Transylvania University
Biennial Library Report
2013-14 & 2014-15
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Executive Summary

The mission of the library is to support the intellectual engagement, inquiry, discovery and research needs of our students and other members of the Transylvania community.

To accomplish this mission the library has established and seeks these goals:

Goal 1: Educate our students and other members of the TU community to enable them to identify what information they need to further and deepen their knowledge, where and how to find that information, and how to evaluate its validity.

Goal 2: Provide high quality resources for the Transylvania community’s research and intellectual needs and an inviting space where intellectual exploration and discourse occur.

Goal 3: Maintain, preserve, acquire through gifts, and provide appropriate access to the historic materials of Special Collections; and promote their use by both TU and non-TU researchers.

Goal 4: Work with appropriate University personnel to identify and secure funding both within TU and from outside sources to ensure the library budget will support and provide its stated services and resources.

Goal 5: Recruit, train, develop, and retain top-notch personnel possessing the wide range of knowledge, skills, experience, enthusiasm, and flexibility necessary to meet the ever-changing and diverse requirements of the Transylvania community.

A bi-annual report of the library is prepared every other year and past annual reports are kept in Special Collections and Archives as well as at http://libguides.transy.edu/GeneralInfo/StatsAndDocumentation. Information in this report is organized according to five goals which the library works toward. Each goal is restated in the body of the annual report and is followed by narrative and data for the goal. For additional information and data on the library, contact the library director.

Highlights:
This annual report responds to the goals of the library with detailed narrative and statistics. Some of the statistical and observational highlights follow:

- Being sure that our students are information literate and that our college has this as its goal is one of the most important things that the library does. A successful student is one who is fluent in seeking information and determining if the information is appropriate and trustworthy; at the lower levels the successful student knows what kind of information can be found in different sorts of resources and how to access those resources; at the upper level s/he knows what resources are basic to her/his field specifically and how to use them. At any level, a successful student knows how to evaluate the information they find no matter what its format.

- August of 2012 was the first year that August Term was offered to incoming First-Year students. Over the following two years, we adjusted the IL plan to work with the August Term class, First Engagements in response to our experience and feedback. In 2014-15 we worked with 21 classes and reached an estimated 250 students enrolled in the August Term First Engagements class.

- Librarians were able to work with 5 of classes in the Fall semester of 2013-14 and 10 in the Fall of 2014-15 and all sections both years for FYRS in the Winter semester. In all, we provided a grand total of 45 instruction sessions for FYS/FYRS in 13-14 and 37 instruction sessions in 2014-15. See page 7 for more detail.

- Librarians gave a total of 115 classes in 14-15. Some courses visited the library more than once. Since each session for a course is a different preparation, each is counted individually. These numbers include classes helped by the Special Collections librarian who worked with 9 classes in 14-15 classes showing them what was available and teaching them how to use the rare and special collections of the University.

- Multiple statistical indicators reinforce that the heaviest use of the library comes in January and February which is the time that the library staff is working hardest for the FYRS classes. We see the impact in the stats especially in information literacy instruction and database searching. We can speculate that if we were helping all classes in more equal fashion we would see the spike of statistics in each of the two semesters even out.

- In 2013-14 we answered 989 questions and 523 questions in 2014-15. More information on our work at the reference desk can be found on page 12.

- In addition to the more than 400 periodical titles that we subscribe to individually in both paper and electronic formats, we have approximately 18,000 online periodical titles through our database aggregators. More info on periodicals can be seen on page 18.

- Our students, faculty and staff downloaded more than 63,000 articles from the 35+ databases that we have access to. See page 26 for more information.

- We circulated items a total of 7,263 times in 14-15. The total circulation includes interlibrary loan and reserve checkouts as well as items checked out from the regular collection. See page 22 for more detail.

- This year we have around 102,000 circulating physical titles and 173,000 ebooks. See page 17 for more detail.

- Incoming students tell us that they prefer paper books to ebooks. Paper book collection gets used
at a higher percentage rate than the ebook collection. See page 23 for more information.

- We borrowed 1,405 items for students, faculty and staff. The Transylvania Library loaned 780 items to the world. More detail can be found on page 33.

- According to the student survey, online databases and the full-text content that they provide are the most important library resource with 83% of those responding saying that they were very important to their studies. More info can be found on page 29.

- A total of 595 people requested research help from Special Collections or visited for tours or classes in 2014-15 and 630 in 2013-14. Of the total number of people who visited or requested help, 47% were Transylvania faculty, staff, alumni, and students. See page 40 for more detail.

- The Special Collections Librarian aided with 390 research inquiries in 2014-15 and 459 in 2013-14. 446 research questions and 21 tours were given in 13-14 and 16 in 14-15.

- The 2014-15 saw a 2% decrease in the acquisitions and operations budget.

- According to 2012 NCES data (the most recent data available as of the writing of this report), Transylvania ranks below all its benchmarks except Millsaps in spending for the library both in overall budget comparison. We don’t do as badly when we look at spending per FTE. We rank seventh from the bottom spending $786 per student on the library in 2012. See page 51 for more detail.
1. Information Literacy

Goal 1: Educate our students and other members of the TU community to enable them to identify what information they need to further and deepen their knowledge, where and how to find that information, and how to evaluate its validity.

1.1 Instruction

The Transylvania library desires to educate information-literate, lifelong learners. Being sure that our students are information literate and that our college has this as its goal is the most important thing that the library does. A successful student, in the library’s estimation is one who is fluent in formulating a question, seeking information and determining if the information is appropriate and trustworthy; at the lower levels the student knows what kind of information can be found in different sorts of resources and how to access those resources; at the upper level the student knows what resources are basic to their field specifically and how to use them. At any level, a successful student knows how to evaluate the information they find no matter what its format.

This is based on the ACRL's national Information Literacy Competency Standards for Higher Education and that document's definition of information literacy: a set of abilities requiring individuals to recognize when information is needed and have the ability to locate, evaluate, and use effectively the needed information.

As a school that pays personal attention to our students, we do lots of informal, one-on-one teaching that may not get reported. For instance we often instruct students one-on-one when we work with them at the reference desk or when students stop by our office for help. We are attempting to track individual research appointments that occur in our offices through the reference statistics. What is reported in this section represents formal sessions with courses or groups.

Strategy 1.1 Ensure that the Information Literacy Plan is modified to reflect any changes in the curriculum with special attention to the first year program.

Assessment 1.1.1 Report the Information Literacy Plan

Instruction is offered to all classes with special efforts extended to the First Year courses. All first-year students take August Term, First Year Seminar (FYS) in their Fall Semester, and First Year Research Seminar (FYRS) in their Winter Semester. Instruction sessions are built according to a scaffolded Information Literacy Plan. Within this, librarians work to tailor instruction to the needs of the class, bringing attention to specific online databases, subject encyclopedias, and other resources appropriate for the individual class.

More information is contained in our Information Literacy Instruction Plan which outlines our goals, what we teach to students and when we hope to teach them. We work with faculty to implement the plan and to be sure that it fits with curricular goals. We made changes to the plan based on our experience with August Term, Creative Engagements, and FYS & FYRS and student response to our work with them.

1.2. Instruction with First Year Students

Strategy 1.2 Work with August Term, FYS, and FYRS faculty to ensure that first-year students are exposed to first stages of the IL plan.

Assessment 1.2.1 Analyze trends in August Term sections exposure to the library
August of 2012 was the first year that August Term was offered to incoming First-Year students. Over the following two years, we adjusted the IL plan to work with the August Term class, First Engagements in response to our experience and feedback. In the Fall semesters of 2013 and 2014, we created an Amazing Race Activity in which students learned about library locations, services and collections. It was organized in a game format in which students completed learning tasks in a pre-determined, designated sequence. Our main objectives were that incoming first year students gain 1) a sense of where materials and services are located, 2) a clear understanding that the library staff is friendly and approachable, and 3) familiarity with where help is available to them when needed. The activity also served to break down the physical and psychological barriers that new students may feel when introduced to the college library.

In 2014-15 we worked with 21 classes and reached an estimated 250 students enrolled in the August Term First Engagements class. The decreasing numbers reflect the decrease in the size of the first-year class.

![August Term Chart]

Assessment 1.2.2 Analyze trends in First Year Seminar sections taught and number of students reached

Although librarians often give the First Year Seminar classes an introduction to research in the Fall semester, the FYRS class assigns a major research paper in the Winter semester and it is then that deeper work can be done. Most of the instruction work was done by the Public Services team, Lisa Nichols and Robert Campbell, in the 2013-14 year, although other librarians do help out upon request especially in the Winter semester when the instruction for the FYRS classes is often requested in a two to three week period. In the January of 2015, Lisa Nichols left and the new head of Public Services was hired in March of 2015. Susan Brown and Robert Campbell did most of the instruction for FYRS in Winter 2015. Because Susan Brown does not normally do this work it may have had an impact on outcomes.

The chart below shows the numbers of sessions we taught for unique classes. In some cases we conducted two to three sessions for a class.
Due to outreach to faculty and proven effectiveness, we now work with all of the FYRS class sections which was not the case 8 years ago. We have also made real headway moving away from the one-shot library sessions and towards a more integrated approach, working with all classes at least twice and many three times.

### 1.3 Instruction with Upper Classes

**Strategy 1.3** According to Information Literacy Plan, expand work with the upper classes as staffing allows.

**Assessment 1.3.** Analyze trends in upper classes and total number of courses exposure to library instruction

The number of upper classes helped are shown in the chart below. These include 2000 level courses and above. The decrease in number of upper classes worked with is probably due to the change in staffing that happened in January 2015 and the lack of staff for two of the most important months of Winter Semester 2015. We are examining ways to improve our outreach to upper classes and working on how to scaffold this effort into the IL Plan. We are concerned when upper class students come to us for help and tell us that they wish someone had told them about these resources before. We have but they often don’t remember because the information has not been reinforced. We are also concerned when they tell us that they pay for articles through the internet, not realizing that we either have the articles or that we could get them for free via ILL. This effort could be supported by adding a person to the public services team increasing our ability to reach out to these upper classes.
As indicated in the table below, librarians prepared a total of 115 classes in 14-15. Some courses visited the library more than once. Since each session for a course is a different preparation, each is counted individually.

These numbers include classes helped by the Special Collections librarian. She worked with four classes in 13-14 and 9 classes in 14-15 classes showing them materials pertinent to their courses and teaching them how to use the rare and special collections of the University. These statistics are also reported in the Special Collections section of this annual report on page 40.

### Class Sessions Conducted

<table>
<thead>
<tr>
<th></th>
<th>Fall</th>
<th>Winter</th>
<th>May</th>
<th>Summer</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Class</td>
<td>Students</td>
<td>Class</td>
<td>Students</td>
<td>Class</td>
</tr>
<tr>
<td>Upper classes (2000 &amp; above)</td>
<td>11</td>
<td>110</td>
<td>1</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Lower classes (1000 excluding FYS &amp; FEN)</td>
<td>2</td>
<td>36</td>
<td>1</td>
<td>26</td>
<td></td>
</tr>
<tr>
<td>1st Year Seminar</td>
<td>10</td>
<td>131</td>
<td>27</td>
<td>356</td>
<td></td>
</tr>
<tr>
<td>1st Engagements (August)</td>
<td>21</td>
<td>270</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CE: Creative Engagements</td>
<td>30</td>
<td>177</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td></td>
<td>1</td>
<td>20</td>
<td></td>
<td>2</td>
</tr>
<tr>
<td>SubTotal</td>
<td>74</td>
<td>724</td>
<td>30</td>
<td>404</td>
<td>0</td>
</tr>
<tr>
<td>Special Collections</td>
<td>4</td>
<td>57</td>
<td>1</td>
<td>20</td>
<td>2</td>
</tr>
</tbody>
</table>
| Totals              | 78         | 781      | 31         | 424        | 2        | 19        | 4         | 62         | 115       | 1286      

### Class sessions taught (not including Special Collections)

<table>
<thead>
<tr>
<th>Year</th>
<th>Class Sessions</th>
</tr>
</thead>
<tbody>
<tr>
<td>1999-2000</td>
<td>23</td>
</tr>
<tr>
<td>2000-2001</td>
<td>32</td>
</tr>
<tr>
<td>2001-2002</td>
<td>28</td>
</tr>
<tr>
<td>2002-2003</td>
<td>27</td>
</tr>
<tr>
<td>2003-2004</td>
<td>26</td>
</tr>
<tr>
<td>2004-2005</td>
<td>42</td>
</tr>
<tr>
<td>2005-2006</td>
<td>43</td>
</tr>
<tr>
<td>2006-2007</td>
<td>37</td>
</tr>
<tr>
<td>2007-2008</td>
<td>51</td>
</tr>
<tr>
<td>2008-2009</td>
<td>46</td>
</tr>
<tr>
<td>2009-2010</td>
<td>50</td>
</tr>
<tr>
<td>2010-2011</td>
<td>77</td>
</tr>
<tr>
<td>2011-2012</td>
<td>79</td>
</tr>
<tr>
<td>2012-2013</td>
<td>87</td>
</tr>
<tr>
<td>2013-14</td>
<td>122</td>
</tr>
<tr>
<td>2014-15</td>
<td>106</td>
</tr>
</tbody>
</table>
1.4 Students’ Progress

Strategy 1.4 Determine students’ progress in achieving information literacy
Assessment 1.4: Examine change in incoming first years’ knowledge to their knowledge at the end of the year and compare seniors’ knowledge to first years’.

In order to determine whether we are succeeding in our information literacy efforts, we developed a measurement instrument in 2012. We used this through 2013-14. We asked first-years to answer questions at the start of their first year, before we have taught them anything. Then we asked the first-year students to answer the same questions at the end of their first year, and we also asked seniors to answer the same questions at the end of their senior year.
We developed the questions after examining nationally applied tests such as ETS and SAILS. In 2013-14 we opted not to participate in nationally administered tests because of the costs and because the national tests take a considerable in-class time commitment. Our goal was to write the questions in a way that tested real knowledge rather than self-reported knowledge. And we wanted to keep the measurement to a fairly brief ten questions. This 2012-2014 instrument can be seen in Appendix 4 at the end of this report. In 2014-15 we decided to use the nationally based HEDS survey so that we can compare to national norms.

Below are the results from the home-grown assessment tool used in 2012-13 and 2013-14. You can see how each group’s results compare. The first years’ responses are a cohort group. The seniors’ responses are comparative. In 2013-14, first-year students did better at the end of the first year than they did at the beginning in all but one question. The 2014 seniors did worse than first year students at the end of the year in five of the ten questions in the instrument.

<table>
<thead>
<tr>
<th>Question</th>
<th>First Years Aug 2012 (Orientation)</th>
<th>First Years Apr 2013 (At/Near End of FYRS)</th>
<th>Seniors May 2013 Senior Exit</th>
<th>First Years Aug 2013 (Orientation)</th>
<th>First Years Apr 2014 (At/Near End of FYRS)</th>
<th>Seniors May 2014 Senior Exit</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>regarding search strategies</td>
<td>45%</td>
<td>73%</td>
<td>65%</td>
<td>54%</td>
<td>82%</td>
</tr>
<tr>
<td>2</td>
<td>regarding reading call numbers</td>
<td>14%</td>
<td>16%</td>
<td>23%</td>
<td>15%</td>
<td>9%</td>
</tr>
<tr>
<td>3</td>
<td>regarding knowledge of value of different types of db content</td>
<td>5%</td>
<td>7%</td>
<td>3%</td>
<td>5%</td>
<td>5%</td>
</tr>
<tr>
<td>4</td>
<td>regarding difference between internet &amp; databases</td>
<td>49%</td>
<td>84%</td>
<td>80%</td>
<td>62%</td>
<td>85%</td>
</tr>
<tr>
<td>5</td>
<td>regarding appropriate paraphrasing &amp; understanding of plagiarism</td>
<td>45%</td>
<td>63%</td>
<td>67%</td>
<td>55%</td>
<td>69%</td>
</tr>
<tr>
<td>6.1</td>
<td>abstracts</td>
<td>76%</td>
<td>92%</td>
<td>97%</td>
<td>81%</td>
<td>97%</td>
</tr>
<tr>
<td>6.2</td>
<td>citation</td>
<td>71%</td>
<td>91%</td>
<td>96%</td>
<td>81%</td>
<td>96%</td>
</tr>
<tr>
<td>6.3</td>
<td>database</td>
<td>86%</td>
<td>92%</td>
<td>100%</td>
<td>96%</td>
<td>97%</td>
</tr>
<tr>
<td>6.4</td>
<td>full text</td>
<td>91%</td>
<td>94%</td>
<td>100%</td>
<td>95%</td>
<td>98%</td>
</tr>
<tr>
<td>6.5</td>
<td>call number</td>
<td>92%</td>
<td>95%</td>
<td>97%</td>
<td>97%</td>
<td>99%</td>
</tr>
<tr>
<td>7</td>
<td>regarding finding articles</td>
<td>58%</td>
<td>72%</td>
<td>89%</td>
<td>75%</td>
<td>79%</td>
</tr>
<tr>
<td>8</td>
<td>regarding peer review</td>
<td>65%</td>
<td>81%</td>
<td>92%</td>
<td>77%</td>
<td>93%</td>
</tr>
<tr>
<td>9</td>
<td>regarding historical primary sources</td>
<td>49%</td>
<td>57%</td>
<td>70%</td>
<td>68%</td>
<td>71%</td>
</tr>
<tr>
<td>10</td>
<td>regarding the ethics of using other's ideas</td>
<td>74%</td>
<td>81%</td>
<td>93%</td>
<td>77%</td>
<td>89%</td>
</tr>
</tbody>
</table>

We moved to the HEDS survey in 2014-15. The responses from the HEDS data for the first years in 2014-15 is below. The first twelve questions in HEDS are self-reported perceptions of the students’ knowledge and comfort levels with research. Questions 13-29 test actual knowledge.
Below is the percentage of correct responses between the incoming first years and at the end of the first year. Again we see overall improvement from the start of the first year to the end of the first year. To save on cost, we did not ask for responses from seniors in 2014-15.

<table>
<thead>
<tr>
<th>Question</th>
<th>Beginning of First Year</th>
<th>End of First Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Q13. regarding Boolean logic</td>
<td>90.9%</td>
<td>95.7%</td>
</tr>
<tr>
<td>Q14. regarding truncation</td>
<td>77.3%</td>
<td>82.6%</td>
</tr>
<tr>
<td>Q15. regarding search strategies</td>
<td>69.6%</td>
<td>69.6%</td>
</tr>
<tr>
<td>Q16. regarding expanding your search using Boolean logic</td>
<td>43.5%</td>
<td>81.8%</td>
</tr>
<tr>
<td>Q17. regarding understanding of popular v. scholarly</td>
<td>17.4%</td>
<td>22.7%</td>
</tr>
<tr>
<td>Q18. regarding reading citations</td>
<td>45.5%</td>
<td>68.2%</td>
</tr>
<tr>
<td>Q19. A. regarding reading citations</td>
<td>34.8%</td>
<td>36.4%</td>
</tr>
<tr>
<td>Q19. B. regarding reading citations</td>
<td>60.9%</td>
<td>72.7%</td>
</tr>
<tr>
<td>Q19. C. regarding reading citations</td>
<td>52.2%</td>
<td>54.5%</td>
</tr>
<tr>
<td>Q20. A. regarding recognizing primary v. secondary sources</td>
<td>95.5%</td>
<td>90.9%</td>
</tr>
<tr>
<td>Q20. B. regarding recognizing primary v. secondary sources</td>
<td>81.8%</td>
<td>86.4%</td>
</tr>
<tr>
<td>Q20. C. regarding recognizing primary v. secondary sources</td>
<td>86.4%</td>
<td>81.8%</td>
</tr>
<tr>
<td>Q20. D. regarding recognizing primary v. secondary sources</td>
<td>36.4%</td>
<td>40.9%</td>
</tr>
<tr>
<td>Q20. E. regarding recognizing primary v. secondary sources</td>
<td>90.9%</td>
<td>95.5%</td>
</tr>
<tr>
<td>Q20. F. regarding recognizing primary v. secondary sources</td>
<td>59.1%</td>
<td>77.3%</td>
</tr>
<tr>
<td>Q20. G. regarding recognizing primary v. secondary sources</td>
<td>68.2%</td>
<td>81.8%</td>
</tr>
<tr>
<td>Q21. selecting a type of resource to search</td>
<td>43.5%</td>
<td>50.0%</td>
</tr>
<tr>
<td>Q22. knowledge of peer-reviewed or refereed journal</td>
<td>60.9%</td>
<td>86.4%</td>
</tr>
<tr>
<td>Q23. what is a citation</td>
<td>50.0%</td>
<td>59.1%</td>
</tr>
<tr>
<td>Q24. when to cite</td>
<td>59.1%</td>
<td>68.2%</td>
</tr>
<tr>
<td>Q25. A. about plagiarism</td>
<td>69.6%</td>
<td>86.4%</td>
</tr>
<tr>
<td>Q25. B. about plagiarism</td>
<td>100.0%</td>
<td>100.0%</td>
</tr>
<tr>
<td>Q25. C. about plagiarism</td>
<td>82.6%</td>
<td>90.9%</td>
</tr>
<tr>
<td>Q25. D. about plagiarism</td>
<td>82.6%</td>
<td>100.0%</td>
</tr>
<tr>
<td>Q25. E. about plagiarism</td>
<td>87.0%</td>
<td>95.5%</td>
</tr>
<tr>
<td>Q26. regarding copyright</td>
<td>77.3%</td>
<td>86.4%</td>
</tr>
<tr>
<td>Q27. analyze &amp; synthesize arguments</td>
<td>82.6%</td>
<td>90.9%</td>
</tr>
<tr>
<td>Q28. Evaluating sources for bias</td>
<td>82.6%</td>
<td>81.8%</td>
</tr>
<tr>
<td>Q29. evaluating potential sources</td>
<td>47.8%</td>
<td>31.8%</td>
</tr>
</tbody>
</table>

More detailed information on the HEDS instrument and the responses can be seen in Appendix 4 in this report.

1.5 Reference

Strategy 1.5 Educate and provide research help to individual students at the service desk and through individual consultations

Assessment 1.5.1 Analyze trends in numbers of questions answered at the reference desk and through individual appointments, drop-ins, or email.

Interactions at the Information Desk or reference desk are another major opportunity, outside of formal classes, that librarians have to teach students about the resources they need to be familiar with and how to evaluate the information that they find. This is a good time to reach students because it provides the teachable moment, the time when students recognize that they need to know.
Research or reference assistance was available at the Information Desk for 43 hours weekly during regular semester hours in 2013-14 and 2014-15. Students, faculty and staff can also seek help from librarians in their offices anytime 8:30 - 5:00, Monday-Friday and Monday-Thursday evenings until 9:00pm. Some assistance is also available Sunday from 4:00 p.m.-midnight and Monday-Thursday from 9:00 p.m. to midnight by the night supervisor, although this assistance is usually not tracked.

Over the past few years we have kept track of the number of questions that we answered both at the Information Desk and away from the desk to gain a better understanding of how and when we were helping researchers.

The number of questions we responded to in 2014-15 was down by quite a bit. We usually hover around 1000 questions in a year. We are unsure at this point if this is because fewer were actually asked or if fewer were recorded. We were short staffed in 2014-15 and the person who left was both the person who normally kept track of these statistics and one of the people who students were most likely to seek help from. We will be curious to see what happens in 2015-16 with the implementation of a new system to keep track of questions.

Directional/ Informational questions are those such as “where is my class meeting,” and “where can I check out this book.” Reference questions are those that help a student with their academic questions, such as “where can I find reviews for a book,” or “how do I find scholarly articles to explain and support the link between serotonin enhancing drugs and romantic relationships.” These may be quickly answered or may be consultations taking more than an hour to answer. Tech questions consist of questions that support machinery or software, such as “how do I print to Adobe” or “how do I print from my laptop.” Reference questions represented 48% of the questions in 2013-14 and 60% of the questions in 2014-15. This increase in percentage of reference questions supports the idea that we may not have been recording the directional questions like we had in the past.
We see the pattern of the semesters clearly in the work done at the information desk. Our busiest months coincide with the patterns of work in the semester. The Winter semester spike is associated with the FYRS research papers.

*Prior to 10-11 we kept statistics by May term start and end dates instead of by month.*
Assessment 1.5.2. Survey or conduct focus groups with students to obtain feedback on the effectiveness of help received at the desk and independently.

We survey our students biennially for their opinions and experiences in the library. The data below is from the survey conducted in March of 2014. The survey utilized Survey Monkey and was sent to students as a link in email. We opened the survey on March 12 and closed it March 28. 206 students responded to the survey. We asked students three questions related to the information desk. These are listed below with the responses we received.

**Q5. Approximately, how many assignments that require the use of scholarly resources and academic research materials are you assigned per semester?**

<table>
<thead>
<tr>
<th>Answer Options</th>
<th>Response Percent</th>
<th>Response Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>1.5%</td>
<td>3</td>
</tr>
<tr>
<td>1 - 3</td>
<td>55.4%</td>
<td>108</td>
</tr>
<tr>
<td>4 - 6</td>
<td>30.3%</td>
<td>59</td>
</tr>
<tr>
<td>7 - 9</td>
<td>9.2%</td>
<td>18</td>
</tr>
<tr>
<td>10+</td>
<td>3.6%</td>
<td>7</td>
</tr>
</tbody>
</table>

**answered question** 195  
**skipped question** 11

Most students, 85%, responded that they had between 1 and 6 assignments per semester that required the use of the library and most of those were between one and three assignments. This is up from the 2012 survey in which 76% of students said they had between 1 and 6 assignments requiring the library.

