

Library Supplement



January 5, 2007

Edison College

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INTRODUCTION

The Edison College Learning Resources (LR) is fully prepared to meet the challenges of a Level II institution. Evidential material provided in the enclosed report demonstrates that the library's mission, collections and services meet or exceed the resource needs of a Level II program.

Edison's library serves students and faculty engaged in learning, teaching and research as outlined in the College Mission, Vision, Values and Goals, and provides broad access to information in all formats to under gird an outcomes-based curriculum.

It is the aim of Learning Resources to develop, monitor and evaluate services to match changing information needs in higher education; to enable the user to understand and utilize effectively the full range of information services; to foster the acquisition of skills necessary for independence in lifelong learning; to maintain and develop relationships with other library services and institutions within the county and; to facilitate cooperation and collaboration.

Planning for growth, development, and expansion of Learning Resources occurs in concert with the Edison College Strategic Plan, *The Decade of Promise*. The LR's staff is committed to civility in all its dealings with patrons.



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OVERVIEW OF THE LEARNING RESOURCES

Facilities

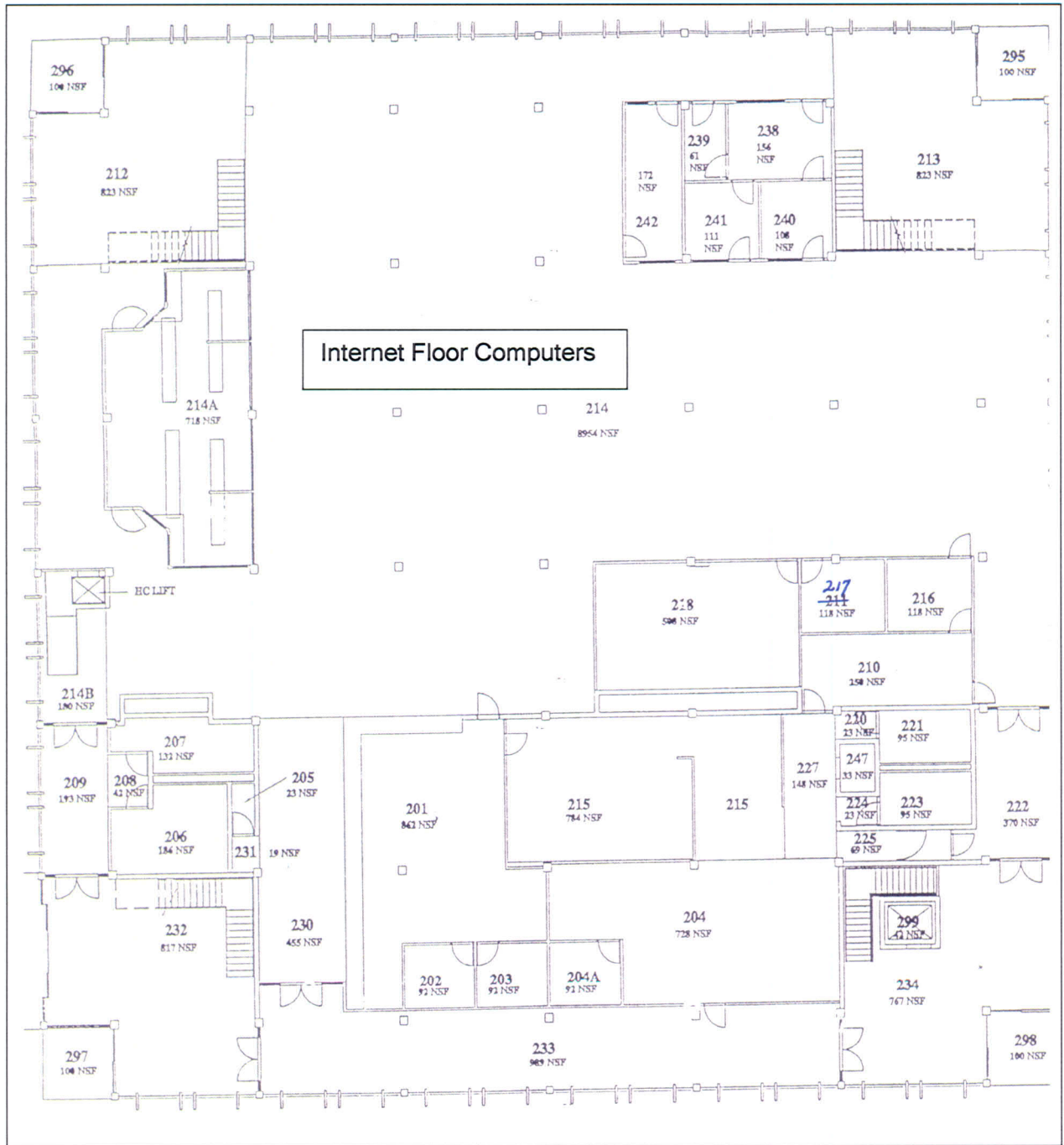
The Lee Campus LR covers 31,187 square feet on two floors and is slated for renovation and expansion to three floors in 2008. Students have unrestricted access to six study rooms, 136 study spaces and internet access computers seven days a week. A faculty-designed Electronic Learning Facility includes sixteen teaching computers for hands-on classroom presentations. An additional word processing laboratory houses fifteen MS Office computers for students preparing research papers. Library facilities at the Charlotte and Collier campuses have 11,833 square feet and 7,314 square feet respectively, with similar lab components.

Lee Learning Resources

With its vaulted ceilings, picture windows and panoramic view of the surrounding lakes, the Lee Campus library offers a professional learning environment that invites serious study. Electronic work stations cover a significant ratio of floor space, and provide research tools for sixty students at a time, working individually or in cluster groups. The Reference Desk and accompanying reference shelves occupy the central floor space. Students report they feel free to enter the Library, check email, use the computers for research or seek help with research projects.

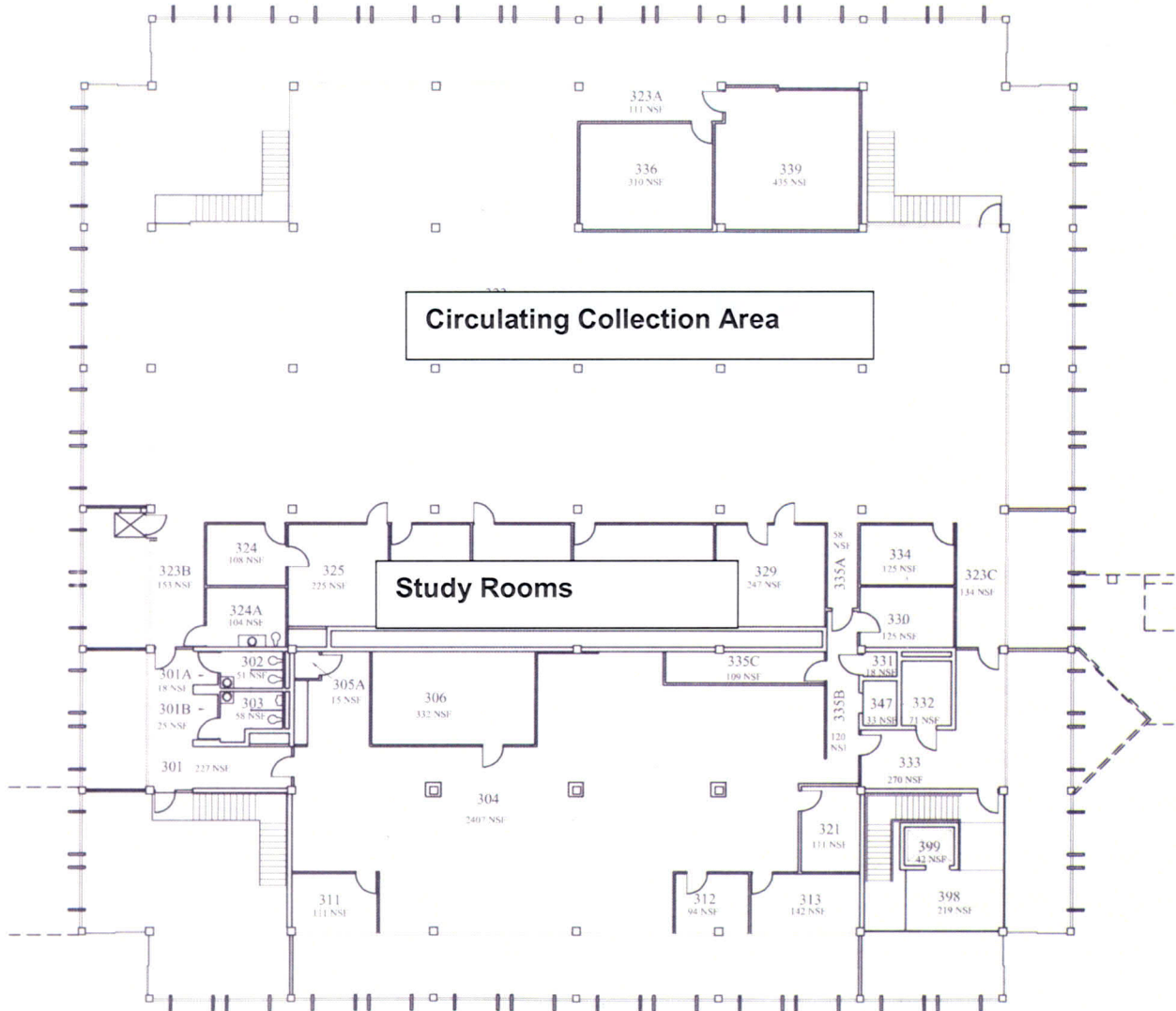
A feasibility study for the entire renovation of Building J, Learning Resources, has received administrative and Trustee approval. The anticipated start date for architectural drawings and plans is winter of 2007. Further details may be included in the Facilities section of the self study.

EDISON LEARNING RESOURCES FACILITIES			
PHYSICAL PLANT	COLLIER CAMPUS	CHARLOTTE CAMPUS	LEE CAMPUS
Square Footage	7,314	11,833	31,187
Student Computers	12	28	60
Student Computers, Open Labs	26	38	ELF: 16 WP: 15
Computer Projectors, Instructional	1	1	1
Smart Boards, Instructional	1	1	1
Study Rooms	0	2	5
Study Spaces	35	74	136

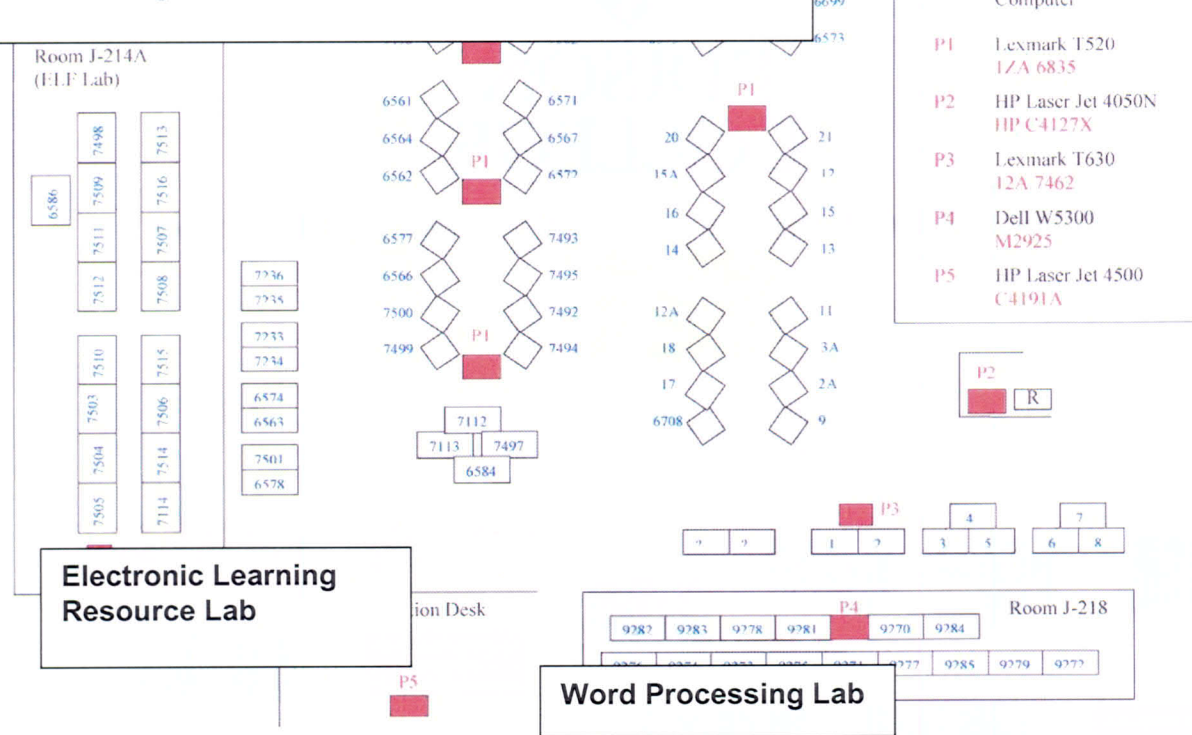


Second Floor Plans

3rd Floor Plans



Another view of the second floor showing layout of floor computers, Electronic Learning Facility, and Word Processing workroom.

