DeWitt Wallace Library

Macalester College
Annual Report 2009-2010

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In This Report

Lower level instruction room, before and after renovation

Library Staff

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MACALESTER COLLEGE

Snapshot of Library Activities in 2009-2010

DeWitt Wallace Library

Vision and Mission

434,785
Volumes owned

MORE

73,662
Items circulated

$42.65
Average cost of a book purchased by the library in 2009-10.

154
Class instruction sessions

MORE

2,183
Participants in instruction sessions

1.21
Trees consumed for printing in the library, per month.

Our Sustainability Efforts   MORE

Need more?
Try WorldCat

89,231
Visits to Macalester WorldCat

MORE

72,953
Papers and articles downloaded from DigitalCommons.

MORE

12,163
Art images in CONTENTdm

As of October 28, 2010

12,261
Average number of people entering the library per week.

October, 2009

371
Questions answered via online chat

MORE

281
In depth consultations

3,351
Journal titles accessible online

MORE

384
Library online research databases.

Fall semester, 2010

1
Re-organized first floor of the library.

Words from the Director

I often receive messages from campus community members calling my attention to an article that has been written about academic libraries. Some are focused on the pessimistic notion that academic libraries will cease to exist, or become irrelevant, or other similar dire forecasts. I know that this is possibly the direction that some of our own community members believe. One of the faculty respondents to our survey in the spring commented: "And do please start thinking about how better to use the large amount of space that's now dedicated to storage of unused books." Sometimes, individuals share more optimistic and hopeful articles about our future, such as the one that appeared in the Harvard alumni magazine, "Gutenberg 2.0 Harvard's Libraries Deal with Disruptive Change," by Jonathan Shaw. It is perhaps one of my favorite recent articles because of a single sentence, "The role of the librarian is much greater in this digital era than it has ever been before." [p.40] While I personally strongly agree with the statement, I also know we need to continue to promote our services and the personal assistance we offer in order to see that our library remains a vital community center and not just a building seen as dedicated to the "storage of unused books."

I take comfort in seeing how busy the library often is during the academic year. I think students recognize the value that we can provide, whether through the use of our spaces or our resources, or the personal assistance of library staff for research projects. I often walk through the building just to observe what students are doing. Sometimes, I pick up an abandoned laptop in order to protect it from disappearing permanently. But one thing I notice is that while some students prefer to work in solitary isolation with earphones on, many others are grouped together working on projects or engaged in discussions. We

Library's main level, spring 2009

focused on creating new spaces during the summer of 2009 specifically to enhance group work spaces. In addition to relocating computers to the main level, we tried to increase spaces where students could collaborate by hardwiring tables for laptop use in convenient gathering spaces.

Some of our changes this year included creating a space for students to practice presentations.   Multimedia presentations as part of group projects have become very common. Groups or individual students can reserve the space, and a projector if needed, and practice their presentations. Student presentations occur outside the classroom as well. This past year we collaborated with the IGC student council to sponsor Sandwiches and Scholarship, a monthly lunchtime forum where students can present and share their scholarship with other students.

In general, the use of the building was quite high this past year. During the 2009-2010 academic year, we saw a dramatic increase in the number of people who came into the library building. Our door count increased by 10% over the previous year. Even given the larger incoming class, the numbers exceeded our expectations. To what can we attribute this growth? Was it the new spaces we created on the main floor? Was it the new textbook reserves program we started with MCSG? Perhaps our mini-golf activity during Orientation attracted new students, and once they found their way they kept coming back. We don't really know, but we will be watching again this year to see how our building and services are used.

We also intend to follow up on the surveys conducted in the spring. While one faculty member considered us a "storage space", another commented, "I'm very impressed with our library and media staff and facilities. Keep up the great work!" One faculty member wanted more current and popular books available. We created a new space for our popular titles in the reading room on the main level next to the Circulation Desk. We prominently feature new titles on the library home page, so check out the new books and let us know if we don't have something you are seeking. We know we cannot please all members of the community all the time, but we do want to follow up last year's surveys with focus groups. We want to determine what we could be doing better to improve our services, and strive to remain relevant and vital for students, staff and faculty.

New titles feature on the library web site

The surveys were conducted in anticipation of the outside review of the Library and Media Services scheduled for the fall of 2010.   A copy of our self-study will be on reserve in the library and I encourage members of the community to review it and contact relevant representatives if they have concerns or questions.   The Moodlegroups site with responses to the survey is still available at https://moodlegroups.macalester.edu/course/view.php?id=114. The review team will be meeting with students, faculty, and staff of the college. Stay tuned to notices in the Piper to find out how you can contribute comments or concerns. In the meantime, stop by and take a look at some of our new spaces and let us know what you think.

Terri Fishel
Library Director

Creating new spaces

Library staff put a year of visioning plans into action in summer 2009, orchestrating a physical transition that reflects a worldwide trend in academic libraries of transitioning from print to virtual collections. We also hoped to create more comfortable and inviting spaces that allow for collaborative group work. We believe these changes resulted in a fabulous place to study, learn, and share. We plan to continue our focus on improving spaces and services to meet the ever-changing needs of our campus.

