

DRAKE MEMORIAL LIBRARY

**2001-2002
ANNUAL REPORT**

July 2002
RAJ MADAN
Dean of Academic Information Services
Director of Library

PREFACE

This is the last library Annual Report that will be submitted under my name, although this year's report has been prepared by the library's Associate Director, Christopher Brennan. After 37 years of working at SUNY Brockport, as this chapter of my life comes to close, I would like to say to the Drake Library Staff, College Administration, faculty/staff and students thank you for making my stay here enriching, rewarding and enjoyable. I will miss you all and I will miss the camaraderie, the collegial environment and the sense of community that we have at the College. I will especially miss all the members of the library staff with whom I have had the privilege of working, the best staff that a director can have. I will carry with me many fond memories of my tenure here that will last me for the rest of my life.

Good bye and thank you.

Drake Library Annual Report (3rd Draft)

I. Context

The Drake Memorial Library Mission Statement states:

“With a commitment to the College’s Mission Statement and the broader educational experience, and with an emphasis on service, the mission of Drake Memorial Library is to organize and provide easy access to information sources which meet the curricular and research needs of our students and those within the academic community.”

When the College became a SUNY institution in 1948, such a mission could be fulfilled easily, by the simple acquisition of text-based resources (e.g., books, journals, and maps), which were then placed on a shelf for public use. Like its counterparts at other academic institutions, today Drake Library collects materials in a variety of formats (books, journals, maps, sound recordings, video, CD, DVD, e-books, electronic databases, etc). Some physically reside within the facility. Others are owned “virtually” (i.e., they exist only in electronic form, on a server often thousands of miles away).

The digital library creates enormous opportunities for our patrons. Our resources are no longer limited to what resides in our building, but also include almost unlimited amounts of material to which we have access. Users no longer need to be present within the library to use such material, being able to access information from their homes or offices.

But with great opportunities come great challenges. Many of the digital formats are expensive, forcing this and other libraries to enter into consortial relationships to obtain the best rates from large aggregators. Many database producers sell their products to corporate aggregators that sell a variety of databases, and yet no two aggregators offer the same information in their databases, thus sometimes forcing Drake Library to pay for the same information three or four times in order to get access to all the information we need. This is most evident in the online edition of journals. Such journals may be found in two or more databases, but we could not cancel those databases because they contained other journals we need.

Furthermore, the library staff has to grapple with the vagaries of equipment and the non-standard protocols of the various databases. As Charles Cowling, the Head of Information Services so succinctly puts it:

“Once you went to an index, then the catalog, then if we had the item you retrieved it or ordered it through inter-library loan, and that was that. Now other questions present themselves; e.g., if it is full text, how should one print it if it has embedded images? If there is only a citation how do you find the full text? The different databases each have its own particular strengths and features that need to be learned.”

Finally, there is the necessary balance between print and electronic formats. The new full-text databases have yet to match the flexibility and portability of the printed book. Statistics on use of e-books show that the format is still little used. Publishers continue to produce texts that, if not immediately purchased, go out of print almost immediately. If the information in print works is needed to support the curriculum, the printed texts must be purchased right away or be forever lost.

Given the complexity of the environment described above, making predictions about which changes will be most significant is perilous indeed. The following are those that can be immediately foreseen:

- **Aleph 500:** SUNYConnect has selected the Aleph 500 Library Management System produced by Ex Libris, Inc. to be the basis for a joint catalog of all 64 campuses across the state. When fully realized, Aleph will provide the following benefits: 1) access to over 20 million volumes held by SUNY libraries; 2) patron initiated lending from other SUNY campuses without mediation of a librarian; and expedited document delivery.

The original plan was for Drake Library to migrate from the current DYNIX system to Aleph in Spring 2002, but lack of promised functionality led the Library to delay implementation until Spring 2004. Before committing the College to the large outlay of funds this project will require, the Library will continue to monitor the progress made by Ex Libris to deliver the Aleph functions as promised.

- **Illiad:** During the Spring semester 2002, the library implemented Ariel, a software product to expedite delivery and receipt of documents through interlibrary loan. The library views the use of Ariel as but the first step in further automating interlibrary loan. The next step would be implementation of ILLIAD, a system that (among other things) allows student-initiated borrowing from other libraries, direct student tracking of their requests, and sophisticated statistical record keeping. With the cost of Illiad continually declining, the library will monitor when it becomes cost effective to add this capability.
- **Replacement of laptops:** As will be seen elsewhere in this report, this past Fall the library began circulation of laptop computers with wireless network cards. The advantage of such machines is that students may use them for word processing, producing spreadsheets, or even searching the Internet without being tied down to a particular location. Wireless laptops may be used anywhere in the library, or even in some places outside the library.

Initial response to this service is positive, and the existing machines have been heavily used. If present trends continue, the existing 6 wireless PCs and 2 iBooks will need replacing within the next two years.

- **Technology Plan:** In Summer 2001 the library submitted its portion of the campus technology five-year plan. The plan describes the technology needs of the library, including replacement schedules for equipment and estimated costs for Aleph and other new initiatives. As the library fully implements the plan, it is expected we will work closely with the Associate Vice President for Information Technology to revise the plan as needed.
- **Information Literacy:** In Fall 2001 the Library tested a new elective, taught in collaboration with Communication Department faculty. The course, CMC 111 (Oral Communication and Information Literacy) was designed to address the College mandate for information literacy. Following the initial test run, Communication and Library faculty revised the course to better meet the needs of students for its debut as a General Education mandate in Fall 2002.

