

Chapter 0: Alignment with College

How is your unit aligned with the college's goals?

Answer this question by describing how your program/unit supports the following:

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 welcoming collection of print, non-print, and electronic materials that is diverse in breadth, depth and perspective 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
- Relationships with other College departments and activities such as Multi-Cultural Center, SAGA, Black Student Union, American Indian Language Project

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- 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 CLC's, Cottage, Florence and DTC campuses
- 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.

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➤ *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.

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

➤ **Strategic Directions (4)**

- *Achieve Financial Stability*—The Library lives within its means
- *Enhance College Climate*

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- Work cordially with other departments and services
 - Representation on hiring committees
 - Collaborate with various ASLCC groups
 - Work on community projects; e. g. Readin' in the Rain
 - Diverse collection, with materials supportive of all disciplines and programs
 - Friendly, knowledgeable staff
 - Safe, quiet, facility
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- *Build Organizational Infrastructure*
 - Clear library mission, accessible policies, organization chart
 - Up-to-date job descriptions, training procedures
 - Clear decision-making process, agreed to by all staff
 - Regular meetings with work groups and individual staff
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- *Implement Business, Workforce Development and Extended Learning Reorganization*
 - Collection and services support all endeavors of a comprehensive community college, including continuing education and contract training, lifelong learning
 - Extension of library borrowing/online database privileges to non-credit students
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- **Learning Centered Principles (1 And 6)**
 - It is the library's mission to contribute to the development of lifelong learning, and does so primarily through interactions with individual learners in our Library 127 class, in assistance provided at the reference desk, and in the services provided by the Circulation department.
 - The library is committed to interviews, surveys, student evaluations, testing, and a clear statement of instructional outcomes and assessment measures to document substantive change in learners.

Chapter 1: Unit Description

Who are you?

Answer this question by providing the following information

➤ **Unit Mission/Vision**

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 will be extended to the community.

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 consensual decision making.

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Library Purpose and Goals

In support of the stated goals and objectives of the College, the Library is developing a unified program of library-media 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 made 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 and community services by providing services, resources and facilities which encourage and stimulate individualized instruction, independent study and effective use of resources by students, faculty and the community.

Catalog Description

- 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 over 65,000 volumes of books and audiovisual materials, print subscriptions to more than 250 periodicals, and a variety of online databases.
- Librarians provide information assistance to individual students, faculty, and staff, offer a 3-credit class in library research skills, present orientations to classes, assist with the preparation of research assignments, prepare specialized bibliographies, design course-specific websites, and work with faculty to develop the Library's collection and provide curriculum support.

History/Significant Program Events

- 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 program changes include: subscription to a wide variety of online, full-text periodical databases; construction and furnishing of an electronic classroom; integration of library print materials with web resources.

Organizational Structure—Organization Chart is attached

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Staff/Faculty

- Library Director
- 2.6 Reference Librarians
- Systems Librarian
- Network Administrative Support Specialist
- Office Administrator/Acquisitions Assistant
- Serials Assistant
- Lead Technical Services Assistant (Cataloger)
- Technical Services Assistant (Cataloging)
- 3.5 Circulation assistants

Chapter 2: Program Outcomes (Curriculum)

What does your program intend to do? What does the learner acquire after completing your program? How does your program contribute to enhancing the core abilities (as defined in the catalogue) of the learner?

➤ **Program Level:**

- Program Outcomes—The primary goal of the Library is to provide accessible, high quality, and affordable materials and services that support the specific curriculum of the College, and that contribute to the development of a lifelong commitment to learning.
- In future, courses must demonstrate how information literacy skills will be acquired, as part of the approval process for meeting the Arts and Letters requirement. The Library will play an important part in meeting this requirement.
- In future, all professional technical programs must include an information literacy component, published as a learning outcome in the catalog
- Program accreditations/national standards if applicable

Standard 5—The primary purpose for library and information resources is to support teaching, learning, and if applicable, research in ways consistent with, and supportive of, the institution's mission and goals. Adequate library and information resources and services, at the appropriate level for degrees offered, are available to support the intellectual, cultural, and technical development of students enrolled in courses and programs wherever located and however delivered.

