup	40	Lecture
04/15/2015	Annual Membership Meeting/NLW Reading/ and Scholars Recognition Program	47	Spec. Event
04/24/2015	Book Fair at R. B. Dean Elementary School (co-sponsored by Library, ODI, & Educ)	425	Spec. Event (Com. Serv.)
04/25/2015	Annual FOL Benefit: F. Scott Fitzgerald's The Great Gatsby	85	Spec. Event
	Total Participation	1550	

*Literacy activity at local elementary school

	Jul-14	Aug-14	Sep-14	Oct-14	Nov-14	Dec-14	Jan-15
FACEBOOK							
Page Likes	317	327	329	336	340	344	348
Page Clicks	4	12	122	69	99	26	14
Likes/Comments/Shares	1	4	29	37	42	36	18
Reach	32	168	451	327	666	534	437
TWITTER							
Followers	244	250	261	269	275	273	281
Mentions	0	1	2	3	1	0	4
Retweets	4	1	11	14	12	5	7
Favorites	2	3	7	5	12	4	4
YOUTUBE							
Video Views (Lifetime)	1061	1079	1093	1108	1112	1114	1121
Subscribers	6	6	6	6	6	6	6
PINTEREST							
Followers	19	19	27	32	34	40	42
Post Likes	4	2	0	0	0	1	0
Repins	23	9	7	13	20	25	7
FOURSQUARE							
Total Visits	874	874	874	874	874	874	874
Total Visitors	88	88	88	88	88	88	88
Tips	2	2	2	2	2	2	2
GOODREADS							
Members	9	9	11	11	11	11	11

	Feb-15	Mar-15	Apr-15	May-15	Jun-15	TOTALS
	358	340	343	359	365	365
	31	24	119	88	4	612
	29	32	14	9	6	254
	709	740	371	288	94	4,817
	286	294	294	295	298	298
	1	3	2	0	1	18
	13	18	11	16	7	119
	10	11	11	8	6	83
	1124	1158	1180	1193	1217	1217
	6	6	7	7	7	7
	43	42	42	42	42	42
	0	0	1	2	1	11
	12	6	3	8	3	136
	874	874	874	874	874	874
	88	88	88	88	88	88
	2	2	2	2	2	2
	11	11	11	11	11	11

Appendix 4D

List of Library Displays 2014-2015

Sizzling Summer	**July-Aug. 2014**
Back to School Help	**Sept. 2014**
Banned Book Week	**Sept. 2014**
Constitution Day A	**Sept. 2014**
Constitution Day B	**Sept. 2014**
Fall Juvenile Books	**Sept. 2014**
Hispanic Heritage Month	**Sept. 2014**
Faculty Showcase (Ashraf &Spillan)	**Oct. 2014**
Halloween	**Oct. 2014**
Berlin Wall 25th Anniversary	**Nov. 2014**
Native American Heritage Month	**Nov. 2014**
Hail to UNCP! (Lawrence Locklear)	**Nov. 2014**
Racial Profiling	**Dec. 2014**
Exam Week	**Dec. 2014**
Martin Luther King Day	**Jan. 2015**
Contagious Diseases Outbreak	**Jan. 2015**
African American History Month	**Feb. 2015**
UNCP Campus Scholars	**Apr. 2015**
Notable North Carolina Women	**Apr. 2015**
R. B. Dean Book Fair	**Apr. 2015**
Great Gatsby Benefit Event	**Apr. 2015**

List of Library Displays 2014-2015 (cont.)

Lib 1000	**May 2015**
Teacher Appreciation Week	**May 2015**
African American Music Appreciation Month	**June 2015**
Chancellor & First Lady Cummings	**July 2015**

HOT
HOTTER
HOTTEST

NICHOLAS SPARKS
Message in a Bottle

20,000 LEAGUES UNDER THE SEA
Jules Verne

JIMMY BUFFETT
A Salty Piece of Land

The Kings of Summer

MURDER UNDER THE PALMS
STEPHANIE MATTESON

NEVIL SHUTE
ON THE BEACH
THE CLASSIC BEST-SELLING NOVEL ABOUT THE WORLD AFTER NUCLEAR WAR

ANDREW M. GREELEY
Summer at the Lake

mary kay andrews
summer rental

DAVID BALDACCI
One Summer

LAVYRLE SPENCER

BEACH TRIP
CATHY HOLTON

SUMMER OF THE RED WOLF
MORRIS WEST

SIZZLIN'

TIM DORSEY
Hurricane Punch
A Novel

Eden Robinson
Monkey Beach

Guenevere
Queen of the Summer Country

Mary Alice Monroe
Beach House Memories

Ann Brashares

One Crazy Summer
Rita Williams-Garcia

Elin Hilderbrand
A Summer Affair

Queen of the Summer Stars

NORA ROBERTS
Whiskey Beach

MURDER AT WRIGHTSVILLE BEACH
ELLEN ELIZABETH HUNTER

BACK TO SCHOOL STRESS?

LET US HELP...

NEED TO CHILL OUT?
ENJOY OUR...

QUIET READING ROOM

AUDIOBOOKS AND DVDs

STUDY ROOMS

BOOKS

HAVE HOMEWORK TO DO?
WE CAN HELP!

RESEARCH ASSISTANCE

ACCESS TO ACADEMIC JOURNALS

THOUSANDS OF PRINT RESOURCES

ACADEMIC WRITING RESOURCES

BANNED BOOKS WEEK

SEPTEMBER 21-27, 2014

WHY ARE BOOKS CHALLENGED?

Books are challenged, mostly, in order to protect others from ideas or information that may be difficult.

Most of the time a challenge is motivated by sexual content, offensive language in a book, or the material appears to be unsuited to any age group.

