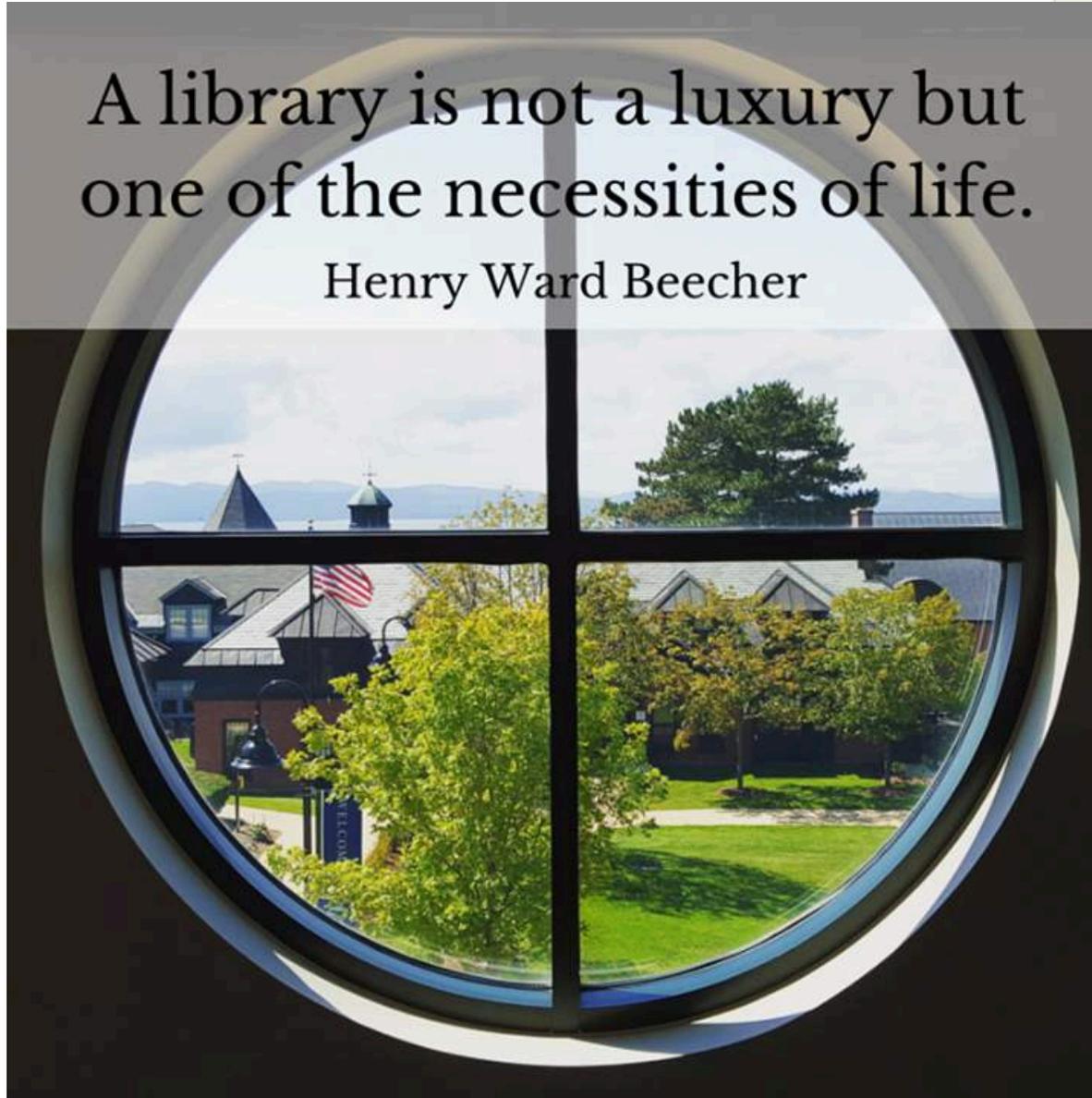


A library is not a luxury but
one of the necessities of life.

Henry Ward Beecher



Photo/illustration: Andy Burkhardt

Champlain College Library
Annual Report
2014-2015

The View from Here

Every year brings changes in our library, at our college, and in our profession. In this vibrant environment, it pays to take the long view. By focusing on a shared vision of agility, innovation, collaboration, and outstanding service, the library team continues to navigate – and thrive in—our dynamic higher education landscape.



Photo/illustration: Andy Burkhardt

As individuals and as a team, we also spend time in deliberate reflection about our work. Each year’s Annual Report is an opportunity to look back over the academic year completed—and in this accreditation year, we begin by looking back much farther. The chart on the next page continues a tradition begun in 2005 when the Annual Report included a “Ten Years Ago…” comparison. Updating that chart with current data provides a glimpse of the development experienced both in the college and the library over the past two decades, a timespan that includes the growth of the four-year curriculum, the opening of Miller Information Commons, and the vast expansion of the library’s collections, resources, and services. It provides context for our ongoing planning and progress, and serves as a reminder of the extensive growth and development accomplished by the library team.

This month, Champlain College was named the #1 Most Innovative School in the North by *U.S. News and World Report’s* “America’s Best Colleges.” The Library is proud to be a part of this intentional approach toward inventive and effective collegiate education.

~ September, 2015

TWENTY YEARS AGO, 1994-1995...

- Champlain enrolls 1,517 student Full-Time Equivalents (FTEs), primarily in Associates degree programs. The Library occupies part of Joyce Hall, 6,000 square feet with seating for about 106 people.
- The Library is open 81 hours each week during the academic year and has a gate count of about 66,750 people in a year.
- The Library staff includes 3.5 FTE Librarians and 1 FTE other staff, for a total staff of 4.5 FTE. Students staff the Library during evenings and weekends.
- The Library collection includes 36,500 print books. Online books don't exist. Total circulation of books and videos is 9,100.
- The collection includes about 300 print journals or serials and about 1,000 online full-text journals.
- The collection includes 10,500 additional items grouped together as audio, video, or microfilm. There is no collection of images in slide format or online.
- The total Library budget is about 1.86% of the College's total Educational and General expenditures.

TEN YEARS AGO, 2004-2005....

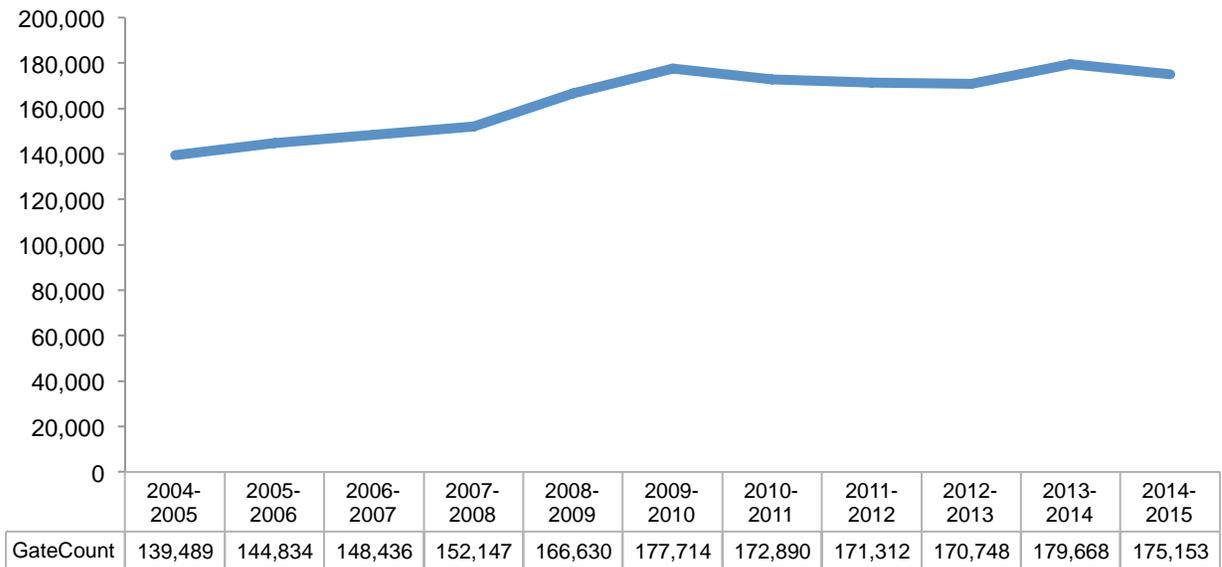
- Champlain enrolls 2,010 student FTEs, primarily in Bachelors degree programs. The Library occupies Miller Information Commons, a facility of about 24,000 square feet with seating for about 228 people.
- The Library is open 106.5 hours each week, with a gate count of about 139,500 people in a year.
- The Library staff includes 3.92 FTE librarians and 2.7 FTE other staff, for a total staff of 6.62 FTE. An adult staff member is present for all open hours.
- The Library collection includes about 40,797 print books and about 30,000 online books, for a total of over 70,000 books. Total circulation of print books and videos is 5,224.
- The collection includes about 276 print journals or serials and about 18,518 online full-text journals.
- The collection also includes about 766 audiovisual items and about 3,950 microfilm. A collection of 300,000 images [ArtSTOR] is available online.
- The total Library budget is about 1.69% of the College's total Educational and General expenditures.

