

STANDARD FIVE

LIBRARY AND INFORMATION SERVICES

Introduction

Library and Information Resources are the responsibility of two distinct campus departments. Library-Media Services provides print, audiovisual, and electronic media resources and assistance to the campus community while the Computer Services (CS) unit supports the computing/information needs of students and employees as outlined in Standard Five. The Dean of Library/Media/Arts/Distance Learning administers the Library Media Center (LMC), while responsibility for CS is presently split between the Vice President for Educational Services, the Dean of Business and Advanced Technology and the Dean of Math, Science, and Occupations. Administrative leadership for CS will be transferred to the new Vice President for Information Services, hired in January 2000 and scheduled to start in the position in February 2000.

LMC and CS work closely to ensure that information services are provided in a timely, effective manner. During the process of self-study, it became evident that improved communication and planning between these two units would be desirable. The subcommittee on Standard Five made other recommendations (see Recommendations and Actions Taken, (Figure 5.3, page 5-23) in order to continue the process of assessment and improvement in this area.

Purpose and Scope - Library/Media Center

One of the strengths of the College is the consolidation of resources and services into one unit -- Library-Media Services. Students or faculty needing print, audiovisual, or computerized information resources can obtain all of the services and assistance from one central point. In order to function effectively, Library-Media Services must coordinate with Computer Services and the instructional departments. Because all of these units are administered by Educational Services there is a direct relationship and communication structure.

Library-Media Services plays a critical role in supporting the mission of the college. The department provides relevant, current informational materials and systems in a variety of formats as well as instruction and assistance in identifying and using these resources. This is accomplished through providing collections, equipment, instruction, and related services. Library-Media Services assists students by providing materials and equipment, helping them to locate information and complete class assignments and by developing their research skills and information competencies. Library-Media Services directly supports faculty and administrators by providing materials, research service, audiovisual equipment, and assistance in developing teaching and presentation materials.

The fundamental mission of Library-Media Services has not changed in the past five years. Technological development, however, has caused a major shift in the way information resources are accessed and delivered to the user. The way in which Library-Media Services provides service will continue to evolve as new systems of information access enable faster retrieval and an increasing variety of formats and delivery modes. Library-Media Services will need to continually evaluate the best, most efficient way to meet the information needs of its clientele taking into account, as always, user preferences and learning styles.

This mission is carried out through distinct units in Library-Media Services, each of which has specific responsibilities. Collection Development selects and orders books, periodicals, and database subscriptions and coordinates with Media Services in the selection of videocassettes, audiocassettes, and computer-based programs. Technical Services provides access to the collections by cataloging and processing all materials in addition to updating, maintaining, and administering the online catalog. Circulation provides the means for use of the resources through registering new borrowers, checking items out and in, tracking overdue and lost materials, issuing notices, reshelving items, and assisting library users with related services, such as tape duplication, telecourse tape rentals, and photocopying.

Public Services works directly with users both in the reference area, assisting with research questions and class assignments, and by providing library instruction to individuals and groups.

Media Services coordinates audiovisual equipment and systems use throughout the campus, ensuring that equipment is readily available and functioning properly. Audiovisual equipment includes everything from slide and overhead projectors to videoconferencing and data projection systems. Media Services also assists faculty and administrators in the development of teaching and presentation materials with priority service to instructional needs. Working with all staff, library administration develops, recommends, and implements policies and procedures, serves as budget authority, is responsible for overall planning initiatives and coordinates Library-Media Services with internal and external constituencies.

The current most significant problem is a lack of coordination in technology planning. There is no established structure to assist the department in coordinating efforts with other areas. The LMC develops its own plans independently while attempting to keep staff in Computer Services apprised. However, there is no stated commitment on the part of Computer Services to provide desired services and no expressly stated standards of connectivity speed or reliability for the campus network. The lack of a Computer Services administrator exacerbates the situation. The LMC is attempting to overcome this by working with the campus-wide Technology Planning Committee to be certain that the LMC's technology needs and directions are recognized. Both the Dean of Library/Media/Arts and the Technical Services Librarian currently serve on this committee so there is direct interaction with this body.

Collections

Resources and services are determined by the nature of college programs and in consideration of national library standards and practices. The collection development policy (Exhibit 5.2) states that "collections in all curriculum-related areas will be developed through the two-year or certificate level" and that the LMC will strive to provide a minimal collection of basic works in all Library of Congress classifications. As programs are added, the LMC makes every effort to select and provide relevant materials prior to the initiation of classes. The collection development policy was revised in Fall 1998 to include a statement that "materials will be added in support of distance learning classes according to the same criteria and procedures used in supporting on-campus classes."

The core collection of books is insufficient for the number of students served. The print periodicals collection is adequate but the number of electronic subscriptions available to students are limited due to budget constraints. The materials collection totals 42,000 book volumes, which is 18,000 volumes less than the minimum collection level suggested for community and technical college libraries by the Association of College and Research Libraries and 43,000 less than the excellent level. Many basic reference works, as well as materials that could circulate, are now appearing in electronic format. It is important to note that library and its print collection were totally destroyed in the 1987 fire. Rebuilding the collection has been possible due to systematic planning and prudent use of available funds. Although the collection is less than the desirable size, it is not a dated collection and all materials are selected individually with the needs of the program and students foremost in mind.

Periodicals and newspapers provide one of the most up-to-date and important forms of information. The library provides at least 150 current subscriptions, which is adequate to meet most user needs. Materials are provided in paper, microform, and digital format. Inflation for periodical subscriptions has averaged 5-7% per year. In addition, there has been a major shift in information delivery and periodical indexing. Indexes and full text articles can be accessed through the Internet. These databases, while offering greatly expanded resources, have dramatically increased the cost of providing periodical indexing. The library has planned for this increase over the past five years by careful review and weeding of the less-used periodical subscriptions. This effort will continue in order to keep subscription costs within current budget parameters. Online database subscriptions include: Proquest, NewsFile, CINAHL and OCLC World Cat.

