



College of DuPage Library

*Annual Report*

*FY2014*

**COLLEGE OF DUPAGE LIBRARY**

**ANNUAL REPORT**  
**FISCAL YEAR 2014**

*July 1, 2013 – June 30, 2014*

*With Comparative Data from 2010 – 2014*

College of DuPage Library

May 2015

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# Highlights of FY2014

## *A Banner Year for the College of DuPage Library*

### COMPLETION OF THE LIBRARY RENOVATION

The Library became fully operational on both levels beginning in January 2014. Limited construction, continued receipt of furnishings, and minor space reconfiguration continued throughout the year.

The Director of the Illinois State Library, Anne Craig, spoke during the **Library's Grand Opening** ceremony in January, part of the dedication ceremonies for the reopening of three major renovated facilities. Praising the renovation of "a facility that is a leader among educational libraries," Craig noted that the Library held "the largest collection of academic resources" among the State's community college libraries.

In May, hundreds of people attended a College-sponsored **Community Open House**, during which they could explore the renovated McAninch Arts Center, Physical Education Center and the Library. The Open House was a way to thank the community for supporting the 2010 bond referendum, which funded the renovations.



Full **circulation and reference services** are now located on both levels, and two new **upper level entrances** were added.

### JOINING I-SHARE

The College of DuPage Library joined I-Share, now consisting of 85 member libraries. I-Share is the consortium supporting the state-wide catalog of over twelve million items, from which members' students and faculty can directly borrow.



With the participation in I-Share came the implementation of the **Voyager** library management system, and the discovery system **WorldCat Local**. The implementation of these two products, following the major project of migrating COD Library's catalog records into I-Share, was a major undertaking, and a successful accomplishment, by COD Library staff.

### NEW LIBRARY WEBSITE LAUNCHED

The Library launched a newly revised website, with an updated format and construction, using Drupal software. The new site is engaging, interactive, and easily navigated.

### IMPLEMENTATION OF RFID

The relocation of the circulating collection prompted the Library's decision to move to RFID for collection security purposes. This triggered a major inventory of the collection, resulting in the de-selection of over 25,000 items. Many were replaced with copies or editions in better condition.

## COLLECTION ENHANCEMENTS

In addition to the replacement of many worn literature classics and other core materials, the Library upgraded to premium versions of key databases, added other quality databases, and utilized grants and endowed funds to enhance numerous collections.

## INSTRUCTION ADVANCES

The renovation yielded a total of **six Library classrooms**, all but one of which are computer classrooms, seating from 20 to 40 students. All have state of the art technology and most have walls of glass so that instruction in the Library is more visible.

The English Composition Steering Committee is currently reviewing the **information literacy modules** produced by COD librarians and is considering revisions for use in **English 1102** courses.

The Library faculty created a Faculty Blog, and published short blog posts that represent a first step in creating a **point-of-need information literacy program for faculty**, and will be used to begin the development of a faculty IL toolbox.

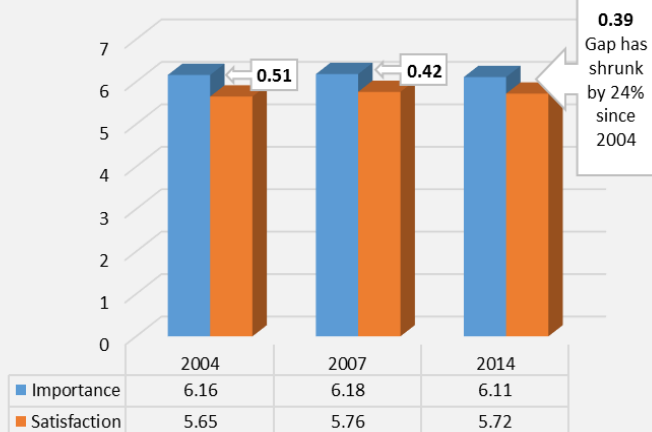
An **information literacy (IL) credit course** aimed at veterans was created, though it did not run this year.

Print cards are now purchased for fixed amounts from an automated vending machine, or in any amount with cash, check, or major credit/debit card at the Circulation Desk.

## SERVICE HIGHLIGHTS

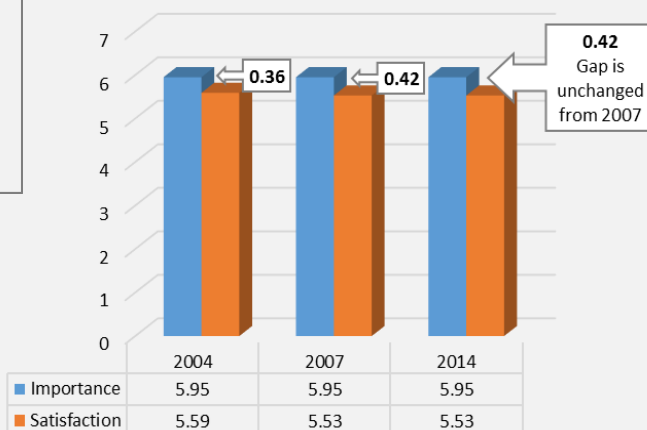
Service to patrons, including availability of collections, **maintained high standards** during the moves necessitated by renovation and the adoption of entirely new library management software. This is a major tribute to Library staff in all departments.

NOEL-LEVITZ STUDENT SATISFACTION INVENTORY  
"Library resources and services are adequate"



The **2014 Noel-Levitz Survey of Student Satisfaction**, issued periodically by the College, again yielded high marks for the Library both in terms of the value placed on Library service and resources generally, and, specifically, the quality of resources and services of the COD Library.

NOEL-LEVITZ STUDENT SATISFACTION INVENTORY  
"Library staff are helpful and approachable"



## PERSONNEL HIGHLIGHTS



*Ellen Sutton, Dean of Learning Resources*

Ellen Sutton assumed the role of Dean of Learning Resources, leaving open the role of Associate Dean/Library Director, to be filled in the coming year.

Kay Braulik, Archivist, left after many years of service; plans are underway to incorporate archival responsibilities into a Circulation Services position.

Hiring and reorganization in Technical Services followed three retirements.

A number of Circulation and Reference positions were re-aligned and revised

following renovation and the introduction of new service points and technologies.

Denise Cote, librarian, received the Outstanding Divisional Faculty Award for Learning Resources.



*Outstanding faculty members (front row, from left) Denise Cote, Carol Carlson-Nofsinger (Overall Outstanding Part-Time Faculty), Lubna Haque (Overall Outstanding Full-Time Faculty), Susan Brodie; (back row) Sharon Roschay, Erich Hauenstein, Tom Montgomery Fate, Amelia Barrett, Sonny Smith*

*Exterior south facing view of the newly renovated Student Resource Center (SRC). The Library is on the second and third floors of the SRC. A new entrance on this side of the building easily connects the Library to classrooms and student services.*






### Patrons

- 548,776 patron visits annually  
\*underestimated and based on gate counts
- 2,500 to 3,000+ visits per day when classes are in session

### Collections & Resources Used

- 115,703 items borrowed
- 461,708 full-text article and chapter downloads or views
- 1,244,776 total database searches
- 4,671 group study rooms checkouts
- Over 1.3 million website pageviews annually; 5,664 pageviews/day on average



**37,650**  
**ACTIVE CARD HOLDERS**

### Hours of Operation

- Mon-Thurs 7:30a-10p; Fri 7:30a-4:30p; Sat 9a-4:30p; Sun 12p-6p
- 81 hrs/wk (over 90 hrs/wk during finals)



### LIBRARY RENOVATION

Renovations on the Library were completed in January 2014. For the first half of FY2014, Library services were consolidated on the upper level. All collections and services were available; study space and computer workstations were limited. Technical Services was still located outside the Library. New systems, software, equipment and workspaces were all implemented simultaneously, so the remainder of FY2014 was a time of adapting and learning. Statistics for this year are somewhat inconsistent because of this.

### Space

- 108,000 square feet on two levels
- Open areas divided into collaborative, quiet and silent study zones
- Study seating for 500+
- 6 technical classrooms, including 5 computer classrooms, with seating for groups of 20 to 40
- 8 group study rooms, with seating for groups of 4 to 12
- 1 multipurpose room

### Technology

- 100+ public access computers organized for effective research
- 23 laptops for in-library use by students
- Wireless network throughout the facility
- Printers and copiers - black/white & color
- Microfilm reader/printer
- Flatbed scanners

### Collection

#### Books

Print Collection 233,423

#### Periodicals

Current Subscriptions 478

Bound Periodicals Vols. 6,575

#### Electronic Resources

Databases 120

Electronic Books 21,645

Streaming Media 1,019

#### Non-Print Resources

Microforms 57,625

Video Recordings 28,795

*Including 6,500+ feature films*

Musical Recordings

& Audiobooks 21,150

CD-ROMs, Slides, Biological Models  
& Specimens

#### Special Collections

Career & College Information Collection  
*3,000+ volumes of guides, exams & readings to support students*

Philanthropy Collection

*Philanthropic & fundraising research*

Juvenile Collection

*In support of education & lit courses*

Digital Commons @ COD

*COD institutional repository*

College Archives

## Services Provided

<b>Circulation</b> <ul style="list-style-type: none"> <li>47,896 contacts counted (NOTE: Incomplete data)</li> <li>5,038 equipment &amp; materials bookings</li> </ul>	Circulation services facilitates the checkout of circulating and reserve books, media, models and specimens; maintains patron records; accepts fines and sells print cards; delivers instructional equipment and resources and processes interlibrary loan and I-Share transactions.
<b>Resource Sharing</b> <ul style="list-style-type: none"> <li>17,993 requests processed</li> <li>2,845 items received</li> <li>5,466 items sent</li> </ul>	COD is now a member of I-Share, which provides patrons with ready access to over 12 million books in academic libraries throughout Illinois. Patrons may also request books and articles from libraries nationally through WorldCat. COD lends more items to its network partners than it borrows each year.
<b>Reference &amp; Information</b> <ul style="list-style-type: none"> <li>60,767 contacts (including 1,211 chats and 315 emails)</li> </ul>	Reference and information services are provided in person at the reference desk and via phone, chat and email. There are service desks on both levels of the Library. Faculty librarians also consult with patrons by appointment. Service is provided all hours the Library is open, seven days a week. Peak service hours are Monday through Friday 9:30a to 2:30p.
<b>Computing Support &amp; Printing</b> <ul style="list-style-type: none"> <li>14,716 contacts</li> </ul>	CSPS supports patrons with printing, copiers, scanners and microfilm readers, as well as basic computer tech support.
<b>Instruction</b> <ul style="list-style-type: none"> <li>804 classes (79 of which were workshops or webinars)</li> <li>14,427 students</li> </ul>	Information literacy and library use skills are taught by Library faculty in course-based sessions as well as workshops offered face-to-face and online. Library faculty also create online lessons and tools presented on the Library website. Special sessions are taught throughout the year, including such topics as health information and using the Philanthropy Collection.

## Personnel

Administrators: 2 Full Time

Librarians: 10 Full Time / 13 Part Time (3.8 FTE)

Classified Staff: 19 Full Time / 2 30-Hour Benefitted (1.5 FTE) / 27 Part Time (14.5 FTE)

Student Workers: 25 Part Time (5 FTE)

Total Library Personnel: 97 (72 w/o student workers)

Total Library Staff FTE: 55.8 (50.8 w/o student workers)

## Social Media



COD Library Blog  
[codlrc.org/news](http://codlrc.org/news)

## College of DuPage Library

425 Fawell Blvd., Glen Ellyn, IL 60137-6599  
 (630) 942-2350 phone | (630) 942-4646 fax  
[cod.edu/library](http://cod.edu/library)



## College of DuPage Library

# Mission Statement

The College of DuPage Library's mission is to be an exemplary academic library that supports the educational goals and purposes of the college. The Library is dedicated to providing instruction and access to resources and services that support the academic program and the general information needs, diverse cultural interests, intellectual development, and professional growth of the entire college community.

## Goals

1. Educate the college community in accessing and evaluating information, library research skills, and critical thinking through a comprehensive information literacy program.
2. Select, maintain and provide access to a collection of materials chosen for their quality, currency and relevance to the academic curriculum and the educational needs of the community.
3. Provide an environment conducive to individual and collaborative research and study.
4. Deliver reference and information services that support the college's academic curriculum and programs and promote lifelong learning throughout the college community.
5. Recruit and support through continuing professional education a library staff whose knowledge, skills and abilities evolve with the changing landscape of information and education.
6. Endorse the Library Bill of Rights and the Code of Ethics as set forth by the American Library Association, affirming the library as a forum for information and ideas.

*Revised: January 2013*

## College of DuPage Library

# *Philosophy of Service*

The Library of the College of DuPage serves a diverse community of users. The Library's administration, faculty and staff respect and celebrate that diversity. We broadly define our customer as any individual seeking information or knowledge. We assert that all Library users are individuals who should be treated with courtesy and respect.

## *Core Services*

Through our core services, we strive to support our users in their quest for knowledge. Those core services include:

The maintenance of a collection of materials chosen for their quality, diversity, currency and relevance to the academic curriculum and the needs of the community

The promotion of comprehensive and dynamic information services which support and enhance lifelong learning

The provision of a comprehensive program of user instruction which promotes library research skills in conjunction with critical thinking skills

We believe that all Library users are entitled to:

- Access to timely and accurate sources of information regardless of format or location.
- Appropriate and knowledgeable assistance from the Library faculty and staff whether this is in the form of reference assistance, referral, user instruction or basic Library orientation.
- Clean, safe, attractive and reasonably quiet library surroundings that foster an environment conducive to quiet study and academic scholarship
- Availability of fully functional equipment which allows them to complete their work (i.e., computers, printers, photocopiers, etc.)

# Goal 1: Instruction

Educate the college community in accessing and evaluating information, in library research skills and in critical thinking through a comprehensive information literacy program.

<p><b>Key Stats</b></p> <ul style="list-style-type: none"><li>✓ 804 classes taught</li><li>✓ 14,427 students in attendance</li><li>✓ Librarians provided instruction to classes taught by 29% of full-time faculty and 10% of part-time faculty</li></ul>	<p><b>NOTABLE IN FY2014</b></p> <p>Improving instructional materials - Source Evaluation page.</p> <p>The Instruction Committee agreed to adopt the CRAP test as the standard source evaluation criteria for the information literacy program.</p> <p>The English Composition Steering Committee is currently reviewing the information literacy modules produced by COD librarians and is considering revisions for use in English 1102 courses.</p> <p>Reaching out to faculty - Short blog posts on this Faculty Blog represent a first step in creating a point-of-need IL program for faculty, and will be used to begin the development of a faculty IL toolbox.</p>
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Library instruction can be as multifaceted as the institution it supports. At College of DuPage, students are the primary consumers of library instruction, which takes place mostly in a course-related setting. In addition, students as well as faculty, staff and the community are encouraged to participate in non-credit workshops and webinars that promote a more information literate learning environment. Instructional materials, online learning modules, subject research guides and informational sessions extend learning well beyond formal classroom interactions.

## INFORMATION LITERACY

Information literacy, the backbone on which academic library instruction programs are built, is represented in the general education curriculum at COD. Students work toward these learning outcomes through instruction with librarians as well as their course instructors. The Library's Information Literacy Program seeks to expand and advance information literacy on campus by shaping the intention and focus of its teaching librarians, as well as acquiring and developing tools, learning objects and opportunities for discourse.

### *The Information Literacy Program Mission Statement*

*The mission of the Library's Information Literacy Instruction Program is to teach students to be effective users and producers of ideas and information. The program provides students with varied opportunities for acquiring the needed knowledge and skills to become information literate.*



Recent goals in support of the program include developing a two-hour credit course in information literacy, creating adaptable course content, providing instructional materials (i.e. learning objects) linked to specific learning outcomes and adopting a new source evaluation standard (see pg. 73).

There has been a desire for several years to offer a credit course in information literacy at College of DuPage. A curriculum has been developed and approved in support of this effort. Attempts to generate sufficient interest from students, however, have as yet been unsuccessful. In the Spring 2014 semester the class was advertised again with a special focus on the information needs of veterans. This was done to complement a grant for assistance to veterans that the Library previously secured. The Library worked with representatives of the Veterans Services department and the course was offered for free. Regrettably, this class also failed to run and is no longer being offered.

In terms of future planning, the Instruction Committee intends to develop a process of creating course content that allows any librarian to teach it in any mode of delivery. It is an ongoing effort of each librarian to update and create research guides and instructional materials that can be used in class or by the reference team to navigate and interpret Library resources. In FY2014 the Library conducted a trial of EasyBib, a citation and research management application which would replace the current subscription to NoodleBib. The Library did not support purchasing it at this time, but may revisit the option in the future.

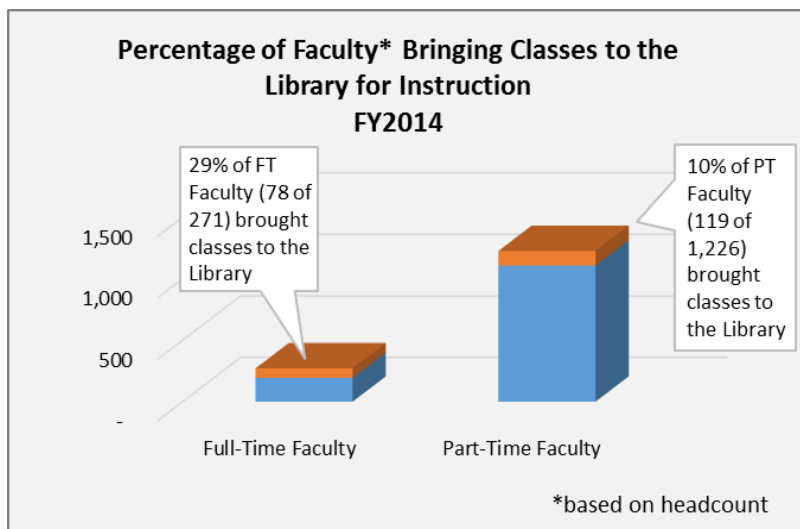


Providing instruction on the evaluation of information resources is a critical component of information literacy. To this end, instruction librarians are always seeking better ways to teach this concept. This year the Information Literacy Program adopted the CRAP test as the standard source evaluation criteria. A new source evaluation site was created to outline the four elements of the test: currency, reliability, authority, and purpose/point of view.

### ***FACULTY RELATIONSHIPS***

Central to the “teaching library” philosophy is a commitment to engaging and collaborating with discipline faculty throughout the College. To that end, the Library faculty are designated liaisons to the various academic and administrative programs, which among other duties includes developing and providing library instruction. Liaisons build relationships with discipline faculty in order to create impactful learning experiences for students

when they visit the Library for instruction. A significant portion of faculty do schedule time for their classes with a librarian. As the chart on the right indicates, 29% of the full time faculty had at least one class work with a librarian in FY2014. While only 10% of the part time faculty did so, they account for 60% of all the faculty who engage a librarian for instruction.



COD promotes a program of Information Literacy Across the Curriculum (ILAC) as was submitted by the ILAC Continuous Improvement Team in 2003.<sup>1</sup> As defined in the action plan submitted by this team, ILAC “involves an infusion or integration of opportunities for information literacy skills acquisition throughout the curriculum at the course level.”<sup>2</sup> These activities can be led separately or as a collaboration between course instructors and librarians.

Through aggressive marketing efforts and a deep commitment to building relationships with discipline faculty, COD librarians have created information literacy learning experiences for students throughout the College curriculum.<sup>3</sup> The reach of these efforts is uneven by nature because it is not mandatory. In some programs, library instruction may occur with all or almost all classes, while in other departments only one or two instructors take advantage of this opportunity; and some program faculty have never cultivated a relationship with their liaison librarian. This variance is attributable to the nature and structure of the curriculum as much as to faculty attitudes toward information literacy.

The creation of instructional materials, resource guides, and learning objects is essential to the diffusion of information literacy throughout the curriculum. The recently redesigned Library website includes a portal to faculty resources and services including a detailed guide on information literacy. This guide explains the Information Literacy Program, links to key documents that guide the work, and most critically, provides access to instructional materials. Work began in FY2014 on creating a Faculty Toolbox that promotes and shares resources and materials. This includes a newly developed Faculty Blog ([codlrc.org/posts/faculty](http://codlrc.org/posts/faculty)) for sharing information literacy news, updates, suggestions, etc.

Additionally, librarians are working to create a 3-part information literacy course for faculty, which supports the goal of growing opportunities for online and face-to-face training. It is hoped that participation in this and other workshops will be more robust because of a new part-time faculty benefit that provides compensation for attendance at Teaching and Learning Center classes.

### ***LIBRARY STAFF TRAINING***

With the opening of the newly renovated library facility and necessary training associated with the implementation of I-Share and WorldCat Local, other staff training opportunities were necessarily limited. Facilitating professional development opportunities for Library faculty was still an important strategic goal for instruction, however. To that end, several training sessions for full time and part time faculty were hosted throughout the year such as webinars on copyright and library instruction techniques. Recent updates to health science resources were covered in two training sessions which were attended by 15 Library staff members.

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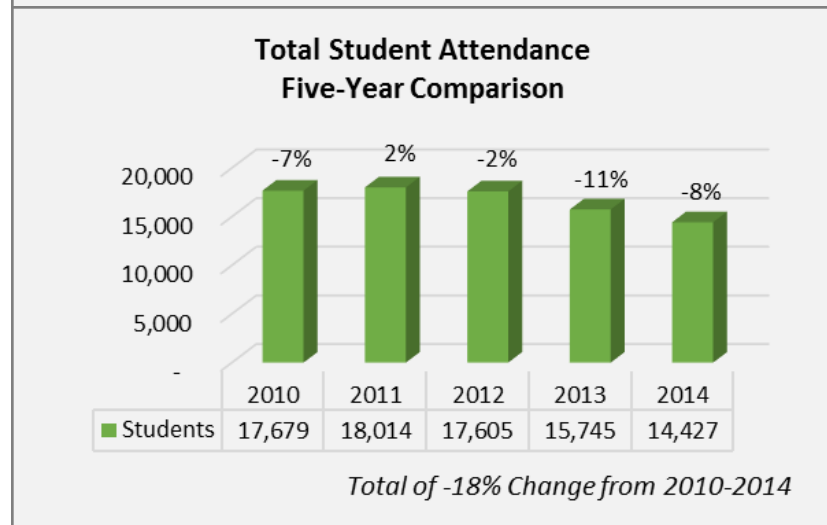
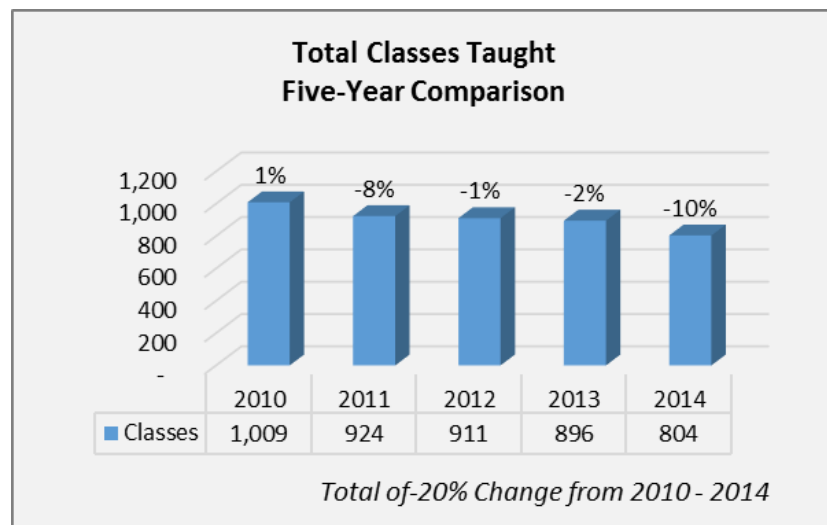
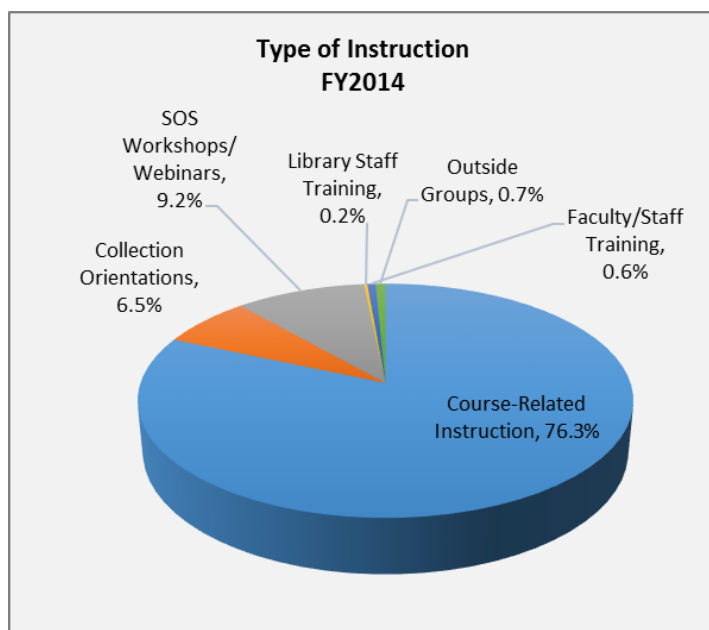
<sup>1</sup> Information Literacy Across the Curriculum Continuous Improvement Team, (2003) “Information Literacy Across the Curriculum Action Plan,” College of DuPage, Retrieved Dec 10 2014 at <http://www.cod.edu/library/services/faculty/infolit/actionplan.pdf>

<sup>2</sup> Ibid.

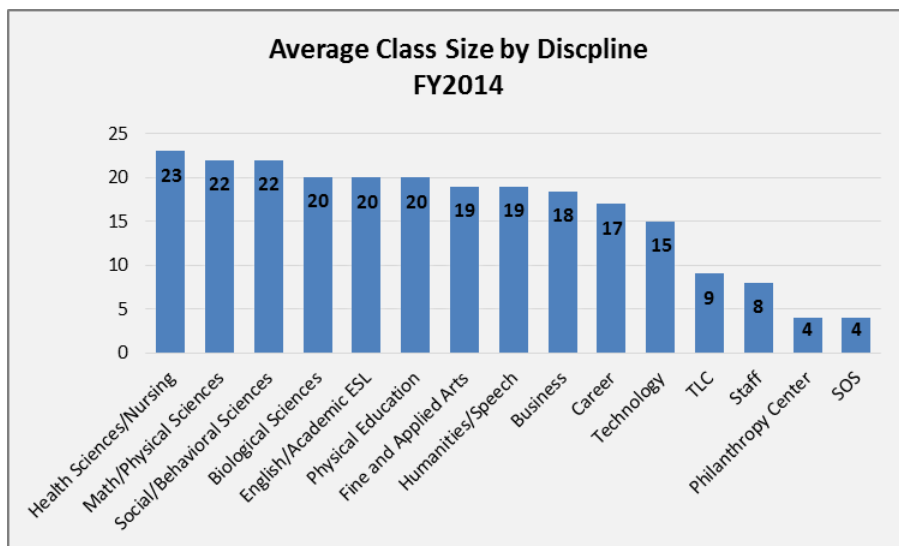
<sup>3</sup> See pg. 16 for a discussion of instruction by discipline and Appendix, pg. 72 for instruction by discipline and semester.

## CLASSES AND STUDENTS

Library instruction is offered to every academic division at COD. Additional instruction offerings support information literacy more broadly, interpret special collections, and provide professional development opportunities to the campus community. Course-related instruction composes 76.3% of the program. The number of SOS workshops and webinars offered is significant, as are presentations that support and enhance special collections such as Philanthropy and Career and College Information.