CHALLENGED VS BANNED

When a book is challenged, it's an attempt to remove the materials or restrict them based on opinions.
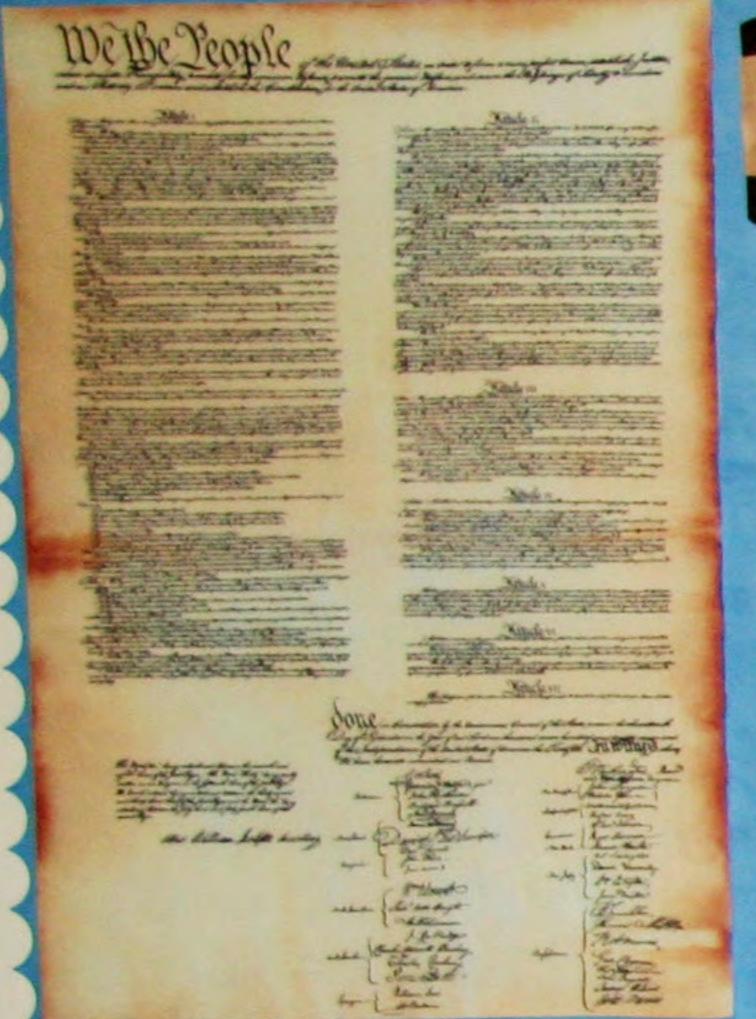
When a book is banned, it's the success of a challenge and those materials are removed.

WHO CHALLENGES BOOKS?

Many different people and groups are responsible for challenging books. The reasoning behind the challenge will vary from group to group or person to person.

Parents are the group who challenge materials the most.

Beware of the book

REMEMBER CONSTITUTION DAY

Leaf with a good book

Take Me

2x2=BOO!
A Set of Spooky Multiplication Stories
Loreen Leedy

how many seeds in a pumpkin?
Margaret McNamara · G. Brian Karas

A Walk in the Deciduous Forest
by Rebecca L. Johnson

APPLE FRACTIONS
by Jerry Pallotta
Illustrated by Rob Bolster

Count Down to Fall

Click, Clack, Boo!
Doreen Cronin and Betsy Lewin

Hello, Harvest Moon
by Ralph Fletcher
Illustrated by Kate Kiesler

HISPANIC HERITAGE MONTH READS

DESTINY of the REPUBLIC — Candice Millard

Butterfly Boy — Rigoberto González

1861 — Adam Goodheart

The Angel out of the House

A HISTORY OF THE PAPACY — ABSOLUTE MONARCHS — John Julius Norwich

THE STEAL — Rachel Shteir

ELLIS ISLAND INTERVIEWS — Peter Morton Coan

The Case of TERRI SCHIAVO

CHE — A Graphic Biography — Sid Jacobson and Ernie Colón

THE ASHGATE RESEARCH COMPANION TO BORDER STUDIES — Doris Wastl-Walter

The Handbook of Hispanic Linguistics

BORDER RENAISSANCE

NEW FACES NEW VOICES — The Hispanic Electorate in America — Marisa A. Abrajano, R. Michael Alvarez

Once Upon a Quinceañera — Julia Alvarez

BROKERED BOUNDARIES

Working from Within — Luis Urrieta Jr.

Island Beneath the Sea — ISABEL ALLENDE

Companion to Mexican Studies

MUSIC and Latin American Culture

MEXICO Narco-Violence and a Failed State? — George W. Grayson

OUR AMERICA — A Hispanic History of the United States — Felipe Fernández-Armesto

GABRIEL GARCÍA MÁRQUEZ

LEOPOLDO MENDEZ

The Three U.S.-Mexico Border Wars — Drugs, Immigration, and Homeland Security — Tony Payan

Bordering the Future

AMERICAN GUESTWORKERS — Jamaicans and Mexicans in the U.S. Labor Market — David Griffin

Fugitive Landscapes — Samuel Truett

CROSSING THE BORDER

Before the REVOLUTION — America's Ancient Pasts — Daniel K. Richter

Have a haunting experience at the library

THE GHOSTS OF CONSCIOUSNESS
Thought and the Spiritual Path
Herbert S. Demmin

Japanese Ghosts & Demons

Uninvited Ghosts

Ghosts of Old Wilmington

REAL GHOSTS, RESTLESS SPIRITS, AND HAUNTED PLACES

EARL MURRAY
GHOSTS of the OLD WEST

CHARLES PELLEGRINO
GHOSTS OF THE TITANIC

HAUNTING EXPERIENCES

The Complete IDIOT'S Guide Ghosts & Hauntings

TAR HEEL GHOSTS
BY John Harden
"THE DEVIL'S TRAMPING GROUND"
WITH DRAWINGS BY LINDSAY McALISTER

November 9, 1989

25 Years

Fall of the Berlin Wall

CHRONOLOGY

» 1945 - In the final days of World War II, the Allies' Yalta Conference divides Germany into four zones of occupation.

» 1949 - The western and southern zones occupied by Britain, France and the United States become West Germany (The Federal Republic of Germany). The Soviet zone becomes the German Democratic Republic (GDR), or East Germany. West Germany is a democratic republic. East Germany is a communist country aligned with the Soviet Union.

» 1961 - East German security forces chief Erich Honecker orders police and troops to erect a barbed wire fence.

» 1961 - Approximately 1,500 U.S. troops arrive in West Berlin.

» June 26, 1963 - President John F. Kennedy speaks in West Berlin, stating "Ich bin ein Berliner."

» 1972 - West and East Germany sign a treaty normalizing diplomatic relations and recognizing each other's sovereignty.

» June 12, 1987 - In a speech at the Brandenburg Gate, U.S. President Ronald Reagan challenges Soviet leader Mikhail Gorbachev to "Tear down this wall!"

