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FORT HAYS
STATE
UNIVERSITY

Report of Activities and Results

Summer 2011

Projected Activities

Summer 2012

FORSYTH LIBRARY

Forward Thinking. World Ready.

EXECUTIVE SUMMARY

Academic libraries have the responsibility for advancing and sustaining their role as partners in educating students, achieving their institutions' missions, and positioning libraries as leaders in assessment and continuous improvement on their campuses. To maintain this position, libraries must demonstrate their value and document their contributions to overall institutional effectiveness and be prepared to address changes in higher education.

The report of Library results for summer 2011 and projected activities for summer 2012 provides an overview of performance indicators, key processes, activities, results, and performance objectives specific to the summer sessions. Data accumulated for the report indicates that on-campus and off-campus usage of the Library has increased and will continue to increase. Much of this increase occurs because students enrolled in Virtual College classes and living in reasonable proximity to the University continue to use the Library facility for research and study. Of particular note, the data indicates significant usage of the Library facility by faculty and graduate students during the summer sessions. As a result, the demands for supporting Library operations and infrastructure through a variety of technical services have also increased.

The report separates the overview into three categories: public service, technical service, and large-scale projects. While public service indicates direct contact with students, staff, or faculty through face-to-face, telephone, or electronic mail consultations, technical service indicates operations that support, maintain, and initiate processes, workflows, and products necessary for the Library's existence. Large-scale projects indicate the participation of all staff in projects that support the efficiency, effectiveness, and sustainability of the Library. For example, the Library continues an intensive study of the relevancy of all print and online collections with regard to the alignment with University needs. Another example involves modifying the acquisitions process to include the use of additional metrics.

Forsyth Library aligns its services with the framework provided by the Kansas Board of Regents mission, the Fort Hays State University mission and strategic plan, and the requirements for excellence in instruction, research, and service. The Library derives its guiding principles for excellence, effectiveness, and sustainability from the principles defined by the ACRL Standard for Libraries in Higher Education. The appendices show the ACRL standards and illustrate the alignment of public and technical services with the KBOR and FHSU missions, the FHSU strategic plan, instruction, research, service, and the ACRL standards. Additional appendices show raw data for the number of individuals using the Library facility and data about miscellaneous questions that require the responses of Library staff.

SECTION ONE - PUBLIC SERVICES ACTIVITIES

The Library provides public services for faculty, students, staff, and the greater community through the circulation and reserve, reference, inter-library loan, periodicals, special collections and archives, government documents, library administration and learning commons areas. All these areas respond directly to on-site and off-site faculty and student requests.

Public services staff provided instruction and assistance in identifying information needs and appropriate sources, and accessing, evaluating and using this information in an ethical manner throughout the summer to both on-campus and distance students and faculty. During summer 2011, the staff supported studies in nursing, education, psychology, history, English, and business and other disciplines. Services occurred through face-to-face classes, one-on-one instruction, by phone and e-mail.

SUMMER 2011 PERFORMANCE INDICATORS, KEY PROCESSES, EXAMPLES AND RESULTS OF PUBLIC SERVICES ACTIVITIES

Performance Indicators

- ✚ Interaction with students has more than doubled in the past three summers
- ✚ Questions offered by students and faculty have increased in complexity
- ✚ Authoring of library guides for faculty and student research assistance occurred
- ✚ Inter-Library Loan requests have increased
- ✚ The number of individuals using on-site library resources increased
- ✚ Enhanced quality control of accessed collections has occurred
- ✚ During the months of June, July, and August, 2011, faculty, staff, and students viewed 30 library research guides 1,387 times.
- ✚ Public services staff proctored eighteen exams administered in the library during the summer semester of 2011.
- ✚ Government Documents staff processed 900 federal government documents, state and foreign documents, and United Nations documents.
- ✚ Government Documents staff bulk imported more than 3000 online and paper federal government document publications during summer 2011 and individually processed those records in the Forsyth Library catalog.

Key Processes

- ✚ Typical requests for assistance involve 1) the writing of research papers and 2) the appropriate use of primary and secondary sources. Reference responses follow a process that involves 1) the determination of keywords or phrases applicable to searching within the Library's print collection or online resources, 2) retrieval of information or resources, 3) individualized assistance with print and database research, 4) the use of other Library resources such as LibGuides to assist the student, and 5) a follow-up call to the student.
- ✚ Reference librarians send individual emails that describe services to all virtual students and faculty.
- ✚ Staff working within the Inter-Library Loan area locate materials, authenticate ordering information, and correlate request information with collection or on-line resource holdings. Depending on the request, staff may scan articles or documents or package books, CDs, DVDs, or other items. Staff process and send all items requested through Inter-Library Loan the same day of the request.
- ✚ Public services staff worked with all print journals received in the Library. The process involves 1) check-in of journals, 2) verification of journal title, volume, and number, 3) addition of security strip, 4) bar coding and stamping, and 5) placement on shelf.
- ✚ Public services staff produced Library Research guides for faculty through a process that required 1) correspondence with faculty about specific subject areas 2) integration of information into the guides, 3) and assistance with embedding the guides into courses.
- ✚ The process for recommending titles for inclusion in the Reference Collection involves 1) research about collection needs 2) evaluation of titles, 3) recommendations of titles to purchase 4) review of standing orders, and 5) evaluation of standing order relevancy .
- ✚ The student employment process involves verification that previously employed library student employees have been awarded work study for the Fall and Spring semesters. The process includes 1) contacting any students who have not been awarded work study and inform them about their status, 2) preparing an estimated budget for students paid from the library's departmental budget 3) acquiring information to set up the student profiles for the fall semester, 4) sending an anticipated listing of student employees to the Office of Student Financial aid for verification, 5) continuing contact with students for completion of paperwork, 6) establishing information database of student personal information and schedules, and 7) completion of payroll data.

