Surveyed faculty and students on library program and services; received productive and positive feedback

Instructed all 159 ninth graders on introductory research and technology skills during BOOM mini-course

Made significant progress in developing cohesive JK-12 library program by regularly meeting with lower and middle school librarians about policies, procedures, budgets, and collections

Evaluated our suite of databases and made significant changes to strengthen our collection of online resources

Weeded over two thousand items to make space for a secondary classroom

Promoted database selections in weekly emails to faculty; witnessed remarkable increase in usage

Began transitioning literary and history reference materials to digital format

Piloted LibGuides to History and English classes as a more visually organized and appealing replacement for WikiGuides; received 1,845 views on ALT Guide alone

Survey Says. . .

For the first time in six years, we asked faculty and students for feedback on library program and services. Below you will find highlights, or you may read the entire Faculty Survey Results or the entire Student Survey Results online.

Faculty Feedback: Of the 39 faculty members who responded to our survey, most use the library several times a trimester (43.6%) or several times a week (20.5%). The top reasons for faculty members to use the library are to get book or other resource suggestions or to request resources. If faculty members do not use the library, it is due mainly to lack of time. Most valued library resources include non-fiction and reference books, the library website, online databases, fiction books, DVDS, and the library catalog. Most valued library services include helping students find resources, finding and ordering resources, online database instruction, and one-on-one instruction.

Student Feedback: Of the 196 students who responded to our survey, most (28.6%) use the library daily; the next largest set (25%) use the library several times a trimester. Tied for the top reason to use the library are to study and to use the printer (84.7%). Next, 74.5% use the library to do research for classes. If students do not use the library, the top reason is the noise level, followed by lack of time. Most valued library resources include online databases, NoodleBib, the library website, and nonfiction books. Most valued library services include help with database searching, help with printing and copying, help with general research, help with finding information or resources, and help with citing sources.
We continue to work closely with nearly all of the Upper School students when they are assigned research or library-based projects. Here are some of the highlights by department:

**BOOM:**
*Grade 9* Introduced key technology and information literacy skills to all freshmen via Brain Owners Operating Manual during the first month of school

**English:**
*Grade 11* Introduced students to databases and web evaluation strategies for literary criticism and current events research
*Grade 12* Instructed all seniors on choosing authors, selecting literary criticism, and synthesizing research, using NoodleBib and ALT Libguide; showcased creative projects in library

**History:**
*Grade 9* Visited all World History courses to instruct students in resources, citation, and NoodleBib for the Religious Art Project and reinforced skills introduced in BOOM; assisted students with research for the Imperialism Project, which relied heavily on challenging print sources
*Grade 10* Visited all 20th Century World History classes to review citation and teach search strategies for Global Issues Project; assisted with research for the African Kingdoms Project
*Grade 11* Reviewed research strategies, including TOECAP and database searching, with all US History courses; presented to US History classes on jazz and American culture; instructed all US History classes in source evaluation and selection and thesis development for intensive Immigration Project and Final Projects; graded annotated bibliographies for these projects
*Grade 12* Assisted with book selection for elective reading assignment in World War Two course

**Class Visits and Usage Patterns**
In November, we installed a door counter to keep track of visits, and we were blown away by the results. According to the counter, 152,011 people entered the library from November to June; we averaged 21,716 visits per month and 1235 visits per day. This may seem like an absurdly high number; however, the counter includes students entering and exiting the arts area, students and faculty coming in to make copies, and faculty meetings, among other types of visits. Last year, we counted an average of 283 visits per day, but the counter reveals that we are far busier than that number shows. While we used to simply count the number of people using the library during each period, the counter reveals what a whirlwind of activity the library is; there are lots of people coming and going at any one time.

We also increased the number of classes hosted and taught in the library by a much smaller margin, from 262 to 286. While all six departments made use of the library this year, the History and English departments continue to use the space most frequently.

