

## Section B - Standard 5

2005	Provide extensive cross-training for library staff, and attendance at regional conferences	
	College dedication of budget for Orbis Cascade Alliance membership fees	
2006	Significant expansion of online resources relevant to instructional innovations and significant program changes such as nursing, computer gaming, and physical therapy assistant.	
	Add Learning Express database – for students needing to review basic subjects	
	Assigned librarian to liaison with outreach campuses at Cottage Grove, Florence, and the Downtown Center	
	Developed basic online library literacy tutorial for general use by faculty and students	
	Became members in Orbis Cascade Alliance, expanding resources available to Lane students from 65,000 items to 27,000,000 items	
	Major expansion of online resources rather than print resources, for wider access for Lane students	
2007	Development of screencasts to provide on-the-spot help in use of specific online resources such as ArtStor	
	Increased library visibility through participation in Lane Preview Night, Success and Goal Attainment Committee, Student Orientation and Registration (SOAR) programs	
	Development of standardized online pathfinders, resource/research guides for specific classes and topics	
	Conversion of two small offices into group study rooms	
	Developed comprehensive library instruction assessment plan to guide improvements	
	Expanded customization of 50-minute library instruction sessions to focus on specific learning needs and in collaboration with teaching faculty	
	2008	Added Information Literacy Forum to WR123 class taught on Moodle
		Development of Library toolkit - online, downloadable, handouts, assignments; connection to library instruction requests
		Incorporation of laptop checkout service, equipped with Microsoft Office
		Developed full online one-credit library research class, modularized for use as a whole or in stand-alone segments
2009	Addition of federal search software (metasearch) to allow simultaneous searching of all library online resources	
	Migration, along with other Orbis Cascade Alliance member libraries, to web-based interlibrary loan platform, resulting in increase in loan requests and access to libraries worldwide	
	Respond to new state guidelines for information literacy embedded in AAOT-qualified courses through collaboration with teaching faculty, development of tutorials, etc.	
	Began work on renovation of library into a learning commons consisting of library, computer lab, tutoring services, and social and group learning spaces	
	Conduct web usability survey and completely re-engineer library home page and web site	

Figure B.5.1: Key Activities

### **Standard 5 – Library and Information Resources**

*How have library/learning resources and laboratories been maintained to keep pace with the growth of instruction or with significant program changes, such as computer science or health technologies?*

In general, the Lane Library continues to keep pace with the growth of instruction and significant program changes, in ways consistent with the institution’s mission and goals (5.A.1). Since the accreditation self-study and site visit of October 2004, library, staff and faculty have continued to evince dedication, professional commitment, student focus and high enthusiasm for their work. Their focus has been on student success, fiscal sustainability, and assessment and self-improvement. Major developments since the 2004 self-study and site visit are as follows:

***Expansion of resources and services to support students’ ability to use resources independently and effectively***

Librarians and library staff have greatly expanded the variety of web-based tools available to help students understand and apply the philosophy and practice of research (5.B.2.). Among these are: screencasts, research guides (pathfinders), chat widgets on library web and Moodle pages, online tutorials for basic research strategy (number of students who have taken this tutorial more than doubled from 2007 to 2008), federated search (metasearch) software, and a library online “toolkit” which provides a variety of library-related assignments and handouts for downloading and use by students. Other

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online resources include LearningExpress Library, a comprehensive, interactive online learning platform of practice tests, and tutorial courses designed to help students and adult learners succeed on the academic or licensing tests they must pass.

The Library's home page is second only to the College's home page for number of visits.<sup>1</sup> In fiscal year 2008, students performed 409,988 searches of the library catalog (45 per FTE credit student), completed 121,793 searches of library subscription databases, and downloaded the full-text of 56,100 articles.<sup>2</sup> Between January and June 2009, the 41 web guides developed by librarians to aid research on specific topics, and for specific courses, received 8,821 hits.<sup>1</sup>

The Library has responded to research indicating the its role in student persistence, by increasing its participation in campus-wide retention efforts through membership on the Student Success and Goal Attainment committee, Lane Preview Night, and the annual Student Orientation and Registration program, ensuring students know what resources are available to them. In November 2008, the entire web site was subjected to a usability study, and revised in response to feedback received (5.E.3.). In questions asked of students during a recent portal focus group, more students said they were "very satisfied" with the information received about the library than any other College service (5.E.1.).

Library Name	Librarians and Other Professional Staff Per 1,000 (FTE)	Total Staff Per 1,000 (FTE)	Total Library Expenditures	Total Library Expenditures Per Person (FTE)	Hours in a Typical Week
<b>*Comparison Group Average</b>	0.95	2.6	\$684,610	\$123.61	59
<b>Community Colleges: Oregon</b>	2.46	7.87	\$1,237,304	\$437.71	63
<b>National Average: All CC's</b>	7.36	14.88	\$1,504,919	\$690.39	63
<b>*Comparison Group Median</b>	0.91	2.45	\$695,588	\$127.81	67
<b>State Median Oregon</b>	1.90	6.7	\$295,596	\$344.33	72
<b>National Median</b>	1.79	4.97	\$318,575	\$203.97	69
<b>Lane Community College, OR</b>	0.50	2.33	\$661,728	\$109.29	56

Figure B.5.2: Resources Expended

Source: National Center for Educational Statistics - Data 2006

Despite efficiencies in reaching groups of students, there are too few librarians to accommodate requests for group and individual instruction. As an example, librarians were forced to discontinue personal research appointments in 2008, owing to time

<sup>1</sup> GoogleAnalytics, <http://www.google.com/analytics/> Accessed 08.19.09

<sup>2</sup> Source: Library Automated System

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constraints (5.D.1). Lane's level of staffing and budget for library resources are, in general, inadequate.

Additional reductions since 2006 have affected library services. In July 2006, the Library lost 14% of its budgeted classified staff, which included a dedicated technical support position, and 75% of its budget for hourly classified (circulation counter) help. The Library Director position became vacant in July 2008 and there are no immediate plans for a replacement. Despite the constructive and realistic response to budget reductions, the consequence of these annual cuts is loss of capacity to maintain adequate levels of instruction and service (5.D.6.). The library is now open 18% fewer hours than in 2004.

Losses in staffing levels, while difficult to absorb, have had some positive results as well. Cross-training among remaining staff members, particularly in supporting activities of the Circulation department, is now standard practice, many have voiced appreciation for the opportunity to learn new skills and have more personal interaction with our students (5.D.3.)

### ***Expansion of formal instructional efforts and collaboration with teaching faculty to embed IL proficiencies in course content for students wishing to achieve the Associate of Arts/Oregon Transfer degree***

Library faculty developed a comprehensive instructional assessment plan in 2007 (5.E.1), identifying, collecting and analyzing baseline data, utilizing best practices in library instruction, and comparing Lane information literacy program to national standards such as the Association of College Research Libraries and the American Library Association.

New assessment tools have been added to library instruction resources. Among these are

- development and revision of online tutorials
- addition of feedback loops for Library Information and Research (Library 127) module
- refinement of information literacy outcomes
- development of learning outcomes for all aspects of the formal and informal instruction program
- development of new evaluation forms for faculty and student evaluation of library classroom instruction.

Many Library faculty have responded to the data by making important improvements to formal instruction (5.E.3.) "Clinics" were added to improve success and retention rates for students in Library 127 class. Highly customized presentations were created for nursing program students and faculty to introduce specialized medical databases, resources and search techniques, and to focus on sources for evidence-based practice. Library surveys indicate a much higher rate of student and instructor satisfaction with this more customized instruction.

Finding time for librarians and teaching faculty to collaborate to achieve information literacy for our students has been an ongoing challenge (2.A.3). Recent revisions in Associate of Arts/Oregon Transfer degree guidelines, however, will require Information

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Literacy (IL) skills to be embedded in foundational skills and disciplines. It is likely that these new guidelines will increase the number of faculty who integrate library and information resources into the learning process (2.A.8.). Embedding these IL skills within course content has been identified as a best y including these skills in course content will provide many more avenues for assessment and self-improvement.

### **Membership in the Orbis Cascade Alliance**

The Library's print collection has been static in size, and aging, for many years. The library's printed materials budget is approximately 8% lower than it was in 1989. The ratio of library staff to students has continued to decline since 2004 self-study, when these ratios were among the lowest in the nation and the state.<sup>3</sup> Lane Library's budget of \$109/FTE student is the lowest of Oregon's community college libraries, which average \$187/FTE student (5.D.6.).<sup>3</sup> The College's technology fee and Carl Perkins funding, however, have made it possible for the library to keep pace with the growth in demand for online resources and program additions, and to some extent offset the decline in the materials budget.

Access to resources, particularly print resources, improved immeasurably in November 2005, when Lane joined the Orbis Cascade Alliance, a consortium of 37 academic libraries in Washington and Oregon. The Alliance's holdings of 27 million items, while not a substitute for a solid local collection, have provided our students and staff access to a vastly expanded collection of supplemental resources (Standard 5.A, 5.C.2) In January 2009, Alliance libraries migrated to a new platform for its consortial borrowing activities. Students, faculty and staff can now search the Alliance holdings on *WorldCat*, which has more than tripled inter-library loan requests from our staff and students (5.B.5).

As of 2006, membership fees in this consortium have been routinely included in the library budget, allowing continued access to a large collection without requiring additional reductions in materials acquisition (5.D.6.). The cost-effectiveness of membership is also demonstrated in the wealth of expertise available when making decisions about products, services, system configurations, etc. Participation in Alliance Council and committees provides many opportunities for staff development and innovation (5.B.4; 5.B.3.)

### **Facilities improvements - expansion of computer lab services/creation of Learning Commons**

As noted in the 2004 self-study, the library facility is inadequate for the number of students served by the College (5.C.1.). There is still library space devoted to non-library activities, resulting in crowding and security problems. Acoustics are also problematic. When not used for library instruction, the classroom's 24 computers are available for individual student use, and increases in requests for classroom instruction are increasingly depriving students of half of the available computers.

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<sup>3</sup> *Integrated Post-Secondary Education Data System National Center for Education Statistics, 2006*

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In response to student demand, a Laptop Computer Lab was established in the library in fall 2007. Collaboration between the library and the Information Technology Department, the Lab provides students with 30 laptops loaded with MS Office software, and reinstates some technical support that had been lost in prior budget reductions (5.B.1). The laptop service has proven very popular, and has contributed to an overall increase in circulation of all types of library resources.

	2008	2009	% of prior year
<b>Checkout of Laptops</b>	2,663	6,066	228%
<b>Total Checkouts (excluding laptops)</b>	17,174	20,427	119%

Figure B.5.3: Items Checked Out, January through April 2009 vs. 2008

Also in response to student demand, and in recognition of the importance of peer-to-peer learning, the library created two group-study rooms in 2006. Since that time, reservations have more than doubled (5.C.1.).

In November 2008, the College successfully passed a capital bond. One of the projects to will be the expansion and renovation of the current library facility into a Learning Commons, which will more formally incorporate computer lab services (5.C.1, 5.D.4), provide on-site technical help and instructional support, and convert non-library spaces into group study areas. Ideally, the capital funds will be used to upgrade and provide un-keyed access to the library's elevator, so that students and others can independently access the circulating collection and other facilities on the upper floor (5.C.1)

### **Summary**

Since the 2004 site visit, the Library has pursued strategic directions that further student success and that are fiscally sustainable. Memberships in the Orbis Cascade Alliance, and migration away from print to online resources, have improved access to valuable resources. Librarians, in response to state mandates and with a clear understanding of what facilitates student success, have increased their role in the provision of direct instruction, and have created many new tools for use by teaching faculty in other disciplines and at other campus centers.

Our service improvements and physical facility also reflect an intentional response to student need and fiscal sustainability. The incorporation of a computer lab within the library has been both a popular and an efficient means of supporting student achievement. The recently passed capital bond will allow for the development of a library commons, and offer students a one-stop center for instructional support of all kinds.