

Standard Five: Library and Information Resources

Part 1: LEARNING RESOURCES Molstead Library

Overview

Molstead Library, located on the ground floor of the Molstead Library Building, provides North Idaho College (NIC) with a wide array of both traditional and non-traditional resources and services. The library's collection includes print, audio-visual, web, and electronic resources as well as a variety of equipment such as microform reader/printers, computer stations, an Aladdin Genie Pro color magnification station with JAWS for the visually impaired, CD players, beam projectors, and VCRs and monitors. Services include full Internet access, interlibrary loan, circulation, bibliographic instruction (BI), TextTelephone, library orientations, reference, distant student services, copying and printing, reserves, copyright guidance, and community programs. (For additional disability support services see Standards Three and Eight.) Library services are provided by 9.5 contracted staff and approximately 6.5 FTEs. Endeavor's Voyager is the library's automation system. The library's web page, which can be accessed at www.nic.edu/library/, is gateway to the library's OPAC and a host of web resources. Staff provide an impressive array of services not only to the North Idaho College community, but also to University of Idaho (UI) and Lewis-Clark State College (LCSC) extended campus students and staff, and the college's broader service area that includes residents of Idaho's five northern counties: Kootenai, Shoshone, Benewah, Bonner, and Boundary.

Molstead Library is a member of OCLC Western Service Center; Inland Northwest Library Automation Network and Washington/Idaho Network (INLAN/WIN), which consists of 57 academic, special, public and school libraries; Bibliographic Center for Research (BCR); ORBIS Courier net-



work; and Inland Northwest Council of Libraries (INCOL) (see Exhibits). (5.C.2) In addition, Molstead Library is a member of the American Library Association (ALA), Association of College and Research Libraries (ACRL), Idaho Library Association (ILA), Pacific Northwest Library Association (PNLA), LOEX Clearinghouse for Library Instruction, and the National Council for Learning Resources (NCLR). Extended hours are maintained by Molstead Library to meet the needs of 4,000+ students and 1,000+ full and part-time staff. Fall and spring semesters the library is open for a total of 73.5 hours a week. Hours are reduced during summer semester and the library is closed between semesters (see Table 1).

Table 1: LIBRARY HOURS

Monday – Thursday	7:30 a.m. – 9:00 p.m.
Friday	7:30 a.m. – 4:00 p.m.
Saturday	12:00 p.m. – 4:00 p.m.
Sunday	1:00 p.m. – 8:00 p.m.

Molstead Library supports and upholds the U.S. Copyright law and the American Library Association's *Library Bill of Rights*, *Freedom to Read Statement*, *Intellectual Freedom Statement*, and *Code of Ethics*.

Purpose

The purpose of Molstead Library is to support North Idaho College's mission that states, "North Idaho College is committed to student success, teaching excellence, and lifelong learning. As a comprehensive community college, North Idaho College provides educational opportunities that expand human potential and enhance the quality of life for the students and the communities it serves." Molstead Library supports the college's mission by providing curricular support and access to a wide variety of supplemental materials in a variety of formats. Further, the Molstead Library mission statement reads, "Molstead Library encourages information literacy, critical thinking, and the acquisition of knowledge by providing access to diverse materials and current information technologies; and also by providing instruction in the use and evaluation of those materials and technologies. Molstead Library selects, purchases, classifies, organizes, stores, retrieves, interprets, and teaches the use of print, audio-visual, microform, electronic, and web-based information to support North Idaho College's curricula and to encourage lifelong learning; and to enhance the quality of life for students, staff, and the broader community served by North Idaho College." (5.B.1) (5.A.1) The library plays a unique role in the community in that it not only supports the mission of North Idaho College by providing support to its academic and professional-technical programs, but also by providing support to two higher education extended campus programs, residents of Idaho's five northern counties, and NIC's Workforce Training Center. When library policies and procedures are developed, and when collection and technology decisions are made, these additional constituents must also be taken into consideration (5.A.3)

Description

Collections & Equipment

Molstead Library, which is located on the ground floor of the Molstead Library Building and encompasses an area of 27,500 sq. ft., houses an extensive and current collection that supports NIC's academic and professional-technical programs. Over 50% of the library's equipment and collections, including electronic and web resources, have been purchased since 1990. It was at this time that the library's maintenance and operations (M&O) budget increased dramatically. Also in 1990, the Library became a WLN member and converted its holdings from Dewey to the Library of Congress classification system. Though campus-wide budget constraints may adversely impact the Library's M&O in the future, careful and considered purchasing will maximize those dollars budgeted for library materials, equipment, and other resources.

Library faculty members have close working relationships with classroom faculty. Classroom faculty frequently consult library faculty about collection development issues and/or concerns. For example, as new programs are implemented, division chairs and/or instructors meet with librarians to determine the adequacy of the library's resources that are to support the new program. This process is embedded in Curriculum Council procedures. Curriculum Council Form 5, "New Program Proposal" requires that divisions offering new courses assess the library's ability to support those courses and request that the library remedy if deemed necessary. (2.A.7) Because the campus is small and librarians have faculty status, communication with classroom faculty is frequent and cordial. Over the years, this respectful and collaborative relationship has helped enhance the library's resources, and services. (5.B.4) Another example of this collaborative relationship is the role librarians played in the creation and adoption of the college's general education Information Literacy ability in 1993. Librarians wrote this ability that was revised and formally adopted by Curriculum Council in 2000. The Information Literacy ability is now one of the general education abilities instructors may adopt as a course outcome (see Exhibits).

All collection development decisions are based on the college's curricular offerings, professional journal reviews, formal faculty purchasing requests and/or informal recommendations from faculty and students. (2.A.8) Though librarians are non-tenurable, they are afforded employment protections while fulfilling their professional duties and responsibilities under the college's Academic Freedom and Professional Ethics Policy (NIC Policy 3.05) (see Exhibits).

In 1998, NIC signed the *Nine Point Agreement* with the Coeur d'Alene Tribe on whose traditional hunting and fishing grounds the campus now resides. The first point of the *Nine Point Agreement* states, "Expand collection about Native Americans with particular emphasis given to literature written by Native Americans of the Northwest" and "Establish resource area in the library for Native American materials." In 1998, when the *Nine Point Agreement* was signed, the library housed approximately 850 titles about and/or by Native Americans. As of 2002, the library houses approximately 1,500 titles including 92 videos. The library has also acquired 57 Native American flute, powwow, and traditional music CDs. At that time (1998), the Coeur d'Alene Tribe, North Idaho College, Learning Resources, and the Learning Resources Advisory Committee (LRAC) dedicated a library alcove to the Tribe. In this space, the library displays tribal artifacts and gifts and new acquisitions by and/or about Native Americans as well as providing space for all students to gather and relax. The college anticipates that its Native American student population will grow due to targeted recruiting efforts and that the new American Indian Studies program will also expand to meet growing enrollments. Molstead Library is making a concerted effort to prepare for these anticipated changes in the student population and curriculum by honoring the North Idaho College/Coeur d'Alene Tribe *Nine Point Agreement*. Since the *Agreement* was signed in 1998, Molstead Library, as previously mentioned, has substantially increased its holding in the E77-E100 Library of Congress classification range and continues to aggressively collect materials by and/or about Native Americans.

Based on the comments of faculty, user satisfaction surveys, interlibrary loan statistics, input from members of LRAC, and informal student comments, the collection is currently adequate to meet the needs of the campus community (see Exhibits). In addition to the library's 64,000+ titles (see Table 2 for collection snapshot) to which is added approximately 3,500 titles annually, the library has added numerous web and CD-ROM databases. As the college's distance educa-

tion program has grown, the necessity for student remote access to a variety of materials and information resources has also increased. Molstead Library attempts to meet these demands by purchasing subscriptions to appropriate full-text web periodical indexes and reference sources, and by linking to appropriate web sites and making them accessible to NIC students and staff from their homes. (5.B.1) (5.C.1) (5.A.2)

Due to stack space limitations, the circulating, reference, and video collections are frequently reviewed and items are deselected that are no longer appropriate and/or that are dated and unlisted in *Books for College Libraries* or other collection development sources. Materials cataloged in nursing and allied health fields are reviewed on a three-year cycle so that texts and videos over five years old about drug dosages, treatment procedures, or other date-sensitive, health-related issues are removed from the collection. This health information review procedure keeps the nursing/allied health collection current and reduces liability in providing health professionals with outdated information.