Among the instituted changes from the initial test was the approval for a new budget line, which would permit the library to hire a new Instruction Librarian to coordinate all library instruction programs, including CMC 111. While the library is grateful to the College for their support of this line, it remains to be seen what further adjustments may need to be made to make the course more effective.

- **Off-site Storage:** As noted elsewhere in this report, the growth of electronic resources has not meant the demise of the printed book. The book continues to be a viable format for the delivery of academic information, but budgetary constraints eat away at how many we can buy. Even when we do purchase books, it is often difficult to place them on shelves, as many sections are 98%-100% full, well in excess of the 75% recommended library standard of shelving capacity. In short, increasingly the library has no room for growth.

Along with other SUNY libraries in similar straits, Drake Library has been meeting with SUNY-hired consultants to investigate a potential off-site storage facility. Such a facility, should it be realized, would entail moving up to one-third of the collection off-campus, thus permitting more growth in the collection and easier access to more heavily used material.

- **SUNY Learning Network (SLN):** The SUNY Learning Network was devised to meet the needs of distance learners, permitting them to take classes from their homes and offices. It eliminates the constraints of time and location that higher education normally places on students through an interactive computer network.

Aside from our usual array of electronic resources (e.g., ERes, our full-text databases and electronic journals), the Library has not been actively involved in SLN since its inception during the 1995-1996 school year. As demand for this program continues to grow, it is expected that the library will become increasingly more involved.

Student Training: The Library employs more than 100 student assistants each year and serve an important role in providing quality service to all patrons. The recent Library Users Survey revealed some indications that our students were not as well trained as we might wish. Ongoing efforts will be made to ensure that students are as knowledgeable and skilled as possible in their respective areas.

2. Quality

As described above in the Library's Mission Statement, the Library's quality is determined by its provision of information resources "which meet the curricular and research needs of our students and those within the academic community." Moreover, delivery of those information resources must be seen within the context of Drake Library's "emphasis on service," which also implies a knowledgeable and well-trained staff. Let us take each of these elements in turn:

a. Information Resources that meet the Curricular and Research Needs of Patrons:

- We continue to improve the quality of the collection by purchasing print and non-print resources, as well as provide access to online resources. In 2001-2002 we added 12,463 titles (20,107 volumes) to our collection. While that appears to be a 22% increase over the previous year's totals, the reality is less spectacular. Through the valiant efforts of the library's Senior Cataloger and Liaison to the Education Department, the Library was able to acquire a substantial number of free textbooks to replace outdated copies currently on the shelves.
- With static budgets for the last four years, and more money being spent for online resources (as well as highly inflated costs for library materials), we are increasingly unable to meet many of the needs of our students. In the recent user satisfaction survey, students complained most about not having up-to-date books in various subjects. This clearly demonstrates the need for printed texts will not go away anytime soon, and yet our ability to purchase them is declining. During the 1997/1998 fiscal year, there was \$263,700 available for the purchase of books. This past year that total had declined by \$45,000, a decline of 17% over a three-year period. We will continue to request of the College Administration to heed student complaints and include inflationary increases to the library.
- The back file of many information resources continues to expand. For example, the Ebsco Business Sources database recently expanded its coverage from 1965 to the present. Also many standard reference sources, such as directories and dictionaries continue to migrate to electronic form. The library recently added Oxford Reference Online, a compilation of the most commonly used reference products published by Oxford University Press.

- The library continues to subscribe to various indexing and abstracting services that do not provide full-text access. Patrons have consistently asked for a list of full-text journals to which we subscribe, so that with the citation they could then access the article. This past year we added Serials Solutions to our offerings, accessible from the library's web page link that says, "What Journals, Magazines and Newspapers are Full Text Online?"

b. Emphasis on Service

Arguably our strongest argument for the value the Library places on service is that a library staff member was presented with an award for service. In May 2002 Circulation/Reserves Principal Clerk Robin Catlin was presented with the 2002 Outstanding Service to Students Award. In addition to that accolade, the library's service program includes:

- Ensuring that students leave the College as information literate men and women. In conjunction with the Communication Department, this past year the library test piloted CMC 111 (Oral Communication and Information Literacy), a team-taught course, prior to its establishment as a college mandated course in Fall 2002.
- Circulating 6 Gateway PCs and 2 iBook wireless laptops. Since first made available, there have been 304 registered users and 1551 circulations of the laptops (1513 PCs, 38 iBooks). During the fall semester, users were asked to fill out an evaluation form. The feedback from the form verified anecdotal evidence of the service's popularity.
- Growing use of Electronic Reserves (ERes). In the past year 286 faculty used ERes. The number of classes that use electronic reserves rose from 506 to 792, and the number of documents on ERes rose from 8,084 to 9,326. In addition a new ERes feature was implemented. Known as Internet Resources, the feature links from specific course pages to: librarian-authored research guides; journal lists created by our Serials Librarian; and academic-department web pages.
- Aiding faculty in making copyright decisions for ERes and Angel. A brochure on basic copyright facts and concepts was created and mailed to faculty at the start of the spring semester, and a guide to copyright based on this brochure was posted to the library web page.
- Examining web pages for individual library departments. Existing web pages for the Circulation department were redesigned and new ones were created for the computer lab, copy center, and student employment.
- Creating a trace form for missing library materials. Users can now complete the form online and submit their requests electronically. A help page for finding items on reserve was also devised.

