

Champlain College Library 2012-2013 Annual Report

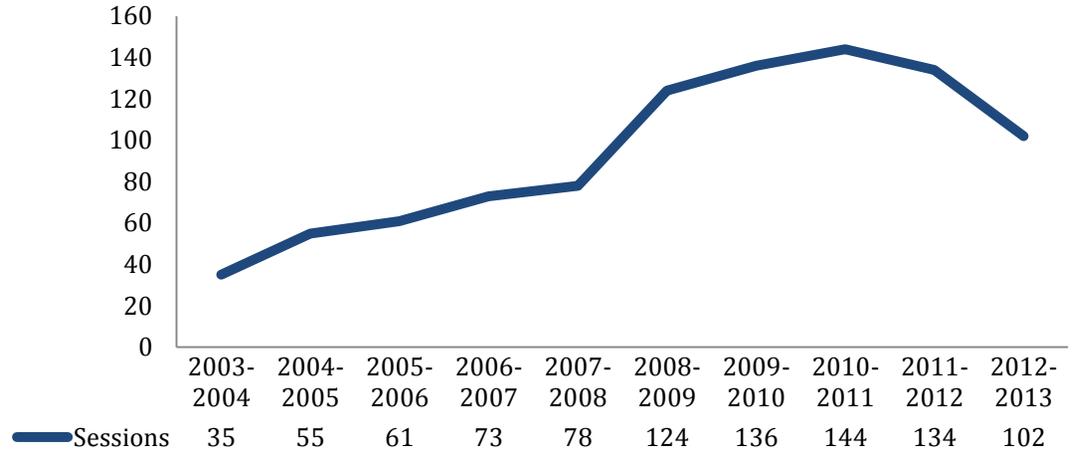
As we reflect on the activities and projects of the library each year, we try to identify not only what we have done, but what impact we may have had. When possible, we also try to put our work into perspective by examining our inputs, outputs, and outcomes in comparison with our peers. This report includes summaries of the 2012-13 year; comparative data is provided separately.



Champlain College | Stephen Mease Photography

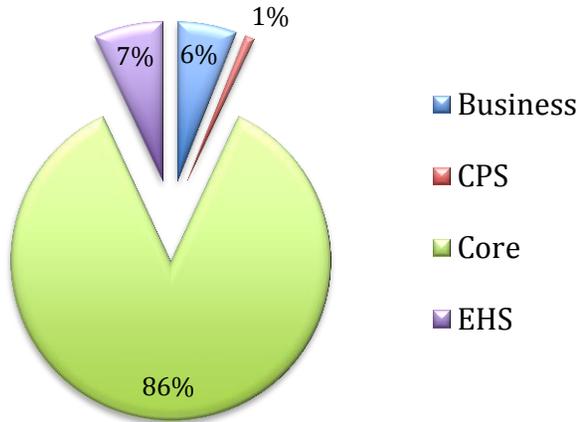
Instruction

The library continues to provide two types of classroom instructional experiences: the embedded series of information literacy sessions in the Core curriculum, plus individual instructional sessions at the request of faculty members in courses throughout other academic divisions of the College.



Sessions taught:

The number of instruction sessions decreased considerably this year to 31%. This is largely due to the teaching hiatus in the 2nd Year of the Core Information Literacy program (described in the following section). Continued decreased requests for instruction outside of the Core is also a contributing factor. Nevertheless, instruction has still increased by 24% from five years ago.



The embedded Core Information Literacy program dominates the number of instruction sessions. This year, instruction was also provided to students in the Divisions of Education & Human Studies, Stiller School of Business and Continuing Professional Studies.

Information Literacy: A program in transition

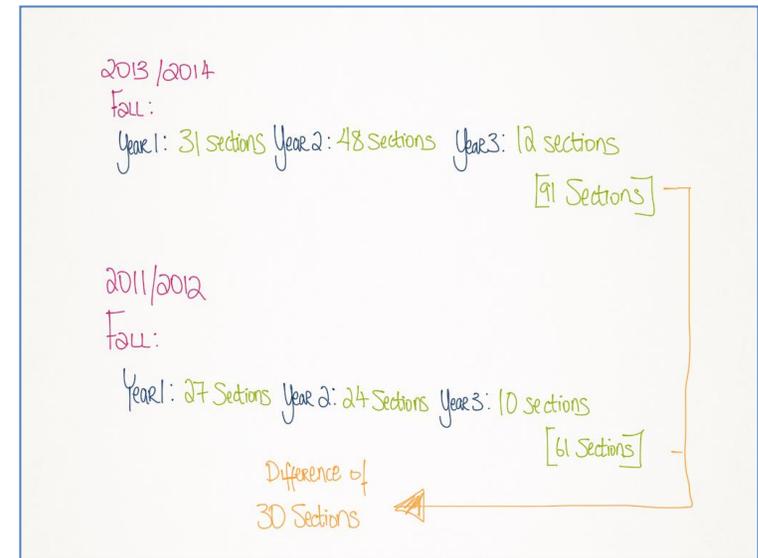
In what was a crucial year for the library’s Teaching Librarian team, the information literacy program at Champlain College required a great deal of transition and transformation, due largely to Core curriculum changes. This was a complex process, and much of 2012-2013 was spent envisioning and mapping this change.

