D’Amour Library
Annual Report
2012-2013

Prepared by
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June 28, 2013
D’Amour Library
Annual Report, 2012-2013

D’Amour Library: Vital Statistics

<table>
<thead>
<tr>
<th>Category</th>
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<tbody>
<tr>
<td>Overall Library Use Headcount</td>
<td>183,444</td>
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<tr>
<td>Study Room Use</td>
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<td>Titles Added</td>
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<td>Electronic Book and Serial Titles Added</td>
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<td>Digital Videos with Online Access Added</td>
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<td>New Periodicals Added</td>
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<td>New Databases Added</td>
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<td>Circulation Activity, All</td>
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<td>Techno-Smarts Workshops</td>
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Libraries are data-rich environments. Each year multiple surveys are distributed to the thousands of academic and public libraries located in the United States and over time library systems and information vendors have made it possible to gather all nature of numbers. As it has since 2006, this annual report will be a valuable source of data about the use of the Library, its collections, and its resources.

But D’Amour Library is far more than numbers. It is a place made alive by the students, faculty, and members of both the campus and broader community who use it and by the dedicated staff who cover the 100 hours it is open each week of the academic year. And so this report will also be the story of the many efforts of this dedicated staff to support and promote the growth of knowledge in all of the Library’s users.

INFORMATION LITERACY, REFERENCE, AND OUTREACH

The 2012 presidential election brought national attention to the issues of the cost and value of a college education; issues higher education has been grappling with for many, many years. For libraries the national spotlight meant more discussions of learning outcomes for students as a measurable means of showing the value of the academic library; outcomes that assessment organizations have emphasized for at least two decades.
The American Library Association’s *The State of America’s Libraries, 2013* clearly indicated that the pressure being felt by academic libraries to prove their value manifests itself as providing information literacy skills to students:

“‘The message for academic librarians is that students need to be able to analyze information and apply it to new contexts, reflect on what they know, identify what they still need to learn, and sort through contradictory arguments.’”\(^1\)

The report goes on to highlight the findings of two surveys that show students come to colleges and universities underprepared for the rigor of research expected at that level. The 2011 CIRP survey found “that 60% do not evaluate the quality or reliability of information, 75% do not know how to find research articles and resources, and 44% do not know how to integrate knowledge from different sources.”\(^2\) And the November 2102 report from the Pew Internet and American Life Project, *How Teens Do Research in the Digital World*, indicates that teachers of advanced placement and National Writing Project high school students feel that “the internet has opened up a vast world of information for today’s students, yet students’ digital literacy skills have yet to catch up.”\(^3\)

While the attention shown to information literacy nationally may be new to many people, it is not new to D’Amour Library and its most capable information literacy librarians. For over ten years, Mary Jane has worked hard to create a vibrant and developmental information literacy program that addresses the deficiencies identified in reports such as the two cited above; and addresses them in an effective manner as the results of the 2011 administration of the SAILS assessment instrument show. However, with more national attention on information literacy, the tremendous growth of the Library’s information literacy program in AY13 is especially gratifying.

As Mary Jane, Josh, and Kyle point out in their annual report, “2012-2013 represents the largest number of information literacy sessions since the program was initiated. The 316 information literacy sessions, which were delivered during the academic 2012-2013 year, revealed an increase of 45 sessions from the previous academic year. The increase is mainly due to two factors. Firstly, the addition of LA 275 Guided Research for Thesis and Project Writers, a one-credit research course, co-taught by Mary Jane Sobinski-Smith and Josh Becker, accounted for 22 of the 45 sessions. Secondly, there was an increase of 23 discipline specific sessions in the fall of 2012, which included a pilot project with Sociology 101.”\(^4\)

The 16.6% overall increase in information literacy sessions is impressive in itself, but the manner in which it was accomplished is even more impressive as it reveals the tremendous commitment the instruction librarians have to their mission. After years of collaborating with faculty to gain support for a credit bearing research course, approval was gained in AY12. During AY13 the seven week course *Guided Research for Thesis and Project Writers* was offered twice attracting

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a total of twelve students. The students were introduced to advanced research strategies and resources especially relevant to their individual research projects and were given lots of hands-on time to conduct research with Mary Jane and Josh readily available to assist and advise. While it will take a while for the course to catch on and enrollment to increase, the students participating in the course this year indicated through their evaluations that they had had very positive experiences.

The second effort that added so positively to the overall growth of the information literacy program was the discipline-specific instruction project piloted during the 2012 spring and fall semesters with sections of Sociology 101. In the fall semester 11 instruction sessions were provided to students in several sections of the course. Some of the sessions were of the more common “one-shot” variety, but some were multiple sessions provided to the same class providing the opportunity for the librarians to present discipline-specific instruction in a more developmental manner.

Mary Jane worked closely with several members of the Sociology faculty to design and implement the project and she provided six of the 11 sessions with Josh and Kyle also helping out. In the IL annual report, Mary Jane indicates that “[b]ased on conversations with the Sociology faculty, there was no consensus on the impact of the instruction sessions on student work. Most of the faculty found the sessions effective to improve students’ ability to find academic sources. However, most of the faculty preferred the one-shot session, because of time limitations of the semester and level of secondary research beyond the textbook required for the
course.”\(^5\) She also states that the “pilot project reinforces the instruction librarians’ commitment to a scaffold approach to information research where more advanced concepts are developmentally built and added to the basic information research skills;”\(^6\) an approach that the information literacy librarians have been dedicated to and have promoted for many years.

Implementing these two projects took a great deal of time and effort on the part of the instruction librarians, but the projects clearly indicate that there is interest on the part of the faculty to enhance the information literacy skills of the students. This interest was also shown by the continued 100% participation of First Year Seminar faculty members and by the near 100% participation of the First Year English courses in the First Year Information Literacy Program.\(^7\) As has been the case for many years due to the structure of the First Year Information Literacy Program far more instruction sessions were conducted in the fall semester than in the spring. The heavy instruction schedule of the fall created a back-breaking workload for the three instruction librarians even with the added assistance of Vicky who taught 14 sessions in the First Year IL Program.

Beyond the projects described above, the librarians continue to reach out to the academic departments to integrate information literacy instruction into the curricula of the discipline. The success of these efforts varies college to college, but several departments call upon the information literacy librarians consistently such as Marketing, History, Political Science, BME, Psychology, Communication, and Pharmacy indicating good progress. The fall, 2012 semester showed an increase of such sessions in part due to the Sociology 101 pilot project, up eight sessions from the previous fall. But overall for the academic year the number of discipline

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\(^5\) Sobinski-Smith, Becker and Hutchinson, 10.
\(^6\) Sobinski-Smith, Becker and Hutchinson, 10-11.
\(^7\) The only non-participating section of ENGL 133 was the one being taught in England.
specific sessions fell from 86 in AY12 to 81, revealing that they are influenced by the vagaries of the curriculum cycle and the particular courses taught each year.

As they have each year, Mary Jane and Josh reviewed and refined the First Year Information Literacy Program. In order to do this with as much information as possible, they conduct a survey of incoming first year students to gauge their research skills and understanding of the nature of information. Interestingly, the research skill level indicated by the 311 first year students who responded to the fall, 2012 survey does not reflect the findings of the 2011 CIRP data cited earlier. For example, over 81% of the incoming student respondents indicated that they had used “digital resources such as on-line databases, full-text articles, on-line encyclopedias, and web sites selected by a librarian or teacher” two- to more than five times during their senior year and more than 95% understand that not all information available on the web “is verified, accurate and reliable.” However, 72.35% of the incoming class indicated that “research projects cause me stress and/or anxiety” so the presence of the First Year Information Literacy Program and the knowledge it provides to assist with research is probably more welcome than any of the students would care to admit. And while only 14 faculty members responded to a survey the IL librarians conducted on the perceived effectiveness of that program, all of them indicated that the overall quality of their students’ work improved due to instruction. Please see Appendix A.

And as if teaching 316 instruction sessions, conducting a major discipline-specific pilot project, teaching two one-credit courses, and administering multiple surveys were not enough, Mary Jane and Josh collaborated with Dean Jarzabski to actively participate in the SOAR program in multiple ways. The panel session presented to parents with other academic support areas was
well-received and will be continued in this year’s SOAR as will the Kodiak classroom for incoming students which provides them with a “practice” assignment and the opportunity to introduce themselves (an opportunity that is responded to by the librarians and in summer 2013 by a member of the Library’s student assistant staff) and the library section of the SOAR scavenger hunt that brings the students physically into the Library.

In addition to her hefty contribution to the existing information literacy program of the Library, Kyle continued her outreach to the Pharmacy faculty. Her efforts this year included a presentation to all P1 learners in Pharmacy 511: Informatics and Evidence-based Practice 1 and the facilitation of group work in three other class sessions of this course; an introduction to D’Amour Library for Pharmacy learners who did not do their pre-pharmacy work at the University; and a workshop for members of the Pre-Pharmacy Club. She assisted several COP faculty members with library research for their individual projects, helped others with interlibrary loan requests and collection development as well as created a LibGuide covering the basics of the Universal Requirements citation style used by the COP.

During her time with the University, Kyle has become a respected voice in the COP. Unfortunately the University will be losing her at the end of July when she returns to Boston to pursue a new career in software programming and development. The Library and the COP will miss her voice and her talents greatly, but all of her colleagues wish her only the best as she changes the direction of her career. She has left a good foundation for the next pharmacy librarian to build upon and for this Kyle deserves much praise and thanks.

The past year has been most successful for the Information Literacy librarians and thus for D’Amour Library and for the University. The success is the result of the indefatigable work efforts and dedication of the librarians, most particularly Mary Jane, Josh and Kyle. They spent countless hours preparing for instruction sessions and the seven week courses and talking with faculty to ensure the relevance of their instruction to each course. Their efforts are recognized by their colleagues and greatly appreciated by the campus community as are those of Vicky who also dedicated a good portion of her time and effort to instruction this year and without whose contributions the workload might have become far too much. Please see Table 1 for additional instruction data.

Reference

During FY13 the librarians maintained 62-hours of reference desk coverage per week during the fall and spring semesters with each librarian contributing to the effort. A two-year decline in reference transactions was reversed this year with the overall number of transactions increasing to 1,612, up from 1,501 in FY12. Unfortunately the effects of the easy availability of information on the Internet continue to be reflected in the nature of the transactions that took place at the reference desk with the number of subject-based questions decreasing by 48, from 493 in FY12 to 445 in FY13. However, the number of questions classified as website related increased from 352 to 464 this year and these questions, while beginning as “how-to” questions about the Library’s home page, often morph into subject-related questions. Questions dealing with computer and printing issues increased as well, keeping the librarians on their toes with the intricacies of various software applications and printing methodologies.
Despite the efforts of the librarians to promote chat and email interaction for reference assistance, users prefer to ask for assistance in person rather than virtually. The number of chat and email questions increased from 58 in FY12 to 88 this year, up 51.7%, but this total represents only 5.5% of all transactions. However, with many online classes being offered throughout the University’s curriculum the Library feels it is important to provide a virtual alternative for reference assistance. In late summer 2012, due to the demise of Meebo, both the Law Library and D’Amour moved to the ZohoChat application for their virtual service. The transition to the new software went very smoothly thanks to Vicky’s great efforts. Please see Tables 2-5.