- Selling zip and CD-RW disks for patron-use.
- Replacing an old and no longer functional microform reader with a Minolta microform reader/printer. The latter has become quite popular with patrons.
- Adding new barcode scanners and magnetic stripe readers to workstations at the Circulation/Reserve desk, helping to make transactions faster and more efficient.
- Adding Ariel software and relevant hardware, thus speeding interlibrary loan document delivery.
- Loading AOL Instant Messaging software on the Reference Desk PCs, to enable real-time interaction with the reference librarian by remote patrons.
- Publicizing the library's individual research consultation service. An increased number of persons took advantage of this service this year.

c. Plans to Enhance Quality in the Coming Year

- Drawing on the learned experience of CMC 111, the library will fully implement the course during the 2002-2003 academic year. Given the difficulty we had attracting adjunct librarians for the course, library staff will also examine staff implementation over 22 sections.
- We will achieve greater outreach to graduate students, a group that are heavy library users, especially from off campus. We also intend to make efforts to reach out to the faculty, through flyers, other mailings, and one-on-one meetings.
- Continue to investigate highly requested color options (printing and copying) and fax services in the computer lab.
- Expand laptop services to include additional machines, additional components (e.g., microphone wireless cards, etc.) and faculty extended loans.
- Continue development of all staff, including library assistants, through workshops, in-house technology and reference training.

d. Quality of Faculty

All librarians have the terminal MLS degree and 45% have a second subject masters. Many of the library assistants have college education and one has a master's degree. Most staff members have been employed at the College for many years and are known for their quality service.

The recent survey of library services revealed general satisfaction with the quality of service given by the librarians. The survey results are borne out by the written letters of appreciation, which library staff frequently receives from faculty and other patrons. Some dissatisfaction was uncovered concerning the student assistants, however. Student training was reviewed and strengthened.

The library established a Staff Development Committee to strengthen staff skills in various areas. This year staff attended workshops on Windows, Word, and Banner. In addition, all the librarians continue to enhance their knowledge and skills through attendance at workshops and professional conferences.

Circulation Library Assistants Rebecca Livingston and Susanna Heins were trained so that they could assist at the Reference Desk, relieving some of the strain on the reference librarians as they prepare to teach CMC 111.

e. Notable Achievements of Faculty: Arguably the greatest achievement during the past year was the efficient recovery from a total crash of the Dynix library management system. Through the valiant efforts of the Information Technology Librarian, the Senior Cataloger and other staff members, the library was able to reconstruct the entire database and bring the catalog back up in six days, while remaining open and delivering its usual high level of service. We owe all of those involved an immense debt of gratitude.

Other achievements include: Development of a five year-technology plan for the library that was incorporated within the College's technology plan; replacement of most staff and public PCs, improving the power and efficiency of computing power available to students and staff; acquisition and installation of Ariel, to enhance library interlibrary loan capabilities; initiation of a program to lend laptops; development of an Information Literacy curriculum, which was tested in conjunction with Department of Communication faculty; assessments of the Education and Business collections (the former of which we were able to improve through the acquisition of hundreds of free updated editions); initiation of a deselection process for outdated titles in the Biology collection (LC class QH); and the addition of Serials Solutions, an electronic resource that allows students to determine what full-text electronic journals to which the library subscribes.

In addition two librarians wrote an article on the Dynix crash that was published in *Computers in Libraries* (a national publication), many librarians wrote reviews that were published in professional journals, served as conference program chairs, wrote and edited web pages, applied for and received grants, and attended professional development workshops, including a Dynix software training workshop in Provo, Utah, and the Rochester Regional Library Council's Library Leadership Institute.

f. Plans to Enhance the Quality of Faculty

- The library established a Staff Development Committee to strengthen staff skills in various areas. This year staff attended workshops on Windows, Word, and Banner. In addition, all the librarians continue to enhance their knowledge and skills through attendance at workshops and professional conferences.

Circulation Library Assistants Rebecca Livingston and Susanna Heins were trained so that they could assist at the Reference Desk during non-peak hours, relieving some of the strain on the reference librarians as they prepare to teach CMC 111. Both Ms Livingston and Ms Heins will assist at the reference desk this fall.

g.-h. Quality of Students: Drake Library employs over 100 students to help us provide library services. Students are an integral part of our operation and we could not function without them. They are trained to provide a wide array of services; however, the Library Users Survey results indicated that our students were not as well trained as we'd like. Revisions were made to the student training regimen this year, and additional changes will be made as they are identified.

i. Learning Attainments: The library's collection and services meet the curricular needs of our students and contribute to student learning outcomes. We continue to improve services (e.g., remaining open 105 hours/week, providing research consultations, acquiring up-to-date information sources, and providing access to online full-text information). Through the use of EZ Proxy we have bridged the digital allowing the same access to online resources for off-campus students as the librarians have entered a collaborative relationship with Communication faculty, to teach student the information literacy skills they will need to be lifelong learners following graduation. The result of this collaboration, CMC 111 (Oral Communication and Information Literacy) was tested this past year. It will be a College mandate for all new students beginning Fall 2002.

