The College at Brockport: State University of New York
Digital Commons @Brockport

Drake Library Annual Reports

Drake Memorial Library

8-15-2007

2006-2007 Drake Memorial Library Annual Report

Mary Jo Orzech
The College at Brockport, morzech@brockport.edu

Betty Chan
The College at Brockport

Charlie Cowling
The College at Brockport, ccowling@brockport.edu

Linda Hacker
The College at Brockport, lhacker@brockport.edu

Jennifer J. Little
The College at Brockport, jkegler@brockport.edu

See next page for additional authors

Follow this and additional works at: http://digitalcommons.brockport.edu/annual_reports

Authors

Mary Jo Orzech, Betty Chan, Charlie Cowling, Linda Hacker, Jennifer J. Little, Eileen O'Hara, and Jennifer Smathers

DRAKE MEMORIAL LIBRARY
2006-2007
ANNUAL REPORT

AUGUST 15, 2007
COMPILED BY M. J. ORZECH
INTERIM DIRECTOR OF LIBRARY

DRAKE MEMORIAL LIBRARY
2006-2007 ANNUAL REPORT

Assessment of Goals Achieved

1.   Please assess your school's performance in support of the President's nine goals. Provide specific examples in support of each applicable goal for your school.

   a)   Build on our academic excellence including not only our rising reputation as a SUNY Tier 2 institution, but also to encompass recognition of our faculty for scholarly endeavors, research dollars, and our prestigious graduate programs. [Faculty scholarship, grants, undergrad/grad degrees awarded, faculty/staff awards such as the Chancellor's awards, fellowships, and other data related to academic excellence.]

   •   Library faculty scholarship - publications include:

Gigliotti, M. J., Leslie, W. B., O'Brien, K. 2006. State University of New York at Brockport. Charleston, NC: Arcadia Press.

Little, J. & Tuten, J. 2006. Strategic planning: Sharing information literacy goals with faculty across the disciplines. College & Undergraduate Libraries, 13(3), 113-123.

O'Hara, E. 2006. Eliminating EReserves: One Library's Experience. Technical Services Quarterly, 24(2), 35-43.

Library faculty also made presentations/poster sessions at regional (WNY/O, NYLSAA) and national conferences (ACRL), published book reviews and reviewed journal articles. For the first time, Drake Library staff hosted a regional library User2User workshop on Aleph in August 2006 for over 60 participants.

   •   Grants- J. Little, B. St. John, and C. Price- received SUNY FACT COCID grant ($5,000) related to library services and learning   management systems.

        A number of librarians including M. Gigliotti, J. Little, J. Smathers, E.   O'Hara and M. Orzech received UUP Professional Development grants   for 2006-07. R. Cushman, M. J. Gigliotti and L. Hacker received Faculty   Staff Technology initiative grants for 2007-08.

   •   Awards/Degrees –
E. O'Hara awarded Chancellor's Award for Excellence in Librarianship 2007;
R. Gilliam nominated for SUNY Chancellor's Award for Excellence in Professional Service;
E. Cook completed Computer Science undergraduate B.S., Dec. 2006.

b) Continue to underscore our core values of student success and shared governance. [Curriculum development, innovations in teaching/pedagogy, student learning, faculty service, advisement, and committee work.]

Curriculum Development:

- 140 library instruction classes held;
- Winter session was held to evaluate and review instructional librarians handouts and techniques.
- Library staff offered weeklong preparation series for CSEA library clerk exams in January 2007; this was a unique program in SUNY.
- Several members of library staff participated in the freshman reading committee, College Senate, CTC, digitization, IPod, SUNY Learning Network and other committees.

c) Make an institution-wide commitment to embracing diversity in its fullest sense by setting goals and linking these goals with Middle States expectations and our own expectations for achieving a more inclusive community.

- Several minority and international students are employed in Drake.
- For the first time, librarians presented a session at the College's annual Diversity conference on library resources related to diversity.

Implement Strategic Plan II priorities and allocate resources for designated implementation. [Examine *Matrix* for College priorities.]

d) Address the physical plant—both new facilities and upgrading the existing facilities and technology—to enhance the living and learning environment for all. [Changes/developments with reference to physical plant, issues dealing with physical environment, departmental equipment.]

- Improvements were made to Learning Commons including new carpet, furniture and help desk.
- New open periodical shelving in the front of the library is making this a much more attractive and accessible area.
- Re-location of media viewing and media to the main floor is taking place Summer 2007.
- Ground floor of Drake used as temporary space for Rakov offices during 2006-07, presented numerous challenges. Conversations with the Facilities and Planning committee resulted in re-direction of swing space to Dailey for 2008. IT support services staff is expected to move to Drake in Winter 2008 and provide new opportunities for collaboration.

Engage the entire campus in the Mission Review II process in the 2005-06 academic year prior to our final sign-off to SUNY. [Examine *Matrix* for College priorities and school's contributions to these.]

e) Plan to publicly launch SUNY Brockport's comprehensive campaign in concert with the Foundation Board, College Council, and Alumni Board. [N/A for Academic Affairs]

- Drake library has expressed interest in working with College Advancement to draft case statements and provide other suggestions for library gifting opportunities (book and media collections, study rooms, reading areas, etc.)
- Preliminary conversations have occurred to encourage restoration of stained glass windows in Drake as a development project for the comprehensive campaign.

f) Strengthen Brockport's presence and visibility within the colleges in the greater Rochester area using the MetroCenter as a focal point for collaboration and enhanced visibility through greater utilization and marketing. [Enter information related to school's outreach into Brockport, Rochester, and the regional area; any connection to MetroCenter.]

- Drake librarians made class presentations to several Metro Center classes and are very interested in providing additional library services to Metro Center students, faculty and staff.
- Drake Library accepted donation of Rochester area Ukranian collection through the efforts of Brockport emeritus M. Pylyshenko.
- J. Little is working with RRLC literacy committee to increase K-16 partnership with Brockport and surrounding local school districts.
- Drake library participated in Have a Heart Book Campaign and Helping Hands to provide books to Brockport/Rochester area children. Annual Library book sale provides another campus outreach activity. Library staff are active in many other community events.

g) Celebrate the successes of our students, faculty, staff, and alumni as a point of pride for the College.[Celebrations such as Scholars Day, Excellence in Writing awards, Honors & Awards, Alpha Chi and other honor societies, School awards, all other awards and celebrations for faculty, staff and students.]

- Drake Library hosted event celebrating publication of history of SUNY Brockport book authored by M. J. Gigliotti, B. Leslie, K. O'Brien, Nov. 2006.
- Celebrated Library Assts. Day with landscape planting, 4/19/2007.
- Cornell and Wells awards made to two library students; several library student staff participated in Honors and Awards Ceremony.
- C. Cowling and R. Cushman presented at Scholar's Day.

Key Performance Indicators in Support of Institutional Quality

2. Using the 2006-07 Key Performance Indicators *as a guide*, please comment on your school's contribution to the institution's increasing quality. (Where are we?) [Review your school's goals for 2006-2007 and comment on how you have supported these and the College's goals and initiatives (see below).]

Quality is difficult to assess accurately this year; preliminary results from LibQual Survey show users who are more demanding with greater expectations for all types of services than was true in 2003. Foot traffic indicates that student library usage is increasing, but collection circulation is down. Student PCs continue to be heavily used; additional space in Learning Commons was offset this year by loss of space due to Rakov offices. Completion of new roof will be welcome this year; renovations should not stop there. Planning is beginning for interior rehabilitation during 2009-2014.

Divisional Goals and Planned Support of the College-wide Initiatives

3. What are your school's goals for the 2007-08 academic year? What actions will your school take toward achieving these goals and support the six initiatives listed below?

    a. **Emblems of Quality**: SUNY Brockport will set a goal of achieving accreditation in all disciplines for which it is eligible.
        [Will you be applying for additional accreditations in the next year? If so, give details. Will you be renewing existing accreditations in the next year? If so, which?]

        -   Create improved workflow for providing library statistics to meet the accreditation reporting needs of academic departments.
        -   Develop Aleph reporting templates to be utilized during statistical gathering for academic accreditation reports.
        -   Review the World Cat OCLC Collection Analysis Service for relevance to the accreditation process.

    b. **New Program Development Fund**: Establish a "venture capital" account from a variety of sources to assist in the development of new programs while making the hard decisions of what to give up in times of competing resources. [What new programs will you develop or do you expect to come on line in the next year? What resources will you need from the New Program Development Fund? Will you be eliminating or de-emphasizing any old programs in the coming year?]

    New library/IT programs that may be funded include establishment of an Educational Technology Center (ETC) and possible digitization center on ground floor of library. In the coming year, the library is likely to be working with faculty to assess the need for reviewing the focus of the library's government documents collection.

    c. **Career Span Professional Development for Faculty**: Identify the major intellectual, scholarly and professional development needs of our faculty at three stages of their careers, recognize the relationship of sponsored research to student success at both the undergraduate and graduate levels, and develop an endowed professorship as part of our comprehensive campaign. [What steps will you take to improve career-span professional development

in the coming year?]

- Continue to acquire serials and other appropriate materials for professional reading across the disciplines, including titles appropriate for the library faculty.
- Library staff continue to be encouraged to take part in appropriate RRLC events, seminars, webcasts, professional reading and conferences to keep skills updated throughout their career lifespan.

d.   **Restoration of Positions**: Establish a priority funding process to begin to buy back some of the eliminated staff positions. [What new staff positions do you expect to apply for in the coming year and why are these important?]

- Drake anticipates turnover of several key positions that are currently in the process of being evaluated.
- A new position in the MetroCenter is being created to provide greater focus there.
- Creating a full-time archives position can provide additional value to the College.
- Emphasis on hiring library staff who are flexible and have good technology skills will be important considerations as Drake expands its services.

e.   **Lake Ontario Natural Resource Center (LONRC)**: Advance the design and development of the Center at the Port of Rochester. [Letters & Sciences only: How will your school support the development of this Center in the coming year?]

- Consider designating a library liaison and investigate designating acquisitions allocation for LONRC.
- Continue to build policies related to online repository for LORNC materials using DSpace.

f.   **Presence in Greater Rochester**: Ramp up our public information campaign in the Greater Rochester Area to continue to build Brockport's reputation. [What out-reach activities do you anticipate our school will carry out in support of this initiative in the coming year?]

- Work to establish collection development for satellite library services at the Metro Center.
- Continue participation in Rochester Regional Library Council activities including leadership roles on various committees (literacy, CITE, etc.).
- Continue ILL activities with regional partners.

APPENDICES

Unit reports are attached below covering July 1, 2006-May 31, 2007, unless noted otherwise.

A. Access Services (L. Hacker)

B. Technical Services (J. Smathers)

C. Government Documents (B. Chan)

D. Reference (C. Cowling)

E. Instruction (J. Little)

F. Library Technology (E. O'Hara)

Drake Memorial Library

State University of New York at Brockport

ANNUAL REPORT

Access Services Department

July 1, 2006– June 30, 2007

Submitted by

Linda Hacker

PERSONNEL

Head of Access Services: Linda Hacker

Circulation/Reserves: Robin Catlin, Head; Diane Hoy, Rebecca Livingston, Anna Rupert, Shirley West, Carol Whalin

Evening Supervisor: Marie Banach, David Gordinier

SERVICE PROGRAMS AND DEPARTMENT PROJECTS

Circulation:

As the year began, the staff had been working with ALEPH for about 6 months. We learned many of the features we had become familiar with and reliant on in DYNIX were not available in ALEPH. The staff worked very hard with the Technology Department to find ways to perform equivalent tasks and services.

One such task was the ability to change/edit barcodes. This is a task that is done through the Cataloging module. The circulation and cataloging departments worked together giving the circulation staff limited permissions in the cataloging module, in order to be able to change/edit the bar codes.

Finally the library has a new color copier! It is located on the main floor near the elevator. The copier uses a debit card system requiring a Brockport Easy-Money account. There were problems getting the system going… Eastern Copy Products ended up replacing the first copier with a new, easier to operate, Savin copier. The Savin copier is supposed to interface properly with the Diebold swipe card system.

The academic year began with a Student Staff Orientation. Linda prepared a booklet of library-wide procedures and rules for students and then organized many of the staff to give 3 presentations.

Also, at the beginning of the academic year, the "My Account" in the catalog was implemented. The change from DYNIX to ALEPH did not initially allow for this feature. "My Account" allowed for renewals, checking due dates, etc. This was done thanks to the hard work of Bob Cushman. Having this feature means that patrons can check their accounts online and renew books online.

From the previous year, the computer accounts had been wiped out because of a virus. Shirley West worked with Ethan Cook to get new EXCEL reports written.
This showed a lot of initiative on Shirley's part.

Overall, the staff has worked very well with the Technology department to continue working out differences between DYNIX and ALEPH.

Reserves:

We started the year continuing to use Jim Moomaw as our Scanning Company. Jim Moomaw has always been highly competent, very responsive and receptive to our needs. He completed 35 documents.

We put the Scanning out for bid for fall and spring semester and the company Scanistics won. So our tried and true business with Jim Moomaw came to and.

