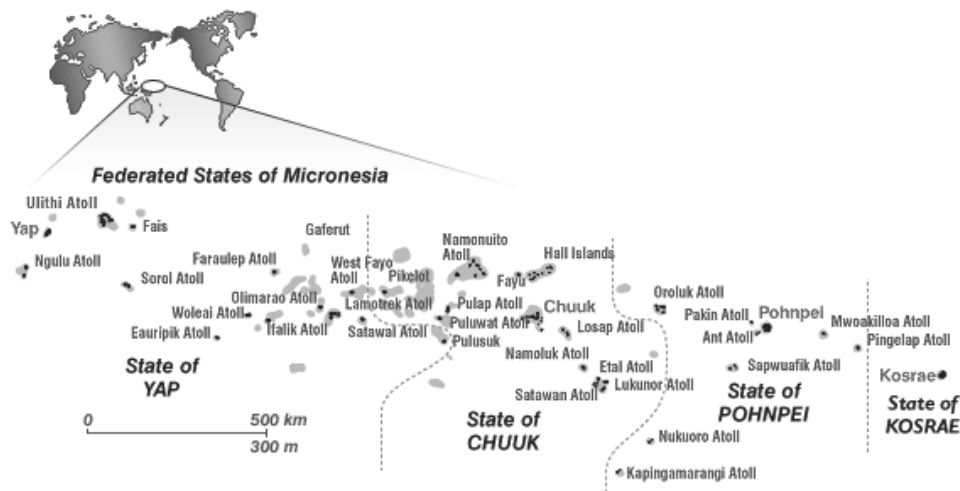
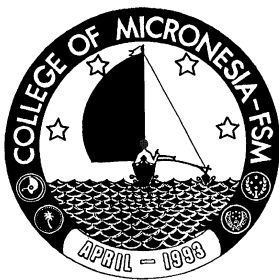


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# Program Evaluation

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## Learning Resources Center



Prepared by

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November 1, 2005

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## Purpose

### Learning Resources Center

#### Library's Statement of the Purpose

In February 1, 2005, the Learning Resources Center completed the draft of the "Library Policies and Procedures". This draft contains existing and amended (1995 Library Policy), and new library policies and procedures.

The draft was then submitted for further review to the Library Committee – and in May 2005, by a unanimous vote, the Library Committee adopted the draft "Library Policies and Procedures" by second and final reading. The Acting Director of the Learning Resources Center who also chairs the Library Committee shall be endorsed this draft document to the COM-FSM Cabinet for further review – then approval from the Board of Regents.

The purpose of the Learning Resources Center is contained in its draft Mission Statement which read as follows:

"The primary mission of the COM-FSM Learning Resources Center (LRC) is to complement and supplement the programs and curricula of the College faculty, students, and community."

To preserve and uphold this Mission, the Learning Resources Center shall: (1) provide learning experiences that encourage users to become judicious patrons and skilled creators of information, (2) provide resources, activities, and services that complement and support curriculum and instruction at COM-FSM and contribute to life-long learning, (3) provide intellectual and physical access to information and ideas for a diverse population whose needs are changing rapidly, and (4) promote information literacy and provide leadership in the use of information technology.

This mission statement and goals of the Learning Resources Center is compatible and consistent with those of the College of Micronesia-FSM.

#### Where is the purpose statement published?

The purpose statement is published in the draft "**COM-FSM Library Policies and Procedures**" — yet to be published once endorsed by the COM-FSM Cabinet and the approved from the Board of Regents.

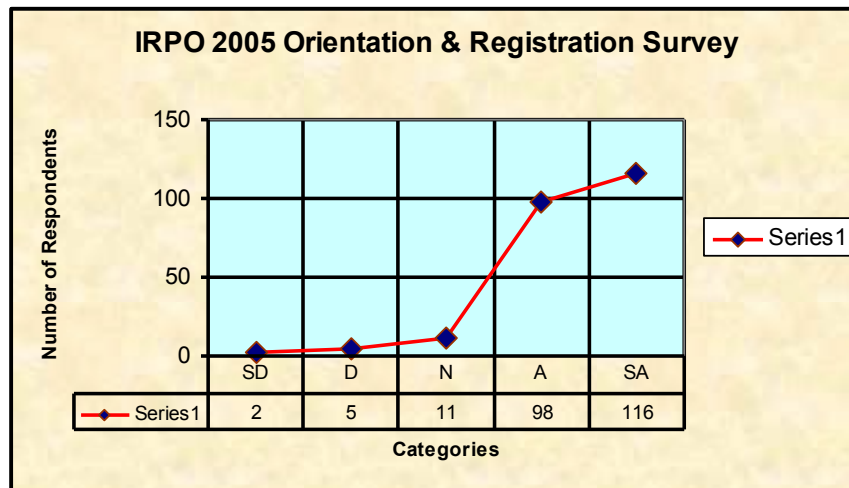
The Learning Resources Center's mission statement and goals are communicated to its clientele – faculty, students, and other patrons – through orientations and in-house published informational brochures, flyers, and the like.

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The 2005 Orientation and Registration Student Survey Report on “Q10: Procedures and information on the use of the library were useful and clearly explained” conducted by the Institutional Research and Planning Office (IRPO) shows that of 232 respondents (new and transfer students):

Comments	Respondent	% Respondents
Strongly Disagree (SD)	2	0.9%
Disagree (D)	5	2.2%
Neutral (N)	11	4.7%
Agree (A)	98	42.2%
Strong Agree (SA)	116	50%

**Chart 1**  
**IRPO 2005 Orientation and Registration Student Survey Report**  
*“Q10: Procedures and information on the use of the library were useful and clearly explained”*  
 Fall Semester, 2005



This area also received an 82% in 2005, which was higher than the 75% in 2003

### How do the LRC's purpose, goals, and objectives support the mission of the College?

In general, the LRC's purpose, goals and objectives support the College's mission by focusing consideration, services and resources straightforwardly at the needs of students and faculty. This is summarized in the library statement of purpose.

### How was the statement developed? How often it is reviewed?

The **COM-FSM Library Policies and Procedures** which contains the LRC's statement of purpose was developed through succession of meetings of librarians and staff. It was then reviewed and adopted by the Library Committee.

The **COM-FSM Library Policies and Procedures** had been submitted to the COM-FSM Cabinet for further review and comment pre-requisite to approval by the Board of Regents.

Review of the library's statement of purpose, in particular, and the library's policies and procedures, in general, shall be done annually. However, the Library Committee

by a majority vote may recommend such an amendment or amendments should the exigency for amending to existing policies and procedures warrants.

### **Does the Learning Resources Center uniquely satisfy the College's goals?**

The College of Micronesia-FSM has established seven (7) goals:

1. Promote learning and teaching for student success and satisfaction.
2. Create adequate, healthy and functional learning and working environment.
3. Foster effective communication.
4. Invest in sufficient, qualified, and effective human resources.
5. Have sufficient and well-managed fiscal resources that allows for financial independence.
6. Build a partnering and service network for student success, and workforce and economic development.
7. Promote the uniqueness of our community, cultivate respect for individual differences, and champion diversity.

These goals were created during the August 2, 2005 Planning Retreat, modified through comments from the College community during August and September 2005, and adopted by the Board of Regents, September 2005.

Goals 1 and 2 relate specifically to the library – the Learning Resources Center supports all of the instructional goals and satisfies most in ways unique to the library.

## **Library Planning and Evaluation**

In order to build its programs and services in the framework of the College's mission and goals, the Learning Resources Center is involved in the overall planning process of the College.