**Q6. Have you asked any of the library staff for help with research and/or using the library and its resources (including ILL)?**

<table>
<thead>
<tr>
<th>Answer Options</th>
<th>Response Percent</th>
<th>Response Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>71.9%</td>
<td>141</td>
</tr>
<tr>
<td>No</td>
<td>28.1%</td>
<td>55</td>
</tr>
</tbody>
</table>

**answered question** 196  
**skipped question** 10

72% or 141 of the students who responded to this question said that they had asked for help from someone working in the library. We did not distinguish whether that help came from permanent staff or from student workers. This is up from the 2012 survey in which 67% said that they had asked for help.

We asked this 72% to respond to the following:

**Q7. How have you sought help from the library? (select all that apply)**

<table>
<thead>
<tr>
<th>Answer Options</th>
<th>Response Percent</th>
<th>Response Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>I scheduled a one-on-one meeting with a librarian.</td>
<td>14.7%</td>
<td>20</td>
</tr>
<tr>
<td>I received research instruction as part of a class-required library visit.</td>
<td>67.6%</td>
<td>92</td>
</tr>
<tr>
<td>I stopped at the reference desk to ask a question or get help with an assignment.</td>
<td>73.5%</td>
<td>100</td>
</tr>
<tr>
<td>I was approached by a library staff member who offered to help me with something.</td>
<td>13.2%</td>
<td>18</td>
</tr>
<tr>
<td>I emailed a librarian for help.</td>
<td>35.3%</td>
<td>48</td>
</tr>
<tr>
<td>I used the text or chat service.</td>
<td>1.5%</td>
<td>2</td>
</tr>
</tbody>
</table>

**answered question** 136  
**skipped question** 70
Most of the help received by students was through a class or at the desk. Due to the really low response to the chat service here and the actual chat numbers reported in the reference transaction numbers, we decided to stop the chat/text service in 2014-15.

The students who received help were overwhelmingly positive. 98% felt the help was useful. 95% felt they did better on their assignments because of the help they received. 92% felt more confident in their ability to find materials. 99% of the respondents felt the library staff was both friendly and helpful. 97% were satisfied with the help received and 97% said that they would be comfortable asking for help again.

<table>
<thead>
<tr>
<th>Q8. Select the answer that best matches your opinion for each statement.</th>
<th>strongly agree</th>
<th>agree</th>
<th>disagree</th>
<th>strongly disagree</th>
<th>Response Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>The help I received was useful.</td>
<td>75</td>
<td>58</td>
<td>3</td>
<td>0</td>
<td>136</td>
</tr>
<tr>
<td>The library staff were friendly.</td>
<td>99</td>
<td>35</td>
<td>2</td>
<td>0</td>
<td>136</td>
</tr>
<tr>
<td>I believe I did better on my assignment because of the help I received in the library.</td>
<td>53</td>
<td>74</td>
<td>6</td>
<td>1</td>
<td>134</td>
</tr>
<tr>
<td>I would feel comfortable asking for help again in the future.</td>
<td>80</td>
<td>52</td>
<td>4</td>
<td>0</td>
<td>136</td>
</tr>
<tr>
<td>The library staff were helpful.</td>
<td>77</td>
<td>57</td>
<td>2</td>
<td>0</td>
<td>136</td>
</tr>
<tr>
<td>I was satisfied with the help I received.</td>
<td>78</td>
<td>54</td>
<td>4</td>
<td>0</td>
<td>136</td>
</tr>
<tr>
<td>I now feel more confident in my ability to find materials in the library.</td>
<td>62</td>
<td>63</td>
<td>10</td>
<td>1</td>
<td>136</td>
</tr>
</tbody>
</table>

The complete survey with questions and responses can be found at the end of this report in Appendix 3.
2. Resources – The Collections and the Building

Goal 2: Provide high quality resources for the Transylvania community’s research and intellectual needs and an inviting space where intellectual exploration and discourse occur

2.1 Research Resources – The Collections

Strategy 2.1 Provide quality research resources which support the curriculum and reflect the needs of the students and support their work in their courses.

2.1.1 Holdings

Assessment 2.1.1 Report the formats of holdings: the number of books, periodical titles, A-V items, and electronic resources available; compare, if possible, to peer institutions

In keeping with the increases to the budget, the library’s traditional holdings show small increases over the years. In 13-14 we physically held approximately 123,799 titles and in 14-15 we held 124,199 titles. We are seeing some problems with keeping the collection in proper order because the shelves are tight. The building was originally intended to hold approximately 130,000 volumes. This was reduced with the renovation of the lower level which used to hold the periodicals collection and the moving of that collection into a smaller space in the Glenn Basement.

We began a major shifting project of our book collection in the summer of 2012. The lower level had slightly more room than the upper two floors. We tightened the content of the lower level and shifted the content of the middle and upper levels down. We completed this in the summer of 2013 and in this process we shifted almost every one of the 100,000 titles in the circulating collection. We will need to either add space or begin a weeding project in the next few years. Another possible alternative is to remove the periodicals collection and allow the books to grow into that space. We will consider the needs and desires of the students and faculty as we make decisions.

The table below shows number of titles held by type of material.

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Circulating Books</td>
<td>90,158</td>
<td>92,269</td>
<td>95,000</td>
<td>97,094</td>
<td>98,896</td>
<td>100,277</td>
<td>101,906</td>
<td>102,608</td>
</tr>
<tr>
<td>Reference</td>
<td>2,342</td>
<td>2,335</td>
<td>2,352</td>
<td>2,352</td>
<td>2,368</td>
<td>2,382</td>
<td>2,397</td>
<td>2,085</td>
</tr>
<tr>
<td>Periodicals</td>
<td>662</td>
<td>660</td>
<td>648</td>
<td>627</td>
<td>524</td>
<td>515</td>
<td>534</td>
<td>533</td>
</tr>
<tr>
<td>Special Collections</td>
<td>17,713</td>
<td>17,887</td>
<td>17,915</td>
<td>18,031</td>
<td>18,249</td>
<td>18,817</td>
<td>18,902</td>
<td>18,913</td>
</tr>
<tr>
<td>Microforms</td>
<td>59</td>
<td>60</td>
<td>61</td>
<td>61</td>
<td>60</td>
<td>60</td>
<td>60</td>
<td>60</td>
</tr>
<tr>
<td>Audio-Visual*</td>
<td>2,119</td>
<td>2,254</td>
<td>2,398</td>
<td>2,517</td>
<td>2,762</td>
<td>2,916</td>
<td>3,019</td>
<td>3,195</td>
</tr>
<tr>
<td>Physical Total</td>
<td>110,934</td>
<td>113,211</td>
<td>115,976</td>
<td>118,165</td>
<td>120,097</td>
<td>122,051</td>
<td>123,799</td>
<td>124,199</td>
</tr>
<tr>
<td>online periodicals</td>
<td>15,493</td>
<td>15,746</td>
<td>15,976</td>
<td>16096</td>
<td>18,547</td>
<td>19,477</td>
<td>23,405</td>
<td>23,600</td>
</tr>
<tr>
<td>online books</td>
<td>31,850</td>
<td>77,592</td>
<td>86,885</td>
<td>111829</td>
<td>123342</td>
<td>133584</td>
<td>143,428</td>
<td>173,342</td>
</tr>
<tr>
<td>TOTAL</td>
<td>158,277</td>
<td>206,549</td>
<td>218,837</td>
<td>246,090</td>
<td>261,986</td>
<td>275,112</td>
<td>290,632</td>
<td>321,141</td>
</tr>
</tbody>
</table>

*Audio-Visual materials are a subset of the other categories

Transylvania had access to more than 143,000 e-book titles in 13-14 and 173,000 in 2014-15. We also have access to 23,000 online periodicals. This brought our access to 321,141 unique titles.
2.1.1 Ebook holdings

We have moved toward acquiring ebooks when the publishers are willing to sell them to libraries for a reasonable fee. Many book publishers are still not providing their complete lists in e-format and some refuse to sell e-format to libraries or will only provide ebooks on an annual subscription basis. We have created a list of format preferences for faculty who order books and we acquire the preferred format for the person ordering the item.

In 2014-15 we also initiated a Demand Driven Acquisition (DDA) project with Ebrary ebooks. In this program, we download ebook records for Ebrary into our catalog. Students and faculty are then able to use them in the same way that they would use any of our other ebooks. Certain thresholds of use, like reading a book for 10 minutes, downloading a book or printing a portion of the book triggers a buy. In fact, for most publishers, we are set up to rent the book for the first three times at approximately 25% the cost of buying the book outright. If the book is only triggered once or twice then we only spend a portion of what the full cost would be. We initially put a cap of $5000 on this project and we spent through that by February so we added an additional $3000 which got us to May of 2015. At that point we removed the DDA titles from the catalog. We will continue this model in 2015-16.

2.1.2 Periodical Holdings

Our individual periodical subscriptions, whether in e or paper format, have been decreasing. This is due to the increasing costs of periodicals and a flat or decreasing budget. Faculty do request subscriptions to individual journals that are not accessible in the aggregated databases. Over the past five years we have only dropped two to three titles per year. To make that decision, we look at the use (either reshelving numbers or article downloads), and whether some or all of the journal run is available in the aggregator databases.

Over the past several years we have been working on a project to change the format of our individual periodical subscriptions from paper to online only. Moving periodicals to online format allows us several advantages: we can reassign the space in the library from storage to student study space; electronic materials do not get destroyed by use; and we have a much more accurate count of the number of times a periodical gets used.
In 12-13 we moved Wiley and Sage titles to online only access. We also moved any title accessible through JSTOR's current scholarship program to online only. In 13-14 we moved Taylor & Francis, Oxford, and Cambridge journals to online only. In 2014-15 we moved Duke U Press, MIT Press titles, and a number of individual titles.

Criteria that we consider in moving to online only include:

- Can we get the online access through our IP range (not an id password which is hard to manage for multiple users)
- Is the cost for online-only the same or less than the paper (there are a number of titles for which this is not the case)
- Is the online content relatively stable and can we continue to access the years that we paid for into the future or are the back issues archived in JSTOR
- What has the reshelving count of the paper been (does there appear to be an assignment designed around the paper)

2.1.1.3 Holding Comparisons with Benchmark Institutions - NCES data

Every two years the National Center for Education Statistics (NCES) asks us to submit quantitative data on our library. We draw on these statistics to compare to our benchmark institutions. As of the writing of this report, the most recent stats available are from the 2012 year. As determined by the administration of TU, two groups of benchmarks are used. Aspirant benchmarks are the schools that TU wants to be like and peer benchmarks are the schools that TU believes itself to be like currently. These are listed below. Bucknell and Ursinus did not report data to NCES.

**Aspirant (blue):**
- Bard College
- Bucknell University
- Dickinson College
- Furman University
- Kenyon College
- Rhodes College
- Sewanee
- Union College, NY
- Whitman College

**Peer (red):**
- Beloit College
- Centre College
- College of Wooster
- Cornell College
- DePauw University
- Hendrix College
- Kalamazoo College
- Knox College
- Susquehanna University
- Ursinus College
- Washington College
- Willamette University
E-Books Held - 2012 NCES

- Sewanee
- Kenyon College
- Dickinson College
- Union College
- Furman University
- College of Wooster
- Washington College
- Beloit College
- Transylvania University
- Kalamazoo College
- DePauw University
- Susquehanna University
- Rhodes College
- Centre College
- Hendrix College
- Willamette University
- Knox College
- Bard College
- Whitman College
- Cornell College

Books Held

0 100,000 200,000 300,000 400,000 500,000 600,000

498,019
487,499
364,952
260,396
220,756
216,042
124,589
123,342
102,970
102,364
91,256
66,167
32,217
30,237
13,667
7,229
7,065
6,920
2,682
## 2.1.2 Circulation

**Assessment 2.1.2 Analyze trends in number of books and other items circulated, what areas of the collection circulate**

We circulated materials a total of 7,262 times in 14-15. The total circulation includes interlibrary loan and reserve checkouts as well as items checked out from the regular collection. In 10-11 we lengthened the amount of time that patrons could keep an item thus reducing the number of renewals needed.

<table>
<thead>
<tr>
<th></th>
<th>Initial circulation and renewals</th>
</tr>
</thead>
<tbody>
<tr>
<td>Regular Collection</td>
<td>10,324</td>
</tr>
<tr>
<td>ILL</td>
<td>8,876</td>
</tr>
<tr>
<td>Reserve</td>
<td>797</td>
</tr>
<tr>
<td>Total Circulation</td>
<td>19,197</td>
</tr>
</tbody>
</table>

As in previous years, students were the heaviest users of circulated material, making up 53% of the usage.

<table>
<thead>
<tr>
<th></th>
<th>Circ numbers by patron type</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student</td>
<td>5,425</td>
</tr>
<tr>
<td>Faculty</td>
<td>1,598</td>
</tr>
<tr>
<td>Staff</td>
<td>183</td>
</tr>
<tr>
<td>UK</td>
<td>66</td>
</tr>
<tr>
<td>Community</td>
<td>12</td>
</tr>
<tr>
<td>Alumni</td>
<td>23</td>
</tr>
</tbody>
</table>
In the June of 2014 we ran a list of student who had checked out books from the library. We gave this list to Rhyan Conyers, our Institutional Research person who compared that list to FYS grades and to retention information. The following is the result.

**Fall 2013 First-Year Students**

<table>
<thead>
<tr>
<th>Relationship Between Library Check-Outs and FYS Grades</th>
<th>1+ Item Checked Out</th>
<th>No Items Checked Out</th>
</tr>
</thead>
<tbody>
<tr>
<td>FYS Grade</td>
<td># of Students</td>
<td>% of Total</td>
</tr>
<tr>
<td>A+/A/A-</td>
<td>52</td>
<td>44.8%</td>
</tr>
<tr>
<td>B+/B/B-</td>
<td>44</td>
<td>37.9%</td>
</tr>
<tr>
<td>C+/C/C-</td>
<td>15</td>
<td>12.9%</td>
</tr>
<tr>
<td>D+/D/D-</td>
<td>3</td>
<td>2.6%</td>
</tr>
<tr>
<td>F</td>
<td>1</td>
<td>0.9%</td>
</tr>
<tr>
<td>W/I</td>
<td>1</td>
<td>0.9%</td>
</tr>
<tr>
<td>Total</td>
<td>116</td>
<td></td>
</tr>
</tbody>
</table>

**Fall 2013 First-Year Students**

<table>
<thead>
<tr>
<th>Relationship Between Library Check-Outs and Winter Term Retention</th>
<th>1+ Item Checked Out</th>
<th>No Items Checked Out</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td># of Students</td>
<td># of Students</td>
</tr>
<tr>
<td>Returned Winter Term</td>
<td>115</td>
<td>157</td>
</tr>
<tr>
<td>Did Not Return Winter Term</td>
<td>3</td>
<td>18</td>
</tr>
<tr>
<td>Retention Rate</td>
<td>97.5%</td>
<td>89.7%</td>
</tr>
</tbody>
</table>

*Note: Library check-out data are based on check-out activity for the entire first year. Students who did not return for the Winter Term obviously were unable to check out materials during that term, while returning students had that opportunity. Therefore, it is possible that the above figures overstate the difference in retention rates between students who did vs. did not check out library materials.*

**2.1.3 E-Book Use**

*Assessment 2.1.3 Analyze use of electronic books and compare to use of paper books; report on number of ebooks used*

As we increase the number of ebooks in the collection we must consider these when examining the use of the book collection. The library now has more than 173,000 ebooks, a significant source of information which does not show up in the standard circulation statistics. We obtain most of our ebooks from ebrary or EBSCO with smaller numbers from other sources such as Gale Virtual Reference (for encyclopedias).

1,686 ebrary books were used a total of 3,379 times and EBSCO saw 731 individual titles used by library patrons a total of 1,623 times.

<table>
<thead>
<tr>
<th></th>
<th># of titles used at least once</th>
<th># titles used 3 or more times</th>
<th># titles used 4 or more times</th>
<th>total number of uses (sessions)</th>
</tr>
</thead>
<tbody>
<tr>
<td>ebrary</td>
<td>1686</td>
<td>336</td>
<td>212</td>
<td>3379</td>
</tr>
<tr>
<td>EBSCO</td>
<td>731</td>
<td>168</td>
<td>112</td>
<td>1623</td>
</tr>
<tr>
<td>TOTAL</td>
<td>2417</td>
<td>504</td>
<td>324</td>
<td>5002</td>
</tr>
</tbody>
</table>
It is also interesting to look at the percentage of the collections that are used in a given year.

<table>
<thead>
<tr>
<th></th>
<th># titles</th>
<th># check outs &amp; renewals of gen coll</th>
<th>percentage checked out</th>
</tr>
</thead>
<tbody>
<tr>
<td>ebrary</td>
<td>125,000</td>
<td>3,379</td>
<td>2.7%</td>
</tr>
<tr>
<td>ebsco (netlibrary)</td>
<td>47,345</td>
<td>1,623</td>
<td>3.4%</td>
</tr>
<tr>
<td>Physical circulating collection</td>
<td>102,608</td>
<td>7,262</td>
<td>7.1%</td>
</tr>
</tbody>
</table>

It is not unexpected that the physical collection is used at a higher rate (7.1%) than the online collections. The physical collection was chosen specifically to support the teaching at Transylvania. The EBSCO and Ebrary books consist of mostly preselected collections which we acquired as a whole. Also our students report that they prefer paper books (see section 2.2.2 below).

We see the use of ebooks floating around 5000.

![total ebook use](chart.png)

### 2.1.3.1 Ebook Format Preferences Among New Transylvania Students

The college conducts a survey of all incoming First-Year students in orientation during August Term. One question examines book format preference. Interestingly, 52% of new students tell us that they would prefer to read paper books. 32% don't have a preference while only 17% prefer eformats. Response rates for each year exceeded 90 percent.

**Statement Text:**
I would prefer to read a text on an electronic device (iPad, Kindle, etc.) instead of reading a printed copy.

**Responses:**

<table>
<thead>
<tr>
<th></th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Agree</td>
<td>8.10%</td>
<td>6.30%</td>
<td>8.10%</td>
<td>6.90%</td>
</tr>
<tr>
<td>Agree</td>
<td>8.10%</td>
<td>9.30%</td>
<td>6.30%</td>
<td>9.70%</td>
</tr>
<tr>
<td>Neutral</td>
<td>29.40%</td>
<td>26.30%</td>
<td>25.40%</td>
<td>31.90%</td>
</tr>
<tr>
<td>Disagree</td>
<td>25.80%</td>
<td>36.00%</td>
<td>31.60%</td>
<td>30.60%</td>
</tr>
<tr>
<td>Strongly Disagree</td>
<td>28.50%</td>
<td>22.00%</td>
<td>28.70%</td>
<td>21%</td>
</tr>
<tr>
<td>Total % Who Agree or Strongly Agree</td>
<td>16.20%</td>
<td>15.60%</td>
<td>14.40%</td>
<td>16.60%</td>
</tr>
<tr>
<td>Total % Who Disagree or Strongly Disagree</td>
<td>54.30%</td>
<td>58.00%</td>
<td>60.30%</td>
<td>51.60%</td>
</tr>
</tbody>
</table>
2.1.4 Individual Periodical Subscription Use

Assessment 2.1.4 Analyze subject coverage and trends in the use of individual periodical subscriptions, both paper and electronic

As we move our individual subscriptions to online format, as discussed in section 2.1.1.2, we get the benefit of a real article use count for most of the titles. There are a few publishers, however, who do not provide statistics for their online use. For those titles that we have in paper, we keep a reshelve count which indicates how many times a publication has been reshelved.

It is difficult to assign some journals to a single division or subject because they may be applicable to multiple disciplines. For instance psychology journals may get used by education, sociology, gender studies classes and more.

Number of titles of primary importance to the four disciplines

<table>
<thead>
<tr>
<th></th>
<th>Fine Arts</th>
<th>Humanities</th>
<th>Social Sciences</th>
<th>Natural Sciences</th>
<th>General</th>
</tr>
</thead>
<tbody>
<tr>
<td>2014-15</td>
<td>38</td>
<td>99</td>
<td>134</td>
<td>40</td>
<td>28</td>
</tr>
</tbody>
</table>

There is one caution when drawing any conclusions regarding the above numbers. There is overlap in the type of content provided in most databases and in the individual subscriptions. Most databases are journal article aggregators providing access to journals. Because of that access, we may be lower in some subject numbers in the individual subscriptions because we have access to the needed journals in the databases.

We use the combination of the reshelf counts and article downloads as one of the factors in determining which individual subscriptions to keep and which to let go. You can see this in Appendix at the end of this report.
2.1.5 Online Resources

Assessment 2.3. Examine trends in the access to and use of online resources including but not limited to number of searches performed and number of articles downloaded.

In order to monitor use and determine need, we have traditionally tracked the searches conducted against databases. This is a figure that we can track across all databases no matter what the content. It is however only one way of looking at database use. For those databases that provide full text, it may be more meaningful to look at the use of the articles in a database.

2.1.5.1 Database Use

According to the student survey, online databases and the full-text content that they provide are the most important library resource with 83% of those responding saying that they were very important to their studies. See Appendix 3, question 15 for more detail.

The search numbers reported below indicate the number of times that a patron has searched a database from on or off campus. These databases primarily offer access to periodical articles with some providing indexing and abstracting only and some offering full text articles. We have some databases that offer access to reference book material including the Oxford English Dictionary and Gale Virtual Reference Library (GVRL). GVRL provides access to high quality encyclopedias and dictionaries. The use of ebooks, such as those from EBSCO and Ebrary can be seen in more detail in the section on ebook use on page 23.

![Library Database Searches Conducted](chart.png)
As indicated in the table below, database searching follows the pattern of the academic year with the heaviest searching happening in November, February and March. Over the years February and March show heavier use because this is when the First Year Research Seminar project occurs.

A complete list of the databases in order by most searched is included in Appendix 1 at the end of this report.

2.1.5.2 Article Use in databases
Article use includes any article in an online database that has been looked at (downloaded) by a Transylvania enduser.
A complete list of the databases with the number of article uses (downloads) is included in Appendix 2 at the end of this Annual Report. This list will not include databases that do not provide full text.

2.1.5.3 Changes in access

Changes in database availability included:

- We added approximately 178 more titles to *Gale Virtual Reference* in 2013-14 and 2014-15 to bring us up to 448 titles. These are titles that we would otherwise have bought in paper. They include top notch encyclopedias like Routledge’s 14 volume *Encyclopedia of Religion*. *Gale Virtual Reference* Encyclopedias provide a high-end, scholarly alternative to Wikipedia for our students and faculty.

- It appears that the Kentucky Encyclopedia, which has been limping along for the past few years, will no longer be supported by its host, Morehead State University. It was still available in 2014-15 but may disappear on us in the near future. We will continue to monitor this resource which is useful for researchers looking for information on the history of Kentucky and Transylvania.

- We picked up the National Geographic Archive for a one-time fee in 2013-14. The ongoing fee for this is minimal and having access to the online archive allowed us to remove the paper from the shelf. This helped when we moved periodicals to the smaller space in the basement of Glenn Building.

- For the first time NYT.com is willing to provide access to its site to campuses and not just to individuals. We picked up the NYT.com site through the consortium Lyrasis in January 2015. To do this we dropped the current New York Times file from Proquest. NYT.com was slightly more expensive but students and faculty like the interface better.

- We dropped the online American National Biography in 2014-15 due to relatively low use and increasing price.

2.1.5.4 Buying Databases/Online Resources

Library consortia are member-driven groups of libraries that combine money and effort to extend the buying power and resources available to the members. We buy most of our databases through consortia and the consortium we do the most business with is the Kentucky Virtual Library (KYVL) followed by the Federation of Kentucky Academic Libraries (FOKAL). We buy sixteen databases or online resources directly from the vendors.

A huge impact on our ability to buy cheaply is the state funding for KYVL. Over the past several years we have lost content in KYVL due to state funding cuts. See past years' Annual Reports to see what was cut. In spite of this we still see the best deal from the databases received through KYVL. KYVL databases are an all-in proposition. As a member of KYVL we, and all citizen of Kentucky, have access to all the databases they provide.
2.1.6 Student Resource Needs

Assessment 2.1.6. Survey students to see if their research material needs are being met

We conduct a biennial survey of students’ thoughts about the library. In the Spring of 2014 we surveyed students via SurveyMonkey. We asked whether the library had the resources they needed, how important the resources were and how satisfied they were with the resources. 45.8% said that we almost always had what they needed and 50.6% of the students said that we usually had what the needed. 3.6% indicated that we don’t have what they need.

Q17. Has the library been able to provide you with the resources you’ve needed, either on site or through ILL?