Examples and Results of Activities

✚ On-site activity includes local and regional virtual undergraduate and graduate students who seek physical access to library resources. Those students may require direct access to research resources and reference assistance or may ask reference librarians to gather materials for pick-up. Off-site activity includes undergraduate and graduate students working from any location at a distance who seek access to library resources.

Table one shows the number of on-site reference questions that required librarian responses while table two shows the number of off-site reference questions. Average response times for assistance range from five to twenty minutes per request. Table three describes the type of responses offered by public services staff.

Table One – Number of On-site Reference Questions Answered

(on-campus or virtual student entering the Library)

| | Summer 2009 | Summer 2010 | Summer 2011 |
|---------------|-------------|-------------|-------------|
| June | 50 | 88 | 145 |
| July | 62 | 79 | 150 |
| August | 118 | 142 | 162 |

Table Two – Number of Off-site Reference Questions Answered

(virtual student working solely from a distance – requests may occur by telephone or by electronic mail)

| | Summer 2009 | Summer 2010 | Summer 2011 |
|---------------|-------------|-------------|-------------|
| June | 172 | 241 | 476 |
| July | 167 | 267 | 521 |
| August | 98 | 198 | 379 |

Table Three – Types and Quantity of Responses to Research Questions

| | Summer 2009 | Summer 2010 | Summer 2011 |
|--------------------------------|-------------|-------------|-------------|
| Number of Articles Sent | 252 | 225 | 257 |
| Number of Books Sent | 24 | 6 | 12 |

✚ The Circulation and Reserve area handles circulation transactions and maintains the quality control of circulated materials. All transactions occurred on-site. Table Four shows the number and type of circulation transactions that occurred during summer 2011.

Table Four – Number and Types of Circulation Transactions – Summer 2011

| | Community | Faculty | Staff | Graduate Student | Undergrad Student |
|------------------|-----------|---------|-------|------------------|-------------------|
| June 2011 | 10 | 69 | 16 | 74 | 97 |
| July 2011 | 19 | 37 | 5 | 52 | 125 |

✚ The Inter-Library Loan area obtains research-based materials for students and faculty. Of particular note, faculty and graduate student use of Inter-Library Loan services increases during the summer months. The types of materials processed through Inter-Library Loan include books, dissertations, journals, government documents, reference materials, microfilm, microfiche, and audio-visual materials. Table five shows the number of Inter-Library Loan transactions processed during the 2011 summer period.

Table Five – Summer 2011 Inter-Library Loan Activity

| | Lending and Borrowing Transactions |
|--------------------|------------------------------------|
| June 2011 | 684 |
| July 2011 | 572 |
| August 2011 | 618 |

- ✚ Reference librarians developed new library resources and teaching strategies, and planned orientation tours, instruction, and activities with other library staff members.
- ✚ The Government Documents Marcive record bulk import and processing required approximately two weeks per month for completion. The process must occur immediately because of the limited access time for the Marcive records.
- ✚ Government Documents processed documents including maps, CD's, DVD's, and microfiche during summer 2011 into the online library catalog and placed the items into the collection. This process took approximately 80 hours each of the three summer months.
- ✚ Government Documents staff provided students and faculty with assistance and research within the Kansas Uniform Commercial Code, United States Statutes, Kansas Reports, Supreme Court cases, history of Kansas bills, congressional hearings, census information, sports medicine, and other government information resources. During this time period, staff responded to research questions from on campus students as well as virtual students, faculty, and regional patrons regarding government documents through face-to-face meetings, through telephone consultation, and through e-mail correspondence. Time required for the assistance ranged from a couple of minutes to a couple of hours depending on the detail of each person's research.
- ✚ The University Archivist provided assistance for patrons of Volga German heritage in the discovery of information about their ancestors who settled in this area, the Collyer Community Alliance with placing scanned prints belonging to the CCA onto a CD for preservation purposes, continued work with the Stafford County Historical Society, provided a workshop for Society staff about scanning methods for scanning glass-plate negatives, created a bibliography of sources on the Smoky Hill Trail with sources of information provided by officers of the Smoky Hill Trail Association, and provided research materials for the Alumni Office, the Hays Convention and Visitors Bureau, and the Kansas State Experiment Station.
- ✚ The University Archivist provided materials and answered questions to Virtual students who needed resources from the Special Collections area for their summer classes.
- ✚ The Administrative Assistant removes any students from CICS, who have graduated or will not return to FHSU, works with student financial aid to verify students eligible for work study, and finalizes the employment process with the student employees.

