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In this annual report we will relate our activities to the mission via these broad categories:

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</tr>
</thead>
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</tr>
</tbody>
</table>
LETTER FROM THE DEAN:  
LIBRARY AS INTERDISCIPLINARY HUB

Libraries have always been and forever will be interdisciplinary hubs where diverse people gather, encounter each other and ideas, are inspired, where new ideas are developed, and where intellectual collisions occur. I believe that our interdisciplinary DNA and activities will shine through this Annual Report.

A few years ago we developed our values as Library staff. I’ll use our values as a structure to highlight some of our Library’s accomplishments in 2014-2015.

• **Leadership**—anticipate trends, and lead in bringing new services and resources to our community.
  - Equipment Lending: We offer equipment to students as an alternative place to access needed electronic devices and equipment for projects, especially for students in majors without access to equipment cages. We are an interdisciplinary hub and will communicate “but the Library has it” when we have what the students need.
  - DeStress Fest: The build-up to finals can be stressful. Our staff members have developed a series of programs and events to help students cope with end-of-semester stress including the popular therapy dogs, free coffee, craft making, chair massages, and naptime with snacks.

• **Accountability**—are good stewards of the resources entrusted to us, and are responsive to our faculty and students.
  - Assessment activities continue to expand: we continue to measure space and equipment use daily, we gather statistics on all aspects of collection use, reference services, and teaching. We tailor services and acquire resources based on what we learn.

• **Collaboration**—work together across boundaries to accomplish common goals and foster community.
  - We were clients of students in Sandra Kumorowski’s *Creativity in Marketing* course in both Fall and Spring. The ideas that the students bring to this project are insightful and innovative. We share the ideas with senior administrators as the ideas are useful for any space where students want to spend time. Our goal is to incorporate some of the best ideas we receive through this process, based on space, staffing and resources.
  - College Archives & Special Collections partnered with Erin McCarthy in delivering the *Public History* course. An impressive visual photographic tour of the buildings Columbia occupied from 1890-1974 was created and mounted on our 2nd floor. It has received great reviews from administrators, faculty, and students.

• **Creativity**—encourage experimentation and innovation.
  - 3D printing equipment + Maker Lab capabilities are gradually growing with influx of new equipment funded by Friends of the Library. Programs and events are increasing and awareness with them.

• **Curiosity**—embrace curiosity as a catalyst for lifelong learning.
  - Aesthetics of Research is an initiative inspired by our Access Services staff wanting to link creative work to its origins for research and/or inspiration in our collections. Exhibits and events encourage participation and interaction among participants.

• **Fun**—recognize fun as a vital component of what we do.
  - Therapy Dogs brought joy and photo ops to more than 800 students this year.
  - Playing and composing music using our electronic keyboard.
  - The New Book corner on the first floor is a spot where faculty, students, and staff serendipitously happen upon new gems from our collection.
Coffee bar provides good coffee at a low cost, increasing the sociability of the Library experience while providing an affordable and popular product.

- **Openness**—provide equitable access to information in a welcoming and supportive environment.
  - New website affords easier user-friendly access to most of our resources including print and digital collections, ejournals, ebooks, research databases, streaming media, catalog of physical materials, and a calendar of Library events and programs.
  - Openness of all kinds. The 2nd floor was reorganized so that students have more study spaces (both for individuals and groups) by weeding and consolidating collections. As a result, the floor has become a very popular hangout.
  - Coffee bar provides good branded coffee at a low cost, increasing the sociability of the Library experience.

- **Respect**—honor differences to create an inclusive atmosphere where diverse voices are heard.
  - Toured Conaway Achievement Project (CAP) in 618 S. Michigan basement; offered tour to CAP staff in order to understand the services offered to students.
  - Toured Services for Students with Disabilities (SSD) in 623 S. Wabash 3rd floor and hosted tour for SSD staff.
  - Partnered with Multicultural Affairs to open our space and plan programs for LGBT and international student events.

- **Service Orientation**—listen to our community, and connect it with high-quality and relevant services.
  - Graduating Student Survey once again substantiates the students’ satisfaction with our services. (See Measure Progress section for details.)

This periodic table summarizes our services, expertise, resources, technology, and spaces.

Encouraging intellectual collisions,

**Jan Chindlund**

Library Dean
LIBRARY VISION, MISSION, AND VALUES

Vision
The Columbia College Chicago Library fuels discovery, sparks creativity, and ignites your future.

Mission
The mission of the Columbia College Chicago Library is to support Columbia College Chicago and its academic programs by providing access to information resources and teaching students to evaluate and use them. Our Library has a teaching mission, and is committed to preparing our users to be lifelong learners in an information rich society. It is a gathering place for intellectual and artistic freedom and expression, where we consistently surprise and delight our community with a fierce dedication to coloring outside of the lines in support of lifelong learning.

The Columbia College Chicago Library will fulfill this mission by providing:
- Relevant, organized resources in support of academic programs.
- An active instruction program dedicated to teaching students to be competent researchers and information users.
- Student-centered services and programs.
- A robust liaison program serving College departments.
- Clean, well-lighted, and welcoming spaces that promote research, reflection, and collaboration.
- Virtual and physical access to resources.
- Appropriate technology to promote communication and learning.
- Effective and visionary library management.
- A knowledgeable, accessible, and engaged staff.

Values
These values guide our work within our Columbia community and beyond:
- Leadership—anticipate trends, and lead in bringing new services and resources to our community.
- Accountability—are good stewards of the resources entrusted to us, and are responsive to our faculty and students.
- Collaboration—work together across boundaries to accomplish common goals and foster community.
- Creativity—encourage experimentation and innovation.
- Curiosity—embrace curiosity as a catalyst for lifelong learning.
- Fun—recognize fun as a vital component of what we do.
- Openness—provide equitable access to information in a welcoming and supportive environment.
- Respect—honor differences to create an inclusive atmosphere where diverse voices are heard.
- Service Orientation—listen to our community, and connect it with high-quality and relevant services.
STRENGTHEN RESOURCES

- Relevant, organized resources in support of academic programs.

Our collections are used primarily by Columbia students, faculty, and staff. Others outside the Columbia community use the resources in person and via inter-library loan and I-Share through the Consortium of Academic and Research Libraries in Illinois (CARLI). Overall circulation of materials to the Columbia community totaled 39,165, comprised of 29,970 initial charges and 9,195 renewals. Altogether 116,666 physical items were accessed (sum of circulation, browsed, inter-library loaned, paged from Special Collections, theses paged from College Archives). The number of digital items accessed was 279,937 (sum of full-text documents from electronic research databases, electronic reserves, theses, and other digital items). This year we had 185,325 visitors.

<table>
<thead>
<tr>
<th>Collection use FY15</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Circulation of materials (initial + renewals)</td>
<td>39,165</td>
</tr>
<tr>
<td>Circulation of materials initial (including 7,054 print reserves and 5,028 media</td>
<td>29,970</td>
</tr>
<tr>
<td>and equipment)</td>
<td></td>
</tr>
<tr>
<td>Circulation of materials renewals</td>
<td>9,195</td>
</tr>
<tr>
<td>Browsed books</td>
<td>32,144</td>
</tr>
<tr>
<td>Browsed periodicals</td>
<td>754</td>
</tr>
<tr>
<td>Inter-library loaned I-share (initial + renewals)</td>
<td>24,226</td>
</tr>
<tr>
<td>Circulation of materials initial</td>
<td>9,989</td>
</tr>
<tr>
<td>Circulation of materials renewals</td>
<td>14,237</td>
</tr>
<tr>
<td>Inter-library loaned OCLC books (initial and renewals)</td>
<td>2,313</td>
</tr>
<tr>
<td>Inter-library loaned OCLC articles</td>
<td>211</td>
</tr>
<tr>
<td>Special Collections viewings</td>
<td>17,671</td>
</tr>
<tr>
<td>Theses paged from College Archives</td>
<td>182</td>
</tr>
<tr>
<td><strong>Total physical items accessed (sum of circulation, browsed, inter-library loaned,</strong></td>
<td>116,666</td>
</tr>
<tr>
<td><strong>special collections viewings, theses paged from College Archives)</strong></td>
<td></td>
</tr>
<tr>
<td>Full-text documents accessed from electronic research databases A-Z</td>
<td>127,718</td>
</tr>
<tr>
<td>Electronic reserves documents accessed</td>
<td>6</td>
</tr>
<tr>
<td>Ebooks sections accessed</td>
<td>74,593</td>
</tr>
<tr>
<td>Streaming full unit</td>
<td>12,406</td>
</tr>
<tr>
<td>Theses accessed electronically</td>
<td>11,762</td>
</tr>
<tr>
<td>Other digital items accessed (images &amp; oral histories &amp; full text documents)</td>
<td>53,452</td>
</tr>
<tr>
<td><strong>Total digital items accessed</strong></td>
<td>279,937</td>
</tr>
<tr>
<td>Inter-library borrowed I-share</td>
<td>3,024</td>
</tr>
<tr>
<td>Inter-library borrowed OCLC books</td>
<td>42</td>
</tr>
<tr>
<td>Inter-library borrowed OCLC articles</td>
<td>100</td>
</tr>
<tr>
<td><strong>Total items borrowed</strong></td>
<td>3,166</td>
</tr>
</tbody>
</table>
## Collection in numbers as of August 31, 2015

<table>
<thead>
<tr>
<th>Category</th>
<th>FY13</th>
<th>FY14</th>
<th>FY15</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Print</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Books in Library</td>
<td>296,613</td>
<td>292,523</td>
<td>270,843</td>
</tr>
<tr>
<td>Books held outside the Library*</td>
<td>8,540</td>
<td>8,780</td>
<td>8,897</td>
</tr>
<tr>
<td>Serials active</td>
<td>396</td>
<td>383</td>
<td>407</td>
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<tr>
<td>Serials inactive and on shelf</td>
<td>1,195</td>
<td>780</td>
<td>176</td>
</tr>
<tr>
<td>Theses</td>
<td>1,783</td>
<td>2,118</td>
<td>2,470</td>
</tr>
<tr>
<td>Manuscripts and archives (volumes)</td>
<td>1,842</td>
<td>4,642</td>
<td></td>
</tr>
<tr>
<td><strong>Electronic</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ebooks</td>
<td>58,901</td>
<td>41,809</td>
<td>59,360</td>
</tr>
<tr>
<td>Book series</td>
<td>9</td>
<td>17</td>
<td></td>
</tr>
<tr>
<td>Full-text journals</td>
<td>48,325</td>
<td>50,039</td>
<td>63,089</td>
</tr>
<tr>
<td>Research databases</td>
<td>129</td>
<td>134</td>
<td>163</td>
</tr>
<tr>
<td>Musical scores</td>
<td>55,203</td>
<td>41,458</td>
<td></td>
</tr>
<tr>
<td>Newsletters</td>
<td>1,483</td>
<td>1,359</td>
<td></td>
</tr>
<tr>
<td>Newspapers</td>
<td>5,689</td>
<td>6,064</td>
<td></td>
</tr>
<tr>
<td>Proceedings</td>
<td>1,216</td>
<td>1,015</td>
<td></td>
</tr>
<tr>
<td>Reports</td>
<td>21,209</td>
<td>54,096</td>
<td></td>
</tr>
<tr>
<td>Streaming audio</td>
<td>102,439</td>
<td>168,063</td>
<td></td>
</tr>
<tr>
<td>Streaming video</td>
<td>25,336</td>
<td>57,259</td>
<td></td>
</tr>
<tr>
<td>Theses/Dissertations</td>
<td>3</td>
<td>62</td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td>298</td>
<td>109</td>
<td></td>
</tr>
<tr>
<td>Websites</td>
<td>352</td>
<td>81</td>
<td></td>
</tr>
<tr>
<td>Digital images</td>
<td>269,451</td>
<td>289,456</td>
<td>344,461</td>
</tr>
<tr>
<td>Oral histories</td>
<td>130</td>
<td>126</td>
<td>142</td>
</tr>
<tr>
<td>Theses</td>
<td>37</td>
<td>60</td>
<td>60</td>
</tr>
<tr>
<td><strong>Media</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Audio in Library</td>
<td>17,995</td>
<td>18,858</td>
<td>19,722</td>
</tr>
<tr>
<td>Audio held outside the Library*</td>
<td>2,808</td>
<td>2,808</td>
<td>2,808</td>
</tr>
<tr>
<td>Film/video in Library</td>
<td>20,655</td>
<td>20,926</td>
<td>21,434</td>
</tr>
<tr>
<td>Film/video held outside the Library*</td>
<td>73</td>
<td>73</td>
<td>73</td>
</tr>
<tr>
<td>Equipment and other</td>
<td>273</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Microforms</td>
<td>1,944</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*In Center for Black Music Research, Fashion Studies, Center for Book, Paper, and Print, or Institutional Effectiveness.
MEDIA & EQUIPMENT

Media & Equipment is the new name for what was previously Audio Visual to reflect the availability of equipment for borrowing and replace dated terminology. New signage helped communicate the change.

Film reservations increased to 498, reflecting requests sent to Media & Equipment reserves email and do not include requests by phone or in person. Most of the requests originated from Cinema Art + Science, followed by HHSS and then Business & Entrepreneurship. The number of faculty who used the reserve system decreased from 51 to 49.

In January 2014, the Library began lending equipment including laptops (repurposed from the Library classroom update), projectors, projection screens, conference phones, a digital camera, and headphones. Patrons appreciated this access to equipment. Faculty and staff members from other College departments have used the projectors and screens for meetings, and students used the laptops, projectors, and headphones. Access Services staff have provided equipment setup and support for a variety of meetings and events held in the Library. In summer 2015, we started purchasing equipment students requested (via a survey) with Friends of the Library funds for lending from the Media & Equipment desk. We plan to add to the inventory of equipment available for students over time as resources permit.
### Physical items cataloged FY15

<table>
<thead>
<tr>
<th>Added</th>
<th>Titles</th>
<th>Volumes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Books</td>
<td>4,594</td>
<td>6,690</td>
</tr>
<tr>
<td>Audio</td>
<td>479</td>
<td>687</td>
</tr>
<tr>
<td>Video</td>
<td>343</td>
<td>433</td>
</tr>
<tr>
<td>Total</td>
<td>5,416</td>
<td>7,810</td>
</tr>
</tbody>
</table>

### Circulation of materials by patron type FY15

<table>
<thead>
<tr>
<th>Patron Type</th>
<th>Charges</th>
<th>Renewals</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Columbia College Chicago</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Undergraduate</td>
<td>22,311</td>
<td>5,093</td>
<td>27,404</td>
</tr>
<tr>
<td>Graduate</td>
<td>997</td>
<td>874</td>
<td>1,871</td>
</tr>
<tr>
<td>Faculty</td>
<td>3,135</td>
<td>1,262</td>
<td>4,397</td>
</tr>
<tr>
<td>Staff</td>
<td>2,468</td>
<td>652</td>
<td>3,120</td>
</tr>
<tr>
<td>Alumni</td>
<td>855</td>
<td>990</td>
<td>1,845</td>
</tr>
<tr>
<td>Other</td>
<td>204</td>
<td>324</td>
<td>528</td>
</tr>
<tr>
<td>Total Columbia College Chicago</td>
<td>29,970</td>
<td>9,195</td>
<td>39,165</td>
</tr>
<tr>
<td>Non-Columbia College Chicago</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Inter-library loan (OCLC/ALA)</td>
<td>2,234</td>
<td>544</td>
<td>2,778</td>
</tr>
<tr>
<td>Inter-library loan (I-Share)</td>
<td>9,989</td>
<td>14,237</td>
<td>24,226</td>
</tr>
<tr>
<td>Total non-Columbia College Chicago</td>
<td>12,223</td>
<td>14,781</td>
<td>27,004</td>
</tr>
<tr>
<td>Total</td>
<td>42,193</td>
<td>23,976</td>
<td>66,169</td>
</tr>
</tbody>
</table>

### Top non-Columbia borrowers of physical materials

<table>
<thead>
<tr>
<th>Patron Type</th>
<th>Charges</th>
<th>Renewals</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>University of Illinois Urbana Champaign</td>
<td>1,181</td>
<td>1,967</td>
<td>3,148</td>
</tr>
<tr>
<td>School of the Art Institute of Chicago</td>
<td>1,276</td>
<td>1,732</td>
<td>3,008</td>
</tr>
<tr>
<td>DePaul University</td>
<td>878</td>
<td>1,104</td>
<td>1,982</td>
</tr>
<tr>
<td>University of Illinois Chicago</td>
<td>829</td>
<td>1,425</td>
<td>2,254</td>
</tr>
</tbody>
</table>
Collection usage by patron group and physical format type

Collection maintenance
Another major weeding project was conducted during June-August 2015. Areas of the collection targeted for review were general art history, architecture, sculpture, music, and film. The Library weeded more than 15,000 books from the main collection.

We send unneeded donated books and weeded books to Better World Books that sells and recycles books. This activity benefits the College and our selected charity, Books for Africa.

1,006 books were donated to the University of Illinois at Urbana-Champaign as part of the CARLI Last Copy program.

Additionally, more than 30,000 lesser-used books previously housed in on-campus remote storage were weeded from the collection and sold to American Book Drive.

The remaining Reference Collection books (Dewey Decimal 700s & 800s) were transferred to the main collection. This finished a two-year long project and freed up space on our 2nd floor for student study.

Also, the periodicals collection was condensed to create more space for students and allow space for the Library Maker Lab.
The entire 3rd floor collection was shifted to maximize space, use of resources, and browsability.

**Harrington College of Design Library**
The Harrington College of Design Library was incorporated into our collection in August 2015. Materials are housed in remote storage within the campus footprint and are paged for users when requested. The collection numbers 30,498 items.

**Coffee cart activity**
From September 1st, 2014 to August 31st, 2015 the our Coffee Bar sold 3,593 cups of coffee, 1,073 cups of cocoa, and 684 cups of tea. We optimized sales by eliminating products that were not selling and adjusting prices and cup size. During the fiscal year revenue exceeded expenses.

**Inter-library loan**
Our patrons borrowed a total of 3,066 items from other libraries. 3,024 or 98% of those were book requests processed through the I-Share consortium and 42 books were borrowed through OCLC ILLiad. 100 articles were borrowed through OCLC ILLiad.

The Library loaned a total of 12,407 items to other libraries. 81% of these loans, or 10,094 books, were handled through I-Share and the remaining 19% through OCLC ILLiad, including 2,313 books and 211 articles.

**Document delivery service**
Document delivery includes scanning articles housed in our collection for Columbia patrons, as well as providing PDFs from articles available online. We provided 108 articles via document delivery.

![Inter-library loan activity 2003 - 2015](image)
Reserves
The Access Services Department housed 742 items on reserve (including required textbooks over $40 and faculty requested items) for FY15. The majority of student use was from two departments: Science & Mathematics and Business & Entrepreneurship. In January, we adopted a new reserves system through SpringShare, which is more cost effective and has a better interface. It offers integration possibilities with LibGuides. We continue to develop informational materials for faculty outreach about available Course Reserve services.

Gifts to the Library
The Library revised its gift policy in FY12, and is much more selective about the types of gifts accepted. The policy can be found at: http://www.lib.colum.edu/about/gifts.php

Electronic Resources
FY15 selection process
The Electronic Resources Committee was asked to prepare three versions of the 2014-15 budget for consideration: FY15 Maintain Current Spending Levels; FY15 Significant Cuts in Allocation; and FY15 Wish List Scenario. Eventually we used the FY15 Maintain Current Spending Levels version. Resource cuts still had to be made to account for yearly cost increases in database subscription pricing. To help with the decision making process the committee used the Database Analysis Spreadsheet to compare cost/usage, cost/curricular area and cost/credit hour information. In addition, the committee members and departmental liaisons solicited feedback from faculty and departments and discussed possible cuts and/or additions with departments that might be affected. These efforts helped to ensure that the library electronic resources selected for the academic year would adequately support students and faculty needs across the curriculum.

