LINSCHEID LIBRARY

Annual Report 2018-2019

Prepared by:

DANA BELCHER, DIRECTOR

Mission
We educate and empower students to understand and transform our world.

Vision
First choice because of who we are.

Core Values
- We are humble, kind, generous, and care for our students and one another.
- We go the extra mile to provide an exceptional experience for students and those we serve.
- We are forward-thinking, adaptable, and open to new ideas.
- We commit to solving problems, whether our own or others’. 
I. SHARED HORIZONS 2019 – 2024

ACADEMIC PROGRAMS
- Goal 1: Achieve academic excellence through innovative programming, outstanding faculty, continual assessment, a flexible learning environment, and community engagement.

Not Applicable.

ENROLLMENT, RETENTION, AND STUDENT SUCCESS
- Goal 2: Achieve strong undergraduate and graduate enrollments and high retention, graduation, and job placement rates.

Not Applicable.

INSTITUTIONAL CULTURE AND WORK ENVIRONMENT
- Goal 3: Create and nurture an inclusive, dynamic and engaging experience for all stakeholders.

Strategy 1.2. The library has had stability in librarian positions with two positions for 2 years, two for 3, and one for 20. The library has had stability in most staff positions with two for less than a year, one for 3, one for 5, one for 6, one for 9, and one for 33. The director has 22 years. This has greatly impacted efficiency.

COMMUNICATION
- Goal 4: Create a culture of effective communication to raise the profile among the internal and external stakeholders we serve.

Strategy 1.1. All employees have worked diligently to create, update, and maintain manuals and documentation, archiving decisions that impact future expansion.

Strategy 2.2:
- Social media engagement
  - Revised Facebook series
  - Established new promotion avenue for the blog (ECU homepage and landing pages)
- In-library engagement
  - Revised bulletin board and book display plan to include interactive options
  - Maintained whiteboard questions on 2nd floor
- Outside of the library engagement
  - Invited ECU and Ada community members to participate in Ada Reads project
  - Built relationship with Admissions by presenting at Transfer Enrollment Day & an elementary school visit
- Added second day of availability to the escape room and increased attendance by 60%
- Increased Facebook likes and reach by 50% over last year
Strategy 3.3 Monthly web usability studies were conducted throughout the year, culminating in the development of a new web design to be implemented by August 1.

FINANCIAL AND PHYSICAL RESOURCES

- Goal 5. Acquire, manage, and leverage resources to achieve ECU’s mission, vision, and goals.

Strategy 1.3. The library provided opportunities for two students to work in library departments funded by the NASNTI grant. In addition, the library provided space and mentoring for two student interns in English and Mass Communications funded by the NASNTI research grant.

Strategy 4. The library efficiently and effectively conducted annual analyses of periodicals, standing orders, and databases. As a result, 5 databases, 32 periodicals, and 34 standing orders were cut at a cost savings of $53,000.

II. Status of the Annual Degree Program Assessment Reports

Reports submitted for [2017 – 2018]
Submitted August 2018

Instructional improvements or changes
Not Applicable

Proposed instructional improvements or changes
Not Applicable

Collection practice and procedure assessment
Due to low participation rates in pre- and post-test scaffolding assessment, the library will switch to a worksheet/rubric assessment in AY20. A purposeful cluster sampling of 80 students both fall and spring will be used, and all librarians will be involved in scoring on a rotation basis.

Status of response to the University Assessment Committee
Not Applicable
III. Accomplishments of Note

Program
This section includes information about:
I. Library Collections
II. Library Use
III. Instruction
IV. Special events/activities/new services
V. Master Tables

I. Library Collection

This year, 9,633 unique titles were added along with 602 additional items (multi-volume sets or extra copies) for a total of 10,235 added items. 3,116 unique titles were withdrawn along with 1,242 additional items for a total of 4,358 withdrawn items. The net increase for the year was 5,877 items, bringing the total items held by the library to 620,391. This represents a 1% increase for both the 1 and 5-year mark. The total number of unique titles held by the library is 169,821, representing a 55% decrease for both the 1 and 5-year mark. A complete inventory was conducted this fiscal year, requiring adjustments to previous years’ numbers.

Books are the largest portion of unique titles (66%). Although eBooks are the second largest of unique titles (24%), they comprise the highest percentage of increase for the year for items (28%). The numbers for all other types of resource are minimal in comparison to these numbers.

The library’s general acquisitions budget dropped 4% to $216,145. A reduction was taken due to the state budget crisis. The budget was supplemented with funds from the Library Technology Fee, $170,658; Native American Studies, $8,625; and the NSANTI Heritage Program, $764.61. The total acquisitions budget was $369,635, a decrease of $54,850 or 13% from last year. $2,406 was left unspent.
to help cover the $7,242 overage in the regular student wages budget. The library reserved 61% of the budget, doling out the remaining funds to the academic departments.