TODAY, 2014-2015....

- Today, Champlain enrolls a total of **2,999** student FTEs including traditional Bachelors, Continuing Professional Studies, and Graduate students.
- The Library continues to remain open 106.5 hours each week, with a gate count exceeding **175,000** people per year.
- The Library staff now includes 8.48 FTE librarians plus 3.37 FTE other staff, for a total staff of **11.85 FTE**
- The collection now includes over 48,800 print books plus over **200,000 e-books**. Circulation of physical items was 6,168; e-books usage totalled more than 355,000 chapters or sections.
- The collection includes 143 print journals and newspapers, and over **55,000 online** full-text journals.
- The AV collection includes about 835 physical items (no microfilm!). ArtSTOR has grown to more than **1.8 million** digital images. Naxos provides 113,000 audio discs online; and Kanopy and Films on Demand provide access to 14,000 streaming videos.
- The total Library budget remains efficient and is keeping pace with the College's growth, accounting for about **1.92%** of the College's total Educational and General expenditures.

Use of Miller Information Commons

The Miller Information Commons continued its pattern of heavy use during the 2014-15 school year.



Patrons continue to find value in the Library, including research help, computer access, printing, study rooms, course reserves, and print and electronic resources—as well as special events.



Photo: Andy Burkhardt

Enjoying the Edible Books Festival

A number of displays, events, and exhibits throughout the year contributed to the vitality of the facility:

Displays

- Superheroes Unite in Champlain College Library
- Women's History Month
- Children's Bibliotherapy
- Get Your Leisure On: New Popular Fiction & Nonfiction Books!
- Martin Luther King
- Great reads for the holiday!
- Celebrating the new David L Cooperrider Appreciative Inquiry Center
- Happy Halloween
- Welcome to Open Access Week at the MIC!
- National Hispanic Heritage Month
- October is Conflict Resolution Month in Vermont
- Banned Books Week: Read Freely
- We Remember September 11, 2001
- Happy Fourth of July!



Photo: Andy Burkhardt

A winning entry in the Edible Books Festival

Events

- Lost Burlington: 150 Years of Change in the Queen City
- International Photo Competition Awards Reception
- 2nd Annual Edible Books Festival
- Ugly Sweater Contest
- 7th Annual Library Chili Cookoff!
- Open Access Week
- Meaningful Books with President Don Laackman
- Meaningful Books with Provost Laurie Quinn
- Visionary Leaders Exhibition and Reception (Presidential Inauguration)

Special Collections exhibits and blog posts

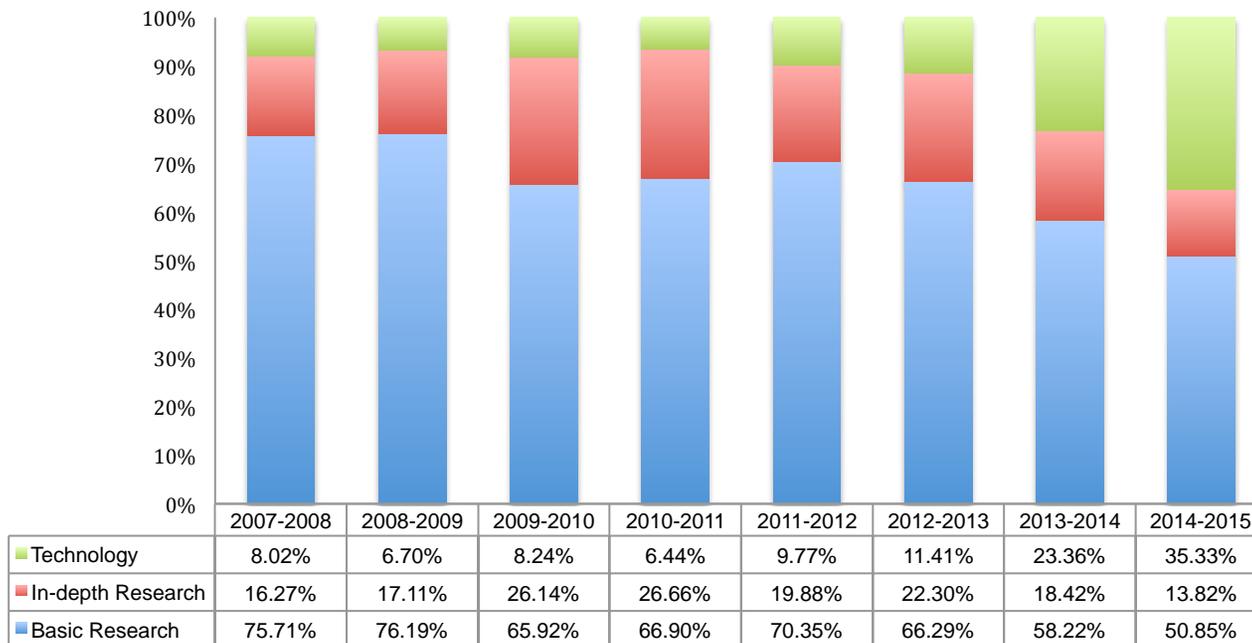
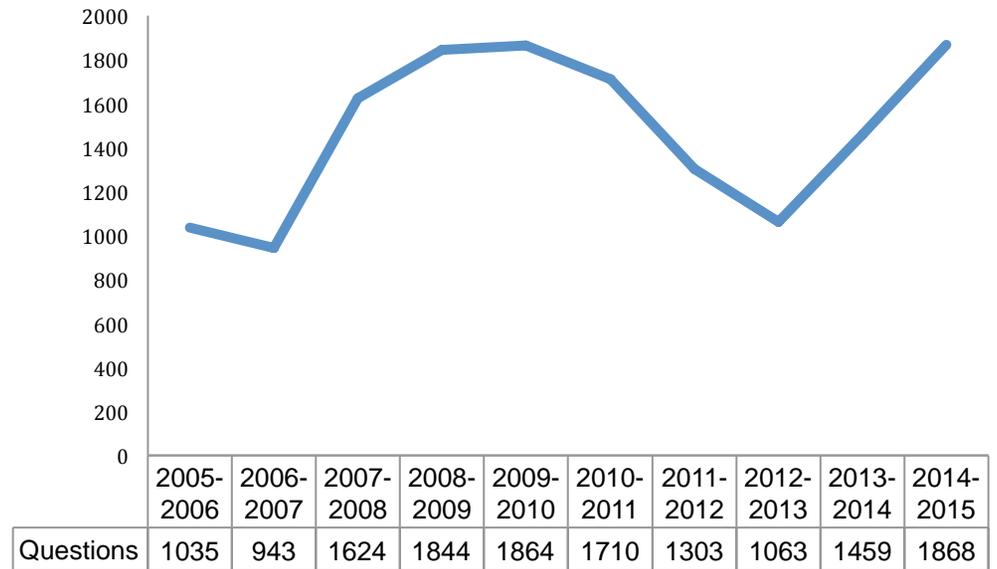
- Champlain's Ethan Allen Center
- Champlain College: Empowering Women Since 1878
- Getting Around Town (and other places): How the People of Burlington Travelled
- Wells, Richardson, & Company: Master Advertisers
- College Dorm Life in the 70s and 80s: Images from the Archives
- The American House fire in downtown Burlington, December 1906
- Victory Parade, 1918

Reference

Reference librarians logged 1,868 queries during academic year 2014/2015. This number equates to a 28% increase over the previous year, and is the highest number of reference queries logged in the past 10 years.

More consistent reference desk coverage and the temporary hiring of librarians dedicated to reference duties may help explain this bumper year of reference interactions.

When directional and other non-library related queries are excluded, an interesting trend with the type of questions answered emerges. Compared with previous years, there is a noticeable increase in the percentage of technology-related questions answered at the reference desk; technology questions actually exceeded in-depth research questions in FY14 and FY15.

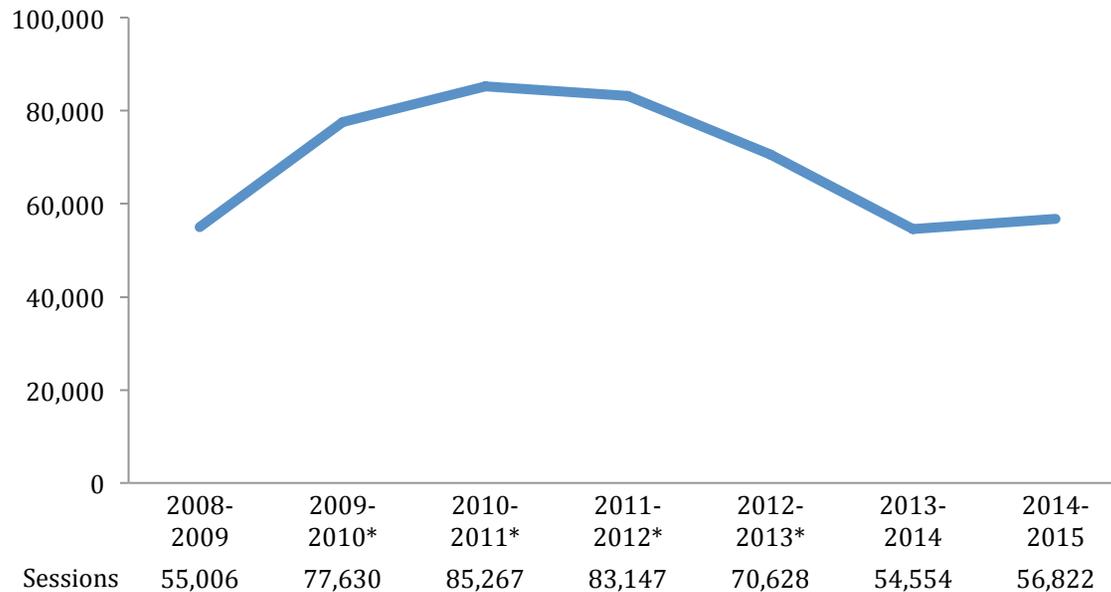


The physical reference desk remains an important service for Champlain College. In-person reference queries far outnumber all other modalities:

- In-person: 84%
- Chat: 9%
- E-mail: 4%
- Phone: 3%

In addition to the reference desk, Student Lab Monitors at the 2nd floor service desk logged an additional 167 questions related to technology.