The beginning proved to be a little rocky but as the Fall and Spring semesters rolled on, they were able to accomplish the tasks as we gave them.
Scanistics did work with us and they did what we would like, so that was successful. The results did not come back to us as fast as Jim's would, however the results were sufficient.

Scanistics completed:
     Fall: 187 documents
     Spring: 186 documents

Diane Hoy continued to scan some documents in house:

     Scanned here: 178

The Fall semester began with faculty having to become adjusted to the fact that they had to request their courses be put on ANGEL. The previous set-up allowed for the courses and electronic reserves to always be online. ANGEL did not allow that. On ANGEL, course material in ANGEL is only accessible for up to 3 semesters.

There has been a dramatic reduction in the amount of articles coming to the library to be put on Electronic Reserves for ANGEL.

Stacks:

Carol Whalin works 3 days a week – Tuesday through Thursday, totaling 20 hours, and yet is able to do what is a full-time job in those 3 days.

Throughout the year we have had roof leaks and more repairs, more leaks and more repairs…

We had to have buckets throughout the shelving areas and plastic covering the shelving area. We did have substantial leaking and damage at the beginning of the year, which is still happening. The leaking also came down to the 2nd floor.

Carol, with just 20 hours a week, was able to do:
- Stack Maintenance (training, supervising and evaluating stacks students' monitoring leaks on third floor; troubleshooting problems; etc.)
- Process traces
- Lost books orders
- Overdue notices
- Fines
- Liaison to EOC, Visual Studies, SUNY Resource Center

Carol does her own hiring for the area and we had a very good group of students for Stack Maintenance this year.

Special Materials:

Two new cabinets were bought for additional CD and Cassette displays on the main floor.

Four new TV's with VCR and DVD players were bought for the Learning Commons area.

At the beginning of the fall semester Anna Rupert and Linda designated and set up a room for student-group video viewing. We had had numerous requests to have a group viewing room by faculty that the students could use while the faculty member was not present. That room, however, during the year, was re-purposed as the Screening Room. We currently don't have a student-group video viewing room.

CD's that are currently at Reserve will be moved to the new display bin by the Main Floor staircase. Unfortunately, there have been numerous thefts of CDs this year.

This coming summer the videos from the First Floor will be moved to the Main Floor.

Evening Hours:

As the summer came to a close, Marie Banach, our Evening Supervisor resigned. Marie was an amazing employee. Always learning as much as she could to help the library out.

At the time, the library had a part-time librarian position. This position and the Evening Supervisor positions were combined to make a full-time position. David Gordinier has been temporarily filling that position. This new position was approved by the President's Council and we advertised the position in April to fill the vacancy. We should have a new candidate by the end of the fiscal year.

 Linda was made Chair of the search committee.

We were sad to see Marie submit her resignation effective Oct. 5. Marie worked with the department for over 2 years.

We were very lucky to have a part-time employee, and librarian, to be able to fill the position.

Throughout the year, as Marie/David supervised the building, they would come across loud patrons, messes, doors unlocked or needing new locks, and restroom incidences.

To address these situations, both Marie and David worked with library staff, faculty members and the university police to ensure an orderly library at night.

Other:
Clerical exams were given and all who took them, passed with flying colors!

The student employees have begun updating the Circulation student Manuals and will be putting the information in the new library Wiki.

STAFF DEVELOPMENT

Committees, Subcommittees & Task Forces:

Linda Hacker:	Department Heads, Environment Committee, Learning Commons Committee, Cataloging Committee
Robin Catlin:	Wells/Cornell Awards Committee Staff development Aleph Migration team
Diane Hoy:	Environment Committee
Rebecca Livingston:	Staff Development Space Planning Staff Association - social committee
Anna Rupert:	Learning Commons Environment Committee
Shirley West:	Environment Committee

Workshops and Conferences:

Robin Catlin:
>Aquabrowser

Diane Hoy:
>Aquabrowser

Rebecca Livingston:
<u>Workshops:</u>
RRLC:
>September 21, 2006 - Care and Handling of Collections (Cornell Series)
>October 19, 2006 - Needs Assessment and Environmental Monitoring (Cornell Series)
>December 4, 2006 - Building a Workplace of Trust
>April 19, 2007 - Disaster Planning and Recovery (Cornell Series)
>April 25, 2007 - Book Repair
>April 26, 2007 - Responding to Mold and Other Environmental Problems (Cornell Series)

ITS workshops:
>January 9, 2007 - Keeping Your PC Healthy
>January 16, 2007 - Intro to Outlook with Diane White
>January 19, 2007 - Outlook II with Diane White
>May 23, 2007 - Graphics in Office with Diane White

Drake Library:
>January 8 – 12, 2007 - CSEA Exam Preparation workshops

Webinars:

>College of DuPage series:
>February 9, 2007 - Next Generation Librarianship: Where Do We Go From Here?
>March 23, 2007 - Library Transformation: Making it Happen
>April 13, 2007 - Soaring to Excellence Series Webcast: The Best from the Web
>May 11, 2007 : Relevance of Libraries in the Digital Age

Other:
>November 16, 2006 - Big Ideas, Small Staff: Successful Tactics for College Librarians
>March 22, 2007 - Surfing Through Noise: Riding the Online Knowledge Wave
>April 3, 2007 – Info Island Project on Second Life (Sirsi/DYNIX)
>June 1, 2007 – Copyright in the Digital Age: An Update

Conferences:

> October 9, 2006 - SUNYAUG Conference, Fulton-Montgomery Community College
> June 21 – 26, 2007 (tentative) - ALA Conference, Washington, DC

Anna Rupert
> Aquabrowser

Shirley West:
> Diversity Workshop
> Aquabrowser

ANTICIPATED ACTIVITES FOR 2006-2007
- Continue staff development for library assistants, including workshops, and in-house technology and reference training
- Outsourcing of scanning for electronic reserves
- Ongoing shifts in the main collection
- Videos moved from the old SMC area to the main floor
- Updated student manuals
- Student Manuals on the library Wiki

DEPARTMENTAL STATISTICS

	2005-2006	2006-2007	% CHANGE
Circulations*	75,541	70,007	-7%
Assisted remote renewals	665 patrons served 4,174 items renewed	661 patrons served 2.054 items renewed	-0.6% -51%
Traces	115 searched 118 found (103%)	118 searched 102 found (86%)	
Notices sent (including e-mail notices)	4,143 overdue notices 2,393 fine notices	1,492 overdue notices 1,472 fine notices 5,047 courtesy notices	-64% -38%
Recalls	11 (primarily done for Reserve)	29 (primarily done for Reserve)	+164%
Patron account inquiries	178 processed 157 resolved (88%)	224 processed 203 resolved (%)	+26%
Shelving	67,204	61,265	-8%
Fine monies	$14,955.38 fines $ 2,957.75 lost books	$15,476.23 fines $ 2,870.55 lost books	+3% -3%
Temporary badges **	81		%
UserID/Passwords issued	50	40	-20%
Photocopiers	36,385 cash copies N/A Easy Money copies	58016 cash copies 11594 Easy Money copies	+159%

This fiscal year, there were 69,610 total cash copies made overall (including Easy Money sales)

In addition, we sold 326 transparencies (@ $.30 ea. = $97.80).

* includes inside and outside building circulation.
** includes courtesy cards issued, regardless of whether UserID/Passwords were issued.

2006-2007 LIBRARY WIDE STATISTICS			
AREA	**Total checked out through ALEPH**	**Total inside** **building use**	**ANNUAL TOTALS**
Circulation	57,767	7,380	**65,147**
Serials current issues	205		**205**
Serials bound issues	8	4,647	**4,655**
TOTAL ITEMS CIRCULATED	**57,980**	**12,027**	**70,007**

People counter statistics January – June 21, 2007

An electronic people counter was installed at the front door in January 2007. We started "counting" when school started January 22nd. The assumption is made that approximately the same number of people that came in the front door, left through the front door. Provided are totals that the counter showed and that total divided in half, which would be patrons in the building that month. Occasional missing reports for a day or more occurred during the first semester's use; the average days missed per month equaled 2.

2007	total for the month	patrons inside (total divided in half)
January	27,007	13,503.5
February	47,352	23,676
March	51,319	25,659.5
April	72,649	36,324.5
May	32,944	16,472
June (through 6/21)	10,381	5,190.5

Technical Services
Drake Memorial Library
SUNY Brockport
Annual Report
June 1, 2006-June 30, 2007
J. Smathers

Technical Services has continued to be an area in constant change. 2006-2007 marked the first full year of the Aleph ILS and many staff changes. Throughout the challenges the Technical Services staff and librarians worked diligently. Their dedicated work to seamlessly support the missions of Drake Memorial Library and SUNY Brockport is dually noted and greatly appreciated.

2.) Assessment of Goals Achieved
    a. Building on Academic Excellence
        i. Faculty Scholarship
- Debby Ames
    a. User2User planner and participant
- Susan Perry
    a. Moderator of session at SUNYLA
    b. User2User planner and participant
    c. Presenter at SUNYAUG
- Jennifer Smathers
    a. User2User planner and participant
    b. Presenter at SUNYAUG

        ii. Grants
- Jennifer Smathers UUP Professional Development Grant: $421 for attending American Library Association Conference in Washington, D.C. June 2007
- RRLC grant in conjunction with Visual Studies was not funded.
        iii. Accreditation
- Librarians provided statistical data and participated in the accreditation activities of the following departments:
    a. Masters in Social Work joint program with Nazareth College of Rochester
    b. Recreation and Leisure
    c. Theatre
        iv. Faculty/staff awards
- Bob Gilliam was nominated locally for the SUNY Chancellor's Excellence in Professional Service award.
    b. Student Success and Shared Governance
        i. Curriculum Development
- Technical Services, with cooperation of the liaison librarians, work directly with faculty to assure that the Drake Memorial

Library collection supports current and developing curriculum. Over $900,500 was spent to achieve this goal. See section 2. Key Performance Indicators for statistical data.

   ii. Student Learning

- Technical Services would like to acknowledge the hard work and dedication of their student employees. As the students gain employment experience and knowledge of library procedures they become more desirable for future employers.

   iii. Faculty Service

- Debby Ames
  a. Participated in Helping Hands book selection for the children of 11 families in need.
  b. Co-chaired the Library book sale
- Bob Gilliam
  a. Chair of Library's APT committee
- Susan Perry
  a. Freshmen Reading Program committee member
- Jennifer Smathers
  a. Participated in Helping Hands book selection for the children of 11 families in need.

   iv. Committee Work

Debby Ames- Catalog, Library Environment

Terry Berl- Library Environment

Sue Donk- Staff Association

Carolyn Everett- Staff Association

Bob Gilliam- Chair of Library's APT

Susanna Heins- Staff Development

Kim Myers- Library Environment

Linda Pickering- Library Environment

Susan Perry- Catalog, Electronic Serials, Staff Development

Jennifer Smathers-Catalog, Electronic Serials, Publicity and Marketing, Staff Association

c. Embracing Diversity

   i. Job Searches

- Appropriate job search protocols were followed as per the directions of the Human Resourced department and Office of Affirmative Action.

   ii. Presidential Fellows

- Susan Perry and Jennifer Smathers developed working relationships with the new presidential fellows as members of the 2006-2007 cohort attending new faculty orientation sessions.

   iii. Support of Diversity and Internationalization

- Section one of the Code of Ethics of the American Library Association outlines the library's commitment to serving a diverse population:

"**We provide the highest level of service to all library users through appropriate and usefully organized resources; equitable service policies; equitable access; and accurate, unbiased, and courteous responses to all requests.**"

    d. Implementation of Strategic Plan II priorities and allocation of resources

          i. Technology-Enhanced Learning Environments / Online Learning

- $252,600 of library funds was expended on collections of electronic resources to support the curricular needs of the SUNY Brockport community. Additional expenditures at the departmental allocation level were incurred for single title resources.
- $5,100 was spent on Serials Solutions and Enhanced Ebsco EJS to facilitate access to those online resources.
- Many electronic resources provided through the library are directly linked to the ANGEL course management system during Course Reserve work or by individual professors.
- The Electronic Serials Committee met frequently to discuss collection development, troubleshooting and procedural questions related to offering electronic resources. The committee suggested creating an Electronic Serials clerk to assist with the critical task of maintaining the availability of these resources. Becky Livingston was hired to be the Electronic Serials Clerk II and will start in July 2007.
- Technical Services Librarians and staff participated in the review and evaluation of Aquabrowser and Encore. Both are services that overlay the online catalog to provide a seamless and user-friendly interface to the library's catalog. The consensus was that Aquabrowser is the best developed of the two choices. In addition, we agreed that the provision of such a service to the Brockport community would take precedence over procuring an Electronic Resource Management System (ERMS) that would be highly desirable for saving Serials staff time.
- Telecourses continue to be cataloged and processed by Technical Services team members.

          ii. Library Services / Support

- After one full year of utilizing the Aleph Integrated Library System (ILS) from Ex Libris, the central union catalog has not met its goals of increasing resource sharing among SUNY institutions. Interlibrary Loan continues to be an effective and efficient method for delivery of materials within libraries of all types. Delivery services such as the local RRLC delivery route and the state-wide LAND project have made gains in shortening the timeframe for delivery of ILL materials. With the success of OCLC's interlibrary loan systems and Open WorldCat project, the need for union catalogs has decreased significantly.