Database recommendations and selections
Based on trials run during the 2013-2014 academic year, feedback received, review of usage, budget considerations and the discussions of the Electronic Resources Committee, the following recommendations for changes to electronic resources were made:
New resources
- Alexander Street Press Classical Scores Vol. III
- Art Source
- Communication Source
- Applied Science
- Academic Video Online Premium (upgraded from VAST: Academic Video)

Revised subscriptions:
- Change Grove Art back to unlimited users
- Change Grove Music back to unlimited users

Database cancellations:
- Art and Architecture Complete: Art Abstracts: replaced by Art Source
- Communication and Mass Media: replaced by Communication Source
- Computers and Applied Science: replaced by Applied Science
- VAST: replaced with Academic Video Online Premium
- Black Studies Center
- Film Indexes Online
- Ulrich’s Web
- Remove Swank Video from budget line

Reinstated Databases
- Black Studies Center*

CARLI Funded Databases
CARLI is underwriting the cost of the Academic Search Complete subscription for FY15.

*Although we initially dropped the Black Studies Center for this year, we realized that this resource not only provided us with the Chicago Defender Archives, but that the fee we were paying was actually a hosting fee and we had purchased the database contents years ago. We reinstated this database at the beginning of September.

Electronic resources budget distribution

<table>
<thead>
<tr>
<th>Department</th>
<th>% of total database expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>General</td>
<td>27%</td>
</tr>
<tr>
<td>Business</td>
<td>11%</td>
</tr>
<tr>
<td>Journalism</td>
<td>9%</td>
</tr>
<tr>
<td>Art &amp; Photography</td>
<td>8%</td>
</tr>
<tr>
<td>Creative Arts Therapies</td>
<td>8%</td>
</tr>
<tr>
<td>Advertising</td>
<td>6%</td>
</tr>
<tr>
<td>Fashion</td>
<td>5%</td>
</tr>
<tr>
<td>Music, Theatre, &amp; Dance</td>
<td>5%</td>
</tr>
<tr>
<td>HHSS</td>
<td>5%</td>
</tr>
<tr>
<td>Science &amp; Math</td>
<td>5%</td>
</tr>
<tr>
<td>Creative Writing</td>
<td>4%</td>
</tr>
<tr>
<td>IAM</td>
<td>3%</td>
</tr>
<tr>
<td>Cultural Studies</td>
<td>3%</td>
</tr>
<tr>
<td>Cinema, Radio, Television</td>
<td>1%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>
Looking at this information by schools, our expenditure distribution by school shows a slightly higher expenditure for targeted areas in the School of Fine & Performing Arts. However, this matches a slighter higher percentage of credit hours generated by that school. Although we do not base electronic resource purchasing decisions solely on student enrollment, credit hours generated by department/school, or usage statistics, it does make sense that our resource distribution would correlate with the size and demands of the schools and their curricula.

Database trials
As part of the review and selection process, the Library offers database trials throughout the year. These titles were reviewed during FY15 for consideration in the FY16 budget.

<table>
<thead>
<tr>
<th>Database</th>
<th>Vendor</th>
<th>Requested by</th>
<th>Trial dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>JSTOR Archive Collections</td>
<td>JSTOR</td>
<td>CARLI</td>
<td>Aug. 25th - Oct. 17th</td>
</tr>
<tr>
<td>John Johnson Print Ephemera</td>
<td>Proquest</td>
<td>Art Department</td>
<td>Oct. 1st - Oct. 31st</td>
</tr>
<tr>
<td>RIPM Retrospective Index</td>
<td>EBSCO</td>
<td>Vendor Solicitation</td>
<td>Oct. 7th - Oct. 21st</td>
</tr>
<tr>
<td>Try-IT Illinois</td>
<td>Illinois State Library</td>
<td></td>
<td>Oct. 1st - Nov. 30th</td>
</tr>
<tr>
<td>Charleston Virtual Film Festival</td>
<td>Kanopy</td>
<td>Vendor Solicitation</td>
<td>Nov. 5th - Nov. 20th</td>
</tr>
<tr>
<td>World Cinema Streaming Video Collection</td>
<td>Film Media Group</td>
<td>Library</td>
<td>Nov. 17th - Dec. 17th</td>
</tr>
<tr>
<td>Statista</td>
<td>Statista</td>
<td>Library</td>
<td>Feb. 12th - Aug. 31st</td>
</tr>
</tbody>
</table>
Resources also reviewed (no trial) during FY15:
- International Archive of Theatre Journals
- Rock’s Backpages
- Musician’s Atlas
- Docusseek2

Resources summary
The Library tracks its electronic resources in the ERMS (Electronic Resource Management System). We are currently using the EBSCO ERMS.

Here is a breakdown of our resources:

<table>
<thead>
<tr>
<th>Resource</th>
<th>FY12</th>
<th>FY13</th>
<th>FY14</th>
<th>FY15</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unique resources</td>
<td>177,888</td>
<td>181,261</td>
<td>202,113</td>
<td>312,060</td>
</tr>
<tr>
<td>Unique managed resource*</td>
<td>176,318</td>
<td>179,787</td>
<td>200,705</td>
<td>308,155</td>
</tr>
<tr>
<td>Unique custom resource**</td>
<td>2,240</td>
<td>2,094</td>
<td>1,961</td>
<td>4,370</td>
</tr>
<tr>
<td>Databases</td>
<td>N/A</td>
<td>129</td>
<td>134</td>
<td>163</td>
</tr>
</tbody>
</table>

*Managed resources: The total number of links to title maintained by EBSCO.
**Custom resources: The total number of links to custom titles. The A-to-Z administrator is responsible for the maintenance of custom titles.

FY15 shows a significant increase in the number of databases, largely due to our switch from the Alexander Street Press VAST database to their Academic Online Video Premium Collection.

Prior to 2014 we used Serial Solutions, an administrative System from Proquest, as our Electronic Management System. The two systems label and track resources differently, so it is not possible to provide a comparison of individual resource types earlier than 2014.

Usage summary
Gathering statistics
Gathering usage statistics continues to be a problem because of lack of consistency between vendors and platforms. Many of our vendors provide us with some sort of Counter Compliant Report (http://www.projectcounter.org/code_practice.html). However, a significant number of our resources do not follow Counter guidelines, so the data provided is not necessarily the same type of information found in Counter reports. Also, not every vendor following Counter Guidelines provides all
of the different reports possible. Most vendors provide a Journal 1 report which gives statistics for full-text downloads. Unfortunately, not every vendor provides Database or Platform reports, which means our annual statistic reports are very incomplete and inconsistent.

**Statistics summary**
The table below shows our usage statistics summary for FY15.

<table>
<thead>
<tr>
<th></th>
<th>Searches</th>
<th>Result clicks</th>
<th>Record views</th>
<th>Full unit</th>
<th>Sessions</th>
<th>Pages</th>
<th>Sections</th>
<th>Turnaways</th>
</tr>
</thead>
<tbody>
<tr>
<td>Journals</td>
<td>141,096</td>
<td>181,166</td>
<td>97,653</td>
<td>127,718</td>
<td>29,157</td>
<td>45,405</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Streaming</td>
<td>36,092</td>
<td>2,443</td>
<td>6,287</td>
<td>12,406</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ebooks</td>
<td>8,626</td>
<td>9,956</td>
<td>50,516</td>
<td>4,546</td>
<td>8,457</td>
<td>74,593</td>
<td>719</td>
<td></td>
</tr>
<tr>
<td><strong>Totals</strong></td>
<td><strong>185,814</strong></td>
<td><strong>193,565</strong></td>
<td><strong>154,456</strong></td>
<td><strong>144,670</strong></td>
<td><strong>37,614</strong></td>
<td><strong>45,405</strong></td>
<td><strong>74,593</strong></td>
<td><strong>719</strong></td>
</tr>
</tbody>
</table>

**Database usage**
The statistics in this section relate to journal titles in our electronic databases.

As stated above, the past several years have seen significant changes in the type of statistics provided by our vendors. We have migrated from Counter 3 Reports (which tracked full-text downloads, searches and sessions) to Counter 4 reports (which track full-text downloads, result clicks, record views). Some sites offer both Counter 3 and Counter 4 reports, others do not offer Counter reports at all. The result of all of this is that it is very difficult to track trends over years because the data items and statistics gathered are continually changing. However, as of this year we now have several years’ history with using EDS (EBSCO Discovery Service) and can begin to examine trends over time. We are seeing good usage of the Discovery Tool and it certainly helps that this is the main search box on the front page of the Library web site.

Our patrons seem to be opting for this search box as their search starting point. Here is a look at the last four years search and session trends in EDS:
As to be expected with the increased number of searches in EDS (3,220,099 more EDS searches in FY15 over the previous year), the number of direct searches significantly decreased.

<table>
<thead>
<tr>
<th></th>
<th>FY06</th>
<th>FY07</th>
<th>FY08</th>
<th>FY09</th>
<th>FY10</th>
<th>FY11</th>
<th>FY12</th>
<th>FY13</th>
<th>FY14</th>
<th>FY15</th>
</tr>
</thead>
<tbody>
<tr>
<td>Direct searches</td>
<td>210,427</td>
<td>238,411</td>
<td>291,122</td>
<td>344,744</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>141,096</td>
</tr>
</tbody>
</table>

*N/A: Direct search statistics are not available for these years.

Although our EDS searches are up significantly over the previous year, we continue to see a downward trend in the number of full-text downloads reported.

<table>
<thead>
<tr>
<th></th>
<th>FY11</th>
<th>FY12</th>
<th>FY13</th>
<th>FY14</th>
<th>FY15</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full-text documents viewed</td>
<td>214,736</td>
<td>156,529</td>
<td>327,906</td>
<td>289,008</td>
<td>127,718</td>
</tr>
</tbody>
</table>

We will continue to monitor the decline in full-text downloads. Some factors to consider as we look at this trend include: declining student enrollment; declining electronic resources budget; incomplete usage statistics from vendors; and, an increase in streaming media and ebooks resources which may or may not track downloads in a manner consistent with reporting mechanisms.
The ebb and flow of searches during FY15 follows the pattern of previous years. Here is a comparison of searches, downloads and sessions:

Here is a look at EDS monthly search patterns over the past three years:

And a look at monthly full-text download patterns over the past three years:

Our monthly usage patterns remain consistent with the Fall semester showing heavier usage than the Spring semester and midterm spikes in both semesters.

**Ebooks**

<table>
<thead>
<tr>
<th>Ebooks use FY15</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Total searches</td>
<td>8,626</td>
</tr>
<tr>
<td>Total sessions</td>
<td>8,457</td>
</tr>
<tr>
<td>Total sections</td>
<td>74,593</td>
</tr>
</tbody>
</table>
Here are the usage totals by collection/vendor for FY15:

<table>
<thead>
<tr>
<th></th>
<th>Searches</th>
<th>Result clicks</th>
<th>Records views</th>
<th>Title requests</th>
<th>Session</th>
<th>Sessions</th>
<th>Turnaway</th>
</tr>
</thead>
<tbody>
<tr>
<td>EBSCO Federated</td>
<td>187,522</td>
<td>66,639</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Safari Technical</td>
<td>1,857</td>
<td>569</td>
<td>44,102</td>
<td>N/A</td>
<td>51,588</td>
<td>4,399</td>
<td>254</td>
</tr>
<tr>
<td>EBSCO Direct</td>
<td>1,065</td>
<td>8,065</td>
<td>5,402</td>
<td>2,425</td>
<td>7,476</td>
<td>N/A</td>
<td>357</td>
</tr>
<tr>
<td>Grove Music</td>
<td>1,060</td>
<td>82</td>
<td>0</td>
<td>N/A</td>
<td>1,173</td>
<td>553</td>
<td>N/A</td>
</tr>
<tr>
<td>Grove Art</td>
<td>970</td>
<td>47</td>
<td>0</td>
<td>N/A</td>
<td>1,097</td>
<td>443</td>
<td>N/A</td>
</tr>
<tr>
<td>Credo</td>
<td>669</td>
<td>N/A</td>
<td>N/A</td>
<td>881</td>
<td>836</td>
<td>411</td>
<td>2</td>
</tr>
<tr>
<td>Gale VRL</td>
<td>661</td>
<td>403</td>
<td>1,009</td>
<td>1,193</td>
<td>4,324</td>
<td>503</td>
<td>N/A</td>
</tr>
<tr>
<td>Oxford English Dictionary</td>
<td>644</td>
<td>372</td>
<td>0</td>
<td>N/A</td>
<td>950</td>
<td>384</td>
<td>N/A</td>
</tr>
<tr>
<td>Berg Fashion</td>
<td>630</td>
<td>128</td>
<td>0</td>
<td>9</td>
<td>416</td>
<td>743</td>
<td>12</td>
</tr>
<tr>
<td>Ebrary</td>
<td>621</td>
<td>21</td>
<td>2</td>
<td>N/A</td>
<td>4,613</td>
<td>196</td>
<td>N/A</td>
</tr>
<tr>
<td>Oxford History of Western Music</td>
<td>333</td>
<td>268</td>
<td>0</td>
<td>N/A</td>
<td>1,478</td>
<td>649</td>
<td>N/A</td>
</tr>
<tr>
<td>EBL</td>
<td>87</td>
<td>1</td>
<td>0</td>
<td>38</td>
<td>0</td>
<td>144</td>
<td>N/A</td>
</tr>
<tr>
<td>Sage SK</td>
<td>29</td>
<td>0</td>
<td>1</td>
<td>N/A</td>
<td>12</td>
<td>32</td>
<td>N/A</td>
</tr>
<tr>
<td>JSTOR</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>30</td>
<td>0</td>
<td>94</td>
</tr>
</tbody>
</table>

Note: the ebook download feature is disabled for most of our ebook collections because of the extremely difficult and confusing download process. N/A refers to data gaps in the various reports provided by our vendors.

A comparison of ebook searches and sessions over the past several years show a downward trend that is similar to the one noted in journal searching.

<table>
<thead>
<tr>
<th></th>
<th>FY12</th>
<th>FY13</th>
<th>FY14</th>
<th>FY15</th>
</tr>
</thead>
<tbody>
<tr>
<td>Searches</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>EBSCO Federated</td>
<td>245,186</td>
<td>256,973</td>
<td>224,930</td>
<td>187,522</td>
</tr>
<tr>
<td>Safari Technical</td>
<td>85,653</td>
<td>94,204</td>
<td>62,482</td>
<td>66,639</td>
</tr>
<tr>
<td>EBSCO Direct</td>
<td>1,181</td>
<td>3,744</td>
<td>3,538</td>
<td>1,857</td>
</tr>
<tr>
<td>Grove Music</td>
<td>1,060</td>
<td>3,911</td>
<td>2,516</td>
<td>669</td>
</tr>
<tr>
<td>Grove Art</td>
<td>970</td>
<td>3,111</td>
<td>2,545</td>
<td>611</td>
</tr>
<tr>
<td>Credo</td>
<td>669</td>
<td>2,790</td>
<td>437</td>
<td>293</td>
</tr>
<tr>
<td>Gale VRL</td>
<td>973</td>
<td>411</td>
<td>279</td>
<td>621</td>
</tr>
<tr>
<td>Oxford English Dictionary</td>
<td>644</td>
<td>644</td>
<td>644</td>
<td>644</td>
</tr>
<tr>
<td>Berg</td>
<td>181</td>
<td>438</td>
<td>131</td>
<td>29</td>
</tr>
<tr>
<td>Ebrary</td>
<td>225</td>
<td>534</td>
<td>102</td>
<td>32</td>
</tr>
<tr>
<td>Oxford History of Western Music</td>
<td>333</td>
<td>333</td>
<td>333</td>
<td>333</td>
</tr>
<tr>
<td>EBL</td>
<td>87</td>
<td>87</td>
<td>87</td>
<td>87</td>
</tr>
<tr>
<td>Sage SK</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>JSTOR</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Total direct</td>
<td>8,626</td>
<td>8,457</td>
<td>8,385</td>
<td>7,506</td>
</tr>
<tr>
<td>Total federated</td>
<td>245,186</td>
<td>256,973</td>
<td>231,521</td>
<td>195,083</td>
</tr>
</tbody>
</table>

Columbia College Chicago Library Annual Report September 1, 2014 – August 31, 2015
*This is the first year the Oxford databases have been classified as ebooks rather than journals.
**We currently have 1 JSTOR ebook title.
***This is the first year we have been able to get direct (rather than federated) search numbers for our EBSCO ebooks. While this drastically reduces the total number of searches, it does allow us to compare statistics from other vendors and show a more accurate total search number.

This chart uses the EBSCO Federated numbers and not the EBSCO Direct numbers for FY15 to match the type of EBSCO statistics available for previous years.

**Streaming media**

During FY15 we switched our Alexander Street Press VAST subscription to the Academic Video Online Premium subscription. The Premium subscription gives us access to over 31 Alexander Street Press video databases with over 45,000 titles. Between the Premium collection and some expansion of the Alexander Street Press Music Online databases we subscribe to, we have greatly increased the amount of Streaming Media that is available to our students.

We also switched our Kanopy subscription to a PDA (patron driven acquisition) model that gives us access to the entire Kanopy catalog, while we only pay for what has actually been watched. Again, this allows us to expand the streaming media options available to our faculty and students. We will be monitoring this program to see how students and faculty make use of this option.

<table>
<thead>
<tr>
<th>Streaming media usage</th>
<th>FY14</th>
<th>FY15</th>
</tr>
</thead>
<tbody>
<tr>
<td>Searches</td>
<td>5,181</td>
<td>36,092</td>
</tr>
<tr>
<td>Result clicks</td>
<td>N/A</td>
<td>2,443</td>
</tr>
<tr>
<td>Record views</td>
<td>N/A</td>
<td>6,287</td>
</tr>
<tr>
<td>Full unit</td>
<td>2,358</td>
<td>12,406</td>
</tr>
</tbody>
</table>
Because of the very significant increase in streaming media resources, there is a large increase in the amount of Streaming Media use when compared to last year.

We anticipate that our streaming media resources will continue to grow over the next several years and this area will become a significant part of the Electronic Resources collection.

Special Collections Overview

Special Collections at Columbia College Chicago was established nearly 30 years ago to provide access to materials deemed rare, valuable, and irreplaceable, of high risk or whose format required special handling and monitored research use. During this time, the collection policy focused on format, price, value of materials and book susceptible to damage or theft. Special Collections also served as the college archives until a separate unit was formed in 2005. In 2014, Special Collections merged with College Archives to form the College Archives & Special Collections department. With a mature collection at hand, the Special Collections policy was redefined in 2015.

Mission

The mission of Special Collections is to preserve, safeguard, organize, and describe materials in its defined collecting areas, in support of the teaching and research needs of Columbia College Chicago, the scholarly community, and the general public.

Access

In order to ensure the continued availability of these unique items, Special Collections materials are closed stacks; they cannot be browsed but can be accessed by request and viewed by appointment Monday through Friday from the link at http://colum.edu/archives or through email at archives@colum.edu.

Advisory Group

The Columbia Archives Advisory Group (CAAG) was formed in the Fall of 2014 to support the College Archives’ and Special Collections mission to collect and preserve institutional and manuscript collections vital to the history of the institution and promote the use of the collections.

Drawn from across departments, campus units, and off-campus experts, this group participates in the identification and approval of new College Archives & Special Collections materials held in support of curriculum.

Focus

Columbia College Chicago Special Collections houses rare* materials in support of College disciplines in the following collecting areas:

- publication collections, from historical roots to current works, in the subjects below
- manuscript collections
- faculty and staff publications

* Rare defined as: scarcity of research availability
Publication collections

- **ABC/123**: showcases the creative interpretation of the letters of the alphabet and numbers in innovative designs by graphic artists, typographers, photographers, paper engineers, book designers and others.

- **Typography Designers**: visually documents the work of individual typographers with insight on an array of typefaces and fonts.

- **Book as Art**: references a variety of publication formats and use of design materials that stretch the limits of the imagination of what a book can be. Samples include handmade artists’ books, pop-up and movable books, and flip books.

- **Photography**: represents photographer’s work and subject genres based on Columbia College Chicago courses in photography that comprise limited editions as well as examples of photographic artists’ books. Also included are the Photography Foundations study collection and the Antique Photo study collection of daguerreotypes, tintypes, ambrotypes, carte de visite, cabinet cards, and stereograph postcards.

- **Graphic Art**: emphasizes the following subject strengths:
  - **Publication Design**: Whether it is in print or on screen, designing magazines, newspapers, annual reports, mail order catalogs, websites or blogs, publication design is influenced both by time-tested design principles as well as recent trends. Materials are a cross-pollination of both; offering students timeless techniques along with fresh ideas from which to draw.
  - **Music Graphics**: Imagery for music promotion runs the gamut from exploring the role of vintage record album sleeves to CD cover art to developing branding for contemporary music downloads, poster design, t-shirts, social media, and other online promotions. This collection offers a selection of reference material for researching different aspects of visual identity for music graphics projects.

