1-20-2017

Public Services Annual Report 2015-2016

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Public Services Annual Report 2015-2016

During the past year, the department made great strides in access and expansion of services. Here are some of the highlights of the past year:

The new ILS ExLibris "go live" date occurred at the end of the fiscal year 2015 so the beginning of 2016 involved a lot of tweaking. Access Services module went up fine except for the patron files. The patron upload remained one stubborn exception for much of the year but after many phone calls and e-mails and a lot of collaboration, the patron files are now automatically updated on a daily basis. The UI for the new system underwent several changes including a change at the dean's request from the advanced search to the simple search as the default search.

Another result of the change in ILS was no more intra-HELIN loan service. However this was partially resolved by several meetings with the faculty, a new ILL request form and the ongoing diligence of the ILL staff to fulfill requests quickly.

During the spring semester, the Library expanded opening hours on a trial basis to open at 7:30a.m. instead of 8:00a.m., Monday through Friday in order to accommodate students trying to get to the newly opened Active Learning Classroom (Room 165) for their 8:00 class. An added benefit was for students attending 8:00 classes elsewhere on campus and being able to utilize the full building before their class. The trial was a success and will be continued in the coming year.

Several moves were initiated during the year. The entire microfilm collection and readers were moved to the Lower Level which opened up extra study space on the second floor. The DVD collection in the Media Resource Center was moved to open stacks near the reference collection and circulated through the Circulation desk. Reserve DVDs were moved to the Circulation reserves area. The Media Resource Center was permanently closed at this point.

The big move was the creation of a new makerspace. During the past year, planning and prepping of the space was met with funding by the Provost and the necessary equipment and supplies were purchased by the end of the fiscal year, though it was a close call. The new space will be staffed by the Media Curator and student assistants.

Another change was the assumption of the Curriculum Materials Library by Public Services. A Lecturer and graduate assistants were hired by the Library for the first semester and the funding for these positions was assumed by the School of Education in the second semester. During this time, the collections were rearranged and reallocated so that similar materials were in the same location and with the same loan rules. Loan rules were streamlined as well. The technology was updated as much as possible with those computers that were not able to be updated signed over the Surplus Properties. Updates for software that was previously only available as CDs was purchased in cloud format so that all users could use it in the field as well as in-house. Finally, meetings were held with

the Library Dean and the School of Education to begin discussions of the School of Education eventually assuming all of the responsibilities of the CML.

In instruction there was a 15% increase in the number of students receiving library instruction with a total of 9,601 students. The revamped LIB program, LIB 150, LIB 250, and LIB 350, was approved by the General Education Committee and the CAC and was started in the spring semester. Unfortunately while courses can be approved at any time during the year, the catalog is only updated once a year in July so student enrollment in the spring was not as high as expected. However fewer students in each class meant opportunity to fine-tune course structures and pedagogy. During the year the department also approved a new plan for information literacy.

During the year, the Government Publications Office acquired and processed over 700 missing volumes of the Congressional Serial Set donated by Providence Public Library and Rhode Island College which helped to fill the gaps in our collection as the state's copy of the print repository.

A map collection donated by the GeoSciences department was inventoried and processed. During the inventory it was discovered that many of the maps were actually Library property received as a map depository back in the 1950's and 1960's. Those maps that no longer fit our collection criteria will be submitted to the depository disposal process in the coming year.

Finally approval was given for a faculty search for a Data Services Librarian. The year ended with the search in process so the new hire will be on board sometime during the coming year.

Other plans for the coming year include opening the makerspace and working out any bugs before the grand opening, stepping into the activities of the BLC as a new member, including implementing ILLiad, turning over the CML to the School of Education, and revamping the first year experience library instruction program.

There were many other accomplishments of the department during the past year. I invite you to read the attached reports from the units to learn more about them.

Respectfully submitted,

Deborah Mongeau

Chair, Public Services Department

Access Services Annual Report, July 01, 2015 – June 30, 2016

Brian T. Gallagher, Head, Access Services
Sandy Sheldon, Information Services Technician II, Head, Circulation Unit, M-F, 7am to 3pm
Emily Greene, Information Services Technician II, Head, Interlibrary Loan Unit, M-F, 7am to 3pm

Mary Anne Sumner, Information Services Technician I [Circulation, M-F, 8am to 4pm] * ***Liz Smith***, Information Services Technician I [Circulation/Reserves, Sun-Th, 4pm to 12am] * ***Jeannette McKay***, Information Services Technician I [Circulation, Tu-Sat, 12:30pm to 8:30pm] * ***Garrison Hull***, Information Services Technician I [Circulation/ILL, Tu-Sat, 9am to 5pm] * ***Gayle Johnston***, Information Services Technician I [Circulation/Reserves/ILL, Sun-Th, 6:30pm to 2:30am] * ***Judy Smith***, Information Services Technician I (Circulation/Stacks Coordinator, Sun-Th, 12:30 to 8:30pm]

Ex Libris went live on June 14, 2015 and, as of this writing, everyone here in Access Services knows much more than we did then but, there is still much to learn. That said, there are two elements within that learning experience that made this Academic Year somewhat challenging:

- **Patron Upload:** Ideally, records from e-Campus were to be uploaded into the Alma patron database, an upload that would occur on a weekly or monthly schedule (depending how Ex Libris and ITS set it up for us). This communication between the URI data management system and Alma would provide a cleaner database than the prior system set up between e-Campus and Innovative (our previous ILS). Unfortunately, this facet of Alma was not implemented. The staff at Circulation - both FTE and student employees - had to manually enter 2569 new students into Alma between September and November 2015. Despite Access Services and colleagues' proactive steps, this matter remained undone through the Spring Semester and into the first phase of Summer Session 2016. Hopefully, come Fall 2016 - there will be resolution.
- **Interlibrary Loan:** Prior to going live, the Library learned that its resource sharing connection between the catalog and OCLC was severed with the removal of Innovative. Again, Access Services took proactive steps: a) An ILL form was created in Survey Monkey for all three library branches - originally to serve as a temporary measure but, as of this writing...still in place. b) Emily Greene and I began investigating OCLC's product ILLiad in May 2015. I contacted ILLiad and arranged a presentation for myself and Emily. In Fall 2015, I wrote a report for Managers, detailing why URI should purchase the ILLiad product. The report included interviews with other Ex Libris libraries regarding ILLiad. I also arranged a group (Emily, Tawanda Maceia, & Joyce Downey) visit to Brown University for an ILLiad presentation scheduled on November 11, 2015. On November 12, Managers accepted my recommendation to purchase ILLiad. However, as of June 30, 2016 - ILLiad still remained in purchasing and legal limbo.

To conclude, I want to commend my staff for doing an excellent job at learning this new ILS and, more important, doing their utmost to keep our patrons calm and carrying on.

In other news...

7:30am opening: As of Spring 2016, the Library began opening at 7:30am, Monday through Friday. This was done to assist with the Active Learning Classroom's set-up for 8am classes.
Interstate Delivery: I signed URI up to participate with LORI's delivery expansion pilot to MA Libraries that was implemented in order to both reduce postage costs and expand service.
Microfilm Scanner: The microfilm cabinets and readers/printers were moved to the Lower Level in June 2016. The Digital Microfilm Scanner was moved to Interlibrary Loan. Patrons can have access to the machine or they can order digital copies via ILL's Web page.
New Books: The New Books procedure underwent a change (thanks to Andree Rathemacher and Sandy Sheldon): only History related books are processed and shelved upon the New Books shelf.
Reference Reserves: Liz Smith submitted a report to me in Spring 2016 - strongly recommending the removal of many of the Reference books on Reserves. I presented the report to Public Services Unit Heads and they approved the suggestion. The books were removed.

Book Circulation

Initial Circulations: 15,769
Renewals: 3,192

Laptop Circulation (PC)

July 2015, 140
August 2015, 8
September 2016, 697
October 2016, 1073
November 2015, 941
December 2015, 495
January 2016, 671
February 2016, 677
March 2016, 585
April 2016, 624
May 2016, 290
June 2016, 39

Chrome Books

March 2016, 195
April 2016, 198
May 2016, 87
June 2016, 55

Gate Count
Liz Smith

July 2015	31341
August 2015	16080
September 2015	185363
October 2015	242289
November 2015	182943
December 2015	31864
January 2016	22931
February 2016	160483
March 2016	202648
April 2016	219624
May 2016	93000
June 2016	35395
TOTALS	1780633

24-Hour Room Count
Liz Smith

July 2015	292
August 2015	0
September 2015	56840
October 2015	67992
November 2015	54329
December 2015	8923
January 2016	608
February 2016	56739

March 2016	42887
April 2016	15203
May 2016	30703
June 2016	22156
TOTALS	356672

Searches
Mary Anne Sumner

	Search cards filled out	Search cards found/cleared	Declared Missing
July 2015	22	10	
August 2015	36	5	
September 2015	32	11	
October 2015	9	5	
November 2015	24	4	
December 2015	16	12	
January 2016	71	30	
February 2016	35	28	118
March 2016	26	37	221
April 2016	35	24	217
May 2016	21	33	124
June 2016	6	1	-
TOTALS	333	200	680

Claims Return Statistics
Mary Anne Sumner

	Forms Initiated	Found By Library Searches	Found By Library Patron	Referred To Circulation Head
Claims Returned	15	2	5	8
Claims Returned Billed Books	3	1	1	1
Claims Returned HELIN Books	2	0	0	2
Total Claims Returned Books	20	3	6	11

All Claims Return are searched a total of eight times except for Billed Claims Return, which are searched three times.

Reserves
Liz Smith

	Put On Reserve		Taken Off Reserve	Note
Courses	221		66	Rest deactivated for later use
Library Books	146		125	
Personal Books	424		421	
Electronic resources	148		77	71 deactivated for later use
Scans	6			

Interlibrary Loan Statistics (provided by Emily Greene, Head of Interlibrary Loan)

Lending	July	Aug	Sept.	Oct	Nov	Dec	Jan	Feb	March	April	May	June	Totals
FIRST SEARCH													
Books	100	105	160	161	149	142	190	166	165	136	106	115	**1695**
Articles	103	110	140	167	184	109	128	169	167	157	110	109	**1653**
DOCLINE													
Books	-	-	1	-		-	-	-	-	-	-	1	**2**
Articles	-	-	36	-	-	48	-	-	36	-	-	44	**164**
LORI													
Books	12	4	2	4	5	3	6	6	5	6	9	3	**65**
Articles	-	4	-	-	1	1	1	-	-	-	1	-	**8**
PELL / CCE													
Books	-	-	-	-	-	-	-	-	-	-	-	-	**0**
Articles	2	-	-	1	-	-	-	-	-	-	-	-	**3**
EMAIL/ALA/INSTATE													
Books	39	62	54	78	111	58	79	61	116	87	39	61	**845**
Articles	20	27	42	36	65	23	21	64	40	45	36	26	**445**
TOTALS	**276**	**312**	**435**	**447**	**515**	**384**	**425**	**466**	**529**	**431**	**301**	**359**	***4880***
Borrowing													
FIRST SEARCH													
Books	84	80	177	176	221	170	221	208	156	96	101	80	**1770**
Articles	75	97	69	130	160	115	95	116	116	162	82	68	**1285**
DOCLINE													
Books	-	-	-	-	-	-	-	-	-	-	-	-	**0**
Articles	-	-	12	-	-	27	-	-	19	-	-	11	**69**
ALA/PHONE/ETC...													
Books	33	24	66	58	84	60	103	65	73	37	24	25	**652**
Articles	8	20	28	29	82	49	27	42	18	16	18	19	**356**
TOTALS	**200**	**221**	**352**	**393**	**547**	**421**	**446**	**431**	**382**	**311**	**225**	**203**	***4132***

GRAND TOTALS:	LENDING	BORROWING	SCANNED ARTICLES FOR URI PATRONS: 413
July 2015 – June 2016	4880	4132	
			GRAND TOTAL: ***9425***

Scanned Articles: 886
Online Articles: 1653

Government Publications Annual Report 2015-2016

The year in review

The office continues to be staffed by Scott Briggs. Also assisting in the office was Thomas Baer, a GSLIS student who carried out his PFE working on the maps donated by the Geosciences Department and who also worked on copy cataloging the Mezzanine Project publications (see below).

The year also saw the completion of several small scale projects and the continuation of the Mezzanine project copy cataloging.

The Mezzanine Project copy cataloging of "loose" (not bound together) publications was completed and work has been started on the "bound with's" (two or more titles bound in one volume) monographic series. These publications require several more steps with each entry and there were no graduate assistants for part of the year so the pace of this part of the project is much slower.

The map collection that was donated by the Geosciences Department was processed by Tom Baer for his PFE. First he sorted out the maps for retention versus gifting using the Library's and Govt Pubs' collection criteria. Those to be offered to other libraries were listed in a spreadsheet and offered to other depositories. Those that were to be retained will be cataloged and integrated into the existing collection. During this project it was determined that many of the donated maps were in fact depository property that was sent to the then Geology Department several decades ago. During the coming year the Geoscience Department will be contacted to determine if there are any other depository maps residing there.

During the year both Providence Public Library and Rhode Island College withdrew large portions of their Congressional Serial Set volumes and offered them to URI. Since the University is the sole state repository for the print version back to 1933, the volumes offered were compared with what was on the shelf in order to fill in gaps. There were almost 700 volumes that we needed. The volumes will be transferred in the coming year.

There were also some minor moving projects in the government publications area. The Govt Pub Reference and Govt Pub Index book cases were removed and the volumes on these shelves were moved to the end of the Govt Pubs stacks.

There was no projects with the state publications collection as State Publications Clearinghouse distribution was put on hold for much of the year due to renovation of the State Library.

Future projects will be to continue on the Mezzanine project, continue the map project, and to continue to look for missing serial set volumes.

Statistical overview

The number of tangible receipts added increased from 3,289 in 2014/15 to 5,852 for an increase of 56%. The increases were in all formats. The number of online records received has held steady with 17,096 for this year versus 17,190 from 2014/15. It appears that the electronic depository collection has matured while there is a spike in tangible resources. Future years will tell if this is a steady trend or an anomaly.

Receipts (by the piece)

US Hard Copy	4696
US Microfiche	337
US Electronic (not online	51
US Maps	209
Total US receipts	5293
RI receipts (all formats)	559
Total receipts	5852

Withdrawals

US Hard copy	1213
US Microfiche	13
US Electronic	10
US Maps	66
Total US withdrawals	1344
RI (all formats)	81
Total withdrawals	1467

Net Total Added	4385

Titles cataloged	
Marcive monographs	4320
Marcive Serials	272
Marcive online	17096
In-house monographs	4218
In-house serials	58
RetroCon (monographs)	0
Total US titles cataloged	25964
RI titles cataloged	0
Total titles cataloged	25964

University of Rhode Island
University Libraries
Public Services Department
Instructional Services

Annual Report
July 2015 – June 2016

The Instructional Services Unit had a busy and productive year providing information literacy instruction for the University of Rhode Island community.

The Bottom Line:

Through the efforts of seven faculty librarians, one full time and two part-time lecturers, nine GSLIS graduate Reference Student Assistants, and three LSC 527 students, the Public Services Department provided high quality information literacy instruction for **10,036** students, faculty, and staff during the academic year 2015-2016.

This is an **approximately 20% increase** in number of total students taught from 2014-2015 (8,299). This increase is due to several factors: primarily to a greater number of URI 101 classes electing to participate in the Library's instruction program, the inclusion of CML (School of Education) instruction statistics, and finally to our efforts to provide outreach and instruction to more WRT 104 high school sections. This report covers the results of our teaching for the following academic departments, programs, and the University Libraries' credit courses:

Programmatic Instruction provided for:

- URI 101: Planning for Academic Success
- Writing & Rhetoric 100 level courses
- Talent Development Pre-Matriculation Program,
- EGR 105: Foundations of Engineering 1.

Academic Departments and Programs Served:
We provided instruction for twenty-four academic departments and programs including: African American Studies, Art History, Business, Chemistry, Chemical Engineering, Civil & Environmental Engineering, Education, English Language Studies, English, Grand Challenge, Gender and Women Studies, Health, History, Honors, Human Development & Family Studies, Japanese Language, Library and Information Studies, Mechanical Engineering, Music, Nursing, Psychology, Textiles, Fashion Merchandising and Design, Talent Development, Theatre, URI 101, Women's Studies, and Writing.

Other Programs: Search Savvy Seminars, and visits to Carothers Library by RI high schools for library instruction purposes.

University Libraries' Credit Course Offerings:
LIB120: Introduction to Information Literacy (3 credits)
LIB 150 Search Strategies for the Information Age (3 credits)

Staffing

- Public Services Department Faculty who provided instruction 2015-2016 includes Professors Devin, Gallagher, Izenstark, Kelly, Kinnie, Larsen, Leahy, LeMeur, MacDonald and Mongeau.

- Grad students who provided instruction: Sara Araujo, Thomas Baer, Laura Hogan, Colin McCullough, Samuel Simas, Gretchen Sotomayer, Alyssa Taft, Alicia Vaandering, and Chelsea Watts.
- LSC 527 students who provided instruction for URI 101: Lyse Fontaine, Jessica Jahnke, Britta Obertello.

Highlights of the Year

- The faculty of the department re-approved our Instruction Mission Statement, and approved a new Information Literacy Plan**.**
- The department held two instruction workshops, facilitated by Eric Kaldor and Josh Caulkins of the Office for the Advancement of Teaching and Learning, (ATL).
- The department held an Instruction Retreat in June, facilitated by Eric Kaldor of ATL.
- Izenstark, Kinnie, and MacDonald served as the Information Literacy Student Learning Outcome Review Panel for all General Education courses being proposed for the IL SLO.
- The department approved three new LIB credit courses for the University's new General Education Program.
- Lecturer Katie Leahy redesigned LIB 120 to create LIB 150: Search Strategies for the Information Age with assistance from Kinnie and MacDonald.
- Professor Amanda Izenstark designed LIB 250: Information Research Across Disciplines
- Professors Kinnie, with assistance from Larsen and MacDonald redesigned LIB 220 to create LIB 350: Current Issues of the Information Age.
- 131 sections of *URI 101: Planning for Academic Success* visited the library where over 3,102 students received library orientation.
- 97 sections of *WRT 104: Writing to Inform and Explain* and *WRT 106: Introduction to Research* Writing visited the library where over 2,157 students received library instruction.
- 90 subject specific information literacy instruction sessions taught for 2,212 students.
- 18 sections for 507 students of *EGR 105: Foundations of Engineering I* engaged in two information literacy instruction sessions each, a lecture and a hands-on lab. (Coordinated and taught by Larsen assisted by Reffies).
- 38 information literacy instruction sessions were provided for 355 students enrolled in the *Talent Development* pre-matriculation program. (All students had two sessions in the library.)
- 17 Search Savvy Seminars provided by Amanda Izenstark 72 members of the URI community.
- Prof. Merinda Hensley, University of Illinois, presented both a workshop and public talk "The Intersections of Scholarly Communication and Information Literacy in the Undergraduate Classroom," April 6, 2015. (Sponsored by Dean Boughida).
- Provided teaching experience for nine Reference Student Assistant (GSLIS graduate students) and three GSLIS LSC 527 students in our instruction programs.
- Kinnie, Leahy, and MacDonald provided instruction for six outside groups: East Providence High School, Exeter-West Greenwich High School, North Providence High School, South Kingstown High School, Tiverton High School, Westerly High School, and the Paul Cuffee Charter High School.
- Kinnie and MacDonald participated in several General Education workshops held for faculty preparing for the new General Education program. Kinnie attended most sessions as Chair of General Education Committee, both Kinnie and MacDonald attended to advocate for faculty choosing Information Literacy as one of the required student learning outcomes for their new Gen Ed courses.