McCulloch Library is open 24 hours a day via our virtual presence at www.micdslibrary.com. Our blog and wikis had thousands of visitors over the course of the year. Our blog alone drew 4,509 visitors between July 2011 and June 2012. We are transitioning to Libguides as our pathfinder tool, so we expect to see a decrease in wiki usage over the next year.
About the Collection

We now offer 18,772 titles and 21,612 items in our collection, and over the year we added 1,286 physical items. New additions included books, CDs, DVDs, video and audio equipment, video games, and board games for classroom use. We also added a significant number of virtual items to the collection. We made our first foray into nonfiction ebooks, adding 14 titles for a total of 620 volumes. These titles are available through our catalog, so students find them in the same way they find print materials. We also added ipad apps to our ever-diversifying collection.

We removed 1,994 items from our collection due to age, deterioration, or inappropriateness for our population. Continually updating the collection benefits our students and faculty by giving them access to the most recent and relevant resources.

This was the first year in five years that we did not increase our circulation; in fact, circulation decreased by 1,422. However, our new nonfiction ebooks were accessed 1,066 times, a figure that may help to explain the decrease. More and more, our students may begin to replace circulation of physical books with ebooks that are accessible at any time and place.

We began to circulate Nooks and Kindles to students this past spring. They became a hot commodity as students scrambled to find texts for the Advanced Literary Topics course. These devices have helped us to provide access to books on demand, just as our Audible subscription has helped us to provide instant access to audiobooks. We are still trying to determine how best to measure use on these devices.

It is also difficult to assess use of our magazine collection, so we surveyed our faculty and students on this topic. Teachers and students alike expressed satisfaction with our current collection and a reluctance to get rid of any of our subscriptions.

The charts below represent other elements of collection use. Using our collection of online databases, students download or print much of the content they read. Based on statistical analysis, we decided to replace Discovery Streaming, a video database, with a more accessible database called Classroom Video on Demand, which has been well-received by teachers. Students continue to turn to the Gale suite of databases first. The total number of searching sessions increased by a remarkable 8,921 sessions, while the number of searches increased by a whopping 13,266. Last year, Gale began to tabulate search statistics differently, which caused an apparent drop in searches, but our students and faculty have managed to begin closing the gap.

<table>
<thead>
<tr>
<th>GALE USAGE</th>
<th>2009-2010</th>
<th>2010-2011</th>
<th>2011-2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Sessions</td>
<td>13,796</td>
<td>17,972</td>
<td>26,893</td>
</tr>
<tr>
<td>Total Searches</td>
<td>60,144</td>
<td>35,457</td>
<td>48,723</td>
</tr>
</tbody>
</table>

Students and faculty also made extensive use of the EBSCO suite of databases to complete their research. Use of the EBSCO databases dropped significantly last year, but we saw an incredible increase in usage again this year. While we did not include Middle Search Plus statistics in our totals, as it is a middle school database, the rise may be partly attributed to general middle school use of EBSCO databases, along with more intentional promotion of EBSCO databases in the upper school.

<table>
<thead>
<tr>
<th>EBSCO USAGE</th>
<th>2009-2010</th>
<th>2010-2011</th>
<th>2011-2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Full Text</td>
<td>3,551</td>
<td>985</td>
<td>8,215</td>
</tr>
<tr>
<td>Total Sessions</td>
<td>5,855</td>
<td>1,356</td>
<td>5,206</td>
</tr>
<tr>
<td>Total Searches</td>
<td>14,299</td>
<td>4,606</td>
<td>39,715</td>
</tr>
</tbody>
</table>
Promoting Reading

We continue to develop a community of readers at the upper school. Just as our general circulation decreased this year, our fiction circulation dipped slightly as well, by 278 items. Since we have added ereaders we have a slightly less accurate accounting, since there is no way to document what exactly students are reading when they check out a Nook or Kindle. The most highly circulated fiction books during the 11-12 school year were:

1. *The Hunger Games*, by Suzanne Collins
2. *The Night Circus*, by Erin Morgenstern
3. *Mockingjay*, by Suzanne Collins
4. *Legend*, by Marie Lu
5. *Catching Fire*, by Suzanne Collins
8. *An Abundance of Katherines*, by John Green
9. *All the Pretty Horses*, by Cormac McCarthy
10. *The Girl with the Dragon Tattoo*, by Stieg Larsson

Once again, we created bookmarks with lists of themed reading to give out during Parents Night and conferences. We also created a brand new bookmark to promote library program and resources to prospective families who attended the Open House in October.

