



2009-2010 ANNUAL REPORT
CHAMPLAIN COLLEGE LIBRARY



STRATEGIC PLAN

In 2009-2010, the staff of the Champlain College Library completed a Strategic Plan. This plan incorporates the library's mission and vision, a statement of values, a SWOT analysis (strengths, weaknesses, opportunities and threats), and goals. Each component was developed collaboratively within the library.

MISSION STATEMENT

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.

VISION

By 2015, Champlain College Library will be widely recognized as -- *and will be* -- one of the most innovative, effective, and supportive libraries in higher education.

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
- welcoming atmosphere

SWOT ANALYSIS

Strengths

- **Innovation:** creative approaches to building and maintaining a dynamic and supportive library
- **Technologies:** use of innovative technologies to support students and faculty; ability to identify and implement new technologies deliberately and effectively
- **Collection:** tailored electronic and print collection to support the curriculum; deliberate choices through well-developed processes
- **Staffing:** aware, friendly, service oriented, active in the profession, passionate, collaborative, committed
- **Systematic approach:** data-tracking, annual reports, scheduling
- **Collaborations:** active partnerships and relationships across campus
- **Information Literacy program:** unique inquiry-based learning, course-embedded instruction, rubric-based ePortfolio assessment
- **Facility:** inviting and well used

Weaknesses

- **Infrastructure:** slow and spotty wireless; aged laptops, printers, computers, copiers; lack of technologies such as scanners, wall-hung flat screens
- **Staffing:** "one-deep" in critical areas, no backup staffing, some areas not yet covered, some burnout, ill-defined role of librarians in campus governance
- **Facility:** overcrowded patron areas, inadequate space for library operations; limited facility forces limited collection development; facility used as "catch-all" or overflow space; interior overdue for refreshing; needs more modularity; needs to be actively pursued in Master Plan
- **History:** Still catching up on past weaknesses (data tracking, cleaning up catalog, cleaning up collection, etc)

Opportunities

- **Rapidly changing environment, both on campus and outside:** opportunity to respond quickly to growing programs, new curriculum, and increased interdisciplinarity; opportunity to make big changes and have a big impact in a short period of time
- **Increased use:** allows us to justify further development and promote the Library as "the place to be"
- **Changing way people access and use information:** people have direct access to vast amounts of free information; expands their realm of information dramatically; generates excitement and provides more opportunities for us to help them
- **Emerging technology landscape:** allows us to leverage new technologies at very low cost
- **Conferences and publishing:** opportunities to promote our successes
- **Campus collaborations:** the Writing Center as a potential partner to integrate the search for information with the use of information.
- **Consortial Partnerships:** Reciprocal Borrowing, VCAL etc. to reduce costs, leverage resource sharing

Threats

- **Rapidly changing environment, both on campus and outside:** challenge of responding to growing programs and new curriculum; pace makes it difficult to plan ahead and follow through; makes it difficult to be "heard" on campus amid so much going on
- **Increased use:** makes it very difficult to build sustainable levels of service
- **Changing way people access and use information:** decentralization and disintermediation of information leads to false sense of confidence
- **Changing way that vendors provide information:** vendor consolidation and monopolization; threat of vastly increasing prices
- **Demographics, enrollment, higher education costs:** budgetary uncertainty and competition for resources, at a time when we still need to grow

OUR GOALS

- Increase/improve **awareness** and **use** of library resources and services by students, faculty, and staff
- Enhance the quality of the **collection**
- Foster a sense of **campus community**
- Enhance the current **facility** and begin plan to physically expand the library
- Improve student competence in **information literacy**
- Expand **innovative uses of technology** to enhance learning
- Eliminate barriers to access of information; make things **easy to use**; incorporate **new tools**
- Facilitate a college **copyright policy**
- Grow the library **staff** in order to better support academic programs

For each goal, measures of success were identified. A dashboard illustrating progress toward each goal is under development.



A LOOK AT 2009-2010

In the 2003-2004 Annual Report, I wrote:

Academic libraries typically tie their mission statements to the missions of their parent institutions, describing their roles in terms of supporting the academic and research needs of faculty and students. While that undoubtedly holds true for the Champlain College Library as well, a slightly different ambition for our Library stood out clearly in the summer of 2003: to make the Library a positive and vital force within the College.

This year, the cumulative impact of the increasing use of Champlain's library resources and services was particularly apparent. Reflecting on some of our usage indicators over time revealed some surprising but gratifying trends, and brought that ambition stated so many years ago to mind.

In the past five years, the number of people entering Miller Information Commons has increased by nearly 40,000. The circulation of books has doubled over five years, and the use of books by undergraduates has increased by 75% in just four years.

The number of library instruction sessions taught has doubled in five years. Librarians answer more than 2 ½ times the number of reference questions as five years ago. A closer look at these reference transactions reveals that many questions are more complex, and that a librarian is often trying to help two patrons at once (e.g. face to face and via chat).

All of these measures continue to trend upward. In particular, our commitment to providing information literacy instruction via the Core and the wonderfully interdisciplinary nature of Core projects themselves are impacting the library in positive yet demanding ways. As the College admits larger incoming classes, the number of Core sections increases proportionately, as does the library's instruction role. As students take on more assignments requiring inquiry and critical thinking, the complexity and difficulty of their projects increase, as do our interactions with them.

