

INSTITUTIONAL ASSESSMENT REPORT

LIBRARY / 2012-2013

Department's Relationship to the College Mission and Strategic Plan

(completed Spring semester or on accreditation cycle)

In a paragraph or two, discuss how the department's work carries out the Mission and Strategic Plan.

The Library supports the mission of Jefferson College and its role in providing an environment dedicated to education, civic engagement, economic opportunities, and lifelong learning. The Library is committed to ensuring the availability of materials and services necessary for Jefferson College to fulfill its mission to foster students who succeed in their careers, further their education, and prosper in a diverse world. Along with the Association of College and Research Libraries and the American Library Association, the Library embraces intellectual freedom, strives to protect privacy, and works toward promoting lifelong learning and 21st Century literacy skills.

To support the Strategic Plan and mission of the College, library staff strive to:

- Create an environment dedicated to academic research, scholarly thought, personal enrichment, and the promotion of cultural awareness
- Provide and preserve materials of high quality and diverse perspectives in a variety of formats
- Administer policies that ensure equal access to all users, promote intellectual freedom, protect patron privacy, and provide a safe environment
- Develop and provide instruction that helps our users to improve their critical thinking skills and strengthen their information literacy competencies
- Anticipate, identify, and meet the information needs of our community in a dynamically evolving world

Library staff provide reference, instruction, and circulation services to Jefferson college students, faculty and staff and to the Jefferson County community. The Library offers quality resources to support the curriculum of a two-year institution. In addition, Librarians and library staff at both the Hillsboro and Arnold campuses provide expert research help to students, faculty, staff, and community. Library resources are available in a variety of formats such as print, electronic, video, and audio.

Librarians provide bibliographic instruction for all students enrolled in Introduction to College classes and advanced sessions for a variety of other classes. The basic session for COL101, standard for all students, is the first step on the path to mastering information literacy skills. Information literacy is of utmost importance to student success and supports Student Learning. Access to quality collections in a variety of formats, both print and online, supports Student Learning and Student Support. Community outreach and updating facilities to meet the needs of our users supports Student Learning, Student Support, Facilities and Infrastructure, and Community Collaboration. The Library supports Assessment through continuous evaluation and improvement of services and resources.

Summary of Departmental Activities, Assessment and Use of Results

(completed Spring semester or on accreditation cycle)

(may include process flowchart)

Provide a brief overview of major accomplishments since the last review and how assessment results have been used to improve services/learning outcomes.

Increased awareness of the Library as the ultimate physical and virtual place for information retrieval and study; increased awareness of the Library's collections:

- Established a library location, collection, study space, and staffing at the new Arnold campus location in 2007.
- Renovated the first floor of the library at Hillsboro in 2008 to incorporate face out displays, collaborative and individual study spaces; increased the number of computers to 60.
- Created "laptop zones" on the second floor at Hillsboro; dedicated space and electrical outlets for laptop use.
- Relocated the music and video collections to increase awareness and circulation.
- Established a chat reference service in 2008; migrated to new software and instituted SMS or text messaging.
- Created and launched a mobile version of the Library's website.
- Presented sessions for staff during Classified Staff In-Service Day, for adjunct faculty during Adjunct Orientation, and for new full-time faculty.
- Designed and taught BTOP classes: *Introduction to Online Research* and *Introduction to Social Networking, Blogs and Wikis*.
- Participated in the annual Academic Resource Fair at Hillsboro and Arnold.
- Presented workshops at Jefferson College Arnold on a variety of topics, including *Google Drive* and *Library Resources on your Mobile Devices*.
- Participated in the Gifted Conference through the Fox R.E.A.C.H. Program; presented 4th-6th grade students with a video about libraries in the 21st century and helped them participate in a scavenger hunt to learn about library resources.
- Continued to create thoughtful and visually appealing in-house displays at both locations and web page exhibits to highlight the collection.
- Instituted gate and head count procedures in 2009; established benchmarks and experienced a 66% increase at Hillsboro and an over 300% increase at Arnold in the use of study rooms, computers, and individual and group seating.
- Created *ArtSpaces* in 2008, a visual art exhibition space within the library, to feature student, faculty, and community work.
- Created videos for promotion of library services, including a video that won a national contest for the Special Libraries Association Centennial Celebration.
- Hosted in-house events:
 - **Music, Art**
 - *Bella Corda*, a classical guitar group performance in cooperation with Culinary Arts faculty.
 - Student art exhibits in cooperation with Art faculty.
 - Jefferson College Jazz Combo performances in cooperation with Music faculty.

- Mastodon Art exhibits in cooperation with the Jefferson College Foundation and Mastodon staff.
- *Wack-a-do*, a swing musical group performance in cooperation with the Cultural Council.
- Art exhibits for the Week of the Young Child in cooperation with the Childcare Center.

Literature, History

- Book Sale event; proceeds to benefit the Jefferson College Foundation Library Fund; conducted an essay contest about student success to award scholarships to students.
- *ReadMOre* events, funded by a grant through the Missouri Humanities Council in cooperation with Jefferson County Library and Jefferson College English and History faculty; over 225 students, faculty, community were in attendance and over 150 copies of the book selection were provided for students.
- Poetry Slam, featuring *Poetry in Motion*, including a poetry contest with over 100 student entries (event funded by the Jefferson College Foundation Library Fund).
- Poetry Reading in cooperation with English faculty.

