



College of DuPage Library

Annual Report

FY2013

COLLEGE OF DUPAGE LIBRARY
ANNUAL REPORT
FISCAL YEAR 2013

July 1, 2012 – June 30, 2013
With Comparative Data from 2009 – 2013

College of DuPage Library
May 2014

A Note on the Annual Report Format

In previous years, the Annual Report included highlights, statistics and commentary, as well as appended data tables and documents which provided a record of accomplishment for the Library. This report for FY2013 takes these elements and reorganizes and reimagines them to reflect the strategic priorities of the Library. To accomplish this, the work of the Library's many and varied departments and committees has been organized around the five goals outlined in the current Strategic Plan. This reorganization highlights our common purpose and demonstrates how our accomplishments contribute to the attainment of our stated goals. In so doing, we can better communicate the value of the Library to the College community.

Strategic Plan 2013-2015

Goal 1: Instruction

"The Teaching Library"

Educate the college community in accessing and evaluating information, in library research skills and in critical thinking through a comprehensive information literacy program.

Goal 2: Collections

"Valuable, Useful, Accessible"

Select, maintain and provide access to a collection of materials chosen for their quality, currency and relevance to the academic curriculum and the educational needs of the community.

Goal 3: Environment

"Library as Place"

Provide an environment conducive to individual and collaborative research and study.

Goal 4: Public Service

"Making it Personal"

Deliver reference and information services that support the college's academic curriculum and programs and promote lifelong learning throughout the college community.

Goal 5: Staffing and Professional Development

"Growing Our Own"

Recruit a library staff whose knowledge, skills and abilities will evolve with the changing landscape of information and education, and support the library staff through continuing professional education opportunities.

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Patrons

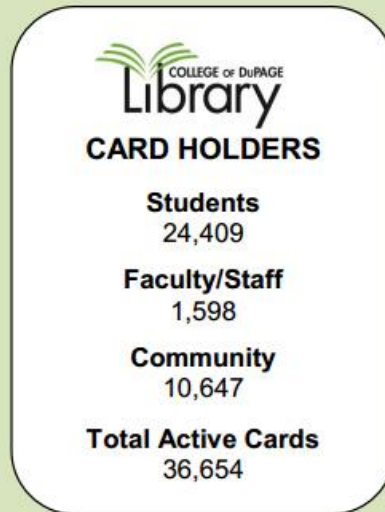
- 548,776 patron visits annually
*underestimated and based on gate counts
- 2,500 to 3,000+ visits per day when classes are in session

Collections & Resources Used

- 83,601 items borrowed
- 760,000 electronic full-text articles and book chapters accessed
- 26,000 electronic media search and retrievals
- 5,764 bookings for classroom use and/or delivery of equipment and media
- 977 group study rooms checkouts

Hours of Operation

- 81 hours per week
- Over 90 hours per week during finals



COLLEGE of DuPAGE Library CARD HOLDERS	
Students	24,409
Faculty/Staff	1,598
Community	10,647
Total Active Cards	36,654



LIBRARY RENOVATION

In the 2013 academic year, COD began a complete renovation of the Library that at first required the closure of the upper level and displacement of the entire collection, technical services, library administration and faculty offices. Upon reopening the upper level, the lower level was closed, drastically limiting open computing, study and classroom space. Although there were no interruptions in service or access to materials, this year's statistics reflect the space limitations and changes in collection usage that are expected during a project of this scale.

Space

- 108,000 square feet on two levels
- Open areas divided into collaborative, quiet and silent study zones
- Study seating for 500+
- 6 technical classrooms, including 5 computer classrooms, with seating for groups of 20 to 40
- 8 group study rooms (14 after April 2013), with seating for groups of 4 to 12
- 1 multipurpose room

Technology

- 100+ public access computers organized for effective research
- 23 laptops for in-library use by students
- Wireless network throughout the facility
- Printers and copiers - black/white & color
- Microfilm reader/printer
- Flatbed scanners

Collection

Books

Total Print Collection 227,850

Periodicals

Current Subscriptions 480
Bound Periodicals Vols. 6,500

Electronic Resources

Information Collections 95
Electronic Books 15,450
Streaming Media 1,005

Non-Print Resources

Microforms 57,600
Video Recordings 28,200
Including 6,500+ feature films
Musical Rec. & Audiobooks 21,150
CD-ROMs, Slides, Biological Models & Specimens

Special Collections

Career & College Information Collection
3,000+ volumes of guides, exams & readings to support students
Philanthropy Collection
Philanthropic & fundraising research
Juvenile Collection
In support of education & lit courses
Digital Commons @ COD
COD institutional repository
College Archives

Service Provided

<p>Circulation 112,962 patron contacts 5,764 equipment & material bookings</p>	<p>Circulation services assists patrons with checkouts of circulating and reserve books, media, models and specimens; maintains patron records; accepts fines and sells print cards; delivers instructional equipment and resources and processes interlibrary loan requests.</p>
<p>Interlibrary Lending 9,002 requests processed 2,251 items received 2,447 items sent</p>	<p>Patrons with a COD Library Card request materials from other libraries and libraries throughout the United States request materials owned by COD for their patrons. The Library also maintains reciprocal borrowing agreements with four college libraries within the District. The COD Library lends more items than it borrows each year.</p>
<p>Reference & Information 59,971 patron contacts</p>	<p>Patrons access reference and information services in person at the reference desk and via phone, chat and email. Faculty librarians also consult with patrons by appointment. Service is provided all hours the Library is open, seven days a week. Peak service hours are Monday through Friday 9:30 am to 2:30 pm.</p>
<p>Computing Support & Printing 42,883 patrons contacts</p>	<p>Service and support for patrons with printing at public computers, copiers, scanners and microfilm readers. Assistance with basic computer software questions.</p>
<p>Instruction 896 classes taught 15,745 students in attendance 90 in person and online workshops 142 CCIC classes</p>	<p>Information literacy and library use skills are taught by Library faculty in course-based sessions as well as workshops offered face-to-face and online. Library faculty also create online instruction components presented on the Library website that can be integrated into any class. Special sessions are offered to introduce the resources maintained in the Career & College Information Collection (CCIC) and Philanthropy Collection.</p>

Personnel

Administrators: 2 Full Time

Librarians: 10 Full Time / 10 Part Time (2.25 FTE)

Classified Staff: 18 Full Time / 2 30-Hour Benefitted (.75 FTE) / 31 Part Time (16.25 FTE)

Student Workers: 30 Part Time (5 FTE)

Total Library Personnel: 103 (73 w/o student workers)

Total Library Staff FTE: 54.25 (49.25 w/o student workers)

Social Media



COD Library Blog
codlrc.org/news

College of DuPage Library

425 Fawell Blvd., Glen Ellyn, IL 60137-6599

(630) 942-2350 phone | (630) 942-4646 fax

cod.edu/library

(rev. 04/14)

College of DuPage Library

Mission Statement

The College of DuPage Library's mission is to be an exemplary academic library that supports the educational goals and purposes of the college. The Library is dedicated to providing instruction and access to resources and services that support the academic program and the general information needs, diverse cultural interests, intellectual development, and professional growth of the entire college community.

Goals

1. Educate the college community in accessing and evaluating information, library research skills, and critical thinking through a comprehensive information literacy program.
2. Select, maintain and provide access to a collection of materials chosen for their quality, currency and relevance to the academic curriculum and the educational needs of the community.
3. Provide an environment conducive to individual and collaborative research and study.
4. Deliver reference and information services that support the college's academic curriculum and programs and promote lifelong learning throughout the college community.
5. Recruit and support through continuing professional education a library staff whose knowledge, skills and abilities evolve with the changing landscape of information and education.
6. Endorse the Library Bill of Rights and the Code of Ethics as set forth by the American Library Association, affirming the library as a forum for information and ideas.

Revised: January 2013

College of DuPage Library

Philosophy of Service

The Library of the College of DuPage serves a diverse community of users. The Library's administration, faculty and staff respect and celebrate that diversity. We broadly define our customer as any individual seeking information or knowledge. We assert that all Library users are individuals who should be treated with courtesy and respect.

Through our core services, we strive to support our users in their quest for knowledge. Those core services include:

Core Services

The maintenance of a collection of materials chosen for their quality, diversity, currency and relevance to the academic curriculum and the needs of the community

The promotion of comprehensive and dynamic information services which support and enhance lifelong learning

The provision of a comprehensive program of user instruction which promotes library research skills in conjunction with critical thinking skills

We believe that all Library users are entitled to:

- Access to timely and accurate sources of information regardless of format or location.
- Appropriate and knowledgeable assistance from the Library faculty and staff whether this is in the form of reference assistance, referral, user instruction or basic Library orientation.
- Clean, safe, attractive and reasonably quiet library surroundings that foster an environment conducive to quiet study and academic scholarship
- Availability of fully functional equipment which allows them to complete their work (i.e., computers, printers, photocopiers, etc.).

College of DuPage Library

Supporting the College Mission

The Library is guided by a Mission and Philosophy of Service that strongly reflect the Institutional Philosophy set out by the College of DuPage. A core belief in the power of teaching and learning is clearly present in the Library's identity as a "teaching library", one focused on actively engaging students, faculty and other patrons in using information resources effectively and ethically.

The Library Philosophy of Service defines patron expectations of excellent service. At the heart of this philosophy is a commitment to respecting and celebrating diversity, which is affirmed by the Library Bill of Rights and the American Library Association (ALA) Code of Ethics. These documents are a backbone that supports the Library's mission to be a "forum for information and ideas." (See Appendix, pg. 99)

The Library engages the broader campus community in its planning process through participation in College-wide committees, training events, active dialogue with faculty and staff, as well as assessment of student input from survey instruments.

The primary purpose of all Library services and resources is to contribute to student success. A secondary goal of supporting the general information needs of college district residents is met through the open access to resources, study space and training they enjoy.

Library Support for 2013 Institutional Priorities

Each year the Library adopts a number of objectives that support institutional priorities as well as strategies for accomplishing these objectives. For FY2013, the Library contributed to this effort in the following ways:

- regular support of ongoing and new programs and certificates,
- strategically managing the budget to strengthen the College's financial position,
- planning, management and upgrading of operations and systems in conjunction with the comprehensive renovation of library facilities, and
- creating professional development opportunities and building a culture of inclusiveness among Library staff, with an emphasis placed on adjunct librarians.

Support for New and Anticipated Programs and Certificates

Providing support for changes in the curriculum is addressed by the Library in several ways. Each new program may potentially require selection and evaluation of additional educational resources, training for librarians to effectively support new teaching & learning processes, creation of resource guides or learning objects, as well as development of instructional plans in consultation with the instructor. With a representative on the Curriculum Committee, the Library is able to act on this information in a timely matter, taking into consideration the effect it may have on the budget for materials in a given discipline. This year, collections were developed to support new certificates in Cardiac Interventional Radiography and Polysomnography.

A related area of curricular support given by the Library is the development of an information literacy program that promotes and enables the adoption of the Information Literacy Outcome in the General Education curriculum. This is accomplished primarily through the extensive information literacy program taught by librarians in course-based sessions coordinated with course instructors. Another strategy for embedding information literacy within the general education curriculum is the development and promotion of online learning modules that can be utilized by any instructor. These tools greatly improve the chances of students in online courses being adequately exposed to these learning outcomes. Encouraging a higher rate of adoption by instructors, particularly those teaching online, and assessing learning from these tools are continuing challenges.

Strengthen the College's Financial Position

In order to support ever-evolving modes of course delivery (online, hybrid) as well as changes in study and research behavior, selecting and acquiring the appropriate format (either print and/or electronic) of information resources is a core function of library collection building and strategic budget management. These changes in instruction modality and information seeking behavior are well-represented within the campus community. However, more traditional patterns of teaching and learning remain a vital piece of the College of DuPage educational experience. Library materials acquisitions, therefore, must respect this balance. In FY2013, the use of the Library's electronic resources continued to grow, with an increase in use of article and e-book collections up 16% from 2012. Electronic materials, while expensive, frequently provide more value per dollar than do print purchases. An example is the relative cost and content of the Library's collective electronic periodicals database subscriptions over its print subscriptions, which are far more expensive per title. The Library continually monitors publication costs, vendor plans and discounts, consortial purchasing options, and other means to control costs and to make the most of the collections budget.

The Library also strives to utilize its human resources well. Staff are cross-trained to enhance public service, and student staff is employed where feasible (e.g., shelving, materials processing, clerical, AV equipment delivery). Part-time librarians are increasingly teaching instruction sessions in English, Speech and classes related to career and college resources (formerly a function of a full-time librarian). Compared to other Illinois community college libraries, the number of professional librarians at COD is modest while highly productive.

Implement Renovation of the Library as Part of the Campus Master Plan

Numerous members of the Library staff contributed to the implementation of Phase I of the Library renovation, the completion of construction on the main level (second floor) of the Library. This involved the relocation of materials, service desks, and offices around campus, while providing uninterrupted service and communicating effectively with the campus regarding these changes.

In the course of these moves, the Library took the opportunity to assess operations at the various altered service points, and to assess the various collections. Librarians undertook a thorough review of both the condition and relevance of specific materials, discarded many items no longer needed and replaced worn titles with new copies, and implemented a new RFID security/materials project resulting in the tagging of all items in the circulating collection. The resulting collection is as relevant and effective as possible to support teaching and learning.

Provide Professional Development Opportunities that Support College Goals

The Library supports professional development activities that encourage currency and adoption of best practices in all aspects of librarianship, including teaching and communications techniques, library management and cataloging systems, collection development in all formats, cataloging practice, promotion of library resources and services, grant development, etc. A number of librarians and other Library staff members engaged in professional development opportunities this past year, most of it funded by the Library or each employee's professional development stipend. Because the American Library Association's annual conference was in Chicago in 2013, four librarians and six classified staff members were able to attend. Another nearby conference, Reaching Forward, sponsored by the Illinois State Library, attracted at least six classified staff members.

The Library's Reference Training Work Group developed and presented a range of internal training opportunities, primarily related to customer service, staff responsibilities, and reference resources. The program included topics of interest to each of the various groups within the Library. All employees received required training, and as many employees as possible participated in optional College training opportunities. Thus far, the Library has not provided funded opportunities for part-time librarians to attend out of district conferences, but all are made aware of and encouraged to participate in a variety of opportunities, particularly those that are local or regional, with mileage covered by the Library.

Fostering a Culture of Inclusiveness

Mirroring a College initiative for FY2013, the Library focused on promoting inclusiveness of adjunct faculty into departmental activities. The Library included adjunct faculty in all in-house training activities, and increased the participation of adjunct faculty librarians in the information literacy instruction program. A part-time librarian participated in each Librarians Staff Meeting and there were two meetings with part-time librarians conducted by the Associate Dean to facilitate communication and the exchange of information about best practices, processes, and other issues of concern to the group.

The Library conducted strategic planning involving input from all Library faculty, supervisors, and classified staff. Monthly supervisor meetings were held to assure knowledge exchange among all departments. A great deal of communication is conducted via email, aimed at current awareness and knowledge exchange. The Library continues to build its intranet to organize and preserve important communications, statistics, minutes, etc.

Goal 1: Instruction

Educate the college community in accessing and evaluating information, library research skills, and critical thinking through a comprehensive information literacy program.

“The Teaching Library”

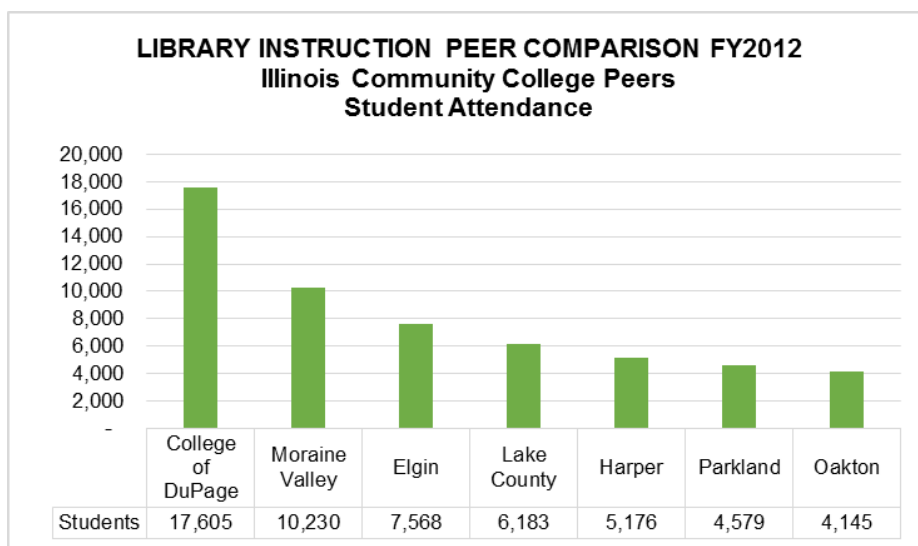
The Library has a very robust teaching capacity, with 10 full-time faculty librarians assigned discipline-specific instruction responsibilities and 10 additional part-time librarians qualified to contribute to the instructional offerings. The Library offers a wide range of instructional opportunities, primarily to serve students but also to address the information literacy and library research needs of faculty, staff, and the broader College community. Teaching occurs in formal course-based sessions, online and face-to-face workshops, and through engagement with Library-created learning objects. It also occurs frequently during interactions with librarians in their offices, throughout campus and the community, as well as at the reference desk with librarians and reference assistants.

NOTABLE IN 2013

This year much attention was paid to setting a future course for the instruction program generally and developing specialized curriculum and relationships with academic departments. A strategic plan for instruction was created. Discussions began with the English Composition Steering Committee regarding the proposed adoption of information literacy modules for English 1102 as well as development of a credit course (ED 1820) in conjunction with a veterans’ grant. Revisions were made to “Research 101”, the self-guided information literacy tutorial, and a new tutorial about plagiarism was created for Student Affairs and made available College-wide. An infographic (reproduced in the Appendix, pg. 72) demonstrating the scope and quality of information literacy was created to share with the campus.

PEER COMPARISON

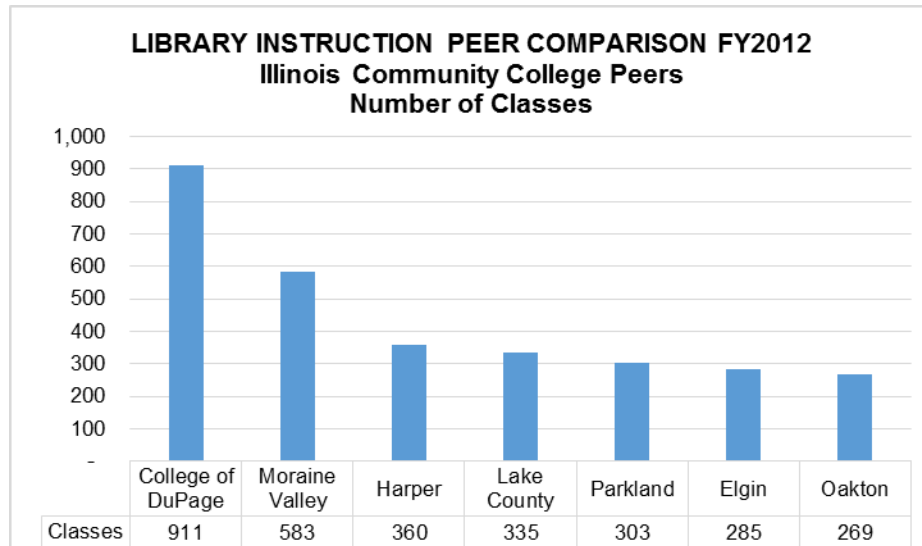
The amount of instruction transpiring at the College of DuPage Library each year far exceeds the average at peer institutions in the State of Illinois.¹ As the largest community college in Illinois and one the largest single-campus community colleges nationally, it is not surprising that more classes are offered and



Source: ACRLMetrics

¹ Association of College and Research Libraries, “ACRL Statistics Portal,” <http://www.acrlmetrics.com>, (Accessed 17 March 2014). COD did not contribute complete and accurate information to the 2012 survey so the submission guidelines have been used to create an accurate count for comparison with the other institutions, here and throughout this report.

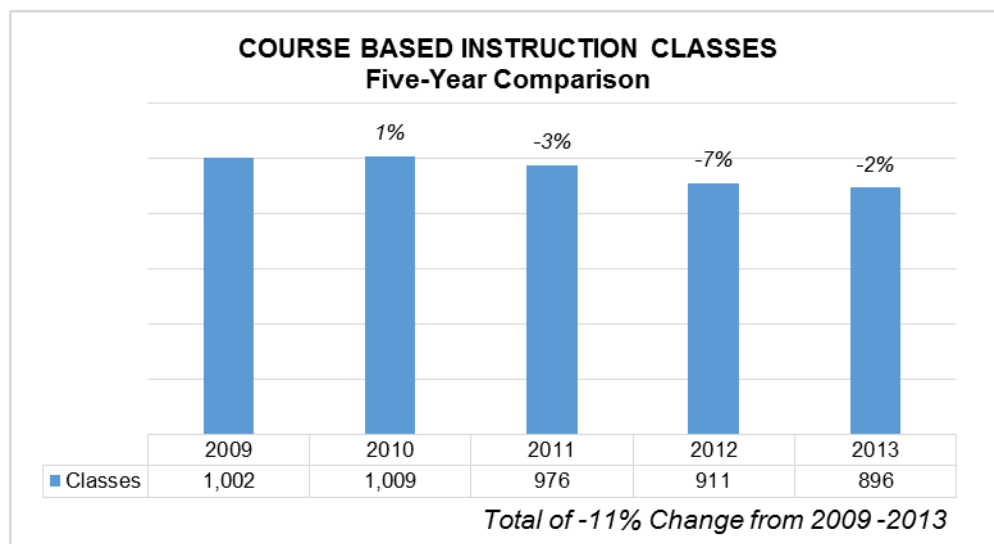
students are served here, but the gap between College of DuPage and its peer institutions lies well outside the normal ratio of classes and students to FTE enrollment. The most recent, available comparative data is published by the Association of College and Research Libraries (ACRL). The graph included here illustrates the scope of library instruction at College of DuPage in relation to these peer community colleges in Illinois for FY2012. FY2013 data was not available.



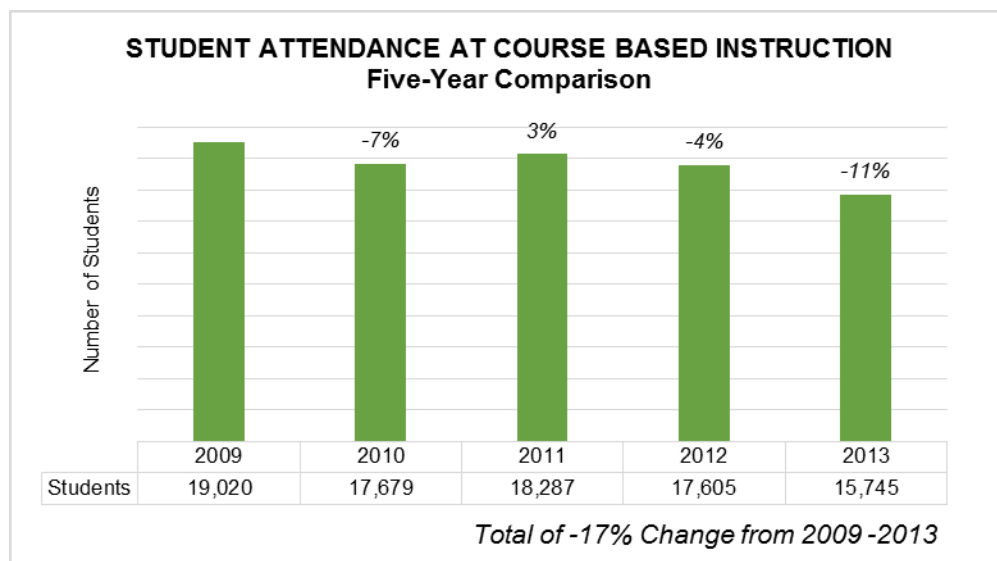
Source: ACRLMetrics

Course Based Instruction

During renovations, instruction continued first in three classrooms and later in two (a significant reduction in resources from the usual five) and this surely contributed to the reduction in classes taught (down 2% from FY2012). Yet due to the effective use of space and efforts to bring the Library to the students across campus, participation in this program was still quite high, with 896 classes presented to 15,754 students.



There has been a downward trend in participation in course-based instruction over the past five years concurrent with increased workshop offerings, use of online information literacy learning modules by course instructors and higher enrollment in online courses where library instruction is not frequently included. No analysis of the data has been performed to determine in which disciplines decreases in participation have occurred. Other contributing factors have not been determined. This trend should be analyzed more thoroughly once access to all five Library classrooms has been reestablished and full capacity numbers can be collected.



Instruction by Academic Discipline

NUMBER OF INSTRUCTION ATTENDEES BY DISCIPLINE (HIGHEST TO LOWEST) FY2013				
Discipline	Fall 2012	Spring 2013	Summer 2013	Totals
English and Academic ESL	1698	2299	294	4291
Humanities and Speech Communication	1105	1179	185	2469
Social and Behavioral Sciences	1162	854	32	2048
Business	647	513	103	1263
Biological Sciences	587	560	22	1169
Health Sciences and Nursing	571	253	36	860
Technology	289	272	10	571
Fine and Applied Arts	194	218	14	426
Continuing Ed	21	31	0	52
Physical Education	27	17	0	44
Math and Physical Sciences	0	0	0	0

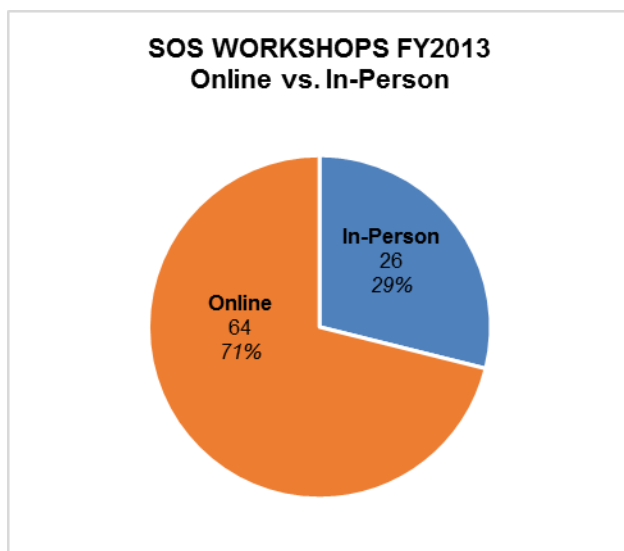
This breakdown of course-based instruction by academic discipline is roughly based on the academic divisions at College of DuPage, with some minor adjustments. Although teaching assignments of full-time faculty librarians are not organized strictly by this structure, some disciplines are exclusively assigned to

one librarian and most are a shared responsibility of two or three individuals. The intention of organizing the data in this manner is to allow for information sharing with the broader College community.

The largest portion of course load and student attendance occurs within the two English compositions classes, English 1101 and 1102. This is to be expected because of the strong correlation between information literacy and composition learning outcomes, where a strong emphasis is placed on research and writing skills. The second largest academic discipline served is Humanities and Speech Communication, with the majority of these classes and students being affiliated with Speech 1110. Included with Social and Behavioral Sciences are a significant number of Education 1115 (College Study Skills) classes that historically have been considered part of a separate instructional program that complimented the Career and College Information Center (CCIC). Now that the CCIC as a separate service unit has been dismantled, these classes taught by Education Department faculty are now considered along with course-based instruction for this discipline. However, Education 1105: Career Development, taught by counseling faculty, are not represented in the breakdown of course-based instruction by academic discipline.

SOS Workshops and Webinars

The SOS (Smart Online Searcher) classes offered by the Library focus on teaching members of the College of DuPage community to master research skills and explore resources and online tools. The SOS courses began as a special series and have developed into the core curriculum of walk-in instruction. SOS Workshops are conducted in a classroom setting and SOS Online webinars occur in an Adobe Connect virtual classroom.



A breakdown of workshop attendees by students, faculty/staff, and community affiliation is no longer gathered as of FY2013. In line with previous years' data, anecdotally, students are still the overwhelming majority of attendees at SOS classes. More SOS workshops are held online than in person, roughly a 70/30 split.

The class offerings range from formal explorations of specific resources to less structured gatherings where attendees may bring their own research projects (called "BYO Research") and focus on a specific format such as books, databases or websites. The core SOS offerings are a sequence of Research Basics, APA & MLA Citing and Formatting, and Avoiding Plagiarism sessions.

Other class offerings cover specific resources, subjects or tools and are driven by demand and instructor interest. See the complete list of "SOS Workshops and Webinars Offered in FY2013 on the next page. Examples of SOS Workshop publicity materials are included in the Appendix (pg. 92).

SOS Workshops and Webinars Offerings FY2013



Research Basics: Getting Started
Research Basics: Finding & Evaluating Sources
Advanced Research
Introduction to Zotero
Where Are the Books? Library Renovation Q&A



BYO Research: Books & E-Books
BYO Research: Databases
BYO Research: Web

Research and Writing

Research Basics : Finding Sources
APA Citing and Formatting
MLA Citing and Formatting
How to Avoid Plagiarism
Introduction to the Library
Finding and Using E-Books
General Article Databases
Finding Scholarly Articles



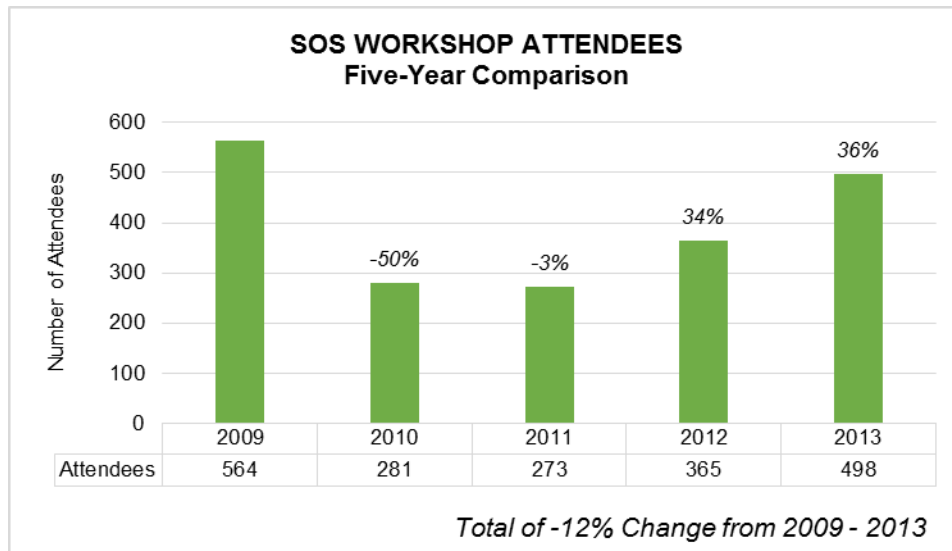
Tools

Creating Bibliographies Using Database Citations
Wordpress for Online Portfolios & Websites
Wordpress Advanced: Moving to the Next Level
Introduction to Google Drive
Introduction to Google Docs
Twitter with a Purpose
Pinterest & Social Bookmarking

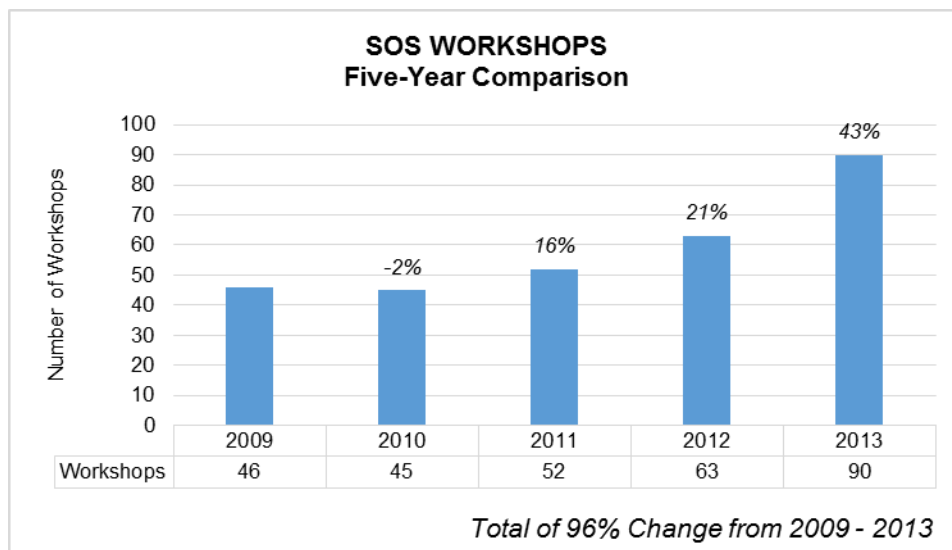
Resources

Finding Company Information
Using JSTOR: Finding Sources in the Humanities
Academic Videos Online Database
Introduction to Westlaw Campus Research
Testing and Education Reference Center Database
You're the Boss of Google : Using Google for Research

Attendance at SOS workshops has been steadily growing over the past four years. The total for FY2013 is only 12% under FY2009, the highest attendance year. At that time, the Library strategically broadened course offerings to better meet student needs and dropped registration requirements to make attending sessions easier. The data would suggest that this course of action has been successful.

