2016-2017: Year at a Glance

- People entered Miller Information Commons over 143,000 times. Enhancements made in response to student feedback include:
  - Lighting enhanced throughout ground floor
  - Electrical outlets added to all study tables
  - 3rd floor study table chairs replaced with more comfortable style

- Online resource use skyrocketed
  - Nearly 100,000 articles downloaded, up 14% over last year
  - Over 900,000 eBook chapters or sections downloaded, up 62%
  - LibGuides use increased by almost 75%, to nearly 16,000
  - Streaming videos use nearly doubled, 5,000+ views

- Circulation of printed books increased slightly, especially new books, popular reading, and books featured in displays

- Displays highlighting the collection were held every month, including several spotlighting diversity and inclusion themes

- Major events and celebrations were hosted throughout the year
  - 9th Annual Chili Cookoff
  - 10th Annual International Photo Awards Reception
  - 5th Annual Special Collections Event: Church Street: The Heart & Soul of the Queen City, with over 200 attendees

- All undergrads received embedded library instructions in their first 3 years

- In keeping with national trends, reference questions continued to decline, which prompted a new model for the year ahead

- Student Library Advisory Council (SLAC) established for student input

- Champlain Librarians gave 17 regional, national, and international presentations
LIBRARY MISSION and VISION

Champlain College Library endeavors to be a recognized leader in helping students become skilled, effective, responsible, life-long information users. We are agile, navigating quickly and effectively in the fast-changing environment of our profession, our College, and our higher education arena. We are entrepreneurial, securing and deploying exemplary resources and services in innovative ways. We are thoughtful in our application of new technologies, selecting and implementing the best available tools to support students and faculty in their information needs. We capitalize on the innovative design and purpose of Miller Information Commons. We maintain and promote it as an intellectual center on campus and a welcoming and supportive environment. We are knowledgeable and approachable, and are active in our profession locally, nationally, and internationally. This approach is the signature of both the physical and virtual Library, its resources, staff, and services, as we provide relevant, patron-centered support to students, faculty, and staff.

Champlain College Library will be widely recognized as -- and will be -- one of the most innovative, effective, and supportive libraries in higher education.

LIBRARY VALUES

- agility
- approachability
- being patron-centered
- breaking new ground
- collaboration
- collection
- community
- contributing to the profession
- creativity
- curricular support
- customer service

- customized response
- dynamic collection practices
- efficiency
- fun
- innovation
- nimbleness
- progress
- relationships
- supportiveness
- thoughtful use of technology
- a welcoming atmosphere
2016-2017 Progress Toward Ongoing Goals

**Increase/improve awareness and use of library resources and services by students, faculty, and staff**
- Nearly 100,000 articles downloaded, up 14%
- Over 900,000 eBook chapters or sections downloaded, up 62%
- LibGuides use increased by almost 75%, to nearly 16,000
- Streaming videos use more than doubled, 5,000+ views
- Circulation of printed books increased slightly, especially new books, popular reading, and books featured in displays
- Continued decline in reference questions prompts new model for the year ahead

**Enhance the quality of the collection**
- Print books and eBooks holdings increased
- Patron-driven acquisitions now in place for eBooks and streaming media
- Faculty outreach for acquisitions and weeding continues

**Foster a sense of campus community**
- Major events and celebrations included the 9th Annual Chili Cookoff, the 10th Annual International Photo Awards Reception, and the 5th Annual Special Collections Event: Church Street: The Heart & Soul of the Queen City, which drew over 200 attendees
- Displays highlighting the collection included several spotlighting diversity and inclusion themes
- Student Library Advisory Council, SLAC, established to gain student input
- Student employee mentoring continues
- Library staff participated in committees and events throughout campus, including keynoting all-campus retreat
- Librarians represented the College by giving 17 regional, national and international presentations about the library’s work

**Improve student competence in information literacy**
- All undergrads continue to receive embedded library instructions in Core courses during their first 3 years
- Information literacy modules embedded in Continuing Professional Studies courses
- Direct analysis of student work continues
- NSSE information literacy module results analyzed to provide insight and direction for information literacy instruction

**Eliminate barriers to access of information; make things easy to use; incorporate new tools**
- LibGuides redesigned and reorganized around typical tasks rather than resource categories
- Discovery tool in test phase with plans to expand
- Safari Tech Books holdings issue fixed