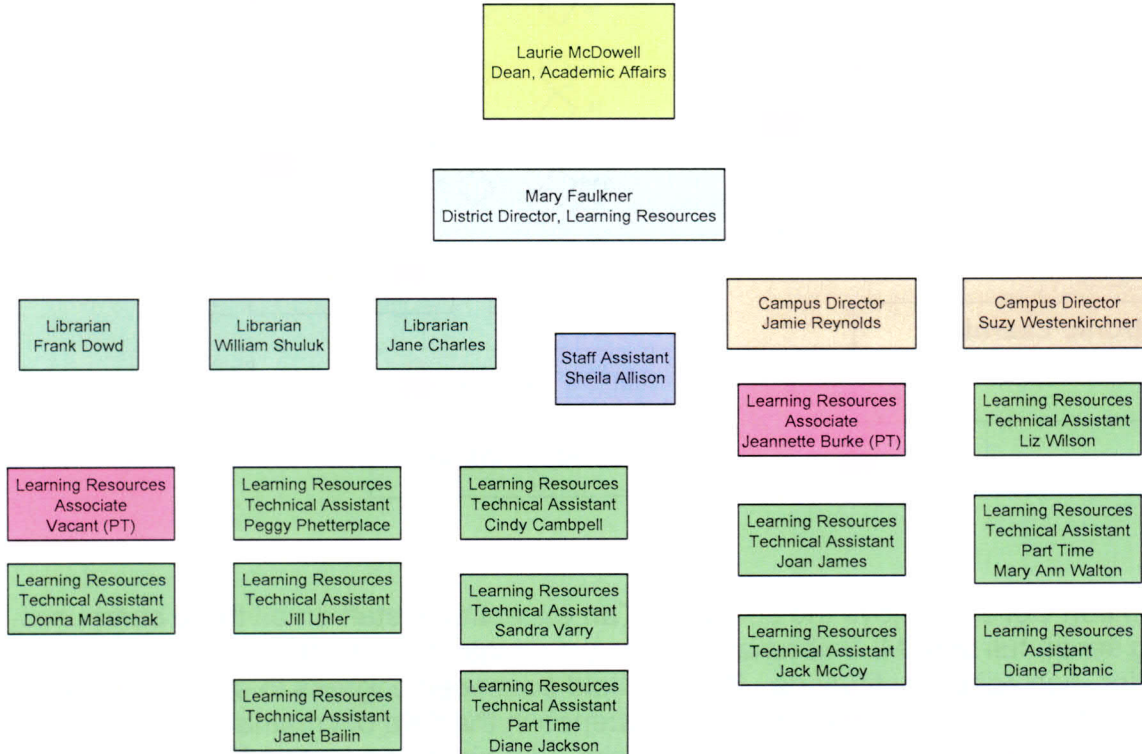


Staff

Edison College enjoys the services of an exceptional staff on all three campuses, including seven full time MLS librarians holding graduate degrees from American Library Association-accredited institutions. Several hold advanced degrees in specific subject areas, including one with career-based experience in the field of criminal justice (William Shuluk) and another with a Masters of Business Administration (Jamie Reynolds). The Library Associate has an extensive background in legal research, coming to Edison from law firms in Washington DC which specialize in legislative lobbying issues. The Lee Campus Library also employs six full-time library technicians and four student assistants. The seventh full time MLS librarian was hired in October of 2006 for the Lee campus LR. The additional position is in direct response to the requirements of a four-year college curriculum and academic support services. This librarian, Jane Charles, holds a Master's degree in American History and has extensive archival experience as well as adjunct faculty status in American History.



LEARNING RESOURCES ORGANIZATIONAL CHART, OCTOBER 2006



The District-wide Library Director has oversight for operations at libraries on the Lee, Collier and Charlotte campuses. The library's executive team collaborates in promoting a strong, vital system of resources and services. Planning meetings focus on database purchases, acquisitions plans and shared management concerns.

The District Director maintains active association with colleagues around the state and serves on the board of the Florida Chapter of the Association of College Research Libraries, the Southwest Florida Library Network and the College Center for Library Automation. She is Chair-Elect of the state's Learning Resources Standing Committee of the Council of Instructional Affairs, Florida Community Colleges and Workforce Education.

The three full-time Reference Librarians at the Lee Campus work closely with faculty and students, one serving as the LR representative to the Faculty Senate, the second representing the library on the Curriculum Committee, and the third serving on the Professional Development Committee working closely with the newly created Teaching/Learning Center to be housed in the Learning Resources. One serves on the Holocaust Memorial Project, and two teach the library skills course, LIS 2004. All three participate in the statewide Ask-A-Librarian program, acting as site coordinators for Edison College. An Edison librarian is on the statewide LIS 2004 Course Revision Subcommittee. Professional memberships include the American Library Association, the Florida Library Association, the Florida Association of Community Colleges and the Southwest Florida Library Network.

Among its strongest links is the Lee campus' circulation staff, a team of career employees who have worked together for twenty-five years, including nearly a decade as joint-appointment library staff for the University of South Florida. Warm, cheerful and devoted to the students, they manage a broad matrix of services, including course reserve materials, distance-learning videocassettes, materials checkout, interlibrary loan, materials acquisitions, cataloging and serials management. They are intimately familiar with the challenges of a baccalaureate library and eagerly anticipate expanding Edison's services.

One full-time staff member works the weekend desk and all share a rotating evening shift, providing consistent, competent service during all operating hours. The Staff Assistant is finishing an AS degree in computer programming and is responsible for all web-based LR materials. Another new staff member holds an MFA in photography, works closely with LR web-based projects, and is additionally an adjunct professor for Edison.

Overview of Resources

A comparison table indicates changes to the overall resources between the 2005 report the current 2006 holdings:

Materials Type	2005	2006
Monographs	75,900	78,680
E-Books	1600	36,000
DVD	398 sets (Lee campus)	438 sets (Lee campus)
VHS	5,987	Being withdrawn or repurchased to DVD format
Sound Recordings	343	No Change
Print Journals (Lee Campus)	250, 35 for BAS	241, Fifteen added for BAS, 24 General Education deleted for electronic copy
Online Full-text Journal	402 for BAS	600 Full-text BAS (Approximate)

Of the 75,900 titles Edison owns, 80% address general education requirements while 10-15% cover topics relevant to Public Service Administration, more than half of which were published in the last five years. Recent acquisitions include 450 monograph and e-books in the disciplines of Criminal Justice and Law. Statewide purchase as well as an increased Edison materials budget has allowed the LR to purchase an additional 36,000 titles for Netlibrary IV and V, Ebrary Academic, and Greenwood Press. Marc bibliographic records are only available through LincWeb for Netlibrary. Greenwood and Ebrary titles will be added with Marc by spring of 2007. Access is currently through the electronic databases.

E-book collection emphasis remains on general education titles; however, Edison has spent approximately \$41,000 for the BAS monographic, DVD, and electronic collection from 2005 through September of 2006. Faculty requests indicate a marked preference for DVD sets as teaching tools. As of this writing, acquisition for 2006 through 2007 stands at committed funds of \$54,973.67 for all library materials, July through September 1 of 2006. Included in this figure are all books, subscriptions, and electronic resources. Lee Campus reference also houses and funds a Florida Case Law collection and Edison subscribes to Westlaw legal databases.

Recognizing the need to keep pace with learning styles and new technology, Edison has assembled an e-book collection beyond the jointly purchased CCLA collection of NetLibrary holdings. A list of titles in the Business area that support the BAS program appears in Appendix 10, along with a list of hard-copy journal titles which support Level II accreditation. *Serials Solutions*, a library software tool, creates an extensive list of electronic journal titles in full-text that allows librarians and library users to find specific subject journals and indexes. Edison holds close to 600 electronic journal titles in Management, Public Safety, Business, Criminal Justice and related fields that are available for curriculum, supporting the needs of upper level students. Currently, librarians use the A-Z Journal Listing available through LincWeb serials module to assess holdings information.

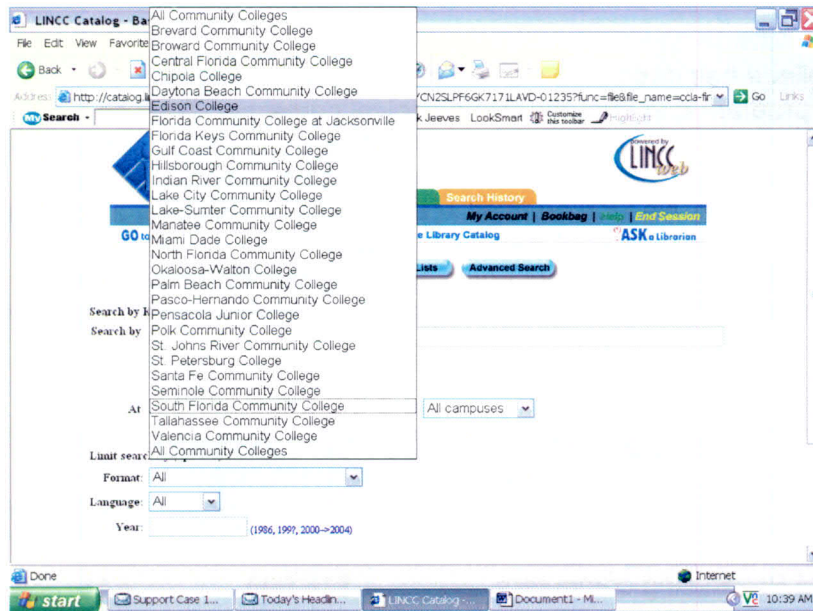
The Library's baccalaureate resources have been accruing over the last five years, and a listing of on-order and received titles is available in [Resource Room 10](#). Appended to these lists are cumulative figures as well as break outs for September 2005 through September 2006.

Faculty and students remain actively involved in the materials selection process and are encouraged to submit requests. See Appendix 7 for an analysis of departmental expenditures.

The College benefits from membership and active participation in the Florida College Center for Library Automation initiative. Founded approximately twenty years ago to share automation technology and library resources, CCLA affords Edison students and faculty access to the holdings of all twenty-eight community colleges as well as the state university system online catalogs. Through reciprocal borrowing agreements and a state-wide fast courier system, students may borrow materials from any state academic library.

