Jefferson College Library supports the College Mission by ensuring that staff, collections, services, and spaces meet national standards for comprehensive community colleges. The Library supports general education, early college, and technical programs, as well as personal enrichment opportunities. We demonstrate the values of the college, including a strong commitment to learning, student-centered service, diversity, assessment, shared governance, academic freedom, and community service and lifelong learning. Since our 2012 Institution Effectiveness Review, the Library has continued to respond to the changing educational and library landscape.

Library staff carry out the College Mission and Strategic Plan in numerous ways:

- **Teaching and Research**: library instruction sessions focus on learning outcomes to improve information literacy skills essential for success in college, work, and life. Recent initiatives include:
  - Implementation of LibGuides to support curricular and co-curricular outcomes
  - Multi-section assessment to improve basic research skills learning outcomes
  - Expanded assessment to 200-level course to improve advanced research skills outcomes
  - Collaboration with faculty in Career and Technical Education, Arts & Sciences classes, and the Area Technical School to improve information literacy skills

- **Collections**: collection development policies guide the acquisition of digital and tangible materials to support the curriculum and enrich the community. Recent projects include:
  - Retrospective cataloging of government documents and history center collections
  - Expansion of graphic novel and YA fiction collections at request of students
  - Expansion of music collection at request of students
  - Discipline specific collection development for several departments and subjects

- **Technology**: the Library has long been a noted technology leader on campus. Recent innovations include:
  - First campus mobile web page,
  - Expansion of online reference services to support Wintersession classes
  - Creation of embedded chat windows
  - Adoption of an online question tracking platform
  - eReader and tablet lending
  - Inter-departmental support for IT device management
  - Extended laptop check-outs
- Enrichment and Lifelong Learning
  - Speakers, panel discussions, concerts, art exhibits and contests, displays, and other co-curricular opportunities for growth, enrichment, and learning
  - Activities to support community health and wellness: Healthcare Marketplace event, stress-relief activities (i.e. dogs in the library), displays and information about mental health issues, staff certification for Mental Health First Aid, safety training
  - LGBTQ+ Club Advising by Emerging Technologies Librarian and club support by library, including LibGuide
  - Community presentations on economic development, family literacy, workplace bullying, Jefferson County History Center, library resources, and more
  - Staff and faculty events during fall Opening Week (DIY, dystopia, film, wellness, etc…)
  - Community classes on social media and internet research as part of the BTOP grant
  - Collection development in a variety of areas upon request

In addition to the mission-critical support the Library provides through high quality and collections, the Library supports the broader mission of the college by working with local, state, and national organizations, campus groups, professional academic and library groups, and others. Through partnerships we bring diverse perspectives to the community and create a campus atmosphere dedicated to academic and career success, personal enrichment, and lifelong learning. The Library engages in assessment of its programs, collections, spaces, and teaching to foster continuous improvement that is responsive to the changing needs of our students and community.

The Library continues to provide opportunities for positive curricular and co-curricular learning outcomes, which address a variety of the values articulated by the College: student learning, diversity, civic engagement, personal enrichment, intellectual freedom, sustainability, up-to-date facilities and equipment, and life-long learning.

Summary of Departmental Activities, Assessment and Use of Results

Instruction and Reference

Bibliographic instruction remains strong, even as enrollment numbers decline. Two faculty-librarian positions allow for more resources to be allocated to teaching and learning. The library broadened its video tutorials, online support, and assignment-specific instruction in ways that reached more students and ensured better learning outcomes. Video tutorials, online research guides, and a shared reference question database allow students unfamiliar with college level research techniques more time to absorb and master important skills and habits of mind. Review of works’ cited, faculty feedback, and database usage shows improvements in the use of college level resources.
Highlights of instruction, reference, and curriculum support activities:

2012-2013

- Research instruction sessions for new health occupation programs.
- Expanded reference services for Wintersession classes—provided chat, text, email and phone reference.
- Completed Broadband Technology Opportunities Program (BTOP) grant cycle for which librarians taught community patrons research and social media skills, and with which the library obtained 42 new desktop computers and 16 new laptop computers.
- Launched Gimlet, the online question tracking system, which allowed for more accurate statistics gathering, data analysis, and greater consistency of answers. Directional, technology, and reference questions recorded for email, chat, phone, and in-person queries.
- Added tablets, eReaders, and Chromebooks for check-out. Provided academic and popular titles on eReaders for items in high demand.

