**2006-2007 Interim Service Unit Assessment
Learning Resource Centers**

Collin College Mission Statement

Collin College is a student and community-centered institution committed to developing skills, strengthening character, and challenging intellect.

Collin College Core Values

We have a passion for Learning, Service and Involvement, Creativity and Innovation, Academic Excellence, Dignity and Respect, and Integrity.

Collin College Purpose Statement

Through its campuses, centers, and programs Collin College fulfills is statutory charge to provide:
- Academic courses in the arts and sciences to transfer to senior institutions.
- Technical programs, leading to associate degrees or certificates, designed to develop marketable skills and promote economic success.
- Continuing adult education programs for academic, professional, occupational, and cultural enhancement.
- Developmental education and literacy programs designed to improve the basic skills of students.
- A program of student support services, including counseling and learning resources, designed to assist individuals in achieving their educational and career goals.
- Workforce, economic, and community development initiatives designed to meet local and statewide needs.
- Other purposes as may be directed by the Collin College Board of Trustees and/or the laws of the State of Texas.

Collin College FY2007 - FY2009 Strategic Goals

1. Create and elevate programs and services that foster a scholarly community.
2. Implement and expand Center(s) of Excellence in Healthcare to provide comprehensive solutions to the needs of the local healthcare industry.
3. Implement new software systems and technologies to assure quality services and information for students, faculty, and the community.
4. Identify and design academic programs that meet the evolving needs of the business community.
5. Create Campus and Destination College Centers to broaden access to educational opportunities for all residents of the District.

The Institutional Research Office at Collin is in the process of revising the service unit assessment instrument. We also are realigning how assessment units are defined. For 2006-2007 we are using an "Interim" Service Unit Assessment Instrument that asks fundamental questions about assessment and improvement. Many of the sections from previous years were removed in an effort to make the process more focused and streamlined.

This assessment is intending to be completed with input from the whole unit. One person should not answer all the questions. These questions are starting points for discussions within the unit about how to improve the unit and become more effective.

Throughout the report be sure to provide data/evidence to support your assertions.

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A.   Unit Purpose

Please reflect on the functions of your unit and answer the following questions.

1. **What does your unit do and what services or intended outcomes do you provide that no other unit provides?**

Collin libraries provide quality, customized academic information services supporting the instructional programs of the college. The libraries work closely with faculty members to assure that the library's instruction programs, services and collections promote students' current and future success in their academic and career pursuits.

2. **How do Collin students and/or other clients benefit from what your unit does?**

Only a portion of a student's learning takes place in the classroom. Collin libraries provide services, resources, and facilities for extra-classroom learning such as:

- Print and electronic collections for use in self-directed academic, career, and personal research
- Formal instruction and informal coaching by reference librarians on research techniques
- Print and electronic course reserves services
- Group study areas for collaboration and mutual assistance
- Quiet study areas for reflection on and reinforcement of learning
- Access to quality computers and connectivity for use in research and course assignments

In FY 2006, the average Collin student

- Visited a Collin library 88 times
- Checked out 19 course reserves and circulating items
- Conducted 43 searches using the libraries' licensed electronic resources
- Retrieved 30 licensed electronic documents
- Attended at least one library instruction session conducted by a librarian

3. How does your unit support Collin's mission, core values, purpose, and strategic goals? (see page ii of this document)

Mission

The LRC's mission statement,

> "The mission of the LRC is to support teaching and learning by providing the excellent staff, resources, instruction, and information services needed by our community of users."

aligns the libraries with the college's mission statement and its concept of student-centeredness. In particular, the LRC's mission statement places emphasis on the needs of library users as the defining purpose and focus for the library's programs and services.

With regard to "developing skills", library staff members stand ready to work with academic, continuing education, and workforce development students seeking curriculum-related information management and retrieval skills. In the domain of "strengthening character," library staff members stand ready to provide guidance for students' efforts to become life-long learners and informed citizens. And to address the call for "challenging the intellect," library instruction goes beyond information retrieval to address the critical evaluation of information and respect for intellectual property.

Core Values

Learning: Every aspect of library services, resources, and operations supports the academic endeavors and aspirations of Collin faculty, staff, and students.

Service and Involvement: The libraries work closely with student support services and the Center for Scholarly and Civic Engagement to assure that library resources are available to encourage self-directed learning related to these units' programming.   In recent months, the libraries have collaborated with Career Services, Destination College, Book in Common, Mexican American Field of Study, Learning Communities, and various speaker series to provide relevant, supplemental and supporting materials.

Creativity and Innovation: Collin's library collections provide the raw materials for faculty members to enrich their teaching and for students to encounter new ideas.

Academic Excellence: The libraries' instructional programming prepares students to conduct successful library research at Collin, at future transfer colleges and universities, and in their professional lives.

Dignity and Respect: The libraries promote global, cultural, and diversity awareness through thoughtful collection development and timely displays.

Integrity: The libraries' instructional programs expose students to the knowledge and tools needed to pursue their academic coursework with integrity. Collin libraries partner with the Dean of Students Office to address scholastic dishonesty through monthly refresher classes for offenders.

Purpose Statement

The college's Purpose Statement explicitly lists the provision of learning resources as a purpose for which the college exists.

Strategic Goals

The libraries participate annually in Collin's strategic planning process. The libraries align their activities with the strategic goals of the institution and undertake initiatives addressing all five areas of the current strategic plan. The libraries also collaborate with other academic and student support units to support and enhance those units' goals and programs.

4. **In what possible ways could your unit or its purpose change to better meet the needs of the students and/or other clients that you serve?**

As the enrollment ratio between in-person and distance learning students changes, and as new technologies change the way academic library work is carried out, the libraries' job descriptions, job classifications, and internal work teams will also change. The libraries are careful to maintain an equitable allocation of library staff time and resources to faculty, staff, and student populations regardless of whether they can travel to a campus library.

B. Personnel & Resources

Please reflect on your staff and the resources available to your unit.

1. **Assess the degree to which your unit has adequate human and fiscal resources for accomplishing its purpose. Use data to support your conclusion. For example, you could use data to illustrate the relationship between changes in your unit's scope of responsibility and your unit's human or fiscal resources.**

Library staffing increased modestly over the FY 2003 – 2006 time period. Staffing increases were due to abolition of "limited full time" employment status and FY 2002 consultant's recommendation (implemented in FY 2004) to provide administrative support at each campus library, largely for internal control reasons. In FY 2007, approval was received to create the new position of Distance Learning and Digital Services Librarian.