Lincweb

A screen shot illustrates the extensive collection available to Edison students and faculty. The pull-down menu allows the user to search Edison's collection or the holdings of all participating institutions, to limit a search to materials type and review a range of search strategies and limits.



Edison also participates in joint purchase of electronic databases through the CCLA umbrella; these include 88 full-text electronic databases deemed important to Edison users. Serials Solutions software, A-Z Journal Listing, as well as CCLA reporting statistics, aid librarians in overall use patterns and budgetary decisions. A list of all databases with explanatory coverage information is available in [Resource Room 3](#).

Faculty and students rely heavily on both the online catalog and electronic resources. Edison accounts for at least 10% of statewide database use. Data for October, 2006 indicates a 12.88% Edison use for electronic resources with Criminal Justice Periodicals at 65% overall use. Recent statistics provided by CCLA show an overall state use of resources.

LINCCWEB STATISTICS, JULY 2004 - JUNE 2005 (Statewide Figures)				
ITEM RECORDS	BIBLIOGRAPHIC RECORD	BOOK SEARCHES	E-RESOURCE SEARCHES	MATERIALS CHECK OUT
3,972,388	1,210,127	4,532,679	22,694,384 100% increase over 3 years	1,308,166
LINCCWEB STATISTICS, JULY 2005 - JUNE 2006 (Statewide Figures)				
ITEM RECORDS	BIBLIOGRAPHIC RECORD	BOOK SEARCHES	E-RESOURCE SEARCHES	MATERIALS CHECK OUT
4,459,919	1,323,172	5,091,845	24,957,485	1,301,582

An in-depth analysis of the College's print holdings appears in the Collection Analysis section of this report. [Resource Room 5](#) contains details on LincWeb access through the Edison LR web page. Along with access to statewide library collections, Edison has reciprocal borrowing agreements with the Southwest Florida Library Network institutions facilitating quick response loans and in-person checkout of loan materials.

Technology

Edison College has dedicated significant financial resources to initiate and sustain a computer refresh program that ensures technological currency. The Lee Campus library has sixty internet-active computers, a 2005 Microsoft Office lab of fifteen computers with Read/Write CD capabilities and USB connection ports, and server folders for student work. A \$5,000 Dell server was added in 2004. Networked, high-speed printers, including a color laser printer, are available for student use with ID Print Recovery access.

Professors who teach in the Electronic Learning Facility have access to a smart board with DVD multimedia and “surround sound” capability. Wireless technology was added in the fall of 2005.

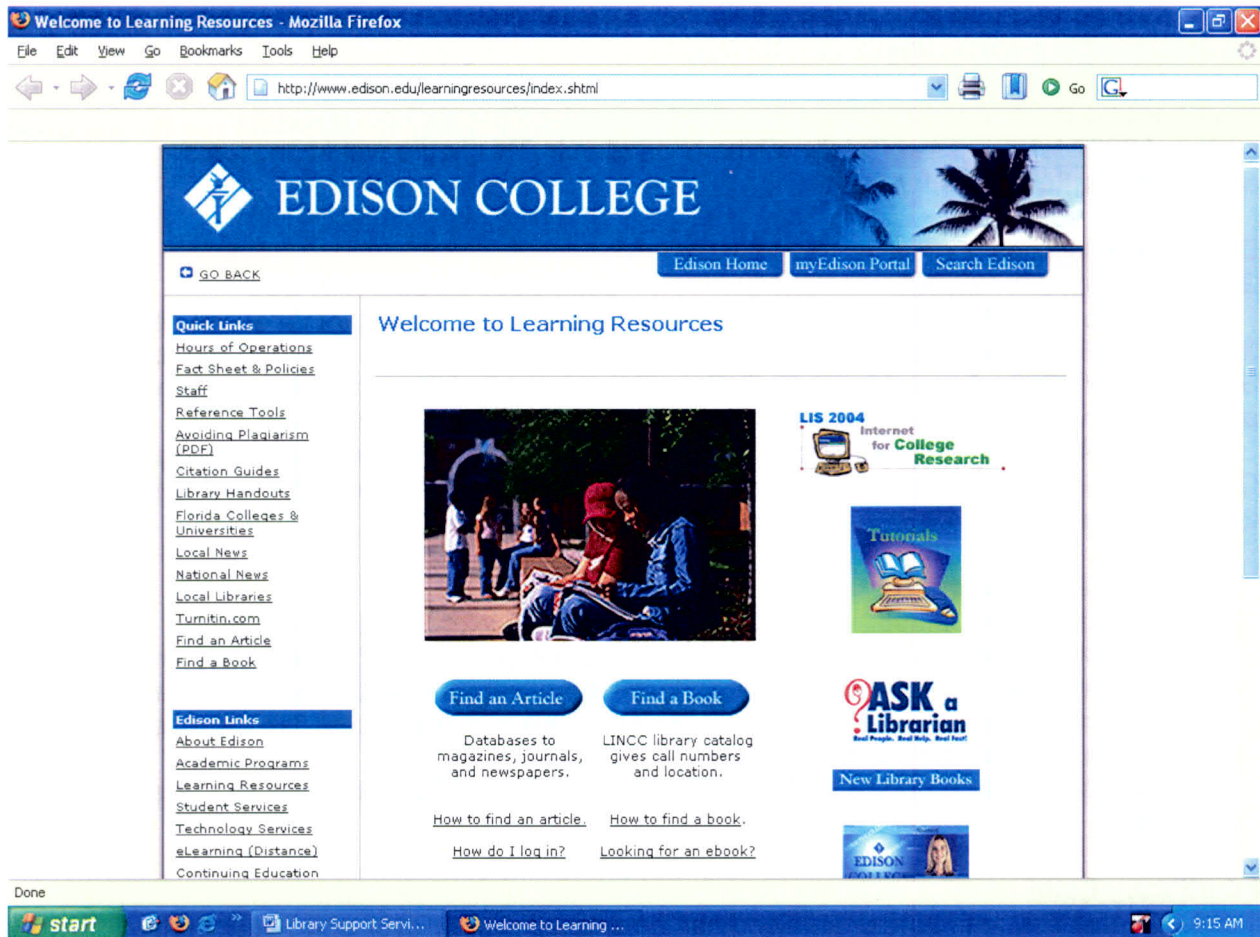
EQUIPMENT COSTS FOR 2004-2005 LEE LEARNING RESOURCES		
EQUIPMENT	TOTAL COST	NUMBER
Server, Dell Power Edge	\$5,000	1
Word Processing computers	\$16,500	15
Internet Floor Computers	\$60,000	60
ELF Teaching Lab Computers	\$16,000	16
Smart Board	\$1,800	1
Multimedia Sound System	\$700	1
DVD players and TV Stations	\$1,500	6
PAL DVD players (faculty request)	\$200	3
Laser Printers	\$3,200	5
Color Laser Printer	\$800	1
Wireless Connection	\$1,000	

Edison participates in Florida’s library management system, Ex Libris (Aelph). This software links all community colleges into one online catalog and connects all state university online catalogs, creating a seamless state-wide system. Services through Aelph include online union catalog of monographs, audio-visuals, serials, e-book collections with MARC access, interlibrary loan, circulation, course reserves and cataloging, acquisitions and serials check in.

Website

Learning Resources maintains an effective website that is fully integrated within the technological infrastructure of the College and forms part of the College-wide Luminus Content Management System. The platform enables LR staff to monitor consistency and content. The website provides transparent access, both on and off campus, to a wide range of virtual resources that support baccalaureate-caliber research, including eighty-eight electronic full-text databases, academic subject-specific and reference and tutorials links. Each of the website’s five components provides instant information to students. They obtain LR hours of operation and policies, links to aggregated research databases, e-book collections, specific academic World Wide Web directories, sites and portals. The College’s on-call webmaster assists with site construction and upgrades.

The following is an illustration of the screen appearance of the LR’s opening web page. Auxiliary screens are displayed in [Resource Room 12](#).



The opening page centers on rotating student photos. On the left are links to LR policy and hour documents, external resource links as well as College links. **Find an Article** opens the password dialog box for online databases. **Find a Book** opens the search engine for the LincWeb catalog. Below these buttons is a series of “How to” movies and an explanation of the student ID card which were developed to aid the student when library staff help is not available. Icon links to LIS2004, the online tutorials, and the statewide “Ask-a-Librarian” service are located on the right side of the page. New Book preview is an exciting addition to the webpage which allows the user to browse for recent additions to the collections. A survey link for instructional sessions completes the page.

Learning Resources Usage

Yearly statistics informs use of resources outlined in previous sections. The current two years, 2003-04 and 2004-05 are used for comparison between Edison and the 28 LincWeb colleges as well as to demonstrate growth areas within the LR service structure.

Circulation

2003-2004 LINCCWeb Totals: 1,437,235
 2004-2005 LINCCWeb Totals: 1,433,989

2003-2004 Edison Totals: 28,507
 2004-2005 Edison Totals: 28,112

Edison accounts for approximately 2-3% of total circulation as a mid-size college among the twenty-eight participating institutions. While circulation figures remained the same for both years Distance course tape circulation has decreased with each semester and Blended courses have become the norm. Fall 2005 tape checkout was 50% less than previous years and in the spring of 2007 telecourses officially will be phased out. This figure would account for what appears to be flat circulation data.

Database Searches

2003-2004 Edison: 728,361

2004-2005 Edison: 791,261

Of the 14,988,300 total searches reported through CCLA for joint database searches, 2004-2005, Edison accounted for 6% of total use with an updated figure of 12.88% for September of 2006. As a mid-size institution, it speaks well of librarian efforts with instructional programs as well as student and faculty awareness of authoritative resources.

It is interesting to note that one database important to the baccalaureate program, Criminal Justice from Proquest, saw an increase of nearly 100% from 17,300 searches in 2004 to 30,420 searches in 2005.

Instruction and Reference

Reference 2003-2004: 9,508

Reference 2004-2005: 12,123

Instruction 2003-2004: 268 sessions

Instruction 2004-2005: 316 sessions

Edison library staff and librarians work collaboratively across campuses and across the state to ensure students have access to quality materials and resources. Usage reflects viable collections as well as instructional services.

Due to the incomplete statistical year, the figures above cannot be updated for this report.

Interlibrary Loan

Overall use both borrow and lend has decreased slightly over a two-year period. ExLibris has yet to include the direct borrowing capability enjoyed by Edison users with the DRA platform. All twenty-eight participating libraries have felt the impact and advocated for implementation of direct borrowing through Aleph. Edison participated in the Beta trial process of the Interlibrary Loan module in the spring of 2006. In July, all colleges came online with the ILL module. Students, faculty and staff once again drive their own requests from any computer at any time. Each campus LR is responsible for responding to and filling or passing on ILL requests. While slow to launch, statistics for the first two months prove the need with a total of thirty-six external requests for loan and seventy-three internal requests for loans from other institutions. It is anticipated that the ILL module will, during peak research months, prove its worth for Edison students and faculty. CCLA will test mount ISO compliant modules in 2007 that will extend ILL services to Florida public libraries and universities and to OCLC as a location of last resort.

COLLECTION DEVELOPMENT POLICIES

Edison College Learning Resources serves students, faculty, staff, as well as patrons of Lee, Collier, Charlotte, Hendry, and Glades counties who can present suitable identification. It is the intent of the LR to provide a stimulating, intellectual environment, that encourages creativity, thought, and academic achievement of students, faculty and other patrons.

The Edison LR integrates library, media, and electronic resources and provides a comprehensive program of service, which allows broad access to information in all formats. Appropriate and available computer technology and other advances in information science and media forms are available. Planning for growth, development and expansion of LR occurs in concert with the College Master Action Plan. The Materials Selection Policy itself is reviewed and revised at least every five years with particular attention to advances in electronic resources.

