The Evans Library
Fulton-Montgomery Community College

2012-2013 Initiatives
This 2012-2013 Institutional Assessment Report highlights initiatives undertaken by the Evans Library in collaboration with other FM departments’ faculty, students and staff.

**Fulton-Montgomery Community College Mission**
Fulton-Montgomery Community College is the region’s partner for quality, accessible higher education; responsive programs; economic development; and cultural and intellectual enrichment.

- **Goal 1** Prepare students to learn, live, and lead in a diverse and dynamic global culture
- **Goal 2** Create a campus culture that attracts and celebrates diversity
- **Goal 3** Foster an atmosphere of college/community engagement that recognizes FM as an invaluable resource to our region
- **Goal 4** Foster a culture that encourages and embraces innovation and growth
- **Goal 5** Expand resources of the college

**The Evans Library Mission**
The Evans Library is committed to supporting the mission of the Fulton-Montgomery Community College by providing our community with resources, knowledge, and skills to support their educational objectives and facilitate life-long learning.

The Evans Library values providing users and members of the FM community with:
- The skills to locate and utilize information in this Library and all other Libraries
- A balanced collection of information which supports the students’ educational, as well as general, needs
- Space, both physical and virtual, designed to accommodate different teaching and learning styles
- Services to meet students’ educational and personal information needs.

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1. The Evans Library & Curriculum Development
   
   Library participation in curriculum development process

1) Campus Mission/Strategic Goal/Objective

   **Goal 1.** Prepare students to learn, live, and lead in a diverse and dynamic global culture
   - Assure curricula meets the needs of a dynamic world through continuous assessment

   **Goal 4.** Foster a culture that encourages and embraces innovation and growth
   - Better communicate available resources that support innovation

   **Goal 5.** Expand resources of the college

2) Departmental Mission/Goal/Objective

   The Evans Library values providing users and members of the FM community with:
   - A balanced collection of information which supports the students’ educational, as well as general, needs
   - Services to meet students’ educational and personal information needs.

3) Background

   The creation of the College Senate in 2009 necessitated the reconfiguration of various college committees, with one particular change having a direct impact on the library and its mission to support learning by participating in the curriculum review process on campus. The former Academic Policy Committee, nee Curriculum Committee’s membership change resulted in the removal of the Library (formerly Education Resources) department’s professional staff from the committee. This essentially cut the library staff off from direct involvement in the revision of existing and creation of new courses and programs.

   While multiple attempts were subsequently made to have a library professional staff member reinstated to the committee - arguments included the library’s role as an academic department with a seat on the Policy committee for 40 years and the librarians’ obligation to support and contribute to curriculum discussion as members of the faculty as evidenced by organizational placement under the Provost’s Office – it became evident in Fall 2012 that no reinstatement would be forthcoming. Alternate means of participating in the curriculum process were therefore necessary.

4) Actions

   The first step was to review the current library presence in the curriculum development process and to decide what changes could be proposed. It was determined that the single line in the program and course proposal
forms (“Software, equipment or reference materials requested”) fell well short of the necessary documentation to help the Library make an informed decision as to the services and resources it would provide in support of curricula (i.e. information literacy, varied materials & resources, and other types of academic support).

Conversations began in Summer 2012 within the library in consultation with the Provost. These talks progressed through the Fall, with a document being drafted in September for review outside the department. The Public Services Librarian discussed the form with the Curriculum Committee during that time, and the Library Director met with the Academic Deans. They expressed support for the concept and document, while offering a few changes designed to facilitate acceptance and encourage meaningful use. They proposed that the current course and program forms be amended to refer faculty to their particular library liaison, a program that had been in operation for many years, for consultation on the new form as well as adding a checkbox that included the Library form as part of the package (Appendix A). The new form’s title was changed to the Library Services Curriculum Impact Form (LSCIF), the word “curriculum” added to highlight the fact that the form was not just for the Library, but for faculty and students also. It is important to note that the LSCIF is not packaged with the curriculum/course proposal packages, but must be requested through the department library liaison. This process encourages a meaningful dialogue and consultation on resources and services in support of the proposal. The form is available in the “Supporting Documents” folder.

The LSCIF was ready for use by the Spring 2013 semester and was presented to the faculty in their first Division meeting by their library liaison. It has been in use since that time.

5) Measurements
   - Usage statistics
   - Discussions/conversations with faculty and administration

6) Results/Conclusions
The LSCIF was utilized 6 times during the Spring 2013 semester for courses in the Business (BTA249), Chemistry (CHM173-174), Philosophy (PHI260), Psychology (PSY230), & Science (SCI146) departments. Of those, five had the necessary research materials and library services to support the changes/courses. A deficit was identified in one course; the resources for the new psychology course PSY230 Ecopsychology, were found to be wanting in terms of the library’s print collection. The librarian and faculty were able to identify items that would be added to the collection to support this course.
While the library professionals continue to believe that their participation in the Curriculum Committee is both a right and a responsibility of their status as faculty, the LSCIF has provided them with a unique opportunity to cast a fresh eye on a long-established and likely stale process of evaluating new course and program initiatives on campus. It was encouraged communication between the faculty and librarians in providing for the acquisition of a comprehensive and dynamic collection of academic resources, for assisting in the development of appropriate Information Literacy strategies and allowing for the notification of academic support needs outside those of traditional library such as computer resources and tutoring.