2013-2014

- Developed and taught Copyright/Teach Act workshop to full-time and part-time faculty.
- Developed and taught new research session about bioterrorism for microbiology course.
- Expanded eBook titles from 35,000 to over 100,000 through statewide consortia purchase of eBooks on EBSCO.
- MOBIUS expansion provided our campus with access to items from St Louis Art Museum, Missouri Botanical Garden, and Missouri History Museum collections.

2014-2015

- Participated in campus General Education taskforce, incorporating information literacy as a General Education outcome.
- Developed and implemented tiered information literacy instruction using Association of College and Research Libraries Framework for Information Literacy for Higher Education.
- Added EBSCO’s PsycARTICLES database to support psychology department assignments and other social science research.

2015-2016
• College Studies library assignment modified based upon faculty feedback.
• Assessment expanded to include 200-level courses.
• Developed additional content for JC Online 101 faculty training.
• Emerging Technologies Librarian helped to create and advises new student LGBTQ+ club. Membership grows each year.

2016-2017
• All library instruction redesigned to accommodate temporary relocation of library services.
• Video instruction updated to reflect database and website changes.
• Met with accrediting bodies for nursing and veterinary technology; created artifacts for accreditors, explained library resources, shared collaborations.
• Continued to participate in annual adjunct orientation.
• Presented to Social Work Advisory Board members.
• Added SocINDEX and Social Work Reference Center databases to support sociology department, social work agreements with four-year colleges, and social sciences assignments.

LibGuides
The introduction of LibGuides in 2014 added delivery methods (enhanced webpages, video, faculty provided content, etc…) that improved online library instruction and allowed students in all classes, including face-to-face classes, to better grasp important college research concepts, and enabled students to engage with content at their own pace. Faculty feedback confirmed the importance of this delivery method as a supplement to face-to-face reference instruction. LibGuides provides a greater degree of access to online students, students unable to attend scheduled library instruction, or students who need more time with the concepts presented. Use of LibGuides has remained strong since implementation.

The data from LibGuides shows that after librarians introduce the tool to students there is a spike in usage that coincides with the period during which the most library use instruction occurs--August through November. The most heavily viewed LibGuides have remained those used for the College Studies classes. A combination of research instruction by librarians and the widgets, videos, and written instructions in LibGuides lead students to the Library’s resources as is evident
by the database and usage statistics.

**Bibliographic Instruction Assessment**

- In 2012 we were able to look at the results of our first full year of multi-section College Studies assessments. Librarians identified clearer learning outcomes, modified face-to-face instruction, and updated in-class exercises, assessments, and assignments accordingly. We published the results of assessment efforts in the January/February *Assessment Update*.

- Between 2012 and 2017 librarians engaged in robust creation and assessment of our multi-format, tiered instructional program. Librarians continuously responded to changes in technology, discipline-specific best-practices, student characteristics, and national information literacy standards.

- Association of College and Research Libraries released the *Framework for Information Literacy for Higher Education* to replace the *Standards for Information Literacy for Higher Education* and librarians worked to incorporate the *Framework* into classroom practice and learning outcomes.

- Every summer the data was analyzed, along with faculty feedback, anecdotal observations, and detailed reference question data from email, Gimlet, and chat.

- A five-year analysis of the quiz and assignment data for the library component of College 101 sections, analysis of the post-test results, and anecdotal observations reveal consistent positive learning outcomes for the basic information literacy skills taught by librarians. We expect a relatively high level of achievement because of the foundational nature of the skills we are presenting. In our analysis of 2015-2016 student-learning outcomes, we noted the following:

  The Library’s multi-section formative assessment has shown over the 2015-2016 academic year that our bibliographic instruction has a distinct and measurable impact on students’ learning and research behavior. Our data show the maximum improvement in research quality after two library use instruction sessions, manifested as increases in the use of books, scholarly journals, and advanced skills (the use of both books and scholarly journals for research.... Read more

- Relocation of library services and the loss of our bibliographic instruction room required librarians to modify instruction for those classes without access to computers.