PUBLIC SERVICES PERFORMANCE OBJECTIVES – SUMMER 2012

- ✚ Enhance the quality of interaction with students and faculty
- ✚ Enhance data collection for public services activities
- ✚ Enhance the quality of library guides for faculty and student research assistance
- ✚ Increase virtual student support by requiring all Forsyth Library to participate
- ✚ Add telephone follow-up to virtual student support
- ✚ Establish virtual librarian services
- ✚ Increase the number of responses to student and faculty research questions
- ✚ Increase Inter-Library Loan service capabilities
- ✚ Place link to Library resources in University Portal
- ✚ Integrate library guides into Blackboard courses
- ✚ Participate in Regents-wide information literacy project
- ✚ Provide a response to University-wide retention issues through Library processes and services
- ✚ Begin the FHSU alumni and retired faculty oral history project

SECTION TWO - TECHNICAL SERVICES ACTIVITIES

The Library provides technical services that support library operations through the acquisitions, cataloging, and electronic resources areas. The library operations include the business functions such as the payment of vendor invoices, ongoing budget analysis, the adherence to State of Kansas and FHSU policy guidelines for budget control and auditing, the preparation of data for IPEDS and accreditation reports, and the closing of the fiscal year. Other technical services functions include the processing and cataloging of print and online resources, the management of online resources, system administration, and digital collections management.

SUMMER 2011 TECHNICAL SERVICES PERFORMANCE INDICATORS, KEY PROCESSES, EXAMPLES AND RESULTS OF ACTIVITIES

Performance Indicators

- ✚ Acquisitions staff ensured that budget allocations to academic departments for library resources occurred
- ✚ Acquisitions staff processed 232 invoices during June, July, and August 2011
- ✚ The Forsyth Library Cataloger Inter-filed 15,000 Harsh Collection books with the Juvenile Book Collection
- ✚ The Forsyth Library Cataloger weeded 620 damaged and/or non-circulating books from the Harsh/Juvenile Collection
- ✚ The Forsyth Library Cataloger processed and cataloged 2,086 monographs, CDs, and DVDs
- ✚ The Forsyth Library Cataloger updated 75 theses cataloging records with new URL links to the FHSU Master's Thesis Collection website
- ✚ The Digital Collections staff added Optical Character Recognition to over 3,000 theses for the purpose of enabling patrons to search for words/phrases throughout this collection.
- ✚ The Digital Collections staff digitized 80 Reveilles from the University yearbooks collection and enabled Optical Character Recognition to each yearbook.
- ✚ Forsyth Library subscribes to over 110 databases and provides online access to more than 50,000 journal titles.
- ✚ The Electronic Resources and Serials Librarian processed 161 numbered monographic series publications, and 193 serial publications.

- ✚ During Summer 2011 the Electronic Resources and Serials Librarian supervised and directed the mending of 145 damaged library materials; development of video tutorials for mending practices; and processing of 300 periodicals for binding.

Key Processes

- ✚ Invoice processing involves 1) completing payments on the integrated library system, 2) the movement of on-order materials to the OOE ledger and the ongoing payment of invoices and 3) may involve moving purchase orders from one fiscal year to the next. The Acquisitions area reconciles all action plan expenditures with the Budget Office.
- ✚ Fiscal year close involves 1) setting new rules for the Fiscal Period Close procedure, 2) working with the systems administrator and CTC staff to ensure that correct amounts roll-over from the previous fiscal year to the next fiscal year, 3) and validation of purchase orders for standing orders, journals, and databases.
- ✚ Processing serials publications materials involves 1) identifying the appropriate database record or importing an appropriate record from OCLC, 2) editing the bibliographic record 3) editing/adding the holding record 4) creating an item record, labeling 5) property stamping, and security bugging the material 5) creating an original catalog record if an no acceptable record can be found, and 6) adding volumes to serial records where the record already resides in the Forsyth catalog. Processing for each requires an average of 10 to 40 minutes.
- ✚ Processing microfilm and print journal orders involves 1) verification within the local catalog of the title 2) verification with the vendor ordering system, 3) evaluation of any outstanding issues with individual print titles 4) and the submission of a claim for any non-received title or any title renewed during another period.

Examples and Results of Activities

- ✚ The Acquisitions area managed the allocation and expenditure of funds to twenty-seven academic departments and worked with CTC staff to ensure the accurate accounting for technology expenditures.
- ✚ The Acquisitions area processed and paid vendor invoices, balanced library budgets to monthly IFAS reports, tracked and analyzed seven Library funds, and managed all ledgers in the integrated library system, inputted fund amounts, and provided fiscal year expenditure estimates for the Library Director.
- ✚ The Electronic Resources Librarian supported student and faculty instruction and research by collaborating with the Reference Department for development of Bibliographic Instruction sessions for FHSU International Faculty (at the request of Dean

Mark Bannister), and Dr. Ivalah Allen’s Introduction to the Study of Music students and Vocal Studio students.

- The Electronic Resources Librarian manages access and maintains online databases. Table six provides an overview of the usage of seven major database packages between May and August 2011.

Table Six – Database Usage Sample – May through August 2011

| Database | Total Searches | Full Text Articles Requests |
|---|----------------|-----------------------------|
| EbscoHost Databases | 13,942 | 2,254 |
| ProQuest Databases | 21,737 | 4,321 |
| Wilson Omnifile | 11,975 | 3,755 |
| Lexis Nexis Academic Universe/Statistical Universe | 12,709 | 3,547 |
| Sage Premier | 969 | 4239 |
| JStor | 13,050 | 3113 |
| Science Direct | 13,951 | 1,360 |

- The Electronic Resources Librarian mediates issues regarding access of electronic resources for approximately 25 databases. Table seven describes the summer 2011 management issues while table eight shows summer 2011 troubleshooting issues that occur with electronic databases. Time spent on these issues varied widely from as little as five minutes to request definition of a URL in the Forsyth Library EZProxy configuration file that provides secured, authenticated access to licensed content, up to one hour changing URLs on FHSU web pages for database platform changes.