As daunting as the cumulative impact of these trends sometimes feels on a hectic day, we can only be grateful for them as indicators of the relevance of the resources and services that we offer. Clearly, the library is now a vibrant part of the academic culture of the campus. Our ability to carry out that role is due in no small part to the many collaborations we have formed over the years, both within the library and throughout the campus. I know that I speak for everyone in the library when I say how much we truly appreciate these collaborative opportunities as we continue toward making the library "a positive and vital force within the College."

--Janet Cottrell, Director

USE OF THE FACILITY

Use of Miller Information Commons continues to increase every year, with a 25% increase in use over the past five years.

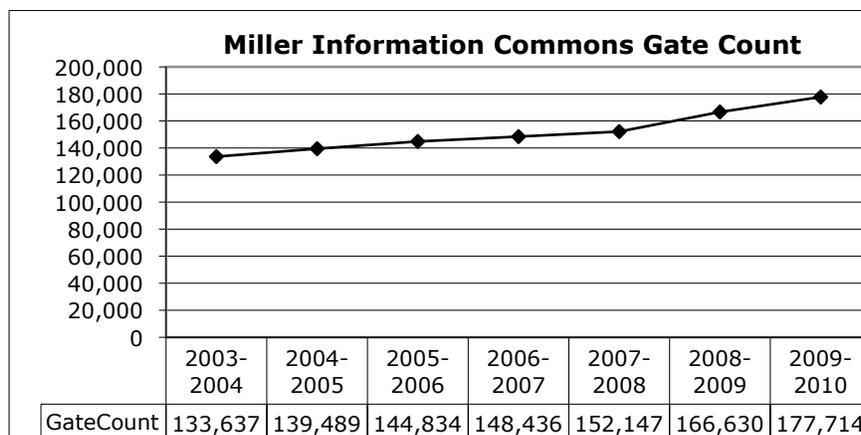


Figure 1: Gate count over several years

"Gate count" is simply a measure of the number of people who walk into a facility. It does not identify the type of use, but it does serve as a good overall indicator of the level of use.

The facility is open for 106.5 hours each week during the academic year, including early morning, late night, and weekend hours.

During the year, the library sponsored a variety of exhibits and events, including:

Displays:

- What Will You Do This Summer? (June, 2010)
- In observation of Memorial Day (May, 2010)
- May is Latino & Hispanic Authors Month (May, 2010)
- Books on Photography and World Cultures (April, 2010)
- April is National Poetry Month (April, 2010)
- Women's History Month (March, 2010)
- Celebrate: Black History Month! (February, 2010)
- Self Portraiture and Human Identity (February, 2010)
- J. D. Salinger (January, 2010)
- Martin Luther King Jr. Display (January, 2010)
- In memory of Stephen Huneck (January, 2010)
- Wintry Reads (December, 2009)
- Violence Against Women "Mind-Meld" (December, 2009)
- Books by Chris Crawford, Interactive Storyteller and Game Designer (October, 2009)
- Dinosaurs! (October, 2009)
- Happy Halloween (October, 2009)
- Support Your Local Museum! (October, 2009)
- Banned Books Week (October, 2009)
- Constitution Day (September, 2009)
- Community Book Program (September, 2009)

Events:

- Exam Week Snacks! (April, 2010)
- 3rd Annual International Photo Contest Exhibit and Reception (April, 2010)
- Meaningful Books with Susyn Dees, February 17, 2010
- Self-Portraits Exhibit by Core 110 students (February, 2010)
- Meaningful Books with Andrew Burkhardt, January, 2010
- Exam Week Snacks! (December, 2009)

- Creative Expressions of Diversity (November 13, 2009)
- One Family From Belize, October 27, 2009
- China Mojo! October 26, 2009
- Chili Cook-Off, Oct 22
- Refworks Workshops, Oct. 15th, Oct. 19th, and Oct. 20th
- Meaningful Books with Jeff Rutenbeck, September 13, 2009

BUILDING THE PRINT COLLECTION

In 2003, a faculty survey indicated that Champlain faculty members did not feel as if they were included in the library selection process or that their input was welcome. To remedy this concern, librarians initiated a proactive collection development outreach program. To solicit input into developing the print book collection, the collection development librarian regularly sent *Choice* Online academic book reviews as well as other review venues including *Book News*, *Library Journal*, *Publisher's Weekly*, *New York Times Book Reviews*, and *Times Literary Supplement* to faculty members, who in turn identified specific books to acquire in support of our curriculum.

Faculty interest and participation in requesting and recommending books and helping the library develop the print book collection began to improve almost immediately, has steadily increased over time, and remains strong. Librarian involvement in the orientation for new faculty typically results in the addition of new contributors to book selection and collection development each year. This trend is very encouraging as the College continues to develop new courses and academic programs while simultaneously refining and augmenting the Core curriculum.

In 2009-2010, one hundred full- and part-time faculty recommended books to add to the collection. This represents a steady increase in the total number of faculty selectors from 2003 when this proactive faculty outreach began.

