

ABSTRACT

Getting to Know Your Patrons: A User Study at The Texas Collection

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The purpose of this user study is to determine who the users of The Texas Collection are and if their needs are being met. A survey targeted both on-site and online patrons. Included in the survey was demographic information that was used to understand patron's social media habits and use of Texas Collection social media. Additionally, the study uses data collected from past years regarding library and archival patrons in terms of patron classification and the material used. Incorporated together, the study can be used in the future by The Texas Collection administration and staff to better meet the needs of their users.

Getting to Know Your Patrons:
A User Study at The Texas Collection

by

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A Project

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CHAPTER ONE

Introduction

The Texas Collection, a special archive within the Baylor University library system, is located in Carroll Library on the Baylor University campus in Waco, Texas. Founded in 1923, The Texas Collection is home to a vast array of archival collections and books. The Texas Collection not only holds all Baylor University records, but also is a Texas Regional Historical Resource Depository Library. Thus, The Texas Collection serves both Baylor University and the community as a whole. This dual audience is reflected in their mission, which states, “The Texas Collection is a special library, archival research center, and the University Archives that collects, preserves, and provides access to materials documenting the history, heritage and culture of Texas for the Baylor community and the public.”¹ As the collection has expanded and undergone recent personnel changes, The Texas Collection is in a prime position to benefit from a user study.

Archives are more than merely repositories for old, historical papers. While archives do have the responsibility to preserve and protect historical documents, archives also have the obligation to provide access to their documents. An archive is not fulfilling its dual mission of preservation and access if users are not provided access to documents. Part of this mission to provide access is to provide friendly customer service. As with any business, customer service is important to a successful library. Therefore, archives must

¹ Texas Collection and University Archives, “Collection Development Policy,” Baylor University, <http://www.baylor.edu/lib/texas/index.php?id=38700> (accessed April 9, 2012).

not only protect and preserve historical documents, but also provide access to documents in a friendly environment, geared towards the users.

The Texas Collection has undergone serious changes in administration, which ultimately affect the policy of the institution. In 2009, The Texas Collection invited Gerald Saxon, Dean of Libraries from the University of Texas, Arlington to assess the needs of The Texas Collection and determine necessary changes. At the present moment, The Texas Collection is striving to fulfill these recommendations. The position of director was filled in 2009 by John Wilson and Amie Oliver was promoted to coordinator of user and access services. Two additional positions, manuscript archivist and university archivist, have been filled as of January 2012. Additionally, a finalized collection policy, including a collection scope, is in place. A collection policy has never been in place at The Texas Collection before. Furthermore, there is an effort towards streamlining the archival and library sections of The Texas Collection, to create one cohesive collection. The Texas Collection has recently launched a presence on several social media outlets, including Facebook and Flickr. With the great change that is occurring at The Texas Collection, this user study will help the administration and staff to better understand who their patrons are and to create a foundation on which to build.

This user study of the Texas Collection attempts to understand who the present users of the archive are. This study evaluates not only the physical archive, but also the online presence The Texas Collection has through its website and social media, such as Facebook. The study is composed of two surveys, on-site and online, that ask basic customer service questions and gather relevant demographic information in order to better understand who patrons of The Texas Collection are and if their needs are being

met. Additionally, patron and collection usage trends of past years, from both the archival collection and library section, were analyzed to better understand changes that occurred over the past five years. These trends also reveal who the overall patrons are and what materials patrons use the most. In all, the user study helps The Texas Collection administration and staff to understand their users and formulate policies and procedures that better assist the patron.

CHAPTER TWO

Literature Review

The Human Impulse to Save and Destroy

All of us are inherently hoarders or destroyers, perhaps a bit of both, perhaps some more than others. There are even television shows, such as *Hoarders*, that examine a person's "collection" and their need to collect. Though most people are not close to the level of hoarder, nonetheless people have a need, a drive even, to save things. This human desire to save and to destroy also manifests itself in archives. Archival repositories are a means through which society can save "important papers." Intricately linked with saving is destroying; by saving important documents, unimportant documents are left to be destroyed. Archives cannot be fully understood unless the need of humanity to save and to destroy items is understood as well.

According to James M. O'Toole and Richard J. Cox, authors of *Understanding Archives & Manuscripts*, there are six reasons for saving papers: personal, social, economic, legal, instrumental, and symbolic.¹ Personal reasons are the most common form of record keeping and "relate to particular people in their private, individual, and family capacities."² In other words, personal records offer a glimpse into the private life of a person. These forms of records often include diaries, letters, and notes. Second, records produced for social reasons are reflective of "individuals acting together in

¹ James M. O'Toole and Richard J. Cox, *Understanding Archives & Manuscripts* (Chicago, IL: Society of American Archivists, 2006), 10-15.

² Ibid., 10.

groups.”¹ Records of a fraternity or social group are examples of such documents. Economic records are simply records produced to manage economic exchanges while legal records maintain legal systems and understanding.² Fifth, instrumental records are created as “purely functional” records with the intent “to accomplish a specific task, either because they are used in a particular way or simply because they exist.”³ Such examples include blueprints and maps. The last reason for saving papers is symbolic purposes, for instance diplomas.⁴ The paper itself has no practical function, but represents a larger reason or action. While there are various reasons as to why people save papers, there is a common theme among all of them. People save documents because the record’s existence ensures that the memories of an individual or society remain long after the record’s creation.

Counter to the impulse to save is an impulse to destroy records.⁵ Although this seems to be in direct conflict with the need to save, this impulse is actually similar to the need to save. People destroy records for a variety of reasons, most often “to remove evidence of wrongdoing, illegality, moral turpitude, or simple incompetence.”⁶ As people save records as proof of their existence and their memories, the destruction or falsification can be used to deny that such events ever occurred or to create a newer version. George Orwell’s novel *1984* offered a prime example, albeit fictional example,

¹ Ibid., 10-11.

² Ibid., 11-12.

³ Ibid., 12-13.

⁴ Ibid., 14.

⁵ Ibid., 17.

⁶ Ibid., 19.

of the destruction of records. The protagonist, Winston Smith, works for the government (Big Brother) making corrections to the past via newspapers. Winston is part of a “process of continuous alteration” that was applied not only to newspapers, but also to “every kind of literature or documentation which might conceivably hold any political or ideological significance.”⁷ In this fictional world where Big Brother is the ruler, records are destroyed or altered to simultaneously create and destroy individuals’ and society’s collective memories. Perhaps not on such a grand scale as those depicted in *1984*, societies create, destroy, and alter records, demonstrating the intrinsic human impulse to save and to destroy.

History of Archives

Preceding written documentation, society used oral communication to transmit collective human knowledge. Early societies relied on various forms of oral communication to record history and share knowledge.⁸ However, oral communication has numerous disadvantages. Oral communication is fallible, and limits the amount of information that can be retained. Additionally, such forms of communication require personal (face-to-face) communication. Written records provided a more permanent form of documentation, in some sort of fixed media, allowing for an increased accumulation and sharing of knowledge. The development of written documentation vested authority in particular individuals with the ability to communicate in written form. Early documentation was often not written in letters and sentences, as we know them today, but in images and other creative methods. For example, Egyptian hieroglyphics used images

⁷ George Orwell, *1984* (New York: Signet Classic, 1977), 40.

⁸ O’Toole and Cox, *Understanding Archives & Manuscripts*, 2.

to convey a particular word or phrase. Another example includes khipus used in the Incan Empire. Runners would carry messages in a series of knots on a rope that conveyed a message to the receiver. The current understanding of the written word “was a relatively late development for the human species.”⁹ As with earlier variations of the written word, the modern written word in the form of alphabets intended to preserve memories in a more permanent format than was possible with oral communication. Simply, records are evidence of various forms of communication.

Created by governments for governmental uses, archival records go as far back as ancient Egypt, Rome, and Greece.¹⁰ Medieval Europe continued the tradition of governmental records with the primary example being the Domesday Book compiled by William the Conqueror in 1085.¹¹ William the Conqueror, in an effort to determine the extent of his tax reach, had the book compiled. The book records all assets and worth of his taxable subjects and is considered a precursor to a census. These traditions continued and influenced our modern understanding of archives.

According to O’Toole and Cox, the history of the United States is rooted in archives when “the American colonist came early to the conclusion that making and securing such records was a community responsibility rather than a private one.”¹² Public records were a means of solving disputes, which at the time were primarily land boundaries. “So critical a role did Americans ascribe to impartial, publically held, and openly available records that they even emphasized them in their most fundamental

⁹ Ibid., 3.

¹⁰ Ibid., 47.

¹¹ Ibid., 49.

¹² Ibid., 52.

political testament.”¹³ The Declaration of Independence charged King George III with placing repositories at inconvenient locations, thereby denying colonists the means of defending their rights through records.¹⁴ The very foundation of American governmental authority and history is located in archives.

Additionally, there are two divisions in archival tradition: a public records archive and a historical manuscript archive.¹⁵ Public records were (and still are) a group of documents that are created by the government for society and are therefore maintained by the government. In modern terms, birth, marriage, and death certificates, land deeds, and legal documents are examples of public records. These are the documents that the colonists expected the government to maintain and allow access to. This type of archive has transitioned into what is now known as records management.

The second tradition, the historical manuscript tradition, was primarily concerned with “the private papers of individuals, an impulse encouraged by the steady growth of personal correspondence.”¹⁶ As more people became literate, there was a large increase in correspondence, diaries, and general written work. After the American Revolution, the Founding Fathers and other civic leaders began to collect historical records as a way to document the momentous changes that had occurred. Historical manuscript collections, or archives as currently understood, were a means of preserving the important cultural documents. Unfortunately, there tended to be a bias in favor of elites, whites, and males. However, in recent years there have been great strides in collecting documents that

¹³ Ibid., 54.

¹⁴ Ibid.

¹⁵ Ibid., 53-55.

¹⁶ Ibid., 55.

provide a broader understanding of history. It is from these documents that historical understanding comes.

Professionalization of the Archival Field

Initially, the training of archivists was rooted in the study of history with no sense of archival work as a separate profession, and with no professional standards. Archivists were only thought to need historical training to better understand the historical context of the documents' creation. The Progressive movement of the early twentieth-century changed this understanding with the demands for organization, professionalization, and scientific management. In response to Progressive ideals, archives began to form associations. Within the American Historical Association (AHA; formed in 1884) the Historical Manuscript Commission was created in 1895 and the Public Archives Commission in 1899. With the establishment of the National Archives and Records Administration in 1933 and the formation of the Society of American Archivists (SAA) in 1936, archives were on the way to becoming professional.¹⁷ In the more recent years, more archival associations have emerged, such as the Society of Southwest Archivists, founded in 1972 and The Academy of Certified Archivists, founded in 1989. Standardizations, such as Machine-Readable Cataloging (MARC) and *Describing Archives: A Content Standard* (DACS) have also contributed towards the professionalization of the field. These continuations of professionalization over the past century have created a highly modern and professional field.

¹⁷ Ibid., 67.

University Archives

University archives represent a different type of archives with classification as part of library services and serving as a repository for both the university and the community as a whole. In addition to all other issues and questions of general archives, university archives deal with a special set of questions that arise in regards to their relationship with the school. University archives often contain a plethora of official academic records, such as faculty and administration documents. A significant problem for college and university archives is the documentation of student life. Nicholas C. Burckel, in his article “Academic Archives: Retrospect and Prospect,” argues that “documenting student life is vital to understanding academic institutions.”¹⁸ He goes on to state that “collecting such information presents many challenges, not the least of which is the lack of surviving written records over a sustained period of time.”¹⁹ Ellen D. Swain discusses this difficulty even further in her article “Remembering Alma Mater: Oral History and the Documentation of Student Culture.” Delving in-depth into The Student Life and Cultural (SLC) Archival Program at the University of Illinois,²⁰ Swain explains why documenting student cultural life is difficult. “Student organizations come and go. Some groups keep records; many do not. The fact that student officers in many organizations change each semester only complicates collection development and

¹⁸ Nicholas C. Burckel, “Academic Archives: Retrospect and Prospect,” in *College and University Archives*, eds. Christopher J. Prom and Ellen D. Swain (Chicago: Society of American Archivists, 2008), 22.

¹⁹ Ibid., 22.

²⁰ Referenced by Nicholas Burckel as an excellent example of a university’s attempt to document student life.

outreach efforts.”²¹ The University of Illinois attempted to rectify this problem through oral histories of former students. Oral histories, although not written documentation, provide a wider understanding of campus life that is often lacking in other college and university archives.

User Demands

The rapid technological changes of the past twenty years have invented new methods of creating, saving, and destroying documents. People have the ability to create, alter, and destroy documents without ever having a physical copy. These advancements in the digital age have created a two-fold crisis within the archival field. First, archivists must deal with the dramatic increase in electronic records, both those that are digitally created and digital copies of analog. Second, users expect archivists to provide access to collections online through websites and social media sites such as Facebook and Twitter. Social media is a particularly new form of communication, gaining a prominent place in the last six years. The problem that arises from the fast-paced technological innovation is that there is little understanding of its impact on archival practice. Much of that information is often anecdotal, providing an uneven and often inaccurate understanding of users’ needs. Therefore, the archival profession must engage in user studies that attempt to understand how technology has altered the archival world.

²¹ Ellen D. Swain, “Remembering Alma Mater: Oral History and the Documentation of Student Culture,” in *College and University Archives*, eds. Christopher J. Prom and Ellen D. Swain (Chicago: Society of American Archivists, 2008), 73.

Jane Stevenson sums up the ideology regarding technology best, “One of the first hurdles that we have to overcome is our general mindset when it comes to technology.”²² She argues that while users are becoming more and more physically remote, archives “still tend to measure success primarily in terms of personal visits to an archive repository.”²³ Helen Tibbo cites studies that reinforce this notion of technology changing the archival field.²⁴ James O’Toole and Richard Cox explain that not only must archives maintain their physical collections, but are

expected to maintain attractive websites with detailed information about their holdings and with user-friendly interfaces which encourage immediate interaction with researchers. Increasingly, researchers want fully digitized copies of records to be available...and that these records should be fully searchable, word for word. There is no use in hoping that these trends will simply go away. As more and more Americans go online, they will only intensify. Archivists will have to get used to living, like everyone else, in Internet time.²⁵

Stevenson also maintains the idea that users “expect resources to be available on the Web and want to be able to search easily and quickly across a whole range of resources.”²⁶ Throughout the entire archival profession, there are echoes of the drastic change that technology has brought about. Society as a whole has become more and more dependent on quick and easy access via the Internet. This dependency has greatly affected how archives operate.

²² Jane Stevenson, “The Online Archivist: A Positive Approach to the Digital Information Age”, in *What are Archives? Cultural and Theoretical Perspectives: A Reader*, ed. Louise Craven (Burlington, VT: Ashgate Publishing Company, 2008), 91.

²³ Ibid.

²⁴ Helen R. Tibbo, “The Impact of Information Technology on Academic Archives in the Twenty-first Century” in *College and University Archives*, eds. Christopher J. Prom and Ellen D. Swain (Chicago, IL: Society of American Archivists, 2008), 37.

²⁵ O’Toole and Cox, *Understanding Archives & Manuscripts*, 136.

²⁶ Stevenson, “The Online Archivist,” 93.

The question now remains, if user expectations are constantly changing in the Information Age, how does an archive keep up? Is it possible for an archive to remain “hip” to trends, yet maintain the essential core of what users want? Although it is impossible to answer these questions at the present, there are some ideas in the field about how to keep up with the times. Stevenson recommends using websites, placing finding aids online, and reeducating the public about archives.²⁷ Archivists have attempted to make their finding aids more accessible with standards such as DACS and Encoded Archival Description (EAD) finding aids. Nevertheless, is that enough? Though these are all welcome improvements, there is no one right answer.

Randall Jimerson argues a different point. In his article “Redefining Archival Identity: Meeting User Needs in the Information Society,” he asserts that in order to meet the needs of the user, archives must first reinvent themselves. According to Jimerson, “the archival profession is going through an identity crisis.”²⁸ The traditional stereotype of archives, as hoarders, as stuffy, old, elite institutions, must first be changed before archives can truly fulfill the needs of their users. Jimerson states “to improve our status, however, we must understand how others see us. Then we can change.”²⁹ The goal overall is to be viewed by an array of diverse users who are dependent on archives to provide information in an easy and accessible manner. In order to accomplish this change, archives should complete a series of six actions: redefine professional identity and role, engage in strategic planning, educate resource allocators, become user friendly,

²⁷ Ibid., 97;102.

²⁸ Randall C. Jimerson, “Redefining Archival Identity: Meeting User Needs in the Information Society,” in *American Archival Studies: Reading in Theory and Practice* (Chicago: Society of American Archivists, 2000), 608.

²⁹ Ibid., 609.

market archives, and develop an outward-looking attitude. When archives, whether individually or as a profession, have completed these, then there is the possibility of meeting the users' needs.

The problem that arises from Jimerson's argument is reality. While Jimerson's argument is aspiring and lofty, reversal of stereotypes that have been in place for years can be a difficult and lengthy process. Moreover, while being distracted with changing perceptions of the profession, archives can become out of tune with current changes within technology. Perhaps the best course of action is the middle ground between the two differing viewpoints: to attempt to change century-old perceptions about the profession while simultaneously creating online services that users want. Or perhaps it is possible to change these perceptions through online services.

Social Media

One area of user demands within the Information Age not truly studied is social media. Social media, in particular Facebook, is a new form of communication, yet very little is written about the relationship between social media and archives. As defined by Merriam-Webster, social media includes "forms of electronic communication...through which users create online communities to share information, ideas, personal messages, and other content (as videos)."³⁰ Social media is a recent phenomenon, taking off in the mid-2000s. The problem that social media presents is that there is no understanding of how archive users interact with it. Additionally, there is no way of knowing if the explosion of social media is merely a temporary trend. It is possible that social media is here to stay, but will take the form of various incarnations. Originally, there was

³⁰ Merriam-Webster, <http://www.merriam-webster.com/dictionary/social%20media> (accessed 29 December 2011).

MySpace; that has now been supplanted by Facebook; is it possible that Facebook will go out of style and a new form of social media will be dominant?

Whether social media is a passing fad or a permanent part of society, organizations that use social media should implement a plan. Managing social media is not as simple as opening a social media account, rather the organization should “keep the focus on the user.”³¹ Jennifer Bemet from Guidedogs.org recommends that nonprofit institutions “must have a plan” to keep the focus on the user.³² Bemet also advises that organizations have a “singular voice” meaning the “person in charge of the social media account ‘knows the organization’s mission.’”³³ A social media strategic plan can direct the organization and maintain the user emphasis of social media while accomplishing the original goals.

Museums are among the many nonprofit, educational institutions that use social media. A recent article by the website Know Your Own Bone, cited in the March 15, 2012 Dispatches from the Future of Museums, examines the usefulness of social media to museums. A study completed by IMPACTS Research & Development stated that web (including mobile devices), word of mouth, and peer review sites (including mobile devices) are among the highest in means of garnering the attention of audiences for leisure activities.³⁴ According to the article, “museums must prioritize web and social

³¹Jennifer Flaten, “Social Media Facebook, Twitter and Other Properties.” Nonprofit Technology News, February 9, 2012, <http://www.nptechnews.com/tech-tips/social-media-facebook-twitter-and-other-properties.html> (accessed 20 March 2012).

³² Ibid.

³³ Ibid.

³⁴ Colleen Dilenschneider, “Web & Social Media Play Leading Role in Public’s Decision to Visit a Museum (STUDY)”, Know Your Own Bone, March 12, 2012, <http://colleendilen.com/2012/03/12/web-social-media-play-leading-role-in-publics-decision-to-visit-a-museum-study/> (accessed March 20, 2012).

media and make sure they have adequate resources and support to manage online communities” because traditional advertisement is not influencing visitors nearly as much as web, mobile, and social media platforms.³⁵ Yet, does this success of social media for museums translate into success for archives?

Archives are primarily research institutions with very few visitors coming purely as a leisure activity. On the other hand, museums are both educational and leisure activities. Can archives have success with social media? Is social media success limited to leisure-based institutions? Do archival users seek research information from social media? Unfortunately, since social media is in its infancy there are no answers. The only answer is to study users and their needs, particularly in regards to social media, in order to understand exactly what users want in relationship to archival materials.

Preserving Digital Media

It is important to note at the outset that there are two different types of digital material saved in archives. One is digital preservation, where an original document underwent digitization via a scanner or camera and the image created is preserved. This form of preservation is the modern day microfilming. The other form of digital media is media created and existing solely in the digital realm. These two different types of digital media have caused many problems within the archival field.

Digitization creates issues regarding format and digital preservation; however, digitally-created documents pose a larger problem. Technology has created an environment where it is possible for even the average user to create a digital document. Anne Gilliland-Swetland states “of all the existing electronic information and

³⁵ Ibid.

recordkeeping systems digital communications...have been in a rapid and exponential state of evolution since their inception, not just in terms of technology, but in terms of the extent and nature of their use at almost every level of society.”³⁶ The most prolific source of this communication is electronic mail, or email. The level at which email has been infused into society is astonishing. Problems that arise for archives are how to manage digital media, such as email and websites, particularly when the technology used to create the original file becomes obsolete.

An equally important question asks how archives plan on gaining new collections as more documents digitally are created. Fewer and fewer personal letters are being written, instead they are being replaced with emails, text messages, online chats (both written and video), and social media. Where once personal life stories were written in letters and diaries, contemporary stories are digitally created and destroyed. Will, in the future, archives have to acquire USB drives of emails, Facebook statuses, and online text chats from the user or their descendants? How will archives maintain photographs when most present day photos are digitally created and rarely printed? With digital media, one has the ability to create and preserve thousands of photos and documents with little space used. These photos and documents can also be easily transferred, to the point that it may be impossible to determine who the original creator was. How do archives plan to obtain new donations in the future and deal with abnormally large digital donations and the tangled copyright issues that accompany them?

³⁶ Anne Gilliland-Swetland, “Digital Communications: Documentary Opportunities Not to Be Missed” in *American Archival Studies: Reading in Theory and Practice* (Chicago: Society of American Archivists, 2000), 591.

User Studies

In 1990-1991, Paul Conway undertook an extensive user study at the National Archives and Records Administration in Washington D. C. Over a year Conway

interviewed 800 patrons, analyzed 367 reference letters for content and structure, interviewed dozens of staff about their jobs, conducted 25 in-depth interviews with very experienced researchers who had used many different types of records in their time at the agency, observed and recorded the interactions of patrons and archivists in seven different reading rooms in the Washington, D.C., area, and combed the administrative archives of the agency in search of findings from previous user and reference studies.³⁷

Conway's user study was an attempt to understand who the users of the National Archives were. There were four key aspects to the survey: researching previous attempts at understanding National Archives users, interviews with staff, interviews with patrons, and observations of patrons. Major findings included the discovery that a majority of patrons were new and that one-fourth of patrons interviewed were researching for a work related topic.³⁸ Conway identifies genealogy as the "single most popular activity at the National Archives" with the most work done on this topic within the microfilm rooms.³⁹ In terms of user studies, Conway's sets the standard. However, Conway's findings are slightly irrelevant because the survey was conducted at such a large institution. Although very helpful, such findings will not always be the same at the more common, smaller archives. Moreover, with the increase in technology, it is important to understand the needs of the user in regards to computers, which was not as important at the time.

³⁷ Paul Conway, *Partners in Research: Improving Access to the Nation's Archive* (Pittsburgh: Archives & Museum Informatics, 1994), 9.

³⁸ *Ibid.*, 65.

³⁹ *Ibid.*, 65-66.

The reference email analysis completed by Wendy Duff and Catherine Johnson takes into account the change in user expectations and the rapid change towards technology. “The purpose of this study was to determine, from the users’ own words, how users formulate reference requests to archives.”⁴⁰ By better “understanding what elements the archives’ client uses to describe his information need enable the creation of more relevant archival descriptive tools.”⁴¹ To complete this study, numerous institutions forwarded emails to Duff and Johnson, who then divided the emails into eight categories based on the type of question asked. According to the study, the three highest categories were service requests (27%), material-finding (17%), and user education (13%),⁴² Users seeking a known item comprised the smallest percentage of users with only 4%. These figures aid in understanding user needs, however, as with any study, more in-depth study is required “in order to get a more accurate picture of the kinds of questions sent to archives.”⁴³

One of the most recent developments in archival user studies is the Archival Metrics Toolkits. This new system was “designed to overcome some of the challenges of conducting user-based evaluations in college and university archives.”⁴⁴ Understanding that user context heavily influences users’ archival experience, the authors interviewed a group of professors and students to determine user expectations. A set of five

⁴⁰ Wendy M. Duff and Catherine A. Johnson, “A Virtual Expression of Need: An Analysis of E-Mail Reference Questions,” *The American Archivist* 64, no. 1 (Spring-Summer 2001): 54.

⁴¹ Ibid.

⁴² Ibid.

⁴³ Ibid., 60.

⁴⁴ Wendy Duff et al., “The Development, Testing, and Evaluation of the Archival Metrics Toolkits,” *The American Archivist* 73, no.2 (Fall/Winter 2010): 569.

questionnaires were compiled: Researcher, Student, Teaching Support, Website, and Online Finding Aids. Accompanying the Toolkits are documents regarding administration of the questionnaire and data analysis. These questionnaires range from a general questionnaire to more specific topics, allowing for further user-based evaluations. Although garnering positive feedback, the authors note, “many respondents indicated they would like to use the tools to conduct a study, but then have a number of reasons for not having done so, such as lack of time, lack of expertise, and lack of administrative support.”⁴⁵ The overall hope of the development of the Archival Metrics Toolkits is to provide an easy and accessible means for college and university archives to assess users and their needs.

While the development of user-based evaluation toolkits can aid in further user studies, the Archival Metrics Toolkits are lacking in several key areas. First, the entire focus is on the archival aspect. However, archives oftentimes have a library collection as well, particularly archives in a college and university environment. By eliminating this aspect of an archive, it is possible to exclude a significant portion of users. Secondly, there is little evaluation of online activities. Although there is a minor reference to online finding aids, there is no means of evaluating online visits or social media. The toolkits require on-site visits, yet with the increase in digitization efforts, more patrons are virtual visitors. Furthermore, there is no reference to any social media, which is increasingly becoming an important facet of society. These toolkits offer a starting point for archives to create a foundation of user-evaluations, yet emphasizes only one aspect to archives.

⁴⁵ Ibid., 590.

Conclusion

Archives are an expanding profession with a long history. User studies, although a recently developed tool, are important to the profession. All this information about the human impulse to save and destroy, the oral and paper traditions, technology and user studies has provided me with the groundwork for my project. It is with this information that I developed a user study that builds upon the work of other user studies, yet at the same, time embarks on a new path towards understanding the technologically savvy archival user.

