Annual Highlights

- The Library acquired a new library automation system, Koha
- The number of reference questions answered decreased by 11%
- Use of the instant message and email reference services decreased by 7.4%
- The number of research consultations decreased by 21.4%
- E-ZBorrow requests decreased by 1.3% from last year
- ILLiad requests decreased by 11% from last year
- The turnaround time on ILLiad requests placed by the Chatham community decreased 35.8%!
  The average time was 4.3 days compared to 6.7 days
- There was a 23.5% increase in the number of hours reserved for group study rooms
- The amount spent on print books decreased again – this time by 27%
- As a result of an NEH Preservation Assistance Grant, the Archives hosted a site visit by Dyani Feige, Director of Preservation Services at the Center for Conservation of Art and Historic Artifacts
- With the EBook databases that were added this year, we have 477,174 e-book titles accessible to students and faculty.

This year was marked by vetting, acquiring, and launching a new integrated library system as well as managing significant staffing changes. The staffing issues were not resolved until the following fiscal year. Also of note was a decrease in our reference services (in person, via phone, email, chat and text) as well as instruction. These reductions beg the question “why”, particularly as our student population has increased. Also, we saw a small decrease in database searching use – likely related to the decrease in instruction. We know that students are more successful when they work with librarians and use library resources so these reductions are concerning. Reversing these stats will be a collaborative effort between the library staff and our community. Also of note is that the library staff convened for a strategic planning workshop.

User Services

Reference

-Prepared by Kate Wenger, Head of Access Services

"Thanks for validating that I’m not crazy! I can usually track down a solid citation and ‘home’ for something I find online but this one stumped me and as a result I didn’t know how to cite it.”
  ~Email from a faculty member

"Thank you very much for the help! I will dig deeper into both sources and see what I can find.”
  ~Email from an undergraduate student

Reference services are offered in person at the reference desk, by phone, by text message, by email, and through an instant message service available on the library’s website. Questions answered by librarians in their offices or elsewhere are also included. We strongly suspect that reference interactions occur in other places and will look at ways to capture that interaction. Reference questions and research consultations pertaining to Archives resources are reported in a separate section of this report and are not included in the numbers below.

The number of reference questions decreased by 11% from the 2015-16 year (1,563 questions) to the 2016-17 year (1,390 reference questions). We speculate that at least some of this decrease is due to the continual improvement of our website and the helpfulness of the information offered there. For example,
our Discovery search, which was added in summer 2014, features prominently on our website. It provides a quick jumping off point to get started on research through a single search box that searches nearly all of our library databases. It is also possible that questions formerly answered at the reference desk are being answered at the circulation desk by our student workers, or at the ILLiad desk by the Access Services Associate and Graduate Resource Sharing Assistant. These questions are not currently recorded in any way. Ultimately, though, we still have questions about why reference questions and other numbers are down, which might be best answered by surveying the Chatham community.

The following graph shows the number of reference questions asked each year for the years for which we have data.

![Number of Reference Questions Answered Per Year](chart)

**Instant Message, Email, and SMS Reference Service**
Use of the instant message (IM) and email reference services decreased by 7.4% from the 2015-16 year (364 questions) to the 2016-17 year (337 questions). Our text messaging service sees little use, holding steady with 13 text messages in both 2015-16 and 2016-17. However, since the service is staffed through the same mechanism as our IM reference service, it provides yet another way for patrons to reach us with no additional complexity for staff.

**Research Consultations**
Research consultations are defined as appointments or meetings with students, faculty, or staff that last fifteen minutes or more. The number of consultations helps provide a sense of how often librarians are assisting patrons with more in depth questions. Research consultations were down 21.4% from the previous academic year.

<table>
<thead>
<tr>
<th>Year</th>
<th>Number of Consultations</th>
<th>Total Hours Spent in Consultation</th>
<th>Average Length of Consultation</th>
</tr>
</thead>
<tbody>
<tr>
<td>2016-17</td>
<td>290</td>
<td>133.7</td>
<td>28 minutes</td>
</tr>
<tr>
<td>2015-16</td>
<td>369</td>
<td>162.6</td>
<td>26 minutes</td>
</tr>
<tr>
<td>2014-15</td>
<td>389</td>
<td>165.0</td>
<td>25 minutes</td>
</tr>
<tr>
<td>2013-14</td>
<td>285</td>
<td>138.0</td>
<td>29 minutes</td>
</tr>
<tr>
<td>2012-13</td>
<td>350</td>
<td>178.7</td>
<td>31 minutes</td>
</tr>
</tbody>
</table>
Personal Librarian Program

“Thank you very much! The world of research and citations can be a bit confusing, it is so nice to have a dedicated librarian as a resource! Have a great day!”
~Email from undergraduate student in response to a personal librarian email

Starting in the 2011-12 academic year, the library introduced a Personal Librarian Program. Each incoming undergraduate student, including transfers, is paired with one of the JKM Library’s two Reference Librarians. Letters are sent out over the summer announcing the program and introducing each student to his or her personal librarian. Throughout the students’ first three semesters at Chatham, the personal librarians send periodic emails about library resources and services. The goal of this program is to increase student familiarity with and use of the library and its many resources. While feedback has not been collected formally, informal feedback has been very positive.

Instruction

-Prepared by Dana Mastroianni, Reference and Web Librarian and Kate Wenger, Head of Access Services

“I would like to thank you, again, for coming into class on Monday and providing helpful and useful information to the students. I do apologize that I was under the weather and was not more animated. In fact, I learned a few things from Monday. Specifically, the resources which can help you find a test or survey. I will certainly be using that in my future research.”
~Email comment from a faculty member

“It was very helpful to go over step by step on how to use the library resources & where to find them. This will make my research process go a lot smoother.”
~Survey comment from student

A total of 49 instruction sessions reaching 892 students were taught by librarians during the 2016-2017 Academic Year. Of those sessions, 31 were taught to undergraduates and 18 to graduate students. This is a 25% decrease in sessions from 2015-2016 to 2016-2017. Although it is difficult to pinpoint exactly why instruction requests decreased, analysis of the monthly statistics indicated September 2015 and September 2016 had the greatest discrepancy. In September 2015, 22 sessions were taught while in September 2016, 14 sessions were taught. Further analysis revealed that course specific sessions that were taught in 2015 were not repeated in 2016. This could be due to the course not being offered or different faculty teaching the course, but going forward, the shared statistical record will reflect course and faculty names so that librarians are aware from year to year of changes and the communication that needs to take place.

Library Workshops

The 2016-2017 academic year marked the end of library workshops. The steady decline in attendance over the past several years has made clear that this is not the best use of our time, and while librarians ponder alternatives, workshop offerings were scaled down to 16 offerings in the fall and 3 in the spring.

<table>
<thead>
<tr>
<th>Semester</th>
<th>Workshops Offered</th>
<th>Undergraduate</th>
<th>Graduate</th>
<th>Faculty</th>
<th>Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall</td>
<td>16</td>
<td>12</td>
<td>3</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Spring</td>
<td>3</td>
<td>5</td>
<td>1</td>
<td>1</td>
<td>0</td>
</tr>
</tbody>
</table>

The following workshops were offered during fall and spring semesters, with only Zotero, Mendeley, and the Archives and Special Collections tour offered in the spring.

What’s New Faculty & Staff
Library 101
What’s New
Basic Databases
First Year Instruction

Instruction for ENG105 followed the same structure as last year since all twelve sections again shared a common content and meeting time. The library modules that were first created in 2015 were again used, including the two quizzes within the modules that provide some assessment measures. The modules are inserted into each ENG105 section’s Moodle shell and were completed in advance of librarians’ in class sessions. They were a primer on the basics of formulating questions and utilizing appropriate information resources. The twofold purpose of students completing the modules before the librarian class visit was to see where additional help was needed in understanding specific concepts, and also that students would learn some of the logistics of navigating the library webpage and databases in advance of their instruction sessions. The sections of the First Year Modules are:

- Focusing a Topic
- Concept Mapping
- Finding Books
- Database Searching
- Using Database Limiters
- Database Tools
- Finding Help

The first quiz occurs after the Finding Books section, and the second occurs after the Finding Help section, with each quiz focusing on their respective previous information block.

The common first year assignment had students work in pairs with one person selecting one source providing a “pro” view on their topic, and the other person selecting one source providing a “con” view on the topic. Selected sources were then evaluated based on author credentials, supportive evidence of the argument, and other information that could prove a bias. During the in class session, librarians introduced students to resources that provided a pro/con view and then engaged students in discussion and concept mapping exercises that were applied to searching and evaluating sources.

As in 2015-2016, Quiz 1 showed a higher completion rate than Quiz 2. Slightly more students completed Quiz 1 this year than in 2015, 165 completions to 171 completions respectively; however, a slight decrease in Quiz 2 responses occurred - 152 in 2015 to 149 in 2016.

In Quiz 1, correct response rates overall were higher in 2016. Question 1 in Quiz 1 had a 100% correct response rate:

1. A useful way to focus a topic is to:
   - Use reference material like subject encyclopedias and dictionaries to find background information.
   - Consult popular/social media
   - Talk to your friends and family
   - I don’t know

We also saw increased correct response rates from 2015 for questions 2 and 3. Incorrect responses rates varied in terms of what incorrect choice was chosen more often. Quiz 2/question 2 was modified to have only one correct answer instead of 4 as it had previously, and since the wording of the question changed, comparing between the two years is difficult. However, the wording change may have made the intent of the question clearer, and the majority of students responded correctly. (See Appendix A for a detailed description)

Although the structure and administration for ENG105 may change, however the modules were designed to be useful regardless of how the course is offered. Changes will be made as needed to reflect updated or new resources, but the overall structure has proven useful.
**Instruction Assessment**

At the end of each instruction session and library workshop, students and faculty are asked to complete a brief survey to provide feedback for librarians. The information gleaned is used to fine-tune the content presented as well as the timing of the sessions.

**Instruction Assessment for Students**

The instruction assessment for students was administered when a librarian provided course-specific instruction about library resources and services to a particular class. A total of 307 students completed this questionnaire for the 2016-17 academic year (compared to 315 in 2015-16). The survey asked students to indicate the extent to which they agreed or disagreed with 6 statements. The results for 2016-17 are below:

<table>
<thead>
<tr>
<th>#</th>
<th>Question</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Neutral</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>The content presented will be useful for my course &amp; assignments.</td>
<td>65.2%</td>
<td>30.7%</td>
<td>3.5%</td>
<td>0.3%</td>
<td>0.3%</td>
</tr>
<tr>
<td>2</td>
<td>Too much information was presented.</td>
<td>4.2%</td>
<td>7.7%</td>
<td>29.8%</td>
<td>44.6%</td>
<td>13.8%</td>
</tr>
<tr>
<td>3</td>
<td>The date of the session in the term worked for me.</td>
<td>52.1%</td>
<td>39.6%</td>
<td>7.0%</td>
<td>1.0%</td>
<td>0.3%</td>
</tr>
<tr>
<td>4</td>
<td>The librarian encouraged student participation &amp; questions.</td>
<td>52.6%</td>
<td>34.3%</td>
<td>10.9%</td>
<td>2.2%</td>
<td>0.0%</td>
</tr>
<tr>
<td>5</td>
<td>The material presented was not new to me.</td>
<td>12.1%</td>
<td>20.5%</td>
<td>27.2%</td>
<td>29.4%</td>
<td>10.9%</td>
</tr>
<tr>
<td>6</td>
<td>As a result of the session, I will employ new techniques when searching</td>
<td>47.9%</td>
<td>37.1%</td>
<td>10.9%</td>
<td>2.6%</td>
<td>1.6%</td>
</tr>
<tr>
<td></td>
<td>for information and/or completing assignments.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The results remain fairly consistent over the years. For the past three years, 85% or more of the students each year have agreed or strongly agreed that:

- the content is useful (question 1),
- the date of the session works well (question 3),
- the librarians encourage student participation (question 5), and
- they will use new techniques learned during the session in the future (question 6).

