Pierce Library

2017-2018 ANNUAL REPORT

EASTERN OREGON
UNIVERSITY

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INTRODUCTION

This report outlines the activities of Pierce Library for the 2017-2018 academic year. It covers all the work areas within the Library, describes major accomplishments in each of these areas, and demonstrates how these accomplishments support and further the Eastern Oregon University Strategic Planning Framework – The Ascent 2029.

There are many accomplishments to celebrate this year -- the four that are summarized below highlight the broad spectrum of library work and the variety of ways in which librarians contribute to the academic life of our students.

As always, librarians received a great deal of positive and complimentary feedback from students on their teaching. This year, data was gathered from IR to confirm what we already suspected - that Library courses strongly influence student success. In fact, the data shows that first time full time Freshman students who take a Library course are **more than twice as likely to graduate within six years** than students who do not take a Library course.

The Library offers events for students that are designed to be fun as well as to increase academic success. This year our most popular event was the NAP (Night Against Procrastination), which featured study sessions, tutoring, and reference help, punctuated by fun breaks with great comfort food. 155 students attended the event, and the library received enthusiastic feedback.

Access to library materials continues to improve. This year, we implemented a significant upgrade to our online catalog (shared with 38 other libraries), and to our catalog of digital archival collections. The new online catalog interface is both more functional and offers a lot of scope for customization. The new system for digital collections -- which include the popular Fred Hill Collection -- allows us to conform to generally accepted standards for digitized archival collections, and ultimately to share these materials more widely, on platforms such as the Digital Library of America.

Our collections, particularly the electronic collections, continue to be very heavily used, with an annual **total of 136,784 database searches and 53,943 journal requests**. Many of our electronic materials are purchased through the Orbis Cascade consortium, which can leverage the purchasing power of 39 academic libraries to keep prices low, and to negotiate favorable terms for our users. Our careful budgeting and judicious cancellations of little used materials allowed us to purchase a video streaming service (Kanopy) which is gaining in popularity as more faculty learn about it. This year Kanopy had **2,186 unique visits in which 1,359 videos were played**.

Who We Are

The library is the intellectual heart of the college and the community. Pierce Library supports the institutional mission of Eastern Oregon University by providing materials and services for all members of the university community. It supports the regional mission of the University by providing materials and services in connection with institutional outreach programs, through cooperative participation in regional library networks, and by making its collections and services available to the people of eastern

Oregon. Pierce Library is a member of the Orbis Cascade Alliance, and through the Alliance provides the EOU community with access to the collections of 39 academic libraries in the Northwest.

Our Vision

We are committed to creating and maintaining a dynamic environment, focused on service and guided by the principles of intellectual freedom, that encourages access to the cultural, historical and intellectual achievements of humankind.

Our Mission

Pierce Library will provide varying levels of access to quality and current research materials and services for students and faculty of Eastern Oregon University, and persons in eastern Oregon, in a thorough and timely manner.

LIBRARY INSTRUCTION

Several studies have shown a link between library use and student success measures such as GPA, retention, and completion (see Appendix A). Library instruction is essential to enhancing and expanding library use. Library faculty have developed a scaffolded information literacy instruction program that aligns with the Association of College and Research Libraries (ACRL) Guidelines for Instruction Programs in Academic Libraries. The library instruction program includes library orientation, library courses, discipline-specific course integrated instruction, and First Year Experience (FYE) integration. Library faculty continually revise and build upon this program based on evaluation and assessment, and shifts in the field in order to retain and graduate students with the skills, competencies, and experiences necessary for success. The program is also informed by best practices and trends in higher education including High Impact Practices.

Library Courses

The Library instruction program offers one lower division course on campus and one lower division and three upper division courses online. Library faculty regularly engage in professional development activities including webinars, professional reading, and conference and workshop attendance to keep current in pedagogical approaches for information literacy. They make use of technologies in course design and delivery, including creation of video announcements and lectures, database tours, and Guide On The Side tutorials. Due to the changing nature of library technology, continuous review and update is needed for course preparation and delivery.

According to data provided by the Office of Institutional Research, students who take a library course achieve timely completion at a significantly higher rate than students who do not take a library course.

- First time full time Freshman students who take a Library course are **more than twice as likely to graduate within six years** than students who do not take a Library course (see Appendix B).
- Transfer students who take a Library course consistently graduate at higher rates than students who do not (Appendix B).

In the 2017-2018 academic year, **two sections were taught on campus, serving 31 students, and 16 sections were taught online, serving 223 students**. See Appendix C for a full list of LIB course sections.

Library faculty consistently receive feedback from students that these courses contribute to successes in other areas.

> " In more ways than I can count, the opportunity to research my topic was critical to being confident in my decision to commit to a focused Master's program in Visual Anthropology. Being able to budget a fair amount of time to read the preeminent literature equips me with the knowledge I will need to converse in a specialized academic environment.
>
> - Fall 2017 LIB 327 student

> " I feel I have already reaped the benefits of the new techniques taught in this class. I just received feedback from my Intro to Community Health professor regarding a second large, Undergraduate Writing Requirement, assignment and she told me my submission was one of the best papers she has *ever* received. Without a doubt, the new research tools and techniques I learned in this course will serve me well in the future.
>
> - Winter 2018 LIB 307 student

> " Just wanted to say that I was very thankful for this class this week while doing a research paper for another class, I knew where to look for scholarly articles rather than trying to search only on Google. Thanks!!
>
> - Spring 2018 LIB 307 student

Additional Accomplishments
- **LIB 317 Business Research taught for the first time this year.** The expectation is for enrollment to grow as the College of Business considers adding LIB 317 to its program requirements.
- **Library faculty serve on the Integrative Studies Faculty Council** (ISFC), and continue to work with IS faculty to ensure relevance and availability of LIB courses for IS majors.
- All three upper division LIB courses are now accepted as meeting a core requirement of the Integrative Studies (IS) degree.
- All students who needed a LIB course to graduate on time were accommodated through addition of sections or raising of course caps.

First Year Experience

In partnering with Student Affairs to develop and staff UNI 101, **library faculty play a leadership role in EOU's First Year Experience.** First Year Experience programs are designated as a High Impact Practice by the Association of American Colleges and Universities (AAC&U). AAC&U states that "the

highest-quality first-year experiences place a strong emphasis on critical inquiry, frequent writing, information literacy, collaborative learning, and other skills that develop students' intellectual and practical competencies" (AAC&U, 2008). Library faculty ensure that these elements are incorporated, and have also worked with the other FYE courses, CORE, SCI 207, and HUM 105, to infuse information literacy into the course curriculum.