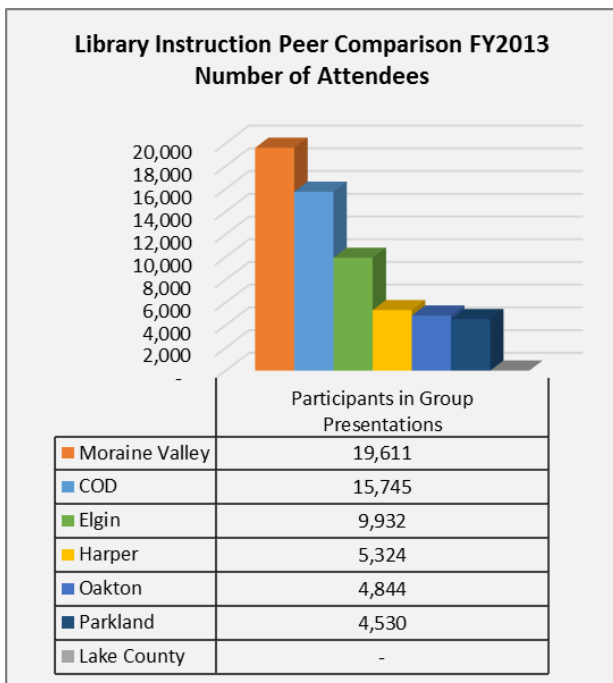
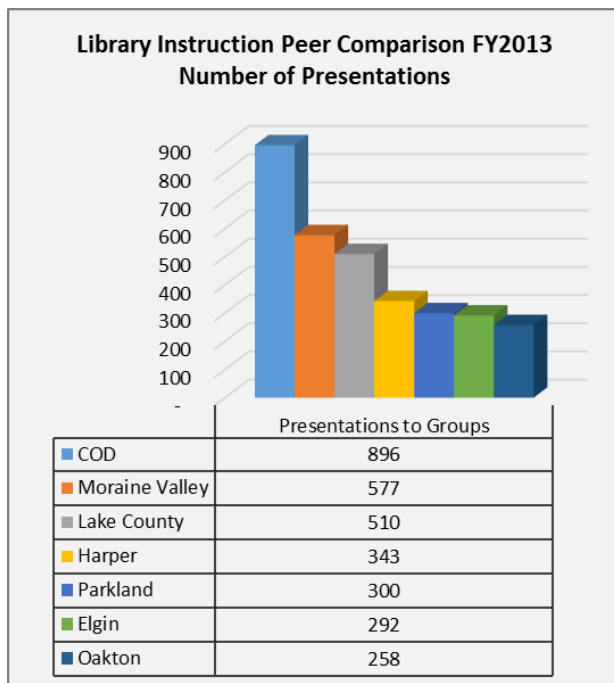


In this final year of construction-related disruptions to Library service, the number of classes taught remained low, actually dropping 10% from FY2013. This is 25% below the average number of classes taught annually from FY2006 to the present. With instruction limited to three classrooms (one shared with the LTA program) during the fall semester this is not unexpected. Class bookings remained low during spring semester and began to rebound to pre-renovation numbers by summer, only 10% below the ten year average. The number of students attending Library instruction correlates strongly with the number of classes taught, with FY2014 being no exception.



Average class size for primarily course based instruction sessions ranged from 15-23 students. Workshops and trainings were typically groups from four to nine attendees.

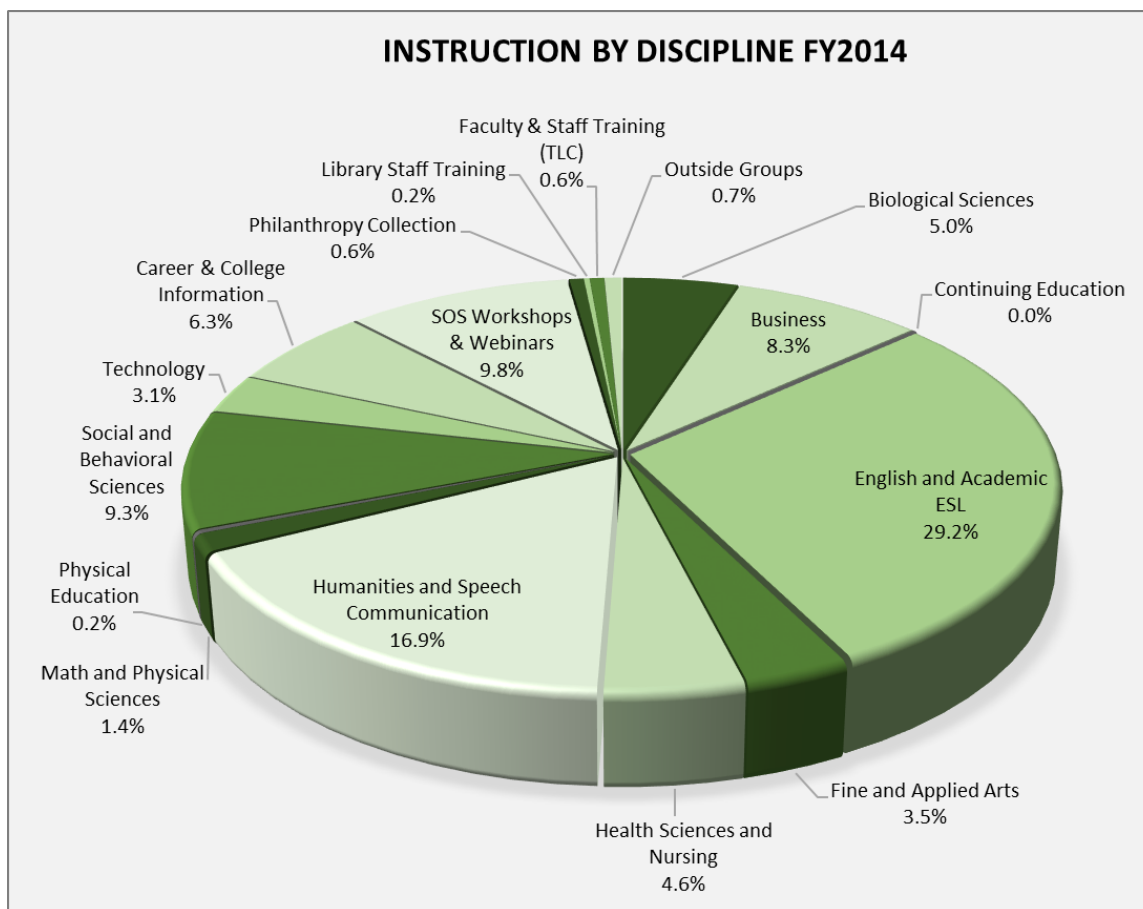
### PEER COMPARISON



According to the 2013 ACRL *Library Trends and Statistics Report*, College of DuPage offered the most library instruction sessions among its Illinois community college peers.<sup>4</sup> Moraine Valley Community College again had the second most, College of Lake County significantly increased its offerings, and the other libraries included in this comparison remained consistent from the previous year. For the first time, however, Moraine Valley had a higher number of instruction attendees than COD. This can be partly explained by the 11% decline in attendees at COD Library instruction sessions between FY2012 and FY2013, but it is Moraine Valley's 92% increase in attendance that largely accounts for this change in standing. Note that College of Lake County did not report number of attendees for the 2013 *Report*.

<sup>4</sup> The 2013 ACRL *Library Trends and Statistics Report* is the most current report available during the reporting season for FY2014. Therefore, COD numbers shown here do not reflect the totals shown elsewhere in this report. They are included for here for benchmarking purposes only.

## INSTRUCTION BY DISCIPLINE



A more detailed breakdown of classes taught reveals that the majority of library instruction supports English Composition and Speech Communication classes. This is to be expected because of the strong correlation between information literacy and composition/speech learning outcomes, where an emphasis is placed on research and writing skills. To better support this relationship, the Library is working to create a customized set of information literacy modules for English 1102. English faculty will develop “turn in” assessments relevant to the discipline and provide feedback on the content of the Research 101 components. As of summer 2014, the English Composition Steering Committee is reviewing the information literacy modules produced by COD librarians and considering revisions for use in English 1102 courses.

The librarians teaching Career and College Information classes are currently experimenting with instructional options based on course outcomes and faculty instructional needs in order to create consistent information literacy outcomes for these brief but numerous learning interactions.

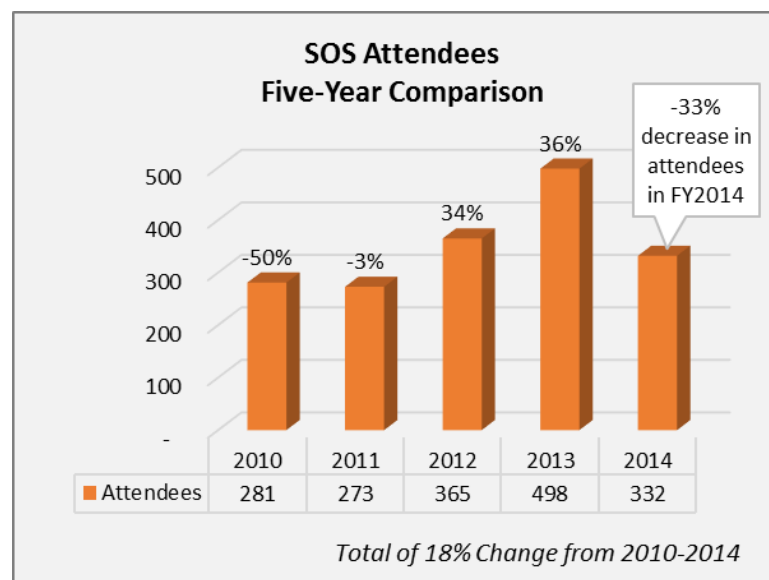
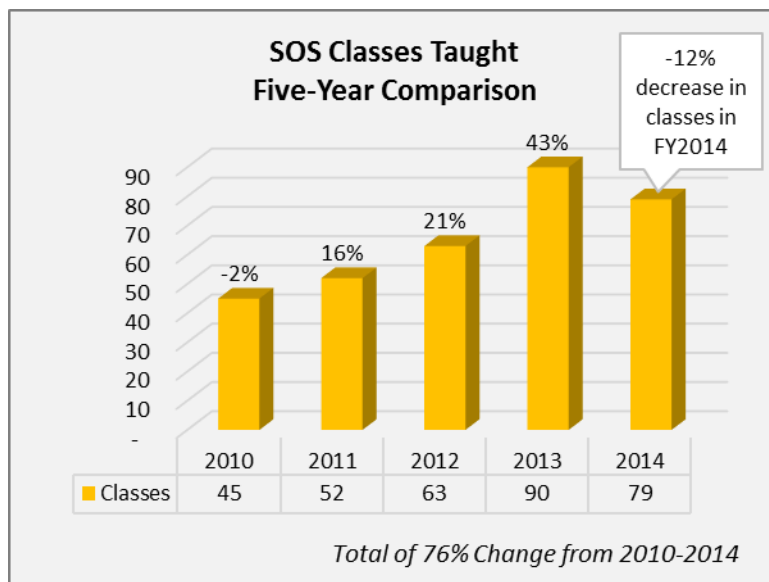
The tables included in the Appendix show the number classes and attendees (by discipline) broken down by semester. This demonstrates how instruction varies throughout the year. Overall, there were more instruction attendees in the fall, yet there were actually more English students in the spring. Some programs with lower attendance overall are more consistent, such as Business, Math and Physical Sciences, and Fine and Applied Arts.

## SUPPLEMENTAL INSTRUCTION

While most instruction occurs in a course-related setting, the Library provides learning opportunities through other, student-initiated means. SOS (Smart Online Searcher) workshops and webinars are offered throughout the year. They cover a broad range of topics at different times in order to accommodate the needs and interests of a large and varied student population. Additionally, the Library maintains a self-guided online course called Research 101 (offered through the Library website) that introduces the basic principles of information literacy and orienting the student to research at College of DuPage.

In FY2014 Research 101 content was largely moved into Drupal ([codlrc.org/research101](http://codlrc.org/research101)) with many of the flash learning objects recreated as Google presentations. Very little content was changed in the move, though several areas require updating and evaluation for usefulness. Additionally, the Library is considering adding units to Research 101 and/or deleting content. The Instruction Committee discussed the future of Research 101, including possibly incorporating it, Research FAQs and DIY Research into a more user-friendly tool.

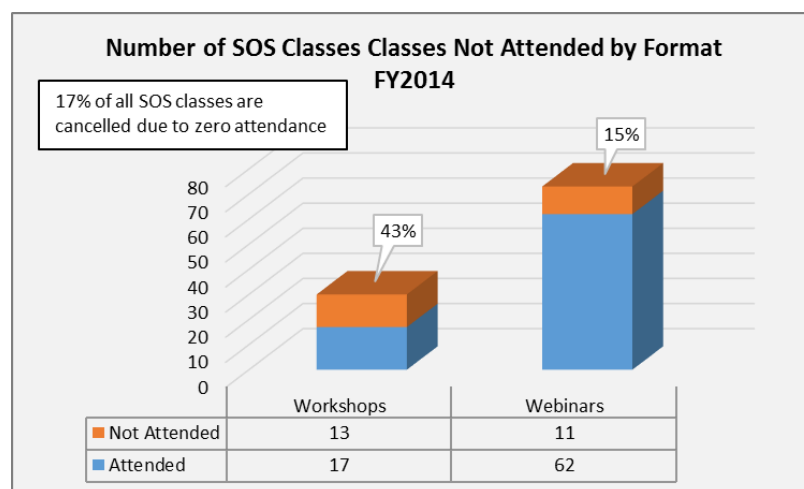
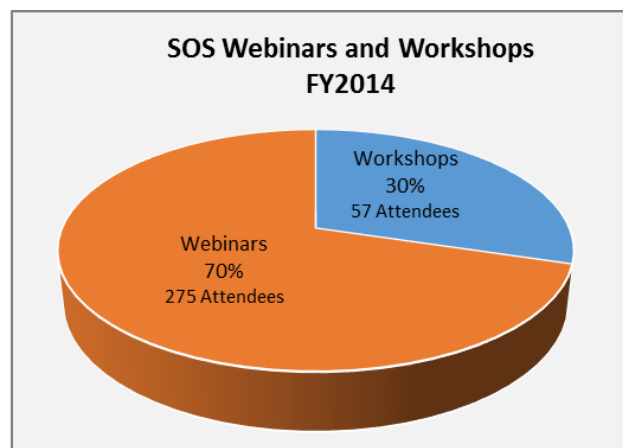
To recognize the quality of library instruction at COD, the Instruction Committee nominated the Information Literacy Program for the ALA Library Instruction Round Table (LIRT) Innovation in Instruction Award<sup>5</sup> which is given to a library demonstrating innovation in support of information literacy and instruction. They successfully completed a physical and online portfolio for the nomination process. While this was a great learning experience, it did not result in the award.



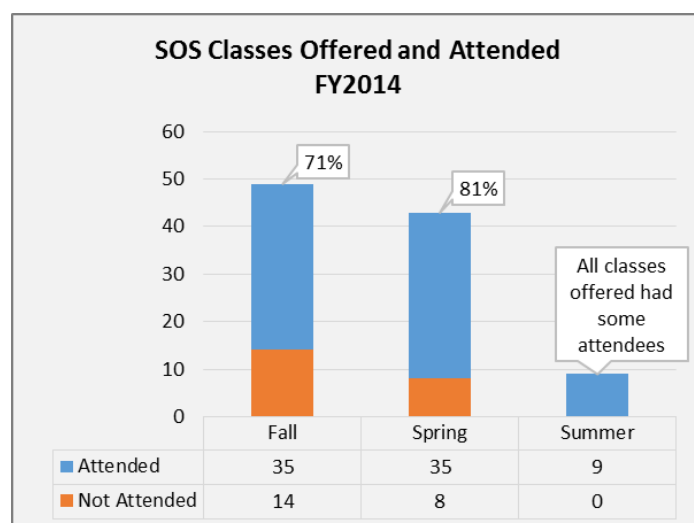
<sup>5</sup> Library Instruction Round Table (2014), LIRT Innovation in Instruction Award, Retrieved from <http://www.ala.org/lirt/innovation-in-instruction-award>.

## SOS WORKSHOPS AND WEBINARS

SOS workshops and webinars constitute a small but critical portion of the total library instruction program (9.8% of all classes in FY2014). These classes serve students who voluntarily seek out library instruction. Popular classes include “Citation and Formatting” for MLA and APA Styles, “Welcome to Zotero” (a research and citation management program) and “You’re the Boss of Google.” This format lends itself to addressing concerns that students consistently voice in class and at the reference desk. It also give Library faculty an opportunity to deliver specific topic or resource instruction that cannot be included in the 1-2 hour block allotted to most Library visits.



The number of SOS classes decreased by 12% in FY2014, but the number of attendees plummeted by 33%. While the number of classes had been steadily increasing over the previous three years, attendance has varied significantly year to year. These patterns are evident in the five-year rate of change for classes, up 76%, in contrast to that for attendees, up only 18%.



Webinars predominate the SOS instructional offerings. A ratio of 70/30 has remained fairly consistent in recent years. A significant proportion of classes (17% in FY2014) in both formats are cancelled due to zero attendance. These classes do not get included in the number of classes taught. Interestingly, 43% of workshops offered are cancelled, while only 15% of webinars have no attendees. This data reinforces the decision to continue offering more classes in an online format.

With each semester in FY2014, the number of cancelled classes progressively decreased, with all nine classes offered in the summer

showing some attendance. The number of attendees per session at various types of workshops should be reviewed in terms of future offerings.



# SOS Workshops and Webinars Offerings



## Research Methods

*Classes that introduce the research process, explain why, when & how to use specific resources like databases or the Internet.*

- PreWrite/PreResearch
- Research Basics
- Finding and Evaluating Sources
- Intro to Databases
- Using the Library's Databases
- Databases - Why Bother?
- You're the Boss of Google: Using Google for Research
- Advanced Research

## Special Topics

*Introduction to librarian recommended tech tools and specialized resources.*

- Find Your Sources in JSTOR
- Science Direct
- Wordpress : Creating Online Portfolios
- Project MUSE
- Google Tools
- Welcome to Zotero



## Bring Your Own Research

*An opportunity for students to bring their current research assignments to an informal work session with a librarian and other students and learn more specific resource such as books or databases.*

- BYO: Finding & Using Books
- BYO: Finding & Using Internet Sources



## Citing and Copyright

*An overview of the most commonly used citation styles at COD with instruction and plenty of time for questions.*

- APA Citing & Formatting
- MLA Citing & Formatting
- Copyright for College

### "How to Find What You Need at the COD Library"

*A chance for patrons to learn about the new catalog search interface that went live in January 2014*





## Goal 2: Collections

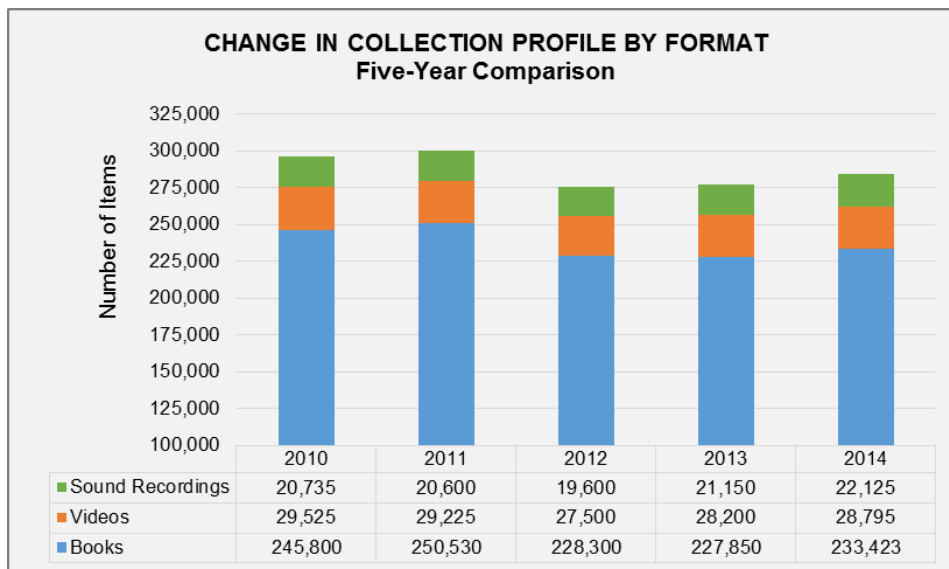
Select, maintain and provide access to a collection of materials chosen for their quality, currency and relevance to the academic curriculum and the educational needs of the community.

Key Stats	NOTABLE IN FY2014
<ul style="list-style-type: none"><li>✓ \$728,207 Total Materials Expenditures</li><li>✓ Budget Breakdown<ul style="list-style-type: none"><li>47% electronic resources</li><li>32% books</li><li>14% print periodicals</li><li>7% audiovisual materials</li></ul></li><li>✓ 37,650 Library Card Holders</li><li>✓ 115,703 Total Circulation</li><li>✓ Resources Sharing<ul style="list-style-type: none"><li>5,466 items lent (123% increase)</li><li>2,845 items borrowed (24% increase)</li></ul></li></ul>	<p>Vastly expanded discoverability and access to other libraries' collections by joining I-Share, as well as making the COD Library more visible to others.</p> <p>Migrated from Millennium library management system to Voyager as part of joining I-Share, which deeply impacted the Circulation and Technical Services Departments.</p> <p>Implemented WorldCat Local as a discovery layer for COD collections and resource sharing network partners.</p> <p>Successfully relocated Technical Services operations back to the Library and moved Reference, Periodicals and Popular Collections to the lower level.</p> <p>Upgraded to premium versions of key databases, added other quality databases, and utilized grants and endowed funds to enhance numerous collections.</p>

A great deal of the day to day work of the COD Library is captured in the simple goal stated above: "select, maintain and provide access to a collection of materials..." It includes everything from collection development and acquisitions to catalog maintenance, circulation, resource sharing and budget management. Therefore, the life cycle of collections includes every member of the Library staff at some point. The strategic goals associated with that work are broad in scope but narrowly focused on providing "what they want, and when they want it."

### COLLECTION FORMAT

The format of the Library's resources can be as diverse as the programs it supports. Print, electronic and audiovisual materials are all relevant and vital to meeting the information needs of the College community. The acquisition of some formats, such as electronic subscription access to periodical content, continues to grow at an astounding rate, while others such as print subscriptions are slowly decreasing. A metric that has been evaluated for many years by the COD Library is a comparison of the number of items held in three physical formats: books, videos, and sound recordings.



The ratio of books to audiovisual materials in the COD Library collection has remained fairly consistent over time. The book collection was drastically weeded in coordination with the building renovations and space planning efforts of fiscal years 2012 and 2013. With technical services no

longer displaced and collections returned to their proper locations, collection development and processing have begun again in earnest, which has resulted in a small increase of 2% in the book collection size. Videorecordings also increased by 2% and sound recordings by 5%. Overall, however, the size of the collection (using these three formats as the standard) has decreased by 4% since FY2010. This analysis does not include the great amount of collection growth seen in electronic resources during the period. The number of databases and the amount of content included within them has grown significantly in that time. As we adapt to our new library management system, increase our statistics gathering and reporting capacity, and connect our strategic goals with measurable outcomes, a common theme will be identifying better ways to measure and articulate the value of our electronic collections.

COLLECTION SNAPSHOT	
Print	
233,423	Books
6,575	Bound Periodicals
463	Current Periodicals
15	Newspapers
Physical Media	
22,125	Sound Recordings & Audiobooks
28,795	Videorecordings
2,025	Computer Software
2,025	Other AV (models, etc.)
12,625	Microfilm
45,000	Microfiche
Electronic	
21,645	e-Books
1,019	Streaming Media
120	Databases*

This “collection snapshot” is a hybrid of old and new collection counting methods. In future it will likely continue to change because of the transition to Voyager (as part of joining I-Share) and our use of WorldCat Local as a discovery layer. Among the complicating factors are PDA (patron driven acquisition) titles and unmediated e-Book and streaming media record uploads from vendors to the WorldCat Knowledge Base.

Print, physical media and streaming media types were counted using the method used in previous years, while the e-Books total is the number of e-Book records present in WorldCat Local. In FY2013 we reported 14,450 e-Books. The increase to 21,935 shown here is the result of counting more items, not major acquisitions.

\*Counting electronic resources can be done using various methods. On the most recent Integrated Postsecondary Education Data System (IPEDS) survey, COD Library reported having access to 120 databases.

## COLLECTION DEVELOPMENT

The College of DuPage Library's collection supports our community college curriculum and the educational interests of our community. Through good fiscal stewardship, the Library maintains a current, relevant collection that serves students, faculty and staff in person and online. Collection development is based on proactive analysis of current and near-future needs of library users.

Almost 9,000 items were added to the collection in FY2014. Several electronic resources were also added or enhanced. Responsibly deselecting materials, however, is just as important a part of collection development as adding materials. A little more than 1,500 items were withdrawn from the collection in FY2014, mostly books and audiovisual materials.<sup>6</sup>

### SIGNIFICANT COLLECTION DECISIONS

Major acquisitions in FY2014 included several new databases, upgrades to existing subscriptions, and enhancements to print and audiovisual collections.



Academic Search Premiere, the general academic research database taught in most

introductory library instruction at COD, received an upgrade to the more comprehensive **Academic Search Complete**.

Adding **Project MUSE** to our collections this past year greatly enhanced COD's access to scholarly journal literature in full-text. The database provides full-text access to current and archival articles from 500+ scholarly journals from major university presses covering literature and criticism, history, performing arts, cultural studies, education, philosophy, political science, gender studies, and more.



The Library has increased its electronic book collection considerably this year with the newly available EBL collection of 29,000 e-Books from a variety of publishers in many academic subject areas.

### *Resources Collected*

- Academic books (print and electronic)
- Reference Books and Indexes (print & electronic)
- Databases
- Popular Fiction & Nonfiction
- Textbooks
- Periodicals (print & electronic)
- Government Documents
- Maps & Atlases
- Audiovisual
  - Video Recordings (DVD)
  - Sound Recordings (CD)
  - Audiobooks (CD & electronic)
  - Models
  - Streaming audio/video

<sup>6</sup> Refer to the graphs of Items Added, Items Removed, and Total Items Added and Removed in the Collection Access and Discovery portion of this chapter on pg. 41.

### ***Liberal Arts***

Two electronic resources were acquired in FY2014 that specifically enrich our liberal arts collections.

**Artstor Digital Library** is a nonprofit resource that provides over 1.6

million digital images in the

arts, architecture, humanities, and sciences with an accessible suite of software tools for teaching and research.



**CultureGrams** is a core reference resource on understanding the world's peoples through the



documentation of the unique details of their customs, traditions, and daily life.

Special funding was granted to update the audiovisual collections for Speech and College Success Skills as well as increase the size of the Axis 360 collection of popular e-Books and e-Audiobooks. The May Ryburn fund was used to expand the print fiction collection, especially in areas that have been neglected in the past such as quality titles in urban fiction, science fiction and fantasy. Another major focus of Ryburn funds was the replacement of classic fiction, both juvenile and adult, which were withdrawn because of condition during our collection inventory.

New periodical subscriptions included *Fourth Genre*, a journal covering creative nonfiction, three university literary journals (*Ninth Letter*, *Missouri Review*, and *Georgia Review*) and the *Journal of Second Language Writing*. The subscription to *Best American Travel Writings* was also kept.

A subscription to *Route 66*, a travel photo essay magazine used in Geography classes, has been added to the collection as well.

### ***Business and Technology***

An electronic resource called MotoLogic was purchased for use in the technology and trade programs. It is an online service information system designed for the professional automotive technician.

The subscription to S&P NetAdvantage, a business and investment information resource, was cancelled after one year. The Library still subscribes to Morningstar for investment data and numerous other business and industry research tools. **Lynda.com**, the popular technology, business and education video tutorial collection, was suspended at the end of FY2014 until a new sustainable funding model can be developed.

In May 2013, the COD Library was awarded \$5,000 by the Illinois State Library, as part of a **Federal Library Services and Technology Act (LSTA) Grant**, to purchase books on Cybersecurity/Information Warfare/Computer Forensics. \$2,700 of that grant were used in FY2014.

A subscription to *The Journal of Access Services* has been added which supports the Library Technology program as well as Library staff.

### ***Social Sciences***

Special funds were allocated in several social science disciplines in FY0214:

- Education received funding for resources on common core, a necessary competency for current and future education students;

- Criminal Justice will add more materials on emergency, crisis and disaster management;
- and Criminal Justice will also develop resources that support new courses on crime and the media and probation/parole.

### **Sciences**

Two standard science reference sources were made available through electronic subscription in FY2014:

- *Sax's Dangerous Properties of Industrial Materials*, an essential, up-to-date resource for professionals in industrial hygiene, safety, emergency response, law, and policymaking; and
- *CRC Handbook of Chemistry and Physics*, a comprehensive source of science research.

The Natural Sciences Selection Committee recommended the purchase of eight 3D models that expand the collection and provide additional copies of those in greatest demand.

Special funding was approved for these models that include DNA, a plant cell, and anatomical

models with functional joints among others. The anatomical models are also of great use to health science students.

### **Health Sciences**

The Collection Development committee approved an



upgrade to the more comprehensive **CINAHL Complete** subscription, a key resource in supporting the nursing curriculum. *Health Reference Center Academic* was cancelled.

Additional funding from Perkins/New Initiatives grants was requested and received three times. A request for current audiovisual materials on infections control, documentation and professionalism was made in support of health science vocational programs as well as those in human services. Other audiovisual materials were requested which will update the diagnostic medical imaging sonography collection in preparation for an upcoming accreditation review. A third request was made for essential books, both print and electronic, to support nursing and diagnostic medical imaging.

### **RESERVES**

The Library maintains a wide ranging collection of over 1,200 reserve items. In addition to books and audiovisual materials the collection includes anatomy & physiology models, sets of microscope slides and nutrition kits.