For the other two questions the results are more mixed. Since librarians often have only one class period to teach students everything they need to know about information literacy, it is a common worry that too much information is being presented (question 2). In the 2015-16 year, 13% of students agreed or strongly agreed that too much information was presented. However, in that version of the survey, this question was the only reverse coded one. As a result, we wondered if at least some of that 13% was a result of students completing the survey a little too quickly and just checking agree/strongly agree for all questions. Thus, for 2016-17 we added a second reverse coded question (question 5). We found that 11.9% of the students still agreed or strongly agreed that too much information was presented. Thus, we
feel more confident that there are still a number of students who feel we cover too much in these sessions.

Lastly, students are also mixed on whether or not they feel the information is new to them (question 5). In 2016-17, this was the newly reverse coded question – changed from “The material presented was new to me” in 2015-16 to “The material presented was not new to me” in 2016-17. While in 2015-16, 53.2% of students agreed or strongly agreed that the material was new to them, in 2016-17, only 40.3% of students disagreed or strongly disagreed that the material was not new to them. It may be that reverse coding the question altered how students think about it when they answer it, thus leading to an increased willingness to state that the information was not new to them. In general, presenting “new” material to students is always a challenge because 1) some students have far more prior knowledge of information literacy than do others, and 2) some students have seen a librarian more frequently in previous classes. However, since a large majority of the students agreed that they would employ new techniques as a result of the sessions (question 6), we feel that most students are still learning at least some new strategies.

**Instruction Assessment for Faculty**

The instruction assessment for faculty was given to 12 faculty members during the 2016-17 academic year. As in past years, their responses continue to be very positive as reflected in the following chart:

<table>
<thead>
<tr>
<th>#</th>
<th>Question</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Neutral</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>The library session met my expectations for this class.</td>
<td>100%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>2</td>
<td>The amount of material presented was suitable to the time allotted.</td>
<td>100%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>3</td>
<td>The librarian encouraged student participation &amp; questions.</td>
<td>100%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>4</td>
<td>The librarian used examples to explain difficult concepts.</td>
<td>91.7%</td>
<td>0%</td>
<td>8.3%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>5</td>
<td>As a result of this session, I would recommend a library instruction session to my colleagues for their classes.</td>
<td>100%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
</tr>
</tbody>
</table>

**Workshop Assessment**

Library workshops are open to anyone. Although the vast majority of attendees are students, some faculty and staff do attend as well. Due to incredibly low workshop attendance during the 2016-17 year, the workshop assessment was given to only 13 attendees (as opposed to 40 attendees during 2015-16). Results are as follows:
<table>
<thead>
<tr>
<th>#</th>
<th>Question</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Neutral</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>The material presented was new to me.</td>
<td>61.5%</td>
<td>38.5%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>2</td>
<td>Too much information was presented.</td>
<td>30.8%</td>
<td>15.4%</td>
<td>23.1%</td>
<td>23.1%</td>
<td>7.7%</td>
</tr>
<tr>
<td>3</td>
<td>The content of the library workshop was what I expected it to be.</td>
<td>53.8%</td>
<td>30.8%</td>
<td>15.4%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>4</td>
<td>As a result of the library workshop, I will employ new techniques when searching for information and/or completing assignments.</td>
<td>38.5%</td>
<td>53.9%</td>
<td>7.7%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>5</td>
<td>The library workshop was of little use to me.</td>
<td>15.4%</td>
<td>7.7%</td>
<td>38.5%</td>
<td>15.4%</td>
<td>23.1%</td>
</tr>
<tr>
<td>6</td>
<td>I would recommend this library workshop to a friend.</td>
<td>61.5%</td>
<td>30.8%</td>
<td>7.7%</td>
<td>0%</td>
<td>0%</td>
</tr>
</tbody>
</table>

**Resource Sharing**

-Prepared by Kate Wenger, Head of Access Services

Resource sharing, commonly known as interlibrary loan, makes sure that needed material gets to the correct user in a timely fashion. Deceptively simple, the mechanisms required to ensure the accurate and smooth running are varied and complex. We use two systems, E-ZBorrow and ILLiad, to supply the needed material, with the statistics and workflow for each maintained separately.

ILLiad and E-ZBorrow are used to both request materials from other libraries as well as ship our material to our partner libraries. E-ZBorrow, a service of our PALCI membership, is used primarily for print books and has an accompanying UPS delivery system which gets books to the correct location within two to five business days. ILLiad automates routine Interlibrary Loan (ILL) functions, increasing productivity and dramatically reducing paperwork. It is predominantly used for journal articles, but also for DVDs, theses, books that are not available via E-ZBorrow, and other miscellaneous materials.

In late fall 2017, our request for a permanent part-time Access Services Associate position was approved. With the graduation of one of our Graduate Resource Sharing Assistants in December 2017, we had one Graduate Resource Sharing Assistant and one part-time Access Services Associate from January 2017 on. Both positions handle the day-to-day borrowing requests made by our patrons through the ILLiad system as well as the lending requests (those made by other libraries for our materials). The new part-time position takes on additional duties, such as troubleshooting ILLiad, compiling statistics, and updating information on the library’s website about these services. This allows the Head of Access Services to focus her attention on the many other aspects of her position. However, it also proved particularly helpful when our Access Services Librarian left for another position in mid-February 2017, and our Reference Librarian became the Head of Access Services in April while continuing to complete her reference duties throughout the duration of the academic year.

**Borrowing: E-ZBorrow and ILLiad Combined**
The graph below shows five years of resource requests placed by Chatham students, staff, and faculty.
As shown above, our patrons requested 5444 items through ILLiad, a decrease of 11% from last year. We also saw a small 1.3% decrease in E-ZBorrow requests placed by our patrons.

The graph below illustrates the pattern of requests throughout the 2016-2017 academic year and consequent times of greatest demand on the staff. This does not take into account lending to other libraries, which adds an additional amount to the daily workload.

**Borrowing**

**Borrowing: ILLiad**

As always, the vast majority (91.2%) of ILLiad requests were for articles. This year, there was a 3.7% increase in article requests, and no change in requests for physical materials (books & media). We were able to procure the material for 3935 of the total 5444 borrowing requests. This fill rate of 72% increased from a fill rate of 66% in the 2015-2016 academic year. Those items not filled include:
• Requests that could not be filled by our lending partners because they were unwilling or unable to lend the item.
• Requests that we cancelled due to the duplication of a request or if ILLiad was not necessary to retrieve the item.

**ILLiad Borrowing: Reasons for Cancellations**

At the beginning of the 2013-2014 academic year, we began tracking the reason for ILLiad request cancellations. The graph below shows the number of cancelled items since then.

**ILLiad Borrowing: Turnaround Time for Requests**

We were able to decrease the overall turnaround time for ILLiad borrowing requests by 35.8% because we had two dedicated employees working 30+ hours per week: two Graduate Resource Sharing Assistants in fall 2016, and one Graduate Resource Sharing Assistant and the Library Access Services Associate in spring 2017.

The graph below shows the improvement in turnaround times we have been able to realize over the past four academic years.
In 2016-17, it took 4.3 days on average from when a Chatham patron placed an Interlibrary Loan request through ILLiad to when they either received the item or were notified that the item was not available. This decrease of over 2 days from the previous year was due entirely to staff getting to requests more quickly. As show in the chart below, the time from the patron submitting a request to the request starting processing at JKM Library went from 3.7 days in 2015-16 to 1.1 days in 2016-17.

It is clear that having the Graduate Resource Sharing Assistant and the Access Services Associate working a combined 38 hours a week has helped us to get needed items to the Chatham community in a timelier manner. Requests no longer sit for nearly four days before our staff can get to them. Additionally, these are calendar days, not business days, so this turnaround time is really quite quick.

It is also worth noting that this average turnaround time includes items that cannot be delivered electronically. Loans take longer than articles to arrive since they are physical items and must be shipped between libraries. Articles are almost always electronically delivered. Much also depends on the ability of our lending partners to fill our requests, so the more specialized and unique a requested item is, the longer it takes to ensure that all options for borrowing the item have been explored. This can extend the life of the request, slowing down the turnaround time. Thus, a turnaround time of 4.3 days is a significant accomplishment.

### ILLiad Borrowing Request Timetable

<table>
<thead>
<tr>
<th></th>
<th>2016-17</th>
<th>2015-16</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Number of Selected Overall Records</td>
<td>4249</td>
<td>4682</td>
</tr>
<tr>
<td>Average Time from Submitted to Processing</td>
<td>1.1 days</td>
<td>3.7 days</td>
</tr>
<tr>
<td>Average Time from Sent to Notified</td>
<td>3.2 days</td>
<td>3 days</td>
</tr>
<tr>
<td>Average Total Time</td>
<td>4.3 days</td>
<td>6.7 days</td>
</tr>
</tbody>
</table>

### Borrowing: E-ZBorrow

As shown in the graph below, total E-ZBorrow borrowing requests in 2016-2017 decreased by 1.3% from the previous year. Chatham patrons continue to enjoy a 95% fill rate through E-ZBorrow.
Lending
Lending: ILLiad
The number of items we lend to other libraries through ILLiad is considerably less than the number we borrow. The chart below summarizes lending requests over the past 5 years.

The total number of ILLiad lending requests rose 8.6% from 15-16 to 16-17. More importantly, after 4 years of fill rates in the 33-35% range, the 2016-17 year saw a jump to an improved fill rate of 41%.

Some reasons that we are unable to fill a request are because we do not own the item or article, it was checked out at the time of the request, or we did not respond to the request within four days at which point it was passed on to the next library in the lender string.

Lending: E-ZBorrow
As shown in the graph below, E-ZBorrow book lending requests in 2016-2017 decreased by 3.4%. For the fifth academic year in a row, we are a net lender.
Circulation and Reserves

“Thank you so very much! That was incredibly thoughtful of you to reach out and let me know. I truly appreciate it! It’s fantastic knowing I’m starting the break on a fresh foot! I hope you had the merriest of breaks and get a little more rest now too as well...we’re back so soon!”

~Email from a graduate student

Total Item Circulation

The chart below illustrates total circulation activity and work volume over the course of the 2016-2017 academic year and the two years before.

Total items checked out in 2016-17 decreased by 3% from the previous academic year, as shown in the graph below.
The decrease, although slight, is surprising considering the increase in the number of students on campus, which further supports the idea that a survey of the Chatham community concerning their knowledge and use of library resources and services would be helpful. One possible explanation for the decrease may be the increased use of electronic resources such as articles and e-books. These circulation statistics help inform our collection purchases, study room need, use of course reserves, as well as our participation in resource sharing.

