

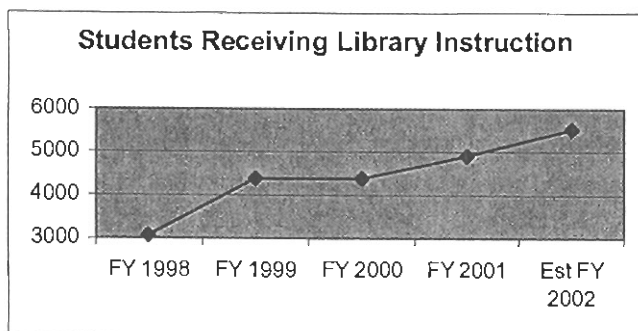
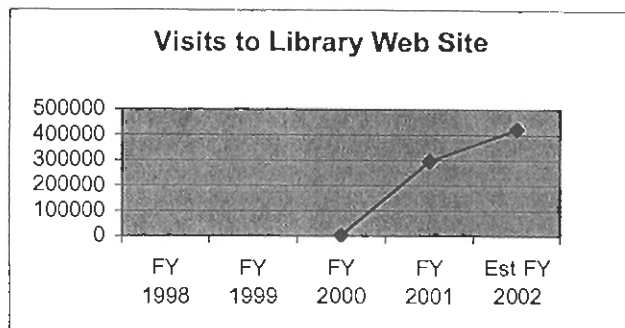
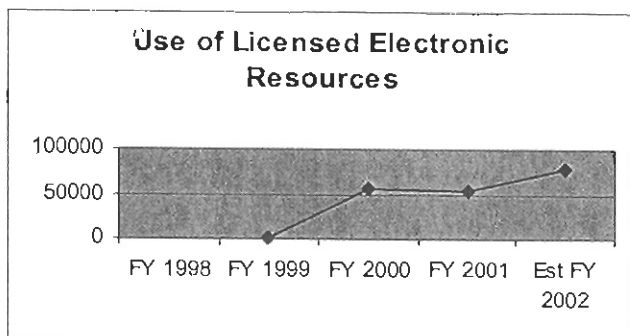
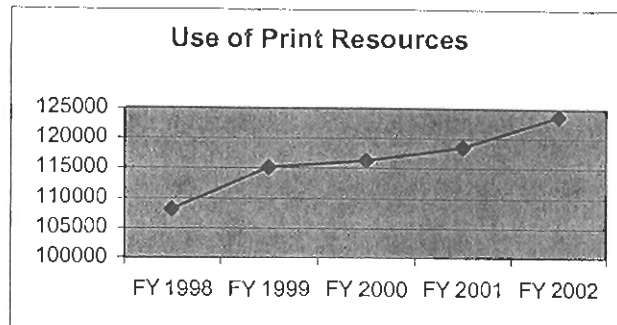
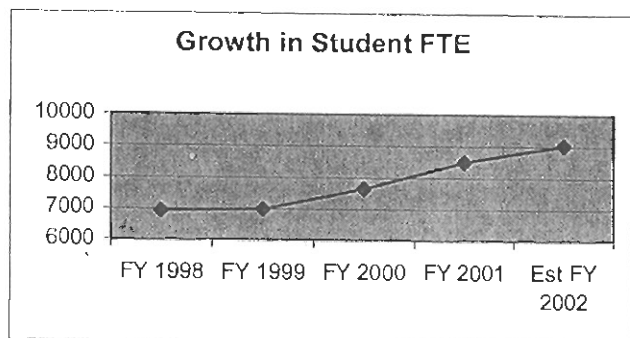
Please click bookmark tab for navigation



[**IRO HOME**](#)

EXECUTIVE SUMMARY

Throughout the five years under review, FY 1998 – FY 2002, demand for the services and resources provided by the library component of the Learning Resources Center has grown at rate equal to or exceeding the rate of growth of the student population.



Growth in Enrollment Impacts Libraries

The Learning Resources Center Self-Study Task Force predicts with considerable confidence that demand for library resources and services during the next five years will continue to increase at a rate at least equaling growth in the enrollment. Growth in the student population has implications for both the traditional book, periodical, and media collections and for the library's electronic resources.