Speakers

- A panel on sustainable energy and housing, which included speakers from the Missouri Botanical Garden and University of Missouri's Center for Sustainable Energy.
- A panel on local food, featuring speakers from the De Soto Farmer's Market, Get Healthy De Soto and the Missouri Extension Office.
- Demonstrations on Mole Day for National Chemistry Week in collaboration with the Chemistry department.

Continued to build the Library's collections, incorporating new formats and access methods:

- Added over 1200 new books and over 200 audio visual materials to the collection annually, deselecting when necessary using collection development procedures, best practices, and faculty feedback; collection increased over 4% during the period under review.
- Evaluated electronic database purchasing in response to loss of statewide funding; reorganized purchases according to cost and usage statistics.
- Increased eBook collection (available since 2000) from 10,000 to over 38,000 items; separated statistical tracking of eBooks from electronic databases.
- Added a video streaming database to collection; set up remote access.
- Evaluated usage of the print periodical collection, deselecting 62% of titles, and reducing expenditures by 50%.
- Added over 500 government document titles to the collection each year to support the Federal Depository Library Program.
- Created a new books and video page for the website; featured updated lists of new, currently popular, video, and government documents.
- Added over 75 titles to the Center for Teaching and Learning collection annually, including those specifically requested by faculty.
- Created an online video list to allow patrons to browse the collection by subject.

- Evaluated the children's section; added additional Caldecott and Newbery Award titles to the collection.
- Updated the government documents web page; added FDLP spine label identification to materials to increase awareness.
- In response to requests for more books, reduced the reference collection at Arnold and rotated additional circulating books from the collection at Hillsboro; added a small rotating collection of videos and music.
- Expanded the reserves collection to support the music department, the Occupational Therapy Assistant Program, the Physical Therapy Assistant Program, and the Respiratory Therapy Assistant Program; provided electronic reserves for programs and specific disciplines such as Political Science.
- Added new technology to the collection including laptops, iPods, docks, Flip video cameras, digital voice recorders, card readers, projectors, screens, PowerPoint clickers, and a webcam; established procedures for equipment checkout to students, faculty, and staff.

Provided opportunities for students to increase their information literacy skills:

- Dedicated space for a bibliographic instruction classroom on the first floor at Hillsboro to be available as an open lab when not in use.
- Established bibliographic instruction program at Jefferson College Arnold; expanded instruction to Jefferson College Imperial and JC Online.
- Adjusted staff schedules and/or upgraded positions to ensure professional reference assistance is available to patrons during all open hours at both locations.
- Delivered bibliographic instruction for online Introduction to College classes via Blackboard; supplemented face-to-face sessions with Blackboard content.
- Developed subject and assignment specific instruction for numerous disciplines, including English, Psychology, Sociology, Biology, and History and several Career and Technical programs such as Nursing, Certified Nurse Assistant, and Welding.
- Redesigned course materials to reflect database changes and change in Modern Language Association (MLA) citation style, including handouts, instruction materials, and web tutorials.
- Conducted Introduction to College instruction assessment; continued to assess subject and assignment specific instruction; continue to modify instruction accordingly.
- Created a Blackboard module for a Virtual Workshop about bibliographic instruction and faculty-librarian collaboration and for Nursing and Teacher Education faculty.
- Redesigned online tutorials and incorporated vendor tutorials into library website.
- Created web presentations and informational materials for faculty about bibliographic instruction.
- 96.5% of students participating in the biennial library survey responded that the information presented in the Introduction to College instruction session was helpful and 96.7 % of students responded that library use instruction helped them learn to use the Library more effectively.

Provided bibliographic instruction, research assistance, circulation services, and computer assistance to patrons; provided technical services and systems administration for the library:

- Bibliographic instruction sessions increased over 40% during the period under review, reaching an average of over 2800 students annually, increasing 155% over the five year period.
- Electronic database usage increased during the period under review; searches, 66% increase; full-text and article retrieval, 145% increase.
- Experienced over 10% increase in circulation during the period under review, a total of over 90% increase in the past ten years.
- Developed tracking procedures for reference, technology and directional questions; established benchmarks; determined reference and technology questions range from 5 to over 90 minutes.
- Experienced increases in reference and technology queries (over 200% in 2012) corresponding to the increase in enrollment (up 78% since 2007).
- Online reference questions through the Library's chat service increased over 1000% since the service was implemented in 2008.
- Instituted monitoring of INN-Reach reports and cluster versus local holds to better serve patrons.
- Performed an evaluation of periodical collection; initiated a retrospective update of World Cat and local holdings serials records.
- Updated the processing of government documents to comply with federal regulations.
- Evaluated and weeded microform, government documents, and subject areas of the collection; instituted collection development procedures for titles considered for replacement.
- Established improved patron uploading processes; updated patron records manually to reflect current enrollment and employee groups.
- Instituted technical services processing procedures to improve access and security of the collection.

Increased patron satisfaction through professional development and staff proficiencies:

- Participated in the MLA Legislative Day to advocate for MOREnet, the REAL Program, and other resources such as *NewsBank* and *LearningExpress Library*.
- Represented community colleges statewide on the MOBIUS Strategic Planning Task Force.
- Chaired the Intellectual Freedom Committee for Missouri Library Association and organized sessions at the Missouri Library Association Conference.
- Presented and published at Brick & Click Library Symposium.
- Presented at the Annual MOBIUS Conference, the St. Louis Library Regional Network, and the Educational Technology Conference, and the Missouri Library Association Conference.
- Continued to teach the University of Missouri's School of Information Science and Learning Technologies Special Libraries class.
- Spoke on a panel for the University of Missouri's School of Information Science and Learning Technologies Management class.