The media collection includes approximately 2,700 video titles, 400 compact discs, and a small assortment of audiocassettes, CD-ROM programs, and videodiscs. The collection is included in the LMC online catalog and housed in open, browseable shelves. The video collection serves a dual function: it provides faculty with needed materials for classroom presentations, while it also augments the LMC materials collection to meet student information needs. The collection is heavily used; media check-outs account for over one-third of total circulation. The media collection meets almost all faculty requests; only a few out-of-print films are rented annually. A small collection of audio compact discs has been developed to support the music program but due to size this collection may only be used in the library. This has not replaced the record collection, a now obsolete format.

Both print and audiovisual materials are organized according to the Library of Congress classification system. An automated catalog has provided users with access for almost a decade. The LMC migrated to the Voyager system in Spring of 1999 in an effort to provide a graphical interface that would be easier for students to use, that would provide significantly more information as well as web links, and that would allow web accessibility for remote use. The acquisitions system is integrated with the catalog so that staff and users can identify materials on order and obtain information about their status. A separate serials database (GLAS) has been developed and maintained for more than five years. The Voyager system includes an integrated serials module and the library will transfer the information on GLAS to the new system during the 1999-2000 academic year. The LMC produces a print serials list each year. This is available in locations throughout the library.

Holdings are systematically reviewed in order to ensure collection currency and integrity. In 1994-95, the LMC conducted a comprehensive assessment of the print collection. This process formally involved every academic department in assessing the collection and developing selection goals for every Library of Congress classification category. These goals are updated when curriculum or staffing changes require a major re-evaluation. On a continuing basis, the LMC actively involves faculty in collection development. Faculty members receive a handbook each year describing selection procedures. Librarians update the faculty regarding availability of acquisitions funds throughout the academic year, and contact individual instructors to discuss collection needs. As some resources, notably periodicals, are replaced or supplemented by digital materials, faculty members are also involved in making decisions. Student requests are honored with a prominently displayed "suggestion box" as well as through purchase of many interlibrary loan book requests. In addition, information gathered at the Reference Desk regarding needs that could not be met from the library collection, also is regularly reviewed.

Equipment

The LMC has carefully planned for the integration of new technologies and, at the present time, there are a sufficient number of computers available. Audiovisual equipment is adequate to meet current faculty needs for classroom support.

Media equipment is selected to meet and, when possible, to anticipate faculty classroom presentation needs. Equipment needs are reviewed annually through the budget planning process. Media Services has developed a plan for general provision of classroom equipment and works with individual departments to identify and assist with special needs. Coordination of media equipment needs on a campus-wide basis has been fairly successful. With the integration of technology

into instruction, audiovisual support and planning has become even more critical. Media Services has developed a plan for regular replacement of equipment and as classrooms are either newly constructed or renovated, audiovisual equipment is included in room design. This has resulted in a high level of service and the ability for faculty to integrate new technologies into instruction. In this regard, classrooms in the Instructional Technology Center were well designed and serve as examples of the process and budgetary support that is necessary to provide state-of-the-art tools to faculty. However, the college does not have a financial plan for regular replacement of computers or AV equipment and this is a concern. The LMC has done an excellent job of identifying the types and level of collections and equipment necessary to support a quality educational program. In conjunction with the Everett Community College Foundation, the LMC developed a five-year plan to address collection development needs. As part of the budget process, the LMC also submitted an evaluation of the funding that will be needed to support media equipment use. This will be included as a priority in subsequent budget discussions and requests.

Human Resources

Library-Media Services includes 13 classified staff, 5 faculty librarians (1 is part time), and one administrator. The number of positions allocated to the department is insufficient to meet the increasing breadth and depth of service and resource management needed by the college. The integration of new technology into library services, for example, has added significantly to individual workloads because no services have been discontinued. In addition, prompt, in-house technical support of computer equipment and networks is becoming a necessity. Media Services has assumed responsibility for coordination of campus web services, adding an entirely new dimension to this supportive role. The Dean now supervises art/media/journalism faculty and programs and coordinates distance learning efforts. Although staff members at all levels continue to develop their skills and to respond creatively to workload demands, additional positions will be needed or the level and quality of service may be compromised. Library-Media Services has recently made some gains in addressing these needs. The department was funded in the 1999-2000 budget for additional part time librarian hours and this has helped to develop consistency between daytime and evening services and the instructional program. This also has offset the hours of reference assistance lost when the Media Services Librarian assumed additional responsibility for the college web site. In addition, Media Services added a new instructional technician position. This individual will help increase the amount of instructional design support that is available to faculty. Job responsibilities are clearly defined and all staff members are well qualified. Job performance expectations are provided to each employee in written form.

With the exception of two technician positions, all of the classified staff members have been employed in the College library for at least five years. The two relatively new staff members were hired based on their training and experience, which is extensive. The librarians all have earned master's degrees; the full-time librarians all have achieved tenured status. The administrator has more than thirteen years of experience in community college library management. Changes in staff have resulted in careful examination of positions; recent restructuring has improved workflow in technical services and acquisitions, eliminated multiple supervisors and made the reporting structure more direct.

The most significant professional development opportunity for the faculty librarians have been sabbatical and enhancement leaves. All four librarians have participated in such opportunities during the past ten years (see Figure 5.1). There is no funding available in the LMC budget to support classified staff development. This limits the ability of the department to plan and to provide growth opportunities.

Figure 5.1 Library/Media Center Faculty Sabbatical and Enhancement Leaves		
Helen Feeney	Enhancement Leave - Fall 1992 & Winter 1993	Collection development, bibliographic and searching aids, ESL grant with Everett Public Library
Christie Nelson	Sabbatical - Fall 1997	Cultural exchange with the Lycee Vial in Nantes, France. Worked in the Lycee's library, lectured in English classes, and studied French language and history.
Jeanie Goodhope	Enhancement Leave - 1997-98 academic year	Leave focused on Instructional design and developing proficiency with a number of computer programs including web authoring tools.
David Rash	Sabbatical - Fall 1999	Reference assistance, library service to distant learners

All of the librarians participated in initial training sessions in January, 1999, on the Voyager automated system. All attended the Public Catalog training session. In addition, Helen Feeney and Jeanie Goodhope attended Acquisitions Training. As the system administrator, Christie Nelson attended all five sessions on the individual modules. Since that time, Nelson has attended four workshops offered through the ORCA consortium and Feeney has attended one workshop. There will be opportunities for further training on various aspects of the Voyager system through ORCA. In April 1999, Nelson presented an in-house training session for librarians on the Circulation module. In April 2000, Nelson will attend the four-day national Voyager Users Group Meeting and accompanying training sessions and workshops.

Christie Nelson participated in OCLC cataloging training in July 1999. OCLC FirstSearch, the reference component, is changing to New FirstSearch. This training will be offered during 2000. Jeanie Goodhope, Christie Nelson, and Helen Feeney attended the three day intensive workshop "Expanding Your Resources: Using the Web in Library Reference Service" offered by the Washington State Library in December 1999.

The librarians have had limited opportunity for other professional development, due to budget restrictions and time constraints. Only \$200 in the departmental budget is available to each librarian annually for professional development. Additional funding must be sought from other sources. Several of the librarians regularly participate in CLAMS (College Librarians and Media Specialists of Washington State). Because the College is located in a metropolitan area, there are frequent local opportunities. It would be desirable to have one librarian attend a national conference each year to extend their awareness of library issues and broaden their experience.

Services

Library-Media Services seeks to develop students' information retrieval skills through both formal and informal means. Students are encouraged to seek individual assistance from the reference librarian. The librarian's approach is to teach the student how to use a variety of systems and tools appropriately and effectively in the process of answering the immediate information need. The LMC encourages faculty members to bring their classes to the library for instruction prior to assigning research projects as well as to acquaint students with library procedures, resources, and location of materials. The librarians regularly provide customized group instruction for classes in subjects across the curriculum. To facilitate integration of the instruction with coursework, faculty members are required to attend with their classes. Non-credit workshops designed to develop students' skills in library use, database searching, and Internet research methods have been offered periodically. These are most productive and well attended when a resource, such as Internet access, is relatively new.

Librarians make individuals and departments aware of new information sources in their areas/fields as they appear. Librarians also develop and maintain handouts, bibliographies, and user guides.

Library-Media Services periodically offers credit coursework. Library 100, "Library Research Techniques," was first offered in 1980 for two credits and revised in 1996 as a three-credit course. During the 1997-98 academic year, Library-Media Services developed a new course, Library 110 "Internet Information Resources" due to the increased use of Internet for research purposes. The department added Library 102 "Learning in the 21st Century" when it became available through the Washington Online Consortium. This was done in the interest of providing yet another opportunity for students to develop information competency skills and to extend instruction beyond the campus. Because enrollment in this course is shared with other community and technical colleges, it is also an efficient way to offer this instruction on a continuing basis.

Library-Media Services develops and delivers workshops for College employees on a regular basis. Topics have included use of specific databases, Internet searching techniques, integration of Internet resources into classroom instruction, and basic HTML skills.

Media Services provides equipment, materials, and other instructional support for faculty. Production of materials for classroom presentations and instructional needs ranges from the traditional (such as video and photography) to the new digital technologies. Media Services also trains faculty and others in the use of classroom equipment and presentation software. Integrating newer forms of media into instruction has been a primary focus for Media Services. A new Instructional Media Design Center was established Fall 1999. Media Services also assumed overall responsibility for the design, development, and management of the College web site in 1999. Assistance building and maintaining web pages is provided to the campus as a whole, and to faculty in particular, for their professional and departmental pages.

While the quality of support for faculty and students is high, the quantity and depth of services provided could grow almost indefinitely. Not all disciplines utilize LMC information resources and services. In order to involve more faculty and to develop research skills in their students, librarians would like to see minimum information literacy skills identified and efforts made to infuse these into at least one course in a

program of study. This would require identification of the most appropriate curriculum areas, coordination with academic departments, and analysis and integration with existing coursework or development of new classes. The LMC is at the beginning stage of this process.

Policies, Procedures, and Planning

Information about policies and procedures is disseminated in many ways and is increasingly available in electronic form through the campus LAN. A brief guide for students, which includes basic information about library use and hours, is available at the circulation desk and is included in new student orientation packets. A guide to library-media services, specifically for instructors, is distributed to new faculty during fall orientation sessions and is mailed to part time faculty. Any specialized information, such as how to remotely access library databases, is available through the reference librarian. The department distributes an occasional newsletter to employees through campus email; this typically includes information about new services and access as well as serving to remind staff about library resources. Information of a general nature is provided on the library web page; policies, such as the collection development policy, are posted on the campus LAN for employee reference. All materials are reviewed periodically.

The faculty librarians meet approximately twice each month for planning purposes; one of these meetings regularly involves the Dean. Departmental goals are reviewed annually and updated to reflect changes. Recent planning for collection and facility improvements has involved development of a very specific major gifts campaign in conjunction with the college Foundation office. In addition, the Dean has been involved in the development of a facilities master plan for the campus as a whole. These activities have prompted the LMC to envision where it would like to be in the next five to ten years and to determine the means for that growth. A conceptual paper describing a potential library facility and the major gifts campaign literature are included in Exhibit 5.5.

The Library Advisory Committee is a formal liaison between the campus community and Library-Media Services. Committee members represent all constituencies served by the LMC including faculty, administration, classified staff, and students. The Dean of Library/Media/Arts chairs the committee, and provides it with information about the status of projects and proposed changes to services. In turn, committee members provide expertise from their respective areas and evaluate how the LMC is fulfilling those needs.

The committee meets on a quarterly basis or more often as necessary. The committee discusses its role and sets objectives each year. Copies of the minutes are sent to the college president's office and maintained in the LMC administrative office files. The committee plays an important part in the evaluation of services and review of policies. The committee participated somewhat in the evaluation of periodical databases and review of evaluation tools, such as the biannual library user survey.

It would be desirable for the advisory committee to become more actively involved in planning and library advocacy. It is most effective when the committee has a specific project to undertake. The committee will play an important role in helping to carry out the proposed Major Gifts Campaign in conjunction with the College Foundation. This campaign is fully described in Exhibit 1.7.J.

Many College faculty are involved in collection development, as they make recommendations for purchase of resources or development of entire curricular areas. The LMC would always like to see more faculty participation and use of services and resources.

Library-Media Services is involved in curriculum development on both a formal and informal basis. The Dean and a faculty librarian are standing members of Instructional Council. This body must approve all course and program additions and changes. Course information forms include a section to detail library media support. This process could be improved by involving library staff at an earlier stage of course development. It would be productive to include an LMC review of course proposals prior to their presentation at Instructional Council. In this way, the LMC could make suggestions about the integration of skills or resources in individual courses as well as programs. As part of the extensive course revision that occurred during 1999-2000, the LMC distributed information to all faculty members to assist them in determining the library and media resources needed to support coursework. Librarians review Instructional Council minutes and contact faculty individually.

The college planning processes provide opportunities for the involvement for LMC staff. Standing committees are formed by a self-identification process and most committees include representation by administrators, faculty, and staff. LMC staff members have consistently been involved in technology planning committee and strategic planning. The Dean is involved in both of these efforts as well as Dean's Council.

External Resources

The LMC has effectively integrated various types of digital information - including catalogs, abstracting and indexing services, and online databases to extend the resources available to staff and students. One of the earliest and most enduring applications has been participation in interlibrary loan networks. The library is a member of OCLC (the Online Computer Library Center), contributes to its union catalog, and is a net lender of materials. Using the OCLC WorldCat database (OCLC's union catalog) and regional library catalogs, the LMC is able to locate requested resources not available in its own collection. These materials are then borrowed from a regional library or through an OCLC online interlibrary loan request, or by referring a patron to the regional library itself. In some cases, the LMC obtains journal articles through full-text databases available to library staff only (restricted due to cost and infrequent need).

The LMC makes extensive use of the Internet and has systematically added more computers in the reference area for this purpose, based on patron demand. To promote effective use of this resource, the librarians have designed Web pages that link to and/or describe library databases, as well as provide links to particularly useful Web sites. The LMC participates in the Washington statewide database project and will continue to expand the range of databases available to students and employees, as they are cost effective and applicable to the curriculum. Beginning in Fall of 1997, the library began providing databases to staff and students that could be accessed both in the library and from a home or office computer. It is anticipated that the need for remote access will continue to grow and additional funds will be necessary to support these forms of service.

Media Services provides the campus community with off-air recording, satellite connectivity and videoconferencing services. The latter will increase in use as

coursework is delivered in that format and the system is used for staff development activities and meetings.

Library-Media Services has cooperative agreements with many agencies for the purpose of resource sharing (see Figure 5.2). These relationships are established in the interests of facilitating the use of collections and minimizing duplication of effort. They are supplemental in nature and do not take the place of local resources. All partnerships at this time are beneficial and assist in the delivery and level of service provided to students. The most significant new partnership is with libraries in the ORCA consortium. It will be important to evaluate this relationship to see if it is advantageous to share system support. It is initially cost effective due to the centralization and shared hardware located at CIS.

Figure 5.2 Cooperative Arrangements With Other Agencies	
WLN/OCLC	Bibliographic records and interlibrary loan
LMDC reciprocal borrowing agreement	Community & technical college student access to local collections including direct borrowing
Everett Public Library	Agreement to serve as repository for selected government documents that pertain to college curriculum
WWU & EWU	The EvCC library provides access to the college collection for students in off-campus centers and provides reference assistance and audiovisual equipment use and support
Washington Online Consortium	EvCC participates in the use of courses delivered through WAOL. The library provides local library support for EvCC students enrolled in these courses and includes WAOL course access software in the library classroom/lab
ORCA Consortium	Consortium of 14 Washington community and technical colleges who use the Endeavor automated library system
Grand Endeavor	Consortium of 20 Washington community and technical colleges who use the Endeavor automated system, which provides collaborative support and training opportunities

The LMC is increasingly dependent on connectivity to outside networks to provide access to the information resources it has selectively subscribed to, as well as access to the Internet at large. It appears that the existing campus network is not adequate to handle the increasing demands placed upon it in terms of traffic or numbers of users. Access speed is frequently so slow that students claim they get faster connectivity from their home computers using a 56Kbps speed modem. At times, databases searches will not execute nor can results be properly displayed. Other problems are a source of constant frustration: printer connections drop and students cannot print the information they have located; CD-ROM resources are not accessible because the CD tower cannot communicate with the network, etc. Frequent interruptions in service or slow speeds are actively discouraging students from using the library, where they could do their research with the assistance of a reference librarian and have access to a wide variety of resources in print, audiovisual, or digital formats.

The LMC is attempting to address these problems in several ways. The librarians have included some points in their annual objectives for the current year. They began to develop an LMC Technology Plan in Fall 1999. As a preliminary step, a statement of the LMC's current technology use and immediate needs was written and shared with the Technology Planning Committee in Fall 1999. Until broader campus network issues are addressed, including administrative, management, staffing, and technical issues, the LMC is limited in what it can accomplish.

Facilities and Access

The LMC facility is inadequate to support services. The facility does not have room to house media production, and as a result this part of the department is now located across campus in the Instructional Technology Center. Consistently poor air quality in the Library Media Center has resulted in constant staff complaints and decreased productivity. There is inadequate group study space and no room for growth; some staff work areas are congested. Both the reference and circulation work areas are configured and furnished inappropriately and do not function well. As the college develops a facilities master plan, these needs and concerns should be addressed as part of that process.

The LMC is open at 7:30 a.m., Monday through Friday, to facilitate use of services prior to the first classes of the day. The library remains open until 8:00 p.m. Monday through Thursday to give students in evening classes sufficient opportunity to use the resources. Saturday hours, from noon to 4:00 p.m., provide additional access. During most of those hours, a reference librarian is available to assist users. No reference assistance is available from 4:00 to 5:00 Monday through Thursday but use patterns show that the highest use periods for reference assistance is before 2 p.m.

The Dean has distributed guidelines for library service to distant learners to the librarians for discussion. The Public Services Librarian will be making recommendations about ways to serve these students more effectively and this was one of the topics of his 1999 sabbatical. The LMC will need to develop systems for direct delivery of materials to students as well as remote reference and research assistance. The Voyager automated system enables students to access the catalog from off-site. Students will be able to place holds on materials in the collection so that they may be reserved until the student can come on campus to check the materials out. Use of this feature will be instituted during the 1999-2000 academic year.

The LMC does not currently have the ability to serve students at all locations directly, specifically for courses taught at the Applied Technology and Training Center. At the present time, this is not a major need but as full programs are delivered at ATTC, the LMC will have to re-visit this issue. Media Services provides some consultative assistance to personnel at ATTC. Without regular delivery services, media support for off-site classes is sometimes problematic.

Statistics show that the LMC is poorly utilized on Saturdays and after 8:00 p.m. in the evening. It may be more efficient to reduce library hours so that staff can be available during high use periods. The library began closing at 8:00 p.m. as of fall quarter 1999 and this slight reduction in hours has been appropriate. The department will continue to evaluate service patterns and readjust schedules accordingly.

Financial Support

Overall, the budget is adequate to maintain resources and services but does not allow for any program growth. The LMC is very conscientious about withdrawing out-of-date or damaged materials and the budget is sufficient to replace those withdrawn items. The majority of media purchases are videocassettes requested by faculty for classroom use. The present budget is adequate to meet these needs. As more unabridged titles appear in audiocassette format and demand for this format continues to grow, however, additional funding may be necessary to provide an adequate collection. As new courses or programs are added, special funds should be allocated to provide for new basic reference and core collection materials, in all formats. Despite the introduction and need for new formats, there has not been a corresponding increase in funding.

Planned replacement of both computer and audiovisual equipment is a necessity. Plans have been presented that address these needs but the funding will need to follow.

As described earlier, there also is a need to provide for additional staff. Historically, the LMC has assumed new responsibilities without a requisite decrease in established assignments or increase in budget.

Assessment

Library-Media Services completed a five year program review during the 1997-98 academic year. The LMC also has developed its own systems for evaluation through a biannual user survey (Exhibit 5.6). The cyclical review process was somewhat difficult for the LMC because the format was designed for review of curricular areas. It should be adapted to service areas as well so that no aspects of the program are missed. There has been no follow-up on this report or feedback from upper level administration. That analysis would be helpful and it feels as though the process has not been completed. It has raised some issues for the LMC staff itself and these are being addressed internally.

Over the last twelve months, discussions between the LMC director and the Vice-President for Educational Services have centered on assessing/addressing potential realignments in the structure of the LMC in light of changing service needs. Under consideration are refinements in the allocation and arrangement of public space, reference, and meeting space. Also under discussion is a realignment in the duties of the dean, who presently heads the LMC as well as the academic departments of Media and Arts, and Distance Education.

User surveys have shown a specific need to increase the number of administrators and faculty who respond to user surveys. The number of surveys returned from these groups was very low and these groups will be targeted in future evaluation efforts. Response has shown a high level of satisfaction with services, particularly with staff. Previous surveys were very general in nature and subsequent instruments will target specific outcomes and objectives. The Dean will work with the college researcher to refine and improve distribution methods.

The LMC also is interested in using the Internet as a method of gaining feedback from users. As part of planning for the Foundation campaign, faculty and students were asked to comment on services and resources through a questionnaire that was distributed within the library. The LMC will continue this effort and make these

forms available at circulation and reference at all times. There is a suggestion box in the public services area for public comment.

The instructional program is evaluated through a variety of techniques. Evaluation forms are distributed to selected groups. Different forms have been developed for Internet workshops and course related instruction. The Public Services Librarian solicits feedback from instructors on both an anecdotal basis and as a result of written in-class evaluations and based on student success in completing assignments. This process would benefit by being more systematic.

STANDARD 5

COMPUTER SERVICES

Introduction

Computer Services is the College department charged with the overall coordination of technological information services. Its purpose is to support teaching, learning, and if applicable, research in ways consistent with, and supportive of, the institution's mission and goals.

The College's plans for technology have been captured in the following major goals as outlined in the 1997 Technology Resources Plan:

1. Enhance technology-based services to meet educational and support needs
2. Encourage campus-wide, continuous technology training
3. Efficiently manage technology resources

The Technology Resources plan, as developed in 1997 (see Exhibit 1.2.F), provides more detailed objectives and specific strategies. The college supports a wide range of technologies. The utility of these services stimulates even higher demand. We imagine new delivery systems; new courses; better tools to access, analyze, and share data; cheaper, simpler, and more widely useable communication systems -- the list goes on. The cycle of demand stimulating even further growth brings issues of funding, standardization, security, acceptable use, and management to the forefront.

In 1995, as part of a system level Educational Technology Initiative (ETI), the College received over \$640,000 to enhance information resources. Much of this money was used to upgrade the infrastructure. Additionally, a new Instructional Technology Center (ITC) came on line in 1999, which greatly enhanced the ability of the College to provide computer information resources and services to students and College employees

Administration of Computer Services is in transition. The College has hired a new Vice President for Information Services (starting February 2000) to oversee the information resources function. This will greatly enhance the planning, management, and overall coordination of efforts in this area.

Equipment

Computer Services has the responsibility of providing network and desktop support in the Computer teaching labs and in the offices of faculty, staff and administrators. As the normal business mode of the College has shifted to the technological approach, Computer Services has expanded the underlying network infrastructure to more offices and instructional departments in support of several key initiatives within the College Strategic Plan.

There are 1,306 desktop computers on campus of which approximately 758 use the network. Computer Services handles the initial hardware and software setup for most computers; provides upgrade, repair, inventory, and relocation services; and surpluses them at the end of their useful life. Computer Services manages centralized accounts for funding computer repairs and standard software. Desktop support also includes providing training and consulting services on a day-to-day basis.

As the number of users on the network has increased, the number and sophistication of servers has also grown. The Novell operating systems were upgraded to NetWare 4.1 at the start of the ETI project. Computer Services manages five general purpose NetWare file servers, two Unix servers (one of which runs the library automation system), a NetWare based communications server for faculty, staff, and administrative e-mail, a dedicated NetWare server for tape backup, a Novell server supplying GroupWise email to 1,600 students, and a 42 drive CD-ROM tower.

As more departments begin to incorporate technology into their courses, the demand for computer labs and services will increase. Demand for lab space is as high as 98% during peak instructional hours as academic departments other than Computer Information Systems (English and Math are good examples) begin to utilize computer labs. While the College is currently serving students adequately, there is little room for the growing number of users expected in the near future.

The equipment is sufficiently powerful to meet the needs of current software instruction given the existing hardware replacement cycle within the above instructional labs. On average, hardware in two of these eight labs is replaced every year. Other labs, however, are not on the same replacement cycle. The equipment from ITC or the Olympus Business Technology area (OBT) will be used occasionally to replace more antiquated machines in these labs. Funding sources are not adequate to include all instructional equipment within the same four-year cycle. Additional technology resources are provided through the Everett Community College Foundation and grant agencies.

As our business and employer communities emphasize newer and newer technologies, older hardware and software must be changed to comply. Computer Services provides the information and services to help guide and direct departments to those resources which are both compatible with their educational programs and the changing technological environment. The financial demands of technology necessitate centralized resources. Consolidation to maximize the use of this resource has been the rule rather than the exception. Exceptions include areas such as Physics, Graphics, and Chemistry, where decentralized department funds are provided and utilized due to the specific nature and needs of the discipline.

Selection, Purchase, and Maintenance of Equipment

The college has defined standards for the selection and purchase of all computer equipment, including desktop systems, peripherals, desktop software, network hardware and software; these standards are included in Exhibit 1.2.F, in Appendix E of the Technology Resources Plan. These standards greatly improve the speed and quality of the support that can be provided. Appendix F of the plan outlines the computer maintenance policy that is in place.

Computer Services Structure and Standards

Computer Labs

The College operates 20 computer lab classrooms. Labs have been upgraded to accommodate curricular needs. With the opening of the ITC in Winter 1998, the College gained two full labs and replaced all labs with new computers. The older computers were re-purposed for desktop and library use. The practice lab, ITC 231, more than doubled its number of stations from 24 to 50. Although the ITC is the center of instructional computing, there are computer labs throughout the campus in Olympus, Rainier, Index, Pilchuck, and Monte Cristo Halls. Labs also are located at the ATTC and Paine Field. The College has created a "computer cruiser" with 12 stations. Departments that have access to computer classrooms include English, World Languages, the Writing Lab, Adult Basic Education and High School Completion, Continuing Education, Engineering, Chemistry, Physics, Graphics Arts and Journalism, Business Technology and Computer Information Systems (CIS).

Other programs that are beginning to incorporate information resources in instruction include but are not limited to: Anatomy/Zoology, Physiology, Aviation Maintenance, Mathematics, contracted training, and Photography. Individual classes may arrange with either the LMC or Computer Services for instructional sessions/access. Several of these programs are located at off-site locations. The Computer Cruiser is available to take computers to students through contracted training agreements.

Local Area Network (LAN)

All full time instructors on campus are connected to the college LAN. Part time faculty offices are also connected, and instructors in these offices typically share machines or use equipment in labs. All part-time instructors in the CIS department have LAN accounts and access from home through the Internet.

The College utilizes two T-1 lines supplied by the statewide K-20 network, with fiber optic cable used to route the line to each building on campus. Within each building the fiber optic cable is switched to the copper wire that runs to each data port. Nearly all locations that need a data port have one installed. Approximately 3-4% of the data ports are yet to be wired. Off-campus sites, including Cosmetology, Aviation, and the Applied Technology Training Center, are not connected to the LAN. Plans to use radio or hard wire technology to connect these sites exist; however, funding is the major obstacle to implementing these plans.

One area of concern for the future is that the copper wire may not support high bandwidth transmission, which may require the College to upgrade the wire where necessary. This upgrade will also be completed as resources are made available.

Regional Networks

Computer Information Services (also CIS, not to be confused with the on-campus CIS-- Computer Information Systems academic department) is the State Board for Community and Technical Colleges' computer services provider. CIS provides the College with fee-for-service access to the Internet, email list servers (listservs), and the K-20 network, all of which expand the boundaries of available information. The K-20 network is a statewide education network providing two-way audio and video teleconferencing for primary, secondary, post-secondary and higher education institutions.

Desktop Computers

The campus minimum standard desktop machine is a PC with a Pentium level processor, using the Windows 95 operating system. However, where the preponderance of software is designed for use by Macintosh machines (Graphics, Physics, Chemistry, Journalism), those programs use Macintosh computers in order to provide students with the best fit between technology and classroom instruction. The College has improved its ability to support both platforms by making staffing decisions that reflect the current mix of computers on campus. For example, Macintosh support did not exist in 1995; currently Macintosh users (approximately 75 stations to date) can utilize Computer Services personnel to assist in the use of their systems. In addition to these two operating systems, the ATTC has one UNIX classroom with 17 desktop machines. On the main campus an AIX computer classroom is being installed for CATIA classes.

In order to streamline the logistics involved with software installation and maintenance, the College recently entered into an agreement with Microsoft. The College will purchase a site license for all Microsoft software, including operating systems, which will enable Computer Services to easily keep track of current software. Employees will also have the option of using the software at home, which may enhance their ability to work from home when appropriate. A telecommuting policy was adopted by the Board of Trustees in January 2000 (see Exhibit 6.14).

In 1995, the Technology Planning Committee made the decision to skip the Windows 97 operating system upgrade on the network in anticipation of the Windows 2000 system upgrade. This has proven to be a good decision given the recent opening of the ITC, the expansion of Macintosh users on campus, and the transition in administration of Computer Services. The College will be better prepared to handle this operating system upgrade in 2000 than it would have been in 1997-1999.

Training and Support

Every computer class has at least one lab assistant available whenever labs are open for student use. Computer Services provides staffing specifically to support faculty. Training is provided for faculty and staff, as part of Goal 2 of the Technology Plan (see Exhibit 1.2.F).

Computer Services has provided opportunities for training during faculty development days, Fall Orientation Week, regularly scheduled training sessions, and credit and non-credit classes that employees are encouraged to attend. The College would benefit from increased training in basic and intermediate level productivity software and educational presentation software applications.

Major Accomplishments and Future Directions

The improvements made as a result of the ETI and the ITC projects have made the computer information systems adequate to serve the needs of the students. These two projects were large scale, complex activities that required a commendable effort on the part of the entire campus community. Led by the Computer Services and Administrative Services units, these two projects have contributed greatly to accessibility of student learning on campus.

Increased support for the Macintosh platform has enabled several departments and faculty members to utilize the most appropriate technology in support of educational goals.

In the future, the College needs to address the issue of increased usage of computer information services. Two avenues for addressing this issue are the current work on the facilities master plan and the 2000-2003 strategic plan. The Technology Planning committee will also play a major role in this area.

Training for employees has been frequent and effective. However, as the College employees become more sophisticated users of technology, training needs to be provided at the intermediate and expert levels in addition to the existing beginning levels.

Personnel

The constant and increasing demand for competent technological support here and in the business world has meant that attracting and keeping talented people is a challenge for all but the best-financed institutions. The rule of thumb of one person per 50 networked computers or 100 non-networked machines leaves this department understaffed in several areas.

When fully staffed, Computer Services has 11 classified technical staff positions and one administrative position. This number includes three additional classified staff positions added in 1998/1999. Two were assigned to campus office needs and one assigned to the computer lab with additional duties necessitated by the Y2K issue. Currently three positions have specific duties in the computer labs. Outside of Computer Services, five instructional support staff work with faculty and students in various computer labs. In the library, one media technician doubles as computer technical support for the library computer lab.

Turnover within the information resources staff has made it difficult to maintain consistency and quality of service. August of 1998 saw the near simultaneous exit of the Computer Services administrator, the Computer Lab Supervisor and the Desktop Support Supervisor, leaving the Network Administrator as the only senior technician. Since then, the remaining staff have assumed additional duties to fill in the technical vacancies left behind. Most of the staff members have less than 5 years of experience. However, there is one Novell Certified Engineer on staff and two Novell Certified Administrators to handle the network administration tasks. With businesses able to hire beginning technical support at nearly twice the salary the College can offer, it is hard to attract and retain good, competent personnel. Additional technical troubleshooting support is purchased through outside contracts.

The College hired a Vice President for Information Resources in January 2000. The Vice President will provide leadership at the senior administrative level, which will benefit the College.

Professional Development

Computer Services staff members have participated in a variety of professional development activities. Employees have:

- updated programming skills by taking Visual Basic classes offered by the college;
- completed Novell authorized training classes;
- completed and/or continued C.N.A. training; and
- completed Microsoft certified training.

Financial Resources

Current replacement costs of computer-based equipment and the staff time necessary to make upgrades exceed the College's ability to finance at a reasonable level. Alternatives to full financial support are being evaluated. Technical staff members need to be financially compensated at a level comparable to businesses in our metropolitan area. Effort is being made to change the state classifications of existing staff to offer greater compensation. But, outdated job classifications and pay scales that do not and cannot maintain step with today's rapidly changing technological environment restrict the College. As such it is difficult to attract and keep technically competent staff to adequately grow and maintain increasingly complex network, office and lab systems. The College President has made it clear that a primary goal of the College is to aggressively pursue more funding in order to address this issue.