Use of Library Resources

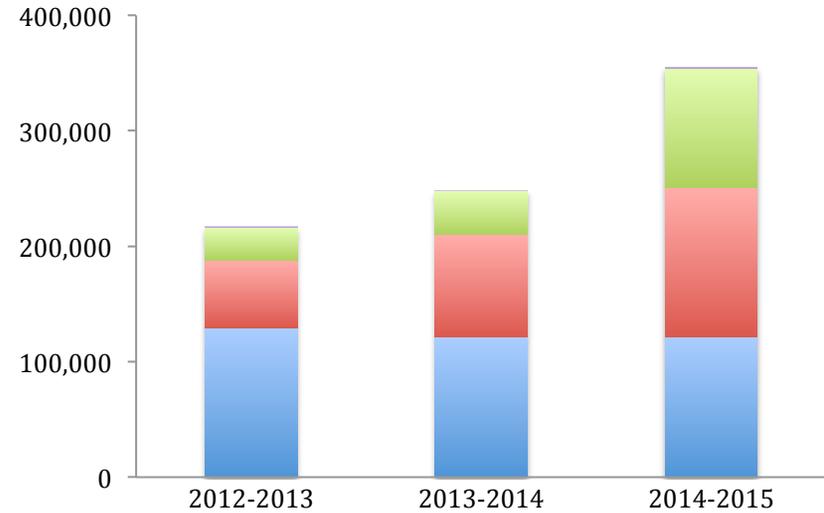


Website sessions

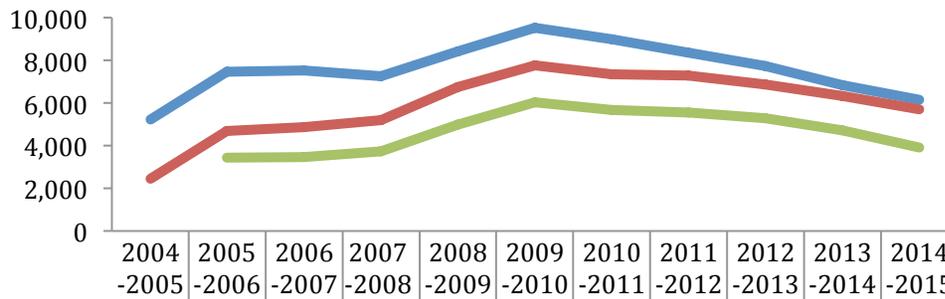
Library website traffic has stayed fairly steady over the years. The years 2009-2013 (marked with an asterisk) show higher website use, probably through direct links from the College’s previous course management system, Angel; these links are not replicated in Canvas, the current system. According to our recent MISO survey, all populations, especially CPS and Grad students are highly satisfied with the Library website. This year we undertook the large project of updating the descriptions of all of our databases making them shorter and more readable. We will continue to work on making the website a user-friendly tool for people to access Library resources and information.

E-book Section or Chapter Requests

Our e-book usage has climbed 63% over the past two years. This growth has been driven by increased usage of our Safari Tech Books and Books 24x7 collections. These collections are primarily technology and some business titles. We predict this growth in e-book usage is due to increased usage of e-books in online courses. As our online population and our number of online classes increase we expect to see a similar growth in the usage of our e-books. In the past we were not able to get full data for all of our e-book collections, but due to an increased focus on the integration of data into our decision making and relationships with vendors, we have been able to get current numbers for almost all of our e-book holdings.



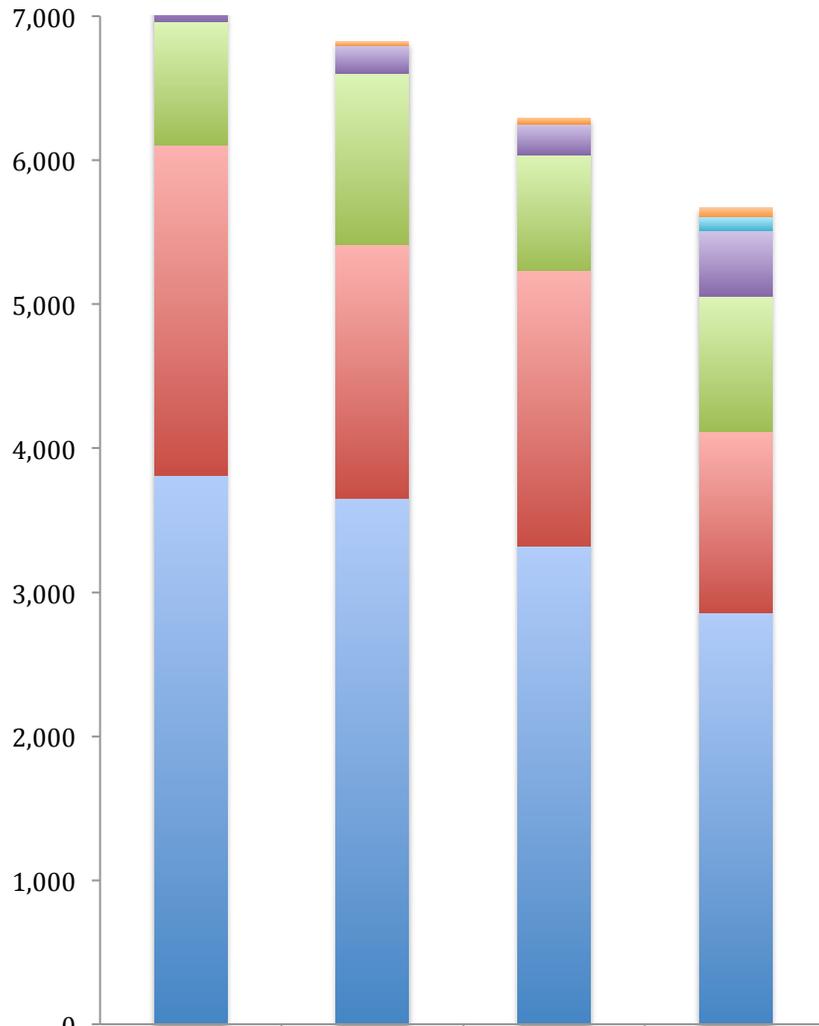
	2012-2013	2013-2014	2014-2015
EBSCO (Netlibrary)	875	806	575
Books 24x7	27,961	37,734	103,632
Safari	58,618	88,733	129,014
Ebrary	129,587	121,343	121,825



	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014
Total Circulation	5,224	7,467	7,519	7,251	8,422	9,529	8,975	8,358	7,737	6,848	6,168
Total Books	2,446	4,684	4,884	5,186	6,747	7,760	7,354	7,297	6,873	6,340	5,713
UG Books		3,439	3,456	3,726	4,993	6,046	5,669	5,569	5,288	4,732	3,919

Books

Overall circulation (the blue line in the chart at left) continues to decline, and book circulation (the red line in the chart) continues to account for the greatest part of total circulation of materials. Undergraduate use of books continues to decline slightly as well.



Display	21	26	42	66
Popular Reading				95
New Books	242	195	216	457
Children's	852	1,188	804	940
Course Reserves	2,296	1,766	1,914	1,253
Main Collection	3,812	3,650	3,320	2,860

Types of Books

Examination of circulation trends by different types of books reveals more subtle trends.