The following list provides a brief overview of Molstead Library's collections, resources, and equipment:

Circulating Collection consists of 57,703 volumes cataloged using the Library of Congress classification system. Monographs circulate for a four-week period with one four-week renewal permitted unless holds have been placed on them. The collection adequately meets the needs of academic transfer students who comprise about 85% of the student population. While strides have been made in serving students enrolled in professional-technical programs since the last accreditation visit, more should be done. Communication with this division regarding library services and resources is infrequent primarily because professional-technical students are not encouraged to use the library. In addition, issues concerning Professional-Technical Program budget support for the purchase of appropriate library materials and state budget shortfalls have further complicated this situation. Hence, many of the library's holdings in professional-technical program areas are meager and/or aging.

**TABLE 2: COLLECTION SNAPSHOT
STACKS, REFERENCE, & VIDEOS**

LC Classification	No of Titles	Percent of Collection
A-AZ General Works	380	.7%
B-BX Philosophy, Psychology, Religion(s)	4,328	6.9%
C-CT Auxiliary Sciences of History	685	1.1%
D-DX History (General), History of Europe, Asia, Africa, Australia, etc.	4,125	6.5%
E-F History: American (Western Hemisphere)	6,173	9.8%

G-GV	Geography, Maps, Anthropology, Recreation	2,309	3.7%
H-HX	Social Sciences: Economics, Sociology	8,918	14.1%
J-JZ	Political Science	1,388	2.2%
K-KZ	Law	1,457	2.3%
L	Education	3,060	4.9%
M	Music	1,550	2.5%
N	Fine Arts	2,650	4.2%
P-PZ	General Philology, Linguistics, Theatre Arts, Journalism	11,193	17.7%
Q-QZ	Science	6,478	10.3%
R-RZ	Medicine	3,680	5.8%
S-SZ	Agriculture	671	1.1%
T-TZ	Technology	3,227	5.1%
U-UG	Military Science	300	.5%
V	Naval Science	51	.01%
Z	Bibliography, Library Science	467	.7%
TOTAL		63,090	

Reference Collection totals 6,415 library-use-only volumes that may be photocopied during the library's service hours.

Serials Collection consists of 407 subscriptions of which 247 are journal, newspaper, and magazine titles. Periodicals are arranged alphabetically by title and chronologically by date in the library's periodicals stacks. Many backfile titles are purchased in micro formats. Periodicals do not circulate. Three photocopy machines and four microform reader/printers make it possible for students to acquire copies of articles. Many more periodical titles are available full text online and complement the library's small physical collection. Indexing to the library's periodical holdings is available in print indexes such as *Reader's Guide to Periodical Literature*, *Humanities Index*, *Social Sciences Index*, *General Science Index*, *Business Index*, *Applied Science and Technology Index*, *Biography Index*, *Essay and General Literature Index*, etc. as well as in web-based periodical indexes.

Reserves are available at the library's circulation desk. Molstead Library makes course reserves services available to NIC faculty as well as University of Idaho's and Lewis-Clark State College's extended campus faculties. Circulation periods vary according to individual instructor requirements.

Audio/Visuals circulate for varying time periods. CDs circulate one week and videos two days. No renewals are extended to borrowers of these items with the exception of

NIC faculty. The library's A/V collection currently consists of 523 CDs and 4,888 videos. The library purchases an eclectic range of videos and CDs for viewers and listeners. The CD collection is cataloged in the following categories: blues, classical, country western, folk, jazz, miscellaneous, Native American, opera, popular/Broadway, rock, sacred music, and world music. CDs are arranged by a color-coded classification and Cutter system in revolving display shelving. Approximately 200 titles a year are purchased, cataloged, and added to the CD collection. The library also houses all campus-produced NIC Public Forums and Popcorn Forums that have been taped over the past 30+ years. Duplicate copies of these programs are archived. Annually, the library adds approximately 200 titles to its video collection. All A/V items are cataloged and searchable in Voyager. Staff anticipate a move from VHS to DVD format in the near future.

Special Collections consists of 707 volumes of primarily Idaho history, culture, flora and fauna; college documents; backfiles of the campus newspaper, *The Sentinel*; College-produced ephemera; the Veeder collection of Western history; archived Public and Popcorn Forum videos; the McEwing piping collection; and a handful of rare books. These Special Collection materials are for library use only and housed in a locked, climate-controlled room.

Web & CD-ROM databases play an increasingly important role in acquisitions and collection development planning. It is

the good fortune of all Idaho libraries that the Idaho State Library, through an Idaho legislative initiative, funds statewide access to a host of web, full-text periodical indexes and other databases. Currently, the state funds access to InfoTrac's *Expanded Academic Index ASAP*, *Business & Company ASAP*, *Health Reference Center Academic*, and *General Reference Center Gold*. In addition, the state funds access to EbscoHost's *MasterFILE Premier*. The Idaho State Library funds statewide access to OCLC's *WorldCat* and statewide BCR membership. Molstead Library complements these database subscriptions and memberships with subscriptions to ProQuest's web, full-text *PsycINFO*, *CINAHL (Cumulative Index to Nursing and Allied Health Literature)*, *Psychology Journals*, *Nursing Journals*, and *National Newspaper Index* plus *The Spokesman Review*; *ERIC*; *CQ Researcher*; *Lexis-Nexis Academic Universe*; *Encyclopedia of Life Sciences*; and *Encyclopedia Britannica*. These full-text web indexes, etc. are available to students on campus and via remote access, as is the library's catalog and a host of web resources accessible through the library's web page (see Exhibits).

(5.B.5) Also, two networked CD-ROM stations provide library users with access to a host of menu items on CD-ROM such as *Oxford English Dictionary*, *Perseus*, E.O. Wilson's *Biodiversity*, and a selection of state and federal documents, etc. Maintaining current and/or purchasing new database subscriptions requires a substantial investment on the part of the library. A stagnant or diminished M&O budget may translate into fewer print materials and an aging print collection.

Internet access is available at 17 computer stations with three networked printers. In addition to full Internet access in the library, the computer lab on the second floor of the Molstead Library Building provides students with Internet access, Microsoft Office, courseware software, etc. at 120+ networked PCs. (5.C.1) Library and computer lab staff attempt to mirror hours of service and work closely together to provide adequate Internet access, computer and software use instruction, and web search assistance to NIC students. Computer Services is currently working collaboratively with library and maintenance staff to upgrade Molstead Library Building's fiber to cat 5e to improve Internet access. However, only the second floor will be upgraded due to inadequate funding from the Idaho Department of Public Works. Less than half of the library's computer stations are on cat 5e and the rest on 3.0. A complete fiber upgrade for the library is a project that will be pursued in the future as state funding allows.

State documents are cataloged as reference and circulating items using Library of Congress classification system. Molstead Library is a select state documents depository.