PURPOSE

This policy is a working guide for the orderly and fiscally responsible development of the LR collection. This document attempts to be broad enough to allow for flexibility, thus eliminating the need for constant revision, yet to be detailed enough to be of practical assistance in making selection decisions.

I. GENERAL COLLECTION PRINCIPLE

The basic principle of material selection at LR is to build an academic collection based upon the needs of the institution. To accomplish this principle, established guidelines, such as those provided by the Southern Association of Colleges and Schools and the American Library Association are utilized. Selection is aided through the use of appropriate review media, bibliographies compiled for academic libraries, professional staff and faculty advisement. In addition, efforts are made to respond to collection needs identified by LR users.

II. SELECTION RESPONSIBILITY

Selection of LR materials requires the effective cooperation of LR professional staff, teaching faculty, and input from students. However, the final judgment regarding the relevance of potential additions to the collection rests with the LR staff district-wide and, ultimately, with the Directors of Learning Resources acting in concert for the benefit of the whole.

III. RESOURCE SHARING

Learning Resources has the capability through electronic databases, to provide access to materials beyond the library's three campus collections. Through CCLA (College Center for Library Automation) the library can obtain materials via statewide courier service from other colleges. Through OCLC (Online Computer Library Center, Inc.) materials can be obtained worldwide. Edison College is a member of SWFLN (Southwest Florida Library Network) which offers reciprocal borrowing privileges.

IV. PRIORITIES

The primary responsibilities of the LR are:

- to support student-centered learning;
- to provide a well-balanced collection which serves as a resource for the academic needs of present and future generations;
- to provide access to appropriate materials for faculty development; and
- to make available materials for the continuing education needs of all users served.

The following priorities are in effect in the selection of materials

A. First priority

Level I

A collection which is adequate to support undergraduate or independent study; that is, which is adequate to maintain knowledge of a subject required for limited or generalized purposes, of less than research intensity.

This level of collection includes a wide range of basic monographs, complete collections of the works of more important writers, selections from the works of secondary writers, a selection of representative journals and the reference tools and fundamental bibliographical apparatus pertaining to the subject.

Level II

This level of collection includes in-depth coverage of specific subject areas in support of the baccalaureate degree offerings. Selection of both print and electronic books is made in concert with the faculty representatives of the LR Advisory Committee responsible for program development. Comprehensive journal collections through print and subject level electronic database selection are maintained as well as print and electronic reference sources.

B. Second Priority

Materials that create a well-balanced subject collection.

This priority insures the selection and acquisition of the “classics” and standards, regardless of form, of a general nature especially in the areas of greatest emphasis of the curricula.

C. Third Priority

Materials for general information and/or recreational reading, including popular fiction, and other general interests.

V. GENERAL SELECTION CONSIDERATIONS

A. Languages

Priority is given to materials in English. Foreign language materials are selected to support the languages taught at the institution. Material to support the ethnically diverse student population also is considered.

B. Chronological Emphasis

While both current and retrospective materials are essential to the needs of the academic library, current materials shall generally receive higher priority.

C. Textbooks

Single copies of textbooks are purchased only when the title represents the best source of information in the particular field. Under special circumstances Circulation places on Reserve any number of copies, provided such copies are purchased with non-library funds or are on loan from personal faculty libraries.

D. Periodicals

Periodical subscriptions are recommended in the same manner as books for economy and durability.

E. Government Documents

Learning Resources is not a depository library. Therefore, selections must be made and orders placed for each publication desired. These publications are integrated into the general collection.

F. Videos/Sound Recording/DVD's

Video/sound recording materials are a component of the resources provided in support of the curriculum. All audiovisual materials are purchased from general funds and are selected by the same criteria as print media.

G. Ephemeral Materials

Free and ephemeral publications are acquired, processed and maintained on the basis of their serving the curricular and information needs of students, faculty and staff. Selection criteria applied to purchased material, including emphasis on currency, demand, usage, significance and authoritativeness, shall apply.

VI. ELECTRONIC BOOKS

The selection criteria for electronic books are equal to print copy as stated above whether for the circulating collection or the reference collection. The material must be of a scholarly nature in support of the college educational programs. Certain specific criteria apply:

- The content must be consistent with the print version.
- Access issues of simultaneous users, full-text search capabilities, and MARC record availability must be weighed.
- Download and printing restrictions must be appropriate to the intended use.
- Permanent use rights or ongoing cost obligations—pricing structure—are clarified and agreed to with the vendor.

VII. WEEDING

A. Goals and Objectives

To prevent students from obtaining inaccurate and out-dated information, an active and continuing program of de-selection, or weeding, is maintained. Additionally, to prevent the collection from becoming cluttered with materials that are either worn or no longer relevant to the collection, the professional staff weeds the collection according to the selection criteria. Electronic resources are selected to support the information needs of Edison students and faculty. The interface should be uncluttered and intuitive for ease of use.

B. Criteria

Weeding criteria are based on the following factors: 1) accuracy and currency of information; 2) appearance or condition; and 3) duplication. One factor shall be considered sufficient basis for weeding an item or considering the item for weeding.

C. Methodology

The following methods are employed in weeding: 1) curriculum-based; and 2) shelf-time period.

1. Curriculum-based weeding is based on close knowledge and monitoring of courses offered, on content outlines, course syllabi and faculty input.
2. Shelf-time period weeding is based on circulation data. In general, any item that circulates within the given period of three years is retained or evaluated in terms of other criteria.

VIII. GIFTS

The LR recognizes the importance of donors in building strong collections and appreciates their participation in this process. The material selection policy assists the LR professional staff in making retention decisions regarding donated materials. The LR staff acknowledges gifts, stating number of items and condition but does not set dollar amounts.

IX. LIBRARY BILL OF RIGHTS

The Library Bill of Rights applies without exception to all purchases of Learning Resources materials. The sole test of a controversial item is its contribution, direct and indirect, to the academic program of Edison and to the needs of the students.

COLLECTION ANALYSIS

Updated holdings reflect an increase of 3,000 monographic records from 2005 through 2006, for a total of 78,680 holdings with close to 60,000 volumes held by Lee Campus. It is enlightening to watch the figures shift throughout the reporting periods from withdrawn items, new additions, varying formats and overall collection size per campus. Along with journals, audio-visuals, and electronic resources in varying formats, the collection is the subject of this section of the report.

State mandated participation through CCLA allows Edison students access to 4,459,919 records at twenty-eight Florida Colleges. These include full-text e-books held jointly by all Florida Colleges accessed by MARC (machine readable) records. Borrowing through Interlibrary loan is available with a rapid courier service delivering requested material within a week.

Edison's Mission statement acknowledges that "It is the aim of Learning Resources to develop, monitor and evaluate services to match changing information needs in higher education; to enable the user to understand and utilize effectively the full range of information services; to foster the acquisition of skills necessary for independence in lifelong learning." True to this statement, the LR's collection supports the general education requirements of a core curriculum, as well as the evolving requirements of Level II programs. De-selection follows the same mission with librarians assigned subject specialty areas designed to keep the collection viable and current.

A strong Advisory Committee, faculty and student input and active participation on the Curriculum Committee aid the staff in this endeavor. Selection tools used are Choice, published by the Association of College and Research Libraries, online reviews, Library Journal reviews, and spot comparison with the holdings of the twenty-seven other college libraries, as well as university libraries considered to be peers in the state. Bowker's new publication, *Resources for College Libraries*, when available, will be a further aid to collection development.

Collection policies outlined in another section of this report confirm that Edison LR staff has a firm grasp of collection needs, standards and approaches suitable to the development of both Level I and Level II collections appropriate to the proposed program.

Edison's budgetary administrators have long placed adequate funding in the LR budget to allow for collection of book, journal and electronic resources. The librarians for each campus work collaboratively ensuring that collections are not heavily duplicated unless curricular needs and student use prove duplication necessary. This stretches budget dollars and makes economic sense. Some years see one area of collection depth emphasized over others; some years see one campus LR spending heavily in order to refurbish aging collections. Funding for library materials acquisition, 2005-2006 is estimated at \$72,000 initially; by fiscal year end, the Director was able to move unencumbered funds. Acquisition figures were closer to \$90,000 encumbered for library materials. Sample listings of current acquisitions are included under Appendix 10. Incremental amounts will be forthcoming as the program develops and faculty has more opportunity to recommend resources. These funds are in addition to the generous funding already in place for library resources. For fiscal year 2006-2007, Edison LR received a 10% increase in materials budget to include contract services for databases and all resource funding. With the state recurring funding of electronic resources, it is anticipated that Edison LR will more than meet the resource needs of both the BAS program and the general education curriculum.

Book Collections by Subject Category

The LR endeavors to provide information in a variety of formats, recognizing that there are different styles of learning and that some learners do better with one format over another.

The following table shows a breakdown of the book collection by subject areas. The intent of the analysis is to identify and highlight those areas of the collection which are adequate to excellent in support of the core curriculum and the baccalaureate program, and to identify those which will need extensive collection development efforts.

The collection is broken down by the following types of material. Collection totals are for all three campuses. Library of Congress Subject Letters and Subject Headings are used throughout.

- Audio/Visual (DVDs, CDs, videotapes, sound recordings)
- Circulation (circulating collection)
- Reference (heavily used specialized resources which do not circulate)
- Reserves (materials placed on restricted check-out by faculty request)

The first purpose of this analysis is to identify broad holdings which support the general education core curriculum. The second and primary purpose is to identify the scope of coverage that the librarians feel will directly impact the baccalaureate program and related curriculum. The tabular data below highlights the overall balance of the collection as well as indicating subject strengths in the chosen areas of concentration.

DISON COLLEGE LEARNING RESOURCES COLLECTION ANALYSIS BY SUBJECT CLASSIFICATION AS OF JULY 2005						
Number of Print Volumes in LC Classification		Audio/Visual	Circulation	Reference	Reserves	TOTAL
A	General Works	840	584	260	82	1,766
B	Philosophy, Psychology, Religion	10	4,731	491	37	5,269
C	Auxiliary Science of History	186	655	248	123	1,212
D	History (General)	1,215	6,139	487	26	7,867
E	History: America	6	4,463	493	122	5,084
F	History: America - Local Geography, Anthropology	19	1,700	91	11	1,821
G	Recreation	27	1,662	263	2	1,954
H	Social Sciences	15	8,413	788	186	9,402
J	Political Science	3	1,841	83	9	1,936
K	Law	26	754	1,754	24	2,558
L	Education	18	3,785	693	69	4,565
M	Music	79	1,649	226	446	2,400
N	Fine Arts	17	2,895	257	19	3,188
P	Language and Literature	93	6,659	1,862	97	8,711
Q	Science	22	5,586	686	20	6,314
R	Medicine	32	3,196	336	109	3,673
S	Agriculture	24	756	27	111	918
T	Technology	37	1,891	110	3	2,041
U	Military Science		317	19		336
V	Naval Science	2,667	62	17	71	2,817
Z	Bibliography, Library Science	1	163	62	2	228
Number of Print Volumes in LC Classification		5,337	57,901	9,253	1,569	74,060

Full Report Available in [Resource Room 7](#).

This breakdown points to several areas impacting the baccalaureate within the current collection.

- HV, Social Pathology, Criminal Justice 1,928 volumes
- KF and KFF, Law of the United States 2,333 volumes
- Florida Law 995 volumes
- HD, Production, Labor, Industry 1,349 volumes

The collection is shifting in focus and in form. The figures shown above are no longer current and reflect hard copy volumes only. From September of 2005 through September of 2006 the emphasis points to an increase in DVD holdings as teaching tools. This emphasis is reflected in expenditures of \$8,000 + over the past year in DVD sets requested by faculty. Four subject areas which include Management, Law, Criminal Justice and EMS indicate movement in book, serial, and AV holdings.