7) Future activities or recommendations
   - Continue to utilize form
   - Assess need to update content as use becomes more widespread by surveying faculty
   - Assess curriculum changes impact on collection development efforts by compiling collection recommendations.
2. The Evans Library, Curriculum, Instruction, & Technology

*Instructional Design/Technology needs of the faculty*

1) **Campus Mission/Strategic Goal/Objective**

   **Goal 1.** Prepare students to learn, live, and lead in a diverse and dynamic global culture

   - Assure curricula meets the needs of a dynamic world through continuous assessment

   **Goal 4.** Foster a culture that encourages and embraces innovation and growth

   - Provide professional development opportunities to learn on-campus technology

   **Goal 5.** Expand resources of the college

2) **Departmental Mission/Goal/Objective**

   The Evans Library values providing users and members of the FM community with:

   - The skills to locate and utilize information in this Library and all other Libraries

   - Services to meet users’ educational and personal information needs.

3) **Background**

   The learning environment in higher education and subsequently FMCC has changed dramatically over the past decades. Instruction has shifted from low-tech (chalkboard and lecture) to high-tech (smart board, embedded content, and online learning). At FM, the need for instructional technology support was acknowledged as early as 2000 when one portion of the campus Title III grant was devoted to that issue. Activity 2: Strengthening Academic and Student Programs had, as a core outcome: “to significantly increase the number of faculty members familiar with differences in learning styles and with alternative teaching styles to meet the needs of individual students through a major college-wide faculty development initiative.” This initiative involved the creation of a Faculty Teaching/Learning Center for “advanced teaching, learning and training for student success and curriculum development” with an emphasis placed on instructional technologies. A Learning Center Coordinator hired in early 2000 provided instruction for computer and media equipment, developed and offered programs on Development Days, and assisted faculty in the integration of technology into their curriculum.

   The Coordinator position, however, was discontinued not long past the end of grant funding and resulted in the shifting of instructional technology support to the Institutional Technology department for classroom technology assistance, with curriculum and learning support issues with technology-related components falling to the Library professionals. Faculty also took advantage of various off-campus learning opportunities which were
supported by the college by way of professional development funds – these included conferences and training made available through groups such as NERCOMP and SUNY CIP.

The significant increase in the use of technology as an integral part of instruction, however, has necessitated the review of these accommodations and the need for a more comprehensive curriculum technology support service.

4) Actions

Services and activities in support of the technology utilized by instructors and professional staff to satisfy goals and provide for success with student learning outcomes have continued to grow and expand. An evaluation of these services was undertaken, with discussions occurring among the key players -- IT, the library professionals, teaching faculty and administration, and a determination of how the campus could address the concerns was a topic of conversation during the 2012-2013 Academic Year.

5) Measurements

- Campus technology - Classroom/Library list of equipment (Appendix B)
- Course Management System (Angel) statistics (Appendix C)
- Conversations with campus faculty and administrators
- Library literature/professional listservs

6) Results/Conclusions

In most basic terms, it review of the data and of the campus conversations supports the belief that there has been an explosion of technology available to the faculty: the most current classroom technology list shows that 45 classrooms and 18 labs have over 470 computers. Most classrooms have a station with a projector for faculty use, there are 11 rooms with over 20 computers, 70 rooms have 19 computers or less. These computers include PC, Macs, laptops, or thin clients; rooms may contain projectors, flat panel TV, and/or interactive white boards. A mobile iPad classroom of 30 units was added in Fall 2012 to accommodate technology use in rooms not outfitted with student computers. The wireless network was upgraded and provided a much needed service to the campus community as students and faculty both increased their usage of the ever-increasing number of portable devices available to consumers and educators.

In terms of student learning software, the campus started utilizing Lotus Notes through SLN in CCC and migrated to Angel in Fall 2008. Both fully online classes and ‘blended’ courses were implemented in an effort to provide
faculty with the opportunity to supplement their traditional face-to-face classes with remote-access resources and to provide access to online learning opportunities. The use of this resource has seen a steady increase over the years, with faculty utilizing Angle for discussion, assignment submittals, assessment, course reserves, games, blogs, and wikis. In Fall 2012, 84 unique faculty utilized Angle in 194 classes; in Spring 2013, 70 instructors did so in over 186 classes.

The Library support of educational technology was seen by the increasing number of faculty utilizing various forms of online resources, their higher use of course management software to ‘embed’ research content for student use, as well as the introduction and utilization of the mobile iPad classroom. The ever-increasing collaboration/communication between the Library, IT, and instructional faculty on the integration of technology into the curriculum has made it evident that technology has become and will continue to be an integral part of learning on the FM campus. Ongoing support in not just the use of the technology itself, but in the pedagogy of the integration of that technology that will facilitate the design of curriculum that encourages innovative knowledge creation is evident.

7) Future activities or recommendations

- Identify the need for additional professional support of curriculum design/technology
- Propose a new professional/faculty position; the successful candidate will consult with faculty on curriculum design, participate in classroom planning conversations with IT, and work with the librarians to embed information literacy/fluency into their coursework and programs.
3. The Evans Library Collection Review - Media Resources

Collection Relevance in the Digital Age

1) Campus Mission/Strategic Goal/Objective

   Goal 4. Foster a culture that encourages and embraces innovation and growth

   Goal 5. Expand resources of the college

2) Departmental Mission/Goal/Objective

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3) Background

   The changing academic and digital environment, as well as the increasing number of online courses, a greater usage of Angel/Portal for access to academic materials, and a significant number of newer faculty, has necessitated a comprehensive review of the library’s physical collection, with the media collection being selected for the 2012-2013 year. This follows the significant weeding that was done in the previous two years to decrease the in-house Reference Collection in favor of a more accessible and potentially higher-use online collection. The increase in the availability of online educational media resources and the ability to partner with other colleges’ to ensure the most cost-effective pricing on these materials has led the library to purchase additional digital content (i.e. Films on Demand and MedCom) as well as to provide access to a variety of open-source materials (History Channel, National Geographic, FedFlix, & PBS videos). The addition of these resources, coupled with the need for more student study spaces throughout the library building, brought the professional staff to question the need for a large in-house video collection. Therefore a wholesale re-evaluation of all in-house VHS and DVD units was undertaken.

