Self Study Report to the
Association of College and Research Libraries

March 2008
VÍCTOR M. PONS–GIL LIBRARY
SELF STUDY COMMITTEE

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I. Executive Summary

Since it opened (1967), the Victor M. Pons-Gil Library has gone through evaluation processes that have undergone transformations. Today, the recognition of the degree of satisfaction of our users, the integration of the library in the institution and the community, the standardization of the processes and the systematization of statistical data, are key in our continuous process of documenting evaluation.

The Library commenced its self study project in 2005. It responds to the University of Puerto Rico’s Development Plan: Ten for the Decade and was ratified by Board of Trustees Certification Num. 138 (2003-2004). In 2005, the Plan for Strengthening the University of Puerto Rico System Libraries was created under the Academic Affairs Vice Presidency. It was then decided to carry out the evaluation following the standards established by the Association of College & Research Libraries (ACRL).

In March 2006, a coordinator of the project on campus was designated, and discussions of the self study process were begun in the Library Department and non-teaching personnel were integrated into the process.

The standards were divided among all of the librarians, while they themselves comprised the work groups with the non teaching personnel. These work groups had to offer responses to the questions in each standard and document them with evidence (See September 18, 2006 Victor M. Pons-Gil Library Report on the Self Study Process).

In response to the data obtained in this process, the writing of our first draft for the Self Study was begun. The goal of this evaluation project is to optimize the collections and the service offered to the community.

The findings that have been included in this document are the result of the dedication of our personnel to their college and the academic community. The information presented here has been used to direct the questions of
the ACRL standards and are enriched by the data obtained from the documents, reports and studies carried out by the Library from 2003 to 2008.

The University of Puerto Rico at Cayey compares favorably with other similar universities. We are an undergraduate educational campus, unique in offering Baccalaureates in Liberal Arts. Currently, we have 3,470 student, 181 faculty and 7 research FTE’s.

The average student-librarian personnel ratio (in FTE’s) is 82:1. The salary line item designated for librarians and Library professional personnel, without fringe benefits is $1, 141,203. The Library serves the campus population and the external community. This includes 11 municipalities located in the central and southeast part of the island. We offer a service schedule of 84.5 hours weekly, surpassing the library service hour average in Puerto Rico and the United States.

The Library’s Mission, Vision, Goals, Objectives and Values clearly respond to the institutional mission. The librarians as well as the non teachings employees participate in the planning process of the institution by sitting on special and institutional committees.

To guide itself in its planning process, the Library has framed itself within the Institutional Strategic Plan 2006-2010 and the Institutional Assessment Plan. In previous years, Library planning responded to the identified needs as they arose. Assessment was an isolated process, and that did not respond to a structured plan. However, there have been valuable evaluation exercises that enable us to determine the needs we are presented with and assess the changes established based on these evaluations.
The internal evaluation process has guided us in identifying our strengths, weaknesses, opportunities and threats and to design the draft of the Assessment Plan and the Library Strategic Plan. Both documents respond to the needs that have been identified in this process and enable us to establish consistent and structured work plans.

One of the greatest strengths of our Library is having a formal Information Skills Program. All of our librarians participate by offering formal and informal instructional activities. The faculty is familiar with the importance of information skills and their implications in the teaching/learning processes. To date, approximately 25% of the student population and 83% of the departments have been impacted.

Other significant strengths that should be mentioned are: the bibliographic collections of the Victor M. Pons-Gil Library compare favorably with other similar institutions; the specialized collections strengthen research on campus and receive the input of the recommendations of the librarians, faculty and students; the average student-bibliographic resource ratio (in FTE’s) is 37, and the Library offers 84.5 hours of service per week.

In general terms, the Library is in compliance with the requirements of ADA. We view our current degree of compliance as an opportunity for improvement. The projections for contending with these aspects are to be incorporated in the Improvements Plan 2005-2010 and in the Library’s restructuring of spaces plans.

The effective administration of the Library human, bibliographic, physical and economic resources requires planning, evaluation and assessment. The evaluation of effectiveness of the policies and procedures that the Library uses for its administration and operation must be contemplated. At present, there is no final Strategic Plan or Assessment Plan. We have identified this situation as requiring urgent attention and must be included in the Library’s Improvement Plan. This self study process has been an effort of all of the Library personnel. The
complete report is available to the academic and external communities on the web page:  
http://www.cayey.upr.edu/node/918. The content of all of the evidence is available at our facilities.

When this evaluation is completed, we will be assured that the self evaluation exercise has allowed us to grow 
academically and recognize the notable work we have done. It will guide us in reaching our goals and 
objectives. The recommendations presented in this report will become part of the Library’s agenda over the next 
five years and will be incorporated into the Strategic Plan.
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III. Introduction

Background of the University of Puerto Rico at Cayey

University of Puerto Rico at Cayey (UPRC) is one of the eleven autonomous units of the University of Puerto Rico System. It was founded in 1967 as a regional college on the grounds of a former military base. Thanks to the efforts and tenacity of the community and governmental agencies, it became a college in 1969.

The variety of academic backgrounds of its faculty provides richness and diversity to the educational experience. The natural beauty of its surroundings and its location both close to and far from the main metropolitan areas provide a comfortable academic setting that invites study, reflection and personal development.

The mission of the UPRC responds to the mission of the University of Puerto Rico, as a public higher education institution. UPRC is accredited by the Puerto Rico Council of Higher Education and by the Middle States Commission of Higher Education.

The mission statement is the point of reference for articulating both the daily endeavors of the institution and its most ambitious projects. Since it is fundamental to all decisions regarding teaching, research, and the services offered to support student learning, the Administrative Board, the Academic Senate, the Faculty at large, and all Academic Departments are required to refer to the statement in all deliberations.

The mission statement reads as follows:

*The University of Puerto Rico at Cayey is an institution committed to a well-rounded education of excellence through undergraduate programs in the preparation of teachers and in the disciplines of the natural and social sciences, the humanities, and business administration. We view general and specialized studies as totally complementary experiences in human development and believe in offering innovative and interdisciplinary education, which integrates topics and experiences from different fields of knowledge without losing the benefit of the particular virtues of each discipline. We attempt to achieve the goal of thinking globally and acting locally in our education endeavor, blending an awareness of history with a vision of the future.*
We are committed to the development of human beings who are whole, autonomous, critical and sensitive, who believe in excellence as a standard for life, and who are prepared to take their creative place in society and the world of work. Our students should discover in themselves the resources and motivation for learning and find their way to seek and create knowledge that gives a full life and keeping a lifelong commitment to learning.

We strive for a college united in its components, sustained by its commitment to education not as a task but as a way of life. We recognize that all members of the university community are, in an essential sense, students, and that all may be teachers.

We have learned from Eugenio María de Hostos, living well means doing well. Thus we affirm the responsibility to make our words become deeds. The responsibility of an academic institution requires that UPRC be a college alert to the great themes of its time such as the preservation of the environment and the promotion of world peace, the conquest of prejudice by reason, and respect for differences of opinion. We seek to educate for life.

The UPRC goals are:

1. To provide an undergraduate education of excellence.
2. To cultivate in all sectors of the university community the commitment to a common goal of superior attainment of institutional purpose.
3. To make the University of Puerto Rico at Cayey one of the chief centers of academic and cultural activity in Puerto Rico.
4. To foster the development of a sense of social responsibility based on respect for humanity and our natural environment.

UPRC offers 31 baccalaureates and one associate degree program. The composition of campus faculty professors and adjuncts is as follows. The institution has 195 full-time faculty members, 108 men and 87 women, distributed in three areas: Arts (Humanities, Hispanic Studies, English and Social Science); Natural Science (Biology, Chemistry and Mathematics-Physics) and Professional Schools (Education, and Business Administration). The Honors Program, the Athletic Program, Student Support Services, Upward Bound, Research Initiative Scientific Enhancement Program (RISE), Research Infrastructure for Minority Institutions (RIMI) and Howard Hughes, among others, are additional opportunities that UPRC offers its students and that reflect the institution’s holistic commitment to student learning. The College also sponsors student participation in international and exchange programs at universities in Spain, Latin America and the United States. The institution continues to emphasize interdisciplinary activities, research, and community service.
The student body is 99% Hispanic and 72% female; 75% are Pell Grant recipients. The average graduation time is approximately five years. The current distribution of enrolled students by department is as follows:

<table>
<thead>
<tr>
<th>Department</th>
<th>Total</th>
<th>F</th>
<th>M</th>
</tr>
</thead>
<tbody>
<tr>
<td>UPRC Total Regular Enrollment</td>
<td>3202</td>
<td>2303</td>
<td>899</td>
</tr>
<tr>
<td>Hispanic Studies</td>
<td>25</td>
<td>22</td>
<td>3</td>
</tr>
<tr>
<td>English</td>
<td>29</td>
<td>16</td>
<td>13</td>
</tr>
<tr>
<td>Humanities</td>
<td>92</td>
<td>63</td>
<td>29</td>
</tr>
<tr>
<td>Social Sciences</td>
<td>404</td>
<td>328</td>
<td>76</td>
</tr>
<tr>
<td>Natural Sciences</td>
<td>234</td>
<td>169</td>
<td>65</td>
</tr>
<tr>
<td>Biology</td>
<td>374</td>
<td>281</td>
<td>93</td>
</tr>
<tr>
<td>Chemistry</td>
<td>250</td>
<td>190</td>
<td>60</td>
</tr>
<tr>
<td>Mathematics</td>
<td>71</td>
<td>48</td>
<td>23</td>
</tr>
<tr>
<td>Education</td>
<td>634</td>
<td>528</td>
<td>106</td>
</tr>
<tr>
<td>Physical Education</td>
<td>140</td>
<td>35</td>
<td>105</td>
</tr>
<tr>
<td>Business Administration</td>
<td>854</td>
<td>551</td>
<td>303</td>
</tr>
<tr>
<td>Special enrollments</td>
<td>33</td>
<td>24</td>
<td>9</td>
</tr>
<tr>
<td>Evening enrollment</td>
<td>62</td>
<td>48</td>
<td>14</td>
</tr>
</tbody>
</table>

Table 1 - Regular Enrollment 2007-2008 (for more information on enrollments see appendices)

Governance Structure of UPRC

The administrative structure of UPRC supports the effective implementation of administrative processes that facilitate learning, academic research, and continuous improvement. This structure is similar to that of the other seven undergraduate units of the UPR system and is illustrated in the following diagram.

Diagram 1 - General Organizational Chart of UPRC
The Chancellor is the highest ranking academic and administrative in the institution. Three Deans, as illustrated in the diagram, comprise the immediate support staff for the Chancellor and collaborate in implementing the strategic and operational plans. Each Dean is responsible for the supervision of his/her offices and departments. The Chancellor also directly supervises a number of offices whose roles have impact across all deanships.

