

1-1999

## An Assessment of the Collective Resources Base of Florida Community College Library Collections: A Profile with Interpretative Analysis

Authors: Anna H. Perrault, John N. DePew, Richard Madaus, Ann Armbrister, and Jeannie Dixon

The Florida Community College Assessment Project is the first reported statewide assessment for community college collections using quantitative data extracted from a network information system. The collection analysis is based upon bibliometric data extracted from LINCC, the Library Information Network for Community Colleges, in Florida. The analysis of the aggregated resources base by imprint year shows that the resources of Florida community colleges are significantly out of date with outdated materials prevalent in all major subject divisions including the sciences and health sciences. This is the only reported project to analyze data from a network collective resources base of community college holdings by subject and age of publication.

Follow this and additional works at: [https://scholarcommons.usf.edu/si\\_facpub](https://scholarcommons.usf.edu/si_facpub)

 Part of the [Library and Information Science Commons](#)

---

### Scholar Commons Citation

Perrault, Anna H.; DePew, John N.; Madaus, Richard; Armbrister, Ann; and Dixon, Jeannie, "An Assessment of the Collective Resources Base of Florida Community College Library Collections: A Profile with Interpretative Analysis" (1999). *School of Information Faculty Publications*. 12.

[https://scholarcommons.usf.edu/si\\_facpub/12](https://scholarcommons.usf.edu/si_facpub/12)

This Article is brought to you for free and open access by the School of Information at Scholar Commons. It has been accepted for inclusion in School of Information Faculty Publications by an authorized administrator of Scholar Commons. For more information, please contact [scholarcommons@usf.edu](mailto:scholarcommons@usf.edu).

**An Assessment of the Collective Resources Base  
of Florida Community College Library Collections:  
A Profile with Interpretative Analysis**

Anna H. Perrault, John N. DePew, J. Richard Madaus,  
Ann Armbrister, and Jeannie Dixon

ABSTRACT

The Florida Community College Assessment Project is the first reported statewide assessment for community college collections using quantitative data extracted from a network information system. The collection analysis is based upon bibliometric data extracted from LINCC, the Library Information Network for Community Colleges in Florida. The analysis of the aggregated resources base by imprint year shows that the resources of Florida community colleges are significantly out of date with outdated materials prevalent in all major subject divisions including the sciences and health sciences. This is the only reported project to analyze data from a network collective resources base of community college holdings by subject and age of publication.

**Key words:** resource sharing; networks; collection analysis; community colleges; collective resources base

Anna Perrault is Associate Professor, School of Library & Information Science, University of South Florida. John N. DePew is Professor, School of Information, Florida State University. Richard Madaus is Director, College Center for Library Automation, Tallahassee, Florida. Ann Armbrister is Deputy Director, College Center for Library Automation. Jeannie Dixon is Assistant Director for Library Software Coordination, College Center for Library Automation.

The results of this project were the subject of a panel presentation at Library Research Seminar I, “Partners and Paradigms,” held in Tallahassee, Florida, November 1-2, 1996. Members of the panel were the authors and two library/learning resource center directors, Susan Anderson of St. Petersburg Junior College and Jim Morris, Lake City Community College. A third director, Glenn Tripplett of Okaloosa-Walton Community College also contributed to the project.

## **INTRODUCTION**

In the latter half of the 1990s academic libraries face unprecedented challenges in providing information resources for their clientele. While resource sharing has been practiced to a greater or lesser extent for many years, the pressures of myriad formats and shrinking materials budgets have caused libraries of every type to renew efforts to expand collections through resource sharing. The availability of electronic information resources changes the development of local library collections as libraries participate in networks and consortia. Determining the local collection's role in the networked environment has made knowledge of the collective resources base of the network necessary. Profiles of the network aggregated resources base and the individual member collections provide base knowledge for a resource sharing plan. A collection analysis of the aggregated resources base of the Florida community colleges was needed to prepare the library/learning resources centers for changing service patterns and increased electronic information provision through LINCC, the Florida community colleges network database.

## **BACKGROUND**

The Florida community college system has twenty-eight community colleges with fifty-seven campus libraries holding over two million titles. Although a small number of the community colleges were founded before WWII, the majority of them were established in the 1950s and 1960s during the postwar boom in higher education. The community college libraries benefitted from start-up federal funding, and intellectual, fiscal, and community support for the community college movement within the state. In the 1980s, base budgets were inadequate but

occasionally there were supplementary and lottery funds earmarked for the library collections.

Each community college in Florida has its own governing board and is also subject to a system-wide board. These separate boards have facilitated close identification with the local community. Funding for the learning resource centers has not been tracked through the annual budget reports for the community college system. Each learning resource center developed independently and received funding allocated by the community college with little accountability to the statewide system board.

The College Center for Library Automation (CCLA) was created in 1989 by the Florida Legislature to enhance the community college educational experience via statewide access to shared library resources. CCLA provides LINCC (Library Information Network for Community Colleges), an automated information system connecting the fifty-seven libraries holding over two million titles. The establishment of the network and linking of the colleges has been a unifying force leading to increased cooperation among the learning resource centers. Prior to the development of the statewide information system for the community colleges, resource sharing was apt take place with other libraries in close geographic proximity rather than with other community colleges across the state.

It has only been within the last few years that the holdings of the majority of the collections were retrospectively converted and available in LINCC. Likewise, circulation through LINCC was inaugurated in 1995-1996. Thus, the possibility of studying the holdings of the twenty-eight community colleges in Florida as a collective resources base has been realized only recently.

A research group was formed in late 1994 for the Florida Community Colleges Collection

Assessment project. The objectives of the project were

- to provide baseline data for future collection assessments
- to increase awareness among the community colleges of the holdings of LINCC as a collective resources base for resource sharing
- to promote the routine provision of collection analysis data for learning resources center management
- to contribute to the establishment of norms for community college collections
- to use the collection assessment as the impetus for establishing the need for increased funding for the learning resource centers

### **REVIEW OF RELATED RESEARCH**

Numerous studies have been conducted on academic library collections. A comprehensive bibliography of the literature of collection evaluation has been compiled By Nisonger (1992) Automated collection analysis studies have been reviewed by Potter (1982) and Perrault (1993).

The majority of collection analysis studies have been on research library collections or in consortia with four year and research institutions. There is not a large body of literature on collection development or assessment of community college collections. The majority of published articles with respect to community college collections are "how to," describing collection evaluation projects with little in the way of reports of data or findings. These articles are for single institutions and do not report network database studies.

With respect to available published data to be utilized in the administrative context of

collection assessment for funding justification, there are no detailed standardized data regularly published for university or community college library collections by age, subject by age, monograph/serial ratios, or language distributions by subject. Such data as published (US Department of Education IPEDS, the Association of Research Libraries and the Association of College and Research Libraries statistical series, North American Title Count, etc.) are far too general to be utilized for the establishment of norms or performance measures for library collections. The OCLC/AMIGOS Collection Analysis CD product contains data and peer groups for collections at four-year and research institutions. The CACD does not have a standard peer group for community colleges although the database does contain the holdings of a number of community/junior colleges. Customized peer groups can be obtained.

A study of the Florida community college library/learning resources centers was conducted in 1989 by Lockney-Davis (1990) to determine if the collections were meeting the seven national standards being proposed at the time by the Association of College and Research Libraries and the Association for Educational Communications and Technology. With respect to standard VI for size of collections, Lockney-Davis found that only 50% of the Florida library/learning resources centers met the standard for total collection. Of those only seven or 25% met the excellent level and only seven or 25% met the minimum level. For the category of print monograph collections, fourteen or 50% met the standard. Of the fourteen, six (21%) met the excellent level and eight (29%) the minimum level. At the time Lockney-Davis conducted her study only estimation data on collection size were available .