Outreach

D’Amour Library and its staff have a rich tradition of reaching out to the university community and this tradition was honored again in FY13. Due to the tremendous efforts of Dan in recruiting speakers and being open to the suggestions of faculty colleagues, the always interesting and oftentimes entertaining Athenaeum series brought 14 events to campus, introducing students, faculty, and staff to the research of Western New England faculty members and to the improvisational talents of students.

During the academic year ten lectures addressed topics in several disciplines including philosophy, criminal justice, behavior analysis, sociology, psychology, and engineering. The majority of the lectures were given by faculty members, but one consisted of a panel discussion, *HIV/AIDS from a Human Rights Perspective*, that was led by Ashley Membrino, winner of the 2013 Social Sciences Student Paper Competition and another was a discussion of contemporary Persian literature presented by exiled Iranian novelist Reza Baraheni. Attendance for most of the lectures was respectable, but some garnered only a few interested listeners. The Library continues to look for new ways to promote the lectures in hopes that more students will take advantage of these opportunities to learn about new ideas and to see topics from different perspectives.
While attendance is sometimes an issue for lectures, it is not one for the Athenaeum Arts events. Once again this year, the four performances hosted by the series were well-received by the campus community. The two Improv classes performed to overflow audiences in the Clarke Reading Room and they earned abundant applause for the laughter they brought to the main level of the Library. And once again the two lunchtime concerts brought a welcome chance for the campus community to relax and listen to excellent music during the workday.

Two other efforts that are now old enough to be considered part of the outreach tradition of D’Amour continued in 2012-2013. The TechnoSmarts workshops decreased in number, but not in the interesting nature of their content. Two new workshops were presented to the campus community on new resources available through the Library. The first took place in January when Mary Jane presented a very informative session on the new ARTstor database. With most of the Cultures faculty in attendance she demonstrated how it could be used to obtain legal images for presentations and projects as well as several of its other features. The second new workshop dealt with the large database of digital video, Films on Demand. With over 10,000 films accessible through this resource, Vicky and Josh used the session to introduce the wide subject variety of films available and to demonstrate how to access the films and add them to Kodiak classroom materials. This workshop was also well-attended.

While the format of the book being read has changed for some members, the D’Amour Reading Group remained committed to the act of reading during FY13. Meeting throughout the year, even during the summer, the group read and discussed four books: The Red Garden, Amsterdam, Old Filth, and A Good Hard Look. Thanks go to Vicky for coordinating this group and for providing a forum for literature to be discussed by members of the campus community.

Last year, Vicky and Kyle resurrected the Library’s Facebook account and added a Twitter account as means of communicating with students. These accounts grew in use and following during this academic year thanks to special efforts such as a contest to add 150 “likes” to the Facebook account and to increased postings about Library events and resources. The images posted on Facebook paint a delightful picture of the use of D’Amour Library and Vicky’s often humorous announcements of new resources or what special week it is add greatly to the public face of the Library. For example, this is the Facebook posting for the Glickman/Freedman picnic held in June:

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**June 12**

**Glickman and Freedman Picnic** (3 photos)

D’Amour Library, along with the Office of Community Relations, hosted the Glickman and Freedman schools Accelerated Reading program elementary students yesterday. The students read their hearts out! As always, they had a great time doing crafts, eating sundaes, and playing in the "big" gym
And this one shows how Vicky used the social network to alert students to other possibilities when competition for the main level printers led to long lines of students trying to get hard copies of their papers and projects:

May 2
It is PRINTER MANIA over here! Remember, we also have printers on the 2nd and 3rd floors. Plenty to go around. Don't feel like you have to stand on line to print. Zip around the library and print where it's quieter. Good luck to everyone on finishing up and getting ready for summer!

As has been the case for five years, the final outreach effort of the Library involved excited second-fifth grade readers. On June 11, more than 50 excited readers from Glickman and Freedman schools joined several members of the staff from the Library and Community Relations for an afternoon of ice cream and activities. After eating ice cream sundaes the students split their time between the gym where they played their favorite games of “Fishy, fishy cross my ocean” and “Duck, duck, goose” and the AHLC lobby where they decorated cloth bags and created bright sand art pencils, cowboy boots, or hearts that they brought home with them as mementos of their enjoyable afternoon.

An event like this requires much preparation and planning. Once again the library director owes many thanks to Sherrilynn, Vicky, and Lindsay for their organizational efforts and their exceptional management of the varied activities. Thanks too to Irina and Marc (two great library student assistants), Josh, Kyle, Isabel and Damian -- the event would not have been possible without their assistance! And without Judy Curran’s and Brian Zelasko’s driving spirit, assistance, and delicious contribution of ice cream the event would not exist at all, no less be an ice cream social. The happy faces of all participants as they left to return to their respective
schools provided all the evidence needed to prove the success of the collaboration of these two areas of the University.

THE BUILDING AND USE OF THE LIBRARY

During the academic year, the library staff often commented to each other that the Library did not seem as busy as it had last year. Of course, the observations were anecdotal, but as Deb gathered headcount statistics throughout the year it became clear that the number of users in the building was decreasing. For the period of July 1, 2012-May 31, 2013 the all-day headcount for the Library was 183,444. This is a decrease of 13,746, or 6.97%, from the same period in FY12. All areas for which the headcount is recorded, i.e., public computers, tables, the DLC, the Collaboratory, the Mac Lab, D319 (class use is not included), BG26, and the Media-scape, saw declines in use. The DLC experienced the largest dip, down 25.63%; BG26 the least, down only 2.09%. The use of table/carrel study space dropped 3.21% over the year, but these spaces were used 19,230 times more than the computers: 86,100 to 66,870 uses. Please see Tables 6-9.

What is interesting is the time period that saw the largest decline in use. Last year evening use, 6:00 p.m. - closing, increased 14.5% over FY11. This year’s evening use erased all of that gain as the headcount totaled 67,181, a reduction of 14.33%. The time period 1:00 – 6:00 p.m. remained the busiest period of the day, but that headcount dropped 6.36%. Only morning usage, 8:00 a.m. – 1:00 p.m., saw a gain with 2,159 more uses, up 4.75%.
Part of this usage drop can be explained by the decrease in outside users as the number of guest computer passes circulated went down 422 or 13.66% from FY12 to FY13. Valerie postulates in the Circulation Department’s annual report that this decline may have been caused by the increased security measures taken last year and the change in implementing swipe access at 9:00 p.m. rather than at 10:00 p.m. this fall which may have made the Library less attractive to community users. Another reason for the decline in use may be that there are now more spaces outside the Library to study on campus especially in the evening and with access via ID the rule, students may be feeling more secure and may be making more use of the other academic buildings. And of course, the curriculum cycle could also account for some of the change; but with only two years of full day headcounts such a pattern cannot be determined as yet. While all of these factors may have contributed to the drop in headcount, the staff must also look into changes that might be made to make the Library more inviting to the campus community.

Some use patterns held from last year. Once again the public computers saw more use during the day than in the evening and table use continued to surpass computer use starting in the afternoon. This is due in part to so many students bringing their laptops to the Library and using them at a table or study carrel, eliminating the need to use one of the 128 public computers available in D’Amour. And demand by students for the study rooms decreased for the second year in a row, with only 7,848 circulations being recorded. This represents a drop of 8.66% from FY12, but a 14.03% decline since FY11. Requests for study rooms remain high in the evening; however, because there are so few of them, rooms are often not available then. The study room that had been being used by Student Disability Services since 2005 was returned to the Library in late spring. Hopefully its addition will make more rooms available when demand is highest.
As mentioned earlier the number of hours guest computer passes were used declined, for the second year in a row. Overall, 2,666 guest visits accounted for 5,428 hours spent using D’Amour computers, down from FY12’s 6,829 hours of use. The number of non-student guest users appears to be declining, but the Library remains well-utilized by the students from the CLGS and from other colleges. Students from AIC continued to visit more often those from the other area colleges, but STCC and Bay Path students were seen frequently as well. And as in past years, the spring semester brought more guests to the Library than did the fall semester. Please see Tables 10-11.
During 2011-2012, D’Amour Library underwent several significant changes with additional study nooks and table spaces being made available to students, the expansion of the security system, and a coffee station and a water bottle filling station being installed. By comparison the changes to the building in FY13 were miniscule. In September a curved bench was placed on the portico and quickly became a favorite spot for the students to sit, talk, and unfortunately smoke; a second bench was purchased in the spring and after being assembled by John and Eric, two of our colleagues from Facilities, is now gracing the portico as well. In January the exhibit case purchased with the Alumni Grant monies Mary Jane had been awarded in spring, 2012 was installed across from the Circulation Desk. Since then it has had a variety of displays ranging from faculty publications to archival pictures of campus buildings. And just a week ago, the circulation manager/supervisors’ office was re-carpeted because the old carpeting had frayed so much at the threshold that it became a tripping danger.

But we can happily report that the water bottle filling station’s “bottles saved” count has increased from 1,750 on June 27, 2012 to 14,730 on June 27, 2013. Clearly it is a favorite of students and other members of the campus community. And after a year of enforcing the whisper quiet status of the third floor, such enforcement is no longer necessary as the many students who use the floor’s study spaces regularly do it themselves when necessary which is not often!

INFORMATION RESOURCES

For several years D’Amour Library had not felt the effects of the recession, enjoying healthy increases in its materials budgets. In FY13, the economic downturn finally caught up with these budgets causing a reduction in the growth of the collections.

The book collection was most affected, with the Books fund being reduced by $30,000.00. Still Vicky was able to purchase all of the titles requested by faculty members during the year as well as a good number of titles well-suited for the curriculum of her own choosing. During the year 1,707 new print, media, and serial titles were cataloged by Sherrilynn and Damian, down 304 titles, or 15.12% from FY12. And with a continuing nod to the move away from print to digital, over 14,400 digital books were also made available this year due to last May’s purchase of Books 24/7’s information technology and engineering collections and also because several of the databases to which the Library subscribes contain e-books. Entering the vendor-supplies MARC records for these resources is a time-consuming task, but one that Damian willingly takes on because the librarians believe that more use will be made of the titles if they are findable in WILDPAC. Please see Table 12.

Once again, Vicky was responsible for the majority of the collection development done throughout the year. However, as is the case each year several departments also devote time and effort to this task. This year History, English, and Communication were joined by Physics and Sociology as active selectors. Vicky continues to send out book review cards from Choice to assist faculty collection development efforts, but she receives few of the cards back as requests. Unfortunately all of the departments mentioned are in the College of Arts and Sciences, so their efforts did little to alter the distribution of expenditures by College from what it has been in the past. Please see Tables 13-15.
One bright note in book selection was the 94.9% increase in monies spent on Pharmacy materials. This increase in expenditures is the result of the College requesting the digital book platform AccessPharmacy. The set contains a collection of e-books, multimedia, self-test (including NAPLEX review) materials, cases and care plans, as well as the full text of many of the major pharmacy textbooks. The Pharmacy faculty feel this will be a useful collection of materials, especially for IPC modules. To be sure both IPC faculty and learners felt comfortable with the resource, Kyle presented an orientation to them in January.

The Media fund also was reduced in FY13, losing $5,000.00 from its FY12 allocation. Isabel continued her fine collection development efforts with the leisure DVDs, making sure that the most popular movies were available for checkout to the students, faculty, and staff almost as soon as they were released for sale. A decision was made this year to stop purchasing television series unless a series was requested by a faculty member. The reason for this was the high loss rate of parts of the series and the need to replace the entire set in most instances in order to replace the missing DVD. So far we have not received any complaints about the change in policy and fortunately, the number of suggestions received for such series has decreased. However, this change did result in fewer DVDs being purchased and less money being spent on leisure DVDs.