Fall in-class pre- and post-test assessments of instruction and in-class exercises:

![Fall 2016 COL Pre-Test](image)
Instruction Technology and Online Learning pulled a random sampling of library quiz data from sections of COL101 taken the previous five years. Fall 2017 shows the highest and lowest quiz results (correct answers possible: 15). We will continue to look at this data to see if the shift in pedagogy is responsible for this change, or the result of something like broader student information literacy trends. The results are listed below and seem to fairly represent overall results:

**Additional Library Activities**

**Federal Depository Library**

- Planned and executed successful 30th Anniversary Celebration with over 250 attendees—2014.
- Retrospectively cataloged 1000+ items: 2013-2016.
- Participated in Missouri “Needs and Offers Lists”. Transfer of documents to partners at Washington University in St. Louis, University of Missouri, Missouri State University, and University of Southern Missouri: 2016.
• Developed federally required plan for temporary relocation of government documents and depository services: 2016.
• Presented to St. Louis Sub-Regional documents group on international government information.
• Participated in Government Documents Round Table interest group, Missouri State Government Documents group, and St. Louis Sub-Regional Documents group.
• Updated Selection Profile to better reflect local needs and interest: 2015.
• Nominated for Depository Library of the Year: 2016
• Nominated for national depository librarian award: 2017

Jefferson County History Center

• Conducted comprehensive inventory and indexing project.
• Mapped History Center documents to new spaces.
• Retrospectively cataloged History Center browsing collection.
• Agreement with Missouri Secretary of State’s Local History Project, Jefferson County, and Jefferson College Library to digitize 19th Century Circuit Court records in 3-5 year project: 2015.
• Coordinated volunteers for Circuit Court digitization project.
• Relocated archivist and volunteers working on digitization project during remodel: 2017
• Coordinated and assisted with the relocation History Center documents during remodel: 2016-2017.
• Reimagined Jefferson County History Center archives and research room to better serve local history and genealogy researchers: 2016-2018
• Researched archival collections’ best practices and special collections’ policies.
• Revised History Center policies for new spaces and anticipated increase in utilization: 2016-2018.
• Obtained $7,500 grant from Missouri Secretary of State’s Office for the purchase of new History Center shelving: 2017.
• Presented on Jefferson County History Center to Arnold Historical Society: 2017.

Renovation

• Worked with architects, campus groups and departments to plan new library spaces, the temporary relocation of services, and the return to the library building: 2015-2018.
• Assisted the Jefferson College Library Reimagined Steering Committee and the Jefferson College Foundation on capital campaign and related activities, including tours, talks, special events, and community outreach.
• Collaborated with Graphics and Public Relations on publicity for temporary relocation, new library, and capital campaign.
• Redesigned library instruction, reference and circulation services, and other tasks and work
flows to accommodate temporary spaces.

- Built LibCal platform data for new room and equipment booking services: 2017.

### Internal and External Data Collection and Analysis

#### Total Library Assessment

The Library takes the idea of multiple measures and applies it to our programmatic and instructional assessment. We look at raw data and usage such as search terms, database hits, and gate counts. We study reference and instruction impact on student learning, we look at changing information literacy pedagogy and we evaluate evolving collection trends and forecasts. Satisfaction surveys help to guide our practices, both digital and tangible. We are not unique in this approach to evaluating our department and its many roles. This is Total Library Assessment. Much of this information, both raw data and analysis, is contained in the Library’s Assessment LibGuide. Highlights include:

- Completed biennial *Academic Libraries Survey* from Department of Education: 2012
- Completed annual surveys for the Association of College and Research Libraries (ACRL).
- Implemented and utilized Gimlet, an online help desk and statistics gathering tool, to analyze and improve reference query interactions, staffing needs, and technology help questions.
- Utilized LibGuide data to assess need for further foundational instruction in database use, faculty resources, and to gauge interest in co-curricular offerings.
- Carried-out large scale (over 700 responses) space needs assessment in anticipation of remodel, including focus groups, surveys, pop-up surveys, suggestion box, and polls.
- Continued long-term participation in *Graduating Student Satisfaction Survey* with consistently positive results—between 98% and 100% favorable responses each semester.
- Utilized Serials Solutions software, Gimlet reference queries, and COUNTER statistics to inform database purchases.

