The State of America’s Libraries was released April 9 – 68 pages available via www.ala.org/news/mediapresscenter/americaslibraries/soal2012
The Rise of e-Reading was released on April 4 by the Pew Research Center’s Internet & American Life Project – 68 pages available at libraries.pewinternet.org/2012/04/04/the-rise-of-e-reading/

---------Academic Library Highlights---------

Given the new focus on academic rigor as part of the value proposition, the contributions of academic librarians to student learning and critical thinking assumed an even more important role than before. Most students entering college in the fall of 2011 acknowledged that they lacked the research skills needed to complete assignments and be successful in an information-intensive economy; a survey of incoming first-year students found that 60% do not evaluate the quality or reliability of information; 75% do not know how to locate research articles and resources; and 44% do not know how to integrate knowledge from different sources.

@ISU: we see this all the time, and often discuss ways to tackle these challenges including different ways to word research/writing assignments. We continue to build our LibGuides (libguides.indstate.edu) to support the research needs of our students and others but teachers need to lead the way by knowing what’s there, making their students use the guides, and recommending additional topics to the Reference/Instruction Librarians.

Library expenditures for e-books, electronic journals, and database subscriptions increased 23 % (more than $264 million) since 2008. Academic libraries are spending less per student. In 2010 libraries spent $332 per student, down from $355 in 2008 ($359 in 2010 dollars). Usage of academic libraries, on the other hand, is up. Presentations to groups increased 4.4 % over 2008, from 498,337 to 520,122 and reached 7.7 % more individuals.

Other electronic services provided by academic libraries have increased dramatically: 40.8% provide document digitization services (up from 35.7 % in 2008); 17.1 % support electronic thesis and dissertation production (up from 13.3 % in 2008).

ISU is supported in these endeavors by Sycamore Scholars scholars.indstate.edu/
The National Survey of Student Engagement has formed a working group to develop an information literacy assessment module for the 2013 survey, and the IMLS-funded Rubric Assessment of Information Literacy Skills project is using the Valid Assessment of Learning in Undergraduate Education (VALUE) to create a suite of rubrics that can be used by librarians and disciplinary faculty to assess information literacy outcomes.

Digital Literacy: In the fall of 2011, Julius Genachowski, chairman of the Federal Communications Commission, announced a plan to create a digital literacy corps that would provide training in schools and libraries across the country. Genachowski also announced a series of digital literacy initiatives including a public-private partnership, Connect to Compete, that will provide eligible low-income families with less expensive computers and Internet connections, as well as skills training. Both projects are in the planning stages and are to be further developed in 2012. See connect2compete.org/

The National Telecommunications and Information Administration created a digital literacy portal (DigitalLiteracy.gov) to collect resources for librarians, educators, and other professionals who provide digital literacy training. A Digital Literacy Task Force was also established, comprised of ALA members from school, public, and academic libraries. The task force is charged with identifying best practices among libraries, where there might be gaps in practice, and where there are opportunities for libraries to excel in digital literacy work. The work of the task force continues into 2012 and highlights the multiple roles libraries play in supporting a digitally literate society.

Intellectual Freedom: Mostly from school libraries, 326 challenges were recorded. The American Association of School Librarians highlighted censorship awareness by designating Sept. 28, 2011, as the first Banned Websites Awareness Day in order to bring attention to the overly aggressive filtering of educational and social websites used by students and educators.

“Many schools filter far beyond the requirements of the Children’s Internet Protection Act because they wish to protect students,” Carl Harvey, AASL president, said. “Students must develop skills to evaluate information from all types of sources in multiple formats, including the Internet. Relying solely on filters does not teach young citizens how to be savvy searchers or how to evaluate the accuracy of information. “The use of social media in education . . . is an ideal way to engage students,” Harvey said. “In order to make school more relevant to students and enhance their learning experiences, we need to incorporate those same social interactions that are successful outside of school into authentic assignments in the school setting.”

Choose Privacy Week will be May 1-7, 2012. This is an initiative that invites library users into a national conversation about privacy rights in a digital age. The campaign gives libraries the tools they need to educate and engage users, and gives citizens the resources to think critically and make more informed choices about their privacy. Allies include the Campaign for Reader Privacy; Center for Democracy & Technology; Electronic
On April 4, the Pew Research Center’s Internet & American Life Project released the first comprehensive examination of U.S. adult reading habits since e-books have come to prominence. Among its key findings are that 78% of adults read a book in the past year, and 14% of these readers borrowed their last book from our nation’s libraries. Additionally, one in five adults reported reading an e-book in the past year. American Library Association (ALA) President Molly Raphael responds to this vital new research: “As the premier group dedicated to fostering lifelong learning, librarians will be among the most avid readers of this important report. Much of the report confirms trends to which we’ve been eyewitnesses: four times the number of people report reading e-books on a typical day now compared with only two years ago; and the number of people that own e-reader devices or tablets nearly doubled between mid-December 2011 and January 2012.

Of great concern, though, are findings that there is a significant gap in those who have read an e-book in the last year versus those who did not based on level of education and income (34 percent of those who read an e-book had some college education, compared to 19 percent of high school graduates or less education; and 38 percent of those with household incomes greater than $75,000 had read an e-book, compared with 20 percent of those with incomes less than $30,000), and that fewer people overall are reading books. See page 15 for “Tech timeline of e-readers and tablets”

Non-Readers: A fifth of Americans (18%) said they had not read a book in the past year. This group is more likely to be: male than female (23% vs. 14%), Hispanic than white or black (28% vs. 17% and 16%), age 65 or older (27%), lacking a high school diploma (34%), living in households earning less than $30,000 (26%), unemployed (22%), and residents of rural areas 25%. Those who did not read a book last year also tended not to be technology users. (page 26)