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<b>capital – font 9.5 – times New Roman</b>	CHAPTER 7:
<b>capital –Bold- 14.5 – Times New Roman</b>	<b>LIBRARY AND INFORMATION RESOURCES</b>
<b>capital – Font 13- Times New Roman – 2 columns</b>	DESCRIPTION
<b>normal -Font 11 – Times New Roman</b>	Library divisions include Reference Services; Access Services, which includes Circulation and Interlibrary Loan; Technical Services; Systems and Technology Services; and Periodicals. The library is open 93.5 hours per week (Exhibit 7.1: Library Hours).

For further information check the website: [www.plymouth.edu/library/self-study](http://www.plymouth.edu/library/self-study)

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# Plymouth State University

CHAPTER 7:

## LIBRARY AND INFORMATION RESOURCES DESCRIPTION

### PROGRAMS AND SERVICES

Library divisions include Reference Services; Access Services, which includes Circulation and Interlibrary Loan; Technical Services; Systems and Technology Services; and Periodicals. The library is open 93.5 hours per week (Exhibit 7.1: Library Hours).

Information Technology Services (ITS) provides and supports the entire campus with computers and computing operations for academic, administrative, and residential student computing. In addition, ITS provides multimedia equipment, software applications, equipment sales and repair, training and support services, and networking and telecommunications services.

ITS is organized into two divisions: Telecommunications and Network and User Services.

### RESOURCES

As of July 1, 2001 the library collections contained 302,519 cataloged volumes, nearly 600,000 units of microform, and 958 periodical subscriptions.

The library uses the Innovative Interfaces, Inc. (III) automated system. The library website\* allows remote access to the library's information resources and serves as a gateway to general Internet access. Most electronic resources, including LOLA (the online catalog) are available through the campus network both on and off campus. Workstations are readily available within the library and throughout the campus and residence halls.

\* [www.plymouth.edu/psc/library](http://www.plymouth.edu/psc/library)  
Lamson Library website

All librarians hold faculty status and serve as liaisons to academic departments and programs in order to keep informed of academic departmental course-related

research needs and concerns. Through departmental liaisons, the library encourages faculty to be actively involved in the materials selection process.

Information Technology Services operates a Lu-cent G2 PBX telephone switch providing tele-phone and voice-mail services to all faculty, staff, and on-campus students.

The institution operates a local area network featuring gigabit backbone technology, switched 10/100mbs edge device access, and a 12mbs connection to the Internet and University System of New Hampshire resources. ITS uses packet-shaping technology to manage bandwidth, fire-wall, Unix authentication, LDAP, and virtual private networking technologies to manage network security.

Plymouth uses more than five hundred computers in twenty-four laboratories, clusters, and computer classrooms. More than four hundred of these computers are available for student use.

More than fifty servers facilitate academic and general purpose computing needs. To survive failures and maintain high availability, many of these servers employ redundant features.

The institution is currently engaged in Project SMART, a \$1.3 million capital project, to replace a twenty-three-year-old legacy POISE administrative system with modern technologies and improved business processes.

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## Chapter 7: Library and Information Resources 59

### INSTRUCTION

First-year students receive four hours of library instruction. During IS101: Introduction to the Academic Community (IAC)—the first-year experience course—all first-year students receive two hours of basic library skills instruction and may spend time out of class using the seven-chapter Introduction to Lamson Library\* available through the website (Exhibit 7.2: Introduction to Lamson Library). Two more hours of instruction occur in EN120: English Composition. In 2001, library faculty taught 152 library instruction classes reaching 3,311 students.

In support of its formal instruction program, librarians prepare a wide range of electronic and print course-related bibliographies, research and course guides, pathfinders, and tip sheets (Exhibit 7.3: Sample Library Instruction Guides).

Annually, library faculty participate in new-faculty orientation, which features a revised and updated Library Faculty Handbook (Exhibit 7.4: Library Faculty Handbook), and they attend the IAC teacher workshop to present the library skills resource materials to be used in that class.