The Florida Community College Assessment Project is the first reported statewide assessment for community college collections using data extracted from a network information

system. It is the only project to report and analyze data for a collective resources base of community college holdings by subject and age of publication.

## **METHODOLOGY**

The collection assessment is a collaborative project involving researchers from the two library and information science schools in the state of Florida and administration and staff from the Florida College Center for Library Automation. The interpretative assessment is based upon bibliometric collection analysis data extracted from LINCC, the Library Information Network for Community Colleges. The project is not an overlap study; that is, obtaining the collection profiles of the aggregated resources base and the individual colleges by age and subject were the objectives of the project, not the study of duplication and overlap of titles within the group.

In the first phase of the study the two researchers met with personnel from CCLA to agree on the goals of the project and the specifications for the extraction of data from the LINCC database. The data for the study were obtained after several programming refinements. The second phase of the project has been the analysis of the data by the two researchers. For the interpretative phase three directors of community college learning resource centers were included in the project.

### **Data Collection**

Data for the collection analysis were obtained by custom programming for collection counts from the LINCC database. Data were gathered from the bibliographic (title) record for monographic works. While the title record is not 'owned' by any library, item records (holdings

or volumes) are attached to a bibliographic record with copy specific information in the item record. For comparison purposes, the bibliographic record call number information was used. The MARC 050 field (Library of Congress call number) was first examined. If a value was present, this value was used. If no value existed within the 050 field, the MARC 090 field (locally assigned Library of Congress call number) was examined. If a value was present, this value was used. In the case that neither the "050" nor the "090" fields contained values, the item call number field would be used. There were a small number of records (less than one percent) which could not be counted for a variety of reasons.

Counts were obtained by twenty-nine broad Library of Congress divisions. (Dewey call numbers were converted to LC). The data are current as of March 31, 1996. The counts obtained from the database scans were analyzed using Quatro Pro.

The study is limited to only monograph titles by design. The number of libraries with complete monograph holdings in the LINCC database is over 90%. At the time the study began, the percentage of serials cataloged in the system was much lower and would not have been an accurate representation of the journal collections of the library/learning resource centers. A further problem with analyzing the journal collections by subject is that the majority of the L/LRC's do not classify journal titles.

Collections which emphasize the use of electronic resources are likely to be under-represented in the LINCC database. Electronic resources are likely to be newer materials and may be stronger in the sciences or other subject areas where timeliness is critical. Since the study began, a range of electronic indexes and full-text journals have become available through LINCC including OCLC FirstSearch and the University Microfilms (UMI) Periodical Abstract

Research II Full Text database. For the 1997/98 academic year the Florida State Distance Learning Initiative has funded the mounting of over sixty indexes and full text journals in the higher education networks. These resources are available in public libraries on site and by dial-up to all higher education students in public higher education institutions in Florida. These resources do not address the same information needs as print monographic materials, but have necessitated the close evaluation of local collections to optimize local funding within the network context.

## **ANALYSIS OF RESULTS**

### **The Collective Resources Base**

In this study, the holdings of the LINCC database are analyzed as an aggregated or collective resources base. Although its primary purpose is to provide for instructional and research needs of students and faculty in the Florida community college system, the resources of LINCC are available to all citizens of the state of Florida through LION (the online catalog of the State Library of Florida) and through LUIS (the online system of the ten state universities); and internationally from the CCLA website (<http://www.ccla.lib.fl.us>).

#### **TABLE 1**

(Insert Table 1)

The main table (Table 1) for the analysis shows both the distribution of titles for the aggregated resources base of the Florida community colleges arranged by broad Library of Congress division and the distribution of titles by imprint years arranged by decade. The profile of the aggregated resources base forms the "average" of all the community college collections combined and is used as the "norm" for the individual collections in the study.

A pattern that holds for the aggregated resources base as well as the individual collections is readily apparent from Table 1 and illustrated in Figure 1.

(Insert Figure 1)

The decade of 1970-1979 contains the largest number of titles, with the earlier decade of 1960-1969 holding the second largest number of titles in the total collection.