CHAPTER THREE

Methodology

Overview of Methodology

The primary purpose of an archive is to collect, preserve, and provide access to original materials. Thus, contrary to popular belief, archives are inherently user-focused. This user-centered idea is a modern understanding of archives, demonstrated through user studies. As society becomes fully entrenched in the Information Age, user expectations change. With the ability to digitize, there is the expectation that all archival collections be digitized and easily accessible via an online source, which presents a challenge to archivists since there are vast collections and limited resources. User studies must be conducted to understand archival users and their needs in this rapidly changing world. It is in this context that The Texas Collection needs to conduct a user study.

Often archivists believe they know their users and understand their archival needs. While these opinions may hold true, they are often founded in personal experience and anecdotes. By conducting a user study at The Texas Collection, the administration and staff can systematically identify its users and their needs. The survey results are based on empirical data rather than anecdotal experience. Moreover, survey results will help the administration and staff of The Texas Collection determine areas for future growth and development, making better use of its resources

Initially I planned to conduct a user survey that evaluated The Texas Collection's finding aids; however, after reading *Partners in Research: Improving Access to the Nation's Archive* by Paul Conway, I decided instead to conduct a more broadly focused survey. My survey of users is the first such study conducted at The Texas Collection, providing its administration and staff with a base of empirical data. Rather than focus on particular areas such as the scope of collections or customer service, the user survey I developed asked questions about everything to better understand users and their needs and to identify areas in need of further evaluation. This chapter documents the development of the user study from its inception to its final approval by John Wilson, Director of The Texas Collection; Julie Holcomb, project advisor; and the Institutional Review Board of Baylor University.

First Draft of the User Study Content

I used Paul Conway's 1990-1991 survey at the National Archive and Records Administration as a model for the first draft of my survey. I divided the survey into three major components: a user study, which could be conducted in an interview style, the collection of request forms for the past five years, and an analysis of email questions. At the National Archives, Conway conducted many of the surveys in an interview style, where he or another appointed person randomly selected a user and proceeded to ask a multitude of questions. I planned to conduct the survey portion in a similar fashion as Conway, randomly selecting patrons to participate in interviews or an online survey. I believed this method would garner the most responses.

Conway also included a phone analysis as part of his user study which examined questions answered in phone calls; however, given the popularity of email for such

exchanges, I decided to examine email questions rather than phone conversations.

Initially, I planned to ask that emails be forwarded to me so that I could organize the queries by type and result.¹ I intended that each email receive an email identification number thereby eliminating any personal information.

Lastly, I planned to review all request forms from the past five years so that I could tally the number of users and times a collection was requested. Originally, I planned to mark in a spreadsheet the number of users within a particular month and year in addition to noting collections used.² This information provided a basic understanding of how many users The Texas Collection could expect within a year and pinpoint the most used collection. Analysis of patron requests is one element that remains relatively unchanged between the different drafts of the survey.

Before I submitted my Institutional Review Board (IRB) proposal, my advisor Julie Holcomb and I met with Director of The Texas Collection John Wilson for review and approval. In the meeting, Wilson asked for changes to the survey. Since I had indicated that I wanted to make technology an emphasis of the survey, Wilson asked that I include questions about digital and social media in the survey. The Texas Collection updated their website and introduced the use of Facebook, Flickr and YouTube in 2011. Wilson wanted more information about The Texas Collection users' interactions with the collections via social media. Furthermore, Wilson offered detailed lists of patron requests

¹ See Appendix A.

² See Appendix B.

that noted what collection or collections were used. Such detailed request information provided in depth information about collection use and trends in use.³

Revised and Final Content

The finished user study is divided into two components: the user survey and the collection request analysis. Together the two components provide empirical data about the users of The Texas Collection and their needs. The collections request analysis analyzes information about collections use, while the user survey examines the human element. Together the two studies—collections and user—provide a better understanding of The Texas Collection and its patrons.

The first component focused on collections use. When a user requests to see a collection in The Texas Collection's holdings, they complete a request form that gives personal information along with what collection (and what portions of that collection) were viewed.⁴ The Texas Collections adds each patron to a master list that encompasses an entire fiscal year (June-May). Additionally, the patron request lists categorize each patron as a researcher, faculty, or student. This limited demographic information reveals important user trends for the past five years.

I reorganized each list in the best possible manner to quickly highlight trends. Patron requests were color coded by user category: researcher, Baylor University faculty or employee, or Baylor University student. (See Figure 3.1) I then calculated the total

³ Due to the private nature of the patron request lists, I did not collect any personal patron information.

⁴ This is standard archival practice. See Michael J. Kurtz, *Managing Archival and Manuscript Repositories* (Chicago: Society of American Archivists, 2004).

number and the number within the categories of patrons within a particular month. From there, I made comparisons of years and months as a means of revealing any trends.

8/6-10	[R]	OM: Deola Mayberry Adams, Eunice Brown Johnson, Ophelia Mae Mayberry Hill, Emma Louise Harrison, Vera Malone, Bessie Lee Berriens Stetford, Heslip, Edyth B. & Marjorie Pryor, Harriet Caufield Smith, Fannie Belle Weston, Vivienne Malone-Mayes, Carrie Skipwith Mayfield, Maggie Washington, Marjorie Boyd Pryor, Ruth Weatherly Manning, Marie London, Rowena Weatherly Keatts
8/8	[E]	Brooks Papers
8/8	[E]	Scarborough (Dorothy) Papers & Photos
8/21	[S]	OM: George Saether
8/22, 24	[R]	Black Actors of Waco; Billy Graham
8/22-24	[R]	Black Actors of Waco; Billy Graham
8/23	[R]	PF: Waco Public Schools
8/24, 27	[S]	Luther Bagby Smith Papers, Z.C. Taylor
8/31	[S]	BUSE: Tidwell Bible Bldg.

Figure 3.1. Color coded patron request list.

The second part of the user study focused on users and their needs. The Texas Collection has both the physical presence of the archive and printed material and an online presence through social media, particularly Facebook. Users of the physical and virtual collections have different experiences and varying goals; therefore, I divided the survey accordingly, creating an on-site and an online visit survey. Although some of the questions are similar, the two different surveys examine individually the types of visits and users' experience.

On-Site Survey

Since the presence of The Texas Collection is primarily in the physical form, the on-site survey is an extensive, overall survey that identifies the current users of The Texas Collection and whether their needs are being met. This portion is divided into three sections: the actual on-site visit, the service of the particular visit, and demographics for a total of twenty questions with multiple sections to each question.⁵ Overall, the questions tend to be generic and simple. By having simple yes or no questions, there is the ability to highlight an area relatively quickly because there are not many varying answers, allowing The Texas Collection to identify problem areas and prioritize resources for current and future needs.

The on-site visit portion of the survey examines how the actual visit was in regards to the archival or print material requested. This section strictly focuses on the information sought by the visitor and whether access to the material requested could be improved. A total of six questions were asked:

- What is the primary goal of the visit and was the visit successful?
- How important to your research was the material that you found today?
- Were the finding aids helpful?
- Would digital copies be more useful in your research?
- What collection or library material are you working with?
- Did you encounter any problems getting the material, such as restrictions, copyright issues, material unavailable, or other access issues?

⁵ See Appendix C.

These questions help The Texas Collection understand whether they are collecting material that users want and whether the material is presented in a manner that is easily understood. Archives' core responsibilities are to collect papers and printed material that ultimately serves a purpose and to allow users to access them in a comprehensive manner. This section evaluates how well The Texas Collection is in tune with its primary mission.

Not only does The Texas Collection have a mission to collect, preserve, and provide access to documents, but they also have a responsibility to provide excellent customer service. The second section determines the quality of customer service at The Texas Collection with the intent that the service be graded apart from the collection used (although this may not always be the case). There are a total of four questions asked:

- Did you email/call The Texas Collection before you came? And was it helpful?
- How did you find out about The Texas Collection and that they might contain material that you might need?
- Upon arrival to The Texas Collection, how was the initial service at the front desk?
- How was the physical environment of the reading room?

Since there should be as much emphasis on customer service as there is on collections, it is important for The Texas Collection to be able to gauge their customer service.

Although it is impossible to please every patron that visits, this section will rate how well the administration and staff interacts with patrons.

The last section for the on-site visit focuses on user demographics. Although the patron request lists shed some light on basic user trends of the past five years, this section

intends to give more in-depth information about users of The Texas Collection. These questions can help pinpoint the most common user of The Texas Collection and can be used in correlation with satisfaction rates. In knowing who the primary users are, the administration and staff of The Texas Collection can determine how to improve and develop new services as well as target the appropriate audience.

The demographic section includes questions about social media. To establish a baseline, the survey asks the user about their email and social media habits and their actual or potential use of The Texas Collection's social media sites. In determining the general social media habits of the users, The Texas Collection can increase or decrease their social media output or revise their presence to target a specific audience. Since social media is the most current Internet trend and will most likely continue well into the future, it behooves The Texas Collections to understand their users' social media habits.

Online Visit

This survey specifically targets visitors who, when they took the survey, did not make a physical visit to The Texas Collection. Instead, this group of users accessed The Texas Collection through its online presence by visiting its website, Facebook page, YouTube, blog, or Flickr. While online visitors may have made a physical visit to the archive, the intent is to assess users' experience of the relatively new online presence of The Texas Collection, particularly through social media.

I divided the survey into two sections: online visit and demographics.⁶ The online visit portion asked two main questions:

- What was the primary goal of the visit and was the visit successful?

⁶ See Appendix D.

- How important to your research was the material that was found?

These questions determined why the visitor accessed The Texas Collection online and if the information found online was useful. Identifying the goal of the visit can help the administration and staff of The Texas Collection to better understand why visitors use the online Texas Collection. For example, do users visit the online Texas Collection for basic information such as hours of operations and directions? Or are users seeking digital copies of specific collections? Understanding why patrons visit The Texas Collection online rather than on-site helps the administration and staff refine current online resources and prioritize the development of new online resources.

The second section asks questions about the online user in terms of gender, age, and technology/social media usage. There are a total of ten questions that ask the following:

- The age of the visitor

Reason: To determine if there is any correlation between age and online social media usage.

- The gender of the visitor

Reason: To determine if there is any correlation between gender and online social media usage.

- If this visit is the first time the visitor used any of The Texas Collection's online media. And if not, how many times before has the visitor used it.

Reason: To determine how many first time visitors there are and how many are repeat visitors. If there are not many repeat visitors, it would

suggest that The Texas Collection would need to consider how to get more repeat visitors.

- How they would classify their work

Reason: To determine if there is any correlation between their work and online social media usage.

- If there is any affiliation with Baylor University and in what capacity

Reason: To determine if the Baylor University community uses the online social media more than the public.

- If the visitor has an email account and how often it is used

Reason: To determine if the visitor uses other technology and how much

- If the visitor has a Facebook account

Reason: To determine if the visitor has an online social media presence.

This can have a correlation to whether they use social media or not.

- What online presence of The Texas Collection did the user visit

Reason: To see what online presence of The Texas Collection the visitors visited the most.

- Other social media that the user would like The Texas Collection to use

Reason: To see if there is a new social media that The Texas Collection should establish a presence with.

- If an on-site visit would be made

Reason: To determine how many online visits lead to an on-site visit

The overall objective is to understand who uses social media and reveal any correlations between users and types of social media used. Immediately, these questions answer how

important social media is to the users. In the future, these answers provide a baseline of information for the administration and staff of The Texas Collection to use when revising the collection's web site, establishing a new social media presence, or attempting to garner more repeat visitors.

Creating the Online Survey

After I wrote the two surveys, I set the surveys up online through surveygizmo.com, which is an online service through which companies, institutions, or people are able to use an understandable set of tools in order to create an online survey.⁷ Essentially, I entered each question that I wanted to ask, along with the type of answers allowed. Then I entered answers if the questions were yes or no or a similar predetermined answer. Using SurveyGizmo I was able to navigate the user through questions that only pertained to the type of visit that they had or previous answers given.

I entered each question into the software provided by SurveyGizmo, for both the on-site and the online survey. For each question I had the option of determining what type of answer it will allow. Some questions have fill in the blank, while others have multiple choice answers. After entering all the questions, I was able to control the logic of the survey. In other words, subsequent questions were displayed based on answers to earlier questions. For instance, if the visitor answered that this was not their first visit to The Texas Collection, the next question would be how many times they had visited in the past year. In contrast, first-time users were not asked about the number of visit in the past

⁷ See <http://www.surveygizmo.com/>. Other alternatives for online surveys include Qualtrics or SurveyMonkey.

year. By controlling the logic of the survey, I limited the number of questions required of each visitor to only those most relevant, saving the user time. (See Figure 3.2)

Since the survey was online, I included the informed consent form as a question at the beginning of the survey.⁸ If the user answered no to the informed consent they were immediately disqualified from taking the survey. It was important to have each survey taker understand that the survey was voluntary, that no personal information would be collected, and that the survey was only for employees of The Texas Collection.

20. Demographic [✎](#)

Preview Reorder Copy Page Delete Page Edit Page Options

Is this the first time you have visited the Texas Collection?

☐ Yes

☐ No

ID: 51 [Add Note](#)

☐ Required

☒ Soft-Required [?]

☒ Skip Question Num.

[Add Logic](#) [Add Text/Image](#) [Add Action](#) [Add Question](#)

Page Logic — the following conditions will run when the page above gets submitted

[✎](#) New Page Logic Action:

[✖](#) IF: The answer to Question # is in list Yes | THEN: Jump to Page #22

[✎](#) New Page Logic Action:

[✖](#) IF: The answer to Question # is in list No | THEN: Jump to Page #21

Figure 3.2. Example of how the logic of SurveyGizmo works.

SurveyGizmo gave me the option of setting each question as required, soft-required, or not required. Required meant that the users could not by bypass the question and had to answer the question before they could proceed to the next question. For this survey, I only made two questions required; the informed consent (See Figure 3.3) and whether the visit was on-site or online. These questions were fundamental to the survey. All other questions were soft-required. Essentially, the user would be reminded to answer

⁸ See Appendix E

a question, however, they could opt out of answering the question if they so desired. By soft-requiring the questions, takers were reminded to answer questions in case they missed or forgot to answer, yet participants were allowed to bypass answering the question if they did not wish to answer it. The intent was to try to have the user answer as many questions as possible in order to gather the most amount of information.

believes to be identifying will be excluded from the survey. If there are any questions regarding your rights as a participant, please contact Baylor University Committee for Protection of Human Subjects in Research, Dr. Michael Sherr, Chair, Baylor University, One Bear Place #97320, Waco, Texas 76798; phone (254) 710-4483; email michael_sherr@baylor.edu .

Consent
I have been given a copy of this consent form to keep. **PARTICIPATION IN THIS SURVEY IS COMPLETELY VOLUNTARY.** I understand that I am free to decline to participate at any time and there is no direct benefit to myself.

Principal Investigator:
Rachel Carson
328 Oklahoma Avenue
Hewitt, Texas 76643
(951) 259-6305

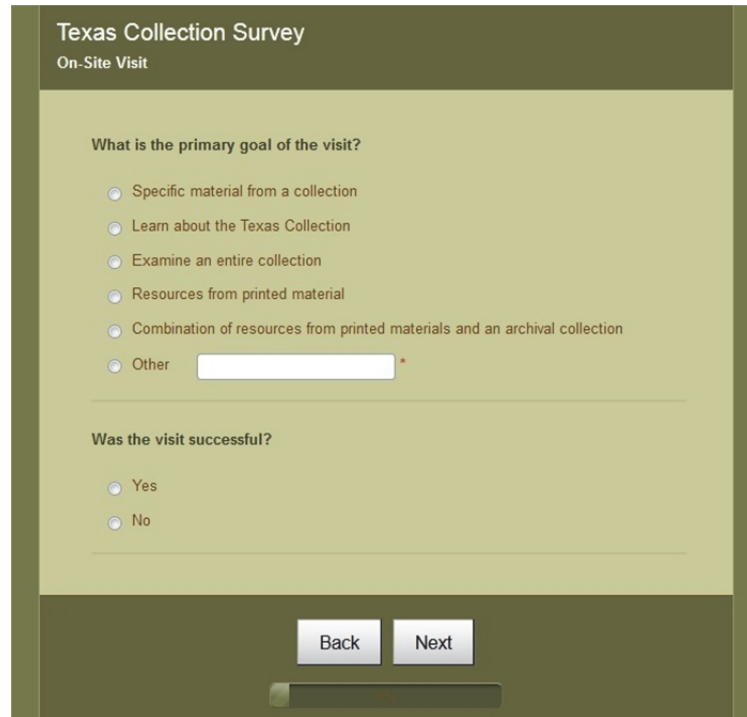
Advisor:
Dr. Julie Holcomb
(254) 710-6614
julie_holcomb@baylor.edu *

☐ Yes, I Agree
☐ No, I Do Not Agree

Figure 3.3. Informed Consent for online survey, in which the red asterisk signifies that the question was required.

After inputting the survey into SurveyGizmo, I ran several test runs, which are mock surveys. Testing the survey before launch insured that the survey flowed as it should. For example, a meeting with John Wilson revealed that some of the logic failed to operate in the manner that it should. Instead of skipping the questions for the online portion of the survey, Wilson discovered that he had to answer both sets of questions. Other test runs from friends and family (who were not allowed to take the survey once it

was officially launched) revealed minor problems. Once I fixed these problems and I received final approval from Wilson, I launched the survey. (See Figure 3.4)



The image shows a screenshot of a web-based survey titled "Texas Collection Survey" with the subtitle "On-Site Visit". The survey is presented in a light green box with a dark green border. The first question is "What is the primary goal of the visit?", followed by six radio button options: "Specific material from a collection", "Learn about the Texas Collection", "Examine an entire collection", "Resources from printed material", "Combination of resources from printed materials and an archival collection", and "Other" with an adjacent text input field. The second question is "Was the visit successful?", with two radio button options: "Yes" and "No". At the bottom of the form are two buttons labeled "Back" and "Next", and a progress bar.

Figure 3.4. Example of final online survey.

Launching the Survey

In order to allow the survey to have publicity, I met with the staff members who manage The Texas Collection website and Facebook page. Tiffany Sowell, Library Information Specialist and website manager, met with me to discuss publicizing the survey on The Texas Collection website. After some discussion, we decided that the survey would be announced in a box on The Texas Collection's main website page. At the bottom of the main page, patrons could click on the link, "Take the Survey." Amie Oliver, Coordinator for User and Access Services and the manager of The Texas Collection's Facebook page, requested the link to the survey. With the link, Oliver posted

a status update mentioning the survey and linked the survey to the status. Additionally, staff at the front desk were given paper copies of the survey and requested to ask patrons to take the survey. With this in place, the paper and electronic surveys launched on November 16, 2011.

A week after the survey launched, Oliver asked whether she was allowed to email former patrons, asking if they would like to take the survey. After consultation with my advisor, Julie Holcomb, I decided that Oliver could email former patrons. The rationale was that I would not know who the patrons were; therefore, it would not taint my data. By doing this, the pool of data expanded beyond the original intent.

Revision to Data Used

A discussion with Oliver prompted a minor change to the data used. In addition to patron request lists, Oliver granted me access to data regarding printed materials. This data provided me with the number of patrons each month from 2007 through 2010 and the material used from 2006 to 2009. Oliver suggested that I use this information as it would give a more accurate understanding of who uses The Texas Collection, as the study would now include more information on the printed materials as well.

Rather than pinpoint a specific topic or collection used, the data available allowed me to give a more broad understanding with the type of material, for example books and vertical files. The archival lists were not classified in this manner; therefore, with the aid of Geoff Hunt, Archives Assistant, each collection was divided into different categories based on the primary purpose of the item, for instance photo files and oral memoir transcripts. Collections were counted as one for each different time used. Together with the library materials, The Texas Collection can understand the types of material in their

collections that are the most used and from there determine the specific topic and specific collections in the future.

Conclusion

Archives are inherently user-focused institutions. Not only must archives preserve historical documents, but they must also allow users to access to their collections. As in any customer-based establishment, it is important to understand who the users are and whether their needs are being met. With this understanding in mind, The Texas Collection, a special archive at Baylor University, launched a user-study. The purpose of the user-study is to establish a baseline. This baseline was even more important because The Texas Collection did not have a previous empirically established understanding of their users and their needs. By conducting the user study The Texas Collection will be able to establish new policies, rectify problems, and justify their importance to Baylor University.

CHAPTER FOUR

Survey Results and Analysis

Introduction

The survey of users of The Texas Collection began November 16, 2011 and concluded February 16, 2012. Participants were asked to complete either an on-site or an online survey. Seventy-seven users participated in the survey. Forty-six participants completed the on-site and thirty-one participants completed the online survey. Participants responded to questions about materials and service as well as providing demographic information. Similarly, the online survey asked participants to answer questions about their online visit as well as provide demographic information. The survey results provide the administration and staff of The Texas Collection with a snapshot of their users and their users' needs.

All participants answered specific questions about their social media habits in order to further understand users' social media needs. A relatively new and unexplored area, social media is the new Internet trend. The data gathered here aims to provide an understanding of who uses the social media produced by The Texas Collection and the effectiveness of that social media in meeting users' needs and promoting the collection. Social media, while effective for museums, may not be as effective for The Texas Collection and the archival profession. The results reveal important questions about social media that need further study, both for The Texas Collection and for the archival profession as a whole.

The final section of this chapter examines user trends based on collection use from 2006 through 2010. These historical user trends provide a more complete understanding of the collection's users and the archival and printed materials they access.

Type of Visit

Although physical visitors are the majority of The Texas Collection's visitors, it is not an overwhelming majority, indicating that online media has become almost as important as the actual archive itself. Out of 77 participants in the survey, 59.7%, or 46 of those who completed the survey, were patrons who visited The Texas Collection on-site, meaning a physical visit to the Carroll Library at Baylor University in Waco, Texas. In turn, 40.3% or 31 survey participants completed the online survey, which illustrates the importance of The Texas Collection's online presence. Thus, The Texas Collection may want to survey those online visitors more as they further develop their online presence.

The survey results are divided into two sections: on-site and online. All participants were asked questions about social media. That analysis follows the discussions of on-site and online users.

On-Site Survey: Visit

To better serve users, The Texas Collection needs to understand what patrons' needs are when they visit the collection at Baylor. Exactly one-half (23 respondents) of those who physically visited The Texas Collection visited with the intent to look at specific material from a collection.¹ More than one-quarter or 12 respondents went to The

¹ See Appendix F for raw data.

Texas Collection to look at both archival collections and printed material from the collection's library. (See Figure 4.1)

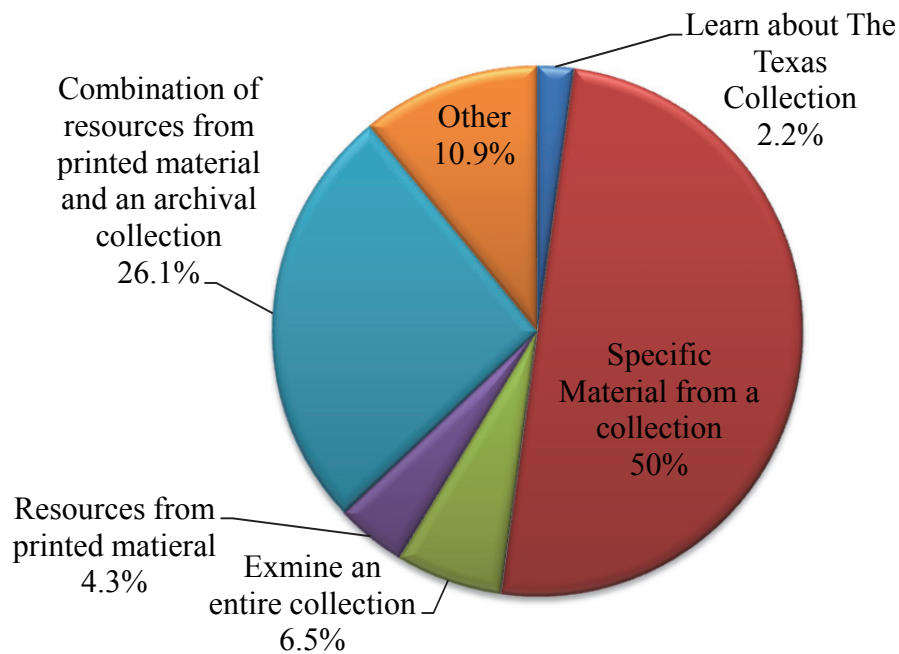


Figure 4.1. Purpose of the visit with total of 46 respondents.

More than three-fourths (37 out of 46) of respondents who made an on-site visit already had an understanding of the documents they were seeking from The Texas Collection. Answers from respondents included specific material from a collection, resources from printed material, and a combination of printed material and an archival collection. In other words, patrons had already researched The Texas Collection before coming to the site. Reference services provided by The Texas Collection may account for visitors identifying research materials prior to their on-site visit. Of 46 respondents, 13 did not email or call The Texas Collection before they visited. Thus 33 of those who

made an on-site visit had some form of communication with The Texas Collection before visiting the collection on the Baylor campus. (See Figure 4.2) Significantly, more than 50% used email to communicate with staff at The Texas Collection, which highlights the importance of email to archival researchers.

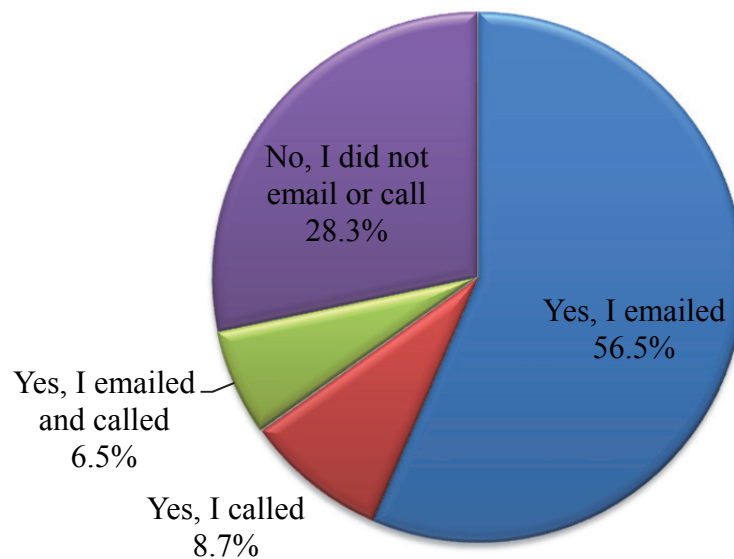


Figure 4-2. Email and call before visit with a total of 46 respondents

Communication before the visit is important to the patrons of The Texas Collection. Of the 37 respondents that knew what material they sought from The Texas Collection, 22 emailed (59.45%), 4 called (10.81%), and 2 emailed and called (5.41%).² (See Figure 3-2) Three-fourths (28) of patrons who indicated they knew what materials they wanted from The Texas Collection prior to their visit also indicated that they

² See Appendix G for raw data.

communicated with the staff before making an on-site visit. All of these patrons indicated that the email exchange or phone conversation with The Texas Collection's staff was helpful to them. Thirteen patrons did not have any contact with staff by either email or phone, before arriving at The Texas Collection. It is possible that these patrons sought information from The Texas Collection's online media rather than reference services from the professional staff. All patrons except for one reported that their visit to The Texas Collection was successful. What this illustrates is that the professional reference services provided by The Texas Collection staff help patrons identify the materials they seek and increase the likelihood that the patron will have a successful visit.