The Deanship of Academic Affairs is the largest and most complex. Its Dean and supporting staff are responsible for coordinating the academic offerings as well as the proper functioning of the academic departments and projects, research units, library, registrar’s office, and other learning resources offices.

**Background of the Víctor M. Pons-Gil Library**

The Library initiated operations in 1967, when the Cayey Regional College was founded. In 1984, its new building was inaugurated and was named the Víctor M. Pons-Gil Library. The rooms and collections are distributed among five levels. We have four specialized collections, one Reference Room and one Circulation Room. The technical services are provided in the Collections Development Department. On the first floor of the Library are the following facilities: Family Room, Reference Room, Assistive Technology, de Student Information Development Laboratory (LABDIES) and Collection Development. On the mezzanine are the Library’s administrative offices, the Conference Room and the Photocopy Center. On the third level are: the José Luis González Room. Within it are the following Miguel Meléndez Muñoz Collection and the Vieques Documental Archive. On the same floor are also: the Research and Documentation Room and the Information Skills Program, (which includes the Academic Research Laboratory). On the fourth floor are:

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1 This Room is part of the Dean of Students Interdisciplinary Student Development Center.
2 Specialized Room about Puerto Rico.
3 Collection of the renowned writer from Cayey, Miguel Meléndez-Muñoz.
4 This archive compiles the documents related to the struggle demilitarize the island of Vieques carried out by the civil organizations: *Todo Puerto Rico con Vieques, Cayey con Vieques*, among others.
5 Periodicals Room.
Circulation, Luisa Capetillo Room\textsuperscript{6} and the Héctor Campos Parsi Image, Sound and Movement Room\textsuperscript{7}. The Student Assistance Center (CAE) and the Chemistry tutoring rooms (Chem to Chem) are on the same level.\textsuperscript{8}

On the fifth level is an area designated for individual and group study. It provides enough space for more than 200 users. This level offers students a large area for study, use of information resources, snacks and wireless Internet connection.

The general collection of the Victor M. Pons-Gil Library holds approximately 192,757 volumes, 1,706 serial titles and more than 80 databases in multidisciplinary and specialized themes. In addition, the Library offers circulation, reference and informal instruction services in all of the Rooms, inter-library loans, Virtual Reference, Digital Reserve, Puerto Rico Planning Board Census Data Center, Information Skills Program study areas, walk-in computer laboratories, photocopying center, exhibitions, Conference Room, access to external data bases and the World Wide Web and wireless connectivity.

The Library’s vision is framed within the teaching/learning academic process; encouraging the integration, the interpretation and critical management of educational and information technology resources. It contributes to users acquiring the necessary educational and information competencies to become life long learners, working for a culture of peace.

The Victor M. Pons-Gil Library’s mission is to educate and stimulate the intellect, sensibility, a love of knowledge and creativity, and to participate actively in the teaching and learning process of the academic community of the University of Puerto Rico at Cayey.

\textsuperscript{6} Specialized Room for documentation on women and gender.

\textsuperscript{7} Specialized Room for Music y documentation on the renowned Puerto Rican composer, Héctor Campos-Parsi. It also houses the Library’s audiovisual resources.

\textsuperscript{8} These centers are administratively part of the campus Dean of Students.
Framed within the University of Puerto Rico at Cayey Mission Statement, Vision and Goals, we continuously contribute to the preparation of autonomous human beings who are critical, responsible and committed to their communities. We are committed to acquiring the information resources necessary for the several fields of knowledge and culture, to broaden knowledge and strengthen research; in addition to promoting and encouraging free access to them, their management and interpretation of their information.

The goals of the Library are:

1. To actively and creatively participate in the teaching and learning processes following an interdisciplinary approach to prepare life long learners.

2. Promote the free access to information and a respect for intellectual freedom.

3. Establish practices that enable us to ensure the academic and external communities of the quality of the collections and the information services.

4. Promote a culture of information with a clear educational intention and initiative that responds to the interests of the college community and society.

The values that guide our work are: intellectual honesty, respect for dissidence, ecological commitment, social commitment, observation of ethics, respect for confidentiality and esthetic appreciation which all respond to the institutional Mission and Vision.

IV. How was the self study process conducted

The Library’s self evaluation process responds to the UPR systemic development plan, Ten for the Decade and was ratified by Board of Trustees Certification Num. 138 (2003-2004).

Both documents propose the processes of accreditation as the strategy to guide the external peer review and thereby strengthen the quality of the programs and services of the university.

The accreditation process was assumed by the Central Administration Vice President for Academic Affairs in 2004. Initially, Dr. Haydee Muñoz was appointed the UPR System Libraries Accreditation Process
Coordinator, and it was decided to carry out an evaluation following the standards established by the Association of College & Research Libraries (ACRL).

In 2005, the former Library Director, Prof. Carlos Echevarría, participated, together with Prof. Wanda Pabellón, in the seminar, “Encounter: Breaking Paradigms in the Professional Planning, Establishment and Evaluation of the Academic Library.”

In mid 2005, Dr. Julia Vélez was appointed Library Evaluation Systemic Coordinator and initiated a series of workshops, training and conferences.

At the beginning of 2006, Prof. Sonia Dávila-Cosme was appointed Library Director and Prof. Michelle Rivera-Serrano became Cayey Project Evaluation Coordinator.

Prof. Rivera worked on the initial phase of the project, the study of the standards, the updating of our Mission and Goals and the creation of the Vision and Values. Also preconditions were compiled and established for the Víctor M. Pons-Gil Library Evaluation Committee.

The second phase was the internal evaluation. It began in January 2007. The Library administration decided to appoint two coordinators: Prof. Magda Pérez and Prof. Wanda Pabellón. Both professors began the process by gathering data and established work groups by standard that included Library faculty as well as non-teaching personnel.
The following table shows the Library faculty in charge of each standard.

<table>
<thead>
<tr>
<th>Standards</th>
<th>Personnel in charge of Standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>Planning</td>
<td>Prof. Michelle Rivera</td>
</tr>
<tr>
<td>Assessment</td>
<td>Prof. Julio Mercado &amp; Prof. Aixa León</td>
</tr>
<tr>
<td>Outcomes Assessment</td>
<td>Prof. Michelle Rivera &amp; Prof. Julio Mercado</td>
</tr>
<tr>
<td>Services</td>
<td>Prof. Wanda Pabellón &amp; Prof. David Castro</td>
</tr>
<tr>
<td>Instruction</td>
<td>Prof. Magda Pérez</td>
</tr>
<tr>
<td>Resources</td>
<td>Prof. Juan Berrios</td>
</tr>
<tr>
<td>Access</td>
<td>Prof. Juan Berrios</td>
</tr>
<tr>
<td>Staff</td>
<td>Prof. Sonia Dávila</td>
</tr>
<tr>
<td>Facilities</td>
<td>Prof. Sonia Dávila &amp; Sr. Eddie Burgos</td>
</tr>
<tr>
<td>Communication and cooperation</td>
<td>Prof. Gustavo Salvarrey</td>
</tr>
<tr>
<td>Budget</td>
<td>Prof. Sonia Dávila</td>
</tr>
<tr>
<td>Administration</td>
<td>Prof. Sonia Dávila</td>
</tr>
</tbody>
</table>

Table 2- Library faculty who were in charge of gathering data for each standard.

In this phase, the questionnaires for the college community were administered and the data analyzed.

**Phase three** began in November 2006 with the organization of the data, evidence and documentation for starting the writing of the final self study report. Before submitting the final version of the document, the Library faculty and non-teaching staff were requested to offer their recommendations on it. This step will be finalized with the submission of final self study report.

After completing the analysis of the internal evaluation, we recommend: 1) structuring the process so that from the start the work can proceed on a single document. For this occasion, we had two guidelines to follow which did not request the same information (**Self Study Guidelines** and the **ACRL Standards**). 2) Use other measurement strategies, quantitative as well as qualitative and review the measurement criteria. 3) Consider the elimination of questions that are repeated several times throughout the standards. 4) The order of the questions should be more coherent and structured. 5) The page limit set for writing the self study did not provide enough space to fully present the self study results.
V. Findings
The following sections present the most important findings for each standard with their corresponding strengths, weaknesses, opportunities, threats and recommendations.

A. Planning

The frame of reference for the Library’s activities is its mission and goals which are compatible and consistent with those of the institution it serves. Assessments of library quality and effectiveness should be intimately related to the institution’s specific mission and goals. The strategic plans are used as a planning method and require feedback from the community. The planning process helps the community focus on its values and provides direction that guides its activities and decisions.

The Library has been able to establish its Mission, Vision, Values, Goals and Objectives incorporating the participation of all the library staff and all the components of the university community who have collaborated and contributed to this discussion. This document was discussed and disseminated throughout the entire university community using both traditional and electronic media.

The Library’s mission and the Institution’s mission are strongly related. Both of them emphasize the importance of the teaching-learning processes, creation and research, which have always played an essential role in the Library.

The creation of our Strategic Plan will facilitate directing our services and programs towards the goals that we have itemized following this evaluation exercise. This Document will serve as a guide for Library activities and decisions during the next 4 years. Currently, this document is a draft that was begun following the identification of the Strengths, Opportunities, Weaknesses and Threats (FODA). This draft is also aligned with the UPR Cayey Mission and Goals, Mission, Vision, Goals, Objectives and Values of the Library, the UPR Cayey 2006-
2010 Strategic Plan, Ten for the Decade, Draft of the Library Assessment Plan and the ACRL Standards. It is projected that it will be approved by mid 2008.

At the end of this process we identified the following:

Strengths
- The Library’s mission and the Institution’s mission are strongly compatible and consistent.
- Changes have been established that endeavor to improve the services offered to our users.
- Participation of the Library in institutional planning.
- The Mission, Vision, Goals, Objectives and Values of the Library was discussed and disseminated throughout the entire university community using both traditional and electronic media.
- The draft of the strategic plan is based upon the Strengths, Opportunities, Weaknesses and Threats (FODA) identified in the self study process.

Weaknesses
- The changes are based on problems that have been observed through experience, resource management and offering services to the users instead of strategic plans.
- Due to the demand for services, there are no blocks of time available for more employees to participate in institutional planning activities.

Opportunities
- Lack of documentation that would have allowed us to establish changes based on the formal assessment of the services.

Threats
- Absence of a Strategic Plan.

Recommendations
- A Strategic Plan of the Library is required.
- Consider feedback from the community.
- Periodically review and revise the Mission, Vision, Goals, Objectives and Values of the Library.

B. Assessment

The assessment plan is related to the Library’s mission, goals and objectives. It includes all sectors of the academic community, directed towards real as well as potential users. The comments and suggestions of the users will be integral parts of the assessment process.