Equipment inventory includes 50+ computers of which 28 are public stations. Seventeen stations are configured to give access to the library's home page which links to a host of web-based library resources, services, and information. Eight stations are unfiltered, open Internet stations with privacy screens; one station is for Information Desk staff use; and two stations are networked CD-ROM stations. All public computers are networked to four print stations. Students purchase copy cards that can be used at computer print stations and in the library's three public photocopy machines. In addition, the library houses one computer station with Internet access, text magnification, and JAWS for the visually impaired; four microform reader/printers; eight VCRs and monitors located in a media room; eight CD players; two mounted beam projectors (one in Todd Lecture Hall and one in the library's large group study room); two overhead projectors; DVD player in Todd Lecture Hall; color copier; fax machine; three staff photocopiers; color printer; three scanners for staff use; and a document binder. Learning Resources staff continuously review, test, and/or purchase new technologies that will better facilitate and enhance the use of LR's services and resources

To acquire state-of-the-art computing, Molstead Library has developed a computer hardware rotation schedule (see Exhibits), budgeted monies for upgrading computer equipment, and helped fund network and router upgrades, and the purchase of additional servers. Currently, computers are on a four-year replacement schedule. Because of campus budget shortfalls, it may not be possible for the library to maintain a replacement schedule. Keeping abreast of technological changes that require a significant investment in new computer hardware and software and staff training has proven problematic as it has in many of the nation's academic libraries.

Molstead Library's M&O budget has been adequate to build an enviable community college library that offers a wide range of materials, databases, and equipment for student, staff, and community use. Strong NIC campus and Board of Trustees support has made this possible. Responses to various campus surveys indicate satisfaction with the library's collection and resources. The Associations for College and Research Libraries (ACRL) Standards (see Table 3) place the collection in between minimum and excellent. (5.A.2) (5.A.1)

Table 3: Standards for Community, Junior and Technical College Learning Resource Programs
Size of Collection for a Single Campus

	Molstead Library Collection	Minimum Collection	Excellent Collection
FTE Students 3,000-4,999			
Volumes	64,825	60,000	85,000
Current Serials			
Subs	407	500	800
Video & Film	4,888	750	1,300
Other Items*	651	8,000	11,600
Total Collection	70,711	69,250	98,700
*523 CDs and 128 Machine Readable Titles			

Services

Molstead Library offers a wide variety of both traditional and nontraditional library services. A description of the library's varied services follows.

Circulation and Reserves. The library circulated 28,631 items and 4,856 reserves during FY 2000/2001 (see Exhibits). In August of 2001, the Library implemented a new automation system, Endeavor's Voyager. Due to the migration from CARL to Voyager and constant problems with gathering accurate CARL circulation statistics, the above figures are only close approximations. At the time of the library's migration to Voyager, a decision was made to share a catalog with the University of Idaho libraries. NIC students may place holds on UI materials and UI students may place holds on NIC materials. Using ORBIS couriers, materials freely move between the two institutions on a daily basis. Delivery turn-around time is usually no more than three days. This shared catalog has greatly enhanced NIC students' and faculty's access to a wider variety of materials. In addition, directors of INLAN/WIN member libraries (57), including Molstead Library's management team, are seriously contemplating the advantages of Endeavor's universal borrowing which would vastly improve access to a wide array of materials for users of participating libraries. At present, NIC students and faculty may freely borrow materials from INLAN member libraries (Whitworth, UI, or Gonzaga) on a walk-in basis. To facilitate delivery of materials to NIC distant students, the circulation department created web-based materials request forms. ILL staff routinely mail or send NIC materials via campus courier to those distant stu-

dents who reside outside a twenty-mile radius of the campus. Also, a campus courier runs every other day to NIC's Sandpoint Center. Reserve materials are available to NIC students as well as students of UI and LCSC extended campus programs. (5.C.1)

Information Services. Molstead Library provides walk-in, phone, and e-mail reference services via its "Ask a Librarian" web site to any patron who requests these services. In FY 2000/2001, the average number of reference transactions during a typical week was 718 (see Exhibits). E-mail reference transactions for FY 2000/2001 totaled approximately 78 queries. Information Services staff provide one-on-one research assistance, database use instruction, and group library tours/orientations. Information Services staff also produce print and web pathfinders upon request. In addition, information staff work one-on-one with numerous distant students to assist them with their information and research needs.

Interlibrary Loan (ILL). Interlibrary loan services are provided to all NIC students and staff, UI and LCSC extended campus students and staff, NIC alumni, and select area agencies. Molstead Library is a member of OCLC and DocLine. Nearly all ILL requests are processed electronically. Campus students and staff pick up ILLs at the Library's check-out desk. ILLs to distant students and/or staff are directly mailed to the requesting individuals or sent to an extended campus center. Distant students may request materials online from the library's distance education link located on the library's home page, or they can access the library's home page through WebCT (Internet instructors' course web pages). Interlibrary loan delivery methods vary. ILLs may be mailed to individuals or sent via campus courier, Orbis Courier Service, or Ariel. Molstead Library is an Orbis Courier drop site for a consortium of area libraries that includes the Cooperative Information Network (CIN) libraries of Post Falls Public, Kootenai-Shoshone Area Libraries (KSAL), and Kootenai Medical Center Library. In FY 2000/2001, Molstead Library borrowed 637 items and loaned 1,082 items (see Exhibits). Interlibrary loan transactions originating from NIC students and staff continue to decline as the library offers more full-text web periodical database options; builds its physical collection; and shares a catalog, borrowing privileges, and courier service with the University of Idaho libraries. (5.C.1) (5.C.2)

Library's web page. The library's web page, www.nic.edu/library is a gateway to the library's OPAC, Voyager; to a host of full-text periodical indexes; select reference sources; "Best of the Web" which links to the Open Directory Project; other library catalogs; OCLC's WorldCat;

“Ask a Librarian” e-mail reference service; FAQ site; etc. A committee of Public Services, Technical Services, and Instructional Media Services staff meets to discuss and implement significant changes to the library’s home page when such changes are deemed prudent. Molstead library’s evolving web page links the NIC community to a rapidly changing world of web-based resources. (5.B.4)

Distance Education Support Services. Molstead Library works closely with NIC’s Distance Education Department to provide bibliographic instruction (BI) and an array of services and resources to distant students. Services include group and one-on-one tutorials, WebCT posted search guides to various web databases and links to the library’s home page, telephone and e-mail reference and research assistance, group orientation sessions, links from many distant instructors’ Web pages to the library, collaboration with distant instructors to provide links to library-produced guides and relevant web sites, etc. Distance Education has worked closely with Molstead Library to help provide expedited circulation and delivery of materials to distant students. (5.B.4) (5.C.1)

Media Services. Molstead Library circulates a variety of media to staff and students including videos, kits, and CDs. Duplication services are available from Instructional Media Services (IMS) if such duplication does not violate copyright. For a complete description of media services for NIC faculty, see Standard Five, Pt. 2.

Bibliographic instruction (BI), etc. At the request of faculty, BI tailored to specific courses, general library orientations and/or tours, classroom presentations, web library research aids, and web and print pathfinders are provided NIC, UI and LCSC students. During FY 2000/2001, librarians conducted 86 BI sessions and/or library orientations that served approximately 2,150 students. In addition, librarians work with College Transition (CSC 100) instructors to provide library orientations to all CSC 100 students. Learning Resources staff teach faculty professional development workshops every semester on database searching tips, copyright, or Web page design, etc. Although Molstead Library no longer offers a one-credit Library Skills course, librarians engage students and faculty in a wide range of BI activities. (5.B.2)

Copyright Services. Molstead Library provides guidance and advice on copyright as it pertains to instructional “fair use” issues and course reserves. Campus copyright guidelines developed by library and Instructional Media Services staff are available on the (IMS) Web site at www.nic.edu/ims/copyright.htm. (See Exhibits.)

Community Programs and Services. Learning Resources sponsors or co-sponsors a number of public

events that not only benefit the campus, but also the greater NIC community. Listed are examples of the types of programs LR has organized, funded, sought grants to support or otherwise supported in some fashion:

- Readings
- Lectures
- Media presentations
- Performances
- Cultural Diversity Committee events
- Idaho Humanities Council Speakers’ Bureau presentations
- Displays
- Annual “Food for Fines” drive (food is donated to the local food bank)
- NIC Public Forum

Of the 54 items listed in “Appendix A: Checklist of Basic LRC Services and Activities” of ACRL’s *Standards for Community, Junior, and Technical College Learning Resource Programs*, Molstead Library and Instructional Media Services (see Pt. 2) provide 52 of the listed basic services, see Appendices for Standard Five. Two basic services not provided by Learning Resources (Molstead Library and IMS) are provided by the Distance Education Department (5.A.1)

With the growth of distance education, the Internet, and online services, the library has been challenged to respond more creatively to user needs as the library continues to be both a valued space and a virtual presence on campus and in the community. Challenges facing Molstead Library staff are providing adequate and timely services and access to all users, but particularly distant students and faculty. Though the library has made considerable strides improving services and access, much has yet to be done. Regularly scheduled training sessions for new distant library users should be offered at NIC extended campus sites. Communication about new library services and remote access issues would be enhanced if Learning Resources, Computer Services, and Distance Education staff met more frequently.