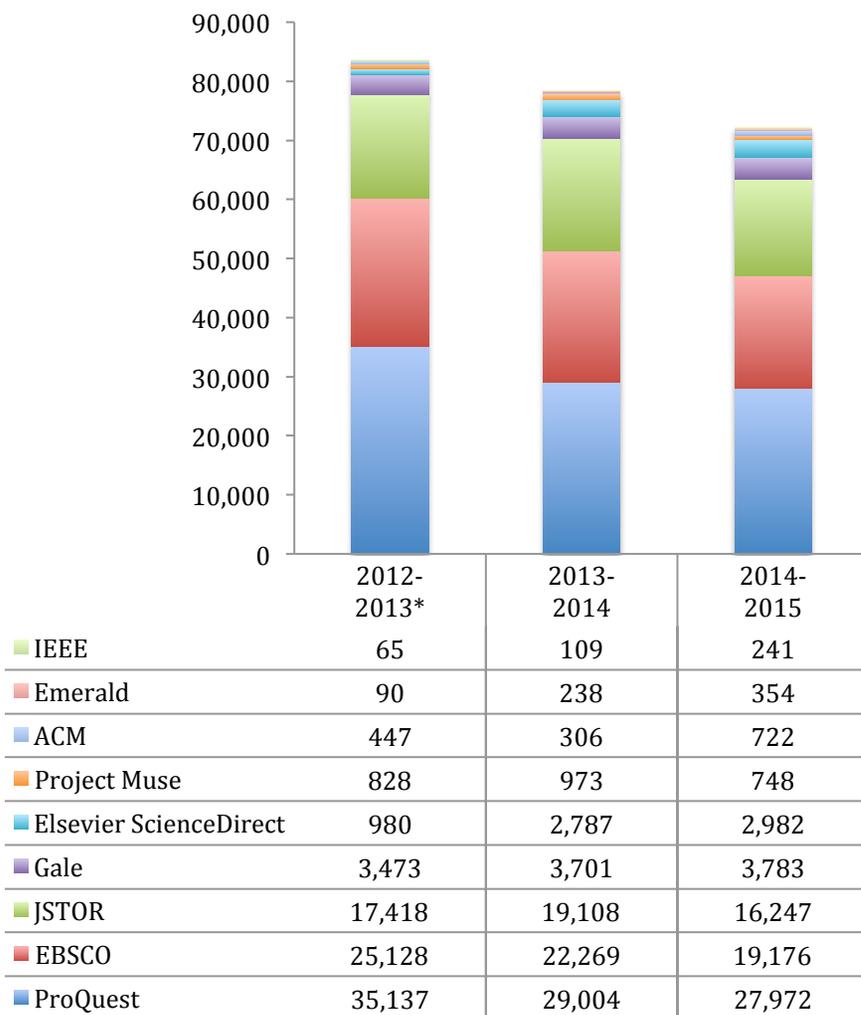
Books from the main collection have been checked out less frequently over the past few years, as have books placed on course reserve.

New books, on the other hand, were checked out more frequently this year than in past years. New books are placed on display in the “New Books” area for the first month after acquisition, and are highlighted in email messages to the campus. This year featured larger collections of new books, with more books facing a main Library area, which may account for their greater use.

Popular Reading books made a strong showing in their first year, with nearly 100 checkouts between January, when the program began, and June. We will continue to monitor this rotating collection of popular books in the coming year.

Of special note are the number of books that were checked out while on display at or near the front desk. Highlighting books as part of thematic displays seems to be a surefire way to increase the likelihood that they will be checked out.

Successful Full-text Journal Article Requests



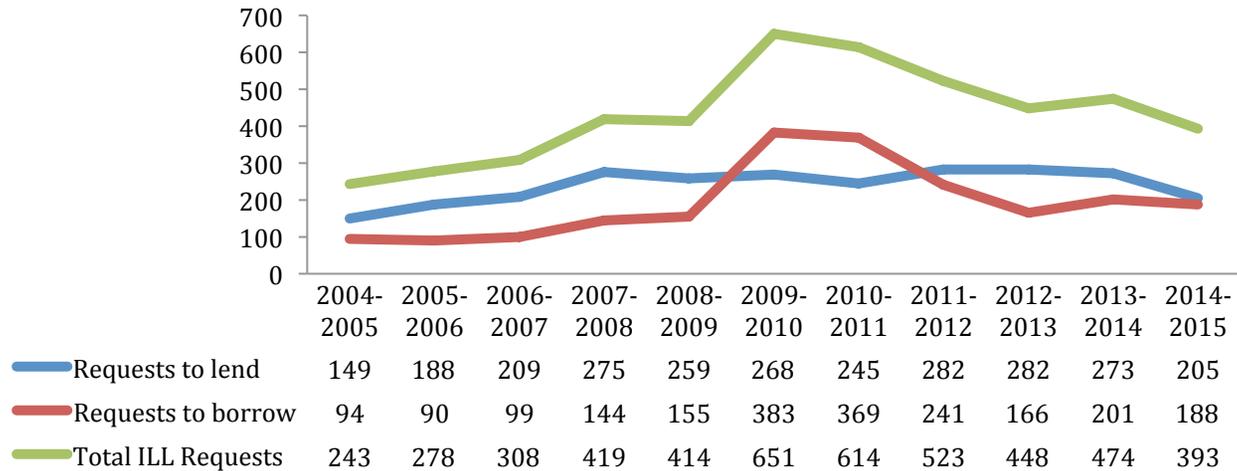
* indicates incomplete data

Within the past three years, we have been able to acquire COUNTER-compliant usage data for several full-text databases, allowing us to track usage over time. One type of data that we are studying is the number of full-text journal articles successfully accessed through specific databases. This number differs from the number of sessions or the number of actual searches; it seems to more accurately reflect successful use of the databases for specific needs.

The most heavily-used databases show declines in the years for which we have data—a 6% drop between FY13 and FY14, and an 8% drop in the most recent year—which impacts the overall usage total. Other, lesser-used databases appear to be increasing in use.

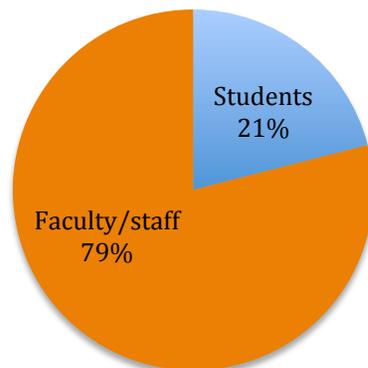
Until several years of data become available, it will be difficult to discern whether these are truly downward trends in usage, or just year-to-year fluctuations. We will continue to monitor this data over time.

Interlibrary Loan



While the number of interlibrary loans decreased in 2014-2015, the growth in total requests from 10 years ago is very noticeable. Compared with 2004-2005, total ILL requests (the green line in the above graph) are up by 61.7 %.

The number of lending requests from other libraries to borrow Champlain Library materials (the blue line above) saw a slight decrease over the previous year, but the number of lending requests from other libraries has increased over the past 10 years with a 37.6% increase in requests to lend as compared with 2004-2005. Similarly, the number of borrowing requests from the Champlain community (the red line) has increased over the past 10 years by 100%.



Following trends from past years, faculty and staff make up the largest share of requesters to borrow materials from other libraries, at 79%. This is broken down further as follows: Full-time faculty (60%), Adjunct faculty (2%) and staff (17%). Student requests amounted to 21 % of ILL requests to borrow from other libraries.

Collection Development

Champlain's approach to the Library's collections has always been forward-thinking, relying heavily on electronic resources to provide our patrons with the information that they need. Our small, focused collection of print books—with a strong emphasis on interdisciplinary works—is augmented by our ebook collections, which offer deeper disciplinary coverage in a broad range of fields, from humanities to technology to business.

In the past academic year, we determined to strengthen the support we offer our online students and instructors, which represents an important area of growth for the College. E-book licenses can pose challenges to meeting the demand of our partners in Continuing Professional Studies (CPS). However, in one important acquisition, we were able to provide tremendous support for CPS.



By adding the Whole File for Safari Tech Books, we significantly expanded our holdings for a product that has become an important piece of the experience offered by CPS. This will help ensure stability in our ebook holdings and give CPS greater flexibility in using the Library's resources to accomplish its mission.

Another important addition to our collection this year was Kanopy Streaming. This dynamic product allows us to offer access to thousands of streaming videos that we hope faculty will bring into the classroom and work into their curriculum. The collection consists of content from producers such as PBS, Media Education Foundation, Criterion Collection, California Newsreel, New Day Films, and more, producers that our faculty have relied on in the past to make selections for our DVD collection. This greatly expands the scope of our streaming offerings, both in

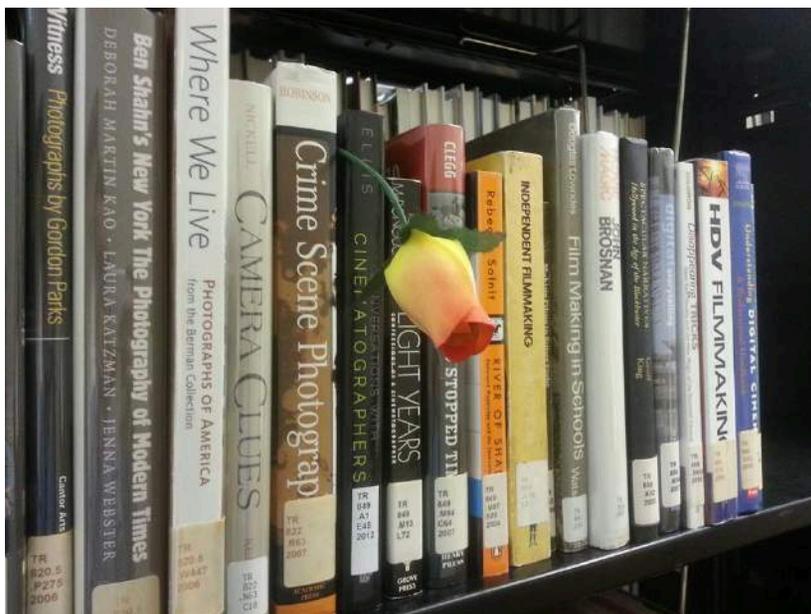
terms of number of videos and the breadth of disciplinary coverage, and responds to a growing interest among faculty to move away from DVDs.