- Technical Services does make collection management choices with the idea of a SUNY collection in mind. Non-superseded titles that are held by no other SUNY institutions are currently retained, rather than weeded.
- Liaison Librarians continued to work with departmental faculty to develop the library collection to support curricular needs.
- A formula is applied to the library materials budget (non-serials) to generate budget allocations based on the size of the department, number of majors, faculty, classes and the average cost of a book in that discipline. See section 2. Key Performance Indicators for statistical data.

 iii. Responsiveness to local / regional / state needs

- The library continues to participate in the statewide Coordinated Collection Development Grant. 2006-2007 saw $12,973 designated for acquiring materials in:
  a. American Literature
  b. British Literature
  c. Dance
  d. Education
  e. History
- Interlibrary Loan directly serves the information needs of local, regional and state library users.
  10,486 items were provided to libraries in New York.
  3,598 items to Rochester Regional Library Council libraries (including SUNY Geneseo, MCC and FLCC)
  3,703 items to SUNY institutions outside of RRLC.
  3,185 items to other institutions in New York State.

e. Address Physical Plant

- Technical Services team members were active on library space planning and environment committees.
- The unit has considered its own space needs and has a plan, pending funding and clearing of internal shelving, that would allow the lower level Technical Services area to decrease in size, allowing space to be repurposed as best meets the library's needs. The plan was forwarded as a potential summer revitalization project.

f. Mission review II process n/a

g. n/a

h. Strengthen Brockport's presence and visibility

- Participation in Cognitive Marketing Focus Groups by Debby Ames, Susan Perry and Jennifer Smathers
- Debby Ames, Terry Berl and Jennifer Smathers participated in the Helping Hands/Brockport Rotary book project to select children's books for the Helping Hands families.

- Jennifer Smathers was a guest Librarian for a youth book talk at Fairport Public Library

i. Celebrate the success of students, faculty, staff and alumni
- Several members of the department attended Scholar's Day presentations.

2. Key Performance Indicators as a guide to comment on increasing quality.

Acquisitions Section
Technical Services Unit
Annual Report
2006/2007

Acquisitions staff: Susan Donk, Susanna Heins (through June 6, 2007), Jennifer Smathers

Acquisitions successfully completed its first full year using the Aleph ILS. Several bugs in how the acquisitions system worked were identified. The department is grateful to Bob Cushman and the rest of the Technology Department for their efforts to expediently address Aleph issues as they arose. $900,500 was expended for electronic resources, journals, books, media, other resources and OCLC cataloging costs.

The department continued to seek ways to encourage departmental representatives and liaison librarians to move towards a more leveled approach to placing orders for library materials. The highly unbalanced load causes undue strain on Acquisitions staff. Faculty and Librarians alike are encouraged to place orders early and continuously throughout the year. Understandably, the peak influx of orders occurs early in the fall semester, as faculty gather their materials for the semester. Orders trail off dramatically to peak again in May when the Acquisitions department strongly reminds departmental representatives and liaison librarians of the looming end of the fiscal year.

Orders Opened by Month
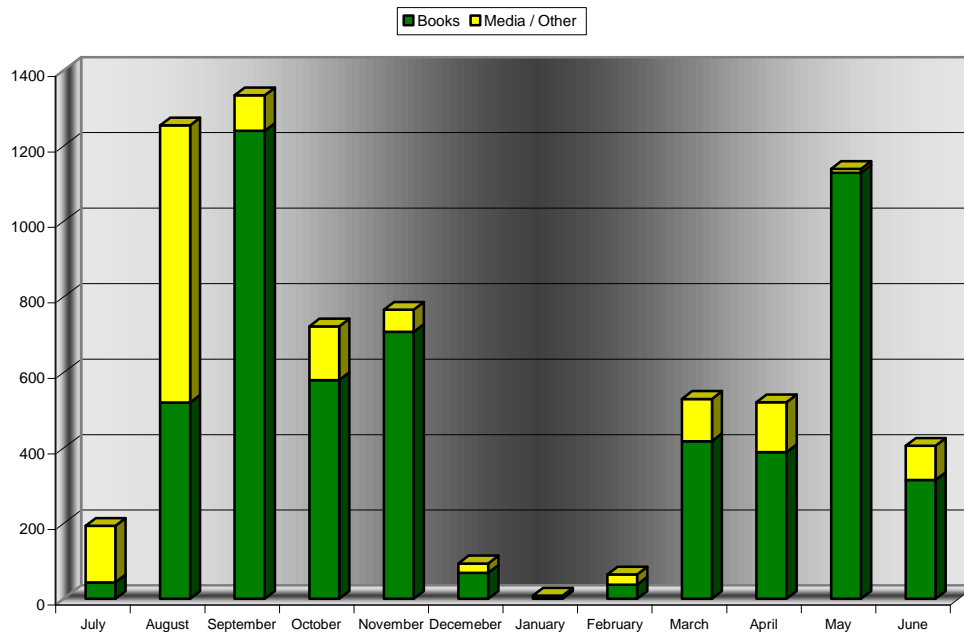
Projects:
First Aleph Acquisitions Year-End Rollover
Reworking Acquisitions Manual
Analysis of NYLINK OCLC charges

Library Technical Services Expenditures by Type 2006-2007

Journals
Includes Individual
Electronic Titles
$389,555
43%

Media
$46,119
5%

Books
$186,008
21%

Grants & Foundation
Books and Media
Combined
$24,757
3%

OCLC
Cataloging and ILL
Services
$44,998
5%

Electronic Collections
& Resources to
Enhance Access to Full-
text
$209,086
23%
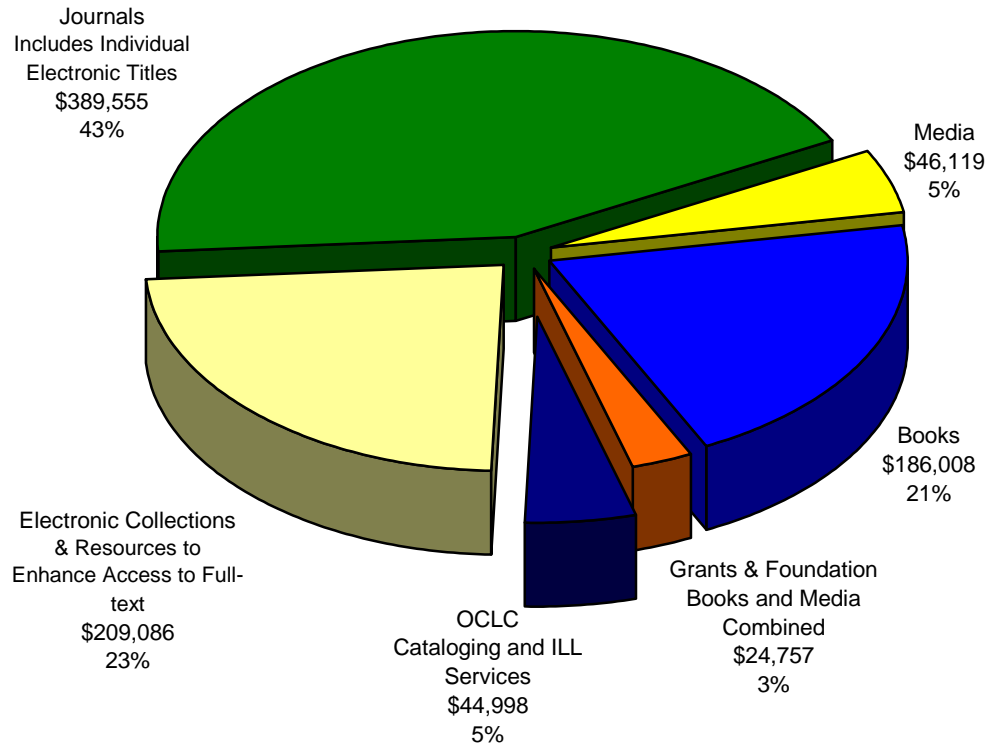
Library Expenditures by Allocation
(selected allocations labeled)

- Electronic Resources, $207,602.25
- CRR, 2,090.62
- Grant, $15,550.52
- College Foundation Fund, $9,206.05
- Ed & Human Dev, $21,499.84
- Educ Adm, $5,797.97
- Phys Ed, $17,989.06
- English, $21,105.30
- Health Ed, $14,626.17
- Nursing, $12,985.56
- Social Work, $10,933.96
- MSW Joint Program, $4,301.79
- Biology, $40,816.21
- Chemistry, $34,022.75
- Computer Sci, $28,678.62
- Earth Science, $36,114.96
- Env Sci, $46,201.89
- Mathematics, $13,895.72
- Physics, $32,695.75
- Psychology, $43,390.46
- Afro-Amer St, $5,187.80
- Bus & Econ, $22,049.23
- History, $18,978.52
- Poli Sci, $13,134.56
- Public Adm, $5,094.44
- Lib General, $46,571.54
- Document Delivery, $1,971.00
- Lib Reference, $23,926.73

Library Materials & Electronic Resources Expenditures 2006-2007

Department / Fund	Expended	Allocation	Balance	% Spent
Afro-Amer St	$5,188	$5,048	-$140	103%
Anthropology	$6,045	$5,548	-$497	109%
Art	$5,762	$5,734	-$28	100%
Biology	$40,816	$39,549	-$1,267	103%
Bus & Econ	$22,049	$20,670	-$1,379	107%
Chemistry	$34,023	$33,938	-$85	100%
Communications	$9,960	$10,270	$310	97%
Computational Sciences	$1,526	$2,232	$706	68%
Computer Sci	$28,679	$27,791	-$888	103%
Counselor Ed	$6,693	$6,398	-$295	105%
Crim Justice	$9,173	$8,926	-$247	103%
Dance	$4,352	$4,642	$290	94%
Earth Science	$36,115	$33,079	-$3,036	109%
Ed & Human Dev	$21,500	$21,444	-$56	100%
Educ Adm	$5,798	$4,924	-$874	118%
English	$21,105	$18,156	-$2,949	116%
Env Sci	$46,202	$43,648	-$2,554	106%
Foreign Lang	$8,471	$7,908	-$563	107%
Health Sci	$14,626	$13,958	-$668	105%
History	$18,979	$21,385	$2,406	89%
Mathematics	$13,896	$12,841	-$1,055	108%
Nursing	$12,986	$11,480	-$1,506	113%
Philosophy	$8,593	$8,110	-$483	106%
Phys Ed	$17,989	$17,828	-$161	101%
Physics	$32,696	$32,616	-$80	100%
Poli Sci	$13,135	$12,407	-$728	106%
Psychology	$43,390	$41,941	-$1,449	103%
Public Adm	$5,094	$5,222	$128	98%
Recreation	$4,275	$4,247	-$28	101%
Social Work	$10,934	$10,907	-$27	100%
Sociology	$9,292	$8,702	-$590	107%
Theatre	$5,084	$5,601	$517	91%
Women's Studies	$2,429	$2,483	$54	98%
Departmental Totals	**$526,855**	**$509,633**	**-$17,222**	**103%**

Department / Fund	Expended	Allocation	Balance	% Spent
IFR	$2,907	$3,000	$93	97%
Arts for Children	$1,147	$1,200	$53	96%
College Foundation Fund	$9,206	$10,000	$794	92%
CRR	$2,091	$2,180	$89	96%
Delta College	$256	$250	-$6	103%
Document Delivery	$1,971	$2,280	$309	86%
Electronic Resources	$207,602	$185,230	-$22,372	112%
Film Studies	$1,432	$1,415	-$17	101%
Gen Ed	$250	$200	-$50	125%
Lib General	$46,572	$51,250	$4,678	91%
Lib Reference	$23,927	$26,532	$2,605	90%
Lib Replacement	$2,897	$3,000	$103	97%
Library Juv & Teaching	$3,905	$3,375	-$530	116%
MSW Joint Program	$4,302	$2,855	-$1,447	151%
VSW	$1,645	$1,700	$55	97%
Grant	$15,551	$15,550	-$1	100%
General Fund Totals	**$325,659**	**$310,017**	**-$15,642**	**105%**

Grand Total	**$852,514**	**$819,650**	**-$32,864**	**104%**

Cataloging and Processing Section
Technical Services Unit
Annual Report
2006/2007

Cataloging continues to be a joint effort across Technical Services with both librarians and clerks contributing.

Most records are initially imported into the Aleph system at the point of ordering by as part of the acquisitions workflow. Orders that do not have records readily available in OCLC, especially media orders are entered into Aleph as a short bibliographic record created by acquisitions' staff members.

Debby Ames, Carolyn Everett, Susanna Heins and Susan Perry all worked on cataloging or copy-cataloging materials.

The vast majority of materials processing is completed by Linda Pickering. The statistics that follow are based on statistics gathered after processing is completed.