4) Actions

   During the Summer of 2013 both the regular circulating and professional staff media collections were reviewed and separated into two categories: those videos that had not circulated/been loaned since 2005 and those that had circulated between 2006 and 2008. There were 189 items in the former category, 256 in the latter. Those materials that had been loaned out (to either faculty or other patrons) were left on the shelves, with the Professional Collection being inter-filed with regular media, something that had not been done in the past.
At the start of the Fall semester 2013, lists were generated in Library of Congress call number/subject order and sent to the respective academic division via their library liaison. These lists included title, author, copyright date, number of loans and last date of loan. Directions indicated that faculty should mark which items they would like to see maintained as part of the library’s collection. We also indicated that any VHS items they wished the library to keep could be considered for re-purchase via DVD or streaming media. The streaming option is particularly relevant, due to the proliferation of distance learning classes and the need to provide support materials in the college’s online environment. We also reminded faculty that, as always, they should provide us with requests for additional multimedia resources that we might consider for purchase or access.

The Divisions were given the opportunity to review these lists for approximately 2 weeks, after which the lists were combined and sent to the entire Professional Staff. After this process, items were removed from the collection, some going to interested faculty and staff, others offered to other libraries.

5) Measurements
   - Collection metrics: circulation data (Appendix D)
   - Online media collection titles circulated (Appendix E)

6) Results/Conclusions
   The titles left in the library’s in-house media collection that remained after the review project show a more dynamic and lean collection of materials. Faculty were able to review all the media titles in their discipline and to call to the library’s attention any items that required updating or additional review.

7) Future activities or recommendations
   Continue to evaluate in-house collections as faculty and curriculum change and newer titles in various formats become available.
4. The Evans Library Curriculum Support – Models

Non-traditional instructional materials efficacy

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   • Better communicate available resources that support innovation

   Goal 5. Expand resources of the college

2) Departmental Mission/Goal/Objective

   • A balanced collection of information which supports the students’ educational, as well as general, needs
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3) Background

   This item was part of the Evans Library Institutional Assessment January-August 2012 report. That report detailed the Library’s partnership with the Science Faculty in the lending of scientific models and proposed additional models and review of alternate statistics.

4) Actions

   Additional models were purchased to supplement those given to the Library by the Science Department and those purchased previously. A model purchased in the Summer of 2012 (a skeleton) was added to the collection for use in Fall 2012; three additional models (skull, heart, and kidney) were purchased in October 2012 and January 2013.

   The means of collecting data for model use was a topic of discussion between the library and science department, with the determination that additional student data for each use would be collected. For every use of a model, all students utilizing the models as well as the amount of time each model was in use would be maintained and added to the assessment process.

5) Measurements

   • Circulation Statistics for models (Appendix F)
6) Results/Conclusions

The enthusiasm the Anatomy & Physiology (A&P) students have for the models is not necessarily reflected in the use of the models – the number of students utilizing the models was not significant in relation to the number of students enrolled in A&P.

However, the students that did use the models did so for a significant amount of time. Of the 66 instances of use, 25 unique users were documented. Instances of use per unique user range from 9 circulations for one student to 1 circulation for 12 students and the hours. Also, the number of hours the models were utilized totaled over 44 hours and, while impressive, does not include the month of February due to a computer error. This data will be collected more regularly to ensure availability.

It is still too early to assess the impact of model availability in the Library and to determine the impact to student success with only one semester’s worth of enhanced data. Further collection and analysis will be needed for any real impact to be assessed.

7) Future activities or recommendations

- Continue to work closely with the Science Faculty to determine which resources best provide students with the resources needed for academic success.
- Compare and assess data on the use of the A&P Science Lab models to determine the necessity of each resource and location.
- Work with IR to aggregate the data to determine if academic success is related to use of models.
5. The Evans Library, iPads, & Information Literacy

Mobile iPad classroom & student learning

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2) Departmental Mission/Goal/Objective

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3) Background

During the 2012 summer the following purchase was made by the Provost’s Office

<table>
<thead>
<tr>
<th>Item</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>iPads (30)</td>
<td>$14,370</td>
</tr>
<tr>
<td>Cart (1)</td>
<td>$2,600</td>
</tr>
<tr>
<td>Covers (30)</td>
<td>$1,170</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>$18,140.00</strong></td>
</tr>
</tbody>
</table>

Librarians spent the later part of the summer setting-up these iPads and implementing procedures related to potential use in courses across the curriculum. These actions were conducted in a manner toward fulfilling previous assessment recommendations to:

- “Closely scrutinize the usage statistics from the Fall 2012 semester to help us determine additional steps to facilitate use of these new educational tools.”
- “Provide training opportunities for teaching faculty and library staff in order to maximize the effect these resources have on FM student’s academic success. Look for opportunities to focus on professional development that provides same-discipline and cross-curriculum instruction in use of these new technologies.”
- “Keep abreast of current literature on use of mobile technology for research.”
Consider additional purchases of mobile technology, possibly those that utilize different operating systems and provide alternative access to academic resources.”