The Library Assessment Plan is in its initial stages. However, the Library has developed tools and assessment experiences, that although they have not been consistent nor unified in a formal plan, they have allowed for
assessments and evaluations of the services, collections and Library personnel to be made. The assessment plan must include other strategies that have not been used such as benchmarking and being more effective in using analyses of the data. The plan must assign defined time cycles for evaluation and the assessment. The Assessment Plan draft provides a column for clearly identifying the use that the results will be given.

The draft of the Assessment Plan proposes a variety of evaluation and assessment instruments, among them are: pre tests and post tests, evaluation sheets, attendance lists, attendance statistics, use statistics, practice exercises, studies of users, inventories, maps of collections, diagnostic tests, surveys, reported observation, rubrics, check lists, suggestion boxes, performance reports, self evaluation, benchmarking.

The evaluation and assessment initiatives used were developed in the areas of collections, services and student learning. To evaluate our collections in the formal plan we identified instruments like: visual review of the collections to verified functioning in accordance with the Library of Congress Classification System, Cost Analysis of the bibliographic resources by subject area, evaluation of the physical condition of the collections in order to adequately preserve and conserve bibliographic resources and bibliographic analysis of course outlines.

In order to assess student learning, the Library uses the following instruments: diagnostic tests, pre tests and post tests, daily reflective journals, immediate written reaction, tests, oral presentations, peer evaluations, review papers and annotated bibliographies.

At the end of this process we identified the following:

Strengths

- Use and management of diverse assessment and evaluation strategies.
- The assessment of services, collections and learning.
Weaknesses

- The strategies of evaluation were not structured within an assessment plan with time cycles.
- Not incorporating the use of the benchmarking strategy in making comparisons to establish success indicators.

Opportunities

- Time is not always devoted to the analysis of the results of the evaluations as input to establishing assessment plans.
- Presence of a column for the use of results in the Assessment Plan draft.

Threats

- Absence of a formal assessment plan.

Recommendations

- Approve the Assessment Plan as soon as possible.
- Incorporating the use of benchmarking as an assessment tool.
- Discuss and disseminate the assessment plan throughout the academic community.

C. Outcomes Assessment

The assessment of the results is an active mechanism for improving the practices in the Library and measuring how goals and objectives are attained. It identifies performance measures, as well as competencies and comparisons that indicate how much the Library is committed to carrying out what it has proposed.

The mission, goals and objectives of our institution are integrated into our documents and tasks. The Library maintains a systematic and continuous evaluation program of its performance through statistical and descriptive daily, monthly and annual reports. The Achievement Report submitted to Academic Affairs Deanship annually, is another evaluation tool used by the Library. These reports cover the aspects of attendance in the collections, the services offered, the use of bibliographic resources and equipment, the budget, the number of visitors to the Library, the amount of inter-library loans, the type of user and the number of reference questions answered.

The Library measures its achievements as they relate to the mission, the goals and the objectives of every collection. Included are such aspects as: the use of the printed and electronic collections, user attendance, the
results of the Information Skills Program and user satisfaction. Also the library is an integral part of Institutional Plan being executed to comply with the recommendations of accrediting agencies such as the Middle States Commission on Higher Education (MSCHE), the Higher Education Council (CES) and many professional agencies.

In the case of the Library services, the satisfaction survey administered in 2004-2005, 73% of students expressed being satisfied or very satisfied with the services they receive in the reference collection; 67% of them expressed being satisfied or very satisfied with the service of the Digital Reserve and 80% of them with the attention received from Library personnel.

For the evaluation benchmark, the statistics provided by the *National Center for Education Statistics* (NCES) and their data for 2006 were used. The selection criteria used for these purposes were the Carnegie Foundation classification and the number of full time students enrolled (FTE). The universities identified were Shawnee State University in Ohio, California State University at Monterrey Bay, University of Puerto Rico at Arecibo, University of Puerto Rico at Humacao and the Inter American University of Puerto Rico at Aguadilla.

The following table presents the comparison among FTE’s 2006 Data, Carnegie Classification, Librarians, and Personnel for every 1,000 students enrolled and total number of personnel per Library.

<table>
<thead>
<tr>
<th>University</th>
<th>FTE</th>
<th>Carnegie Classification Code</th>
<th>Librarians</th>
<th>Librarians and Other Professional Staff Per 1,000 Enrolled (FTE)</th>
<th>Total Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>UPRC</td>
<td>3,261</td>
<td>Baccalaureate Colleges-Liberal Arts</td>
<td>10</td>
<td>10.12</td>
<td>38</td>
</tr>
<tr>
<td>UPRA</td>
<td>3,823</td>
<td>Baccalaureate Colleges-General</td>
<td>9</td>
<td>2.35</td>
<td>46</td>
</tr>
<tr>
<td>IAPR</td>
<td>3,278</td>
<td>Baccalaureate Colleges-General</td>
<td>3</td>
<td>0.92</td>
<td>18</td>
</tr>
<tr>
<td>CSU</td>
<td>3,554</td>
<td>Baccalaureate Colleges-Liberal Arts</td>
<td>8</td>
<td>2.25</td>
<td>17</td>
</tr>
<tr>
<td>SSU</td>
<td>3,332</td>
<td>Baccalaureate Colleges-Liberal Arts</td>
<td>6</td>
<td>1.8</td>
<td>37</td>
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<tr>
<td>UPRH</td>
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<td>Baccalaureate Colleges-General</td>
<td>12</td>
<td>8.11</td>
<td>107</td>
</tr>
</tbody>
</table>

Table 3—FTE 2006 Data, Carnegie Classification, Librarians, and Personnel for every 1,000 student’s enrolled and total number of personnel per Library. Taken from NCES 2006.
Another aspect to consider in this comparative assessment process was the number of librarians per library. When we compare ourselves to universities that offer Baccalaureates in liberal arts, we are above average among them. It is important to point out that Shawnee University as well as the school in California showed significant differences in the services and functions that librarians offer. This stems from a most exhaustive analysis using the information provided on their web sites. Both published that they did not have specialized collections, only one of them (Shawnee) has a librarian coordinator for technical services and both only offered inter-library circulation, reference and loan services.

The Víctor M. Pons-Gil Library offers these three services and also has five specialized collections with documental archives (See web page Víctor M. Pons-Gil Library). The mission and goals of the institution focus on research and creativity and the academic programs designed to develop undergraduate research experiences. This justifies a greater number of librarians dedicated to offering specialized services. We do not observe this strength in the other two liberal arts institutions.

The mission, goals and objectives of our institution are integrated into our documents and tasks. The assessment always has been present in Library activities. The results of the perception and satisfaction surveys, use and service statistics, as well as reports have been taken into account in making decisions about schedules and services. Recognizing the lack of normalization in the assessment process, the Library has prepared a Draft of the assessment plan that facilitates carrying out these initiatives in order to improve services and collections. The comparison with similar units presents a reflection about the variable of strengthening research in the institutional mission and goals and as a key element in the development of the collections and assigning personnel. This element must be taken into account when comparing the number of specialized collections as well as the number of librarians with other institutions. At the end of this evaluation we identified the following:
Strengths

• The mission, goals and objectives of the Library are closely tied to those of the institution.
• The Library uses diverse strategies and instruments to assess its services and resources.
• Library faculty members collaborate efficiently with the faculty of other subject areas in the accreditation of academic programs.
• When benchmarking using similar institutions, we can affirm that we are average or above for aspects related to scheduling, personnel and services.
• The Library has personnel and equipment for offering services to hearing impaired people.
• The Library’s specialized collections strengthen research on campus.

Weaknesses

• The procedures for including recommendations and suggestions in Library reports can be more consistent and present themselves more explicitly in the Institutional Strategic Plan.
• The continuity of the assessment processes may be affected by not having an approved assessment plan.

Opportunities

• Complete and approve the assessment plan.
• Broaden strategies and means of dissemination of Library schedules, services and resources.
• Structure collaboration between librarians and faculty.
• Include benchmarking activities in our Assessment plan.
• Increase the number of personnel trained in the area of Assistive Technology.

Threats

• An instrument to identify the needs of the users has not been designed.
• The administration of the Assistive Technology Collection is the responsibility of the Interdisciplinary Center for Student Development under Deanship of Students.

Recommendations

• Complete work on assessment plan draft and get the final version approved.
• Developed mechanisms to improve the collaboration between the Library staff and the faculty.
• Include benchmarking in the assessment plan.
• Include a user study in the assessment plan.
• Strengthen the collaboration of the Center for Student Development with the Library to improve the service available for students with special needs.

D. Services

The Victor M. Pons-Gil Library has established, promoted, maintained and evaluated a variety of quality services that support the mission and the goals of the institution. It is effective and efficacious in offering its services. The hours for accessing the Library are convenient for the users. The reference services and other special assistance are available when most of the users need them most.
The Victor M. Pons-Gil Library currently has a service schedule of 84.5 hours per week. This represents Library services being offered seven days per week and holidays. During periods of greater demand such as during finals, the schedule is extended four hours during the weekend. Our library is above average for hours of service compared to libraries in Puerto Rico and United States.

We offer an extended schedule that takes into account the population enrolled in the Extended University’s (UNEX) Evening Program, the Saturday courses and the enrollment’s request to offer more hours of service and the information obtained by our use and service statistics.

On February 15, 2005 the General Student Council (CGE) presented a study titled, *The Victor M. Pons Library and Its Contribution to the Users in the Academic Area*. The questionnaire administered by the CGE anticipated the perceptions of the community regarding schedules, the physical condition of the resources, personnel and services in general. This instrument was administered to 522 subjects of which 456 (87%) were students. 56% of those surveyed considered the Monday through Friday schedule to be effective. These data have enabled us to establish a schedule of services based on the analysis and evaluation of the results (See *The Victor M. Pons Library and Its Contribution to the Users in the Academic Area*).

In the MSCHE Findings and Recommendations Report, it was confirmed that the Library offers an appropriate schedule and that it used assessment strategies to establish it.

"At 84.5 hours of service per week, the library’s service program is generous. Librarians have studied library use patterns and developed hours of service that complement not only usage but also the university’s schedule of classes." (p.15)

This service is promoted using institutional newsletters, the web page, bulletin boards, the school catalog and electronic mail. In order to maintain an extended service schedule, the Library assigns the position of a librarian in charge of evening services and employs student assistants. During weekends and holidays, Library non teaching personnel are assigned. Other tools are: maintaining remote access to the public catalog, Digital
Reserve, virtual reference and the databases. The use statistics and the reports from personnel that work this schedule are tools that are used to evaluate these services.

The reference collection promotes, disseminates and provides access to electronic resources that complement those existing in the collection. This enriches and strengthens the collection. This area has cubicles for studying, computers, wireless connection and space for exhibitions.

The inter-library loan service is also available and facilitated by using the ARIEL application. The inter-library loan service in the Library uses the ARIEL application. It is free of charge and available to all users in the academic community. The students receive the benefit of requesting resources from libraries in the University of Puerto Rico Library System and some private Puerto Rican libraries. The faculty may receive resources from international libraries through the inter-library loan service at the Río Piedras campus.