As streaming becomes the norm in terms of personal entertainment, we are excited to be able to offer access in a form that is consistent with our patrons' habits. Each title in Kanopy includes public performance rights, allowing faculty, staff, and students to use these films for campus-wide activities at no additional cost.

Librarians have long worked collaboratively with faculty to help build a collection that continually reflects the ever-changing nature of courses at the College. Faculty are invited to take an active role in building the collection and input is sent to and solicited by the Collections librarian. Faculty participation remains high, with nearly 70 members of the faculty participating in the process. Specific members of the College community who participated in collection development this year include: Allen-Pennebaker, Anderson, Baker, Beasley, Beaulieu, Brookes, Bunting, Casey, Church, Clark, de Seife, Dunston, Edelstein, Eriksson, Esposito, Farrell, Ferguson, Glover, Hecht, Horne, Hunter, Isgro, Izzo, Jang, Jones, Jordan, Kahn, Lange, Larsen, Layn, Leo-Nyquist, Liebmann, Lu, Lustgarten, Marrs, McDonald, McKee, Miller, Mills, Nadel, Nemazee, Niagolova, Noonan, Nottage, Novotny, Pepin, Portilla, Quimby Johnson, Ronis, Rosenblatt, Schwarz, Scudder, Selby, Stevens, Stroup, Sykas, Thomas, Thompson, Wehmeyer, Wilhelm, Williams, Winfield, Winterfalcon, Wolf, Wright, Yacubian, Young, Zale, and Zeman.

Another important aspect of maintaining a vibrant and relevant print collection is identifying books that are no longer relevant to the curriculum. This year, the Library reviewed several parts of the collection, in order to keep them relevant to our students' needs and to increase visibility and use.



Recognizing a need, we targeted the Reference collection and the Teaching & Learning collection for deselection. In particular, we reviewed our law resources within the Reference collection, as many of these items are now accessible through Westlaw Next, which has seen considerable traffic since we introduced it in 2014. The Library enlisted the help of Eric Friedman from the Legal Studies program to confirm what items could be removed. We also reviewed the Teaching & Learning books with the help of Ellen Zeman and Cinse Bonino.

In May and June, we invited faculty members from the Core, EHS, and CCM Divisions to review titles in their subject areas. Areas from which titles were deselected include: philosophy, media studies, religion, literary theory, communication, political science, picture books, and children's nonfiction.

As always, the deselection process is essential to maintaining a vibrant and responsive collection. In addition, it is a great opportunity for faculty to reacquaint themselves with our holdings and a means for the Library to promote its collection. The deselection process also often spurs increased requests in the areas where shelf space has been opened up. For example, in reviewing our communication and media studies holdings, Cheryl Casey was able to provide much needed guidance in bringing our collection up to date in these areas.

Current holdings

Print books : 48,812	E-books: 211,569
E-journals: 55,221	DVD/VHS : 835

Correction! Last year, we reported an incorrect number of print books. That number, 52,804, erroneously included items that had been withdrawn from the collection; the correct number was likely closer to 47,000. We apologize for that error.

Instruction

The 2014-2015 academic year marked the busiest year yet for instructional outreach at Champlain College. During this year, teaching librarians delivered 149 face-to-face instructional sessions in the classroom.

This marks an increase of 8.76% over the previous year. The number of instruction sessions taught in 2014-2015 has increased by 144% compared with the number taught in 2005-2006.

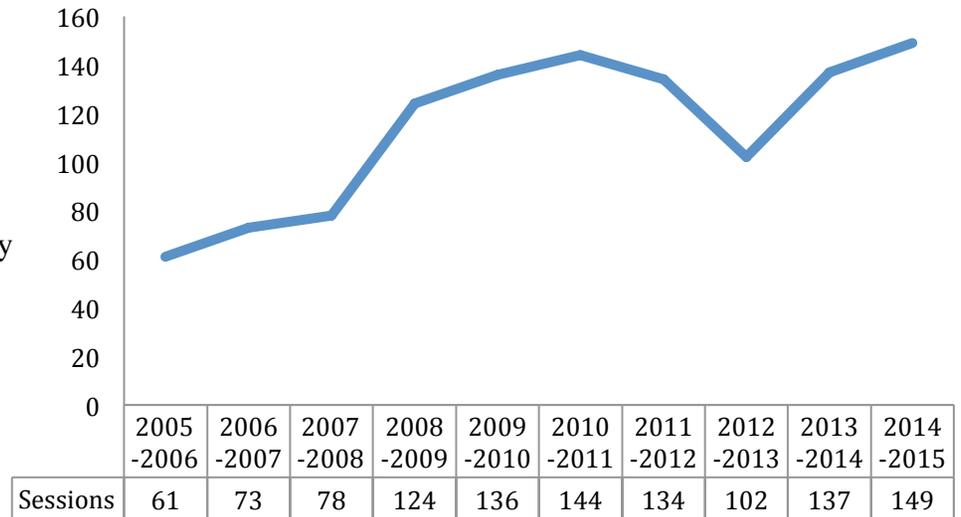
Why the increase in instruction?

The class of 2018 makes up one of the largest classes in Champlain's history. This has led to an increase in the number of Core 100-level sections requiring instruction in 2014-2015.

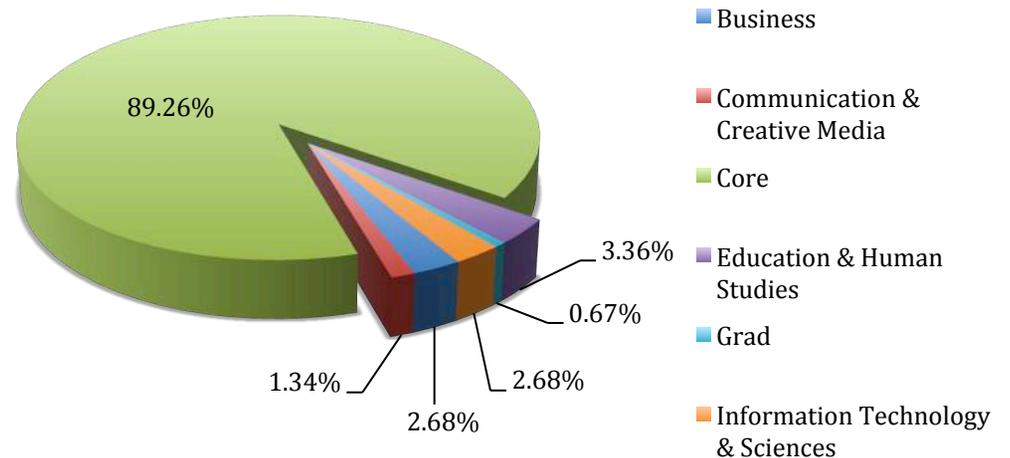
Additionally, a slight increase in demand for instruction from other Divisions accounts for some of this increase in instructional outreach.

Online instruction continues to play an important part of Champlain College's program of information literacy instruction. COR 220, 230, 260 and 270 instructional sessions continue to be delivered in an asynchronous online inquiry-based format. Students in 42 sections received online information literacy instruction in this academic year.

Face-to-face instructional sessions



Instruction sessions by division



Piloting instruction in Continuing Professional Studies

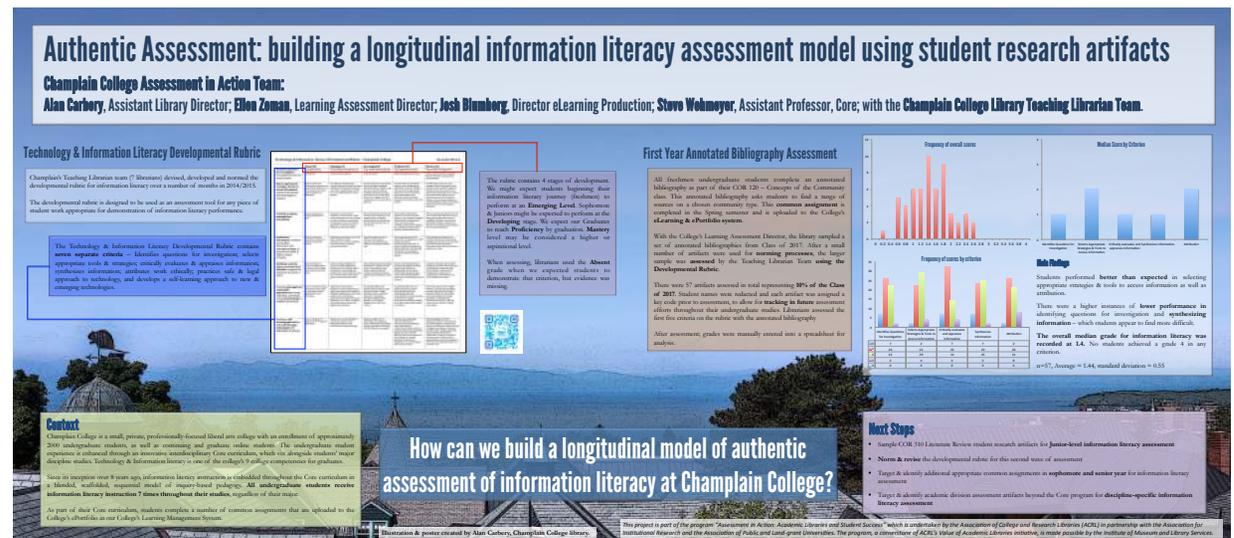
The College's Strategic Plan outlines clear growth plans for the Division of Continuing Professional Studies (CPS). Currently, no information literacy program is available to CPS students. To remedy this, the library began conversations this year with the CPS division in an attempt to identify strategies for providing instructional outreach to this unique student demographic.