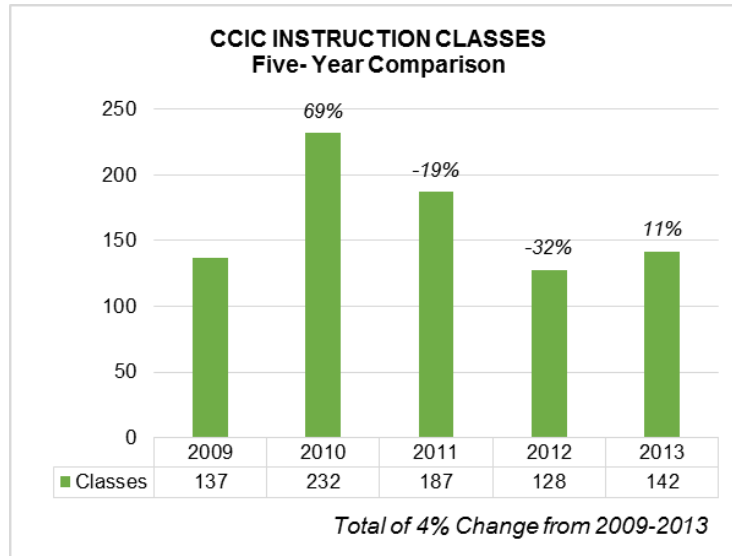


In order to meet this need for diversification of the curriculum, however, the number of SOS workshops has nearly doubled since FY2009. This represents significantly more time and effort in order to serve the same student population. The workshop format, particularly the online session, has become a useful tool for providing training with new resources and research tools, some that are of interest only to a small portion of patrons.

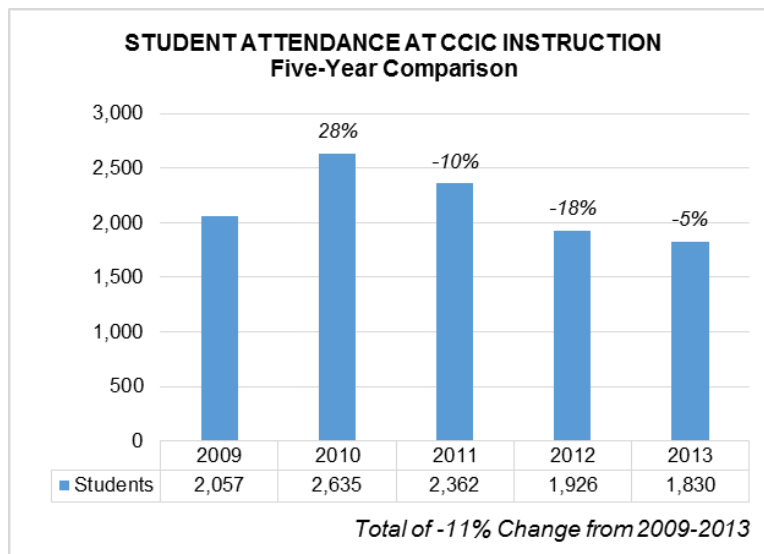


Career and College Information Center (CCIC)

The coordination of library instruction for CCIC courses now falls, respectively, to the Business Librarian (ED1105: Career Development) and the Outreach Librarian (ED1115: College Study Skills). Part-time librarians also share more fully in the delivery of CCIC-related instruction now than in past years. Classes are additionally taught to support Career Interest Inventory Workshops (Counseling), Internship Workshops (Career Services) and requests from instructors in specific disciplines. CCIC instruction statistics consider both ED1105 and ED1115.



Student attendance at CCIC sessions has been variable but generally declining over the past five years, with a net change of -11% from 2009 to 2013. Methods of providing instruction for these classes are currently under review in order to best support teaching and learning and ensure that librarian instructional time is being utilized most effectively. In FY2014, these statistics will be reported in a manner that fully reflects the organizational changes regarding this collection and its services that are currently underway.



Other Instruction

INSTRUCTION TO FACULTY AND STAFF

Librarians instruct faculty and staff through a variety of formal and informal methods. An inseparable part of liaison duties is working individually with faculty members of the various academic units to increase awareness and promote usage and integration of resources with the curriculum. In FY2013 subject liaison librarians for health science and reading led structured learning opportunities for faculty. The Electronic Resources Librarian offered webinars on using streaming media in online courses and using E-books in the classroom. The Copyright Liaison Librarian offered a session on Copyright for Online Courses and also organized and led a panel discussion on plagiarism presented for faculty during the January 2013 in-service program.

OUTREACH-RELATED INSTRUCTION

Fulfilling the Library's mission to be a resource for residents of DuPage County, some instructional sessions are targeted at patrons not directly affiliated with College of DuPage. The Philanthropy Center Coordinator provided training with Center resources (primarily attended by community members), the High School Liaison Librarian provided orientations for visiting high school students, and the Health Sciences Librarian held an off-campus session on consumer health information for seniors.

OUTREACH-RELATED INSTRUCTION FY2013	
Outreach Group	Participants
Philanthropy Center	25
High School Student Groups	505
Consumer Health Information	56

Accreditation

One critical way that the Library supports academic excellence is through involvement with the accreditation process for COD programs. Library liaisons collaborate with academic department faculty to produce documentation for accreditors that articulates the quality and depth of educational resources available to students and faculty in these programs. These detailed reports vary in format but typically require a narrative, statistical data and lists of relevant information resources. Reports are required for programs across the academic spectrum including, among others, health sciences, nursing, technical programs, fine and performing arts, and paralegal studies. During FY2013 a Library Accreditation Report for the Physical Therapy Assistant Program was submitted by the Health Sciences Librarian in conjunction with a site visit in June 2013. The Career and Technological Education Librarian prepared a report and participated in a site visit and interview for a new accreditation in Construction Management during the summer of 2012; this accreditation was granted in March 2013.

Goal 2: Collections

Select, maintain and provide access to a collection of materials chosen for their quality, currency and relevance to the academic curriculum and the educational needs of the community.

“Valuable, Useful, Accessible”

Collection Description

Building and maintaining quality collections has always been a critical strategic goal of the Library. The first priority in collection development is to support the academic programs of the College, which include a large number of vocational and technical programs. This collection must remain current to prepare students for today’s workforce, but also have the depth to support college level humanities, social science, and scientific disciplines. The College is engaging in an increasing number of partnerships with area four-year institutions to offer two plus two or three plus one academic programs, so our collections must be prepared to meet the needs of upper level undergraduate study.

The emphasis of the COD Library on collection excellence is evidenced by its standing as the largest community college library collection in the State of Illinois, and the 33rd largest academic library collection in the State overall. Among the 20 Illinois community colleges reporting number of volumes held in the 2012 *Library Trends and Statistics* report², College of DuPage retained its number one ranking, albeit with a smaller margin than in previous years due to significant weeding efforts. The smaller sample of peer institutions listed below (large Illinois community colleges reporting in FY2012) demonstrates the relative size of the COD Library collection.

COLLECTION SIZE COMPARISON 2012 COD and Illinois Community College Peer Libraries	
College of DuPage	250,285
Harper College	222,101
College of Lake County	153,491
Parkland College	121,019
Elgin Community College	99,133
Moraine Valley Community College	67,618

Source: ACRLMetrics

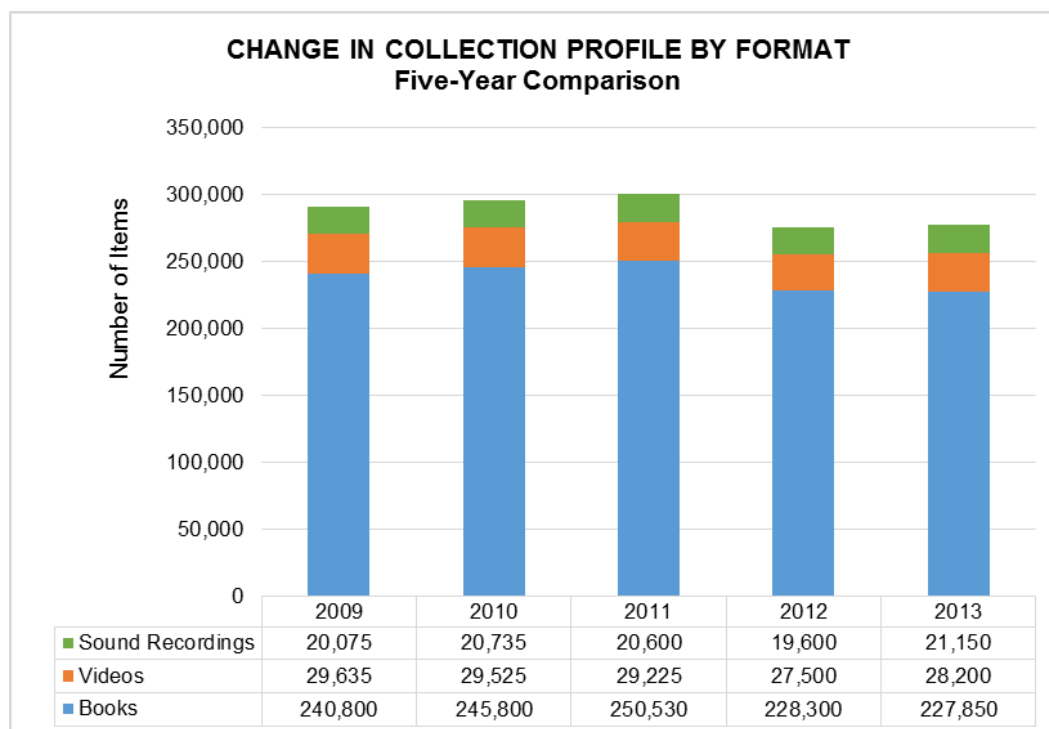
The proportion of volumes held by format varies widely within this peer group however. For example, data derived from the ACRL *Trends* report also shows that while 5% of the total COD Library volume count is held in E-books (those represented in the catalog), two other peer libraries reveal approximately twice as many E-books in their catalogs. These collections also account for a much larger percentage of their total volumes held, ranging from 16-25%.³

² Data derived from ACRLMetrics. Volumes includes the total number of books, E-books, and periodical volumes – counting multiple copies and volumes

³ Harper College, one of the peers with more cataloged E-books than COD, is an I-Share member with access to bib records of E-content only downloadable from I-Share/Voyager, acquired by CARLI on behalf of its members.

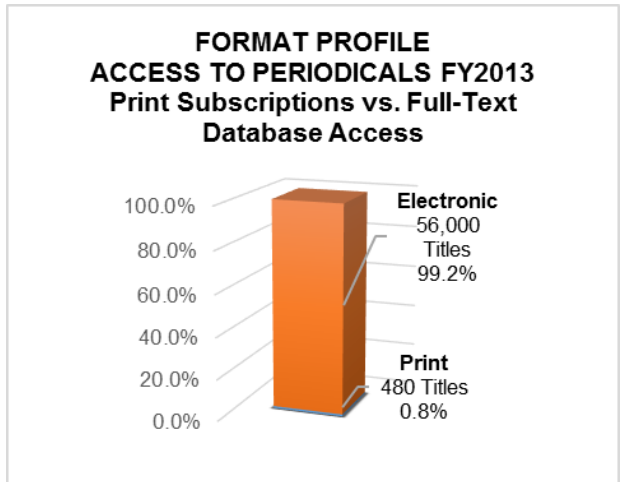
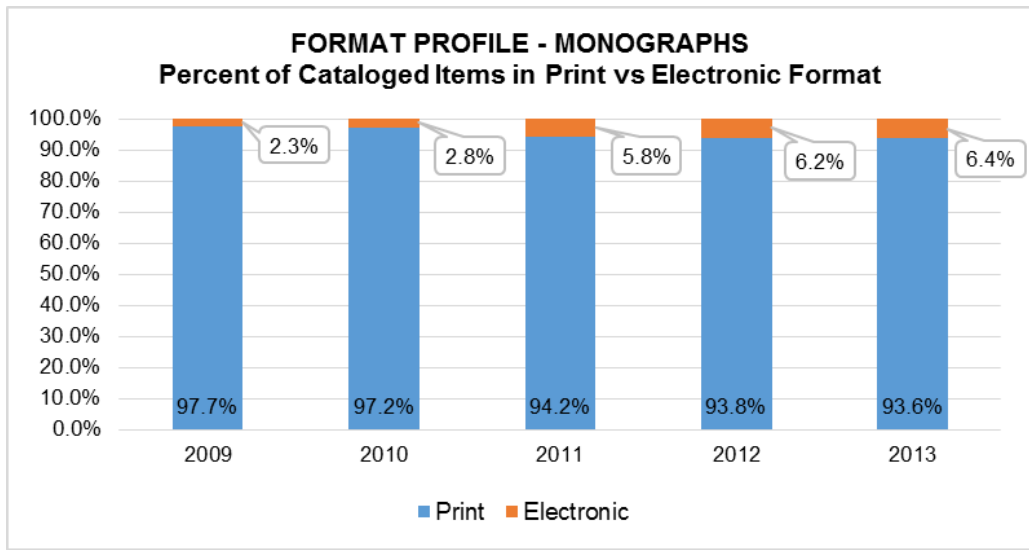
COLLECTION FORMAT

The format of the Library's resources can be as diverse as the programs it supports. Print, electronic and audiovisual materials are all relevant and vital to meeting the information needs of the College community. The acquisition of some formats, such as electronic subscription access to periodical content continue to grow at an astounding rate, while others such as print subscriptions are slowly decreasing. A metric that has been evaluated for many years by the COD Library is a comparison of the number of items held in three formats: books, videos, and sound recordings. The balance between these formats has remained consistent over time, with the gap between book and non-book formats shrinking only in the past two years, during the course of significant weeding of the print collection.



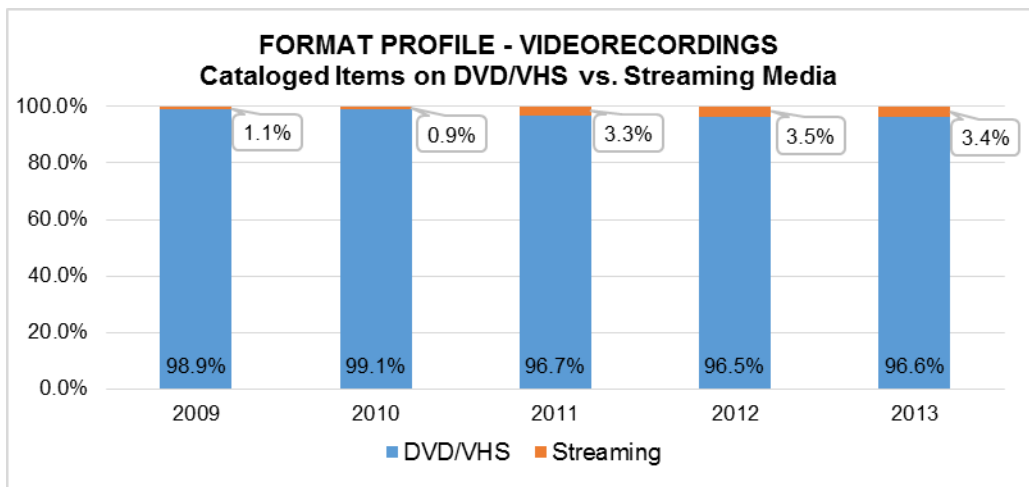
Surveys of COD students and faculty have consistently demonstrated a desire for books in print format and faculty prefer instructional media in a physical format to negate their concern with sufficient campus-wide network bandwidth to support reliable streaming media in the classroom. That said, the Library subscribes to 95 electronic information collections. Article databases provide over two million citations. Electronic books, including reference materials and academic titles, are downloadable to portable reading devices. Several resources are composed of thoughtfully curated collections of articles, books, media and primary source material in a variety of distinct subject areas.

While E-books do not represent a large portion of the collection, this collection has been consistently growing as the following graph illustrates. These percentages are based on the number of items of each format in the catalog. **The actual number of E-books available to COD patrons is higher than that shown here** as many of our E-resources collections are available through the provider's website/portal. For FY2013 this number is closer to 22,000, instead of the 15,450 represented here. In either case, the trend toward a larger percentage of E-books in the collection remains constant.



A record of the number of periodical titles available through databases in full-text has been recorded for the past two years, 56,000 in FY2013 (a 17% increase over 2012). The importance of providing access in this format cannot be underestimated. Print subscriptions account for less than 1% of all periodicals in the collection. And only half of that 1% are unavailable in full text through a database as well. The print periodical collection has been rightsized by 20% over the past five years to 480 titles and patrons can now access more than one hundred times as much content through databases.

As demonstrated by the collection profile, collecting audiovisual materials has been a long held priority of the Library. This priority remains constant with purchasing continuing currently in physical and streaming formats. A comparison of the two reveals a slowly changing shift in collecting emphasis.



GENERAL COLLECTION BY DISCIPLINE⁴					
Comparison of Print vs. Audio-Visual Format					
Discipline	AV		Print		Total
	Count	Percentage	Count	Percentage	
<i>Business</i>	1,154	9.09%	11,547	90.91%	12,701
<i>Fine and Applied Art</i>	6,269	30.52%	14,270	69.48%	20,539
<i>Health Science</i>	839	12.11%	6,090	87.89%	6,929
<i>Humanities</i>	2,208	5.77%	36,036	94.23%	38,244
<i>Literature</i>	2,348	7.95%	27,201	92.05%	29,549
<i>Science</i>	1,624	9.10%	16,223	90.90%	17,847
<i>Social and Behavioral Science</i>	2,473	6.25%	37,106	93.75%	39,579
<i>Technology</i>	1,652	15.00%	9,358	85.00%	11,010
Total	18,567	10.53%	157,831	89.47%	176,398

A new measurement developed for this report is a comparison of the relative size of the general collection analyzed by discipline and broken down by the broadly defined categories of Print and Audio-Visual. The same discipline breakdown based on COD academic divisions used earlier to discuss library instruction is also used here.

Collection size has always been measured by format and while this is useful and important information. Gaining an understanding of how the collection serves the needs of specific populations will allow for more targeted and efficacious collection development. The intended use of this data is to assist with determining if the collection size and format accurately reflects the needs and priorities of COD programs. Over time this data could prove useful for collection development librarians, classroom faculty and administrators wishing to assess strengths and weaknesses of COD's educational resources. See the discussion of Collection Use for further analysis of collections by discipline.

⁴For the purposes of this analysis the designation of "General Collection" is intended to reflect the full range of circulating *materials collected to support teaching and learning*, but excluding reserve items. This includes materials with the catalog designation of: General Collection, Display, New Books, Career and College Information Collection, Philanthropy Collection, Juvenile Collection, and Music. Other circulating materials collected primarily to support leisure reading and viewing (audiobooks, paperbacks, popular DVDs, etc.) are not included.

Collection Development

“The primary purpose of the collection of the College of DuPage Library is to support the academic and vocational programs of the College with print, audiovisual, periodical and electronic resources. The Library’s collection also serves the professional growth and development needs of the College’s faculty and staff. In addition, the collection will supplement other sources to address the cultural and enrichment interests of students, staff, faculty and the community as a whole.”

– *Collection Development Policy*

The Library supports all College disciplines, of which there is a wide variety at COD. Many instructors require reading and research beyond the course textbook. Specific sources are required for program accreditation (e.g., Paralegal, Nursing). Each resource is selected by faculty librarians or by library committee, only after content overlap with other versions of the information, usability, current curricular need, applicability to our level of students, and budget factors are considered. Technical Services staff members perform the rapid ordering and processing of materials, tracking of expensive purchases and maintenance of accurate budget information to assist selectors in making fiscally sound decisions. Responsibly deselecting materials is just as an important a part of collection development as adding materials. The number of withdrawn items for FY2013 is high at approximately 7,800 items due to an aggressive weeding effort that began in FY2012 mostly prompted by the building renovation project discussed in more depth in the Environment chapter.

ELECTRONIC RESOURCES

The COD Library has always had a strong focus on a collection that is well-balanced between electronic and physical materials. Where possible and feasible, the Library replaces paper reference materials with more accessible electronic materials. These electronic reference resources are closely evaluated for ease-of-use, searching functionality and cost before a paper reference source is replaced with electronic. In some cases, the paper version of a reference source is maintained to better serve all of the Library’s patrons.

In FY2013, the Library focused on developing online reference materials in the areas of business and international business. The *A-Z World Business* reference collection serves researchers in international business, including students, faculty and staff in the Business Solutions area of the College. We also added *Plunkett Research Online*. These reports are core sources in industry research that we are now able to offer our users online. Our business, small business, management, and marketing researchers can find statistical and demographic data in the new *Business Decision* database. This database is

Resources Collected

- Books (print and electronic)
- Reference Books and Indexes (print & electronic)
- Databases
- Popular Fiction & Nonfiction
- Textbooks
- Periodicals (print & electronic)
- Government Documents
- Maps & Atlases
- Audiovisual
 - Video Recordings (DVD)
 - Sound Recordings (CD)
 - Audiobooks (CD)
 - Models
 - Streaming audio/video

particularly useful to students and small business researchers because it includes custom graphic reports and granular demographic data analysis tools. These electronic databases complement our other online business resources: *Reference USA*, *Standard & Poor's NetAdvantage*, and the robust article database, *Business Source Complete*.

RESERVES

The Library maintains a wide ranging collection of over 1,200 reserve items. In FY2013 items were held for 325 classes and 460 instructors. In addition to books and audiovisual materials the collection includes 195 anatomy & physiology models, 21 sets of microscope slides and 10 nutrition kits. Notable additions include resources for the "chemical reaction project" and ESL English literature materials.

FOLLETT TEXTBOOK COLLECTION

Beginning in FY2013, the Library began receiving textbooks as a result of a donation from the Follett Corporation and a partnership between the Follett COD Bookstore and the Library. The 75 bestselling standard textbooks were identified by the COD Bookstore and provided to the Library for two-hour in-house use. The financial stipend was not considered as a Library materials expenditure, as these textbooks are essentially on loan to the Library for the term or terms specified, and then are returned to Follett and replaced with newer editions, or other textbooks that are most in demand for that term. The monetary value of the donation, which promises to be repeated into the future, is estimated to be between \$7,500 and \$10,000 per year.

CONSORTIAL PURCHASING AGREEMENTS

The Library participates in statewide consortia purchases with other Illinois academic libraries (CARLI), Illinois community colleges (NILRC) and through the Illinois State Library. We also independently negotiate contracts to obtain the best possible pricing terms for our Library.

Special Collections

Special collections are designated as such because of the unique materials they contain and, in some cases, the special services that are provided because of them. They grow and change in response to the needs and priorities of the College community. Current special collections include the Philanthropy Collection (previously called the Philanthropy Center), the Career and College Information Collection, the Juvenile Collection, the College Archives and the Institutional Repository.

PHILANTHROPY COLLECTION

The Philanthropy Collection has a clearly defined mission of supporting the information needs of non-profit organizations in DuPage County. Since its inception in 2000 as a partnership between College of DuPage and the Donors Forum of Chicago (a partnership that has changed over time) it has continually provided access to critical information resources, education, outreach and consultative services. The Philanthropy Collection is also a Funding Information Network Partner of the Foundation Center.



In FY2013, as in previous years, bimonthly workshops about the philanthropic databases and collection were offered, with over 36 people attending these on-site 90 minute sessions. Patrons receive assistance with Philanthropy Collection resources at the reference desk or in consultation with the Philanthropy Collection Librarian regarding nonprofit management and prospect research. The collection website was

redesigned this year and additional resources were added in the areas of volunteer management, prospect research and proposal writing.

Community engagement is furthered through regular contributions to *ViewPoint*, the quarterly newsletter of the West Suburban Philanthropy Network (WSPN) in articles highlighting the collection. A social media presence on Twitter brings timely information highlighting resources and services to interested patrons.

CAREER AND COLLEGE INFORMATION COLLECTION

The name of this collection was changed from College and Career Information Center in conjunction with our remodeling, since the service desk in that area broadened to include standard reference services in addition to those services related specifically to college and career information and resources. Statistics related to CCIC questions are no longer counted separately, but are integrated into the general reference statistics.

JUVENILE COLLECTION

Changes were made in the Juvenile Collection this past year, driven in part by an RFID tagging project that involved a major inventory and de-selection process. A decision was made to eliminate most VHS tapes in this collection, to replace worn or lost classics, and to, in future as a project, move all items aimed at youth 12 and older into our general circulating collection, as many of these items are of interest to college age students and ABE/ESL programs.

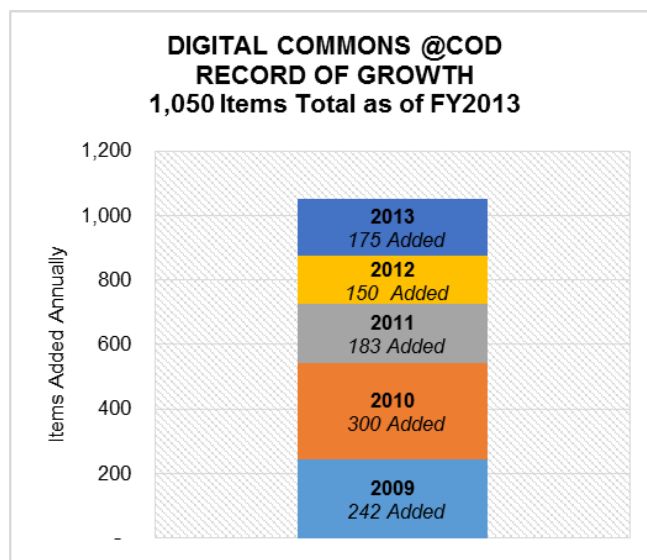
ARCHIVES

The COD Archives collects, organizes and answers requests for information regarding the College. Collections of papers, photographs, videos and other materials are received from departments and individuals throughout the year and evaluated by the Archivist. Newsletters, official communications and press releases are collected directly by the Archives. A large collection of photographs was acquired in FY2013 and requires processing. A major organization project continued throughout the year whereby collections in large boxes were moved into smaller, more manageable containers, improving accessibility to College information. Numerous requests for information and media from College administrators and faculty were filled in FY2013. The number of requests decreased but the overall time committed to filling these requests increased.

INSTITUTIONAL REPOSITORY

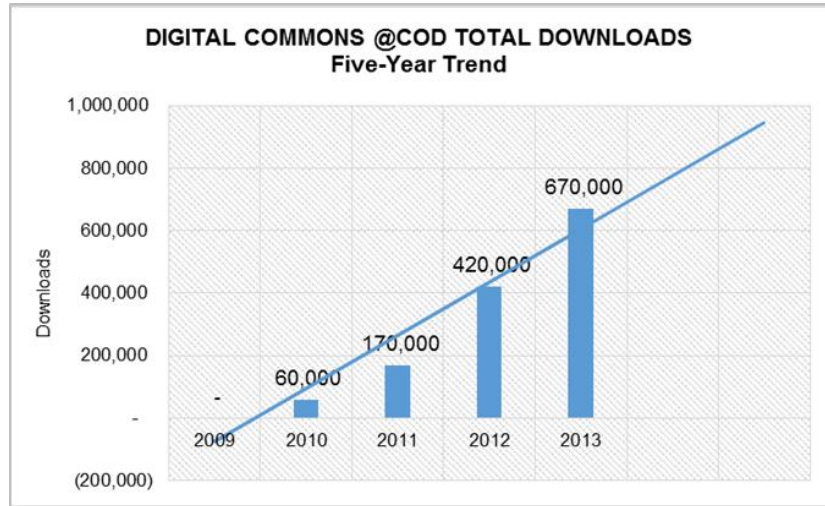
DigitalCommons@C.O.D. was operational for its fifth year in FY2013. This open-access repository collects, preserves, and showcases scholarly, educational, and creative works created by the COD community. Its mission is to facilitate global discovery of and access to COD's intellectual output while providing a stable, long-term home for digital scholarship.

All COD faculty, staff, and faculty-sponsored students are encouraged to publish works here. Additions to the repository in FY2013 were comparable with previous years and the number



of annual downloads is consistent with FY2012, approximately 250,000.

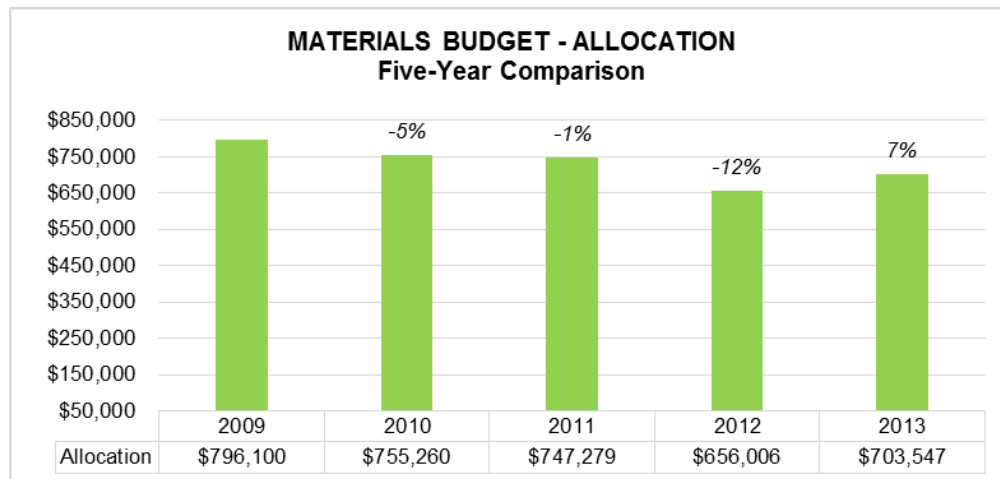
Assuming current download volume continues, the total downloads should surpass 1 million in the next few years. Members of the Marketing and Communications department and Multimedia Services have now been trained to be self-sufficient users of Digital Commons, a development that promises to have a positive impact on the number of items added. Interest in using and contributing to the repository continued to grow as a result of actively promoting this service to faculty and other campus units. The management of the institutional repository is now a joint effort of the Web Services Librarian and Humanities and Fine Arts Librarian who, respectively, deal with technical and outreach aspects of the collection.



Collection Expenditures

BUDGET SUMMARY

For FY2013, the Library's materials budget allocation was \$703,547, a 7% increase over the FY2012 allocation of \$656,006, but in line overall with prior year budgets.



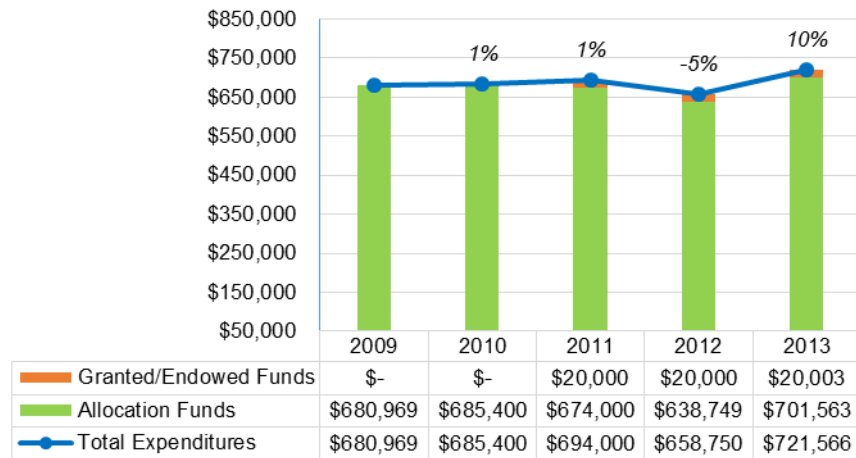
The Library's total materials expenditures for FY2013 were \$721,566, including \$9,620 in grant funds and \$10,383 from a Library endowment fund. This is an increase in expenditure of \$62,718 or 9.5% over FY2012 collection expenditures of \$658,749.

This increase is actually a restoration of previous years' expenditures following reduced levels in FY2012 due to relocation and insufficient storage and shelving space. It also stems from an effort to replace and add new materials and classics identified during the collection review that accompanied relocation of the collection. One other less positive factor in the increase was the necessary replacement of up to \$20,000 worth of books due to a series of thefts just prior to Fall 2012.

SPECIAL FUNDS

Of the \$9,620 grant funds, \$4,620 came from Perkins grants, which are targeted for the support of Career and Technical Education disciplines. This year, the funds were used to purchase books in a wide variety of vocational disciplines, the largest stipends going to Health Sciences, Engineering, and Construction materials. The need for up-to-date Library materials in support of these vocational programs continues to be a top priority. Most accrediting bodies expect that a "current collection" will house materials no older than five years. The items purchased for Health Sciences this year were relevant to ALL of the College of DuPage current and proposed health science programs, degrees, certificates, faculty, students, and community practitioners. A decision was made this year to use some funds from the May Ryburn Library Endowment Fund to fill gaps in our classic and contemporary literature collections, including classics in juvenile literature, that were identified in our collection inventory.