The Satisfaction Study for the 2006-2007 Self-Study Project, administered to students, showed that 54% of those surveyed said they were satisfied or very satisfied with the inter-library loan service. It is recognized that 35% of those surveyed selected the alternative identified as neutral. It is possible to deduce from this that 33% of those surveyed are first year students and that they have not yet become totally familiarized with the services of the Library.

Circulation services are centralized through the HORIZON system that permits every area being able to borrow on site from the collection and from home. To ensure that the user has access to all resources available, the shelves have signs and workshops are offered on the use and management of the Library of Congress Classification System, electronic catalog, indices and bibliographic card file.
The José Luis González collection has a Census Data Center belonging to the Puerto Rico Planning Board. Access to these documents is provided in print, electronically and on line. All users in the community have access free of charge to this information. Although there is a collection in print of the documents produced by governmental agencies, resources are being incorporated on line that also provide them. Documents from United States government are integrated into the Reference collection.

The Library maintains and uses quantitative measures such as: use statistics, loan statistics, attendance, collection circulation, surveys, among others. An example of a quantitative measure is the number of visits to the Library related to the number of people on Campus. In 2005-06, it was calculated that the total number of visits during one year was 34,988. That was divided by the total number of users to be served (4,194). The results show that one user visits the Library approximately 8 times in one year. The Library has evidence of a number of perception and satisfaction questionnaires that offer useful information about the expectations of the academic community. Among these are: the February 15, 2005 General Student Council Survey, the Library 2004-2005 User Satisfaction Questionnaire, Satisfaction Questionnaire for the Self Study Project Focused on Students 2006-2007, Satisfaction Questionnaire for Self Study Project Focused on Faculty 2006-2007 and the Questionnaire Focused on Library Personnel for the Self Study Project 2006-2007.

Qualitatively, the Final Report of the 2003 Curricular Renovation Project Pilot presented the Summary of the Results in the Development of Abilities of the 2002-03 Pilot Project. This document shows a number of the qualitative measures used by the Library in the assessment of the abilities and content of General Education established by the institution. The Library participated actively in this Project.

Several qualitatively initiatives by the Information Skills Program (PDI) have been undertaken. Among them are reflective journals, pre and post tests and one minute answers. The PDI has designed an evaluation sheet where the student expresses whether the learning activity met his/her expectations and s/he may submit
suggestions. This information is used to make decisions related to teaching techniques, topics for discussion and the use of technologies. The faculty also has the opportunity to complete their own evaluations of learning activities offered by the librarian. On it, suggestions and perceptions can be offered regarding the topics discussed.

The suggestion box is another way to determine if services meet the expectations of the college community. The Digital Reserve also provides space for gathering information about the expectations of its users.

The development of the collections includes the recommendations and input of the faculty, the student enrollment and the librarians. There is a professor liaison in every department charged with this function, complying with Certification 75 (05-06) of the Academic Senate. In order to facilitate this process, the recommendation of resources is included on the web page.

Finally, we point out that the services that the Library has contemplated establishing, promoting, maintaining and evaluating relate to distance learning. The Campus does not currently offer a Distance Learning Program. The Library contemplates participating actively in the design of the Distance Learning policies that will follow the ACRL Guidelines for Distance Learning Library Services. When this modality is made available the Library may offer the following services: reference consultations on line and by telephone, on line catalog, EZProxy, on line instructional modules on the distance learning platform, Moodle, data bases, Digital Reserve and Library electronic mail. It is foreseen that the suggestion box electronic service will allow for receiving input from the users. At the end of this evaluation we identified the following:

Strengths
- There is a schedule that is consistent and reasonable for meeting the demands of the users.
- We offer a broad variety of services on line (Proxy Server, virtual reference, Digital Reserve).

Weaknesses
- Incorporate into the assessment plan draft and Strategic Plan a greater number of strategies of qualitative measurement of services and collections.
Opportunities
• Increase the promotion of schedules and services to first year students.
• Strengthen the participation of the liaison faculty with the Library in the development of the collections as well as in the promotion of services and policy development.

Threats
• Ensure the inclusion of the Library in those courses that may be offered through distance learning from campus.

Recommendations
• Need assessments of users should be included as a strategy for evaluating and establishing services.
• Maximize the intervention of the liaison professor in aspects related to Library services.

E. Instruction
The Library provides information and instruction through a variety of reference services and education of users. The success of the student and encouraging lifelong learning is facilitated. The librarians are assiduous collaborators with the class professors. They participate in the planning of the curriculum and in development of information skills as well as the results of the teaching and learning process.

The Library provides formal and informal opportunities for instruction. Formally, the Library offers users: guided tours, orientations, information skills workshops related to course content, shared teaching courses, online tutorials for specific courses and workshops on information skills aligned with courses. The Library makes adequate use of technology in the information skills teaching process.

In December 2005, the Víctor M. Pons-Gil Library established the formal Information Skills Program (PDI). This program grew out of the Title V Proposal Activity III that began in 2003. Although this program was recently created, in 2005-2006 alone 895 students were attended or 25% of the student enrollment.

The PDI is located in a computer laboratory called the Academic Research Laboratory (LAI) on the second floor of the Library and covers an area of 888 square feet. The maximum capacity of users is 30 people. There are 27 computers, an interactive marker board, a printer and a digital projector. Students may use word processing, presentation and spreadsheet applications in the Laboratory. There are both wireless as well as wired
Internet access that permits the use of electronic mail and access to multidisciplinary and specialized data bases to which the Library subscribes. Access to on-line learning platforms is also provided.

The PDI offers workshops to groups fluctuating from 3 to 30 students. The workshops offered by the librarians contemplate that the learning experience integrates practice using the resources and skills presented to the student. Each student is provided with a computer, in order to ensure that each one of them is able to practice individually.

The information skills workshops integrated into courses are coordinated at the request of the professor. They are available to all academic program basic, intermediate and advanced level courses and are designed considering the information skill that the professor has previously identified that s/he wants the students to develop and that complement topics and learning products in the course outlines or syllabi.

Currently the PDI, librarians have directly intervened in the development and evaluation of courses within the institution’s Chemistry Program and Biology Program curricula. In the Chemistry Program, this experience has been integrated into the following courses: QUIM 3124, QUIM 3006 and QUIM 4015. These three courses are part of a model for integrating information skills and research through the curriculum. The activities have been offered in close collaboration with the faculty of the subject area. Among these activities are found: revision of syllabi, establishing course objectives, designing teaching strategies, identifying relevant bibliographic resources, structuring workshops to develop information and research skills and establishing assignments and other learning products.

In the Biology program, BIOL 3095 was included. The course outline establishes that the topics related to teaching information skills are to be offered from the Library. It is the responsibility of the librarian to teach and to evaluate the development of these skills.
Recently, through a seminar was included from the Library integrating information skills in research for the interdisciplinary course, INTD 4996. This course was offered through the team teaching of a librarian, a research specialist in epidemiology and one in psychology.

The development of information skills also impacts all services offered by the Library. Through reference interviews, users are helped to identify their need for information and the resources necessary for locating adequate responses. This informal instruction is offered in the various areas and collections.

Institutionally, the Library has ensured the inclusion of information skills impacting the courses presented to the Institutional Curriculum Committee. The Library Department has one representative that evaluates the course subject area and the curricular sequences that are presented for revision, as well as new courses. Another committee where we are represented is the General Education Committee. From this space, the librarian ensures that information skills are included in General Education courses. Last year (2006-07), our representative evaluated the General Education courses outlines to include information skills in them.

In the Collections of the Puerto Rican Collection, Luisa Capetillo Collection and Reference, forms have been developed where consultations offered to users on the clarification of their research topics, the identification of bibliographic sources, their analysis and the preparation of bibliographies, reference lists and citations are recorded. This process also applies to users that make their needs for information known by electronic mail and by telephone.

At the beginning of each semester written communication is established with the academic department directors to promote and offer PDI services. In informal conversations with the faculty and students, information is disseminated on: activities, service hours, physical facilities and available technological resources. Visiting the Library and the learning experiences providing information on the services offered by the Information Skills
Program to the entire community are promoted on the Library Internet webpage. Another of the actions contributing to the promotion of the PDI is having presented it as an instructional model for other University of Puerto Rico campuses.

The Library applies the Information Literacy Competency Standards to all teaching-learning activities offered by the PDI. Our Learning Assessment Plan is framed in them, as well as in the draft of the Student Competent in Information Skills Profile created by our Department. They also have been applied in the accreditation process for the programs of Chemistry (ACS) and Teacher Education (NCATE).

The courses where the Library participates include objectives based on these standards. Regarding the workshops, the need of the professor that requests the activity is identified and the skill is developed by levels (basic, intermediate or advanced).

At the end of this evaluation, we identified the following:

Strengths
- A formal information skills program exists.
- The faculty is familiar with the definition of information skills and its implications in the teaching-learning processes.
- There is a space designated for offering group instruction.
- All librarians in the department provide formal and informal instruction.
- The PDI has impacted more than 25% of the student population.
- The necessary technology infrastructure exists for offering instruction.
- The Library collections offer research quality resources and services to the faculty.

Weaknesses
- The Mathematics and Physics Program and Physical Education have not been impacted by the PDI in any of its courses.
- The academic departments’ five-year assessment plans do not include measuring the development of information skills of their students and graduates.
- Librarians have not participated in the initial orientations the institution offers new faculty and new students.

Opportunities
- There are still academic programs with research courses that have not participated in services offered by the PDI.
- The Library has not designed a course designed to develop information skills as a part of its teaching program.
Threats

- The institution does not have strategic directions for strengthening and establishing the Information Skills Program institutionally.
- Information Skills are not explicitly defined in the Mission or in the profile of the ideal graduate.

Recommendations

- Promote the inclusion of the information skills in order to continue, to be coherent and integrated throughout the curricula of all if the academic programs.
- Assess the information skills development activities that are not offered by the PDI.
- Explicitly incorporate information skills into the objectives required by the accrediting agencies of programs from whom accreditation has been requested.
- Incorporate strategic directions and the definition of information skills in the Institutional Strategic Plan, the Mission and in the profile of the ideal graduate.

F. Resources

The Víctor M. Pons-Gil Library provides a variety of quality resources that support its mission and the needs of its users. Bibliographic resources are accessible to users onsite as well as those at remote locations. The variety of bibliographic resource formats, budgetary limitations and the updating of its collections are going to be discussed in this standard.