Collection Analysis, World Cat

	Item Total	Book	Serial	AV/DVD
Bus/Econ 2005	7569	7127	309	126
Bus/Econ 2006	7724	7276	301	147
Law 2005	1903	1740	130	23
Law 2006	1948	1786	136	26
Sociology 2005	6228	5953	131	140
Sociology 2006	6237	5934	126	177
Medicine 2005	5586	5081	141	344
Medicine 2006	5498	5007	136	355

A manual keyword search performed by librarians in conjunction with acquisitions current to August of 2005 and compared with September of 2006 is a further indicator of collection strengths in the baccalaureate curriculum areas. The keywords used are broad and the tabular data below is not meant to be comprehensive; however, an indication of current holdings along with number of volumes in four major categories is helpful. Totals and Percentages are for August, 2005 and September 2006.

Search Strategy Keyword: Police Management OR Criminal Justice Administration

Total Volumes in Collection - 234 - 237
 Current to 2000-2005 – 97 - 100
 Percentage Current – 41% - 42%

Search Strategy Keyword: Public Management OR Public Administration

Total Volumes in Collection – 314 - 334
 Current to 2000-2005 – 110 - 150
 Percentage Current – 35% - 45%

Search Strategy Keyword: Emergency Medical Services OR EMS

Total Volumes in Collection – 69 - 94
 Current to 2000-2005 – 22 - 50
 Current to 2000-2005 – 35% - 53%

Search Strategy Keyword: Fire Fighting OR Firefighting

Total Volumes in Collection – 47 - 62
 Current to 2000-2005 – 28 - 43
 Percentage Current – 60% - 69 %

Other new titles include a count of:

- 166 in Terrorism or Homeland Security,
- 98 in Law Enforcement, and
- 61 current titles on the Legal System or Paralegal Studies.

It is worth re-emphasizing that these figures do not reflect electronic books purchased within the last two years since MARC (machine readable) is not available in World Cat for e-books nor is MARC available in LincWeb for titles other than NetLibrary.

Tabular data drawn from the WorldCat Analysis shows a breakdown of materials by item type.

- Books
- Serial Publications
- Visual Materials

EDISON COLLEGE LEARNING RESOURCES COLLECTION ANALYSIS				
	Totals	Books	Serial Publications	Visual Materials
Divisions Totals by "Divisions"	81,380	76,176	1,783	2,624
Agriculture	593	579	12	1
Anthropology	587	568	7	11
Art & Architecture	2,912	2,729	38	145
Biological Sciences	1,829	1,706	13	107
Business & Economics	7,569	7,127	309	126
Chemistry	195	169	4	22
Communicable Diseases & Miscellaneous	2	1		1
Computer Science	796	776	13	5
Education	6,905	6,432	282	181
Engineering & Technology	1,816	1,685	77	53
Geography & Earth Sciences	972	752	16	30
Health Facilities, Nursing & History	5	4		1
Health Professions & Public Health	4	2	2	
History & Auxiliary Sciences	11,471	10,950	100	409
Language, Linguistics & Literature	15,169	14,730	89	187
Law	1,903	1,740	130	23
Library Science, Generalities & Reference	1,999	1,785	194	11
Mathematics	816	770	5	39
Medicine	5,586	5,081	141	344
Medicine By Body System	11	4		4
Medicine By Discipline	9	4		2
Music	1,537	1,152	7	33
Performing Arts	953	679	9	262
Philosophy & Religion	3,739	3,658	12	61
Physical Education & Recreation	490	466	12	12
Physical Sciences	1,267	1,155	18	88
Political Science	2,640	2,549	65	24
Preclinical Sciences	3	1		2
Psychology	2,806	2,699	29	73
Sociology	6,228	5,953	131	140
Unknown Classification	568	270	68	127

OCLC WorldCat Analysis breaks down the collection alphabetically into very broad subject areas as listed below. The General Education areas show major percentages of collection coverage. This is to be expected. Areas of concern for the baccalaureate show rankings of -

- Law at 1.4%,
- Business (including management) totals 6.15% and the
- Social Sciences including Criminal Justice at 5% of the total

The analysis also points to a 2.1% of the total in the baccalaureate areas for all audio-visual materials and a 1.45% for all serials or journals.

EDISON COLLEGE LEARNING RESOURCES COLLECTION ANALYSIS				
	Totals	Books	Serial Publications	Visual Materials
Divisions Totals by "Divisions"	81,380	76,176	1,783	2,624
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The complete Collection Analysis along with updates for 2006 is in [Resource Room 7](#).

Percentages for each broad subject area are listed below. Several, by the nature of Edison's collecting focus, are statistically negligible; however, the percentages point to a well-rounded collection with emphasis in curricular areas.

COLLECTION ANALYSIS – PERCENTAGE BY SUBJECT AREA		
	Totals	Percentage
Divisions Totals by "Divisions":	81,380	
Agriculture	593	.7200
Anthropology	587	.7200
Art & Architecture	2,912	3.5000
Biological Sciences	1,829	2.2000
Business & Economics	7,569	9.3000
Chemistry	195	.0200
Communicable Diseases & Miscellaneous	2	.0024
Computer Science	796	.0900
Education	6,905	8.4800
Engineering & Technology	1,816	2.2300
Geography & Earth Sciences	972	1.1900
Health Facilities, Nursing & History	5	.0061
Health Professions & Public Health	4	.0049
History & Auxiliary Sciences	11,471	14.0900
Language, Linguistics & Literature	15,169	18.6300

Law	1,903	2.3000
Library Science, Generalities & Reference	1,999	2.4500
Mathematics	816	1.0020
Medicine By Body System	11	.0135
Medicine By Discipline	9	.0110
Music	1,537	1.8800
Performing Arts	953	1.1700
Philosophy & Religion	3,739	4.5900
Physical Education & Recreation	490	.6020
Physical Sciences	1,267	1.5500
Political Science	2,640	3.2400
Preclinical Sciences	3	.0036
Psychology	2,806	3.4400
Sociology	6,228	7.6500
Unknown Classification	568	.6970

The Edison College collection of hard copy materials is typical with the overall age peaking at around twenty years. Again, electronic books are not represented in the Word Cat analysis but with 36,000 titles purchased in the last two years, the age of the overall collection has been reduced exponentially. Additional electronic databases and a healthy increase of 10% in overall materials budget favorably impact the age and quality of the collection.

Every five years CCLA contracts with the University of South Florida School of Library Science and Professor of Library and Information Science, Dr. Anna Perrault for an extensive review and comparison of all twenty-eight college collections. This will be done in the spring of 2007-- too late for this self-study but never too late for internal evaluation.

Non-Book Resources

Edison LR has ordered new journal subscriptions in preparation for the baccalaureate program. In all cases, program faculty were consulted and made recommendation. A complete list of the BAS titles is listed in Appendix 3. Journal subscriptions are one instance of faculty involvement which aids the library staff in choosing titles most appropriate to the subject area. In many cases, accreditation standards must be met in specialized subject areas. Librarians work with faculty to insure that Edison carries a good cross-section of titles. Between September of 2005 and September of 2006, Edison purchased an additional fifteen journal titles.

In response to student and faculty input, Edison LR has added over 300 DVD and VHS this past year, 119 directly related to the business areas of baccalaureate coverage. In addition, the library has purchased at the request of faculty active in the EMS and criminal justice areas DVD and VHS materials—often tripling copies to ensure that each campus has immediate Course Reserve access to resources.

The LR strives to respond quickly and positively to all faculty requests which are within the realm of curriculum coverage. The Five-Year Plan for the baccalaureate provides budget figure to cover non-book items. Students appreciate the visual aids which DVD and VHS offer to compliment their individual learning styles. Again, between September of 2005 and September of 2006, Edison purchased over \$8,000 in faculty-driven requests for DVD sets as well as several CD-ROM sets on fire codes for an additional \$1,200.00 in cost. New titles and total expenditures may be found in [Resource Room 10](#).

Online Resources

The Learning Resources continues to respond to the electronic learner with more stable technology to provide in-depth library resources. Through consortial pricing and statewide purchasing, Edison is able to offer increasingly diverse selections of online, full-text electronic subject databases, electronic books and electronic reference sources.

Edison has expanded access to include J-Stor archival journals for Arts & Sciences and the Business subset, and has begun to actively purchase NetLibrary e-books beyond the original 1,200 available. The State Legislature, responding to requests from the Council of Presidents and the Council on Instructional Affairs, set aside recurring funds for community college databases and electronic resources. This funding creates a level playing field for statewide student access and brings the total number of databases available to Edison to 88. State funding eases local funding allocations for purchase of specialized sources required for four-year programs. A complete listing is available in [Resource Room 3](#).

Databases

Among databases listed elsewhere in this report, several titles are worth highlighting, particularly those related to the baccalaureate program, and which are also useful to all elective areas. Descriptions are taken directly from vendor websites.

General Business File ASAP 1980 - Jul 2005

Analyzes company performance and activities, industry events and trends as well as the latest in management, economics and politics. Access to a combination of broker research reports, trade publications, newspapers, journals and company directory listings with full text and images available.

Business Index ASAP 1980 - Jul 2005

Performs in-depth research on management issues, economic indicators and business theories and practices, as well as on the activities of companies and industries worldwide. Instant access to academic and business journals with full text and images.

Gale Virtual Reference Library

Gale Virtual Reference Library is a database of encyclopedias, almanacs and specialized reference sources for multidisciplinary research. These reference materials can be accessed online.

Academic Search Premier

By far the world's most valuable collection of active full text peer-reviewed journals, *Academic Search™ Premier* contains indexing for 8,025 publications, with full text for more than 4,500 of those titles. PDF back files to 1975 or further are available for well over one hundred journals, and searchable cited references are provided for more than 1,000 titles. *Academic Search Premier* contains unmatched full text coverage in biology, chemistry, engineering, physics, psychology and theology.

SocINDEX with Full Text

This product also contains informative abstracts for more than 620 "core" coverage journals dating back to 1895. In addition, this file provides data mined from more than 500 "priority" coverage journals as well as over 1,390 "selective" coverage journals. Further, extensive indexing for books, monographs, conference papers, and other sources is included.

Includes...criminology, criminal justice, cultural sociology, demography, economic development, ethnic & racial studies, gender studies, marriage & family, politics, religion, rural sociology, social psychology, social structure, social work, sociological theory, sociology of education, substance abuse, urban studies, violence, welfare, and many others. *SocINDEX with Full Text* contains full text for 242 "core" coverage journals dating back to 1895, and 72 "priority" coverage journals. This database also includes full text for 547 books and monographs, and full text for 6,711 conference papers.

Business Source® Premier

This is the world's definitive scholarly business database, providing indexing and abstracts for more than twice as many active, peer-reviewed business related journals as any other database. *Business Source® Premier* offers indexing and abstracts for the 350 most important scholarly journals back to 1965 or the first published issue. This database includes searchable cited references for more than 1,160 journals.

Encyclopedia of Public Administration and Public Policy

The Encyclopedia puts the tools of learning at the fingertips of professional, academic, and student researchers with more than 4000 references that facilitate further study, and nearly 300 entries that serve as a springboard to professional and academic success. This venture serves a number of objectives. First, it provides the reader with entries concerning the salient theories, issues, and concepts within the broad fields of public administration and public policy. Each entry is a coherent article, rather than a short paragraph.

Oxford Reference Online brings together language and subject reference works from one of the world's biggest reference publishers into a single cross-searchable resource. The **Core Collection** contains over 100 dictionary, language reference and subject reference works published by Oxford University Press. It is a fully-indexed, cross-searchable database of these books, giving subscribers unprecedented access to a comprehensive information resource. The **Premium Collection** offers all of the above, plus added functionality and more detailed information across a broad subject range from titles in the world-renowned *Oxford Companions Series*, to enhance the coverage already provided by the award-winning Core Collection.

