

## Part I: Alignment with College

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### Chapter 0: Unit Alignment with College Goals

**Key Question: “How is your unit aligned with the college’s goals\*?”**

1) **Core Values**

***Review the work your unit did on core values in 2003-2004. Does the alignment you described remain accurate? Please update by removing commentary that no longer applies and, where appropriate, adding commentary that reflects changes or additions you have made since last year’s Unit Plan.***

The library is part instructional unit, and part service unit, but the two “parts” are integrated into an instructional support whole. This unit plan, then, will respond from both perspectives to the questions posed in each of the chapters.

College Vision:

The library makes an important contribution to transforming lives through learning by providing a physical environment that is a welcoming collection of print, non-print, and electronic materials that is diverse in breadth, depth and perspective; a service approach that meets people where they are, letting them define their own path; and a commitment to developing the critical thinking skills that are the foundation of lifelong learning.

Core Values

Learning

The library maintains an extensive and accessible collection of instructional support materials. These expand and enhance the classroom instruction of students, provide different methods of accessing materials (e. g. remote access from internet-connected computers anywhere, interlibrary loan options, borrowing privileges at the UO Libraries, and variety of formats.)

The library offers formal learning opportunities for students through orientations to classes, one-on one- assistance to students from the reference desk, and a 3-credit class in Library and Information Research.

The Library provides a physical and emotional environment that enhances learning opportunities through a service-oriented staff that loves to answer questions “any time, any place, any way,” a physically comfortable and safe learning environment, and a well-organized collection of learning resources that optimizes the learner’s ability to access what he/she needs.

Diversity

The library embraces values that support diversity by acquiring materials that present a broad range of opinion and perspective and providing easy access to these materials, maintaining a service and instructional environment that treats everyone with equal respect, and taking advantage of staff diversity training opportunities.

The library offers instruction and services that support the goals of diversity through:

- Assistive Technology Center
- Displays of materials and staff newsletter featuring diversity themes
- Diverse staff

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- Relationships with other College departments and activities such as Multi-Cultural Center, SAGA, Black Student Union, American Indian Language Project
- Formal instruction that includes assignments and instructional modules that feature diversity

The Library's materials collection reflects the needs and themes of diversity by including online databases which can be translated into other languages, and print, non-print and online resources include perspectives of a variety of culture, religions, sexual orientations and socio-economic backgrounds.

#### *Innovation*

The Library is technologically innovative. Examples are:

- Current and accessible web site
- Electronic classroom
- Distance Education resource web site
- State of the art integrated library system
- Wide range of online, full-text periodical databases

The Library is innovative in its service delivery:

- Staff have "cutting edge" approach, always willing to learn new ways of doing things, and new ways of providing service
- Supports campus innovation through resource acquisition
- Provides user training and customer support for innovative technologies
- Maintains a variety of methods to access services
- Maintains flexibility in use of staff resources to quickly respond to emerging needs

#### *Collaboration and Partnership*

Examples of how the library aligns with this value are:

- Collaboration with faculty to provide a wide range of services that enhance the learning experience.
- The library works with other departments on campus, serving on campus committees and providing resources. Examples are: campus-wide reading projects, with Disability Services, Distance Learning and Center for Learning Advancement.
- The library is developing a plan for service to Cottage and Florence Grove centers.
- The Library interacts and engages with the broader community, building networks that benefit both students and staff. Examples are: Community Borrower card, reciprocal borrowing agreement with UO Library, interlibrary loan agreements with libraries around the world, orientations to schools such as Oak Hill, orientations to high school faculty who participate in the College Now program, recent commitment to collaboration with Lane ESD.
- Intra-departmental collaboration. Examples are: maintaining both formal and informal group professional and social interactions within the department, development of a decision-matrix to implement shared-governance principles, commitment to consensus wherever possible.

#### *Integrity*

The Library has a written policy and procedures manual, which is posted publicly on its web site, and which are regularly evaluated.

The Library practices careful stewardship of resources, by analyzing usage and demand, by living within its budget, by its commitment to recycling, and by a process of staff-wide participation in budget development.

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The Library's decision-making process is characterized by open discussion, wide participation, and a team approach.

As an advocate for freedom of speech, the Library respects privacy and confidentiality in many ways. Among them are: there are no sign-ups required for internet use, no records kept of items borrowed once returned, and sophisticated security measures to protect unauthorized access to patron information

Integrity is also demonstrated in the library's strong customer service orientation. Our commitment is that all patrons/staff are treated with respect, we model ethical behavior to patrons and each other, there are no dumb questions, and we work with student workers to grow good work ethic and behaviors.

#### Accessibility

##### Open Access to all

- walk-ins welcome; access to subscription databases and borrowing privileges may be purchased by community residents
- Materials provided in non-English languages
- No filtering on computers
- Liberal checkout policies
- Library catalog, online databases, renewals, electronic course reserves accessible from home
- Interlibrary loan and borrowing agreements with other libraries
- No fiscal barriers – all charges are avoidable

#### Library Equipment

- Simple, accessible web site
- Quiet study areas
- Up to date computer equipment
- Copy machines
- Assistive Technology

#### Accessible entrance and exit

## 2) *Strategic Directions*

***The Strategic Directions for Lane have been updated and expanded since the 2003-2004 Unit Plan. Please review the changes and provide specific examples of how your unit works to further these goals.***

#### Transforming Students' Lives

- Library collection is more than curriculum-related, includes breadth of knowledge
- Study rooms
- Apprenticeship outreach
- Library outcomes – every program
- Surveys
- Commitment to support role
- Easy mechanism for feedback

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- Library representation on SAGA Committee
- Skills learned continue to be useful after College experience is over

Transforming the Learning Environment

- Diversity of collection and approaches to learning
- Acquisitions of DVDs, videos, players, earphones, headsets
- Space Assignment Committee requests – good utilization of space
- Remote access to online resources
- Participation in learning communities
- Earthquake upgrade
- Security gate upgrade
- Increasing use of Web for resources, tutorials, communication

Transforming the College Organization

- Staff reorganization to make good use of budget, provide promotional and professional growth opportunities
- Generous to other departments – Bookstore vouchers, borrowing our offices for years, ExpressLane/Banner assistance
- Live within our means
- Clear and inclusive decision-making process
- Excellent hiring processes
- Web redesign
- Updated equipment
- Special presentations on scholarship resources, etc.
- Encourage attendance at conferences
- Flexible schedules by mutual agreement
- Support for classified professional development
- Banner access at the Library

**3) *Learning Centered Principles***

***The Learning Centered Principles for Lane have also been updated and expanded since the 2003-2004 Unit Plan. Please review and provide specific examples of how your unit works to integrate these principles into your unit's methods and outcomes.***

Lane provides opportunities for transformation through learning.

- Many opportunities are available for learning new skills, i.e., searching online catalog, searching online databases, using copy machines, using reference materials.
- Library instruction formats are formal and informal classroom settings, and one-on-one

Lane engages learners as active partners in the learning process.

