

Piedmont College Libraries

**Annual Report
2006–2007**

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Mission and Purposes of the Arrendale Library

The *Mission of the Arrendale Library* is to support the academic programs of the College wherever they are located by providing for the information and bibliographic needs of the students, faculty, and staff.

The *Purposes of the Arrendale Library* are

- to provide the facilities, tools, and resources necessary to support the work of the students, faculty, and staff of the College;
- to provide access to the world of resources both within and outside of the bounds of the Library, which will support the College's academic programs of study;
- to provide, beyond the immediate needs of the academic program, a selection of resources that portray the intellectual heritage of humanity;
- to provide an environment that encourages the most effective use of the Library by students, faculty, and staff;
- to stimulate and encourage students to develop scholarly research skills from which they will benefit throughout their lives.

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The College's Mission and Goals and the Library

As the Library provides services to its community and develops its collections, it takes particular direction from the italicized words and phrases in the College's *Vision, Mission, and Goals for 2005-2010*:

Vision Statement – Piedmont College shall be recognized as an excellent *liberal arts and professional academic institution* based on its contribution to all students' intellectual endeavors and its continuing *historical ties to Congregational churches* in the United States.

Mission Statement – Piedmont College educates students to become *successful and responsible citizens* through *rigorous academic instruction* in the liberal arts and professional disciplines. Learning opportunities are provided through *undergraduate and graduate programs* offered at *various locations*. The institution emphasizes *high ethical standards and respect for diversity*.

To provide further orientation and focus for its everyday operations and long-range planning, the Library affirms the following criteria from the College's *Vision, Mission, and Goals for 2005-2010*.

Goal One: To provide quality student programs that support the mission of the college by

- A. Providing curricula and resources that enhance appreciation of the liberal arts;

Goal Two: To offer major fields of study that support the mission of the college and meet the needs of its constituents by

- B. Providing resources to encourage ongoing program development;

Goal Four: To maximize student retention and completion of degree programs by

D. Providing sufficient resources necessary for student success;

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The Library's Professional Affirmations

The Arrendale Library also affirms the professional principles for librarianship in general, and for academic librarianship in particular, embodied in the following documents promulgated by various prominent national associations for librarianship. The Library uses the principles and guidelines in these documents to shape both its everyday operations and its long-range planning and goals.

American Library Association

The Library Bill of Rights

<http://www.ala.org/ala/oif/statementspols/statementsif/librarybillofrights.pdf>

The Freedom to Read

<http://www.ala.org/ala/oif/statementspols/ftrstatement/freedomtoreadstatement.pdf>

The Freedom to View

<http://www.ala.org/ala/oif/statementspols/ftvstatement/freedomviewstatement.htm>

Association of College and Research Libraries

Standards for Libraries in Higher Education

<http://www.ala.org/ala/acrl/acrlstandards/standardslibraries.htm>

Information Literacy Competency Standards for Higher Education

<http://www.ala.org/ala/acrl/acrlstandards/standards.pdf>

Guidelines for Instruction Programs in Academic Libraries

<http://www.ala.org/ala/acrl/acrlstandards/guidelinesinstruction.htm>

Guidelines for Distance Learning Library Services

<http://www.ala.org/ala/acrl/acrlstandards/guidelinesdistancelearning.htm>

OCLC, Online Computer Library Center

WorldCat Principles of Cooperation

<http://www.oclc.org/worldcat/contribute/principles/>

Guidelines for Contributions to WorldCat

<http://www.oclc.org/worldcat/contribute/guidelines/>

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Faculty and Staff During 2006–2007

	Title	Location
Barbara Almond	Media Specialist	Athens
Joseph Dawsey	Cataloging & Acquisitions Librarian	Demorest
Bob Glass	Director	Demorest
Hugh Holden	Coordinator for Off-Campus User Services	Demorest
Cindy Julian	Technical Services/Administrative Assistant	Demorest
Lorena Rojas	Public Services Assistant	Demorest
Janet Williams	Coordinator for On-Campus User Services	Demorest

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College-wide Student Satisfaction Survey Library Results

The Student Satisfaction Survey is administered annually in the spring by the Office of Institutional Research. It assesses student satisfaction with various College offices and services. The table below is excerpted from the complete survey and shows the Library's results over several years. It can be seen that the satisfaction level with the Library and its services both rose appreciably and did not vary significantly through the periods reported.

Mean satisfaction scores of College Services/Offices for years 2003 – 2007					
SERVICE/OFFICE	2003	2004	2005	2006	2007
Library Services	3.12		3.37	3.29	

(Mean item scores are based on the following scale : 4 = very satisfied, 3 = satisfied, 2 = dissatisfied, and 1 = very dissatisfied.)
(This survey was not performed in 2004 and 2007)

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Public Services Department

Reference & Instruction

The **mission** of the Reference and Instruction Unit of the Public Services Department is twofold:

- to provide formal instructional experiences in library research skills and their application in the Arrendale Library/Piedmont College learning resources environment;
- to provide assistance and informal instruction to library users at the point of need.

The activities of the Unit are given direction and focus principally by two of the Library's *Purpose Statements* given above:

- to provide the facilities, tools, and resources necessary to support the work of the students, faculty, and staff of the College;
- to stimulate and encourage students to develop scholarly research skills from which they will benefit throughout their lives.

As an example of the first point of the Unit's mission, such activities involve developing and providing structured presentations to classes both as a regular feature of certain courses — for example, Freshmen Orientation and the School of Education's research courses — and at the request of faculty to suit the needs of individual classes.

As an example of the second point of the Unit's mission, those activities involve point-of-need instruction and assistance, which is available from the librarians and the library's staff at any time the library is open, and especially at the times a librarian is available at the Reference Desk. Thus, the user can come to the Reference Desk and ask for one-on-one instruction in research skills and the research environment or simply to ask a quick question. This kind of assistance is also available by telephone and e-mail.

