

Unit Planning for Instruction & Student Services Library

For 2007-2008 Implementation

Preamble: Planning parameters at the Institutional level

Example:

- \$6 million recurring deficit for FY 08
- Recovery of deficit will occur in the general Fund 111100
- 2% FTE growth over 2005-2006
- *****

Section I: Data Elements (Distribute on September 13th) - Instruction

This section will be completed by Division Chair in Summer 2006 and will be distributed at fall in-service department meetings. The data will be provided to Division Chairs by IRAP.

	2002-03	2003-04	2004-05	2005-06
1.Enrollment	119	142	119	116
2.Cost/FTE	Varies	Varies	Varies	Varies
3.Retention		69%	85.3%	76.1%
4.Success		68.2	79%	70.8%
5.Capacity	130 (91.5%)	145 (97.9%)	135 (88.1%)	130 (89.2%)

1. Enrollment. The Library has historically offered two sections of its three-unit class, Library 127, each term (six sections per year.) Initial enrollment tends to be steady and high (97.2% in 03/04, and 89.6% in 04/05.) We offered an additional section in spring '04, which fully accounts for the 20-student difference between the two comparison years. Variations in enrollment from term to term are explained by the FTE of the instructor (see Capacity below.)

2. Cost/FTE. All of the library faculty are contracted, and cost/FTE depends on (1) individual salaries and (2) percentage of time spent in formal instruction (average is 20%-25% per section.) The remainder of the faculty librarian's time is spent providing reference and research assistance, managing the library's print, non-print and online materials collection, developing course-specific web pages and information resources, acting as liaison to classroom (teaching) faculty, and providing library instruction to other classes throughout the College.

3. Retention – our retention rates are not as high as we would like, but believe that the major reason is the lack of: regular class meetings, structured instructor/student interaction, and peer group activities.

4. Success. Success rates are lower than we would like, but believe they can in large part be attributed to the self-paced nature of the class. We are hoping to change the format of our instructional program to leverage technology, increase retention, and increase enrollment.

5. Capacity - The maximum number of students taught by our full-time faculty is 25/section. One librarian is .6FTE (contracted) and his maximum number of students is 15. For this reason, capacity in any given term may be 40 or 50.

Unit Planning for Instruction & Student Services Library

Section I: Data Elements (Distributed on September 13th) – Student Services

This section will be completed by Student Services Directors in Summer 2006 and will be distributed at fall in-service department meetings.

	2003-04	2004-05	2005-06
Unit Effectiveness			
<u>Enhances Student Engagement</u>			
	198,395 door count 108,307 online database searches 48,597 items circulated 589 interlibrary loans	199,116 door count 100,729 online database searches 45,718 items circulated 654 interlibrary loans	196,136 door count 166,082 online database searches 44,238 items circulated 3,806 ILL's (661 traditional; 3,245 Summit)
Number of service contacts	All students	All students	All students
Number of unduplicated participants	Same as LCC	Same as LCC	Same as LCC
Demographics of individuals served			
Other evidence of enhancing engagement			
<u>Enhances Student Learning</u>			
Enhances one of the five CCSSE Benchmarks (Active & Collaborative Learning, Student Effort, Faculty/Staff and Student Interactions, Academic Challenge, Support for Learners)	145 class instruction sessions	149 class instruction sessions	148 class instruction sessions to 3606 students 85 Personal research appointments 50 public computers
Enhanced student persistence			
Other learning enhancement data			
<u>Enhances Student Satisfaction</u>			
ACT student satisfaction data CCSSE satisfaction data	ACT 85% satisfied with library (in 2004) 94% found library useful (exit interviews of graduates)		ACT 82% satisfied (2002)
Other evidence of enhancing satisfaction	Student evaluations of Library 127		
Unit Efficiency			
Faculty/Staff to student ratios relative to benchmarks	1.5:1,000	1.38:1,000	1.38:1,000 FTE (will be .99:1,000

