



White Paper on the Future of PCC Libraries

By Berniece M. Owen, Interim Library Director, 2004-2007

And the Librarians and Staff of the Portland Community College Libraries

**PCC Libraries in the Year 2020 — bringing information to students who
need it, when they need it, where they need it**

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Introduction and summary

Today: Libraries offer support and supplementary materials to students and other library users who need it, when they need it, and where they need it. Anything, anytime, anywhere. The right information, to the right user, at the right time, in the right format!

Tomorrow and in 2020: Libraries offer support and supplementary materials to students and other library users who need it, when they need it, and where they need it. Anything, anytime, anywhere. The right information, to the right user, at the right time, in the right format!

Student trends between today and tomorrow:

1. Students will be more and more computer/communication savvy.
2. They will have short attention spans.
3. They will want information quickly.
4. They will want to find information easily.
5. They will want results, not directions to results. E.g., articles, not citations.
6. They will have access to unimaginable quantities of information, and will need to be able to assess information quality rapidly.
7. They will communicate constantly with friends, family and classmates.
8. They will work together, and expect campus technology to support social networking.
9. They will add excellent teachers to their communication circles.
10. They will carry their social (communication) circles with them everywhere.
11. For convenience or necessity, they will get much of their higher education via virtual or distance learning avenues.
12. For face-to-face connections, they will continue to look for a “college experience” on college campuses. They are only human after all.

Library trends between today and tomorrow:

1. Libraries will be centers for books – the real and the virtual.
2. Libraries will be centers for supplementary learning.
3. Libraries will be centers for independent learning.
4. Libraries will be centers of assisted access to information wherever and whenever it is available.
5. Libraries will provide assistance in organizing information.
6. Libraries will be comfortable and safe havens for rest, reflection, reading, and researching.
7. Libraries will be centers for collaborative learning, student team projects, and student study groups.

8. Libraries will facilitate production and dissemination of student- and faculty-generated information.
9. Libraries will be centers of trend-setting, tested, and secure software and equipment designed to assist students in achieving successful learning at PCC.
10. Libraries will provide the best books and other learning resources that professional librarians, dedicated staff, and engaged faculty can select.
11. Librarians will teach students the skills to use successfully the resources on the shelves and in the web world.
12. Librarians will practice guerrilla librarianship and will be in faculty offices collaborating with instructors and embedding library research skills in courses.

PCC Library building trends now and in the future.

1. The buildings will have bookshelves and the latest in wired and wireless communication tools for finding information on demand.
2. The buildings will have offerings of large and small reading rooms for quiet study and large and small conference rooms for group study.
3. The libraries will have small tables with two or three desktop computers for shared projects.
4. Libraries will have quiet, multi-purpose study rooms with smart boards for project development and demonstration.
5. Graphical finding tools will assist students in navigating the libraries' physical and virtual space, and reference librarians' offices will be close to user spaces to provide personal, face-to-face assistance.
6. An information commons – a centrally located area for questions and answers about PCC services – will include workspace for library, tutoring and other related student services.
7. Space for meeting friends, catching up on the news, restoring energy with coffee or soda and a snack while working on the next assignment or waiting for a ride will be available in the library.
8. Reference islands in the stacks will encourage students to talk to librarians about finding usable information for assignments and projects quickly and easily.

Recommendation for PCC Bond, 2008

1. Funding for remodeling library facilities at Sylvania and Cascade.
2. Funding for building a library facility at Southeast.
3. Funding for telecommunication infrastructure to support streaming media distribution of library resources to off-site students 24/7.
4. Funding for staffing the Southeast library facility at least 60 hours per week during academic terms. (At least two full-time librarians and three full-time staff.)
5. Funding to bring staffing levels in compliance with accepted library standards for service to 25,000+ students.

6. Funding to support live, 24/7 library assistance to distance learning students.
7. Funding to support mail delivery (and return) of hardcopy materials to (and from) distance learning students.

Background

In PCC's early years library services were decentralized. Many books were in the classrooms and multiple copies of textbooks made up a substantial mass of the collection as a whole. A report from the Northwest Commission on Colleges and Universities Accreditation Team in 1985 questioned this model and mandated change.

By 1995, thoughtfully built collections were available at three full-service libraries at PCC's comprehensive campuses: Sylvania (SY), Cascade (CA), and Rock Creek (RC.) An integrated on-line library system that tracked collections and users was in place. Staff and users had a shared public catalog that provided real-time information about availability of materials. A grant from the Fred Meyer Trust helped grow the collections and "Great Minds, One Book at a Time." The libraries had adopted computers as tools for staff and students, and librarians were beginning to instruct users in finding information in electronic as well as print form. The 1995 accreditation visiting team was highly satisfied with most services, although it expressed concern about limited resources at the Southeast Center (SE).

In 2000, the Millennial Year, PCC Libraries migrated to a new online system that had a graphical interface. A newly designed web page provided access to many online databases. Book purchasing was still a priority, and the college supported the libraries at a marginal level, with minimal funding for materials and staff. Times were tough all over the state. Once again, a visiting accreditation team noted that Southeast Center library services did not meet the needs of SE students.

By 2004, educational and library literatures were full of commentary about the changing character of community college students and the continuing rapid change in how publishers and libraries made research materials available. Increasingly, users expected instant, or at least very rapid, response to demands for information. Multi-tasking, team learning, hands-on experiences, worldwide communication, and expectations for delivery of teaching and related support services on a 24/7 basis had become the norm rather than the exception. Librarians were working very closely with faculty to incorporate library research skills into classes. PCC's self-study document for the next accreditation visit pointed out inadequate staffing as a roadblock for outstanding services. Once again, comments about Southeast reminded college and library staff about increasing needs at the Center. The Center will become the next full-service campus in the district.

Solution

To address students' desires for information and services when and where they need it, PCC officers and librarians must take immediate steps to plan and fund a new kind of library for Southeast. And they must begin a concurrent drive for re-tooling the library facilities and services at the other, established campuses. And they must develop a strategy to identify when critical mass in enrollment at a center dictates the need for on-site, rather than remote, library services.

Steps

Define future user characteristics. Define "library" of the future. Identify services and staff of the future library. Crystallize PCC's commitment to library services philosophically and economically.

Library users, 2020

Observers and educational practitioners make much these days of learning styles, gender and generational differences among populations of college students, faculty and library users. Some of the populations have labels that are buzzwords -- Net-gen, NeXt-gen and Boomers to name only three. Probably all of PCC's programs and disciplines have unique names for some of their prospective students.

PCC Libraries will be prepared to serve all of those populations and the instructors who teach them. In 2020, we will have the technological tools and the intellectual resources to help students and faculty cope with the continuing changes in the delivery of information that will be characteristic of the 21st century. The barriers to achieving seamless retrieval and presentation are significant, but just as we adapted to the changes of the last 15 years, we will adapt to the unknown innovations of the next 15 years.

If we anticipate that teaching techniques will also change dramatically in the next 15 years, librarians will adapt the support services as we have done in the past. We will strive to stay ahead of the game, as we have in the past.

