2014-2015

Assessment Plan and Report

http://www.uamont.edu/pages/library/resources/

Plan Adopted 2000-2001
Plan Revised 2002-2015
1. What are the Student Learning Outcomes (SLOs) for your unit? How do you inform the public and other stakeholders (students, potential students, the community) about your SLOs?

The student learning outcomes are posted on the library website at http://www.uamont.edu/pages/library/about-us/. The outcomes are displayed at the circulation desk as well. Although the SLOs are not listed in the brochure, it provides a general overview of the outreach to the public. The library circulation brochure is available in Appendix A.

Student Learning Outcomes:

1. Students using the library should be able to access the materials needed for their research to complete an assignment.
   a. To support the students’ information needs by developing print and digital collections based on the university objectives of teaching, research, and public service.
   b. To support the students’ research needs by building and maintaining a collection of internet resources which are appropriate for the undergraduate student and the selected graduate programs.
   c. To support the students’ delivery needs by making internet resources accessible to resident and distance learning students.
   d. To support the students’ needs for local historical information.
   e. To support the students’ scholarly needs through the development of electronic, microform and print resource collections that parallel the academic curriculum.

2. Following a bibliographic instruction session, students should be aware of the resources available to them, including the human resources of the library faculty and staff.
   a. To support the students’ learning needs through the provision of reference services.
   b. To support the students’ research needs by providing guidance in the use of library resources in all forms.
   c. To support the students’ learning needs by working with teaching faculty to integrate scholarly resources into courses and course content.
2. Describe how your unit’s Student Learning Outcomes fit into the mission of the University.

**UAM Library Mission**

The University of Arkansas at Monticello Library functions as a primary educational unit on the campus by providing and organizing resources and services for the student in his or her academic course work at the university. The library also assists the students, faculty, and administrative personnel who desire to satisfy their research, information, and leisure reading requirements.

The library shares knowledge by providing access to scholarly publications. The library supports the entire curriculum with supplemental texts, articles and other documents for all of the subject areas taught at UAM. The library educates students to critically appraise information resources, particularly those provided over the internet. The library provides reference resources such as dictionaries and style manuals to help students communicate effectively. The library contributes to the achievement and development of students by serving as a part of the academic support system for student organizations such as Phi Alpha Theta.

**UAM College of Technology at Crossett Library**

The UAM-CTC Library supports the curriculum of the Crossett campus. The library supports the campus mission to educate individuals by providing opportunities for academic growth, skill development, and specialized training to meet the needs of the workplace. The programs which the library supports include the following one-year technical certificate courses: Administrative Office Technology, Computer Maintenance/Networking, Early Childhood Education, Electromechanical Technology, Health Information Technology, Health Professions, Hospitality Services, Practical Nursing, and Welding Technology. There is also one Advanced Certificate (2-year) program, the Electromechanical Technology-Instrumentation program, and many students continue their educational pursuit for an Associate of Applied Science Degree.

**UAM College of Technology at McGehee Library**

The UAM-CTM Library supports the curriculum of the McGehee campus. The McGehee campus library serves students, faculty and staff through electronic means via computer access. The programs which the library supports include the following technical certificate courses: Administrative Office Technology, Automotive Service Technology, Correctional Law Enforcement, Early Childhood Education, Heavy Equipment, Health Information Technology, Health Professions, Hospitality Services, Paramedic, Practical Nursing, and Welding Technology. Many students begin their educational pursuit with adult education or a certificate of proficiency and then proceed to a technical certificate or an Associate of Applied Science.
3. Provide an analysis of the student learning data from your unit. How is this data used as evidence of learning?

