

Unit Planning for Instruction
Division/Unit

For 2008-2009 Implementation

Section I: Data Elements - Instruction

	2003-04	2004-05	2005-06	2006-07
1.Enrollment	142	119	116	72
2.Cost/FTE	Varies	Varies	Varies	\$2,636
3.Retention	69%	85.3%	76.1%	88.9
4.Success	68.2	79%	70.8%	77.8
5.Capacity	145 (97.9%)	135 (88.1%)	130 (89.2%)	100 (66%)

1. Enrollment. Before 2006-07, the Library offered two sections of its three-unit class, Library 127, each term (six sections per year.) We offered an additional section in spring '04, which fully accounts for the 20-student difference between that and the next two years. Each librarian teaches three sections every two years, and our .6FTE librarian has a lower capacity enrollment for the sections he teaches (15 students v. 25 students.) Variations in enrollment from term to term are explained by the FTE of the instructor (see Capacity below.) In 2006-2007, the Library offered only one section of the 3-credit class per term, and one section of a one-credit online Library 199 class.

2. Cost/FTE. All of the library faculty are contracted, and instruction is part of an instructional workload that includes providing reference and research assistance to individual students, 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. Each section of the Library 127 class consumes about 20% of that faculty. Average time spent on credit instruction is 20%. Average cost/FTE in 2006-07 was \$2,636; Revenue per FTE for 06-07 was \$4,759.

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. Retention improved in 2006-07, we believe in response to more regular email communications to students, and the addition of a face-to-face group “clinic.”

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. 2006-07 success rate was an improvement over 2005-06, again we believe owing to more regular contact with individual students, and a substantial revision of the class packet to use clearer language and more appealing design.

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, section capacity in any given term may be 15 or 25.

Section I: Data Elements - Student Services

	<i>2004-05</i>	<i>2005-06</i>	<i>2006-07</i>
Unit Effectiveness			
<u>Enhances Student Engagement</u>			
	199,116 door count	196,136 door count	196,865 door count
	100,729 online database searches	166,082 online database searches	141,392 database searches
Number of service contacts			158,317

Unit Planning for Instruction
Division/Unit

	<i>2004-05</i>	<i>2005-06</i>	<i>2006-07</i>
	45,718 items circulated	44,238 items circulated	searches in the library catalog 45,506 items circulated 286,266 pages printed
	654 interlibrary loans	3,806 ILL's (661 traditional; 3,245 Summit)	5535 interlibrary loan transactions, including Summit
Number of unduplicated participants	All students	All students	All Students
Demographics of individuals served	Same as LCC	Same as LCC	Same as LCC
Other evidence of enhancing engagement			Group study rooms
<u>Enhances Student Learning</u>			
		148 class instruction sessions to 3606 students	147 instruction sessions to 2940 students
Enhances one of the five CCSSE Benchmarks		85 Personal research appointments	102 personal research appointments
(Active & Collaborative Learning, Student Effort, Faculty/Staff and Student Interactions, Academic Challenge, Support for Learners)	149 class instruction sessions	207 completions of library online tutorial	
Enhanced student persistence			
Other learning enhancement data			
<u>Enhances Student Satisfaction</u>			
			85.9% satisfied or very satisfied with library services, compared to 71.2% satisfaction across Oregon
ACT student satisfaction data		ACT 82% satisfied (2002)	
CCSSE satisfaction data			
Other evidence of enhancing satisfaction			
Unit Efficiency			
		1.55:1,000 FTE national avg. is 4.27:1,000 FTE	1.38/1,000FTE students – next to last among Oregon CC's.
Faculty/Staff to student ratios relative to benchmarks	1.63:1,000FTE		
Demand/capacity analysis (i.e. waitlists, complaints about access, etc.)		20% of time, requests for	Reduction in ICL availability