**Enhance the current facility and begin plan to physically expand the library**
- Lighting enhanced throughout ground floor
- Electrical outlets added to all study tables in response to student feedback
- 3rd floor study table chairs replaced with more comfortable style
- People entered Miller Information Commons over 143,000 times

**Expand innovative uses of technology to enhance learning**
- Storyboard tool tested and used for designing online learning modules
- Content analysis tool in testing for reviewing user feedback
The Champlain College Library was designed and built to support a small print collection supplemented by extensive online journals and eBooks. Small variations in online holdings from year to year often represent changeable contracts between publishers and database providers, which result in journals or books being automatically added to or removed *en masse*.

(*Note: The Print books number for 2014 is inflated due to a reporting error in which books removed from the collection were mistakenly included in the count.)*

Use of online books continued to skyrocket, with over 900,000 eBook chapters or sections downloaded during the past year-- a 62% increase over the year before. Based on anecdotal feedback, Champlain Online students probably account for much of this use.

The three major providers of online books in Champlain’s collection are Safari Tech Books, LibCentral (formerly ebrary), and Books 24x7. The LibCentral collection is enhanced through patron-driven acquisitions.

Online journal use also increased during the year. A total of nearly 100,000 articles were downloaded, representing a 14% increase over the year before.

Champlain provides eJournals in a wide variety of content areas; some providers span many specific and general content areas, while others are more focused. Some of the largest and most heavily accessed vendors are ProQuest, EBSCO, and JSTOR.
Print book use also increased slightly during the year, as did the circulation of books among undergraduate students. While these gains are modest, it will be interesting to see if they are the beginning of a trend.

Looking more specifically at book circulation, books that are on display in the library continue to account for a greater percentage of the total number of books circulated.

In particular, New Books, Popular Reading Books, and books that are included in an exhibit represent more than 20% of books checked out.

Faculty outreach for acquisitions continues to play a key role in our ability to choose relevant books for the collection. Weeding by faculty also keeps the collection vibrant.

Streaming videos have become an important and heavily-used part of the collection. Use of streaming videos from our main suppliers, Kanopy and Films on Demand, more than doubled during the past year. The Kanopy collection is enhanced through patron-driven acquisitions.
Interlibrary Loans

Total Requests
While the number of total interlibrary loans decreased in 2016-2017, the growth in requests from 10 years ago is somewhat significant. Compared with 2007-2008, total ILL requests are up by 19.8% as shown in the green line in the graph below.

Borrowing Requests
The number of borrowing requests from the Champlain community (the red line in the graph above) has increased over the past 10 years by 38.19%. Student requests came down very slightly over the past year, while faculty requests were on the rise.

Following trends from past years, faculty and staff make up the significant share of requesters to borrow materials from other libraries, at 72%. Faculty/staff requests are broken down further as follows:

- Full-time faculty (44%)
- Adjunct faculty (23%)
- Staff (5%)

Student requests amounted to (28%) of ILL requests to borrow from other libraries.

Lending Requests
The number of lending requests from other libraries to borrow Champlain Library materials (the blue line in the graph above) saw a decrease from the previous year (which had in turn seen the most requests out of the past ten year span, with a record high of 422). The number of lending requests from other libraries to borrow Champlain materials has increased overall during the past 10 years as we have seen a 10.18% increase in requests to lend as compared with 2007-2008.
The facility and its use

People entered Miller Information Commons over 143,000 times during the year. While this slight decline continues a trend seen in the past two years, it still represents heavy use of the facility. The opening of the new Communications and Creative Media building and the relocation of academic peer tutoring labs outside of the facility, both of which occurred in 2015, probably account for the change seen at that point in the graph.

Several enhancements were made within the facility, including:

- Lighting enhanced throughout ground floor
- Electrical outlets added to all study tables in response to student feedback
- 3rd floor study table chairs replaced with more comfortable style

Outreach

Major events and celebrations included the 9th Annual Chili Cookoff and the 10th Annual International Photo Awards Reception held within Miller Information Commons, as well as the 5th Annual Special Collections Event: *Church Street: The Heart & Soul of the Queen City*, which was held in the Champlain Room and drew over 200 attendees.