**Percentage Increase
Headcount vs Library Staffing
FY 2003 - 2007**
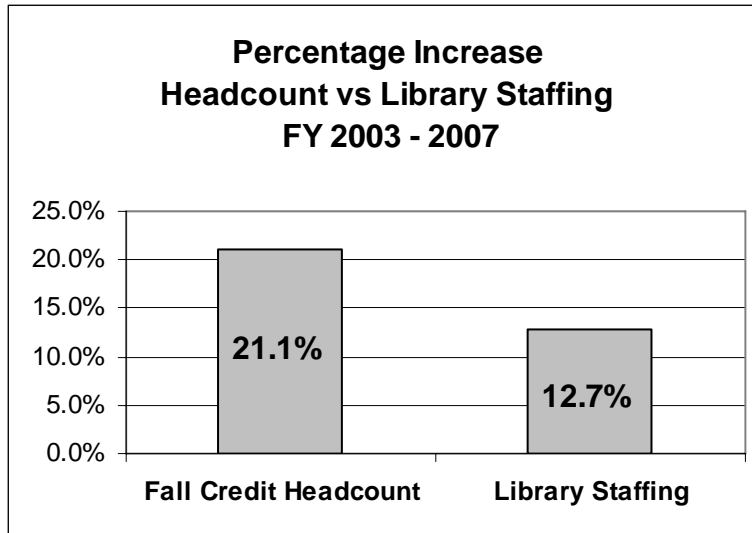
The libraries have been successful in sustaining and expanding services to a student population that is growing faster than the library staff by requesting and deploying technologies (such as self-checkout) and purchased services (such as ereserves).

The libraries intend to continue to pursue this strategy. However, in order for this strategy to continue to be a successful one, the library will need to dedicate an increased level of funding to the training of existing staff. The library's workforce is by and large a stable one. This means that the library's workforce is aging in comparison to the population served. To bridge the technology, lifestyle, and

learning-style gaps between the "boomer" librarians and the "millennial" students, the libraries' executive directors will need to use continuous environmental scanning to identify technologies suitable for adoption and to provide sufficient staff training to insure successful deployment and acceptance.

Comparative Average Age

Collin Students Spring 2007: 26.1	FT & PT Librarians & Library Staff: 49.9
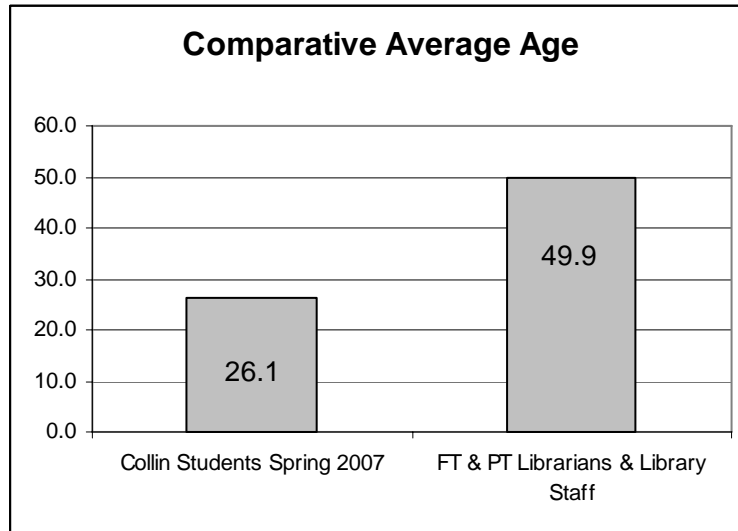
2. **How might your unit use your current human and fiscal resources more effectively and efficiently to deliver services?**

The libraries can use current human and fiscal resources more effectively and efficiently by:
- Shifting the emphasis of collection development efforts toward digital resources and digital delivery of information services
- Continuing to automate those portions of the library's workflow, as new technologies and services become available
- Adjusting or replacing existing library job descriptions to reflect the changing skills and knowledge required to perform library work

3. **If your unit needed to convince your Vice President or Provost to change the personnel resources and/or the material resources available to your unit, what information would you use to support your position?**

- Faculty members and students provide the libraries with continuous input through surveys, focus groups, individual suggestions and requests
- The libraries maintain an extensive data set of productivity and service statistics to support management decision making and government

reporting requirements. The libraries are also beginning to accumulate meaningful outcomes data from some services.

- Collin libraries maintain close and cordial relationships with: (1) metroplex community college libraries, (2) transfer-partner libraries, and (3) national peer libraries. These relationships allow the library directors to develop meaningful and relevant benchmarks against which to test Collin libraries' performance.

4. How does the diversity of your staff members compare with the diversity of the student population that your unit serves? Diversity can include many aspects, such as gender, ethnicity, age, etc.

	Collin Students Spring 2007	Collin MLS Librarians	US MLS Academic Librarians *	Collin Library Support Staff	US Academic Library Support Staff *
Gender					
Male	42.60%	14.58%	30.10%	9.68%	37.40%
Female	57.40%	85.42%	69.90%	90.32%	62.60%
Ethnicity					
American Indian	0.70%	0.00%	0.20%	0.00%	0.50%
Asian/Pacific Islander	10.50%	5.88%	3.10%	6.45%	5.50%
Black	9.30%	0.00%	3.90%	3.23%	10.30%
Hispanic	11.40%	5.88%	2.70%	3.23%	7.50%
White	67.90%	88.24%	89.40%	87.10%	74.40%
Unknown/Two or more	0.20%	0.00%	0.80%	0.00%	1.80%
Minority	31.90%	11.76%	10.70%	12.90%	25.60%

* Source: Godfrey, Thomas and Stephen J. Tordella, "Librarians, Library Technicians and Assistants: Diversity Profile 2000 and 1990" Report supported by American Library Association and National Institute of Child Health and Human Development (SBIR grant number 5 R44 HD036557-03). Product of Decision Demographics. May 10, 2006.

C. Service Delivery

Please discuss the delivery methods of your unit's services in relation to your unit's purpose. Then please answer the following questions.

1. What major services does your unit provide?

LRC Services	FY 2006	% Chg	FY 2005	% Chg
Circulation	208,007	-1.01%	210,134	2.26%
In-house Use, Periodicals	84,348	2.61%	82,204	-12.85%
In-house Use, Non-periodical formats	31,618	4.63%	30,220	26.78%
Total ILL Lending	905	-39.42%	1,494	-25.19%
Total ILL Borrowing	720	-8.05%	783	-7.34%
Instructional Sessions	662	43.29%	462	43.03%
Attendance at Instruction	10,688	27.13%	8,407	19.86%
Hours Open Typical Week	78.25	2.62%	76.25	0.00%
Gate Count Typical Week	25,409	-8.61%	27,802	7.34%
Reference Transactions Typical Wk	1,344	-27.66%	1,858	54.58%
Electronic Resources Retrieved	323,815	50.34%	215,393	30.88%
Use of Remote Access	44,155	39.16%	31,730	49.96%
Use of Electronic Reserves	47,824	1.13%	47,290	59.74%

2. What are critical points in delivery of these services that create or have the potential to create problems with workflow?

The libraries are as vulnerable as the rest of the college to power outages. Power outages disrupt in-person services, use of computers in library computer labs, and library support for distance learning students. The libraries are most vulnerable to power outages during hours when the libraries are open.

Disruptions to the college's internet and internal network services also affect the same services. However, these disruptions have greatest impact when the libraries are closed. The college's internet services make it possible for students to use many library services from off-campus locations. Off-campus users search the library's web-based resources around the clock. However, systems status information and operational support is not available around the clock at this time.