\*<http://www.plymouth.edu/psc/library/IAC>

Library instruction website

The ITS Technology Learning Center supports the instructional needs of the learning community, both on and off campus, through media equipment loan, multimedia classroom support, advanced digital media applications and editing, help-desk assistance, WebCT course development services, and test scoring and proctoring. The Technology Learning Center also provides traditional and digital media services as well as support for faculty teaching in multimedia classrooms. In addition, ITS supports and develops online components of IS 101: Introduction to the Academic Community.

### RESOURCE SHARING AND OUTREACH

Lamson Library is the largest state-supported library in northern New Hampshire. The library serves all residents

of New Hampshire by permitting direct access to the facility, in-house use of many library resources, borrowing privileges, and access to a password-free computer workstation with Web access. Through interlibrary loan, the library shares its resources with hundreds of New Hampshire public and school libraries. In addition, the library is a New Hampshire State Document Depository. Through a grant from the New Hampshire Charitable Foundation, Lamson houses a cooperating collection of the Foundation Center made available to all residents of the state through the library's Grants Research Center\*.

Through a reciprocal borrowing agreement among the libraries of the New Hampshire College and University Council (NHCUC), Plymouth students and faculty have direct borrowing privileges at eleven other college libraries in the state. The NHCUC libraries collaborate annually on the group purchase of electronic resources to ensure quality and accessibility for their users at a reasonable cost to their institutions.

Over the past decade, the university system libraries have received \$400,000 in system funding for cooperative projects. In 2001, the libraries collectively received \$250,000 in system funding for Millennium, the library automation update currently being implemented.

The library website forms the basis of outreach to students and faculty. A library guide lists the NHCUC libraries honoring direct borrowing as well as other useful information for remote users (Exhibit 7.5: Graduate Students library guide).

\* <http://www.plymouth.edu/psc/library/grantwriting/>

Grant Research Center information website

ITS works with all departments to support their resource sharing and outreach missions. ITS works with the other institutions within the university system to share policy, methods, planning, and computing resources.

### PERSONNEL

Lamson Library's permanent staff of nineteen (18.45 FTE) consists of the director, who reports directly to the vice-president for Academic Affairs, seven library faculty,

and eleven support staff. The library also employs part-time staff at the circulation and reference desks including many work-study students. The organizational chart outlines the structure (Exhibit 7.6: Library Organizational Chart).

ITS is a staff of twenty-nine professionals (28.5 FTE) consisting of the ITS director, who reports directly to the vice-president for Financial Affairs, two assistant directors, six area managers,

## Institutional Self-Study 60 Plymouth State University

and twenty support staff. ITS also employs about fifty students. The ITS professional staff are classified as professional and technical staff (24 FTE), operating staff (3 FTE), and supplemental staff (1.5 FTE). The organization chart outlines the structure (Exhibit 7.7: ITS Organizational Chart).

### FACILITIES

After a sixteen-month renovation and expansion project, Lamson Library reopened to the public on December 29, 1997. A facility of 72,492 net assignable square feet includes seating for 830 people. In addition to general seating, the library includes eleven group-study rooms. Three larger multi-purpose study or meeting rooms are generally available by reservation. A specially outfit- ted bibliographic instruction room provides a hands-on online environment for research in-struction.

ITS occupies facilities in Hyde Hall and Speare Hall. Hyde Hall houses the main computing cen-ter, staff offices, IT Training Center, workshop and meeting rooms, and the Technology Learn-ing Center. Speare Hall is the site of the Tele-communications and Network Center. The Computer Store and repair center is located in a six hundred square foot building on Merrill Street. Additional staff offices are located in other buildings on campus.

### FINANCIAL SUPPORT

The library's budget for FY01 totaled \$1,519,515. The operating budget of \$1,086,095 included \$958,186 for faculty, staff, student, and part-time employees. The remaining \$127,909 included funding for all library operating ex-penses, excluding acquisitions.

The library's acquisitions budget of \$433,420 included \$215,477 for books and related print resources, \$169,116 for periodical subscriptions and \$26,418 in annual fees for electronic re-sources.

The library's FY01 budget was 4.19% of the institution's General and Educational budget and represented an increase of 5.3% over FY00.

Information Technology is funded through auxil-iary, fee-based, capital grant, and general fund budgetary sources. While the Network and User Services division of ITS is funded through gen-eral budget allocations and capital projects, the Telecommunication Services division is funded largely though auxiliary enterprises.