Table Seven – Electronic Database Management Issues – May - August 2011

| Licensing | Renewals | Product Offers | Product Trials |
|------------------------|--|---|--|
| Negotiation/Completion | Continued access to subscribed content | PrivCo; MobileSite Builder (LibGuides); Bowker Book Analysis System (BBAS); Lit. Crit. Online (LCO); Resources for College Libraries (RCL); Reference Universe; Mergent; Scopus | PrivCo; MobileSite Builder (LibGuides); Bowker Book Analysis System (BBAS); LCO; Resources for College Libraries (RCL); Reference Universe |
| 4 | 19 | 8 | 5 |

Table Eight – Electronic Database Troubleshooting Issues – May - August 2011

| Access Issues | Reference Desk Inquiries | Product Activation |
|---|--|--------------------|
| Broken URL's; turnaways, unresponsive databases, authentication | Patron access inquiries requiring technical assistance | BBAS RCL |
| 27 | 13 | 2 |

- ✚ The Digital Collections staff re-designed the *Journal of Business and Leadership* Collection by adding the cover and title page for each journal and enabling Optical Character Recognition to each journal.
- ✚ The Systems Administrator installed EZ-Proxy to ensure transparent access to online resources for students and faculty and upgraded the Voyager integrated library system in preparation for the migration to Alma
- ✚ The System Administrator assisted with the design of an immersive technologies room, provided input to vendors, and installed equipment and software.
- ✚ The Systems Administrator implemented a computer replacement plan for all Library computer equipment and completed maintenance and upgrades of PCs and printers.

- ✚ The Systems Administrator established guidelines and methods for shelf reading, inventory, and de-selection of Library collections

TECHNICAL SERVICES PERFORMANCE OBJECTIVES – SUMMER 2012

- ✚ Continue to process new Monographs, CDs, CD-ROMs, DVDs, and e-books
- ✚ Continue budgetary and workflow analysis
- ✚ Continue cataloging back-log of materials in the Ethnic Room and Special Collections changing call numbers from Dewey Decimal System to Library of Congress.
- ✚ Work with Authority Control organization to update and maintain our name, series, and subject heading authority records in the integrated library system.
- ✚ Increase professional development for Resource Descriptor and Access changes to cataloging system, Alma, and other relevant cataloging subjects.
- ✚ Explore utilizing D-Space for the presentation of the FHSU theses collection,
- ✚ Explore the possibility of creating a drop-box, similar to the Print Shop's, for master's students to place their copies of theses,
- ✚ Explore the possible end to print copies of theses for the library and rely on using only digital copies,
- ✚ Catalog the FHSU Master of Liberal Studies Collection into our ILS and locate these copies in our General Collection.
- ✚ Digitize seven photograph albums from George Sternberg to ensure that the images in the albums, such as George Sternberg excavating the "Fish-Within-A-Fish" fossil, will remain preserved and accessible.
- ✚ Digitize the Tim Johnson collection of Civil War-era letters and artifacts
- ✚ Continue digitization of Sternberg Museum fossil collections
- ✚ Continue maintenance of electronic resources
- ✚ Develop marketing plan to reinforce use of online resources
- ✚ Improve e-book acquisition and implementation workflows
- ✚ Participate in a year-long Online Computer Library Center, Inc. (OCLC) research project focusing on the discovery of library collections on the web.

SECTION THREE - LARGE-SCALE PROJECTS

Several intensive, large-scale projects involve all full-time and student employees during summer 2011 and will require their participation during summer 2012 while placing increased emphasis on team leadership. Those projects include collection management, authority control, the migration from the Aquabrowser discovery environment to the Primo discovery environment, and the migration from the Voyager integrated library system to the Alma integrated library system.

Collection Management examines and analyzes collections and provides assurance that the Library provides access materials needed by students, faculty, staff. During summer 2011, staff completed shelf reading and inventory of the general collection to ensure that all materials reside in the correct location. Inventory of the collection accounts allows staff to remove non-located titles from the ILS database prior to authority control. The sequence of shelf reading to inventory to authority control ensures that name and subject headings updated in the ILS database match the materials owned by the Library and placed on shelves.

The migration from Voyager to Alma will establish a next-generation, cloud-based library services environment that supports a suite of library operations for print, electronic, and digital resources for Forsyth Library.

SUMMER 2011 PERFORMANCE INDICATORS, KEY PROCESSES, EXAMPLES AND RESULTS OF ACTIVITIES

PERFORMANCE INDICATORS

- ✚ Forsyth Library collections cover General, Reference, Periodicals, Government Documents, Juvenile/Harsh, Western, Archives, Databases, and E-books and include 670,000 volumes, more than 7000 e-books, and 110 databases that provide access to over 50,000 journal titles.
- ✚ An inventory pilot project conducted on the Oversize collection showed 5,673 items scanned in 16.25 hours.
- ✚ All staff participated in shelf reading and inventory control of the general, reference, reserve, and special collections
- ✚ Information errors in the integrated library system were corrected
- ✚ All staff received assignments for participation in the discovery and ILS environment migration and work under the project leadership of the systems administrator.

