Standard Five – Library 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?

The Library continues to keep pace with the growth of instruction and significant program changes at Lane, consistent with the mission and goals of the College. Since 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 continuous improvement.

Major developments since the 2004 self-study and site visit follow.

Expansion of Resources

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, with services to support students' ability to use resources independently and effectively.

2005
- Implemented cross-training for library staff
- Orbis Cascade Alliance membership fees budgeted

2006
- Significantly expanded online resources
- Established Learning Express database for students to review basic subjects
- Created Librarian Liaison with outreach campuses at Cottage Grove, Florence, and the Downtown Center
- Developed basic online library literacy tutorial
- Orbis Cascade Alliance membership expanded resources from 65,000 items to 27,000,000 items

2007
- Expanded online resources for wider access for Lane students
- Developed screencasts to provide on-the-spot help in use of specific online resources such as ArtStor
- Participated in Lane Preview Night, Success and Goal Attainment Committee, Student Orientation and Registration (SOAR) programs
- Developed standardized online pathfinders, resource/research guides for specific classes and topics
- Converted 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

2008
- Added Information Literacy Forum to WR123 class taught on Moodle
- Developed Library toolkit - online, downloadable, handouts, assignments; connection to instruction requests
- Incorporated laptop checkout service, equipped with Microsoft Office
- Developed full online one-credit library research class, either modularized or for use as a whole

2009
- Added federal search software (metasearch) allowing simultaneous searching of all library online resources
- Migrated to web-based interlibrary loan platform, with increase in loan requests and access to libraries worldwide
- Embedded new state guidelines for information literacy in AAOT-qualified courses, collaboration with teaching faculty, development of tutorials, etc.
- Renovated library into a learning commons consisting of library, computer lab, tutoring services, and social and group learning spaces
- Conducted web usability survey; re-engineer library home page and web site

Figure B.5.1: Key Activities By Academic Year

Among these are screencasts, research guides (pathfinders), chat widgets on library web and Moodle pages, online tutorials for basic research strategy (the 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 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.[1] In fiscal year 2008, students performed 409,988 searches of the library catalog – which equates to nearly 28 searches for each credit student that year. They completed 121,793 searches of library subscription databases, and downloaded the full text of 56,100 articles.[2] 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.[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.

The Library has responded to research identifying its important role in student persistence by increasing its participation in campus-wide retention efforts through active involvement with the Student Success and Goal Attainment committee, participation in Lane Preview Night, and in the annual Student Orientation and Registration program, and by 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.

Budget 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 staff or circulation assistance. The library is now open 18% fewer hours than in 2004.

Losses in staffing levels, while difficult to absorb, have resulted in some positive outcomes. Cross-training among remaining staff members, particularly in supporting activities of the Circulation department, is now standard practice and many staff members have voiced appreciation for the opportunity to learn new skills and have more personal interaction with students.

Expansion of Formal Instructional Efforts

Library faculty developed a comprehensive instructional assessment plan in 2007 that included identifying, collecting and analyzing baseline data, utilizing best practices in library instruction, and comparing Lane's information literacy program to national standards developed by the Association of College Research Libraries and the American Library Association.

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[1] *Source: Library Automated System*
[2] *GoogleAnalytics, mar23_aug19TopContent: March 23, 2009 - August 19, 2009 Google Analytics Top Content pages for www.lanecc.edu - includes www.lanecc.edu/library; Sept_mar23LCCTopContent: September 1, 2008 - March 23,2009 Google Analytics Top Content pages for www.lanecc.edu; Sept_mar23LibraryTopContent: September 1, 2008 - March 23,2009 Google Analytics Top Content pages for www.lanecc.edu/library*
[3] *Source: Library Automated System*

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. "Clinics" were added to improve success and retention rates for students in the *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.

Membership in the Orbis Cascade Alliance

Access to resources, particularly print resources, improved substantially 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 students and staff access to a vastly expanded collection of supplemental resources. 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 staff and students.

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. 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.

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

Figure B.5.2: Items Checked Out, January through April 2009 vs. 2008

Facilities Improvements

In response to student demand, a Laptop Computer Lab was established in the library in fall 2007. This lab is the result of collaboration between the library and the Information Technology Department making 30 laptop computers available for students to use while in the library. This collaboration reinstates some technical support that had been lost in prior budget reductions. The laptop service has proven very popular and has contributed to an overall increase in circulation of all types of library resources.

In response to student demand and in recognition of the importance of peer-to-peer learning, the library also created two group-study rooms in 2006. Since that time, reservations for those rooms have more than doubled.

In November 2008, the College successfully passed a capital bond. One of the key projects of that bond will be the expansion and renovation of the current library facility into a Learning Commons. This renovation 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.

Summary

Since the 2004 site visit, the Library has pursued fiscally sustainable strategic directions that promote student success. Membership in the Orbis Cascade Alliance and migration away from print to online resources have improved access to valuable resources. Librarians have increased their role in the provision of direct instruction, in response to state mandates and with a clear understanding of best practices that promote student success. They also have created many new tools for use by teaching faculty in other disciplines and at other campus centers. Service improvements and the physical facility reflect an intentional response to student need and fiscal sustainability. Providing a computer lab in the library has been both a popular and an efficient means of supporting student success. The recently-passed facilities bond will enable development of a library commons and offer students a one-stop center for instructional support of all kinds.