When we break down the checkouts by call number, we can see that literature and the social sciences make up 53% of our total circulation (see graph below), a continuing trend.

Finally, graduate students, seniors, and items lent to other libraries (Resource Sharing) make up 71% of total patron check outs.
Course Reserves
During the 2016-2017 academic year, items on course reserve circulated a total of 296 times, a 41% decrease from last year’s numbers (see chart below). This decrease is primarily due to two factors:

- A 21% decrease in the number of items placed on reserve. This is largely due to the consolidation of approximately 60 CDs into a 6-disc compilation set. This consolidation has saved staff time spent processing course reserves while still providing access to the materials needed for the course.
- There are a number of courses that were not offered in 2016-17 that had seen heavy use of course reserve items in previous years.

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>First Year, 8% (1,132)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sophomore, 1% (76)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Junior, 9% (1,372)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Resource Sharing, 19% (2,871)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Graduate Student, 29% (4,304)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Faculty and Staff, 10% (1,517)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Alumni, 1% (105)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total Number of Items and Percentage by Patron Type 2016-2017</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Library Website
-Prepared by Dan Nolting, Head of Technical Services and Kate Wenger, Head of Access Services

The library server (III Millennium) housed all library domain websites, catalog, patron, transaction and administrative data as well as processing daily transactions for circulation, serials and cataloging up to the end of the year. With a functional and tested Koha platform in place in mid-summer, Millennium ceased to function as our ILS. Although a new ILS is in place, the physical server will continue to house the main library webpage, due to its breadth of available space as a static webserver, and the pre-existing DNS and URL registrations (library.chatham.edu)

With the library website secured, backups and mirror sites have been set up in case of mechanical disruption on the non-supported physical server. We have also began embarking on Responsive Web design, so that the main library webpage can automatically conform to any reading device.
Website Statistics
The library collects statistics on page views of the library website, blog, and LibGuides. Data for the past three years can be seen in the chart below.

<table>
<thead>
<tr>
<th></th>
<th>2016-17 page views</th>
<th>2015-16 page views</th>
<th>2014-15 page views</th>
</tr>
</thead>
<tbody>
<tr>
<td>Main Website</td>
<td>72,818</td>
<td>84,746</td>
<td>97,972</td>
</tr>
<tr>
<td>LibGuides</td>
<td>42,338</td>
<td>41,383</td>
<td>36,535</td>
</tr>
<tr>
<td>Blog</td>
<td>3,941</td>
<td>5,545*</td>
<td>6,164</td>
</tr>
<tr>
<td>Total</td>
<td>119,097</td>
<td>131,674</td>
<td>140,671</td>
</tr>
</tbody>
</table>

*Data from April 2016 is missing due to a change in WordPress (blog software)

Subject Guides
LibGuides is a content management system that is designed to make it easy to create library resource guides for disciplines or classes. At a more basic level, it is simply an easy tool for creating webpages, so we use it for other website content as well. All library staff can be given access to LibGuides which allows anyone to update the guides. This allows us to have our Reference Associates assist with the creation and updating of various LibGuides – something that would not be feasible for our library website as a whole.

The most visited guides of the 2016-17 year were:

<table>
<thead>
<tr>
<th>Guide Name</th>
<th>2016-17 Ranking</th>
<th>2016-17 Page Views</th>
<th>2015-16 Ranking</th>
<th>2015-16 Page Views</th>
</tr>
</thead>
<tbody>
<tr>
<td>Circulation Desk</td>
<td>1</td>
<td>12,633</td>
<td>1</td>
<td>10,681</td>
</tr>
<tr>
<td>Library Rooms &amp; Spaces</td>
<td>2</td>
<td>2,482</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>(separated from Circulation Desk guide in 2-2017)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>For Students</td>
<td>3</td>
<td>2,371</td>
<td>2</td>
<td>2,163</td>
</tr>
<tr>
<td>Nursing</td>
<td>4</td>
<td>1,382</td>
<td>3</td>
<td>2,070</td>
</tr>
<tr>
<td>Occupational Therapy</td>
<td>5</td>
<td>1,293</td>
<td>4</td>
<td>1,666</td>
</tr>
<tr>
<td>For Distance Students</td>
<td>6</td>
<td>1,038</td>
<td>6</td>
<td>1,341</td>
</tr>
<tr>
<td>Citation</td>
<td>7</td>
<td>912</td>
<td>7</td>
<td>1,197</td>
</tr>
<tr>
<td>Physical Therapy</td>
<td>8</td>
<td>804</td>
<td>9</td>
<td>862</td>
</tr>
<tr>
<td>Library DIY</td>
<td>9</td>
<td>762</td>
<td>11</td>
<td>668</td>
</tr>
<tr>
<td>Counseling Psychology</td>
<td>10</td>
<td>730</td>
<td>10</td>
<td>847</td>
</tr>
</tbody>
</table>

YouTube Videos
The JKM Librarians have created a number of instructional videos using Panopto and ScreenFlow. Fifteen of these videos are hosted on YouTube. Users watched 1,153 minutes of video over the 2016-17 academic year. The following chart provides usage and viewing information about our most popular videos:

<table>
<thead>
<tr>
<th>Video title</th>
<th>Video length (minutes)</th>
<th>Watch time (minutes)</th>
<th>Views</th>
<th>Average view duration (minutes)</th>
<th>Average percentage viewed</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUS671 Finding Company Information</td>
<td>9.93</td>
<td>518</td>
<td>119</td>
<td>4.4</td>
<td>44%</td>
</tr>
</tbody>
</table>
From this data, it is clear that users do not watch the full video when it is a longer one. For the BUS671 video, hyperlinks to different sections of the video were listed below the video so that viewers could jump to the sections most relevant to them, which may have contributed to viewers only watching 44% of the video on average.

**Library Outreach**

-Prepared by Kate Wenger, Head of Access Services

“A quick note to say THANK YOU for sending out the Library News. I appreciate it”

~Email from faculty member

“I don’t know who put my book on the romance display at the front, but it gave me a huge smile this morning. Thank you for making my last day on the Shadyside campus start off with a delight!”

~Email from staff member

“First- the event was fantastic! Thank you for organizing! The Library did not have such events when I was a student, which is a shame, because I think everyone there had a great time. I heard a lot of discussion about the dishes and the books associated with them.”

~Email from staff member about the Edible Book Festival

The JKM Library engages in a variety of marketing activities to increase awareness of library resources and services as well as to encourage more students, faculty, and staff to use the library. A description of some of these activities follows.

**Newsletter**

Each fall and spring semester, the library publishes a newsletter called Library News to update the Chatham community on library resources and services. Typical articles include information about new databases, new books, displays, tips for using library resources, information about the Archives, and achievements of the library staff. The latest edition of Library News is available at: [http://libguides.chatham.edu/librarynews](http://libguides.chatham.edu/librarynews).

**Displays and Exhibits**

Library staff prepared many displays during AY 2016-17. Nearly all displays were created by the library’s Reference Associates. Most of the displays drew heavily on the JKM Library’s book collection. By highlighting library materials, we hope to improve awareness and encourage greater use of library resources. The library maintains several permanent displays:

**Popular Reading**

To support students interested in reading for fun, the library provides a permanent popular reading display. The contents of this display cycle both as books are checked out and as materials that have been on display for more than two months are returned to the stacks. During
AY 2016-17, 116 items were checked out from this display, a 14% decrease from AY 2015-16 (135 items).

**Suggestion Box Display**
This display contains suggestions submitted to the JKM Library and responses from library staff. The number of submissions has decreased greatly over the past years, likely because many frequently asked questions have already been answered.

**Faculty Publication Display**
This permanent display highlights recent faculty publications.

**Global Focus: Year of Canada**
Each year, the contents of this display are rotated to correspond to the current Global Focus. Books, DVDs, and other materials are included. During AY 2016-17, 11 items were checked out, a 69% decrease from AY 2015-16 (36 items).

In addition to these permanent displays, the library featured 21 other displays throughout the year (see Appendix B). Many of the displays corresponded with campus diversity events, such as LGBT History Month, Black History Month, Women’s History Month, and more. Other displays highlighted books to read for pleasure or were related to programs on campus such as the Just Films series.

One of the goals set for 2015-16 was to increase the number of items checked out from the first floor displays. While the overall number of items checked out decreased, the displays that were created seem to have been slightly more appealing to library users since the average number of items checked out per display increased (see chart below).

<table>
<thead>
<tr>
<th>Year</th>
<th># of displays</th>
<th># of items checked out</th>
<th>Average # of items checked out per display</th>
</tr>
</thead>
<tbody>
<tr>
<td>2016-17</td>
<td>21</td>
<td>62</td>
<td>3.0</td>
</tr>
<tr>
<td>2015-16</td>
<td>27</td>
<td>76</td>
<td>2.8</td>
</tr>
<tr>
<td>2014-15</td>
<td>36</td>
<td>78</td>
<td>2.2</td>
</tr>
</tbody>
</table>

**Facebook Page**
The JKM Library maintains a Facebook page to which we post announcements and information about resources and services. We started keeping track of the number of people who ‘like’ the page in October 2010. The graph below reflects the total number of “likes” at the end of each of the past six academic years:
Resource Fairs and other Campus Events
In order to increase library awareness, librarians attend a variety of resource and orientation fairs. At these events informational handouts about the library, including brochures and fliers, are distributed. In addition, librarians attend faculty lectures, faculty candidate presentations, and other events in order to learn more about what research topics are being studied at Chatham. This enables librarians to add materials to the collection that are suited to the needs of the Chatham community.

International Edible Book Festival – Wednesday, March 29, 2017
The JKM Library, in conjunction with Chatham’s Food Studies program, sponsored Chatham’s fifth annual celebration of the International Edible Book Festival. Twelve entries were submitted (two more than the previous year!), and five prizes were awarded. This event continues to be quite popular with students, staff, and faculty, and we look forward to next year’s festival.

Collection development
-Prepared by Dana Mastroianni, Reference and Web Librarian and Dan Nolting, Head of Technical Services

New Books and Media

- The amount of money spent on books, movies and music has again decreased from the previous year, from $7,497 to $5,435, but the number of titles actually went up, from 150 to 161.
- The total amount of new monographic titles ordered and received this year consists of 152 circulating books (15 of them for the curriculum collection; 3 for Global Focus/Vietnam), 6 reference titles, and 10 DVD movies.
- 6 of the circulating books were Chatham Faculty/Staff/Alum publications.
- The average cost-per-title was $34 (compared to $50 last year).
- The most was spent on Counseling/Psychology, which was $738, followed by Women’s Studies ($730) and Business ($690).
- The area that continues to demand the most new titles is Business (22), Curriculum (16), and Women’s Studies and Counseling/Psychology (12 each).
- The most cost effective items were for the Curriculum Collection, averaging out at $9 per title, followed by Language ($14) and Geography ($15).
The chart above is a graphic representation of the percentages from the following table (Chart 2), which demonstrates the costs broken down by “core” subject, or department, that the item was directly ordered for. If there was no specific requestor, then the core defaults to the main subject of the author, publisher, or sponsoring agency.