As part of these efforts, the library piloted an information literacy lesson in PHIL 340 – Ethics in the Profession, a course which many CPS students take as part of their studies. This is a potential “common course” to reach many CPS students in the future. The piloted lesson focuses on ethical use of information, and is largely discussion-based. This lesson was well received, and the pilot has continued into additional semesters with modifications and instructional activities being tested. An additional CPS course, COMM 270, has been identified as another potential course to embed information literacy, and a lesson is likely to be piloted in academic year 2015-2016.

ACRL's Assessment in Action Program

Champlain College participated in the Association of College & Research Library's (ACRL's) Assessment in Action (AiA) program. AiA is a yearlong Institute of Museum and Library Services-funded program of professional development for librarians designed to build capacity for measuring impact and assessment of library initiatives. The program culminated in a poster presentation at the American Library Association Annual Conference in San Francisco in June 2015.

Champlain College's AiA research was based on the development of a longitudinal, rubric-based assessment plan for information literacy.



To view Champlain College's AiA poster in full resolution, visit: <http://bit.ly/ChamplainAiAPoster>

Information Literacy assessment

Assessment of information literacy outcomes remains a high priority for Champlain College, and the library spent 2014-2015 conceptualizing and rebuilding the model for assessment. These efforts were crucial, as our previous assessment model was no longer tenable. In addition, the set of College Competencies was revised and adopted in 2014-2015, with a slightly reworked Technology & Information Literacy competency.

Technology & Information Literacy: Champlain's competency definition

The ability to find, store, evaluate and synthesize information to answer questions, develop new ones and create new content and knowledge in an ethical and socially responsible manner; the ability to use, manage, assess and understand technology.

Our efforts to redesign our assessment model for information literacy started by devising a developmental rubric for the competency.

This rubric is designed as a roadmap for student development in information literacy. The rubric has five performance points: absent, emerging, developing, proficiency and mastery. We expect first-year undergraduate students to perform at the emerging level, while we'd expect our graduating students to have reached proficiency.

There are seven criteria on the rubric: identifies questions for investigation; selects appropriate tools & strategies; critically evaluates information; synthesizes information; attributes work by others; practices safe & responsible approaches to technology, and develops a self-learning approach to new & emerging technologies.

The rubric is non-assignment specific, meaning it can be used as an assessment tool over any piece of authentic student work containing information literacy outcomes. The strategic assessment of authentic student work from across the curriculum will lead to a longitudinal assessment of information literacy outcomes.

Technology & Information Literacy Developmental Rubric - Champlain College		December 2014 2016			
	Absent (0)	Emerging (1)	Developing (2)	Proficient (3)	Mastery (4)
Identifies questions for investigation. Formulates and executes research topics.	No attempt made to identify questions for investigation.	Some attempt to present, but concerned with a specific, limited research question/topic.	Clear, specific research question in line with some attempt to engage & explore.	Clear, specific research question/lines with clearly defined and appropriate scope.	Clear, specific research question/lines with clearly defined and appropriate scope. Includes a theoretical and/or guiding question.
Selects appropriate strategies & tools to access information. projects, and revises search strategies as required.	Makes no attempt to formulate or execute and search terms. Makes no use of information sources to acquire relevant information.	Has difficulty identifying relevant search terms. Formulates information that has high relevance and is more quality than quantity, but overall quality is poor.	Accesses information using basic search strategies. Identifies relevant information from a limited range of sources. May present a single strategy to increase relevance. Shows some ability to identify relevant sources for research purposes.	Accesses relevant information using a variety of appropriate information sources. Ability to identify relevant information from a wide range of sources. Shows some ability to identify relevant sources for research purposes and secondary, peer-reviewed sources.	Identifies key search terms and sources. Selects appropriate search tools and revises search strategies to identify relevant information. Shows a variety of sources for research purposes for research purposes, including secondary, peer-reviewed, scholarly, popular, primary and secondary, news and opinion.
Critically evaluates and appraises information.	Lacks any attempt to critique or evaluate information.	Evaluates a source based on criteria to assess facts. Lacks critical evaluation of a source. Makes no attempt to identify and appraise or has a rudimentary approach to critical appraisal of a source (e.g., author's name, date).	Shows some distinction between sources. Shows relevance to the research project. Includes an attempt to identify and appraise, but this approach may be incomplete.	Fully appraises information based on a variety of criteria. Includes a clear analysis of the source's reliability, authority, accuracy, timeliness, and intended purpose of information source.	Builds a consistent justification for the use of a particular information source, which also includes an attempt to identify relevant sources and alternative sources. Analyzes and appraises information based on a variety of criteria.
Synthesizes information: combines and analyzes information with existing knowledge to generate new ideas & address disciplinary problems.	Makes no attempt to synthesize, combine or analyze information with existing knowledge.	Some attempt to synthesize, combine or analyze information with existing knowledge. Shows an attempt to address a research question or address information problem.	Uses information sources to address and support argument, and demonstrates evidence of reading to research topic.	Uses an appropriate level of information to address a variety of criteria, and demonstrates evidence of reading to research topic. Shows a variety of sources, and demonstrates evidence of reading to research topic.	Fully synthesizes, integrates and analyzes information to address a variety of criteria. Shows a variety of sources, and demonstrates evidence of reading to research topic. Shows a variety of sources, and demonstrates evidence of reading to research topic.
Attributes work by others accurately and ethically: recognizes the intellectual property of others.	Lacks attribution of sources provided. Makes no attempt to acknowledge and cite the work of others, but may lack a formal citation style and/or ignores to cite others properly.	Attempts to attribute work by others provided. Shows an attempt to acknowledge and cite the work of others, but may lack a formal citation style and/or ignores to cite others properly.	Clear attribution to work by others provided. Shows an attempt to acknowledge and cite the work of others, but may lack a formal citation style and/or ignores to cite others properly.	Clear attribution to work by others provided. Shows an attempt to acknowledge and cite the work of others, but may lack a formal citation style and/or ignores to cite others properly.	Clear attribution to work by others provided. Shows an attempt to acknowledge and cite the work of others, but may lack a formal citation style and/or ignores to cite others properly.
Practices safe, legal and responsible approaches to storing, organizing, presenting and using technology in a digital environment.	Shows no evidence of safe, legal or responsible storage, organization or use of technology.	Shows some evidence of safe, legal or responsible storage, organization or use of technology.	Shows evidence of safe, legal or responsible storage, organization or use of technology.	Shows evidence of safe, legal or responsible storage, organization or use of technology.	Shows evidence of safe, legal or responsible storage, organization or use of technology.
Develops a self-learning approach to new and emerging technologies and information sources.	Shows no evidence of self-learning approach to new and emerging technologies and information sources.	Makes basic use of technology to learn about new and emerging technologies and information sources.	Shows a regular use of technology to learn about new and emerging technologies and information sources.	Shows a regular use of technology to learn about new and emerging technologies and information sources.	Makes thoughtful, proactive use of technology to learn about new and emerging technologies and information sources.