**Assessment Practices**

**Library Instruction**

1. In the 2014-2015 fiscal year, evaluation forms were given to the students who had completed the library bibliographic instruction sessions. *Appendix B provides a sample Bibliographic Instruction Handout.*

<table>
<thead>
<tr>
<th>Library Instruction</th>
<th># of UAM Students</th>
<th># of Public School Students and Other Visitors</th>
<th>Total # of Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010-2011</td>
<td>815</td>
<td>569</td>
<td>1,384</td>
</tr>
<tr>
<td>2011-2012</td>
<td>505</td>
<td>163</td>
<td>668</td>
</tr>
<tr>
<td>2012-2013</td>
<td>891</td>
<td>79</td>
<td>970</td>
</tr>
<tr>
<td>2013-2014</td>
<td>549</td>
<td>943</td>
<td>1,492</td>
</tr>
<tr>
<td>2014-2015</td>
<td>471</td>
<td>568</td>
<td>1,039</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Students Overall Evaluation of the Workshops</th>
<th>Excellent</th>
<th>Very Good</th>
<th>Average</th>
<th>Fair</th>
<th>Poor</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010-2011</td>
<td>56%</td>
<td>36%</td>
<td>7%</td>
<td>1%</td>
<td>0.1%</td>
</tr>
<tr>
<td>2011-2012</td>
<td>61%</td>
<td>33%</td>
<td>5%</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>2012-2013</td>
<td>57%</td>
<td>29%</td>
<td>5%</td>
<td>0.2%</td>
<td>-</td>
</tr>
<tr>
<td>2013-2014</td>
<td>57%</td>
<td>36%</td>
<td>5%</td>
<td>-</td>
<td>1%</td>
</tr>
<tr>
<td>2014-2015</td>
<td>63%</td>
<td>31%</td>
<td>5%</td>
<td>-</td>
<td>-</td>
</tr>
</tbody>
</table>

**Analysis:** The library director and the librarian who gave the presentation reviewed the responses to the evaluation forms. Library staff provided guided tours, designed for the appropriate age group. For all five years, over 90% of the student respondents to the bibliographic instruction survey rated the workshop excellent or very good. *Appendix C illustrates a sample evaluation survey.*
Assessment Practices

Periodicals

2. An examination of the current periodical and serial subscription lists in both paper and electronic formats is conducted each year, with these goals:
   - to cancel those titles not germane to the curriculum or of general interest
   - to withdraw titles because of cessation or obsolescence
   - to evaluate new periodical titles for inclusion in the collection
   - to compare and contrast the value and availability of print vs. electronic formats
   - to make the most of the library budget for serials and periodicals

<table>
<thead>
<tr>
<th>Periodicals/Serials</th>
<th>Total Subscriptions</th>
</tr>
</thead>
<tbody>
<tr>
<td>2014-2015</td>
<td>580</td>
</tr>
<tr>
<td>2013-2014</td>
<td>590</td>
</tr>
<tr>
<td>2012-2013</td>
<td>685</td>
</tr>
<tr>
<td>2011-2012</td>
<td>691</td>
</tr>
<tr>
<td>2010-2011</td>
<td>722</td>
</tr>
</tbody>
</table>

Analysis:
The number of **paper** subscriptions has decreased due to the factors below.

- The library continued the survey of the faculty in each department to determine the periodical subscriptions which are of highest and lowest priority for faculty and student use. Low priority titles were further evaluated for possible cancellation.
- The prices for paper and microfilm subscriptions have increased significantly, particularly for academic journals. Examples are provided in the table below.

<table>
<thead>
<tr>
<th>Title</th>
<th>Reasons for Cancelling Subscription</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>Reading Horizons</em></td>
<td>Publication now available online as Open Access. Print subscription cancelled.</td>
</tr>
<tr>
<td><em>American Sociological Review</em></td>
<td>Eight titles ceased in paper, but continued as paid online only subscriptions.</td>
</tr>
<tr>
<td><em>Journal of Computer-Mediated Communication</em></td>
<td></td>
</tr>
<tr>
<td><em>Journal of Freshwater Ecology</em></td>
<td></td>
</tr>
<tr>
<td><em>Journal of Social Psychology</em></td>
<td></td>
</tr>
<tr>
<td><em>Literacy Research and Instruction</em></td>
<td></td>
</tr>
<tr>
<td><em>Oikos</em></td>
<td></td>
</tr>
<tr>
<td><em>Theory into Practice</em></td>
<td></td>
</tr>
<tr>
<td><em>Social Science Quarterly</em></td>
<td></td>
</tr>
</tbody>
</table>
Assessment Practices

Electronic Resources

3. The library receives and acts upon proposals submitted by faculty for subscription access to new databases and initiating trials for new databases.