The Unit provides instruction at a number of venues depending on class locations. Many on-campus classes meet at the computers in the Reference Area of the 3rd floor for instruction by the Coordinator of On-Campus User Services or one of the other librarians. Classes at the Athens Center of the College have presentations in the computer labs there from the Media Specialist at the Athens Learning Resources Center or from the Coordinator for Off-Campus User Services. The remote education cohort classes all receive instruction as part of their various educational research classes, provided on-site by the Coordinator of Off-Campus User Services.

The following table, *Instructional Activity by Type and Location*, shows that the Reference and Instruction Unit of the Library reached a significant number of the College's students with formal instruction in 2006–2007. It should be noted that the enrollment for the Fall Semester of 2006–2007 was approximately 1,938. Thus, the Unit provided instructional opportunities for approximately **60%** of the student body. It should be further noted that before 2004–2005, there was no one on site at the Athens Center to promote and provide the Library's services. The number of instructional and reference contacts now reported from Athens represents the fulfillment of a long-range goal the Library has cherished for a number of years.

Instructional Activity by Type and Location

	Sessions Presented	Participants
Demorest	18	294
Athens	25	434
Cohorts	20	394
Totals	63	1,122

As can be seen from the following table, *Reference Activity by Type and Location*, the Unit provided numerous instances of point-of-need instruction and assistance. The Library uses two categories and parses one category further by the location of the user to give more detail.

Reference Questions are questions and requests for assistance which are academic, class-related, research-related. Some examples are: How can I find journal articles about Walt Whitman's *Leaves of Grass*? How can I find the latest research on the instruction of middle-school gifted students? How can I find statistics on the types and numbers of crimes committed in the Southeast in the last 10 years? The Library further categorizes such questions by whether the user contacts us in person at Demorest or Athens, In Person, or contacts us by telephone or by e-mail through the Ask a Librarian service (Distance).

Other Assistance includes questions and requests for assistance which are directional or procedural in nature. Some examples include: Where is the restroom? Please help me recover a lost computer file. How can I get a copy of my transcript? What is my Ezproxy username and password?

Reference Activity by Type and Location

	In Person	Distance	Other Assistance	Totals by Locations
Demorest	2,002	806	2,801	5,609
Athens	2,256	776	541	3,573
Cohorts				
Totals by Types	4,258	1,582	3,342	9,182

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Circulation & Reserves

The **mission** of the Circulation and Reserves Unit of the Public Services Department is to provide timely, accurate management of all types of library materials as they circulate to users. This activities of the unit are given direction and focus by this statement from the Library's Mission and Purposes Statements given above:

- to provide access to the world of resources both within and outside of the bounds of the Library, which will support the College's academic programs of study;

The activities of the Unit include such responsibilities as:

- operation of the circulation desk, including charging and discharging of materials; correspondence with users about overdue or missing materials;
- operation of the reserves desk, including receiving and processing of materials and charging and discharging them;
- shelving and stacks management; management of the media collection, including charging and discharging and shelving;
- management of a public-access copy machine.

The following table shows the number of non-reserve items charged and renewed in 2006–2007 by item type and by school/ department. The total number of non-reserve circulations was 7,529 last year.

Non-Reserves Items Charged & Renewed by Item Type & School/Department

	Arts & Sciences													Total by Item Type
	General	Education	Nursing	Business	Art	Humanities	Mass Comm	MathPhy	Mus ic	Nat Sci	SocSci	Theatre		
AUDIO-REC														
AV-EQUIP	10													10
BOOK	54	1,577	137	137	146	1,826	7	169	256	205	1,528	61	6,746	
CURRMATS		95			14	59		116		7	12		377	
MUSIC-REC														
NURSVIDS			121							3	1		125	
REF-BOOK		1		1		1				1	3		7	
SCORE									2				2	
VIDEO		562	27	34	4	130		56	13	10	120	23	1,352	
Total by School/Department	64	2,235	285	172	164	2,016	7	341	271	226	1,664	84	7,529	

The subject categories are based on the assignment of call number ranges to the school/departmental structure of the College, as shown in the table found at [Appendix 2](#).

The following table demonstrates activity by location/collection. Staff renewals are performed by library staff at a user's request; patron renewals are performed by library users using the renewal function built in the the MAYFLOWER catalog; library uses are checkouts to ILL, displays, and other library functions. In-house Usage is a new statistic that records whenever a book or periodical is found off the shelf. We assume that to be a usage of the item, but not a circulation. This data-gathering will begin in Athens in 2007-08.

Items Circulated by Library and Transaction Type

Library	Transaction Types					Totals by Library
	Checkout Item	Staff Renewals	Patron Renewals	In-house Usage	Library Uses	
ATHENS	670	138	80		21	909
DEMOREST	4,173	733	1,549	1,976	433	8,864
MUSIC_LIB	3					3
Totals by Transaction Type	4,846	871	1,629	1,976	454	9,776

The following table shows the number of reserve items charged in 2006–2007 by item type and user type. There were 570 circulations of materials on reserve last year. AV-EQUIP consists primarily of the headphones available for students to listen to audio at the public-access computers. The item type BINDER refers to a bound volume of journal articles on reserve for a class. The item type PROFS-RESV refers to a book or video on reserve which is not part of the library's collection, but is an instructor's personal property. BOOK and VIDEO are item types which are permanent parts of the Library's collections.

Reserves Charges by Item Type and Item Library

Item Type	All Libraries	ATHENS	DEMOREST
AV-EQUIP	206	2	204
BINDER	37	1	36
BOOK	5	2	3
CURRMATS	29	27	2
NURSVIDS	1		1
PROFS-RESV	174	4	170
UNDEFINED	1		1
VIDEO	117	7	110
Totals	570	43	527

The *Items Discharged and Reshelved* table is shown to give a further indication of the volume of work at the Library's various circulation desks. Checking out materials is the first part of the task; checking in materials and reshelving them is the other part.