Will there be casual learning circles rather than classrooms? Will PCC offer 80% rather than the current 20% of classes in an online or hybrid mode? Librarians will have supplementary resources available.

I envision that all the elements that make up PCC now will still be around in 2020. Reading, writing, arithmetic – as the tools to build on for engineering, mechanics, sociology, health care, history and philosophy – will be mainstays as they are now. PCC Libraries will continue to provide the space, the equipment and the people necessary to enrich that instruction. We plan to make our program more "warm and fuzzy" while we do it.

Library users in 2020 will be used to a world of constant connectedness. Contact with family, friends and fellow students will not be bound by the limitations of landlines, nor limited by geography or timeframes. Wireless transmission of text, sound and images is a reality now. Users will expect nothing less than unlimited and instant access to information and services. They will be prepared to find and manipulate information in multiple forms in response to class assignments.

Library as Place, 2020

Community college libraries will be practical centers for study and socialization. There will be safe and comfortable places to work on projects individually or with a team or study group. There will be restful areas for our commuters and working students to relax. There will be small group study rooms equipped with presentation media (white boards or chalkboards, smart screen software, publishing software, projectors, microphones, speakers and other) where students and faculty or other students can meet, discuss and produce creative projects or programs.

Working with campus technology services PCC Libraries will provide seamless access to electronic resources in text, images or sound. Staff will provide an online index or catalog of holdings in all formats, including materials available only on the web – in whatever form the web access may take in 2020. Many titles will be available instantly, without waiting for hardcopy productions.

The libraries will contain books, magazines, audios and videos for browsing and for handling. Librarians will determine the size of the hardcopy collection based on numbers of students and the research patterns expected in curriculum offerings at the campus. Generally, community college student needs are for recently published or produced materials, so the collection size at each campus will not grow very rapidly. Core and seminal publications in any given field will have their place on the shelves or in the electronic space for PCC holdings forever. Librarians will monitor collections so staff can add new books or withdraw outdated ones. As PCC adds or drops programs from the curriculum, the libraries will make appropriate collection adjustments.

Libraries are symbols of learning, history and culture. Traditionally they have struggled to find room to preserve community mores. New electronic storage and retrieval opportunities allow PCC Libraries to concentrate on the new and current in-house, while sharing the old with other libraries, museums, societies and associations. We will perform our symbolic role for the PCC communities by balancing constantly updated hardcopy collections, electronic archives and display spaces for books and art.

Practically speaking, here is a list of specifications that apply to PCC Libraries now and in 2020.

1. First, designers and contractors must build a library structure that will last a long time (how long? 200 years? The longer the better.) If artisans in the Middle Ages could do it, we can do it in the 21st century.
2. However, the internal spaces must be very flexible and modular to allow us to change with new technologies and new user expectations over that long period.
3. Libraries must have lots of natural light in open spaces. In the book stacks bright, artificial light must reach to the bottom and the top shelves.
4. The libraries will capitalize on the availability of environmentally sustainable materials and practices.
5. In the collaborative work environment students want, we should have small tables for conversation and group study.
6. A food and beverage bar within the library or adjacent to it will give a new look to a familiar symbol. Library staff will undertake the task of educating students about respect for shared spaces to help avoid food and drink messes.
7. Libraries will need quiet study areas for concentrated thought, reading and writing by single users.
8. Libraries may share common ground with other student support services such as tutoring, advising, testing and others.
9. Users will want sound-controlled, glass-enclosed group study rooms or areas for discussion and debate.
10. Following the Starbucks' coffee shop model, libraries (indeed all areas of PCC) will require wireless internet access throughout as well as cell phone access, and support for developing mobile communication technologies.
11. The libraries will have storage and user facilities for all types of educational tools and equipment for loan to students and faculty. Since we cannot foresee what these will be exactly, we will build long-lasting facilities with flexible interior spaces.
12. As today, PCC libraries in 2020 will have multimedia production equipment for project preparation and testing.

13. Libraries will have adaptive equipment and media for students with disabilities, including a fully captioned streaming video collection.
14. Distributed computer workstations (labs) throughout the library space will include shared stations at small tables and in the study rooms. We will probably replace labs, as we know them today, with work areas that are some kind of non-computer stations – virtual reality headsets perhaps? Certainly, PCC Libraries will be supporting the experimental tools that instructors provide in classrooms.
15. As symbols of culture and learning for the college and the community, PCC Libraries will provide meeting rooms for faculty, for college events, receptions, art exhibits, author visits or a wide variety of cultural gatherings.

Library as Service, 2020

Service equals people. No one is born knowing how to use library resources effectively. Librarians and support staffs at the front lines in PCC Libraries provide assistance in identifying, locating and making best use of materials housed in the library buildings. Staffers in 2020 will offer excellent support, just as they do now.

Quick, easy and simple access to information, books and magazines does not happen by some magical sleight of hand. Highly trained professionals select, order, pay for, receive, catalog, process and shelve the materials we own. Virtual, electronic resources receive the same scrutiny as hard-copy books. PCC Libraries invest time and money to streamline the finding process and to make sure that PCC students have high quality materials to use in their projects and assignments. In 2020 we will have 15 more years experience and yet unknown new technologies to continue this quality service.

Information literacy will be one of the standard outcomes that instructors embed in their classes. Librarians will serve as guides to finding tools to teach this skill, and they will teach in person and via online tutorials or chat rooms and video conferencing. Students will leave PCC with the ability to use library and other information resources with critical skills in any life situation – professional or personal.

Testing for information literacy. Student testing services will work with librarians to evaluate incoming and outgoing skills in finding and using information. Like writing and math, information literacy will become a standard measure of success in navigating college. Librarians and library staff are key players in modeling and guiding students on this path.

Integrated library instruction throughout the curriculum – on site and online will become the norm, rather than the exception. Librarians will develop templates that they can use cooperatively with faculty to make sure that supplementary materials for any class will plug into a syllabus with no

fuss. Students will receive the instruction on a “just in time” basis, so that information is meaningful and relevant to current assignments.

Support for faculty in developing classes, on-line and in-person will be the responsibility of selected librarians who have expertise in the subject and/or the tools for instruction. Curriculum development templates that faculty and librarians can use in collaborative projects will make the development process more orderly and efficient. With faculty providing the background for any given discipline, librarians will bring their skill with information literacy to the planning table.

Training, advice and counseling on library research skills will be part of every librarian’s responsibility. Students need to know how to identify and select topics that they can manage. Librarians will lead students to appropriate databases, reference books, scholarly journals, articles and treatises.

Management of real and virtual collections is frequently invisible to library users, but the operational skills that library staffers apply to the task are formidable. Librarians perform selection and analysis of publications no matter what the format is. Staff with buying and handling expertise for print, image, media or electronic publications identify and contact sources for the material quickly. Students benefit from these professional services with quick and easy access to information that our staff has validated for them. These services will not change between now and 2020.

Single sign-on for all library services: PCC Libraries already collaborate with other departments in the college to enhance the students’ library experience both on and off campus. By 2020 students will get services with a single sign-on or universal code to register, to pay bills, and to do library research. Copiers, computers, databases, and printers will work with one combination of ID number and password at any service point on campus or via a campus connection from anywhere in the world.

Assistance in finding resources in PCC libraries, around PCC, in other libraries: Historically libraries have cooperated with each other and with alternative public and private sources of information such as museums, historical societies, schools, newspapers, and governmental agencies to identify. In 2020 libraries will respond to questions in much the same way. Finding significant and accurate details for students to use in assignments and for general interest is a passion for many librarians and for library employees on all levels.

24/7/365 access to assistance will be a given for most libraries by 2020. PCC libraries will be no exception. Through the cooperative networks already in existence PCC students can use the “L-Net” system to ask reference questions at any time. Technical improvements by 2020 will make this a truly non-stop service. The responder may be a librarian anywhere in the world. Using “chat” or “IM” (instant messaging) librarians can lead

the student through a traditional reference interview to identify his/her research needs very specifically.

One-stop shopping for academic and student support is an appealing idea that many community colleges advocate. Including the library in the one-stop is not universal, but discussions at PCC and in the literature show that many people support the concept. Libraries make good partners in a one-stop service because they are open longer hours than many support service offices. With cross training in how to respond to student questions, librarians and library staffers at PCC could join the one-stop outlet. Pima Community College developed a model that speaks to this issue. With permission, I have included two graphic versions of the Pima one-stop vision. See Figures 1 and 2, pages 17-18.

Cataloging, indexing and serving up library materials and web sites for easy access is a library given. Providing books has always been our business, and libraries are book places now as in the future. Today and in 2020 however, libraries also provide information and access to information in whatever form it may take – in media, in electronic files, in images. The staff members that provide or create the tools to find the books and information work behind the scenes, but they serve critical need. Information is chaos without finding tools.

Archiving and providing access to digital resources, e.g., learning objects, faculty documents, and community documents is a library service that may or may not be on PCC Libraries' agenda in 2020. In 2006 we are taking some beginning steps toward a digital repository for PCC faculty materials. We have purchased software that makes cataloging and indexing electronic-only documents and images a relatively easy task. This initiative has grown out of curriculum needs for distance education classes. The college will need to make a strategic and financial commitment to pursuing this on a larger scale.

Library as people, 2020

We are proud to note that recent surveys of PCC Libraries' users consistently show a high level of satisfaction with our staff. Reference librarians get high marks from students in the bibliographic instruction classes they teach. Students positively acknowledge the work that circulation staff members at the checkout desk do, whether it is dealing with "regular" checkouts, reserves, interlibrary loans, film scheduling, or Summit borrowing.

Now and in 2020 library staff members are friendly, helpful, efficient, and caring. We look for people who take pleasure and pride in being part of a service team that contributes significantly to students' college success. Learning to use the library and resources that may or may not be on site physically is a skill that will carry over into life after college. Learning to navigate the web to find information and then review it critically for value to

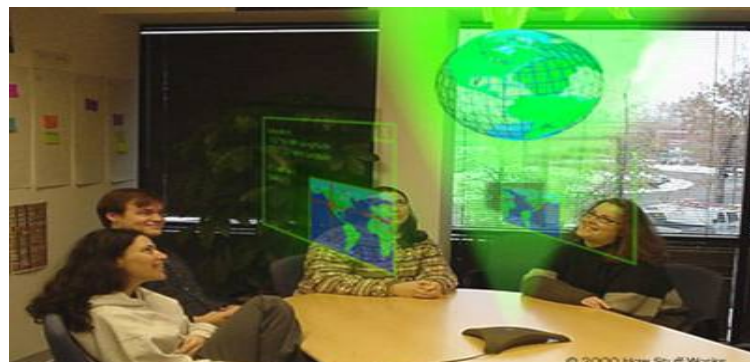
the current task is a lifelong proficiency that workers and citizens will use forever. Librarians call this “information literacy.” Librarians will embed information literacy in face-to-face and distance learning as completely as possible using many technology tools in 2020.

Librarians in 2020 will pursue constant development of their professional skills. The base degree will continue to be a Master’s Degree in Library Science (or Information Science or a similarly named degree) that assures faculty and students the very best in research advice and assistance and the very best use of technologies to support research. PCC Libraries will continue to be committed to providing time and money in support of staff development at all levels. From workshops on providing excellent customer service to training in conflict management, librarians and library staff will have access to the tools that make them knowledgeable and effective providers of excellent library services.

Libraries in the Pacific Northwest have long been leaders in academic cooperation and collaboration. Sharing physical collections – books, journals and media – have been common for decades. A fine spin-off of the sharing of things has been the attitude of cooperation and collaboration it fostered among library people. Competition has not lead to the levels of service we see by our staff members. Instead, the standard of sharing promotes mutual problem solving and discussion of ideas. In 2020 PCC librarians and library staff members will continue this practice. Low cost for great benefit will serve the college. Knowledgeable staff with wide acquaintance among their peers will be a hallmark of PCC library services to students.

What is the hallmark of “Library as people, 2020?” We will be knowledgeable about finding information. We will have the ability to analyze what we find and make best use of the sources. We will excel at teaching these skills to PCC students. We will put the needs of students and faculty first in providing library services. We will be expert finders, not just expert searchers. With the success of PCC students as our primary value, we expect to define library success by how well we achieve the first.

Some people think of librarians as folks who know it all! We prefer to think of ourselves as folks who can find it all! If we do not know it, we can find it, quickly and accurately with librarians and staff who care.



CONCLUSION

What will PCC Libraries look like in the year 2020?

Students will recognize our libraries easily! They will see books, and other information sources, both real and virtual. We will have librarians to teach skills to use the resources. Other staff will index and organize library materials logically, in real and virtual space. They will also answer questions, give directions, and check out equipment and materials.

PCC Libraries will be safe and comfortable havens for research, writing, and learning without fear of interference. Associated student services such as tutoring will be nearby, if not built into the library structures. Facilities will encourage collaborative or private study depending on students' preferences. Food and drink will be available to students to enhance the learning environment. We will fill the building environment with natural light and will meet green and sustainable codes for efficient use of resources.

What will PCC students look like in the year 2020?

Students will be perceptive communicators who will demand quick, easy and accurate access to information. They will prefer images and sounds to text as they conduct research. They will prefer hands-on and collaborative learning styles. They will like to work in teams, although quiet, private space will also be in demand. They will be somewhat uncritical users of web resources in a variety of forms.

How will PCC Libraries serve students in the year 2020?

Libraries will continuously adapt to implement services and technologies that users demand. We will continue to be on the leading edge of new ideas for service and technologies. Google and Amazon serve as models for finding information in 2006. Other, highly visible commercial or free tools for research will serve as models in 2020. Librarians will teach research, interpretation, and library use skills (information literacy) to help assure student success in finding and using information over a lifetime. Students will continue to share books and equipment from the libraries as they work in collaborative groups and because the costs of technology will still be prohibitive to some. E-textbooks will be on Reserve, just as instructor-created supplementary materials will be.

In real and virtual space libraries, librarians, and library staff members will provide students the supplementary learning materials that enhance instructor-driven teaching and learning.

Figure 1

COLLEGE LEARNING SERVICES MODEL



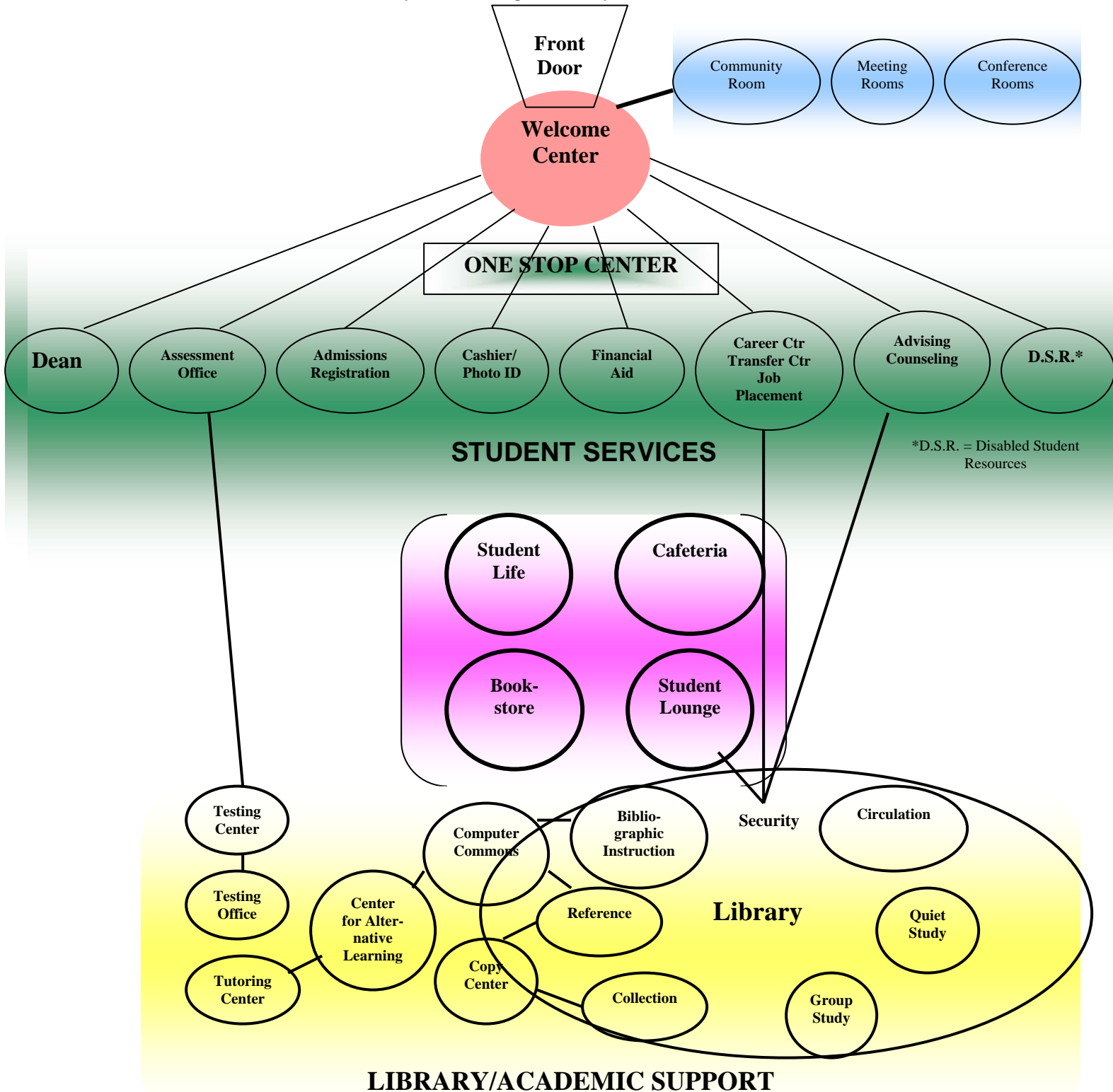
PIMA COMMUNITY COLLEGE (ARIZONA) 1997

[Adapted with permission]

Figure 2

**COLLEGE LEARNING SERVICES
MAJOR FUNCTION ADJACENCY DIAGRAM**

Colors represent major functional groupings.
Ovals or circles represent major functions.
Lines represent a strong relationship between functions.



APPENDIX A

In February 2004, PCC Libraries wrote a strategic plan and reviewed our planning values. These are the concepts:

Library Planning – Statement of Values

We believe that Libraries play a significant role in the educational process at Portland Community College and have the opportunity to make a positive difference—to ‘make something happen’—for students and staff at the college. PCC Libraries believe in the values expressed in the Educational Master Plan and support the values of the larger library community.

Therefore, we place high value on:

- **Promoting a culture of possibilities that empowers staff and students.**
- **Being responsive to student and staff needs in order to deliver outstanding customer service.**
- **Connecting with faculty and staff in order to better serve students.**
- **Contributing to the personal and professional growth of all individuals**
- **Introducing students to the benefits and appreciation of intellectual freedom and intellectual inquiry in a safe and non-judgmental environment**
- **Helping students make positive connections with the college by creating a sense of community and belonging at PCC.**
- **Maintaining knowledge and expertise of library staff.**

APPENDIX B

We built the strategic plan that grew out of these values on three key service areas.

1. Access

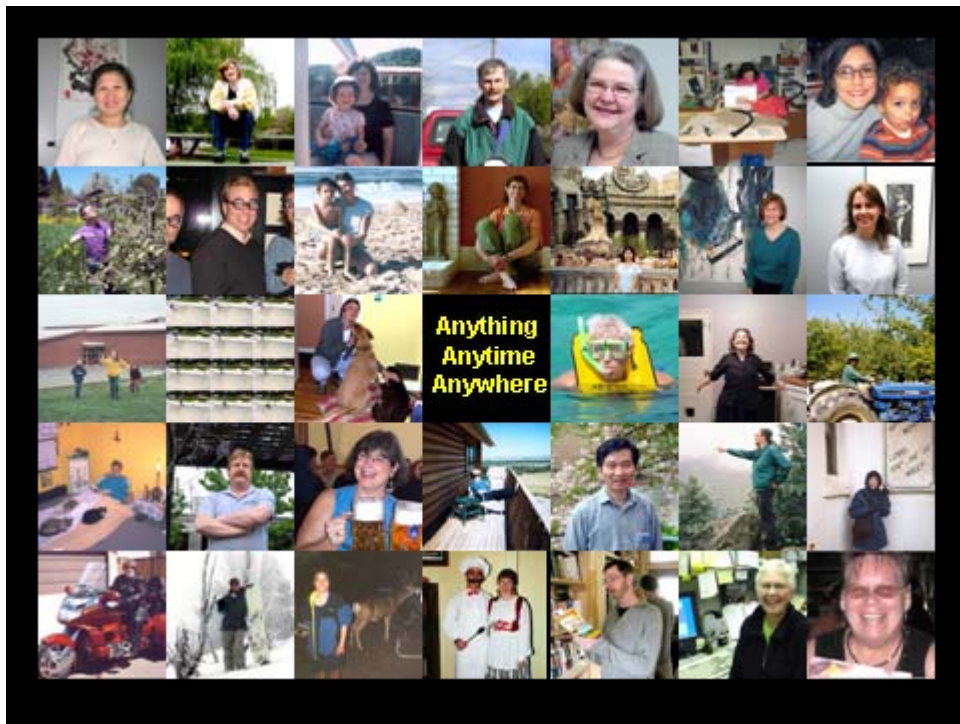
Libraries ensure equitable access to information resources and services (including facilities, equipment, and expertise) that support teaching, research, and learning.

2. Learning and teaching

Libraries are a valued partner in the development and delivery of instruction.

3. Information leadership

Libraries provide leadership in the development of technology and information-related policies, decisions, and directions—for PCC and for state, national and international library forums.



APPENDIX C

In May 2005, the Oregon Community College Library Association asked for and received endorsement of a vision statement. Presidents of Oregon Community Colleges unanimously approved the statement. This vision will help direct the plans and energies of PCC library staff in the coming years.

The Community College Library, the learning commons, will be a welcoming learning space on campus –

***A lively, student-centered space* for advancing social interactions and dialogue with all types of learning and the world of information**

***A helpful place* for students to come to enhance their knowledge with librarians who assist them in finding, locating and evaluating information resources**

***An intellectual center* ensuring equitable access to quality, cost-effective resources in a variety of formats, to technology and to services that students need**

***A collaborative space* for students, faculty and librarians fostering self-sufficiency and lifelong learning in research and academic competencies across the disciplines**

***A comfortable campus space* for individual and group work as well as for quiet study in a cultural/educational environment**



ANYTHING...ANYTIME...ANYWHERE

Today's libraries serve contemporary student needs

APPENDIX D

PCC Libraries in the Year 2020

Bringing Information to Students Who Need It, When They Need It, Where They Need It.

Selected Resources

Author	Title	Date	Web Site
1. ACRL 12 th National Conference	Currents and Convergence: Navigating the Rivers of Change , April 7-10, 2005. Proceedings	2005	(Table of Contents, Viewed 3/30/2006)
2. Albanese, Andrew Richard	The Reference Evolution	2004	<u>Library Journal</u> , November 2004, p. 10-14
3. Barefoot, Betsy	Bridging the Chasm: First-Year Students and the Library	2006	<u>Chronicle of Higher Education</u> , 1/20/2006. http://chronicle.com/cgi-bin/printable.cgi?article=http://chronicle.com/weekly/v52/i20/20b01601.htm (Viewed 3/30/2006, requires password)
4. Beloit College	Mindset List	2005	http://www.beloit.edu/~pubaff/mindset/ (Viewed 3/29/2006)
5. Berger, Ivan	Digital Library Researchers to Meet in June	2006	http://www.theinstitute.ieee.org/portal/site/tionline/menuitem.130a3558587d56e8fb2275875bac26c8/index.jsp?&pName=institute_level1_article&TheCat=2203&article=tionline/legacy/inst2006/apr06/4w.conf.xml&jsessionid=G79JJW8jNxsgym8NRCfy3mr7qnn ydkRTt2zwBRnfzScdSQZ94fk!-961592522 (Viewed 4/11/2006)
6. Bonamici, Andrew, et al.	The "Net Generation:" Implications for Libraries and Higher Education	2005	Presentation by graduates of the Frye Institute, Orbis-Cascade Consortium, October 13, 2005 [unpublished]
7. Branin, Joseph J	New Information Space and Place: The Research Library in the Digital Age	2005	Presentation at Innovative Interfaces Academic Library Directors' Symposium, February 15, 2005. [unpublished]
8. Campbell, Jerry D.	Changing a Cultural Icon: The Academic Library as a Virtual Destination	2006	<u>Educause Review</u> , Jan-Feb, 2006, p. 16-30
9. Carlson, Scott	Thoughtful Design Keeps New Libraries Relevant	2005	<u>Chronicle of Higher Education</u> , Section B "Libraries," September 30, 2005, p. B1-B5.
10. College of DuPage Press	Library Learning Network: Library Challenges and Op-	2006	http://www.dupagepress.com/COD/index.php?id=183 (Viewed

Author	Title	Date	Web Site
	portunities		3/30/2006)
11. Council on Library and Information Resources	Emerging Visions for Access in the Twenty-first Century Library	2003	Conference Proceedings, Documentation Abstracts, Inc. Institutes for Information Science, April 21-22, 2003.
12. daVinci Institute	The Top Trends Affecting Libraries, and Four Suggestions on What to Do	2005?	Excerpt from: http://www.davinciinstitute.com/page.php?ID=120 (Viewed 3/30/2006)
13. Demas, Sam	From the Ashes of Alexandria: What's Happening in the College Library?	2005	http://www.clir.org/pubs/reports/pub129/demas.html (Viewed 3/31/2006)
14. Dempsey, Lorcan	The (Digital) Library Environment: Ten Years After	2006	http://www.ariadne.ac.uk/issue46/dempsey/ (Viewed 3/24/2006)
15. Dodge, Chris	Knowledge for Sale: Are America's Public Libraries on the Verge of Losing Their Way?	2005	http://www.utne.com/cgi-bin/udt/im.display.printable?client.id=utne&story.id=11706 (Viewed 3/30/2006)
16. Educause.	Libraries & Technology web page	2006	http://www.educause.edu/Browse/645?PARENT_ID=108 (Viewed 3/29/2006. New articles added frequently.)
17. Fister, Barbara	The Point-and-Click Generation Goes to the Library: How Academic Libraries Adapt to Changing Expectations	2004	http://homepages.gac.edu/~fister/Linfield.html (Viewed 3/30/2006)
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19. Frey, Thomas	The Future of Libraries: Beginning the Great Transformation	2005?	http://www.davinciinstitute.com/page.php?ID=120 (Viewed 3/30/2006)
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Our PCC Libraries

Reference Services



APPENDIX E

Preparation for this White Paper included many conversations with PCC faculty and staff, library colleagues, and specifically PCC Libraries' staff and faculty. Without editing, I include my notes from these conversations. Thank you to all!

Future of PCC Libraries – Library Staff View for 2020

1. User driven
2. Like TIVO
3. On demand
4. Amazon.com
5. Don't know what it will be
6. Pod-cast software
7. Translation software (e.g., FreeTranslation.com ; BabbleFish.com)
8. Think global – for staff and students
9. ESL students will be big audience – need translation software – automatic
10. Digital cameras
11. Moore's Law: processor speed increases exponentially
12. TIVO for the classroom
13. Student pays by the unit
14. Less emphasis on degrees; more important to have a skill set
15. Improve job skills
16. Increasing partnerships – PSU
17. Library needs a “nap” room – maybe we could generate some revenue from it! ☺
18. When talking about a bond, keep in mind that taxpayers want something back for their money – e.g., good employees
19. Provide library services to students who never come to campus and those who are on-site. Need common services for both.
20. A touch-screen OPAC
21. A call expert
22. A unified transcript
23. Library building
24. Office space
25. Staff working remotely (telecommuting)
26. Food everywhere
27. Coffee bar (who gets the money?)
28. Sound dampening – people talking on phones or to their PCs
29. Study rooms
30. Computer lab
31. At least one no-noise room
32. Books!
33. E-books (with print-on-demand)
34. Space to study because some students have no space at home
35. 24/7 hours to encourage people with different schedules to use libraries
36. Help with papers – tutors for English, Math, Writing
37. Campus-wide wi-fi (including parking lots)

38. Benches and tables
39. Study carrels – group and quiet
40. Lockable study rooms – first come, first serve
41. Flexible space
42. Fewer comfy chairs
43. Group study
44. Food and drink in an enclosed area
45. Multi-media
46. Non-library space on campus with the same qualities as library space – safe and quiet study
47. More centers? Partnerships? Small spaces?
48. Alternative languages for the OPAC
49. More customization of the displays or presentation of results in the OPAC
50. Federated searching
51. Introductory library class for all students – tape it for replay on demand
52. Space for social interaction
53. Tutoring
54. Part-time teachers collaborate with tutors
55. An area where someone knows what the teacher is doing
56. Library has institutional repository – instructional learning objects
57. Texts on-line. Print on demand
58. Chat button on OPAC screen, with video response
59. Demographics will be very similar to today
60. Sound proof rooms
61. Way more computers
62. Distance education – the college doesn't seem to be fully committed at this time – pod-casting, streaming media
63. Distinction between distance learning and face-to-face are going away
64. Library will be a licensing entity for new e-books, an archive for print books
65. On-line textbooks
66. One-stop resource for getting information to the students quickly
67. Use outside consultants
68. Have a new on-line catalog
69. Have a better site map for the library web page
70. Upgrade the forms
71. Wireless
72. Look at [Los Angeles County Library](#)
73. Add “Did you mean ...?” functionality
74. Open catalog search to “Advanced” or use small tabs
75. Use buttons in OPAC
76. Comfortable furniture
77. Database interfaces – make smoother transitions
78. Services for foreign students

79. More one-on-one

80. Social space - e.g., a café

81. Meeting space - central
open area with tables radi-
ating as spokes of a wheel

82. Break up shelving areas

83. What about Central Port-
land Workforce Training
Center?

84. Variety of materials, not just
books

85. Durable equipment

86. More readable screens



APPENDIX F

Pam Kessinger, PCC Library Faculty Chair, submitted this thoughtful list of ideas for the white paper.

Education in 2020 ideas --Pam Kessinger--

Student preparation

Undereducated (American Institute for Research)

Digitally divided

Need ICT skills (Educational Testing Service)

Need “metacognitive approach to instruction...to think deliberately about how they learn... [to] take control of their own learning, monitor their own progress and improve their achievement.” (p. 7, Partnership for 21st century skills)

Need “global awareness, financial, economic and business literacy and civic literacy (p. 5)

Need to learn to contextualize information

Student expectations

Digital media presentations

Working in groups

Consultative support for media design

No geographic or time boundaries: *connectivity* (Sarah Smith)

Online curriculum materials, including streaming media and podcasts

Printing for extended reading and note taking

Shorten typing time with acronyms and IM lingo (Linh)

E-portfolios available after graduation,

<http://www.educause.edu/E%2DPortfolios/5524>

Learn by exploration (Windham)

Instant feedback (clickers)

“Face-time” with college personnel is desired, but expected to be whenever they want (Educause. Educating the Net Generation)

Student characteristics

Beloit College Mind Set list <http://www.beloit.edu/~pubaff/mindset/>

Savvy consumers (“Crowned at last”)

Unable to distinguish embedded branding and advertising (MySpace Generation)

“Creating new forms of social behavior that blur the distinction between online and real-world interactions....just as likely to socialize online as off.” (My Space Generation)

“Hyperdistractability” (MySpace Generation)
Prefer instant messaging or texting, to voice mail
Like to have several media inputs at the same moment (“Crowned at last, p. 9)
Desensitized to revealing personal information or having preferences tracked
Don’t carry cash (smart cards, debit or credit cards instead)

Ubiquitous technology

Students bring from home or use to access college remotely
Cell phones with cameras, web access, media (real-time alerts, check class assignments, study hall availability, read blogs, access safety and health info –Claudia Linh) (Checking bank account balance on cell phone—“Crowned at last, p. 8”)
Self-selected music and audio (MP3, IPOD)
Digitalization of print sources
Social networking tools (Flickr, del.icio.us, MySpace)
Self-publishing (blogs, wikis)

American Institutes for Research. New Study of the Literacy of College Students Finds Some Are Graduating With Only Basic Skills.

<http://www.air.org/news/documents/Release200601pew.htm>

Educational Testing Service. Digital Transformation: a framework for ICT Literacy—a report of the International ICT Literacy Panel

<http://www.ets.org/research/ictliteracy/ictreport.pdf>

[Information and Communication Technology] Literacy is using digital technology, communication tools, and/or networks to access, manage, integrate, evaluate, and create information in order to function in a knowledge society.

“The panel’s over arching belief is that the digital divide should no longer be defined in terms of limited access to hardware, software, and networks, but rather, one that is also drive by limited literacy levels and a lack of the *cognitive skills* needed to make effective use of these technologies. Technical skills alone, without corresponding cognitive skills and general literacy, will not decrease the gaps defined by a digital divide.....In effect, because technology makes the simple tasks easier, it places a greater burden on higher-level skills.”

Partnership for 21st Century Skills. Learning for the 21st Century: a report and mile guide for 21st Century Skills

<http://www.21centuryskills.org>

“Skilled 21st century citizens should be proficient in ICT...literacy...defined as the ‘interest, attitude and ability of individuals to appropriately use digital technology and communication tools to access, manage, integrate and evaluate information, construct new knowledge, and communicate with others in order to participate effectively in society.’”

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Libraries in 2020

Facilities

Good public space, where people can come together to talk or learn (Chronicle)

Group study areas—open, or in separate rooms?

Quiet reading areas—open, or in separate rooms?

Meeting or presentation rooms?

Cell phone use areas—separate cell phone free areas?

