

CHANCELLOR FOR COMMUNITY COLLEGES

MEMO

CCCM #11000 (Revised February 1, 1994)

SUBJECT: Standards for Hawaii Community College Libraries

A. Reference

Association of College & Research Libraries and the Association for Educational Communications and Technology, "Standards for Community, Junior and Technical College Learning Resources Programs", College & Research Libraries News, pp. 757-767 (September, 1990); Task Force to Review the Guidelines for Extended Campus Library Services, "ACRL Guidelines for Extended Campus Library Services", College & Research Libraries News, pp. 353-355 (April, 1990); College Library Standards Committee, "Standards for College Libraries, 1986", College & Research Libraries News, pp. 189-200 (March, 1986).

B. Purpose

To provide standards for community colleges to use in assessing library needs and developing priorities.

C. Responsibilities

1. Chancellor for Community Colleges:

Provide library standards.

2. Provosts and Designees:

Assess needs and develop priorities based upon the standards.

D. Recisions

Replaces CCCM#11000 dated January 29, 1981.

Joyce S. Tsunoda
Chancellor for Community Colleges

Attachment

STANDARDS FOR HAWAII COMMUNITY COLLEGE LIBRARIES

The first standards established for University of Hawaii Community Colleges were quantitative standards prepared by a committee of community college librarians in 1981, based on national standards approved by two national organizations, Association of College and Research Libraries (ACRL) and Association for Educational Communications and Technology (AECT). These standards were confirmed, and became CCCM #11000 in the Chancellor for Community Colleges Memos. As a result of the 1990 revision of the national standards (Standards for Community, Junior and Technical College Learning Resources Programs, 1990) and of the changes in academic libraries in the ten years since the original standards were written, this revision was undertaken. These new standards provide both qualitative and quantitative guidelines for library programs in the community colleges. The standards set forth in this document deal with the library components of the learning resources programs of the colleges, and do not attempt to set standards for other components of the learning resources program.

Special library problems exist for colleges that provide off-campus instructional programs or that participate in such programs originating from other campuses. Students in such programs must be provided with library services in accord with ACRL's "Guidelines for Extended Campus Library Services." These guidelines suggest that such services be financed on a regular basis; that a librarian be specifically charged with the delivery of such services; that the library implications of such programs be considered before program approval; and that courses so taught encourage library use. Service should be designed to meet the different information and bibliographic needs of these users.

The new ACRL/AECT Standards state that the structure and function of a library program in each institution "obviously has been determined by the role assigned within the institutional structure. This role must be consistent with the stated mission of the institution. It must also be related realistically to the institution's educational goals, curricula, size and complexity, as well as the diversity of resources needed to accommodate different modes of learning." (p.757) Based on this statement, the following standards have been developed. Much of the wording comes directly from the national standards.

STANDARD 1: OBJECTIVES

1.0 The library shall develop a statement of the mission of the library based on the nature and purpose of the institution.

1.1 The mission statement shall be developed by the library staff, in consultation with the widest possible representation of the college community. The statement shall be endorsed by the college administration and shall be reviewed periodically.

1.2 The mission statement shall be used, along with institutional educational goals, in the annual planning process.

1.3 The library program shall be an integral part of the institution's process for the improvement of instruction. This includes involvement in curriculum development because the identification and acquisition of resources to support any curricular changes requires time for planning services that may be needed, reading lists that could be provided, bibliographical instruction that must be given, and priorities on use of resources that should be established.

STANDARD 2: ORGANIZATION

2.0 The responsibilities and functions of the library program shall be clearly defined. The services provided are directly related to the quality of the educational program. When restricted to only a small number of basic services, the quality of the instructional program is inhibited; when too vaguely defined, valuable resources will be poorly utilized. Institutional manuals, procedures, and job descriptions confirm the status of the program.

2.1 The duties and responsibilities of the library administrator shall be clearly defined within the institutional structure.

2.2 The administrator and professional staff should be involved in all areas and at all levels of academic activities and institutional planning. The professional staff members should be involved in major college committees and participate in faculty affairs to the same extent as other faculty. The library administrator must meet regularly with college administrators and department heads, and along with the professional staff members, must be involved in planning, implementing, and evaluating the instructional program of the college.

2.3 Advisory committees should be formed to provide essential information to the staff and to serve as a link with users.

2.4 Internal administration of the library program should be based on staff participation in decisions on policies, procedures, and personnel. Each professional and supportive staff member, including special-funded positions, must be provided with a position description which clearly identifies the duties and responsibilities of the position and superior and subordinate relationships.