(October 2012 Evans Library Assessment Report: Resource/E-Content)

4) Actions

Librarians used the early part of the Fall 2012 semester to advertise the availability of iPads and market the potential uses for teaching faculty. These promotional and educational outreach efforts included:

- Sending emails to teaching faculty detailing availability of iPads and encouraging exploration and use(s) in course(s)
- Announcements made by Liaison Librarians at Division meetings
- Sponsoring a streaming webinar, “iPad Uses in the Library” on September 27, 2012
  - Webinar was attended by all three full-librarians as well as teaching faculty from English, Nursing, Math, Electrical Technology as well as Information Technology
  - Hard copy recording of the webinar remains in the Evans Library’s Professional Development collection
- Implementing of e-book platform Ebrary will 16 e-books dealing with iPads
- Librarians collaboratively writing feature article, “I in Information” for local newspapers publicizing availability and use of iPads as component of library’s Information Literacy program
- Librarians consulting and working with teaching faculty to research, select, and use course/subject specific apps on the iPads.
- Online forms currently in place for tracking and recording information literacy requests were used to track the request/use of iPads.

5) Measurements

- Statistics related to courses using iPads during Fall 2012 semester (Appendix G)
- List of apps added to iPads during Fall 2012, course specific requests denoted* (Appendix H)
- Responses from iPad use/reaction survey given to students in two sections of CRJ101 (Appendix I)
- Responses from survey given to teaching faculty utilizing iPads in Fall 2012 (Appendix J)

1 http://www.academicimpressions.com/webcast/ipad-uses-library?qq=14162f94104aK133
6) **Results/Conclusions**

During the Fall 2012 semester iPads were utilized on thirty occasions by eleven teaching faculty members in eleven unique courses. The aggregated number of students in these courses was 588, netting an average class size of 19.6. This is a statistically equal number to the average class size in the library’s classroom (19.3) over the same time period. In sum, for the Fall 2012 semester, within the context of single sessions, iPads provided students with equitable access to information. Students and teaching faculty’s comments related to iPad use were overwhelmingly positive as provided additional insights as to how to improve this service in the future. Based on the comments received, the biggest on-going challenge will be reinforcing the idea to students and teaching faculty that iPads represent a new way of approaching research and creating content. Requests for a ‘printer’ to accompany the iPad cart represent a more traditional awareness and practice of research. Librarians will be challenged to inform users of emerging practices (cloud-based offerings, alternative to Microsoft word and research-based apps with individual accounts) in research and content creation.

Fifteen requests for iPads were made for dates and time in which the Library’s Information Literacy classroom was also in use. Given that iPads were on occasion utilized for three-hour science labs, the number of sessions that were able to be held in the Library’s classroom while iPads were being used in another location was fifteen. These statistics directly address one of the main reasons the units were purchases; the availability of iPads allows for a more flexible and robust Information Literacy program.

The Systems Librarian holds responsibility for selecting and adding apps to the iPads. During the Fall 2012 semester forty-one apps were added to the units. Of these forty-one, seventeen were added as a result of consulting directly with teaching faculty as to student/course/program learning outcomes. These apps either free to download or required the library to purchase through the Apple App store.

7) **Future activities or recommendations**

Given the statistics related to iPad use during the first semester they were available it is believed that requests for use will increase in the future. In instances where teaching faculty are merely requesting that iPads be delivered to a classroom, a more permanent procedure and system for the drop-off/pick-up of the iPads must be put in place. One such addition to the current system would be to train the Library’s Learning Commons Assistants to manage the physical delivery of the iPads. Doing so would lessen the time commitments currently placed on librarians while leveraging resources already available.
As the Evans Library continues to work to integrate iPads into existing and current curricular more consistent emphasis is needed on training full and part-time librarians. Librarians have identified a free, on-going, webinar series, “Mobile Learning Initiative” offered by Boise State University which offers monthly opportunities for learning more about mobile devices in college libraries. It is expected that librarians will rotate ‘attending’ these webinars during the Spring 2013 semester, reporting back on learned content during regularly scheduled meetings. It is also imperative to inform teaching faculty of the practical implications of using iPads as well as demonstrating sound pedagogical examples. To that end it is recommended that librarians continue their efforts to work with instructors individually while also planning, coordinating and leading a training session for interested teaching faculty during the college’s spring development day (Founders Day). Additionally, an additional professional staff with expertise in curriculum development and design with a technology focus who would work with the librarian, faculty, and IT should be considered.

Librarians through the selection and implementation of apps are maintaining elements of the traditional role librarians have in selecting content that supports FM’s curriculum. The nature of what this content is – apps – should be considered as the format requires an additional layer of pedagogical understanding for librarians as well as more in-depth instruction for teaching faculty and students in order to effectively navigate and utilize these information sources. As librarians trend toward being instructional technologists, attention should be paid and assessments implemented to measure how these new responsibilities affect other job duties. Budgetary considerations must also be taken into account given that not all apps are free; many course/subject specific apps must be purchased. It is recommended that the Evans Library develop specific criteria and procedures (budget line) for app purchases.

Although the units are ordered by Information Technology Department (IT) the Evans Library houses and maintains the collection of iPads. This contrasts to other IT/Library configurations in which IT maintains control (set-up, configuration, updates and maintenance) of PCs and other computing equipment. The relatively small size of the iPad collection currently permits this anomaly. At this time the Library does not request any the purchase of any additional mobile technologies however, when the library moves toward the purchase of more mobile equipment and technologies it will be important to formalize the role IT in these collections.

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2 https://sites.google.com/a/boisestate.edu/boise-state-mli-webinar-series/Webinar-Schedule
6. The Evans Library Equipment - Scanner

Impact of scanner service implementation

1) Campus Mission/Strategic Goal/Objective

Goal 1. Prepare students to learn, live, and lead in a diverse and dynamic global culture

Goal 5. Expand the resources of the College

2) Departmental Mission/Goal/Objective

The Evans Library values providing users and members of the FM community with:

- Services to meet students’ educational and personal information needs.

3) Background

Today's student are digital natives and nowhere is this more evident than in the Evans Library & Learning Commons. With the creation of this dynamic learning space, the Library has striven to offer the students the resources and services they require to be successful in their academic pursuits and in their lives.