- We teach them the skills needed in order for them to succeed on their own in the future.
- Library 127 class is self-paced, projects based on student's interest
- Library presentations target specific learning outcomes and involve student input

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Lane creates a learning environment that motivates and inspires students to recognize their responsibility for their own learning.

- Library policies are posted on the web and in our library brochure which is handed out at the beginning of each term. Late charges are clearly explained at the time of checkout.
- Whenever possible, reference assistance emphasizes teaching research strategies rather than performing them for the student.

Lane offers multiple options for learning based on proven and innovative theories and methods that address the needs of diverse learners.

- The Library collection is available in a variety of formats (i.e., print, audiovisual) in order to facilitate different learning styles.
- Study rooms are available for group learning
- Librarians and staff are alert for the “teachable moment.”

Lane commits to a culture of assessment of programs, services and learning, honoring the values of intellectual freedom, community responsibility and student need.

- The Library liaison program constantly assesses the collection for diversity of opinions on various topics.
- Library equipment is assessed to see if replacements are needed.
- Assessment of collection is ongoing, statistical records are maintained and used to determine budget allocations, ascertain trends and direct service improvements.
- Online evaluation form collects information on usefulness of class presentations
- Learning outcomes established for the Library 127 class.

Lane fosters knowledge and appreciation of diversity among staff and students and encourages pluralism and intercultural competence. Lane engages learners from diverse cultural and social contexts.

- Recent video purchases reflect the growing intercultural and diversity needs being addressed on campus.
- Collection development policy confirms importance of a diverse collection

Lane is committed to both individual and organizational learning.

- Personal and professional development opportunities are available to library staff

Lane students and staff are a community of learners, all of whom contribute to learning

- Encouragement of experimentation and risk taking
- Continual development of skills of all staff to help students

Lane promotes open communication among staff, students, and the community within and across organizational and physical boundaries.

- The Library has a suggestion box on its website to encourage open communication with all of its patrons. Satisfaction surveys are conducted periodically as well.

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## **Part II: Unit Description**

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### **Chapter 1: Unit Description**

#### ***Key Question: Who are you?***

Answer the key question by providing the following information about your unit:

#### ***1. Unit Mission/Vision***

*Does your unit have a Vision or Mission Statement? When was it written or updated? Do you have a process for regular review?*

The following four statements constitute the governing principles of Lane Community College Library. They were adopted by the Library staff from 1992 to the present.

Mission and philosophy  
Unifying principles  
Purpose and goals  
Library Bill of Rights

#### **Library Mission and Philosophy**

Lane Community College is a comprehensive community college whose mission is to provide accessible, high quality, and affordable lifelong education. Within this context, the primary goal of the Library is to provide library services that support the curriculum and fulfill the information needs of students, faculty, staff, administration, and community through the building and maintaining of a vital collection of library materials and resources. Whenever possible, these library services and materials will be extended to the community.

The Library does not currently have a process for regular review.

#### **Library Unifying Principles**

In our interactions with patrons: We believe our patrons should be treated with professionalism and respect.

We believe the Library should be accessible to everyone.

We believe the Library should provide an environment conducive to learning and productive work.

We believe in promoting library literacy.

We believe in the use of plain, simple language.

In our interactions with our colleagues:

We will endeavor to apply the above principles.

We will endeavor to understand each other's work and recognize each other's areas of expertise.

We will endeavor to foster a team approach to meeting the challenges of our work.

We will endeavor to operate under the principles of shared decision making using a matrix model.

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### Library Purpose and Goals

In support of the stated goals and objectives of the College, the Library is developing a program of coordinated resources and services. The purpose of this program is to enhance instruction and learning in a manner consistent with the philosophy and curriculum of Lane Community College. The Library is guided by the principles of the Library Bill of Rights in the development of its programs and services.

The goals of the Library are:

To provide organized collections of print and non-print resources which will meet institutional and instructional requirements as well as the individual needs of students.

To create an environment in which resources are readily accessible, not only through the provision of appropriate facilities, furnishings, equipment, and supplies, but particularly through the provision of adequate staff.

To facilitate learning by providing services, resources and facilities which encourage and stimulate individual and group instruction, independent study, and effective use of resources by students, faculty and the community.

### **2. Catalog Description**

*How do you describe your unit and service offerings in the college catalog? How does your unit manage the review of catalog copy each year?*

The Library provides a wide variety of resources for the instructional, research, recreational and general information needs of students, faculty, staff, and community residents. The collection includes 73,000 books and 6,000 audiovisual items, subscriptions to more than 250 print periodicals, and subscriptions to over 40 online databases.

Librarians provide information assistance to individual students, faculty, and staff, offer a 3-credit class in library research skills, offer presentations to classes, assist with research assignments, prepare specialized bibliographies, design course-specific websites, and work with faculty to develop the Library's collection and provide curriculum support.

### **2) History/Significant Program Events**

*How did your instructional unit evolve at Lane? What significant events have marked your growth? Do you have a system for maintaining an archival history of your unit? Do you have annual events that are representative of your unit's goals or teaching methods?*

Once defined by its physical location and collection of print materials, Lane's library has increasingly expanded to a variety of print, non-print and online resources which are accessible from any computer location that has an internet connection.

Recent and significant changes include: subscription to a wide variety of online, full-text periodical databases made possible by annual funding from the Technology Fee; construction and furnishing of an electronic classroom; integration of library print materials with web resources; reorganization of faculty responsibilities to provide more direct student assistance; provision of new study rooms for students; renovation of the library web site to more directly serve student needs. One result of the accreditation self-study was the incorporation of library resource use into the learning outcomes of every program at Lane. The anticipated additional demand poses a significant challenge for current staff.

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Imminent plans to implement student-driven interlibrary loans via the ORBIS Cascade Alliance will allow for faster, more reliable, and complete services to patrons. Metasearch software is also planned for this year, a refinement that will improve electronic search capabilities for all library users.

From the Accreditation Evaluator's Draft Report: "The library has made recent serious efforts at weeding the collection and recent support for updating the collection has come in the form of a one-time allocation of \$50,000 to provide current materials in critical areas. A \$3 per credit computer fee has resulted in \$30,000 for the library to use in the purchase of electronic databases."

And: "The Library at Lane meets all the basic accreditation standards. The resources and services are sufficient to support the curriculum and the mission and goals of the institution. According to recent collection studies and student surveys, students are expressing sharp dissatisfaction with the aging collection and the use of the collection is more and more limited to current materials only. Several efforts have been undertaken to counteract this trend. Consistent upgrading of the materials budget to counteract the inevitable effects of inflation would provide for a more stable effect on the timeliness of the collection."

#### **4. Services Provided**

*Provide a list with a short summary of each*

Circulation Services – Retrieving, reshelving, checking in and out of Library materials including books, periodicals, and audiovisual materials. Film booking for instructor use. Preparation of telecourse materials. Interlibrary loan. Registering students and staff. Maintenance of course reserves (both print and e-reserve.)