MATERIALS BUDGET - EXPENDITURES Five-Year Comparison



FY2013 COLLECTION EXPENDITURES

Print and Physical Media

Books	269,360
Print Periodicals	107,682
<u>Audiovisual & Models</u>	<u>45,056</u>
	\$ 422,098

Electronic Resources

Subscriptions

Electronic Periodical	
Databases	213,627
E-Book Databases	26,000
<u>Video Databases</u>	<u>24,194</u>
	\$ 263,821

Individual Purchases

E-Books	16,950
<u>Streaming Videos</u>	<u>4,025</u>
	\$ 20,975

Total Electronic Resources \$ 284,796

Total Collection Expenditures \$706,894

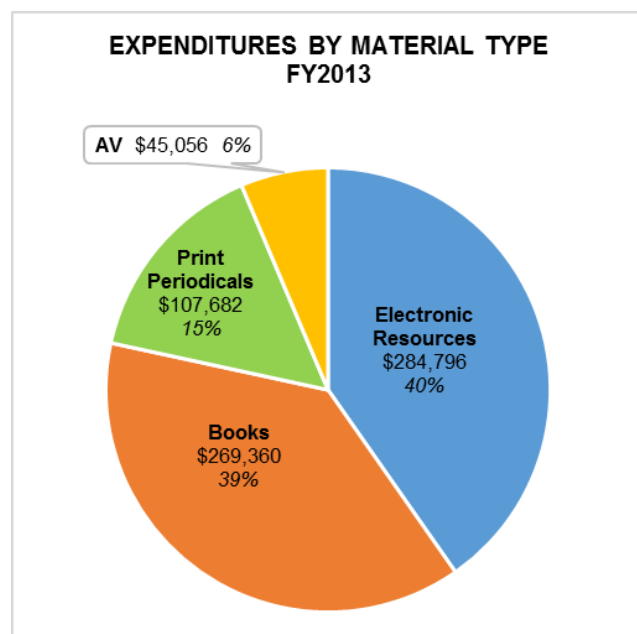
GRANTS RECEIVED

LSTA Back to Basics Grant	\$5,000
Cybersecurity	
Perkins Grants	\$4,620
Vocational/Technical Programs	

ENDOWMENT FUNDS DISPERSED

May Ryburn Fund	\$10,383
English Literature	

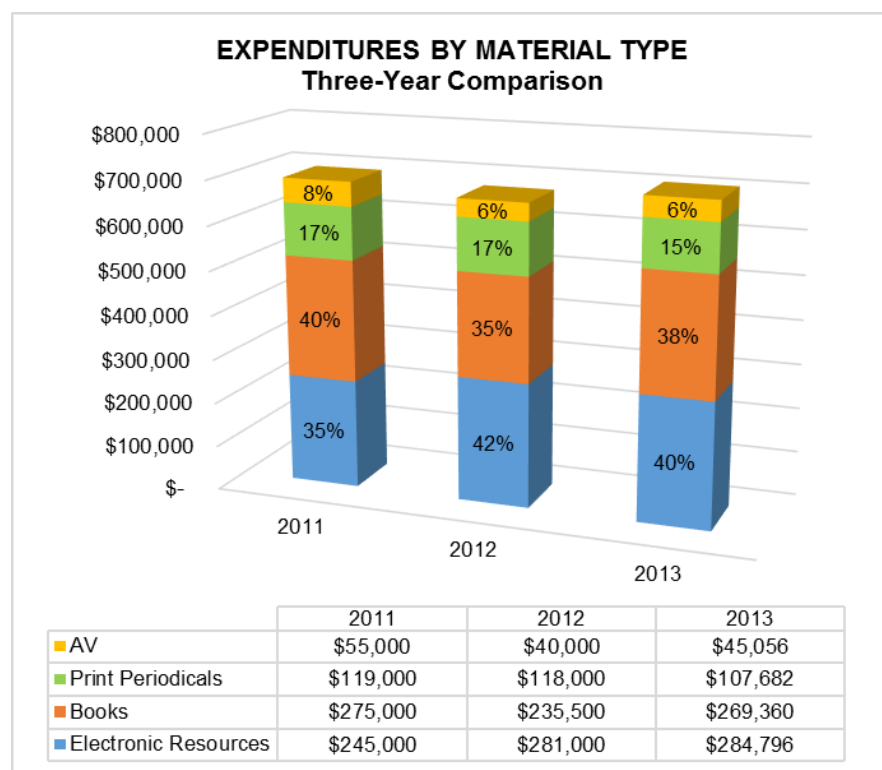
EXPENDITURES BY MATERIAL TYPE



There has been a general trend over the past decade toward an increasing percentage of the budget being spent on electronic resources, including lease arrangements and purchases. This is based on the convenience and enhanced usability of electronic sources as well as a steadily growing consideration of how students in online classes use Library resources. On an item by item basis this shift does have budget implications, with electronic format books and streaming videos costing on average 19-36% more than the equivalent print or disc format choice. Developments in online learning and support for 24/7 on and off campus access to educational resources clearly justifies responsibly selecting electronic/streaming formatted materials as budgets allow. See the graph detailing this comparison in the Appendix, pg. 73.

Print and Physical Media

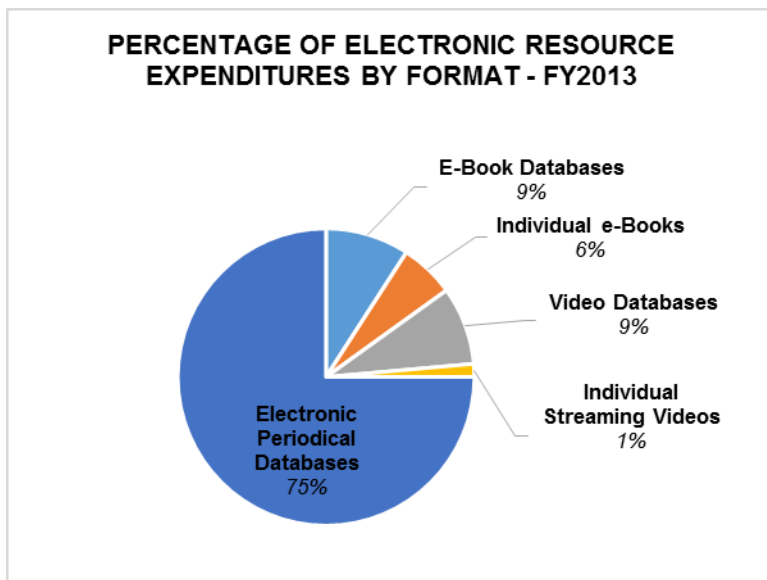
The Library spent \$422,098 on traditional (non-electronic) materials, both print and audiovisual. Of that amount, \$269,360 went to books, \$107,682 to print periodical subscriptions, and \$45,056 to audiovisual materials, primarily DVDs, but also music CDs, audiobooks on CD, and anatomical models.



Databases, E-Books, and Other Electronic Resources

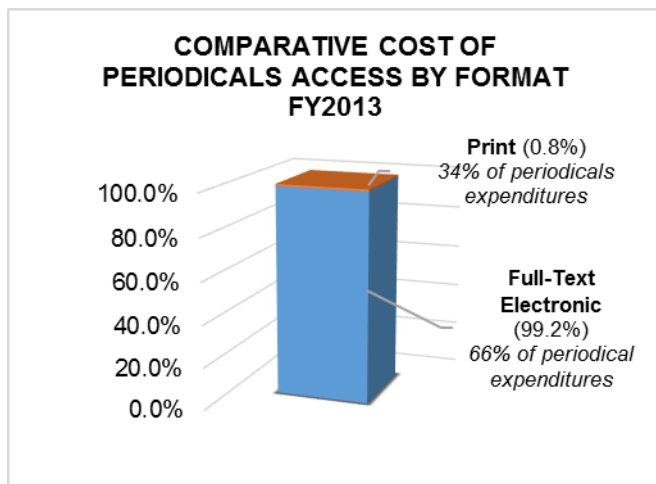
Electronic resources accounted for 40% of total expenditures, down from 42% in FY2012, but consistent with FY2011 and FY2010 percentages. Expenditures on books and electronic resources in FY2013 were statistically equal, with the actual amount spent on electronic resources being slightly higher.

Electronic database subscriptions accounted for \$263,821. The expenditure for databases containing E-books was approximately \$26,000 and the expenditure for databases containing streaming videos was \$24,194. Added to the \$16,950 spent on E-books purchased individually (not in the aggregate), the total expenditures on E-books was actually closer to \$43,000. Similarly, the \$4,025 spent on streaming videos added to the \$24,194 spent on electronic videos in databases brought that total to just over \$28,000.



Periodicals

Of the \$263,821 spent on electronic databases, most of that is spent on periodical content and indexing. An estimated \$213,627 was spent for electronic periodicals in FY2013. This covers the full-text of thousands of journals, newspapers, and other periodicals. The Library's expenditure of \$107,682 for 480 print periodicals illustrates the relatively high cost of print periodicals, but also the value placed on browsing of physical periodicals by faculty and others served by the COD Library.



Each year the Library reviews database holdings as well as print subscriptions to assess how well the collection meets curricular needs. Through this systematic effort, the annual cumulative savings from cancelled periodical subscriptions from FY2009 to 2013 has risen to \$144,650, funds that have been redistributed to periodicals access via electronic resources. (See Appendix, pg. 73)

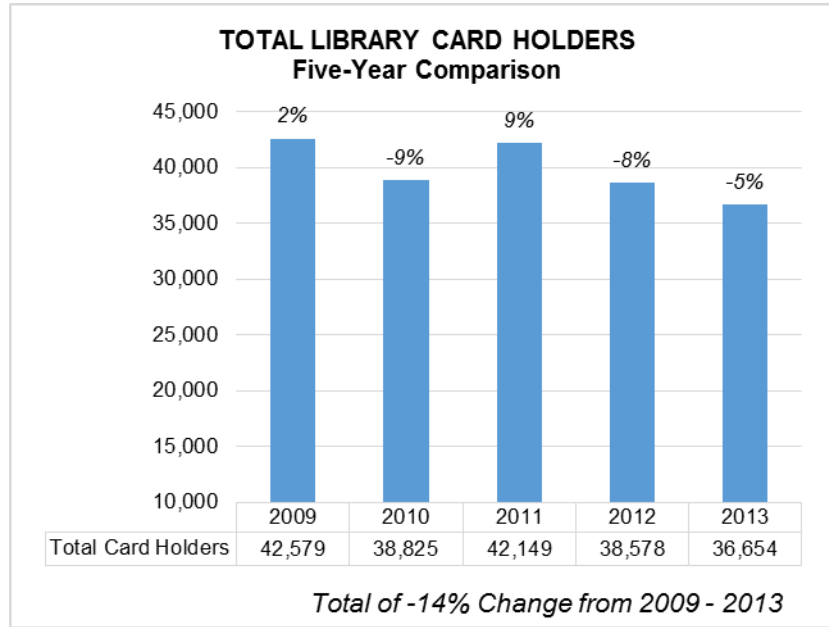
The annual *Library Journal* "Periodicals Price Survey"⁵ which tracks price increases and relevant publishing and library trends, reported a 6% average price increase for 2013. Medical books and periodicals are consistently more expensive than other disciplines. Social science periodicals and books in architecture and technical education are also generally above average in cost. Refer to the Appendix for graphs illustrating the cumulative cost savings from periodicals cancellations and the annual inflationary price increase for subscriptions maintained by COD.

⁵ Bosch, Stephen and Kittie Henderson. "The Winds of Change: Periodicals Price Survey 2013," (25 April 2013) *Library Journal*, <http://lj.libraryjournal.com/2013/04/publishing/the-winds-of-change-periodicals-price-survey-2013>, (Accessed 17 March 2014).

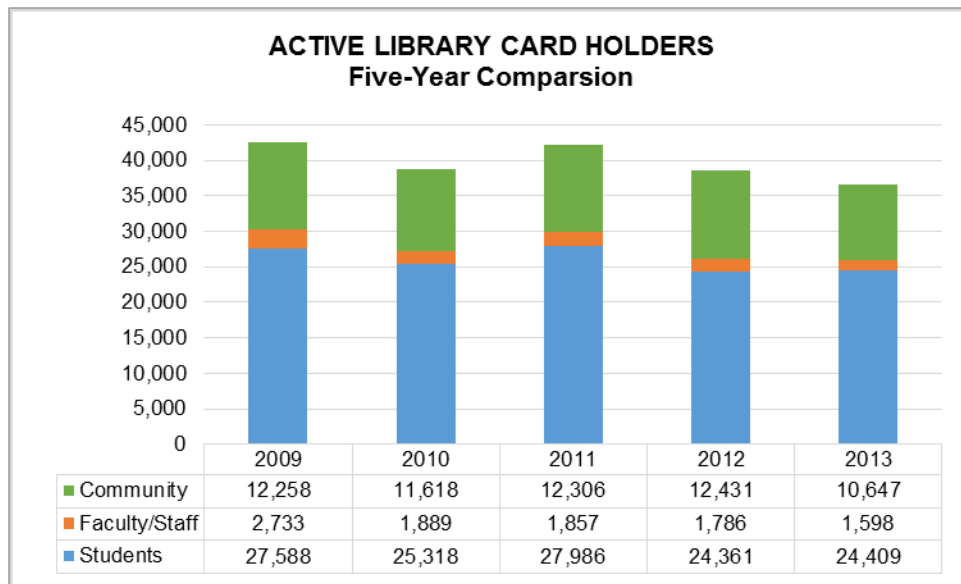
Collection Use

LIBRARY CARD HOLDERS

The Library maintains a large number of active card holders. This amount has been trending downward over the past five years by 14%. In FY2013 the total number of card holders was close to 37,000.

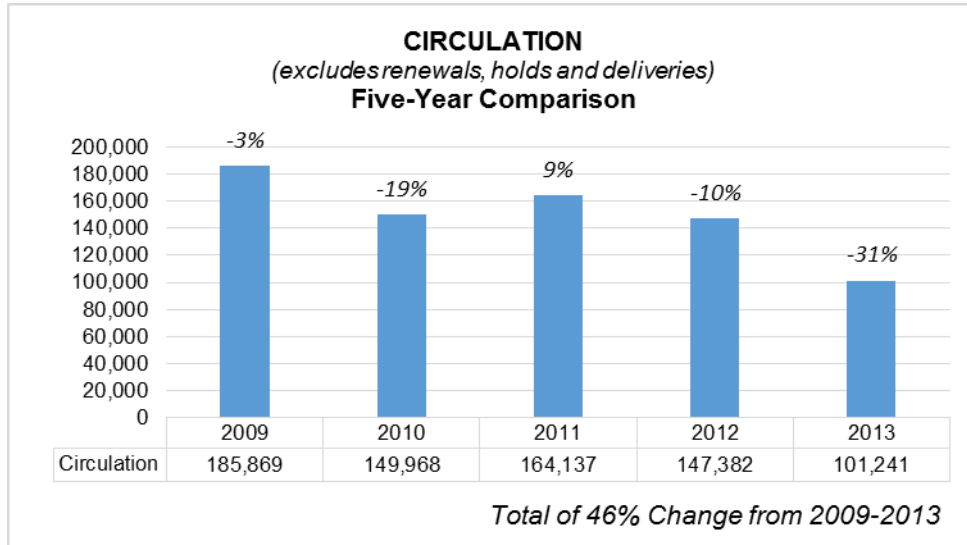


The ratio of student to faculty/staff to community card holders varies from year to year but averages 60% student, 35% community and 5% faculty, as the five-year comparison chart below demonstrates.

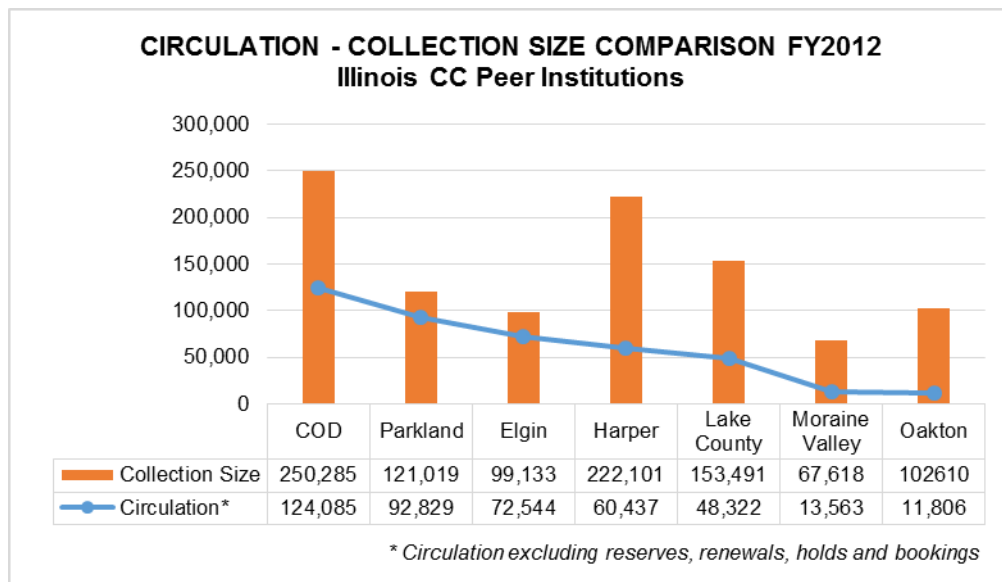


CIRCULATION

The primary measurement of collection usage is an analysis of circulation statistics. The limitation of remote access to the General Collection during construction in FY2013 had a profound impact on borrowing generally, with an overall decrease of 31% but with some variation in the percentage of borrowing by patron group.



Despite recent declines, COD still maintains the highest circulation levels among Illinois community college peer libraries, as represented by the following graph of circulation and collection.

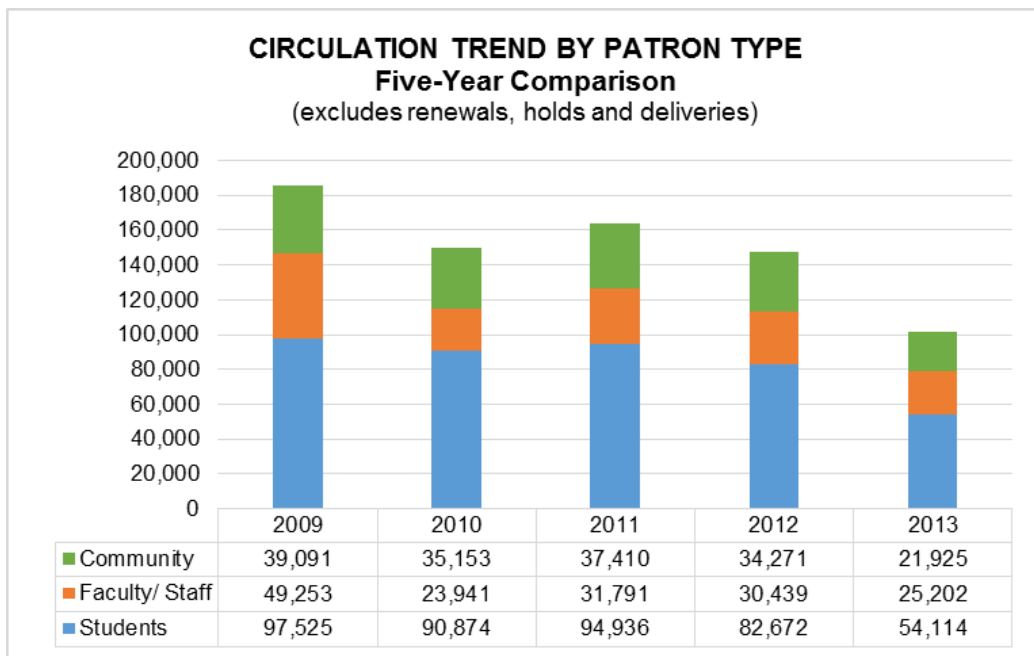
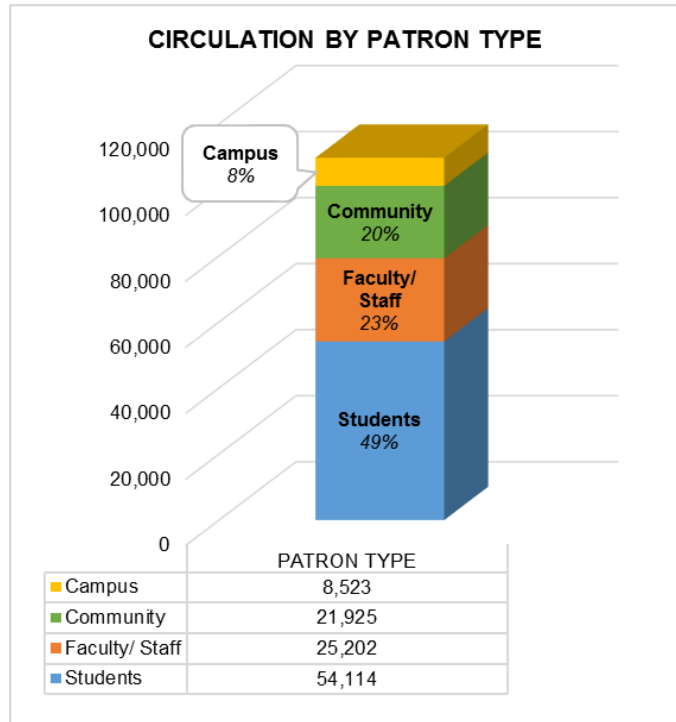


Source: ACRLMetrics

For FY2013, as in years past, students represent the majority of borrowers at 49%. COD faculty/staff and community borrowers compose the other defined patron categories. Community patron borrowing typically accounts for 20% of circulated materials and faculty/staff borrowing varies annually within a range of 16% to 26%. In future, an analysis of faculty and student collection usage separate from other

patron groups would be helpful for determining correlations between *teaching and learning* and library resources. Included here for the first time, is the additional category of “Campus” that includes materials checked out to rooms on campus as well as Regional Centers. Collecting data about services and resources at Regional Centers should be addressed separately in future reports.

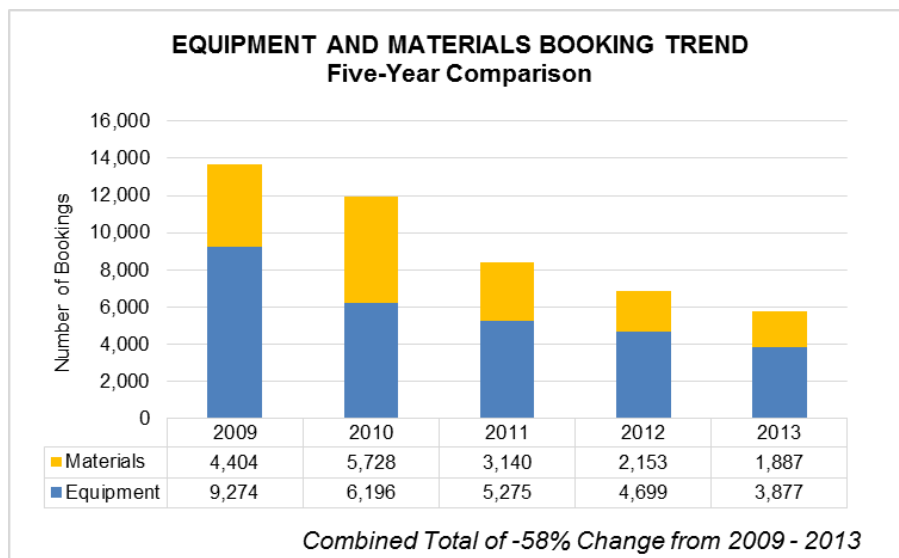
A breakdown of the FY2013 total shows that the percentage of borrowing by students declined by 3%, faculty/staff borrowing increased by 4% and community borrowing remained relatively consistent with only a 1% decline.



EQUIPMENT AND MATERIALS BOOKINGS

The delivery of instructional equipment and materials to classrooms is managed and operated by the Circulation Department of the Library. This includes resources ranging from audiovisual equipment and easels to DVDs and other instructional materials. Overall bookings in FY2013 were down by 16%, with reduced equipment bookings accounting for most of the change; materials bookings were also down but to a lesser degree. As noted in previous years, equipment bookings have decreased in relation to

campus-wide upgrades to classroom technology. Materials booking data is skewed due to the fact that media is often checked out directly to instructors rather than going through the booking process.



COLLECTION USE BY DISCIPLINE

GENERAL COLLECTION USAGE BY DISCIPLINE⁶ FY2013			
	Items Held	Circulation	Circulation as a % of Each Discipline
<i>Health Science</i>	6,929	4,099	59.16%
<i>Literature and Language</i>	29,549	10,142	34.32%
<i>Technology</i>	11,010	3,530	32.06%
<i>Business</i>	12,701	4,010	31.57%
<i>Fine and Applied Arts</i>	20,539	5,401	26.30%
<i>Science</i>	17,847	4,375	24.51%
<i>Social and Behavioral Sciences</i>	39,579	8,579	21.68%
<i>Humanities</i>	38,244	6,317	16.52%
Totals	176,398	46,453	26.33%

Collection usage by discipline is a comparative breakdown of the number of items held and circulated in each defined category. The related percentages convey how much of the circulation total can be attributed to a particular discipline, not how many unique titles circulated within that category. For example, the same 20 books in Sciences may have circulated 4,375 times, unlikely as that may be. These totals convey some truths but only a partial understanding of how, and to what degree, circulating library materials are utilized. The average percentage of

circulation in all disciplines is 30.27%, with the lowest in Humanities (16.52%) and the highest in Health

⁶ For the purposes of this analysis the designation of "General Collection" is intended to reflect the full range of circulating materials collected to support teaching and learning, but excluding reserve items. This includes materials with the catalog designation of: General Collection, Display, New Books, Career and College Information Collection, Philanthropy Collection, Juvenile Collection, and Music. Other circulating materials collected primarily to support leisure reading and viewing (audiobooks, paperbacks, popular DVDs, etc.) are not included.

Science (59.16%). The general, interdisciplinary nature of student research in two-year programs demands that usage by discipline not be construed as a direct correlation to specific programs. For example, common research topics in general education courses such as Speech and English concern health, social science, technology, and other broad areas of inquiry.

The total number of checkouts counted in the General Collection in FY2013, as defined for this analysis, was 46,453. The number of checkouts for the entire Library collection totaled 101,241 for the same year. Therefore, 46% of checked out items this year were general collection materials that most directly support teaching and learning. Over time this measurement may have some value in assessing the collection's impact on student learning.

USE OF ELECTRONIC RESOURCES

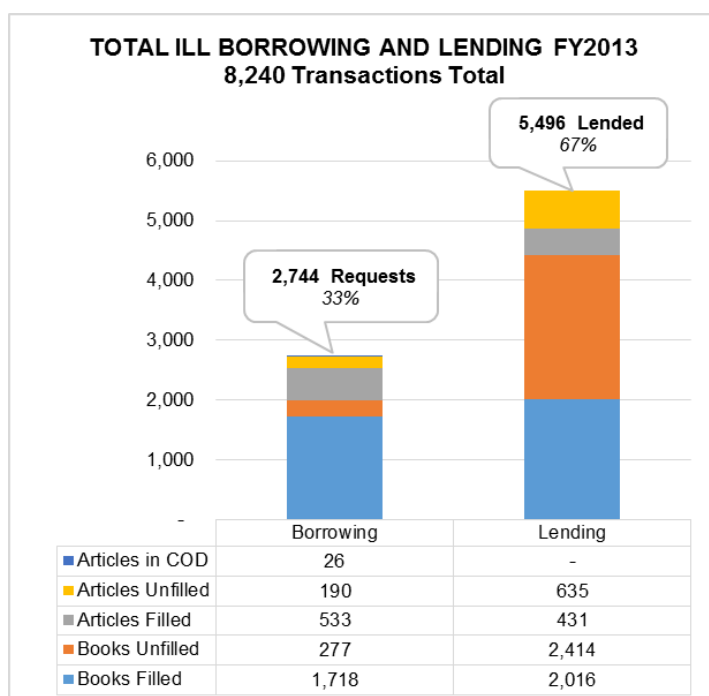
The use of the Library's electronic resources continues to grow. In FY2013, our community performed 960,000 unique searches on our article and E-book collections, accessing nearly 760,000 full-text articles and book chapters. This usage represents an increase of 16% from FY2012. Electronic media (video and images) collections also had heavy use with over 26,000 searches and retrievals performed in 2013. Over the past five years, unique searches of electronic resources have consistently remained above 900,000 and continue to grow steadily. The number of actual articles and/or book chapters accessed has not grown at a similar rate (with totals ranging from the upper 700,000's to the mid- 800,000's). Current and historical usage data for individual electronic resources is presented in the Appendix. Tracking this data on a fiscal year reporting cycle presents of a number of challenges. Previous annual reports have reported fiscal year budget data and previous calendar year usage statistics. The usage numbers listed above for FY2013 diverges from past practice in that it is an estimate of activity in the fiscal year. As in past, the appended report with detailed usage statistics reflects actual calendar year 2012 activity (see Appendix, pg. 74).

Resource Sharing

The College of DuPage Library extends the range of available resources for patrons by participating in the OCLC Resource Sharing interlibrary loan network and special borrowing agreements with area libraries. These reciprocal arrangements allow COD patrons to access books and articles that are either not owned or are unavailable at COD from other libraries worldwide. In return, COD extends the same courtesy to other in-network libraries. Loan requests are initiated electronically by patrons or with the assistance of Library staff, typically at the reference desk.

INTERLIBRARY LOAN

The COD Library is an ILL Net Lender, meaning it fills more requests than it sends. Of the total 8,240 transactions

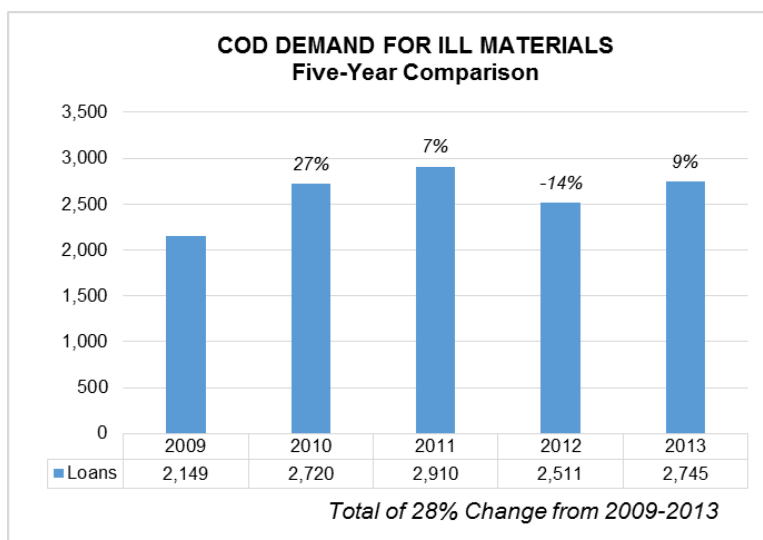


related to borrowing and lending in FY2013, 67% were related to lending. Even though only 33% of ILL transactions directly benefit COD patrons, the strategic importance of maintaining a healthy resource sharing network far outweighs the relative cost of providing materials to other libraries.

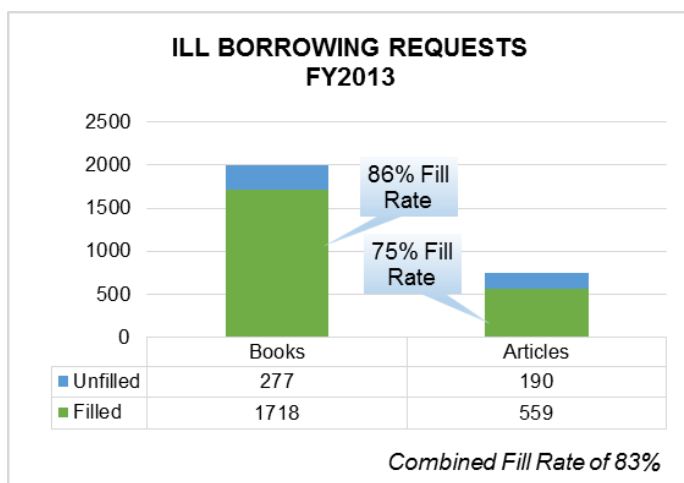
Speculating on the overall ILL trend will not have long term value this year because of the dramatic changes that will inevitably stem from joining I-SHARE in FY2014. This new relationship will provide COD patrons with access to over 32 million items from 85 academic libraries in Illinois in a highly discoverable and patron-centered interface that streamlines requests for materials at in-network libraries. It is difficult to anticipate what impact this transition will have on interlibrary lending but it is possible that COD will see a significant increase in borrowing, lending and overall transactions with this change.

BORROWING

Demand for interlibrary loaned materials by COD patrons has been on the rise overall in recent years, up a total of 28% since 2009. In the following graph, demand represents the total number of requests made, both filled and unfilled, by COD patrons.



Most requests are for books and the majority of those requests are filled. Books requests had an 86% fill rate in FY2013. Many fewer COD articles are requested and they also had a very high fill rate of 75%. The fill rate in this graph includes both articles requested from other libraries and the small number of articles requests that were actually accessible at COD. Patrons benefitted from a combined fill rate of 83% for books and articles in FY2013.

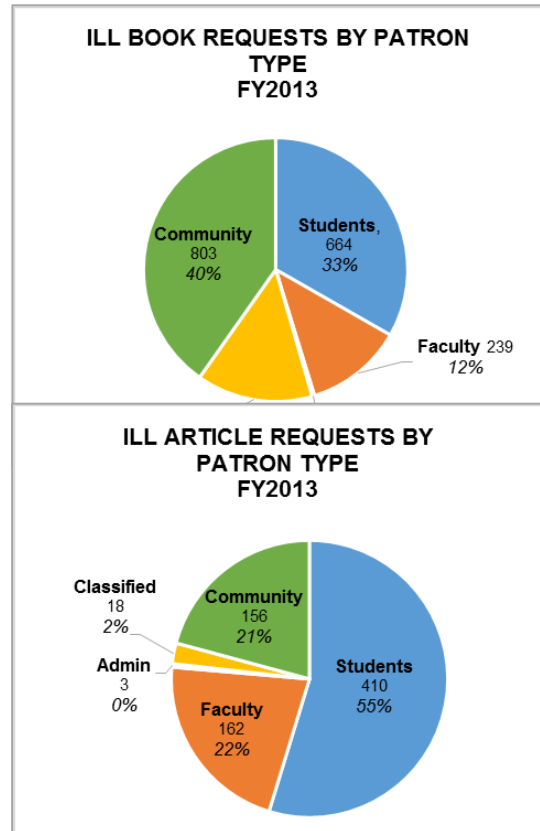


BORROWERS

The demand for interlibrary loaned materials can reveal a variety of things about a collection's strengths and weakness. In a thoughtfully developed collection, these factors are by design. The following two graphs show the amount of borrowing done on behalf of different patron groups in FY2013. From the data, we can see that all patron groups make use of this service.