- Izenstark, Kinnie, and MacDonald, working as the General Education Information Literacy SLO Review Panel, reviewed and consulted with faculty in order to approve dozens of new courses.
- Kinnie and Izenstark continue to improve and update the *InfoRhode* Tutorials, following our transition from the Innovative catalog to Primo.
- Larsen continues to coordinate and expand the EGR 105 IL program becoming the second fully scaffolded information literacy program.
- MacDonald and Izenstark published three editions of Instruction@ the Libraries.

Instructional Programs in Brief:

WRT Program – Coordinated by Jim Kinnie

In 2015-2016 the librarians taught **97** sessions for WRT 104/106 course sections reaching a total of 2,157 students.

WRT 104/106	**# Class Sessions**	**# Students**
Fall 2015	51	1,122
Spring 2016	46	1,035
Totals	**97**	**2,157**

URI 101 Library Experience Program – Coordinated by MacDonald and Izenstark

URI 101 Library Experience instruction program was taught by seven faculty librarians and nine Reference Students Assistants and three GSLIS students enrolled in Prof. Cheryl McCarthy's LSC 527 course, Information Literacy Instruction.

URI 101 Library Class Sessions	**Fall 2015**
Sessions taught	131
Students	**3,102**

EGR 105: Foundations of Engineering – Coordinated by Peter Larsen

EGR 105	Class Sessions	# Students
Lectures	2	507
Labs	16	507
Totals	**18**	**1,014**

Talent Development Pre-Matriculation Program

In June 2016, the TD library orientation program was ably coordinated by Lecturer, Katie Leahy and taught by Jim Kinnie, Peter Larsen, Katie Leahy, Mary MacDonald, Lecturer Carrie Kelly, and GSLIS "Reffie" students: Tom Baer, Colin McCullough, Sam Simas, and Alicia Vaandering.

Talent Development	Class Sessions	Students
Library Tour/Catalog	22	355
Book and Evaluation	22	355
Totals	**44**	**710**

2015-2016 Subject-Specific "One-Shot" Instruction Sessions
Breakout by Course Levels

Course Level	Number of Sessions	Number of Students
100 level	25	753
200 level	12	295
300 level	27	652
400 level	20	374
500+	6	138
Total	**90**	**2,212**

Curriculum Materials Library

Instruction Sessions	# of Class Sessions	# of Students
Note: Generalized Numbers from K. LeMeur	71	572
Total	**71**	**572**

Credit Bearing Courses

Seven credit-course sections: 4 LIB 120; 3 LIB 150; for a total of 135 students enrolled in Library Public Service Department taught credit-courses.

LIB Credit Courses (3 credits)
Faculty: Kinnie, Larsen, MacDonald and Burkhardt
Lecturers and Per course instructors: Kelly, Leahy

LIB 120	# sections	# students
Fall 2015	4	88
LIB 150		
Spring 2015	2	28
Summer 2015	1	19
Total LIB ALL SECTIONS	**7**	**135**

High School (not WRT 104)

Paul Cuffee Charter High School	134 students

Submitted by:
Mary C. MacDonald,

Head of Instructional Services
August 11, 2016

Note: This report includes information from reports submitted by Jim Kinnie and Peter Larsen.

Media Resource Center & Microforms
Makerspace
Annual Report 2015-2016

The year 2015-2016 saw substantial changes in both for the Media Resource Center and the Media Resource Curator position. Due to the support of Provost DeHayes the library had the opportunity to create a 'Makerspace', this space, (Space.URI) is charged with providing the URI community with hands-on virtual and fabrication technologies.

Beginning in December 2015 the Media Resource Curator, Chair of Public Services and Dean's Administrative Assistant worked closely with Dean Boughida to make Space.URI a reality.

This report contains both the Media Resource Center and Microforms annual report and reports submitted to the Council of Deans and Provost regarding the as yet incomplete Makerspace.

Media Resource Center

The Media Resource Center houses a collection developed for University curriculum support. As such, while all efforts are made to propagate and preserve a diverse collection, accessibility and a focus on usable formats is the Media Center's stated priority.

Anticipating the Media Resource Curator being moved into the new Makerspace it was decided the Media Resource Collection be moved to open stacks. In June 2016 most of the DVD and Blu-ray collection was transferred into locking cases and moved to stacks in Reference on the first floor. Permanent and Course Reserve titles were moved to behind the Circulation desk. The Media Resource Curator will continue to work with instructors regarding reserves and collection development.

Collection Development

Approximately 290 titles were purchased. Faculty (roughly 49) requested titles across a broad spectrum: most recent blockbusters, foreign-only releases, classic documentaries and therapy sessions, to name a few. These purchases were supplemented with titles selected by the Media Curator. Updating the VHS collection to DVD continues when possible.

Streaming through Kanopy (www.kanopy.com) continues, with titles being selected based on those most often used in the collection. The collection currently consists of 14 inventoried titles (one being the California Newsreel Collection, which contains multiple titles). Decisions regarding title renewal are based on analytics provided through the Kanopy dashboard.

Stats

Physical

The Media Resource Center saw a total of 2,230 checkouts over the course of a year. While this is a significant decrease, some variation might be due to a change of ILS.

Reserves

Eighteen instructors reserved a total of 201 titles for 20 classes.

Streaming

The 14 streaming titles (including the California Newsreel Collection), garnered a total a 293 views, doubling the viewership of the 2014-2015 year. The five most viewed titles were:

Title	Number of Views
The Mask You Live In	95
Race the Power of An Illusion	58
Unnatural Causes: Place Matters	26
Tough Guise 2	17
Bicycle Thieves	15

Instructors continue to borrow the physical DVD for classroom showings, despite the fact that their title is available streaming. When questioned they continue to report 'they did not trust the classroom internet connection and were bringing the DVD as backup'.

Streaming

There continues to be no University supported streaming solution. A streaming server does exist on campus, however it is designed to only allow uploads from Camtasia, meaning all content must be screencapture.

Budget

Due to some confusion with the Film/Media program, the Media budget was overspent by $4,500. Currently the sum has been taken from the 2006-17 Media budget. The Media Curator

will speak with the Chair of Film/Media in remedying this issue and establishing a solution to avoid this confusion in the future.

Grants and Awards

Although the Library submitted a Champlin proposal for a Makerspace over the Summer of 2015, the proposal was not accepted for final presentation to the Champlin Foundation. However, in December 2015 Provost DeHayes approached Dean Boughida with the funding to purchase equipment for the space. See "Makerspace Report" for further details.

The Library submitted a Champlin proposal for Summer 2016 focused on the Galanti Lounge.

Micro-form Collection

Due to the pending move of the Media Resource Collection and Curator, and an asbestos abatement project where the cabinets were located, the micro-form collection was moved to the lower level. The digital microfilm reader was moved to interlibrary loan, as they were primary users and the option of having digital scans requested by form was added as a service. The five analog micro-form machines were moved to the lower level.

711 microfilm rolls were reshelved. This signifies a 70% increase over the 2013-14 and 2014-15 years. Whether there was an error in record keeping over the past years or a substaintial increase in microfilm use can not be determined.

Presentations

- "Open Everything: How to Find Free, Reusable Content Online". RILA Conference presentation with Andree Rathmacher and Julia Lovett, May 2016
- "Streaming Video: Finding and Using Streaming Media in the Academic Setting". Search Savvy Seminary, April 2016.

Committees

Space Assessment Committee 2016
University Library Ad Hoc Exhibit Committee 2015
Catalog PR Committee 2015

GSLIS Advisory Board 2013-current
Digital Action Working Group 2013-current
Committee on Digital Initiatives 2012-current
LIBQual Committee 2012-2013

Makerspace

The Library began to seek funding for a Makerspace in December 2014. Under the guidance of Interim Dean Cheryl McCarthy an IMLS preliminary proposal was submitted. The proposal was not accepted to continue the process. Over Summer 2015 the library submitted a proposal to the internal Champlin review board, while the library was invited to continue, it did not make it to the final rounds of submission.

In December 2015 Provost DeHayes approached Dean Boughida offering assistance in purchasing equipment and modifying an unoccupied space for the Makerspace. The Executive Summary as submitted to the Council of Deans in February 2016, and a project update submitted to the Provost in June 2016 are included below.

> Executive Summary
> Makerspace
> Submitted to the Council of Deans, Feb. 2016
>
> As URI incorporates research-engaged teaching and learning at the undergraduate level, the requirement for advanced equipment and technology moves from a discipline-specific, graduate student focus to interdisciplinary, project-based applications. Providing access to these technologies in an open, supported, academically focused environment is a challenge for instructional development and University infrastructure.
>
> Anticipating a growing need for equitable access to future technologies, the Robert L. Carothers Library and Learning Commons proposes __*Space@URI*; a fabrication and virtual/visual augmentation 'boutique' designed to provide equipment and technology in support of teaching, learning, and the University of Rhode Island Academic Plan.
>
> Located on the Library's first floor, next to the Active Learning Classroom and staffed by the current Media Resource Curator, __*Space* will:
>
> - Assist faculty, staff and students in utilizing technology and equipment;
> - Provide ongoing support for equipment;

- Maintain hours beyond the typical 9am-5pm academic services operating schedule;
- Self-support through an at-cost fee structure;
- Encourage collaboration and partnership with other 3D design and virtual augmentation programs;
- and ensure potential students and future faculty have access to expected technology.

Additionally, a proposed Emerging Learning and Technology Librarian position will have access to __*Space* for collaborative exploration of technology-enhanced, problem-based learning, ensuring faculty obtain hands-on assistance in integrating 2D/3D technology effectively in coursework.

Developed in collaboration with faculty, the URI Foundation, university administration and support services, __*Space* will allow faculty, staff and students to explore fabrication and visual augmentation technologies in a supported environment. Physically and figuratively located at the crossroads between disciplines, __*Space* will serve as a model, capable of monitoring instructional trends and anticipating future use, while providing proof-of-concept for further development and concrete example of pedagogical relevance for potential partners.

Project Update
Makerspace
Submitted to Provost DeHayes, June 2016

This is intended as a brief update on the status of __Space.URI.

We have received/are awaiting receipt of State MPA vendor technology and furnishings. Due to some difficulties with the State bid process, the purchase of certain pieces of requested equipment has been delayed. We are on version three of the submitted specifications for this machinery (initial requisitions done 3/3/16). Of note, we would like to state that Sheri Vincent and Tracey Angel in the Purchasing Department have been instrumental in assisting us in the navigation of this process and the many hurdles encountered thus far. State Purchasing has agreed to expedite v.3 of the re-submitted specifications on this equipment (see below) with there still being a possibility that these items will be purchased with 2016 monies and delivered by 6/30/16. The total of the equipment awaiting State bid approval process is $83,047. **Update: 6/15 - all rebid items have been awarded with expected delivery dates below.

Of the initial budget estimate ($250,057) we have recognized savings with respect to the final cost of the furnishings from Correctional Industries, the HVAC upgrade and general materials/tools ordered. Specific line-by-line cost/savings can be reviewed on the attached spreadsheet. **Update: items ordered from Grainger (tools/supplies) was received by URI Central Receiving, but a pallet of items is missing approximate total amount of missing goods is $3500. They are investigating what happened.

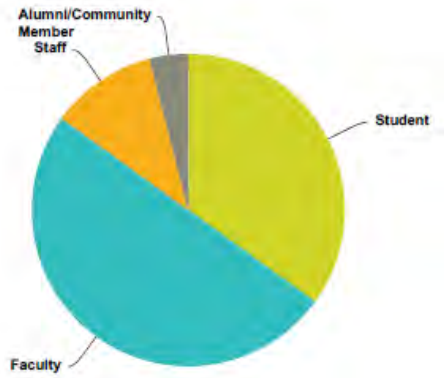
Datawork in the physical space has begun. Electrical work will begin, per Dan Cartier week-ending 6/11/16 and will be completed by 6/30. Per Dan Cartier HVAC will have to be a 2017 funded item as Purchasing would not allow this work under current blanket (cost of $19,435); Dan will be getting more quotes. The new entryway (glass panels set into wood framed doors) was completed on June 3rd.

A meeting with James Miller of Ocean Engineering and John Andries of Chemical Engineering was held at the end of May. Updates on expected equipment were provided and preliminary plans for use of the space this Fall for ENG 325/326 were made.

Submitted by : Angel Ferria, Curator

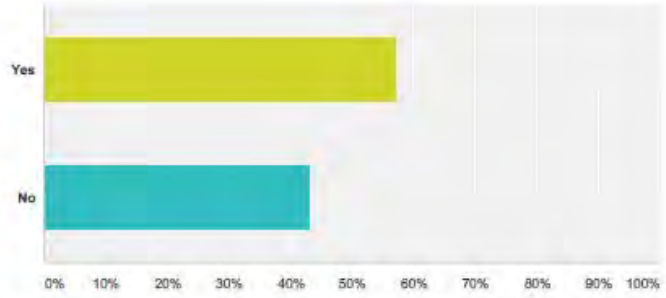
Makerspace Survey
URI - December 2015
Questions for all respondents (total 100)

What is your association with the University of Rhode Island?



Answer Choices	Responses	
Student	35.00%	35
Faculty	50.00%	50
Staff	11.00%	11
Alumni/Community Member	4.00%	4
Total		100

Are you familiar with Makerspaces, or fabrication labs (fablab), or Hackerspaces (hackspace)?



Answer Choices	Responses	
Yes	57.00%	57
No	43.00%	43
Total		100

Makerspace Survey
URI - December 2015
Questions for faculty/staff (faculty 50/staff 11)

Faculty

Under which course code do most of your classes run?
(Some respondents left blank, others chose two codes)

Course code	Number of respondents teaching under course code
APG	1
ART	2
AST	1
BIO	1
BME	1
BUS	2
CHM	1
CLA	1
COM	3
CSC	1
CSF	1
EDC	2
ELE	1
ENG	1
FLM	1
FRN	1
GCH	1
GWS	1
HDF	2
JOR	1
LAR	1
LIB	2
LSC	3
MIC	1
NEU	1
NUR	3
OCE	1
OCG	1
PHL	1
PHP	1
PHT	1
PLS	1
PSY	2
SOC	1
STA	1
TMD	2
WRT	1
I am not in instruction	3

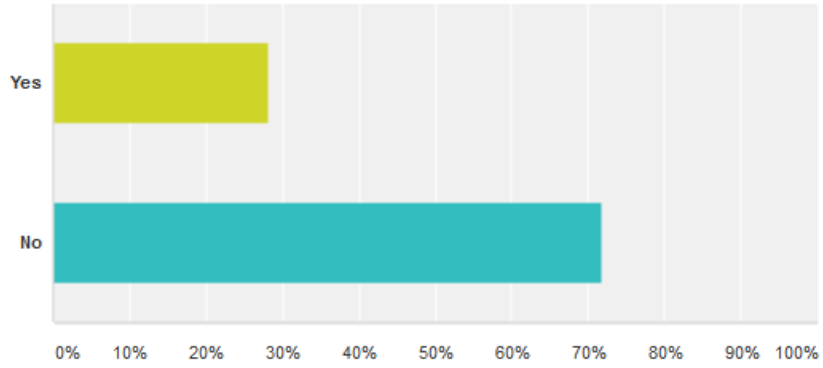
Staff

Under which course code do most of your classes run?
(Many respondents left blank)

Course code	Number of respondents teaching under course code
APG	1
HIS	1
ITL	1
MUS	1
NEU	1
NUR	1
I am not in instruction	5

Faculty/Staff

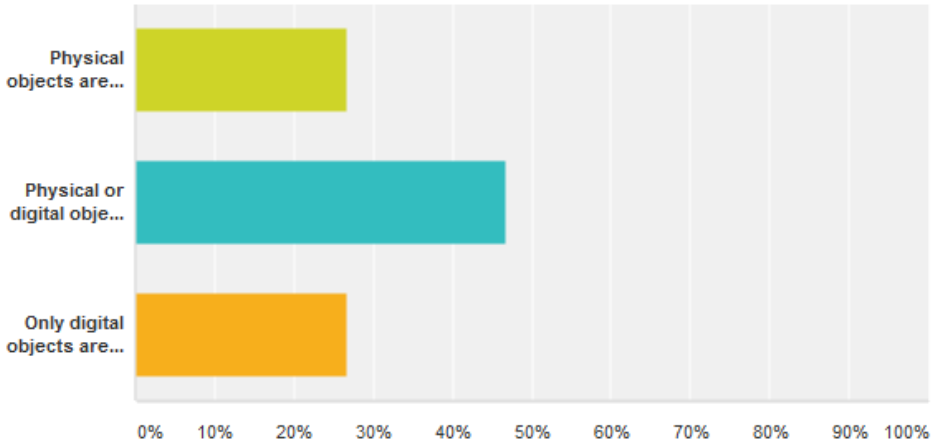
Do you assign coursework that requires manipulation or design of two or three-dimensional objects?



Answer Choices	Responses	
Yes	28.26%	13
No	71.74%	33
Total		46

Faculty/Staff

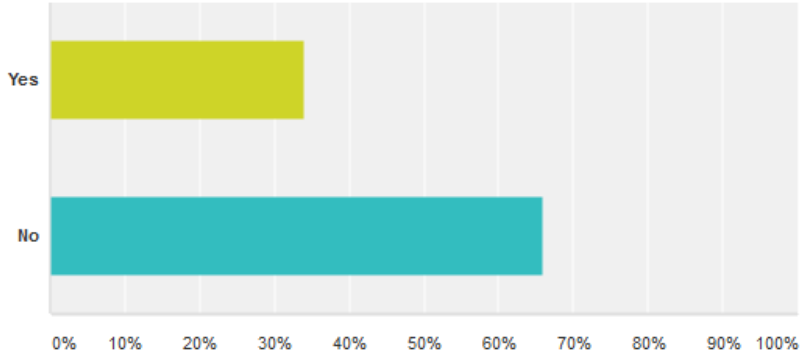
If you answered 'Yes' to the above: Is the submission of a physical object required for assignment completion or do you accept digital representations?



Answer Choices	Responses	
Physical objects are required for completion	26.67%	4
Physical or digital objects are accepted	46.67%	7
Only digital objects are accepted	26.67%	4
Total		15

Faculty/Staff

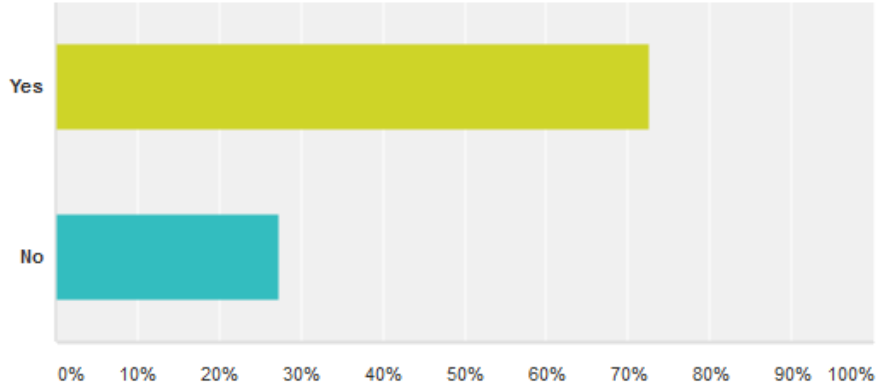
Is access to a fabrication environment a consideration in designing your courses and assignments?