Checkpoint Charlie

ICH BIN EIN BERLINER!

HALT
Staatsgrenze!
Passieren verboten!

Berlin Wall 1961-1989 »

FACTS

» The wall between East and West Berlin was 11-13 feet high and stretched 28 miles.

» It also encircled the city of West Berlin and stretched approximately 100 miles.

» What the world saw as the Berlin Wall was actually two concrete barriers with a 160-yard "death strip" in between that included watchtowers, trenches, runs for guard dogs, flood lights and trip-wire machine guns.

» Over 100,000 people attempt to escape over the wall. Between 5,000 and 10,000 succeeded.

» Approximately 200 people were killed while trying to escape; many of them were shot by guards or had a fatal accident.

» Checkpoint Charlie, formally known as Checkpoint C, was the nickname that Western Allies gave the best-known border crossing point between East and West Berlin.

DDR

TIME

DER SPIEGEL
DAS VOLK SIEGT

Berlin Wall 1961-1989 »

THE FALL OF THE WALL
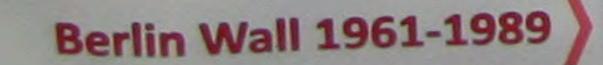
➤ November 9, 1989 - East Germany lifts travel restrictions to the West. An official mistakenly announces that East German citizens can "leave the country through East German border crossing points," effective immediately.

➤ November 9-10, 1989 - Jubilant crowds tear down the wall piece by piece.

➤ November 10, 1989 - Several new crossing points are opened, and tens of thousands of people cross over into West Berlin.

➤ October 3, 1990 - East and West Germany are officially reunited under the name the Federal Republic of Germany. This day becomes a federal holiday, known as the day of German unity (*Tag der deutschen Einheit*).

➤ Berlin again becomes the capitol of Germany. In 1991, the German Parliament, the Bundestag, voted to move the seat of the (West) German capital from Bonn to Berlin, which was completed in 1999.

➤ Pivotal moment in the collapse of communism.

➤ Start of Germany's emergence as a major power at the heart of Europe.

➤ Angela Merkel is the first female and first citizen of the former East Germany to become Chancellor (2005).

Berlin Wall 1961-1989 »

The New York Times
GORBACHEV QUITS AS PARTY HEAD; ENDS COMMUNISM'S 74-YEAR REIGN

The New York Times
TWO GERMANYS UNITE AFTER 45 YEARS WITH JUBILATION AND A VOW OF PEACE

A NEW BERLIN WALL OUT OF 8,000 BALLOONS FOR THE FALL'S 25TH ANNIVERSARY. THE "WALL" IS ILLUMINATED AT NIGHT AND WILL LAST THREE DAYS.

NATIVE AMERICAN

HERITAGE MONTH: FOOD EDITION

Take Me

2014 Native American Heritage Month

Indian Dancing and Storytelling
Thursday, November 6
UNCP Givens Performing Arts Center

Native American Read-In
Friday, November 7
a.m., Pembroke Elementary

Social Stick Ball Game
Friday, November 7
Noon – 2 p.m., Quad next to Old Main

Fall Powwow
Monday, November 10
Doors open – 4 p.m., Grand Entry: 5 p.m.
University Center Annex

Book Discussion and Signing – "Hail to UNCP! A 125-Year History of the University of North Carolina at Pembroke"
Tuesday, November 11
7 p.m., Livermore Library, Reading Room

"Examining the Academic Persistence Behaviors of American Indian Transfer Students and the Implications of these on the Pursuit of a Bachelor's Degree"
Wednesday, November 12
12 – 1:45 p.m., Chavis University Center, Faculty Lounge

Honoring Native Foodways
Thursday, November 13
11 a.m. – 1 p.m., Pine Cottage
Parking, Johnson Stadium (University Road). A shuttle will run between Johnson Stadium and Pine Cottage.

"Challenging the South's Black-White Binary: Haliwa-Saponi Indians and Political Autonomy"
Thursday, November 13
Speaker, Marty Richardson (Haliwa Saponi)
2 p.m., Dial 214

The Art and History of Quilt Making
Monday, November 17
3 – 4 p.m., Reception: 4 – 4:30 p.m.
Old Main, Multicultural Center (Rm. 130)

Open House for Southeast American Indian Studies Program
Tuesday, November 18
3 – 4:30 p.m. for campus &
4:30 – 6 p.m. for community
Old Main, Suite 204

Pinecone Patchwork Workshop
Saturday, November 22
1 – 4 p.m., Native American Resource Center
Admission: $25. Seating is limited.

A photo exhibit, celebrating UNCP's American Indian faculty and staff, their historical connection to the campus and the continued impact of UNCP on Native families, will be on display during Honoring Native Foodways (November 13) along with Facebook and other electronic media.

UNIVERSITY of NORTH CAROLINA
PEMBROKE

www.uncp.edu/sais

RACIAL PROFILING

A Racial Profiling bibliography is available on the back of this display and at http://libguides.uncp.edu/racialprofiling.

Who Is White? Latinos, Asians, and the New Black/Nonblack Divide
GEORGE YANCEY

Are Cops Racist?
Mac Donald

CRIMINAL JUSTICE IN NATIVE AMERICA

Racial Profiling
STOP RACIAL PROFILING
STOP NYPD ABUSE

Race, Ethnicity, and Policing
NEW AND ESSENTIAL READINGS

Profiles in Injustice
DAVID A. HARRIS

Race and Justice
Wrongful Convictions of African American Men

CRIME CONTROL AND SOCIAL JUSTICE
THE DELICATE BALANCE

AGAINST PREDICTION

Profiling and Criminal Justice in America
Second Edition

ISLAMOPHOBIA IN AMERICA
The Anatomy of Intolerance
Go Home

GOOD COP, BAD COP
RACIAL PROFILING AND COMPETING VIEWS OF JUSTICE

Need some help getting through exam week?

HELPFUL APPS

U chic
THE COLLEGE GIRL'S GUIDE TO EVERYTHING

STUDY BLUE

USE UNSTUCK

EasyBib

easilydo

Google Drive

fetchnotes

simplemind

NOT

HOW TO SUCCEED IN COLLEGE (While Really Trying)

FEAR OF MATH

We've got you covered.