The bibliographic resources that the Víctor M. Pons-Gil Library has are acquired within the framework of the curricular and research needs of the campus academic programs. This acquisition procedure gives priority to materials and resources related to campus undergraduate curricula as well as the curricular sequences and other programs and research projects that are developed in the college community. This is guaranteed by the acquisition procedures that the Library Collection Development Department presents (See Collection Development Procedures Manual). The acquisition of resources is a process that is regulated by strict regulations established by the University of Puerto Rico and Puerto Rican law, which guarantee the correct use of funds. These laws and guidelines are the legal basis for the acquisition procedures.
This acquisition procedure is also supported by Academic Senate Certification 75 2005-06 which provides for the representation of a professor from every department to serve as a liaison to the library. These professors evaluate and recommend resources in different formats in order to update the course outline bibliographies in different academic programs. Recently a form on line has been designed that allows the professor to make his/her recommendation from any computer with access to the Internet. The collection developer receives them immediately by e-mail which shortens the purchasing process.

Another of the ways that bibliographic resources are retained and acquired is through the revision of course outlines made by the Collection Development personnel. The Collection Development Department reviews and evaluates the bibliographies and the contents of the course outlines annually. The level of research is considered when acquiring resources. These considerations are taken into account when the data bases were acquired.

The library offers unlimited access to the data base taking into consideration the campus FTE. Access to them can be gained from campus or by using EZproxy. The consortia agreements enable the Library to minimize costs, enrich the collections, provide quality research resources to users and support the curriculum. They facilitate academic collaboration through transferring materials with other campuses, increase the collection with electronic formats and strengthen research.

A department representative on the System’s Data Base Committee recommends library electronic resources. They are presented to the Collections Department as offers to be evaluated and then obtain the input of the librarians. The evaluation criteria used by the librarians and the committee are: evaluation of the content, academic level, relation to the campus curriculum, level of research, use statistics, evaluation of the service provider, costs and legal terms (See memorandum of understanding on the systemic evaluation of the data base and the System Committee data base evaluation report). This input is presented to the system committee to
obtain a consensus for purchasing in consortia to minimize costs. This System Committee also presents its recommendations to the Library Board of Directors who make the final decision based on the budget assigned by unit.

The library is working toward a continuous collection evaluation plan as part of the Strategic Plan and its Assessment Plan. Currently, the Library develops the evaluation of its collections using the work plans prepared by the librarians in charge of the collections.

The quantitative evaluation efforts made include: use statistics, collection inventories, topic maps of the collection, technology infrastructure and satisfaction studies. Among the qualitative evaluations: analysis of the physical condition of the collections, categorization of periodicals by entity responsible, perception studies and critical incidents are included. The self study bring the opportunity to use benchmarking for evaluate the library resources. The self study reveals that the Library collections compare favorably with similar institutions. The number of monographic resources at any time at the University of Puerto Rico at Cayey is greater than similar institutions in Puerto Rico. We have 53,891 more volumes of monographic resources than the California State University at Monterrey Bay (CSUMB) library collection. The Shawnee State University (SSU) library has 17,241 volumes more than we do. The Victor M. Pons-Gil Library monographic collection has 37 resources available for each student registered. From this perspective, SSU only surpasses us by 5 resources.

The investment dedicated to purchasing data bases on line is close to that of all the comparable institutions, except for CSUMB. CSUMB only spent $18,693. The reason for this advantage is that CSUMB is part of the largest university system in the United States (23 campuses) and has one of the most successful inter-library cooperation models (See CSUMB consortium data), which enables them to minimize considerably the costs allocated for data base purchasing.
The Library has a Collection Development Policy that has not yet been approved by the Library Department (See Development Collections Policy draft). The criteria used for discarding and removing resources have not been completely integrated into an updated and standardized system for discarding bibliographic resources. Annually, the librarians in charge of the Collections send the resources that have been identified as eligible for discarding to the Collection Development Department. Several of the criteria used for this analysis include: obsolescence, physical condition, relevance to the curriculum, inaccurate information, authority and acquisition resource availability.

Another responsibility of the Library is the historic archive of the institution. The University of Puerto Rico at Cayey has a central archive in which it deposits all of its administrative documents. The central archive guidelines and procedures provide that historical quality documents be deposited in the Library archives (See Regulation for the Administration, Conservation and Elimination of UPR Documents, p.7). The library keeps these documents in the University of Puerto Rico Archives housed in the José Luis González Collection, Puerto Rican Collection. This responsibility is entrusted to the Collection personnel. Access is provided using the Collection’s bibliographic card catalog.

This standard presents some strengths, weakness, opportunities and threats of the Library, some are:

**Strengths**

- The size of the bibliographic collections of the University of Puerto Rico at Cayey compare favorably with other similar institutions.
- The faculty participates actively in the resource selection processes.
- The curricular needs are adequately met by the bibliographic resources the Library has.
- The librarians of each Collection participate actively in the evaluation, selection, retention and discarding of bibliographic resources.
- We enrich our collection and reduce costs by participating in consortia.

**Weaknesses**

- We do not have a Collection Development Policy approved by the Department.
Opportunities

• Include faculty and students in the development and evaluation of the Collection Development Policy Draft.
• Consider the recommendation made by the MSCHE where they suggested assigning one librarian per academic department

Threats

• Promptly develop the section related to discarding in the Collection Development Policy.

Recommendations

• Collection Development Policy Draft must be completed and approved including the faculty and students in its development and evaluation.

G. Access

Access to Víctor M. Pons-Gil library resources is provided promptly and in an organized way. The collections and the public catalog are organized using international bibliographic standards. The Library offers library loans, loan agreements among consortia, access to virtual electronic collections and providing resource documents that they do not possess. The distance education programs are supported by equivalent means like remote electronic access to the collections, reliable network collections and electronic transmission to remote users. Access policies procedures are broadly disseminated to the users.

On the lateral sidewalk of Student Center there is a directional sign that indicates how to get to the Víctor M. Pons-Gil Library. The Library is centrally located with respect to the academic buildings of the institution. On the first four levels of the Library, the Library’s various specialized collections and collections are located. These collections are identified in a directory of the building placed in the Library mezzanine. On this sign, there are also the names of the librarians in charge of the collections. Every collection has a sign that identifies it on the entrance door. It is prepared using graphic characters and Braille. All the Collections have a floor plan placed on one of the walls, identifying the place where they are located.
The Collections have open stacks systems. The stacks have signs that indicate the bibliographic designation of the resources they contain in order to ensure the location of the resources on the shelf. The counters in the collections are centralized and most of them can be seen from the entrance door. This facilitates visibility for the user as well as for the personnel working in the Collection. The furniture of the Collections and the equipment allow for movement about the collections, and there are spaces for individual and group study.

Intellectual access is defined in the document *Policies and Assessment for Academic Libraries (2002)*, as the access that the library has to catalogs, data bases and the tools used to search for resources. Access to Library bibliographic resources is offered to the internal as well as external communities. The main intellectual access to the Library resources is gained through the Library web page. This page contains the Library catalog that is accessible to the public by the UPRBIB system on line. The catalog in its electronic format (HORIZON) has modules for the acquisition, cataloging, search and recovery of information from the bibliographic resources of the University of Puerto Rico Library System data base. Access to the data bases the Library offers is gained on its web page, also. The user may use the same search options of the catalog on line and others offered by different data bases. The tool, *Central Search* permits doing meta-searches in all of the data bases that are available.

The Víctor M. Pons-Gil Library collections are organized using the Congress Classification System (LC). The Library is kept up-to-date using the tools of cataloging and classifying resources. In addition the catalog is constantly supplied with epigraphs of materials and authorities. In order to ensure the control of quality of the material cataloged, each resource is reviewed by more than one person. The next review step is performed by library personal in the Collections. The cataloging area keeps a register of the resources that have been corrected or revised.
Another form of access that the Library provides is interlibrary loans. They can be processed on line, using the ARIEL application which processes them on the day the request is made and must be received from 24 to 48 hours from when the request was made (See 2005-06 Annual Reference Report). The interlibrary loans are concentrated among the units of the system, the Library of Congress and some other units that request them. The academic community also has the right to request take out loans throughout the system using the universal loan system.

The Víctor M. Pons-Gil Library participates in a cooperation agreement among the libraries of the UPR system. The agreements of this consortium are established in the Memorandum of Understanding among the University of Puerto Rico system libraries. This memorandum has an effective term of three years and can be renewed. Its purpose is to promote better use of information and fiscal resources (See Memorandum of Understanding among the libraries of the University of Puerto Rico system).

The Library has 93 computers available for accessing electronic resources. In an evaluation exercise performed by the Library computer technician this year, it was found that University of Puerto Rico at Cayey students have 140 minutes per week to use computer equipment. This amount was calculated by dividing the number of students by the number of machines available in the Library and dividing that number into the number of Library service hours per week. The access time that an average student has to electronic resources using Library computers is adequate.

The Library’s electronic resources and the catalog are accessible to users on the Library web page whether the user is on or off campus. Students that are off campus can gain access to the data bases through an application that authenticates them as students and Library electronic resource users. It is called EZPROXY. This application permits users to use the data bases from their homes or from any computer outside of the campus.
network. If a user requires access to the Digital Reserve, the application MOODLE is used. This application authenticates users that are campus students and provides them access to the documents that faculty place in the Digital Reserve. The campus wireless network for accessing the Internet permits users on campus to access the catalog, the data bases and all the Library’s electronic resources.

Strengths
- The Library provides unlimited access to its collections to on-site as well as remote users.
- The collections are duly signed and open to the public.
- We are prepared to serve the user that participates in distance courses.
- The catalogs can be accessed in Spanish and English.
- The Library participates in cooperative agreements offering interlibrary lending services.
- Meta searches can be performed in all catalogs and data bases.

Weaknesses
- No formal procedure has been established for controlling the quality of the catalog.

Opportunities
- The design and implementation of an evaluation tool that permits gathering data on the level of satisfaction and quality regarding the access provided by the public catalog.

Threats
- The cataloging procedures manual is not up-to-date.
- There is no full time cataloger.

Recommendations
- A formal procedure has been established for controlling the quality of the catalog.
- Design and implement an evaluation tool that permits gathering data on the level of satisfaction and quality regarding the access provided by the public catalog.
- Obtain the appointment of a full time cataloger.
- Revise the cataloging procedures manual.

H. Staff

The Víctor M. Pons-Gil library’s staff possesses appropriate combinations of training, experience and college degrees and participates in professional activities. The librarians have earned college degrees from programs accredited by the ALA. The support personnel and student assistants have responsibilities that match their capabilities, training and experiences. There are an adequate number of personnel, and they are committed to offering quality services. The professional personnel development and support is promoted through a firm
commitment to continuous education that includes training in safety, security, emergencies and resource preservation. The professional librarians are assured by a written policy that clearly establishes their status, rights and responsibilities. The policy is consistent with the ACRL Standards for Faculty Status for College and University Librarians.