However, again due to Vicky’s tremendous efforts, the Library was able to use media monies to add over 10,000 digital films to its media collection. In early fall, Vicky arranged for the Library and campus to trial the vast Films on Demand database available from Films Media Group. After some cajoling from Vicky, faculty members from several departments reviewed the database and came away very excited and anxious to have the Library purchase the resource. Because many of the film titles the Library has purchased in the past were provided by the Films Media Group, it was hoped that the database subscription would replace a majority of the yearly purchases made to support coursework. With that in mind, the subscription was started in October and has been heavily used since.
With over 10,000 films available via the Internet wherever bandwidth is sufficient, the faculty have found that a great majority of their course-related film needs are met. The amount of monies spent on films for class use decreased 20.73%, down $2,969.00 from $14,317.00 in FY12 to $11,348.00 with the subscription cost for Films on Demand included. The Library hopes that this level of savings continues in the coming years. Please see Tables 16-17.

All database and journal subscriptions are considered on-going commitments by the Library and as such there is little flexibility in their budget lines once renewal agreements have been signed which for most titles is in December. Thus, with new programs requiring new resources, and existing programs desiring to change teaching resources, stagnant budget lines are most troublesome. But this was the case for the Database and Electronic Journals budget lines in FY13, so some careful changes were made to these collections in order to meet as many curricula needs as possible in both FY13 and FY14.

Of these two budget lines, Databases is the largest, with an allocation of $281,298.00. In most years, more money is transferred into the account in order to cover the increases in subscription prices and this was the case in FY13 as well. However, with the substantial cut to the Book budget and the electronic journal collection growing rapidly due to new programs, the amount available to transfer was very limited. Thus, with the addition of ARTstor for the Cultures Program and the College of Business’ change from Telemet Orion to Morningstar Direct for use as their classroom and Trading Room financial database last summer it became necessary to cancel several databases to cover the current and anticipated subscription expenses.

Two of the titles canceled were obvious because Morningstar Direct was replacing them: Morningstar and Telemet Orion. But their costs did not equal the shortfall so additional databases needed to be selected. The librarians considered two factors in making the choices: 1. usage data that the Library has been collecting for years, and, 2. the availability of the same or similar information in other databases accessible at D’Amour or free on the Internet. After
several meetings, six databases were designated for cancelation: Conference Board Business & Economic Portfolio, Historical New York Times, Management & Organization Studies, American History in Video, Encyclopaedia Britannica, and Mergent Online.

The savings from these cancelations will not be totally realized until July, 2013 due to the subscription cycle of several of the titles. However, the cancelations did cover the shortfall in the FY13 Database budget and will make it possible for the Library to add the American Society of Civil Engineers Library, a collection of 33 full-text journals, in July as well as to re-subscribe to Mergent Online, a business resource whose value students realized when it was gone, thanks to some very savvy negotiating on Dan’s part this spring.

While the Library was canceling databases the State of Massachusetts was adding them and providing access to everyone in the state. D’Amour Library placed 10 of the State-funded resources on its Databases A-Z web page. The new resources are:

Books & Authors
Business Insights: Essentials
Encyclopaedia Britannica Online Student Edition
Global Issues in Context
Literature Resource Center
Nursing Resource Center
Opposing Viewpoints in Context
Science in Context
U.S. History in Context
World History in Context

The collection feeling the greatest impact from the FY13 budget situation was electronic journals. Funded at only $68,807.00 at the start of the fiscal year, the Library had spent $91,803.00 by the end of May. This large increase in expenditures was the result of adding seven electronic journals for the new doctoral program in Engineering Management, the purchase of additional pre-paid transactions from Science Direct to be used by Neuroscience and other science disciplines, and starting three subscriptions to heavily used business journals previously available in Management and Organization Studies as well as the overall increase in price of existing e-journal subscriptions. Only one electronic journal was canceled during the year, Current Digest of the Russian Press, so monies were taken from the book and print periodical accounts to fund the shortfall in this account.

While the Library was able to provide the journals requested by the new Engineering Management program and will be able to provide those needed for Civil Engineering, it was not able to respond positively to many of the requests for new journal titles it received during the year. Several journals have been identified as critical for the new Master’s in Communication program and several new titles have been jointly recommended for purchase by Forensic Biology and Physics. And there are outstanding requests from the Chemistry Department from FY12 that remain unfilled. In order to make room for some of these purchases, a few electronic journal titles that recorded little if any use are not being renewed. Unfortunately these savings will not be realized completely until July 2014, so one can expect some very tight budgetary maneuvers in the next fiscal year so that as many curricula needs as possible can be met. Please see Table 18.
The College of Pharmacy’s library allocations continued to grow according to their ProForma and these monies were put to good use in FY13. As stated earlier, the monies spent on book materials increased almost 95%. Additionally six new journals were made available to the faculty and College. These titles were: Clinical Therapeutics, International Journal of Clinical Pharmacy, International Journal of Pharmacy Practice, Journal of Pharmaceutical Health Services Research, Research in Social and Administrative Pharmacy, and Teaching and Learning in Medicine. And as forecast, with the increased number of learners now enrolled in the College, the costs for databases went up as the higher enrollment was calculated into renewal costs. Also contributing to the larger expenditure in the Database budget line was the cost of the new PharmacyLibrary database. This resource was purchased in May, 2012 so most of its $7,500.00 cost was paid this year due to the bulk of its subscription period occurring in FY13. Please see Table 19.

INFORMATION ACCESS

Use of the Collections

Given that the overall use of D’Amour as “library as place” declined in FY13, it was not surprising that the use of the collections did as well. With more and more students relying on the Web for so many of their academic and entertainment needs, the downward trend in circulation continued for a second year. Total circulation as recorded by the Library’s Millennium system fell 6.16%, from 37,280 in FY12 to 34,985 checkouts in the current year. For eight years the Library has tracked student use of the collections closely because they are considered the major clientele of D’Amour. After what appears to be an anomalous year in FY11, the decline in FTE student use of print and audiovisual materials continued this year, down from 4.48 last year to 3.54 as of May 31. During the year, only the Juvenile and Video collections saw any increase in use. The use of the DVD collection that used to prop up the student circulation counts experienced a steep decline, dropping 21.18% from last year which was a 5.02% decrease from FY11. Students did take more advantage of the various technologies circulated by the Library, with the use of laptops rising 26.24% despite the large number of personal laptops owned by students. Interestingly, the use of print faculty reserves rebounded from last year’s steep decline, improving by 14.14% while the use of electronic reserves dropped precipitously, down 47.68%! Please see Tables 20-21.

The tremendous reduction in electronic reserves may be the result of two factors: the wide-scale adoption of the new learning management system, Kodiak; and the changes in the Library’s electronic reserves practices caused by the decision in the Georgia State University copyright case in May, 2012. With more faculty members utilizing Kodiak and being able to post articles and other course readings online easily, fewer faculty may have found need of the Library’s e-reserve services. Additionally, the Court’s decision created more specific rules for how much of a book could be placed on electronic reserve and this greatly reduced the flexibility the Library had had with electronic reserves. The ruling limits the amount of material that can be posted to no more than 10% of a book with fewer than 10 chapters, and no more than one chapter of a book having more than 10 chapters. In the past faculty members had been able to post more
material. The faculty accepted these changes graciously understanding that the Library needed to enforce copyright, but the number of classes using e-reserves went from 358 last year to 265 this year, dropping below the previous low recorded in FY10 of 273 classes. Please see Table 22.

Although the number of e-reserves was far smaller and overall reserve use declined by a third, this did not mean that each semester did not start with a bang in Circulation this year. As always, Lindsay (who did an excellent job notifying the faculty of the changes in the Library’s e-reserve policy), Deb, Terrilyn, and Valerie worked extremely hard to place many items on reserve in time for assignments throughout late August and September. Many faculty members respond to Lindsay’s early appeals for reserve lists, but many others do not which creates a bit of reserve madness at the start of each semester. And despite the many other beginning of the semester tasks that they must handle on top of reserves, the staff always manages to meet the needs of all requesting faculty. Their heroic efforts are greatly appreciated by their faculty colleagues.

The pattern of student use by subject remains basically the same year to year. The classification ranges containing the majority of the popular DVDs, i.e. theater and broadcasting, have shown the greatest use since 2007 and continued to do so this year despite the 1,855 drop in checkouts of this format. Happily some increased use was recorded in materials dealing with United States history, general science, philosophy, and math and computer science. Please see Tables 23-24.

While print and media formats continued to be under-utilized by students and other library users the upward trend in the use of the Library’s digital databases continued in FY13. Overall use of the databases as measured by searches rose 19.55% with full-text retrievals improving by 31.67%.

Once again the database seeing the most use was Academic Search Premier which is introduced in the First Year Information Literacy classes and because of its broad subject coverage continues to be the database many students consult first throughout their four years. Use of the full-text newspaper database, Newsbank Access Full-text News also showed nearly a 10,000 search increase in use from last year. This database which consists of Access Business News and
Access World News makes thousands of newspapers available including Springfield’s Republican and according to Josh is heavily utilized Tim Vercellotti’s classes.

The cyclical nature of the curriculum affects which of the subject-specific databases are used during the year. Several subject-specific databases continued their year-to-year growth pattern during the period July 1, 2012 to May 31, 2013. Among these were: SocIndex with full-text, Ibis, Criminal Justice Abstracts, and PsychInfo. Other specialized databases that had experienced significantly lower use in FY12 rebounded in FY13. Some of these were: MLA International Bibliography, up 51.29% or 1,052 searches; Business Source Premier which improved by 4,249 searches or 31.33%; Education Research Complete that saw 1,055, or 32.1%, more searches; and Literary Reference Center, up 958 searches or 21.26%. Please see Tables 25-26.

Several of the newer databases showed that they have been adopted by users. The Library’s newest addition, ARTstor, proved itself to be a valuable resource in its first year with 5,153 searches performed and 3,540 full-text/images retrieved. In their first full year both Dynamed and Westlaw Campus posted very respectable numbers and year-to-year growth. Somewhat surprisingly, use of Medline with full-text tumbled in FY13, dropping in use by just over 2,000 searches. This statistic is misleading though as many of the ILL requests submitted by Pharmacy faculty members came from the NCBI Entrez interface that provides access to PubMed.gov and other government medical databases. Unfortunately the searches done in these databases would not have been tracked in the data available to the Library. Other Pharmacy related databases also showed less use, but again, that may be due to the nature of the curriculum. As more time passes such use patterns should become clearer.

Interlibrary Loan

From July 1, 2012- May 31, 2013 the number of interlibrary loan borrowing requests rebounded impressively from the downturn recorded in FY12. During the period 2,190 requests for materials were handled by Dan, Judie, and Deb, an increase of 19.35%. Much of the increase can be attributed to active users in Pharmacy, the new Engineering Management doctoral program, and Communication, but many other departments made more use of the service this year than they did last. Please see Table 27.