**Chart 2 Cost per discipline**

<table>
<thead>
<tr>
<th>Ordered for</th>
<th>Spent 2016-2017</th>
<th>Previous year (2015-16)</th>
<th>Amt. of titles 2016-17</th>
<th>Avg. per item 2016-17</th>
</tr>
</thead>
<tbody>
<tr>
<td>Psychology, Counseling, Social Work Depts.</td>
<td>$738</td>
<td>$590</td>
<td>12</td>
<td>$62</td>
</tr>
<tr>
<td>Women's Studies</td>
<td>730</td>
<td>16</td>
<td>12</td>
<td>61</td>
</tr>
<tr>
<td>Business /Communications/ Media</td>
<td>690</td>
<td>698</td>
<td>22</td>
<td>31</td>
</tr>
<tr>
<td>Environment/FSS Studies</td>
<td>432</td>
<td>3,003</td>
<td>7</td>
<td>62</td>
</tr>
<tr>
<td>History &amp; Biography</td>
<td>369</td>
<td>347</td>
<td>11</td>
<td>34</td>
</tr>
<tr>
<td>LGBT</td>
<td>305</td>
<td>0</td>
<td>1</td>
<td>305</td>
</tr>
<tr>
<td>Writing</td>
<td>258</td>
<td>503</td>
<td>9</td>
<td>29</td>
</tr>
<tr>
<td>Category</td>
<td># of Titles</td>
<td>Total Cost</td>
<td>Avg. cost per Title</td>
<td></td>
</tr>
<tr>
<td>-----------------------------------</td>
<td>-------------</td>
<td>-------------</td>
<td>---------------------</td>
<td></td>
</tr>
<tr>
<td>Art</td>
<td>235</td>
<td>42</td>
<td>7</td>
<td></td>
</tr>
<tr>
<td>Education</td>
<td>213</td>
<td>67</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>Fiction</td>
<td>185</td>
<td>178</td>
<td>11</td>
<td></td>
</tr>
<tr>
<td>Library and Information Science</td>
<td>126</td>
<td>99</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Children’s</td>
<td>120</td>
<td>83</td>
<td>16</td>
<td></td>
</tr>
<tr>
<td>Politics/Law</td>
<td>113</td>
<td>28</td>
<td>8</td>
<td></td>
</tr>
<tr>
<td>Sociology</td>
<td>119</td>
<td>0</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>Science (general)</td>
<td>117</td>
<td>70</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>Ethnic/Global</td>
<td>107</td>
<td>137</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Philosophy/Religion</td>
<td>101</td>
<td>52</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Health (general)</td>
<td>99</td>
<td>25</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Physician Asst.</td>
<td>97</td>
<td>847</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Physical Therapy</td>
<td>97</td>
<td>0</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Nursing</td>
<td>75</td>
<td>0</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Poetry</td>
<td>38</td>
<td>282</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Languages</td>
<td>37</td>
<td>0</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Graphic Novels</td>
<td>19</td>
<td>28</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Geography</td>
<td>15</td>
<td>14</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>TOTAL</td>
<td>161</td>
<td>5,435</td>
<td>$34.</td>
<td></td>
</tr>
</tbody>
</table>

Chart 3: Vendor Breakdown

<table>
<thead>
<tr>
<th>Vendor</th>
<th># of Titles</th>
<th>Total cost</th>
<th>Avg. cost per Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yankee Book Peddler/Baker &amp; Taylor (YBP - Gobi)</td>
<td>137</td>
<td>4,060</td>
<td>30.</td>
</tr>
<tr>
<td></td>
<td>(120)</td>
<td>(5,792)</td>
<td>(48)</td>
</tr>
<tr>
<td>Amazon.com or Direct</td>
<td>24</td>
<td>1375</td>
<td>57.</td>
</tr>
<tr>
<td></td>
<td>(30)</td>
<td>(368.)</td>
<td>(27)</td>
</tr>
<tr>
<td>Totals</td>
<td>161</td>
<td>5,435</td>
<td>$34.</td>
</tr>
<tr>
<td></td>
<td>(150)</td>
<td>(7,497)</td>
<td>(50)</td>
</tr>
</tbody>
</table>

(Last year figures in parenthesis)

Collection Maintenance

- Repairs: 111 books were repaired (152 last year).
- Transfers: 41 Primarily from Reference to Circulation: (108)
Withdrawals: 775 titles / 818 volumes (691 / 976)

Student Publications
With the eminent demise of ITS’s personal webpages, we had to scramble for an alternative to host the securing, redirection and analytical scripts for the student publications. We were lucky to be granted a free domain by Dreamhost – a well-established webhosting service dedicated to academic and non-profit interests. It is also a major upgrade from the ITS space, in that it is PHP and MySQL compliant, making it a perfect experimental ground for academic and non-profit institutions.

For the school year 2016-17, there were 209 total records received, 57 requests to view print versions, and 1630 online views (72 and 3,374 views the previous year)

Electronic Storage
High-Quality Originals
- I.T. Library Resources drive: 28.2 GB (18.6 last year, 13.8 previous)
- Tech Services Hard-drive Backup: 15 % full (150 GB of 3 TB used) (50 GB last year)

Web-access Quality
- Google Drives – Used for public-access instant read-only/web friendly copies of capstones and theses:
  - Currently using 5 GB (15%) of allocated 30 GB (2 accounts at 15 each)
  - Last year: 4.2 GB (14%)
  - Previous year: 4 GB (13%) of allocated 30 GB (2 accounts at 15 each)
  - each account up 1% from last year

- MediaFire Cloud storage – used for tutorials and other proxy-password protected documents has also increased in size:
  - 18.3 (of 150 GB).
  - Last year: 16.5 GB
  - Previous year: 15.1 GB

2016-17 Receipts

<table>
<thead>
<tr>
<th>Processed</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Undergraduate Tutorials (print &amp; electronic)</td>
<td>71</td>
</tr>
<tr>
<td>Graduate Theses (print &amp; electronic)</td>
<td>75</td>
</tr>
<tr>
<td>DNP Capstones (electronic only)</td>
<td>21</td>
</tr>
<tr>
<td>All other Graduate Capstones (print &amp; electronic)</td>
<td>42</td>
</tr>
<tr>
<td>Total of student publication items added to catalog in 2016-17</td>
<td>209</td>
</tr>
</tbody>
</table>

2016-17 Use

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Tutorials</td>
<td>19</td>
<td>38</td>
<td>37</td>
<td>525</td>
<td>1120</td>
<td>3580</td>
</tr>
<tr>
<td>Theses</td>
<td>9</td>
<td>17</td>
<td>22</td>
<td>304</td>
<td>636</td>
<td>450</td>
</tr>
<tr>
<td>Capstones</td>
<td>26</td>
<td>16</td>
<td>9</td>
<td>702</td>
<td>1674</td>
<td>1308</td>
</tr>
<tr>
<td>Dissertation</td>
<td>2</td>
<td>1</td>
<td>1</td>
<td>99</td>
<td>183</td>
<td>287</td>
</tr>
<tr>
<td>Chapbooks</td>
<td>1</td>
<td>0</td>
<td>2</td>
<td>n/a</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Totals</td>
<td>57</td>
<td>72</td>
<td>71</td>
<td>1630</td>
<td>3374</td>
<td>4613</td>
</tr>
</tbody>
</table>

Tutorial PDFs for Alumni
On occasion a pre-2003 Chatham alumna will investigate how to get a digital copy of their tutorial. We have had 3 such exchanges in 2016-17 (2 last year). All three alumna agreed to share electronic versions with the Chatham community, which were successfully converted to web-friendly documents, thus enhancing their respective catalog records with searchable abstracts, introductions, and/or table of contents.
Gifts
Processing the perhaps largest cross-discipline gift ever bestowed upon the JKM Library was completed, as the Esther Barazzone collection has been fully integrated into our circulating collection. Touching on all topics concerning higher education, it also filled in major gaps in academic policy and philosophy. The final total of her donation is 1036 books, of which 307 were processed this year. Other donation, such as those from Mary Beth Mannarino and Peggy Stubbs (106), gives us a grand total of 413 new gifts books added for 2016-17.

Serials
**Exclusively online** - not part of a database or package and are cataloged as individual bibliographic entries:

<table>
<thead>
<tr>
<th>Chart 4 - Titles</th>
<th>2016 Invoice</th>
<th>2015 Invoice</th>
</tr>
</thead>
<tbody>
<tr>
<td>Archives of Physical Medicine and Rehabilitation</td>
<td>$1339</td>
<td>1270</td>
</tr>
<tr>
<td>Choice - Current Reviews for Academic Libraries</td>
<td>614</td>
<td>590</td>
</tr>
<tr>
<td>Chronicle of Higher Education</td>
<td>2134</td>
<td>2033</td>
</tr>
<tr>
<td>Ecopsychology</td>
<td>783</td>
<td>738</td>
</tr>
<tr>
<td>Food &amp; Foodways</td>
<td>1191</td>
<td>1134</td>
</tr>
<tr>
<td>Journal of Agriculture Food Systems and Community Development</td>
<td>305</td>
<td>295</td>
</tr>
<tr>
<td>Journal of Green Building</td>
<td>654</td>
<td>629</td>
</tr>
<tr>
<td>Journal of Nursing Education*</td>
<td>601</td>
<td>new</td>
</tr>
<tr>
<td>Journal of Occupational Science</td>
<td>478</td>
<td>455</td>
</tr>
<tr>
<td>Journal Of Occupational Therapy Schools &amp; Early Intervention - Online</td>
<td>345</td>
<td>329</td>
</tr>
<tr>
<td>Journal of Orthopaedic and Sports Physical Therapy</td>
<td>620</td>
<td>595</td>
</tr>
<tr>
<td>New England Journal of Medicine</td>
<td>3425</td>
<td>3252</td>
</tr>
<tr>
<td>Occupational Therapy in Health Care</td>
<td>855</td>
<td>814</td>
</tr>
<tr>
<td>Occupational Therapy in Mental Health</td>
<td>764</td>
<td>728</td>
</tr>
<tr>
<td>Physical &amp; Occupational Therapy in Geriatrics</td>
<td>1319</td>
<td>1256</td>
</tr>
<tr>
<td>Physical &amp; Occupational Therapy in Pediatrics</td>
<td>1544</td>
<td>1287</td>
</tr>
<tr>
<td>Sex Roles</td>
<td>2409</td>
<td>2278</td>
</tr>
<tr>
<td>SNAP : Sweets News and Products</td>
<td>15</td>
<td>Now online only</td>
</tr>
<tr>
<td>Topics in Stroke Rehabilitation</td>
<td>470</td>
<td>448</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>CHART 5 - SUBJECT AREA BREAKDOWN OF ONLINE TITLES</th>
<th>TOTAL COST</th>
<th>AMT of TITLES</th>
<th>AVG COST PER TITLE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Health Science</td>
<td>$11,760</td>
<td>11</td>
<td>1,069</td>
</tr>
<tr>
<td>Psychology, Counseling, SW</td>
<td>2,409</td>
<td>1</td>
<td>2,409</td>
</tr>
<tr>
<td>Education &amp; Book Reviews</td>
<td>2,748</td>
<td>2</td>
<td>1,374</td>
</tr>
<tr>
<td>Food Studies</td>
<td>1,511</td>
<td>3</td>
<td>504</td>
</tr>
<tr>
<td>Environmental Studies</td>
<td>1,437</td>
<td>2</td>
<td>719</td>
</tr>
</tbody>
</table>

Current Print Serials
There was one discontinuation (print issue of Pittsburgh Tribune-Review) and one addition (Journal of Nursing Education), leaving 75 current journal titles.
Of these, 56 come in print, 31 are print only and 25 come with an online counterpart, and 19 are online only. Of the 19 online, 2 also come in print: Chronicle of Higher Education, as a separate subscription; and Journal of Nursing Education, as a free counterpart.