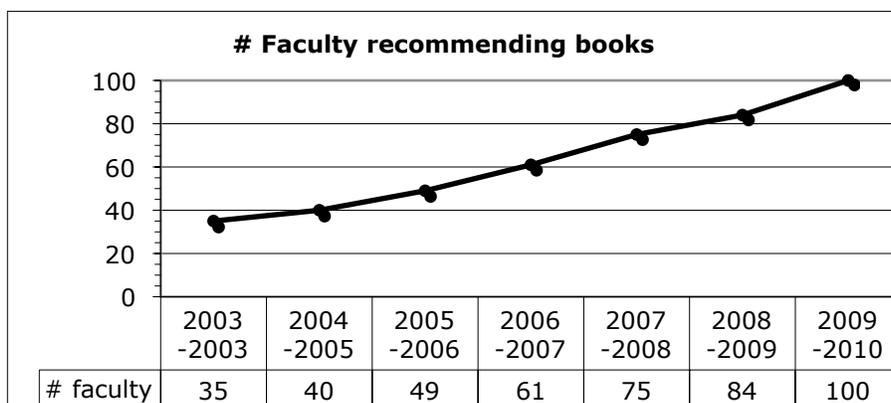


Figure 2: Faculty participation in collection development

Faculty contributing to collection development this year include Professors Amey, Baker, Balan, Bashaw, Batista, Beaulieu, Bonino, Bongiorno, Brandenburg, Brookes, Butt, Capone, Church, Clark, Cleary, Consejo, Crispel, Davis, Dees, DeMarle, Dodge, Douglas, DuBois, Ducolin, Ellefson, Esckilsen, Esposito, Farrell, Florsheim, Frenzen, Fry, Green, Hayward, Helfield, Herzog, Hoag, Horne, Hunt, Johnson, Kelley, Kerr, Kessler, Kida, Kite, Klove, Koch, Lange, Leo-Nyquist, Lustgarten, Lyakir, Manley, Meyer, Mayer, McKee, M Miller, Mona, Morris-Pittman, Moore, Myers, Munsonwarnken, Nagelschmidt, Nahra, Newbury, Noonan, Novak, O'Grady, Patel, Pepin, Pettitt, Polgar, Portilla, Price, Rachlin, Rafieymehr, Rajewski, Randall, Rodd, Rogate, Ronis, Rutenbeck, Sample, Sangastiano, Savard, Scudder, Selby, Simpson, Speidel, Stevens, Stone, Straube, Stroup, Thomas, Vincent, Wade, Wehmeyer, Whiting, Whitney,

Williams, Yacubian, and Young. Special thanks to all for helping the library purchase exemplary print books.

As a result of our ongoing outreach efforts to increase faculty involvement in selection, 50% of the 2,162 books purchased and added to the collection in 2009-2010 were recommended by faculty. This collaborative collection development process with faculty continues to be an effective way to help the library select and add the most relevant books to support our academic programs. The collection now reflects more of an interdisciplinary flavor as Core titles overlap professional program titles supporting multiple academic program needs. The library appreciates the ongoing support of faculty who help make the print book collection the strong academic resource that it is.

CIRCULATION OF THE PRINT COLLECTION

Based on several years of circulation data, we believe that our efforts to improve the print collection are paying off in increased use. Total circulation of books continues to increase: use of the book collection has more than doubled in the past five years.

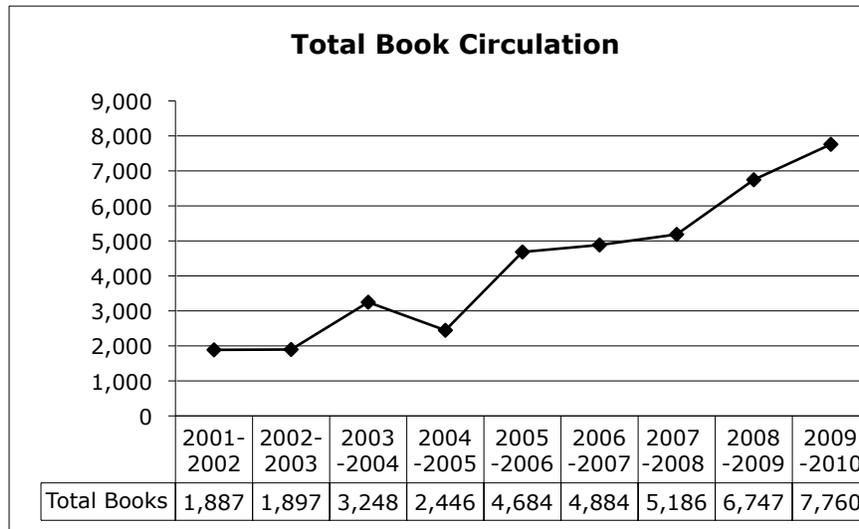


Figure 2: Book Circulation over several years

While the increase in overall use is gratifying, our real purpose is to ensure that the print book collection serves the needs of students. In fact, the number of books checked out by undergraduates continues to increase substantially:

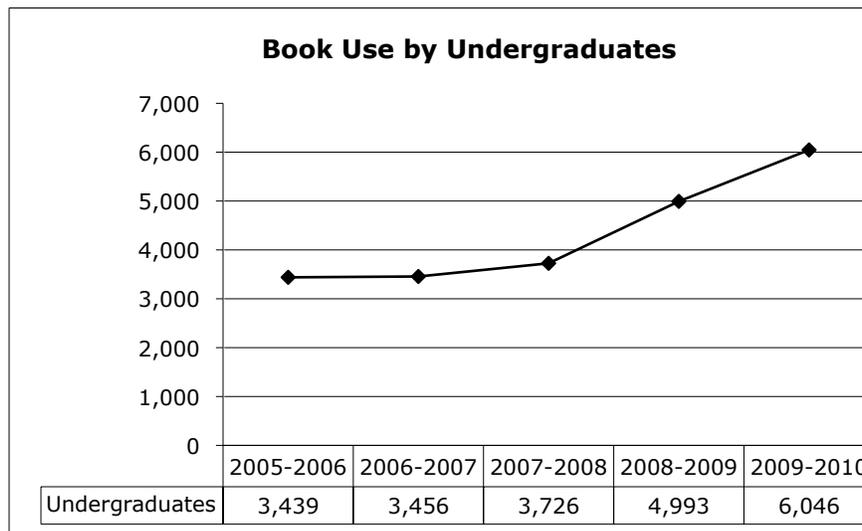


Figure 3: Book use by Undergraduates

The circulation of New Books--that is, books on display in the New Books area during their first month after acquisition--rebounded nicely in 2008-2009, countering the slight decline noted in the prior year. Overall, use of new books has increased substantially in the past several years. Several factors may account for this, including the quality and relevance of books being added to

the collection, the prominence of monthly new book displays, and the extensive outreach surrounding new books, including e-mail, website, facebook, and twitter.

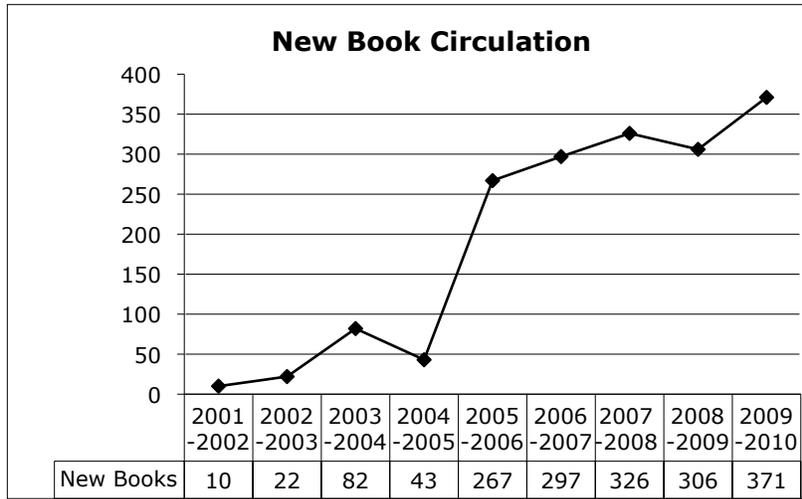


Figure 4: Circulation of New Books over several years. ("New Books" refers specifically to books on display in the New Books area, typically for a one month period.)

The total circulation of library materials including books, AV materials, reserve items, laptops-- anything checked out at the library's main desk-- also continues to increase.

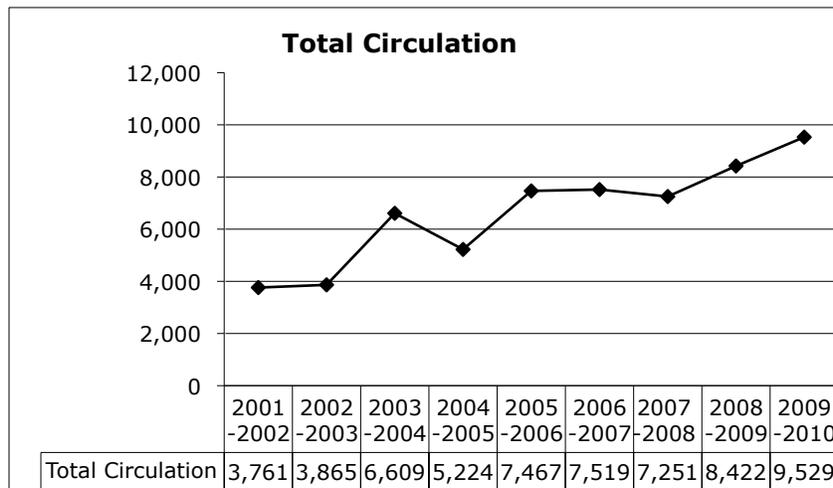


Figure 5: Total Circulation (all items) over several years.

INTERLIBRARY LOAN

Total Interlibrary Loan requests increased sharply this year due primarily to the large number of items requested for use by Champlain patrons.