2nd Year Core

The decision by the Core division to move away from common courses in both semesters of the second year significantly impacted the information literacy program. Students choosing any two courses from a selection of four in each semester removed the commonality that allowed teaching librarians to offer an incremental program that reached all students.

The teaching librarians were tasked with redesigning the program in a way that ensured all students still received information literacy instruction at least once in both semesters of their second year. Feasibly, the only way this could be achieved was to embed information literacy instruction into all four of the Core courses in each semester. Increasing instruction in this way resulted in an overall increase of almost one third to the teaching librarians' entire teaching load (as illustrated).

Additionally, teaching librarians faced the problem of providing unique learning interactions across all four courses to avoid repetitive learning experiences for students.



Teaching Hiatus & Pilot Program

Taking the time to envision and map a solution to these challenges needed time to pause and reflect. This was also important as two new librarians joined the teaching librarian team. Through an agreement with the Dean of the Core division, the teaching librarians took a teaching hiatus from the 2nd year in 2012-2013; a move which proved crucial to finding a solution to the redesign challenge.

This hiatus allowed the teaching librarians the opportunity to undertake a pilot program. The objective of this pilot program was to design multiple lessons on a wider information literacy theme that provided unique learning experiences across multiple Core 200-level courses. In the fall semester, the overall arc was the ethical use of information. During the spring semester, the overall arc was research strategies. Librarians designed unique lessons for each arc and piloted these lessons in COR 200-level classes in sections taught by Capone, Horne, Kelly, Noonan, Pepin, Thomas, Wehmeyer, Williams and Wolf.

Solution

Following the teaching hiatus and the pilot testing phase, the Teaching Librarians devised an innovative plan to address the challenges within the 2nd year Core. Beginning in academic year 2013-2014, Champlain College Library will deliver blended information literacy instruction in the second year of the fully embedded and incremental program. In order to maintain a sustainable teaching workload, librarians will continue to visit and deliver in-class instruction for two of the four 200-level modules in each semester. In the remaining two modules, students will receive asynchronous, self-paced information literacy instruction online, delivered using the College's online learning management system, Canvas. Work started on the design and development of four 200-level online lessons during Summer 2013.

A blended, inquiry-based information literacy program

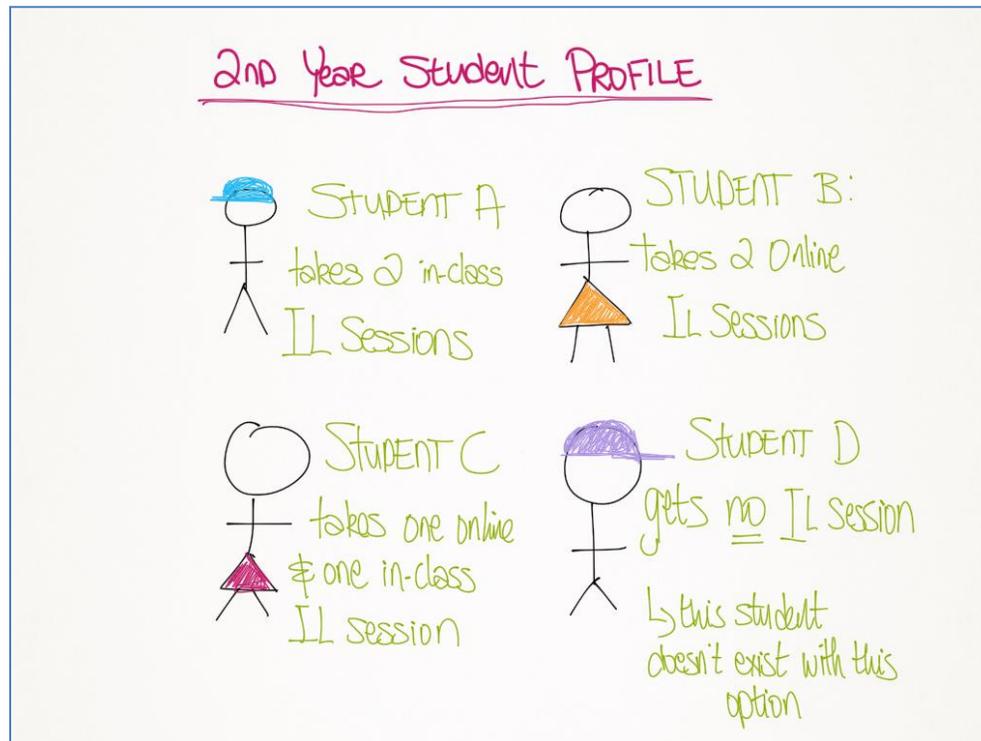
Champlain College Library's decision to adopt a blended approach to our embedded information literacy instruction is certainly unique and innovative. Continuing to use inquiry-based teaching methods, the program further integrates Core curriculum content with information literacy competencies in new and exciting ways. For 2013-2014, Champlain College will deliver the following incremental and embedded program:

