CHAPTER II

PROJECT DESCRIPTION

2.1 Problem Statement

The SCPH-C needs to comply with the Educational Quality Assurance regulations. To arrive at such compliance, the College is required to improve various EQA project components. The EQA project contains the following 9 constituents (Sirindhorn College of Public Health, 2002):

1. Mission / Objectives / Planning

2. Teaching and learning

3. Student recreational activities

4. Research

5. Social academic service

6. Preservation of arts and culture

7. Administration

8. Budgeting

9. Quality assurance and enhancement

The largest element of the EQA content is No. 2 the"Teaching-learning process and supporting factors".

The library is one subset of the teaching-learning supporting factors. The results of a library pre-assessment were poor. At present , it has encountered a number of difficulties. People complain about the library services. Some aspects are substandard to an academic library and the requirements of the EQA project. There is dissatisfaction among students and teachers towards library services. They complain about limited items, the condition of books and lack of facilities . The library environment doesn't support a learning atmosphere. Furthermore, the library is below standard for both the academic library requirements and EQA requirements.

Therefore a SCPH-C Library Development Project was launched. This project is a long-term plan, which will be conducted by the Library Development Committee(LDC) aiming to increase clients' satisfaction and fulfil the EQA and Mahidol university's requirements.

2.2 Rationale

It' s necessary that teachers and students practice self- development in a time of change. They have to learn more, not only in the classroom, to function in an ever changing world. For teachers, their knowledge and skills can be out-of-date by the time they graduate from their program. For students, there are more things to learn and know about than what they are being taught in the classroom.

Information is one of the important resources for self- development (Mantmart Chavarit, 1990) and becomes essential in daily life. Access to information can increase personal knowledge. A society, in which population can not access up-to-date

information may not develop in time with others. On the other hand, if the population of a society can access to information, that place will be able to adapt and develop according to a changing world (Sumalee Songsri, 1995). So a library acting as an information center in academic institutes is important. The image of a library has dramatically been changed by the information era due to the rapid increase of various types of information resulting from technological development (Soonthorn Keawlai, 1990).

Considering the SCPH-C library development project, an important step is the needs assessment, because users' needs should contribute directly to the problem solving process.

The library of the SCPH-C as an educational support center realizes that accommodation of information services is important for the learning and teaching process. It helps teachers and students to access up-to-date information and keep up with changes. Therefore, the library should have technological support and well-organized information systems (Siranee Juthopama, 1996).