### **FOLLETT TEXTBOOK COLLECTION**

Beginning in FY2013, the Library began receiving textbooks as a result of a donation from the Follett Corporation and a partnership between the Follett COD Bookstore and the Library. The 75 bestselling standard textbooks were identified by the COD Bookstore and provided to the Library for two-hour in-house use. The financial stipend was not considered as a Library materials expenditure, as these textbooks are essentially on loan to the Library for the term or terms specified, and then are returned to Follett and replaced with newer editions or other textbooks that are most in demand for that term. The

monetary value of the donation, which promises to be repeated into the future, is estimated to be between \$7,500 and \$10,000 per year.

### **CONSORTIAL PURCHASING AGREEMENTS**

The Library participates in statewide consortia purchases with other Illinois academic libraries through the Consortium of Academic and Research Libraries in Illinois (CARLI), with Illinois community colleges through Network of Illinois Learning Resources in Community Colleges (NILRC) and through the Illinois State Library. We also independently negotiate contracts to obtain the best possible pricing terms for our Library.

### **SPECIAL COLLECTIONS**

The COD Library special collections are developed to support a specific area of study or narrowly defined patron group, and in some cases, are a way of conveniently managing and providing access to group of resources. The Library maintains two collections with related training and orientation experiences for patrons, the Career and College Information Collection and the Philanthropy Collection. Both have a designated liaison to develop and promote them. The Institutional Repository, an online collection, also has a designated liaison and the College Archives now has a degreed specialist with significant hours committed to working in that area. Other special collections such as Juvenile, Graphic Novels and Paperbacks have a designated selector and are shelved separately from the General Collection.

### **PHILANTHROPY COLLECTION**

The Philanthropy Collection supports the information needs of non-profit organizations in DuPage County. Since its inception in 2000 it has continually provided access to critical information resources, education, outreach and consultative services.

The Philanthropy Collection is also a Funding Information Network Partner of the Foundation Center. This requires that the Library maintain the recommended Core Collection and attend the annual virtual conference. Additions to the collection in FY2014 included works on philanthropic research, starting a nonprofit and grant seeking.



The collection liaison promotes and facilitates use of these resources through bimonthly workshops and individual consultations. We continue to receive great feedback about the usefulness of the workshops and the depth of the collection. Attendees typically include new employees at area non-profits and community members interested in starting a non-profit. Demographics also show that we attract interest from outside of DuPage County.

Community engagement is furthered through regular contributions to *ViewPoint*, the quarterly newsletter of the West Suburban Philanthropy Network (WSPN) in articles highlighting the collection. A social media presence on Twitter brings timely information highlighting resources and services to interested patrons. The Collection and its services are also promoted through the Library website and the liaison's service on the Giving DuPage Board.



## ***CAREER AND COLLEGE INFORMATION COLLECTION***

The Career and College Information Collection continued to support the information needs of its users this year. This was accomplished by creating tools and displays that assist patrons in using the collection, keeping the collection up-to-date and relevant, and maintaining relationships that foster its use.

A new webpage was rolled out this year that highlights the collection in terms of content areas. Career Guides that aid users in finding career information by topic in the collection were updated and made available in a print display and online. In doing this, new guides were also added to reflect new programs at the College. More displays of the collection were organized in order to highlight “hot” areas and new books. The goal in the next year will be to increase circulation of this collection by 10%. Numerous items were removed from the collection, especially in the areas of GED testing and VHS tapes. In the future, attention will be focused on evaluating items that were published in the 1990s.

The Library retains liaison librarians for the faculty that teach ED 1105 (Career Development) and ED 1115 (College Success Skills) courses, which have a curriculum that correlates strongly with the content of CCIC. Librarians also provide quick introductions to the collection for participants in the Career Inventory workshops held in the Library several times each semester. The Library provides the space for the workshop and then welcomes participants to the collection after they complete the workshop.

## ***ARCHIVES***

The COD Archives collects, organizes and answers requests for information regarding the College. Collections of papers, photographs, videos and other materials are received from departments and individuals throughout the year and evaluated by the archivist. Newsletters, official communications and press releases are collected directly by the Archives. In addition to various internal requests for information and photographs, a community member writing an article on a former faculty member required extensive access to archival materials in order to construct a timeline of the subject’s activities during her tenure at College of DuPage.



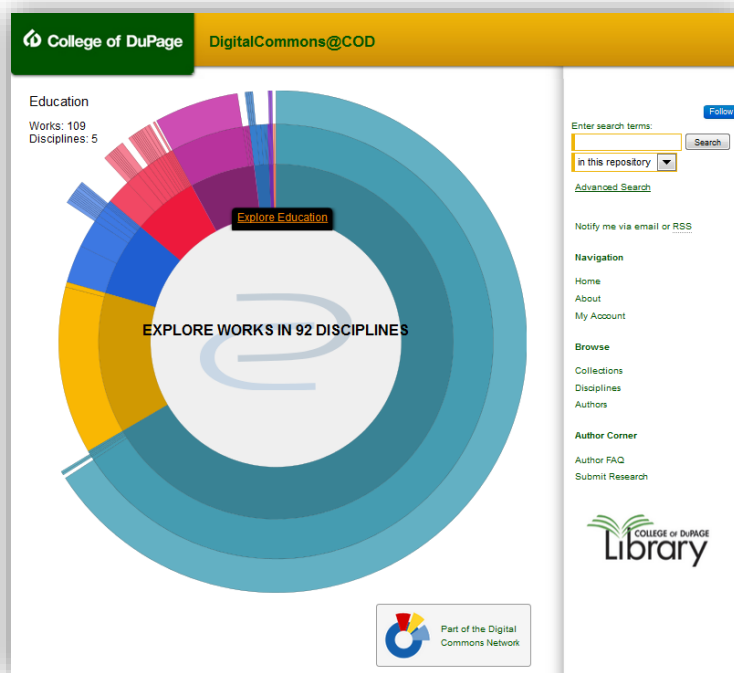
FY2014 was a time of transition for the College of DuPage Archives. The remodeling of the Library necessitated moving the archival collection to a temporary location on West Campus in FY2013. With the completion of the remodeling, a major activity for the year was the relocation of the collection to its permanent location in SRC 3103. After the shelves were installed, the collection was unpacked and arranged. Additionally, the archivist retired as of June 2014 and a new archivist assumed the position. The first six months of 2014 was a transition period where the archivists together reviewed the collection and existing procedures.



## INSTITUTIONAL REPOSITORY

The open-access repository, DigitalCommons@COD, which began in 2008, collects, preserves, and showcases scholarly, educational, and creative works created by the COD community. Its mission is to facilitate global discovery of and access to COD's intellectual output while providing a stable, long-term home for digital scholarship. All COD faculty, staff, and faculty-sponsored students are encouraged to publish works here.

As of this year, the collection includes over 1,500 papers, with 800,000+ full-text downloads total, and 215,000+ downloads this year alone.



Several collection initiatives for this past year include the additions of *Prairie Light Review* and *ESSAI*, two College of DuPage publications; efforts continued to attain available digital files of *The Courier*.

The Digital Commons benefited from a significant contribution of 50 plant profiles in *Landscape Plants of the Chicago Area* that include descriptions of the plants and over 2,000 images. A collaboration with Honors faculty members has resulted in a new procedure for systematically collecting student research that is presented at the *Student Research Symposium* organized by the Honors Council of the Illinois Region.

Progress is being made to cultivate a collection highlighting exemplary nursing student works with a goal of posting 150 projects per year.



### MOST POPULAR DIGITALCOMMONS@COD PAPERS\*

<p>“Positive Effects of Extra Curricular Activities on Students”</p> <p>Erin Massoni</p>	<p>“The Impact of the Black Death”</p> <p>Zachary Peschke</p>
<p>“An Explication of a Poem: W.H. Auden’s ‘Stop all the clocks, cut off the telephone’”</p> <p>Scott Hixson</p>	<p>“Factors Affecting Hydrogen Peroxidase Activity”</p> <p>Susan Kareska</p>
<p>“Interdisciplinary Approach – Advantages, Disadvantages, and the Future Benefits of Interdisciplinary Studies”</p> <p>Casey Jones</p>	<p>“The USA Patriot Act: Impact on Freedoms and Civil Liberties”</p> <p>Sunya Kashan</p>
<p>“Gender Roles within American Marriage: Are They Really Changing?”</p> <p>Lucy A. Hawke</p>	<p>“The Difficult Reintegration of Soldiers to Society and Family After Deployment”</p> <p>Beth Wegner</p>
<p>“‘The Pregnant Riddle’: An Explication of ‘Metaphors’ by Sylvia Plath”</p> <p>Jenna L. Keefe</p>	<p>“Mental Health Counselor: Is This Career for You?”</p> <p>Bekah Myroup</p>

### **JUVENILE COLLECTION**

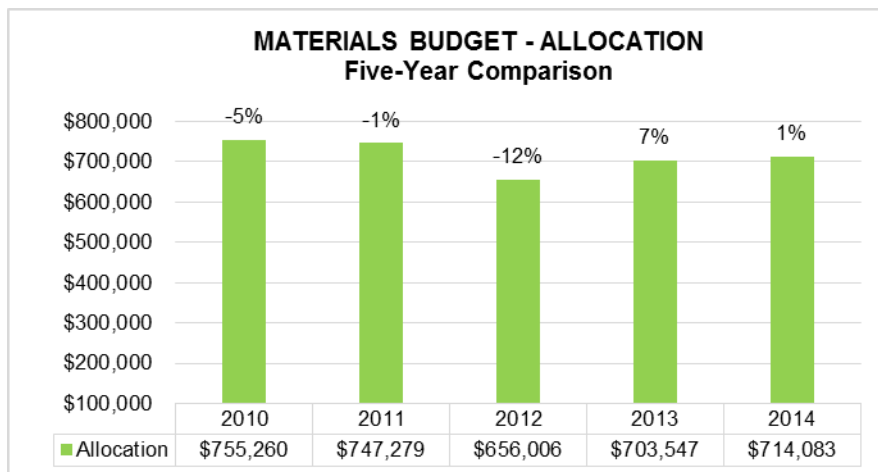
Changes were made in the Juvenile Collection this past year, driven in part by an RFID tagging project that involved a major inventory and de-selection process. Most VHS tapes in this collection were eliminated and worn or lost classics replaced. A project to move all items aimed at youth 12 and older into our general circulating collection began this past year.

### **POPULAR COLLECTIONS**

The Library collects popular paperback fiction, movies, audiobooks and graphic novels. While these materials represent only a small portion of the collection, they provide easy access to leisure reading and viewing for the College community, which generally promotes a culture of literacy and engagement with Library resources and services. Titles included here many times are also the subject of academic study, and in some cases, such as graphic novels, are identified teaching materials themselves. Popular collections also directly support the program objectives for English language learners and developmental reading.

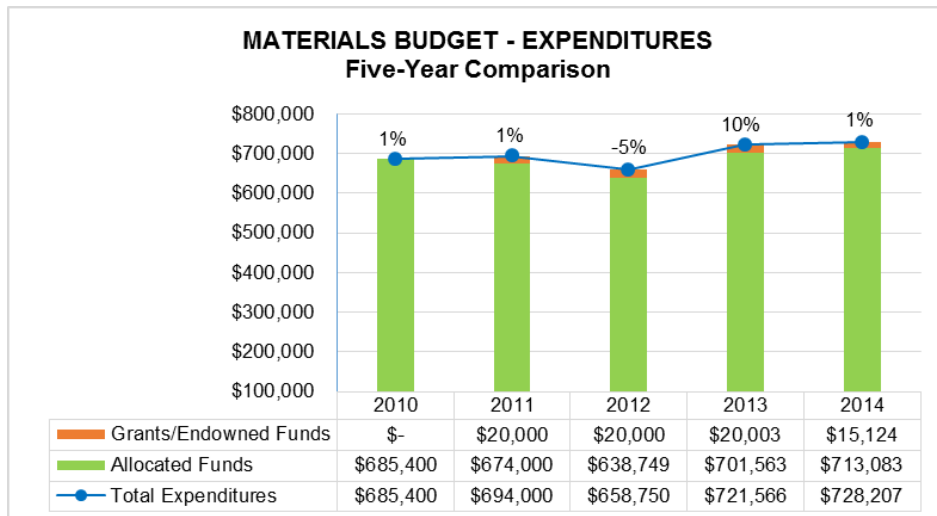
## COLLECTION EXPENDITURES

### BUDGET SUMMARY



For FY2014, the Library's materials budget allocation was \$714,083, a 1% increase over the FY2013 allocation of \$703,547, and in line with prior year budgets.

The Library's total materials expenditures for FY2014 were \$729,318, including \$9,132 in grant funds and \$5,992 for a Library endowment fund. This is an increase in expenditure of \$7,752 or 1% over FY2013 collection expenditures of \$721,566.



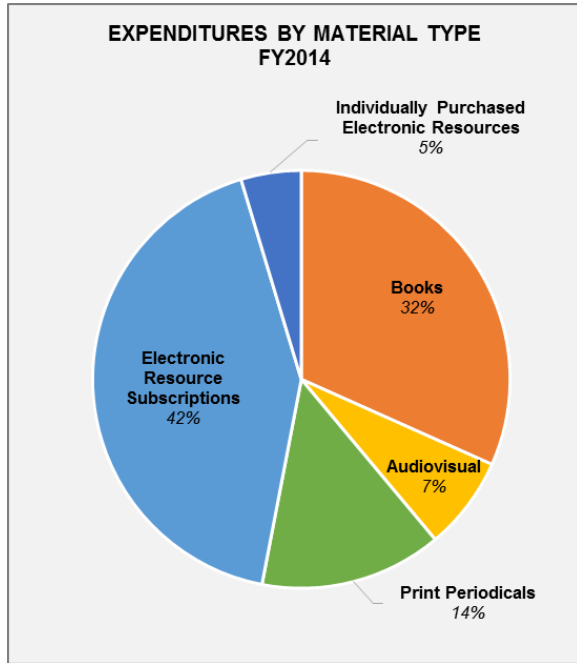
### SPECIAL FUNDS

GRANTS RECEIVED	
<i>COD Center for Excellence Grant</i> Human Services	\$ 1,441
<i>Perkins Grant</i> Vocational/Technical Programs	\$ 7,691
ENDOWMENT FUNDS DISPERSED	
<i>May Ryburn Fund</i> English Literature	\$ 5,992

Of the \$15,124 collective grant or endowed funds, \$7,691 came from Perkins grants, which are designated for the support of career and technical education. The need for up-to-date resources in support of these vocational programs continues to be a top priority. Almost \$6,000 from the May Ryburn Library Endowment Fund was used to purchase classic and contemporary literature in English, a continuing project from the previous year aimed at filling gaps in the collection.

## EXPENDITURES BY MATERIAL TYPE

Electronic resources continue to be a growth category, accounting for 47% of all expenditures, a 7% increase over the previous year.



Less money was spent on books and print periodicals in FY2014 than in the previous year. Book expenses vary from year to year, but this reduced commitment to ongoing print periodical subscriptions allows for some redistribution of funds to other, more high-demand materials.

The most consistent expenditure trend in recent years has been the increasing percentage devoted to electronic resources. This category is defined broadly but includes subscriptions and individual purchases of electronic books, periodicals, and audiovisual content.

## FY2014 COLLECTION EXPENDITURES

### Print and Physical Media

#### Individual Purchases

Books	231,019
Audiovisual	52,752
	283,771

#### Subscriptions

Print Periodicals	102,944
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**Total Print and Physical Media \$ 422,098**

### Electronic Resources

#### Individual Purchases

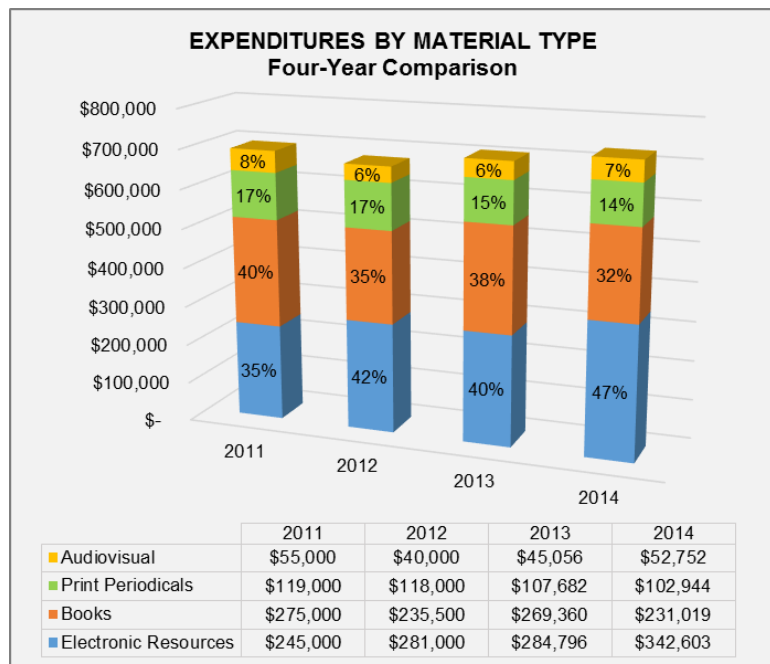
e-Books	24,790
e-Journals	3,761
Streaming Audio	430
Streaming Video	5,048
	\$ 34,029

#### Subscriptions

Electronic Periodical Databases	252,540
e-Book Databases	27,403
Streaming Audio & Video Databases	28,631
	\$ 308,574

**Total Electronic Resources \$ 342,603**

**Total Collection Expenditures \$ 729,318**

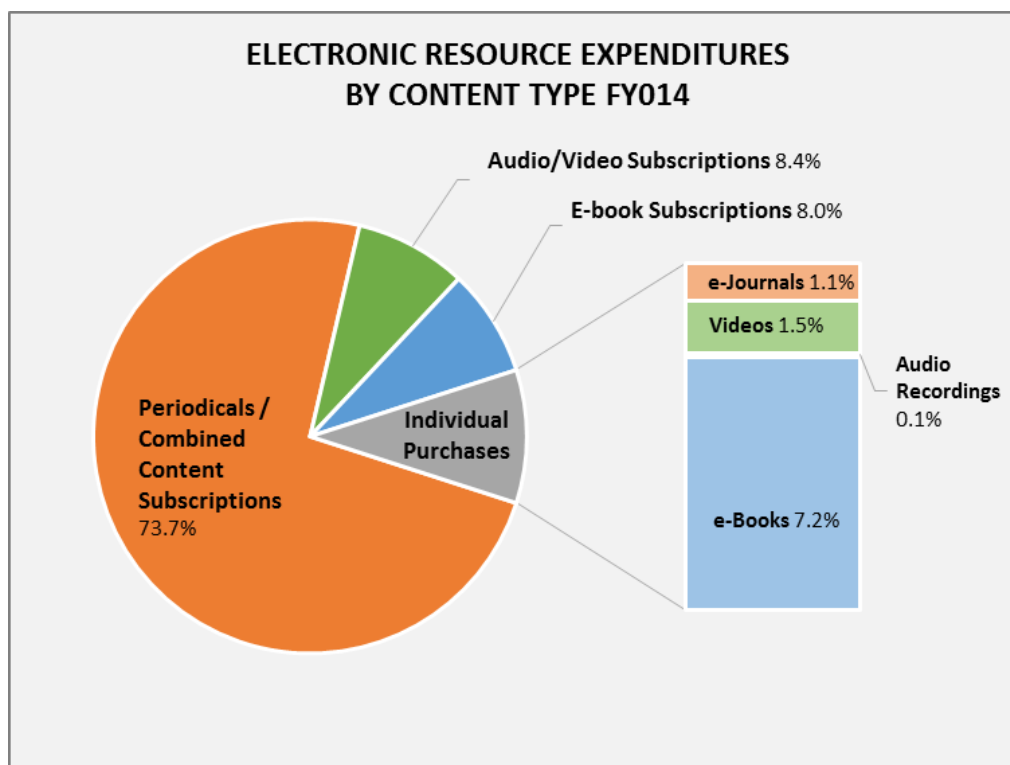


## Print and Physical Media

The Library spent \$422,098 on individual and subscription purchases of print and physical media in FY2014. This total includes books, periodicals, DVDs, music CDs, audiobooks, and anatomical models. Print and physical materials still account for 53% of materials expenditures. The diverse range of programs offered at COD requires that the Library continue to invest seriously in print materials while also expanding electronic collections. Practical handbooks, models, introductory research texts, ESL materials, popular reading and highly visual materials in subjects ranging from diagnostic medical imaging to art are just examples of ways the physical Library collection continues to support the curriculum.

## Electronic Resources

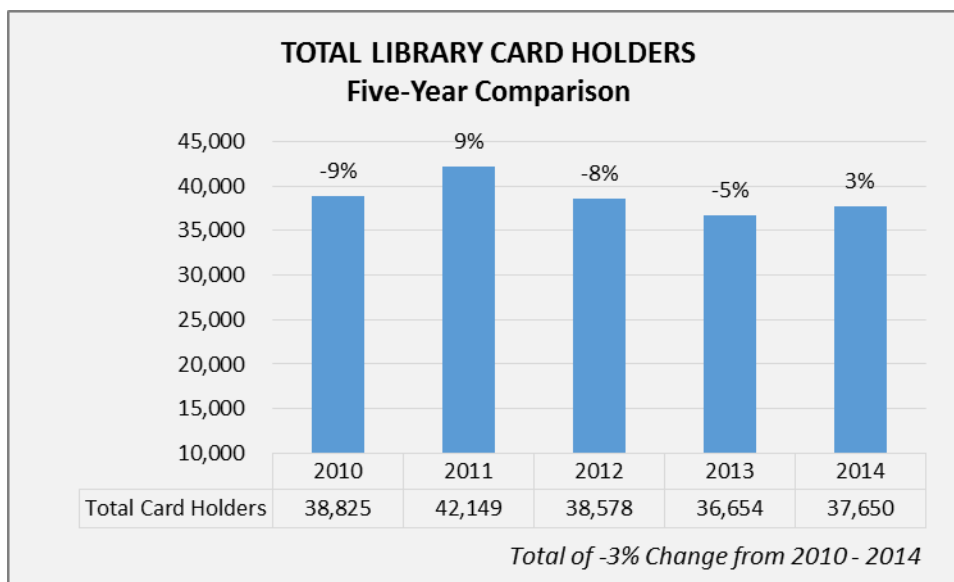
The largest expenditure category, electronic resources, is actually composed of several different content types: audio/video, e-Books, periodicals or e-Journals, and resources with a combination of content types included. It is difficult to make distinctions between primarily periodical databases and those that could be considered “combined content” so that they are grouped together for this discussion. This is the largest category of electronic resources purchases at 73.7% and it includes everything from Academic Search Complete and JSTOR to specialized resources like Black Thought and Culture and Reference USA. Much of the e-Book and streaming audiovisual content purchased by COD is part of collections acquired through annual or multi-year contracts; these content types each make up approximately 8% of the total electronic resource expenditures. The remaining 10% of the FY2014 budget was allocated to individually-selected electronic resources including book, audio, video and journal content. Of this portion, most of the funding was used to purchase e-Books.



## COLLECTION USE

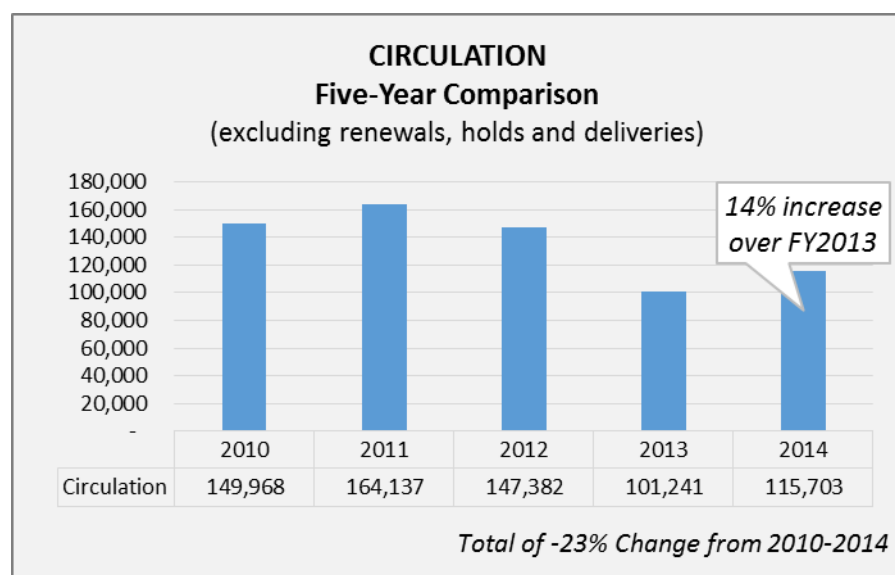
### LIBRARY CARD HOLDERS

The Library maintains a large number of active card holders. FY2014 saw an increase of 3% in the total number of cards over FY2013. This is the first increase since FY2011 when the number of registered patrons exceeded 42,000. Overall, the five-year trend is a decrease of 3%, but falls well within the range of normal variability. An accurate breakdown of card holders by patron type (student, faculty/staff, and community) is not available for FY2014.



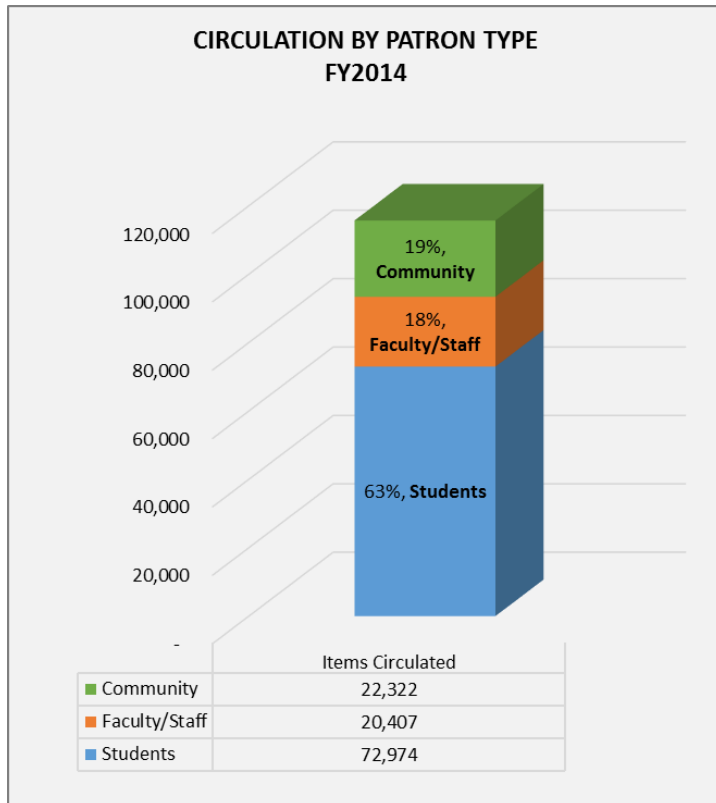
### CIRCULATION

The increased circulation over FY2013, when the Library was fully under renovation, was anticipated. With the collections fully accessible for browsing in the first half of the year and the Library reopening



on two levels in the second half of the year, patrons were again able to interact with the Library's resources in the usual manner. Another increase in circulation is anticipated for FY2015.

Efforts to collect accurate circulation totals for FY2014 were hindered by the transition to a different library management system mid-year which was

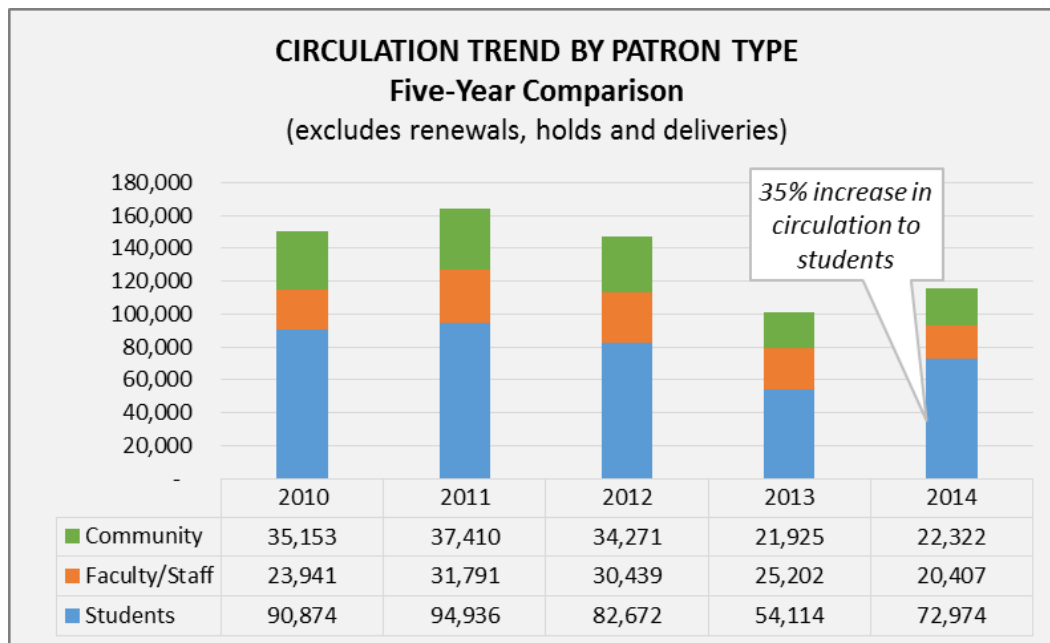


necessitated by joining I-Share. The primary concern of the Library staff during the transition was to provide excellent service to patrons even if routine procedures in the new system had not been fully developed yet. Staff quickly learned how to perform the most common tasks, and overall, this transition was mostly not observed or experienced by patrons.