Nine patrons did not have a specific idea of what they sought from The Texas Collection. Of these nine users, four did not have any contact via phone conversation or email exchanges with The Texas Collection while five users emailed, and one patron emailed and called before their visit. One of the four users who did not contact The Texas Collection prior to their visit reported they had an unsuccessful visit; the other three reported that their visits were successful. This is indicative of the quality of the reference services provided at The Texas Collection during the on-site visit.

Also indicative that The Texas Collection is providing helpful service to their patrons is the success of users' visits to the collection. Of the 46 users who visited on-site, 44 stated that their visit was successful. Two patrons explained their lack of success. The first patron wrote, "Genealogy is like looking for a needle in a hay stack. Excellent material unlike any other sites I've visited from which to choose." Similarly, the second visitor said, "The collection of books I needed are no longer available on the ground

floor, and are now much harder to get. This is the hardest library to find the information I need, and to get it! Its [sic] like Fort Knox!” In comparison, their visits were unsuccessful because The Texas Collection did not have the material that they needed for their research. The first patron had previously visited The Texas Collection; yet, this user marked the material that they found as very important to their research. This suggests that the user might have found useful information.

The second visitor, however, suggests other reasons for a lack of success. This comment reflects the common tension between archival repositories and their users: security. Archivists must ensure the security of their collections, which some users interpret as creating unnecessary barriers between them and the materials they seek. Also, this patron discussed The Texas Collection as a library, not an archive, which indicates even more strongly that the user thought their visit would be more like a library visit, where the material was freely accessible to all, rather than an archival visit. In fact, in another comment regarding the reading room, this specific user remarked that they “love visiting the library.” Based on these two comments, it is likely that this patron is unfamiliar with standard archival practices. Although this is only one example in a small survey, it does illustrate a common misunderstanding for users of archival collections, one which The Texas Collection could ease through additional user education.

Not only are the visits overwhelmingly successful in that patrons found what they needed, but patrons considered the material they found to be very important to their research. None of those who visited stated that the material was not relevant at all. Interestingly, both patrons who reported their visits as unsuccessful also indicated that the

material they found was very important to their research, which seems to conflict with the perception that their visit was unsuccessful. Only three patrons stated that the material they discovered was relevant to their research, but not an important factor in it. (See Figure 4.3) Survey results suggest that a large majority of users who visit The Texas Collection have a successful visit and are locating materials that are important to their research.

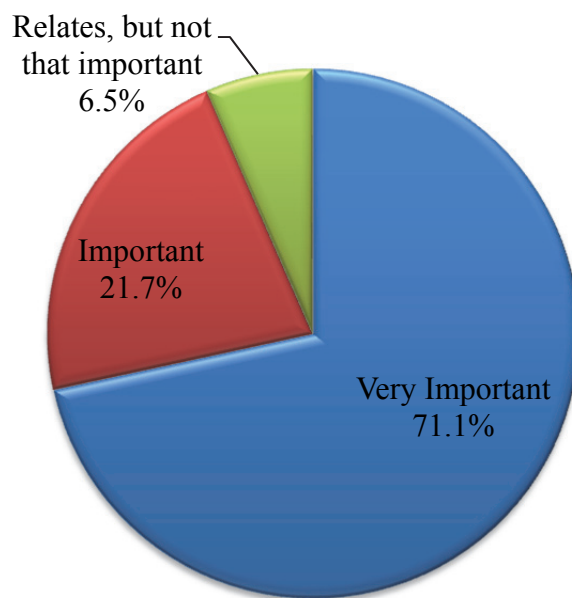


Figure 4.3. Importance of material to research with a total of 46 respondents.

Most patrons (37 respondents) considered the finding aids helpful to their research; however, upon further analysis, most patrons found the finding aids helpful because of the service provided by the staff of The Texas Collection. Seventeen of the

thirty-seven users who found the finding aids helpful indicated that the professional staff was the reason that the finding aids were most helpful.³ Examples include:

- “Actually, my finding aid was Geoff and he was knowledgeable, efficient and very helpful.”
- “Staff was very helpful, personal & caring”
- “They pulled all the relevant materials for me in advance. It was very convenient.”

Comments such as the first one suggest that patrons may not understand what constitutes a finding aid. Still, this result is significant in that it indicates that the staff’s knowledge and helpfulness goes beyond the best finding aid.

Users were also asked what could be improved about the finding aids. Out of the 35 responses, 20 (57.14%) stated that there was nothing The Texas Collection needed to do to improve their finding aids.⁴ Two patrons replied that the staff helped them, therefore, there was no actual usage of finding aids and one user stated that, “It’s often hard to locate them [staff] when you have a question.” This comment suggests that the patron was referring to staff rather than actual finding aids. Seven users replied that online accessibility would be a great improvement to the finding aids. These seven responses are in one of two groups: either those who indicated that the current online system was difficult to use or those that wanted The Texas Collection to place finding aids online. Five other patrons had miscellaneous replies in regards to improvements, although some improvements did not pertain to the finding aids. In general, users found

³ Answers categorized by Rachel Carson.

⁴ Answers categorized by Rachel Carson.

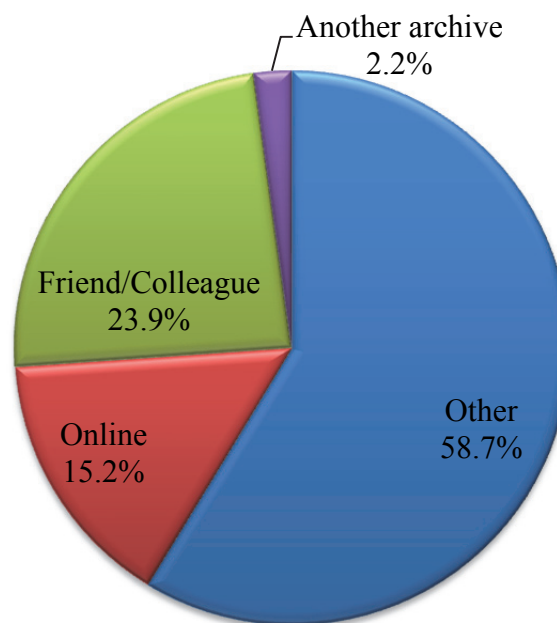
that the finding aids were helpful and required little improvement with easy online accessibility being the most frequent suggestion.

A major portion of The Texas Collection's mission is to provide access to their collections. Therefore, it is important to evaluate whether patrons had difficulty accessing collections or specific documents and the reason why, as many users of archives, particularly non-academics, find it difficult to navigate the rules of archives (as demonstrated above). Only 10 patrons of the 46 respondents stated they had access issues. Two of those ten patrons stated that their access issues were resolved. Of the remaining 8 access issues, 2 patrons had trouble with copyright-related problems, 4 patrons had trouble with the online/digital access, 1 patron needed access to a collection that was being processed and therefore unavailable, and the last patron stated "some dates were missing, there were a lot of repeat archives."⁵ Although there are some access issues, overall The Texas Collection appears to be fulfilling their mission and providing access to the documents they are safeguarding.

Understanding how users learn about The Texas Collection is important because it allows the administration and staff to better promote the institution. Forty-six users responded to the survey question, "How did you find out about The Texas Collection and that they might contain material you might need?" Twenty-seven indicated they learned that The Texas Collection had material that they needed for their research through "other." These "other" answers were categorized and revealed that 8 of the 27 respondents (30%) were directed to The Texas Collection from a class (which indicates

⁵ Answers categorized by Rachel Carson.

that these are students) while six users (22.22% users) used connections within the Baylor network to discover The Texas Collection.⁶ These numbers indicate that most patrons discover The Texas Collection through Baylor and word of mouth. Friends or colleagues were the second most popular source (after “other”) through which users discovered The Texas Collection; 11 users learned of The Texas Collection in this way. (See Figure 4.4) Seven users learned of the collection online. Although the responses do not indicate whether the users discovered the archive through a Google search or other means such as social media, the responses do indicate that online research is a possible method through which users locate archives with material pertinent to their research.



⁶ Answers categorized by Rachel Carson. Baylor network refers to any other connection to Baylor University that was used, such as alumni associations.

Figure 4.4. How patrons discovered The Texas Collection had the material they needed with a total of 46 respondents.

While word-of-mouth is always an important method for promoting The Texas Collection, other forms of marketing might increase the visibility of The Texas Collection and increase the number of patrons.

On-Site Survey: Service

First impressions are extremely important, thus it is vital that The Texas Collection provide excellent customer service in addition to archival material. When asked to rate the initial service at the front desk, 29 (63%) of the 46 respondents rated the service as excellent and 15 (32.6%) rated the service as good. Two patrons (4.3%) rated the service as adequate. Significantly, none of the respondents indicated poor or very poor. When asked to explain the rating of the service, most respondents answered with compliments to the staff such as:

- “Amie and Tiffany are always helpful”
- “They had the book held at the reception desk for me”
- “friendly, helpful, got what I needed quickly”

Nonetheless, it is important to decipher the meaning behind the explanations. Patrons remarked that the staff was friendly and the material that was requested was retrieved quickly. These answers indicate that the professional staff is the reason behind the high rating for the front desk service since only the professional staff can retrieve material for patrons. However, Baylor students also work at the front desk. While in general the service was excellent, one survey participant did state:

Most of the student workers are unengaging and not very helpful. 'I don't know' is a valid answer, but how am I supposed to get the information I need to locate the resources I need if you are not willing to help find out?!?!'

It is important to note that this patron also rated his/her visit as unsuccessful. It is also important to note that this comment reflects the opinion of one frustrated user. The user's frustration may reflect on the nature of the service given by the student worker or workers, or the professional staff. Or the comment may simply reflect the frustrations of a user who lacked understanding of the holdings and the objectives of The Texas Collection. Still, the administration and staff of The Texas Collection may want to conduct additional studies to evaluate whether additional training might be helpful for student workers and the users they serve.

Users were asked to rate the physical environment of the reading room. As with the service question, no participants rated the reading room as poor or very poor. 22 of 45 respondents (48.9%) rated the reading room as exceptional with 18 (40%) rating it as great and 5 (11.1%) regarding the physical environment as good. When asked to explain their answer, many liked that the reading room was quiet, clean, and well lit. Complaints included that there was too much traffic in the reading room, the fluorescent lighting was harsh, the chairs were uncomfortable, and the room was too cold. Since the survey began, the reading room was renovated so the ratings and comments in this survey do not reflect an evaluation of the new reading room.

On-Site Survey: Demographics

In order to meet the needs of their users, it is important for The Texas Collection to understand exactly who their users are. According to the on-site survey, there is a

roughly even division among the gender groups with 24 being female (53.3%) and 21 (46.7%) being male. According to the U.S. Census Bureau, the division among men and women within the United States in 2010 is 50.8% female and 49.2% male.⁷ The state of Texas has a similar ratio between male and female with females accounting for 50.4% of the population.⁸ Waco, the city in which Baylor University is located, also has a similar ratio of female to male with 52.1% female and 47.9% of the population being male.⁹ Baylor University, in a 2010 report, has a student ratio of 56.3% female students to 43.7% males.¹⁰ When the gender ratio of The Texas Collection's users is compared to these statistics it becomes apparent that the ratio is at a similar level.

Additionally, it is important for The Texas Collection to understand the age of their users. According to the on-site survey, 45 of the 46 participants reported their age. Fifteen users responded that they were 55 and older. Thirteen users indicated they were between the ages of 18 and 24. Nine patrons reported their age as between 25 and 35. Eight patrons were between the ages of 36 and 54. (See Figure 4.5) These numbers indicate that a majority of on-site visitors are either young adults or senior citizens; however, there is a relatively equal division among the age groups.

⁷ U.S. Census Bureau, "USA," under "State and County QuickFacts," <http://quickfacts.census.gov/qfd/states/00000.html> (accessed March 18, 2012).

⁸ U.S. Census Bureau, "Texas," under "State and County QuickFacts," <http://quickfacts.census.gov/qfd/states/48000.html> (accessed March 18, 2012).

⁹ U.S. Census Bureau, "Waco (city), Texas," under "State and County QuickFacts," <http://quickfacts.census.gov/qfd/states/48/4876000.html> (accessed March 18, 2012).

¹⁰ The Office of Institutional Research and Testing, "Baylor University Fall 2010 Facts," Baylor University, <http://www.baylor.edu/content/services/document.php/126875.pdf> (accessed March 18, 2012).

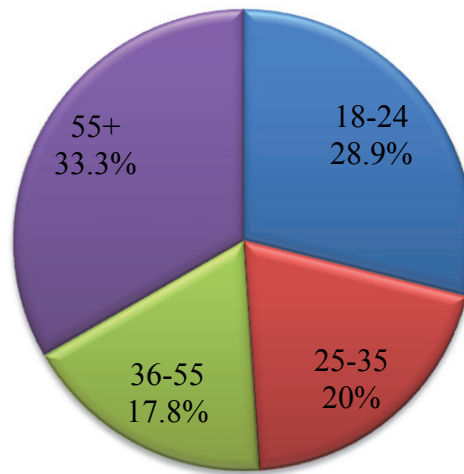


Figure 4.5. Age ranges with a total of 45 respondents.

Patrons were also asked to classify their work, so that The Texas Collection can understand what researchers are searching for upon their arrival. When asked to classify their work, 18 respondents (40.9%) stated that they are student academic researchers. Six of forty-four respondents indicated they were academic researchers/professors. 24 patrons (54.5%) are academic researchers (i.e. students and professors). After academic researchers, there is a mixture of classifications of work with the second largest being other, which included a wide range of descriptions including military historian, museum exhibit, and personal. Only 8 patrons (18.1%) combined identified themselves as journalists, researchers for private use, or genealogists. Thus, The Texas Collection's users are primarily academic researchers. (See Figure 4.6)

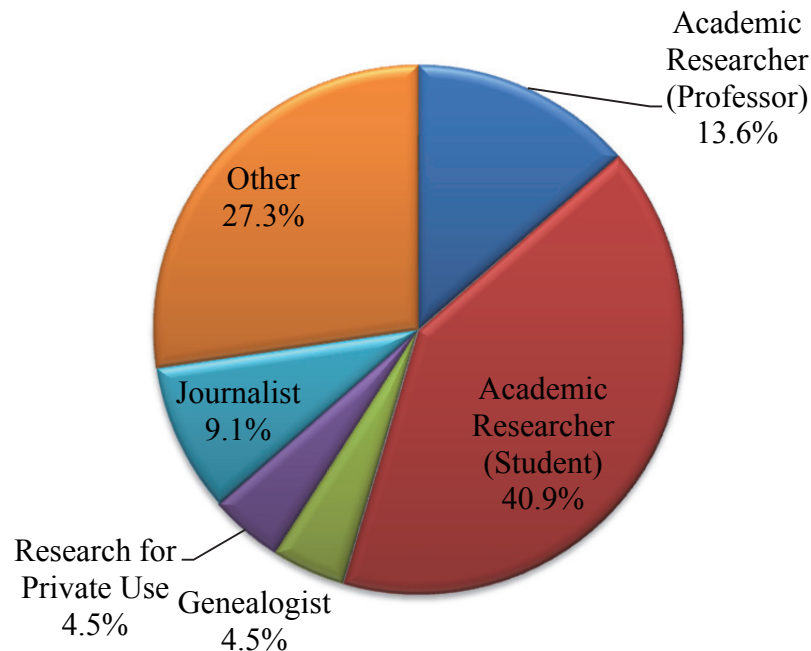


Figure 4.6. Classification of work with a total of 44 respondents.

To better understand The Texas Collection's relationship with its parent institution Baylor University, users were asked about their affiliation with Baylor University. A total of 44 users responded to the question. Of those 44 users, 18 (40.9%) indicated they were not affiliated with Baylor University and 26 (59.1%) stated that they were affiliated with Baylor University. Of the 26 on-site users who were affiliated with Baylor University, 18 (69.2%) are students, 5 (19.2%) are staff, and 3 (11.5%) are faculty. The on-site survey reveals that more students use The Texas Collection than staff and faculty combined.

There are a few explanations of the data seen above. According to the on-site survey, students affiliated with Baylor University are heavy users of The Texas

Collection. This statement is understandable considering that The Texas Collection is located directly on Baylor University's campus. Moreover, this reason could also be why the age group 18-24 is the second largest portion of users. This indicates that Baylor University students are most likely using the resources of The Texas Collection for class assignments or other research projects.

Another important piece of data that The Texas Collection can use is to understand how many patrons make repeat visits. According to the survey, 26 respondents (57.8%) have visited The Texas Collection before; thus 19 respondents (42.2%) were first time Texas Collection users. Repeat visitors were asked how many times within the past year they had visited The Texas Collection. Respondents gave a wide array of answers with the most popular being one (16.7%), two (20.8%), or twenty plus (16.7%) visits. (See Figure 4.7) These repeat visits indicate that The Texas Collection has material considered useful by the patron.

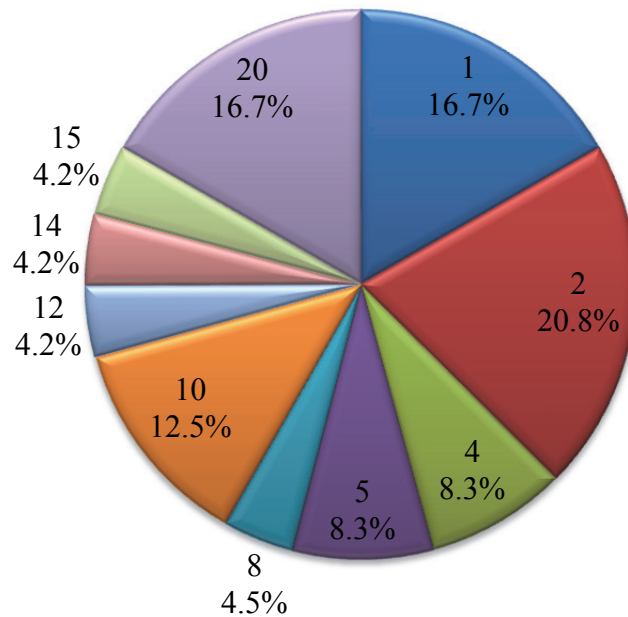


Figure 4.7. Number of repeat visits for The Texas Collection with a total of 24 respondents.

First time Texas Collection visitors reveal another layer of information.¹¹ Of the 19 respondents that are first time Texas Collection users, 10 are Baylor students and 9 are not affiliated with Baylor University. All found the finding aids to be helpful, but 6 actually referred to the professional staff rather than actual finding aids. All first time visitors reported a successful visit with 11 stating that the material used was very important to their research. 6 stated that the material was important to their research while two considered the documents to be relevant, but not important. In terms of front desk service, first time patrons responded that the service provided was either exceptional or good, with 11 responding exceptional and 8 responding good. 13 (68.4%) of first-time

¹¹ See Appendix H for raw data.

Texas Collection users have never visited another archive while 4 reported that they had visited another archive, and 2 left the question blank. 4 of the first-time Texas Collection users reported problems accessing the archival records (which is 40% of the total amount of problems reported). The age group of first-time Texas Collection users is reflective of the overall age group with 8 patrons between the ages of 18 and 24, 5 users being the age of 55 or older, and 3 each between 25 and 35 and 36 and 54.

If a patron uses one archive, there is a higher chance that they used another archive. Eighteen of forty-two respondents (42.9%) indicated that they had visited another archive and six of those eighteen had visited the other archive more than twenty times within the last year. Three patrons indicated they had made repeat visits to other archives three and four times within the last year. What this illustrates is that a significant number of researchers at The Texas Collection are experienced archival users. With this in mind, users were asked to explain how The Texas Collection compared to other archives. Some answers include:

- “Very good collection, staff, level of care and maintenance”
- “The cataloguing/search features are worse, but the environment is great. The professional staff are amazing”
- “workers were much quicker pulling materials for me at TX collection which helped me make better use of my time”
- “Availability of newspaper period articles are non-existent and since Baylor is not a part of the library loan program, travel becomes expensive.”

In general The Texas Collection rated favorably with special consideration towards the professional staff.

Online Survey: Visit

Recently, The Texas Collection launched new social media and updated their website, thereby creating a completely new archival experience for their users. As the online experience grows in popularity within our society, it is vital for The Texas Collection to understand who their online patrons are and what those patrons desire from online archival media in order to better fulfill their mission. Out of a total of 77 participants in the survey, 31 (40.3%) patrons visited The Texas Collection through online media which includes website, Facebook, Flickr, YouTube, or blog.¹² Of those that made an online visit, twenty-one patrons (63.7%) were seeking specific material from a collection. Four patrons (12.9%) sought “other” information, four users (12.9%) wanted to learn about The Texas Collection, and two patrons (6.5%) examined an online collection. The four patrons seeking “other” information, however, sought specific information such as “Date of g'father attendance”; “info on individual”; “specific question”; “was looking for photos of specific building.” These answers demonstrate that patrons sought specific answers from the online media available.

The success rate for the visit was high with 27 patrons (87.1%) considering their visit successful. Four patrons (12.9%) considered their visit unsuccessful. Those four patrons listed the following reasons why their visits were unsuccessful:

¹² See Appendix I for raw data.

- “I never heard back from my request”
- “The information I needed was not available in on-line format”
- “Only received one photo and have not had any other communication from staff whether they found more or not”
- “You did not have information on the individual I am interested in, other than reference to two books that I already have. So your search was successful but it did not lead me to where I have not been.”

The complaints could be divided into two categories: lack of communication and lack of material. The perceived lack of communication may not indicate that there was anything wrong with the online media, but that The Texas Collection staff failed to answer the questions in a timely manner. On the other hand, these comments by users could indicate that online users might have unrealistic expectations. Online media can create the expectation in users for instantaneous answers. Users may not realize the time involved in answering requests, especially if they provide incomplete or extremely vague information about their needs.

In terms of importance to their research, twenty-three users (74.2%) considered the material they found to be very important or important. 19.4% considered the material to be relevant, however not important and 6.5% believed the material to not be important at all. These answers indicate that in general patrons are finding the information online to be useful in their research.

When compared to the on-site survey, there are significant differences. The physical archive reports a higher rate of success with 44 (95.7%) users stating that their

visits were successful. As explained above, it is possible that the rate of success for on-site is high because patrons seek reference information before they visit. Online patrons may not consider asking reference questions before they search because part of the appeal of online media is that one can search from the comfort of home. However, the reasons behind why the visit was unsuccessful for both on-site and online patrons are generally the same in that The Texas Collection lacked the materials that were sought.

Another difference is that fewer online patrons found material to be very important in comparison to on-site patrons. While both numbers are high and indicate that both on-site and online patrons are finding the documents useful, there is more of an importance on the on-site. No on-site patron found material that did not relate to their research whereas two (6.5%) online patrons did. This data suggests that it is possible that these online patrons are merely browsing or still determining exactly that their needs are. Only 6.5% of on-site patrons considered the material to be relevant, but not important whereas 19.4% of online patrons did. What these comparisons demonstrate is that more on-site than online patrons are finding information that is very useful to their research.

Online Survey: Demographics

Perhaps one of the most significant questions in regards to online media, and social media in particular, is exactly who is using online media. With online media changing at such a rapid pace, archives are struggling to keep up. One of the first steps in keeping up with online media is to determine who uses it and what these users want from the online experience. The online survey of The Texas Collection found that 20 of 31

respondents (64.5%) of online patrons are 55 and older, which leaves 11 (35.5%) online patrons between the ages of 18 and 54. (See Figure 4.8) This is a large discrepancy between online and on-site patrons. Only 15 (33.3%) on-site patrons are 55 and older, with 30 (66.7%) on-site patrons younger than the age of 55. This data suggests that The Texas Collection's online media is only reaching one of their on-site constituents. A possible reason for this discrepancy is that 13 (28.9%) on-site visitors are between the ages of 18 and 24. Since The Texas Collection is located on Baylor University's campus, it is possible that students (who most likely compose the 18-24 age group) would rather visit on-site rather than online. Nonetheless, there is a large difference between the age groups of the on-site and online patrons of The Texas Collection.

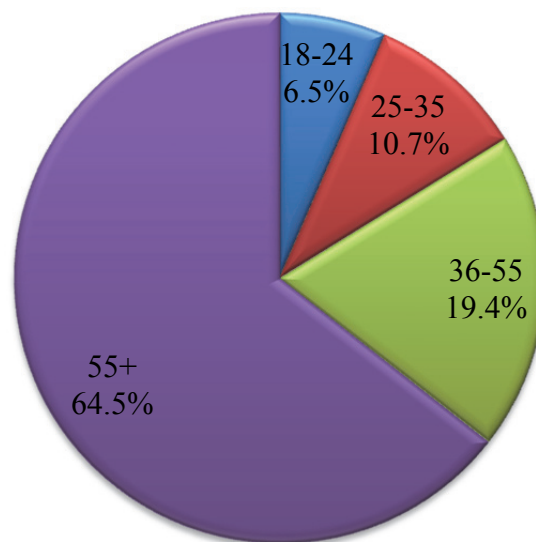


Figure 4.8. Age Range for online patrons with a total of 31 respondents.

What is not different between online and on-site patrons is the gender of the patron. 64.5% of online patrons are female whereas 53.3% of on-site patrons are female. Although the online female to male ratio is slightly higher than the on-site ratio, the figure is not much higher than the national average.¹³ In a 2003 article about gender and Internet usage, Ruby Roy Dholakia, Nikhilesh Dholakia, and Nir Kshetri found that “some statistics suggest that the gender gap may even be reversed in USA and Canada...the gender bias in Internet adoption in the U.S. disappeared in 2000, and also started showing a reverse trend after that – with more women than men online.”¹⁴ Therefore, the higher ratio of female usage of The Texas Collection’s online media is in accordance with national trends within the United States.

Most online patrons, 18 users (58.1%), were first time visitors to The Texas Collection’s online media. Of the 13 patrons who had visited The Texas Collection’s online media before, 4 patrons visited once, 1 patron had visited two times, 3 had visited three times, 1 had visited four times, 2 had visited six and the remaining had visited ten times. (See Figure 4.9) This data suggests that The Texas Collection online media is not a resource that patrons seek out for multiple visits. This may be an area for further user studies to better understand what materials might generate repeat visits from online users. For example, users may be looking for different materials than what is provided online, which could be identified through additional user studies.

