

STRATEGIC PLAN FOR THE JAMES W. DILLARD LIBRARY AT FRANK PHILLIPS COLLEGE

I. Background

The James W. Dillard Library, located on the campus of Frank Phillips College, serves the students and faculty of the college, along with being open to the community as well. Part of the Harrington Library Consortium (HLC), a group of libraries located primarily in the Texas Panhandle, the library is located in Borger, Texas. A town of roughly 15,000, Borger is home to, among other businesses, one of the largest inland petroleum refineries in the nation.

The Dillard Library is a 15,000 square foot, split-level facility located on the campus of Frank Phillips College. Although the library is open to the public at-large, the presence of another public library located within the city limits essentially eliminates the amount of non-student traffic experienced at the Dillard Library. Given the rural setting and sheer size of the service area, the physical holdings for the Dillard Library are fairly lean, boasting roughly 17,000 items. With around 1250 students per semester, with approximately 200 of them living on campus, the library is both the information center and the only open computer center on campus. Although there is an on-campus population, nearly a third of the enrollment consists of off-campus students.

The staff is remarkably small, consisting of the library director, a full-time library assistant, and whatever federal work-study funding is available, which typically consists of one or two part-time student workers. This lack of personnel is largely alleviated by the Dillard Library's participation in the HLC, as much of the original cataloging, interlibrary loan, and software training is handled by the HLC employees who are based

out of the Amarillo Public Library. Because of the fairly unique circumstances faced by the James W. Dillard Library, careful consultation with both faculty and students is necessary for the library to successfully meet the needs of its patrons with so few resources. The requesting and careful consideration of feedback is paramount at such a small institution; as with only approximately 20 full-time faculty members, it is rare that there is more than one present in any given department. The remaining part-time faculty members do not have offices, thus leaving many spending far more time off-campus than on-campus.

The library director has implemented a collection development policy, conducted gap analyses, and recently reformed training. Within the fall 2009 semester the library director conducted an Information Audit (IA), gaining insightful feedback from both faculty and students at Frank Phillips College. While not entirely at the mercy of the IA, the IA findings certainly aided in the evolution of this strategic plan (Appendix A). While this strategic plan should be implemented over the course of five years, it is to be remembered that no plan should become so dogmatic that it cannot be immediately changed or reviewed if the situation so demands.

II. Strategic Plan

Vision

- The James W. Dillard Library will be the first choice for academic information and technology needs for both students and faculty of Frank Phillips College.

Mission

- The mission of the James W. Dillard Library and its staff is to provide friendly service and quality educational materials, training, and programs to enhance the instructional goals of Frank Phillips College.

Goals

1. *To provide an inviting and comfortable learning environment for patrons.*
2. *To ensure that the library provides adequate academic resources for patrons, in the appropriate formats.*
3. *To ensure that faculty and students can comfortably and effectively use library resources.*
4. *To guarantee off-site individuals receive the same opportunities that those on-campus individuals are provided.*
5. *To encourage the appropriate use of technology in a classroom and research environment.*

Implementation

1. *To provide an inviting and comfortable learning environment for patrons.*
 - Objective 1

Replace outdated furniture and computers to encourage student usage of the library facility.

Tactics

- a. Reveal findings of information audit to administrative cabinet.
- b. Find money in the budget to begin replacing uninviting furniture by reducing the amount spent on audio and electronic books.
- c. Seek to upgrade computers in the library by possibly swapping with less used areas of campus.

Evaluation

- i. Conduct student surveys at the end of each academic semester. 80 percent satisfaction regarding physical appearance and library environment should be attainable.
- ii. Meet at the end of every academic year with the student advisory committee to determine issues of concern.
- iii. Use AccuTrack software to track patrons' usage of the physical space.

- Objective 2

To have qualified, friendly, and caring library staff.

Tactics

- a. Require weeklong training, a one month probationary period, and a mentoring program for all new employees.
- b. Provide time for monthly employee meetings to discuss requests, suggestions, complaints, and to disseminate information.
- c. Develop feedback and complaint forms for patrons to return to the library director regarding comments on service.

Evaluation

- i. Annual employee evaluations by the director, in consultation with the Chief Academic Officer.
- ii. Employee competency evaluations every other year, as conducted by the director.

2. *To ensure that the James W. Dillard Library provides adequate academic resources for patrons, in the appropriate formats.*

- Objective 1

Update the collection development policy on an annual basis.

Tactics

- a. Conduct circulation reports each year to determine priority for items along with the appropriate format.
- b. Meet with department heads to determine desirable items for each area.
- c. Consult each semester with the faculty advisory committee for concerns and suggestions.
- d. Follow SACS guidelines along with requirements for certificate programs.
- e. Conduct a gap collection analysis every other year.