PHYSICAL SPACES

First Floor and Lower Level Remodel

With the help of Facilities Services, library staff used existing furnishings and a larger fleet of computers to create a spacious first floor commons area, along with a new instruction classroom on the lower level. On the first floor, we cleared and removed periodicals shelving and reference stacks, moved and reconfigured computer work stations and listening carrels,

LIBRARY'S MAIN LEVEL, POST-RENOVATION

LIBRARY'S MAIN LEVEL, PRE-RENOVATION

Library Tech Support Desk

To meet the technology needs of users in our expanded first floor commons area, we established a third staffed service desk. Staff members Chris Schommer and Angi Faiks collaborated with the Art department to create colorful question marks that were mounted above each of our four service desks (on two levels) to help direct users to the appropriate place to get help.

and shifted our popular bestseller collection to a new home in the north reading room. The lower level's former computer lab space was converted to a second instruction room, allowing us to accommodate a growing number of classes. The lower level instruction room's computers are available for general use when library instruction classes are not in session.

NEW MAIN LEVEL TECHNOLOGY HELP DESK

Reduced Print Journals and Reference Collections

We were able to accomplish our first floor changes by reducing our print collections on that floor. Over the past several years, we have decreased our print journal collection as we migrate to electronic-only subscriptions. During the summer of 2009, reference staff, in consultation with faculty, conducted a review and weed of the print reference collection. Only one third of the physical collection was retained in the reference area. The other reference books were relocated to upper level stacks, donated to Better World Books, or recycled.

Presentation Practice Room

Perceiving an increasing campus need for preparation and rehearsal spaces, we set aside Library 303 as the Presentation Practice Room. This room may be reserved and used to develop, practice, or give presentations. It contains a whiteboard, a blackboard, a lectern, and a projection screen. A data projector may be checked out from the Reserves/Circulation Desk.

Student staff prepare books to be moved.

Main Stacks Weeding Project

Collection Management staff reviewed and relocated the Greats Collection, moving many of the titles to the circulating stacks. We continued our ongoing weeding of duplicate print copies in our collection, reviewing each item to ensure we retain any unique, high demand, or high quality copies for our users.

Construction of Marvin Plaza

Marvin Plaza

The path to the library received a fresh, new look, as our west plaza was renovated and renamed in memory of alumna Margaret Wallin Marvin. The plaza, which creates a new campus gathering space, features paving stones in the pattern of the Macalester shield, surrounded by memorial trees, colorful gardens, and perimeter seating.

Virtual Spaces

The library's virtual presence underwent a significant transformation this year. We revamped our web site and increased our use of social media to reach our users.

Web Site Overhaul

Our summer 2009 web site update included both aesthetic and functional improvements to help our users navigate the site, access information, and communicate with us. Improvements included a more browseable A-Z list of research databases, a New Titles feature, online reference help via chat, and an online suggestion box in our AskUs menu.

Dashboard

We developed a snapshot view of library summary activities to add to the About Us section of our web site. Readers can browse the Dashboard to learn how many books we own, how many images are in our CONTENTdm collection, how many instruction sessions we held, and a variety of other interesting facts.

Social Media

We used both the DeWitt Wallace Library News blog and Facebook to push news and events out to our community. We hope to more than double our Facebook fan base in the coming year. In anticipation of the 25th anniversary of the library in 2013, we plan to invite current and former student employees to become fans of the DeWitt Wallace Library. Our goal is to make contact with as many of our 3500 former employees as possible and invite them to reconnect with our Macalester community.

Facilitating scholarship

The library is committed to supporting student and faculty research, increasing access to published scholarship, and increasing the visibility of the scholarly and creative works produced by members of our community. Redesigning the website was an important piece in terms of helping to improve connections to the wide range of resources to which we subscribe to support student and faculty research needs, but the web also provides us with a means to share the work that is produced utilizing those same subscriptions, as well as other resources that are freely available because of open access policies. We support open access as a means to both provide access to needed scholarly research as well as a means to more widely disseminate the works our own scholars produce. We provide access to our digital collections and campus publications in an open access environment through the Digital Commons, Selected Works, and ContentDM. An example of the benefits of this open access can be seen in the use statistics of publications produced by the IGC: *Bildhaan*, *Macalester Civic Forum*, *Macalester International*, as well as the International Roundtable. All are seeing a growth in readership.   Prior to 2008, these publications were available in print, now these issues are readily available to international scholars. In the past three years, we can demonstrate a sizeable growth in the number of downloads:

Bildhaan

2008	2009	2010*
1494	10607	9302

as of August 31, 2010

Macalester Civic Forum

	434	812

International Roundtable

451	3910	6394

Opening access to these publications is a positive way of increasing access to the scholarship we help produce and publish, as well as increasing the name recognition for Macalester College.

Student research is also prominently featured in the Digital Commons. The top ten downloads are featured on the home page, and include an honors project on Virgil, as well as an article in the Macalester Abroad Research and Writing from Study Away. In the spring of 2010, a new course in American Studies, "Engaging the Public: Writing and Publishing in American Studies," was established and team taught by Library Director Terri Fishel and Professor Jane Rhodes, Dean of Race and Ethnicity. This course focuses on editing a student peer-reviewed open-access journal. The framework for *Tapestries: Interwoven Voices of local and global*

identities was set up in spring 2010. In fall 2010, this course will continue. Students will continue to work on the design of the journal, organize a peer-review process, and learn about some of the broader issues involved in publishing, including fact verification, copyright, intellectual property, author rights, and open access. The first edition is scheduled to appear in 2011. The course has been another means of both expanding access to student work and expanding student understanding of the open access movement.