¹³ See Chapter 4 footnotes 7-10 for on-site demographic comparison to national, state, city, and university gender ratios.

¹⁴ Ruby Roy Dholakia, Nikhilesh Dholakia, and Nir Kshetri, “Gender and Internet Usage,” in *The Internet Encyclopedia*, ed. Hossein Bidgoli (New York: Wiley, 2003), 8 http://ritim.cba.uri.edu/wp2003/pdf_format/Wiley-Encycl-Internet-Usage-Gender-Final.pdf (accessed March 18, 2012).

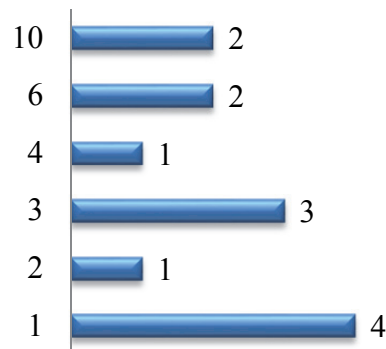


Figure 4.9. Repeat Visitors. Vertical axis indicates number of repeat visitors. Horizontal axis is number of patrons.

Online patrons tend to research for private use with 12 patrons (38.7%) or genealogists with 8 users (25.8%). Since such types of research tend to be less defined, these results could explain some of the lack of success or relevance of the material found. Only five online patrons, (16.2%), reported being academic researchers, either professor or student. Six online users (19.4%) marked “other” as their response. When compared to the on-site survey, there is a radical difference as there was with the age group. Twenty-four on-site patrons (54.5%) were academic researchers, either professor or student, and only four on-site users (9%) were genealogists or researching for private use. Again, since the location of The Texas Collection is on a university campus, it could be the explanation as to why on-site patrons are heavily academic researchers. The radical difference between on-site and online genealogy and research for private use patrons demonstrates that while they are not making physical trips, they are still seeking information from The Texas Collection. There should be serious consideration as to what

collections and documents are digitized and placed online because genealogists and researchers for private use are the primary users of The Texas Collection online.

A majority of online users do not have any association with Baylor University. Only three online patrons had any association with the university and all were in staff or faculty positions. Thus, Baylor University students are not using The Texas Collection's online media; however, it is possible that students from other universities are using The Texas Collection's online media because two patrons designated themselves as student academic researchers when asked to classify their research. Again, these numbers are a far departure from the on-site responses, which indicated that 26 on-site users had an affiliation with Baylor University 18 of those being Baylor University students. Only eight on-site patrons were either faculty or staff. This merely illustrates that on-site and online patrons are not the same.

Social Media and Online Habits

Social media is the new Internet trend; however, it is possible that it is not a trend and instead will become an intricate part of society. There are indications that this integration is already occurring, as in the transformation of Facebook from a noun to a verb (such as "just Facebook me") in the same way that Google has been transformed from a noun to a verb. Therefore, it is important for archives to understand their patrons' social media and Internet usage habits in order to better serve their users. Whether social media is in fact a trend or a permanent facet of our society, archives nonetheless should attempt to understand the social media habits of their users in order to better serve the patron.

In order to understand the Internet usage of The Texas Collection patrons, both on-site and online users were asked if they had an email account and to rate how often they used it. Of the 75 users who answered the question (both on-site and online surveys), only three users (4%) stated that they did not have an email account. Thus an overwhelming majority (96%) of Texas Collection users surveyed have an email account. Moreover, of the 72 users that have an email account, only one patron uses it weekly while the rest reported that they checked their email daily. None of the respondents indicated that they checked their email account monthly or less than once a month. The daily usage of email accounts demonstrates a daily habit of Internet usage. If a patron checks their email daily, it is conceivable that they also use other forms of social media.

Additionally, patrons were asked if they had a Facebook account. Of the seventy-five on-site and online respondents, 55 (73.3%) answered that they had a Facebook account and 20 (26.76%) replied that they did not have an account.¹⁵ Of those 55 who have a Facebook account, 35 were on-site patrons and 20 were online users. The age group of 55 and older accounted for the largest group of those with (19) and without a Facebook accounts (15). The second largest age group with a Facebook account (14) was between the ages 18 and 24. Thirteen patrons with Facebook accounts were between the ages of 36 and 55 and nine were between the ages of 25 and 35. For the patrons that did not have a Facebook account, one was between the ages of 18 and 24, three between 25 and 35, and one between 36 and 55. These numbers are a reversal of what one might expect in survey of on-site and online users. The expectation is that online users are

¹⁵ See Appendix J and K for raw data.

connected with social media; however, according to the data more on-site patrons use social media than online users do.

The survey revealed that rather than using social media, online users are interacting with The Texas Collection website more.¹⁶ Online patrons were asked what media was used on their visit and all 29 respondents answered The Texas Collection website. Only three patrons also used Facebook, two patrons each used Flickr and YouTube, and one patron used the blog. It can be assumed that patrons that did use the social media navigated to it via The Texas Collection website. 19 of the 29 (65.52%) users who interacted with The Texas Collection website are 55 and older. Two patrons of the same age group used Facebook, one used YouTube, two used Flickr and one used the blog. Between the ages of 36 and 55, six patrons used the website, one used Facebook and one used YouTube. All other patrons between the ages of 18 and 35 used the website. There was little interaction with any social media, particularly from the youngest age groups. This demonstrates that as much as The Texas Collection wants their users to use social media, patrons, particularly younger users, are not which is interesting for several reasons. Are patrons not using social media because they prefer to interact with materials on-site? Are they unaware that The Texas Collection offers social media options? If they are aware of it and still do not use it, then further study is warranted to better understand why users are not accessing social media.

The on-site survey also reveals that patrons make only limited use of social media. When asked if the patron had ever used any of The Texas Collection social media

¹⁶ See Appendix J for raw data.

before, only 12 patrons answered yes.¹⁷ Users were allowed to check all social media outlets that had been used. Of those 12 users, 10 reported using Facebook, 5 visited Flickr, 4 viewed YouTube, and 3 interacted with The Texas Collection's blog. Of those who used Facebook 4 were in the age group 18-24, 1 was between the ages 25 and 35, 3 were 36-54, and 2 were 55 and older. Flickr users tended to be an older age group, with 2 being 36-54, 2 being 55 and older, and only 1 between the ages of 18 and 24. The 4 YouTube visitors were divided evenly, with 2 in the age group 18-24 and 2 being 55 and older. Blog users had one user in each age group, except for 25-35 which had no blog users. 7 of the 12 respondents had visited The Texas Collection before, thereby suggesting that previous visits means there is a higher chance of social media usage. While on-site social media usage reflects somewhat the age division among on-site patrons, there is still very little social media usage.

On-site patrons were also asked which social media they would most likely use if they had not already used a social media outlet. Excluding the answers of patrons who used an outlet, 22 patrons stated they would use Facebook. Another 6 reported YouTube, 3 the blog, and 1 would use Flickr. Of the younger patrons, those between the ages of 18-24, 6 requested Facebook, 4 reported wanting YouTube, and 2 said they would use the blog. The age group of 25-35 reported 4 Facebook requests and 1 YouTube request. Patrons between the ages of 36 and 55 again requested Facebook the most with 4 patrons and 1 requesting Flickr. The 55 and older age group request Facebook with 8 patrons and 1 each for YouTube and the blog. Of those who were requesting Facebook, 20 have a

¹⁷ See Appendix K for raw data.

Facebook account, yet they did not interact with The Texas Collection Facebook. When online users were asked a similar question, multiple users stated that social media was not something that they liked to use, which is supported by the little use of social media from online users. These numbers indicate that Facebook has the highest potential of use from patrons among all age groups; however, there is a discrepancy between potential usage and actual usage. This discrepancy suggests that The Texas Collection needs to further evaluate their social media policy and may want to conduct additional user studies.

Understanding the age groups of social media users is important because there is often intent to reach a specific age demographic. Social media is generally intended to garner the attention of the younger crowd. While requesting Facebook and YouTube the most, this age group is not actually using social media. However, the 55 and older age group that is more likely to use The Texas Collection online does not actually use it either and explicitly states that social media is not a format that they would like to use. In fact, social media accounts for a significantly small percentage of online visits among all age groups. So the question remains, is social media an effective use of resources for The Texas Collection? Is The Texas Collection too specialized with too small a patron pool to effectively use social media? Is social media something that only medium and large collections can use effectively? Or even possible, do patrons of any archive want social media interaction? If users want online access to documents for research, then how does social media help the users' research? In order to answer these questions, archival repositories need to invest more time in studying the social media habits of archival

users. This is not to say that the use of social media should be limited but rather that additional study is warranted to better understand its effectiveness.

Specifically for The Texas Collection, this data suggests that administration and staff should evaluate the reasons behind their usage of social media. The Texas Collection Online statement indicates that some of the archives goals are to:

- Extend the impact of the Texas Collection beyond our physical presence
- Reach a new, previously unreachable, diverse group of patrons
- Increase use of the collection, both as of “foot traffic” and as “online users.”
- Market Texas Collection events and holdings and thereby increase our standing as a noteworthy research institution¹⁸

This statement also indicates that everyone is their target audience. Success is determined by statistics provided by the online media used in addition to traditional data analysis to determine if there is any increase of online media usage. However, the data provided suggests that there needs to be further study into The Texas Collection’s online presence. These results imply that the website has accomplished the goals; however, the social media aspect needs further evaluation. Perhaps The Texas Collection should focus first on the media that has the possibility of garnering the most attention, Facebook and YouTube. Flickr and a blog, while interesting, are getting few patrons.

Patron Trends from 2006-2010

In addition to on-site and online user surveys, I examined patron trends for the five-year period beginning in 2006 and ending in 2010 so that The Texas Collection can

¹⁸ The Texas Collection Online, March 22, 2012, copy provided to author.

understand who composes their patron pool. Archival patron trends for five years, 2006-2010, aid understanding of who uses the archival collections. Library¹⁹ patron trends are only documented from 2006-2009 because there was a shift in the way library users were counted in 2010. Although there is now an attempt to streamline the archival material and printed materials, these trends will aid The Texas Collection by giving them a full understanding of who their patrons are.

Patrons were divided into general researcher, student (of Baylor University), and faculty/staff (of Baylor University). Library data also included visitors who are not using either archival or library material. Visitors tend to be Baylor University students who use The Texas Collection as a quiet place to study. Since The Texas Collection is part of Baylor University's library system, these visitors are encouraged.

Overall, from the years 2006-2009, The Texas Collection printed materials have reported 14,746 visitors.²⁰ Of the total count of patrons, 8,193 (55.56%) are visitors who do not use either printed material or archival material. (See Figure 4.10) Over half of those who visited The Texas Collection were not interested in the material that The Texas Collection has to offer. It is possible that these visitors merely view The Texas Collection as another library rather than a special archival repository. With over half of the patrons who walk through the door not using the materials, The Texas Collection should evaluate methods in which to entice these visitors to utilize their collections.

¹⁹ Library will also be referred to as printed materials.

²⁰ See Appendix L for raw data.

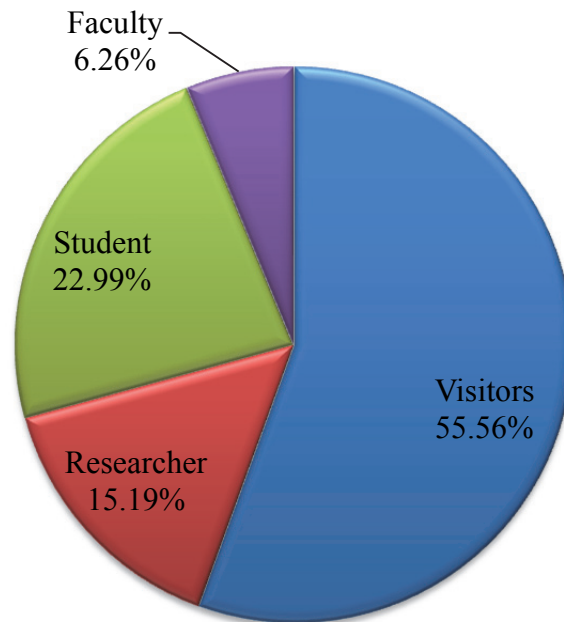


Figure 4.10. Library patrons from 2006-2009.

For the years 2006-2009, the printed materials section of The Texas Collection reported a total of 6,553 patrons who used materials from The Texas Collection. The yearly average of patrons who used printed materials is 1,663 users. Baylor University students comprise the largest group users with 3,390 users (51.73%). This large component of student usage can be explained because books included in The Texas Collection's library are included in the online catalog for Baylor University (Bearcat), thus students are able to search for a general topic and can be directed to The Texas Collection. Researchers are the second largest group with 2,240 users (34.18%) from 2006-2009. Faculty and staff of Baylor University are the smallest group of users with only 14.09% of total patrons. Although data was composed by each month, there are no significant usage trends by month. Patron trends tend to follow the academic calendar

with usage spiking higher in April, October, and November and declining in the summer months of June, July, and August. Since student usage of printed materials comprises over half of library usage, these trends are understandable. April, October, and November tend to be when finals and essays are due while students are on summer break during the summer months. Monthly averages do not reveal much in terms of trends, however, the overall totals from 2006-2010 give a general understanding of who uses printed materials.

Archival usage is not as easy to track. Patrons were not counted as they came in; rather they were added to a list along with the collections that were used. In archival usage, there is a reversal of patron usage. From the years 2006-2010 there were a total of 1,008 patrons who used archival materials from The Texas Collection, which averages to 201 patrons a year.²¹ There is a reversal of the majority users with researchers totaling 512 visitors (50.79%) of all archival patrons. (See Figure 4.11) Whereas students were the largest printed material patrons, students only total 375 users (37.2%). Faculty and staff of Baylor University again comprise the least amount of users with 115 patrons (11.41%). The reversal of students and researchers can be explained in a similar fashion as the library materials. Fewer archival materials are cataloged in the Baylor University online catalog; therefore, students are less likely to locate the material. Additionally, the archival materials have a narrower focus (Central Texas) than do printed materials, which means only a small percentage of students are able to utilize the materials.

²¹ See Appendix M for raw data.

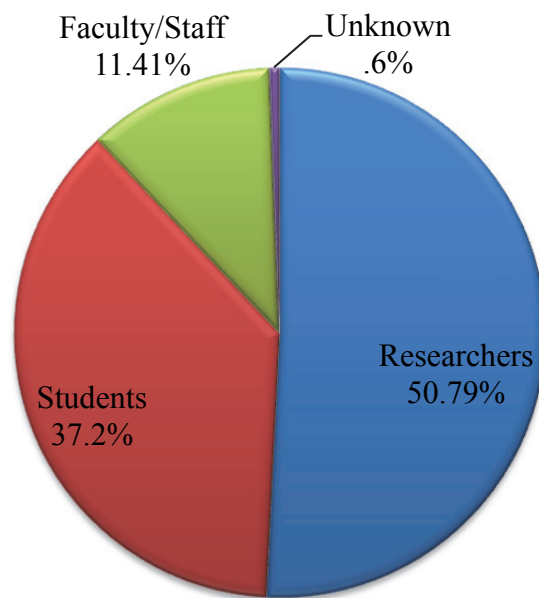


Figure 4.11. Archival patrons from 2006-2010.

In similar fashion with printed material trends, there are no clear cut monthly trends. While there are some slight increases to student usage during peak academic months and declines during summer months, there are no solid trends. However, there was a radical increase in patron usage in the 2009 calendar year. From 2006-2008 there was a steady decline in users, yet in 2009 there was an increase by 98 patrons. 2008 had the lowest patron count with 156 total patrons, of which only 29.49% (46) were student users. The two years before 2008 had an average of 40% student users, which is restored in 2009 and 2010. There are a few explanations for these abnormal figures. In 2008-2009, The Texas Collection was undergoing administrative changes which could account for the abnormal numbers. It is also possible that fewer students were assigned class assignments that required them to use The Texas Collection. While there may not be an

identifiable reason for the decrease in 2006-2008, the increases in 2009-2010 bode well for The Texas Collection.

Overall patron trends reveal that students and community researchers are the core of The Texas Collection's patrons. The Texas Collection is likely to serve a Baylor University student or a community researcher, giving the archive a steady, yet diverse patron pool.

Usage Trends from 2006-2010

Not only is it important to understand who the patrons are, but what the patrons use from The Texas Collection. With a collection as large as The Texas Collection, it is a time consuming task to narrow the material down to the archival collection or book most used by users. Moreover, this narrow selection may not be helpful to The Texas Collection administration and staff. Instead categorizing the material provides a better understanding of the type of material sought from the archive. Understanding what items patrons request the most can better equip The Texas Collection administration and staff in utilizing limited resources.

Again, similar to the patron trends, the library and the archival figures are separated. Library usage ranges from 2007 to 2010, due to a change in staff in 2006, which resulted in a change in the manner in which the data was kept. The patron lists, which included the name and collections used, determined archival materials. These were individually divided into categories with much assistance from Geoff Hunt, Archives Assistant, and counted to determine material used during a specific month. These categories are dependent on information provided by a patron. Furthermore, an item was

only entered into one category, even if the item could be organized into in multiple categories. By limiting the item to the main category, there is less chance of inflated numbers and a better understanding of what patrons used.

Patrons of The Texas Collection are heavy users of the printed materials offered by the archive. From 2007-2010 a total of 13,212 items were used or checked out from The Texas Collection.²² Books were the most used item with nearly 8,000 books (60.45%) used within the time range. (See Figure 4.12) Books are cataloged in Bearcat, the Baylor University library catalog system, thus books located at The Texas Collection are readily identified by users with an Internet connection, making it understandable that books are the most used. The second most accessed printed materials are periodicals with 2,272 (17.20%) used. After periodicals are vertical files with 1,917 (14.51%) accessed. The least used form was microform with 713 (5.40%) used. While these numbers indicate what is the most used item within the printed material collection, further study should be completed to understand what type of patrons use particular types of material. Further analysis will provide a more complete understanding of patrons and their usage of printed materials.

²² See Appendix N for raw data.

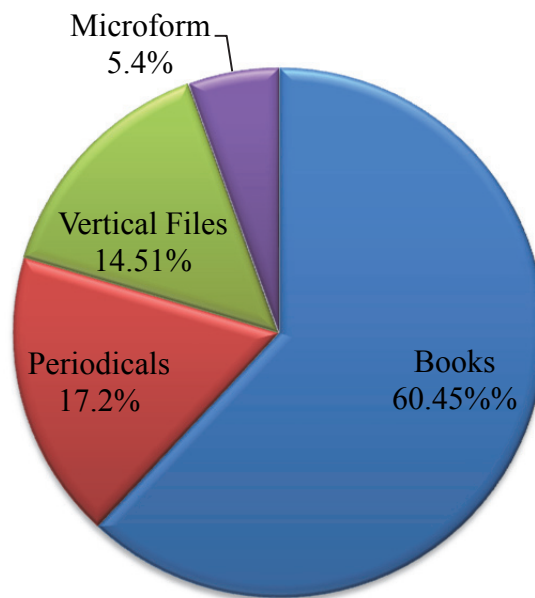


Figure 4.12. Printed Material Usage from 2007-2010.

Archival materials are used significantly less than printed materials. From the years 2006-2010 patrons used a total of 2,827 items.²³ This significant difference between library usage and archival material usage could be explained in the manner by which the numbers were calculated. Each time archival materials were used it was counted as one, regardless of how large a collection was or how many boxes or folders were used. In addition, there are fewer archival items cataloged in Bearcat making it more difficult for patrons to locate with ease the material that they seek. Finally, users of library and archival collections often have different goals and objectives for their research.

Yearly trends reveal more about patron usage than do monthly trends. As with archival patron trends, there are few monthly usage trends as usage within a certain time

²³ See Appendix O for raw data.

period changes over the years. Therefore, yearly trends will be discussed instead of monthly trends. 2006 reports a year of large archival usage with 727 archival items used. There is a massive decline in the years 2007-2008 with 830 items total, only a little more than 100 items used in that two-year period than in 2006 alone. It is possible that the decline in usage corresponds with the decline in archival patrons that is seen from the same years. There is an increase in 2009 (565 items) and 2010 (705 items), with 2010 almost at the high seen in 2006. Most likely these declines and subsequent increases are the result of changes in administration and staff at The Texas Collection during this period and the overall decrease in oral memoir transcript usage.

The archival material is divided into 6 sections: Baylor University Records, Oral Memoir Transcripts, Photo File, Manuscripts, Unknown, and Other. It is important to note again that some material can be placed in multiple categories; however, materials were only placed in the one category that was considered the main classification. For example, it is possible for a Photo File to be placed under both Photo File and Baylor University Records, yet they would be placed under Photo File because it would be primarily a photo rather than a Baylor University Record.

Oral memoir transcripts are the second most used archival material with a total of 700 (24.76%) used. (See Figure 4.13) However, the Baylor University Institute for Oral History, founded in 1970, underwent a massive digitization project in 2008-2009, placing a large number of oral memoir transcripts online. This availability of oral memoir transcripts online is reflective in the figures. Most of oral memoir transcript usage came from the year 2006 with a total of 339 accessed. From 2007 onward there is a decreasing

demand for oral memoir transcripts with only 361 accessed from 2007-2010. Each year there is a decline in the requests. 2007 has 148 oral memoir transcript requests and 2008 has 83 requests. In 2009 there is still a decrease with 63 requests and 2010 has 67 requests. According to Stephen Sloan, Director of The Baylor University Institute for Oral History, there has been a large increase in online access of oral memoir transcripts. From July 18, 2008 to March 5, 2012, the Institute for Oral history has “received and fulfilled 356 requests for a total of 681 memoirs. That comes to an average of 95 requests and 182 transcripts per year over the 3.75-year period [they] have kept statistics.”²⁴ These numbers do not include any material accessed by those with a Baylor University login or those on Baylor University computers, both of which provide access to oral memoir transcripts without any requests going to the Institute for Oral History. These figures indicate that online usage is increasing and is directly affecting on-site access, which is decreasing as a result.

²⁴ Stephen Sloan, email message with author, March 23, 2012.

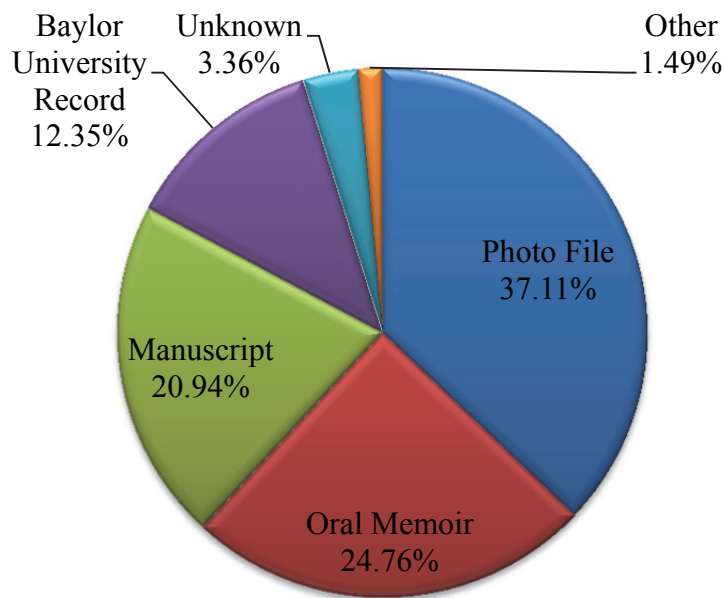


Figure 4.13. Archival Usage from 2006-2010

Photo Files are the most used category within the archival collection with 1,049 (37.11%) used. There is a significant increase in the use of Photo Files seen in 2008-2010. In 2008 a total of 195 Photo Files were used, surpassing the total usage of Photo Files in 2006. 2009 also sees a significant increase with 213 Photo Files used and 2010 has a high of 348 photo files used. This data suggests that Photo Files are increasingly one of the most important portions of The Texas Collection, even more important than paper documents. This is an area of use that may warrant additional study to understand why Photo Files are seeing increased usage. Furthermore, as usage increases The Texas Collection should identify steps that the administration and staff might take to ensure the long-term preservation of those materials.

Paper documents can include Manuscript collections and Baylor University Records. Manuscript collections account for 592 (20.94%) files accessed while Baylor University Records total only 349 (12.35%) records used. Together, these account for less than Photo Files in overall usage. Manuscripts see a relative constant usage over the years between 18-24% of yearly usage, although the raw numbers indicate a decrease of usage in 2007 and 2008 with each year having less than 100 collections used. For Baylor University Records, there is an increase in usage from 2008 onward. In 2006 and 2007 Baylor University Records only total 67 times items were used. 2008 marks an increase with 60 items (13.73%), 2009 with 123 items (21.77%), and 2010 has 99 items (14.04%) used. As oral memoir transcript usage declines, there an increase in usage of Baylor University Records, however, at the present moment some of these files are being combined with vertical files from the printed materials, rendering some of this information obsolete.

Other materials such as videos, postcards, and maps are the least used of all archival materials. Overall, these materials compose 1.49% of all usage. Each year reflects similar results with other materials used composing between .35% and 2.7% of total yearly usage. Such little usage might alter how The Texas Collection uses their resources in regards to these collections.

Even though patrons are required to note which collection they used on their patron request form, not all patrons do so. Therefore, 3.36% of total usage is unknown. These patrons clearly used materials from within The Texas Collection archival section; however, there is no way to determine the material used. These figures highlight the

problems that arise from patron request forms incorrectly filled out. Perhaps a more extensive session on how to fill out the form should be given to the patron or The Texas Collection staff could fill out the form for the patron. In doing either, the data would be more accurate in the future and enhance the security of the collections by clearly identifying what collections users accessed.

Variables

As with any user study, there are certain variables that might alter the data. Therefore, it is important to disclose what variables affect the study. In the patron lists, it is possible that the patron could be counted twice if they used both the archive and the library material because each section kept their own data. If a patron made multiple visits within a month then the visitor was counted only once. If a patron made multiple visits over a course of several months, each monthly visit counts as one visit. Students are only Baylor University students. If a patron identified themselves as a student of another school, they were counted as a researcher. Some patrons were excluded from the list because a date was not placed on their form.

On-site surveys were also administered via paper format. Paper surveys were then added into the online survey. If a patron did not answer a main question, but answered the corresponding question as yes, then yes was input as the answer to the main question. Additionally, fifteen partial surveys were answered. Thirteen of those surveys were disqualified because none or one question was answered. Two were included as complete because the portion regarding the visit was answered. Since the actual visit was the most important part of the survey, it was determined that any survey that answered the visit

sections would be included; the demographic section was not absolutely necessary to the survey.