FOR MORE FIND US ON
f p o t
@UNCPLIBRARY

The Naked Roommate: And 107 Other Issues You Might Run Into in College

I CAN FINISH College

18 MINUTES

DIY U

AFRICAN AMERICAN HISTORY MONTH

FIRST ACHIEVEMENTS

HATTIE MCDANIEL
1939-Academy Award for Best Supporting Actress

HALLE BERRY
2001-Academy Award for Best Actress

MAE JEMISON
1992 - Astronaut

THURGOOD MARSHALL
1967 – U.S. Supreme Court Justice

GWENDOLYN BROOKS
1950 – Pulitzer Prize Winner

RALPH BUNCHE
1950 – Nobel Peace Prize

BESSIE COLEMAN
1921 – Woman Licensed Pilot

NAT KING COLE
1956 - Television Host

VANESSA WILLIAMS
1983 – Miss America

SHIRLEY CHISHOLM
1968-U.S. Representative

CAROL MOSELEY BRAUN
1992 –Woman Senator

1943-THE TUSKEGEE AIRMEN
Aviators in the United States Armed Forces

BENJAMIN O. DAVIS, SR
1940 – General – US Army

CHARLIE SIFFORD
1961-PGA Tour Member
2004-World Golf Hall of Fame

TIGER WOODS
1997-Masters Tournament Winner

WILLIAM "COUNT" BASIE
1958-Grammy Award

1975-Played in Masters Tournament

BARBARA HILLARY
2007-Woman Explorer, North Pole

TONI MORRISON
1993-Nobel Prize for

JACK JOHNSON
1908 – Heavyweight Boxing Champion of the World

WENDELL SCOTT
2015 - NASCAR Hall of Fame

RUBY BRIDGES
1960 - Attended an all-white elementary school in the South

ROBERT LOUIS JOHNSON
CEO, Black Entertainment Television (BET)
2001-Billionaire

ROBERT ABBOTT
1905-Millionaire

ALICE COACHMAN
1948-Olympic Gold Medal

DR. JOHN TAYLOR, JR.
1908-Olympic Gold Medal

MATTHEW HENSON
1909 – Explorer, North Pole

MAX ROBINSON
1978-Television News Anchor

UNCP Campus Scholars

Latin America
CHALLENGES AND OPPORTUNITIES

Asian American Literature and the Environment
Edited by Lorna Fitzsimmons, Youngsuk Chae, Bella Adams

Shub's Cooking

Out of the West
Notes from Thomas Wolfe's Final Western Journey

HAIL TO UNCP!

Shelby Stephenson
North Carolina
Poet Laureate

THE MAN BEHIND THE QUEEN
Male Consorts in History

EVOLUTION

FORMAL INFORMAL SOCIAL SAFETY NETS

Jay Hansford C. Vest
NATIVE AMERICAN ORALCY
Interpretations of Indigenous Thought

Preparing the Perfect Paper

R. B. DEAN ELEMENTARY SCHOOL BOOK FAIR

123

A NOVEL EXPERIENCE WITH THE LIBRARY
THE GREAT GATSBY

EXPAND YOUR MIND

Summer I
Section 800 (Online)

Fall 2015
Section 1 Thursdays (2-2:50 p.m.)
Section 800 (Online)
Section 801 (Online)

Citing Sources!
APA! Chicago! MLA!

Empirical Research Articles!
Advanced Search Techniques!

So many sources so little time!

book & boogie

It's a party in the Library
Take LIB 1000!

Get Great Sources Faster—More Time to Party!

Better Sources=More A's=More Girls!

Find Better Sources!

Find Statistical Sources!

Know what is scholarly?

Contemplating Research?

Past Experience with Research?

Begin anew with LIB 1000 Think Critically!

Hungry for Information?

Start by Taking LIB 1000

TAKE LIB 1000

THINK OUTSIDE THE BOOK

Summer I
Section 800 (Online)

Fall 2015
Section 1 Thursdays (2-2:50 p.m.)
Section 800 (Online)
Section 801 (Online)

Search the World Wide Web Effectively!

The Flash Mob Says
Take LIB 1000!

Battle of the Century WWW vs. Databases!

Don't mess around with fluff. Learn to get the good stuff!

Citation Mining! Rare Sources!

Find Credible Sources!

Beyond Wikipedia!

Just realized you have a research paper?

Seek help @ the Library

I do all my research on the web.

Chasing the elusive A?

Find Statis...

Books and M...

Teacher Appreciation Week

UNCP Juv-Folio 796.323 C881h — HOOP GENIUS: How a Desperate Teacher and a Rowdy Gym Class Invented Basketball

UNCP Juv-Folio E S528d — David Goes to School. By David Shannon

UNCP Juvenile 921 H8926h — My Great-Aunt Arizona

UNCP Juvenile F A957s — AVI: The Secret School

UNCP Juvenile F C626f — Frindle

UNCP Juvenile-Folio E P762a — PATRICIA POLACCO: The Art of Miss Chew

UNCP Juvenile 621.3 C689e — The Magic School Bus and the Electric Field Trip

UNCP Juvenile E P762tha — PATRICIA POLACCO: Thank you, Mr. Falker

UNCP Juvenile F D199c — The Cat ate My Gymsuit

UNCP Juvenile E D188fd — First Day Jitters

UNCP Juvenile F M851b — A Book of Coupons

UNCP Juv-Folio E S496hoo — SEUSS: Hooray for Diffendoofer Day!

UNCP Juvenile F K82v — Roald Dahl: Matilda

UNCP Juvenile F H513y — The Year of Billy Miller

UNCP Juvenile E Y25m — AL YANKOVIC: My New Teacher and Me!

MARY LIVERMORE LIBRARY JUVENILE COLLECTION

AFRICAN ♪ AMERICAN
MUSIC APPRECIATION MONTH

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 FY14 figures. A final, $300,000 reduction was taken in April of FY14. In FY15, the Library was once again mandated to reduce spending in purchased services, supplies, equipment and other expenses. The Library saw a $20,000 reduction at the beginning of the fiscal year and was required to give up an additional $45,000 at the end of the fiscal year. The Library's beginning materials budget was $1,357,633, and its final, materials spent total was $1,316,033; this final spent total reflects supplemental money that was added from other operating accounts.

Annual review and application of the acquisitions formula did again allow for equitable funding of all areas of the curriculum. The Library worked hard to keep departmental funding at the same $330,000 level.