In FY02, ITS had a general fund budget of \$2,121,424 of which \$1,299,852 (61%) was allo-cated in support of academic programs. The ITS auxiliary expense budget during this same fiscal year was \$1,800,390.

Technology fees provide funding for most in-structional technology maintenance and en-hancements. In addition, these fees support grant funds of about \$420,000 that are annually allo-cated by the Computer Advisory Board to tech-nology projects requested by individual academic departments.

### EVALUATION

The Library assists academic departments in evaluating library resources and services for ac-creditations and self-studies. It works with aca-demic departments who seek library information during program reviews and is frequently in-cluded in scheduled site visits.

Formal library evaluation has included a fa-cilities planning process (late 1980s-1997), the library program review and visit (1998-1999), a university system internal audit (1998-1999), a title-by-title evaluation of the reference collec-tion, and most recently a library planning process resulting in a comprehensive three-year plan (2001). (Exhibit 7.8: Library Evaluation Docu-ments)

Chapter five, Faculty, discusses faculty evaluation procedures.

The active involvement of library faculty and staff in campus governance also supports library evaluation. Library faculty have served on many major faculty policy-making committees and re-cently have chaired the Executive Council, the Women's Studies Council, the Information Re-sources Committee, the Council of Chairs, and the NEASC Self-Study Committee. This partici-pation provides important opportunities to

assess library programs and to link library resources and services to significant academic initiatives.

Students complete evaluation forms to assess the effectiveness of library skills instruction in EN120: English Composition and in other courses.

## Chapter 7: Library and Information Resources 61

ITS participates in an annual departmental and divisional planning and review process that includes assessment of current goals and objectives as they relate to the institution's strategic plan. Staff are evaluated on personal performance, departmental goals, and objectives.

A bi-annual faculty computing survey supplies additional information concerning ITS services and the use of resources (Exhibit 7.9: ITS Faculty Computer Survey). Survey results are compared with the National Campus Computing Survey.

Individual instructional technology grants awarded by the Computer Advisory Board are peer-reviewed at poster sessions held during Faculty Day prior to the beginning of the fall semester.

ITS collects and tracks information related to help-desk calls and to evaluations on training sessions. ITS management staff monitor these statistics and comments.

### APPRAISAL

#### PROGRAMS AND SERVICES

Existing policies and procedures for user access to library programs and services are adequate, shared throughout the community, and work well for students and faculty (Exhibit 7.10: Library Mission and Policies).

While the number of reference transactions and library instruction sessions has remained constant over the past decade (Exhibit 7.11: Library Usage Statistics), the library notes a decline in some traditional measures of library programs and services. Book circulation which numbered 98,557 items in 1993, numbered 45,649 items in 2001. Attendance, which was 215,887 in 1993, was 162,061 in 2001.

During the 2000-2001 school year, interlibrary loan processed 4,987 transactions, including 1,476 items borrowed for Plymouth users and 3,511 items loaned to other libraries.

The Technical Services department catalogs and links websites to the library catalog, adding more than five hundred Web links in the past year. The department

annually adds expanded content notes to catalog records.

The library commitment to providing access to electronic resources and services in a highly automated and networked environment has had an impact on traditional library measures. The commitment has resulted in a new standard for how students and faculty access and use library resources. The library website, for example, receives more than 120,000 page-views per semester.

ITS programs and services successfully support its mission (Exhibit 7.12: ITS Mission Statement). In the fall 2001 Faculty Survey, 90% of respondents agreed that technology support services are accessible and generally helpful (Exhibit 7.9).

Eighty percent of students in the residence halls now connect their own computers to the campus network.

#### RESOURCES

Library collections and resources adequately support all programs of study as well as Plymouth's resource sharing and outreach missions. The Collection Development Policy Statement (Exhibit 7.13) works well in providing guidelines for evaluating, selecting, and weeding materials.

The library is increasingly challenged by specialized and time-consuming technological concerns. All library faculty and staff have assumed some responsibilities for technology. The library has one full-time systems librarian and one half-time technical support position to manage evaluating, acquiring, and maintaining electronic resources.

The current system of dividing subject responsibilities among the library faculty and pairing the library faculty with departmental liaisons works well. Outside evaluators who examine various departments and programs during the program review process respond favorably to the library's resources.

ITS resources adequately support current administrative, academic, and residential computing needs.

Finances have supported ITS recommendations for equipment upgrades, averaging 3.5 years for desktop devices and workstations and 4.5 years for servers. Networking devices are running slightly further behind schedule.



## Institutional Self-Study 62 Plymouth State University

### INSTRUCTION

The library has identified thirty-one most desirable library skills for first-year students requiring a minimum of seven hours of instruction (Exhibit 7.14: Thirty-One Library Skills). While half of these skills are the focus of IAC and English Composition sessions, the remaining skills cannot be adequately covered in the four hours available.

While advanced, course integrated, library instruction works well, the library faculty still sees the need for more opportunities to meet classes. Instruction statistics attest to the vitality of the program (Exhibit 7.15: Library Instruction Statistics).

Research skills are a mandate of the General Education program. The IAC faculty are responsible for assessing student proficiency in the basic library skills presented in that course. Transfer students are required to pass a library proficiency test (Exhibit 7.16: Library Proficiency Test). Evaluation forms serve as an impetus for reevaluating and improving English Composition sessions.

More than 50% of the faculty have participated in ITS workshops and summer institutes to learn about using WebCT and other methods of using advanced technology for instruction. The number of courses using WebCT has grown steadily from 72 courses in fall 2000, to 210 courses in fall 2001. In this time period WebCT affected 6,648 student seats—20% of the total available seats.

According to the 2001 faculty survey, 97% of respondents indicated that technology can enhance teaching and learning, 84% indicated they already used technology to enhance teaching and learning, and 89% indicated plans to integrate more technology into their instruction (Exhibit 7.9: ITS Faculty Computer Survey).

### RESOURCE SHARING AND OUTREACH

The library serves residents of the state well, including students and faculty of the New

Hampshire College and University Council colleges.

For more than a decade, the library has been an interlibrary loan net-lender, and non-PSC users directly borrowed 7,877 items in FY01, accounting for more than 17% of the library's annual circulation transactions.

ITS provides direct support for numerous Plymouth-sponsored conferences and faculty-run summer programs, such as Ice-T and Mindflight. In addition, ITS staff participate in the New Hampshire Society for Technology in Education of which an ITS staff member is a former president.

### PERSONNEL

The full and part-time staff represents an appropriate combination of professional preparation, training, talent, and library experience. Despite a net loss of positions over the past decade, coupled with an increasingly complex workload due to the electronic revolution and the new library facility, the staff are highly motivated, dedicated, and service-oriented (Exhibit 7.17: Noel-Levitz study excerpts).

Between 1993 and 1998, the library lost three full-time positions all with significant responsibilities. Since 1999, the institution has provided additional permanent staff to support library technology (half-time) and in Access Services (full-time). While the new permanent position in Access Services does not represent an expansion of library staff, it reduces the library's dependence on part-time staff.

The ITS staff represent an appropriate combination of professional preparation, training, talent, and experience essential to providing effective technology services to students, faculty, alumni, and friends (Exhibit 7.7: ITS Organizational Chart; and Exhibit 7.9: ITS Faculty Computer Survey).

### FACILITIES

With materials storage capacity in excess of 400,000 volumes, growth room for as many as 1,000 public seats, a flexible design to accommodate changes in programs and services, and substantial capacity for technology, the new library will meet library space needs for the next twenty years.

The current ITS facilities are adequate to the needs of the department.

#### FINANCIAL SUPPORT

Over the past decade, annual funding for the library has not kept pace with increases in the

## Chapter 7: Library and Information Resources 63

General and Educational budget (G&E). While funding for library personnel matches G&E in-creses, funding for library operations and acqui-sitions failed to keep pace with either the G&E budget or inflation. As a percentage of G&E, total library funding decreased from 4.72% in FY92 to 4.19% in FY01.

The library operating budget has seen little or no real increase over the ten-year period even as Plymouth opened a vastly expanded and more complex new library facility. Maintaining and upgrading the library's automated system and seventy public and staff workstations requires consistent annual funding.

