



Collin County Community College District

Learning Resources Center 2002/2003 Annual Report

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Executive Summary

Demand for LRC services continued to grow faster than does enrollment. In person visits to the three LRCs are up 20% to over one million. Web access to LRC services and collections were up over 70%, adding 866,000 “virtual” visits.

In the current economic climate, the District is unable to add LRC staff and collections at a commensurate pace. However, a continuing emphasis on service and on the automation of library collections has allowed the LRCs to receive very high evaluations from faculty and students.

Statistical Snapshot FY2002/03

Percentage of CCCC students who use the Library: 93%

Library Visits: 1,026,123

Visits to Library Website: 865,693

Bibliographic Instruction Sessions: 332

Bibliographic Instruction Attendance: 6,514

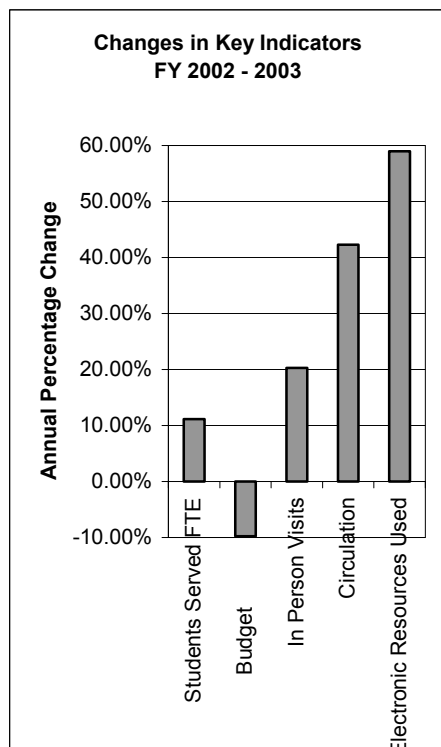
Total Book Collection: 154,854

Materials Checked Out: 145,251

Digital Documents Retrieved: 172,531

Books Added to Collection: 10,477

A/V Items Added to Collection: 3,018



1. Assessments of LRC

Three surveys regarding satisfaction with the LRC were conducted during the 02/03 fiscal year.

In the Noel-Levitz 2-year college Student Satisfaction Inventory, CCCCDD students were significantly more satisfied with their libraries than other community college students nationally. This is the highest positive difference from the national norms of any of the ninety-five items surveyed at CCCCDD. http://intranet.ccccd.edu/iro/information/reports/noel_levitz/results.html

CCCCDD's Institutional Research Office scientifically sampled the District's faculty in March of 2003 in order to gather information about the adequacy and effectiveness of the services and collections provided by the LRCs. Professors across all divisions and district-wide strongly agreed with the statements that the libraries have the books, journals, media, and computer equipment to serve their needs. The IRO discussion of the extensive data analysis begins: "The results are very favorable for the LRCs as a whole."

See the appended April, 2003 summary report by Julie Miles PhD, of the Institutional Research Office for details.

CCCCDD's Institutional Research Office scientifically sampled the District's students during the spring semester of 2003 in order to gather information about the adequacy and effectiveness of the services and collections provided by the LRCs. Students very strongly agreed with the statement that "Having access to a good library is very important to my education," while ninety-three percent of the students sampled claimed to have used the libraries. Students district-wide agreed that the libraries have the books, journals, media, and computer equipment needed to be successful in their courses. See the appended April, 2003 summary report by Julie Miles PhD, of the Institutional Research Office for details.

2. Emphasis on Technology

The LRC is one of the most highly automated and "outsourced" units of CCCCDD. The integrated library system that controls materials circulation and the online catalog is remotely hosted on a shared computer maintained by Plano Public Library. Book acquisition is conducted online from Illinois and cataloging data comes from Ohio. Our 78 databases are accessed via the web from dozens of out of state sites. The electronic reserves server is hosted in California.

Electronic access to both collections and services has expanded enormously in FY 02/03. The LRC provides students in CCCCDD's seventy online distance learning classes with the support equivalent to that which they would receive on campus. An electronic reserve system now offers digitized course reserve documents to off campus students. Distant students were remotely authenticated 12,729 times in FY 02/03, and allowed access to the District's extensive databases and online collection of full text documents. Electronic reference services are available, as are online registration for LRC borrower cards, and interlibrary loan requests.

LRCs make extensive use of wireless computing networks and interactive whiteboards for bibliographic instruction. Well over two hundred PCs are in use in the LRCs. The wired networked computers operate at speeds up to 100 MBPS using Windows 2000. All computers have the Office XP suite installed.

During the 02/03 FY, the LRC managed \$196,000 from a TIF Distance Learning grant, and benefited from participation in another two grants totaling \$808,000.

3. Changing Collections

LRC collections in FY 02/03 continued to change and reflect budget realities, new technical possibilities, workforce development, and curricular emphasis.

Web based collections continue to expand. Online databases, e-books, and electronic journals are now commonplace.

LRCs at all campuses have increased their collections of workforce development self paced instructional multimedia. Eight hundred titles are now in circulation. Subjects include Oracle, Excel, SQL, Windows 2000, C++, Java, and object oriented programming. These materials are among the LRC's most popular.

LRCs will no longer rent or collect videos and DVDs that are not in direct support of the curriculum. Similarly, the LRC will limit journal subscriptions to scholarly and course related periodicals.

Extensive weeding of collections was undertaken by librarians at SCC and CPC. Weeding guidelines are available in the LRC procedures manual.

4. Changing Services

As the LRC adopts new technologies, it is required to offer new services beyond the prosaic circulation and reference functions.

Through a TIF grant, an electronic reserves system was implemented during FY 02/03. This service entails the digitizing, organization, and posting of materials to a web server. Students and faculty remote from the LRC's circulation desks are able to digitally gain access to electronic reserves via the web. Students from 24 classes retrieved over 4,000 electronic reserve items during September of 2003.

LRC systems deliver a greater volume of current information than ever before, but at the cost of increased complexity. To remedy the situation, in FY 02/03, librarians provided three hundred thirty two bibliographic instruction sessions for over six thousand students.

During FY 02/03 the LRC offered services associated with the Student Digital Media Workshops. More than 80% of CCCC students expect that the LRC should provide a place to learn to use current technology, and 75% believe a student should know how to use PowerPoint, burn CDs, and create web pages. As more assignments and group projects called for audio and visual files, students in the LRC were provided with the hardware, software, and tutorials needed to author web pages, multimedia, PowerPoint presentations, and animations. Scanners, microphones, and CD burners are widely used.

The LRCs in 02/03 offered the additional service of providing to students self-paced multimedia courses on the tools they need to complete their assignments. These include spreadsheets, word processing, databases, web authoring, and image editing.

5. Goals and Achievement Indicators

While it has not proved economically feasible to meet faculty expectations regarding the sufficiency of books, videos, and journal subscriptions, the professors strongly agree that what materials the LRC does purchase are selected with significant input from faculty.

The average age of the CPC and SCC collections has been reduced through extensive purchases and weeding of dated and unused materials.

The LRC continues to base LRC goals on Institutional Effectiveness criteria as revealed by research conducted by the IRO.

Though a goal of the LRC for 02/03, it was not possible to add the positions of Director of Technical Service or Administrative Assistants.

Appendix A: LRC Faculty Survey Summary March 2003

Appendix B: LRC Student Survey Summary March 2003

Appendix C: LRC Student Survey Allied Health Summary March 2003

Appendix D: 2002/03 Goals and Achievements Status