

Drake Memorial Library

**2005-2006
Annual Report
Drake Memorial Library**

June 14, 2006

Compiled by M. J. Orzech
Acting Director of Library

Assistance from
D. Ames, C. Cowling, M. J. Gigliotti, R. Gilliam, L. Hacker, E. O'Hara, L. Powell, J. Smathers
and Drake library staff.

Drake Memorial Library Annual Report

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1. Context

Major Library initiatives/issues this year included:

- SUNYConnect and Aleph – this year’s migration to Aleph 500 was a very large conversion project for Drake Library. The new library system brought a host of new challenges and issues to resolve that will continue for the foreseeable future. Many technical as well as policy issues remain. Library staff are to be commended for the extraordinary effort that went into this project throughout the year.
- Learning Commons- one of the Library’s most exciting projects will provide new learning space in the library for informal collaboration, peer-to-peer learning, small study groups, and a place for explore and develop digital and online media presentations. It promises to reinvigorate library as place and provide much needed informal learning space for the campus.
- Space Issues-
 - Crying ceiling – the worst roof leak in Drake’s history occurred Jan 2006; garbage cans and plastic over the stacks left a memorable impression on students, parents, visitors and others. Thankfully, the library has been assured the worst is over and a new roof is expected Spring 2007. In the meantime we will continue to worry about Winter 2006.
 - Weeping walls- concrete leaks on the ground floor have been a continuing problem; window glazing was added to the west walls over spring break. A plan to temporarily house forty Rakov occupants (Bursar, Academic Advisement and Registration and Records) for fall 2006 is underway. The hope is that when these offices move back to Rakov, in Spring 2007, the building infrastructure will be upgraded including HVAC, new carpeting, and additional meeting and classroom space for growing integrated library services. It is critical that this area be returned to the library for new needs as quickly as possible.

Academic libraries are currently experiencing a period of unprecedented transformation in services, access, space utilization and IT integration. Drake is no exception. The changes are most welcome because they bring a renewed focus and energy towards what our students and faculty expect and a better connection and accountability to what the librarians can provide. Shared services with other libraries are another area that may offer opportunities for collaboration and/or savings.

2. Quality

- a. What is the quality of the department’s *academic programs*? Describe the basis on which this judgment is made.

Drake library services are intended to enhance academic programs. Librarians teach many classes in the Kiefer room each year; outreach is made to the Metro Center, through CELT and other venues. The library liaison program provides a mechanism for input and communication with departments. Some departments have built quality partnerships with the library; others are still in development. All could be strengthened.

- b. Describe any significant *changes* being made, proposed, or planned for the department’s academic programs. In fall 2006, the librarians are planning additional outreach efforts to connect to graduate students through targeted classes, programs and services. A pilot project currently underway to provide a better means to check materials in and out from the Metro Center should enhance services.
- c. What are the department’s *plans* to enhance the quality of its programs? The LibQual+ survey was undertaken in 2003. Many of the suggestions and feedback have been or are in the process of being implemented. The Library is beginning to see increased user expectations for service.

d. What is the quality of the department's **faculty**? (full time and part time). Describe the basis on which this judgment is made.

Drake library faculty are a rare breed. Librarians teach, conduct research and provide service to our students, faculty and staff. They take their responsibility seriously but interpret this charge in different ways. Continuing the radical re-imagining of the library is a testament to our librarians' ability to embrace change. Developing new ways to reach students through value-added services, programs and outreach efforts will be important going into the future.

- e. What have been the faculty's notable *achievements* during 2005-2006?
Working together to implement ALEPH was the major notable achievement during 2005-06.
- f. What are the departments' *plans* to enhance the quality of its faculty?
Librarians typically respond best to a light touch; there are many interesting projects that can capture their imagination and enthusiasm, several involving the use of technology, but all require maintenance, buy-in and ongoing support to flourish. Greater ownership, accountability, project based initiatives, milestones and prioritization can provide the incentives needed to keep moving forward. A program of continuous improvement, refinement and training will need reinforcement during this initial year of ALEPH implementation to help library staff optimize the services they can provide for patrons.
- g. What is the quality of the **students** who major in the department's academic programs?
The student staff in Drake varies every year; this year we were fortunate to have had many excellent students, some of whom are planning to continue graduate education.
- h. If there are *plans* to improve the quality of students majoring in the department's academic programs, please describe these plans.
A library blog and listserv for library student staff were started this year to provide more regular information about library events and services. There is hope these could be expanded next year to include a training WIKI for library student staff to which they would participate and contribute. Building additional support for using these tools is critical to their success.
- i. Describe what is known about the **learning attainments** of the department's students (e.g., learning outcomes, graduation rates, placement, admission rates to graduate and/or professional schools).
Drake library student staff were among those receiving awards at this year's Honors and Awards Ceremony; several are going on to graduate school and/or other professional endeavors.
- j. If there are *plans to enhance learning attainments* of the department's students, please describe these plans.
Examples include:
- This spring the library webpage displayed student writing award winners and their works as an extra bonus to the Excellence in Writing project.
 - As a token of appreciation for graduating seniors, library student staff received bookplates to put into a book in the Drake collection. A staff member hopes to keep a record of graduating student staff and books chosen. This gesture connects them to their time in Drake, can establish alumni loyalty, and encourages lifelong learning.
 - Having students assist in identifying and assembling material for inclusion in library display cases such as this spring's 'Faces of Liberty' and 'EarthDay' celebrations can add to students' portfolios; having students work on IT-related library projects can also be beneficial in providing real-world experience (e.g., the yellow card project). Assisting in classes is another area that could be explored.
- k. Have there been notable achievements during 2005-2006 in improving the department's **learning environment**, including developments in technology?