### **Describe the LRC's ongoing planning process?**

The Director of the Learning Resources Center chairs the Library Committee — the membership of which is composed of the Director of Academic Affairs, the Director of Vocational Education, Instructional Coordinators, MITC coordinator, library, faculty, and student representatives. The Committee meets once a month and functions as advisory to the Vice President for Academic Affairs.

In addition, routine meetings on a monthly basis are held for LRC Section Heads and support staff.

### **Does the library conduct systematic evaluation to insure that it is meeting the needs of users and supporting the programs and purpose of the College? In the evaluation process, which of the following are taken into account?**

Patron's satisfaction is documented in a number of ways. Information from informal interviews with students and faculty is used.

The Learning Resources Center will commence performing annual surveys of students, faculty, and other patron's satisfaction, learning outcomes, and others.

**How do the College's curricula affect the planning and prioritization of the various resources of the Learning Resources Center?**

The Director of the Learning Resources Center is a member of the Curriculum Committee — as such, she is kept informed about new programs and new course offerings. Follow-up to this information includes meeting with concerned faculty and review of the collection to determine needs of both faculty and students.

**What are the measures used to quantify library use? What is the time frame?**

Library Services	Measures Used to Quantify Library Use	Time Frame
Circulation	The library's Follett Systems generates reports on collection statistics, monthly and yearly. Statistics for interlibrary loan are manually counted by the ILL personnel.	Data are compiled on a monthly basis.
Reference Informational Directional Questions	The librarian or support staff responding to the query manually records the data.	Data are compiled on a monthly basis.
Group Orientation	Data on the number of orientations or classes and the number of participants per orientation or class is recorded.	Data are compiled on a monthly basis.
Computer Use	Usage statistics are manually recorded.	Data are compiled on a monthly basis.
Headcounts	The number of individuals coming into the library is recorded daily. This provides a precise account of the number of individual actually in the library.	Data are compiled on a monthly basis.
Follett Systems	The library's Follett Systems provides the number of registered library patrons.	

**What is the extent of the participation and responsibilities of the Library Committee in the planning and evaluation of library services?**

The Library Committee meets once a month to discuss library services and other related issues. Other concerns discussed relate to student and issues on facilities, space, and Collection development.

## Resources

### Learning Resources Center

#### Librarians and Support Staff

The Learning Resources Center has 19 full-time staff — adequate to cover the main library needs and special services, such as the Micronesia Pacific Research Collection, the archives, the Media Information Instructional Center, the radio and video telecommunications systems, and others.

“The professional staff members shall have a graduate degree from an accredited institution and all have faculty status benefits, and obligations or the equivalent (Standards for Community, Junior, and Technical College Learning Resources Programs by ACRL, ALA, and AECT: 1994)

Although the Learning Resources Center has met the standards of the **Association of College and Research Libraries (ACRL)** on the administrator, technicians, and other staff requirements, it does not meet the ACRL’s minimum standards for the required number of qualified professional staff with reference to FTE students.

This is attributed to the existing vacancies: the Director of the LRC and a professional librarian. Then Director of the LRC is now the College’s Vice President for Instructional Affairs, and the senior librarian had been designated as Acting LRC Director. The Learning Resources Center, however, is working to fill in these two existing vacancies.

Once these two positions are filled, the Learning Resources Center shall meet the ACRL’s standard which is that “sufficient and qualified professional and support staff should be available to implement the services for which the program is responsible.”

## How does the ratio of librarians and support staff to students compare to ACRL recommendations?

Table 1<sup>1</sup>

### Staffing Requirements for Single-Campus Services<sup>2</sup>

#### ACRL Standards for Community, Junior, and Technical College Learning Resource Programs

Table A provides the Association of College and Research Libraries (ACRL) requirements for adequate numbers of staff on a single campus. The figures are for full-time positions at two levels – minimum and excellent – based on full-time equivalent student enrollments (FTE's).

FTE Students	Administrators	Professionals		Technicians		Others <sup>3</sup>		Total Staff	
	Min and Excel	Min	Excel	Min	Excel	Min	Excel	Min	Excel
Under 1,000	1	2	4	2	4	2	3	7	12
1,000-2,999	1	3	5	3	6	3	6	10	18
COM-FSM LRC <sup>4</sup>	1	1		9		6		17	

<sup>1</sup> Does not include work study students

<sup>2</sup> Additional staff will be needed if enrollment is 50% greater than FTE

<sup>3</sup> Secretaries, clerks, lab aides, etc.

<sup>4</sup> Remarks

- The Acting Director of the Learning Resources Center is a professional and holds a graduate studies in Library Science from a regionally-accredited institution (U.S. Equivalency).
- The Coordinator of the library's Media Instructional Technology Center (MITC) holds a graduate degree from an accredited institution.
- Three librarians with baccalaureate degree and/or extensive years of experience in librarianship.
- Professional development is encouraged through financial support from staff development program – although that financial support is often inadequate to cover key conferences and other events.
- Technical and classified personnel have adequate specialized training and experience – classification, status, and salary are equivalent to those provided for other College's employees with similar qualifications.
- Student assistants are hired – but not used in place of full or part-time staff personnel.

**Fall Semester, 2004 Enrollment.** For the COM-FSM National Campus, the headcount is 914 or 1,012 FTE students. The headcount is 914 (source: Office of Admissions and Records). ACRL recommends a minimum of 1 administrator and 3 professionals for a single campus of 1,000-2,999 FTE students. The Learning Resources Center has only 1 administrator and 1 professional library staff. This would be a suggested ratio of 1:506 (**Ratio of Librarians to FTE Students for Fall Semester, 2004**).

**The Spring Semester, 2005 Enrollment.** For the COM-FSM National Campus, the headcount is 801 or 911 FTE students (source: Office of Admissions and Records). ACRL recommends a minimum of 2 professionals for a single campus of under 1,000 FTE students. The Learning Resources Center has only 1 professional library staff. The Learning Resources Center has only 1 administrator and 1 professional library staff. This would be a suggested ratio of 1:456 (**Ratio of Librarians to FTE Students for Spring Semester, 2005**).

## What is the ratio of librarians to support staff? How does this ratio compare to ACRL Standards?

ACRL recommends a minimum of 1 administrator and 3 professionals and 6 non-professionals (technicians and support staff) for FTE students between 1,000-2,999 (ratio of approximately 1:2), and 1 administrator and 2 professionals and 4 non-professionals (technicians and support staff) for FTE students under 1,000 (ratio of approximately 1:1)

Table 2  
**Ratio of Librarians to Support Staff**  
 ACRL Standards for Community, Junior, and Technical College Learning Resource Programs  
 (Minimum Requirements)

FTE Students	Administrators	Professionals	Technicians	Others	Ratio
Under 1,000	1	2	2	2	1:1
1,000-2,999	1	3	3	3	1:2
COM-FSM LRC	1	1	9	6	1:8

The Learning Resources Center has 1 administrator and only 1 professional as against to 15 support staff, or a ratio of 1:8. This does not meet the ACRL's minimum requirement of 1:1 and 1:2 ratios for FTE students of fewer than 1,000 and 1,000-2,999, respectively.

#### How does the ratio of support staff/students compare to ACRL recommendations?

ACRL recommends a minimum of 6 non-professionals (technicians and support staff) for FTE students between 1,000-2,999 (ratio of approximately 1:333), and 4 non-professionals (technicians and support staff) for FTE students under 1,000 (ratio of approximately 1:250).