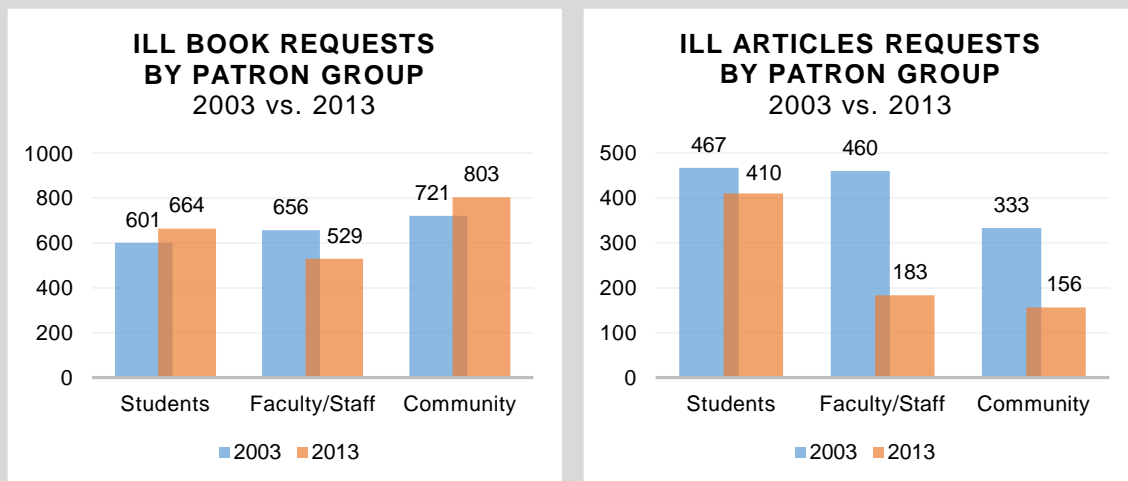
Students place the majority of requests for journal articles, which is consistent with patrons conducting research of a broad range with significant time constraints. Students do request many books but, most likely, because the COD book collection is of substantial size and developed specifically to anticipate student need, their demand in this area is not as great.

In contrast, community patrons do not demonstrate as high a level of need for journal articles but the demand for books outside the collection profile of an academic library is much greater, making up 41% of all books borrowed in FY2013. Faculty/staff borrowing of books and articles by percentage is about the same. And not surprisingly, the amount of COD owned materials circulated to faculty and staff is also about 25%.



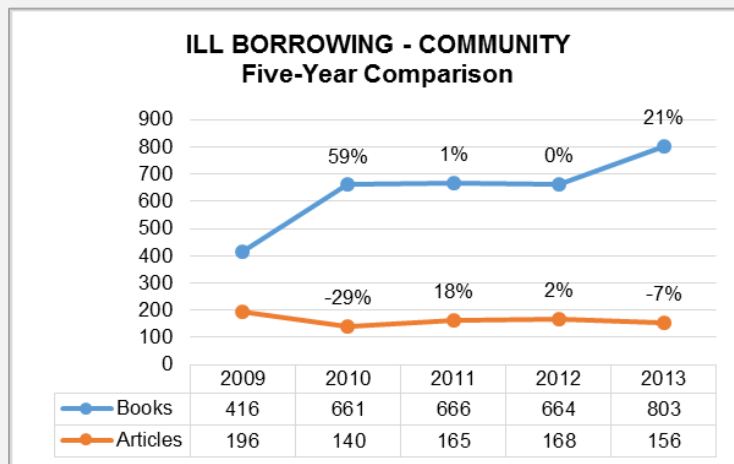
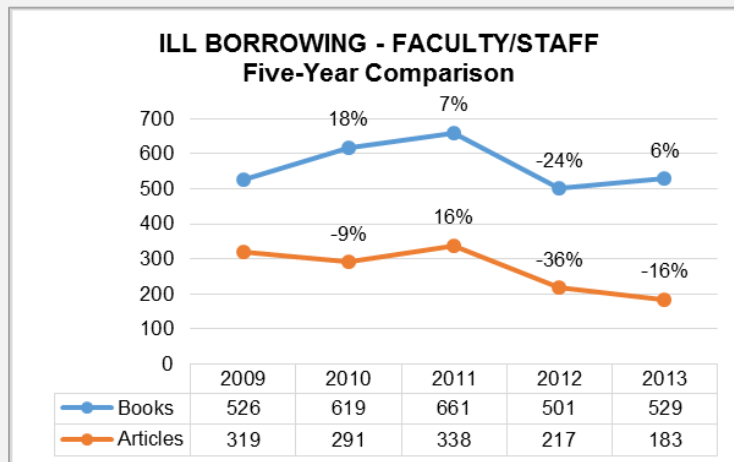
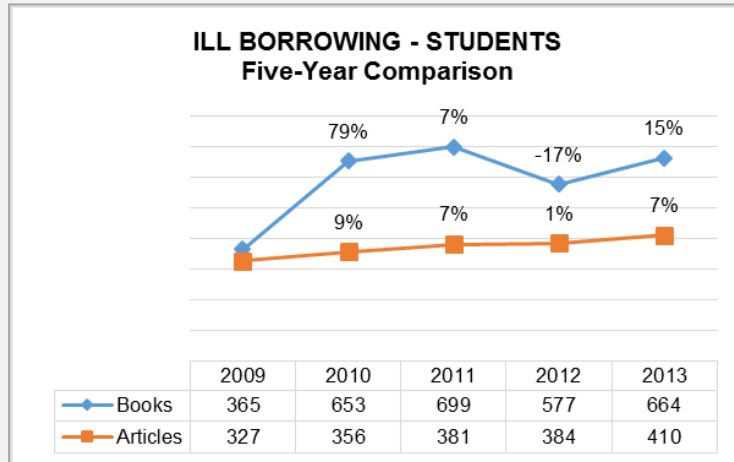
A Look Back

A look at borrowing for each patron group ten years ago compared to the presents shows some relatively consistent data and a few changes worthy of note. Faculty borrowing of books and articles is down, but far more significantly in terms of articles. There are a number of possible reasons for this decline, including increased access to journal articles through COD databases, the emergence of open access journals, and less demand. Community borrowing of articles is also half of what it was in FY2003. The same reasons could be true for community borrowers, yet without a detailed profile of this incredibly diverse patron group speculating on this change is somewhat specious.



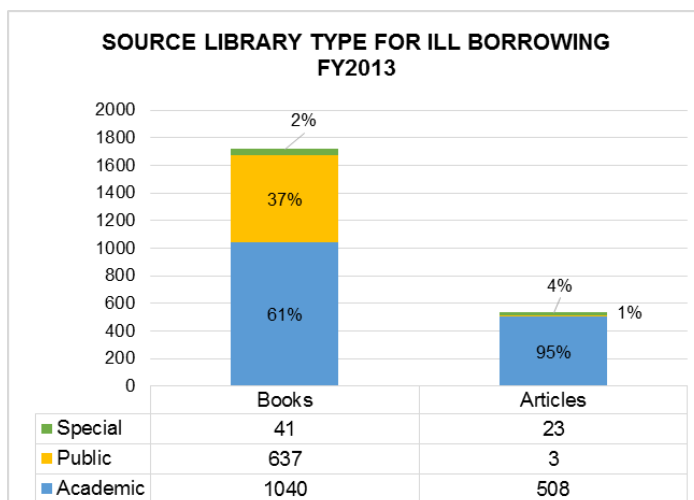
The Five Year Trend

A five-year comparison of borrowing trends for each patron group demonstrates that student and community demand for interlibrary loaned journal articles is fairly stable, while faculty/staff demand is trending downward, further corroborating the ten year comparison data. There is an increasing demand for books among student and community borrowers, while faculty/staff demand for books has fluctuated but is also trending upward.

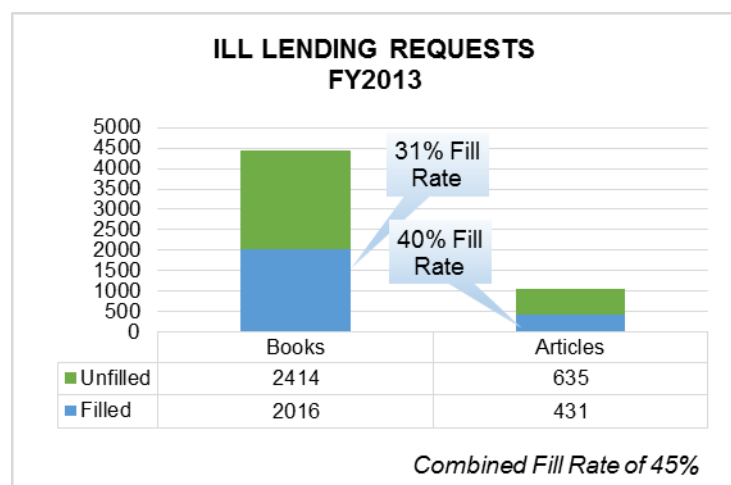


Supplying Libraries

The data collected about which type of library fills COD patrons' requests reveals that the majority of books and articles needed are owned by other academic libraries. In the case of articles, they are almost exclusively provided by academic libraries. Because the COD Library does serve the general public, it is not surprising that 37% of requested books come from public libraries. The small percentage of materials received from special libraries reflects the fact that COD patrons rarely require specialized research materials.



LENDING



Processing requests for COD-owned items to be loaned to other libraries accounts for 67% of all ILL transactions; however, more than half of all requests made by other libraries are unfilled. Common reasons for unfilled requests include unavailability, non-circulating status or, in the case of article requests, the journal is not locally owned and therefore the legality of loaning the item is questionable. Books comprise the majority of items provided each year. In FY2013 they comprised 82% of all lending.

RECIPROCAL BORROWING

The other way that COD extends access to resources for students, faculty and staff, is through a reciprocal borrowing agreement between five area academic libraries, which includes Benedictine University, Elmhurst College, North Central College, Wheaton College and College of DuPage. This agreement allows COD students and employees to visit these libraries and borrow materials in person. Having direct borrowing privileges allows COD affiliates to take full advantage of the unique collections each institution has to offer and can provide an additional place to study closer to home or work. Actual borrowing of COD materials through this arrangement has always been incredibly minimal. In FY2013, 25 items were loaned. However, the number of COD community borrowers that are affiliated with one of these schools is unknown, so it is possible that COD is contributing to this reciprocal arrangement in a way that is undocumented. No statistics are shared among the partner schools so the overall efficacy of the agreement is indeterminate. The Library's future membership in I-SHARE will also render these agreements unnecessary because all four partner institutions are already I-SHARE members and this arrangement will far exceed the terms of the existing partnership.

Collection Discovery and Access

In essence, all library work contributes to creating access. Everything from showing a patron the location of an item, identifying where it could be found, establishing an account that authenticates off-campus database access, or even properly reshelving books could be included in this definition. However, the foundation that makes all kinds of library discovery and access possible is the work of catalogers, electronic resource and systems librarians, acquisitions, periodicals and collection management experts.

NOTABLE IN 2013

Technical Services staff and operations were relocated to West campus in the Open Campus Center (OCC) building from their former temporary location in the Academic Computing Center as renovation of the SRC Building took place. Service and communication challenges were successfully met and delivery of newly cataloged items was facilitated by the College's Warehouse.

The new security gates installed as part of the renovation prompted the phasing out of tattletape strips and switching to custom RFID security tags that store machine-readable barcode information. Technical Services began applying them to newly cataloged items and Circulation Services retagged items in the existing collection.

In addition to these physical changes, the Library implemented Mercury Commerce, the College's electronic financial system, and Details Online P-card procurement system both of which needed to be coordinated with the internal Library acquisitions system.

Statistics on withdrawn materials are once again high due to the continued efforts in weeding the collection. Subject librarians weeded over 7,800 volumes from the General and Reference collections in FY2013.

CATALOG INTERFACE



Preparations are underway to join the CARLI (Consortium of Academic and Research Libraries in Illinois) I-SHARE catalog in FY2014. This change will mean moving from onsite management of the catalog to participation in a union catalog that includes the holdings of over 85 academic libraries in Illinois. This move from Innovative's Millennium integrated library system to Voyager (now owned by ExLibris), represents a significant amount of planning and preparation for Technical Services, web and systems librarians. Additionally, COD has opted to add an additional discovery layer to the new catalog through WorldCat Local which requires even more planning.



ELECTRONIC RESOURCES

Because of the continuing cost and work required to maintain access to electronic resources, this process involves purchasing recommendations from subject selectors, contract management and technical support from the Electronic Resources Librarian and database maintenance and cataloging from Technical Services. In FY2013, this required the download of over 3,700 vendor-supplied E-book records and over 2,500 E-book and streaming media records added or reloaded. Individually purchased electronic titles are cataloged within the mainstream workflow.

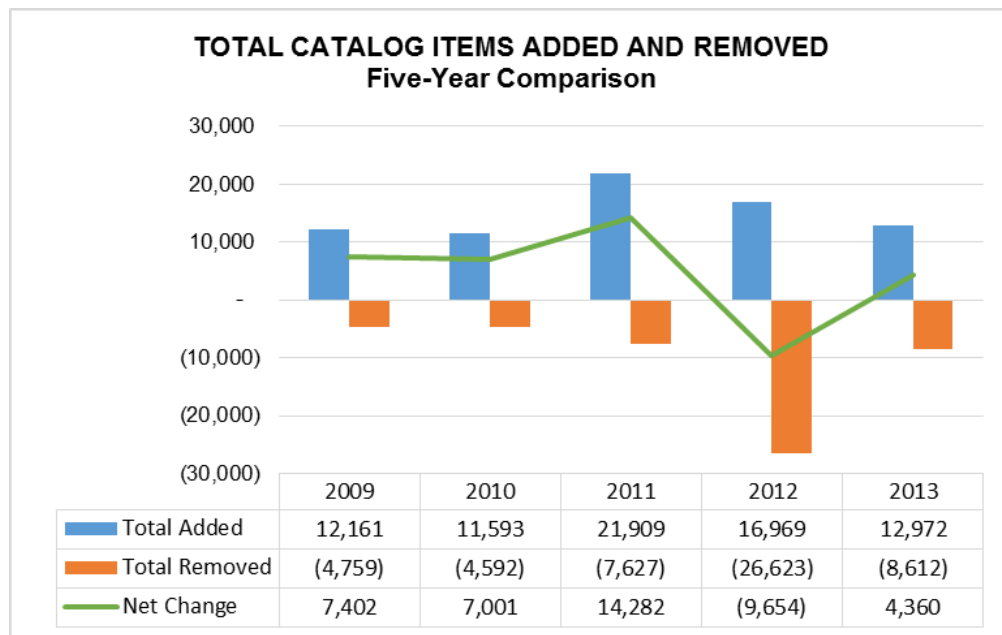
The Library continues to maintain the latest access technologies and is constantly reviewing methods for connecting patrons with online resources through capitalizing on openURL, DOI pathways, improvements to cataloging and metadata, and improved reporting on collection usage.

CATALOGING

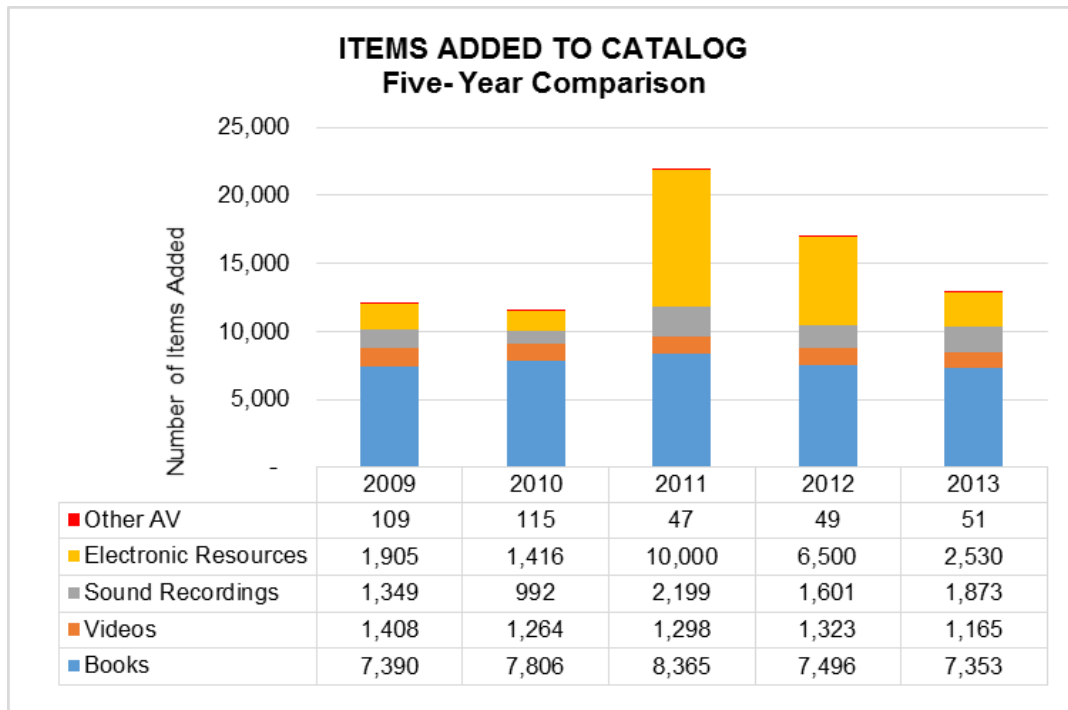
<i>Collection Snapshot FY2013</i>	
227,850	Books
15,450	E-books
6,500	Bound Periodicals
465	Current Periodical Subscriptions
15	Newspaper Subscriptions
45,000	Microfiche
12,600	Microfilm
2,000	Computer Software
21,150	Sound Recordings/ Audiobooks
28,200	Videorecordings (VHS & DVD)
1,005	Streaming Media
2,000	Other AV Materials (models, kits, etc.)

The Collection Snapshot demonstrates the size and diversity of the collection as it is represented in the Library catalog. COD Library patrons have access to even more content electronically than these numbers represent as E-resource content is also available via databases and provider websites and portals.

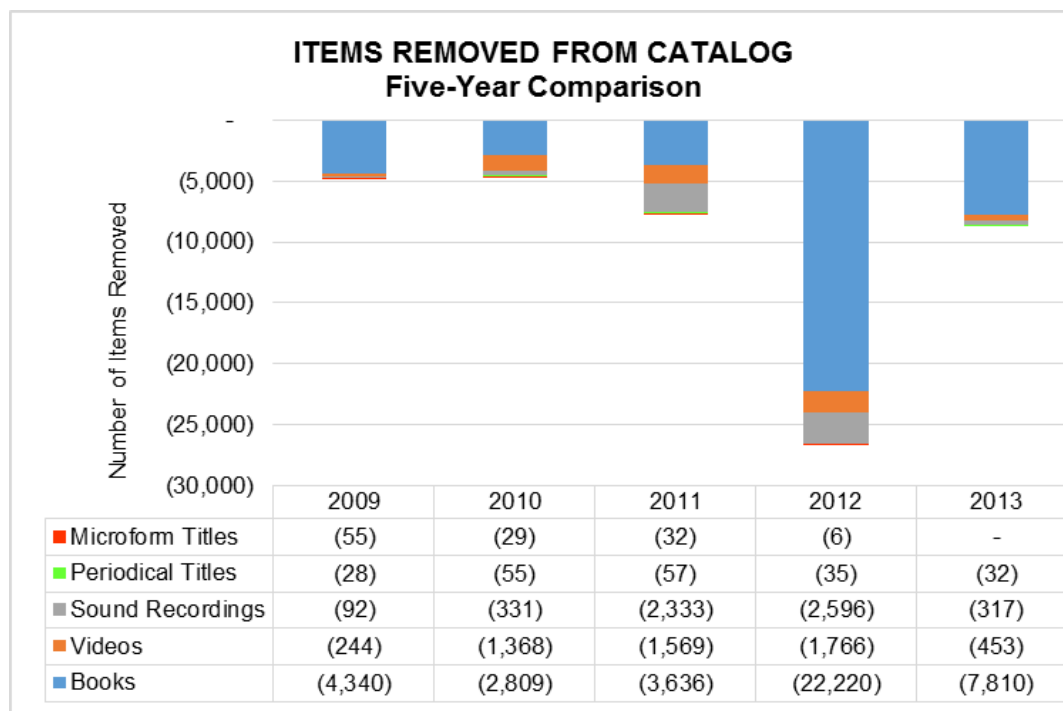
As the following graph illustrates, items are consistently added and removed from the catalog each year, with more items being added than removed, except in FY2012 when the Library undertook a major collection weeding project.



Additions are made in every format each year, with books comprising the largest category of acquisitions. Recent years have seen significant electronic resource acquisitions. Many of these items are streaming videos and E-books that are fully described and accessible through the catalog.



Although thousands of books are weeded from the collection each year, the magnitude varies annually. In some years a significant number of sound recordings and videos have been removed and in other years they are left untouched. This fluctuation reflects the project-based nature of weeding at COD in the past.



ACQUISITIONS AND PERIODICALS MANAGEMENT

Acquisitions management involves the procurement and processing of purchased and gifted materials for the Library. As documented above, a total of 12,972 items were added to the catalog in FY2013. 150 gift items were reviewed for inclusion in the collection. The College instituted a new invoicing system in the summer of 2013, but despite this change and the ongoing challenges (using Mercury Commerce, the College's electronic financial system, and Details Online P-card procurement system) all critical benchmarks for success in acquisitions management were still met, including:

- the collection budget being spent and accurately accounted with no outstanding encumbrances;
- holding down average costs due to a diligent acquisitions process making full use of Internet price comparisons and discounts from primary vendors.

The effective management of periodicals is an ongoing effort to document usage and cost, which enables fiscally responsible collection development decisions. In order to accomplish this, several reports are generated annually, including:

- review of subscriptions, identifying price fluctuations, and full text or PDF coverage in databases,
- usage statistics, and
- documenting justifications for major purchases

DATABASE MAINTENANCE

Database maintenance encompass tasks ranging from the routine to the complex. Basic tasks include making location or call number changes, correcting typographical errors and updating URLs. Periodical and microfilm records are updated to reflect subscription and holdings changes. Maintenance also refers to adding access points and cross references for series, subjects and names as well as adding selected tables of contents, abstracts or summaries, and system requirement notes for accompanying software, which makes the Library catalog richer and more useful for patrons. Over 8,000 updates were documented in FY2013, including 6,901 updates and corrections and 1,278 verifications of headings and new entries.

Goal 3: Environment

Provide an environment conducive to individual and collaborative research and study.

“Library as Place”

Patrons come to the Library seeking materials to checkout or use onsite, for access to computer and printing equipment, to study, or to simply read and rest quietly. Located in the Student Resource Center, the Library is situated at the heart of campus and comprises 108,000 square feet on two levels. The Library boasts study seating for 500+ divided into study zones and includes group study/media viewing rooms, space for a collection of 228,000 volumes, classrooms, and offices and workspace for a staff of 70. The facility is open to all, students and staff of the College, as well as residents of the District over the age of 16 are eligible for a Library card.

NOTABLE IN 2013

In 2013 the College began a complete renovation of the Library that left very few areas unaltered. The new space will provide more modern, flexible public areas, and more efficient and effective use of staff workspace. New security gates with “smart” features were installed as part of renovations. The Library website was also “renovated” in FY2013 with a patron-centered design and improved content management system.



Source: Architectural Rendering by Loebel, Schlossman and Hackl: Upper Level South Study Area



Library Renovation Construction Report

Final plans for the first phase of construction of the Library renovation project were largely in place at the start of FY2013. The upper level of the Library closed in early August, at the end of the summer term, for the renovation of the 3rd floor. The renovation involved the complete removal of staff, furniture and existing infrastructure and rebuilding the HVAC, electrical, plumbing, network wiring, interior walls, ceilings and floors from the framework up. The architectural firm of Loeb, Schlossman and Hackl designed

the space with Mortenson Construction serving as contractor.

The Library worked diligently to maintain access to collections and services throughout the project with no interruptions in service to patrons. 3MD Relocation Services performed the move with coordination by Legat Architects. The entire move took more than four weeks, with the move of the General Collection to OCC taking the bulk of that time. To accommodate staff and some collections on the lower level, the Reference and Current Periodicals collections were condensed, opening additional floor space. The Music, Juvenile and CCIC collections moved to the lower level for this phase. Tables and carrels were also added to the lower level to provide as much user seating as the space would allow. Two Library classrooms and three group viewing rooms were converted to offices for Library Administration, one full-time faculty member and part-time faculty members. The remaining full-time faculty members moved to offices in other campus buildings. The Technical Services department moved into office space in the Academic Computing Center, and Archives and the Office of Instructional Design moved to OCC.

The Library's General Collection of approximately 200,000 volumes was moved into three rooms in OCC and one room in K Building. Because of the limited space to house the collection, the shelves were loaded to their fullest capacity, with no room for adding new books, and aisles were narrow. Books from the General Collection were out of circulation for no more than a few days as they were packed, moved and unpacked in the new location in a rolling process. The stacks in OCC were closed to the public because of the cramped conditions. The Circulation department opened an annex office in OCC to page books for patrons, either on demand or through the catalog's request feature. Patrons had the option of receiving the books in OCC or at the main library, and the warehouse made two trips daily to deliver books between the two locations.

While there was some occasional noise from the upper level construction site, environmental conditions on the lower level of the main Library were largely unaffected by the construction process. Library patrons and staff adapted to the changing conditions, and operations proceeded smoothly.

Construction on the upper level of the library finished ahead of schedule, and at the end of April 2013, it reopened and the lower level was cleared to begin Phase 2 of the project. While it was challenging to move materials and staff in the middle of the busy spring semester, the Library again provided uninterrupted service to patrons. In this phase librarians, Administration, CCIC, and LTA moved into their permanent offices. Circulation, Periodicals and CSPS moved to the upper level, and Technical Services moved to OCC. Two classrooms were available for use in the Library in this phase, and 13 group study rooms opened. A third classroom was converted into a public computing lab, and with the addition of public computers near CCIC, more than 70 public computers were available.

The General Collection returned from OCC and was shelved on one third fewer shelves than it had originally occupied, opening up a considerable amount of square footage for greatly needed study space. The Bound Periodicals, Music, Juvenile and CCIC collections also were shelved in their permanent locations. Collections from the lower level moved upstairs to remain accessible during Phase 2. These collections included Reference, Current Periodicals and Newspapers, New Books, Popular Movies, Graphic Novels, Paperbacks and Audiobooks.

~ Rebecca Cremin, Library Coordinator

Traffic

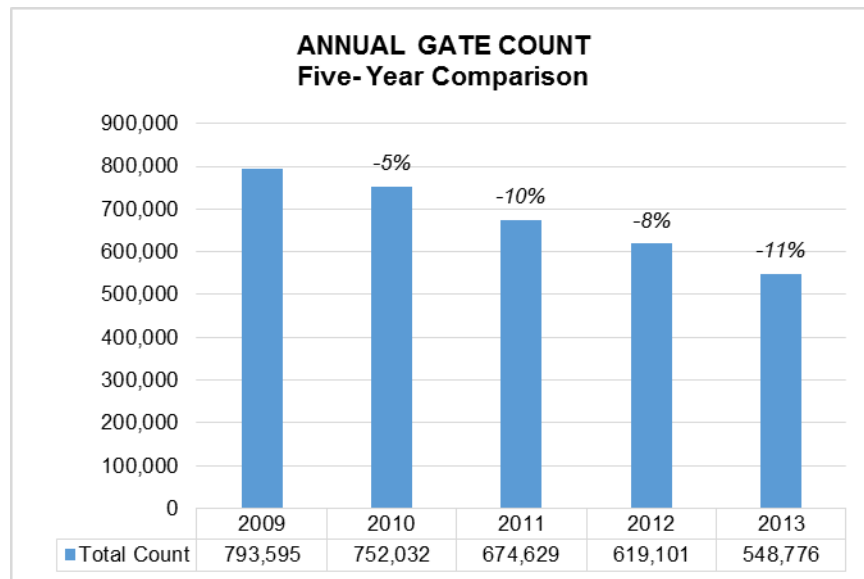
HOURS OF OPERATION

REGULAR HOURS OF OPERATION	
Monday – Thursday	7:30 a.m. – 10:00 p.m.
Friday	7:30 a.m. – 4:30 p.m.
Saturday	9:00 a.m. – 4:30 p.m.
Sunday	2:00 p.m. – 6:00 p.m.

The Library is open and all public services are available 81 hours per week, plus an additional few hours during evenings and on Sunday the two weeks prior to finals. Hours of operation have been stable for the past five years. The COD Library hours are more than the average public library, less than the average academic library, and slightly more than most community college libraries.

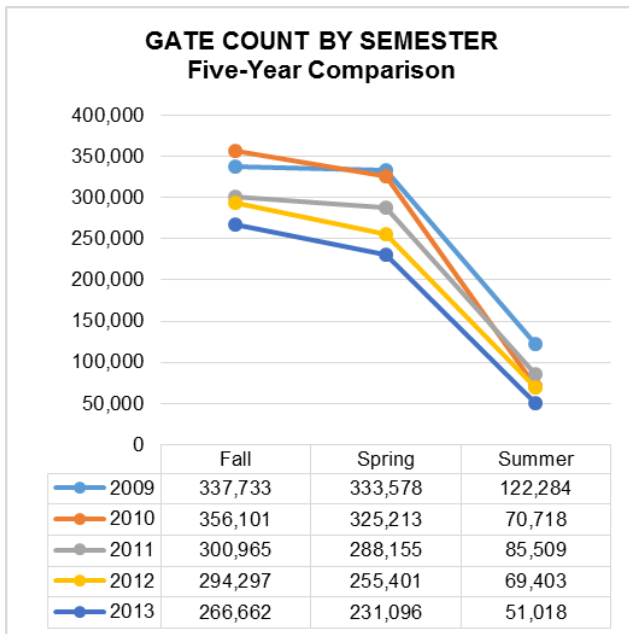
GATE COUNT

Total gate count for FY2013 decreased 11.3% from FY2012. This number is not disappointing considering that the Library was under construction with only one floor open at a time for most of the year and counting was disabled for several weeks while the new security gates were installed. In addition to construction related variances, gate count has always been a relative indicator of the number of patrons who exit the Library because multiple people exiting together are counted as one person. A more accurate count can be as much as three times the number indicated for a given time interval.



Fall gate count (266,662) reflects traffic while only the lower level of the Library was open and collections were off-site. Spring semester count (231,096) dropped 13% conforming to the longstanding trend of reduced gate counts after Fall term. During this period, the lower level closed for construction restricting Library operations to the upper level. Study space was more abundant but with a reduced number of public computers available and no count being taken during installation of the new gates. The Summer

2013 gate count (51,018) was also lower, an established trend that correlates with fewer classes being offered and fewer days open (as of FY2010 the Library is closed on Friday and Saturday during Summer term). Spring gate counts are typically 4-13% lower than Fall; Summer gate counts plummet as far as 60-80% as demonstrated in the following five-year comparison. This was further exacerbated this fiscal year by the continuing construction.



Space

STUDY ZONES

Collaborative Study

- Active learning
- Converse in normal tones
- Short cell phone conversations permitted
- Phone set to "vibrate" or "manners" mode

Quiet Study

- Occasional quiet discussion
- No prolonged conversations
- Cell phone usage not permitted

Silent Study

- Strictly for silent study
- No conversations
- No cell phones

The Library is organized into three distinct study zones that reflect the various ways that patrons study: collaborative, quiet and silent. Maintaining these zones is essential to supporting student learning at COD. Students are expected to work collaboratively on many assignments, such as performing research, creating presentations and examining models. Study rooms and collaborative study areas are intended to accommodate their needs. Quiet study zones are modeled on the traditionally hushed library environment. Patrons work in groups and independently, but with minimal interaction. Silent zones are strictly enforced to create the most undisrupted study environment possible given



the open nature of the Library’s design. A designated silent room equipped with study carrels is also available and is intended to be the most noise restrictive space in the Library. Furniture configurations throughout the Library include individual and group seating at tables or in lounge chairs, group seating in private study rooms, study carrels in the quiet and silent zones, and computer workstations at tables.

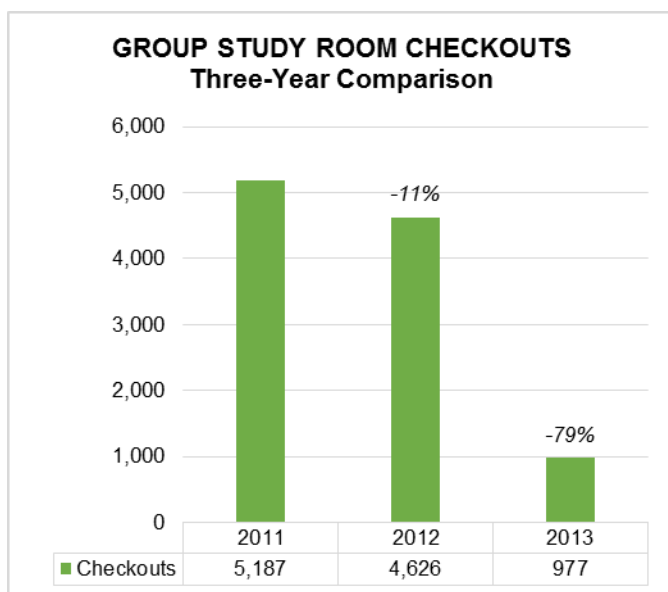
Space limitations during construction afforded patrons less variety in study zones. Typically there were fewer “quiet” and “silent” areas available, so an effort was made to keep all of the “collaborative” space relatively quiet.

GROUP STUDY ROOMS

Group study rooms are a high demand resource and they were expanded and enhanced as part of the renovations. At the beginning of FY2013 (July 2012), the Library maintained 8 study rooms until construction began on the upper level of the Library in early August. For the next nine months, no study rooms were available. In late April 2013, the Library reopened the upper level which included 18 group study rooms, 14 of which were available immediately for patron use. The remaining rooms were used to house reserve collections, offices and storage while Library operations continued to be limited to one level well into FY2014.

The new group study rooms offer varied collaborative spaces and related technology. These rooms are available to all Library card holders and can accommodate groups from 2-12. Each room is designed to facilitate different types of collaboration and research, from conferencing to traditional study to online collaboration and research, these spaces can support many group sizes, processes and dynamics. In their first four months of use, they have become vibrant student work areas.