The RFID technology to monitor collection traffic and inventory is in place and has begun to be monitored. More significant results will be available after the new library management system has been in place for at least one year.

It is encouraging, yet not unexpected, that the major increase in circulation for FY2014 came from student patrons, with an increase of 35% over FY2013.

Community usage increased slightly, but faculty/staff usage dropped by 19% over FY2013. Whereas this group's usage accounted for 25% of all circulation the previous year (the highest percentage recorded of faculty/staff usage), it dropped back to 18%, which is in line with the historical norm.



## USE OF ELECTRONIC RESOURCES

The use of the Library's electronic resources continues to grow just as the percentage of the materials budget spent on them also has steadily increased in recent years. As a result, the traditional measurements, such as circulation checkouts and renewals, only capture a part of collection use. It is, therefore, a critical goal to identify the best means by which to assess our electronic resources for usefulness and value. The Library has recently begun to utilize COUNTER reports when made available by vendors, as part of this effort. Agencies like the Association of College and Research Libraries (ACRL) ask for totals from specific COUNTER reports for their annual Academic Libraries Trends and Statistics Report; the totals that COD submitted this year are listed below. Also included below are combined totals from COUNTER and other available reports of searches and full text requests of articles *and* e-Book chapters.

### ELECTRONIC RESOURCES USAGE FY2014

776,730	Total Database Platform Searches Result of querying COUNTER Report Platform 1 when available and other reports counting Searches when not available
974,617	Total Database Searches – COUNTER Compliant Results of only querying COUNTER Report Database 1
1,244,776	Total Searches Combined total COUNTER Database 1 results and other reports of database searches
133,750	Searches in streaming media collections Included in total searches; From COUNTER Report 1
1,370 13,458	Playbacks of streaming media files Sessions in media collections Only partial data as all vendors do not provide this information
339,693	Full Text Article Requests Results of querying COUNTER Report Journal 1
461,708	Full Text Article and Chapter Requests of Views Combined total of COUNTER Report Journal 1 and other reports of "Section Views"
58,391 19,953	Successful e-Book Chapter Requests Successful e-Book Title Requests Combined totals from various vendor of COUNTER Book Reports 1 and 2

Because all vendors do not provide COUNTER reports or those that conform to the latest version, these metrics are unavoidably approximate. Future goals include refining the way that electronic resource usage reports are downloaded, organized and utilized. Additional usage data for individual electronic resources is presented in the Appendix pg. 77.

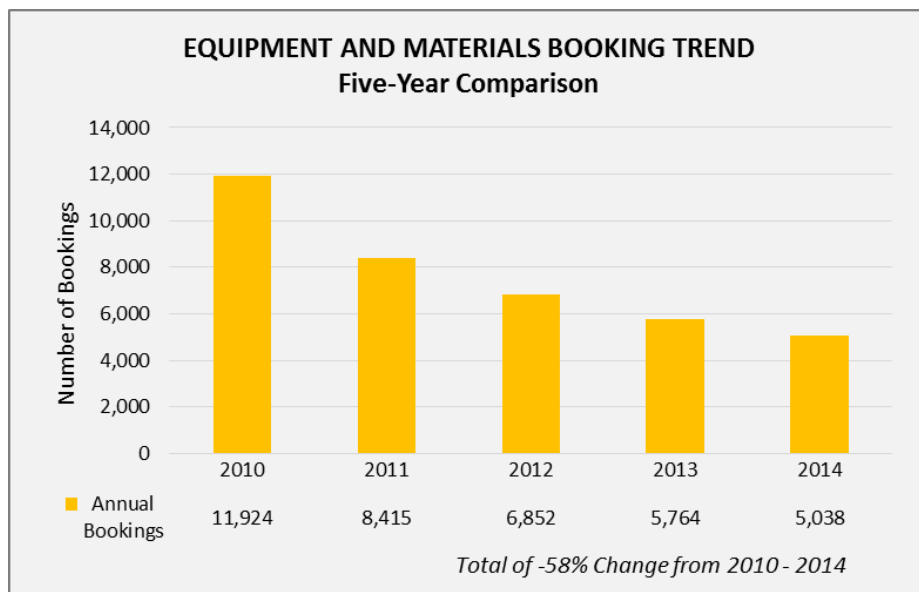
The Library is also interested in promoting responsible use of open access educational resources throughout the College curriculum (See blog posting in Appendix pg. 73). To that end, the Library is planning a program to inform the College community of the availability of various open source educational resources, including open source textbooks which the faculty may begin to explore. An in-service program developed by the librarians for Open Access Week October 20-26, 2014 is being finalized.



## EQUIPMENT AND MATERIALS BOOKINGS

The delivery of instruction equipment and materials to classrooms is managed and operated by the Circulation Department of the Library. This includes resources ranging from audiovisual equipment and easels to DVDs and other instructional materials. Bookings for FY2014 continued the downward trend of recent years, down 58% since FY2010. While statistically significant, this trend mostly shows that efforts to equip the COD

campus classrooms with a full complement of technology resources has been successful. The decreased booking of DVDs is also concurrent with the adoption of streaming video in the classroom by instructors. Collecting data and feedback from faculty that explores this trend may prove to be useful for service planning and collection development.



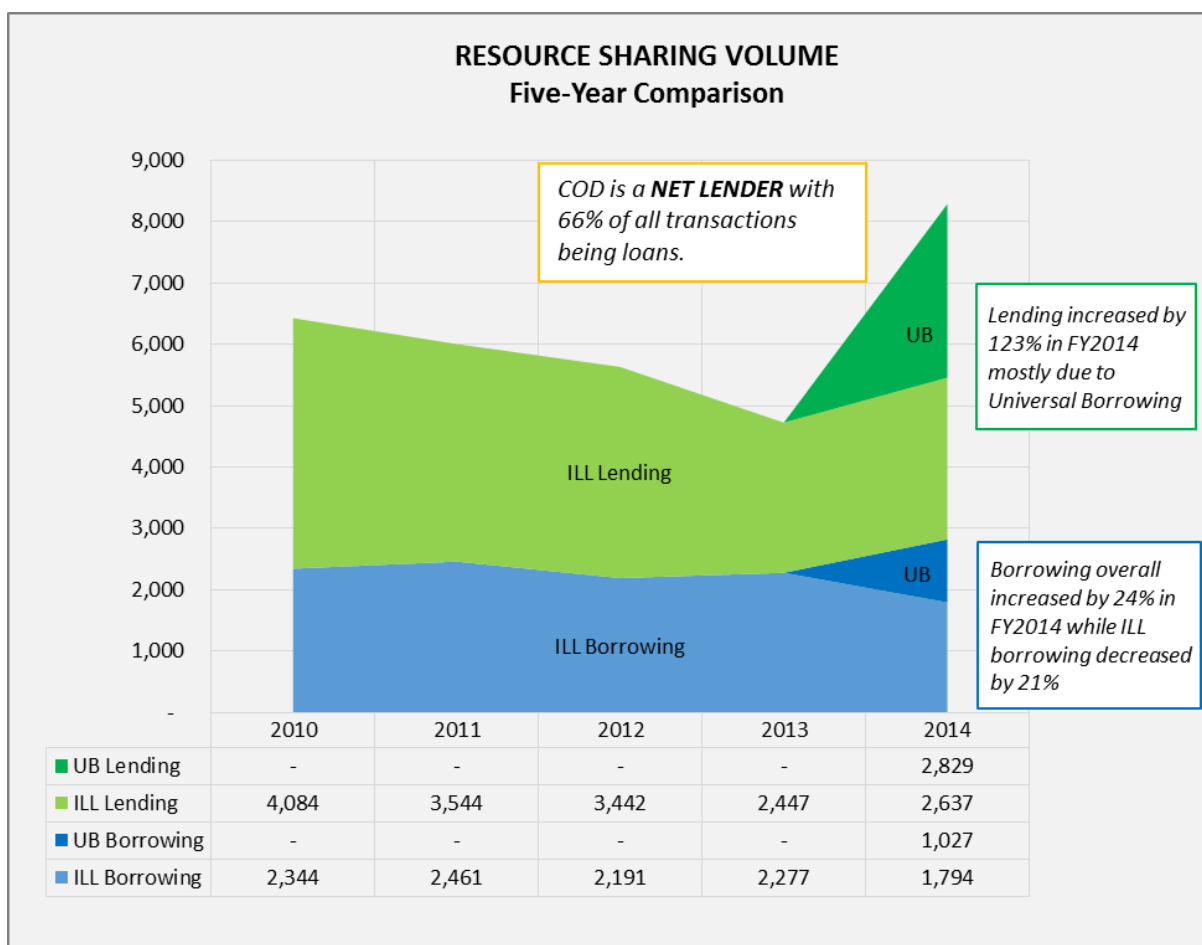
## RESOURCE SHARING

According to the Interlibrary Loan Code of the United States, “the sharing of material between libraries is an integral element in the provision of library service” and even more, it is “in the public interest to encourage such an exchange.”<sup>7</sup> The basic premise is that “libraries have an obligation to obtain material to meet the informational needs of users when local resources do not meet those needs.”<sup>8</sup> In FY2014 the COD Library greatly increased its access to statewide educational resources by joining I-Share. This has created direct access for our students to the catalogs/collections of 85 Illinois academic libraries. The I-Share database contains over 11.5 million unique bibliographic records and more than 36 million item records. This resource sharing service, referred to as “Universal Borrowing,” gives I-Share library patrons ready access to a collection that ranks among the world’s greatest research libraries. An additional benefit of this partnership is how it allows us to concentrate collection development efforts more specifically on materials that support instruction at COD.

<sup>7</sup> *Interlibrary Loan Code of the United States*. Reference and User Services Association. American Library Association.

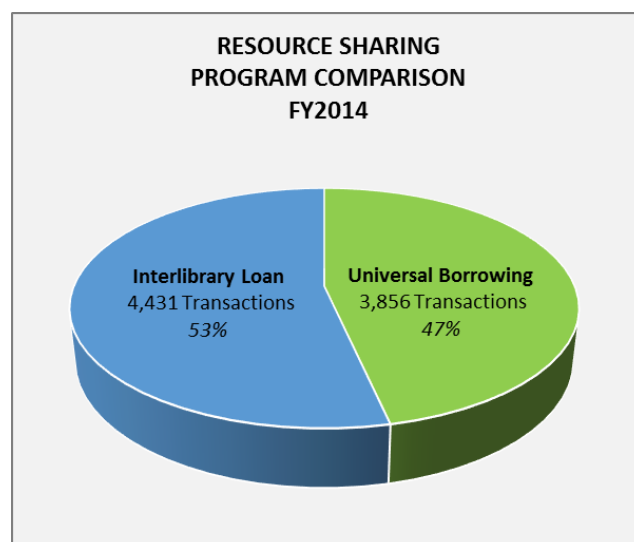
[http://www.ala.org/Template.cfm?Section=InterLibrary\\_Loan&template=/ContentManagement/ContentDisplay.cfm&ContentID=31579](http://www.ala.org/Template.cfm?Section=InterLibrary_Loan&template=/ContentManagement/ContentDisplay.cfm&ContentID=31579) (Accessed Mar 31, 2015)

<sup>8</sup> *ibid.*



As the graph above indicates, joining I-Share has resulted in a dramatic increase in lending and borrowing in FY2014. COD was a “net lender” before this year, but lending has increased by 123% since joining I-Share. Borrowing also increased by 24% overall while there was a 21% decrease in the use of traditional interlibrary loan services to fill these requests.

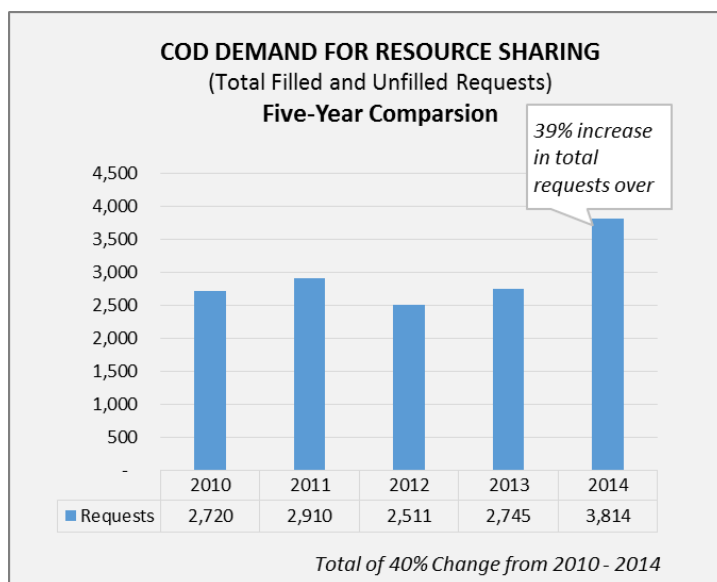
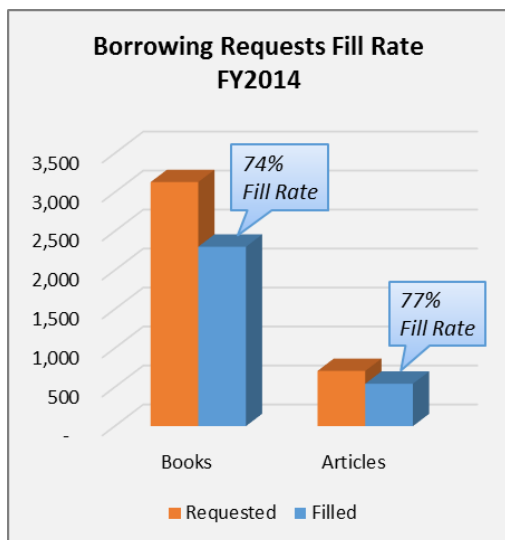
For FY2014, traditional ILL service still accounted for a small majority of total transactions. It should be noted however, that universal borrowing through I-Share did not begin until the middle of FY2014. If this initial trend continues, universal borrowing will completely supersede interlibrary loan in the coming year.



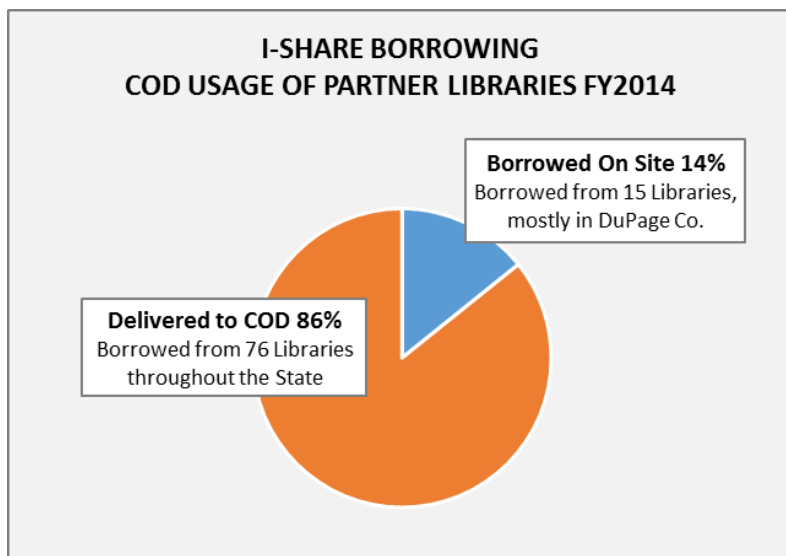
## BORROWING

The 24% increase in borrowing mentioned above includes only filled requests. An examination of the total requests reveals that this demand increased by a stunning 39% in one year. It is unclear how much of this is genuine demand for materials that are now being revealed to patrons through a shared catalog interface, or whether it is the result of patrons and staff adapting to new systems and procedures. A more thorough analysis of this service should be conducted in the future.

Of the requests made for materials by COD patrons, the large majority were for books. The fill rate for book requests was 74% and a slightly higher 77% for article requests. Please refer to the Appendix pg. 81 for tables showing the filled and unfilled requests and the fill rate by service type (universal borrowing and ILL) over the past five years.

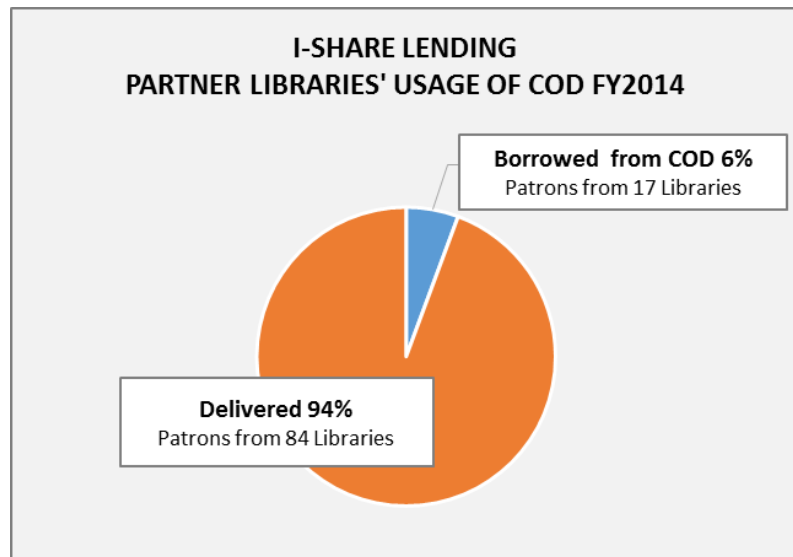


## I-SHARE

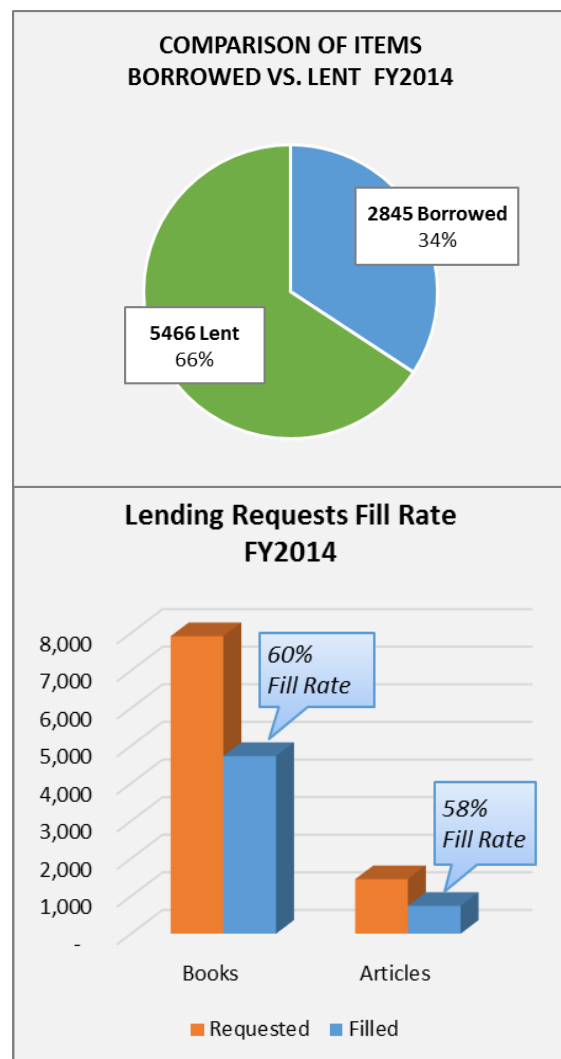


Joining I-Share has created a new relationship between College of DuPage and academic libraries throughout Illinois and their patrons. Even though this service was active for only half of FY2014, COD patrons received books by delivery from 76 libraries in the network and went to 15 libraries in person to check out books.

It is also noteworthy that patrons from 17 partner libraries came to COD to check out books. That means that patrons from 20% of the I-Share libraries (almost all of the academic libraries in Illinois) came to the COD campus in a 6 month period for a resource they were unable to access at their own library. More than that, 84 of the 85 other libraries in I-Share received at least one delivered book from COD in that 6 month period.



## LENDING



As mentioned elsewhere in this report, COD is a net lender within its various resource sharing networks. Even with the dramatic changes to resources sharing stemming from joining I-Share, the ratio of borrowing to lending remained consistent with previous years, only one percent less than FY2013. In the future this could change as COD patrons begin to take full advantage of the vast resources available to them through I-Share.

Because I-Share shares physical resources and not networked electronic items, there has been substantively no change in the amount of articles that COD provides to other libraries. The fill rates for books and articles has increased dramatically over levels in FY2013 however. For books the fill rate increased from 31% to 60%, and that is with the number of books lent almost doubling. The article fill rate increased from 40% to 58%. This trend may continue as our understanding of what can legally be shared from electronic subscriptions evolves. The policy of the COD Library is to err on the side of caution when evaluating an article request that may not be covered by the terms of our license agreements.

## COLLECTION DISCOVERY AND ACCESS

FY2014 proved to be a year of change for the Technical Services staff that procure, process, catalog and report on Library collections. Reestablishing workspace and offices within the Library facility after two years of exile imposed by renovations proved to be the most appreciated of many changes for the department. There was very little disruption in operations while the department was located on West Campus and during the move, due to the combined efforts of Technical Services and Circulation staff as well as the staff at the Warehouse. Numerous staffing changes (detailed on pg. 65) also had a profound impact on this department.

### I-SHARE



Other systems changes, however, greatly impacted the workload as well. Joining I-Share affected every aspect of Library services but had an especially deep impact on Systems and Technical Services. This change initiated a transition from onsite management of the catalog with Innovative Interfaces' (Illi's) Millennium system to a Voyager system and catalog that includes the holdings of over 85 academic libraries in Illinois.

It was necessary to migrate to the Voyager Cataloging module in November 2013 and cease cataloging and maintenance in Millennium. Acquisitions and Serials delayed migration until the final fiscal close in the Millennium system in February 2014. Intensive systems work was required in preparation for the cataloging migration, including mapping tables and creating and reviewing test records and production loads. Acquisitions and Periodicals staff also had to complete preparations for transitioning to the Voyager acquisitions module. This provided a good opportunity to develop a more simplified accounting structure.

CARLI also recommends that member libraries implement RDA (Resource Description & Access) as soon as possible and COD chose to coordinate that transition with the Voyager migration. "RDA is the newest cataloging standard that will replace Anglo-American Cataloging Rules, 2<sup>nd</sup> edition. RDA goes beyond earlier cataloging codes in that it provides guidelines on cataloging digital resources and a stronger emphasis on helping users find, identify, select and obtain the information they want. RDA also supports clustering of bibliographic records to show relationships between works and their creators."<sup>9</sup>



### WORLDCAT LOCAL



In addition to joining I-Share, the Library also implemented a WordCat Local discovery layer to allow for federated searches across physical and electronic collections held locally, at I-Share libraries, and at libraries worldwide. This switch was instigated along with the Voyager migration. WorldCat Local is the interface now used for searching course reserves. The Ill link resolver has been replaced by WorldCat Local, and EZ-Proxy has replaced the Ill proxy server. The Ill interlibrary loan system has been replaced by a combination of WorldCat Local, WorldShare services and in-house systems.

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<sup>9</sup> RDA: *The Cataloging Standards for the 21<sup>st</sup> Century*. Joint Steering Committee (JSC) for Development of RDA, 2010. Web. 27 Apr 2015.

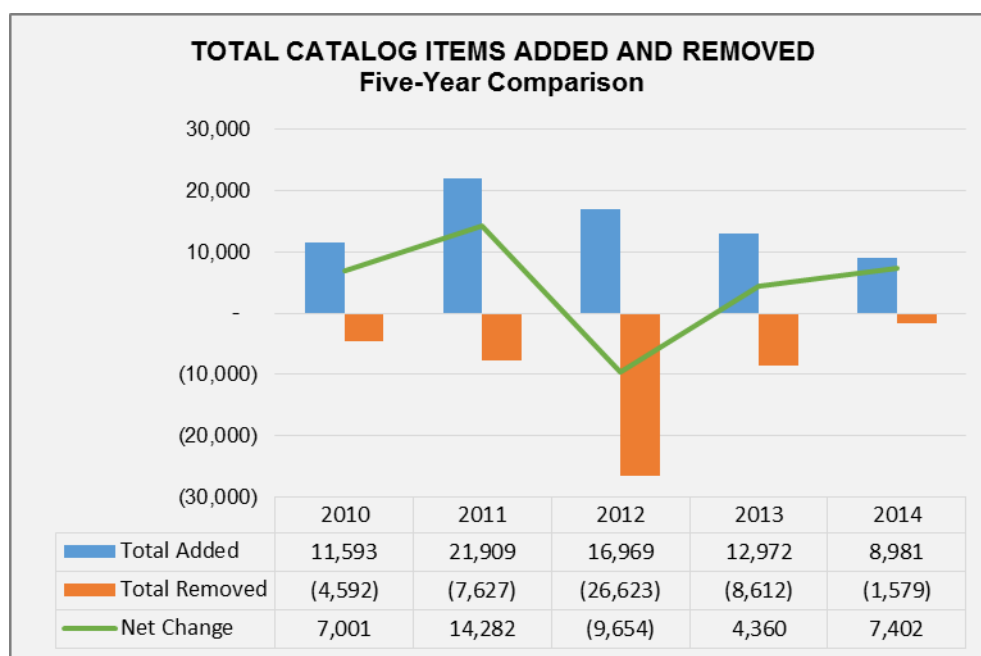
Discoverability standards for OCLC WorldCat Local required that over 1,600 e-Book and streaming media records be deleted from the Library catalog and over 350 records for titles held as both print and e-Books be uncoupled.

## REPORTS AND ACCOUNTING

The Technical Services department creates and maintains a collection of invaluable reports that enable the Library to make evidence-based decisions regarding budgets and collection development. Acquisitions staff monitor and report on the collection budget (another year of zero outstanding encumbrances). Grants and endowed funds are received and accurately recorded as payment for selected resources; three grants were received in FY2014. Periodicals staff conduct a review of all subscriptions in preparation for the annual renewal submission, and a statistical report on serials usage is compiled annually for use in conjunction with periodical and microform reviews. As with departments throughout the Library, Technical Services began using new College-wide online systems for hiring (HireTouch) and travel (Concur). New reporting tools, such as CARLI Access reports and the Voyager Reporter module, are now available to us, and will be evaluated and utilized in the future.