KEY PROCESSES

- ✚ Shelf reading required 1) a review of literature 2) establishment of best practices 3) training of full-time and student employees 4) establishment of pilot projects of select sub-collections 5) physical handling of each print item 6) evaluation of the process and results 7) necessary modification of any steps
- ✚ Inventory required 1) clean up and remediation of items 2) reclassification from any Dewey-listed to the Library of Congress classification system 4) listing of bibliographic records with no holdings/items 5) listing of holding records with no items 6) listing of missing barcodes or wrong barcodes 7) reinstatement of holdings 8) re-linking of items to holdings 9) and location of missing resources
- ✚ Collection Development policy development required 1) the review of electronic resource/applications to assist in collection analysis and resource selection and the search and review of peer institution policies
- ✚ The migration to a new discovery and integrated library system environment requires 1) the analysis of current public service and technical service workflows to determine tasks that need to be continued, 2) focus on the user perspective, 3) evaluation of Primo and Alma functionality, 4) analysis of data policies and standards 5) data mapping 6) the accurate migration of data 7) training of Forsyth Library staff, and 8) establishment of a training program for University faculty, staff, and students.

EXAMPLES AND RESULTS OF ACTIVITIES

- ✚ All staff have begun participation in the migration to a new discovery and integrated library system
- ✚ A team consisting of the systems administrator, cataloger, electronic resources librarian, government documents librarian, and circulation and reserve coordinator wrote processes and best practices for collection management
- ✚ The cataloger wrote a collection development policy for all collections excluding the reference and special collections
- ✚ A reference librarian wrote a collection development policy for the reference collection
- ✚ The university archivist revised the collection development policy for special collections
- ✚ The cataloger encountered errors ranging from barcodes not in system; holdings record with no item record; bibliographic record with no holdings record; wrong bar code; wrong bibliographic record; lost status not removed; fine status not removed; in process status but book on shelf; incorrect copy status; and inability to remove purchase order attached to holdings records.

- ✚ Shelf Reading of the General Collection required the physical handling of 213,000 volumes.
- ✚ Inventory of the general, reference, reserve, and special collections required the physical handling of volumes and the verification of system data for each item. Table nine shows the results of the inventory project for the general collection. All full-time and student employees worked through the inventory for two months.

Table Nine – General Collection Inventory Results

| | |
|--|---------|
| Number of Volumes | 213,000 |
| Number of Missing Volumes | 40,000 |
| Number of Located Volumes | 32,000 |
| Number of Items Lost During Migration from NOTIS ILS to Voyager ILS | 8,000 |

- ✚ During summer 2011, the cataloger handled 2,525 books and corrected 11,071 corresponding catalog records due to incorrect titles, location codes, call numbers, and labels. Other contributing factors included books not in the system, damaged books, and missing books.

SUMMER 2012 LARGE PROJECT PERFORMANCE OBJECTIVES

- ✚ Improve accessibility to print and online collections
- ✚ Enhance sustainability of collections
- ✚ Improve relevance of print collections
- ✚ Integrate authority control into standard processes
- ✚ Integrate collection management into standard processes
- ✚ Modify acquisitions process to include system-wide metrics
- ✚ Implement migration from Aquabrowser to Primo
- ✚ Institute new workflows

- ✚ Establish and implement processes for migration from Voyager to Alma
- ✚ Provide enhanced discovery and interoperability through migration to Primo and Alma
- ✚ Train Library staff about Primo and Alma Functionality
- ✚ Formulate training plan for university faculty, staff, and students about Primo and Alma
- ✚ Involve all staff in service to virtual students

APPENDICES

Appendix One

ACRL Standards for Libraries in Higher Education

- ✚ **Institutional Effectiveness:** Libraries define, develop, and measure outcomes that contribute to institutional effectiveness and apply findings for purposes of continuous improvement.
- ✚ **Professional Values:** Libraries advance professional values of intellectual freedom, intellectual property rights and values, user privacy and confidentiality, collaboration, and user-centered service.
- ✚ **Educational Role:** Libraries partner in the educational mission of the institution to develop and support information-literate learners who can discover, access, and use information effectively for academic success, research, and lifelong learning.
- ✚ **Discovery:** Libraries enable users to discover information in all formats through effective use of technology and organization of knowledge.
- ✚ **Collections:** Libraries provide access to collections sufficient in quality, depth, diversity, format, and currency to support the research and teaching missions of the institution.
- ✚ **Space:** Libraries are the intellectual commons where users interact with ideas in both physical and virtual environments to expand learning and facilitate the creation of new knowledge.
- ✚ **Management/Administration:** Libraries engage in continuous planning and assessment to inform resource allocation and to meet their mission effectively and efficiently.
- ✚ **Personnel:** Libraries provide sufficient number and quality of personnel to ensure excellence and to function successfully in an environment of continuous change.
- ✚ **External Relations:** Libraries engage the campus and broader community through multiple strategies in order to advocate, educate, and promote their value.