Table 3  
**Ratio of Support Staff to FTE Students**  
 ACRL Standards for Community, Junior, and Technical College Learning Resource Programs  
 (Minimum Requirements)

Academic Term	Support Staff	ACRL	FTE Students	COM-FSM Ratio	ACRL Standards
Fall 2004 <sup>1</sup>	15	6	1,012	1:68	1:333
Spring 2005 <sup>2</sup>	15	4	911	1:61	1:250

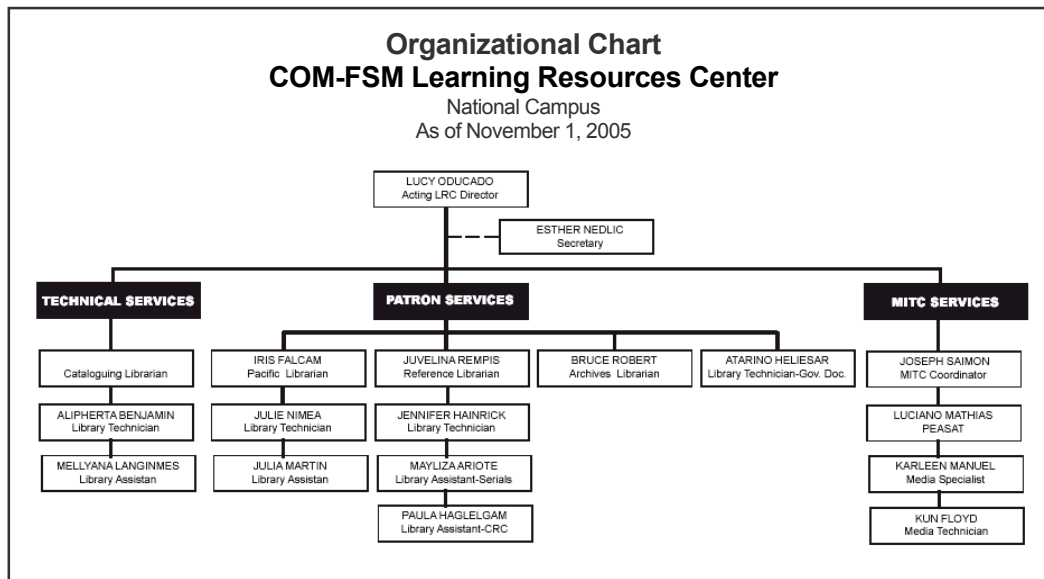
<sup>1</sup> ACRL Standards, based on 1,000-2,999 FTE Students

<sup>2</sup> ACRL Standards, based on under 1,000 FTE Students

The Learning Resources has exceeded by 150% ACRL's minimum requirements in terms of the ratio of support staff to FTE students (based on Fall 2004 FTE students).



## Library Administration



## Financial Resources

Indicate the LRC Budget in the recent year.

Table 4  
**Comparative LRC Budget: FY 2005 and FY 2006**  
 (In US Dollars)

Category	FY 2005	FY 2006	%(-/+)
<b>Salaries</b>	\$208,364.00	\$204,377.00	-2%
<b>SS</b>	12,010.00	11,788.00	-2%
<b>Life &amp; Health</b>	11,581.00	18,741.00	62%
<b>Retirement</b>	910	2,600.00	186%
<b>Staff Travel</b>	1,934.00	6,997.00	262%
<b>Housing</b>	21,600.00	21,600.00	0%
<b>Communication</b>	492	542	10%
<b>Supplies</b>	15,000.00	15,000.00	0%
<b>Reference Materials</b>	88,000.00	48,000.00	-45%
<b>Computer</b>	4,000.00	4,000.00	0%
<b>Furniture</b>	1,800.00	6,136.00	241%
<b>Equipment</b>	-	6,000.00	6000%
<b>Membership Dues</b>	2,767.00	4,655.00	68%
<b>ILL Services</b>	1,080.00	1,080.00	0%
<b>Total</b>	<b>\$369,538.00</b>	<b>\$351,516.00</b>	<b>-5%</b>

Chart 2

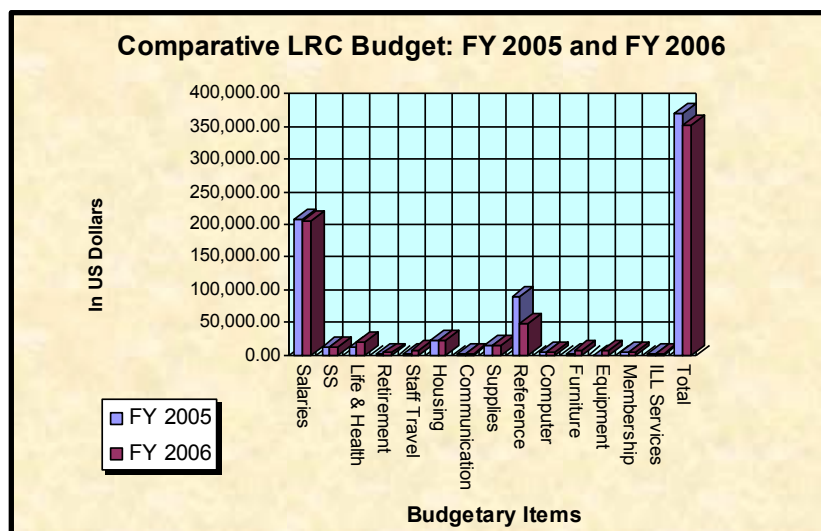


Table 5

**Percent of Total Library Budget Expended: Materials/Information Resources, Staff Resources, and all Other Operating Expenses**  
(LRC Budget for Fiscal Year 2005)

Category	In US Dollars	% of Budget
Materials/Information Resources	\$88,000.00	24%
Staff Resources	254,465.00	69%
Other Expenses	27,073.00	7%
<b>Total</b>	<b>\$369,538.00</b>	<b>100%</b>

The Learning Resources Center has met the ACRL's standards on budget as percentage of educational and general expenditures – as shown:

Table 6

**ACRL's Standards**  
**Learning Resources Budget as % of Educational and General Expenditures**  
(All sizes)

Sizes	Minimum	Excellent
All	6%	9%

**What is the financial support given to the Learning Resources Center by the College? ACRL recommends that the libraries have 5% of a college's budget. What percentage is the library budget of the entire College budget?**

Table 7  
**Percentage of the LRC Budget to the College Budget**  
 (FY 2005 and FY 2006)

Fiscal Year	LRC Budget	College Budget	Percentage
2005	\$ 369,538.00	\$ 16,843,369.00	2.19%
2006	\$ 351,516.00		

LRC's budget for Fiscal Year 2005 represented only 2.19% of the College's FY 2005 budget – lower than what is recommended by the **Association of College and Research Libraries (ACRL)**.

## Library Collection

ACRL's standards provide that the Learning Resources Center shall make available an organized collection of materials and information in diversified formats including print and non-print media, computer software, optical storage technologies, and others.

