TASK FORCE FINDINGS, FINAL REPORT:
LEARNING RESOURCES PROGRAM REVIEW
Fall 2009

HILLSBOROUGH COMMUNITY COLLEGE,
HILLSBOROUGH COUNTY, FLORIDA

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INTRODUCTION

Hillsborough Community College engages in a review of academic, academic support, and administrative areas for the following purposes:

1. To complement the institution’s strategic planning process requiring the internal development of unit plans with an external perspective in the review of those plans and the quality of programs and services.

2. To respond to intrinsic motivations for continuous improvement with a focus on the enhancement of institutional effectiveness and efficiency; student learning outcomes; and client satisfaction.

3. To respond to state mandates and accreditation requirements of the Southern Association of Colleges and Schools calling for a systematic review of all programs and services.

The review is conducted by a Task Force composed primarily of individuals outside the unit under review. The chair is a full time employee of the unit under review.

The charge to the Task Force is to identify strengths and weaknesses of the unit as guided by empirical evidence. From the list of strengths and weaknesses, the Task Force is to develop recommendations for improvement to capitalize on strengths and redress weaknesses. The work of the Task Force is to be completed within a fall or spring semester culminating in a final report.

For academic areas, a judgment should also be rendered regarding the continued viability of the program in context of service area demand, enrollment, and critical workforce needs.

Subsequently, two brief follow-up reports are to be drafted. The first follow-up report is due in the following semester. The second is due one year later at the conclusion of the semester in which the original review was conducted. Each consists of a listing of the final recommendations with a few statements indicating the status of their achievement.

Recommendations not achieved within a year may become unit planning objectives to ensure a continued focus on their attainment. Objectives that stem from review recommendations should be indicated as such in the Strategic Planning System of the College.
DESCRIPTION OF UNIT

HCC Libraries are teaching libraries that support and enrich the educational curriculum by:

- Selecting, acquiring, organizing, and providing resources, in all formats, that meet the academic needs of a diverse community
- Providing sufficient, qualified professional and support staff and resources
- Providing library information literacy instruction to help students develop critical thinking skills and become independent life-long learners
- Providing professional research assistance and consultation
- Improving library resources and services through regular program evaluation and continuous participation in college-wide planning and evaluation

The library faculty works in association with the Director of Associate in Arts Programs to identify program priorities. These priorities are identified through the program review process, surveys of instructional faculty and students, staff input, and professional judgment. A librarian or staff member is assigned lead responsibility for each objective and priority. As a part of the planning process, year-end reports have been developed and recommendations incorporated into the budgeting process.

The library unit provides Hillsborough Community College students and faculty with learning and information resources needed to support the College’s teaching mission. The library unit ensures that users have access to regular and timely instruction in the use of the library and other learning/information resources.
UNIT PLANNING OBJECTIVES

The 2009-2011 objectives for the Learning Resources Centers are as follows:

1. Provide the physical, technological, and human resources to enable high quality library services and, subsequently, to enhance student success.
   
   **This objective supports College Goal 4.**

2. To continue to market library services to HCC and surrounding communities.
   
   **This objective supports College Goal 3.**


STRENGTHS OF THE UNIT

1. HCC librarians provide course-integrated instruction enhanced by modern technologies such as LibGuides that enable customization.
   
   **Sources:** Appendix C: Library Mission and Vision Statement; Appendix D: Learning Resource Centers Program Description; Appendix E: 2009-11 College Goals and Strategic Initiatives

2. A well-articulated Information Literacy Plan guides librarians toward the goal of increasing information literacy among students. Collaboration between librarians and discipline faculty is emphasized in the plan and evidenced in the resource guides that are prepared for specific assignments. Faculty satisfaction is reflected in Library services receiving the highest rating as well as very positive comments on the 2009 Faculty Staff Survey.

   **Sources:** Appendix F: HCC Information Literacy Plan; Appendix G: 2009 Faculty Staff Survey, Numerical Results & Commentary

3. The HCC Libraries’ website serves as a gateway to an abundance of online resources including electronic access to over 100 College Center for Library Automation (CCLA) and locally funded subscription databases, over 25,000 eBooks, video tours of the campus libraries, and access to the statewide Ask a Librarian service. Locally funded subscription databases enhance student access to information that supports HCC programs.

   **Source:** HCC Libraries website ([http://content.hccfl.edu/library/](http://content.hccfl.edu/library/))
4. Over 85% of surveyed students rated their satisfaction with library staff availability, knowledge and helpfulness as satisfied or very satisfied.
   **Sources:** Appendix H: 2007 Library Student Survey Results; Appendix I: 2008 Library Student Survey Results; Appendix J: 2009 Library Student Survey Results

5. Among faculty and staff, 96.8% rated their satisfaction with library services as satisfied or very satisfied. There was an increase from 93.9% in 2005 to 96.8 in 2007. Satisfaction was high on all campuses with all ratings above 90%. Comments indicate librarians are knowledgeable, helpful, and request faculty input for collection development.
   **Source:** Appendix G: 2009 Faculty Staff Survey, Numerical Results & Commentary

6. Membership in the CCLA consortium provides library management software, a catalog of the statewide community college holdings, and access to a robust suite of state-funded subscription databases that offer state-of-the-art functionality. HCC Librarians and staff enjoy visibility and influence in the CCLA advisory process.
   **Source:** Appendix D: Learning Resource Center Program Description

7. Interlibrary loan service and reciprocal borrowing with other community colleges and State University System libraries are available to HCC library users.
   **Source:** Appendix D: Learning Resource Center Program Description

8. Despite an increased reliance on online research, the libraries have experienced an increase in patronage and materials checked out during the last reporting year.
   **Source:** Appendix K: Critical Success Factors, C-5 Libraries with Unduplicated Headcount and FTE comparison

9. A commitment to professional development is evidenced by HCC librarians’ presentations at state and regional professional meetings and conferences. Library personnel routinely participate in training and development sponsored by the College Center for Library Automation, Tampa Bay Library Consortium, Florida Library Association, and the Learning Resources Commission of the Florida Association of Community Colleges.
   **Source:** Appendix D: Learning Resource Center Program Description
WEAKNESSES OF THE UNIT

1. Inadequate marketing of HCC Libraries to students, faculty, staff, and administrators is problematic as evidenced by 27% of student survey respondents having never used any of the campus libraries. Patronage is also lower than at cohort institutions.
   **Sources:** Appendix L: 2007 Student Enrollment Survey, numerical results; Appendix M: Cohort institution comparison data

2. Twenty-five percent of students in 2008 and 24% in 2009 were dissatisfied or very dissatisfied with the availability of library computers. Comments indicate an inadequate number of workstations, insufficient monitoring of computers, and inconsistency of software availability.
   **Sources:** Appendix I: 2008 Library Student Survey Results; Appendix J: 2009 Library Student Survey Results

3. Seventeen percent of students were dissatisfied with the noise level in the libraries. Library facilities do not meet the needs of students and faculty for study rooms, electronic classrooms, and contemporary design. Age of some buildings limits the repurposing of space for innovation and services.
   **Sources:** Appendix J: 2009 Library Student Survey Results; Judgment of the Task Force

4. Nineteen percent of students in 2008 and 18% in 2009 were dissatisfied or very dissatisfied with library hours. Survey comments indicate students find easier access and hours of operation at other locations such as public libraries.
   **Sources:** Appendix I: 2008 Library Student Survey Results; Appendix J: 2009 Library Student Survey Results

5. The library website may seem bland and uninviting to students accustomed to more visually appealing domains. There is a transition when clicking from the main HCC site to the Libraries’ web page in terms of look, feel, and timeliness.
   **Sources:** HCC Libraries website (http://content.hccfl.edu/library/); Judgment of the Task Force

6. Remote access to library resources is difficult because of existing layers of logins which are confusing and disruptive to students.
   **Sources:** HCC Libraries website (http://content.hccfl.edu/library/); Judgment of the Task Force
7. Organizational structures in the campus libraries are inconsistent. There is no Learning Resources Center (LRC) Coordinator at one facility, no faculty librarian at another, and only two full-time librarians at the largest campus to support an FTE that is more than twice as high as at other campuses with two librarians. The lack of a consistent organizational structure significantly hinders cohesive cross-campus unit planning and delivery of consistently high quality services to students and faculty.

**Sources:** Appendix N: Learning Resources Full and Part-Time Positions by Campus; Appendix O: Ratio of Full-time Libraries to FTE by Campus

8. Overall staffing of Learning Resource Centers is inadequate and far lower than at cohort institutions. The inadequate number of librarians directly affects the LRC’s ability to maintain a state-of-the-art web presence; market the resources available to faculty, staff and students, especially high-cost, high-quality electronic resources and essential instructional support that ensures student academic success; adequately perform necessary collection maintenance including timely de-selection of outdated materials and acquisition of new materials; and pursue state-of-the-art distance education curricular support such as embedded librarianship in online courses and sophisticated chat/IM reference communications.

**Source:** Appendix P: Cohort Institution Comparison Data: Librarians by FTE

9. Ongoing assessment and weeding of outdated print and electronic books is difficult due to inadequate staffing levels, particularly for professional librarian positions. Eleven percent of students in 2008 and 13% in 2009 were dissatisfied or very dissatisfied with book collections.

**Sources:** Appendix I: 2008 Library Student Survey Results; Appendix J: 2009 Library Student Survey Results; Appendix Q: Age of Collections by Campus

10. The Information literacy plan has not been updated since it was developed in 2004. Assessment measures to chart progress have yet to be developed.

**Source:** Appendix F: HCC Information Literacy Plan

11. The student library satisfaction survey does not generate sufficient response to be representative of the student body.

**Sources:** Appendix H: 2007 Library Student Survey Results; Appendix I: 2008 Library Student Survey Results; Appendix J: 2009 Library Student Survey Results
RECOMMENDATIONS FOR IMPROVEMENT

1. Develop marketing strategies to increase awareness of library resources and services to students, faculty and staff. Strategies should target new student orientations, faculty and staff in-service meetings, and stronger partnerships with student support units.

2. Redesign the HCC Libraries’ website to align with the College website. Consult with the College’s Web Services team on ways to make it more interactive and visually appealing. Conduct usability testing to ensure accessibility and ease of use.

3. Collaborate with the Director of Associate in Arts Programs to complete the HCC Libraries’ master plan. In addition to addressing technological resources and services, the plan should include the repurposing of space for group study rooms and library instruction. Incorporate relevant strategies into the appropriate campus administrator’s unit plans.

4. Create a faculty librarian position at SouthShore Center to accommodate growth. Restore a third faculty librarian position at Dale Mabry Campus to support an FTE that is more than twice as high as at other campuses.

5. Evaluate the staffing composition at each campus library. Work with campus administration to create and fill positions that are relevant to the changing landscape of academic libraries.

6. Develop methods for improving data collection with the goal of increasing the response on student library satisfaction surveys.