<table>
<thead>
<tr>
<th>Answer Options</th>
<th>Response Percent</th>
<th>Response Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Almost always</td>
<td>45.8%</td>
<td>77</td>
</tr>
<tr>
<td>Usually</td>
<td>50.6%</td>
<td>85</td>
</tr>
<tr>
<td>Usually not</td>
<td>2.4%</td>
<td>4</td>
</tr>
<tr>
<td>Never</td>
<td>1.2%</td>
<td>2</td>
</tr>
</tbody>
</table>

answered question 168
skipped question 38

Students felt that most library resources were important to them. They felt most strongly about the online databases offered by the library with 83% saying that they were very important to their studies. This was followed by quiet study space, friendly staff, group study space, books, ebooks, and journals.

Q15. How important are the following resources to your studies?

<table>
<thead>
<tr>
<th>Answer Options</th>
<th>Very</th>
<th>Somewhat</th>
<th>Somewhat not</th>
<th>Not at all</th>
<th>N/A</th>
<th>Rating Average</th>
<th>Response Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Books</td>
<td>81</td>
<td>58</td>
<td>20</td>
<td>11</td>
<td>3</td>
<td>1.77</td>
<td>173</td>
</tr>
<tr>
<td>Journals, magazines</td>
<td>83</td>
<td>46</td>
<td>25</td>
<td>18</td>
<td>1</td>
<td>1.87</td>
<td>173</td>
</tr>
<tr>
<td>E-books</td>
<td>74</td>
<td>60</td>
<td>21</td>
<td>10</td>
<td>7</td>
<td>1.80</td>
<td>172</td>
</tr>
<tr>
<td>Online databases (EBSCO,</td>
<td>145</td>
<td>25</td>
<td>1</td>
<td>2</td>
<td>1</td>
<td>1.19</td>
<td>174</td>
</tr>
</tbody>
</table>
Students were the most satisfied with our knowledgeable and friendly staff. This is followed by ILL, the group study areas, and the reference collection. Differences to note between between importance and satisfaction are with the quiet study areas and the online databases. Online databases are the most important to them but rank 6th in satisfaction according to the rating average, and quiet study areas rank second in importance but 10th in satisfaction. Also books and ebooks rank fifth and sixth in importance but at the bottom of the list in satisfaction at 13th and 14th position.

Q16. How SATISFIED are you with the following resources at Transylvania Library?

<table>
<thead>
<tr>
<th>Answer Options</th>
<th>Completely</th>
<th>Somewhat</th>
<th>Somewhat not</th>
<th>Not at all</th>
<th>N/A</th>
<th>Rating Average</th>
<th>Response Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Books</td>
<td>79</td>
<td>68</td>
<td>9</td>
<td>4</td>
<td>13</td>
<td>1.61</td>
<td>173</td>
</tr>
<tr>
<td>Journals, magazines</td>
<td>75</td>
<td>74</td>
<td>7</td>
<td>2</td>
<td>16</td>
<td>1.59</td>
<td>174</td>
</tr>
<tr>
<td>E-books</td>
<td>68</td>
<td>68</td>
<td>13</td>
<td>5</td>
<td>16</td>
<td>1.71</td>
<td>170</td>
</tr>
<tr>
<td>Online databases (EBSCO, JSTOR, etc.)</td>
<td>95</td>
<td>65</td>
<td>8</td>
<td>3</td>
<td>1</td>
<td>1.53</td>
<td>172</td>
</tr>
<tr>
<td>Knowledgeable staff</td>
<td>113</td>
<td>46</td>
<td>6</td>
<td>0</td>
<td>7</td>
<td>1.35</td>
<td>172</td>
</tr>
<tr>
<td>Group study areas</td>
<td>100</td>
<td>55</td>
<td>8</td>
<td>5</td>
<td>5</td>
<td>1.51</td>
<td>173</td>
</tr>
<tr>
<td>Tutoring services</td>
<td>65</td>
<td>41</td>
<td>6</td>
<td>3</td>
<td>58</td>
<td>1.54</td>
<td>173</td>
</tr>
<tr>
<td>Friendly staff</td>
<td>117</td>
<td>44</td>
<td>7</td>
<td>0</td>
<td>3</td>
<td>1.35</td>
<td>171</td>
</tr>
<tr>
<td>Quiet study areas</td>
<td>95</td>
<td>62</td>
<td>11</td>
<td>4</td>
<td>1</td>
<td>1.56</td>
<td>173</td>
</tr>
<tr>
<td>Computers in the library</td>
<td>90</td>
<td>56</td>
<td>11</td>
<td>2</td>
<td>13</td>
<td>1.53</td>
<td>172</td>
</tr>
<tr>
<td>Interlibrary Loan (ILL)</td>
<td>83</td>
<td>47</td>
<td>9</td>
<td>2</td>
<td>30</td>
<td>1.50</td>
<td>171</td>
</tr>
<tr>
<td>Reference collection</td>
<td>71</td>
<td>51</td>
<td>7</td>
<td>1</td>
<td>42</td>
<td>1.52</td>
<td>172</td>
</tr>
<tr>
<td>Library Information Pages/Libguides</td>
<td>65</td>
<td>51</td>
<td>6</td>
<td>2</td>
<td>48</td>
<td>1.56</td>
<td>172</td>
</tr>
<tr>
<td>Special Collections and Archives</td>
<td>59</td>
<td>42</td>
<td>8</td>
<td>1</td>
<td>61</td>
<td>1.55</td>
<td>171</td>
</tr>
</tbody>
</table>

answered question 175
skipped question 31
2.2 Cataloging and Processing

Strategy 2.2 Work to streamline ordering, receiving, cataloging and processing of materials.

Assessment 2.2.1 Report on any changes in the process of ordering, cataloging and processing

In September of 2014-15 we went live with a new Integrated Library System (ILS). We chose OCLC’s World Management System (WMS). We chose to migrate for several reasons. We had been running the Voyager ILS on an old Sun server. The server had reached its last days and we either needed to migrate to a hosted solution or buy a new server. We were also increasingly frustrated with the lack of a good enduser interface for the system. We examined several options and OCLC rose to the top both in terms of the enduser interface amenities and in terms of the cost. Most other systems were going to involve a big migration fee and an increase in the annual cost of running the system. OCLC waived the migration fee for us and the annual cost was approximately the same. The other advantage the system offered was a new way of doing cataloging that streamlined the process and would allow us to use the time saved in that position to work on the development of a digitization program.

For the enduser there have been mostly advantages to the migration. Some of the disadvantages fall on the library management side. The system is still being actively developed and is short on some things like statistical reports. We have been able to get most of what we need but have yet to be able to get some of the stats that we had always been able to run in the old system.

Assessment 2.2.2 Analyze trends in cataloging year to year, as well as trends within the year. Report the number of items cataloged; number new items cataloged; number of items already owned added to the catalog

We added 11,000 new records to the catalog in 13-14. Unfortunately because of the migration, we don't know how many records we added for 2014-15. We hope this will be resolved. In 2013-14 we added 1,790 titles to the physical collection. In addition, we added 11,752 records for new electronic titles. We do know that we added 1116 books from July 2014-June 2015. 826 of these, or 74% were print volumes, with the remaining 290 digital books.

We estimate that it takes about 30 days from the time a book arrives to the time it is placed on the shelf, to catalog and process it (including all the labels and covering). It seems that most of the time comes in the labeling and physical processing of the items rather than the ordering or cataloging. This is because we depend on students to do this portion of the work and they are less consistent in their scheduling.

Historically, the heaviest cataloging and processing of physical items has happened in the spring. This coincided with the May 1 deadline by which faculty must order new materials. It is interesting that in 2012-13 and 2013-14 the number of items that we catalog per month has flattened out. We speculate that this may be because we are acquiring more of our books in ebook format.
### Physical items cataloged by month

<table>
<thead>
<tr>
<th>Year</th>
<th>Jul</th>
<th>Aug</th>
<th>Sep</th>
<th>Oct</th>
<th>Nov</th>
<th>Dec</th>
<th>Jan</th>
<th>Feb</th>
<th>Mar</th>
<th>Apr</th>
<th>May</th>
<th>Jun</th>
</tr>
</thead>
<tbody>
<tr>
<td>2004-05</td>
<td>189</td>
<td>198</td>
<td>84</td>
<td>126</td>
<td>183</td>
<td>74</td>
<td>70</td>
<td>204</td>
<td>218</td>
<td>240</td>
<td>327</td>
<td>237</td>
</tr>
<tr>
<td>2005-06</td>
<td>304</td>
<td>251</td>
<td>172</td>
<td>165</td>
<td>86</td>
<td>129</td>
<td>155</td>
<td>148</td>
<td>197</td>
<td>211</td>
<td>289</td>
<td>104</td>
</tr>
<tr>
<td>2006-07</td>
<td>157</td>
<td>110</td>
<td>132</td>
<td>136</td>
<td>147</td>
<td>89</td>
<td>144</td>
<td>373</td>
<td>257</td>
<td>355</td>
<td>423</td>
<td>311</td>
</tr>
<tr>
<td>2007-08</td>
<td>135</td>
<td>185</td>
<td>103</td>
<td>195</td>
<td>103</td>
<td>133</td>
<td>103</td>
<td>165</td>
<td>165</td>
<td>211</td>
<td>409</td>
<td>202</td>
</tr>
<tr>
<td>2008-09</td>
<td>319</td>
<td>81</td>
<td>168</td>
<td>172</td>
<td>104</td>
<td>107</td>
<td>103</td>
<td>127</td>
<td>258</td>
<td>410</td>
<td>376</td>
<td>227</td>
</tr>
<tr>
<td>2009-10</td>
<td>102</td>
<td>138</td>
<td>119</td>
<td>74</td>
<td>217</td>
<td>223</td>
<td>339</td>
<td>387</td>
<td>391</td>
<td>354</td>
<td>309</td>
<td>305</td>
</tr>
<tr>
<td>2010-11</td>
<td>110</td>
<td>117</td>
<td>130</td>
<td>128</td>
<td>157</td>
<td>118</td>
<td>182</td>
<td>195</td>
<td>268</td>
<td>293</td>
<td>296</td>
<td>262</td>
</tr>
<tr>
<td>2011-12</td>
<td>118</td>
<td>103</td>
<td>157</td>
<td>144</td>
<td>117</td>
<td>114</td>
<td>125</td>
<td>190</td>
<td>237</td>
<td>394</td>
<td>244</td>
<td>184</td>
</tr>
<tr>
<td>2012-13</td>
<td>159</td>
<td>129</td>
<td>117</td>
<td>127</td>
<td>152</td>
<td>105</td>
<td>206</td>
<td>183</td>
<td>140</td>
<td>146</td>
<td>208</td>
<td>116</td>
</tr>
<tr>
<td>2013-14</td>
<td>113</td>
<td>84</td>
<td>194</td>
<td>194</td>
<td>12</td>
<td>161</td>
<td>93</td>
<td>146</td>
<td>103</td>
<td>160</td>
<td>316</td>
<td>214</td>
</tr>
</tbody>
</table>
2.3 Interlibrary Loan - ILL

Strategy 2.3 Provide access to resources anywhere in the world through ILL

The library’s holdings are supplemented and enhanced by Interlibrary Loan. This service is offered at no charge to students, faculty, and staff. Students and faculty find reference to research materials in the bibliographies of articles and books and also online through google. Many of the research articles items referenced in google are behind vendor per-article pay walls. ILL helps to make the same level of resources available to all students no matter their individual personal resources.

ILLiad has a big impact on our ILL service. A product from OCLC, it allows us to interact with other libraries easily and to forward non-returnable materials (articles) to endusers immediately and digitally upon receipt. It also changes the way we keep statistics by automating much of the process.

2.3.1 Borrowing & Lending

Assessment 2.3.1. Analyze trends in interlibrary loan transactions numbers, both lends and borrows

We borrowed 1,405 items for our students and faculty. We loaned 780 items to libraries all over the United States. We can determine no long term year to year trend in the number of items borrowed and lent although we do seem to have increased the number of items that we borrow in the past seven years. This may be because researchers find reference to materials online but need our help in acquiring them for free.

Before putting an item into the ILL system to be filled by other libraries, the ILL staff check Transylvania resources and openly available resources on the web. If the materials are found, the ILL staff emails the requester with the appropriate links to the materials so that they may be accessed immediately.
Nine years ago we started a program of buying items that were currently in print and seemed to complement the collection and support the curriculum and the research of our students and faculty. We continue to do this acquiring between a half dozen and a dozen titles in any given year.

As might be expected, items are more heavily requested in October, November, February and March.
computer and upload them to Illiad so that they would be passed to the requester immediately. Because we rarely had anything come through the system with readability problems, missing pages, etc., changing the status of the institutions to trusted was a reasonable modification and one from which our students and faculty have benefited.

2.3.3 Document delivery & spending on article requests

In 2012-13, we initiated a document delivery program. We let the faculty know that anything they needed could be requested through ILL and we would deliver it through the same system whether the TU library already owned, had access to it, or not. With this program a faculty member could request an item, and if we owned it the ILL staff would get it from the shelf, scan it in and send it to the faculty member via the ILLiad system. Or if we had the item in one of our online databases, the staff member would provide the link to the item through the ILLiad system. This is popular with faculty aiding them with their scholarly research especially in summer and over breaks when they are not on campus.

<table>
<thead>
<tr>
<th>Items filled through Document Delivery</th>
</tr>
</thead>
<tbody>
<tr>
<td>Articles</td>
</tr>
<tr>
<td>Books</td>
</tr>
</tbody>
</table>

Although ILL is free to the students, faculty and staff of Transylvania, it does cost money to run the program. We pay a yearly fee for the ILLiad software, we pay to access the international ILL system through OCLC and we sometimes pay fees for individual articles. Kentucky libraries have agreements in place to not charge each other and we also actively seek to borrow from other libraries that do not charge for ILL, so most of what we borrow we are able to obtain at no charge. We do pay fees to borrow some of the items from other libraries and spent $1,583 in 12-13 on ILL requests. We find that more places are requesting fees and to get items quickly we sometimes pay for articles through the Copyright Clearance Center.
2.4 Building
Strategy 2.4 Improve and update the building to reflect the needs to students and respond to the ways that they use the building.

2.4.1 Changes, improvements and needs
Assessment 2.4.1 Report on changes in the building

In the spring and summer of 2013 we were able to finally renovate the former back periodicals area in the lower level of the 1980s side of the building. The periodicals were moved into the basement of the Glenn Building which is accessible from the library lower level through a door. What had been the back periodicals area was renovated to become the Academic Center for Excellence. See the Academic Center for Excellence website for more information: http://libguides.transy.edu/ACE

Students were very excited about the changes made to the lower level and expressed interest in the rest of the library following suit. The college is listening and renovated half of the main floor of the library in the Summer of 2015. We have plans to renovate the labs in the lower level so that we can absorb the Writing Center and to renovate the remainder of the main floor. This may happen in two phases.

In creating ACE, we lost our silent study area. To regain this as part of the renovations in the Summer of 2015, we built a glass wall on the main floor of the library where the old external 1950s wall was. The area that has been the reference area would become a more traditional quiet reading room. This helps to respond to some of the complaints about the need for quiet study areas in the library. The area on the 1980s side with the service desk, front doors and copiers would be the group work area. We combined the reference and circulation desks so that there is now one point of service on the main floor. This makes sense in a library our size and less confusing for students and visitors to know where to ask questions. We also staff the desk with an adult and students. By having an adult and a student working together at a single desk, we can model public service behavior for student workers as well as train new workers. We also added a second office near the current office so that the reference librarian responsible for managing the circulation desk during the day can be closer at hand to answer questions for
both student workers and students needing research consultations.

The next phase will renovate the TLC Lab, the big lab, the offices and the hallways near those. The TLC lab will become the Writing Center Space. This will move us toward our goal of providing student academic support in one area. Having academic support in one area allows students to easily know where to go. It also allows the experts providing the disparate support services to easily hand-off students to other experts to continue and deepen academic help they receive. This strengthens the help that the students receive.

We have some big ideas too.

If we could raise money to build, we see potentially two additions on the library: one to serve the historic collections of the college properly; and one that would expand the renovations that were started in ACE. This expansion of the ACE idea would provide bright, light space in which students can gather and work and focus on intellectual pursuits as well as serve as a focal point for academic support services. It could provide a larger location for the Writing Center and a Center for Tutoring and Advising (an expanded Academic Center for Excellence). We could potentially bring in other academic support services such as the IT help desk, ESL and or Disability Services. This space could also provide lockable carrels for faculty who are on sabbatical and seniors doing a major research projects. If we think big enough, this space could provide an auditorium for speakers or a gathering place where we could have receptions honoring writers and thinkers.

A new space to serve the historic collections of the college properly could have tremendous impact on both the college and the scholarly community. We would like to see Special Collections move into a purpose built building or addition and would like to bring the Moosnick Collections into this space as well. Transylvania has an amazing collection of historic materials and artwork. We could be nationally renowned for this and draw people from all over the country. What we need is a place to properly display, store and preserve these materials as well as to make them available to researchers. Imagine a four story building or addition. The top two floors would be the store rooms and work space for the Moosnick collection (a part of the Moosnick collection is the scientific and medical apparatus collection that the Smithsonian envies) and the current Special Collections. The second floor might provide the store rooms for the amazing collection of historic artwork that TU owns. A space for researchers might also be available on the second floor. But the pièce de résistance is the main floor which provides beautiful public space for the display of Transylvania’s artwork and the Moosnick collection, highlighting our place in the history of educating the young United States. Perhaps a seminar or meeting space for classes that use the collections might also be available. This space should have four full time employees, a Special Collections Librarian and archivist, a curator for the Moosnick collection, a curator for the art collection and someone who would be responsible for public events, displays and educational and community outreach. It would also have a security officer on site full time, with their own office in the building. The building itself would be built with security in mind and be built to maintain stable temperature and humidity so that our outstanding collections are preserved for future generations.

The overall condition of the building and furniture is good. We do have some places where water seeps in. And have had mold/mildew problems in the old reference area which is now the quiet study area. Physical Plant is aware of these and has been working to fix them.
2.4.2 Basic seat availability and hours

Assessment 2.4.2 Report number of hours per week facility is available and the number of seats and study spaces available

The library is regularly open 102 hours per week during the semester. They are:

Monday - Thursday 8 a.m. – 2am
Friday 8 a.m. - 6 p.m.
Saturday noon - 6 p.m.
Sunday noon – 2am

August Term hours were –
Monday - Thursday 8:30 a.m. - 10:00 p.m.
Friday 8:30 a.m. - 5 p.m.
Saturday closed
Sunday 2 p.m. - 10:00 p.m.

Summer hours were Monday - Friday 8:30 a.m. - 5 p.m

Seating in the library includes:

- 103 seats at tables or booths, including the media sharing tables
- 36 seats at carrels or single tables
- 4 seats at computers in the reference area and 18 seats at computers in the big lab. There are also 12 seats at computers in the Technology Learning Center lab
- There are 11 study rooms and two seminar rooms which can seat approximately 80 students.
- The classroom (Media Viewing Room) can seat 25 students.
- The Education Resource Center can seat approximately 16 students.
- Couches and armchairs can seat approximately 40 students.

In total there are 284 seats plus 25 seats in the classroom (Media Viewing Room), and 34 seats at computers.

These raw numbers tell us how many seats we have in the library but do not take into consideration human behavior. For instance, normally there are one or two students seated at a table rather than four unless they are working as a group. A single student can spread out their materials and take the space of four. Unless they know each other, only one student generally sits on a couch. Often one student will take over a study room.

The building provides approximately 17,000 shelf feet for the regular collections and an additional 4000 shelf feet for Special Collections.

2.4.3 Student thoughts on the building

Assessment 2.4.3 Through the biennial survey and conversations with students, seek input on changes that need to be made to the physical building

Most of our respondents to the biennial survey said that they use the physical library building once a week. Most of the respondents use the building for studying either alone or in groups. They also use the building to do research, finding books and articles.
Q2. In general, how often do you come to the physical library building?

<table>
<thead>
<tr>
<th>Answer Options</th>
<th>Response Percent</th>
<th>Response Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>At least once a day</td>
<td>16.3%</td>
<td>32</td>
</tr>
<tr>
<td>At least once a week</td>
<td>56.6%</td>
<td>111</td>
</tr>
<tr>
<td>At least once a month</td>
<td>17.3%</td>
<td>34</td>
</tr>
<tr>
<td>At least once a semester</td>
<td>9.2%</td>
<td>18</td>
</tr>
<tr>
<td>Never</td>
<td>0.5%</td>
<td>1</td>
</tr>
</tbody>
</table>

answered question 196

skipped question 10

Q3. How do you use the library building? (check all that apply)

<table>
<thead>
<tr>
<th>Answer Options</th>
<th>Response Percent</th>
<th>Response Count</th>
</tr>
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<tbody>
<tr>
<td>Meet with a librarian</td>
<td>9.1%</td>
<td>18</td>
</tr>
<tr>
<td>Attend class</td>
<td>15.2%</td>
<td>30</td>
</tr>
<tr>
<td>Study space</td>
<td>81.2%</td>
<td>160</td>
</tr>
<tr>
<td>Do research in Special Collections and Archives</td>
<td>6.1%</td>
<td>12</td>
</tr>
<tr>
<td>Look for articles (use online databases)</td>
<td>38.1%</td>
<td>75</td>
</tr>
<tr>
<td>Look for books</td>
<td>40.1%</td>
<td>79</td>
</tr>
<tr>
<td>Use the ACE space</td>
<td>46.2%</td>
<td>91</td>
</tr>
<tr>
<td>Get tutoring in ACE</td>
<td>12.7%</td>
<td>25</td>
</tr>
<tr>
<td>Ask questions and/or get help with finding resources for assignments</td>
<td>18.8%</td>
<td>37</td>
</tr>
<tr>
<td>Meet people, hang out, and socialize</td>
<td>24.4%</td>
<td>48</td>
</tr>
<tr>
<td>Study with a group</td>
<td>65.0%</td>
<td>128</td>
</tr>
<tr>
<td>Check email</td>
<td>24.4%</td>
<td>48</td>
</tr>
<tr>
<td>Browse online (non academic use - social media, shopping, etc.)</td>
<td>19.3%</td>
<td>38</td>
</tr>
<tr>
<td>Other (please specify)</td>
<td>11.2%</td>
<td>22</td>
</tr>
</tbody>
</table>

answered question 197

skipped question 9

The survey was conducted in the Spring of 2014 shortly after the lower level of the library was renovated as ACE (Summer 2013). The comments about the new space were very positive. Some students lamented the loss of the quiet study space. We addressed this with the renovation that took place in the summer of 2015 by putting a glass wall in on the main floor and having the side near the stacks be quiet study.
3. Special Collections and Archives

*Goal 3: Maintain, preserve, acquire through gifts, and provide appropriate access to the historic materials of Special Collections; and promote their use by both TU and non-TU researchers.*

*Transylvania Treasures* continues to be published with the support of Dr. Charles Ambrose, a resident of Lexington and faculty member of the UK medical school. He is intensely interested in the medical history of Lexington and Transylvania’s book collection which was developed as a part of the medical school that existed here in the early 1800s. Dr. Ambrose initiated the creation of a serial publication to illustrate the historical treasures of Transylvania and has been fiscally supporting it as well. It has been aptly named *Transylvania Treasures* and articles are written by Transylvania faculty and other experts on the materials and history of the University. First published in the winter of 2008, 15 issues have been published as of 2014-15. The publication went on a brief hiatus between the summer of 2013 and the spring of 2015. The Special Collections librarian has served on the editorial board for the publication, spending numerous hours reviewing articles and serving as a resource. She also worked on the photo shoots of Special Collections books, manuscripts, etc. used to illustrate articles. *Transylvania Treasures* has drawn positive notice including winning several awards for design. It has also helped improve the visibility and reputation of the college and has helped to raise visibility of the library collections with potential donors. Issues may be viewed online at [http://www.transy.edu/about/treasures.htm?obj=history](http://www.transy.edu/about/treasures.htm?obj=history)

To understand better what sort of space is needed for Special Collections, it is necessary to know the amount of shelf feet that Special Collections currently uses. The following is a tally of the number of shelf feet in Special Collections. The shelves are full and we have begun keeping some items on book trucks in the aisles. We currently have:

- Rare Book Room – 423 shelf feet of varying depth
- Coleman Collection – 552 shelf feet; some 12 inches deep, some 20 inches deep
- University Archives – 315 shelf feet; some 16 inches deep, some 10 inches deep
- Manuscript collection – 117 shelf feet; 16 inches deep
- Other collections (including the Special Collection, Medical and Law collections) – 2424 shelf feet; some 16 inches deep, some 10 inches deep

For a total of 3895 shelf feet.

**Total Use of Special Collections**

A total of 595 people requested help with the collection or visited for tours or classes in 2014-15 and 630 in 2013-14. Of the total number of people who visited or requested help, 47% were Transylvania faculty, staff, alumni, and students.