Displays highlighting the collection were held throughout the year, including several spotlighting diversity and inclusion themes:

- Graphic Novels
- 15-year Anniversary of 9/11
- Banned Books
- Hispanic Heritage Month
- Halloween
- Election 2016
- International Education Week
- Native American Heritage Month
- Nobel Prizes
- Martin Luther King, Jr
- Asian Pacific American Heritage Month
- Black History Month
- Sustainability Month
- Women’s History Month
- Poetry Month
- Law Day
- National Bike Month
- GLBT Month
- Fourth of July
Within the campus, the library staff was active in student outreach and campus activities, including:

- Student Library Advisory Council (SLAC) established to gain student input
- Student employee mentoring continues
- Library staff participated in committees and events throughout campus, including keynoting all-campus retreat

Librarians also represented the College by giving 17 regional, national and international presentations and published articles and book chapters about the library’s work:

- Alan Carbery. "Authentic Information Literacy in an era of Post Truth." Closing Keynote of LILAC (Librarian’s Information Literacy Annual Conference), Swansea, University, Swansea, Wales, April 10-12 2017. Recording.
- Janet Cottrell (via video) and Betsy Beaulieu (Core Division). "Nail, derail, fail: change, uncertainty and ongoing redesign in information literacy instruction." LILAC (Librarian’s Information Literacy Annual Conference), Swansea University, Swansea, Wales, April 10-12 2017.


• Alan Carbery, Nick Faulk and Sean Leahy. "Reaching our online population where they are." Vermont Library Association, Academic & Special Libraries Section Conference, Castleton University, Castleton, VT. October 21 2016.

• Lauren Olewnik & Emily Crist. "Research as Engagement: Designing Methodologies for Understanding." Vermont Library Association, Academic & Special Libraries Section Conference, Castleton University, Castleton, VT. October 21 2016


Access
Several improvements were made to improve access, usability, or reliability of library resources and services:

• Discovery tool is in test phase with plans to expand

• A noticeable Safari Tech Books holdings issue was fixed

• Patron-driven acquisitions are now in place for eBooks and streaming media

• LibGuides were redesigned and reorganized around typical tasks rather than resource categories, as shown in the example below. LibGuides use increased by almost 75%, to nearly 16,000 views.
Information Literacy Instruction

All undergraduate students continue to receive embedded library instructions in Core courses during their first three years, with a total of seven lessons during that time. Through these inquiry-based lessons, the embedded information literacy program introduces a broad range of information-related topics, skills, and concepts.

**Core Information Literacy program overview**

COR 110 Concepts of the Self: This session is the information literacy cornerstone. It is a conceptual, not skills-based, session that introduces students to the critical thinking implicit and essential to information literacy. In this session, librarians ask students to participate in a series of active learning exercises (including live polling via cell phone, group work, and discussion) to identify and characterize the ways they use information in their daily lives. This session also explores, through inquiry-based discussion, filter bubbles and their impact on our information landscapes.

COR 120 Concepts of the Self: The Core 120 session introduces students to conducting library research. Using active-learning and small group work, librarians ask students to evaluate a variety of sources for their scholarly value and relevance. Librarians introduce students to the library catalog, offer tips and tricks to effectively use books, demonstrate ways of using keywords in general databases, and practice ways to refine searches to find "best" sources. This session is a more traditional introduction to the library, but is still inquiry-based and interactive.

COR 210 Scientific Revolutions: Each of our information literacy sessions in the fall of students' second address the ethically use of information from perspectives aligned with the outcomes the course. In COR 210, we introduce a case study that involves intellectual property and alleged misuse of information in scientific and popular writing, students explore complex nuances of plagiarism in a professional context. Through discussion, students explore issues of motivation, credibility and consequence with information ethics. Students also reflect on the misuse of information in their major or chosen profession.

COR 220 Aesthetic Expressions: This lesson explores mash-ups in the entertainment industry and question whether they are pieces of artwork that are created ethically. Exploring the issue from a number of industry perspectives, students will reflect on the ethical implications of merging and creating forms of media for artistic expression. This session and COR 230 are delivered asynchronously, online, using the college's learning management system.