The time in which the survey was conducted had an impact on the results of the survey. The survey was conducted through Thanksgiving and Christmas break, in which The Texas Collection was closed for a period of time resulting in fewer patrons who could learn about the survey. Additionally, there could be a high percentage of student respondents due to a class assignment.

Overall Conclusions

The overall intent of the user study is to provide a better understanding of The Texas Collection's patrons. Better understanding of who their users are will allow the administration and the staff of The Texas Collection to fulfill the dual mission of protecting and providing access to original documents. While the study answers many questions, it also raises a number of questions that require further study.

One thing that this study revealed is that The Texas Collection is serving two distinct patron demographics: online and on-site. The recognition of this will help The Texas Collection to tailor the physical archive and the online media to meet the expectations of these different patrons. The data suggests that what works for the on-site patron may not work for the online user. The online collections are largely community oriented while the on-site collections serve a significant number of academic researchers. Different users have a difference of need and expectations that the administration and the staff of The Texas Collection may have not been aware existed.

Social media has the potential to reach millions of people; however, the survey reveals that on-site and online patrons are not participating in social media. Most online users use The Texas Collection website, but few interacted with social media. Yet, if social media is to be successful, Facebook provides the most potential according to user responses. It is imperative that with Facebook, and any other social media, the administration and staff of The Texas Collection define specific goals for social media and conduct further research as necessary to better understand what social media patrons want and use.

Despite the availability of all sorts of online tools, finding aids, social media, etc., for patrons seeking information, professional reference assistance is still vitally important to all users. Moreover, this will not likely change, but only become more important. Archivists and librarians are equipped with the tools and the training to help users sort through the sea of information to find the most pertinent source.

The Texas Collection also serves numerous different patrons with both archival and library portions of the archive. Library material tends to have more student patrons with books being the top material used. In the archival collections, photo files are the most used and community researchers tend to use the archival section more often. However, there is a gradual increase in student usage of the archival collections even though faculty and staff of Baylor University do not use much of The Texas Collection as a whole. Additionally, there is a need for further archival education of patrons. Some users may not understand how an archive operates; therefore, further education could solve future problems and increase user satisfaction and success. In understanding these

generalizations, it is possible for The Texas Collection to better target their audience and make better use of their resources.

The Texas Collection provides great service to their patrons as evidenced by the many patrons who reported that their on-site visits were aided by great customer service. Yet there is always room for improvement. The user study is an attempt to create a baseline through which further study and development by the administration and staff of The Texas Collection can create an even better archive.

CHAPTER FIVE

Conclusion

The archival profession is facing great changes. Due to modern technology, the very nature of archives is altered. Archivists must not only manage paper documents, but also digital copies, both those that are digitized and digitally created. In addition, archivists must meet the demands of an ever-changing patron. Users desire information at the touch of their fingertips. They seek instantaneous results from Internet searches and fully expect the same from all archives. As technology changes, so does the demands of the users.

Additionally, archivists must be knowledgeable about current technological trends and marketing tools. Social media is one of the fastest growing Internet trends. Within six years, social media, such as Facebook, has become an important form of communication in society. Yet, there is no means of determining if social media is merely a trend or something that will continue into the future. Social media tends to be more complicated than merely opening an account in a social media platform. Rather archives are encouraged to have a social media policy, to better coordinate social media with the archive's mission. However, is social media a platform that is useful for archives? Museums have certainly seen improvements via social media, yet do archives have similar results? Social media, along with the ever-changing demands of users and the complications of electronic records, have created a need for user studies.

User studies of archives have been around for a while; however, with the rapidly changing. Archives and Records Administration in 1990-1991 was one of the first archive user studies completed on such a large scale. Although the ideas are similar, the user studies of the present must include technologies that Conway did not include. The Archival Metrics Toolkits attempt to address the need for user studies by placing surveys online, available for any archive to administer. Yet, there is little space addressed to the online patron or social media, both of which are becoming important aspects of modern libraries and archives. As the archival profession is in upheaval, patron studies have become more important than ever before.

In recent years, The Texas Collection at Baylor University has undergone recent administration and staff changes in addition to including new online platforms for patrons. In the midst of these changes within the archival field and at The Texas Collection, the archive has conducted a user study. The study was composed of two surveys, on-site and online, and an analysis of past patron trends and patron usage. The overall goals were to better understand who the users of The Texas Collection are and to determine if the users' needs were being met. By understanding these two elements, The Texas Collection can serve their patrons better and make better use of limited resources.

I divided the surveys into an on-site and online version. The on-site version asked the patron to rate their physical visit to the archive in terms the material used and the service provided by The Texas Collection staff. On-site patrons were also asked demographic information about themselves, so The Texas Collection could understand who their users are. The online version asked the user about the online media accessed and demographics. Both on-site and online patrons were asked about social media usage.

Printed material patron trends were compiled from data given to me by Amie Oliver and archive patron trends came from data organized from patron request lists. All data was organized into who the patrons were and what materials were accessed. These will aid The Texas Collection in understanding overall trends within the archive.

Results from the user study revealed many things. The Texas Collection is serving two different patrons, on-site patrons and online users. According to the survey, women tend to be the majority of patrons, yet there is little similarity between on-site and online users. On-site patrons tend to have diversity in age while online users tend to be dominated by those 55 and older. On-site patrons are generally academic researchers, either students or professors, whereas most online patrons are researching for their own private use or are genealogists. The difference in patrons requires that The Texas Collection review their on-site and online policies to ensure that they target the right audience.

Online patrons tended to access The Texas Collection website more than any social media outlet. Social media was not used very much by on-site or online patrons. Most patrons had an email and Facebook account, yet few patrons used any Texas Collection social media. Facebook was identified as the social media outlet most preferred by patrons of all age groups. The disconnect between social media and patrons, on-site or online, needs further evaluation.

Students primarily use the printed material section of The Texas Collection, whereas the archival section has largely general researchers. Books tend to be the most used from the library section and Photo Files are the most used from the archival section.

While these are simple understandings, they can aid The Texas Collection in better understanding who uses what in the archive.

Recommendations

In light of the user study conducted, I have several recommendations for administration and staff of The Texas Collection. First, The Texas Collection needs to identify the reason why they use social media and how it relates to The Texas Collection's overall mission. Social media may be used as a public relations and/or marketing outlet or as a research tool. However, I recommend that at the present time the staff and administration focus on only one reason, marketing or research; attempting both will create too broad a focus.

After the purpose of social media is identified, The Texas Collection should determine what media best serves the purpose. Based on the current user study results, I recommend that The Texas Collection focus on one or two different social media outlets rather than all forms of social media. Facebook should receive the most attention over all other social media outlets, as the study suggests that Facebook has potential usage from the widest audience range. By focusing on one or two social media outlets, The Texas Collection can implement their social media policy and better determine if use of social media is meeting its purpose.

With that being said, The Texas Collection must develop and implement a social media policy that is separate from all other online media. The current online policy includes both the website and all social media outlets. Two separate policies are needed in order to provide better direction to both the website and social media outlets. The social media policy should include the purpose of social media (recommended at the

present to be one), the planned outlets (such as Facebook and YouTube), who is responsible for each outlet, goals of social media usage that are connected to the purpose of social media, and a means of measuring success. As with other policies, the social media policy is a living document and requires that The Texas Collection review it at least once a year.

The second recommendation is for a few more questions to be added to the frequently asked questions page on the website. Some visitors did not understand what a finding aid was or why the reading room was so cold. I suggest that The Texas Collection add the answers to these questions so that patrons understand how to find material without staff assistance and why they should bring a sweater with them. Additionally, several patrons did not understand why material was not available online. As user expectations of online availability increases, I suggest that The Texas Collection explain why all documents are not digitized. That question could be explained in terms of the high cost and amount of time needed to digitize material, so that patron fully understands the effort needed to digitize materials.

Lastly, as stated before, The Texas Collection needs further user study, particularly of online patrons. A user study that targets online patrons should attempt to better define exactly who online patrons and what their needs are. This user study has provided basic information on online users, yet there is more to learn. The next study should evaluate what online patrons seek from The Texas Collection, how user friendly is the online interface, what materials online patrons would like available, and how The Texas Collection can better meet their needs. These questions will expand the understanding of online patrons, allowing for more focused online media.

User studies aid archives by allowing users to evaluate the services provided. The Texas Collection can use the information gathered in this user study to better understand users and their needs. By better understanding their users and their needs, The Texas Collection can more effectively utilize resources and develop and/or revise policies as part of an ongoing effort to improve service to new and current users.

APPENDICES

APPENDIX A

Email spreadsheet

[illegible]

APPENDIX B

Patron Usage Spreadsheet

Name of Collection (with accession #, if known)	2006	2007	2008	2009	2010

APPENDIX C

Texas Collection On-Site User Survey

PURPOSE: The purpose of this questionnaire is to determine who the users of the Texas Collection are and if the Texas Collection meets the user's needs.

INSTRUCTIONS: Please answer the following questions. Circle the answer that best answers the question for you. Fill in answers in the space provided if prompted.

On-Site Visit

- 1.) What is the primary goal of the visit? (Please Circle One)
- A.) Specific material from a collection
 - B.) Learn about the Texas Collection
 - C.) Examine an entire collection
 - D.) Resources from printed material
 - E.) Combination of resources from printed materials and an archival collection
 - F.) Other

Was the visit successful? YES/NO (Please Circle One)

If not, why?

- 2.) How important to your research was the material that you found today? (Please Circle One)
- A.) Very Important
 - B.) Important
 - C.) Relates, but not that important
 - D.) Not relevant at all

- 3.) Were the finding aids helpful? YES/NO (Please Circle One)
- What was the most helpful about them?

What could be improved about the finding aids?

4.) Would digital copies be more useful in your research? YES/NO (Please Circle One)

5.) What collection or library material are you working with? (Please include accession number, if known) _____

6.) Did you encounter any problems getting the material, such as restrictions, copyright issues, material unavailable, or other access issues? (Please Circle One Below)

NO, I had no such problems.

YES, I had problems because

Service for On-Site Visit

7.) Did you email/call the Texas Collection before you came? YES/ NO (Please Circle One)

A.) Yes, I emailed

B.) Yes, I called.

C.) Yes, I emailed and called.

D.) No, I did not email or call.

If yes, was the email exchange or phone conversation helpful? YES/NO (Please Circle One)

If not helpful, what could be improved?

8.) How did you find out about the Texas Collection and that they might contain material that you might need? (Please Circle All that Apply)

A.) Online

B.) Friend/Colleague

C.) Directory

D.) Another archive

E.) Other _____

9.) Upon arrival to the Texas Collection, how was the initial service at the front desk? (Please Circle One)

- A.) Exceptional
- B.) Good
- C.) Adequate
- D.) Poor
- E.) Very Poor

Please explain your answer:

10.) How was the physical environment of the reading room? (Please Circle One)

- A.) Exceptional
- B.) Great
- C.) Good
- D.) Poor
- E.) Very Poor

Please explain your answer:

Demographic

11.) What is your age? (Please Circle One)

- A.) 18-24
- B.) 25-35
- C.) 36-55
- D.) 55 or older

12.) Male or Female? (Please Circle One)

13.) Is this the first time you have visited the Texas Collection? YES/NO
(Please Circle One)

If not first time visit, how many times in the past year have you visited?

What was the date of your last visit? (MM/DD/YYYY) _____

Have you ever used an archive (other than the Texas Collection) before
and if so, how many times? YES/NO (Please Circle One) _____

If used before, how does the Texas Collection compare to them?

- 14.) How would you classify your work? (Please Circle One)
A.) Academic Researcher (Professor)
B.) Academic Researcher (Student)
C.) Genealogist
D.) Research for Private Use
E.) Journalist
F.) Other
-
- 15.) Do you have any affiliation with Baylor University? (Please Circle One)
YES, I am (FACULTY), (STUDENT), (STAFF).
NO, I have no affiliation with Baylor University.
- 16.) Do you have an email account? YES/NO (Please Circle One)
How often do you use your email account? (Please Circle One)
A.) Daily
B.) Weekly
C.) Monthly
D.) Less than once a month
- 17.) Do you have a Facebook account? YES/NO (Please Circle One)
- 18.) Have you used any of the following Texas Collection social medias:
(Please Circle All That Apply)
A.) Facebook
B.) Flickr
C.) YouTube
D.) Blog
- 19.) If you have not used any of the Texas Collections social media, what
social media would you most likely use?
A.) Facebook
B.) Flickr
C.) YouTube
D.) Blog

20.) Other Comments: _____

APPENDIX D

Texas Collection Online User Survey

INSTRUCTIONS: Please answer the following questions. Circle the answer that best answers the question for you. Fill in answers in the space provided if prompted.

PURPOSE: The purpose of this questionnaire is to determine who the users of the Texas Collection are and if the Texas Collection meets the user's needs.

- 1.) What type of visit did you have? ON-SITE/ ONLINE (Please Circle One)

Online Visit

- 2.) What is the primary goal of the visit? (Please Circle One)
- A.) Specific material from a collection
 - B.) Learn about the Texas Collection
 - C.) Examine an online collection
 - D.) Other

Was the visit successful? YES/NO (Please Circle One)

If not, why?

-
- 3.) How important to your research was the material that you found today?
(Please Circle One)
- A.) Very Important
 - B.) Important
 - C.) Relates, but not that important
 - D.) Not relevant at all

Demographics

- 4.) What is your age? (Please Circle One)
- A.) 18-24
 - B.) 24-35
 - C.) 35-55
 - D.) 55 or older
- 5.) Male or Female? (Please Circle One)

- 6.) Is this the first time you have visited the Texas Collection online? YES/NO
(Please Circle One)
If not, how many times in the past year have you visited? _____
What was the date of your last visit? (month/year) _____
- 7.) How would you classify you work? (Please Circle One)
A.) Academic Researcher (student)
B.) Academic Researcher (professor)
C.) Genealogist
D.) Research for Private Use
E.) Journalist
F.) Other _____
- 8.) Do you have any affiliation with Baylor University? (Please Circle One)
YES, I am (FACULTY), (STUDENT), (STAFF).
NO, I have no affiliation with Baylor University.
- 9.) Do you have an email account? YES/NO (Please Circle One)
How often do you use your email account? (Please Circle One)
E.) Once a day
F.) Once a week
G.) Once a month
H.) Less than once a month
- 10.) Do you have a Facebook account? YES/NO (Please Circle One)
- 11.) What online media did you use for this visit: (Please Circle All That Apply)
E.) Facebook
F.) Blog
G.) Flickr
H.) YouTube
I.) Website
- 12.) What other types of social media would you like the Texas Collection to use? _____

13.) Based on what you used from the Texas Collections social media, would you make an on-site visit to the Texas Collection? YES/NO (Please Circle One)

14.) Other Comments: _____

APPENDIX E

Informed Consent Form

Purpose:

Under the supervision of Dr. Julie Holcomb, Assistant Professor in the Department of Museum Studies Baylor University, Rachel Carson, a Master's student in Museum Studies at Baylor University, is conducting a user study at Baylor University's Texas Collection archive. The purpose is to identify the users, the collections that are most used, and to determine whether Collection is meeting the needs of its users. Current users of the Texas Collection will answer a survey that will be used to evaluate the Texas Collection.

Participation

- 1.) Participation in the survey will take no more than 10 minutes and is completely voluntary. Participants can refuse to participate or quit at any time. This will not affect their use of any services at the Texas Collection or Baylor University.
- 2.) Some participants may be asked by the principal investigator to answer the questions in an interview style. Participants may refuse at any time. Refusal does not affect their use of any services at the Texas Collection or Baylor University.
- 3.) Participants will be asked to complete a survey. Participants do not have to answer all the questions or include any information that they deem too personal.

Rights

Participants will remain anonymous. No personal identifying information will be collected and any information that the participant or the principal investigator believes to be identifying will be excluded from the survey. If there are any questions regarding your rights as a participant, please contact Baylor University Committee for Protection of Human Subjects in Research, Dr. Michael Sherr, Chair, Baylor University, One Bear Place #97320, Waco, Texas 76798; phone (254) 710-4483; email michael_sherr@baylor.edu.

Consent

I have been given a copy of this consent form to keep. PARTICIPATION IN THIS SURVEY IS COMPLETELY VOLUNTARY. I understand that I am free to decline to participate at any time and there is no direct benefit to myself.

Signature of Participant: _____ Date: _____

(Print Name): _____

Principal Investigator:
Rachel Carson
328 Oklahoma Avenue
Hewitt, Texas 76643
(951) 259-6305

Advisor:
Dr. Julie Holcomb
(254) 710-6614
julie_holcomb@baylor.edu

APPENDIX F

On-Site Survey Summary

What type of visit did you have?		
On-site	46	59.7%
Online	31	40.3%
Total Responses	77	

What is the primary goal of the visit?		
Specific material from a collection	23	50%
Learn about the Texas Collection	1	2.2%
Examine an entire collection	3	6.5%
Resources from printed material	2	4.3%
Combination of resources from printed materials and an archival collection	12	26.1%
Other	5	10.9%
Archives of the Texas Academy of Science	1	
Collect material to be used in an exhibit	1	
Genealogy Research	1	
Research paper requirements	1	
Resources for Video documentary project	1	
Total Responses	46	

Was the visit successful?		
Yes	44	95.7%
No	2	4.3%
Total Responses	46	

If no, why?	
1	Genealogy is like looking for a needle in a hay stack. Excellent material unlike any other sites I've visited from which to choose.
1	The collection of books I needed are no longer available on the ground floor, and are now much harder to get. This is the hardest library to find the information I need, and to get it! Its like Fort Knox!

How important to your research was the material that you found today?		
Very Important	33	71.7%
Important	10	21.7%
Relates, but not that important	3	6.5%
Not relevant at all	0	0%
Total Responses	46	

Were the finding aids helpful?		
Yes	43	93.5%
No	3	6.5%
Total Responses	46	

What was most helpful about the finding aids?	
1	Actually, my finding aid was Geoff and he was knowledgeable, efficient and very helpful.
1	Bearcat is easily accessible and very easy to navigate.
1	Clearly outlined.
1	Easily accessible online. Shows me clearly what to ask for when I go into the library
1	Finding aids - meaning index; one on one help most of all!
1	Helping you decide which files to pull.
1	I could pre screen the collection and request material be pulled.
1	I felt the searching online was quick and accessible.
1	I got the resources I needed
1	It was helpful when they were able to direct me to online resources
1	Just that the particular resource I needed was catalogued.
1	Nice
1	Staff was very helpful, personal & caring
1	The personal service of helpful folks
1	The requested material was there waiting on me
1	Their obvious passion for Waco's history and desire to contribute to the success of our project.
1	They are well developed and the staff are helpful in pointing one in the right direction.
1	They explained how to use the microfilm and were very friendly.
1	They helped me locate the materials I needed.
1	They helped me to "see" the cards I was looking for.
1	They pulled all the relevant materials for me in advance. It was very convenient.
1	They tried to help me narrow a research topic.
1	They were great for bouncing ideas off of.
1	helpful and respectful
1	how it was catalogued
1	the staff were very helpful and informative
2	X
1	I was able to get the answers that I needed. Also, they got the material I need at a respeciale time.
1	I first came to the Texas Collection when Guy B. Harrison was in charge. What a change. Every thing worked out really. I got what I wanted.
1	They taught me how to use the scanning machine and also told me beforehand that I could download for free with a flash drive so I was able to bring one and I am glad they told me.
1	They are useful as a starting place, but the staff's knowledge and background about

	how the various collections are linked are indispensable and not easily translated into any printed or electronic document.
1	they knew me and were able to continue seeing me through my project at the expense of their own time
1	Locating the documents that relate to the founding and early history of the Texas Academy of Science.
1	The organization of the material made me spend less time searching through it to find what I needed.
1	I worked with the archivist who gave me access to materials in a collection which I needed for research.
1	These ages newspaper articles aid in important facts about the era of our family;s pass unbeknownst to any living relative. This is my second book of this type for which these articles are the primary sources of my references.

What could be improved about the finding aids?	
1	-
1	I don't know.
1	I think the computer bases were a little awkward for first time users.
1	I was completely satisfied.
1	It's often hard to locate them when you have a question.
1	Just making the entire collection accessible online through finding aids
1	More Geoff's!
1	More accessibility
2	No
1	Not enough experience yet to have an informed opinion
1	Not sure.
2	Nothing
1	Nothing I can think of.
1	Nothing. They were great.
1	They could always be fine-tuned, but this is not a criticism.
1	They were helpful.
1	cannot think of anything
1	Nothing
1	nothing I can think of at this time
1	nothing that I know of
2	X
1	I often use telephone directories and city directories to verify information. I think my research skills need more improvement than the finding aids do.
1	Probably providing a paper copy that is affixed to the box(s) you pull pertaining to any collection so you are reminded of the bigger picture when looking at more item level page...
1	Bearcat is a joke. I think it would be most helpful if the Texas Collection, Institute of Oral History, and other specialized collections had their own separate catalog that was NOT mixed in with the general library. Even if I tell it to look just in TXCOL, it will pull up other library hits.

1	I have not really had an opportunity to use the finding aids. I have in the past worked with an archivist to locate the material I am looking for
1	Be sure the labels have been permanently changed on collection boxes. The Jeffie Connor papers have been changed and the collection box numbers are crossed out and re-written in pencil.
1	The search system is messy and very difficult to navigate. It wouldn't sort by date or allow my to use the find feature.
1	I had a hard time navigating all the different search options and getting back to the right page. I often felt it would be more helpful if there was one spot to search for everything (maybe there is?). I was trying to search online resources, archives, and oral memoires and couldn't figure out a good way to do that all at once. Also, I thought finding the right keywords to use was tricky (but Amie did help with that).
1	Add to the viability of facts necessary for necessary for truth and evidence of actual occurrences for the period.
1	Periodicals and smaller pieces can sometimes be difficult to find. If the Texas Collection had a search feature on the Baylor Library search page it would be easier.
1	The material could be enjoyed by many associated with this history in that software could easily be designed to study and enjoy at one's leisure. There is so much information available it is overwhelming. It would take days to see everything in the collection. And distance makes it difficult to make repeated visits.
1	Adding to the collection of the Texas Academy of Science documents that take off where they left off (about 1950-1960 period). The Texas Academy of Science would like to donate Proceedings that are of earlier years, and continue adding each annual proceeding in perpetuity to make the Texas Collection a more complete collection. I am trying to collect those from our members, and so obtaining those proceedings is contingent on members donating them.

Would digital copies be more useful in your research?		
Yes	33	73.3%
No	12	26.7%
Total Responses	45	

What collection or library material are you working with? (Please include accession number, if known)	
1	African American
1	All Branch Davidian resources
1	BGCT annual meeting reports (previously accessed the Annie Jenkins Sallee papers)
1	Baylor University Archives
1	Civil War
1	Clipping, term papers
1	Cynthia Ann Parker/ Fort Parker/ donated by Elsie Lee Hamill
1	Frank Chilton Collection
1	Guy B Harrison
1	I accessed a book on the Murpheys
1	I have worked with Baylor documents and Waco history including Roger Conger

	material
1	I was working with vertical files and looking the Samuel Palmer Brooks papers.
1	Jeffie Connor Papers
1	Kay Toombs thesis
1	Library book
1	McLennan co. Probate Records, 1870s census records from Central Texas counties
1	Microfilm
1	Mostly Lariats
1	Photo files
1	Photographs about Waco's History
1	Photos
1	Postcard collection: Churches, local
1	Prohibition lectures, sermons, newspapers
1	Texas Academy of Science collection
1	Texas Collection, mostly archives but also a lot of Baylor Lariat articles
1	Texas Negro Baptist History
1	Texas droughts
1	Urban Renewal, City of Waco
1	Various individual collections and numerous archival collection relevant to my topic
1	Waco City Directories, Waco history archives
1	Waco Seventh and James Baptist Church Box 2F
1	Waco marketing materials
1	Williamson County District Court Records
2	World War I
1	archaeological reports
1	newspapers; Heritage Collection
1	photo files
1	telephone and city directories
1	vertical files, books
1	video collection (Bear Program)
1	Most recently, the K. R. Hamorsky materials, but I've done research at the Texas Collection numerous times.
1	across several collections: 677.2 C846, 378.764 H67 B1895, HD9077.t39 T495x 1909, 330.94 s36 and more

Did you encounter any problems getting the material, such as restrictions, copyright issues, material unavailable, or other access issues?		
Yes	10	21.7%
No	36	78.3%
Total Responses	46	

If yes, please explain.		
1	Copyright	
1	Copyright	

1	Difficulty finding material via online catalog
1	Sorting by date was very difficult and I could not access the materials from home.
1	some dates were missing, there were a lot of repeat archives
1	However, some material I have used had restrictions, but these were lifted and I was given access.
1	The directories are no longer available on the ground floor. Cataloging of various people and topics in Waco history is sparse, at best. The cataloging system is a HUGE barrier to finding the info I need.
1	Planters and Merchants Mills Title Texas Produces More than 1/4 of the Nation's Cotton--Let's Mill It Ourselves! Here's How It's Going to be Done Pub Info [S.l. : s.n.],ca1921 being processed for Texas collection.
1	Some of the materials I have used have had legal restrictions, but these have been addressed successfully.
1	I encountered problems BUT that was the purpose of my visit, to find a way to make Dr. Toombs' thesis more accessible to all my students by having it digitized.

Did you email/call the Texas Collection before you came?		
Yes, I emailed.	26	56.5%
Yes, I called.	4	8.7%
Yes, I emailed and called.	3	6.5%
No, I did not email or call.	13	28.3%
Total Responses	46	

If yes, was the email exchange or phone conversation helpful?		
Yes	33	100%
No	0	0%
Total Responses	33	

How did you find out about the Texas Collection and that they might contain material that you might need?		
Online	7	15.2%
Friend/Colleague	11	23.9%
Another archive	1	2.2%
Directory	0	0%
Other	27	58.7%
Baylor Library search	1	
Baylor staff	1	
Class	1	
Dr. Parrish	1	
Family	1	
Historic Waco Foundation	1	
History professor	1	
I am a Baylor Alumni.	1	
I am a Baylor student	1	

I am a Baylor student.	1	
In a bibliography	1	
Local Library	1	
My father taught at Baylor many years ago.	1	
Personal Knowledge	1	
Personal knowledge	1	
Prior research	1	
Prior research on other topics	1	
Professor	5	
Their newsletter	1	
Work	1	
Workshop, Cent. TX Genealogy Society	1	
known to me since I am a grad of Baylor University	1	
phone, and on-line search	1	
Total Responses	46	

Upon arrival to the Texas Collection, how was the initial service at the front desk?		
Exceptional	29	63%
Good	15	32.6%
Adequate	2	4.3%
Poor	0	0%
Very Poor	0	0%
Total Responses	46	

Please explain your answer to the previous question.	
1	...
1	Amie and Tiffany are always helpful.
1	Friendly
1	Friendly folks, efficient service
1	I always have a great experience at the Texas Collection. They have great resources.
1	I had an appointment with Geoff and I told them who I was and they told me where to go.
1	Ms. Ann Payne was very delightful in both knowledge and beauty. That helps.
1	Nothing wowed me at the front desk, but Amie was extremely helpful.
1	She was nice
1	They had the book held at the reception desk for me.
1	They welcomed me and got the material that I asked for.
1	They were helpful and patient
1	They were very nice and got me what I asked for.
1	They were welcoming, friendly, helpful.
1	Very friendly and gave instructions about using the lockers.