<table>
<thead>
<tr>
<th>Electronic Resources</th>
<th># of Database Subscriptions</th>
<th># of Searches</th>
<th># of Full-text Documents Retrieved</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010-2011</td>
<td>130</td>
<td>120,431</td>
<td>52,947</td>
</tr>
<tr>
<td>2011-2012</td>
<td>130</td>
<td>109,426</td>
<td>47,460</td>
</tr>
<tr>
<td>2012-2013</td>
<td>79</td>
<td>105,110</td>
<td>62,235</td>
</tr>
<tr>
<td>2013-2014*</td>
<td>79</td>
<td>120,273</td>
<td>42,046</td>
</tr>
<tr>
<td>2014-2015</td>
<td>76</td>
<td>113,542</td>
<td>34,561</td>
</tr>
</tbody>
</table>

* The June 2014 data from the publishers Chemical Abstract Service, Elsevier, and Lexis Nexis was received after the due date of the annual report. These numbers have been updated with the June 2014 data.

Analysis: A decrease in the number of databases occurred in 2013 as a result of a cut in the databases provided by the Arkansas State Library. The decrease in the number of databases in 2014 is due to subscription non-renewal. The decrease in the number of searches in 2014 is due to a decline in EBSCO usage.

Change in Number of Patron Searches Per Fiscal Year

<table>
<thead>
<tr>
<th>FY 2010 - 2011</th>
<th>2010</th>
<th>2011</th>
<th>Increase/Decrease</th>
<th>% Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>Searches</td>
<td>109162</td>
<td>120431</td>
<td>11269</td>
<td>10.32%</td>
</tr>
<tr>
<td>Sessions</td>
<td>41297</td>
<td>57568</td>
<td>16271</td>
<td>39.40%</td>
</tr>
<tr>
<td>Full-Text Retrieved</td>
<td>39064</td>
<td>52947</td>
<td>13883</td>
<td>35.54%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>FY 2011 - 2012</th>
<th>2011</th>
<th>2012</th>
<th>Increase/Decrease</th>
<th>% Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>Searches</td>
<td>120431</td>
<td>109426</td>
<td>-11005</td>
<td>-9.14%</td>
</tr>
<tr>
<td>Sessions</td>
<td>57568</td>
<td>41567</td>
<td>-16001</td>
<td>-27.79%</td>
</tr>
<tr>
<td>Full-Text</td>
<td>52947</td>
<td>47460</td>
<td>-5487</td>
<td>-10.36%</td>
</tr>
</tbody>
</table>

Analysis: Student usage of electronic resources has decreased from the past year. There was a reduction in the number of databases but the primary usage reduction was in the EBSCO and Proquest databases. The library may need to determine other sources that students are utilizing, i.e., Google Scholar. The usage remains comparable to usage in previous years.
4. A continued diligent search is being conducted of campus buildings for papers and other artifacts that should be preserved by the library as the university archives repository.

- Over the past five years, the library has diligently located papers and other artifacts that should be preserved. These included materials from the Chancellor’s Office, Academic Affairs, the Office of Advancement, the School of Business, and alumni.

- Usage statistics are collected to document the ongoing need for these collections and services.

<table>
<thead>
<tr>
<th>Special Collections</th>
<th># of Items Used by Patrons</th>
<th># of Patrons Using Collection in Person</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010-2011</td>
<td>1,058</td>
<td>165</td>
</tr>
<tr>
<td>2011-2012</td>
<td>800</td>
<td>177</td>
</tr>
<tr>
<td>2012-2013</td>
<td>824</td>
<td>152</td>
</tr>
<tr>
<td>2013-2014</td>
<td>923</td>
<td>205</td>
</tr>
<tr>
<td>2014-2015</td>
<td>656</td>
<td>157</td>
</tr>
</tbody>
</table>

**Analysis:** Increasingly, patrons make use of the option to e-mail a request and receive an answer by e-mail. This reduces the necessity for visiting the archives in person.
4. Based on your analysis of student learning data in Question 3, include an explanation of what seems to be improving student learning and what should be revised.