Because we are committed to increasing open access, and strive to reach the point where our faculty might embrace an open access mandate similar to those adopted by Harvard, Oberlin, and Trinity University, our activities include increasing campus awareness about scholarly publishing issues and the importance of open access policies and legislation. Working with the support of the campus Scholarly Publishing Committee, we held several events this year related to open access and started a new service to support open access publishing by faculty.

Our activities this year included the following:

EVENTS

Open Access Week, October 19-23, 2009

Our staff joined other academic and research groups worldwide in spreading the word about the potential benefits of open access to research and literature. We hosted a series of lunchtime conversations and presentations.   Topics included OA publishing, the Google Book Settlement, a session on Students for Free Culture, and a session on open access mandates and author rights. During the final session, we announced a new program to provide funds for faculty who wish to publish in open access journals. Funds are provided to cover the costs for open access fees. We also worked with faculty to negotiate their rights as authors in order to be able to make their publications accessible in Selected Works. Faculty member Chad Topaz, Mathematics/Statistics/Computer Science, has been particularly diligent and all of his works are accessible via Selected Works.

SANDWICHES AND SCHOLARSHIP PRESENTER JOANNA CLARK,'10

Sandwiches and Scholarship

Working with the IGC student council, we collaborated in providing three opportunities for students to present their scholarship. These sessions, held

in February, March, and April, featured not only honors students presenting on their projects, but other students as well, including a first year student. The first two sessions were held in the Davis Court of the IGC; the third session was held in the Harmon Room and was one of our featured attractions for National Library Week. All sessions were well attended and we will be continuing this series in 2010.

OUTREACH

Promoting Open Access to Federally Funded Research

Fifty-seven liberal arts college presidents, including Macalester's Brian Rosenberg, signed and released an open letter in September 2009 endorsing the Federal Research Access Act of 2009. This bill is aimed at increasing public access to academic research that is funded by the federal government. The bill is intended to provide access to peer-reviewed articles that are a result of grants from federal agencies with more than $100 million in annual funding. For more information, read the article in InsideHigher Ed, Sept. 23, 2009.

Scholarly Publishing Committee

Members of the Scholarly Publishing Committee include Martin Gunderson, Philosophy, James Dawes, English, Eric Wiertelak, Psychology & Neuroscience, Corbin Cavallero, student, Adrienne Christiansen, CST, and library staff members. The committee serves as the Editorial Board for the Digital Commons and reviews several policies and procedures. The committee reviewed and made a recommendation on a policy to address requests to withdraw materials. This recommendation was forwarded to the Provost, reviewed by legal counsel and approved. The committee also reviewed and approved a policy regarding the addition of new journals.

SERVICES

Digital Commons

The Digital Commons continues to grow as we populate it with the honors projects each year. In 2009, we posted 69 out of 89 completed projects, or 80%. This year we are on track to post 80% of the 84 completed projects. We know that these projects are increasing the visibility of the work our students do under the guidance of faculty advisors. We have posted over 2,000 papers, and have had over 72,953 downloads. The top three downloads from our site are all honors projects, with one paper having been downloaded over 2,000 times. Forty percent of the total number of downloads took place in the 2009-2010 academic year.

Open Access (OA) Fees for Faculty Authors

During Open Access Week, we announced the availability of a new fund for faculty to cover costs associated with publishing an article in an open access journal or in a journal that provides an open access option for a fee. Our goal is to create increased access to articles produced by our faculty. OA allows us to deposit copies of these articles in Selected Works, linking them to our individual faculty research pages. In addition, the deposit copies are linked to within DigitalCommons and are discoverable through Google Scholar. We worked with one faculty member to pay the open access fees, and hope to expand this service to other interested faculty. Funds are limited, so availability is on a "first-come, first-serve" basis.

Textbook Project

Working with the MCSG, the Reserve Supervisor provided space in Reserves for multiple copies of the most expensive textbooks for four courses. This program was very successful and will be carried out again in the 2010-11 academic year. The library also purchased a subscription to Ebrary and made over 40,000 textbooks available electronically. Ebrary was not utilized as much as the print textbooks, but we are evaluating how to increase its use by improving access to titles.

Book	Number of Sections	Number of Books	Fall 2009 Checkouts	Spring 2010 Checkouts
Calculus	2	14	212	624
Statistics	3	17	312	390
Chemistry	3	27	615	771
Economics	2	30	627	1028
Ecology	1	12	Not offered	207
TOTAL	10	88 (Fall) 100 (Spring)	1766	3020

CHECKOUT STATISTICS FOR THE TEXTBOOKS ON RESERVE PROGRAM AT MACALESTER COLLEGE.

Kindles and Audio Books

The library began experimenting with additional formats, including the purchase of four Kindles and the addition of audio books. In the fall 2009 we launched a pilot Kindle program for faculty and staff. The Kindles have been very popular and are almost always in use. We allow faculty and staff to notify us of a specific e-book title they wish to see added to the Kindles. The experiment with audio books proved to be more challenging because of platform requirements for downloading. However, Macalester users successfully checked out 96 NetLibrary audio e-books between June 1, 2009, and May 31, 2010.

Listening to our users

The Library has had a suggestion box on the main level for the past two years. Our *Ask and Tell* box receives printed comments which we post on the bulletin board behind the box along with our responses. In the fall of 2009, we added an online *Ask and Tell* option and share responses to the public in both physical and virtual locations. Listening to our community members is important to us, and we try to respond to all comments, questions, and concerns that are made whether in the *Ask and Tell* box, or via email, or when shared in conversations.

