Champlain College Library / 2010-2011

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.

MISSION 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.

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
facility and events

DISPLAYS
- Happy Fourth of July
- April is National Poetry Month
- Meaningful Books: Roland Palmer
- Earth Month
- International Photos
- Women’s History Month
- Social Workers Change Futures
- Student Self-Portraits, Fall 2010
- Black History Month
- Meaningful Books: Valerie Esposito
- Explore Your World!
- Martin Luther King, Jr
- Human Rights Week
- National Aviation Month
- Famous and Infamous Mustachioed Men
- October Birthdays and Anniversaries
- Constantly Connected
- Panel Exhibit: COR 210 Scientific Revolutions
- Harry Potter’s World

ONGOING EXHIBIT  Endangered Alphabets: The Art of Signage and Betrayal  Six signs depicting endangered alphabets are on semi-permanent display in the Miller Information Commons. They were designed and carved by Champlain College professor Tim Brookes

EVENTS
- Exam Week snacks
- Meaningful Books Talk: Roland Palmer
- International Photo Competition Reception
- Meaningful Books Talk: Valerie Esposito
- Exam Week snacks
- Harry Potter Going-Away Party
- Harry Potter’s World Improv Mystery Theater
- Improv comedy Evening "Harry Potter style!"
- Brown Bag Talk: “My Daemon can beat up your Patronus!”
- Brown Bag Talk: How Do You Know She’s a Witch?
- Visions of the magical “Second Self” in Western fantasy literature, art, mythology, and folklore
- Reading Harry Potter
- Brown Bag Talk: If you don’t get into Hogwarts, do you have a safety?
- Visit with Hedwig and Friends
- Harry Potter Movie Marathon
- Opening Reception: Introducing Harry Potter’s World

People entering Miller Information Commons

<table>
<thead>
<tr>
<th>Year</th>
<th>GateCount</th>
</tr>
</thead>
<tbody>
<tr>
<td>2003-2004</td>
<td>133,637</td>
</tr>
<tr>
<td>2004-2005</td>
<td>139,489</td>
</tr>
<tr>
<td>2005-2006</td>
<td>144,834</td>
</tr>
<tr>
<td>2006-2007</td>
<td>148,436</td>
</tr>
<tr>
<td>2007-2008</td>
<td>152,147</td>
</tr>
<tr>
<td>2008-2009</td>
<td>166,630</td>
</tr>
<tr>
<td>2009-2010</td>
<td>177,714</td>
</tr>
<tr>
<td>2010-2011</td>
<td>172,890</td>
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</table>

Building usage varied less than 3% from last year, with an overall increase of almost 20% over the past 5 years
The library’s curriculum-focused collection development and management efforts continued this year as Hanna Bachrach, Champlain’s new Scholarly Resources and Academic Outreach librarian studied faculty members’ areas of interest and expertise and began sending relevant reviews from sources such as Choice Reviews for Academic Libraries, New York Times Book Reviews, and Library Journal to individuals who were then able to offer their recommendations for the collection. Faculty members were enthusiastic about being involved in collection development and in addition to evaluating reviews they received, often made unsolicited recommendations as well.


In addition to being involved in selection efforts, faculty members were also active in the deselection of materials that were outdated or no longer relevant to the needs of the community. During the second half of the 2010-2011 school year, the following areas of the book collection were reviewed carefully by a faculty member from the related department together with the Scholarly Resource and Academic Outreach Librarian: Children’s Nonfiction (with Paula Olsen and Kathy Leo-Nyquist); Environmental Policy/Science (with Valerie Esposito); Hospitality (with Peter Straube); Social Work (with Tawnya McDonald). As each area was reviewed, outdated and irrelevant books were removed from the collection, but areas for growth were also discussed. For example, the weeding of the social work collection led to subsequent development of the collection in the areas of military social work, medical social work, aging and the elderly, and LGBTQ issues.

In addition to print books, several small, custom e-book collections were purchased in consultation with faculty in the areas of early childhood education, healthcare administration, environmental policy, and social work.
Reference varied 8.3% from last year, with an overall increase of almost 65% over the past 5 years.

The percentage of in-depth research questions held at 25%

Chat Reference continued to increase, even as overall reference declined slightly.

Reference questions received via Chat

<table>
<thead>
<tr>
<th>Year</th>
<th># Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>2002-03</td>
<td>830</td>
</tr>
<tr>
<td>2003-04</td>
<td>1,070</td>
</tr>
<tr>
<td>2004-05</td>
<td>711</td>
</tr>
<tr>
<td>2005-06</td>
<td>1,035</td>
</tr>
<tr>
<td>2006-07</td>
<td>943</td>
</tr>
<tr>
<td>2007-08</td>
<td>1,624</td>
</tr>
<tr>
<td>2008-09</td>
<td>1,844</td>
</tr>
<tr>
<td>2009-10</td>
<td>1,864</td>
</tr>
<tr>
<td>2010-11</td>
<td>1,710</td>
</tr>
</tbody>
</table>

Phone: 65, 51, 46, 27
E-mail: 54, 64, 36, 16
Chat: 22, 233, 279, 425
InPerson: 1460, 1496, 1500, 1242

Information about the College: 1%
Directional (but not library material): 4%
Technology-Basic: 5%
Technology-Refer to Help Desk: 1%
In-depth research: 25%
Basic information: 62%
Other non-library: 2%
The library provides two types of classroom instructional sessions: a coordinated series of information literacy-based instruction embedded in the Core curriculum, described in the following section of this report, plus individual instructional sessions at the request of faculty members in courses outside the scope of the Core instructional program.

The total number of instructional sessions offered has increased dramatically in recent years primarily as a result of the embedded Core instructional program. Via this program, each undergraduate student sees a librarian in the classroom every semester during the first three years of the Core curriculum. Implementing such a comprehensive program has naturally increased the number of students reached as well as the number of instructional sessions.

### Sessions Taught

The number of sessions taught increased almost 6% last year with an overall increase of 136% over 5 years ago.

### Students Reached

The number of students taught increased 16% last year with an overall increase of 133% over 5 years ago.
This year marked a milestone for the Core and for information literacy (IL) at Champlain: the graduation of the first class to have received our incremental, inquiry-based, information literacy instruction. Also this year, the Association of General and Liberal Studies presented its 2010 Exemplary Program Award to Champlain in recognition of our curriculum-embedded information literacy assessment program.

The greatest change in terms of curriculum in 2010-2011 was the use of mobile polling in the COR 110 sessions. Previously, IL was introduced to students in COR 115. That iteration of the IL session did not use technology and while it was inquiry-based, the sessions relied on student participation in a traditional way: participation through discussion, contributions on the whiteboard, etc. While those sessions saw success in earlier years, with the newer classes of students, Teaching Librarians felt the session needed to be reviewed and revamped. This led to real-time mobile polling around questions to initiate inquiry around the ways students search. Librarians asked three questions to students:

Using mobile phones to solicit student responses dramatically improved the dynamic in the classroom. Students committed to a response that they saw in real time, leading to increased engagement compared to prior years when these questions were met with silence or marginal participation. Mobile polling increased discussion in classrooms to a degree we have never seen before. We found it difficult to stop students from talking about why they search the way they do, what it is about certain methods of searching that appeals to them, and why some methods work better in certain situations compared to others.

In the parlance of information literacy, students articulated and critically examined their pre-existing information-seeking and usage habits, and recognized the situational nature of information. These are vital components to evaluating, selecting, and using information in a meaningful way, and also provide building blocks for experimenting in new information environments.

This COR 110 session is the first time librarians make contact with students in a classroom environment, so the impressions made in this class are very important. One of the goals for this session was to break down students’ expectations and assumptions of librarians and library instruction sessions. The overwhelmingly positive response from students and faculty leads us to believe that we succeeded.