Student Learning Improvements

Library instructional workshops are improving student learning as described by the students through the workshop surveys. The students are clearly using the online databases provided by the library to conduct research for their classes. Students and other patrons continue to use the unique resources preserved in special collections.

Analysis of Needed Revisions

Initiatives such as the Eversity program and the gradual but inexorable transition from print to online books, journals and government documents are drivers to refocus library resources. For example, the library is working on a multi-year project to reduce print journal subscriptions in exchange for online subscriptions and databases. Over the last ten years, the number of hard copy subscriptions decreased from 956 in 2005 to 580 in 2015. The library is also working on weeding projects for the curriculum collection, sections of the main collection, and government documents.
5. Other than course level/grades, describe/analyze other data and other sources of data whose results assist your unit to improve student learning.

**Library Usage Summaries**

<table>
<thead>
<tr>
<th></th>
<th>Items circulated through the circulation system</th>
<th>In-House Statistics</th>
<th>Items used in the library building</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010-2011</td>
<td>20,113</td>
<td>2010-2011</td>
<td>9,497</td>
</tr>
<tr>
<td>2011-2012</td>
<td>20,327</td>
<td>2011-2012</td>
<td>10,003</td>
</tr>
<tr>
<td>2012-2013</td>
<td>20,718</td>
<td>2012-2013</td>
<td>11,236</td>
</tr>
</tbody>
</table>

**Library Attendance**

<table>
<thead>
<tr>
<th>Year</th>
<th>Number of patrons using the library</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010-2011</td>
<td>77,929</td>
</tr>
<tr>
<td>2011-2012</td>
<td>81,472</td>
</tr>
<tr>
<td>2012-2013</td>
<td>80,504</td>
</tr>
<tr>
<td>2013-2014</td>
<td>75,397</td>
</tr>
<tr>
<td>2014-2015</td>
<td>70,915</td>
</tr>
</tbody>
</table>

**Analysis:** Circulation statistics decreased this year. The number of patrons using the library remained within a range from approximately 70,000 to 80,000.

Student performance is constantly monitored and the library staff work together as a team to adapt library services to meet the needs of students.

**Discussion:** The library staff worked in shifts to manage inquiries at the circulation and reference desks. Circulation staff assisted students with computer literacy questions such as accessing their e-mail, working with Blackboard, and completing the FAFSA application. Further, the librarians assisted at the circulation desk on a regular basis to fill in gaps in the schedule. The librarians met with teaching faculty to discuss specific assignments and to assist those faculty members in identifying resources available to their students for those assignments.
6. As a result of the review of your student learning data in previous questions, explain what efforts your unit will make to improve student learning over the next assessment period. Be specific indicating when, how often, how much, and by whom these improvements will take place.

Goal 1:
Evaluate and Improve Library Service Areas

Objectives:
1.1 Repurpose the former Music Lab.
1.2 Accommodate the diverse needs of eVersity students.

Objective 1.1 will be addressed by the librarians and the library supervisor for circulation.
Objective 1.2 will be addressed by the technical services librarian and supported by the librarians.

Goal 2:
Provide Digital Content and Services

Objectives
2.1 Add to the library’s digital collections.
2.2 Update the library’s e-journals.

Objective 2.1 will be addressed by the special collections librarian and the electronic resources librarian. Objective 2.2 will be addressed by the electronic resources librarian and the serials librarian.

Goal 3:
Improve User and Staff Experience

Objectives
3.1 Hire a librarian to replace retired serials librarian Helen Guenter.
3.2 Hire a library technician to replace retired serials assistant Kay Crook.

Objective 3.1 and 3.2 will be addressed by the library director and the search committees.

Goal 4:
Increase Access to Library Resources

Objectives
4.1 Encourage faculty to put textbooks on reserve in the library.
4.2 Update the library website.

Objective 4.1 will be addressed by the library supervisor for circulation and supported by the librarians. Objective 4.2 will be addressed by the electronic resources librarian and supported by the library staff.
7. What new tactics to improve student learning has your unit considered, experimented with, researched, reviewed or put into practice over the past year?

Tactic 1:
Evaluate and Improve Library Service Areas

Objectives:
1.1 Develop an online survey for evaluation of all library services and resources.
1.2 Update all library policies and procedures.