Unit Planning for Instruction
Division/Unit

	<i>2004-05</i>	<i>2005-06</i> class instruction must find alternate date >80% of library computers are in use during library open hours	<i>2006-07</i> means all library computers are in use during virtually all open hours
Total general fund budget	1,198,852	1,087,221	\$996,426
Budget from other sources (i.e., student fees, grants, etc.)	40,000	30,000	\$40,000
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	Library spends \$116/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	Research documenting importance of libraries to student persistence and satisfaction Development of critical thinking skills Supplemental resources to engage student interest
Legally mandated			
Other evidence of essential service		NWCCU Accreditation Standard 5 requires	NWCCU Accreditation Standard 5 requires

Unit Planning for Instruction
Division/Unit

<i>2004-05</i>	<i>2005-06</i>	<i>2006-07</i>
	library collection and services Gen ed and core ability commitments to lifelong learning, critical thinking and information literacy	library collection and services Gen ed and core ability commitments to lifelong learning, critical thinking and information literacy Information literacy consideration for JBAC- AAOT

Comments/Clarifications to Student Services data elements

Essential to enrollment, retention, or success of students

The Library is increasingly being used in different ways, but demand continues to be high. Remote access to online full-text library databases, electronic reserves, e-reference books and online request forms, and opportunities to visit and borrow materials from Lane's partner libraries increases the potential for round-the-clock use. Logging into library resources now accounts for 50% of the total searches performed, without any significant decrease in door count.

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 supplemental curriculum 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
 - 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
 - 75% of faculty require some use of library resources for their classes

Unit Planning for Instruction *Division/Unit*

- Satisfaction
 - Exit Interviews of Graduating Students –94% found the library useful
 - Student Surveys
 - Faculty Testimonials from students
 - Students print average of 24,000 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.

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

In response to reductions in ICL hours, the Library is planning in 2007-08 to incorporate laptop checkout, in collaboration with Instructional Technology staff to address student need for office software and increased demand for library computers.

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. Section II: Accomplishments – Submitted online

Section III: Planning efficiencies, productivity and revenue enhancements

Due December 14, 2007

2008-2009 (FY 09)

1. Efficiencies and Productivity: (Include impact, consequences, and comments)

Description	Impact and Consequences
Circulate print magazines	Greater visibility and use of collection
Cross-training library staff	More flexibility to maintain open hours and respond to Reduction in cost/FTE served unplanned absences + Greater variety in assignments + Increased opportunity for working with public -- Some activities take longer to complete
Laptop checkout	Greater use of library facilities, equipment and collections More opportunity to collaborate with IT Fluctuates with # of student workers available
Implement marketing plan developed in 2007-08	Greater use of all library services and instruction Reduction in cost/FTE served
Plan Learning Commons	Greater use by students More efficient use of resources Additional space for learning activities Increase student satisfaction, engagement and success

Unit Planning for Instruction
Division/Unit

	Reduction in cost/FTE served
Solicit practicum and service learning students	Positive experience for Lane students at no additional cost Enhanced opportunities collaborate with other Lane departments
Encourage development IT of automatic upload of Lane staff and faculty to library database	Eliminates need to manually register staff and faculty who wish to use library services Reduction in staff time devoted to this effort Increase in staff and faculty use of resources and remote access databases

Additional Narrative:

2. Revenue Enhancements: (Include impact, consequences, and comments)
Section III:

Description	Impact and Consequences
Circulate print magazines	Possible increase in overdue fines
Laptop checkout	Greater use of library Possible increase in overdue fines
Expand traditional library instruction by offering as non-credit, to high schools, and/or outreach centers	Further core ability of information literacy Increased FTE
Develop online information literacy course to be companion to research-intensive courses	Expansion of learning opportunities to remote students Flexible option for students Best practice – embedding library instruction in course content Addition student FTE
Library boot camp – summer academy – 3-5 day training to provide incoming students with basic research skills	Better preparation for college work Increased student FTE Further college core abilities
1. Identify library needs for Foundation grant potential 2. Generate list of desired titles, authors, etc. for donation of either item itself or \$\$\$	Extend library resources at no additional general fund cost
Offer circulation privileges to Lane alumni at no cost	Expanded awareness and use of library services and collection Positive community contribution Possible overdue fines
Establish Pay for Print	Students print @24,000 pages per month at the library. Payment plan would both generate revenue (\$100K - \$200K/year) and deter unnecessary printing.