Fall Semester

- COR 110: Concepts of the Self [In-person]
- COR 210: Scientific Revolutions [In-person]
- COR 220: Aesthetic Expressions [Online]
- COR 230: Ethics & the Environment [Online]
- COR 240: Bodies [In-person]
- COR 310: Global Studies: Technology & Development [In-person]

Spring Semester

- COR 120: Concepts of the Community [In-person]
- COR 250: Secular and the Sacred [In-person]
- COR 260 Democracies [Online]
- COR 270: Heroines & Heroes [Online]
- COR 280: Colonialism and Western Identity [In-person]
- COR 310: Global Studies: Technology & Development [In-person]



As students in the second year take a choice of two Core courses from a total of four in each semester, the blended instructional approach creates three profiles of students.

1. Student A receives instruction delivered entirely in-class, face-to-face.
2. Student B receives instruction entirely online in their second year.
3. Student C receives a combination of in-class face-to-face and online instruction in their second year.

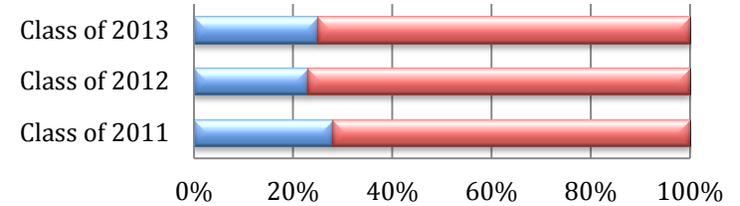
Under this model, no students are left without information literacy instruction, and Champlain College Library continues to provide an incremental, inquiry-based, fully embedded information literacy program.

Information Literacy: Assessment

Champlain College continues to place great importance in questioning the impact of information literacy instruction on students' learning. As in previous years, we rely heavily on faculty evaluation of student work via e-portfolio, mapped to our information literacy competencies for assessment measures.

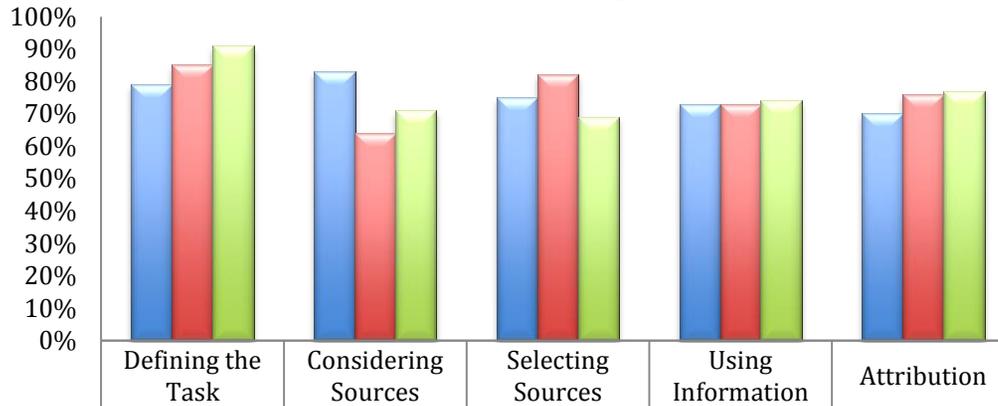
Evaluating student work submitted in response to course assignments is our most authentic and direct way of measuring student success. This evaluation is done on a four-point scale: does not meet expectations, nearly meets expectations, meets expectations and exceeds expectations. Evaluations of 'meets' or 'exceeds' are considered evidence of having met the information literacy competency. We continue to work towards a target of 80% of Champlain students meeting the competency by graduation.

Overall Information Literacy Achievement



	Class of 2011	Class of 2012	Class of 2013
■ Did Not Meet or Nearly Met Expectation	28%	23%	25%
■ Met or Exceeded Expectations	72%	77%	75%

Student Achievement on Specific Information Literacy Components



	Defining the Task	Considering Sources	Selecting Sources	Using Information	Attribution
■ Class of 2011	79%	83%	75%	73%	70%
■ Class of 2012	85%	64%	82%	73%	76%
■ Class of 2013	91%	71%	69%	74%	77%

Although the number of students who met the competency fell in 2013 compared to 2012, we continue to make progress towards this target as compared with class of 2011.

When we investigate the specific aspects of the overall information literacy competency set, student achievement has far exceeded the 80% target in 'defining the task' (at 91%), and this exception continues to grow year-on-year.

The 'Selecting Sources' component has shown a significant decrease from the previous year, and this is something we aim to investigate over the coming year.

When we track the journey of the Class of 2013 through their first year, sophomore year and junior year, we can see some interesting progression through the five components of the information literacy competency.

Students showed significant increase in competency in the 'defining the task', 'using information' and 'attribution' components over the three years. For the 'considering sources' aspect of the competency, we are unable to measure student achievement in the third year of work. However, this assessment cycle marks the first time measuring this component in the first year, and when coupled with the second year data, shows an 11% performance improvement.