The College of Education & Psychology and the School of Business show downward trends in library allotments, possibly indicating less use of the library resulting in a reduced budget, whereas both the College of Health & Sciences and the College of Liberal Arts & Social Sciences show upward trends indicating increased use of library services. Other than the College of Health & Sciences, there is no clear trend in library budgets, expenditures and enrollment.
II. Library Use

Total circulation is up 11% at the 1-year mark. Matching the decrease in enrollment, circulation is down 20% at the 5-year mark. It is positive to note that the three colleges have increased circulation of items in their collection at the 5-year mark. eBook circulation increased 187% this year and streaming videos increased 33%. All other categories decreased, with the largest decrease in eReserves (57%). This is likely due to enforcement of copyright restrictions and increased use of database articles.

Circulation by classification is nearly the same as last year. Other increased 40% due to the addition of eBooks, which are not able to be tracked according to the patron’s classification. Freshman (40%) and
Seniors (55%) have declined the most at the 5-year mark, possibly due to more use of eBooks or database articles.

Only the College of Health & Sciences saw an increase of circulation by student’s major at the 1-year mark (5%), and they have the smallest decrease at the 5-year mark (20%). The College of Liberal Arts & Social Sciences had the largest decrease in circulation at the 1-year (24%) and 5-year (50%) mark.

Circulation of eBooks had the largest increase (187%) at the 1-year mark, which is likely due to the purchase of new eBooks and adding statistics for online government document usage to the eBook category. Other notable 1-year increases were in children’s literature (36%) and streaming videos (33%). This may be due to more instruction sessions about using the children’s literature section and
promotion of the library’s streaming video database. Music scores have increased the most over at the 5-year mark, 359%. This may be due to a new liaison librarian for the Music Department.

![Circulation by Item Type 5 Year Trend](chart1.png)

**In-house** use measures the number of items which are used by patrons, but not checked out. In-house use decreased 17% at the 1-year mark, and 55% at the 5-year mark. The largest 1-year decreases were in Oklahoma Studies (83%) and Reference (66%). The largest 5-year decreases were in Reference (92%), DVDs (91%) and Oklahoma Studies (89%). The decreased usage of reference materials is likely due to patrons using online alternatives.

![In-House Use by Location 5 Year Trend](chart2.png)

Traditional **reserves** circulation is down 16% at the 1-year mark, and eReserves circulation is down 57%. The decrease in eReserves is likely due to enforcement of copyright restrictions and the increasing
availability of online resources through library databases. eReserves are intended to be a temporary solution while an instructor obtains copyright permission or an alternative resource, so the decrease in eReserves is not alarming.

The Other category includes headphones and flash drives. While there are few of these items, they circulate several times per day. The School of Business and College of Liberal Arts & Social Sciences (CLASS) have the largest discrepancy between the number of items on reserve and the circulation of those items. Only CLASS had items on eReserve: 5 items that circulated 67 times.

Total notices are up 29% even though circulation is only up 11%. This means there were more patrons this year that did not return items before they were overdue or billed. This could be due to technical issues with Sierra that were not discovered until late May. Sierra reported that it was sending notices,
but many patrons were not receiving them. The issues should be resolved after Sierra is updated in summer 2019.

People not in the ECU community can still have access to library resources through a community patron card for Ada citizens or an OK-Share card for patrons of other participating libraries. New community patron cards are up 23% from last year. Increasing the number of community patron cards can increase library usage in other areas and increase support for ECU and the library in the wider Ada or Oklahoma community. The OK-Share program is offered as a convenience and it is not a concern that no new OK-Share cards have been given in the past three years.
Overall community patron printing is down 14%. This is likely due to two months of issues with new printers connecting to PaperCut.

**Gate count** for this year is down 2% at the 1-year mark, and 37% at the 5-year mark. This downward trend could be due to many factors, including increased usage of online library resources, increase in instruction sessions held outside the library and decreased enrollment.

**Computer** use is up 9% at the 1-year mark, and down 44% at the 5-year mark. A new printing system was implemented in fall 2017 which allows each student $50 in printing instead of unlimited free printing. This may explain why overall reference computer use continues to be lower than it was two
years ago. Over the past five years, reference computer use is decreasing more quickly than enrollment (44% vs. 20%) and gate count (44% vs 37%).

Checkouts are down at the 1-year (2%) and 5-year (26%) mark following the same trend as gate count.
**Interlibrary loan** lending requests from other libraries are down 8% at the 1-year mark. However, there was a 25% increase in filled requests correlating to the 27% decrease in unfilled requests. Overall, interlibrary loan lending activity is up 3% at the 5-year mark.

Borrowing requests from ECU faculty, staff, and students have decreased by 10% at the 1-year mark. However, there was only a 7% decrease in filled requests and a 37% decrease in unfilled requests which is a positive trend. Overall, interlibrary loan borrowing activity is up 11% at the 5-year mark.
Freshman, senior, and graduate/postgraduate requests all decreased this year. Graduate requests saw the greatest decrease at 43%. Faculty & Staff requests increased by 6.5%.