Graduation rates: The availability of curriculum-related print, non-print, and online resources coupled with remote borrowing of materials through interlibrary loan supplement the classroom instruction. Library classes (e.g., the various bibliographic instruction classes, or the new information literacy curricula) will deepen students' research skills. Moreover the quiet study environment and long hours are conducive to serious study and help students perform better in their course work, resulting in higher rates of graduation.

Placement: In order to use the online catalog and other information sources, students have to learn computer skills and information retrieval/research skills – a prerequisite for many jobs today. Moreover, our 100+ student workers are taught a sense of responsibility, punctuality, dependability, and good customer

relations; attributes that are essential for any good employee. We do know that many technology companies, school districts, federal, state and local agencies -- even this College -- have hired our students. Some of those former students hold high-level positions.

Admission to Graduate and Professional Schools: Many of our students pursue graduate studies. The information rich environment the library creates engenders in our students a spirit of scholarly inquiry that lends itself to graduate study.

j. Plans to Enhance Learning Attainments:

- Initiation of CMC 111 with substantial librarian involvement will be a significant addition to the student learning environment.
- The addition of an experienced Instruction Librarian will strengthen all library-sponsored education programs and raise the profile of librarians as partners with teaching faculty in the educational enterprise.

k. Improving the Learning Environment:

- The addition of new online databases, including the Oxford Reference Online, and possibly Human Relations Area Files.
- Installation of 123Logalyzer, to track which electronic resources are used and by whom.

l. Plans to Improve the Learning Environment:

- Full implementation of CMC 111 (Oral Communication and Information Literacy), and the establishment of a second library instruction room to meet demand created by the College mandate for information literacy skills by our students.
- Further expansion of our information resources through partnership with the State Library, SUNY, the Rochester Regional Library Council, regional alliances, and other consortial partnerships.

3. Resources

a. Human Resources: We rank 5th in staffing among SUNY Four-Year Colleges, yet our library hours are the highest (105), and we have the largest collection to maintain. Even with the appointment of the new Associate Director, Christopher Brennan, and the planned addition of a new Instruction Librarian, our ranking is not going to change. This shows we utilize our human resources productively and efficiently.

This past year we lost the services of two admired and highly skilled librarians. Natalie Sommerville resigned in June 2001 to assume the position of Spanish and Slavic Languages Cataloger at Duke University. Jennifer Quigley will be leaving at the end of

July to assume responsibility for the Information Literacy program at George Washington University in the nation's capital. Although the library has received permission to fill the vacant positions, they both will be sorely missed.

Physical Resources: This past year we renovated the old Kiefer Room, converting it to an information literacy lab. The new Kiefer Instruction Lab was fitted with 33 new PCs, an instructor's workstation and projector, and new ergonomic seating. Plans are underway to add a temporary satellite information literacy lab in the former Physical Education Lab in Tuttle. That lab will suffice to address overflow needs until the library's old copy center space can be converted for the 2003-2004 school year.

Fiscal Resources: We spent \$874,500 of Acquisitions Funds on books, journals, online resources and media. Lack of availability of budgetary increases with inflation running at 10% for library materials, the need for developing collections for new programs, and the increasing demand for electronic resources has made it difficult for us to meet the burgeoning needs for our patrons. In the Library Users Survey, respondents complained most about the library not having enough up-to-date printed books. We were able to absorb some of these inflationary expenses with the cancellation of some costly scientific journals.

b. *External Funding:* We received \$12,641 in collection development monies from the State Omnibus Bill, and received an additional \$750 grant for Ariel software from the Rochester Regional Library council.

c. *Fund raising:* We have spoken with the Vice President for College Advancement to raise funds for library collections and renovation. So far there has been no progress on that score.

4. Outreach

a. The Library's main mission is to serve primarily Brockport students, faculty and staff. However we provide service to anyone who walks in the library and seeks our help or wants to use the collection. We have many community borrowers who are issued a courtesy card upon payment of \$25 per year to use library resources. Our alumni are also issued courtesy cards free of charge. Through cooperative arrangements with other area libraries, we issue "access cards" to area graduate students and faculty who use our library collections and facilities. All SUNY students can use our services and collections through the SUNY Open Access agreement. Also, through interlibrary loan our collection is available to other local, state and national institutions and businesses – a reciprocal and cost effective arrangement that has enabled libraries to share resources for the use of the research community. We also host high school groups and given them library tours.

b. *Contact with Alumni:* We maintain contact with many of the students who worked in the Library.

c. Contribution to Campus Diversity: Our full-time and student staffs come from diverse backgrounds. In public service areas we come in contact with a wide spectrum of the College community, often on a repeat basis. Our contribution is to provide efficient and friendly help to everyone.

5. Physical Environment

a. The physical condition of the library is so bad as to be beyond description. We have submitted request after request over the years for its maintenance, but nothing has been done due to budget constraints and lack of human resources in Facilities and Planning. Now the building needs a complete overhaul, or at least a quick facelift until the capital funds are made available for renovation. The main entrance of the library (with its "temporary" partitions around the 3M security system, worn out carpets held together with duct tape, and buckets to hold water from the leaky roof) has been particularly noteworthy over the years. Moreover the main entrance doors do not lock and are in violation of the fire code. Ground floor doors on the east and west side literally have become eyesores. The holes in the doors have let in rodents from outside, and water leaks have set off the alarms in the faulty wiring. Even after successive repairs, roof leaks are common, damaging books on the top floor and carpeting on the ground floor by the staff entrance. The 26-year-old carpet in office areas is literally in threads. A list of all the problems has been submitted to the Vice President for Facilities and Planning and repeated requests for alteration monies have been turned down.