- **Serials**: introduces a range of both historical and contemporary print titles mirroring the strengths of the several of the collections highlighted above and includes titles such as: Émigré, Upper & Lower Case, V magazine, V Men magazine, Parkett, NEST, Exposure, Pinhole, Aperture.

Manuscript collections

- **Clyde Caswell**: A radio pioneer, who chaired the Columbia College Radio Department from 1947 to 1957

- **Phi Sigma**: Established in Chicago in 1877, this group is made up of people dedicated to public speaking and is the second oldest continuously running organization of its kind in Illinois.

- **NCCJ/Chicago Center for Cultural Connections**: The NCCJ was an organization that was formed nationally in 1928 to facilitate cooperation between religions on civic and social justice issues and to promote understanding and mutual respect through education and dialogue.

- **Robert (Bob) Enrietto**: worked in studio production for over three decades as a production manager, assistant director, set designer, and producer. Enrietto also co-founded Columbia College Chicago’s “Semester in L.A.” program.

- **Peter Thompson**: documentary film, photography, anthropology, he was a specialist in digital imaging and in the history and methodologies of documentary who taught at Columbia College Chicago.

• **Radio Scripts**: a collection of 1940s scripts from a local radio station that includes interviews with returning servicemen and servicewomen as well as war news from the Chicago area.

• **Chicago Anti-Apartheid Movement**: chronicles Chicago area activists’ grassroots organizations’ work in bringing an end to the apartheid system of government in Southern and South Africa.

• **Archie Lieberman**: A professional photojournalist and author of more than twenty books from the 1950s to the early 2000s. Lieberman’s photographs appeared in magazines such as *Look*, *Life*, and *Time*, and he worked for Black Star Agency and corporations like Land’s End, Acme Steel, and Inland Steel.

• **Gallery 312**: Important to the history of the Chicago art world, since it was the second art gallery to open in the West Loop after Paul Klein, its success stimulated the overall proliferation of nonprofit art galleries in Chicago.

• **Doug Lofstrom**: A composer and bassist whose scores reflect his involvement in theater, dance, film and symphonic music and served musical director of Chicago’s Free Street Theatre before joining the faculty of Columbia College Chicago Music Department.

• **William (Bill) Russo**: A composer, conductor, teacher, and author, he founded Columbia College’s music department, became the director of its Center for New Music, and established the Chicago Jazz Ensemble.

• **The Sherwood Community Music School at Columbia College Chicago**: began as the Sherwood Music School in 1895 and was a degree-granting institution for musicians, offered music distance education, and served as a community music school offering lessons and programs for musicians of all ages.

• **Youth Communication Chicago**: the organization supports the voices of urban youths and it teaches literacy and life skills to high school students in Chicago, through the production of *New Expression* newspaper.

• **Nena Ivon**: the director of fashion and special events at Saks Fifth Avenue for more than forty years, she also teaches at Columbia College Chicago and works extensively with Fashion Columbia.

• **Richard C. Heyser**: A renowned audio, aerospace, and medical scientist, he held nine patents, including one for Time-Delay Spectrometry (TDS) in 1967 and is known for his work in the field of acoustics.

• **Laurence (Larry) Minsky**: A creative director, writer, author, and educator whose work includes brand development and new product development is currently an Associate Professor at Columbia College Chicago.

• **Tom Palazzolo**: a documentary film maker, photographer, and artist focusing on Chicago, his work has been exhibited in such venues as the Museum of Modern Art in New York, the Whitney Museum of American Art, the Pacific Film Archive, Facets, the Film Center, and the Chicago Historical Society.

• **Chicago Journalists Association/Chicago Press Veterans**: an organization established in 1933 to provide working newspaper men and women engaged in the art of gathering, writing, editing, and illustrating the news of the day, an organization to share their common experiences.

• **Paper Manufacturers**: a resource of artistic promotional publications created with exceptional paper and printing techniques by paper manufacturers that draw attention to their paper’s outstanding qualities and possibilities for designers developing promotional and marketing campaigns.

• **George Thompson**: materials related to the history of typography from a former faculty member of Columbia College Chicago.

• **Lawrence Snider**: gallery announcements from around the world that speak to the advertising and postcard design of art gallery installations, collected by a College trustee.
College faculty/staff works collection
The Library attempts to acquire and maintain published works authored or edited by individuals employed at Columbia College Chicago at the time of publication. For book works published in a physical format, one copy will be purchased for the faculty/staff works collection. A second circulating copy will be purchased only if it meets our general collections selection criteria. For audio or visual works in which a Columbia College Chicago employee is a primary contributor, one copy will be purchased for our Media + Equipment collection.

Under this policy, the Library will generally not acquire monographs in which a Columbia College Chicago employee has written a chapter or foreword. This policy also excludes journals edited by faculty or staff. Faculty and staff are encouraged to create a page on Selected Works to highlight their complete body of work, including monographs, articles, essays, and multimedia works.

College Archives & Special Collections Acquisition, processing, and cataloging
By implementing ArchivesSpace, the College Archives & Special Collections is able to formalize its documentation process for accession records. This process began in late Spring 2015 and connects accessions to other records and collections in the system. Additionally, it creates another access point to custodial information about collection materials and aids in streamlining the workflow for accessioning and re-housing.

Acquisition of special collections remained stagnant this year while waiting for permanent physical space to house the College Archives & Special Collections. The Archives Advisory Group will be consulted on future special and manuscript collections acquisitions.

Transferal of institutional records to the College Archives continued, including:
- Campus unit materials from various offices
- Student graduate theses and undergraduate capstone papers
- Harrington College of Design special collections books and students’ graduate theses

Processing
The implementation of ArchivesSpace also allowed the College Archives & Special Collections to begin re-creating finding aids as the data had been lost during an update with Archon. This task became a priority in order to maintain intellectual control of the collections and processing projects were put on hold to accommodate time for finding aid recreation. To date, fifteen finding aids have been entered into the new system.
Below is a list of processing accomplishments and associated digitization:

Completed
- Sherwood Community Music School collection
- Clyde Caswell collection
- Provost’s Office records
- Research, Evaluation & Planning Office records

Ongoing
- Board of Trustees
- Campus Publications - Court Green
- Chicago Anti-Apartheid Movement collection/The George & Rozell Nesbitt Special Collection

Digitized
- Sherwood Music School catalogs
- Sherwood Music School piano and violin lesson books (on-going)
- Siegel-Myers Correspondence School of Music materials
- Clyde Caswell photographs and recordings
- Phi Sigma Camping Club, Selected Letters, and Annual Programs
- World’s Columbian Exposition (rare book)

Cataloging
ArchivesSpace allows for both local and authority controlled vocabularies in its system and time was spent inputting subjects and agents. Having a majority of terms in the system allows for efficient data entry when creating records in the system as terms will auto populate in the subject and agent fields. Local agents, such as corporate names for College offices and departments, were entered into the system according to RDA descriptive standards.

Work was accomplished to standardize the descriptive metadata for the digital objects already entered into Digital Commons. Batch revisions were made to existing metadata to fields containing information on citation, abstract, notes, and licensing and reproduction terms.

The backlog for the graduate student thesis collection continued to decrease as more cataloging of physical and digital theses was accomplished; the collection is now 61.5% cataloged.
- 256 theses and capstone papers cataloged
- 133 cataloged theses from the Harrington College of Design were added to the collection

Descriptive metadata was created for the following collections and items in Digital Commons:
- College Archives & Special Collections Finding Aids
- Chicago 1968 oral histories
- Archie Lieberman Job Book
- Phi Sigma collection: Camping Club documents and images, Selected Letters, and Annual Programs
- Rare books
- Sherwood Community Music School collection: Catalogs, Commencement Programs, Siegel-Myers Correspondence School of Music materials
- Capstone papers
International reach: This map depicts locations of users around the world that have downloaded College Archives & Special Collections content from Digital Commons in a single 24 hour period.

Preservation funds
The Archie Lieberman Preservation Fund and The College Archives Preservation Fund are accounts established to assist with preservation of manuscript collections and institutional records held in the Archives.

Gifts to the College Archives Preservation Fund ensure that the College Archives can continue to preserve the legacy of Columbia College Chicago through the collection, conservation, and presentation of historical documents, artifacts, and digital objects.

One goal this past year was to build the preservation accounts and develop long-term projects for which these monies can be used. As the College Archives Advisory Group enters its second year of service, it will help CASPC staff address these goals over the next year. Further, there had been access issues on the CASPC giving page on the Columbia College Chicago website which have been corrected and the page has been reworked and made accessible as of Fall 2015.

College Archives statistics

<table>
<thead>
<tr>
<th>Material intake and research statistics</th>
<th>FY15</th>
</tr>
</thead>
<tbody>
<tr>
<td>Research questions answered</td>
<td>3,558</td>
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<tr>
<td>Researcher visits to the archives</td>
<td>213</td>
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<td>Accessions</td>
<td>352</td>
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<td>Theses viewed by researchers (in-person)</td>
<td>182</td>
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<tr>
<td>Theses viewed by researchers (online)</td>
<td>11,762</td>
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<tr>
<td>Groups or classes addressed</td>
<td>46</td>
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<tr>
<td>Individuals in groups or classes addressed</td>
<td>1,908</td>
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</table>

<table>
<thead>
<tr>
<th>Digital Commons usage</th>
<th>FY15</th>
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<tbody>
<tr>
<td>Full Text Downloads</td>
<td>47,411</td>
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<th>College Archives systems</th>
<th>FY13</th>
<th>FY14</th>
<th>FY15</th>
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<tbody>
<tr>
<td>Digitized collection size (in GB)</td>
<td>17,592</td>
<td>18,568</td>
<td>14,667</td>
</tr>
<tr>
<td>New digitized items added (in GB)</td>
<td>4,466</td>
<td>3,154</td>
<td>2,679</td>
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<tr>
<td>Number of new digital files added</td>
<td>173,658</td>
<td>126,987</td>
<td>111,658</td>
</tr>
<tr>
<td>Website visits</td>
<td>75,652</td>
<td>107,378</td>
<td>100,229</td>
</tr>
<tr>
<td>Archive-It statistics</td>
<td>FY15</td>
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</tr>
<tr>
<td>-------------------------------</td>
<td>------</td>
<td></td>
<td></td>
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<tr>
<td>Documents archived</td>
<td>910,698</td>
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<tr>
<td>Data archived (in GB)</td>
<td>132</td>
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<tr>
<td>Videos archived</td>
<td>5,828</td>
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<tr>
<td>PDF documents archived</td>
<td>4,991</td>
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DEEPEN CONNECTION WITH TEACHING MISSION, STUDENTS, FACULTY, & ALUMNI

- An active instruction program dedicated to information competency
- Student-centered programming and services
- A robust liaison program

Reference & Instruction

Library learning spaces—both brick-and-mortar and online—received updates and re-designs in FY15. The Library web site was re-designed and updated to better coordinate with the College site and to serve user needs with a more streamlined, user-friendly, and fresh look and feel. Virtual reference tools were upgraded and re-designed to maximize the overall web re-design and improve services. The second floor of the Library saw completion of a project, started in FY14, to move out all reference shelving and open up the entire east side to multi-purpose use by patrons. Also on the second floor, additional periodicals weeding led to more space, and new furniture and space for a developing Maker Lab was created. The second floor is developing into a heavily used area for collaboration, computer and laptop use, group work, reference services, maker activities, and relaxation.

The new Teaching and Learning Liaison service, whereby a librarian from the Reference & Instruction Department is responsible for communicating with each academic department, has led to changes in some instruction content and formats, publicity about new databases of interest to particular faculty, presentations at faculty meetings, revisions to online Research and Course Guides, and ongoing conversations between faculty and librarians about curriculum and learning outcomes.

Achievements and changes primarily managed by or significantly affecting the Reference & Instruction Department include the following:

- Redesigned and launched Library website, with usability testing and revisions (see website management and development for details).
- Began development of a maker lab with light boxes, butcher paper and drawing utensils, white boards, large work tables, artist’s tables, and a 3D printer. Programming, through collaboration with other departments on campus, is planned for Fall 2015.
- Established new approach to the liaison program, adding a Teaching and Learning Liaison from the Reference & Instruction Department for each department.
- Weeded 2,350 books from the reference collection, and integrated the remaining 2,672 items into the main collection on floors three through five. This project was a cross-functional collaboration between Access Services, Technical Services, and Reference & Instruction. Various student staff were also involved in the project.
- Upgraded and updated virtual reference tools, LibGuides and LibAnswers, the Reference FAQ—and the improved design and integration into the new Library web site design.
- Increased participation in Library social media (see website management and development)
- Hosted a practicum student from the Graduate School of Library and Information Science, Dominican University, River Forest, Illinois in Spring 2015.
- Two Reference & Instruction librarians, along with one Access Services librarian, participated in the Library Fellows Project, working with faculty to design course components that will facilitate use of Library resources.
- The Intellectual Property Librarian taught three instances of the hybrid online and face-to-face, Moodle-facilitated Copyright course for faculty.
- Reference & Instruction librarians assisted with International Student Orientation, in collaboration with the Community Engagement & Special Initiatives Department.
• Two librarians from the Reference & Instruction Department participated in the New Faculty Orientation event in August 2015.

• Reference & Instruction Librarians provided course-related research instruction to 288 classes, reaching 5,697 students. In surveys administered after instruction sessions, 87% of students indicated they agreed or strongly agreed that the session would “help me in completing my course assignment,” 89% agreed or strongly agreed that the instruction would “help me do research for other classes,” and 90% agreed or strongly agreed that the Library classroom provided a “good learning environment.” (See instruction section for further details.)

Reference transactions
Reference librarians managed 11,259 interactions, including those managed in-person, by phone, by email, chat, SMS, and through the new, self-service FAQ. 9,008 transactions took place in-person or by phone, and 2,958 of those (or 33%) required reference assistance. Including inquiries through the new FAQ service, 20% of all inquiries were answered by means of virtual reference services (SMS, chat, email, and FAQ) for patrons not physically present at the Reference Desk.

Chat, SMS, FAQ, and email formats provide a convenience that appeals to many students and faculty and that makes assistance available at the point of need via technologies they enjoy using. It should be noted that patrons sometimes use the chat service while in the Library and from time-to-time initiate an inquiry via chat but complete the interaction in person at the Reference Desk.

Reference transactions by mode

Research consultation appointments
In today’s virtual reference environment, what once happened in research consultations by appointment now occurs at the point of need via chat, email, phone and face-to-face interactions. Official research consultation numbers have been decreasing significantly since email reference and chat were introduced. It should be noted that the type of service often provided via chat—long, detailed, ongoing conversations about all aspects of a user’s research—usually meet the needs formerly met through the research consultation service. 10 research consultations by appointment were initiated via the online request form in FY15.

Staffing changes
As the summer of 2015 came to a close, two Reference & Instruction librarians retired. Adjustments to staff scheduling at the reference desk and the classroom were required in the Fall 2015 semester. All weekend hours will be staffed by student staff and the reference desk will close one hour earlier Monday through Thursday, at 7pm. A Reference & Instruction librarian will be assigned to monitor email reference questions over each weekend during the semester.
Instruction overview and statistics FY15

- Total uses of classroom for instruction, meetings, events: 349
- Total instruction sessions: 288
- Non-instruction uses of classroom: 61
- Total users in classroom (all events, meetings, instruction): 6,577
- Total students in classroom (instruction only): 5,697
- Non-student users in classroom: 880
- Average students per instruction session: 19.8
- Average users per meeting/event: 14.4

The Library instruction program is designed to advise students in all aspects of the research process, from brainstorming and searching to evaluating and citing sources.

The Library taught 288 instruction sessions during FY15, which was a decrease from the previous year (315). The number of foundation or introductory classes correlates with enrollment. The Library has focused on integrating Library instruction into specific foundation and introduction courses at the departmental level – creating a programmatic approach to library instruction.

Library instruction is provided to classes across the curriculum and within all three schools (Liberal Arts & Sciences, Fine & Performing Arts, and Media Arts).

Instruction for the Fashion Studies (5%) and Photography (12%) departments have remained consistent from FY14. The Fashion Studies Program continues to rely on Library instruction in support of their curriculum, and Photography restructured its curriculum and foundation classes to add a mandatory Library component in an introductory level course. FY14 had 30 sections for Foundations of Photography I, FY15 saw 25 sections, evidence of the decline in enrollment across the College.

Several departments realigned in FY15 and these changes impacted our instruction numbers as a result. The new Business & Entrepreneurship department combined AEMM with the Marketing courses from Marketing Communication. Journalism and the Advertising and Public Relations courses combined to create the new Communication & Media Innovation Department. The number of instruction sessions in these combined departments in FY15 is significantly higher than those of FY14.

- FY14: AEMM (13%), Marketing Communication (5%), Journalism (6%) = 24% of instruction sessions
- FY15: B&E (25%), Journalism/Advert/PR (7%) = 32% of instruction sessions

Furthermore, English has dropped below 30% of total instruction. A closer look at the data shows a steady decline in the number of WRII sections visiting the Library for sessions. In previous years we had taught as many as 75% of all WRII sections, but this number has fallen in recent years to the current low of 61% (52 sections attended instruction sessions out of 85 possible sections). We will renew our efforts to integrate the Library into Writing and Rhetoric II classes once again. During FY15 5,697 students attended Library sessions, though this number may include students who attended Library sessions in more than one class. As a point of reference, the college FTE was 9,442 in FY15.
The bulk of the instruction comes from the English department First-Year Writing program, 31%. Within Writing & Rhetoric II there are two primary models for instructors to use, Inquiry and Ethnography. Both models require students to utilize Library resources, but classes using the Ethnography model conduct site observations and then research secondary sources that discuss their site (or a site similar to theirs).

<table>
<thead>
<tr>
<th>Department</th>
<th>Sessions</th>
<th>Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>B&amp;E</td>
<td>71</td>
<td>1,578</td>
</tr>
<tr>
<td>English</td>
<td>75</td>
<td>1,268</td>
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<tr>
<td>HHSS</td>
<td>29</td>
<td>638</td>
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<tr>
<td>Photography</td>
<td>24</td>
<td>591</td>
</tr>
<tr>
<td>A+D</td>
<td>25</td>
<td>428</td>
</tr>
<tr>
<td>Fashion Studies</td>
<td>14</td>
<td>342</td>
</tr>
<tr>
<td>Journalism/AD/PR</td>
<td>19</td>
<td>342</td>
</tr>
<tr>
<td>FYS</td>
<td>9</td>
<td>158</td>
</tr>
<tr>
<td>Radio</td>
<td>4</td>
<td>73</td>
</tr>
<tr>
<td>Creative Writing</td>
<td>5</td>
<td>58</td>
</tr>
<tr>
<td>Dance</td>
<td>3</td>
<td>54</td>
</tr>
<tr>
<td>Other</td>
<td>3</td>
<td>51</td>
</tr>
<tr>
<td>CA+S</td>
<td>2</td>
<td>30</td>
</tr>
<tr>
<td>Music</td>
<td>1</td>
<td>25</td>
</tr>
<tr>
<td>Sci/Math</td>
<td>1</td>
<td>20</td>
</tr>
<tr>
<td>CAT</td>
<td>1</td>
<td>17</td>
</tr>
<tr>
<td>Theatre</td>
<td>1</td>
<td>15</td>
</tr>
<tr>
<td>ID Arts</td>
<td>1</td>
<td>9</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>288</strong></td>
<td><strong>5,697</strong></td>
</tr>
</tbody>
</table>
Pedagogy & technology
A variety of approaches to teaching are employed by the instruction librarians to best suit the course objectives and the learning objectives for each session. Lecture, discussion, active learning exercises and collaborative group activities, tutorials and assignments are used in instruction sessions. Handouts and visuals are created to supplement and reinforce verbal instruction to accommodate multiple learning styles. Activities and hands-on learning in the instruction classroom support multiple learning styles and reinforce concepts and skills introduced during sessions. Whenever possible, information literacy instruction relates to students’ ongoing coursework and real-life experiences: instruction is specifically tied to course-related assignments and designed to relate to real-life information needs. Learning how to learn and how to think critically about information are core to all instruction sessions.

