2018/2019
ANNUAL REPORT
of the
James C. Kirkpatrick Library
University of Central Missouri

Opportunity in Action
JCKL Vision

The James C. Kirkpatrick Library models excellence in meeting the information needs of a learner-centered university focused on teaching and scholarship.

JCKL Mission

The mission of the James C. Kirkpatrick Library is to create a dynamic learning environment by providing information resources, services, and instruction to the University of Central Missouri community.
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Action Plan Update

JCKL developed a Strategic Plan July 1, 2016 – June 30, 2020 (available online at: http://guides.library.ucmo.edu/strategic-plan).

Library as Place

Named after the longest serving Missouri Secretary of State, the James C. Kirkpatrick Library is an advanced research and information facility designed to support the comprehensive range of the University’s academic programs and statewide mission in technology. Containing 200,000+ square feet of floor space with over 1,000 seats and 160 computers, with a footprint the size of one football field, the Library provides over 970,000 books, e-books, journals and more.

Under construction for two and a half years, the Library is built for the demands of the 21st century, offering a myriad of sophisticated learning tools and information connections expanding worldwide. With large glass panels that line the exterior walls of the building providing significant natural light, the Library provides students, faculty, staff, and visitors with a clean, comfortable, and safe environment within which to research, study, and create new knowledge.

Today, the Library serves as the University’s central space for academic learning, housing the Harmon Computer Commons, the Learning Commons, the Center for Teaching and Learning, and the McClure Archives and Museum. Students have access to 30+ group study rooms as well as wireless access everywhere. Einstein’s Bagels and Jimmy K’s Campus Canteen offer beverages and light snacks, along with numerous places to sit and relax, do group work, or study.

(Taken in part from: Central Missouri State. James C. Kirkpatrick Library. Dedication Program. March 24, 1999.)
Usage of Space

The Library continues to be the place where students come to study, work collaboratively in teams, do research, or just relax.

**Study Room Usage**

In Fall 2016, JCKL moved to a more interactive, user-friendly method of allowing students to reserve study rooms. Actual keys to study rooms and long waiting lists were replaced with an online, smart-phone friendly system where students can check the availability of rooms, then reserve study rooms for 2-hours. This new system continues to work exceptionally well.
Refreshing space

Using the results of the student-use study of the 1st floor of JCKL completed in Spring 2017, to determine use patterns, the first floor of the library proper was refreshed by replacing carpeting, painting, and installing a new information desk.

Photo courtesy of DigitalBurg (Feb. 14, 2018)
ACTIVE LEARNING (ALEC) CLASSROOM

This is year two of the ALEC (Active Learning and Engagement Classroom) in JCKL 1268. This classroom was designed to enable faculty to engage with innovative teaching technologies paired with pedagogical advancement in a real classroom environment.

- Both students and faculty were surveyed on their experience in using ALEC for class and results are very positive.
- As a result of the success of the ALEC room in JCKL, several classrooms across campus are being converted to ALEC-type classrooms.

Combined Student Survey Data for All Semesters for the ALEC (JCKL 1268)
** Fall 2017, Spring 2018, Fall 2018 **

N = 368 students in 21 courses; 58 students completed the survey; return rate 16%
Surveys were given to students at the end of each semester. A total of 368 students in 21 courses. 58 students completed the survey for a return rate of 16%.

Technology used most by students in the ALEC room:

- The Interactive Display - for web browsing, Power Points, etc. 60%
- Both Interactive Display and Rear monitors 17%
- The Interactive Display - for displaying mobile devices 16%
- The dry erase whiteboards 5%
- The rear monitors - for displaying mobile devices 2%

![Most Used Technology Chart]
Most BYOD (bring your own device) used by students in the ALEC room:

- iPhone 41%
- iPad 36%
- MacBook Laptop 31%
- Android Phone 28%
- Windows Laptop 21%
- Hybrid Laptop/Tablet 7%
- Other (including Chromebook) 4%

The following list are the items ranked in order as most liked in ALEC room by students:

- Furniture 74%
- Lighting 71%
- Interactive Display 67%
- Wall Color and Carpet 66%
- Ability to display mobile devices 62%
- Ability to move about the room 62%
- Sound 60%
- Ability to rearrange the room 57%

**The majority of students liked all aspects of the room.**

When asked, if given the opportunity would the student take another class in JCKL 1268?

- 85% of the students marked Yes
- 15% (9 of 58) marked No

**What student liked most about taking a class in the ALEC:**

- Interactive-ness
- It was great for presentations and showing your stuff from your laptop.
- I liked that classmates could see what I was reading on the board and that I could present sitting at my seat
- It was easier to communicate with teacher and classmates.