property/security

Our most recent experiences, however, provide some hope of a brighter future. One of the more troublesome doors on the west side of the building has been replaced. The leak that set off the alarm on the other ground floor door has been re-routed outside, so as to alleviate the problem. Beginning in August, some of the ancient carpeting will be replaced in the lobby, between the Circulation Desk and the Reference Desk, and up the stairs to the Top Floor. We have been promised that the main entrance doors will be replaced during 2002-2003. We wish to thank the College Administration for their attention to these long-term problems, and we further hope that other long-term problems (such as the recurring roof leaks) will receive similar attention.

b. The request to turn the Kiefer Room into the Kiefer Instruction Lab was approved and completed within the past year. Library Administration is currently working with the Associate Vice President for Information Technology Support Services to convert the old Physical Education Lab in Tuttle North into a temporary information literacy lab for the 2002-2003 academic year, pending the renovation of the library's old copy center for this purpose before September 2003.

The Campus Long Range Technology Plan specified that the Library PCs needed to be included in the College' replacement cycle. To date most of the PCs in the building have been replaced. Those that have not we expect to have replaced during the coming year. Also needing replacement will be the HP high speed printers that are now five years old, which have given yeoman service but may not well endure another year of heavy usage.

c. The library space crush has been another recurring issue. At working capacity (with books in circulation), Drake Library shelves are 98% full, whereas the national recommended standard for working capacity (i.e., allowing room for new growth) is 75% full. Conversations were undertaken this year with a consultant appointed by SUNY to examine off-campus storage needs for the SUNY schools across the state. The expectation is for a plan for such a facility in western New York in the next two to three years.

6. Morale:

a. This past fall, the Library undertook a communications audit of its staff, to determine how systems of communication functioned within the library. While certain problems were identified, none are insuperable and will be addressed in the coming year. In particular it was noted that the addition of someone to fill the long vacant Associate Director position was helpful and "that once this role has been fulfilled for a longer period of time, additional and more tangible improvements would emerge."

Some decline in morale was exhibited due to stress associated with the staffing levels required to teach 22 sections of CMC 111. The very poor response to our ads for adjunct instructors meant that the Information Services staff had to bear a disproportionate amount of the teaching. However, the combination of the administration's generous gift of a new line (i.e., for an Instruction Librarian) has helped morale significantly. The Library will monitor implementation of the course during the coming year, and make recommendations to reconfigure library involvement to better meet staff availability.

Also effecting morale was the catastrophic systems crash in October 2001, which resulted in the loss of our entire bibliographic database for six days. Through the valiant efforts of Eileen O'Hara, Debra Ames, Brian Volkmar, the systems staff of Epixtech (our systems vendor) and others, the data was recaptured and reconstructed. In the aftermath of the crash, the College has strengthened our backup procedures and developed stronger methods of communication among the three parties.

Also of note is that staff morale, productivity and efficiency have been enhanced through the upgrading of staff PCs. The library staff wants to thank Dr. Max Ivey for including upgrades of staff equipment in the Campus Long Term Technology Plan.

b. Morale Plans for the Coming Year: Better efforts to address communication issues among the staff this year will be made, and ongoing efforts will be made to analyze library staff deployment in addressing the information literacy requirement.

7. Assessment

a. Assessment Activities:

Libraries traditionally have used quantitative data to justify funding for library services, for developing collections and to meet the standards set by the Association of Colleges and Research Libraries and departmental accrediting bodies. In 2000-2001 the librarians conducted a quantitative assessment of books and periodicals for 19 departments and programs.

This past year the library went beyond a simple quantitative assessment of how many books and journals we had in a particular area. In the assessment of holdings in Business for AACSB accreditation, the library sought a comparative assessment with 11 peer undergraduate library collections in Business, including four other SUNY institutions (Geneseo, Oneonta, Oswego, and Plattsburgh) and one regional college (St. John Fisher College).

Also, in conjunction with faculty from the Department of Education and Human Development, library staff evaluated the existing curriculum and textbook holdings in the Special Materials Center to eliminate outdated titles older than 10 years old.

A Library User Survey to gauge the satisfaction rate of the users was conducted in Fall 2000 and Spring 2001. This was the first time that we prepared separate questionnaires for on-campus and off-campus students in order to address the needs of all students.

Finally, the library staff participated in the self study process for Middle States accreditation.

b. Assessment Findings

With the need to provide a smooth orientation for the new Associate Director and the press of other business, the complete analysis of the User Survey was not undertaken as expected in Fall 2001. It will become a high priority item for library discussions in the coming year.

When the results were compiled for the assessment of the undergraduate holdings in Business, Drake Library finished second to only Miami University of Ohio for holdings in Business and related disciplines. While the library lagged behind certain schools in some individual categories, it consistently exceeded every other school (including our sister schools in SUNY) in most of them.

The Middle States self-study resulted in a document highlighting the strengths and weaknesses of the existing library program. In the report submitted by the Visiting Team, several areas affecting the library were noted including: renovation of the library building; the addition of more group study rooms; and increasing the

acquisitions budget. The latter recommendation was especially noted as an important factor in student success.

