

Illinois
Central
College

LIBRARY
EAST PEORIA • DOWNTOWN PEORIA, THOMAS BUILDING • ICC NORTH, CEDAR HALL

Illinois Central College Library

Application for ACRL's Excellence in Academic
Libraries Award



On the edge of East Peoria, Illinois, where the cornfields start, sits Illinois Central College (ICC). Founded in 1967, ICC is a two-year community college serving ten counties in central Illinois. ICC's mission states, "Through learning, minds change. We believe by changing minds, we can change the world," and led by Library Services Director Cate Kaufman, we live out this mission every day with the resources and services we provide at the library.

Vehicles of all types travel up the highest hill in Tazewell County to the curvy roads that lead to the East Peoria campus. It is early morning, and students are already arriving on campus, walking the winding sidewalk paths, heading to the library. It is 7 o'clock and the doors of the East Peoria library open to assist students before their first class of the day. Emily Roush, the circulation supervisor, is hard at work getting the library ready for an eventful day. Interlibrary loan Librarian Gretchen Turvill is busy filling request for library resources for students, staff and faculty members. In FY2013, we loaned 3,575 resources and received 2,481, an increase of 5.7 percent in lending from FY2012. Administrative Assistant Patty Schubert works on approving library space requests, processing invoices and managing supply orders for the library.

At 7:30, the libraries at the Downtown Peoria and North Peoria locations open. The Downtown location is located just blocks off the Illinois River next to businesses of all types in the heart of downtown Peoria. It is home to most of the Health Careers classes, and the library reflects this in its collection. Since the arrival of Campus Librarian Sue Franzen in 2010, the Downtown library has become the hub of activity at the Downtown location. Sue, along with librarians Jane Bradbury and Rochelle Gridley, has built a strong relationship with the nursing, occupational therapy and other Health Careers faculty. Circulation Assistant Tiara Thomas features different Health Careers programs in her monthly displays.

The North location is on a main thoroughfare a few miles away. North is home to a state-of-the-art culinary program and a growing number of general education courses. Over the next few years, this campus will offer as many classes and serve as many people as the main campus in East Peoria. As a part of this growth, a building will soon be erected to house the new library and other student services.



Classes begin at 8 o'clock, and Reference Librarian Amy Glass is off to her first instruction session of the day on the East Peoria campus. Amy weaves through the usual student hangouts. Most of the buildings on the East Peoria campus are connected by a serpentine system of hallways and sky walks. Once inside the main structure, students and staff do not have to go outside, which is nice on very cold Illinois winter days.

Earlier this year, the library was honored with being a part of the inaugural group for ACRL's Assessment in Action program. Part of this program is to develop and implement an active learning

project. Amy's project focuses on librarian-led research instruction and asks "How does library instruction provided for an English 111 [Composition II] class impact student success within a research project?" Since April, Amy has been hard at work forming a cross-campus team and collecting tools to assess papers written in composition classes with librarian-led instruction and without. With this project, Amy hopes to prove the significant impact library instruction has on students' work.

Information literacy is at the heart of our library. ICC's new general education goals, adopted in fall 2012, embrace information literacy. To advance the obtainment of this goal, we have reinvigorated our instruction methods. We know that the traditional method of lecture-based instruction is flawed, as students soon forget the presentation. Over the spring and summer of 2013, we reinvented our instruction to be Active Learning Library Instruction or ALLI (pronounced "ally"). Faculty and students already had library liaisons for their subject areas, but now they also have ALLIs.

With ALLI, when faculty members request an instruction session, they choose from several different modules to better suit their class's needs. There are several modules to choose from: Introduction to the Library, Plagiarism, Paraphrasing, Scholarly Article Analysis, Scholarly vs. Popular articles, Editorials and Background Information on Topics, Database Comparisons, and Website Credibility. With the new active learning format, we are receiving more requests for instruction sessions than before. In July through October of 2013, we conducted 157 ALLI sessions in-person and virtually. In FY2013, we taught 224 total library instruction sessions which is up 47 percent over FY2012. Now instruction session numbers are increasing dramatically; we have taught more library instruction sessions with ALLI in the first four months of FY2014 than in all of FY2012.

ALLI has enhanced the "one-shot" presentation method of instruction and the more personalized interaction with embedded librarianship. Since 2010, we have offered an embedded librarian program through which a librarian works closely with an instructor and his or her class(es) to provide guidance in navigating information resources. Each embedded librarian relationship is specific to the needs of the class. We have reviewed and graded bibliographies, developed assignments to better utilize library resources and met individually with students. With the ALLI modules, faculty can more easily embed a librarian into their course and have several modules presented to the class throughout the semester.

Embedded librarianship also has been available for online courses, but in summer 2012, embedded librarianship for online classes improved significantly with the College's subscription to Collaborate through Blackboard, ICC's content management system. With Collaborate, we can offer real-time virtual instruction sessions. Instructor Susan Hillabold saw a dramatic increase in the use of library materials in her composition class when she worked with embedded librarian Amy Glass



through Collaborate. Students demonstrating proficiency in research in Dr. Hillabold's class went from 18 percent in spring 2012 (with no Collaborate session) to 81 percent in summer 2012 (with Collaborate sessions).

Information literacy is also instilled in students through individual research appointments. This option is especially popular with the Health Careers students at the Downtown location. Currently, four of the Health Career programs mandate library appointment in several of the required classes. Appointments range from getting a librarian's approval on an article for class to 15-minute meetings about finding the best resources for their area of study. In one month in fall 2013, librarians approved over 375 articles for Health Career assignments. In FY2013, there were a total of 49 appointments with individuals or small groups, a 29 percent increase from FY2012. We expect this number to increase as more faculty members require or suggest research appointments.

As the 8 o'clock classes let out, more students are arriving on campus and heading to the library. A nervous student approaches the reference desk with a research question. Reference librarian April Oosting is ready to assist him. She listens, asks questions and then helps the patron with his information need. He says he needs information about the photograph of Marilyn Monroe on top of a subway grate for his humanities essay. April expertly shows the student how to find the best information for his topic. Once the student gets started at his own computer, she checks in with him periodically to make sure the research process is going well. In the most recent campus-wide Student Satisfaction Inventory (SSI) assessment, students agreed that library staff members are helpful and approachable. SSI highlighted this area as statistically significant at the .05 level from the previous administration of the test two years earlier.