1	Very friendly and helpful
1	Very helpful.
1	Visit was expected and staff was ready and waiting. Very impressive service.
1	You guys have always been great with my visits.
1	friendly, helpful, got what I needed quickly
1	people were very helpful. Locker for my possessions also helpful
1	very friendly but a bit disorganized
1	very helpful
1	Front desk staff was very helpful and I was even able to personally become acquainted with the director.
1	The Board of Directors was aware that the Texas Collection contained the archives of the Texas Academy of Science. As a Past-President, Fellow, and Historian of the Texas Academy of Science, I needed to review and scan the archived documents. I request that Dr. Pati Milligan, Professor, Baylor University, and webmaster of the Texas Academy of Science assist me in obtaining access to the archives, and she was very helpful. Aimee Oliver was very helpful in obtaining archives from the collection and helping me get set up with the scanner.
1	Check in and paper work for using the collection was smooth and fast. Requested material was ready for me.
1	Most of the student workers are unengaging and not very helpful. "I don't know" is a valid answer, but how am I supposed to get the information I need to locate the resources I need if you are not willing to help find out?!?!?
1	I have worked at the Texas Collection on two separate occasions for exhibits and the front desk was very accommodating
1	Everyone was friendly and helpful which I believe is good service. Exceptional is going above and BEYOND the required customer service
1	Everyone at the desk was always very helpful. They would always pull the materials I was looking for ahead of time and have it waiting there for me when I arrived, which was really helpful with the limited hours that the Collection is open.
1	I arrived very late and was surprised that the information was already waiting for me. Only a hint came across of the time. It was not offensive however.
1	Amie Oliver spoke to our genealogy club; excellent presentation; she met 3 of us and introduced us to the resources and the people in the work area.
1	The staff at the Texas Collection are some of the friendliest and most capable of any I have met anywhere in the world, and I have conducted research in many countries.

How was the physical environment of the reading room?		
Exceptional	22	48.9%
Great	18	40%
Good	5	11.1%
Poor	0	0%
Very Poor	0	0%
Total Responses	45	

	Please explain your answer in the previous question.
1	-
1	A lot of people/traffic thru the room, but it was minimally distracting.
1	About in line with other places I have visited.
1	Beautiful facilities
1	Beautiful, quiet, clean
1	Comfortable and quiet
1	Comfortable, quiet and focused. Good place to work.
1	Good lighting, plenty of room to spread out.
1	Great.
1	I love visiting the library. Its quiet and clean.
1	I remember the first time I talked to Guy B. Harrison. What a change.
1	It was quiet.
1	It was well lit and quiet.
1	Love the new lights and chair cushions
1	Quiet and comfortable.
1	Quiet and productive.
1	Quiet, neat, clean
1	Same as it had been for years-usuable.
1	Since I don't have a comparison, I can only say great, but plenty of space; quiet enough.
1	Very clean and computer/scanner was made easily accessible.
1	Very clean and pretty to look around and see all the beautiful books in their place
1	Very clean, open, plenty of outlets for laptop, excellent lighting; having pencils available...
1	Very conducive to reading and studying and researching
1	Very quiet.
1	good lighting, comfortable chairs, NO CELL PHONES
1	quiet and comfortable
1	quiet; very nice renovation.
1	the flourescent lighting is a bit harsh
1	1 exception and it's fairly important the reading room is often extremely cold, but I know efforts are being made to correct this.
1	Lighting was fine. I had an entire desk and could quickly move between my work area, the desk for additional materials and the scanner.
1	nice space for reading but chairs could be much more comfortable for long reading sessions- few chairs with cushions but couldn't get all the way under the table so created uncomfortable angle for reading
1	Reading through the delicate archive materials was an honor, and the long smooth tables in the reading room facilitated taking the care necessary. Also, the scanner was very helpful for the reference material I needed to write the history of the Texas Academy of Science.
1	It's great. I like the reading room and the tape recorder room with the new KIC scanner as well...
1	I would have said exceptional, but there is a problem with the a/c or heating in that the

	reading room is often far too cold, making it uncomfortable at times. Apparently the staff are aware and efforts are being made to address this, but it seems it may be something beyond the building.
1	Quiet, clean, accessible. however, not very good copies toner perhaps, but inexpensive comparatively and readable.
1	I like how quiet it is and the temperature keeps me awake (it's really cold). It's only complaint, it's really small.

What is your age?		
18-24	13	28.9%
25-35	9	20%
36-55	8	17.8%
55 or older	15	33.3%
Total Responses	45	

Are you male or female?		
Male	21	46.7%
Female	24	53.3%
Total Responses	45	

Is this the first time you have visited the Texas Collection?		
Yes	19	42.2%
No	26	57.8%
Total Responses	45	

If not first time visit, how many times in the past year have you visited?		
1	4	16.7%
2	5	20.8%
4	2	8.3%
5	2	8.3%
8	1	4.2%
10	3	12.5%
12	1	4.2%
14	1	4.2%
15	1	4.2%
20+	4	16.7%
Total Responses	24	

What was the date of your last visit?	
1	00/00/1970
1	01/31/2012
1	04/20/2011
1	07/01/2011
1	09/01/2011
1	09/10/2011
1	09/15/2011
1	09/22/2011
2	10/01/2011

1	10/12/2011
1	10/21/2011
1	11/08/2010
1	11/10/2011
2	11/15/2011
1	11/18/2011
1	12/06/2011
1	I do nt remember

Have you ever used an archive (other than the Texas Collection) before?		
Yes	18	42.9%
No	24	57.1%
Total Responses	42	

If you have used another archive (other than the Texas Collection) before, how many times?		
1	1	6.3%
2	1	6.3%
3	3	18.8%
4	3	18.8%
7	1	6.3%
17	1	6.3%
20+	6	37.5%
Total Responses	16	

How does the Texas Collection compare?	
1	Favorably
1	Like the date before, I donot know. Quite abit.
1	Not as extensive of some, moreso than others.
1	Smaller than three but on par with other university holdings in the state
1	The best maintained, secured, and assessible by digital reference.
1	Up there with the best (or better) than the rest of them.
1	Very favorably.
1	Very favorably. Have visited too many to list.
1	Very good collection, staff, level of care and maintenance
1	Very helpful and accessible.
1	Very well.
1	You guys are great. I like the freedom you give researchers.
1	it was comparable, all were positive visits or communications
1	just wonderful
1	the Texas collection is bigger.
1	The cataloguing/search features are worse, but the environment is great. The professional staff are amazing.
1	workers were much quicker pulling materials for me at TX collection which helped

	me make better use of my time
1	Availability of newspaper period articles are non-existent and since Baylor is not a part of the library loan program, travel becomes expensive.

How would you classify your work?		
Academic Researcher (Professor)	6	13.6%
Academic Researcher (Student)	18	40.9%
Genealogist	2	4.5%
Research for Private Use	2	4.5%
Journalist	4	9.1%
Other	12	27.3%
I lie Texas Baptist History.	1	
Military historian	1	
Museum Exhibit	1	
Personal	1	
Researcher – professional	1	
Researching on behalf of the City of Waco	1	
Retired Adjunct Professor and State of Texas Reserach Biologist	1	
Staff	1	
Staff researcher	1	
Student/Genealogist/Journalist/Private Use	1	
archivist for church	1	
I research for self interest and have published writings about the collection materials but I don't teach, I'm a librarian: perhaps for this question, and others, it would be good if it didn't limit to just checking one box alone.	1	
Total Responses	44	

Do you have any affiliation with Baylor University?		
Yes	26	59.1%
No	18	40.9%
Total Responses	44	

What is your affiliation with Baylor University?		
Faculty	3	11.5%
Student	18	69.2%
Staff	5	19.2%
Total Responses	26	

Do you have an email account?		
Yes	41	93.2%
No	3	6.8%
Total Responses	44	

If you do have an email account, how often do you use it?		
Daily	40	97.6%
Weekly	1	2.4%
Monthly	0	0%
Less than once a month	0	0%
Total Responses	41	

Do you have a Facebook account?		
Yes	35	79.5%
No	9	20.5%
Total Responses	44	

Have you used any of the following Texas Collection social medias?		
Facebook	10	83.3%
Flickr	5	41.7%
YouTube	4	33.3%
Blog	3	25%
Total Responses	12	

If you have not used any of the Texas Collections social media, what social media would you most likely use?		
Facebook	29	87.9%
Flickr	1	3%
YouTube	8	24.2%
Blog	4	12.1%
Total Responses	33	

APPENDIX G

Contact Before Visit

#	Knew Before Visit	Email/Call	No Communication	Exchange Helpful	Successful Visit?
1	Yes	Email		Yes	Yes
2	Yes	Call		Yes	Yes
3	No		Yes		Yes
4	Yes	Email		Yes	Yes
5	Yes		Yes		Yes
6	Yes		Yes		Yes
7	Yes		Yes		Yes
8	Yes	Both		Yes	Yes
9	Yes	Both		Yes	Yes
10	Yes	Email		Yes	Yes
11	Yes	Email		Yes	Yes
12	Yes	Call		Yes	Yes
13	Yes		Yes		Yes
14	Yes	Email		Yes	Yes
15	Yes	Email		Yes	Yes
16	Yes	Email		Yes	Yes
17	Yes	Call		Yes	Yes
18	Yes	Email		Yes	Yes
19	Yes	Email		Yes	Yes
20	Yes	Email		Yes	Yes
21	Yes	Email		Yes	Yes
22	Yes	Email		Yes	Yes
23	Yes		Yes		Yes
24	Yes	Email		Yes	Yes
25	Yes	Email		Yes	Yes
26	Yes	Email		Yes	Yes
27	Yes		Yes		Yes
28	Yes	Email		Yes	Yes
29	Yes		Yes		Yes
30	Yes	Email		Yes	Yes
31	Yes	Email		Yes	Yes

32	No	Both		Yes	Yes
33	Yes	Email		Yes	Yes
34	Yes	Email		Yes	Yes
35	No	Email		Yes	Yes
36	No	Email		Yes	Yes
37	Yes	Call		Yes	Yes
38	Yes	Email		Yes	Yes
39	No		Yes		Yes
40	No		Yes		Yes
41	No	Email		Yes	Yes
42	No		Yes		No
43	Yes	Email		Yes	Yes
44	No	Email		Yes	Yes
45	Yes		Yes		No
46	Yes		Yes		Yes

APPENDIX H

First Time Texas Collection Patrons

#	Successful Visit	Finding Aid Helpful?	Initial Service	Importance of Material	Email/ Call	Email/Call Helpful	Age
1	Yes	Yes	Exceptional	Very	Both	Yes	55+
2	Yes	Yes	Exceptional	Very	Email	Yes	18-24
3	Yes	Yes	Good	Relates	Call	Yes	25-35
4	Yes	Yes	Good	Important	No		18-24
5	Yes	Yes	Good	Very	Email	Yes	18-24
6	Yes	Yes	Exceptional	Very	No		18-24
7	Yes	Yes	Good	Important	Email	Yes	25-35
8	Yes	Yes	Exceptional	Important	Email	Yes	36-55
9	Yes	Yes	Exceptional	Relates	No		18-24
10	Yes	Yes (S)	Good	Very	Email	Yes	55+
11	Yes	Yes	Good	Very	Email	Yes	36-55
12	Yes	Yes (S)	Good	Very	No		18-24
13	Yes	Yes (S)	Exceptional	Important	Email	Yes	18-24
14	Yes	Yes	Good	Very	Email	Yes	18-24
15	Yes	Yes	Exceptional	Very	Email	Yes	55+
16	Yes	Yes (S)	Exceptional	Very	Email	Yes	55+
17	Yes	Yes	Exceptional	Very	Email	Yes	25-35
18	Yes	Yes (S)	Exceptional	Important	Both	Yes	55+
19	Yes	Yes (S)	Exceptional	Important	Email	Yes	36-55

#	Baylor Affiliated	Used Other Archive	Problems
1	No	Yes	No
2	Student		Yes
3	No	No	No
4	Student		No
5	Student	No	No
6	Student	No	No
7	Student	No	No
8	No	Yes	No
9	Student	No	No
10	No	No	No
11	No	No	No
12	Student	No	No
13	Student	No	Yes
14	Student	No	Yes
15	No	Yes	Yes
16	No	No	No
17	Student	No	No
18	No	Yes	No
19	No	No	No

APPENDIX I

Online Survey Summary Report

What is the primary goal of the visit?		
Specific material from a collection	21	67.7%
Learn about the Texas Collection	4	12.9%
Examine an online collection	2	6.5%
Other	4	12.9%
Date of g'father attendance	1	
info on individual	1	
specific question	1	
was looking for photos of specific building	1	
Total Responses	31	

Was the visit successful?		
Yes	27	87.1%
No	4	12.9%
Total Responses	31	

If not successful, why not?	
1	I never heard back from my request.
1	The information I needed was not available in on-line format.
1	Only received one photo and have not had any other communication from staff whether they found more or not.
1	You did not have information on the individual I am interested in, other than reference to two books that I already have. So your search was successful but it did not lead me to where I have not been.

How important to your research was the material that you found today?		
Very Important	11	35.5%
Important	12	38.7%
Relates, but not that important	6	19.4%
Not relevant at all	2	6.5%
Total Responses	31	

What is your age?		
18-24	2	6.5%
25-35	3	9.7%
36-55	6	19.4%
55 or older	20	64.5%
Total Responses	31	

Are you male or female?		
Male	11	35.5%
Female	20	64.5%
Total Responses	31	

Is this the first time you have visited the Texas Collection online?		
Yes	18	58.1%
No	13	41.9%
Total Responses	31	

If you have visited before, how many times in the past year have you visited?		
1	4	30.8%
2	1	7.7%
3	3	23.1%
4	1	7.7%
6	2	15.4%
10	2	15.4%
Total Responses	13	

What was the date of your last visit?	
2	01/19/2012
1	02/01/2011
1	02/07/2012
1	05/05/2008
1	06/02/2011
1	10/12/2011
1	11/01/2011
1	11/11/2011
1	11/30/2011
1	8/12/2011

How would you classify your work?		
Academic Researcher (Student)	2	6.5%
Academic Researcher (Professor)	3	9.7%
Genealogist	8	25.8%
Research for Private Use	12	38.7%
Other	6	19.4%
Journalist	0	0%
Academic although I do not hold a teaching position	1	
Curious exhibition participant	1	
Government employee	1	
Scientific research	1	
Writing article for UDC	1	
Author	1	
Total Responses	31	

Do you have any affiliation with Baylor University?		
Yes	3	9.7%
No	28	90.3%
Total Responses	31	

What is your affiliation with Baylor University?		
Faculty	1	33.3%
Staff	2	66.7%
Student	0	0%
Total Responses	3	

Do you have an email account?		
Yes	31	100%
No	0	0%
Total Responses	31	

How often do you use your email account?		
Daily	31	100%
Weekly	0	0%
Monthly	0	0%
Less than once a month	0	0%
Total Responses	31	

Do you have a Facebook account?		
Yes	20	64.5%
No	11	35.5%
Total Responses	31	

What online media did you use during this visit?		
Facebook	3	10.3%
Blog	1	3.4%
Flickr	2	6.9%
YouTube	2	6.9%

Website	29	100%
Total Responses	29	

What other types of social media would you like the Texas Collection to use?		
1	Blog	
1	Does not matter to me.	
1	Don't know. Am not a big use of social media.	
1	Facebook, YouTube	
1	I did not use any	
1	I rarely use any social media even my own facebook account.	
1	I think they've covered all the important ones	
1	MA	
1	N/A	
1	No opinion	
1	Idk	
1	more info on ancestors	
1	more on line access to publications	
4	None	
1	would love to see pictures added if possible to see what the other ancestors looked like as Fanny.	
1	Social media is risky for users because of hackers etc that find your info and get into your account. I prefer not to use it at all.	

Based on what you used from the Texas Collections social media, would you make an on-site visit to the Texas Collection?		
Yes	25	80.6%
No	6	19.4%
Total Responses	31	

Do you have any other comments?		
1	Amie was extremely fast & helpful.	
1	Amie was super helpful.	
1	I know you must get something out of this survey. I do not see it.	
1	I used to live in Waco for 20 years but had never visited their Armstrong library.	
1	I will be returning in the spring to continue my research.	
1	It was an overall great experience and I was pleased with the number of resources available.	
1	It would be great if I could pay my late return fee online and/or with credit card.	
2	No	
1	No social media; I'm too busy - not enough time for social media.	
1	No.	

1	No.
1	Not a big fan of social networks but realize they are here to stay.
1	Not at this time
1	Thank you
1	The Texas Collection is very important to my research as a freelance writer.
1	The librarian was nice/helpful.
1	The online request service should be more responsive and more timely in its response.
1	Will be in in a few days....
1	Wish I could work there. It's one of my happiest places on earth.
1	Wonderful, very fast reply. Found exactly what I was looking for and more. TKS.
1	link with University of Texas
1	need longer hours in the Collection
6	No
1	None
1	not now
1	the researchers were very pleasant and checked all sources they thought would be relevant.
1	very quick, helpful response with the requested information.
1	I wish that the collections were open more. I work until 5 every day but Friday; so my time has been limited.
1	I will need to use the collection on a Saturday if possible. I have used the collection for the past 10-15 years.
1	The staff was very helpful in getting me what I needed. I really appreciated all the assistance that I received.
1	None other than that I am very appreciative of your assistance with my questions and your patient explanations as I am trying to understand copyright issues!
1	My visit was brief, however, it was fruitful. An image on the 1910 Texas Brigade Reunion program of the Texas Brigade Monument in Austin has been selected to adorn the cover of my soon-to-be published book, Hood's Texas Brigade in the Civil War, Jefferson,NC: McFarland Publishing, Inc, 2012. My thanks!
1	I got the photograph I needed in a short amount of time. Your staff was most courteous and easy to work with.
1	I have not used the collection extensively. I was researching an ancestor that came to Texas around 1850 and was one of the earliest contributors to the establishment of Baylor. So, I simply searched using Google for sites at Baylor that might prove useful. I contacted a professor by email and he referred me to the collection.
1	Collections need better indexing for reference. All materials should be searchable online. All photographs should be online.
1	Only to say that I found the service I used--a research enquiry, subsequently followed by an order for some copies of documents, and then them being delivered to me--to be excellent. The people I dealt with via email were superbly helpful.
1	I think you all did an amazing job. I never heard of the Texas Collection before till my cousin Richard Gerald Cary Montalvo of Memphis Tenn. published an amazing book

	<p>on the Green(e)'s which includes a pic of Eliz. Harriett Green, wife of James McCown b. 1808 Ala. from whom I am descended. Richard is descended from her sister LouEllen. I would love to also know more of my Riddle group and looking for a pamphlet published by Dr. James J. Riddle of Waco and Coryell Co. Tx. that contained his full genealogy I have been told. He would be my gggrfa's bro. as Patsy Trant found who is decended from the other bro. John Y. Riddle. For more McCown info you should contact Mic Barnette. His website is in the internet and i finally found him yesterday searching the net; he teaches genealogy-Dallas College-as it states on the net and did amazing research on the McCown's. I did a scrapbook on my mother's side-non published, just with pics and how they are related to my ggrparents and wrote 46 pages on her and my grmo's memories to leave to Texas archives? I don't know if you are interested; they are not from Waco area at all but Guadalupe and Comal Co.'s TX; Texas German Pioneers; my gggrfa on the Schaefer side was a Texas and US Ranger in the 1800's. I am still researching the Stein side but my gggrfa was actually a step son of Wm. Stein who was a Revolutionary Soldier of Prussia, German Federation; Carl Sauer (Ethel) of New Brfls. Tx gave the scrapbooks to the New Braunfels Gen. Soc.; he and Ethel run the Archives. I have been trying to locate the Nat. American blood in my father's side and hope to tie up a lot of loose ends this year by the Grace of God. Thank you for posting these letters online; you all do an amazing job. frances McCown Wimberly</p>
1	<p>It was confusing to obtain the parking pass. Almost from one end of the campus to the other. Also the list of the buildings location were so short in height it was difficult for a senior to find.</p>
1	<p>I recieved excellent responce & care from every person from Baylor I delt with & through! Very kind & professional + extremely knowledgable,& helpful!They have my respect & full support!</p>
1	<p>Amie Oliver was really helpful when I was having a hard time finding things (and I know a lot of the other students in my class felt the same way). I really appreciated that she was always willing to meet with us and answer our emails. I do wish the Texas Collection stayed open later, or maybe was open for a few hours on the weekend. I understand why it is not, but my classmates and I all work on campus and could hardly ever make it over there before it closed. If that is something that were ever possible, though, I know we would have all appreciated the extra time.</p>
1	<p>I was overwhelmed with resources! Loved the user-friendly "free" scanner; Never have enough time to do all I need to do. I do think the online computer database/catalog could be a little more user friendly - maybe even a printout of the majority of the collections and how to find them - not all of the users are familiar with the Baylor acronyms and websites.</p>
1	<p>This has been a great experience for me. Everyone appear so upbeat, friendly. Great student body. Baylor "rocks".</p>
1	<p>I was very pleased to find the info I needed for my article on Sam Houston during the Civil War because your info filled in a blank spot in my article.</p>
1	<p>Your researcher replied promptly and courteously and gave me the names of two books in which the person of my interest was reported on. Both of these books are</p>

	available to me at the Clayton Library here in Houston and both had been found earlier by me. It was a wild goose chase, and I deeply appreciate your response.
1	I would like to commend the staff. I had been given a nearly impossible task and very little hope of locating the information needed. Amie Oliver accepted the challenge and she and the rest of the staff came up with more information on my particular subject than anyone thought possible. The follow up was of great value to me and the scientist requesting the material.
1	Thanks for the prompt reply from the Texas Collection. I look forward to coming to the Texas Collection during my next visit to Baylor.
1	The Texas Collection is a model of conservancy, efficiency and friendliness. I would offer it as an example to any institution in the world and I have used archives and libraries all around the world. Added Notes from Paper Survey: -Graduate Visiting Fellow
1	The reference librarian was very helpful. She provided info on the Texas Collection that saved me time and gave me an additional lead.
1	I wish to thank Baylor University and staff over the Texas Collection for their help and assistance in my volunteer project to write the history of the Texas Academy of Science. I would like to know if Baylor University would consider additions of annual proceedings that are not in the Texas Collection. I am still trying to obtain copies by donations from members, and I hope that I will be successful. I also need the earlier proceedings to complete the documentation needed for the complete range of years of the Texas Academy of Science. Ray Mathews Past-President, Fellow, & Historian Texas Academy of Science
1	It's always helpful for out of state visitors to have internet access at either a desktop or via wifi, but I know the campus is a bit sticky with visitor policy for online access. I like the accommodations you've always made for my visits. You have a great space. I used the KIC scanner for the first time last visit. Although I'm familiar somewhat, I still wasn't able to learn how to create pdf's. I did create an individual pdf of each page I copied but having them joined would have been nice. Always short on time when there, I put my work in making the copies and looking. It would be good to have a laminated tutorial about how to use the KIC scanner for "individual jpg images" for "multiple page PDFs". That way, visitors time can be spent actually copying instead of trying to figure out how to use it and just hoping that it all comes out right. Not a huge deal at all, but it would help. You all are awesome...
1	John and Geoff have been most helpful with City of Waco projects. It will be fantastic when all of the photos in your collection are searchable and available on line.

APPENDIX J

Online Patrons Social Media Habits

#	Age	Have FB Account	TC Media Used	1 st Time Visit
1	55+	Yes	Website	Yes
2	25-35	Yes	Website	Yes
3	55+	Yes	Facebook, Website	No
4	55+	Yes		No
5	55+	No	Website	Yes
6	55+	No	Website	Yes
7	36-55	Yes	Website	Yes
8	55+	Yes	Website	Yes
9	55+	No	Website	Yes
10	55+	Yes	Website	Yes
11	36-55	Yes	Website, YouTube, Facebook, Blog	Yes
12	55+	Yes	Website	No
13	55+	No	Website	No
14	18-24	Yes	Website	No
15	55+	Yes	Website	No
16	36-55	Yes	Website	No
17	55+	No	Website	Yes
18	55+	Yes	Website	Yes
19	55+	Yes	Website	No
20	25-35	Yes	Website	Yes
21	18-24	Yes	Website	No
22	55+	No	Website	No
23	55+	No	Website	Yes
24	55+	Yes	Website	No
25	36-55	Yes	Website	Yes
26	55+	No	Website, Flickr	No
27	55+	No	Website	Yes
28	36-55	No	Website	Yes
29	36-55	Yes	Website	Yes
30	25-35	No	Website	No
31	55+	Yes	Website	Yes

APPENDIX K

On-Site Patrons' Social Media Habits

#	Age	Have FB Account	TC Media Used	TC Media Might Use	1st Visit
1	55+	Yes		Facebook, YouTube	No
2	18-24	Yes		YouTube	No
3	25-35	Yes			
4	25-35	No			
5	55+	No		Facebook	No
6	18-24	Yes	YouTube	You Tube,Blog	Yes
7	55+	No		Facebook, Blog	Yes
8	18-24	Yes	Facebook, YouTube	Yes	
9	55+				
10	25-35	Yes	Facebook		No
11	25-35	Yes		Facebook, YouTube	Yes
12	55+	No			
13	25-35	No			
14	18-24	Yes	Facebook	Facebook	No
15	55+	Yes	Facebook, YouTube, Blog, Flickr	Facebook	Yes
16	25-35	Yes		Facebook	No
17	36-55	Yes	Facebook, Flickr	Facebook, Flickr	No
18	36-55	Yes			Yes
19	55+	No			
20	36-55	Yes			

2 1	36- 55	Yes	Facebook, Flickr, Blog	Facebook	No
2 2	25- 35	Yes			
2 3	55+	Yes		Facebook	Yes
2 4	55+	Yes		Facebook	Yes
2 5	25- 35	Yes		Facebook	No
2 6	55+	Yes		Facebook	No
2 7	55+	Yes		Facebook	No
2 8	55+	No	YouTube	YouTube	Yes
2 9	55+	Yes		Facebook	No
3 0	36- 55	Yes		Facebook	Yes
3 1	18- 24	Yes		Facebook, YouTube	Yes
3 2	18- 24	Yes		Facebook	Yes
3 3	36- 55	Yes		Facebook	No
3 4	36- 55	Yes		Facebook	No
3 5	18- 24	No		YouTube	No
3 6	18- 24	Yes		Facebook, YouTube, Blog	No
3 7	55+	Yes	Facebook, Flickr	Facebook	No
3 8	18- 24	Yes	Facebook		Yes
3 9	18- 24	Yes		Facebook	Yes
4 0	36- 55	Yes	Facebook, Flickr	Facebook	No
4 1					
4 2	18- 24	Yes	Facebook, Blog	Facebook, Blog	No
4 3	18- 24	Yes		Facebook	Yes

4 4	25- 35	Yes		Facebook	Yes
4 5	55+	Yes			
4 6	18- 24	Yes		Facebook	Yes

Bolded indicates patrons use of social media before.