Again, the exception to this progression is seen in the 'selecting sources' component, and we begin the process of investigating this further to determine if instructional changes are warranted.

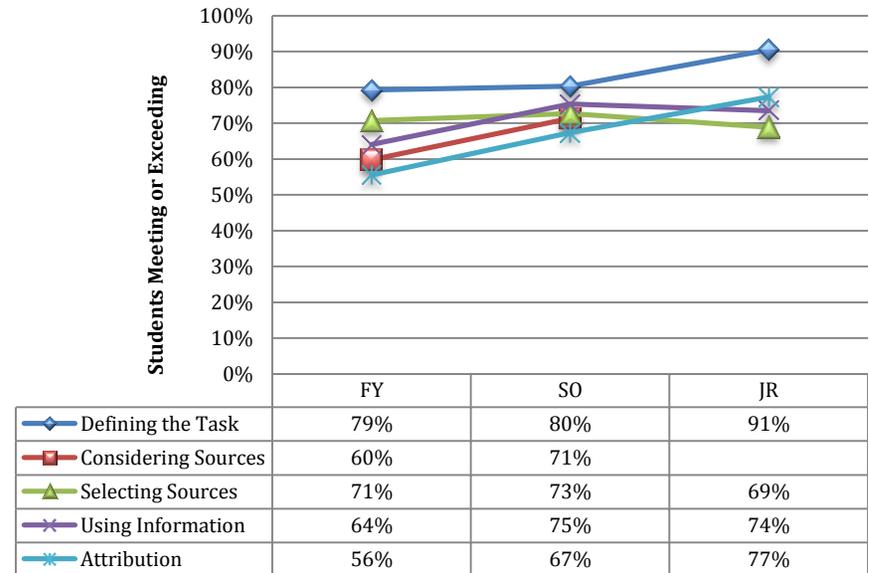
Looking ahead, we have begun the process of librarian evaluation of significant samples of student work using information literacy rubrics.

Teaching Librarians

As a team, we continued to place great importance in further developing ourselves as teachers. We continue to use our weekly meeting time not only as a space to design our instruction, but also as a place of reflection and reading in an effort to grow as educators. This is proving to be as important as ever as we transition to becoming online teachers in our hybrid, blended information literacy program.

The teaching librarians continue to value highly our face-to-face interaction with students in the classroom. As part of our summer 2013 group reading, we chose Dave Burgess' book *'Teach like a pirate: increase student engagement, boost your creativity, and transform your life as an educator'*. This reading reminds us of the importance of passion, immersion, analyzing, transitions and enthusiasm when we engage our students in the classroom.

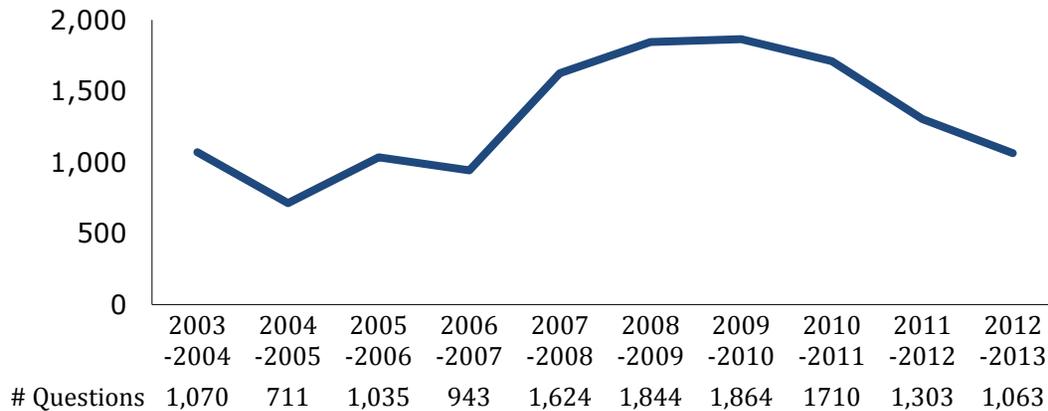
Class of 2013 Information Literacy Developmental Path



"I think I am improving upon my interaction with classes in a dynamic way. I like inviting the whole group up & sitting down as a co-learner. Often students make my points for me or highlight the importance of things."

A teaching librarian, reflecting on their teaching during a 2012-2013 Core session

Reference Services



Decline in reference questions this year

- 18%

Reference questions continued to decline in 2012-2013, falling by over 18% on the previous year.

The overall change in 5 years represents a decline of almost 35%.