**Chart 6 PRINT SERIALS DISPLAYED FOR PUBLIC USE**

<table>
<thead>
<tr>
<th>Topic / Subject Area</th>
<th>Total Cost</th>
<th># of Titles</th>
<th>Avg. per Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>News (general)</td>
<td>$2267</td>
<td>10</td>
<td>$227</td>
</tr>
<tr>
<td>Health studies</td>
<td>2048</td>
<td>4</td>
<td>512</td>
</tr>
<tr>
<td>Communication</td>
<td>1950</td>
<td>3</td>
<td>650</td>
</tr>
<tr>
<td>Psychology, Counseling, Social Work</td>
<td>1946</td>
<td>3</td>
<td>649</td>
</tr>
<tr>
<td>Science &amp; Technology</td>
<td>1689</td>
<td>2</td>
<td>845</td>
</tr>
<tr>
<td>Interior Arch</td>
<td>905</td>
<td>5</td>
<td>181</td>
</tr>
<tr>
<td>Environment</td>
<td>812</td>
<td>2</td>
<td>406</td>
</tr>
<tr>
<td>Business &amp; Economics</td>
<td>736</td>
<td>8</td>
<td>92</td>
</tr>
<tr>
<td>Landscape</td>
<td>709</td>
<td>2</td>
<td>355</td>
</tr>
<tr>
<td>Theatre, Music &amp; Film</td>
<td>440</td>
<td>3</td>
<td>147</td>
</tr>
<tr>
<td>History (general)</td>
<td>420</td>
<td>4</td>
<td>105</td>
</tr>
<tr>
<td>Food studies</td>
<td>413</td>
<td>2</td>
<td>207</td>
</tr>
<tr>
<td>Ethnic &amp; Multicultural</td>
<td>300</td>
<td>1</td>
<td>300</td>
</tr>
<tr>
<td>Books, Reviews / Literature</td>
<td>281</td>
<td>3</td>
<td>94</td>
</tr>
<tr>
<td>Education</td>
<td>194</td>
<td>2</td>
<td>97</td>
</tr>
<tr>
<td>Art</td>
<td>110</td>
<td>2</td>
<td>55</td>
</tr>
<tr>
<td>Local / Chatham Newsletters</td>
<td>0</td>
<td>3*</td>
<td>0</td>
</tr>
</tbody>
</table>

*not included into fiscal totals

- Total cost for the 75 print, print w/online, & online exclusive titles is **$35,085** (43,407 last year) averaging $468 per title (402).
- The average cost per print journal title is **$271**
- There were a total of **216**, print periodicals system check-ins plus 1,149 daily newspapers manual check-ins, totaling **1,365** (1,699) print serial item check-ins by library staff.

**Databases**

Three databases were added to the library’s holdings this year, Ebrary (eBook collection with over 170,000 titles), the Pittsburgh Post-Gazette, and the Philadelphia Inquirer. All three resources were part of a consortia deal through PALCI which gives access to Ebrary for three years and permanent access to the Pittsburgh Post-Gazette 1786-2003 and the Philadelphia Inquirer 1860-2001.

We closely monitor the usage statistics of our databases. This ensures that we are spending money on resources our students, faculty and staff actually use. This year EBSCOhost changed their reporting tools and some metrics, so a direct comparison between 2015-2016 and 2016-2017 usage statistics is difficult. The interface metric change for Discovery now tabulates search clicks instead of searches, however a better indicator of Discovery use lies in full text downloads, Linkout requests, and abstract views. With 2015-2016 use being adjusted in the new reporting tool, the chart below compares the two academic years. Even with the slight decrease in search activity, Discovery continues to be the main entry point for patron access to the library’s databases.
The reporting tool changes also affected the way statistics were tabulated for individual database use. Now, it is clearer how often patrons are choosing to enter individual databases instead of using the aggregate approach in Discovery.

The top searched individual databases remained the same as 2015-2016:

The databases with the most full text articles downloaded:
Even when adjusted for the new metrics in EBSCO, database use has fallen. Given that university enrollment has grown, explaining the downward trend is difficult, however, the decline in course related instruction could be a contributing factor since a large part of instruction involves teaching students how to effectively use the library's databases.

The EBook databases that were added this year have added 477,174 book titles accessible to students and faculty. Promoting their use is a priority, as well as finding an effective way to display them on the library webpage.

Archives and Special Collections
-Prepared by Molly Tighe, Archivist and Public Services Librarian

The University Archives continues to be a well-used resource for a variety of patrons. The unique resources housed in the Archives served outside researchers, including a historian working on a new Chatham history, staff and students.

Archives
“Brilliant! Thank you for taking the time to dig this out for me! I'll be sure to give you kudos during my presentation!” Faculty member

“You are the best! Thank you for writing back so quickly. Everything about your archive’s website and organization seems smart and streamlined, I must say. I've now been corresponding with a number of archives and yours is as good or better than the Beinecke's at Yale. A lot of places, including Connecticut College and Boston College don't have scans of their photographs on their website, so it is impossible to see what they have, which is so important as a starting point. A big shout out to Chatham University and its staff.

I am thrilled that each scan will be easy to find and that the fee is so reasonable. This is not the case for most of the permissions, so it really helps.” Outside Researcher
Reference and Instruction
To ensure that the Archives and Special Collections were accessible to the Chatham community, regular office hours for drop-in research visits continued to be offered during 2016-17. Research assistance is available through appointments or through remote reference, two options that continue as our patrons’ most popular method of receiving reference assistance with Archives & Special Collections.

During the 2016-17 academic year, 160 reference questions were recorded, 137 research consultations with 185.25 research consultation hours. Our busiest month was January, with 21 reference questions, 17 research consultations, and 18.75 research consultation hours. The number of research consultations and the number of research consultation hours both increased from 2015-2016 levels.
Reference stats continue to rebound following the vacancy in the Archivist & Public Services Librarian in 2014-2015.

**Research Topics and Patron Types**
The Archives & Special Collections continued to receive a variety of questions from Chatham community members as well as many outside researchers.

Chatham staff and outside researchers continue to be the largest group of archives users, together accounting for 73% all research questions.

Chatham University staff and administrators represent 43% of all reference questions. Staff questions come from a variety of offices on campus (see chart above), but most frequently from University Advancement (including alumni Affairs and Annual Fund), Marketing & Communications and the Office of the President, together representing 71% of all staff questions. The number of reference requests by staff has increased 30% in each of the past three years.
Student research requests account for 15% of all archival reference. Student requests came primarily from students with work/study placements on campus or from student interest in the history of campus buildings and named halls. Faculty research focused on the history of the university, Eden Hall, campus events and programs, and Middle States assessment.

Of requests by outside researchers, 15% related to Rachel Carson and 37% related to the forthcoming publication about Chatham history.

Our diverse patron population continued to present a variety of interesting queries. Highlights are detailed below:

Students:
- Explored a variety of materials in the University Archives to research the origins for the naming of Shadyside Campus’s Sanger Hall
- Examined past issues of the Minor Bird as part of current student publishing initiative
- Examined past issues of the Communique for coursework
- Investigated the history of Shadyside and Eden Hall campus environments through study of historical photographs and building records
- Researched alumna grandmother’s campus activities and interests
- Requested information on the history of women in Pennsylvania

Faculty:
- Requested information on changes to Chatham’s mission statement during the 1970s for Middle States Accreditation report
- Conducted on-site research on the history of the university and the history of Africa and Africans at Chatham
- Requested information on campus performances by former music faculty

Staff:
- Requested information for use in and review of final draft of forthcoming Chatham history book
- Requested information related to the Chatham campus, including original campus landscape, arboretum tourism and development, and the history of Eden Hall Farm
- Requested content related to Chatham alumni, including historical content for use with reunion events and in response to direct queries from alums
- Requested information on campus traditions, celebrations, multi-cultural traditions, and student life for the Office of the President
- Provided information about Commencement speaker, Muriel Bowser’s activities during her student years
- Provided information about former professors for staff and members of Board of Trustees
- Provided an assortment of material to the Office of the President, including copies of Dr. Eddy’s correspondence with the Chatham Community and a recording of the alma mater

Outside Researchers:
- Investigated the history of Chatham campus as part of historic preservation student project and relating to provenance research for museum objects
- Requested information on self-defense courses prior to 1930s

**Reproduction Requests**
The reproduction of items in the University Archives collections continues to be popular service, with requests originating across all patron groups. Highlights of these requests include:
- Examples of earlier school logos and letterhead for alums preparing reunion swag
- Extensive use of photographic collections by Landesberg Design, the graphics design team working on the forthcoming book on the history of Chatham University Reproductions
- Use in display at the University of Pittsburgh Office of Veterans Affairs for use by the Department of Music in connection with Henry Spinelli, former faculty, concert
- Images documenting changes to the campus landscape over time that were used during an Arboretum tour for VP of Tree Campus USA
- May Day exhibit film for use on campus-wide social media channels

Workshops
As part of the Library’s workshop series, “Tour of Archives & Special Collections” was offered in each semester. Due to the general decline in attendance at JKM workshops, the “Tour” was not scheduled for 17-18. However, opportunities to engage student organizations and staff will be explored.

Archival Public Service Statistics
Statistics and metrics used to assess the public service activities of the Chatham Archives are those put in place by the former Archivist. During AY16-17, a proposed Standardized Statistical for the Measures for Public Services in Archival Repositories and Special Collections Libraries was reviewed and comments submitted to the Society of American Archivist/Association of College and Research Libraries Task Force developing the guide. Other methods to more accurately measure the impact of public services activities.

Collection Management
The management of archival collections includes the development of functioning policy documents, the administration of grant projects, efficient identification, collection, and cataloging of digital and analog records, and effective preservation. Activities that occurred during 2016-17 in each of these core functions are outlined below.

Updated Archives Policies & Procedures
- A new Gift Delivery Record Policy was created and procedure established to manage donations intended for the University Archives and collected by staff from other departments.
- Created an addendum for senior staff describing the purpose of institutional repository tools to address needs related to student publications and to Middle States accreditation requirements.
- Researched University records management frameworks to support the need for institution-wide records management policy with department-specific addendums.
- Initiated new Petition to Access Restricted Materials procedure to address discrepancies in access to Board of Trustees Meeting Minute books.
- Commenced creation of Records Destruction Best Practice in response to issues surrounding destruction of university records.

Accession Management
Accession Management includes collection of records with long-term value to the Chatham community and documentation of materials accepted into the University Archives. Highlights of the Accession Management program during AY16-17 include:

- Records from the Office of the President during the Barazzone tenure
- Event films and assorted audio/visual material
- Media clippings captured by BurrellesLuce
- Records from the Landscape Architecture Program
- An assortment of artifacts and records from the Athletic Fitness Center
- Architectural records depicting campus buildings from Facilities
- Song contest recordings from an adjunct faculty member
- Digitized surrogates of records documenting the work of the Olmsted Brothers landscape architecture firm on campus in 1916 and 1947
- Retrieved approximately 25 linear feet of records from the Office of the President, Board of Trustees, and administrative offices that had been slated for destruction
- Approximately 10 linear feet of records from Academic Affairs department
- Records relating to Eden Hall Farm
The university’s web-based course catalog was captured, ensuring both compliance with Middle States accreditation requirements and long-term access to these born-digital permanent records. This required multiple web crawls and regular communication with the Director of Assessment and Institutional Effectiveness.

As a result of increased acquisitions, a new procedure was created to streamline collection accessioning procedures. While this project is continuing to AY17-18, the initial framework—assigning a collection number, collecting Deed of Gift, communicating with Donor – is in place.

Preservation Management
Significant progress occurred in AY16-17 with regard to digital reformatting of deteriorating audio visual items, of large-scale visual records, and of paper-based collections with a high research value to staff, alums, and outside researchers. Based on the results of a 15-16 survey of audio-visual holdings in the University Archives, 66 film and audio items were selected for digital reformatting including:

- film footage of Secretary of Defense Robert McNamara’s 1966 Chatham Commencement speech (including footage of protests surrounding his appearance),
- film footage of the 1936 Pennsylvania College for Women Commencement,
- audio recordings of Chatham Student Government, campus events, and choir from the 1970s and more.

Large-format drawings of campus buildings and grounds were digitized in collaboration with the Pitt Digital Research Laboratory at the suggestion of David Finegold. Reference Associates, Circulation Desk student workers, and Archives student workers digitized 378 individual pages of commencement and end-of-term event programs ranging in date from 1871 through 2010. In addition to these projects, numerous individual items were digitized throughout the year in response to requests from patrons.

We continue to monitor the storage environment for digital and analog collections in Archives & Special Collections. Digital storage allotment on university servers was increased three times during AY16-17 and a subscription to Amazon Glacier was initiated for large, preservation master files that strain local servers. Processes and procedures for managing files stored across both systems continues to be refined and updated. During AY16-17, a new scanner was purchased to replace an older machine that was incompatible with updated software.

Temperature and humidity in storage areas were monitored continuously and reveal wide fluctuations in humidity (from 12% to 72%) that put collections at high risk of deterioration. Efforts to resolve environmental issues through use of one humidifier do not appear to be substantially effective.

Archives Grants
CIC Grant
During 2016-17 significant progress was made on the Council of Independent Colleges’ (CIC) Consortium on Digital Teaching and Research grant program (awarded in 2015). The Archivist attended the Society of American Archivists (SAA) conference in Atlanta, GA to present on the CIC grant project and, by proactively introducing herself to the Archivist at Mithun architecture firm, succeeded in arranging for the eventual collection of hundreds of previously inaccessible design records. These efforts at SAA enabled the solution to one of the grant projects most challenging hurdles to date.

Throughout AY16-17, the use of grant-funded software tools was expanded to provide access to a broader segment of materials in the Chatham University Archives including, the Rachel Carson Collection Website, Snowdon Collection (over 250 images uploaded), Eden Hall Campus architectural drawings (300 images) and commencement program materials. Software customizations were completed to enable Interior Architecture students to engage with construction related images.

NEH Grant
Having received an award of a National Endowment for the Humanities (NEH) Preservation Assistance grant in 2015, the following were made possible:

- site visit by Dyani Feige, Director of Preservation Services at the Center for Conservation of Art and Historic Artifacts;
- cross departmental collaboration to complete pre-assessment survey of facilities and collection-related policies;
- review of existing collection preservation program during on-site preservation assessment with Ms. Feige;

The preservation assessment yielded these issues: collections storage, emergency preparedness and security, and digital infrastructure. Ms. Feige examined fragile items including scrapbooks, rolled items, and items in antique frames. Discussion of assessment report, including future preservation priorities, the institution of an institution-wide records management plan, and the development of an Emergency Preparedness and Response Plan, have continued into AY 17-18.

**Access and Outreach**

“This sounds wonderful! Great idea!! People really love the cases. Thank you so much for working on them.” Faculty member re: an exhibit

Chatham University Archives continues to utilize proven methods of connecting with patrons while also engaging new audiences through an active outreach program. These activities include collection cataloging and the creation of online access tools, exhibitions to promote awareness and use of the collections, and engagement across the patron community to meet the needs of a wide variety of collection users. Of particular note among the outreach activities of AY16-17 is a presentation at the Society of American Archivists conference on Chatham’s effort to document Eden Hall Campus, the significant progress made with regard to collections cataloging, and the exhibits produced by the University Archives which highlighted significant events in Chatham history for a variety of audiences.

Procedures created in AY16-17 for entering finding aids into Archon, a collections management and discovery system, enabled the uploading of eight (8) collection descriptions. Finding aids for five (5) collections (Pennsylvania Female College Collection, Jan Widgery Collection, John Cummings Collection, the Laberta Dysart Collection, and Co-education Collection) were updated and added to Archon alongside three (3) newly processed collections (Eleanor Harbison Breem Collection, Elizabeth Corey Wallis Collection, and the Virginia Sanger Collection). Thirteen (13) additional collections (including audio/visual collections, Curriculum Collection, and Clippings Collection) were processed. Additionally, pre-processing inventories and arrangements were competed for portions of the Barazzone Collection, the Conway Collection, Marketing Department Records, Building and Grounds Collection, and alumni scrapbooks.

Campus-wide outreach efforts, included exhibitions of archival materials in the Women’s Institute, tours and displays in conjunction with Alumni Reunion, and updated exhibits of archival records throughout the library. The exhibition *Objects of Study: Selections from the Artifact Collections of the Chatham University Archives* was launched in the fall of 2016 and accompanied by a blog post, an article in the library newsletter, and a mention in the Women’s Institute newsletter. Presenting a range of objects including a time capsule buried on campus in the early 1900s and sterling silver napkin rings engraved with students’ names, the exhibit presents an opportunity to explore how objects serve as a record of and connection to the past. A new media player in the JKM Lobby was used to share footage of the 1947 May Day celebration and a slideshow depicting summer activities on campus over the years.

Broadening the reach of the Chatham University Archives, a display was created of historic material from Eden Hall Farms for former Heinz employees, two tours of the University Archives conducted for Alumni Reunion, and a display of music-related records in conjunction with a special performance by long-time music faculty Henry Spinelli was created.

Chatham University on Internet Archive
The Chatham University Internet Archive collection includes digitized yearbooks, course catalogs, student newspapers, the alumni magazine, and alumni directories. Issues of the Alumnae Recorder and issues of the student newspaper from the 1930s and 1940s are the most popular for download.

Despite fairly stable rates of access over the past three years, options to stem an overall decline in the number of users accessing material from the Chatham University Archives on the Internet Archives are being explored. These options include a redesign of the Chatham University Archives website and making titles accessible through the library catalog and/or ArchiveGrid.

Chatham University Image Collection for Historic Pittsburgh Project

I really want to thank Molly for testing our Google Analytics set-up for Historic Pittsburgh Beta. Based on her comments and questions, and changes we made, we're ready to share the reports with everyone.

~Ed Galloway, Interim Assistant University Librarian for Archives & Special Collections

The Chatham University Image Collection chronicles the students, faculty, and the community through digitized photographs and accompanying description of academic pursuits, events, student life, and social activities throughout the university’s history. Our goal in this online partnership is to create a resource for students, faculty, alumni, and other interested parties worldwide to learn more about Chatham’s history as well as reach new audiences. Images were selected for inclusion in the online collection based on their depiction of the dynamic life of an undergraduate women’s college and can be found at http://historicpittsburgh.org/.

At the end of June 2016, the University of Pittsburgh’s Digital Research Library (DRL) announced that updates to software supporting the Historic Pittsburgh website which had been in process since December 2013, were near completion. In preparation for this beta launch, collection arrangements were updated. The Archivist also provided significant feedback to the DRL regarding the launch.

Special Collections

Special Collections consists of several distinct collections: The Pennsylvania History Collection, the Catherine R. Miller Collection, the Wray Collection, the Snowdon Mesoamerican Collection, and a small collection of rare and fragile books.

Special Collections Access & Outreach

Using software made available through the CIC grant discussed above, images from the aforementioned Ruth Snowdon Collection were digitized giving Chatham community access to 252 images. Depicting archeological sites throughout the Yucatan, the images provide a window into the travels and efforts of
one of the Yucatan’s most ardent advocates for historic preservation. Digital access to the collection was limited to Chatham community during AY16-17 and efforts to provide broader access are ongoing.

**Special Collections Appraisal and Assessment**
In 2017, Chatham hosted a visit to the Thompson House by John Schulman, proprietor of Caliban Books and nationally recognized appraiser of rare books and manuscripts. John reviewed book collections in the Thompson House and delivered a complete insurance/replacement value survey of the materials. John’s assessment of the collection revealed little to no research or teaching value in the books however a few titles may be added to Chatham’s collection.

**Special Collections Inventory**
In AY1516, Archives and Tech Services collaborated to evaluate the status of the ongoing inventory project of Special Collections and to strategize for adding records into the collection. Efforts to establish next steps for ensuring all Special Collections items are listed in the JKM Catalog are planned following library catalog migration to Koha.

**Technical services**
-Prepared by Dan Nolting, Head of Technical Services

**Cataloging**
In 2016-2017 the number of Titles basically leveled out, with the substantial gifts cancelling out the aggressive weeding (spanning 2 years), netting 9 new titles, from 97,854 (last year) to **97,863**:

<table>
<thead>
<tr>
<th>New: 161</th>
<th>Gifts: 417</th>
<th>Student pubs./oral histories: 242</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Volumes held June 30, 2016*</th>
<th>Titles held June 30, 2016*</th>
<th>Volumes Added FY16-17</th>
<th>Titles added FY16-17</th>
<th>Volumes withdrawn FY16-17</th>
<th>Titles withdrawn FY16-17</th>
<th>Net Total items 7/1/17</th>
<th>Net Total Titles 7/1/17</th>
</tr>
</thead>
<tbody>
<tr>
<td>144,499</td>
<td>97,854</td>
<td>820</td>
<td>784</td>
<td>818</td>
<td>775</td>
<td>145,501</td>
<td>97,863</td>
</tr>
</tbody>
</table>

**Catalog Standards and Authorities**
The following large Monograph Maintenance numbers can be attributed to the massive global updates conducted for punctuation display errors for the Koha migration:

- 37,802 titles were cataloged or re-cataloged between July 1, 2016 and June 30, 2017
- 775 records were deleted from the catalog last year. Those items were either physically removed from deselection or deemed unrepairable (691 deleted previous year).
- There were **83 new** authority records created (45 previous year), 7 new uniform titles (16), and 6 new local heading creations, which relate to local and regional topographic information (4 created last year.)

**Stacks and Media Maintenance**
We were overdue for a major shifting project on the 2nd and 3rd floor, where all the circulating (non-Curriculum) books reside, following 2 years of aggressive weeding. What started as an ample re-shifting of the 900’s on the 3rd floor, eventually flowed into a multi-month shifting of all the 80,000+ book on the 2 floors. Tech Services also provided the new call number range signage. We also continue to perform emergency video conversion for various faculty upon request, and for Archives, re-imaging damaged PDF’s for a functional read.