Items Discharged and Reshelved

Item Library	Total Checkins
ATHENS	745
DEMOREST	5,604
MUSIC_LIB	10
UNDEFINED	23
All Item Library Total	6,382

Document Delivery

The **mission** of the Document Delivery Unit of the Public Services Department is:

- to provide timely access to learning resources not owned by the Arrendale Library;
- to provide timely access to the Library’s own materials for remote users.

The activities of the Document Delivery Service are given direction and focus by these statements from the Library’s Mission and Purposes Statements:

- to support the academic programs of the College wherever they are located;
- to provide access to the world of resources both within and outside of the bounds of the Library, which will support the College's academic programs of study.

Document Delivery is an umbrella term for its two main subdivisions, Interlibrary Loan and Intralibrary Loan. Interlibrary Loan or ILL is the service through which a library borrows books or copies of journal articles from other libraries. ILL also includes the lending of Arrendale Library’s materials to other libraries, in accordance with the requirements of participation in state, regional, and national ILL groups. As can be seen, lending is as significant a part of the Document Delivery Unit’s activities as borrowing.

The Intralibrary Loan service supplies Athens or Cohort users with materials which are located at Demorest; and it supplies Demorest or Cohort users with materials located at Athens. Most of the usage shown is attributable to providing cohort and Athens users with journal articles and books from the Arrendale Library’s collections.

ILL Borrowing & Lending Transactions	Lending	Borrowing	Totals
Requests Initiated/Received	821	487	1,308
Requests Cancelled	19	17	36
Requests Filled - Total	362	419	781
Requests Filled - Loan	238	201	439
Requests Filled - Copy	124	218	342
Requests Unfilled	460	62	522
			Total
Intralibrary Loan Transactions			224

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Electronic Resources

The **mission** of the Electronic Resources Unit of the Public Services Department is to develop and manage access to electronic resources and to provide timely support for users of those resources, wherever users are located. This **mission** is given focus and direction by these statements in the Library's Purpose Statements:

- to provide the facilities, tools, and resources necessary to support the work of the students, faculty, and staff of the College;
- to provide access to the world of resources both within and outside of the bounds of the Library, which will support the College's academic programs of study;

The Unit's responsibilities include:

- management of 3 servers at the Demorest location: the Unicorn Library Management System server; the server which hosts both the Library's website and the Ezproxy remote access service; and the server which hosts Director's Station, the Library's statistical analysis server; management of all the workstations in the Demorest location, 28 public-access computers and 14 staff library computers;
- development and maintenance of the Library's website;
- management of a wireless network inside the Demorest building;
- training Library personnel in software use and troubleshooting;
- selecting and licensing electronic resources; promoting the use of the licensed electronic resources provided by the Library; collecting usage statistics for the licensed electronic resources.

In the following two tables, usage statistics for selected resources are given. It should be borne in mind that this usage was generated by a user community of approximately 2,300 people.

Electronic Resources Usage – Selected Services

	Sessions	Searches	Full Texts Displayed
GALILEO	16,134	176,849	47,787
Figures for the next six GALILEO services are provided to show greater usage detail.			
Academic Search Premier		22,642	13,983
PsycArticles		4,503	2,212
ABI/Inform		28,911	2,413
ERIC		15,661	
Research Library		23,122	12,366
Lexis/Nexis		10,451	6,895
The following services are not part of GALILEO.			
Literature Resource Center	560	2,502	733
WilsonWeb Services	47,831	33,038	15,225
LION – Literature Online	2,693	14,021	4,730
American National Biography	30	139	129
Oxford English Dictionary	127	396	405
GroveMusic	268	473	1,059
Oxford Reference	513	1,397	807
JSTOR		21,981	25,031
BioOne	440	1,047	842

Netlibrary E-Books Used, by Subject and Number of Accesses

Subject	Accesses	
Literature	687	25.15%
Education	431	15.78%
Social Sciences: General	263	9.63%
Business, Economics and Management	220	8.05%
Computer Science	157	5.75%
History: World and General	129	4.72%
Medicine	126	4.61%
Religion	118	4.32%
Arts	89	3.26%
Psychology	80	2.93%
Philosophy	57	2.09%
Language and Linguistics	54	1.98%
Political Science	52	1.90%
Law	47	1.72%
History: United States	38	1.39%
Library Science and Publishing	27	0.99%
General Works and Reference	24	0.88%
Sociology and Anthropology	21	0.77%
Mathematics and Statistics	21	0.77%
Physics	15	0.55%
Biology and Life Sciences	15	0.55%
Science: General	14	0.51%
Sports and Recreation	11	0.40%
Technology, Engineering and Manufacturing	8	0.29%
Home Economics	7	0.26%
Other	6	0.22%
Networking and Telecommunications	6	0.22%
Travel and Geography	5	0.18%
Agriculture	2	0.07%
Chemistry	1	0.04%
Earth Sciences	1	0.04%
Number of Times an e-Book was used	2,732	

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Technical Services Department

Acquisitions

The **mission** of the Acquisitions Unit of the Technical Services Department is to acquire and make ready for use the Library materials requested through the Library's Collection Development Program. This **mission** is given focus and direction by this sentence from the Library's Mission and Purpose Statements:

- to provide the facilities, tools, and resources necessary to support the work of the students, faculty, and staff of the College;

The following tables show the number of new works ordered in 2006-2007 by item type and by the school/department from which orders originated.

New Titles Ordered by Item Type

ItemType	Items Ordered
BOOK	1,663
CURRMATS	25
NURSVIDS	8
REF-BOOK	37
SCORE	1
VIDEO	96
	1,830

Items Ordered and Received by School/Department

	Items Ordered	Items Received
Reference	80	78
Collection Development	782	666
Education	366	302
Nursing	49	41
Business	41	40
A&S – Art	42	28
A&S – Humanities	102	89
A&S – MassComm	49	46
A&S – MathPhys	92	84
A&S – Music	61	49
A&S – NatSci	9	6
A&S – SocSci	127	114
A&S – Theatre	30	29
Totals	1,830	1,572

The subject categories are based on the assignment of call number ranges to the school/departmental structure of the College, as shown in the table found at [Appendix 2](#).