The libraries are dependent on quality and expertise of the City of Plano's Information Technology department for the operation of the integrated library system. Similarly, the libraries are dependent on the Docutek Division of SirsiDynix for electronic reserves services and on OCLC for cataloging and interlibrary loan services.

3. Analyze the methods your unit uses to deliver services. How appropriate and sufficient are these methods for effectively and efficiently accomplishing your unit's purpose?

The libraries have chosen to deliver core services through more than one delivery method to address the needs and preferences of the populations being served.

Reference services: in-person, phone, email, web-based research guides

Registration for library cards: in-person at checkout desk or with issuance of student IDs, web-based for distance learning students

Availability of collections: print for in-person use, electronic access for in-library, mobile and off-*campus use*

Library instruction: in library, in classrooms, online tutorials

Course reserves: print for in-person use, electronic access for in-library, mobile, and off-campus use

Interlibrary loan: paper request forms for in-person use, web-based forms for off-campus use

4. **How does your unit obtain feedback from clients and how do you use feedback to improve the quality of services delivered? Give examples. Are there gaps in the feedback that you obtain?**

The libraries are committed to evidence-based decision making and rely on a variety of assessment tools, surveys, and feedback mechanisms to assure responsiveness to customers, including:

- Biennial student survey
- Biennial faculty survey
- Faculty and student focus groups
- Monthly statistics on the use of collection resources
- Noel-Levitz 2 Year College Student Satisfaction Inventory
- Community College Student Experiences Questionnaire (CCSEQ)
- Reviews of CCCCD libraries' instructional programs by instructor librarians at transfer-partner institutions
- Benchmarking against peer institutions in the metroplex, across Texas, and nationwide
- Feedback from accrediting bodies, particularly in the health sciences
- In-library and web-based suggestion boxes

Examples of the use made of client feedback include:

- Recent student surveys have highlighted the importance to students of the library as place or facility. Comments such as "It's quiet, so it makes it easy to study" and "It's a good place to study with a group" remind the libraries that the physical facility itself is also a service deserving planning and promotion. Each campus library has responded to student feedback by making campus-appropriate improvements in lighting, seating, signage, and layout.

- Analysis of use statistics for the libraries' print and digital book collections revealed high demand and/or limited resources in a few selected subject areas such as developmental mathematics, computer science, and standardized test preparation. The libraries' have responded by increasing print and ebook holdings in these subjects. The outcome has been an increase in use of the expanded collections. During FY 2008, the libraries will be conducting more sophisticated analyses of the collections using software tools that benchmark against peer institutions at the statewide and national levels.

Gaps in feedback are:

- The libraries receive very low response rates when associate faculty are surveyed regarding library services.

- Library staff is unable without the expertise of the Institutional Research Office to completely mine the data returned by biennial student and faculty surveys and focus groups.

4. What changes in the unit's organizational structure might contribute to more efficient or effective accomplishment of intended outcomes?

The libraries' executive directors foresee continued growth in the area of services to distance learners and students using library services partly or entirely through online methods. The formation of a team, unit, or virtual branch within the libraries' organizational structure may be required to continue to assure that equivalent services are available to our in-person and distant students.

5. What potential clients are not being served? What strategies could be used to serve these potential audiences?

- Associate Faculty. The libraries are certainly not unique in having difficulty communicating with and engaging associate faculty. Associate faculty see interactions with liaison librarians, completing library surveys, and reading emails about new library services as time-consuming extra activities for which they are not paid. The libraries currently have their greatest but still very modest success communicating with associate faculty through department chairs, by stuffing mailboxes, and by maintaining email distribution lists that rapidly go out of date. The libraries look forward to using the capabilities of the Luminis portal to better reach associate faculty without maintaining individual distribution lists for each semester.

- Disabled Students. The libraries work closely with Access Services to assure that the libraries have the assistive devices and software needed by the disabled students attending classes on each campus. The libraries struggle to keep library staff skills at a satisfactorily high level to be able to support disabled students who request assistance with specialized devices and software. The libraries are also aware that the library web site is not entirely ADA-compliant or laid out for optimal usability by disabled students. As the Luminis portal's Content Management System functionality is implemented, the libraries look forward to guidance and templates to improve accessibility.

D. SACS requirements

Please read the following SACS requirements that apply to your unit. Discuss each one as a group and mark whether your unit complies with each requirement.

Standard 3.8.1

The institution provides facilities, services, and learning/information resources that are appropriate to support its teaching, research, and service mission.

 _X___ Compliance
 _____ Partial Compliance
 _____ Non-Compliance

Comments/Justification:

In the 2006 Noel-Levitz Student Satisfaction Inventory, Collin libraries score well above the national cohort on all library related items and ranked in the top 7 when compared with the other 92 aspects of Collin performance measured by the survey.
- Item 14: "Library resources and services are adequate." Rank = #7
- Item 26: "Library staff are helpful and approachable."   Rank = #6
- Item 72: "Library is adequate and accessible."   Rank = #2

In the FY 2006 library survey, full-time faculty report that:
- 95.2% use Collin libraries in person
- 89.3% use the libraries' web site
- 87.8% consider themselves to be fully aware of library collections and resources
- 70.7% find that library collections meet their needs
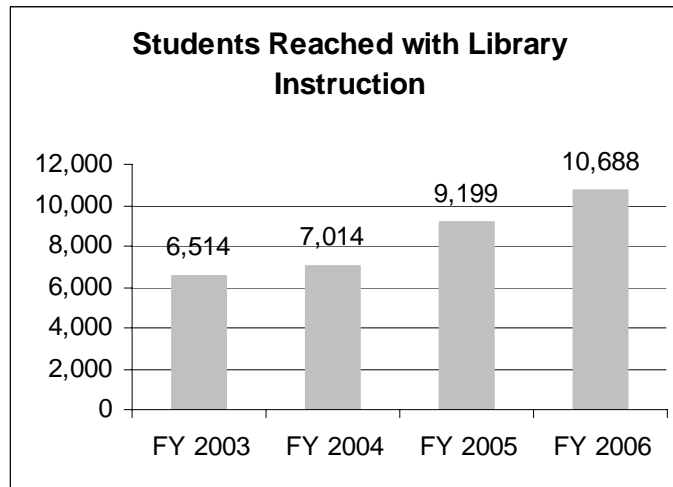- 86.6% give assignments using library services

Standard 3.8.2

The institution ensures that users have access to regular and timely instruction in the use of the library and other learning/information resources.

___X___ Compliance
_____ Partial Compliance
_____ Non-Compliance

Comments/Justification:

In FY 2006, librarians conducted 662 instruction sessions attended by 10,688 students, 16.2% more students than in FY 2005. The libraries' new appointment-based RAPS consultation service allows individuals and groups of students to request customized instruction tailored to their needs. This instruction is beyond that requested by faculty for their classes.

Students Reached with Library Instruction

	FY 2003	FY 2004	FY 2005	FY 2006
Students	6,514	7,014	9,199	10,688

In the FY 2006 library survey of faculty, 91.5% of full-time faculty say library staff members provide useful instruction on research and effective use of library resources for their students.

Standard 3.8.3

> The institution provides a sufficient number of qualified staff ----- with appropriate education or experiences in library and/or other learning/information resources ----- to accomplish the mission of the institution.