Processing and Orders by Month

852
247
545
479
1007
711
768
510
532
707
931
196

Orders
Processing
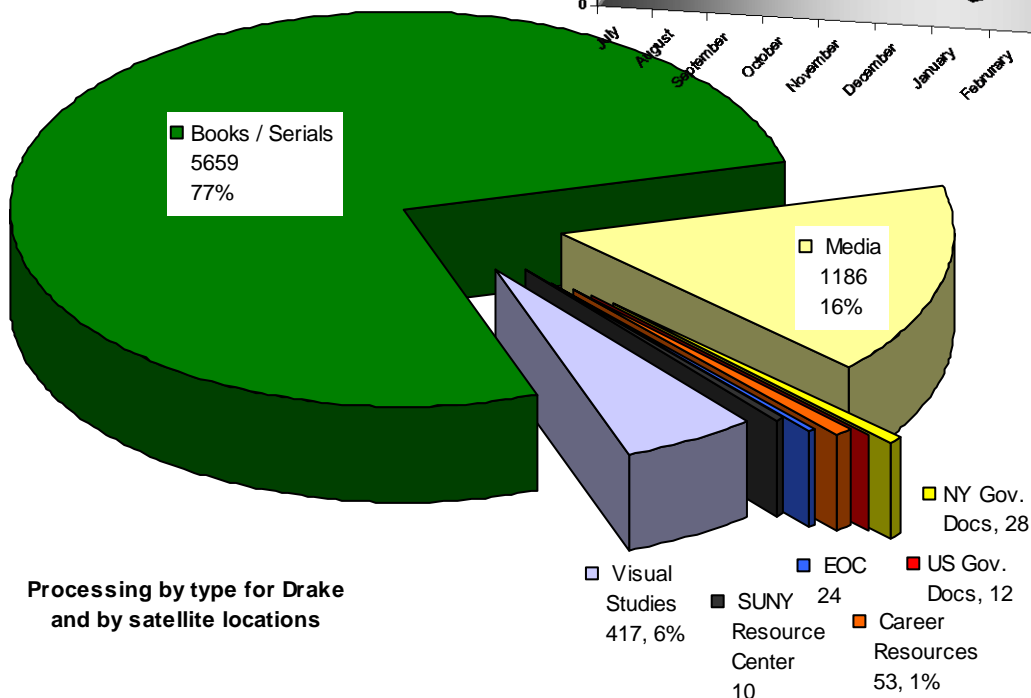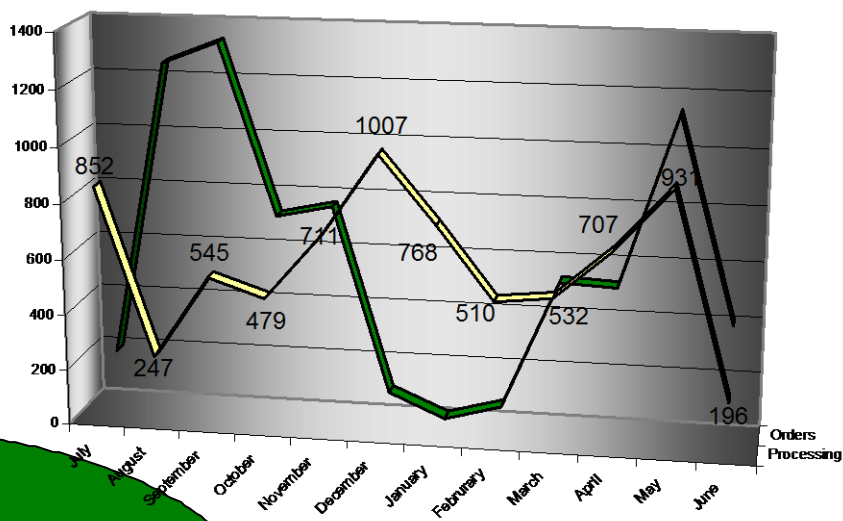
Processing
Orders

Processing by type for Drake and by satellite locations

Books / Serials
5659
77%

Media
1186
16%

NY Gov.
Docs, 28

Visual
Studies
417, 6%

SUNY
Resource
Center
10

EOC
24

Career
Resources
53, 1%

US Gov.
Docs, 12

Cataloging and Processing Statistics 2006/2007

FY 2006/07			DML				External				ONL				
MONTH	TOTAL	Bks/Ser	Media	NYDoc	US Doc	CRR	EOC	SRC	VSW	eTexts		Orig	Gift
July 2006	852	674	109			1			68			15	327
Aug. 2006	247	212	35									18	50
Sept 2006	545	374	156			2	12		1			39	130
Oct. 2006	479	259	217						3			17	318
Nov. 2006	711	511	69			2	4		125			10	7
Dec. 2006	1007	746	106	0	3	0	7	0	112	33		10	92
Jan. 2007	768	579	86	0	8	0	0	2	93	0		22	41
Feb. 2007	510	416	67	20	0	0	0	0	7	0		29	
Mar. 2007	532	414	103	8	0	0	0	1	2	4		13	8
Apr. 2007	707	628	77	0	0	0	1	0	1	0		0	8
May 2007	931	771	107		1	43		1	3	5		4	61
June 2007	196	75	54			5		6	2	54		4	27
	TOTAL	Bks/Ser	Media	NYDoc	US Doc	CRR	EOC	SRC	VSW	eTexts		Orig	Gift
TOTALS	7485	5659	1186	28	12	53	24	10	417	96		181	1069

TOTAL		7485	
minus	eTexts	96	
equals	Physical		
	Items		
	Total	7389	

COLLECTION MANAGEMENT SECTION
TECHNICAL SERVICES UNIT
ANNUAL REPORT
2006/2007

MISSION

To provide, through managing the Library's collections, a library experience for members of the campus community that is seamless, self-sufficient, and satisfies their curricular information needs.

PERSONNEL

Debra Ames, Head   75%   Carolyn Everett (to 2/2/2007)   100%
Collection Management was without a Library Assistant staff member for nearly half of the year.
2 Student Assistants:
  Cindy Hermann   10 hours/week
       (withdrawals and pricing/inputting abebooks)
  Katie Djervina   10 hours/week
       (general – book pulling, labeling, etc., processing withdrawals, packaging and some
        pricing of Abebooks).

PROJECTS

ALEPH

- Considerable time and energy was spent this year in cleaning up the transition to Aleph, learning and documenting new routines, and attempting to regain, rethink, or create workarounds for functions/displays lost either because they are missing in Aleph or due to a lack of attention to the MARC record during the transition (and figuring out which it is and if/how it's fixable).

COLLECTION DEVELOPMENT

- Set up weekly online receipt (for liaisons) of Blackwell's approval slips by department. Required a number-by-number assignment of LC classification numbers for each subject/department. Patricia Adams of Blackwell's was very helpful in this process.
- Created the Departmental Budget Allocations for the year, using the "Formula."
- Created a template for departmental Collection Development policies, to be drawn up by the liaisons, with input/help from Technical Services librarians.

- Completed the policy for Foreign Languages (was approved by the department). Completed drafts for my other departments (Education and Human Development, Dance, Women's Studies) to be reviewed by the departments.

COLLECTION EVALUATION

- Evaluated remaining German collection, purchased replacement copies of severely worn titles (i.e., all of Hesse and much of Brecht), and a few titles by recent major authors.
- Prepared list of Spanish popular magazines for Foreign Languages Department to decide on purchasing. Prepared list of Italian language periodicals to cancel.
- Continue to evaluate repair books sent down from Circ for withdrawal, replacement, or repair.

ACCESS TO COLLECTIONS

- Reclassified the CD-ROMs, created open shelving/display system for them.
- Reclassified Paperback Collection to a more 'user-friendly' name/label (from PBK COLL nnnn to PAPERBACKS PBK nnn)

WEEDING

- Significantly weeded the German collection (PT's) with the blessing of the Foreign Languages Department. This freed much needed room for shifting the very tight PS collection.
- Attempted, twice, to institute a speed-weeding program. I identified 10-to-12-shelf sections of the collection that were so outdated they could easily be weeded in ½-1 hour, and sent out a speed-weed challenge. Charlie responded and weeded a section. Becky, with a student(s), started weeding the QA 76's. A few months later I tried again, similar but different – identified speed-weed sections by Liaison. The response was still fairly tepid. Charlie, Greg, Betty, and Jennifer Little did some weeding, and Susan had Terry do weeding in her sections.
- Call number areas most heavily weeded this year: PT, L (done by Susanna, Terry, and Nicole [Acq. student]), R, GN, QA, QM, PBK, HD/HE.
- Donated approximately 5,000 books to Dr. Ocansey to be sent to Ghana and donated to needy schools and libraries.
- Donated 600 books to a nursing student to sell, to earn money to purchase books for the Nursing Department.
- Donated approximately 2,000 books to Linda Kent at EOC for the "Literacy Rochester" Project. She will give them away to individuals and families in an effort to expand literacy in the Rochester area.
- Donated 1 book to the St. Paul (MN) Public Library (a Vietnamese-language gift we received and sent to St. Paul because it has a very large population of Vietnamese Americans).

- Annual total items weeded: 10,520. For greater detail on book classifications weeded, see attached table: *Weeding Statistics FY 2006-2007*.

WEEDED COLLECTION	# Vols.
DML Collections (exc. below)	9,069
Media	133
Microforms	21
GovDocs (US & NYS)	17
Satellite Collections	1,280
TOTAL	**10,520**

GIFTS

- Received and evaluated 2,666 volumes of gift items.
- Added 674 volumes to our collections.

COLLECTION USAGE STATISTICS

- Unable to compile external use statistics again this year because the new Library Management System, Aleph, does not yet have that capability.
- Internal use statistics for Microfiche and Microfilm. For greater detail, see attached table.

Uses:	2006/07	2005/06	% Change
Microfiche	84	249	-12.29 %
Microfilm	528	602	-66.27%
Micro-opaque	10	16	-37.50%
TOTAL	**622**	**867**	**-28.26 %**

BOOK SALES

- Earned $ 24,145.22 in online books sales on abebooks.com through the Brockport College Foundation (BCF Books).
- Spent $ 12,877.06 of book sale proceeds on Library purchases.
- Conducted a Library-benefit book sale in the Library. April 2007. Debra Ames and Ethan Cook, co-leaders. Earned: $ 626.00.

BROCKPORT COLLEGE FOUNDATION BOOK SALES	PROCEEDS	EXPENDITURES
Online Sales	$ 24,145.22	
In-House Sale	$ 626.00	

TOTAL EARNED	$ 24,771.22	
Books & Videos (DVDs)		$ 9,231.23
Display furniture		$ 1,906.49
Eastern (coin-op for copier)		$ 1,564.00
Purchase of M.J. Holmes books		$ 124.00
Reimbursement (Davida Bloom)		$ 51.34
TOTAL SPENT		$ 12,877.06

BCF BOOKS -- ANNUAL EARNINGS HISTORY

ANNUAL EARNINGS	2004/05	2005/06	2006/07 (to May 31st)
	$ 25,423.50	$ 25,577.13	$ 24,145.22

CURRENT PERSONNEL COSTS OF BCF BOOK SALES

PERSONNEL	Hourly Cost	# Hrs/Wk Needed	Total Weekly Cost	# Hrs/Year Needed	Total Annual Cost
Librarian (supv.)*	$ 48.24	.5	$ 24.12	24	$ 1,157.76
Libr.Asst. **	$ 22.85	5	$ 114.25	240	$ 5,484.00
Student A	$ 8.00	10	$ 80.00	450	$ 3,600.00
Student B	$ 8.00	5	$ 40.00	225	$ 1,800.00
TOTALS		20.5	$ 258.37	939	$ 12,041.76

Routine orders could be handled by a student, which would lower personnel costs slightly:

PERSONNEL	Hourly Cost	# Hrs/Wk Needed	Total Weekly Cost	# Hrs/Year Needed	Total Annual Cost
Librarian (supv.)*	$ 48.24	.5	$ 24.12	24	$ 1,157.76
Libr.Asst. **	$ 22.85	2	$ 45.70	96	$ 2,193.60
Student A	$ 8.00	10	$ 80.00	450	$ 3,600.00
Student B	$ 8.00	10	$ 80.00	225	$ 3,600.00
TOTALS		23	$ 229.82	1,020	$ 10,551.36