- The Learning Commons is one step being made to enhance the learning environment as a place where informal learning, media-enhanced project development and other opportunities can take place. Technology improvements included placement of four Macintosh computers (two G4s and two G5s) in the Learning Commons area.
 - Dedication of the Milne History Seminar Room on the second floor in April 2006 was an excellent step in updating library spaces for learning.
 - Creating a Webinar room on the second floor for viewing webinars, teleconferences and other broadcasts may bring additional focus to these methods of instructional delivery.
 - Identifying the Kiefer Room as a self-maintaining “Quiet Study Space”, when classes are not in session is helping promote another option for those needing few distractions.
1. Please describe these *achievements, or plans* to improve the learning environment.
Plans to improve the learning environment include:
- the addition of digital media stations in the Learning Commons area;
 - media viewing and audio areas to help group as well as individual work;
 - improved instructor station and ceiling projector in Kiefer room;
 - increased attention to copyright issues to encourage appropriate use of technology by both faculty and students;
 - closer and earlier Library connections to campus initiatives such as the freshman summer reading project, American Democracy Project, Diversity Conference, etc.

3. Resources

- a. Describe how, and how effectively, the department has utilized its human, physical, and fiscal resources during 2005-2006.

Regarding human resources, Drake is to be commended for working through a full system conversion with an extremely small but very talented library technology staff; all library staff played a role in helping this effort achieve what it has. There is no doubt that the Drake staff contributed 110% this year, in a variety of multi-tasking efforts. Involvement of student staff is used to augment professional staff where practical and provide on the job training opportunities. Inclusion of an IT student was helpful in answering computing-related questions and freeing librarians' time.

Drake's physical resources and facilities can make it a challenging environment but every effort is made to make the best of it, use resources wisely and conserve. Examples include the April 2006 policy to limit printing to two copies and curtail printing over 50 pages per job. These changes helped to cut down on run-away jobs.

Another example of turning lemons into lemonade was the library book sale that raised over \$1,200 in three days, and provided gently used materials to several area libraries, Katrina relief efforts and, consistent with campus recycling efforts, kept materials out of the landfill. More importantly, it freed up space that is needed for the Rakov move.

Drake staff are skilled at prudent fiscal management through a combination of best practices, including using state contracts and competitive bidding, adaptive re-use and equipment trickle-down where appropriate as well as streamlining work processes.

- b. Describe the department's record of attracting external funds to support research, training, and other activities. For the first time in many years, external funding was used to update a seminar room on the second floor of the library. This was the result of a welcome collaboration between a history alumna and the College. It is hoped that the Milne History Seminar room can serve as a model in the future for partnering with Institutional Advancement and alumni in renovating other library spaces.
- c. Describe the department's record of fund-raising or other private support for its programs, students, or activities.
Drake Library works with Institutional Advancement in supporting College fundraising, including funds for Library related Wells and Cornell student awards. This year, eight PC workstation tables were also acquired

through a donation from RRLC.

4. Outreach and campus diversity

- a. Describe the department's efforts in service or outreach to the local, regional, or state communities or to the nation, profession, or discipline.
Drake librarians participate in local, regional, state and national library associations and attend and present workshops, classes and other professional development activities on a regular basis. Drake is beginning to explore digital opportunities for outreach including digital repositories (DSpace), iTunes University and other venues as a means to access digitized content e.g., the Writers Forum video collection.
- b. Describe the department's efforts to develop and maintain contact with its alumni or other supporters, or plans to improve these contacts.
Library services are offered to alumni, community members and others through use of an annually renewable library card. Alumni represent an untapped segment of campus support for the library as well as other areas of the College.
- c. Describe the department's contribution to advancement of campus diversity.
Drake library supports the college's advancement of campus diversity in all venues through its collection development and other services. The library is also sensitive to diversity issues in hiring students and professional faculty and staff.