## STATISTICS

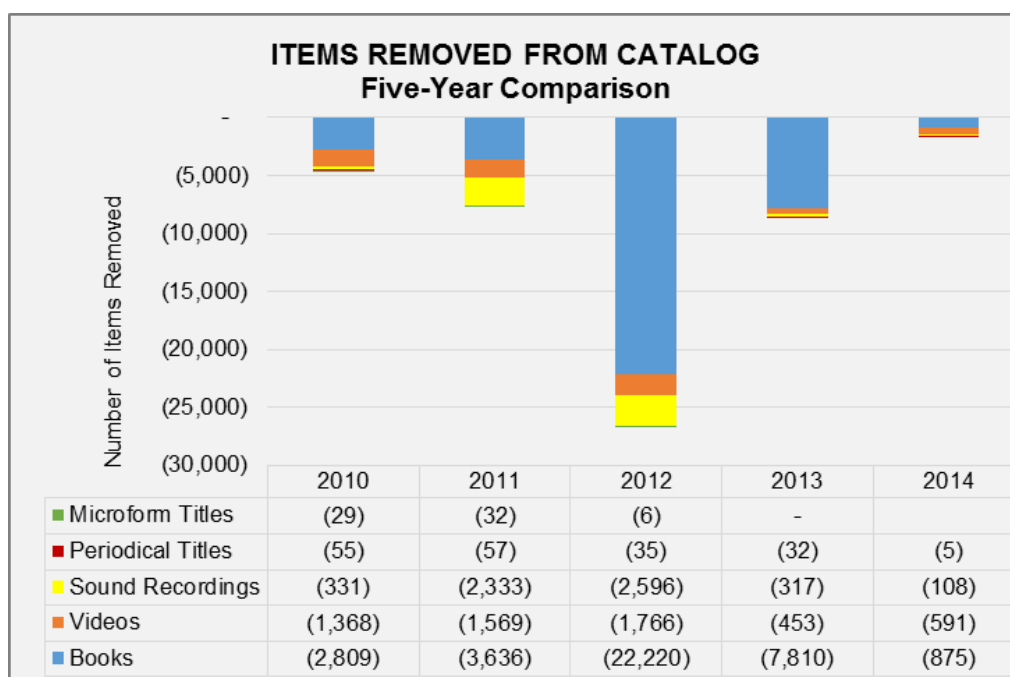
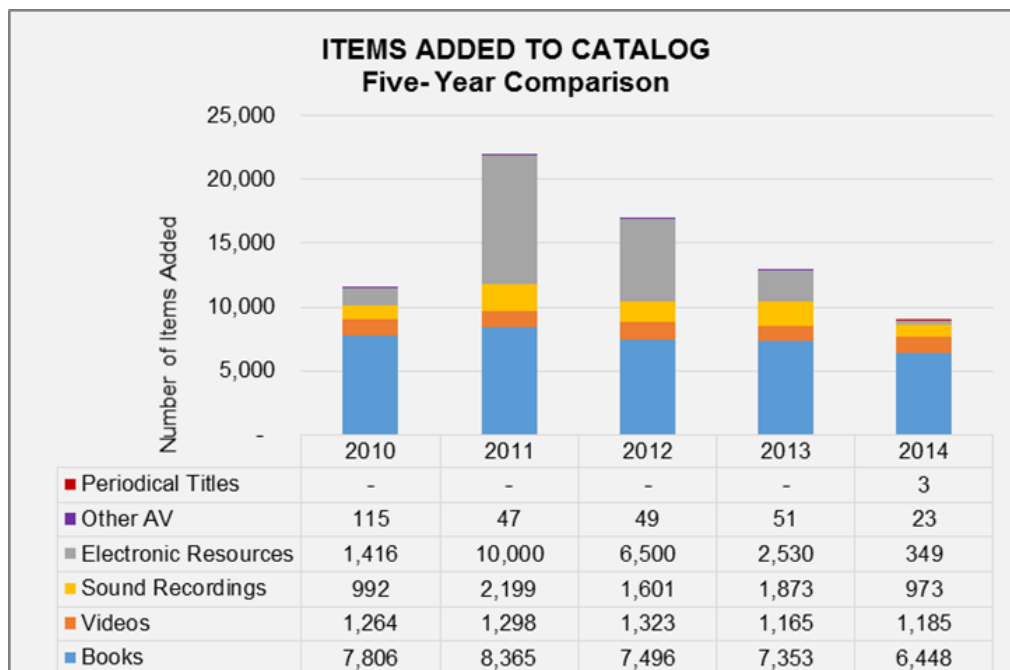
Statistics for cataloging increased in FY2014. Even though the total number of items added was less than previous years, weeding the collection has returned to a rate comparable with pre-renovation years.



The number of books added to the collection in FY2014 is less than in previous years. Video recordings have been added at a consistent rate over the past five years. The largest variability has been in the addition of electronic resources to the catalog. With the transition to WorldCat Local, much of the onsite work of adding catalog records for electronic resources has been replaced by vendor records that are associated with the COD library. This new protocol will have a lasting impact on the cataloging volume and workflow for the foreseeable future. From this point forward, the number of items cataloged does not correlate with the number of COD-owned items discoverable through WorldCat Local. The collection as represented in the I-Share database is also a misrepresentation, because it does not include the tens



of thousands of electronic resources that are now linked to COD only through the WorldCat Knowledge Base. New methods of counting physical and electronic collections and assessing their breadth and depth need to be implemented so that we can continue to make strong evidence-based decisions.



## Goal 3: Environment

Provide an environment conducive to individual and collaborative research and study.

### Key Stats

- ✓ Gate count of 381,209 (incomplete data due to implementation of new system)
- ✓ 4,671 group study room checkouts
- ✓ 723 Library classroom bookings
- ✓ 649,639 copies and prints

### NOTABLE IN FY2014

The lower level of Library reopened in January 2014, and normal operations utilizing the entire facility resumed. Limited construction continued on the lower level after reopening.

Furniture placement, room use policies and signage were evaluated and adjusted to improve traffic patterns, control noise and discourage undesirable behaviors.

Specifications for equipment for the new Digital Media Lab were developed by the Library Technology Committee and provided to IT and Facilities.

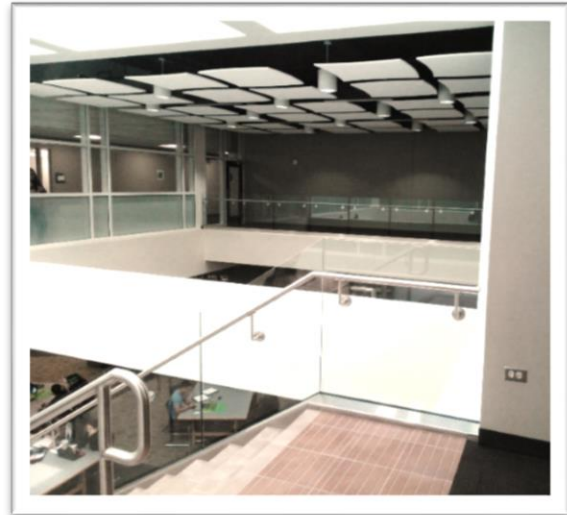
Library classrooms were evaluated and recommended improvements were submitted.

FY2014 saw a great many changes in the Library facilities. With the second phase of renovations concluding in January 2014, staff and patrons began to fully inhabit the space again. New traffic patterns emerged, classrooms were booked and used within days of the unveiling, public service desks were operational but not organized optimally, and overall there was a sense of rediscovery among everyone.



*View looking down to the lower level study area adjacent to the stairs and reference collection.*

As part of the recent remodeling of the Student Resource Center (SRC), the Library has become a pass-through space as well as a destination. The new plan included reopening a second entrance that provides easy access to the Berg Instructional Center (BIC) and the Learning Commons. Access to the Academic Computing Center and the associated computer classrooms was also created by way of a bridge on the upper level. This increased flow into and out of the space positively impacts the connection of the Library to the life and energy of the campus at large. The experience of passing through the Library may possibly have some impact on overcoming barriers to students' unlikeliness to seek out Library resources and services when the need arises.



*The new upper level connection between the Academic Computing Center and the Library.*

## **LIBRARY RENOVATION CONSTRUCTION REPORT**

FY2014 saw the completion of the Library's remodeling project. Phase two of the project began at the end of April 2013 with the upper level of the Library reopening and lower level closing. The Reference Collection, Current Periodicals and Newspapers, New Books, Popular Movies, Graphic Novels, Paperbacks and Audiobooks were temporarily available on the upper level. A few of the new group study rooms housed Reserves and other Circulation functions and staff. Students quickly discovered the 13 available group study rooms, and they were often fully occupied during the busiest hours of the day. The number of staff workstations at the public service desks was expanded to accommodate the heavy volume of Library traffic.



*The upper level now includes numerous comfortable seating areas with tech-friendly furniture interspersed with study carrels and high tables for small groups.*

Two computer classrooms were available for instruction, SRC 3104 (20 seats) and SRC 3114 (30 seats). Classroom SRC 3152 (28 seats) was used as a public computing lab. An additional 32 computer stations were installed outside of 3152, and 15 PCs were in the CCIC area. This configuration provided 75 computers for Library patrons. While the computers were often all being used, the proximity of the ACC computer lab allowed easy access to open computers when needed.

Technical Services, the Office of Instructional Development (OID) and Archives remained on west campus to accommodate Periodicals, CSPA and Circulation staff, who had to vacate their offices on the lower level. Library faculty, CCIC staff, LTA program administrators and Library Administration moved into their permanent offices.

Construction was completed in December 2013, and staff offices and collections were moved into the lower level over the winter break. Once again, 3MD was the mover and Legat Architects coordinated the move. The lower level has three computer classrooms and one general purpose room as well as Technical Services, CSPA, and Circulation offices. It houses the Reference Collection, Current Periodicals and Newspapers, New Books, Popular Movies, Graphic Novels, Paperbacks and Audiobooks. Public service areas include CSPA, Reference, the Media Lab and Circulation.

*~ Rebecca Cremin, Library Coordinator*

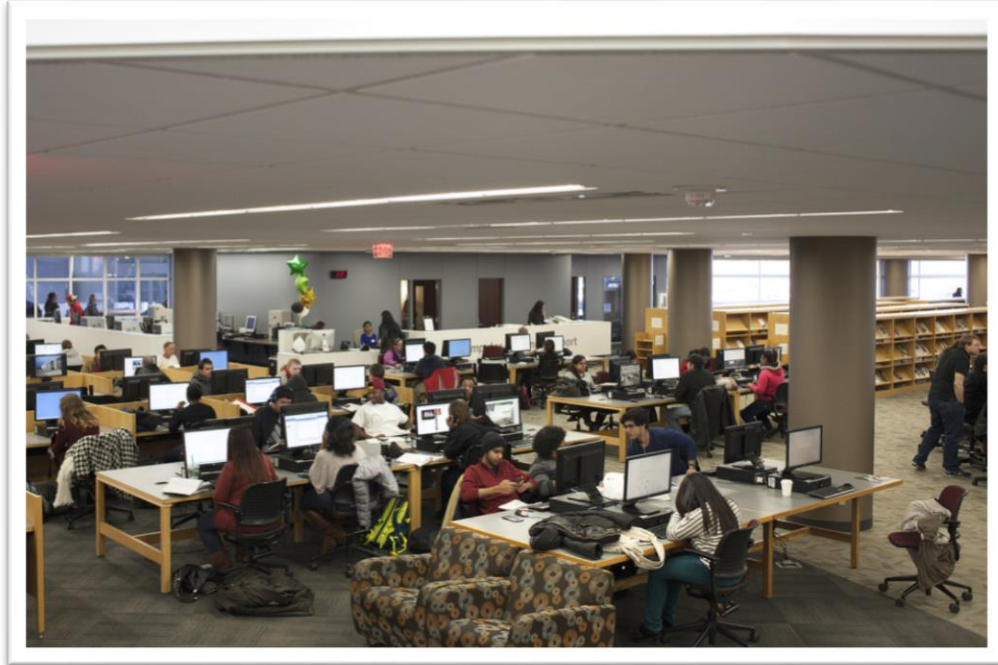
As the lower level was filled, additional furniture was installed on the upper level where the various collections had been temporarily housed, and the remaining group study rooms became available for students. OID and Archives moved to their permanent offices on the upper level as well.



*A mix of casual seating options are located near the new books and paperback fiction collection on the lower level.*



While a number of small projects remained after the opening of the lower level, the renovation went smoothly, finishing ahead of schedule and maintaining all Library services during construction. Students, faculty and staff have embraced the new space, and the Library remains a focal point for teaching, research and studying on campus.



*Students quickly moved back into the lower level open computing area after it was reopened in January 2014.*

## TRAFFIC



*A new 3M security system utilizing RFID technology was installed as part of the library renovation.*

New gates were in use by fall semester and all patron traffic came through the third floor entrance/exit. Manual statistics were recorded each day by Circulation Staff. Due to a power outage, gates did not count patron traffic for three weeks in November. For spring semester, all three Library entrances were open. Gate count statistics for spring and summer were gathered using the 3M Command Center.

## FACILITIES

As renovations concluded, operations were reestablished on two floors and study space filled the entire Library facility. The Library Administration with the cooperation of the public service staff (including faculty librarians) observed on a regular basis usage patterns of the various public areas of the Library, including group study rooms, hallways/pathways through the upper level of the Library and each public service desk, upstairs and down, and the Public Services Committee responded to feedback gained

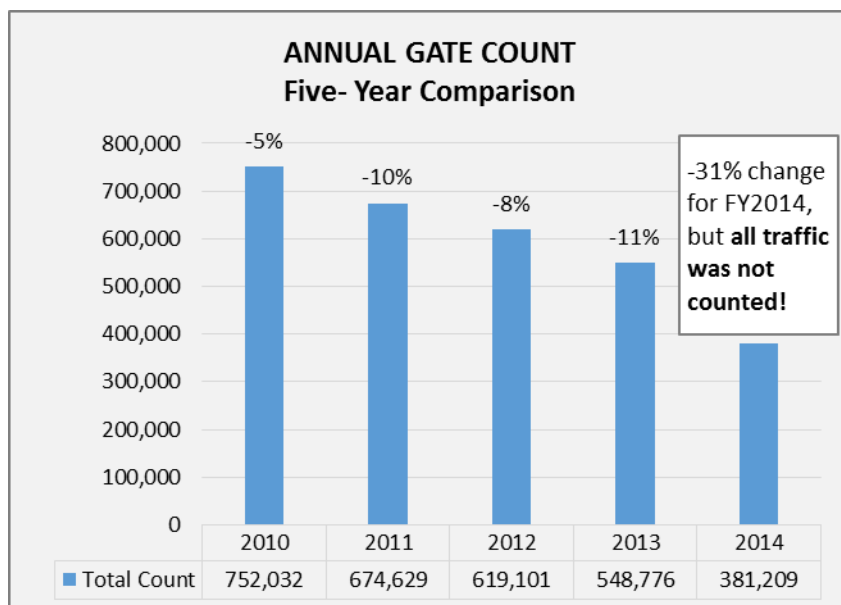
from observation. A continuing challenge is crafting a collaborative study zone that supports quiet group activity while discouraging active and noisy socializing. To do this, strategies such as adjusting the boundaries of the study zones, hiring monitors to maintain order, and educating patrons on appropriate use of Library facilities, have been employed. Furniture in the open seating area of the upper level was studied and reconfigured twice to reduce noise and improper use of the space by students. Construction was still underway on the Library's lower level, so observing usage patterns was complicated due to shifts in service desks and other spaces.

The Library suspended the use of signage labelled "Collaborative Zone," and is working to instill the concept of the entire Library being a study zone, with the "Quiet Zone" and the "Silent Zone" emphasized as progressively more restricted in terms of noise. Progress in getting signs for the Library

generally was and continues to be very slow.



*Reference Services are now offered on both levels of the Library. The former CCIC assistance area has been converted to a full research support desk staffed by 2 to 3 librarians and assistants throughout the day.*



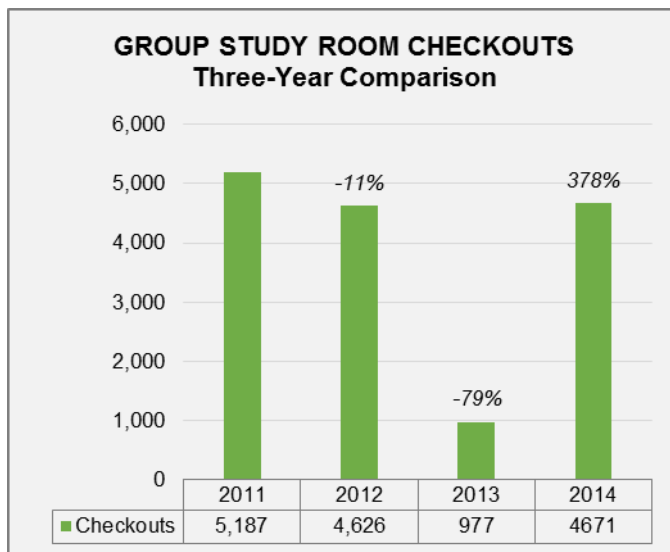


## GROUP STUDY ROOMS

The newly renovated group study rooms were open for the duration of FY2014 and the statistics show that usage matched pre-renovation numbers. This was true even though the Library had lower usage overall during renovations. Because of the change to a new library management system, room checkout totals are approximate.

New policies on group study room usage were developed and later adjusted to reduce noise and congestion. The policy was posted in each room. Future goals will include studying usage statistics and developing a user survey to gather comments from the students who use these rooms.

Technological refinements, such as webcams, are also planned for the group study rooms. The Technology Committee has reviewed options and has developed a number of recommended improvements. The possibility of adopting room booking/self-signup software is also under consideration. The Committee saw formal presentations of two different systems and made the recommendation that both systems were more complicated than we need and too expensive for the service they provide. We will continue to monitor the technology or try to use existing modules in Voyager to manage booking.



*The renovation created more study rooms to meet the constant demand. The new rooms include integrated technology and furniture configurations that enhance collaborative study.*

## LIBRARY CLASSROOMS

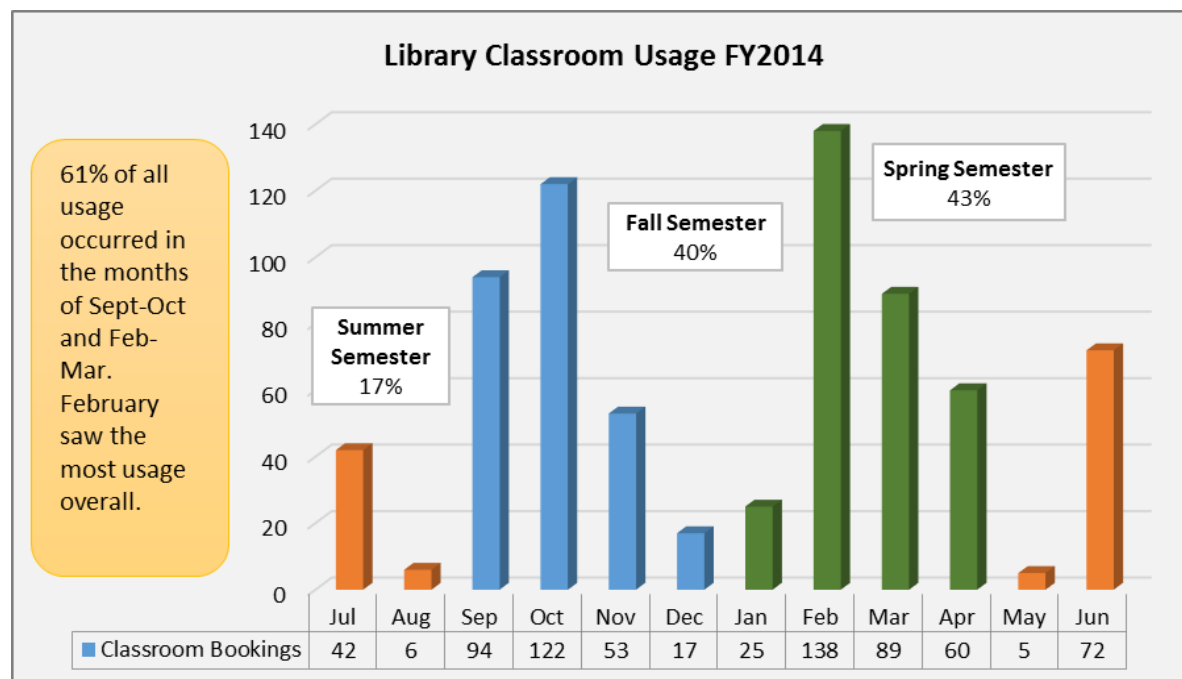


Lower level classrooms are designed with floor to ceiling glass walls.

The reopening of the lower level had a dramatic impact on the availability of Library classrooms. The renovated Library facility now includes five computer classrooms, one non-computer classroom, and a multi-purpose meeting room. Classrooms were booked by librarians, discipline faculty and other COD affiliated groups approximately 739 times in FY2014. Priority booking of Library classrooms goes to instruction *with a librarian*, but many discipline faculty book a Library classroom for computer research sessions without a librarian present. Library

classrooms are also occasionally

booked for meetings, orientations or training sessions. The number of Library instruction sessions taught annually can be found in the Instruction chapter of this Report, but the combined usage of the Library classrooms and multipurpose room are represented in the graph below. Comparative data on Library classroom usage has not been systematically collected previously.



The lower level classrooms, with floor to ceiling glass windows, are adjacent to the open computing area and the central staircase. Upstairs classrooms are located near the pathway that runs between the

south and north upper level entrances. These design choices, quite literally, put the “teaching library” mission on display. After spring semester, the new classrooms were evaluated to determine what modifications might be needed to improve their functionality and specific changes were suggested.

The Library classrooms are equipped with the teaching bunkers found in all classrooms on campus. The Technology and Instruction Committees investigated interactive classroom technology (i.e. SMART Boards) as well as COD’s “Smart” podiums. At this time, the recommendation is that the SMART technology we would like is too expensive. We will continue to monitor the evolution of this technology and make further recommendations at a later date.

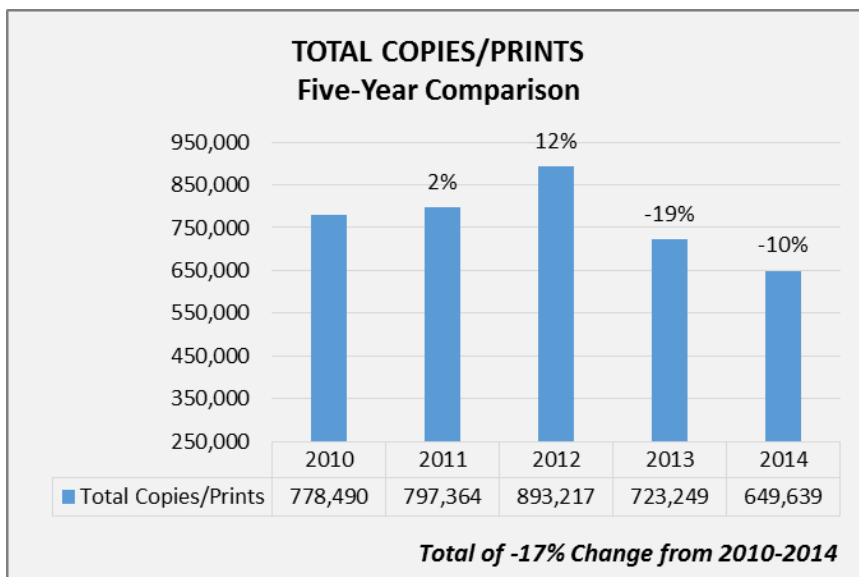
### **MULTIMEDIA PRODUCTION LAB**

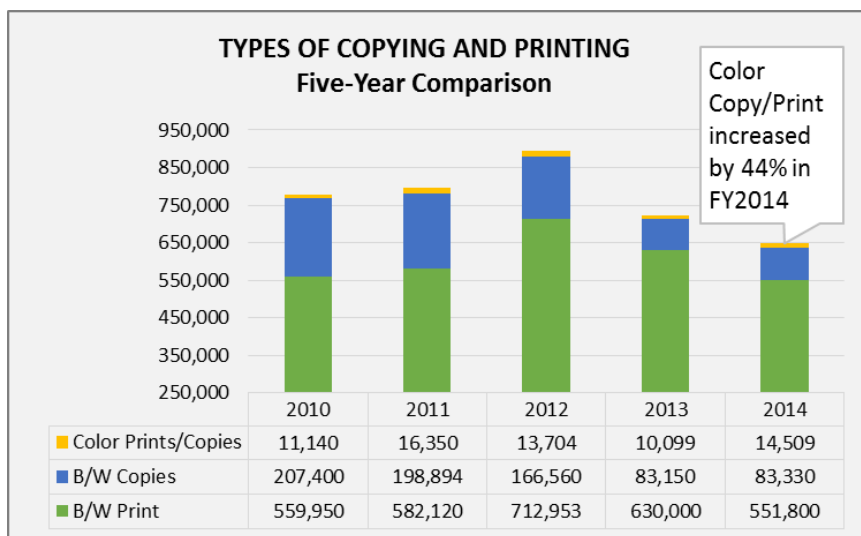
Progress was made toward the opening of a new Digital Media Lab in the Library. Providing state-of-the-art technology in the Library is a strategic goal that supports our current understanding of digital literacy whereby students should be able to edit and implement media elements for projects, portfolios, or simply for personal enjoyment. This space will include computers and software to assist with the creation of digital audio, video and images. While the lab did not open in FY2014, specifications for equipment for the new Digital Media Lab were developed by the Library Technology Committee and provided to IT and Facilities. Full implementation was delayed pending pricing and procurement from Information Technology.

### **TECHNOLOGY USAGE**

The Library is a technology rich environment that has been designed to meet, if not anticipate, student demand. In addition to the technology integrated into study rooms, classrooms and the developing media lab, the Library facilitates access to laptop computers, iPads, video and audio recording equipment, calculators and device cables.

The Computer Support and Printing Services (CSPS) department manages an array of printers, copiers and scanners to facilitate document production within the Library. The remodeling project prompted the streamlining of the print process. All print orders are now added to a single queue that can be accessed from any of the printers in the Library. The overall trend is toward less printing and copying, but the amount of color printing and copying remains constant.

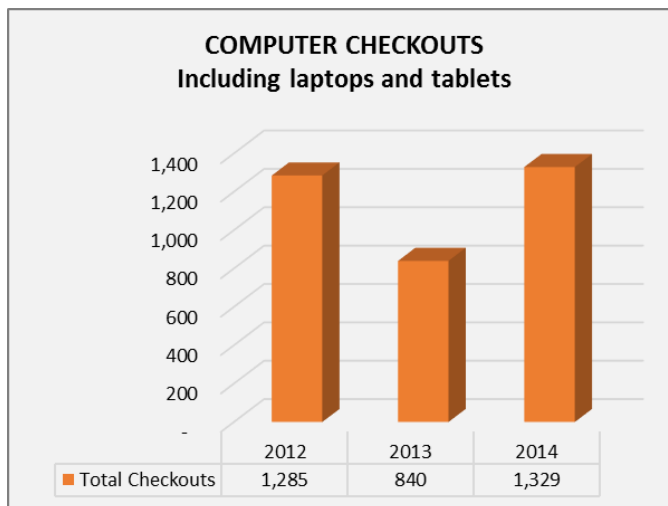




The iPads recently made available for student and staff checkout were actively marketed through the Library website. The Technology Committee will continue to work with Circulation to monitor usage of circulating laptops and other mobile devices and recommend adjustments of offerings accordingly.

In another effort to increase

awareness of the Library's offerings, the Circulation department created a webpage (<http://codlrc.org/circulation/technology>) with images and detailed information about each type of technology available for checkout out to students and faculty, loan rules and associated fines.



## VIRTUAL ENVIRONMENT

Patrons of the Library interact regularly with its website. In addition to accessing the catalog and electronic resources, they can find there a complete set of research guides for COD program offerings, detailed information about services and collections, virtual reference services, online learning opportunities and social media. In FY2014, the average number of page views for the Library website was 5,664 per day and totaled almost 1.35 million for the entire year.





## Goal 4: Public Service

Deliver reference and information services that support the College's academic curriculum and programs and promote lifelong learning throughout the College community.