Most borrowing requests came from faculty for the College of Liberal Arts & Social Sciences. The College of Health & Sciences had the highest number of student requests.

Document delivery numbers continued to decrease this year (67%), but they remain higher than they were 5 years ago. This year 100% of document delivery requests were for the College of Education & Psychology. It is anticipated that this service will increase as Learning House courses increase.
The trend of cutting print subscriptions in favor of electronic and full-text databases continues. Print subscriptions decreased 13%, and, conversely, paid electronic subscriptions increased 12%. Unique aggregate database titles decreased 3% at the 1-year mark due to the cancellation of three databases. At the 5-year mark, print is down 54%, paid electronic up 380%, and aggregate database titles up 26%. There is likely to be a decrease in database titles next year as significant cuts were made this spring due to anticipated budget cuts.

Current periodical usage decreased by 53%, which may be partially due to the large number of print subscriptions that were cancelled in 2018. Bound usage decreased by 33%, which may be partially due to the decrease in interlibrary loan lending requests. Microform usage increased by 149%, which is largely due to the library’s acquisition of the Ada News archive in 2018. Ada Evening News had 63% of the total microform usage.
Current periodical usage is dominated by English & Languages (45%) due to the usage of literary journals for course projects. Bound titles with the highest usage belong to Professional Programs in Human Services (15%) and Psychology (12%). Other was boosted by high usage of Ada Evening News microfilm.

Database use continues a downward trend at both the 1-year (2%) and 5-year (26%) mark. Overall database use decreased less sharply than enrollment this year (2% vs. 5%). An increase in record views with a decrease of full-text use could be partially due to the loss of three full-text databases this year. It could also indicate increased usage of open access titles.

Web Access Management (WAM) data provides information about who uses library databases and when they are used. Verified connections are those made by a patron using a non-campus device, and non-verified connections are those made using a campus computer. Even though enrollment decreased...
by 5%, total connections increased 2% at the 1-year mark and 28% at the 5-year mark, verified connections increased (3% and 39%), and non-verified connections decreased (4% and 1%). This indicates that more users are connecting with non-campus devices, a trend that should continue as more Learning House courses are offered.

The proportions of verified (non-campus) database connections by patron type are typical. Undergraduate students comprise 70% of connections. Connections of freshmen (19%) and sophomores (38%) both increased at the 1-year mark, which could be due to increased instruction for General Education courses. Connections of juniors (-5%) and seniors (-2%) both decreased at the 1-year mark. Graduate (-7%) and post graduate (-20%) student connections also saw a decrease that corresponds with the decrease in enrollment. Graduate and post graduate
students remain the heaviest database users (27%), but freshmen connections (24%) have increased over the last two years to become the heaviest undergraduate user group.

The College of Education & Psychology has disproportionately more connections than enrollment, and the School of Business has disproportionately less connections than enrollment. This pattern has been consistent over the last few years.
Verified (non-campus) full-text use decreased for every college/school. This is partially due to a change in how the data was calculated. Total numbers from past years did not include Other (Undecided, Faculty, Staff) and Non-verified connections, so the numbers for each college/school were inflated.

Research posters are provided, free of cost, to individuals presenting research outside of the classroom. Research posters increased at both the 1-year (3%) and 5-year (37%) mark. Faculty posters increased the most (44%) at the 1-year mark, and Research Day posters increased the most (52%) at the 5-year mark. The 149 posters printed for AY19 totaled 1,125 square feet at a cost to the library of $1,968.75.

The College of Health and Sciences comprised the bulk of research posters.
In addition to research, **poster printing allotments** are given to all academic departments and ECU offices. Due to budget cuts, allotments were reduced from 125 square feet to 100 square feet. The 954 posters printed for AY19 totaled 2,943 square feet at a cost to the library of $5,150.25.

Additionally, personal printing and printing over allotments can be requested at cost to ECU faculty, staff, and students, with increased pricing for community patrons. The 788 posters printed for AY19 totaled 1,805 square feet. Of these, $3,341.48 was recovered from personal printing and $2,756.90 from departments going over their allotments.

Total expenditures, including paper, ink, foam board, and lamination for AY19 were $10,804.64. Total recovery from personal and allotment overage was $6,098.38. This leaves a **deficit** to the library of **$4,706.26**. With an anticipated 5% decrease in administrative expenses for AY20, allotments will once
again need to be decreased and recovery pricing will need to be increased. Funds for research poster printing will need to be investigated.

There has been a downward trend in work orders; however, last year saw an increase in lamination, DVD transfer and DVD duplication.
A comparison of audiovisual services shows increases in all three areas at the 1-year mark, with decreases at the 5-year mark except for equipment.