Answer Choices	Responses	
Yes	34.09%	15
No	65.91%	29
Total		44

Faculty/Staff

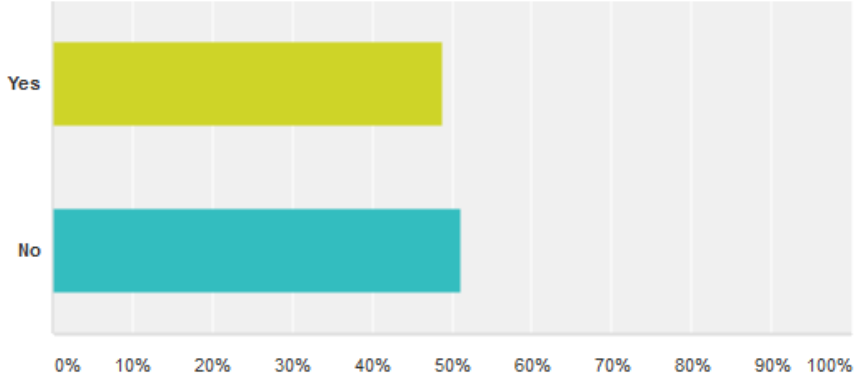
If a collaborator was available to assist in pedagogical intergration of fabrication technology, would you utilize this person in designing relevant projects?



Answer Choices	Responses	
Yes	72.73%	32
No	27.27%	12
Total		44

Faculty

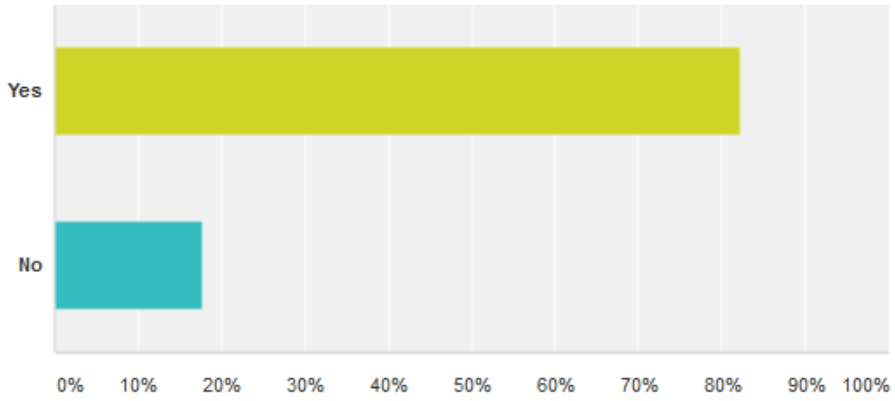
Are you aware of potential uses of fabrication thechnolgy in your field?



Answer Choices	Responses	
Yes	48.94%	23
No	51.06%	24
Total		47

Faculty

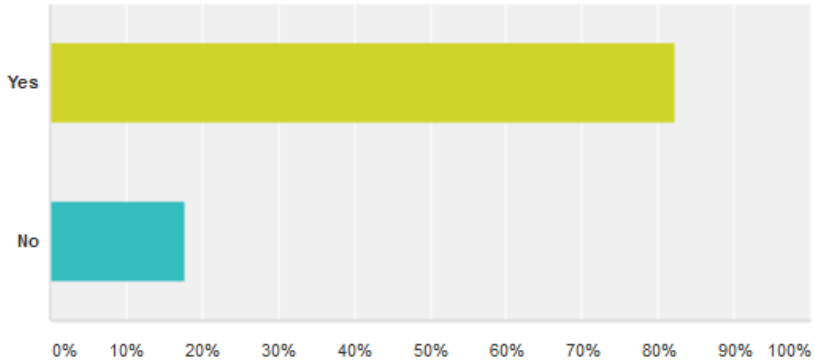
Do you believe access to a fabrication environment would open other avenues of exploration and engagement for students in your discipline?



Answer Choices	Responses	
Yes	82.22%	37
No	17.78%	8
Total		45

Faculty

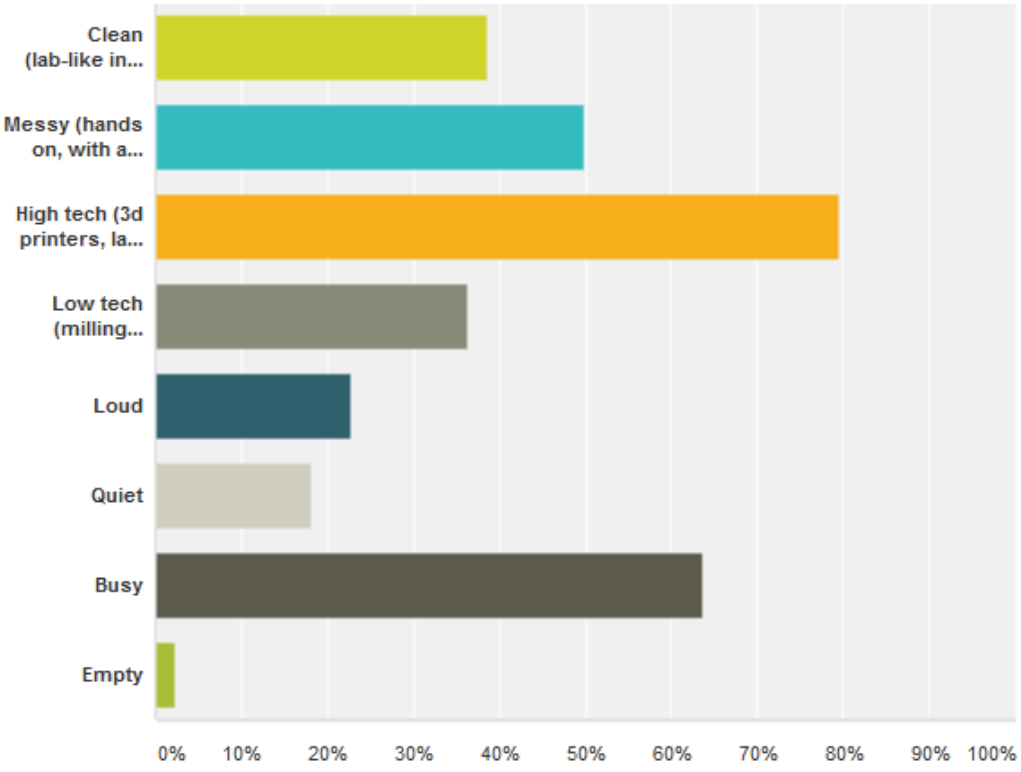
Is the library a convenient location for this type of space/technolgy?



Answer Choices	Responses	
Yes	82.22%	37
No	17.78%	8
Total		45

Faculty

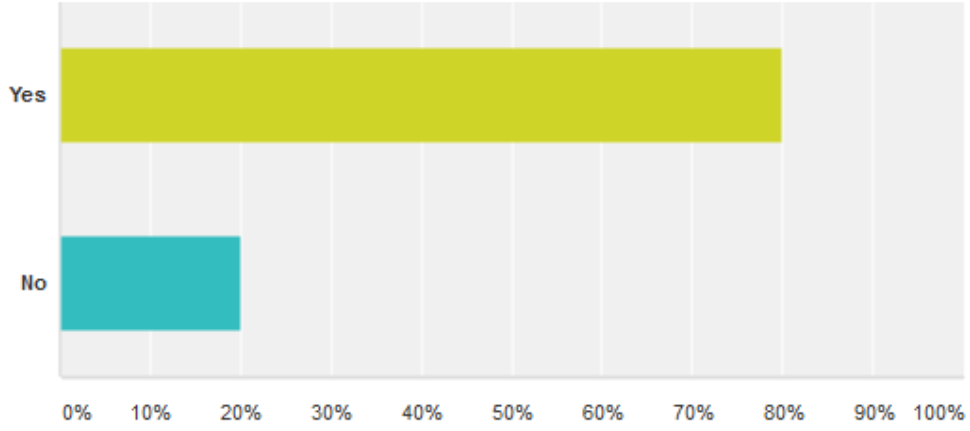
How do you imagine the Makerspace would look?



Answer Choices	Responses	
Clean (lab-like in design and organization)	38.64%	17
Messy (hands on, with a workshop vibe)	50.00%	22
High tech (3d printers, laser cutters...)	79.55%	35
Low tech (milling machines, tool boxes)	36.36%	16
Loud	22.73%	10
Quiet	18.18%	8
Busy	63.64%	28
Empty	2.27%	1
Total Respondents: 44		

Staff

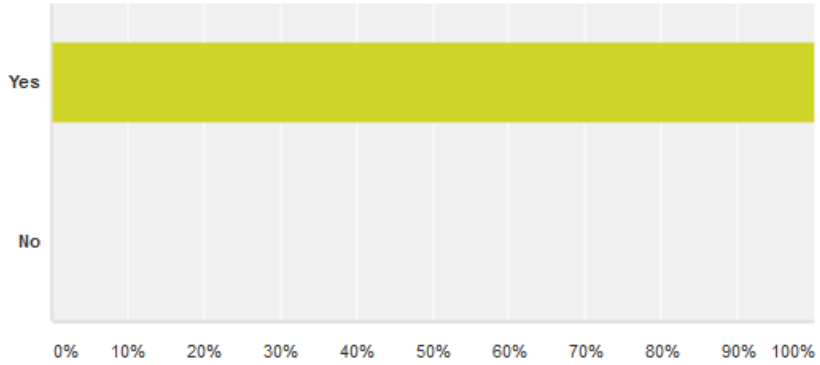
Are you aware of the potential uses of fabrication technolgoy in the academic environment?



Answer Choices	Responses	
Yes	80.00%	4
No	20.00%	1
Total		5

Staff

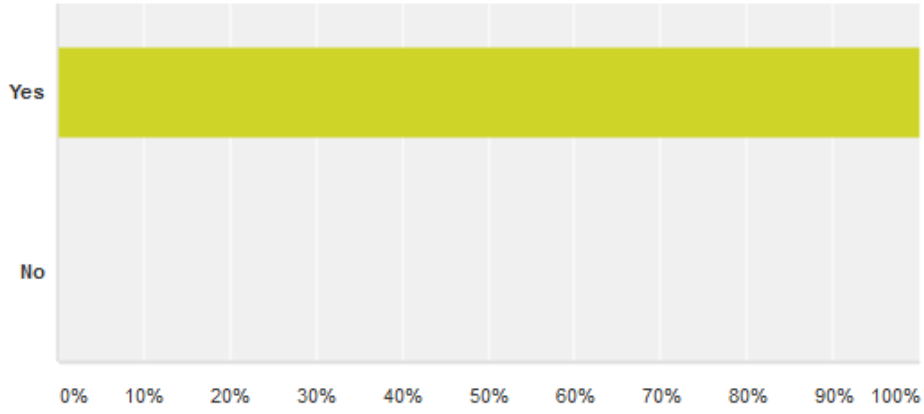
Do you believe access to 3D design software and fabrication technology would encourage exploration and engagement for URI students?



Answer Choices	Responses	
Yes	100.00%	5
No	0.00%	0
Total		5

Staff

Is the library a convenient location for this type of space technolgy?

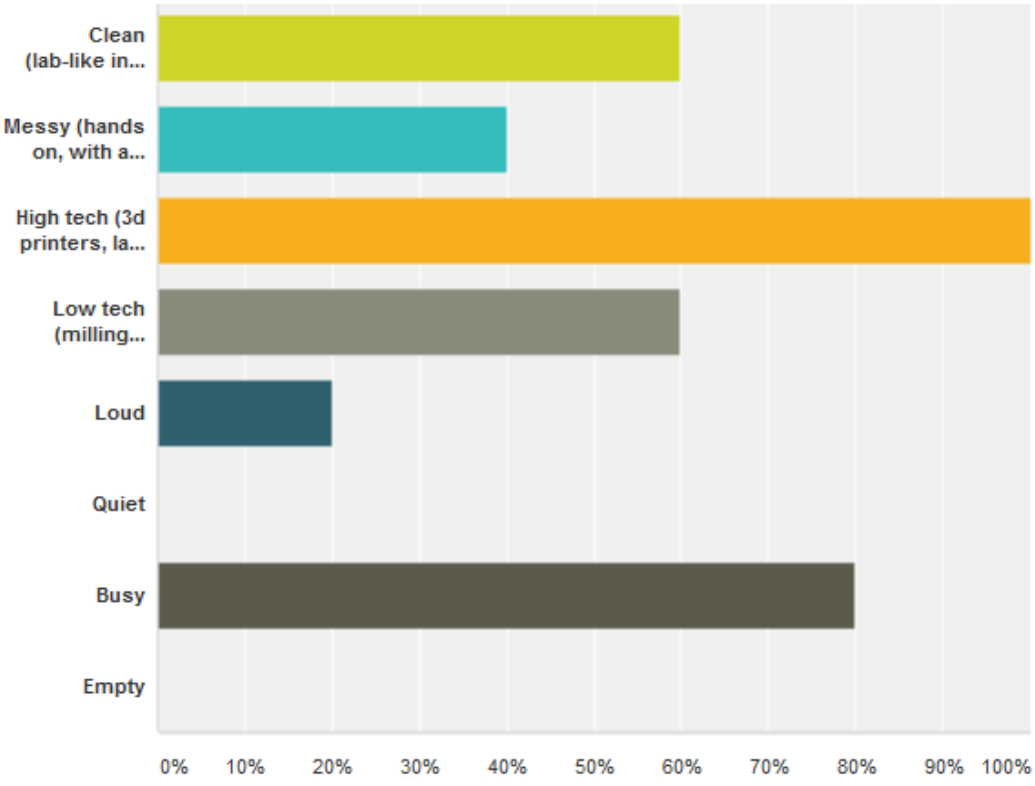


Answer Choices	Responses	
Yes	100.00%	5
No	0.00%	0
Total		5

Comments (0)

Staff

How do you imagine this Makerspace would look?



Answer Choices	Responses	
Clean (lab-like in design and organization)	60.00%	3
Messy (hands on, with a workshop vibe)	40.00%	2
High tech (3d printers, laser cutters...)	100.00%	5
Low tech (milling machines, tool boxes)	60.00%	3
Loud	20.00%	1
Quiet	0.00%	0
Busy	80.00%	4
Empty	0.00%	0
Total Respondents: 5		

Faculty Anecdotal Responses

Do you assign coursework that requires manipulation or design of two or three-dimensional objects?

No

Is access to a fabrication environment a consideration in designing your courses and assignments?

Yes

What type of assignments would you develop if your students had access to fabrication/design hardware and equipment?

health literacy assignments and creative solutions to community health projects

Is the Library a convenient location for this type of space/technology?

What do you imagine would be a typical project for a space like we described?

see above

Is there equipment/software we haven't mentioned that you would like to see in the proposed space?

don't know as i am unfamiliar with what technologies are available

Do you assign coursework that requires manipulation or design of two or three-dimensional objects?

Yes

Is access to a fabrication environment a consideration in designing your courses and assignments?

Yes

What type of assignments would you develop if your students had access to fabrication/design hardware and equipment?

Accessories, garments (if the space could include sewing machines, irons, etc...). Our studio is not open all the time but if these could be available in the library it would really help them!

Is the Library a convenient location for this type of space/technology?

What do you imagine would be a typical project for a space like we described?

Accessories from wood or plastic with laser cutter. Leather appliques or other materials with the laser cutter.

Is there equipment/software we haven't mentioned that you would like to see in the proposed space?

Yes!!! A place where students would have access to cutting tables, sewing machines and irons too!

Do you assign coursework that requires manipulation or design of two or three-dimensional objects?

Yes

Is access to a fabrication environment a consideration in designing your courses and assignments?

No

What type of assignments would you develop if your students had access to fabrication/design hardware and equipment?

In Philosophy of Art students undertake individual projects, many of which involve design. A maker space would be a great asset to this course. I would expand the current prompt to encourage creative use of the tools in a space and would work in a formal visit/introduction to it, plus assign at least one set of readings about the philosophical dimensions of replication in such environments.

Is the Library a convenient location for this type of space/technology?

What do you imagine would be a typical project for a space like we described?

Digital environments; art object creation; scalar comparisons; multi-sensuous installations with music and objects intertwined; creative evocations from one art form or idea to another medium; endless

possibilities! Furthermore I should mention that the Honors Program would likely seek and develop curricular opportunities for faculty who wish to take student engagement with such spaces - as well as the theoretical issues raised by creation, replication and dimensional design - to new heights. In addition to SUPPORTING existing courses in new ways, I believe a space such as this would INSPIRE NEW courses around its possibilities.

Is there equipment/software we haven't mentioned that you would like to see in the proposed space?

Check with Ian Reyes, the Audio communication expert, in Comm Studies. He is likely to have unique ideas.

Do you assign coursework that requires manipulation or design of two or three-dimensional objects?

No

Is access to a fabrication environment a consideration in designing your courses and assignments?

Yes

What type of assignments would you develop if your students had access to fabrication/design hardware and equipment?

IF URI had the design hardware and makerspace, I would make it required for ALL of my school library media candidates to explore and create.

Is the Library a convenient location for this type of space/technology?

What do you imagine would be a typical project for a space like we described?

Graduate School Library Media candidates need hands-on experience as some schools have this equipment so I would assign one project to create some object to support teaching their lessons to K-12 students.

Is there equipment/software we haven't mentioned that you would like to see in the proposed space?

I am most interested in the 3-D printers.

Do you assign coursework that requires manipulation or design of two or three-dimensional objects?

No

Is access to a fabrication environment a consideration in designing your courses and assignments?

Yes

What type of assignments would you develop if your students had access to fabrication/design hardware and equipment?

Is the Library a convenient location for this type of space/technology?

What do you imagine would be a typical project for a space like we described?

I think that one needs to be extremely careful in designing, staffing, and operating this facility. A professional and safe makerspace is, by definition, clean and organized. "Messy" should not even be an option. I understand that this question may be more about the aesthetic of the space than its actual operation and design, but the aesthetic necessarily informs the operation. The makerspace needs to be staffed by a full-time staff member with a high degree of experience in fabrication, both for its educational mission and a commitment to safety. University machine shops have been the sites of horrific student deaths because of accidents involving tools. Hair needs to be tied back when working with machines. People sitting down should be fully removed from the line of sight of any lasers, and laser-containing workspaces (even with contained lasers) need to be enclosed with flame-resistant enclosures. I have worked in spaces where students who have been given several weeks of training have made incredibly dangerous mistakes--there needs to be an experienced and engaged staff member permanently on-site.

Maintenance is going to be an essential part of this facility, and it is going to have to be budgeted for both in terms of $ and time. I would propose that startup and closeout checklists be mandated, and if there's the possibility of automatically having a photograph of each workspace at closeout be associated with a computer login, so much the better. I think that design and fabrication probably need to be put into separate spaces within the larger makerspace. Design can require energetic conversation, but also quiet contemplation. There needs to be space for that.

Is there equipment/software we haven't mentioned that you would like to see in the proposed space?

SolidWorks for CAD. Hand tools for tapping holes--a full suite of hand tools. Soldering irons with proper venting for solder fumes. Oscilloscopes for electronics prototyping.

Do you assign coursework that requires manipulation or design of two or three-dimensional objects?

No

Is access to a fabrication environment a consideration in designing your courses and assignments?

Yes

What type of assignments would you develop if your students had access to fabrication/design hardware and equipment?

Psychological and psychophysical lab equipment and models.

Is the Library a convenient location for this type of space/technology?

What do you imagine would be a typical project for a space like we described?

Psychophysical lab equipment (historical and modern). Physiological functional or anatomical models.

Is there equipment/software we haven't mentioned that you would like to see in the proposed space?

casting, sheet metal / plastic bending and fab. electronics breadboarding.

Do you assign coursework that requires manipulation or design of two or three-dimensional objects?

No

Is access to a fabrication environment a consideration in designing your courses and assignments?

No

What type of assignments would you develop if your students had access to fabrication/design hardware and equipment?

Is the Library a convenient location for this type of space/technology?

What do you imagine would be a typical project for a space like we described?

Is there equipment/software we haven't mentioned that you would like to see in the proposed space?

Do you assign coursework that requires manipulation or design of two or three-dimensional objects?