7. Review and update the Information Literacy plan. Include assessment measures to chart progress.

8. Support College efforts to provide a one-card or single sign-on that will simplify library card obtainment at all campuses and remote access to library databases.

9. Promote the statewide Ask a Librarian live chat service as an extension of when HCC Libraries’ reference services are available.
DISTRIBUTION LIST OF THE FINAL REPORT

The final report and all follow-ups will be distributed by the chair to the President’s Cabinet, appropriate deans and/or directors, unit head, unit members, task force members, and all campus libraries. It will be posted to Public Folders and disseminated electronically to the HCC community.
APPENDICES

- **Appendix A**: 2007-2009 Unit Plans
- **Appendix B**: 2009-2011 Unit Plans
- **Appendix C**: Library Mission and Vision Statement
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2007-2009 INSTITUTIONAL EFFECTIVENESS PLAN, Learning Resource Centers

Narrative Summary

Unit Mission:
HCC Libraries are teaching libraries that support and enrich the educational curriculum by: *Selecting, acquiring, organizing, and providing resources, in all formats, that meet the academic needs of a diverse community *Providing sufficient, qualified professional and support staff and resources *Providing library information literacy instruction to help students develop critical thinking skills and become independent life-long learners *Providing professional research assistance and consultation *Improving library resources and services through regular program evaluation and continuous participation in college-wide planning and evaluation HCC librarians will accomplish this mission in collaboration with the Hillsborough Community College community.

Planning Facilitator(s): Karen Griffin

Unit Planning Process:
The library faculty work in association with the Director of Associate in Arts Programs to identify program priorities. These priorities are identified through the program review process, through surveys of instructional faculty and students, through staff input, and through professional judgment. A librarian or staff member is assigned lead responsibility for each objective and priority. As a part of the planning process, year-end reports have been developed and recommendations are incorporated into the budgeting process.

External Trends:

<table>
<thead>
<tr>
<th>Trend/Event</th>
<th>Impact</th>
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<tbody>
<tr>
<td>Change in library resource costs</td>
<td>Periodicals costs have exceeded the periodicals allocation for several years. Additionally, courier costs are an unfunded need.</td>
</tr>
<tr>
<td>Change in library resource needs</td>
<td>A significant shift has occurred in recent years from use of print publications to online full-text databases for access to scholarly and program related journals.</td>
</tr>
<tr>
<td>Change in Student Profile</td>
<td>With less than 20% of incoming students &quot;college-ready,&quot; they may not understand the need to devote time to develop information literacy skills. They may be fluent in computer applications but unaware of what constitutes acceptable academic research.</td>
</tr>
<tr>
<td>Technological innovations</td>
<td>Student expectations have changed about the library and the adequacy of technology available to them. They may not be devoting the time necessary to develop research skills. The ALEPH transition continues to require substantive staff training as well.</td>
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</table>

Constituent Needs:
The library unit provides Hillsborough Community College students and faculty with learning and information resources needed to support the College’s teaching mission. The library unit ensures that users have access to regular and timely instruction in the use of the library and other learning/information resources. The library unit includes a sufficient number of qualified staff to accomplish HCC’s mission.
Objective Summary

Objective: Provide the physical, technological, and human resources to enable high quality library services and, subsequently, to enhance student success.

Areas of Broad Interest: Information/Comm. Technology ✔ Facilities ✔ Diversity ✔

Target Date: 06/30/2009 Position Responsible: Campus Presidents

Does this objective originate from a program review recommendation? ✔

This unit objective supports achievement of the following:

College Goal:
4. Provide the necessary human, financial, physical, and technological resources to ensure a high quality learning environment and an efficient organization.

Strategic Initiative:
4-B. Leverage technology to streamline administrative processes and reduce the percentage of budgeted expenditures for overhead functions (Assessment: FDOE Cost Analysis).

Other Goals/Initiatives Addressed by Objective:
This objective stems from the library mission. Some of these recommendations were made in the 2003/2004 library program review and relate to facilities and resource needs.

Total cost to achieve this objective: $566,160 Cost exceeds unit based budget ✔

<table>
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<tr>
<th>Capital Costs</th>
<th>Expenses</th>
<th>Prof-Dev</th>
<th>Full-Time</th>
<th>Part-Time</th>
<th>Hourly</th>
<th>Contract</th>
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<td>$61,470</td>
<td>$4,690</td>
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Explain Costs:
Salaries for position requests are estimates that include $34,690 to hire a Learning Resources Coordinator (E0730) at Dale Mabry and $26,780 to upgrade a part-time position to Learning Resources Coordinator at Ybor. The Dale Mabry position will manage the library’s technical services. The Ybor upgrade will help fill a staffing need that occurred when two positions were moved from the library in 1999. As a means of increasing student access to learning resources, the position upgrade will enable the program manager to dedicate more time to providing reference assistance and point-of-use instruction for students. This position will provide supervision for the support staff and enable Ybor Campus Library to have an organizational structure similar to the other campus libraries. The part-time salaries request will raise the salaries of 3 adjunct librarians 10%, from $20.00/hour to $22.00/hour. Salary has not increased for approximately 8-years. Salary estimated increase $

Strategies:

* 1. Upgrade Internet speed to facilitate efficient use of the LINCC Library Catalog and databases.

* 2. Weed most pre-1990 materials from the collections and purchase collections that support the curriculum and enhance student success.

* 3. Budget for outsourcing the development of podcasts and an online information literacy tutorial with an assessment and statistical component.

* 4. At Brandon, expand library space to include 4 group study rooms and an electronic classroom with 30 additional student computers.

* 5. At Dale Mabry, purchase equipment to activate the dormant computers in the “hallway” of the Computer Reference area (Cost estimate is $741.60).
* 6. At Dale Mabry, hire qualified full-time Learning Resources Coordinator (E0730) to manage library’s technical services.

* 7. At Plant City, expand library space to include 2 group study rooms and an electronic classroom with 30 additional student computers.

* 8. At Ybor, reconfigure library space and improve infrastructure to include a 30-student electronic classroom, four individual and four group study rooms, a combined circulation/reference desk, and additional student computer clusters throughout.

* 9. At Ybor, create library as a “third place” that fosters collaborative learning in a stimulating social environment.

* 10. At Ybor, upgrade position number ZPC 20025, Part-time Learning Resources Technician, to Learning Resources Coordinator, Class Code E0730.

**Objective:** To align DLTS processes to serve the campus libraries more effectively.

**Areas of Broad Interest:** Information/Comm. Technology ☑ Facilities ☑ Diversity ☑

**Target Date:** 12/01/2007  
**Position Responsible:** AA Director

Does this objective originate from a program review recommendation? ☐

This unit objective supports achievement of the following:

**College Goal:**
4. Provide the necessary human, financial, physical, and technological resources to ensure a high quality learning environment and an efficient organization.

**Strategic Initiative:**
4-B. Leverage technology to streamline administrative processes and reduce the percentage of budgeted expenditures for overhead functions (Assessment: FDOE Cost Analysis).

**Other Goals/Initiatives Addressed by Objective:**

**Total cost to achieve this objective:** $0  
**Cost exceeds unit based budget** ☐

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<tr>
<th>Capital Costs</th>
<th>Expenses</th>
<th>Prof-Dev Full-Time</th>
<th>Part-Time</th>
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**Explain Costs:**

**Strategies:**

* 1. Align DLTS processes so that campuses are better served and monthly reports are distributed.

* 2. Make use of ALEPH functions to produce reports and to determine status of orders.

* 3. Provide budget allocation request, and report any delays on budget implementation on a regular basis beginning mid-August.
Objective: To market library services to HCC and surrounding communities.

Areas of Broad Interest: Information/Comm. Technology ✔  Facilities  Diversity  

Target Date: 06/30/2009  Position Responsible: AA Director, librarians, academic deans

Does this objective originate from a program review recommendation? ☐

This unit objective supports achievement of the following:

College Goal:
4. Provide the necessary human, financial, physical, and technological resources to ensure a high quality learning environment and an efficient organization.

Strategic Initiative:
. Not Applicable

Other Goals/Initiatives Addressed by Objective:

Total cost to achieve this objective: $4,000  Cost exceeds unit based budget ✔

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<th>Capital Costs</th>
<th>Expenses</th>
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<th>Part-Time</th>
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Explain Costs:
This funding request may be covered by existing budgets or by FSPD. The intent is to provide $1,000 per campus for speakers, promotional materials such as posters and fliers, and invitations.

Strategies:

* 1. Offer professional development workshops at faculty in-services, All College Day, and other meetings as opportunities arise.
* 2. Create special events to generate community interest in the libraries.
* 3. Partner with campus groups to raise awareness of the libraries.
* 4. Contribute to college-wide and campus-specific newsletters to promote awareness of information literacy in addition to other library resources and services.
* 5. Create information literacy tutorials to be made available via the HCC Libraries' website.
* 6. Update annually the Faculty Handbook to the Library for each campus and disseminate to all faculty at the beginning of each major term.
* 7. Work with academic deans to encourage faculty awareness of library resources.
* 8. Request faculty input in library collection development and inform faculty of new purchases in their disciplines.
* 9. Work with faculty to review and revise the collections for their disciplines in accordance with the established plan.
Objective: To provide adequate funding to the periodicals budget and to the courier budget.

Areas of Broad Interest: Information/Comm. Technology ☐ Facilities ☐ Diversity ☐

Target Date: 06/01/2007 Position Responsible: AA Director

Does this objective originate from a program review recommendation? ☐

This unit objective supports achievement of the following:

College Goal:
4. Provide the necessary human, financial, physical, and technological resources to ensure a high quality learning environment and an efficient organization.

Strategic Initiative:
Not Applicable

Other Goals/Initiatives Addressed by Objective:

Total cost to achieve this objective: $37,000 Cost exceeds unit based budget ☐

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<th>Capital Costs</th>
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<th>Part-Time</th>
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<tr>
<td>$0</td>
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Explain Costs:
Over the past several years, periodicals have increased in cost by 9% per year. For 2006/2007, the estimated increase is 12%. The librarians have worked to weed the periodicals where possible, but the costs still are anticipated to exceed the $70,000 allocation by approximately $30,000. The move from EBSCO to WT Cox, if approved, should help keep costs reduced. Also, although the CCLA databases will not incur a cost for the college during the 2006-2007 fiscal year, the courier services previously included in that budget allocation will incur a separate cost.

Strategies:

* 1. Re-submit 2006 new initiatives budget request.
## Outcome Summary

**Objective:** Provide the physical, technological, and human resources to enable high quality library services and, subsequently, to enhance student success.