Articles continue to be the most requested format, comprising 71.64% of the 2,190 requests received. The majority of the articles were received digitally through Ariel, OCLC’s Article Exchange, or email. Digital copies are often received within a day or two of ordering, but because books and obscure articles take far longer to receive the average turnaround time for all requests remained at 10 days. And while it is heartening to see use of ILL improve, the large number of requests and their nature also led to a huge increase in borrowing costs. So far in FY13, the Library has spent $4,215.00 to obtain copies of articles and books not owned. This is a 153.92% increase in expenditures over FY12. The requests made by Pharmacy accounted for a large portion of these costs which is not surprising because the journals being requested are held most often by large medical libraries that need to charge for lending because of the large volume of requests they receive. However, requests from Psychology and Engineering Management contributed substantially to the total as did the Library’s requests for articles written by Western New England faculty. Fortunately, most of the charges are handled through OCLC’s IFM
program and are deducted from the Library’s adequately funded OCLC deposit account. The Library made some adjustments to its borrowing procedures in the spring semester in an attempt to diminish costs, but it is virtually impossible to know how effective the changes were. As the University moves forward with new programs and more Pharmacy learners, the Library will need to carefully monitor ILL costs and make provisions for yearly increases. The Library will also investigate the pharmacy-related journals from which articles were borrowed to see if there are titles that should be purchased for the collection; just as it did when the Behavior Analysis doctoral program was new.

Once again this year, the number of requests made by the students in the Behavior Analysis doctoral program decreased. Last year these students accounted for 811 requests, but this year only 483. Psychology undergraduate students increased their use of ILL by close to 50% and Psychology faculty members by 22.53%. The total usage by these three groups kept Psychology in the number one spot for the year, but their colleagues in the College for Pharmacy are creeping up on that spot. Between July and May, the COP requested 469 items, up from only 90 last year! And the new Ph.D. students in Engineering Management made their presence known with 108 requests; requests that put Judie to the test due to the lack of holding libraries for many of the titles requested. However, Judie proved her mettle and she was able to get almost all of the articles for the new graduate students.

As expected the number of requests from other libraries for loans of D’Amour materials declined through May of this year. Due to its subscriptions to databases and electronic journals D’Amour Library makes the full-text of 47,000+ journals available to the campus community onsite. For many other academic libraries the same is true, making the number of articles needing to be borrowed far less than in the years before online journal aggregators. This year 1,528 lending requests have been processed. While this number represents a 5.1% reduction, it remains the case
that fulfilling lending requests represents a substantial time commitment for searching and scanning by the ILL department as 647 of the requests were filled. Please see Tables 28-31.

May, 2013 brought some additional excitement to the Interlibrary Loan Department. After many years of using the same web-based resource sharing system from OCLC, everyone on the staff was quite expert and very comfortable with all of its processes. That comfort level got rattled in the spring when OCLC announced that it would end its support of the current system and all users would need to move to WorldShare Interlibrary Loan. For two weeks in May Dan, Judie, Deb, and the director sat through several webinars, learning the new system and other new features of OCLC’s ILL service. Dan and Deb have already started using the new interface, but Judie is completing FY13 on the existing system while she learns the new one. With the start of FY14, all requests will be done on the new system and the Library will begin to use Article Exchange which in conjunction with Ariel will enable the Library to easily send digital copies of materials to requesting libraries around the world. All of the ILL staff members are to be commended for their efforts with the new WorldShare system.

Archives

The days of the Archives being unknown are past. In her time as University archivist Rosemary has brought the Archives out into the collective consciousness of the campus community and it is now a rare week that goes by without some interesting request for historical information being received or another box of treasures appearing at her office door. Such success, of course, comes at a price and this year the price was not enough time to devote to the monumental task of reorganizing all of the materials using a coherent and consistent classification system. However, with the purchase of a good scanner for the Archives at the end of last year, responding to some of the many requests became faster. Even with fewer hours to devote to the task, Rosemary and her most capable student assistants have made great progress with all of the boxes having some sort of content listing and being arranged so that similar materials are adjacent to each other. A far cry from the Archives Rosemary encountered when she began the University’s history book!

Digitization was at the forefront of Archives activities this year. The digitization efforts that began last year with the slides and photographs continued during FY13 with much progress being made, especially with materials representing areas of popular interest. The Library was able to purchase a new terabyte external hard drive to use for storing the digital images which brought an added layer of security to the digitization process which was greatly appreciated by all. And in April, Rosemary, Damian, and the director met with Kathy Pappas from Alumni Relations to discuss how to begin the digitization of materials beyond the photographs and slides. Alumni Relations has already created a PDF copy of all of the College/University yearbooks and they are aware of interest by alumni in being able to access other memorabilia digitally so they will be good partners as the Archives moves forward with digital formats. There are many complex factors to be considered in moving to digital format and from the early meetings it is clear that the different perspectives of this group should be most helpful in establishing the parameters and guidelines for this enormous task.

In addition to digitizing materials, much progress was made on the second volume of provenance and photographs of the University’s permanent art collection. After spending many hours
tracking down the location of items, researching their provenance and ordering plaques, the volume is nearing completion. Having this information in one place will be most helpful not only to the archivist, but to the University as a whole.

The Archives received many artifacts and much realia when Western New England College became Western New England University in 2011. During the year, Rosemary and the student assistants devoted time to the preservation of these items, many of which are unique and in delicate condition. In order to assist with this project, Rosemary applied for and was awarded an Alumni Association grant of $2,500.00. The majority of the grant will be used to fund the work of a student assistant whose responsibility it will be to place the collection in appropriate preservation containers.

MILLENNIUM, THE WEB, AND TECHNOLOGY

The ECAR Study of Undergraduate Students and Information Technology, 2012 report found that 67% of the students surveyed use their smartphone for academic purposes.8 (ECAR, 14) Other reports and articles support this finding and thus, many libraries are now providing mobile versions of their websites that are accessible via smartphones. In fall 2012 D’Amour Library joined these ranks, implementing Library Anywhere’s “universal” application which is suitable for any mobile device regardless of its operating system.

Over the summer Damian constructed the mobile website which provides access to WILDPAC, LibGuides, and mobile-friendly versions of the Library’s databases. Patrons can also find information about the Library’s hours, interact with the Ask-a-Librarian service, renew materials via their library account, and keep up with University news. It took some time for OIT’s Web Services to create the necessary button for the Library’s home page, but by the end of October the site was up and running for student use.

Adoption of the mobile platform has been slow, but there appear to be a few steady users. Usage was highest in January, perhaps because of the semester break and students found it useful for research while they were away from campus. The Library has done little to publicize the availability of the mobile site, but given the limited use of the site it would seem prudent to do more in the coming academic year.

In another nod to the capabilities of smartphones, at the suggestion of a member of the Pharmacy faculty, QR codes were added to record displays in the classic version of the online catalog, WILDPAC. The QR (Quick Response) code contains the call number, title, author, and other important bibliographic information found in a title’s entry in the catalog. A user with a barcode scanner app can scan the code into their phone and use it to retrieve the desired title in the stacks.

Last May the Millennium system shared by D’Amour Library and the Law Library received a new server to service its staff functions and the classic WILDPAC online catalog. During FY13 it became necessary to replace the Encore server that maintains the Web 2.0 version of the online catalog. Although the server is only 3.5 years old, it does not have the computing or storage capacity to handle any further upgrades of the Encore application. And in the spring it began to experience “hanging” processes that effectively shut down the server making the Encore search application unreachable by library users. With financial and technical help from OIT the libraries purchased a new, higher capacity server that was received in June. Due to scheduling issues at Innovative the new server will be installed in July.

In addition to the new Encore server, the Library and OIT collaborated on other important projects during the year. The most welcome project was the work of the networking group who determined how to automate changing the passwords used for the nine guest computer passes. For several years, the circulation staff had to manually change these passwords every week day so that users could not record them and utilize passes without checking them out. In October, networking created new usernames for the guest passes and using passwords supplied by Valerie an automated script now updates the passwords connected to each of the new accounts. This change saves a tremendous amount of time each day and it is greatly appreciated by all of the staff!
The students would probably say that the purchase of new printers that the Library and OIT collaborated on was their favorite project. During the year the Library worked with Sarah Malanson to replace three of the five network printers, including the color printer twice! The two new black and white printers purchased with Library funds at the end of the year replaced ones that had been in service for at least five years and had printed hundreds of thousands of pages. The least used of the two was installed in BG26, replacing a printer that had been purchased in 1999 and was finally failing. The Library’s student assistants will also like the new printers as they can hold 1,500 sheets of paper meaning fewer paper runs during the academic year!

After printing nearly 2 million pages a piece over three years, the two first floor high speed black and white printers were replaced in March. The old printers were truly on their last legs at the end and Lindsay deserves great thanks for her efforts to keep them running for the students who use them almost constantly during the academic year.

Obviously printers were an issue for the Library during the year. But despite sporadic problems, especially with the main level printers, printing was available in multiple locations throughout the building at all times and it was very well used. In the period of July 1, 2012 – May 31, 2013, 2,688 reams of paper, or 1,344,000 pieces of paper were used by the seven networked printers. This represents a 60 ream increase over the same period in FY11 which is a great improvement over the 248 ream increase recorded last year. Hopefully this is an indication that the students and other users are making better use of the duplex printing functionality of the printers and are being more careful with what they choose to print. Please see Table 32.

STAFF

As one can see from this report, the success of D’Amour Library this year is once again due to many individuals working together towards a common goal: providing excellent service and instruction to students, faculty and staff as well as to the many guests who add diversity and new perspectives to the Library and campus. While writing this report means several late nights for its author as well as hours crunching numbers, it is a welcome exercise as it provides her the opportunity to be reminded of all the small and large tasks done by her library colleagues that made the year special. As all of the staff go about the day-to-day business of the Library lots of things go un-noticed so this is one opportunity to draw attention to those good deeds, random acts of kindness, extra efforts, and welcome camaraderie.

For example, to call attention to the way Judie called a distant library to find out what happened to the acoustics article that got lost along the interlibrary loan path and who accepted the challenge of new ILL software even though retirement looms on her horizon (not yet though Judie, ok?); to Isabel who always had the next “big” DVD ready for students on Friday when it had been released on Tuesday and who made sure the flowers looked so beautiful for the Faculty Authors’ Tea and other special occasions; to Sherrilynn who greeted each person using the fax as if they had known each other for years making the students feel special just by being in her office, who made sure the light bulbs got changed and hundreds of notices got made, and who became best friends with our colleagues in HVAC trying to make the building comfortable despite its design; to Dan who made sure the databases worked ALWAYS while negotiating great deals for our databases and journals and who with great kindness and support is leading the
way to WorldShare ILL; to Damian whose idea of “rush cataloging” books when faculty or students were waiting actually meant getting the item out to them within an hour, not a day, and who suffered through the RDA cataloging protocol change without us even knowing it; and to Rosemary who never tires of going to the Archives even though the temperature is always at least 20 degrees colder than the rest of the building and who always had time to look up just one more thing needed by someone on campus, and without whose vision and energy the Archives would be so much less.

And to those tireless colleagues whose primary responsibility is instruction and who are known and respected by so very many students: to Mary Jane who never gave up advocating for a for-credit research course and finally got to teach such a course twice this year, along with 107 other IL sessions each individually designed, each benefitting from her willingness to only settle for the best, and who still found time to edit a portion of a well-known reference standard; to Josh who gave 100% to everything he did including the new course and the 107 instruction sessions he prepared and taught and who always found time to help with whatever project his colleagues were involved with, from hanging holiday lights to moving offices; and to Kyle who took on the challenges of a brand new position, serving a brand new College and created a good foundation for her successor as Pharmacy librarian to build on all while learning how disciplines other than the sciences do research so that she could teach many instruction sessions (30 this year) for first-year students in her brief, three years with us.