In 2017-2018 academic year:

- All sections of UNI 101 were co-taught by library faculty.
- Ten UNI 101 sections were taught with 207 students enrolled.
- 71% of UNI 101 students were retained from Fall 2016 to Fall 2017. 97% were retained from Fall 2017 to Winter 2018.
- Instructional revision after Fall term assessment improved student learning in the following areas:

Outcomes	Fall 2017	Winter 2018
Students used library databases to find sources for a research project	93%	94%
Students correctly identified and selected scholarly sources	67%	82%
Students formatted citations adequately	59%	30%*
Students formatted citations perfectly or with one minor error	22%	66%*

*The Winter 2018 decrease in adequately formatted citations corresponds to the increase in perfectly formatted citations, showing improvement from Fall 2017 to Winter 2018.

Course Integrated Instruction

Library faculty collaborate with discipline faculty to develop relevant, point-of-need library and information literacy instruction that enhances academic quality and student success. This year they have been working on strategies to better measure the depth of collaboration with faculty and assess for student learning.

In the 2017-2018 academic year, library faculty provided **62 discipline-specific library and information literacy instruction sessions, an increase of 31% over the previous year.** Library instruction sessions served 860 students at all course levels in the following disciplines:

Art	Computer Science	Mathematics
Biology	CORE	Natural Resources
Business Administration	Education	Science
Chemistry	English	Sociology
Communication Studies	Health & Wellness Studies	Writing

Plans for next year include curriculum mapping to identify additional programs and courses in which course integrated library and information literacy instruction would be beneficial for students.

Digital Learning Objects

In addition to the videos and tutorials that library faculty create for LIB courses, the library maintains Research Help pages on its website to aid independent students in their research. These include step-by-step text and screenshot instructions on how to use databases and more, video tutorials, and research guides. The following resources are regularly evaluated and revised:

- 11 subject specific guides
- 27 course specific guides
- 7 general support guides
- 5 faculty resource guides
- 4 general video tutorials
- "Why Cite?" video and Instructor Guide (created in collaboration with discipline faculty in 2017)

Tutorials and research guides are also used by reference librarians when working one-on-one with students through online chat and email services. These resources allow students to access library help even when the Library is closed. A goal for the next academic year is to evaluate the Research Help pages, with particular attention to online students, and enhance and possibly increase the number of pages and resources to improve the library experience for online students.

High School Outreach

Pierce Library instruction faculty worked in partnership with institutional programs and engaged in outreach activities designed to increase student readiness for higher education learning.

EOU librarians worked with 84 College of Education **Oregon Teacher Pathway (OTP) program** students to introduce them to library resources in order to prepare research projects in their OTP courses. OTP students returned Spring term to present their research in Spring Symposium and without exception reported that they successfully used library resources to do their research.

Library faculty worked with local high schools to arrange class visits to Pierce Library where students were given information literacy instruction and support as they used the library resources. Additionally, library faculty traveled to local high schools to provide information literacy instruction on site, and to provide professional development and support to school library staff. **Schools participating in one or more of these outreach activities included: Imbler, North Powder, Hermiston, Milton Freewater, Pendleton, Ontario, Vale, and Umatilla high schools.**

Finally, instruction librarians presented at the Oregon Library Association annual conference where they urged colleagues to consider how to improve student preparation and college readiness in the Eastern Oregon region.

Alignment with The Ascent 2029: Instruction	
Goal 1: Student Success	**Objective 1:** All graduates engage in high-impact, experiential learning activities
Goal 2: Transformational Education	**Objective 1**: Excellence in teaching and scholarship **Objective 2:** Graduates possess the essential learning outcomes employers seek
Goal 3: Grow the Number of Lives Impacted	**Objective 2:** Students are retained **Objective 3:** Efficient degree attainment

PUBLIC SERVICES

Public services at Pierce Library include all of the services and activities that focus on helping patrons use and access our collections, resources, and space. In addition to instruction, these are the ways that we interact with students and other patrons to support academic quality and student experience and create an inclusive and responsive learning space.

Reference

Reference service at the library is a valuable and important component of our service and identity. It is an essential part of how we engage with students and patrons and one of the ways we add value to the student experience. We strive to offer excellent and accommodating service that meets students where they are and is responsive to changing technologies and student needs. Students and patrons can seek library assistance in person, online via chat and email, as well as over the phone.

In the 2017-2018 academic year we **answered over 1,300 questions**. Library staff logged 1,339 questions in our reference statistics program, but the number of questions logged is always an underrepresentation of the actual amount, because not every question answered gets logged. We do our best to log each question, but when helping multiple patrons or during busy times this is not always possible. The data below provide an overview of our reference service.

2017-2018 Reference Question Statistics							
Asked By		**Question Type**		**Format**		**Duration**	
Student	1110	Directional	311	In Person	1098	0-5 minutes	1023
Faculty/Staff	44	Lib Operational	211	Phone	76	6-14 minutes	179
Other	185	Technology Use	302	Chat	104	15-29 minutes	79
		Quick Reference	372	Email	61	30+ minutes	58
		Research	138				

The majority of our questions are asked by EOU students in person and are under five minutes. However, the majority of questions logged by the reference librarians are 15 minutes or longer. This demonstrates that the tiered reference model is working and that student employees are answering the shorter and less detailed questions, while the more advanced questions are being referred to librarians.

The busiest time for reference service is during 9:00 AM - 5:00 PM. The busiest days are Mondays - Thursdays with a slight drop on Fridays. Saturdays are the slowest and Sundays have about half the number of questions as weekdays (See Appendix D for more information on busy days and times). This is also in alignment with our staffing model as the majority of our questions come in during times when reference librarians are available. Next year we will be doing a more comprehensive assessment of our services and working with student employees to more consistently log questions so that we have more accurate statistics.

Online Reference Services

Our online chat and email reference services are important components to our overall service, especially for online students. We continue to get positive comments from users on how useful and easy the chat service is. This year we undertook an evaluation of our online reference services in conjunction with the upgrade to our website. The website upgrade meant that we would need to move away from our previous homegrown email reference system. We reviewed several new services and possible upgrades to our current service. In the end we worked with our current vendor for our chat service to create customizations that would allow us to use that service for our email reference. This will provide us with a more streamlined system that handles both chat and email reference, and creates cost savings by not needing to upgrade to a more expensive system with both email and chat. This also allows us to add a text feature to our current chat service so that patrons can now text us their questions in addition to chat and email. We are excited to roll out this new service in Fall 2018.

Circulation

The Circulation department is typically the first contact point for patrons coming into Pierce Library. The department handles all circulation transactions and helps patrons with directional and quick questions, and directs patrons to other library services as needed. The Circulation department strives for excellent service and works closely with the Reference department to provide all patrons with the services and resources they need. In 2017-2018 there were **8,308 loans** or circulation transactions that took place. In addition, 12 Oregon Passport patrons were added to the system which brings the total number to 132 patrons. We participate in the Oregon Passport program so that local community members and other patrons across the state can access our physical collection without a fee. This is one of the ways we support the EOU strategic goal of supporting the region.

The Library also offered a new service this year at the request of a student. For students who have ordered several books from other libraries or have several books checked out for a project or capstone, we provide shelves behind the Circulation desk where they can store their books. This service was previously unavailable and at the request of a student we reorganized some shelving and advertised the service to students and departments with heavy research capstone projects. The students that have utilized the service have been very happy with it. One benefit of being a smaller campus and library is

that we can generally accommodate student requests and offer services that provide a more personal library experience.