Reference queries increased 28% at the 1-year mark but have decreased 24% at the 5-year mark. This increase is mainly due to an increased emphasis on transaction tracking at all library help desks. It is equally not surprising that the number of queries decreased over 5 years, as enrollment has also dropped (20%).

Level II (48%) and Level I (26%) queries continue to comprise the majority of the reference queries, followed by Level IV (13%) queries for the first time in recent history. The 1-year mark reveals increases for all four query levels: Level I (26%), Level II (28%), Level III (23%), and Level IV (41%). The 5-year mark
shows increases and decreases. Most notably, Level IV queries have increased by 206%. However, Level I, II, and III queries have decreased over the past five years by 4%, 41%, and 33%.

<table>
<thead>
<tr>
<th>Year</th>
<th>Level I</th>
<th>Level II</th>
<th>Level III</th>
<th>Level IV</th>
</tr>
</thead>
<tbody>
<tr>
<td>2018-19</td>
<td>4,263</td>
<td>3,149</td>
<td>2,739</td>
<td>1,120</td>
</tr>
<tr>
<td>2017-18</td>
<td>3,112</td>
<td>1,817</td>
<td>1,616</td>
<td>1,265</td>
</tr>
<tr>
<td>2016-17</td>
<td>2,188</td>
<td>1,265</td>
<td>1,106</td>
<td>935</td>
</tr>
<tr>
<td>2015-16</td>
<td>1,153</td>
<td>706</td>
<td>624</td>
<td>495</td>
</tr>
<tr>
<td>2014-15</td>
<td>4,549</td>
<td>960</td>
<td>706</td>
<td>935</td>
</tr>
</tbody>
</table>

Walk-in reference queries remain the largest category of reference interactions by large margins. Walk-in queries have shown a 27% increase at the 1-year mark, but a 35% decrease for the 5-year mark.

<table>
<thead>
<tr>
<th>Year</th>
<th>Walk-in</th>
<th>Phone</th>
<th>Email</th>
<th>Chat</th>
<th>LibCal</th>
</tr>
</thead>
<tbody>
<tr>
<td>2018-19</td>
<td>2,775</td>
<td>179</td>
<td>178</td>
<td>294</td>
<td>52</td>
</tr>
<tr>
<td>2017-18</td>
<td>2,188</td>
<td>110</td>
<td>153</td>
<td>86</td>
<td>52</td>
</tr>
<tr>
<td>2016-17</td>
<td>1,265</td>
<td>68</td>
<td>181</td>
<td>131</td>
<td>52</td>
</tr>
<tr>
<td>2015-16</td>
<td>1,106</td>
<td>19</td>
<td>86</td>
<td>53</td>
<td>52</td>
</tr>
<tr>
<td>2014-15</td>
<td>4,263</td>
<td>960</td>
<td>706</td>
<td>935</td>
<td>52</td>
</tr>
</tbody>
</table>
Once again, the College of Liberal Arts & Social Sciences had the highest total number of queries (32%). The College of Health & Sciences had the second highest number of queries (29%). The College of Education & Psychology had the third highest number of queries (25%). The School of Business followed with 9%.

**Faculty/student consultations** are research appointments generally conducted outside of Reference Desk duty. Unlike in past years, the heaviest users of research consultation service were in the College of Liberal Arts & Social Sciences (30%) and the College of Education & Psychology (30%). Patrons in the College of Health & Sciences had 29% of the total number of consultations, and the School of Business had 11%.
In AY1819, as part of the NASNTI HERC grant, the library opened 4 new individual study rooms (ISRs) and the new Digital Humanities Lab (DHL). The ISRs were an extension of the previous year’s group study rooms (GSRs). The DHL was built in the space previously occupied by current periodicals, which was relocated directly behind the GSRs with the addition of a comfortable seating area and photo gallery, Gallery Obscura. The gallery was created by Mass Communication faculty Sarah Engel as a space to display her students’ creative works.

The DHL has 12 iMac student computers, a conference table, a book scanner, and 3D, large format, and color printers. English and Languages provided two interns in the spring, English and Mass Communication students, to begin working on the Originals digitization project. In addition, the lab is available for instruction sessions, meetings, and other programs.

A total of 45 bookings were made for the Digital Humanities Lab. 62% of bookings were for the College of Liberal Arts & Social Sciences. The School of Business had no bookings. The College of Education & Psychology has their own makerspace area with printers and digital equipment located in the Education building, so this may be why their DHL usage is exceptionally low.
DHL printing corresponds with the bookings data. Printing in the Other category was done for the NASNTI Heritage Grant Program and for the library. The majority of 3D printing was done for the Art and Biology departments, as well as NASNTI and the library. The majority of large format printing was done for the Mass Communication department and Gallery Obscura.