Many of these issues were addressed in *Information Technology Recommendations, 2001*, a study produced by a campus committee, including a Learning Resources representative, which was charged to “make recommendations jointly to the vice presidents for instruction and administrative services on issues that will improve the delivery of campus instructional and administrative computing services.” (See Exhibits.)

Another campus challenge is posed by copyright compliance. NIC has an outdated copyright policy (NIC Policy 7.02.1) that only addresses print sources. Library and IMS staff have attempted to assist with copyright compliance regarding all formats by holding copyright workshops and providing copyright advice to staff. However, Learning Resources lacks staff and/or expertise to keep abreast of complex and evolving copyright laws. It is unclear what role Learning Resources might play in helping to remedy this situation. LR staff have been asked to participate on a campus-wide committee to review and update the NIC copyright policy.

In addition, campus-wide budget shortfalls might result in a loss of library staff and hence, diminished library services. This situation could pose a significant challenge to LR's management team and to remaining library staff.

Facilities

The first floor of Molstead Library Building, which measures 27,500 sq. ft., is dedicated to library functions including staff office space, technical services, circulation and ILL, five group study rooms, a 16-seat conference/meeting room, staff lounge, public services, and stack and seating areas. Molstead Library also oversees and schedules the use of Todd Lecture Hall, a small theatre/auditorium that seats 74. The Library is handicap accessible. There is seating for approximately 250 students in the library provided by 40 individual carrels, 21 tables that seat four, five group study rooms with a 60-student capacity, a lounge area, 17 computer terminals, 16 media stations, and scattered lounge chairs.

Physical space in the library is problematic. When the building was constructed in 1990 and inhabited in 1991, it was apparent that within around a 10-year period that the library would outgrow its new facility. If the library acquires materials at its current rate, stack space will be unavailable in another two years unless drastic deselection of materials occurs or seating is removed and stacks installed. Neither option is particularly attractive. The library has no storage space (use of Special Collections is made for storage) and there are few options for quiet study space. The open floor plan allows voices and general noise to carry throughout the facility. A library expansion, which would include quiet study areas, more stack space, and modest storage, is scheduled in the *NIC Facility Master Plan, 1999*, p. 14 (see Exhibits). However, current fiscal constraints may postpone the expansion indefinitely. A portion of the library's fiber optic system is

also outdated. A significant portion of Molstead Library Building's cat 3.0 fiber has not been upgraded since the building's construction and should be upgraded to cat 5e. NIC Computer Services and Maintenance have scheduled a partial building fiber upgrade (second floor) during FY 2002/2003. Meanwhile, new routers and an additional campus server have improved network access for both on and off-site users of the library's online resources until the entire building's fiber can be replaced. (5.D.4)

Although Molstead Library possesses some drawbacks that are the result of growth, budget constraints, and the rapid evolution and associated costs of technology, students find the facility welcoming and accessible, to which gate counts attest. On an average day, 800 campus staff and students, and community residents, walk through the library's doors.

Personnel and Management

Learning Resources (Molstead Library and IMS) is team managed by the public services librarian; technical services librarian; acquisitions librarian; and coordinator of learning resources technology, who is also supervisor of IMS (see Appendices for Standard Five). Learning Resources' four-person management team received approval as an administrative body by the President's Cabinet in 1999. In 1998, the team was granted a year's operating probation in which to create a team charter, rules of conduct, and revised job descriptions. The team also collected feedback from LR staff and the campus community about its productivity, management decisions, etc. (see Exhibits). At the conclusion of the management team's probation, its accomplishments were evaluated by LR staff, and by the Vice President for Instruction, to whom the team reports. The team's contract was formally approved based on the above-mentioned evaluations and is renewed annually after performance evaluation sessions with the Vice President for Instruction. The team meets weekly and more frequently, if necessary, to assign administrative tasks, plan LR's future, and make timely management decisions. Meetings are open to any LR staff who wish to attend and/or LR or NIC staff are invited to give special reports. The team goes into executive session to discuss personnel issues or confidential matters that may have legal ramifications for the institution. Minutes of the team's meetings are public and available in the senior administrative assistant's office. The public services librarian holds the position of team leader and is responsible for communicating directly with the Vice President for Instruction, for seeing that the team accomplishes its annual goals, acting as a conduit for information between campus

administrative entities and the team, making prompt administrative decisions when called upon to do so, and representing the team on Instructional Council. All team members sit on various campus committees and actively participate in campus governance. Each team member is also responsible for seeing that his/her annual department goals are met, participating in Learning Resources strategic planning, overseeing the daily operations of his/her department, helping set and monitor LR's budget, overseeing the daily work of staff in his/her department, and annually evaluating the performance of his/her staff.

Molstead Library is staffed with 4.0 librarians, 1.5 professionals, 4.0 classifieds, and approximately 6.5 FTE part-time and work-study. (5.D.2) The library is divided into four functional areas: public services, technical services, acquisitions/serials/budget, and technology support. The public services librarian fills the role of team leader and oversees information services, circulation, and collection development. The circulation supervisor, who reports directly to the public services librarian, oversees the interlibrary loan/reserves technician and approximately 5.0 FTE part-time and work-study staff. The information/distance education librarian, who is also web assistant to the coordinator for LR technology, also reports directly to the public services librarian. The technical services librarian oversees all cataloging functions and is the lead implementer of the library's new automation system, Voyager. This position directly oversees the work of the cataloging technician. The acquisitions librarian works directly with faculty regarding acquisitions requests, oversees the work of the serials/acquisitions technician, monitors and oversees serials, processes library purchase orders, and monitors the library's budget using Datatel. This position is also responsible for presenting the team with a monthly budget statement, and working with vendors to negotiate best pricing options. Because the staff is small, many duties overlap and some cross training occurs. The team's senior administrative assistant is responsible for scheduling meetings, booking the conference room and Todd Lecture Hall, document retention, producing necessary flyers and the annual Learning Resources Advisory Committee (LRAC) book review publication, overseeing copy machine use and maintenance, taking team and LRAC minutes and making them available to campus staff, reconciling and depositing income from fines/fees, maintaining employee time sheets, and providing general administrative assistance. The LR management team leader annually administers the senior administrative assistant's performance review.