In the spring of 2010, the Library and Media Services conducted a survey of faculty, students, and staff. The surveys were conducted in preparation for the self-study and outside review that will be done in the fall of 2010. 280 students, 117 faculty, and 92 staff members responded to the surveys. Although the response numbers were small, we had enough faculty responses to make the faculty survey viable. During the summer of 2010 we are reviewing the responses and analyzing the results. We hope to hold focus groups in the fall.

In general, we were able to determine that based on the surveys, the majority of respondents were satisfied or very satisfied with our collections and services. There is still room for improvement in many areas, so following the surveys, we posted notices in the Piper to respond to some questions that came up frequently. We also set up a Moodlegroup site with more detailed information and invited responses from the community. This site will remain in place for the 2010-11 academic year as we continue to respond to surveys.

One result of the surveys was the fact that 83 faculty responded that they were satisfied or very satisfied with library reserves. Yet 70 of the faculty respondents use Moodle to post readings for their courses. While the library expects to retain managing reserves for books and CDS, we have a goal to phase out library e-reserves during the 2010-11 academic year and work with faculty and departments to transition all electronic readings to the Moodle course site.

In response to feedback indicating a need for more hours of access to the library, we tested an earlier opening time of 7:30 a.m. during the spring 2010 semester and added an extra week of public hours in May. We will continue to work with our students and faculty to find ways to give them access when they need it.

Developing our collections with faculty support is critical for us. While the surveys indicate that many are satisfied, several commented on the need to add more journals. We do our best to provide access to a wide range of materials

to support the curriculum, but we also attempt to provide materials essential for faculty research. While not all faculty are completely satisfied with our collections, we did receive the following report:

I'd like to thank you...for your acquisition of the African American Newspapers database. It has been absolutely crucial for the chapter I am currently writing for my book, and it has contributed much to the depth of the project as a whole.

Let me add that just this past spring I visited the University of Maryland, College Park for some African American literary studies events, and a library tour was included. The librarian conducting the tour...[had] gone to the trouble of comparing College Park's holdings in African American studies to the holdings at the colleges and universities of all the visiting speakers. When she got to Macalester, she had to admit that they didn't yet have this database! Mac was the only school that compared favorably to their holdings. You should know that College Park has one of the top-ranked graduate programs in the nation in African American literary studies.

--Daylanne English, English Department, Chair
July 29, 2010. Quoted with her permission.

We hope to collect more feedback from faculty and students during the 2010-11 academic year. Members of the review team will be on campus in October and we hope to provide opportunities for faculty, students, and staff to present their views on library services and support.

100 Japanese books
DeWitt Wallace Library was selected to be a recipient of books from The Nippon Foundation's program, "100 Books for Understanding Contemporary Japan." The acquisition is an English language collection offered by the Foundation to academic and public libraries to provide information about contemporary Japan to a wide audience.

Fostering community

Library staff encouraged our users to choose the library for work and relaxation. We increased and enhanced services, teamed with others to showcase unique and meaningful work, and offered varied opportunities for community members to come together.

EVENTS

Faculty-Staff Happy Hours

Inspired by the success of a fall event to commemorate the dedication of the Jan Serie Center for Scholarship and Teaching, the library and the Serie Center initiated and hosted two well-attended informal gatherings for faculty and staff during spring semester.   The CST and library have agreed to continue this new tradition in 2010-11.

Google Book Talk

Jack Bernard, Assistant General Counsel at the University of Michigan, and Wendy Pradt Lougee, University Librarian and McKnight Presidential Professor at the University of Minnesota, visited campus in April to discuss the Google Book Project, its history, and its potential impact on access to scholarly works. The campus, local CLIC consortium library staff members, and the general public were invited to attend this free event.

MACALESTER'S BARBARA LASKIN INTERVIEWS JACK BERNARD, CLASS OF '88, DURING NATIONAL LIBRARY WEEK.

Library Technology Conference

During Macalester's spring break in March, library staff welcomed nearly 400 library professionals from around the country to the third annual Library Technology Conference. The conference, governed by a regional steering committee that includes members from the DeWitt Wallace Library, focuses on technology issues and trends that affect public, academic, and specialty libraries.

Jean K. Archibald Award Winner

In May 2010, student employee Catherine Reuter received the library's prestigious Jean K. Archibald Award for Library Service. This annual award recognizes a student employee of the library who has consistently provided excellent service to library patrons. The award includes a cash prize. Catherine worked for 4 years in the College Archives, providing excellent service to students, staff, faculty, alumni, and non-affiliated researchers.

OUTREACH

Survivor Library

Six weeks before move-in day, library and ITS staff launched the Survivor Library online game, a vehicle to introduce first year students to library services and resources before they arrived on campus. Players viewed weekly episodes featuring characters played by current Macalester students and cast ballots to vote them "out of the library." Students could also use Mac-specific social networking tools within the site to comment on the game, take informal interest polls, and chat with library student staff and other first years.

Meet your Librarian

During move-in day, the library invited parents and first year students to meet the liaison librarian assigned to their first year course. We provided bookmarks with the photo of the librarian along with contact information. We encouraged parents to hold onto the bookmark, and to feel free to refer their son or daughter to the librarian if the student contacted them asking for assistance with a research paper.

A STUDENT ENJOYS MOVE-IN DAY MINI-GOLF.

Mini-golf

First years, family and friends, and returning community members all took advantage of the Library's Mac Links indoor mini-golf course on move-in day, September 2, 2009. The nine-hole course spanned two floors of the library. Finishers earned a refreshing root beer float in the library's Harmon Room.