### Expected Outcome/Performance Results

<table>
<thead>
<tr>
<th>Measured Aspect</th>
<th>Means of Assessment</th>
<th>Results of Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Satisfaction surveys will indicate higher levels of satisfaction with resources and staff support.</td>
<td>Satisfaction surveys.</td>
<td>Accomplished.</td>
</tr>
<tr>
<td>Students will have access to current materials that support their course work. Students will have greater access to technological resources. Students will have improved access to the catalog and databases.</td>
<td>Additional library materials will be purchased. Additional resources will be purchased. Computer infrastructure will be improved.</td>
<td>In progress.</td>
</tr>
</tbody>
</table>

**Status:** Partially Accomplished  
**Status Date:** 11/20/2008

**Use of Assessment Results:**
- The development of a "one-card" approach will be beneficial. The development of a single sign on will be beneficial.
- Staff on some of the campuses need to have upgraded computers.

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**Objective:** To align DLTS processes to serve the campus libraries more effectively.

### Expected Outcome/Performance Results

<table>
<thead>
<tr>
<th>Measured Aspect</th>
<th>Means of Assessment</th>
<th>Results of Assessment</th>
</tr>
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<tbody>
<tr>
<td>Access to budget by August 2007.</td>
<td>Budget access. For the 2006/2007 year, budget approval issues placed a hold on orders until October. Establishment of report. The loss of the purchasing card and the transition in DLTS staff has contributed to complaints from the campuses that orders are unduly delayed. Cluster meeting input on satisfaction with DLTS services. Complaints related to the loss of the purchasing card are beyond the capacity of DLTS to control.</td>
<td>Accomplished.</td>
</tr>
<tr>
<td>Establishment of monthly reports to campus libraries on delayed items.</td>
<td></td>
<td>Accomplished and now provided by the campuses.</td>
</tr>
<tr>
<td>Reduction in complaints as it is possible to control with changes in DLTS processes.</td>
<td></td>
<td>Accomplished.</td>
</tr>
</tbody>
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**Status:** Accomplished  
**Status Date:** 11/20/2008

**Use of Assessment Results:**
- The DLTS staff are continuing their efforts to ensure alignment with campus needs.
**Objective:** To market library services to HCC and surrounding communities.

<table>
<thead>
<tr>
<th>Expected Outcome/Performance Results</th>
<th>Means of Assessment</th>
<th>Results of Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Satisfaction surveys will reflect satisfaction at the same or higher levels than currently exists (the majority of respondents already are satisfied).</td>
<td>Satisfaction surveys.</td>
<td>Accomplished</td>
</tr>
</tbody>
</table>

Status: Accomplished  
Status Date: 11/20/2008

Use of Assessment Results:  
Marketing library services will continue, and feedback on surveys indicates high satisfaction.

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**Objective:** To provide adequate funding to the periodicals budget and to the courier budget.

<table>
<thead>
<tr>
<th>Expected Outcome/Performance Results</th>
<th>Means of Assessment</th>
<th>Results of Assessment</th>
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</thead>
<tbody>
<tr>
<td>$100,000 in periodicals budget</td>
<td>Funding placed in budget.</td>
<td></td>
</tr>
<tr>
<td>$7,000 for courier costs</td>
<td>Funding placed in budget</td>
<td></td>
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</table>

Status: Accomplished  
Status Date: 11/20/2008

Use of Assessment Results:  
Not applicable.
2009-2011 INSTITUTIONAL EFFECTIVENESS PLAN, Learning Resource Centers

Narrative Summary

Unit Mission:
HCC Libraries are teaching libraries that support and enrich the educational curriculum by: *Selecting, acquiring, organizing, and providing resources, in all formats, that meet the academic needs of a diverse community *Providing sufficient, qualified professional and support staff and resources *Providing library information literacy instruction to help students develop critical thinking skills and become independent life-long learners *Providing professional research assistance and consultation *Improving library resources and services through regular program evaluation and continuous participation in college-wide planning and evaluation HCC librarians will accomplish this mission in collaboration with the Hillsborough Community College community.

Planning Facilitator(s): Karen Griffin

Unit Planning Process:
The library faculty work in association with the Director of Associate in Arts Programs to identify program priorities. These priorities are identified through the program review process, through surveys of instructional faculty and students, through staff input, and through professional judgment. A librarian or staff member is assigned lead responsibility for each objective and priority. As a part of the planning process, year-end reports have been developed and recommendations are incorporated into the budgeting process.

External Trends:

<table>
<thead>
<tr>
<th>Trend/Event</th>
<th>Impact</th>
</tr>
</thead>
<tbody>
<tr>
<td>State financial situation.</td>
<td>Affects availability of college resources.</td>
</tr>
</tbody>
</table>

Constituent Needs:
The library unit provides Hillsborough Community College students and faculty with learning and information resources needed to support the College’s teaching mission. The library unit ensures that users have access to regular and timely instruction in the use of the library and other learning/information resources. The library unit includes a sufficient number of qualified staff to accomplish HCC’s mission.
**Objective Summary**

Objective: Provide the physical, technological, and human resources to enable high quality library services and, subsequently, to enhance student success.

Areas of Broad Interest: Information/Comm. Technology ☑ Facilities ☑ Diversity ☐

Target Date: 12/31/2008  Position Responsible: Director of AA and supervising deans

Does this objective originate from a program review recommendation? ☐

This unit objective supports achievement of the following:

College Goal:
4. Provide the necessary human, financial, physical, and technological resources to ensure a high quality learning environment and an efficient organization.

Strategic Initiative:
1-B. Increase the retention rate of students enrolled in degree programs to exceed the state average (Assessment: CSF).

Other Goals/Initiatives Addressed by Objective:

Total cost to achieve this objective: $0  Cost exceeds unit based budget ☐

Capital Costs  Expenses  Prof-Dev  Full-Time  Part-Time  Hourly  Contract
$0  $0  $0  $0  $0  $0  $0

Explain Costs:

Strategies:

* Work with the deans to support campus LRC unit objectives.

Objective: To continue to market library services to HCC and surrounding communities.

Areas of Broad Interest: Information/Comm. Technology ☑ Facilities ☐ Diversity ☐

Target Date: 12/30/2011  Position Responsible: Director of Associate in Arts; Librarians

Does this objective originate from a program review recommendation? ☐

This unit objective supports achievement of the following:

College Goal:
3. Enhance access, flexibility, and responsiveness to meet the changing educational needs of the students and the community.

Strategic Initiative:
3-B. Expand opportunities for electronic access to instructional and student service delivery in user-friendly, web-based applications (Partial Assessment, CSF).
Other Goals/Initiatives Addressed by Objective:

<table>
<thead>
<tr>
<th>Capital Costs</th>
<th>Expenses</th>
<th>Prof-Dev</th>
<th>Full-Time</th>
<th>Part-Time</th>
<th>Hourly</th>
<th>Contract</th>
</tr>
</thead>
<tbody>
<tr>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
</tbody>
</table>

Total cost to achieve this objective: $0  Cost exceeds unit based budget

Explain Costs:

Strategies:

* Continue to enhance electronic availability of information about the libraries, including tutorials, virtual tours, etc.

* Continue to provide in-service offerings and special events.
Outcome Summary

Objective: Provide the physical, technological, and human resources to enable high quality library services and, subsequently, to enhance student success.

<table>
<thead>
<tr>
<th>Expected Outcome/ Performance Results</th>
<th>Means of Assessment</th>
<th>Results of Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accomplishment of campus LRC objectives related to this overall objective.</td>
<td>Review of progress on campus LRC Objectives.</td>
<td></td>
</tr>
</tbody>
</table>

Status: NO STATUS

Use of Assessment Results:
Status Date: 11/20/2008

11/20/2008
Status: NO STATUS
Status Date: 11/20/2008
Objective: To continue to market library services to HCC and surrounding communities.

<table>
<thead>
<tr>
<th>Expected Outcome/Performance Results</th>
<th>Means of Assessment</th>
<th>Results of Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>High levels of satisfaction on satisfaction surveys.</td>
<td>Satisfaction surveys.</td>
<td></td>
</tr>
</tbody>
</table>

Status: NO STATUS

Status Date: 11/20/2008

Use of Assessment Results:
Hillsborough Community College

Library Vision and Mission Statements

**Vision**

The vision of the HCC Libraries is to provide excellent learning resources and information literacy programs to support members of the college community in achieving their academic goals, and in navigating the increasingly complex world of information. This vision supports the institution vision by assuring the resources needed to support the abilities of learners to achieve their maximum potential.

**Mission**

HCC Libraries are teaching libraries that support and enrich the educational curriculum by:

- Selecting, acquiring, organizing, and providing resources, in all formats, that meet the academic needs of a diverse community
- Providing sufficient, qualified professional and support staff and resources
- Providing library information literacy instruction to help students develop critical thinking skills and become independent life-long learners
- Providing professional research assistance and consultation
- Improving library resources and services through regular program evaluation and continuous participation in college-wide planning and evaluation

HCC librarians will accomplish this mission in collaboration with the Hillsborough Community College community.

This mission supports the institutional mission by providing the resources and services needed to sustain an innovative learning environment.
Hillsborough Community College

Learning Resource Centers Program Description

Hillsborough Community College maintains a library at each of its five campuses. The Library/Learning Resource Centers (LRC) provide its students, faculty, and staff access to traditional and technological collections and resources that support the College’s educational, research, and public service programs. The collections include circulating and reference books, electronic books, current periodicals, archived publications, electronic databases, and audiovisual programs. HCC also has a Memorandum of Understanding with the MacDill Air Force Base to support the HCC MacDill Learning Center located on the base.

To further enhance access and user privileges, the College is a member of Florida’s College Center for Library Automation (CCLA) which coordinates the twenty-eight community colleges’ collections through a common management system. CCLA operates Florida’s Library Information Network for Community Colleges (LINCC) and the Web-based library information portal, LINCCWeb. LINCCWeb offers reliable, convenient access to information-rich, full-text databases, e-books, and the library holdings of Florida’s community colleges. A program of Florida’s Division of Community Colleges, CCLA is considered a model library services organization, operating the first statewide, centralized automated library system in the U.S. serving community colleges exclusively.

The College also is a member of the Tampa Bay Library Consortium (TBLC), which is a non-profit, multi-library cooperative that assists libraries by encouraging collaboration, resource sharing, staff development, and innovations. Additionally, the College participates in a Library Borrowing Privileges Agreement between the State University System of Florida and the Community College System of Florida that allows both types of institutions to extend access and borrowing privileges among currently enrolled HCC students, faculty, and staff of public higher education institutions in Florida.

Electronic access to library resources is available for HCC students who attend off-campus sites and for HCC distance learners. The HCC Library website identifies both HCC and all statewide community college holdings and also serves as a gateway to over 100 subscription databases containing both full-text and bibliographic information. These databases are available to HCC students with a valid student identification card. The Library website links to e-mail and synchronous, online reference assistance and to a variety of printed guides designed for student use. HCC students also have access to library resources through intercampus and interlibrary loan.