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*I really enjoyed the ALEC classroom. I think it was a great concept and would be useful for future students. It also helps in sparking creativity by finding the various ways to use technology in a classroom, which we will all do as teachers –
Instructor response*
• It was nice that we could sit wherever we wanted and could still see a display. I hate when classrooms are so structured. This was more conducive to how different people learn.
• Applying concepts from the course using technology.

Combined Faculty Survey Data for All Semesters for the ALEC (JCKL 1268)
** Fall 2017, Spring 2018, Fall 2018 **

N=9 faculty, 21 courses; return rate 45%

Faculty used the following most in the ALEC:

• The Interactive Display - for web browsing, Power Points, etc. 44%
• The Interactive Display - for displaying mobile devices 44%
• Both Interactive Display and Rear monitors 12%
• The dry erase whiteboards 0%

When asked what BYOD devices they used in the ALEC, instructors responded:

• MacBook Laptop 56%
• Android Phone 44%
• iPhone 44%
• iPad 44%
• Hybrid Laptop/Tablet 12%
• Windows Laptop 22%
• Other (including Chromebook) 12%

What faculty like about the ALEC:

• Ability to display mobile devices 100%
• Ability to rearrange the room 100%
• Ability to move about the room 89%
• Lighting 89%
• Furniture 78%
• Interactive Display 78%
• Wall Color and Carpet 78%
• Sound 56%

What faculty liked most about teaching in the ALEC:

• Getting creative, coming up with exercises and activities for the students in group settings to utilize the equipment.
• Interactive display and opportunities to share screens.
• I enjoyed the opportunity to learn and use new educational technology tools in a supportive environment.
• I really enjoyed the freedom and flexibility to teach how I wanted and that at any given moment we had the ability to detour from the lesson by allowing students to share what they were finding online related to the topic.
• Being able to use wireless devices.
• I liked the ability to move from the Interactive Display to other mobile devices when needed.
• I like that I can be flexible in how I want to project information for students. Sometimes I will have 2-3 different screens being projected. I also like that students have become so comfortable in sharing their information through the interactive displays. I've also started moving the podium around based on where I want students to focus. When I'm in a regular classroom, I start to feel so confined to the podium being in stationary place.

Teaching Our Students

The James C. Kirkpatrick Library actively engages students and faculty in its Information Literacy Program to meet the information needs of today’s students and faculty.

- Blackboard is UCM’s learning management system that students use to engage with their faculty and courses. This year, JCKL and CTL began engaging in the administration of Blackboard including analytics development used to assess student engagement and evaluate learning outcomes. We have also begun a project to re-design the overall appearance of Blackboard to make it easier to navigate and to be better aligned with the new UCM website.
- LibGuides are now the primary source to start searching on various topics (e.g., agriculture, chemistry, literature, etc.). Developed by faculty librarian liaisons with faculty input, each LibGuide includes the best quality resources on a specific topic where students can begin and continue their research for projects. Currently there are 86 subject-specific LibGuides.
- Embedded/Workshop Instruction: Faculty librarians continued to provide course-embedded and instructional workshops. Instruction remained steady with fewer librarian faculty providing instruction.
Research Consultations: Faculty librarians working 1-on-1 or in small groups with students or faculty.
Making Information Accessible

To meet the information needs of students, faculty, and staff more cost effectively, JCKL is migrating to a new integrated library system. The new library services platform, known as Alma, will be used to manage all physical and electronic resources including integration with existing campus systems, such as Banner and Blackboard.

In addition, there will be a new user search interface aiding discovery of library books, journal articles in the JCKL collections as well as other library collections. Known as Primo, this web interface was developed after an extensive series of surveys and focus group feedback from the campus community. Primo is also integrated with interlibrary loan and WorldCat, making is easier for students and faculty to borrow items not owned by JCKL.

The Library is constantly acquiring and licensing quality information to support teaching, learning, and research on campus. During 2018/2019, the Collection Management Team:

- Expended 100% of the FY19 collections budget on resources in the following categories: 47.1% electronic databases; 26.9% individual journal subscriptions and publisher collections in print and/or online formats; 4.1% on demand-driven acquisitions (multiple formats); 15.1% on books and non-print items including single title e-books; 3.4% on standing orders for print and online continuations; and 3.4% on access tools (e.g., cataloging, discovery, etc.) to access electronic content.
- Provided access to online subscription content for over 100,000 journals; 275,000 e-books; and 175,000 streaming media.
- Purchased 265 individual ebooks; continued participation in the MOBIUS consortial buying group Overdrive eBooks.
- Initiated a MARC records service for individually purchased eBooks, simplifying in-house cataloging requirements and greatly reducing the time from purchase to accessibility.
- Cancelled 69 subscription databases due to duplication, including a large collection of databases from Gale/Cengage.
- Demand-driven, transactional access for non-subscribed journal content was initiated with three major publishers.
- Changed format of 61 single-title journal subscriptions from print to online.
- Conducted trials of two video collections.
Collaborative Efforts

