

# STANDARD V

---

## LIBRARY AND INFORMATION RESOURCES

### INTRODUCTION

---

This standard discusses the library, whose facilities are entirely new since the 1990 accreditation review. Recommendations from the 1990 review are addressed followed by a description, analysis and appraisal of the current situation. The final section contains plans for the coming years based on input from surveys, focus groups, and long-range plans developed when construction of the new facility was approved. (5.E.3.b) Rebuilding the library and laying the groundwork for expanded information services has been a decade-long undertaking and is only partially complete. The library building, its desktop computing, and the technological infrastructure supporting it have all been upgraded; it remains to update and enlarge the collection as well.

### RESPONSE TO RECOMMENDATIONS FROM 1990 REPORT

---

*Make a concentrated effort to assist the library in updating and expanding the book and other learning resources collections.*

In November 1995, the SSCC Foundation allocated \$20,000 which was matched by the college, for a total of \$40,000, to expand the library collection. As part of the capital construction project (1998 – 2001), the library received \$100,000 to purchase books and learning resource collections. Progress has been made in responding to this recommendation. The collection is now more current, if not substantially larger, than it was in 1990. During the 2000-2001 academic year, the college will develop a five-year plan to allocate a college operation funds to expand library collections.

*That a full self-study be accomplished during the immediate future so that Standard IV (Std V in 2000) and the college's accomplishment and needs can be analyzed.*

During academic year 1992-1993, the library conducted an Institutional Effectiveness Assessment (See Exhibits). In 1992, 1995, and 1999 the campus conducted Climate Surveys and a Community College Student Experience Questionnaire; each of these surveys contained questions soliciting feedback regarding the library. Findings from these surveys were instrumental in the design and development of the new Library and Learning Center.

*That the following issues especially be addressed.*

- Faculty/staff participation in acquisitions and weeding
- Faculty/staff participation in course outline review
- Faculty/staff commitment, planning, and follow-up in addressing the learning styles, individualization of instruction, and independent study and IRC.
- Faculty/staff participation in the library-learning resources program planning.
- Faculty/staff awareness and involvement in instructional design and production of materials

*Consideration for determining and fulfilling needs of:*

- Collection development
- Seating for students
- Staffing for television/audiovisual program

A large part of this standard contains the response(s) to these recommendations—each item noted above has been incorporated into the new facility and its operation.

### ACCREDITATION 2000 SELF-STUDY

---

The library contributes to the accomplishment of the college's Mission and Goals by providing resources and services that support teaching and learning (5.D.4.a) for all courses and programs independent of their size, mode of delivery, or

originating site. (5.B.2) This is done within the limits of the budget available. During the academic year 2000-2001, the library is focusing on Information Literacy and on Technology, 2 of the campus-wide Student Learning Outcomes (see Standard II for more information on Student Learning Outcomes).

Since the last accreditation visit in 1990, the library building has been entirely remodeled, its technology upgraded, and the teaching space enlarged to better enable the functional integration of classroom instruction, learning resources, and related support services. The library's programmatic links to instruction have been reconfigured as well. This was completed during winter and spring 2000 with the opening of a 96-station Information Commons; with the introduction of regularly scheduled workshops on discipline-specific resources; with the assignment of a library faculty member to teach an introductory course in the new webmaster program; and with a series of faculty development programs examining information literacy issues. Library management has also been reorganized since the last visit. The Associate Dean for Library and Information Services now has a wider scope of responsibility than the position incumbent of ten years ago, including responsibility for Campus Computing and Educational Technology and Faculty Development.

Campus Computing and Educational Technology contributes to the accomplishment of the college's Mission and Goals by designing, installing, maintaining, and supporting the electronic infrastructure required to deliver to all desktops across campus and at remote sites a wide array of information resources and educational services. (5.A.1,5.B.1) This infrastructure includes a high-speed network on a fibre-optic backbone that integrates new and legacy equipment; its newest components and highest speeds are found in the Library and Learning Center. The network also includes 26 wired classrooms; 7 dedicated labs for math, writing, second language learning, physics, CAD-CAM, machining, and information technology; and it includes as well the 96-station open lab in the library where an additional 10 stations are dedicated to accessing the library's online catalog and electronic resources. There are a total of 944 computers on the main campus and at the Duwamish Industrial Education

and Apprenticeship Center (Duwamish). Of these, 711 are for student use while 233 are designated for faculty and administrative use.

### **RESOURCES AND SERVICES (5.E.1)**

Library faculty members, in consultation with their colleagues in the academic, general, and professional/technical education programs and in accordance with the library's Collection Development Policy (see Exhibit),<sup>1</sup> select materials in all media to support instruction in every program delivered at the main campus, at Duwamish, at the NewHolly neighborhood campus, and via distance learning. As highlighted in the Strategic Plan, the two-year goal for 1998-2000 was to strengthen collections in the several areas that support pre-engineering, multicultural, and occupational instruction. The midterm results of this effort can be measured by the New Acquisitions list of 930 titles (see Exhibits), which was distributed to the campus at large by e-mail on January 26, 2000.

The Collection Development Policy that guides this effort details the materials that are generally acquired and describes their relation to instruction and other aspects of campus life.(5.B.3) Its salient points are summarized and published on the library web page (<http://www.sccd.ctc.edu/~sslib>). A copy of the complete document is kept at the reference desk where it can be consulted whenever the library is open. (5.B.4, 5.E.1) The opportunity to participate in developing library collections is provided faculty, staff, and students through appointment to the Library Advisory Committee and, more broadly, through the library web page, which has discrete links for faculty members (<http://www.sccd.ctc.edu/~sslib/facquestion.html>) and for students (<http://www.sccd.ctc.edu/~sslib/question.html>). These links allow anyone in the community to contact a librarian with questions, comments, or collection development suggestions and requests. The online forms used for this purpose promise a response within two days.

Among the library faculty there are *de facto* liaisons to each of the instructional divisions. One Faculty Librarian teaches in the webmaster program; another is a member of the Academic Programs fine arts faculty; and yet another works closely with the

ABE/ESL program. Finally, there is a formal link to distance learning, which was made a chief responsibility of a faculty librarian.

As the foregoing will have indicated, the library faculty make a sustained professional effort to build strong collections through organized involvement with the campus at large, working within the limits of the budget. But when measured against the ACRL (Association of College and Research Libraries)/AECT (Association of Educational and Communications Technology) national standards (<http://www.ala.org/acrl/guides/jrcoll.html>) for community, junior, and technical college learning resources programs, the college's library is seen to provide information resources that are less than adequate in quantity for a student population under 3,000 FTE. According to these national standards, the minimum quantity for a population of the size the college serves is 60,000 volumes; the college has 32,103 volumes. To reach what these national standards describe as an adequate collection for the size population the college serves in 2000-2001 is beyond the college's immediate means. As described in the Executive Summary and earlier in this section, the college is addressing this concern.

## **FACILITIES AND ACCESS**

Close to ten years in the design and building, the new library opened at the beginning of winter quarter 2000 to wide acclaim; this is evidenced by student and community newspaper accounts (see Exhibits). The book, periodical, and media collections are now readily available and easily accessed in a space designed for their most effective use. These collections are cataloged and shelved within easy reach of the information commons and the reference, circulation, and media desks. Books and hard-copy issues of magazines, journals, and newspapers are available for on-site use or loan throughout the sixty-seven hours that the library is open each week during fall, winter, and spring quarters. The web-based catalog is available twenty-four hours a day, as are those electronic resources whose licensing agreements so permit. (5.C.)