The remodeled classroom continues to be a success from the perspective of instruction librarians as well as the students and faculty attending sessions. The instruction librarians enjoy the increased flexibility of the furnishings and iPads and the ability to better engage with students and faculty. Students have been unanimous in their appreciation of the Steelcase Node chairs. The iPads have been a great solution to the issue of connectivity, flexibility, and affordability but have some limitations. Overall the students seem satisfied with the iPads (and enjoy taking photographs of themselves and their classmates), but a few of the library databases are not supported by the iOS used by the tablets or a difficult to use with the small touch screen and built in keyboard. Workarounds have been established to address these challenges but a long-term solution may need to be explored for more complete functionality.

LibGuides
The vendor for LibGuides – Springshare - updated their site interface and functionality this past year. The Library used the summer to streamline our existing guides and to migrate content to the new interface. Research Guides, Course Guides and the Databases A-Z list took on a new look-and-feel – one that is in keeping with the changes to the website, but also improve back-end maintenance and functionality for the librarians and staff.

New ACRL framework
The Association of College and Research Libraries issued a series of drafts for a Framework for Information Literacy for Higher Education. Over the past several months updated iterations of the draft have been released, the most recent iteration can be found here: http://tinyurl.com/frameACRL

Over the summer the instruction librarians met several times to discuss and workshop the six proposed “frames”:
• Scholarship is a Conversation
• Research as Inquiry
• Authority is Contextual and Constructed
• Format as a Process
• Searching as Exploration
• Information has Value

While the framing of these concepts is new, instruction librarians have been employing the ideas within the frames in library instruction for years. The new framework, intended to replace the Standards for Information Literacy in Higher Education implemented in 1999, refocuses the goals of instruction – but does not abandon the foundation upon which the standards rest. This is a rethinking of information literacy, not a radical change. As ACRL works to implement the Framework formally in the coming year, additional discussions will be necessary – and undertaken – by the instruction librarians.
Student surveys
During the Spring semester we created a survey and added a link to it on all classroom iPads. We also created a tinyurl to give to students using their own computers or when conducting classes off-site. We received responses from 1,197 students.

Of interest: 57.7% of students reported that they had attended a library session before (mostly at Columbia) as compared to 42.3% that had not. This ties to another question on the survey, "was this information new to you" only 69.6% of respondents strongly agreed or agreed. This can also affect a student’s perception of usefulness, though more students strongly agreed or agreed that the library session was useful for this class assignment or for other classes, 87.4% and 89.3% respectively. Students felt very favorably about the classroom - 89.8% strongly agreed or agreed that the classroom was a good learning environment, and 81.7% indicated that they were more confident using the library after their session.

Student survey comments were also illustrative [sic]:
- The library is much less intimidating and the library staff seem very helpful. I know where to go with my questions and I'm able to find the proper resources.
- I wish this was required in an earlier class, this is a senior level class-- helpful sooner.
- I learned about databases that are offered by the columbia library that I didn't know existed
- How to navigate databases!! Thank you!!!!
- I honestly feel as if this session has taken a deeper turn in my marketing research career. Thank you.
- There's plenty of books for different subjects and topics. I can also come to the library for other resources as well, however, before I was unaware of that.
- Being able to search up articles and catalogs for specific information will help me a great deal in the future when I will be required to do research for any of my classes. Knowing that I have those resources available to me has made me less anxious.
- With the information that I learned today, I will be able to utilize the Columbia library site for my own entrepreneurial business ventures. I very much appreciate the instructor's willingness to answer questions as well as their concern with being reasonably well-acquainted with the site.
- I learned google isn't the only way to find information
- How unlimited the resources here can be and how willing staff is to help to find the information you are looking for.
Library survey results summary FY15

The Library Instruction session will help me in completing my course assignment.

- 5 Strongly agree: 410 (53.3%)
- 4 Agree: 262 (34.1%)
- 3 Neutral: 86 (11.2%)
- 2 Disagree: 4 (0.5%)
- 1 Strongly disagree: 4 (0.5%)
- N Not applicable: 3 (0.4%)

The Library Instruction will help me do research for other classes.

- 5 Strongly agree: 410 (53.3%)
- 4 Agree: 277 (36%)
- 3 Neutral: 70 (9.1%)
- 2 Disagree: 8 (1%)
- 1 Strongly disagree: 3 (0.4%)
- N Not applicable: 1 (0.1%)

The Library Instruction session contained information that was new to me.

- 5 Strongly agree: 323 (42%)
- 4 Agree: 212 (27.6%)
- 3 Neutral: 147 (19.1%)
- 2 Disagree: 50 (6.5%)
- 1 Strongly disagree: 30 (3.9%)
- N Not applicable: 7 (0.9%)

The Library classroom was a good learning environment.

- 5 Strongly agree: 471 (61.2%)
- 4 Agree: 220 (28.6%)
- 3 Neutral: 70 (9.1%)
- 2 Disagree: 7 (0.9%)
- 1 Strongly disagree: 1 (0.1%)
- N Not applicable: 0 (0%)
College Archives & Special Collections teaching and learning
The College Archives & Special Collections (CASPC) staff have engaged in several educational, instructional, and community engagement initiatives this past year including: co-teaching a class; lecturing and serving as client for the oral history course; lecturing about the common threads from Columbia College Chicago history; presenting at the All College Faculty Forum; establishing archival competencies for students; developing a course in archival research at the behest of the departmental chair; and designing an internship program for undergraduate students in Cultural Studies.

Oral History: The Art of the Interview
During the Spring semester, staff lectured in the Oral History: The Art of the Interview class and served as its client for a project entitled Chicago ‘68, Columbia College Chicago Archives and the Council of Religious Leaders of Metropolitan Chicago began the start of a multi-year oral history project to record and preserve the eyewitness histories of individuals who participated in the historic events of the year 1968 in Chicago. The interviews will be completed by the Columbia College Chicago honors students enrolled in Oral History: the Art of the Interview, taught by associate professor and oral historian, Dr. Erin McCarthy. The work carried out in this class was also presented at a session at the All College Faculty Forum this past summer.

Public History
Staff co-taught a summer class in Public History with Dr. McCarthy where students learned to research building histories and work collaboratively to create a physical exhibit in a working library. The course focused on the buildings the College occupied before settling in the South Loop.

Columbia’s Common Threads
Staff also developed a presentation for the Board of Trustees for both the new trustees and the full board on the common threads that run throughout Columbia College Chicago history: Stayed true to
our oratory origins (public speaking & communication are infused into everything taught today); Adapted and changed curricula (to meet the changing technologies and student expectations or societal demands); Remained deeply connected to the community (actively engaged in local and international realms); Always joined theory and practice, for both our students and faculty to engage. This presentation was also given at the All College Faculty Forum.

Archival competencies
Staff adapted archival competencies (below) to suit Columbia College Chicago undergraduate students based on the list developed recently in professional literature*:

Archival Literacy: General Skill Competencies for Undergraduate Students:

1. Accurately conceive of primary and secondary sources and distinguish types of repositories.
2. Formulate a research query, accumulate multiple sources, identify and search databases for quality primary and secondary sources, and evaluate and synthesize information.
3. Interpret a variety of primary sources. Critically analyze and write in an informed way about the types of materials used in historical research, such as institutional records, rare books, photographs, charts and maps, manuscripts and personal papers, ephemera, born-digital materials, 3-dimensional artifacts, AV materials, handwritten documents, and oral history interviews.
4. Articulate common biases in primary and secondary sources to assess their trustworthiness and describe ways to gain access to multiple perspectives and narratives.
5. Articulate the ways in which using and handling original primary sources differ from digital primary sources or other types of facsimiles (microfilm, microfiche, etc.).
6. Describe security and preservation measures in archival repositories and recognize preservation, organization, and processing techniques used on collection materials.
7. Explain ways in which archival collections grow over time, how materials not available during an initial visit may be made available in the future.
8. Explain the lack of online access to many archival materials.
9. Describe how to legally and ethically incorporate unpublished sources into one’s work and explain the differences in copyright for published and unpublished sources.
10. Communicate effectively about one’s research experience orally, visually, and in writing and produce a work incorporating primary and secondary sources.

These competencies are designed for use by faculty when planning syllabi and for lessons involving classes visiting the College Archives & Special Collections unit.  *“Archival Literacy Competencies for Undergraduate History Majors”/ Sharon A. Weiner, Sammie Morris, and Lawrence J. Mykytiuk: 78 Spring/Summer 2015: American Archivist.

Course development
Staff was requested by the Acting Chair of the HHSS Department to construct a course to be facilitated by CASPC staff on archival research in support of curriculum. This proposed course, Beyond Wikipedia: Archival Research & Primary Materials has been submitted and goes in front of the curriculum committee in October 2015.

Internship program development
Staff was also asked to develop an internship program for undergraduate students in Cultural Studies using the archival material. The proposal also went in during the Fall 2015 semester for consideration and is based on two professional standards (Society of American Archivists and the National Council on Public History) as well as the U.S. Department of Labor in regards to internship best practices and laws. The proposal suggests three different areas for interns to work in the CASPC collections: 1. Organize/process collection material; 2. Assist in building social media skills for a non-profit organization; 3. Curate exhibits and present in varied formats.
Use of Special Collections

The continued promotion and advancement of teaching and learning is seen as a key engagement strategy in fitting into the overall goals and mission of the Library and institution. The statistics below are based on a tabulation of materials viewed for class visits, email requests, campus events, Library displays, research consultations, Library instruction sessions and individual requests taken from SPC Yellow Request Slips. In general, statistics are higher from the previous year due in part to a transfer of requested core curriculum photography titles (determined by department requests) for the Foundations of Photography II class visits.

Total # of viewings (Ex: 2 items viewed by 10 students = 20 viewings)

<table>
<thead>
<tr>
<th>Month</th>
<th>Viewings</th>
</tr>
</thead>
<tbody>
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</tr>
<tr>
<td>October</td>
<td>3,743</td>
</tr>
<tr>
<td>November</td>
<td>771</td>
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<tr>
<td>December</td>
<td>38</td>
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<tr>
<td>January</td>
<td>11</td>
</tr>
<tr>
<td>February</td>
<td>1,470</td>
</tr>
<tr>
<td>March</td>
<td>9,813</td>
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<tr>
<td>April</td>
<td>19</td>
</tr>
<tr>
<td>May</td>
<td>35</td>
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<tr>
<td>June</td>
<td>114</td>
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<tr>
<td>July</td>
<td>5</td>
</tr>
<tr>
<td>August</td>
<td>1</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>17,671</strong></td>
</tr>
</tbody>
</table>

There were a variety of requests for Special Collections materials. These ranged from classes visiting the Library, in-classroom use, Library event presentations along with individual research requests related to projects.

Some included: Columbia College Chicago Alumni, DePaul Students, Columbia College Chicago Fashion Study Collection research for a presentation at the Chicago Design Museum, Columbia College Chicago faculty research for a curated art museum exhibition, and the Museum of Contemporary Photography exhibit/publication research.

Classes using Special Collections:

- Beginning Typography
- Intermediate Typography
- Advanced Typography
- Foundations of Photography II
- Introduction to Visual Culture
- History of the Photo Seminar: The City
- Thinking Through Making: Paper, Print, Book
- Introduction to Graphic Design
- Contemporary Issues in Painting
- Color Photography
- Photo Seminar
- Cultural Theories
- The Documentary Book
College Archives & Special Collections collaborations
The College Archives & Special Collections enjoys beneficial collaborations with campus and regional units. Staff has worked with various campus offices, providing units with digitized collection material, research, projects ideation and creation, College history facts, and with campus units utilizing exhibit space.

The Art of Oral History class has CASPC staff serve as guest lecturer each semester as we have done for more than four years. New responsibilities in co-teaching the Public History course this summer were also added. Other class presentations include students in HHSS, Art and Design, English, and Cinema Art + Science.

Manuscript collection donors, individuals and organizations, have also met with College Archives staff this year. College Archives also participates in regional collaborations in order to raise the historic profile of the College and to bring awareness of and research interest in the collections it holds.

Beginning in Spring 2015, staff members of the College Archives and Special Collections began attending the regular meetings of the college’s Graduate Policy Council with the goal of making more graduate programs aware of and utilize the Digital Commons system to manage and electronically publish thesis projects. Many discussions involved the use of third-party copyrighted material in thesis projects and the concerns about publishing such material on the internet. After several consultations with the individual Graduate departments and the General Counsel's office, it was determined that the best solution is to give students several options based on the content of their thesis projects at the point when the thesis is submitted to the system. These options include publishing the full thesis if the student is able to get permission from third-party copyright holders, publishing an edited version of the thesis without the third-party content, or publishing an abstract only. Publishing the abstract by itself is the least preferable option, but it would at least allow researchers to get some information about the project.

Other Internal collaborations include:
- President’s Office & Board of Trustees
- Office of the Provost / Academic Affairs
- Alumni Relations Office
- Photography Department
- Art & Design Department
- Center for Book & Paper Arts
- Humanities, History, and Social Sciences Department (HHSS)
- Graduate Policy Council
- All College Faculty Forum
- Campus IT Department

Other external collaborations include:
- Chicago Collections Consortium
- Chicago Area Archivists

The department consulted with Chicago area institutions about digital systems, choices, and workflows, as well as spoke to students, faculty, and outside group members about College Archives & Special Collections holdings.
**College Archives Advisory Group**  
The mission of the College Archives Advisory Group (CAAG) is to consult with and assist College Archives & Special Collections in its pursuit of collecting, preserving, publicizing, and making accessible its collections of rare publications, manuscripts and institutional history materials.

The role of the CAAG is:
- To advise: The group assesses policies, services, and collection acquisitions for College Archives & Special Collections and makes suggestions and recommendations
- To assist: The group supports all College Archives & Special Collections activities and functions
- To support and advocate: The group promotes the archival program throughout the community.
MAXIMIZE SPACE

- A clean, well-lighted space: a variety of welcoming spaces and facilities that promote research, reflection, knowledge sharing, and collaboration.
- It is a gathering place for intellectual and artistic freedom and expression, where we consistently surprise and delight our community with a fierce dedication to creative approaches coloring outside of the lines in support of lifelong learning.

Space related activities

- Technical Services & Collection Development returned to 624 S. Michigan in May and June 2015 from 619 S. Wabash (having moved to 619 S. Wabash in 2009). Acquisitions staff occupies space on the 2nd floor and cataloging staff occupies space on the 4th floor.
- College Archives & Special Collections moved from 624 and 618 to 619 S. Wabash in the space vacated by Technical Services & Collection Development. Now almost all materials are housed on one floor. There is now space for processing, researchers to visit, and for classes to meet.
- The Special Collections Librarian office was merged with the College Archives & Special Collections on the 2nd floor of the 619 S. Wabash Avenue building in July 2015.
- The 2nd floor Reference collection weeding project was completed. The shelving units were removed and replaced with tables for student study and collaborative work.
- The entire 3rd floor collections, 001-739 were shifted to maximize available shelf space and improve the user experience.

Room to work:
Images from the new College Archives & Special Collections space on the second floor of the 619 S. Wabash building.
LEVERAGE TECHNOLOGY

- Virtual and physical access to resources.
- Appropriate technology to promote communication and learning.

Library technology is maintained by the Library Information Technology Coordinator and a part-time Information Technology (IT) staff member. In recent years, the Library has been increasing collaboration with the College IT Department.

<table>
<thead>
<tr>
<th>Library hardware and infrastructure</th>
<th>Qty</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>Camcorder</td>
<td>1</td>
<td>Circulating</td>
</tr>
<tr>
<td>Camera</td>
<td>1</td>
<td>Circulating</td>
</tr>
<tr>
<td>CD player</td>
<td>1</td>
<td>Circulating</td>
</tr>
<tr>
<td>Conference phones</td>
<td>2</td>
<td>Circulating</td>
</tr>
<tr>
<td>Desk mic stands</td>
<td>2</td>
<td>Circulating</td>
</tr>
<tr>
<td>Digital recorders</td>
<td>2</td>
<td>Circulating</td>
</tr>
<tr>
<td>Film projectors</td>
<td>4</td>
<td>Circulating</td>
</tr>
<tr>
<td>Gopro cameras</td>
<td>1</td>
<td>Circulating</td>
</tr>
<tr>
<td>Laptops</td>
<td>7</td>
<td>Circulating</td>
</tr>
<tr>
<td>Lightbox</td>
<td>1</td>
<td>Circulating</td>
</tr>
<tr>
<td>Mic stand</td>
<td>1</td>
<td>Circulating</td>
</tr>
<tr>
<td>Microphones</td>
<td>4</td>
<td>Circulating</td>
</tr>
<tr>
<td>Projector screens</td>
<td>2</td>
<td>Circulating</td>
</tr>
<tr>
<td>Projectors</td>
<td>5</td>
<td>Circulating</td>
</tr>
<tr>
<td>Speaker system</td>
<td>1</td>
<td>Circulating</td>
</tr>
<tr>
<td>Television on stand</td>
<td>2</td>
<td>Circulating</td>
</tr>
<tr>
<td>Button maker staff</td>
<td>1</td>
<td>Maker Lab by appointment</td>
</tr>
<tr>
<td>Laminator staff</td>
<td>1</td>
<td>Maker Lab by appointment</td>
</tr>
<tr>
<td>Printer 3-d staff</td>
<td>1</td>
<td>Maker Lab by appointment</td>
</tr>
<tr>
<td>Vinyl cutter staff</td>
<td>1</td>
<td>Maker Lab by appointment</td>
</tr>
<tr>
<td>Blu-ray players</td>
<td>15</td>
<td>Public</td>
</tr>
<tr>
<td>Collaborative workstations</td>
<td>3</td>
<td>Public</td>
</tr>
<tr>
<td>DVD players</td>
<td>8</td>
<td>Public</td>
</tr>
<tr>
<td>DVD players region 2 public</td>
<td>1</td>
<td>Public</td>
</tr>
<tr>
<td>Internet service high bandwidth optical fiber circuit</td>
<td></td>
<td>Public</td>
</tr>
<tr>
<td>Laser disc players</td>
<td>2</td>
<td>Public</td>
</tr>
<tr>
<td>Lightbox public</td>
<td>1</td>
<td>Public</td>
</tr>
<tr>
<td>Piano digital</td>
<td>1</td>
<td>Public</td>
</tr>
<tr>
<td>Printer public (including Xerox MFD)</td>
<td>7</td>
<td>Public</td>
</tr>
<tr>
<td>Projector classroom</td>
<td>1</td>
<td>Public</td>
</tr>
<tr>
<td>Scanners</td>
<td>9</td>
<td>Public</td>
</tr>
<tr>
<td>Tablets smart classroom</td>
<td>30</td>
<td>Public</td>
</tr>
<tr>
<td>Televisions</td>
<td>15</td>
<td>Public</td>
</tr>
<tr>
<td>Televisions backup</td>
<td>2</td>
<td>Public</td>
</tr>
<tr>
<td>VHS players public</td>
<td>10</td>
<td>Public</td>
</tr>
<tr>
<td>Wireless access points on all floors with a/b/g technology</td>
<td></td>
<td>Public</td>
</tr>
<tr>
<td>Workstations (58 PCs; 7 MACs)</td>
<td>65</td>
<td>Public</td>
</tr>
<tr>
<td>Barcode scanners</td>
<td>11</td>
<td>Staff</td>
</tr>
<tr>
<td>Cameras</td>
<td>3</td>
<td>Staff</td>
</tr>
<tr>
<td>Fax machines</td>
<td>3</td>
<td>Staff</td>
</tr>
<tr>
<td>Label printers</td>
<td>3 Staff</td>
<td></td>
</tr>
<tr>
<td>Printers</td>
<td>19 Staff</td>
<td></td>
</tr>
<tr>
<td>Scanners</td>
<td>13 Staff</td>
<td></td>
</tr>
<tr>
<td>Servers physical</td>
<td>11 Staff</td>
<td></td>
</tr>
<tr>
<td>Servers virtual</td>
<td>26 Staff</td>
<td></td>
</tr>
<tr>
<td>Tablets</td>
<td>2 Staff</td>
<td></td>
</tr>
<tr>
<td>Workstations (75 PCs; 3 MACs)</td>
<td>78 Staff</td>
<td></td>
</tr>
</tbody>
</table>

**Website management and development**

During FY 2015, we transitioned to a new website design that utilizes Cascade, the content management system used by Columbia College Chicago. This process required the User Experience and Emerging Technologies Librarian to work closely with the college webmaster and a team of designers and developers.