<table>
<thead>
<tr>
<th></th>
<th>Jul</th>
<th>Aug</th>
<th>Sept</th>
<th>Oct</th>
<th>Nov</th>
<th>Dec</th>
<th>Jan</th>
<th>Feb</th>
<th>Mar</th>
<th>Apr</th>
<th>Total May Term</th>
<th>Jun</th>
<th>GRAND TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total number of people who requested help or visited</td>
<td>41</td>
<td>81</td>
<td>43</td>
<td>54</td>
<td>41</td>
<td>37</td>
<td>30</td>
<td>52</td>
<td>54</td>
<td>35</td>
<td>91</td>
<td>36</td>
<td>595</td>
</tr>
</tbody>
</table>
This table indicates all those who have used Special Collections either by visiting or by receiving research support via phone or email.

**WHO USES & VISITS (INDIVIDUALS & GROUPS)**

<table>
<thead>
<tr>
<th>Year</th>
<th>Non Transy</th>
<th>Student</th>
<th>Faculty</th>
<th>Staff</th>
<th>Alumni</th>
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<tbody>
<tr>
<td>2004-05</td>
<td>41</td>
<td>42</td>
<td>40</td>
<td>45</td>
<td>42</td>
</tr>
<tr>
<td>2005-06</td>
<td>48</td>
<td>62</td>
<td>59</td>
<td>95</td>
<td>77</td>
</tr>
<tr>
<td>2006-07</td>
<td>54</td>
<td>95</td>
<td>84</td>
<td>148</td>
<td>70</td>
</tr>
<tr>
<td>2007-08</td>
<td>17</td>
<td>77</td>
<td>465</td>
<td>127</td>
<td>77</td>
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<tr>
<td>2008-09</td>
<td>56</td>
<td>17</td>
<td>358</td>
<td>141</td>
<td>92</td>
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<tr>
<td>2009-10</td>
<td>92</td>
<td>117</td>
<td>438</td>
<td>241</td>
<td>61</td>
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<tr>
<td>2010-11</td>
<td>255</td>
<td>148</td>
<td>496</td>
<td>346</td>
<td>33</td>
</tr>
<tr>
<td>2011-12</td>
<td>315</td>
<td>131</td>
<td>346</td>
<td>119</td>
<td>46</td>
</tr>
<tr>
<td>2012-13</td>
<td>131</td>
<td>94</td>
<td>315</td>
<td>143</td>
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<tr>
<td>2013-14</td>
<td>40</td>
<td>93</td>
<td>438</td>
<td>413</td>
<td>20</td>
</tr>
<tr>
<td>2014-15</td>
<td>329</td>
<td>93</td>
<td>329</td>
<td>119</td>
<td>37</td>
</tr>
</tbody>
</table>

This table shows the number of people who have physically visited over the years.

**Total Number Visiting - indi research, tours, & classes**

<table>
<thead>
<tr>
<th>Year</th>
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<tr>
<td>2008-09</td>
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<tr>
<td>2009-10</td>
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<tr>
<td>2010-11</td>
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<td>2011-12</td>
<td>514</td>
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<tr>
<td>2012-13</td>
<td>332</td>
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<tr>
<td>2013-14</td>
<td>293</td>
</tr>
<tr>
<td>2014-15</td>
<td>329</td>
</tr>
</tbody>
</table>
3.1 Individual Use of Special Collections

Strategy 3.1 Aid individual scholars, national, international, and our own faculty and students, in the use of the collections for research.

Assessment 3.1.1 Examine trends in the number of inquiries to Special Collections

One of the main and most important objectives of Special Collections is to support the work of scholars. For example, this year we supported the scholarly work of Dr. Christina Snyder from Indiana University. She was researching the Choctaw Academy and the Native American students who transferred from Choctaw Academy to TU in the mid-1830s and 1840s. Dr. Snyder has a book coming out on this and she has written an article for an issue of Transylvania Treasures.

Dr. Karl Raitz from University of Kentucky used approximately 40 images of downtown Lexington from the Coleman Collection to create an app for smartphones which will allow visitors in town for the Breeders Cup to see what areas in the downtown area looked like years ago. We helped him to identify and access these. Marcel Deperne was a doctoral student from France who visited to use the Mentelle Collection. Mary Todd Lincoln’s education at the Mentelle School is the topic of his dissertation. Chris Willoughby, a Tulane history grad student, spent several weeks using the Medical Theses Collection for his dissertation on “Treating the Black Body: Race and Medicine in American Culture, 1800-1861.” He also used the digitized online collection extensively. Maryjean Wall, the author of Madam Belle (Belle Brezing), used documents and images from our collections to write her book.

Inquiries are made up of individuals seeking reference and research help from Special Collections. These can be made in person or via phone or email. 390 research inquiries were researched and responded to by the Special Collections Librarian in 2014-15 and 459 in 2013-14.

<table>
<thead>
<tr>
<th>Mode of Inquiries</th>
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<th>Aug</th>
<th>Sept</th>
<th>Oct</th>
<th>Nov</th>
<th>Dec</th>
<th>Jan</th>
<th>Feb</th>
<th>Mar</th>
<th>Apr</th>
<th>May</th>
<th>Term</th>
<th>Jun</th>
<th>Grand Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>In Person</td>
<td>10</td>
<td>18</td>
<td>10</td>
<td>11</td>
<td>6</td>
<td>20</td>
<td>2</td>
<td>9</td>
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<td>11</td>
<td>12</td>
<td>7</td>
<td></td>
<td>131</td>
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<tr>
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<td>2</td>
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<td>5</td>
<td>3</td>
<td>4</td>
<td></td>
<td>39</td>
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<tr>
<td>Correspondence</td>
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<td>16</td>
<td>13</td>
<td>13</td>
<td>9</td>
<td>27</td>
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<td>19</td>
<td>19</td>
<td>20</td>
<td>25</td>
<td></td>
<td>220</td>
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</table>

<table>
<thead>
<tr>
<th>Users’ Affiliation</th>
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<th>Aug</th>
<th>Sept</th>
<th>Oct</th>
<th>Nov</th>
<th>Dec</th>
<th>Jan</th>
<th>Feb</th>
<th>Mar</th>
<th>Apr</th>
<th>May</th>
<th>Term</th>
<th>Jun</th>
<th>Grand Total</th>
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</thead>
<tbody>
<tr>
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<td>13</td>
<td>14</td>
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<td>3</td>
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<td>5</td>
<td>7</td>
<td>4</td>
<td>6</td>
<td></td>
<td>62</td>
</tr>
</tbody>
</table>

As one might expect, given the percentage of inquiries from non-Transylvanians, the number of inquiries does not follow the semester pattern that we often see in other statistics. Instead it remains relatively steady through the year with slight dips in December and a slight rise in the Winter Semester.
3.1.1 Faculty/Staff Using Special Collections

So that they have a better understanding of what is in Special Collections and how it might dovetail into their research, we encourage faculty to come in for a personal general tour of the collections. This includes discussion about their research with the Special Collections librarian so that she can better understand what might be of interest.

Faculty and staff made 179 research inquiries of Special Collections in the past two years. Some of the faculty and staff who used the collections in 2013-14 and 2014-15 include -

- Josh Adkins – John Muir texts from Peck Collection and TU naturalists
- Brian Arganbright – Late 19 c. French textbooks
- Brian Arganbright – Early French textbooks
- Carole Barnsley – Tour
- Chris Begley – Historic Kentucky newspapers
- Seamus Carey – Kenan interview in rare book room
- Simonetta Cochis – Peck Collection for class visits
- Karen Cooksey – TU Choir Album (University Archives)
- Jamie Day – Charles Caldwell and Robert Peter and TU Medical Collections
- Tracy Dunn – Medical theses collection and TU photos (University Archives)
- Melissa Fortner – Faculty Minutes
- Peter Fosl – Modern Philosophy texts and he brought campus guests in for a tour
- Becky Fox – Audubons (Peck) and other bird books (TU Medical Coll.)
- Jack Girard – Anatomy atlases from TU Medical Collection
- Kurt Gohde – Images of the Ky. Theater and A. Lincoln
- Barbara Grinnell – Old Morrison images (University Archives and Coleman images)
- Kim Jenkins – August term class tour and Faculty Salary Studies (University Archives)
- Maurice Manning - Whitman’s “Kentucky Poem.”
- Kathy Simon – Hamilton College records (University Archives)
3.1.2 Students using Special Collections

The number of individual students who make independent inquiries of Special Collections varies greatly from year to year depending on what courses are being offered and the types of research that the students are doing in those courses. Last year 35 students made individual appointments.

As examples of the kinds of research our students do, last year Tyler Baker, class of 2015, examined Transylvania's building patterns of the mid-20th Century, specifically the McClain era for his history senior seminar work. His paper was titled, "'Moving Into Tomorrow': The Changing Liberal Arts in Post War America." BJ also assisted Tyler with the SGA Signs Project for buildings on campus. She helped him identify possible images and scanned 25 images for the project. Olivia Oakley, class of 2015, did research for her Senior Seminar work on 19th C knowledge of women's health issues using the TU Medical Collection. Her paper was titled "Women's Health in the 19th Century: Physician as Partners in the Construction of the Cult of True Womanhood." Both of these student scholars worked with the collections for weeks to complete their research.
Group Use of Special Collections

Three hundred thirty-six people visited Special Collections in 2014-15. One hundred thirty-one came as individuals with unique research questions, 127 came in with classes, and 78 came in tours.

*Group Visits - Stats*

<table>
<thead>
<tr>
<th></th>
<th>Jul</th>
<th>Aug</th>
<th>TOTAL</th>
<th>Sept</th>
<th>Oct</th>
<th>Nov</th>
<th>Dec</th>
<th>TOTAL Fall Term</th>
<th>Jan</th>
<th>Feb</th>
<th>Mar</th>
<th>Apr</th>
<th>TOTAL Winter Term</th>
<th>Total May Term</th>
<th>Jun</th>
<th>GRAND TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Number of people who physically visited</td>
<td>11</td>
<td>61</td>
<td>72</td>
<td>23</td>
<td>39</td>
<td>28</td>
<td>27</td>
<td>117</td>
<td>2</td>
<td>32</td>
<td>27</td>
<td>11</td>
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We had 16 tours and nine classes visit in 2014-15.
3.2 Courses using Special Collections

Strategy 3.2 Work with faculty to introduce their classes to the collections through subject specific guided tours of items in the collection.

Assessment 3.2.1 Examine trends in the number of classes who visit and are taught to use Special Collections materials, noting which classes took advantage of this.

Nine classes with a total of 118 students and 9 faculty members made use of Special Collections in 2014-15. Some of the classes that visited in the last two years include:

- David Kaufman Classics – 17 students – Hippocrates and Galen books from TU Medical Collection
- Simonetta Cochis/Michael Dixon Storytelling class – 18 students – LaFontaine’s *Les Fables* from Peck Rare Book Collection
- Becky Fox May term Ornithology class – 17 students – Audubons, Catesby, and other “Bird Books.”
- Kim Jenkins – August term class – 10 students – general tour
- Ken Slepyan – August term class – 12 students – general tour
- Bethany Packard – 19th c. Women’s Lit – 15 students – Misc. books
- Simonetta Cochis – Advanced French, Special Topics - 12 students. They used the *Le Jardin de Sante* from the Peck Collection
- Simonetta Cochis – French class – 11 students – They used LaFontaine’s Fables, Diderot’s Encyclopedie, and Le Jardin de Sante.
- Josh Adkins – Biology – 20 students – John Muir books and other Naturalists
- Peter Fosl – Modern Philosophy – 20 students – Modern Philosophy texts
- Nancy Wolsk – Art History (Women artists) – 9 students – Rosa Bonheur Album
- Becky Fox – Ornithology class – 10 students – Audubons and other “Bird Books.”

![Class visits and number of students](chart.png)
3.3 Tours of Special Collections

Strategy 3.3 Provide exposure to the collections for those who are generally curious through tours.

Assessment 3.3.1 Examine the trends in the visits to Special Collections including the number of groups who visit Special Collections

Tours consist of people who visit Special Collections but do not make scholarly use of the collections.

Some of the group tours consisting of three or more people included:
Central Kentucky Audubon Society – Spring 2015
UK Women’s Club – Spring 2015
A local book club – Fall 2014
The Informal Club – Spring 2014
MAC (Midwest Archives Conference)
UK Women’s Book Club
TU Faculty
TU Staff
Liberal Arts Education
New Admissions Staff
Family Weekend
Premier Scholarship Days

3.4 Processing & Digitization

Strategy 3.4 Work to improve the access to the collections by creating tools such as electronic databases and documents thus improving the research aid the special collections librarian can give to researchers

Assessment 3.4.1 Report on items digitized for scholars when the condition of the materials allowed
Assessment 3.4.2 Report on the progress toward a deliberate digitization process
Assessment 3.4.3 Report on the transcription of card files into electronic databases
Assessment 3.4.4 Report on the creation of electronic databases and indexes for collections
We were very excited this year to digitize the *Ladies Magazine* – 1792. This is the earliest women’s magazine printed in North America. Dr. Bethany Packard requested several of the articles be digitized for her class Women’s Literature: English / Women's Studies 2144. After seeing that the content was not available for free anywhere, Bj Gooch, Special Collections Librarian, requested that we digitize the whole volume. Damon DeBorde, Tech Services Librarian, made this happen. It can be seen here as well as on the Special Collections page and in WorldCat.


We were pleased to make a digital copy of the *Rosa Bonheur Sketchbook* available digitally in 2015. The album had been photographed in 2013 to aid in the research of Dr. Nancy Wolsk. In 2015 we finally had the software available to make it viewable on the web. Damon DeBorde loaded the images into ContentDM and now interested scholars in France are able to make use of the album for their research as well as our own students studying art history and drawing. It can be seen here –

http://transy.contentdm.oclc.org/cdm/ref/collection/p16972coll6/id/1

With the help of the Technical Services Librarians we also made the Art and Artifact database available to researchers. Over the past several years we have been slowly building the content for this database. Jamie Day has been adding and describing the Scientific Apparatus held in the Moosnick Collection and library staff has been slowly adding information on artwork and other artifacts.

http://transy.pastperfectonline.com/randomimages

Titles were given to Conservator Gabrielle Fox for repair and cleaning:
- Bell’s GREAT SURGICAL OPERATIONS(Summer 2014)

### 3.5 Cataloging the Uncataloged

*Strategy 3.5 Work toward cataloging the uncatalogued rare book collections like the Clara Peck collection.*

*Assessment 3.5.1 Report numbers of books added to the catalog.*

Cataloging the collections that are not yet cataloged is the very important so that researchers can know that we have the materials and books that they are looking for. We have amazing collections some of which are not yet cataloged and discoverable through the big world wide, universal catalog, WorldCat.

In November of 2014 we were very excited to hire a temporary Rare Book Cataloger, Colleen Barrett. A talented young cataloger with a passion for rare books, she cataloged the Clara Peck Collection in Special Collections making it discoverable by scholars all over the world including our own students and faculty. While she was here, she was able to catalog the entire collection in detail in approximately one year. We estimate that there are a little more than 900 titles in the collection including the Audubon Elephant Folio and several titles that no other library in the world has. Because our funding was due to run out in February of 2016, Colleen departed for permanent full time job with a rare book dealer in November of 2015.

We would like to gain another gift or other support for this position so that we can catalog the historical Medical Collection. The Medical Collection was used by our own students in the early 1800s and has a direct impact on the understanding of our history as well as that of medical history. We estimate given its size (more than 7000 titles) that it will take approximately 5-7 years to catalog the medical collection.
4. Finances – The Budget

Goal 4: Work with appropriate University personnel to identify and secure funding both within TU and from outside sources to ensure the library budget will support and provide its stated services and resources.

4.1 External Sources

Strategy 4.1 Identify and seek external funding for appropriate projects
Assessment 4.1.1 Report on gifts and grants acquired.

The Little Foundation Grant has continued to support the acquisitions of fine arts resources. It is a $90,000 endowed grant and was awarded late in the spring of 2010.

The 12-13 budget was decreased from the 11-12 budget by approximately 3.5% due to the depletion of the Gay Fund. The 2014-15 budget saw an approximate 2% decrease. This is the same that most units on campus experienced. Also in 2014-15 we moved several items like ILLiad to a line called Online Access Tools. These had been in the Online Databases line. While these do not directly provide content, they do help us to deliver the content and make research for our students easier. In 2014-15 we lost the Brown Foundation Library fund and see the decrease in 2014-15. This line will be zeroed out in 2015-16.

We had an anonymous $50,000 gift and several smaller supporting gifts that allowed us to hire a temporary Rare Book Cataloger in November of 2014. This individual worked for a year to catalog the Clara Peck Collection and left in November of 2015 for a permanent job.

4.2 Cost savings through Consortia

Strategy 4.2 Participate in consortia to decrease the costs of research materials
Assessment 4.2.1. Report on consortial deals and amount of money saved by participating

We continue to save a significant amount of money by participating in consortia. Most discounts run between 10% and 30% off the list price. One consortium, the Kentucky Virtual Library, provides significant discount. We paid approximately $13,000 to KYVL for access to 25+ databases. Access to just two of these databases (Academic Search Premier and Business Source Premier) through another consortium would have cost approximately $14,000. We also participate in group purchasing through the Federation of Kentucky Academic Libraries, Lyrasis, and the Association of Independent Kentucky Colleges and Universities. More information on group buying can be seen in section 2.1.5.4 of this report.

4.3 Overall Budget Trends

Strategy 4.3 Improve budget so that we can provide resources that faculty and students need, keeping up with the increasing costs of resources.
Assessment 4.3.1. Report trends in overall budget and individual lines

In order to better follow what has happened, the budget lines are split into two areas – acquisitions and operating. Acquisitions includes lines that support the acquisitions of library research materials such as books (e and paper), reference, audio-visual, periodicals (e and paper) and online resources. Operating is everything else with the exception of personnel.
When we have had increases in the budget, the larger portion of any increase has been put into acquisitions. This has meant improved resources for students, faculty and staff. In the 90s the budget was generally split 70% for acquisitions and 30% for operating. The split shifted to 80/20 in 98-99 and 99-00. And has remained there since.

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*In 2010-11, $15,000 income from the Brown Foundation was wrapped into the Books, Periodicals, and Online lines.

- According to the price index in the *Library and Book Trade Almanac* 2015 (p.422), North American Academic book costs increased nationally by about 6.3%, ebooks increased 6.5%. U.S. periodical subscriptions generally increase on average 6%-7% industry wide (p.440).
• The costs of the databases to which TU subscribes increased by approximately 5% on 2014-15 based on a comparison of the databases that were held by Transylvania both in 13-14 and in 14-15

4.4 Budget Comparisons with Benchmark Institutions – NCES Data

Strategy 4.4 Work toward bringing the budget of the library in line with our benchmark institutions.
Assessment 4.4.1. Compare budget with that of our benchmark institutions

The following comparative information is derived from the National Center for Education Statistics (NCES) Academic Library Survey. The survey is conducted every two years and the most recent data available at the time of this report was 2012. Additional information on the survey can be found at their website http://nces.ed.gov/surveys/libraries/academicpeer/.

We compare ourselves to the college's self-identified Benchmark Institutions. TU has two groups of Benchmarks: Aspirant Benchmarks who we want to be like and Peer Benchmarks who we believe ourselves to be like currently. The aspirants are indicated with blue and peer with red. These are also listed below. Bucknell and Ursinus did not report data to NCES.

| Bard College | Aspirant | Beloit College | Peer |
| Bucknell University | Aspirant | Centre College | Peer |
| Dickinson College | Aspirant | College of Wooster | Peer |
| Furman University | Aspirant | Cornell College | Peer |
| Kenyon College | Aspirant | DePauw University | Peer |
| Rhodes College | Aspirant | Hendrix College | Peer |
| Sewanee | Aspirant | Kalamazoo College | Peer |
| Union College | Aspirant | Knox College | Peer |
| Whitman College | Aspirant | Susquehanna University | Peer |
| | | Ursinus College | Peer |
| | | Washington College | Peer |
| | | Willamette University | Peer |

5. People

**Goal 5:** Recruit, train, develop, and retain top-notch personnel possessing the wide range of knowledge, skills, experience, enthusiasm, and flexibility necessary to meet the ever-changing and diverse requirements of the Transylvania community.

**Strategy 5.1** Hire and train the best folks possible for any open positions

**Assessment 5.1.1** Report on the hiring of any open positions

In 13-14 the staff included –

- Susan Brown – Library Director
- Robert Campbell – Reference and Instruction Librarian
- Damon Deborde – Technical Services Librarian
- BJ Gooch – Special Collections Librarian
- Elizabeth Laumas – Cataloging Specialist (resigned November 18, 2013)
- Ann Long – Acquisitions/Serials manager
- Lisa Nichols – Public Services Librarian
- Phil Walker – Night Supervisor, ILL manager

In 14-15 we had

- Colleen Barrett – Rare Book Cataloger (temporary position; hired November 2014; resigned November 2015)
- Helen Bischoff - Public Services Librarian (hired March 2015)
- Susan Brown – Library Director
- Robert Campbell – Reference and Instruction Librarian
- Damon Deborde – Technical Services Librarian (resigned July 7, 2015)
- BJ Gooch – Special Collections Librarian
- Ann Long – Acquisitions/Serials manager
- Lisa Nichols – Public Services Librarian (resigned January 6, 2015)
- Jeremy Puckett - Cataloging & Digitization Specialist (hired February 9, 2015)
- Phil Walker – Night Supervisor, ILL manager

We had a great deal of turnover in 2014-15. Lisa Nichols left for a position at UK which paid $10,000 more and offered 10% match toward retirement instead of the 7% we offer. Damon DeBorde left us at the end of June 2015 for a similar position at Ohio University for approximately $20,000 more and more staff under him to accomplish the job. We were without a cataloging specialist from November of 2013 to February of 2015, one of the positions that reports to Damon so he had to cover the work for that position as well as his own projects and responsibilities. This may have also contributed to his decision to leave. Another factor may have been the general moral problems on campus in 2013 and 2014. The loss of both of these individuals was a blow since they were both superstars in their areas. It will be interesting to see if we are becoming an incubator for better funded schools.

We were finally able to hire Jeremy Puckett to fill the empty Cataloging and Digitization Specialist position in February of 2015 and are excited about the possibilities for expanding and growing our digitization program. We also hired Helen Bischoff in March of 2015 to lead our Public Services team and continue the growth and expansion of our education and information literacy efforts with our students.
In 13-14 and the Fall of 2015, we continued the intern program in which we work with graduate students from the University of Kentucky Library and Information Science program. The interns were not compensated monetarily but did receive credit in their graduate program and practical on the job experience. The intern program is administered by the Public Services Librarian. Graduate students apply and are interviewed for the position. They worked approximately 10 hours per week answering research questions at the reference desk and helping with instruction for FYRS. This did not continue in the Winter of 2015 due to lack of staffing to manage it.

In November of 2014 we were very excited to hire a temporary Rare Book Cataloger, Colleen Barrett. She cataloged the Clara Peck Collection in Special Collections making it discoverable by scholars all over the world. We had an anonymous $50,000 gift and several smaller gifts to support this work. She departed for permanent full time job with a Rare Book Dealer in November of 2015. The funds for the position were due to expire in February of 2015. We would like to gain another gift or other support for this position so that we can catalog the historical Medical Collection.

The library is interested in increasing the size of the staff. In order to help our students and faculty better and for the services to grow, we should have two more librarians.

One of these new librarians will serve in the reference and instruction area. During the school year and especially during the Winter Semester, library staff runs at a frenetic pace. Because they are heavy users, we focus our teaching efforts on FYS and FYRS. We are examining ways to expand our services to the upper level classes. An additional librarian would be assigned to public services working in reference and instruction. This would allow us to build our information literacy efforts by working with more classes and students. Library staff would be better able to aid students with their research and to help them develop a better understanding of the important resources in their fields. It would also allow staff who have other responsibilities to spend more time on those, expanding their accomplishments.

We would also like an additional librarian in Special Collections. As can be seen in the section of this report on Special Collections, a lot of effort goes into serving both the Transylvania community and outside researchers with the use of Special Collections. Our current librarian spends most of her time helping students and scholars with their research. An additional librarian would focus on archiving the record of the college as it is created so that it will be available to researchers 200 years from now. An additional librarian will also allow us to process the collections, creating indexing and organizing them so that they are able to be used by researchers, internationally and from our own campus. The position could work to digitize our collections (another form of processing) and create searchable online databases of descriptive information so that the materials can be searched quickly and accurately. Depending on their abilities and interest they could also help with educational outreach.

**Strategy 5.2 Provide support for and encourage professional development and involvement at state and national levels.**

*Assessment 5.2.1: Report on the training and other professional development opportunities attended by library staff members*

*Assessment 5.2.2: Report on the professional activities of the library staff including membership in organizations, offices held, publications, etc.*

The library staff continues to be active in state, regional, and national organizations and to attend conferences and workshops. It is important that the staff attend state and national conferences and meetings in order to be aware of new developments in the field and to stay connected with and learn from others who do similar work. Networking with other libraries and librarians allows us to advance our services and save money by participating in group buying. It allows us to learn what other schools expect
from and provide for their students. It also allows us to share and show off our expertise building the reputation of Transylvania.