The library has been included in the Graduating Student Opinion Survey the College administers to graduating students each semester. The Library has been one of the top service areas on campus, even while temporarily relocated, consistently garnering 98% —100% approval ratings from graduating students.
Rising Materials Costs

Like all other areas of the college, expenses in the library have risen and the support from the state has declined during the past ten years. State support for library resources at one time included support for the statewide consortia, MOBIUS, the initial internet provider, MOREnet, and the purchase of database collections that were made available to all public libraries, K-12, and post-secondary institutions. Jefferson College Library’s costs have risen steadily during the previous ten-year period.

The over twenty-year transition to digital resources the Library has embraced opened up the world of scholarly publications to Jefferson College Students. The expectation that subject-specific scholarship will be available for research is standard among faculty and incoming students. However, the switch to primarily digital periodical collections has not resulted in a reduction in the cost of acquiring those collections or providing the staff and time to manage those collections. The Library Journal Periodicals Price Survey shows that the annual 3%-6% increases for periodicals is something we should expect to continue. Open Access and Open Educational Resources are making inroads into providing more affordable alternatives, but we are not yet there. Literature suggests that as federal funding for research decreases the reliance on proprietary sources may actually increase as aggregation of data and research reporting is only possible through for-profit publishers.
At the same time that the price for publications and the databases that aggregate these resources rise, the demand for access to these resources has increased, even at the community college level. A UCSF analysis of Library Journal’s “Periodicals Price Survey” from 2007 to 2017 showed annual increases in health science journals anywhere from 10% to over 40%. As Jefferson College enters into, and maintains agreements with, four-year institutions the expectation is that we will provide our students with the necessary resources for success, namely, peer-reviewed, scholarly publications that are not freely available on the web. Usage statistics indicate that our students are heavily using these resources. COUNTER stats shown below show article use.
Jefferson College’s spending on Academic Support Services is lower than our Missouri Peer Comparisons group as shown in the following Jefferson College’s Spring 2016 Factbook table:

### 5.8 Missouri Peer Comparisons: Expenditures per FTE Student

<table>
<thead>
<tr>
<th>Variable Name</th>
<th>Jefferson College</th>
<th>Comparison Group Median (N=11)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Core expenses per FTE enrollment, by function: Fiscal Year 2014</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Instruction</td>
<td>4,519</td>
<td>4,147</td>
</tr>
<tr>
<td>Research</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Public service</td>
<td>26</td>
<td>12</td>
</tr>
<tr>
<td>Academic support</td>
<td>338</td>
<td>923</td>
</tr>
<tr>
<td>Institutional support</td>
<td>2,203</td>
<td>1,530</td>
</tr>
<tr>
<td>Student services</td>
<td>1,178</td>
<td>869</td>
</tr>
<tr>
<td>Other core expenses</td>
<td>2,263</td>
<td>1,460</td>
</tr>
</tbody>
</table>

The following chart from the Spring 2016 Factbook shows that spending on Academic Support services, under which library’s expenses fall, has remained relatively constant for the past ten years.
## SWOT Analysis

<table>
<thead>
<tr>
<th>Internal Strengths</th>
<th>Internal Weaknesses</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Educated and experienced staff</td>
<td>• Reliance on part-time staff</td>
</tr>
<tr>
<td>• Commitment to excellence and best practices</td>
<td>• Mission creep</td>
</tr>
<tr>
<td>• Creativity in instruction, space use, services</td>
<td>• Time constraints</td>
</tr>
<tr>
<td>• Libraries are among most trusted institutions</td>
<td>• Bifurcated job descriptions</td>
</tr>
<tr>
<td>• Strong assessment processes</td>
<td>• Lack of appropriate spaces</td>
</tr>
<tr>
<td>• New, state-of-the-art facility &amp; equipment</td>
<td>• High turn-over of part-time staff, especially at JCA Library</td>
</tr>
<tr>
<td></td>
<td>• Limited services at JCA Library</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>External Opportunities</th>
<th>External Threats</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Advocacy for libraries</td>
<td>• Cuts to local, state, and national funding sources</td>
</tr>
<tr>
<td>• Training from state and national partners</td>
<td>• Lack of foundational information literacy skills is an acknowledged national issue</td>
</tr>
<tr>
<td>• Community of library workers willing to share best practices, including assessment techniques</td>
<td>• Distrust of information sources is widespread national issue</td>
</tr>
<tr>
<td>• Increased interest in high quality information sources &amp; lifelong learning in broader public</td>
<td>• Public over-reliance on unreliable social media posts for news and information</td>
</tr>
<tr>
<td>• Community partnerships</td>
<td></td>
</tr>
</tbody>
</table>