The personnel assigned to the Victor M. Pons-Gil Library are familiar with and manage the diversity of bibliographic resources and formats it possesses. The level of experience and knowledge of the personnel is recognized by the users. In the Student Satisfaction Study for the Auto Study Project 2006-2007, the students had the opportunity to indicate their level of satisfaction about the resources and services that the librarians offer them when they are requested. 76% of the students indicated that they were satisfied or very satisfied with the availability of the personnel offering services and very satisfied about the knowledge demonstrated by the personnel. That was confirmed by the MSCHE when they reported: “Library staff has the knowledge and experience to support academic endeavors.” (See MSCHE report, p.83)

The Library has a total of 78 employees; 29 of them work full time; 9 of whom are qualified librarians (faculty), the professional personnel are comprised of 12 auxiliary librarians (non teaching); while support personnel* total 59 employees. When calculating the FTE, the results show that 42.25 is the number of full time personnel working in the Library. The following table presents the distribution of these personnel:

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
<th>Work Schedule Distribution</th>
<th>FTE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty librarians</td>
<td>9</td>
<td>8 work daytime and 1 works evenings</td>
<td>1.0 x 9=9</td>
</tr>
<tr>
<td>Auxiliary Librarians</td>
<td>12</td>
<td>11 work daytime schedules, 1 works evenings</td>
<td>1.0 x 12=12</td>
</tr>
<tr>
<td>Auxiliary Librarians</td>
<td>3</td>
<td>3 work a daytime schedule</td>
<td>1.0 x 3=3</td>
</tr>
<tr>
<td>Personnel with other classifications*</td>
<td>5</td>
<td>2 secretaries, 1 administrative assistant, 1 typist and 1 computers technician</td>
<td>1.0 x 5=5</td>
</tr>
<tr>
<td>Library Assistants*</td>
<td>19</td>
<td>17 work ¼ time and 2 work ½ time</td>
<td>.25 x 17=4.25</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>.5 x 2=1</td>
</tr>
<tr>
<td>Work/Study Program Student assistants*</td>
<td>32</td>
<td>32 students work ¼ time</td>
<td>.25 x 32=8</td>
</tr>
<tr>
<td>TOTALS</td>
<td>78</td>
<td></td>
<td>FTE=42. 2 5 (55%)</td>
</tr>
</tbody>
</table>

Table 4- Full Time Equivalent Employee Positions for 2006-2007.
Using the data presented above, an analysis was made of student FTE (3,261) in 2006. Regarding the relationship of personnel presented above, it is important emphasize the following: of the 9 faculty librarians, only 7 offer direct services to the public. This represents 466 students for each librarian. When the exercise was repeated with the 12 auxiliary librarians, only 8 offer services directly to the public. In this case, there were 408 for each auxiliary librarian.

All of the faculty librarians possess Masters in Library Science (MLS), eight of them from an institution accredited by the ALA. 42% of the professional and support personnel have Baccalaureates, 14% Associate Degrees and 3% have Masters in other areas. (See Report on Victor M. Pons Gil Library faculty and non-teaching personnel) Student assistants are trained by the librarian in charge of the evening services and the personnel assigned to the specialized rooms at the beginning of every academic year and semester.

The Library does not have a budget line item for professional development of the personnel. Employees pay for the service or request the Academic Deanship pay for the activity.

The university campus at Cayey offers its teaching and non-teaching employees many opportunities and incentives for training. During the academic year, workshops, conferences, travel, panels, fora, and activities are offered, and time is provided so the professional personnel and librarians can participate in them. In 2005-2006 (See 2005-06 Results Report and 2006-07 Work plan), the average for professional development contact hours for teaching personnel was 100 hours and for non-teaching 40 hours were observed.

Professional development in the field of Library Science that is offered by the institution is provided by the teaching personnel of the Library Department and by colleagues in other units of the UPR System. Participation in these workshops is required by the Library management. Examples of this are the implementation of the Digital Reserve and of the periodical module in the HORIZON application.
Another way to ensure continuous training of Library employees is by using instruction offered free of charge, by database companies. Library personnel have received workshops this way in the use and handling of such databases as: H. W. Wilson, Ocenet, Thompson Gale, ProQuest, JTS Online and EbscoHost among others.

Other opportunities for training are granted to non-teaching employees for graduate study. This is done by conceding time for study and paying for the credits. This commitment is evidenced in the document Non-Teaching Personnel Work Regulations and Conditions (Articles 74 through 87, 99, 58-59 and 23). These provisions encourage these employees’ professional development.

All Library teaching personnel participate by offering workshops and instruction assigned by the PDI or at the direct request of classroom professor. To keep themselves up-to-date, they use specialized resources in the field of Library Science, such as: Library, Information Science & Technology Abstract (LISTA) and Library Literature & Information Science Full Text; and attendance at professional development activities and participation in professional associations in the field. The librarians also have the opportunity to participate in continuing education courses offered by the Information Sciences and Technology Graduate School (EGCTI). EGCTI also offers post graduate certificates in several professional areas. We plan to incorporate the competencies established for teaching librarians included in the document: Standards for Proficiencies for Instruction Librarians and Coordinators of the ACRL.

The University of Puerto Rico General Regulations provides for the institution to establish in its own regulations those that guide the recruiting of teaching and non-teaching personnel. The management of the Library intervenes in the recruiting of non-teaching personnel process “submitting a requisition to the Human Resources Office of the institutional unit, which issues a notification containing the position title with the eligibility requirements that will be considered to fill it.” (See Certification Number 28 2004-2005). This requisition includes the experiences, skills and abilities that the candidate must have for the position. Library teaching personnel are recruited following the provisions established in the University of Puerto Rico General Regulations.
in articles 42 through 47. These provisions ensure that the personnel recruited have adequate academic preparation. In the case of non-teaching personnel, there are also directive provisions in the University of Puerto Rico General Regulations Chapter VIII- Personnel Regulations: Provisions Applicable to Non-Teaching Personnel. In addition to these regulations, non-teaching personnel are unionized and are regulated by regulations and work conditions that supplement current regulation for the University of Puerto Rico exempt non-teaching personnel 2004-2007, better known as the 2004-2007 Collective Bargaining Agreement (See Certification Num. 28 [2004-2005]). The Library follows these provisions.

The UPR at Cayey librarians do not have a written policy that establishes their status, rights and responsibilities. In their absence, these elements are established in the University of Puerto Rico General Regulations, the University of Puerto Rico at Cayey Administrative Board and the University of Puerto Rico at Cayey Internal Faculty Regulations. In an analysis of these documents, we can provide documentation of compliance with the Standards for Faculty Status for College and University librarians of the ACRL. The status, rights and responsibilities of library personnel are the same as those of the rest of the university faculty.

The Library provides training in aspects of safety and emergencies for its personnel through the campus Office of Health, Occupational Safety and Environmental Protection (OSSOPA). Every Room has personnel trained in: the effects and damage caused by natural disasters (storms, hurricanes, earthquakes and floods) or man made events (fire, bomb threats or discoveries, and spills of hazardous materials). (See Basic Plan for Operations During Emergencies for the University of Puerto Rico at Cayey).

The Library’s goals foster staff to: participate actively and creatively in the teaching and learning process within an interdisciplinary framework and obtain the development of life-long learners, provide free access to information and intellectual freedom, maintain quality in library services and collections and encourage a culture of education and initiative to respond to the interests of the university community and to society. The number of employees is adequate for attaining the goals, providing Library services, serving institutional programs, degrees,
enrollment, number of faculty, personnel, and the Library auxiliary programs. Currently however, we have not deeply analyzed the effect of not having filled the cataloger position may have on the collection development.

Strengths
- The Library has an adequate number of personnel offering direct services to the public.
- 90% of the personnel have college degrees, the other 10% are qualified by equivalent experience.
- All library personnel offer training workshops to professional personnel.
- Library personnel have the same status, rights and responsibilities as the rest of campus faculty.

Weaknesses
- The Library does not have a budget line item designated for professional development.
- The Library does not have a full time cataloger.

Opportunities
- Only 4 of the 19 employees offer services in the evening and weekend schedules.
- Development of competencies for the personnel that offer instruction as established in the document *ACRL Standards for Faculty Status for College and University librarians*.

Threats
- Access to the resources of all of the collections would be affected by the lack of cataloger.

Recommendations
- The Library should have a budget line item designated for professional development.
- Develop a needs assessment instrument to quantify the need for training in the *ACRL Standards for Faculty Status for College and University librarians*. 
I. Facilities

The Library facilities and its dependencies are well planned; provide a space that is safe, secure and adequate, conducive to study and research and having environmental conditions that are appropriate for its services, personnel, resources and collections. Library equipment is adequate and functioning. Library personnel work in collaboration and cooperatively with the other campus departments. A special relationship between the Library and technology personnel exists facilitating access to the electronic information resources. A director is the administrator of the library resources. The Library is responsible for selecting and disseminating information on its contents to the college community.

The Library facilities and its dependencies must provide a space that is safe, secure and adequate. The building where the University of Puerto Rico at Cayey Víctor M. Pons-Gil Library facilities are located is on the south side of the College Campus. The Library covers an area of 61,436 square feet. The building was built 1984. This physical space is distributed as follows: the vestibule at the main entrance, the mezzanine and five levels or floors. The different collections are distributed among the five levels. The personnel of this library and the total of its information resources are available to serve an approximate population of 3,500 students, the entire faculty, college community, administrative personnel and people from the community. (For the detailed distribution of the measurements by area, see the University of Puerto Rico at Cayey Inventory of Spaces).

The Library has 47,489 square feet designated for academic use. In general terms the furniture is adequate and available to all users. The amount of equipment designated for study is 466 chairs, 66 study tables, 207 cubicles and 70 work stations. During the Second Semester of 2005-2006, a user satisfaction questionnaire was distributed throughout the University of Puerto Rico at Cayey academic community by the Library. Of the total surveyed, 90% indicated being very satisfied or satisfied with the spaces in the Library and 86% considered the Library cubicles, chairs and tables very satisfactory or satisfactory.
To obtain the perception of users in other aspects, another satisfaction questionnaire was administered by the Self-Study Project. The level of general satisfaction presented by the student community in the aspects of: signs in the Library, study areas, installation comfort, work and study environment, schedules, illumination, temperature, noise control and access for people with disabilities was qualified as 81% being very satisfactory or satisfactory.

Both documents display a high level of satisfaction in terms of spaces and accommodations for studying in the Library. Another exercise that documents the adequacy of spaces for the enrollment is the ratio of chairs available for student FTE. For each student enrolled there are 7 chairs available, for each professor 2 chairs available and for each non teaching institutional employee 1 chair available.