Over the years, the Library has been able to offer a host of academic support services: over 45 computers on two floors, a 25-station computer classroom, an Academic Computer Lab with over 20 stations, many of these with specialized units for graphics and digital media work, 4 printing stations, and two photocopiers. However, it has not been able to provide the students with color printing services or the ability to scan documents into electronic format, both services commonly offered by academic libraries. The ability to convert written documentation to a variety of formats (pdf, jpg, or tif) and to send them electronically assists students not only in their studies, but in other areas of their lives. A color printer would support students in the production of assignments and projects, a scanner will facilitate the organization of images and other documentation. These solutions will ultimately benefit all library users and facilitate learning and information and knowledge creations.

4) Actions

A request for a color printer was made and was denied: It was once again deemed that a color printer service would not be implemented during the 2012 academic year. The college was not able to absorb the additional costs of color printing as all other printing was free-of-charge for students at a cost to the college.

A proposal for a scanner and other computer equipment was made in Spring 2012 and the scanner was approved in Summer 2012. Collaboration with the Director of Information Technology and a review of possible scanning solutions resulted in the initiation of a 3-year lease with support services of a Zeta scanner. The unit included
OCR (optical character recognition) software, email, and book holder options, and was delivered and installed at the end of October 2012.

5) Measurements
- Quantitative data from the scanning unit itself will be gathered over the course of the academic year.
- Qualitative information gathered throughout the semester, including but not limited to the User Satisfaction Survey given every semester.

6) Results/Conclusions
While scanning has become a popular service and the scanner itself is a sleek and attractive piece of equipment, this particular implementation has not been satisfactory. Service needs have been ongoing, arising essentially from the time the unit was installed to the end of the summer of 2012. The OCR software was not ready for distribution when first installed and was promised continuously through the Fall, Spring and summer. As of this writing, it has not been installed. The original unit’s motherboard was replaced within the first month of operation; the unit itself was replaced twice within the first 6 months of its arrival on campus. During that time the unit was unavailable for use for a number of hours and days while service calls were placed and various fixes were attempted.

When the scanner was available and ready, however, it was popular with FM library users. In the 3.75 hours of lamp time recorded, over 8900 copies were made. While there is some doubt that the lamp hours should be used as an indicator of success, the 9,000 copies are indeed how many scans were performed from the time the unit first entered the building. Students alerted to the fact of the service seemed genuinely surprised and pleased and obviously utilized the service. Their satisfaction with the scanner unit could be considered the one bright point in an otherwise difficult implementation of a much-desired service.

7) Future activities or recommendations
- Continue to evaluate/assess use of the scanner
- Discontinue the Zeta scanner lease at the first opportunity
- Investigate other scanning options (ex Scannx)
7. The Evans Library & Specialized Study Spaces

   Student learning environment

1) Campus Mission/Strategic Goal/Objective

   Goal 1: Enable students to reach their goals through quality education & support services.

   Goal 5: Expand resources to meet the mission of the College

2) Departmental Mission/Goal/Objective

   The Evans Library values providing users and members of the FM community with:
   - Space, both physical and virtual, designed to accommodate different teaching and learning styles
   - Services to meet students’ educational and personal information needs.

3) Background

   The Evans Library at FMCC was built in 1969 with the first significant renovation occurring as part of the 1995-97 Master Plan. At that time, a significant portion of the Library’s first floor was removed from within the Library’s secure parameter and various rooms – a computer classroom, two distance learning classrooms and a kitchen – were created. In 2008, the Evans Library Learning Commons was creating, combining academic computing, Learning Center and library resources as regular parts of library service. The Writing Lab was moved to the first floor, the 30-unit computer lab was moved to the first floor of the library and services were put in place to provide comprehensive services that met students’ academic and research needs. The Commons was implemented at a time the College’s student population increased over 25-30%, attendance at the Library has increased proportionally, and the need for varied and diverse study spaces had exceeded the need for extensive physical materials collections.

4) Actions

   Consideration and reevaluation of the Evans Library study spaces occurred on many levels, with various conversations between the librarians, the library staff, the administration and the students. A Spring 2013 consultation with the administration resulted in a reassignment of study space currently being utilized for a soon-to-expire Health Grant. That particular room would be designated as a general study room, with priority for TRiO as well as other campus special populations (i.e. athletics). It would be scheduled as other rooms via the library’s online calendar by either Library or TRiO staff.
It was also decided to designate a space as a “Health Professionals Study Room.” After some discussion, it was decided that L209, a room devoted to the regional history collection since May 2000 the Kenneth R Dorn Regional History Studies Room, would be designated for this purpose. Requests were made of the Buildings and Ground Department to move the wooden book cabinets containing the collection’s approximately 1200 titles as well as other regional history Dorn resources to a room currently being used as Silent Study. Furniture for the new dedicated study room was ordered in July 2013.

5) **Measurements**
- Library Hourly Counts (Appendix K)
- Library Satisfaction Surveys (Appendix L)
- Conversations with academic departments faculty and students

6) **Results/Conclusions**
The discussions with various parties and the ongoing review of both the hourly counts and the satisfaction survey revealed that students were utilizing the second floor in a substantial way and that there was a desire and perceived need by users that space for both group and individual study was needed. This resulted in the library map being re-drawn, rooms designated for particular use, and a request for new library seating and worktables. New scheduling procedures for Fall 2013 were put in place for room requests and Student Services was notified of the availability of the study space.

7) **Future activities or recommendations**
- Continue to review the second and first floor spaces to determine student learning furniture needs
- Collaborate with other library occupants – Math Lab, Writing Center, TRiO and Learning Center staff as well as academic divisions – Nursing, Science, etc. – to facilitate accommodations to evolving student learning space needs.
8. The Evans Library, Collections, & Curriculum – Discovery

Investigating new research tools

1) Campus Mission/Strategic Goal/Objective

Goal 1: Enable students to reach their goals through quality education & support services.