Objectives 1.1 and 1.2 will be reviewed in the next fiscal year.

Tactic 2:
Provide Digital Content and Services

Objectives
2.1 Improve the online presence of the library resources within Blackboard.
2.2 Investigate purchasing databases with multimedia files and purchasing a federated search tool.

The technical services librarian worked collaboratively with Academic Computing to improve the online presence of the library resources within Blackboard. Objective 2.2 will be reviewed in the next fiscal year.

Tactic 3:
Improve User and Staff Experience

Objectives
3.1 Pursue training in customer service.
3.2 Collaborate with the Offices of Advancement, Academic Affairs, and the Chancellor to identify and research historical topics beneficial to the University, alumni, and the community.

The library supervisor for circulation arranged for training in customer service for the library staff. The special collections librarian collaborated with the Office of Advancement to add digital images to the library’s digital collections which documented the tenure of Chancellor Jack Lassiter at the institution.

Tactic 4:
Increase Access to Library Resources

Objectives
4.1 Investigate and purchase additional electronic journals and e-books.
4.2 Develop policies and procedures for checkout of electronic devices.

Objectives 4.1 and 4.2 will be reviewed in the next fiscal year. The newly hired electronic resources librarian began the review of the electronic journals in May 2015.
8. How do you ensure shared responsibility for student learning and assessment among students, faculty and other stakeholders?

- Faculty are encouraged to suggest book acquisitions by contacting their school’s library liaison or the library director. For example, the technical services librarian is working with the School of Education to weed the curriculum materials.

- Deans and their faculty are encouraged to rank the most useful and least useful journals and electronic databases to facilitate the most efficient use of budgeted funds. For example, the electronic resources librarian is working with the School of Business to identify the most useful databases.

- The librarians review the subjects requested at the reference desk to determine if acquisitions are needed. Indirectly, these reference questions indicate the materials needed to meet specific assignments made by faculty. When possible, the librarians gain access to the description of the assignment in the course syllabus. For example, the library added to its collection of books on the genre of horror in response to a new course.
9. Describe and provide evidence of the efforts your unit is making to retain students in your unit and/or at the University. (A statement indicating that “we are improving advising” is NOT evidence. Copies of letters sent to students, telephone logs, emails, documentation of advising sessions may be considered as evidence.)

The library interacts with students in a number of ways which contribute to the retention effort.

- Library faculty instructed over 1,039 students how to make the most of the library and use it to succeed in their classwork.

- The library also distributed announcements informing students about library services, such as distance education services, which are specifically designed to aid in student success. **Appendix D includes the distance education brochure.**

- The library maintains an efficient interlibrary loan service. The library technician for interlibrary loan services completed 338 lending transactions and 241 borrowing transactions this fiscal year.

- The library maintained the Book Exchange program. The library constantly processes an inflow of donated leisure reading materials and provides them to the students. Leisure reading materials includes romance novels, mysteries, westerns, science fiction and other popular fiction. Anecdotal evidence and the volume of donations indicate that this program is a success.

- The library makes every effort to provide free educational publications to the students which are available from state and federal agencies and nonprofit organizations. For example, the serials assistant keeps the free publications table stocked with the local magazine SEA Life.

- The circulation staff’s training program for the student assistants prepares them not only to work in the library, but also to learn general work ethics, how to follow procedures, and of course, how to use library resources. When the students enter the workplace, they refer potential employers to their references in the library.

- The library contributes to the achievement and development of students by supporting student organizations. For example, the library participated in the Let Freedom Ring event hosted by Phi Alpha Theta on April 14, 2015 as a part of National Library Week.
This year the technical services librarian collaborated with Dr. Sue Martin of the School of Education and created a display of the entire list of the following winning children’s book categories: Newbery, Caldecott, Coretta Scott King, and Charlie May Simon award books.

The library uses every opportunity at its disposal to support the achievement and enrichment of UAM students.
Appendix A:  
Library Circulation Brochure
Circulation Services

Who Can Borrow Library Materials?
All UAM students, faculty, and staff are eligible to borrow library materials. Students must be enrolled in the current semester.