In addition a recent study report of Sirindhorn College of Public Health Chonburi (SCPH-C) library, indicated that there is a gap between the present situation and the Education Quality Assurance requirements. So the SPHC-C library needs further development to pass the EQA assessment to be approved as an educational institute that can produce good quality products.
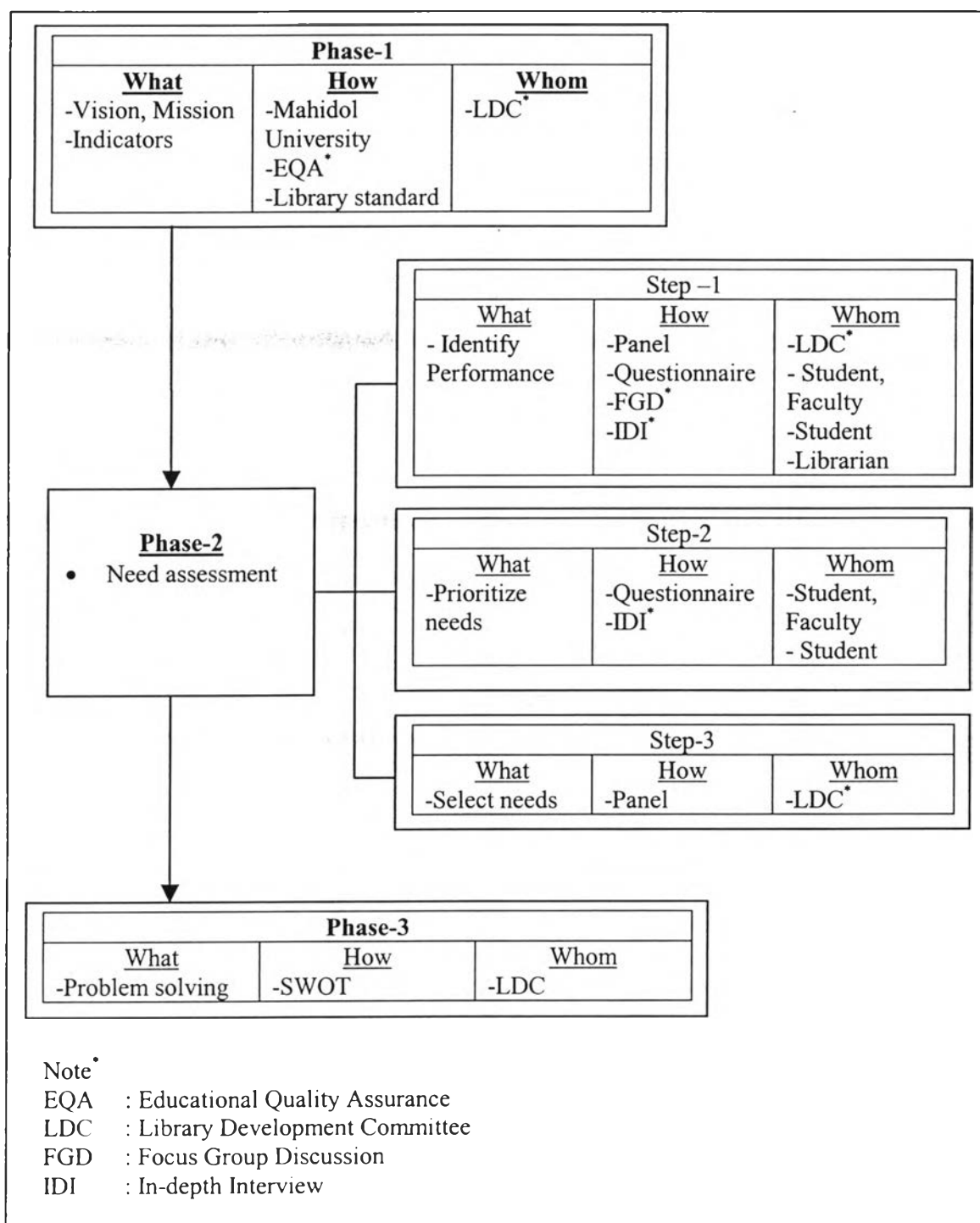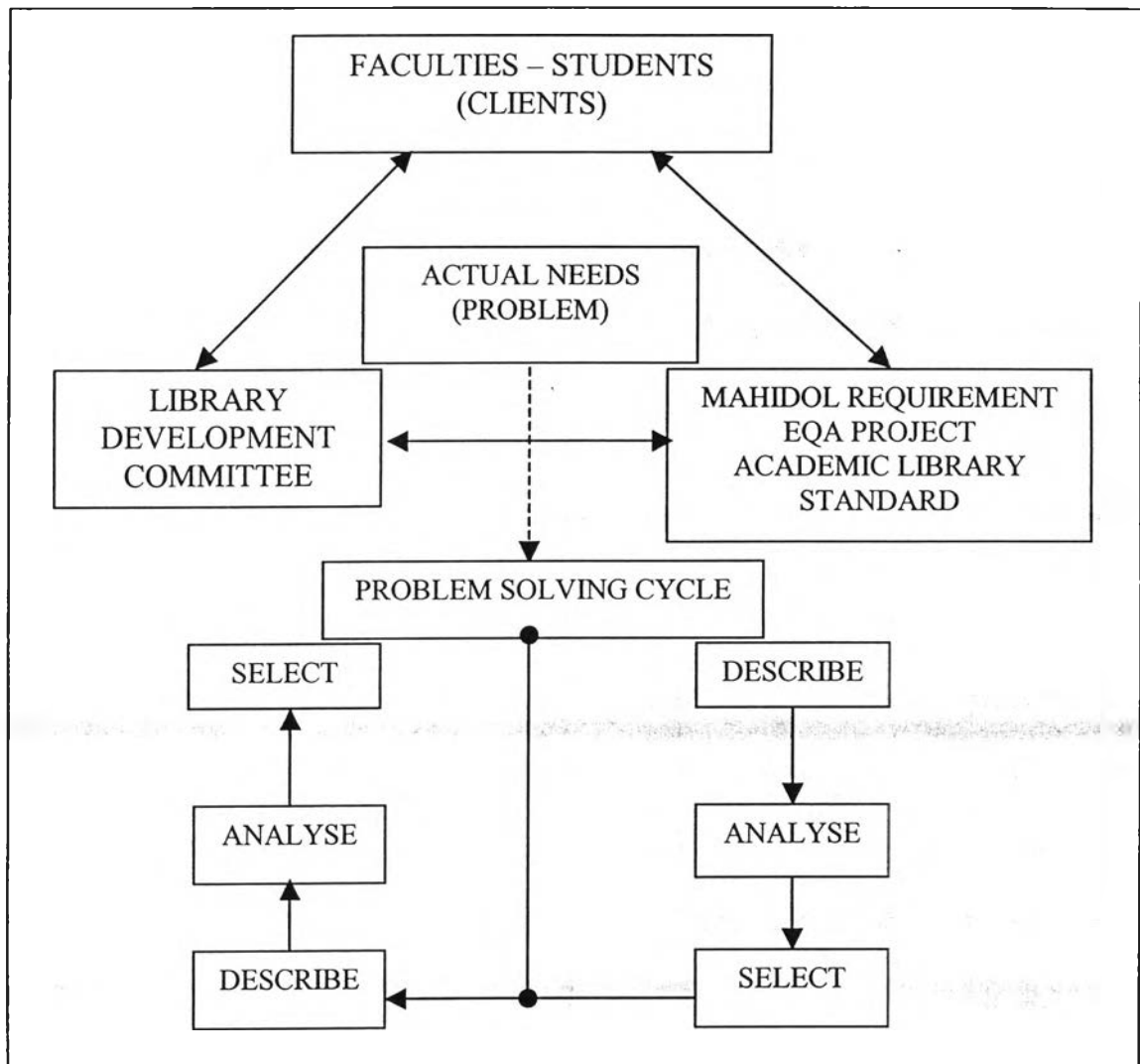
2.3 Overall Conceptual Framework