Key Stats	NOTABLE IN FY2014
<ul style="list-style-type: none"><li>✓ 60,767 Reference contacts, including 1,211 chats and 315 emails</li><li>✓ 47,896 Circulation contacts <b>not</b> including check-outs, check-ins or renewals</li><li>✓ At least 180,000 total patron contacts</li></ul>	<p>Voyager/I-Share and WorldCat Local were implemented and initial staff training is complete.</p> <p>Completion of reconfiguration of public services desks upon completion of Library renovation.</p> <p>Two self-checkout stations are now available at the lower level Circulation Desk.</p> <p>Full reference and circulation services offered on two levels.</p> <p>Print cards are now purchased for fixed amounts from an automated vending machine, or in any amount with cash, check, or major credit/debit card at the Circulation Desk.</p>

The Library maintains excellent reference and information services that change continually to meet current and future needs. This necessitates the continual acquisition of knowledge of the most appropriate new technologies, resources and practices. The Library staffs five service desks during all hours of operation, including a circulation and reference desk on each level and a computer support and printing services desk on the lower level. Additional service is provided by phone, email and chat or text. This two-floor service model is a result of the recently completed building renovation that added two additional entrances to the Library on the upper level. Statistics that demonstrate the volume and types of Library services are collected through a variety of methods in each service unit. By estimate, however, all public service desks collectively log at least 180,000 contacts with patrons each year.<sup>10</sup>

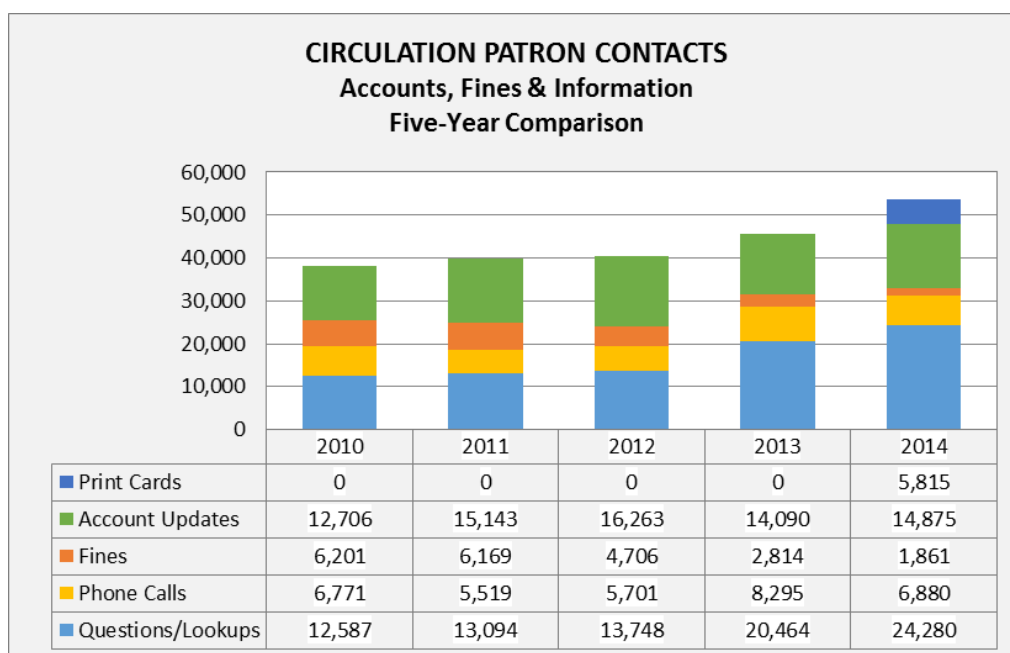
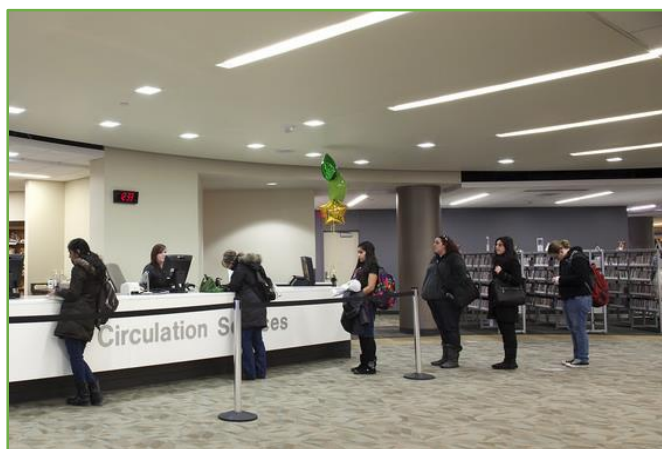
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<sup>10</sup> The aggregate total includes all contacts at Reference, CSPA and Circulation that were counted for FY2014. Number of patrons checking out was incomplete, so the total for FY2013 was included instead. This figure totaled 179,936 and could be considered a conservative estimate for FY2014 because Library usage increased in all areas.



## CIRCULATION

- *Patron accounts*
- *Checking in/out of library resources, group study rooms, study tools and computers*
- *Equipment bookings and delivery*
- *I-Share and interlibrary loans*
- *Reserve collections*
- *Answering the main Library phone*
- *Processing all monetary transactions*



The Circulation patron contact statistics are incomplete for FY2014 due to the major operational changes that occurred this year. The incomplete data includes the overall number of patron contacts for checking materials in or out and renewals and the totals for each kind of transaction completed.

One trend that continued from previous years is the steep decline in the number of fines processed at the Library. Fine policies and loan periods were relaxed in FY2014 as part of the transition to I-Share which further influenced this change. The number of phone calls dropped back into normal range after seeing a significant increase the previous year. General information and lookup requests increased to an all-time high, not surprising considering the floor plan, policy and system changes that occurred. Print card purchases and value additions, previously performed at the CSPA Desk, now occur at vending machines and the Circulation Desk. Complete statistics were not gathered for this function in FY2014, but over 5,800 cards were purchased at Circulation in that time period. CSPA used to track every transaction, annually totaling well over 30,000.

As part of the building renovations, two 3M Self Check stations were installed near the lower level Circulation Desk. Usage is generally low at this time but will probably increase as patrons become more familiar with the technology.

Self-Check Stations FY2014		
Month	Items	Patrons
January	4	10
February	5	27
March	72	82
April	226	127
May	150	79
June	240	114
<b>TOTAL</b>	<b>697</b>	<b>439</b>



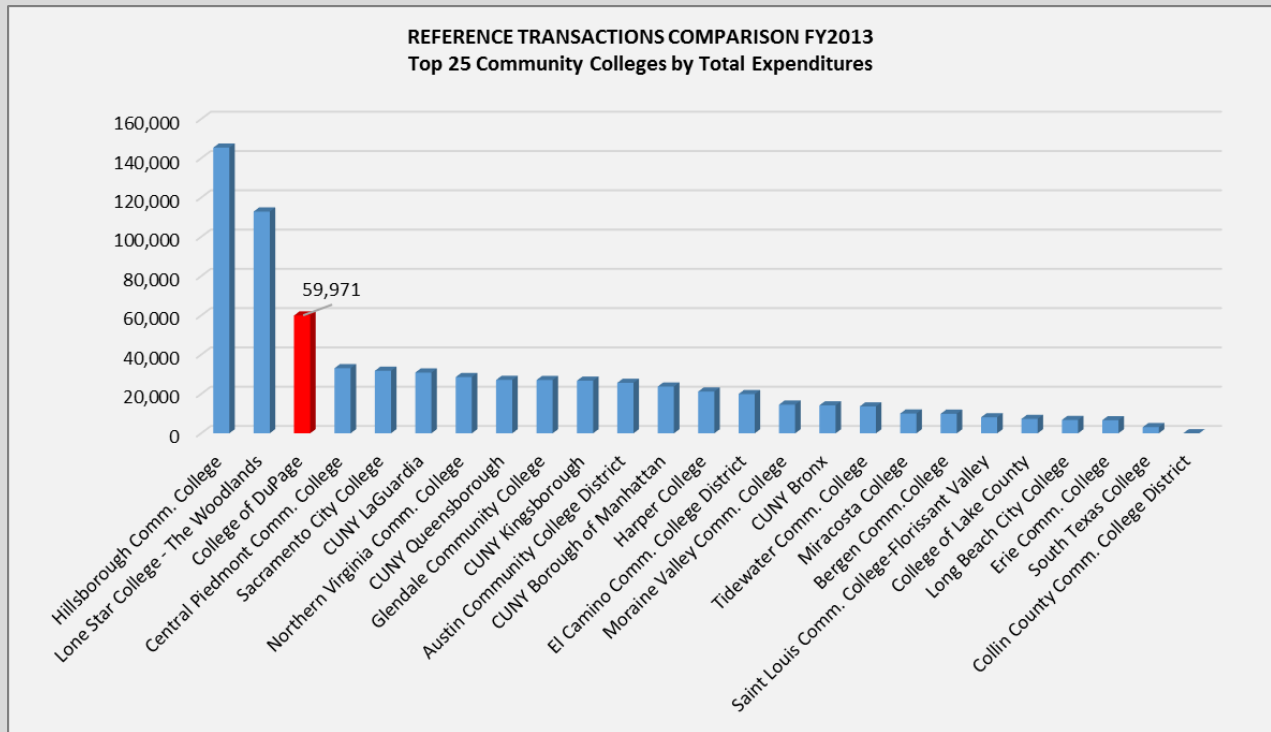
## REFERENCE

- *Research information and support including use of catalogs, databases, and research guides, as well as assistance with citations*
- *Assisting patrons placing ILL and I-Share requests*
- *Library, campus and general information*
- *Locating materials in the Library collection*
- *Scheduling classrooms in coordination with teaching faculty*



The Reference Service team is composed of full-time and part-time librarians and reference assistants. Interactions with patrons occur in person and by phone, email, text and chat. Reference service is offered during all hours of Library operation. When the lower level of the Library reopened in January 2014, reference service expanded to both levels as well, presenting challenges for staffing and communication. Reference interactions also occur regularly in librarians' offices, throughout campus and beyond. For example, librarians perform dramaturgical research for the Theater Department on plays being taught in acting courses and/or being staged at the MAC; ten such summaries were created in FY2014. In the future, the Library is considering the feasibility of establishing a physical presence in the academic divisions to improve communication and collaboration with division faculty and administrators. The primary points of contact with patrons continue to be in person and by phone at the reference desk. Virtual services via chat and email are a small percentage of the total reference contacts but fills a critical role in serving the commuter student population of COD as well as Online College students.

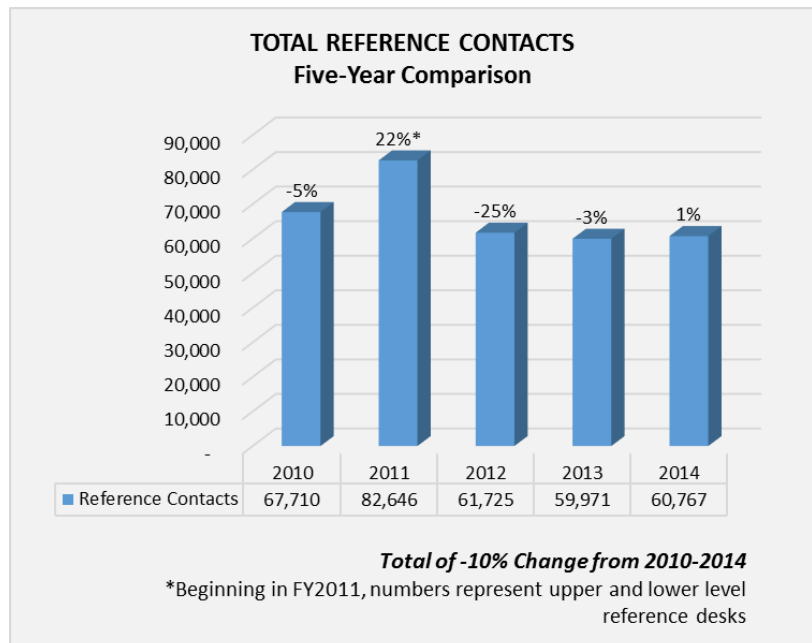
## PEER COMPARISON

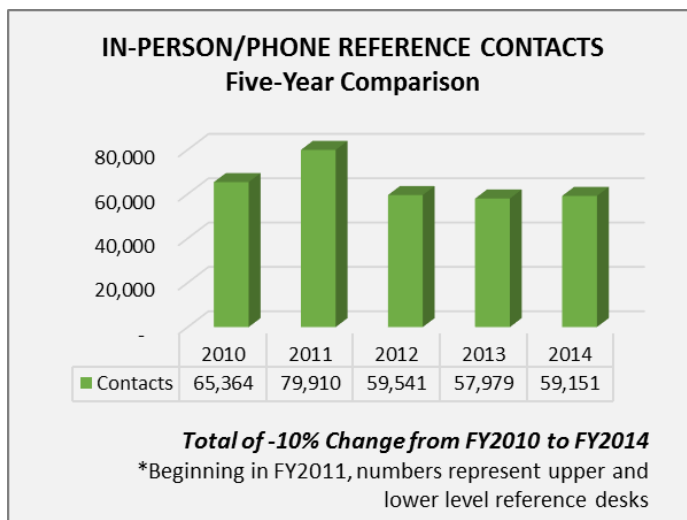


Among the “Top 25 Community Colleges by Total Expenditures” (the comparison group used throughout this report), College of DuPage was ranked as third highest in reference transactions in FY2013. Harper College and Moraine Valley Community College, the other Illinois colleges included in this sample, are ranked 13<sup>th</sup> and 15<sup>th</sup>, respectively. Other comparisons based on this data are included in the Appendix, pg. 87.

## THE FIVE YEAR TREND

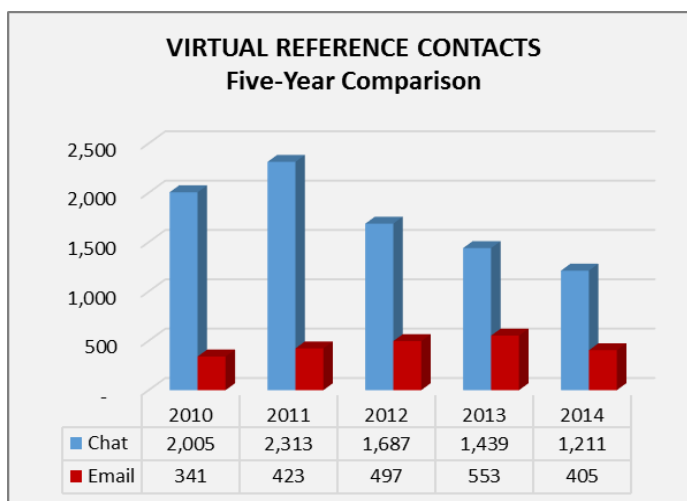
As anticipated in last year’s report, the declining trend in reference contacts was reversed in FY2014 with the completion of renovations. While the margin of improvement was small (up 1% over FY2013), it is significant because it coincides with so much change and confusion.





As stated earlier, most reference contact is made in person, 87% in FY2014. And since phone, chat and email reference questions are answered at the public service desks, this constant activity greatly influences staffing decisions. In-person and phone reference contacts closely track with the overall statistics, showing a 2% increase in FY2014.

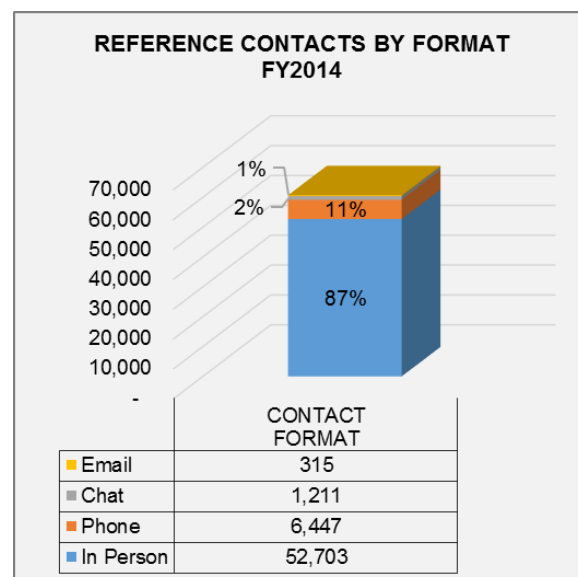
All virtual reference services saw a marked decline in FY2014. With only 1,211 chat reference contacts, this 16% decrease represents an all-time low for this service. Email reference contacts saw an even more dramatic decrease of 27%. These extreme changes only affect the aggregate total slightly because they account for such a small portion of the total. If, however, this trend continues, it will be worthy of further study to determine if these services are not functioning optimally or if patron preference is changing.

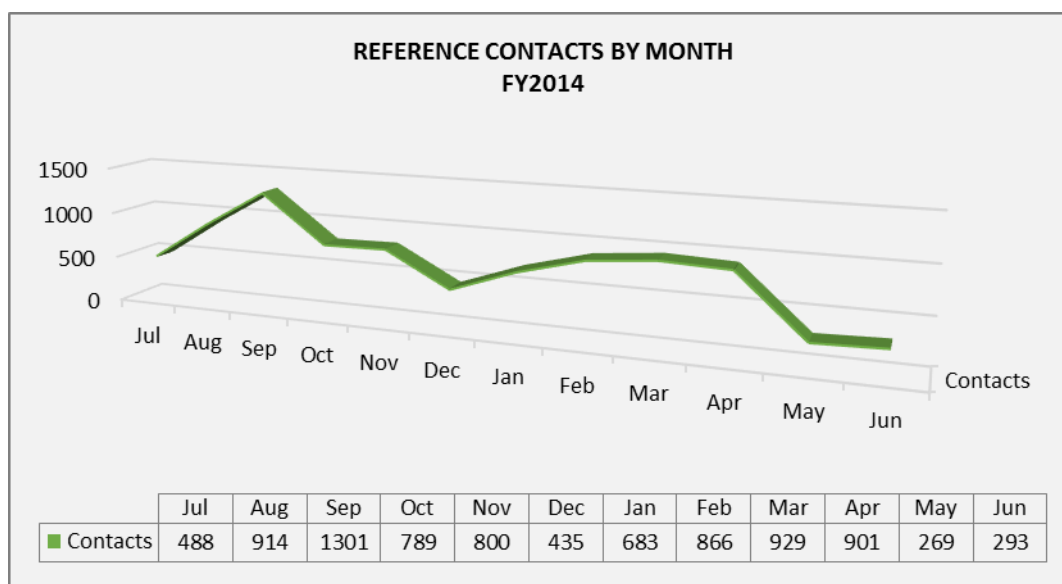


### A CLOSER LOOK AT FY2014

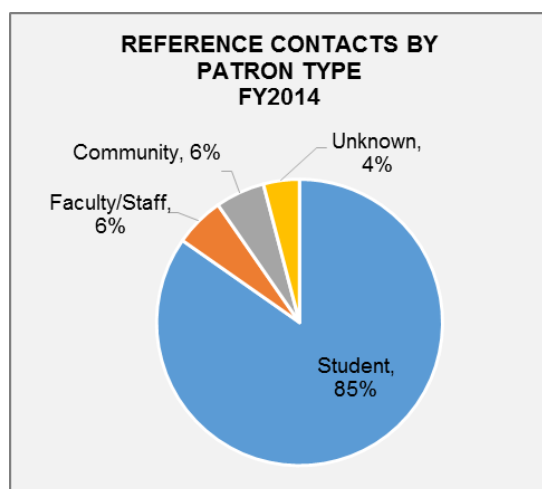
Reference services were heavily impacted by the building renovations which concluded in January 2014. During the Fall semester, all reference staff were positioned upstairs, with three seated at the reference desk, one at a side table with a laptop, and one with an iPad at a hosted kiosk near the entrance. When the lower level reopened, staffing was modified to a minimum of two on each level (three during peak hours) and one librarian on the lower level during the evenings and weekends.

The amount, time and kinds of questions asked did not vary from previous years.





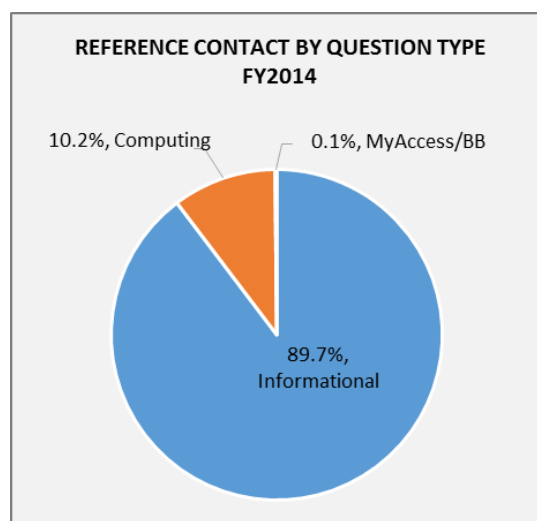
Questions are also dispersed in a regular annual pattern. The greatest number of contacts are in September (15%), with August, February, March and April each accounting for approximately 10% of the annual total. Only 12% of all reference contacts occur in the summer months of June, July and August.



Most reference contacts are with students (85%) with staff and community patrons each accounting for 6%. 4% of patrons were not readily identified with one of these categories, a common occurrence with chat contacts that consist of a basic informational query.

In FY2014, Wednesday was overwhelmingly the most busy day, accounting for 35% of contacts, followed by Tuesday (25%), Monday (19%) and Thursday (17%). 7% of contacts occurred Friday through Sunday. Note, however, that the Library is not open Friday or Saturday in the summer nor on weekends at several other times

throughout the year. Contacts were assigned to one of three categories in order to reveal something of the nature of questions asked: Informational, Computer Support and MyAccess/Blackboard/Student E-mail. While these categories do reveal something of the work at reference services, the Public Services Committee developed a new set of criteria that will be utilized in FY2015.

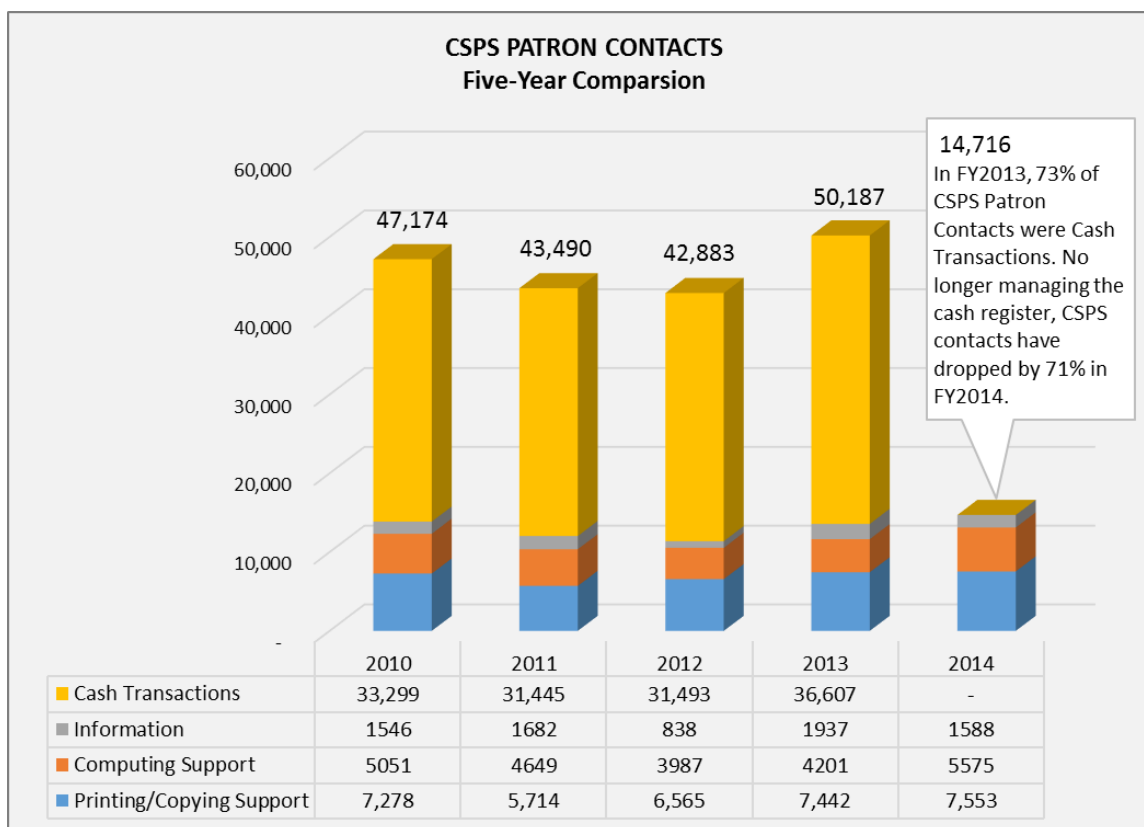


## COMPUTER SUPPORT AND PRINTING SERVICES

- *Facilitation of document production and duplication for Library patrons*
- *General computing support within the Library*
- *Support for printing, photocopying, scanning, and microfilm/fiche reader usage*



In the spring of 2013 a new procedure for print cards was instituted, whereby patrons purchase and refill print cards for fixed amounts from an automated vending machine, or in any amount with cash, check, and credit or debit card at the Circulation Desk. Previously, print card cash transactions were conducted at the CSPS desk.



CSPS was able to have Library computer labs and printing/copying services up and running on time and in good working order for the reopening of the Library on two levels. Preparations for a Digital Media Lab, scheduled to open in FY2015, have been the focus of future planning efforts for CSPS.



## TECHNOLOGY

Technology fuels much of the innovation in public services at the COD Library. As mentioned above, adding self-check stations at Circulation diversifies the manner in which patrons are served and can alleviate long lines during peak hours. Increasing direct access to resources and services is a key outcome of the large scale technological changes that have been implemented in FY2014. A critical aspect of joining I-Share has been the increased ready access to resources at the other 80+ partner libraries throughout Illinois, amounting to 36 million items with about 11.5 million unique bibliographic



records. This is a drastic change in how academically affiliated COD patrons can access content, as they can request an item be rapidly delivered to the pickup library location of their choosing or check out materials in person from any of the partner libraries.

Joining I-Share also necessitated a switch from the Millennium to Voyager ILS. While the implications of this are almost completely invisible to patrons, the impact on Library staff indirectly affects them as well. Initial staff training was completed in January 2014 and further training will be ongoing. The inevitable delays and confusion associated with new systems and procedures had a negative impact on service quality, but reestablishing normal standards was and continues to be a top priority.

The simultaneous implementation of WorldCat Local as a discovery platform overlaying the I-Share catalog had major implications for reference services, course reserves management and resource sharing. With a brief training period on this system before reopening to the public, reference staff were learning how to use it while teaching it to others. This presented a number challenges, but patrons were generally patient and accommodating. Library staff struggled with distinguishing the proper course of action for academically-affiliated and community patrons in terms of creating I-Share accounts, correctly submitting interlibrary loan requests, and placing holds. New procedures were written to address these concerns.



Searching for course reserve items became significantly more complicated with the switch to WorldCat Local. Considerable effort was put into quickly updating and inputting the course reserve catalog records which eliminated much of the confusion. Interlibrary loan requests began to be received through the WorldCat Local interface while the forms on the Library website continued to be used as well. The Innovative Interfaces (III) link resolver was replaced by the OCLC EZ-Proxy service.

## SUPPORT FOR ACCREDITATION AND NEW PROGRAMS

The Library continually monitors changes in the College's academic and continuing education programs and adjusts services and collections to meet the needs of these programs. Librarians also provide research support to faculty creating proposals for certificate programs, including information like career prospect and market trend data. Effectively supporting program accreditation reviews is an ongoing process of collection review with periodic reporting. In FY2014, funds were allocated to subject librarians to purchase resources for new programs and certificates, including several health science, science, and technology programs. The Library successfully participated in a number of program accreditations, e.g. Human Services, in terms of Library resources and services.

## COMMUNICATION AND COLLABORATION

In the last year the Library has become more interconnected, virtually and physically, with partner libraries in the area as well the College campus itself. The presence of COD Library holdings in the I-Share catalog and the associated reciprocal borrowing privileges bring the Library into a more earnest and meaningful relationship with academic libraries throughout Illinois. As of FY2014, COD has three librarians and one manager serving appointments on CARLI or I-Share committees. In the future, analysis of the impact that this partnership has on services and collections will be of great interest.

Expanding circulation and full reference services to two levels was implemented successfully when the lower level reopened in January. Scheduling, responsibility for chat reference and communication between desks are among the issues that have been addressed as a result. A future goal will be to assess how public service points on both floors operate and interact and how patron demands will affect staffing.

Making the most of these new facilities and relationships, as well as communicating to our constituents what we have to offer and how they can best access our services and resources, has been a priority. A proactive marketing campaign for the Library has been undertaken recently. This will become an expanded strategic goal in the future. Engaging with new faculty, especially in ways that can also reach adjunct faculty, has been of particular concern. This year, the Library participated in a New Faculty Orientation attended by approximately 30 new hires in various disciplines. Also, the Instruction Committee developed a faculty blog to keep teaching faculty up to date in terms of Library offerings.

Improved communication with and training of reference staff has been identified as a strategic outcome that can have deep impact on service quality. Part-time librarians are kept informed about the projects and work that full-time librarians are doing, particularly their interactions with the teaching faculty. Multiple training sessions were offered throughout the year with part-time librarian attendance encouraged. A two-day In-Service in January preparing for I-Share/WorldCat Local implementation involved all public service staff. With the new two-level service model, increased training for Library Assistants will be slated for the upcoming year, focusing on answering reference questions.

Several part-time librarians were assigned up to 25 hours to staff the reference desk and to assist with ongoing projects, such as converting resource guides to Drupal, reviewing items for the Digital Commons and analyzing statistical program data.



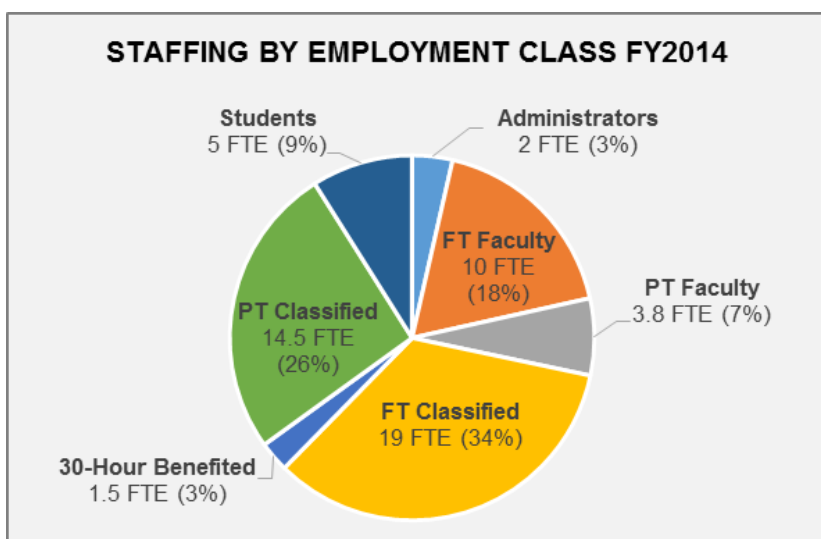
# Goal 5: Staffing & Professional Development

Recruit and support through continuing professional education a library staff whose knowledge, skills and abilities evolve with the changing landscape of information and education.