The library’s Collection Development and Collection Assessment Policies provide the criteria by which learning resource materials are selected. Faculty librarians exercise their professional judgment in selecting general learning resources materials that support and enhance the curriculum. The librarians work to ensure that instructional faculty members have input on the collection development process, including the database collection. For example, the librarians have aligned the collection assessment process with the College’s program review process to ensure that resources are adequate for the programs undergoing review in any given year. They have queried the instructional faculty members on an annual basis to help make recommendations on the annual database purchase list.

The library faculty works in collaboration with the director of associate in arts programs and their campus deans to identify program priorities and campus-specific needs through several processes, including but not limited to the following:

- applying professional judgment;
- interacting with instructional faculty and students, including orientations, surveys, and individual programs and projects;
- responding to staff recommendations;
• participating in the College strategic planning and program review processes;
• participating in the College Center for Library Automation advisory committee and standing committees; and
• engaging in professional development on a regular basis.

The HCC District Library Technical Services Department is located within Dale Mabry Campus LRC and provides centralized acquisition and processing of library materials for the campus libraries. The department maintains a small collection of professional books, audio visual materials, and periodicals that are predominantly for the use of HCC Library faculty and staff. The department’s Learning Resources Automation Coordinator provides technical support for the campus libraries.

**Other Learning/Information Resources**

**Ask-A-Librarian:** Ask-A-Librarian is an online reference service that is provided at no charge to Floridians. The service is supported by public and private libraries and provides service from 10:00 a.m. – midnight on Sunday through Thursday and from 10:00 a.m. – 5:00 p.m. on Friday and Saturday.

**Computer Workstations:** Each Library/LRC provides computer workstations for students and faculty to access databases and the Internet.

**Intercampus Loan:** HCC students have access to all HCC library and learning resources on a college-wide basis. The LINCC system provides for an intercampus loan process that allows resources to be shared, tracked, and returned.

**Interlibrary Loan:** Students have the capability to search Florida’s public community college libraries and request materials through the state-wide interlibrary loan process.

**Library Instruction:** Librarians are available to provide one-on-one instruction to individual students or group library orientations. The librarians work with the faculty to ensure that course objectives and learning outcomes are factored into the library instruction. In 2008 HCC librarians began piloting LibGuides for selected library orientations. These online guides enable librarians to tailor content for specific research assignments. They can also be embedded in course management pages.

**Reciprocal Borrowing:** Hillsborough Community College participates in reciprocal borrowing with other publicly funded community colleges and universities in Florida. The College has cooperation agreements with the School Board of Hillsborough County and the University of South Florida, Tampa Campus. These agreements allow HCC students to utilize their resources and borrowing services. Interlibrary loan further enhances the availability of resources for students.
2009-11 College Goals and Strategic Initiatives
Adopted by the Board of Trustees, August 30, 2006
Reaffirmed by the Board of Trustees, October 21, 2008

Goal 1. Advance student success through a focus on the achievement of learning outcomes for all students with the active involvement of all employees.

Strategic Initiatives
A. Increase the college preparatory course completion rate in reading to the state average (CSF, B-5).
B. Increase the retention rate of students enrolled in degree programs to exceed the state average (CSF, B-4).
C. Improve student learning outcomes in Gateway courses (QEP, 49).
D. Increase the Associate of Arts graduation rate to the state average (CSF, A-4).

Goal 2. Foster partnerships with the local and global communities to position the College as a premier educational institution for college transfer, career workforce and economic development, lifelong learning, and community initiatives.

Goal 3. Enhance access, flexibility, and responsiveness to meet the changing educational needs of the students and the community.

Strategic Initiatives
A. Reexamine the complete array of program offerings to ensure they are responsive to community need and workforce demands (CSF, A-7).
B. Expand opportunities for electronic access to instructional and student service delivery in user-friendly, web-based applications (CSF, B-2).

Goal 4. Provide the necessary human, financial, physical, and technological resources to ensure a high quality learning environment and an efficient organization.

Strategic Initiatives
A. Successfully launch the new South Shore Center.
B. Leverage technology to streamline administrative processes and reduce the percentage of budgeted expenditures for overhead functions (CSF, C-7).

Goal 5. Promote an institutional culture that values the individual; fosters diversity; and encourages professional development, action, creativity, and risk taking.

Strategic Initiative
A. Encourage hiring practices that will result in a faculty that is more reflective of the student body profile and the citizenry of Hillsborough County (CSF, C-3).

Goal 6. Continuously improve programs and services through a systematic and ongoing process of strategic planning, assessment, and review in which a “culture of evidence” guides our direction.
The library faculty of Hillsborough Community College (HCC) subscribes to the following definition of information literacy:

Information literacy forms the basis for lifelong learning. It is common to all disciplines, to all learning environments, and to all levels of education. It enables learners to master content and extend their investigations, become more self-directed, and assume greater control over their own learning. An information literate individual is able to:

- Determine the extent of information needed
- Access the needed information effectively and efficiently
- Evaluate information and its sources critically
- Incorporate selected information into one's knowledge base
- Use information effectively to accomplish a specific purpose
Understand the economic, legal, and social issues surrounding the use of information, and access and use information ethically and legally

Information literacy includes information technology skills, such as use of computers, software applications, and information retrieval tools, but it is a broader area of competence that encompasses the content, analysis and communication of information.

Association of College & Research Libraries - Best Practices Initiative
http://www.ala.org/ala/mgrps/divs/acrl/standards/characteristics.cfm

Introduction

We present this document in a spirit of collegiality with classroom faculty and administrators. The library literature bears out our observation that information literacy is best taught as a partnership among library faculty, classroom faculty, and administrators:

Incorporating information literacy across curricula, in all programs and services, and throughout the administrative life of the university, requires the collaborative efforts of faculty, librarians, and administrators. Through lectures and by leading discussions, faculty establish the context for learning. Faculty also inspire students to explore the unknown, offer guidance on how best to fulfill information needs, and monitor students’ progress. Academic librarians coordinate the evaluation and selection of intellectual resources for programs and services; organize, and maintain collections and many points of access to information; and provide instruction to students and faculty who seek information. Administrators create opportunities for collaboration and staff development among faculty, librarians, and other professionals who initiate information literacy programs, lead in planning and budgeting for those programs, and provide ongoing resources to sustain them.

ACRL Information Literacy Competency Standards for Higher Education
http://www.ala.org/ala/mgrps/divs/acrl/standards/informationliteracycompetency.cfm

This document is presented as a guiding philosophical statement, and a set of recommended actions. It is suggestive rather than prescriptive. Although the library cluster is comprised of peers from across the institution, we operate within a decentralized, campus-based management system. It is therefore up to each of us to work within our individual campus cultures to implement the recommendations in this document in appropriate ways.

In many cases, these recommendations—or similar measures—are already being implemented in a manner appropriate to each campus’ environment. The document thus becomes an articulation of existing practices. In other cases, the practices are ever-evolving as resources, campus personnel, and institutional imperatives change over time.

What remains a constant is the commitment of library faculty across the institution to collaborate with instructional faculty in our on-going, mutual effort to instill information literacy and critical thinking in our students.
**Definition of the HCC Library/Learning Resource Center (LRC) Discipline**

Each campus has a Library/LRC that provides materials to support the College curriculum. The collections include circulating and reference books, electronic books, current periodicals, archived publications, electronic databases, and audiovisual programs.

Each Library/LRC provides computer workstations to access databases and the Internet. The Library website at www.hccfl.edu (click on Libraries) identifies both HCC and all statewide community college holdings, and also serves as a gateway to databases containing both full text and bibliographic information. These databases are available to HCC students with a valid student identification card. The Library website links to e-mail reference assistance and to a variety of printed guides designed for student use.

An audiovisual laboratory, containing programs, compact discs, audio and videotapes, filmstrips and slides, are housed at each LRC.

Each Library/LRC maintains a reserve collection that includes materials identified by HCC instructors/faculty for students' attention.

Instruction in the use of library resources is provided by library faculty to classes on a scheduled basis, and to individuals at the point of use, and by appointment. Library faculty and skilled support staff are available to assist with research and the utilization of library resources and technologies.

Hillsborough Community College participates in reciprocal borrowing with other publicly funded community colleges and universities in Florida. Interlibrary loan further enhances the availability of resources for students.

Library/LRC hours vary by campus and are posted at each site. Additional information about library services, and links to library resources, are available on the Library website [http://www.hccfl.edu/library/](http://www.hccfl.edu/library/).
Recommendations

- **Library skills instruction will be tied to, and timed with, assignments.**
  Young and Harmony (1999) assert that students are most receptive to the introduction of new skills when they know that they will need them for an assignment (p. 30). Classroom faculty should provide, or the library faculty should solicit, information which will help to customize the session to the class’ needs, i.e. a description of the assignment, approximate grade level of orientation needed and what topics are currently being covered in class. The session should include, when possible, an active learning component, so that students can immediately apply the principles they have learned. Such an exercise might be provided by the library or classroom faculty. It could be an assignment for the students to complete and turn in by the end of the session. The ACRL Objectives for Information Literacy Instruction state that the responsibility for helping students become information literate is “best shared across a campus…Ideally, administrators support information literacy goals for their institutions. Course instructors help their students achieve information literacy in their chosen fields, and librarians and other campus professionals collaborate with course instructors in this effort.” [http://www.ala.org/ala/mgrps/divs/acrl/standards/informationliteracycompetency.cfm#ilPed](http://www.ala.org/ala/mgrps/divs/acrl/standards/informationliteracycompetency.cfm#ilPed)

- **Library faculty and classroom faculty will collaborate in teaching information literacy.**
  The presence of the classroom instructor in the library session is key to impressing upon students their need for the library use skills that they are learning. It is even more effective for the classroom instructor to actively participate, or even team-teach, the library session. According to Young and Harmony (1999), “Students take their cues from their professors, valuing information that the professor deems important. Team teaching lends legitimacy to the information being presented by the librarian (p. 30).” In addition, we observe that for an instructor to “drop off” the class at the library, or to not even appear, sends a message to students that the library session is, at best, ancillary to their classroom experience, or at worst, immaterial.

- **Library faculty will be aware of pedagogical trends at their campuses, and be prepared to adapt their information literacy models accordingly.**
  Library faculty should explore—as appropriate within their campuses, and in collaboration with classroom faculty—ways to further integrate information literacy across the curriculum, beyond the assignment-specific library session. For example, teaching information literacy within the context of a learning community would be structured very differently from a stand-alone session. Similarly, resources and services that might be developed to support distance-learning programs would take on a unique character. This flexibility of response and adaptability to emerging opportunities requires library faculty to be full “team players” on their campuses, maximizing formal and informal networking and outreach mechanisms.

- **Library faculty will provide, as appropriate, information literacy training or materials to classroom faculty.**
  The college’s enhanced emphasis on professional development could provide library faculty with opportunities to provide information literacy training or other support to interested classroom faculty. Formal and informal methods of sharing such information may include one or more of the following: current-awareness items in newsletters; email; and “in-service” sessions for campus or district-wide audiences.
• **Library faculty will take all possible opportunities to update and develop their skills.**
  This might involve, but is not limited to, enrolling in credit-bearing courses, workshops provided by library organizations, conference sessions, online “webcasts,” and continual professional reading (see references below). Because adult learners learn best when they teach others, cluster members are encouraged to share their newly-acquired knowledge with their colleagues.

• **Library faculty will involve classroom faculty in print and electronic collection development.**
  Such involvement may include soliciting classroom faculty input into materials selection. At the very least, our experience has been that classroom instructors appreciate being apprised of materials and resources supporting their disciplines. The positive relationships developed from such interactions increases the likelihood of successful collaborations in teaching information literacy.

**Conclusion**

Pedagogical trends point to increasing curricular integration. Examples of this include the Gordon Rule requirement of writing assignments across non-mathematics disciplines (2003-2004 HCC Catalog, p. 77), and the concepts of learning communities and capstone courses. As fellow members of the instructional team, library faculty aim to contribute towards a high-quality learning environment that prepares its students to excel as leaders in a global economy (Mission Statement, 2003-2004 HCC Catalog, p. 4). Such leadership requires abilities to recognize a need for information, utilize available information sources, and synthesize the information gathered to achieve desired results. Information literacy is not a discipline, but rather a skill, like critical thinking, that permeates all disciplines. It is not taught most effectively in a vacuum. HCC library faculty aim to work with our colleagues in the classroom to incorporate information literacy across the curriculum.
Librarian Objectives

Educate the Library Faculty

Objectives

The Librarians will:

- Read and/or use a wide range of professional resources to facilitate learning how to plan, implement, develop, manage and provide instruction in a successful information literacy program.

- Apply the information literacy skills developed in library school and refined via their varied experiences to identify, locate, access and/or evaluate new information literacy resources for use in learning to plan and teach information literacy activities and skills. Resources will be shared with colleagues.

- Engage in relevant professional learning and training programs on a regular basis to ensure that they remain abreast of current teaching, assessment, marketing and other trends related to information literacy.

- Learn the techniques and applications of information literacy program planning and instruction by consulting a variety of professional resources (see Appendix A for Resource Bibliography).

Assessment

Objectives

The Librarians will:

- Use the ACRL Information Literacy IQ (Institutional Quotient) Test as a planning tool: a) to determine the readiness of the college for an Information Literacy Program; and b) to assist in moving the College forward with an Information Literacy Program. 
  http://www.ala.org/ala/mgrps/divs/acrl/issues/infolit/professactivity/iil/immersion/iqtest.cfm

- Review, select, and use assessment tools integral to accomplishing the mission and goals of the College/Library and its Information Literacy Program.

- Obtain feedback from classroom faculty about their attitudes and needs related to information literacy by selecting and applying evaluative methods compatible with the purpose of the assessment exercise. For example, purpose questions that could be applied to determine
instrument selection are: a) Assessing faculty attitudes toward the library, the librarians, the librarians as teaching partners, or an existing bibliographic instruction program? b) Assessing faculty’s current level of participation in the Information Literacy Program, or faculty’s willingness to participate in a new program? c) Assessing faculty’s information needs, or their information-seeking habits? d) Assessing student’s information needs as perceived by faculty? (Young and Harmony, p. 12)

- Apply the *ACRL Information Literacy Competency Standards* (include outcomes for each standard with performance indicators) in determining, developing and/or selecting assessment tools for measuring student information literacy learning.

- Assess the effectiveness of information literacy instruction through student and faculty surveys.

**Collaborate with Faculty**

**Objectives**

The Librarians will:

- Collaborate with discipline-based faculty to integrate information literacy into courses and the curriculum, to develop active learning assignments and to teach and assess student learning outcomes.

- Develop and implement a proactive information literacy program that promotes regular communication between them and the faculty to ensure that library and information sources are available for faculty teaching, student assignment and research needs.

- Promote information literacy initiatives by employing collaborative outreach and marketing strategies that are compatible with the needs, desires and attitudes of the faculty.

- Assess the effectiveness of faculty/librarian collaborations by using appropriate measures for obtaining faculty feedback.

**Tutorials**

**Objectives**

Librarians will:

- Provide a web link to a self-paced tutorial (e.g., TILT, LILI, OASIS) encouraging faculty and students to use it as an information literacy resource.

- Provide faculty, students and others with a streamed version of the 21st Century information literacy video, *E-Literate*, via a web link from the HCC Library web page.
- Manage the HCC Information Literacy web site.

References


SELECTED RESOURCE BIBLIOGRAPHY

BOOKS


SELECTED RESOURCE BIBLIOGRAPHY

Association and Consortium Web Sites, Workshops, Conferences

National

Association of College and Research Libraries (ACRL)  
http://www.ala.org/ala/mgrps/divs/acrl/index.cfm

LOEX (Library Orientation Exchange or Library Instruction Clearinghouse)  
http://www.emich.edu/public/loex/loex.html

Library Instruction Roundtable (LIRT)  
http://www3.baylor.edu/LIRT/

Regional

SOLINET (Southeastern Library Network) Workshops  
http://www.solinet.net/workshops

State and Local (Florida)

CCLA (College Center for Library Automation) Information Literacy Resources  
http://www.cclaflorida.org

Tampa Bay Library Consortium (TBLC)  
http://www.tblc.org/members/specialinterest.shtml  
http://www.tblc.org/training/training.shtml

PROFESSIONAL PERIODICALS

Libraries

Library services was the highest-rated item on both the 2007 and 2009 surveys. The overall percentage of faculty and staff who were satisfied or very satisfied had increased 2.9% from 93.9% in 2005 to 96.8% in 2007 and 2009. All ratings exceeded 90%; 100% of the Plant City and "Other" respondents expressed satisfaction with library services; the campus with the lowest percentage was SouthShore at 91.7%.

Table 33

<table>
<thead>
<tr>
<th></th>
<th>Number of Respondents</th>
<th>% of Respondents Who Expressed an Opinion</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>VS</td>
<td>S</td>
</tr>
<tr>
<td>a. Libraries</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Brandon</td>
<td>62</td>
<td>182</td>
</tr>
<tr>
<td>Dale Mabry</td>
<td>11</td>
<td>37</td>
</tr>
<tr>
<td>Plant City</td>
<td>6</td>
<td>12</td>
</tr>
<tr>
<td>SouthShore</td>
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<td>10</td>
</tr>
<tr>
<td>Ybor City</td>
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<td>37</td>
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<tr>
<td>District</td>
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<td>20</td>
</tr>
<tr>
<td>Other</td>
<td>1</td>
<td>4</td>
</tr>
</tbody>
</table>

Chart 31

Satisfaction with Libraries
Satisfied + Very Satisfied by Location - 2009

Faculty/Staff Satisfaction Survey 2009–Page 34
Q13. CAMPUS SERVICE
   a). LIBRARIES

BRANDON CAMPUS
Strengths

93: libraries are doing a great job security has very much improved, since some of the lead officers have been appointed esp Brandon

Weaknesses

238: Students need to be able to print materials in the libraries More tutorers needed in reading and math Get the word out from every vantage point increase test center hours & tutoring hours.

DALE MABRY CAMPUS
Strengths

31: The librarians are knowledgeable and eager to help. Faculty Services is well-staffed. Mary Reciniello at DM is a jewel. Tutoring Services (including the Writing Commons) is well run (although staffing could be upped).
53: a. Library at DM is great. Good place to study and helpful staff. b. Mail room and duplicating staff go out of their way to help. Great job...consistently. c. Writing and tutoring program at DM is well run.
137: a. The librarians have always been very helpful. Also they take my suggestions for book aquisition seriously.
138: a,b, and d: I hear only good things about these service providers.
149: g. very prompt and professional I. a benchmark for success
208: a. Librarians are extremely helpful. Exhibits are great for student activities. b. Mail is delivered in a timely fashion. f. No problems with faculty parking. g. Everything is done ahead of the two-day required notice. h. Security is prompt when called.

PLANT CITY CAMPUS
Strengths

262: A. Libraries are great! The staff is friendly and welcoming. F. Parking on the Plant City Campus is much improved with the addition of the overflow lot.

YBOR CITY CAMPUS
Strengths

34: Item A: Librarians and library staff are helpful and friendly. Items B and G: Khang Dinh and the rest of the mailroom staff are dependable and cordial.
45: The librarians are EXTREMELY helpful and knowledgeable. Jeneice Sorrentino was a huge help for me in getting my ENC 1102 classes started on their research papers last fall and again this spring. Security is also always very friendly and helpful, and Edna Jones-Miller has also been EXTREMELY helpful in educating me on how SGA and clubs operate.
175: a. The librarians go out of their way to be helpful. The guides they prepare for class assignments are excellent. b & g. Excellent service in the mailroom, including duplicating.
Weaknesses
   34: We need a better instructional area for library orientations, and more computers. These issues are
   being addressed through other processes such as campus visioning.

Recommendations
   115: The library at the Ybor Campus needs to be renovated starting with the furniture. The registration
   process is getting better, but can be improved a lot more.
### Library Student Survey Spring 2007 All Campuses

<table>
<thead>
<tr>
<th>At which campus do you take most of your classes this semester:</th>
<th>Response Total</th>
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<tbody>
<tr>
<td>Brandon Campus</td>
<td>28</td>
</tr>
<tr>
<td>Dale Mabry Campus</td>
<td>7</td>
</tr>
<tr>
<td>Plant City Campus</td>
<td>3</td>
</tr>
<tr>
<td>Ybor City Campus</td>
<td>49</td>
</tr>
</tbody>
</table>

Total Respondents: 87

<table>
<thead>
<tr>
<th>Most of my classes this semester are</th>
<th>Response Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>At night</td>
<td>9</td>
</tr>
<tr>
<td>During the day</td>
<td>77</td>
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<tr>
<td>On weekends</td>
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Total Respondents: 87

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<tr>
<th>I use the service of the Library</th>
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<td>Weekly</td>
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<td>A few times a semester</td>
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<tr>
<td>Never</td>
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Total Respondents: 87

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<tr>
<th>Rate the Library services for the Campus you selected at the</th>
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<th>Unsatisfied</th>
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</table>

Total Respondents: 87
Library Student Survey - Spring 2007 - Student Comments

The library is welcoming and makes me feel good. Real good people work there. Great staff, more useful than I thought. They were very nice and knowledgeable about what I needed thanks. Are required local telephone service, no somebody have cell phones, and there occasions about the student require to call urgent by phone and no is possible through the stationary phones since there are not public service. Nevertheless, this is a public institution.

I love hanging out in the library because everybody is happy and smiling. I love coming to the library but at times it can be very disturbing because of the noise. People talk very loudly and they hold conversations on their phone while they are in the library and it is hard to concentrate when that is happening. Overall, you guys do a great job. !!!!!!!!

Staff was very helpful and courteous.

I like the feel of the library. Very welcoming and everyone working there is nice. Great services! Keep up the good work!