No

Is access to a fabrication environment a consideration in designing your courses and assignments?

No

What type of assignments would you develop if your students had access to fabrication/design hardware and equipment?

Is the Library a convenient location for this type of space/technology?

What do you imagine would be a typical project for a space like we described?

Is there equipment/software we haven't mentioned that you would like to see in the proposed space?

Do you assign coursework that requires manipulation or design of two or three-dimensional objects?

No

Is access to a fabrication environment a consideration in designing your courses and assignments?

What type of assignments would you develop if your students had access to fabrication/design hardware and equipment?

Business plans for new business proposals the require business plan development software, accounting software, and access to online market research data sources like Prizm and VALS data.

Is the Library a convenient location for this type of space/technology?

What do you imagine would be a typical project for a space like we described?

Is there equipment/software we haven't mentioned that you would like to see in the proposed space?

Do you assign coursework that requires manipulation or design of two or three-dimensional objects?

No

Is access to a fabrication environment a consideration in designing your courses and assignments?

Yes

What type of assignments would you develop if your students had access to fabrication/design hardware and equipment?

design and creation of tools/equipment for use in agriculture

Is the Library a convenient location for this type of space/technology?

What do you imagine would be a typical project for a space like we described?

modification of agricultural equipment to fit the modern New England farm

Is there equipment/software we haven't mentioned that you would like to see in the proposed space?

Eventually it would be good to have equipment for working in metal as well as in plastic or wood

Do you assign coursework that requires manipulation or design of two or three-dimensional objects?

Yes

Is access to a fabrication environment a consideration in designing your courses and assignments?

No

What type of assignments would you develop if your students had access to fabrication/design hardware and equipment?

I would incorporate more digital work into the curriculum.

Is the Library a convenient location for this type of space/technology?

What do you imagine would be a typical project for a space like we described?

Creation of logo designs as tangible objects.

Is there equipment/software we haven't mentioned that you would like to see in the proposed space?

Do you assign coursework that requires manipulation or design of two or three-dimensional objects?

No

Is access to a fabrication environment a consideration in designing your courses and assignments?

No

What type of assignments would you develop if your students had access to fabrication/design hardware and equipment?

Is the Library a convenient location for this type of space/technology?

What do you imagine would be a typical project for a space like we described?

Is there equipment/software we haven't mentioned that you would like to see in the proposed space?

Do you assign coursework that requires manipulation or design of two or three-dimensional objects?

No

Is access to a fabrication environment a consideration in designing your courses and assignments?

No

What type of assignments would you develop if your students had access to fabrication/design hardware and equipment?

None

Is the Library a convenient location for this type of space/technology?

There is already a working lab for 3D printing and related technology in Pharmacy. Fabricating molecules and similar structures that would be useful for the classes I'm involved with is far more technical and demanding than this survey makes it seem.

What do you imagine would be a typical project for a space like we described?

Depends on how the "space" is monitored and supervised. I can imagine a lot of miscellaneous stuff of no use to anyone except immature kids and certainly not for education/pedagogy. Managing and maintaining such a space would be more than managing copiers and scanners.

Is there equipment/software we haven't mentioned that you would like to see in the proposed space?

Do you assign coursework that requires manipulation or design of two or three-dimensional objects?

No

Is access to a fabrication environment a consideration in designing your courses and assignments?

No

What type of assignments would you develop if your students had access to fabrication/design hardware and equipment?

not sure

Is the Library a convenient location for this type of space/technology?

What do you imagine would be a typical project for a space like we described?

Is there equipment/software we haven't mentioned that you would like to see in the proposed space?

Do you assign coursework that requires manipulation or design of two or three-dimensional objects?

No

Is access to a fabrication environment a consideration in designing your courses and assignments?

What type of assignments would you develop if your students had access to fabrication/design hardware and equipment?

Research, design and create objects that represent information problems and possible solutions

Is the Library a convenient location for this type of space/technology?

What do you imagine would be a typical project for a space like we described?

Is there equipment/software we haven't mentioned that you would like to see in the proposed space?

Do you assign coursework that requires manipulation or design of two or three-dimensional objects?

No

Is access to a fabrication environment a consideration in designing your courses and assignments?

No

What type of assignments would you develop if your students had access to fabrication/design hardware and equipment?

Is the Library a convenient location for this type of space/technology?

What do you imagine would be a typical project for a space like we described?

Is there equipment/software we haven't mentioned that you would like to see in the proposed space?

Do you assign coursework that requires manipulation or design of two or three-dimensional objects?

Yes

Is access to a fabrication environment a consideration in designing your courses and assignments?

Yes

What type of assignments would you develop if your students had access to fabrication/design hardware and equipment?

3D printed parts for medical devices, prosthetic limbs, robots, and wearable devices. For example, we have designed delicate, 3D printed optical glasses and robotized hand with 6 degree of freedom. At the moment, our students have to outsource their designs to FabNewport that generously help us without any charge. On sight facilities can provide a huge advantage to our students.

Is the Library a convenient location for this type of space/technology?

What do you imagine would be a typical project for a space like we described?

I can see that the fabrication space can be utilized much more than what we think. Students self-teach various things that we are not aware of. The fabrication space will provide them the platform to realize their self-taught projects. We will see lots of interactions between students from various disciplines. Such interactions are important to the success of URI. As Provost DeHayes always mentions that we need to develop a collaborative environment, this space in library is an ideal example that puts the idea into practice. [Entry was edited to remove identifying information.]

Is there equipment/software we haven't mentioned that you would like to see in the proposed space?

We should look at other universities who have been successful with their design space: http://oedk.rice.edu/ http://oedb.org/ilibrarian/a-librarians-guide-to-makerspaces/

Do you assign coursework that requires manipulation or design of two or three-dimensional objects?

Yes

Is access to a fabrication environment a consideration in designing your courses and assignments?

Yes

What type of assignments would you develop if your students had access to fabrication/design hardware and equipment?

Visual Merchandise assignments

Is the Library a convenient location for this type of space/technology?

What do you imagine would be a typical project for a space like we described?

CAD projects Retail rendering projects

Is there equipment/software we haven't mentioned that you would like to see in the proposed space?

no

Do you assign coursework that requires manipulation or design of two or three-dimensional objects?

Yes

Is access to a fabrication environment a consideration in designing your courses and assignments?

Yes

What type of assignments would you develop if your students had access to fabrication/design hardware and equipment?

Is the Library a convenient location for this type of space/technology?

What do you imagine would be a typical project for a space like we described?

Is there equipment/software we haven't mentioned that you would like to see in the proposed space?

Do you assign coursework that requires manipulation or design of two or three-dimensional objects?

No

Is access to a fabrication environment a consideration in designing your courses and assignments?

Yes

What type of assignments would you develop if your students had access to fabrication/design hardware and equipment?

They would be able to learn about design thinking and maybe use this approach to work on class projects.

Is the Library a convenient location for this type of space/technology?

What do you imagine would be a typical project for a space like we described?

Producing low tech prototypes to think through solutions to complex problems.

Is there equipment/software we haven't mentioned that you would like to see in the proposed space?

Simple craft materials. White board or glass type areas for writing, drawing (not sure these things were included)

Staff Anecdotal Responses

Do you assign coursework that requires manipulation or design of two or three-dimensional objects?

No

Is access to a fabrication environment a consideration in designing your courses and assignments?

No

What type of assignments would you develop if your students had access to fabrication/design hardware and equipment?

Is the Library a convenient location for this type of space/technology?

What do you imagine would be a typical project for a space like we described?

Is there equipment/software we haven't mentioned that you would like to see in the proposed space?

printer for posters for research displays

Do you assign coursework that requires manipulation or design of two or three-dimensional objects?

No

Is access to a fabrication environment a consideration in designing your courses and assignments?

No

What type of assignments would you develop if your students had access to fabrication/design hardware and equipment?

The fabrication or design of hardware could be added to a students online portfolio as an example of their experience. The online portfolio is a part of the ITR course final project.

Is the Library a convenient location for this type of space/technology?

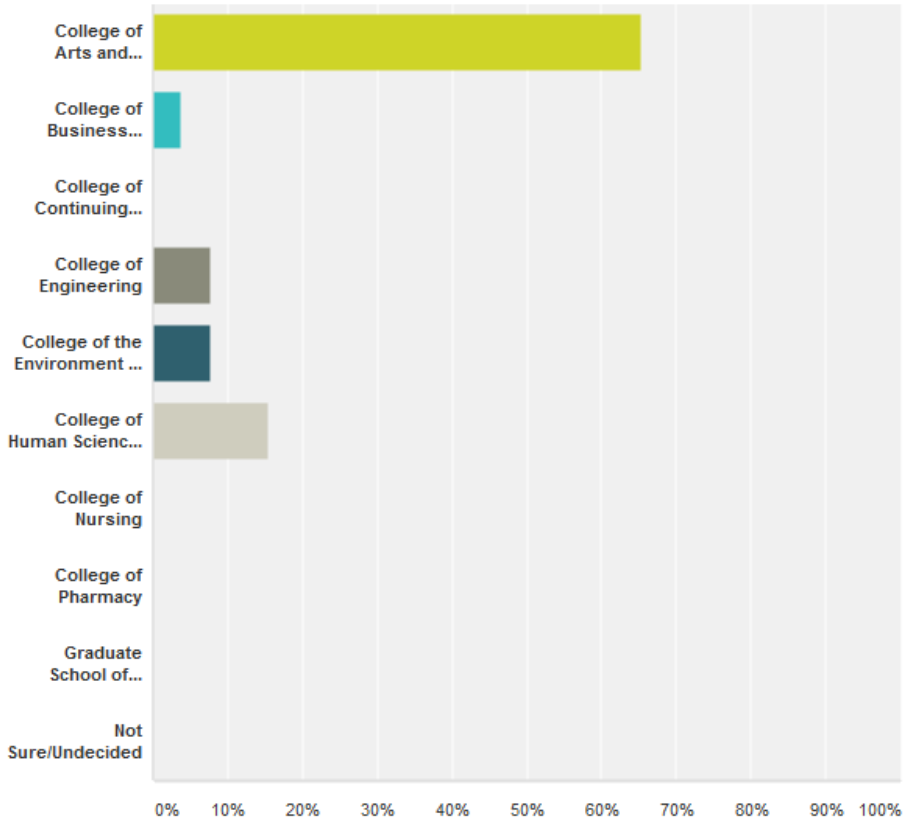
What do you imagine would be a typical project for a space like we described?

I see the space as an incubator for ideas, where students of different disciplines could work together to execute a project or create their own business plan.

Is there equipment/software we haven't mentioned that you would like to see in the proposed space?

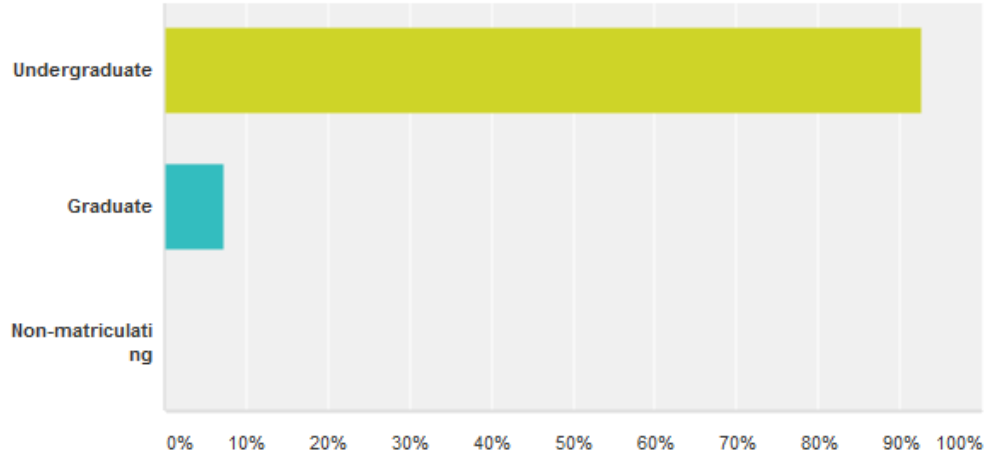
Makerspace Survey
URI - December 2015
Questions for students (total 35)

What college is your major in?



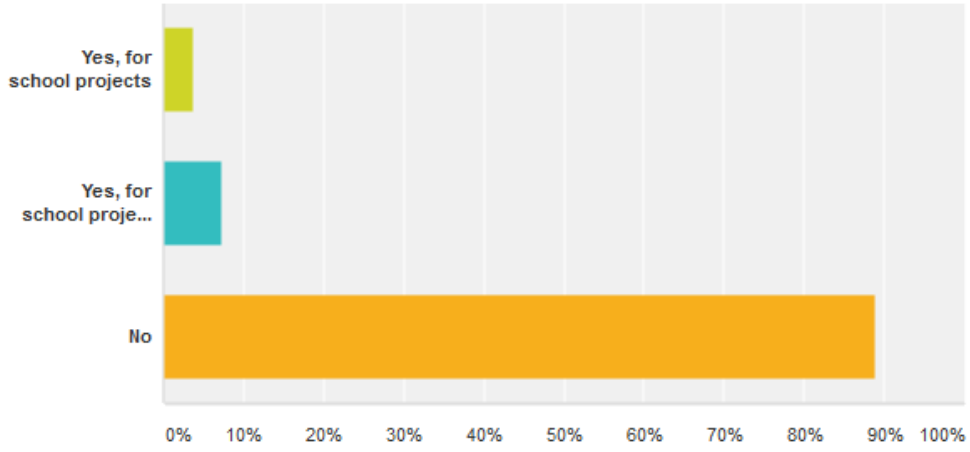
Answer Choices	Responses	
College of Arts and Science	65.38%	17
College of Business Administration	3.85%	1
College of Continuing Education	0.00%	0
College of Engineering	7.69%	2
College of the Environment and Life Sciences	7.69%	2
College of Human Science and Services	15.38%	4
College of Nursing	0.00%	0
College of Pharmacy	0.00%	0
Graduate School of Oceanography	0.00%	0
Not Sure/Undecided	0.00%	0
Total		26

Are you an undergraduate or graduate student?



Answer Choices	Responses	
Undergraduate	92.59%	25
Graduate	7.41%	2
Non-matriculating	0.00%	0
Total		27

Have you used a Makerspace before?

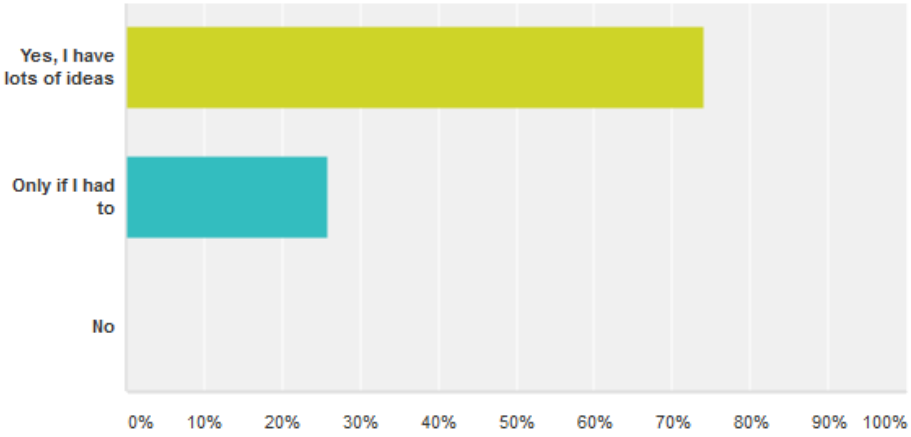


Answer Choices	Responses	
Yes, for school projects	3.70%	1
Yes, for school projects and/or my own work	7.41%	2
No	88.89%	24
Total		27

Responses to the following two questions were identical.

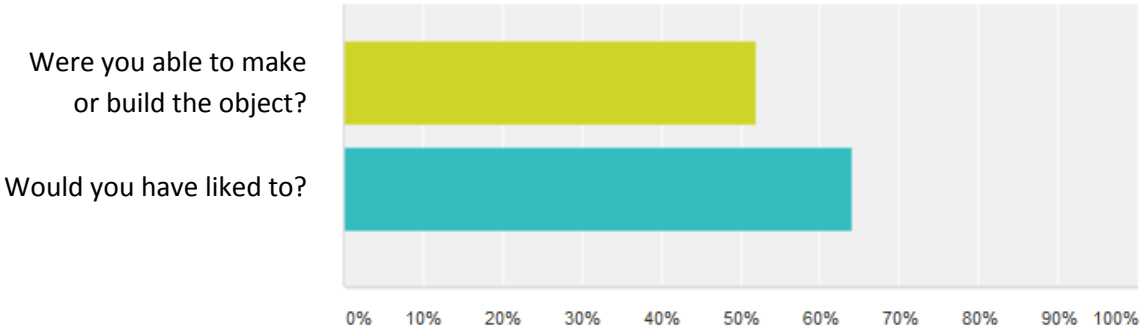
If URI had a Makerspace would you use it?

While attending URI have you been assigned projects that required working with or designing a two or three dimensional object (bosters, models, circuits, ect.)?

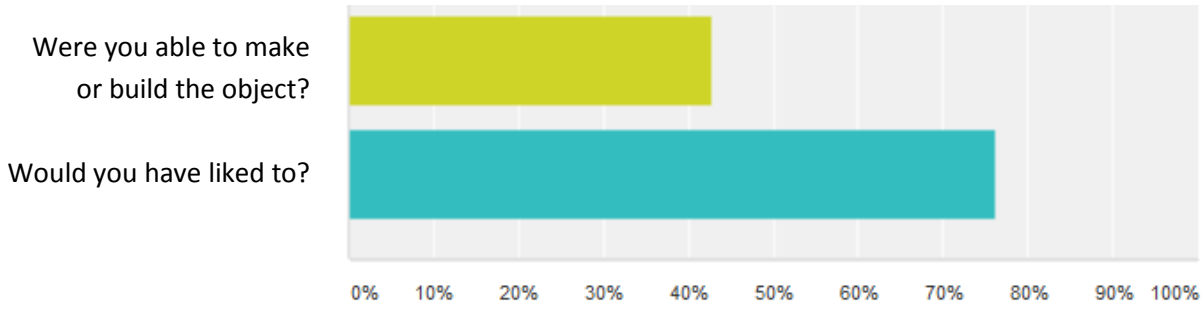


Answer Choices	Responses	
Yes, I have lots of ideas	74.07%	20
Only if I had to	25.93%	7
No	0.00%	0
Total		27

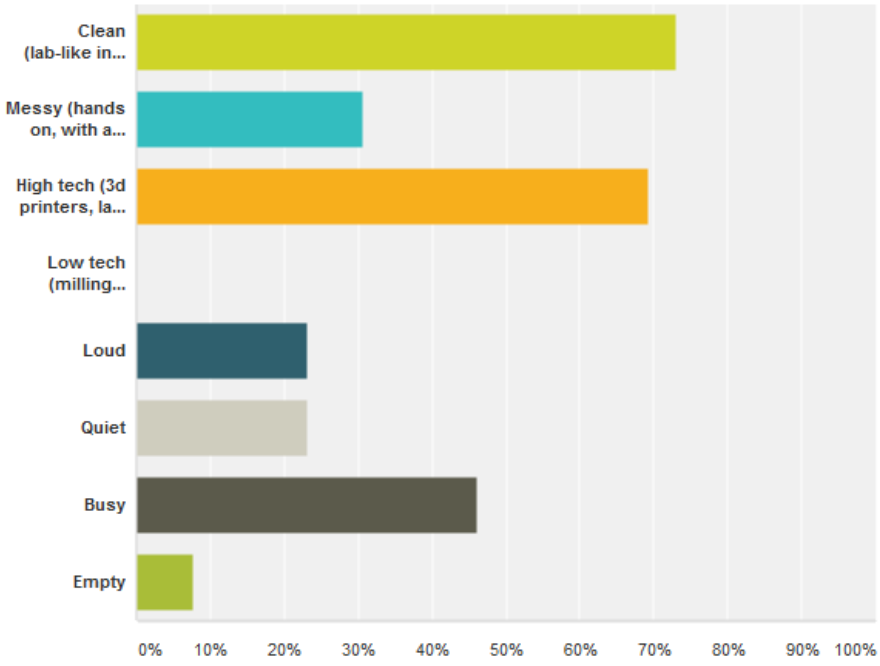
Have you ever been assigned a project that required working with or designing a two or three-dimensional object (posters, models, circuits, ect.)?



Have you had an idea for an assigned project that involved making or building something?



How do you imagine this Makerspace would look?



Answer Choices	Responses	
Clean (lab-like in design and organization)	73.08%	19
Messy (hands on, with a workshop vibe)	30.77%	8
High tech (3d printers, laser cutters...)	69.23%	18
Low tech (milling machines, tool boxes)	0.00%	0
Loud	23.08%	6
Quiet	23.08%	6
Busy	46.15%	12
Empty	7.69%	2
Total Respondents: 26		

Student Anecdotal Responses

How would you use a makerspace if you had access to one at the URI Library?

i would use it to create fun objects

I would like to be assigned projects that would require me to do some 3d modeling.

Designing projects

I would illegally recreate copyrighted materials lol

For projects

nono

See above

Prototyping objects modeled in CAD

3D print concepts and prototypes in house, meet neat people of similar interest!

To make hands-on projects for my fellow classmates.

For school projects or learning new technology

I would use it for my sculpture class assignments. I might also use it personally to make my own art.

I would use it to enhance my projects, and to learn more about technology within my discipline.

I would use the Makerspace to become familiar with design tools that apply to my field, as well as others. I would have the opportunity to explore my creativity in many different ways.

Maybe? If someone showed me how to

Use it to get a better understating of what it is, and what it's actually like.

I would use it in my down time to work on my side projects, which I could then present to try and get more people involved in engineering.

I would use makerspace by doing different types of projects that include many different tools like designing different circuits.

I would use it if I needed to design a 3-D object.

Do you currently have access to a Makerspace for personal or academic use? Where?
no i do not

No I don't, but would LOVE one!

No access.

no i do not

Not that I know of

Nope

No :(

No - (7) responses

Is there equipment/software we haven't mentioned that you would like to see in a Makerspace?
Glowforge

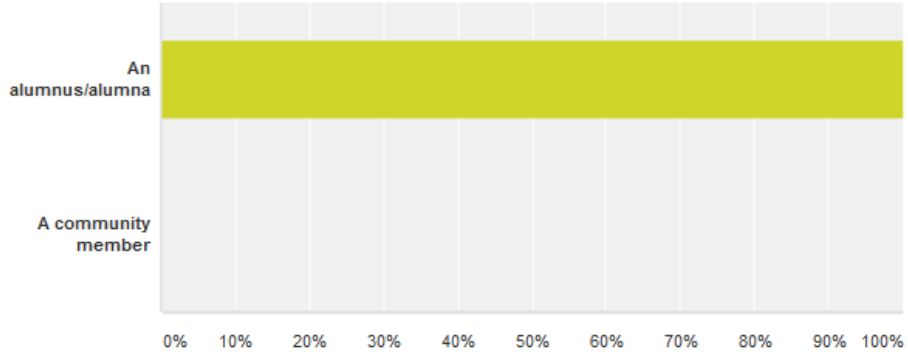
LeapMotion, Continuous Liquid Interface Production (liquid 3D printer)

Raspberry pi's, computers, soldering irons

Vinyl cutter InDesign

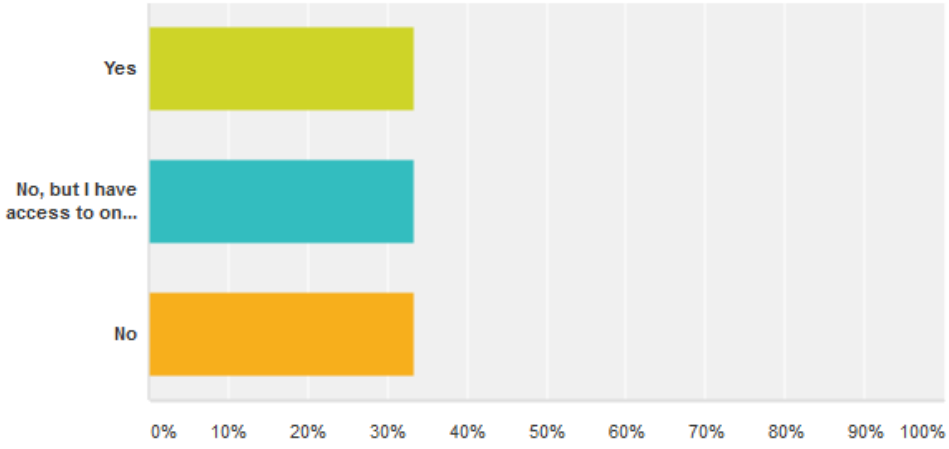
Makerspace Survey
URI - December 2015
Questions for alumni (total 4)

Are you?



Answer Choices	Responses	
An alumnus/alumna	100.00%	3
A community member	0.00%	0
Total		3

Have you used a Makerspace before?

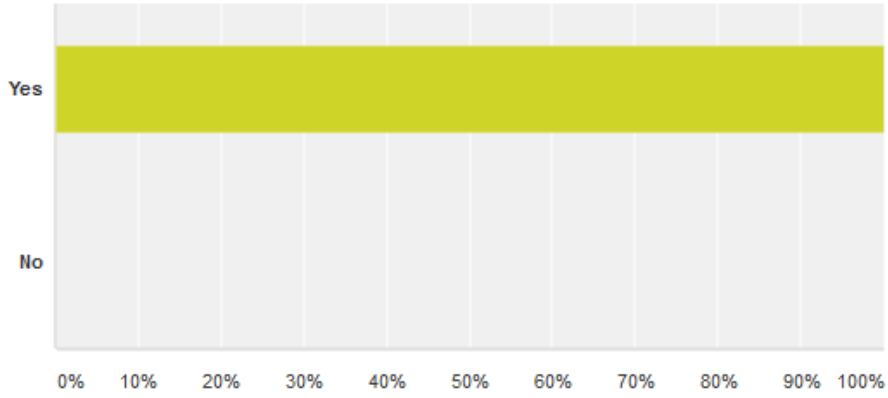


Answer Choices	Responses	
Yes	33.33%	1
No, but I have access to one (public library, community space, somewhere else)	33.33%	1
No	33.33%	1
Total		3

Responses to the following two questions were identical.

Do you feel today's students would benefit from the opportunity to build or create objects as part of their coursework; regardless of their area of study?

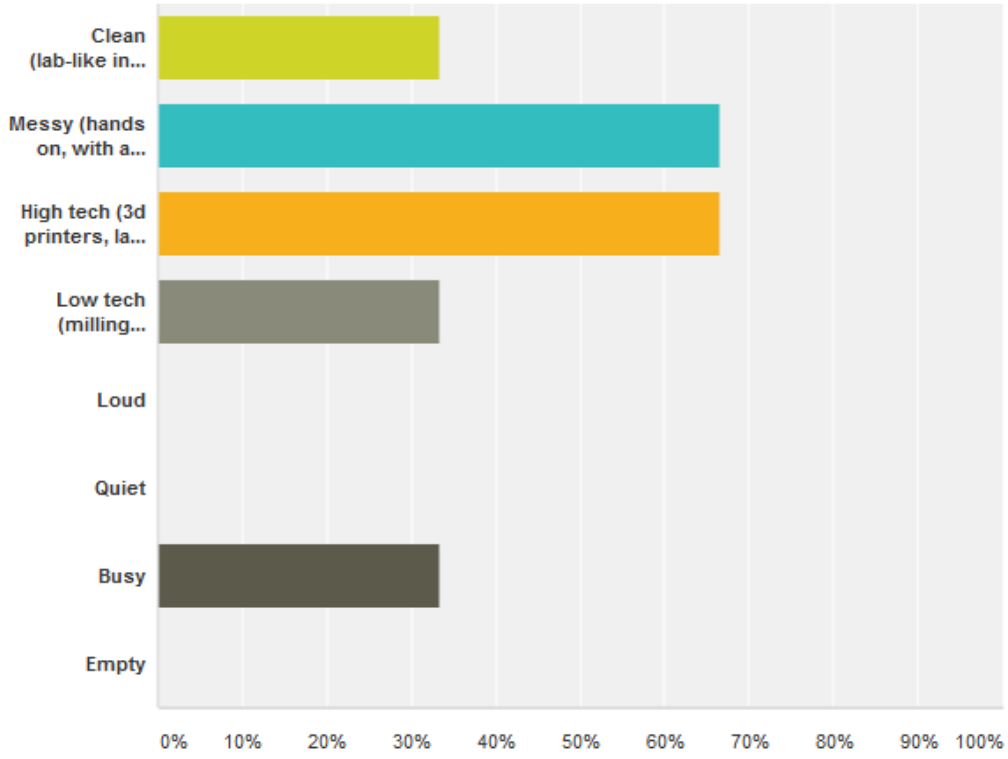
Would you expect a Makerspace to be located in the library?(Keep in mind this space would serve students working on course related projects in all disciplines.)



Answer Choices	Responses	
Yes	100.00%	3
No	0.00%	0
Total		3

Comments (0)

How do you imagine this Makerspace would look?



Answer Choices	Responses	
Clean (lab-like in design and organization)	33.33%	1
Messy (hands on, with a workshop vibe)	66.67%	2
High tech (3d printers, laser cutters...)	66.67%	2
Low tech (milling machines, tool boxes)	33.33%	1
Loud	0.00%	0
Quiet	0.00%	0
Busy	33.33%	1
Empty	0.00%	0
Total Respondents: 3		

Alumni Anecdotal Response

What are some projects you see students working on?

Prototypes for new inventions, prosthetics, chemical models for teaching, models of new drug delivery systems.....

Any models for any science discipline or art degree.

Incredible applications for life science, engineering, community planning, landscape architecture- actually, every field i can think of!

Is there equipment/software we haven't mentioned that you would like to see in the proposed space?

Simplify3d(software) - great for 3d printers

Reference Annual Report
2015/16

The Information and Research Help Desk was staffed by a professional librarian and a graduate student for most of the Spring and Fall Semesters and by either a professional librarian or a graduate student for the remainder of the time. The Tech Help Desk is staffed intermittantly by undergraduate students hired and trained by the Classroom Media Assistance supervisors from Information Technology Services, generally during the Fall and Spring semesters only. The Learning Commons continues to attract students to the Library, facilitating interactions but also demanding an evolving vision of what this library should be and do.

Statistical Overview (Part I)

As in past years, statistics were gathered on the number of reference questions answered at the new reference desk and through personal email and consultation. The sample was obtained by tallying all questions answered during the months of July, October and February. These months were selected in order to provide sample statistics from each semester as well as from the summer school session.

Reference Questions 3 month Sample Statistics

Type	12/13	13/14	14/15*	15/16
Telephone	326	316	124	410
Directional	977	902	782	3555
Instructional/Reference	1677	1510	1147	4280
IM	411	382	606	1150
Email	94	90	--	118
Consultation	25	21	48	100
Total	**3510**	**3221**	**2707**	**7935**

Note that there was a significant change in reporting starting with the 14/15 year. The number of questions recorded has increased dramatically after a sharp drop the previous year. This is likely to do with faculty and graduate studnets becoming more familiar with the process, and an effort to record every transaction. Making the old data and new data match up is difficult. "Directional" questions are now subsumed under READ Scale 1, while "Consultations" are READ Scall 5 and 6. This is not a precise match, but it is a rough correlation. Note also that the recorded IM numbers do noty match up with those maintatined by Amanda.

While the project is stil too new to rely on the data in any significant way, examination of the statistics show a few trends. First, while the numbers are still extremely volatile, chat reference has grown to account for nearly 10-20% of reference questions, while phone reference has declined. Second, for every month recorded so far, 65-70% of all questions fall into directional or extremely minor answers, with another 25-30% involve catalog or index search training (or questions of similar difficulty and involvement). Only 10% of the questions demanded the attention of a faculty librarian. The next five years will require very significant examination of reference procedures at the library.

Staffing

Reference service continues to be hampered by lack of staff. The loss of permant and temporary faculty positions have put increasing strain on the ability of the library to provide point of need assistance to users. Furthermore, the graduate student budget is inadequate for the mission that the Reference and Instruction Units are being asked to fulfil, especially if there is a pay raise for graduate students with no additional funds provided by the University. This has already resulted in a sharp decrease in desk hours for the Summer 2016, especially the elimination of Friday and Saturday hours, and this reduction is now permanant.

As an associated note, the continued struggles of GSLIS, its move to online classes, and the reduction of required credits makes it increasingly sifficult to find students for the desk -- and, when students can be found, they stay for shorter periods, increasing the training load and reducing the "cost/benefit" per student. There is no clear solution to this problem at this time.

Projects

Part-time Reference faculty and graduate student Reference Assistants are also given projects to work on during slow periods at the Reference Desk. The graduate student Reference Assistants worked on collection development, assessment for the WRT and EGR library instruction sessions, LibGuides updating, statistics processing, and other diverse projects. The training that the students receive makes these projects not only useful for the unit but also a bonus to the students, enhancing the unit's teaching mission.

Reference Collection

Work continued on the development of the Reference Collection under the leadership of Jim Kinnie. The Department decided to experiement with electronic delivery of reference maderials, subscribing to the Credo platform as part of the reference monograph expenditures. We hope that this will reduce the need to buy subject-specific encyclopedias, allowing the budget to be used for more significant purchases.

Submitted by

Peter Larsen
Head of Reference and Health Sciences Librarian
1 August 2016

PS Web Annual Report 2015-2016

The 2015-2016 year had two major changes that affected the Libraries' website and LibGuides. The first part of the year required effort to update LibGuides and other library webpages with the transition to the new URI Libraries Search, and the second part of the year centered on maintenance and modifications to the new URI Libraries Search.

Website

Using WordPress has made maintenance of the existing site fairly simple. As a result, there was not much work required on the site itself. When the University Libraries left HELIN, there was some cleanup needed where the website referred to HELIN's resources and policies. I shared public relations information that Debbie Mongeau provided via the website, and created a form that would allow users to provide feedback on the catalog.

Primo Catalog

This year I also served as liaison to Ex Libris regarding problems with and changes needed to the new URI Libraries Search. This required gathering detailed problem information from patrons and front-line librarians, generating reproducible documentation of issues, using Ex Libris's Salesforce instance to report and follow-up on issues, and subsequent testing to verify that issues were resolved. When the single search was introduced for the spring semester, it required additional testing and adjustment. This year, we have been able to collect information on searches and behavior in Primo. I am attaching a list of popular searches and frequent behaviors.

In the reports from Primo, it is interesting to note that there were far fewer catalog searches in the spring semester than in the fall semester. There are a number of reasons why this might have occurred:

- URI 101 sessions (which emphasize the catalog) only take place during the fall semester
- Users were unfamiliar with the new catalog and experimented more with the interface in the fall semester
- Users found the basic search easier to use (thus requiring fewer searches)
- Users were frustrated by the basic search and moved to other search tools

Unfortunately, we will not have any way of definitively answering these questions as the URI 101 sessions will not be offered this fall, and we don't have a full academic year of data for either interface.

Regarding popular searches, some were clearly just "kicking the tires." Many were searches for topics related to library instruction (coffee and health, journal of tribology), or the graduate Reference course. These are only the top 150 searches, however, and most student and faculty research would not be the subject of repeated queries.

LibGuides
I provided group training on LibGuides for faculty and staff members, as well as separate training sessions for individuals unable to attend group sessions, including CML interns and student workers. I also provided support for those developing and updating LibGuides.

After the transition from the HELIN Catalog to the URI Libraries Search, many screenshots and LibGuides needed updating. Katie Leahy, our former lecturer, was indispensible in her work to support these changes, which would have taken me twice as long if I were to have done this on my own. When the single search was introduced for the spring semester, Katie Leahy again assisted me with the numerous updates to language and screenshots throughout our guides.

Social Media
Katie Leahy and Angel Ferria assisted with posting and maintaining the Libraries' social media presences. (The Libraries are on Facebook, Twitter, Google+, and Tumblr.) We met as needed to strategize postings. Brian Gallagher made numerous helpful and relevant postings about library news and events.

Additional Outreach
I continued posting Search Savvy Seminars to the University's Events calendar, and reposting the information to social media outlets. As a result, the Libraries garnered some outside attention and attendees at programs. For example, I was approached by the URI Research Foundation to present a session on market research due to these postings, making an important contact and collaboration.

Statistics
Attached are the following documents providing basic statistics:

- 15-16 Analytics URI Library – Due to some filtering issues which the ITS contact was unable to explain beyond "your traffic went down" – which is true but not to the extent which the timeline shows – it appears that the Libraries' site has zero hits after April 27th. In order to more accurately show the site's traffic, I have broken down the reports to correspond to the two points in time: Part A (July 1, 2015 to April 27, 2016) and Part B (April 28, 2016 to June 30, 2016).
    - 15-16 Analytics URI Library
    - 15-16-partA-Analytics URI Library - July 1, 2015 to April 27, 2016
    - 15-16-partB-Analytics URI Library - April 28, 2016 to June 30, 2016
- 15-16 Library Rank on URI Pages
- 15-16 LibGuides Stats

Future Work
Based on the information the Dean shared from an unnamed consultant in July 2016 and the information on LibGuides usability shared by Kris Markman during her April 2016 presentation, there will be changes to the University Libraries' website and LibGuides in the coming year. Andrée Rathemacher and I met with Communications and Branding regarding possible future revisions to the Libraries' website, and will proceed to make changes once we have data that

includes interactions starting in the fall semester. Although we have data from 2015-2016, incoming first-year students this fall will not have a session as part of their URI 101 courses, so we will need to understand and accommodate an audience who has received no orientation to the site.

Other Considerations

The Libraries' website is URI's 9th most frequented page, but there is no direct link to the Libraries' website other than the one hidden under the Academics menu. Site search results show that "library" is the most frequently searched term on the University's website, a clear sign that a link to the Libraries should be more prominent. For many years, we have advocated for more prominent placement, to no avail.

In 2016-2017, we will also have access to Google Analytics reports that include our LibGuides and catalog. Unlike traditional websites that seek to keep users on their pages or turn users' interactions into shares or purchases, we want our users to *leave* our website. Clicks on our catalog or searches in our databases connect users with what they want. Lingering on our site does not help them achieve their research and educational goals.