STANDARD 3: ADMINISTRATION AND STAFF

3.0 Sufficient and qualified professional and support staff should be available to implement the services for which the program is responsible. Table A evaluates the requirements for adequate numbers of staff on a single campus. The figures are for full-time, 11-month positions at two levels, basic and good, based on full-time equivalent (FTE) student enrollments. If the total enrollment is 50% greater than FTE, however, additional staff will be needed. Campuses that provide services for multi-campus programs and for outreach programs such as HITS also require staffing beyond the basic level. Community borrowers, especially those who enroll in community-services-sponsored short courses, should be included in the count of total enrollment for determining staff size. The higher the ratio of the total user group to FTE, the greater will be the need for additional staff beyond the formulas in Table A. If this total places the library within the next FTE level, then that level shall become the applicable level.

3.1 The library administrator shall be professionally trained as a librarian and knowledgeable about all types of materials and services provided by the library program. The minimum professional degree and prerequisite for the position is a master's degree in library services.

3.2 The professional staff shall have a graduate degree in Library Science from an accredited institution and shall have faculty status, benefits, and obligations.

TABLE A*
STAFFING REQUIREMENTS FOR SERVICES**

Staff	Library Administrators	Professionals		Support Staff		Total	
	Min. & Good	Minimum	Good	Minimum	Good	Minimum	Good
Under 1,000	1	2	3	4	6	7	10
1,000 - 1,999	1	3	4	5	7	9	12
2,000 - 2,999	1	4	5	7	9	12	15
3,000 - 3,999	1	5	6	9	11	15	18
4,000 - 4,999	1	6	7	11	13	18	21
5,000 - 5,999	1	7	8	13	15	21	24
6,000 - 7,000	1	8	9	15	17	24	27

* Does not include student assistants.

** Additional staff will be needed if enrollment is 50% greater than FTE, or if any of the other special conditions stated in 3.0 apply.

3.3 Professional staff should belong to library and other appropriate associations and professional development should be encouraged through direct financial support of attendance and participation in local, state, and national organizations.

3.4 Technical and classified personnel should have appropriate specialized training or experience; classification, status, and salary should be equivalent to those provided for other institutional employees with similar qualifications.

3.5 Student assistants are employed to perform a variety of tasks, but they should not be used in place of full or part-time staff personnel.

3.6 The changing nature of the library program and technological changes which impact the program mandate regular continuing education participation by all persons, professional and staff alike. Duty schedules should be flexible enough for staff to occasionally pursue further training during working hours. The institutional budget should include provision for travel to meetings and conferences, for registration fees, released time for in-service training, and participation in teleconferences.

STANDARD 4: BUDGET

4.0 The budget for the library program should be developed within the mission statement as part of the institutional planning process; the annual objectives should be developed by the library staff. Stable funding for acquisitions based on the collection development policy is necessary for effective service.

4.1 An ample and stable budget should be based on a percentage of educational and general budget totals for the institution. That percentage should be a minimum of five percent, and for a good program, nine percent. Technological changes, automation, replacement of equipment, and other capital expenditures will require additional funds.

4.2 Libraries at campuses that participate in outreach programs, that serve community borrowers or satellite libraries, or that serve a total enrollment 50% greater than FTE will need funding beyond the stated levels. The higher the ratio of the total user group to FTE, (see 3.0 for explanation), the greater will be the need for additional funding beyond these levels.

4.3 Local level processes should be developed so that all expenditures other than payroll originate within the library program and all invoices should have the approval of the library administrator. To the legal extent possible and to make the greatest financial savings, purchases of materials should be exempt from restrictive annual bidding and should permit online ordering and standing orders for continuations.

4.4 Internal accounts shall be maintained for evaluating the flow of expenditures, monitoring encumbrances, and approving payment of invoices.

4.5 The library budget should provide stable funding for contractual services, equipment, and materials replacement of five percent and for maintenance of automated public and technical services. Many services are based on continuing support. They cannot be interrupted without serious constraint on the ability to perform effectively. The materials in the collection will become stagnant without a three to five percent replacement of older materials each year.

STANDARD 5: USER SERVICES

5.0 The library program should provide a variety of services to support and expand the instructional capabilities of the institution. The primary purpose of the library program is to promote learning through the academic program of the institution. The library's primary user group consists of students enrolled in regularly offered classes, as well as faculty, staff, and administrators of that college. Library resources exist to facilitate and improve learning by supporting and expanding classroom instruction and to perform the instructional function of teaching students the information-seeking skills for self-directed studies and life-long learning.