The catalog provides immediate access to the shared resources at all three colleges in the district, and the web makes it possible to search other collections beyond local holdings for research or interlibrary loan purposes. (5.B.5) There are four places in the library where web-based resources are accessible: the Information Commons; the dedicated electronic resources machines; the library classroom; and the Teaching and Learning Center (TLC). Faculty and staff have access as well from their desktops and faculty, staff, and students have access from home. Electronic resources are an example of district-wide cooperation, a shared collection development effort begun in 1993 (see <http://www.sccd.ctc.edu/~library/research.html>). The district libraries also participate in the statewide database licensing project, which is managed by the Washington State Library and funded in part by the Library Services and Technology Act (LSTA). (see <http://www.statelib.wa.gov/sdl/index.html>). While the college augments its current collection in the above manner, it is not intended that these efforts substitute for building an adequate collection.

The new two-story library facility is well designed for the purpose of integrating classroom instruction with the research that students must do to complete it. The library occupies the first floor of the Library and Learning Center (LLC) — approximately 22,000 square feet of the building's 45,000 square feet. The current seating capacity is 280 seats, including the study gallery on the second floor. This provides space for students to work collaboratively or independently at a computer, at a study table, in carrels, in a seminar room, or in comfortable, informal seating arrangements.

The facilities that house Computer Services and Educational Technology are being remodeled. The central role that computing plays in the new library is made clear by the location there of the office for the Director of Educational Technology. The network administrator and the staff reporting to him work in the Robert Smith Building where the core network equipment is installed in space originally dedicated to the purpose in the early 1990s. Since the unit was first established, Computer Services has occupied 1,036 square feet. When remodeling is complete in 2000-2001, it will occupy 1,529 square feet.

## PERSONNEL AND MANAGEMENT

The library meets the minimum ACRL/AECT national standards for instructional resources personnel to serve a student population (5.A.1) the size of South's. It is managed as part of a larger administrative unit that includes Instructional and Administrative Computing (5.D.4.b), educational technology (distance learning, media services, and interactive TV), teaching and learning, and faculty development. The Associate Dean is responsible, either immediately or through the Director of Educational Technology for all aspects of the library and computer services. The library is staffed by three full-time faculty librarians, three part-time librarians; three full-time paraprofessionals for circulation, acquisitions, and media booking; and five student full-time equivalencies (FTEs). (5.D.1) Throughout the academic year, the library is open sixty-seven hours a week, during which time there is always a librarian at the reference and information desk, a paraprofessional at the circulation and media desk, and a lab aide at the desk in the information commons. Because the college is part of a three campus district with a single library information system and because the three college libraries have been migrating from one major system (Inlex) to another (Endeavor Voyager) since 1998, there has been an unusually high commitment of time on the part of the project's lead librarian and lead paraprofessional for off-site committee work and training during the period of the self study. As a result, there has also been a higher than usual employment of part-time and substitute staff in the same period. Cataloging is notable for its absence from the foregoing list of local responsibilities. Rather than being done at each of the three colleges in the district, cataloging is a district-level responsibility and is accomplished at the district's Office for Library Technical Services (LTS) where 1.5 FTE paraprofessional staff supply copy cataloging and processing for over 7,000 items annually.

Campus Computing and Educational Technology is staffed by 3 full-time exempt positions: the Director, the Network Administrator, and the Media Manager. There are 6 classified technicians whose primary assignments are networking, software support and technical education liaison; general installation, maintenance, and troubleshooting; management of and support for the Information

Commons; and support for the NewHolly neighborhood campus facility. There is as well a part-time Help-Desk lead who is assisted by six student workers to provide up to sixty-four hours of service per week. There are also ten part-time technicians, many of whom are enrolled in the college's computing technology programs; and there are 21 FTE lab aides. Throughout the academic year the computer labs are scheduled for classes and otherwise open for business over ninety hours a week. Lab aides are assigned to assist in classes with enrollment above a given threshold; they also work in the Information Commons with the library faculty as part of the Information Literacy and Technology team. During the period of self-study there has been 80 percent turnover in the staff and significant growth and restructuring; the operation is still in transition. The college is part of a three-college district with a single legacy system for each of several key functions: registration and student records; financial management, personnel, and payroll; library information; e-mail; and phones. While the daily functioning of each of these systems affects the perception of computing success, each system is managed centrally at the district and therefore, not under the control of South's computing services.