Community users (public school teachers, adult residents, and UAM employee dependents/spouse) may apply for limited circulation privileges.

ARKLINK participants may borrow materials from selected Arkansas libraries. For more information visit the Circulation Desk or http://arklink-libraries.arkansas.edu

Do I Need My I.D. In The Library?
Yes! Students, faculty, and staff will be asked to present their UAM I.D. Community users will be asked to present a photo I.D. and their library courtesy card. ARKLINK participants will be asked to present their ARKLINK card and photo I.D.

Photocopying
Two copiers are located on the first floor of the library. Microform printers are available on the first floor. Copy cards can be purchased for $1 at the Circulation Desk on the first floor. A new card includes a $0.50 value. Additional value can be purchased as needed. The charge to print laser copies is $0.10 per page. There are no refunds for the cost of a copy card or the value that was on the card. Copy cards are replaced for free ONLY if the card was defective at the time of purchase. If the card becomes cracked, bent, warped, or otherwise unusable, the patron will need to purchase a new card.

What Can I Check Out?
A patron can check out most library materials, except for:

1. Special Collection items
2. Reference, Bibliographic Reference, and Atlas materials
3. Course Reserves (exception—overnight approval)
4. Periodicals/Newspapers
5. Microforms

How Many Items Can I Check Out?
Undergraduate Students 20 items
Graduate Students unlimited
Staff 20 items
Faculty unlimited
Community Users 3 items

How Long Can I Keep Borrowed Materials?
Undergraduate Students 1 month, 1 renewal
Graduate Students 1 semester, no renewal
Staff 1 month, no renewal
Faculty 1 year, no renewal
Community Users 1 month, 1 renewal

Returning Materials
Items may be returned to the Circulation Desk or the Book Drops located outside Java City or outside the north entrance of the library.

Fees
- Overdue items-10 cents per day beginning with the first day after the due date. Two notices are sent via email/ mail beginning one day after the item is due.
- Course Reserves-20 cents for the first hour and 10 cents for each succeeding hour, including hours the library is closed; the maximum course reserve fine is $30 per item.
- Lost items— all items not returned or renewed during the semester are charged to the borrower's account. The lost book fee is $70 per item.

Fees must be paid at the Cashier's Office (870) 460-1043 in Harris Hall (second floor).

What is ARKLINK?
ARKLINK is a cooperative agreement among higher education institution for students. Visit the Circulation Desk for more information.

ARKLink Partners in Sharing Library Resources
Appendix B:
Sample Bibliographic Instruction Handout

University of Arkansas at Monticello Library

Library Bibliographic Instruction
Helen Guenter, Associate Librarian
guenter@uamont.edu  870-680-1680

Date: Sept. 10, 2014

Course: Agriculture 1101
Agriculture Orientation
Dr. Kelly Bryant, Professor of Agriculture
Time: 12:10 - 1:00 p.m.

Suggested Research Databases for Agriculture

Academic Search Complete (EBSCO)
* A multi-disciplinary database which includes peer-reviewed journals in a variety of topics including animal science, biology, chemistry, literature, mathematics, zoology, and many other fields
* Format: full-text; citations; abstracts

ProQuest and ABI Inform (business)
* A multi-disciplinary database which includes peer-reviewed journals in a variety of academic subject areas including business, psychology, education, and more
* Format: full-text; citations; abstracts

AGRICOLA
* An index of scholarly materials related to all aspects of agriculture, forestry, and animal science
* Format: citations; abstracts; some urls

Ecology Abstracts
* A scholarly database that focuses on how organism of all kinds – microbes, plant, and animals – interact with their environments and with other organisms
* Format: citations; abstracts

JSTOR:  Life Sciences Collection
* A scholarly database that covers biological, health, and general sciences
* Format: full-text archives; citations; abstracts
Where to Begin? - Check-out the Library Homepage
Most electronic resources available to UAM students 24/7 at www.uamont.edu/library

Find Books and Journal Articles
1. Articles and Article Databases
   * to find articles in Academic Search Complete database or other databases
   * to limit results to full-text and/or scholarly (peer reviewed) journals
   * to access A-Z Database List of about 100 databases for citations, abstracts, and many full-text articles
   * to view databases by title or by subject
2. Books and Journals
   * to find location of books and print/microform journal titles in the library
   * to find out if volume is owned by the library, & available or checked out
   * to locate journals available full-text online
   * check “Books” if do not find journal title under “Journals”
3. Course Reserve
   * books or electronic resources placed
4. Reference
   * database which provides background information on a subject, dictionary or encyclopedia

Quick Links—Community User Application, Course Reserve Form for Faculty, Digital Collections
ILL Request Form, My Account for renewing books, etc.