- Completed a review and revision of library policies; developed written procedures for numerous existing processes including collection development, reference, circulation, technical services, technology, and system administration.
- Developed a reference tutorial and completed training for paraprofessionals (library staff without a master’s degree in library science).
- Developed policies and procedures for the Jefferson County History Center to increase security of the collection.
- Created departmental emergency preparedness procedures to supplement campus policy and procedures.
- 99% of students participating in the biennial library survey responded that “the Library meets my academic needs well”, staff members are courteous and approachable, and staff members offer good suggestions on where to look for information.

Internal and External Data Collection and Analysis

(completed by Fall semester or on accreditation cycle)

Gather and analyze relevant internal and external data (link to data).

Library Services Assessment

A biennial survey of library services has been conducted since 2002; the most recent survey was conducted in spring semester 2012. The Library was the first on campus to adopt the online tool SurveyMonkey, and transitioned its biennial survey to an entirely online format for the spring 2012 survey. Highlights from the findings of the survey, prepared by Joan Warren, Research Analyst, are as follows:

Generally speaking, the overall results of the survey are very positive and speak highly of the treatment and services provided by library staff, the resources available in the Library, and the library facilities themselves. None of the items on the survey received a substantially negative rating response. Excluding those respondents who indicated that they “don’t know or don’t use” and those who skipped the question, 99.6% (n = 550) of the 552 either agreed or strongly agreed that, overall, the Library meets their academic needs well. The table below is a comparison of similar items from the 2012 and 2010 student surveys of library services.

Item Description	Spring 2012 Student Survey of Library Services					Spring 2010 Student Survey of Library Services				
	Favorable #	Favorable %	Unfavorable #	Unfavorable %	Total #	Favorable #	Favorable %	Unfavorable #	Unfavorable %	Total #
Staff members offer good suggestions on where to look	495	99.2%	4	0.8%	499	342	96.3%	13	3.7%	355
Staff members are courteous and approachable	533	99.1%	5	0.9%	538	398	97.3%	11	2.7%	409
Service at the circulation desk is prompt and efficient	505	98.8%	6	1.2%	511	361	95.3%	18	4.7%	379
The Library's web page provides useful information	543	98.5%	8	1.5%	551	373	96.1%	15	3.9%	388
The Library has the magazine and newspaper articles I need for assignments (through databases or in paper format)	496	98.4%	8	1.6%	504	349	95.9%	15	4.1%	364
Staff members personally help me use online databases when I ask for assistance	424	98.1%	8	1.9%	432	306	97.5%	8	2.5%	314
Library hours are convenient	523	97.0%	16	3.0%	539	357	90.4%	38	9.6%	395
The Library has the books I need for assignments	457	96.8%	15	3.2%	472	329	96.2%	13	3.8%	342
Library use instruction has helped me learn to use the Library more effectively	475	96.7%	16	3.3%	491	339	95.0%	18	5.0%	357
The Library has books and magazines that meet my recreational reading needs	385	95.1%	20	4.9%	405	252	86.3%	40	13.7%	292
Heating, cooling, and lighting conditions in the Library are adequate	503	94.4%	30	5.6%	533	377	95.2%	19	4.8%	396
I feel well-informed about Library services	527	93.6%	36	6.4%	563	379	91.5%	35	8.5%	414
The Library provides enough space for quiet study	463	88.4%	61	11.6%	524	333	84.5%	61	15.5%	394
The Library provides enough space for group study	413	86.2%	66	13.8%	479	318	85.0%	56	15.0%	374

Complete results of surveys of library services conducted since 2007 including individual frequency tables for each survey item and open-ended survey question responses and comments:

2012	2010	2008
Student Survey Faculty/Staff Survey	Student Survey Faculty/Staff Survey	Student Survey

Graduating Student Opinion Surveys

Library services were rated very highly in the two categories in the Annual Summary of the Graduating Student Opinion Survey, receiving 95-98% as outstanding, above average, or satisfactory, and above 80% as outstanding or above average four out of the five years between 2007 and 2011. Services were also rated high in the remaining year, receiving 94.7% as outstanding, above average, or satisfactory.