Table 8  
**Size of Collection for a Single Campus**  
 (ACRL Requirements and Standards)

Minimum Collection					
FTE Students	Volumes	Serials	Video/Films	Others	Total
Under 1,000	30,000	230	140	2,500	32,870
1,000-2,999	40,000	300	400	5,100	45,800
Excellent Collection					
FTE Students	Volumes	Serials	Video/Films	Others	Total
Under 1,000	45,000	400	560	5,000	50,960
1,000-2,999	60,000	600	800	8,000	69,400

## Learning Resources Center's Collection Size

College of Micronesia-FSM					
10/31/2005 @ 2:18pm		Collection Statistics			Page 1
Range	Total Circs	Yearly Circs	Monthly Circs	Collection	
A	20 (0.0%)	1 (0.0%)	0 (0.0%)	61	(0.1%)
ARC	276 (0.4%)	9 (0.3%)	4 (0.4%)	469	(0.9%)
ATL	0 (0.0%)	0 (0.0%)	0 (0.0%)	1	(0.0%)
B	1555 (2.5%)	89 (3.4%)	49 (5.7%)	743	(1.5%)
C	77 (0.1%)	0 (0.0%)	0 (0.0%)	107	(0.2%)
CD	1443 (2.3%)	40 (1.5%)	9 (1.0%)	1426	(2.9%)
CRC	5614 (9.3%)	798 (31.2%)	120 (14.0%)	6617	(13.5%)
D	1074 (1.7%)	57 (2.2%)	32 (3.7%)	1055	(2.1%)
DOC	169 (0.2%)	8 (0.3%)	1 (0.1%)	861	(1.7%)
E	311 (0.5%)	6 (0.2%)	4 (0.4%)	366	(0.7%)
F	54 (0.0%)	2 (0.0%)	2 (0.2%)	204	(0.4%)
FAO	21 (0.0%)	15 (0.5%)	15 (1.7%)	140	(0.2%)
G	639 (1.0%)	18 (0.7%)	12 (1.4%)	500	(1.0%)
GOV	370 (0.6%)	53 (2.0%)	1 (0.1%)	3218	(6.6%)
H	3083 (5.1%)	53 (2.0%)	31 (3.6%)	1452	(2.9%)
IN	5 (0.0%)	0 (0.0%)	0 (0.0%)	31	(0.0%)
INT	50 (0.0%)	0 (0.0%)	0 (0.0%)	138	(0.2%)
J	185 (0.3%)	0 (0.0%)	0 (0.0%)	482	(0.9%)
K	128 (0.2%)	12 (0.4%)	7 (0.8%)	169	(0.3%)
L	2048 (3.3%)	24 (0.9%)	10 (1.1%)	1474	(3.0%)
M	136 (0.2%)	2 (0.0%)	1 (0.1%)	99	(0.2%)
MIT	71 (0.1%)	7 (0.2%)	0 (0.0%)	2609	(5.3%)
N	244 (0.4%)	0 (0.0%)	0 (0.0%)	245	(0.5%)
NZC	2 (0.0%)	0 (0.0%)	0 (0.0%)	0	(0.0%)
OTH	274 (0.4%)	0 (0.0%)	0 (0.0%)	3	(0.0%)
OVE	6 (0.0%)	0 (0.0%)	0 (0.0%)	9	(0.0%)
P	3120 (5.1%)	128 (5.0%)	41 (4.8%)	2009	(4.1%)
PAC	13085 (21.7%)	541 (21.1%)	266 (31.2%)	15416	(31.6%)
PR	13868 (23.0%)	384 (15.0%)	147 (17.2%)	1639	(3.3%)
PER	480 (0.7%)	0 (0.0%)	0 (0.0%)	227	(0.4%)
Q	2152 (3.5%)	49 (1.9%)	16 (1.8%)	1250	(2.5%)
R	722 (1.1%)	96 (3.7%)	16 (1.8%)	511	(1.0%)
REF	1554 (2.5%)	46 (1.8%)	21 (2.4%)	3044	(6.2%)
RES	1472 (2.4%)	9 (0.3%)	3 (0.3%)	19	(0.0%)
RS2	0 (0.0%)	0 (0.0%)	0 (0.0%)	0	(0.0%)
S	350 (0.5%)	1 (0.0%)	1 (0.1%)	283	(0.5%)
T	393 (0.6%)	27 (1.0%)	11 (1.2%)	439	(0.9%)
TEM	455 (0.7%)	13 (0.5%)	7 (0.8%)	1	(0.0%)
U	36 (0.0%)	5 (0.1%)	1 (0.1%)	43	(0.0%)
V	40 (0.0%)	2 (0.0%)	1 (0.1%)	30	(0.0%)
VC	0 (0.0%)	0 (0.0%)	0 (0.0%)	0	(0.0%)
VER	948 (1.5%)	42 (1.6%)	20 (2.3%)	1041	(2.1%)
Z	712 (1.1%)	17 (0.6%)	3 (0.3%)	296	(0.6%)
	57242	2554	852	48727	
Note - Statistics for Dewey call number ranges do not include statistics for copies that have been weeded from the collection.					

### **How do librarians and teaching faculty share in the development of the collections?**

The Learning Resources Center endeavors to provide a well-balanced collection of print and multi-media materials to support the educational process. The Acquisitions Section guides collection growth by encouraging faculty participation in the selection process and by managing the ordering of materials.

The objective of the Learning Resources Center is to provide materials for immediate and projected educational, curricular, and other needs of the COM-FSM students, staff and community. This demands a collection of basic reference materials, important works of fiction and nonfiction, current periodicals and media and multi-media computer materials in areas of instructional, cultural and recreational interest.

Library staff shall rely on recommendations of the faculty in their area of expertise, for appropriate materials. In other instances, recommendations made by other patrons are also considered. In other instances, recommendations made by other patrons are also considered.

Faculty assistance is needed to help build a strong collection for the College of Micronesia-FSM academic community. Librarians and members of the faculty contribute to the development of the collections in a number of ways:

1. The Director of Academic Affairs, Director of Vocational Programs, the instructional coordinators (State Campuses) and a faculty sit as members of the Library Committee.
2. The Learning Resources Center has webpage where faculty can place requests for books and references that need to be acquisitioned.
3. Informal meetings discussing student needs, classes, and/or assignments between librarians and the faculty
4. The LRC Director sits as one of the members of the Curriculum Committee.

### **Are procedures in place for the preservation, replacement or removal of deteriorating materials in the collections?**

Title 5 (Collection Development), Section 13 to 20 of the draft **COM-FSM Library Policies and Procedures** outlines the criteria for selection, duplication and replacement of library materials including collection maintenance, weeding out, disposal of deselected collection, and guidelines for Pacific and Archives collections.

### **How are collections of print and non-print materials organized?**

The collections of the Learning Resources Center are organized following the generally-accepted and/or approved library standards and practices.

Print materials are classified by subject, using the Library of Congress classification system. Non-print materials are assigned a sequential number, with a prefix indicating format, as they are catalogued.

### **How is technology incorporated into the library services?**

The Learning Resources Center houses 43 computers for student use. The twenty (20) computers are connected to internet used for Reference search, three (3) computers are specifically used for e-mail access, while the twenty (20) computers are designated for General Application usage where they can access several software installed for class use. These computers are connected to printers (except for e-mail access) for easy printing their documents.

Another services provided by the LRC is the Ariel document delivery system. This service is one of the effective electronic services that LRC provides to the students and faculty. The LRC is using the Library Automation System—Follett software. This software allows to generate Monthly statistics of the collection, Cataloging, Circulation, Inventory, monthly statistics of checkout materials, Patron Usage and etc.

### **What electronic resources are available to faculty and students?**

The Learning Resources Center subscribes to EBSCO electronic database since 2004. EBSCO is an online journal database that includes abstracts as well as full text from over 700 magazines and journals globally.

Learning Resources Center is the U.S. Depository of the U.S. government documents. The collection is also available thru electronic resources and can be accessed thru their website. Also the FAO, and the UN documents can also be accessed thru electronically and these are available for students and faculty.

The Online Public Access (OPAC) is also available thru electronic access in the OPAC stations near the circulation on both floors and in some other computers in the Reference and General application stations. Aside from OPAC we can now access the LRC Web OPAC on any computers with Internet access.

## Facilities

The Learning Resources Center provides adequate space for housing collections in a variety of formats, for study and research, for public service activities, for staff workrooms and offices, and for basic production.

The Learning Resources Center's total space is 12,288 square feet with a seating capacity of 136 – or, 13.43% of the Fall Semester, 2004 student FTE and 15% of the Spring Semester, 2005 students FTE.

ACRL recommends that student seating should be approximately a minimum of 10% of the FTE enrollment.