### Analysis and Appraisal (Planning and Evaluation)

Collection: In addition to the long-standing practice of working with faculty to evaluate, weed, and build those parts of the collection that support their particular areas of instruction, a new evaluative approach involving faculty and their students was introduced in 1998-1999 and will be continued in 2000-2001. In 1998-1999, the Children's Literature class worked with the library faculty to complete the first discipline-specific evaluation in (see Exhibits). A computing technology class is scheduled to complete a similar discipline-specific evaluation in 2000-2001. (5.B.1)

The currency of the collection as a whole has been measured twice in the past ten years, once formally and in its entirety in 1993 with the commercial WLN Conspectus project, a nationally recognized standard of measurement (see Exhibits), and once informally in 1999 with a snapshot survey of 29

subject areas (see Exhibits). Both measurements reflect the downturn in spending on instructional materials that dates from the early 1980's, a fact that was noted by the accreditation team on its visit in 1990. Only 25 percent of the materials the library currently holds were published after 1983. Both the age and the size of the collection became a matter of concern to the Library Advisory Committee during the period of self study, and the Committee forwarded a five-year funding request to the President's budget subcommittee in May 2000.

**Instruction:** In terms of campus-wide planning, library faculty members and administrators serve on the Curriculum and Instruction Committee (CIC), the Academic Programs Advisory Committee, the Publications Committee, the Art Gallery Committee, the Technology Committee, the Institutional Effectiveness Committee, and the Faculty Senate. At the district level, they serve as well on several district-wide committees: the Distance Learning Committee, the Faculty Development Committee, the Electronic Resources Committee, and the Periodicals Committee. At the state level, library faculty members are active in, and one is currently president-elect of, the CLAMS (College Librarians and Media Specialists) (<http://library.centralia.ctc.edu/home/Clams/default.html>); another is currently the college's representative to the FACTC (Faculty Association of Community and Technical Colleges). The library associate dean is the community college representative on the steering committee for the Digital Images Initiative, which is sponsored by the Washington State Library (<http://www.statelib.wa.gov/projects/Digitize/index.htm>) (5.D.5)

As indicated earlier in the Description, Faculty Development and the TLC are also the administrative responsibility of the library's Associate Dean. In 1999-2000, Faculty Development sponsored programs on assessment and Student Learning Outcomes; the Campus Climate Survey; the Small Group Instructional Diagnosis process; the first-year experience; assisting students' cultural patterns of communication; copyright and intellectual property; and plagiarism. A new series with an international focus was also inaugurated with faculty presentations on distance learning in Sweden; youth litera-

ture in southern Africa; China, north and south; the Middle East; and around the world in (more than) eighty days. Faculty development credit was offered in addition for the math department's seminar series and the library's information literacy workshops (see Exhibits). An intensive Summer Institute on web resource design and development is planned for August 2000 and will be held in the TLC (<http://www.sccd.ctc.edu/~ssl/lib/SI>). (5.B.2)

**Research:** The library regularly participates in campus-wide surveys. During the period of the self-study, 2 surveys were undertaken whose results were then addressed by the Library Advisory Committee and are now taken into account in planning, the Climate Survey and the CCSEQ. The Climate Survey was conducted during spring quarter 1999. The Community College Student Experience Questionnaire (CCSEQ) was administered spring quarter 1999. The results relative to library service and information technology are discussed below in Future Directions. (5.E.3.b)

In the Institutional Effectiveness Assessment that the library conducted in 1992-1993, students were asked to indicate what changes would make them use the library more. In descending order of frequency, their responses were that the library be open on weekends, that instructors require them to use it, that it be made a more comfortable environment; that the book collection be improved, that there be computers for word processing, and that it be quieter. The library is now open on Saturdays, and the new building provides one of the most comfortable environments on campus. It is the site of the college's open lab – the Information Commons – where students can use computers for word processing and other computer based access. In strategically targeted areas, the book collection is increasingly more up to date, although it cannot be said to be growing in any statistically significant way.