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Cataloging & Database Maintenance

The **mission** of the Cataloging & Database Maintenance Unit of the Technical Services Department is to develop and maintain as accurately as possible the contents of MAYFLOWER online catalog. This mission is given further focus and direction by these sentences from the Library's Mission and Purposes Statements:

- to provide the facilities, tools, and resources necessary to support the work of the students, faculty, and staff of the College;
- to provide access to the world of resources both within and outside of the bounds of the Library, which will support the College's academic programs of study;

The Unit's responsibilities include adding new bibliographic records for materials as needed, correcting and enhancing records as needed, deleting records for discarded materials, and maintaining and enhancing the authority records needed to support the authorized headings in all records. The Unit observes, to the extent practicable, all nationally recognized standards for cataloging of library materials and the formation of authorized headings.

The following table shows the number of new records and items added to the catalog in 2006-2007 by item type. It also shows the number of times records were altered by library staff or by automated procedures.

Cataloging Activity by Item Type and Action

ItemType	Records Created	Items Created	Records Edited
ARCHIVAL			4
AUDIO-REC			1
AV-EQUIP	3	3	4
BINDER	7	7	
BOOK	2,014	2,831	5,403
CURRMATS	50	55	34
E-BOOK	22,670	22,670	612
E-GOVDOC	10,834	10,834	27,493
ETEXT	16,131	16,131	6
ILL-BORR	202	202	2
MUSIC-REC	498	496	527
NURSVIDS	10	10	7
ONLINE	3	3	2
PERIODICAL	5	5	41
PROFS-RESV	23	24	2
REF-BOOK	89	125	1,292
SCORE	1	1	126
TEST-MATS			1
UNDEFINED			
VIDEO	227	210	282
	52,767	53,607	35,839
	Authorities Created	Authorities Edited	
Authority Records	18,716	9,774	

Library Administration

The **mission** of the Library's Administration is to facilitate the Library's everyday work and its long-term planning using the *Mission and Purposes of the Library* as a framework. This **mission** is given further focus and direction by the parts of the College's *Vision, Mission and Goals for 2005–2010* quoted above. The Administration is particularly concerned with these two statements from the Library's Mission and Purposes, which have not been addressed thus far in this document:

- to provide, beyond the immediate needs of the academic program, a selection of resources that portray the intellectual heritage of humanity;
- to provide an environment that encourages the most effective use of the Library by students, faculty, and staff;

Managing the Building

The Library Administration is very concerned to develop and maintain a pleasant, safe environment in the Arrendale Library building for the Library's users and for the Library's staff. Accordingly, the building's security and physical environment is constantly monitored to forestall problems before they arise. In addition to what is required of Library faculty and staff professionally, all staff are trained to deal with common problems such as what to do when various alarms sound; how to report problems with lights or the restrooms; how to deal with unacceptable behavior in the building; how to deal with users and the Library's food and drink policies; how to call for help with the elevator; how to adjust the thermostats; and so on.

The last aspect of this responsibility is ensuring that users have a sufficient variety of seating, adaptable to their needs, especially their need for working in groups. During the last two decades, all levels of American education have increasingly incorporated group-work concepts into pedagogy and contemporary faculty and students simply expect that they will have the ability to do so in the library.

New Librarians

In Summer 2006, the Library lost two faculty members and found two new ones. Melanie Strals, formerly Coordinator of On-Campus User Services, and Jennie Inglis, former Coordinator of Off-Campus User Services, both left the Arrendale Library last summer to pursue other career opportunities. The Library was very fortunate to secure the services of two widely experienced and highly recommended new librarians to fill these positions.

Janet L. Williams became the new Coordinator of On-Campus User Services. She has degrees in business administration from Troy State University and in library and information science from Florida State University. She has over 10 years of experience in librarianship, with over 6 years spent at Lee University in Cleveland, Tennessee. Her principal responsibilities are in the user services areas of the Arrendale Library, including management of circulation and reserves, reference service, and promotion and development of the Library's research skills instruction program. Among her special interests in librarianship is the preservation of library materials.

Hugh A. Holden became the new Coordinator of Off-Campus User Services. He has degrees in philosophy from Hartwick College, in English Literature from SUNY Binghamton, and in library and information science from SUNY Albany. A native of Fulton, New York, he has over 10 years experience as an academic librarian. His most recent position was at

Monmouth University in New Jersey. His major responsibilities are also in user services, but his focus is toward our Athens and other remote students. He provides research skills instruction and reference assistance to those groups; he is liaison to the Arrendale Library in Athens; and he assists with the promotion and development of the Library's electronic resources, including management of its website.

Collection Development

The Library Administration has the responsibility to shape the content of the Library's collections, both to satisfy immediate curricular needs and to provide the representative sample of the intellectual heritage of humanity spoken of in the Library's *Mission and Purposes*. The collection development effort relies partly on the subject expertise of the College's faculty. The Administration works with department chairs, deans, the Library Subcommittee of the Curriculum & Programs Committee, and the College's Administration to create an equitable allocation of funds to the various divisions of the College and to plan for future developments. As part of the Collection Development Program, the Library's Administration and faculty make themselves aware of problems in the collections; and as time and funds allow, replacements for lost titles are purchased, as are new titles to fill in significant gaps in subject coverage.

Significant Collection Enhancement

In Fall 2006, Piedmont College Library joined the ranks of over 3,000 libraries worldwide which are part of JSTOR. JSTOR – short for journal storage – began with a grant from the Andrew Mellon Foundation to a group of research libraries that wanted to create an online archive of all the issues of a wide range of the most important scholarly journals in the basic undergraduate and graduate disciplines. JSTOR now contains all published issues from over 600 journals. Many began publication in the middle 20th century; some began in the last half of the 19th century, and a few began in the early to middle 18th century or even earlier.