The library staff represented Transylvania well at state and regional meetings, discussions and conferences. These include

- Kentucky Library Association (KLA) Annual Conference
- Special Libraries Association - Kentucky Chapter meetings
- Association of Independent Kentucky Colleges and Universities (AIKCU) library directors’ meetings
- Federation of Kentucky Academic Libraries (FoKAL) meeting
- AIKCU Information Technology Conference
- Ohio Valley Group of Technical Services Librarians
- KLA LIRT Retreat

National conferences and meetings attended include

- ACRL – Association of College and Research Libraries
- LOEX National Conference on instruction and information literacy
- Iliad International Conference.
- Rare Book Manuscript Section Conference (RBMS)
- ALA – American Library Association

Presentations at local, regional, and national conferences

- *A World of Change: Transitioning to OCLC WorldShare Management System & Implications for Library Services* – Helen Bischoff (Transylvania University) Michele Ruth & Ben Rawlins (Georgetown College) at the KLA/SLA Joint Spring Conference, April 2015
- Poster Presenter, *We’re not horsing around: cataloging the Clara Peck collection with OCLC Worldshare and DCRM(B)* – Colleen Barrett at the Midwest Archives Conference, Lexington, KY, May 2015
- Organized service project with the Friends of Sausal Creek for the June 2015 Rare Books & Manuscripts Conference – Colleen Barrett
- *Rethinking the Plagiarism Workshop*. Robert Campbell & Lisa Nichols at KLA, Fall 2014.

Offices held and committee work for external organizations include

- Chair FoKAL executive committee
- Led active learning in the library classroom faculty development workshop for UK instruction librarians
- Represent TU on the University Press of Kentucky editorial board
- SACS onsite and offsite reaccreditation committees

**Strategy 5.3 Work to bring staffing in line with benchmark institutions.**

*Assessment 5.3.1 report on the comparison of staffing at benchmark institutions*

According to the most recent NCES data, our library is currently at the bottom of our benchmark institutions. If we want to be average (middle of the road) among our benchmark institutions –

- We should employ 8 MLS’s and have a staff of approximately 14 total.
- The library budget should be $1000/student or approximately $1,100,000. Approximately 45% of this should go to personnel.
## Appendix 1 – Database Searches

### Databases in order of most searched

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## Appendix 2 – Database Articles Used

 Database articles used (downloaded) in order of most used for 2014-15

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Appendix 3 - Student Survey conducted March 2014

This survey was conducted via Survey monkey. The link to the survey and a request to respond was sent to all TU students in March 2014. They were given three weeks to respond. 206 students responded.

Q1. I am a

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<td>Sophomore</td>
<td>35.4%</td>
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<tr>
<td>Junior</td>
<td>21.4%</td>
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<tr>
<td>Senior</td>
<td>19.9%</td>
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answered question 206
skipped question 0

Q2. In general, how often do you come to the physical library building?

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<td>At least once a week</td>
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<td>At least once a month</td>
<td>17.3%</td>
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<td>At least once a semester</td>
<td>9.2%</td>
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answered question 196
skipped question 10

Q3. How do you use the library building? (check all that apply)

<table>
<thead>
<tr>
<th>Answer Options</th>
<th>Response Percent</th>
<th>Response Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Meet with a librarian</td>
<td>9.1%</td>
<td>18</td>
</tr>
<tr>
<td>Attend class</td>
<td>15.2%</td>
<td>30</td>
</tr>
<tr>
<td>Study space</td>
<td>81.2%</td>
<td>160</td>
</tr>
<tr>
<td>Do research in Special Collections and Archives</td>
<td>6.1%</td>
<td>12</td>
</tr>
<tr>
<td>Look for articles (use online databases)</td>
<td>38.1%</td>
<td>75</td>
</tr>
<tr>
<td>Look for books</td>
<td>40.1%</td>
<td>79</td>
</tr>
<tr>
<td>Use the ACE space</td>
<td>46.2%</td>
<td>91</td>
</tr>
<tr>
<td>Get tutoring in ACE</td>
<td>12.7%</td>
<td>25</td>
</tr>
<tr>
<td>Ask questions and/or get help with finding resources for assignments</td>
<td>18.8%</td>
<td>37</td>
</tr>
<tr>
<td>Meet people, hang out, and socialize</td>
<td>24.4%</td>
<td>48</td>
</tr>
<tr>
<td>Study with a group</td>
<td>65.0%</td>
<td>128</td>
</tr>
<tr>
<td>Check email</td>
<td>24.4%</td>
<td>48</td>
</tr>
<tr>
<td>Browse online (non academic use - social media, shopping, etc).</td>
<td>19.3%</td>
<td>38</td>
</tr>
<tr>
<td>Other (please specify)</td>
<td>11.2%</td>
<td>22</td>
</tr>
</tbody>
</table>

answered question 197
skipped question 9
Q4. On average, how often do you use the library Web site resources (the catalog, EBSCO, JSTOR, A-Z list of periodicals, etc.) either in the building or from home?

<table>
<thead>
<tr>
<th>Answer Options</th>
<th>Response Percent</th>
<th>Response Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>At least once a day</td>
<td>3.6%</td>
<td>7</td>
</tr>
<tr>
<td>At least once a week</td>
<td>33.2%</td>
<td>65</td>
</tr>
<tr>
<td>At least once a month</td>
<td>39.3%</td>
<td>77</td>
</tr>
<tr>
<td>At least once a semester</td>
<td>22.4%</td>
<td>44</td>
</tr>
<tr>
<td>Never</td>
<td>1.5%</td>
<td>3</td>
</tr>
</tbody>
</table>

answered question 196
skipped question 10

Q5. Approximately, how many assignments that require the use of scholarly resources and academic research materials are you assigned per semester?

<table>
<thead>
<tr>
<th>Answer Options</th>
<th>Response Percent</th>
<th>Response Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>1.5%</td>
<td>3</td>
</tr>
<tr>
<td>1 - 3</td>
<td>55.4%</td>
<td>108</td>
</tr>
<tr>
<td>4 - 6</td>
<td>30.3%</td>
<td>59</td>
</tr>
<tr>
<td>7 - 9</td>
<td>9.2%</td>
<td>18</td>
</tr>
<tr>
<td>10+</td>
<td>3.6%</td>
<td>7</td>
</tr>
</tbody>
</table>

answered question 195
skipped question 11

Q6. Have you asked any of the library staff for help with research and/or using the library and its resources (including ILL)?

<table>
<thead>
<tr>
<th>Answer Options</th>
<th>Response Percent</th>
<th>Response Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>71.9%</td>
<td>141</td>
</tr>
<tr>
<td>No</td>
<td>28.1%</td>
<td>55</td>
</tr>
</tbody>
</table>

answered question 196
skipped question 10

Q7. How have you sought help from the library? (select all that apply)

<table>
<thead>
<tr>
<th>Answer Options</th>
<th>Response Percent</th>
<th>Response Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>I scheduled a one-on-one meeting with a librarian.</td>
<td>14.7%</td>
<td>20</td>
</tr>
<tr>
<td>I received research instruction as part of a class-required library visit.</td>
<td>67.6%</td>
<td>92</td>
</tr>
<tr>
<td>I stopped at the reference desk to ask a question or get help with an assignment.</td>
<td>73.5%</td>
<td>100</td>
</tr>
<tr>
<td>I was approached by a library staff member who offered to help me with something.</td>
<td>13.2%</td>
<td>18</td>
</tr>
<tr>
<td>I emailed a librarian for help.</td>
<td>35.3%</td>
<td>48</td>
</tr>
<tr>
<td>I used the text or chat service.</td>
<td>1.5%</td>
<td>2</td>
</tr>
</tbody>
</table>

answered question 136
skipped question 70
Q8. Select the answer that best matches your opinion for each statement.

<table>
<thead>
<tr>
<th>Answer Options</th>
<th>strongly agree</th>
<th>agree</th>
<th>disagree</th>
<th>strongly disagree</th>
<th>Response Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>The help I received was useful.</td>
<td>75</td>
<td>58</td>
<td>3</td>
<td>0</td>
<td>136</td>
</tr>
<tr>
<td>The library staff were friendly.</td>
<td>99</td>
<td>35</td>
<td>2</td>
<td>0</td>
<td>136</td>
</tr>
<tr>
<td>I believe I did better on my assignment because of the help I received in the library.</td>
<td>53</td>
<td>74</td>
<td>6</td>
<td>1</td>
<td>134</td>
</tr>
<tr>
<td>I would feel comfortable asking for help again in the future.</td>
<td>80</td>
<td>52</td>
<td>4</td>
<td>0</td>
<td>136</td>
</tr>
<tr>
<td>The library staff were helpful.</td>
<td>77</td>
<td>57</td>
<td>2</td>
<td>0</td>
<td>136</td>
</tr>
<tr>
<td>I was satisfied with the help I received.</td>
<td>78</td>
<td>54</td>
<td>4</td>
<td>0</td>
<td>136</td>
</tr>
<tr>
<td>I now feel more confident in my ability to find materials in the library.</td>
<td>62</td>
<td>63</td>
<td>10</td>
<td>1</td>
<td>136</td>
</tr>
</tbody>
</table>

answered question 136
 skipped question 70

Q9. Do you have any other comments about the help you have received in the library?

<table>
<thead>
<tr>
<th>Answer Options</th>
<th>Response Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>answered question</td>
<td>8</td>
</tr>
<tr>
<td>skipped question</td>
<td>198</td>
</tr>
</tbody>
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<table>
<thead>
<tr>
<th>Number</th>
<th>Response Date</th>
<th>Response Text</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Mar 25, 2014 12:03 PM</td>
<td>No</td>
</tr>
<tr>
<td>2</td>
<td>Mar 25, 2014 11:52 AM</td>
<td>No</td>
</tr>
<tr>
<td>3</td>
<td>Mar 20, 2014 1:35 AM</td>
<td>They're very nice, helpful, and non-judgmental if you have a situation where you accidentally end up with a bunch of overdue books. I could not ask for a better college library.</td>
</tr>
<tr>
<td>4</td>
<td>Mar 17, 2014 8:11 PM</td>
<td>I didn't know we could schedule meetings with a librarian. That's awesome!</td>
</tr>
<tr>
<td>5</td>
<td>Mar 17, 2014 6:57 PM</td>
<td>The tutoring during Chemistry 1 my freshman year was very helpful. I was visiting the library weekly at the time; the most of any semester thus far.</td>
</tr>
<tr>
<td>6</td>
<td>Mar 17, 2014 6:38 PM</td>
<td>They always seem to go above and beyond, emailing me days later with even more information and recommending other staff/faculty and staff members that may be able to help.</td>
</tr>
<tr>
<td>7</td>
<td>Mar 17, 2014 4:51 PM</td>
<td>Certain student employees are very friendly and helpful; some student employees I do not feel comfortable asking for help.</td>
</tr>
<tr>
<td>8</td>
<td>Mar 17, 2014 2:12 PM</td>
<td>It was great and friendly.</td>
</tr>
</tbody>
</table>

Q10. Is there a reason you haven't asked for help from the library staff?

<table>
<thead>
<tr>
<th>Answer Options</th>
<th>Response Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>answered question</td>
<td>37</td>
</tr>
<tr>
<td>skipped question</td>
<td>169</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Number</th>
<th>Response Date</th>
<th>Response Text</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Mar 28, 2014 9:34 PM</td>
<td>I am capable of finding things on my own.</td>
</tr>
<tr>
<td>Number</td>
<td>Response Date</td>
<td>Response Text</td>
</tr>
<tr>
<td>--------</td>
<td>---------------------</td>
<td>-------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>1</td>
<td>Mar 28, 2014 9:35 PM</td>
<td>I think it is a great space.</td>
</tr>
<tr>
<td>2</td>
<td>Mar 28, 2014 3:46 PM</td>
<td>The students who work at the ACE desk do not seem approachable to ask for help, they are</td>
</tr>
<tr>
<td>Date</td>
<td>Time</td>
<td>Comment</td>
</tr>
<tr>
<td>--------------</td>
<td>---------------</td>
<td>-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Mar 27, 2014</td>
<td>9:00 AM</td>
<td>I love the ACE, but I have no suggestions for improvement at this time.</td>
</tr>
<tr>
<td>Mar 26, 2014</td>
<td>11:27 PM</td>
<td>I rarely study there, but I have used the study rooms when I go and think they are very effective.</td>
</tr>
<tr>
<td>Mar 26, 2014</td>
<td>1:51 AM</td>
<td>Many evenings it is difficult to find a group room because so many are reserved for tutoring.</td>
</tr>
<tr>
<td>Mar 25, 2014</td>
<td>10:56 PM</td>
<td>It is hard to study when tour groups keep coming through and gawking at you like you belong in a zoo.</td>
</tr>
<tr>
<td>Mar 25, 2014</td>
<td>10:05 PM</td>
<td>Honestly, I don’t know what they are.</td>
</tr>
<tr>
<td>Mar 25, 2014</td>
<td>5:13 PM</td>
<td>Good space but there is no way to carry on a conversation without disturbing others.</td>
</tr>
<tr>
<td>Mar 25, 2014</td>
<td>3:36 PM</td>
<td>I love the ACE. It provides an outstanding space for my study groups to meet.</td>
</tr>
<tr>
<td>Mar 25, 2014</td>
<td>2:49 PM</td>
<td>Another free-rolling large whiteboard would be beneficial. It is a very useful studying/writing tool and is in high demand when I am in the ACE space. I often see students competing to grab it first, leaving one or more individuals out of a helpful tool.</td>
</tr>
<tr>
<td>Mar 25, 2014</td>
<td>2:10 PM</td>
<td>It’s great! It was a very much needed addition to the library.</td>
</tr>
<tr>
<td>Mar 25, 2014</td>
<td>1:55 PM</td>
<td>Have more private rooms for use by students other than the ones being tutored.</td>
</tr>
<tr>
<td>Mar 25, 2014</td>
<td>1:28 PM</td>
<td>The space feels like more of a party zone rather than a relax study zone. I don’t feel comfortable working there because of the noise.</td>
</tr>
<tr>
<td>Mar 25, 2014</td>
<td>12:54 PM</td>
<td>I don’t know what the ACE space is</td>
</tr>
<tr>
<td>Mar 25, 2014</td>
<td>12:03 PM</td>
<td>It’s nice.</td>
</tr>
<tr>
<td>Mar 25, 2014</td>
<td>11:53 AM</td>
<td>Provide healthy snack machines somewhere that allows me to stay longer.</td>
</tr>
<tr>
<td>Mar 23, 2014</td>
<td>6:10 PM</td>
<td>The ACE has been a wonderful addition to the library. It’s bright and open and there are always using the space. The only way to improve it would be to add more seating.</td>
</tr>
<tr>
<td>Mar 21, 2014</td>
<td>3:15 AM</td>
<td>I am unclear about the tutor services, both where and who to seek. Is there a better way to seek one on one private tutoring from the ACE center?</td>
</tr>
<tr>
<td>Mar 21, 2014</td>
<td>2:36 AM</td>
<td>More electrical outlets for laptop/tablet/phone chargers</td>
</tr>
<tr>
<td>Mar 20, 2014</td>
<td>7:23 AM</td>
<td>Very lovely area, but everyone wants to use it. Maybe extend on to it or renovate another part of the building to accommodate more students.</td>
</tr>
<tr>
<td>Mar 20, 2014</td>
<td>2:47 AM</td>
<td>The ACE is the best. It is where I always study.</td>
</tr>
<tr>
<td>Mar 20, 2014</td>
<td>2:42 AM</td>
<td>ACE tutor availability has been an issue in my experience. The fact that you can just walk-in on the math and science students is not good. They need to have scheduled appointments. In my experience, some tutors are too busy (math and physics) and they have to manage their time between lots of tutees. Often the most needy tutees get the most attention. As a less needy but still concerned student, I felt obligated to step back and let the worse off students receive more help, but I shouldn’t have to feel that way. Give them appointment schedules, dammit. Like in the writing center.</td>
</tr>
<tr>
<td>Mar 20, 2014</td>
<td>1:37 AM</td>
<td>It’s so cool! As someone who works in Admissions, I can tell you it helps to impress people. I have heard, I think through Admissions, that the space was designed based off a student project from a Sociology/Anthropology class. If this is true, it might be cool to display that fact someplace. If it’s false, could you let Admissions know? I actually use that fact on tours, but if it’s false, I’d like to not be lying to people.</td>
</tr>
<tr>
<td>Mar 19, 2014</td>
<td>4:36 AM</td>
<td>I think it’s great, much better use of the space!</td>
</tr>
<tr>
<td>Mar 19, 2014</td>
<td>12:51 AM</td>
<td>Unfamiliar with ACE space.</td>
</tr>
<tr>
<td>Mar 18, 2014</td>
<td>9:19 AM</td>
<td>I would really like to see a study on how often the tutoring service is being used. The ACE rooms are excellent study spaces, but are often taken by a tutor with no one being tutored. I understand it is difficult scheduling the times but if the tutoring times offered could be consolidated so that the study spaces were being used in the most efficient way possible I think it would benefit campus greatly. Perhaps use a sign in and out sheet for a month that was filled out every time a student used the tutoring program. That way, after the usage time analyzed, a more efficient schedule of when the service is available could be generated.</td>
</tr>
<tr>
<td>Mar 18, 2014</td>
<td>7:48 AM</td>
<td>The rooms aren’t soundproof. It is hard to work in one room when it feels like the room next door is having a party.</td>
</tr>
<tr>
<td>Mar 18, 2014</td>
<td>2:50 AM</td>
<td>It is a really good space because of all the room it has as for group studying.</td>
</tr>
<tr>
<td>Mar 17, 2014</td>
<td>9:55 PM</td>
<td>During prime studying, 7-9, most of the rooms are reserved for tutoring for which few people...</td>
</tr>
</tbody>
</table>
33 Mar 17, 2014 9:17 PM I think the space is useful and can not think of any needed changes concurrently.

34 Mar 17, 2014 8:13 PM Have Peppermints to help us focus or some other hard candy. Advertise more about all the things that the televisions can do in reference to your laptop and facilitating group work.

35 Mar 17, 2014 7:31 PM I really enjoy the space; it’s very welcoming.

36 Mar 17, 2014 7:31 PM Too loud. I like the rooms but they’re pretty loud too.

37 Mar 17, 2014 7:16 PM There is a lot more room for studying and focusing on assignments! It is a great addition to the library.

38 Mar 17, 2014 7:01 PM It might be helpful to have more whiteboards outside of the individual study rooms, in case all of the rooms are in use.

39 Mar 17, 2014 6:58 PM Make more writing surfaces available, especially in the seating areas that do not have a table with them.

40 Mar 17, 2014 6:39 PM More comfortable study spaces resemble the new section

41 Mar 17, 2014 5:33 PM Sound proof rooms would be good, but I like it a lot.

42 Mar 17, 2014 5:27 PM I love the new ACE! It’s much better than the way it was before. Sometimes I think people are not respectful of the space because the individual study rooms are often dirty.

43 Mar 17, 2014 5:26 PM The ACE space is great. It is colorful and provides a great group study place that includes white boards.

44 Mar 17, 2014 5:14 PM I really like the ACE space—the study rooms are super helpful, and I like that the atmosphere is conducive to getting work done!

45 Mar 17, 2014 5:00 PM The study rooms are very nice to use for working with a group.

46 Mar 17, 2014 4:52 PM I love the ACE! I hardly use the library before because it never suited my needs, nor was very attractive. Now I always use it for the white boards because I can outline a paper and erase parts if I don’t like it. It saves on paper. I can also have group study where I don’t feel like I’m disturbing anyone. The technology is also great! The computer monitors are fantastic to pull up power points or get a bigger perspective. So glad that they brought the ACE to life this year! We’re so fortunate.

47 Mar 17, 2014 4:18 PM Make more writing surfaces available, especially in the seating areas that do not have a table with them.

48 Mar 17, 2014 3:47 PM I love the new ACE. It’s much better than the way it was before. Sometimes I think people are not respectful of the space because the individual study rooms are often dirty.

49 Mar 17, 2014 3:40 PM The ACE space is a great area to work. However, with the drop-in tutoring, most of the rooms can be reserved on some nights, which seems to defeat the purpose of group study rooms. Often, these rooms are all full and the group I’m working with will have to leave the library to find a group area to work.

50 Mar 17, 2014 3:30 PM It’s nice, but I wish people respected that you ARE allowed to talk down there.

51 Mar 17, 2014 3:14 PM The ACE space is a great area to work. However, with the drop-in tutoring, most of the rooms can be reserved on some nights, which seems to defeat the purpose of group study rooms. Often, these rooms are all full and the group I’m working with will have to leave the library to find a group area to work.

52 Mar 17, 2014 3:10 PM More clearly posted hours when the rooms are reserved.

53 Mar 17, 2014 2:40 PM Make it comfier!

54 Mar 17, 2014 2:33 PM The ACE space is a great area to work. However, with the drop-in tutoring, most of the rooms can be reserved on some nights, which seems to defeat the purpose of group study rooms. Often, these rooms are all full and the group I’m working with will have to leave the library to find a group area to work.

55 Mar 17, 2014 2:30 PM I love the ACE! I hardly use the library before because it never suited my needs, nor was very attractive. Now I always use it for the white boards because I can outline a paper and erase parts if I don’t like it. It saves on paper. I can also have group study where I don’t feel like I’m disturbing anyone. The technology is also great! The computer monitors are fantastic to pull up power points or get a bigger perspective. So glad that they brought the ACE to life this year! We’re so fortunate.

56 Mar 17, 2014 2:24 PM It’s good, just get rid of overly loud people.

57 Mar 17, 2014 2:22 PM More seating.

58 Mar 17, 2014 2:20 PM More seating.


60 Mar 17, 2014 1:56 PM I love the ACE! It is my favorite place to study.

61 Mar 17, 2014 1:53 PM The ACE space is a great area to work. However, with the drop-in tutoring, most of the rooms can be reserved on some nights, which seems to defeat the purpose of group study rooms. Often, these rooms are all full and the group I’m working with will have to leave the library to find a group area to work.

62 Mar 17, 2014 1:52 PM Make the tutoring information more visible throughout campus.

63 Mar 17, 2014 1:50 PM I really enjoy the space; it’s very welcoming.
Mar 17, 2014 1:43 PM  | Provide snacks maybe coffee  
Mar 17, 2014 1:39 PM  | Needs more natural lighting  
Mar 17, 2014 1:37 PM  | More study rooms  
Mar 17, 2014 1:36 PM  | More whiteboards available would be nice and expanding the space to the other half of the downstairs library would be good.  
Mar 17, 2014 1:34 PM  | I honestly don't know what this is.  
Mar 17, 2014 1:33 PM  | The study rooms should be used for groups and not just one individual.  
Mar 17, 2014 1:29 PM  | The ACE space is great, although I have not used any of the ACE tutoring services. The whiteboards are a big help with solving problems and brainstorming, please keep them around!  
Mar 17, 2014 1:27 PM  | It needs to actually be a study place. It's too much of a social area.  
Mar 17, 2014 1:25 PM  | I love the ACE  
Mar 17, 2014 1:22 PM  | I love this space! It's great. I get so much work done down there! Can you put tissues at the front desk? That would be so nice!  
Mar 17, 2014 1:20 PM  | Make reservations spaces easier and more accessible  
Mar 17, 2014 1:18 PM  | I do not know what the ACE space is.  
Mar 17, 2014 1:15 PM  | The ace is always quiet and nice to study however there is a squeaky noise coming from the ceiling of the ACE that is a little annoying.  
Mar 17, 2014 1:14 PM  | I like it a lot. Great place to study!  
Mar 17, 2014 1:11 PM  | I think the ACE was a great addition to our library. Job well done!  
Mar 17, 2014 1:11 PM  | It's too loud and even in the rooms the walls are too thin.  
Mar 17, 2014 1:05 PM  | Make people be more quiet  
Mar 17, 2014 1:05 PM  | I've never used it.  
Mar 17, 2014 1:02 PM  | Maybe it should be more well-known on campus that the ACE side of the building is for louder, group studying. Students who need silence seem to be disgruntled in the ACE. Maybe they just don't realize quiet areas are elsewhere.  
Mar 17, 2014 12:57 PM  | None I can think of.  
Mar 17, 2014 12:53 PM  | It is sometimes very frustrating when you are trying to study something and there are people talking all around you. It can be almost impossible at times to find a truly quiet place to study in the library when all the study rooms are taken.  
Mar 17, 2014 12:52 PM  | No, it's very nice already.  
Mar 17, 2014 12:51 PM  | No, rooms are great  
Mar 17, 2014 12:50 PM  | Coffee Mahoney and snack vending machine  
Mar 17, 2014 12:49 PM  | Have more private rooms.

**Q12. Have you worked with a tutor in the ACE space?**

<table>
<thead>
<tr>
<th>Answer Options</th>
<th>Response Percent</th>
<th>Response Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>24.2%</td>
<td>46</td>
</tr>
<tr>
<td>No</td>
<td>75.8%</td>
<td>144</td>
</tr>
</tbody>
</table>

answered question | 190

skipped question | 16

**Q13. How satisfied were you with the help you received?**

<table>
<thead>
<tr>
<th>Answer Options</th>
<th>Response Percent</th>
<th>Response Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very Satisfied</td>
<td>37.5%</td>
<td>15</td>
</tr>
<tr>
<td>Mostly satisfied</td>
<td>60.0%</td>
<td>24</td>
</tr>
<tr>
<td>Not Satisfied</td>
<td>2.5%</td>
<td>1</td>
</tr>
</tbody>
</table>

answered question | 40

skipped question | 166
### Q14. Select the answer that best matches your opinion for each statement.