CQ Researcher Plus

CQ Researcher Plus Archive offers researchers access to an expanded database of reports extending as far back as 1923. It provides users with original, comprehensive reporting on issues in a balanced, unbiased manner, along with tools to study how these topics have changed over time.

Social Sciences Full Text

Coverage dates: Indexing 1983+, Abstracting 1984+ and "select" Full Text 1994+ Full Text articles with page images, abstracts, indexing, & more!

Enjoy fast access to a wide assortment of the most important English-language journals published in the U.S. and elsewhere with full text and page images from scores of key publications, plus abstracting and indexing of hundreds of others. An in-demand resource for a wide variety of users from students to social workers, Social Sciences Full Text covers the latest concepts, trends, opinions, theories, and methods from both applied and theoretical aspects of the social sciences.

Subjects Covered

Addiction Studies, Anthropology, Area Studies, Community Health & Medical Care, Corrections, Criminal Justice, Criminology, Economics, Environmental Studies, Ethics, Family Studies, Gender Studies, Geography, Gerontology, International Relations, Law, Minority Studies, Planning & Public Administration, Policy Sciences, Political Science, Psychiatry, Psychology, Public Welfare, Social Work, Sociology, Urban Studies.

Legal periodical and Books (Wilson)

Coverage dates: Indexing 1981+, Abstracting 1990+, "select" Full Text 1995+
Relied on for over 50 years for complete coverage of the most important English language legal information, Index to Legal Periodicals is now available with full text!
Users will appreciate international coverage and access to scholarly articles, symposia, jurisdictional surveys, court decisions, legislation, books, book reviews, and more. This is an excellent resource for attorneys, educators, business people, law librarians, students, paralegals, and others involved with the law.

E-Book Collections

In reviewing Peer Comparisons, e-book collections are an area which needs to be aggressively pursued for purchase. A relative newcomer to the field of electronic resources, e-books are moving to the forefront of viable alternatives to hard copy monographs.

Edison has access to 1,200 e-books, with additional titles purchased by the College to support the baccalaureate in Public Safety Management. Subject specific access points within the online catalog record open the future collection for exponential, long range growth set in motion by the University Center and Edison's technology-savvy student population. The Edison LR staff is committed to investment in e-book collections for the Level II programs and all future student users. It is the Anywhere/Anytime resource of today and tomorrow. As of September of 2006, the LR has access to a total of 36,000 titles for both Level I and Level II programs.

Conclusion

In summary, Edison's collection of print, non-print and online resources is strong and growing more dynamic each year as the curriculum advances and evolves. Collection analysis indicates that certain areas will demand rigorous attention to depth, currency and material types. The LR staff is working to enhance the collection, especially in areas relating to the baccalaureate program.

The LR is acquiring extensive new resources as is evidenced in the Five-Year Plan, and is committed to continuing acquisitions to enhance scholarly research at the baccalaureate level.

PEER COMPARISON

Benchmarking is a traditional method of assessing an institution's resources, services, and readiness to advance those resources and services to a higher level. In preparation for the proposed baccalaureate program, the Edison Learning Resources examined characteristics inherent in all academic libraries. Both Florida state and national academic libraries were chosen. In all cases the libraries are either similar in size or similar in Level II baccalaureate programs.

The National Center for Educational Statistics, Academic Libraries, was used as the measurement tool of choice. It should be noted that the most current NCES data is for 2002. NCES/ALS will not have an update until 2007. It should be further noted that anomalies are present in national statistics that leave room for individual interpretation of data questions. The LR District Director attended a fall 2006 workshop aimed at clarifying ALS for future reporting periods. Additional information was gathered by examining Peer Institutions web pages.

Of the institutions chosen, Edison remains one of the smallest in size by the 2002 standards. Many have only one campus; several have more than Edison's three campuses. St. Petersburg College in Florida is the foremost College among the state's twenty-eight, known for progressive curriculum and an active library services program. To benchmark against any of the colleges listed is helpful in pointing Edison toward future goals and directions.

The institutions selected are:

- Dalton State College (Georgia);
- Franklin University (Ohio);
- Midland College (Texas);
- South Texas College (Texas);
- St. Petersburg College (Florida).

The variables studied included:

- FTE enrollment;
- Hours of operation;
- Librarians;
- Total Staff;
- Books, Serials, Backfiles;
- Current Serial Subscriptions

PEER COMPARISON

Library Name	# of Branch Libraries	Total FTE 12-Month Enrollment	Librarians	Total Staff	Books, Serial Files, Other Materials	Back Paper	Current Subscriptions	Serial	Hours Open In A Typical Week
Peer Group Average	2	5,942	6	23	110,565		701		74
State Average (Fla)	2	3,99	8	30	227,315		2,020		74
National Average	1	3,235	8	28	290,788		2,692		77
Library of Interest									
Edison College	2	5,688	5	23	73,839		310		76
Florida									
St. Petersburg College	4	13,426	12	47	214,711		1,510		69
Georgia									
Dalton State College	0	2,668	4	11	115,094		895		73
Ohio									
Franklin University	0	3,594	6	8	83,308		305		77
Texas									
Midland College	0	1,535	3	8	59,670		287		74
South Texas Community College	5	8,485	5	43	80,040		507		79

NCES, ALS for 2002.

Of the five peer institutions, only two had FTE enrollments higher than Edison's, with St. Petersburg College at almost a 3:1 ratio. Edison was within several hundred of the total Peer Group Average. Only St. Petersburg and Franklin reported more full-time librarians and full-time staff. This creates an anomaly of statistical reporting when considering the lower enrollment for Franklin at 3,600 to Edison's 5,600. Since 2002 Edison has added 1.5 FTE librarians.

Total staffing benchmarks Edison at the Peer Group Average, encouraging due to the number of branch libraries reported by the comparison group. St. Petersburg reported forty-seven staff with four branches, South Texas forth-three staff with five branches. Edison employs half these figures with twenty-four staff at three locations.

Edison has built the collection to 84,000 in three years, adding to the currency of the whole collection. Collection Analysis is discussed in another section of this report.

Service is the mission of Edison Learning Resources and hours of operation reflect that mission with 69.5 (now 78) hours per week. Only South Texas was higher while St. Petersburg was lower by seven hours. Other peer institutions fell within these ranges, all within five hours of each other. Reinhardt has added a 24/7 lab within the past year.

A comparison of electronic resources, including aggregated journal, magazine and newspaper databases, e-book databases and consortium agreements and services indicates that in most areas of comparison with the peer group, Edison College matches or surpasses each institution in these categories of electronic resources and support services. All of the institutions in the peer group belong to consortia, a generally statewide initiative and organization that offers support in a wide range of activities for libraries such as shared networks for online catalogues, consortia pricing for database acquisition and shared networking.

<u>Institution</u>	<u>Consortium</u>
Dalton	Georgia Library Learning Online.
Edison College	College Center For Library Automation
St. Petersburg College	College Center For Library Automation.
South Texas College	TexShare
Midland College	TexShare
Franklin University	OhioLINK

The College Center for Library Automation (CCLA) level of service to Edison College compares very favorably with Georgia Library Learning Online, Tex Share and OhioLINK. Each consortium agency offers technical support and access to an online catalog of holdings, and access to a shared community of library holdings. Through the LINCC catalog supported by CCLA, students have direct access to the holdings of all Florida Community College libraries. CCLA also provides strong support in cataloging, circulation services, technical support and coordination for the Edison College virtual reference service "Ask-A-Librarian." The virtual reference service is a critical library service for both traditional and distance-learning students. Each of the peer groups offered this service.

Edison College is also a member of the Southwest Florida Library Network, which offers local services and library co-operative arrangements. All of the peer groups offered access to both aggregated electronic databases and databases of e-books, each peer group also subscribes to a core collection of databases in full-text through consortia arrangements administered by the consortium agency. Many of the database offerings are standard throughout the different consortia groups. Examples include

- Academic Search Premier;
- Business Source; the Gale group of databases including Business and Industry;
- Health Reference Center; and
- Net-Library for e-book collections.

Edison College Learning Resources made the decision to widen the scope of databases available to students in order to strengthen the collection in the areas of journal and e-book accessibility supporting the baccalaureate program. Edison LR added individually purchased subscriptions to J-Stor back-files, Gale Virtual Reference (including the business component), titles from Net Library (the Net-Library business/management component), ProQuest Nursing Journals, New York Times Historical and Oxford Reference Collection. Subscriptions for these databases fall outside consortia agreements. The Edison staff is proud to note that all of the databases above and others like them, purchased separately, are now among the thirty-three databases chosen statewide for consortia purchase.

Conclusion

Benchmark figures provide both a retrospective snapshot as well as the comparison of resources and services. Comparison of the Edison LR with institutions that are similar in size and mission, as well as larger institutions with comparable services, aids in long-range planning and development of services and resources. The Learning Resources staff can now target priority areas that will impact the baccalaureate program--a process which documents known strengths of service as well as areas requiring further attention. Many of these areas are already in process with electronic backfiles (J-Stor) electronic books (NetLibrary) which quickly add depth to the collection. A library that wishes to remain dynamic and instep with like institutions benefits from Peer Analysis.

LIBRARY INSTRUCTION

Bibliographic Instruction Classes and Orientation

The professional librarians of the LR offer in-class bibliographic instruction sessions to students and faculty. The program at the Lee Campus has grown exponentially over the last three years, from 120 classes reaching 2,314 students in 2003 to 144 classes reaching 3,021 students in 2004. Lee librarians also worked with the other campuses, teaching a total of 296 classes across three campuses and the Hendry-Glades satellite facility in 2004-2005. The figures for 2005-2006 show a total of 379 classes for an increase of almost 100 sessions.

Instructional sessions are typically designed in consultation with faculty so that the educational objectives of each class are furthered. Librarians focus on specific information literacy skills necessary to each course, which exercise and reinforce through research assignments. Classes usually meet in the Education Learning Facility at the LR, which is located next to the Reference area. Librarians give students an orientation to the library, and introduce the Reference collection and specific areas of the circulating collection, as appropriate. Students are required to get a library card before each session begins.

A typical class might begin with an overview of tools and services linked to the LR website, including citation guides, Ask-a-Librarian, new books, avoiding plagiarism, and research tutorials. Then the librarian reviews search tools, the online catalog and subscription databases and search technique. Since fall of 2006 librarians can again discuss user-driven interlibrary loan capabilities. An introduction or refresher on Boolean searching techniques is covered, depending on the level of the class. Students are then introduced to specific Reference subject materials, the online catalog of books and videos, appropriate subject-

specific databases and appropriate Internet sites. Students are introduced to appropriate professional journals and quickly learn that they may only access these journals through the library's databases. A typical instructional session also emphasizes copyright laws. Students are given specific criteria for evaluating Internet sites they may wish to use in researching topics. Evaluation criteria include currency of information, credentials of the author, consideration of the point of view espoused, and domain name origin. In short, librarians work with faculty to enable students to recognize, identify, use and cite high-quality information resources in their research. Each session concludes with a user survey.

A reference librarian with appropriate subject background and reference experience in such areas as business, management, criminal justice or public administration organizes and delivers instructional sessions for the baccalaureate program. Librarians have a close working relationship with the business and criminal justice faculty, who often prefer to use the Electronic Learning Facility to teach their courses. Holding class in the LR is an ideal situation allowing the students to immediately access information resources presented to them, and consult with reference librarians on specific projects. Students frequently are given in-class assignments which involve active collaboration with the reference librarians.

Online tutorials and pathfinders, now incorporated into the classroom instructional sessions, also are available from the webpage along with "How to" movies for frequently asked questions. Classroom and tutorial assessment surveys and compilations are available in [Resource Room 6](#).