Cataloging – Cataloging library materials according to the Library of Congress system. Processing of materials for shelves. Withdrawal of materials.

Acquisitions – Ordering Library materials, processing periodicals and continuations, submitting claims for missing materials.

Reference – Formal and informal instruction, reference assistance, selection of Library materials, creation of web sites, course-specific web pages.

Administration – Supervision, budget management, College governance, preparation of syllabi used in Library 127 class.

#### **5. Organizational Structure**

*Please provide a description of how your unit is administratively organized.*

Organizational Structure – The Library as a department is under the auspices of the Associate Vice President for Instruction and Student Services. In 2004/05, the Library reorganized to improve deficiencies identified in the process of completing the accreditation self-study. The reorganization has had the effect of adding a reference library, while providing promotional opportunities and new challenges for classified staff.

The organization chart is attached.

#### **6. Staff/Faculty**

*Please provide a list of your faculty and staff in this unit. For faculty, indicate FTE appointment, credentials, and primary area of expertise. For staff, indicate FTE appointment and primary job responsibilities.*



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Raymond Bailey – Circulation Services Coordinator (1.0 FTE)  
Carrol Barton – Circulation Assistant (1.0 FTE)  
Juanita Benedicto – Faculty Librarian (1.0 FTE) - MLS  
Denise Bernard – Cataloging Assistant (.5 FTE)  
Terria Burch – Acquisitions Assistant/Office Admin (1.0 FTE)  
Cindy Chabre – Circulation Assistant (.5 FTE)  
David Doctor – Faculty Librarian (1.0 FTE) - MLS  
Linda Grenz – Library Information Technology Coordinator (1.0 FTE)  
Eric Gustafson - Computer Support Specialist (.5 FTE)  
Lorina Johnson - Serials Assistant (.5 FTE)  
Terri Lindseth - Circulation Assistant (1.0 FTE)  
Matthew Liston -Circulation Assistant (1.0 FTE)  
Don Macnaughtan – Faculty Librarian (.6 FTE) - MLS  
Gail Shilliday - Cataloger/Reference Assistant (1.0 FTE)  
Nadine Williams – Director (1.0 FTE) - MLS

### **7. Student Profile**

*Please provide demographic data for unit clientele.*

The Library serves all Lane students, staff, and members of the district who have purchased a library Community Borrower card. The Library also has reciprocal borrowing arrangements with the University of Oregon, Northwest Christian College and Linfield College Libraries.

### **8. Facilities and Equipment**

*Describe the unit's campus space. What are its strengths? Its challenges? What are your utilization ratios? Provide a copy of your equipment inventory. What are your equipment strengths? Challenges? Do you have any plans in place for equipment replacement?*

Lane is in compliance with ADA standards. People who are registered with Disability Services are issued a key to the library elevator, which allows them access to the third floor. Anyone who is not so registered may ask library staff to provide elevator access.

Some non-library functions are housed in the Library. The college has moved some of these, and the Library has requested of the Space Assignment Committee that areas housing remaining non-library functions revert to library space. In response to suggestions from the previous self-study, the college also built a 24-computer library classroom; and the Library has recently opened two small group study rooms.

The Library building itself is half the recommended size for current service population. The ACRL recommends library seating of 10% of the FTE enrollment; Lane's library seats 385 students, or 5.6% of the 6,870 FTE students. The minimum recommended assignable space is 4 square feet/FTE; Lane's Library would need 7,500 square feet of additional space to meet that requirement. As part of the Bond, study spaces across campus were added or updated, which has helped alleviate the pressure on the Library; but issues of noise and access to library resources pose a continuing challenge.

From the 2004 Accreditation Evaluators' Draft Report: "The current building dates from the concrete construction era of the '70s and is therefore nearly impossible to expand. Gallant efforts have been made to upgrade the facility to include sufficient computer access as well as modern computer teaching spaces, but these efforts have necessarily reduced the amount of study spaces for students significantly. The current facility has only 25 computers available when the computer classroom is in use. Therefore, the staff is left

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with the choice of refusing to schedule the classroom for requested orientations or hampering access to research materials during peak hours. Wired and wireless access to networks and the internet is planned for students who have their own laptops, but it is not yet a reality. Because of security concerns, the elevator is only accessed by key. Keys are held only by students with certified disabilities. As a result, third floor access is awkward and often near impossible for anyone else that may require it, e.g., for a temporary injury, rolling book bags, baby carriages, or book carts. While staff facilitate access on an individual basis, once someone reaches the third floor, notifying the staff that they are ready to return to the second floor is nearly impossible. The current facility also has only two study rooms for group work, has acoustical issues due to its open design, and tortures well-behaved students with the food service smells wafting up from the first floor.”

Equipment Inventory is attached.

**9. Budget Profile**

*Provide a profile of the unit's General Fund Budget. If appropriate, provide a profile of Restricted Fund 8 (grants, etc.), Restricted Fund 9 (tuition-based sections), and any student fee generated funds.*

**LIBRARY DEPARTMENT BUDGET 2004-05 AS OF DECEMBER 15, 2004**

**Program 210000**

Fund	Account	Account Title	Adjusted Budget	Year to Date	Commitments	Available Balance
111100	510200	Administrators Salaries	75,255.00	30,190.02	0	45,064.98
111100	510250	Administrators Other	0	800	0	-800
111100	520300	Classified Unit Employees	278,305.00	107,680.14	0	170,624.86
111100	521000	Classified Unit Emp Overtime	0	940.07	0	-940.07
111100	530400	Classified Non-Unit Employees	19,377.00	4,208.09	0	15,168.91
111100	540500	Faculty Unit Employees	189,713.00	48,010.95	0	141,702.05
111100	540800	Faculty Unit Emp Overload	0	12,729.51	0	-12,729.51
111100	550600	P/T Credit Instructors	13,481.00	0	0	13,481.00
111100	591900	OPE Allocated	300,946.15	106,016.99	0	194,929.16
111100	610000	Operational Supplies	88,968.00	0	0	88,968.00
111100	610400	Audio Visual Supplies	0	72	0	-72
111100	611100	Office Supplies	0	5,529.80	2,979.98	-8,509.78
111100	611300	Postage	0	555.49	0	-555.49
111100	612000	M&S from Lane Internal Service Fund	3,000.00	0	0	3,000.00
111100	612100	M&S from Lane Printing & Graphics	0	87.45	0	-87.45
111100	614000	Staff Travel	3,058.00	0	0	3,058.00
111100	614200	Routine Staff Travel	0	2,618.23	0	-2,618.23
111100	614300	Visa Staff Travel	0	439.19	0	-439.19