Circulation completed two significant projects this year. The first involved addressing issues with the patron information imported into our Alma system from Banner. Certain aspects of this process were malfunctioning and causing access issues for patrons by providing incorrect expiration dates in patron records. The incorrect expiration dates were also causing online access issues for the Oregon Teacher Pathways (OTP) students trying to access the library from off campus. This was a problem that had not been identified right way and had been made worse by new systems that were not fully compatible. Once we realized the scope of the issue, the Circulation department worked closely with the Systems Librarian and EOU IT department to identify issues and misunderstandings on both sides. The issues were fixed during Fall Term 2017 resulting in a noticeable decrease in patrons contacting us with access issues. We typically have several access issues to troubleshoot for the OTP students, but these changes appear to have fixed the access issues which will improve the library and overall EOU experience for OTP students.

The second project was migrating to a new user interface for the Alma system, which is the system used to manage all library collections and patrons. The new interface caused disruption to workflows, and also required additional training for the 14 student employees who work in the Circulation department.

Interlibrary Loan and Summit

Interlibrary Loan (ILL) and Summit provide patrons access to materials not held by Pierce Library. Summit is a service for members of the Orbis Cascade Alliance and allows patrons to quickly and efficiently borrow from 38 other institutions. 2017-2018 was the first full year using our new courier service which has provided patrons with quicker access to Summit books. The **average delivery time has decreased from 5 business days to 2 business days**, meaning our patrons are receiving requests much sooner than in previous years. We have received much positive feedback from students and faculty on how quickly they are getting their requested items. Our Interlibrary Loan service is for borrowing materials not available through the Summit system.

2017-2018 Summit and Interlibrary Loan Items Borrowed and Loaned				
	Books Borrowed	Books Loaned	Articles Borrowed	Articles Loaned
Summit	1,220	1,089	N/A	N/A
ILL	111	773	278	290

Learning Space

In addition to providing information resources, Pierce Library offers students and patrons a beautiful, natural light filled space to conduct research, study, use computers, or meet with groups. Library staff take great pride in the building and work to maintain a responsive and beautiful learning environment.

The space offers:

- 9 private study rooms
- 2 study counters
- Tables, nooks, and soft seating
- 58 computers
- Coffee Lounge
- Conference Room

Our study rooms are one of the most popular spaces in the Library. The chart below shows the percentage of time that the there is at least one of the nine rooms in use and the percentage of time that all of the rooms are being used.

2017-2018 Study Room Use

Time	At Capacity	Some Use
8:30 AM	4%	91%
9:30 AM	30%	100%
10:30 AM	49%	99%
11:30 AM	39%	97%
12:30 PM	42%	99%
1:30 PM	41%	97%
2:30 PM	48%	99%
3:30 PM	43%	99%
4:30 PM	42%	97%
5:30 PM	34%	96%
6:30 PM	49%	95%
7:30 PM	74%	99%
8:30 PM	59%	100%
9:30 PM	39%	98%
10:30 PM	16%	88%
11:30 PM	4%	79%
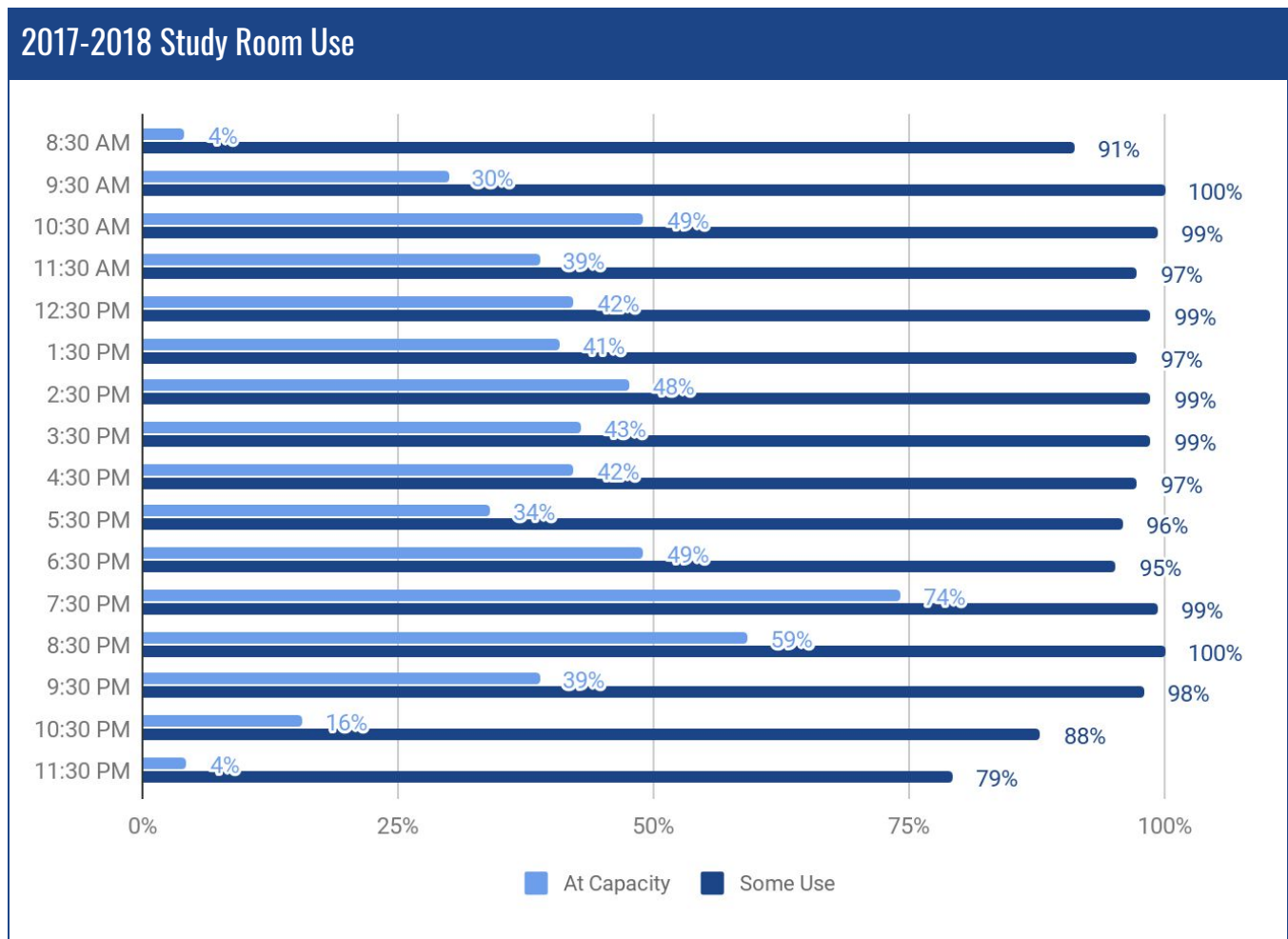
2017-2018 Library Gate Count

July 2017	2,005	January 2018	6,961
August 2017	2,140	February 2018	4,321
September 2017	3,757	March 2018	6,580
October 2017	13,180	April 2018	6,564
November 2017	9,833	May 2018	7,970
December 2017	2,239	June 2018	3,569

The third floor of the Library houses the Coffee Lounge and a conference room and serves as a campus meeting and social space. The conference room is frequently used by campus groups, and the lounge area is used for informal meetings and as a gathering place for students, faculty, and staff. There are several regular patrons who meet weekly in the lounge area to get coffee and talk with students or colleagues.