And to the more “public” faces who man the front desks every day like Vicky who stayed late to find an obscure article on Arthur Schlesinger Jr. in the New York Times for a guest, who never stopped trying to find just “the right” source for every student she helped at the Reference Desk, who worked every Wednesday evening in the fall because her wounded colleague could not, and who helped out with a very, very busy instruction schedule; to Valerie for the gentle and kind way she helped guests understand the Library’s policies and made everyone feel welcome, for coming up with 31 sets of individual passwords for nine guest passes and for doing battle with finicky barcode scanners too many times during the year; to Lindsay whose unfailing attention to all things about the building, the printers, and daily circulation ensured that the Library’s level of service was terrific always, even when the printers failed more than they worked in February, who was willing to crawl under carrels to see why a PC was not working (even when wearing a dress), who ensured that the building was festive for every holiday and who earned her MLIS while working full time at D’Amour; to Deb for her great attention to detail that helped so many of us with so many things, like circulation statistics and ILL requests on weekends as well as for her willingness to sit through numerous ILL webinars even at home because the connection worked better; and to Terrilyn for always being willing to help fill scheduling gaps in the evening or on a weekend so her colleagues could visit ailing family or go on vacation, for ensuring that there was always enough paper for the printers that never seemed to stop running at the end of the semester, and for her welcoming smile that brightened everyone’s day.

And especially to all of the wonderful student assistants who gave the Library so much help with so many things from mundane circulation tasks, to shelving books so they could be found again, to digitizing photographs and slides, to investigating the provenance of works of art, to creating call number labels, to sending articles and books to other libraries for other students and faculty while being good students and interesting and wonderful people.

It continues to be my honor and pleasure to work with and to be part of this talented staff.
<table>
<thead>
<tr>
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<th>Title</th>
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<tr>
<td>Barbeau, Isabel</td>
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<td>Sobinski-Smith, Mary Jane</td>
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Table 1

Instruction by Semester

Table 2

Reference Questions by Type, FY13
Table 3

Reference Questions by Type and Month, FY 13

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Chart courtesy of Ms. Ludwig

Table 4

Reference Questions by Method FY13

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Computer Questions 2010-2013

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<td>May</td>
<td>57</td>
<td>543</td>
<td>535</td>
</tr>
<tr>
<td>Total</td>
<td>469</td>
<td>543</td>
<td>535</td>
</tr>
</tbody>
</table>

Chart courtesy of Ms. Ludwig

Table 6

D'AMOUR LIBRARY ALL-DAY USE BY DAY OF WEEK FY12-13

<table>
<thead>
<tr>
<th>Day of the Week</th>
<th>FY12 Headcount</th>
<th>FY13 Headcount</th>
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<tbody>
<tr>
<td>Sun</td>
<td>23068</td>
<td>20078</td>
</tr>
<tr>
<td>Mon</td>
<td>39584</td>
<td>35230</td>
</tr>
<tr>
<td>Tues</td>
<td>38178</td>
<td>36576</td>
</tr>
<tr>
<td>Wed</td>
<td>39391</td>
<td>37108</td>
</tr>
<tr>
<td>Thurs</td>
<td>33146</td>
<td>33149</td>
</tr>
<tr>
<td>Fri</td>
<td>15497</td>
<td>14259</td>
</tr>
<tr>
<td>Sat</td>
<td>8316</td>
<td>7301</td>
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</table>

Chart courtesy of Ms. Beagle
Table 7

<table>
<thead>
<tr>
<th>Area</th>
<th>FY12</th>
<th>FY13</th>
</tr>
</thead>
<tbody>
<tr>
<td>Computers</td>
<td>72931</td>
<td>66870</td>
</tr>
<tr>
<td>Tables</td>
<td>88952</td>
<td>86100</td>
</tr>
<tr>
<td>DLC</td>
<td>13361</td>
<td>9937</td>
</tr>
<tr>
<td>Collaboration</td>
<td>9524</td>
<td>8925</td>
</tr>
<tr>
<td>BG26</td>
<td>4926</td>
<td>4823</td>
</tr>
<tr>
<td>Mac Lab</td>
<td>5503</td>
<td>5290</td>
</tr>
<tr>
<td>Mediascape</td>
<td>937</td>
<td>620</td>
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<tr>
<td>D319</td>
<td>1056</td>
<td>879</td>
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Table 8

<table>
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<tr>
<th>Year</th>
<th>Patron Headcount</th>
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<tbody>
<tr>
<td>FY09</td>
<td>60,108</td>
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<td>FY10</td>
<td>65,303</td>
</tr>
<tr>
<td>FY11</td>
<td>68,140</td>
</tr>
<tr>
<td>FY12</td>
<td>78,422</td>
</tr>
<tr>
<td>FY13</td>
<td>67,181</td>
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</table>

Note: 2011-2013 include D319 and Mediascape
### Table 9

<table>
<thead>
<tr>
<th>Area</th>
<th>FY09</th>
<th>FY10</th>
<th>FY11</th>
<th>FY12</th>
<th>FY13</th>
</tr>
</thead>
<tbody>
<tr>
<td>COMPUTERS</td>
<td>20967</td>
<td>21322</td>
<td>22341</td>
<td>22361</td>
<td>18641</td>
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<td>TABLES</td>
<td>26540</td>
<td>27827</td>
<td>30409</td>
<td>39094</td>
<td>35440</td>
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<td>DLC</td>
<td>7997</td>
<td>7229</td>
<td>6520</td>
<td>6853</td>
<td>4460</td>
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<td>COLLABORATORY</td>
<td>3059</td>
<td>3347</td>
<td>3155</td>
<td>3108</td>
<td>2849</td>
</tr>
<tr>
<td>MEDIA-SCAPE</td>
<td>1453</td>
<td>3270</td>
<td>2712</td>
<td>3808</td>
<td>3002</td>
</tr>
<tr>
<td>B/G 26</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>2048</td>
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<tr>
<td>MAC LAB</td>
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<td></td>
<td></td>
<td></td>
<td>687</td>
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<td>D319</td>
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<td>463</td>
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### Table 10

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<tr>
<th>Area</th>
<th>Total Hours Used</th>
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<tbody>
<tr>
<td>FY11</td>
<td>7201</td>
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<tr>
<td>FY12</td>
<td>6829</td>
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<tr>
<td>FY13</td>
<td>5428</td>
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</tbody>
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Table 11

Guest Computer Passes: Total Hours Used by Semester
AY11 - AY13

<table>
<thead>
<tr>
<th>Series1</th>
<th>Number of Hours</th>
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</thead>
<tbody>
<tr>
<td>Fall 2010</td>
<td>2645</td>
</tr>
<tr>
<td>Spring 2011</td>
<td>3338</td>
</tr>
<tr>
<td>Fall 2011</td>
<td>2487</td>
</tr>
<tr>
<td>Spring 2012</td>
<td>3097</td>
</tr>
<tr>
<td>Fall 2012</td>
<td>1840</td>
</tr>
<tr>
<td>Spring 2013</td>
<td>2120</td>
</tr>
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</table>

Chart courtesy of Ms. Beagle

Table 12

Cataloging Statistics for D'Amour Library
July 1, 2012 through May 31, 2013

<table>
<thead>
<tr>
<th>Additions to the Collections</th>
<th>Use of OCLC for Cataloging</th>
</tr>
</thead>
<tbody>
<tr>
<td># Non-Digital Titles added 1,707</td>
<td># Searches 5,008</td>
</tr>
<tr>
<td># Print Book 1,422</td>
<td># Exported Records 1,826</td>
</tr>
<tr>
<td># Print Serials 2</td>
<td># Updated Holdings 1,488</td>
</tr>
<tr>
<td>#DVDs 235</td>
<td># Deleted Holdings 989</td>
</tr>
<tr>
<td># Compact Discs 48</td>
<td># Original Records Contributed 24</td>
</tr>
<tr>
<td># Digital Titles 24,531</td>
<td></td>
</tr>
<tr>
<td># Electronic Journals 16</td>
<td></td>
</tr>
<tr>
<td># Electronic books 14,416</td>
<td></td>
</tr>
<tr>
<td>#Digital videos 10,099</td>
<td></td>
</tr>
</tbody>
</table>
Table 13

<table>
<thead>
<tr>
<th>College</th>
<th>Titles Added</th>
<th>Items Added</th>
<th># of Orders Received</th>
<th>$ Amount of Orders*</th>
<th>% of All Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARTS &amp; SCIENCES</td>
<td>1292</td>
<td>1566</td>
<td>1034</td>
<td>$36,944.44</td>
<td>77.76%</td>
</tr>
<tr>
<td>ARTS</td>
<td>1136</td>
<td>1399</td>
<td>936</td>
<td>$32,775.21</td>
<td>68.99%</td>
</tr>
<tr>
<td>SCIENCES</td>
<td>156</td>
<td>167</td>
<td>98</td>
<td>$4,169.23</td>
<td>8.78%</td>
</tr>
<tr>
<td>BUSINESS</td>
<td>70</td>
<td>84</td>
<td>74</td>
<td>$6,713.65</td>
<td>14.13%</td>
</tr>
<tr>
<td>ENGINEERING</td>
<td>75</td>
<td>84</td>
<td>55</td>
<td>$3,850.53</td>
<td>8.10%</td>
</tr>
<tr>
<td>totals</td>
<td>1437</td>
<td>1734</td>
<td>1163</td>
<td>$47,508.62</td>
<td>100.00%</td>
</tr>
</tbody>
</table>

expenditures through 5-31-2013

Table 14

D’AMOUR LIBRARY ACQUISITIONS FOR FY13 BY COLLEGE

<table>
<thead>
<tr>
<th>College</th>
<th>Titles Added</th>
<th>Items Added</th>
<th># of Orders Received</th>
<th>$ Amount of Orders*</th>
<th>% of All Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARTS &amp; SCIENCES</td>
<td>1292</td>
<td>1566</td>
<td>1034</td>
<td>$36,944.44</td>
<td>77.76%</td>
</tr>
<tr>
<td>ARTS</td>
<td>1136</td>
<td>1399</td>
<td>936</td>
<td>$32,775.21</td>
<td>68.99%</td>
</tr>
<tr>
<td>SCIENCES</td>
<td>156</td>
<td>167</td>
<td>98</td>
<td>$4,169.23</td>
<td>8.78%</td>
</tr>
<tr>
<td>BUSINESS</td>
<td>70</td>
<td>84</td>
<td>74</td>
<td>$6,713.65</td>
<td>14.13%</td>
</tr>
<tr>
<td>ENGINEERING</td>
<td>75</td>
<td>84</td>
<td>55</td>
<td>$3,850.53</td>
<td>8.10%</td>
</tr>
<tr>
<td>totals</td>
<td>1437</td>
<td>1734</td>
<td>1163</td>
<td>$47,508.62</td>
<td>100.00%</td>
</tr>
</tbody>
</table>
Table 15