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111100	615700	Maintenance & Repair	28,827.00	0	0	28,827.00
111100	616000	Maintenance & Repair-Equipment	0	23,724.00	0	-23,724.00
111100	616900	Institutional Fees & Dues	11,635.00	5,297.86	6,262.99	74.15
111100	619200	Utilities and Communications	2,478.00	0	0	2,478.00
111100	619300	Telephone	0	928.19	0	-928.19
111100	737200	Capital Outlay >= \$5000	24,490.00	0	24,490.00	0
111100	750000	Library	190,011.00	0	0	190,011.00
111100	757600	Library Periodicals	0	1,383.38	0	-1,383.38
111200	470500	Net Working Capital	20,000.00	0	0	20,000.00
111200	480130	Sales - Books-Used	0	17.38	0	-17.38
111200	494010	Other Revenue	3,000.00	0	0	3,000.00
111200	610000	Operational Supplies	88,950.00	0	0	88,950.00
111200	611100	Office Supplies	-375	135	0	-510
111200	622301	Provision for Bad Debt Adjustment	2,000.00	0	0	2,000.00
111200	750000	Library	65,400.00	0	0	65,400.00
111200	922100	Intra-Fund Transfer Out	375	375	0	0
Screen total			-67,400.00	-510	0	
Running total			-	-	-33,732.97	
Report Total (of all records)			-	-	-33,732.97	
			1,362,894.15	351,703.98		

**Part III: Performance 2003-2004**

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**Chapter 2: Unit Outcomes Data, 2003-2004**

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***Key Question: What were the results of this unit providing services in 2003-2004 as demonstrated by student contacts, indicators of student success, and/or cost efficiencies?***

**You may choose to answer the above question by referring to guidelines provided by a variety of sources including but not limited to:**

- Unit accreditation requirements – Standard 5 Self-Study and NWCCU Draft Report are attached. They describe the key measurement of services provided by the Library, as well as identified challenges
- The main result of providing services in 2003-04 was to identify, in the course of completing the self-study and setting department and instructional goals, additional projects that would continue to enhance service. Among these are/were: complete redesign of the Library's web site; enhanced need for professional development for all staff to acquire core competencies needed to assist students; planning for more course-integrated library instruction;

The following is a sampling of data resulting from providing Library services in 2003/04:

- 99 Students completed the Library 127 class (70.42% Completion Rate)
- "X" Class Presentations
- 48,597 items checked out
- 310 items lent to other libraries; 214 items borrowed from other libraries
- 198,395 users (door count)
- 109,316 searches were performed in online databases, retrieving 330,509 items, and 56,191 full-text articles used
- More than 460,399 hits to the Library's web site
- 525 E-reserves printed
- 64.53% of total access to Web site comes from on campus
- 35.47% of total access to Web site comes from off campus

### Chapter 3: Unit Outcomes Analysis, 2003-2004

*Key Question: Please provide a summary analysis of your projected Unit outcomes for 2004-2005. Please include assessment of Unit outcomes as defined in your 2003-2004 Unit Plan.*

#### ***Things you might assess: might use<sup>1</sup>:***

1. Needs
2. Satisfaction
3. Learning Outcomes
4. Environmental
5. Cost Effectiveness
6. Causes of dropout/stopout (program/college)
7. Post-Completion level of satisfaction

#### ***Methods of assessment you***

1. Qualitative Assessment
2. Quantitative Assessment
3. Pre tests/post tests
4. Portfolio assessment
5. Focus Groups
6. Mail-out/Telephone surveys
7. Web based data collection

#### ***1. How effectively did you fulfill your unit's mission?***

*What approach did you take to gather evidence of your performance? What method of assessment did you use?*

Approaches included:

- Statistical data as noted in Chapter 2, using system-generated and hand-compiled reports
- Completion of accreditation self-study – Standard 5
- Faculty and student surveys
- Compiled list of improvements, innovations, such as redesign of library web site, addition of online request forms (interlibrary loan, instruction, etc.)
- Learning Outcomes for Library 127 class
- Materials Collection Reports
- Number of sections of Library 127 taught
- Study Room Bookings
- Number of Class Presentations delivered
- Suggestion Box Feedback

Assessment methods included:

- Comparison of data gathered with traditional library standards such as those provided by the Association of College and Research Libraries, American Library Association
- Comparison of data gathered with comparable libraries – source: NCES, IPEDS, and OCCURS reports
- Analysis of changes in the institution which affect Library efforts
- Elements of Standard 5 – Library and Information Resources – NWCCU Accreditation Standards
- Student Evaluations
- Measured increase in workload generated by improvements listed above
- IRAP data re completion rates

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<sup>1</sup> From Schuh, J.H and Upcraft, M.L. (2001) Assessment practice in student affairs: An application manual. San Francisco: Jossey-Bass

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*What does the evidence you gathered tell you about your strengths and/or weaknesses in fulfilling your mission in 2003-2004?*  
Strengths:

- Online full-text periodical databases are critical to meeting accreditation standards for resources whenever and wherever programs are offered.
- Staff are the Library's greatest strength
- Library staff have the breadth and depth of experience, knowledge and technical expertise to fulfill its mission

Weaknesses:

- Collection is too small and too old; budget for collection is inadequate
- Facility is too small and too old
- Staff are too few to meet instructional standards, particularly in ratio of librarians to students and to teaching faculty
- Addition of Use of Library Resources to the learning outcomes of each professional/technical program poses problems within current staffing levels
- Service and instruction to non-30<sup>th</sup> Ave. campus staff and students are inadequate.
- Current methods of library instruction cannot meet the information literacy needs of all of Lane's students
- Library 127 completion rates suggest retention challenges
- Library lacks system of regular and measurable assessment practices that would demonstrate how it is fulfilling its mission

***2. How well does the array of services you offer match what you know about the dynamic trends in students needs?***

*What approach did you take to gather evidence of your performance? What method of assessment did you use?*

- Circulation Reports
- Student Suggestions
- Professional literature re trends in information literacy, online access and student retention
- NWCCU Draft Report from accreditation self-study
- Database use statistics
- Remote access data

*What does the evidence you gathered tell you about your strengths and/or weaknesses in helping students meet their goals in 2003-2004?*

- Need better assessment tools
- In general, students are happy with the service and the instruction, but library lacks specific information about student service and collection needs
- Not open enough hours
- Increasing dependence on online or Web-based resources; continued use of print and audiovisual collections
- Additional means of teaching information literacy are needed

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**3. How efficiently did you use the resources you were given?**

*What approach did you take to gather evidence of your performance? What method of assessment did you use?*

- Budget
- Ratio of staff to students served, and faculty librarians to teaching faculty
- Door Counts
- Circulation Statistics
- Cost per FTE student
- Staff reorganization
- Record of types and quality of service demand

*What does the evidence you gathered tell you about your strengths and/or weaknesses in using resources efficiently in 2003-2004?*

Strengths:

- The Library lives within its means
- Liaison program and materials budget allocations focus attention on most needed areas for collection and instructional support
- Staff reorganization makes optimum use of current employee abilities, talents and interest, allows more flexibility in providing service where needed, and provides faculty librarians the opportunity to expand and revise curriculum, collaborate with teaching faculty, and analyze and improve the Library's multi-format collection.
- At \$143/FTE student/year, Library operations are very cost-efficient

Weaknesses:

- Staff training budget is inadequate to develop and maintain critical skills
- Tools for assessing efficiency of use could be improved

**3. How well are you utilizing current technology?**

*What approach did you take to gather evidence of your performance? What method of assessment did you use?*

Equipment inventory  
Currency and Ease of use – Library Web Site  
System-generated reports  
Staff commitment to staying current with trends and possibilities  
Formal technology support through staffed positions and standing committee  
Caliber of integrated library system  
Student complaints about equipment  
Library Web site

*What does the evidence you gathered tell you about your strengths and/or weaknesses in utilizing current technology in 2003-2004?*

Strengths:

Commitment to technology  
Regular upgrades  
Existence of systems administration and computer support staff  
Library's Web site is increasingly critical as a means of instruction, a source of research information, and communication about the Library's services and policies. Interlibrary loan and purchase requests, item renewals, course reserves, and requests for classroom instruction are available online

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Depth and breadth of online resources – e-books, full-text databases, instruction

Use of Web for communication of policies and library business.

Expected participation in the Orbis/Cascade consortium (Summit) will allow students to submit online requests for materials from college and university libraries in Oregon and Washington with a guaranteed 48-hour delivery.

Weaknesses:

Need College-wide solutions to print management and wireless access issues

Have not yet optimized use of Web for online instruction

Could develop television instruction and multi-media presentations

No stable, recurring budget to assure continuation of online resources listed above

Inadequate means of measuring use of current technology

**4. *If your Unit works with an Advisory Committee, how effective was that relationship in helping you meet your Unit goals?***

The Library has no Advisory Committee

**5. *Overall, what strengths do you believe your unit demonstrated in 2003-2004?***

- Enthusiastic staff who demonstrated stamina, flexibility and creativity in making many improvements despite the inadequacies described above.
- Complete redesign of the Library Web site and Catalog display
- Excellent use of technology to achieve learning and service outcomes
- Completion of the accreditation self-study
- Expanded acquisition of a wide variety high quality online databases

**6. *Overall, what challenges do you believe your unit faced in 2003-2004?***

- Reorganization of several staff positions to meet perceived organizational needs
- Static materials and personnel budgets
- Service and instructional challenges resulting from retirements and unfilled vacancies
- Inadequate assessment practices and criteria
- Inability to provide equal service to non-30<sup>th</sup> Ave. locations
- Incorporation of library resource use into program learning outcomes will increase demand for instruction, collection development and collaboration with teaching faculty
- Providing service and instruction to students with varying levels of readiness.
- Communicating to Lane staff and students about the resources available

**7. *What conclusions do you draw from this analysis about needed improvements or changes in 2004-2005?\****

- The Library needs to develop a more regular plan for publicizing resources and providing training in their use.
- Librarians need to analyze collection needs and, in collaboration with faculty, determine the best combination of print, A-V and online resources to meet instructional support outcomes
- The Library needs to develop a plan for teaching information literacy skills that reaches more than 100 students per year



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- Libraries are a rapidly changing profession. Changes in service demand will affect the depth and complexity of skill sets required of all library staff. Regular identification, assessment, and fiscal support for the acquisition and maintenance of core competencies are, and will continue to be, critical.
- The Library must continue, and expand, its Web-based resources and instruction
- Inclusion of library resources use in program learning outcomes will require the development of new curriculum and instructional delivery options
- The Library must establish mechanisms for regular involvement of students, faculty and staff in the development of services and collection.
- The Library could do more to contribute to student success and retention efforts.
- The Library lacks adequate assessment measures to evaluate all of its services, collections and instructional efforts

***Important! Any initiatives proposed for 2004-2005 must be linked to these conclusions!***

## Chapter 4: Program Initiatives, 2005-2006 (In Priority Order)

***How do you propose improving future performance?*** Each initiative should be linked to a need identified in Chapter 3: Program Outcomes Analysis, 2003-2004. Each initiative should also be linked to a goal identified in Chapter 5: Expected Unit/Program Outcomes, 2004-2005. ***When proposing an initiative(s), use the following structure for each initiative proposed:***

**1) Initiative #1 - Improve Library Service to Outreach Campuses** **Division Priority: 1**

**2) *How is the initiative linked to your Program Outcomes Analysis for 2003-2004?***

*What is the challenge you are trying to address?*

Accreditation Standard 5 requires library resources to be available whenever, and wherever, programs are offered. Florence and Cottage Grove centers offer programs, credit, and non-credit classes. Cottage Grove and Florence outreach centers lack library staff, instruction and collection.

*How will this initiative address the challenge?*

By developing collection and instructional services at the Cottage Grove and Florence centers

**3) *Describe the initiative***

*What will the product, innovation, or change of this initiative be? Please be as specific as possible.*

Develop in-person, online and televised instruction for faculty and students at these centers

Develop and present tutorials, virtual tours, course- or program-specific web pages

Participate in virtual (online) reference services via chat, email, etc.

Subscribe to online full-text databases that support curriculum offered at these centers

Develop assessment techniques to measure effectiveness

Establish core reference book collection at each center, with particular emphasis on the programs and classes offered

*What is the need or intended use? How was that need assessed? What is your evidence of the need?*

Evaluators' draft report identified lack of service to outreach centers as a point of weakness

Failure to provide library service and collection to outreach centers means not all students, faculty, and staff are receiving equitable access to resources

*Given college resources, is it feasible? Is it an efficient use of college resources?*

Yes and yes.

*What would be the campus location of this request/project?*

Florence and Cottage Grove

*How many students (per year) will benefit?*

All of the students at these centers

*How will students benefit? How specifically will it address Core Abilities or Learning Outcomes of your program?*

Will further the ability of students at outreach centers to think critically, develop cultural competence and self-awareness, and explore academic disciplines.

**4) *Describe the resources needed***

*Attach the Initiative Spreadsheet to this chapter. Please be specific about the actual equipment/resource that you need.*

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1. Postage for mailing library print materials to outreach centers – \$500 - New General Fund
2. Virtual Reference Software – \$3,000 - New General Fund, TACT
3. Core Collection of print reference materials – \$10,000 - New General Fund
4. Subscription to online databases, esp. nursing – \$5,000 - New General Fund, TACT, Perkins

**1) *List the possible funding sources***

See above.

*Can this project be partially funded?*

Yes

*If so, what portion could be funded at what minimum cost?*

Any component of this initiative could be funded separately from the others

If you identify Carl Perkins as a possible funding source, please answer the following questions:

1. *How does the request meet one or two of the Carl Perkins act goals?* - By providing classroom materials (via books and online databases) for students in technical programs
2. *How will the use of the funds contribute to the success of Lane's Professional Technical students?* By providing a source of specialized resources accessible from any location.
3. *Briefly describe your past history of utilizing Carl Perkins funds.* - The library has not applied for Perkins money in the recent past.