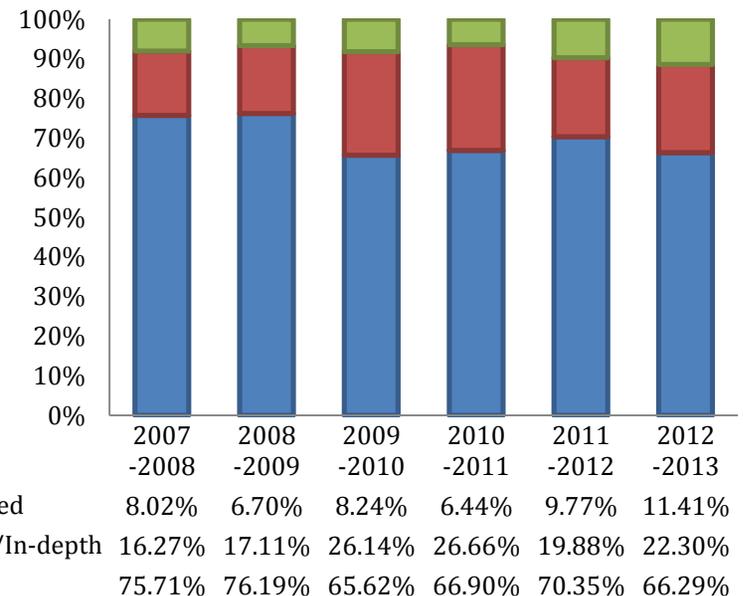
When we analyze the breakdown of questions received, excluding directional and other non-reader questions, basic reference queries still account for the majority of question types, but this has fallen by over 4% relative to last year. Advanced and in-depth research questions have increased by almost 2.5%, while technology-related queries have grown by almost 2%, relative to the previous year.

Why the decline?

National statistics and research trends suggest that students value reference services less. We are particularly interested in understanding our substantial decline further, and will attempt to do this in the coming year.

By the numbers:

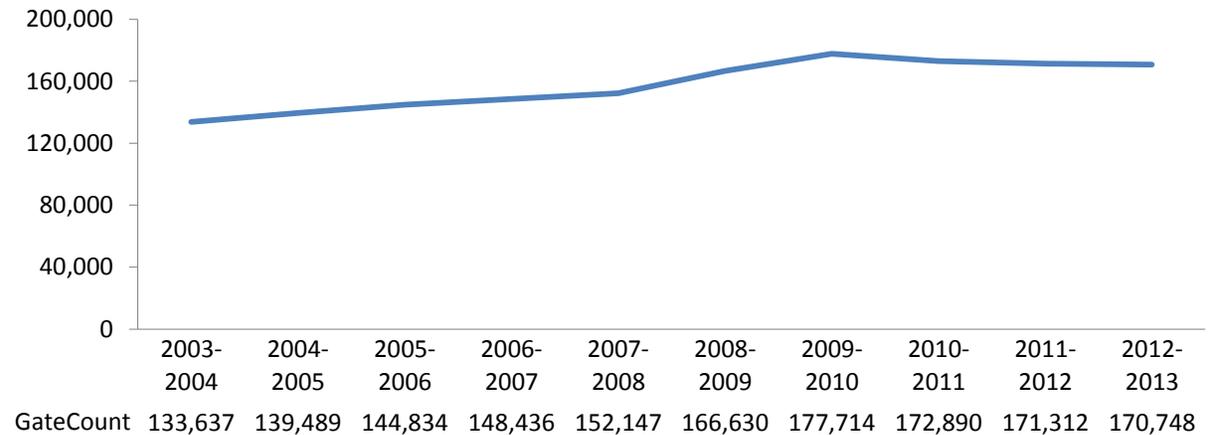
Number of reference questions: 1,063
 Method received: In-person (74%), Chat (20%), Email (4%) Phone (2%)
 Number of questions answered by MIC computer lab monitors: 503



Using the Facility

Miller Information Commons continued to see heavy use by students, faculty, and others, with a total gate count within one-half percent of last year.

Throughout the year, events and display programming helped keep the facility vibrant.



DISPLAYS

Faculty Publications (Perry Hall)
 Meaningful Books, Laurel Bongiorno
 Meaningful Books, David Lustgarten
 6th Annual International Photo Contest entries and book display
 Women's History Month
 The "Horse Figure Collection"
 Dr. Martin Luther King, Jr.
 Happy Halloween!
 Native American Heritage Month
 Get Caught Reading!
 Remembering Maurice Sendak
 Remembering Carlos Fuentes

EVENTS

Meaningful Books, Laurel Bongiorno
 Meaningful Books, David Lustgarten
 Brown Bag Discussion, Sandy Zale
 Brown Bag Discussion, Betsy Beaulieu
 Brown Bag Discussion, Adam Rosenblatt
 Brown Bag Discussion, Kristin Wolf
 Brown Bag Discussion, Lindsey Godwin
 Brown Bag Discussion, Laurel Bongiorno
 Brown Bag Discussion, Tim Brookes
 Brown Bag Discussion, Michael Lange
 Trick or Treat at the Library
 5th Annual Chili Cook-off
 6th Annual International Photo Contest Reception

People entering Miller
 Information Commons this year

170,748

A closer look: Group study space

Summary: Informal observation and a (dated) formal survey indicate that students value the study spaces available in Miller Information Commons. Statistics from a new online reservation system indicate that over 160 student teams reserved a group study room during a period of less than 6 weeks this spring, booking about 700 half-hour timeslots. Study rooms are also frequently used on a walk-in basis by both groups and individuals.