Evaluation

- i. Surveys conducted at the end of each semester should reflect 70 percent faculty satisfaction overall regarding holdings.
- ii. Review faculty request forms and seek clarification if necessary at the end of each academic semester.

- Objective 2

Develop a list of academically approved websites to help close gaps in the collection.

Tactics

- a. Meet with department heads and Chief Academic Officer to determine acceptable guidelines.

- b. Consult with web master to provide links on the library website.
- c. Inform instructors of the FYIS 0101 courses that these sites are available and approved for student usage in coursework.
- d. Place links on both the library website and inside the student CAMS portal, providing easy access.

Evaluation

- i. Develop pre and post test for FYIS 0101 courses to determine websites used before and after exposure to academic websites.
 - ii. Track the number of hits on the academically approved websites linked on the library website and inside the student portals.
3. *To ensure faculty and students can comfortably and effectively use library resources.*

- Objective 1

Provide training for the student population on how to properly evaluate and effectively use library resources.

Tactics

- a. Provide training sessions to 100 percent of FYIS 0101 classes on how to properly and effectively use library resources.
- b. Meet with all English and Literature instructors to determine how to integrate library research into the curriculum.
- c. Disseminate the willingness to train any class on the use of library resources to all faculty at both in-service and every monthly faculty meeting.

- d. Develop a request form for faculty to request the library to provide training to their classes on the website.

Evaluation

- i. Distribute surveys to all FYIS 0101 courses at the end of each semester to determine if they received training and provide the opportunity for feedback.
- ii. Develop and measure effectiveness and comfort with library resources both before and after the FYIS training with pre and post surveys.
- iii. Meet with English and Literature instructors at the end of each academic semester to determine student bibliographic progress on assignments.
- iv. Meet with a student FYIS focus group to obtain feedback on concerns and suggestions regarding the training process.

- Objective 2

Provide training to the faculty on how to properly and effectively use library resources.

Tactics

- a. Provide library training for faculty members at multiple times during each week of in-service prior to the fall and spring academic semesters.
- b. Develop an “on-demand” training session for off-site and part-time faculty and place it within the faculty portal.

- c. Place training request forms for faculty on the library website and link them inside the faculty portal.
- d. Develop a handbook of library services to distribute to faculty members.

Evaluation

- i. Meet annually with the department chairs and faculty committee to determine changes in the training regimen.
- ii. Distribute faculty surveys at the end of each academic semester to determine faculty satisfaction and usage of library resources in classroom assignments.

4. *To guarantee off-site individuals receive the same opportunities that those on-campus individuals are provided.*

- Objective 1

Provide a clear, functional, and user friendly website.

Tactics

- a. Meet with web master and Chief Academic Officer regarding the layout and implementation of web page.
- b. Meet with student focus group to determine student needs and desires for the library website.
- c. Meet with faculty advisory committee for faculty needs and desires for the library website.

Evaluation

- i. Include website evaluation feedback area on the website.

- ii. Include website evaluation on end of semester faculty and staff surveys.
- iii. Track and compare hit counts at the end of each academic semester.

- Objective 2

Provide equal services to off-campus faculty members and students.

Tactics

- a. Create electronic version of faculty and student training to place on both the library website and inside student and faculty portals.
- b. Provide links for both online faculty and students to access library feedback surveys and to contact library staff for reference services and questions.
- c. Provide areas of the website for electronic library card request forms, item checkout requests, interlibrary loans, and place passwords for electronic databases inside student and faculty portals.
- d. Develop and require online students to participate in online library training as a part of online freshman orientation.

Evaluation

- i. Track website hits each academic semester to determine efficacy and usage.
- ii. Create a list of online and dual-credit students with the help of the registrar to create an e-mail list for feedback through surveys among this group.

- iii. Track overall GPA differences between on-campus and off-site students.

5. *To encourage the appropriate use of technology in a classroom and research environment.*

- Objective 1

Integrate technological training into both faculty and student orientation sessions.

Tactics

- a. Consult with the Technology Trainer on the most appropriate way to integrate training into curricula.
- b. Develop training regarding online resources for both faculty in-service and FYIS courses.
- c. Hold training sessions in the schools computer lab.
- d. Review of both student and faculty portals along with tour of the college website during training.