Pharmacy Expenditures for Library Materials, FY12 and FY13

<table>
<thead>
<tr>
<th></th>
<th>FY12</th>
<th>Continuations</th>
<th>Periodicals (print and electronic)</th>
<th>Databases</th>
</tr>
</thead>
<tbody>
<tr>
<td>Books</td>
<td>$4,624</td>
<td>$1,238</td>
<td>$84,974</td>
<td>$49,319</td>
</tr>
<tr>
<td>FY13</td>
<td>$9,012</td>
<td>$0</td>
<td>$92,881</td>
<td>$64,547</td>
</tr>
</tbody>
</table>

Table 16

Distribution of Materials' Expenditures as of May 31, 2013

- Books: $283,557.00
- Media: $14,564.00
- Print Journals: $57,393.55
- E-journals: $91,803.00
- Databases: $21,012.00
<table>
<thead>
<tr>
<th>Subject areas determined by Library of Congress call numbers</th>
<th>Titles Added</th>
<th>Items Added</th>
<th># of Orders Received</th>
<th>$ Amount of Orders</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ARTS</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>AMERICAN LITERATURE</td>
<td>85</td>
<td>92</td>
<td>72</td>
<td>$2,155.35</td>
</tr>
<tr>
<td>ARTS</td>
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<td>54</td>
<td>36</td>
<td>$1,360.46</td>
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<td>BROADCASTING</td>
<td>36</td>
<td>75</td>
<td>35</td>
<td>$944.83</td>
</tr>
<tr>
<td>ECONOMICS</td>
<td>69</td>
<td>74</td>
<td>63</td>
<td>$6,134.28</td>
</tr>
<tr>
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<td>60</td>
<td>36</td>
<td>$1,146.29</td>
</tr>
<tr>
<td>ENGLISH LITERATURE</td>
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<td>56</td>
<td>46</td>
<td>$1,431.74</td>
</tr>
<tr>
<td>FOREIGN LANGUAGES &amp; LITERATURE</td>
<td>56</td>
<td>61</td>
<td>41</td>
<td>$721.47</td>
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<td>19</td>
<td>7</td>
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</tr>
<tr>
<td>GEOGRAPHY/ANTHROPOLOGY</td>
<td>26</td>
<td>31</td>
<td>16</td>
<td>$348.04</td>
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<td>HISTORY</td>
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<td>171</td>
<td>120</td>
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<td>LAW</td>
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<td>27</td>
<td>16</td>
<td>$865.47</td>
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<td>LIBRARY SCIENCE</td>
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<td>29</td>
<td>9</td>
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</tr>
<tr>
<td>LITERARY THEORY</td>
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<td>16</td>
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<td>OCCULT, ETHICS, ETC</td>
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<td>24</td>
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<td>PSYCHOLOGY</td>
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<td>56</td>
<td>44</td>
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<td>RELIGIONS</td>
<td>21</td>
<td>30</td>
<td>18</td>
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<td>SOCIAL SCIENCES, GENERAL</td>
<td>4</td>
<td>6</td>
<td>2</td>
<td>$135.18</td>
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<td>SOCIOLOGY &amp; CRIMINAL JUSTICE</td>
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<td>171</td>
<td>97</td>
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<tr>
<td>SPORTS AND RECREATION</td>
<td>22</td>
<td>26</td>
<td>21</td>
<td>$791.05</td>
</tr>
<tr>
<td>THEATRE</td>
<td>159</td>
<td>178</td>
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<td><strong>1136</strong></td>
<td><strong>1399</strong></td>
<td><strong>936</strong></td>
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<td>23</td>
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<td>$139.94</td>
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<td>$0.00</td>
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<td><strong>$4,169.23</strong></td>
</tr>
<tr>
<td><strong>BUSINESS</strong></td>
<td></td>
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</tr>
<tr>
<td></td>
<td>70</td>
<td>84</td>
<td>74</td>
<td><strong>$6,713.65</strong></td>
</tr>
<tr>
<td><strong>ENGINEERING</strong></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>75</td>
<td>84</td>
<td>55</td>
<td><strong>$3,850.53</strong></td>
</tr>
</tbody>
</table>
Table 18

<table>
<thead>
<tr>
<th>Subject Area</th>
<th>Total Views</th>
</tr>
</thead>
<tbody>
<tr>
<td>Business &amp; Economics</td>
<td>867</td>
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<tr>
<td>History</td>
<td>656</td>
</tr>
<tr>
<td>Sociology</td>
<td>575</td>
</tr>
<tr>
<td>Health &amp; Medicine</td>
<td>472</td>
</tr>
<tr>
<td>Psychology</td>
<td>360</td>
</tr>
<tr>
<td>Biology</td>
<td>315</td>
</tr>
<tr>
<td>Art &amp; Architecture</td>
<td>286</td>
</tr>
<tr>
<td>Political Science</td>
<td>263</td>
</tr>
<tr>
<td>Anthropology</td>
<td>212</td>
</tr>
<tr>
<td>Geography</td>
<td>208</td>
</tr>
<tr>
<td>World Languages</td>
<td>205</td>
</tr>
<tr>
<td>English &amp; Language Arts</td>
<td>202</td>
</tr>
<tr>
<td>Archival Films &amp; Newsreels</td>
<td>189</td>
</tr>
<tr>
<td>Philosophy &amp; Religion</td>
<td>188</td>
</tr>
<tr>
<td>Environmental Science</td>
<td>182</td>
</tr>
<tr>
<td>Area Studies</td>
<td>181</td>
</tr>
<tr>
<td>Criminal Justice</td>
<td>168</td>
</tr>
<tr>
<td>Communication</td>
<td>153</td>
</tr>
<tr>
<td>Guidance &amp; Counseling</td>
<td>104</td>
</tr>
<tr>
<td>Education</td>
<td>73</td>
</tr>
<tr>
<td>Computers &amp; Technology</td>
<td>64</td>
</tr>
<tr>
<td>Family &amp; Consumer Sciences</td>
<td>62</td>
</tr>
<tr>
<td>Earth Science</td>
<td>38</td>
</tr>
<tr>
<td>Physical Science</td>
<td>35</td>
</tr>
<tr>
<td>Careers &amp; Job Search</td>
<td>32</td>
</tr>
<tr>
<td>Music &amp; Dance</td>
<td>32</td>
</tr>
<tr>
<td>Mathematics</td>
<td>20</td>
</tr>
<tr>
<td>Technical Education</td>
<td>17</td>
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</tbody>
</table>
Table 19

Films on Demand Searches, FY13

Table 20

Checkouts per FTE Student, FY11-FY13

<table>
<thead>
<tr>
<th></th>
<th>FY11</th>
<th>FY12</th>
<th>FY13</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Books and Media</strong></td>
<td>4.83</td>
<td>4.48</td>
<td>3.54</td>
</tr>
<tr>
<td><strong>All formats of Material incl. E-reserves</strong></td>
<td>15.83</td>
<td>16.19</td>
<td>11.92</td>
</tr>
</tbody>
</table>
# Table 21

## Student Checkouts by Type of Material, FY11-FY13

<table>
<thead>
<tr>
<th>Type of Material</th>
<th>FY11</th>
<th>% +/- change</th>
<th>FY12</th>
<th>% +/- change</th>
<th>FY13</th>
<th>% +/- change</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>BOOKS</strong></td>
<td>3,115</td>
<td>-11.25%</td>
<td>2,617</td>
<td>-15.99%</td>
<td>2,322</td>
<td>-11.27%</td>
</tr>
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<td>2,179</td>
<td>22.00%</td>
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<td>52.37%</td>
<td>1,786</td>
<td>-13.17%</td>
<td>2,179</td>
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*This figure excludes the Juv., Folio, & Leisure collections.

**This figure includes calculators, headphone splitter, memory card reader, and in FY12 Smartphones.
Table 22

Electronic Reserve Statistics
Fiscal Year 09-10 to Fiscal Year 12-13

Chart courtesy of Ms. Beagle

Table 23

Subject Areas With Highest Student Use, July 2012-May 2013
Table 24

D'Amour Library Student Checkout Statistics
by Subject Area

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<th>FY12</th>
<th>FY13</th>
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*This total not included in overall student circulation total.
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<td>Books 24/7 (new AY13)</td>
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<td>642</td>
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<td>Value Line</td>
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<td>347</td>
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<td>186</td>
<td>539</td>
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<td>Million Dollar Directory/Selectory Online</td>
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<td>294</td>
<td>630</td>
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<td>Business Newsbank (through Dec. 2012)</td>
<td>123</td>
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<td>309</td>
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<td>Books &amp; Authors (new AY13)</td>
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<td></td>
<td></td>
<td>101</td>
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<td>Science in Context (new AY13)</td>
<td>101</td>
<td></td>
<td></td>
<td>101</td>
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<td>Psychiatry Online (July, 2011)</td>
<td>97</td>
<td>185</td>
<td></td>
<td>282</td>
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<tr>
<td>Business Essentials (new AY13)</td>
<td>89</td>
<td></td>
<td></td>
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<tr>
<td>Iter</td>
<td>64</td>
<td>79</td>
<td>81</td>
<td>224</td>
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<td>Kiss, Bow, or Shake Hands</td>
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<td>192</td>
<td>23</td>
<td>273</td>
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<td>Global Issues in Context (new AY13)</td>
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<td>Sports Market Place Directory</td>
<td>38</td>
<td>44</td>
<td>13</td>
<td>95</td>
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<td>Conference Board Business &amp; Economic Portfolio</td>
<td>34</td>
<td>29</td>
<td></td>
<td>63</td>
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<td>Massachusetts History</td>
<td>32</td>
<td>86</td>
<td>242</td>
<td>360</td>
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<td>ASM Handbooks Online</td>
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<td>Massachusetts Newstand</td>
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<td>246</td>
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<td>375</td>
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### Table 25, continued

#### D'AMOUR LIBRARY DATABASE SEARCHES, FY2011-FY2013
**SORTED HIGH TO LOW BY FY13**

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<tr>
<th>Database Name</th>
<th>FY13</th>
<th>FY12</th>
<th>FY11</th>
<th>Total Use</th>
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<td>12</td>
<td>48</td>
<td>66</td>
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<td>ABI/INFORM Global/FirstSearch</td>
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<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>American History in Video</td>
<td>0</td>
<td>62</td>
<td>89</td>
<td>151</td>
</tr>
<tr>
<td>Biology Digest</td>
<td>0</td>
<td>0</td>
<td>344</td>
<td>344</td>
</tr>
<tr>
<td>AHSearch</td>
<td>na</td>
<td>access ended</td>
<td>76</td>
<td>76</td>
</tr>
<tr>
<td>Dissertation Abstracts Online</td>
<td>na</td>
<td>access ended</td>
<td>50</td>
<td>50</td>
</tr>
<tr>
<td>Full-text Newspapers (Boston Globe, Republican)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Management &amp; Organization Studies</td>
<td>ceased</td>
<td>ceased</td>
<td>109</td>
<td>109</td>
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<tr>
<td>Morningstar</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>totals</strong></td>
<td><strong>256,625</strong></td>
<td><strong>214,652</strong></td>
<td><strong>192,094</strong></td>
<td><strong>663,371</strong></td>
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#### GROWTH BY YEAR

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<th>FY13</th>
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<th>FY11</th>
</tr>
</thead>
<tbody>
<tr>
<td>All database use</td>
<td><strong>256,625</strong></td>
<td><strong>214,652</strong></td>
<td><strong>192,094</strong></td>
</tr>
<tr>
<td>Increase in use from previous year</td>
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<td>36,812</td>
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<td><strong>19.55%</strong></td>
<td><strong>11.74%</strong></td>
<td><strong>23.84%</strong></td>
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### Table 26

#### D'Amour Library Full-text Retrievals from Databases, FY10-FY13
**Sorted High to Low by FY13**

<table>
<thead>
<tr>
<th>Database Name</th>
<th>FY13</th>
<th>FY12</th>
<th>FY11</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Search Premier</td>
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<td>27303</td>
<td>91075</td>
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<td>NewsBank Full-text News</td>
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<td>3798</td>
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<td>24412</td>
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<tr>
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<td>7932</td>
<td>11544</td>
<td>29399</td>
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<td>JSTOR</td>
<td>7,452</td>
<td>5882</td>
<td>4895</td>
<td>18229</td>
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<tr>
<td>PsychArticles (Dec. 2011-)</td>
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<tr>
<td>Dynamed</td>
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<td>14130</td>
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<td>Academic OneFile</td>
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### Table 26, cont.