Natural lighting, with sun shades

Windows that open

Modular furniture

Raised flooring to access conduit and change wiring

Services

Power ports for recharging mobile technologies

Wireless access to internet

Wireless access to networks or dataports

Measure ‘attendance’ rather than circulation (Chronicle)

Public access workstations with space for groups to gather

“...create value through personal relationships and creative approaches to complex problems.” (Chronicle, B8)

Librarians prepared to teach students and faculty to ‘navigate an increasingly complex digital environment.’ (Chronicle, B6;)

Librarians prepared to answer the un-googlable (e.g. co-evolution of weeds and power mowers? What percentage of the population really is left-handed? –Marylaine Block)

Librarians prepared to teach students and faculty the importance of evaluating the relevance and authority of sources

Librarians prepared to package or locate information in specific formats (charts, maps, visual timelines, concept links) (Marylaine Block)

Resources

Print format

Extended reading

Portable

Not as easy to search as full text online journals

Values

Patron privacy—is it compromised by accepting cookies [or other tracking software]? (Rick Anderson, Soaring to Excellence)

Equal access—do limited resources force choices in who we serve? (RA)

Education—does this waste patron’s time? (RA)

Serving unsophisticated users

Accurate inventory—will MARC be replaced by DECA?

Ease of access—will interface and federated searching tools replace patrons distinguishing between retrieval tools?

Support curriculum—will we weave our services into learning environments so students use the library before realizing it (RA)

Anderson, Rick. Always a river, sometimes a library [videorecording]. 2006

<http://library.pcc.edu/search/aSoaring+to+Excellence+2006+February+06+%3A+Glen+Elly/asoaring+to+excellence+2006+february+++06+glen+ellyn+ill/-2,-1,0,B/browse>

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Chronicle of Higher Education. Libraries. September 30 2006. Section B.



APPENDIX G

The 2005 Accreditation Team had this to say about the PCC Libraries today.

See [Standard 5, Library and Information Resources, p. 36-43](#).

Standard Five Library and Information Resources

5A: Purpose and Scope

The PCC Library, including the Instructional Media Department, has established a mission to “enhance and enrich coursework and help library users gain core competencies.” In this way, the library supports teaching and learning throughout the college. The **Strategic Plan for Libraries at PCC** ensures the mission is fulfilled and also aligns the library program with the College’s mission by relating to the goals found in the PCC Educational Master Plan. In particular, areas related to Educational Programs and Services and Student Access and Development are reflected in the library plan. Access, Learning and Teaching and Information Leadership are the key areas of emphasized in the plan.

As a result of recent reorganization efforts, the entire Library organization is undergoing considerable change. The reorganization effort appears designed to redefine reporting relationships and realign the administrative and instructional Information technology departments into a single department to create better support for technology across the institution. The Library Director will begin reporting directly to the Vice President for Academic and Student Affairs as a result of the reorganization which will have the impact of aligning the library with other instructional units. There appears to be agreement that the affected departments will benefit from the new organizational structure.

The library collections and instructional media resources appear to be divided equitably among the libraries located at the Sylvania, Rock Creek and Cascade campuses. Additionally, digital resources are made available to students and faculty without regard to their physical location. The core collection and related information resources appear sufficient to support the curriculum. With a unified online catalog, PCC students and faculty have access to all library materials owned by PCC regardless of their physical location. A courier system provides rapid delivery between campuses Membership in the Portland Area Library System (PORTALS) as well as

the Orbis /Cascade Alliance increase the number of information resources available to PCC faculty and staff. The Orbis/Cascade “Summit” online catalog contains over 7 million unique titles and offers patron-initiated interlibrary loans, meaning PCC students and faculty can request materials from any other member library without assistance and requesting delivery at any other convenient member library. Delivery of items requested from “Summit” is generally provided to PCC libraries within 2 or 3 days.

A number of techniques are utilized to build a collection of up-to-date resources which support the curriculum. The Collection Development Policy is comprehensive and provides considerable direction to selectors purchasing items across the curriculum. Reference librarians assigned as liaisons to each Subject Areas Committee (SAC) encourage faculty to recommend appropriate materials and resources for purchase. Documentation indicates librarians contacted 48 SACs in 2003-2004. Additionally, a **Purchase Request Form** located on the library’s web site invites students, faculty and staff to suggest titles for purchase. Faculty requests in particular are given high priority for purchase. Finally, the *Best Books for Academic Libraries* reference is utilized to identify nationally recognized “best titles” in a variety of subject areas.

Weeding criteria are identified in the **Collection Development Policy**. Clear guidance is provided for discarding outdated materials. Each library collection is weeded regularly to ensure students have access to the most current resources available in each subject area. Instructional faculty are invited to participate in weeding activities. According to the **Noel-Levitz Climate Survey** administered on the Sylvania Campus in 2001 and 2003, students report high satisfaction with library staff (“Library staff are helpful and approachable”) as well as with the adequacy of library resources and services.

Standard 5.B: Information Resources and Services

Library and information resources and services are organized to help students locate information resources easily. The library’s web site underwent a significant revision in 2002-2003 following extensive usability testing which determined which features were the most useful to students. The resulting web page is designed to ensure students find the information and resources desired with as few “clicks” as possible. The PCC Library’s online catalog interface won the “Be Innovative” Award from Innovative Interfaces, Inc. in 2004 in the category of “Most Innovative Web OPAC.”

Faculty librarians offer instruction in information literacy at each of the comprehensive colleges. Evidence indicates instruction is offered on demand, customized to meet the needs of individual classes as well as infused into a number of courses, including Building Construction Technology 103 . The nursing program instructors

and a Sylvania library faculty member have also collaborated on a project to infuse information literacy throughout the entire two-year nursing curriculum. Activities and outcomes for information literacy are clearly defined in the **Library Nursing Orientation plan**. Students acquire library and research skills in a sequential manner that ensures competency by the end of the program.

Each faculty member engages in assessment activities to determine how successful individual instruction sessions have been. Data show faculty use a variety of assessment techniques including analysis of bibliographies, index card assessments and student surveys in order to evaluate student learning. It is suggested librarians compile such assessment data to determine the overall effectiveness of the library instructional program's impact on developing the ability of students and faculty to use information resources independently and effectively.

Continuous improvement of teaching is important to the library faculty. Starting in 2003, a **Peer Coaching project** was initiated. The library department chair developed a plan to implement the project, which includes a rubric to guide observations as well as sample assessments which provide models for the coaches to follow when writing up their findings.

Recognizing a need to coordinate instructional activities across the campuses and improve instruction, library faculty have established a Subject Areas Committee (SAC) devoted to information literacy instruction.

Library policies and procedures are documented and made available to all library staff in an easily accessible online format. This ensures consistent practices related to the management of collections and delivery of services across the college libraries are in place.

The library makes information resources available to authenticated users via its web site. Information resources available include full-text periodical databases, electronic reserves, electronic books and online reference sources. PCC also participates in the state-wide service, **LNet**, the Oregon Libraries Network. This online, chat-based reference service is available 24 hours a day, 7 days a week.

The Audio Visual Equipment and Instructional Media Department provide an extensive array of equipment to assist faculty and students in their teaching and learning activities. Documentation indicates a growing number of classrooms are equipped with computer podiums which enhance instructors' ability to utilize a variety of multi-media materials during class sessions. Old equipment is being weeded and a five year replacement program is in place. Inventory control is being implemented.