Regarding the adequacy of spaces for the development of the collections, there is just enough space to serve the immediate needs. The accommodation of new printed acquisitions presents a challenge in the areas of Puerto Rican Collection, Circulation and Periodicals. On the other hand, the bookshelves for books exceed the height for personnel with special needs. The current arrangement economizes space but create a risk if something collapses from one of these shelves. The width of some corridors does not comply with the minimal measurements required by ADA. To rectify this matter, the management has designed a Plan for the reorganization of services and the restructuring of Library spaces that would maximize services and current spaces. The implementation of this Plan would free space for the growth of the collections and broaden corridors between collection shelves located on the first and third floors and would provide the staff with better spaces to work.

Currently, the spaces provided for staff allow them to perform the essential tasks for their positions. For the use of the personnel there are available 29 computers, 4 laptops, 7 printers, 2 fax machines, 2 scanners. Only 3% of the personnel desks are ergonomically adapted for computer equipment.
Through the analysis of the results of the questionnaire administered by the Self-Study Project, some data were obtained on the perception of the Library employees about aspects related to the Facilities. Of the personnel surveyed 52% totally agreed or agreed that the furniture in their work spaces was adequate. In this same group, 68% expressed being totally in agreement or in agreement with their work space.

Currently the work spaces are adequate. However, the administration recognizes that the Collection Development area is not equipped appropriately to handle the flow of work that is expected from a technical services area. To meet this need, the institution has committed itself to restructure the area and purchase modules for the personnel (See letter dated August 11, 2005 and page 17 of the document titled: Five Year Permanent Improvement Plan (2005-2010).

Each Collection and work area is identified by signs in graphic characters and in Braille. In the data obtained from the questionnaire administered for the Self-Study Project in 2006-2007, 76% of the students indicated being satisfied or very satisfied with the signs in the Library. (See satisfaction study administered by the Self-Study Project 2006-2007)

In order to ensure compliance with the requirements of the Americans with Disabilities Act (ADA), the Library receives consulting from OSSOPA. During the last inspection performed in the Library for ADA compliance, we were found to be adequately in compliance with the Law; however, the individual doors at the entrances to each Collection must be sliding and automatic for the benefit of people with special needs (See OSSOPA Report on ADA compliance).

Another aspect to consider is that cubicles in the lavatories are not available for wheelchairs except on the first floor. The Campus Five Year Permanent Improvement Plan (2005-2010) presents us with the projection of developing the remodeling of the 10 Library lavatories during this period to comply with ADA (See Improvements Plan 2005-2010).
The Library computers meet electronic access needs. We currently have three CISCO 10mb antennas. These antennas provide access in the following Collections: Reference, Mezzanine and the Fifth Floor. We must improve wireless access by installing antennas of greater capacity which will permit us to cover larger areas of the Library. The wired connection is adequate to meet the need. The electrical connections are adequate; however, we still have equipment that does not have UPS batteries. At the end of this standard, we identified the following:

Strengths
- The Library has appropriate spaces for study.
- The number of chairs available by type of user is appropriate.
- The temperature level and humidity control has the maintenance necessary to offer the correct functioning of the equipment.
- Electronic access is sufficient to meet the basic needs for information of the users.

Weaknesses
- The Collections Development Area must be equipped in order to ensure the flow of work required of a technical services area.
- 3% of the work stations and desks are ergonomic.
- The collections and work stations are not appropriate for people in wheelchairs.
- The aisles between the bookshelves do not comply with ADA requirements.

Opportunities
- Consider the proposal for reorganization of Library services and restructuring of spaces.
- Establish an integrated plan for discarding in the Strategic Plan.

Threats
- Spaces for growth for the Puerto Rican Collection and Circulation are limited.

Recommendations
- Implement the Library Spaces and Services Restructuring Plan.
- Promptly attend the ADA requirements.
- Provide ergonomic work stations and desks for the entire staff.
- Adequately equip the Collections Development Area in order to ensure the flow of work required for this technical services area.
J. Communication and Cooperation

Communication flows from all levels of the Library: the director, dean to the librarians and from the librarians to the director to the dean. The Library has an effective mechanism for communication within the campus. The Library personnel work in collaboration and cooperatively with the other campus departments. The Library is responsible for selecting and providing information on the content of the resources.

The web page is one the most effective ways to exchange information. Another means that the Library uses is the information it publishes in “Cartelera.” This weekly is published by the institution in print and electronically and reaches the entire college community. Electronic mail, the virtual community, the discussion group on the campus web page and the suggestion box are other communication modalities between the campus and the Library.

The participation of the librarians on several departmental and institutional committees also promotes communication. They have a voice and vote on the following committees: Departmental Personnel Committee, Faculty Personnel Committee, Faculty Curriculum Committee, Academic Senate Committee, Faculty General Education Committee, Planning and Assessment Committee and the Student Support Committee. Through this representation of opinions, suggestions and recommendations are presented and the exchange of ideas with the faculty and the other academic departments is encouraged. The Director routinely informs to the Deanship of Academic Affairs on Library needs, accomplishments and plans.

The Library maintains a broad trajectory of cooperative working relationships with the academic departments and auxiliary programs on campus such as the Honor Studies Program and the RISE Program. The use of the facilities: our Conference Collection, the Collections, collections and the vestibule is coordinated with the different departments. The Conference Collection is available to departments offering: fora, library skills
workshops, courses, presentations, exhibitions and expositions, curricular and extracurricular activities. The exhibitions in the vestibule generally are tempered to matters, topics or events taking place on campus.

The efforts of the librarians to communicate and cooperate with the college community were recognized in the MSCHE final report in May 2005 where on Page 15 they pointed out the following: “Librarians and faculty collaborate in many ways...there is evidence of strong commitment.”

To ensure communication between the departments and the Library, Academic Senate Certification 75 in 2006 established that the academic departments have to appoint a liaison professor to the Library. The importance of establishing the responsibilities and functions that the liaison professor is to have is recognized since it is indispensable to strengthen the ties between the faculty and the Library. The importance of this certification is justified when analyzing the data obtained from the Satisfaction Questionnaire from the Self-Study Project 2006-2007. Of the 12 professors that answered it, it was found that 50% participate occasionally in updating bibliographic resources.

Communication flows vertically and horizontally. This is faculty and non teaching personnel, part time personnel, student assistants and between peers. The means of communication used up until now have been effective. Currently, through the interpretation of the data obtained in a Satisfaction Questionnaire from the Self-Study Project 2006-2007, we can document some data that show the methods and effectiveness of communication within and from the Library. In it, it was found that 78% of the personnel felt that communication between the Library management and rest of the personnel is effective and 86% indicated that communication was effective amongst themselves. (See Satisfaction Questionnaire from the Self-Study Project 2006-2007)

The Library provides spaces and tools for personnel to suggest new ideas and procedures to improve work operations and conditions. The strategies used currently have been departmental meetings, personnel meetings, special committees, annual reports, Internal Library Regulations and the procedures manuals of the Rooms. The
Library administration as well as the staff recognizes the importance of including student participation in the processes in making decisions. Formal ties of collaboration should be established that enable us to enrich these processes.

For the most effective communication, we have the advantage of having an on-site computer and telecommunications equipment specialist who works on the electronic and remote services that are offered from the Library. This specialist has direct contact with the librarians responsible for the development of the electronic collections, passwords and authentication of users, changes in the design of the web page and matters related to cataloging applications.

The direction of the Library has always been the responsibility of a librarian. The OSI director is responsible for the information technology to provide access to the resources. The decisions related to the content of the resources accessed by technology are the responsibility of the librarians.

The capacity of the campus network is sufficient to meet the demands for information from the Library. In the satisfaction study from the Self-Study Project (2006-2007), 64% of the students said that they were satisfied or very satisfied with communication through wireless access. It was also found that 78% are satisfied or very satisfied with the Internet access. At the end of this evaluation, we identified the following

Strengths
- The mechanisms or strategies used to attain communication and cooperation among Library personnel have been effective.
- The technology infrastructure supports access to electronic resources.
- The Library has a communications technician.
- The technology infrastructure is adequate.
- The Library is committed to the college community.

Weaknesses
- 53% of the Library employees perceive that the Library does not involve the faculty and students in making decisions.
Opportunities

- Little participation of the students and faculty in making decisions on Library matters.
- Increase communication between faculty and librarians
- Establish a marketing and dissemination plan for Library services.
- Offer professional development activities on empowerment to the Library employees.

Threats

- 47% of the personnel consider that their contributions, ideas and suggestions are not valued.

Recommendations

- Establish strategies to designate student representation for participating in the Library decision making.
- Increase communication between faculty and librarians
- Establish a marketing and dissemination plan for Library services.
- Offer professional development activities on empowerment to the Library employees.
- Evaluate the reasons why staff believe that their ideas or suggestions are not valued.

K. Administration

In the University of Puerto Rico at Cayey administrative structure, the Library is part of the Academic Affairs Deanship. The Library director reports to the Dean of Academic Affairs. In turn, this deanship reports to the Chancellor’s Office. This chain of command is adequate by giving the Library departmental status that has permitted it equal participation, recognition and responsibilities.

The Library is administered in accordance with the parameters of the Library Declaration of Rights, our document: *Library Mission, Vision, Goals, Values and Objectives* and is akin to it. The legal basis that support Library activities are: the University of Puerto Rico Regulations, Board of Trustees certifications, the Board of the College, the Academic Senate and the Administrative Board, the Ten for the Decade agenda, and the Institutional Strategic Plan. The procedures manuals and the policies established in the Library’s Internal Regulations are based on the aforementioned institutional guidelines.

The regulations that determine the internal administration of the Library and its operations is contained in the University of Puerto Rico General Regulations Sections 20.1.4, 63.3, 64.4, in the Library Internal Regulations and in the institutional policies.

The evaluation of the effectiveness of the policies and procedures used in the Library for its administration and operation should be contemplated.
The functions and attributes of the director are presented in the University General Regulations Section 25.3.3. Currently, the institution is revising the Draft of Compliance with Duties and Responsibilities of the Director and the Manual of the Functions and Duties of a Department Director.

The direction of the Víctor M. Pons Library has as one of its main functions the administration of library resources. The effective administration of the human, bibliographic, physical and economic resources requires constant planning, evaluation and assessment. This function requires the existence of strategic plans, assessment plans and work plans.

In the assessment standard, it was mentioned that the Library had a draft of its Assessment Plan and a draft of its Strategic Plan. During this time, the Library work plans have been based on the Institutional Strategic Plan. At the same time, the Library administration receives the input of those recommendations and needs identified by the Collection Heads, the staff and the users. This evaluation and identification of the college community’s interests and needs is established in the annual reports, where the analysis of resource use statistics, services and collection performance are compiled. The recommendations that this report annual produce become part of the Library Work Plan which is submitted to Academic Affairs Deanship.