CCCCD Library Facilities Receive Heavy Use

At the most basic level, more students necessitate more seats in library facilities. Visits to CCCC library facilities have increased at a steady rate in recent years, despite the

proliferation of computers in students' homes and the abundance of Internet information. In addition, more students result in more wear and tear on the facilities, furnishings, and equipment at all three library locations, two of which are well into their second decade of intense utilization.

Collections age more rapidly when heavily used

More students require more copies of books and periodicals to complete assignments in a timely manner. Library materials in the health sciences and computer sciences, two popular areas of study at CCCCD, are of particular concern to the Task Force because they become outdated and must be replaced more quickly than other materials and are significantly more expensive.

The Internet is not free

Optimistic decision makers and students would like to believe that the Internet could compensate for deficiencies in traditional collections. In reality, however, the vast majority of the world's best literature is not available for free on the World Wide Web, nor is the most reliable and up-to-date information in rapidly developing academic disciplines. High quality licensed electronic resources like those provided by the library cost as much or more than similar print materials.

Librarians are the most valuable assets

In order to be able to access both free Internet and licensed electronic resources, students look to the library to provide ever more public computers. Students come to the library to do their computing because they look to the library staff for help in understanding how to use complex information products and how to evaluate the quality of information they locate. In a recent study conducted at the University of Notre Dame, students reported that "they rely on the Web for accessing general information; [but] they rely on librarians for starting research and developing research strategies, keyword selection, and information about electronic and other resources."* Library staff must place themselves in a perpetual training cycle. They must be prepared to teach students about specialized products, technologies, and services which change with great frequency and for which training is often unavailable from CCCCD or even in the local area.

In conclusion

The Learning Resources Center Self-Study Task Force appreciates the opportunity to present the findings of its 2002 Self-Study process to the district. Questions and comments regarding the report should be directed to co-chairs Bobbie Long or Marty Adamson, who thank their colleagues on the internal and external review teams for their dedication and contributions to the self-study.

* Escobar, Hector, Jr.; Kanzler, Joni; Porter, G. Margaret; Smith, Cheryl. "The value of campus partnerships in redesigning library instruction: administrators, faculty, and students get involved," *College and Research Libraries News*, v. 63, no. 5, May 2002, p. 345-348.

STRENGTHS AND WEAKNESSES

Describe the strengths of this service unit.

Quality of library staff: Library staff members are experienced, engaged, knowledgeable, open to change, unafraid of technology, and customer-service-oriented. Turnover is low, and average years of experience are high. Library staff members maintain close working relationships with faculty members in the subject domains for which they are responsible.

Value to the CCCC community: The library's clients value, rely on, and have high expectations for library services. Faculty, staff, and students look to the library to be an early adopter of technologies and to introduce new information resources to enhance the educational environment. Rapid growth in requests for library instruction reflects users' appreciation of the library's role as interpreter of the changing terrain of scholarly publishing and information dissemination. Frequent requests from users for expanded library hours indicate that the library's collections and services are meeting an important need.

Support of the Administration: The library has enjoyed the support of college's leaders and administration throughout its history. College administration places a high value on information literacy and self-directed-learning skills as important tools for students to take into their future careers and lives. At SCC, the administration has provided space for a state-of-the-art classroom devoted to library instruction and programming. The administration is tolerant of well-planned experimentation and risk-taking that holds the potential to improve students' acquisition of information skills. The administration invests district resources in the network infrastructure by which the library delivers many of its collections, as well as in instructional technology such as SMART Boards and wireless networking.

Partnerships, consortia, and collaborative efforts: The library benefits from a variety of cooperative relationships such as those with Plano and Allen Public Libraries (shared integrated library system), TexShare (statewide library resource sharing program, including free access to academic databases), AMIGOS Library Services (regional library consortium), and OCLC (global library services network). These partnerships bring the benefits of inter-library resource sharing, training opportunities, volume discount pricing, and access to specialized expertise.

Rapid assumption of new roles: Library staff members are making a successful transition to new service roles. In the last decade, the work of academic librarians nationwide has been transformed by an explosion in the day-to-day information available to citizens. Once hired and rewarded for their skills in tracking down elusive information, librarians now spend their days teaching others how to choose, organize, and evaluate the best information from among many information sources. Today's librarian is an information consultant who meets one-on-one with customers in their offices and laboratories when the teachable moment presents itself. Today's librarian is a talented and engaging teacher, highly trained to present information literacy skills to audiences with different learning styles and goals. Today's librarian is also a Webmaster, organizing diverse electronic resources into a coherent and intuitive web site tailored to library customers' needs. A copy of the forward-looking "Information Literacy Competency Standards for Higher Education" by the Association of College and Research Libraries is included as Appendix E.

Describe and document the weaknesses of this service or administrative unit.

Mismatch between facilities and functions: The district lacks a master plan for LRC facilities to grow in proportion to growth in the size of the student body. A generally accepted rule of thumb is that the library should be able to accommodate 10% of the enrolled student body in using the library at any given moment. A district-wide LRC facilities plan with a five-year horizon based on current and projected student body size is needed. Additionally, each library location needs a library instruction classroom suitable for its new role in information literacy instruction. The CPC and PRC libraries have no library instruction classrooms. At SCC, a library instruction classroom was created in FY 2002. The classroom seats 22, although the number of students in classes often exceeds that number. A 30-student classroom at SCC is needed.

Concern regarding meeting generally accepted standards: Although CCCCD's goals include "elevating CCCCD to the echelon of world-class education," the library does not rise to the top in any comparison against peer Texas institutions, as indicated in the chart appearing in Section VII, "Strategic Advantage." The possibility also exists that the library may fall below the minimum quantitative standards for collections starting in FY 2004 due to rapid growth in student enrollment. At the projected enrollment figures for FY 2004 and 2005, the library will be held to more rigorous standards for the size of its collections. See Appendix F for detailed projections and remediation costs.

Inadequate marketing of library services and resources: While a majority of faculty members use the library regularly, fewer are aware of the entire range of services and resources available to them. Purchase suggestions submitted by faculty often request materials and services that are already available. Classes are sometimes assigned to read or use outdated sources when more current sources have been acquired. Since students glean much of their knowledge of how to use library services by following their professors' guidance, the need for an improved marketing program to faculty is clear.

Inadequate information regarding district planning: The growth of CCCCD's student population has a direct and immediate impact on library collections and services, yet institutional planning assumptions are not routinely shared with library leadership. In general, CCCCD divisions do not routinely share and harmonize their strategic goals. Planning for new academic programs does not include an evaluation of library collections in the proposed subject domain, as recommended by the Texas Higher Education Coordinating Board. A one-time budget supplement to acquire collections for use by the first students to enroll in a new program is not provided. In subsequent years, the operating budget is not increased to assure the continuing quality of resources in the subject domain. Examples of recent programs with significant budgetary implications for the library include those in interior design, biotechnology, and computer networking. Once district planning information is routinely flowing to the LRC, the LRC's own strategic planning horizon should be extended to five years.

Dependence on information technologies to deliver services: The district's Strategic Plan for Information Technology does not mention the library's unique technology role or requirements. Even though the library is one of the most highly automated units of the district and serves as the focal point for the introduction of many new technologies to faculty and students, the library is viewed not as a partner in planning strategies for the adoption of the most recent information technologies, but rather as an end user of generic services.

Training to prepare for new roles: Library staff must acquire new and often highly technical

skills if they are to carry out their new roles. In many cases, relevant training is not available at CCCCD due to the specialized nature of the library's automated tools and resources. Workshops for library professionals often occur at professional conferences or academic venues across the nation, rather than in the local area. In order to be in a position to select and introduce the best new information technologies for the district, the library must invest more intensively than other departments in staff development. The library's budget must reflect the cost of fulfilling this role.

Nation-wide shortage of professional librarians: As society in general and the private sector in particular have come to appreciate the strategic value of internal databases and competitive intelligence, demand for professional librarians to organize and deliver information has exploded. CCCCD may find with increasing frequency that it cannot compete successfully as an employer in terms of salary, benefits, funding for professional training, availability of state-of-the-art equipment, and funding for collections.