We continued to promote books through different themed displays, including the following: Mr. Small’s Favorite Books; Banned Books Week; The Hunger Games film premiere; Cooking and Crafting; Big Books; GLBTQ resources, as well as many others.

While Book Club membership slowly dwindled this year, we attempted to bolster its numbers by allowing members to meet up at the Annual Book Fair to identify appealing new books to add to the collection. One of their selections, *Legend*, by Marie Lu, was one of our most highly circulated books of the year.

**Professional Development**

Katie attended the American Association of School Librarians national conference in Minneapolis in November, where she went to workshops on Transliteracy, Integrating Print and Digital Resources, Empowering Students Through Self-Assessment, and Instruction Strategies. Katie is also a new member of a committee planning a Summer Institute for the Association of Independent School Librarians that will take place in St. Louis in 2013.

Colleen attended the ISSL workshop given by Doug Johnson on “Smart Strategies for Changing Times” as well as a Herff-Jones Yearbook workshop for advisors and staff members.

Both Colleen and Katie attended a Herff-Jones Yearbook camp this July to begin planning for next year’s book and gain expertise in the yearbook software.

We continue to make our own professional development a priority, but we have also provided professional development to teachers in our own community. Every August, we provide a brief orientation to the library for new teachers.
This fall, we again have the opportunity to reach all ninth graders through time set aside for introduction to best upper school learning practices, including technology and research skills, in the BOOM mini-course. BOOM has been better articulated and expanded this year, so we hope to be able to reinforce the skills we teach during the first trimester in other freshman courses throughout the year.

We also hope to maintain the level of service we have provided to faculty and students in the past during this tumultuous year of construction and ISACS work.

We plan to continue working with the lower and middle school librarians to make our grade level expectations more consistent across the divisions; our ISACS work should help to facilitate this.

Lastly, we plan to continue transitioning many of our popular print resources, including fiction and nonfiction, to electronic resources so that we can provide simultaneous multi-user access.

Community Connections

While the library staff is devoted to the success of the library program, we also participate in the life of the school in order to form relationships with students, faculty, and parents outside the walls of the library.

Aaron is an important part of school life, continuing to lead Confection Connection and co-sponsoring GSA, as well as contributing his baked goods for countless events.

Colleen and Katie assumed the roles of yearbook advisors, a valuable experience that consumed much time and energy.

Both Katie and Colleen are also members of a newly formed taskforce charged with drafting a plan of action for the rich archival collections of Mary Institute, Country Day, and MICDS. Katie and Colleen have also accepted roles as co-chairs of the JK-12 Library and Media Services Report and the Instructional Technology Report, respectively, for the ISACS Self-Study.

Challenges

The library survey made clear that students and faculty continue to have very diverse perspectives on what the library is used for and what it should be used for. Some faculty noted remarkable improvements in a more studious atmosphere, while others claimed the library is too noisy for productive work. Some students demanded quiet areas, while others asked that we allow more socializing. It is clear that we still need to experiment with ways to fulfill a variety of needs—for both quiet and collaborative spaces. This will be even more challenging in the coming year as construction begins and spaces for both students and faculty become more limited.

Goals

This fall, we again have the opportunity to reach all ninth graders through time set aside for introduction to best upper school learning practices, including technology and research skills, in the BOOM mini-course. BOOM has been better articulated and expanded this year, so we hope to be able to reinforce the skills we teach during the first trimester in other freshman courses throughout the year.

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Student Suggestions for Improvements:

- Build a bathroom
- Ban everyone but the seniors
- Ban the seniors
- Buy new carpeting
- Add more tables
- Stop appointments
- Make it quieter
- Create a designated quiet area
- Allow food
- Add more outlets
- Add more rooms for studying
- More cubicles
- Add staff
- Buy ipads
- Nothing: it's already perfect!