Indeed, over the 10 years of its existence, JSTOR has come to be regarded as an essential foundation for any serious college and its learning environment. This enhancement to the array of learning resources the Library provides is of immense long-term value to the quality of both Piedmont College and its Library.

Significant Gift for Athens Collections

In January 2007, Dr. Mary Charlotte Lane, late Dean Emerita of the College, gave a significant gift to the Library. She donated \$25,000 to the College to fund the purchase of books for expanding the book collection at the Athens Campus Library. Dr. Lane was a great friend of the Library during her long association with the College. She contributed mightily to efforts to preserve the College's history and historical artifacts through her two decades of work in the Library's Archives. Her gifts and her work will be long appreciated and her friendship and collegiality will be sorely missed.

Reaffirmation of Accreditations

The Library Administration has the responsibility to assist the College's Administration and the Schools and Departments in providing appropriate reporting about library resources and services as part of the College's relationships with various general and specific accrediting bodies.

During 2006-07, the College conducted its decennial reaffirmation of accreditation with the *Commission on Colleges of the Southern Association of Colleges and Schools*. The Library played its part in this effort in two ways.

The Library created all reports needed to demonstrate compliance with Sections 2.9, 3.8.1, 3.8.2, and 3.8.3 of SACS' Core Requirements and Comprehensive Standards. These are the standards which examine the effectiveness of a library's support for its community. The Off-Site and On-Site examining committees found the Library to be in compliance with all standards.

In addition, the Director of the Library served as Facilitator of the Quality Enhancement Plan Development Committee. This Committee was charged with developing, and seeking approval for, the multi-year learning enhancement program that SACS asks every institution to undertake.

Finally, in 2006-2007, the College sought reaffirmation of its accreditation by the *Professional Standards Commission* of the State of Georgia. This agency is charged with supervision of the teacher certification process and with supervision of teacher education in the colleges and universities of the state. The PSC examines each college that prepares students to be certified as teachers every five years to ensure compliance with its standards, and appropriate library collections and services are part of the standards to be met. Piedmont College Libraries met the PSC's standards "with no areas of concern."

Planning for Piedmont College Library in Athens

The Library Administration has the responsibility to lead the assessment of the Library's efforts and to plan for the Library's future. It does so in consultation with the Library's faculty and staff, the College's administration, and the Library Committee, which includes student representation.

The overwhelming planning concern in 2006-2007 was to meet the need for greatly expanded library facilities, services, and collections at Piedmont College in Athens beginning in Fall 2007. The College's Administration decided that beginning in Fall 2007, Heritage Hall, now known as Lane Hall, would house the Library, weekend classroom spaces, an instructional computer lab, public-access computing facilities, and the computer labs and classrooms of the Graphics Design program.

To inform the planning process, the Library conducted a survey of Athens students and faculty in Spring 2006 to become aware of what library users expect from their library. The survey asked for degrees of agreement with 10 statements beginning with the phrase "The Library would be better if..." The most significant areas of agreement were with these four statements, in descending order of significance: ...it had more staff available to assist and instruct students; ... it had more individual seating; ... it were a better place to study; and, ... it had a more comprehensive selection of the books, journals, and other printed resources I need. [Appendix C](#) contains the complete survey instrument and the detailed report delivered to the Library Committee in Fall 2006 containing analysis of results.

The Library took this information to heart and used it to inform the planning and execution of the project. The Administration provided support for more professional and support staff so expanded hours became possible. Walls were eliminated so that a pleasant facility with comfortable seating for approximately 40 people was created.

To augment the existing collection of approximately 3,000 book and video titles already available in Athens, the Library conducted a year-long project in 2006-2007 to identify, and pull

off the shelves, duplicates of works in the Demorest collections. These duplicate copies were reassigned and transferred to the new Athens Campus Library and provided another nearly 4,000 volumes for the use of Athens students and faculty in all disciplines.

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Piedmont College Libraries Assessment Plan Goals and Outcomes 2007–2008

Goal for the Administration of the Libraries

Create and execute an assessment plan for library services and resources that encompasses both the whole and each individual component. The information developed will be used to shape library resources and services for the greater benefit of the Piedmont College user community. This goal is aligned with all the Purposes of the Libraries given above.

Outcome: The majority of members of the Piedmont College community will demonstrate a high degree of satisfaction with the resources and services of the Libraries.

Evaluated by Analysis of ...

1. Qualitative and quantitative responses on periodic Library Services Satisfaction Surveys, administered by the Libraries' Administration.
2. Qualitative and quantitative responses on annual Student Satisfaction Survey, administered by the Office of Institutional Research
3. Qualitative and quantitative responses on annual Alumni Satisfaction Survey, administered by the Office of Institutional Research.

Goal for the Athens Campus Library

Assess usage patterns at the Athens Campus Library to determine the most effective hours of operation. This goal is most closely aligned with the Libraries' Purpose Statement No. 4.

Outcome: Members of the Athens Campus Community will demonstrate a high degree of satisfaction with the hours of the Athens Campus Library and the availability of library services at that location.

Evaluated by Analysis of ...

1. Qualitative and quantitative responses during the Athens Campus Library's survey of user needs, to be conducted during spring semester 2008.
2. Headcount data of usage collected during the academic year.

Goal for the Research Skills Instruction Program of the Libraries

Assess user impressions of each of the Libraries' formal instructional presentations and use the data developed to shape the content and style of presentation for greatest effectiveness. This goal is closely aligned with the Libraries' Purpose Statement No. 5.

Outcome: Members of all three of Piedmont College's user constituencies will demonstrate a high degree of satisfaction with the content, style, and efficacy of formal research skills presentations.

Evaluated by Analysis of ...

1. The quantitative data developed through use of the Libraries' Research Instruction Survey, administered at the end of every formal instructional session.
2. The qualitative data developed through user verbal responses from the Research Instruction Survey.

Goal for the Collection Development Program of the Libraries

Evaluate annual Interlibrary Loan book and journal article borrowing patterns to determine areas of collection weakness and make purchasing decisions to enhance the Libraries' collections in areas identified as potentially weak. This goal is most closely aligned with the Libraries' Purpose Statements No. 1-3.

Outcome: The majority of members of the Piedmont College community will demonstrate a high degree of satisfaction with the quality, quantity, and availability of the physical collections of the Libraries in their disciplines.

Evaluated by Analysis of ... Qualitative and quantitative responses on periodic Library Services Satisfaction Surveys, administered by the Libraries' Administration.

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Appendix 1. Collection Size as of September 24, 2007

Libraries	Physical Collections						Online Collections		All Collections	
	Demorest		Athens		Music Library		Total Titles	Total Volumes	Total Titles	Total Volumes
Item Types	Total Titles	Total Volumes	Total Titles	Total Volumes	Total Titles	Total Volumes				
ARCHIVAL	43	47							43	47
AUDIO-REC	16	23							16	23
AV-EQUIP	25	27							25	27
BINDER	135	169	3	3					138	172
BOOK	73,224	79,470	6,394	6,663					75,158	85,916
CURRMATS	251	971	93	314					303	1282
MICROFICHE *	48,406	49,304							48,406	49,304
MUSIC-REC					679	1,064			679	1,064
NURSVIDS	104	180							103	179
PERIODICAL **	748	16,160							748	16,160
PROFS-RESV	177	194	35	36					212	230
RECORDER	4	4							4	4
REF-BOOK	3,132	7,668	84	173	10	30			3,194	7,840
SCORE	6	6			1,140	1,619			1,146	1,625
SOFTWARE	22			30	4	5			26	35
TEMP-MATL	12			27					12	27
TEST-MATS					9	15			9	15
VIDEO	1,109	1,877	200	391	196	213			1,462	2,464
E-BOOK							59,338	59,338	59,338	59,338
E-GOVDOC							72,606	72,606	72,606	72,606
EJOURNAL							22,599	22,599	22,599	22,599
ETEXT							16,399	16,399	16,399	16,399
ONLINE							42	42	42	42
Totals	127,414	146,957	6,812	7,640	2,038	2,946	170,984	170,984	302,668	337,401

The Item types in ***bold/italics*** above are the most used and the most significant in making judgements about collection quality.

** The number of *Total Titles* in *All Libraries* does not equal the sum of each library's *Total Titles*. This is because the *All Libraries Total Titles* column counts the number of **unique titles** possessed across all libraries and does not count duplicate copies of titles.

Microforms *			
Material Types	Titles	Volumes	Pieces
Journal Titles	227	898	20,430
ERIC Documents	48,406	48,406	63,526
Totals	48,633	49,304	83,956

Print Serials **	
Current Subscriptions	352
Issues Received FY07	4,954
Bound Volumes Added FY07	359
Bound Volumes Total	16,160

The Libraries no longer purchase microforms.

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Appendix 2. Table of College Schools/Departments Mapped to Library of Congress Call Number Ranges for Analysis Purposes

School/Department	Call Number Range	LC Class Area
A&S--Art	N1-NZ9999	Art
A&S--Art	TR1-TR9999	Photography
A&S--Art	TT1-TX9999	Handicrafts
A&S--Humanities	B1-BD9999	Philosophy
A&S--Humanities	BH1-BJ9999	Philosophy
A&S--Humanities	BL1-BX9999	Religion
A&S--Humanities	P1-PN1551	Language & Literature
A&S--Humanities	PN6010-PN6110.5	Language & Literature
A&S--Humanities	PN6121-PT9999	Language & Literature
A&S--MassComm	HE7601-HE9721	Telecommunications Industries
A&S--MassComm	PN4699-PN5650	Journalism
A&S--Mathematics & Physics	QA1-QA9999	Mathematics
A&S--Mathematics & Physics	QC1-QC9999	Physics
A&S--Mathematics & Physics	TA1-TC9999	General & Hydraulic Engineering Materials, Mechanical, Electrical, & Industrial Engineering
A&S--Mathematics & Physics	TE1-TN9999	
A&S--Music	M1-MZ9999	Music
A&S--Natural Sciences	GE1-GE9999	Environmental Science
A&S--Natural Sciences	Q1-Q385	General Science
A&S--Natural Sciences	QB1-QB9999	Astronomy
A&S--Natural Sciences	QD1-QZ9999	Natural Sciences
A&S--Natural Sciences	S1-SZ9999	Agriculture
A&S--Natural Sciences	TD1-TD9999	Environmental Technology
A&S--Natural Sciences	TP1-TP9999	Chemical Engineering
A&S--Social Sciences	BF1-BF9999	Psychology
A&S--Social Sciences	C1-FZ9999	History
A&S--Social Sciences	G1-GC9999	Geography
A&S--Social Sciences	GF1-GT9999	Anthropology
A&S--Social Sciences	H1-HA9999	General Social Sciences
A&S--Social Sciences	HM1-HZ9999	Sociology
A&S--Social Sciences	J1-JZ9999	Political Science
A&S--Social Sciences	K1-KZZ9999	Law
A&S--Social Sciences	RC321-RC571	Psychology
A&S--Social Sciences	U1-UZ999	Military Science
A&S--Social Sciences	V1-VZ9999	Naval Science
A&S--Theatre	PN1560-PN3307	Drama & Theatre
A&S--Theatre	PN6111-PN6120	Drama & Theatre
Business	HB1-HE7496	Business
Business	HE9761-HJ9999	Business
Business	TS1-TS9999	Manufactures
Education	GV1-GV9999	Recreation
Education	L1-LZ9999	Education

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School/Department	Call Number Range	LC Class Area
Education	PZ3-PZ9999	Children's Literature
General/Library	A1-AZ9999	Generalities
General/Library	T1-T9999	Patents & Trademarks
General/Library	Z1-ZZ9999	Books. Libraries. Bibliography. Information Resources.
Nursing	R1-RC90	Medicine & Nursing
Nursing	RC600-RZ9999	Medicine & Nursing

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Athens Library User Survey Results

During the spring semester of 2006, the Library conducted a survey of students, faculty, and staff at the Athens Center to begin gathering ideas and impressions from actual and potential users of the Library at the Athens Center. The information gathered from such a survey can help shape the process of expanding services, collections, and staffing. As the College expands its facilities and student body at our Athens location, the Library should also grow and change to meet users' needs. The results of this survey are the subject of this report.