Table 9  
Ratio of usable library space to combined students and faculty FTE<sup>1</sup>  
(In Square Feet)

	Fall 2004		Spring 2005		Summer 2005	
	Per FTE		Per FTE		Per FTE	
Space (In Sq. Ft.)	Students	Faculty	Students	Faculty	Students	Faculty
12,288	12:1	197:1	13.5:1	197:1	32:1	346:1
<b>Combined Ratio</b>	<b>11:1</b>		<b>13:1</b>		<b>29:1</b>	

<sup>1</sup>FTE: Explanatory Remarks

	Students			Faculty		
	Head Count	Total Credits	FTE	Fulltime	Parttime	FTE
Fall 2004	914	12,147	1,012	56	13	62.5
Spring 2005	801	10,931	911	56	13	62.5
Summer 2005	420	2,322	387	32	7	35.5

1. Student FTE = total credits divided by 12 credits (for Fall and Spring semesters), or total credits divided by 6 (for Summer session)
2. Faculty FTE (for Fall and Spring semesters) = 56 full time plus 6.5 part time (13 part time divided by 2)
3. Faculty FTE (Summer session) = 56/2 full time plus 3.5 part time (7 part time divided by 2)

## **Services**

### Learning Resources Center

#### **Types of Library Services**

##### **Acquisitions, Cataloguing, Maintenance, Preservation, and/or Circulation of:**

1. Audiovisual materials
2. Books
3. College and/or FSM government archives including institutional publications
4. Computer application programs
5. U.S., U.N., and F.A.O. government documents
6. CD-ROM resources
7. Local history materials
8. Periodicals
9. Special Collections
10. Microforms

##### **Computer Systems Management and Maintenance**

1. Computer applications
2. Internet Access
3. Integrated Automation Systems
4. Local Area Networks
5. Public Access Computers

##### **Equipment Services**

1. Group viewing services
2. Public access listening/viewing area

##### **Instructional Services**

1. Bibliographic instruction
2. Bibliographies
3. Computer literacy
4. Group orientation
5. Individual instruction or self-paced learning assistance
6. Instructional design and development
7. Media orientation and instruction
8. Online databases searching
9. Point-of-use guides, pathfinders, and study guides
10. Reference service



11. Reserve materials
12. Staff development

### Production Services

1. Audio duplication, editing, and recording
2. Copy machines
3. Lamination
4. Graphic layout and design
5. Multimedia
6. Photography
7. Teleconference services
8. Transparencies and slides
9. Scripting
10. Video duplication, recording, and editing

### Resources Sharing Services

1. Interlibrary loan
2. Internet

## Hours of Operation

### Learning Resources Center

Day (Regular)	Library Hours
Monday to Thursday	8:00 AM to 9:00 PM
Friday	8:00 AM to 5:00 PM
Saturday	10:00 AM to 2:00 PM
Sunday	6:00 PM to 9:00 PM

#### During Review, Midterm and Final Examinations

Monday to Thursday	8:00 AM to 10:00 PM
Friday	8:00 AM to 5:00 PM
Saturday	10:00 AM to 3:00 PM
Sunday	3:00 PM to 9:00 PM

Day (Summer)	Library Hours
Monday to Friday	8:00 AM to 12:00 Noon
Monday-Friday	1:00 PM to 5:00 PM

### Media Instruction Technology Center (MITC)

Day (Regular)	Library Hours
Monday to Friday	8:00 AM to 5:00 PM

## Accomplishments and Future Plans

### Learning Resources Center

#### Accomplishments

##### LRC Accomplishment for FY 2005

**COM-FSM Library Policies and Procedures.** Through the collaborative efforts of all LRC section heads, National and State Campus librarians, support staff, and the members of the Library Committee, the draft of the **COM-FSM Library Policies and Procedures** had been submitted to the Office of the President for the Cabinet's further review and endorsement to the Board of Regents for approval. This draft **COM-FSM Library Policies and Procedures** has a system-wide applicability.

**Annual Inventory.** Last summer, LRC staff conducted an annual inventory. The last inventory of materials was done 3 years ago.

**LRC Physical Rearrangement.** During the Summer Session, 2005 break; LRC librarians and support staff worked to introducing physical re-organization of the LRC-National Campus specifically in the first floor to make space for a conducive and effective library services.

**CRC and General Collections Organized and Catalogued.** The organization of the CRC collection was completed. CDs, Cassette Tapes and Videos both in CRC and in General collection had all been catalogued and classified.

**Reference/Cataloguer Hired.** LRC filled the vacancy of the Reference/Cataloguer position last May of 2005.

**FSM Biodiversity Clearing House Mechanism.** The LRC is collaboratively working with the FSM Department of Economic Affairs, the COM-FSM Division of Information Technology, and concerned government entities as well as private NGO's towards establishing the FSM Biodiversity CHM.

**Technical Support Extended to State Campus Libraries.** Initial to its program of extending technical support to all libraries within the system, LRC staff traveled to the libraries in the state campuses (Chuuk and Kosrae) to extend technical assistance specifically by providing in-house training on cataloguing and classification and addressing their needs and concerns for effective, consistent and system wide library services.

##### Future Plans

**Union Catalog.** One of the LRC's foremost goals is the establishment of the Union Catalog for all libraries within the System. Working towards this goal, the LRC presently focuses on addressing the need to fully-catalogue all its collections, and retro conversions.

**Centralized Acquisition and Processing of Materials.** The LRC is considering the plan of a centralized acquisition and processing of all materials. Addition to this plan is the proposal of having only one centralized budget for the LRC and all the libraries within the system.

**Archives and the Pacific Collections.** LRC future plan is to organize the Archives collection and to finish the retro-conversion of all Pacific materials and to catalogue and classify the entire Pacific materials backlog.

**Staff Development.** To send two library support staff on staff development to earn a baccalaureate degree and a graduate degree in Library Science or Information Science.

**Library Science Course.** Write a proposal to the Curriculum Committee for possible inclusion of a 2-credit Introductory Course to Library Science as part of the mandatory GEC requirements.

**SLO Assessment and Other Assessments.** To finalize the SLO Assessment and other assessments with a time-frame of implementation within this academic year.

# Appendices

## Learning Resources Center

### Points of Comparison: Input Measures

**Ratio of volumes to combined total students and faculty FTE<sup>1</sup>**

	Fall 2004		Spring 2005		Summer 2005	
	Per FTE		Per FTE		Per FTE	
Volumes	Students	Faculty	Students	Faculty	Students	Faculty
48,145 *	48:1	770:1	53:1	770:1	124:1	1,356:1
<b>Combined Ratio</b>	<b>45:1</b>		<b>50:1</b>		<b>114:1</b>	

\*Collection Statistics, 09/30/2005 4:55pm

**Ratio of volumes added per year to combined total students and faculty FTE**

	Fall 2004		Spring 2005		Summer 2005	
	Per FTE		Per FTE		Per FTE	
Volumes*	Students	Faculty	Students	Faculty	Students	Faculty
12,145	12:01	194:1	13:01	194:1	31:1	342:1
<b>Combined Ratio</b>	<b>11:1</b>		<b>12:1</b>		<b>29:1</b>	

\*Based from the current 2005 collection of 48,145 as against to 2004's 36,000.