In the decade of the 1960s when many of the community colleges were founded, collections grew rapidly. The total number of imprints for the 1960 decade is more than twice the number of pre-1960 imprints in the LINCC database. The aggregated collection grew by 80% in the 1970s to over 1.3 million combined title holdings in 1979. For the 1980s fewer titles were added than the previous decade as growth slowed to 33% for the entire decade. There were 1.8 million monographs owned by 1989. Although the collections grew in absolute numbers, these data show acquisitions decreased by 26.5% over the entire community college system in the 1980s as compared to the rate of growth for the decade of the 1970s. If the growth rate for the decade of the 1990s is projected to be the same as the number of monographs added for the first half of the 1990s, there will be a 24.4% decrease in the number of titles added in the 1990s than in the decade of the 1980s.

It is not known how weeding projects have affected the distribution of imprints by decade. Anecdotally, it is known that many of the L/LRC's conducted weeding projects prior to retrospective conversion to LINCC in the latter 1980s. Given that weeding did occur, the large number of older imprints remaining in the collective database contrasted with reduced numbers in the 1980s and 1990s makes the need for more current titles seem even greater.

It can be interpreted from this analysis that as the number of publications increased on a worldwide scale and prices for books also increased, the community college library/learning resources centers were not able to keep pace due to inadequate funding. Assuming all factors remain constant, sustaining the current rate of acquisitions through the end of the century will only raise the percentage of post-1980 imprints to 36.4% of the aggregated resources base. Using this calculation, by the year 2000, nearly two-thirds of the titles in the database would still be more than twenty years old. The community colleges L/LRC's are not research libraries. Retrospective materials are appropriate in the humanities but the sciences and social sciences need current materials.

The analysis of the aggregated resources base by imprint year shows that the monographic resources of the Florida community colleges are significantly out of date. This point is further reinforced when the collective resources base is analyzed according to subject areas.

In addition to date of publication, the holdings of the aggregated database were also analyzed by broad Library of Congress subject divisions (Table 1 and Figure 2).

(Insert Figure 2)

Fifty-eight percent of the aggregated resources base is accounted for by the LC divisions of D (European history), E-F (history, Western hemisphere), H (economics, business, and sociology), PR (English literature), PS (American literature), Q(basic sciences), R (medicine), and T (technology). Each of these subject groupings in the aggregated resources base contains more than 100,000 titles. The remaining 42% of the titles are in subject concentrations of less

than 100,000 titles.

The largest number of titles in the aggregated resources base are concentrated in the "H" division which has materials in economics, business, and sociology. There are over 260,000 titles in this grouping, making up 13% of the total titles in the aggregated database. For these subject areas classified in the "H" division, the largest number of titles concentrate in the decade of the 1970s. In fact, 35.5% of the titles in the "H" classification were published in the 1970s. In contrast, 28% of all titles in the H's were published in the 1980s, a decrease of 7.5 percentage points from the previous decade. The projection for the 1990s is that 13,000 fewer titles will be acquired than in the 1980s or a decrease of 18% from the level of acquisitions in the 1980s.

The next largest concentration of titles is in the basic sciences (Q-QZ) -- math and computer science, chemistry, physics, biology and zoology. The decades of the 1960s and 1970s have very nearly the same number of imprints for the basic sciences, approximately 47,000 titles. The 1980s have almost 40,000 titles, a 15% decrease from the 1970s. At the current rate of acquisitions for the 1990s, 35% fewer titles will be added in the basic sciences in the 1990s than in the 1980s. A more detailed data analysis could show the proportions of materials by specific subject area. It would be useful to know if a large portion of the acquisitions for Q-QZ is for computer science materials in QA or materials related to the health sciences in QM-QR. Although it is important to have current materials in all subject areas, it is especially imperative in the sciences. Having the larger numbers of titles concentrated in the 1960s and 1970s with fewer current materials in the collective resources base would not seem to be serving current educational needs for rapidly changing fields such as computer sciences and health sciences.