READ Posters

A dozen new faces were added to the library's poster collection of campus celebrities who READ during our National Library Week celebration in April. This year, participants were asked to briefly describe why the books they chose to hold were special to them. Their posters and quotes are in a permanent online gallery in Macalester's Digital Commons.

READ 2010 CELEBRITIES KATHY JOHNSON, KATHY MURRAY, AND TERRY GORMAN (BACKGROUND)

MacReads Program Reintroduced

Mac Reads was re-introduced in 2010 and is co-sponsored by the DeWitt Wallace Library and Academic Programs. It is a collaborative project that involves members from Academic Programs, the Alumni Office, the Dean's Office and Campus Programs, the Dewitt Wallace Library, the Serie Center for Scholarship and Teaching, Multicultural Life, SAC, a student representative from MCSG, and other invited or selected campus representatives. Our goal is to select a title each year that will connect new students to their new community at Macalester College. Copies of *The Latehomecomer,* a memoir by Kao Kalia Yang, were to be sent to all incoming first year students. New for this year, the MacReads experience will include a first lecture during orientation week, a book discussion, and several related events during the academic year.

Book Art Displays

Visual artists looked to the library for support in gaining a larger public audience for their pieces. Library spaces were home to the staff art show during Macalester's staff appreciation week, and to a collection of book art pieces created by professor Pritika Chowdhry's fibers art class in late spring. The "pink chair," another popular student artwork, was installed in the Reading Room in December and has become a favorite student sitting spot.

Art by Macalester student artist Nell Nordlie

Sustainability Book Club

The Sustainability Office partnered with the library to start a Sustainability Book Club. There is one selection for each semester with one discussion group meeting. In the spring, students in Suzanne Hansen's class led the discussion on the book choice, *Depletion and Abundance*, and the group planned to meet again during the summer to discuss *Animal, Vegetable, Miracle*. A Moodlegroup site has been set up to share information about the books selected along with reading guides.

Breast Cancer Prevention and Body Image Awareness

The library partnered with Health and Wellness to host a display in December 2009 of plaster casts made by Macalester women as part of a workshop held by Health and Wellness on breast cancer and body image. The display will be repeated in October 2010 as part of Breast Cancer Awareness month.

SERVICES

Coffee Machine

In late November, the library added a high-end coffee and espresso vending machine to the revamped first floor computer and collections area on a test basis. Patron response was enthusiastic. Library staff worked

with the vendor to offer regular beverage service during the academic year at a low cost and to minimize environmental impact by installing a bring-your-own-cup option on the machine.
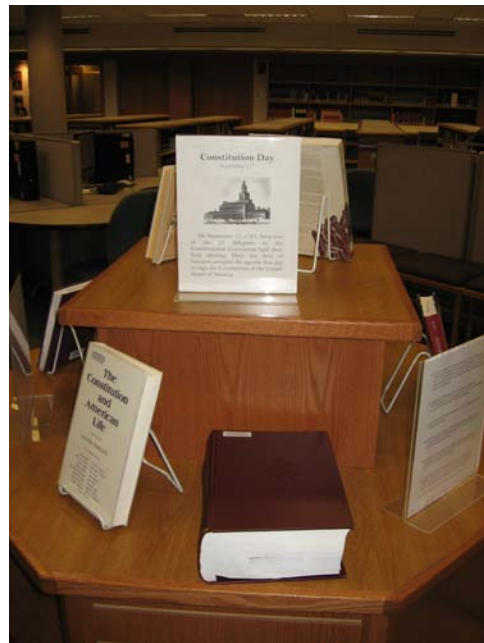
Bike Checkout

In August 2009, the student organization MacBike and the library joined forces to make it easier for Macalester faculty, staff, and students to rent a bike or carrier from the college-owned fleet. Users can now present a Mac ID at the circulation desk, check out the key just as they would a book, and retrieve their bike from its outdoor location. For users' convenience, the library also hosts a bike availability list on our web site.

Display Support

The library hosted over a dozen displays in support of campus groups and events during the year, partnering with coordinators of Mental Health Awareness Week, the Community Matters forum, the Sustainability Book Club, SPAW faculty training sessions, Women's History Month, Sex Positive Week, the SPEAK authors' series, and the fourth annual Civic Forum. The library also featured a display in celebration of Constitution Day.

LIBRARY DISPLAYS IN SUPPORT OF CAMPUS EVENTS FEATURED PRINTING AWARENESS WEEK, CONSTITUTION DAY, AND THE FALL SPEAK AUTHORS' EVENT

How MAC stacks up

Spring 2010 RPS Results – Initial Summary

The Research Practices Survey (RPS), a web based instrument designed to assess the information fluency of students, was administered to incoming students at Macalester during Fall 2009 orientation, and again during Spring semester 2010. One third (183) of the incoming students took the survey during a scheduled orientation event. Only 74 students responded to an open invitation to repeat the survey in the spring. It was made available for a 3 week period from the end of March into early April, but wasn't a scheduled event. In spite of the low response rate in the spring, the overall results are positive.

This is just a quick glimpse at some of the significant results in the areas of students' experience, attitudes and knowledge. The full instrument and the Higher Education Data Sharing consortium (HEDS) frequency results are available from Institutional Research. A snapshot of the results is included in an accompanying spreadsheet.