Molstead Library experiences some staffing difficulties. ACRL Standards recommends a minimum full-time Learning

Resources staff of 15 in an institution of higher education that serves 3,000-4,999 FTE students. All of Learning Resources, including the library, has a staff of 12 FTE. Librarians do not handle all reference transactions nor staff the information desk all hours the library is open. However, the information desk is staffed only with personnel who possess at least a bachelor's degree and who are trained to fill the position. Invariably, a librarian is available to provide advice or assistance. For optimal service, another librarian should be hired to provide more BI, reference, and web maintenance assistance. In addition, one full-time circulation technician would provide better circulation coverage, more circulation functions assistance, and part-time and work-study staff training assistance. Most staffing difficulties occur when attempting to adequately cover weekend and evening hours. Difficulties also occur when employees attend campus meetings, professional development activities, association conferences, or training workshops. However, keeping abreast of technological changes requires that all staff engage in some ongoing training. The management team encourages all LR staff (library and IMS) to take advantage of training opportunities and professional development, and to participate as fully in campus life and governance as possible without compromising primary professional duties and responsibilities. However, even with staff shortages, students and faculty have indicated on various campus surveys, and informally, that they are satisfied with the library's services, resources, and staff. Library staff are members of the following campus committees and professional associations: Instructional Council, Facility Master Planning Committee (FMPC), Learning Resources Advisory Committee (LRAC), Faculty Assembly, College Senate, Campus Technology Planning Committee, Meet and Confer, Campus Diversity Committee, Phun Committee, Mediation Committee, Campus Events, Enrollment Management Committee, Faculty Instructional Development Committee (FIDC), Commencement Committee, Staff Assembly, Popcorn Forum, Idaho Library Association, and the American Library Association. Institutional memberships include: Inland Northwest Library Automation Network/Washington-Idaho Network (INLAN/WIN), Inland Northwest Health Sciences Libraries (INWHSL), Pacific Northwest Library Association (PNLA), Idaho Library Association (ILA), American Library Association (ALA), Association of College and Research Libraries (ACRL), OCLC, Spokane Area Interlibrary Loan Interest Group (SAILIG), Inland Northwest Council of Libraries (INCOL), and the National Council for Learning Resources (NCLR), an affiliate council of the American Association of Community Colleges (AACC). (5.D.3)

Molstead Library employees possess the requisite qualifications to fill their positions, are well integrated into the campus community, encouraged to acquire additional relevant and appropriate skills and training, participate in regional library association activities and planning, and though challenged to provide the numerous services required and/or requested of them, manage to meet those challenges with professionalism, patience, and humor (see Exhibits). (5.D.1)

Budget

For several years the library's maintenance and operations budget (M&O) remained static. From FY 1995/1996 through FY 1996/1997 M&O was \$319,234. In FY 1998/1999, the library received a substantial M&O increase to \$364,234. Campus-wide budget cuts have trimmed the library's M&O over the past two fiscal years to \$347,677. (See Exhibits.) In addition, in FY 2001/2002, a 4% campus-wide rollback resulted in a loss of \$29,500 from the library's budget. Though the library's M&O has taken substantial cuts in the past three years, fiscal support for one-time projects has been available from the Office of Instruction's discretionary budget for such projects as the library's migration to a new automation system. These discretionary monies will not be available in FY 2002/2003. The Learning Resources management team would like to see the library's M&O return to its FY 1998/1999 level of \$364,234.

The library's salary budget in FY 2001/2002 was \$395,375. No library staff positions have been added since 1993 when the acquisitions librarian was hired. In 1997, the part-time information services/distance education librarian's position was upgraded to a full-time position. Though the library has been unable to hire new full-time contracted personnel, the part-time salary line has increased over the past three years allowing the library to hire more part-time staff. However, part-time staff salaries are in jeopardy in FY 2002/2003 due, once again, to campus budget shortfalls. However, in FY 2000/2001, four library staff were reclassified by Human Resources and granted upward movement on the staff salary schedule. One classified staff member was reclassified to a professional-level position.

Overall, budgetary support for Molstead Library has been adequate to good and few students or faculty have been denied materials and/or equipment requests when those requests have met the library's collection development policy guidelines. Judicious purchasing and staffing have made it possible for the library to capitalize on an adequate, but not

overly generous budget. Further, the Learning Resources administrative team may reallocate monies within some budget lines to cover unexpected expenses, and has been given considerable latitude and flexibility in making purchasing, part-time staffing, and budget allocation decisions. To supplement the library's M&O, gifts are made to the NIC Foundation to fund general library needs. For example, corporate and non-profit donations are given to purchase materials in specific content areas such as art and business. The library also has an endowment that earns some interest. This modest interest may be spent to purchase or fund library programs or resources. These discretionary monies, along with some grant monies, have been used to enhance the library's services, collections, etc. (see Exhibits). (5.D.6)

Learning Resources FY 2001/2002 budget, M&O and staff, before the 4% rollback, totaled \$1,017,316, which constituted approximately 3.9% of North Idaho College's total budget of \$26,049,516. (See Standard Five, Pt. 2 for detailed IMS budget information.) *ALA Standards for Community, Technical and Junior Colleges* recommends that Learning Resources be allocated a minimum of 6% of an institution's educational and general expenditures. NIC Learning Resources (Molstead Library and IMS) falls short of this minimum recommendation. However, NIC Learning Resources does not provide some of the services that are provided by other community college learning resources departments. NIC Learning Resources does not oversee the campus's distance education program with the exception of those distant services that relate directly to library or IMS functions; nor does LR staff and/or maintain a student computer lab, a service that is aligned with Computer Services. In light of the services provided by NIC Learning Resources, 3.9% of the campus budget is adequate. (5.D.6) The most serious of the library's budget problems reside in contracted and part-time salary lines. The library does not have enough part-time money allocated to hire sufficient part-time staff and pay them adequate hourly rates. Also, the library has been unable to hire new full-time staff due to campus budget shortfalls and an understandable priority placed on hiring classroom faculty.

Planning and Evaluation

Molstead Library has been involved in the evaluation of its services since 1993. Beginning in 1993, an ALA customer satisfaction survey titled *Measuring Academic Library Performance* was administered annually until 2000 at which time the instrument was deemed outdated. Further, this sur-

vey was not compatible with Windows 2000, the college standard. Since that date, campus surveys such as the *Personal Assessment of the College Environment (PACE)* have been administered to NIC employees assessing campus services. In addition, American College Testing Service (ACT) opinion surveys have been administered to NIC students and alumni assessing the campus environment. The library's services were highly rated on ALA, PACE and ACT surveys (see Exhibits).

Though staff compile an array of data regarding library services such as circulation, reference, BI, database usage, interlibrary loan, and gate count statistics, etc. to help make decisions about purchases, hours of service, etc. (Exhibit P5), staff no longer administer an annual user satisfaction survey, nor have staff formally assessed the library's collection and resources. However, Texas A&M, in collaboration with other higher education institutions, has developed a nationally-normed assessment tool, LibQUAL+, for that very purpose. Molstead Library is following its progress and researching other assessment options for possible implementation in FY 2003/2004. (5.E.3)

NIC's small campus and organizational structure help facilitate communication with faculty, students, and administrators about library services, materials and other resources. Hence, Molstead Library staff are able to respond to collection and equipment recommendations in a timely manner. Further, the library has been an active participant in the ongoing campus planning and assessment endeavors spearheaded by the Assistant Vice President for Planning, Assessment and Research. In 1999, the college approved a strategic plan. While campus administrators and managers were writing their department goals, Molstead Library staff were also writing department goals, and a strategic plan (see Exhibits). The library's strategic plan is the result of collaboration among a committee of five library employees and LRAC. Each year, library staff employs its strategic plan, the college's strategic plan, and the President's and Vice President for Instruction's areas of emphasis to develop annual goals and objectives that are evaluated at the end of the fiscal year by the LR management team and the Vice President for Instruction. Library employees have been involved in this planning process for the past three years. In 2003, staff will revisit the library's strategic plan for possible revision. (5.E.1)

Other processes that factor into library planning are Curriculum Council policies and procedures, and program review. Before a new program or course is approved and offered in the college catalog, the division chair and/or course instructor(s) are required to meet with library staff to review library collections, resources, and services to ensure

that students enrolled in the new program and/or course will be provided with adequate supplemental materials, etc. This is a relatively new procedure adopted by Curriculum Council so it remains to be seen if this procedure will be consistently followed. Program review also provides some feedback about the library's collections, resources and services. Not all programs, but some, such as nursing and psychology, have reviewed the library's collections in their respective disciplines to assess coverage, appropriateness, currency, etc. and made suggestions to improve the Library's holdings in those subject areas. Ideally, all programs undergoing program review would adopt a similar library collection, resources and services review process. (5.E.3)

To assist in planning, library staff have written policies and procedures that are located at the information desk and available for public review. These policies are current as of 2002. The library may place these policies on a web site at some future date as staff and time allow (see Exhibits). (5.B.3) In addition, LRAC plays a small role in library planning. LRAC has yet to truly define its role in relation to library planning and/or LR's operations. Though it now serves primarily as a communications conduit between NIC staff and students and Learning Resources staff, and as a LR advocate, LRAC could play a more significant role in planning. Further, library staff work closely, both formally and informally, with the NIC Distance Education and Computer Services departments to plan and implement better library services to both campus and off-campus students and staff.