**Ratio of material/information resource expenditures to combined total students and faculty FTE  
(In US Dollars)**

	Fall 2004		Spring 2005		Summer 2005	
	Per FTE		Per FTE		Per FTE	
In US Dollars	Students	Faculty	Students	Faculty	Students	Faculty
88,000.00 *	87:1	1,408:1	97:1	1,408:1	227:1	2,479:1
<b>Combined Ratio</b>	<b>82:1</b>		<b>90:1</b>		<b>208:1</b>	

**Ratio of FTE Library staff to combined students and faculty FTE**

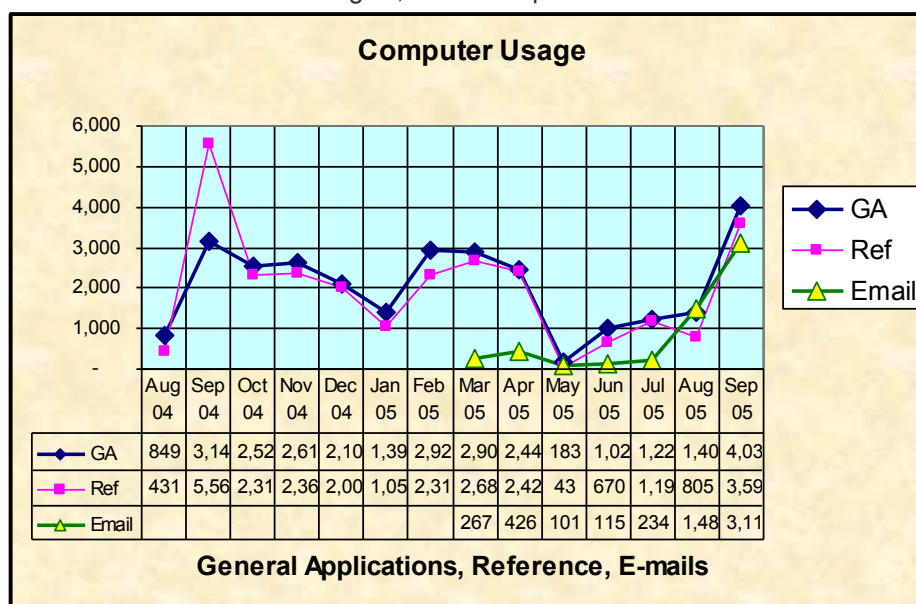
	Fall 2004		Spring 2005		Summer 2005	
	Per FTE		Per FTE		Per FTE	
Library Staff	Students	Faculty	Students	Faculty	Students	Faculty
15	1:67	1:4	1:61	1:4	1:26	1:2
<b>Combined Ratio</b>	<b>1:72</b>		<b>1:65</b>		<b>1:28</b>	

### Ratio of computer workstations to combined students and faculty FTE

	Fall 2004		Spring 2005		Summer 2005	
	Per FTE		Per FTE		Per FTE	
Computers	Students	Faculty	Students	Faculty	Students	Faculty
Internet (27)	1:27	1:3	1:33	1:3	1:14	1:1
General Application (15)	1:67	1:4	1:61	1:4	1:26	1:2
<b>Combined Ratio</b>	<b>1:26</b>		<b>1:23</b>		<b>1:10</b>	

### Statistics: Computer Usage-General Application, Reference, Others

From August, 2004 to September 2005



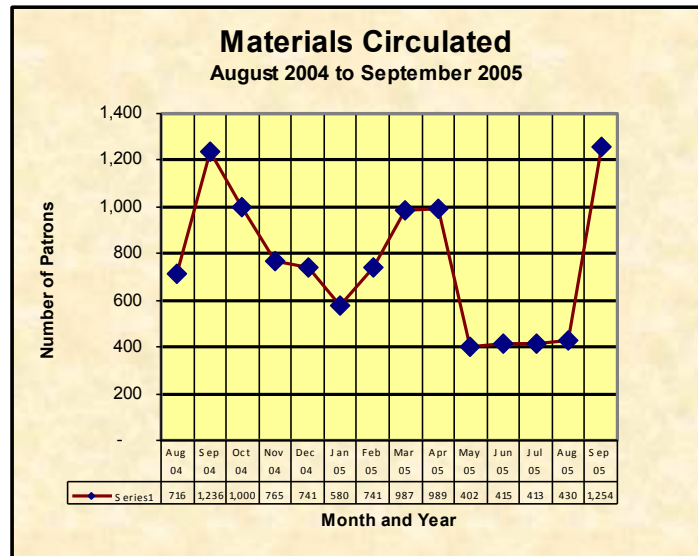
## Points of Comparison: Output Measures

### Ratio of Circulation (excluding reserve) to combined student and faculty FTE

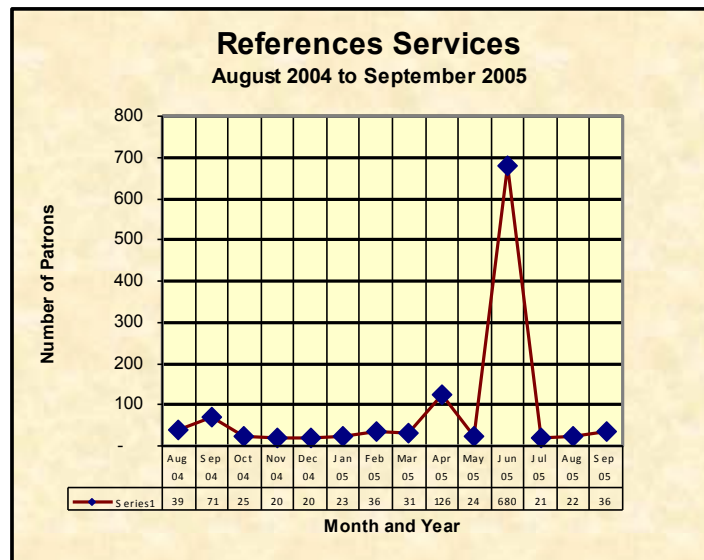
	Fall 2004		Spring 2005		Summer 2005	
	Per FTE		Per FTE		Per FTE	
Circulation	Students	Faculty	Students	Faculty	Students	Faculty
10,669	11:1	171:1	12:1	171:1	28:1	301:1
<b>Combined Ratio</b>	<b>10:1</b>		<b>11:1</b>		<b>25:1</b>	

\*Statistics: Materials Circulated, August 2004 to September 2005

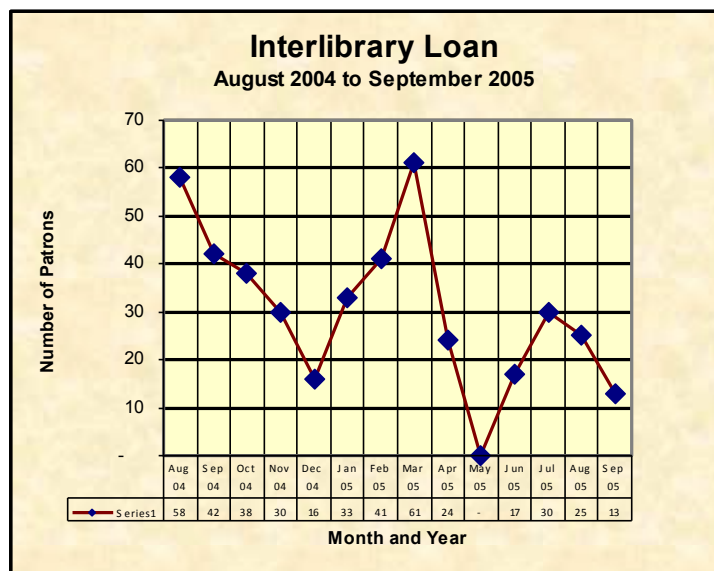
**Statistics: Monthly Materials Circulated**  
August 2004 to September 2005