Goal 5: Expand resources to meet the mission of the College

2) Departmental Mission/Goal/Objective

The Evans Library values providing users and members of the FM community with:

- The skills to locate and utilize information in this Library and all other Libraries
- A balanced collection of information which supports the students’ educational, as well as general, needs
- Services to meet educational and personal information needs

3) Background

The 2011 and 2012 Library Institutional Assessment reviews detailed the ongoing issue of information overload and student learning. Based on recommendations made in these reports, the Library continued its work on determining the best ‘discovery tool’ for a campus of our size and needs

4) Actions

The library professionals had numerous internal discussions during the Fall of 2012, attended workshops and participated in meetings to determine which discovery product would best serve students’ learning needs. Discovery systems considered included EBSCO Discovery Service (EDS), ExLibris Primo, OCLC WorldCat Local, and Serials Solutions Summon. Due to both cost and product complexity and scope, the decision came down to two products: EDS and Summon. Both had been implemented in various SUNY institutions and were from vendors who had long participated in the academic library market.

After paring the decision down to the two, the librarians attended webinars for both products, EDS in October 2012 and Summon in February 2013. In April of 2013, SUNY Council of Library Directors presented the result of a taskforce initiated in Fall 2012 to determine if a system-wide Discovery consortial purchase was feasible. After review of the four leading discovery systems, the task force recommended EBSCO’s EBSCO Discovery Service (EDS) system due to its: 1) Comprehensive content with enough depth and breadth to meet the needs of all SUNY
campus libraries; 2) Transparent, first-rate relevance ranking; 3) Familiar, customizable, user-friendly interface; 4) Best pricing of the services reviewed.

With SUNY’s endorsement in mind, the Library decided to request a trial of EDS and, after some discussion as to the scope of information that would populate the trail (the FM book catalog would not be included), a trial was arranged which included a majority of the library’s existing electronic resources.

5) Measurements
   - Library Literature Review
   - SCLD/SUNY Taskforce Report
   - Collection analysis summary/EDS (Appendix K)

6) Results/Conclusions
   Based on the ongoing review of academic library literature, the results of the collection analysis summary produced by Ebsco (Appendix N), internal and external conversations, the various webinars and workshops, and actual use of the product during the summer, the library decided to implement a Discovery system during the upcoming academic year (2013-2014). It was determined that adopting the SUNY-recommended EDS would not only be the best fiscal choice, but that the selection would provide us with a level of support we would not experience if we went with a different vendor.

7) Future activities or recommendations
   - Implement EDS discovery tool
   - Initiate a “soft launch” for the Fall 2013 semester, with its introduction to interested and receptive faculty. This will give all librarians the opportunity to familiarize themselves with the software and to amend library guides
   - Full implementation Spring 2014
   - Determine best assessment metrics for new service
9. The Evans Library & Community Relations

Community user registration

1) Campus Mission/Strategic Goal/Objective

Goal 2. Create a campus culture that attracts and celebrates diversity

Goal 3. Foster an atmosphere of college/community engagement that recognizes FM as an invaluable resource to our region

2) Departmental Mission/Goal/Objective

The Evans Library values providing users and members of the FM community with:

- Space, both physical and virtual, designed to accommodate different teaching and learning styles
- Services to meet users’ educational and personal information needs.

3) Background

The Fulton and Montgomery County communities have long been considered our educational partners and have always been a part of the mission statements of both the College and the Evans Library. Since its creation in May 1964, the Library has made a concerted effort to include the educational and information needs of community when it evaluates existing and implementing newer services. And while it primarily serves the student and faculty population as its primary mission, the Evans Library has for almost 40 years welcomed the public from both Fulton and Montgomery Counties to browse the collection, take out materials, use the electronic resources and take advantage of the staff of professional librarians who are always on hand to assist.

In the past few years, however, changes were made to the computer system access procedure, a change that provided the library with more security as well as the opportunity to better gather statistics and therefore assess student use of computing resources. This new system, which utilizes enrolled students’ MyFM/Power Campus number, unexpectedly resulted in creating a barrier to computer use for non-FM users and necessitated a re-evaluation of community user’s access to campus computing resources.

4) Actions

Conversations with the Provost and Infrastructure Administrator were held during the Fall 2012 semester, resulting in a policy stating that all library computer users would be entered into the campus management system (Power Campus); this data would subsequently serve to provide them with library computer privileges.
The new system would require the involvement of several campus entities: forms would originate in the Library, those would be sent to the Registrar’s office who would input the data into the campus system and notify the library when completed. The Library would notify the patron that they were in the system and could go to Public Safety for a photo ID. They would then proceed to the Library who would set up a password, thereby providing direct access to computing resources.

5) **Measurements**
   - Number of users enrolled
   - Amount of time spent on computers

6) **Results/Conclusions**
   The first implementation was with a test-group of 10 community users in March 2013. These initial users were used to fine-tune the process and ensure that all issues were accommodated. Changes were made to the form (a unique identifier had to be determined: date-of-birth was finally chosen) and procedures updated. A total of 38 community users were added to the system by August 31, 2013. Usage statistics show that 12 users took advantage of their computer privileges and utilized computer resources for 387 hours with an average of about 23 hours a week from the beginning of April to the end of August 2013. The time spent on computers ranged from 36 minutes to over 200 hours during this 22 week period; two users had particularly long time spans on campus computers (230 hour and 111 hours) with the remaining users averaging only 4 hours total for the Spring and/or Summer months.