Unit Planning for Instruction & Student Services
Library

	<i>2003-04</i>	<i>2004-05</i>	<i>2005-06</i>
			in 06/07) NCES national avg. is 4.27:1,000 FTE
Demand/capacity analysis (i.e. waitlists, complaints about access, etc.)			20% of time, requests for class instruction must find alternate date >80% of library computers are in use during library open hours
Total general fund budget	1,176,142	1,198,852	1,087,221 (\$996,426 for FY 2007)
Budget from other sources (i.e., student fees, grants, etc.)	40,000	40,000	30,000
Other evidence of efficient use of resources			Membership in Orbis Cascade Alliance Library spends \$121/FTE student; NCES peer group avg. is \$176/FTE student
Unit Essentialness			
Essential to completing a business process with students			
Essential to an effective educational experience			Research documenting importance of libraries to student persistence and satisfaction
Legally mandated			
Other evidence of essential service			NWCCU Accreditation Standard 5 requires library collection and services Gen ed and core ability commitments to lifelong learning, critical thinking and information literacy

Comments/Clarifications to Student Services data elements

Essential to enrollment, retention, or success of students

Unit Planning for Instruction & Student Services

Library

The Library is increasingly being used in different ways, but demand continues to be high. Fewer people find it necessary to enter the library as often as they used to, owing to a wide variety of online full-text databases, electronic ability to request library materials, and opportunities to visit and borrow materials from Lane's partner libraries. Remote access (i.e. logging in from home) to library databases now accounts for 50% of the searches conducted, compared to 10% in 2002.

1. Unit Effectiveness

- Engagement
- Learning
 - Utilizing best practices for programs of information literacy, such as
 - Pre- and Post-surveys
 - Embedded in course content
 - Interactive
 - Clear learning outcomes
 - Instruction/services provided wherever and whenever programs are offered
 - Developing a core collection of curriculum-related library materials
 - Liaison program which matches every member of the teaching faculty with a librarian for purposes of selecting materials, creating assignments and bibliographies, remaining apprised of new books, A-V, non-print materials and websites.
 - Managing print and electronic course reserves
 - Providing remote access to online resources – almost 50% of library searches are from remote sites
 - Providing a welcoming study facility with adequate study spaces, computer workstations, and video viewing
 - Enabling students to develop core abilities of critical thinking and information literacy
 - Providing reference and research assistance during library hours
 - Participating in consortia which expand the materials available to students
 - Developing policies and practices, such as interlibrary loan, to maximize access to information resources
 - Assuring that new and revised courses have adequate library resources, via the Curriculum Approval process
 - Establishing outcomes for all of the performance indicators ranked important by all campus stakeholders (Survey Attached)
 - 75% of faculty require some use of library resources for their classes
- Satisfaction
 - Exit Interviews of Graduating Students –94% found the library useful
 - Student Surveys
 - Faculty Testimonials from students
 - Students print average of 15,000 pages/month

2. Unit Efficiency

Comparison Group – Board Members of League for Innovation + Oregon Community College libraries. 2002 is most recent data – Surveys available

The Library takes advantage of consortial discounts on electronic resources provided through membership in the Orbis Cascade Alliance, through the State Library subsidy, and through the Bibliographic Center for Research

Unit Planning for Instruction & Student Services

Library

Membership in Orbis Cascade Alliance increases size of available library collection from 65,000 volumes to over 26,000,000 for @\$15,000/year.

3. Unit Essentialness

- NWCCU Accreditation Standard 5 – Library and Information Resources require that any accredited institution have a library presence that includes facility, core collection, operations budget and personnel to adequately serve the needs of students and support the curriculum. Standards, Library self-study documents, and NWCCU report are attached.
- Information literacy is core ability.
- Curriculum approval requires certification of adequacy of library resources.
- Lane professional technical/certificate programs have library component as learning outcome.