In 2017-2018 the Coffee Lounge sold 3,750 drinks and 3,530 pastries. The Coffee Lounge also donated $300 to the Night Against Procrastination event held at the Library.

Events and Promotional Activities

In order to create more engagement with Library resources and space we engage in promotional activities and host events. Our most successful event for 2017-2018 was the Night Against Procrastination. We are encouraged by student feedback from the event and plan to continue offering it. Additionally, we regularly work to promote our collections and resources through displays, marketing, and social media. Marketing of resources is one area we are continuing to expand and focus on.

Night Against Procrastination

Pierce Library held a Night Against Procrastination (NAP) event on Sunday October 22nd, in collaboration with the Writing Center, the Learning Center, and the 1-Up Game Club. The event featured extended library hours, tutoring, pizza, free hot drinks, a therapy miniature horse, waffles served by library staff, and prizes, games and activities throughout the night, intended to encourage study breaks. Prizes were donated by nine local businesses and the Pierce Library Coffee Lounge, which also sponsored the food.

Over **155 students** attended over the course of the night, which was a **158% increase** over the NAP held in spring of 2017. Our patron count for the night was double the count for the same night (Sunday of Week 4) in 2016 and 2015. Students who filled out feedback forms commented that we should do it more, do it twice a term, or even once a month. Several commented that they had fun *and* got work done. Due to the success of this event we will continue to hold a NAP during fall term.

Children's Book Party

Pierce Library hosted the annual Children's Book Party where College of Education Faculty and Students review the annual purchases for the Youth Collection. These acquisitions include all major Children's Literature award winners and nominees, as well as focused collection in predetermined content or genre areas. In addition to the award winners and nominee titles, the 2017-2018 acquisitions focused on STEM, multicultural/diversity, and current issues such as immigration.

Book Displays

Each February Pierce Library creates a Blind Date with a Book display to showcase our Popular Reading Collection and provide a fun reading activity for the EOU community. About 30 books from the Popular Collection are selected, and wrapped in paper and given a tag with a short enticing description. Patrons can then select a book without being able to see the cover or flip through it. It has proven to be very

successful and well liked by the EOU community. This year 15 of the 26 books in the display were checked out. For the last three years, February has been the highest usage month for the Popular Reading Collection. It is also a way for us to show patrons that we offer more than just academic materials.

Additional Displays

Banned Book Week
Student Financial Aid and Scholarship Resources Display
Immigration Resources Display
New Book Display

Examples of Promotional Materials for Events

Hosted Events

During the 2017-2018 academic year Pierce Library hosted four readings from authors Renee Roman Nose, George Venn, Polly Buckingham, and Dr. Henrietta Goodman. We also hosted a small event with EOU music students performing in the library. While our first priority is to provide information resources and a learning space for the EOU community, it is important for us to periodically use the library space in a different way and host events that support the EOU goal of being a cultural engine in the region.

Social Media and Marketing

For the last several years our goal for social media has simply been to have a presence, but to not bother our followers with excessive posts. We continue to gain social media followers, but tend to get more alumni followers rather than current students. We also do not have a lot of staff time to devote to social media. For the 2017-2018 academic year we added a News and Events page in a blog format as a place to house event information and other content we create such as research or resource tips. Our News and Events page had little interaction this year which was somewhat expected because it was new, and it was on a temporary platform until our new website went live. For next year we plan to promote this page more through our website and social media and transfer it to the new Wordpress platform we are using for our entire website.

One of our more successful social media activities has been our Throwback Thursday Photo where we post a historical EOU photograph from our EOU Historical Photograph Collection. These posts have been especially popular with alumni, and we have teamed up with the Monty Mountaineer Twitter account to repost and promote these photos to reach more followers. These posts have been our highest performing and are a nice way to connect with alumni and promote our historical photograph collections.

2017-2018 Social Media Statistics		
Twitter	Facebook	News and Events Blog
44 tweets 17 new followers 895 profile visits	56 posts 24 new followers	16 posts

Faculty Services

Pierce Library offers some services tailored for faculty in an effort to support teaching and scholarship. These are ongoing resources that we continue to update and expand.

- [Faculty Resource Guide](#) - A guide covering library resources and services as well as instructional materials faculty might use in their own courses. This year the Why Cite video was a notable and well received addition to this guide.
- [EOU Colloquia Resources Guide](#) - A guide providing library resources supporting each colloquium presentation at EOU. The 2017-2018 academic year saw the addition of 10 pages and marks the 12th year of this guide which helps document this important part of EOU history.
- [OER: Open Educational Resources Guide](#) - This guide provides information about this important education initiative and resources faculty can use to include OERs in courses.

Student Employment

Student employment at Pierce Library supports the EOU Strategic Goal of a Thriving University Culture. During 2017-2018 Pierce Library **employed 29 student employees** in three departments. We take our role of student employer very seriously and strive to provide our student employees with a professional and fulfilling work experience. While the Library gets great value from our student employees we are also proud of the support and experience we provide to our student employees.

The majority of students we hire stay with us until graduation and work three or four years at Pierce Library. In that time we get to help mentor students and teach them about workplace expectations and professional behavior. We also provide a place to grow and build workplace skills before they enter the job market. Many of our students are able to use Pierce Library as a reference when applying for jobs after graduation and are appreciative of the skills they learned while working at the Library. Our student employees commonly become close friends and create friendships that last beyond their time at EOU.

Alignment with The Ascent 2029: Public Services	
Goal 2: Transformational Education	**Objective 1:** Excellence in teaching and scholarship **Objective 2:** Graduates possess the essential learning outcomes employers seek
Goal 3: Grow the Number of Lives Impacted	**Objective 2:** Students are retained

Goal 4: Thriving University Community	**Objective 1:** Foster an inviting and supportive university culture that exemplifies EOU's values and principles
	Objective 2: Support intercultural competency, inclusiveness, and diversity
	Objective 3: Provide and maintain a campus that promotes quality of life for students, faculty, staff, and the community

| Goal 5: Relevance and Interconnection | **Objective 2:** Be recognized as a leader in promoting rural community prosperity and resilience |

COLLECTIONS

Access to Collections Impacts Teaching, Learning, and Scholarship

Pierce Library collections contribute to the academic quality and intellectual experience at Eastern Oregon University. Student academic research, the intellectual work of faculty, and regional community information needs are met through access to a wide variety of library resources.