The review of the curricular and textbook holdings resulted in the elimination of hundreds of obsolete titles from the library. Furthermore through the valiant efforts of our Senior Cataloger and Liaison with the Department of Education and Human Development, we managed to obtain more current editions of the withdrawn titles at no cost to the library, saving the College nearly \$5,200.

The availability of access to full-text articles from online databases and full-text reserve assignments through ERes, both inside the library and from home has led to the decline of print materials. While book circulations are up about 4% from the previous year – from 69,095 in 2000-2001 to 71,813 in 2001-2002 -- that is still below the 77,518 transactions in 1999-2000. Circulation of current issues of journals also experienced a decline from previous levels, primarily due to full-text availability online. This, of course, is not unique to Brockport, but is in fact a nationwide phenomenon.

While circulation statistics are down, use of ERes has grown. A clear comparison of the number of page “hits” with the same figure last year is impossible due to a change in method of counting such hits. Still, it needs be noted that the number of classes that use electronic reserves rose from 506 to 792 (an increase of 56.5%), and the number of documents on ERes rose from 8,084 to 9,326 (an increase of 15.4%).

Attempts to measure similar activity among our online databases (ProQuest, EbscoHost, Lexis/Nexis, etc.) has proved problematic over the year, due to the vagaries of how they report usage and the lack of useful data from EZProxy. This past year library staff opted to move from EZProxy to 123LogAnalyzer to provide a more reliable source for such data.

c. Assessment Plans for the Coming Year:

- Complete analysis of the User Survey data and changes to existing library programs (if needed).
- Assessment of the database statistics gathered by 123LogAnalyzer to track how the electronic resources are used.
- Initiate a complete review of statistical data collection by the library (i.e., what data is being collected, what data is not being collected that ought to be, etc.).

APPENDIX
DRAKE MEMORIAL LIBRARY
ANNUAL REPORT
2001-2002

2001-2002 LIBRARY WIDE STATISTICS				
AREA	Outside building total	Inside building total	E-Reserve hits	ANNUAL TOTALS
Circulation⁺	70,713	10,776	78,621	160,110
Serials current issues	719	4,034		4,753
Serials bound issues	381	14,553		14,934
TOTAL ITEMS CIRCULATED	71,813	29,363	78,621	179,797

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

DEPARTMENTAL STATISTICS

	2000-2001	2001-2002	% CHANGE
Circulations *	245,190	160,110	- 34%
E-Reserve hits	149,019	78,621 **	- 47%
Turnstile Rotations	252,848	264,624	+ 7%
Telephone renewals	440 patrons served 2482 items renewed	550 patrons served 2761 items renewed	+ 20% + 10%
Traces	240 searched 217 found (90%)	264 searched 176 found (67%)	+ 9%
Notices sent	4594 overdue notices 1860 fines notices	4257 overdue notices 1780 fines notices	- 7% - 4%
Recalls	257	155	- 39%
Patron account inquiries	219 processed 200 resolved (91%)	143 processed 126 resolved (88%)	- 34%
Shelving	91,961	90,162	- 1%
Fine monies	\$13,455.05 fines \$5,594.30 lost books	\$15,033.52 fines \$7,325.73 lost books	+ 10% + 23%
Temporary badges	254	239	- 5%
Book repairs	392	810	+ 51%
Photocopiers	192,816 cash copies 107,158 library/staff copies 79,551 department charges	168,194 cash copies 120,126 library/staff copies 49,745 department charges	- 12% + 11% - 38%

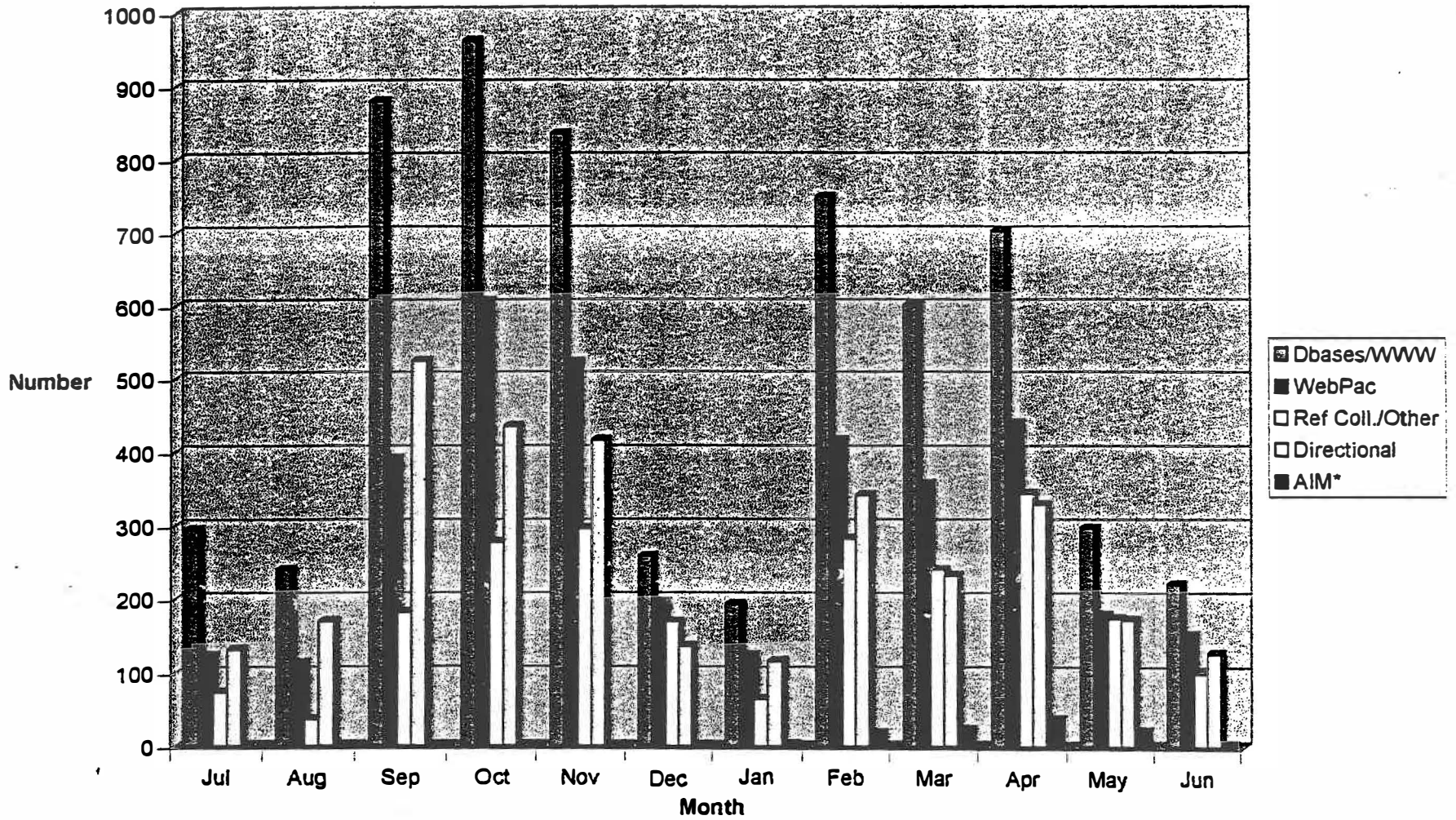
* includes inside and outside building circulation and E-reserve (ERes) total