If you identify the Student Technology Fee as a possible funding source:

The TACT fee was instituted to assist units in the provision of technology that impacts students.

This criterion gives priority to uses that provide the greatest benefit to the greatest number of students. This proposal meets the criteria for eligibility for the Student Technology Fee.

Students need to use magazines, journals, newspapers, and other documents to research assignments, complete projects, and satisfy personal information interests. Online databases allow students to search for articles by topic, download and print the articles from any computer with Internet access.

**2) Provide ORG & PROG codes**

1. 525001 & 210000
2. 525001 & 210000
3. 525001 & 210000
4. 525001 & 210000

**7) How does this project articulate with the college's vision, mission & goals and contribute toward meeting the President's/Board's approved goals?**

Establishing a core collection of reference materials, providing instruction in the use of library resources and research skills, and subscribing to specific online full-text databases that support the programs and courses offered at the College's Florence and Cottage Grove centers will further the College's mission of providing quality educational opportunities in professional technical and lower division college transfer programs, foundational academic, language and life skills, and lifelong personal development and enrichment.

**1. Initiative #2 – Initiative Title - Infuse Information Literacy into the Curriculum**

**Division Priority: 2**

**2. How is the initiative linked to your Program Outcomes Analysis for 2003-2004?**

*What is the challenge you are trying to address?*

Limited number of students can be reached with 3-credit stand-alone course

New requirement of library use as a learning outcome for all programs poses challenges for stand-alone instruction

Students have varying levels of readiness.

Research indicating effectiveness of combining instruction in research technique with specific discipline/subject content

*How will this initiative address the challenge?*

By making library research skills a part of larger instructional efforts

By making library instruction more flexible to specific contexts and student populations

By expanding the number of faculty prepared to provide instruction in information literacy skills

**3) Describe the initiative**

*What will the product, innovation, or change of this initiative be? Please be as specific as possible.*

Develop 1-credit “modules” focused on information literacy skills that can be combined with other literacies such as computer literacy, and tailored to subject matter/literacy needs of individual programs; module can also be added to a current 3-credit class to convert to a 4-credit offering

Develop an online tutorial that can be used by teaching faculty to meet library resources requirements, as a developmental assessment tool, or as prerequisite to the more in-depth Library 127 class.

Combine Library 127 with Writing 123 class into a new learning community.

Add library component to the Fast Lane to Success learning community

Develop and provide library instruction for teaching faculty, so they can incorporate principles into their individual courses

***What is the need or intended use? How was that need assessed? What is your evidence of the need? -***  
Fewer than 1% of Lane’s students receive formal instruction in library research skills

***Given college resources, is it feasible? Is it an efficient use of college resources?*** Yes, and yes. See below and spreadsheet for budget analysis

*What would be the campus location of this request/project?* Anywhere classes are offered.

*How many students (per year) will benefit?* – Depends on success of collaborative efforts with teaching faculty.

*How will students benefit? How specifically will it address Core Abilities or Learning Outcomes of your program?* – by providing quality educational opportunities in professional technical and lower division college transfer programs, foundational academic, language and life skills, and lifelong personal development and enrichment.

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**4) Describe the resources needed**

*Attach the Initiative Spreadsheet to this chapter. Please be specific about the actual equipment/ resource that you need.*

1. 100 hours of faculty curriculum work @ \$26.44/hr = \$2,644+OPE - Curriculum Development Funds

**5) List the possible funding sources – See above.**

*Can this project be partially funded? No. The work required to develop these courses and modules is too great to be absorbed within the normal faculty workload*

*If so, what portion could be funded at what minimum cost?*

If you identify Curriculum Development Funds as a possible funding source, please answer the following questions: - See above

1. *How will the initiative improve learning?* By creating a variety of learning opportunities in different formats for different courses
2. *What specific curricular materials will be created?* See Above
4. *If the proposal is for a course revision, how does this curriculum development differ from routine course maintenance?* N/A

**3) Provide ORG & PROG codes**

1. 525001 & 210000

**4) How does this project articulate with the college's vision, mission & goals and contribute toward meeting the President's/Board's approved goals?**

By supporting the core values of learning, diversity, innovation, collaboration and partnership and accessibility. By transforming students' lives through innovative teaching and learning experiences. By transforming the College organization through building organizational capacity.

**Initiative #3 – Initiative Title - Expand Library Resources for Students, Faculty, and Staff**

**Division Priority: 3**

***How is the initiative linked to your Program Outcomes Analysis for 2003-2004?***

*What is the challenge you are trying to address?*

Increased demand for library resources generated by incorporation of library use into program learning outcomes

Inadequacies in collection size and age identified in self-study

Limited budget for collection

Lack of student and staff input into collection development process

Inadequate assessment criteria

Collection development has focused on curriculum support and less on development of core abilities and lifelong learners

*How will this initiative address the challenge?*

By continuing provision of full-text online databases available by remote access

By expanding and simplifying access to other library collections

By incorporating greater student and staff input into collection development efforts

By developing qualitative, and expanding quantitative measures of success

**1) Describe the initiative**

- *What will the product, innovation, or change of this initiative be? Please be as specific as possible.*  
More efficient method of maintaining availability and usefulness of library classroom  
Initial membership and ongoing participation in the Summit (Orbis/Cascade) consortium  
Expanded collection which supports all of the College's instructional programs and student services.  
Examples are TriO, Career and Employment Services, Apprenticeship
- *What is the need or intended use? How was that need assessed? What is your evidence of the need?* – See above.
- *Given college resources, is it feasible? Is it an efficient use of college resources?* Yes, and yes. The resources requested herein will expand the available collection to several million books, from 65,000 books, and access to 8,000 magazines and journals, from 250 subscriptions. Approximate increase in cost per FTE student - \$10/year.
- *What would be the campus location of this request/project?* - Wherever there is an internet connection
- *How many students (per year) will benefit?* – Up to the total enrolled population (and all faculty and staff)
- *How will students benefit? How specifically will it address Core Abilities or Learning Outcomes of your program?* - By providing quality educational opportunities in professional technical and lower division college transfer programs, foundational academic, language and life skills, and lifelong personal development and enrichment.