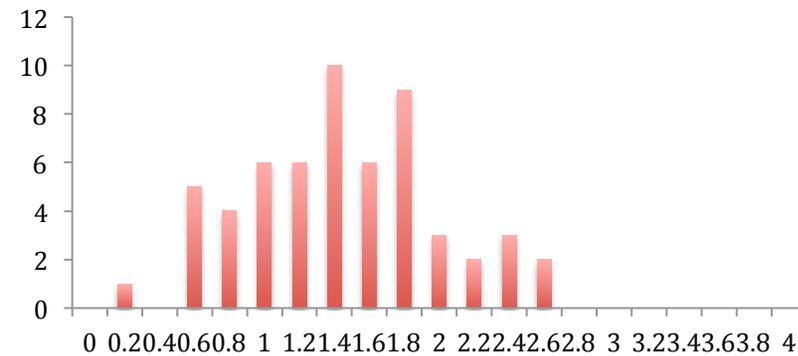
Access Champlain College's Information Literacy rubric at:
<http://champlain.edu/Documents/Library/InfoLitRubric.pdf>

COR 120 – Annotated Bibliography assessment

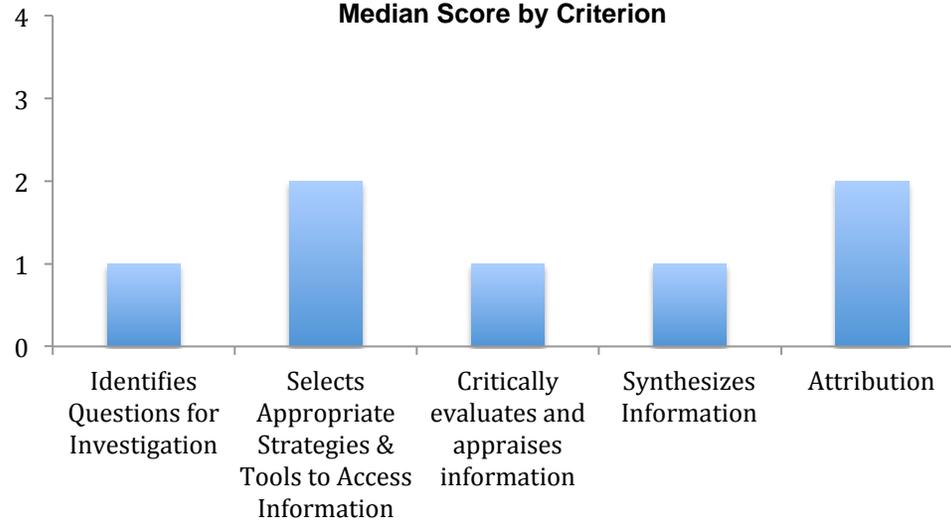
As an initial pilot testing of the developmental rubric, the teaching librarians sampled fifty-seven COR 120 annotated bibliography assignments from class of 2017 for assessment.

The overall median score for the Class of 2017 stood at 1.4, which places first-year students at the emerging level, just where we expect them to be during this stage of their development.

Frequency of overall grades received

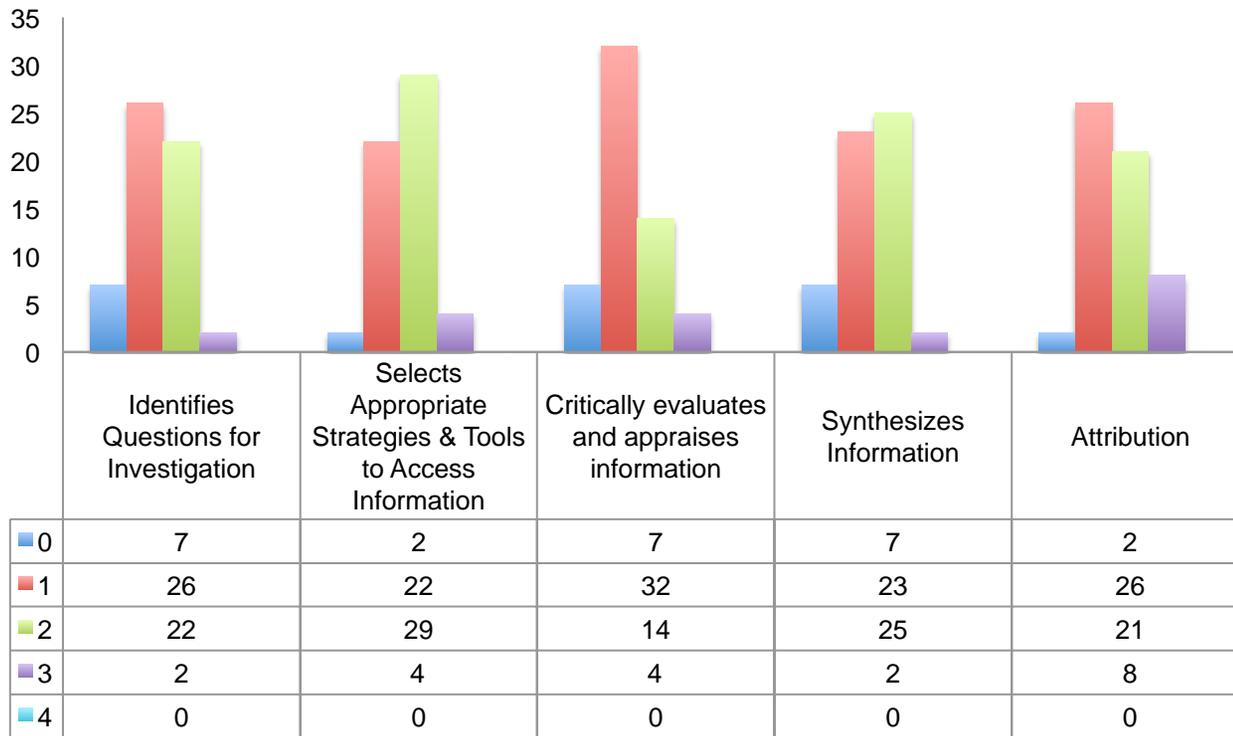


Median Score by Criterion



In two of the criteria assessed, “Selects appropriate strategies” and “Attribution,” the median score achieved was 2, suggesting that students are performing better than expected at this stage of their development.

Frequency of scores by criterion



In three criteria, “Identifies questions for investigation,” “Critically evaluates and appraises information,” and “Synthesizes information,” there were higher instances of students displaying an absence of performance, suggesting that students need support in connecting and appraising information sources for an appropriately-defined research need.

This same cohort from the Class of 2017 will be tracked throughout their studies with additional assessment being carried out using the same rubric on other assignment artifacts in an effort to chart their development in information literacy outcomes over time.

The testing of the rubric will continue this year with the assessment of 3rd year artifacts.

Special Collections

The Special Collections at Champlain College contain the College Archives, the Llewellyn Collection of Vermont History, and the Local History Collection. In 2014-2015, the Special Collections were managed by Erica Donnis. During the first half of the year, Erica served as a consultant to the College. In January 2015, she was hired by Champlain College in the part-time role of Special Collections Director.

Public Outreach and Collaboration

In FY2014-2015, we continued to focus heavily on outreach activities to showcase aspects of the collections and raise public awareness. In May 2015 we held *Lost Burlington*, our third free event for College affiliates, neighbors, members of local history affinity groups, and other enthusiasts. The event featured three local speakers: Jeffrey D. Marshall, director of special collections at the University of Vermont, who presented “A Ravine Runs Through It: Topography and Function in Nineteenth-Century Burlington;” Coberlin Brownell, assistant professor in Champlain College’s Division of Communications and Creative Media, who presented “Future Past: Using Technology to Preserve and Augment History;” and Aaron Goldberg and Jeff Potash, directors of the Lost Shul Mural Project, who presented “Burlington Jewry: From ‘Little Jerusalem’ to the Lost Shul Mural.”

Throughout the year, we also mounted a series of temporary exhibitions. Four exhibitions highlighting materials from the Llewellyn Collection of Vermont History, were displayed in the historic conference rooms at Roger H. Perry Hall. *Perry Hall’s History* (November 2014-February 2015) focused on the early history of Perry Hall and the Phelps and Flynn families, the first two

families to own the house. The exhibition featured several loan items from the University of Vermont’s Perkins Herbarium. *Wells, Richardson, & Co.* (February-August 2015) featured the history and advertising methods of the Burlington pharmaceutical company. *Burlington Photographers* (November 2014-February 2015) profiled the work of two local photographers, C.H. Bessey and B. Benton Barker, through a selection of their postcards. This display was distilled into an online exhibit, <http://specialcollections.champlain.edu/digital-collections/index.php/simpleGallery/Show/Index>. Champlain College student and Special Collections employee Adrian Taul ’18 curated *Burlington Transportation* (February-August 2015), which featured postcards representing the evolution of water, rail, and air transportation in the Burlington area. This exhibition was also displayed at Perry Hall.



Postcard of City Hall Park, C. W. Hughes & Co., c. 1920

In addition, several College history exhibitions were displayed in Miller Information Commons. *Visionary Leaders: Champlain's Past Presidents* (October 2014), part of the inaugural events for President Donald Laackman, featured biographies of the College's seven past presidents and presidential regalia. *The Champlain Campus, 1974-2014* (July 2014-January 2015) explored changes to the College's Hill Section campus since 1974. *College Dorm Life: the 70s and 80s* (January-April 2015) presented images of residential life from the College Archives. *The Ethan Allen Club* (April-September 2015) detailed the history of one of the College's recent building acquisitions.