COR 230 Ethics & the Environment: This session also investigates the ethical use of information through a specific lens. In this class, students investigate the use of computer-generated footage for scientific argument and persuasion. Using a specific case study, which alleges misuse of Hollywood Blockbuster movie footage in a documentary on climate change, students will discuss the implications on credibility and reliability.

COR 240 Bodies: The COR 240 Bodies session explores the idea of embodiment through information. Students explore how media portrayal of body shape, gender, sexuality and race affects our thinking of societal norms. Using examples of advertising and marketing, students engage in an important and, at times, uncomfortable discussion. Additionally, students will begin to reflect on how they portray themselves through their choices on social media and other online platforms. This session incorporates elements of media and digital literacies.

COR 250 Secular & the Sacred: This session is aimed specifically at supporting students as they work on their ethnography common assignment. In this session, students will discover the benefit of the one-to-one interview as a means of gathering information and deepening insight into a practicing person of faith. This lesson exposes students to the practice of probing and inquiring in a curious but respectful way.

COR 260 Democracies: In this session, students engage more deeply with the evaluation of scholarly resources. Students are asked to closely consider the authority of the authors of multiple resources, investigating the authors' publication history and scholarly background in order to determine the reliability of the sources they use. This session and COR 270 are delivered asynchronously, online, using the college's learning management system.
Following conversations with Core faculty, librarians unveiled redesigned content for both COR 260 and COR 270 lessons in this academic year.

In addition to Core-embedded information literacy instruction, students majoring in Education and Human Studies fields also received instruction through EHS Signature courses once in their first year, and again in their second or third year. Like the Core instruction, these lessons are contextual, looking at the role of information in the development of students' disciplinary and professional perspectives.

**EHS Signature Course Information Literacy overview**

**EHS 100 Making Connections**: This session introduces students to information literacy as an aspect of critical thinking. In the lesson's first activity, students draw upon their developing disciplinary and professional perspectives as a tool for describing and analyzing the world around them. An online, interactive poll exposes students to the specialized vocabulary of their peers in EHS in order to help foster connections across disciplines. The lesson's second activity builds on the work of Warren Berger to help hone students' ability to ask better questions. A series of short, iterative activities prompt students to reflectively consider how better questions can expose them to gaps in their knowledge and more thoughtfully guide their research.

**EHS 200 Hot Topics**: In this IL lesson, librarians expose students to a range of information sources that address the course's content, which changes from year to year in EHS 200. The chosen sources derive from Vermont government agencies or local nonprofits in order to show students the way in which different professional perspectives attempt to address complex issues, such as human trafficking, immigration, or gender inequality. After students have had the opportunity to read and discuss the various resources, librarians ask them to imagine ways in which they might communicate out their expertise or incorporate some of the information they have encountered earlier in the lesson.

**EHS 210 Social Justice Intensive**: This lesson focuses on issues of social justice as they intersect with information literacy by looking at the channels of information that can be used to stay informed and involved. Specifically, students discuss the role of social media in highlighting issues of injustice, mobilizing activists, and amplifying the voices of marginalized groups. Using examples from Black Lives Matter and introducing students to Scott Bonner's effort to keep the Ferguson library open during protests there, this lesson asks students to outline how they could use their professional expertise and resources to respond to a specific social justice initiative.
During this academic year, the library began to make progress on delivering information literacy instruction to our undergraduate student population enrolled in CPS degree programs. Unlike traditional undergraduates, CPS students do not have a common curriculum, making it harder to embed instruction that will reach every student. Working closely with CPS faculty and administrators, librarians identified courses that most (although not all) undergraduates enrolled in Continuing Profession Studies are likely to take during their program, and we aim to design information literacy modules for these courses. This work began with two courses. The piloting of additional modules will continue in the next academic year. These inquiry-based modules were designed by librarians and are taught by a course's assigned instructor for a seamless integration into a student's educational experience.

### Continuing Professional Studies Information Literacy overview

**ENGL 111 Critical Reading and Expository Writing I (in-pilot):** In recognition of the fact that students new to the Continuing Professional Studies division often have extensive experience with searching and information retrieval but might be new to the nuances of academic library searching, this lesson introduces students to library-specific skills such as keyword searching and article databases. Keeping with our program's emphasis on active learning, students move quickly into brainstorming and information retrieval exercises using Champlain College Library resources.