Overall, much has been accomplished in LR planning and some steps taken to address assessment. A Molstead Library strategic plan was written and adopted in 1999. Three years of library goals and objectives have been developed and evaluated in collaboration with the Assistant Vice President for Planning, Assessment and Research and the Vice President for Instruction. The LR management team leader has been an active participant on the Facility Master Planning Committee, Instructional Council, and the newly created Enrollment Management Committee's sub committee on retention. Some campus programs have incorporated assessment of the library's collections, resources and services in their program review process; Curriculum Council created a new procedure to ensure that library collections and resources meet the needs of students enrolled in new programs and/or courses. (2.A.8) (5.D.5) LRAC provides modest planning, assessment, and LR policy development input and guidance though its role in these areas could be expanded. Internal library policies and procedures have been created and/or updated that assist with planning as well as the day-to-day operations of the library. More importantly, library staff's active involvement

with the life of the campus greatly facilitates both formal and informal communication among LR staff, faculty, students and administrators that leads to better planning. (5.B.3) Though library staff have engaged in a healthy planning process, staff must better link planning to the budget process. Further, library staff must adopt an assessment tool to give them more detailed and accurate feedback from students and staff about library resources and services. In addition, LR's management team should encourage more frequent and formal communication with Computer Services and Distance Education to help improve library services to all patrons regardless of their location. (5.E.2)

Though Learning Resources is not required to address Standard Five's *New Eligibility Requirement*, staff find it appropriate to do so at the conclusion of this section. The *New Eligibility Requirement* states, "The institution provides library resources, technology, and services for students and faculty appropriate for its mission and for all of its education programs wherever located and however delivered." North Idaho College Learning Resources (Molstead Library and Instructional Media Services), in collaboration with Computer Services and Distance Education has attempted to provide services, resources and technology to all NIC students and staff wherever their location. Budget and staff constraints have imposed limitations on these services, resources, and technologies. However, distant students and faculty and NIC's extension centers, such as the Sandpoint Center, have access to a wide range of full-text periodical indexes and reference sources, interlibrary loan and circulation with mail and courier delivery services, bibliographic instruction opportunities, and ready access to the assistance of professional staff. In addition, IMS works closely with Distance Education to provide some web-based media services to distant faculty. (Standard Five, Pt. 2) Though more services and resources should be provided to off-campus constituents, many more are available to these students and staff now than were available a mere two years ago.

Analysis and Appraisal

Strengths

Molstead Library's strengths are:

- Knowledgeable and dedicated staff with a strong commitment to excellent service.
- Up-to-date technology and equipment, including computers; and good computing support and infrastructure.
- Excellent collection, services and other resources.
- Excellent support from students, faculty, administrators, and the Board of Trustees.
- Attractive facility that is relatively new.
- Adequate M&O funding levels and creative budgeting and purchasing that have made it possible for library staff to offer a variety of services, materials, current technologies, and equipment.
- Staff and services that are well integrated into the campus community.

Challenges

Molstead Library's challenges are:

- To creatively address significant budget cuts scheduled for FY 2002/2003 and perhaps beyond.
- To provide the same level of service with a growth in the number and types of services requested and a growth in the population served, yet with no commensurate growth in library staff.
- To keep abreast of technological changes.
- To be able to provide and/or take advantage of more professional development opportunities.
- To adequately assess the library's collections, resources, and services.
- To work with the facility's space constraints.
- To provide adequate resources and services to off-campus sites and distant students and instructors.
- To help create an updated campus copyright policy and continue to advise the campus on print copyright compliance.
- To work more closely with the Professional-Technical program instructors to provide better funding, resources, and services to professional-technical students.

Recommendations

Molstead Library's recommendations are:

- To create effective planning processes to address budget cuts and better tie budgeting to the library's planning process.
- To continue to address space needs through the Facility Master Planning Committee.
- To continue to address staffing needs through the Instructional Council budget planning process.
- To provide more professional development opportunities to staff.
- To reassess services and budget allocations in light of stagnant library staffing and campus-wide budget cuts.
- To locate or devise and implement an assessment tool and encourage the inclusion of assessments of the library's resources and services in the campus's program review process.
- To create more formal opportunities for communication with Distance Education and Computer Services staffs to improve library services and resources availability to campus off-site locations and distant students/faculty.
- To encourage and assist in the adoption of a campus-wide copyright policy.
- To begin a dialogue with Professional-Technical program administrators and instructors about improving those services and resources that support P-T programs.

Part 2: LEARNING RESOURCES

Instructional Media Services

Overview

Instructional Media Services (IMS) is a separate department under the umbrella of Learning Resources that reports directly to and is supervised by the Coordinator of Learning Resources Technology. Instructional Media Services (IMS), formerly known as Instructional Technology, is located in a 2,284 sq. ft. facility on the second floor of Boswell Hall across the street from the Molstead Library Building. A staff of 2.5 contracted FTE and approximately 4.0 part-time and work-study FTEs provide instructional media support to 375 full and part-time faculty, as well as providing direct assistance to the Distance Education Department and College Relations, and working collaboratively with Computer Services. (5.D.4) IMS's services, policies, etc. are posted on its Web site at www.nic.edu/ims. A wide array of graphic, video and other media services are accessible to the campus Monday through Thursday from 8:00 a.m. to 5:00 p.m. and Friday from 8:00 a.m. to 2:30 p.m.

IMS's graphics design staff provides NIC faculty and staff with the following services.

- Creation and printing of posters, fliers, signage, brochures, and other display and presentation materials
- Copy stand duplication and printing
- Multimedia creation
- CD-ROM creation and/or duplication
- Photo slide creation
- Web page design and setup assistance

Instructional Media Services video production staff offers NIC faculty and staff the following services.

- Assistance in the development of video presentations for instructional purposes in both traditional and digital formats
- Production of promotional, informational and/or documentary film footage
- Editing and dubbing of videotapes
- Audio duplication
- Production and preparation of QuickTime, MPEG, Real

and AVI video and audio clips for Internet streaming

- Creation of PowerPoint presentations
- Inventory and maintenance of campus A/V equipment
- Purchase and installation of A/V equipment if requested
- A/V troubleshooting and repair
- Media copyright assistance and advice
- Circulation of media equipment
- Training in the use of classroom media equipment

In addition, IMS oversees a fully equipped studio production facility that is utilized to tape the weekly North Idaho College Public Forum program, a major service to the NIC community for the past 31+ years.

IMS houses sufficient media and graphics hardware and software resources and a moderately up-to-date video production studio to create professional media products for campus staff. (5.A.1)

Though Molstead Library and IMS are housed in separate locations, Library and IMS staff work closely together on media projects, campus copyright compliance and education, media training, and campus events publicity. In addition, library and IMS employees also collaboratively develop Learning Resources (LR) strategic plans, annual goals, budgets, and some policies. A closer working relationship between the two departments was facilitated by the creation of a new LR management structure in 1999. The Coordinator of Learning Resources Technology, who oversees IMS, sits on LR's management team. This flattened organizational structure enhances communication between the two departments thus further enhancing the working relationship between the library and IMS. The Learning Resources team management structure and processes have moderated some of the past problems that have existed between the two departments due to their physical separation and a problematic reporting structure. Only within the past three years with the replacement of IMS's professional staff and the simultaneous reorganization of LR, have the two departments managed to forge a healthier and more collaborative working relationship.