Traditionally, the Library's flex/current projects funding helped to cover any additional spending for new departments, courses, or other special acquisition needs. In FY15, this fund had to be drastically reduced to $20,000, which was down from $100,000 in FY 09. The Library again had to use this fund to cover budget reductions to the materials budget, especially 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 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 FY15, approximately 12% 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. Library staff members are increasing communication with faculty in order to determine a way to boost faculty input into the selection process.

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 the requests 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 2015 survey showed over 85.5% 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 89.54% of items were received within four weeks and 95.2% 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 continue to 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.
>
>   In FY15, the Library again saw a rise in cataloging turnaround for print and media. The Coordinator of Cataloging position was still vacant, and a University Library Technician for Cataloging was absent a great deal as well as, before having to go on short term disability for a year. Cataloging staff have also been

required to take on new responsibilities for authority control and other cataloging tasks that had been handled by the Coastal Carolina Library Consortium in which the Library participated. The Consortium was dissolved in May 2014. All orders were cataloged as quickly as possible. All materials orders are in the Library's online catalog and show availability as they proceed through the cataloging process. Therefore they are available at all times to be requested even though processing has not been completed.

In FY15, the number of print materials added to the collection (excluding Documents) was 6178 and the number of media was 1240. The mandated budget reductions for FY15 are reflected in this decrease from the FY14 figures.

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. The Library did see an upturn in incorrectly labeled materials leaving the Cataloging Services area, and this creates a serious concern for patrons being able to locate materials. Any problems identified are brought to Cataloging Services for resolution.

Use of Assessment Data:

The Technical Services did reinstate the process of all new books being checked by public services staff as the materials come out to public services for processing and scanning for status in the general collection. Public Services staff has begun

to keep track of all errors that are found in this final check of books. A record is kept of the type and number of mistakes found and all materials with errors are returned to Cataloging Services for correction. Since this process was reinstated there have been no errors recorded.

Any errors picked up by Cataloging staff are brought to the current Supervisor of Cataloging, the Dean of Library Services, who documents the problem and sends the material to the correct staff member for correction.

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**
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Appendix 5C

LIBRARY REQUESTS FOR PURCHASE BY TYPE

	2010/2011**	%	2011/2012**	%	2012/2013	%	2013/2014		2014/2015	%
Faculty Generated Requests	2297	27.00%	2051	23.00%	1674	18.61%	1158	16.94%	729	12.00%
Library Generated Requests	6043	72.00%	6764	77.00%	7287	81.02%	5669	82.94%	5487	87.00%
Other	18	1.00%	20	0.00%	33	0.37%	8	0.01%	49	1.00%
TOTAL	**8358**		**8835**		**8994**		**6835**		**6265**	

Appendix 5D

ORDER TURNAROUND TIME

	20010/2011	%	Cumulative	2011/2012	%	Cumulative	2012/2013	%	Cumulative	2013/2014	%	Cumulative	2014/2015	%	Cumulative
2Weeks	6090	70.97%	70.97%	7163	78.91%	78.91%	6147	67.36%	67.36%	4613	67.10%	67.10%	5045	72.79%	72.79%
4 Weeks	1379	16.07%	87.04%	1036	11.41%	90.32%	1872	20.51%	87.87%	1031	15.06%	82.16%	1161	16.75%	89.54%
8 Weeks	648	7.55%	94.59%	556	6.13%	96.45%	795	8.71%	96.58%	908	13.27%	95.43%	391	5.64%	95.18%
12 Weeks	182	2.12%	96.71%	128	1.41%	97.86%	134	1.47%	98.05%	136	1.99%	97.42%	48	0.69%	95.87%
16 Weeks	58	0.68%	97.39%	35	0.39%	98.25%	31	0.34%	98.39%	36	0.53%	97.95%	12	0.17%	96.04%
17+ Weeks	224	2.61%	100.00%	159	1.75%	100.00%	147	1.61%	100.00%	120	1.75%	100.00%	274	3.95%	100.00%
Total	8824			9077			9126			7031			6931		

Appendix 5E

CATALOGING TURNAROUND TIMES

Year	Books Cataloged	Days in Cataloging	Media Cataloged	Days in Cataloging
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
2014-2015	5186	85.3	964	19.6

**The library has seen reduced budgets and reduced staff positions in Technical Services. This is reflected in the turnaround statistcs for cataloging. Within the average turnaround time, the time to catalog Best Sellers, hold requests, and new movies averages 6.4 days.

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 posttest should improve over those from the pretest.
>
> *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 pretest online and complete research related modules as outside assignments. Following the instruction session, students complete an online posttest. 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 2014 semester, 29 sections of UNV 1000 were taught, with a total of 507 students. There were 138 matched pairs: pretests and posttests (see Appendix 6A). The pretest average was 57.9% and the posttest average was 68.99%, which represents an overall gain of 11.09%. We saw fewer significant percentage jumps this year; although the overall scores were very positive. We consistently have seen a problem with the wording of question #7, so we made a minor change and will see if the clarification makes a difference to future 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.

Use of Assessment Data:

In the fall 2014 semester, Instructional Services provided instruction to 12 sections of ENG 1050, with a total of 188 students. Instructional Services provided instruction to 9 sections of ENG 1060, with 154 students. (see Appendix 6B)

In the spring 2015 semester, Instructional Services provided instruction to 0 sections of ENG 1050, with a total of 0 students. Instructional Services provided instruction to 20 sections of ENG 1060, with 318 students.

ENG 1050 saw a significant rise in the fall semester from the previous year; as did ENG 1060 in the spring semester

The Library offered 5 sections of LIB 1000 during the 2014-2015 academic year—2 face-to-face sections and 2 online sections in the fall; 1 face-to-face section and 1 online section in the spring; and 1 online section in Summer I 2015. A total of 113 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 were several requests from faculty, especially English faculty, for access to the *Guide to Library Research* and that was provided, even though it was not updated and was available only on the old UNCP server www2. In response, reference/ instructional services personnel are working on updates, including an updated quiz using Qualtrics. The research guide has been going through

significant changes and will be advertised in fall 2015 by Robert Arndt, via the English departmental listserv, which will help to reach the new faculty that have been hired in that department.