The first set of results (see next page) compares the spring and fall results of Macalester students. In the spring our students recorded 100% participation in library instruction. The library requirement for the first year courses is effective! Overall usage of resources including such items as library catalogs and bibliographical management software showed increases from fall to spring (Catalog usage went up from 50% to 73%; bib management software from 18% to 49%). However, there are two areas that didn't show improvement. The number of students actively seeking advice from professors and librarians decreased. Also students' self reported pacing of work on research assignments seemed to regress. In the fall 59% reported they did most of the work just before the end of the project. In spring that increased to 67%.

Students' self reported confidence in using library resources also increased from fall to spring. As an example 55% reported that electronic databases were easy to use in the fall; 82% reported the same in the spring. However, the enjoyment of research decreased (44% to 33%).

When asked to demonstrate their knowledge by selecting correct answers, the students scored better in the spring than the fall on almost all 24 questions. These questions covered knowledge of search strategies, citation recognition, identifying scholarly and peer reviewed journals and knowing when to cite sources. The most significant change was identifying magazines such as *Time, Newsweek* and *U.S. New & World Report*. In the fall 40% of the students identified these titles as scholarly. In the spring only 14% identified them as scholarly. There were a few questions that didn't show improvement. The question about subject heading searching showed a decrease in understanding.

RPS 2009-2010 Macalester Students Results by cohort		
Experience	**Fall 2009**	**Spring 2010**
Participated in Library instruction	69%	100%
Used library catalog	50%	73%
Used online databases	52%	82%
Used Google scholar	17%	35%
Used Bibliographical management software	18%	49%
Sought advice from: professors	82%	76%
Sought advice from: librarians	30%	16%
Sought advice from: writing labs	18%	23%
Pacing work: divided across time	29%	17%
Pacing work: most at end	59%	67%
Challenges of Research- confidence		
Using catalog (easy)	68%	83%
Using database (easy)	55%	82%
Using interlibrary loan (easy)	34%	49%
Using interlibrary loan (no experience)	50%	40%
Enjoyment of research (very,quite a bit)	44%	33%
Enjoyment of research (very little)	11%	25%
Knowledge- correct answers		
Boolean operators	32%	55%
Truncation	10%	13%
Subject heading searching for efficiency-catalog	40%	35%
Recognizing citation (issue number)	85%	93%
Recognizing citation (journal article)	27%	38%
Recognizing citation (book)	83%	92%
Recognizing citation (book chapter)	27%	40%
Identifying search strategies (academic database)	56%	70%
Defining peer reviewed journal	57%	70%
Understanding when citation not needed	70%	89%
Distingishing between scholarly and non-scholarly:		
Translated	79%	96%
Peer reviewed	70%	92%
Political blog	69%	81%
Recently published	75%	93%
List of references	68%	54%
Time, Newsweek, U.S. News * (non-scholarly)	30%	54%
Recognizing least appropriate source (commerical website)	60%	68%
Recognizing most appropriate source (scholarly)	39%	47%
* *Time, Newsweek*, etc. identified as scholarly (incorrect)	40%	14%

The second set of results from the spring compares Macalester first year students to first year students at peer institutions. (See the HEDS frequency results for the complete list of 14 institutions that administered the RPS in Spring 2010). Again our 100% participation rate in library instruction compares favorably to 89% at other institutions. We also have a higher use of library resources. We lag behind in advice seeking behavior of the students. Again reported self confidence was higher at Mac in several categories (revising search strategies - 69% to 51%; developing a thesis – 64%to 54%; using online databases – 82% to 74%).   Macalester students scored higher than comparison group students on most of the knowledge questions.
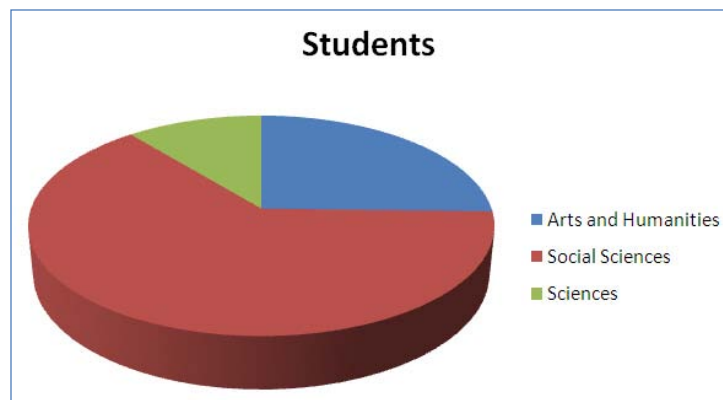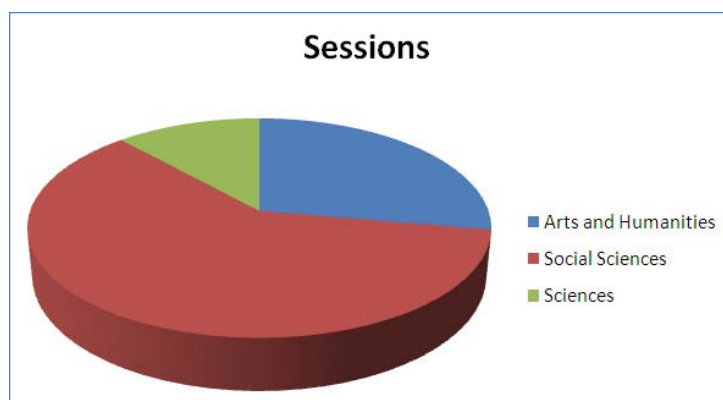

Dave Collins, Library Associate Director for Public Services, leads a first year class.