In the CCSEQ administered in spring 1999, one-half to two-thirds of the respondents indicated that they had never used the library as a quiet place to study; never read newspapers or magazines in the library or online; never checked out any materials; never searched the catalog, prepared a bibliography, or sought help from a reference librarian; and

never found anything interesting by browsing the shelves. Students who had used the library indicated that their most satisfying experience of it had been as a quiet place to study, while their least satisfying experience had been trying to find things they wanted or needed to read, whether in the catalog or by browsing the shelves. When compared to the data collected in 1992-1993, this would seem to indicate that: a) students continue to expect the library to provide them a quiet place to study; b) the collection continues to be insufficient to meet their needs; and c) there is a substantial number who do not yet see Information Literacy – an established Student Learning Outcome — as an aim that the library can help them achieve. (5.E.3.a)

### **FUTURE DIRECTIONS**

Quiet is at a premium in the new building with its design emphasis on collaboration, and students have made this known throughout the first six months of use. This will guide the college in planning for the library's expansion to the second floor of the LLC when the new Technology Building opens in 2006.

The Library Advisory Committee recommended to the President's budget subcommittee in May 2000 that the campus commit an additional \$20,000 for each of the next five years to expand and update the collection. While electronic resources are an important part of the new library building and its services, in those areas where books remain the medium of choice the collection needs to reflect the building's standards. In response to this request, the President has committed to a five-year plan to commit college operating resources to address the collections issue.

The CIC and faculty librarians will focus on the Information Literacy Student Outcome during the 2000 - 2001 academic year. A goal is to establish a benchmark that will be used across the curriculum to promote Information Literacy and then to this outcome. Information Literacy Outcomes are that students:

- Access and evaluate information from a variety of sources and contexts, including technology
- Use information to achieve personal, academic, and career goals, as well as to participate in a democratic society

Although Information Literacy has been included in course outlines campus-wide, there has not yet been a coordinated, campus-wide effort to promote and assess. Two courses that focus on Information Literacy (LIB101 and LIB180), are taught quarterly. An average of 22 library orientations for specific classes is taught quarterly. Additionally, 15 specialized orientations, open to everyone, are scheduled quarterly. Presently, Information Literacy is a major component in English 102. Composition, which is required for academic students, and English 105 Applied Composition, which is required for vocational students. The librarians have worked with instructors of these courses to assure the infusion of Information Literacy components.

In the Climate Survey conducted in 1999, faculty indicated a high level of satisfaction with the library in many areas. Eighty-two percent were satisfied with the hours of operation. Faculty respondents reported considerable satisfaction with the involvement in collection development; adequacy of audio/visual equipment; the availability of facilities, resources, and services; the level of interaction between faculty and staff regarding use of library; and their own use of library resources. As satisfied as they were with the library, however, they were almost as dissatisfied with computing. Specifically, they were dissatisfied or very dissatisfied with a) student access to computers; b) with the accessibility of new and current software; c) and with the extent of technical support. This survey was conducted prior to the opening of the newly remodeled library and Information Commons in January 2000. The college would expect that these responses would be significantly different had the survey been done after January 2000.

During the past ten years, the college has committed an increasing percentage of its available resources to support the expansion of computers and technical support. It is expected that this trend will continue because of the rapid changes in technology and student demand for technology-based programs. The challenge to the institution is to maintain this level of support and to identify new sources of funding.

The speed and stability of the network that enables ready access to new and current software in the LLC needs to be realized across the entire network. The college is going forward with the recommended build-out that was presented to the President in summer 2000 and should complete it by summer 2001.

---

<sup>1</sup>Presented to and approved by the college's Library Advisory Council in 1979. Approved by SSCC Cabinet May 1980.

# Standard V

## Index

---

Access .....	149
Campus Computing and Educational Technology .....	148
Collection .....	150
Collection Development Policy .....	148
Currency of the collection .....	150
Faculty Development .....	151
Future Directions .....	152
Information Commons .....	148
Library Instruction .....	151
Resources and Services .....	148
Shared resources .....	149
Teaching and Learning Center .....	149
Turnover .....	150