Although this study only analyzes print monographic resources, it should be observed that

electronic resources are now responsible for supplying an ever larger proportion of current information and research materials in the sciences. These formats need to be included in any full assessment of the adequacy of collections to meet current instructional needs. While electronic indexes and full-text articles do not substitute for printed monographic sources, the need for print resources in these disciplines may be diminishing.

The history classifications make up the third and fifth largest subject concentrations within the collective resources base. The third largest is that of the history of the western hemisphere (E-F) with 153,248 titles. This grouping follows a pattern similar to the H's and Q's. The largest number of titles in this grouping are concentrated in the decade of the 1960s with 32% of all titles in that decade. The 1970s have 29% of total with the 1980s dropping to 16% of total. Projected acquisitions for the 1990s are to remain steady state with almost exactly the same number as added in the 1980s.

The other history division is "D," European history. The pattern of the largest number of imprints being older is even more pronounced in this area. The decade of the 1960s accounts for 36% of the titles in European history, with the 1970s containing 26%, and the 1980s having 16.7% of total. In all of the history divisions, more than 50% of titles are older than 1980. Furthermore, the projection for acquisitions for the 1990s is that there will be a 41% decrease in materials in European history while the western hemisphere would maintain the same rate of acquisitions as the 1980s. Although historical materials do not lose utility as quickly as those in the sciences and professional fields, courses in history are central to an undergraduate curriculum and should be supported with current scholarship.

Also central to an undergraduate curriculum is literature, especially American literature

which comprises the fourth largest of the LC divisions by number of titles in the database. Although it also has the highest number of titles in the decade of the 1960s, the titles are more evenly spread across the range of imprint years than those of the H's, Q's, and D-F. The decade of the 1960s contains 25% of total, 1970s 22%, and the 1980s an increase to 26.5% share of total holdings for American literature. To what extent this increase is real, and how much is due to the fact that after 1980 fiction was no longer classified in PZ but in the other literature classifications, is not known. Using the first half of the decade as a base figure for PS, acquisitions are projected to decline slightly less than 10% in the 1990s.

Another aspect of the analysis was the comparison of three individual collections with the “average” of the aggregated database.

### **Individual Collections**

Three library/LRC collections were analyzed for the study. The collections were determined by selecting a representative collection, one from each of three tiers of the 28 community colleges as ranked by size of student body. The representative collection from the tier of largest community colleges is St. Petersburg Junior College. The middle tier is represented by Okaloosa-Walton Community College and the smaller size category is represented by Lake City Community College.

(Insert Figure 3)

The profile by decade (Figure 3) for all three L/LRC's most closely parallels that of the LINCC collective resources database for the decade of the 1960s with the overall trend being a decline in imprints for the 1980s and 1990s. An analysis of each of the three community college

collections individually details similarities and differences among the three and with the aggregated resources base.

The largest and the oldest of the three learning resources center collections analyzed in the study is St. Petersburg Junior College which is located in the midst of the heavily populated Pinellas peninsula in west central Florida. Approximately 145,000 titles are included in the study for the SPJC collections which are located at campuses in Clearwater, St. Petersburg, Tarpon Springs as well as the Health Education Center and the Allstate Center.

The pattern of holdings distribution for the St. Petersburg LRC's for pre-1960 and 1960s imprints is almost identical to that of the database (Figure 3). The St.Petersburg collection comprises 7% of the aggregated resources base. SPJC collections have 2.5% fewer titles in the 1970's and approximately 4% more titles in the 1980's than the average represented by the database. Although SPJC has more titles in the 1980s, in the 1990s it has 1.4% fewer than the database average for current titles. It appears that while acquisitions for the collections were better than average in the 1980s, the support has declined to less than adequate in the 1990s. If the rate of acquisitions remains the same, the 1990 imprints would occupy 14.6% of the SPJC collection by the year 2000. 1980 imprints would then make up 24.5% of the collection, leaving 61% of the collection in materials more than twenty years old.