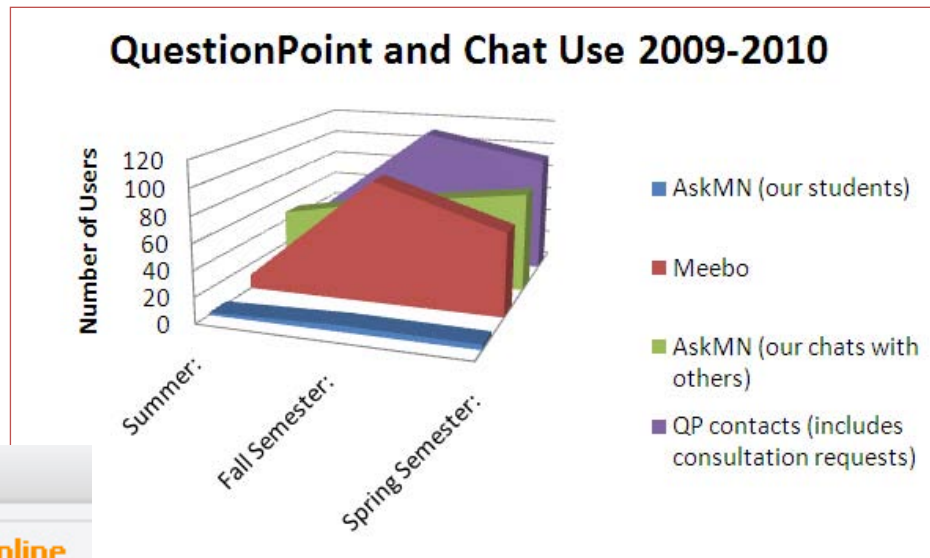| Spring 2010 Comparison With Other Institutions		
Experience	**Mac**	**Others**
Participated in Library Instruction	100%	89%
Used print sources (books)	82%	77%
Used online databases	82%	68%
Used bibliographical management software	49%	22%
Sought advice from: professors	9%	21%
Sought advice from: librarians	12%	29%
Challenges of Research		
Pacing work: most at end	54%	44%
Revising search strategies (easy)	69%	51%
Developing thesis (easy)	64%	54%
Using a database (easy)	82%	74%
Enjoyment of research (verymuch, quite a bit)	33%	24%
Knowledge - correct answers		
Boolean operators	55%	35%
Truncation	13%	27%
Identifying academic journal	53%	36%
Recognizing citation (issue number)	93%	89%
Recognizing citation (journal article)	37%	30%
Recognizing citation (book)	92%	74%
Recognizing citation (book chapter)	40%	25%
Distinguishing between primary and secondary	86%	74%
Identifying search strategies (academic database)	70%	51%
Defining peer reviewed journal	81%	63%
Recognizing when citation not needed	89%	72%
Distinguishing between scholarly and non-scholarly:		
Online	94%	80%
Translated	96%	78%
Peer reviewed journal	92%	76%
political blog	81%	66%
Recently published	93%	75%
Time, Newsweek, U.S. News	54%	35%
Recognizing least appropriate source (commercial website)	68%	56%
Recognizing most appropriate source (scholarly)	60%	49%

Library Instruction

2009-2010 Summary Statistics

Sessions

- Arts and Humanities
- Social Sciences
- Sciences

Students

- Arts and Humanities
- Social Sciences
- Sciences

Social Sciences		
Department	Sessions	Students
AMST	4	42
ANTH	9	127
ECON	9	105
EDUC	2	16
ENVI	3	34
GEOG	8	119
HIST	6	83
HMCS	4	50
LATI	1	5
LING	0	0
POLI	5	59
PSYC	19	274
SOCI	2	25
WGSS	0	0
TOTAL	72	939

Arts and Humanities		
Department	Sessions	Students
ART	4	48
ASIA	2	13
CLAS	1	16
ENGL	7	80
FREN	3	21
GERM	2	15
HISP	2	22
JAPA	3	22
MUSI	1	16
PHIL	1	15
RELI	1	18
RUSS	4	55
THDA	2	34
TOTAL	33	375

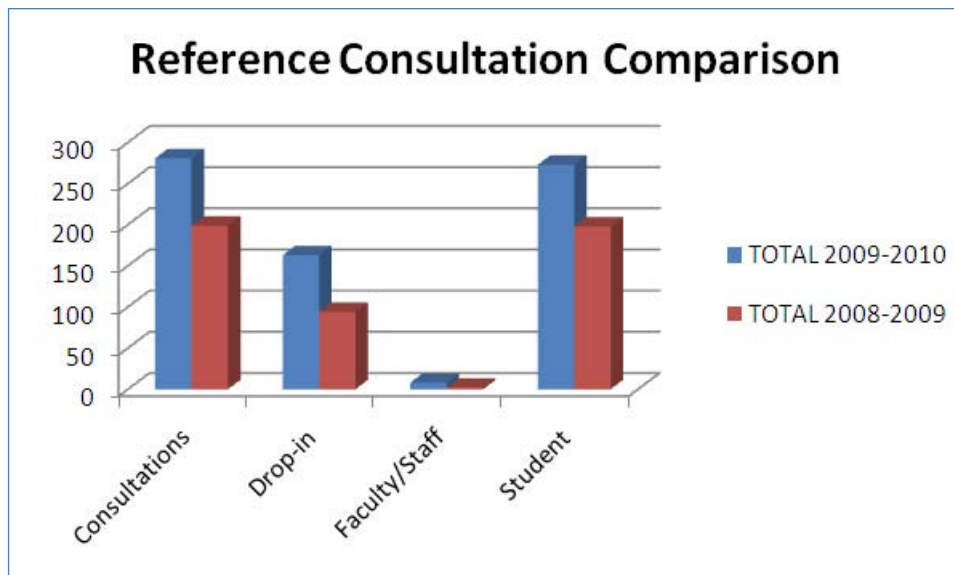| Sciences		
Department	Sessions	Students
BIOL	4	48
CHEM	3	19
COMP	1	15
GEOL	3	31
MATH	2	32
PHYS	1	17
TOTAL	14	162