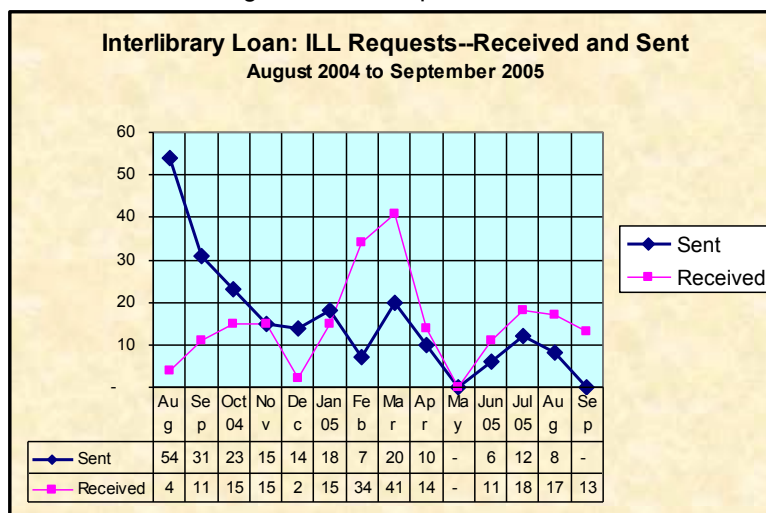
**Statistics: Reference Services**  
August 2004 to September 2005



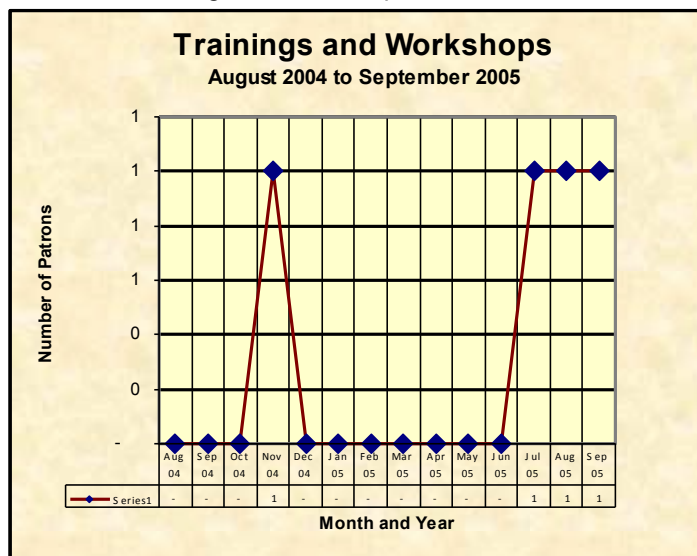
**Statistics: Interlibrary Loans-Summary**  
August 2004 to September 2005



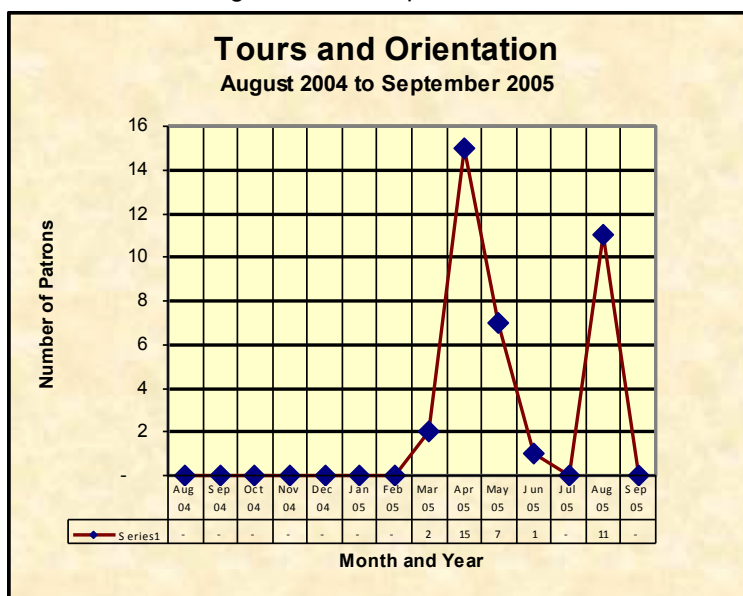
**Statistics: Interlibrary Loans-Received and Sent**  
August 2004 to September 2005



**Statistics: Trainings and Workshops**  
August 2004 to September 2005

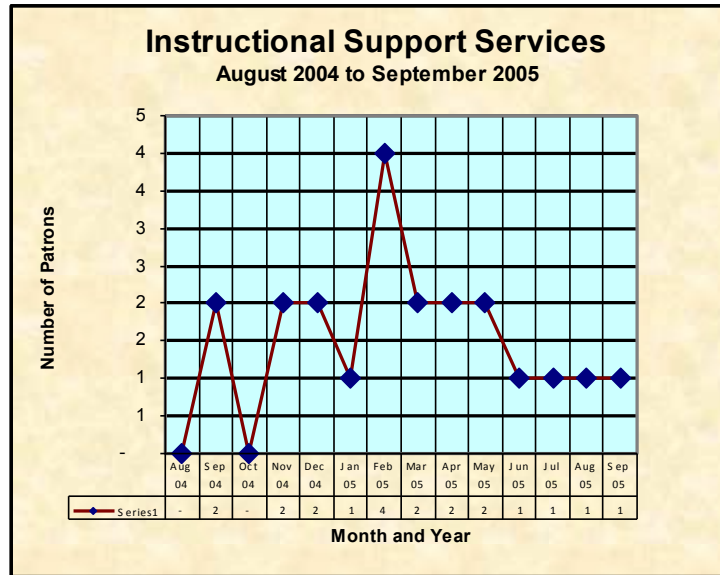


**Statistics: Orientation and Tours**  
August 2004 to September 2005

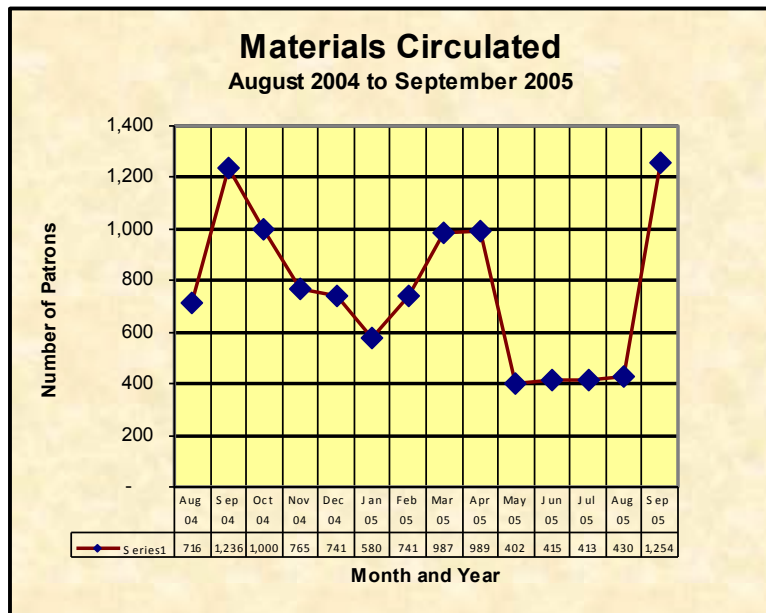




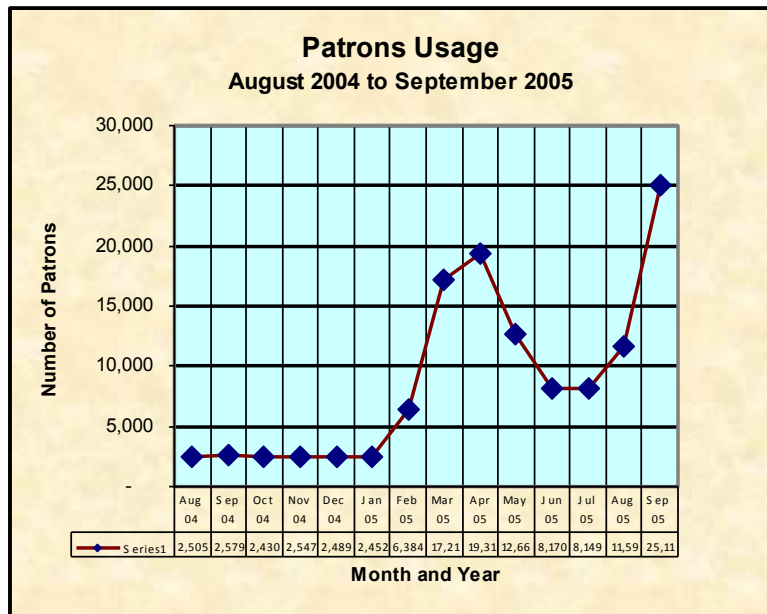
**Statistics: Instructional Support Services**  
August 2004 to September 2005