(Insert Figure 4)

With respect to subject concentrations (Figure 4), St. Petersburg most closely parallels the aggregated resources database of the three library/LRC's. It has the strongest collections in the sciences and a heavy concentration in the social sciences (H's) and higher than the database

averages in literature (PR, PS).

Okaloosa-Walton Community College is located in the middle of the Panhandle region of Florida which is more densely populated along the tourist areas of the Gulf Coast than the sparsely populated rural inland. OWCC enrollment has increased in recent years as the Gulf Coast communities have grown.

The holdings of OWCC (Figure 3) display a more pronounced skew toward the earlier decades than does the aggregated resources base or the other two LRC's included in the study. Almost 80% (79.5%) of the holdings are in pre-1980 imprints. Only 20.5% of the titles in the collection were published later than 1980 with 35.8% of the holdings in the 1970 decade. Likewise, the decade of the 1980s has only 16.6% of total with the 90s having the smallest percentage of titles per total of the LRCs in the study, only 3.9%. Assuming acquisitions continue at the same rate, the 1990 imprints would be just 7% of total in the year 2000. Adjusting the other decades accordingly, the 1980s would then be 15.4% of total leaving 84.6% of the collection still in pre-1980 imprints. OWCC has AV materials and more recently electronic resources that are not all reflected in the titles counts obtained from the LINCC system.

The subject distribution for OWCC over the LC classification ranges analyzed in the study shows a more even distribution than the other collections (Figure 4). The largest subject category, the H's, occupies only 9.2% of the collection. The holdings in the literature classification are a higher percentage of total than for the other two LRC's and the collective resources base with the health sciences having a far lower percentage. The subject concentrations in the OWCC collection are less pronounced than in the other collections.

The third collection to be analyzed is that of Lake City Community College which was founded in 1962. Prior to that it was the Columbia Forestry School which was associated with the University of Florida. In the 1960s Lake City was designated the community college for the Columbia county region. The locality has experienced growth in the last decade as the corridor along interstate 75 has increased in commercial activity. Lake City has gained population as a retirement community as well. The enrollment of LCCC has grown along with the increase in population and commercial activity.

The holdings pattern by decades for Lake City (Figures 3) differs from the pattern of the aggregated resources base and the other two collections analyzed in this study. Although 69% of the collection is in pre-1980 imprints, the decade of the 1980s comprises a larger percentage of the collection than the 1970s. Lake City also has a larger percentage of its monographic print collection in 1990 imprints than the other two learning resource center collections in this study. For several years in the 1990s LCCC benefitted from gifts. Also, many titles were purchased from remainder houses, stretching the funding allocated for library materials.

With respect to the analysis by Library of Congress subject divisions (Figure 4), all three collections have a similar subject profile. As an example, for the history classifications, D, E-F, the aggregated resources base has 6.5% for D; St. Petersburg has 6%, Okaloosa-Walton has 6.8% and Lake City has 8.3 percent. For E-F the database has 7.6% with St. Petersburg having 6.3%, Okaloosa-Walton 8.3% and Lake City 7.5 percent.

The largest subject concentration of titles in the union database and for all three colleges is the H classification. Thirteen percent of the LINCC database is in the H's; St. Petersburg has 11.8%, Okaloosa-Walton has 9.2%, and Lake City 10.4%. The individual library/LRC's show

more dispersion in the subject distribution than does the aggregated resources base. All three are below the average for the database in the H's, indicating that other library/LRC's must have higher percentages of the collections concentrated in the H subject areas.

For the resources base the second largest subject concentration is in the basic sciences (Q) with 8.2%. St. Petersburg is almost identical with 8%; Okaloosa-Walton has 7.4%; Lake City has 8.3%.

American Literature (PS) makes up 6.8% of the aggregated resources base. St. Petersburg has 7.1%; Okaloosa-Walton has 8.6% and Lake City 7.1%. In the literature classifications, PR and PS, all three LRC's are above the average for the database.