In terms of general seating, formal recommendations for academic library seating capacity do not exist. Past standards have ranged from 10-15% for junior and community colleges to 40-50% for selective liberal arts colleges. Lacking formal recommendations, many schools still aim for 20-25% of their student body. Seating in study rooms and open areas of Miller Information Commons totals 202 seats, enough to seat just under 10% of the total undergraduate population at one time if every seat were filled.

Details:

Group study space was wisely incorporated into Miller Information Commons right from the original design stages: six group study rooms are built into MIC, three rooms each on the 2nd and 3rd floors. These rooms can be reserved by any group of students, and are open for general student use (walk-in) when not reserved. A 2005 survey (LibQUAL+) indicated that for undergraduates, library spaces for group work met not only their minimal expectation but also their desired expectation.

We know from anecdotal sources and from walking through the building that these rooms are very popular. But this spring, we got an indication of just how popular they are. With the new website launch in mid-March, we included an online form for students to request group study room reservations, and highlighted it with a photo at the top level of the library website. Reservations soared. Since then (less than 6 weeks), over 700 half-hour timeslots have been reserved in six study rooms. In room 202, for example, 133 half-hour timeslots were reserved in April alone. Overall, in the six-week period that the reservation system has been available, 160 students have booked space for their study groups, reserving about 700 blocks of time (about 350 hours of use).

Related to the question of group study rooms is the general availability of seating for students in the library. Overall, MIC has about 202 available seats for students and/or other patrons plus additional seating in the Vista room if it is not in use for meetings. This represents seating for about 9.6% of the undergraduate student body (about 2,111 in Fall 2012).

Our last formal survey of students several years ago (LibQUAL+, 2005) didn't indicate a seating issue; we plan to implement fresh surveys next year. This is particularly important because the 2005 survey predated the Core curriculum, which has increased student library use generally. Informally, one of our observations over time has been that a table with 6 or 8 seats is unlikely to be fully filled. In two locations, we separated very large (8-seat) tables to form smaller (4-seat) tables, and our unsystematic observation is that total use seems to have increased. We also reconfigured the main floor tower room with movable chairs and more intimate "pub" tables after observing that many of the 16 large heavy chairs originally in the room were simply never used. Our informal sense is that the tower room is used far more frequently now, and based on the frequency with which furniture is moved around, far more robustly.

-Compiled April, 2013

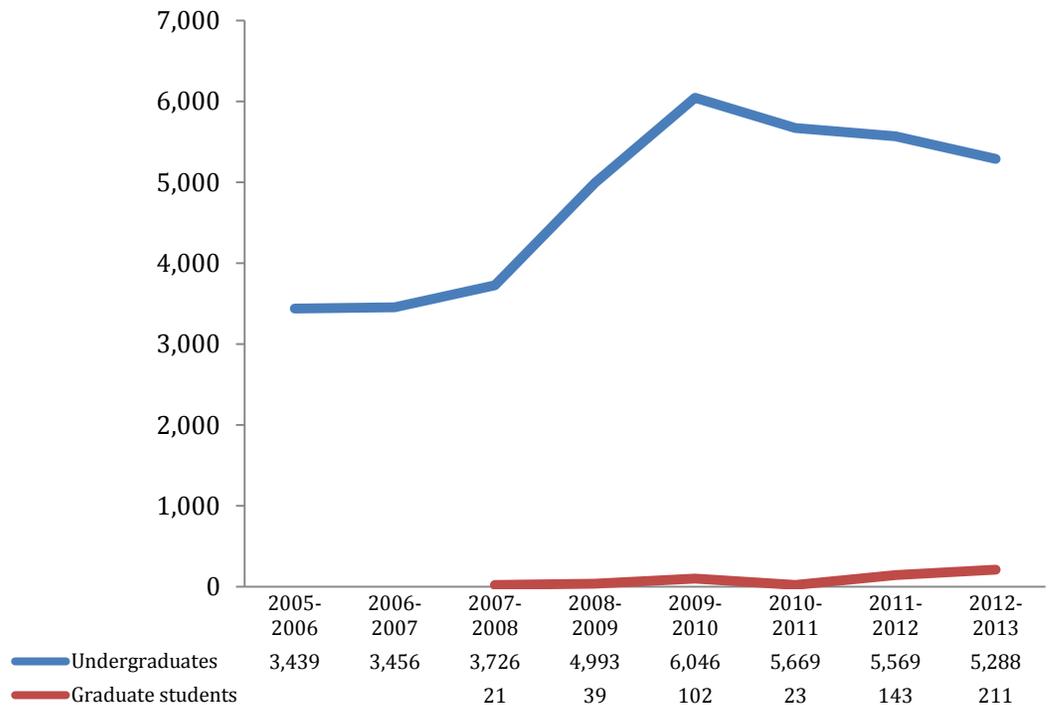
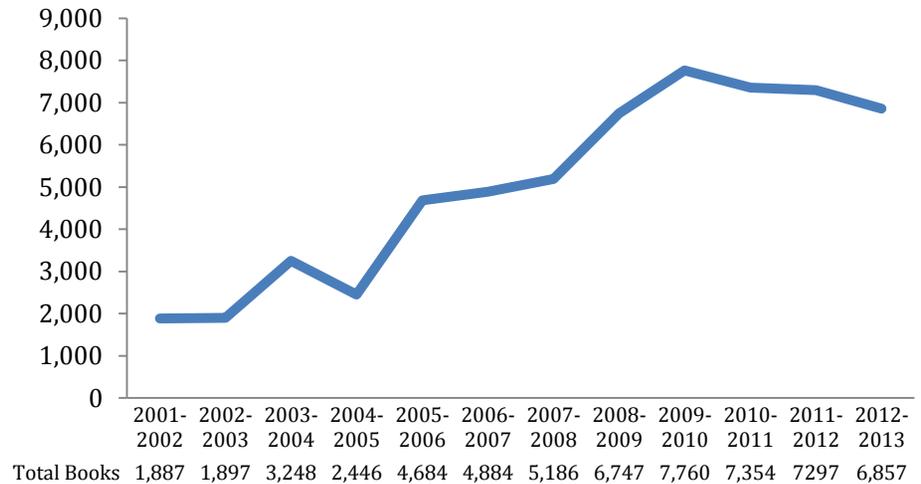
Using the Collections