Dependence on partnerships, consortia: The library's reliance on partnerships and consortia for cost efficiencies makes it vulnerable to external factors that may be beyond its control. For example, Texas' Telecommunications Infrastructure Fund, which funds many of CCCCD library's databases through the Texas State Library's TexShare program, is currently undergoing a hostile program review by the Texas State Legislature. Should the state library not receive TIF funding in future, CCCCD and other libraries would be asked to fund the costs of the TexShare databases they currently enjoy without charge. CCCCD's cost for these database services would be over \$300,000 annually. To cite another example, the integrated library system shared by CCCCD, Plano and Allen Public Libraries is operated under a handshake agreement. Should Plano Public Library, the host institution for the integrated library system, choose to discontinue the arrangement, CCCCD would need to purchase and operate its own system at considerable cost.

Overcoming the perception that all information is available on the World Wide Web:

While much information needed for daily life in the US is available on the Internet, most scholarly information is not. For a variety of reasons including the economics of scholarly publishing and intellectual property rights, it is highly unlikely that the scholarly literature and quality reference sources will be disseminated without cost for the foreseeable future. Libraries provide a cost-effective mechanism for sharing expensive scholarly resources and for minimizing the cost of these resources to the organization. Libraries do not, however, do a good job of educating decision makers about the differences between scholarly and popular information sources.

SUGGESTIONS/RECOMMENDATIONS

After evaluating the Learning Resources Center library, the Evaluation Task Force offers the following suggestions/recommendations: (Note: the recommendations must be related to the weaknesses described above.)

Note: Recommendations **MUST** be addressed with appropriate action. Progress towards addressing recommendations will be reported three months and nine months after the entire evaluation process is completed. Suggestions may or may not be followed by action. The appropriate Vice President will make this determination.

Recommendations:

1. Develop a district-wide plan to expand and renew library facilities as the student population increases and as facilities age.
2. Provide the library in early notification of new programs and projections for institutional growth.
3. Meet the generally accepted standards for an excellent library collection.
4. Market library services and resources to faculty and students.
5. Include library representatives when planning for the district's future information technologies.
6. Invest in the professional development of library staff.
7. Assure that CCCCD is competitive as an employer of professional librarians.
8. Develop contingency plans for continuing critical library services should partnerships or consortia fail to provide customary benefits.
9. Differentiate the library's electronic resources from those of the public Internet in the minds of library users.

Suggestions:

1. Provide opportunities for divisions to share and harmonize their strategic goals.

Service Evaluation Action Plan

To be completed after external review and before open meeting.

The Action Plan addresses each recommendation and suggestion listed in the previous section. Include a detailed plan of action, time line (must conform to evaluation follow-up reporting timeline), and person(s) responsible for each recommendation and comment on each suggestion. Implementation of recommendations is required while implementation of suggestions is optional.

Service Unit Assessed: Library component of Learning Resources Center

Year Assessed: Fiscal Year 2002

Regarding these Recommendations:

The LRC leadership team relies on thoughtful, thorough, and disciplined planning to coordinate the variety of services and resources offered at its three campus locations. The LRC's "Strategic Goals and 2002 – 2003 Achievement Indicators" (Appendix B), its internal budget processes, and this Self-Study must complement one another if the LRC leadership is to communicate a consistent and compelling vision of the library's future to the library staff and to the district.

The action items listed below each recommendation are drawn in many cases from the LRC's Strategic Goals for 2002 - 2003 and the strategic goal number is indicated following each item originating from that document. CCCCD's President's Task Force on the Future is currently in the process of developing its district-wide strategic plan for 2003 – 2006. The library's FY 2004 – 2006 goals will be selected to support the district-wide plan.

Recommendation 1: Develop a district-wide plan to expand and renew library facilities as the student population increases and as facilities age.