Another reference question comes in via chat. While April is assisting her patron, Reference Librarian Tom Eertmoed, at the North location, answers the chat. More and more students are using chat as their preferred method to converse with a librarian. In FY2012, we received only 29 questions through chat. In July 2012, we switched our main chat service to LibraryH3lp. In our first year of using LibraryH3lp, FY2013, we had 684 chats. This is a 2,259 percent increase from FY2012. Already in FY2014 we have had over 330 chats. The increased visibility of the service has bolstered usage: LibraryH3lp chat widgets have been embedded in our website, in multiple instructors' Blackboard sites, and in every LibGuide, so students can have instant access to an ICC librarian.

The phone rings at the Downtown location, and a student asks a question for her dental hygiene assignment. This time, Rochelle directs the student to one of our many online resources created especially for ICC students and employees. We have 121 published guides through the LibGuide platform (<http://libguides.icc.edu/>). In the past year, we have added 14 new guides. LibGuide topics vary from general guides, like "Quick Start to Research," to guides designed specifically for classes, like "Environmental Biology," to subject specific guides, like "Philosophy". In FY2013, there were a total of 35,008 views, a 35 percent increase from the previous year.

The amazing team of librarians at the Downtown location has created a guide for each Health Careers department program offered. From Nursing to EMT to Therapeutic Massage, students can access all the



information they need in one place. Respiratory Therapy Program Director and instructor Kelly Crawford-Jones comments, “Thank you, thank you, thank you Jane for all your help with the libs [LibGuide]! And for presenting to the new students. We look forward to seeing you again in the sophomore class. WOW! I am completely amazed at how technology is moving the resources at ICC into a realm of space that I could not even have imagined! Thank you!”

In East Peoria, another student is browsing the stacks, walking back and forth through the aisles. He is able to navigate the collection based on the signs we created to help students navigate subjects in the stacks. The signs also contain the URL and a QR code to the corresponding LibGuide for the subject, so the student can easily browse the stacks for the materials they need and get the complementing information with electronic resources.

The ICC Library is strongly invested in electronic resources. Electronic holdings comprise half of our library’s collection. Patrons have access to over 55,000 e-books and over 100 databases, which puts us on par with many four-year colleges and universities. Despite continued decreased enrollment, our electronic resource usage for many products continues to increase. The numbers of titles viewed in the database *Films on Demand* has grown 62 percent from 2012 to 2013. In 2013, we added seven new streaming video collections on a broad range of topics and two history subject databases. In 2014 we will be adding a fiction e-book collection and World Religions Online from Infobase Learning. We continue to inform ICC students, faculty and staff of the availability of these and other great resources through instruction, reference interactions and marketing efforts.

Brittany Dudek, the Electronic Resources Librarian, keeps the library at the forefront of technology. Since her arrival in 2011, we have changed our e-book collection model to provide more streamlined course-specific and program-specific offerings through a Patron Driven Access (PDA) model. We have created e-book downloading stations at each library to ensure access to all students, regardless of their technology needs. We also started offering virtual library instruction via Blackboard Collaborate. In January 2013, we implemented a mobile website and a discovery service. We have branded the discovery service “Find It @ ICC” and to date we have had 20,899 unique visits with 193,199 searches, which averages to 8.55 searches per visit.

At 10 o’clock, the children from the ICC Child Care Center arrive. Every month, children ages 2-5 come to the library for story time. Outreach and Reference Librarian Michelle Nielsen Ott meets them at the door. The children are all excited for their trip out of the classroom to the library. Their little voices carry excitedly over the library. Once in the room, one little



boy asks to do the dinosaur dance, but he knows he needs to listen to the stories first. Story time instills a love of books and libraries in these children. Over the months and years, Michelle has created quite a bond with the students and staff and is often invited to participate in the activities in the Child Care Center.

As patrons stream into the East Peoria library, they pass by the Learning Commons. In fall 2013, the learning lab and library partnered to make a more centralized area for students to get help with assignments. This Learning Commons room is designed for students to get help with multi-media and related technologies. It is also a space for working on presentations as well as tutoring. This is the first of several changes that will be happening over the next few semesters as the East Peoria library prepares for a remodel. At the downtown location, the entire learning lab was moved into the library making the library space a one-stop shop for students to get academic support.



As students enter the East Peoria library, they also pass a repurposed display case we call the “Wonderwall.” Since 2011, we have asked patrons a variety of questions bi-weekly. Some are library focused (What technology would you like to see in the library?), and others are just for fun (What are you thankful for?). This engagement with our users provides valuable feedback we use to improve library services and products.

At 11 o’clock, English professor Elizabeth Baldrige brings her class to the library. Her students are nervous and uncomfortable in the library, as they are novice users. ICC offers open enrollment, making educational opportunities available to everyone. A corollary to open enrollment is that 60 percent of incoming students do not test into college-level/transfer-level courses, so most students take developmental reading and writing classes. One of these classes has come to visit today. After a quick tour, the students are led to a book display especially created for their class based on their required reading.

Dr. Baldrige commended the library’s initiatives for developmental English classes through the “Wow the Prez” program, in which faculty and staff notify the college president of exceptional educational experiences and excellent service. Dr. Baldrige wrote:

“These are students who’ve been defined against literacy and academic success for their entire lives. They’ve been labeled non-readers. The great majority of them have never known the magic of being so consumed by a book that the rest of the world just disappears, that your own world grows, that you are changed as a person just from the act of reading. But there they were—at home in the library and grabbing books from the shelves, negotiating with one another over who could check out which book first.

“Because of [the library’s] work, these students (whose success even at ICC is statistically questionable) feel not just accommodated but welcomed. They are excited about reading. They are talking to one another about books. They are, starting today, readers.”

The ICC library places a strong emphasis on literacy, something that often gets lost in academic libraries. Every two years, students take the Community College Survey of Student Engagement (CCSSE). One of the areas measured in the CCSSE is personal, enjoyment reading. One of the areas that shows highest student engagement in the 2012 CCSSE was enjoyment reading; ICC students scored higher than their cohort group and students at larger colleges. Librarians have worked closely with Dr. Michael Boyd, Associate Dean of English, and several developmental English teachers to better serve the needs of developmental readers and all readers at ICC. Through our library literacy-based programs our CCSSE score continues to increase.



We recognize that students, staff and faculty are busy people and can’t always read a book in the four-week check-out period. To extend the library beyond the walls, we set up a take-one-leave-one bookshelf just outside the library. “Library on the Loose” has been extremely popular. Anyone can donate a book or take a book. On average, once a book is placed on the shelf, it is picked up within one week and often within a day or two.