APPENDIX L

2006-2009 Library Patrons

2006					
	Total	Researcher	Student	Faculty	Visitors
January	150	16	80	14	40
% of Yearly Total	7.19%	3.64%	9.79%	7.61%	6.19%
%of Monthly Total		10.67%	53.33%	9.33%	26.67%
Total Monthly Usage	110				
% of Yearly Usage Total	7.63%				
% of Monthly Usage		14.55%	72.73%	12.73%	
February	128	22	44	16	46
% of Yearly Total	6.13%	5.00%	5.39%	8.70%	7.12%
%of Monthly Total		17.19%	34.38%	12.50%	35.94%
Total Monthly Usage	82				
% of Yearly Usage Total	5.69%				
% of Monthly Usage		26.83%	53.66%	19.51%	
March	153	10	99	15	29
% of Yearly Total	7.33%	2.27%	12.12%	8.15%	4.49%
%of Monthly Total		6.54%	64.71%	9.80%	18.95%
Total Monthly Usage	124				
% of Yearly Usage Total	8.61%				
% of Monthly Usage		8.06%	79.84%	12.10%	
April	266	37	167	17	45
% of Yearly Total	12.75%	8.41%	20.44%	9.24%	6.97%
%of Monthly Total		13.91%	62.78%	6.39%	16.92%
Total of Monthly Usage	221				
% of Yearly Usage Total	15.34%				
% of Monthly Usage		16.74%	75.57%	7.69%	
May	109	25	44	11	29
% of Yearly Total	5.22%	5.68%	5.39%	5.98%	4.49%
%of Monthly Total		22.94%	40.37%	10.09%	26.61%
Total of Monthly Usage	80				

% of Yearly Usage Total	5.55%				
% of Monthly Usage		31.25%	55.00%	13.75%	
June	103	39	11	28	25
% of Yearly Total	4.94%	8.86%	1.35%	15.22%	3.87%
%of Monthly Total		37.86%	10.68%	27.18%	24.27%
Total of Monthly Usage	78				
% of Yearly Usage Total	5.41%				
% of Monthly Usage		50.00%	14.10%	35.90%	
July	77	34	10	17	16
% of Yearly Total	3.69%	7.73%	1.22%	9.24%	2.48%
%of Monthly Total		44.16%	12.99%	22.08%	20.78%
Total of Monthly Usage	61				
% of Yearly Usage Total	4.23%				
% of Monthly Usage		55.74%	16.39%	27.87%	
August	99	29	15	10	45
% of Yearly Total	4.74%	6.59%	1.84%	5.43%	6.97%
%of Monthly Total		29.29%	15.15%	10.10%	45.45%
Total of Monthly Usage	54				
% of Yearly Usage Total	3.75%				
% of Monthly Usage		53.70%	27.78%	18.52%	
September	177	37	45	10	85
% of Yearly Total	8.48%	8.41%	5.51%	5.43%	13.16%
%of Monthly Total		20.90%	25.42%	5.65%	48.02%
Total of Monthly Usage	92				
% of Yearly Usage Total	6.38%				
% of Monthly Usage		40.22%	48.91%	10.87%	
October	300	68	78	23	131
% of Yearly Total	14.37%	15.45%	9.55%	12.50%	20.28%
%of Monthly Total		22.67%	26.00%	7.67%	43.67%
Total of Monthly Usage	169				
% of Yearly Usage Total	11.73%				
% of Monthly Usage		40.24%	46.15%	13.61%	
November	374	59	182	12	121
% of Yearly Total	17.92%	13.41%	22.28%	6.52%	18.73%
%of Monthly Total		15.78%	48.66%	3.21%	32.35%

Total of Monthly Usage	253				
% of Yearly Usage Total	17.56%				
% of Monthly Usage		23.32%	71.94%	4.74%	
December	151	64	42	11	34
% of Yearly Total	7.24%	14.55%	5.14%	5.98%	5.26%
%of Monthly Total		42.38%	27.81%	7.28%	22.52%
Total of Monthly Usage	117				
% of Yearly Usage Total	10.48%				
% of Monthly Usage		54.70%	35.90%	9.40%	
Total patrons	2087	440	817	184	646
% of Total Patrons		21.08%	39.15%	8.82%	30.95%
Total of Yearly Patron Usage	1441				
% of Total Patron Usage		30.53%	56.70%	12.77%	

2007					
	Total	Researcher	Student	Faculty	Visitors
January	251	68	21	16	146
% of Yearly Total	7.50%	15.49%	2.21%	6.93%	8.47%
%of Monthly Total		27.09%	8.37%	6.37%	58.17%
Total Monthly Usage	105				
% of Yearly Usage Total	6.48%				
% of Monthly Usage		64.76%	20.00%	15.24%	
February	252	30	60	30	132
% of Yearly Total	7.53%	6.83%	6.31%	12.99%	7.66%
%of Monthly Total		11.90%	23.81%	11.90%	52.38%
Total Monthly Usage	120				
% of Yearly Usage Total	7.40%				
% of Monthly Usage		25.00%	50.00%	25.00%	
March	238	29	64	9	136
% of Yearly Total	7.12%	6.61%	6.73%	3.90%	7.89%
%of Monthly Total		12.18%	26.89%	3.78%	57.14%
Total Monthly Usage	102				
% of Yearly Usage Total	6.29%				
% of Monthly Usage		28.43%	62.75%	8.82%	
April	463	21	303	24	115
% of Yearly Total	13.84%	4.78%	31.86%	10.39%	6.67%

%of Monthly Total		4.54%	65.44%	5.18%	24.84%
Total of Monthly Usage	348				
% of Yearly Usage Total	21.47%				
% of Monthly Usage		6.03%	87.07%	6.90%	
May	143	26	41	9	67
% of Yearly Total	4.28%	5.92%	4.31%	3.90%	3.89%
%of Monthly Total		18.18%	28.67%	6.29%	46.85%
Total of Monthly Usage	76				
% of Yearly Usage Total	4.69%				
% of Monthly Usage		34.21%	53.95%	11.84%	
June	113	36	21	8	48
% of Yearly Total	3.38%	8.20%	2.21%	3.46%	2.78%
%of Monthly Total		31.86%	18.58%	7.08%	42.48%
Total of Monthly Usage	65				
% of Yearly Usage Total	4.01%				
% of Monthly Usage		55.38%	32.31%	12.31%	
July	134	56	12	34	32
% of Yearly Total	4.01%	12.76%	1.26%	14.72%	1.86%
%of Monthly Total		41.79%	8.96%	25.37%	23.88%
Total of Monthly Usage	102				
% of Yearly Usage Total	6.29%				
% of Monthly Usage		54.90%	11.76%	33.33%	
August	314	33	27	15	239
% of Yearly Total	9.39%	7.52%	2.84%	6.49%	13.86%
%of Monthly Total		10.51%	8.60%	4.78%	76.11%
Total of Monthly Usage	75				
% of Yearly Usage Total	4.63%				
% of Monthly Usage		44.00%	36.00%	20.00%	
September	445	41	68	17	319
% of Yearly Total	13.30%	9.34%	7.15%	7.36%	18.50%
%of Monthly Total		9.21%	15.28%	3.82%	71.69%
Total of Monthly Usage	126				
% of Yearly Usage Total	7.77%				
% of Monthly Usage		32.54%	53.97%	13.49%	
October	422	64	81	37	240

% of Yearly Total	12.62%	14.58%	8.52%	16.02%	13.92%
%of Monthly Total		15.17%	19.19%	8.77%	56.87%
Total of Monthly Usage	182				
% of Yearly Usage Total	11.23%				
% of Monthly Usage		35.16%	44.51%	20.33%	
November	456	29	214	26	187
% of Yearly Total	13.63%	6.61%	22.50%	11.26%	10.85%
%of Monthly Total		6.36%	46.93%	5.70%	41.01%
Total of Monthly Usage	269				
% of Yearly Usage Total	16.59%				
% of Monthly Usage		10.78%	79.55%	9.67%	
December	114	6	39	6	63
% of Yearly Total	3.41%	1.37%	4.10%	2.60%	3.65%
%of Monthly Total		5.26%	34.21%	5.26%	55.26%
Total of Monthly Usage	51				
% of Yearly Usage Total	7.03%				
% of Monthly Usage		11.76%	76.47%	11.76%	
Total patrons	3345	439	951	231	1724
% of Total Patrons		13.12%	28.43%	6.91%	51.54%
Total of Yearly Patron Usage	1621				
% of Total Patron Usage		27.08%	58.67%	14.25%	

2008					
	Total	Researcher	Student	Faculty	Visitors
January	207	21	32	6	148
% of Yearly Total	4.71%	2.88%	3.82%	3.31%	5.60%
%of Monthly Total		10.14%	15.46%	2.90%	71.50%
Total Monthly Usage	59				
% of Yearly Usage Total	3.37%				
% of Monthly Usage		35.59%	54.24%	10.17%	
February	246	23	57	12	154
% of Yearly Total	5.60%	3.15%	6.80%	6.63%	5.82%
%of Monthly Total		9.35%	23.17%	4.88%	62.60%
Total Monthly Usage	92				
% of Yearly Usage Total	5.26%				
% of Monthly Usage		25.00%	61.96%	13.04%	

March	298	45	78	15	160
% of Yearly Total	6.78%	6.16%	9.31%	8.29%	6.05%
%of Monthly Total		15.10%	26.17%	5.03%	53.69%
Total Monthly Usage	138				
% of Yearly Usage Total	7.89%				
% of Monthly Usage		32.61%	56.52%	10.87%	
April	552	60	224	25	243
% of Yearly Total	12.57%	8.22%	26.73%	13.81%	9.19%
%of Monthly Total		10.87%	40.58%	4.53%	44.02%
Total of Monthly Usage	309				
% of Yearly Usage Total	17.67%				
% of Monthly Usage		19.42%	72.49%	8.09%	
May	220	62	44	14	100
% of Yearly Total	5.01%	8.49%	5.25%	7.73%	3.78%
%of Monthly Total		28.18%	20.00%	6.36%	45.45%
Total of Monthly Usage	120				
% of Yearly Usage Total	6.86%				
% of Monthly Usage		51.67%	36.67%	11.67%	
June	217	91	15	15	96
% of Yearly Total	4.94%	12.47%	1.79%	8.29%	3.63%
%of Monthly Total		41.94%	6.91%	6.91%	44.24%
Total of Monthly Usage	121				
% of Yearly Usage Total	6.92%				
% of Monthly Usage		75.21%	12.40%	12.40%	
July	114	51	12	17	34
% of Yearly Total	2.60%	6.99%	1.43%	9.39%	1.29%
%of Monthly Total		44.74%	10.53%	14.91%	29.82%
Total of Monthly Usage	80				
% of Yearly Usage Total	4.57%				
% of Monthly Usage		63.75%	15.00%	21.25%	
August	281	26	12	10	233
% of Yearly Total	6.40%	3.56%	1.43%	5.52%	8.81%
%of Monthly Total		9.25%	4.27%	3.56%	82.92%
Total of Monthly Usage	48				
% of Yearly Usage Total	2.74%				
% of Monthly Usage		54.17%	25.00%	20.83%	

September	792	92	119	13	568
% of Yearly Total	18.03%	12.60%	14.20%	7.18%	21.48%
%of Monthly Total		11.62%	15.03%	1.64%	71.72%
Total of Monthly Usage	224				
% of Yearly Usage Total	12.81%				
% of Monthly Usage		41.07%	53.13%	5.80%	
October	639	120	78	15	426
% of Yearly Total	14.55%	16.44%	9.31%	8.29%	16.11%
%of Monthly Total		18.78%	12.21%	2.35%	66.67%
Total of Monthly Usage	213				
% of Yearly Usage Total	12.18%				
% of Monthly Usage		56.34%	36.62%	7.04%	
November	459	80	78	19	282
% of Yearly Total	10.45%	10.96%	9.31%	10.50%	10.67%
%of Monthly Total		17.43%	16.99%	4.14%	61.44%
Total of Monthly Usage	177				
% of Yearly Usage Total	10.12%				
% of Monthly Usage		45.20%	44.07%	10.73%	
December	368	59	89	20	200
% of Yearly Total	8.38%	8.08%	10.62%	11.05%	7.56%
%of Monthly Total		16.03%	24.18%	5.43%	54.35%
Total of Monthly Usage	168				
% of Yearly Usage Total	21.04%				
% of Monthly Usage		35.12%	52.98%	11.90%	
Total patrons	4393	730	838	181	2644
% of Total Patrons		16.62%	19.08%	4.12%	60.19%
Total of Yearly Patron Usage	1749				
% of Total Patron Usage		41.74%	47.91%	10.35%	

2009					
	Total	Researcher	Student	Faculty	Visitors
January	353	29	21	15	288
% of Yearly Total	7.17%	4.60%	2.68%	4.59%	9.06%
%of Monthly Total		8.22%	5.95%	4.25%	81.59%
Total Monthly Usage	65				
% of Yearly Usage Total	3.73%				

% of Monthly Usage		44.62%	32.31%	23.08%	
February	449	51	55	16	327
% of Yearly Total	9.12%	8.08%	7.02%	4.89%	10.29%
%of Monthly Total		11.36%	12.25%	3.56%	72.83%
Total Monthly Usage	122				
% of Yearly Usage Total	7.00%				
% of Monthly Usage		41.80%	45.08%	13.11%	
March	458	30	56	28	344
% of Yearly Total	9.31%	4.75%	7.14%	8.56%	10.82%
%of Monthly Total		6.55%	12.23%	6.11%	75.11%
Total Monthly Usage	114				
% of Yearly Usage Total	6.54%				
% of Monthly Usage		26.32%	49.12%	24.56%	
April	438	48	95	26	269
% of Yearly Total	8.90%	7.61%	12.12%	7.95%	8.46%
%of Monthly Total		10.96%	21.69%	5.94%	61.42%
Total of Monthly Usage	169				
% of Yearly Usage Total	9.70%				
% of Monthly Usage		28.40%	56.21%	15.38%	
May	262	36	79	14	133
% of Yearly Total	5.32%	5.71%	10.08%	4.28%	4.18%
%of Monthly Total		13.74%	30.15%	5.34%	50.76%
Total of Monthly Usage	129				
% of Yearly Usage Total	7.41%				
% of Monthly Usage		27.91%	61.24%	10.85%	
June	232	56	36	18	122
% of Yearly Total	4.71%	8.87%	4.59%	5.50%	3.84%
%of Monthly Total		24.14%	15.52%	7.76%	52.59%
Total of Monthly Usage	110				
% of Yearly Usage Total	6.31%				
% of Monthly Usage		50.91%	32.73%	16.36%	
July	214	100	33	26	55
% of Yearly Total	4.35%	15.85%	4.21%	7.95%	1.73%
%of Monthly Total		46.73%	15.42%	12.15%	25.70%
Total of Monthly Usage	159				

% of Yearly Usage Total	9.13%				
% of Monthly Usage		62.89%	20.75%	16.35%	
August	305	20	8	41	236
% of Yearly Total	6.20%	3.17%	1.02%	12.54%	7.42%
%of Monthly Total		6.56%	2.62%	13.44%	77.38%
Total of Monthly Usage	69				
% of Yearly Usage Total	3.96%				
% of Monthly Usage		28.99%	11.59%	59.42%	
September	596	51	134	24	387
% of Yearly Total	12.11%	8.08%	17.09%	7.34%	12.17%
%of Monthly Total		8.56%	22.48%	4.03%	64.93%
Total of Monthly Usage	209				
% of Yearly Usage Total	12.00%				
% of Monthly Usage		24.40%	64.11%	11.48%	
October	717	120	75	37	485
% of Yearly Total	14.57%	19.02%	9.57%	11.31%	15.26%
%of Monthly Total		16.74%	10.46%	5.16%	67.64%
Total of Monthly Usage	232				
% of Yearly Usage Total	13.32%				
% of Monthly Usage		51.72%	32.33%	15.95%	
November	548	58	114	54	322
% of Yearly Total	11.14%	9.19%	14.54%	16.51%	10.13%
%of Monthly Total		10.58%	20.80%	9.85%	58.76%
Total of Monthly Usage	226				
% of Yearly Usage Total	12.97%				
% of Monthly Usage		25.66%	50.44%	23.89%	
December	349	32	78	28	211
% of Yearly Total	7.09%	5.07%	9.95%	8.56%	6.64%
%of Monthly Total		9.17%	22.35%	8.02%	60.46%
Total of Monthly Usage	138				
% of Yearly Usage Total	20.03%				
% of Monthly Usage		23.19%	56.52%	20.29%	
Total patrons	4921	631	784	327	3179
% of Total Patrons		12.82%	15.93%	6.64%	64.60%
Total of Yearly Patron Usage	1742				

% of Total Patron Usage		36.22%	45.01%	18.77%	
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Grand Total	14746	2240	3390	923	8193
		15.19%	22.99%	6.26%	55.56%
Grand Usage Total	6553				
		34.18%	51.73%	14.09%	

APPENDIX M

2006-2010 Archival Patrons

2006					
	Total	Researcher	Student	Faculty	Unknown
January	10	7	3	0	
% of yearly total	5.00%	7.53%	3.90%	0.00%	
% of monthly total		70.00%	30.00%	0.00%	
February	15	7	7	1	
% of yearly total	7.50%	7.53%	9.09%	3.45%	
% of monthly total		46.67%	46.67%	6.67%	
March	33	17	11	5	
% of yearly total	16.50%	18.28%	14.29%	17.24%	
% of monthly total		51.52%	33.33%	15.15%	
April	21	7	12	2	
% of yearly total	10.50%	7.53%	15.58%	6.90%	
% of monthly total		33.33%	57.14%	9.52%	
May	8	4	1	3	
% of yearly total	4.00%	4.30%	1.30%	10.34%	
% of monthly total		50.00%	12.50%	37.50%	
June:	10	6	1	3	
% of yearly total	5.00%	6.45%	1.30%	10.34%	
% of monthly total		60.00%	10.00%	30.00%	
July	18	12	3	3	
% of yearly total	9.00%	12.90%	3.90%	10.34%	
% of monthly total		66.67%	16.67%	16.67%	
August:	18	11	4	2	1
% of yearly total	9.00%	11.83%	5.19%	6.90%	
% of monthly total		61.11%	22.22%	11.11%	5.56%
September:	17	6	9	2	
% of yearly total	8.50%	6.45%	11.69%	6.90%	
% of monthly total		35.29%	52.94%	11.76%	
October:	24	10	13	1	
% of yearly total	12.00%	10.75%	16.88%	3.45%	
% of monthly total		41.67%	54.17%	4.17%	
November:	17	4	10	3	
% of yearly total	8.50%	4.30%	12.99%	10.34%	

% of monthly total		23.53%	58.82%	17.65%	
December:	9	2	3	4	
% of yearly total	4.50%	2.15%	3.90%	13.79%	
% of monthly total		22.22%	33.33%	44.44%	
Total	200	93	77	29	1
% of Grand Total		46.50%	38.50%	14.50%	0.50%

2007				
	Total	Researcher	Student	Faculty
January	20	7	9	4
% of yearly total	11.90%	8.86%	12.86%	21.05%
% of monthly total		35.00%	45.00%	20.00%
February	21	6	13	2
% of yearly total	12.50%	7.59%	18.57%	10.53%
% of monthly total		28.57%	61.90%	9.52%
March	9	4	4	1
% of yearly total	5.36%	5.06%	5.71%	5.26%
% of monthly total		44.44%	44.44%	11.11%
April	15	9	4	2
% of yearly total	8.93%	11.39%	5.71%	10.53%
% of monthly total		60.00%	26.67%	13.33%
May	13	8	2	3
% of yearly total	7.74%	10.13%	2.86%	15.79%
% of monthly total		61.54%	15.38%	23.08%
June:	6	3	3	0
% of yearly total	3.57%	3.80%	4.29%	0.00%
% of monthly total		50.00%	50.00%	0.00%
July	11	10	0	1
% of yearly total	6.55%	12.66%	0.00%	5.26%
% of monthly total		90.91%	0.00%	9.09%
August:	10	4	4	2
% of yearly total	5.95%	5.06%	5.71%	10.53%
% of monthly total		40.00%	40.00%	20.00%
September:	13	8	5	0
% of yearly total	7.74%	10.13%	7.14%	0.00%
% of monthly total		61.54%	38.46%	0.00%
October:	21	8	10	3
% of yearly total	12.50%	10.13%	14.29%	15.79%
% of monthly total		38.10%	47.62%	14.29%
November:	20	9	11	0
% of yearly total	11.90%	11.39%	15.71%	0.00%

% of monthly total		45.00%	55.00%	0.00%
December:	9	3	5	1
% of yearly total	5.36%	3.80%	7.14%	5.26%
% of monthly total		33.33%	55.56%	11.11%
Total	168	79	70	19
% of Grand Total		47.02%	41.67%	11.31%

2008				
	Total	Researcher	Student	Faculty
January	13	6	7	0
% of yearly total	8.33%	7.32%	15.22%	0.00%
% of monthly total		46.15%	53.85%	0.00%
February	17	12	2	3
% of yearly total	10.90%	14.63%	4.35%	10.71%
% of monthly total		70.59%	11.76%	17.65%
March	19	9	6	4
% of yearly total	12.18%	10.98%	13.04%	14.29%
% of monthly total		47.37%	31.58%	21.05%
April	22	10	8	4
% of yearly total	14.10%	12.20%	17.39%	14.29%
% of monthly total		45.45%	36.36%	18.18%
May	12	6	5	1
% of yearly total	7.69%	7.32%	10.87%	3.57%
% of monthly total		50.00%	41.67%	8.33%
June:	6	4	2	0
% of yearly total	3.85%	4.88%	4.35%	0.00%
% of monthly total		66.67%	33.33%	0.00%
July	14	8	4	2
% of yearly total	8.97%	9.76%	8.70%	7.14%
% of monthly total		57.14%	28.57%	14.29%
August:	9	3	4	2
% of yearly total	5.77%	3.66%	8.70%	7.14%
% of monthly total		33.33%	44.44%	22.22%
September:	14	6	2	6
% of yearly total	8.97%	7.32%	4.35%	21.43%
% of monthly total		42.86%	14.29%	42.86%
October:	11	4	3	4
% of yearly total	7.05%	4.88%	6.52%	14.29%
% of monthly total		36.36%	27.27%	36.36%
November:	8	7	1	0
% of yearly total	5.13%	8.54%	2.17%	0.00%

% of monthly total		87.50%	12.50%	0.00%
December:	11	7	2	2
% of yearly total	7.05%	8.54%	4.35%	7.14%
% of monthly total		63.64%	18.18%	18.18%
Total	156	82	46	28
% of Grand Total		52.56%	29.49%	17.95%

2009					
	Total	Researcher	Student	Faculty	Unknown
January	13	7	3	3	
% of yearly total	5.12%	5.88%	2.68%	14.29%	
% of monthly total		53.85%	23.08%	23.08%	
February	43	14	26	2	1
% of yearly total	16.93%	11.76%	23.21%	9.52%	
% of monthly total		32.56%	60.47%	4.65%	2.33%
March	32	12	13	6	1
% of yearly total	12.60%	10.08%	11.61%	28.57%	
% of monthly total		37.50%	40.63%	18.75%	3.13%
April	11	4	7	0	
% of yearly total	4.33%	3.36%	6.25%	0.00%	
% of monthly total		36.36%	63.64%	0.00%	
May	11	6	4	1	
% of yearly total	4.33%	5.04%	3.57%	4.76%	
% of monthly total		54.55%	36.36%	9.09%	
June:	26	19	5	2	
% of yearly total	10.24%	15.97%	4.46%	9.52%	
% of monthly total		73.08%	19.23%	7.69%	
July	24	11	10	3	
% of yearly total	9.45%	9.24%	8.93%	14.29%	
% of monthly total		45.83%	41.67%	12.50%	
August:	17	13	4	0	
% of yearly total	6.69%	10.92%	3.57%	0.00%	
% of monthly total		76.47%	23.53%	0.00%	
September:	12	6	6	0	
% of yearly total	4.72%	5.04%	5.36%	0.00%	
% of monthly total		50.00%	50.00%	0.00%	
October:	26	9	15	2	
% of yearly total	10.24%	7.56%	13.39%	9.52%	
% of monthly total		34.62%	57.69%	7.69%	
November:	25	13	11	1	
% of yearly total	9.84%	10.92%	9.82%	4.76%	

% of monthly total		52.00%	44.00%	4.00%	
December:	14	5	8	1	
% of yearly total	5.51%	4.20%	7.14%	4.76%	
% of monthly total		35.71%	57.14%	7.14%	
Total	254	119	112	21	2
% of Grand Total		46.85%	44.09%	8.27%	0.79%

2010					
	Total	Researcher	Student	Faculty	Unknown
January	16	10	5	1	
% of yearly total	6.96%	7.19%	7.14%	5.56%	
% of monthly total		62.50%	31.25%	6.25%	
February	34	11	20	2	1
% of yearly total	14.78%	7.91%	28.57%	11.11%	
% of monthly total		32.35%	58.82%	5.88%	2.94%
March	22	8	10	3	1
% of yearly total	9.57%	5.76%	14.29%	16.67%	
% of monthly total		36.36%	45.45%	13.64%	4.55%
April	23	16	4	3	
% of yearly total	10.00%	11.51%	5.71%	16.67%	
% of monthly total		69.57%	17.39%	13.04%	
May	15	8	3	4	
% of yearly total	6.52%	5.76%	4.29%	22.22%	
% of monthly total		53.33%	20.00%	26.67%	
June:	13	10	2	0	1
% of yearly total	5.65%	7.19%	2.86%	0.00%	
% of monthly total		76.92%	15.38%	0.00%	7.69%
July	18	17	1	0	
% of yearly total	7.83%	12.23%	1.43%	0.00%	
% of monthly total		94.44%	5.56%	0.00%	
August:	17	16	0	1	
% of yearly total	7.39%	11.51%	0.00%	5.56%	
% of monthly total		94.12%	0.00%	5.88%	
September:	26	13	11	2	
% of yearly total	11.30%	9.35%	15.71%	11.11%	
% of monthly total		50.00%	42.31%	7.69%	
October:	25	15	9	1	
% of yearly total	10.87%	10.79%	12.86%	5.56%	
% of monthly total		60.00%	36.00%	4.00%	
November:	14	11	3	0	
% of yearly total	6.09%	7.91%	4.29%	0.00%	