In 2017-2018 faculty subject liaisons identified library acquisitions in response to faculty request and additionally to support EOU disciplinary programs and curriculum. Library allocations for specific disciplines were balanced between one-time monograph purchase and continuations such as scholarly journal subscriptions based on faculty and librarian recommendation.

Pierce library is committed to providing a collection that supports intercultural competency, inclusiveness, and diversity. 33.6% of library monograph and media purchases in the 2017-2018 academic year support this commitment.

Shared Collections Increase Access

EOU students and faculty benefit from the library membership in the Orbis Cascade Alliance consortium. The consortium has a longstanding commitment to cooperative collection development and allows EOU students and faculty access to the shared content of all 39 northwest academic member libraries.

In addition to Proquest Academic Complete ebook collection, this year the consortium added frontlist **ebooks published by Oxford University Press and California University Press, Wiley, and Taylor & Francis** through a demand driven acquisitions program, to the online collections available to all member libraries.

Archives and Special Collections Highlight our Region

The library archives house historic documents books and media that have been identified as important to the institution and the region. At this time only a small portion of the items housed in the archive are discoverable in the library catalog. During this year, librarians have begun review of the archive holdings with the goal of 100% discoverability in the next five years. Archive and Special Collection records will

be updated to reflect best practices of archival collections, and to comply with standards that will allow participating with Archives West.

Digital collections, now accessible through the library web site have begun to be migrated to an open source platform, Omeka, which will allow these collections to be discoverable not only by the EOU community, but by patrons on a national level (Digital Public Library of America).

Collection Highlights

- In response to faculty request, the library began a subscription to **Kanopy** streaming video service. Students and faculty have access to over 18,000 academic, documentary and feature films. In the first year of use, our Kanopy site had **2,186 unique visits in which 1,359 videos were played**. The top 10 subject areas viewed were: Documentaries, Teacher Education Development, Gender Studies, Media Studies, Race & Class Studies, Ethnicity & Identity, Sociology, Marketing, Advertising & PR, Women & Society, and Anthropology.
- Cancellation of lesser used serial packages allowed the library to renew access to a requested database, **America: History & Life.**
- The library continues to work to make archived EOU publications discoverable and accessible. In this year **digitization was completed for student EOU publications: The Beacon and Voice**. **Digitization of Senior History Thesis** papers have begun. With the work of systems and technical services staff these digitized collections will soon be searchable and accessible online.

Gifts

The library received gifts from 12 donors during the 2017-2018 academic year. A summary of the donations appear in the table below.

Gifts Received in 2017-2018	
Books	194 titles
Music	27 CDs, 26 sheet music
Video	1 DVD including public screening rights
Archive Materials	La Grande Ladies Aid Society Organization Historical Documents

Collections By the Numbers

Active Electronic Titles							
eBooks	Journals	Newspapers	Other Serials	Theses	Films	Music Scores	Maps/ Atlas
310,725	24,786	1,669	33,443	363	25,402	23,884	1,495

Active Physical Titles

Books	Journals	Newspapers	Other Serials	Films	Audio	Music Scores	Maps /Atlas	Microform
148,372	920	32	2,301	4,497	6,873	1,754	2,111	33,771

Database Count & Use

Number of Databases	193

10 most frequently used databases in 2017-2018

Academic Search Complete 25, 712 searches	**Education Full Text** 3,317 searches
JSTOR 9,905 searches	**SPORTDiscus** 2,526 searches
ERIC 7,310 searches	**MEDLINE** 2,361 searches
Psychology and Behavioral Sciences Collection 5,482 searches	**Regional Business News** 2,348 searches
Business Source Complete 3,950 searches	**Professional Development Collection** 2,323 searches

Usage Statistics

All Databases	2,147 sessions	136,784 searches
eBooks	15,068 section requests	
Journals	53,943 journal requests	

Physical Materials Circulation Statistics

Total Physical Materials	6,960 items checked out	The total number includes all items owned by Pierce Library that circulated in 2017-2018.The other circulation numbers are for specific collections and demonstrate the use and popularity of some of our smaller collections relative to the Main Collection.
Main Collection	3,062 items checked out	
Youth Collection	1,333 items checked out	
DVD Collection	434 items checked out	
Popular Reading Collection	244 items checked out	

Technical Services

Technical Services encompasses the behind-the-scenes work that uses the library system to maintain the accuracy and the discoverability of the collection. The primary functions are purchasing, cataloging, and processing of library materials so that they can be found and used by patrons. In 2017-2018, upgrades to the Alma system interface and Banner required additional staff training and impacted established workflows. Staff spent significant time revising processes and workflows and retraining student employees in Technical Services.

Additionally, Technical Services completed three major projects this year. The first project was completing an inventory for the Main Collection in order to identify missing items and inaccuracies with records in the system. This first inventory is significant because we now have an established inventory procedure allowing us to more easily complete an inventory each year. A precise inventory procedure is essential to tracking how many items are going missing each year and to identifying system issues that impact collection access. An inventory of physical maps was also completed to ensure the maps were organized correctly and determine which maps need to be cataloged.

The third project was reducing a government document processing backlog that was due to staff changes and a reorganization of staff duties. This is an important accomplishment as we are a Federal Depository Library and ensuring access to government information for our patrons is central to our mission.

Alignment with The Ascent 2029: Collections	
Goal 2: Transformational Education	**Objective 1:** Excellence in teaching and scholarship
Goal 4: Thriving University Community	**Objective 2:** Support intercultural competency, inclusiveness, and diversity
Goal 5: Relevance and Interconnection	**Objective 1:** Educational partnerships are cultivated **Objective 2:** Be recognized as a leader in promoting rural community prosperity and resilience

SYSTEMS and WEB APPLICATIONS

Pierce Library maintains a considerable number of online resources and web services. Efforts are consistently made to ensure these resources provide a seamless user experience and are readily accessible on and off campus. Notable projects that reflect these efforts for 2017-2018 include upgrades to the Primo interface and the Pierce Library website, and migrating our digital archive collections to a new platform.

Primo New User Interface Update

Pierce Library shares its catalog and discovery layer with 38 other libraries in the Orbis Cascade Alliance. Ex Libris, the consortium's catalog and discovery layer vendor, rolled out an upgraded version of Primo in 2017. Working with the Orbis Cascade Alliance, Pierce Library implemented this new version in September of 2017. This upgrade provides a better user-experience, and allows libraries to make their own unique and targeted customizations using CSS and Angularjs. Taking full advantage of these customization features required the Systems Librarian to learn more advanced web development practices, particularly client-side scripting with Angularjs. These new skills not only benefit EOU students and faculty with more functionality in the Primo interface, but it also allows Pierce Library to contribute code to consortium-wide customizations.

Pierce Library Website Update

The Pierce Library website is the gateway to online services and databases, and is essential for providing access to the resources needed by our patrons. The old site was built from scratch and difficult for staff, without extensive knowledge of Javascript and MySQL, to update. There was also great concern that the old side would break and not be easily fixed. Over the course of the year the old site was moved to a Wordpress Content Management System. This move required the Systems Librarian to learn more about server-side scripting with PHP, but the final result allows for library staff without HTML, CSS, MySQL, PHP or Javascript skills, to edit the website easily through the Wordpress interface. This is essential to improving workflows that in the past could only be done by one person. In addition to making editing easier, moving to Wordpress allows for more streamlined troubleshooting and diminishes the risk of downtime from the old site.

Digital Archives Migration

In 2017-2018 Pierce Library moved its collection of [digitized historical photos](#) from the vendor-based Past Perfect platform to the open source Omeka platform. This migration is important because Omeka is compliant with the Open Archives Initiative Protocol for Metadata Harvesting (OAI-PMH) and Past Perfect is not. This allows for the Orbis Cascade Alliance metadata harvester to grab Pierce Library digital archive records and include them in the [Digital Public Library of America](#), thereby significantly increasing exposure to our collections. Now people worldwide will more easily be able to find these valuable collections that document the Eastern Oregon region and World War II. This migration is also meaningful in that Omeka provides a cost savings and allows for more control over our platform.

Alignment with The Ascent 2029: Systems and Web Applications	
Goal 5: Relevance and Interconnection	**Objective 1:** Educational partnerships are cultivated **Objective 2:** Be recognized as a leader in promoting rural community prosperity and resilience
Goal 6: Financial Sustainability	**Objective 1:** Develop and foster a culture of fiscal responsibility, accountability, and security for all university funds

MATERIALS BUDGET

The base library materials budget has remained essentially flat for the past eight years. Historically, supplemental funds were made available through the Health and Rural Initiatives and one time CCRP grant money. Initiative funds were permanently added to the library budget in fiscal year 2015-2016. The total library budget for the last eight years is summarized in the table below.

Pierce Library Materials Budget				
Academic Year	**Total Library Budget**	**Note on Budget**	**Additional Materials Funds**	**Note on Additional Funds**
2010/11	$435,800.00		$10,000.00	Health & Rural Initiatives
2011/12	$435,800.00		$10,000.00	Health & Rural Initiatives
2012/13	$435,800.00		$10,000.00	Health & Rural Initiatives
2013/14	$435,800.00		$10,000.00	Health & Rural Initiatives
2014/15	$435,800.00		$5,000.00 $10,000.00	Health Initiative Eastern Promise
2015/16	$445,800.00	Health & Rural Initiatives rolled into budget line	$5,000.00	CCRP Grant
2016/17	$445,800.00			
2017/18	$445,800.00			

Annual increases of 3-7% for subscription and serial collections require the Library to strategically focus materials expenditures to mitigate the effect of rising costs with no increase in library budget funds.

Many factors are considered when allocating funds for library collection acquisitions. (See Library Collection Development: Budgets and Allocations Policy.) The library materials budget specifically, is categorized by academic disciplines in order to have the collection reflect program needs. Librarians use a Resource Allocation Model (RAM) to determine the allocation that will be spent in support of particular disciplines and programs. The RAM, which continues to be evaluated, adjusted, and tweaked, describes the ideal allocation of resources based on academic program need--taking into consideration these factors: discipline student credit hours, faculty FTE, discipline majors/minors, and discipline serials average cost. Materials allocations and expenditures for the 2017-2018 academic year are reported below.

2017-2018 Materials Allocations and Expenditures		
Discipline	**Total RAM Allocation**	**Expenditure / Encumbrance to date (6/21/2018)**
Anthropology/Sociology	$20,190.00	$19,049.17

Art	$7,120.00	$5,804.67
Biology	$24,413.00	$55,279.01
Business	$35,070.00	$36,787.60
Chemistry	$39,423.00	$32,043.89
Communications	$10,176.00	$3,507.47
Computer Science	$11,395.00	$5,912.80
Economics	$8,360.00	$1,3091.82
Education	$27,782.00	$21,775.33
English	$9,359.00	$7,252.61
Fire Services	$9,150.00	$1,501.82
General	na	$115,549.40
Geography	$8,753.00	$5,572.93
History	$9,045.00	$13,441.90
Mathematics	$22,774.00	$12,852.06
Modern Language	$7,177.00	$ 2,500.75
Music	$6,837.00	$3,036.53
Physical Activity & Health	$20,282.00	$21,275.54
Political Science	$7,267.00	$4,721.25
Psychology	$19,772.00	$47,828.24
Theatre	$7,262.00	$2,318.57
Special Collection: Archive/Oregon	$300.00	$347.91
Special Collection: Law	$500.00	$519.79
Special Collection: Popular	$1000.00	$918.79
Special Collection: LIB Professional	$700.00	$557.57
Special Collection: Juvenile	$1000.00	1098.35
Video: Kanopy	$4000.00	$4920.00

In some cases, acquisitions in a discipline exceeded the RAM allocation due to additional factors not included in the RAM model. Historical expenditures for large serial packages or electronic databases in particular disciplines will require over-time adjustment to bring actual expenditures in line with the RAM.

Consortial Acquisitions

Pierce Library leverages its membership in the Orbis Cascade Alliance consortium to increase access to multiple resources for all EOU users. Membership in the consortium allows the Library to focus acquisitions on local and regionally important resources knowing that purchases by other member libraries will allow access for wider academic interests. The Alliance also works with its member libraries to purchase electronic resources. Libraries identify resources of interest and the Alliance communicates with the vendor, negotiating discounts, coordinating trials, licensing and invoicing. Large expensive serial packages that would be singly unattainable for EOU, are made available through consortial purchase. The Alliance also purchases electronic resources as a group. For example, during this academic year, all new Oxford and UC ebooks, DRM-free, were purchased outright as they become available on the University Press Scholarship Online (UPSO) platform with access rights provided for all Alliance members.

Open Source Services and Software

Systems built on open source software continue to gain traction as a viable alternative to traditional proprietary systems. Working with EOU IT, Pierce Library has been able to circumvent hosting and licensing costs for some of our web based services by building open source systems on server space owned by the University. During the 2017-2018 year we used the Omeka content management system to build a digital archive and migrate content from our old system, Past Perfect. This change not only cut hosting and licensing costs, but created an archive that allows for our records to be harvested by the Orbis Cascade Alliance metadata harvester for inclusion in the Digital Public Library of America.

Open source software has also proven to be cost effective and useful for daily workflows. Examples of open source software used by Pierce Library rather than pricey proprietary alternatives include: GIMP graphics editor for promotional materials and web development, OBS Studio for screen capture videos, Shortcut for non linear digital video editing, VM Box for managing and testing open source systems, Atom IDE for coding and testing web app customizations, WinSCP SFTP client for file transfer on remote servers, and PuTTY SSH Client for remote server login.