With the addition of 4 individual study rooms, usage has increased by 289% over the last year. Group study rooms (GSRs) have increased 122% at the 1-year mark, and 460% at the 5-year mark. GSRs had 2,420 bookings for a total of 3,619 hours; ISRs had 1,831 bookings for 2,852 hours. Each group study room has a television that can be used to share screens from mobile devices using ClickShare technology. ClickShares were checked out 163 times, and approximately 8% of group room bookings used the devices. Tuesday has the highest number of bookings for all three semesters. Study room usage remains steady from 12:00-8:00 PM, peaking from 2:00-6:00 PM in the fall and 5:00-7:00 in the spring.
The College of Health and Sciences had the majority of study room usage at 53%. The Nursing department had the most usage with 1,112 bookings, followed by Biology, Business Administration, and Accounting. Chemistry and Physics also had high booking numbers.

**Study Room Bookings by College/School**

<table>
<thead>
<tr>
<th>College/School</th>
<th>Bookings</th>
</tr>
</thead>
<tbody>
<tr>
<td>College of Education &amp; Psychology</td>
<td>272</td>
</tr>
<tr>
<td>College of Health &amp; Sciences</td>
<td>827</td>
</tr>
<tr>
<td>College of Liberal Arts &amp; Social Sciences</td>
<td>565</td>
</tr>
<tr>
<td>School of Business</td>
<td>331</td>
</tr>
<tr>
<td>Other</td>
<td>2,256</td>
</tr>
</tbody>
</table>

**Social media** use continues to rise. Page Likes have nearly doubled since last year and increased four-fold since the Facebook page began three years ago. Total Reach has increased 50% over last year, indicating the current strategy for posting is working.

**Facebook 5 Year Trend**

The wide variance in Total Reach is not a concern, as it is the nature of social media to have large swings in post reach. The spike in October was due to a Meet the Librarians video and a post about the library looking for student assistants. The spike in May is due to a post about the library being open to the
community. This post was one of the most popular in the library’s history. It reached 4,200 people and was shared 36 times.

![Facebook Total Reach](chart)

Page Likes counts the number of people who “liked” the page in order to see the page's posts in their newsfeed. The jump in likes in August was due to the Howdy Fair, where the Facebook page was promoted to new students. The steady increase in likes is a positive sign that the audience is interested in the posts.

![Facebook Page Likes](chart)

The library blog was created in October 2017 to replace the library newsletter. The scope of the blog is to promote new resources in the library and highlight student and faculty research or creative projects. Total blog views increased 46% over last year, due to the blog being available for the entire year. The blog has value in recruitment and retention as it features students’ high impact learning experiences.
Next year, the Outreach Department should focus on finding partners on campus who will use the blog in recruitment and retention efforts to highlight their research, as well as other departments that send out newsletters and request that the latest blog post be featured in some of the newsletters. Monthly data also shows views were generally higher after the blog began to be promoted on the ECU homepage and landing page, which indicates this promotion is successful.
III. Instruction

Instruction consists of three types: information literacy, tours, and other. Total instruction sessions and total participants showed increases at the 1-year mark (42% and 22%), and at the 5-year mark (81% and 54%). Following suit, information literacy sessions increased at both the 1 and 5-year mark (40% and 70%), as well as participants (30% and 54%). This is due mainly to an increased significance placed on information literacy instruction. The number of tours, on the other hand, have decreased at both the 1 and 5-year mark (6% and 27%). Tour participants have increased 9% at the 1-year mark, but have decreased 20% at the 5-year mark. The “Other” category experienced increases at both marks (74% and 360%), along with participants (6% and 327%).

![Overall Instruction 5 Year Trend](image-url)
The College of Liberal Arts & Social Sciences sessions increased 30% at the 1-year mark, and 109% at 5-years. The College of Health & Sciences increased 64% and 236%; the College of Education & Psychology 156% and 306%; and the School of Business -21% and 450%. Other, Freshman Seminar tours and any other tours or other types of instruction sessions that were not affiliated with a particular department, saw decreases in sessions, 11% and 53%.
As of spring 2019, information literacy **scaffolding** has been completely integrated into the departments of English and Languages, Psychology, and Environmental Sciences. This integration involves testing students at the freshman and junior level in each targeted department. Students in English and Languages displayed improvement in information literacy skills between their freshman (19%) and junior (38%) years. Students in Psychology displayed improvement in information literacy skills between their freshman (41%) and junior (76%) years. Students in Environmental Sciences also displayed improvement in information literacy skills between their freshman (30%) and junior (100%) years.