We also host a book club open to all students and employees. Each semester, participants become more excited about reading, and the club now reads more books and meets more often than originally planned based on participant response. One of our most successful gatherings was in Spring 2012, when the library offered a free copy of *The Hunger Games* by Suzanne Collins to each participant through a grant from ICC’s Educational Foundation. Many of those participants self-identified as reluctant readers, but instead of reading just one book, the group ended up reading the entire trilogy. In 2014, we hope to have the book club join the official student activities of the college.

Each branch of the ICC library has a collection of rotating leisure reading books. Students and employees enjoy browsing the new, popular titles and leaving with the new Janet Evanovich or James Patterson book. We also maintain several themed displays of recommended titles. Beginning in August 2013, the East Peoria staff recommendations display has exhibited selections from one staff member each month. This arrangement is very popular with the library patrons, and the selections are often checked-out immediately. Staff members are always excited to see their recommendations leave the library in the hands of readers. Our staff and student recommendations also can be found on the readers’ website Shelfari.

Another program to promote enjoyment reading is World Book Night. Since its inauguration in 2012, we have participated in World Book Night. World Book Night ideally follows our mission of getting books into the hands of reluctant readers. In 2012, we gave away 20 copies of Markus Zusak's *The Book Thief*.



In 2013, we obtained multiple titles for all three library locations. We were able to give away over 100 books. We look forward to participating again in 2014.

To promote reading over the summer, we held our first summer reading program in 2012. Our summer reading program is open to all ICC employees and students. After receiving many positive and supportive comments endorsing the program, we have continued it. Participants who read four books

(or equivalent in pages and minutes) during the designated period all receive a coupon for free frozen custard donated by a local restaurant. All participants are entered in a grand prize drawing for a Nook Simple Touch and various gift cards supplied by the library.

Around lunch is the busiest time in the library. Soon after 11 o'clock, Coach Loraine Ramsey stops by the ICC archives to meet with Archive Assistant Donna Thomas. They work together to identify players in photographs of past women's basketball and softball teams. Then a faculty member comes in. He asks Reference Librarian John Anderson if we can get a journal article for him and leaves a few minutes later with the article in hand. We have found that the best way to connect with students is to connect with instructors first. Our relationships with faculty members are priceless. In fall 2013, we started an informal advisory group comprised of faculty. This group helps us, as staff, connect with faculty. Through the group we are able to collect ideas of how to better serve the college community, while faculty gain awareness of the many services and products we already offer.

We start each semester off with faculty at a campus-wide "Celebration of Learning." Celebration of Learning is held the week before the semester begins as time for professional development. Librarians actively plan and coordinate this event, as part of the Organizational Learning Committee, and lead breakout sessions on library resources and services. Topics have included: ALLI, LibGuides, building better research assignments, streaming media, embedded librarianship, online library service, Collaborate, electronic resources, 21st century skills, federated searching, information literacy and the virtual library.

To foster stronger relationships between ICC's faculty and the library, we offer library bucks. Library bucks were designed to increase faculty participation in the selection of library materials. Faculty members have always been able to request items for the library to purchase, but few took part in the process. With library bucks, faculty are more involved with the collection selection process, often working together and pooling their library bucks with other faculty members to purchase a larger item. Library bucks are "won" at a carnival type game during the picnic at Celebration of Learning. Prizes

ranged from \$25 to \$250 in library bucks. Faculty members won a total of \$5850 in library bucks in 2012 and \$7445 in 2013. In addition, all new faculty members automatically received \$50 in library bucks plus their winnings. Faculty members are now taking a greater interest in the library's materials, which means the library can better meet the resource needs of students with faculty-suggested materials that correspond to assignments and classes.

Close to noon, a student comes into the library and asks for Amy. She says Amy came to her class and talked to them about the library and she has more questions. This is not unusual; ICC students are fiercely loyal to their librarians. Once a librarian visits their class, students usually ask that specific librarian to help them, even though they are told that any librarian can help them with their assignments and research. "It makes a big difference to students to see a familiar face in the library," said Developmental English instructor Courtney McKinney-Whitaker. "It's especially important for students who are not yet comfortable with the research process to feel they have an ally."

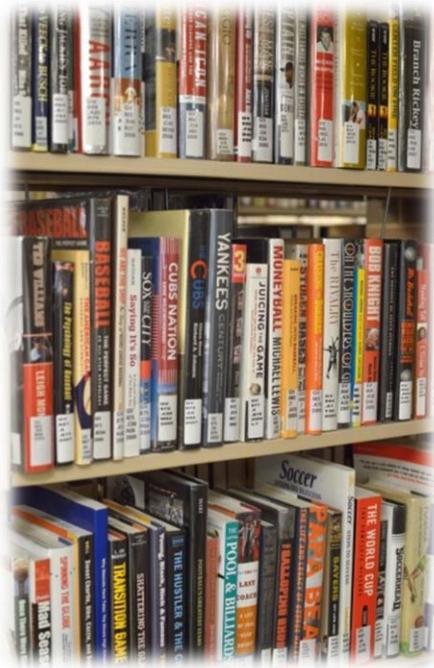
It is noon and Michelle is off to visit Harvesting Dreams. It is important for us to build relationships with student groups on campus. Harvesting Dreams is ICC's initiative to improve recruitment, retention and academic success of African American students. At least once a semester, Michelle visits a Harvesting Dreams meeting to discuss research help and books of high interest to the African American community. Building personal connections to a librarian helps students know where to come for help and to feel more at ease. This is a great opportunity for the library to enact ICC's pledge and strategic priority on diversity while giving great service to students.

To further our connection with students, we also actively participate in campus activities such as the student activities fair, campus orientation, and Welcome Days. Welcome Days are designed to acclimatize students to the campus during the first week of the fall semester, as most are commuters. Library staff members worked at the various help stations around campus to help students outside the library as well as inside.

Because the needs of students reach beyond the classroom, librarians work to improve student life on campus and at home. Since 2010, the library has offered "Food for Fines" days near the end of each semester. Students can "pay" their library fines with non-perishable foods, which are donated to the ICC food pantry to help nourish struggling students. With "Food for Fines," the library both reduces the financial burden of late fines and supports students by providing food to feed them and their families. In April 2013, we collected 61 items.

We are also charitable to our community through the library-led "Jeans Day for the United Way" campaign on campus. For a suggested \$5 donation to the United Way, ICC employees can wear jeans to work one day a month. Donations are collected at the library locations. Because the United Way supports many of the organizations that our students use, this is one more way to help ICC students at home, so they can be better students on campus. In FY2013 we collected \$270.