% of monthly total		78.57%	21.43%	0.00%	
December:	7	4	2	1	
% of yearly total	3.04%	2.88%	2.86%	5.56%	
% of monthly total		57.14%	28.57%	14.29%	
Total	230	139	70	18	3
% of Grand Total		60.43%	30.43%	7.83%	1.30%

Grand Total	1008	512	375	115	6
		50.79%	37.20%	11.41%	0.60%

APPENDIX N

2007-2010 Library Usage

2007					
	Total	Books	Periodicals	Microform	Vertical Files
January	175	99	18	22	36
% of Yearly Total	5.52%	5.16%	3.60%	7.94%	7.64%
% of Monthly Total		56.57%	10.29%	12.57%	20.57%
February	352	211	49	39	53
% of Yearly Total	11.11%	10.99%	9.80%	14.08%	11.25%
% of Monthly Total		59.94%	13.92%	11.08%	15.06%
March	163	91	17	22	33
% of Yearly Total	5.15%	4.74%	3.40%	7.94%	7.01%
% of Monthly Total		55.83%	10.43%	13.50%	20.25%
April	432	247	46	50	89
% of Yearly Total	13.64%	12.86%	9.20%	18.05%	18.90%
% of Monthly Total		57.18%	10.65%	11.57%	20.60%
May	260	98	92	52	18
% of Yearly Total	8.21%	5.10%	18.40%	18.77%	3.82%
% of Monthly Total		37.69%	35.38%	20.00%	6.92%
June	150	85	41	8	16
% of Yearly Total	4.73%	4.43%	8.20%	2.89%	3.40%
% of Monthly Total		56.67%	27.33%	5.33%	10.67%
July	140	98	7	12	23
% of Yearly Total	4.42%	5.10%	1.40%	4.33%	4.88%
% of Monthly Total		70.00%	5.00%	8.57%	16.43%
August	247	174	56	2	15
% of Yearly Total	7.80%	9.06%	11.20%	0.72%	3.18%
% of Monthly Total		70.45%	22.67%	0.81%	6.07%
September	317	233	32	19	33
% of Yearly Total	10.01%	12.14%	6.40%	6.86%	7.01%
% of Monthly Total		73.50%	10.09%	5.99%	10.41%
October	310	186	36	28	60
% of Yearly Total	9.79%	9.69%	7.20%	10.11%	12.74%
% of Monthly Total		60.00%	11.61%	15.05%	19.35%

November	547	352	104	11	80
% of Yearly Total	17.27%	18.33%	20.80%	3.97%	16.99%
% of Monthly Total		64.35%	19.01%	2.01%	14.63%
December	75	46	2	12	15
% of Yearly Total	2.37%	2.40%	0.40%	4.33%	3.18%
% of Monthly Total		61.33%	2.67%	16.00%	20.00%
Total	3168	1920	500	277	471
% of Total		60.61%	15.78%	8.74%	14.87%

2008					
	Total	Books	Periodicals	Microform	Vertical Files
January	110	78	0	16	16
% of Yearly Total	3.20%	3.57%	0.00%	8.60%	2.84%
% of Monthly Total		70.91%	0.00%	14.55%	14.55%
February	229	139	40	4	46
% of Yearly Total	6.67%	6.37%	7.98%	2.15%	8.16%
% of Monthly Total		60.70%	17.47%	1.75%	20.09%
March	356	175	64	13	104
% of Yearly Total	10.37%	8.02%	12.77%	6.99%	18.44%
% of Monthly Total		49.16%	17.98%	3.65%	29.21%
April	687	377	168	31	111
% of Yearly Total	20.01%	17.28%	33.53%	16.67%	19.68%
% of Monthly Total		54.88%	24.45%	4.51%	16.16%
May	257	193	44	7	13
% of Yearly Total	7.49%	8.85%	8.78%	3.76%	2.30%
% of Monthly Total		75.10%	17.12%	2.72%	5.06%
June	339	282	32	3	22
% of Yearly Total	9.87%	12.92%	6.39%	1.61%	3.90%
% of Monthly Total		83.19%	9.44%	0.88%	6.49%
July	133	89	1	14	29
% of Yearly Total	3.87%	4.08%	0.20%	7.53%	5.14%
% of Monthly Total		66.92%	0.75%	10.53%	21.80%
August	72	47	3	6	16
% of Yearly Total	2.10%	2.15%	0.60%	3.23%	2.84%
% of Monthly Total		65.28%	4.17%	8.33%	22.22%
September	273	194	16	25	38
% of Yearly Total	7.95%	8.89%	3.19%	13.44%	6.74%
% of Monthly Total		71.06%	5.86%	9.16%	13.92%
October	376	170	106	28	72
% of Yearly Total	10.95%	7.79%	21.16%	15.05%	12.77%
% of Monthly Total		45.21%	28.19%	16.47%	19.15%

November	320	250	16	16	38
% of Yearly Total	9.32%	11.46%	3.19%	8.60%	6.74%
% of Monthly Total		78.13%	5.00%	5.00%	11.88%
December	281	188	11	23	59
% of Yearly Total	8.19%	8.62%	2.20%	12.37%	10.46%
% of Monthly Total		66.90%	3.91%	8.19%	21.00%
Total	3433	2182	501	186	564
% of Total		63.56%	14.59%	5.42%	16.43%

2009					
	Total	Books	Periodicals	Microform	Vertical Files
January	112	60	12	24	16
% of Yearly Total	3.50%	3.29%	1.81%	9.60%	3.43%
% of Monthly Total		53.57%	10.71%	21.43%	14.29%
February	260	134	46	36	44
% of Yearly Total	8.12%	7.34%	6.95%	14.40%	9.44%
% of Monthly Total		51.54%	17.69%	13.85%	16.92%
March	224	109	47	9	59
% of Yearly Total	6.99%	5.97%	7.10%	3.60%	12.66%
% of Monthly Total		48.66%	20.98%	4.02%	26.34%
April	360	222	55	19	64
% of Yearly Total	11.24%	12.16%	8.31%	7.60%	13.73%
% of Monthly Total		61.67%	15.28%	5.28%	17.78%
May	306	146	106	6	48
% of Yearly Total	9.55%	8.00%	16.01%	2.40%	10.30%
% of Monthly Total		47.71%	34.64%	1.96%	15.69%
June	248	111	101	9	27
% of Yearly Total	7.74%	6.08%	15.26%	3.60%	5.79%
% of Monthly Total		44.76%	40.73%	3.63%	10.89%
July	211	137	32	20	22
% of Yearly Total	6.59%	7.51%	4.83%	8.00%	4.72%
% of Monthly Total		64.93%	15.17%	9.48%	10.43%
August	133	101	14	2	16
% of Yearly Total	4.15%	5.53%	2.11%	0.80%	3.43%
% of Monthly Total		75.94%	10.53%	1.50%	12.03%
September	252	148	47	4	53
% of Yearly Total	7.87%	8.11%	7.10%	1.60%	11.37%
% of Monthly Total		58.73%	18.65%	1.59%	21.03%
October	494	227	148	67	52
% of Yearly Total	15.42%	12.44%	22.36%	26.80%	11.16%
% of Monthly Total		45.95%	29.96%	29.52%	10.53%

November	302	221	32	23	26
% of Yearly Total	9.43%	12.11%	4.83%	9.20%	5.58%
% of Monthly Total		73.18%	10.60%	7.62%	8.61%
December	301	209	22	31	39
% of Yearly Total	9.40%	11.45%	3.32%	12.40%	8.37%
% of Monthly Total		69.44%	7.31%	10.30%	12.96%
Total	3203	1825	662	250	466
% of Total		56.98%	20.67%	7.81%	14.55%

2010					
	Total	Books	Periodicals	Microform	Vertical Files
January	256	213	16	6	21
% of Yearly Total	7.51%	10.34%	2.63%	1.85%	5.05%
% of Monthly Total		83.20%	6.25%	2.34%	8.20%
February	226	113	73	7	33
% of Yearly Total	6.63%	5.49%	11.99%	2.16%	7.93%
% of Monthly Total		50.00%	32.30%	3.10%	14.60%
March	267	200	24	23	20
% of Yearly Total	7.83%	9.71%	3.94%	7.10%	4.81%
% of Monthly Total		74.91%	8.99%	8.61%	7.49%
April	470	294	64	19	93
% of Yearly Total	13.79%	14.28%	10.51%	5.86%	22.36%
% of Monthly Total		62.55%	13.62%	4.04%	19.79%
May	123	74	7	9	33
% of Yearly Total	3.61%	3.59%	1.15%	2.78%	7.93%
% of Monthly Total		60.16%	5.69%	7.32%	26.83%
June	153	78	61	7	7
% of Yearly Total	4.49%	3.79%	10.02%	2.16%	1.68%
% of Monthly Total		50.98%	39.87%	4.58%	4.58%
July	210	145	34	19	12
% of Yearly Total	6.16%	7.04%	5.58%	5.86%	2.88%
% of Monthly Total		69.05%	16.19%	9.05%	5.71%
August	198	84	50	35	29
% of Yearly Total	5.81%	4.08%	8.21%	10.80%	6.97%
% of Monthly Total		42.42%	25.25%	17.68%	14.65%
September	632	322	164	33	113
% of Yearly Total	18.54%	15.64%	26.93%	10.19%	27.16%
% of Monthly Total		50.95%	25.95%	5.22%	17.88%
October	314	193	76	41	4
% of Yearly Total	9.21%	9.37%	12.48%	12.65%	0.96%
% of Monthly Total		61.46%	24.20%	21.24%	1.27%

November	321	208	16	77	20
% of Yearly Total	9.42%	10.10%	2.63%	23.77%	4.81%
% of Monthly Total		64.80%	4.98%	23.99%	6.23%
December	238	135	24	48	31
% of Yearly Total	6.98%	6.56%	3.94%	14.81%	7.45%
% of Monthly Total		56.72%	10.08%	20.17%	13.03%
Total	3408	2059	609	324	416
% of Total		60.42%	17.87%	9.51%	12.21%

Grand Total	13212	7986	2272	713	1917
		60.45%	17.20%	5.40%	14.51%

APPENDIX O

2006-2010 Archival Usage

2006							
	Total	BUR	Oral Memoir	Photo File	Manuscript	Unknown	Other
January	40	0	21	14	5	0	0
% of Yearly Total	5.50%	0.00%	6.19%	7.41%	3.79%	0.00%	0.00%
% of Monthly Total		0.00%	52.50%	35.00%	12.50%	0.00%	0.00%
February	52	1	34	3	7	2	5
% of Yearly Total	7.15%	2.27%	10.03%	1.59%	5.30%	16.67%	45.45%
% of Monthly Total		1.92%	65.38%	5.77%	13.46%	3.85%	9.62%
March	80	4	20	35	20	0	1
% of Yearly Total	11.00%	9.09%	5.90%	18.52%	15.15%	0.00%	9.09%
% of Monthly Total		5.00%	25.00%	43.75%	25.00%	0.00%	1.25%
April	62	8	10	14	26	2	2
% of Yearly Total	8.53%	18.18%	2.95%	7.41%	19.70%	16.67%	18.18%
% of Monthly Total		12.90%	16.13%	22.58%	41.94%	3.23%	3.23%
May	11	2	4	0	5	0	0
% of Yearly Total	1.51%	4.55%	1.18%	0.00%	3.79%	0.00%	0.00%
% of Monthly Total		18.18%	36.36%	0.00%	45.45%	0.00%	0.00%
June	31	2	19	1	9	0	0
% of Yearly Total	4.26%	4.55%	5.60%	0.53%	6.82%	0.00%	0.00%
% of Monthly Total		6.45%	61.29%	3.23%	29.03%	0.00%	0.00%
July	79	1	34	32	11	1	0
% of Yearly Total	10.87%	2.27%	10.03%	16.93%	8.33%	8.33%	0.00%

% of Monthly Total		1.27%	43.04%	40.51%	13.92%	1.27%	0.00%
August	106	14	51	26	15	0	0
% of Yearly Total	14.58%	31.82%	15.04%	13.76%	11.36%	0.00%	0.00%
% of Monthly Total		13.21%	48.11%	24.53%	14.15%	0.00%	0.00%
September	33	3	12	6	11	1	0
% of Yearly Total	4.54%	6.82%	3.54%	3.17%	8.33%	8.33%	0.00%
% of Monthly Total		9.09%	36.36%	18.18%	33.33%	3.03%	0.00%
October	95	4	31	45	11	4	0
% of Yearly Total	13.07%	9.09%	9.14%	23.81%	8.33%	33.33%	0.00%
% of Monthly Total		4.21%	32.63%	1125.00%	11.58%	4.21%	0.00%
November	107	5	84	12	5	1	0
% of Yearly Total	14.72%	11.36%	24.78%	6.35%	3.79%	8.33%	0.00%
% of Monthly Total		4.67%	78.50%	11.21%	4.67%	0.93%	0.00%
December	31	0	19	1	7	1	3
% of Yearly Total	4.26%	0.00%	5.60%	0.53%	5.30%	8.33%	27.27%
% of Monthly Total		0.00%	61.29%	3.23%	22.58%	3.23%	9.68%
Total	727	44	339	189	132	12	11
% of Total		6.05%	46.63%	26.00%	18.16%	1.65%	1.51%

2007							
	Total	BUR	Oral Memoir	Photo File	Manuscript	Unknown	Other
January	29	2	0	9	16	2	0
% of Yearly Total	7.38%	8.70%	0.00%	8.65%	16.84%	13.33%	800.00%
% of Monthly Total		6.90%	0.00%	31.03%	55.17%	6.90%	0.00%
February	31	3	10	6	12	0	0
% of Yearly Total	7.89%	13.04%	6.76%	5.77%	12.63%	0.00%	0.00%
% of Monthly Total		9.68%	32.26%	19.35%	38.71%	0.00%	0.00%

March	23	4	14	2	1	1	1
% of Yearly Total	5.85 %	17.39 %	9.46%	1.92%	1.05%	6.67%	12.50 %
% of Monthly Total		17.39 %	60.87%	8.70%	4.35%	4.35%	4.35%
April	81	1	31	40	7	2	0
% of Yearly Total	20.61 %	4.35 %	20.95%	38.46%	7.37%	13.33%	0.00%
% of Monthly Total		1.23 %	38.27%	49.38%	8.64%	2.47%	0.00%
May	22	3	5	6	8	0	0
% of Yearly Total	5.60 %	13.04 %	3.38%	5.77%	8.42%	0.00%	0.00%
% of Monthly Total		13.64 %	22.73%	27.27%	36.36%	0.00%	0.00%
June	23	2	16	4	1	0	0
% of Yearly Total	5.85 %	8.70 %	10.81%	3.85%	1.05%	0.00%	0.00%
% of Monthly Total		8.70 %	69.57%	17.39%	4.35%	0.00%	0.00%
July	17	0	2	4	10	1	0
% of Yearly Total	4.33 %	0.00 %	1.35%	3.85%	10.53%	6.67%	0.00%
% of Monthly Total		0.00 %	11.76%	23.53%	58.82%	5.88%	0.00%
August	28	2	17	4	4	1	0
% of Yearly Total	7.12 %	8.70 %	11.49%	3.85%	4.21%	6.67%	0.00%
% of Monthly Total		7.14 %	60.71%	14.29%	14.29%	3.57%	0.00%
September	32	1	7	15	4	1	4
% of Yearly Total	8.14 %	4.35 %	4.73%	14.42%	4.21%	6.67%	50.00 %
% of Monthly Total		3.13 %	21.88%	46.88%	12.50%	3.13%	12.50 %
October	51	4	24	5	14	2	2
% of Yearly Total	12.98 %	17.39 %	16.22%	4.81%	14.74%	13.33%	25.00 %
% of Monthly Total		7.84 %	47.06%	125.00 %	27.45%	3.92%	3.92%
November	44	1	19	7	14	3	0
% of Yearly Total	11.20 %	4.35 %	12.84%	6.73%	14.74%	20.00%	0.00%
% of Monthly Total		2.27 %	43.18%	15.91%	31.82%	6.82%	0.00%

December	12	0	3	2	4	2	1
% of Yearly Total	3.05 %	0.00 %	2.03%	1.92%	4.21%	13.33%	12.50 %
% of Monthly Total		0.00 %	25.00%	16.67%	33.33%	16.67%	8.33%
Total	393	23	148	104	95	15	8
% of Total		5.85 %	37.66%	26.46%	24.17%	3.82%	2.04%

			2008				
	Total	BUR	Oral Memoir	Photo File	Manuscript	Unknown	Other
January	40	8	5	22	4	1	0
% of Yearly Total	9.15 %	13.33 %	6.02%	11.28%	5.00%	5.88%	200.00 %
% of Monthly Total		20.00 %	12.50%	55.00%	10.00%	2.50%	0.00%
February	30	5	4	11	6	4	0
% of Yearly Total	6.86 %	8.33 %	4.82%	5.64%	7.50%	23.53%	0.00%
% of Monthly Total		16.67 %	13.33%	36.67%	20.00%	13.33%	0.00%
March	46	4	15	22	4	1	0
% of Yearly Total	10.53 %	6.67 %	18.07%	11.28%	5.00%	5.88%	0.00%
% of Monthly Total		8.70 %	32.61%	47.83%	8.70%	2.17%	0.00%
April	61	2	6	41	10	2	0
% of Yearly Total	13.96 %	3.33 %	7.23%	21.03%	12.50%	11.76%	0.00%
% of Monthly Total		3.28 %	9.84%	67.21%	16.39%	3.28%	0.00%
May	48	8	20	13	5	2	0
% of Yearly Total	10.98 %	13.33 %	24.10%	6.67%	6.25%	11.76%	0.00%
% of Monthly Total		16.67 %	41.67%	27.08%	10.42%	4.17%	0.00%
June	7	0	2	0	4	1	0
% of Yearly Total	1.60 %	0.00 %	2.41%	0.00%	5.00%	5.88%	0.00%
% of Monthly Total		0.00 %	28.57%	0.00%	57.14%	14.29%	0.00%
July	92	24	8	44	14	2	0
% of Yearly Total	21.05 %	40.00 %	9.64%	22.56%	17.50%	11.76%	0.00%

Total	%	%					
% of Monthly Total		26.09%	8.70%	47.83%	15.22%	2.17%	0.00%
August	29	1	7	11	10	0	0
% of Yearly Total	6.64%	1.67%	8.43%	5.64%	12.50%	0.00%	0.00%
% of Monthly Total		3.45%	24.14%	37.93%	34.48%	0.00%	0.00%
September	17	4	1	3	6	2	1
% of Yearly Total	3.89%	6.67%	1.20%	1.54%	7.50%	11.76%	50.00%
% of Monthly Total		23.53%	5.88%	17.65%	35.29%	11.76%	5.88%
October	39	4	5	24	4	2	0
% of Yearly Total	8.92%	6.67%	6.02%	12.31%	5.00%	11.76%	0.00%
% of Monthly Total		10.26%	12.82%	600.00%	10.26%	5.13%	0.00%
November	9	0	3	1	4	0	1
% of Yearly Total	2.06%	0.00%	3.61%	0.51%	5.00%	0.00%	50.00%
% of Monthly Total		0.00%	33.33%	11.11%	44.44%	0.00%	11.11%
December	19	0	7	3	9	0	0
% of Yearly Total	4.35%	0.00%	8.43%	1.54%	11.25%	0.00%	0.00%
% of Monthly Total		0.00%	36.84%	15.79%	47.37%	0.00%	0.00%
Total	437	60	83	195	80	17	2
% of Total		13.73%	18.99%	44.62%	18.31%	3.89%	0.46%

2009							
	Total	BUR	Oral Memoir	Photo File	Manuscript	Unknown	Other
January	19	0	4	3	11	1	0
% of Yearly Total	3.36%	0.00%	6.35%	1.41%	8.03%	3.70%	200.00%
% of Monthly Total		0.00%	21.05%	15.79%	57.89%	5.26%	0.00%
February	60	20	2	11	19	7	1
% of Yearly Total	10.62%	16.26%	3.17%	5.16%	13.87%	25.93%	50.00%
% of Monthly		33.33%	3.33%	18.33%	31.67%	11.67%	1.67%

Total		%					
March	75	38	19	8	7	3	0
% of Yearly Total	13.27 %	30.89 %	30.16%	3.76%	5.11%	11.11%	0.00%
% of Monthly Total		50.67 %	25.33%	10.67%	9.33%	4.00%	0.00%
April	25	3	5	11	5	1	0
% of Yearly Total	4.42 %	2.44 %	7.94%	5.16%	3.65%	3.70%	0.00%
% of Monthly Total		12.00 %	20.00%	44.00%	20.00%	4.00%	0.00%
May	18	7	1	3	6	1	0
% of Yearly Total	3.19 %	5.69 %	1.59%	1.41%	4.38%	3.70%	0.00%
% of Monthly Total		38.89 %	5.56%	16.67%	33.33%	5.56%	0.00%
June	108	5	11	72	17	3	0
% of Yearly Total	19.12 %	4.07 %	17.46%	33.80%	12.41%	11.11%	0.00%
% of Monthly Total		4.63 %	10.19%	66.67%	15.74%	2.78%	0.00%
July	84	15	4	42	21	1	1
% of Yearly Total	14.87 %	12.20 %	6.35%	19.72%	15.33%	3.70%	50.00 %
% of Monthly Total		17.86 %	4.76%	50.00%	25.00%	1.19%	1.19%
August	31	5	1	6	15	4	0
% of Yearly Total	5.49 %	4.07 %	1.59%	2.82%	10.95%	14.81%	0.00%
% of Monthly Total		16.13 %	3.23%	19.35%	48.39%	12.90%	0.00%
September	22	2	1	12	7	0	0
% of Yearly Total	3.89 %	1.63 %	1.59%	5.63%	5.11%	0.00%	0.00%
% of Monthly Total		9.09 %	4.55%	54.55%	31.82%	0.00%	0.00%
October	59	15	5	31	5	3	0
% of Yearly Total	10.44 %	12.20 %	7.94%	14.55%	3.65%	11.11%	0.00%
% of Monthly Total		25.42 %	8.47%	206.67 %	8.47%	5.08%	0.00%
November	46	7	10	6	21	2	0
% of Yearly Total	8.14 %	5.69 %	15.87%	2.82%	15.33%	7.41%	0.00%

% of Monthly Total		15.22 %	21.74%	13.04%	45.65%	4.35%	0.00%
December	18	6	0	8	3	1	0
% of Yearly Total	3.19 %	4.88 %	0.00%	3.76%	2.19%	3.70%	0.00%
% of Monthly Total		33.33 %	0.00%	44.44%	16.67%	5.56%	0.00%
Total	565	123	63	213	137	27	2
% of Total		21.77 %	11.15%	37.70%	24.25%	4.78%	0.35%

2010							
	Total	BUR	Oral Memoir	Photo File	Manuscript	Unknown	Others
January	43	2	9	19	13	0	0
% of Yearly Total	6.10 %	2.02 %	13.43%	5.46%	8.78%	0.00%	1900.00 %
% of Monthly Total		4.65 %	20.93%	44.19%	30.23%	0.00%	0.00%
February	146	8	7	106	21	2	2
% of Yearly Total	20.71 %	8.08 %	10.45%	30.46%	14.19%	8.33%	10.53%
% of Monthly Total		5.48 %	4.79%	72.60%	14.38%	1.37%	1.37%
March	26	5	5	2	9	5	0
% of Yearly Total	3.69 %	5.05 %	7.46%	0.57%	6.08%	20.83%	0.00%
% of Monthly Total		19.23 %	19.23%	7.69%	34.62%	19.23%	0.00%
April	44	0	13	14	15	2	0
% of Yearly Total	6.24 %	0.00 %	19.40%	4.02%	10.14%	8.33%	0.00%
% of Monthly Total		0.00 %	29.55%	31.82%	34.09%	4.55%	0.00%
May	35	5	1	20	5	1	3
% of Yearly Total	4.96 %	5.05 %	1.49%	5.75%	3.38%	4.17%	15.79%
% of Monthly Total		14.29 %	2.86%	57.14%	14.29%	2.86%	8.57%
June	36	2	0	21	7	1	5
% of Yearly Total	5.11 %	2.02 %	0.00%	6.03%	4.73%	4.17%	26.32%
% of Monthly Total		5.56 %	0.00%	58.33%	19.44%	2.78%	13.89%

July	41	11	7	4	15	3	1
% of Yearly Total	5.82 %	11.11 %	10.45%	1.15%	10.14%	12.50%	5.26%
% of Monthly Total		26.83 %	17.07%	9.76%	36.59%	7.32%	2.44%
August	76	12	12	37	11	1	3
% of Yearly Total	10.78 %	12.12 %	17.91%	10.63%	7.43%	4.17%	15.79%
% of Monthly Total		15.79 %	15.79%	48.68%	14.47%	1.32%	3.95%
September	110	27	3	56	20	3	1
% of Yearly Total	15.60 %	27.27 %	4.48%	16.09%	13.51%	12.50%	5.26%
% of Monthly Total		24.55 %	2.73%	50.91%	18.18%	2.73%	0.91%
October	95	24	8	44	16	1	2
% of Yearly Total	13.48 %	24.24 %	11.94%	12.64%	10.81%	4.17%	10.53%
% of Monthly Total		25.26 %	8.42%	183.33 %	16.84%	1.05%	2.11%
November	38	2	2	15	14	4	1
% of Yearly Total	5.39 %	2.02 %	2.99%	4.31%	9.46%	16.67%	5.26%
% of Monthly Total		5.26 %	5.26%	39.47%	36.84%	10.53%	2.63%
December	15	1	0	10	2	1	1
% of Yearly Total	2.13 %	1.01 %	0.00%	2.87%	1.35%	4.17%	5.26%
% of Monthly Total		6.67 %	0.00%	66.67%	13.33%	6.67%	6.67%
Total	705	99	67	348	148	24	19
% of Total		14.04 %	9.50%	49.36%	20.99%	3.40%	2.70%

Grand Total	2827	349	700	1049	592	95	42
		12.35%	24.76%	37.11%	20.94%	3.36%	1.49%

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