**Systems/Technology**
In the span of twelve months we concluded reviewing and researching, and moved on to selecting and implementing a new Integrated Library System (ILS) to replace our outgoing Innovative Millennium system, set to expire at the end of the school year. Each process was an involved venture, complete with onsite Koha training provided by the hosting Bywater staff and scores of experimental bibliographic data loads. Although there are some lingering unresolved network issues that remain to be resolved, as far as the catalog and other core dynamic databases go, it has been a successful migration with all bibliographic data intact.

In February 2017 Tech Services Issued a Report / Comparison Chart of Features and Functionality for Four Integrated Library Systems (ILS): Millennium, Sierra, Koha and Tind. On a scale of 1-5 (5-great, 4-good, 3-ok, 2-passable-1-bad), the following factors were measured: Installation / Migration, Customization, Support / Helpdesk, Hosting, System (storage and retrieval), Circulation, Cataloging, Serials, Public Interface / fusion with discovery layer, Reports, Stats, API, SQL, JASON & Plug-in capabilities, ITS, Network, EZProxy, Ability to work well with others products and Future flexibility (Bibframe, LDAP, …) Koha had the most “points” with 26, followed by Sierra (20) and Millennium and Tind being tied with the lowest (17).

Without taking any considerations of cost into mind, a clear winner emerged: Koha System, the Open-sources software supported by ByWater Solutions. What sets them apart is the following: customer support would be more accessible, their programmers actively seek client input, and the scale of its business dealings are more in-line with Chatham (i.e. currently working with EBSCO and not being at odds with OCLC). Other than that, any new features of a new ILS will basically be the same, and any ongoing problems such as data extraction and NCIP connectivity would be the same.

Before Training began in June, Tech Services had supplied ByWater with data to be used for training. After training, the hard work began for Tech Services, making sure all the data was good for a final migration. That occupied (and continues to a point) most of our time.

Facilities
-Prepared by Kate Wenger, Head of Access Services

Library Space Usage

Individual and group study rooms continue to be a popular service offered by the library. In the 2015-16 year, we were able to add 4 new group study rooms to accommodate the growing demand for space from students, faculty, staff, and classroom reservations. The chart below shows use in hours of each room by month, as well as yearly totals.

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>201 Elliot</td>
<td>35.5</td>
<td>18.5</td>
<td>99</td>
<td>157.5</td>
<td>107.5</td>
<td>116.5</td>
<td>103</td>
<td>168</td>
<td>141</td>
<td>175.5</td>
<td>27</td>
<td>26.5</td>
<td>1175.5</td>
<td>1236.5</td>
</tr>
<tr>
<td>202 Dysart</td>
<td>27</td>
<td>13</td>
<td>109</td>
<td>173</td>
<td>141</td>
<td>138.5</td>
<td>106.5</td>
<td>175.5</td>
<td>151.5</td>
<td>169.5</td>
<td>28</td>
<td>11.5</td>
<td>1244</td>
<td>1162</td>
</tr>
<tr>
<td>204</td>
<td>26.5</td>
<td>66</td>
<td>146.5</td>
<td>184</td>
<td>188</td>
<td>141.5</td>
<td>149.5</td>
<td>208</td>
<td>214.5</td>
<td>206.5</td>
<td>28.5</td>
<td>35.5</td>
<td>1595</td>
<td>1455</td>
</tr>
<tr>
<td>301 Davis</td>
<td>46.5</td>
<td>61</td>
<td>152.5</td>
<td>206</td>
<td>184</td>
<td>125</td>
<td>139.5</td>
<td>203</td>
<td>186</td>
<td>206.5</td>
<td>22</td>
<td>18</td>
<td>1550</td>
<td>1222</td>
</tr>
<tr>
<td>302 Foltin</td>
<td>82.5</td>
<td>37</td>
<td>142.5</td>
<td>206</td>
<td>182</td>
<td>134</td>
<td>150.5</td>
<td>224</td>
<td>165</td>
<td>198</td>
<td>12</td>
<td>33</td>
<td>1566.5</td>
<td>986</td>
</tr>
<tr>
<td>303</td>
<td>107</td>
<td>71</td>
<td>177.5</td>
<td>239</td>
<td>226.5</td>
<td>163.5</td>
<td>212.5</td>
<td>229</td>
<td>190.5</td>
<td>225.5</td>
<td>89</td>
<td>99</td>
<td>2030</td>
<td>1049.5</td>
</tr>
<tr>
<td>309A</td>
<td>40</td>
<td>28.5</td>
<td>170</td>
<td>194.5</td>
<td>174</td>
<td>151</td>
<td>154.5</td>
<td>217</td>
<td>191</td>
<td>205</td>
<td>58.5</td>
<td>43</td>
<td>1627</td>
<td>1173</td>
</tr>
</tbody>
</table>
As the graph below shows, there has been a history of increasing usage of these rooms. While this is due in part to the addition of room 204 in the 2013-14 year and of 4 rooms in the 2015-16 year, the years following those clearly show an increase as well.

There was a 23.5% increase in the number of hours reserved for group rooms in 2016-2017. This continues an upward trend for the past 5 years.

The Room That Houses the Brown Collection Usage
The room that houses the Brown Collection (RHBC) was first made available in the 2010-2011 academic year. The chart below shows the annual usage of this room in hours since its inception.
Despite this room being our most inviting and visible study room, it gets the least amount of use. It is available for use by staff and faculty by appointment only since it houses a special collection. One possible solution to this lack of use would be to add locked glass covers to all the display shelving in order to protect the items while allowing the room to experience less restricted use.

Lobby and Art Wall Usage
We track the number of hours the library lobby, vestibule, and porch are used for events and the number of days the lobby and art wall are used for displays.

<table>
<thead>
<tr>
<th></th>
<th>July</th>
<th>Aug</th>
<th>Sep</th>
<th>Oct</th>
<th>Nov</th>
<th>Dec</th>
<th>Jan</th>
<th>Feb</th>
<th>Mar</th>
<th>Apr</th>
<th>May</th>
<th>June</th>
<th>Total Hours 16-17</th>
<th>Total Hours 15-16</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lobby</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>17</td>
<td>0</td>
<td>0</td>
<td>4</td>
<td>0</td>
<td>12.5</td>
<td>8</td>
<td>0</td>
<td>6.5</td>
<td>48</td>
<td>41</td>
</tr>
<tr>
<td>Vestibule</td>
<td>0</td>
<td>0</td>
<td>2</td>
<td>4</td>
<td>0</td>
<td>1.5</td>
<td>14</td>
<td>4</td>
<td>3.5</td>
<td>6</td>
<td>0</td>
<td>0</td>
<td>35</td>
<td>65.5</td>
</tr>
<tr>
<td>Porch</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>4</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>3.5</td>
<td>0</td>
<td>3</td>
<td>0</td>
<td>10.5</td>
<td>18</td>
</tr>
<tr>
<td>Total Hours</td>
<td>0</td>
<td>0</td>
<td>2</td>
<td>25</td>
<td>0</td>
<td>1.5</td>
<td>18</td>
<td>4</td>
<td>19.5</td>
<td>14</td>
<td>3</td>
<td>6.5</td>
<td>93.5</td>
<td>124.5</td>
</tr>
</tbody>
</table>

*Lobby, Vestibule, & Porch Use in Hours*
The library lobby, vestibule, and porch usage in hours decreased by 25% from the previous academic year. The most notable uses this year were the ever-popular Edible Books event and multiple Accepted Students Days.

*Lobby, Vestibule, and Porch Use in Days*
The library lobby, vestibule, and porch usage in days decreased by 95% from 21 days in 15-16 to 1 day in 16-17.
The use of the art wall declined by 69% as a result of the move of the Rachel Carson display to a group study room. This will free the art wall up for other uses in the 2017-18 year.

Library Staff

Jill Ausel: Library Director

Professional Development

Viewed a number of webinars on new PALCI services and products, assessment, and library management.

Membership and Committee Work

- Board member and Secretary for Pennsylvania Academic Library Consortium, Inc.
- Attended PALCI Member Meeting

Service

- Served as Co-Chair of Middle States Working Group and member of Steering Committee

Dana Mastroianni: Reference and Web Librarian

Professional Development

Dana viewed a number of webinars on topics such as Getting Started with Assessing Student Retention Webinar, Discovery Services: Libraries and Beyond Webinar, Discover and Manage Food Science Information Webinar, using Springshare LibAnswers, Best Practices for Building LibGuides and, Open Athens authentication.

Membership and Committee Work

- Served on the Undergraduate Programming Council Committee in January 2017.
- Western Pennsylvania/West Virginia Chapter of ACRL

Dan Nolting, Head of Technical Services

Professional Development

- Participated in a movie screening and discussion on September 2nd, sponsored by Waldorf School of Pittsburgh. “Screenager” is a film about the effects of screen devices on growing minds.
- Attended online FOLIO (EBSCO product) webinar on September 21st, 2016
- Participated in 4-day Koha training in June 2017.
- Continued to attend Weekly NISO Virtual Conferences about systems interoperability every Monday afternoon.
- Contributed regularly to the Autocat list serve, a semi-moderated electronic discussion list. It is an international list devoted to the topics of system innovations, library cataloging and authority control.
Service

- Volunteer Library Committee Member and Cataloger at Waldorf School of Pittsburgh
- In March advised member of Duquesne University’s Library Systems staff on matters concerning special proxy coding for open URL titles.
- Served on Graduate Program Committee

Molly Tighe, Archivist and Public Services Librarian

Professional Development

- Training on digital tools for management of archival collections

Membership and Committee Work

- Member-at-Large for the Mid-Atlantic Regional Archives Conference (MARAC)
- MARAC, Member
- Received service award in recognition of efforts as Co-chair of Local Arrangements Committee in spring 2016
- Panelist at the Society of American Archivists (SAA) Annual Meeting
- Topic: Preservation and access to documents of Eden Hall
- SAA, Member
- Steering Committee of the Lone-Arrangers Section (LAS) of the SAA
- CAD/BIM Task Force, Architectural Records Section of the SAA
- Women’s March Oral History Project, Volunteer Oral Historian
- Council of Independent Colleges, Consortium on Digital Resources for Teaching and Learning, Member
- Member of the Strategic Plan Task Force of the Visual Resources Association (VRA) Archives Task Force
- Three Rivers Archivists, Member
- Alliance for Response, Member

Service

- Grant Reviewer for the National Endowment for the Humanities (NEH)
- Grant Reviewer for the National Historical Publications and Records Commission (NHPRC)

Kate Wenger, Reference Librarian/Head of Access Services

Professional Development

- In February 2017, took over many of the tasks of the Access Services Librarian due to a vacancy in that position.
- In April 2017, officially became the Head of Access Services while continuing to complete Reference Librarian duties while the library staff searched for a new Reference and Outreach Librarian.
- Over the 2016-17 year, viewed 12 webinars covering topics such as leadership, assessment, engaging online students, and training for a number of library tools.