At 1:00 pm, the librarians gather for the monthly collection development meeting. The ICC library currently operates with very limited space as we wait for remodeling, and since the inception of the library in 1968, there has not been a systematic de-selection process. Starting in 2010, our collection



development focus has been on creating a clean, current collection. We started a systematic review of the collection at all three library locations through which the entire collection will be reviewed for content, currency and usage by 2015. Outdated items are being removed and replaced with current materials. In 2013, the average age of the collection has shifted from 1977 to 1993. Over 50,000 outdated and dusty print volumes have been removed from the collection.

De-selection has helped library staff and students to perform more efficient searches of the stacks. Students agree that the de-selection has been an important undertaking. The Student Satisfaction Inventory (SSI) measured an increase in students describing the library resources and services as adequate from the previous administration of the assessment.

The de-selection process is also a great partnership builder with faculty. We consult with faculty members on the de-selection process, inviting them to make suggestions on what to keep and what to replace, through liaison assignments. Each librarian serves as a liaison to two or three academic departments. We work closely with faculty to ensure that the library has ample resources for their academic subject. Because faculty members now have a greater ownership in the collection, they send their students to use the improved collection in increased numbers. Due to faculty inclusion in the de-selection process, faculty feel more invested in the library. We have witnessed an increase in requested instruction from the faculty members who have been most active in the de-selection and purchasing process.

Our collection development initiative keeps Technical Services Librarian Pam Thomas and Acquisitions Specialist Kathy King busy. Faculty members are requesting more items, especially items needed in a timely manner. When a faculty request comes in, Kathy makes the order a priority and swiftly orders the item, it is processed and the faculty member is notified as soon as it is ready.

De-selection has also created more open spaces in the library. The removal of twelve ranges has allowed for three new study spaces and several new display areas. Students and faculty have enjoyed reading and studying in the new open spaces. History professor David Thompson states, "I find myself spending more of my own time in the library's new, more comfortable and open environment, and students are doing so, too." We have also reinvigorated former offices into study rooms, which are the only places on campus available for private group study and presentation practice. So far in 2013, we have had 170 registrations (groups and individuals) using the study rooms with average usage time of 2 hours per session.

Once the collection development meeting is over, librarians disperse back into the thick of things: to the reference desk, to their offices and to other committee meetings. As staff, the ICC librarians have made great strides in joining the traditionally faculty-orientated campus committees. ICC librarians and library

staff extend their learning and service to others through many campus-wide committees. Over the past few years, a librarian has joined nearly every joint campus committee at ICC. We serve on:

- Academic Quality Improvement Program (AQIP) Category I Team
- American Association for Women in Community Colleges
- Assessment of Student Learning Committee
- Career and Technical Education Committee
- Dental Hygiene Assistant Program Advisory Committee
- Educational Foundation Employee Campaign
- Intercultural Diversity Committee
- General Education Committee
- General Education Goals Task Force for Information and Computer Literacy
- Library Technical Assistant Education Committee
- Medical Assistant Program Advisory Committee
- Nursing Community Advisory Committee
- Nursing Program Advisory Committee
- Occupational Therapy Assistant Program Advisory Committee
- Online Learning Task Force
- Organizational Learning Committee
- Paralegal Advisory Committee
- Physical Therapy Assistant Program Advisory Committee
- Strategic Forum
- Sustainability/Greening the Curriculum Committee
- Technology Advisory Committee
- Technology Think Tank

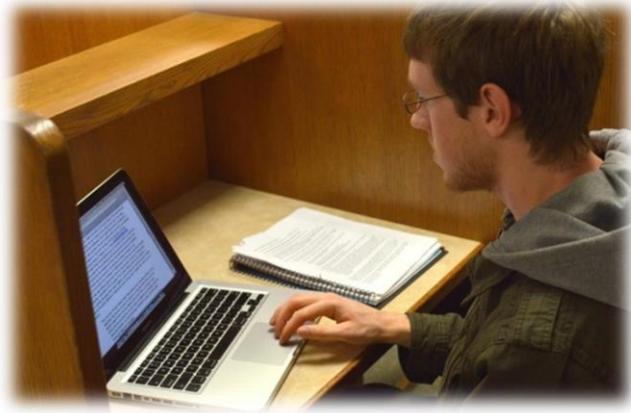
We also serve many regional and national committees including:

- Advocacy Committee- Illinois Library Association (ILA)
- Best Practices Committee-ILA
- Committee of Education- Association of College and Research Libraries (ACRL)
- eReads Illinois-Reaching Across Illinois Library System (RAILS)
- Executive Committee- Network of Illinois Learning Resources in Community Colleges (NILRC)
- Group Buys and Instructional Technology Working Group (NILRC)
- Intellectual Freedom Committee (ILA)
- I-Share Cataloging and Authority Control Team (ICAT) -Consortium of Academic and Research Libraries in Illinois (CARLI)
- Leadership Development Committee-Library Leadership and Management Association (LLAMA)
- Library Support Staff Certification (LSSC) Review Committee (ALA)
- Membership Committee (ILA)
- Peoria Reads
- Education & Training Committee, Public Relations & Marketing Section (LLAMA)

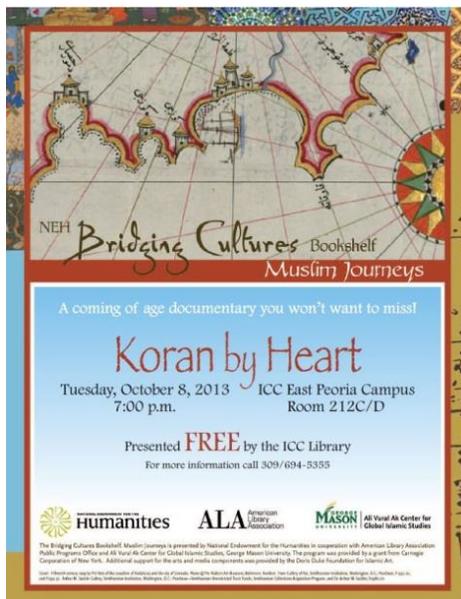
- State-wide Information Literacy Working Group (NILRC)

ICC uses the Six Sigma process as a means of constant improvement around campus. Library staff members actively participate in Six Sigma trainings and teams. Eighteen library staff members are yellow belt trained and four librarians are green belt trained. With our Six Sigma training we are able to participate in the larger campus community and change our community for the better. We even used Six Sigma to help improve scheduling of staff members at the three library locations.

As afternoon wanes on to evening, the day librarians and library staff members head home while a new group arrives. Sara Wade, Susan Kellerstrass and Laura Machetti lead the late afternoon and evening shifts. The same thing is happening all over campus. As people leave, more people arrive on campus to start their evening at ICC. The hustle and bustle of the library is quieting down. Students are spreading out at tables and typing papers. Evening classes begin.



Several librarians also teach evening and/or online classes in the Library Technical Assistant (LTA) program. Dr. Pam Thomas, our Technical Services Librarian, also serves as the program coordinator. The LTA program offers classes on different aspects of librarianship, most of which focus on careers in libraries. The ICC LTA program has a recognition agreement with ALA's Library Support Staff Certification program as well. In addition to the LTA course offerings, a one-credit class, LIB 111: Introduction to Research, appeals more to the general student population. In LIB 111, students learn key skills for becoming lifelong information literate learners. Information literacy skills are different in each



area of study, so LIB 111 is also offered as a subject-specific course in the Health Careers department. As the LTA program grows, we will tailor more sections of LIB 111 to specific areas of study. Enrollment in LIB 111 has dramatically increased with the new general education goal that focuses on information literacy. For fall semester 2013 an additional section of LIB 111 had to be created.

At 7 o'clock in the evening, our very first community program begins. In 2012, the American Library Association and National Endowment for the Arts offered a bookshelf grant called Muslim Journeys. We are one of the recipients of this grant. For months we planned a movie showing of "Koran by Heart" with a local Muslim scholar, Kamil Mufti. Mr. Mufti gave an

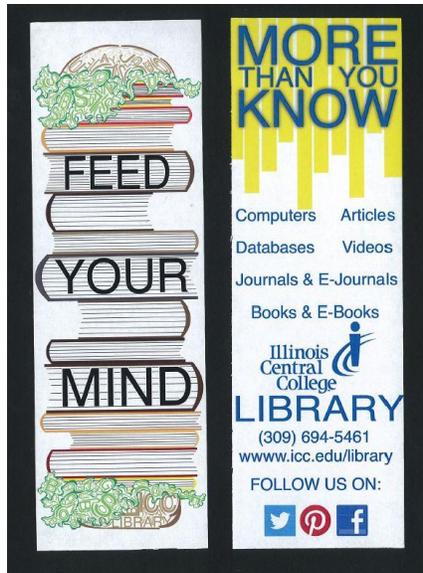
introduction to the religion of Islam and what it means to be a Muslim. We then watched the film and learned about an international Koran recitation competition in Egypt. After the movie, Mr. Mufti answered questions and engaged in academic debate. Twenty-eight people attended the presentation, many of whom were students who attended at the request of a faculty member.

Promoting the library has become increasingly important. In 2010, the ICC library initiated a marketing campaign to advertise products and services in posters around campus. We developed a marketing plan, word mark and the slogan “More than you know...” Each semester, we promote two or three aspects of the library through the poster campaign. We have addressed a variety of topics: the three library locations, ebooks, mobile library technology, texting a librarian and interlibrary loan services. While these services are standard at many libraries, many students, faculty and staff did not know they were available. The campaign has greatly increased the visibility of the library on campus and has generated positive publicity.

We are continuously growing our outreach to the College. To celebrate National Library Week, we hold an annual Edible Book Festival; we completed our 3rd year in 2013. All students and employees are invited to create a piece of edible art related to a book or book theme. The entries are judged by popular vote, and awards are given to the top



three winners at all three library locations. After the judging, participants and library patrons enjoy eating the entries.



In fall 2013, we teamed up with the graphic design program to help create student-made promotional material. Graphic arts students designed new bookmarks for library promotion. This mutually beneficial partnership gives students experience creating pieces for a real customer, and we get fabulous materials to help promote the library. The graphic arts faculty have expressed desire to continue this alliance with other items.

Although the day is over, a librarian’s work is never done. We are continuously working on improving our skills. Yearly performance reviews and six-month checks ensure that staff members understand their roles and responsibilities and continuously work to improve their performance. In FY2012, we developed a set of core competencies for each job in the library, which are discussed at performance reviews. These core competencies include technologies, policies, procedures, and library standards that are essential to specific job functions. All staff members first self-rate and then review the competencies with their supervisor. Supervisors then provide training opportunities to

strengthen skills in the areas needed. Through core competencies, library staff members remain current with the information and skills they need to perform optimally in their positions. We were the first department on campus to develop staff core competencies, and have been requested by the Human Resources Department to possibly be used as a model for the entire college.

The librarians developed a Blackboard site (ICC's course management system) devoted to library policies and procedures, which allows library staff to have access to needed information. What was once scattered among personal drives and the library's shared drive is now organized into a one-stop-shop for library staff information. This is very beneficial for all library staff, especially part-time librarians, when policy questions arise.

Through the Professional Development Institute at ICC, many library staff members are completing the new ICC Leadership Series. The series requires 16 modules for a total of 52.5 hours and is designed to expand knowledge and skills needed to be leaders at the College. So far, seven library staff members have completed over 400 hours in the Leadership Series.

ICC librarians saw a need for a conference specifically dedicated to community college libraries, so Cate and Brittany spearheaded a first-of-its-kind conference in fall 2012. ForwardFocus is an in-person and virtual national conference specifically geared toward community college libraries. ForwardFocus



Conference inspires library innovations in community college libraries by showcasing current projects, pilot projects, or out-of-the box ideas that have yet to take off. Presentations included topics that highlighted current, evolving and future issues in community

college libraries. Patrick Nunez Rauber of Broward College (Fort Lauderdale, FL) attended the inaugural conference and states, "This conference is a testament to [ICC's library staff's] dedication to student success, critical thinking endeavors, and community engagement. The conference was a phenomenal beginning to what I hope becomes a distinguished tradition."

In the inaugural year we had 22 in-person participants and 31 online participants. Based on their feedback, the format changed from a presentation-based program to moderated discussions for 2013. We also held the online sessions for 2013 separately instead of streaming the in-person sessions. This increased the number of topics being discussed to 11 in-person and 11 online. Session leadership participation grew and we had even more leaders from all over the country including Washington, Texas, and Connecticut, moderating online. The 2013 conference registration spread to 152 participants with 29 in-person and 123 online. We are in the process of evaluating this year's conference with an eye toward planning next year's to make it an even better event and possibly expand the conference into a two-day event.

The library closes and we drive home satisfied that we have made a difference in the education of so many students today; we are changing minds and the world. We are in a continuous process of improvement and modernization that has revolutionized the way patrons interact with the library at

ICC. We know will continue to be forward-thinking and continue to adapt new technology and add new services and phenomenal resources as we move through the 21st Century.



Our website is www.icc.edu/library

Support letters provided by:

- Janice Kinsinger, Associate Dean, Instructional Innovation and Learning Resources, Illinois Central College
- Dr. Michael Boyd, Associate Dean of English, Humanities and Language Studies, Illinois Central College
- Desiree Axelson, Assistant Professor, health Careers, Illinois Central College
- Lee Ann Hohstadt, Associate Professor, Health Careers, Illinois Central College
- T.J. Urbanski, Library Director, Joliet Junior College

Presentations and Publications (since 2008)

Franzen, Susan. "Transforming Instruction." ForwardFocus. 25 Oct 2013. Speech.

Franzen, Susan, and Lee Ann Hohstadt. "Collaboration Success at Illinois Central College." Forum. Consortium of Academic and Research Libraries in Illinois (CARLI). 10 June 2011. Speech.

Glass, Amy. "Information Literacy and General Education Goals: A Brilliant Combination." Annual Meeting. Illinois Library Association. 18 October 2011. Speech.

Glass, Amy, and Beth Duttlinger. "Take the Plunge Into Podcasting: Tips and Techniques to Make Your Jump Easier." Annual Meeting. Illinois Library Association. 08 October 2009. Speech.

Glass, Amy, Lisa Janicke Hinchliffe, and Cate Kaufman. "Assessment in Action: An Illinois Community College Library Perspective." Illinois Council of Community College Administrators Annual Conference. Springfield, Illinois. 14 Nov. 2013. Speech.

Glass, Amy, et al. "CARLI Libraries Assessing Library Impact: Engaging a National Initiative." Consortium of Academic and Research Libraries in Illinois Annual Meeting. Champaign, Illinois. 1 Nov. 2013. Speech.

Kaufman, Cate. "The Evolution of Library Spaces." ForwardFocus. 02 November 2012. Speech.

Kaufman, Cate. "Improving Statistics Keeping with DeskTracker ." Network of Illinois Learning Resources in Community Colleges . October 2011. Speech.

Kaufman, Cate. "Increasing Student Engagement through Socialization." Network of Illinois Learning Resources in Community Colleges . October 2011. Speech.

Kaufman, Cate. "MyInfoQuest Text Messaging Reference Service ." Annual Meeting. Illinois Association of College and Research Libraries. Illinois, Chicago. March 2010. Speech.

Kaufman, Cate, and Brittany Osika. "Online Tutorials: Their Creation and Use." Network of Illinois Learning Resources in Community Colleges. 14 June 2012. Speech.

Kaufman, Cate, and Brittany Osika. "Springshare Products: What We Have and How We Use Them ." Network of Illinois Learning Resources in Community Colleges . 14 June 2012. Speech.

Nielsen Ott, Michelle, and Patrice Hess. "Online Learning 2.0." ILCCO/NILRC Conference. 12 April 2012. Speech.

Osika, Brittany, and Cate Kaufman. "Expanding a Community College Library's Mobile Presence on a Shoestring Budget." *The Handheld Librarian*. Ed. Lori Bell and Thomas A. Peters. ABC-CLIO, 2013. Print.

Osika, Brittany, and Cate Kaufman. "'Mobilizing' Community College Libraries." *Searcher* 20.9 (2012): 36-39,46. Print.

Thomas, Pam. "Roles and Responsibilities of LTAs in the Workplace." ForwardFocus. 02 November 2012. Speech.

Thomas, Pam, et al. "Publish with ALCTS!" ACRL. McCormick Place Convention Center, Chicago. 29 June 2013. Panel presentation.

December 4, 2013

309.694-5-ICC

Joyce L. Ogburn, Dean of Libraries
ACRL Excellence in Academic Libraries Award Selection Committee
Appalachian State University
218 College St.
P.O. Box 32026
Boone, NC 28608

ACRL Excellence in Academic Libraries Award Selection Committee:

As the Associate Dean supervising the Library, I am most pleased to send a letter of support for the ACRL application for Excellence in Academic Libraries Award for Illinois Central College. We are a comprehensive, full service community college located in East Peoria, IL with 3 campus locations, an instructional site and a virtual campus. The college has three libraries serving over 11,000 students each semester with 183 full-time faculty, 429 adjunct faculty and remaining staff totaling 1200. We have seen major changes in the past five years that have resulted in a transformation from a traditional library touting collections of resource materials to a learning and information literacy commons that provides service, information literacy assistance, study spaces for individuals and small groups and practice space for multi-media presentations all with technical support.

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East Peoria, IL
61635-0001
309.694-5422
309.694-5700 TTY

Downtown Peoria

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Peoria, IL 61635-0001
309.999-4500
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201 SW Adams
Peoria, IL 61635-0001
309.999-4600

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Peoria, IL 61635-0001
309.690-6800

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Pekin, IL 61635-0001
309.353-5088

I am most pleased with the progressive and talented synergy of the staff within the library. I was pleased to attract Cathryne (Parish) Kaufman as the college's new library leader in December, 2008 upon the retirement of a twenty year veteran Library Director. Since that time, Cate has developed and thoroughly implemented a 5-year weeding process/collection and development plan in collaboration with faculty and brought in vibrant and energetic staff including a progressive Electronics Resources Librarian, Brittany Dudek. The library has weeded almost 56,000 volumes in this 5-year period and removed shelving to provide more study space for students. The Library boasts more current electronic and material resources used more than ever before---with the stats to prove it. Together, this staff has transformed the "traditional college library" into the age of information literacy, effective use of electronic databases, streaming media, e-Books, LibGuides, live chat and growing the learning commons philosophy---all without the help of any remodeling of our current facilities.

Our library supports the Library Technical Assistant Program, offered both as an applied science degree and as a certificate program. Most staff librarians teach as adjunct faculty within the program which provides a great professional development experience for our librarians as they teach ICC students the career of library science. This also provides more credibility for the librarian staff as they collaborate with our faculty regarding information literacy, embedded librarians and reference assistance. ICC's LTA Program courses are part of the national LSSC (Library Support Staff Certification: <http://ala-apa.org/lssc/>) supported and managed by the American Library Association. The courses have been certified for the appropriate library competencies and can be taken by students nationwide; this has all been coordinated by the LTA Program Director and Technical Services Librarian, Dr. Pamela Thomas.



The engagement of the library staff in our community college is outstanding. A librarian is involved in most of the major college-wide committees: Technology Advisory, Organizational Learning, Intercultural Diversity, General Education, Assessment of Student Learning, Strategic Forum, Endowed Chair and Mini-Grant Review, Online Learning and Sustainability Committee. Since we are a Six Sigma (continuous quality improvement process) college, most library staff are trained as Yellow Belts (beginning level of continuous improvement training) and four librarians are Green Belts (manager level of training). Several librarians and library staff members are also pursuing ICC's Leadership Series consisting of a total of over 50 hours of leadership professional development to be completed within 2 years; about 10 staff are close to completion.

Library staff engagement occurs at the state, regional and national level as well; the library staff first launched a ForwardFocus Conference on November 2, 2012 as a professional development event specifically designed for community college librarians that reflects this engagement and collaboration best. After completing a needs survey, the library planned a conference that showcased the innovations of community college librarians producing a national community college library conference in less than six months. Last year, the event was simultaneously held in person at Illinois Central College and streamed live online to 53 participants in 13 different states. The format of the day included formal presentations and keynote speaker Dr. Anthony Molaro (2011 Mover & Shaker) covering topics of: changes in publishing models, reference services, and how library spaces continue to morph as students' needs change. This year's ForwardFocus Conference (held October 25, 2013) registrations nearly tripled from last year's with 153 participants representing 25 states; approximately 120 were virtual participants! Based on participant feedback, this year's agenda revolved around discussion-based sessions and action plan development with a panel presentation to kick off the day. Costs were kept at a minimum for participants to ensure ForwardFocus was accessible to all community college librarians, regardless of budget. In addition, they offered a complimentary virtual registration to any degree-seeking MLIS student throughout the country to promote community college librarianship. I am in hopes this conference will become a tradition for community college librarians across the nation; this shows the progressive networking needed for today's community college librarians and I am very pleased that it originated with ICC's progressive library personnel!

I have been pleased to be a part of the community college library world for the past eight years and will continue to support this progressive staff! Best wishes in your deliberations and thanks for the opportunity to review our growth and successes.

Sincerely,



Janice M. Kinsinger, Associate Dean
Instructional Innovation & Learning Resources
Illinois Central College
One College Drive
East Peoria, IL 61635-0001
309-694-5758 or jkinsinger@icc.edu

Nov. 21, 2013

Michael G. Boyd, Ph.D.
Associate Dean of English, Humanities, and Language Studies
Illinois Central College
East Peoria, IL 61635
mboyd@icc.edu
(309) 684-8984

To Whom It May Concern,

I am writing this letter in support of the Illinois Central College library's application for the ACRL Excellence in Academic Libraries Award. In the past eight years, I have enjoyed many opportunities to interact with the library as both a teacher and a college administrator. During this time, I have come to know the library and its many knowledgeable and helpful librarians as an invaluable service to the students, faculty, and staff of ICC.

As a classroom teacher, I relied heavily upon the expertise of ICC's library staff. Each semester, I would ask a librarian to be a guest lecturer for my students. In each of these cases, the library staff went above and beyond my expectations, giving students tours and teaching them to think and act critically in response to research tasks. ICC's librarians are very familiar with course syllabi; thus, they are able to assess student learning both formally and informally during these opportunities. After each of library learning session, my students expressed to me how much they learned from the wealth of support ICC's library offers to students. Because this learning opportunity is systemic throughout the college, ICC's librarians are playing a vital role in helping teachers deliver objectives-based instruction and assessing student learning as it relates to those objectives.

ICC's library provides support to students and teachers who arrive at its doors seeking help and support, but it also takes a proactive role in increasing student engagement across the college. For example, librarians offer online services to all students including those who opt for an online-only college experience. In addition, ICC's library has worked alongside the English department in a Summer Bridge project for underprepared college students; specifically, these students benefitted from the work of an "embedded librarian" who attended the class on a regular basis to provide in-class support and service. Most recently, ICC's librarians have initiated collaboration with faculty members in my academic department to implement cross-departmental assessment strategies; this AiA (Assessment in Action) project is already yielding powerful outcomes and increasing engagement of students, faculty, and staff. ICC's librarians know that they have a responsibility to create an excellent service in their library space, but they also know that their role extends into the classrooms of the college as they meet student learning needs.

Among the many reasons that ICC's library can be so responsive to student needs is the heavy level of engagement in the work of academic departments. Each academic

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309.694-5700 TTY

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309.353-5088

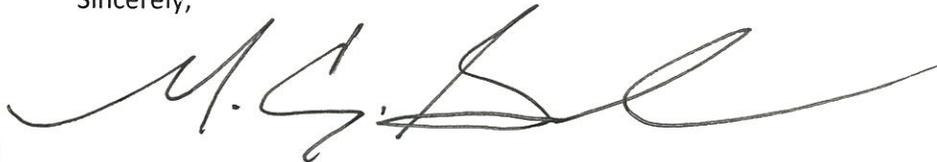


department enjoys the participation of an ICC librarian at department meetings as well as on departmental committees. This is a powerful technique which ensures that channels of communication remain open between the library and the faculty of the many academic departments it serves. ICC librarians even take leadership roles in departmental initiatives, often as speakers at literary and cultural events hosted by academic departments. This commitment to interaction at all levels of the college demonstrates ICC library's commitment to the College's strategic vision and mission.

ICC's library is not simply a physical space where students and faculty can go to find books and journal articles. Rather, the library services are an ever-present aspect of how the College functions. At ICC, Library services permeate the College's online presence; library services reach out to students in classrooms across all campuses; library services support teaching, learning, and assessment. In short, library services are "core" to the way that the College engages students and supports their learning. The robust nature of the College's library is dependent upon the leadership and efforts of its very committed librarians.

For reasons I express in this letter and for reasons too numerous to capture in such a short letter, I wholeheartedly support the Illinois Central College's library's application for the ACRL Excellence in Academic Libraries Award. Further, I am convinced that they will be a deserving recipient of this recognition.

Sincerely,



Michael G. Boyd, Ph.D.
mboyd@icc.edu

East Peoria

1 College Drive
East Peoria, IL
61635-0001
309.694-5422
309.694-5700 TTY

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Peoria, IL 61635-0001
309.690-6800

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309.353-5088



**Illinois
Central
College**
309.694-5-ICC

December 5, 2013

Ms. Joyce L. Ogburn
Dean of Libraries
Appalachian State University
218 College Street
P.O. Box 32026
Boone, NC 28608

Dear Ms. Ogburn:

It is my pleasure to write a letter in support of the proposal of the Excellence in Academic Libraries Award being submitted to the Association of College and Research Libraries by our Library at Illinois Central College.