## External Accreditation (if applicable)

Not applicable
### INSTITUTIONAL ACTION PLANS

**Library / 2012-2016**

<table>
<thead>
<tr>
<th>Inst or Dept.</th>
<th>Org Code</th>
<th>Aim</th>
<th>Obj</th>
<th>Instl Strategy</th>
<th>Action Plan Description</th>
<th>Indicators</th>
<th>Additional Resources</th>
<th>Amount Type</th>
<th>Onetime Expense</th>
<th>Annual Expense</th>
<th>Funding Source</th>
<th>FY Compl</th>
<th>Status</th>
<th>Responsible Party</th>
<th>Submitted by</th>
</tr>
</thead>
<tbody>
<tr>
<td>2015-2016</td>
<td>53</td>
<td></td>
<td></td>
<td></td>
<td>Replace retiring Library Specialist.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2012-017</td>
<td>53</td>
<td></td>
<td></td>
<td></td>
<td>Reclassify part-time temporary Adjunct Librarian positions at Hillsboro and Arnold to part-time regular for support of off-site campuses and current construction of facilities.</td>
<td>53</td>
<td></td>
<td>4</td>
<td>24</td>
<td>23</td>
<td>2014</td>
<td>Staff FTE, librarian FTE, percentage of full-time to part-time staff.</td>
<td>NECS Academic Libraries Survey, ACM, Trends &amp; Statistics</td>
<td>Director of Library Services, Vice President of Instruction</td>
<td></td>
</tr>
</tbody>
</table>

### DEPARTMENTAL ACTION PLANS for Library / 2012

<table>
<thead>
<tr>
<th>Instl or Dept</th>
<th>Org Code</th>
<th>Aim</th>
<th>Obj</th>
<th>Instl Strategy</th>
<th>Action Plan Description</th>
<th>Indicators</th>
<th>Additional Resources</th>
<th>Amount Type</th>
<th>Onetime Expense</th>
<th>Annual Expense</th>
<th>Funding Source</th>
<th>FY Compl</th>
<th>Status</th>
<th>Responsible Party</th>
<th>Submitted by</th>
</tr>
</thead>
<tbody>
<tr>
<td>2012-015</td>
<td>53</td>
<td>4</td>
<td>25</td>
<td>24</td>
<td>Construction of an office on the first floor of the Library to offset loss of work space.</td>
<td>4, 25,25</td>
<td></td>
<td>Plant</td>
<td>Plant</td>
<td></td>
<td>2013</td>
<td>Office space for staff.</td>
<td>Buildings &amp; Grounds, Director of Library Services</td>
<td>Lisa Wolfe, Director of Library Services</td>
<td></td>
</tr>
<tr>
<td>2013-016</td>
<td>53</td>
<td>5</td>
<td>28</td>
<td>43</td>
<td>Reorganize seating on the first and second floor of the Library to increase and maximize quiet and collaborative study space for students.</td>
<td>Staff time</td>
<td></td>
<td>Department</td>
<td></td>
<td></td>
<td>2013</td>
<td>A variety of individual and collaborative study spaces with a variety technology options</td>
<td>Lisa Wolfe, Director of Library Services</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
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: _____________________________ (Date)
Comments: _____________________________

Approvals

__________________________________________ Date
Division Chair/Director
Comments:

__________________________________________
Dean
Comments:

__________________________________________ Date
Vice President/President
Comments: