

# Standard Six

## Information and Learning Resources

***Information and learning resources and services are sufficient in quality, depth, diversity, and currentness to support the institution's intellectual and cultural activities and programs in whatever format and wherever they are offered. The institution provides training so that information and learning resources may be used effectively and efficiently.***

- 1. Information and learning resources, and any equipment needed to access the holdings of libraries, media centers, computer centers, databases and other repositories are sufficient to support the courses, programs, and degrees wherever offered.***

### Descriptive Summary

Library materials are housed in the Learning Resource Center (LRC), and include both traditional hard copy and digital material. As of Spring 2000, the library hard copy holdings include 24,987 books and 185 current periodical subscriptions. Additional materials can be accessed through the Internet. These materials are accessed through the library home page on the Cuyamaca Web Site and includes the following:

- The Library Catalog, that provides access to books and videos at both Cuyamaca and Grossmont Colleges.
- The Periodical Search link that provides access to over 2,500 journal titles via the Internet. Over 1,000 of these journal titles have the full text available.
- A section called "About the Library" that provides information on hours of operation, loan periods, computer lab usage and staffing.
- The Faculty Services section that provides information on library orientation, how to request library materials and how to assist students with information competency (library research).
- A San Diego State University (SDSU) Library link that provides access to the materials at SDSU through an inter-

library loan program. Through an arrangement between SDSU, Cuyamaca and Grossmont Colleges, students can borrow books free and can obtain photocopies of journal articles at low cost. There is a forty-eight hour turn around time on the delivery of these materials.

- The General Reference area provides online references for career planning, colleges and universities, dictionaries, encyclopedias, entertainment, financial aid, government, news, periodicals, statistics and style guides.
- The Best of the Net that has preferred links categorized by academic discipline. Students can begin their research topics by clicking on academic departments and find a list of links that have been evaluated by college librarians.
- The Research Guides that assist students with research in specific subject areas. Library staff has worked with faculty to develop research modules. Students can then access references, books and Web links to specific subject areas.
- An Internet Search section that has information about search engines, how to evaluate a Web site and Internet tutorials.

The library has 17 computers that serve as On Line Public Service Access Catalogs (OPACS). They are set up to use the library home page to do research using periodical databases and online catalogs. One computer is located at the Circulation Desk and 16 computers are provided in the Reference area. The LRC also three computer labs: a math lab with 36 computer stations, an English lab with 34 stations and an Open Lab with 26 stations. The library also has video players, CD players, tape players, headphones and a high-speed tape duplicator available for student use. Equipment is evaluated for obsolescence on a regular basis and replaced as needed.

The library received a two-year, \$300,000 grant in 2000 to develop a Web-based system that will allow students to access

# Standard Six

## Information and Learning Resources

library resources from any location. This system will also allow door-to-door document delivery service for distance learners and the disabled. The grant further provides for access to a reference librarian through an 800 telephone number or by e-mail.

### Appraisal

The library staff has been very innovative in using technology to provide resources for students and faculty. Use of the Internet and online databases significantly increases the resources available to faculty and students. The inter-library loan program in cooperation with San Diego State University greatly expands the number of available books and periodical resources. The library staff has been successful in obtaining grants to infuse better research techniques into the curriculum. As a result, Cuyamaca College is regarded as one of the top colleges statewide in the use of technology in this manner.

Hard copy materials are limited. Cuyamaca College does not meet the minimum standard of 60,000 bound volumes. Of the 24,987 volumes that are available, 16,720 of them are outdated (published before 1979). A core collection of hard copy books is needed for several reasons.

- Faculty members make assignments that require hard copy books.
- Basic books for specialized programs such as English as a Second Language are needed.
- Rapid access to books is needed for short-term programs such as intersession and Weekend College.
- Libraries function as learning laboratories for many disciplines, and as such, the core collection must provide for the examination of more than just one or two books on a given subject.

The library does not have a reliable source of funds for increasing the book collection. Money for books, however, has not been an established category in the general fund. In the past, money for purchasing books has

come, in large part, from various grants. This makes planning difficult. The library staff is requesting \$61,000 per year to add approximately 2,500 volumes, in order to work toward meeting the State's recognized standards. These budget requests are identified as high priority expenditures for the College (Ref. 6.2).

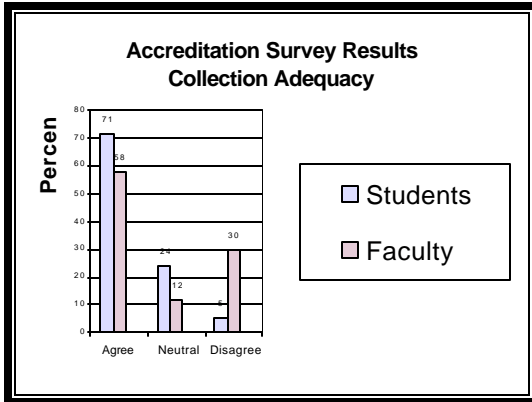
The College is moving from purchasing individual paper subscriptions of periodicals to purchasing subscriptions to periodical databases. This trend seems to be appropriate, as more periodicals are available at lower cost through this type of acquisition. The College has only 185 paper subscriptions but has over 2,500 journal titles available through the databases. Some paper subscriptions are still needed, however, to provide immediate access to current periodicals and for those not available on the databases.

In the *Cuyamaca College Accreditation Survey, Spring 2000*, both faculty and students were asked if the library's collection was sufficient to meet the needs of their educational program. Of the 495 students who were surveyed, 71% agreed that the collection was adequate, 24% were neutral, and 5% disagreed. Of the 59 faculty surveyed, 58 percent agreed that the collection was adequate, 12% were neutral and 30% disagreed. It is significant that only 5% of students think the collection is inadequate while 30% of the faculty thinks that the collection is inadequate.

Question: "The Learning Resource Center's collection is adequate to meet the needs of my educational program"

# Standard Six

## Information and Learning Resources



### Plan

During the next 10 years, additional volumes will be added to the library to work toward meeting minimum standards. With an increased book budget, the library collection will be augmented to meet faculty needs. It is planned to improve the collection in high demand general education areas including, but not limited to Communication Arts, the Sciences, Social Sciences, and Art in addition to vocational areas such as Child Development, Business and Paralegal Studies.

- Appropriate educational equipment and materials are selected, acquired, organized, and maintained to help fulfill the institution's purposes and support the educational program. Institutional policies and procedures ensure faculty involvement.***

### Descriptive Summary

Faculty participate in the selection of educational materials and equipment. Instructional programs are divided among the librarians (Ref. 6.4). Each librarian is responsible for interacting with their assigned department to acquire materials. Faculty are asked to submit requests for materials. The major criterion used for approval of requests is that the material be used to support the curricula of the College.

The College has a maintenance plan in place to keep instructional equipment in

good working order. There is one full-time employee and one part-time (19 hours a week) employee available to maintain the instructional equipment in the library and the classrooms.

### Appraisal

When new curriculum is proposed, faculty are required to work with the library staff to make sure that adequate library materials are available. If materials are not available, the librarians work with the faculty to evaluate and purchase new materials.

As the College continues to utilize technology in instruction and acquires more equipment, additional personnel will be needed to maintain the equipment. The need for maintenance personnel will increase as the College installs additional computer-based classrooms (i.e. "Smart Classrooms") on the campus. Since much of the College's instructional equipment is located in the classrooms, there is also a need to maintain a good inventory of the equipment. Money also needs to be available for replacement and repairs as older equipment breaks down.

In the *Cuyamaca College Faculty Accreditation Survey, Spring 2000a* question was asked about maintenance of Learning Resources equipment. Of the 56 faculty respondents, 77% agreed that the equipment was properly maintained, 12% were neutral and 11% disagreed.

### Plan

Because of tremendous growth in use of technology at Cuyamaca College, additional requests for maintenance personnel will be made. One part-time position will be upgraded to full-time as of January 2001. All OPAC computers used in the library will be updated as a part of the three-year replacement cycle recommended by the *Cuyamaca College Technology Plan*. Providing ongoing support to instructors on equipment operations and maintenance, and the provision of technology support staff on

# Standard Six

## Information and Learning Resources

weekends are goals in the *Cuyamaca College 2001-2004 Strategic Plan*.

To accommodate the demand for additional computers in the Open Lab, 28 workstations have been added in the open seating area, along with additional staff support. Plans for the new Science and Technology Mall call for further expansion of computer lab space. Construction of this mall, however, is dependent upon availability of State funds, and, even under best conditions, will not be available in less than 4-5 years.

The LRC staff have requested that a full-time employee be hired who can be available for "on-the-spot" trouble shooting to make sure that all computers and systems are working properly for students.

### **3. Information and learning resources are readily accessible to students, staff and administrators.**

#### **Descriptive Summary**

The use of library materials and other resources is promoted through a comprehensive program of orientation, instruction, and the distribution of printed and digital materials. At the beginning of each semester, faculty receives an invitation to schedule a library orientation for their classes. The orientations, presented by a librarian, are designed to teach students how to define a topic for research, use computerized catalogs, indexes and databases, and select and evaluate appropriate sources of information.

The library subscribes to indexing and abstracting services, as well as, full-text services that are available on campus and through remote authentication procedures. A basic collection of traditional books and periodicals is available to all students and staff in the library. In addition, interlibrary loan agreements with San Diego State University and Grossmont College expand access by 1,000,000 printed items. A virtual library of digital resources gives students access to approximately 1,500 full-text journal subscriptions.

The library is open the following hours: Monday through Thursday, 7:00 a.m. to 9:00 p.m., Friday, 7:00 a.m. to 4:30 p.m., and Saturday, 9:00 a.m. to 3:00 p.m.

#### **Appraisal**

In the *Cuyamaca College Student Accreditation Survey, Spring 2000*, students were asked to respond to the following: "The Learning Resource Center is open enough hours and days of the week to allow adequate access for my educational needs." Sixty-six percent agreed with the statement, twenty-five percent were neutral and nine percent disagreed. Another statement on the survey was, "The computer labs in the Learning Resource Center are open enough hours and days of the week to allow adequate access for my educational needs." Sixty-four percent agreed with the statement, while 21% were neutral and 15% disagreed. The final survey statement was "There are sufficient Learning Resource Center personnel to meet my needs." Sixty-four percent agreed with the statement, 30% were neutral and five percent disagreed with this statement.

The survey results indicate that a majority of students feel that the LRC and the computer labs are open enough hours to meet student needs and that there are sufficient personnel to serve students adequately.

The library staff actively seeks requests for group library research orientations each semester. Faculty are contacted at the beginning of each semester and made aware of what services are available. Research orientations are provided across the curriculum to students in general education courses, as well as, vocational courses such as Automotive Technology.

#### **Plan**

The library will continue to seek requests for library orientations from faculty in general education courses, as well as, vocational courses. As Cuyamaca grows in student

# Standard Six

## Information and Learning Resources

enrollment more resources will be available to accommodate the increasing demands on library staff to give library orientations. Library hours are evaluated and, if necessary, changed in order to meet student needs.

- 4. *The institution has professionally qualified staff to provide appropriate support to users of information and learning resources, including training in the effective application of information technology to student learning.***

### Descriptive Summary

The LRC staff is comprised of the Associate Dean of Learning Resources, four certificated Librarian positions, seven full-time classified staff, eight 19-hour contract classified staff plus four adjunct librarians and two-to-three student workers. At this time one librarian position is unfilled. The seven full-time classified staff include: the Associate Dean's Administrative Secretary, One Learning Resource Specialist, two Senior Multi-media Technicians, one Multi-media Technician, one Graphic Design coordinator, and one Senior Electronics Technician. The 19-hour contract positions include: five instructional lab assistants, one Multi-media Assistant, one Desktop Publishing Specialist and one Instructional Media Services Technician.

All librarians hold Masters of Library Science degrees. Of the classified staff, one has a library paraprofessional certificate, one is the SIRSI resource person, (library automated systems) and one specializes in the Online Catalog Library Center (OCLC). One part-time classified employee is in the process of getting a library paraprofessional certificate.

Librarians divide their time between public service at the reference desk and other responsibilities. These include: 1) collection development (traditional printed materials and resources available through electronic databases); 2) cataloging; 3) periodical collection management; 4) development

information technology infrastructure; and 5) information competency training.

Four of the full-time and one of the part-time classified staff are responsible for acquisitions, circulation, physical processing and general maintenance of the library's collection. Technical responsibility in the area of cataloging and the library's on-line bibliographic control system (SIRSI) is shared among the technical staff.

### Appraisal

According to Association of College Research (ACRL) which have been adopted by California Community Colleges and the Association for Educational Communication and Technology (AECT) standards, standards, four certificated staff falls short of the number set for a college of over 7000 students. As compared to other colleges in California, however, Cuyamaca College has one of the best librarian-to-student ratios. In the *Cuyamaca College Student Accreditation Survey, Spring 2000*, students were asked, "What is your experience in accessing learning resources information in the Learning Resource Center (LRC)?" Over 80%, of students responded with positive statements regarding the quality of service they received from library staff. These responses indicate that library staff is doing an excellent job. Additional librarians and classified staff will be needed in the near future as the College grows, and demand for their services increases.

### Plan

Cuyamaca College will continue to evaluate the staffing needs and make changes as necessary to meet the growing demand for services in the LRC.

- 5. *The institution provides sufficient and consistent financial support for the effective maintenance, security and improvement of its information and learning resources.***

# Standard Six

## Information and Learning Resources

### Descriptive Summary

A variety of funding sources support the Learning Resource Center. The College's general fund supports the Learning Resource Center staffing and other operational needs.

The Learning Resource Center relies heavily on grant monies for the maintenance and improvement of its information and learning resources (Ref. 6.3), and as such, has no reliable funding base on which to plan its collection development program. The library's book collection and electronic databases are maintained and funded by grants. In 1999-2000 the Learning Resource center received \$901,879 from general fund monies to support its operational needs. In addition, it received \$300,000 dollars (over a two year period) from a California Community College Chancellors Office Information Technology grant, \$75,000 from the Telecommunication and Technology Infostructure Program Grant (TTIP) plus additional funding from other sources to support and maintain its book collection and electronic resources. For the 2000-2001 budget cycle, the library received a one-time budget augmentation of \$50,000 in addition to its \$40,000 regular budget to increase its core book collection (Ref. 6.2).

### Appraisal

The College is pursuing a comprehensive program of Learning Resource Center services which includes an increasing commitment to digital resources. Digital technology changes rapidly and must be consistently maintained and updated. As the College continues to move in that direction, a stable funding source, other than grants, must be established.

### Plan

The Learning Resource Center will continue to evaluate the needs students and faculty to ensure adequate support for the College's educational program. Staff will continue to look for additional funding sources to enhance its book collection and support

services. Book collection development efforts will also continue through the Academic Master Plan and the College's budgeting processes.

- 6. When the institution relies on other institutions or other sources for information and learning resources to support its educational programs, it documents that formal agreements exist and that such resources and services are adequate, easily accessible, and utilized.***

### Descriptive Summary

The Learning Resource Center relies on a variety of sources and institutions for information and learning resources to support the College's educational programs. A special Districtwide interlibrary loan agreement exists with San Diego State University (SDSU). This ongoing agreement is based on a 1995 grant received by the Grossmont-Cuyamaca Community College District and San Diego State University. The Online Catalog Library Center is used for access to worldwide libraries and for interlibrary loans.

The San Diego and Imperial Valley Community Colleges have a Community Colleges Media Collection and Information Services Joint Powers Agreement (San Diego and Imperial Community Colleges Media Consortium) This is a formal agreement between the San Diego and Imperial Counties Community Colleges Association and the San Diego County Superintendent of Schools. The agreement enabled the colleges to establish a system to purchase, share, maintain, and distribute a large collection of educational audiovisual and film media without duplicating costs at each institution. The consortium provides an additional source of support to faculty, students and the College's educational programs by making educational videos available to member institutions. The media are housed at the San Diego Office of Education (Ref.6.1).

# Standard Six

## Information and Learning Resources

Interlibrary Loan Code has fostered an understanding among libraries worldwide to facilitate the borrowing and lending of books between reciprocal institutions. Borrowing libraries are not charged for interlibrary book loans. A fee is charged for making copies of periodicals. There is no written agreement to participate with the On-line Catalog Library Center.

Cuyamaca College students can access periodical databases through two services, *ProQuest Direct* and *InfoTrac*. In addition, several specialized subscription databases are available to students. Most of these services are available from off-campus locations through a remote authentication procedure.

### Appraisal

An hourly employee provides courier service between the District's colleges and San Diego State University for interlibrary loans. The courier service is adequate when utilized as intended, as a supplement to existing in-house resources (core collection).

The Learning Resource Center relies heavily on interlibrary loans to supplement its core collection of books. According to the *Cuyamaca College Accreditation Survey, Spring 2000*, of faculty, staff and students, the majority of faculty (58%) and students (71%) felt that the LRC collection was adequate to meet the needs of educational programs. A large number of the faculty (30%) felt that the resources were not adequate to meet the needs of educational programs. Through interview of LRC staff and review of the Title 5 regulations concerning minimum standards for libraries, it became apparent that Cuyamaca College's core book collection is not adequate to support its educational programs. Section 58724 of Title 5 regulations requires a minimum standard of 60,000 hard copy books per 4300 – 5000 FTE (Full-Time Equivalent) of student enrollment. As of December 1999, the College only had 24,984 volumes. This is not sufficient to support the 7000 students currently enrolled.

### Plan

The College will continue to document formal agreements, as appropriate, when it relies on other institutions or sources for information and learning resources to support its educational programs. The College will continue to have procedures in place to ensure that resources and services are adequate, and easily accessible.

- 7. The institution plans for and systematically evaluates the adequacy and effectiveness of its learning and information resources and services and makes appropriate changes as necessary.***

### Descriptive Summary

Planning for material and staff resources begins with the annual *Academic Master Plan* submitted by the LRC staff to the Academic Master Planning Committee (AMP). At the same time, the LRC submits an annual Technology Plan to the Technology Plan Subcommittee of the Instructional Technology Committee (ITC). Both plans are evaluated, and given prioritized rankings by their respective committees. The recommendations of the Academic Master Plan Committee are used in development of the yearly Technology Plan recommendations for the College. Subsequent decisions concerning funding of staff positions and material investments are based on the recommendations made in these plans (Ref. 6.2).

As part of their formal responsibilities, the librarians evaluate collections and other information resources on an ongoing basis. In addition, they collect informal feedback from both faculty and students regarding the both the adequacy and the effectiveness of the LRC's policies and resources, and they respond accordingly within their existing budget constraints.

# Standard Six

## Information and Learning Resources

### Appraisal

- 6.3 Copy of Grant Proposal
- 6.4 Collection Development Subject Area

In the *Cuyamaca College Faculty Accreditation Survey, Spring 2000*, 47% of the respondents agreed that “The college plans for and systematically evaluates the adequacy and effectiveness of the Learning Resources Center;” 31% were neutral in their response, and 22% disagreed. Interviews with staff from the LRC yielded similarly mixed responses. There was general support for the planning process and the opportunity for LRC staff at every level to contribute their ideas. In addition, both material resources and staff positions have been increased in response to the College’s growth. At the same time, concerns were expressed by several individual interviewed that the policy decisions that resulted from the planning process did not always reflect the priorities of the LRC staff. Particular concerns were raised about the trend in recent years of increasing amounts of stack and study station space being taken over to support essentially non-library programs (English and math labs, the general open lab, Cal Works, TLC, and Grants Office). As campus-wide renovations and construction of new buildings expand the resources dedicated to the needs of individual departments, efforts to restore the facilities and stack and study space that were displaced in previous years should be given a high priority.

### Plan

The College should continue to refine its planning process. As campus-wide renovations and construction expand the resources dedicated to the needs of individual departments, efforts to restore the facilities and stack and study space that were displaced in previous years should be given a high priority.

### Standard 6 Document References

- 6.1 Joint Powers Agreement
- 6.2 Academic Master Plan