Amanda Izenstark
July 2016

Popular Searches since January 1st, 2015

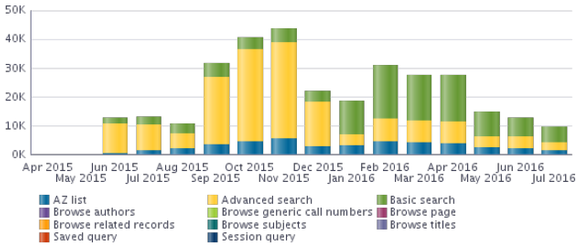
Search String	Searches	Results	Signed In
a	15,358	11,380	1,999
neurology	1,415	123,094	219
j	565	7,297	64
internet / privacy	538		0
psychology	438	375,125	25
caffeine / health	423	658	15
n	408	4,691	56
nature	392	306,418	57
e	365	64,683	59
s	357	30,067	43
handbook / biomedical	353	27	24
early detection of seizures	326	228	62
science	313	1,421,663	45
transportation systems reliability and safety	311	1,159	35
p	307	29,860	40
biology	285	670,116	3
media / elections	266	61,195	0
c	258	9,005	20
journal of tribology	233	9	38
early detection of seizures: practice and problems	217	29	32
h	215	24,770	19
biomedical engineering handbooks, manuals, etc	210	4	42
m	207	406,210	24
handbook and biomedical	185	27	22
obesity	175	152,202	2
coffee	174	120,631	12
wall street journal	172	633,165	7
blink	171	81	5
dreams from my father	165	594	2
t	162	3,807	22
climate change	159	201,262	12
troy's almanac	155	79	22
neurology / watson	154	2,239	32
jstor	153	2,758,241	16
american library directory	151	1,740	8
nursing	147	317,266	29
caffeine and health	139	2,177	6
transportation systems reliability	139	1,566	21
biomedical engineering	138	337	37
global warming	137	138,774	48
i	135	132,707	17
l	135	50,297	20
providence journal	130	11,142	6
library and information science research	129	125,497	8
jessamyn watson	124	20	30
r	123	233,216	13

d	115	3,690	14
caffeine	114	6,883	2
chm 101	114	1,323	83
developmental biology	114	8,822	20
oxford english dictionary	112	117,879	6
jane austen / bibliography	109	23	12
media elections	103	12,627	0
encyclopedia of associations	101	206	8
w	100	2,487	13
dogs	99	745	2
harry potter	98	1,795	12
international directory of company histories	98	74	20
web of science	97	1,421,507	2
watson	92	210,771	20
consumer reports	91	19,789	1
biomedical engineering	86	455	21
g	85	2,309	27
seizure detection and implants	83	22	21
chm	82	644	52
new york times	81	249,761	12
nutrition	81	204,034	17
to kill a mockingbird	81	23	63
watson, jessamyn	81	19	13
stephen king	80	17,104	2
early detection of seizures / watson	77	554	17
animal testing	76	30,901	11
journal of geophysical research	75	14,487	11
media and elections	75	6,738	0
online education	74	256,535	0
b	73	5,134	12
macromolecules	71	7,391	0
jane austen	69	5,844	3
the new yorker	69	8,726	10
library management	68	129,271	4
chemistry	67	787,966	7
action and adventure films http/1.1" 200 2326 "user-agent:mozilla/5.0 (windows nt 6.1; wow64) applewebkit/537.36 (khtml, like gecko) chrome/47.0.2526.106	66		0
flying wedge formation	66	60	2
geology	66	39,674	13
journal of tribiology	66	0	11
internet and privacy	64		0
journal of library administration	64	28,464	4
cheese	63	10,486	4
ecology	63	33,416	8
social media	63	687,923	5
internet privacy	62		0
obama, barack	62	445	0
baseball	61	262,956	3
essentials of chemical reaction engineering	61	147	27
transportation systems	61	2,016	15

hoover's academic	60	8,643	11
lateral violence	60	463	17
media / election	60	17,901	0
psy 465	60	32	30
cambridge history of science	57	27,337	3
what's under the crud / brown	57	182	3
history of technology	55	53,576	3
jama	55	24,489	8
police brutality	55	11,860	6
the impact of school library media centers on academic achievement	55	24	4
abortion	54	35,610	1
morrison, toni	54	71	43
o	54	2,484	4
renewable energy / handbook	53	28	9
state of america's library report 2013	53	123	4
technology / history	53	1,621	13
american tuna	52	1,323	1
china	52	203,752	2
media impact elections	52	4,802	1
bullying	51	6,384	9
encyclopedia	51	4,435	0
skin cancer	51	62,516	0
business	50	8,526,941	0
cats	50	416	0
climate change / solution	50	35	0
new encyclopaedia britannica	50	1,064	2
barack obama	48	443	0
public libraries	48	26,731	3
alarm fatigue	47	787	9
experiencing jazz	47	13	0
renewable energy policy and politics	47	4	6
troy almanac	47	303	1
happiness / psychology	46		3
sports	46	203,330	1
education	44	505,675	1
library journal	44	3,843,127	2
american chemical society	43	167	1
occupational outlook handbook	43	530	2
palm oil and orangutans	43	211	0
bch 352	42	0	26
depression	42	330,989	3
environmental science and technology	41	157,002	5
gambling	41	83,404	6
tavitian	41	332	26
watson / early detection of seizures	41	446	9
1776	40	13,819	13
america: history and life	40	10,175	0
hdf 203	40	7	17
journal of applied psychology	40	41,620	0

renewable energy and handbook	40	27	7
tst 102	40	0	25
charlotte perkins gilman	39	3,114	0
mass media / terrorism	39	731	0
information services today: an introduction	38	1,577	25
vaccines	38	64,349	0

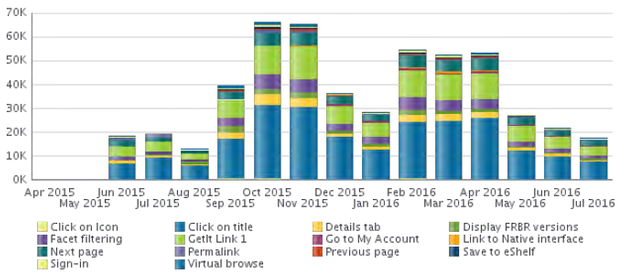
Search Actions



Count

Action	Apr 2015	May 2015	Jun 2015	Jul 2015	Aug 2015	Sep 2015	Oct 2015	Nov 2015	Dec 2015	Jan 2016	Feb 2016	Mar 2016	Apr 2016	May 2016	Jun 2016	Jul 2016
Advanced search		278	10,244	8,938	5,299	23,437	31,946	33,253	15,181	3,770	7,946	7,588	7,405	3,780	3,909	2,678
Basic search		77	1,949	2,640	3,536	4,797	4,179	4,937	4,063	11,800	18,473	15,838	16,188	8,820	6,741	5,592
AZ list		1	544	1,574	2,057	3,581	4,665	5,635	2,941	3,157	4,497	4,082	4,058	2,424	2,278	1,459
Browse related records	1		11		3	23	4	7		121	68	36	11	12	8	6
Browse subjects			1			20	1	4		21	83	17	6	5	3	1
Browse authors	1		1	1	5	6	14	6		18	11	17	4	14	7	9
Browse titles	1		1	2		15	3			21	2	23	4	3	4	3
Session query				2	1	10	7	5	3	1	1	2		3	2	3
Browse generic call numbers			16	8						2				6		6
Saved query							3	4			1	2				3
Browse page	4															

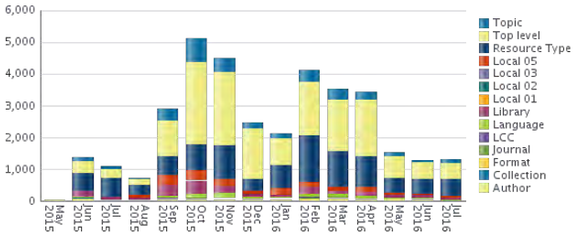
Non-search Actions



Actions

Action Group	Action	Apr 2015	May 2015	Jun 2015	Jul 2015	Aug 2015	Sep 2015	Oct 2015	Nov 2015	Dec 2015	Jan 2016	Feb 2016	Mar 2016	Apr 2016	May 2016	Jun 2016	Jul 2016
Document	Click on title	29	133	6,819	8,973	5,658	16,582	30,790	30,162	17,579	12,148	23,831	24,339	25,376	11,805	9,476	7,216
	GetIt Link 1	71	128	3,954	3,971	2,543	7,626	11,960	13,345	7,577	6,105	11,345	10,718	10,812	6,461	4,850	3,515
	Details tab	20	47	1,167	942	762	2,789	4,523	3,865	1,619	1,434	3,040	2,935	2,652	1,347	1,159	773
	Display FRBR versions				516	1,072	2,836	2,300	2,374	1,054	1,314	1,984	1,350	1,294	628	698	476
	Permalink	1	1	1,167	1,764	251	447	1,297	913	299	252	735	424	490	291	254	246
	Virtual browse	2	23	446	251	225	1,163	1,432	1,123	417	394	762	554	583	286	273	308
	Save to eShelf	9	2	61	82	74	333	840	405	117	199	402	741	383	215	85	104
	Click on Icon			145	84	97	366	453	321	182	322	472	318	250	178	137	205
	Link to Native interface		4	41	52	23	142	339	315	160	151	402	508	426	177	107	131
General	Sign-in	5	15	213	189	295	617	713	733	470	352	584	554	574	319	249	159
	Go to My Account								100	354	281	418	414	341	218	172	117
Results List	Next page		7	2,645	1,648	1,035	3,180	5,113	5,588	3,185	2,517	4,974	4,640	5,000	2,986	2,195	2,251
	Facet filtering		45	1,611	1,272	832	3,304	6,064	5,557	2,880	2,603	5,095	4,345	4,233	1,958	1,639	1,615
	Previous page			32	43	97	277	565	508	278	121	334	319	374	206	143	151

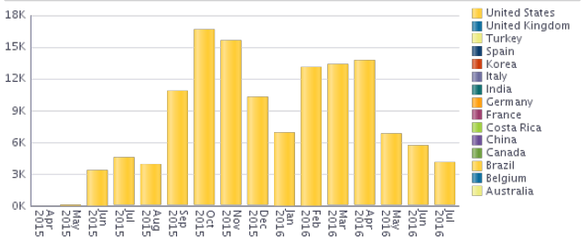
Facets



Count

Facet Type	May 2015	Jun 2015	Jul 2015	Aug 2015	Sep 2015	Oct 2015	Nov 2015	Dec 2015	Jan 2016	Feb 2016	Mar 2016	Apr 2016	May 2016	Jun 2016	Jul 2016
Top level	25	356	286	179	1,123	2,602	2,302	1,611	845	1,688	1,613	1,752	705	526	525
Resource Type	12	582	575	305	615	792	1,061	351	739	1,463	1,136	989	458	445	527
Topic		131	108	34	348	745	451	177	145	384	340	271	116	86	110
Library	2	165	94	62	359	406	236	106	75	219	112	127	86	88	55
Local 05				93	293	325	216	102	195	151	106	132	69	58	50
Language		37	17	2	41	131	147	53	34	82	79	90	25	29	33
Author	1	75	20	18	41	52	49	32	51	67	72	51	53	41	5
Journal		3	2	2	8	23	21	8	19	24	39	16	8	5	3
LCC	1	7	2	1	44	18	11	9	11	39	10	8	11	7	1
Collection		17	5	7	15	13	11	14	9	10	15	6	4	10	1
Local 02				6	5	3			1	2					
Local 01				1		2			1						
Local 03				3		1									
Format								1							

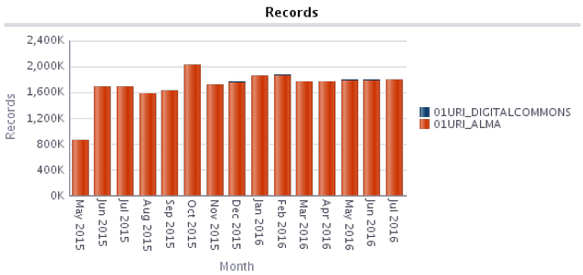
Sessions



Count

Country	Apr 2015	May 2015	Jun 2015	Jul 2015	Aug 2015	Sep 2015	Oct 2015	Nov 2015	Dec 2015	Jan 2016	Feb 2016	Mar 2016	Apr 2016	May 2016	Jun 2016	Jul 2016
United States	22	124	3,294	4,477	3,876	10,767	16,554	15,475	10,159	6,818	13,048	13,246	13,601	6,758	5,619	4,013
India			4	14	12	17	19	21	15	16	13	15	16	17	10	23
Germany		2	1	9	4	9	7	17	23	4	12	13	17	15	25	16
Korea			6	18	28	20	10	18	24	4		8	8	8	10	6
Canada			6	11	8	7	4	20	4	7	2	22	9	5	10	7
United Kingdom			6	6	14	4	8	13	9	6	2	7	4	3	10	9
Australia			1	16	6	3	4	4	1	2	2	12	10	16	5	1
Belgium			2	1		1		2			1		1		42	14
China			1	1	3	2	5	1	10	10	8	5	8	5	5	
Turkey			5	18	3	2	11		4	2	2	1	3	7	1	3
France				1	5	4	4	1	2	10	4	6	2	3	2	14
Italy			1	1	3	1	3	3			7	15	5	5	5	1
Spain				9		1	3	2	7		3	4	1	1		13
Brazil			3	1	1	2	6	1		2	5	2	2	1	1	1
Costa Rica				5	4								8	5		
Grand Total	**22**	**126**	**3,364**	**4,647**	**4,017**	**10,871**	**16,726**	**15,639**	**10,299**	**6,939**	**13,144**	**13,413**	**13,743**	**6,908**	**5,801**	**4,159**

PNX Data



Records

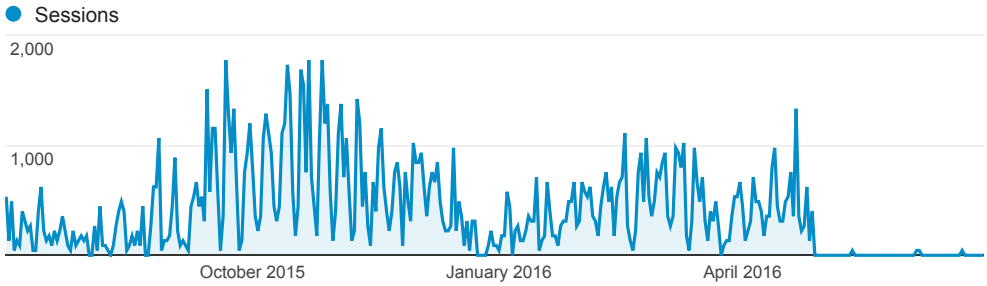
Data Source	May 2015	Jun 2015	Jul 2015	Aug 2015	Sep 2015	Oct 2015	Nov 2015	Dec 2015	Jan 2016	Feb 2016	Mar 2016	Apr 2016	May 2016	Jun 2016	Jul 2016
Grand Total	**862,841**	**1,684,766**	**1,685,311**	**1,588,194**	**1,631,882**	**2,035,043**	**1,720,359**	**1,762,017**	**1,868,288**	**1,870,346**	**1,765,266**	**1,766,027**	**1,793,796**	**1,795,318**	**1,797,849**
01URI_ALMA	862,841	1,684,766	1,685,311	1,578,101	1,621,789	2,024,950	1,710,266	1,751,924	1,858,195	1,860,253	1,755,173	1,755,934	1,783,703	1,785,225	1,787,756
01URI_DIGITALCOMMONS				10,093	10,093	10,093	10,093	10,093	10,093	10,093	10,093	10,093	10,093	10,093	10,093

Library Main Page

Jul 1, 2015 - Jun 30, 2016

Libraries
1.33% Sessions

Sessions



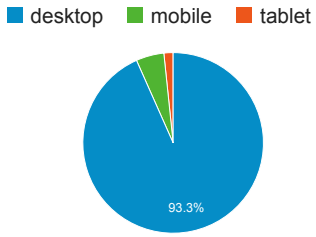
Sessions by Browser

Browser	Sessions
Firefox	64,361
Chrome	40,808
Safari	26,969
Internet Explorer	9,758
Edge	798
Android Browser	89

Pages Visited

Page	Hits
/library/	191,442
/library/articles-databases/	75,095
/library/tools/	4,169
/library/hours/	3,682
/about/services/	2,839
/library/contact/	2,262
/library/collections/	1,996
/library/about/	1,907
/library/services/	1,419
/library/reference-research-help/	1,065

Users by Device Category



Towns Users Visit From

City	Users
South Kingstown	48,614
West Greenwich	12,109
Providence	7,984
Narragansett	2,085
Warwick	1,242
Boston	1,065
Cranston	1,065
North Kingstown	798
New York	710
East Greenwich	621

Referrer

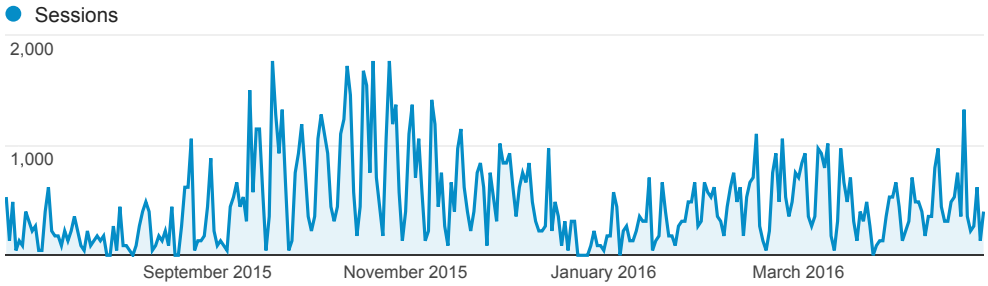
Full Referrer	Hits
(direct)	104,060
google	94,434
ww2.uri.edu/	82,946
uri.libguides.com/home	5,633
bing	5,278
uri-primo.hosted.exlibrisgroup.com/primo_library/libweb/action/search.do	3,815
uri.libguides.com/c.php	2,794
yahoo	2,173
ww2.uri.edu/search	1,686
directory.uri.edu/directory.php	1,375

Library Main Page

Jul 1, 2015 - Apr 27, 2016

Libraries
1.33% Sessions

Sessions



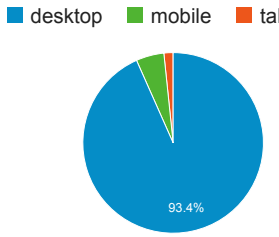
Sessions by Browser

Browser	Sessions
Firefox	64,009
Chrome	40,629
Safari	26,777
Internet Explorer	9,705
Edge	794
Android Browser	88

Pages Visited

Page	Hits
/library/	190,394
/library/articles-databases/	74,596
/library/tools/	4,147
/library/hours/	3,661
/about/services/	2,823
/library/contact/	2,250
/library/collections/	1,985
/library/about/	1,897
/library/services/	1,412
/library/reference-research-help/	1,059

Users by Device Category



Towns Users Visit From

City	Users
South Kingstown	48,392
West Greenwich	11,999
Providence	8,029
Narragansett	2,117
Warwick	1,235
Boston	1,059
Cranston	1,059
North Kingstown	794
New York	706
Newport	618

Referrer

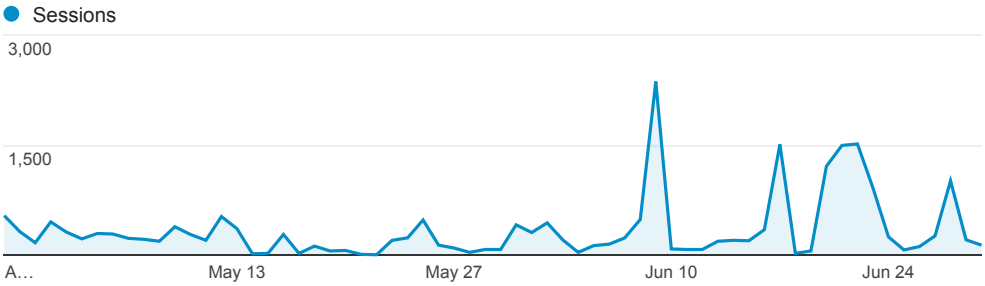
Full Referrer	Hits
(direct)	103,490
google	93,918
ww2.uri.edu/	82,492
uri.libguides.com/home	5,691
bing	5,250
uri-primo.hosted.exlibrisgroup.com/primo_library/libweb/action/search.do	3,794
uri.libguides.com/c.php	2,779
yahoo	2,162
ww2.uri.edu/search	1,676
directory.uri.edu/directory.php	1,368