Great

I am very satisfied.

Can you put the Microsoft Word in the library?

The Librarian was very helpful and we found everything I needed. So good to know I have this luxury. Thanks!!

I love coming to the library, everyone is so helpful to me, and I love the student assistant too. She's very nice.

The library staff keep a pleasant attitude and always willing to assist. They are very knowledgeable. Keep up the excellent work!

Post some 'no talking on cell phone' signs. I keep having to tell people to quiet down, one day some black dude will attempt to shoot or stab me.

Ask a Librarian too slow and doesn't answer questions completely.

Need extended hours for nights and weekends, like USF library hours.

Kick the people on MySpace and eBay off!!! Do not just threaten to do so, actually do it!!! Many times there have not been available computers because students were on 'junk' website. And even if there are enough computers available, kick the losers off because it sets a bad precedent.

It would be nice to be able to complete CGS1000 classwork in the library. Most of the CGS1000 sites don't load or work.

This is a very helpful environment. I enjoy doing my research here.

The HCC library is well organized, like a common library should be, and its staff does a good job in maintaining order and granting help to those who need it.

I'm really appreciate the HCC Staff organize to help everyone. There are a lot of places to go when you have a problem with your homework. Briefly, I don't see any problem when I'm learning at Hcc.

Wonderful people work there.

I would like to see some more books in languages other than English. Please, make the library search page more specific, like add whether we're looking for fiction, non-fiction, etc.

There need to be totally quiet study areas in the Brandon library like there are in the Dale Mabry library. Too many people are allowed to chit chat and joke around with friends while others struggle to study their individual coursework.

Inforce the internet policies. There availability of the library is very limited on the weekends. Some students can only come here on the weekends.
should have later hours open

Ms. Caroline is the nicest person of this campus. She is always available for helping students. I would like to thank her for everything she has helped me. I would like more ebooks and make it simple to use maybe even interactive.

Staff aids noisy sometimes. Some students disruptive at times. Temperature slightly cooler than necessary. Everything else great.

I love the library. Nice and helpful people work there.
most of the help was by the librarian Michael Johnson, and he is very helpful and knowlegable of what he does.

All the staff are very helpful. They are very knowledgeable and they make me feel like I am home.

Outstanding librarians. It is a little to noisy sometimes.

Google is better for my needs.

good place with helpful staff

i love coming to the Libabry but at times it can be very disturbing because of the noise. people talk very loudly and they hold converstation on their phone while they are in library and it i shard to concentrate when that is happening. Overall you guys do a great job.!!!!!!!!!
great staff!!

i think frinks should be allowed in the library and the staff should do a better job keeping noise level to a minnimum especially around the computers!!!

Thank you for a wonderful library!

everyone is very helpful and seem to enjoy their work
You are doing a very good job. I want to continue in this way.
The newer girl you have had working with the dark brown hair is really nice and helpful. Much nicer than your old staff member with the short dark brown hair.

However, I find the library to be a bit noisy at times when people are gathered at computers. Overall though it is a pleasant experience!
Hillsborough Community College  
Student Library Survey 2008  
(Total N=169)

Q1 - Most of my classes this semester are:
- At night: 62 (31.5%)
- During the day: 132 (67.0%)
- On weekends: 3 (1.5%)

Q2 - Which campus library did you use most often during the past year?
- Brandon: 65 (33.0%)
- Dale Mabry: 79 (40.1%)
- Plant City: 23 (11.7%)
- Ybor City: 30 (15.2%)

Q3 - I use the {answer from Q2} library:
- Daily: 26 (13.2%)
- Weekly: 55 (27.9%)
- A few times a semester: 88 (44.7%)
- Never: 28 (14.2%)

Q4 - Please rate

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<td>VS  S  D  VD Unknown</td>
</tr>
<tr>
<td>A</td>
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<td>62 88 5 3 11</td>
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<tr>
<td>B</td>
<td>Staff knowledge</td>
<td>61 93 6 3 16</td>
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<td>C</td>
<td>Staff courtesy/helpfulness</td>
<td>68 75 13 4 9</td>
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<tr>
<td>D</td>
<td>Library hours</td>
<td>51 82 19 12 5</td>
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<td>E</td>
<td>Availability of seating</td>
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<td>F</td>
<td>General appearance</td>
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<td>Collection of videos</td>
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<td>Q</td>
<td>Availability of computers</td>
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<td>Library website</td>
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Note: “Valid Percentages” uses the total of (Very Satisfied + Satisfied + Dissatisfied + Very Dissatisfied) as the denominator; that is, everyone who expressed an opinion.

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</table>
Q8: Please briefly explain why you never use this library.

BRANDON:

8: The selection of books is too small.
13: Haven't had a need.
104: I don't have time to go there as the library closes at 9 PM. I work during the day and most weekends and my classes don't let out until after 9 PM.
115: None of my classes have required it. My text books have had all the information I needed.
122: I use the databases or go to the public library.
125: I haven't had classes that require me to use research.
147: live to far away.
150: I just never had the time to go there. Hopefully next semester I will be able to schedule it in my day.
170: I really don't have a reason to use the library.
176: I get to campus too late to use library. I go straight to class.
183: Never needed to use it.
192: this is my first time being on the campus!

DALE MABRY:

22: I don't really have any classes yet that require use of the library. I've been inside though, and it seems really nice.
38: On the occasion that I need a library, I use the public library on Bearss Avenue because it's closer to my home and more accessible to me at different times of day.
52: never went beyond the humanities building and lounge.
61: no need, if i need something i can find it online.
75: Not needed in my medical program yet.
85: web student.
117: I do most my work on-line and on my own computer.
155: no need.

PLANT CITY:

NO RESPONSES

YBOR CITY:

19: Most of my classes were online and I did not go on campus often.
105: The classes I was enrolled in did not require me to use the library.
186: I never have time to go there.

Q9: Please provide any additional constructive comments that you believe would help improve the {Q2} Campus Library.

BRANDON:

2: GREAT PEOPLE!
9: The selection of literature is definitely under par. There are plenty of historical reference material and magazines but VERY little for pleasure reading. I also feel that the library hours are extremely short. The library always has many students in it even when it is time to close. There are classes that are attended later than the facility we have to study in! The least that could be done would be to keep the library open until midnight during midterm and exam weeks. I do have to say that at least the Brandon Library smells better than the Ybor one...
11: Most importantly are the hours of operation. Unlike universities whose libraries are open much later and also late on weekends, HCC does not offer that to its students. The demand is obviously not as high as it is for universities, but the need IS there, especially since a majority of your students are also employed full time, it can be difficult to squeeze library time into an already busy schedule. If you could accommodate by opening the library on weekends or keeping it open later on weekdays, it would be of much help! Thanks!

44: I think the library is a great resource that I utilize when I need it. I feel that the computer area is a little crowded at times and there are not enough computers or seating sometimes when I need to use a computer, but I if that is the case I will usually go to the computer lab and there are computers available most of the time.

82: Brandon library is helpful but staff does not get involve as much due to lack of students wanting to take that extra step. The staff is well trained, the student is who needs the motivation.

20: More availability of computers and staff

57: Please clean the bathrooms!! The bathroom at the bottom level of the science building has been in disarray for two semesters!!! leaking toilets/graffitti, and a locked stall door!!

90: More availability of computers, more books, tell people to shut up they are annoying and i cant study

96: Our professor sent the class to the library for a research assignment. The library assistant told everyone they had to leave approx. 15 minutes before the library closed, because he said he had to close everything down. Now if a department store is open until 8 o’clock you can still check out at 8 o’clock; but if HCC Brandon Library is open until 8 o’clock you have to check out by 7:45 now where is the logic there. Night classes go until 9:45 pm I believe the library should be open at least until 9:30pm Monday through Thursday.

108: I would like to see the library open on Saturdays and Sundays for students during finals week. Maybe even extended hours during final weeks. Students need a productive place to study. Thank you!

113: in particular there is one staff who is always available. a male who is extremely helpful and patient. thanks

170: Fixing some of the structural damage.

187: More outlets to plug in laptops.

DALE MABRY:

30: The 3rd floor of the Dale Mabry has been the most helpful to me because of the no talking and no cell phone rule. This helps when concentration on assignments is crucial. However, I think when staff from the writing center walk by and they see people talking with one another they should hand them a slip of paper with a notice that states the no-talking policy. This would help enforce this policy because every now and then someone does not notice the signs on the tables or on the poles.

35: The library should open later. My study partner and I hardly ever study at the library because it closes too early. Its a bit of an inconvenience for the evening students.

37: The library hours are completely inconvenient for night students. My classmates and I have to go to bookstores and restaurants to study. We end up at Panera or Borders 3 times a week. It is just awful to not be able to go to your own library and have to purchase food and drinks just to have a place to study. The library should be open until 10 and have extended hours on the weekends to accommodate paying students.
extend Friday & wknd hrs.
I wish the library would be open before 8am, as to help students finish last minute assignments or even only to allow them to print out papers. I also wish it was open more on the weekends. I work full time during the week and find it difficult sometimes to get there on Saturday during the hours it is open.
Staff at Dale Mabry Campus library are very helpful and seem to genuinely enjoy their work.
i wouldn't know i don't go there.
need bigger area for internet computers. too closed in and need more accessible computers. THANK YOU.
Studenta are not always considerate of the need to be quiet in the computer area of the library. Maybe a staff member reminding them to be quiet would help.
Everyone and everything is doing a great job
Most classes start at 8am and the library does not open until 8am sometimes it would be helpful if it opened at 7:30am.
I think the library is a great place to go study inbetween classes and is very well kept. It has plenty of sources and the staff is very helpful. One problem is that the computers every now and then are taken.
More Computers
I only used the HCC library once and 2 things happened that were very discouraging. First, if a book transfer is not going to happen by the date needed then it should be communicated at the time of request. I did get a call that the transfer took place. I just didn't need it anymore. Second, the card catalog said a book was available but alas, it could not be found on the shelf. I honestly told myself this is why I don't come here. But hey, I'm part-time and I have other libraries I can go to after hours and on weekends that have reasonable resource materials.
more information posted around the campus informing students about the library
No comments.
Love your library. I spent “many” hours on the third level studying. I appreciate the art walls, clean bathroom and quiet. I just wish "someone" looked upstairs because it was quiet area and MANY times kids had their phones on and several times talking. I liked the availability of the tutors for writing. Thank you for keeping up the appearance of the library.
I have now been at H.C.C for a couple of years. I strongly believe that overall the school is good but the staff in advising, in counseling who we as students go to for main issues of moving on are not capable enough of doing their job, they give sooo much false information and at the end you realize how much time gas and money you have wasted. Its very disturbing and I've heard several people complain about the same problem
The majority of my answers consisted of "dissatisfied" since each time I have visited the library I have never been offered assistance from the staff.
the front desk peoploe act like we are bothering them with questions. [A staff member] is always hitting on me.
It would be helpful if the campus library would stay open late and be open and available to students on Sunday.
Provide lockers please!