Timeline:

- Within 3 months: Install appropriate CD and audiotape display cases at PRC. (2.5.1)
- Within 9 months: Provide a Faculty Resource Area at CPC LRC showcasing new databases, additions to the collection, and services for faculty. (2.4.1)
- Within 9 months: Develop a plan for establishing quiet areas for student study and collaborative areas for groups at each LRC. (Goal 2.3.4)

Person Responsible:

- Dean of LRC
- Directors of each campus LRC

Recommendation 2: Provide the library with early notification of new programs and projections for institutional growth.

Timeline:

- Within 3 months: Request that an LRC contact person be identified from among the members of the Curriculum Advisory Board
- Within 3 months: Request that the LRC receive copies of the meeting notes from Curriculum Advisory Board discussions
- Within 3 months: Request an LRC seat on Academic Dean's Council
- Within 9 months: LRC Web site offers convenient web forms for...submitting suggestions and collection recommendations... (2.4.2)
- Ongoing: Interview decision makers and stakeholders frequently to identify new program initiatives during formative stages

Person Responsible:

- Dean of LRCs
- Directors of each campus LRC, Liaison librarians

Recommendation 3: Meet the generally accepted standards for an excellent library collection.

Timeline:

- Between September 1, 2002, and August 31, 2003, reduce the average age of SCC and CPC collections by purchasing the equivalent of 5% of current collection count. (1.1.4)
- Between September 1, 2002, and August 31, 2003, increase the PRC book collection by 13,000 volumes, a rate sufficient to meet ACRL standards for excellence within three years. (1.2.1)
- By May 1, 2003, conduct annual qualitative and quantitative evaluation of LRC collections and services using ACRL and SACS guidelines. (1.2.5)
- By May 1, 2003, increase the number of professional and workforce development materials in the areas of business and computer training. (3.2.1)

Person Responsible:

- Directors and librarians of each campus LRC
- Dean of LRCs

Recommendation 4: Market library services to faculty and students.

Timeline:

- Within 3 months: Form a marketing team with representatives from 3 libraries. Develop a marketing plan targeted to specific groups; begin implementation of plan
- Within 9 months: LRC web site offers convenient web forms for requesting interlibrary loans, registering for library cards, submitting suggestions and collection recommendations, asking reference questions, and scheduling library instruction for classes. (2.5.1)
- Within 9 months: LRC Policies and Procedures document has been updated and made available from the LRC's public web site. (3.1.1)

Person Responsible:

- Directors of each campus LRC
- Appointed librarians

Recommendation 5: Improve communications between LRC leadership and those

planning for the district's future information technologies.

Timeline:

- Within 3 months: Communicate library's intention to offer students with vision disabilities access to assistive technology workstations at each LRC to district's information technology leadership. (4.1.2)
- Within 9 months: Work with telecommunications technology leaders to investigate automated call distribution technologies to support LRC customers seeking hours, policies, directions, and staff referral information. (5.1.1)
- Within 9 months: Share information learned from research on self-checkout systems compatible with current integrated library system with Academic Computing Services (5.1.4) .

Person Responsible:

- Dean of LRCs
- Director of each campus LRC

Recommendation 6: Invest in the professional development of library staff.

Timeline:

- Within 3 months: include discussion of staff members' technology skill levels in annual performance appraisals to be completed in July 2002. Document training and other professional development needs as part of performance appraisal record.
- Ongoing: Pursue training and professional development opportunities, drawing from CCCC professional development courses and well as continuing education opportunities from other providers, whether presented in traditional manner or web-based.

Person Responsible:

- Dean of LRC
- Directors and staff members of each campus LRC

Recommendation 7. Assure that CCCC is competitive as an employer of professional librarians.

Timeline

- Within 3 months: As a part of the annual performance appraisal cycle, work with Human Resources to update job descriptions as needed
- Within 9 months: Recruit, select, and appoint a Director of Technical Services. (1.2.2)
- Within 3 months: Recruit, select, and appoint Administrative Assistants at CPC and PRC (1.2.3)
- By August 31, 2003, assure that all LRC staff members have computers suitable for the efficient accomplishment of assigned duties and projects. (5.1.5)

Person Responsible:

- Dean of LRCs
- Directors of each campus LRC

Recommendation 8: Develop contingency plans for continuing critical library services

should partnerships or consortia fail to provide customary benefits.