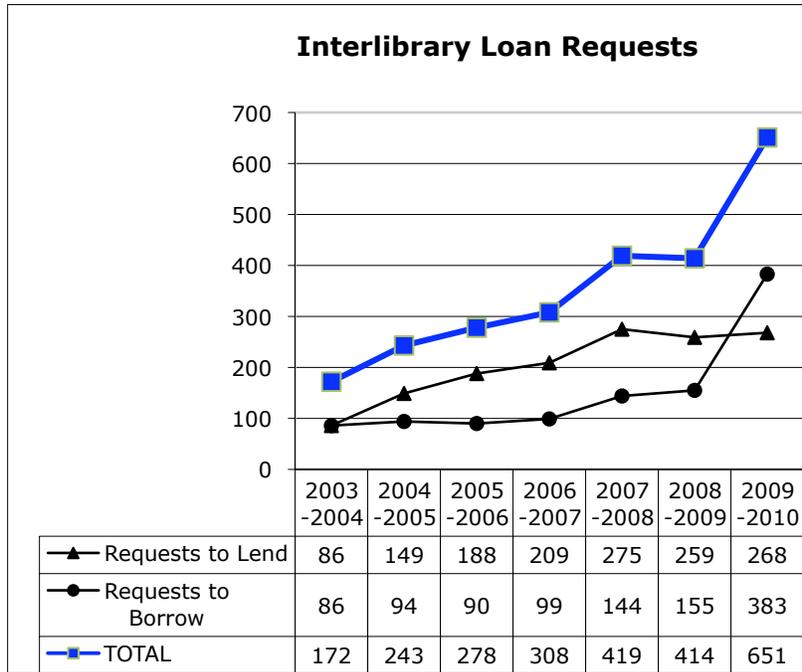


Figure 6: Interlibrary Loan Requests

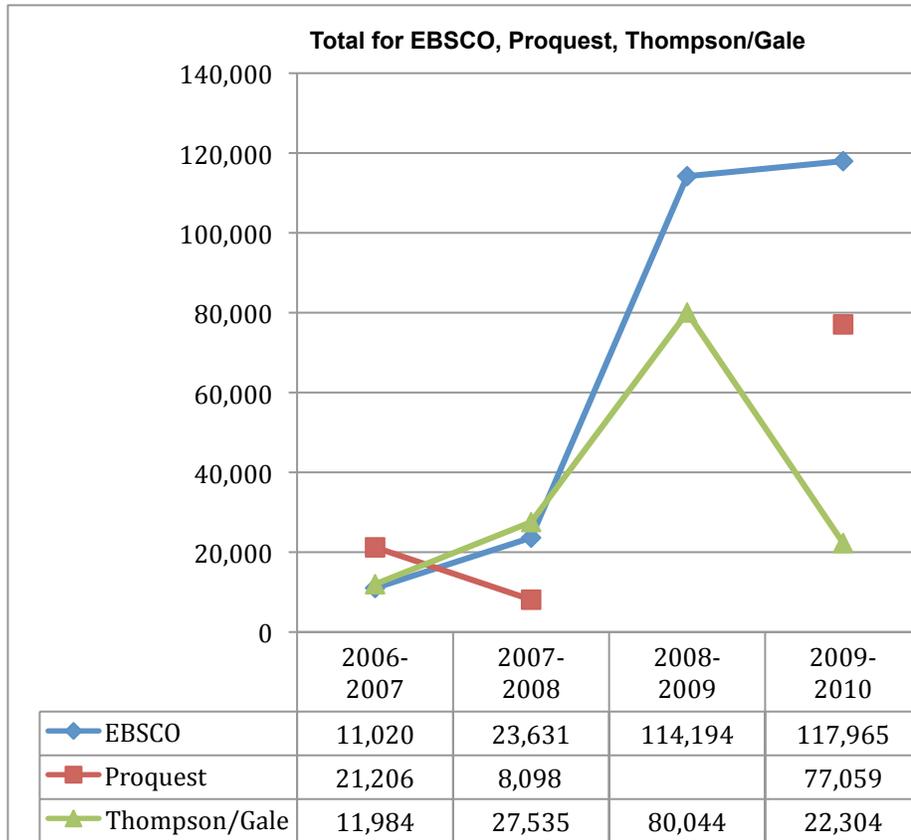
In response to this increase, librarians will try to determine whether some items requested via ILL should be purchased as part of Champlain's collection.

USE OF ONLINE RESOURCES

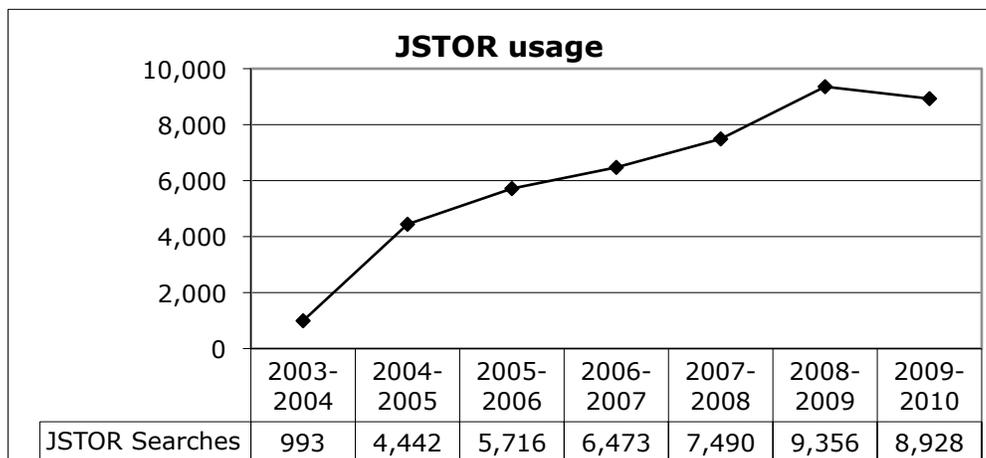
Traffic on the library website continues to increase, with 77,630 website visits through the year.

Usage is being tracked for as many databases as possible; overall usage continues to increase dramatically. Direct comparisons over long periods of time are difficult because of inconsistent availability of data, but the longitudinal data that we do have is encouraging.