2011-12	2010-11
Annual Summary of GSOS	Annual Summary GSOS

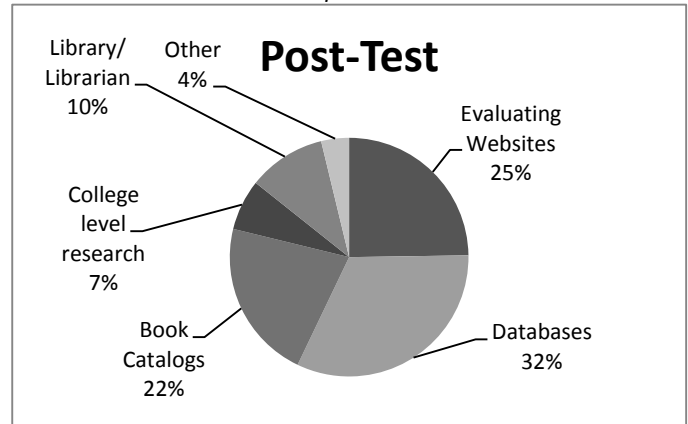
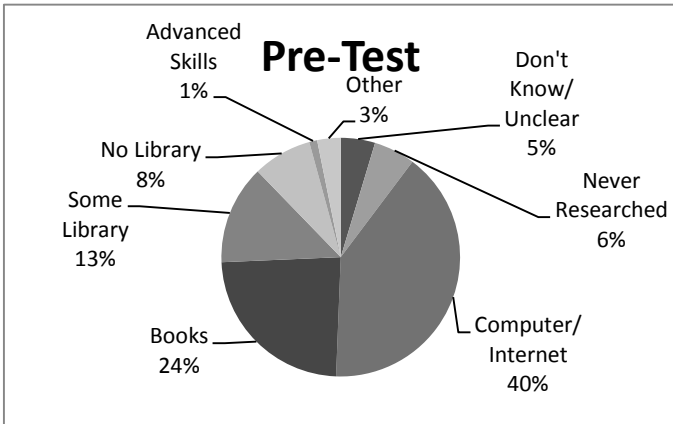
Bibliographic Instruction Assessment

Librarians constantly assess bibliographic instruction, including assignment and subject specific sessions, to update instruction and improve outcomes. Professional development for library staff via conference participation, webinars, and library literature ensures that instruction is both in accordance with best practices and specific to our student population. The overwhelming response from students, faculty and staff responding to the 2012 library survey is that

bibliographic instruction helps students use the library more effectively. The library session routinely receives high marks from students surveyed in the Introduction to College class. In fall semester 2011, students in Introduction to College bibliographic instruction sessions were asked questions as follows before and after the instruction session:

Question: *How do you conduct research for a paper? What library resources have you used?* Student responses:

Question: *List three concepts or resources that you learned about today that might help you with college level research.* Student responses:



Federal Depository Library Assessment

The Library serves as a selective federal depository for Missouri's Third Congressional District through its participation in the [Federal Depository Library Program](#). The Library participates in the Biennial Survey of Depository Libraries, required by [44 U.S.C. § 1909](#) to provide the [Government Printing Office](#) with information. The Library's responses to the 2011 Biennial Survey are available [here](#).

National Center for Education Statistics

The National Center for Education Statistics (NCES) began a nation-wide library statistics program in 1989 that now includes the Academic Libraries Survey. Collections, expenditures, services, and staffing are some of the topics covered by these surveys. Peer group comparison below from the 2010 Academic Libraries Survey includes East Central College, Mineral Area College, St. Charles Community College and St. Louis Community College. The summary of the 2010 Academic Libraries Survey is available [here](#).

NCES: Library Statistics Program

	Total FTE	Book Collection	Circulation Transactions	Bibliographic Instruction Sessions	Gate Count in a typical week	Hours open in a typical Week	Total Librarians (FTE)	Total Staff (FTE)
Jefferson College	3,675	71,817	28,332	249	7,865	68	4.1	8.23
Comparison Group Average	3,955	63,990	22,342	162	4,237	62	4.33	11.09
STATE AVERAGE	2,751	242,816	27,581	100	4,578	75	5.93	18.55
East Central College	2,424	28,134	16,885	98	1,799	55	2	4.75
Mineral Area College	2,858	32,642	7,536	55	2,800	61	1	2.35
St Charles Community College	5,099	65,266	18,697	292	5,778	72	7	12
STLCC-Florissant Valley	4,370	116,497	30,888	131	3,345	71	6.8	17.3
STLCC-Forest Park	4,774	79,191	49,000	187	4,500	44	6	22
STLCC-Meramec	7,274	118,383	31,058	319	9,038	81	6.5	18
STLCC-Wildwood	888	7,818	2,327	55	2,400	52	1	1.25
STLCC-Highland Park	NA	NA	187	NA	NA	NA	6	15

Association of College and Research Libraries

ACRL's [Academic Library Trends & Statistics](#) offers data in five major categories — collections, expenditures, personnel and public services, faculty and enrollment statistics, and supplementary statistics. Peer group comparison below from the 2010 *Academic Library Trends & Statistics* includes East Central College, St. Charles Community College and St. Louis Community College.

ACRL Survey Data

	Total FTE	Books	eBooks	Circulation Transactions	Bibliographic Instruction Sessions	Total Librarians (FTE)	Total Staff (FTE)
Jefferson College	3,429	74,620	10,961	25,777	249	4	8
St. Charles Community College	4,313	94,904	29,638	18,697	288	7	12
East Central College	2,325	25,338	N/A	21,182	98	2	4.4
St. Louis Community College	12,743	337,696	14,290	70,104	574	30	70

Annual Cost per FTE and Trend Analyses

(completed by Fall semester)

Provide cost per FTE and analyze for the period being evaluated.