In response to faculty feedback about students’ poor selection of sources in terms of appropriateness and value, the COR 120 session was revised to include group work around evaluating sources in preparation for the required (and ePort assessed) annotated bibliography. Students broke into small groups to evaluate different sources according to the “CRAP” test: currency, reliability, authority, and purpose. Students reported back to the class, sharing the types of sources they found, summarizing the value of the source to the paper topic, and discussing ways they could improve their searching.
Assessment
During the fall semester, librarians conducted an inter-rated reliability project on the COR 120 Annotated Bibliography rubric. Students submitted their annotated bibliographies on ePort to their faculty member and to the librarian. Librarians then assessed a sample of these submissions using the same rubric as faculty members. Working with Michelle Miller, we then examined how librarians’ ratings compared to those of faculty members.

The purpose of this project was three fold:
1. To see how well librarians think students are doing on this assignment.
2. To compare librarians’ expectations to Core faculty’s expectations in the terms described in the rubric.
3. To revise the rubric and clarify language, and ultimately expectations, on the rubric’s criteria.

The result of this project was a revised rubric adopted by faculty members that clarifies and articulates what faculty members find important when looking at annotated bibliographies. For example, the new rubric includes a criterion on the completeness of an annotation based on a summary of the source, an evaluation of its content, and its value to the thesis. Hopefully this will provide students with a clearer idea of what an annotated bibliography must include. In order to support students further, the library added a “Write an Annotated Bibliography” page to our website. We plan to follow up on this project with Michelle Miller and COR 120 faculty to determine whether we see an improvement in the assignment and in student learning.

The Year to Come
The coming year will see revision to COR 310 and COR 240 classes. The Teaching Librarians’ goal in both of these classes is to increase interaction and inquiry. Along those lines, the Teaching Librarians are in the midst of a summer reading, "Reflective Teaching, Effective Learning" by Char Booth. We continue to deepen our practice of inquiry-based learning and are always open to suggestions of how we can better embed it in our teaching.

During the summer of 2010, Sarah Cohen worked with a team of Core faculty members on revising the COR 310 rubric in time for the Fall semester, and looks forward to working more closely with Craig Pepin in his new role of Assistant Dean for Assessment. They have already worked together on all the Core rubrics over the last few years and will be working together in reviewing rubrics, considering improvements to using ePort for assessment, and devising creative strategies for engaging faculty more fully in the assessment process.

Overall, we in the library look forward to engaging in even more discussions around assessment as a tool towards improving student learning.

<table>
<thead>
<tr>
<th>How students prefer to find information</th>
<th>How students search for information</th>
<th>How students prefer to share information</th>
</tr>
</thead>
<tbody>
<tr>
<td>65% web</td>
<td>86% Google</td>
<td>50% talk about it</td>
</tr>
</tbody>
</table>
Champlain College Library staff members regularly contribute to the Library and Information Science profession through publications or presentations in the field. In 2010-2011, these activities included:

- Sarah Cohen, Andy Burkhardt, "Fun, Thoughtful Technology in the Classroom." VLA College & Special Libraries Section Conference, Castleton, VT, June 14, 2011.
- Janet Cottrell, Christopher Barth (Luther College), Workshop "Bringing the Revolution Home: Recruiting and Retaining the Next-Gen Librarian." ACRL National Conference, Philadelphia, PA, March 2011.
- Andy Burkhardt, Catherine Johnson (University of Baltimore), Carissa Tomlinson (Towson University), Panel, "In the Spirit of Benjamin Franklin: 13 Virtues of the Next-Gen Librarian." ACRL National Conference, Philadelphia, PA, March 2011.
- Betsy Beaulieu (Core Division), Janet Cottrell (Library), and Michelle Miller (Academic Affairs), co-presenters. "We're teaching but are they learning? Framing a campus conversation." Association for General and Liberal Studies National Conference, Austin, TX, Oct. 6-9, 2010.
- AGLS 2010 Exemplary Program Award. Presented to Champlain College on October 8, 2010 by the Association for General and Liberal Studies in recognition of our curriculum-embedded information literacy assessment program.