Timeline:

- Within 3 months: Request that district leadership who have contact with state legislators take the opportunity to educate lawmakers about the value of the TexShare program to CCCCD and ramifications of sun-setting the Telecommunications Infrastructure Fund

Person Responsible:

- Dean of LRC
- Director of each campus LRC

Recommendation 9: Differentiate the library's electronic resources from those of the public Internet in the minds of library users and district decision makers

Timeline:

- Within 9 months: Prepare outline of instructional module covering how to validate a web site. Field test instructional module in established bibliographic instruction venues.
- Ongoing: Seek opportunities to present this information to individual faculty members through liaison program.

Person Responsible:

- Director of each campus LRC
- Appropriate Librarians

2002-2003 Service Evaluation Chief Administrator Comments

Please return to Julie Miles at SCC by August 30, 2003

Service Area Evaluated: **Learning Resources Centers**

Year Evaluated: **2002-2003**

Please review the completed program evaluation and comment on the findings. In your comments please indicate whether you agree or disagree with the task force recommendations.

Comments:

The 2002-03 Service Evaluation of the LRC is thoughtful and thorough. I sincerely commend the writers of the Evaluation and thank them for their excellent work.

Moreover, I agree with all of the nine "Recommendations" contained in the report. The recommendations methodically address – and attempt to correct – each of the "weaknesses" of the LRCs as identified by the external and internal committees.

However, in the comments below, I should like to call special attention to Recommendations #3 and #7.

Recommendation #3 enjoins the LRCs to "meet the generally accepted standards for an excellent library collection." As the LRCs do not meet these standards at the present time, Recommendation #3 is of particular importance given the proximity of our next SACS accreditation visit—in October of 2004. We must act soon and prepare the groundwork for the upgrading of our library collections during the next budget cycle; if we fail to do this, our narrow window of opportunity will disappear, and it will be too late to improve significantly our collections in time for reaccreditation.

In addition to Recommendation #3, I should also like to stress two of the goals contained under "Recommendation #7": the first of these goals requires us to "Recruit, select and appoint a Director of Technical Services. In point of fact, the CCCCD appears to be the only post-secondary institution in Texas without a Director of Technical Services, and until a Director is actively in place, our LRC's will continue to be plagued by inordinate delays in cataloging; by expensive duplications of effort between our cataloging and ordering areas; by delays so extensive in the final shelving of software that the software is often out of date by the time it reaches our students. In addition, our "state-of-the-art"

Vice President Status Report

Program Evaluated: Learning Resources Center

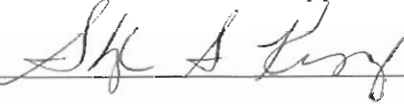
Year Evaluated: 2002-2003

Status Assigned: *Continue with recommendations*

Comments:

Agree thoroughly. #3 Meet the generally accepted standards for an excellent library collection - We have repeatedly requested funds in order to increase the purchase of books per SACS and Standard Library practices which has been partially funded. #7 Assure that CCCCDC is competitive as an employer of professional librarians - A Director of Technical Services should be appointed.

Signature

A handwritten signature in cursive script, appearing to read "Sh. A. King", is written over a horizontal line.

electronic catalog will become progressively ineffective, a continuing source of internal and external embarrassment.

A second goal in "Recommendation #7" asks the LRC to "Recruit, select and appoint Administrative Assistants at PRC and CPC". Currently, of course, the three LRCs and the TLCs share a single administrative assistant; this single employee alone handles a budget of over \$3 million and is likely the heaviest purchaser of equipment and materials at the college (close in volume to Plant Operations only). This has created a bottleneck in the administrative processes of the entire LRC/TLC, and it will continue to affect our areas adversely—and dramatically—until the problem is solved.

Signature Mitchell Amick Date 12/06/02

Upon completion please sign and date. Forward one (1) copy to Julie Miles at SCC and forward one (1) copy to the appropriate Vice President or Chief Administrator. The form entitled "Service VP or Director Status Report" should accompany the copy that you send to the VP.