5. Physical Environment

- a. Are the department's *physical facilities* adequate to support its activities?
Demands for library facilities are changing rapidly. The library is challenged to find adequate space for classes, study and meeting spaces. The addition of Rakov offices is putting additional pressure on shelving space. Library shelving has been overfilled for several years. This year's roof leaks put the library's main collection at considerable risk. The physical environment needs to remain a high priority because the replacement costs for library materials make it among the highest cost (per square foot) of any building on campus.
- b. Is the department's *equipment inventory* adequate to support its activities?
Equipment ages rapidly and library systems change quickly. PC equipment inventory is adequate and updated on a three-four year cycle. Copiers were replaced this year but connectivity has been a challenge that is expected to be resolved shortly. A pilot VOIP phone project has temporarily been put on hold for this year.
- c. Describe plans being developed or implemented to enhance the department's facilities and equipment.
Drake is included in the 3-5 year campus PC replacement plan. In the coming year, the Library will benefit from ceiling mounted projector in the Kiefer Room and new instructor station, maintenance plan for the Checkpoint system, addition of high quality scanners, printer upgrade plan. In the future, exploration of new systems such as RFID tags for finding materials, patron-initiated borrowing stations; handheld devices, and more. Other facilities improvements planned for the coming year include long overdue carpeting for main floor librarian offices.

6. Morale

- a. Describe the *current state of morale* among faculty, staff and students in the department. Has morale improved or declined in recent years?
Morale has gone through highs and lows this year. The momentum and excitement of a new library management system has become, 'Is that all there is?' The push to hire a new library director has been tempered by an unfilled search that is expected to be repeated in the fall. The Library Commons holds great promise but is taking longer than anyone expected. Library staff have been very good about rolling with the changes even through some may take longer than ideal.
- b. If morale is low or has declined, are *plans* being developed to improve departmental morale?
A stable and working OPAC will go along way towards improving morale; filling vacant positions will hopefully help to lighten the load for those stretched too thin; seeing the Learning Commons take shape and identifying

how all can play a role in its success should help as well. The addition of Rakov staff later this summer is likely to engender some speed bumps from all areas. It is hoped that library staff can work on turning the Rakov 'incursion' into an opportunity for 'inclusion'. Exploration of common areas of interest such as record retention trends, imaging projects, digitization, early alerts, and/or streamlined advisement for Drake's 50+ student staff, etc. could be explored. Using the move to re-acquaint Rakov staff with Drake's services will be a tremendous opportunity.

Additional efforts have been made to recognize Drake staff achievements and celebrate large (and small) successes throughout the year. Examples include:

- Aleph Switch to Production Day (January 11, 2006) appreciation lunch
- Aleph Ribbon Cutting with T. Flanagan and C. Hatch (March 2006)
- Library Assistants Day Recognition (April 2006)
- Library student staff appreciation event (May 2006)
- College-wide Awards Banquet (May 2006)
- CSEA employee recognition event (S. Donk, D. Hoy, June 2006)

The Aleph conversion project, relocation of Special Materials, Microfilms and Government Docs along with personnel turnover allowed some self-examination across departments and units that has been generally healthy in breaking up long established silo activities and in encouraging people to talk and develop cross-training and collaborative opportunities. More remains to be done. Despite determined efforts to communicate and consult, along with more regular meetings with staff, communication gaps exist, project ownership can be spotty and buy-in not always uniform. Recognition and greater inclusion of library student staff is one area that has not received much attention. A certain amount of churn is expected to continue as the larger dialogue unfolds regarding the future of libraries, catalogs, OPACS, Learning Commons, etc. It can and should be viewed as both invigorating and challenging. It is an exciting time for those ready to embrace it.

7. Assessment

- a. Describe in detail the **assessment activities** accomplished by the department during 2005-2006. Due to the major library conversion project this year, the library did not participate in formal assessment activities, although we were included in the Middle States Review of Library IT as well as accreditation reviews for departments such as Theater. Informal focus groups were held with small groups of students regarding the Learning Commons. Periodic SUNYwide assessment of services such as ILLIAD provided some comparative data that show Brockport as one of the chief lenders among four year schools.
- b. Provide a summary of major **findings** of the department's assessment activities, in terms of student learning outcomes, student satisfaction, alumni satisfaction, or other measures. Students consistently rate Drake library highly in terms of satisfaction on SUNY Student Opinion Surveys and we would like to build on this reputation going forward. To students' credit, student dissatisfaction with the leaking roof in January and subsequent Stylus editorial resulted in one of the quickest responses by Facilities in recent memory.
- c. Describe **how assessment information has been used** by the department to:
 - (1) improve the curriculum,
 - (2) improve teaching effectiveness,
 - (3) improve departmental procedures or decisions,
 - (4) improve student satisfaction.

Assessment data when available are used as part of continuous improvement efforts in all areas of the library.

- d. Describe the department's **assessment plans** for the next academic year. It is hoped that LibQual, a standards-based assessment tool, can be conducted in 2006/07 to compare with 2003 data.

For additional library statistics and data related to Access, Reference and Library Instruction, Technical Services/CORPS, and Library IT, please see Unit Heads reports (2005-06).