These examples illustrate the pattern of subject distribution which obtains for the aggregated resources base and the individual library/LRC collections. The spikes occur in the same subject areas, although as noted above, OWCC has less variance in the percentage of total for the heavily collected areas than the other two library/LRC's. While the subject profiles of the three individual collections differ only slightly from the "average" of the aggregated database or each other, they may have a wider pattern of dispersion across the twenty-nine LC subject divisions than the other library/LRC's in the Florida community college system. From the analysis in this study, it cannot be determined how typical are these three collections, but only how they compare with the collective resources base.

The quantitative data in this study can only be used to make the point that the profiles of the aggregated resources base and the three individual collections by age suggest that more in-depth analysis should be conducted. Quantitative data can only serve as a base for qualitative assessment. The data cannot be used alone to draw conclusions about the quality of the

collections or how well those collections are serving the instructional and educational needs of the primary clientele of those library/LRC's.

## **IMPLICATIONS**

The aggregated statewide collection of the Florida community colleges graphs as an almost perfect bell curve with respect to the date of publication. The problem is that the graph should not be a bell curve! The concern is that the collections are comprised of a preponderance of outdated materials. If those materials with copyrights older than 20 years were to be withdrawn, the learning resources centers would lose half of their collections. This scenario illustrates the gravity of the situation and the need for steady and adequate funding to assure the collections are providing current information for the students in the community colleges.

Three of the project objectives have been realized thus far. The first objective of providing baseline data for future collection assessments has been met. The comparative data and the analysis have made a contribution to the establishment of norms for community college collections. The objectives of increasing awareness among the community colleges in Florida of the holding of LINCC as a collective resources base for resource sharing and the use of the collection assessment as the impetus for establishing the need for increased funding for the learning resources centers are underway.

The study has been cited in a consultant's report of a program review conducted for the board of the Florida Division of Community Colleges (Hisle 1996). In the program review report, the collection assessment findings of holdings by decade are used to point up the need for increased funding for the learning resource centers. The report also recommends a

comprehensive collection assessment for all twenty-eight LRC's. Based upon the consultant's report and the report of this project, the Library Director's Council of CCLA requested that a more detailed analysis with an assessment of all twenty-eight community college collections be funded in 1997/98. The two reports were discussed at the State Board of Community Colleges and in legislative committees. As a result of the deliberations and recommendations a comprehensive analysis of all twenty-eight community college collections is being conducted in 1998. The two reports are also being utilized to prepare a funding request to the Florida legislature for a one time appropriation to address the lack of current materials which this study so startlingly illustrates.

The Florida Community Colleges Collection Assessment Project is ongoing. The methodology for the extraction and analysis of bibliometric data from the network database has been tested. This study is the first analysis, interpretation, and presentation of the collection analysis phase of the assessment.

## **CONCLUSION**

Resource sharing, including the mounting of electronic databases, will account for a larger proportion of information provision in the future. With funding constraints colleges and universities will be more closely focused on local curricula and collections to serve instructional needs. Collection assessments will be crucial in demonstrating the need for funding to insure appropriate current materials in all types of academic library collections. Studies of network collective resources will provide collection management data to assess local collections in a networked environment.



## *References*

Hisle, W. Lee (August 2, 1996). "Program review of the Florida Community College System libraries/learning resources." [Report] Commissioned by the Florida State Board of Community Colleges.

Lockney-Davis, Sandra (1990). "A Study of Florida's system of two-year college learning resources programs using the proposed AECT/ACRL standards for two-year learning resources programs." Unpublished doctoral dissertation, Florida State University.

Nisonger, Thomas E. (1992). Collection evaluation in academic libraries: a literature guide and annotated bibliography. Englewood, CO: Libraries Unlimited.

Perrault, Anna H. (1994). "The Changing print resource base of academic research libraries in the United States: a comparison of collecting patterns in seventy-two ARL academic libraries of non-serial imprints for the years 1985 and 1989." Unpublished dissertation, Florida State University.

Potter, William Gray (1982). "Studies of collection overlap: a literature review." Library Research 4:3-21.