Annual Cost per FTE and Trend Analyses

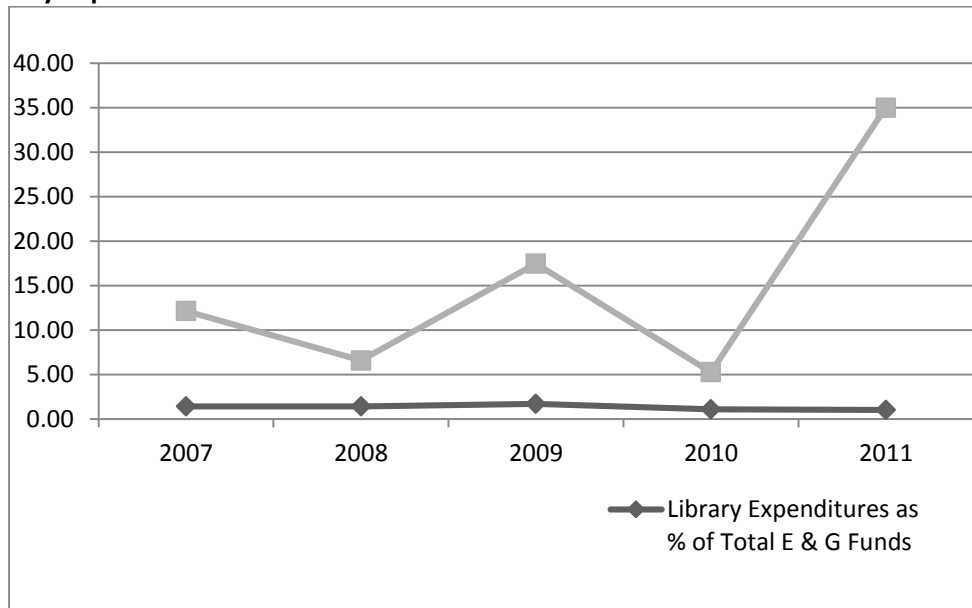
Since the late 90s, the trend in academic libraries has been a decrease in the circulation of print materials. This has not been the case at Jefferson College, where substantial increases in print circulation have corresponded with increased enrollment. Although historical data is not available in every area, circulation has increased 10%, instruction 40% and enrollment 78% while overall funding for the Library and materials has decreased by 28% during the period under review. Overall, enrollment and usage of the library have increased considerably while

library staffing, space and funding have continued to decrease or remain flat. There is a strong association between library expenditures and student retention.

Library Cost and Enrollment

Year	FTE	Undup Hdcnt	Collections/ FTE	Undup Hdcnt	Operating/ FTE	Operating/ Undup Hdcnt	Total Expenditures/ FTE	Total Expenditures/ Undup Hdcnt	Library Expenditures as % of Total E & G Funds
2007	3450	6437	\$25	\$14	\$122	\$71	\$146	\$84	1.43
2008	3677	6979	\$25	\$13	\$134	\$71	\$159	\$89	1.42
2009	4319	7835	\$20	\$11	\$75	\$41	\$96	\$57	1.71
2010	4547	8130	\$20	\$11	\$75	\$45	\$97	\$55	1.10
2011	6135	8015	\$16	\$12	\$56	\$43	\$72	\$55	1.03

Library Expenditures and Enrollment



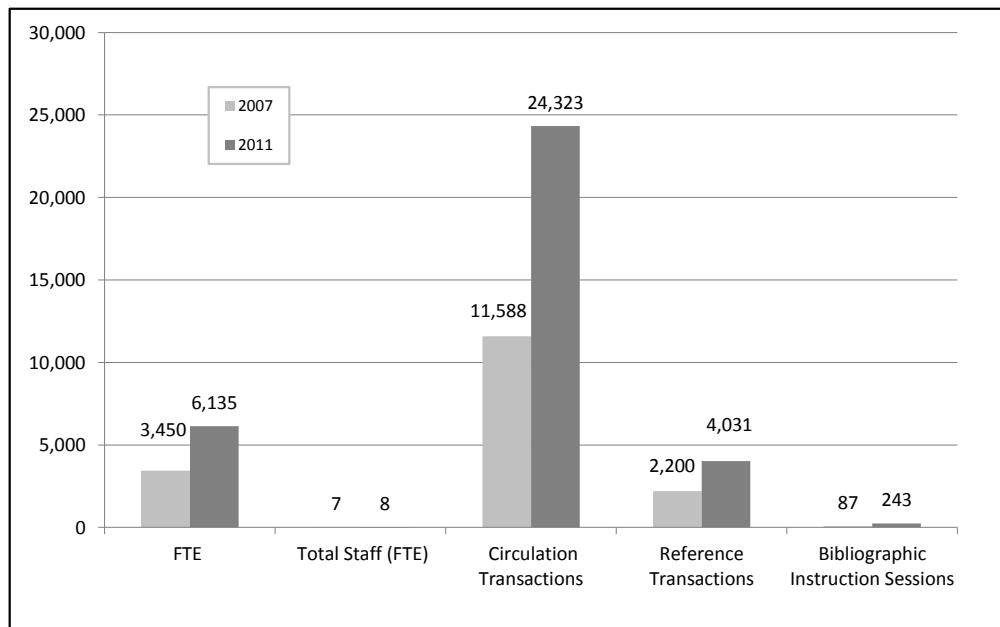
National trends have noted the decrease in print circulation to be associated with the increase in the use of electronic resources. Our library is in step with that trend, with electronic database article retrieval up over 200%. There is a general misconception about the depth and breadth of the impact of library services, both in-person and online. Competencies required to manage and deliver library services have changed as quickly as technological advances have changed. The misconceptions seem to exist among non-library users; the person frequenting the library and taking advantage of the various resources, services, and spaces offered is very much aware of the value of libraries and librarians. The addition and expansion of electronic resources is a perfect example of the attention needed. The demand for books in a selection of formats continues to increase. Offering additional or alternative formats does not reduce, but rather increases staffing needs.