** counted course hits only, since ERes computers were sometimes set to ERes homepage when booted up in the morning.

Fiscal Yr 2001-02
No. & Types of Questions

	Dbases/WWW	WebPac	Ref Coll./Other	Directional	AIM*	Total
Jul	295	124	74	132		625
Aug	240	114	37	170		561
Sep	880	391	182	524		1977
Oct	963	607	277	435		2282
Nov	835	523	296	416		2070
Dec	258	196	169	136		759
Jan	193	124	65	116	4	502
Feb	749	417	282	342	19	1809
Mar	601	357	240	232	24	1454
Apr	702	440	344	329	38	1853
May	297	179	174	172	22	844
Jun	220	152	100	126	4	602
Total	6233	3624	2240	3130	111	15338
* AIM was not included in Fall 2001						

2001-02 No. & Types of Questions



Statistical Appendix

Bibliographic Instruction Sessions

- 1997-98 = 88
- 1998-99 = 109
- 1999-00 = 132
- 2000-01 = 153
- 2001-02 = 125
- (See attached chart for details of current year.)

Number of Students Taught, undergrad and grad: 2,521. Taught classes for 20 different departments and programs, with the top five being: English (29), History (11), Business (10), Social Work (10), and Physical Education (8).

We also taught 6 high school classes, gave 23 APS tours, and of course taught 7 sections of CMC111, this last for the first time.

With some fluctuation, instruction continues to grow. We have new faculty who tend to be more Internet and library aware, and many older faculty who see that things have changed considerably in the library and instruction is needed more than ever. The unit's outreach via e-mails, newsletter articles etc. helps too.

Staff & Student Research Consultations

- Spring 2000 = 17 (The service was revived in the spring semester after being dormant for several years.)
- 2000-01 = 61
- 2001-02 = 83

The consultations are primarily taken advantage of by our students, although faculty do make some use of them. All reference librarians help with these.

Reference desk question count

- 1993-94 = 26, 721 (beginning days of electronic resources- 2 CDs!)
- 1994-95 = 27, 393
- 1995-96 = 22, 744 (first 2 Internet workstations went up summer '95)
- 1996-97 = 20,738
- 1997-98 = 19,743 (added the PCs from CIT '97, going from 2 to 20 PCs.)
- 1998-99 = 14,801 (by here remote access was possible for several databases through vendor supplied passwords.)
- 1999-00 = 15, 816 (spring '00 started authentication- more off campus use.)
- 2000-01 = 14, 183 (as of 6/14)
- 2001-02 = 15, 338 (as of 6/30)

The count is lower in recent years, although the college enrollment has been comparatively steady. There are several reasons for this we think: first, the time frame for the increasing presence of electronic information resources readily available outside the library closely parallels the drop in numbers. (See the EzProxy stats for the ratio of off campus to on campus use.) Secondly, as electronic resources grow in number, their increasingly complex diversity, while a wonderful resource, greatly taxes the time of the librarian on duty. You simply cannot service the same numbers of people you once could, because a typical transaction often takes longer to conduct.)

Interlibrary Loan 2001-2002

Interlibrary lending activity was virtually constant. The total number of transactions dropped by 5%, but borrowing declined by 14.5%, the first significant decline in years. This reflects increased student reliance on full-text databases. Ariel, after many unforeseen difficulties, was implemented in late spring.