JCKL continues its tradition of collaborating with various units across campus and the community to provide the best in resources and services to students and faculty. Collaborative efforts this year included:

- **The start of a collaborative digitization project with Trails Regional Library, the Johnson County Historical Society, the Muleskinner, the School of Visual and Performing Arts, and other area organizations.** To date, JCKL has been awarded $26,000 in grant funding to plan the scope of the project, train personnel, and hire interns to digitize currently hidden collections.

- **Working closely with the Office of Graduate Education & Research to develop a series of workshops.** Taught by faculty librarians, this series provides graduate students with strategies on how to effectively develop a research question, and research and write a master’s thesis, internship or research projects, including using accurate citation management. This year, faculty librarians taught 20 workshops with 94 participants. Seven students received a certificate for completing the entire series.

- **Continue the CTL Learning Space Instructional Design Team with representatives from the Office of Technology and the Office of Academic Programs & Services to rate and review learning spaces (classrooms) on campus per the EDUCAUSE LSRS Rating rubric.**
The 51st Children’s Literature Festival (CLF) was held at the University of Central Missouri from March 17-19, 2019 featuring an array of state and national literary stars and emerging authors and illustrators who presented to approximately 4,400 people. Established in 1969, this long-standing event attracts Missouri students in grades 3-10, along with book lovers of all ages, to engage with children's book authors and illustrators about their work. Award-winning artist and illustrator E.B. Lewis, the 2019 Gilbert-Sadler Speaker Series Keynote speaker, spoke about overcoming one's fear of mistakes.

140 schools from 43 counties across Missouri had the opportunity to choose from sessions given by 30 authors and illustrators. Presentations lasted 45 minutes and attendees also had the opportunity to visit Book Sales. A new bookmark contest and festival photo scavenger hunt were inaugurated.

In 2019, the Festival made significant strides in increasing presenter diversity. Identifying diversity in race, ethnicity, ability, sexual orientation, and other metrics, the percentage of diverse authors and illustrators has grown from 16% (in 2017), to 24% (2018), and now 42% in 2019. Festival Director, Maya Kucij, has the goal to meet 50% in 2020.
Points of Pride: Our Faculty Librarians and Library Staff

*Teresa Heater* (Client Services Manager), *Josh Welker* (Assoc. Prof./Discovery & Systems Librarian), and *Laura Horne-Popp* (Assistant University Librarian) all successfully completed ExLibris Alma certification.


Josh Welker, Asst. Professor/Discovery & Systems Librarian, was promoted to Associate Professor and has also received tenure. He is also pursuing a UCM graduate degree in computer information systems/computer science.

Laura Horne-Popp has been accepted to the UCM cooperative doctoral program in educational leadership and policy analysis.

Recognizing Those Who Have Served

Dawn Howard, Library Assistant V, retired from JCKL in April 2019 where she was responsible for cataloging materials for our collection.

Rusty Smith, Library Assistant V, completed an MLS from the University of Missouri, Columbia and accepted a position in Oklahoma in Fall 2018.

Sadly, three members of the JCKL family passed away this past year:

Eddy Agueros, Manager, Client Services, started his career in the Office of Procurement and received his Masters of Science in Sociology from UCM.

Lynnette Yearns, Library Assistant V, worked in interlibrary loan, then in Technical Services as a Library Assistant V cataloging books.

Linda Medaris, former chair of Library Services, served the library for 35 years in the areas of library public services, interlibrary loan and library technical services.
Our Future

Looking forward, JCKL continues to have a bright future and will be working on several projects including:

- **Digitization of Uncovered Materials**: Josh Welker, Assoc. Professor/Discovery & Systems Librarian, is leading the effort to digitize important materials of interest to the Warrensburg area. Grant funding has been received to survey local area collections identified to be potentially digitized and made accessible through the JCKL library’s web portal in the near future.

- **Collaborating with the Title III: Achieving Student Success: Academic and Social Supports for Improving Retention and Completion grant project**: Faculty librarians and the Center for Teaching & Learning will be working with this important 5-year Title III grant developing and providing professional development and information literacy instruction opportunities.

- **Continuing to refresh Library as Place**: bringing additional group study rooms online, and conducting a usage study of the computer lab classrooms in the Harmon Computer Commons.

- **Integrating information literacy/discovery skills** more purposefully across the curricula.