There were many benefits to moving the library website into Cascade including:

- Easy administrative access to the website from anywhere with an internet connection.
- Design built on Foundations, a responsive front-end framework that allows our site to be accessible on any device including mobile devices.
- Flexible content management that provides multiple page layout options.
- Consistent navigation.

The new Library website soft launched on July 15, 2015 and brings a fresh design to online Library services and resources. The design of the new Library website also complements the style of the new Columbia College Chicago website.

**New website highlights**

The Library Home page features:

- A prominent search box that connects to our EBSCO Discovery Service (EDS) giving users easy access to multiple article databases and the library catalog.
- Quick access to contact a Librarian via chat, email, phone, and FAQs.
- A featured carousel, event feed, and news feed for promoting library news and events.
- Clearer navigation to the main sections of the website: Research, Services, Events & Exhibitions, News, Help, and About the Library.
The Research page features:
- The EDS search box.
- Links to all Library databases, research guides, thesis and capstone collections, faculty and staff publications, and the College Archives and Special Collections.

The Services page features:
- A breakdown of services for students including textbook reserves, research consultations, student employment, and instructions for renewing books and paying library fines.
- A breakdown of services for faculty and staff including library instruction requests, film reservations, library liaisons, library fellows program, and course reserves.
- Links to study rooms and information about library spaces, instructions for filming in the library, and quick links to printing instructions, borrowing privileges, and the suggest a purchase form.

The Events & Exhibitions page features:
- A features carousel for promoting upcoming events and exhibitions, links to complete listings of upcoming events and exhibitions, and information about hosting an event in the Library.

The News page features:
- Social media integration that highlights Facebook, Twitter, and Pinterest.
- Blog feed that highlights our Wordpress content which focuses primarily on Library news.

The Help page features:
- Links to all channels for contacting the library including chat, email, phone, FAQs and research consultations.
- Research help and information about technical issues that may arise with access to the Library’s electronic resources.

The About the Library page features:
- The Library mission, policies, and privileges.
- An overview of the collections, floor directory, and staff directory.
- Information about the Friends of the Library.

Other updates
In addition to the new website, we updated several of our 3rd party products to new versions including LibGuides (research guides), LibAnswers (email reference and FAQs), and LibCal (study room and film viewing scheduler). We also updated all Library service forms using Formstack, online form building software. Updating these products allowed us to customize their design to match (as closely as possible) the design of our new website.

Website usage statistics
Visits and visitors
The Library uses Google Analytics to track website usage. One component that Google Analytics measures is sessions. A session is the period of time a user is actively engaged with the website. If a user is inactive for 30 minutes or more, and then later returns to the site that activity is counted as a new session.

In FY15 the Library tracked web traffic on several separate platforms:
- Old Library website (http://www.lib.colum.edu) from Sep 1, 2014 to July 15, 2015.
• Library Research Guides - LibGuides (http://libguides.colum.edu) from Sep 1, 2014 to August 19, 2015 (transitioned to the new version of LibGuides on August 19; data for the new version of LibGuides not available until after end of FY15.)

Note: Statistics for the Library mobile website (http://m.lib.colum.edu) are no longer being reported because the mobile website became obsolete with the launch of the new, responsive Library website.

Library website
• FY15 total visits: 194,324
  o Old website: 184,948
  o New website: 9,376
• FY15 visits from mobile devices: 12,495 (11% increase from FY14)
  o Old website: 11,723
  o New website: 772

Library research guides:
• FY15 total visits: 31,685
• FY15 visits from mobile devices: 4,334

Traffic sources
Library website
Visits to our website come from various sources. Direct Traffic refers to visits from users who clicked a bookmark or who typed the site URL directly into their browser to get to the site. Referring Sites shows visits from users who clicked to the site from a link on another site. Search Engines shows visits from users who clicked to the site from a search engine results page. Social Traffic indicates visits from social media including Facebook and Twitter.

<table>
<thead>
<tr>
<th>Sources</th>
<th>Visits</th>
<th>% of visits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Direct</td>
<td>80,270</td>
<td>41.3%</td>
</tr>
<tr>
<td>Referral</td>
<td>71,918</td>
<td>37%</td>
</tr>
<tr>
<td>Search</td>
<td>41,289</td>
<td>21.2%</td>
</tr>
<tr>
<td>Social</td>
<td>504</td>
<td>.3%</td>
</tr>
<tr>
<td>Paid</td>
<td>341</td>
<td>.2%</td>
</tr>
<tr>
<td>Other</td>
<td>2</td>
<td>0%</td>
</tr>
</tbody>
</table>

The top 10 keyword searches that sent visitors to Columbia College Chicago Library website were:
1. columbia college chicago library
2. columbia college library
3. colum library
4. lib.colum.edu
5. columbia library
6. columbia college chicago lirbary
7. columbia chicago lib
8. columbialibrary.org
9. library columbia chicago
10. columbia college chicago library chicago il

Library research guides
As with the Library website, visits to our research guides came from various sources.
<table>
<thead>
<tr>
<th>Sources</th>
<th>Visits</th>
<th>% of visits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Referring sites</td>
<td>24,429</td>
<td>77.1%</td>
</tr>
<tr>
<td>Search engines</td>
<td>5,137</td>
<td>16.2%</td>
</tr>
<tr>
<td>Direct traffic</td>
<td>2,095</td>
<td>6.6%</td>
</tr>
<tr>
<td>Social traffic</td>
<td>24</td>
<td>.1%</td>
</tr>
</tbody>
</table>

Again, the Library website is the top referring site to the research guides. Search engine traffic makes up approximately 16.2% of traffic to the guides. The top 5 keyword searches directing traffic to the guides are:

1. columbia college chicago library
2. columbia college library
3. lib.colum.edu
5. columbia chicago library

**Content overview**

In addition to measuring visits, Google Analytics also measures pageviews which are quite simply defined as “a view of a page on your site”.

Library website
FY15 total pageviews: 330,160

**Library website visit from mobile**
The top five mobile devices accessing the Library website are:
1. Apple iPad (5,771 visits)
2. Apple iPhone (3,336 visits)
3. Microsoft RT Tablet (304 visits)
4. Samsung SM-G900V Galaxy S5 (158 visits)
5. Motorola xt1045 Moto G LTE (119 visits)

**Library research guides:**
FY15 total pageviews: 120,923

Top 10 research guides by “guide hits” (counted in LibGuides)

<table>
<thead>
<tr>
<th>Guide</th>
<th>Guide hits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fashion</td>
<td>4,024</td>
</tr>
<tr>
<td>Companies &amp; Industries</td>
<td>2,667</td>
</tr>
<tr>
<td>Advertising &amp; Public Relations</td>
<td>1,707</td>
</tr>
<tr>
<td>Art &amp; Art History</td>
<td>1,411</td>
</tr>
<tr>
<td>Photography</td>
<td>1,394</td>
</tr>
<tr>
<td>Business &amp; Economics</td>
<td>1,233</td>
</tr>
<tr>
<td>Introduction to Management</td>
<td>1,037</td>
</tr>
<tr>
<td>Journalism</td>
<td>825</td>
</tr>
<tr>
<td>Entrepreneurship</td>
<td>767</td>
</tr>
<tr>
<td>Research Paper Tips</td>
<td>528</td>
</tr>
</tbody>
</table>

**EBSCO Discovery System (EDS) usage statistics**

We use Google Analytics to track EDS usage including statistics on search sessions. Google Analytics also captures a log of all search keywords.
FY15 total visits: 65,152
FY13 visits from mobile devices: 4,639
Pageviews: 353,766

As expected, most visits to EDS are referrals from the library website.

<table>
<thead>
<tr>
<th>Sources</th>
<th>Visits</th>
<th>% of visits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Referring sites</td>
<td>63,458</td>
<td>97.4%</td>
</tr>
<tr>
<td>Direct traffic</td>
<td>1,636</td>
<td>2.5%</td>
</tr>
<tr>
<td>Search traffic</td>
<td>49</td>
<td>.05%</td>
</tr>
<tr>
<td>Social traffic</td>
<td>9</td>
<td>.05%</td>
</tr>
</tbody>
</table>

There were a total of 62,646 searches conducted in EDS with 38,969 unique search terms. The top 10 search keywords were:

1. WGSN (120)
2. first cut 2 (99)
3. Fashion (95)
4. Starbucks (79)
5. Feminism (70)
6. Producing for tv and new media (62)
7. AN 464790 (51)
8. Yoga (47)
9. First Cut 2 (43)
10. Picasso (42)

Social media
Use of social media increased during FY15. Below is a snapshot of usage from Facebook, Twitter, Instagram, Tumblr and the Library blog:

1,163 “Likes”  (↑ 64%)
1,025 Followers
507 Followers

Some of this increase can be attributed to a paid Facebook ad during the first two weeks of the Fall 2014 semester.
College Archives & Special Collections social media

In summer 2015 the College Archives & Special Collections began implementation of a new social media strategic plan. Maintaining social media accounts have been distributed between several staff members and baseline levels of output have been set for each network.

Recent data published data on the college website indicates that students preferred social media apps are Instagram and Tumblr. As a result, the

The goals of the social media plan are as follows:

- Raise awareness of the College Archives and Special Collections among current students and faculty
- Gather data by conducting surveys at the end of every class and workshop on audience social media usage and experience with the department
- Increase followers/likes by 50% across all systems by Summer 2016

The College Archive & Special Collections social media accounts include:

Creating Access Blog: Our blog is home to original articles and long-format pieces by College Archives and Special Collections staff and students. The “Student Perspectives” series of articles by student staff members continues to highlight departmental and campus activities from students’ unique and valuable viewpoints.

"Have you ever caught yourself listening in on a stranger’s conversation? If we are being honest, the answer is yes. We occasionally find ourselves pretending to tol on our phones while the guy across the coffee shop implores his friend to sit through just one more story about his obnoxious roommate. The point is that eavesdropping is a habitual practice fused with our human need to feel empathy. When you are hearing about the coffee shop guy’s horrible roommate trouble, you are gaining a little insight into his world, however minute that insight may be."

-CASPC Student Assistant Corey Cole, after processing the digitized audio tapes of a 1950s radio personality Clyde Caswell.

[https://columbiacollegearchives.wordpress.com/2015/03/13/student-perspective-on-being-a-professional-eavesdropper/]
Facebook: The department plans to use Facebook to tie all the social media accounts together. Through reposting and sharing the highlights from all accounts Facebook will be the first stop for those that are new to the activities of the department.

Twitter: With a mix of our own content, sharing posts from other organizations, and direct communication with researchers, the College Archives & Special Collections twitter account is a fun and lively way to for the public to interact with the department and learn about the archival profession.

Instagram: Events, classes, and highlights from the collection will be the new focus of the department’s Instagram feed. With a new work space to show off, and with new initiatives to tie the department to the curriculum, the Instagram feed will be exciting to watch.

Tumblr: The newest account for the College Archives & Special Collections offers an opportunity to reach a new audience and showcase visually interesting collection material as well as sharing posts from other institutions and organizations that will inspire students to dig deeper into history.

**College Archives & Special Collections archival systems**

**Digital Commons**
In the past year we have worked to streamline collection arrangement in Digital Commons to more accurately reflect the department’s record group structure and the merger with Special Collections.

New collections include: Sherwood Community Music School, Clyde Caswell Collection, Rare Books, Chicago 1968 Oral Histories, Archie Lieberman’s Job Book, and Finding Aids for the College Archives & Special Collections.

As a result of our discussions with the Graduate Policy Council we will be adding more graduate programs to our electronic thesis collection in FY16.

**Selected Works**
An add-on module to Digital Commons, Selected Works was originally intended to act as a publishing platform for faculty. The College has, however, committed to alternative systems to showcase faculty works.

**Archive-It**
Since first joining Archive-It in 2010, the department has collected over twelve million web pages and other documents through the service. Our membership with Archive-It has never been promoted to our users, however with several years of data harvested, we plan to market the system as a useful resource for staff and students.

**DuraCloud**
Since its founding, the College Archives & Special Collections has been working toward a proper backup solution that would satisfy the needs of the department and give donors the peace of mind knowing their material is safe and secure.

The DuraCloud system provides for five redundant copies of data, stored in the Amazon Cloud network and the San Diego Supercomputer Center. These redundant copies undergo a “health check” several times a year to ensure no data loss, with any discrepancies resolved using the other healthy copies as a source. The department shares 30TB of space in DuraCloud with the Center for Black Music Research, which has similar backup and storage needs.
ArchivesSpace
In late 2014, the Library server that hosted the department’s archival information system (ARCHON) crashed and resulted in total data loss. In 2015, the department began using ArchivesSpace to create and publish archival finding aids and accession records. Once the instance of ArchivesSpace was installed on a server managed internally by the department, the missing finding aids were recreated. The system is on a regular backup schedule, with redundant copies stored in several locations, including DuraCloud.
DEVELOP STAFF

- Effective and visionary library management
- A knowledgeable, accessible, and engaged staff

Staff participated in Library, College and professional activities, serving on committees, task forces and teams, presenting, moderating, and teaching. In addition, staff mentored graduate practicum students, participated in peer training, and visited a local university to learn more about services to international students.

Staff peer training sessions

Library staff presented training sessions with their peers on topics of interest and invited staff leaders from other units to discuss their areas of expertise and service.

- September 2014
  - College Archives and Special Collections update – Heidi Marshall and Dominic Rossetti
- October 2014
  - Approval plan book selection (GOBI) update – Christophe Andersen
  - Reading lists for faculty – Rebecca Courington
- January 2015
  - Data in Collection Development - Jenn Sauzer
- March 2015
  - Makerspace hands-on: Let’s Make Stuff! - Amy Killebrew
- April 2015
  - Association of College and Research Libraries conference recap – Dennis McGuire, Jan Chindlund, and Maryam Fakouri
- May 2015
  - 3-D printer demonstration – Amy Killebrew
- July 2015
  - Discussion on possible Portfolio Center/Library collaborations with Christie Asif, Executive Director, Portfolio Center, and other staff
  - New Library website overview – Amy Killebrew
  - Summer conferences recap – Jan Chindlund, Christophe Andersen, Arlie Sims, Amy Killebrew, Molly Hart, and Roland Hansen
- August 2015
  - Learning Outcomes and Accreditation with Andre Foisy, Director, Evaluation and Assessment

All staff in-service

On August 28, Library and the Center for Black Music Research staff visited the Illinois Institute of Technology Paul V. Galvin Library. The day included tours of the architecturally significant Galvin Library by Pattie Piotrowski, Assistant Dean for Public Services, and IIT campus by Ralph Pugh, IIT Archivist and instructor of Chicago history in the College of Human Sciences, and a presentation on service to International Students featuring results of a study by Piotrowski and Li Han, Instruction Librarian and International Student Library Services Liaison. The Library will consider ITT model in its strategic planning to enhance services to international students at Columbia.

Town hall meetings

Library staff met monthly to acknowledge accomplishments, discuss pertinent issues, share knowledge on relevant topics, and celebrate staff milestones. Guests from outside the Library were sometimes invited to address the staff and participate in Q&A.

Town hall guests this year included:
• September 2014
  o Stanley Wearden, Senior Vice-president and Provost
• January 2015
  o Neale Baldyga, Sustain & Green Space Coordinator, Campus Environment
    Topic: compost program
  o David Valadez, Assistant VP Budget Management, Provost’s Office
    Topic: budget processes
  o Martha Meegan, Director Campus Safety and Security, and Ron Sodini, new Associate
    Vice-President of Campus Safety and Security
    Topic: Safety and Security issues pertinent to the Library
• April 2015
  o Royal Dawson, Assistant Vice-President, Institutional Effectiveness
    Topic: Primary Research About Our Students

Practicum students
In Spring 2015 the Reference & Instruction Department hosted a graduate student from the
Graduate School of Library and Information Science of Dominican University.

Staffing changes
Access Services
The Head of Access Services and Space Planning retired. In Fall 2015, the Access Services Manager
was promoted to Head of Access Services & Assessment.

Reference & Instruction
Two Reference & Instruction Librarians retired.

Technical Services
A Cataloging Assistant was hired to fill a vacant position.
The Senior Cataloger retired.

Community Engagement & Special Initiatives
In November 2014, the Special Collections Librarian transferred from the Community Engagement &
Special Initiatives Department to the College Archives Department and its new name is College
Archives & Special Collections.

College Archives & Special Collections
A Digital Archives Assistant was hired.

Library cross-functional committees and work groups
In a highly collaborative environment, Library staff on all levels work across departments and
functional areas to solve problems and improve services and resources, meanwhile developing
leadership and collaborative skills. Examples this year include the following:
• Collection Development Policy
• Electronic Resources
• Harrington Library Integration
• Library Liaisons to Departments (Collections and Teaching/Learning)
• Maker Lab
• Periodicals Review
• Social Media
• Space
• Weeding
College committee and task force service
Library staff serve on various College committees and task forces, collaborating to solve problems and improve services that impact the entire College. They include:

- Active Directory
- Federal Work Study Working Group Learning Outcomes for Students Workers
- New Student Orientation
- Technology Leadership Group

Professional engagement
Staff learn, develop, network, teach, publish, and serve through their professional involvement in committees and task forces, conferences, workshops, panels, webinars and other experiences. Through involvement both locally and nationally, they bring back to the College and the Library information and best practices relating to the rapidly changing technologies and trends affecting academic libraries and the students, faculty, and staff they serve. Staff contribute to the fields of librarianship, education and the arts, as well as to the life of the College. They also contribute to the visibility of Columbia College Chicago in academic and professional organizations while remaining current in their fields of specialization.

Professional service, presentations, projects, and teaching

- Molly Beestrum, Instruction Coordinator, taught “Library User Instruction”, Fall 2014, and “Reference and Online Services”, Summer 2015, in the Graduate School of Library and Information Science, Dominican University, River Forest, Illinois.
- Jan Chindlund, Library Dean, served as Secretary on the Executive Board of Chicago Collections Consortium.
- Maryam Fakouri, Intellectual Property Librarian, facilitated faculty panel, “License to Share”, at the All College Faculty Forum, Columbia College Chicago, and August 2015.
- Maryam Fakouri facilitated a guided discussion, “Scholarly Communication and Information Literacy”, at Metropolitan Area Reference & Instruction Librarians meeting, University of Illinois-Chicago, October 2014.
- Amy Killebrew, User Experience and Emerging Technologies Librarian, presented “Make It @ Your Library” at ILEAD Conference in October 2014 and March 2015.
- Amy Killebrew received a Knight Foundation Prototype Fund Grant in January 2015 to continue work with Make It @ Your Library collaboration with colleagues from other libraries that began with an ILEAD 2013 project.
- Heidi Marshall and Dominic Rossetti, Digital Collections Specialist, presented “125 Years and Counting” at the All College Faculty Forum, August 2015.
- Heidi Marshall and Dominic Rossetti facilitated and presented as part of a faculty and guest speaker panel, “College Archives & Chicago ‘68: A Case Study”, at the All College Faculty Forum, August 2015.
- Heidi Marshall and College Archives staff presented on College history at Board of Trustee meetings in January and March 2015.
- Lauren Noel, Catalog Librarian, presented “Shelf Ready: An Idea Worth Considering” at the CARLI Technical Services Spring Forum, April 17, 2015, University of Illinois – Chicago.
- Jennifer Sauzer, Access Services Manager (currently Head of Access Services & Assessment) served on ILEAD USA project team, “Make It Count”, Spring 2015 and ongoing.
• Jennifer Sauzer chaired Data Analytics Task Force for I-Share and co-chaired Public Services Committee for CARLI.