Appendix Two

Table Ten - Alignment Of Mission And Principle With Summer 2011 Public Services Activities

| Forsyth Library Public Services Activity | Kansas Board of Regents Mission | FHSU Mission | FHSU Strategic Plan | Instruction, Research, Service | ACRL Standard for Libraries in Higher Education |
|--|---|---|---|--|---|
| Responding to faculty and student research questions | a) help individuals increase their intellectual, social, personal, and moral potentials, prepare students for productive activity, open minds to alternative ways of thinking, b) make a positive difference in people's lives and improve society through the works of those that we educate, c) emphasizing application of critical thinking, d) emphasizing the evolution of western thought as fundamental components of an undergraduate degree | a) support of scholarship because it stimulates faculty and students, provides new knowledge, connects disciplines b) builds bridges between teaching and learning c) linking theory with practice d) ethical and civic responsibility to better understand global complexities e) requiring well-developed analytical and communication skills | Commitment to Growth Commitment to Lifelong Learning Commitment to Intellectual Fusion Commitment to Social Relevance Commitment to Global Engagement Commitment to Learner Outcomes | a) door of opportunity for students from urban and rural areas b) intellectual challenges c) personal touch d) lifelong learning e) experiences outside the classroom allow students to make informed personal choices f) scholarship of teaching and application g) applied research links theory with practice h) Faculty and students conduct research to identify new insights, interpretations, interrelationships, and explore ways to apply knowledge. | Institutional Effectiveness, Educational Role, Discovery, Collections, Space, Personnel |
| Circulation and Reserve Transactions | a) service to government, industry, and society b) access to quality programs | | Commitment to Learner Outcomes Commitment to Lifelong Learning | | Institutional Effectiveness, Personnel, Management and Administration |

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| | | | | | |
|---------------------------------|---|--|--|---|--|
| Inter-Library Loan Transactions | <p>a) service to government, industry, and society</p> <p>b) access to quality programs</p> | | <p>Commitment to Learner Outcomes</p> <p>Commitment to Lifelong Learning</p> | | <p>Institutional Effectiveness, Personnel, Management and Administration</p> |
| Production of Library Guides | <p>a) help individuals increase their intellectual, social, personal, and moral potentials, prepare students for productive activity,</p> <p>b) open minds to alternative ways of thinking,</p> <p>c) make a positive difference in people's lives and improve society through the works of those that we educate,</p> <p>d) emphasizing application of critical thinking</p> <p>e) emphasizing the evolution of western thought as fundamental components of an undergraduate degree</p> | <p>a) support of scholarship because it stimulates faculty and students, provides new knowledge, connects disciplines</p> <p>b) builds bridges between teaching and learning</p> <p>c) linking theory with practice</p> <p>d) ethical and civic responsibility to better understand global complexities</p> <p>e) requiring well-developed analytical and communication skills</p> | <p>Commitment to Lifelong Learning</p> <p>Commitment to Intellectual Fusion</p> <p>Commitment to Social Relevance</p> <p>Commitment to Global Engagement</p> <p>Commitment to Learner Outcomes</p> | <p>a) door of opportunity for students from urban and rural areas</p> <p>b) intellectual challenges</p> <p>c) personal touch</p> <p>d) lifelong learning</p> <p>e) experiences outside the classroom allow students to make informed personal choices</p> <p>f) scholarship of teaching and application</p> <p>g) applied research links theory with practice</p> <p>h) Faculty and students conduct research to identify new insights, interpretations, interrelationships, and explore ways to apply knowledge.</p> | <p>Institutional Effectiveness, Educational Role, Discovery</p> |
| Government Documents Processing | <p>a) service to government, industry, and society</p> <p>b) access to quality programs</p> | <p>a) support of scholarship because it stimulates faculty and students, provides new knowledge, connects disciplines</p> <p>b) builds bridges between teaching and learning</p> | <p>Commitment to Lifelong Learning</p> <p>Commitment to Intellectual Fusion</p> <p>Commitment to Social Relevance</p> <p>Commitment to Global Engagement</p> | <p>a) door of opportunity for students from urban and rural areas</p> <p>b) intellectual challenges</p> <p>c) personal touch</p> <p>d) lifelong learning</p> <p>e) experiences</p> | <p>Institutional Effectiveness, Educational Role, Discovery, Collections, Space, Personnel</p> |

Forsyth Library 2011 – 2012 Summer Activity Report

| | | | | | |
|---|---|--|--|---|---|
| | | <p>c) linking theory with practice</p> <p>d) ethical and civic responsibility to better understand global complexities</p> | <p>Commitment to Learner Outcomes</p> | <p>outside the classroom allow students to make informed personal choices</p> <p>f) scholarship of teaching and application</p> <p>g) applied research links theory with practice</p> <p>h) Faculty and students conduct research to identify new insights, interpretations, interrelationships, and explore ways to apply knowledge.</p> | |
| <p>Reference Collection Development</p> | <p>a) help individuals increase their intellectual, social, personal, and moral potentials, prepare students for productive activity, open minds to alternative ways of thinking,</p> <p>d) emphasizing the evolution of western thought as fundamental components of an undergraduate degree</p> | <p>a) support of scholarship because it stimulates faculty and students, provides new knowledge, connects disciplines</p> <p>b) builds bridges between teaching and learning</p> <p>c) linking theory with practice</p> <p>d) ethical and civic responsibility to better understand global complexities</p> <p>e) requiring well-developed analytical and communication skills</p> | <p>Commitment to Lifelong Learning</p> <p>Commitment to Intellectual Fusion</p> <p>Commitment to Social Relevance</p> <p>Commitment to Global Engagement</p> <p>Commitment to Learner Outcomes</p> | <p>a) door of opportunity for students from urban and rural areas</p> <p>b) intellectual challenges</p> <p>c) personal touch</p> <p>d) lifelong learning</p> <p>e) experiences outside the classroom allow students to make informed personal choices</p> <p>f) scholarship of teaching and application</p> <p>g) applied research links theory with practice</p> <p>h) Faculty and students conduct research to identify new insights, interpretations, interrelationships, and explore ways</p> | <p>Institutional Effectiveness, Educational Role, Discovery</p> |