**PHIL 340 Ethics in the Profession:** This lesson encourages students to investigate the ethical use of information in their profession and in society. To start, students examine and reflect on two case studies in information ethics: one related to mashups and the other related to the use of fabricated footage in documentaries. Then, students consider how information ethics relates to their current or future profession by completing a short annotated bibliography, and in doing so make connections between academic concepts such as plagiarism or attribution and professional concepts such as copyright or fabrication.

Librarians taught a total of 164 face-to-face instructional sessions during the year, a slight increase from last year.

As would be expected, most instruction occurred in the Core:
Information Literacy Assessment

As in prior years, librarians continue to analyze a sample of student coursework for evidence of student learning outcomes in information literacy. By sampling authentic student work from common assignments in COR 120 and COR 310, librarians can get a measure of information literacy performance, and how it changes over time. Librarians continued this information literacy assessment this year by focusing on the performance of students from the Class of 2017.

The median score for information literacy achieved by Class of 2017 increased from first year to third year. By using a common developmental rubric on both first year and third year student work, we can see growth patterns in student performance. Based on our rubric, we expect our first year students to perform at a median of 1 (Emerging). We expect our graduating students have reached a median of 3 (Proficient) by completion of their studies. Class of 2017’s median of 2 in their junior year shows that their information literacy performance was still in development. We currently have no measure of student outcomes in the final year of their studies.

![Class of 2017 Overall Information Literacy Performance](chart)

When we analyze the median score by rubric criterion, we can see where students have displayed growth in their performance. By their third year, the Class of 2017 performed better in identifying questions for investigation and synthesizing information than in their first year. Interestingly, there appears to have been no growth in their ability to select appropriate tools and search strategies or attribution since their first year. The evaluation and appraisal criterion was not assessed in the third year.

![Class of 2017 - Median Score by Criterion](chart)

Under this model of assessment of student work, we typically aim for a sample size in the region of 10-12% of the class enrollment. By resampling student work from the exact same students when they reach third year, we can truly show growth in performance over time. This year, however, the sample size reduced from 57 artifacts in the first year to 29 in the third year, making the third year sample size much lower than the 10% goal. This is likely a result of lack of availability of artifacts for some students in the third year, as well as other factors such as student retention. Going forward, instead of sampling once, and tracking students into their third year, librarians will sample 10% of student work on two separate occasions – in the first year, and again in the third year.

In addition to analyzing student work, the NSSE information literacy module was administered for the first time, and results were analyzed to provide insight and direction for information literacy instruction. For details, see the [National Survey of Student Engagement, 2015](report) report on the Library’s website.
Reference

Librarians were available at the main desk to answer questions in person or by chat or phone through the academic year. As in many academic libraries, the number of questions answered has varied over the years.

The types of questions being answered has varied as well. As the chart below shows, the proportion of questions specifically related to library resources (that is, basic and in-depth questions as opposed to technology or other questions) increased noticeably this year, accounting for well over 60% of questions logged.

Champlain librarians study these and other trends over time. In response to trends, librarians prepared to make pilot changes to the existing reference model during the 2017-2018 academic year.
Special Collections

The Special Collections at Champlain College contain the College Archives, the Llewellyn Collection of Vermont History, and the Local History Collection. The Special Collections are managed by Erica Donnis, the College’s part-time Special Collections Director.

Collaboration and Outreach

Academic Collaborations: This fiscal year, we continued our efforts to reach out to Champlain College faculty to build awareness of Special Collections as an academic resource, and we had more than 140 student visits for class presentations and individual research appointments. Cyndi Brandenberg’s COR 120 class discussed Burlington’s collective memory and social identity as portrayed in souvenir items, commemorations of Samuel de Champlain and Ethan Allen, and materials about private social service organizations. Students in Betsy Allen-Pennebaker’s COR 260 class viewed more than 200 collections items during two formal class visits and individual appointments as part of their study of the history of Burlington. In addition, film major Dillon Deloge, Class of 2018, prepared a documentary film about the history of Champlain College, visiting Special Collections repeatedly to gather images and background material. His film is now being shown as part of the People Center’s orientation sessions for new College employees.