Ask-A-Librarian Service

In addition to offering in-class instruction, the Reference Librarians also are available for consultation in person, via telephone, or by e-mail. As a backup resource, the LR also participates in Ask-A-Librarian, a statewide online reference service that provides direct online access for students and others to professional librarians. Librarians, through Ask-a-Librarian, assist students with online searches, suggest research strategies, point out which databases to use and guide students to relevant documents. Since inception in 2003, this service has grown statewide from 6680 sessions to 62,000 sessions and 39,176 live chats in 2006. All twenty-eight community colleges participate in this service for a total of ninety-one participating libraries statewide.

See [Resource Room 5](#) for further information.

LIS 2004, Introduction to Internet Research

The LR professional librarians teach a one-credit distance-learning course in Internet research, LIS 2004. College librarians using ACRL standards for information literacy competence design the class, an outgrowth of the LR Standing Committee of Council on Instructional Affairs. One of the Edison Reference Librarians serves on the design committee, which actively revises the course each year to keep it current with changes and new developments on the Internet. This librarian is also on the e-Learning Advisory Committee, and works closely with e-learning staff to continuously improve technical aspects of the class. Enrollment in LIS 2004 has grown from 1 student in 2003 to 45 students in 2004, and 52 students in 2005. This represents a 15.6 % increase from 2004 to 2005.

The library requested that Edison Curriculum Committee change the LIS1004 designation to LIS2004 in the spring of 2006. This change reflects common course numbering and allows for transfer credit to four-year institutions. Total enrollment continues to climb with seventy-eight students for the 2005-2006 academic year.

Pathfinders and Electronic Learning Modules

Professional Librarians regularly prepare subject-specific pathfinders for various classes, as well as the needs of the distance learner. These are generally given to students as handouts in each classroom instructional session. They also are available on a display rack in the LR, which students may browse. A new series also has been developed for the baccalaureate program, touching on each area of study. All are included in Appendix 6.

With the advent of the electronic portal, the LR is mounting electronic versions of these pathfinders on the LR home page. We also are developing specific electronic modules for specific courses, which will be embedded in the course. The Reference Librarians have worked closely with eLearning Department staff to master new software that allows direct publishing to the portal and LR home page. These pathfinders and modules provide a subject-specific guide to literature in each field, as well as links to relevant academic research sites, web pages of appropriate professional organizations, and government information sites. These describe the sites in detail and note any particular searching techniques required for each site. See [Resource Room 6](#).

Faculty Workshops

The LR regularly presents workshops on new databases and services available from the LR. As each year new databases are added, faculty members are given hands-on instruction on how to use these resources. In addition to workshops, Reference Librarians work with new faculty members on a one-on-one basis to introduce them to the databases appropriate for their areas of study and teaching. Faculty also collaborates with the Reference Librarians to design research assignments which promote the use of LR materials and databases. In this manner, librarians reach out to faculty to make them aware of services and information resources which they may not be aware of. One very big success was the introduction of Turnitin software by the LR, which paid for and promoted this service on campus. This online service requires students to upload their papers for evaluation of "originality" which gives faculty much greater control over plagiarism and copyright infringement promoting intellectual property rights and academic integrity.

Conclusion

LR staff is committed to providing adequate resources for Edison's instructional programs, including the baccalaureate program. In addition, staff is committed to promoting research skills and information literacy across disciplines. The professional librarians provide hands-on classroom instruction on the use of research materials in all formats to thousands of students. They interact with students on a daily basis, and are available for direct consultation on research projects. Librarians work closely with faculty to make sure the library meets information literacy needs in each discipline.

ASSESSMENT OF LIBRARY RESOURCES AND SERVICES

The Learning Resources staff as well as the institution conducts formal assessment. An annual Institutional Assessment completes the Institutional Effectiveness component of the College. As a part of this annual evaluation process, each department prepares and submits a number of goals and objectives with accompanying activities for administrative approval. The annual Unit Plans are reviewed each year for revision, completion, or are marked as not achieved along with accompanying explanatory information.

A more common method of evaluation, and one that is discussed throughout the LR self-study, takes place through informal and formal surveys developed and administered by the library staff. Electronic versions of surveys are mounted on the LR website. Areas of concentration for surveys are as follows:

Instruction Surveys

Give an overall rating of the Bibliographic Instruction:

Excellent _____

Satisfactory _____

Preparation, Planning and Presentation	Yes	No	N/A	Comments
Instruction is organized				
Instruction is explicit				
Instruction is informative				
Instruction is comprehensive (print and electronic resources)				
Classroom Environment	Yes	No	N/A	Comments
Provides opportunity for students to express their ideas and/or ask questions				
Interaction between instructor and student is effective and promotes learning				

Users Surveys:

1. How satisfied are you with the quality of services at the Learning Resources?
 - a. Always
 - b. Usually
 - c. Sometimes
 - d. Not very often

2. Do you generally find the resources in print that you are looking for within the Learning Resources collection?
 - a. Always
 - b. Usually
 - c. Sometimes
 - d. Not very often

3. Do you generally find the resources in electronic format that you are looking for within the Learning Resources collection?
 - a. Always
 - b. Usually
 - c. Sometimes
 - d. Not very often

Note: a complete copy of this survey is available in [Resource Room 8](#). This survey is ongoing each semester. Results vary from Very Satisfied to Somewhat Satisfied. Librarians, along with the Advisory Committee, review these surveys for any obvious dissatisfaction, and formulate corrective measures when found.

Edison LR also keeps a suggestion box—one at the Circulation area and one at the Reference Desk. It is the responsibility of the LR Director to respond directly to any suggestions when the user is identified. Librarians and the Advisory Committee also review these suggestions

Below is a combined results example of one or two classes for instruction. Results from these surveys are very positive. A sample compilation is included here.

CLASSROOM OBSERVATION FORM
 Edison College Learning Resources
 Office of the District Director

Date: _____

Give an overall rating of the Bibliographic Instruction:

Excellent

68

2

Satisfactory

Preparation, Planning and Presentation	Yes	No	N/A	Comments
Instruction is organized	70			He knew what he was doing. Very well versed in his content Very well.
Instruction is explicit	70			
Instruction is informative	69	1		I already knew it. Learned a lot.
Instruction is comprehensive (print and electronic resources)	70			
Classroom Environment	Yes	No	N/A	Comments
Provides opportunity for students to express their ideas and/or ask questions	67		3	I felt good about asking questions. We didn't need to ask.
Interaction between instructor and student is effective and promotes learning	70			

COMMENTS/OBSERVATIONS:

Great presentation.
 was awesome presenting the info and is very willing to help with students.
 was very helpful with the info about research.
 was very information; thank you.
 The information was very helpful; this will help out a lot on my research paper.
 Very informative and help me to learn more about using educational resources.
 I learned a lot! Thanks!
 Very, very informative.
 He knew what he was doing.
 Very well versed in his content
 I learned much about the internet searching.
 I learned a lot—thanks!
 Thank you.
 Very good.
 Environment was encourageble. Keep up the good work!
 The instructor did very well. I feel more comfortable researching information now.
 Understood the info well, felt comfortable w/the database.
 Very informative, not boring or repetitive.
 Very helpful!
 I really enjoyed it and learned quite a bit.
 Very good Learning Resources! I can really use those skills, I already have.
 Too short of time frame for teaching. But overall very good.
 Feel better about trying to use computer since I'm fairly illiterate.
 Very informative and very helpful. Teacher was great!
 Excellent! Very helpful.

Student and Faculty Surveys

A formal survey conducted for one full week in the fall semester is summarized for this report. All three campus LR's participated. The librarians worked with staff from Institutional Effectiveness to develop a survey that provided a range of information, from satisfaction with services to recommendations for future purchases for materials and equipment. Although Librarians currently are refining the survey, one for students and one for faculty, where survey questions have become statistically invalid or are too complicated; however, some compiled results are available.

Result Samples follow.

Overall return for the survey was 36.3 % with roughly ½ of the responses coming from the Lee Campus and ¼ from each of the other campuses: Charlotte and Collier.

61% of the students who responded were full-time, 37% were part-time. 62% were working toward an Associate in Arts degree; 35% were working toward an Associate in Science degree or just taking a course or two. Although 88% were taught primarily in a classroom, 23% said most of their classes were through Distance Learning or Internet-based WebCT.

Students were asked when and where they used library resources, including electronic access, and for what purposes. Results were as follows.

Studying and homework	69%
Research a topic independently	55%
Casual computer use	52%
Relax	31%
Looking for and borrowing books	30%
Photocopying	29%
Help with assigned research	25%
Interlibrary Loan	25%
Reading magazines or journals	20%
Taking a research instruction class	16%
Do not use	7%

Students also were asked how to rate reference desk help, library staff, and whether they usually find information or materials they are looking for. The results may be summarized as follows.

Usually find what they want	85%
Bibliographic Instruction useful	61%
Reference service excellent	47%
Reference service above average	29%
Reference service average	16%
Library staff friendly	77%
Library staff effective	56%
Library staff approachable	46%
Did not use LR services off campus	42%

When asked about spending priorities for the library, students responded as follows.

More databases	60%
More books	51%
More computer work stations	49%
Laptop and Wireless connectivity (combined)	44%
Increased physical comfort	32%
More staff and longer hours	27%

Edison LR has doubled computer work stations, added numerous databases reported elsewhere, and added Wireless connectivity in fall 2005. More staff and longer hours, extensive databases and electronic recourses completed for the 2006-2007 budget cycle.

Faculty responses almost entirely mirror student responses especially regarding spending priorities. The rate of return was 13.5 %. 61% were part-time and 39% were part-time. 80% of respondents were from Arts and Sciences, and 20% from Workforce Programs. 53% were from the Lee campus, 29% from Charlotte, and 18% from Collier. 99% taught in classrooms on campus,; 13% responded that they also were involved with distance learning, 10% with blended learning, 7% with WebCT and 7% with compressed video.

When asked about priorities for library spending the top results were as follows.

More books	57%
More media	37%
More databases	34%
More computer work stations	35%
Media review rooms	30%
Laptop or wireless Internet (combined)	39%
More in-person reference assistance	23%
More staff, longer hours	22%
More electronic reference sources	20%

A compilation of survey results may be found in Appendix 8.

The College Center for Library Automation completes numerous statewide surveys of participating colleges each year. These surveys range from Reference Services, Interlibrary Loan use, Satisfaction with the Library Management System (Ex Libris) and requests for future initiatives. While not entirely relevant for this report, these surveys aid the library staff of each institution by providing insight into services offered by all colleges.

During the academic year 2005-2006, weekend user surveys were introduced as a follow up study to the survey discussed above. The Director required data on who our current users were and what the user needed. In addition, the Director required data to prove a need for longer hours. The surveys pointed to high research use as well as standard study space requirements. The surveys also confirmed the need for longer hours. The continued presence of a professional weekend staff member already addresses the research need. The hours are extended. These tools are available in [Appendix 8](#).

Surveys and assessment tools aid LR staff by pinpointing strengths and weaknesses in services and collections. The Learning Resources is committed to improving the collection and its services each year as survey information becomes available. Librarians statewide share assessment tools and surveys which work for that institution, which enhances all librarians' abilities to better assess and serve their population.

Library Staff Activities

The librarians and staff participate fully in the academic life of Edison College. Librarians serve on a number of academic committees, workshops and ad hoc work groups. This promotes an atmosphere of sharing and collaboration, and encourages feedback on library services. The following is a partial list of those activities.

- Faculty Senate
- Curriculum Committee
- Advisory Committee to e-Learning Department
- LR Advisory Committee
- Holocaust Memorial Project Committee
- Club sponsor for Delta Phi Omega drama club
- Search committees for various academic positions
- Baccalaureate Program Academic Committee
- Library Director Committee Assignments
- Duty Days Workshops

- Thanksgiving Charity Basket Project
- Edison College Portal Redesign Committee
- Professional Development Committee
- E-Learning Committee
- Technology Task Force, Edison

FIVE YEAR ACTION PLAN

The Library currently draws from a well rounded and professionally selected collection crafted to respond to the needs of a growing, dynamic curriculum. Technology options, not easily available even five years ago, today form the backbone of the collection and services offered to our users. The building, the dedicated staff and the up-to-date equipment add immensely to the overall readiness to assume responsibility for advanced baccalaureate programs.