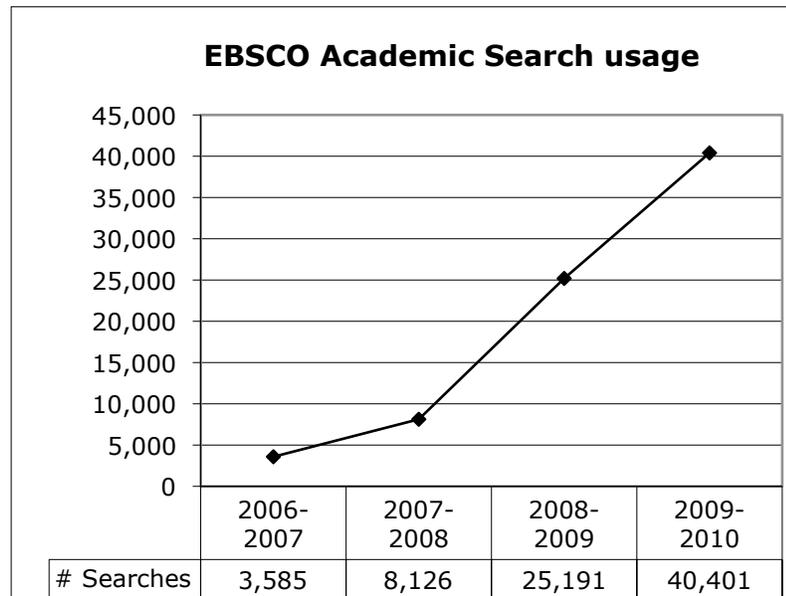
Looking at the trends for three major database vendors demonstrates fluctuations from year to year. We suspect that these usage statistics are affected by several factors including: the types of assignments given by faculty members, emphasis on appropriate databases during instruction, and placement of links on the library website.



The most complete longitudinal data we have is for JSTOR, which shows a general trend toward increased use over the seven years during which Champlain has licensed it:



Use of some databases such as EBSCO Academic Search Complete/Premier continues to increase every year:



NEW DATABASES

Several databases were acquired for 2009-2010, either specifically to support academic programs or as part of upgrades to existing database packages.

Databases selected to support programs:

- InfoTrac Communication & Mass Media Collection
- Mango Languages
- Middle Eastern and Central Asian Studies

Databases acquired as part of Proquest upgrade:

- ProQuest Central
- Accounting & Tax (Proquest)
- Canadian Business and Current Affairs Complete (Proquest)
- ProQuest Asian Business and Reference
- ProQuest European Business
- Snapshot Series (Proquest)
- Career and Technical Education (Proquest)
- Research Library (Proquest)
- Health Management (Proquest)
- Proquest Military Collection
- Proquest Religion
- Pharmaceutical News Index (Proquest)

Databases acquired as part of Vermont's DOL collection:

- InfoTrac Fine Arts and Music Collection
- InfoTrac Business Economics & Theory Collection
- InfoTrac Insurance & Liability Collection
- InfoTrac Small Business Collection
- InfoTrac Vocation, Careers, & Technical Education Collection
- InfoTrac Criminal Justice Collection

- InfoTrac Diversity Studies Collection?
- InfoTrac GLBT Life and Issues Collection
- InfoTrac Agriculture Collection
- InfoTrac Environmental Issues & Policy Collection
- InfoTrac Garden, Landscape & Horticulture Collection
- World History Collection (InfoTrac)
- InfoTrac Nursing and Allied Health Collection
- InfoTrac Physical Therapy and Sports Medicine Collection
- InfoTrac Military and Intelligence Database
- InfoTrac Tourism, Hospitality & Leisure Collection
- InfoTrac Garden, Landscape & Horticulture Collection
- InfoTrac Home Improvement Collection
- InfoTrac Information Science & Library Issues Collection
- InfoTrac Religion & Philosophy Collection
- InfoTrac Psychology Collection
- InfoTrac Environmental Issues & Policy Collection
- InfoTrac General Science Collection

REFERENCE

The number of reference questions logged increased slightly in 2009-2010, continuing an overall trend during the past several years.

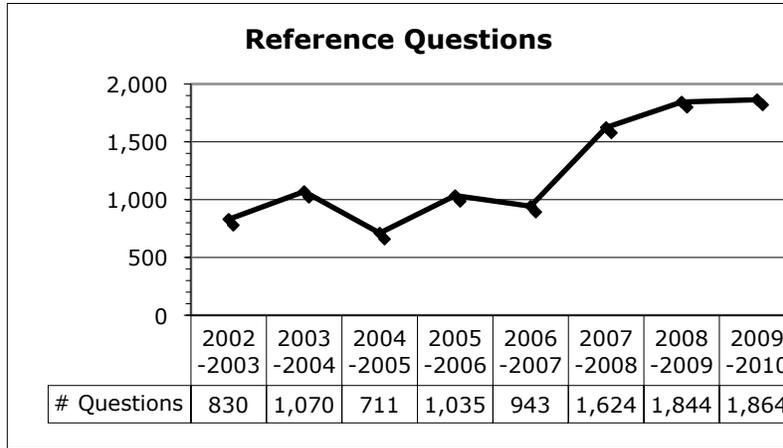


Figure 7: Reference questions logged over several years.