While the service to the community has long been a part of the College and Library cultures, the increase in library computer resources and student need for those resources has resulted in a re-evaluation of how we continue to provide community services while still ensuring student priority use of campus resources and services. The ability to evaluate ongoing use of computing resources in addition to having statistics which differentiate community user from the student and faculty population will assist the library in maintaining its mission to serve and assist in the proper allocation of resources.

7) **Future activities or recommendations**
   - Continue to evaluate and assess registration process
   - Determine other community information needs
   - Partner with local public libraries and library systems to communicate services and resources available to our community
1. The Evans Library & Curriculum Development

Appendix A

![Image of estimated budget form]

2. The Evans Library, Curriculum, Instruction, & Technology

Appendix B

- Classroom_Facilities technology_May 2013.xlsx

Appendix C

- FMC 2012 Courses with Content and Content Type - 9-25-2013.csv
- FMC 2012 Instructor Course Activity - 9-25-2013.csv
- FMC 2012 Student Course Access - 9-25-2013.csv
- FMC 2013 Courses with Content and Content Type - 9-25-2013.csv
- FMC 2013 Instructor Course Access - 9-25-2013.csv
- FMC 2013 Student Login Activity - 9-25-2013.csv
3. The Evans Library Collection Review - Media Resources

Appendix D
- MediaCirculation_2012-2013.xlsx

Appendix E
- FilmsOnDemand_2012-2013.xlsx

4. The Evans Library Curriculum Support – Models

Appendix F
- ReserveModelUse_Spring 2013.xlsx

Summary:

MODEL USE -SPRING 2013

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<tr>
<th>Model</th>
<th>Instance</th>
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<tr>
<td>Brain</td>
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<tr>
<td>Heart</td>
<td>1</td>
</tr>
<tr>
<td>Kidney</td>
<td>1</td>
</tr>
<tr>
<td>Mini muscle</td>
<td>11</td>
</tr>
<tr>
<td>Skeleton</td>
<td>29</td>
</tr>
<tr>
<td>Skull</td>
<td>18</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>66</strong></td>
</tr>
</tbody>
</table>

42 hours, 12 minutes
Skeleton 22:11 hours
Mini-Muscle 10:30 hours
Skull 6:51 hours
Brain 2:35 hours
5. The Evans Library, iPads, & Information Literacy

Appendix G: Statistics related to courses using iPads during Fall 2012 semester

<table>
<thead>
<tr>
<th>Date</th>
<th>Course</th>
<th>Instructor</th>
<th>Division</th>
<th>Program/Department</th>
<th>Location</th>
<th>Class size</th>
<th>Class Time</th>
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</table>

Appendix H: List of apps added to iPads during Fall 2012, course specific requests denoted*

- Adobe Connect
- Air Sketch Free
- American Journal of Nursing*
- artCircles
- Chemistry Formula*
- 3D Molecules Edit*
- Doceri
- Dragon Diction*
- EasyBib for iPad
- Ebrary
- OverDrive Media
- PBS for iPad
- Podcasts
- Poetry from the Poetry Foundation*
- Practice Anatomy*
- Smart Device Print
- Team Viewer HD
- TED
- TextNow
| Facebook  
| Find My Friends  
| Find my iPhone  
| Flipboard  
| Gas Laws HD Lite*  
| History: Maps of the World*  
| iBooks  
| InstaPad – Instagram  
| iTunesU  
| join.me*  
| Kindle Reader  
| Lewis Dots*  
| Mobile HyperChemistry*  
| MolPrime*  
| NCSBN Learning*  
| Nova Elements*  
| NYTimes for iPad | The Elements Pro HD*  
| The Wall Street Journal*  
| VideoScience*  
| WebMD for iPad*  
| World Travel Atlas |
Appendix I: Responses from iPad use/reaction survey given to students in two sections of CRJ101
(10/25/12)

<table>
<thead>
<tr>
<th>Response</th>
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<tbody>
<tr>
<td><strong>What did you like/dislike about using an iPad to conduct research? Was it different than using a computer? Which do you prefer?</strong></td>
</tr>
<tr>
<td>I thought the iPad was fun to use and made class very interesting</td>
</tr>
<tr>
<td>I like the computer better. I dislike touch screens</td>
</tr>
<tr>
<td>I liked using the iPad, it was a new and different appearance. Slower but more unique than using a computer.</td>
</tr>
<tr>
<td>I really liked the using the iPad in class I think that it is better than using a computer because there is more of an interaction I prefer the iPad</td>
</tr>
<tr>
<td>I liked the fact that everyone was able to interact with the instructions. I believe it was easier to use and understand being in the class room using these iPads than having to go to a computer lab and use the computers. I prefer the iPads</td>
</tr>
<tr>
<td>I enjoyed using the iPad. It was a convenient way for the whole class to do research and was a nice change of pace from our usual day-to-day activities.</td>
</tr>
<tr>
<td>I liked using the ad because its more convenient and has better service and way more help with research</td>
</tr>
<tr>
<td>I liked that it was convenient and portable, wasn't too heavy like a laptop would be, and I preferred an iPad than a computer.</td>
</tr>
<tr>
<td>I liked the use of the iPads because it made it more fun to look up the information by yourself with all the resources you need.</td>
</tr>
<tr>
<td>The iPad helps get to the information faster. It's way more helpful to get research from. I dislike that its hard to type sometimes.</td>
</tr>
<tr>
<td>I would prefer to use a computer over a iPad to look up research only because I feel everyone is able to use a computer and not many know how to use a iPad.</td>
</tr>
<tr>
<td>I like it because of the quality of the iPad and it is much quicker then a computer. Group2</td>
</tr>
<tr>
<td>I enjoyed that when using the iPad you can be anywhere you would like as opposed to sitting at a computer. When using the iPad to find research information you are allowed to sit anywhere and be comfortable while finding the necessary information.</td>
</tr>
<tr>
<td>I prefer using a computer over the iPad. I like the fact that the iPad is more portable than a computer or laptop but I dislike that the iPad is touch screen simply for the fact I dislike touch screen in general and find it easier to make mistakes on.</td>
</tr>
<tr>
<td>I liked using the iPad it is nice to have something mobile, but it nice to have a computer as well so the font is bigger and easier to switch and combined information</td>
</tr>
<tr>
<td>Using the iPad for research, I feel was the same as using a computer just in a more compact and more accessible way. I liked using the iPad for research because we were able to do everything within the classroom instead of going to the library.</td>
</tr>
<tr>
<td>It is fast and easy to use. I like it a little better because it smaller and you have easier access to it.</td>
</tr>
<tr>
<td>I like it alot</td>
</tr>
<tr>
<td>I like how fast. The information is readily available and the ability to magnify or minimize the words and pages. It's much smaller than a laptop and a desktop computer. It is faster than a computer and easier to utilize. I prefer to use the iPad.</td>
</tr>
<tr>
<td>Easy to use. Fast. Take anywhere. iPad.</td>
</tr>
<tr>
<td>It is much easier to handle. Makes it easier to do things right away</td>
</tr>
<tr>
<td>Is hard to type fast on he iPod so I don't like it</td>
</tr>
<tr>
<td>I have an iPad myself and I feel as if is a great way to do research</td>
</tr>
<tr>
<td>Nothing it was interesting and fun</td>
</tr>
<tr>
<td>Yes it is different and I love it.</td>
</tr>
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Appendix J: Responses from survey given to teaching faculty utilizing iPads in Fall 2012