Weeding Statistics FY 2006-2007

2006/07	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	TOTALS
A			1	67				1				2	71
B-BJ (not BF)	2		13	2			41						58
BF	2	1	3	3				2		8	2	112	133
BL-BX	3		11	8	1			3	1		1	4	32
C		35		12				13					60
D-DS	13			3	2	1	4	23		1	2	3	52
DT								1					1
E-F	3	12	2	18			3	3	1	7	2	2	1
G-GF	3	2	6	151		3	22			5		148	340
GN		3				52	104		157		66	172	554
GR-GT													0
GV1-199			1	2					2			1	6
GV200-1197	8		3					1			1	2	15
GV1200-1570		1						1			1		3
GV1580-1799				1				3			1		5
H		1	8	4	3		32						48
HA-HJ	68	12	72	5	14	37	7	10	11	6	51	229	522
HM-HT, HX	4	4	5	2	4		43	1		8	3	94	168
HV1-6000	13		6	5	5		3	70				2	104
HV6001-9999	2	2			6			4		1		2	17
J	2		1		13		5	30				1	52
K	1		32	1	23			4		4		2	67
L	23	179	253	8	23	8	199	13	710	144	5	7	1,572
M	1				9			6		7		4	27
N		1	1	2	14	1		1		3			23
P		1	6		1	10	9			7			34
PA			5	3					1	2			11
PB, PE		1		1	1		10	59		1	31	3	107
PC, PQ	1	7	3	3				1			1	3	19
PD,PF,PT	3	1		3		30	488	28	887	231	8	1	1,680
PG-PM			4	7									11
PN (PQ with PC)	1	13	34	7	8	2		6	30	3	2	31	137
PR,PS,PZ	1	13	4		1	3		11		5	7	299	344
Q			22		14	3		1					40
QA	29	36	61	19	126	16		53	2	19	1	6	368
QB-QC800	1	4	17		68		5			5		6	106
QC801+, QE		1	1	2	3		24	3				93	127
QD	1			9	19	17		40				2	88
QH-QR	50	3	17	4	6	6	38	39	153	1	7	11	335
R-RZ (not RA, RT)	11	3	26	8	21	5	1	11	147	272	123	373	1,001
RA	5	1	3	3				6		11	1	36	66
RT	1				1			6		28	62	1	99
S	5	1	2		8	1		1				2	20
T		12	28	7	3	7		3	1	2		4	67
U-V					1			1					2
Z		2	6	2	31	2		3		3			49
PBK						3		306	2		7	104	422
Office collections								5					5
Books total	257	351	655	372	432	207	1038	773	2105	784	385	1762	9,069
Videos (VHS)									1		1		2
DVD									2				2
CD-ROMs		2	16										18
CDs								2					2
KITS													0
Cass		4								1	2		7
LPs			25										25
Soft	1	5	24					10					40
Slides			33					4					37
Tests			49										49
Media total	1	11	147	0	0	0	0	16	4	0	3	0	133
Mic	2	2	1	15				1					21
Bound Periodicals													0
US Docs												1	1
NY Docs			16										16
Docs total	0	0	16	0	0	0	0	0	0	0	0	1	17
CRR								2	1		1		4
EOC		719		526	30					1			1,276
SRC													0
VSW													0
Satellites total	0	719	0	526	30	0	2	0	1	1	1	0	1,280
GRAND TOTAL	260	1,083	819	913	462	207	1,040	790	2,110	785	389	1,763	10,520

Microforms FY 2006-2007

MICROFORMS COLLECTION		TOTAL	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun
Mic.1	Periodicals (microfilm)	**137**	3	6	7	37	23	0	2	1	19	16	23	n.a.
Mic.2	Newspapers (microfilm)	**342**	4	38	49	72	51	2	20	12	43	35	16	n.a.
Mic.3	Monographs (microfilm)	**31**	3	2	2	2	2	1	5	1	9	3	1	n.a.
Mic.20	Periodicals (microopaque)	**0**												n.a.
Mic.22-23	Monographs (microopaque)	**2**								2				n.a.
Mic.24	Theses (microopaque)	**8**		1				2	1			4		n.a.
Mic.30	Periodicals (microfiche)	**0**												n.a.
Mic.32-33	Monographs (microfiche)	**9**		1					1	1	1	4	1	n.a.
Mic.34	Theses (microfiche)	**28**	1	3		12	4	2	3	1	1		1	n.a.
Mic.55	Early Lit sets (fiche & film)	**18**		2		10			3	2	1			n.a.
ED [ERIC]	ERIC (microfiche)	**15**	1	1	1	3		1	3		4		1	n.a.
TOTAL (Non-Docs)		**590**	12	54	59	136	80	8	38	20	78	62	43	0
DOCS														
Mic.101	GovDocs (microfilm)	**0**												
Mic.115	Brit. H.Comns debates(film)	**0**												
Mic.211	Brit.Colonial Papers (opaq.)	**0**												
Mic.302	US Docs (microfiche/CD)	**32**	32											n.a.
Mic.400s	Micro-opaques	**0**												n.a.
TOTAL DOCS		**32**	32	0	0	0	0	0	0	0	0	0	0	0
GRAND TOTAL		**622**	44	54	59	136	80	8	38	20	78	62	43	0
			Prev.Yr.	%	Change									
TOTAL Microfilm		**528**		602	-12.29%									
TOTAL Microfiche		**84**		249	-66.27%									
TOTAL Microopaque		**10**		16	-37.50%									
		622		867	-28.26%									

<div align="center">

Interlibrary Loan Section
Technical Services Unit
Annual Report
2006/2007

</div>

- 28% decrease in Mediated Loans
- 57% increase in Direct Loans
- New Document Delivery Service resulted in 963 items delivered to Drake users. Combined with Borrowing for a total of 8361 items it approaches total borrowing from fiscal year 2005-2006 at 8906.
- Lending levels stayed steady.
- Canceled lending requests rose 53% in large part due to the shortcomings of the OCLC automated holdings pilot program. The addition of electronic serials holdings to OCLC WorldCat did not include the local holdings level of detail. As of June 18th, only 14% of Serials requests were possible to fill from the collection.
- 10,486 items were provided to libraries in New York State.
- 3,598 items to Rochester Regional Library Council libraries (including SUNY Geneseo, MCC and FLCC)
- 3,703 items to SUNY institutions outside of RRLC.
- 3,185 items to other institutions in New York State.
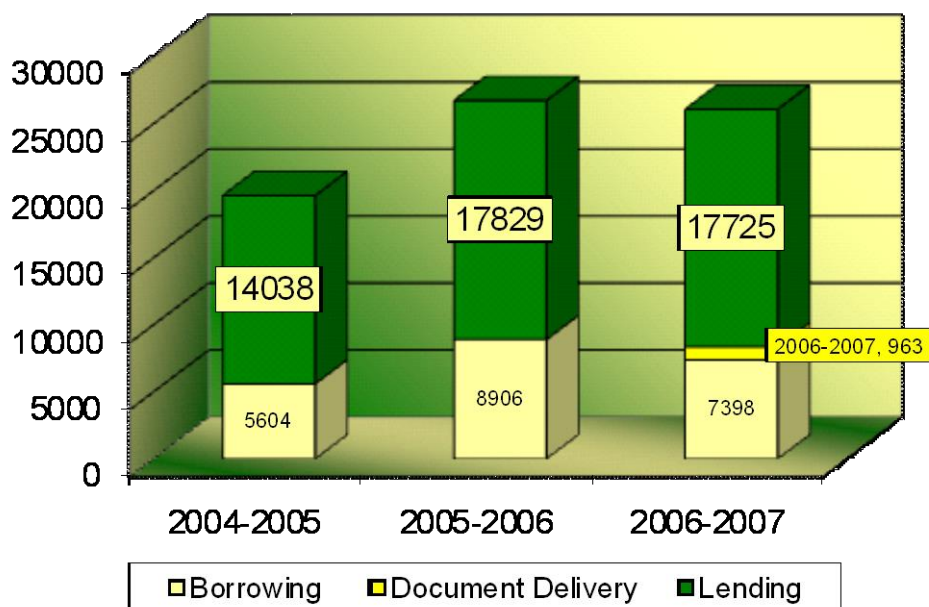
Interlibrary Loan Statistics 2005-2007

Borrowing	2006-2007	2005-2006	2004-2005 *
Copies	3006	3500	2304
Mediated Loans	1682	2357	1724 (both)
Direct Request Loans	1182	459	0
Cancelled Requests	1528	2590	1576
Total Borrowing	7398	8906	5604

Lending

	2006-2007	2005-2006	2004-2005
Copies	4915	5849	4767
Loans	6932	8145	6125 (both)
Cancelled Requests	5878	3835	3146
Total Lending	17725	17829	14038

Document Delivery

Copies	859		
Loans	104		
Total Document Delivery	963		
Total ILL Activity	26086	26735	19642

*Mediate and Direct Requests were counted together through the 2004-2005 fiscal year.

<div align="center">

Serials Section
Technical Services Unit
Annual Report
2006/2007

</div>

Personnel: Terry Berl, Susan Perry (term appointment began 9/1/06).

The serials department benefited from the oversight and financial skills of Susan Perry in her first full fiscal year as Serials Librarian. Susan Perry personally processed the Ebsco renewal for calendar year 2007 and has been able to regularly monitor its execution. Faculty members contacted Susan Perry directly when concerns arose.

Terry Berl's expertise as a serials clerk has been enhanced by her gaining expertise and comfort working with the Aleph system.

The departments' three student workers were all graduating seniors. An effort was made to pass their knowledge along to next year's student workers as they created a Serials Student Procedures Manual under the direction of Terry Berl.

The Electronic Resources Committee met several times to discuss issues related to the control and access of electronic resources. That committee recommended that an electronic serials clerk position be created to assist Susan Perry with the labor intensive task of managing electronic serials. Interviews for the position were conducted and Becky Livingston will join the Serials Staff in July 2007.

The department has been addressing a high error rate for Aleph bindery data as entered by the Processing and Bindery Clerk. Errors result in additional time troubleshooting locations in Aleph and the OPAC, potentially causing patron confusion. The issue has been reported to Jennifer Smathers, is being monitored, reported on and additional training has been offered. Improvements in accuracy of bindery locations for current and recently bound periodicals are expected for 2007-2008.

Much time and effort has been expended to relocate and improve periodical shelving as prompted by the Learning Commons renovations. Newspaper shelves were relocated after main floor carpeting installed. Newspapers were then moved to a permanent location next to community user computer tables.

The purchase and installation of the new journal shelves was time intensive and fraught with problems caused by vendor errors. The efforts of Susan Perry, Terry Berl, Robin Glazier, Mary Jo Orzech, Gary Morog (Facilities), Gretchen Morith (Purchasing) and Dennis Ruddy (Library Interiors) combined for a successful installation in May 2007. Final stages of labeling will continue into July 2007.
While more attractive and user accessible, the new shelving arrangement is much more open and will require constant upkeep by Terry Berl and serials students. Increased visibility of the journals is expected to encourage more browsing and increase usage.

During the process titles were reviewed by librarians and several titles were cancelled due to lack of use and/or availability of online access. This ultimately resulted in fewer units of shelving being required for periodicals. An inventory of the Current Serials holdings in Aleph indicated a need for record cleanup that will occur as a summer 2007 project.

Departmental Goals for the 2007-2008. How will achieving the goals support the six initiatives?

    j.   Emblems of Quality: Achieving accreditation in all disciplines for which it is eligible.

- Create a workflow for providing library statistics to meet the accreditation reporting needs of academic departments.
- Develop Aleph reporting templates to be utilized during statistical gathering for academic accreditation reports.
- Review the World Cat OCLC Collection Analysis Service for relevance to the accreditation process.

    k.   New Program Development Fund

- The library should be included among the interested parties as a new program is proposed and developed, to allow for the addition of library materials to meet the needs of new programs.
- Resources from the new program development fund should be used to support the library's acquisition of new and retrospective materials to support the developing curriculum of new programs.
- Review the World Cat OCLC Collection Analysis Service for relevance to the acquisition of materials and required reporting for new and developing programs.
- Collection Management's role running the ABE reselling of used books for the College Foundation will be examined and potentially replaced with reselling batches of books to a third party. This will allow more time to be spent working with faculty on collection development for both existing and developing programs.

    l.   Career Span Professional Development for Faculty

- Continue to acquire serials and other appropriate materials for professional reading across the disciplines, including titles appropriate for the library faculty.
- Librarians will continue to take part in appropriate RRLC programming, seminars, web casts, professional reading and conferences.

    m. Restoration of Positions

- Collection Management Clerk II position, to be filled.
- Previously unfilled Collection Management Clerk II position; transformed into Serials Electronic Serials Clerk II position, to be filled.
- Acquisitions Bookkeeping Clerk II position. to be filled

    n.   Lake Ontario Natural Resource Center

- Designate a library liaison for the LONRC?
- Designate acquisitions allocation for LONRC?

    o.   Presence in Greater Rochester

- Collection Development for a satellite library at the Metro Center
- RRLC Participation
- ILL
- Librarian participation in an annual Book Talk at the Fairport Public Library

p. Departmental Goals to Support the Mission of the Library:
Organize and provide easy access to information sources which meet the curricular and research needs of our students and those within the academic community.

  i. Technical Services
- Departmental Goals
  a. Reconfigure lower level workspace to meet changing departmental and library space needs.
  b. Continue to develop, promote and participate in cross-training within the department.
  c. Provide a welcoming and collaborative-rich environment for ITSS employees when they move to the lower level of Drake Library.
- Acquisitions
  a. Hire and train Bookkeeping Library Clerk II.
  b. Convert manuals to wiki format to facilitate training and allow efficient updating.
  c. Continue participation in the 'Yellow Card Project' to develop an electronic alternative to paper order cards.
  d. Remain abreast of changes to the OCLC World Cat Selection Services. Ongoing evaluation of the tool as an alternative or supplement to the Yellow Card Project.
  e. Hold a Meet and Greet for Departmental Representatives and Liaison Librarians in the early fall. Include some instruction of Acquisitions procedures.
  f. Hold acquisitions in-service session for Liaison Librarians on using Choice Online as a selection tool.
  g. Review status of standing orders input into the Aleph Acquisitions Module.
  h. Investigate the use of EDI ordering for firm orders. If EDI proves promising, develop a plan to implement in FY 2008-2009.
- Collection Management
  a. Hire and train Collection Management Library Clerk II.
  b. Work to erase backlog of OCLC holdings deletions caused by Clerk II vacancy.
  c. Work on Collection Development Policy focusing on guiding liaison librarians to create subject specific policies.
  d. Develop a cost/benefit analysis of current Foundation book sale practices and third party alternatives.
  e. Continue weeding efforts and encourage liaison librarians to take a more active role in de-selection of materials.
- Interlibrary Loan
  a. Continued maintenance and upgrades as needed for ILLIAD.
  b. Emphasize glowing customer reviews from LibQual+ survey as part of the library's overall marketing plans.
  c. Investigate re-naming of ILL services on webpage for potential gains in usability.

    d. Continue to work closely with Serials on data integrity issues in Aleph found while filling ILL lending requests.