As would be expected, group study room usage decreased dramatically during FY2013. The 977 checkouts in FY2013 represent a 79% decrease from last year. Checkouts by patron type are not tracked systematically, but anecdotally, students remain the largest user group of this resource. During peak study hours, demand for group study rooms has traditionally been very high, and student groups are often turned away or denied renewals. The rooms added in the remodeling should help satisfy this demand.



LIBRARY CLASSROOMS

Library classrooms are in high demand primarily due to heavy use by librarians teaching course-based instruction. At peak times of the semester (which can extend to 10 weeks), their use is almost constant. In this busy period, classes need to be moved to different times or places outside the Library to accommodate this demand. During FY2013, the maximum number of classes offered was greatly inhibited by the reduced numbers of Library classrooms available. In order to mitigate this circumstance, librarians moved the SOS workshops to an online format to allow this program to continue. During Spring term, when the lower level was closed, classroom space was maximized by setting up laptops in the new LTA classroom, which was designed to be a demonstration only classroom.

Resources

COMPUTING AND REPRODUCTION SERVICES

❖ Desktop Computer Workstations

The Library regularly maintains 115 computing workstations open to all patrons and accessible workstations with devoted printers. Only 70 stations were available during phase two of construction (Spring/Summer 2013).

❖ Laptops

24 laptops networked for printing are available to students for in Library use.

❖ iPads

Several iPad tablet computers were introduced for student in-library use in Summer 2013.



❖ Wireless Networking

Library Administration continued to work with the Office of Information Technology to increase the Library's wireless network capacity.

❖ Copiers and Printers

The Library maintains black & white and color copy machines and printers.

❖ Microform Equipment

Microform readers/printers are available on both levels of the Library.

❖ Scanners

Flatbed scanners are available at priority workstations.

STUDY TOOLS

The Library makes a concerted effort to provide any resources and equipment that enable student success. To that end, a wide variety of items may be checked out by patrons including the following:

- Headphones
- Calculators
- Cameras
- "Flip" videocameras
- VCR/ DVD players
- Dry erase markers
- USB connecting cords

Audiovisual materials may be viewed in the study rooms or at individual audiovisual carrels. Additional resources may be checked out by faculty to support teaching and learning such as voice recorders, laser pointers and clickers. Complimentary phone charging and water bottle refilling stations are found throughout the building.

Online Presence

WEBSITE



With an average of over 6,500 page views per day, the Library's web presence is large and robust. With the trend toward online only and hybrid instruction models, as well as growth in the collection of electronic resources, the virtual front door of the Library becomes more relevant and real each year. Increasingly, the Library website mirrors the physical library as electronic resource collections have grown in number and proportion to physical resources, and as interactive features and services are increasingly added to the site.

Students

Get Library cards, do research, and more...

Faculty & Staff

Information Literacy, reserves, equipment, and more...

Community Members

Services for District 502 residents

In FY2013, the Library launched a completely redesigned and rebuilt website. The culmination of a two year development project, the new site is based on the results of focus group studies, user interviews and observations, and heuristic analysis. Patrons were overwhelmed by navigation options on the old homepage and had a difficult time finding information and services based on their particular needs (i.e. students, faculty, and community members). There were also inconsistencies among research guides making it difficult to use guides from different disciplines. The new site directs users toward desired information through a more obvious and streamlined drill-down method instead of the "kitchen sink" approach where all options are listed at once. The redesign necessitated the revision of hundreds of specific research guides and other key pages, resulting in tools that enable more effective, direct support for student learning and indirect support through improved reference services.



In addition to the new design, the underlying content management system that runs the Library website was replaced with Drupal. The new system gives Library staff a more powerful and flexible interface for designing and publishing a variety of web content and will improve consistency throughout the research guides. The new system also makes it easier to make global changes to the site interface and functionality so design updates can rapidly respond to evolving needs. A new analytics reporting system will also allow the Library to capture more meaningful statistics about site usage.

Although no statistics were available for FY2013 due to the new website rollout, it is expected that they were much the same as the previous year, if not greater. During the approximate period of FY2012, the various domains that make up the Library website had a total of 918,777 site visits and 2,273,830 page views of over 3,500 static and dynamic web pages. This translates into over 6,572 page views per day. These numbers reflect the combined views of the Library's varied online content types including static web pages, wiki and blog entries, Drupal content, and content created by the Library's custom content management systems.

SOCIAL MEDIA

The Library continues to maintain a social media presence through Facebook, Twitter, YouTube and a Library blog. In FY2013, the Library Facebook page gained 174 followers bringing the total number of "Likes" to 937. Twitter followers increased slightly from 170 to 189. The blog, which includes regular contributions from many COD Librarians, enables the promotion of services and resources as well as contributions to the intellectual and cultural life of the College community.

Goal 4: Public Service

Deliver reference and information services that support the College's academic curriculum and programs and promote lifelong learning throughout the College community.

“Making it Personal”

The College of DuPage Library has a number of service points and multiple work teams with specialized duties to staff them. As articulated in the COD Library Philosophy of Service, access to appropriate and knowledgeable staff and fully functioning equipment is a core principle held by Library service teams.

The Library scored high on the most recent College of DuPage Graduate Survey conducted by the Research and Analytics Department. 97% of respondents were very satisfied or somewhat satisfied with the Library's services. This follows positive results on this survey for the past 10 years. The fact that the students polled rated Library services high in this particular year speaks to our efforts not to let service deteriorate despite physical challenges during construction.



Circulation

- *patron accounts*
- *checking in/out of library resources, group study rooms, study tools and computers*
- *equipment bookings and delivery*
- *processing and providing access to interlibrary loans*
- *management and access to reserve collections*
- *answering the main Library phone*
- *processing all monetary transactions*

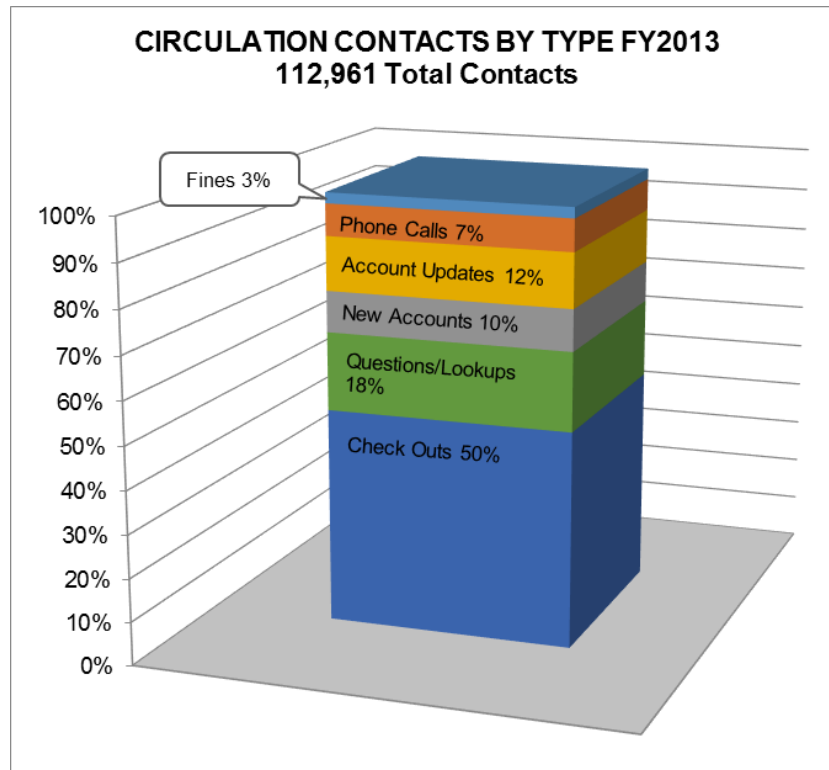
NOTABLE IN 2013

The Circulation Staff was nominated twice for the *I Am COD Group/Team Award*. The first nomination was for their work during renovation while in the OCC building. While in that remote location the physical collection was not accessible to patrons, so circulation staff pulled over 23,891 requested items. They were also nominated for completing a five month long RFID tagging project. Staff members tagged approximately 282,000 items. The RFID tags will allow us to improve our efficiency by maintaining the Library's collection more accurately than ever before.

Circulation staff members also learned to work with a remote server, a digital library assistant, new security gates and new software. Gathering statistics for FY2013 was complicated by the Library renovation.

TYPES OF SERVICE

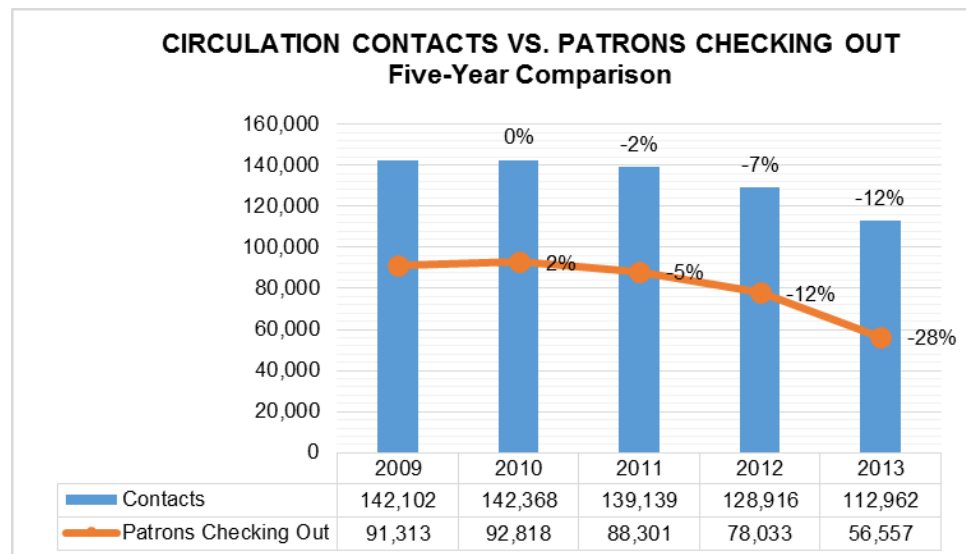
Patrons checking out materials accounted for the majority of total circulation contacts, with informational queries and patron account updates and additions accounting for most of the other contacts.



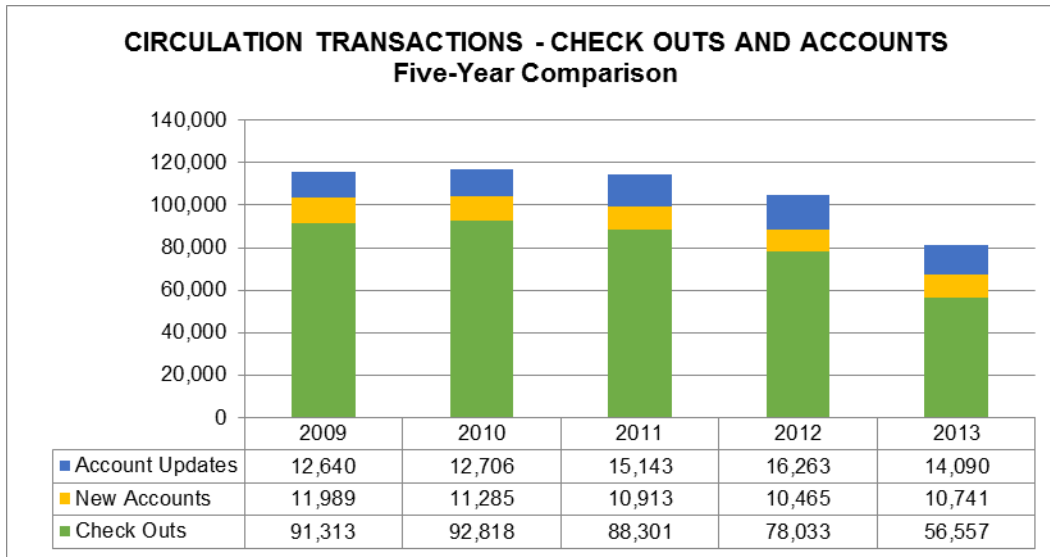
SERVICE VOLUME

The past five years have seen a decline in the number of total contacts made with patrons at Circulation Services as well as the actual number of patrons checking out materials from the Library, with materials checkout decreasing significantly in FY2013 (28% decrease). The factors influencing this declining trend are not clearly known but possible causes include: internal factors such as quality and usefulness of

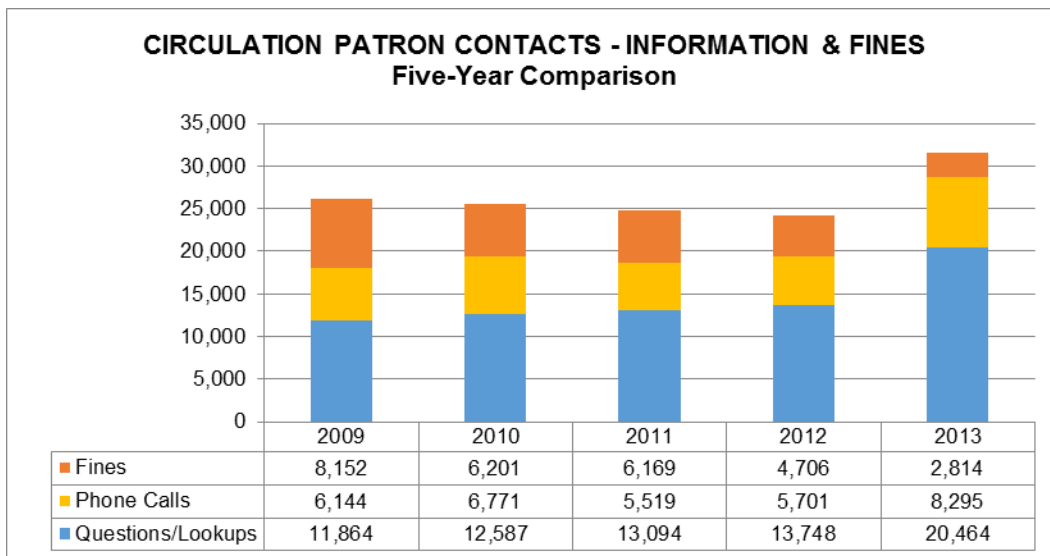
Library resources, external factors such as lower demand for Library resources as dictated by course assignments, or a technological shift preferring electronic sources to their physical counterparts as well as the greater availability of free, quality information resources via the Internet.

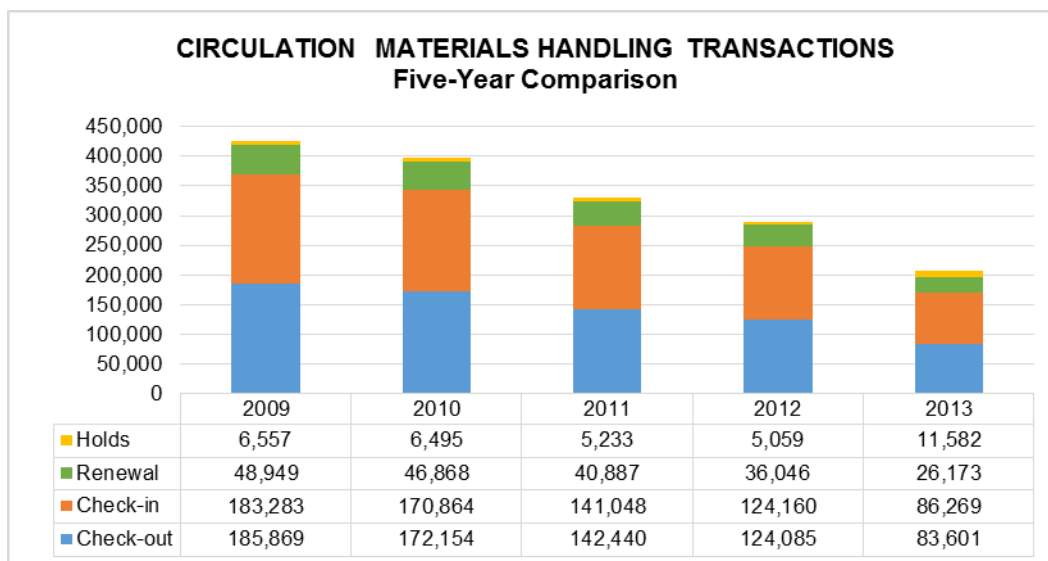


72% of all circulation patron contacts are related to checking out materials, adding patron accounts or performing updates to existing accounts. New account creation and updates are fairly consistent year to year. As noted above, there has been a significant decrease in the number of patrons checking out materials in recent years.

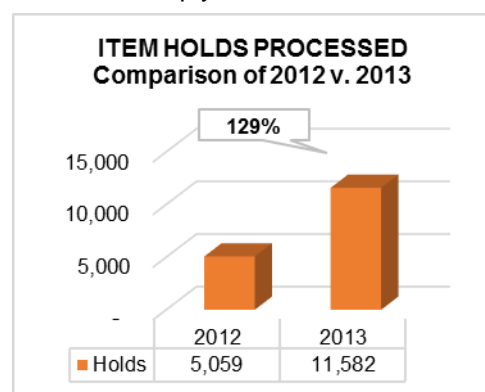


Some other circulation tasks have decreased while others have increased. The sudden spike in directional questions and look ups (49% increase) is mostly likely attributable to displaced collections and changes in service locations. Phone calls also increased by 46%. Processing fines (down 65% over the past five years) consumes less and less time of the Circulation staff each year due to much of the campus accounting processes being centralized.





Consistent with the reduced number of patrons checking out, the specific tasks associated with materials handling, such as check-ins, check-outs and renewals, also have declined sharply. Holds, however, increased by 129% in FY2013. This is directly the result of collections being located across campus in closed stacks for nine months, a time during which patrons regularly called or electronically requested that materials be set aside for them to pick up later. The completion of Library renovations and connection to Universal Borrowing through I-SHARE in FY2014 will undoubtedly play a role in the volume of future circulation contacts.



Reference

- *research information and support including use of catalogs, databases, research guides, and formatting citations*
- *processing interlibrary loan requests*
- *library, campus and general information*
- *locating materials in the Library collection*
- *scheduling classrooms in coordination with teaching librarian*

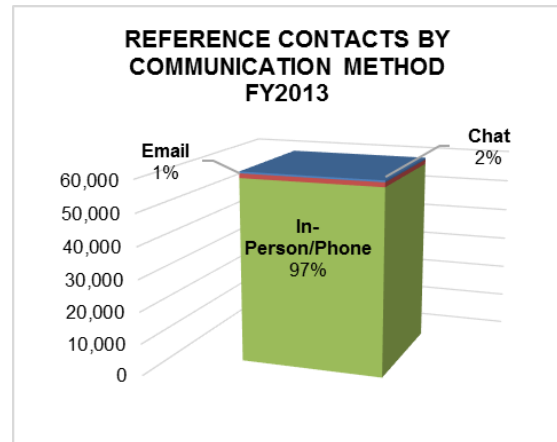
NOTABLE IN 2013

This was a year of planning, transition, and adapting to change in Reference as service was offered in a temporary environment. Developments were focused on maintaining service levels during construction, discussing policies and procedures related to the changes in the physical environment, and integrating the Reference work team. Planning efforts were focused on the physical environment for reference service in the renovated spaces opening first on the upper level at the end of FY2013 and in the following year on the lower level.

TYPES OF SERVICE

The Reference Service team is composed of full-time and part-time librarians and reference assistants. Interactions with patrons occur in person, and by phone, email, text and chat. Reference service is offered during all hours of Library operation. During construction reference service was provided at one desk with up to four librarians and reference assistants staffing it during peak hours. As reference service is a natural extension of instruction, liaising with COD faculty and staff and community outreach, this activity also regularly occurs in Librarians' offices, throughout campus and beyond.

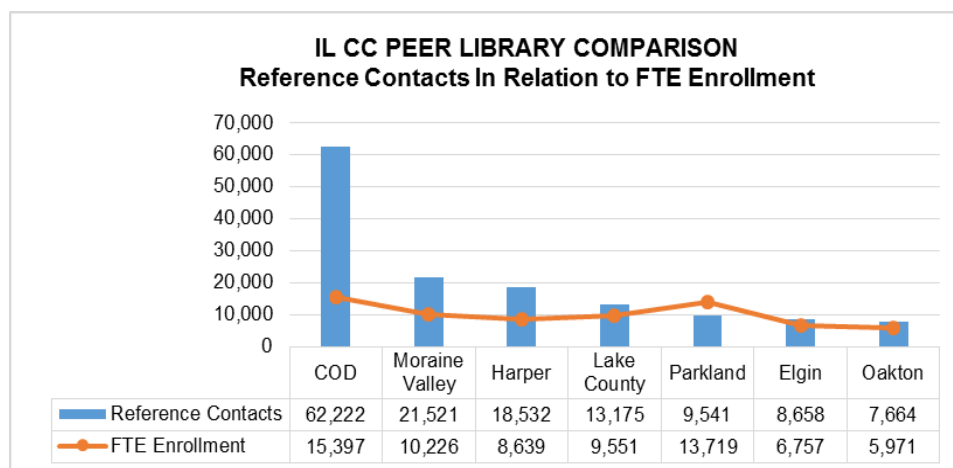
The upper level reference desk historically functioned as a service point for the College and Career Information Center (CCIC) staffed by CCIC assistants. Through a process of reorganization in FY2012, this unit was folded into the reference service team and the service point was transitioned to a full service reference desk. In FY2014 staff at both desks will be able to help students with all types of questions, and will spend time at each desk. This should provide more efficient help for our students who have college and career information questions.



The primary points of contact with patrons continue to be in person and by phone at the reference desk. Virtual service via chat and email makes up a small percentage of the total reference contacts but fills a critical role in serving the commuter student population of COD as well as Online College students. Chat has also proven to be an effective method for patrons in the Library to communicate with the Reference staff about research questions but also with requests to moderate the behavior of patrons using the space inappropriately.

PEER COMPARISON

By any standard, the COD Library has one of the busiest reference desks in the State of Illinois. 62,222 reference contacts were reported in FY2012, while the nearest comparative community college reported 21,521. COD has an FTE enrollment one to two times larger than its peers, but reference contacts are anywhere from three to eight times as voluminous.



Source: ACRLMetrics and ICCB

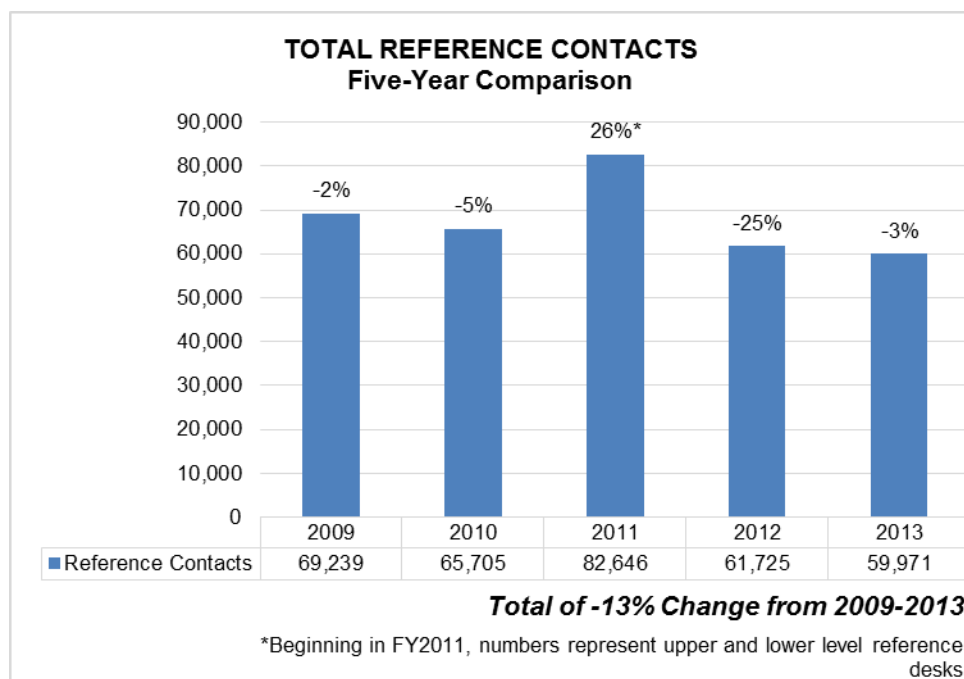
This number is not only significant among community colleges in the State, but places College of DuPage Library third among all reporting academic libraries statewide, behind University of Illinois at Urbana and Southern Illinois University.

REFERENCE CONTACTS COMPARISON FY2012 Illinois Colleges and Universities with Highest Reported Reference Contacts		
University of Illinois at Urbana	Doctorate	112,586
Southern Illinois University - Edwardsville	Masters/Professional	101,466
College of DuPage	Associates	62,222
Southern Illinois University, Carbondale	Doctorate	48,400
Eastern Illinois University	Masters/Professional	30,238
Northern Illinois University	Doctorate	28,988
Lewis University	Masters/Professional	25,862
University of Illinois at Chicago	Doctorate	25,132
Northeastern Illinois University	Masters/Professional	23,500
Northwestern University	Doctorate	23,444

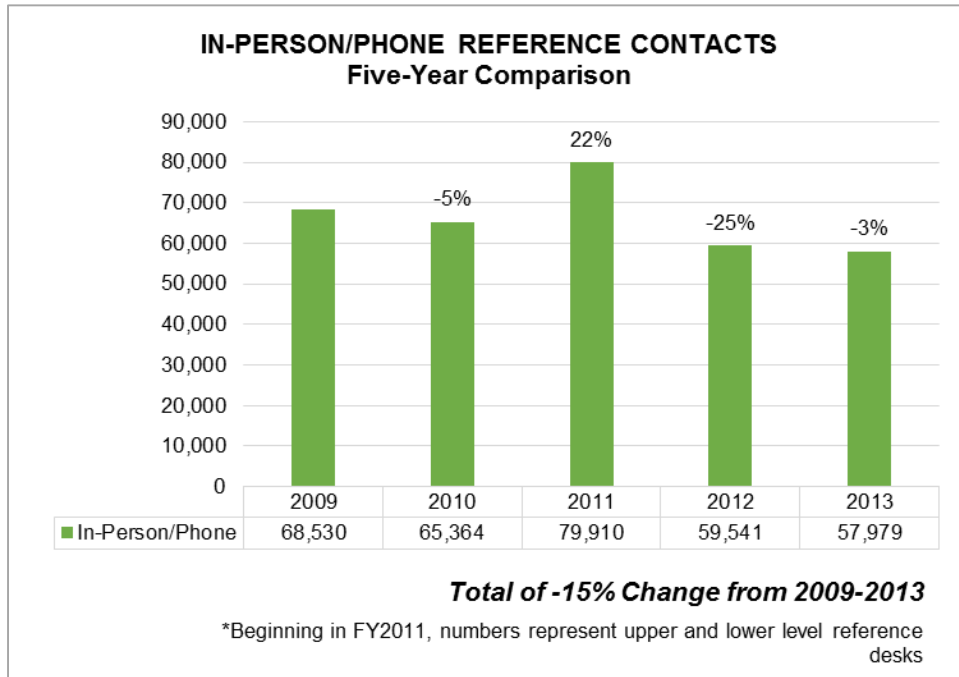
Source: ACRLMetrics

SERVICE VOLUME

In recent years, the trend in reference service has been in decline; FY2013 was no exception with the overall number of patron contacts down by 3%. With the reopening of the Library on both floors and COD enrollment increasing, FY2014 service numbers are anticipated to begin trending upward again.

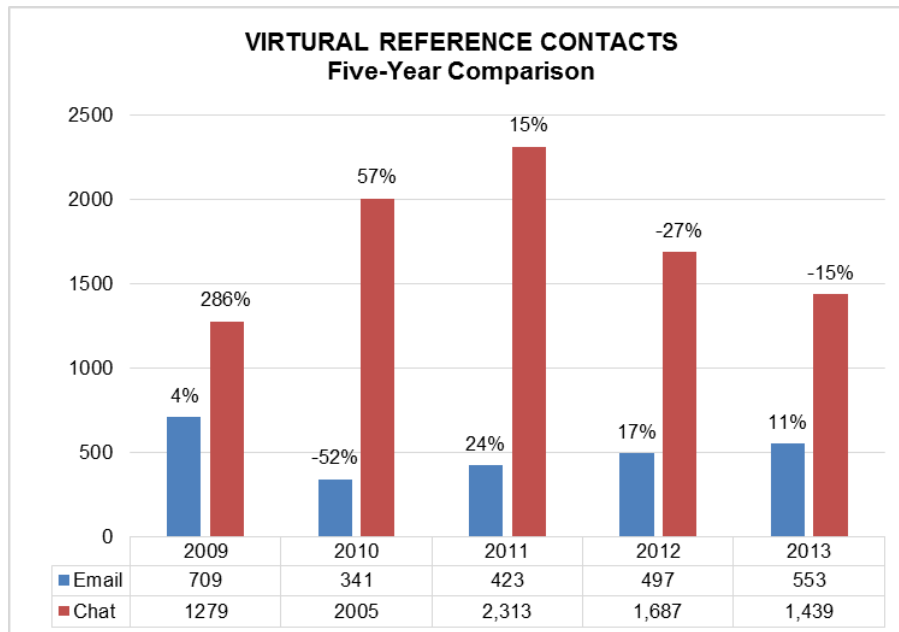


A statistical sampling method has been used for several years to generate an annual total for in-person/phone reference contacts. The fluctuations in reference contacts in-person/by phone match the pattern of total contacts because it composes such a large percentage of the whole.



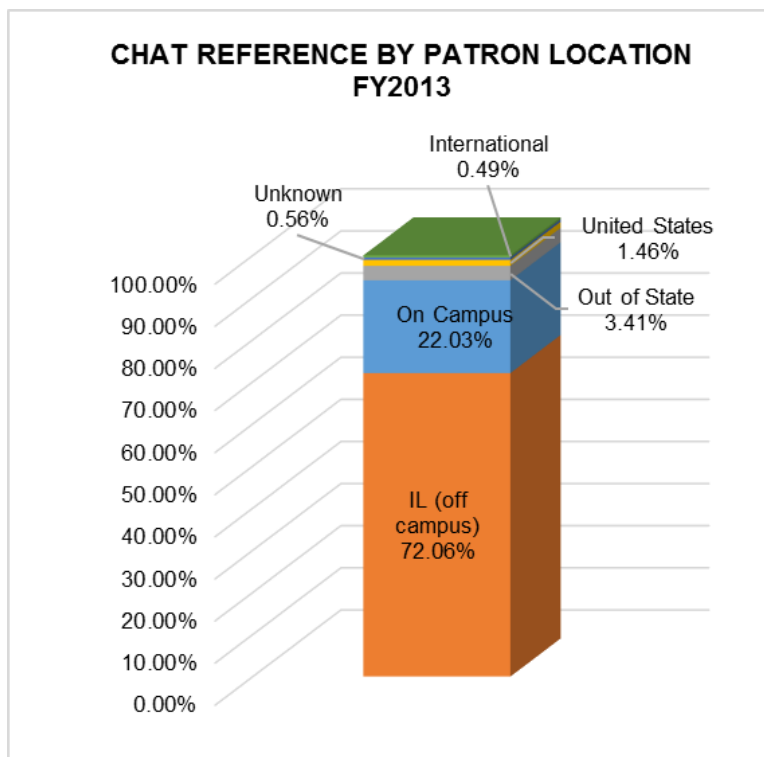
VIRTUAL REFERENCE SERVICE

Unlike in-person and phone contacts, virtual reference service totals are calculated from an actual count. The data on virtual reference service reveals a trend of steadily increasing email contacts over the past four years. Use of the chat service, however, has decreased sharply in recent years. Note: Email reference statistics for FY2012 are partial due to a data collection problem.



Location of Chat Reference Patrons

The details presented here are an analysis of the chat contacts initiated by patrons using the embedded chat widget found in numerous places on the Library website. Patrons who directly texted the reference desk are regrettably not included here. Of the 1,439 chat reference contacts that were initiated in FY2013, the majority came from patrons who were located off-campus but within the State (72.06%). On campus contacts accounted for another 22.06% of chat contacts. Approximately 5% of chat contacts were from patrons out of state or in another country.

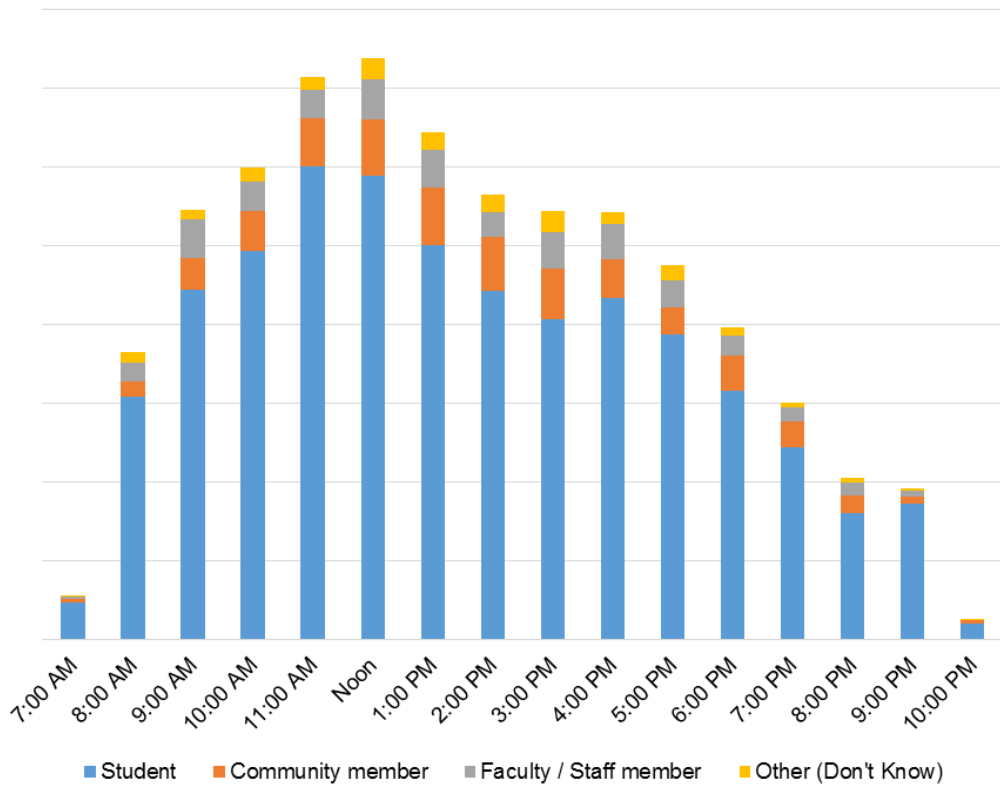


CONTACTS BY PATRON TYPE AND DURATION

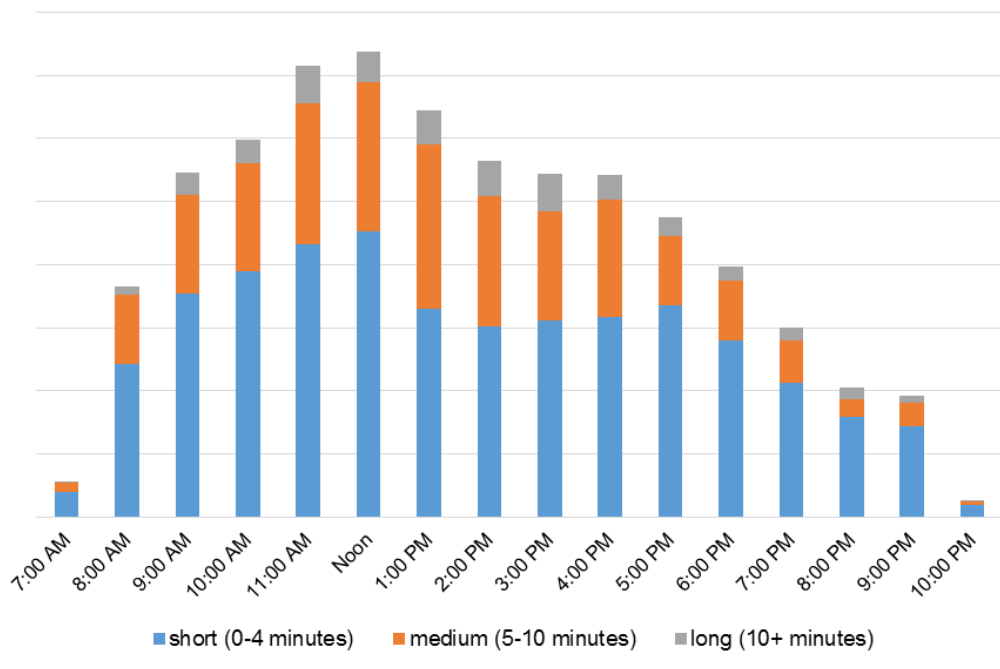
The system used to calculate in-person and phone reference contacts provides an hourly breakdown that can be analyzed by the characteristics gathered at the point of transaction such as service to particular patron groups and the length of reference contacts (short, medium and long). Because annual totals are derived through sampling and virtual reference transactions are not included, the reported results are inevitably approximate and should be considered only a rough measurement. However, it is interesting to note that student contacts are greatest in the late morning and community members make more frequent contacts in early afternoon and early evening. Faculty/staff contacts are relatively consistent throughout the day and anywhere from 2% to 5% of patrons are logged with an unknown patron type.

The majority (51-77%) of patron contacts at all times of day are short interactions that last less than five minutes. Contacts of medium length (5-10 minutes) occur with more frequency at mid-day. Longer patron contacts (10+ minutes) make up the smallest percentage of questions asked but are present at all hours of operation. A detailed version of the following graphs can be found in the Appendix (pg. 90).

IN PERSON AND PHONE REFERENCE CONTACTS BY PERCENTAGE
Patron Type by Hour of Service



IN PERSON AND PHONE REFERENCE CONTACTS BY PERCENTAGE
Duration of Patron Contact by Hour of Service



Computer Support and Printing Services

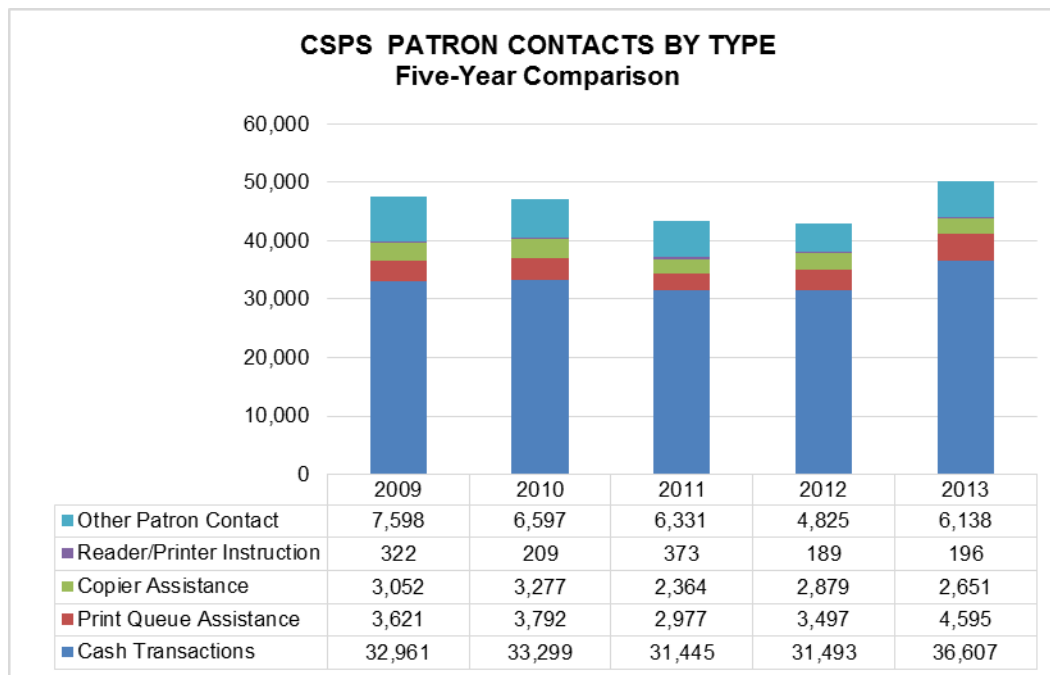
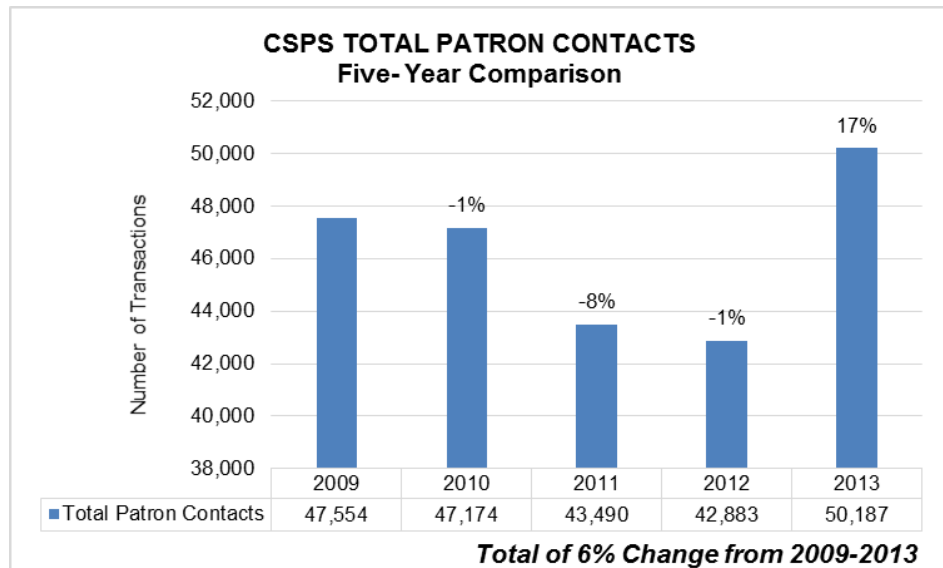
- facilitation of document production and duplication for Library patrons
- general computing support within the Library
- support for printing, photocopying, scanning, and microfilm/fiche reader usage and printing

NOTABLE IN 2013

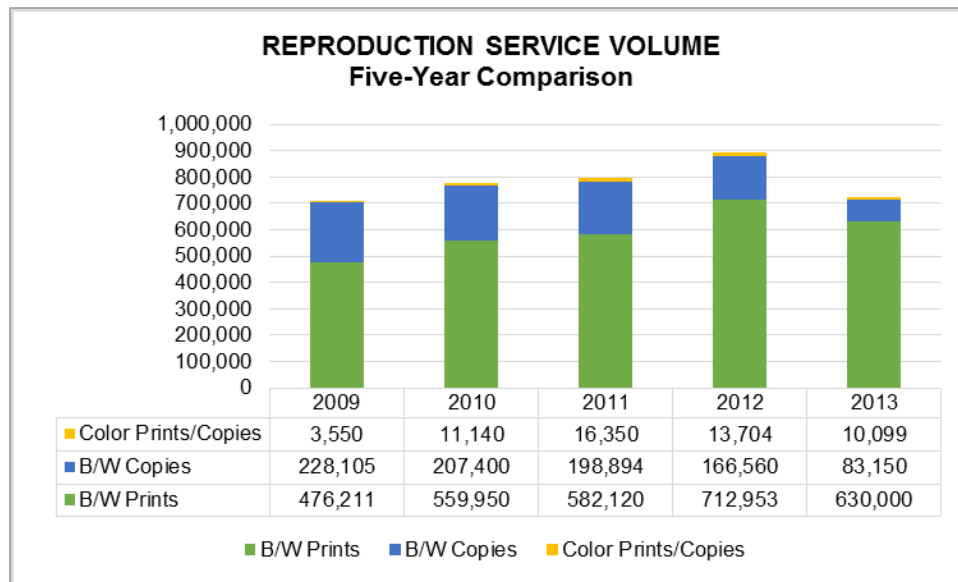
In the spring of 2013 a new procedure for print cards was instituted, whereby patrons purchase and refill print cards for fixed amounts from an automated vending machine, or in any amount with cash, check, credit or debit card at the Circulation Desk.

SERVICE VOLUME

Overall, CSPA patron contacts had a dramatic increase of 17% in FY2013. This increase is a cumulative result of increases in five out of the six contact types tracked by CSPA, most notably in print queue assistance (31%), cash transactions (16%) and "other patron contact" (11%). Laptops computers were checked out to student 840 times.



The self-service document reproduction services operated by CSPS are heavily used by the COD community. Even during renovations, the volume of copying and printing remained very high. During the late spring and summer of 2013 the Library served as the only central public location on campus for document reproduction and this demand was drastically inhibited by the reduced number of printers made available.



Outreach and Publicity

- *On and off-campus events where Library staff provide information about resources and service*
- *Efforts to inform the College community about events, services and resources*

PUBLICITY

This year, the Library published ads in the student newspaper, the *Courier*, and was featured in each edition of the printed College catalog and course schedules. The Library maintains a presence on Facebook, Twitter, and Flickr; and several brief, ad hoc videos have been produced and placed on YouTube. The Library website is regularly refreshed with graphically engaging announcements and advertisements for Library events, services and resources. The Library blog, to which multiple librarians contribute, serves as a place to further highlight notable items as well as contribute to the intellectual and cultural growth of the College community through feature stories related to higher education and current events. Refer to the “Online Presence” section of the Environment chapter for social media statistics. (See SOS Workshop publicity examples in the Appendix, pg. 92).

STUDENTS

The Library staffs a table at each new student or current student information or promotional activity at COD. Librarians served on the First Year Experience Committee, reaching over 500 new students and introducing them to Library services and resources. They also visit campus clubs and organizations to engage students. Other committee activities, such as the Honors Committee, provide opportunities to interact with students and to “get the word out.” Off-campus, librarians travel on occasion to area high schools and to civic clubs and organizations to promote the Library’s offerings.

EMPLOYEES

In FY2013, the Associate Dean spoke to each group of new employees during New Employee Orientations throughout the year, and addressed the new faculty during a special orientation session about the Library. The librarians have conducted promotional and informational sessions for faculty at Campus-wide In-Service and at other times.

PHILANTHROPY COLLECTION

The value of a resource such as the Philanthropy Collection is based on the quality of the information included as well as the education to assist patrons in using it effectively. In FY2013 the Library provided outreach in a number of ways to increase knowledge and use of this collection:

- 90 minute, bimonthly workshops about the philanthropy databases and collection. More than 36 people were in attendance, with great feedback offered about the usefulness and depth of the collection
- Individual consultations and assistance with numerous patrons regarding nonprofit management and prospect research
- Contribution of quarterly articles highlighting the collection to *ViewPoint*, the quarterly newsletter of the West Suburban Philanthropy Network (WSPN)
- Promotion of the Philanthropy Collection to the community through blog posts and a redesigned website

CONSUMER HEALTH

Like the programs they support, the Library health science collections are extensive. These resources are also of great benefit to the College community and residents of DuPage County in terms of providing consumer health information. In FY2013, the Health Sciences Librarian provided several outreach opportunities for the College community to learn about these resources. A presentation entitled *The Library: Your Prescription for Better Health!* was offered at Park Place of Elmhurst retirement community with 30 residents in attendance as well as the education nurse coordinator from the facility. The Librarian answered specific consumer questions, provided information on quality available resources and issued approximately 20 COD community library cards. The electronic *Health & Wellness Resource Guide* maintained on the Library website also continues to be an effective outreach tool for consumer health. Assistance is also provided for the COD Caregiver Support Group through maintenance of a resource guide and attendance at support group meetings. The Health Sciences Librarian also offers personal and confidential, consumer health reference assistance to staff, students and community members.

Goal 5: Staffing & Professional Development

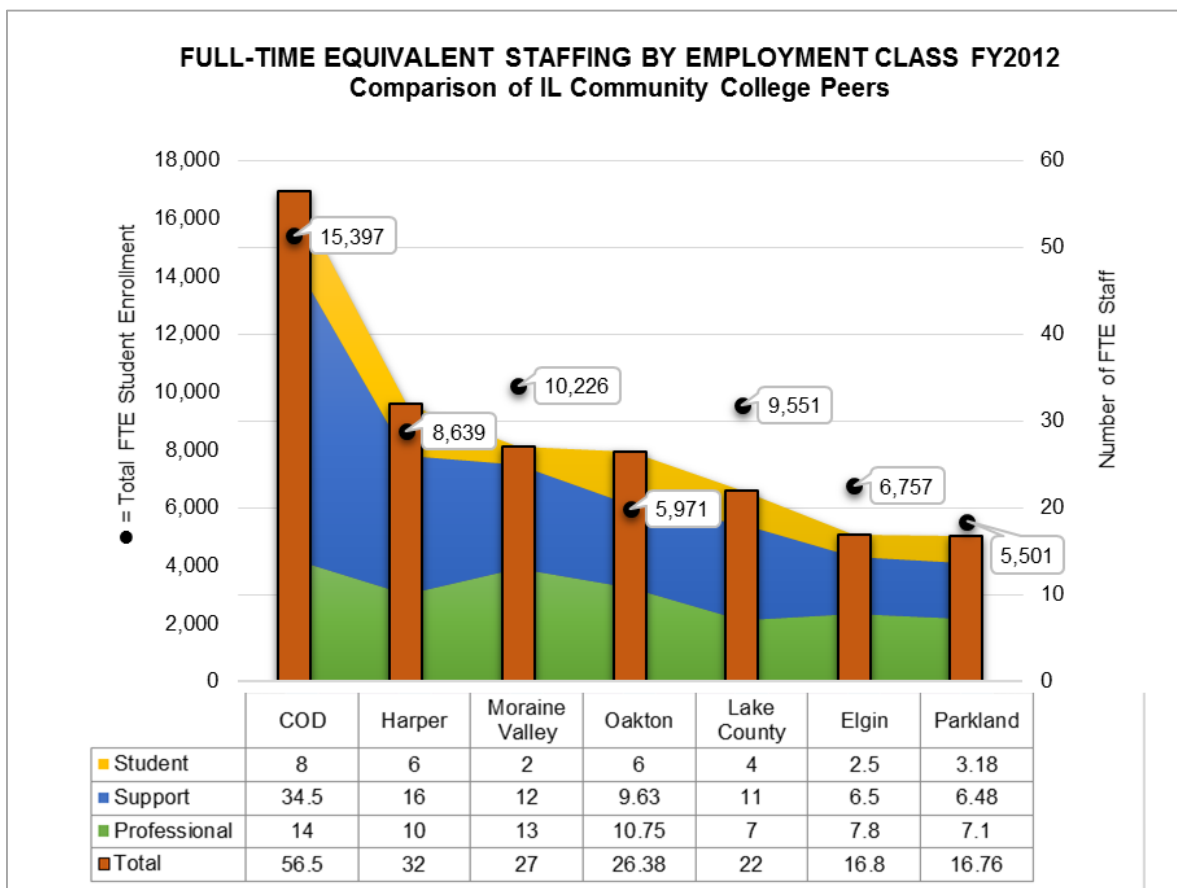
Recruit and support through continuing professional education a Library staff whose knowledge, skills and abilities evolve with the changing landscape of information and education.

“Growing Our Own”

Staffing

PEER COMPARISON

In a comparison with the 2012 ACRL *Trends* data, COD Library reports a staff size of 56.5 FTE, two and half times larger than the average size of other Illinois community college peer libraries. Interestingly however, the 14 FTE Professional Staff reported by COD represents 25% of the total staff (the lowest proportion in this sampling that ranges from 25-48%) and the 34.5 FTE Support Staff make up 61% of the total (the highest proportion in this sampling).

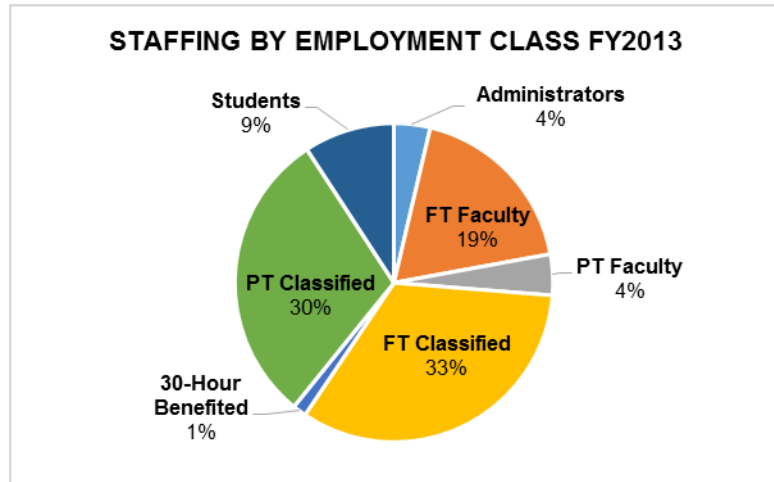


Source: ACRLMetrics

STAFFING LEVELS

The size of the College of DuPage Library staff has remained stable for the past five years with an increase of only .5 FTE in part-time/30 hour classified employees for FY2013.

In 2013, two formerly part-time classified positions were converted to full-time, a change necessitated by the addition of new, complex activities in the Circulation Services Department related to the Library's forthcoming participation in I-Share.



The Library has, over time, utilized between 1.5 and 2.5 FTE part-time library faculty. This year, the Library used 2.25 FTE, down from 2.5 in FY2012. This lower use is due to construction-related reductions in space at the reference desk and on the roster of available Library classrooms, which limited staff workstations and the number of classes taught. (See FY2013 Organization Chart, Librarian Assignments and Committee Rosters in the Appendix, pg. 94)

REORGANIZATION

The Dean and Associate Dean of Learning Resources discontinued responsibility for the Online College; their responsibilities continued to include the Library, the Learning Commons, and Testing Services. The position of Associate Dean was also modified to include the title of Library Director in Spring 2013. In compliance with the College's new policy restricting staff to work in only one department, the Library made progress in shifting staff who formerly occupied more than one position to a single appointment in the Library. Several classified position descriptions were upgraded to include new duties, in some cases related to the changes in the automated library system and other technologies.

PERSONNEL

Dr. Lisa Stock, Dean of Learning Resources, left College of DuPage after six years in this leadership role. During her tenure the Library planned and began major renovations to the facilities and made strides in its information literacy program, achieving a goal of having information literacy named as a general education outcome. Associate Dean of Learning Resources, Ellen Sutton, filled the role of Interim Dean starting in July 2013. Professor Marjorie Peters retired after 18 years as a College of DuPage librarian. Peters made many contributions as Science Liaison Librarian and Supervisor of the College and Career Information Center resources and instructional support. After a national search, Laura Burt-Nicholas was hired as her replacement at the rank of Assistant Professor in Spring 2013. Burt-Nicholas joined the Library in August 2014. ILL Supervisor Prema Ramnath also retired, in her case after more than 30 years of service to the Library. Another notable change was the promotion of Becky Brown to Manager of Public Services, with Diane Curtis moving to Supervisor of Circulation Services.

Professional Development

STAFF TRAINING AND DEVELOPMENT OPPORTUNITIES

The Library Training Group (LTG) oversees the scheduling and delivery of in-house library training. Due to the upper floor Library renovation causing staff and collection dispersal across campus, the LTG did not facilitate any large all-staff events in FY2013. Instead of scheduling formal trainings, the LTG encouraged staff members to hold online trainings via Adobe Connect or small group trainings on specific topics of interest/use to staff. Many librarians held online sessions on a variety of library-related topics (creating lists in Millennium, for example). All staff were invited to sessions via email. Small group training sessions pertaining to new resources were also scheduled in our two downstairs classrooms. In addition to facilitating and/or promoting online and face-to-face sessions, the LTG met, reviewed and revised section 5 of the COD Library's Strategic Plan based on past, current and projected Library staff training needs.

The Library participated in campus-wide mock active shooter drills after receiving didactic classroom training (with handouts) from the campus police. Library staff also participated in the College-wide Service Excellence series (three modules). This was a substantial amount of training time. Many public services staff attended Student Service Enhancements sessions each semester.

REGIONAL AND OUT OF STATE PROFESSIONAL DEVELOPMENT

Professional activities outside of campus covered a wide variety of topics that inform the Library's current or future practice. This year a relatively large number of librarians and other library staff members engaged in professional development opportunities, most of it funded by the Library or each employee's professional development stipend. The Library endeavors to support five trips for librarians to national conferences or other major professional development activities annually, and this year was no exception.

Because the 2013 American Library Association (ALA) Annual Conference was in Chicago, 10 Library staff members were able to attend, including 6 classified employees. Two librarians, Mary Konkell and Ken Orenic, attended ALA Midwinter Meeting in Seattle, as they have committee responsibilities.



Other librarians took advantage of CARLI training opportunities, including:



- Instruction Showcase
- Scholarly Communications Road Show
- Symposium on Usage Statistics
- E-Resources Symposium
- Web Discovery Services Conference



Another nearby conference, Reaching Forward, sponsored by the Illinois State Library, attracted at least six classified staff members. Jason Ertz attended the regional Information Literacy Summit; Rebecca Cremin and Ken Orenic attended Berkeley Press institutional repository training in Berkeley, CA; Colin Koteles attended the Innovative User's Group Conference and Denise Cote received Innovative System training in Emeryville, CA.

Service

SERVICE TO THE PROFESSION

College of DuPage librarians and support staff provide leadership and contribute to the profession through committee service, writing, teaching and advocacy. Collectively, their contributions are too numerous to make a full accounting here, but the following activities are representative of their range of influence and interests.

At the national level, Mary Konkol has long served on the Online Audiovisual Catalogers group (OLAC), a consultant and resource contact. She served on the OCLC Americas Regional Council Member-to-Member Forum on Cataloging, and has recently been elected to the OCLC Global Council. Several persons chaired or otherwise served on ALA committees or subcommittees; others participated in ALA or other organizations' programs. Jennifer Kelley was a panelist on "Bringing the Immersion Program Back Home" at the ALA Annual Conference.

Debra Smith continues to share knowledge of health sciences resources with fellow professional librarians, health workers, and community organizations through presentations or professional networks such as the *NAHRS Nursing Resources Wiki* (Nursing and Allied Health Resources Section of the Medical Library Association).

Within the State, COD is well-represented in professional associations and consortiums. Mary Konkol, Colin Koteles and Denise Cote, have served on CARLI (Council of Academic and Research Libraries in Illinois) working or advisory groups. Jason Ertz served on the NILRC Information Literacy Task Force (Network of Illinois Library Resources in Community Colleges).

Both Konkol and Cote served on the boards of major publishers, and several others, including Dan Blewett and Ken Orenic, contribute reviews to key professional journals. Jason Ertz served on the editorial board of *Community and Junior College Libraries*. Kelley had her first publication, on information literacy modules, published in *Journal of Library & Information Services in Distance Learning*. Christine Kickels, in her role as Philanthropy Center Librarian, contributes a regular column in the West Suburban Philanthropic Network newsletter *Viewpoint*.

SERVICE TO THE COLLEGE

Librarians regularly serve on important campus-wide committees, such as Strategic Long-Range Planning, the College Communications Committee, New Student Orientation, Instruction, College Lecture Series, Global Studies, Information Technology Advisory, General Education Outcomes, and Honors. They receive accolades related to their service on committees, to campus organizations, or to students and faculty. For example, Jennifer Kelley was made an honorary member of the College's chapter of the Phi Theta Kappa student society for distinguished service rendered. Several subject librarians serve on disciplinary advisory committees and contribute regularly to accreditation. A number of support staff serve on campus committees as well.

Librarians provide campus wide instructional opportunities, on topics such as searching Google for research, plagiarism and copyright, job and career information resources, and others. They are preparing a week-long forum on Open Access resources for the fall of 2014.

Appendix

STATISTICAL SUMMARY FY2013 (Pg. 1 of 3)

INSTRUCTION	FY2009	FY2010	FY2011	FY2012	FY2013
COURSE-BASED INSTRUCTION					
Classes	1,002	1,009	976	911	896
Student Attendance	19,020	17,679	18,287	17,605	15,745
SOS WORKSHOPS					
Classes	46	45	52	63	90
Student Attendance	564	281	273	365	498
CCIC					
Classes	137	232	187	128	142
Student Attendance	2,057	2,635	2,362	1,926	1,830
COLLECTIONS					
INSTITUTIONAL REPOSITORY					
Items Added	242	300	183	150	175
Annual Downloads	-	-	110,000	250,000	250,000
Cumulative Total Downloads	-	60,000	170,000	420,000	670,000
COLLECTION EXPENDITURES					
<i>Allocation</i>	\$ 796,100	\$ 755,260	\$ 747,279	\$ 656,006	\$ 703,547
<i>Expenditures</i>					
Allocated Funds	\$ 680,969	\$ 685,400	\$ 674,000	\$ 638,749	\$ 701,563
Grant/Endowed Funds	\$ -	\$ -	\$ 20,000	\$ 20,000	\$ 20,003
Total	\$ 680,969	\$ 685,400	\$ 694,000	\$ 658,750	\$ 721,566
<i>Expenditures by Material Type</i>					
Audiovisual	\$ -	\$ -	\$ 55,000	\$ 40,000	\$ 45,056
Print Periodicals	\$ -	\$ -	\$ 119,000	\$ 118,000	\$ 107,682
Books	\$ -	\$ -	\$ 275,000	\$ 235,500	\$ 269,360
Electronic Resources	\$ -	\$ -	\$ 245,000	\$ 281,000	\$ 284,796
COLLECTION USE					
<i>Library Card Holders</i>					
Students	27,588	25,318	27,986	24,361	24,409
Faculty/Staff	2,733	1,889	1,857	1,786	1,598
Community	12,258	11,618	12,306	12,431	10,647
Total	42,579	38,825	42,149	38,578	36,654
<i>Circulation not including renewals, hold and deliveries</i>					
Students	97,525	90,874	94,936	82,672	54,114
Faculty/Staff	49,253	23,941	31,791	30,439	25,202
Community	39,091	35,153	37,410	34,271	21,925
Total	185,869	149,968	164,137	147,382	101,241
<i>Equipment/Materials Bookings</i>					
Materials	4,404	5,728	3,140	2,153	1,887
Equipment	9,274	6,196	5,275	4,699	3,877
Total	13,678	11,924	8,415	6,852	5,764
RESOURCE SHARING					
<i>ILL Borrowing Transactions</i>					
Books - Filled	1,177	1,678	1,721	1,546	1,718
Books - Unfilled	196	241	267	196	277
Articles - Filled	780	666	740	645	533
Articles - in COD	123	44	58	-	26

STATISTICAL SUMMARY FY2013 (Pg. 2 of 3)

Articles - Unfilled	75	122	158	125	190
Total	2,351	2,751	2,944	2,512	2,744
<i>ILL Lending Transactions</i>					
Books - Filled	3,290	3,215	2,737	2,579	2,016
Books - Unfilled	2,873	2,584	2,511	2,358	2,414
Articles - Filled	944	869	807	863	431
Articles - Unfilled	439	409	437	451	635
Total	7,546	7,077	6,492	6,251	5,496
<i>ILL Borrowing Patron Profile</i>					
Books Requests					
Students	365	653	699	577	664
Faculty/Staff	526	619	661	501	529
Community	416	661	666	664	803
Articles Requests					
Students	327	356	381	384	410
Faculty/Staff	319	291	338	217	183
Community	196	140	165	168	156
COLLECTION ACCESS					
<i>Collection Snapshot</i>					
Books	240,800	245,800	250,530	228,300	227,850
E-books	5,724	7,140	15,415	15,000	15,450
Bound Periodicals	7,819	7,900	7,050	6,500	6,500
Current Periodicals	585	527	515	470	465
Newspapers	18	18	18	15	15
Microfiche	285,000	285,000	45,000	45,000	45,000
Microfilm	28,425	28,500	14,160	12,600	12,600
Computer Software	2,245	2,360	2,350	2,000	2,000
Sound Recordings/ Audiobooks (CD)	20,075	20,735	20,600	19,600	21,150
Videorecordings (VHS/DVD)	29,635	29,525	29,225	27,500	28,200
Streaming Media	320	275	985	1,005	1,005
Other AV Materials	1,985	2,000	2,050	1,950	2,000
<i>Catalog Changes</i>					
Items Added					
Books	7,390	7,806	8,365	7,496	7,353
Videorecordings	1,408	1,264	1,298	1,323	1,165
Sound Recordings	1,349	992	2,199	1,601	1,873
Electronic Resources	1,905	1,416	10,000	6,500	2,530
Other AV	109	115	47	49	51
Total Items Added	12,161	11,593	21,909	16,969	12,972
Items Removed					
Books	(4,340)	(2,809)	(3,636)	(22,220)	(7,810)
Videorecordings	(244)	(1,368)	(1,569)	(1,766)	(453)
Sound Recordings	(92)	(331)	(2,333)	(2,596)	(317)
Periodical Titles	(28)	(55)	(57)	(35)	(32)
Microfom Titles	(55)	(29)	(32)	(6)	-
Total Items Removed	(4,759)	(4,592)	(7,627)	(26,623)	(8,612)
Net Change	7,402	7,001	14,282	(9,654)	4,360

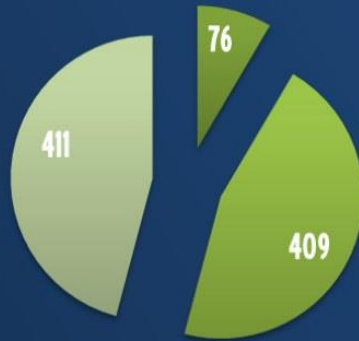
STATISTICAL SUMMARY FY2013 (Pg. 3 of 3)

ENVIRONMENT	FY2009	FY2010	FY2011	FY2012	FY2013
Gate Count					
Fall	337,733	356,101	300,965	294,297	266,662
Spring	333,578	325,213	288,155	255,401	231,096
Summer	122,284	70,718	85,509	69,403	51,018
Total	793,595	752,032	674,629	619,101	548,776
Group Study Room					
Total Checkouts	-	-	5,187	4,626	977
Reproduction Service					
Color Prints/Copies	3,550	11,140	16,350	13,704	10,099
B/W Copies	228,105	207,400	198,894	166,560	83,150
B/W Prints	476,211	559,950	582,120	712,953	630,000
PUBLIC SERVICE					
FY2009					
FY2010					
FY2011					
FY2012					
FY2013					
Circulation Contacts					
<i>Checking Out and Accounts</i>					
Checking Out	91,313	92,818	88,301	78,033	56,557
New Accounts	11,989	11,285	10,913	10,465	10,741
Account Updates	12,640	12,706	15,143	16,263	14,090
<i>Information and Fines</i>					
Questions/Lookups	11,864	12,587	13,094	13,748	20,464
Phone Calls	6,144	6,771	5,519	5,701	8,295
Fines	8,152	6,201	6,169	4,706	2,814
Total Circulation Contacts	142,102	142,368	139,139	128,916	112,961
<i>Materials Handling Transactions</i>					
Check-outs	185,869	172,154	142,440	124,085	83,601
Check-ins	183,283	170,864	141,048	124,160	86,269
Renewals	48,949	46,868	40,887	36,046	26,173
Holds	6,557	6,495	5,233	5,059	11,582
Total	424,658	396,381	329,608	289,350	207,625
Reference Contacts					
In-Person/Phone	68,530	65,364	79,910	59,541	57,979
Chat	-	-	2,313	1,687	1,439
Email	709	341	423	497	553
Total	69,239	65,705	82,646	61,725	59,971
CSPS Contacts					
Cash Transactions	32,961	33,299	31,445	31,493	36,607
Print Queue Assistance	3,621	3,792	2,977	3,497	4,595
Copier Assistance	3,052	3,277	2,364	2,879	2,651
Reader/Printer Instruction	322	209	373	189	196
Other Patron Contacts	7,598	6,597	6,331	4,825	6,138
Total	47,554	47,174	43,490	42,883	50,187

INNOVATION FLEXIBLE INSTRUCTION

WHEN & WHERE OUR STUDENTS NEED IT

nearly 1000 IL sessions every year



■ summer 2013 ■ spring 2013 ■ fall 2012

we teach research & so much more

ZOTERO
MLA
RESEARCH BASICS
FINDING AND EVALUATING SOURCES
APA
USING GOOGLE FOR RESEARCH
JSTOR
ADVANCED RESEARCH
FINDING EVIDENCE
WORDPRESS FOR PORTFOLIOS

alternative modes of delivery...

...reach hundreds of students

- SOS workshops
- SOS webinars
- IL modules



average attendance over 2011-2012 and 2012-2013 academic years

I have never been properly introduced to using the library online and this was amazing!!!

Thanks again for providing the instruction for the workshop. I truly needed it!

I was really impressed by how engaged the students were last night!

our students say

When asked if the session was worthwhile, students consistently agree that it is an excellent session.

our instructors say

I enjoyed the online format. Just like the online classes that I take, it was very easy to fit into my work schedule and still manage my time.

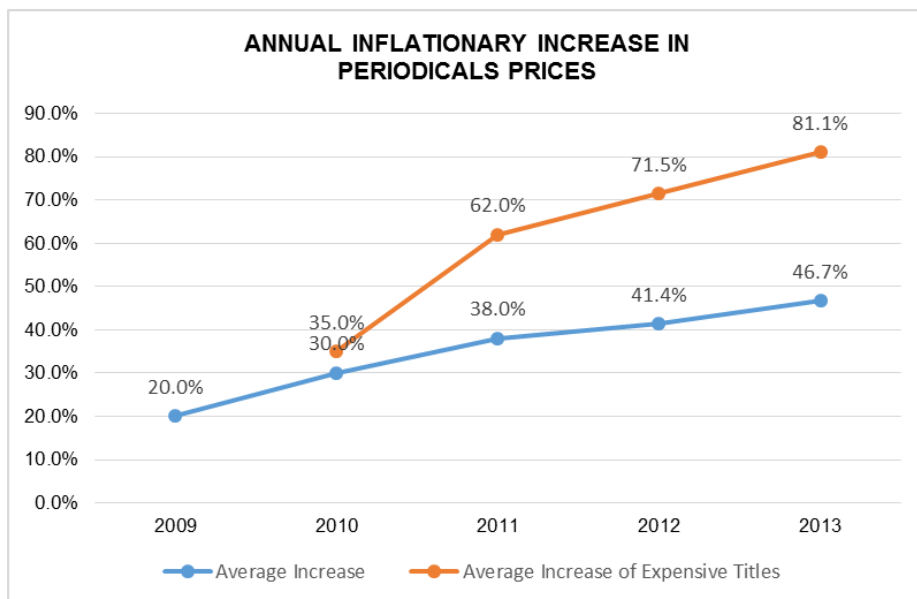
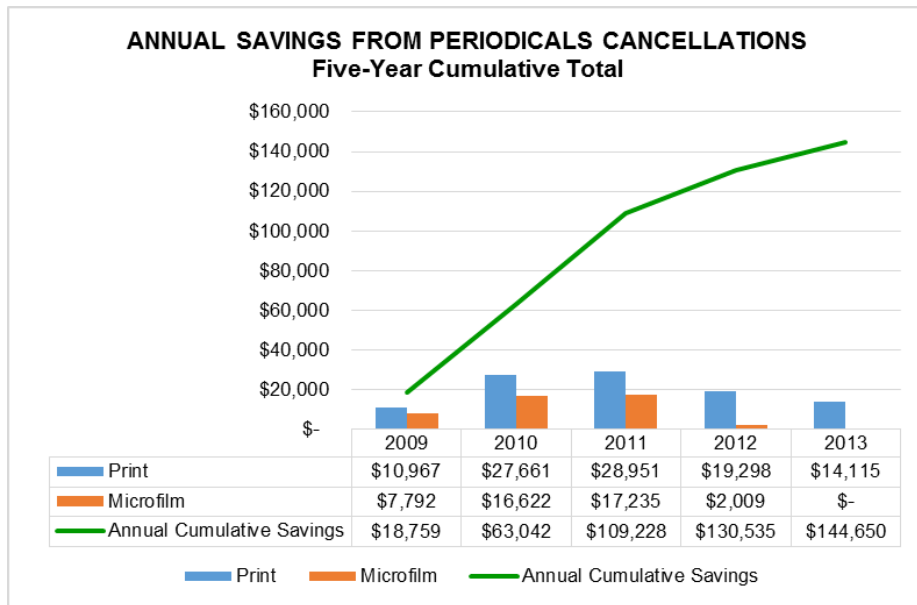
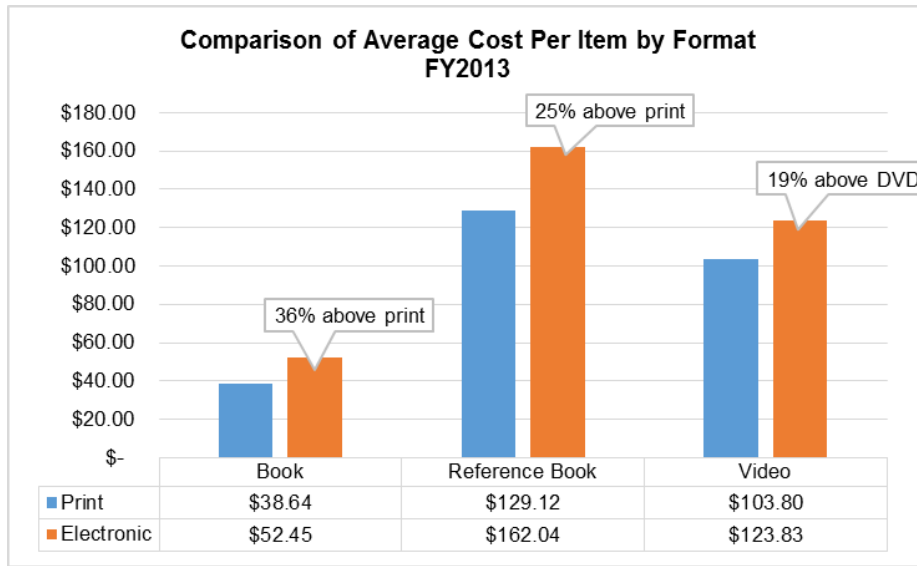
I feel that I have something to turn to when I run into issues while doing my research paper. Thank you!!!

I've found in the last year or so that coupling your instruction with activities has been great at both engaging the students and moving them through the research process.



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Collection Expenditures Cost Comparisons and Annual Savings



Electronic Resources Usage Report FY2012 (Reported FY2013)

Academic OneFile (was EAI)					
Gale/NILRC	Annual % Change	Year	Searches	Sessions	FT
	5%	2012	156,123	102,568	78,156
	1%	2011	148,753	100,930	74,008
	-40%	2010	147,164	100,509	73,764
	15%	2009	244,710	65,559	105,175
	29%	2008	212,949	65,577	95,590
	17%	2007	165,104	55,490	72,865
	-22%	2006	140,962	60,764	83,818
	-23%	FY06	180,173	74,128	112,466
	27%	FY05	234,822	86,361	220,024
	-14%	FY04	185,377	68,925	179,294
	80%	FY03	216,487	85,271	231,212
		FY02	120,261	38,929	22,376
Academic Search Premier					
EBSCO/CARLI	Annual % Change	Year	Searches	FT	
	1%	2012	201,644	107,111	
	0%	2011	200,184	106,153	
	4%	2010	200,053	104,554	
	2%	2009	191,669	103,310	
	22%	2008	187,410	119,435	
	4%	2007	154,115	108,811	
	-4%	2006	148,471	100,380	
	14%	FY06	154,794	116,793	
	33%	FY05	135,543	141,694	
	141%	FY04	101,668	108,777	
	8%	FY03	42,127	53,696	
		FY02	39,185	49,499	
AllData					
AllData, Inc.	Usage Statistics not Available				
American National Biography					
OUP/MLNC	Annual % Change	Year	Searches	FT	
	-1%	2012	25,123	3,201	
	-5%	2011	25,336	3,269	
	276%	2010	26,726	3,149	
	-9%	2009	7,113	4,123	
	-1%	2008	7,832	6,598	
	1%	2007	7,936	6,539	
	31%	2006	7,896	6,394	
	34%	FY06	6,009	5,303	
	41%	FY05	4,476	3,655	
	80%	FY04	3,179	2,056	
	-40%	FY03	1,764	798	
		FY02	2,920	3,842	
Anthrosource					
		Year	Searches	FT	
		2012	325	425	
		2011	215	248	

Electronic Resources Usage Report FY2012 (Reported FY2013)

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Associates Program Source Plus				
EBSCO	Annual % Change	Year	Searches	FT
	11%	2012	7,254	2,493
	17%	2011	6,522	2,045
	165%	2010	5,554	1,979
	25%	2009	2,098	2,758
		2008	1,673	649
Art & Architecture Complete				
EBSCO	Annual % Change	Year	Searches	FT
	1%	2012	6,625	702
	3%	2011	6,528	698
	127%	2010	6,327	738
	10%	2009	2,793	2
Was Avery Index to Architecture Pre-2010	49%	2008	2,545	4
	-2%	2007	1,712	34
	553%	2006	1,744	28
		FY06	267	-
Berg Fashion Library				
OUP		Year	Searches	
		2012	95	
BGMI				
Gale	Annual % Change	Year	Sessions	Retrievals
	-37%	2012	62	544
	1%	2011	98	965
	20%	2010	97	936
	-10%	2009	81	983
	11%	2008	90	694
	37%	2007	81	148
	9%	2006	59	189
	6%	FY06	54	170
	-14%	FY05	51	67
	-18%	FY04	59	99
		FY03	72	144
Business Source Complete				
EBSCO/CARLI	Annual % Change	Year	Searches	FT
	3%	2012	31,244	13,456
	24%	2011	30,212	12,654
	48%	2010	24,387	11,884
	16%	2009	16,459	8,085
	6%	2008	14,242	7,888
w/video collection & datamonitor 2010	12%	2007	13,408	9,179
	-17%	2006	11,946	8,581
	31%	FY06	14,355	12,104
	17%	FY05	10,969	11,676
	83%	FY04	9,378	10,313
	13%	FY03	5,111	5,437
		FY02	4,508	6,239

Electronic Resources Usage Report FY2012 (Reported FY2013)

Chicago Tribune 1985-Present				
Proquest	Annual % Change	Year	Searches	FT
	-1%	2011	12,561	24,023
0.60 per search	-63%	2010	12,637	24,356
0.31 per FT	-12%	2009	34,427	16,450
	-22%	2008	39,123	16,894
	-38%	2007	50,351	24,601
	2%	2006	81,420	114,890
	40%	FY06	79,678	42,921
	35%	FY05	56,916	38,105
	660%	FY04	42,154	31,463
		FY03	5,548	40
				894
Chicago Tribune Historical				
Proquest	Annual % Change	Year	Searches	FT
	4%	2012	24,987	12,846
	-11%	2011	24,122	12,654
	73%	2010	26,965	13,019
	-13%	2009	15,556	26,262
	-18%	2008	17,846	28,614
	-9%	2007	21,787	24,879
	12%	2006	24,068	28,750
	22%	FY06	21,463	24,434
		FY05	17,649	14,699
		FY04	n/a	
Children's Literature				
CLCD	Annual % Change		Searches	
	1%	2012	690	
	-67%	2011	681	
	116%	2010	2,090	
	-50%	2009	968	
	11%	2008	1,953	
	6%	2007	1,762	
	58%	2006	1,669	
	65%	FY05	1,055	
		FY04	638	
Chronicle of Higher Ed. Online				
CARLI	Annual % Change	Year	Searches	Page Views
	-64%	2012	1,945	6,415
	-13%	2011	2,401	17,675
	-53%	2010	3,002	20,216
	12%	2009		42,689
	6%	2008		38,074
	29%	2007		36,002
	24%	2006		27,986
FY06 May-August only		FY06		22,502
Requests: Page Views				
Christian Science Monitor				
Proquest	Annual % Change	Year	Searches	FT
	4%	2012	15,864	1,389
	-13%	2011	15,235	1,325
	-21%	2010	17,416	1,766
	-15%	2009	22,153	1,990
	-1%	2008	26,130	2,629
	-41%	2007	26,286	3,133
	74%	2006	44,422	5,835
	6%	FY06	25,591	6,331
	23%	FY05	24,036	34,745
		FY04	19,492	
			16,406	11,886

Electronic Resources Usage Report FY2012 (Reported FY2013)

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CINAHLwith FullText				
EBSCO/CARLI	Annual % Change	Year	Searches	FT
	3%	2012	27,156	13,484
	-10%	2011	26,458	12,365
	29%	2010	29,543	13,702
	-7%	2009	22,921	13,032
	12%	2008	24,624	11,701
w/ Headings & Refs	11%	2007	21,929	12,369
Consumer Complete 2010	75%	2006	19,775	8,596
	30%	FY06	11,323	5,465
	52%	FY05	8,736	833
	-4%	FY04	5,736	460
	187%	FY03	5,966	556
		FY02	2,079	
Clase Periodica				
OCLC/ISL	Annual % Change	Year	Searches	
	-66%	2012	22	
	-46%	2011	65	
	-26%	2010	120	
	-19%	2009	163	
	-34%	2008	200	
	-55%	2007	305	
	-2%	2006	685	
	52%	FY06	700	
		FY05	461	
Communication & Mass Media				
EBSCO	Annual % Change	Year	Searches	Full Text
	1%	2012	12,545	4,624
	2%	2011	12,366	4,403
	47%	2010	12,100	4,422
	93%	2009	8,231	4,225
	38%	2008	4,263	1,489
		2007	3,086	1,370
CQ Researcher				
CQ Press	Annual % Change	Year	Searches	
	-1%	2012	19,844	
	36%	2011	19,966	
	-26%	2010	14,635	
	10%	2009	19,865	
	6%	2008	17,995	
	-35%	2007	16,946	
	59%	2006	25,987	
	-11%	FY06	16,296	
	39%	FY05	18,350	
	25%	FY04	13,230	
		FY03	10,622	
		FY02	N/A	
CQ Historic Documents				
CQ Press	Annual % Change	Year	Searches	
	-30%	2012	451	
	-19%	2011	645	
(reference)	3%	2010	798	
	5%	2009	775	
	8%	2008	735	
	-47%	2007	682	
	41%	2006	1,296	
	152%	Fy06	918	
		FY05	365	

Electronic Resources Usage Report FY2012 (Reported FY2013)

CQ Weekly					
CQ Press	Annual % Change	Year	Searches		
	-4%	2012	1,564		
	-4%	2011	1,623		
	3%	2010	1,689		
	-1%	2009	1,632		
	87%	2008	1,648		
		2007	881		
DISCOVER					
ETS		Not Available			
Discovering Collection					
Gale	Annual % Change	Year	Searches	FT	
	-21%	2012	6,458	988	
	-1%	2011	8,211	1,826	
	-6%	2010	8,286	1,822	
	19%	2009	8,797	3,038	
	-40%	2008	7,379	3,574	
	-11%	2007	12,286	3,112	
	19%	2006	13,803	2,831	
	39%	FY06	11,604	1,422	
	-25%	FY05	8,366	1,797	
	0%	FY 04	11,121	2,279	
	604%	FY 03	11,074	1,963	
		FY 02	1,573	86	
Electronic Collections Online					
OCLC/ISL	Annual % Change	Year	Searches		
	-32%	2012	846		
	-12%	2011	1,236		
	-15%	2010	1,402		
	-17%	2009	1,658		
	0%	2008	1,998		
	-33%	2007	1,992		
	-7%	2006	2,976		
	-4%	FY06	3,194		
	-32%	FY05	3,332		
	1%	FY04	4,882		
	49%	FY03	4,823		
		FY02	3,236		
Encyclopedia Britannica					
EB	Annual % Change	Year	Searches	Hits	
	-2%	2012	10,425	19,855	
	3%	2011	10,654	20,165	
	-20%	2010	10,388	19,505	
	8%	2009	13,065	11,726	
	80%	2008	12,097	11,689	
	-6%	2007	6,703	9,966	
	5%	2006	7,120	11,943	
	-37%	FY06	6,776	10,576	
	-8%	FY05	10,675	17,447	
		FY04	11,643	17,838	
		FY03	n/a	188,940	
		FY02	n/a	74,363	

Electronic Resources Usage Report FY2012 (Reported FY2013)

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Environmental Studies & Policy				
Gale (free)	Annual % Change	Year	Searches	FT
		2012	2,455	3,256
		2011	2,688	1,361
	340%	2010	3,925	1,444
		2009	892	
ERIC				
EBSCO	Annual % Change	Year	Searches	Journals
	2%	2012	22,155	56
	-6%	2011	21,648	36
	37%	2010	22,925	46
	10%	2009	16,699	146
	7%	2008	15,246	102
	-16%	2007	14,296	13
	1%	2006	17,021	
	5%	FY06	16,912	
	16%	FY05	16,115	
	12%	FY04	13,937	
		FY03	12,451	
		FY02	N/A	
Essay and General Literature Index				
EBSCO	Annual % Change	Year	Searches	
	-13%	2012	6,524	
	-12%	2011	7,496	
	34%	2010	8,522	
	20%	2009	6,344	
	114%	2008	5,271	
Switched to EB 2007-8	-29%	2007	2,467	
	-11%	2006	3,451	
	15%	FY06	3,897	
	20%	FY05	3,392	
	12%	FY04	2,826	
		FY03	2,533	
Foundation Directory Online				
Donor's Forum	Annual % Change	Year	Sessions	
	30%	2012	5,451	
	2%	2011	4,198	
	5%	2010	4,102	
	4%	2009	3,896	
	-3%	2008	3,736	
	8%	2007	3,840	
	18%	2006	3,546	
	17%	FY06	3,002	
	8%	FY05	2,567	
		FY04	2,386	
GPO Monthly Catalog				
OCLC/ISL	Annual % Change	Year	Searches	
	-86%	2012	2	
	-36%	2011	14	
	83%	2010	22	
	-54%	2009	12	
	-73%	2008	26	
	-72%	2007	97	
	-23%	2006	345	
	-21%	FY06	450	
	19%	FY05	571	
	20%	FY04	478	
	-79%	FY03	397	
		FY02	1,933	

Electronic Resources Usage Report FY2012 (Reported FY2013)

Grove's Dictionary of Art Online					
Grove/MLNC	Annual % Change	Year	Searches	Sessions	Content
	0%	2012	8,154	2,945	32,645
	1%	2011	8,165	2,956	29,874
	10%	2010	8,069	2,917	29,816
	51%	2009	7,365	2,569	7,501
	151%	2008	4,889	1,960	6,019
	-12%	2007	1,944	1,981	5,173
Changed from FT to Content Entries FY12	-20%	2006	2,206	1,541	5,327
	46%	FY05	2,773	1,217	4,896
	225%	FY04	1,896	993	4,121
		FY03	584	287	348
		FY02	852	N/A	554
Grove's Dictionary of Music Online					
Grove/MLNC	Annual % Change	Year	Searches	Sessions	Content
	6%	2012	2,451	256	12,451
	1%	2011	2,311	987	12,654
	25%	2010	2,283	981	11,791
	-22%	2009	1,822	729	2,642
	104%	2008	2,331	1,407	4,113
	14%	2007	1,141	1,284	3,520
Changed from FT to Content Entries FY12	39%	2006	997	785	2,925
	115%	FY05	719	440	1,387
	-1%	FY04	335	230	618
	-60%	FY03	340	182	191
		FY02	852	N/A	554
HarpWeek					
CARLI	Individual site usage stats not available.				
Health Reference Center--Academic					
Gale	Annual % Change	Year	Searches	Sessions	FT
	-4%	2012	7,458	6,358	5,002
	0%	2011	7,798	6,298	4,198
	0%	2010	7,764	6,289	4,195
	6%	2009	7,753	6,413	5,817
	5%	2008	7,343	7,343	14,897
	-12%	2007	6,973	15,787	6,471
	9%	2006	7,940	15,340	8,860
	-6%	FY06	7,305	14,493	1,194
	-14%	FY05	7,799	19,173	19,173
	42%	FY04	9,057	22,659	22,725
	139%	FY03	6,377	15,619	17,554
		FY02	2,670	8,171	2,212
Health Source--Academic					
CARLI	Annual % Change	Year	Searches	FT	
	12%	2012	9,874	2,545	
	1%	2011	8,800	2,914	
	31%	2010	8,742	2,525	
	-12%	2009	6,672	2,306	
	-10%	2008	7,578	3,055	
	-10%	2007	8,444	3,468	
	-2%	2006	9,389	3,390	
	17%	FY06	9,568	6,410	
	-4%	FY05	8,194	7,217	
	56%	FY04	8,498	7,354	
	73%	FY03	5,436	5,001	
		FY02	3,144	3,568	

Electronic Resources Usage Report FY2012 (Reported FY2013)

Health Source--Consumer					
CARLI	Annual % Change	Year	Searches	FT	
	3%	2012	9,012	3,789	
	-3%	2011	8,755	3,645	
	39%	2010	9,008	3,788	
	-6%	2009	6,469	3,195	
	41%	2008	6,881	3,106	
	-10%	2007	4,882	2,119	
	0%	2006	5,454	2,408	
	72%	FY06	5,435	3,586	
	-16%	FY05	3,167	3,938	
	51%	FY04	3,770	3,684	
	-38%	FY03	2,498	2,889	
		FY02	4,032	4,211	
History Study Center					
Proquest	Annual % Change	Year	Searches	Sessions	FT
	5%	2012	3,654	2,754	895
	2%	2011	3,478	2,678	805
	-8%	2010	3,400	2,600	807
	2%	2009	3,696	2,635	820
	-4%	2008	3,612	2,594	856
	2%	2007	3,751	2,649	897
	2%	2006	3,689	2,825	986
	-47%	FY06	3,629	2,876	1,002
	154%	FY05	5,406	4,935	9,772
		FY04	2,132	2,311	922
Hoover's Online					
Hoovers			Usage stats not available		
		FY04	724	03 thru 8-04	
Informe					
Gale	Annual % Change	Year	Searches	Sessions	FT
	6%	2012	3,458	1,877	568
	-15%	2011	3,254	1,987	452
	-19%	2010	3,833	2,042	418
	131%	2009	4,718	2,264	1,274
	-58%	2008	2,039	2,042	753
	32%	2007	4,885	3,114	889
	19%	2006	3,698	2,894	870
	209%	FY06	3,116	2,288	694
	53%	FY05	1,010	572	575
		FY04	660	407	218
Issues and Controversies On File					
Facts on File	Annual % Change	Year	Searches		
	0%	2012	12,654		
	13%	2011	12,651		
	166%	2010	11,232		
	-52%	2009	4,230		
	33%	2008	8,900		
	-1%	2007	6,715		
	-26%	2006	6,789		
	-18%	FY06	9,127		
	84%	FY05	11,134		
	6%	FY04	6,052	b04 missing	
	163%	FY03	5,695		
		FY02	2,164	6-months	

Electronic Resources Usage Report FY2012 (Reported FY2013)

JSTOR					
JSTOR	Annual % Change	Year	Searches	Full Text	
	9%	2012	35,478	34,856	
	25%	2011	32,654	29,453	
	10%	2010	26,035	21,885	
	146%	2009	23,654	46,246	
		2008	9,613	20,354	
Learning Express Library					
Learning Express	Annual % Change	Year	Sessions		
	7%	2012	3,845		
	-12%	2011	3,587		
	-32%	2010	4,086		
	90%	2009	6,031		
	24%	2008	3,176		
	-56%	2007	2,552		
	71%	2006	5,736		
	52%	FY06	3,346		
		FY05	2,199		
		FY04	n/a		
Library Literature					
OCLC	Annual % Change	Year	Searches		
	2%	2012	835		
	-81%	2011	821		
Switch to EBSCO 2009	56%	2010	4,305		
	3%	2009	2,766		
	-30%	2008	2,677		
	-40%	2007	3,839		
	0%	2006	6,378		
	-3%	FY06	6,407		
	16%	FY05	6,611		
		FY04	5,703		
		FY03	n/a		
		FY02	n/a		
Literature Resource Center					
Gale	Annual % Change	Year	Searches	Sessions	FT
	-15%	2012	11,452	3,214	10,214
	-6%	2011	13,421	4,123	12,365
0.48 per search	-53%	2010	14,239	4,397	13,230
0.53 per FT	-37%	2009	30,049	6,055	11,402
	-12%	2008	47,416	7,259	11,573
	12%	2007	53,718	8,025	10,966
	104%	2006	47,996	7,202	9,616
partial year		FY06	23,545	3,473	5,979
Magill OnLiterature					
EBSCO	Annual % Change	Year	Searches	FT	
	1%	2012	6,945	2,824	
	2%	2011	6,844	2,878	
	34%	2010	6,722	2,847	
	-3%	2009	5,012	2,716	
	-3%	2008	5,162	1,983	
	24%	2007	5,308	3,930	
	5%	2006	4,297	3,013	
	10%	FY06	4,078	2,778	
	33%	FY05	3,694	4,364	
	58%	FY04	2,777		
	123%	FY03	1,761		
		FY02	790		

Electronic Resources Usage Report FY2012 (Reported FY2013)

Medline					
OCLC	Annual % Change	Year	Searches		
	-26%	2012	1,002		
	-5%	2011	1,345		
	-9%	2010	1,420		
	-46%	2009	1,569		
	-16%	2008	2,906		
	-39%	2007	3,452		
	-7%	2006	5,632		
	5%	FY06	6,065		
	19%	FY05	5,771		
	16%	FY04	4,859		
	29%	FY03	4,185		
		FY02	3,246		
Micromedex					
Thomson HealthCare	No reports available				
Military and Government Collection					
EBSCO/CARLI	Annual % Change	Year	Searches	FT	
	-2%	2012	5,622	1,754	
	24%	2011	5,745	1,845	
	63%	2010	4,639	1,720	
	-21%	2009	2,845	584	
	17%	2008	3,606	992	
	-13%	2007	3,073	927	
	15%	2006	3,549	930	
	58%	FY06	3,079	1,187	
	-7%	FY05	1,949	1,700	
		FY04	2,103	1,457	
New York Times (1995-Present)					
Proquest	Annual % Change	Year	Searches	FT	
	-6%	2012	20,145	8,632	
	-6%	2011	21,446	8,745	
	-22%	2010	22,709	9,191	
	-21%	2009	29,220	12,662	
	-8%	2008	36,969	16,608	
	-35%	2007	40,087	21,884	
	-2%	2006	61,785	35,115	
	34%	FY06	63,152	37,652	
	43%	FY05	47,055	25,910	
	161%	FY04	32,851	18,090	
		FY03	12,593	7,301	
New York Times Historical					
Proquest	Annual % Change	Year	Searches	FT	
	-1%	2012	3,391	3,292	
	2%	2011	3,415	3,945	
	-35%	2010	3,355	3,814	
	-11%	2009	5,163	5,657	
	-30%	2008	5,789	6,034	
	-19%	2007	8,284	7,421	
	-14%	2006	10,226	8,163	
	-15%	FY06	11,858	9,968	
	19%	FY05	13,904	12,401	
	98%	FY04	11,666	10,260	
		FY03	5,901	6,710	

Electronic Resources Usage Report FY2012 (Reported FY2013)

Newspaper Source					
EBSCO/CARLI	Annual % Change	Year	Searches	FT	
	-1%	2012	6,145	2,004	
	1%	2011	6,211	1,984	
	13%	2010	6,171	1,922	
	-34%	2009	5,453	2,498	
	-9%	2008	8,203	4,199	
	5%	2007	9,064	5,274	
	15%	2006	8,596	4,372	
	88%	FY06	7,469	4,051	
	-3%	FY05	3,977	2,982	
	35%	FY04	4,119	3,112	
	-42%	FY03	3,056	3,938	
		FY02	5,292	5,251	

Noodle Bib					
Noodle Inc.					
Total Citations:	Annual % Change	Year	Bibliographies Created		
			MLA Jr.	MLA	APA
	9%	2012	1,652	5,546	3,845
11043	1%	2011	1,520	5,124	3,716
8240	24%	2010	1,502	5,025	3,630
6645	4%	2009	1,284	3,287	2,074
6412	-12%	2008	1,199	3,407	1,806
7297	-9%	2007	1,316	4,213	1,768
8053	15%	2006	628	5,609	1,816
7028	2%	FY06	246	5,296	1,486
6900		FY05	252	5,629	1,019

NovelistPlus					
EBSCO/ISL	Annual % Change	Year	Searches	FT	
	-12%	2012	4,256	1,454	
	2%	2011	4,855	1,325	
	77%	2010	4,755	1,301	
	411%	2009	2,693	591	
	-82%	2008	527	377	
	11%	2007	2,917	400	
	-37%	2006	2,626	440	
	70%	FY06	4,161	961	
	75%	FY05	2,445	144	
	55%	FY04	1,400	518	
		FY03	906	383	
		FY02	n/a		

Opposing Viewpoints					
EBSCO	Annual % Change	Year	Searches	FT	
	2%	2012	5,548	2,402	
	1%	2011	5,415	2,390	
	52%	2010	5,378	2,356	
	16%	2009	3,544	1,575	
	29%	2008	3,059	1,774	
	-10%	2007	2,365	845	
	38%	2006	2,630	1,101	
		FY06	1,900	1,219	

Electronic Resources Usage Report FY2012 (Reported FY2013)

Page 12 of 14

PsychArticles					
EBSCO					
	Annual % Change	Year	Searches	FT	
	-1%	2012	15,657	12,835	
	4%	2011	15,784	12,845	
	12%	2010	15,209	12,748	
	9%	2009	13,598	13,416	
	59%	2008	12,505	14,159	
includes PsycBooks & References	39%	2007	7,889	10,285	
	51%	2006	5,690	3,503	
		FY06	3,767	5,264	
PsycInfo					
EBSCO/CARLI					
	Annual % Change	Year	Searches	FT	
	3%	2012	34,168	-	
	1%	2011	33,154	1	
	11%	2010	32,681	2	
	-2%	2009	29,325	-	
	14%	2008	29,783	707	
	-11%	2007	26,032	1,555	
	-41%	2006	29,228	1,600	
	1%	FY06	49,315	753	
	2%	FY05	48,634	45	
	66%	FY04	47,561	32	
	188%	FY03	28,620	65	
		FY02	9,931	n/a	
Regional Business News					
EBSCO/CARLI					
	Annual % Change	Year	Searches	FT	
	5%	2012	4,012	312	
	-2%	2011	3,815	298	
		2010	3,874	289	
Reference USA					
InfoUSA					
	Annual % Change	Year	Searches	Downloaded	Viewed
	6%	2012	16,985	145,223	10,214
	0%	2011	16,025	135,445	12,654
	4%	2010	16,017	134,461	12,817
	-10%	2009	15,370	176,240	5,552
	-47%	2008	17,053	175,591	37,998
	-12%	2007	32,397	196,910	
	13%	2006	36,666		
	9%	FY06	32,384		
	2%	FY05	29,648		
	24%	FY04	28,974		
	290%	FY03	23,430		
		FY02	6,005		
Sanborn Insurance Maps					
Proquest/CARLI					
			Usage statistics not available		
Science Direct					
Elsevier					
	Annual % Change	Year	Searches	FT Total	
	1%	2012	7,214	13,545	
	7%	2011	7,154	11,154	
	20%	2010	6,702	10,919	
	43%	2009	5,600	3,264	
	-9%	2008	3,911	1,014	
	-9%	2007	4,310	1,028	
	5%	2006	4,728		
	11%	FY06	4,482		
	213%	FY05	4,039		
		FY04	1,289		

Electronic Resources Usage Report FY2012 (Reported FY2013)

Science Online					
AAAS	Annual % Change	Year	Searches	FT	
	-14%	2012	1,254	964	
	2%	2011	1,451	951	
	20%	2010	1,420	1,020	
	0%	2009	1,182	832	
		2008	1,179	824	
Scientific American Archive					
EBSCO	Annual % Change	Year	Searches	FT	
	4%	2012	2,824	895	
	1%	2011	2,715	884	
	0%	2010	2,689	815	
	2%	2009	2,688	812	
	64%	2008	2,644	834	
	-13%	2007	1,611	582	
	-27%	2006	1,855	586	
first year of real stats		FY06	2,524	1,215	
Sigi Plus					
SigiPlus	Annual % Change	Year	All Users	First Time	Repeaters
	-23%	2012	1,124	265	859
	0%	2011	1,455	300	1,146
	1%	2010	1,450	302	1,159
	10%	2009	1,430	300	1,123
	3%	2008	1,300	315	387
	4%	2007	1,267	489	312
	-28%	FY06	1,215	559	253
	-2%	FY05	1,682	925	690
		FY04	1,720	950	770
Sociological Abstracts					
OCLC	Annual % Change	Year	Searches	FT	
	9%	2012	13,458	6,715	
	0%	2011	12,345	6,800	
	-19%	2010	12,302	6,759	
	-8%	2009	15,152	7,669	
	-23%	2008	16,418	8,239	
	20%	2007	21,325	9,464	
NOT INCLUDED IN YEARLY AVERAGE-->	758%	2006	17,790	5,955	
partial year		FY06	2,073	1,423	
Standard and Poors NetAdvantage					
S&P	Annual % Change	Year	Accesses		
Accesses: Reports and Analysis	-8%	2012	6,547		
	-1%	2011	7,154		
	0%	2010	7,210		
	-30%	2009	7,246		
	-6%	2008	10,368		
	8%	2007	11,043		
		FY06	10,271		
Testing and Education Reference Center					
Gale		Year	Searches		
		2012	645		
STAT-USA					
ICCMP/CARLI		cancelled 08			