<table>
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<tr>
<th>What 'worked' for you and your students when using iPads in your course</th>
<th>What didn't 'work' for you and your students when using iPads in your course?</th>
<th>Anything else you would like to add?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes, having the iPads come to us was a more efficient use of our class time. Students didn't have to &quot;remember&quot; to go to the library! Also, having the librarians for class time was a real asset for both my students and me. We - the students and I - couldn't have accomplished what we did on our mini-research project without Dan's and Mike's help. I think that librarian support is the key to success here. Thank you! It helped, I think, that most students were &quot;prepped&quot; for their research by having selected their topics and preliminary thesis statements before the first day of &quot;library time.&quot;</td>
<td>Being able to print articles right from the iPad cart would have been really beneficial, but I know Dan said that you are working on providing that.</td>
<td>I was very happy with the introduction to &quot;Easybib.com that Dan and Mike provided. Being able to create even a simple Works Cited page helped students to understand the importance of citation. I also liked using the &quot;Opposing Viewpoints&quot; database, and was especially pleased with its list of topics....I was able to create a short list of possible research ideas for my students based on the suggested titles.</td>
</tr>
<tr>
<td>I used the iPads for assignments I used to give as &quot;homework&quot;. I found having the whole class participate in the same activity &quot;real time&quot; produced a greater amount of discussion and sharing.</td>
<td>Nothing you could have done...some students were unfamiliar with iPads and took a bit longer than other more seasoned Mac users. This didn't cause much of a delay though. In one of my classes we seemed to have some internet conductivity issues...again...something</td>
<td>In putting the iPads away after class I noticed some &quot;junk&quot; still hanging out on some of the iPads. (pictures from Photobooth, etc.) If there is a way of wiping the iPads after use it might be helpful. But...not a big deal...kids will be kids. I loved using them in my classes and am planning on using them even more next semester. You might need to buy another</td>
</tr>
<tr>
<td>YES, YES, YES.</td>
<td>For the assignment I did I found it a very positive experience for the students and me.</td>
<td>Thank you.</td>
</tr>
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</table>
6. The Evans Library & Specialized Study Spaces

Appendix K
- HourlyCount_2012-2013.xlsx

Appendix L
- SurveySummary_Fall 2012.xlsx
- SurveySummary_Spring 2013.xlsx

8. The Evans Library, Collections, & Curriculum – Discovery

Appendix M: Collection analysis summary

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<td>Title Unique</td>
<td>Journals available in only one of your databases.</td>
</tr>
<tr>
<td>1265</td>
<td>Holding Unique</td>
<td>Journals available in more than one database, but without overlapping coverage dates.</td>
</tr>
<tr>
<td>33316</td>
<td>Total Unique</td>
<td>The sum of &quot;Title Unique&quot; and &quot;Holding Unique&quot; holdings.</td>
</tr>
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<td>Journals available in more than one database. The coverage dates of the reference holdings are completely overlapped by at least one comparison holding.</td>
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</tr>
<tr>
<td>36734</td>
<td>Total Holding Overlap</td>
<td>The sum of &quot;Full Holding Overlap&quot; and &quot;Partial Holding Overlap.&quot;</td>
</tr>
<tr>
<td>7</td>
<td>Title Overlap</td>
<td>Journals with overlap, but lacking enough information to define the overlap as &quot;full&quot; or &quot;partial.&quot;</td>
</tr>
<tr>
<td>70057</td>
<td>Total</td>
<td>The sum of &quot;Total Unique&quot; plus &quot;Total Holding Overlap&quot; plus &quot;Title Overlap.&quot;</td>
</tr>
<tr>
<td>44.1</td>
<td>Percent Full Overlap</td>
<td>Percentage of all holdings in a database that are completely overlapped by at least one other holding from another database.</td>
</tr>
<tr>
<td>47.6</td>
<td>Percent Unique</td>
<td>Percentage of all holdings in a database that are either title unique or holding unique.</td>
</tr>
</tbody>
</table>

Appendix N: FM_EDS E-ResourceAnalysis.xlsx