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 2014-2015 academic year, the Library continued using a Qualtrics-based assessment. Usable quiz scores were received from 15 classes for a total of 168 students with an overall pass rate of 82 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 2014-2015 academic year, 77 patrons completed the Mary Livermore Reference Transaction Survey. Seventy-six respondents indicated they were satisfied with their transactions and one respondent was not satisfied (see Appendix 6D).

The Library began to assess additional information, such as the method of contact with the Reference Desk. Fifty-three respondents (69%) indicated that their sole method of interaction had been in person at the Reference Desk. Twenty-one respondents (27 %) indicated that they were first-time users of the Reference Desk. One of the respondents (1%) indicated contact with the reference personnel via e-mail. Two persons (3%) indicated contact with the Reference Desk via telephone.

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. Overall, there were 11 freshmen (14%), 6 sophomores (8%), 21 juniors (27%), 25 seniors (32%), and 14 graduate students (18%), which indicates a significant increase for graduates students from the previous year.

Appendix 6A

	Pre-Total	Post-Total	Change
TOTALS	**57.90**	**68.99%**	**11.09**

UNIV 1000 Pre/Post Test Scores

Banner	Pretest	Posttest	Change
704	40	80	40
1107	60	50	-10
1241	60	80	20
2395	70	80	10
aas031	60	80	20
abg009	30	50	20
adb042	70	40	-30
adc041	40	70	30
adt016	20	10	-10
aei002	30	70	40
aem015	40	40	0
ajh022	40	60	20
akm016	20	60	40
alc045	80	90	10
ald025	60	90	30
anp010	50	80	30
apa003	80	80	0
arg009	50	70	20
bah029	80	80	0

bar017	50	60	10
bde003	60	50	-10
bnl014	80	70	-10
bnm018	50	60	10
bnw009	70	60	-10
brm014	50	60	10
Btd006	90	90	0
btg004	80	80	0
cab048	70	80	10
cfn001	40	100	60
ch0040	60	70	10
clc054	60	90	30
clk009	60	90	30
cme010	30	30	0
crg008	80	80	0
crh021	50	50	0
csm027	60	80	20
cv0004	70	60	-10
cw0028	50	70	20
db0023	60	70	10
ddf010	70	90	20
ddw012	40	80	40
dkm010	60	70	10
dly005	80	90	10
dpp003	80	80	0

drm031	60	80	20
dth007	70	80	10
dwb010	70	90	20
dxs002	30	70	40
eak006	50	90	40
eam014	70	80	10
eam017	80	90	10
ecm013	80	60	20
egg007	80	80	0
ejc007	50	40	10
emf006	80	50	30
er0011	50	60	10
fjr004	80	80	0
iej002	80	70	-10
ja0012	50	70	20
jac041	30	80	50
jaj032	60	60	0
jal035	60	70	10
jap039	80	70	10
jbb032	40	90	50
jbd015	80	80	0
jcb038	60	50	-10
jet016	60	90	30
jfe003	60	60	0
jg0027	40	40	0

jjc020	50	80	30
jk0021	30	60	30
jlt031	30	70	40
jmb068	90	40	50
jmc060	40	30	-10
jmf021	60	60	0
jmm060	40	70	30
Jmw043	60	70	10
jmw046	60	80	20
jnp010	60	80	20
jrw041	60	60	0
js0056	40	50	10
jtr013	80	70	-10
jwa010	80	90	10
kas041	50	40	-10
kbw012	50	50	0
kcc009	60	70	10
kdm030	40	80	40
klg025	50	50	0
kmc034	80	80	0
kmj017	30	70	0
kmp019	60	70	10
kmp021	70	80	10
kms050	60	80	20
kms050	40	80	40

krc018	40	90	50
ksb018	30	60	30
la0013	70	80	10
lfw002	70	90	20
ljm014	60	80	20
mbj007	70	70	0
mci004	70	60	-10
mf0011	40	60	20
mla017	40	50	10
mme009	50	90	40
mms019	50	70	20
mru001	70	70	0
msb018	80	90	10
mzm001	60	80	20
nd0010	60	60	0
ngb003	60	80	20
nja001	50	10	-40
nm0022	50	70	20
nmr006	80	80	0
oh0008	70	80	10
owa001	70	60	-10
pks005	60	70	10
pla005	70	50	-20
pll011	80	70	-10
rdk006	70	70	0

rgb012	60	80	20
rll016	70	70	0
rnb009	40	60	20
sad015	70	80	10
sam041	70	80	10
sdc023	30	60	30
sem018	30	50	20
skd006	60	90	30
smk006	50	80	30
snt004	90	60	-3
srl017	50	50	0
tbh012	50	50	0
tdw013	30	80	50
tlf008	40	50	10
tmo007	40	40	0
toc003	40	80	40
ttm004	80	80	0
vra001	50	80	30
wfm003	70	50	-20
	Pre-Total	**Post-Total**	**Change**
TOTALS	**57.90**	**68.99%**	**11.09**

Appendix 6B
English Composition Course Sections Taught 2010-2015

Semester	1050 Offered	1050 Taught	# Students	Plus 1	1060 Offered	1060 Taught	# Students	Plus 1
Spring 15	8	0	0	0	41	19	316	3
Fall 14	47	12	188	1	12	9	154	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
2014-2015

Subject Quiz Results

Course	No. of Students	% Passes	Librarian
BIO 4610	6	83	Arndt
CRJ/SOC 3610	20	100	Alewine
CRJ/SOC 3610	19	88%	Arndt
ECN 2020	14	86%	Arndt
ECN 2030	15	93%	Arndt
EDN 2100	1	0%	Clemens
ENG 2100	2	100%	Arndt
HST 3000	19	89%	Arndt
MGT 3030	13	62%	Danis
MGT 3030	21	76%	Clemens
MGT 3030	12	75%	Clemens
REL 2050	9	100%	Arndt
REL 3025	8	100%	Arndt
SWK3710	8	68%	Arndt
SWK3850	1	100%	Clemens
Totals	**168**	**82%**	