**2) Describe the resources needed**

*Attach the Initiative Spreadsheet to this chapter. Please be specific about the actual equipment/ resource that you need.*

1a. .5FTE Library Assistant to coordinate lending and borrowing of items from Summit libraries - \$23,000 + OPE - New General Fund

1b. Carryover of Orbis membership already in Library's 04-05 budget (if not fully accomplished in 2004-05) – \$50,000 - Existing General Fund

1c. Annual participation in Orbis consortium – \$12,000 - New General Fund

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2. Subscription to online full-text journal databases – \$35,000 - TACT, new General Fund
- 3a. Purchase and initial profiling of Innovative’s metasearch software already in Library’s budget (if not completed in 04-05) – \$36,450 - TACT
- 3b. Annual Profiling of metasearch software – \$7,500 - TACT
4. Annual membership in Online Computer Library Center (source of interlibrary loans outside the Orbis libraries holdings) – \$5,000 - New General Fund
5. Purchase of Acronis TrueImage Service 8 software and HardDrive – \$943 – TACT or New General Fund

**3) List the possible funding sources – See above.**

*Can this project be partially funded? Yes*

*If so, what portion could be funded at what minimum cost?*

Orbis activities can be funded without funding other components - \$35K if original investment can be carried over

Online databases can be funded without funding other components - \$35K

Metasearch software and annual profiling can be funded separately - \$7,500 if original TACT allocation (for 04-05) can be carried over

Other components can be funded separately.

**If you identify the Student Technology Fee as a possible funding source:**

All of the requests in this proposal for which the student tech fee is indicated meet the criteria for qualification.

Online Fulltext Databases. These databases provide online access to abstracts and full text of articles from more than 3,000 journals, magazines, conference proceedings and special reports. Examples are: EBSCO database, which provides information from general, academic, and specialty magazines and newspapers; SIRS, which provides magazine articles, documents, government documents and conference proceedings on a wide variety of topics of social interest; Oregonian (newspaper) and New York Times (newspaper.) The library adds new or drops old databases based on curriculum needs. Because the library takes advantage of pricing based on consortial arrangements, it may also add or drop subscriptions based on choices made by the consortium.

Students need to use magazines, journals, newspapers, and other documents to research assignments, complete projects, and satisfy personal information interests. These databases allow students to search for articles by topic, download and print the articles from any computer with Internet access.

The ability of students to access and use information that is available from the Lane library is dependent on many things, but among them are the efficiency and effectiveness of the library’s hardware and software. As formats have become more varied, and as more resources become available online, the ability to retrieve all relevant information becomes more difficult. The library has increasingly subscribed to online full-text periodical databases instead of continuing with print subscriptions. Such online databases allow students to retrieve much more precise information and print articles that are retrieved; the more computer/information literate of them can do all of it without being dependent on library open hours or staff assistance. The disadvantage of this array of databases is that a separate search, using a separate search strategy, must be conducted in each individual database.

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The purchase and installation of the system vendor's new Millennium Access Plus products, vastly improve this process by integrating access to all of the library's resources. With them, a student need only develop and enter a search strategy once to retrieve all relevant books, journals, articles, conference proceedings, government documents, photos, etc. The MAP WebBridge also provides additional suggestions for resources to try, should this search prove inadequate. (NOTE: TACT approved money for this metasearch software for 2004-05. This is a request for re-allocation or carry-over into 05-06 should the vendor be unable to implement in this fiscal year.)

Any registered student at Lane is may access the library's catalog and subscription databases, so in a very real sense all of Lane's students will benefit from this improvement.

Support for these subscriptions has come from the TACT fund since its inception.

**4) Provide ORG & PROG codes**

525001 & 210000

**5) How does this project articulate with the college's vision, mission & goals and contribute toward meeting the President's/Board's approved goals?**

By supporting the core values of learning, diversity, innovation and accessibility. By transforming students' lives through innovative teaching and learning experiences. By transforming the College organization through building organizational capacity.



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**1. Initiative #4 – Initiative Title - Contribute to Student Retention and Success of At-Risk Populations** **Division Priority: 4**

**2. How is the initiative linked to your Program Outcomes Analysis for 2003-2004?**

*What is the challenge you are trying to address?*

Accreditation Standard requirement to serve all students

Importance of library skills in creating critical thinkers and lifelong learners

Providing service and instruction to students with varying levels of readiness.

Lack of assessment measures of library contribution to student success and retention

*How will this initiative address the challenge?* - By expanding Library services and instruction to include special populations, non-instructional departments and developmental programs

**3) Describe the initiative**

***What will the product, innovation, or change of this initiative be? Please be as specific as possible.***

- Develop instruction tailored to special needs, such as ESL and TRiO students, to increase familiarity and comfort with the library, support curiosity by developing research skills appropriate to individual interests.

Develop tutorials that can be used with high schools and/or Academic Learning Skills.

- Develop and provide training in use of library resources to faculty and staff.
- Expand the library's collection to include materials useful to faculty and staff working with at-risk students.
- Utilize a translator as appropriate.
- Continue library participation on the Success and Goal Attainment (SAGA) Committee
- Develop measures to assess library contribution to student retention and success.
- Evaluate Library 127 class in light of information literacy outcomes, and revise as appropriate

***What is the need or intended use? How was that need assessed? What is your evidence of the need?***

Research indicating that comfort with library facilities and research skills improves student retention and success

***Given college resources, is it feasible? Is it an efficient use of college resources?*** Yes. This initiative requires minimal additional resources

*What would be the campus location of this request/project?* Library facility or wherever instruction is needed

*How many students (per year) will benefit?* Unknown

*How will students benefit? How specifically will it address Core Abilities or Learning Outcomes of your program?* - By providing quality educational opportunities in professional technical and lower division college transfer programs, foundational academic, language and life skills, and lifelong personal development and enrichment.

**4) Describe the resources needed**

1. Increase to library materials collection for expanded subject areas - \$5,000 – New General Fund

*Attach the Initiative Spreadsheet to this chapter. Please be specific about the actual equipment/resource that you need.*

**5) List the possible funding sources**

*Can this project be partially funded?* Yes

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*If so, what portion could be funded at what minimum cost? Anything would help.*

6) **Provide ORG & PROG codes**

525001 & 210000

7) **How does this project articulate with the college's vision, mission & goals and contribute toward meeting the President's/Board's approved goals?**

By supporting the core values of learning, diversity, innovation, collaboration and partnership and accessibility. By transforming students' lives through innovative teaching and learning experiences. By transforming the College organization through building organizational capacity.

**1. Initiative #5 – Initiative Title - Improve Assistive Technology**

**Division Priority: 5**

**2. How is the initiative linked to your Program Outcomes Analysis for 2003-2004?**

*What is the challenge you are trying to address?*

Difficulty of assuring that all library resources, including print, non-print, and online, are equally accessible to all students.

Difficulty of assuring that staff are current and competent in use of special technology because of infrequency of contact/demand for such instruction.