### Scaffolding

<table>
<thead>
<tr>
<th></th>
<th>PASS PERCENTAGE</th>
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<th>PASS PERCENTAGE</th>
<th>PASS PERCENTAGE</th>
<th>PASS PERCENTAGE</th>
<th>PASS PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>English and Languages</td>
<td>ENG 1213</td>
<td>ENG 3193</td>
<td>PSYCH 1113</td>
<td>PSYCH 3933</td>
<td>EHS 1114</td>
<td>EHS 3603</td>
</tr>
<tr>
<td>Question 1: Choosing topics</td>
<td>23.68%</td>
<td>57.02%</td>
<td>84.62%</td>
<td>61.54%</td>
<td>56.52%</td>
<td>75.00%</td>
</tr>
<tr>
<td>Question 2: Creating keywords</td>
<td>53.85%</td>
<td>61.54%</td>
<td>84.62%</td>
<td>69.23%</td>
<td>75.00%</td>
<td>75.00%</td>
</tr>
<tr>
<td>Question 3: Choosing research tools</td>
<td>32.71%</td>
<td>50.47%</td>
<td>70.09%</td>
<td>50.47%</td>
<td>56.52%</td>
<td>75.00%</td>
</tr>
<tr>
<td>Question 4: Using searching techniques</td>
<td>61.90%</td>
<td>80.95%</td>
<td>80.95%</td>
<td>80.95%</td>
<td>56.52%</td>
<td>75.00%</td>
</tr>
<tr>
<td>Question 5: Evaluating sources</td>
<td>47.83%</td>
<td>71.43%</td>
<td>67.14%</td>
<td>71.43%</td>
<td>56.52%</td>
<td>75.00%</td>
</tr>
</tbody>
</table>
Academic Integrity tutorials comprised 60% of all tutorial use. Academic Integrity at ECU and Beyond (15%), Plagiarism: What is It? (13%), and Plagiarism: How to Avoid It? (13%) tutorials were the most popular of the series. These tutorials have seen a decrease at the 1-year mark, 13%, but an increase of 273% at the 5-year mark.

In spring 2018, ECU enacted its updated academic integrity policy, which included Academic Integrity Sanction 6.2. Liaison librarians for the College of Health & Sciences and the School of Business met with a total of 6 students who had sanctions, a decrease of 1 since last year. Only 2 students did not complete their initial meeting with their liaison librarian.
While the number of subject guides has remained steady at both the 1 and 5-year mark, usage has increased at the 1-year mark (7%) and decreased at the 5-year (52%). The largest 1-year usage increase occurred in the College of Education & Psychology (64%). All colleges/school saw usage decrease at the 5-year mark, with the largest usage decrease in the College of Liberal Arts & Social Sciences (80%).
The number of course guides increased at both the 1-year (22%) and 5-year (95%) mark, as well as usage (10% and 11%). The College of Education & Psychology had the largest increases in number of course guides (140% and 200%) and usage (70% and 33%). The School of Business (138% and 139%) and College of Liberal Arts & Social Sciences (5% and 25%) have increased usage both at the 1 and 5-year mark. The College of Health and Sciences saw decreases at both marks of over 20%.
Overall, the number of **total guides** (22% and 94%) and usage (51% and 3%) have increased at the 1 and 5-year mark, proving that the research guides are still a useful and relevant tool for students.
IV.  Special events/activities/new services

Outreach events are divided into two categories: hosted and organized. An organized event means that the library plans, advertises and holds the event. A hosted event means that an outside party plans the event, and the library provides a space. Publicity may be handled by either party for a hosted event. Event attendance is down 14% at the 1-year mark but up 13% at the 5-year mark. Average attendance at events is down at both the 1 and 5-year mark (2% and 19%). This is likely due to having more hosted events that have low attendance.

Paws for Thought remains the most popular event, although the spring event attendance was much lower than usual. This is likely because the event was scheduled on a Friday and many students were not on campus on that Friday. This is the second year the library has done an escape room for National Library Week. It continues to be popular and will be offered again next year. Recurring events like Coloring Study Break and the Halloween Party (Day of the Dead party this year) had lower attendance than usual.
The **digital repository** has been one of the top priorities this year, with continuing work to increase usability and accessibility of the repository. A full upgrade and file transfer was completed, increasing online response time. File sizes are still problematic and a priority for the next year. Efforts to find a less expensive, more user friendly system are in the works.

The largest addition to Special Collections this year was the desk used by former Oklahoma governor George Nigh. Usage has been tracked more fully this year in comparison to previous years. Statistics were kept for the number of patrons assisted, items used in a display case, and times pictures from Special Collections were used on Facebook. Items used in displays caused the highest number of usage, although the number of patrons assisted doubled with 11 patrons assisted, compared to last year’s 5 patrons.

![Usage By Month](image)

According to the library’s environment plan, the ideal **environment** for the library collections is below 40% humidity and between 65-70 degrees Fahrenheit. Once again, the library spent far too many days outside the acceptable ranges. All areas of the library had a large number of days outside the ideal temperature. Media Services had the highest number of days outside the ideal temperature of 65-70 degrees Fahrenheit (342.88 days). The Special Collections Reading Room had the lowest number of days outside the ideal temperature (145.1 days).

![Days Spent Outside Ideal Conditions](image)
With the third year of the new Reference Staffing model, peer assistants (PRAs) worked 27% of the total desk hours, librarians worked 22% of desk hours and 34% on-call, and staff worked 4% on the desk and 9% on-call. Only 3% of available hours were left open.