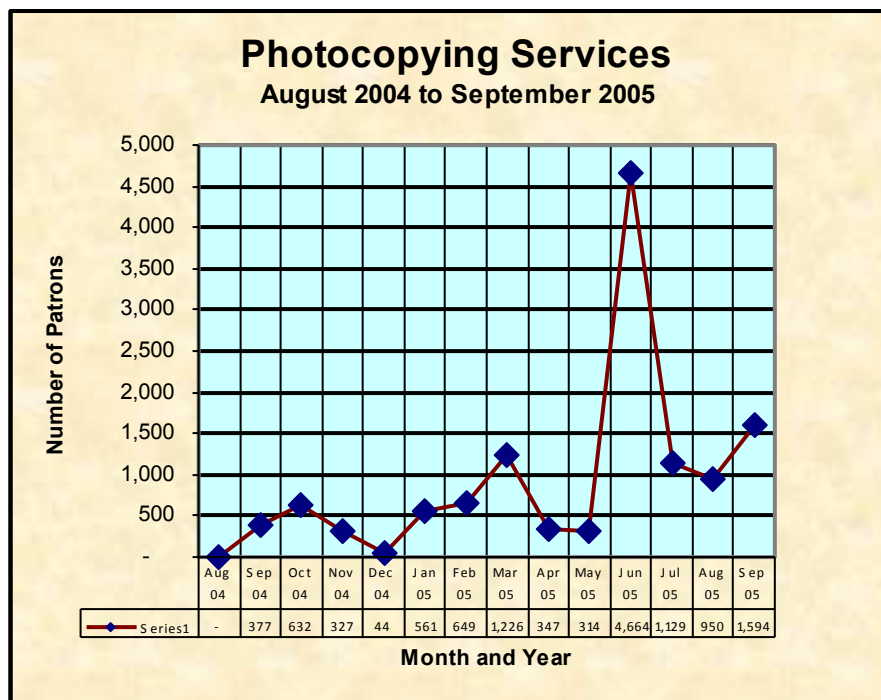
**Statistics: Materials Circulated**  
August 2004 to September 2005



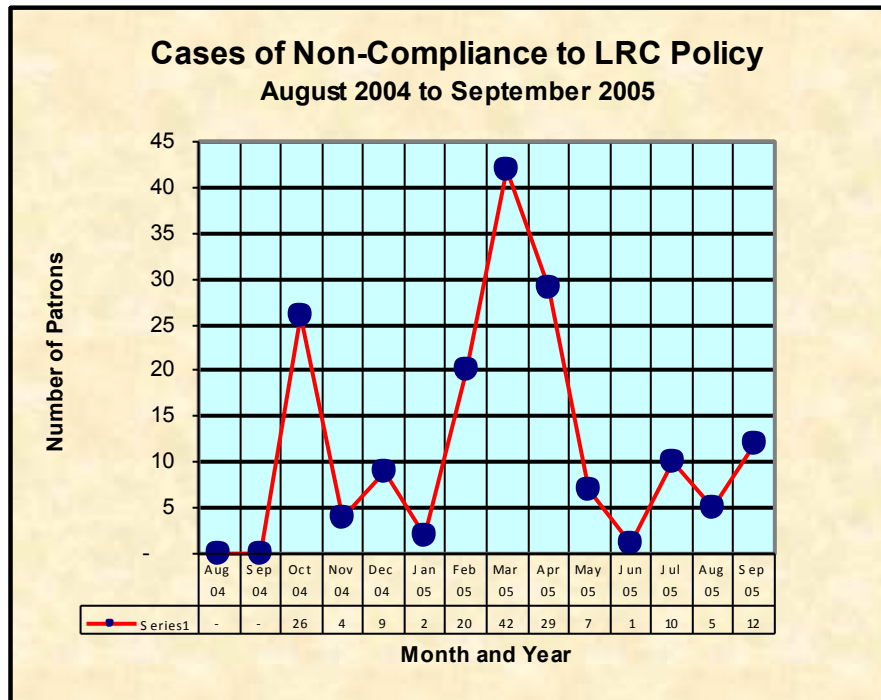
**Statistics: Patrons Usage**  
August 2004 to September 2005



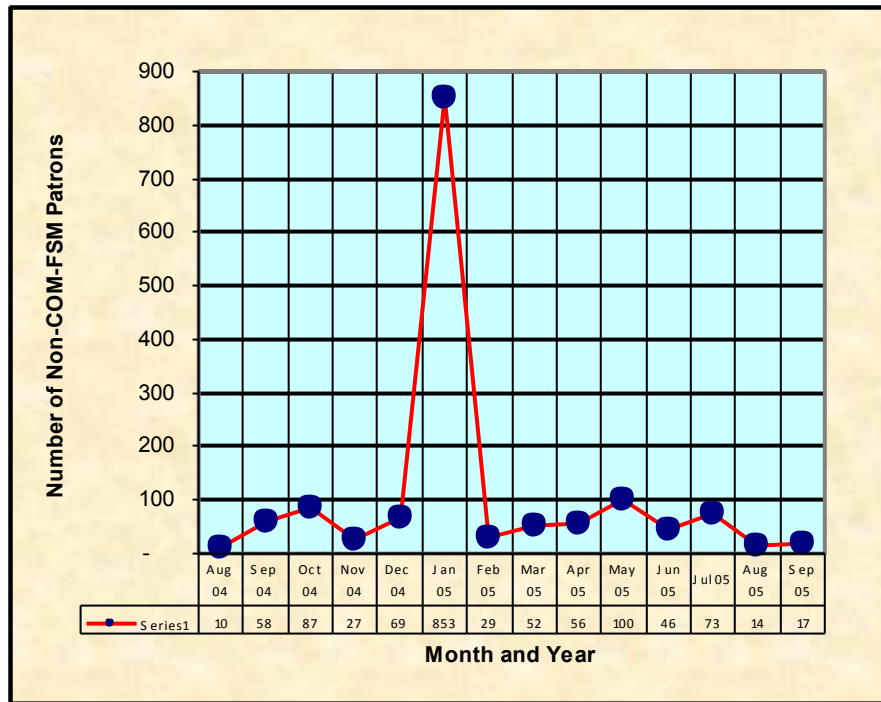
**Statistics: Photocopying**  
August 2004 to September 2005



**Statistics: Non-Compliance to LRC Policy**  
August 2004 to September 2005



**Non-COM-FSM Patrons Usage**  
August 2004 to September 2005



## References and Sources

Learning Resources Center

### References and Sources

1. <http://www.ala.org/ala/acrl/acrlstandards/standardslibraries.htm> ACRL Standards for Libraries in Higher Education
2. <http://www.accd.edu/pac/lrc/evaluatn/lrc2000.htm> Palo Alto College