- Serials
  - a. Hire and train Electronic Serials Library Clerk II.
  - b. Weeding of JSTOR bound journal titles. Summer 2007.
  - c. Acquisitions bookkeeping database to be converted from Excel to Access. Creating a more efficient and easily updated record of our serials budgetary activity.
  - d. Review of usage statistics for serials. Evaluation of potential improvement through bar coding bound journals.
  - e. Increased involvement of Librarian Liaisons in review of journal holdings by department.
  - f. Review of retention and binding policies
  - g. Implement Aleph summary holdings for serials. Currently being investigated by Bob Cushman. If a technical solution is not achieved, review the value added versus staff time utilized to achieve summary holdings manually.
  - h. Review status of standing orders input into the Aleph Acquisitions Module.
  - i. Follow-up on the use of SICI barcodes to expedite serials check-in. OLIS unable to provide answers as of June 2007.
  - j. Work towards elimination of backlog work on OCLC local holdings maintenance records. Backlog contributed to by changes in the RRLC union catalog and IDS resource sharing issues.
  - k. Continue review of library and serials industry issues with a commitment to constant improvement.

ANNUAL REPORT
GOVERNMENT DOCUMENTS
JUNE 2006 THROUGH MAY 2007

For the period under review, Drake Library selected 24.86% (1894 item numbers selected) of available item categories (7618 item category) of U.S. government publications. This translates to a reduction of 1.03%. As noted in last year's report, GPO revamped item category structure. By assigning a new category to items formerly grouped under a single category, the total item categories actually increased by 305. The actual reduction would therefore have been greater compared to previous year if such changes had not taken place.

The whole collection, both print and microfiche was relocated a second time. Much needed shelf reading of the print collection was completed with the shelves properly labeled by the end of Spring 2007. Since the downsizing of the collection as a result of two relocations, weeding of print documents had slowed down to 358 titles. For the first time, microfiche titles were weeded with 700 fiches withdrawn from the collection.

All indications for the near future of the federal depository program point to digital repositories with libraries being in control of digital information rather than simply pointing to it. Already libraries with limited technical resources are seeking out partners to digitize their primary government documents. Leading the way is the Library of Congress' effort to create the World Digital Library with Google, funded by a $3 million donation from Google.

With the digital era already on the horizon, Drake library's administration needs to examine its role for the future. Is there a strong commitment to move forward to be a digital repository? Is there adequate financial and technical support, in addition to human resources for such a long-term project?

The annual documents selection update for the cycle 2007-08 begins June 1st 2007 through the month of July. Electronic selection is strongly encouraged whenever available.

The followings are statistics for the year June 2006 through May 2007

Federal paper documents received	1460
Federal microfiche (not titles) received	2329
Federal CD-ROMs, DVD, received	37 DVD 26 CD 1 VIDEO
NYS paper documents received	69
	4 CDs

Submitted by
Betty Chan
Government Documents Librarian
Drake Memorial Library

May 22, 2007

Instruction and Reference Annual Report 2006 – 2007
Charles Cowling

1. Context

The ongoing evolution in library services continues to offer new opportunities, and the challenges it offers stimulate growth and improved service. The researcher of today enjoys access to information resources scarcely imaginable a few years ago.

The main floor of the library is now comparable with Dailey Hall as a place to use PCs, as well as continues to be a busy "reference" area. About 15% of our questions have to do with file saving, printing and Office software questions, the rest remaining "traditional" reference questions, e.g. locating articles on a certain subject, only now we are using vastly different information resources than in the past.

A "Learning Commons" continues to evolve adjacent to the reference area wherein services are offered and assistance provided of sorts that never existed in previous visions of the library. Much of this is taking place at the south end of the main floor, where several new "amoeba" group work tables hold 3 PCs – or Macs – each have been placed. With the placing of this new equipment and software in the Learning Commons we are seeing occasional questions re Macs etc. that are new to us.

It is commonly recognized that for a Learning Commons to be successful the inclusion of the local reference staff is of vital importance. Unit staff perceive our Learning Commons as suffering from lack of inclusion of our experience and knowledge in the process of its development. We are looking forward to the possible move of the IT Help Desk and their staff to the library as an opportunity for greater integration, inclusion and ultimately success for the Commons.

Quality

Programs:
The primary "programs" of this unit are the instruction and reference areas. The programs include: service at the reference or information desk, instruction for library skills and information literacy, collection development and maintenance of reference electronic and print resources.

We feel that we provide quality service, and this has been confirmed by surveys of the last several years, including the LibQual survey done this spring. Greater integration of

the learning commons with our operations as mentioned above would go far to helping us meet our common goal of student success.

The number of bibliographic instruction sessions continue to increase with Jennifer Little guiding the program, and a number of innovative efforts were made, e.g. a weekend workshop for grad students run by Jennifer Little and Lori Lampert which was very successful.

All unit staff have assignments beyond their reference duties. For example Betty Chan is our government documents librarian, Lori Lampert handles the EzProxy authentication service, Greg Toth coordinates our electronic databases, Mary Jo Gigliotti manages the college archives, and David Gordinier is responsible for late night building security. Unit staff also have their liaison duties, scholarship and service obligations etc.

A. Significant Changes:

The implementation of the new IT service desk and placing of a number of new PCs, Macs, and televisions as part of the new Learning Commons is a very significant change, one referred to above.

The forced move of the government documents print collection and the unfortunately confused manner in which it was shifted by the movers necessitated a tremendous effort on the part of our documents librarian, Betty Chan, to put the collection back in order this year.

B. Plans to Enhance Quality:

We will continue to seek to better our service at the reference desk by maintaining good communication about issues and opportunities, staff training and discussion. Instruction will continue to be an important focus with attention given to not only the traditional BI sessions but to better integration with APS and ENL112, work on online tutorials, placement of library "nuggets" in Angel and more.

C. Quality of the Staff:

The overall quality of the unit staff is excellent. This assessment is based partially on positive library survey comments, and partially on my observations as unit head. Unit librarians commonly for example receive letters and other expressions of appreciation from faculty for their work in bibliographic instruction and other services. We work together in a positive, collegial way that is very effective in providing service and that is most helpful for me as the department head.

E. Staff Achievements:

See the attached list.

D. Unit Plans to Enhance the Quality of Staff?

Support and encouragement for training and networking so as to stay abreast of trends and issues in our fast changing work will be important. Jennifer Little attended ACRL this year, and Lori Lampert NYLA for example.

E. Quality of Students:

Working with students is our major role. We each spend 10+ hours per week at a public service point, interacting with students, as well as teaching classes, providing research consultations etc.

H. Plans to Improve the Quality of Students. NA

I. **Learning Attainments:** We have at times conducted informal assessments of our instruction activities, and have received favorable responses. This is an area that our instruction librarian, Jennifer Little, has been working on. Several staff have been engaging in a variety of attempts to measure student learning and success, through the use of simple surveys for example.

II. Our personal experiences with students at the reference desk tell us that many do learn from their bibliographic instruction sessions with us.

J. Enhancing learning attainments of the students:

Jennifer Little continues to do good work in establishing connections with faculty and administrators that definitely assist us in improving our instruction and information literacy efforts. This year saw substantial outreach to the downtown MetroCenter community for example.

K. Improving the unit's learning environment:

While the Kiefer Room has been sufficient for our instructional needs to date, given the growing number of requests we get from faculty and staff, (including those from ITSS) to use the Kiefer Room and our goals for expanding our instruction program we continue to feel strongly that a second PC equipped instructional space in the library would be of great utility not only to us but to the campus as a whole.

L. Describe these achievements, or plans...:
3. Resources

Utilization of human, physical and fiscal resources:

It has been helpful for us in terms of staffing to continue to have other librarians taking a weekly turn at the reference desk, and we believe that this

work can only benefit them by virtue of the exposure to the interaction of our patrons with our resources that reference work offers.

A. Attracting external funds:

C. Fund-raising: NA

4. Outreach and Campus Diversity

A. Efforts in service and outreach...
Our outreach takes place through our classes, at the reference desk and in our research consultations. As unit head I have been very proactive in contacting faculty when either I or other reference librarians encounter assignments that are based on complicated sources, outdated knowledge of library resources etc. My suggestions are generally received very positively, and often tie into requests for bibliographic instruction sessions. We also try to use our roles as liaisons as a contact point with faculty.

B. Contact with alumni...
Mary Jo Gigliotti oversees the college archives and through that makes numerous contacts with the alumni. The book she did, the many displays and other efforts she makes have produced a very respectable archival presence for our school.

C. Campus diversity:
As a public service point the reference desk allows us contact with a wide spectrum of the campus community, often on a repeat basis. We seek to provide efficient, friendly help to all comers.

This winter Charlie Cowling and Lori Lampert presented at the annual Campus Diversity Conference on library resources for diversity researchers, a presentation which was well attended and received.

5. Physical Environment

A. Physical facilities adequate?

For physical space, it would be so beneficial to us to have more ample office space, rather than be so crowded in the decades old "bull pen" model that yet exists.

B. **Equipment inventory adequate?**

In light of the large number of noise complaints in the recent LibQual survey it would be beneficial to spread out the existing PCs as much as possible, as they are very close together and provoke a high level of noise. Many students too have expressed the desire for more room to set out their papers and books while using PCs.

C. **Plans to enhance the unit's facilities:**

It would be good if the office space could be differently assigned and configured so that the unit staff were more in a common area.

6. Morale

A. Current state of staff morale, whether improved or declined...:

We work very collegially together. There is also an admirable level of initiative shown by unit staff in accomplishing their various tasks. Unfortunately overall morale, when looking at the library as a whole, seems to be lower, more concerned and stressed, than ever before, and this does have its impact on unit staff.

B. Plans for improving morale?

We are ready and willing to play our part in making things better.

7. Assessment

A. Assessment activities:

See instruction.

B. Summary of findings:

Use of the assessment information:

It is discussed within the unit and helps inform our teaching.

C. Assessment plans for next year:

Statistical Appendix

Bibliographic Instruction Sessions

- 2002-03 = 114
- 2003-04 = 120
- 2004-05 = 99
- 2005-06 = 145
- 2006-07 = 140

Staff & Student Research Consultations

- 2002-03 = 81
- 2003-04 = 54
- 2004-05 = 50
- 2005-06 = 45
- 2006-07 = 39

Reference desk I (main floor desk) question count

- 2002-03 = 12,819
- 2003-04 = 14,427 (this increase likely reflects the PC lab move…)
- 2004-05 = 15,206
- 2005-06 = 13,212 (as of 5/15/06; this year's figure thus will end up close to that of last year's.)

Reference desk II (ground floor) question count

- 2005-06 = 2693 (first year)
- 2006-07 = 2238

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

- 2002-03 = 130
- 2003-04 = 129
- 2004-05 = 161

- 2005-06 = 118
- 2006-07 = 110

IM Questions (IM queries received by "drakeref" the reference desk IM screen-name)
- 2003-04 = 159
- 2004-05 = 224
- 2005-06 = 310

Database search requests (librarian performed searches done by Greg Toth and Mary Jo Gigliotti)
- 2002-03 = 27
- 2003-04 = 3
- 2004-05 = 2
- 2005-06 = 9
- 2006-07 = 7 (a couple of these were quite involved apparently and required multiple searches to complete…)

Archives/Special Collections uses:
- 2006-07 = 142

Notable Staff Achievements

Betty Chan:
   Updated the library's webpage due to migration to Dreamweaver 8.
   Build closer liaison ties with new library coordinators from Mathematics & Biology departments to fully expend their book allocations.
   Began posting on the Drake library's Wiki links to political blogs of U.S. presidential candidates, as well as reputable blogs from national media.