The survey was administered to selected classes at the Athens Center, and was also freely available in the Athens Center Library itself for users to complete, during the last two weeks of March, 2006. A copy of the survey instrument is provided below.

Population Demographics and Response Rate			
	Totals	No. of Respondents	% of Response
Undergraduate Students	179	54	30.2%
Graduate Students	313	19	6.1%
Fulltime Faculty	15	8	53.3%
Staff	5	0	0%
Population	512	82	16.0%

The number of respondents and the rate of response in the aggregate are adequate for reliability, with a 16% response rate overall. However, when considering the rate of response of the four groups comprising the population, the results do not permit firm conclusions. The largest component of the population, graduate students, had only a 6.1% rate of response. This indicates that a better delivery method should be devised for future surveys.

The survey asked 10 questions, each beginning "The Library would be better if ...". The scale for response was a 5-point Likert scale: 1=Strongly Disagree; 2=Disagree; 3=no particular feeling either way; 4=Agree; 5=Strongly Agree.

Results in Question Order, Unranked

	The Library would be better if...	Aggregate Mean	Aggregate StdDev	Ugrad Mean	Ugrad StdDev	Grad Mean	Grad StdDev	Faculty Mean	Faculty StdDev
1	it were open more convenient hours.	3.38	0.90	3.37	0.75	3.11	1.15	3.88	0.83
2	it had more staff available to assist and instruct students.	3.96	0.89	3.83	0.79	4.21	1.13	4.13	0.83
3	it had a more comprehensive selection of the books, journals, and other printed resources I need.	3.80	1.18	3.81	1.12	3.63	1.50	4.00	0.76
4	it had more computers for research.	3.73	1.01	3.73	0.97	3.53	1.12	4.00	0.93
5	it had more individual seating	3.80	0.96	3.75	0.84	3.63	1.21	4.38	0.92
6	it had more group study areas	3.64	1.08	3.69	0.98	3.47	1.22	3.50	1.41
7	it were more comfortable.	3.39	0.98	3.43	0.88	3.26	1.05	3.25	1.39
8	it were a better place to study.	3.63	0.96	3.69	0.83	3.16	1.17	4.13	0.83
9	it were better organized.	3.14	1.08	3.15	0.98	3.21	1.18	2.63	1.30
10	it were more clearly marked (signage, etc.).	3.30	1.15	3.37	1.14	3.16	1.17	3.00	1.20

When considering the survey question results, one notices immediately that all aggregate mean responses range above 3 (no particular feeling either way), but not up to 4 (agree). This indicates a neutrality in attitude with some tendency toward agreement. It also indicates a weakness inherent in 5-point Likert scales when the center point is defined for the respondent as a "neutral" position.

Results Ranked by Aggregate Mean, Descending

	The Library would be better if...	Aggregate Mean	Aggregate StdDev	Ugrad Mean	Ugrad StdDev	Grad Mean	Grad StdDev	Faculty Mean	Faculty StdDev
2	it had more staff available to assist and instruct students.	3.96	0.89	3.83	0.79	4.21	1.13	4.13	0.83
3	it had a more comprehensive selection of the books, journals, and other printed resources I need.	3.80	1.18	3.81	1.12	3.63	1.50	4.00	0.76
5	it had more individual seating	3.80	0.96	3.75	0.84	3.63	1.21	4.38	0.92
4	it had more computers for research.	3.73	1.01	3.73	0.97	3.53	1.12	4.00	0.93
6	it had more group study areas	3.64	1.08	3.69	0.98	3.47	1.22	3.50	1.41
8	it were a better place to study.	3.63	0.96	3.69	0.83	3.16	1.17	4.13	0.83
7	it were more comfortable.	3.39	0.98	3.43	0.88	3.26	1.05	3.25	1.39
1	it were open more convenient hours.	3.38	0.90	3.37	0.75	3.11	1.15	3.88	0.83
10	it were more clearly marked (signage, etc.).	3.30	1.15	3.37	1.14	3.16	1.17	3.00	1.20
9	it were better organized.	3.14	1.08	3.15	0.98	3.21	1.18	2.63	1.30

Questions 2, 3, 4, 5, 6, and 8 have aggregate means higher than 3.5, which indicates that the issue has a strong significance to respondents. Questions 2, 3, and 5 have aggregate means higher than 3.75, which indicates an even stronger significance to respondents.