- Core Ability Outcomes—The Library 127 class, diverse collection of materials, policies which teach personal responsibility and ethical use of information, all contribute to enhancing the ability to:
 - communicate effectively.
 - think critically and solve problems effectively.
 - Increase understanding of the relationship between self and community, including self-awareness, personal responsibility, and the development of cultural competence.
 - explore academic disciplines
 - use library resources, and information literacy (New)

➤ **Course Level:**

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➤ **Course Outcomes**

The Library teaches only one course—Library and Information Research, Library 127. Students who complete the Library 127 course are able to:

- locate the various resources and services of a library and know their potential uses
- know the uses of the Internet for library research
- know the uses of an online library catalog and how to efficiently locate material
- understand the basics of library classification and subject headings
- effectively use online databases used in libraries and for research
- learn how to use the resources in the reference collection to find needed information
- demonstrate the basic principles common to most library research strategies
- prepare a bibliography according to standard bibliographic formats

➤ **Instructional Methods**—This class is essentially self-paced. Students must attend a one-hour orientation at the beginning of the term. Instructors and other librarians assist students on an individual basis through the term and the specific module.

Instructors assess student achievement by means of: written exams, written assignment, individual projects, group projects, portfolio, behavioral observation, surveys, and student self-assessment.

➤ **Instructional Environment** (classroom type/technologies). Students in the Library 127 course are required, in the course of completing the 6 units that comprise this course, to use all of the library's print, non-print, and electronic resources. The instructional environment is the library itself, any computer with an internet connection, and one-on-one reference assistance during all library open hours.

Chapter 3: Program Outcomes Data (Student, Fiscal, ...)

What were the results of providing your program as it relates to student enrollment, student success, and cost efficiencies? Program self study will also include assessment of program outcomes as defined in chapter 2.

*Provide data that describes what you did in the last planning cycle without analysis (that is done in Chapter 4)

- Enrollment data/Number of program contacts
 - Program Level: Student FTE
 - In 2003, 217,584 people used the library
 - All students and staff are eligible to use the library's collection and databases. 8,411 individual students and staff have materials currently checked out.
 - In 2003, there were 191,276 logins to the library's online subscription databases
 - Course Level: Student FTE—about 8FTE/year
 - Student FTE/Faculty FTE ratios—13,000:2.7, or .27 librarians for every 1,000 students
- Student Success Data
 - Student Completion ratios—75%
 - Knowledge of research techniques and available resources increases the chances of success in whatever course or program the student chooses
 - Student Surveys
 - In an exit survey conducted of Lane's graduates, 91% indicated that they found their Library experience at LCC to be useful. (IRAP)
 - A recent student survey conducted by the Library indicated a high satisfaction with the library staff in their pursuit of academic goals
- Demographic profile of students—The Library serves all Lane students and staff. We have no data to indicate that the demographic profile varies significantly from that of the College as a whole.
- Budget
 - General Fund - \$1,058,367
 - Restricted Fund: ICP from overdue fines and billed items - @\$40,000/year
- Facilities/Equipment
 - Space Description—1-1/2 floors of Center Building South
 - Equipment Inventory
 - 50 public computers
 - electronic classroom, including instructor station, electronic whiteboard, VCR/DVD, document camera

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- computers for staff, inadequate to current demand for web page creation software, web-based circulation and catalog systems, complex web site design and maintenance.
- Replacement Cycles

Chapter 4: Analysis of Expected Performance versus Actual Performance

Did you meet your expectations?

*Compare the expectations outlined in Chapter 2 to the data you provided in Chapter 3. How effective were you at meeting your goals? Was your performance what you thought it would be? What can be done to improve?

You also might find it effective to provide a summary analysis of the program using:

➤ Strengths

- Customer-service oriented staff
- Computers adequate in currency and quantity for students
- Online periodical databases provide depth and breadth of current information, and remote access.
- Each librarian assigned program/service area of the College with which to provide liaison relationship
- Library classroom allows diverse and relevant introductions to library resources

➤ Weaknesses/Opportunities

- Inadequate budget for keeping current with information and proliferation of formats
- Insufficient staffing to meet accreditation standards, particularly if college adds information literacy requirement to programs, certificates, Arts & Letters, and core abilities
- Assessment of outcomes vis a vis information literacy standards is difficult.
- Collection is quite old (avg. publication date is 1976)
- Minimal outreach to non-30th Ave campuses and programs, and distance learning efforts
- Proliferation of access points to information requires separate searches to gather all relevant information

➤ Conclusions

- While the library has made effective use of its current resources, it is still lacking in sufficient staff, budget for collection, and computer hardware and software to fully meet accreditation standards, and desired program/course outcomes.