Alignment with The Ascent 2029: Budget	
Goal 6: Financial Sustainability	**Objective 1:** Develop and foster a culture of fiscal responsibility, accountability, and security for all university funds

PARTNERSHIPS

Sage Library System

Pierce Library is a founding member of the Sage Library System, a library consortium that started in 1993 as the Pioneer Library System. Currently, Sage spans 15 counties in eastern Oregon, and includes over 60 public libraries, four community college libraries (BMCC, CGCC, KCC, TVCC), and several

special libraries (including the Josephy Library at Fishtrap and the Tamastslikt Cultural Institute Library). By sharing an integrated library system, Sage members take advantage of economies of scale to save money and enable seamless lending and borrowing across the system. Pierce Library hosts the servers for the Sage Library System, engages in interlibrary loan with Sage Libraries, and participates in the Sage courier service. Pierce Library's involvement in Sage serves rural oregonians across the 15 county area, by providing expanded services and access to a large [shared collection of library materials](#).

Orbis Cascade Alliance

Orbis Cascade is a consortium of [39 academic libraries](#) located in Oregon, Washington and Idaho. The consortium manages many aspects of library operations on behalf of its members, including the following:

- Operation of a shared integrated library system (Ex Libris)
- Operation of interlibrary loan service between member libraries (Summit) and of a courier service to ensure quick and cost-effective delivery of library materials
- Management of group purchases of electronic library resources such as databases and journal packages
- Development of a collection of e-books shared across the consortium.
- Support for the creation, maintenance and aggregation of unique digital content at member institutions.
- Management of centralized technical services operations (such as cataloging) to take advantage of the economies of scale afforded by a shared integrated library system.
- Provision and maintenance of a shared catalog of archival and manuscript collections

Librarians at Pierce Library work closely with librarians at other Orbis Cascade member institutions in order to accomplish shared goals. This year, librarians participated as follows:

- Karen Clay served as a member of Orbis Cascade Council, and as the Council liaison to the Systems Team
- Jeremiah Kellogg served as representative on the Systems Team and on the joint Orbis Cascade / NWACC Working Group on Federated Identity
- Sally Mielke served as the Electronic Resources representative and Shared Content Team representative.
- Sarah Rowland served as representative on the Technical Services Team and the Resource Sharing Team
- Katie Townsend served as representative on the Discovery and User Experience Team.

Alignment with The Ascent 2029: Partnerships	
Goal 5: Relevance and Interconnection	**Objective 1:** Educational partnerships are cultivated **Objective 2:** Be recognized as a leader in promoting rural community prosperity and resilience
Goal 6: Financial Sustainability	**Objective 3:** Expand revenue from alternative sources such as grants, sponsorships, partnerships, and alternative uses of campus property

ACCOMPLISHMENTS, PROFESSIONAL DEVELOPMENT, and SERVICE

Jeremiah Kellogg
- Presented "Managing Self-Hosted Open Source Systems with Virtual Machine Test Environments" at the Online NW conference in March 2018. https://pdxscholar.library.pdx.edu/onlinenorthwest/2018/presentations/16/
- Created YouTube Channel: Videos for Librarians needing to bridge the gap between Library Science and Computer Science: https://www.youtube.com/channel/UCVzKEg6a7Ads2VZE9_y2Aaw

Sally Mielke and Sarah Ralston presented "Expectation Vs. Reality in the High School to College Transition: Working together to Bridge the Gaps" at the Oregon Library Association annual conference in April 2018.

Sarah Ralston
- Continued her service to the Information Literacy Advisory Group of Oregon (ILAGO) as past-chair, monitoring state level activities, assisting with the annual Information Literacy Summit, and advocating for information literacy access in K-16 education.
- Awarded a Faculty Scholar stipend and conducted research during summer 2017.
- Presented a poster at the Primo for Reference and Instruction Meeting (PRIM) August 2017 at Central Washington University.
- Presented an EOU colloquium: "Information Literacy Competency of EOU First Year Students" November 2017.
- Published "Pierce Library's Night Against Procrastination" in the Winter issue of the Oregon Library Association Quarterly.
- Facilitated a work session on revision of AAOT Information Literacy outcomes at the ILAGO Summit May 2018.

Shirley Roberts
- Awarded the Oregon Library Association Distinguished Service Award.

Sarah Rowland
- Attended Orbis Cascade Alliance "Summit & Fulfillment Day" August 2017
- Presented "Oregon History at Your Fingertips: Highlights from Oregon Digital Collections" for the Documents Interest Group of Oregon (DIGOR) at the OLA Annual Conference in April 2018.
- Served as a Member at Large for the Association of College & Research Library (ACRL) board

Katie Townsend
- Participated in Copyright First Responder PNW training and community in May 2018.
- Attended Oregon Reference Summit June 2018.

All Staff
- Participated in countless listservs, webinars, and other online trainings.

EOU Committee Service

- Budget & Planning Committee: *Katie Townsend*
- CTLA: *Sally Mielke*
- Diversity Committee: *Jeremiah Kellogg*
- EPCC: *Sarah Ralston*
- FPC: *Sally Mielke*
- Faculty Senate: *Theresa Gillis*
- Integrative Studies Faculty Council: *Sarah Ralston*
- Library Personnel Committee: *Theresa Gillis, Sally Mielke*
- WAC Group: *Sarah Ralston*

Appendices

Appendix A: Bibliography

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Appendix B: IR data

Any Year LIB Class Report

Grad Rate for First Time Full Time Freshmen

We're looking at our standard cohorts of First Time Full Time Freshmen

We compare 6-year gradation rates for students who passed a course with a 'LIB' prefix within 6 years to those who did not.

Cohorts	Any Year LIB	No LIB Class	Overall		% of Cohort Taking 'LIB' Courses
Fall 2006					9%
Headcount	32	319	351		
Grad in 6 Years	66%	29%	32%		
Fall 2007					17%
Headcount	54	259	313		
Grad in 6 Years	48%	18%	23%		
Fall 2008					17%
Headcount	52	258	310		
Grad in 6 Years	62%	29%	34%		
Fall 2009					21%
Headcount	92	343	435		
Grad in 6 Years	48%	21%	27%		
Fall 2010					37%
Headcount	164	274	438		
Grad in 6 Years	45%	23%	31%		
Fall 2011					33%
Headcount	115	230	345		
Grad in 6 Years	46%	22%	30%		

Transfers who took LIB 307 or LIB 327

Here we compare Baccalaureate Completers who started as transfer since Summer 2001 (we don't limit to those who started full-time on this report).

We compare those who passed 'LIB 307 ' or LIB 327 any time in their academic carreer to those who did not.

We define modality by the student's curriculum campus code when they started.

Entering Modality	LIB Class	Baccalaureate Completers	Avg Degree GPA
Campus	No Library 307 or 327	112	3.2
Campus	Passed LIB 307 or 327	10	3.3
Off-Campus	No Library 307 or 327	252	3.5
Off-Campus	Passed LIB 307 or 327	77	3.3
Campus	All	122	3.2
Off-Campus	All	329	3.4
Both Modalities	All	451	3.4

Transfer Grad Rates

Students here are Fall tranfer students who came to us with Junior or Senior standing.
Grad Rate is that proportion of students which graduated in four years.