**D’Amour Library Full-text Retrievals from Databases, FY10-FY13**  
Sorted High to Low by FY13

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<tr>
<th></th>
<th>FY13</th>
<th>FY12</th>
<th>FY11</th>
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<td>Psychiatry Online (July 2011-)</td>
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<td>Gallup Brain</td>
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<td>Wall Street Journal</td>
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<td>840</td>
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<td>U.S. History in Context (new AY13)</td>
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<td>Business Essentials (new AY13)</td>
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<tr>
<td>Books &amp; Authors (new AY13)</td>
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<tr>
<td>Regional Business News (FY11-)</td>
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<td>15</td>
<td>338</td>
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<tr>
<td>Global Issues in Context (new AY13)</td>
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<td></td>
<td>22</td>
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<td>Massachusetts History Online</td>
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### Table 26, continued

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<th>D'Amour Library Full-text Retrievals from Databases, FY10-FY13</th>
<th>Sorted High to Low by FY13</th>
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**GROWTH BY YEAR**

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<th>FY13</th>
<th>FY12</th>
<th>FY11</th>
</tr>
</thead>
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<td>31.67%</td>
<td>7.04%</td>
<td>14.07%</td>
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### Table 27

<table>
<thead>
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<th>ILL Borrowing Statistics by Department and User Type, FY12 &amp; FY13</th>
<th>Sorted High to Low by FY13 Use</th>
</tr>
</thead>
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<td>Department</td>
<td>FY13 Dept. Total</td>
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<td>PSYCHOLOGY</td>
<td>810</td>
</tr>
<tr>
<td>PHARMACY</td>
<td>469</td>
</tr>
<tr>
<td>D'AMOUR LIBRARY</td>
<td>229</td>
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<tr>
<td>ENGINEERING MANAGEMENT</td>
<td>108</td>
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<tr>
<td>HISTORY</td>
<td>105</td>
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<td>COMMUNICATION</td>
<td>59</td>
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<td>MARKETING</td>
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<td>MECHANICAL ENGINEERING</td>
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<td>Department</td>
<td>FY13 Dept. Total</td>
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<tr>
<td>---------------------------</td>
<td>------------------</td>
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<tr>
<td>CRIMINAL JUSTICE</td>
<td>40</td>
</tr>
<tr>
<td>INDUSTRIAL ENGINEERING</td>
<td>34</td>
</tr>
<tr>
<td>GENERAL</td>
<td>32</td>
</tr>
<tr>
<td>MATH</td>
<td>28</td>
</tr>
<tr>
<td>NEUROSCIENCE</td>
<td>24</td>
</tr>
<tr>
<td>BUSINESS</td>
<td>23</td>
</tr>
<tr>
<td>BIOLOGY</td>
<td>21</td>
</tr>
<tr>
<td>CHEMISTRY</td>
<td>18</td>
</tr>
<tr>
<td>POLITICAL SCIENCE</td>
<td>17</td>
</tr>
<tr>
<td>ENGINEERING</td>
<td>17</td>
</tr>
<tr>
<td>HUMANITIES</td>
<td>16</td>
</tr>
<tr>
<td>MANAGEMENT</td>
<td>16</td>
</tr>
<tr>
<td>SOCIOLOGY</td>
<td>14</td>
</tr>
<tr>
<td>ACCOUNTING</td>
<td>13</td>
</tr>
<tr>
<td>LAW &amp; SOCIETY</td>
<td>10</td>
</tr>
<tr>
<td>ECONOMICS</td>
<td>7</td>
</tr>
<tr>
<td>ELECTRICAL ENGINEERING</td>
<td>6</td>
</tr>
<tr>
<td>EXPLORATORY</td>
<td>6</td>
</tr>
<tr>
<td>FINANCE</td>
<td>5</td>
</tr>
<tr>
<td>PHYSICS</td>
<td>5</td>
</tr>
<tr>
<td>SPORTS MANAGEMENT</td>
<td>5</td>
</tr>
<tr>
<td>ART</td>
<td>4</td>
</tr>
<tr>
<td>CREATIVE WRITING</td>
<td>3</td>
</tr>
<tr>
<td>PHILOSOPHY</td>
<td>3</td>
</tr>
<tr>
<td>LAW</td>
<td>2</td>
</tr>
<tr>
<td>FORENSIC BIOLOGY</td>
<td>1</td>
</tr>
<tr>
<td>NO DESIGNATION</td>
<td>86</td>
</tr>
<tr>
<td><strong>TOTALS</strong></td>
<td><strong>2560</strong></td>
</tr>
</tbody>
</table>
Table 28

ILL Activity by Type of Material, FY12 and FY13

<table>
<thead>
<tr>
<th>Material</th>
<th>FY13</th>
<th>FY12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Borrowed Articles</td>
<td>1569</td>
<td>1380</td>
</tr>
<tr>
<td>Borrowed Books</td>
<td>320</td>
<td>253</td>
</tr>
<tr>
<td>Loaned Articles</td>
<td>271</td>
<td>208</td>
</tr>
<tr>
<td>Loaned Books</td>
<td>376</td>
<td>399</td>
</tr>
</tbody>
</table>

Data covers the periods July, '11-May, '12 and July, '12-May, '12

Table 29

ILL Borrowing Costs FY12 & FY13

<table>
<thead>
<tr>
<th>Month</th>
<th>IFM Costs FY13</th>
<th>IFM Costs FY12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jul</td>
<td>$262</td>
<td>$127</td>
</tr>
<tr>
<td>Aug</td>
<td>$73</td>
<td>$23</td>
</tr>
<tr>
<td>Sept</td>
<td>$134</td>
<td>$89</td>
</tr>
<tr>
<td>Oct</td>
<td>$300</td>
<td>$170</td>
</tr>
<tr>
<td>Nov</td>
<td>$781</td>
<td>$155</td>
</tr>
<tr>
<td>Dec</td>
<td>$361</td>
<td>$115</td>
</tr>
<tr>
<td>Jan</td>
<td>$547</td>
<td>$82</td>
</tr>
<tr>
<td>Feb</td>
<td>$598</td>
<td>$190</td>
</tr>
<tr>
<td>Mar</td>
<td>$453</td>
<td>$96</td>
</tr>
<tr>
<td>Apr</td>
<td>$403</td>
<td>$134</td>
</tr>
<tr>
<td>May</td>
<td>$303</td>
<td>$479</td>
</tr>
<tr>
<td>Total</td>
<td>$4,215</td>
<td>$1,946</td>
</tr>
</tbody>
</table>
Table 30

ILL Borrowing Requests by Psychology, FY09 - FY13

<table>
<thead>
<tr>
<th></th>
<th>Undergraduates</th>
<th>Grad Students</th>
<th>Faculty</th>
<th>Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>FY09</td>
<td>267</td>
<td>174</td>
<td>133</td>
<td></td>
</tr>
<tr>
<td>FY10</td>
<td>384</td>
<td>569</td>
<td>162</td>
<td>2</td>
</tr>
<tr>
<td>FY 11</td>
<td>282</td>
<td>898</td>
<td>79</td>
<td></td>
</tr>
<tr>
<td>FY12</td>
<td>103</td>
<td>811</td>
<td>142</td>
<td></td>
</tr>
<tr>
<td>FY13</td>
<td>151</td>
<td>483</td>
<td>174</td>
<td>2</td>
</tr>
</tbody>
</table>

Table 31

ILL Comparisons FY12 & FY13

<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>May</th>
</tr>
</thead>
<tbody>
<tr>
<td>#ILL Borrowing Req FY13</td>
<td>246</td>
<td>86</td>
<td>102</td>
<td>214</td>
<td>390</td>
<td>114</td>
<td>177</td>
<td>220</td>
<td>202</td>
<td>201</td>
<td>238</td>
</tr>
<tr>
<td>#ILL Borrowing Req FY12</td>
<td>248</td>
<td>119</td>
<td>167</td>
<td>165</td>
<td>188</td>
<td>107</td>
<td>182</td>
<td>191</td>
<td>107</td>
<td>185</td>
<td>176</td>
</tr>
<tr>
<td>#ILL Lending Req FY13</td>
<td>85</td>
<td>118</td>
<td>184</td>
<td>214</td>
<td>110</td>
<td>56</td>
<td>190</td>
<td>165</td>
<td>152</td>
<td>145</td>
<td>109</td>
</tr>
<tr>
<td>#ILL Lending Req FY12</td>
<td>111</td>
<td>91</td>
<td>163</td>
<td>145</td>
<td>159</td>
<td>95</td>
<td>193</td>
<td>225</td>
<td>178</td>
<td>144</td>
<td>106</td>
</tr>
</tbody>
</table>
Table 32

**Network Printer Paper Use FY08-FY13**

<table>
<thead>
<tr>
<th># of Reams</th>
<th>FY08</th>
<th>FY09</th>
<th>FY10</th>
<th>FY11</th>
<th>FY12</th>
<th>FY13</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reams of Paper</td>
<td>1891</td>
<td>2063</td>
<td>2396</td>
<td>2381</td>
<td>2628</td>
<td>2688</td>
</tr>
</tbody>
</table>
D’Amour Library
Annual Report
2012-2013

Appendix A

By
Mary Jane Sobinski-Smith
Joshua Becker
Kyle Hutchinson
First Year Information Literacy Survey Summer 2012

311 attempts have been completed

Senior Year High School Experiences

Describe your library and research experiences during your senior year of high school.

**Question 1**

I received instruction in how to use the resources of my school library/media center.

<table>
<thead>
<tr>
<th>Frequency</th>
<th>Number of Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Never</td>
<td>35 (11.25 %)</td>
</tr>
<tr>
<td>Once</td>
<td>74 (23.79 %)</td>
</tr>
<tr>
<td>2-5 times</td>
<td>130 (41.8 %)</td>
</tr>
<tr>
<td>5+ times</td>
<td>72 (23.15 %)</td>
</tr>
</tbody>
</table>

**Number of Responses: 311**

**Question 2**

I had to complete research projects or papers using secondary sources of information.

<table>
<thead>
<tr>
<th>Frequency</th>
<th>Number of Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Never</td>
<td>14 (4.5 %)</td>
</tr>
<tr>
<td>Once</td>
<td>41 (13.18 %)</td>
</tr>
<tr>
<td>2-5 times</td>
<td>142 (45.66 %)</td>
</tr>
<tr>
<td>5+ times</td>
<td>114 (36.66 %)</td>
</tr>
</tbody>
</table>

**Number of Responses: 311**

**Question 3**

I used library resources to obtain information for a project or a paper (any library—school, public, or college).