Community Engagement: In May 2017, we hosted our fifth annual local history event, Church Street: The Heart & Soul of the Queen City. This extremely popular event has had exponential growth since it began in 2013; 200 people attended this year, a 325% increase over 5 years. During the Church Street event, historic preservationists Tom Visser and Adrienne Dickerson co-presented a talk titled “Burlington’s Historic Church Street.” To publicize this event, Erica Donnis published “Postcards from Church Street” in the Burlington Free Press (http://www.burlingtonfreepress.com/story/news/2017/04/29/history-space-postcards-church-street/101072098/).

Exhibitions: Special Collections materials were featured in multiple exhibitions on campus during the year. A series of rotating exhibitions drawn from the Llewellyn Collection of Vermont History and Local History Collection were displayed in Roger H. Perry Hall: Style and Sentiment: Victorian Advertising Cards (February 2016-August 2016) highlighted advertising cards produced by and for Vermont businesses in the nineteenth and early twentieth centuries. Greetings from Burlington (July 2016-October 2017), featured postcard greeting cards. Picturesque America (October 2016-December 2017) showcased the fanciful views of Burlington included in this landmark 1876 publication. Photos by Holmes: ‘Real Photo’ Postcards by Homer E. Holmes (December 2016-

Additionally, Special Collections produced two exhibitions for College events. *Leading Women*, initially produced in the previous fiscal year, was reprised in the Morgan Room of Aiken Hall in conjunction with the 2017 Women’s Empowerment Symposium. At the request of the President's Office, *Champlain College: Past, Present, Future*, an exhibition about the history of the College, was displayed in the second floor lounge of the Center for Communication & Creative Media in May 2017 in conjunction with Commencement.

**Blog Posts:** In previous years, we produced a series of blog posts to highlight Special Collections items and publicize current exhibitions. This fiscal year, we decided to focus our efforts on other priorities, namely academic collaborations and exhibitions. Therefore we authored only one blog post, *A Fanciful View of Burlington Bay*, in October 2016 ([https://libraryblog.champlain.edu/2016/10/27/fanciful-view-burlington-bay/](https://libraryblog.champlain.edu/2016/10/27/fanciful-view-burlington-bay/)).

**Collections Management**

**Cataloguing and Digitizing:** Approximately 400 items, predominantly materials in the Local History Collection and Llewellyn Collection of Vermont History, were cataloged and digitized in FY2017, bringing the total number of cataloged items to 1,900. New acquisitions, items pulled for academic classes, and materials under consideration for exhibitions and events received priority for cataloguing. The new catalog records were added to the collection’s online catalog at [specialcollections.champlain.edu/digital-collections/](http://specialcollections.champlain.edu/digital-collections/). Special Collections Assistants Adrian Taul, Class of 2018, and Matthew Lasnicki, Class of 2019, provided essential support for cataloguing and digitizing.

**Manuscript Arrangement:** The arrangement and description of existing materials in the College Archives continued in FY17, with the eventual goal of the elimination of the processing backlog and the publication of a complete finding aid. We made great progress this year thanks to the contributions of an intern from Simmons College, Sophie Friedman, who spent 60 hours over the spring semester arranging and describing the Academic Catalogs and Academic Programs Subseries. We also processed the Deceased Trustees Subseries, a new transfer from the President’s Office, and the Rudder Student Handbook Subseries. The latest version of the finding aid is available at [http://www.champlain.edu/academics/library/special-collections/archives](http://www.champlain.edu/academics/library/special-collections/archives).

**Acquisitions:** Between July 2015 and June 2016, numerous items were added to Special Collections, including 5 linear feet of publications and ephemera for the Local History Collection from the estate of Richard Kieslich and two architectural renderings of College buildings by architect and Trustee Tom Cullins. We received two large transfers from College departments: files on deceased Trustees from the President’s Office and official College photography from circa 1995 to 2015 from the Marketing Department. We acquired additional publications, postcards, advertising cards, and other items supporting teaching projects, exhibitions, and events for the Local History Collection. Finally, new publications related to the College were added to the Archives as they were produced.

**Reference:** In FY2017, 45 staff hours were spent responding to 65 requests for information. Most of these requests were internal in nature and originated from the Offices of the President, Provost, and Advancement, Career Collaborative, Continuing Professional Studies, Marketing, Student Life, and Admissions Departments, among others. The results of these queries were showcased on the College’s website, used in donation solicitations, and displayed at staff retirement parties, among other projects.