![Reference Desk Staffing Chart](image)

The Safety Committee provided training to 30 student assistants in the fall, and 32 in the spring. This is an overall increase of 12% from last year. This training included the revised safety procedures, which have been distributed to all library departments. Additionally, extreme weather and fire procedures were added to staff safety packets, emergency and first-aid kits were restocked, and a committee manual was created.

The library’s coffee bar is provided by the Linscheid Library Academic Friends (LLAF). Coffee bar sales are up 14% at the 1-year mark, and 4% at the 5-year mark. Coffee saw a 22% increase over last year, but espresso saw a 50% decrease. 208 coupons for free drinks were redeemed at a cost of $162.50. Although LLAF saw a fifth year of positive net value, $334, this is down 73% from last year, and 72% from five years ago. The decrease in net is from more and more trainings costs and involvement in campus activities. This year, LLAF provided funds for a Mass Communication marketing campaign and CETL book club refreshments.
V. Master Tables

In AY1213, the library created a ‘master table’ that would begin to show library activities by college/school compared to the percentage of student credit hours (SCH). The table is divided into five categories: Circulation (checkouts, renewals, reserves, ILL), Collection (purchases, donations, withdrawals), Electronic Resources (connections, searches, full-text), Instruction (sessions, students, research guides), and Research Assistance (research posters, faculty/student consultations, room bookings, media requests). The master table allows librarians to see which areas may need more attention in assigned liaison departments.

Total usage continues to decline (12% and 38%) but more so than SCH (5% and 20%). The College of Education and Psychology saw the only increase at the 1-year mark (3%), mainly due to instruction and research efforts. The School of Business saw the smallest decrease at the 1-year mark (6%), mainly due to increases in research efforts. Other saw the largest decrease at both the 1 and 5-year mark, however, this is a positive as it means more and more use of the library is attributed to a college/school.
With 24% of the SCH, the College of Education & Psychology equals or exceeds in comparable numbers for circulation (24%), collection (32%), electronic resources (33%), instruction (26%), but lacks in research assistance (15%). However, much improvement is seen at both the 1 and 5-year mark for collection, instruction, and research assistance.

With 29% of the SCH, the College of Health & Sciences closely approximates in comparable numbers for circulation (28%), collection (29%), electronic resources (26%), instruction (27%), and exceeds in research assistance (52%). Much improvement is seen at both the 1 and 5-year mark for collection and research assistance.
With 34% of the SCH, the College of Liberal Arts & Social Sciences equals or exceeds in comparable numbers for circulation (36%), collection (34%), electronic resources (34%), instruction (40%), but lacks in research assistance (19%). However, improvement is seen at the 1-year mark in instruction and the 5-year mark for research assistance.

With 12% of the SCH, the School of Business falls short in comparable numbers for circulation (10%), collection (4%), electronic resources (7%), instruction (7%), and exceeds in research assistance (14%). However, much improvement is seen at the 5-year mark in collection, and both the 1 and 5-year mark for instruction and research assistance.
Not all library activities can be assigned to a college/school either because the ‘home’ college/school (ex. reference questions) cannot be identified or because the service was not delivered to a member of the ECU community (ex. tours for high school students). It is the library’s intention to reduce as much as possible those services/resources that cannot be assigned, but continue to count what is left in ‘other.’

Overall, Other shows a decline in library usage at both the 1 and 5-year mark (30% and 72%), which is what is expected. More and more usage is being attributed to the colleges and school. There was increases in collection (40% & 18%) and instruction (10% & 23%) at the 1 and 5-year mark, and marked increase in collection (251%) at the 5-year mark. Collection numbers are attributed to the withdrawal of outdated materials and a comprehensive inventory conducted this year.

In addition to a master table that compares across college/school, comparisons for support services are also available.

Circulation is down at the 1 and 5-year mark for all college/school.
Collection is up at the 1 and 5-year mark for two of the college/school, and down at the 1 and 5-year mark for one, and down at the 1-year mark but up at the 5-year mark for one.

Electronic resources are up at the 1-year mark and down at the 5-year mark for one of the college/school, and down at both the 1 and 5-year mark for three.

Instruction is up at both the 1 and 5-year mark for two college/school, down at both for one, and up at the 1-year but down at the 5-year mark for one.
Research assistance is up for all college/school at the 1-year mark except one, and up for all at the 5-year mark. Individual study rooms and research consultations can account for these increases.
Faculty/Staff

Staff and librarians attended 14 trainings, including face-to-face workshops and webinars. In addition, three librarians attended the state Oklahoma Library Conference, one attended the American Library Association mid-winter conference, and one attended the national Innovative Users Group conference. All five librarians attended an all-day leadership pre-conference.

All five librarians presented this year:


- Hasler, Megan (2019, May). *No Frills Inventory: Inventorying with No Special Programs of Equipment*. Presented at Innovative Users Group in Phoenix, AZ.