| | | | | | |
|--|---|---|--|---|---|
| | | | | to apply knowledge. | |
| Student employment process | b) make a positive difference in people's lives and improve society through the works of those that we educate, | e) requiring well-developed analytical and communication skills | Commitment to Lifelong Learning | | Institutional Effectiveness, Personnel, Management and Administration |
| University Archives and Special Collections Assistance | a) impart cultural heritage b) service to government, industry, and society | cultural center of western Kansas | Commitment to Lifelong Learning Commitment to Intellectual Fusion Commitment to Social Relevance | e) experiences outside the classroom allow students to make informed personal choices | Institutional Effectiveness, Educational Role, Discovery, Collections, Space, Personnel, External Relations |

APPENDIX THREE

**Table Eleven - Alignment Of Mission And Principle With
Summer 2011 Technical Services Activities**

| Forsyth Library Technical Services Activity | Kansas Board of Regents Mission | FHSU Mission | FHSU Strategic Plan | Instruction, Research, Service | ACRL Standard for Libraries in Higher Education |
|--|---|---|--|--|--|
| Managed allocation of funds to twenty-seven academic departments | emphasizing application of critical thinking, | support of scholarship because it stimulates faculty and students, provides new knowledge, connects disciplines | Commitment to Growth Commitment to Lifelong Learning Commitment to Intellectual Fusion Commitment to Social Relevance Commitment to Global Engagement Commitment to Learner | a) door of opportunity for students from urban and rural areas b) intellectual challenges c) lifelong learning d) scholarship of teaching and application e) applied research links theory with practice f) Faculty and students conduct research to identify new | Institutional Effectiveness, Educational Role, Discovery, Collections, Space, Personnel, Management and Administration |

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| | | | | | |
|---|---|--|---|--|--|
| | | | Outcomes | insights, interpretations, interrelationships, and explore ways to apply knowledge. | |
| Processing and payment of vendor invoices, library budget control | access to quality programs | support of scholarship because it stimulates faculty and students, provides new knowledge, connects disciplines | Commitment to Growth | | Institutional Effectiveness, Personnel, Management and Administration |
| Support for student and faculty instruction and research | a) service to government, industry, and society b) access to quality programs | help individuals increase their intellectual, social, personal, and moral potentials, prepare students for productive activity, open minds to alternative ways of thinking, | Commitment to Learner Outcomes Commitment to Lifelong Learning | | Institutional Effectiveness, Educational Role, Discovery, Collections, Space, Personnel, |
| Management of access to and maintenance of online databases. Mediation of issues and troubleshooting | a) help individuals increase their intellectual, social, personal, and moral potentials, b)emphasizing application of critical thinking, c) emphasizing the evolution of western thought as fundamental components of an undergraduate degree | a) support of scholarship because it stimulates faculty and students, provides new knowledge, connects disciplines b) builds bridges between teaching and learning c) ethical and civic responsibility to better understand global complexities d) requiring well-developed analytical and communication skills | Commitment to Lifelong Learning Commitment to Intellectual Fusion Commitment to Social Relevance Commitment to Global Engagement Commitment to Learner Outcomes | a) door of opportunity for students from urban and rural areas b) intellectual challenges c) lifelong learning d) experiences outside the classroom allow students to make informed personal choices e) scholarship of teaching and application f) applied research links theory with practice g) Faculty and students conduct research to | Institutional Effectiveness, Educational Role, Discovery, Collections, Space, Personnel, |

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| | | | | | |
|--|---|---|---|--|---|
| | | | | identify new insights, interpretations, interrelationships, and explore ways to apply knowledge. | |
| Ensure transparent access to online resources for students and faculty | Help individuals increase their intellectual, social, personal, and moral potentials, prepare students for productive activity, | e) requiring well-developed analytical and communication skills | Commitment to Growth Commitment to Lifelong Learning Commitment to Global Engagement | a) door of opportunity for students from urban and rural areas b) experiences outside the classroom allow students to make informed personal choices | Institutional Effectiveness, Personnel, Management and Administration |
| Design and implementation of an immersive technologies room, | a) help individuals increase their intellectual, social, personal, and moral potentials, prepare students for productive activity, open minds to alternative ways of thinking, b) make a positive difference in people's lives and improve society through the works of those that we educate, c) emphasizing application of critical thinking, | a) support of scholarship because it stimulates faculty and students, provides new knowledge, connects disciplines b) builds bridges between teaching and learning c) linking theory with practice d) requiring well-developed analytical and communication skills | Commitment to Lifelong Learning Commitment to Intellectual Fusion Commitment to Global Engagement Commitment to Learner Outcomes | a) door of opportunity for students from urban and rural areas b) intellectual challenges c) lifelong learning d) experiences outside the classroom allow students to make informed personal choices e) scholarship of teaching and application f) applied research links theory with practice g) Faculty and students conduct research to identify new insights, interpretations, interrelationships, and explore ways to apply | Institutional Effectiveness, Personnel, Management and Administration |

| | | | | | |
|--|--|--|--|---|---|
| | | | | knowledge. | |
| Guidelines for shelf reading, inventory, and deselection | a) help individuals increase their intellectual, social, personal, and moral potentials, prepare students for productive activity, open minds to alternative ways of thinking, | a) support of scholarship because it stimulates faculty and students, provides new knowledge, connects disciplines | Commitment to Lifelong Learning Commitment to Intellectual Fusion Commitment to Growth Commitment to Learner Outcomes | c) lifelong learning d) experiences outside the classroom allow students to make informed personal choices e) scholarship of teaching and application | Institutional Effectiveness, Personnel, Management and Administration |