Conference attendance
• LUMA Institute, “Human Centered Design” (Pittsburgh, Pennsylvania, January 2015) – 1 staff attended, sponsored by the Knight Foundation
• User Experience Workshop, University of Illinois (Chicago, July 2015) – 1 staff attended
• American Library Association Midwinter Conference (Chicago, Illinois, January 2015) – 7 staff attended
• Association of College and Research Libraries (Portland, Oregon, March 2015) – 4 staff attended
• Special Libraries Association (Boston, Massachusetts, June 2015) – 1 staff attended
• LITA ALA Pre-conference “Creating Better Tutorials Through User-Centered Design” (San Francisco, California, June 2015) – 1 staff attended
• LITA ALA Pre-conference “Build a Circuit & Learn to Program an Arduino in a Silicon Valley Hackerspace: Panel of Inventors & Librarians Working Together for a More Creative Tomorrow” (San Francisco, California, June 2015) – 1 staff attended
• American Libraries Association Annual Conference (San Francisco, California, July 2015) – 5 staff attended
• Society of American Archivists (Cleveland, Ohio, August 2015) – 3 staff attended
• Prototypes, Process, and Play (Columbia College Chicago, August 2015, Columbia College Chicago) – 1 staff attended
• Social Media Week (Chicago, September 2014) – 1 staff attended
• College Art Association (New York City, February 2015) – 1 staff attended

Professional membership organizations
ABA – American Bar Association
ACRE - Artists’ Cooperative Residency and Exhibitions
ALA – American Library Association
ALADN - Academic Library Advancement and Development Network
ACRL – Association of College and Research Libraries, a division of the American Library Association
ARLIS/NA – Art Libraries Society of North America
BMRC – Black Metropolis Research Consortium
CAA – College Art Association
CAAP – Chicago Area Archivists
CARLI – Consortium of Academic and Research Libraries in Illinois, consortium of 147 academic libraries in Illinois supporting inter-institutional borrowing, consortial pricing on electronic resources and software products, and training and support services. (I-SHARE is the network of 76 libraries that share collections and catalog.)
CASE – Council for the Advancement and Support of Education
CBA – Chicago Bar Association
CCC – Chicago Collections Consortium
ETS – Emerging Technologies in Reference Section of RUSA
GSLIS – Graduate School of Library and Information, Dominican University
ICAT – I-Share Cataloging and Authority Control (of CARLI)
ILA – Illinois Library Association
ILEAD USAICAT – Innovative Librarians Explore, Apply, and Discover
LIBRAS – consortium of 17 private college and university libraries located in the Chicago metro area
LITA – Library and Information Technology Association, a division of the American Library Association
LLAMA – Library & Leadership Management Association, a division of the American Library Association
LOEX – A clearinghouse for library instruction and sponsor of an annual conference
MAC – Midwest Archives Conference
MARIL – Metropolitan Area Reference & Instruction Librarians
MLA – Music Library Association
MLIS – Master of Library and Information Science
OLAC – Online Visual Catalogers
RBMS – Rare Books and Manuscripts Section, a division of the American Library Association
RUSA – Reference and User Services Association, a division of the American Library Association
SAA – Society of American Archivists
SLA – Special Libraries Association
SPE – Society for Photographic Education
VRA – Visual Resources Association

Library organizational chart as of 8/31/15
ENGAGE OUR COMMUNITY

- It is a gathering place for intellectual and artistic freedom and expression, where we consistently surprise and delight our community with a fierce dedication to coloring outside of the lines in support of lifelong learning.
- Student-centered programming and services.

All Library staff members have the responsibility of representing the Library in their daily work. Our formal liaison work enhances this outreach. All functions within the Library engage in reaching out to our constituents. In total, more than 4,800 people participated in our varied events and activities.

- Community Engagement & Special Initiatives department plans and implements events focused on students and faculty and it also seeks grant opportunities.
- College Archives & Special Collections department plans and implements exhibits, teaches classes, interacts with outside organizations, answers questions, and highlights College history.
- Reference & Instruction department teaches, answers questions in a variety of ways and maintains our heavily used website.
- Technical Services & Collection Development department works closely with liaisons in acquiring resources and then catalogs them, and makes them available via the catalog on our website.
- Access Services & Assessment department is on the front line, greeting constituents and helping them find and use what they need. Inter-Library Loan enables the lending and borrowing of materials to enhance scholarly and creative work, thus making resources more accessible to wider audiences.

The Columbia College Chicago Library is a vibrant space where thousands of people including students, faculty, staff alumni, outside researchers and other guests visit each year. The Library provides both a physical and virtual learning environment for faculty with collections and services designed around curricular support, a supportive environment for students to gather, collaborate and seek information, and access 24/7 through our website. A welcoming place to study, conduct research and get assistance from our knowledgeable Library staff. In addition to the work done in the Library, staff are also involved in the life of the College and participate in activities throughout the year in support of the students of Columbia College Chicago.

The Community Engagement & Special Initiatives staff are visible at many Columbia programs each year and actively seeks opportunities to be present in support of the work of Columbia staff and the education of our students. Our intent is to be strategic in the programs we participate in and host, but also purposeful resulting in discovery, curricular relevance, and a positive and beneficial learning experience for participants. And if there is fun involved, the experience will be more memorable.

The theme for this year’s report is Collaborations, Connections, and New Initiatives. Our efforts in establishing new and maintaining present relationships, and these connections are paramount to our on-going work. We seek to increase the Library’s visibility as an enthusiastic and willing partner in curricular and engagement efforts across the College.

Collaborations

Museum of Contemporary Photography, Center for Black Music Research

Michael L. Abramson: Pulse of the Night

During the summer of 2014, the Museum of Contemporary Photography approached the Library to host an exhibit featuring the works of the late Michael L. Abramson (1948-2011). The exhibit, *Michael L. Abramson: Pulse of the Night*, presented images from his *South Side Series* documenting black night clubs on Chicago’s South Side in the mid-1970s, earning him a grant from the National
Endowment for the Arts in 1978. It also launched his successful career as a portrait photographer and photojournalist. This was Abramson’s first large scale show since 1977, and the first time some of these photographs were seen by the public. The exhibit was located on the 2nd floor of the Library, and like the Art Shay exhibit before it, garnered considerable press coverage during its run (see below).

The Center for Black Music Research also participated in the project. In conjunction with the Abramson exhibit, as well as another exhibit featured in the MoCP at the same time, Michael Schmelling: Your Blues, a panel was developed to consider the music scene of Chicago’s South Side in the 1970s. Monica Hairston O’Connell, Executive Director of the Center for Black Music Research moderated the discussion with David Grazian, Associate Professor of Sociology at the University of Pennsylvania and author of Blue Chicago: The Search for Authenticity in Urban Blues Clubs; Tom Lunt, producer of Light on the South Side: Photographs by Michael L. Abramson box set from record label Numero Group; and Mark Pohlad, Assistant Professor in the Department of History of Art and Architecture at DePaul University. A video of this event is available at:
https://vimeo.com/113731800

Press:
http://chicagotonight.wttw.com/2014/09/04/south-side-serenade
http://www.timeout.com/chicago/art/michael-l-abramson-pulse-of-the-night
http://www.artic.edu/~asekle/reviewabramson.html
http://darkjive.com/2014/12/02/michael-abramson-pulse-of-the-night/

Art and Activism: Deep Fried Books and Banned Books Week
For Banned Books Week 2014, the Library participated in two projects: Deep Fried Books and Banned Books Sidewalk Read Out. To increase the awareness about Banned Books Week, the Library teamed up with the Art+Activism program to co-sponsor a talk by alumnus Drew Matott’s (MFA ’08) on Deep Fried Banned Books. He discussed why books are banned and then described his artistic process as part of the Deep Fried Book Intervention, an artistic approach to immortalizing books that have been banned by dipping them in batter, deep frying them and encapsulating them in plastic.

More information:
https://www.youtube.com/watch?v=2iZl4bXjUYc or https://vimeo.com/107729404
http://www.peacepaperproject.org/index.html

The second project was a nearly week long Banned Books Sidewalk Read-Out held September 22nd - 26th, 2014. Our Student Engagement Assistant read from selected books, (including Harry Potter, Catcher in the Rye, The Witches, Animal Farm and the Invisible Man) each day for an hour in front of
the 624 S Michigan Avenue building. While there, she was able to chat with people that stopped to listen and talk with her about the subject of banned books.

TEDx
The Library was approached to be a partner with TEDxColumbiaCollegeChicago, a student organization focusing on: Ideas Worth Spreading. The Library provided funding to purchase cloth bags for their conference.

Fall 2014 Event Management: Practicum course
The Library was asked to be a partner for the Columbia Cares gala called Urban Underground (formally known as Holipalooza). Urban Underground featured student DJs, rap/hip hop artists, live bands, an art gallery, raffle, and a special appearance by alumni, Chance the Rapper. The objective of Urban Underground was to increase awareness for Columbia Cares, raise funds for emergency relief, and launching a food bank. The Library participated by taking photos of individuals and groups in the form of a “photo booth” set up. Our Marketing Coordinator was the photographer for the evening.

Creativity in Marketing Class, Fall 2014 and Spring 2015
In the Fall and Spring, semesters, Library staff worked with the Creativity in Marketing Class presenting information to each class about the Library and our expectations for their final projects/presentations which were designed to help the Library investigate a specific challenge. Staff worked with the instructor to inform the structure their work would take. Each class was given a tour of the Library, and encouraged to visit the website, interview students (as part of their assignment) and to come up with a group proposal. Each semester, we saw 6-8 presentations and selected a winning group presentation. Below are the winning class presentations:

- **Fall, 2014 1st Place Winner:** “Indoor Quad” - Janet Bronson, Justin Mackie, Courtney Dondelinger, Jenny Beaulieu
- **Spring 2015 1st Place Winner – Group 3** (Allison Laufer, Jamie Fitzgerald, Jordyn Benjamin, and Sean Sounth)

Our hope is to use some of the ideas presented to us where funding, space and support permits.

The Giving Tree
For the 5th year in a row, the Library partnered with the Center for Community Arts Partnerships (CCAP) with The Giving Tree, collecting toys for underserved youth at a local elementary school. For 2014, the school selected was David L. Morrill Math & Science Specialty School. CCAP brings the concepts of community-based learning, arts-integrated curricula and reciprocal partnerships together. It unites artists, educators, students, corporations, schools and community-based organizations forming meaningful partnerships in the arts.

Connections
Each year, the Library is involved with a number of college-wide programs. The Library participates each year in all of these events, meeting new, potential and current students, parents, and members of the College community.

Convocation 2015
New Student Convocation is how Columbia welcomes students to its unique and creative community. The annual event features an iconic assembly with President Kim, a student services exposition and a catered party with live bands, performance art and more. Convocation showcases the talents of our current students and alumni. It is a required event for all new students, faculty and staff.
**Ask Me Booth:** The “Ask Me Booth” replaced the previous year’s “Lobby Days”, but kept the same spirit in welcoming new students their first week of school. Host tables were set up in each campus building with faculty and staff acting as greeters available to answer questions.

**New Student Orientation, Fall 2014 and Spring 2015**
New Student Orientation is an important activity in which the Library participates twice each year. It provides an opportunity for new students and their families to learn about the Library prior to coming to campus. The Fall orientation expo took place in 618 S. Michigan as has in the past, but for the Spring 2015 orientation expo, we offered 3rd floor north and east. While the space did accommodate the expo, orientation staff prefers the logistics and space layout in 618 S. Michigan, 2nd floor for future expos.

**Wabash Arts Corridor Art Crawl:** (WAC) Crawl is a campus-wide event featuring the visual, performing, and media arts of Columbia College Chicago celebrating the creative energy of Columbia and downtown Chicago. The Crawl presents over a dozen exhibitions, live music on multiple stages, theatre and dance performance, readings, fashion shows, interactive audio, TV, and radio demonstrations and much more. The Library was a participant of the Art Crawl, with numerous exhibits on display, including Art in the Library and the Michael Abramson photography exhibit.

**Parent/Family Weekend Brunch:** For the 2014 brunch and a kick off to Banned Books Week, New Student Programs gave the brunch a “banned book” theme, with a display of banned book titles, themed foods, and an opportunity to have breakfast with the Provost. Food items included, “Clockwork Orange Juice”, and “Fresh Fruit and Grapes of Wrath”.

**Undergraduate Open House, Fall 2014 and Spring 2015:** While the majority of attendees of both Open Houses came for the Creative Writing Department sessions held throughout the day, many came to see the Library and opted for either self-initiated tours or informal tours offered by Reference and CESI staff upon request.

**Graduate Student Open House, Fall 2014 and Spring 2015:** The Library participates in the EXPO portion of Graduate Student Open House, providing information about the Library specifically for graduate students. Students at this level are more interested in what the Library and College Archives have to offer because of their need for more in-depth research and guidance on thesis preparation.

**Grad Race Expo Spring 2015:** Grad Race Expo is designed to get graduating students ready for graduation and life after Columbia.

**Manifest:** As part of Manifest, several exhibits were showcased throughout the Library, thanks to the work of the College Archives staff. The Library did not have a table in the Manifest area this year as it became a class project which focused on student organization participation. Library staff hosted a pizza party for our own students, providing candy-filled ceramic mugs for graduating Library student assistants during Manifest week.

**New Student Welcome**
In order to drive foot traffic to the Library in the first few days of the semester, “footprints” were drawn using sidewalk chalk, leading to the front doors of 624 S. Michigan Ave.

**International Student Welcome and Tour**
Before the semester began, the Library hosted two tours for new students; one was specifically designed for International Students and the second was for any new student that wanted to...
participate. We had 77 participants for the International Student tour and they were divided into five groups of approximately 15 students each. Groups were lead through the Library, and each group started on a different floor to avoid “bottlenecking” in any area. Fifteen minutes were spent on each floor, and groups were given a “Library 101” session in the instruction room. Lunch was provided by the planners afterwards.

Tour with Mary Blood
Our Student Engagement Coordinator portrayed Mary Blood, co-founder of Columbia College Chicago in this tour developed for new students. Mary Blood returns to provide students with a "behind the scenes" glimpse of what goes on in the Library. Students were taken into areas not normal seen by library users to get an idea of what happens in the Library. Our Library Marketing Coordinator was co-director of the tour and active participant.

Student Government Association/Student Advisory Board
Two Library staff members visited a Student Government Association (SGA) meeting early in the semester to promote Library services and events. They also asked if there were students interested in being on a task force to help the Library engage students better, and received several volunteers. They would be the second set of students to participate in a new program for the Library, The Student Advisory Board; the first occurred late in the Spring 2014 semester.

24 Hour Night: Scary Story Read Out
As part of the campus-wide Halloween celebration, 24 Hour Night, the Library hosted a scary-story writing contest. The first place winner received a $100 gift card to Barnes & Noble; the second prize winner received a $50 gift card. We had a total of four submissions.

Library Makerspace Meeting
Two Library staff members met with several students to survey ideas concerning makerspace. Emphasis was put on aiding homework projects as opposed to leaning wholly new skills. Students needed help to complete the work they were already issued, less interested in learning anew skillset for after graduation.

New Initiatives
Aesthetics of Research
This initiative was founded in Spring 2014 by Access Services staff. It is an ongoing series of exhibits, events, and other shenanigans dedicated to exploring the role that libraries play in artistic process, creative community building, and resource-sharing in the arts. In addition to revolving 1st floor exhibits, it introduced our first vending machines and forged new partnerships and strengthened existing partnerships both on campus and in the Chicago community.

Artist residency
In summer 2015, the Library implemented an “Artist in Residence” pilot program. It would be housed in a vacant office area in the Library. Many public and academic libraries across the world host artists, and a small program here seemed like a logical fit with Columbia College Chicago’s curriculum and community. In its ideal form, the residency would bring in a senior-level undergraduate artist in the Fall, a last semester graduate artist in the Spring, and an adjunct faculty artist in the summer. While some aspects of the program are still being developed, the Residency was launched under the auspices of our Friends of the Library, and is on track to generate a lot of interest in and goodwill for the Library at little to no expense. Laurel Hauge, our first Resident Artist, began in late August 2015, and will be in the Library through January 2016.
De-Stress Fest
During the Fall 2014, our Student Engagement Coordinator proposed an idea to help students prepare for finals week. That plan resulted in De-stress Fest, a series of activities and games, hosted by the Library, to help students relax and rejuvenate their creative drive in preparation of final exams. The last two weeks of finals were scheduled with nearly daily activities including: yoga, massages, games, crafts and other activities to give students a break from their studying. The highest attended program was bringing in Therapy Dogs for a couple of hours. We did not anticipate the huge response we had of over 600 participants who waited in line to see and pet the dogs. Unfortunately, we were not able to accommodate all, but we learned lessons along the way that assisted in the Spring semester. While the numbers for the therapy dogs were lower, the program went much better, and all attendees were able to participate.

Fundraising and grants
Friends of The Library revitalization
The Columbia College Chicago Friends of the Library, had, for several years, been inactive and the Dean wanted to revitalize the Friends into an active program. The Student Engagement Coordinator was assigned the task of reviewing the Friends program—and coming up with ideas on how to accomplish this. Meetings were had between the Community Engagement and Special Initiatives staff and the Dean of the Library to develop a strategy for moving ahead. In addition, the Student Engagement Coordinator applied for and was selected to receive a Sage Grant for first time academic friends and development personnel. The grant provided an $800.00 stipend and free registration to the annual conference that was held in San Francisco in June 2015. More information is available at: http://www.ala.org/news/press-releases/2015/05/murphy-and-hart-win-united-libriessage-academic-friend-conference-grants

1. Streamlining the administrative process
   The previous Friends of the Library program had a very complex structure and organization; our review found that we did not need the multiple layers of organization. We wanted to simplify the organizational structure and place fundraising efforts on Library needs as a whole rather than squarely on collections.

2. Shifting the focus
   In the past, our Friends of the Library program has focused on attaining large one-time donations from select donors. By shifting our focus onto smaller, more regular donations might help re-establish a ‘culture of giving’ on campus. Research suggests that the students who are most likely to give post-graduation, are those who donated while still attending the school; making it of the utmost importance to facilitate small, ‘real-time’ donations from students – such as text messages – to help establish this culture as early as possible.

3. Expanding the circle
   As of now, each level of our Friends program is maintained by a small annual fee. While necessary, these fees essentially stop any student from entering the philanthropic pipeline (student -> alumni -> donor). Given the name and nature of our program, we have redesigned our levels of friendship to include all incoming students and community partners because, surely, everyone is a friend of the Library. The new levels are as follows:
   - Friend
   - Advocate
   - Champion

4. Empowering the students
   Begin to host events and workshops which benefits/educates the students in a way that is unique to the Library. Try to “fill in the gaps” of information students receive from myriad sources throughout Columbia. Workshops could run from anything as specific as “how to run a successful Etsy shop” or as general as “how to make decisions.”
Grants awarded
The CESI Department applied for two grants during FY15: The Big Read and Latino Americans: 500 Years of History. This Big Read, a program of the National Endowment for the Arts, supports organizations across the country in developing community-wide reading programs which encourage reading and participation by diverse audiences. The Big Read offers grants to support innovative community reading programs designed around a single book. The book selected for this application was *The Maltese Falcon*, and the selection was by vote of Library staff. We submitted our application in January 2015, and were notified in May 2015 that we were again selected as a Big Read participant. We received a grant award of $16,200, and programming will occur Spring 2015.

The second application was for Latino Americans: 500 Years of History, and is a public programming initiative of the National Endowment for the Humanities and The American Library Association in support of the exploration of the history and experiences of Latinos, and how they have influenced the United States over the past five centuries. Columbia College Chicago Library was one of over 200 grantees selected to participate in this program. We applied for a $3,000 grant, and were awarded that amount.
<table>
<thead>
<tr>
<th>Programs, events, and exhibits</th>
<th>Fall 2014</th>
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<tbody>
<tr>
<td><strong>Library Tour with Mary Blood</strong></td>
<td>Wednesday, August 27, 2014 10am - 11am</td>
</tr>
<tr>
<td><strong>Library Introduction for International Students</strong></td>
<td>Wednesday, August 27, 2014 11am - 12pm</td>
</tr>
<tr>
<td><strong>Constitution Day</strong></td>
<td>Wednesday, September 17, 2014 10am - 2pm</td>
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</tbody>
</table>

Mary Blood, co-founder of Columbia College Chicago returns to provide students with a "behind the scenes" glimpse of what goes on in the Library. The Library? What...? Yes the Library! Join Ms. Blood as she takes you through the Library's "inner sanctum" to see activities and goings on that most never get to see, including really cool materials from our collection as well as other things that just might surprise you.

The Columbia College Chicago Library welcomes all international students to campus! We understand the challenges you may be facing being in a new environment, and the Library has many resources available for you. Join us to learn about the Library and feel free to ask us questions. Library staff is here to help!

On September 17, 1787, delegates to the Philadelphia Convention signed the final draft of the Constitution and the ratification process began. In 2004, Congress declared September 17 to be Constitution Day. Every year since then, Columbia College Chicago has joined the celebration. Join us this Constitution Day for a voter sign-up and free cupcakes!
### Deep Fried Banned Books Lecture

**Thursday, September 18, 2014**
7:30pm

**Library, Reading Room, 3rd Floor North**

Hot words in hot oil! In an unconventional approach to increasing awareness about banned books, Art + Activism and the Columbia Library are hosting alumnus Drew Matott's (MFA '08) "Deep Fried Banned Books" to revel in banned literature. Join us for an artist lecture and behind the scenes look into Matott's artistic process.