> **__X__ Compliance**
> **____ Partial Compliance**
> **____ Non-Compliance**

> **Comments/Justification:**

The libraries employ as librarians only those with Masters Degrees in Library and Information Sciences from programs accredited by the American Library Association. In addition, several years of experience in libraries are required for all professional librarian positions. Collin libraries enjoy a solid reputation within the region as an attractive employer with a positive work environment. The libraries make a considerable investment in the professional development of their librarians in order to assure that their librarians' skills and knowledge are up-to-date and appropriate to the needs of the populations served.

The libraries also employ a talented cadre of paraprofessionals with appropriate academic preparation (ranging from associate to bachelors degrees) and significant previous library experience. As the skills needed and technologies employed in performing library work become increasingly sophisticated, expectations for paraprofessional performance and skill levels are rising and diversifying.

E.   Additional Information

1. List any relevant information that your unit believes should be included in the assessment but was not requested in any of the other sections of the assessment.

2. Are there any circumstances or concerns that have not been addressed in any of the other sections of the assessment?

F.   Service Unit Strengths

Your unit should review and discuss the completed assessment document and decide on a list of the service unit's strengths. For example, a strength can be an aspect or characteristic of the unit that is truly exceptional and merits special recognition. Strengths can also be processes or methods that should be acknowledged and possibly even adopted by other Collin units.

Describe and document the <u>strengths</u> of the unit.

- talented, experienced, and stable library staff with a strong commitment to assuring student success

- carefully nurtured network of partner libraries at the local, state, and national levels with which ideas, benchmarks, systems, and resources can be shared and exchanged

- college's significant investment in the construction, maintenance, and renovation of library facilities to meet changing needs

- libraries' willingness to adopt new technologies to increase faculty and library staff productivity and simplify access to information by students

- expertise and support of college's Information Technology staff, without which modern library services could not be delivered

Are there ways to make your unit's strengths even better? Can you apply successful strategies from one part of your unit to other areas of your unit?

- Complete construction of new, modern library facility at CPC
- Renovate library at SCC to recapture inefficiently used space

G.   Service Unit Areas for Improvement

Please discuss areas where your service unit can improve. Your group should also decide on recommendations for how to address each of the areas for improvement. There should be at least one recommendation for each area for improvement.

Also, recommendations should be based only on information contained in the assessment document. Try to include recommendations for improvements that are under the control of your unit. For example, try not to give only recommendations requiring a larger budget.

Describe and document the <u>areas for improvement</u> of the unit.

    a.   staff training

    b.   job descriptions

    c.   communication with associate faculty

    d.   ADA considerations in web site design

Describe and document the <u>recommendations</u> for addressing each "area for improvement".

    a.   Increase internal and external training opportunities to assure that stable, long-term library staff members have the knowledge and technical expertise to deliver modern, quality library services.

    b.   Update current job descriptions and add new job descriptions to reflect need for skills in areas such as database design, digitization of information, and delivery of digital library services.

    c.   Utilize Luminis functionalities to deliver library information to associate faculty in a format convenient for that audience.

    d.   Explore the feasibility of improving ADA-usability of library web site.

H.   Improvement Plan

For each recommendation please include a plan for implementation and the action(s) to be taken. List the person(s) responsible for the action(s) and the deadline(s).

Recommendation 1: Increase internal and external training opportunities to assure that stable, long-term library staff members have the knowledge and technical expertise to deliver modern, quality library services.

Plan: Execute a district-wide, coordinated effort to take advantage of internal expertise and regional training opportunities.

ACTION(S) TO BE TAKEN: PERSON(S) RESPONSIBLE: DEADLINE(S):

- Identify key skills needed for coming two years. Library Executive Directors. December 31, 2007
- Share information about training opportunities. Library Executive Directors, starting when self-assessment is approved and ongoing.
- Make training a standing topic for planning meetings. Library Executive Directors, starting when self-assessment is approved and ongoing.
- Provide inter-campus coverage to allow staff to attend training. Library Executive Directors, starting when self-assessment is approved and ongoing.

Recommendation 2: Update current job descriptions and add new job descriptions to reflect need for skills in areas such as database design, digitization of information, and delivery of digital library services.

Plan: As positions become vacant, evaluate job duties and job descriptions with regard to changing service and technology needs.

ACTION(S) TO BE TAKEN: PERSON(S) RESPONSIBLE: DEADLINE(S):

- As positions become vacant, evaluate job duties and job descriptions with regard to changing service and technology needs. Library Executive Directors, starting when self-assessment is approved and ongoing.
- Work with Human Resources to create and maintain a roster of library job descriptions reflecting the changing nature of library work. Library Executive Directors, starting when self-assessment is approved and ongoing.
- Make library staff skills and needs a standing topic for planning meetings. Library Executive Directors, starting when self-assessment is approved and ongoing.

Recommendation 3:   Utilize Luminis functionalities to deliver library information to associate faculty in a format convenient for that audience.

Plan: Luminis functionality to reach associate faculty.

ACTION(S) TO BE TAKEN: PERSON(S) RESPONSIBLE: DEADLINE(S):

- Send key library staff members to Luminis training as seats are available. Library Executive Directors, Lisa Vasquez, starting when self-assessment is approved and ongoing.
- Develop a unified library approach to the using Luminis to communicate with associate faculty. Library Executive Directors, starting when Luminis training is complete.

Recommendation 4: Explore the feasibility of improving ADA-usability of library web site.

Plan: Explore the feasibility of improving ADA-usability of library web site.

ACTION(S) TO BE TAKEN: PERSON(S) RESPONSIBLE: DEADLINE(S):

- Acquire staff expertise regarding best practices for ADA-compliant web sites. Library Executive Directors identify staff and oversee research, August 31, 2008
- Attend trainings and briefings regarding the impact of Luminis and Content Management System on library web site. Library Web Team, June 30, 2008
- Evaluate library web site with regard to improving ADA-compliance. Library Web Team, August 31, 2008
- Make improvements in library web site. Library Web Team, December 31, 2008

Please add more sections for additional plans if needed.

Unit Director's Names:	CPC Library, Bobbie Long
	PRC Library, John Mullin
	SCC Library, Marty Adamson
Date:	June 2007

Learning Resources Center Library
FY 2006 Annual Report

Marty Adamson, Executive Director, Spring Creek Campus LRC

Bobbie Long, Executive Director, Central Park Campus LRC

John Mullin, Executive Director, Preston Ridge Campus LRC

November 2006

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FY 2006 Initiatives

Appendices

Snapshot of the Collin Student FY 2006
(per FTE credit student)

- Visited a Collin library 88 times

- Checked out 19 course reserves and circulating items

- Conducted 43 searches using library's licensed electronic resources

- Retrieved 30 licensed electronic documents

- Attended one library instruction session conducted by a librarian

☙

Stakeholder Satisfaction FY 2006*
(Surveys conducted February 2006)

- 91.5% of full-time faculty say library staff members provide useful instruction on research and effective use of library resources to their students

- 90.2% of students say they go to the library in person

- 90.6% of students say library staff help them find the information and materials they need

- 97.9% of students say having a good library is very important to their education

☙

"Many resources both online & hard copies for me to use as much as I want"

— *2006 Annual Student Survey*

For comparative data, See Appendix "Annual Student Survey Results Over Time"

Circulation of Print Items by User Type

Faculty
10%

Community
23%

Staff &
Admin
8%

Students
59%
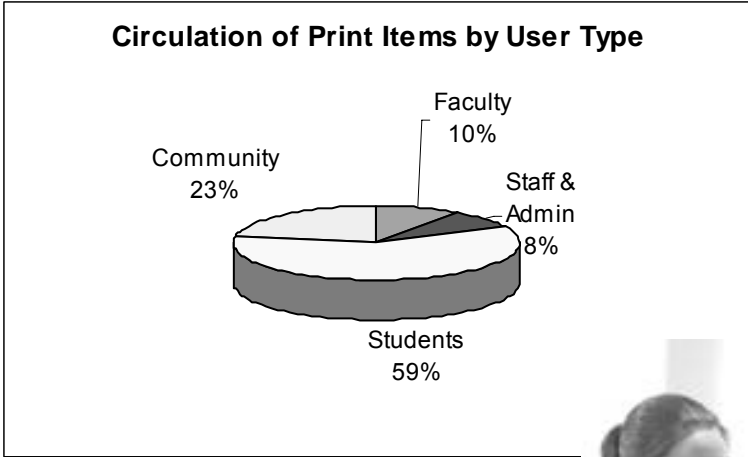
"What do you like most about the libraries?"

► "It's quiet, so it makes it easy to study."

► "It's a good place to study with a group."

► "I like the study rooms—personal and group"

► "The way it's set up and the many different places and ways you can study."

— 2006 Annual
Student Survey

In Person Visits to Libraries

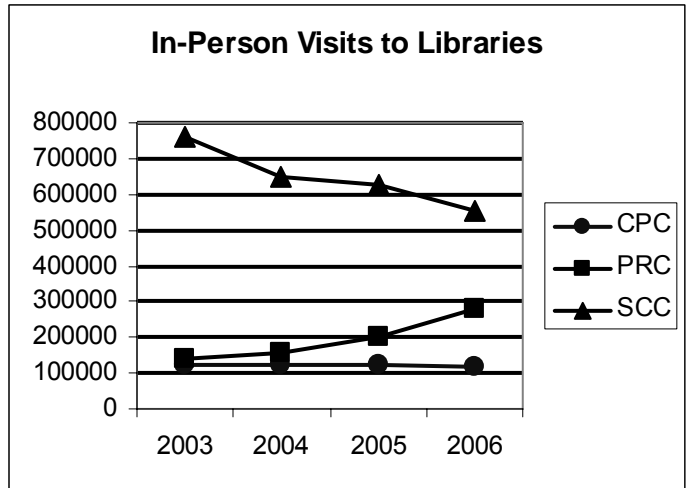|	CPC	PRC	SCC
	117,197	277,856	554,384
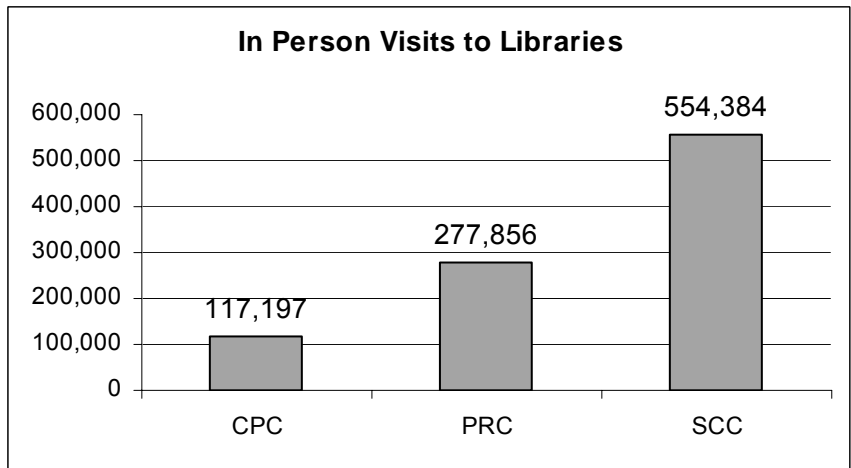
Growth & Trends

Collin libraries must plan for and adjust to the forces of growth. Growth continually shapes the libraries' and their services. Some quantifiable indicators of growth and trends in FY 2006 include:
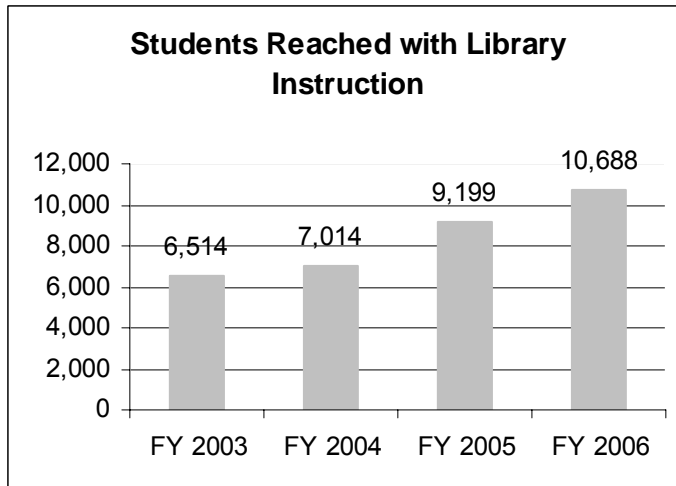
In-Person Visits to Libraries

Visits to the PRC library have increased **79.6%** between 2004 and 2006 due in large part to the opening of the new PRC library building.

In-Person Visits to Libraries

(Line chart showing CPC, PRC, and SCC in-person visits from 2003 to 2006. Y-axis ranges from 0 to 800000. SCC declines from about 760000 in 2003 to about 560000 in 2006. PRC rises from about 130000 in 2003 to about 280000 in 2006. CPC remains near 110000–120000 throughout.)

Students Reached with Library Instruction

Students Reached with Library Instruction

(Bar chart showing students reached: FY 2003 = 6,514; FY 2004 = 7,014; FY 2005 = 9,199; FY 2006 = 10,688.)

In FY 2006, librarians reached **16.2%** more students with library instruction programming than in FY 2005. They conducted 662 instruction sessions, an increase of **43.3%** in the number of sessions held.

The libraries' new appointment-based RAPS consultation service allowed individuals and groups of students to request customized instruction tailored to their needs. This instruction was beyond that requested by faculty.

Growth & Trends (continued)

Distance Learning Enrollment

As the number of students engaged in distance learning approaches the **3,000**/semester mark, the libraries' Database Team conducted a comprehensive review of the subjects covered by our digital collections. For many distance learning students who cannot travel to campus, the libraries' digital collections *are* the library. The Database Team identified four gaps in our subject coverage, and the libraries received funding in FY 2006 to purchase electronic resources to fill these gaps. The new resources were brought online in time for the start of the Fall 2005 semester.


- ■ Part Time
- □ Full Time
- □ Total Headcount

Use of Libraries' Digital Resources from Home (Sessions)
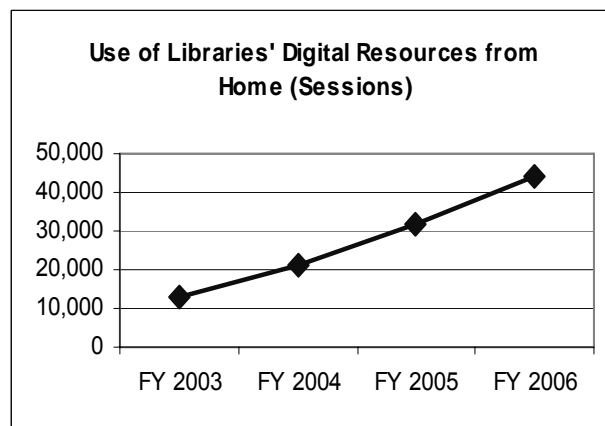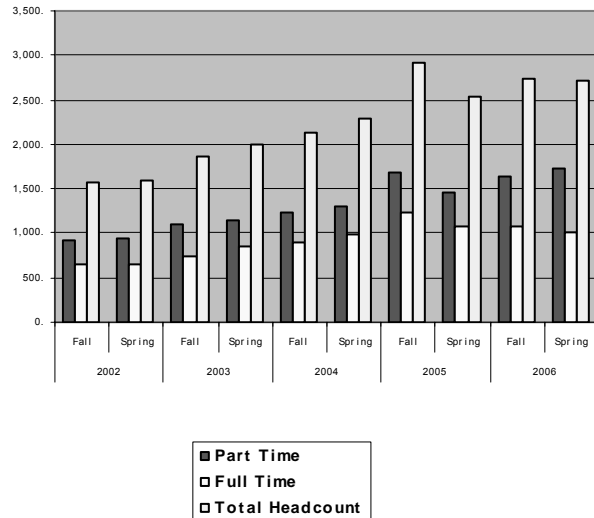
Remote Access

Many of the libraries' digital journals, databases, and books are available to students from off-campus computers via the libraries' remote access service. Faculty and student users of the remote access service are authenticated through their library barcode to comply with licensing contracts.

In FY 2006, use of Remote Access Services rose **39.2%**. The libraries expect remote access to continue to grow as home computer technologies decrease in price.

Growth & Trends (continued)

Use of Electronic Resources

Licensed Electronic Documents Retrieved
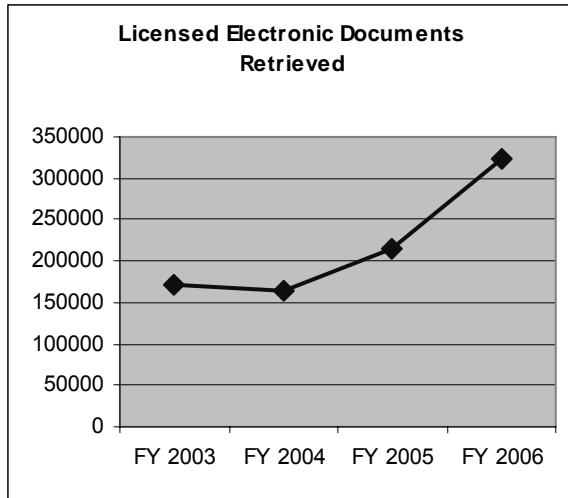
Many of today's college students were born into a digital age. They strongly prefer to conduct their academic research online. During FY 2006, searches performed using the library's electronic resources increased **51.9%** to a total of 459,833. Documents retrieved increased **50.3%** to 323,815.
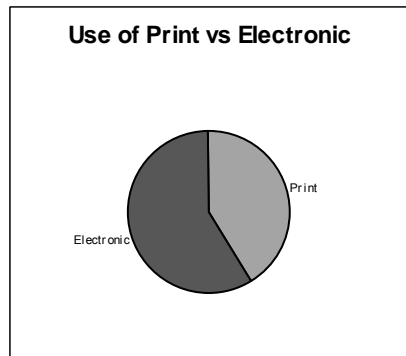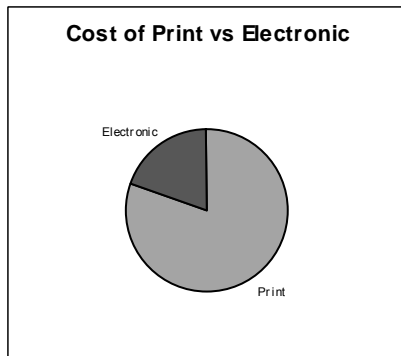
In library instruction sessions, our librarian-instructors emphasize the importance of using authoritative scholarly electronic resources like those licensed by the library, rather than relying on information found on the open internet. Librarian-instructors also make students aware of when they should turn to print resources for their research needs.

Print vs Electronic

Cost Per Use

► Print **$1.49**

► Electronic **$ .26**

In the Spring 2006 Annual Student Survey, **83.4% of students report using the library's online materials.**

Cost of Print vs Electronic

Electronic

Print

Use of Print vs Electronic

Print

Electronic

Growth & Trends (continued)

NetLibrary

ebrary

Gale Virtual

Reference Library SM

OXFORD

UNIVERSITY PRESS

Ebook Collections

FY 2006 marked the coming of age of the electronic book in academia and at Collin. In large numbers, scholarly publishers began distributing their books in electronic formats. At the close of FY 2006, Collin libraries offered over **30,000** ebooks to faculty and students. These ebooks are listed in the libraries' online catalog alongside our 180,000+ print books.

Ebooks meet the needs of distance learning students and non-traditional students who cannot come to the library during the 76 hours per week the libraries are open. Even traditional, on-campus students find ebooks useful. Ebooks are always on the shelf, they cannot be lost or misplaced, and they are available on holidays and in the middle of the night.

"I like the website with the subscribed databases. I just recently learned of this privilege & it makes finding info easy and accessible."

— 2006 Annual Student Survey

Growth and Trends (continued)

Cost of Library Materials

The costs of all types of library materials continue to increase at a rate greater than the overall rate of inflation, as shown below. In addition, Collin's costs of electronic products increase as enrollment increases, since many of these products are priced using a formula that includes Student FTE.

Type of Library Material	FY 2006 Actual	FY 2007 Projected	Source of Data
US Academic Periodicals	Avg +7.92%	Avg +6% to +8%	Library Journal Ebsco Subscription
US Undergraduate Academic Books	Avg +5%	Avg +5%	YBP Lib Services Div Baker & Taylor
US Undergraduate Academic Databases	Avg +6.2%	Avg +5% to +9%	Library Journal

Hyperinflationary price pressures are most acute in the health sciences, where industry projections run between +15% and +25% for FY 2007. Exacerbating the impact of these price increases is the reality that health science materials must be replaced either annually or semiannually due to advances in research and treatment.

Growth and Trends (continued)

Investment Per FTE Student

Library expenditures per FTE student have fallen over the last decade in absolute terms. Over the same time period, inflation has eroded the libraries' buying power by an additional 25%.

Library Expenditures Per FTE Student
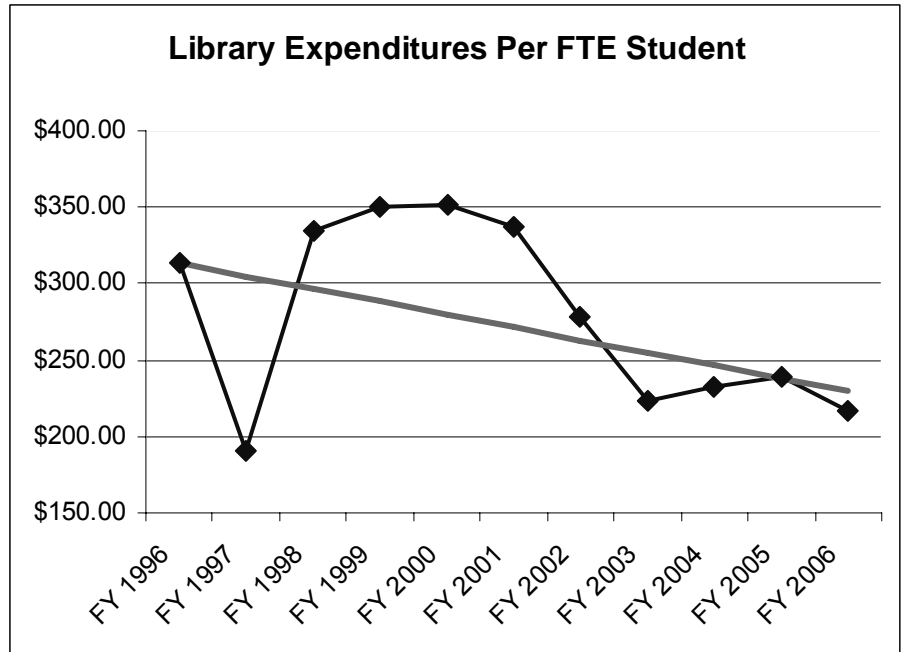
Growth and Trends (continued)

Library Expenditures vs Services Delivered

Library staff delivered an increasing quantity of services over the last decade. New technologies freed staff members to devote more time and expertise to improving the quality and quantity of services to all constituents.

Note the tight correlation between library instruction sessions and use of digital resources starting in 2001.
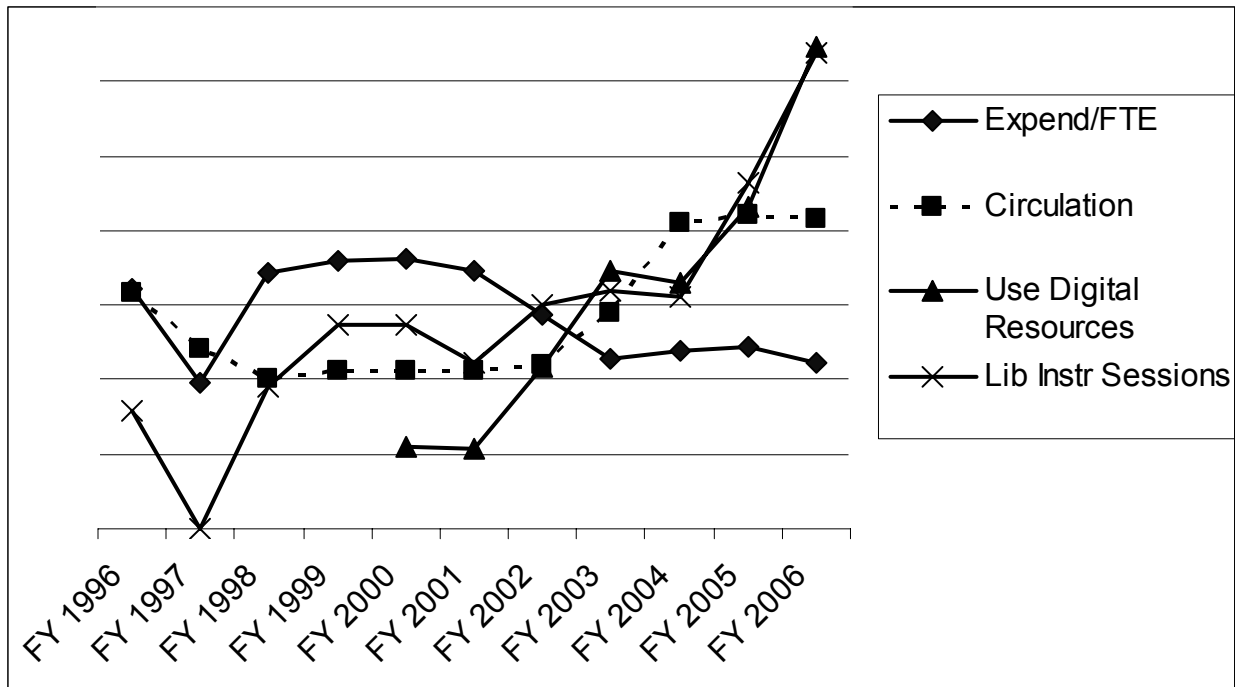
Assessment

The libraries are committed to evidence-based decision making and rely on a variety of assessment tools, survey, and feedback mechanisms to assure responsiveness to customers, including:

- Annual student survey
- Annual faculty survey
- Noel-Levitz 2 Year College Student Satisfaction Inventory
- Community College Student Experiences Questionnaire (CCSEQ)
- Reviews of CCCCD libraries' instructional programs by instructor librarians at transfer-partner institutions
- Benchmarking against peer institutions in the metroplex, across Texas, and nationwide
- Feedback from accrediting bodies, particularly in the health sciences
- In-library and web-based suggestion boxes

- During FY 2007, the libraries plan to conduct focus groups to learn more about the habits and needs of online students.
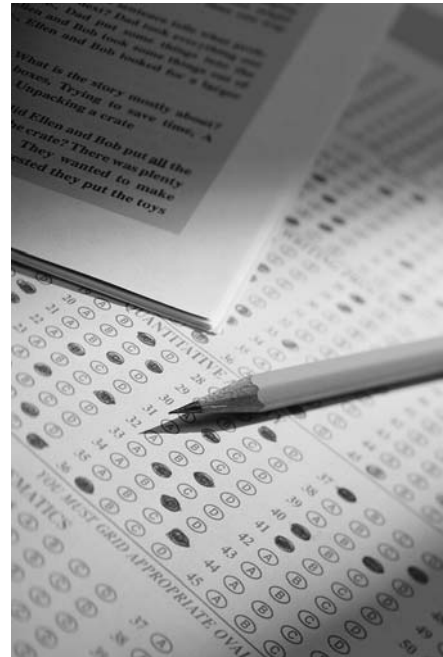
In the 2006 Noel-Levitz Student Satisfaction Inventory, Collin libraries score well above the national cohort on all library related items and ranked in the top 7 when compared with the other 92 aspects of Collin performance measured by the survey.