Appendices

CIRCULATION DEPARTMENTAL STATISTICS

	2004-2005	2005-2006	% CHANGE
Circulations*	136,051	75,541	% N/A (see *)
E-Reserve course hits	57,302	N/A – ERes discontinued	
Assisted remote renewals	486 patrons served 2,829 items renewed	665 patrons served 4,174 items renewed	+37% +48%
Traces	113 searched 97 found (85%)	115 searched 118 found (103%)	+1.8%
Notices sent (including e-mail notices)	4,857 overdue notices 1,695 fines notices	4,143 overdue notices 2,393 fines notices	-15% +41%
Recalls	7 (primarily done for Reserve)	11 (primarily done for Reserve)	+57%
Patron account inquiries	245 processed 222 resolved (91%)	178 processed 157 resolved (88%)	-27%
Shelving	57,049	67,204	+18%
Fine monies	\$14,816.04 fines \$ 4,160.82 lost books	\$14,955.38 fines \$ 2,957.75 lost books	+1% -29%
Temporary badges **	146	81	-45%
UserID/Passwords issued	N/A	50	
Photocopiers	64,016 cash copies 2,975 courtesy dept. charges	36,385 cash copies N/A (discontinued)	-43%

For this fiscal year, there were 36,385 total cash copies made overall (including Easy Money sales)

Other sales in the copy center/computer lab totaled \$411.00 (as follows):

We sold 46 disks (\$46.00 -- discontinued),
8 CD-RW disks (\$16.00 -- discontinued),
and 1,163 transparencies (\$349.00).

* includes inside and outside building circulation. **2004-2005 only also includes E-reserve (ERes) total.**

** includes courtesy cards issued, regardless of whether UserID/Passwords were issued.

2005-2006 LIBRARY WIDE STATISTICS

AREA	Outside building total	Inside building total	E-Reserve hits	ANNUAL TOTALS
Circulation ⁺	66,660	8,881	N/A	75,541
Serials current issues	255			255
Serials bound issues	43	5,345		5,388
TOTAL ITEMS CIRCULATED	66,958	14,226	N/A	81,184

⁺ Dynix-generated total circulations statistics include all regular, hardbound reserve & SMC circulations

Books checked out for the past 3 years:

2004	2005	2006
57,845	56,705	52,427

Circulating Books Item-Type Use Counts, July 2004 - June 2006

Month/Year	Main, JUV, OVR	Pbk Coll.	Circ. Subtotal (% Change)	Gov Docs	Totals (% Change)
July 2004	2,458	30	2,488	4	2,492
August 2004	1,882	37	1,919	3	1,922
September 2004	5,097	25	5,122	17	5,139
October 2004	6,450	54	6,504	22	6,526
November 2004	7,964	37	8,001	39	8,040
December 2004	3,683	22	3,705	7	3,712
January 2005	2,616	25	2,641	5	2,646
February 2005	5,221	33	5,254	8	5,262
March 2005	6,333	33	6,366	20	6,386
April 2005	7,796	25	7,821	15	7,836
May 2005	3,741	55	3,796	11	3,807
June 2005	2,891	39	2,930	7	2,937
2004-2005 FY Totals	56,132	415	56,547	158	56,705
July 2005	2,397	63	2,460 (-1.1%)	13	2,473 (-0.8%)
August 2005	2,205	59	2,264 (+18%)	7	2,271 (+18.2%)
September 2005	4,686	55	4,741 (-7.4%)	20	4,761 (-7.4%)
October 2005	6,497	67	6,564 (+1.0%)	23	6,587 (+0.9%)
November 2005	7,950	66	8,016 (+0.2%)	27	8,043 (+0.3%)
December 2005	3,500	26	3,526 (-4.8%)	12	3,538 (-4.7%)
January 2006	3,460	33	3,493 (+32.3%)	7	3,500 (+32.3%)
February 2006	4,305	40	4,345 (-17.3%)	6	4,351 (-17.3%)
March 2006	5,250	40	5,290 (-17%)	17	5,307 (-16.9%)
April 2006	6,104	46	6,150 (-21.4%)	15	6,165 (-21.3%)
May 2006	3,028	25	3,053 (-19.6%)	6	3,059 (-19.6%)

June 2006	2,333	35	2,368 (-19.2%)	4	2,372 (-19.2%)
2005-2006 FY Totals	51,715	555	52,270 (-7.6%)	157	52,427 (-7.6%)

**OVERDUE & FINE NOTICES SENT
2005/2006 FY**

DYNIX GENERATED:		
MONTH	OVERDUES	FINES
July 2005	484	64
August 2005	220	34
September 2005	169	134
October 2005	458	119
November 2005	481	161
December 2005	648	177
ALEPH GENERATED:		
MONTH	OVERDUES	FINES
January 2006	0	0
February 2006	341	176
March 2006	464	359
April 2006	329	816
May 2006	427	311
June 2006	122	42
FY Totals	4,143	2,393