The library acquisitions budget has seen in-creses beginning in FY99 totaling \$69,382 through FY01 for a recent annual growth rate of 6.33%. The annual rate of inflation for a cross-section of library resources meets or exceeds this recent growth rate. For instance, an analysis of 679 periodicals to which the library subscribes indicates a cost increase of 28.3% over a four-year period, for an annual inflation rate of 7%.

Since FY92, the acquisitions budget has var-ied each year, from decreases of more than 5% in both FY94 and FY95 to an increase of 10% in FY00. Over the past ten years, the library has had to support an expanding array of both tradi-tional and new information resources. It has at-tempted to maintain its commitment to essential print and non-print resources, while at the same time investing heavily in an ever-increasing number of electronic resources. Dependable ac-quisitions funding is key to meeting this goal.

Since 1998, the library has requested one ad-ditional permanent faculty line to fund the posi-tion of Electronic Resources and Outreach Librarian. This need has not been met. The li-brary remains heavily dependent on part-time and student employees to accomplish library tasks. While student wages have increased regularly, wages for

part-time staff and reference librarians are not competitive.

The combination of budget sources, as mentioned in the description, has allowed an increase of ITS resources to meet demand and to keep existing facilities technologically current. Major infra-structure improvements such as building wiring, network backbone, and administrative systems upgrades have been funded through capital pro-jects.

### EVALUATION

In 1999 library resources and services and the helpfulness and approachability of library staff received the highest student satisfaction ratings on the Noel-Levitz survey, ranking first and sec-ond in satisfaction out of ninety-eight campus-wide categories (Exhibit 7.17). In addition, the survey revealed that library satisfaction was sub-stantially greater than the national group mean for other four-year public college students. Li-brary resources and services also ranked among the top ten in importance to our students.

Specific outcomes of the Plymouth's recent library assessment efforts include: the new li-brary facility (1997); increased funding for li-brary acquisitions (1999-); additional library staff to support library technology (1999) and Access Services (2001); implementation of a new auto-mated library system (2001); enhancements to library security (1999-); and expanded access to library resources.

In a 2001 survey of faculty, 90% of the respon-dents agreed or strongly agreed that the technol-ogy support services were accessible and generally helpful. Student satisfaction surveys in 2001 gave strong marks to ITS. Surveys of stu-dent residents have indicated a strong satisfaction level with ITS services and the Residential Network (ResNet) infrastructure though, predictably, network speed assessments ranked low (Exhibit 7.18: ITS Student Satisfaction Survey).

### PROJECTION

#### PROGRAMS AND SERVICES

The library needs to monitor and evaluate continually its programs and services in order to ensure a good fit between the available technology, the library resources and services it provides, and the student and faculty culture of library use and information access. The library may need to work more closely with teaching faculty on the limits of Web resources, the value of both traditional and electronic information resources, and

## Institutional Self-Study 64 Plymouth State University

methods to ensure student success in the use of these resources.

Given the heavy use of the library computer clusters by students and the substantial use of the library website, LOLA, and other electronic library resources, the library is positioned to become even more of a focus for student computing on campus. Lamson Library and Information Technology Services are studying the possibility of a greater ITS presence at Lamson as well as a wireless network to support student computing.

ITS will continue to monitor and evaluate its programs and services in order to match available technology and resources with the needs of students, faculty, administration, and alumni.

### RESOURCES

Staffing and training to support library technology need to be addressed. The library must prioritize its technology projects and be innovative in using existing library faculty and staff to aid in new technological initiatives.

Traditional funding for technology resources is under stress. The institution will have to examine whether the current philosophy of department-based facilities and institution-owned clusters of workstations is appropriate or even financially viable for the future. Programs encouraging student-owned laptops and new ways of thinking about funding the institution's computing infrastructure will require investigation and extensive dialogue.

### INSTRUCTION

The library recognizes the need to develop more effective tools for evaluating library instruction. During the 2002-2003 school year, two library faculty sabbaticals will focus on issues of first-year library instruction and instruction assessment methods and evaluation tools.

The integration of technology into instruction will continue to increase. Eighty-one percent of the faculty responding to a 2001 survey indicated the need to learn

more about instructional technology and how to apply it to their teaching. This demand for training and support services will place significant pressures on ITS.