Much of the increase in the past two years is accounted for by the increasing number of questions received via Chat reference service:

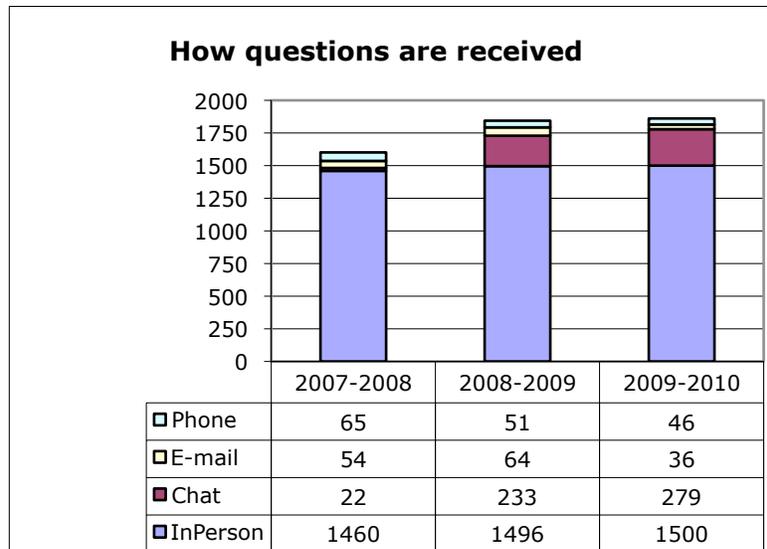


Figure 8: How reference questions are received. Note the increasing use of Chat reference.

In practice, this increase in chat reference questions means that the reference librarian on duty is more likely to be trying to simultaneously help a patron online and a patron face to face.

As in past years, most questions answered at the reference desk (over 80%) pertained to library research; however, the proportion of "in-depth" questions has increased over past years. In past years, the number of questions considered advanced or in-depth was about 14% of the total, but this year, in-depth questions accounted for almost one-quarter of all questions answered.

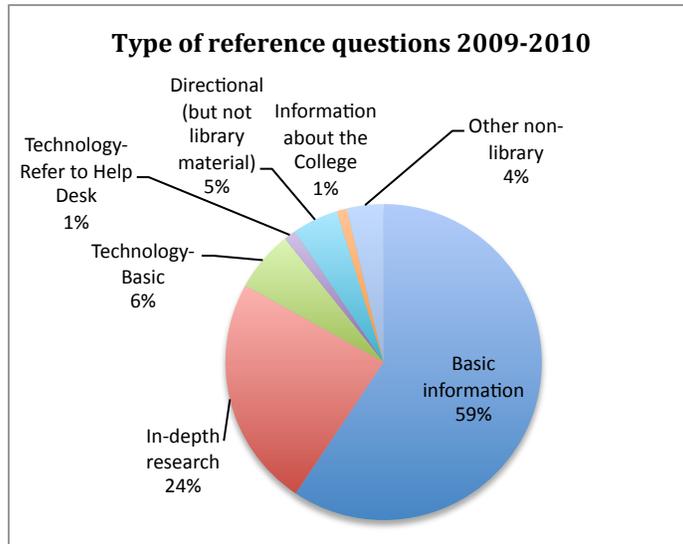


Figure 9: Type of reference questions logged in 2009-2010

Anecdotally, librarians reported more difficult questions, busier shifts, and more occasions on which more than one librarian was needed to help students--observations which are not surprising in light of the number of in-depth questions handled during the year.

INSTRUCTION

The number of library instruction sessions increased again this year. In particular, the number of Core sections increases proportionately, as does the impact on the library.

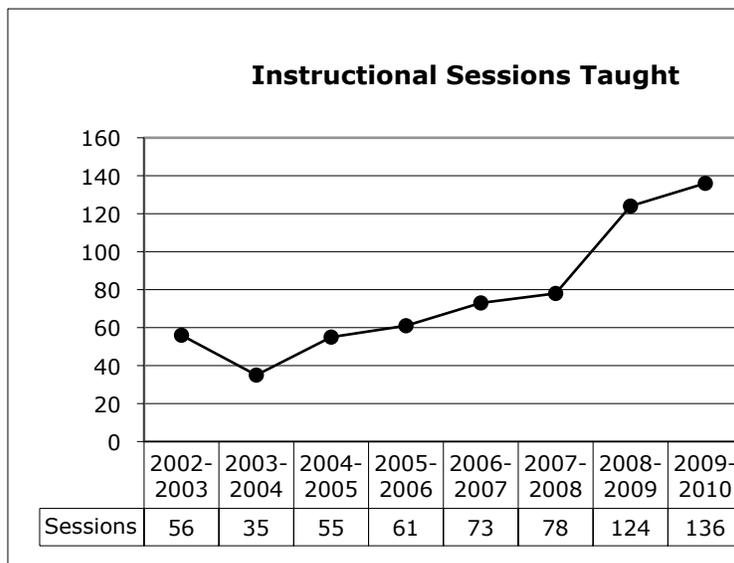


Figure 10: Library instruction sessions taught

INFORMATION LITERACY

Instruction supporting the college's Information Literacy and Technology competency continues to be actively embedded in the Core curriculum. Consistent with the Core curriculum, our Information Literacy (IL) program incorporates the inquiry method as its pedagogical framework for instruction. Our program also relies on rubric-based assessments via Core electronic portfolio assignments common to all course sections. This assessment is important both to inform our own teaching and to gather and analyze evidence of student achievement in information literacy.