	Borrowing (filled/unfilled)	Lending (filled/unfilled)	Total Transactions
1998-1999	5552/2723	9219/3268	20,762
1999-2000	5334/2411	9523/3177	20,445
2000-2001	5455/2069	8964/3124	19,612
2001-2002	4656/1854	8940/3176	18,626

**BIBLIOGRAPHIC CONTROL SERVICES STATISTICS
FISCAL YEARS 2000/01-2001/02**

<u>Services</u>	<u>2000/01</u>		<u>2001/02</u>	
Serials Reference Questions Answered	7,404		8,634	
Special Materials Center Questions Answered	1,142 □		2,816	
Serials Circulation	21,273 □ □		19,423	
In library				
Bound volumes	16,232		14,164	
Unbound issues & reserve	4,846		4,540	
Out of library	195		719	
 Acquisitions Expenditures	\$874,500		\$874,500	
Serials and Electronic Resources	\$557,579		\$642,610	
Books	\$294,301		\$203,490	
Media	\$ 22,620		\$ 28,400	
 Titles Cataloged	9,635 □ □ □		12,691	
OCLC Adapted	9,501		12,353	
Original	134		338	
%Original	1.4%		2.7%	
 <u>Additions to Holdings</u>	<u>Titles Cataloged</u>		<u>Materials Added</u>	
	2000/01 □ □ □	2001/02	2000/01 □ □ □	2001/02
Total All Collections	9,635	13,402	15,949	20,831
 DML Collections	9,247	12,463	15,705	20,107
Books & Journals	7,947	10,779	11,100	14,369
Journals			1,900	2,237
Books □ □ □ □ □			9,200	12,132
 Documents	736	973	[915]	[964]
NYS	12	1		
US	724	972		
Media	564	711		
Micro texts			4,605	5,738
Reels			96	146
Fiche □ □ □ □ □ □			4,509	5,592
 Other Brockport Collections	388	939	244	724
Career Information Library	160	70	128	118
Educational Opportunity Center	59	8	57	11
Visual Studies Workshop	20	747	59	595
SUNY Student Resource Center	149	114	□ □ □ □	□ □ □ □

- Only statistics for "Search" questions were logged from 7/00-3/01. Beginning 4/01, "Quick Answer" and "Directional" questions were also logged.
- □ Statistics gathered 7/1/00-5/31/01.
- □ □ Statistics gathered 7/1/00-6/15/01.
- □ □ □ SUNY SRC materials added statistics are included in DML books and journal statistics.
- □ □ □ □ Beginning 2000/2001, statistics for "books" include classed, office, paperback and thesis collections.
- □ □ □ □ Cancellation of film and fiche serial subscriptions as well as ERIC fiche subscription ending 9/00.

Total Holdings	2000/01	(withdrawn 01/02)	2001/02
All Collections (except Documents & Media)	2,657,596	1,984	2,676,610
DML Collections	2,633,075	1,712	2,651,526
Books	463,716	1,502	475,528
Paperback Collection	1,003	112	1,076
Brockport Theses	1,311	0	0
Journals	117,616	4	119,849
Micro texts	2,049,429	94	2,055,073
Reels	24,978	0	25,124
Fiche	1,051,991	94	1,057,489
Opaque	972,460	0	972,460
Other Brockport Collections	24,521	272	25,084
Career Information Library	1,004	22	1,100
Educational Opportunity Center	4,793	249	4,555
Visual Studies Workshop	17,572	0	18,167
Dailey	143	1	155
SUNY Student Resource Center	1,009	0	1,107

Services

Serials

Serials reference desk questions increased 14.3% this year after a 17% decrease last year. The nature of the questions continue to hold steady. for a fourth year, the trend reflects increases in requests for search assistance.

Circulation of serials decreased by a lesser amount this year, that is, 8.7% after a 17% decrease last year. Most of the decrease is in current issues, and is attributed to the availability of full text online access. Bound volume circulation accounted for 68% of the overall circulation. Out of library use increased by 73%, an indication that faculty are using serials at a far greater rate than last year.

Special Materials Center

SMC use as measured by questions, increased by 59.5% this year. Again, we believe increased use is not only due to enhanced public access to video materials, increased use of videos in relation to faculty teaching and assignments, and increased publicity and public relations of library liaisons, especially Debby Ames, the liaison for the Department of Education and Human Development. This liaison was able to negotiate over \$5,000 worth of current education curriculum materials.

Acquisitions

Book expenditures decreased 30.8% this year as a result of a 13.2% increase or \$85,000 increase in serials and electronic resource expenditures, and a continued demand for media materials. Media expenditures increased 20.3% this year. Numerous departments continue to rely more heavily on expensive media resources than in the past. We withdrew 1,502 books this year. We received 1052 donated items this year, half the amount of last year, and selected 338 to add to the collections. 599 gift items were cataloged this year..

Cataloging

Titles cataloged increased 24% this year. Media cataloging increased 20.6% this year. Original cataloging increased 60.3% this year. About 2.7% of materials cataloged require original cataloging.

Collection

Materials added to the collection increased 23.4% this year over last, including a 24.1% increase in the number of books added to the collection, a 15% increase in journals, and a 19.7% increase in microforms. 58.6% more items were cataloged for other Brockport collections, with the major increase in Visual Studies Workshop library materials. With the very able and focused volunteer efforts of Steven Buckley, retired librarian emeritus, we were able to catalog 747 items for that collection this year. Both ERIC and many US documents are now available on-line resulting in the addition of many fewer fiche to the collection.