Library Main Page

Apr 28, 2016 - Jun 30, 2016

Libraries
73.83% Sessions

Sessions



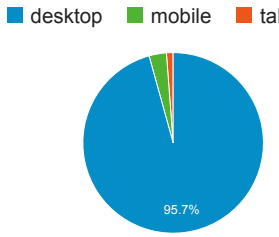
Sessions by Browser

Browser	Sessions
Firefox	11,164
Chrome	6,937
Safari	2,473
Internet Explorer	950
Edge	218
Opera	20

Pages Visited

Page	Hits
/library/	28,532
/library/articles-databases/	7,933
/library/hours/	890
/library/tools/	481
/library/about/	402
/library/contact/	317
/library/services/	277
/library/collections/	204
/library/siteindex/	185
/library/im-urilibrarian/	132

Users by Device Category



Towns Users Visit From

City	Users
West Greenwich	7,867
South Kingstown	3,257
Providence	804
Warwick	191
Narragansett	185
North Kingstown	185
Cranston	165
Newport	158
East Greenwich	106
Boston	99

Referrer

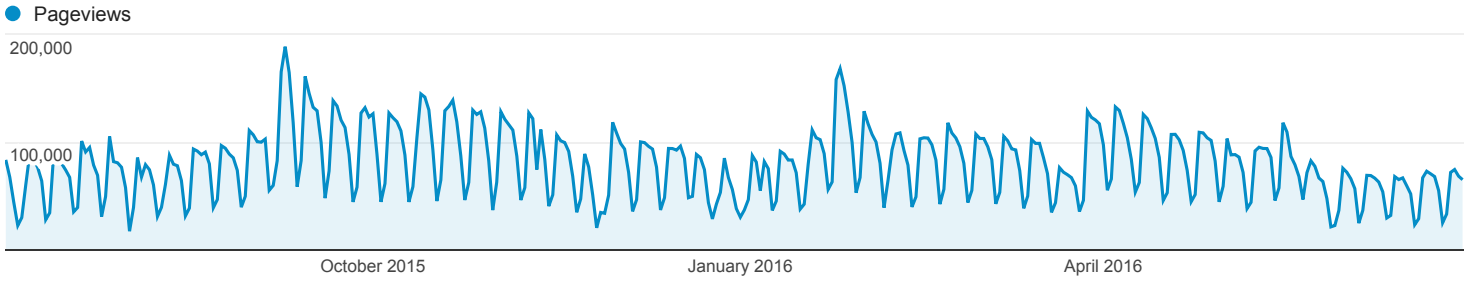
Full Referrer	Hits
(direct)	17,078
google	10,788
uri.edu/	4,794
ww2.uri.edu/	3,350
uri.libguides.com/home	818
uri.libguides.com/c.php	422
bing	343
yahoo	264
uri-primo.hosted.exlibrisgroup.com/primo_library/libweb/action/search.do	244
web.uri.edu/its/uri-email/	244

Pages

Jul 1, 2015 - Jun 30, 2016

All Users
100.00% Pageviews

Explorer



	Page	Pageviews	Unique Pageviews	Avg. Time on Page	Entrances	Bounce Rate	% Exit	Page Value
		29,183,152 % of Total: 100.00% (29,183,152)	21,809,907 % of Total: 100.00% (21,809,907)	00:02:03 Avg for View: 00:02:03 (0.00%)	12,433,553 % of Total: 100.00% (12,433,553)	57.62% Avg for View: 57.62% (0.00%)	42.61% Avg for View: 42.61% (0.00%)	$0.00 % of Total: 0.00% ($0.00)
1.	/ww2.uri.edu/index.html	**4,753,457 (16.29%)**	3,254,960 (14.92%)	00:03:51	3,213,588 (25.85%)	67.05%	58.77%	$0.00 (0.00%)
2.	/web.uri.edu/ecampus/student-access/index.html	**1,903,107 (6.52%)**	1,628,623 (7.47%)	00:05:41	757,118 (6.09%)	78.57%	72.94%	$0.00 (0.00%)
3.	/web.uri.edu/ecampus/index.html	**1,697,891 (5.82%)**	1,301,638 (5.97%)	00:00:25	1,058,403 (8.51%)	6.46%	6.91%	$0.00 (0.00%)
4.	/my.uri.edu/index.html	**836,420 (2.87%)**	728,543 (3.34%)	00:08:41	712,477 (5.73%)	87.87%	85.87%	$0.00 (0.00%)
5.	/ww2.uri.edu/search?searchsubmit=Search	**811,179 (2.78%)**	496,030 (2.27%)	00:03:03	56,345 (0.45%)	59.27%	50.08%	$0.00 (0.00%)
6.	/web.uri.edu/its/uri-email/index.html	**635,814 (2.18%)**	519,994 (2.38%)	00:05:11	432,708 (3.48%)	77.77%	69.30%	$0.00 (0.00%)
7.	/directory.uri.edu/directory.php?SearchType=people	**480,921 (1.65%)**	205,655 (0.94%)	00:02:19	33,978 (0.27%)	42.28%	38.39%	$0.00 (0.00%)
8.	/www.uri.edu/index.html	**440,846 (1.51%)**	336,814 (1.54%)	00:03:31	327,102 (2.63%)	67.25%	62.97%	$0.00 (0.00%)
9.	/web.uri.edu/library/index.html	**348,632 (1.19%)**	185,411 (0.85%)	00:02:33	163,821 (1.32%)	51.28%	32.94%	$0.00 (0.00%)
10.	/web.uri.edu/ecampus/faculty-staff-access/index.html	**331,055 (1.13%)**	282,682 (1.30%)	00:06:25	58,101 (0.47%)	73.11%	67.31%	$0.00 (0.00%)

Rows 1 - 10 of 137629

	B	C	D	E	F	G	H	I	J	K	L	M	N	O
1	Guide Name	2015-07	2015-08	2015-09	2015-10	2015-11	2015-12	2016-01	2016-02	2016-03	2016-04	2016-05	2016-06	Total Views
2	AAF 202: Introduction to Afr	8	6	11	30	30	12	17	21	30	15	19	11	210
3	AAF 300: Genocide	4	16	5	10	3	11	0	0	1	11	1	1	63
4	AAF/HIS 150: Introduction to	4	3	20	304	146	101	7	9	161	160	52	6	973
5	Africana Studies	6	12	20	29	7	27	14	19	20	17	9	2	182
6	All Databases by Title	1861	897	3294	6812	5909	3351	1485	4926	5338	5399	2185	1350	42807
7	All Guides by Title	12	5	48	77	29	14	10	8	20	14	9	6	252
8	All Internet Resources by Tit	22	20	27	29	11	5	6	8	102	18	6	18	272
9	American Literature	1	3	17	11	9	5	3	11	1	5	3	3	72
10	American Women: Historica	3	7	15	185	79	22	4	4	6	91	6	5	427
11	Animal and Veterinary Scien	22	8	49	89	17	12	13	106	33	34	20	9	412
12	Anthropology	7	6	4	20	1	1	10	10	7	11	1	0	78
13	Aquaculture Information So	9	3	16	29	4	12	14	16	23	16	10	6	158
14	Archives in New England and	6	3	12	13	3	4	12	10	16	11	16	2	108
15	Art History	0	7	18	78	37	8	10	45	2	0	0	3	208
16	Art Resources	2	14	29	17	16	15	14	7	10	18	4	7	153
17	Arts and Humanities - Article	333	188	917	1981	1702	1476	402	1060	1305	1785	710	308	12167
18	Arts and Humanities - Intern	16	20	18	17	5	10	2	0	6	16	12	16	138
19	Biography	0	1	6	25	5	5	3	3	7	2	0	0	57
20	Book Reviews	0	0	1	0	2	1	1	3	0	4	0	1	13
21	Botanical Identification	26	43	41	41	17	14	11	23	35	34	35	27	347
22	Business, Labor, and Econon	273	141	496	950	916	433	184	1100	922	687	414	268	6784
23	Business, Labor, and Econon	4	4	6	15	14	3	8	30	22	16	1	1	124
24	CHE 351/352 and Graduate	11	0	4	6	6	18	6	1	3	1	0	0	56
25	CVE 497/498 and Graduate S	2	3	13	10	19	5	4	8	5	14	1	5	89
26	Cape Verde Summer Study A	19	16	26	36	17	16	26	29	41	38	27	12	303
27	Cell and Molecular Biology	9	1	94	205	26	8	7	36	10	34	12	16	458
28	Chemical Engineering Resou	2	1	15	6	7	13	6	14	16	7	10	3	100
29	Chemical Processing Plants	6	1	16	9	1	11	12	3	2	11	1	2	75
30	Chemical Substances	6	7	111	25	9	1	5	6	5	4	2	0	181
31	Chemicals in the Environme	2	0	54	7	2	0	5	2	0	0	1	8	81
32	Chronology: Finding the Eve	1	2	1	8	4	0	6	6	14	0	3	0	45
33	Circulation	326	379	753	565	638	552	527	648	647	568	400	362	6365

	B	C	D	E	F	G	H	I	J	K	L	M	N	O
1	Guide Name	2015-07	2015-08	2015-09	2015-10	2015-11	2015-12	2016-01	2016-02	2016-03	2016-04	2016-05	2016-06	Total Views
34	Citing Correctly and Avoidin	1988	1391	2505	2874	2347	1355	1262	1660	1924	1857	1564	900	21627
35	Civil and Environmental Eng	19	14	22	42	54	32	38	23	33	41	24	19	361
36	Communication Studies	19	1	147	62	27	20	2	75	34	46	29	19	481
37	Communicative Disorders	6	8	81	21	8	24	20	32	11	28	13	1	253
38	Company Information	4	19	24	30	40	13	31	62	57	25	11	4	320
39	Computer Science	14	8	77	33	18	8	12	13	8	4	11	1	207
40	Consumer Behavior	14	1	15	38	43	1	2	8	19	7	5	1	154
41	Copying, Printing, and Scanr	37	56	378	178	118	108	67	155	135	137	95	52	1516
42	Costume History	2	15	45	101	66	40	11	152	122	37	11	0	602
43	Criminal Justice	1	13	34	58	26	9	3	17	5	17	15	1	199
44	Curriculum Materials Library	595	843	840	1268	846	343	347	596	558	536	287	262	7321
45	Data Management	12	18	8	22	36	17	13	17	40	24	18	47	272
46	EGR 105	6	1	6	21	1071	2	0	2	13	9	0	0	1131
47	ELE 480/481 and Graduate S	1	0	11	5	4	11	1	2	0	4	0	0	39
48	ENG 110	1	8	17	49	11	10	4	3	2	30	6	3	144
49	ENG 486: British Authors	9	0	5	1	1	0	8	5	0	0	1	3	33
50	Ecology and Wildlife Biology	0	0	110	41	1	10	8	5	3	10	2	0	190
51	Economic Indicators	1	2	10	40	6	10	3	3	1	0	0	1	77
52	Economics	1	5	28	91	8	4	4	8	23	7	7	4	190
53	Education	4	6	58	80	37	1	6	13	48	2	4	2	261
54	Education - Articles & Datab	216	89	451	1045	1245	575	148	708	857	882	272	210	6698
55	Education - Internet Resourc	0	3	8	19	5	1	0	1	5	0	1	1	44
56	Electrical, Computer and Bic	2	0	5	11	6	4	7	9	1	1	3	0	49
57	Electronic Access to Databas	30	18	76	120	69	32	21	51	64	42	21	36	580
58	Engineering Indexes	3	8	0	0	3	7	2	15	0	1	0	0	39
59	Engineering Problem Solving	8	11	10	19	16	10	6	21	6	8	2	5	122
60	Engineering Standards	3	0	4	2	5	0	8	1	1	14	1	2	41
61	Engineering and Technology	2	0	2	3	6	2	3	3	3	1	2	2	29
62	Engineering and Technology	323	230	563	721	1924	307	214	392	466	420	208	201	5969
63	English Literature	4	0	8	19	13	3	11	12	9	1	7	6	93
64	Entomology	2	5	12	18	22	7	3	3	8	9	12	2	103
65	Environment Science and M	15	9	64	28	36	20	33	23	25	27	12	6	298

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1	Guide Name	2015-07	2015-08	2015-09	2015-10	2015-11	2015-12	2016-01	2016-02	2016-03	2016-04	2016-05	2016-06	Total Views
66	Environmental Impact Asses	14	2	24	15	7	5	3	23	1	10	0	0	104
67	Ethnic Studies	0	0	3	1	1	6	7	8	6	6	0	0	38
68	Evaluating Information	29	3	13	49	5	5	4	42	21	7	11	4	193
69	FAQs for Undergrads, Grad S	36	44	204	151	66	44	49	45	42	51	45	44	821
70	Fair Use and Copyright for C	931	927	873	782	1427	408	447	506	560	591	552	612	8616
71	Family Topics	1	0	7	17	3	1	0	4	3	9	2	14	61
72	Family Violence	0	3	16	20	28	32	6	23	3	12	0	1	144
73	Fashion Merchandising	14	37	44	86	34	10	21	33	39	24	9	6	357
74	Federal Laws	0	7	9	6	18	0	5	2	4	0	1	0	52
75	Federal Regulations	0	0	6	8	3	0	2	11	0	0	1	0	31
76	Film Media Studies	51	37	101	141	108	116	49	108	106	159	90	84	1150
77	Film and Movie Reviews	7	1	28	20	4	21	9	31	12	11	12	3	159
78	Finding Articles	4	6	22	28	31	14	10	39	29	27	17	11	238
79	Finding Resources Using Cita	7	13	6	6	0	8	5	4	2	2	4	0	57
80	Food Science	4	0	16	35	15	0	3	25	15	16	4	1	134
81	Foreign Languages and Liter	4	14	54	57	12	19	22	22	36	35	28	9	312
82	French Language and Literat	3	1	14	5	0	1	1	1	2	2	0	0	30
83	GWS 350H: Special Topics ir	5	2	5	18	6	4	12	45	4	2	3	2	108
84	GWS 370: Sex Trafficking	26	30	42	27	38	8	22	16	37	21	4	1	272
85	GWS 400: Critical Issues and	0	0	0	0	0	0	0	113	15	8	6	2	144
86	Gay, Lesbian, Bisexual & Tra	7	5	6	21	10	9	11	7	5	7	9	3	100
87	Gender & Women's Studies	22	9	54	39	20	11	10	42	24	18	7	21	277
88	General & Reference - Interr	20	31	20	37	17	6	8	24	27	12	12	7	221
89	General and Reference - Art	1599	335	2485	9004	7372	4165	1060	4169	6098	6140	1926	1389	45742
90	Genocide Research	2	0	4	0	1	4	0	1	4	0	1	0	17
91	Geoscience	9	12	36	87	20	22	11	29	34	2	18	20	300
92	German Language and Litera	2	5	6	23	5	5	3	9	12	4	4	2	80
93	Getting Started @ The Libra	268	165	1536	1625	2038	264	1293	659	1081	304	1228	591	11052
94	Google Tips & Tricks	60	51	118	206	120	37	56	94	128	84	118	68	1140
95	Government Organization	5	0	8	14	1	2	4	10	3	5	0	0	52
96	Government Statistics	0	0	25	9	3	7	6	13	7	6	0	9	85
97	Government, Politics, and La	6	15	13	28	15	6	8	18	13	6	15	8	151

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98	Government, Politics, and La	97	47	292	682	643	290	79	318	476	494	125	86	3629
99	Grants and Foundations	0	0	0	1	0	0	0	0	1	0	0	0	2
100	HDF (Human Development a	5	3	52	31	22	15	5	54	110	63	17	9	386
101	HIS 142 History of the Unite	0	0	17	18	7	10	6	13	8	3	7	3	92
102	HIS 146 Women in the Unite	5	0	15	0	0	0	0	0	0	0	0	0	20
103	HIS 180: Introduction to Lati	7	3	5	3	9	11	0	1	14	3	16	0	72
104	HIS 314: 17th and 18th Cent	0	1	3	1	5	7	1	3	5	6	1	0	33
105	HIS 336: The American Revo	1	0	4	242	178	84	5	10	20	6	11	0	561
106	HIS 341: U.S. History, 1945 -	14	9	15	20	24	7	1	152	13	65	18	2	340
107	HIS 342: United States Histo	0	0	5	8	10	0	3	1	1	4	5	7	44
108	HIS 352: Topics in the Histor	0	0	2	6	2	0	1	0	2	1	0	0	14
109	HIS 356 / AAF 356: Black Urb	0	2	1	10	5	1	6	5	2	13	1	0	46
110	HIS 359 / AAF 359 - History c	0	0	5	1	2	1	1	0	2	1	0	0	13
111	HIS 362: Rhode Island Histor	3	1	14	8	1	1	15	20	10	20	15	8	116
112	HIS 374: History of Modern (	0	0	2	3	13	2	0	0	0	1	1	0	22
113	HIS 375: History of Modern .	4	2	3	3	1	8	16	105	30	6	4	0	182
114	HIS 382: Modern Latin Amer	0	0	0	2	0	0	0	0	2	0	0	0	4
115	HIS 393: Documenting Rhod	1	0	1	1	1	0	0	2	1	0	2	0	9
116	HIS 401 & 495, Prof. Verskin	0	0	0	129	14	45	4	87	21	1	2	0	303
117	HIS 401 & HIS 495 Advanced	0	0	0	0	0	0	0	0	0	0	0	0	0
118	HIS 401 & HIS 495: Advance	13	1	3	3	3	0	0	11	5	2	0	0	41
119	HIS 401 & HIS 495: Advance	0	0	3	213	272	60	13	14	21	11	0	0	607
120	HIS 401 & HIS 495: Struggles	0	2	8	3	21	40	48	210	213	172	17	0	734
121	HIS 441 & 495, Prof. DeCesa	3	0	4	8	13	2	0	4	4	0	0	0	38
122	HIS 441 & 495, Prof. Reumar	0	0	0	120	126	42	18	87	129	74	8	0	604
123	HIS 441 & 495: Advanced To	0	1	0	1	3	0	0	0	3	0	0	0	8
124	HIS 441 & 495: Advanced To	0	2	18	24	105	44	3	2	2	0	0	0	200
125	HIS 441 & 495: Advanced To	0	0	4	1	2	0	0	16	10	0	1	0	34
126	HIS 441 & 495: Advanced To	0	0	0	1	7	1	2	0	1	1	2	0	15
127	HIS 481 & HIS 495: Advance	7	11	27	11	6	1	1	3	0	0	0	2	69
128	HIS 495: Advanced Topics in	1	0	0	0	1	1	0	3	0	0	5	1	12
129	Health Sciences - Articles &	1070	667	2508	4625	3152	1734	1532	4084	3625	3614	1441	1264	29316