Overall circulation of all items dropped about 7% this year, with decreased use of a wide range of items including laptops, books, DVDs and headphones.

Overall book use was within about 6% of last year. Undergraduate students checked out nearly as many books this year as last year (within 5%) and showed an overall increase of 32% over the past 5 years.

Graduate students, while accounting for a relatively small proportion of book use, checked out almost 50% more books this year, showing an overall increase of over 500% over the past 5 years.

The number of books checked out while first on display as part of the New Books display, typically a one-month period, dropped sharply this year. Closer examination showed that the entire decrease occurred during the Fall 2012 semester. We don't know the reasons for that change, but usage rebounded in the spring. Data for Fall 2013 have also increased dramatically and appear to be back on-track. We continue to experiment with the arrangement of new book displays and hope to see that number continue to increase.



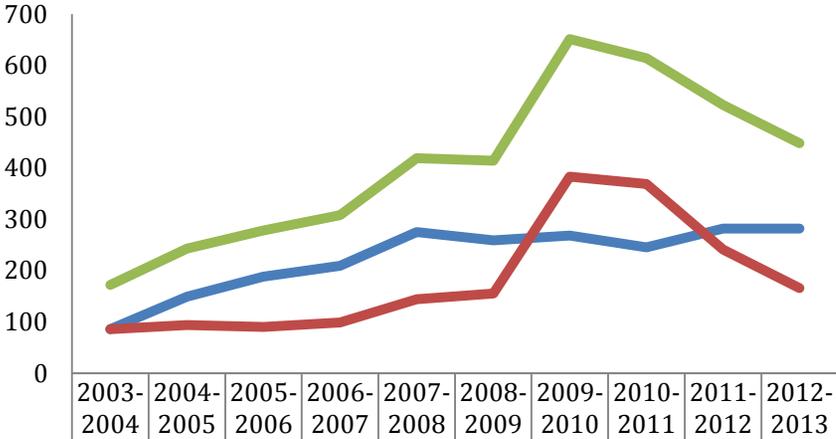
Current Holdings

Print books: 49,328 E-books: 117,821
 AV items: 661 E-journals: 54,155

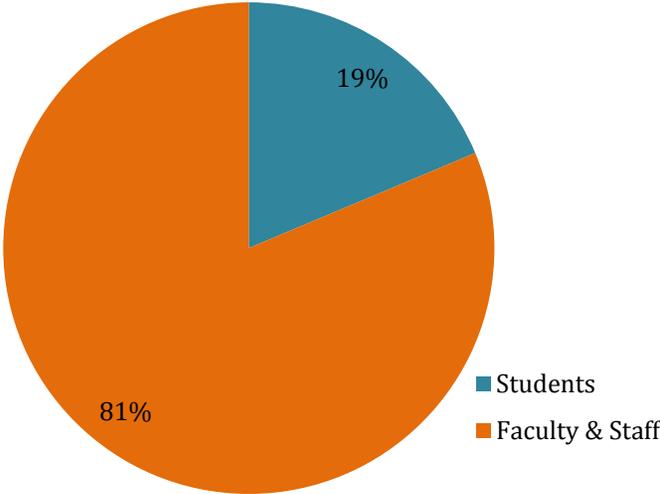
Interlibrary Loans

While the number of total interlibrary loan requests fell by over 14% in 2012-2013, the growth in requests from 10 years ago is very significant. Compared with 2003-2004, ILL requests are up by 160%.

The number of requests from other libraries to borrow Champlain Library materials held steady over the previous year. The number of lending requests from other libraries has increased significantly over the past 10 years as we have seen a 228% increase in requests to lend as compared with 2003-2004.