Coed classroom at Champlain, c. 1905. Courtesy Dean Howarth '68

Numerous blog posts were created in FY15 to highlight Special Collections items and publicize current exhibitions:

- *Visionary Leaders Exhibition On Display*, October 2014: <http://librarynewsandevents.blogspot.com/2014/10/visionary-leaders-exhibition-on-display.html>
- *Victory Parade, 1918*, November 2014: <http://librarynewsandevents.blogspot.com/2014/11/victory-parade-1918.html>
- *The American House Fire in Downtown Burlington*, December 2014: <http://librarynewsandevents.blogspot.com/2014/12/the-american-house-fire-in-downtown.html>
- *College Dorm Life in the 70s and 80s*, January 2015: <http://librarynewsandevents.blogspot.com/2015/01/college-dorm-life-in-70s-and-80s-images.html>
- *The Wells Richardson Company: Master Advertisers*, March 2015 <http://librarynewsandevents.blogspot.com/2015/03/wells-richardson-company-master.html>
- *Getting Around Town: How the People of Burlington Travelled*, March 2015 <http://librarynewsandevents.blogspot.com/2015/03/getting-around-town-and-other-places.html>
- *Champlain College: Empowering Women Since 1878*, April 2015 <http://librarynewsandevents.blogspot.com/2015/04/champlain-college-empowering-women.html>
- *Champlain's Ethan Allen Center*, April 2015 <http://librarynewsandevents.blogspot.com/2015/04/champlains-ethan-allen-center.html>

Collections Management

Cataloguing and Digitizing. Approximately 400 special collections items, predominantly materials in the Llewellyn Collection of Vermont History, were cataloged and digitized in FY2014-2015, bringing the total number of catalogued items to 1,100. New acquisitions and items under consideration for exhibitions and events received priority for cataloguing. The majority of this work occurred during the Spring 2015 semester, when a student employee assisted with the creation of initial records, scanning items, and uploading images. The new catalog records were added to the collection's online catalog at <http://specialcollections.champlain.edu/digital-collections/>. (According to our copyright policy, scanned images for only those items dating to 1924 or earlier were publicly accessible). Throughout the year, consultant Jonathan Byerley continued to provide technical support for our database and website software, CollectiveAccess.

Manuscript Arrangement. Ongoing efforts to arrange and describe existing materials in the College Archives continued in FY15, with the eventual goal of full arrangement and the publication of a complete finding aid. Arrangement of the Presidents and College History Series was completed, and the scope and content note and administrative history sections of the finding aid were drafted. Plans were made for reconfiguration of the Special Collections database and website software, CollectiveAccess, to accommodate the finding aid in DACS (Describing Archives Content Standard) format, a standard widely used in the archives profession.

Policies and Plans. This fiscal year, work continued on an emergency plan for Champlain's Library collections and emergency preparedness. The Library's management team toured Miller Information Commons with Bob Bolin, the College's HVAC technician, to improve understanding of the building's systems and

potential risks. A draft emergency locator list for Special Collections was completed, along with notes on salvage priorities. Additionally, storage containers housing high-priority items were marked with reflective tape to assist first responders in the event of an emergency. At the close of FY15, the locator list remained in draft form, pending revisions required by the immanent move of collections items to MIC G08, the new Special Collections storage and reading room.



Views of Burlington and Lake Champlain, c. 1900

In FY15, a staff team reviewed the Library's local history holdings and developed new policies for the treatment of both existing materials and new acquisitions. As a result, items were transferred between the circulating collection and Special Collections, and additional volumes were pulled for future deaccession. Plans were made to include existing Special Collections volumes in the Library's Millennium database by the end of the next fiscal year.

Collections Assessments. In June 2014, contract conservator Mary Jo Davis assessed the condition of College records stored in the basement of Coolidge House to determine suitability for transfer to the College Archives. These materials, primarily photographs and publications generated by the Marketing and Advancement Departments in the 1980s and 1990s, were found to be in sound condition and appropriate for transfer to climate-controlled storage and eventual incorporation into the Archives.

Acquisitions. Between July 2014 and June 2015, numerous items were added to Special Collections. The children of the late College President C. Bader Brouillette donated a medallion necklace worn as part of his academic regalia, and former President Robert Skiff donated a drinking glass produced during his administration. Several pieces of ephemera related to the Wells Richardson and Maltex companies, a stoneware jar produced by the Burlington pottery Nichols & Boynton, and publications related to Edward Phelps and Nellie Flynn were purchased for the Local History Collection. Additionally, architect and College Trustee Tom Cullins donated a publication on his architectural career and several reproduction prints of his designs for Miller Information Commons.

Numerous items were also transferred to the Archives from other college departments. Retiring faculty members James McKee and Paula Olsen transferred some of their files to the Archives. The President's Office sent outgoing President David Finney's academic robes, framed artwork previously on display in his office, and banners from his 2007 inauguration. The Provost's Office transferred a series of framed reproduction photographs related to Grace Coolidge, previously displayed in the Coolidge House. New internal and external publications related to the College were added to the Archives as they were produced. These items included the latest issues of *Champlain View*, *Willard and Maple*, Admissions brochures, Staff Council minutes, departmental newsletters,

Commencement invitations and programs, and news articles referencing Champlain. Finally, oral history interviews were conducted with James McKee and Paula Olsen in June 2014, shortly before they retired.

Storage Improvements. In the spring of 2015, the Library was granted use of MIC G08, a former classroom, for use as a Special Collections storage and reading room. At the time of this writing, plans are underway to improve the lighting and humidity levels in the room pursuant to the arrival of collections items.

Reference

In FY2014-2015, 119 staff hours were spent responding to 26 requests for information. Most of these requests were internal in nature and originated from the President's Office, Marketing, and Sustainability Departments. The results of these queries were showcased in the October 2014 Inauguration of President Laackman, a series of "Throwback Thursday" features on the College's Facebook page, a new College publication titled *25 in 25: Twenty-Five Years, Twenty-Five Strategic Decisions & Accomplishments, 1990-2015*, the College's updated historic preservation plan, tributes to several retiring faculty members, and the June 2015 launch of the College's bike share program, in which bicycles were named after individuals associated with the College and its historic buildings. Additionally, Erica Donniss worked with the second grade team at Burlington's Edmunds Elementary School on their "Burlington Long Ago" unit, providing historic images of the city and giving a tour of Skiff Hall to a group of students. Erica also presented to a Champlain College CORE Bridge class taught by Rowshan Nemazee and provided a brief tour of Perry Hall as part of a Preservation Burlington walking tour.

Professional activities

Involvement in the profession

Library staff attended and participated in a wide variety of professional events and associations, including:

ALA (American Library Association)	LOEX
ACRL (Association of College & Research Libraries)	WILU
CILIP (Chartered Institute of Library & Information Professionals) - Information Literacy Group	VLA (Vermont Library Association) and VCAL (Vermont Consortium of Academic Libraries)

Presentations and publications

- Alan Carbery, Daniel Ransom, Heather Wilson, Ray Pun, Rachel Hamelers. "Frames into Action!" ACRL College Libraries Section Panel at American Library Association Annual Conference & Exhibition, San Francisco, CA. June 2015.
- Alan Carbery. "[Authentic Assessment: building a longitudinal information literacy assessment model using student research artifacts.](#)" Assessment in Action Poster Session at American Library Association Annual Conference & Exhibition, San Francisco, CA. June 2015.
- Lindsey Rae. "The Show Must Go On: Using Principles of Dramatic Acting to Transform Us into More Intentional Teachers." WILU (Workshop for Instruction in Library Use), St. John's, Newfoundland, CAN, June 15, 2015.
- Alan Carbery. "[Inquiry-based learning, blended instruction & critical pedagogy: navigating change in an embedded information literacy program.](#)" WILU 2015 Conference, St. Johns, Newfoundland. June 2015.
- Alan Carbery and Sean Leahy. "[Evidence-based instruction: assessing student work using rubrics and citation analysis to inform instructional design.](#)" *Journal of Information Literacy* 9.1 (2015): 74-90.
- Andy Burkhardt and Alan Carbery. "[Threshold Concept Secret Sauce: using inquiry-based learning to tackle ACRL's revised information literacy framework.](#)" Vermont Library Association Conference 2015, VT, May 2015.

- Alan Carbery, Sean Leahy, Janet Cottrell. "[Data-driven librarianship.](#)" Vermont Library Association Conference 2015, Burlington, VT, May 2015.
- Janet Cottrell and Lindsey Godwin (Stiller School of Business). "A Practical Approach to Appreciative Inquiry in Action: Be the Change You Want to See in Your Library." 2015 ACRL National Conference, Portland, OR, March, 2015.
- Janet Cottrell, Sarah Faye Cohen (Open Textbook Network) and Cynthia Dudenhoffer (Central Methodist University). "Employing Innovation: Managing and Mentoring the DIY Librarian." 2015 ACRL National Conference, Portland, OR, March, 2015.
- Alan Carbery, Craig Gibson, Merinda Hensley, Sara D. Miller and Carl DiNardo . "[The Framework for Information Literacy and its Impact on Student Learning.](#)" 2015 ACRL National Conference, Portland, OR, March, 2015.
- Lora Lee Smallman (SIUE) and Lindsey Rae. "Professional Development by Any Other Name: The What, How, & Why of Sustainable Lifelong Learning." 2015 ACRL National Conference, Portland, OR, March, 2015.
- Lindsey Rae. "[Owning the Stage: Using Dramatic Theory to Improve Teaching.](#)" *LOEX Quarterly*: Vol. 40: Iss. 4, Article 3. October 30, 2014.
- Alan Carbery. "[Puzzle Pieces: Assessing student work using rubrics and citation analysis for dual-purpose assessment.](#)" Library Assessment Conference, Seattle, August 4th, 2014.

Involvement on campus

Academic Affairs Team	Institutional Review Board	Search committees
Curriculum Committee	Library and Academic Resources Committee	Staff Council
College Competencies Committee	Multicultural Affairs Committee	Student club advisor
Faculty Senate	NEASC Standards Committees	