All LIB Courses

Modality/Cohort	Any Year LIB Class	No LIB Class	Overall	
Campus				
Fall 2006				
Headcount	7	62	69	
Grad Rate	86%	47%	51%	
Fall 2007				
Headcount	5	65	70	
Grad Rate	80%	55%	57%	
Fall 2008				
Headcount	5	62	67	
Grad Rate	40%	47%	46%	
Fall 2009				
Headcount	8	76	84	
Grad Rate	75%	50%	52%	
Fall 2010				
Headcount	8	63	71	
Grad Rate	88%	43%	48%	
Fall 2011				
Headcount	7	105	112	
Grad Rate	57%	50%	50%	
Fall 2012				
Headcount	14	71	85	
Grad Rate	64%	38%	42%	
Fall 2013				
Headcount	3	64	67	
Grad Rate	100%	42%	45%	
Eight Cohort Campus Headcount	**57**	**568**	**625**	
Eight Cohort Campus Grad Rate	**72%**	**47%**	**49%**	
Off-Campus				
Fall 2006				
Headcount	57	126	183	
Grad Rate	77%	46%	56%	Significant
Fall 2007				
Headcount	48	162	210	
Grad Rate	65%	55%	57%	Not Significant
Fall 2008				
Headcount	46	209	255	
Grad Rate	72%	50%	54%	Significant
Fall 2009				
Headcount	33	237	270	
Grad Rate	58%	52%	53%	Not Significant
Fall 2010				
Headcount	51	232	283	
Grad Rate	69%	51%	54%	Significant
Fall 2011				
Headcount	45	286	331	
Grad Rate	67%	53%	55%	Not Significant
Fall 2012				
Headcount	76	256	332	
Grad Rate	79%	43%	51%	Significant
Fall 2013				
Headcount	50	254	304	
Grad Rate	72%	47%	51%	Significant
Eight Cohort Off-Campus Headcount	**406**	**1762**	**2168**	
Eight Cohort Off-Campus Grad Rate	**71%**	**50%**	**54%**	Significant

LIB 307 or 327

Modality/Cohort	LIB 307/327	No LIB 307/327	Overall	
Campus				
Fall 2006				
Headcount	2	67	69	
Grad Rate	50%	51%	51%	
Fall 2007				
Headcount		70	70	
Grad Rate		57%	57%	
Fall 2008				
Headcount	1	66	67	
Grad Rate	0%	47%	46%	
Fall 2009				
Headcount	5	79	84	
Grad Rate	60%	52%	52%	
Fall 2010				
Headcount	3	68	71	
Grad Rate	67%	47%	48%	
Fall 2011				
Headcount	4	108	112	
Grad Rate	75%	49%	50%	
Fall 2012				
Headcount	5	80	85	
Grad Rate	80%	40%	42%	
Fall 2013				
Headcount	1	66	67	
Grad Rate	100%	44%	45%	
Eight Cohort Campus Headcount	**21**	**604**	**625**	
Eight Cohort Campus Grad Rate	**67%**	**48%**	**49%**	
Off-Campus				
Fall 2006				
Headcount	25	158	183	
Grad Rate	60%	55%	56%	Not Significant
Fall 2007				
Headcount	22	188	210	
Grad Rate	36%	60%	57%	Significant
Fall 2008				
Headcount	26	229	255	
Grad Rate	54%	54%	54%	Not Significant
Fall 2009				
Headcount	22	248	270	
Grad Rate	45%	53%	53%	Not Significant
Fall 2010				
Headcount	24	259	283	
Grad Rate	58%	54%	54%	Not Significant
Fall 2011				
Headcount	26	305	331	
Grad Rate	54%	55%	55%	Not Significant
Fall 2012				
Headcount	35	297	332	
Grad Rate	69%	49%	51%	Significant
Fall 2013				
Headcount	30	274	304	
Grad Rate	73%	49%	51%	Significant
Eight Cohort Off-Campus Headcount	**210**	**1958**	**2168**	
Eight Cohort Off-Campus Grad Rate	**58%**	**53%**	**54%**	Not Significant

Grad Rate for First Time Full Time Freshmen

We're looking at our standard cohorts of First Time Full Time Freshmen

We compare 6-year gradation rates for students who passed a course with a 'LIB' prefix in their first year to those who did not.

Cohorts	First Year LIB Course	No 1st Year LIB Course	Overall		% of Cohort Taking 'LIB' Courses
Fall 2006					3%
Headcount	9	342	351		
Grad in 6 Years	56%	31%	32%		
Fall 2007					8%
Headcount	24	289	313		
Grad in 6 Years	21%	24%	23%		
Fall 2008					6%
Headcount	18	292	310		
Grad in 6 Years	39%	34%	34%		
Fall 2009					10%
Headcount	45	390	435		
Grad in 6 Years	38%	26%	27%		
Fall 2010					24%
Headcount	103	335	438		
Grad in 6 Years	32%	31%	31%		
Fall 2011					21%
Headcount	71	274	345		
Grad in 6 Years	32%	30%	30%		

GPA for Completers Sumer 2016 - Spring 2017

Here we compare Baccalaureate Completers who started as first time freshmen since Summer 2001 (we don't limit to those who started full-time on this report).

We compare those who passed a course with a 'LIB' prefix within a year to those who did not.

	Baccalaureate Completers	Avg Degree GPA
All Students	140	3.28
Passed LIB First Year	35	3.23
No Library first year	105	3.29

Appendix C: Courses Taught

On-campus - (Fall and Winter terms library faculty are heavily involved in UNI courses, which is reflected here in what we are able to offer on-campus)
*Course cap is 24

	Summer 2017		Fall 2017		Winter 2018		Spring 2018	
	Sections	Students	Sections	Students	Sections	Students	Sections	Students
LIB 127					1	20	1	11
LIB 307								
LIB 317								
LIB 327								

Online
*Course cap is 20 for LIB 127, LIB 307, LIB 317
*Course cap is 15 for LIB 327. This course is more labor intensive, and will be suspended for the 2018-2019 academic year and foreseeable future.

	Summer 2017		Fall 2017		Winter 2018		Spring 2018	
	Sections	Students	Sections	Students	Sections	Students	Sections	Students
LIB 127	1	4	1	17	1	13	1	10
LIB 307	1	17	1	25	2	38	2	31
LIB 317			1	11	1	5	1	8
LIB 327			1	14	1	9	1	12

Appendix D: Reference Statistics

Number of Questions by Hour of Day

Hour	
7:00 AM	
8:00 AM	
9:00 AM	
10:00 AM	
11:00 AM	
12:00 PM	
1:00 PM	
2:00 PM	
3:00 PM	
4:00 PM	
5:00 PM	
6:00 PM	
7:00 PM	
8:00 PM	
9:00 PM	
10:00 PM	
11:00 PM	

Number of Questions by Day