**Patron Inquiries
2005/2006 Fiscal Year**

Total Inquiries Processed: 178

Inquiries Resolved: 157 (88%)

Collection Management Appendices

GOVERNMENT DOCUMENTS

- Completed relocation of collection to the Ground floor.
- For the period under review, Drake Library selected 25.89% (1893 item numbers selected) of available item categories (7313 item numbers) of U.S. government publications. This is a decline from 26.11% for the previous year. A large portion of these are in electronic format, replacing distribution in microfiche as GPO continues its plan to go fully electronic by 2007.
- The weeding process continued throughout the year with activities peaked by March 2006. 24,551 documents were withdrawn and offered. A large number of superseded publications were also tossed. Reconciliation of the Kardex record is still ongoing for all these items.
- The annual documents selection update was delayed by GPO from July 2005 to until January 2006. This change in the schedule was due to revamping by GPO of item numbers so as to eliminate the feature of having multiple items per item number.

	2005/06 (to May 31)	2004/05
Federal paper documents rec'd	1,150	1,069
Federal microfiche (not titles) rec'd	765	1,733
Federal CD-ROMS, DVDs rec'd	67	59
TOTAL FEDERAL	1,982	2,681
NYS paper documents rec'd	63	96
NYS CD-ROMs rec'd	5	
TOTAL NYS	68	96

MICROFORMS COLLECTION		USES 2005/06												
		TOTAL	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun
Mic.1	Periodicals (microfilm)	105		6	15	12	23	9	4	3	11	16	2	4
Mic.2	Newspapers (microfilm)	423	18	15	66	32	68	30	34	49	60	34	3	14
Mic.3	Monographs (microfilm)	49	7	3	3	4	7	2	3	7	8	3	1	1
Mic.20	Periodicals (microopaque)	0												
Mic.22-23	Monographs (microopaque)	1	1											
Mic.24	Theses (microopaque)	14			1		1	2	3			1		6
Mic.30	Periodicals (microfiche)	82	8		16	7	9	1		1	9	12	6	13
Mic.32-33	Monographs (microfiche)	43	4	3	3	18	3	3	4	2	2	1		
Mic.34	Theses (microfiche)	60	1	3	6	6	13	5	4		6	5	9	2
Mic.55	Early Lit sets (fiche & film)	19	1	7			2	3	1	1	4			
ED [ERIC]	ERIC (microfiche)	36					4	2		7	12	4	4	3
TOTAL (Non-Docs)		832	40	37	110	79	130	57	53	70	112	76	25	43
DOCS														
Mic.101	GovDocs (microfilm)	6	3										1	2
Mic.115	Brit. H.Comns debates(film)	0												
Mic.211	Brit.Colonial Papers (opaq.)	0												
Mic.302	US Docs (microfiche/CD)	28	2	5	3	1	6		4	1	2	4		
Mic.400s	Micro-opaques	1					1							
TOTAL DOCS		35	5	5	3	1	7	0	4	1	2	4	1	2
GRAND TOTAL		867	45	42	113	80	137	57	57	71	114	80	26	45

TOTAL Microfilm	602
TOTAL Microfiche	249
TOTAL Microopaque	16
	867

Prev.Yr.	%	Change
		-
1399	56.97%	-
422	41.00%	-
15	6.67%	-
1836	52.78%	-

ARCHIVES AND SPECIAL COLLECTIONS

ARCHIVES INQUIRES & USE	2005/06 (to May 25)
E-Mail	115
In-House	35
Phone	12
Mail	0
TOTAL	115

- The Archives continued to have open hours staffed by Student Assistant and/or Archivist
- Student Assistant handled filing of all Archives and Local History/Special Collection materials
- Student Assistant indexed Brockport Post for 2005 and almost all of 2000.
- Continued to serve on the Alumni Association Alumni House Archives Committee
- Directed and supervised the independent study done by Diane Fulkerson, UB Library and Information Studies Masters student during summer 2005. For this special project, she developed an index of early graduates of the Brockport Normal School 1868-1900 and implemented it as a web page
<http://www.brockport.edu/~library1/BSNSIndex.htm>
- Received the Alumni Association Citation of Appreciation 9/23/05
- Completed the organization of the Albert W. Brown Papers and wrote the Finding Guide. It still needs to be converted to EAD and put on the webpage.
- Supervised a 4 hour per week special project by Linda Kent, UB Library and Information Studies Masters student during spring 2006. Her project (which will continue during summer 2006) is to index Brockport Collegiate Institute students 1841-1866. When completed, this will also be converted to HTML and placed on the Archives webpage.
- Signed contract with Arcadia Publishing Campus History Series to co-author a book on the history of the college with Bruce Leslie and Ken O'Brien, History Dept.
- Added 90 Writers Forum videotapes that were missing to the Masters Collection
- Organized a display on Principals and Presidents of Brockport for Inauguration Week