<table>
<thead>
<tr>
<th>Frequency</th>
<th>Number of Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Never</td>
<td>20 (6.43 %)</td>
</tr>
<tr>
<td>Once</td>
<td>31 (9.97 %)</td>
</tr>
<tr>
<td>2-5 times</td>
<td>125 (40.19 %)</td>
</tr>
<tr>
<td>5+ times</td>
<td>135 (43.41 %)</td>
</tr>
</tbody>
</table>

**Number of Responses: 311**

**Question 4**

---

https://kodiak.wne.edu/d2l/home/survey/report_frame.d2l?si=11418&proc=1&rel=199&od=0&outid=0&oupid=0&sd=0&ed=0&ou=10194

1/8
I used the library as a place to focus, study, reflect, or read.

<table>
<thead>
<tr>
<th>Frequency</th>
<th>Count</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Never</td>
<td>63</td>
<td>20.26 %</td>
</tr>
<tr>
<td>Once</td>
<td>37</td>
<td>11.9 %</td>
</tr>
<tr>
<td>2-5 times</td>
<td>87</td>
<td>27.97 %</td>
</tr>
<tr>
<td>5+ times</td>
<td>124</td>
<td>39.87 %</td>
</tr>
</tbody>
</table>

Number of Responses: 311

Question 5

I used the library to access technology, such as printers, scanners, software, etc.

<table>
<thead>
<tr>
<th>Frequency</th>
<th>Count</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Never</td>
<td>23</td>
<td>7.4 %</td>
</tr>
<tr>
<td>Once</td>
<td>34</td>
<td>10.93 %</td>
</tr>
<tr>
<td>2-5 times</td>
<td>70</td>
<td>22.51 %</td>
</tr>
<tr>
<td>5+ times</td>
<td>184</td>
<td>59.16 %</td>
</tr>
</tbody>
</table>

Number of Responses: 311

Question 6

I was taught to use a research process/strategy for course-related research projects (for example, "Big 6" or note cards and outlines).

<table>
<thead>
<tr>
<th>Frequency</th>
<th>Count</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>True</td>
<td>231</td>
<td>74.28 %</td>
</tr>
<tr>
<td>False</td>
<td>80</td>
<td>25.72 %</td>
</tr>
</tbody>
</table>

Number of Responses: 311

Question 7

My actual research habits were different from what my teachers/librarians recommended or required.

<table>
<thead>
<tr>
<th>Frequency</th>
<th>Count</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>True</td>
<td>158</td>
<td>50.8 %</td>
</tr>
<tr>
<td>False</td>
<td>153</td>
<td>49.2 %</td>
</tr>
</tbody>
</table>

Number of Responses: 311

Question 8

I have a good understanding of the amount of time required to effectively complete the research process.

<table>
<thead>
<tr>
<th>Frequency</th>
<th>Count</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>True</td>
<td>272</td>
<td>87.46 %</td>
</tr>
<tr>
<td>False</td>
<td>39</td>
<td>12.54 %</td>
</tr>
</tbody>
</table>

Number of Responses: 311

Question 9
I budgeted my time effectively with research projects and papers to produce my best work.

<table>
<thead>
<tr>
<th></th>
<th>True</th>
<th>False</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>230 (73.95%)</td>
<td>81 (26.05%)</td>
</tr>
</tbody>
</table>

**Information Sources**

During your senior year of high school, which information resources did you use?

**Question 10**

I used digital library resources such as on-line databases, full-text articles, on-line encyclopedias, and web sites selected by a librarian or teacher.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Never</td>
<td>23 (7.4 %)</td>
</tr>
<tr>
<td>Once</td>
<td>35 (11.25 %)</td>
</tr>
<tr>
<td>2-5 times</td>
<td>127 (40.84 %)</td>
</tr>
<tr>
<td>5+ times</td>
<td>126 (40.51 %)</td>
</tr>
</tbody>
</table>

**Question 11**

I used the library’s print book collection or other printed resources for information research.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Never</td>
<td>60 (19.29 %)</td>
</tr>
<tr>
<td>Once</td>
<td>77 (24.76 %)</td>
</tr>
<tr>
<td>2-5 times</td>
<td>128 (41.16 %)</td>
</tr>
<tr>
<td>5+ times</td>
<td>46 (14.79 %)</td>
</tr>
</tbody>
</table>

**Question 12**

I have used scholarly journals to obtain information for a class research assignment.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Never</td>
<td>124 (39.87 %)</td>
</tr>
<tr>
<td>Once</td>
<td>83 (26.69 %)</td>
</tr>
<tr>
<td>2-5 times</td>
<td>80 (25.72 %)</td>
</tr>
<tr>
<td>5+ times</td>
<td>24 (7.72 %)</td>
</tr>
</tbody>
</table>
### Question 13

I asked a librarian or library assistant for assistance with research.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Never</td>
<td>88    (28.3%)</td>
</tr>
<tr>
<td>Once</td>
<td>76    (24.44%)</td>
</tr>
<tr>
<td>2-5 times</td>
<td>103  (33.12%)</td>
</tr>
<tr>
<td>5+ times</td>
<td>44   (14.15%)</td>
</tr>
</tbody>
</table>

### Evaluation and Use of Information

### Question 14

All the information I need for my college research is available from the free web through a search engine like Google.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>True</td>
<td>89    (28.62%)</td>
</tr>
<tr>
<td>False</td>
<td>222   (71.38%)</td>
</tr>
</tbody>
</table>

### Question 15

All information is of equal quality.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>True</td>
<td>38    (12.22%)</td>
</tr>
<tr>
<td>False</td>
<td>273   (87.78%)</td>
</tr>
</tbody>
</table>

### Question 16

All information published on the web is verified, accurate and reliable.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>True</td>
<td>15    (4.82%)</td>
</tr>
<tr>
<td>False</td>
<td>296   (95.18%)</td>
</tr>
</tbody>
</table>

### Question 17

I can tell the difference between scholarly and popular periodical articles.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>True</td>
<td>232   (74.6%)</td>
</tr>
<tr>
<td>False</td>
<td>79    (25.4%)</td>
</tr>
</tbody>
</table>

### Question 18

One should carefully evaluate web resources for information about the author's qualifications and affiliations.
### Question 19
I feel confident that I can evaluate information for accuracy, bias, and purpose.

<table>
<thead>
<tr>
<th>Response</th>
<th>Number of Responses</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>True</td>
<td>257</td>
<td>82.64 %</td>
</tr>
<tr>
<td>False</td>
<td>54</td>
<td>17.36 %</td>
</tr>
</tbody>
</table>

### Question 20
One should always cite online and print sources in a bibliography when you quote them directly.

<table>
<thead>
<tr>
<th>Response</th>
<th>Number of Responses</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>True</td>
<td>306</td>
<td>98.39 %</td>
</tr>
<tr>
<td>False</td>
<td>5</td>
<td>1.61 %</td>
</tr>
</tbody>
</table>

### Question 21
One should always cite both online and print sources when one paraphrases them or uses ideas found in them.

<table>
<thead>
<tr>
<th>Response</th>
<th>Number of Responses</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>True</td>
<td>299</td>
<td>96.14 %</td>
</tr>
<tr>
<td>False</td>
<td>12</td>
<td>3.86 %</td>
</tr>
</tbody>
</table>

### Question 22
Research projects cause me stress and/or anxiety.

<table>
<thead>
<tr>
<th>Response</th>
<th>Number of Responses</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>True</td>
<td>225</td>
<td>72.35 %</td>
</tr>
<tr>
<td>False</td>
<td>86</td>
<td>27.65 %</td>
</tr>
</tbody>
</table>

### Information Research Habits

#### Question 23

My preferred method of learning about information research is:

- **Online tutorial self-study**: 74 (23.79 %)
- **One-on-one instruction with a librarian**: 54 (17.36 %)
- **Classroom based workshops as part of an academic course lead by librarians and faculty**: 131 (42.12 %)
- **Independent workshops NOT part of an academic course lead by librarians**: 17 (5.47 %)

---

5/24/13
### Question 24
When you need to do research for a project (or just to find out something you want to know for your own use) are you more likely to start by:

<table>
<thead>
<tr>
<th>Option</th>
<th>Responses</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Asking a friend</td>
<td>20</td>
<td>6.43%</td>
</tr>
<tr>
<td>Asking a professor</td>
<td>42</td>
<td>13.5%</td>
</tr>
<tr>
<td>Surfing the Internet</td>
<td>219</td>
<td>70.42%</td>
</tr>
<tr>
<td>Going to the library</td>
<td>30</td>
<td>9.65%</td>
</tr>
</tbody>
</table>

Number of Responses: 311

### Question 25
I follow tweets from several sources

<table>
<thead>
<tr>
<th>Option</th>
<th>Responses</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>True</td>
<td>132</td>
<td>42.44%</td>
</tr>
<tr>
<td>False</td>
<td>179</td>
<td>57.56%</td>
</tr>
</tbody>
</table>

Number of Responses: 311

### Question 26
I create tweets that others follow

<table>
<thead>
<tr>
<th>Option</th>
<th>Responses</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>True</td>
<td>141</td>
<td>45.34%</td>
</tr>
<tr>
<td>False</td>
<td>170</td>
<td>54.66%</td>
</tr>
</tbody>
</table>

Number of Responses: 311

### Question 27
How often do you access Facebook?

<table>
<thead>
<tr>
<th>Frequency</th>
<th>Responses</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Many times a day</td>
<td>88</td>
<td>28.3%</td>
</tr>
<tr>
<td>Daily</td>
<td>158</td>
<td>50.8%</td>
</tr>
<tr>
<td>1-2 times per week</td>
<td>35</td>
<td>11.25%</td>
</tr>
<tr>
<td>1-2 times per month</td>
<td>3</td>
<td>0.96%</td>
</tr>
<tr>
<td>Rarely or never</td>
<td>27</td>
<td>8.68%</td>
</tr>
</tbody>
</table>
Question 28

Have you created a blog, website or wiki?

- Never: 201 (64.63%)
- Once: 79 (25.4%)
- 2-5 times: 27 (8.68%)
- 5+ times: 4 (1.29%)

Number of Responses: 311

Question 29

How often do you access Wikipedia?

- Many times a day: 1 (0.32%)
- Daily: 16 (5.14%)
- 1-2 times a week: 71 (22.83%)
- 1-2 times month: 111 (35.69%)
- Rarely or never: 112 (36.01%)

Number of Responses: 311

Final Question!

Question 30

Where do you learn about current events?

- TV news: 247 (79.42%)
- Comedy/satire news (Colbert Report, The Onion): 72 (23.15%)
- Major news media websites (CNN, New York Times Online): 163 (52.41%)
- Newspaper/news magazine: 153 (49.2%)
- Blogs: 37 (11.9%)

Number of Responses: 311
<table>
<thead>
<tr>
<th>Category</th>
<th>Count</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parents</td>
<td>188</td>
<td>60.45 %</td>
</tr>
<tr>
<td>Other</td>
<td>98</td>
<td>31.51 %</td>
</tr>
<tr>
<td>I don't follow the news</td>
<td>15</td>
<td>4.82 %</td>
</tr>
</tbody>
</table>