QuestionPoint and Chat Use				
Chat 2009-2010	AskMN (our students)	Meebo	AskMN (our chats with others)	QP contacts (includes consultation requests)
Summer:	2	11	47	33
Fall Semester:	5	95	65	110
Spring Semester:	4	64	78	92
Year Totals:	11	170	190	235

QuestionPoint and Chat Use 2009-2010

Ref Desk Chat

macalester.library is online

Reference Consultation Comparison

Library Snapshot 2009-2010

INSTITUTIONAL DATA 2009-2010	
ENDOWMENT (IN MILLIONS)	$615.5
TOTAL FALL FTE ENROLLMENT	1958
FALL FTE FACULTY	187.3
TOTAL FTE LIBRARY STAFF	18.4
STUDENTS PER LIBRARY STAFF	106.41

LIBRARY USAGE 2009-2010	
CIRCULATION BY STUDENTS	43,823
STUDENTS PER LIBRARY STAFF	106.41
TOTAL ILL SUPPLIED	24,703
TOTAL ILL RECEIVED	18,450
AVERAGE WEEKLY BUILDING USE	12,261
TOTAL GROUP INSTRUCTION	154
ACQUISITION FUNDS PER STUDENT	$605.00
COLLECTION SIZE (VOLUMES)	434,785

Comparison data for other Oberlin libraries was not available at the time this report was prepared.

ARCHIVIST ELLEN HOLT-WERLE PREPARES FOR A TOUR OF THE ARCHIVES AND ARCHIVAL SERVICES DURING ARCHIVES MONTH., OCTOBER 2009.

DeWitt Wallace Library Staff 2009-2010

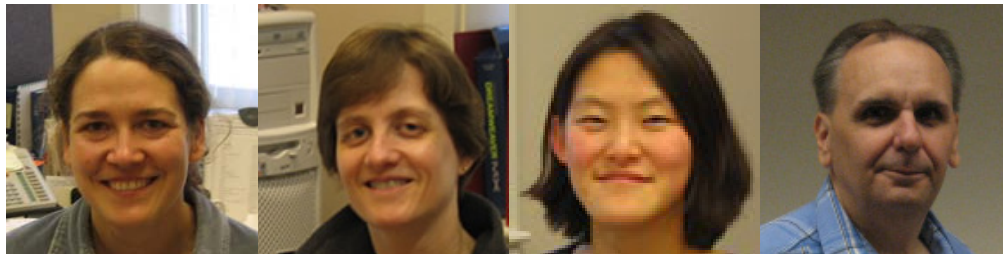AARON ALBERTSON   JEAN BECCONE   ELVI BRYNOLFSON   JACKI BETSWORTH

DAVE COLLINS   JACK DAVIDSEN   ANGI FAIKS   TERRI FISHEL

KATY GABRIO   BETH HILLEMAN   ELLEN HOLT-WERLE   RON JOSLIN

CAROL KING   SUPHACHAI LAPTAVIJOK   LESLIE MOLLNER   JOHAN OBERG

CHRIS SCHOMMER   LAURA SECORD   JANET SIETMANN   MARY LOU STEINER

Through our endeavors we enhance the transformational experience of a Macalester education, preparing individuals for global citizenship and lives that make a difference.
-- Library and Media Services Vision Statement

We thank the Macalester community for allowing us to serve you.

Work stations move to first floor.

See the full story on YouTube:
http://www.youtube.com/
watch?v=Qmip_AKmHwA

The reference area after removal of tall shelving

Chris Schommer creates question marks for service desks.

Beth Hillemann, Angi Faiks, and Terri Fishel install a completed question mark.

The new tech desk is assembled.

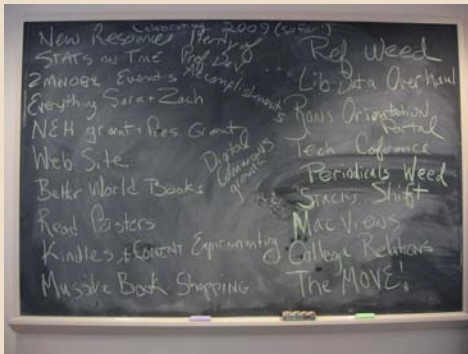The first floor tech desk in action

The Year in Pictures

2009 - 2010

Jean Beccone and student employee Hannah Longley assist users at the refernce desk.

One of many library signs promoting flu prevention

Staff brainstorm goals progress and achievement.

The annual Senior Book Project display

A submission to our "where's your water bottle?" facebook promotion

Mary Lou Steiner, Carol King, Laura Secord, and Jacki Betsworth share mysteries in the pink chair.

Fall student appreciation event

Senior student employee dinner

Elvi Brynolfson's retirement breakfast