Weeding Summary

WEEDED COLLECTION	# Vols.
DML Collections (exc. below)	4,627
Bound Periodicals	12
GovDocs (US & NYS)	27,332
Satellite Collections	320
TOTAL	32,291

Annual Weeding

LC CALL # 05/06	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	TOTALS
A	1	18	43	8									70
B-BJ (*BF)	17										2		19
BF	45		1	8								6	60
BL-BX	26	1		1							1		29
C	19		1	1							1	15	37
D-F (*DT)	78	8	9	2						3	4	134	238
DT	1			1		1					2		5
G-GF	2		2	1									5
GN	2					1							3
GR-GT	1												1
GV1-199				1						9		4	14
GV200-1197	4		4	3						279	4	41	335
GV1200-1570	1												1
GV1580-1799		1											1
H	36											9	45
HA-HJ	105	1	35	3						13		38	195
HM-HT, HX	32	4	1	2							4	21	64
HV1-6000	2	2		4								5	13
HV6001-9999	1	9	5	6						1			22
J	11	5		6		1					2	3	28
K	46	7	7	5							2	4	71
L	11	13	6	33						1	8	31	103
M	2	11	14	18						1		4	50
N	3	3		1						1	4	3	15
P	3			1							1		5
PA	3					4					1	5	13
PB, PE,PR,PS,PZ	17	10	4	59		1				3	1	17	112
PC, PQ	1		2	3						2		1	9
PD,PF,PT												1	1
PG-PM	16									1	1	2	20
PN	35	13		32							1	5	86
Q	1		2							38	1		42
QA	2		26	3						1	2	20	54
QB-QC800	1			27									28
QC801+, QE			5	6						1		1	13
QD		1	2			5							8
QH-QR	25		8	11						1	3	11	59
R-RZ (*RA, RT)	10		6	27		1				3	4	12	63
RA			3	2						4	4	3	16
RT			3	3							4	3	13
S						1							1
T	4		4	51						2	2	4	67
U-V	1											2	3
Z		2	10	16		16					4	6	54
PBK	4											1	5
Office collections													0
Books total	569	109	203	345	0	31	0	0	0	364	63	412	2,096
Videos (VHS)										8		1	9
DVD										2			2
KITS													0
Cass					602	10				3			615

Games													0
Records (LPs)				117	82								199
Soft		66	2							4		15	87
Slides						6							6
CD-ROMs													0
CDs		44	18			1					1		64
Art Prints											35		35
Media total	0	0	110	137	684	17	0	0	0	53	0	16	1,017
Mic	60		1								27	1426	1,514
Bound Periodicals	1										11		12
US Docs	27,316									16			27,332
NY Docs													0
Docs total	27,316	0	0	0	0	0	0	0	0	16	0	0	27,332
CRR	266		8	1									275
EOC										37		8	45
SRC													0
VSW													0
Satellites total	266	0	8	1	0	0	0	0	0	37	0	8	320
GRAND TOTAL	28,212	109	322	483	684	48	0	0	0	470	101	1,862	32,291

Interlibrary Loan Statistics

Borrowing	05-06	04-05	03-04
Copies	3500	2304	
Mediated Loans	2357	1724	3759 (both)
Direct Request Loans	459	0	0
Cancelled Requests	<u>2590</u>	<u>1576</u>	<u>2064</u>
 Total Borrowing	 8906	 5604	 5823
 Lending	 05-06	 04-05	 03-04
Copies	5849	4767	
Loans	8145	6125	8597 (both)
Cancelled Requests	<u>3835</u>	<u>3146</u>	<u>3220</u>
 Total Lending	 17829	 14038	 11817
 Total ILL Activity	 26735	 19642	 17640

2005 Statistics are for 5/25/05-5/25/06

For FY 2005-06 ILL was stable, but busy. We have settled into the ILLiad environment and the IDS project. We remain the largest lender in IDS. Most copies are now sent/received electronically. Our new copier allows us to scan directly into Ariel/Odyssey. We implemented and began using Direct Request in the spring semester for some book borrowing. Arrangements have been made to provide ILL delivery to the Metro Center. Total traffic is up 36%.

Cataloging and Processing

FY 2005/06

MONTH	TOTAL	DML				External				ONL	Orig	Gift
		Bks/Ser	Media	NYDoc	US Doc	CRR	EOC	SRC	VSW	eTexts		
July 2005	542	299			3	4			149	87	1	59
Aug. 2005	226	140	4				2		80			14
Sept 2005	667	401	19	3	1	19	91	8	106	19	2	17
Oct. 2005	788	633	77			1	23		49	5	6	136
Nov. 2005	548	434	107			1			1	5	6	19
Dec. 2005	749	519	218		1	2	9				5	21
Jan. 2006	96	55	41								6	38
Feb. 2006	76	19	9				8		40		1	4
Mar. 2006	215	104	54					4				23
Apr. 2006	668	594	47		2	14	1	1	7	2	3	73
To 5/23	1297	1234	47	1		8	1	3		3	26	19
June 2006	1351	1055	114				22		160		14	7
	TOTAL	Bks/Ser	Media	NYDoc	US Doc	CRR	EOC	SRC	VSW	eTexts	Orig	Gift
TOTALS	7223	5487	737	4	7	49	157	16	592	121	70	430

TOTAL	7223
minus eTexts	121
<hr/>	
equals Physical	
Items	
Total	7102

Main reason for decline (from last year): \$50,000 transferred to purchase Learning Commons carpeting/furniture/etc.