Requests to lend	86	149	188	209	275	259	268	245	282	282
Requests to borrow	86	94	90	99	144	155	383	369	241	166
Total ILL requests	172	243	278	308	419	414	651	614	523	448



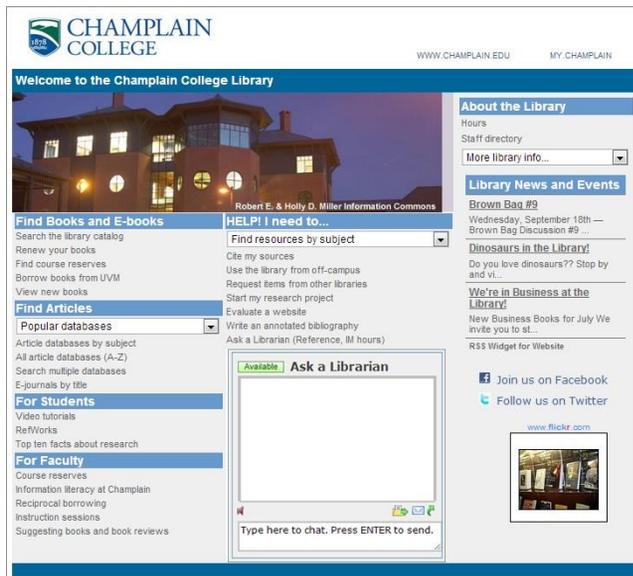
Unsurprisingly, faculty and staff make up the significant share of requesters to borrow materials from other libraries, at 81%. This is broken down further as follows: full-time faculty (45%), adjunct faculty (30%) and staff (6%).

Just over 19% of ILL requests to borrow from other libraries stemmed from students.

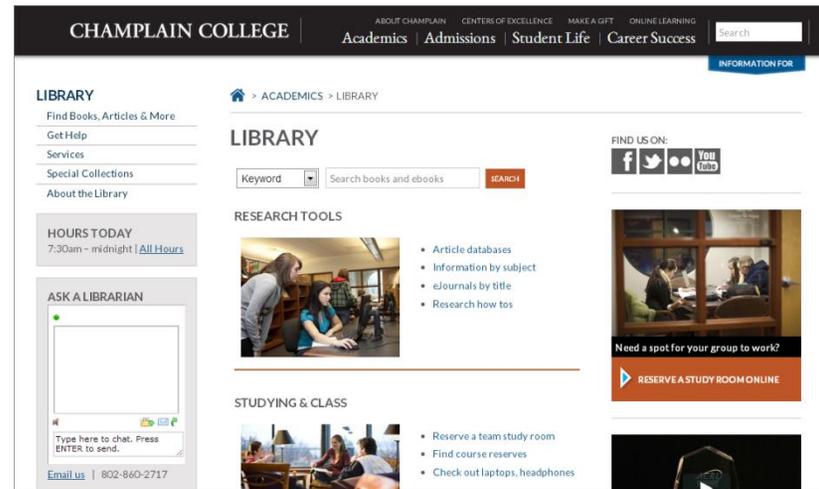
Website

Throughout 2012-2013, staff members worked closely with the marketing team and web-steering team to transition the library to a newly redesigned website. The new site uses the college-wide templates and content management system which allows for consistent navigation and easier, distributed management. In addition to a modern website that better promotes library resources and services, the library also added an online tool that allows students to reserve study rooms in advance.

OLD LIBRARY WEBSITE



REDESIGNED LIBRARY WEBSITE



Professional Activities

Involvement in the profession

Professional development is an essential component of librarianship. Our staff attended and participated in a wide variety of professional events and associations, including:

- ALA (American Library Association)
- ACRL (Association of College & Research Libraries)
- VCAL (Vermont Consortium of Academic Libraries)
- VLA (Vermont Library Association)

Contributions to the profession

- Janet Cottrell. "Reimagining a philosophy of excellence: New habits of mind." Invited panelist, ALA Annual Conference, Chicago, IL, June 29, 2013.
- Sean Leahy. "Digitizing the Gilded Age: Building a Digital Collection at the Frick Art Reference Library and Brooklyn Museum Libraries and Archives." ARLIS (Art Libraries Society of North America), Pasadena, CA, April 27, 2013.
- Brian Mathews (Virginia Tech), Lauren Pressley (Virginia Tech), and Andy Burkhardt. "Hacking the Learner Experience." ACRL National Conference, Indianapolis, IN, April 11, 2013.
- Alan Carbery. "Arming the teacher librarian: using experiential learning and reflective practice to guide pedagogy". *Librarians' Information Literacy Annual Conference (LILAC) 2013*, Manchester, England, March 25-27, 2013.
- Janet Cottrell. "Excellence at Champlain: Groundhog Day in the Kuhlthau Model." In *Managing Small College Libraries: Strategies, practices, and reflections of ACRL-award winning libraries*, edited by Jacob Hill and Susan Swords Steffan. Oxford: Chandos Publishing, 2013.

Involvement on campus

- Academic Affairs Team
- Curriculum Committee
- Library and Academic Resources Committee
- Faculty Senate
- Multicultural Affairs Committee
- Staff Council
- Search committees
- Student club advisor (Equestrian)

About the Library

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



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