Purpose

Instructional Media Services supports the mission of North Idaho College as articulated in its strategic plan. In addition, IMS's mission statement reads, "The Instructional Media Services Department (IMS) of Learning Resources exists to provide centralized leadership, technical, operational and creative support for the effective use of instructional technologies at North Idaho College. Instructional Media Services' ultimate goal is to facilitate excellence in the teaching and service functions of the College." (5.B.1) (5.A.1)

Description

Equipment

IMS houses a full video production studio; PC and MAC computer stations on which are installed a variety of graphics software such as PowerPoint, FrontPage, QuickTime, etc. to assist in the production of quality media presentations; and two non-linear (NLE) editing stations. In addition, IMS has a small circulating collection of A/V equipment for faculty use. (For a list of equipment see the "Services" section of IMS's self-study.) Continued acceptable funding for studio upgrades, and computer software and hardware acquisitions and upgrades, may be problematic for IMS in light of the current campus budget shortfalls. Computer stations are on a four-year rotation schedule that may prove difficult to maintain. Also, IMS has experienced some difficulties meeting faculty's equipment purchasing requests and maintenance needs. Further, keeping abreast of technological changes that require a significant investment of IMS's budget, has proven problematic. However, implementation of and funding for NIC's *Information Technology Recommendations, 2001* might alleviate campus equipment upgrades and rotation schedule problems experienced by IMS and other campus departments. (See Exhibits.)

Services

Instructional Media Services provides a wide array of instructional support services to North Idaho College faculty and staff that includes the following:

A/V Equipment Circulation

- Beam projector
- VHS camcorder

- TVs and monitors
- VCRs
- Boom boxes for portable stereo systems
- Cassette players
- Slide projectors
- Microphone public address systems
- DVD player
- Overhead projectors
- Tripods
- Digital cameras
- A/V carts
- Extension cords
- Digital camcorders
- 35mm cameras

A/V Equipment Training. IMS provides training in the use of circulating media equipment and media equipment located in campus classrooms. Training must be scheduled and is provided one-on-one or during scheduled campus-wide professional development and/or IMS scheduled training sessions. (5.B.2)

A/V Maintenance. IMS is responsible for the day-to-day maintenance of most campus media equipment including minor bulb replacements, incidental cleanings, video/audio cable replacements, and simple repairs. Though departments and divisions are responsible for major repairs, IMS will help facilitate repair services.

Video Production Services. IMS produces, directs, shoots, and edits instructional, promotional, informational, and documentary videos for campus departments and divisions; edits and dubs videotapes from DVC, mini-DV, Betacam, S-VHS, Hi-8 and VHS; duplicates audio from CD, DAT and standard cassettes (copyright release required); videotapes events such as music and theatre production rehearsals and classroom presentations; and films and produces the campus Public Forum program. In addition, IMS produces and prepares QuickTime, MPEG, Real and AVI video and audio clips for Internet streaming, and PowerPoint presentations. Audio and video dubbing facilities and services are also available. FY 2000/2001, IMS produced 52 thirty-minute Public Forums, 16 community event tapings, 21 in-house service video productions, and 16 hours of taped Popcorn Forums.

A/V Assistance. IMS monitors trouble calls directly from faculty relating to media equipment problems. If possible, immediate service is rendered or the problem is resolved as

expeditiously as possible. A lack of adequate A/V staff often makes prompt service extremely difficult, if not impossible.

Graphic Design. The graphic design services of IMS offers one-on-one consultations to faculty and instructional divisions on the development and creation of instructional presentations. These services include:

- Presentation, cover and label design
- Master copy design for color transparencies
- Web page design training and assistance
- Multi-media presentation design
- Slide preparation and duplication
- Print and electronic chart, infograph, map, and diagram design
- Flyer, poster, sign, brochure, and display design
- CD-ROM development and duplication

During FY 2000/2001, graphic arts helped create and completed 60 graphic arts projects, 20 instructor Websites, six campus photo projects, and six gallery shoots. In addition, graphic arts staff held six one-hour workshops and taught 14 training seminars. (5.B.2)

Copyright Services. Media copyright guidance is provided faculty by IMS. In FY 2001/2002, IMS, in collaboration with the Library, produced a copyright guide that is available on IMS's Website at www.nic.edu/ims/copyright.htm. IMS and library staff have also held several copyright workshops for faculty and staff. (See Exhibits.)

Distance Education. IMS has initiated work for distance education faculty to provide video streaming to students enrolled in web courses. (5.D.4) IMS is currently researching funding sources for an innovative server and software to facilitate video streaming for distance education courses.

Though IMS offers many services from the "Checklist of Basic LRC Services and Activities" of ACRL's *Standards for Community, Junior, and Technical College Learning Resource Programs* (see Appendix), IMS is faced with many of the service challenges faced by Molstead Library. Providing adequate support to Distance Education is problematic, as is providing adequate media training and assistance to campus and off-campus staff. IMS has added new services such as video streaming for web instructors and aiding faculty in the creation of websites. Also, IMS staff expanded traditional services such as producing and creating more campus promotional and educational video programs, providing more training and assistance in the use of media equipment, and proferring more media copyright guidance. IMS has also started working more collaboratively with other campus departments

and staff to provide more media services. However, limited hours and inadequate staffing have impacted the services provided by IMS.

Facilities

Instructional Media Services occupies 2,284 sq. ft. in Boswell Hall that includes office, studio, and workspace for the video and graphic arts specialists, reception desk, and limited storage space for circulating A/V equipment. IMS was recently remodeled to give employees more privacy in which to complete projects with fewer interruptions. Also, the video production studio was remodeled and upgraded. There is, however, a lack of sufficient storage space and little space for additional personnel in the Boswell Hall location. In addition, the physical separation of IMS and the library creates some minor problems. Communication between the two departments can be problematic; and there is still a persistent sense that Learning Resources consists of two separate services rather than one integrated campus service. Ideally, the two departments would be housed in the Molstead Library Building.

Personnel and Management

The supervisor of IMS, the Coordinator of Learning Resources Technology, sits on the Learning Resources management team which helps facilitate communication between the library and IMS. All LR staff meet at least once a semester and retreat every August to work on annual department goals and objectives. (For more information about the Learning Resources management team, see Standard Five, Pt. 1.)

IMS is staffed by 2.5 FTEs, an audio/visual media developer, a graphic arts/web designer, and the IMS supervisor who splits his time between the Library and IMS. (5.D.2) The Coordinator of Learning Resources Technology/IMS supervisor is also responsible for maintaining the Library's website; acquiring, installing, and maintaining the library's printer, A/V, and computer equipment; as well as overseeing IMS's budget. In 1998/1999, IMS had three full-time professionals on staff. An additional full-time position was requested for IMS for FY 2002/2003 but budget constraints make it unlikely that the position requested will be approved in the near future. In addition, approximately 4.0 part-time and work-study assist with the department's projects, staff the reception desk, and help provide A/V troubleshooting assistance. IMS

contracted employees possess the requisite qualifications to fill their respective positions and are encouraged to acquire additional relevant and appropriate skills and training (see Exhibits). (5.D.2) (5.D.3)

However, IMS staff is not adequate to meet new demands placed on the department nor is it adequate to provide satisfactory continuation of traditional services due to the growth of campus and off-site instructional programs and staff. Training is also problematic due to insufficient staffing. Though continued training and professional development is encouraged, budget and staffing limitations discourage participation necessary to keep abreast of the changes in A/V and graphics technologies. The American Library Association's *Standards for Community, Junior, and Technical College Learning Resource Programs* recommends a total minimum full-time staff of 15 for 3,000-4,999 FTE students. Currently, Learning Resources has a full-time staff of 12 with only 2.5 FTE staff employed in IMS

Budget

IMS's maintenance and operations (M&O) budget has remained fairly static at around \$50,000 to \$60,000 for several years. FY 2001/2002, Instructional Media Services' M&O was \$59,210 and its salary budget \$87,178 (see Exhibits). IMS suffered a \$5,000 loss in M&O during the FY 2001/2002 campus-wide 4% rollback. In the past, IMS received modest Office of Instruction discretionary funds, state technology funds, and/or grants to purchase needed media equipment for select campus classrooms or to provide media training. These monies are either no longer available or have been shifted to Distance Education. Though IMS's budget is modest, IMS has managed to purchase new computer software and hardware and/or upgrades, modestly upgrade the production studio, and purchase other needed A/V equipment. Reasonable charges to campus staff for some A/V services help buy supplies and eliminate duplication and waste. Two of the most pressing budgetary challenges facing IMS are continuing to follow a four-year computer equipment rotation schedule and acquire current software. In addition, staff development and travel monies were cut back for FY 2002/2003 making the funding of continuing education for IMS staff problematic.