Sidebar
* About Us—Hours, Policies
  * Library is open Mon.-Thu. 8:00 a.m. - 10:00 p.m.  Fri. 8:00 a.m. - 4:30 p.m.
  * Library is open Sat. 1:00 p.m. - 4:00 p.m.
  * Library is open Sun. 2:00 p.m. - 10:00 p.m.
  * Hours posted during holidays, final exams, and between semesters.

* Reference assistance from a knowledgeable librarian is available
  * Mon.-Thu. 8:00 a.m. - 8:00 p.m.
  * Fri. 8:00 a.m. - 4:30 p.m.
  * Or by appointment with a reference librarian

* Undergraduate students may have up to 20 books checked out at a time
* Book checked out for 1 month and may have 1 renewal
* Renew books in library or online
* If UAM does not own materials you need, request books and articles through Interlibrary Loan (in library or online), usually a free service to you (See Policies)
* Collections—Curriculum Materials, Digital Collections, Government Documents, Maps, Reference, Special Collections & University Archives
* Contact Us—Ask a Librarian, Frequently Asked Questions, Off Campus Access, Avoiding Plagiarism
* Services—ARKLink Library Card, Circulation, Computers, Copiers, Printers, Scanners, and Wireless Access; Course Reserve; Distance Education; Instruction; Interlibrary Loan (Get It From Another Library)
* Staff Directory
* Suggestions

UAM librarians welcome your visits, phone calls, and e-mails.
We are here to serve YOU.
Appendix C:
Bibliographic Instruction Survey Instrument

Fred J. Taylor Library
University of Arkansas at Monticello

(Date and Time of Workshop)

Please complete and return this form to the library.

<table>
<thead>
<tr>
<th></th>
<th>Excellent</th>
<th>Very Good</th>
<th>Average</th>
<th>Fair</th>
<th>Poor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overall Evaluation of Workshop</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Presentation Style</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Instructor’s Knowledge of Subject</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Handouts</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Usefulness of Content</td>
<td>Very</td>
<td>Somewhat</td>
<td>Not Very</td>
<td>Useless</td>
<td>Don’t Know</td>
</tr>
<tr>
<td></td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>My Expectations Were Met</td>
<td>Fully</td>
<td>Mostly</td>
<td>Somewhat</td>
<td>Not At All</td>
<td>Don’t Know</td>
</tr>
<tr>
<td></td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
</tbody>
</table>

What I liked best about this workshop was...

What I liked least about this workshop was...

Additional Comments:

Thank you for attending this library instruction workshop.

(Adapted from Cooperative Learning and Bibliographic Instruction, Mary Jane Petrowski and Lizabeth A. Wilson, ERIC Document 338 268)
Appendix D:
Distance Education Brochure
Electronic Journals

In the online catalog, find an electronic journal using a keyword search. All electronic journals in the library’s collection are listed. Enter the name of the journal using the keyword search.

Example: SAGE Journals

To find a specific book, search by title.

Books

Books may be located by keyword in the online library catalog. Use the online library catalog to find books.

Example: Journal of Research on Technology in Education

Title Search

Journal of Research on Technology in Education

The library subscribes to over 3,000 journal titles. A complete list of titles is available from the library’s circulation desk. If a title is not available, the library can obtain it through interlibrary loan.

Library Resources

ARKLINK is a statewide reciprocal borrowing agreement.

ARKLINK

ARKLINK is a statewide reciprocal borrowing agreement.

ARKLINK

ARKLINK is a statewide reciprocal borrowing agreement.

Arkansas Center for Distance Education

Distance Education Services

Eligibility

Distance Education Services are available to students currently enrolled in Arkansas Center for Distance Education services.