I am an Associate Degree Nursing Program instructor. As part of the nursing student's graduation requirements, they must complete a Capstone Project. This project consists of four sections. In each of the four sections, the students are required to use credible research articles to verify the information they are presenting. As part of the embedded librarian program, I have met with the librarians to collaborate on the Capstone Project. I have worked closely with them in refining the project's criteria and rubric. In addition to collaborating, the librarians came to the classroom with interactive instructions for finding research articles through the library's website. The students were also required to have the librarian's signature of approval for the articles they chose. With the assistance of the embedded librarian program, I have seen a great improvement of the quality of research articles used by the students for their Capstone Project. Also, in the past, the librarians came to the classroom and demonstrated how to navigate the libraries website to find credible research articles for evidence-based practice.

In conclusion, I fully support the efforts of the Library Department as they seek recognition of a program designed to improve the student's quality of finding and using credible research articles for the use of evidence-based practice.

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East Peoria, IL
61635-0001
309.694-5422
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201 SW Adams
Peoria, IL 61635-0001
309.999-4600

North Campus

5407 N. University
Peoria, IL 61635-0001
309.690-6800

Sincerely,

Desiree J. Axelson
Assistant Professor
Illinois Central College -- Downtown
Thomas Building, Room 103
201 S.W. Adams Street
Peoria, IL 61635-0001
(309) 999-4647



Letter of support in regards to: Excellence in Academic Libraries Award: 12/2/13

This Associate Professor, instructing in the Illinois Central College (ICC) Occupational Therapy Assistant (OTA) program, has had the privilege of working and collaborating with the Thomas Librarian at ICC for the past 5 years. During these past several years, the Thomas Librarian and this instructor have developed and enhanced an embedded librarian program for over 80 OTA students. The Thomas Librarian is welcome into the OTA classroom at any time. The Librarian's role has transitioned from providing a brief library orientation to being an active co-facilitator for a number of student learning opportunities. The most recent project that included the collaborative efforts of the OTA embedded librarian program came in the form of video technology. First year OTA students were presented with a home modification assignment. The student partner teams were expected to play the role of OT practitioners and complete a video that showcased home accessibility for use of a wheelchair. The ICC Thomas librarian provided interactive lessons that addressed the use of the college's Blackboard technology, developed LibGuide components specific to this task and placed resources on reserve in the library. The librarian assisted this instructor with adapting a difficult assignment and turned it into an engaging and meaningful life simulation learning experience. The second year OTA students continue with the embedded experience through further and more detailed lessons resulting in progress with vastly improved library skills.

Positive student outcomes have been observed and evidenced by improved final student products, increase in direct library visits by OTA students, and improved knowledge of library services. Some of the following statements were collected by OTA students regarding the embedded librarian program.

- "The benefit was finding out about how to research for information, using reliable resources."
- "The two working together helped me better understand the project at hand."
- "I didn't think that the librarian could help me as much as she did."

The collaboration between librarian and instructor has many benefits to both parties. Advantages to librarians include but are not limited to getting to know the students and instructor, learning more about a subject area and creating faculty support of the library. Advantages to the instructors include but are not limited to different perspectives and brainstorming on project assignments, rubric development, time savings, and opportunities to learn more about the library services. Both goals and standards set by either the college or accrediting bodies have been addressed by the embedded librarian program. In addition, assessment of ICC's information literacy goal and the Accreditation Council for Occupational Therapy Education standard for evidence-based research were supported through embedded librarianship. The final outcome is experienced evidenced-based researchers. A bridge has been developed between classroom, library and community generating individuals who, when working in the field of Occupational Therapy will provide solid evidenced based practice approaches with patients, clients and families. This collaborative effort clearly upholds ICC's mission "to enable students to reach their educational potential, and to serve as a resource for the educational and cultural needs of the community."

Respectfully submitted,

Lee Ann Hohstadt, OTA Associate Professor

East Peoria Campus

1 College Drive
East Peoria, IL
61635-0001
309.694-5422
309.694-5700 TTY

Downtown Peoria Campus

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115 SW Adams
Peoria, IL 61635-0001
309.999-4500
THOMAS BUILDING
201 SW Adams
Peoria, IL 61635-0001
309.999-4600

North Campus

5407 N. University
Peoria, IL 61635-0001
309.690-6800





JOLIET JUNIOR COLLEGE

1901

November 21, 2013

To Whom It May Concern,

As the Library Director at Joliet Junior College (JJC), I am pleased to write this letter of support for Illinois Central College (ICC) Library's continued involvement in the ACRL *Excellence in Academic Libraries Award*. During the past three years, I have continued to appreciate the many opportunities afforded me to collaborate with the ICC librarians and staff, both as a colleague and through the Network of Illinois Learning Resources in Community Colleges (NILRC) and the Consortium of Academic and Research Libraries in Illinois (CARLI) consortiums. During this time I have collaborated with the ICC library staff on numerous occasions and have come to depend on them for innovative programs and tools to help not only JJC meet its academic goals, but also the needs of the other Illinois community college libraries throughout the state.

One of the strengths of ICC's librarians and staff is their focus on developing new programs and services that aid in bringing students and campus faculty together by utilizing their extensive work relationships to create new learning environments both online and in person. By capitalizing on these relationships, across campuses, they have successfully used deep knowledge of departmental culture and personal interactions with individual faculty to lead the way to systemic changes in information gathering endeavors at their college. By far, one of the most impressive strengths of the ICC library staff is their many endeavors connecting students with the information they need to meet their educational goals. With the transition from print based content to a digital format, ICC has taken a leadership role in this movement in the community college learning environment, and is uniquely poised to meet the ever changing information needs of the college.

Finally, I would be remiss in not mentioning the ForwardFocus conference held at Illinois Central College once again this past October. This interactive conference was held simultaneously online via Blackboard's Collaborate and in-person sessions. This year saw a dramatic increase in the online attendance and clearly demonstrates the ICC library's use of technologies in its collaborative efforts to address the many changes taking place at college libraries across the world. This this type of leadership is sorely needed in today's ever changing educational environment. As change seems to happen on a constant basis, these types of conferences that allow people the option of participating online or in person during the conference clearly demonstrates the type of leadership in developing and implementing exemplary programs that other libraries can use to help reach a larger audience in their pursuit of better communicating with their peers throughout the world!

I believe the Illinois Central College Library and its staff make an excellent candidate for the continued participation in this prestigious ACRL award.

Sincerely,

T. J. Urbanski
Library Director, Joliet Junior College