At present, the Library is severely lacking in professional staff (full-time, master's degree in library science) and over 60% of support staff are part-time. The most substantial funding cuts to the Library have been in the area of staffing expenditures. Library staff at all levels are highly

proficient in technology and job knowledge; low grades and salaries are not reflective of these necessary skills. In 2009, the Library was restructured to three full-time librarian positions (including the director position) when enrollment, state and peer group comparisons suggested four positions. One of these full-time librarian positions was left vacant, leaving the library staffed with only two full-time librarians. Without the third position filled, or even a fourth, electronic resources management is one of many challenges. Staff struggle to cover both locations and meet the immediate needs of students and faculty, and therefore are often unable to engage in outreach activities, professional development, and innovation.

Library usage has continued to increase in every area in correlation with enrollment, campus locations, bibliographic instruction and marketing efforts. Studies have shown that in order for students to achieve academic success, it is important to provide a variety of student-accessible space in an academic library, i.e., group and individual study space, places for quiet and collaborative study, tables, comfortable seating, study carrels, computer stations, places to plug in a laptop, etc. Additionally, research provides evidence that the provision of bibliographic instruction or information literacy programs has been identified as an important contributor to student engagement, retention and success.

Library Usage Trends and Enrollment



SWOT Analysis
(completed by Fall semester)

Using the data collected and analyzed, complete a SWOT analysis. Reference and link data for each.

Internal Strengths

- The Library has a [collection](#) of over 70,000 enhanced by access to over 22,000,000 volumes through statewide [MOBIUS](#) collection.
- Other formats, such as [electronic resources](#), [video](#), [eBooks](#), [etc.](#) are available in the collection and growing.
- There is a high level of student, faculty, and staff satisfaction with library services.
- Library staff are [diverse in expertise and education](#); support staff in all cases are over-qualified per position requirements.
- The bibliographic instruction program continues to increase: up 40% from 2007.
- Circulation statistics continue to increase: up 10% from 2007.
- High quality reference is available at both libraries, [in person, by phone, email, or chat](#).
- Technology support is available at both libraries, [in person, by phone, email, or chat](#).
- Jefferson College is the only community college federal depository library in Missouri.

Internal Weaknesses

- Dated furnishings on the second floor of the Library at Hillsboro.
- Insufficient lighting (placement) on the second floor of the Library at Hillsboro.
Action Plan to address the two weaknesses above: Complete renovation on the second floor of the Library to coordinate with 2008 first floor renovation, replacing carpeting, recessed lighting, and furniture.
- The current space and/or seating inadequate at both campuses.
Action Plan: Reorganize seating on the first and second floor of the Library to increase and maximize quiet and collaborative study space for student use.
- The role and perception of the library, services, resources, and staff on campus.
Action Plan: Connect with campus groups, faculty, students and community to increase awareness of library services and collections.
- Inadequate support to patrons at off-site campuses.
- 21st century library services and support required, while low-grade positions for both library professionals and support staff persevere.
- Professional staff positions have been reduced while student needs have increased.
- Library funding has decreased while enrollment has increased; institutional support of library services and support for students, faculty, staff, and community continues to decrease.
- There has been a vacant position at Hillsboro since 2009 and temporary positions at both campuses. Until fall of 2010, the Arnold library has been staffed entirely with temporary positions. The reliance on part-time positions is high; 68% of all library staff are part-time.

Action Plans to address the five weaknesses above: Fill vacant librarian position at Hillsboro; establish technical services position in line with library best practices; reclassify regular part-time librarian position at JCA to full-time; institute regular staff positions for support of Hillsboro, JC Online and second library location. Complete classification reviews for library support staff for continued support in the areas of circulation and technology; expand library services to increase support for JC Online and community users.

- Student success or retention is not attributed to bibliographic instruction or library use.
Action Plan: Incorporate the ACRL Information Literacy Competency Standards for Higher Education into current Bibliographic Instruction program; incorporate the Library's role in information literacy instruction into the institution wide strategic plan.

External Opportunities

- There is a growing need for information literacy skills in the current population.
- Connecting with local high school librarians to collaborate about student preparedness for college.

Action Plans to respond to the two opportunities above: Incorporate the ACRL Information Literacy Competency Standards for Higher Education into current Bibliographic Instruction program; incorporate the Library's role in information literacy instruction into the institution wide strategic plan; take a leadership role in collaboration with academic, public and school librarians; participate in state and national library associations to advocate for community college and library issues.

- Patron expectations are based on changing technologies; expert technology assistance and support for a wide range of software and devices is necessary.
- Opportunities for increased library services and support to patrons at offsite campuses.
- Community in need of library space, materials and technology.

Action Plans to respond to the three opportunities above: Fill vacant librarian position at Hillsboro; establish technical services position in line with library best practices; reclassify regular part-time librarian position at JCA to full-time; institute regular staff positions for support of Hillsboro, JC Online and second library location. Complete classification reviews for library support staff for continued support in the areas of circulation and technology; expand library services to increase support for JC Online and community users.

- Cultural events and *ArtSpace* exhibits are opportunities for library advocacy.
Action Plan: Connect with campus groups, faculty, students, and community to increase awareness of library services and collections.

- Provide access to government documents through the [Federal Depository Library Program](#).

- [Jefferson County History Center](#) provides opportunities for community outreach.