Charlie Cowling:
Appeared before the Deans Council in March with Mary Jo Orzech to present a proposal for a part time librarian position to be created at the MetroCenter, a position for which I drafted a job description and volunteered to assume supervision of the position were it to come about.
   Worked with two MLS candidates and library staff to set up a summer internship program to make a 3 credit experience for them.
   Presented at Spring 2007 Diversity Conference with Lori Lampert on contemporary information resources for diversity researchers.

David Gordinier:

Worked with Linda Hacker on web page user study
Continued work with online tutorial
Worked on Writers Forum display and publicity

Greg Toth
   Reviewed and gathered staff input on several consortial database proposals through SUNYConnect, including Gale Virtual Reference Library & Early English Books Online, saw addition of Portico and Sport Discus.
   Published four reviews in American Reference Books Annual, vol. 37 (2006).
   Served as delegate to SUNYLA.

Lori Lampert:
   Experimented with Drake Wiki
   Saturday Grad student workshop
   NYLA Conference attendance

Jennifer Little:
    Worked with I&R staff in a series of sessions on teaching styles and practices.
   Active in scholarship, including presenting at Spring 2007 WYNO/ACRL conference:
High School to College: How to Keep the Information Literacy Continuum Rolling.
   Worked with MetroCenter & unit staff to set up and run a series of open workshops for MetroCenter students on information retrieval.
Mary Jo Gigliotti
One of authors of State University of New York at Brockport, published by Arcadia Press as part of their Campus History Series.
Awarded a UUP Individual Development Grant to attend Northeast Document Conservation Center's School for Scanning, Minneapolis MN May 1-3, 2007
Supervised the special projects of 4 interns

LIBRARY INSTRUCTION PROGRAM
2006-07
Jennifer Little

Librarians taught a total of 140 classes reaching 3118 students during 2006-07, marking a slight decrease from the 148 classes and 3295 students from the 2005-06. The majority of these classes was course-related and was taught at the request of the faculty member. They covered a wide variety of topics and usually included demonstrations and opportunities for hands-on learning in the use of the online library catalog and article databases such as Academic Search Premier or Lexis-Nexis. Topics such as evaluating resources and identifying differences between magazines and scholarly/peer-reviewed journals were also covered. English 112 &102 and GEP100 professors continue to request the most classes for instruction, although there has been a steady decrease in those numbers.

NUMBER OF CLASSES TAUGHT
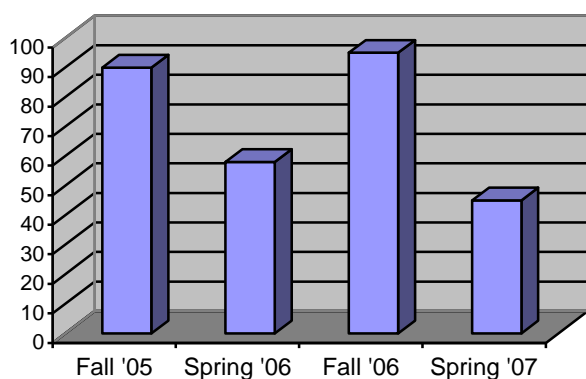
NUMBER OF STUDENTS INSTRUCTED
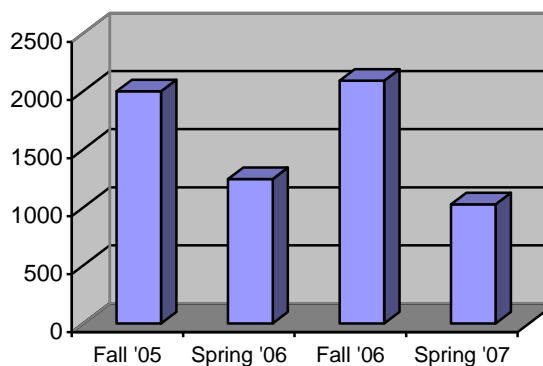
LIBRARY INSTRUCTION ASSESSMENT

During the 2006-07 year library faculty used an assessment survey to solicit feedback from professors. After classes were taught faculty received an email pointing them to an online survey. There, they provided their class information, answered five short questions and gave comments and suggestions. The responses for the questions were based on a 5 point Likert scale with rating of "Strongly Agree," "Agree," "Neutral," "Disagree," and "Strongly Disagree." Information from the surveys is available for each librarian, but all responses were averaged in the summary below. (The web site for this survey is at: http://www.brockport.edu/~library5/assessment.html)

Evaluation of Teaching Effectiveness (5=Strongly Agree, 1=Strongly Disagree)

1. The amount of material presented was appropriate for the time period.
Average: 4.69

2. The workshop content (library resources, databases, etc.) was related to my students' assignments.
Average: 4.69

3. My students will be able to apply the information to their assignments.
Average: 4.77

4. There was enough time for hands-on practice during the class.
Average: 4.38

5. The overall quality of the class was excellent.
Average: 4.60

6. What was the most helpful aspect of this class?
Many professors mentioned how well the librarians tailored the class to the needs of their students. They also mentioned the introduction to the library databases – how to use different search strategies, how to access remotely, and hands-on practice.   Specific quotes include:

"He did an excellent job of demonstrating the proper way to research with databases and how to find e-journals. His presentation was comprehensive and touched on all aspects I asked him to address. I even learned a few new tricks. This was the best library instruction I have received for a course I have taught compared to other local universities (UB, GCC, U or R.) Thank you!"

"She showed the class databases in their discipline they (and I) had never used before. She was great!"
[For a full listing of comments see Appendix I.]

7. What was the least helpful aspect of this class?

Some professors mentioned the opposite from the above: the class was not tailored specifically for their class. A few mentioned that there was not enough "hands-on time." Many left this area blank or said there was nothing that was least helpful.

8. Suggestions:
Several professors mentioned working more with the librarian or assignment before the class meeting. Other suggestions included: spend more time honing advanced searches, break into smaller groups, explain refereed journals, and meet with individual departments.

DISCUSSION OF RESULTS

Most of our scores indicate that the professors are satisfied with librarians' effectiveness. The question with the highest ranking was: "My students will be able to apply the information to their assignments" with an average of 4.77. One professor stated, "I STRONGLY AGREE that my students SHOULD be able to apply the information to their assignments. Remains to be seen if they WILL be able to apply the information." We will have to explore ways to measure student outcomes in the future (possibly in conjunction with an English 112 initiative). Our lowest ranking (although still above average) was: "There was enough time for hands-on practice during the class" with an average of 4.38. This number rose slightly after the second semester, as the librarians tried to incorporate more hands-on activities into their presentations. Providing "hands-on time" in a short one-hour workshop can be a challenge, depending on how much material needs to be covered or what the professor has requested. The most ideal situations occur when a class has more than one period devoted to research instruction or has a two or three hour block, as was the case with the high school groups and graduate students. The librarians attended several "Teaching Tips and Tricks" workshops during the winter term to share ideas and learn new tactics from each other. The reference and instruction intends to use some of the positive comments to "market" the library instruction program to individual departments. It also will create a tutorial and programs that will be used to assist all first year students in GEP100 or ENL112.

LIBRARY ROOM USE

Aside from library instruction, rooms in the Drake library are used for other instructional purposes, both by faculty and students. We hosted 244 additional classes, meetings or workshops for audiences that included both faculty and students. The Kiefer Room traditionally has the most demand, as it is also a computer lab. Of the 106 sessions scheduled there, 54 were for class use and served 844 students. The remaining 52 sessions, attended by 621 faculty and staff, were divided as follows: 18 training sessions, 17 workshops, 7 vendor demonstrations, 6 meetings, 3 teleconferences, and 1 conference session. The newly created Screening Room was used primarily by faculty and staff with 23 sessions and 112 in attendance, but one class of 22 students did meet there. It is unfortunate that there is no other room for group of students to watch videos or DVD's. The remaining 3 classrooms were used 110 times by 326 students, with one classroom being used 4 times by 25 faculty and staff. (These numbers include class sections that met in the library more than one time.)

Classes and Workshops Scheduled in Drake

Appendix I

Assessment
MostHelpful
actually showing students the steps for online access and examples of what they would be looking for in their library research having samples of government documents available on the projector
Finding on-line journal articles; seating arrangement: Students were seated in rows facing the speaker, rather than seated at tables
Demonstrating the process of searching for appropriate literature for research.
His explanations were pertinent to the paper assignment (informative essay). Also, he gave students time to initiate research and was available for questions.
online access to journals tutorial
acquainting the students with the Library's data bases.
Geared to a graduate level research course. He was very helpful in training the class to use specific search engines (as per my request).
The information directly related to finding peer-reviewed articles was great.
getting undergradate students familiar with resources.
The presentation was excellent. It covered all the essentials and gave plenty of time for questions which per usual nobody had. The reason for the neutral is the missing piece--hands on.
Explanation of how to electronically access journals
He did an excellent job of demonstrating the proper way to research with databases and how to find e-journals. His presentation was comprehensive and touched on all aspects I asked him to address. I even learned a few new tricks. This was the best library instruction I have received for a course I have taught compared to other local universities (UB, GCC, U or R.) Thank you!
His knowledge of the system.
He provided the students with a number of short-cuts to produce relevant articles related to a literature search. His humorous examples kept the class engaged. He located in 30 minutes what took me 4 hours. I learned more in his session than I did in the past two years having this presentation by other librarians.
He took time to meet students' individual needs as well as covering global needs of the class.
Thorough coverage of the various research resources, with explanations and examples.
He was very thorough and provided a comprehensive review of accessing library materials hard and electronically. He helped students tremendously and encouraged their use of the library and refernce librarians as they proceeded with meeting the expectations of completing a collaborative review of the literature on selected topics. His willingness to help was appreciated.
He used things that were very helpful and avoided things that the students didn't need.
His thorough explanation of all the databases was most helpful. In addition, I appreciate the handout he created for my classes. (I also brought my ENL112 afternoon 2.30-3.30pm class for library instruction.)
His presentations are geared way too low. Too much silly humor not enough engagement in higher level research tools.
My students found the instruction on performing online research (particularly on the online databases, such as Academic Premier) the most useful aspect of the class.
She is crystal clear as an instructor. She is very approachable and the students need both of those aspects to work in library instruction.
She customized her presentation (LexisNexis/newspaper articles) to suit the research needs of my assignment exactly
Being able to have her work with those students who needed her assistance
She showed the class databases in their discipline they (and I) had never used before. She was great!

Assessment
MostHelpful
The practical use of strategies to access related research for the graduate students' papers.
During the one-hour session, students printed out full-text articles they could use for their essay assignment. This gave them confidence that LexisNexis was easy to use and would be productive.
Using a range of data bases, evaluating journals, finding and using search terms
the resources and the fact that you are so approachable and helpful!
Showing the students how to use subject-specific databases
She did a great job helping our students get an overview of the big picture related to their topics. She discussed book options (catalog, browsing, etc) and demonstrated the databased that would be most helpful to our topics. She also spent a great deal of time working with individual studnets. We appreciate all she did!
She for several years now has been providing for my Intro to Cultural Anthro class nearly every semester, a tutorial on how to use eHRAF for my students (up to 45 students(, which they need to use in order to write my paper for the class. Her assistance is indispensible and highly professional in every respect.
#4 didn't really apply
She really did her research on podcasts AND the non-Western cultures we are studying -- a challenging combination!
Finding a number of diverse sources was particularly helpful to these students.
its relevancy
Reviewing search engines, accessing data bases
She tailored the material for my class.
familiarizing the graduate students with drake's resources specifically
the ability of the presenter to demonstrate the concepts live in the Kiefer room. The time for hands-on practice by the individual students
She has tailored her presentation to the nees of _____ students. Her explanations and work with evaluating Web sites is outstanding
The search for bogus websites.
She has tailored her presentation to the nees of _____ students. Her explanations and work with evaluating Web sites is outstanding

Assessment
LeastHelpful
cannot think of anything that was not helpful
should be more related to students' topic under study
The entire session was valuable to students.
Nothing.
basic review of the library catalog
Information on other library resource, which most students were already well versed in. This tended to cause many students to lose interest. Perhaps it would have been more appreciated for entry level students.
no hands on - with today's insistence on computerized searching, it would be good to have students actually do a search for something- you don't remember how to do something without doing it- As Julia Childs always said, "il faut mettre les mains dans la pate"- You have to get your hands into the dough!
Speaker's quiet voice. Class was large and his voice didn't carry well that night.
Some of the students (less technically savvy) had a hard time keeping up, but most students had

Assessment
LeastHelpful
no problem.
My students felt that the amount of time spent was longer than the material required--they claimed, "we already know how a search engine operates!"--although I'm not sure that this is true. It might have been helpful to have explained the Boolean terms used by some search systems, and how these differ from, say, the way Google operates.
All positive comments. Great idea for offering more formal feedback. Sorry my responses are so late.
Nothing....he was great!
N/A
This depended largely on where students had already used the library for another class (some had, some had never been in the library.) Those who were familiar with the library suggested the the tour of the library was not as useful as the research component.
There is no good way to make citing online materials sensible and easy in MLA, but that's not the library's fault.
X
N/A
I can't think of anything that was least helpful.
Students need more time (i.e., a second hour) to practice basic and advanced LexisNexis searches. Many had set the "wrong" specifications for their searches and there wasn't time to conference individually with them.
Nothing at all!
Nothing.
It all helped, I learned a lot as well.
Nothing
Can't think of anything!