5.1 Priority should be given to basic services in accordance with the mission statement. Additional staff and funding must be provided when the library program includes special service components, and when the library must provide services to other user groups, such as outreach students, community borrowers, etc., or when the total enrollment is 50% greater than FTE. Table B shows the number of desirable services in the Appendix which budget and available staff make possible.

TABLE B
NUMBER OF POSSIBLE SERVICES
FROM RANKING OF STAFF AND BUDGET*

FTE Students	Minimum	Good
Under 1,000	19	30
1,000 - 1,999	22	32
2,000 - 2,999	24	35
3,000 - 3,999	26	37
4,000 - 4,999	28	40
5,000 - 5,999	30	42
6,000 - 7,000	32	44

*From services listed in Appendix.

5.2 The program should seek to enlarge access to the services available at the college and in the community through referral networking, resource sharing, online information services, and technological advances.

5.3 The services provided should meet the instructional and information needs of students, faculty, staff, and administration, should provide professional assistance in interpretation, and should include provision for students in off-campus locations. Close cooperation with the classroom faculty is mandatory.

5.4 Services are provided for all levels of user: students and other members of the college community. The two-year college has a heterogeneous population with widely different needs. Care must be taken that services provided will meet the needs of every individual.

5.5 There shall be a program to provide to students bibliographic instruction through a variety of techniques enabling them to become information literate. One responsibility of the library program is to provide instruction in the use of the materials and equipment available. In addition to general orientation programs, bibliographic instruction may use many different methods, including group and individual instruction and credit courses. Traditional reference services should be geared to the provision of individualized instruction assistance at all open hours. The student should be prepared to use new information resources for a lifetime.

STANDARD 6: COLLECTIONS

6.0 The library program shall make available an organized collection of materials and diversified forms of information useful in the educational process, including various forms of print and non-print media, computer software, optical storage technologies, and other formats. (See Table C for recommended collection sizes.) Again, the higher the ratio of the total user group to FTE, the greater will be the need for additional materials beyond the formulas in Table C. If this total places the library within the next FTE level, then that level shall become the applicable level.

6.1 A collection development policy statement shall serve as the basis for selection and acquisition of materials. Acquiring materials based on a written policy with clear guidelines for selection is the nature of collection development. The statement should be developed in consultation with instructional faculty, students, and administrators.

6.2 The selection of materials should be coordinated by the professional staff, working closely with the campus community; final management decisions as to the order in which materials are to be purchased and what gifts should be accepted and processed is the responsibility of the library administrator or designee.

6.3 The collection shall be of sufficient scope and currency to support the curriculum as well as meet individual information needs of students and faculty.

TABLE C
SIZE OF COLLECTION FOR A SINGLE CAMPUS

Minimum Collection					
FTE Students	Volumes*	Subscriptions	Video & Film	Other Items**	Total Collection
Under 1,000	30,000	230	140	2,500	32,870
1,000 - 1,999	35,000	265	270	3,800	39,335
2,000 - 2,999	40,000	300	400	5,100	45,800
3,000 - 3,999	50,000	400	575	6,550	57,525
4,000 - 4,999	60,000	500	750	8,000	69,250
5,000 - 5,999	70,000	600	1,000	9,000	80,600
6,000 - 7,000	80,000	700	1,250	10,000	92,550
Good Collection					
FTE Students	Volumes*	Subscriptions	Video & Film	Other Items**	Total Collection
Under 1,000	45,000	400	560	5,000	50,960
1,000 - 1,999	52,500	500	730	6,500	60,230
2,000 - 2,999	60,000	600	800	8,000	69,400
3,000 - 3,999	72,500	700	1,050	9,800	84,050
4,000 - 4,999	85,000	800	1,300	11,600	98,700
5,000 - 5,999	98,500	900	1,775	14,800	115,975
6,000 - 7,000	112,000	1,000	2,250	18,000	124,240

*Does not include microforms; an annual replacement of 3-5% is anticipated.

**Includes microforms, cartographic, graphic, audio, and machine-readable materials.

6.4 Obsolete, worn-out, and inappropriate materials should be removed based on a policy statement. Deselection and weeding on a regular basis is indispensable to a useful collection and should be done systematically. A written policy should govern what should be removed, what should be replaced, and what should be permanently retained. Not only do obsolete and inappropriate materials occupy expensive storage space but they also distract from other current materials containing important information. From three to five percent of the collection should be replaced annually. The condition of the collection should be reviewed regularly and needed repairs should be made.

6.5 The reference collection shall include a wide selection of standard works, with subject bibliographies and periodical indexes in print and electronic formats. Reference is the core of every library and the beginning point for research. The reference collection should be of sufficient breadth and depth to serve the research and informational needs of the campus community.