Results Ranked by Aggregate Standard Deviation, Ascending

	The Library would be better if...	Aggregate Mean	Aggregate StdDev	Ugrad Mean	Ugrad StdDev	Grad Mean	Grad StdDev	Faculty Mean	Faculty StdDev
2	it had more staff available to assist and instruct students.	3.96	0.89	3.83	0.79	4.21	1.13	4.13	0.83
1	it were open more convenient hours.	3.38	0.90	3.37	0.75	3.11	1.15	3.88	0.83
5	it had more individual seating	3.80	0.96	3.75	0.84	3.63	1.21	4.38	0.92
8	it were a better place to study.	3.63	0.96	3.69	0.83	3.16	1.17	4.13	0.83
7	it were more comfortable.	3.39	0.98	3.43	0.88	3.26	1.05	3.25	1.39
4	it had more computers for research.	3.73	1.01	3.73	0.97	3.53	1.12	4.00	0.93
6	it had more group study areas	3.64	1.08	3.69	0.98	3.47	1.22	3.50	1.41
9	it were better organized.	3.14	1.08	3.15	0.98	3.21	1.18	2.63	1.30
10	it were more clearly marked (signage, etc.).	3.30	1.15	3.37	1.14	3.16	1.17	3.00	1.20
3	it had a more comprehensive selection of the books, journals, and other printed resources I need.	3.80	1.18	3.81	1.12	3.63	1.50	4.00	0.76

Questions 1, 2, 5, 7, and 8 show a standard deviation of less than 1, which indicates a greater unanimity of opinion on the issue than a variance of 1 or higher.

Conclusions

While there are problems with the lack of response from graduate students and with the scale used to rate responses, some conclusions can safely be drawn:

- Questions 2, 3, 4, 5, 6, and 8 had the highest aggregate means, each above 3.5; those questions identify issues of most significance to respondents at the time the survey was administered.
- Questions 1, 2, 5, 7, and 8 had aggregate standard deviations below 1; those questions identify issues on which the responses have less variance in the degree of agreement, therefore, a greater unanimity of opinion.
- Questions 2, 5, and 8 had both high aggregate means and low aggregate variance; those are the questions of greatest concern to the whole population.

- Question 3, which had a high mean, but a variance above 1, should be considered significant.

	The Library would be better if...	Aggregate Mean	Aggregate StdDev	Ugrad Mean	Ugrad StdDev	Grad Mean	Grad StdDev	Faculty Mean	Faculty StdDev
2	it had more staff available to assist and instruct students.	3.96	0.89	3.83	0.79	4.21	1.13	4.13	0.83
5	it had more individual seating	3.80	0.96	3.75	0.84	3.63	1.21	4.38	0.92
8	it were a better place to study.	3.63	0.96	3.69	0.83	3.16	1.17	4.13	0.83
3	it had a more comprehensive selection of the books, journals, and other printed resources I need.	3.80	1.18	3.81	1.12	3.63	1.50	4.00	0.76

Despite the limitations of this survey in its design and execution, the results indicate that users show a strong interest in improvements in staffing and services, the working/studying environment, and the extent of on-site collections. These results provide much for the Library to consider as we plan for an expanded operations.

For the next survey of Athens Center users' attitudes about the Library, probably in Spring 2007, we will redesign the instrument in the ways identified as needing improvement, perhaps including other questions in place of the ones that seemed to provoke the least interest.

Verbal Comments by Respondent Type

The verbal responses amplify the concerns indicated in the survey results and provide some very nice compliments for the staff of the Athens library. The number of undergraduate respondents who said they didn't know there was a library at the Athens Center is a concern, however. This suggests that more needs to be done to provide research skills instruction to undergraduate classes, and that more needs to be done to make all Athens Center users aware of the services the Library provides.

Graduate Student Responses

- Call it a library.
- Provide perhaps institutional membership to organizations.
- We need to have access to journals on sight. (sic)
- It organized; however I do have a hard time finding things sometime maybe labeling on shelves not just books. (sic)
- Place to work on projects.
- I want easier access to Journals.
- (an exclamation point was entered next to the 5 of the second item, which regards the idea that more staff would make the library better)
- Barbara is very helpful but expanded hours would be more beneficial.
- The staff that you do have are always very helpful.

Undergraduate Student Responses

- I think they should hire Craig as a lab assistant!
- Barbara Almond is awesome, she is very helpful with research
- (student had an asterisk next to the convenient hours item)
- Mrs. Almond is *great*!!

- Mrs. Almond is great and always willing to go the extra mile.
- It would be nice if there was a better way to check out books it takes too long and not organized.
- The best part about the library is Mrs. Almond.
- I had no idea there was a library at the Athens campus.
- (an apparent note to the last item): Some students did not know that there was a library at Athens.
- I didn't know we had a library.
- (apparent note to last item): What library?! Didn't know there was one!

Faculty Responses

- We need more library personnel and more reference material *in all discipline areas* not just education and especially in the majors in Athens.
- The hours are good - It is *so* much better than before Mrs. Almond came. Barbara does a terrific job!
- Mrs. Almond is so helpful & is accessible. I appreciate her positive attitude.
- (apparent note to 9th item): very organized
- (apparent note to 10th item): very clear
- (apparent note to 6th item): absolutely
- The Library staff is Great! They do a wonderful job!
- I would personally like an area for Athens faculty to work at the Demorest campus. I often need to print papers or record grades while in the student area at the Demorest library. I often feel it's an infringement of privacy. Plus I would like an area to do more advanced research with SPSS (double underline) software on computers.

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How Can the Library Change for the Better?

We would like to ask you how we can improve the Library at Piedmont College in Athens.

Please respond to the following ten questions by circling your degree of agreement with each statement, using this scale: **1=Strongly Disagree; 2=Disagree; 3=Agree; 4=Strongly Agree.**

The Library would be better if...

it were open more convenient hours.	1	2	3	4
it had more staff available to assist and instruct students.	1	2	3	4
it had a more comprehensive selection of the books, journals, and other printed resources I need.	1	2	3	4
it had more computers for research.	1	2	3	4
it had more individual seating	1	2	3	4
it had more group study areas	1	2	3	4
it were more comfortable.	1	2	3	4
it were a better place to study.	1	2	3	4
it were better organized.	1	2	3	4
it were more clearly marked (signage, etc.).	1	2	3	4

I am (please check one)

Undergraduate Student
Graduate Student
Fulltime Faculty
Adjunct Faculty
Staff

If you would like to respond at length to any or all of these questions, please use the space provided below and on the back of this sheet.

Thank you for your assistance as we work to make the Library better.

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