IMS also wrestles with the dilemma of which campus department budgets equip campus classrooms with media equipment. IMS's budget is too small to cover this ongoing and increasingly larger expense. Some instructional divisions

budget for their own classroom A/V equipment and IMS provides maintenance and training assistance. However, many divisions have such small M&O budgets that they cannot budget for classroom A/V equipment and/or upgrades to existing equipment. In FY 2001/2002, IMS spent \$5,000 from its budget to equip 45 classrooms with new VCRs. Some instructional division assistance in purchasing classroom A/V equipment comes from new student technology fees that have been assessed over the past two years. Campus implementation of the *Information Technology Recommendations, 2001* would alleviate this situation. Sorting out campus instructional division and IMS responsibilities for purchasing, installing, and maintaining A/V equipment is still in flux. (For more detailed LR budget information, see Standard Five, Pt. 1)

Planning and Evaluation

IMS and the Library collaborated in the creation of their strategic plans. An annual LR staff retreat, organized specifically to work on strategic planning, resulted in the creation of one document that encompasses all LR's missions, values, visions, and goals and objectives. LR staff retreat annually to revisit its strategic plan and revise annual library and IMS goals and objectives. IMS's and the library's annual goals and objectives are not only written collaboratively, but also reviewed by the LR management team, the Vice President for Instruction, the Assistant Vice President for Planning, Assessment and Research, and LRAC (see Exhibits). (5.E.1) IMS has also written internal policies and procedures that assist in day-to-day planning. They are available on the IMS website (see Exhibits). (5.B.3) IMS has, in the past, formally assessed faculty satisfaction with its services. This has not been done since 1998. A 1999 reorganization of the department that included a reassessment of its services and the hiring of replacement staff has meant that less time has been devoted to assessment than to reorganization, training, hiring, and meeting the immediate needs of campus faculty. From 1993 to 1998, Learning Resources, and in particular IMS, supervised the distance education program. In 1998, the Distance Education department was created and a distance education director hired. Grant money, services, and staff left IMS to move under this newly created office. Because of this shift of staff, money and services, Learning Resources, and in particular, IMS and Distance Education, are still sorting out duties and responsibilities while attempting to function as autonomous yet collaborative entities.

Though IMS's primary mission is to support classroom

instruction, it is often called upon to work on other campus media projects. IMS employs the only video developer and operates the only video production studio on campus. The non-instructional activities that IMS is called upon to engage in (such as filming graduation ceremonies, working with College Relations, taping Public Forums, creating campus promotional videos and filming campus events) blurs the lines of its primary mission — to serve faculty in support of classroom instruction. This blurring of IMS's primary mission can create planning difficulties. There are so few campus graphic designers that IMS's graphic designer is frequently asked to provide assistance on other campus graphic arts projects. Though non-instructional media projects can hamper good planning, these projects benefit the entire campus and foster collegial working relationships with diverse campus constituents. LR's management team recognizes the importance of these non-instructional projects in supporting the campus mission. Further, it is often difficult to differentiate between instructional and non-instructional support as ultimately all services enhance and support the campus's instructional mission.

Overall, IMS, though struggling with staffing, budget, and planning difficulties, has made considerable strides over the past two years. IMS has made significant changes in its services; created internal policies; written a strategic plan and annual goals and objectives; upgraded its facility, including the studio; purchased essential computer hardware and software; created campus copyright guidelines; offered more training, workshops and A/V assistance; begun work on video streaming for Distance Education; and added new graphics services such as faculty web page design and maintenance assistance.

Analysis and Appraisal

Strengths

Instructional Media Service's strengths are:

- Knowledgeable and dedicated staff with a strong commitment to excellent service.
- Good technical resources.
- Remodeled staff space in Boswell Hall.
- Upgraded video production studio.
- Enhanced faculty A/V and graphics services.

Challenges

Instructional Media Service's challenges are:

- To creatively address budget cuts.
- To provide the same level of service with a growth in the number of services requested by campus staff, yet with no growth in IMS staff.
- To keep abreast of technological changes in media services.
- To take advantage of more professional development opportunities.
- To provide faculty with more media equipment and development training.
- To adequately assess IMS's services and to define its service boundaries and responsibilities.
- To work with IMS facilities space constraints.
- To provide adequate media services to campus and off-campus sites and to distant instructors.
- To help create an updated campus copyright policy and continue to help monitor campus A/V copyright compliance.
- To support implementation of the *Information Technology Recommendations, 2001* study.

Recommendations

Instructional Media Service's recommendations are:

- To create effective planning processes to address budget cuts and tie budgeting to IMS's strategic plan.
- To continue to address space needs through the Facilities Master Planning Committee.
- To continue to address staffing needs through the Instructional Council budgeting and planning process.
- To provide more professional development opportunities for IMS staff.

- To provide more media training, both equipment and software, for faculty.
- To reassess services and budget allocations in light of campus-wide budget cuts.
- To locate or devise and implement an IMS assessment tool.
- To create equipment rotation schedules for instructional classrooms based on the as yet to be implemented *Information Technology Recommendations, 2001* study and work with Instructional Council budgeting and planning processes for the necessary funds to equip and/or upgrade classrooms with appropriate A/V equipment.

List of Appendices

- 5.1 ACRL Checklist of Basic LRC Services and Activities
- 5.2 Learning Resources Organization Chart

List of Exhibits

- 5.1 Cooperative agreements
- 5.2 Brochures of hours, services, etc.
- 5.3 General education ability "Information Literacy"
- 5.4 NIC Policy 3.05 (Academic Freedom)
- 5.5 ALA, ACT & PACE surveys
- 5.6 Database usage statistics
- 5.7 LR computer rotation schedule
- 5.8 Circulation statistics
- 5.9 Reference statistics
- 5.10 Interlibrary loan statistics
- 5.11 Campus copyright guidelines
- 5.12 *NIC Facility Master Plan, 1999*, p.14
- 5.13 LR management team organizational materials (charter, rules, etc.)
- 5.14 Molstead Library staff vitae
- 5.15 Molstead Library budgets and NIC Foundation report (library)
- 5.16 LR strategic plan and annual goals
- 5.17 Molstead Library policies

- 5.18 *Information Technology Recommendations, 2001*
- 5.19 Refer to 5.11
- 5.20 NCES Academic Library Statistics
- 5.21 IMS staff vitae
- 5.22 IMS budgets
- 5.23 Refer to 5.16
- 5.24 IMS policies

Exhibits, Non-Required

- IMS graphic design sample portfolio
- IMS video production clips on CD

Standard Five Committees

Learning Resources Management Team:

Denise Clark, Team Leader
Public Services Librarian

Ann Johnston,
Technical Services Librarian

Jill Jascha,
Acquisitions Librarian

Andy Finney,
Coordinator of Learning Resources
Technology/IMS Supervisor

Learning Resources Advisory Committee:

Gayne Clifford, Chair
Business Instructor

Fay Wright,
English Instructor

Kevin Olson,
Mathematics Instructor

Linda Cooke,
Professional-Technical Support Services

Julia Potee,
Associated Students of North Idaho College (ASNIC)

Nancy Edwards,
LR Senior Administrative Assistant

Denise Clark,
LR Management Team Leader/Public Services Librarian

*Note: Membership may change FY 2002/2003