<p><b>Key Stats</b></p> <ul style="list-style-type: none"> <li>✓ 97 Library employees (72 excluding student workers)</li> <li>✓ 53.22 FTE Library staff</li> <li>✓ 5% drop in Library staff FTEs since FY2010 (3% when vacant Associate Dean position is included for FY2014)</li> <li>✓ 2 Dominican Univ. SLIS practicum students</li> </ul>	<p><b>NOTABLE IN FY2014</b></p> <p>Ellen Sutton assumed the role of Dean of Learning Resources; Associate Dean/Library Director position remained open for all of FY2014.</p> <p>Kay Braulik, Archivist, left after many years of service; plans are underway to incorporate archival responsibilities into a Circulation Services position.</p> <p>Hiring and reorganization in Technical Services followed three retirements.</p> <p>Circulation positions continue to evolve to reflect new responsibilities (such as with I-Share) and new technologies.</p> <p>Denise Cote, librarian, received Outstanding Divisional Faculty Award for Learning Resources</p>
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## STAFFING

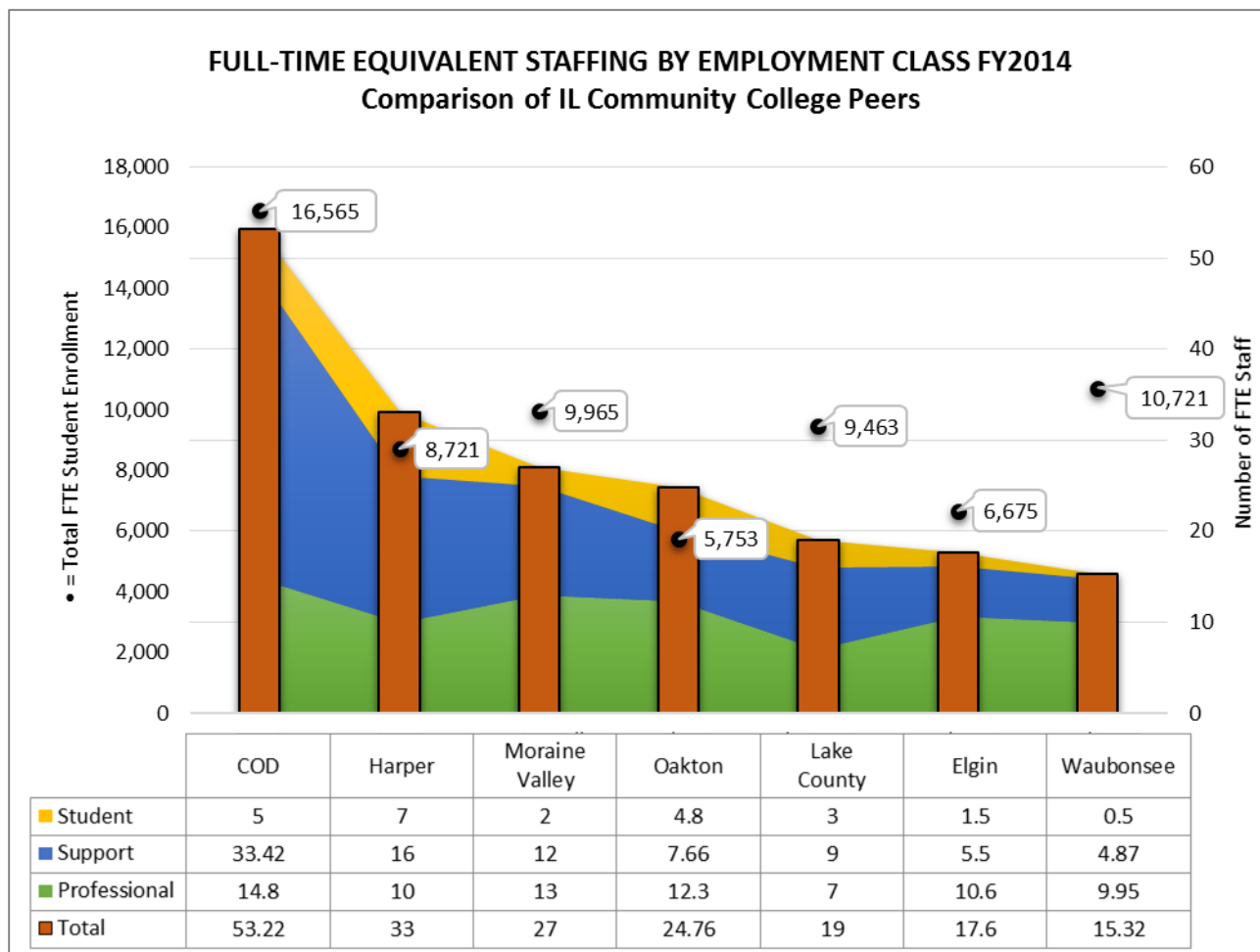
The headcount total for the Library staff in FY2014, including student workers, was 97, a decrease of 5% since FY2010. If the headcount is adjusted to include the vacant Associate Dean position, however, the gap shrinks to 3%. The change is due to a 38% drop in student employment as there has actually been an increase of .8 FTE for part-time faculty, .5 FTE increase for classified staff and no change in other employment classes. The headcount total for Library staff excluding students is 72.<sup>11</sup>



<sup>11</sup> See the Appendix pg. 82 for the FY2014 Library Organization Chart, Librarian Assignments, and Committees.

## PEER COMPARISON

In a comparison of Illinois community colleges derived from statistics collected by the Association of College and Research Libraries, COD reports a total Library staff of 53.22 FTE. Other libraries have less total FTE staff and dramatically fewer classified employees. COD does have a larger base of professional staff, but only by a few FTEs; the additional work associated with serving our much larger academic community is performed primarily by classified staff. With enrollment levels reaching historic highs at COD and an ever increasing emphasis on integrating information literacy into the general education curriculum, it would be appropriate to evaluate whether or not the number of professional Library staff meets the needs of the community.



Source: Staffing levels from ACRLMetrics and Fall 2013 FTE Enrollment from ICCB.

## PERSONNEL CHANGES

Ellen Sutton, Associate Dean of Learning Resources and Director of the Library, filled the role of Interim Dean starting in July 2013 following Dean Lisa Stock's departure. In January 2014, Ellen was appointed Dean of Learning Resources, and a search was initiated for a new Associate Dean of Learning Resources and Director of the Library. Laura Burt-Nicholas began her position as Reference Librarian and Liaison to the Sciences in August 2013. A Circulation Library Assistant position was reconfigured to include duties to provide technical support for the new library management system, Voyager.

Kay Braulik left her position as College Archivist, a part-time position she held as an annuitant, and plans were in process to reconfigure a Circulation position to include archives duties, including those related to digital archival materials.

The Technical Service department experienced significant changes in personnel. Kathie Cunningham (Periodicals Supervisor), Bill Popelar (Processing), and Karen Yamasaki (Continuations/Standing Orders) all retired in December 2013. A minor reorganization of the department and staff responsibilities followed. Jigna Patel was subsequently promoted to Periodicals Supervisor and Cheryl Siegman assumed the position in Processing. Continuations/standing orders are now handled by the Acquisitions Unit.

The Public Service department also had some staff changes. In November 2013, CCIC positions were eliminated and Circulation Services absorbed the hours of these staff members. Changes included the resignation of one part-time Library Assistant (LA) and hiring two new people into this position. One Monitor was promoted to Library Assistant I, a Library Assistant II was promoted to Library Assistant III due to increased responsibilities, and another Library Assistant I was upgraded to level IV with hours at the Reference Desk.

Part-time librarians account for approximately half of the Library faculty totaling between 2 and 3 FTE. In FY2014, this number rose to 3.8 FTE, an increase of 1.55 FTE over FY2013. One part-time librarian, who held the position as an annuitant, left and several part-time librarians were hired to work for longer shifts during the peak instruction and reference hours, allowing them to be more readily available for teaching and project assignments.

## **PROFESSIONAL DEVELOPMENT**

### ***STAFF TRAINING AND DEVELOPMENT OPPORTUNITIES***

The Library Training Group (LTG) oversaw the scheduling and delivery of in-house library training. They planned and executed a two-day in-service program in January 2014 focusing on training in Voyager and WorldCat Local, as well as our new role as a member of I-Share, the statewide academic catalog. In addition to that training, numerous trips were made by Library faculty and staff to CARLI headquarters in Champaign for training in their new responsibilities related to I-Share participation. Denise Cote, librarian in charge of electronic resources, led the transition team in the conversion to the Voyager system. She worked primarily with members of the Technical Services and Circulation Services departments in collaboration with CARLI staff. Colin Koteles, chair of the Library Technology Committee, worked with that group as well, and implemented and provided training on the new WorldCat Local software.

Librarians initiated internal group discussions on a number of issues in academic librarianship, including the proposed new information literacy standards. They and others pursued webinars on various topics, such as library service to special populations.

### ***REGIONAL AND OUT OF STATE PROFESSIONAL DEVELOPMENT***

The Library endeavors to support librarians' and classified staff members' travel to relevant regional and national conferences or other valuable professional development activities on a regular basis. Professional activities outside of campus covered a wide variety of topics that inform the Library's current or future practice.



Regional training was dominated by the visits to CARLI headquarters mentioned above. Additionally, Jennifer Kelley attended a session on “Enriching Learning Environments with Technology” at Elgin Community College, and Jason Ertz attended an Assessment Fair held at Moraine Valley Community College. Christine Kickels attended the National Association of Colleges and Employers in San Antonio, Texas and the Colorado Academic Library Association’s Summit 2014 online. Two librarians, Mary Konkel and Ken Orenic, and two classified supervisors, Valeria Fike and Helen Gbala, went to ALA Midwinter in Philadelphia and ALA Annual in Las Vegas, where they had committee responsibilities. ALA annual is



always a source of excellent professional development, and those who have committee responsibilities are expected to meet and work with those committees at ALA Midwinter. A number of the Library staff attended the March 2014 IACRL Conference and Pre-Conference titled “Assessment in a Day.”

## SERVICE

### **SERVICE TO THE PROFESSION**

College of DuPage librarians and support staff provide leadership and contribute to the profession through committee service, writing, teaching and advocacy. Collectively, their contributions are too numerous to make a full accounting, but the following activities are representative of their range of influence and interests.

At the national level, Mary Konkel continued in her role on the OCLC Global Council, as representative of the Americas Regional Council, which includes North, South, and Central America and the Caribbean. She has long served on the Online Audiovisual Catalogers group (OLAC), serving as a consultant and resource contact. Several persons chaired or otherwise served on ALA committees or subcommittees; others participated in ALA or other organizations’ programs.



Debra Smith continues to share knowledge of health sciences resources nationally with fellow professional librarians, health workers, and community organizations through presentations or professional networks



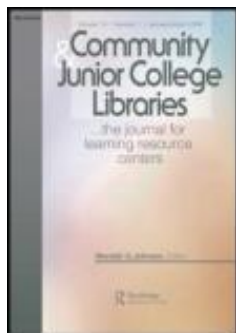
such as the *NAHRS Nursing Resources Wiki* (Nursing and Allied Health Resources Section of the Medical Library Association). Christine Kickels presented “How to Gain Staff Without Recruiting, Hiring, or Housing Them” with members of the COD Career Services Staff, at the aforementioned NACE conference.

Within the State, COD Library is well-represented in professional associations and consortiums. Christine Kickels served on the annual conference program committee of the Illinois Association of College and Research Libraries. Mary Konkel organized the Illinois Library Association’s preconference called “RDA—It’s not ARmageDdon” in October 2013. Becky Brown participated in a panel presentation at the IACRL preconference with other members of the CARLI Public Services Committee; their discussion was titled “How Do We Capture and Utilize Evidence for Public Services?”



Colin Koteles, Denise Cote, and Becky Brown served on CARLI working or advisory groups this past year, including those focusing on collections, systems, and public services. Jason Ertz served on the NILRC

Information Literacy Task Force (Network of Illinois Library Resources in Community Colleges). Ken Orenic presented, with fellow COD Honors faculty members, students' research at the Student Research Symposium organized by the Honors Council of the Illinois Region.



Both Konkel and Cote served on the boards of major publishers, and Dan Blewett contributed reviews to key professional journals. Jason Ertz served on the editorial board of *Community and Junior College Libraries*. Christine Kickels continues in her role as Philanthropy Center Librarian, contributing a regular column in the West Suburban Philanthropic Network newsletter *Viewpoint*. Laura Burt-Nicholas' chapter "Making Research Real: Focusing on Community—Based Sustainability" was

published in the book *Focus on Educating for Sustainability*, edited by Maria Jankowska of UCLA, by Library Juice Press.



The COD Library also contributes to the success of library education by hosting practicum students from the Dominican University School of Library and Information Science. Two students were supervised by Dan Blewett in FY2014.

### **SERVICE TO THE COLLEGE**

Librarians regularly serve on important campus-wide committees, such as Strategic Long-Range Planning, the College Communications Committee, New Student Orientation, Instruction, College Lecture Series, Global Studies, Information Technology Advisory, General Education Outcomes, Visioning the Future, and Honors. They receive accolades related to their service on committees, to campus organizations, or to students and faculty. Several subject librarians serve on disciplinary advisory committees and contribute regularly to accreditation. A number of support staff serve on campus committees as well. Librarians provided campuswide instructional opportunities on topics such as plagiarism and copyright. They are preparing a week-long forum on Open Access resources for the fall of 2014.

### **COMMUNICATION**

Improving communication is an ongoing strategic goal that impacts every Library staff member. Improving the Library intranet has been identified a critical outcome for demonstrating progress in this area. It has been determined that moving this resource to the Drupal platform will best serve our purpose and planning is currently underway. Current intranet content is being evaluated to determine what should be migrated to the new platform when it is ready.

The FY2013 Library Annual Report, written during FY2014, also underwent a major revision. An effort was made to align the report structure with the Library Strategic Plan and link the statistical data collected each year to the planned goals. This allows for better communication within the Library as well as with administration and other College departments that have a direct interest in the Library. External agencies and peer institutions also benefit from having access to a document that clearly tracks the progress we have made on our stated goals. Creating clear links between planning and reporting documents will hopefully encourage more evidence-based decision making at all reporting levels within the Library.

# Appendix

# STATISTICAL SUMMARY FY2014 (PAGE 1 OF 3)

INSTRUCTION		FY2010	FY2011	FY2012	FY2013	FY2014
COURSE-BASED INSTRUCTION						
	Classes	1,009	976	911	896	804
	Student Attendance	17,679	18,287	17,605	15,745	14,427
SOS WORKSHOPS						
	Classes	45	52	63	90	87
	Student Attendance	281	273	365	498	467
COLLECTIONS		FY2010	FY2011	FY2012	FY2013	FY2014
COLLECTION SNAPSHOT						
	Books	245,800	250,530	228,300	227,850	233,423
	Bound Periodicals	7,900	7,050	6,500	6,500	6,576
	Current Periodicals	527	515	470	465	463
	Newspapers	18	18	15	15	15
	Microfiche	285,000	45,000	45,000	45,000	45,000
	Microfilm	28,500	14,160	12,600	12,600	12,625
	Computer Software	2,360	2,350	2,000	2,000	2,025
	Sound Recordings/ Audiobooks (CD)	20,735	20,600	19,600	21,150	22,125
	Videorecordings (VHS/DVD)	29,525	29,225	27,500	28,200	28,795
	Other AV Materials	2,000	2,050	1,950	2,000	2,025
	E-books	7,140	15,415	15,000	15,450	21,645
	Streaming Media	275	985	1,005	1,005	1,019
	Databases	n/a				120
INSTITUTIONAL REPOSITORY						
	Items Added	300	183	150	175	100
	Annual Downloads	-	110,000	250,000	250,000	215,000
	Cumulative Total Downloads	60,000	170,000	420,000	670,000	885,000
COLLECTION EXPENDITURES						
	Allocation	\$ 755,260	\$ 747,279	\$ 656,006	\$ 703,547	\$ 714,083
	Expenditures					
	Allocated Funds	\$ 685,400	\$ 674,000	\$ 638,749	\$ 701,563	\$ 713,083
	Grant/Endowed Funds	\$ -	\$ 20,000	\$ 20,000	\$ 20,003	\$ 15,124
	Total	\$ 685,400	\$ 694,000	\$ 658,750	\$ 721,566	\$ 728,207
	Expenditures by Material Type					
	Audiovisual	\$ -	\$ 55,000	\$ 40,000	\$ 45,056	\$ 52,752
	Print Periodicals	\$ -	\$ 119,000	\$ 118,000	\$ 107,682	\$ 102,944
	Books	\$ -	\$ 275,000	\$ 235,500	\$ 269,360	\$ 231,019
	Electronic Resources	\$ -	\$ 245,000	\$ 281,000	\$ 284,796	\$ 342,603
COLLECTION USE						
	Library Card Holders					
	Students	25,318	27,986	24,361	24,409	n/a
	Faculty/Staff	1,889	1,857	1,786	1,598	n/a
	Community	11,618	12,306	12,431	10,647	n/a
	Total	38,825	42,149	38,578	36,654	36,654

# STATISTICAL SUMMARY FY2014 (PAGE 2 OF 3)

<i>Circulation</i>						
Students		90,874	94,936	82,672	54,114	72,974
Faculty/Staff		23,941	31,791	30,439	25,202	20,407
Community		35,153	37,410	34,271	21,925	22,322
Total		149,968	164,137	147,382	101,241	115,703
<i>Equipment/Materials Bookings</i>						
Materials		5,728	3,140	2,153	1,887	n/a
Equipment		6,196	5,275	4,699	3,877	n/a
Total		11,924	8,415	6,852	5,764	5,038
<b>RESOURCE SHARING</b>						
<i>ILL Borrowing Transactions</i>						
Books - Filled		1,678	1,721	1,546	1,718	1,274
Books - Unfilled		241	267	196	277	322
Articles - Filled		666	740	645	533	520
Articles - in COD		44	58	-	26	24
Articles - Unfilled		122	158	125	190	188
Total		2,751	2,944	2,512	2,744	2,328
<i>ILL Lending Transactions</i>						
Books - Filled		3,215	2,737	2,579	2,016	1,898
Books - Unfilled		2,584	2,511	2,358	2,414	2,579
Articles - Filled		869	807	863	431	739
Articles - Unfilled		409	437	451	635	712
Total		7,077	6,492	6,251	5,496	5,928
<i>ILL Borrowing Patron Profile</i>						
Books Requests						
Students		653	699	577	664	1,027
Faculty/Staff		619	661	501	529	507
Community		661	666	664	803	1,534
Articles Requests						
Students		356	381	384	410	2,829
Faculty/Staff		291	338	217	183	609
Community		140	165	168	156	3,438
<b>COLLECTION ACCESS</b>						
<i>Catalog Changes</i>						
Items Added						
Books		7,806	8,365	7,496	7,353	6448
Videorecordings		1,264	1,298	1,323	1,165	1,185
Sound Recordings		992	2,199	1,601	1,873	973
Periodical Titles		-	-	-	-	3
Electronic Resources		1,416	10,000	6,500	2,530	349
Other AV		115	47	49	51	23
Total Items Added		11,593	21,909	16,969	12,972	8,981
Items Removed						
Books		(2,809)	(3,636)	(22,220)	(7,810)	(875)
Videorecordings		(1,368)	(1,569)	(1,766)	(453)	(591)
Sound Recordings		(331)	(2,333)	(2,596)	(317)	(108)
Periodical Titles		(55)	(57)	(35)	(32)	(5)

# STATISTICAL SUMMARY FY2014 (PAGE 3 OF 3)

Microform Titles	(29)	(32)	(6)	-	-
Total Items Removed	(4,592)	(7,627)	(26,623)	(8,612)	(1,579)
Net Change	7,001	14,282	(9,654)	4,360	7,402
<b>ENVIRONMENT</b>	<b>FY2010</b>	<b>FY2011</b>	<b>FY2012</b>	<b>FY2013</b>	<b>FY2014</b>
<b>Gate Count</b>					
Fall	356,101	300,965	294,297	266,662	186,869
Spring	325,213	288,155	255,401	231,096	174,243
Summer	70,718	85,509	69,403	51,018	20,097
Total	752,032	674,629	619,101	548,776	381,209
<b>Group Study Room</b>					
Total Checkouts	-	5,187	4,626	977	4,671
<b>Reproduction Service</b>					
Color Prints/Copies	11,140	16,350	13,704	10,099	14,509
B/W Copies	207,400	198,894	166,560	83,150	83,330
B/W Prints	559,950	582,120	712,953	630,000	551,800
<b>PUBLIC SERVICE</b>	<b>FY2010</b>	<b>FY2011</b>	<b>FY2012</b>	<b>FY2013</b>	<b>FY2014</b>
<b>Circulation Contacts</b>					
<i>Checking Out and Accounts</i>					
Checking Out	92,818	88,301	78,033	56,557	
New Accounts	11,285	10,913	10,465	10,741	
Account Updates	12,706	15,143	16,263	14,090	14,875
<i>Information and Fines</i>					
Questions/Lookups	12,587	13,094	13,748	20,464	24,280
Phone Calls	6,771	5,519	5,701	8,295	6,880
Fines	6,201	6,169	4,706	2,814	1,861
Total Circulation Contacts	142,368	139,139	128,916	112,961	47,896
<i>Materials Handling Transactions</i>					
Check-outs	172,154	142,440	124,085	83,601	
Check-ins	170,864	141,048	124,160	86,269	
Renewals	46,868	40,887	36,046	26,173	
Holds	6,495	5,233	5,059	11,582	
Total	396,381	329,608	289,350	207,625	
<b>Reference Contacts</b>					
In-Person/Phone	65,364	79,910	59,541	57,979	59,151
Chat	-	2,313	1,687	1,439	1,211
Email	341	423	497	553	405
Total	65,705	82,646	61,725	59,971	60,767
<b>CSPS Contacts</b>					
Cash Transactions	33,299	31,445	31,493	36,607	-
Print Queue Assistance	3,792	2,977	3,497	4,595	5,223
Copier Assistance	3,277	2,364	2,879	2,651	2,231
Reader/Printer Instruction	209	373	189	196	99
Other Patron Contacts	6,597	6,331	4,825	6,138	7,163
Total	47,174	43,490	42,883	50,187	14,716



**NUMBER OF INSTRUCTION ATTENDEES FY2014  
RANKED HIGHEST TO LOWEST**

	<b>FALL</b>	<b>SPRING</b>	<b>SUMMER</b>	<b>TOTALS</b>
English and Academic ESL	1,865	2,338	442	4,645
Humanities and Speech Communication	1,376	958	237	2,571
Social and Behavioral Sciences	900	661	72	1,633
Business	560	552	122	1,234
Career and College Information	429	411	14	854
Health Sciences and Nursing	450	342	43	835
Biological Sciences	438	307	57	802
Fine and Applied Arts	287	228	28	543
Technology	221	166	-	387
SOS Workshops and Webinars	153	110	69	332
Outside Groups	248	-	13	233
Math and Physical Sciences	106	94	22	222
Faculty & Staff Training (TLC)	17	26	-	43
Physical Education	19	20	-	39
Philanthropy Collection	10	11	-	21
Library Staff Training	-	15	-	15
<b>TOTAL</b>	<b>7,069</b>	<b>6,239</b>	<b>1,119</b>	<b>14,427</b>

**NUMBER OF CLASSES FY2014  
RANKED HIGHEST TO LOWEST**

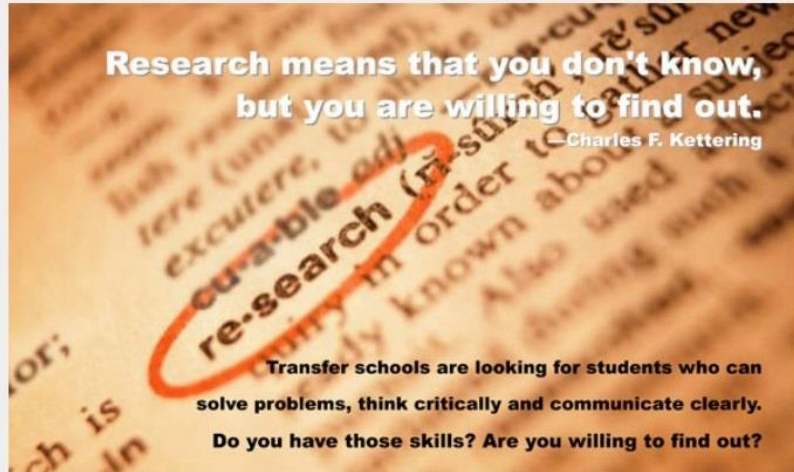
	<b>FALL</b>	<b>SPRING</b>	<b>SUMMER</b>	<b>TOTALS</b>
English and Academic ESL	93	118	24	235
Humanities and Speech Communication	68	53	15	136
SOS Workshops	35	35	9	79
Social and Behavioral Sciences	40	30	5	75
Business	26	29	12	67
Career Services	26	23	2	51
Biological Sciences	21	16	3	40
Health Sciences and Nursing	19	15	3	37
Fine and Applied Arts	14	12	2	28
Technology	13	12	0	25
Math and Physical Sciences	5	5	1	11
Outside Group	5	0	1	6
Philanthropy	2	3	0	5
Teaching and Learning Center	1	4	0	5
Physical Education	1	1	0	2
Staff	0	2	0	2
<b>TOTAL</b>	<b>369</b>	<b>358</b>	<b>77</b>	<b>804</b>

## 2-Credit Research Course!

Submitted by [Jennifer Kelley](#) on August 8, 2013 - 1:51pm

ED 1820—a 2-credit Fall semester class—was developed by COD Librarians not only to strengthen your research skills, but to provide you with the information management tools you need to succeed academically and professionally.

For more information, please contact Jennifer Kelley ( [kelleyj@cod.edu](mailto:kelleyj@cod.edu) ) or register via [MyAccess](#).



## Open Access Week at COD

Submitted by [Jennifer Kelley](#) on October 21, 2013 - 11:45am



The COD Library welcomes you to [International Open Access Week, 2013](#). All this week, librarians will be posting information about the issues and opportunities surrounding Open Access.

### What Is Open Access?

"Open Access is a growing international movement that uses the Internet to throw open the locked doors that once hid knowledge. Encouraging the unrestricted sharing of research results with everyone, the Open Access movement is gaining ever more momentum around the world as research funders and policy makers put their weight behind it." [\[from: We Support Open Access\]](#)

### What Can Faculty Do to Promote Open Access?

This week, we will give you the tools to help you do these things and more:

- Submit your research articles to OA journals, when there are appropriate OA journals in your field.
- Deposit your preprints in an open-access, OAI-compliant archive.
- Deposit your postprints in an open-access repository.
- Educate the next generation of scientists and scholars about OA.

[\[From: What Faculty can do to support Open Access\]](#)

We look forward to starting this conversation with you.

# Have you seen the Library's new website?

Submitted by [Jennifer Kelley](#) on August 8, 2013 - 2:04pm

We've launched our brand-new website in anticipation of the Fall semester and are excited about the new design, features and organization.

Check out the home page, then explore for yourself.

If you have questions or can't find what you're looking for, give us a call at the Reference Desk: 630-942-3364

The screenshot shows the College of DuPage Library website. The header is green with the library logo and navigation links: Home, Catalog, Databases, Research, and About Us. A 'MY LIBRARY ACCOUNT' link and a 'CHAT WITH US' button are in the top right. A large banner image of a library interior features the text 'Renovation Update'. Below the banner are two callout boxes: 'Looking for a Book, DVD or Journal? Search our Catalog!' pointing to the 'Catalog' link, and 'Easy access to what's new in the Library' pointing to the 'Databases' link. To the right of the banner are three user-specific sections: 'Students' (Get Library cards, do research, and more...), 'Faculty & Staff' (Information Literacy, reserves, equipment, more...), and 'Community Members' (Services for District 502 residents). A third callout box, 'New user-specific pages', points to these three sections. Below the banner are two columns of links: 'Collections' (Books & Videos, Databases & Articles, E-Books, Career & College Information, Philanthropy, Digital Commons, Archives) and 'Services' (Library Cards & Borrowing, Information Literacy, SOS Workshops, Interlibrary Loan, Computing & Printing, Copyright Information). On the right side, there are links for 'Library News' and 'Events', a section for 'Today's Hours: 7:30 am - 4:30 pm' with a link to 'Full Hours & Closings', contact information for the Reference Desk and Circulation Services, and the library's address: College of DuPage Library, 425 Fawell Blvd, Glen Ellyn, IL 60137, with a 'Map' link.