### Michael L. Abramson: Pulse of the Night Exhibition Opening

**Friday, September 19, 2014**
4pm - 10pm

**Library, 2nd Floor**

This exhibition presents images from Michael L. Abramson’s (1948-2011) South Side Series documenting the pulsing scene of black nightclubs on Chicago’s South Side in the mid-1970s. Through lush black-and-white prints Abramson shows his subjects socializing and dancing while dressed to the nines, evoking the soulful and sensual spirit of this time and place. This work earned Abramson a grant from the National Endowment for the Arts in 1978 and launched his successful career as a portraiture photographer and photojournalist. Abramson’s photographs can be found in the permanent collections of the Smithsonian, the Art Institute of Chicago, the Chicago History Museum, the Milwaukee Art Museum, Madison Museum of Contemporary Art, and the California Museum of Photography. This is the artist’s first large scale show since 1977, and the first time some of these photographs will be seen by the public. This exhibition was co-presented by Columbia College Chicago's Museum of Contemporary Photography and Library.
<table>
<thead>
<tr>
<th>Event Title</th>
<th>Date</th>
<th>Time</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>Deep Fried Banned Books!</td>
<td>Friday, September 19, 2014 2pm - 8pm</td>
<td>Papermaker's Garden, 754 S. Wabash</td>
<td></td>
</tr>
<tr>
<td>Art in the Library Opening Reception</td>
<td>Friday, September 19, 2014 4pm - 9pm</td>
<td>Library, Reading Room, 3rd Floor North</td>
<td></td>
</tr>
<tr>
<td>Celebrating Columbia's History: Dr. Lya Dym Rosenblum</td>
<td>Friday, September 19, 2014 4pm - 9pm</td>
<td>Library, 5th Floor East</td>
<td></td>
</tr>
<tr>
<td>Mental Notes</td>
<td>Friday, September 19, 2014 4pm - 9pm</td>
<td>Library, Staircase 1st to 3rd floors</td>
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</tbody>
</table>

Art in the Library provides an inviting setting to showcase the talent of our own community of student, faculty, staff, and alumni artists. Established in 2002, Art in the Library exhibits include works in all forms of visual arts: sculpture, painting, drawings, paper and book arts.

In 1974 Dr. Lya Dym Rosenblum came to Columbia College Chicago as Associate Academic Dean. During more than twenty-five years (and nearly as many titles!), she moved Columbia steadily towards the future – receiving project grants, bringing the first computers for students to campus, building the Graduate School and becoming its first Dean. Partners: Academic Affairs, Library, Admissions, Graduate, Art + Activism.

Works by Peter Fitzpatrick "Whether I am working on narrative sequences or explorations into digital malfunctions, I fix my attention onto what may be considered the 'Noise of Life'. Insignificance is transformed through the act of observation and acknowledgement." Partners: Academic Affairs, Library, School of Fine & Performing Arts, Photography, Art+Activism.
<table>
<thead>
<tr>
<th>Event Description</th>
<th>Date and Time</th>
<th>Location</th>
</tr>
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<tbody>
<tr>
<td><strong>The Aesthetics of Research: Series Two</strong></td>
<td>Friday, September 19, 2014 4pm - 9pm</td>
<td>Library, 1st floor</td>
</tr>
<tr>
<td><strong>Banned Books Week 2014 Sidewalk Readings</strong></td>
<td>Monday through Friday, September 26, 2014 11:30am - 12:30pm</td>
<td>624 S. Michigan sidewalk</td>
</tr>
<tr>
<td><strong>24 hour night; Scary Story Read-Out</strong></td>
<td>Tuesday, October 28, 2014 11:30am - 12:30pm</td>
<td>Library, 3rd Floor North</td>
</tr>
</tbody>
</table>

The Aesthetics of Research showcases how Columbia artists use library and research materials as foundation and inspiration for creative projects. By displaying both the finished work and bibliography, which generated that work, the selected pieces not only offer key insight into individual creative/scholarly process, but reinforce the place of research in art. The second exhibit series explores artistic practice in various subcultures including: skateboard, lowrider, zine, and comix.

Come celebrate Banned Books Week with sidewalk readings outside of the Library. Selections will include *Harry Potter*, *Catcher in the Rye*, *The Witches*, *Animal Farm* and the *Invisible Man*.

Celebrate Columbia’s 24 hour night with this ghoulishly good read-out. Come to the Library for free coffee, BOO-tiful bagels and scary stories! Email Molly Hart (mhart@colum.edu) to submit your scary story for a chance to win a gift certificate to Barnes and Noble.
<table>
<thead>
<tr>
<th>Event</th>
<th>Date</th>
<th>Location</th>
<th>Description</th>
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<tbody>
<tr>
<td>Registration Flashback</td>
<td>Tuesday, December 23, 2014</td>
<td>Library, 3rd Floor East</td>
<td>Scheduling a class is a less tedious process today than it was in the 1970s. Discover what registering for classes using paper instead of computers looked like in this exhibit curated by current Creative Writing student, Calley Nelson.</td>
</tr>
<tr>
<td>Blues in Black and White</td>
<td>Tuesday, November 4, 2014</td>
<td>Library, 2nd Floor, and</td>
<td>In conjunction with the exhibitions Michael L. Abramson: Pulse of the Night and Michael Schmelling: Your Blues, this event will evoke and consider the music scene of Chicago’s South Side in the 1970s. Monica Hairston O’Connell, Executive Director of the Center for Black Music Research will moderate the discussion with David Grazian, Associate Professor of Sociology at the University of Pennsylvania and author of Blue Chicago: The Search for Authenticity in Urban Blues Clubs; Tom Lunt, producer of Light on the South Side: Photographs by Michael L. Abramson box set from record label Numero Group; and Mark Pohlad, Assistant Professor in the Department of History of Art and Architecture at DePaul University. Video of event: <a href="https://vimeo.com/113731800">https://vimeo.com/113731800</a></td>
</tr>
<tr>
<td>Documenting the Culture of a Music With David Grazian, Tom Lunt, and Mark Pohlad, moderated by Monica Hairston O’Connell</td>
<td>Tuesday, November 4, 2014</td>
<td>Library, 3rd Floor East</td>
<td></td>
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<tr>
<td>Event Name</td>
<td>Date and Time</td>
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<tr>
<td>Fall Signature Showcase: Shanita Akintonde</td>
<td>Wednesday, November 5, 2014 5:30pm - 7pm</td>
<td>Library, 3rd Floor North</td>
<td>The Columbia College Chicago Friends of the Library welcomes Associate Professor Shanita Baraka Akintonde, Department of Advertising and Public Relations as the Fall 2014 Signature Showcase faculty presenter. She has played a personal role in transitioning thousands of students from the classroom to the boardroom during her fifteen-year tenure at Columbia College Chicago. On a national scale, Professor Akintonde is a highly sought after speaker whose efforts to educate and motivate members of marginalized groups is regularly noticed in both academia and industry alike.</td>
</tr>
<tr>
<td>Food for Fines Program</td>
<td>November 12 - December 12, 2014</td>
<td>Library, 1st Floor</td>
<td>Throughout November and early December, The Library Access Services Department will partner with Chicago Lights, an area non-profit organization, to host a month-long food drive. Library patrons will be able to bring in non-perishable food items in exchange for waiving overdue fines. Each non-perishable food item will be equal to $2.50 toward the amount owed up to $20.00 (applies only to overdue fines on returned items and does not include lost item replacement fees.) The Library will also be accepting general donations of packaged and canned items for Chicago Lights.</td>
</tr>
<tr>
<td>Library Maker Lab Information Session For Students</td>
<td>Tuesday, November 18, 2014 3pm - 4pm</td>
<td>Columbia College Chicago Library, Library Classroom, 2nd Floor 624 S. Michigan</td>
<td>Want to be an interdisciplinary collaborator? Are you interested in technologies like 3D printing, robotics, and wearable electronics? Do you have ideas for creative projects but need a space to work? Do you like free pizza and snacks? Come talk to Library staff about ideas for a new cross-disciplinary lab in the Library. We want to hear your ideas and get your feedback about our ideas! We will bring the pizza!</td>
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<td>Event Title</td>
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<tr>
<td>Faculty &amp; Staff Reception: A Subtle Soiree</td>
<td>Thursday, November 20, 2014</td>
<td>4pm - 5:30pm</td>
<td>Library, Weisman Room, 2nd Floor</td>
</tr>
<tr>
<td>Columbia Cares Presents: Urban Underground</td>
<td>Wednesday, December 3, 2014</td>
<td>7pm - 10pm</td>
<td>Conaway Center, 1104 S. Wabash</td>
</tr>
<tr>
<td>De-stress Fest: Snowflake Making</td>
<td>Monday, December 1, 2014</td>
<td>3pm - 4pm</td>
<td>Library, 3rd Floor North, Reading Room</td>
</tr>
<tr>
<td>De-stress Fest: Yoga and Relaxation Techniques</td>
<td>Tuesday, December 2, 2014</td>
<td>4pm - 5pm</td>
<td>Library, 3rd Floor North, Reading Room</td>
</tr>
<tr>
<td>De-stress Fest: Game Night in the Library</td>
<td>Thursday, December 4, 2014 3pm - 5pm</td>
<td>Library, 3rd Floor North, Reading Room</td>
<td>Enjoy oversized checkers, Jumbo Legos, and other games to provide some finals prep relief.</td>
</tr>
<tr>
<td>De-stress Fest: Paper Crafting</td>
<td>Friday, December 5, 2014 3pm - 5pm</td>
<td>Library, 3rd Floor North, Reading Room</td>
<td>Today's activity encourages paper crafting. Write a letter using stationary to a special person. Stamps will be provided upon request. Or, choose to make art. Or both!</td>
</tr>
<tr>
<td>De-stress Fest: Yoga and Relaxation</td>
<td>Saturday, December 6, 2014 12pm - 1pm</td>
<td>Library, 3rd Floor North, Reading Room</td>
<td>Today's activity will be led by Hannah Bailey, graduate student in the Creative Arts Therapy Department. Hannah will provide tools to help during stressful times. Wear comfortable clothing.</td>
</tr>
<tr>
<td>De-stress Fest: Therapy Dogs</td>
<td>Wednesday, December 10, 2014 2:30pm - 4:30pm</td>
<td>Library, 3rd Floor North, Reading Room</td>
<td>Today's activity is brought to us courtesy of Canine Therapy Corp, a locally based animal assisted therapy program. Staff from Counseling Services will be present to answer questions and provide literature.</td>
</tr>
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</table>
In honor of the holidays and our commitment to community, CCAP will once again be leading the Giving Tree gift-giving project in collaboration with the Library. This year, students from Morrill Math & Science Specialty School (K-8) will participate. Columbia faculty and staff are encouraged to stop by the Library Circulation Desk beginning Monday, December 1 to select a holiday "ornament" from our Giving Tree display. Each ornament will have a small gift request from a Morrill elementary school student. Stop by the Circulation Desk during normal library hours for more information. Bring your ornament and wrapped gift back by December 11th. You are invited to join us on Friday, December 12th as we deliver all the goodies and enjoy a holiday party at Morrill.
### Spring 2015

<table>
<thead>
<tr>
<th>Event</th>
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<th>Location</th>
<th>Details</th>
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<tbody>
<tr>
<td><strong>Campus Capture: Weeks of Welcome</strong></td>
<td>Thursday, January 29 at 2pm - 4pm</td>
<td>Library, 3rd Floor North Reading Room</td>
<td>Students will embark on a cross-campus scavenger hunt to learn about Columbia’s resources and community.</td>
</tr>
<tr>
<td><strong>New Student Mixer</strong></td>
<td>Friday, January 30 at 2:30pm - 4:30pm</td>
<td>Library, 3rd Floor North Reading Room</td>
<td>New to Columbia College Chicago? Meet new students in a laid back atmosphere. Games, introductions and fun abound in the Library.</td>
</tr>
<tr>
<td><strong>Alumna Shoya Bowman-Allen: Reading and Book Signing</strong></td>
<td>Friday, February 13, 2015 3pm - 5pm</td>
<td>Library, 5th floor</td>
<td>Alumna Shoya Bowman-Allen, author, playwright, blogger and producer, will hold a book reading and signing of <em>Goodbye Don’t Always Mean Gone</em> at the Columbia College Chicago Library. She will be signing copies of her work after the reading. Copies will be available for purchase. Light refreshments will be served. Mrs. Bowman-Allen has written five books, including <em>Goodbye Don’t Always Mean Gone</em>, <em>Society Says: Pretending to be Perfect in an Imperfect World</em>, and Issues a book of poetry. Her play, <em>Love’s Got a Hold on Me</em> (which deals with the dynamics of relationships between best friends), was featured at the Atlanta Black Theatre Festival in 2012. In 2014, she was awarded the prestigious Peach Theater Award for “Up and Coming Playwright”. In 2015, she will be honored with another Peach Theatre Award for Education for her work with aspiring authors and playwrights.</td>
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<tr>
<td><strong>Valentine Crafting</strong></td>
<td>Friday, February 13, 2015 3pm - 5pm</td>
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<tr>
<td><strong>Faculty &amp; Staff Reception: A Subtle Soiree</strong></td>
<td>Thursday, February 19, 2015 4pm - 5:30pm</td>
<td>Library, Weisman Room, 2nd Floor</td>
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<tr>
<td><strong>Art in the Library Opening Reception</strong></td>
<td>Thursday, February 19, 2015 5pm - 7pm</td>
<td>Library, 3rd Floor North Reading Room</td>
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<tr>
<td>Event Description</td>
<td>Date &amp; Time</td>
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<tr>
<td><strong>Faculty and Staff Reception: A Subtle Soiree</strong></td>
<td>Thursday, April 16, 2015 4pm - 5:30pm</td>
<td>Library, Weisman Room, 2nd Floor</td>
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</tr>
<tr>
<td><strong>Art in the Library Opening Reception</strong></td>
<td>Thursday, April 16, 2015 5pm - 7pm</td>
<td>Library, 3rd Floor North Reading Room</td>
<td></td>
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<tr>
<td>**Aesthetics of Research</td>
<td>A Reading &amp; Discussion with Tara Boswell**</td>
<td>Wednesday, April 29, 2015 7pm - 8pm</td>
<td>Library, 4th Floor Lurie Lounge</td>
</tr>
<tr>
<td>Join us for a reading/book signing with Columbia College MFA-Poetry alumnus Tara Boswell, who will be reading from and discussing her new chapbook, <em>Don’t Come Crying to Me</em> (dancing girl press &amp; studio, 2015). This event is part of the Aesthetics of Research project, which showcases how artists use various library resources as the foundation and inspiration for creative projects across all disciplines.</td>
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<tr>
<td><strong>De-stress Fest: Free Coffee</strong></td>
<td>Monday, May 4, 2015 10am - 11am</td>
<td>Library</td>
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<tr>
<td>Need some caffeine or other beverage? Start finals right! Catch our roving coffee cart as it makes its way through the Library, while supplies last!</td>
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<tr>
<td><strong>De-stress Fest: Nap Time</strong></td>
<td>Tuesday, May 5, 2015 12pm - 4pm</td>
<td>Library, 3rd Floor North Reading Room</td>
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<tr>
<td>Did you know a 20-minute nap can improve your memory and test performance? Curl up, get some shuteye and relax your mind at the Library.</td>
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<tr>
<td><strong>De-stress Fest: Game Night</strong></td>
<td>Wednesday, May 6, 2015 2pm - 4pm</td>
<td>Library, 3rd Floor North Reading Room</td>
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<tr>
<td>Today’s activity will feature giant games in the Library! Join us for carnival themed games and prizes!</td>
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<tr>
<td>Event Description</td>
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<tr>
<td>De-stress Fest: Creative Crafting and Coloring Books</td>
<td>Thursday, May 7, 2015</td>
<td>2pm - 4pm</td>
<td>Library, 3rd Floor North Reading Room</td>
</tr>
<tr>
<td>De-stress Fest: Free Coffee</td>
<td>Friday, May 8, 2015</td>
<td>10am - 11am</td>
<td>Library</td>
</tr>
<tr>
<td>De-stress Fest: Free Massages</td>
<td>Monday, May 11, 2015</td>
<td>10am - 12pm</td>
<td>Library</td>
</tr>
<tr>
<td>De-stress Fest: Free Coffee</td>
<td>Tuesday, May 12, 2015</td>
<td>10am - 11am</td>
<td>Library</td>
</tr>
<tr>
<td>De-stress Fest: Therapy Dogs</td>
<td>Wednesday, May 13, 2015</td>
<td>2pm - 4pm</td>
<td>Library, 3rd Floor North Reading Room</td>
</tr>
</tbody>
</table>
Art in the Library
Friday, May 15, 2015
11am - 8pm
Library, 3rd Floor North
Reading Room

Art in the Library statistics
September 2014 138 attended 14 artists 71 pieces
November 2014 44 attended 8 artists 38 pieces
February 2015 32 attended 8 artists 27 pieces
April 2015 42 attended 10 artists 53 pieces
Total: 256 attended 40 artists 189 pieces

Exhibits
The physical exhibits highlight aspects of College history, manuscript collection holdings, or are collaborative endeavors working with the College community. College Archives coordinates or creates exhibits on five floors of the Library, generally changed once per semester.

- Michael L. Abramson: Pulse of the Night (curated by the Museum of Contemporary Photography)
- From Adams to the South Loop: 1890 to 1975 (curated by students in the HHSS Public History class)
- Photography Light Studio Students (created by 1st and 2nd year students; curated by MoCP students)
- Archie Lieberman: Black Star photographs (CASPC collection exhibit)
- Legible / Illegible (CASPC collection exhibit)
- Backstory: DEMO magazine (CASPC feature)
- Aesthetics of Research (curated by Library Access Services)
- Alumni on 5 (curated by alumni, in collaboration with Office of Alumni Relations)
- Sherwood Community Music School (CASPC collection exhibit)
- Mental Notes: Works by Peter Fitzpatrick (curated by Academic Initiatives)

Display case exhibits
- Banned Books: focus on graphic novels
- Ongoing display: Columbia College Chicago recent faculty and/or staff publications
- Ongoing display: New books
MEASURE PROGRESS

- Continuous formal and informal assessment of resources and services allows the Library to improve and to make course corrections throughout the year. During the budget planning cycle, its staff plans the next year and assesses what has been completed since the last budget planning cycle.

Library Strategic Goals and Objectives

Aid learning: The Library facilitates teaching, learning, and research by providing services, collections, and technology in well-designed physical and virtual environments.

1. The Library provides services tailored to the curricular and extra-curricular needs of its community through:
   a. Library instruction in research skills and critical thinking.
   b. Research assistance in person and via phone, email, chat, text, and social media.
   c. Subject matter expertise in user experience, copyright, intellectual property, college history, archives, digitization, and preservation.
   d. Guest lectures and demonstrations.
   e. Teaching tools tailored to curriculum.
   f. Engagement in college-wide, student-centered activities.
   g. Course reserves, both physical and electronic, in support of teaching whether face-to-face, hybrid or online.

2. The Library provides robust collections that support teaching, learning, and research by:
   a. Developing the collection in collaboration with faculty and students.
   b. Subject matter expertise in selecting resources and materials to support the curriculum.
   c. Assessing the collection mix (content and format).
   d. Delivering the content in convenient, user-friendly ways.
   e. Preserving and maintaining collections.
   f. Acquiring works by faculty and staff.
   g. Enhancing our collection through worldwide inter-library loan.

3. The Library provides access to technological tools that support our community by:
   a. Enhancing the Library website (our virtual front door) with discovery tools, databases, and curriculum-based content including ebooks, ejournals, streaming media, and research guides.
   b. Using social media to aid teaching and learning.
   c. Providing technology for teaching and learning, such as computers (both PCs and Macs), Wi-Fi, printers, copiers, scanners, smart classroom, and smart study rooms.

Foster collaboration: The Library promotes collaboration across disciplines by:

1. Forging relationships with faculty and students.
2. Providing robust collections and technology-infused work spaces that, together, support the creation of new work.
3. Offering flexible, multi-purpose areas that invite collaboration between the College and the greater community.