Acquisitions (as of late April 2006):

\$184,933 was designated for the monographs/media budget for 2005-2006, \$160,677 for books and \$24,156 for media. \$12,641 was designated for Coordinated Collection Development grant to purchase books in American History and Literature, British Literature, Dance and Education. \$7879 was spent from IFR 900406 for replacements. \$3815 from the College Foundation Fund was expended.

Serials

Designated budget for 2005-2006 is \$575,645. (Expenditures are very close to that but not yet final). We canceled 131 print subscriptions that were fully duplicated in online sources. Efforts made to coordinate serials concerns with other library departments and to solve access problems for online titles. Cleared the backlog of serials check-ins remaining from the Aleph/Dynix migration. Trained staff in Aleph and implemented new work patterns resulting from the migration.

Instruction and Reference Statistical Appendix

Bibliographic Instruction Sessions

- 2000-01 = 153
- 2001-02 = 125
- 2002-03 = 114
- 2003-04 = 120
- 2004-05 = 99 (BI – also 12 APS tours. This drop is partly due to Shikha’s abrupt departure just before the fall semester, which caused us to lose at least several sessions, and just made it harder to keep up. There were also several times where the use of the Kiefer Room by other people prevented the scheduling of library instruction sessions...)
- 2005-06 = 145 (very nice to see the numbers back up, much credit due to Jennifer Little’s work her first year here.)

Staff & Student Research Consultations

- 2001-02 = 83
- 2002-03 = 81
- 2003-04 = 54
- 2004-05 = 50
- 2005-06 = 45

Reference desk question count

- 2001-02 = 15, 338
- 2002-03 = 12,819
- 2003-04 = 14,427 (this increase likely reflects the PC lab move...)
- 2004-05 = 15,206
- 2005-06 = 14, 000

AskDrake (e-mail reference service – checked daily, replied to within 24 hours. Lori Lampert is responsible.)

- 2001-02 = 127
- 2002-03 = 130
- 2003-04 = 129
- 2004-05 = 161
- 2005-06 = 118

IM Questions (IM queries received by “drakeref” the reference desk IM screen-name)

- 2003-04 = 159
- 2004-05 = 224
- 2005-06 = 310

Database searches (librarian performed searches done by Greg Toth and Mary Jo Gigliotti)

- 2001-02 = 44
- 2002-03 = 27
- 2003-04 = 3
- 2004-05 = 2
- 2005-06 = 9

Reference Print Materials (ceased keeping these with advent of new catalog, may resume at some future date.)

- 1999-00 = 4,645
- 2000-01 = 2,514
- 2001-02 = 2,071
- 2002-03 = 1,413
- 2003-04 = 1,685

Technology Statistics Appendices

A. Printing Statistics for Public Printers July 1, 2004 – June 30, 2005

Pcounter in the Library labs, exact printing counts for each individual printer are not obtainable. However, counts for those printers in service:

August 2005 – May 1 2006 2,310,780 pages as compared to 2,564,777 for the previous year.

B. Lab Usage Statistics

Statistics became available in January 2005. A comparison of the Spring 2005 and 2006 semesters.

Last Year (Spring 2005)

<i>Area</i>	<i>Total Hours of use</i>	<i>Total Number of logins</i>
Kiefer Room (31 PCs)	5707	3074
Ground Floor (4 PCs)	4077	4073
Main Floor (77 PCs)	54324	49694
Top Floor (4 PCs)	2198	2632
Library Total	65306	59473

This Year (Spring 2006)

<i>Area</i>	<i>Total Hours of use</i>	<i>Total Number of logins</i>
Kiefer Room (31 PCs)	8778	7387
Ground Floor (4 PCs)	1773	2281
Main Floor (77 PCs)	62319	62320
Top Floor (4 PCs)	2539	3399
Library Total	75409	75387

Total Usage Statistics: Academic Year 2005-2006

<i>Area</i>	<i>Total Hours of use</i>	<i>Total Number of logins</i>	<i>Avg. logins per day</i>	<i>Avg. use time per day (hrs)</i>
Kiefer Room (31 PCs)	17444	14728	59	69
Ground Floor (4 PCs)	3838	4898	18	14
Main Floor (77 PCs)	151543	127577	495	495
Top Floor (4 PCs)	2538 (2006 only)	3393 (2006 only)	27	20
Library Total	175363	150596	598	598.5

C. Library Hardware:

Staff:

PCs 52
 Networked Printers 5

Public:

PCs 123
 Scanners
 Networked Printers 6

D. Public Catalog Statistics --- Statistics are not currently available in ALEPH.

E. *Self-initiated Patron Transactions -- These services are not currently available in ALEPH*

F. SFX Statistics July 2005 – May 2006

1. Number of Requests by month

Requests are the number of times the “Get Text” button was clicked in our databases. “Clickthroughs” are the number of times the patron chose a service (full-text, library catalog, etc.) from the SFX Menu and was directed to a database/webpage.