Appendix 6D
Reference Desk Survey Stats 2014-2015

1. Were you satisfied with this transaction?

#	Answer		Response	%
1	Yes		76	99%
2	No		1	1%
	Total		77	100%

2. For what class did you seek assistance?

Text Response
Reading & Writing in the Natural Sciences
Psychology Capstone (Dr. Reagan)
Theory and Research
Psychology
MAT-4020
Library database question
Exer Grad
Political Science
Political Science
Counseling Research
Internship
Psychology
Social Work
Sport Psychology
Sociology, Personal Entertainment, ENG 1060, 2090, 3060
Social Research
HLTH 4100
Lumbee Heritage History
Economic Development
Reading & Writing in the Natural Sciences
Theory & Research
Social Work (intro)
printing an assignment
Theory & Research
CNS 5025
Business
ALS 4050-001
Sport Psychology
International Mgt.
Humanistic Tradition I
PLSS/PLS
Criminal Procedure
British Literature
Small business management
Theory and Research
Political Science
International management
Literature $ Film (Eng 2090)
Drugs & Society
Discrete Math and Differentials
English
Psychology
Political Science
Exer 506
Education
Criminal Justice
Scholarly Articles
Composition II

PAD 5000
SWK 3710
English Comp 1060
Ethics CWE
Media Law & ethics, resource help
Curriculum Leadership & Legal Aspects
History
Microbiology
Elementary Education &Research & Writing
Psychology
HBSE 1
Social Work
Criminal Issues in Criminal Justice
Writing For Research in Criminal Justice Studies
Teenage Pregnancy
Senior Seminar
Psychology
History
Social Work
Fifty Shades of Grey
Criminal Justice
Writing for Research at the Graduate level
SWK 4450
English
International marketing
Social Work 6430
Special Education programs

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

#	Answer		Response	%
1	In person		53	69%
2	E-mail		1	1%
3	IM		0	0%
4	Telephone		2	3%
5	This is my first time		21	27%
	Total		77	100%

4. Academic Level

#	Answer		Response	%
1	Freshman		11	14%
2	Sophomore		6	8%
3	Junior		21	27%
4	Senior		25	32%
5	Graduate		14	18%
6	Community user/not a student		0	0%
	Total		77	100%

5. Comments

Very helpful and encouraging Mr. Jerry!

Ms. Clemens was awesome! Very helpful and she was a huge help in finding resources.

All my questions were answered, I understand what to do with the database.

Jerry McRae was so helpful, he helped me find over 12 articles for my research!

Mr. Arndt was very helpful.

Very helpful.

Mr. Jerry took his time and helped me find plenty of books and articles for my research.

Mr Jerry is still the coolest librarian here! We love him and his helpful skills at finding articles!

Jerry was fantastic and quick, professional, but friendly. I definitely plan on returning next time I have a need for help with reference materials.

Jerry is a big help with my papers.

Jerry & David were excellent in providing assistance regarding my research on the Lumbee Indian.

Going to the desk in person was a great help.

Jerry was a great help.

Mr. McRae helped me find all my information that I needed.

Very helpful

The system did not recognize me and wouldn't let me print a document. David young and Chris Bowyer were extremely helpful and were about to get it printed. They also took my information to pass on to ensure this issue gets fixed. Thanks so much guys!

Mr. McRae was a great help. He was able to help me find all the information I needed.

Great help. patience and kind staff willing to help anyway they could grateful student.

Tried and did not want to give up

My reference assistant was Jerry McRae. He was very helpful in finding the full text for a research article I needed. He found a pdf copy for me and printed it off!

Very helpful

Mr. David was friendly and helpful!

Pretty Good customer service

David Young very helpful and polite.

Thank you, very helpful for a nontraditional student (age).

Mr. Jerry really helped me find an article I thought for sure I had to wait two weeks to get from Interlibrary loan :(Thanks Mr. Jerry!

Mr. Young was very patient and helpful in helping me find information on my topic- a very nice man.

Very helpful, thank you.

Verry helpful, meet all my expectation.

David Young was exceptionaln and was a great help. My fiance and I came into the library needing help and he helped with all of our beckoning calls and needs for help.

Let me start by saying I was so hopeless until I came in and met Mr. McRae. He helped me find great articles on inpatient care pertaining to amputations for US Veterens. He gave me great insights as well on the importance of finding the right keywords. Perfect choice with picking this guy!

He was a lot of help!

Very helpful and easy to talk too. (David Young)

Jerry McRae provided me excellent assistance with helping me find scholarly articles. I was very pleased with the assistance that he provided me with. The sources that he helped me find were for two research papers that I were required to complete. The sources were exactly what I hoped for to help me complete the research papers.

Great communication, understood thouroughly.

Mr. Young was very helpful, informative, very nice. We had a nice conversation in addition to the help he offered me with my research paper.

They were very helpful in assisting me.

Reference help desk was very helpful. I would use it time, after, time, thank you Mr. Jerry!!

Easy to talk to and communicate with.

I found the assistance very helpful.

I had great assistance from Mr. Robert Arndt, and his knowledge base is immeasurable. I value the help and support that he offered.

Great information

Mr. McRae was helpful in helping me find sources for a project.

So much help, answered every question.

David Young was a wonderful help. I needed copies but was not sure what to do. He went above and beyond what he was required to do. I am so very greatful!

Every time I seek assitance with finding articles, Jerry is my go-to-guy. No matter what he is doing, (if he's not helping another student), he ensures to provide me with assitance. I appreciate his time and he has a great work ethic.

Mr. Jerry helped me so much with my research and is an overall delighful individual!

Mr. Jerry was of great help. He approached me when I was looking lost looking for a book and located it for me. Thanks so much for your professional behavior. Sonja Alf

Jerry was very helpfukl and attended to my needs promptly. He located several sources for me and I was very pleased. Thanks for all your help.

Great help.

Really was helpful with showing me how to find articles.

Very helpful and resourceful

David Young did a wonderful job assisting me with the help I needed. He was very kind.

Jerry was very helpful in helping me find the novel.

Jerry was very helpful and made sure my needs were met.

Mr. McRae was very helpful and polite. He got the article in a timely manner.

He was very helpful finding all of my sources. :) Jerry

Great help, unable to locate on my own. David not only found them but he took the time to show me how to locate them myself.

It was very helpful becauseI was completely lost before hand.

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 University Library Technician for Government Documents/ Development, who keeps all relevant FOL statistics.
>
>   *Use of Assessment Data:*
>
>   For the 2014-2015 academic year, the membership data (see Appendix 7A) were taken from the FOL membership list published in the March 2015 edition of *Library Lines*. There was an overall increase in membership from 141 in 2014 to 149 in 2015. New members represented 63 percent of the total number; only 37 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 continue to be a factor.