Three Librarians and the director were involved at the state level, and one at the national level:

- Dana Belcher, Director, co-chair Oklahoma Library Association Vendor Relations Committee
- Marla Lobley, Public Services Librarian, chair Community of Oklahoma Instruction Librarians
- Casey Lowry, Collections Services Librarian, chair Oklahoma Library Association Marketing Committee
- Calantha Tillotson, Instructional Services Librarian, secretary Community of Oklahoma Instruction Librarians
- Calantha Tillotson, Instructional Services Librarian, editor, Professional Materials section of *Reference and Users Services Quarterly, RUSQ*
Three staff worked towards or completed degrees:

- Miles Klupenger, Circulation Assistant, graduated with a Master of Education in Sports Administration.
- Shelby Pletcher, Instructional Services Assistant, graduated with a dual bachelor’s degree in Mass Media and English, and completed 6 hours towards a master’s in biblical counseling.
- Brandi Schur, Assistant to the Director, completed 9 hours towards a master’s in management, and 15 hours towards a master’s in library science.

Staff changes:
- Trevor Spradling left his role as the Collection Services Assistant in December 2018. Vivian Feng was hired to fill the position in February 2019.
- Shelby Pletcher started as Instructional Services Assistant in August 2018.

IV. Summary

Accomplishments
- Addition of the new Digital Humanities Lab
- Addition of four individual study rooms
- Upgrade of the Sierra Integrated Library System (ILS)
- Inventory of the entire collection
- Creation of new training sessions for student assistants
- Implementing prepaid coffee cards and credit card sales
- Documentation efforts by all departments
- Repository of instruction activities.
- Scaffolding in Psychology, English & Languages, and Environmental Sciences, and proposed student learning outcome and scaffolding assessment procedures updates
- Creation of a media creation policy and release form
- Work towards grant options for Instruction Room redesign and submitted one grant. All librarians were involved in writing a grant, submitted by Megan Hasler, for physical improvements - the grant was denied
- Marla Lobley, Public Services Librarian, was part of a Big Read grant submission involving three public libraries. Funding status has not yet been determined.

Strengths
- The continuity and expertise of the librarians and staff which has greatly impacted efficiency.
  - All librarians have been retained for two or more years.
  - All staff have been retained, with the exception of two, for two or more years.
  - The student assistants have a major impact on users’ experience of the library and the functioning of individual departments. There were several exceptional student assistants this year.
  - The newly hired Collection Services Assistant has helped multiple faculty members to access obscure resources by finding institutions that are willing to lend microfilm. Linscheid Library’s relationships with other lending libraries has continued to improve, which will make it easier to borrow rare resources in the future.
  - The Outreach Assistant has served the library for five years and her reliability and attention to detail is a major strength of the library.
• The continued growth of eBooks, and efforts towards open educational resources.
• The library prioritizes customer service and receives compliments regularly about its willingness to help and assist.
• The library’s current hours are appropriate to the times the library is most used.
• The new individual study rooms and the Digital Humanities Lab have greatly increased usage of the library’s second floor. These spaces make the library an appealing place to study and work, particularly in the evenings. The School of Business and some departments in the College of Health and Sciences tend to have low usage of many library services, but they have greatly utilized the new study spaces this year.
• The Outreach Committee is a significant asset to the department due to their insight and willingness to assist with projects.

Areas of concern
• The biggest concern is the library technology fund. It was discovered spring 2018 that it is only being charged to students taking classes on campus. Either a portion of the online/alternate delivery fee needs to be doled out to the library, or the library technology fund needs to be charged to all student credit hours, regardless of the venue. The newly hired provost pushed hard for a portion to be given to the library, but was unsuccessful. Continued efforts by the library director will be made towards FY21 budget.
• Security is an ongoing issue, and more cameras are needed.
• Problems discovered through inventory for coding and statistic keeping, and the need to bring coding in the catalog fully up to date.
• Usage patterns in the School of Business indicate a need to reach out to faculty and students and see how the library can meet their needs.
• Document delivery numbers have continued to decrease. Librarians should continue to raise awareness of this service among graduate and online students, and faculty who teach online courses.
• More promotion of the blog is needed.
• Creating more opportunities to involve students in social media posts and other aspects of the library.
• Assessing impact of Outreach efforts on the ECU community.

Projections on Shared Horizons Strategic Plan
• Evaluate and revamp Sierra codes and statistics gathering
• Create a plan for the review of records for electronic resources in the catalog
• Increasing awareness of document delivery, especially for Learning House course
• Continued documentation efforts
• Redesigning the Freshman Seminar tours
• Redesigning the scaffolding procedures
• Writing a new student learning outcome (SLO) and creating new procedures
• Submitting a proposal and grants for the instruction room redesign
• Creating a new IS Plan.
• Creating a new Outreach Plan for next year