Training faculty and staff to use technology is a high priority and a multitude of training opportunities exist for faculty and staff. The **Technology Training Contacts** and **Training Workshops** web pages outline a variety of available workshops as well as contacts who can address specific concerns on an individual basis. IMS also provides help desk services.

Standard 5.C: Facilities and Access

Sylvania, Cascade and Rock Creek campus libraries have well organized collections and provide a variety of services and resources to students and faculty at these sites. The collections appear to be sufficient in quality, level, breadth, quantity and currency to meet the requirements of the programs offered. Some concern exists, however, about the accessibility of library services and resources at the Southeast Center as well as other PCC centers such as the Workforce Training Centers. Library collections are not provided at these sites and faculty librarians are not assigned regularly to work with faculty and students enrolled in classes and programs offered at these locations. The library will want to determine how to provide resources and services of sufficient quality, level, breadth, quantity, and currency to meet the requirements of the educational programs offered at PCC Centers particularly if the number and scope of credit classes offered at these locations evolve over time.

Currently, the library's **Off Campus Services** web page provides information to remote users needing to access library services and resources. Courier service between all PCC locations ensures delivery of print and non-print resources to colleges and centers, while a growing collection of digital resources, including the Oxford Reference Online collection, electronic reserves and full-text periodical databases, provides students and faculty with instantaneous access to digital information resources. Faculty librarians occasionally visit the Southeast Center to provide instruction on research skills to classes. Recognizing the limitations presented with this degree of service both at remote centers as well as for distance learning classes, the library customized the TILT online tutorial which can serve as a substitute for face-to-face instruction. Links are also provided to an online chat-based reference service (LNet) which is available "24/7" so students and faculty can consult with a "real, live" librarian if they need assistance and are unable to contact a PCC librarian.

PCC belongs to a number of library consortiums which provide students and faculty with a rich array of information resources that complement the library's collection of information resources. PORTALS, the Portland Area Library System, provides PCC students and faculty with library privileges at 11 academic libraries located in the Portland/Vancouver metropolitan area. Membership in ORBIS/CASCADE not only provides patron-initiated borrowing from any member's library collections, but it also provides PCC with access to consortium negotiated licenses for digital resources, a regional courier system and professional development activities.

Standard 5.D Personnel and Management

Library resources and staff are concentrated at the three comprehensive campuses. Seven (7) FTE faculty librarians provide reference and instructional service at the three comprehensive campuses. Faculty librarians, who all have American Library Association accredited Masters Degrees, have a clearly defined job description as well as a list of **Baseline Technical Competencies for Reference Librarians** each faculty librarian is expected to have.

The number of faculty librarians is minimally adequate and is a cause for concern. Data indicates it is difficult for the faculty librarians to staff three reference desks when the library is open as well as provide classroom instruction, consult with faculty, select materials, provide service to distance learners and attend college committee meetings. As the library considers adding new, innovative services such as chat-based virtual reference, staff shortages present a significant barrier to implementation.

Recognizing the impact current staffing has on the provision of essential library services, the college has promised the library it will allow them to fill a new faculty position in the coming fiscal year. Filling this new position should make it possible to develop additional services for distance learners and faculty as well as provide more consistent reference desk service. However, it is suggested the library faculty continue to monitor and document how well faculty are able to provide assistance to users at each library to determine if acceptable levels of service are being provided.

The reorganization plans and corresponding reassignment of library support staff, particularly in the IMS Department, have led to a concern about degradation of service. Additionally, there is concern some library positions not identified for reassignment currently may be lost in the future. Library staff will need to monitor the situation closely to ensure specialized technology expertise is not lost in this way and that all essential services remain intact. Library staff has also expressed some uneasiness that the new organizational structure will not support the existing relationships between instructional Media Services, Audio Visual Services and the library. These relationships have ensured the growth and development of technology within the library which is seen as a critical component of the library's mission and goals. It is suggested the library monitor and assess the impact reorganization makes on these working relationships to ensure they do not have a negative impact on the delivery of service.

A number of professional development opportunities are available to all library staff. According to the **Library Effectiveness 2003-2004** memo, 44% of library staff members attended and/or made presentations at 13 conferences or workshops.

A reference librarian serves on the Curriculum/General Education Subcommittee of the Educational Advisory Council. As a committee member, this librarian provides the entire library faculty with timely information about new curriculum and any significant curricular changes that may require library support. Departments proposing new courses or programs are required to fill out a “**Statement of Cost Impact**” form to identify any library/media costs related to implementing a new course or program. Such information allows the library to obtain necessary resources to support adequately any new programs or courses.

Financial support for the library appears sufficient to support current operations. Budget documents show the library has maintained a fairly stable budget over the past four years although the overall percentage of the college budget dedicated to library programs has declined slightly from 2.48% in fiscal year 2001 to 2.31% in fiscal year 2004. The Student Technology Fee provides the college with a significant amount of funding each year dedicated to paying for, among other things, technology services, training and equipment which directly impacts student success. Documentation indicates that fund is used to purchase and lease computers, digital cameras and video cameras, purchase audio visual equipment, salaries for helpdesk staff and open lab tutors and provide for faculty training.

Standard 5.E : Planning and evaluation

The library and IMS departments have a planning process in place. The plans are congruent with the college’s overall plan and support the mission. It appears library staff has minimal opportunity to participate in the planning process. There is a perception that participation is limited and not meaningful. Library staff may want to review the processes related to planning and ensure all stakeholders have an opportunity to participate in the process. Communication between staff members is essential to inclusive planning and implementation activities. The **Library Communication Plan, 2003** appears to provide a good starting point for institutionalizing good communication habits between staff members.

In November 2004, the library evaluated the effectiveness of a number of strategic goals. The resulting document, **Library Effectiveness, 2003-2004**, provides a snapshot of the libraries’ performance. In addition to this document, the faculty chair has also documented the accomplishments of faculty librarians on an annual basis since 2002. The library also collects basic data related to delivery of service and acquisition of materials.

The library is encouraged to increase the scope of its program assessment and evaluation activities and use the results of this work to inform future strategic planning activities.

The IMS department has developed an extensive operational plan but it appears it will not be implemented as reorganization has made it obsolete. It is unclear whether any assessment has been made related to the services provided by this department. No comprehensive, widespread assessment of the quality, adequacy or utilization of library and information resources and services seem to have been made by the college. Even so, organizational changes have been implemented which will have a significant impact on the college. It is suggested the college begin evaluating the quality, adequacy and utilization of services in regular and systematic manner in order to determine the success of this reorganization.

Concerns:

1 The number of faculty librarians is minimally adequate and is a cause for concern. Delivery of service appears to be impacted negatively as a result of current staffing levels. The college should employ a sufficient number of library staff to provide assistance to users of the library and students at other learning resources sites.

2 Concern exists about the accessibility of library services and resources at the Southeast Center as well as other PCC centers such as the Workforce Training Centers. Library and Information resources should be readily accessible to all students and faculty.