SERVICE EVALUATION Six-Month Progress Report

Return to Julie Miles at SCC by December 20,2002

Service Area Assessed: Learning Resources Centers

Year Assessed: 2001-2002

Recommendation 1: Develop a district-wide plan to expand and renew library facilities as the student population increases and as facilities age.

Action taken: Written district-wide plan has now been completed.

Comment: New CD and audiotape display cases have been installed at PRC, and a new Faculty Resource Area has been provided for faculty at CPC, as projected in our Assessment timeline for Recommendation 1.

Recommendation 2: Provide the library with early notification of new programs and projections for institutional growth.

Action taken: LRC requested that the VPAA identify a contact person for the LRC on the Curriculum Advisory Board, that the LRC receive copies of CAB meeting notes, and that the LRC be granted a seat on the Academic Deans' Council in order to further the goal of early notification.

Processes are in place so that decision-makers and stakeholders are interviewed frequently to help identify new program initiatives during their formative stages.

By the end of December, the LRC website will offer convenient web forms for more efficiently submitting suggestions and collection recommendations.

Comment: The VPAA has identified Leslie Cannon as the LRC contact person for CAB, but CAB meeting notes are not allowed to circulate. Due to restructuring, the LRC will not have a place on the Academic Deans' Council, but the three campus provosts will now represent the LRCs on the Deans' Council

Recommendation 3: Meet the generally accepted standards for an excellent library collection.

Action taken: The LRCs submitted Supplemental Budget Requests during the 2002 Budget hearings to ensure that the average age of the collections at SCC and CPC could be reduced by purchasing the equivalent of 5% of the current collection count.

The LRCs also submitted Supplemental Budget Requests for increasing the PRC book collection by 13,000 volumes, an annual rate sufficient to meet recognized standards of excellence for college collections within three years.

The number of professional and workforce development materials in business and computer training have been increased, as planned.

Comment: As the requested funds were not granted, we were unable to move forward on the goals of reducing the average age of the collections at SCC and CPC and of meeting standards of excellence for the book collection at PRC.

Action taken: We will shortly form a marketing team with representatives from the three LRCs, to develop a comprehensive marketing plan; by the end of December, the LRC website will offer convenient forms for requesting interlibrary loans, registering for library cards, submitting suggestions and collection recommendations, asking reference questions, and scheduling library instruction for classes; the LRC Policies and Procedures document is now being updated, and will soon be made available on the LRCs' public website.

Comment: None

Recommendation 5: Improve communications between LRC leadership and those planning for the district's future information technologies.

Action taken: LRCs now offer assistive technology workstations to students with vision disabilities at PRC and SCC; need to expand such assistance to CPC has been communicated to members of the ITPC. LRC and IT have investigated automated call distribution technologies and discovered that our telephone system will not support such technology at this time.

Comment: None

Recommendation 6: Invest in the professional development of library staff.

Action taken: Staff members technology skills are now addressed, when appropriate, during annual staff performance appraisals. Training and professional development opportunities are recommended and funded as needed.

Comment: None

Recommendation 7: Assure that CCCCD is competitive as an employer of professional librarians.

Action taken: As projected, all job descriptions in the LRC have been updated; all staff members have been assigned computers appropriate to the accomplishment of their assigned jobs. However, needed LRC Administrative Assistants have not yet been appointed, nor has a Director of Technical Services been hired.

Comment: None

Recommendation 8: Develop contingency plans for continuing critical library services should partnerships or consortia fail to provide customary benefits.

Action taken: Deans' Council (including Provosts and VPAA) have been informed about the value of the TexShare program to CCCCD and the ramifications of sun-setting the Telecommunications Infrastructure Fund..

Comment: None.

Recommendation 9: Differentiate the LRCs' electronic resources from those of the public Internet in the minds of library users and district decision makers.

Action taken:: The LRC has begun working with selected faculty and administration to this end.
In progress: LRC staff is preparing an outline of an instructional module covering how to validate a web site. This module will be field tested in the LRCs' traditional bibliographic instruction venues.

Comment: None

Signature _____

Date _____

Upon completion please sign and date. Forward one (1) copy to Julie Miles at SCC and one (1) copy to the appropriate Vice President or Chief Administrator.