Action Plans to respond to the two opportunities above: Fill vacant librarian position at Hillsboro; establish technical services position in line with library best practices; reclassify regular part-time librarian position at JCA to full-time; expand library services to increase support for JC Online and community users.

External Threats

- [Upcoming change](#) to statewide integrated library system.
Action Plans: Fill vacant librarian position at Hillsboro; establish technical services position in line with library best practices; reclassify part-time regular librarian position at JCA to full-time; institute regular staff positions for support of Hillsboro, JC Online and second library location.
- Cost increases for consortium memberships, such as [MOBIUS](#), [MLNC/Amigos](#), [NILRC](#).
- Rising cost for integrated library system.
- Publisher restrictions for eBook purchasing.
Action Plan to address the three threats above: Take a leadership role in collaboration with academic, public and school librarians; participate in state and national library associations to advocate for community college and library issues.
- Perception of low cost and low management of electronic resources.
Action Plan: Connect with campus groups, faculty, students and community to increase awareness of library services and collections.
- Perception of the Internet as the ultimate information source; decrease in future reliance on library resources.
- Perception of the digital native as [self-sufficient](#).
Action Plan to address the three threats above: Incorporate the ACRL Information Literacy Competency Standards for Higher Education into current Bibliographic Instruction program; incorporate the Library's role in information literacy instruction into the institution wide strategic plan.
- Loss of [MOREnet](#) funding resulted in additional database expenditures.
Action Plan: Connect with local legislators; take a leadership role in collaboration with academic, public and school librarians; participate in state and national library associations to advocate for community college and library issues.
- Misconceptions about the availability, cost and management of electronic formats vs. the availability, cost and management of print formats.
Action Plans: Incorporate the ACRL Information Literacy Competency Standards for Higher Education into current Bibliographic Instruction program; incorporate the Library's role in information literacy instruction into the institution wide strategic plan; establish technical services position in line with library best practices.
- Increase in cost for courier due to second location.
- Increase of printer/toner costs.

External Accreditation (if applicable)

Link to accreditation report.

Support for libraries, quality programs, and staff is evident in the revised [Criteria for Accreditation](#) of the Higher Learning Commission. The library is an active participant in the accreditation process for the College as well as accreditation for programs such as Nursing, Veterinary Technology, and other health care occupations.

Although there is not a specific accrediting body for libraries, the [Association of College and Research Libraries](#) (ACRL), a division of the American Library Association, has developed [Standards for Libraries in Higher Education](#), which includes principles and performance indicators, assessment, outcomes and evidence based models in alignment of the institution's mission. In addition, most employers require an [ALA-accredited](#) master's degree for professional level positions. The Association of College and Research Libraries [Joint Statement on Faculty Status of College and University Librarians](#) states that:

Where the role of college and university librarians, as described in the preceding paragraphs, requires them to function essentially as part of the faculty, this functional identity should be recognized by granting of faculty status. Neither administrative responsibilities nor professional degrees, titles, or skills, per se, qualify members of the academic community for faculty status. The function of the librarian as participant in the processes of teaching and research is the essential criterion of faculty status.

The [Information Literacy Competency Standards for Higher Education](#) outcomes include skills such as computer literacy, critical thinking, and reading for comprehension. Both the NCES and ACRL national surveys include questions regarding information literacy and the formal recognition of the library's role in information literacy instruction.

The Association of College and Research Libraries report, [The Value of Academic Libraries](#), is a review of the quantitative and qualitative literature, methodologies and best practices currently in place for demonstrating the value of academic libraries, developed for ACRL by Megan Oakleaf of the iSchool at Syracuse University.

INSTITUTIONAL ACTION PLANS for *Library* / 2012-2013

Org	Aim	Obj	Action Plan	KPI	\$	Other Req	Responsible Party	End Date	Status	Target Year	Metric Desc	Metric Value	Benchmark Desc	Benchmark Value	Target Desc	Target Value
53	1	1	Provide video streaming database for use in classes on campus and online; provide access to resource off campus 24/7.	2	9,349	Operating Funds	Director of Library Services		COMPLETE	2013	Acquisition of video database.	0	Quality video database available for faculty, staff, staff and student access, 24/7.	1	Acquisition of video database.	1
53	1	1	Incorporate the ACRL Information Literacy Competency Standards for Higher Education into current Bibliographic Instruction program; incorporate the Library's role in information literacy instruction into the institution wide strategic plan.	2			Director of Library Services, Public Services Librarian		ACTIVE (On Schedule)	2014	Incorporation of ACRL Standards into subject or assignment specific sessions; library's role is formally incorporated.	0	ACRL Standards and Competencies for Higher Education incorporated into bibliographic instruction; library's role in information literacy is formally recognized in the institution wide strategic plan.	1	Incorporation of ACRL Standards into subject or assignment specific sessions; library's role is formally incorporated.	1
53	3	18	Connect with local legislators; take a leadership role in collaboration with academic, public and school librarians; participate in state and national library associations to advocate for community college and library issues.	21			Director of Library Services		ACTIVE (On Schedule)	2013	Legislator contacts or legislation affected; number of library contacts.	0	Legislator collaborations through state library, professional association or library events.	1	Legislator contacts or legislation affected; number of library contacts or issues affected.	1
53	5	28	Reorganize seating on the first and second floor of the Library to increase and maximize quiet and collaborative study space for student use.	43			Director of Library Services, Vice President of Instruction		ACTIVE (On Schedule)	2014	Projects completed.	0	A variety of individual and collaborative study spaces with a variety of technology options, comfortable seating and ample lighting and electricity.	4	Projects completed.	4
53	2	13	Expand library services to increase support for online students and community users.	2			Director of Library Services, Public Services Librarian, Instruction and Reference Librarian (JCA)		ACTIVE (On Schedule)	2014	Chat, email and SMS reference statistics; size of virtual reference collection; faculty utilizing library resources in Blackboard; availability of mobile access to Library's website.	50	Virtual reference service and collection, librarian/faculty collaboration in online classes, mobile access to library resources.	200	Chat, email and SMS reference statistics; size of virtual reference collection; faculty utilizing library resources in Blackboard; availability of mobile access to Library's website.	200
53	2	14	Connect with campus groups, faculty, students and community to host Library events and highlight collections, i.e., cultural events, book sales, workshops, Library sponsored scholarship.	6			Director of Library Services, Public Services Librarian, Instruction and Reference Librarian (JCA)		ACTIVE (On Schedule)	2013	Library events in collaboration with faculty or campus groups; number of attendees.	1	Cultural and academic events according to best practices.	4	Library events in collaboration with faculty or campus groups; number of attendees.	4