Currently, the Library does not have a Permanent Advisory Committee. The functions of the liaison faculty are expected to be established and broadened so that they may advise the Library on different aspects. At the end of this evaluation we identified the following:

**Strengths**
- Our Mission, Vision and Values respond to the Declaration of the Library Bill of Rights.
- The policies and procedures for the internal administration of the Library are established in the Regulations and Institutional Policies.
- The director reports to the Dean of Academic Affairs

**Weaknesses**
- We do not have a student sector liaison.

**Opportunities**
- Design and broaden the responsibilities of the liaisons.
- Complete the Strategic Plan and the Library Assessment Plan
Threats

• Revise and Update the Library’s Regulations

Recommendations

• Establish strategies to design student representation to participate in Library decision making.
• Design and broaden the responsibilities of the liaisons.

I. Budget

The Library uses its financial resources efficiently and effectively. The Library Director has the authority to initiate Library budget expenditures within institution policy. The budget adequately supports the personnel levels and their adequate compensation.

After receiving the justifications from the Library Director, the Academic Deanship prepares the line item assignments for the Library account in collaboration with the Budget Office. The line items are managed as follows: the Academic Deanship administers the personnel line item, the Library administration administers the line items for materials and equipment and the collection developer administers the line items for periodical publications, books, audiovisual materials and binding with the approval of the Library Director.

The total budget that the Library administers among bibliographic resources, materials and equipment is $216,622.00. The budget for purchasing bibliographic resources is $205,000. The line items are distributed as follows: $142,000 are designated for the acquisition of periodical collections, $50,000 are assigned to purchasing books, $8,000 for purchasing audiovisual materials and $5,000 for binding resources. In academic year 2007-2008, a line item for $2,395 for materials and $9,227 for equipment was assigned.

When comparing the revised budget for personnel expenditures of $1, 643,516.50 (92% of the total) with the revised budget for administration of the Library, only 8% of the fiscal resources designated remains for bibliographic resources and Library materials. The aforementioned data demonstrate a significant difference between the budget designated for operational expenditures and those assigned to salaries and fringe benefits.
The line item for materials (-1%) is not adequate for meeting the continuous and normal needs of the Library, considering that this line item covers all the expenditures for office materials and preservation and conservation material for all the Collections.

When the budget designated is allocated to the line item for the acquisition of resources, the collections developer plans a projection of expenditures by department. In academic year 2005-06, the collections development department separated a line item for each department by format type. Each department was assigned $2,250 for printed resources and $1,500 for audiovisual materials. In these budgets, the contents of the general education and the curricular sequences were contemplated.

For the budget designated for periodical resources, the Library reduced the costs through the participation in the consortium for the purchase of data bases with other libraries in the UPR System. In the selection of the packages purchased through the consortium, their correspondence with the curriculum is evaluated, the interdisciplinary and research courses and teaching strategies.

The methods for determining if current collections are adequate is carried out in the Collections Department through the analysis of the use statistics, unanswered consultations, topical evaluation of the collection and recommendations from faculty and students. The draft of the assessment plan contemplates the evaluation of the quality of the collections. The budget designated to supporting the curriculum by department is equitable, but does not contemplate eventualities that may arise with respect to accrediting agency requirements and the creation of new courses.

The Library budget is affected by the number of faculty and students it serves. The money assigned for the acquisition of periodical resources has not been increased in the past 5 years. Due to the cost of the data bases and some printed periodicals that are calculated by student and faculty FTE’s, on occasions it has been necessary
to use money from the printed resources line item to cover the increases in the data bases. Regarding the ratio of printed resources available for each student, the Library has 37 resources for each of them. This ratio compares favorably with similar libraries, such as SSU and CSUMB (See data from the National Center for Educational Statistics, 2006).

However 54%\(^9\) of the budget assigned to the Library is designated to salaries and appropriately supports the remuneration of personnel. Comparing ourselves to California State University at Monterey Bay, the total for salaries for librarians and professional personnel is $606,120. The salaries of the librarians and professional personnel at Cayey amounted to $1,141,203 for that same year (2005). Although the differences in salaries are significant it must be pointed out that CSUMB has a staff of only 8 employees whereas our campus had 33 employees during same that time. When calculating the ratio of salary per employee, we find that the CSUMB pays each employee approximately $75,765 and the UPRC $34,581.

The line item for materials for the entire Library in 2007-08 is $2,395. From this line item, all the office materials, ink for printers and paper for all the Collections; the purchase of materials for technical processing of the information resources and for their preservation are acquired. This includes the purchase of labels for books, bar codes, security bands, borrowing cards, special adhesive tape and quality archiving material.

Regarding the difficulty presented by including a single line item for the aforementioned materials, management has the obligation to provide from this one allocation for needs of the Library’s four specialized collections and the four documental archives.

The Library Director has the authority to initiate Library budget expenditures in accordance with University of Puerto Rico General Regulation for the Acquisition of Non Personnel Equipment, Materials and Services. The

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\(^9\) This calculation does not include fringe benefits, materials or equipment for the purposes of the comparison with CSUMB.
distribution of funds is predetermined. Any changes in line items must be justified to Academic Dean by the Director. (See Board of Trustees Certification Number 22 (1995-1996))

The payment processes for debts and bills are processed by the institution’s Purchasing Office. The internal and external auditing process and the mechanisms are the responsibility of the Deanship of Administration.

The priorities of the Library are evaluated following the criteria established in the Board of Trustees Certification 22 (1995-1996), which establishes that “…they are controlled by the criteria of: need, quality, utility, yield and economy. Procurements must satisfy the needs of the unit requesting them to the maximum and at the lowest cost possible.” (See Board of Trustees Certification Number 22 (1995-1996)). At the end of this evaluation we identified the following:

Strengths
- Library personnel are remunerated appropriately.
- The Library Director may initiate expenditures in designated budget line items.
- The demands of the extended programs are covered by the schedule, the personnel, the bibliographic resources and the current budget.

Weaknesses
- The budget designated for supporting the curriculum by department is equitable, but does not contemplate eventualities that may arise regarding requirements by accrediting agencies and the creation of new courses.
- The line item for materials for the entire Library is insufficient.
- The budget assigned for periodical resources does not contemplate changes related to the capacity for students and faculty.

Opportunities
- Create a line item for expenditures in processing resources and preservation and conservation.
- Create a line item for Library exhibitions.
Threats
- A mechanism and a formal policy for processing identified and projected budgetary requests must be established in the Strategic Plan of each academic department.

Recommendations
- Take into account the requirements of the accrediting agencies and the creation of new courses when allocating line item money in the budget for the departments.
- Increase the budget line items designated for library materials.
- Take into account the number of students and faculty when allocating funds for the acquisition of bibliographic resources.
- The budget should be increased for it to be sufficient to cover the cost of materials.
- A line item should be assigned for archivist quality and preservation materials.

VI. Conclusions and Implications

The self-study process enabled an objective perspective of the impact of the Library on the community. It identified the strengths and weaknesses of each of the areas evaluated. This exercise enabled us to make future projections of changes that we should make to efficiently and effectively comply with our mission. This self-study’s greatest achievement has been to identify the essential elements that must be included in the Library’s Strategic Plan and the Library’s Assessment Plan as well as the Library’s Improvement Plan. These are:

- Library’s Strategic Plan and the Library’s Assessment Plan must be completed and approved.
- Consider the administration of satisfaction and perception studies of the external community regarding Library services.
- Develop alliances with the municipalities in the geographic areas served by the institution.
- Incorporate the use of benchmarking as an assessment tool.
- Develop a needs assessment instrument to quantify the need for training in the ACRL Standards for Proficiencies for Instruction Librarians and Coordinators.
- Establish a marketing and dissemination plan for Library services.
- Offer professional development activities on empowerment to the Library employees.
• Developed mechanisms to improve the collaboration between the Library staff and the faculty and maximize the intervention of the liaison professor in aspects related to Library services.

• Need assessments of users should be included as a strategy for evaluating and establishing services.

• Strengthen the collaboration of the Center for Student Development with the Library to improve the service available for students with special needs.

• Incorporate strategic directions and the definition of information skills in the Institutional Strategic Plan, the Mission and in the profile of the ideal graduate.

• Design and implement an evaluation tool that permits gathering data on the level of satisfaction and quality regarding the access provided by the public catalog.

• Obtain the appointment of a full time cataloger.

• Revise all library procedures manuals.

• The Library should have a budget line item designated for professional development.

• Implement the Library Spaces and Services Restructuring Plan.

• Promptly attend the ADA requirements.

• Provide ergonomic work stations and desks for the entire staff.

• Establish strategies to designate student representation for participating in the Library decision making.

• Take into account the requirements of the accrediting agencies and the creation of new courses when allocating line item money in the budget for the departments.

• Increase the budget line items designated for library materials.

• A line item should be assigned for archivist quality and preservation materials.
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### Regular Enrollment UPRC

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### Regular Enrollment UPRC

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### Total FTE 12 month Enrollment, For Comparison Group of Academic Libraries: 2006

**Enrollment**

- **Comparison Group Average**: 3,062
- **National Average**: 2,169
- **State Median (PR)**: 3,554
- **State Average (PR)**: 5,016
- **Comparison Group Median**: 1,201
- **National Median**: 1,561
- **University of Puerto Rico-Gayey College, PR**: 3,554
- **University of Puerto Rico-Aguadilla, PR**: 3,554
- **Inter American University of Puerto Rico-Arecibo, PR**: 3,278
- **Shawnee State University, OH**: 3,332
- **California State University, Monterey Bay, CA**: 3,261
- **University of Puerto Rico-Humacao, PR**: 3,924

**Academic Library Systems (Averages, Medians, Library of Interest, Comparison Libraries)**

Librarians, For Comparison Group of Academic Libraries: 2006

Academic Library Systems (Averages, Medians, Library of Interest, Comparison Libraries)


Librarians and Other Professional Staff Per 1,000 Enrolled (FTE), For Comparison Group of Academic Libraries: 2006

Academic Library Systems (Averages, Medians, Library of Interest, Comparison Libraries)

**Total Staff, For Comparison Group of Academic Libraries: 2006**

Academic Library Systems (Averages, Medians, Library of Interest, Comparison Libraries)


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Academic Library Systems (Averages, Medians, Library of Interest, Comparison Libraries)


Academic Library Systems (Averages, Medians, Library of Interest, Comparison Libraries)


Academic Library Systems (Averages, Medians, Library of Interest, Comparison Libraries)

Microforms, For Comparison Group of Academic Libraries: 2006

Academic Library Systems (Averages, Medians, Library of Interest, Comparison Libraries)


Academic Library Systems (Averages, Medians, Library of Interest, Comparison Libraries)

Current Serial Subscriptions, For Comparison Group of Academic Libraries: 2006

Academic Library Systems (Averages, Medians, Library of Interest, Comparison Libraries)


Academic Library Systems (Averages, Medians, Library of Interest, Comparison Libraries)

Hours Open in a Typical Week, For Comparison Group of Academic Libraries: 2006

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Academic Library Systems (Averages, Medians, Library of Interest, Comparison Libraries)