Evaluation

- i. Track hit count on both the college and library website.
- ii. Include questions regarding comfort and awareness of technology use in the pre and post training surveys.
- iii. Track usage of electronic databases

APPENDIX A

Findings	Action	Resources
<p>Awareness for both incoming students and returning students is low for both library services and online resources provided by the library.</p>	<ol style="list-style-type: none"> 1. Develop a more comprehensive and ubiquitous training session. 2. Provide an easily accessible online training session for students regarding online resources. 3. Develop both pre-tests and post-tests to gauge student and faculty comfort and effectiveness with library services. 4. Offer to visit any class where the faculty assigns assignments requiring library resources. 	<p>Consultation with the campus technology trainer and the web master for the campus website. A more in depth study of both the student and faculty training sessions must be made to determine strengths and weaknesses. By fall 2010 students, both incoming and returning, should have responses of very familiar or quite familiar on similar surveys. The number of hits on the TexShare (appendix E) link should provide some indication as to the efficacy of the training. Pre and post-tests will take roughly 80 hours time to develop by the library director with changes and improvements as necessary. Library training whether in the faculty member's classroom or in the library itself can be fit into a typical one hour and fifteen minute class meeting.</p>
<p>Faculty are not properly knowledgeable regarding library services and resources to provide training to their students or to effectively use library resources.</p>	<ol style="list-style-type: none"> 1. Provide a mandatory faculty library training session during in-service week each semester. 2. Hold a separate training session for part-time faculty to increase the amount of expose these employees receive to library resources. 	<p>The library director should present findings to the Chief Academic Officer and the Administrative Cabinet. Discuss the benefits to having a more knowledgeable faculty base to aid in student educational development. Encourage administrative cabinet to tour the library resources and to understand the benefits. The library training should take no longer than 20 hours or preparatory work and two hours for the presentation for each group.</p>
<p>Both faculty and students</p>	<ol style="list-style-type: none"> 1. Redistribute the 	<p>While TexShare and the HLC</p>

<p>seem remarkably reluctant to use either electronic or audio books.</p>	<p>the budget to reflect this trend.</p>	<p>both provide both e-books and audio books as part of the membership fee, realign the budget to move the 1,500 dollars typically reserved for these two resources for other collection development purposes. From the list of most important and most used items, either online databases or non-fiction books seems most beneficial.</p>
<p>Given the student preference for electronic resources and the availability of internet access at home, provide additional training on appropriate internet resources outside of the library holdings.</p>	<ol style="list-style-type: none"> 1. Supplement student library training with additional instruction on how to appropriately discern valuable from questionable internet websites. 2. Provide an adequate list of websites for students to access for academic purposes. 	<p>The library director should both prepare a lecture that can be given to FYIS classes and can be distributed online to students to aid research skills. Additionally a list of acceptable research websites should be distributed to all academic courses. The training and list should take no longer than forty hours of work by the director.</p>
<p>Students find the computer terminals located in the library inadequate for their educational purposes.</p>	<ol style="list-style-type: none"> 1. Present findings and evidence of surveys to the Chief Academic Officer and the Administrative Cabinet to lobby for funding to replace the library computers. Consult with the technology director to obtain the most cost effective way to achieve this goal. 2. If funding is not available, seek grants for rural or community college libraries for technological funding. 	<p>Replacement for all 12 computer towers should cost no more than approximately 6,000 to 10,000 dollars. This would be the cost for towers only, as the same monitors can be used. If funding is not available through the college or through grants, seek the ability to swap computer towers from a less utilized classroom or office on campus.</p>
<p>Library furniture is</p>	<ol style="list-style-type: none"> 1. Present findings to 	<p>The cost of replacing or</p>

<p>considered uncomfortable and uninviting to the students.</p>	<p>Chief Academic Officer and the Administrative Cabinet to obtain funding for additional furniture in the library.</p> <p>2. If funding is not possible, attempt to seek grant money for furniture in rural or community college libraries.</p> <p>3. Create a student advisory committee for library concerns regarding policy and equipment.</p>	<p>supplementing library furniture with 10 tables, 60 chairs, and 2 sofas is approximately 15,000 to 20,000 dollars. If the full amount cannot be found, priority for sofas should be given, as the tables and chairs are still functional, if not particularly comfortable. The student advisory committee should consist of no more than 10 students, meeting with the library director and library assistant at the beginning of each academic semester for no more than two hours per session.</p>
<p>While faculty do use visit the library on a fairly regular basis, students utilize the physical space more than faculty members.</p>	<p>1. Develop a handbook of library services provided to faculty, including mail service, interlibrary loan, copies, faxes, librarian visits to classes, and office supply service.</p>	<p>The handbook should be delegated to the library assistant to create with final approval of contents by the library director which should take no more than twenty hours of manpower.</p>
<p>Faculty felt the overall collection was more impressive than when asked about their individual department's holdings.</p>	<p>1. Create a faculty advisory committee for collection development with meetings held at the start of each academic semester.</p>	<p>The library director, the Chief Academic Officer, Vice President of Business Affairs, and the head of each academic department should be included in this committee, meeting for no more than two hours per session.</p>