<table>
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<tr>
<th>Answer</th>
<th>strongly agree</th>
<th>agree</th>
<th>disagree</th>
<th>strongly disagree</th>
<th>Response Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>The help I received from the tutor was useful.</td>
<td>16</td>
<td>25</td>
<td>1</td>
<td>0</td>
<td>42</td>
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<tr>
<td>The tutor was friendly.</td>
<td>20</td>
<td>20</td>
<td>1</td>
<td>1</td>
<td>42</td>
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<tr>
<td>I believe I did better on my assignment because of the help I received in the ACE.</td>
<td>20</td>
<td>18</td>
<td>4</td>
<td>0</td>
<td>42</td>
</tr>
<tr>
<td>I would feel comfortable asking for help in the ACE again in the future.</td>
<td>20</td>
<td>20</td>
<td>2</td>
<td>0</td>
<td>42</td>
</tr>
<tr>
<td>The ACE staff was helpful.</td>
<td>17</td>
<td>24</td>
<td>1</td>
<td>0</td>
<td>42</td>
</tr>
<tr>
<td>I was satisfied with the help I received in the ACE.</td>
<td>17</td>
<td>21</td>
<td>3</td>
<td>0</td>
<td>41</td>
</tr>
<tr>
<td>I now feel more confident in my ability in the subject for which I received tutoring.</td>
<td>15</td>
<td>24</td>
<td>3</td>
<td>0</td>
<td>42</td>
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answered question: 42

skipped question: 164

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### Q15. How IMPORTANT are the following resources to your studies?

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<tr>
<th>Answer Options</th>
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<th>Somewhat</th>
<th>Somewhat not</th>
<th>Not at all</th>
<th>N/A</th>
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<td>Books</td>
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<td>58</td>
<td>20</td>
<td>11</td>
<td>3</td>
<td>1.77</td>
<td>173</td>
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<tr>
<td>Journals, magazines</td>
<td>83</td>
<td>46</td>
<td>25</td>
<td>18</td>
<td>1</td>
<td>1.87</td>
<td>173</td>
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<tr>
<td>E-books</td>
<td>74</td>
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<td>21</td>
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<tr>
<td>Online databases (EBSCO, JSTOR, etc.)</td>
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<td>25</td>
<td>1</td>
<td>2</td>
<td>1</td>
<td>1.19</td>
<td>174</td>
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<tr>
<td>Knowledgeable staff</td>
<td>74</td>
<td>61</td>
<td>28</td>
<td>7</td>
<td>3</td>
<td>1.81</td>
<td>173</td>
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<tr>
<td>Group study areas</td>
<td>80</td>
<td>56</td>
<td>28</td>
<td>6</td>
<td>3</td>
<td>1.76</td>
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<tr>
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<td>38</td>
<td>58</td>
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<td>23</td>
<td>16</td>
<td>2.30</td>
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<tr>
<td>Friendly staff</td>
<td>89</td>
<td>66</td>
<td>15</td>
<td>2</td>
<td>0</td>
<td>1.59</td>
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<tr>
<td>Quiet study areas</td>
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<tr>
<td>Computers in the library</td>
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<td>33</td>
<td>16</td>
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<td>1.94</td>
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<td>Interlibrary Loan (ILL)</td>
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<td>31</td>
<td>7</td>
<td>11</td>
<td>1.89</td>
<td>174</td>
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<tr>
<td>Reference collection</td>
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<td>37</td>
<td>12</td>
<td>14</td>
<td>2.11</td>
<td>173</td>
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<tr>
<td>Library Information Pages/Libguides</td>
<td>40</td>
<td>60</td>
<td>38</td>
<td>19</td>
<td>15</td>
<td>2.23</td>
<td>172</td>
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<tr>
<td>Special Collections and Archives</td>
<td>26</td>
<td>41</td>
<td>44</td>
<td>31</td>
<td>30</td>
<td>2.56</td>
<td>172</td>
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answered question: 174

skipped question: 32
### Q16. How SATISFIED are you with the following resources at Transylvania Library?

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<tr>
<td>E-books</td>
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<td>68</td>
<td>13</td>
<td>5</td>
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<td>1</td>
<td>1.53</td>
<td>172</td>
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<td>113</td>
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<td>0</td>
<td>7</td>
<td>1.35</td>
<td>172</td>
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<td>Group study areas</td>
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<td>5</td>
<td>5</td>
<td>1.51</td>
<td>173</td>
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<tr>
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<td>6</td>
<td>3</td>
<td>58</td>
<td>1.54</td>
<td>173</td>
</tr>
<tr>
<td>Friendly staff</td>
<td>117</td>
<td>44</td>
<td>7</td>
<td>0</td>
<td>3</td>
<td>1.35</td>
<td>171</td>
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<tr>
<td>Quiet study areas</td>
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<td>11</td>
<td>4</td>
<td>1</td>
<td>1.56</td>
<td>173</td>
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<tr>
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<td>2</td>
<td>13</td>
<td>1.53</td>
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<td>Interlibrary Loan (ILL)</td>
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<td>9</td>
<td>2</td>
<td>30</td>
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<td>1.52</td>
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<td>Library Information Pages/Libguides</td>
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<td>51</td>
<td>6</td>
<td>2</td>
<td>48</td>
<td>1.56</td>
<td>172</td>
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<tr>
<td>Special Collections and Archives</td>
<td>59</td>
<td>42</td>
<td>8</td>
<td>1</td>
<td>61</td>
<td>1.55</td>
<td>171</td>
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*answered question* 175  
*skipped question* 31

### Q17. Has the library been able to provide you with the resources you've needed, either on site or through ILL?

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<td>Almost always</td>
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</tr>
<tr>
<td>Usually</td>
<td>50.6%</td>
<td>85</td>
</tr>
<tr>
<td>Usually not</td>
<td>2.4%</td>
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<tr>
<td>Never</td>
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<td>2</td>
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</tbody>
</table>

*answered question* 168  
*skipped question* 38

### Q18. What, if any, additional resources would you like to see the library make available?

<table>
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<th>Answer Options</th>
<th>Response Count</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>27</td>
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</table>

*answered question* 27  
*skipped question* 179

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<th>Number</th>
<th>Response Date</th>
<th>Response Text</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Mar 27, 2014 9:08 AM</td>
<td>Nylon magazine, because it references cultural events and offers critiques of them. I mean, if you have People, why not Nylon, which is actually more relevant to students at Transy who often have eclectic tastes, and is more informative and potentially educational.</td>
</tr>
<tr>
<td>2</td>
<td>Mar 26, 2014 11:32 PM</td>
<td>More article databases - I most often am frustrated when the database tells me an article might be on linksource, because I can never figure out how to access it.</td>
</tr>
<tr>
<td>Date</td>
<td>Time</td>
<td>Comment</td>
</tr>
<tr>
<td>--------------</td>
<td>----------</td>
<td>-----------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Mar 26, 2014</td>
<td>4:20 AM</td>
<td>Not sure - the library is already great!</td>
</tr>
<tr>
<td>Mar 25, 2014</td>
<td>2:54 PM</td>
<td>A printer/scanner in the labs downstairs. It would be very useful to have when collaborating with other students and sharing notes or teacher handouts is of high importance. Often students are in need of these services but, because of their busy schedules, are unable to meet in person. A printer/scanner would allow students to have their copied notes ready for the next brief encounter with a classmate in need.</td>
</tr>
<tr>
<td>Mar 25, 2014</td>
<td>2:13 PM</td>
<td>more updated resources, especially books.</td>
</tr>
<tr>
<td>Mar 25, 2014</td>
<td>12:06 PM</td>
<td>None</td>
</tr>
<tr>
<td>Mar 21, 2014</td>
<td>12:52 PM</td>
<td>I would really like to have more access to special collections for class activities. I have been up there several times and think that seeing some of the Collection is an invaluable part of the Transylvania experience that many students unfortunately don’t get the opportunity to take.</td>
</tr>
<tr>
<td>Mar 21, 2014</td>
<td>2:39 AM</td>
<td>I don’t think there is anything that could be done besides expanding.</td>
</tr>
<tr>
<td>Mar 20, 2014</td>
<td>2:45 AM</td>
<td>More journal article access would be great but I know that will never happen.</td>
</tr>
<tr>
<td>Mar 19, 2014</td>
<td>4:38 AM</td>
<td>I can’t think of anything else we could use. -- maybe newer computers.</td>
</tr>
<tr>
<td>Mar 18, 2014</td>
<td>9:22 AM</td>
<td>More Theatre stuff</td>
</tr>
<tr>
<td>Mar 17, 2014</td>
<td>8:15 PM</td>
<td>What is the reference collection? Is it different from the stacks?</td>
</tr>
<tr>
<td>Mar 17, 2014</td>
<td>7:01 PM</td>
<td>The search results online databases are sometimes not germane to what I searched for</td>
</tr>
<tr>
<td>Mar 17, 2014</td>
<td>5:34 PM</td>
<td>More articles available immediately</td>
</tr>
<tr>
<td>Mar 17, 2014</td>
<td>5:34 PM</td>
<td>n/a</td>
</tr>
<tr>
<td>Mar 17, 2014</td>
<td>5:29 PM</td>
<td>After the ACE center was put in, there it is harder to find quiet study space, more isolated, quiet places to work would be helpful sometimes</td>
</tr>
<tr>
<td>Mar 17, 2014</td>
<td>5:02 PM</td>
<td>I would like to see the school expand its access to online journals, such as the Journal of Immunology. I understand this may not be plausible considering the expense of adding another journal, but it would be helpful when doing research on campus as opposed to going to Willy T for access.</td>
</tr>
<tr>
<td>Mar 17, 2014</td>
<td>4:55 PM</td>
<td>I would like to see more ebooks</td>
</tr>
<tr>
<td>Mar 17, 2014</td>
<td>4:53 PM</td>
<td>ARTSTOR is an online image database that is absolutely vital to Art History and Studio Art majors. This database is made available to UK’s students, and its absence from Transy’s online resources automatically puts students working within Fine Arts disciplines at a disadvantage.</td>
</tr>
<tr>
<td>Mar 17, 2014</td>
<td>3:49 PM</td>
<td>More books, bigger stacks.</td>
</tr>
<tr>
<td>Mar 17, 2014</td>
<td>3:17 PM</td>
<td>Journal of Bisexuality subscription</td>
</tr>
<tr>
<td>Mar 17, 2014</td>
<td>1:44 PM</td>
<td>A lot of the time we don’t have access to the articles I need through online data bases and getting an interlibrary loan takes too much time.</td>
</tr>
<tr>
<td>Mar 17, 2014</td>
<td>1:40 PM</td>
<td>More science journals and in general better availability...... We need more rooms for study.....</td>
</tr>
<tr>
<td>Mar 17, 2014</td>
<td>12:54 PM</td>
<td>More access to academic articles.</td>
</tr>
<tr>
<td>Mar 17, 2014</td>
<td>12:53 PM</td>
<td>More books that are popular reads ex: divergent trilogy</td>
</tr>
<tr>
<td>Mar 17, 2014</td>
<td>12:51 PM</td>
<td>More online scholarly articles.</td>
</tr>
</tbody>
</table>
Q19. Did you attend any of the following library sponsored activities during the last 2 years: Comic Book Night, Kick-off Carnival or Nerdapalooza, Edible Book Fair, tour of special collections (outside of class), or a book signing?

<table>
<thead>
<tr>
<th>Answer Options</th>
<th>Response Percent</th>
<th>Response Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>23.0%</td>
<td>41</td>
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<tr>
<td>No</td>
<td>77.0%</td>
<td>137</td>
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answered question 178
skipped question 28

Q20. What did you like about the library sponsored events you attended?

<table>
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<td>skipped question</td>
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<th>Response Text</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Mar 27, 2014 4:04 AM</td>
<td>That they were trying</td>
</tr>
<tr>
<td>2</td>
<td>Mar 26, 2014 4:06 PM</td>
<td>Very interactive and well put together.</td>
</tr>
<tr>
<td>3</td>
<td>Mar 26, 2014 1:04 AM</td>
<td>It was interesting to see the special collections.</td>
</tr>
<tr>
<td>4</td>
<td>Mar 25, 2014 10:59 PM</td>
<td>The large book of birds in special collections</td>
</tr>
<tr>
<td>5</td>
<td>Mar 25, 2014 5:16 PM</td>
<td>The carnival’s palm reading was fun so was the tarot card reading!</td>
</tr>
<tr>
<td>6</td>
<td>Mar 25, 2014 2:56 PM</td>
<td>I loved the unique nature of the events themselves.</td>
</tr>
<tr>
<td>7</td>
<td>Mar 25, 2014 2:08 PM</td>
<td>Friendliness and enthusiasm of the staff, creativity of events</td>
</tr>
<tr>
<td>8</td>
<td>Mar 25, 2014 1:31 PM</td>
<td>I was lonely and the carnival was fun.</td>
</tr>
<tr>
<td>9</td>
<td>Mar 25, 2014 12:24 PM</td>
<td>How well organized they were</td>
</tr>
<tr>
<td>10</td>
<td>Mar 23, 2014 6:12 PM</td>
<td>As a RA, I thought that the events were a fun way to introduce new students to the library. These events make the space seem less intimidating.</td>
</tr>
<tr>
<td>11</td>
<td>Mar 21, 2014 12:54 PM</td>
<td>I really like visiting Special Collections, as I mentioned previously. I absolutely love books, and seeing even just a fraction of Special Collections gave me a chance to feel like I was a part of the history of the school and the eternally long history those books have.</td>
</tr>
<tr>
<td>12</td>
<td>Mar 20, 2014 7:26 AM</td>
<td>All of the staff were super friendly and made the library less intimidating.</td>
</tr>
<tr>
<td>13</td>
<td>Mar 20, 2014 2:50 AM</td>
<td>I attended the ones during August term because I got paid for them... The photo booth was fun and cute.</td>
</tr>
<tr>
<td>14</td>
<td>Mar 20, 2014 2:49 AM</td>
<td>I love to hear writers speak.</td>
</tr>
<tr>
<td>15</td>
<td>Mar 19, 2014 4:39 AM</td>
<td>I love everyone that works at the library and it is a different/fun thing to do with peers.</td>
</tr>
<tr>
<td>16</td>
<td>Mar 18, 2014 2:52 AM</td>
<td>Welcoming</td>
</tr>
<tr>
<td>17</td>
<td>Mar 18, 2014 12:50 AM</td>
<td>They were fun, but not a lot of people attended unfortunately.</td>
</tr>
<tr>
<td>18</td>
<td>Mar 17, 2014 8:16 PM</td>
<td>Free food! Interaction with the library's staff. Explaining what the different perks and resources available in the ACE are</td>
</tr>
<tr>
<td>19</td>
<td>Mar 17, 2014 7:38 PM</td>
<td>Usually interesting. I liked the tattoo project.</td>
</tr>
<tr>
<td></td>
<td>Date</td>
<td>Time</td>
</tr>
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<td>---</td>
<td>------------</td>
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Q21. How can we improve library sponsored events for next year?

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<td>10:59 PM</td>
<td>better advertising</td>
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<td>2</td>
<td>Mar 25, 2014</td>
<td>5:16 PM</td>
<td>Did a pretty bang up job so not much!</td>
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Q22. Do you have any suggestions for future library sponsored events you’d like to attend?

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<td>the carnival was a lot of fun</td>
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<td>3</td>
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</tr>
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<td>4</td>
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<td>5</td>
<td>Mar 25, 2014</td>
<td>No</td>
</tr>
<tr>
<td>6</td>
<td>Mar 25, 2014</td>
<td>Competition always provides a stimulating incentive for students. Thus, maybe try to come up with a prize for the organization that has the greatest number of participants, for example.</td>
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<td>7</td>
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<td>No</td>
</tr>
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<td>8</td>
<td>Mar 25, 2014</td>
<td>No</td>
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<tr>
<td>9</td>
<td>Mar 21, 2014</td>
<td>Book signings is one of the main things that I’d like to attend</td>
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<tr>
<td>10</td>
<td>Mar 21, 2014</td>
<td>I would like to have more opportunities to visit Special Collections. I feel like I’m beating a dead horse, but the point remains.</td>
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<tr>
<td>11</td>
<td>Mar 21, 2014</td>
<td>I was not aware these events had occurred so I supposed I would like to see better advertising.</td>
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<td>Mar 20, 2014</td>
<td>Nope</td>
</tr>
<tr>
<td>7:26 AM</td>
<td>Mar 20, 2014</td>
<td>Advertise more</td>
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<td>2:50 AM</td>
<td>Mar 19, 2014</td>
<td>Bring more writers! And more people need to come. I don’t know how to spread the word any better.</td>
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<td>4:40 AM</td>
<td>Mar 18, 2014</td>
<td>More advertising - so that it appeals to students who don’t know how awesome the library is yet.</td>
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<td>9:22 AM</td>
<td>Mar 17, 2014</td>
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<td>8:18 PM</td>
<td>Mar 17, 2014</td>
<td>Edible books, with an explanation of what it is because I only understood the event afterwards and I would have loved to go if I know what it was. Trivia night. A murder mystery party that involves going to different spaces for clues to see what’s available.</td>
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<td>7:39 PM</td>
<td>Mar 17, 2014</td>
<td>Grammer lesson would be useful, and also good local authors coming to visit.</td>
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<td>7:33 PM</td>
<td>Mar 17, 2014</td>
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<tr>
<td>7:02 PM</td>
<td>Mar 17, 2014</td>
<td>I’m a fan of food and snacks</td>
</tr>
<tr>
<td>5:37 PM</td>
<td>Mar 17, 2014</td>
<td>Publicize events more.</td>
</tr>
<tr>
<td>5:35 PM</td>
<td>Mar 17, 2014</td>
<td>No</td>
</tr>
<tr>
<td>5:17 PM</td>
<td>Mar 17, 2014</td>
<td>I think lectures that happen on campus, especially centering on a scholar’s writing and around a specific book would be suited to the library. I understand space is limited, but a large space in the library for such a talk would be awesome, and I think more appropriate than other spaces on campus.</td>
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<tr>
<td>4:56 PM</td>
<td>Mar 17, 2014</td>
<td>Harry Potter themed party!</td>
</tr>
<tr>
<td>4:37 PM</td>
<td>Mar 17, 2014</td>
<td>I was unaware the library even sponsored events. Some of them sounded awesome on the last page. It would be helpful to make them more advertised on campus!</td>
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<td>maybe reading groups? There’s also a potential for working with the literary magazine that is opening back up on campus.</td>
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<td>Bring in some authors and do more book signings</td>
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<td>1:40 PM</td>
<td>Mar 17, 2014</td>
<td>More special collections</td>
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<td>Mar 17, 2014</td>
<td>More food nights for study snacks!</td>
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<td>Mar 17, 2014</td>
<td>not off the top of my head.</td>
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<td>1:31 PM</td>
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<td>I would like to go on the tour of the special collections!</td>
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<td>I think I would have attended these events if I’d known about them. Maybe better advertising would help?</td>
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<td>Have them better advertised. I didn’t know about any of these events.</td>
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Q23. Do you have other comments or suggestions that you would like to share with us?

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<td>I would like to see the library have longer hours on the weekends.</td>
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<td>2:57 PM</td>
<td>Not at this time.</td>
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<td>3</td>
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<td>It should be open later than 2. Especially during finals week.</td>
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<td>7</td>
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<td>2:41 AM</td>
<td>nope</td>
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<td>8</td>
<td>Mar 20, 2014</td>
<td>7:27 AM</td>
<td>The staff is wonderful (some student workers not so much) the managers and librarians are all amazing.</td>
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<td>9</td>
<td>Mar 19, 2014</td>
<td>4:40 AM</td>
<td>Nope!</td>
</tr>
<tr>
<td>10</td>
<td>Mar 17, 2014</td>
<td>8:19 PM</td>
<td>The room where all the old journal publications are held is creepy, secluded, and poorly lit, if that could in some way be made to feel less like rape-culture that would be wonderful.</td>
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<tr>
<td>11</td>
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<td>7:34 PM</td>
<td>The librarians talk way too much and way too loud in quiet study areas. You'd think librarians would know how to whisper.</td>
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<td>7:03 PM</td>
<td>Keep up the great work!</td>
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<td>14</td>
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<td>5:21 PM</td>
<td>Overall, I think the Transy library is committed to student success and is a great component to our academic community.</td>
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<td>15</td>
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<td>I think jazzman's or another food source in the library should be open at night for students to have access to that is on the same side of campus or connected to the library.</td>
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<td>16</td>
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<td>2:42 PM</td>
<td>The tutors are great but I wish they were there longer.</td>
</tr>
<tr>
<td>17</td>
<td>Mar 17, 2014</td>
<td>2:37 PM</td>
<td>If the windows would be open or there would be more natural lighting and fresh air in the library, that would be great.</td>
</tr>
<tr>
<td>19</td>
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<td>-</td>
</tr>
<tr>
<td>20</td>
<td>Mar 17, 2014</td>
<td>12:57 PM</td>
<td>Better advertising of tutoring might help bring in more people who need help. I think the tutors are underutilized, because I don't think everyone knows the full range of subjects that you offer tutoring for.</td>
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<tr>
<td>21</td>
<td>Mar 17, 2014</td>
<td>12:56 PM</td>
<td>Please try to enforce the first floor as being a quiet floor. This includes cell phone conversations, group studying, and people talking up front at the check-out desk. Some people really need quiet to study, and depend on the library for this quiet area.</td>
</tr>
<tr>
<td>22</td>
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<td>12:54 PM</td>
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Appendix 4 - Info Lit Assessment Instruments & Response

This home-grown instrument was developed by Public Service Librarian, Lisa Nichols and was administered to first-year students and seniors in 2012-13 and 2013-14 with the help of the Institutional Research Office (Rhyan Conyers).

CIRCLE the best answer for each question below. Your responses will not be tied to your name. This assessment is designed to help the library staff understand new students’ knowledge of the library.

1. When trying a subject search using the library’s catalog, you typed in the words: ‘police brutality.’ The search did not produce any results. What do you do next? (choose one)
   a) Use a different terminal or computer.
   b) Put quotes around the phrase "police brutality".
   c) Identify and use a synonym for police brutality.
   d) Surf the Internet.
   e) Don’t know.

2. The call number of a book you have been looking for is PE 1625.C29. Between which of the following two call numbers would you find this book? (choose one)
   a) PE 162.5.P33 and PE 1625.A54
   b) PE 1590.R54 and PE 1625.C3
   c) PE 1625.C3 and PE 1625.C33
   d) PE 1625.C30 and PE 1626.B40
   e) Don’t know.

3. Some databases are not full text. Why use a database that is not full text? (choose all that apply)
   a) A very good article in a peer-reviewed journal on my topic may not be available in a full text database.
   b) The abstract can be used instead of the full text when the full text is not available.
   c) The library may have the journal article in print.
   d) If Transy’s library does not have an article either in print or electronically, it can be requested through Interlibrary Loan.
   e) I wouldn’t since all the periodicals the library subscribes to are available online in full text.

4. Is using a periodical database, like Academic Search Premier (ASP), the same as using the Internet? (choose one)
   a) Yes, like articles on ASP, the Internet also has consistent editorial overview, but since the articles are in the public domain, they are freely available anyway.
   b) No, material in ASP first appeared in published magazines and journals and access to it is paid for by my library.
   c) Yes, generally speaking, all databases are the same and almost everything is freely available online.
   d) No, the articles included in ASP will never be found on the Internet.
   e) Don’t know.

5. Read the following original book passage and then choose the one acceptable example of paraphrasing that does NOT constitute plagiarism. (choose one)

“Although there is some debate on the subject, differences of colour or race seem to have mattered relatively little to the ancient Greeks, but ‘otherness’ in terms of ethnicity and language counted for a great deal.”

a) Slavery in ancient Greece was less about race or skin color than it was about the differences between people in terms of background and language.

b) "Otherness" in terms of ethnicity and language counted for a great deal to the ancient Greeks.

c) Differences of color seem to have mattered little to the Greeks, but ethnicity and language meant a great deal (Blackwell, 2000).

d) In ancient Greece, slavery was generally based on the differences between people in terms of background and language rather than race (Turley 28).

e) Don’t know.
6. Match the following terms to the definitions:
   1.) _____ abstract  A. Basic source information
   2.) _____ citation  B. The location of the book on the shelf
   3.) _____ database  C. An organized, searchable collection of records
   4.) _____ full text  D. Brief summary of an article
   5.) _____ call number  E. The entire article available online from a database

7. Imagine your professor gives you an assignment to find journal articles about global warming. What should you do? (choose one)
   a) Search a library periodicals database for journal articles about global warming.
   b) Flip through a few journals in the current periodicals section of the library until you come across an article or two about global warming.
   c) Use an Internet search engine (such as Google, Bing, or Yahoo).
   d) Search the Library catalog for books on global warming.
   e) Don’t know

8. What is “peer review”? (choose one)
   a) A system of revision and copyright first carried out by the English House of Lords. In America, the Senate takes the place of the House of Lords under the Vice President.
   b) A system of publishing in which academic articles are accepted for publication only after the publisher has verified the author’s credentials.
   c) A process in which academic articles are examined by other experts in the field before being accepted for publication.
   d) A process for examining research experiments and verifying results using a microscope.
   e) Don’t know.