However, the need to fine tune resources and services is acknowledged with a plan to build baccalaureate subject areas along with an array of learning formats. The following plan will aid the LR in support of the baccalaureate program as a guide to maintenance and quality of a diverse collection. The plan builds budget, activities and staffing requirements flexible enough to grow with changing needs. Budgeted amounts are in addition to funds currently allotted for library operations and services.

2005-06 Objectives and Activities

1. Increase holdings directly related to the BAS in Public Safety Management.
 - a. Identify and address subject area deficiencies in the collection. Purchase OCLC's WorldCat Analysis software.
 - b. Review course syllabi and seek faculty recommendations for title acquisitions. Identify e-book collections through NetLibrary and related vendors for subject collections supporting the BAS.
 - c. Work with CCLA to ensure that MARC (machine readable record) holdings for e-books are loaded into the online union catalog with January 2006 target date.
 - d. Purchase electronic full-text back files of journal titles directly related to the BAS. J-Stor Business collection as well as Arts and Sciences Collections
 - e. Identify and order new hard copy journal titles related to the programs. Work with Advisory Committee and program faculty.
 - f. Work directly with program faculty to acquire audiovisual materials.

2. Develop job description for and advertise Electronic Resources Librarian to develop resources for the BAS program.
 - a. Work with Human Resources to develop a job description, justify budget requirements for 2006-2007.
3. Investigate and purchase electronic database resources to support the BAS.
 - a. Propose collaborative purchase through CCLA
4. Upgrade *LIS 1004 Internet for College Research* a 1-credit course, to reflect the course number for LIS2004 and expand the course to embrace baccalaureate level research skills.
5. Upgrade Web Portal information to reflect baccalaureate program additions
 - a. Configure survey software to support On-going assessment needs.
 - b. Continue assessment of library services and programs with print and online tools.

6. Continue all network and consortia contracts/agreements for maximum resource access, cooperation and interlibrary loan.

BACCALAUREATE-RELATED BUDGET – 2005-2006			
		Cost Estimates	Cost Actual
	Circulating Books (300 titles @ \$50.00 average cost)	15,000	9,705.41
	Reference Books (25 titles @ \$60.50 average cost)	1,500	Combine with above
	Journals (print format) 20 titles @ \$150.00 each)	2,250	4,180.68
	Audiovisual materials	1,500	8,905.75
	J-Stor archive journals (Business and one-time fee)	2,500	2,500
	SocINDEX and Encyclopedia of Public Administration	6,000	10,000
	NetLibrary e-books	20,000	17,424.45

BACCALAUREATE-RELATED BUDGET – 2005-2006	
SWFLN Membership	750
Florida Library Association	400
American Library Association	520
Solinet	1,100
CCUMC	295
DLLI	5,000
Total Materials	8,065

2006-2007 Objectives and Activities

1. Continue to review and address subject area deficiencies in the collection related to the baccalaureate degree in Public Service Management.
 - a. Maintain subscription to WorldCat Analysis software. Use peer review capabilities for added information and depth of collection coverage.
 - b. Add at least 200 additional volumes in program subject areas. Add e-books as titles are available. Explore the Reference Collection for either hard copy or e-book format. Purchase Reference sets useful for program curriculum in format most appropriate for ease of access.
2. Improve Librarians' ability to serve the program.
 - a. Continue training librarians in electronic formats, and instructional delivery methods.
 - b. Share assessment tools, teaching modules, training classes statewide.
 - c. Budget funds for appropriate conferences, i.e., Association of College and Research Libraries national convention, travel funds for state-wide conferences and training.
3. Advertise and hire Electronic Resources Librarian to serve the baccalaureate program
4. Expand clerical staff to cover additional services and hours.

5. Continue subscriptions to all baccalaureate related electronic databases; explore alternative options through CCLA.

The librarian position was filled in October of 2006. A review of clerical staff did not indicate a pressing need at this time. More funds have been expended for audiovisual materials and electronic books which will require a continuing shift in spending priorities throughout the 5-year plan.

6. Develop workshops, open house self-guided orientations, and instructional modules to increase faculty and student awareness of library resources.
 - a. Develop information packets for distribution
 - b. Continue fall orientations for faculty
 - c. Develop course-related online tutorials
 - d. Assess student and faculty satisfaction with library resources directed towards the baccalaureate program..
 - e. Use both print and online survey instruments to complete an annual survey.
7. Continue all network and consortia contracts/agreements for maximum resource access, cooperation, and interlibrary loan.
 - a. Maintain membership in Southwest Florida Library Network
 - b. Maintain DLLI (Distance Library and Learning Initiative) delivery
 - c. Work cooperatively with state-wide colleagues and College Center for Library Automation
8. Upgrade Portal Information with e-learning modules, and information literacy components.
 - a.

BACCALAUREATE-RELATED BUDGET – 2006-2007			
		Cost Estimates	Cost, Revised Estimates
	Training	3,000	8,000
	Clerical Staff, part-time	15,000	n/a
	Librarian Salary	45,000	52,000
	Books (200 titles @ \$50 average cost)	10,000	10,000
	Reference Books (10 titles @80 average cost)	1,800	
	Audiovisual Materials	1,500	10,000
	Electronic Databases	6,000	10,000
	E-Books	10,000	20,000

BACCALAUREATE-RELATED BUDGET – 2006-2007	
Baccalaureate related electronic databases	15,000
SWFLN Membership	750
Florida Library Association	400
American Library Association	520
Solinet	1,100
CCUMC	295
DLLI	5,000
Total Materials	23,065

2007-2008 Objectives and Activities

1. Continue to assure currency and collection depth of all library materials for the BAS curriculum.
 - a. Work with both the Advisory Committee and program faculty to evaluate resource needs for hard copy monographs, e-resources, journals titles, and audio-visual materials.
 - b. Maintain subscription to WorldCat Analysis software

2. Maintain a proactive response to the evolving curricular requirements and needs of the program.
 - a. Program librarian to work with new and existing faculty to refine student needs as those relate to the library resources
 - b. Classroom orientations, visits, one-on-one consultations in place.
3. Maintain, increase or revise online database subscriptions as required.
 - a. Continue to explore ABI/Inform or other related databases for possible budget inclusion if not purchased previously.
4. Monitor need for additional clerical staff when service justifies and budget permits
5. Continue formal and informal assessments of library services and programs.
6. Maintain on-going initiatives
 - a. LIS2004, 1-credit course
 - b. Web Portal Updates
 - c. Interlibrary cooperation both regionally and state-wide
 - d. Annual survey of user satisfaction
 - e. Bibliographic Instruction
 - f. Information modules built for inclusion in course syllabi
 - g. Workshops and orientation session for faculty and students
 - h. Travel/Training opportunities for staff

BACCALAUREATE-RELATED BUDGET – 2007-2008	
Library resource materials: books, e-books, journals, audiovisual	37,000
Travel/Training	3,000
Total Materials	40,300

BACCALAUREATE-RELATED BUDGET – 2007-2008	
SWFLN Membership	750
Florida Library Association	400
American Library Association	520
Solinet	1,100
CCUMC	295
DLLI	5,000
Total Materials	8,065

2008-2009 Objectives and Activities

1. Once Level II collection is adequately developed, acquire additional elective course materials which relate to the program
2. Continue to analyze collection for currency and depth
3. Respond to changing curricular requirements
4. Analyze materials type use through faculty and student satisfaction surveys; continue to purchase based on user demands

5. Continue Professional Development opportunities for staff.
6. Continue assessments of library services and programs

BACCALAUREATE-RELATED BUDGET – 2008-2009		
	Books, Electronic Resources, Audiovisual Materials,	31,000
	Clerical Staff	25,000
	Travel/Training	1,500
Total Materials		57,500

2009-2010 Objectives and Activities

1. Update and replace baccalaureate level collection materials as required.
2. Maintain journal subscriptions and increase or change as needed to reflect changes and growth in BAS program.
3. Continue to update and replace print and electronic resources to include e-books and subject databases as required.

4. Continue faculty and student assessment surveys in order to respond to changes in the program or in cohort requirements.
5. Continue all on-going initiatives as indicated for previous years
 - a. Update Web Portal information
 - b. Monitor library hours and services for expansion and staffing needs
 - c. Maintain budget line for staff training options
 - d. Teach LIS 1004 and related Bibliographic Instruction courses
 - e. Maintain consortial and network agreements for interlibrary cooperation and services
 - f. Plan orientation sessions that continue faculty and student awareness of services
 - g. Travel/Training opportunities for staff

BACCALAUREATE-RELATED BUDGET – 2009-2010	
Books (200 titles @ \$60 average cost)	12,000
Electronic Resources, all formats	20,000
Journal subscriptions as requested	2,000
Audiovisual materials	1,500
SWFLN Membership	825
Florida Library Association	440
American Library Association	572
Solinet	1,210
DLLI	5,500
Electronic Resources	15,000
Travel/Training	4,000
Total Materials	49,547

Conclusion

Yearly objectives and activities that are included in the College Institutional Effectiveness Plan inform the Learning Resources Unit Plans. The above objectives and activities will be monitored and revised as emerging trends in technology, budget refinement, curricular requirements and user satisfaction input is addressed and responded to by the LR staff and College administration.

PROGRAM ACCREDITATION

The Learning Resources plays an important role in the accreditation process for several College programs. The Paralegal program is accredited by the American Bar Association and relies on the LR to house and maintain case law and database access sufficient to meet ABA standards. In the Health Sciences, Radiology Technology and several other related programs require committee review of library resources. In all cases the LR has met the challenge with adequate resources for re-accreditation of all programs requiring this review.

INTERLIBRARY COOPERATION

The LR maintains cooperative agreements, memberships in professional organizations and participation in all activities promoting library services for students, faculty and staff. The LR regularly hosts training sessions for CCLA and SWFLN, LR Librarians and Staff attend workshops hosted by sister institutions offered through these state and regional organizations. Joint automation is legislatively mandated in Florida. All library staff members work cooperatively with CCLA, which hosts the automation software, as well as participating state college libraries. Fall and spring staff roundtables are a source of renewed cooperation, shared information (tips and techniques) and new initiatives. In addition, these organizations are the mainstay of all interlibrary lending and loan agreements. As the state universities also come online with the joint automation system, expansion of cooperative ventures will add to a state-wide borrowing and lending platform with few national comparisons. Edison looks forward to future involvement with all state level academic libraries.

PROFESSIONAL ASSOCIATIONS AND ACTIVITIES

The Learning Resources has institutional membership in the American Library Association. At the state level, staff also belongs to Florida Association of Community Colleges as individual members as well as Florida Library Association as an institutional member. The District Director is a Board Member for the Florida Chapter of the Association of College and Research Libraries (FACRL), and is Chair of the Learning Resources Standing Committee for Council on Instructional Affairs. Librarians at all campuses have participated in various regional and state-level activities for a variety of professional organizations and memberships, which are included in Academic Credentials in [Resource Room 4](#).

CONCLUSION

The Learning Resources plays a central role in Edison College's transition to Level II baccalaureate status. Strategic planning and advisory input along with a wise and prudent investment of funding have allowed the LR to reach a level of depth and sophistication in resources, services, equipment and physical layout which is critical to the review process underway for Edison. The assessment processes necessary to achieve this status are integral to the continued improvement of library services and resources. The staff and librarians of Edison College Learning Resources greet the challenges ahead with enthusiasm, expertise and energy. The LR will enhance the baccalaureate program.