### RESOURCE SHARING AND OUTREACH

The library will continue its resource sharing and cooperative purchasing activities working closely with the university system and the New Hampshire Colleges and University Council libraries. In the future, the library will seek to work closely with the newly organized Office of Graduate Studies, Continuing Education, and Outreach to identify needed library programs, services, and methods of delivery. Finally, the library will continue to seek approval for the additional library faculty position of Electronic Resources and Outreach Librarian. The library's ability to plan and implement new outreach services will be contingent upon obtaining needed funding and staffing.

Increasingly, ITS will both depend upon and support relationships outside of the institution in order to broaden and diversify applications of technology.

### PERSONNEL

The existing complement of library staff cannot address the remaining unmet needs. Since 1998, the library has needed and requested an Electronic Resources and Outreach Librarian with chief responsibilities to evaluate and develop electronic information resources, to maintain and update the library website, to assist in developing programs to train students and faculty in the effective use of electronic information resources, and to increase awareness of library services for the campus's outreach and distance education programs.

The provision of a library staff sufficient in number, appropriately qualified, and adequately trained must remain a priority. ITS has made a formal budget request for additional staff to support the new administrative systems, address threats to the security of the network and server systems, manage increasing numbers of specialized servers, support increased use of multimedia in classrooms, and support

faculty in the development of Web-based instructional systems.

More resources must be spent on training and professional development. In addition, academic departments have increasingly asked for techni-

## Chapter 7: Library and Information Resources 65

cal support resources specific to the needs of their discipline needs.

### FACILITIES

Foot traffic through the library front door is down about 25% from the mid-1990s, while use of new remote electronic library resources has exploded. The institution's commitment to computing technology and networks has been substantial, as has been its commitment to building the newest generation of library facilities.

As ITS staffing needs increase, so too will the need for expanded facilities. The need for increased physical security will also require up-grades.

The institution will require a testing center to support WebCT as an assessment tool and for proctored WebCT testing. A more appropriate space for conducting assessments could also accommodate additional testing needs for such activities as Praxis and placement exams.

### FINANCIAL SUPPORT

On balance, current funding allows the library to make some progress toward its goals. Over the past few years, the library has added a half-time technology support position and most recently an additional full-time library assistant in Access Services. Beginning in 2001, through a combined commitment of \$120,000 in Plymouth and university system funds, the library has begun to implement Millennium, the library's new generation of automation.

Since FY99, the institution has been able to make consistent and necessary annual commitments to the library acquisitions budget. In addition, similar funding increases for basic library operations will be essential. Funding for an additional library faculty member will be important to meet the library's service goals for electronic resources and outreach. Increases in wages for part-time staff are needed to be competitive in the local and regional job market, and to assure the quality and number of part-time staff.

Additional growth of ITS resources will require funding. Like many other institutions, Plymouth can no longer fund projects from budgetary sur-plus derived from auxiliary telecommunications services. Substantial new capital project funding will be needed to expand the infrastructure and to support new technological initiatives. ITS has requested additional staff for server support, student support, and multimedia professional development.

### EVALUATION

While the library believes it effectively uses the feedback it currently receives from students and faculty, it needs to conduct user studies and surveys to examine trends of use over time, to identify user needs and expectations, to determine the effectiveness of library services, and to understand which services are most valued.

A plan for thorough evaluation of all aspects of library service is now being conducted. The final plan will be based on the library mission and goals, and it will include specific methods of assessment and the use of assessment to improve services. The plan will be available by the time the NEASC team visits in October 2003.

ITS will continue its participation in evaluations at institution and academic department levels as well as its assessment activities within the department. Assessment mechanisms will have to be expanded to collect information from a broadening community of users, including parents and alumni.

Both the library and ITS will need to work diligently to fold current assessment techniques, tools and resulting data into the greater campus assessment effort.



All Web sites referred to in this chapter were accurate when this document was printed; all sites, with up-dated addresses, are available from the Self-Study Web site:

<http://www.plymouth.edu/psc/library/Self-Study>

## CHAPTER SEVEN DIRECTORY

Chief Information Officer

Dwight C. Fischer [dwright.fischer@mail.plymouth.edu](mailto:dwright.fischer@mail.plymouth.edu)  
x2443

Library Director

Todd Trevorrow [tst@mail.plymouth.edu](mailto:tst@mail.plymouth.edu) x2817