9. You have to write a paper for your history course that requires you to use at least one primary source. Which of the following lists includes only primary sources? (choose one)
   a) Almanacs, biographies, encyclopedias, periodicals, newspapers
   b) Textbooks, biographies, videos, periodicals, artifacts
   c) Letters, textbooks, historical fiction, maps, bibliographies
   d) Letters, photographs, diaries, maps, sketchbooks
   e) Don’t know.

10. Is it ethical for you to use the ideas of another person in a research paper? (choose one)
    a) Yes, but only if you use their exact words.
    b) Yes, but only if you ask their permission.
    c) Yes, but only if you give them credit.
    d) No, it is not ethical for you to use someone else’s ideas in your research paper.
    e) Don’t know.

RESPONSES TO THE ABOVE INSTRUMENT

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76
### Question 1 | regarding search strategies

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### Question 3 | regarding knowledge of value of different types of db content

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### Question 4 | regarding difference between internet & databases

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### Question 5 | regarding appropriate paraphrasing & understanding of plagiarism

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<td>E</td>
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<td>B</td>
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<td>192 65%</td>
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<td>D</td>
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<td>E</td>
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</tr>
<tr>
<td>Total</td>
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</table>

| Question 9 | regarding historical primary sources |
The first two columns in the table below contain the number and percent of respondents that selected the response option at the beginning of their first year. The next two columns allow you to compare this to the number and percent of respondents that selected each option at the end of their first year.

* denotes a correct response for Q13-29.

### Question 10 regarding the ethics of using other’s ideas

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<td>49%</td>
<td>9%</td>
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<td>6%</td>
<td>57%</td>
<td>6%</td>
<td>71</td>
</tr>
<tr>
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<td>15</td>
<td>6</td>
<td>0</td>
<td>50</td>
<td>1</td>
<td>54</td>
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<td></td>
<td>21%</td>
<td>8%</td>
<td>0%</td>
<td>70%</td>
<td>1%</td>
<td>79</td>
</tr>
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<td>0</td>
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<td>3</td>
<td>107</td>
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<td>3%</td>
<td>0%</td>
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<td>1%</td>
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<td>0%</td>
<td>71%</td>
<td>7%</td>
<td>70</td>
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<td>5</td>
<td>1</td>
<td>48</td>
<td>3</td>
<td>70</td>
</tr>
<tr>
<td></td>
<td>7%</td>
<td>4%</td>
<td>1%</td>
<td>69%</td>
<td>4%</td>
<td>70</td>
</tr>
</tbody>
</table>

### Question 1

<table>
<thead>
<tr>
<th>Library Type</th>
<th>Beginning of First Year</th>
<th>End of First Year</th>
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<tbody>
<tr>
<td>Public or community library</td>
<td>Never</td>
<td>9</td>
</tr>
<tr>
<td></td>
<td>A few times a year</td>
<td>11</td>
</tr>
<tr>
<td></td>
<td>Once a week or more</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>22</td>
</tr>
<tr>
<td>College/university library</td>
<td>Never</td>
<td>17</td>
</tr>
<tr>
<td></td>
<td>A few times a year</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Once a week or more</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>21</td>
</tr>
<tr>
<td>High school library</td>
<td>Never</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>A few times a year</td>
<td>9</td>
</tr>
<tr>
<td></td>
<td>Once a week or more</td>
<td>7</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>22</td>
</tr>
</tbody>
</table>

### Question 2

<table>
<thead>
<tr>
<th>Reason</th>
<th>Beginning of First Year</th>
<th>End of First Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Recreation or other nonacademic purposes (leisure reading, checking out music or videos, checking email, etc.)</td>
<td>4</td>
<td>17.4%</td>
</tr>
<tr>
<td>Conducting research</td>
<td>12</td>
<td>52.2%</td>
</tr>
<tr>
<td>Doing other academic work such as studying</td>
<td>6</td>
<td>26.1%</td>
</tr>
<tr>
<td>Other (fill-in)</td>
<td>0</td>
<td>0.0%</td>
</tr>
<tr>
<td>I did not use a library in the most recent year</td>
<td>1</td>
<td>4.3%</td>
</tr>
<tr>
<td>Total</td>
<td>23</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

### Question 3

<table>
<thead>
<tr>
<th>Did an instructor or a librarian talk with one or more of your classes about how to use library resources, including Internet resources?</th>
<th>Beginning of First Year</th>
<th>End of First Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>No</td>
<td>4</td>
<td>17.4%</td>
</tr>
<tr>
<td>Yes</td>
<td>19</td>
<td>82.6%</td>
</tr>
<tr>
<td>Total</td>
<td>23</td>
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</tr>
</tbody>
</table>

### Question 4

<table>
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<tr>
<th>Search Tool</th>
<th>Beginning of First Year</th>
<th>End of First Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Library catalog (whether print or online)</td>
<td>10</td>
<td>43.5%</td>
</tr>
<tr>
<td>Source Type</td>
<td>Books/eBooks</td>
<td>Encyclopedias or dictionaries</td>
</tr>
<tr>
<td>---------------------------------------------------------------------------</td>
<td>--------------</td>
<td>-------------------------------</td>
</tr>
<tr>
<td>Online booksellers (Amazon.com, BarnesandNoble.com, etc.)</td>
<td>3</td>
<td>8</td>
</tr>
<tr>
<td>Online indexes or databases (JSTOR, PubMed, PsycINFO, etc.)</td>
<td>13.0%</td>
<td>34.8%</td>
</tr>
<tr>
<td>Google, Yahoo Search or other general search engines</td>
<td>69.6%</td>
<td>52.2%</td>
</tr>
<tr>
<td>Google Scholar</td>
<td>39.1%</td>
<td>17.4%</td>
</tr>
<tr>
<td>Wikipedia</td>
<td>17.4%</td>
<td>34.8%</td>
</tr>
<tr>
<td>Other (fill-in)</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>I did not use any search tools for research in the most recent year</td>
<td>0</td>
<td>0</td>
</tr>
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Q5. When you did research in the most recent year, what types of sources (whether print, electronic, or online) did you use? (Check all that apply)

- Books/eBooks
- Encyclopedias or dictionaries
- Academic journals
- Course readings
- Audiovisual resources (music, videos, artwork, etc.)
- Newspapers or magazines for the general public
- Other (fill-in)
- I did not use any search tools for research in the most recent year

Q6. What was the format of the sources that you used?

- Books/eBooks
  - Print
  - Nonprint (electronic, online, multimedia, etc.)
  - Both print and nonprint
  - Not applicable
- Encyclopedias or dictionaries
  - Print
  - Nonprint (electronic, online, multimedia, etc.)
  - Both print and nonprint
  - Not applicable
- Academic journals
  - Print
  - Nonprint (electronic, online, multimedia, etc.)
  - Both print and nonprint
  - Not applicable
- Course readings
  - Print
  - Nonprint (electronic, online, multimedia, etc.)
  - Both print and nonprint
  - Not applicable
- Visual resources (sheet music, artwork, graphic novels, etc.)
  - Print
  - Nonprint (electronic, online, multimedia, etc.)
  - Both print and nonprint
  - Not applicable
- Newspapers or magazines for the general public
  - Print
  - Nonprint (electronic, online, multimedia, etc.)
  - Both print and nonprint
  - Not applicable
- Other (fill-in)
  - Print
  - Nonprint (electronic, online, multimedia, etc.)
  - Both print and nonprint
  - Not applicable

Q6 (cont’d). What was the format of the sources that you used?

- Books/eBooks
  - Print
  - Nonprint (electronic, online, multimedia, etc.)
  - Both print and nonprint
  - Not applicable
- Encyclopedias or dictionaries
  - Print
  - Nonprint (electronic, online, multimedia, etc.)
  - Both print and nonprint
  - Not applicable
- Academic journals
  - Print
  - Nonprint (electronic, online, multimedia, etc.)
  - Both print and nonprint
  - Not applicable
- Course readings
  - Print
  - Nonprint (electronic, online, multimedia, etc.)
  - Both print and nonprint
  - Not applicable
- Visual resources (sheet music, artwork, graphic novels, etc.)
  - Print
  - Nonprint (electronic, online, multimedia, etc.)
  - Both print and nonprint
  - Not applicable
- Newspapers or magazines for the general public
  - Print
  - Nonprint (electronic, online, multimedia, etc.)
  - Both print and nonprint
  - Not applicable
- Other (fill-in)
  - Print
  - Nonprint (electronic, online, multimedia, etc.)
  - Both print and nonprint
  - Not applicable

80
### Q7. In general, how much do you enjoy doing research?

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<td>Very little</td>
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<tr>
<td>Some</td>
<td>14</td>
<td>60.9%</td>
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<tr>
<td>Quite a bit</td>
<td>2</td>
<td>8.7%</td>
</tr>
<tr>
<td>Very much</td>
<td>2</td>
<td>8.7%</td>
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<tr>
<td><strong>Total</strong></td>
<td>23</td>
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### Q8. How many assignments have you completed in the most recent year that required you to cite at least three sources in a bibliography, references, or works cited list?

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<td>9</td>
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<td>7 to 9</td>
<td>4</td>
<td>17.4%</td>
</tr>
<tr>
<td>10 or more</td>
<td>7</td>
<td>30.4%</td>
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<td><strong>Total</strong></td>
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### Q9. In the most recent year, when you were given assignments that required a bibliography, references, or works cited list, how often were you required to use a specific format (such as APA, MLA, or some other style assigned by your instructor) for your sources?

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<td>I had no assignments that required a bibliography, references, or works cited list</td>
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<tr>
<td>Never</td>
<td>0</td>
<td>0.0%</td>
</tr>
<tr>
<td>Rarely</td>
<td>1</td>
<td>4.3%</td>
</tr>
<tr>
<td>Sometimes</td>
<td>2</td>
<td>8.7%</td>
</tr>
<tr>
<td>Often</td>
<td>5</td>
<td>21.7%</td>
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<tr>
<td>Always</td>
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<tr>
<td><strong>Total</strong></td>
<td>23</td>
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</tr>
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### Q10. In the most recent year, when you were working on assignments that required citations and sources, how often did you seek help or advice from each of the following?

#### Professors, teachers, or other instructors

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<th>Percentage</th>
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<td>4</td>
<td>17.4%</td>
</tr>
<tr>
<td>Rarely</td>
<td>2</td>
<td>8.7%</td>
</tr>
<tr>
<td>Sometimes</td>
<td>6</td>
<td>26.1%</td>
</tr>
<tr>
<td>Often</td>
<td>6</td>
<td>26.1%</td>
</tr>
<tr>
<td>Always</td>
<td>5</td>
<td>21.7%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
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#### Librarians

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<td>47.8%</td>
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<td>Rarely</td>
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<tr>
<td>Sometimes</td>
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<td>Often</td>
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<td>4.3%</td>
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<tr>
<td>Always</td>
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<td>0.0%</td>
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#### Parents or other adult family members

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<td>39.1%</td>
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<tr>
<td>Rarely</td>
<td>8</td>
<td>34.8%</td>
</tr>
<tr>
<td>Sometimes</td>
<td>4</td>
<td>17.4%</td>
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<tr>
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### Q10 (cont’d). In the most recent year, when you were working on assignments that required citations and sources, how often did you seek help or advice from each of the following?

#### Friends, classmates, or siblings

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<tr>
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<td>39.1%</td>
</tr>
<tr>
<td>Often</td>
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#### Writing labs or centers

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<tr>
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<tr>
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#### Online educational resources (Purdue OWL, Khan Academy, library guides, etc.)

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### Q11. How challenging are the following components of research for you?

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<th>Often</th>
<th>Always</th>
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</tr>
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</tr>
<tr>
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<td>7</td>
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<tr>
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### Q11 (cont’d). How challenging are the following components of research for you?

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<th>Sometimes</th>
<th>Often</th>
<th>Always</th>
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<tr>
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<th>Sometimes</th>
<th>Often</th>
<th>Always</th>
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<td>Developing your main argument, thesis statement, or hypothesis</td>
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<td>Using evidence from your research to support your argument effectively</td>
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<table>
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<table>
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<th>Sometimes</th>
<th>Often</th>
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</tr>
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### Q12. How challenging are the following activities for you?

- **Q12.** How challenging are the following activities for you?
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<td>0.0%</td>
<td>23</td>
</tr>
<tr>
<td></td>
<td>0</td>
<td>0.0%</td>
<td>2</td>
<td>8.7%</td>
<td>23</td>
</tr>
<tr>
<td></td>
<td>7</td>
<td>30.4%</td>
<td>8</td>
<td>34.8%</td>
<td>23</td>
</tr>
<tr>
<td></td>
<td>7</td>
<td>30.4%</td>
<td>9</td>
<td>39.1%</td>
<td>23</td>
</tr>
<tr>
<td></td>
<td>9</td>
<td>39.1%</td>
<td>4</td>
<td>17.4%</td>
<td>23</td>
</tr>
<tr>
<td>Total</td>
<td>23</td>
<td>100.0%</td>
<td>23</td>
<td>100.0%</td>
<td>23</td>
</tr>
<tr>
<td>Knowing how to cite a source in text and in a bibliography</td>
<td>0</td>
<td>0.0%</td>
<td>0</td>
<td>0.0%</td>
<td>23</td>
</tr>
<tr>
<td></td>
<td>1</td>
<td>4.3%</td>
<td>2</td>
<td>8.7%</td>
<td>23</td>
</tr>
<tr>
<td></td>
<td>6</td>
<td>26.1%</td>
<td>6</td>
<td>26.1%</td>
<td>23</td>
</tr>
<tr>
<td></td>
<td>7</td>
<td>30.4%</td>
<td>7</td>
<td>30.4%</td>
<td>23</td>
</tr>
<tr>
<td></td>
<td>9</td>
<td>39.1%</td>
<td>8</td>
<td>34.8%</td>
<td>23</td>
</tr>
<tr>
<td>Total</td>
<td>23</td>
<td>100.0%</td>
<td>23</td>
<td>100.0%</td>
<td>23</td>
</tr>
</tbody>
</table>
**Q13.** You are researching presidential speeches. What would you type into a database search to yield the most RELEVANT sources for your topic?

<table>
<thead>
<tr>
<th>Search Term</th>
<th>Votes</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>president OR speech</td>
<td>1</td>
<td>4.5%</td>
</tr>
<tr>
<td>president AND speech*</td>
<td>20</td>
<td>90.9%</td>
</tr>
<tr>
<td>president NOT debate</td>
<td>1</td>
<td>4.5%</td>
</tr>
<tr>
<td>speech INSTEAD OF debate</td>
<td>0</td>
<td>0.0%</td>
</tr>
<tr>
<td>Don’t know</td>
<td>0</td>
<td>0.0%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>22</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

**Q14.** If you type “psyc*” into a database search, what types of search results would you likely get?

<table>
<thead>
<tr>
<th>Description</th>
<th>Votes</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Articles that only focus on psychometrics</td>
<td>0</td>
<td>0.0%</td>
</tr>
<tr>
<td>Articles written only by psychologists</td>
<td>2</td>
<td>9.1%</td>
</tr>
<tr>
<td>All articles that contain terms such as psychology, psychopaths, and psychedelic*</td>
<td>17</td>
<td>77.3%</td>
</tr>
<tr>
<td>Articles relating only to the psychology major</td>
<td>0</td>
<td>0.0%</td>
</tr>
<tr>
<td>Don’t know</td>
<td>3</td>
<td>13.6%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>22</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

**Q15.** Using a database search, you find the following article that is relevant to your anthropology project focusing on Korean American students:


Which of the following would most likely generate the largest list of additional relevant sources for your project?

<table>
<thead>
<tr>
<th>Activity</th>
<th>Votes</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Examining the article’s references*</td>
<td>16</td>
<td>69.6%</td>
</tr>
<tr>
<td>Browsing this volume of <em>Anthropology and Education Quarterly</em> for another article about Korean American students</td>
<td>3</td>
<td>13.0%</td>
</tr>
<tr>
<td>Searching for more articles by this author</td>
<td>2</td>
<td>8.7%</td>
</tr>
<tr>
<td>Locating the physical copy of the article in the library and scanning the shelves nearby</td>
<td>0</td>
<td>0.0%</td>
</tr>
<tr>
<td>Don’t know</td>
<td>2</td>
<td>8.7%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>23</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

**Q16.** You are searching for articles on any of the following US car companies: Ford, General Motors, and Chrysler. What would you type into a database search to yield the LONGEST LIST of relevant sources for your topic?

<table>
<thead>
<tr>
<th>Search Term</th>
<th>Votes</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ford OR General Motors OR Chrysler*</td>
<td>10</td>
<td>43.5%</td>
</tr>
<tr>
<td>Ford AND General Motors AND Chrysler</td>
<td>11</td>
<td>47.8%</td>
</tr>
<tr>
<td>Ford NOT General Motors NOT Chrysler</td>
<td>0</td>
<td>0.0%</td>
</tr>
<tr>
<td>Ford OR General Motors INSTEAD OF Chrysler</td>
<td>2</td>
<td>8.7%</td>
</tr>
<tr>
<td>Don’t know</td>
<td>0</td>
<td>0.0%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>23</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

**Q17.** Which of the following statements about academic journals and popular magazines is INCORRECT?

<table>
<thead>
<tr>
<th>Statement</th>
<th>Votes</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic journal articles provide objective facts; popular magazine articles do not.*</td>
<td>4</td>
<td>17.4%</td>
</tr>
<tr>
<td>Articles in academic journals usually include a list of references to other scholarly works; articles in popular magazines usually do not.</td>
<td>3</td>
<td>13.0%</td>
</tr>
<tr>
<td>The intended audience for academic journals is mainly other scholars; the intended audience for popular magazines is the general public.</td>
<td>1</td>
<td>4.3%</td>
</tr>
<tr>
<td>Authors and editors for academic journals are usually employed in higher education; authors and editors for popular magazines typically are not.</td>
<td>1</td>
<td>4.3%</td>
</tr>
<tr>
<td>All of the above statements are correct.</td>
<td>10</td>
<td>43.5%</td>
</tr>
<tr>
<td>Don’t know</td>
<td>4</td>
<td>17.4%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>23</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

**Q18.** You find the following entry in the References section of a recent article:


**In what issue of *Latin American Politics and Society* will you find this article?**

<table>
<thead>
<tr>
<th>Volume, Issue Details</th>
<th>Votes</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Volume 2002, Issue Number 44</td>
<td>2</td>
<td>9.1%</td>
</tr>
<tr>
<td>Volume 44, Issue Number 1*</td>
<td>10</td>
<td>45.5%</td>
</tr>
<tr>
<td>Volume 1, Issue Number 44</td>
<td>8</td>
<td>36.4%</td>
</tr>
<tr>
<td>The issue cannot be determined</td>
<td>1</td>
<td>4.5%</td>
</tr>
<tr>
<td>Don’t know</td>
<td>1</td>
<td>4.5%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>22</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

**Q19.** For each of the following, indicate whether the item is an entire book, a journal article, or a portion of a book.

<table>
<thead>
<tr>
<th>Reference</th>
<th>Type</th>
</tr>
</thead>
</table>
A journal that includes only articles written collaboratively by peers

A journal that publishes articles that have been approved for publication by other scholars*

A journal that includes only articles written collaboratively by peers

<table>
<thead>
<tr>
<th>Question</th>
<th>Option 1</th>
<th>Option 2</th>
<th>Option 3</th>
<th>Option 4</th>
<th>Option 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Q20. Researchers must distinguish between primary and secondary sources. Drag each source on the left into the box that best describes it on the right: primary source or secondary source. If you do not know the answer, drag the source into the box labeled “Don’t know.”</td>
<td>Autobiography</td>
<td>Primary source*</td>
<td>21</td>
<td>95.5%</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td>Secondary source</td>
<td>1</td>
<td>4.5%</td>
<td>2</td>
<td>9.1%</td>
</tr>
<tr>
<td></td>
<td>Don’t know</td>
<td>0</td>
<td>0.0%</td>
<td>0</td>
<td>0.0%</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>22</td>
<td>100.0%</td>
<td>22</td>
<td>100.0%</td>
</tr>
<tr>
<td></td>
<td>Biography</td>
<td>Primary source</td>
<td>4</td>
<td>18.2%</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Secondary source*</td>
<td>18</td>
<td>81.8%</td>
<td>19</td>
<td>86.4%</td>
</tr>
<tr>
<td></td>
<td>Don’t know</td>
<td>0</td>
<td>0.0%</td>
<td>0</td>
<td>0.0%</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>22</td>
<td>100.0%</td>
<td>22</td>
<td>100.0%</td>
</tr>
<tr>
<td></td>
<td>Book review</td>
<td>Primary source</td>
<td>3</td>
<td>13.6%</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Secondary source*</td>
<td>19</td>
<td>86.4%</td>
<td>18</td>
<td>81.8%</td>
</tr>
<tr>
<td></td>
<td>Don’t know</td>
<td>0</td>
<td>0.0%</td>
<td>0</td>
<td>0.0%</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>22</td>
<td>100.0%</td>
<td>22</td>
<td>100.0%</td>
</tr>
<tr>
<td></td>
<td>Fictional novel</td>
<td>Primary source*</td>
<td>8</td>
<td>36.4%</td>
<td>9</td>
</tr>
<tr>
<td></td>
<td>Secondary source</td>
<td>11</td>
<td>50.0%</td>
<td>12</td>
<td>54.9%</td>
</tr>
<tr>
<td></td>
<td>Don’t know</td>
<td>3</td>
<td>13.6%</td>
<td>1</td>
<td>4.5%</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>22</td>
<td>100.0%</td>
<td>22</td>
<td>100.0%</td>
</tr>
<tr>
<td></td>
<td>Lab report</td>
<td>Primary source*</td>
<td>20</td>
<td>90.9%</td>
<td>21</td>
</tr>
<tr>
<td></td>
<td>Secondary source</td>
<td>2</td>
<td>9.1%</td>
<td>1</td>
<td>4.5%</td>
</tr>
<tr>
<td></td>
<td>Don’t know</td>
<td>0</td>
<td>0.0%</td>
<td>0</td>
<td>0.0%</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>22</td>
<td>100.0%</td>
<td>22</td>
<td>100.0%</td>
</tr>
<tr>
<td>Q21. You have selected DNA structure as your topic for a Chemistry 331 research paper. Which of the following would likely yield the most comprehensive list of scholarly articles that are relevant to this topic?</td>
<td>Searching an electronic index or database related to the sciences (Web of Science, SciFinder, etc.)*</td>
<td>10</td>
<td>43.5%</td>
<td>11</td>
<td>50.0%</td>
</tr>
<tr>
<td></td>
<td>Using a general Internet search like Google or Yahoo</td>
<td>1</td>
<td>4.3%</td>
<td>0</td>
<td>0.0%</td>
</tr>
<tr>
<td></td>
<td>Paging through print volumes of academic journals in chemistry</td>
<td>0</td>
<td>0.0%</td>
<td>1</td>
<td>4.5%</td>
</tr>
<tr>
<td></td>
<td>Searching the library catalog for sources available in the library</td>
<td>5</td>
<td>21.7%</td>
<td>4</td>
<td>18.2%</td>
</tr>
<tr>
<td></td>
<td>All of the above are equally effective</td>
<td>4</td>
<td>17.4%</td>
<td>4</td>
<td>18.2%</td>
</tr>
<tr>
<td></td>
<td>Don’t know</td>
<td>3</td>
<td>13.0%</td>
<td>2</td>
<td>9.1%</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>23</td>
<td>100.0%</td>
<td>22</td>
<td>100.0%</td>
</tr>
<tr>
<td>Q22. A peer-reviewed or refereed journal is BEST described as:</td>
<td>A journal that publishes reviews of other articles</td>
<td>3</td>
<td>13.0%</td>
<td>3</td>
<td>13.6%</td>
</tr>
<tr>
<td></td>
<td>A journal that publishes articles that have been approved for publication by other scholars*</td>
<td>14</td>
<td>60.9%</td>
<td>19</td>
<td>86.4%</td>
</tr>
<tr>
<td></td>
<td>A journal that includes only articles written collaboratively by peers</td>
<td>4</td>
<td>17.4%</td>
<td>0</td>
<td>0.0%</td>
</tr>
<tr>
<td>Question</td>
<td>Option 1</td>
<td>Option 2</td>
<td>Option 3</td>
<td>Total</td>
<td></td>
</tr>
<tr>
<td>----------</td>
<td>----------</td>
<td>----------</td>
<td>----------</td>
<td>-------</td>
<td></td>
</tr>
<tr>
<td>Q23. In a scholarly article or research paper, a citation is:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A direct quotation from someone else’s written work</td>
<td>2</td>
<td>9.1%</td>
<td>2</td>
<td>9.1%</td>
<td></td>
</tr>
<tr>
<td>Source information for any ideas or text from someone else’s written work*</td>
<td>11</td>
<td>50.0%</td>
<td>13</td>
<td>59.1%</td>
<td></td>
</tr>
<tr>
<td>The physical location of a source (book, journal, etc.)</td>
<td>3</td>
<td>13.6%</td>
<td>1</td>
<td>4.5%</td>
<td></td>
</tr>
<tr>
<td>All of the above</td>
<td>6</td>
<td>27.3%</td>
<td>6</td>
<td>27.3%</td>
<td></td>
</tr>
<tr>
<td>Don’t know</td>
<td>0</td>
<td>0.0%</td>
<td>0</td>
<td>0.0%</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>23</td>
<td>100.0%</td>
<td>22</td>
<td>100.0%</td>
<td></td>
</tr>
</tbody>
</table>

Q24. A citation is NOT required when:

<table>
<thead>
<tr>
<th>Option 1</th>
<th>Option 2</th>
<th>Option 3</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>You are paraphrasing, rather than quoting, a source</td>
<td>2</td>
<td>9.1%</td>
<td>1</td>
</tr>
<tr>
<td>More than one source says the same thing</td>
<td>1</td>
<td>4.5%</td>
<td>0</td>
</tr>
<tr>
<td>You are stating a fact that is common knowledge*</td>
<td>13</td>
<td>59.1%</td>
<td>15</td>
</tr>
<tr>
<td>All of the above</td>
<td>5</td>
<td>22.7%</td>
<td>5</td>
</tr>
<tr>
<td>Don’t know</td>
<td>0</td>
<td>0.0%</td>
<td>0</td>
</tr>
<tr>
<td>Total</td>
<td>22</td>
<td>100.0%</td>
<td>22</td>
</tr>
</tbody>
</table>

Q25. Indicate if each of the following statements about plagiarism is TRUE or FALSE.