Assessment
Suggestions
none right now
I will try to meet with the librarian before scheduled session to collaborate with the examples of topics to be used
None
Just cut to the chase. At least my class did not need an overview. It may be much more useful to other classes however.
a tour to stacks and videos would have been helpful.
Perhaps the instructor should inform the students the preceding week that they should pick a topic from one of their classes, email them to the instructor who would pick three, from different disciplines if possible, and email them to the coordinator who would give them to the instructor. Then he/she would be dealing with just 3 articles. This isn't perfect but something along these lines.
Could have used an explanation on the value of refereed journals.
I think his material/info on producing high-quality literature searches should be incorporated into other librarian's presentations on accessing reseach articles on-line. Also, I think the library would benefit by offering mini training sessions to faculty who also need to keep up to date on how to access the ever-changing scene of on-line research articles. Perhaps in conjunction with CELT?
Presenter speaking louder. Being briefer on how to get to the databases and spending more time on honing searches.

Assessment
Suggestions
I hoped the class would be tailored to the specific assignment and subject matter. Instead, it was a very general overview of how to search for peer-reviewed article in library databases.
See above. Which is to say, none, really.
Break up into two smaller groups to facilitate the Kiefer Room. The class of 62 in that room was a tight fit. Yet, he did an awesome job! Kudos to him.
Not a suggestion, just a challenge for me. I think it is great that you allow a high school teacher and his students to use your faciliyt. I want more students to take advantage of it! Thanks again!
Perhaps some time for hands-on practice would be helpful. However, I know that one hour does not allow the presenter much time. Overall, the presentation was informative and useful.
The class is extremely helpful as it is, and I would not want to change much. I would appreciate any additional help or instruction on documenting the sources that would be found on the research databases. As an instructor who does not often use online research myself, I am not always clear on the quality or nature of the sources that my students find. Part of this is due to the layout of the databases themselves; for example, it's no always clear in the Opposing Viewpoints database whether a source is coming from a published journal or not.
Try to improve the acoustics in the Kiefer Room
If she bugged me for more specifics, she'd have more to work with in her demo. We are flaky lot when it comes to helping the librarians prepare.
None
None. I'm impressed with the way she listens to my ideas, understands my assignments, and plans the training session content around those ideas and assignments!
Meet with the education faculty at their first and last meeting of the year. We can AL use the latest in search methods each year! Thank you for being so helpful!
I'd like to provide the librarian with more detail about the assignment next time.
None. It's perfect the way it is.
Thank you for the presentation. The amount of information was just right.
Walking them through on the computer would have been helpful
It was excellent and tailored to our unique needs.
Clarification on response to Q3 above: I STRONGLY AGREE that my students SHOULD be able to apply the information to their assignments. Remains to be seen if they WILL be able to apply the information.
ahead of time, collaborating with instructor to select a graduate level and discipline specific question example for searching, so students could more easily apply
Not a one!

Library Technology Annual Report   June 5, 2007
Eileen O'Hara

Context:

Two major themes seemed to dominate Library IT this year: the ongoing development of ALEPH and the increasing synergy between the Library and ITS. At the same time other projects were undertaken, large and small. Ethan Cook, systems analyst, joined the Library IT department, a welcome addition to our staff.

Aleph System:

Work this year shifted from migration to specific module customizations, bug fixes, and table adjustments. Our "working issues" log changed monthly as we removed fixed items and added new problems. 26 OLIS Footprints tickets were entered for support. Although the migration changes were less visible to many, it continued to be a very labor intensive project. Bob Cushman spent long hours to achieve these changes.

Thankfully, as the year went on the log began to shrink (a copy of this log is attached). Some major steps forward included the return of patron "my account" features to the OPAC, re-activation of Syndetics enriched content, advanced customization of the circulation client, and customized Acquisitions accounting reports. In addition, the first BIB "deletes" in Aleph took place this year and the first Patron "purge" was run.

Our Aleph software has not been updated since its initial installation at Service Pack (sp)1169. During Spring 2007, OLIS and ITEC updated the Aleph software to sp2075 which included fixes for some of the problems we have seen. We are still behind the current sp releases from Ex Libris, but this is an improvement. This necessitated upgrades to our library staff ALEPH clients as well as other adjustments, work done by Ethan and Bob.

Library IT staff were busy with networking throughout the year.   Brockport hosted the first SUNY ALEPH "User2User" Conference on August 11, 2006. Over 60 attendees from 15 SUNY institutions came to Brockport to network, problem-solve, and share solutions.   It was the efforts of many on the Library staff, particularly the Organizing Committee of Susan Perry, Jennifer Smathers, Bob Cushman, Becky Livingston, Susanna Heins, Debby Ames, and Eileen OHara that led to its success.

The poor design capabilities and search results in the OPAC continue to cause much consternation on the part of the library staff and our patrons. In the Spring 2007 semester, Eileen investigated faceted searching software products such as Aquabrowser and Encore. Demonstrations by both vendors were presented and a report filed with the CIO. Action has not been forthcoming to date, although a decision is expected to improve service to patrons.

Other Projects:

As noted, the ALEPH system work was still predominant this past year. However, many other projects of considerable scope and importance were also undertaken.

A. Website: (Linda, David G., Lori)   No report filed here.

B. SFX: (Eileen)

SFX continued to be maintained with monthly updates, reports, and statistics. However, ExLibris moved SFX customer services and support overseas and this year we saw a steady decline in the quality and quantity of the SFX database. Other SUNY campuses also noticed this trend, and thankfully OLIS was able to negotiate a consortial purchase agreement with Serials Solutions.   SFX will disappear on July 1.   We will pull all the database reports and statistics we can from SFX before its demise.

C. Learning Commons: (Bob, Ethan)

Despite construction and equipment delays, the Learning Commons moved forward with the addition of new video equipment (TVs, VCRs, DVD players), more Mac stations, and new video editing software such as FinalCut Pro. The new Help Desk was staffed by IT volunteer staff and A-team students for longer hours, providing additional support for students.

D. Illiad: (Kim Myers)

Interlibrary Loan staff upgraded ILLiad to version 7.2.0 and instituted Document Delivery for faculty and graduate students. ILLiad was installed at circulation, so ILL books are checked out electronically.

E. Outreach: (Eileen, Bob, Ethan, Becky)

Bob's work on iTunesU provided a home for the podcasts created by the students in Communications and Delta College.   Becky and Eileen provided the distribution point for the Ipods.

SUNYConnect Advisory Council appointed Bob as a member of the Aleph Shared Services Task Force.

F. Digitization: (Bob C.)

Digitization of library collections has begun with the Writer's Forum video project. 22 videos have been produced and made available on DSpace.   30 audio podcasts were produced and made available on iTunesU.   Bob gave a presentation on Scholars Day on the Writers Forum Digital Collection.

G. Wiki   (Ethan Cook, Bob C.)

A wiki server was put in place with Twiki software.   Ethan customized the software and set up authentication.   He then taught a class on inputting

information into the wiki.   Various areas of the Library have begun to input information, including Reference and Circulation.

H.   Screening Room   (Eileen, Ethan, Becky)

An unused portion of the Faculty Emeriti Lounge was set aside and transformed into a Screening Room for faculty/staff use.   The room contains a 58" HDTV, VCR, DVD, and PC with Internet and Cable TV connectivity.   It can be used for classes, previewing videos, webinars and other instructional activities. Ethan's gave presentations to the college faculty and to the library staff on the features and uses of the new Screening Room

Technology Statistics

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:

July 2005 – June 2006   1,675,894 pages as compared to 2,564,777 for the previous year.

B. Lab Usage Statistics

A comparison of the Spring 2006 and 2007 semesters.

Last Year (Spring 2006)

Area		Total Hours of use	Total Number of logins
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

This Year (Spring 2007)

Area		Total Hours of use	Total Number of logins
Kiefer Room	(31 PCs)	9033	6846
Ground Floor	(4 PCs)	1925	2024
Main Floor	(77 PCs)	67256	65423
Main Floor	(5 Macs)	1013	1125
Top Floor	(4 PCs)	2282	3315
Library Total		81509	78733

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

D.   Self-initiated Patron Transactions -- These services became available this year, however statistics are not.

E. SFX Statistics   July 2006 – May 2007

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
2006-07	2153	1333
2006-08	1554	1140
2006-09	5711	3985
2006-10	10380	6916
2006-11	8341	5319
2006-12	3630	2126
2007-01	2236	1491
2007-02	7173	4239
2007-03	6283	4118
2007-04	7338	4384
2007-05	2811	1655
Total:	57610	36706

***** The number of Requests decreased by 7% (from 62,204 in 2005-06) and the number of Clickthroughs decreased by 1% (from 37,143 in 2005-06)**

2. Over 50 reference questions were answered through SFX "Get Help".
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.

	Requests
0362-4331 The New York times	857
0730-3084 Journal of physical education, recreation & dance	651
0099-9660 The Wall Street journal	507
0098-7484 JAMA	257
0033-1031 Prologue	223
0736-5829 Adapted physical activity quarterly	202
0022-2445 Journal of marriage and the family	201
0040-7887 The Times educational supplement	188
0419-4209 Dissertation abstracts international. A, The humanities and social sciences	177
0033-2941 Psychological reports	170
0027-8378 The nation	165

ISSN	Journal	Count
0270-1367	Research quarterly for exercise and sport	164
0094-8705	Journal of the philosophy of sport	164
0021-8723	The Journal of American history	157
0419-4217	Dissertation abstracts international. B, The sciences and engineering	157
0002-953X	The American journal of psychiatry	147
0048-7511	Reviews in American history	145
0360-0025	Sex roles	143
1045-4853	Teaching elementary physical education	143
0145-2134	Child abuse & neglect	142
0031-5125	Perceptual and motor skills	142
0036-8075	Science	136
0021-8855	Journal of applied behavior analysis	133
0959-8146	BMJ	128
0363-5465	The American journal of sports medicine	128
0195-9131	Medicine and science in sports and exercise	126
0306-4603	Addictive behaviors	119
0021-9916	Journal of communication	117
0191-8869	Personality and individual differences	115
0273-5024	Journal of teaching in physical education	115
0022-5002	Journal of the experimental analysis of behavior	113
0028-4793	The New England journal of medicine	111
0005-7967	Behaviour research and therapy	111
0036-8148	Science and children	110
0890-8567	Journal of the American Academy of Child & Adolescent Psychiatry	108
8756-5811	Palaestra	108
0036-8326	Science education	107
0036-8555	The Science teacher	105
0009-4978	Choice	104
0886-2605	Journal of interpersonal violence	99
0091-0627	Journal of abnormal child psychology	98
0031-4005	Pediatrics	97
0034-0561	The Reading teacher	96
0895-2779	Journal of sport & exercise psychology	95
0028-0836	Nature	93
0140-1971	Journal of adolescence	92
1050-2556	Journal of divorce & remarriage	91
1073-5836	Teaching children mathematics	90
0047-2891	Journal of youth and adolescence	89

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.

Journal

0099-9660 The Wall Street journal
0033-1031 Prologue
0419-4209 Dissertation abstracts international. A, The humanities and social sciences
0736-5829 Adapted physical activity quarterly
0419-4217 Dissertation abstracts international. B, The sciences and engineering
0094-8705 Journal of the philosophy of sport
1045-4853 Teaching elementary physical education
0033-2941 Psychological reports
0027-8378 The nation
0048-7511 Reviews in American history

0031-5125 Perceptual and motor skills
0009-4978 Choice
0195-9131 Medicine and science in sports and exercise
1050-2556 Journal of divorce & remarriage
1357-3322 Sport, education and society
1554-0138 PsycCritiques
0021-9916 Journal of communication
0011-1287 Crime & delinquency
0021-9630 Journal of child psychology and psychiatry and allied disciplines
0895-2779 Journal of sport & exercise psychology
0892-4562 Strategies
0002-953X The American journal of psychiatry
0273-5024 Journal of teaching in physical education
0009-2002 The Chaucer review
0016-7592 Abstracts with programs - Geological Society of America
0193-7235 Journal of sport and social issues
0730-3084 Journal of physical education, recreation & dance
0160-6689 The Journal of clinical psychiatry
1056-2036 The CQ researcher
1063-5769 Colonial Latin American historical review
0145-6008 Alcoholism: clinical and experimental research
0888-4773 Journal of sport management
0037-4806 Sight and sound
0026-7724 Modern fiction studies
0886-1099 Affilia
1041-794X The Southern communication journal
0002-936X The American journal of nursing
1525-6146 The Georgetown journal of gender and the law
0022-4537 The Journal of social issues
0028-0836 Nature
0033-6297 Quest
0036-8075 Science
0098-7484 JAMA
1066-4807 The family journal