Electronic Resources Usage Report FY2012 (Reported FY2013)

Wall Street Journal					
Proquest	Annual % Change	Year	Searches	FT	
	-3%	2012	25,145	6,845	
	0%	2011	25,900	8,514	
	-22%	2010	25,974	8,576	
	-14%	2009	33,477	9,960	
	-3%	2008	38,869	12,475	
	-35%	2007	40,207	14,260	
	5%	2006	62,219	21,001	
	45%	FY06	59,060	21,375	
	39%	FY05	40,818	16,977	
	262%	FY04	29,275	12,591	
		FY03	8,086	4,571	
Washington Post					
Proquest	Annual % Change	Year	Searches	FT	
	-7%	2012	15,244	3,124	
	-5%	2011	16,458	3,215	
	-25%	2010	17,327	3,516	
	-16%	2009	23,167	5,068	
	-6%	2008	27,512	6,074	
	-38%	2007	29,418	7,535	
	7%	2006	47,597	13,961	
	73%	FY06	44,616	21,375	
	18%	FY05	25,732	9,245	
	-68%	FY04	21,732	9,422	
		FY03	67,558	48,716	
Wealth Engine					
Donor's Forum	No stats available				
Westlaw Campus Research					
Westlaw		Year	Searches	FT	
		2012	1,125	789	
		2011	1,255	624	
World Cat					
OCLC/ISL	Annual % Change	Year	Searches		
	-14%	2012	11,548		
	-5%	2011	13,458		
	-9%	2010	14,201		
	-6%	2009	15,689		
	-31%	2008	16,671		
	-29%	2007	24,248		
	18%	2006	34,079		
	7%	FY06	28,793		
	7%	FY05	26,952		
	1%	FY04	25,178		
	66%	FY03	25,005		
		FY02	15,108		
Average Change 2012	12%				

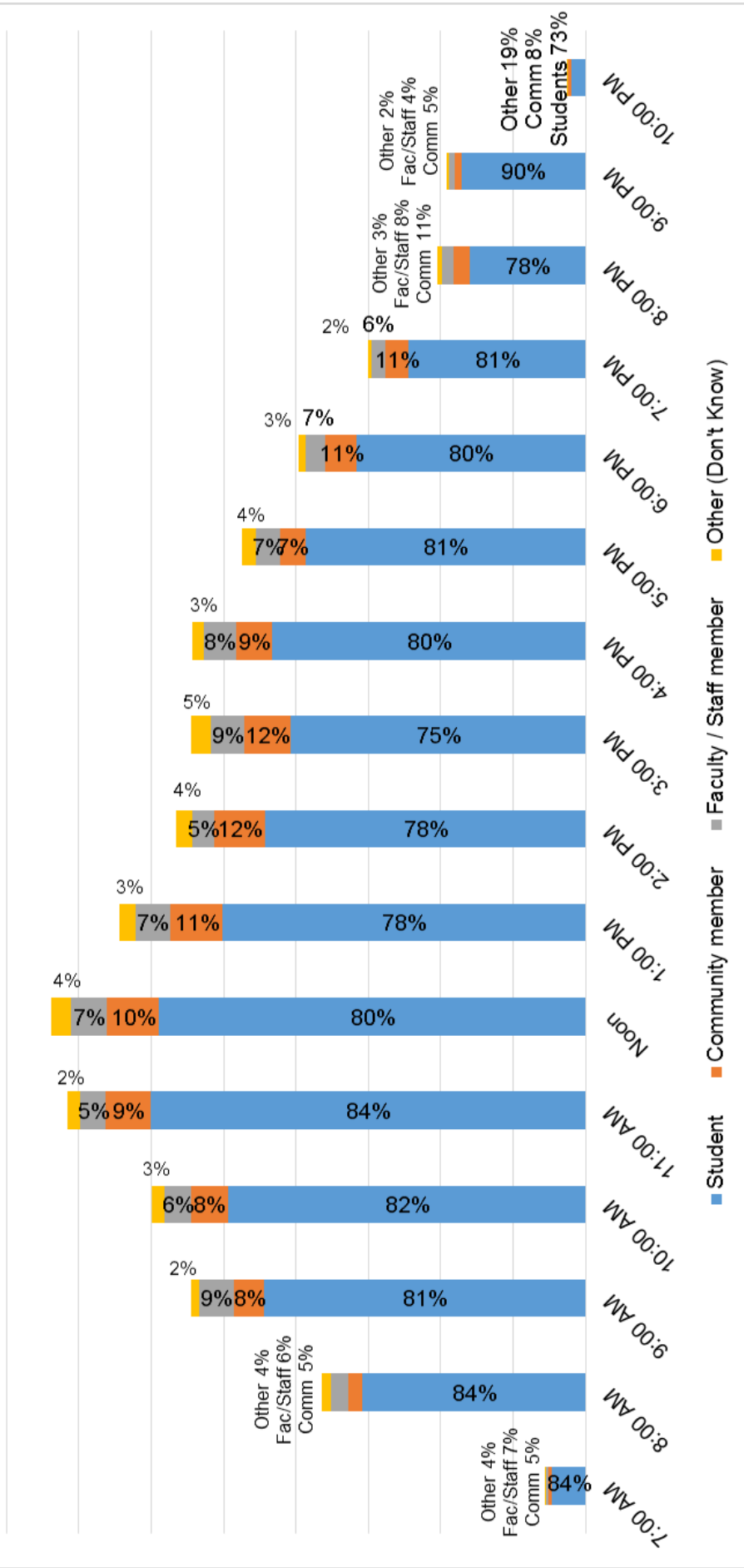
Electronic Media Usage Report FY21012 (Reported FY2013)

Films On Demand					
see: FMG tab below					
FMG Bus & Econ Collection					
see: FMG tab below					
Alexander Street Press					
Product/Package	Pages	Searches	Sessions	Play Backs	Avg. Session Time (min.)
Classical Music in Video	506	93	61	34	5.4
Dental Education in Video	91	652	78	8	6.47
Education in Video	48,342	9,938	1,244	158	9.49
Ethnographic Video Online	91,270	22,107	2,703	135	9.34
Filmmakers Library Online	15,353	2,616	270	68	7.79
Music Online: Listening Plus	52,509	15,078	3,652	619	7.68
-- Additional tracks for Music Online package customers only	8,336	2,345	577	-	7.58
-- American Song	9,143	2,844	628	164	7.76
-- Classical Music Library	8,388	2,351	574	159	7.74
-- Contemporary World Music	8,652	2,480	607	7	7.63
-- Jazz Music Library	9,086	2,600	633	42	7.66
-- Smithsonian Global Sound for Libraries	8,904	2,458	633	247	7.69
New World Cinema: Independent Features & Shorts, 1990-Present	19,356	2,899	518	117	9.11
Silent Film Online	13,650	2,133	370	97	6.71
Sports Medicine and Exercise Science in Video	25,389	3,920	577	122	8.48
-- American History in Video	45,183	7,042	889	127	10.69
-- Area Studies Video Online	48,236	9,889	1,276	434	9.44
-- Art and Architecture Video	48,303	9,889	1,276	434	9.44
-- Counseling and Therapy in Video, Volume 1	47,789	9,886	1,235	137	9.47
-- Criminal Justice and Public Safety in Video	48,261	9,889	1,276	434	9.44
-- Current Affairs in Video	48,275	9,889	1,276	434	9.44
-- Dance in Video	52,527	8,831	1,152	116	10.77
-- Ethnic Studies Video Online	48,251	9,889	1,276	434	9.44
-- Global Business and Economics in Video	48,251	9,889	1,276	434	9.44
-- Health and Society in Video	48,262	9,889	1,276	434	9.44
-- Humanities Video Online	48,236	9,889	1,276	434	9.44
-- Opera in Video	56,052	12,236	1,618	128	9.63
-- Philosophy and Religious Studies in Video	48,240	9,889	1,276	434	9.44
-- Psychology Video Online	48,272	9,889	1,276	434	9.44
-- Science Video Online	48,257	9,889	1,276	434	9.44
-- Theatre in Video	45,157	7,038	824	-	11.01
-- Women's and Gender Studies Video Online	48,232	9,889	1,276	434	9.44
-- World History in Video	45,091	7,038	875	127	10.66
-- World Languages and Literature in Video	48,250	9,889	1,276	434	9.44
VAST: Academic Video Online	68,800	15,167	1,424	761	9.5

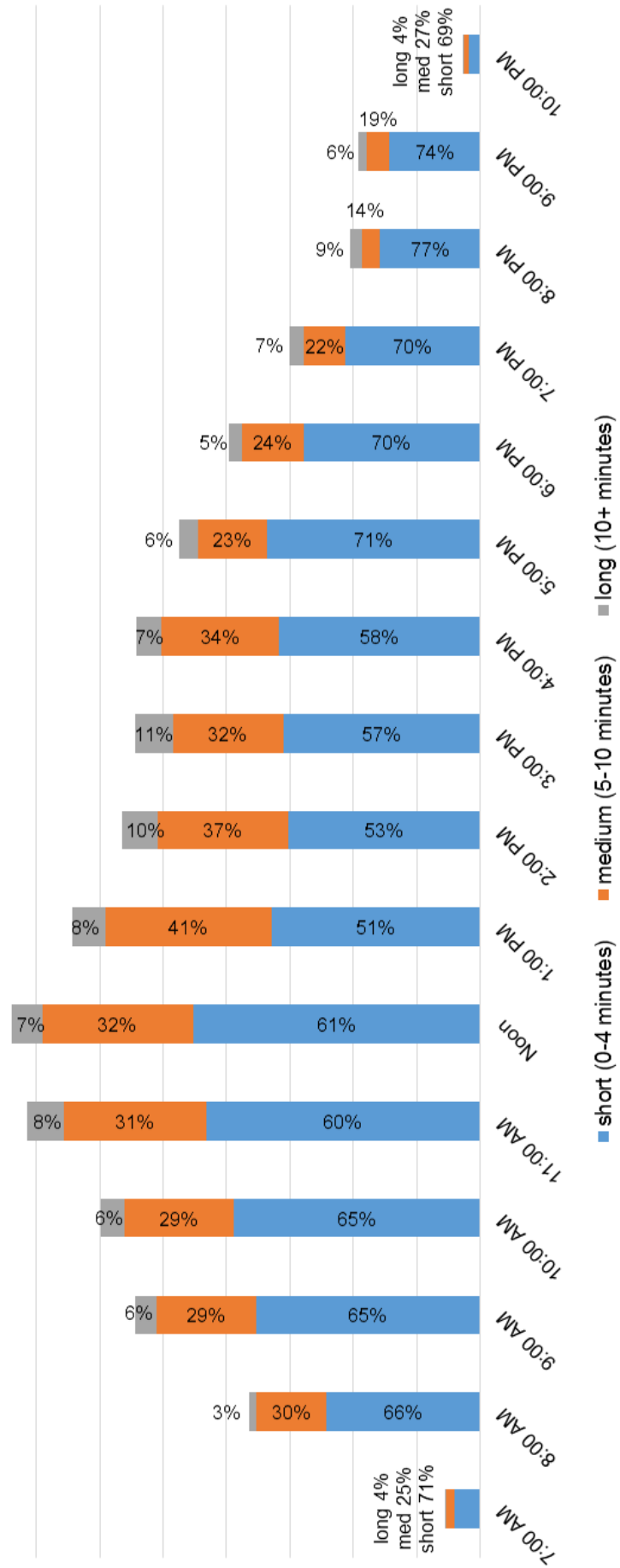
Electronic Book Subscription Usage Report FY2012 (Reported FY2013)

ACLS Humanities Ebooks					
	Annual % Change	Year	Searches	FT Views	
	-3%	2012	703	5,211	
	13%	2011	726	4,939	
	-9%	2010	642	3,370	
		2009	702	3,803	
		2008	687	2,689	
		2007	617	1,312	
Credo Reference					
CARLI	Annual % Change	Year	Sessions	Searches	PageView
	3%	2012	2,945	5,120	13,450
	41%	2011	2,855	4,987	16,223
	-32%	2010	2,022	4,392	12,021
		2009	2,972	2,548	1,143
Gale Virtual Reference Library					
Gale	Annual % Change	Year	Searches		
	11%	2012	29,487		
	97%	2011	26,452		
	273%	2010	13,419		
	183%	2009	3,594		
		2008	1,272		
Knovel Interactive Library					
Knovel	Annual % Change	Year	Searches	Title View	PageView
	8%	2012	3,945	2,745	10,242
	29%	2011	3,654	2,653	8,991
	-6%	2010	2,833	1,828	2,833
	48%	2009	3,002	6,803	7,214
	42%	2008	2,026	5,304	5,924
	12%	2007	1,430	780	4,398
		2006	1,280	603	2,946
Oxford English Dictionary					
ISL	Annual % Change	Year	Searches	Sessions	
	-6%	2012	2,215	754	
	-5%	2011	2,365	800	
	-2%	2010	2,493	802	
	29%	2009	2,533	835	
	-4%	2008	1,961	912	
	6%	2007	2,033	1,108	
	-14%	2006	1,921	949	
	-37%	FY06	2,227	1,485	
	305%	FY05	3,535	1,904	
	288%	FY04	872	2,045	
	-11%	FY03	225	3,120	
		FY02	254	2,732	
Safari Tech Books					
PQ	Annual % Change	Year	Section Views		
	10%	2012	12,549		
	-8%	2011	11,457		
		2010	12,482		

IN PERSON AND PHONE REFERENCE CONTACTS BY PERCENTAGE
Patron Type by Hour of Service



IN PERSON AND PHONE REFERENCE CONTACTS BY PERCENTAGE
 Duration of Patron Contact by Hour of Service



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february



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online in virtual classroom

- APA Citing & Formatting**
Sunday, February 10, 7-8 pm.
- Using JSTOR: Finding Sources in the Humanities**
Monday, February 11, 2-2:45 pm
- WordPress: Creating Online Portfolios**
Wednesday, February 13, 2-3:30 pm
- Finding Company Information**
Friday, February 15, 10-11 am
- You're the Boss of Google: Using Google for Research**
Monday, February 18, 1-2 pm
- MLA Citing & Formatting**
Wednesday, February 20, 11-12 am
- Introduction to Westlaw Campus Research**
Tuesday, February 26, 12-1 pm
- Introduction to Zotero**
Tuesday, February 26, 7-8:30 pm
- Google Drive**
Wednesday, February 27, 2-3 pm

Workshops

in Learning Commons —SRC 2102

- Advanced Research**
Find the best information in databases, on the Web and more.
Wednesday, February 6, 6-8 pm
Tuesday, February 26, 2-4 pm
- Research Basics: The Research Process**
Learn all the steps to successful research.
Monday, February 11, 4-5:30 pm
- Finding & Evaluating Information**
Find the best resources for your research projects.
Thursday, February 21, 6-8 pm

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**if research
were easy,
cats would
go to college**

image credit: Cassandra Leigh Gatto

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- How to Avoid Plagiarism
- APA Citing & Formatting
- MLA Citing & Formatting
- Using Google for Research

...as well as tips, tricks and virtual tours of new library tools.

New sessions are added every month. For webinar descriptions, dates and times, visit <http://library.codlibrary.org/sos/online> or call 630-942-3364



if research were easy, you wouldn't be freaking out right now



**Research can
be tough**
Take help where
you can get it—
the Library
april

Webinars online in virtual classroom

How to Avoid Plagiarism
Tuesday, April 9, 2-3 pm
Introduction to Zotero
Thursday, April 11, 2:30-4 pm

**You're the Boss of Google: Using Google
for Research**

Monday, April 15, 12-1 pm

**WordPress Advanced: Moving to the Next
Level**

Wednesday, April 17, 2-3:30 pm

MLA Citing & Formatting

Thursday, April 18, 3-4 pm

Wednesday, April 24, 8-9 pm

**Workshops
in Learning Commons —SRC 2102**

Research Basics

Monday, April 8, 4-5:30

Finding & Evaluating Information

Thursday, April 18, 6-8 pm

Advanced Research

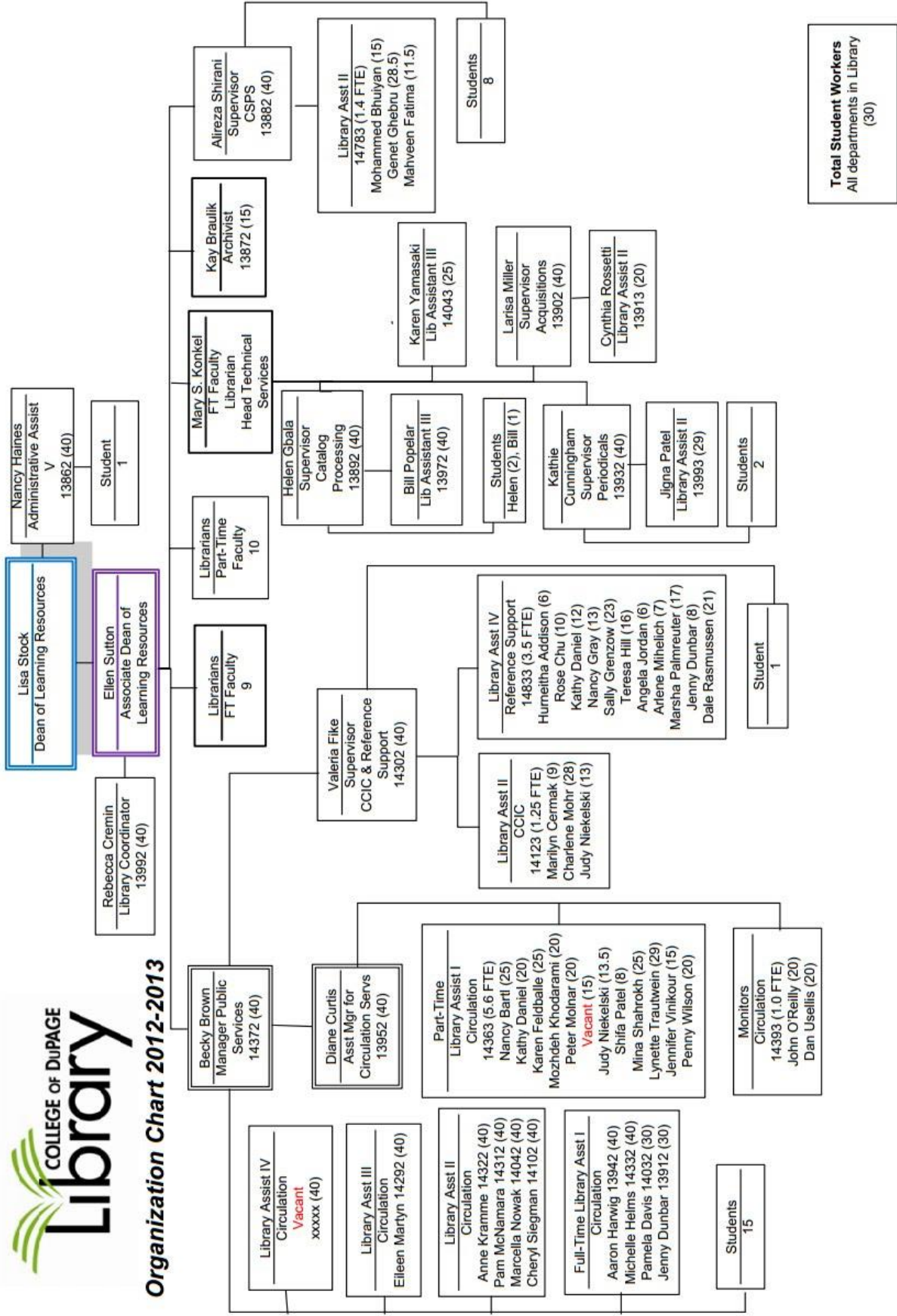
Wednesday, April 24, 4-6 pm

For session descriptions or to join an online session, visit
<http://library.codlibrary.org/sos> or call 630-942-3364

For Americans with Disabilities Act accommodations, call (630) 942-2141 (voice) or (630) 858-9692 (TDD)



Organization Chart 2012-2013



Total Student Workers
All departments in Library
(30)

Updated: 9/17/2012

LIBRARIAN ASSIGNMENTS BY DISCIPLINE 2012-2013

BUSINESS & TECHNOLOGY

Business

Accounting – Christine Kickels
 Business – Christine Kickels
 Culinary Arts – Christine Kickels
 Facility Management – Denise Coté
 Hospitality Management – Christine Kickels
 Management – Christine Kickels
 Marketing – Christine Kickels
 Paralegal Studies – Christine Kickels
 Real Estate – Christine Kickels
 Travel, Tourism & Event Planning – Christine Kickels

Career & Technical Education

Architecture – Denise Coté
 Automotive Service Technology – Denise Coté
 Cosmetology – Denise Coté
 Construction Management – Denise Coté
 Electro-Mechanical Technology – Denise Coté
 Electronics Technology – Denise Coté
 Fashion Merchandising and Design – Denise Coté
 Heating/Air Conditioning (HVAC) – Denise Coté
 Horticulture – Denise Coté
 Interior Design – Denise Coté
 Manufacturing Technology – Denise Coté
 Welding Technology – Denise Coté

Technology

Computer Internetworking Technologies – Colin Koteles
 Computer Information Systems (CIS) – Colin Koteles
 Library Information Technology – Colin Koteles
 Office Technology Information – Colin Koteles

HEALTH & SCIENCES

Health Sciences

Dental Hygiene – Debra Smith
 Diagnostic Medical Imaging (DMI) – Debra Smith
 EMT & Paramedic - Debra Smith
 Fire Science Technology - Denise Coté
 Health Information Technology – Debra Smith
 Long-Term Care Administration – Debra Smith
 Medical Assistant – Debra Smith
 Nursing (AND, PN & CNA) – Debra Smith
 Pharmacy Technician - Debra Smith
 Phlebotomy/EKG – Debra Smith
 Physical Therapist Assistant (PTA) – Debra Smith
 Radiation Therapy – Debra Smith
 Respiratory Care – Debra Smith

Speech-Language Pathology Assistant – Debra Smith
 Surgical Technology – Debra Smith

Math

Engineering – Marge Peters
 Mathematics – Marge Peters

Natural Sciences

Anatomy & Physiology – Marge Peters
 Biology – Marge Peters
 Botany – Marge Peters
 Chemistry – Marge Peters
 Earth Science – Marge Peters
 Meteorology – Marge Peters
 Microbiology – Marge Peters
 Physics – Marge Peters
 Zoology – Marge Peters

Physical Education

Physical Education – Marge Peters

Social Sciences

Anthropology – Dan Blewett
 Criminal Justice – Dan Blewett
 Early Childhood Education & Care – Marge Peters
 Economics – Dan Blewett
 Education – Marge Peters
 Geography – Dan Blewett
 Human Services – Dan Blewett
 Political Science – Dan Blewett
 Psychology – Dan Blewett
 Social Science – Dan Blewett
 Sociology – Dan Blewett

LIBERAL ARTS

Communications

English – Jason Ertz
 Journalism & Mass Communication – Jason Ertz
 Speech – Jennifer Kelley

Fine & Applied Arts

Art – Kenneth Orenic
 Dance– Kenneth Orenic
 Graphic Arts Technology – Colin Koteles
 Graphic Design – Colin Koteles
 Motion Picture/Television – Colin Koteles
 Music – Kenneth Orenic

Photography – Colin Koteles
 Theater Arts – Kenneth Orenic

Humanities

History – Kenneth Orenic
 Humanities – Kenneth Orenic
 Languages – Kenneth Orenic
 Literature (foreign language) – Kenneth Orenic
 Philosophy – Kenneth Orenic
 Religious Studies – Kenneth Orenic

OTHER

Archives—Marge Peters
 Business Solutions – Christine Kickels
 COD Administration – Dan Blewett
 Counselors – Marge Peters
 ESL, ELI, ABE & GED – Jennifer Kelley
 High School Contact Person – Jennifer Kelley
 Juvenile Literature – Jason Ertz
 Online College – Jennifer Kelley
 Students with Special Needs – Dan Blewett

CONTACT INFORMATION

Dan Blewett	630-942-2279	blewett@cod.edu
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Jennifer Kelley	630-942-2383	kelleyj@cod.edu
Christine Kickels	630-942-2313	kickels@cod.edu
Colin Koteles	630-942-2923	koteles@cod.edu
Kenneth Orenic	630-942-2338	orenick@cod.edu
Marge Peters	630-942-2337	petersm@cod.edu
Debra Smith	630-942-4305	smithkak@cod.edu

Dan Blewett
x.2279, SRC 2031
blewett@cod.edu

Reference scheduling & collection
COD Administration
Archives Reference
Students with special needs
Social & Behavioral Sciences
Anthropology
Criminal Justice
Economics
Geography
Human Services
Political Science
Psychology
Social Science
Sociology

Denise Côté
x.2092, BIC 2814C
cotede@cod.edu

Innovative (III) system
Electronic resources
Business (split)
Facility Management
Career & Technical Education
Architecture
Automotive Service Technology
Construction Management
Cosmetology
Fashion Merchandising & Design
Electro-Mechanical Technology
Electronics Technology
Fire Science Technology
Heating, Air Conditioning & Refrigeration
Horticulture
Interior Design
Manufacturing Technology
Welding Technology

Jason Ertz
x.3317, BIC 2814B
ertzja@cod.edu

Juvenile Literature collection
Electronic resources backup
Communications (split)
English
Journalism & Mass Communication

Jennifer Kelley
x.2383, BIC 2814E
kelleyj@cod.edu

Copyright
ABE/GED
ESL/ELI
Online College
Student outreach/HS contact
Popular reading & graphic novels
Popular videos & audiobooks
Communications (split)
Speech

Christine Kickels
x.2313, BIC 2814D
kickels@cod.edu

COD Business Solutions
Philanthropy Center
Business (split)
Accounting
Business
Culinary Arts & Hospitality
Management
Marketing
Paralegal Studies
Real Estate
Travel, Tourism & Event Planning

Mary Konkel, Library
x.2662
konkel@cod.edu

Technical Services
Acquisitions
Cataloging
Periodicals
Processing
Collections Grants Accounting

Colin Koteles
x.2923, OCC 107A
koteles@cod.edu

Web services
Institutional repository backup
Innovative system backup
Fine and Applied Arts (split)
Graphic Arts Technology
Graphic Design
Motion Picture/Television
Photography
Technology
Computer Internetworking
Technologies
Computer Information Systems (CIS)
Library & Information Technology
Office Technology Information

Kenneth Orenic
x.2338, BIC 2814F
orenick@cod.edu

Institutional Repository
Fine & Applied Arts (split)
Art
Dance
Music
Theater Arts
Humanities
History
Languages
Literature (Foreign Language)
Philosophy
Religious Studies

Marge Peters
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petersm@cod.edu

Archives
College & Career Information
COD Counselors
Education
Education
Early Childhood Education & Care
Math

Engineering
Mathematics
Physical Education
Physical Education
Natural Sciences
Anatomy & Physiology
Biology
Botany
Chemistry
Earth Science
Meteorology
Microbiology
Physics
Zoology

Debra Smith
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Reference training
Health Sciences
Dental Hygiene
Diagnostic Medical Imaging
EMT & Paramedic
Health Information Technology
Long Term Care Administration
Medical Assistant
Nursing (ADN, PN, CNA)
Pharmacy Technician
Phlebotomy/EKG
Physical Therapist Assistant (PTA)
Radiation Therapy
Respiratory Care
Speech/Language Pathology Assistant
Surgical Technology



LIBRARY COMMITTEES & WORKING GROUPS 2012-2013

COLLECTIONS COMMITTEE

Committee charge:

- To advise the Associate Dean on collection development fund allocation.
- To advise the Head of Technical Services on concerns related to acquisitions, cataloging and processing activities.
- To investigate and recommend the purchase of new electronic information resources.
- To coordinate the review of serials and continuations collections.

Committee members:

Marge Peters, Chair
Dan Blewett
Denise Cote

Mary Konkel
Ellen Sutton (ex officio)

INSTRUCTION COMMITTEE

Committee charge:

- To keep informed of instructional issues and activities in the library profession and discuss, investigate, and explore them as they apply to this Library.
- To support and promote the delivery and excellence of course-related instruction by all appropriate delivery methods.
- To design and implement non-course-based instructional opportunities for all users.
- To oversee the provision of non-course-based instructional materials including print, non-print and electronic.
- To make recommendations on classroom usage, design and equipment.
- To develop and maintain web pages directly related to instruction.

Committee members:

Jenn Kelley, Chair
Jason Ertz
Christine Kickels

Colin Koteles
Ken Orenic

PUBLIC SERVICES ADVISORY & ASSESSMENT COMMITTEE

Committee charge:

- To assess current public services and recommend changes in policies or procedures in conjunction with the Library remodeling.

Committee members:

Dan Blewett
Becky Brown
Valeria Fike

Christine Kickels
Ken Orenic
Debra Smith

Revised 12/12

TECHNOLOGY COMMITTEE

Committee charge:

- To investigate new technologies and make recommendations on new technology initiatives.
- To make recommendations on hardware and software for use by the public in the Library, including Innovative, OCLC, Web software applications, and print utilities.
- To review prospective electronic resources in terms of their technological requirements and usability.
- To monitor and advise on network and computing issues related to Library services and staff.

Committee members:

Colin Koteles, Chair
Denise Cote

Mary Konkel
Alireza Shirani

LIBRARY PUBLICITY GROUP

Charge:

To provide regular input and feedback on the library's promotional activities and program and to create content for library publicity.

Members:

Jennifer Kelley, Lead
Rebecca Cremin

Christine Kickels
Ellen Sutton

REFERENCE TRAINING GROUP

Charge:

To develop a comprehensive plan for reference and customer service training for Library staff.

Members:

Debra Smith, Lead
Dan Blewett
Becky Brown

Valeria Fike
Christine Kickels


Revised 12/12

Library Bill of Rights

The American Library Association affirms that all libraries are forums for information and ideas, and that the following basic policies should guide their services.

- I. Books and other library resources should be provided for the interest, information, and enlightenment of all people of the community the library serves. Materials should not be excluded because of the origin, background, or views of those contributing to their creation.
- II. Libraries should provide materials and information presenting all points of view on current and historical issues. Materials should not be proscribed or removed because of partisan or doctrinal disapproval.
- III. Libraries should challenge censorship in the fulfillment of their responsibility to provide information and enlightenment.
- IV. Libraries should cooperate with all persons and groups concerned with resisting abridgment of free expression and free access to ideas.
- V. A person's right to use a library should not be denied or abridged because of origin, age, background, or views.
- VI. Libraries that make exhibit spaces and meeting rooms available to the public they serve should make such facilities available on an equitable basis, regardless of the beliefs or affiliations of individuals or groups requesting their use.

Adopted June 19, 1939, by the ALA Council; amended October 14, 1944; June 18, 1948; February 2, 1961; June 27, 1967; January 23, 1980; inclusion of "age" reaffirmed January 23, 1996.



ALA Code of Ethics

As members of the American Library Association, we recognize the importance of codifying and making known to the profession and to the general public the ethical principles that guide the work of librarians, other professionals providing information services, library trustees and library staffs.

Ethical dilemmas occur when values are in conflict. The American Library Association Code of Ethics states the values to which we are committed, and embodies the ethical responsibilities of the profession in this changing information environment.

We significantly influence or control the selection, organization, preservation, and dissemination of information. In a political system grounded in an informed citizenry, we are members of a profession explicitly committed to intellectual freedom and the freedom of access to information. We have a special obligation to ensure the free flow of information and ideas to present and future generations.

The principles of this Code are expressed in broad statements to guide ethical decision making. These statements provide a framework; they cannot and do not dictate conduct to cover particular situations.

- I. 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.
- II. We uphold the principles of intellectual freedom and resist all efforts to censor library resources.
- III. We protect each library user's right to privacy and confidentiality with respect to information sought or received and resources consulted, borrowed, acquired or transmitted.
- IV. We respect intellectual property rights and advocate balance between the interests of information users and rights holders.
- V. We treat co-workers and other colleagues with respect, fairness, and good faith, and advocate conditions of employment that safeguard the rights and welfare of all employees of our institutions.
- VI. We do not advance private interests at the expense of library users, colleagues, or our employing institutions.
- VII. We distinguish between our personal convictions and professional duties and do not allow our personal beliefs to interfere with fair representation of the aims of our institutions or the provision of access to their information resources.
- VIII. We strive for excellence in the profession by maintaining and enhancing our own knowledge and skills, by encouraging the professional development of co-workers, and by fostering the aspirations of potential members of the profession.

Adopted at the 1939 Midwinter Meeting by the ALA Council; amended June 30, 1981; June 28, 1995; and January 22, 2008.

Works Cited

Association of College and Research Libraries. "ACRL Statistics Portal." Accessed March 17, 2014. <http://www.acrlmetrics.com>

Peer libraries referenced in this report were determined by the following criteria:

- *Illinois community college library*
- *Top ranking by student FTE at a single-campus location*
- *Reported data to ACRL in FY2012*

COD did not contribute complete and accurate information to the 2012 data set either so the submission guidelines were used to create the information presented here for comparison, such as volume count in the discussion of collection size and reference contacts in the public service chapter.

Bosch, Stephen and Kittie Henderson. "The Winds of Change: Periodicals Price Survey 2013." *Library Journal*, April 25, 2013. <http://lj.libraryjournal.com/2013/04/publishing/the-winds-of-change-periodicals-price-survey-2013> (accessed March 17, 2014).

Illinois Community College Board. "A Summary Profile of the Illinois Public Community Colleges." *2013 Data and Characteristics of the Illinois Public Community College System*. Accessed April 28, 2014. <http://64.107.108.147/databook/2012/docs/13%20Profile.xls>