Phase-1		
What	**How**	**Whom**
-Vision, Mission	-Mahidol	-LDC*
-Indicators	University	
	-EQA*	
	-Library standard	

Step –1		
What	How	Whom
- Identify	-Panel	-LDC*
Performance	-Questionnaire	- Student,
	-FGD*	Faculty
	-IDI*	-Student
		-Librarian

Phase-2
• Need assessment

Step-2		
What	How	Whom
-Prioritize	-Questionnaire	-Student,
needs	-IDI*	Faculty
		- Student

Step-3		
What	How	Whom
-Select needs	-Panel	-LDC*

Phase-3		
What	How	Whom
-Problem solving	-SWOT	-LDC

Note*
EQA   : Educational Quality Assurance
LDC   : Library Development Committee
FGD   : Focus Group Discussion
IDI   : In-depth Interview

Figure 1: Project Framework

```
                    FACULTIES – STUDENTS
                         (CLIENTS)


              ACTUAL NEEDS
                (PROBLEM)


    LIBRARY                          MAHIDOL REQUIREMENT
  DEVELOPMENT                             EQA PROJECT
   COMMITTEE                          ACADEMIC LIBRARY
                                          STANDARD


           PROBLEM SOLVING CYCLE

      SELECT                          DESCRIBE


     ANALYSE                           ANALYSE


     DESCRIBE                          SELECT
```

Figure 2 : Data Process

In Phase 2 : Needs assessment, data from 3 aspects will be considered as a data confirmation for norm setting to find out actual needs. The faculty and student are clients, the Library Development

Committee is a service provider and the regulations that affect the library include the Mahidol requirements, EQA requirements and academic library standard.

The library development project is a long- term plan conducted by the LDC. The project consist of the following 3 phases.

Phase 1: Direction

The Library Development Committee conducted the following activities :

- Stated the library vision, mission and objectives

- Generated a list of key performance indicators

Phase 2: Needs assessment

The Library Development Committee conducted the needs assessment as follows:

- Identify needs

This study deals only with phase 2: the needs assessment. The Library Development Committee used a Rapid Assessment Approach to identify possible needs which included:

- A review of the EQA regulations and guidelines

- A review of the Mahidol University requirements

- A review of the academic library standards

- A review of the current situation against key performance indicators

- Based on the above finding possible needs were generated

The generated possible needs will function as an input to develop a questionnaire for prioritizing those needs from a client perspective.

- Prioritize needs

The focus of this thesis was on prioritizing possible needs from a client perspective and involved the following:

- Developing a structured questionnaire

- Defining the population sample

- Collecting data

- Analyzing the data

- Presenting key findings and conclusions

- Select needs

Based on the analysis findings and validated by the same team that conducted phase-1 and prepared phase-2, needs were selected: thos high in demand and low in availability.

Phase 3: Problem solving

Based on the outcomes of phase-1 and phased-2 a SWOT analysis will be used as a strategic planning tool, followed by the development of a TOWS matrix to identify required and appropriate interventions for problem solving.

2.4 Goals and Objectives

The ultimate goal of this project is (1) to pass EQA assessment; (2) to fulfill the academic library standards; and (3) to increase client satisfaction.

2.4.1 General Objective

Based on a needs assessment, to it is to obtain relevant information as an input to the SCPH-C library development plan

2.4.2 Specific Objectives

- To identify possible need for improvement of library services

- To describe the perceived need of SCPH-C faculty on library services

- To describe the perceived need of SCPH-C students on library services

- To identify and select need that are high in demand and low in availability