College of DuPage Library

Home Catalog Databases Research About Us

MY LIBRARY ACCOUNT CHAT WITH US

Looking for a Book, DVD or Journal? Search our Catalog!

Renovation Update

Students  
Get Library cards, do research, and more...

Faculty & Staff  
Information Literacy, reserves, equipment, more...

Community Members  
Services for District 502 residents

Quick links to the resources you use most

Easy access to what's new in the Library

New user-specific pages

Collections

- Books & Videos
- Databases & Articles
- E-Books
- Career & College Information
- Philanthropy
- Digital Commons
- Archives

Services

- Library Cards & Borrowing
- Information Literacy
- SOS Workshops
- Interlibrary Loan
- Computing & Printing
- Copyright Information

Library News Events

Today's Hours: 7:30 am - 4:30 pm  
Full Hours & Closings

Reference Desk: (630) 942-3364  
Circulation Services: (630) 942-2106  
E-mail Us  
Staff & Department Directory

College of DuPage Library  
425 Fawell Blvd  
Glen Ellyn, IL 60137  
Map

# Library Open House, Friday, Feb. 28

Submitted by [koteleso](#) on February 21, 2014 - 9:40am

We hope you can join us on Friday, February 28th, for an open house to celebrate the newly renovated Library. Not only is the space new, but we have rolled out a new website, migrated to a new catalog and joined the I-Share consortium of 86 academic libraries in Illinois.



Join us for a tour of the new space, create your I-Share account (you are going to want this!), attend a workshop on using the Library, meet with your Library liaison at the faculty brown bag or do it all!

We will be serving light refreshments throughout the day to keep you fortified.

## Library tours

- On the hour
- 10 am - 1 pm
- Lower level Circulation Desk

## Find What You Need in the Library

- Workshop for everyone
- 11 am - 12 pm with librarian Jenn Kelley
- 1 pm - 2 pm with librarian Ken Orenic
- SRC 3104

## I-Share and Library Card Sign-ups

- All day long
- SRC 2025

## Just for Faculty

The College of DuPage librarians invite you to join them for a faculty brown bag lunch in the Library. During this informal, hour-long event, you'll have the opportunity to hear about the new resources, facilities and services available to you as COD faculty. Learn how I-Share will benefit you and your students, see the Library instruction classrooms, meet with your liaison librarian, and more. Bring your lunch—we'll provide the librarians!

## A Learning Lunch with the Librarians: Brown Bag for Faculty

- 12 pm - 1 pm
- SRC 2032

# National Library Week: April 13 - 19

Submitted by [Colin Koteles](#) on April 11, 2014 - 9:47am

The Library is celebrating National Library Week with two special events:

Test your Library knowledge at our trivia contest. See if you are smarter than your friends and colleagues! New questions posted every day at six locations in the Library. Submit your vote, and check your answers the next day. What's better than being right?!?



On Tuesday at noon the Library will host a Brown Bag session. Bring your lunch and listen to the College's archivist, Kay Braulik, and retired librarian, Marge Peters, show and tell about the Library's history. They will discuss fun, geeky Library facts such as, when did the card catalog disappear? (Hint--those under 30 probably will be surprised that we used to keep track of library books on paper!)

So be sure to stop by and feel smarter @ Your Library!



# ELECTRONIC RESOURCE USAGE FY2014

PLATFORM USAGE FY2014					
Platform	Regular Searches	COUNTER 4 REPORTS			COUNTER 3 / Other Reports
		Federated Searches	Result Clicks	Record Views	Sessions
AAAS (Science Mag.)	1,137				
ABC-CLIO	43				248
ACLS Humanities Books	654				
Alexander Street Press	134,300				13,575
Britannica	9,664				
Chronicle Online	778				3,849
CQ Press	13,757	4	19,435	12,807	
Credo	5,686				
Ebrary	4,519		681		1,204
Ebsco Publishing	309,718	1,036	488,327	284,706	
Elsevier	5,577	-	4,197	2,637	
Films on Demand	1,370				193
Gale Group	211,529				41,562
Infobase (Issues & Cont)	13,066				756
InfoUSA (Ref USA)	2,104				15,368
JSTOR	18,716				12,128
Knovel	553	-	1,719	-	108
Nature (Scientific American)	891				
OCLC	380				1,010
Oxford University Press	2,445	-	197	-	
Project Muse	3,145	-	1,201	867	
Proquest	31,107	-	25,134	2,073	
Safari	191	-	15	944	
Wealth Engine	4,360				602
<b>TOTAL</b>	<b>775,690</b>	<b>1,040</b>	<b>540,906</b>	<b>304,034</b>	<b>90,603</b>



## ELECTRONIC RESOURCE USAGE FY2014

NO STATISTICAL DATA INCLUDED FY2014	
Platform	Collection
ADAM	ADAM
AllData	AllData
Cambridge University Press	Historical Statistics of the United States
CIVIC Technologies	Business Decision
CLCD	Children's Literature
Foundation Center	Foundation Directory Online
Foundation Center	Foundation Directory of Grant to Individuals
Learning Express	Learning Express Library 3.0
Mergent	Hoover's
Micromedex	Care Notes
Micromedex	Micromedex Health Care Series
Morningstar	Morningstar
NFPA	NFPA Codes
Noodle Tools	Noodle Bib
Salem Press	Salem Literature, History and Health
Saskia	Saskia Archive
Springer	Springer E-Books
Standard and Poors	Net Advantage
Valparint	Sigi3 Career Planning
Vocational Biographies	Vocational Biographies
Westlaw Thomsom Reuters	Westlaw Campus Research
World Trade Press	A to Z World Business

## ELECTRONIC RESOURCE USAGE FY2014

<b>E-BOOK USAGE FY2014</b>		
<b>Collection</b>	<b>Number of Successful Chapter Requests (BR2)</b>	<b>Number of Successful Title Requests (BR1)</b>
ABC-Clio	2,757	699
Ebrary	19,406	
eBook Collection (EBSCOhost)	6,357	856
Knovel Library	2,251*	
Safari Tech Books	1,025	
Oxford University Press	2,854	
Gale E-Books	18,405	18,398
Credo Reference	5,194	
ACLS Humanities Books	2,393	
	<b>58,391</b>	<b>19,953</b>

\* Incomplete data (only covers Jan-Jun 2014)

# ELECTRONIC RESOURCE USAGE FY2014

## MEDIA COLLECTION USAGE FY2014

Collection	COUNTER Pages	COUNTER Searchs	COUNTER Sessions	Play Backs	Peak SU	Turn- aways	Avg. Session Time
<b>VIDEO</b>							
Alexander Street Press							
Academic Video Online	6,529	15,507	1,613	57	2	-	6.65
New World Cinema: Independent Features & Shorts, 1990-Present	32	15,062	1,262	-	-	-	6.56
Nursing Education in Video	159	15,470	1,395	124	2	-	6.49
Rehabilitation Therapy in Video	1,170	15,353	1,304	51	3	-	6.61
Silent Film Online	46	15,043	1,260	-	-	-	6.57
Sports Medicine and Exercise Science in Video	651	15,172	1,291	31	1	-	6.54
Underground and Independent Comics	96	43	1	-	-	-	27.5
Smithsonian Global Sound	395	2,013	312	19	2	-	6.83
Films on Demand							
Films on Demand							
FOD - Tech Education				166			
FOD - Business/Economics				694			
Combined FOD		1,370	193				
<b>Totals</b>	<b>9,078</b>	<b>95,033</b>	<b>8,631</b>	<b>1,142</b>	<b>10</b>	<b>-</b>	<b>9.22</b>
<b>AUDIO</b>							
Alexander Street Press							
American Song	650	2,131	338	12	1	-	6.6
Classical Music Library	160	1,920	295	4	1	-	7.26
Contemporary World Music	556	1,981	349	1	1	-	6.73
Ethnographic Video Online	477	17,315	1,455	169	2	-	6.64
Jazz Music Library	475	1,981	327	3	1	-	6.46
Music Online	2,280	11,946	1,904	39	2	-	6.73
<b>Totals</b>	<b>4,598</b>	<b>37,274</b>	<b>4,668</b>	<b>228</b>	<b>8</b>	<b>-</b>	<b>6.74</b>
<b>MULTIMEDIA COLLECTIONS</b>							
Alexander Street Press							
Black Thought and Culture	196	723	84	0	0	0	6.77
North American Indian Thought and Culture	33	66	4	0	0	0	12.12
Women and Social Movements	388	654	98	0	0	0	6.19
<b>Totals</b>	<b>617</b>	<b>1443</b>	<b>186</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>8.36</b>
<b>TOTAL MEDIA COLLECTIONS</b>	<b>14,293</b>	<b>133,750</b>	<b>13,485</b>	<b>1,370</b>	<b>18</b>	<b>-</b>	<b>8.19</b>

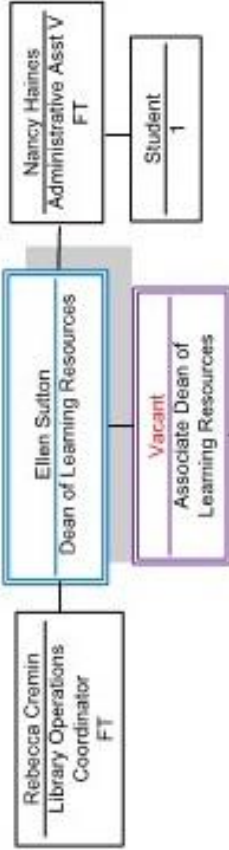
## RESOURCE SHARING

### BORROWING

Books	Requested		Filled	Unfilled	Fill Rate
	Universal Borrowing	1,534	1,027	507	67%
	Interlibrary Loan	1,596	1,274	322	80%
	Book Total	3,130	2,301	829	74%
Articles	Interlibrary Loan	708	520	188	-
	Document Delivery	-	24	-	-
	Article Total	708	544	188	77%
	Combined Total	3,838	2,845	1017	74%

### LENDING

Books					
	Requested	Filled	Unfilled	Fill Rate	
	Universal Borrowing	3,438	2,829	609	82%
	Interlibrary Loan	4,477	1,898	2,579	42%
	Book Total	7,915	4,727	3,188	60%
Articles					
	Interlibrary Loan	1,451	739	712	51%
	Combined Total	9,366	5,466	712	58%



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graph TD
    UI[University of Illinois at Chicago] --> Librarians_FT9[Librarians  
FT Faculty  
9]
    UI --> Librarians_PT13[Librarians  
PT Faculty  
13]
    UI --> MaryS[Mary S. Konkell  
Librarian  
Head Technical Services  
FT Faculty]
    UI --> KayB[Kay Braulik  
Archivist  
PT]
    UI --> Shirani[Alireza Shirani  
Supervisor  
CSPS  
FT]
    UI --> LibraryAsstII[Library Asst II  
Mohammed Bhuiyan  
Genet Ghebru  
Mahveen Fatima  
PT]
    UI --> Students8[Students  
8]

    Shirani --> HelenG[Helen Gbala  
Supervisor  
Catalog Processing  
FT]
    Shirani --> LarisaM[Larisa Miller  
Supervisor  
Acquisitions  
FT]
    Shirani --> CynthiaR[Cynthia Rossetti  
Library Asst II  
PT]
    Shirani --> Vacant1[Vacant  
Library Asst III  
PT]
    Shirani --> CherylS[Cheryl Siegman  
Lib Assistant III  
FT]
    Shirani --> Students2[Students  
2]
    Shirani --> JignaP[Jigna Patel  
Supervisor  
Periodicals  
FT]
    Shirani --> Students3[Students  
3]

    HelenG --> ValerieF[Valeria Fike  
Supervisor  
CCIC & Reference Support  
FT]
    HelenG --> LibraryAsstIV[Library Asst IV  
Reference Support  
Hurneltha Addison  
Rose Chu  
Kathy Daniel  
Nancy Gray  
Sally Grenzow  
Teresa Hill  
Angela Jordan  
Ariene Mihelich  
Marsha Palmreuter  
Dale Rasmussen  
PT]

    ValerieF --> BeckyB[Becky Brown  
Manager Public Services  
FT]
    ValerieF --> DianeC[Diane Curtis  
Supervisor for  
Circulation Servs  
FT]
    ValerieF --> LibraryAsstI[Library Asst I  
Circulation  
Nancy Bart  
Marilyn Cermak  
Christian McPhail  
Anna Miranda  
Char Mohr  
Judy Niekeleski  
John O'Reilly  
Shifa Patel  
Mina Shahrokh  
Lynette Trautwein  
Jennifer Vinkour  
Penny Wilson  
Vacant  
PT]

    BeckyB --> LibraryAsstIVC[Library Asst IV  
Circulation  
Jenny Dunbar  
Aaron Harwig  
FT]
    BeckyB --> LibraryAsstIIIC[Library Asst III  
Circulation  
Eileen Marilyn  
Marcella Nowak  
FT]
    BeckyB --> LibraryAsstIIC[Library Asst II  
Circulation  
Anne Kramme  
Pam McNamara  
Vacant  
FT]
    BeckyB --> LibraryAsstIC[Library Asst I  
Circulation  
Michelle Helms FT  
PT Benefited  
Pamela Davis PT  
Mozhdan Khodasami PT]
  
```

Students 12	Monitors Circulation Vacant Vacant PT
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# LIBRARIAN ASSIGNMENTS BY DISCIPLINE 2013-2014

## BUSINESS & TECHNOLOGY

### Business

Accounting – Christine Kickels  
Baking & Pastry Arts - Christine Kickels  
Business – Christine Kickels  
Business Law – Christine Kickels  
Culinary & Hospitality Management – Christine Kickels  
Facility Management – Denise Coté  
Management – Christine Kickels  
Marketing – Christine Kickels  
Paralegal Studies – Christine Kickels  
Restaurant Management – Christine Kickels  
Travel & Tourism – Christine Kickels

### Career & Technical Education

Architecture – Denise Coté  
Automotive Service Technology – Denise Coté  
Cosmetology – Denise Coté  
Construction Management – Denise Coté  
Electro-Mechanical Technology – Denise Coté  
Electronics Technology – Denise Coté  
Fashion Merchandising and Design – Denise Coté  
Heating/Air Conditioning (HVAC) – Denise Coté  
Horticulture – Denise Coté  
Interior Design – Denise Coté  
Manufacturing Technology – Denise Coté  
Welding Technology – Denise Coté

### Technology

Computer Networking Technologies – Colin Koteles  
Computer Information Systems (CIS) – Colin Koteles  
Library Information Technology – Colin Koteles  
Office Technology Information – Colin Koteles

## HEALTH & SCIENCES

### Health Sciences

Dental Hygiene – Debra Smith  
Diagnostic Medical Imaging (DMI) – Debra Smith  
EMT & Paramedic - Debra Smith  
Fire Science Technology - Denise Coté  
Health Information Technology – Debra Smith  
Long-Term Care Administration – Debra Smith  
Medical Assistant – Debra Smith  
Nursing (AND, PN & CNA) – Debra Smith  
Phlebotomy/EKG – Debra Smith  
Physical Therapist Assistant (PTA) – Debra Smith  
Radiation Therapy – Debra Smith

Respiratory Care – Debra Smith  
Speech-Language Pathology Assistant – Debra Smith  
Surgical Technology – Debra Smith

### Math

Engineering – Laura Burt-Nicholas  
Mathematics – Laura Burt-Nicholas

### Natural Sciences

Anatomy & Physiology – Laura Burt-Nicholas  
Biology – Laura Burt-Nicholas  
Botany – Laura Burt-Nicholas  
Chemistry – Laura Burt-Nicholas  
Earth Science – Laura Burt-Nicholas  
Meteorology – Laura Burt-Nicholas  
Microbiology – Laura Burt-Nicholas  
Physics – Laura Burt-Nicholas  
Zoology – Laura Burt-Nicholas

### Physical Education

Physical Education – Laura Burt-Nicholas

### Social Sciences

Anthropology – Dan Blewett  
Criminal Justice – Dan Blewett  
Early Childhood Education & Care – Jason Ertz  
Economics – Dan Blewett  
Education – Jason Ertz  
Geography – Dan Blewett  
Human Services – Dan Blewett  
Political Science – Dan Blewett  
Psychology – Dan Blewett  
Social Science – Dan Blewett  
Sociology – Dan Blewett

## LIBERAL ARTS

### Communications

English – Jason Ertz  
Journalism & Mass Communication – Jason Ertz  
Speech – Jennifer Kelley

### Fine & Applied Arts

Art – Kenneth Orenic  
Dance– Kenneth Orenic  
Graphic Design – Colin Koteles  
Motion Picture/Television – Colin Koteles  
Music – Kenneth Orenic

Photography – Colin Koteles  
Theater Arts – Kenneth Orenic

### Humanities

History – Kenneth Orenic  
Humanities – Kenneth Orenic  
Languages – Kenneth Orenic  
Literature (foreign language) – Kenneth Orenic  
Philosophy – Kenneth Orenic  
Religious Studies – Kenneth Orenic

## OTHER

Business Solutions – Christine Kickels  
COD Administration – Dan Blewett  
Career Information – Christine Kickels  
College Skills – Jennifer Kelley  
ESL, ELI, ABE & GED – Jennifer Kelley  
High School Contact Person – Jennifer Kelley  
Homeland Security – Dan Blewett  
Juvenile Literature – Jason Ertz  
Online College – Jennifer Kelley  
Philanthropy – Christine Kickels  
Popular Collections – Jennifer Kelley  
Real Estate – Christine Kickels  
Students with Special Needs – Dan Blewett

## CONTACT INFORMATION

Dan Blewett	630-942-2279	blewett@cod.edu
Laura Burt-Nicholas	630-942-3907	burt-nicholasl@cod.edu
Denise Coté	630-942-2092	cotede@cod.edu
Jason Ertz	630-942-3317	ertzja@cod.edu
Jennifer Kelley	630-942-2383	kelleyj@cod.edu
Christine Kickels	630-942-2313	kickels@cod.edu
Mary Konkel	630-942-2662	konkel@cod.edu
Colin Koteles	630-942-2923	koteles@cod.edu
Kenneth Orenic	630-942-2338	orenick@cod.edu
Debra Smith	630-942-4305	smithkak@cod.edu



**Dan Blewett**

x.2279, SRC 3136  
[blewett@cod.edu](mailto:blewett@cod.edu)

Reference scheduling & collection

COD Administration

Archives Reference

Students with special needs

**Social & Behavioral Sciences**

Anthropology

Criminal Justice

Economics

Geography

Human Services

Political Science

Psychology

Social Science

Sociology

**Career & Technical Education**

Architecture

Automotive Service Technology

Construction Management

Cosmetology

Fashion Merchandising & Design

Electro-Mechanical Technology

Electronics Technology

Fire Science Technology

Heating, Air Conditioning &

Refrigeration

Horticulture

Interior Design

Manufacturing Technology

Welding Technology

**Jason Ertz**

x.3317, SRC 3113  
[ertzja@cod.edu](mailto:ertzja@cod.edu)

Juvenile Literature collection

**Communications (split)**

English

Journalism & Mass Communication

**Education**

Education

Early Childhood Education & Care

**Laura Burt-Nicholas**

x.3907 SRC 3111  
[burt-nicholasl@cod.edu](mailto:burt-nicholasl@cod.edu)

**Math**

Engineering

Mathematics

**Physical Education**

Physical Education

**Natural Sciences**

Anatomy & Physiology

Biology

Botany

Chemistry

Earth Science

Meteorology

Microbiology

Physics

Zoology

**Denise Coté**

x.2092, SRC 3133  
[cotede@cod.edu](mailto:cotede@cod.edu)

Voyager system

Electronic resources

**Business (split)**

Facility Management

**Christine Kickels**

x.2313, SRC 3132  
[kickels@cod.edu](mailto:kickels@cod.edu)

COD Business Solutions

Career & College Information

Education 1105

Philanthropy

**Business (split)**

Accounting

Baking & Pastry Arts

Business

Business Law

Culinary & Hospitality Management

Management

Marketing

Paralegal Studies

Real Estate

Restaurant Management

Travel & Tourism

**Mary Konkell**

x.2662, Library Technical Services  
[konkell@cod.edu](mailto:konkell@cod.edu)

Technical Services

Acquisitions

Cataloging

Periodicals

Processing

Collections Grants Accounting

**Colin Koteles**

x.2923, SRC 3142  
[koteles@cod.edu](mailto:koteles@cod.edu)

Web services

Library technology

Voyager backup

Electronic resources backup

Institutional repository backup

Motion Picture/Television

Photography

**Fine and Applied Arts (split)**

Graphic Design

**Technology**

Computer Internetworking

Technologies (CIT)

Computer Information Systems (CIS)

Library & Information Technology

Office Technology Information

**Kenneth Orenic**

x.2338, SRC 3115  
[orenick@cod.edu](mailto:orenick@cod.edu)

Institutional Repository

**Fine & Applied Arts (split)**

Art

Dance

Music

Theater Arts

**Humanities**

History

Languages

Literature (Foreign Language)

Philosophy

Religious Studies

**Debra Smith**

x.4305, SRC 3149  
[smithkak@cod.edu](mailto:smithkak@cod.edu)

Reference training

**Health Sciences**

Dental Hygiene

Diagnostic Medical Imaging

EMT & Paramedic

Health Information Technology

Long Term Care Administration

Medical Assistant

Nursing (ADN, PN, CNA)

Pharmacy Technician

Phlebotomy/EKG

Physical Therapist Assistant (PTA)

Radiation Therapy

Respiratory Care

Speech/Language Pathology Assistant

Surgical Technology

## LIBRARY COMMITTEES & WORKING GROUPS 2013-2014

### COLLECTIONS COMMITTEE

#### Committee charge:

- To advise the Associate Dean on collection development fund allocation.
- To advise the Head of Technical Services on concerns related to acquisitions, cataloging and processing activities.
- To investigate and recommend the purchase of new electronic information resources.
- To coordinate the review of serials and continuations collections.

#### Committee members:

Christine Kickels, Chair  
Dan Blewett  
Denise Cote

Mary Konkel  
Ken Orenic  
Ellen Sutton (ex officio)

### INSTRUCTION COMMITTEE

#### Committee charge:

- To keep informed of instructional issues and activities in the library profession and discuss, investigate, and explore them as they apply to this Library.
- To support and promote the delivery and excellence of course-related instruction by all appropriate delivery methods.
- To design and implement non-course-based instructional opportunities for all users.
- To oversee the provision of non-course-based instructional materials including print, non-print and electronic.
- To make recommendations on classroom usage, design and equipment.
- To develop and maintain web pages directly related to instruction.

#### Committee members:

Jenn Kelley, Chair  
Laura Burt-Nicholas  
Jason Ertz

Christine Kickels  
Colin Koteles  
Ken Orenic

### PUBLIC SERVICES ADVISORY & ASSESSMENT COMMITTEE

#### Committee charge:

- To assess current public services and recommend changes in policies or procedures.

#### Committee members:

Dan Blewett  
Becky Brown  
Laura Burt-Nicholas  
Denise Cote

Valeria Fike  
Ken Orenic  
Alireza Shirani  
Ellen Sutton (ex officio)

Revised 05/14



## **TECHNOLOGY COMMITTEE**

### **Committee charge:**

- To investigate new technologies and make recommendations on new technology initiatives.
- To make recommendations on hardware and software for use by the public in the Library, including Innovative, OCLC, Web software applications, and print utilities.
- To review prospective electronic resources in terms of their technological requirements and usability.
- To monitor and advise on network and computing issues related to Library services and staff.

### **Committee members:**

Colin Koteles, Chair  
Denise Cote

Mary Konkel  
Alireza Shirani

## **I-SHARE IMPLEMENTATION TASK FORCE**

### **Charge:**

- To implement the transition to a new ILS and to coordinate communication and training for staff.

### **Members:**

Denise Cote, Lead  
Colin Koteles  
Others as needed

Mary Konkel  
Becky Brown

## **LIBRARY PUBLICITY GROUP**

### **Charge:**

- To provide regular input and feedback on the library's promotional activities and program; to participate in planning of publicity and promotional activities; and to create content for library publicity.

### **Members:**

Jennifer Kelley, Lead  
Rebecca Cremin

Christine Kickels  
Ellen Sutton

## **TRAINING TASK FORCE**

### **Charge:**

- To develop and assign responsibility for delivering library-related training for Library staff.

### **Members:**

Denise Cote (Co-chair)  
Dan Blewett  
Becky Brown (Co-chair)

Valeria Fike  
Debra Smith

Revised 05/14

## COMPARISON OF TOP 25 COMMUNITY COLLEGE LIBRARIES BY TOTAL LIBRARY EXPENDITURES

Although it is by no means completely accurate, the comparative data found in ACRLMetrics (the data repository of the annual *ACRL Library Trends and Statistics Report*) provides valuable insights into how COD compares with other community college libraries throughout the country. The following analysis is based on data submitted for FY2013, the most recent information available at the time this report was created.

Total library expenditures for the COD Library are in the upper tier of this peer group. While the COD student population is large and services and teaching volume are some of the highest in the nation, the staff size is modest (particularly professional staff) as well as the collection size.

### TOP 25 COMMUNITY COLLEGE LIBRARIES BY TOTAL LIBRARY EXPENDITURES

*As reported in the 2013 ACRL Library Trends and Statistics Report*

Institution	City	State	Total Expenditure	Student FTE
Lone Star College - The Woodlands	Woodlands	Texas	\$ 6,026,215	64,525
Northern Virginia Community College	Annandale	Virginia	\$ 5,170,127	51,864
College of DuPage	Glen Ellyn	Illinois	\$ 4,695,501	28,627
Austin Community College District	Austin	Texas	\$ 4,582,752	43,315
Saint Louis Community College-Florissant Valley	Saint Louis	Missouri	\$ 4,071,619	26,613
Tidewater Community College	Norfolk	Virginia	\$ 3,822,195	30,134
South Texas College	McAllen	Texas	\$ 3,627,553	30,824
Collin County Community College District	McKinney	Texas	\$ 3,250,897	27,424
CUNY LaGuardia Community College	Long Island City	New York	\$ 2,807,410	19,287
Sacramento City College	Sacramento	California	\$ 2,745,866	
Bergen Community College	Paramus	New Jersey	\$ 2,623,473	17,015
CUNY Kingsborough Community College	Brooklyn	New York	\$ 2,228,813	18,936
CUNY Borough of Manhattan Community College	New York	New York	\$ 2,120,713	24,496
El Camino Community College District	Torrance	California	\$ 2,090,398	24,224
College of Lake County	Grayslake	Illinois	\$ 2,017,956	17,584
Harper College	Palatine	Illinois	\$ 1,873,996	16,470
Central Piedmont Community College	Charlotte	North Carolina	\$ 1,861,651	19,373
CUNY Bronx Community College	Bronx	New York	\$ 1,849,914	12,812
Miracosta College	Oceanside	California	\$ 1,821,170	14,807
Hillsborough Community College	Tampa	Florida	\$ 1,809,705	27,609
CUNY Queensborough Community College	Bayside	New York	\$ 1,799,832	15,711
Glendale Community College	Glendale	Arizona	\$ 1,757,308	20,872
Long Beach City College	Long Beach	California	\$ 1,747,986	25,382
Moraine Valley Community College	Palos Hills	Illinois	\$ 1,727,791	16,106
Erie Community College	Buffalo	New York	\$ 1,725,794	13,990

**COLLEGE OF DUPAGE LIBRARY RANKING**  
**Among the Top 25 Community College Libraries for Total Expenditures**  
*As reported in the 2013 ACRL Library Trends and Statistics Report*

Report	Rank	High	COD	Low
<i>Collection Size</i>				
Volumes Held	10	596,964	227,850	104,298
Number of E-Books	21	243,179	15,072	180
<i>Expenditures</i>				
Total Library Expenditures	3	\$ 6,026,215	\$ 4,695,501	\$ 125,794
Library Materials Expenditures	7	\$ 1,593,739	\$ 706,894	\$ 180,170
<i>Staffing</i>				
Total Staff (FTE)	10	120	52.75	20
Professional Staff (FTE)	17	59	13.5	5
Support Staff (FTE)	5	51	34.5	6
Student Assistants (FTE)	18	39	5	0
<i>Service and Teaching</i>				
Presentations to Groups	4	3,467	896	179
Participants in Group Presentations	5	80,000	15,745	3,291
Reference Transactions	3	145,450	59,971	3,129
Initial Circulation Transactions	2	1,574,610	112,962	6,736
<i>Students</i>				
Total Students, full-time and part-time	6	64,525	28,627	12,812
Full Time Students	10	19,849	9,908	4,629
<i>Ratios</i>				
Total Library Materials Expenditures Per FT Students	2	\$ 174.93	\$ 152.45	\$ 28.19
Total Library Materials Expenditures Per Enrolled Student FTE	7	\$ 136.93	\$ 71.35	\$ 25.70