APPENDIX FOUR

Raw Count Individuals Utilizing the Library Facility – Summer 2011

Tables twelve, thirteen, and fourteen provide the number of patrons using the Library facility on a daily basis.

Disclaimer -- Since tabulation occurred through hourly counts each day of library operation the records reflect some duplication. For example, if a patron stayed in the Library for four hours, the same patron would show on four different hourly counts.

Table Twelve - May – June 2011 Intersession - 655 patrons

| | | |
|---------------|------------|-----------|
| | Sun | |
| May 16 | Mon | 53 |
| 17 | Tue | 75 |
| 18 | Wed | 45 |
| 19 | Thu | 47 |
| 20 | Fri | 41 |
| 21 | Sat | |
| 22 | Sun | |
| 23 | Mon | 60 |
| 24 | Tue | 53 |
| 25 | Wed | 40 |

| | | |
|---------------|------------|-----------|
| 26 | Thu | 69 |
| 27 | Fri | |
| 28 | Sat | |
| 29 | Sun | |
| 30 | Mon | |
| 31 | Tue | 70 |
| June 1 | Wed | 55 |
| 2 | Thu | 47 |
| 3 | Fri | |
| 4 | Sat | |

Table Thirteen - June –July 2011 Session - 3504 patrons

| | | |
|---------------|------------|------------|
| June 5 | Sun | |
| 6 | Mon | 121 |
| 7 | Tue | 56 |
| 8 | Wed | 56 |
| 9 | Thu | 67 |
| 10 | Fri | 40 |
| 11 | Sat | |
| 12 | Sun | |
| 13 | Mon | 67 |
| 14 | Tue | 82 |
| 15 | Wed | 69 |
| 16 | Thu | 58 |
| 17 | Fri | 22 |
| 18 | Sat | |
| 19 | Sun | |
| 20 | Mon | 53 |

| | | |
|-----------|------------|------------|
| 3 | Sun | |
| 4 | Mon | |
| 5 | Tue | 91 |
| 6 | Wed | 74 |
| 7 | Thu | 73 |
| 8 | Fri | 58 |
| 9 | Sat | |
| 10 | Sun | |
| 11 | Mon | 105 |
| 12 | Tue | 86 |
| 13 | Wed | 85 |
| 14 | Thu | 86 |
| 15 | Fri | 43 |
| 16 | Sat | |
| 17 | Sun | |
| 18 | Mon | 85 |

Forsyth Library 2011 – 2012 Summer Activity Report

| | | |
|--------|-----|----|
| 21 | Tue | 83 |
| 22 | Wed | 95 |
| 23 | Thu | 68 |
| 24 | Fri | 47 |
| 25 | Sat | |
| 26 | Sun | |
| 27 | Mon | 78 |
| 28 | Tue | 76 |
| 29 | Wed | 74 |
| 30 | Thu | 85 |
| July 1 | Fri | 72 |
| 2 | Sat | |

| | | |
|----|-----|----|
| 19 | Tue | 99 |
| 20 | Wed | 72 |
| 21 | Thu | 64 |
| 22 | Fri | 46 |
| 23 | Sat | |
| 24 | Sun | |
| 25 | Mon | 88 |
| 26 | Tue | 92 |
| 27 | Wed | 90 |
| 28 | Thu | 86 |
| 29 | Fri | |
| 30 | Sat | |

Table Fourteen - July-August Intersession - 1202 patrons

| | | |
|-------|-----|-----|
| 31 | Sun | |
| Aug 1 | Mon | 73 |
| 2 | Tue | 112 |
| 3 | Wed | 66 |
| 4 | Thu | 74 |
| 5 | Fri | |
| 6 | Sat | |
| 7 | Sun | |
| 8 | Mon | 53 |
| 9 | Tue | 64 |
| 10 | Wed | 65 |
| 11 | Thu | 51 |
| 12 | Fri | 57 |
| 13 | Sat | |
| 14 | Sun | |
| 15 | Mon | 74 |

| | | |
|-----------|------------|------------|
| 16 | Tue | 60 |
| 17 | Wed | 57 |
| 18 | Thu | 232 |
| 19 | Fri | 164 |
| 20 | Sat | |

APPENDIX FIVE

Directional Questions

Public services staff actively provide assistance for patrons and sometimes respond to directional questions that require less than 20 seconds to answer. Examples of those questions include locations of on-campus offices or individuals, locations of library resources, or the use of copier equipment. Table fifteen shows the number of directional questions received by public services staff.

Table Fifteen – Summer 2009, 2010, 2011 Directional Questions

| | 2009 | 2010 | 2011 |
|---------------|-------------|-------------|-------------|
| June | 84 | 98 | 160 |
| July | 69 | 78 | 170 |
| August | 89 | 99 | 188 |