<table>
<thead>
<tr>
<th>Statement</th>
<th>True</th>
<th>False*</th>
<th>Don’t know</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>If you paraphrase (use your own words to describe) the main idea of an article, you do not need to cite the article.</td>
<td>7</td>
<td>30.4%</td>
<td>3</td>
<td>13.6%</td>
</tr>
<tr>
<td>You only need to document text sources; you do not need to document sources for graphs, tables, or charts.</td>
<td>0</td>
<td>0.0%</td>
<td>0</td>
<td>0.0%</td>
</tr>
<tr>
<td>You only need to provide documentation for a book or an article when you quote it word for word.</td>
<td>4</td>
<td>17.4%</td>
<td>2</td>
<td>9.1%</td>
</tr>
<tr>
<td>You can copy another author’s text without using quotation marks if you cite it in the bibliography, references, or works cited list.</td>
<td>3</td>
<td>13.0%</td>
<td>0</td>
<td>0.0%</td>
</tr>
<tr>
<td>A family member or friend can write parts of your paper for you as long as they use your own ideas.</td>
<td>1</td>
<td>4.3%</td>
<td>0</td>
<td>0.0%</td>
</tr>
<tr>
<td>Student group uses a copyrighted image from the Internet for an event flyer.</td>
<td>1</td>
<td>4.5%</td>
<td>2</td>
<td>9.1%</td>
</tr>
<tr>
<td>Student photocopies the course readings and shares them with other students in the course who did not buy the textbook.</td>
<td>1</td>
<td>4.5%</td>
<td>1</td>
<td>4.5%</td>
</tr>
<tr>
<td>Student blogger critiques a recently copyrighted film and posts the critique on a blog site.*</td>
<td>17</td>
<td>77.3%</td>
<td>19</td>
<td>86.4%</td>
</tr>
<tr>
<td>Student group hosts an open screening of a copyrighted film or video.</td>
<td>1</td>
<td>4.5%</td>
<td>0</td>
<td>0.0%</td>
</tr>
<tr>
<td>Don’t know</td>
<td>2</td>
<td>9.1%</td>
<td>0</td>
<td>0.0%</td>
</tr>
<tr>
<td>Total</td>
<td>23</td>
<td>100.0%</td>
<td>22</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

Q26. Which of the following is considered fair use of copyrighted material?

<table>
<thead>
<tr>
<th>Activity</th>
<th>True</th>
<th>False*</th>
<th>Don’t know</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>You only need to provide documentation for a book or an article when you quote it word for word.</td>
<td>4</td>
<td>17.4%</td>
<td>2</td>
<td>9.1%</td>
</tr>
<tr>
<td>A family member or friend can write parts of your paper for you as long as they use your own ideas.</td>
<td>1</td>
<td>4.3%</td>
<td>0</td>
<td>0.0%</td>
</tr>
<tr>
<td>Student group uses a copyrighted image from the Internet for an event flyer.</td>
<td>1</td>
<td>4.5%</td>
<td>2</td>
<td>9.1%</td>
</tr>
<tr>
<td>Student photocopies the course readings and shares them with other students in the course who did not buy the textbook.</td>
<td>1</td>
<td>4.5%</td>
<td>1</td>
<td>4.5%</td>
</tr>
<tr>
<td>Student blogger critiques a recently copyrighted film and posts the critique on a blog site.*</td>
<td>17</td>
<td>77.3%</td>
<td>19</td>
<td>86.4%</td>
</tr>
<tr>
<td>Student group hosts an open screening of a copyrighted film or video.</td>
<td>1</td>
<td>4.5%</td>
<td>0</td>
<td>0.0%</td>
</tr>
<tr>
<td>Don’t know</td>
<td>2</td>
<td>9.1%</td>
<td>0</td>
<td>0.0%</td>
</tr>
<tr>
<td>Total</td>
<td>23</td>
<td>100.0%</td>
<td>22</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

Q27. An author makes the following argument: **Students should be required to live on campus during their first year of college because this promotes better study habits.** Assuming that all of the following statements are true, which statement BEST supports the author’s argument?

<table>
<thead>
<tr>
<th>Statement</th>
<th>True</th>
<th>False*</th>
<th>Don’t know</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students who live on campus are involved in more student activities than those who live off campus.</td>
<td>2</td>
<td>8.7%</td>
<td>1</td>
<td>4.5%</td>
</tr>
<tr>
<td>Students who live on campus are more likely to review class materials with their classmates than those who live off campus.*</td>
<td>19</td>
<td>82.6%</td>
<td>20</td>
<td>90.9%</td>
</tr>
<tr>
<td>Students who live in off-campus apartments are more likely to drink socially than those who live in residence halls.</td>
<td>0</td>
<td>0.0%</td>
<td>0</td>
<td>0.0%</td>
</tr>
</tbody>
</table>
### Q28. You are researching the health effects of marijuana. Which of the following websites likely does NOT contain biased information?

<table>
<thead>
<tr>
<th>Website</th>
<th>Male</th>
<th>Female</th>
<th>Don't know</th>
</tr>
</thead>
<tbody>
<tr>
<td>Norml: Working to reform marijuana laws (<a href="http://norml.org">http://norml.org</a>)</td>
<td>0</td>
<td>0.0%</td>
<td>0.0%</td>
</tr>
<tr>
<td>Above the influence (<a href="http://www.abovetheinfluence.com">http://www.abovetheinfluence.com</a>)</td>
<td>1</td>
<td>4.3%</td>
<td>0.0%</td>
</tr>
<tr>
<td>CALM: Citizens Against Legalizing Marijuana (<a href="http://www.calmca.org">http://www.calmca.org</a>)</td>
<td>1</td>
<td>4.3%</td>
<td>0.0%</td>
</tr>
<tr>
<td>Americans for Safe Access: Advancing Legal Medical Marijuana Therapeutics and Research (<a href="http://safeaccessnow.org">http://safeaccessnow.org</a>)</td>
<td>2</td>
<td>8.7%</td>
<td>2.0%</td>
</tr>
<tr>
<td>All of the above websites likely contain biased information*</td>
<td>19</td>
<td>82.6%</td>
<td>18.8%</td>
</tr>
<tr>
<td>Don't know</td>
<td>0</td>
<td>0.0%</td>
<td>4.5%</td>
</tr>
<tr>
<td>Total</td>
<td>23</td>
<td>100.0%</td>
<td>22 100.0%</td>
</tr>
</tbody>
</table>

*All websites likely contain biased information except the above listed.

### Q29. You are required to write a research paper for your American history class examining the roles of women in the American Civil War. An initial search turns up the following sources. Which source is LEAST likely to be appropriate to cite in your paper?

<table>
<thead>
<tr>
<th>Source</th>
<th>Male</th>
<th>Female</th>
<th>Don't know</th>
</tr>
</thead>
<tbody>
<tr>
<td>Culpepper, M. M. (1991). Trials and triumphs: Women of the American Civil War. East Lansing: Michigan State University Press.</td>
<td>0</td>
<td>0.0%</td>
<td>0.0%</td>
</tr>
<tr>
<td>Heidler, D. S., &amp; Heidler, J. T. (Eds.). (2000). Encyclopedia of the American Civil War: A political, social and military history (Vols. 1-5). Santa Barbara, CA: ABC-CLIO.</td>
<td>4</td>
<td>17.4%</td>
<td>10 45.5%</td>
</tr>
<tr>
<td>Hearts at Home: Southern Women in the Civil War. (1997), Diaries, letters, photographs, and papers in the Special Collections of the University of Virginia Library. Retrieved from <a href="http://www.lib.virginia.edu/small/exhibits/hearts">http://www.lib.virginia.edu/small/exhibits/hearts</a></td>
<td>0</td>
<td>0.0%</td>
<td>1 4.5%</td>
</tr>
<tr>
<td>Don't know</td>
<td>5</td>
<td>21.7%</td>
<td>2 9.1%</td>
</tr>
<tr>
<td>Total</td>
<td>23</td>
<td>100.0%</td>
<td>22 100.0%</td>
</tr>
</tbody>
</table>

*All websites likely contain biased information except the above listed.

### Q30. What is your college classification for the 2013–14 Academic Year? (Student reported)

<table>
<thead>
<tr>
<th>Classification</th>
<th>Male</th>
<th>Female</th>
<th>Don't know</th>
</tr>
</thead>
<tbody>
<tr>
<td>Freshman/First Year</td>
<td>22</td>
<td>100.0%</td>
<td>22 100.0%</td>
</tr>
<tr>
<td>Sophomore</td>
<td>0</td>
<td>0.0%</td>
<td>0.0%</td>
</tr>
<tr>
<td>Junior</td>
<td>0</td>
<td>0.0%</td>
<td>0.0%</td>
</tr>
<tr>
<td>Senior</td>
<td>0</td>
<td>0.0%</td>
<td>0.0%</td>
</tr>
<tr>
<td>Other (fill-in)</td>
<td>0</td>
<td>0.0%</td>
<td>0.0%</td>
</tr>
<tr>
<td>Total</td>
<td>22</td>
<td>100.0%</td>
<td>22 100.0%</td>
</tr>
</tbody>
</table>

### Q31. What is the field of study of your undergraduate major(s)? If you have not yet declared a major, please select your intended major(s). (Check all that apply)

<table>
<thead>
<tr>
<th>Field of Study</th>
<th>Male</th>
<th>Female</th>
<th>Don't know</th>
</tr>
</thead>
<tbody>
<tr>
<td>Biological Sciences (e.g., Biology, Biochemistry, Environmental Science, Neuroscience/Biopsychology)</td>
<td>2</td>
<td>9.1%</td>
<td>2 9.1%</td>
</tr>
<tr>
<td>Business and Management (e.g., Accounting, Business Administration, Finance, Marketing)</td>
<td>1</td>
<td>4.5%</td>
<td>0 0.0%</td>
</tr>
<tr>
<td>Communications (e.g., Journalism, Mass Communication, Speech, Speech Pathology)</td>
<td>10</td>
<td>45.5%</td>
<td>10 45.5%</td>
</tr>
<tr>
<td>Education (e.g., Elementary Education, Secondary Education, Special Education)</td>
<td>6</td>
<td>27.3%</td>
<td>4 18.2%</td>
</tr>
<tr>
<td>Engineering (e.g., Chemical Engineering, Civil Engineering, Electrical Engineering, Mechanical Engineering)</td>
<td>2</td>
<td>9.1%</td>
<td>4 18.2%</td>
</tr>
<tr>
<td>Fine and Performing Arts (e.g., Architecture, Art, Dance, Theatre)</td>
<td>3</td>
<td>13.6%</td>
<td>3 13.6%</td>
</tr>
<tr>
<td>Health Sciences (e.g., Exercise Science, Nursing, Pharmacy, Public Health)</td>
<td>2</td>
<td>9.1%</td>
<td>2 9.1%</td>
</tr>
<tr>
<td>Humanities (e.g., Classics, English, Modern Languages &amp; Literature, Philosophy)</td>
<td>1</td>
<td>4.5%</td>
<td>0 0.0%</td>
</tr>
<tr>
<td>Physical Sciences, Mathematics, and Computer Science (e.g., Astronomy, Chemistry, Earth Sciences, Physics)</td>
<td>1</td>
<td>4.5%</td>
<td>1 4.5%</td>
</tr>
<tr>
<td>Social Sciences (e.g., Anthropology, Economics, Political Science, Psychology, Sociology)</td>
<td>2</td>
<td>9.1%</td>
<td>1 4.5%</td>
</tr>
<tr>
<td>Other (fill-in)</td>
<td>0</td>
<td>0.0%</td>
<td>1 4.5%</td>
</tr>
<tr>
<td>Undecided</td>
<td>2</td>
<td>9.1%</td>
<td>1 4.5%</td>
</tr>
</tbody>
</table>

### Q32. What is your gender?

<table>
<thead>
<tr>
<th>Gender</th>
<th>Male</th>
<th>Female</th>
<th>Don't know</th>
</tr>
</thead>
<tbody>
<tr>
<td>Female</td>
<td>18</td>
<td>78.3%</td>
<td>17 77.3%</td>
</tr>
<tr>
<td>Male</td>
<td>5</td>
<td>21.7%</td>
<td>5 22.7%</td>
</tr>
<tr>
<td>Fill-in</td>
<td>0</td>
<td>0.0%</td>
<td>0 0.0%</td>
</tr>
<tr>
<td>Total</td>
<td>23</td>
<td>100.0%</td>
<td>22 100.0%</td>
</tr>
</tbody>
</table>

### Q33. What is your citizenship status?

<table>
<thead>
<tr>
<th>Citizenship</th>
<th>Male</th>
<th>Female</th>
<th>Don't know</th>
</tr>
</thead>
<tbody>
<tr>
<td>US citizen</td>
<td>23</td>
<td>100.0%</td>
<td>22 100.0%</td>
</tr>
<tr>
<td>US permanent resident but not a US citizen</td>
<td>0</td>
<td>0.0%</td>
<td>0.0%</td>
</tr>
<tr>
<td>Not a US citizen or permanent resident</td>
<td>0</td>
<td>0.0%</td>
<td>0.0%</td>
</tr>
<tr>
<td>Total</td>
<td>23</td>
<td>100.0%</td>
<td>22 100.0%</td>
</tr>
</tbody>
</table>
### Q34. Are you Hispanic or Latino/a?

<table>
<thead>
<tr>
<th></th>
<th>Yes</th>
<th>8.7%</th>
<th>No</th>
<th>91.3%</th>
<th>Total</th>
<th>100.0%</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2</td>
<td>8.7%</td>
<td>21</td>
<td>91.3%</td>
<td>23</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

### Q35. Please indicate the race or races with which you identify. *(Choose one or more)*

<table>
<thead>
<tr>
<th>Race/Ethnicity</th>
<th>Yes</th>
<th>4.3%</th>
<th>No</th>
<th>0.0%</th>
<th>Total</th>
<th>95.5%</th>
</tr>
</thead>
<tbody>
<tr>
<td>American Indian or Alaskan Native</td>
<td>1</td>
<td>4.3%</td>
<td>0</td>
<td>0.0%</td>
<td>1</td>
<td>0.0%</td>
</tr>
<tr>
<td>Asian</td>
<td>0</td>
<td>0.0%</td>
<td>0</td>
<td>0.0%</td>
<td>0</td>
<td>0.0%</td>
</tr>
<tr>
<td>Black or African American</td>
<td>0</td>
<td>0.0%</td>
<td>0</td>
<td>0.0%</td>
<td>0</td>
<td>0.0%</td>
</tr>
<tr>
<td>Native Hawaiian or other Pacific Islander</td>
<td>0</td>
<td>0.0%</td>
<td>0</td>
<td>0.0%</td>
<td>0</td>
<td>0.0%</td>
</tr>
<tr>
<td>White</td>
<td>23</td>
<td>100.0%</td>
<td>21</td>
<td>95.5%</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Race/ethnicity calculated by HEDS based on responses to Q33, Q34, and Q35

<table>
<thead>
<tr>
<th>Race/Ethnicity</th>
<th>Yes</th>
<th>87.0%</th>
<th>No</th>
<th>82.6%</th>
<th>Total</th>
<th>100.0%</th>
</tr>
</thead>
<tbody>
<tr>
<td>American Indian or Alaskan Native</td>
<td>0</td>
<td>0.0%</td>
<td>0</td>
<td>0.0%</td>
<td>0</td>
<td>0.0%</td>
</tr>
<tr>
<td>Asian</td>
<td>0</td>
<td>0.0%</td>
<td>0</td>
<td>0.0%</td>
<td>0</td>
<td>0.0%</td>
</tr>
<tr>
<td>Black or African American</td>
<td>0</td>
<td>0.0%</td>
<td>0</td>
<td>0.0%</td>
<td>0</td>
<td>0.0%</td>
</tr>
<tr>
<td>Native Hawaiian or other Pacific Islander</td>
<td>0</td>
<td>0.0%</td>
<td>0</td>
<td>0.0%</td>
<td>0</td>
<td>0.0%</td>
</tr>
<tr>
<td>White</td>
<td>20</td>
<td>87.0%</td>
<td>19</td>
<td>82.6%</td>
<td>39</td>
<td>100.0%</td>
</tr>
<tr>
<td>Hispanic/Latino</td>
<td>2</td>
<td>8.7%</td>
<td>2</td>
<td>8.7%</td>
<td>4</td>
<td>100.0%</td>
</tr>
<tr>
<td>Not a US citizen</td>
<td>0</td>
<td>0.0%</td>
<td>0</td>
<td>0.0%</td>
<td>0</td>
<td>0.0%</td>
</tr>
<tr>
<td>Two or more races</td>
<td>1</td>
<td>4.3%</td>
<td>0</td>
<td>0.0%</td>
<td>1</td>
<td>0.0%</td>
</tr>
<tr>
<td>Unknown</td>
<td>0</td>
<td>0.0%</td>
<td>2</td>
<td>8.7%</td>
<td>2</td>
<td>8.7%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>23</td>
<td>100.0%</td>
<td>23</td>
<td>100.0%</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Appendix 5 – Individual Journal Subscription Use

<table>
<thead>
<tr>
<th>Title</th>
<th>2016 format</th>
<th>sum of most recent 5 yrs of paper reshelves &amp; online article downloads</th>
</tr>
</thead>
<tbody>
<tr>
<td>Abacus</td>
<td>online</td>
<td>4</td>
</tr>
<tr>
<td>Academe</td>
<td>print</td>
<td>4</td>
</tr>
<tr>
<td>Accounting Organizations and Society</td>
<td>print</td>
<td>4</td>
</tr>
<tr>
<td>Adbusters</td>
<td>print</td>
<td>10</td>
</tr>
<tr>
<td>African Affairs</td>
<td>online</td>
<td>4</td>
</tr>
<tr>
<td>African Studies Review</td>
<td>online</td>
<td>3</td>
</tr>
<tr>
<td>Afro-Hispanic Review</td>
<td>print</td>
<td>0</td>
</tr>
<tr>
<td>Akzente</td>
<td>print</td>
<td>0</td>
</tr>
<tr>
<td>American Anthropologist</td>
<td>online</td>
<td>107</td>
</tr>
<tr>
<td>American Assoc. for state and local history membership pack</td>
<td>Print+ Online</td>
<td></td>
</tr>
<tr>
<td>American Assoc. for state and local history membership pack - Dispatch</td>
<td>Print+ Online</td>
<td></td>
</tr>
<tr>
<td>American Assoc. for state and local history membership pack - History news</td>
<td>Print+ Online</td>
<td>1</td>
</tr>
<tr>
<td>American Biology Teacher</td>
<td>online</td>
<td>40</td>
</tr>
<tr>
<td>American Craft</td>
<td>print</td>
<td>2</td>
</tr>
<tr>
<td>American Econ Rev Pack: American Economic Review</td>
<td>print</td>
<td>2</td>
</tr>
<tr>
<td>American Econ Rev Pack: Journal of Economic Literature</td>
<td>Print</td>
<td>8</td>
</tr>
<tr>
<td>American Econ Rev Pack: Journal of Economic Perspectives</td>
<td>Print</td>
<td>1</td>
</tr>
<tr>
<td>American Historical Review</td>
<td>online</td>
<td>73</td>
</tr>
<tr>
<td>American Journal of Physics</td>
<td>online</td>
<td>12</td>
</tr>
<tr>
<td>American Journal of Political Science</td>
<td>online</td>
<td>41</td>
</tr>
<tr>
<td>American Journal of Psychiatry</td>
<td>Print+ Online</td>
<td>371</td>
</tr>
<tr>
<td>American Journal of Sociology</td>
<td>online</td>
<td>118</td>
</tr>
<tr>
<td>American Journal of Theology &amp; Philosophy</td>
<td>online</td>
<td>2</td>
</tr>
<tr>
<td>American libraries (ALA membership)</td>
<td>print</td>
<td></td>
</tr>
<tr>
<td>American Literature</td>
<td>online</td>
<td>4</td>
</tr>
<tr>
<td>American Mathematical Monthly</td>
<td>online</td>
<td>163</td>
</tr>
<tr>
<td>American Midland Naturalist</td>
<td>print</td>
<td>1</td>
</tr>
<tr>
<td>American Philosophical Quarterly</td>
<td>print</td>
<td>1</td>
</tr>
<tr>
<td>American Poetry Review</td>
<td>print</td>
<td>1</td>
</tr>
<tr>
<td>American Quarterly</td>
<td>print</td>
<td>0</td>
</tr>
<tr>
<td>American Scholar</td>
<td>print</td>
<td>3</td>
</tr>
<tr>
<td>American Scientist</td>
<td>print</td>
<td>14</td>
</tr>
<tr>
<td>American Sociological Review</td>
<td>online</td>
<td>85</td>
</tr>
<tr>
<td>American Speech</td>
<td>online</td>
<td>1</td>
</tr>
<tr>
<td>Ancient History Bulletin</td>
<td>online</td>
<td>4</td>
</tr>
<tr>
<td>Animal Behaviour</td>
<td>print</td>
<td>4</td>
</tr>
<tr>
<td>Annals of the American Academy of Political &amp; Social Science</td>
<td>online</td>
<td>48</td>
</tr>
<tr>
<td>Apeiron</td>
<td>online</td>
<td></td>
</tr>
<tr>
<td>Appalachian Heritage</td>
<td>print</td>
<td>7</td>
</tr>
<tr>
<td>Appalachian Journal - Regional Studies Review</td>
<td>print</td>
<td>1</td>
</tr>
<tr>
<td>Applied Artificial Intelligence</td>
<td>online</td>
<td>7</td>
</tr>
<tr>
<td>APSA Bundle</td>
<td>online</td>
<td></td>
</tr>
<tr>
<td>APSA Bundle: American Political Science Review</td>
<td>online</td>
<td>51</td>
</tr>
<tr>
<td>APSA Bundle: Perspectives on Politics</td>
<td>online</td>
<td>12</td>
</tr>
<tr>
<td>APSA Bundle: PS : Political Science and Politics</td>
<td>online</td>
<td>14</td>
</tr>
<tr>
<td>Architectural Record - Mcgraw Hill</td>
<td>print</td>
<td>1</td>
</tr>
<tr>
<td>Arion: A Journal of Humanities and the Classics</td>
<td>online</td>
<td>3</td>
</tr>
<tr>
<td>Artforum International</td>
<td>Print+ Online</td>
<td>23</td>
</tr>
<tr>
<td>Artnews</td>
<td>print</td>
<td>6</td>
</tr>
<tr>
<td>Asian Survey</td>
<td>online</td>
<td>33</td>
</tr>
<tr>
<td>Atlantic Monthly</td>
<td>print</td>
<td>40</td>
</tr>
<tr>
<td>Audubon</td>
<td>print</td>
<td>1</td>
</tr>
<tr>
<td>Barron’s national business and financial weekly. (Barrons News)</td>
<td>print</td>
<td>0</td>
</tr>
<tr>
<td>BBC Music Magazine</td>
<td>print</td>
<td>19</td>
</tr>
<tr>
<td>Behavioral &amp; Brain Sciences</td>
<td>online</td>
<td>66</td>
</tr>
<tr>
<td>Behavioral Ecology</td>
<td>online</td>
<td>63</td>
</tr>
<tr>
<td>Bioethics</td>
<td>online</td>
<td>63</td>
</tr>
<tr>
<td>Bioethics: Developing World Bioethics</td>
<td>online</td>
<td>5</td>
</tr>
<tr>
<td>Title</td>
<td>Access</td>
<td>Copies</td>
</tr>
<tr>
<td>----------------------------------------------------------------------</td>
<td>-----------------</td>
<td>--------</td>
</tr>
<tr>
<td>Bioscience</td>
<td>online</td>
<td>97</td>
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Appendix 6 - History of the Library Budget