Technology Planning and Evaluation

The Technology Planning Committee, a broad based committee of faculty, staff, administrators, and student representatives, acts as an initial sounding board for issues concerning the sufficiency of information resources. This group is currently responsible for all policies and procedures that have been developed by the Computer Services department. The committee forwards recommendation to the Vice President for Educational Services. It is expected that the committee will become advisory to the newly hired Vice President for Information Resources.

The Technology Resources Plan for 1996/97 is the most recent formal planning document in the Computer Services area. However, the College's strategic plan and the ITC project both required a great deal of computer information services planning. The Technology Planning Committee has become the de-facto decision-making body during the period of leadership transition.

With the 1998 departure of three key Computer Services staff members, the opportunity was present to reorganize the existing information related departments into a complementary support structure. In 1998-99, Computer Services was organized into three inter-mingled areas of Network Support, Desktop Support and Computer Lab Support with a single administrator in charge and supervisors with lead-only capabilities. One of the disadvantages of this structure was that it did not provide enough opportunity to do long-range planning and assessment. The

College recognizes that the planning function in this area needs improvement, and has hired an administrator to lead this effort beginning in February 2000. Following that hire, it is anticipated that a network administrator will be hired to assist in planning efforts.

Until the Vice President for Information Services takes office, two academic deans, together with the Vice-President for Educational Services, will continue to provide administrative leadership for Computer Services. The Technology Planning Committee has been given the mission of providing campus-wide input, recommendations and suggestions to the Vice President for Information Services.

There is no systematic method of evaluation of information services in the Computer Services area. Instead, the highest level of use, which necessitates adaptation and contingency planning on a less-than-formal basis, drives information resources.

Under the current system, the faculty members using technology in their courses have been responsible for tracking the state of hardware and software changes occurring in their field, and making individual or department level requests for technology upgrades through their own dean. These requests are prioritized for funding, along with the rest of the capital budget. If approved by the dean, and they make it through the funding cycle, these changes become the new standard.

Changes for administrative standards (such as email, word processing, databases, etc.) have been the purview of the Computer Services department. As new technology becomes available, it is evaluated for compatibility with existing campus systems, cost/benefit analyses are completed, supportability analyses are conducted, and finally, purchase decisions are made. While there is no formal link between desktop services (administrative computing) and instructional software decisions, they often go hand-in-hand due to the level of support staffing available.

Major Accomplishments and Future Directions

College personnel were able to successfully manage the move into the new ITC building during the December 1998 break. The ITC project in total demonstrated the ability of the College to coordinate human, physical, financial and information systems effectively and efficiently.

Despite significant staff turnover and less than ideal staffing levels, College personnel in Computer Services provide high quality support in the form of troubleshooting, hardware and software installation, training courses, and lab support.

The 1996-1997 Technology Resources Plan gave the Computer Services area specific goals, outlined the budget sources for attaining those goals, and gave the College a set of standards, policies, and procedures that are still in place. This plan should be enhanced with long-range planning targets and an increased emphasis on how technology will be used to support instruction in the next three years.

For instructional technology purposes, the Technology Planning Committee, led by the new administrator, should be charged to monitor technology in industry and within the SBCTC. Continued updating and assessment of the Technology Resource Plan goals needs to become a priority for the new administrator.

Because technology changes so much more rapidly than the budget cycle, the Technology Planning Committee should be allotted an allowance in the overall budget for "out of cycle" changes, as well as the planned changes.

Communicating the need to interact with technical staff before making firm commitments to any educational program that involves new or existing informational resources has been imperfect. In the future, the communication between those who develop new courses and programs requiring computer technology and the Computer Services personnel will be enhanced by a close working relationship between the administrative leaders in the instruction and computer services areas.

Standard Five

List of Appendices

Appendix A - Recommendations and Actions Taken

Standard Four -- Materials available in the Exhibit Room

- 5.1 Printed materials that describe for students the hours of library operation
- 5.2 Policies, regulation, and procedures for the development and management of library and information resources, including collection development and weeding.
- 5.3 Statistics on use of library and other learning resources
- 5.4 Statistics on library collection and inventory of other learning resources
- 5.5 Assessment measures utilized to determine the adequacy of facilities for the goals of the library
- 5.6 Assessment measures to determine the adequacy of holdings
- 5.7 Data regarding number and assignments of library staff
- 5.8 Chart showing the organizational arrangements for managing libraries and other information resources (e.g. computing facilities, instructional media, and telecommunication centers)
- 5.9 Comprehensive budget(s) for library and information resources
- 5.10 Vitae of professional library staff
- 5.11 Formal, written agreements with other libraries
- 5.12 Computer usage statistics related to retrieval of library resources
- 5.13 Printed information describing user services provided by the computing facility
- 5.14 Studies or documents describing the evaluation of library and information resources

Appendix A - Recommendations and Actions Taken

Recommendation	Actions Taken
Core collection of books needs to increase by 18,000 volumes	Major Gifts campaign addresses this need
A wider variety of electronic resources would be desirable	Major Gifts campaign addresses this need
Work on development of information competency skills should continue	Library faculty continue to make progress on this
Participation should increase between library & advisory board, and between library & faculty	Division Dean has made this a priority for 1999-2000.
Connectivity improvements need to be made and supported(to ATTC, Paine Field)	As resources become available, off-site connectivity will be addressed on a priority basis.
Additional staff needed in library and in Computer Services	New hires have been added in both areas to address this issue.
Coordination of technology planning needs to be done.	The College has plans to hire an administrator to ensure comprehensive, coordinated planning in this area.
Budget is inadequate to provide for library support of new programs and/or additional new formats (CD, software, etc) of existing materials.	The Proposed Major Gifts campaign will address this in part; as resources become available, support for new programs will be provided.
There needs to be communication with Computer Services prior to course approval. This would greatly enhance the ability of Computer Services to support classroom needs.	Instructional Council will make this part of the course approval process.