Unit Planning for Instruction & Student Services

Library

Section II: Program Analysis (Discussed September 13th)

This section will be compiled by Division Chair in Summer 2006 and the draft will be distributed for discussion at fall in-service department meetings. This will be finalized by November 15, 2006.

- 1. What did your unit accomplish last year in relationship to your 04-05 and 05-06 planning initiatives? What were other accomplishments not related to the annual planning initiatives?**

Initiative #1 - Improve library service to outreach campuses

- Designate faculty librarian to provide individual and class instruction and library materials
- Added online resources to support distance learning activities, such as the Encyclopedia Britannica online

Initiative #2 – Infuse information literacy into the curriculum

- Developed and offered fully online Library 127 class
- Created online information literacy tutorial
- Revised library instructional outcomes to reflect College priorities and information literacy best practices
- Provided more customized library instruction for specific disciplines and courses
- Began working with the Oregon Consortium for Nursing Education to identify resources that will support Lane's participation in 2007

Initiative #3 – Expand library resources for students, faculty and staff

- Joined Orbis Cascade Alliance, a consortium of 34 academic libraries in Oregon and Washington, expanding access to collection of over 26,000,000 items
- Added full-text databases to online collection, providing broader subject representation and providing access from remote sites
- Expanded library collection that supports continuing education classes
- Expanded access to film collections for faculty use by subscribing in NetFlix
- Added new, specialized collections such as telenovelas and screenplays
- Implemented Student Access Network

Initiative #4 – Contribute to student retention and success of at-risk populations

- Met with high school librarians to begin discussions of opportunities for collaboration in preparing students for College research requirements
- Provided orientation and expanded collection for ESL students
- Continued Library representation to SAGA committee and participation in First Year Experience
- Developed set of basic assignments **related to various aspects of locating and using information resources**

Initiative #5 - Improve library services to students with disabilities

- Developed policy for special services to students with disabilities
- Upgraded assistive technology

Initiative #6 – Expand awareness of library resources and services

- Participate in Early Orientation and Registration efforts
- Publicity in the Daily
- “What’s New” link on library home page
- Added visual enhancements to library’s catalog and featured lists

Other:

- Worked with Foundation to provide special library privileges for Lane alumni

Unit Planning for Instruction & Student Services

Library

- Investigated ways to garner additional FTE, such as personal research appointments and staff training sessions
 - Staff development – attendance at Oregon Library Association, Online Northwest, Innovative Users Group, various Orbis Cascade Alliance subcommittees, identification of individual skill enhancement activities, participated in College activities.
- 2. What assessment activities did your unit undertake last year? In this section, please review and revise assessment plans submitted last year and identify the progress made on last year's assessment plan. Attach the revised assessment plan.**
- Revised data collection methods and reporting to reflect instruction and service outcomes
 - Developed tools to evaluate the effectiveness of classroom and individual research presentations
 - Revised learning outcomes to be more measurable
 - Developed an outline for a comprehensive assessment plan
- 3. Based on assessment results or other evidence, what program areas (new or continuing) need attention?**
- Age of Collection
 - Identification of information literacy skills, mapped to current College-wide activities
 - Reevaluation of current methods of providing information literacy skills, including format contribution to retention and success
 - Evaluation of effectiveness/efficiency of Library 127 class
- 4. Overall, what strengths do you believe your unit demonstrated in 2005-2006?**
- Creativity
 - Empathy
 - Stamina
 - Optimism
 - Dedication to the mission, and Lane's students
- 5. Overall, what challenges do you believe your unit faced in 2005-2006?**
- Workload issues
 - Anxiety over the future
 - Tension between all that could be done, and making choices about the most important activities
 - Student expectations
- 6. What conclusions do you draw from this analysis about needed improvements or changes in 2007-2008?**
- Need for all staff to have core competencies and a more fluid and/or shared approach to assignments and responsibilities.
 - Managing student expectations in light of budget reductions College-wide
 - Need to identify core instruction and services, and focus on those which best meet learning objectives most efficiently