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130	Health Sciences - Internet Re	14	6	21	57	13	4	7	12	33	5	17	18	207
131	Hispanic / Latino Web Resou	0	3	2	1	4	0	1	1	3	2	4	1	22
132	History of Technology	0	0	8	1	0	0	2	6	0	0	0	0	17
133	History: Finding General Prir	0	2	3	10	18	5	1	4	22	31	4	6	106
134	History: Getting Started	0	0	26	28	26	5	4	13	6	0	4	0	112
135	Holidays and Festivals	2	4	2	12	4	1	8	4	3	2	3	3	48
136	Holocaust Research	10	1	9	10	11	11	14	9	7	7	3	6	98
137	Hot Topic: D-Day Anniversa	3	2	3	1	0	1	1	4	2	4	6	9	36
138	Hot Topic: Hong Kong Prote	1	3	4	6	4	3	5	9	7	1	7	6	56
139	Hot Topic: Rhode Island Pol	1	0	4	1	1	6	0	3	2	3	6	3	30
140	Hot Topic: Toll Roads	0	0	0	0	0	0	0	0	3	6	3	11	23
141	Hot Topic: Zika Virus	0	0	0	0	0	0	0	0	0	2	4	4	10
142	Hot Topic: "Brexit" ("British	0	0	0	0	0	0	0	0	0	0	0	0	0
143	Hot Topic: 3D Printing	3	2	6	4	4	4	4	3	4	7	7	4	52
144	Hot Topic: Academic Freedo	0	0	1	2	2	0	2	2	2	0	1	0	12
145	Hot Topic: Airport Security	0	0	0	0	0	0	0	0	0	0	0	0	0
146	Hot Topic: Antibiotic Resista	0	1	8	12	6	6	1	4	2	2	8	3	53
147	Hot Topic: Antibiotic Use In	0	1	3	3	2	5	11	18	21	7	1	0	72
148	Hot Topic: Breast Cancer in I	0	1	2	5	4	0	0	1	1	0	1	1	16
149	Hot Topic: Casino Gambling	1	1	5	30	7	9	4	2	1	7	4	2	73
150	Hot Topic: Charter Schools	0	0	0	0	0	0	0	0	0	0	4	1	5
151	Hot Topic: Chechnya Indepe	0	0	4	1	1	1	1	1	3	0	0	0	12
152	Hot Topic: Chemical Weapor	1	0	1	3	0	1	0	1	3	1	1	1	13
153	Hot Topic: College Athletics	2	0	13	6	2	0	0	1	0	2	2	5	33
154	Hot Topic: Cuba	1	15	1	6	4	2	3	4	2	1	2	3	44
155	Hot Topic: Cyberbullying	0	0	0	9	1	0	1	3	0	2	2	3	21
156	Hot Topic: Cybersecurity & C	15	8	20	22	11	6	19	27	13	15	18	14	188
157	Hot Topic: Debt Ceiling	0	1	1	2	0	0	0	2	0	0	9	2	17
158	Hot Topic: Drones	3	1	3	7	5	9	7	7	8	14	11	13	88
159	Hot Topic: E-Books	2	2	4	3	0	1	0	4	2	4	0	0	22
160	Hot Topic: E-Cigarettes	2	0	6	8	1	0	1	2	8	0	0	1	29
161	Hot Topic: Ebola Virus	2	0	0	5	2	0	0	4	0	1	1	0	15

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162	Hot Topic: Electronic Health	2	6	7	4	1	8	8	6	8	4	4	3	61
163	Hot Topic: Enterovirus D68	0	0	2	1	1	0	4	2	1	0	0	0	11
164	Hot Topic: Ethical Treatment	1	0	2	0	0	1	1	0	3	6	0	0	14
165	Hot Topic: European Debt Cr	4	0	0	4	0	0	0	0	0	0	2	1	11
166	Hot Topic: European Refuge	0	0	0	0	0	0	0	0	0	0	1	2	3
167	Hot Topic: European Terrori	0	1	1	1	3	0	3	1	5	2	0	2	19
168	Hot Topic: Factory Farming	3	2	10	7	3	1	1	16	2	6	5	0	56
169	Hot Topic: Failing Drinking W	0	0	0	0	0	0	0	9	1	0	1	1	12
170	Hot Topic: Failing Infrastruct	0	1	0	2	1	1	1	9	2	0	1	0	18
171	Hot Topic: Fast Food	5	1	12	11	2	4	0	5	2	3	4	3	52
172	Hot Topic: Fracking	1	1	4	12	0	5	6	3	9	13	5	2	61
173	Hot Topic: GMOs	0	0	0	0	0	0	0	0	13	4	6	1	24
174	Hot Topic: Gay Marriage	3	6	17	6	3	1	5	3	5	4	2	2	57
175	Hot Topic: Gender Neutral B	0	0	0	0	0	0	0	0	0	0	11	32	43
176	Hot Topic: Global Warming	1	2	63	82	16	2	1	11	6	0	0	4	188
177	Hot Topic: Graphic Novels	1	0	1	0	0	2	1	2	1	0	0	0	8
178	Hot Topic: Gun Control	0	0	1	6	0	1	1	1	1	0	4	1	16
179	Hot Topic: Hacktivism	1	0	8	4	0	0	1	6	0	0	0	0	20
180	Hot Topic: Health Care Refo	1	1	1	2	5	6	2	3	0	4	1	1	27
181	Hot Topic: High Stakes Testi	0	1	10	7	1	1	0	0	1	0	0	1	22
182	Hot Topic: Human Traffickin	0	0	0	0	0	5	1	2	1	2	0	2	13
183	Hot Topic: Immigration Refo	0	1	4	4	4	0	0	0	1	3	11	1	29
184	Hot Topic: Internet Privacy	0	1	3	4	1	1	2	4	1	3	0	1	21
185	Hot Topic: Internet of Things	1	4	5	6	2	2	0	1	10	1	2	0	34
186	Hot Topic: Islamic State	1	0	5	3	1	2	5	1	2	4	1	0	25
187	Hot Topic: Kurdish Indepenc	4	1	2	0	4	1	4	0	3	1	0	1	21
188	Hot Topic: Locavore Movem	1	0	3	4	1	1	1	3	1	6	11	0	32
189	Hot Topic: Lyme Disease	0	0	3	5	3	3	3	4	4	7	2	3	37
190	Hot Topic: MOOCs	0	0	0	0	0	0	0	0	2	0	0	1	3
191	Hot Topic: Militarization of P	0	0	1	2	0	1	0	2	0	2	1	0	9
192	Hot Topic: Minimum Wage	0	0	3	6	4	3	1	0	6	5	6	1	35
193	Hot Topic: Minor League Bas	8	4	2	12	0	1	5	0	5	10	1	1	49

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1	Guide Name	2015-07	2015-08	2015-09	2015-10	2015-11	2015-12	2016-01	2016-02	2016-03	2016-04	2016-05	2016-06	Total Views
194	Hot Topic: Mosquito Borne V	2	3	2	1	0	0	0	2	3	1	4	1	19
195	Hot Topic: North Korea	0	1	1	5	3	3	0	0	2	0	2	1	18
196	Hot Topic: Obesity Epidemic	1	2	10	29	7	3	0	6	10	13	3	7	91
197	Hot Topic: Offshore Wind Fa	7	7	6	24	12	4	5	11	18	12	7	4	117
198	Hot Topic: Olympic Venues	0	0	1	5	0	0	0	3	1	0	1	0	11
199	Hot Topic: Police Minority R	1	0	1	4	2	0	1	0	0	5	0	0	14
200	Hot Topic: Post Cold War Ru	0	0	1	5	2	1	2	0	3	2	0	0	16
201	Hot Topic: Public Pension Re	0	1	0	1	0	1	3	1	0	2	0	0	9
202	Hot Topic: Public Water Safe	0	0	1	3	1	0	0	1	1	0	0	2	9
203	Hot Topic: Regulation of the	4	3	7	5	0	2	2	1	7	3	3	2	39
204	Hot Topic: Retail Data Breac	7	3	0	10	1	2	2	3	0	0	2	0	30
205	Hot Topic: Rhode Island Poli	4	2	2	3	2	6	2	6	14	2	6	0	49
206	Hot Topic: Scottish Indepenc	0	0	0	2	1	0	0	2	1	0	1	1	8
207	Hot Topic: Sea Level Rise	0	0	2	4	0	0	1	0	3	5	0	0	15
208	Hot Topic: Slow Reading Mo	1	1	3	8	0	0	0	3	0	1	2	1	20
209	Hot Topic: Social Media and	2	0	4	4	2	0	1	2	5	6	0	0	26
210	Hot Topic: Student Loan Deb	1	1	6	10	0	0	5	0	0	0	3	1	27
211	Hot Topic: Syria	2	1	2	2	0	3	0	1	5	1	0	1	18
212	Hot Topic: Tea Party Movem	0	0	1	1	1	1	1	0	0	1	0	0	6
213	Hot Topic: The Confederate	0	0	0	0	0	7	3	1	0	0	6	1	18
214	Hot Topic: Ukraine	0	0	0	1	1	1	3	0	1	0	1	0	8
215	Hot Topic: Vaccination Cont	2	0	4	5	0	0	0	8	1	1	0	1	22
216	Hot Topic: Viral Marketing	2	1	2	6	0	0	1	4	2	0	2	3	23
217	Hot Topic: Voter ID Laws	0	0	0	2	0	2	0	0	0	0	0	0	4
218	Hot Topic: Wearable Techno	5	0	9	2	0	0	2	4	0	1	1	2	26
219	Hot Topic: World War I 100t	0	1	1	2	1	4	5	0	1	0	0	1	16
220	Hot Topic: World War II 75th	3	4	2	4	4	3	4	3	3	2	2	2	36
221	How to Create a Historiogra	202	340	526	750	741	581	337	441	529	453	433	164	5497
222	How to Find a Government I	2	7	4	13	14	12	12	6	27	16	3	10	126
223	Human Rights	4	1	13	8	8	6	6	9	1	5	4	0	65
224	Identifying Scholarly/Profess	114	140	262	368	371	150	145	367	234	229	131	87	2598
225	India	1	0	0	7	0	0	0	3	0	0	1	1	13

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1	Guide Name	2015-07	2015-08	2015-09	2015-10	2015-11	2015-12	2016-01	2016-02	2016-03	2016-04	2016-05	2016-06	Total Views
226	Industry Information	2	3	2	11	1	4	3	21	23	28	3	3	104
227	Industry Ratios & Averages	23	9	30	26	50	12	22	16	28	46	26	9	297
228	InfoRhode Tutorials	3	2	11	41	4	2	12	109	19	16	10	10	239
229	Information Literacy Toolkit	83	40	60	39	40	82	88	76	111	82	111	100	912
230	Instruction Services & Inforn	129	147	152	198	154	157	151	229	250	217	246	411	2441
231	Interlibrary Loan	518	503	998	979	1002	344	813	825	564	452	362	409	7769
232	International Business	20	7	18	38	7	1	15	34	4	11	9	7	171
233	Internet Search Tools	175	65	79	139	92	91	33	70	66	67	34	15	926
234	Journalism Research	0	2	19	36	4	0	0	7	4	4	2	17	95
235	Kinesiology	7	9	25	115	4	4	4	9	12	5	0	0	194
236	LGBTQ Resources @ the URI	11	9	10	4	12	1	14	6	2	5	1	10	85
237	LSC 557: Research and Evalu	6	9	28	31	12	6	6	33	47	19	8	20	225
238	Labor Relations	0	23	6	12	5	1	1	7	21	2	3	4	85
239	Landscape Architecture	4	2	11	8	1	1	5	5	3	3	3	0	46
240	Latin American Language an	0	2	2	5	0	0	2	2	0	16	0	0	29
241	Legal Research	28	77	33	24	61	40	17	28	34	29	37	17	425
242	Lesson Planning Guide	46	33	63	90	435	32	30	26	70	20	28	339	1212
243	Library Frustration Relief	3	3	1	6	1	0	9	4	3	2	3	0	35
244	Library Research Checklist	10	5	27	35	34	23	23	20	26	28	35	12	278
245	Library Research Tips & Tricl	23	55	94	111	38	28	30	52	52	54	39	17	593
246	Library Resources for Interna	67	92	75	53	37	25	8	25	58	31	58	54	583
247	Library and Information Stud	25	33	140	51	42	12	69	81	71	61	23	29	637
248	Library of Congress Classifica	14	16	21	25	7	8	18	36	26	16	11	8	206
249	Life Sciences, Marine, and E	339	187	624	1134	985	1014	275	1063	933	1042	391	387	8374
250	Life Sciences, Marine, and E	1	1	15	14	5	4	3	3	0	2	3	2	53
251	Literary Criticism	7	3	10	53	4	20	8	2	9	15	7	7	145
252	MCE 401/402 and Graduate	2	8	22	9	14	9	8	14	5	9	1	1	102
253	Maps and Mapping	8	0	13	28	12	6	1	13	8	8	2	2	101
254	Marine Affairs	0	0	21	24	1	3	0	4	6	7	0	2	68
255	Marketing and Advertising	2	0	4	48	8	1	4	11	19	1	2	3	103
256	Mathematics Resources	0	2	39	51	8	1	2	5	9	3	1	3	124
257	Measuring Your Research Im	37	7	32	46	58	22	22	46	31	45	18	18	382

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258	Mechanical, Industrial, and S	21	19	28	26	22	23	21	24	28	13	21	12	258
259	Media Resource Center	224	189	465	400	312	220	236	357	318	287	184	137	3329
260	Microbiology	2	1	17	61	22	9	3	4	4	13	2	2	140
261	Mobile Apps for Library & O	1	0	2	7	1	13	3	1	3	2	12	1	46
262	Modern European History	4	0	71	143	71	32	2	259	38	78	0	0	698
263	Music	5	0	51	23	5	0	4	0	2	15	0	1	106
264	NUR 500/NUR 660	1	1	30	71	16	7	7	14	25	2	17	6	197
265	Natural Resources	0	1	35	13	7	38	0	2	3	7	10	0	116
266	New Books @ the URI Librar	19	120	58	60	66	56	59	58	52	85	57	86	776
267	New E-Resources at the Univ	34	34	41	44	23	27	21	12	25	20	12	14	307
268	Nursing Resources	18	5	164	115	58	8	66	42	96	61	88	29	750
269	Nutrition and Dietetics	0	3	27	22	13	1	5	21	10	11	1	0	114
270	OCE 495/496 and Graduate	0	1	4	0	3	3	1	1	0	2	0	0	15
271	Ocean Engineering Resource	4	9	22	12	9	3	5	4	4	4	4	7	87
272	Online Library Sources for M	1	0	3	1	0	1	0	1	0	0	0	0	7
273	PSC 210: American Politics: T	4	0	4	7	3	7	1	2	9	1	5	0	43
274	Paleontology	1	0	13	6	0	4	0	12	6	7	2	0	51
275	Patents & Patent Searching	5	4	9	7	3	6	5	17	7	6	11	7	87
276	Peace and Nonviolence	11	6	17	11	4	4	5	6	6	5	0	2	77
277	Pharmacy: Drug Information	15	12	63	103	45	35	44	49	44	54	48	10	522
278	Philosophy	0	0	0	5	2	6	10	3	12	6	7	0	51
279	Physical Therapy	15	15	18	45	29	14	21	15	12	11	13	7	215
280	Physical and Mathematical S	215	206	639	668	423	294	315	593	584	357	203	124	4621
281	Physical and Mathematical S	1	0	5	6	0	1	1	0	5	0	2	2	23
282	Physics	3	2	7	21	10	6	3	6	13	4	1	4	80
283	Political Science	3	2	7	4	4	6	0	4	14	0	0	5	49
284	Presentation Tools	6	6	26	21	19	13	13	10	42	14	11	6	187
285	Psychology	5	6	135	169	90	29	13	90	97	94	32	21	781
286	Public Polling	0	1	9	3	0	0	0	0	0	1	0	0	14
287	RefWorks	6	7	35	32	26	23	15	72	22	25	12	7	282
288	Reference Managers: Mend	78	32	58	127	65	53	73	83	88	64	69	79	869
289	Religion	5	0	22	4	9	0	0	3	1	2	0	1	47

	B	C	D	E	F	G	H	I	J	K	L	M	N	O
1	Guide Name	2015-07	2015-08	2015-09	2015-10	2015-11	2015-12	2016-01	2016-02	2016-03	2016-04	2016-05	2016-06	Total Views
290	Reserves	46	135	603	171	103	96	431	268	140	82	158	58	2291
291	Rhode Island Legal Sources	17	18	39	50	31	15	46	35	19	27	22	23	342
292	Rhode Island State Publicati	13	13	24	27	12	14	32	32	13	21	31	14	246
293	Rhode Island and New Engla	56	70	66	170	102	78	63	91	82	97	68	36	979
294	Rhode Island and New Engla	2	1	2	8	11	1	0	0	22	4	0	2	53
295	SPA 325: Introduction to Lite	4	1	29	62	6	14	2	4	62	33	5	0	222
296	SPA 472: Language, Gender,	1	1	13	4	3	4	0	5	3	0	1	1	36
297	SPA 570: Spanish Pragmatics	2	1	3	3	0	0	0	0	0	8	4	2	23
298	Search Other Libraries	0	0	0	2	2	0	0	1	0	0	0	0	5
299	Self-Guided Tour of the Rob	5	14	31	28	24	15	19	21	12	15	9	6	199
300	Small Business	2	8	10	13	9	5	12	13	0	19	0	0	91
301	Social Sciences - Articles & D	715	379	1359	3946	3309	1937	524	2636	2451	2516	965	733	21470
302	Social Sciences - Internet Re	1	0	5	3	4	0	3	5	5	5	0	10	41
303	Sociology	1	0	6	25	4	1	2	5	7	8	23	0	82
304	Sociology of Food	27	54	73	66	47	22	55	40	33	17	17	4	455
305	Special Education	6	9	19	11	3	19	7	1	12	3	6	4	100
306	Supreme Court	0	0	4	2	1	0	0	2	5	0	1	0	15
307	Sustainability	0	0	5	5	2	0	0	1	0	0	0	0	13
308	TMD 402: Seminar	0	0	0	0	0	0	0	93	10	16	2	0	121
309	Technical Reports	0	0	0	4	12	0	2	0	1	0	0	0	19
310	Terrorism	0	0	4	4	18	16	18	12	9	1	1	1	84
311	Tests and Measurements	2	1	8	9	12	2	2	13	17	11	12	5	94
312	Textbooks @ URI	8	13	16	12	2	17	20	4	4	10	13	1	120
313	Textile Technology	3	4	68	53	10	34	5	52	34	4	12	4	283
314	Theatre	1	0	22	39	0	6	5	0	3	8	1	0	85
315	Tips for Annotated Bibliogra	2	1	1	2	2	0	1	13	6	2	0	1	31
316	Tracing a Bill	1	4	4	5	9	0	0	1	1	4	0	0	29
317	Treaties	1	1	1	6	4	4	1	10	0	11	4	2	45
318	U.S. Census	2	3	14	2	2	0	7	10	5	8	0	0	53
319	U.S. Congressional Serial Set	6	5	8	3	3	3	5	0	8	1	1	0	43
320	URI Common Reading 2011:	2	0	1	8	3	3	2	1	0	0	15	27	62
321	URI Common Reading 2012:	8	2	4	5	6	6	25	9	10	2	0	1	78

	B	C	D	E	F	G	H	I	J	K	L	M	N	O
1	Guide Name	2015-07	2015-08	2015-09	2015-10	2015-11	2015-12	2016-01	2016-02	2016-03	2016-04	2016-05	2016-06	Total Views
322	URI Common Reading 2013:	5	1	3	2	6	0	1	0	0	5	1	1	25
323	URI Library State Maps Offe	0	0	0	0	0	0	0	0	0	0	0	89	89
324	URI Open Access Fund	43	13	50	142	49	47	51	88	71	123	69	51	797
325	URI Open Access Policy	57	50	117	120	92	60	76	93	118	87	44	34	948
326	Understanding Library of Co	1	2	10	2	1	0	1	3	1	1	3	2	27
327	United States in 1860	2	3	4	13	14	4	2	3	4	1	2	0	52
328	Using the Internet for Resea	432	349	439	1002	495	296	444	382	461	471	477	423	5671
329	WRT 104/106 Guide for Inst	1	1	10	29	11	7	14	9	20	0	15	5	122
330	WRT 104/106 Guide for Stu	25	23	207	1868	529	111	43	314	795	218	53	74	4260
331	Welcome to LibGuides @ th	751	422	4023	5845	3783	1876	1323	2740	3121	2421	1594	1168	29067
332	Welcome to the Library	26	11	47	54	52	39	40	42	31	46	25	32	445
333	Women's Health	1	5	9	40	2	4	3	9	6	7	9	9	104
334	Zoology	3	1	19	28	5	5	11	15	8	23	7	3	128