Item 14: "Library resources and services are adequate."   *Rank = #7*

Item 26: "Library staff are helpful and approachable."   *Rank = #6*

Item 72: "Library is adequate and accessible."   *Rank = #2*

Challenges

Reaching Associate Faculty

The libraries' annual surveys of faculty members continue to show that there are disparities between the awareness and use of the libraries by full-time and part-time faculty. The libraries work with Academic Affairs, deans, and chairs to better understand the differences in these two populations. To reach all faculty members, the libraries give workshops and presentations, make one-on-one contact through liaison librarians, and communicate via email and campus mail. Some examples of these disparities are shown in the table below.

	Full-Time Faculty	*Part-Time Faculty*
Use Collin libraries in person	95.2%	85.9%
Use libraries' website	89.3%	64.0%
Consider themselves to be fully aware of library collections and resources	87.8%	83.3%
Find that library collections meet their needs	70.7%	76.8%
Give assignments using library services	86.6%	84.9%

Challenges (Continued)

Reaching Online Students

 National standards call for online students to receive library services equivalent (but not necessarily identical) to those available to in-person students. While the library's website features a special menu of services tailored to distance learners, these library services are not widely known by or promoted to online faculty, and these services are, by and large, not integrated into WebCT courses and faculty web sites. Other challenges in providing equivalent services are that (1) online students are not surveyed at the level of statistical significance by the libraries' Annual Student Survey and (2) key demographic information about online students is not captured.

As the number of online students approaches 3,000, the libraries' strategic plans for FY 2007 reflect an emphasis on meeting the needs of this special population. A newly-created position of Distance Learning/Digital Services Librarian (DL/DSL) has been funded for FY 2007 to coordinate and promote the library's services for online students. First steps for the new DL/DSL include (1) organizing focus groups to gather input from online students, (2) helping online faculty to integrate library services into their online teaching, and (3) raising awareness of special library services among distance learning students. The libraries expect to work closely with Academic Affairs, Distance Learning, and the Teaching/Learning Center to develop this library program area.

Challenges (Continued)

Budgeting for Library Costs of New Programs

Collin continues to struggle to align decision making regarding new programs with the budgeting cycle. Particularly in the case of programs which are accredited by professional organizations, a minimum collection of library resources is expected to be in place on the first day the program is offered. If the decision to start a new program is made after the budget is approved for the fiscal year, then special provisions should be made to fund the additional collections the library needs to support the program. An example of the minimum library collection costs for a new program, the Medical Surgical Technician program, is shown below.

Minimum library resources	*Total Cost*
2 Journal Subscriptions @ $500+ ea	$1,000.00
6 Classroom Video products @ $375 ea	$2,250.00
Basic Book Collection @ $175 ea for reference books & $80 ea per circulating book	$3,850.00
Total	$7,100.00

FY 2006 Initiatives

Mexican American Field of Study

During FY 2006, liaison librarians worked with faculty members involved in the new Mexican American Field of Study to identify and purchase library materials to support student assignments and research. An in-depth review of library resources in this area will be conducted in FY 2007.

Learning Communities

Collin's Quality Enhancement Plan focuses on strengthening and measuring the impact of our Learning Communities (LC) courses. Liaison librarians worked with LC faculty to assure that special materials supporting LC courses were in place and that faculty and students were briefed on library services that could be tailored to the unique needs of LCs. A detailed review of services to LCs will be conducted in FY 2007.

Research Assistance Program Sessions (RAPS)

After piloting a variety of one-on-one consultation formats in FY 2005, Collin librarians adopted a standard format for consultations between librarians and students for FY 2006. Individual students or a group of students working on a group project can make an appointment for research coaching at the library's reference desk. Actual coaching takes place in librarians' offices, meeting rooms in each library, or in the library's computer lab, away from the time pressures and bustle of the busy reference desk. The RAPS format allows librarians to customize the session to each student's individual needs. Some faculty members make a consultation with a librarian a mandatory or optional step in research assignments; however, most RAPS sessions result from student initiative.

FY 2006 Initiatives (continued)

Consumer Health Information Center Highlights

- Won Express Consumer Health Outreach Award from National Network of Libraries of Medicine in September 2005. Conducted cooperative programming with McKinney Memorial Public Library.

- Established working relationship with McKinney Senior Center. Presented classes on consumer health for seniors. Conducted tours of Consumer Health Information Center. Participated in Senior Fair.

- Presented Nursing Continuing Education classes at Collin-affiliated hospitals.

- Hosted classes presented by Regional Medical Library of the National Network of Libraries of Medicine and targeted to information and health professionals in the metroplex.

- Taught series of classes on consumer health topics for Seniors Active in Learning (SAIL)

- Taught classes on "Consumer Health Information on the Internet" as part of Collin's Professional Development series.

Community Outreach Highlights

- Partnered with McKinney Public Library on "Read Across McKinney" programming
- In partnership with Plano Public Library System and Plano ISD, presented program at Annual Texas Library Assn meeting on best practices for library partnerships in the community
- Conducted in-service training for Plano ISD librarians to raise awareness of library resources in Plano.
- Hosted visit by 5th graders from Mendenhall Elementary
- Began process of renewing interlocal agreement with Plano Public Library System for shared integrated library system.

DRAFT
Administrator Comments
Service Unit Assessment (2006-2007)

The purpose of Collin's service unit assessment is to document the continuous improvement efforts by service units. This assessment gives service units the opportunity to reflect upon their achievement of identifiable outcomes. Members of the service unit also discuss how the service unit could better service its clients. In addition to helping the service unit improve its performance this assessment allows the service unit to document improvement in compliance with SACS requirements.

After reviewing the assessment please provide your comments in the areas below. You may make other comments in addition to the areas listed.

Concerns you have about the assessment or about the unit:

> The provosts reviewed the assessment document and then met with the executive directors to communicate their concerns (mostly editorial in nature). The executive directors incorporated the suggestions and then the assessment was reread by the provosts.

Positive aspects of the unit:

- The degree to which the libraries' executive directors conduct environmental scanning to identify technologies suitable for adoption and provide adequate staff training to insure successful implementation.

- The excellent use of productivity and service statistics to support management decision making.

- The creation and maintenance of relationships with Metroplex community college libraries, transfer-partner libraries, and national peer libraries to enable the development of performance benchmarks.

- The continuing shift to digital resources and delivery, and the automation of workflow.

CCCCD IRO vlp; 03/12/07; Page 1 of 2
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Service Unit Assessments\Administrator Comments - Service Unit_2006-2007.doc

Recommendations for the unit:

The provosts agree with the four recommendations of the assessment.

Follow-up action needed, if any:

The Provosts will provide the support needed to assist in accomplishing the four recommendations of the Improvement Plan.

Other comments:

Nice work; thorough and well done.

ADMINISTRATOR'S NAME:

Tom Rodgers, SCC Provost, 8/7/2007

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Documents\Interim process_Service Unit Assessments\LRC\Administrator Comments - Service Unit_2006-2007.doc
Service Unit Assessments\Administrator Comments - Service Unit_2006-2007.doc