WORKSHEET
FALL IN-SERVICE 2006
PART 2
LIBRARY

Unit Plan Section I - Data

Most important ways to document Student Engagement are:

1. One-on-one librarian to student research appointments
2. Use of group study rooms
3. Use of reserve materials
4. Number of requests for Orbis Cascade Alliance materials
5. Circulation Statistics
6. Use of online databases
7. Door count
8. Number of questions asked at Circulation and Reference desks; reference and "non-library-related" questions (e. g. "Where do I…)
9. Evidence of staff understanding of diversity of student need and ability, and measures of diversity of students served.

Most important ways to document Student Learning are:

1. Student feedback on personal research appointments
2. Library 127 student evaluations and tests; retention, completion and success rates
3. Feedback from instructors and students on classroom instruction
4. Variety of learning opportunities tailored to course/program content such as customized class instruction for students, faculty training (e. g. nursing program faculty).
5. Feedback from professional technical program instructors on library-related learning outcomes.
6. Pre- and post-instruction tests
7. Quality of research as evidenced in Writing classes, etc.

Most important ways to document Student Satisfaction are:

1. Surveys
2. Suggestions
3. Complaints
4. Mystery shoppers!
5. Observation of traffic patterns and behaviors
6. Comfort with physical environment
7. Input from classroom instructors garnered from their students
8. Return visits

Most important ways to document Library efficiency are:

1. Turnaround time for interlibrary loan/Alliance requests
2. Use of most cost-efficient way to achieve objectives; e. g. send documents to Printing and Graphics rather than photocopying in-house.

3. Comparison of student and faculty to library staff ratios using national data such as IPEDS, OCCURS data, etc.
4. Use of membership in/partnership with Orbis Cascade Alliance and other consortia for discounts on materials as well as shared response to problems and issues.
5. Budget compared to peer groups
6. Alignment of materials collection with curriculum outcomes; collaboration with instructional faculty to promote use of collection to students

Most important ways to document Library effectiveness are:

1. Liaison efforts with departments
2. Student/staff surveys
3. ACT survey of graduating students
4. Level of student/staff awareness of library resources
5. Age of collection
6. For Archives, quality of finding aids

Most important ways to document Library Essentialness are:

1. Alignment with core values, mission of the College
2. Accreditation Standards
3. Similarity between library learning outcomes and College core abilities
4. Frequency of requests for information and services of all kinds, library- and non-library related, tutoring, directional, financial aid, registration, interpretation of classroom assignments, telecourses, TV/VCR's, wireless access.

Unit Planning – Section 2 – Conclusions

What conclusions do you draw from the data presented with regard to needed improvements or changes?

1. We are very efficient at following through on initiatives proposed
2. Web page updates (I'm not sure what this means, and don't know who put it on his/her list – would you let me know?)
3. Established service to outreach centers, including process to students to request materials from library collection. Next step: specific objectives
4. If the College's mission is to develop lifelong learners, and the library's mission is to support the development of such core abilities as critical thinking, communication and personal responsibility, it is critical to develop measures of long-term success in the workplace and in a democracy.
5. We have increased student and faculty awareness of, and satisfaction with, library services and resources
6. There is much technology that could be used to increase student engagement, satisfaction, learning; there are also student populations for whom technology would not enhance these things, and they must also be served.
7. We do not yet do enough to market our services and materials
8. We still have lots of opportunity to integrate library skills into the College curriculum
9. We do a great deal with the resources we have
10. We do take advantage of efficiencies when they present themselves
11. With identification of universal competencies, and additional training, library staff could be even more responsive to service needs of any given moment, and provide students with an even higher level of information and assistance.

12. There is still plenty of opportunity to educate the College and the community about the services and resources available at the Library and through the Archives.

Unit Planning – Section 3 – Incremental change (i. e. this year)

Revenue enhancements, including impact, consequences, and $ possible

1. Circulate magazines – service to students (possible additional overdue fines)
2. Coffee shop – service to students, more inviting environment, would require more housekeeping
3. Improve marketing, such as regular ad in the Torch, increase student use of library, improve retention, possible recovery of additional fines from overdue materials
4. Display materials more like bookstore (cover facing out, for example) – improve environment and circulation statistics, possible revenues from overdue fines
5. Offer variety of learning options – modular approach. One-credit add-on to composition classes, one-credit stand-alone tutorial, one-credit independent study option for any student for any class
6. Expand Community borrowers program, include alumni. $5/year.

Efficiencies and productivity, including impact, consequences and $ savings

1. Automate student and staff information uploaded into library database. Savings in staff time because of reduction in need to manually register new borrowers.
2. Receive approval and remodeling of CEN 310 (currently Curriculum and Scheduling) as workroom for interlibrary loan/Orbis Cascade activities
3. Energy concerns – turn off lights not in use, invest in technology that senses and responds to inactivity
4. Determine optimum open hours to best serve all students
5. Identify library activities that can constitute a practicum for co-op or service learning.
6. Reduce number of meetings Director is required to attend (bless whoever turned this one in!)
7. Keep study rooms unlocked; students only need to go to circulation to check out equipment or materials.
8. Analyze collection for most appropriate format; e. g. reduce print reference expenditures in favor on online products.
9. Analyze Library 127 data from success, engagement and efficiency standpoint
10. Check out laptops
11. Develop bookmark(s) with basic library information; booklets for special populations; e. g. ESL

Unit Planning – Fundamental Redesign (years to come)

Revenue enhancements, including impact, consequences, and $ possible

1. Team teaching with instructional faculty (library component, additional credit, additional student FTE)
2. Use game programming to redesign online library instruction and tutorials.
3. Bingo (?)
4. Work with high school libraries to identify and prepare students for college research skills.

5. Identify grant opportunities for special projects, new technology, collaboration with local schools and libraries
6. Develop variety of credit-enhancing opportunities for students, such as learning communities with library research component, team-teaching with composition classes
7. Web-based instruction
8. Consider revising formal and informal library instruction opportunities to include greater peer interaction, hands-on activities.
9. Offer one-credit "library boot camp" tailored to special populations, to include services and instruction; overseen by librarians but some components taught by non-library staff.
10. Develop summer library academy for new students
11. Develop library instruction for continuing education programs, focused on workplace research skills; work with Workforce Development for programs to Hynix, Symantec, etc.
12. Investigate non-traditional avenues for library instruction; e. g. Elderhostel program; partnership with community organizations.
13. Offer Archives and Records Management workshop
14. Identify training opportunities for College faculty and staff that could garner continuing ed FTE.

Efficiencies and productivity, including impact, consequences and $ savings

1. Cross-training of all library staff in basic functions of each work unit
2. Library liaisons could assist instructors with research on education-related needs such as Interactive Learning System content
3. Create FAQ reference web page, available 24/7, answering most common questions, use Camtasia, film clips, etc.
4. Course-embedded library content
5. Maximize use of automation - program for routine tasks such as computer login and logoff; keep up with technology that allows greater visibility for library and services, such as social software (del.icio.us, myspace, utube), pathfinder web pages, web hits; use technology to increase human interaction, e. g. videoreference
6. Design Information Commons to include library, tutor services, computer labs, classrooms for student and faculty library instruction.
7. Develop "Fast track to the Library" class to be offered to junior and senior high school students

Ideas for College-wide changes/efficiencies:
1. Increase maximum class size
2. Pay-for-print
3. Smart-card
4. Allow printing from student laptops