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:

Between July 1, 2014 and June 30, 2015, the Library provided special information literacy sessions for more than 155 young people (this of course included multiple sessions) who were taking part in the Office for Regional Initiatives' summer Junior Braves program, as well as the Transportation Institute .

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.

Additionally, the Mary Livermore Library was visited by another 479 young people from local public schools, churches, and civic organizations. Seventeen students from the Little Divas Camp in Robeson County visited on July 23, 2014. The Library was also visited by 14 middle school students on November 13, 2014. There were 30 student visitors from Waccamaw K-8 School in Brunswick County on November 18, 2014, and another 89 students from Gray's Creek Middle School in Fayetteville on January 7. Reference librarians worked with a group of 11 students from the Bethlehem Baptist Church in Laurinburg on February 3; the students were researching African American biographies. Library staff members assisted 105 students from West Pine Middle School in Pinehurst with a scavenger hunt on March 18, and, on March 26, 55 students from Sycamore Lane Middle School in Laurinburg were given a tour of the Library. Reference librarians provided an orientation to library resources and services to 10 seniors from Scotland County High School in Laurinburg on June 17. Then another 63 students, also from Scotland County High School, received orientations on June 24. Visits could be as basic as brief tours through robust, interactive orientation programs. There were a total of 634 community students to visit the Library. (see Appendix 7B)

Objective 7.3 The Library will work with the Office for Regional Initiatives 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 personnel from the Office for Regional Initiatives for collaboration.

Performance Indicator: The Library will keep records of all collaborations with the Office for Regional Initiatives

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 Office for Regional Initiatives and reports the content of these meetings to the Library's administration.

Use of Assessment Data:

As Mr. Darek Hunt was no longer associated with the Office for Regional Initiatives, Michael Alewine, the Outreach/Distance Education Librarian, sent a brief brochure (originally created in 2012) that highlights the various outreach-related services offered by Mary Livermore Library to Mary Beth Locklear, the Interim Director, (see Appendices 7C-1 and 7C-2) and spoke with her several times.

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
2015	15	133	63%	49	37%	1	0	149
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 (7/1/14 – 6/30/15)

Semester	Date	Description	# of Students
Summer 14	7/2/2014	Transportation Institute	20
Summer 14	7/8/2014	Junior Braves	12
Summer 14	7/8/2014	Junior Braves	10
Summer 14	7/9/2014	Junior Braves	12
Summer 14	7/9/2014	Junior Braves	10
Summer 14	7/10/2014	Junior Braves	12
Summer 14	7/10/2014	Junior Braves	10
Summer 14	7/15/2014	Junior Braves	13
Summer 14	7/15/2014	Junior Braves	10
Summer 14	7/16/2014	Junior Braves	13
Summer 14	7/16/2014	Junior Braves	10
Summer 14	7/17/2014	Junior Braves	13
Summer 14	7/17/2014	Junior Braves	10
Summer 14	7/23/2014	Little Divas Camp	17
Fall 14	11/13/2014	Middle School	14
Fall 14	11/18/2014	Waccamaw K-8 School	30
Spring 15	1/7/2015	Gray's Creek Middle	89
Spring 15	2/3/2015	Bethlehem Church	11
Spring 15	3/18/2015	West Pine Middle School	105
Spring 15	3/26/2015	Sycamore Lane Middle School	55
Spring 15	4/1/2015	Laurel Hill Elementary School	85
Spring 15	6/17/2015	Scotland County HS	10
Spring 15	6/24/2015	Scotland County HS	63

Mary Livermore Library
Outreach Services

The Mary Livermore Library is committed to the University's core values statement of supporting the local region. We do this through various means, but most specifically through cooperation with the Office for Regional Initiatives.

We offer a variety of services (listed below), but we are open to any form of positive collaboration that will support the Office for Regional Initiatives 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 Office for Regional Initiatives access only), we provide access to several robust information resources. We 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 Office for Regional Initiatives.

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

Small Business Consultations—Our business librarian can meet with individuals or small groups to provide research consultations that include how to navigate the Small Business Administration portal, find information that is necessary for creating effective business plans, and also how to 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. We can offer sessions in the Office for Regional Initiatives' computer lab or in our own electronic classroom. Sessions will cover a variety of freeware and proprietary applications. Sessions may include (but are not limited to) Advanced Internet Searching Techniques, Applying for Jobs online, 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, Resume Building, and Using Google Docs.

Youth Programs—Working with teachers in the summer Junior Braves program, 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 and participate in fun learning activities related to information literacy.

Summer 2015 Junior Braves Library Program
Mary Livermore Library

As always, the Library stands ready to support the Office for Regional Initiatives' summer youth programs. The Library and its resources are available for the Junior Braves Program Monday through Thursday, from 8 am to 5 pm, June 29 through July 9. Each session will last approximately 60 minutes—although we can tweak the sessions to be shorter or longer upon request.

The activities are listed below. To schedule a session, please contact Claire Clemens at **910.775.4174** or at **claire.clemens@uncp.edu** or Robert Arndt at **910.521.6529** or at **robert.arndt@uncp.edu**

Here are sessions that are available this year:

1. "American Indian Folklore and Legend." The Mary Livermore Library Juvenile Collection has a large collection of books by and about American Indians. Based on a book of your choice, you and a partner will create a mural representing a tribe and its traditional story. With the help of librarians, you will research the tribal information to discover symbols and other information to complete the project.

2. "Animal Exploration." This session will require students to use reference books and Internet resources to learn about the traits and characteristics of animals.

3. "Country Study." This session will introduce students to various sources of international demographic information, such as the *CIA World Fact Book* and the *Library of Congress Country Studies*. Students will pick a country and will then answer various questions about their chosen country.

4. "Library Careers." Learn about all the job options in special libraries. Libraries are no longer all about books. How would you like to be the librarian for the NASCAR Hall of Fame, the Atlanta Zoo or the White House? This session will include first-hand practice writing a book review and folding an origami book.

5. "Library Free-for-All." Students split into teams. They learn about the organization of the Library and using the online catalog. And then it is a free-for-all as they complete a lively scavenger hunt through the stacks.

6. "The Mystery of Mary Livermore." Students will work in groups to solve a mystery, using clues left around the Library in nooks, crannies, and books.

7. "Where in the World Are We?" This is a very basic session where students will learn how to manipulate Google Earth and how to visit different places around the world—including their own hometown.