Accreditation Standard 5 – Library service to all students

Lack of assessment measures

*How will this initiative address the challenge?*

- By improving the quality of the equipment available to students with disabilities who use the library
- By supporting the need for a permanent member of Lane's staff whose responsibility it is to assure equity of instructional access across campus.
- By developing measures for assessing accessibility of resources

**3) Describe the initiative**

*What will the product, innovation, or change of this initiative be? Please be as specific as possible.*

- Improve assistive technology area of the library by adding an adjustable height table
- Upgrade the computer and assistive software currently available
- Purchase wireless standard or ergonomic keyboard
- Purchase Dell Standard computer, customized by expansion of RAM to 1 gigabyte
- Collaborate with Disability Services and other College departments to fund a
- permanent position to maintain equipment and train students and staff in their use

*Given college resources, is it feasible? Is it an efficient use of college resources?* Yes, and yes. The College has an obligation to provide equal access to resources

*What would be the campus location of this request/project?* The Library's Assistive Technology area.

*How many students (per year) will benefit?* Very few, but this does not negate the importance of providing up-to-date and well-maintained equipment for individuals with disabilities.

*How will students benefit? How specifically will it address Core Abilities or Learning Outcomes of your program?* By enhancing access.

**4) Describe the resources needed – Attach the Initiative Spreadsheet to this chapter. Please be specific about the actual equipment/resource that you need.**

1. Dell Computer with 1 gigabyte RAM - \$1,500 – TACT, New General Fund

2. Adjustable Height Table – \$1,000 - New General Fund

3. Wireless Standard or Ergonomic Keyboard – \$200 - Existing General Fund

4. With Disability Services and other College departments, share the cost of a permanent .5FTE computer support position for assistive technology - \$18,000 + OPE – New General Fund

**5) List the possible funding sources – See above**

*Can this project be partially funded?* Yes

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*If so, what portion could be funded at what minimum cost?* Full funding of any component would be very helpful.

If you identify the Student Technology Fee as a possible funding source:

The proposal meets the criteria specified for eligibility for the Student Technology Fee

**5) Provide ORG & PROG codes**

1. 525001 & 210000
2. 525001 & 210000
3. 525001 & 210000
4. 525001 & 210000

**7) How does this project articulate with the college's vision, mission & goals and contribute toward meeting the President's/Board's approved goals?**

By supporting the core values of learning, diversity, innovation, collaboration and partnership and accessibility. By transforming students' lives through innovative teaching and learning experiences.

**1. Initiative #6 – Initiative Title - Expand Awareness of Library Resources and Services**

**Division Priority: 6**

**2. How is the initiative linked to your Program Outcomes Analysis for 2003-2004?**

*What is the challenge you are trying to address?* - Underutilization of current resources

*How will this initiative address the challenge?*

By developing a plan for communicating and marketing library resources.

By developing assessment criteria for measuring increase in awareness/utilization

**3) Describe the initiative**

*What will the product, innovation, or change of this initiative be? Please be as specific as possible.*

- Host “parties” to demonstrate specific resources
- Participate in fall in-service
- Participate more fully in Faculty Connections
- Acquire list of new faculty in each year, and offer specific training and discipline-related information
- Write for the Torch
- Maintain the Library’s “What’s New” web site feature

*What is the need or intended use? How was that need assessed? What is your evidence of the need?* Surveys of faculty, staff and students indicate varying levels of awareness of breadth and depth of library resources and services.

*Given college resources, is it feasible? Is it an efficient use of college resources?* Yes

*What would be the campus location of this request/project?* Any campus location

*How many students (per year) will benefit?* Unknown

*How will students benefit? How specifically will it address Core Abilities or Learning Outcomes of your program?*

Contribute to the creation of lifelong learners

**4) Describe the resources needed**

Attach the Initiative Spreadsheet to this chapter. Please be specific about the actual equipment/resource that you need. - *No additional resources are needed.*

**5) List the possible funding sources**

*Can this project be partially funded?* N/A

*If so, what portion could be funded at what minimum cost?* N/A

**6) How does this project articulate with the college’s vision, mission & goals and contribute toward meeting the President’s/Board’s approved goals?**

By supporting the core values of learning, diversity, innovation, collaboration and partnership and accessibility. By transforming students’ lives through innovative teaching and learning experiences.

## Chapter 5: Expected Unit Outcomes for 2005-2006

### ***Key Question: What Unit outcomes do you expect to achieve in 2005-2006?***

#### ***1. What unit level outcomes do you expect to achieve?***

- Expand access to and use of resources by developing 5 program-specific web pages and publicity/marketing plan
- Expand access to and use of resources by developing an online tutorial
- Expand access to and use of resources by developing program for regular marketing of current resources
- Expand resources to students and faculty at outreach centers by developing core reference collections and in-person instruction at the Cottage Grove and Florence centers
- Develop assessment methods for measuring the success of achieving the “library use” learning outcome in each program area
  - Improve service to staff and students by upgrading the integrated library system and making full use of enhanced capabilities
  - Increase completion rate of Library 127 class by 5%
  - Develop one credit information literacy modules which can be used to support instructional programs, learning communities and 3-4 credit conversion objectives
  - Provide 50 more students with formal library instruction of some kind
  - Establish core competencies for library staff, and identify and provide appropriate training and education
  - Improve the average age of identified subjects in the Library’s print collection by 5 years
  - Establish membership in the Summit (Orbis/Cascade) consortium to increase volumes accessible by Lane students and staff
  - Implement federated search (metasearch) software to simplify searching of library online resources
  - Increase usage of online databases by 5%
  - Register 50 more faculty and staff

#### ***2. What plans do you have for enhancing your use of current technologies?***

See above.

#### ***3. What plans do you have for working more effectively with your Advisory Committee?***

Not Applicable.

#### ***4. How will you set faculty and staff goals?***

*How will you ensure the participation of faculty and staff in all phases of Unit Planning?*

- Each member of the library staff is responsible for working on at least one chapter of the unit plan
- Classified staff set goals as part of the unit planning process, in which they are intimately involved, and as part of the fall in-service activities.
- Faculty set goals as above, and in addition have 1 – 2 annual retreats to develop and evaluate instructional objectives for the year
- All staff are regularly involved in decision-making with regard to budget expenditures, service improvements, and new or revised policies.

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**5. Number of Unit Contacts and Unduplicated Participants**

*Please provide your projected goal for 2005-2006*

- The library serves all Lane students and staff, but we would like to increase the number of active users by 10%.

**6. Student Success Data**

*Please provide your projected goals for 2005-2006*

- Develop ways to assess Library contribution to student success
- Continue to participate on the SAGA committee
- Expand library collection to include more career, scholarship and resources for faculty and staff involved in success and retention efforts
- Continue with participation in the summer EOAR program
- Develop activities that reach high school students

**7. Facilities and Equipment**

*What facilities or equipment goals do you wish to set for 2005-06?*

- Begin to educate ourselves about how to plan for an expanded facility within the next decade.

**8. Budget**

*Please provide projected goals for 2005-06*

- General Fund Allocation - \$1,034,852 (2004-05 + 3%)
- Actual Costs of Unit Operation -
- Revenues (Fees, etc.) – ICP @\$40,000 from overdue charges and replacement costs for billed materials
- Cost/per student FTE - <\$150/student FTE

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## Library Organization Chart July 2004