Membership and Committee Work

- Served as President of the Western Pennsylvania/West Virginia Chapter of the Association of College and Research Libraries (WPWVC-ACRL) for the 2016-17 year.
Service

- Serves as an active member of the Assessment Committee. Presented her subcommittee’s summary of the results of the Graduate Satisfaction Survey at the December All Faculty Meeting. Reviewed 15 departmental assessment reports. Provided support to Alberta Certo by reviewing meeting notes and other documents.
- Wrote a letter of support for the promotion file of Westminster Librarian John Garrison.

Kim Foflygen, Technical Services Assistant
Part-time Technical Services Assistant Kim Foflygen was instrumental in Koha training and testing, and will be taking over the duties for Kate Wenger of handling the student publication checklist beginning in the fall of 2017. She has also begun helping to supervise the student workers with copy cataloging and processing duties, all the while continuing to handle all print serials check-in & claims, current-to-bound serials transfers, book repairs and global metadata clean-up projects as-needed

Professional Development
- PaLA’s C&C Series: Haunted Libraries with Mark Podvia
- PaLA’s C&C Series: 50+ Tech tools with Leslie Swope
- ACRL ULSPDC: How to Think (and Act) Like a UX Librarian
- FAIR Data in Trustworthy Data Repositories - 13 December 2016
- Leading Technical Services in the Future
- Linked Data and RDF Primer
- Code4Lib 2017 Livestream
- ALCTS Modeling and encoding serials in BIBFRAME
- ALCTS Library of Congress BIBFRAME Developments
- Automating Descriptive Metadata Creation Tools Workflow
- Podcasts: What Are They and What Role Can Librarians Play?

Mikayla Wobrak, Access Services Assistant
In January 2017, we were given permission to fill a new Access Services Associate position. This position fulfills many of the duties of the Graduate Resource Sharing Assistant plus additional duties in order to free up the Head of Access Services to focus on other job duties. We were lucky enough to hire someone with previous library experience, who came into the position with a pretty thorough understanding of ILLiad lending. She quickly learned ILLiad borrowing as well. She also completed the following projects and tasks:

- Created several LibGuides, including a LibGuide for our recommended Summer Reading List, as well as one to showcase all issues of our Library Newsletter
- Extensively updated other LibGuides, such as our Room Reservations and Borrowing Policies LibGuides
- Created monthly curriculum collection displays
- Provided troubleshooting assistance to the Library Access Services Aides
- Added and removed course reserves from the library system
- Approved McGuire room reservations

Reference Associates
In 2016-17, Reference Associates completed the following projects and tasks:

- Created and updated library displays, including the first floor displays, flat panel displays, faculty publication display, and global focus display
- Updated the library LCD display monthly starting in April 2017.
- Tallied Reference Desk Statistics for monthly reports
- Periodically ran lists of books on display to verify they were in the correct location
- Coordinated the creation of the fall and spring Library Newsletter
• Created signs for the 24x7 space

Work Study Students

Library Technical Services Aides
Our student workers are an integral and valued part of the library’s daily operation. They repair books, perform stack maintenance, process material for shelving, retrieve material for interlibrary loan, and help locate missing items. Moreover, they display a high level of customer service. We simply couldn’t do what we do without them.

Library Access Services Aides
These student workers provide back up to the lone regular librarian in the evenings and on the weekends. To best ensure that coverage is available during these times we rarely double the staff at the circulation desk. It is because of our student workers and their dedication to the success of the library that we are able to provide high service levels in both access services and resource sharing.

Archives Assistant
Out Archives Student Worker assists in a variety of essential tasks in the University Archives including assistance with reference and research services, digitization and cataloging of historical photographs, and archival processing to reduce collection backlogs. This position provides critical support in a department managing increased patron service requests.

Graduate Resource Sharing Assistant
These graduate students assist with resource sharing and ILLiad processing. In spring 2017, we reduced from two down to one Graduate Resource Sharing Assistant position of 19 hours per week due to the addition of the part-time Access Services Associate. These positions are necessary to ensure the steady workflow of ILLiad (Interlibrary Loan), a popular service used by many in the Chatham community.

Pitt Library School Students
University of Pittsburgh Field Placement Intern (volunteer) Heather Anderson finished early in the fall, after helping to process the deluge of incoming gift books in areas of physical preparation, copy cataloging, and some call-number construction. She now works as a full-time Cataloging Librarian/Archivist Assistant at the prestigious Taft School in Connecticut.

Appendices

Appendix A: ENG 105 2016 Quiz Analysis
Total First Year Students Enrolled = 217

• 224 completed attempts
• 43 students completed quiz multiple times
• 171 unique completed attempts
  -134 received a score 10/10
  -37 received 7/10
  -1 received 3/10

Quiz 1 – Correct answers in bold
Question 1 – A useful way to focus a topic is?

• 171 answered a – Use reference material like subject encyclopedias and dictionaries to find background information.
• b. Consult popular/social media
• c. Talk to your friends and family.
Question 2 – The best example of a focused research question is:
- 21 answered a - What was the incidence of hate crime in the United States in 2008?
- 134 answered b – Has hate crime legislation acted as an effective deterrent against hate crimes?
- 3 answered c - Are hate crimes punished fairly?

Question 3 – An example of a reference resource is:
- 156 answered a - An encyclopedia of the civil rights movement
- 13 answered b - A newspaper article on local protests.
- 2 answered c - A blog about community relations

Quiz 2 - Correct answers in bold

- 149 completed attempts
- 0 repeated attempts
- 42 students received 10/10
- 82 students received 8.33/10
- 15 students received 6.67/10
- 8 students received 5/10
- 2 students received 3.33/10

Question 1 Why should you use AND to combine your terms? Choose all that apply.
- a. It tells the database that your terms don’t need to be right next to each other.
- b. It requires the database to only show you results that contain all of your terms.
- c. It tells the database that each result must contain at least one, but not necessarily all of your terms.
- d. I don’t know
  - 44 answered a& b
  - 21 only answered a
  - 14 answered a&c
  - 44 only answered b
  - 8 answered b&c
  - 17 answered c
  - 1 answered c&d

Question 2 – The functions of limiters in database searching are to:
- 143 answered a – Narrow your search based on criteria like full text availability, peer review, date range, and more.
- 6 answered b – Expand your search by adding alternative keywords to your search.

Question 3 – Your research question is "How does socio-economic status affect juvenile delinquency in Canada?" You enter this question into the search box of a database, and it does not retrieve many relevant results. Why?
- 5 answered a - There has not been anything published on this topic.
- 143 answered b - The question has not been broken down into searchable terms that the database can process.
- 1 answered c - This information is not available to researchers outside of Canada.

Appendix B: Complete List of Rotating Library Displays
July 2016: Chatham Summer Events (Flat Panel Display)
This display featured information about a number of the summer events happening at Chatham.
July – August 2016: From May Day to University Day: Exploring Connections between Chatham Traditions (Vitrine Display)
This display created by Molly Tighe, Chatham’s Archivist, focused on the history of Chatham’s May Day pageants and other end-of-the-semester festivities, such as Toe Dabbling Day, Buckets and Blossoms, and University Day. Photographs, programs, and ephemera documenting Chatham’s many springtime celebrations, some dating all the way back to the early twentieth century, were exhibited at the JKM Library and in the lobby of the Women’s Institute. Also included was a special presentation of some recently preserved film footage of the 1935 May Day pageant.

July – September 2016: Summer Reading (Main Display)
This display highlighted the books included on the Chatham Summer Reading List. Featuring popular nonfiction as well as great literature, this list contains something for everyone! Selected by the Chatham University librarians, these books are suggested reading for incoming first year students.

Late September 2016: Celebrate Banned Book Week (Vitrine Display)
This display featured books included on the American Library Association’s list of Banned and Challenged Books. Intended to encourage discussion of censorship, the materials included books from classic literature, contemporary fiction, and young adult fiction, all of which have been banned or challenged.

September 2016: Welcome to College Display (Vitrine Display)
This display featured books that may help to ease the increased stress felt by college students at any stage of their education journey. Selected materials included books related to increasing happiness, reducing stress, and determining career goals.

September 2016: Chatham Fall Events (Flat Panel Display)
This display highlighted the Women’s Institute’s Film Series and library resources that complemented the events.

October 2016: Hispanic Heritage Month (Main Display)
This display celebrated the history and contributions of Hispanic Americans. Materials highlighted in the display included history, biographies, literature and poetry.

October 2016: LGBT History Month (Vitrine Display)
This display explored and highlighted the history of lesbian, gay, bisexual, transgender and queer Americans. Materials highlighted in the display included movies, history, non-fiction, and first-person narratives.

November 2016: Native American Heritage Month (Main Display)
This month’s display highlighted Native American Heritage Month, which is celebrated every November. Books from the collection included in the display were biographies, cultural and anthropological studies, and novels. A few facts about Native Americans completed the display.

November 2016 – January 2017: Cooking (Vitrine Display)
The vitrines featured a collection of cookbooks for a much needed study break. The books in this display included various ethnic cuisines and a few American classics.

December 2016: Hanukkah (Main Display)
At the request of Chabad House on Campus, a display was created in celebration of Hanukkah. The display featured books related to Hanukkah, as well as materials from the Chabad House on Campus.

January 2017: MLK Day Display
This display celebrated the life and works of Nobel Peace Prize winner Dr. Martin Luther King, Jr. It featured books and DVDs about his life including biographies, his writings and speeches, and other materials depicting life in the United States during the King years.
January 2017: Chatham Spring Events (Flat Panel Display)
This display featured fliers highlighting many of the great Chatham events in spring 2017.

February 2017: Black History Month (Main Display)
This display featured books by a selection of African American male and female writers.

February – mid-March 2017: Blind Date with a Book or Movie (Vitrine Display)
This display featured movies wrapped up in festive paper disguising the contents. Patrons were encouraged to select one at random for a “blind date”.

March – April 2017: Women’s History Month (Main Display)
This display included books highlighting Women’s History Month.

Mid-March – April 2017: Food Books and DVDs (Vitrine Display)
Created to promote and accompany our Edible Book Festival, this display featured books and DVDs about food and cooking.

May 2017: Jewish American Heritage Month & Asian/Pacific Islander Heritage Month (Main Display)
This display recognized both Jewish-American Heritage Month and Asian/Pacific Islander Heritage Month. Books and DVDs highlighted immigration, the lives, and the struggles of these ethnic groups in America. As an interactive feature, patrons could try a new language by practicing with Chinese flashcards and Yiddish/Hebrew alphabets.

May 2017: Fantasy and Sci-Fi (Vitrine Display)
The vitrine display focused on fantasy and sci-fi books and DVDs that patrons could read/watch during Summer Break.

June 2017: World Refugee Day (Main Display)
The display recognized World Refugee Day, June 20th, and the efforts undertaken by the UNHCR to ease the growing refugee crisis. Graphic, pictorial, and numerical representations of the number of refugees/displaced persons, host countries, and resettlement were highlighted. Books and eBook titles explored the refugee crisis in the Middle East and Africa, right of refugees, and NGO efforts. The World Refugee Day hashtag, #WithRefugees, was used in the display and Facebook post.

June 2017: Romance and Historical Fiction (Vitrine Display)
The vitrine display focused on romance and historical fiction books and DVDs in the Chatham collection, available to students to read and/or watch during Summer Break.