53	5	28	Complete renovation on the second floor of the Library to coordinate with 2008 first floor renovation. Replace carpeting, recessed lighting, and furniture. Paint walls and trim on second floor. Rearrange seating to increase quiet areas.	43	150,000	Plant	Director of Library Services, Vice President of Finance and Administration, Director of Buildings and Grounds	ACTIVE (On Schedule)	2013	Project Completion.	0	Updated facilities and furnishings.	1	Project Completion.	1
53	5	28	Complete 2008 renovation of first floor Library. Replace recessed lighting on the first floor of the Library excluding offices, Disability Support Services, Learning Center and Library Use Instruction classroom.	43	150,000	Plant	Director of Library Services, Vice President of Finance and Administration, Director of Buildings and Grounds	ACTIVE (On Schedule)	2013	Project Completion.	0	Updated light fixtures.	1	Project Completion.	1

DEPARTMENTAL ACTION PLANS for *Library* / 2012-2013

Org	Aim	Obj	Action Plan	KPI	\$	Other Req	Responsible Party	End Date	Status	Target Year	Metric Desc	Metric Value	Benchmark Desc	Benchmark Value	Target Desc	Target Value
53	1	1	Fill vacant Access Services Librarian position and upgrade Instruction and Reference Librarian position at JCA to full-time for support of off-site campuses and current library services, i.e., JC Online, chat and text reference and bibliographic instruction.	2	75,000	Construction of an office on the first floor of the library.	Director of Library Services, Public Services Librarian, Vice President of Instruction, Director of Human Resources		ACTIVE (On Schedule)	2013	Staff FTE, librarian FTE, percentage of full-time to part-time staff.	8	NECS Academic Libraries Survey, ACRL Trends & Statistics, Total staff (FTE), Librarian (FTE), full-time staff/part-time staff.	13	Staff FTE, librarian FTE, percentage of full-time to part-time staff.	13
53	2	13	Hire full-time Technical Services Librarian for automation functions of the library system, support of upcoming ILS migration, to support management of growing electronic resources collection, to meet legal requirements for the federal depository library, and to support College Archives and Jefferson County History Center.	6	50,000		Director of Library Services, Public Services Librarian, Vice President of Instruction, Director of Human Resources		ACTIVE (On Schedule)	2014	Staff FTE, librarian FTE, percentage of full-time to part-time staff.	8	NECS Academic Libraries Survey, ACRL Trends & Statistics, Total staff (FTE), Librarian (FTE), full-time staff/part-time staff.	13	Staff FTE, librarian FTE, percentage of full-time to part-time staff.	13
53	4	25	Construction of an office on the first floor of the Library to offset loss of workspace.	24	15,000	Plant	Director of Library Services, Vice President of Finance and Administration, Director of Buildings and Grounds		PENDING (New Plan)	2013	Project Completion.	0	Office space for staff.	1	Project Completion.	1
53	4	24	Reclassify part-time temporary Adjunct Librarian positions at Hillsboro and Arnold to part-time regular for support of off-site campuses and current library services, i.e., JC Online, chat and text reference and bibliographic instruction.	23	30,000		Director of Library Services, Vice President of Instruction, Director of Human Resources		PENDING (New Plan)	2014	Staff FTE, librarian FTE, percentage of full-time to part-time staff.	8	NECS Academic Libraries Survey, ACRL Trends & Statistics, Total staff (FTE), Librarian (FTE), full-time staff/part-time staff.	13	Staff FTE, librarian FTE, percentage of full-time to part-time staff.	13
53	4	25	Complete classification review deferred in 2009 for library support staff for continued student support in the areas of circulation and technology.	24	3,700		Director of Library Services, Vice President of Instruction, Director of Human Resources		PENDING (New Plan)	2014	Position reclassification.	0	MERIC, Occupational Outlook Handbook.	2	Position reclassification.	2

Evaluation

Meets Expectations
Comments:

Requires Attention and Submission of a Follow-Up Report
Comments:

Does Not Meet Expectations and Requires Submission of a Follow-Up Report
Comments:

Follow-up report required by: _____
Comments: (Date)


Approvals

Division Chair/Director
Comments:

Date

Dean
Comments:

Date



Vice President/President
Comments:

January 31, 2013
Date