The 2009-2010 academic year saw a number of changes to the IL curriculum itself. A new lesson focusing on plagiarism and attribution was introduced into COR210, Scientific Revolutions. This inquiry-based lesson asked students to consider plagiarism in multiple contexts: academic, professional, and everyday life. Librarians used active learning activities based around a series of video clips from YouTube to engage students and broaden the context in which they think about plagiarism, citation, and documentation. Through individual and small group work, students and librarians focused their inquiry on creating definitions of plagiarism, critically evaluating multiple scenarios of varying levels of plagiarism, and discussing the role of citations as a tools to share, capture, and attribute useful information.

With the start of the third year course, a lesson plan for COR310, Global Studies I: Technology and Development, was also launched. This session revolved specifically around the literature review component of the common assignment. The session emphasized several ideas: how a literature review differs from an annotated bibliography; steps in developing a more focused, in-depth research strategy, including citation hunting and effective use of the library's list of full-text databases; and citation management through Refworks, an online citation management tool available through the library. These sessions were very well received by faculty and students and resulted in many students seeking in-depth assistance for their project from librarians.

A number of changes are also planned for the coming academic year, 2010-2011. Per faculty requests, IL sessions in the fall of the first year will include an emphasis on evaluating websites. We will also be adding instruction on ways to read a scholarly journal article in the spring of the first year. These additions are based on anecdotal evidence from faculty members but also from students who consistently express their confidence in finding scholarly information but admit to struggling to effectively incorporate these sources in their writing. This represents a possible area of collaboration in the year to come with the Writing Center.

ASSESSING INFORMATION LITERACY

After the COR210 (Scientific Revolutions) teaching cycle, faculty members were asked for feedback. Their comments offered a number of suggestions that the teaching librarians will use to tweak their instruction in the course. This feedback also demonstrated that adjunct faculty were not as aware as full time faculty members of the deliberately incremental approach toward IL at Champlain. The feedback also suggested that some faculty were not aware of the library's commitment to inquiry or the difference between information literacy (a focus on information choices) and bibliographic instruction (a focus on using the library). This resulted in an adjunct-focused Core teaching meeting on information literacy to familiarize faculty with our curriculum and pedagogy, and answer their questions. The meeting was well attended and the notes from this meeting were distributed via email to those unable to attend. Outreach to adjunct faculty will continue to be an area of focus.

More feedback was solicited from full-time faculty this year as well. During the May Collaborative, full-time Core faculty completed a survey during the meeting time devoted to information literacy. This survey asked faculty about the logistics of incorporating information literacy into their courses, for feedback on the relevance and value of IL in their courses, and to articulate their perceptions and expectations of students in research. The results of this survey will be used to adjust and amend existing IL lessons, communication strategies, and teaching techniques. This survey is the most complete source of feedback we have received from faculty thus far.

Data from ePort continues to give librarians a sense of our impact and students' progress in information literacy. In 2009-2010, that has largely been through revision of Core rubrics with faculty members and Senior Associate Provost Michelle Miller. This collaboration has provided a great deal of insight as to what we can learn from ePort data and how that data can be used to increase interest among faculty, librarians, and administrators.

It has also been a year of learning in terms of assessment. An unanticipated effect of the decision last summer to combine writing and documentation into one criterion in the second year spring and third year rubrics is that it precluded gathering any data on student progress in those areas. This problem will be remedied in the coming year, but is an important reminder that the decisions we make in rubrics in terms of language and our efforts to make rubrics easier for faculty directly affect our ability to learn about student achievement.

PROFESSIONAL DEVELOPMENT

Champlain College Library staff members regularly contribute to the Library and Information Science profession through publications or presentations in the field. In 2009-2010, these activities included:

- Andy Burkhardt, winner of the [Lyrasis Next Gen Librarian Award Winner 2010](#).
- Janet Cottrell, Michelle Miller (Academic Affairs), Craig Pepin (Core Division), and Ellen Zeman (Academic Affairs), co-presenters, "ePortation: Moving minds, data, and institutions." Chalk & Wire Annual Conference, "Taking your assessment beyond the portfolio." Durham, NC, June 23-25, 2010.
- Sarah Faye Cohen, Janet R. Cottrell, and Michelle G. Miller, Co-presenters. "Building brick by brick: A pragmatic approach to measuring impact." Librarians' Information Literacy Annual Conference, LILAC 2010. Limerick, Ireland, March 29-31, 2010.
- Andy Burkhardt and Sarah Faye Cohen. "Even an Ocean Away: Developing Skype-based Reference for Students Studying Abroad." Reference Services Review 38.2 (2010): 264 - 273.
- Burkhardt, Andy. "[Social media: A guide for college and university libraries.](#)" College & Research Libraries News 71.1 (Jan., 2010): 10 - 24.
- Jennifer Vincent (Business Division) and Sarah Faye Cohen, co-presenters. "ePortfolios: Good for the student, good for the Institution." Pre-Meeting Symposium, "The Search for VALUE: Innovation, Economic Uncertainty, and E-Portfolio Assessment." American Association of Colleges & Universities, Washington D.C., January 2010.
- Sarah Faye Cohen, [ACRL Member of the Week](#).
- Paula Olsen, Panelist. "Reference Round Table: how reference has changed in college and university libraries, and a look at online tools for tracking reference statistics." Kreitzberg Library at Norwich University. August 7, 2009.
- Andy Burkhardt, Presenter. "[Business or Pleasure: Social Networking for Professional Purposes.](#)" Wils Hours Webinar, Madison, WI. August 4, 2009.