PLANT CITY:

It's freezing in there! Sometimes I can't think because I'm so cold. I would just say make it a little warmer.
maybe put in a few more computers that have microsoft word and powerpoint. the computers in the back get occupied very quickly and its hard to get a computer because people use them for a while. i don't have a computer and home so i rely on shoool. also the compters in the front can't print and that is bad because some people just need to print and they have to wait along time for a computer that they will use only for a few minutes
I believe the library should have longer hours. Also it would help if the place were larger. The new book selection is fantastic but the shelved books are all like from the 1800s.
I would like to see the printer and paper more readily available, as the ones in the Success Center that you can print from are few.
overall the plant city library has been satisfying, however due to its size it has limited computers that are available for printing purposes. other than that, the librarians are always helpful and knowledgable about information asked.
i wish the front computers had microsoft word and powerpoint so that students can work from all computers. Also the printer in the front of the library is not working and so there are sometimes a back up on the back computers.
Printer availability and access could be re-evalued.
More books and more recent books.
It would be nice if the library had a larger selection of books; however, I understand this is a small campus. Also,
occasionally it is difficult to get an open computer when the library is busy.

72: I feel so lucky to have HCC’s best Librarian. However [a staff member] needs to be a little more fair and maybe smile sometime.

87: I feel that it is very chilly in the classrooms. I find myself many days wearing sweatshirts even when it is eighty degrees outside.

94: all the computers should have microsoft 2007 instead of the ones in the back of the room which are occupied most of the time.

172: perhaps there could be some weekend hours available, and weekday hours could be open until 9pm? Other than that it’s a pretty helpful library and good atmosphere

177: Less noise!!!!!

179: They need more up to date books, everything else is great.

YBOR CITY:

17: Please have the workers be vigilant about removing people talking on their cell phones. I was trying to study once, and a woman had an entire conversation about taxes and some family member who was in jail, and the library worker never said anything to her.

23: librarian very helpful

69: It would be very helpful to have Microsoft Word instead of WordPad because we are in college and not in high school which requires are research papers to either be in an APA style or MLA style format and WordPad does not support this. What is the purpose of having WordPad if you cannot utilize it for what you need. Now, I did not get a chance to check every computer to see if Microsoft Word was on any others, but I couldn't imagine why it wouldn't be on the computers. If Microsoft Word was on the computers (they were not on the ones I used) I would spent most of my time in the library to do research and study, but since this is not an option I have to find other places outside of the campus.

84: Please leave the library open for the christmas break.

109: The library smells pretty bad, as someone has smoked there before. I think the carpet needs to be changed. Also, it needs to be brighter. The library is not an welcomed place. I spent many hours in there during this semester, and there was no one day that I felt as I was enjoying what I was doing. That's unusual for me.

137: A LOT LESS NOISE would be very much appreciated.

151: Clerk was very unpleasant she seems not to care and expressed it very well. When asked a question she blew us off with “you can read what it says on the...,” she had no customer service skills. I am not sure why she is there if not to help the student. That above all else, I would like to see change. Thanks for asking, A student and parent of a student that cares

154: The Ybor Library is ok. I enjoyed the magazine giveaway last month!

181: Too many people talk on their cell phones in the library. I love the coach area. Its the only place to relax without noise. The library supervisor is the best.

191: I think that the Library should have some limited Matriculation USER agreement during evenings summer and WINTER intersession with the Ybor Library. It's not even a long walking distance and that would help us out a lot!

193: teachers should inhanse to use the library.
Please take a few minutes to rate the services of the HCC library that you use most often. Your responses are completely anonymous, unless you choose to identify yourself. Your feedback will be used to assist in the improvement of library services.

Q1 Most of my classes this semester are:
   55 at night
   149 during the day
   5 on weekends

Q2 Which campus library did you use most often during the past year?
   47 Brandon
   93 Dale Mabry
   23 Plant City
   11 SouthShore
   35 Ybor City

Q3 I use the campus library:
   61 daily
   72 weekly
   67 a few times a semester
   9 never

Q4 I use print resources the most often (books, reference books, magazines/journals/newspapers):
   14 daily
   50 weekly
   97 a few times a semester
   39 never

Q5 I use electronic resources the most often (e-books, article databases):
   19 daily
   49 weekly
   84 a few times a semester
   48 never

Q6 Which format would you prefer for books?
   75 print
   43 electronic
   82 no preference

Q7 Which format would you prefer for articles (magazines/journals/newspapers)?
   65 print
   80 electronic
   55 no preference
Q8  Please rate the campus library you used most often during the past year on each of the services listed below. If you have no experience with a service or do not wish to express an opinion, please click ‘NoOpinion/Unknown’.

<table>
<thead>
<tr>
<th>Service</th>
<th>Very Satisfied</th>
<th>Satisfied</th>
<th>Dissatisfied</th>
<th>Very Dissatisfied</th>
<th>Unknown / No Opinion</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Staff availability</td>
<td>100</td>
<td>82</td>
<td>7</td>
<td>2</td>
<td>9</td>
</tr>
<tr>
<td>b. Staff knowledge</td>
<td>110</td>
<td>67</td>
<td>7</td>
<td>3</td>
<td>13</td>
</tr>
<tr>
<td>c. Staff courtesy/helpfulness</td>
<td>111</td>
<td>69</td>
<td>7</td>
<td>5</td>
<td>8</td>
</tr>
<tr>
<td>d. Library hours</td>
<td>82</td>
<td>81</td>
<td>24</td>
<td>11</td>
<td>2</td>
</tr>
<tr>
<td>e. Availability of seating</td>
<td>85</td>
<td>86</td>
<td>24</td>
<td>5</td>
<td>0</td>
</tr>
<tr>
<td>f. General appearance of the library</td>
<td>105</td>
<td>83</td>
<td>10</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>g. Temperature</td>
<td>76</td>
<td>96</td>
<td>17</td>
<td>7</td>
<td>4</td>
</tr>
<tr>
<td>h. Noise level</td>
<td>70</td>
<td>93</td>
<td>27</td>
<td>6</td>
<td>4</td>
</tr>
<tr>
<td>i. Library orientation with my class</td>
<td>78</td>
<td>62</td>
<td>12</td>
<td>4</td>
<td>44</td>
</tr>
<tr>
<td>j. Library instructional handouts / research guides / online LibGuides</td>
<td>74</td>
<td>66</td>
<td>4</td>
<td>6</td>
<td>50</td>
</tr>
<tr>
<td>k. Interlibrary Loan (ILL)</td>
<td>57</td>
<td>42</td>
<td>5</td>
<td>3</td>
<td>93</td>
</tr>
<tr>
<td>l. Book collection</td>
<td>54</td>
<td>92</td>
<td>14</td>
<td>8</td>
<td>32</td>
</tr>
<tr>
<td>m. Collection of magazines / journals</td>
<td>54</td>
<td>83</td>
<td>12</td>
<td>3</td>
<td>48</td>
</tr>
<tr>
<td>n. Audio / Visual collection</td>
<td>44</td>
<td>66</td>
<td>11</td>
<td>3</td>
<td>76</td>
</tr>
<tr>
<td>o. Electronic resources: LINCC &amp; other databases</td>
<td>79</td>
<td>69</td>
<td>8</td>
<td>2</td>
<td>42</td>
</tr>
<tr>
<td>p. Access to the Internet</td>
<td>97</td>
<td>84</td>
<td>6</td>
<td>2</td>
<td>11</td>
</tr>
<tr>
<td>q. Wireless access in the library</td>
<td>81</td>
<td>62</td>
<td>10</td>
<td>8</td>
<td>39</td>
</tr>
<tr>
<td>r. Availability of computers</td>
<td>58</td>
<td>86</td>
<td>36</td>
<td>7</td>
<td>13</td>
</tr>
<tr>
<td>s. HCC Library website</td>
<td>79</td>
<td>87</td>
<td>8</td>
<td>3</td>
<td>23</td>
</tr>
</tbody>
</table>
Q9 If you have done research in the library, what subject area did you last research? (Please write in the subject.)

Q10 Did you find what you needed to complete the research?
   138 yes
   21 no
   41 not applicable

Q11 Did you ask for assistance to complete the research?
   75 yes
   81 no
   44 not applicable
Critical Success Factors, C-5 Libraries
with Unduplicated Headcount and FTE Comparison

Reproduction of C-5, Libraries Table

<table>
<thead>
<tr>
<th>Activity</th>
<th>03/04</th>
<th>04/05</th>
<th>05/06</th>
<th>06/07</th>
<th>07/08</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unduplicated Headcount (UH)</td>
<td>45869</td>
<td>45148</td>
<td>42504</td>
<td>42278</td>
<td>43401</td>
</tr>
<tr>
<td>FTE Enrollment</td>
<td>16550</td>
<td>16816</td>
<td>16995</td>
<td>16621</td>
<td>16997</td>
</tr>
<tr>
<td>Online Database Searches</td>
<td>41403</td>
<td>43541</td>
<td>51672</td>
<td>69397</td>
<td>94349</td>
</tr>
<tr>
<td>ODS over UH</td>
<td>0.90</td>
<td>0.96</td>
<td>1.22</td>
<td>1.64</td>
<td>2.17</td>
</tr>
<tr>
<td>ODS over FTE</td>
<td>2.50</td>
<td>2.59</td>
<td>3.15</td>
<td>4.18</td>
<td>5.55</td>
</tr>
<tr>
<td>Materials Checked Out</td>
<td>55588</td>
<td>58725</td>
<td>63934</td>
<td>41539</td>
<td>50832</td>
</tr>
<tr>
<td>Materials over UH</td>
<td>1.21</td>
<td>1.30</td>
<td>1.50</td>
<td>0.98</td>
<td>1.17</td>
</tr>
<tr>
<td>Materials over FTE</td>
<td>3.36</td>
<td>3.49</td>
<td>3.90</td>
<td>2.50</td>
<td>2.99</td>
</tr>
<tr>
<td>Number of Patrons</td>
<td>501356</td>
<td>465283</td>
<td>394699</td>
<td>379965</td>
<td>437078</td>
</tr>
<tr>
<td>Patrons over UH</td>
<td>10.93</td>
<td>10.31</td>
<td>9.29</td>
<td>8.99</td>
<td>10.07</td>
</tr>
<tr>
<td>Patrons over FTE</td>
<td>30.29</td>
<td>27.67</td>
<td>24.07</td>
<td>22.86</td>
<td>25.72</td>
</tr>
<tr>
<td>Students Attending Orientation</td>
<td>5790</td>
<td>5481</td>
<td>7147</td>
<td>5751</td>
<td>6660</td>
</tr>
<tr>
<td>Attendance over UH</td>
<td>0.13</td>
<td>0.12</td>
<td>0.17</td>
<td>0.14</td>
<td>0.15</td>
</tr>
<tr>
<td>Attendance over FTE</td>
<td>0.35</td>
<td>0.33</td>
<td>0.44</td>
<td>0.35</td>
<td>0.39</td>
</tr>
<tr>
<td>Reference Questions Answered</td>
<td>13800</td>
<td>14761</td>
<td>16721</td>
<td>17826</td>
<td>17136</td>
</tr>
<tr>
<td>Answers over UH</td>
<td>0.30</td>
<td>0.33</td>
<td>0.39</td>
<td>0.42</td>
<td>0.39</td>
</tr>
<tr>
<td>Answers over FTE</td>
<td>0.83</td>
<td>0.88</td>
<td>1.02</td>
<td>1.07</td>
<td>1.01</td>
</tr>
</tbody>
</table>

The 07/08 school year demonstrated a shift in the HCC library usage statistics in three areas: materials checked out, number of patrons, and reference questions answered. While there was an overall decrease in materials checked out and number of patrons, 07/08 brought an increase in these activities. Conversely, while there appeared to be an increase in reference questions answered from 2003 through 2006, this activity decreased in 07/08. The decrease in reference questions may be related to the steady increase in online database searches, but the reason behind any of these trends is unknown from the current data. See comments in cells above for more explanations.
2007 Student Enrollment Survey, Numerical Results

Q28 How often do you use any of the HCC campus libraries HCC's libraries?