Create connections: The Library provides an intellectually energized space that fosters interaction and exploration through:

1. Inclusive programs (such as art exhibits, displays, lectures, panel discussions, book signings, and performances) that attract and engage students, faculty, and our Chicago neighbors.
2. Student-centered spaces, including coffee bar, flexible and comfortable furnishings, and spaces for quiet study or group work.
3. An online presence that attracts students and connects them with Library staff, Library resources, and each other.
Graduating student survey

The Library received generally favorable ratings in the 2015 Graduating Student Survey.

Graduating student survey...

<table>
<thead>
<tr>
<th>Section</th>
<th>Instructional Effectiveness - Curriculum (Please indicate your level of agreement with the following statements)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Q14A. Library facilities</td>
<td>Very Satisfied 32 43.2</td>
</tr>
<tr>
<td>Q14B. Access to classes, study areas, group work, and individual work</td>
<td>Neutral 12 16.2</td>
</tr>
<tr>
<td>Q14D. Overall rating of the library</td>
<td>Somewhat Satisfied 13 18.1</td>
</tr>
<tr>
<td>Q14E. Library policies</td>
<td>Total 466 67.5</td>
</tr>
<tr>
<td>Q14F. Library resources</td>
<td>Very Dissatisfied 4 5.4</td>
</tr>
<tr>
<td>Q14G. Library resources</td>
<td>Somewhat Dissatisfied 3 4.1</td>
</tr>
<tr>
<td>Q14H. Library resources</td>
<td>Dissatisfied 8 11.4</td>
</tr>
<tr>
<td>Q14I. Library resources</td>
<td>Neutral 111 38.4</td>
</tr>
<tr>
<td>Q14J. Library resources</td>
<td>Very Satisfied 193 66.9</td>
</tr>
<tr>
<td>Q14K. Library resources</td>
<td>Total 466 67.5</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Section A: Instructional Effectiveness - Curriculum (Please indicate your level of agreement with the following statements)</th>
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<tbody>
<tr>
<td>Q14A. Library facilities</td>
</tr>
<tr>
<td>Q14B. Access to classes, study areas, group work, and individual work</td>
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<tr>
<td>Q14D. Overall rating of the library</td>
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<td>Q14E. Library policies</td>
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<td>Q14F. Library resources</td>
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<tr>
<td>Q14I. Library resources</td>
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<tr>
<td>Q14J. Library resources</td>
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<tr>
<td>Q14K. Library resources</td>
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<tr>
<th>Section B: Space and Technology (Please indicate your level of satisfaction with access and quality of the following)</th>
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<tbody>
<tr>
<td>Q14L. Classrooms</td>
</tr>
<tr>
<td>Q14M. Workshops</td>
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<tr>
<td>Q14N. Performance spaces</td>
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<tr>
<td>Q14O. Practice spaces</td>
</tr>
<tr>
<td>Q14P. Computer labs and multimedia</td>
</tr>
<tr>
<td>Q14Q. Wi-Fi</td>
</tr>
<tr>
<td>Q14R. College-wide technology</td>
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<tr>
<th>Section C: Highest Satisfaction</th>
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<tbody>
<tr>
<td>Q14S. Library facilities</td>
</tr>
<tr>
<td>Q14T. Access to classes, study areas, group work, and individual work</td>
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<tr>
<td>Q14U. Overall rating of the library</td>
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<tr>
<td>Q14V. Library policies</td>
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<tr>
<td>Q14W. Library resources</td>
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<td>Q14X. Library resources</td>
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<td>Q14Y. Library resources</td>
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<tr>
<td>Q14Z. Library resources</td>
</tr>
<tr>
<td>Q14A. Library resources</td>
</tr>
<tr>
<td>Q14K. Library resources</td>
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</tbody>
</table>

Columbia College Chicago Library Annual Report September 1, 2014 – August 31, 2015 Page 76
CARLI's value to Columbia College Chicago

129 GOVERNING MEMBER LIBRARIES
serving
930,000 STUDENTS, FACULTY & STAFF
Including undergraduate and graduate students, post-doc researchers, non-traditional students in night & weekend classes, dual-enrolled high schoolers, and online students

Over 95% of Illinois college students attend a CARLI member institution

1 in 10 adults in Illinois receives direct CARLI services

ON A SINGLE DAY

344,000 web searches were conducted in the I-Share Catalog

Patrons at I-Share libraries checked out nearly 11,000 items

4541 library items were en route via ILDS from 69 source libraries to 124 destination libraries

9000 pages scanned for the Internet Archive

CARLI Digital Collections in CONTENTdm
280 people from 17 countries viewed 1088 unique items

CARLI-SUBSIDIZED E-RESOURCES
Using EBSCO Academic Search Complete
Library patrons initiated 64,000 searches and downloaded 19,000 full-text articles
AT NO DIRECT COST TO THE LIBRARIES!
CARLI's Annual Value to Illinois Higher Education

Negotiates
Connects
1-Share
- 38 million items
- 84 member libraries, over 500,000 students, faculty & staff

Manages
Collaborates
Digital Collections
- 440,000
- Images, manuscripts, & sound recordings available to researchers around the world

EResources
$23 million
- worth of academic content

Serves
Over 900,000 students, faculty, & staff at 120 governing member institutions

Provides
- 2 million articles downloaded from 69,000 academic search sites at $9 direct cost to members

Fosters
- Academic success
- Research grants
- Workforce preparation

Shares
$30 million in costs avoided through shared collections & systems

Collections
$1 million spent
- in support of Print & eBook procurement
- Purchase on Demand pilot projects

Delivers
2.4 million items
- transported via ILDS
- each item for less than the cost of a postage stamp

Networks
Professional Development
- $300,000
- in costs avoided for conferences, workshops & training provided at $0 direct cost to members

Saves
CARLI delivered
- $47 million
- to goods and services to members, with a return on investment of $5.69 for every $1 spent by members
Assessment

Work began on a new assessment approach to explore the impact of Library collections and services. Inspired the work being done at the University of Wollongong, New South Wales, Australia, a database was created that could relate various resource and service usage and enable staff to explore impact trends. By working with Institutional Effectiveness, the Library can provide a new range of metrics that illuminate the impact its resources and services has on students. Work in this area at other institutions is producing consistent, positive correlations between the use of library resources and student attainment. This project will also enable the Library to access real-time data.
on how internal services, initiatives, and resources are being used. This information can be used to promote collections and services in a more targeted and compelling way to our users.

**ACRL Survey Spring 2015**
Each year the Library participates in the ACRL Survey of academic libraries. The results are published in print and online. These statistics can be used to benchmark operations and budget against peer institutions. For instance, staff has learned through these comparisons that the Library book collection is comparable to institutions half our size and that the Audio Visual collection is twice that of institutions half our size.

**ACRL Excellence in Academic Libraries Award Application**
The Library submitted an application for the ACRL Excellence in Academic Libraries Award that recognizes “an outstanding community college, college, and university library each year. This award is to recognize the accomplishments of librarians and other library staff as they come together as members of a team to support the mission of their institution.” We are categorized as a university library. This exercise assists us in assessing our work.
APPENDIX

Strategic Plan implementation action items, departmental missions, and goals

The College developed a Strategic Plan. Each unit created action items that relate its work to the plan. The Library created 49 action items including responsible party, tasks, necessary partners to accomplish task, budget implications, cross dependencies, success measures, data needed for decision making, and timeline.

Access Services & Assessment

Mission

• Maintain clean, well-lighted, and welcoming spaces that promote research, reflection, and collaboration in support of the Library mission.
• Provide an excellent user experience through friendly, informed and helpful staff at service desks and in the stacks.
• Support curriculum through departmental services such as film reservations, in-house viewing, and course reserves.
• Maintain well-organized, accessible physical collections.

Goals FY16

• Develop customer service training for Library student staff in collaboration with the Reference & Instruction department to ensure patrons receive consistent, excellent service.
• Conduct space and item inventory of the main collections to ensure a positive and productive user experience in the stacks.
• Explore best practices in providing departmental services to distance education students in support of coming distance education courses.
• Continue developing ties into the curriculum by partnering with faculty through the Aesthetics of Research initiative to provide students additional avenues to engage course content through display, vending exchange, and performance opportunities. Provide a bridge for our creative community to discover resources and inspiration in the Library, on our campus and in Chicago.
• Continue to maximize the skills of student staff providing them opportunities to gain workplace experience using the skills they are learning to enhance Library collection promotion, material graphics, etc.
• Foster an engaged staff by encouraging participation in initiatives within and beyond Access Services and the Library.
• Continue to refine assessment practices in Access Services leveraging technology to simplify and relate useful data including resource usage, space and equipment utilization, and assistance from staff. This data will then be connected other data within the Library and college to explore the impacts of various Library services and resources.
• Continue to leverage technology to improve service and efficiencies within the department.
• Continue to explore opportunities to enhance services to improve the user experience.

College Archives & Special Collections

Mission

College Archives & Special Collections (CASPC) serves as the designated repository for records of Columbia College Chicago and collections of select rare books, publications, and manuscripts which:
• support College curricula in a student-centered environment
• document and disseminate the narrative legacy of the College
• weave Columbia College Chicago into the culture of the city and the world
CASPC provides a welcoming interactive environment to discover, evaluate, and integrate primary and secondary resources of enduring value to a diverse community.

Collections philosophy

• Creating innovative and open pathways to resources
• Providing educational opportunities to stimulate research and creativity
• Inspiring collaboration on a global scale
• Encouraging freedom of inquiry while honoring creators’ rights
• Complying with professional best practices and technical standards
• Preserving collection holdings in stable formats for future generations

Responsibilities

The College Archives & Special Collections is responsible for the organization, storage, retrieval, and preservation of physical and digital material that documents the activities and history of the College and collections of intrinsic value that support College curricula in whatever format the materials were created. The department collects the official and non-official records produced by its community once the materials are no longer in active use, and it obtains and houses rare books, records, and other materials whose work or purpose reflect the history of the College, or whose material falls within its collecting policy.

• Digital collections
  The College Archives & Special Collections disseminates digitized and born-digital materials from the department through its Digital Commons repository. Containing a sampling of collection material and student work, this digital library allows users to interact with primary research materials and unpublished student work online.

• Cataloging and metadata
  The College Archives & Special Collections describes and encodes materials following best practices and adheres to national and local content and authority standards in order to facilitate access to information at the item level. Materials include student theses and capstone papers, items from collections, books, and digital objects. Descriptive, technical, and administrative metadata is managed and maintained to ensure adequate resource discovery and aid in the organization, identification and longevity of items.

• Digital preservation
  In conjunction with the preservation of physical materials, the College Archives & Special Collections takes measures to ensure the accessibility and usability of digital materials indefinitely by planning, allocating, and applying resources and preservation methods to its digital holdings.

• Education and archival literacy
  The College Archives & Special Collections seeks to enhance use and research value of its collections both in person and online through instruction and education for classes, individual researchers, and groups. Primary topics include archival literacy, document analysis, research skills, handling and care, and citations.

• Community engagement
  The College Archives & Special Collections advocates for the use and understanding of the historical record by engaging its community with archival holdings. In order to stimulate creativity and fuel research, the department is dedicated to promoting its services and collections in person, online, and through social media and exhibits.

• Dark archives
  Consists of physical, digitized, and born-digital material whose research use is restricted to a select set of individuals until such time that the sensitive material is determined to be available for research use. Access to these materials is controlled by access policies.
created in tandem with the College unit who authored the records and College Archives & Special Collections staff.

- **Teaching image collection**
  Faculty-driven and based on curricular needs, this password-protected database is designed to support classroom instruction at Columbia College Chicago. Its users are faculty and their current students.

**FY15 Goals**
College Archives & Special Collections composed key points to direct its work over the next fiscal year, with a focus on marketing, organization, and advocating for space and preservation of its assets.

1. **Implement a system for digital collection preservation, security, and backup based on professional standards and best practices.**
   - The contract with DuraCloud was signed and digital material added to it over this last year with the assistance and support from the campus IT department staff.

2. **Continue work with the College Archives Advisory Board.**
   - Met twice last year and began work on tackling issues related the CASPC.

3. **Reorganize the College Archives websites for improved discoverability.**
   - Work almost completed to enhance the visitor experience by streamlining the College Archives website and its connection to Digital Commons.

4. **Continue to advocate and locate space for College Archives.**
   - CASPC moved this summer into new, contiguous space with room for staff, collections, and functions in one location.

5. **Build the College Archives Preservation Account.**
   - Work with the College Archives Advisory Group and other to continue building this account.

6. **Create research videos and tools.**
   - Continue to create Byte Size History videos and compose a presentation on how to conduct archival research.

7. **Create faculty guides to archival collections.**
   - Create faculty guides to manuscript and archival collections that tie to helpful resources and ideas.

8. **Update the Archive-It website.**
   - College Archives manages the harvesting of website for the Columbia College Chicago site. This site has been organized for better discoverability and use.

9. **Implement and populate an instance of Archives Space to replace Archon.**
   - Archon has been replaced with Archives Space.

10. **Implement a workflow for receiving capstone projects/theses into Digital Commons @ Columbia College Chicago.**
    - Work with the Graduate Policy Council and with individual faculty has taken place this last year to ensure the submission of theses and capstone projects into this system.

**Summary:**
Most of these goals were met; however, goal 5 relating to building the preservation funds and goals 6 and 7 relating to creating tools and guides to archival collections have been moved to next year.

**FY16 Goals**
College Archives composed key points to direct its work over the next fiscal year and streamlined these into broad categories with a focus in four areas:

1. **Promote and educate about archival literacy and primary materials use**
   - Develop internship program
2. Work with the College Archives Advisory Board (CAAG) to enhance departmental mission and goals
   - Task CAAG to develop ideas for building the preservation accounts and long term project goals
   - Consult CAAG to gain insights about collection development in support of college curriculum
   - Charge CAAG to become advocates for the department throughout campus

3. Strongly engage with our Communities to facilitate access to collections and services
   - Enhance the online visitor experience by streamlining the College Archives website and its connection to Digital Commons.
   - Develop archives-related workshops
   - Appeal to various student, college and archival communities online through social media
   - Provide a safe and useful space for researching collections in person
   - Work with the Graduate Policy Council to streamline a workflow for receiving capstone projects/theses into Digital Commons

4. Reduce the backlog of unprocessed collections and items
   - Create a plan for facilitating access to the image collection
   - Tie digital objects to the collections’ finding aids for optimal resource discovery
   - Continue processing archives, special collections and books

Community Engagement & Special Initiatives

Mission
The mission of the Community Engagement & Special Initiatives Department is to:

- Ensure that the Library is seen as central to the academic life of our students, faculty, staff, and to alumni in the hope that they will continue to maintain interest and contact once they have left Columbia College Chicago.
- Market and promote Library services, programs and events to the Columbia community and targeted external audiences with our missions as guiding documents.
- Identify and cultivate audiences for participation in and support of major Library programs and affiliations such as Art in the Library, Friends of the Library Signature Showcase, etc.
- Seek and respond to mutually beneficial opportunities with internal and external partnerships that fulfill the College’s strategic plan and overall mission.
- Create partner relationships with lasting effect to support future endeavors.

FY16 Goals
1. Deepen departmental activities within the College curriculum through improved marketing and promotion efforts.
   This includes the focused study collections and Library events, exhibitions and programs to align with the College’s overall strategic direction. Staff will review current communication methods for marketing and promotion to see where improvements can be made. This may also include contacting College staff with similar responsibilities. We will also work closely with College Archives and other Library staff to reach this goal.

2. Unify social media/networking strategies in collaboration with Social Media group.

3. Seek grant funded and free opportunities in order to develop library programming of interest to members of the Columbia College community. Examples are campus collaborations, or working with outside organizations with similar interests such as the American Library Association, National Endowment for the Arts (The Big Read), etc.

4. Revitalize the Friends of the Library.
5. Create meaningful ways to review and evaluate Library programs to ensure relevance to the
College Mission, curricular interests and civic engagement activities.

Reference & Instruction

Mission
The Columbia College Chicago Library continues to fulfill its goal, as stated in the Mission &
Vision statement, of providing "an active instruction program dedicated to information
competency."

FY16 Goals
• Create and refine Information literacy learning outcomes that coincide with the ACRL
Framework for Information Literacy and the Universal Learning Outcomes for Columbia.
• As Teaching and Learning Liaisons, increase understanding of departmental curricula and
pro-actively reach out to key faculty to discover opportunities for information literacy work.
• Work with the Director of First-Year Writing to provide development opportunities for faculty
on topics of interest to them, e.g., ACRL Framework for Information Literacy, data and the
changing roles of libraries, copyright and Creative Commons, and participate in planning the
new (Fall 2016) syllabus and instructional activities for Writing and Rhetoric II.

User Experience and Emerging Technology goals FY16
• Promote use of Library maker lab, develop maker lab policies and procedures, and
collaborate with other departments to provide programming and services using the maker
lab.
• Increase student perspectives and work into Library social media and other Library services
and communication.
• Continue usability testing and implement relevant changes to continue user experience
improvements in the new Library web site, both desktop and mobile versions.
Sustainability
Below are environmental metrics provided by Better World Books.

<table>
<thead>
<tr>
<th></th>
<th>Books (lbs)</th>
<th>Trees</th>
<th>Water (g)</th>
<th>Greenhouse gases (lbs)</th>
<th>Landfill space (yd³)</th>
<th>Electricity (kwh)</th>
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</thead>
<tbody>
<tr>
<td>Recycled</td>
<td>5,790</td>
<td>7,924</td>
<td>92</td>
<td>33,631</td>
<td>12,174</td>
<td>12</td>
</tr>
<tr>
<td>Reused</td>
<td>3,343</td>
<td>4,575</td>
<td>54</td>
<td>43,640</td>
<td>7,246</td>
<td>7</td>
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<tr>
<td>Total</td>
<td>9,133</td>
<td>12,499</td>
<td>146</td>
<td>77,271</td>
<td>19,420</td>
<td>19</td>
</tr>
</tbody>
</table>

Explanation of data values

- **Reused books** – This category is made up of the sum of books sold and donated. The reuse of these books is considered waste prevention. Reducing the volume of waste we create results in limiting the environmental impact of disposal or recycling¹.

- **Recycled books** – Books we deem unsalable and not appropriate for donation to our participating literacy partners. Recycling books is termed waste reduction¹. Our recyclers report that the efficiency of recycling a book yields 97% of that book as usable fiber.

- **Pounds of books** – The average weight of the outbound books that Better World Books has processed are 1.37 pounds. This average weight is multiplied by the number of books categorized as Reused. Recycled books are multiplied by the efficiency rating of generating recycled fiber (see Usable Fiber below).

- **Trees** – The number of typical trees assumes a mix of hardwoods and softwoods 6-8 inches in diameter and 40 feet tall. The number of trees saved per ton of 100% recycled fiber produced is twenty four².

- **Water (g)** - There are 8,750 gallons of water saved per ton of paper produced when comparing 100% forest fiber sources to 100% postconsumer fiber².

- **Methane & greenhouse gases (lbs.)** – Landfilling produces .725 pounds of methane per book³. One way of measuring the impact of greenhouse gases is by assigning them a Global Warming Potential (GWP). The concept of a global warming potential (GWP) was developed to compare the ability of each greenhouse gas to trap heat in the atmosphere relative to another gas. The definition of a GWP for a particular greenhouse gas is the ratio of heat trapped by one unit mass of the greenhouse gas to that of one unit mass of CO₂ over a specified time period*. Methane has a GWP of 25 which makes this particular emission a greater cause for concern than CO₂. The total greenhouse gases, including Methane saved in production of one ton of paper from 100% postconsumer fiber versus 100% forest fiber sources is 2108 pounds².

- **Landfill space (yd³)** – 1 ton of books takes up 3.3 cubic yards of space in a landfill². The total pounds divided by 2000 equals total tons. Tonnage multiplied by 3.3 cubic yards and multiplied again by the 97% efficiency rating of postconsumer content paper yields the total cubic yards of space conserved.

- **Kwhs** – There are 4893 Kilowatt Hours of electricity saved per ton of paper produced when comparing 100% forest fiber sources to 100% postconsumer fiber². The conversion factor utilized was 1 Btu = 0.00029307108333 kilowatt hour.

- **Tons of Usable Fiber** – Our recyclers report that 97% of the books that we send are turned into usable fiber. This 3% of refuse is used in calculation of any pertinent metrics. The total pounds of Recycled books divided by 2000 yield the total tonnage of usable fiber.