Date	Requests (“Get Text!”)	Clickthroughs
2005-07	85	67
2005-08	1347	894
2005-09	7932	5123
2005-10	8247	5333
2005-11	9785	6173
2005-12	3286	1813
2006-01	2768	1594
2006-02	9669	5713
2006-03	8595	4669
2006-04	8713	4842
2006-05	1777	922
Total:	62204	37143

***** The number of Requests increased by 69% (from 39,846 in 2004-05) and the number of Clickthroughs increased by 33% (from 25,064 in 2004-05)

2. Number of unique full-text online journal titles (from Serials Solutions):

25,991 (2005-06) Up from 24,501 (2004-05)

3. 30 Most Popular journal titles requested thru SFX:

**Requests: "Get Text" button was clicked in our databases.

***Clickthroughs: the patron chose a service (full-text, library catalog, etc.) from the SFX Menu.

Journal Title	Requests**	Clickthroughs***
The New York times	1280	755
Journal of physical education, recreation & dance	577	465
The Wall Street journal	434	305
Research quarterly for exercise and sport	263	219
Gender & society	239	190
The Times educational supplement	143	75
The Journal of American history	136	128
English journal	125	86
JAMA	119	81
The Reading teacher	113	120
Teaching elementary physical education	111	102
BMJ	109	128
Medicine and science in sports and exercise	100	74
Palaestra	95	88
Child abuse & neglect	93	64
The chronicle of higher education	92	62
J. of the Amer. Academy of Child and Adolescent Psychiatry	91	68
The American historical review	88	94
International journal of obesity	88	76
Social science & medicine	80	53
TLS, the Times literary supplement	80	58
The Washington post	78	47
Journal of interpersonal violence	73	56
Journal of sports sciences	72	78
The American journal of psychiatry	71	63
Preventive medicine	71	60
Psychology of sport and exercise	69	53
Business week	67	67
Journal of strength and conditioning research	64	47
Newsweek	61	30
Journal of criminal justice	60	34
Science education	58	48
New scientist	58	37
Children and youth services review	57	42
The New England journal of medicine	56	51
Educational leadership	55	44
Nature	55	46
The Journal of school health	54	46
Journal of communication	53	36
The William and Mary quarterly	53	49
Journal of teaching in physical education	52	51
The American journal of sports medicine	52	34
Science	51	56
Time	51	41
Journal of youth and adolescence	51	37
Journal of mammalogy	50	37
British journal of sports medicine	48	54
Sex roles	48	38
Smithsonian	47	44

4. 40 Most Popular journal titles requested that do NOT have full-text:

*** Some of these may be full-text, but only in part. Titles may have short online runs or be embargoed. Online coverage noted where applicable.

Perceptual and motor skills	619
Dissertation abstracts international. B, The sciences and engineering	422
Dissertation abstracts international. A, The humanities and social sciences	321
Journal of sport & exercise psychology	212
Psychological reports	198
Journal of physical education, recreation & dance	155
JAMA	115
Reviews in American history	113
The Nation (coverage: 1 mo. embargo, 1975 - present)	109
Journal of marriage and the family (coverage: 2000 – present)	92
Journal of gerontological social work	92
Choice	91
Strategies: A journal for physical and sport educators	82
Crime & delinquency	81
Families in society (coverage: 2004 – present)	81
Teaching exceptional children (coverage: 2001 – present)	79
Journal of the philosophy of sport	79
Communication research	77
Human movement science	77
The American journal of sports medicine (coverage: 2004 – present)	74
Teaching elementary physical education	72
The Gerontologist	71
Journal of motor behavior (coverage: 1996 – present)	70
Nature	70
The CQ researcher	69
Experimental brain research	66
Journal of applied social psychology	65
The New York times magazine	65
Early child development and care (coverage: 1 yr. embargo, 2002 – present)	65
Journal of advanced nursing (coverage: 1 yr. embargo, 1989 – present)	65
Peace research abstracts journal	64
International journal of offender therapy and comparative criminology	64
Los Angeles Times (coverage: last 6 months only)	64
Mathematics teaching in the middle school	61
New York	60
European journal of applied physiology	60
Violence & abuse abstracts	59
The American behavioral scientist (coverage: 1993-98)	58
The New York Times book review (coverage: 1980 – present)	58