6.6 Materials which document the history of the institution should be available. Each institution should collect selected publications and internal documents relating to the institution.

6.7 Collections should be organized to provide users with full, efficient, and direct access.

STANDARD 7: FACILITIES

7.0 The library program should provide space for housing collections, for study and research, for public service and staff needs. Flexibility is essential to cope with technological developments. Most services should be housed in a central location managed by the library administrator. When components are located elsewhere, these should be located for the most efficient and effective access to these services. Facilities must be planned on a long-term basis, including space for an expanding collection, workspace, machines and other equipment, storage, and the needs of users. Space planning must take into account the need for computer workstations, for transmission and retrieval of information by telecommunications, and for related requirements within the building for electrical and conduit connections.

Space needs of basic components require as a minimum the space indicated in Table D. The higher the ratio of the total user group to FTE, the greater will be the need for additional ASF beyond the formulas in Table D. If this total places the library within the next FTE level, then that level shall become the applicable level.

7.1 The space for user activities should accommodate a wide variety of learning and study situations, should be attractive, comfortable, designed to encourage use. Proper arrangement and sufficient space for utilization of instructional equipment and materials, for the needs of the physically handicapped, and for both isolated individual study and for conference and group study is essential. Space should also be provided for group bibliographic instruction.

Display and exhibit space, preview space, and study areas for faculty are desirable. With technological developments, planning for use of specialized equipment requires consideration in terms of electrical connections, cables, conduits, lights, environmental control, fire protection, security, and other factors which affect service. The increase in telecommunications may justify cable linkage to faculty offices, classrooms, and to outside locations.

7.2 Space assigned to the library should be restricted to the functions for which designed. Space designed for library services use should not be filled by other campus activities when these will adversely impact the library program.

TABLE D
ASSIGNABLE SQUARE FEET (ASF) FOR LIBRARIES
(Excluding Corridors, Stairs, Rest Rooms, etc.)

Minimum ASF for Library						
FTE Students	Stacks	Staff	User	Viewing, etc.*	Total Space	User Stations
Under 1,000	3,000	1,380	4,125	7,625	16,130	150
1,000 - 1,999	3,500	1,590	6,875	11,455	23,420	250
2,000 - 2,999	4,000	1,800	9,625	15,285	30,710	350
3,000 - 3,999	5,000	2,150	12,100	18,675	37,925	440
4,000 - 4,999	6,000	2,500	14,575	22,065	45,140	530
5,000 - 5,999	7,750	3,200	20,525	28,845	60,320	625
6,000 - 7,000	9,500	3,900	26,474	35,625	75,499	720
Good ASF for Library						
FTE Students	Stacks	Staff	User	Viewing, etc.*	Total Space	User Stations
Under 1,000	4,500	2,080	4,800	8,390	19,770	175
1,000 - 1,999	5,250	2,500	7,900	12,605	28,255	288
2,000 - 2,999	6,000	2,920	11,000	16,820	36,740	400
3,000 - 3,999	7,250	3,340	13,888	20,545	45,023	505
4,000 - 4,999	8,500	3,760	16,775	24,270	53,305	610
5,000 - 5,999	9,250	4,880	19,800	31,725	65,655	720
6,000 - 7,000	12,000	6,000	22,825	39,180	80,005	830

* Space allotted here is for Viewing Rooms and Carrels, Storage of Equipment and Materials. If any of these functions are performed in a facility separate from the library, ASF in this column may be adjusted.

Appendix: Checklist of Library Services and Activities

Listed below are specific services which are desirable in library programs in community colleges. This list may be expanded to include future technologies and services.

Acquisition of microforms	Local history collection
Acquisition of non-print materials	Machine-assisted cataloging of books
Acquisition of print materials	Machine-assisted cataloging of audiovisual materials
Automated online catalog	Microcomputers for public use
Bibliographic instruction	Microform cataloging
Circulation of print materials	Microform print service
Circulation of non-print materials	Online public access catalog
Collection management	Participation in bibliographic networks
Computer reference searching	Physical access to materials
Copyright consultation	Preparation of bibliographies
Government document borrowing	Preview services for faculty
Group presentations	Processing of audiovisual materials
Group viewing	Processing of microforms
Independent study guidance	Processing of print materials
Institutional publications reference collection	Reference services
Institutional records center and archives	Reserve materials service
Instructional film and video borrowing and renting for classroom use	Selection of materials
Instructional television individualized access	Self-service copy machine
Interlibrary borrowing	Special collections services
Interlibrary lending	Telefacsimile service
Laser/optical reference searches	Telephone reference service
Listening services	Term paper counseling
Literacy training materials	User-available typewriters