10.3% Every day
27.9% Once a week
16.4% Once a month
18.1% Once a semester
27.3% Never

Q29 HCC's libraries have the resources that I need to complete my course assignments.

26.9% Strongly Agree
50.8% Agree
18.3% Neutral/No Opinion
3.3% Disagree
0.5% Strongly Disagree

Q30 HCC's library hours are adequate for my needs.

27.3% Strongly Agree
46.9% Agree
16.2% Neutral/No Opinion
7.1% Disagree
2.4% Strongly Disagree

Q31 Why haven't you used any of HCC's libraries?

15.3% I use a public library.
47.5% I don't have any courses this semester that require library resources.
16.7% I use an online library.
20.6% Other:
## Cohort Institution Comparison Data

<table>
<thead>
<tr>
<th></th>
<th>Total FTE 12-month enrollment</th>
<th>Total Staff per 1,000 FTE students</th>
<th>Gate Count in a typical week</th>
<th>Total Attendance at all presentations</th>
<th>Reference Transactions in a typical week</th>
<th>Circulation transactions per FTE student</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hillsborough Community College</td>
<td>16058</td>
<td>2.68</td>
<td>8084</td>
<td>6306</td>
<td>939</td>
<td>3</td>
</tr>
<tr>
<td>Santa Fe Community College</td>
<td>11378</td>
<td>3.2</td>
<td>10971</td>
<td>4707</td>
<td>443</td>
<td>3</td>
</tr>
<tr>
<td>Palm Beach Community College</td>
<td>15788</td>
<td>4.05</td>
<td>38006</td>
<td>17890</td>
<td>2208</td>
<td>3</td>
</tr>
<tr>
<td>St. Petersburg Community College</td>
<td>16401</td>
<td>3.21</td>
<td>29034</td>
<td>18773</td>
<td>2926</td>
<td>17</td>
</tr>
<tr>
<td>Valencia Community College</td>
<td>21342</td>
<td>2.46</td>
<td>31123</td>
<td>16036</td>
<td>1261</td>
<td>9</td>
</tr>
<tr>
<td>Broward Community College</td>
<td>21615</td>
<td>1.73</td>
<td>20464</td>
<td>8478</td>
<td>615</td>
<td>4</td>
</tr>
<tr>
<td><strong>Comparison Group Average</strong></td>
<td>17306</td>
<td>2.93</td>
<td>25918</td>
<td>13177</td>
<td>1491</td>
<td>7</td>
</tr>
<tr>
<td><strong>State Average</strong></td>
<td>4429</td>
<td>10.66</td>
<td>8227</td>
<td>3965</td>
<td>414</td>
<td>n/a</td>
</tr>
<tr>
<td><strong>National Average</strong></td>
<td>3659</td>
<td>9.74</td>
<td>5977</td>
<td>2684</td>
<td>317</td>
<td>n/a</td>
</tr>
</tbody>
</table>

Data comes from the Library Statistics Program on the National Center for Education Statistics website. The original table can be found by using a tool found on their website: http://nces.ed.gov/surveys/libraries/compare/FocusLibrarySearch.asp

Cohort institutions above were chosen because they are in the same 'peer group' (per CCLA) as HCC and because they had comparable FTE.

Data elements were chosen based on their relation to elements in the previous worksheet (C-5, Libraries); note that some are not exactly the same.
Hillsborough Community College

Learning Resources Positions by Campus

<table>
<thead>
<tr>
<th>Campus</th>
<th>LRC Coordinator</th>
<th>Sr. Staff Assistant</th>
<th>LRT Technician</th>
<th>Part-time LRT Technician</th>
<th>Librarian</th>
<th>Adjunct Librarian</th>
</tr>
</thead>
<tbody>
<tr>
<td>Brandon</td>
<td>1</td>
<td>0</td>
<td>2</td>
<td>0</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td>Dale Mabry</td>
<td>1</td>
<td>1</td>
<td>4</td>
<td>2 @ 29.5 hrs.</td>
<td>2</td>
<td>3 @ 10 hrs.</td>
</tr>
<tr>
<td>Plant City</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>1 @ 15 hrs.</td>
</tr>
<tr>
<td>SouthShore</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Ybor City</td>
<td>0</td>
<td>0</td>
<td>4</td>
<td>1 @ 13 hrs.</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td>District Library</td>
<td>2*</td>
<td>0</td>
<td>3</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

Technical Services (DLTS)
*One Automation coordinator and one Learning resources coordinator

Full-time positions work 37.5 hours per week

Full-time positions by campus:

<table>
<thead>
<tr>
<th>Campus</th>
<th>Full-time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Brandon</td>
<td>5</td>
</tr>
<tr>
<td>Dale Mabry</td>
<td>8</td>
</tr>
<tr>
<td>Plant City</td>
<td>3</td>
</tr>
<tr>
<td>SouthShore</td>
<td>2</td>
</tr>
<tr>
<td>Ybor City</td>
<td>6</td>
</tr>
<tr>
<td>DLTS</td>
<td>5</td>
</tr>
</tbody>
</table>

Part-time positions by campus:

<table>
<thead>
<tr>
<th>Campus</th>
<th>Part-time (totaling hours)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Brandon</td>
<td>0</td>
</tr>
<tr>
<td>Dale Mabry</td>
<td>5 (totaling 89 hours per week)</td>
</tr>
<tr>
<td>Plant City</td>
<td>1 (totaling 15 hours per week)</td>
</tr>
<tr>
<td>SouthShore</td>
<td>0</td>
</tr>
<tr>
<td>Ybor City</td>
<td>1 (totaling 13 hours per week)</td>
</tr>
<tr>
<td>DLTS</td>
<td>0</td>
</tr>
</tbody>
</table>
### Ratio of Full-time Librarians to FTE by campus

<table>
<thead>
<tr>
<th></th>
<th>Dale Mabry</th>
<th>Brandon</th>
<th>Ybor</th>
<th>Plant City</th>
<th>SouthShore</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of Full-time Librarians</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>FTE</td>
<td>8566</td>
<td>3225</td>
<td>3296</td>
<td>1772</td>
<td>138</td>
</tr>
<tr>
<td>Ratio</td>
<td>0.00023</td>
<td>0.00062</td>
<td>0.00061</td>
<td>0.00056</td>
<td>0.00000</td>
</tr>
</tbody>
</table>

Source: HCC Factbook 2008, p. IV-7
### Cohort Institution Comparison Data: Librarians per FTE

<table>
<thead>
<tr>
<th>Institution</th>
<th>Total FTE 12-month enrollment</th>
<th>Librarians</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hillsborough Community College, FL</td>
<td>15,058</td>
<td>9.50</td>
</tr>
<tr>
<td>Santa Fe Community College, FL</td>
<td>11,378</td>
<td>7.50</td>
</tr>
<tr>
<td>Palm Beach Community College, FL</td>
<td>15,788</td>
<td>14.00</td>
</tr>
<tr>
<td>St Petersburg College, FL</td>
<td>16,401</td>
<td>19.75</td>
</tr>
<tr>
<td>Valencia Community College, FL</td>
<td>21,342</td>
<td>17.81</td>
</tr>
<tr>
<td>Broward Community College, FL</td>
<td>21,619</td>
<td>14.50</td>
</tr>
<tr>
<td>Comparison Group Average</td>
<td>17,306</td>
<td>14.71</td>
</tr>
<tr>
<td>State Average (FL)</td>
<td>4,429</td>
<td>8.38</td>
</tr>
<tr>
<td>National Average</td>
<td>3,659</td>
<td>7.81</td>
</tr>
</tbody>
</table>

Fiscal Year 2008 data. The 9.5 HCC Librarians include 7 full-time and 5 part-time.

Data comes from the Library Statistics Program on the National Center for Education Statistics website. The original table can be found by using a tool found on their website: [http://nces.ed.gov/surveys/libraries/compare/FocusLibrarySearch.asp](http://nces.ed.gov/surveys/libraries/compare/FocusLibrarySearch.asp)

Cohort institutions above were chosen because they are in the same 'peer group' (per CCLA) as HCC and because they had comparable FTE.
Hillsborough Community College

Age of Collections by Campus

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Brandon</td>
<td>164</td>
<td>585</td>
<td>745</td>
<td>953</td>
<td>2,580</td>
<td>10,344</td>
<td>7,912</td>
<td>23,320</td>
</tr>
<tr>
<td>Dale Mabry</td>
<td>745</td>
<td>3,368</td>
<td>9,198</td>
<td>12,027</td>
<td>7,847</td>
<td>9,579</td>
<td>9,072</td>
<td>51,836</td>
</tr>
<tr>
<td>Plant City</td>
<td>75</td>
<td>1,682</td>
<td>3,248</td>
<td>4,844</td>
<td>1,870</td>
<td>2,891</td>
<td>4,325</td>
<td>18,935</td>
</tr>
<tr>
<td>SouthShore</td>
<td>13</td>
<td>14</td>
<td>8</td>
<td>30</td>
<td>37</td>
<td>167</td>
<td>1,555</td>
<td>1,824</td>
</tr>
<tr>
<td>Ybor City</td>
<td>275</td>
<td>711</td>
<td>2,125</td>
<td>6,015</td>
<td>2,539</td>
<td>3,990</td>
<td>3,780</td>
<td>19,436</td>
</tr>
<tr>
<td>District Film</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>17</td>
<td>0</td>
<td>18</td>
</tr>
<tr>
<td>District Professional</td>
<td>0</td>
<td>0</td>
<td>1</td>
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Data extracted from CCLA Report T001 - Age of Collection at HCC, July 3, 2009