

STANDARD FIVE

Library and Information Resources



Purpose and Scope

Library and information resources support teaching and learning in support of college goals. The Library is centrally located on campus and the college's library liaison system ensures communication between the Library and departments. Library outcomes are included in all of Lane's degree programs, and the Library has developed a class that guides students through the research process. Electronic library holdings and services allow the Library to come to the student as much as the student to the Library: online resources are accessible from any computer location that has an Internet connection. Technological advances in the last ten years have impacted the way students use the Library, and staff have endeavored to keep pace with those changes.

For degree and certificate programs, Lane's Library contributes to student success in meeting general education outcomes:

- 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.

To support these outcomes, the Library offers formal learning opportunities through a three-credit class in Library and Information Research; orientations to classes; one-on-one assistance to students from the reference desk; a diverse collection of materials; and policies which teach personal responsibility and ethical use of information. The Library provides a physically comfortable and safe learning environment, and a well-organized collection of learning resources that optimize learners' ability to access what is needed. Besides the centralized library facility, Lane supports the idea of departments building a discipline-specific collection of books and other learning resources. In addition, many departments have created student study spaces in the neighborhood of faculty offices. This decentralized approach, combined with the central facility, provides an effective learning environment for students.

Lane's library strives to maintain an accessible collection of curriculum support materials that

enhance classroom instruction. It also provides options for accessing materials: remote access from Internet-connected computers anywhere, interlibrary loan options, borrowing privileges at the University of Oregon (UO) Libraries, and a variety of formats.

Housed on the second and third floors of the Center Building on the Main Campus, the Library is open during the regular school year as follows:

Monday - Thursday	7 a.m. - 8 p.m.
Friday	7 a.m. - 5 p.m.
Saturday	10 a.m. - 2 p.m.
Closed Sunday	

(Hours differ slightly for summer and breaks.)

Lane's comprehensive community college mission is to provide accessible, high-quality, and affordable lifelong education. To support this mission, the Library provides 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 are extended to the community (5.A). The Library is planning several material, instructional, and service enhancements to support student learning in the coming year, including:

- expansion of resources for, and Library participation in Learning Communities;
- an online tutorial for information literacy;
- a new combined information/computer literacy course;
- online research guides and pathfinders;
- course-specific web pages and library presentations;
- and integration of library resources into a single searchable database.

Library Resources

To accomplish the college mission and goals, Lane's information resources and services include sufficient online resources and a basic book collection; sufficient equipment; and a committed (if often busy) staff (5.A.1). The collection analysis report demonstrates that the college's core collection and related information are sufficient to support the curriculum (5.A.2). Recent and significant resource enhancements

include purchase in 1999 of a server and software that allow library resources to be web-accessible; subscription to a wide variety of online, full-text periodical and reference databases; construction and furnishing of an electronic classroom; and integration of library print materials with web resources.

The explicit goals of the Library are:

- To provide organized collections of print, non-print and online 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 lifelong learning 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

Collection, Equipment and Funding

The collection includes books and audiovisual materials, print subscriptions to 237 print periodicals, and a variety of online databases. The Library's book collection numbers 67,557; the average publication date is 1976. The college provides financial support for library and information resources and provides for their maintenance and security (5.D.6). In the past year, the college allocated General Fund monies of \$1,058,367 and Restricted Fund: ICP (Income Credit Program) from overdue fines and billed items of approximately \$40,000. For three years, the Technology Advising and Consulting Team (TACT) has allocated \$30,000 from student technology fees to support subscriptions to the online databases. Recognizing the need for books and materials, the college has allocated an additional \$50,000 for 2004-05. Each year for the past three years, more than 2,100 books and other paper materials have been added to the collection.

Library equipment includes 50 Internet research computers; an electronic classroom, including an instructor station, electronic whiteboard, VCR/DVD, and a document camera. Staff computers have been upgraded recently to support webpage creation and organization of web resources.

Alternative methods of information delivery which accommodate different learning styles and technology align with the college's values of diversity and accessibility. The Library also has in the past three years doubled the number of computers available for students, added a classroom for instruction and Internet research, doubled the number of videotapes, added VCR/DVD players, and expanded its assistive technology area for students with disabilities. The Library is also developing a space to house collections from Staff Development and the college's Diversity Team, and shelving has been added to accommodate more course reserves and reference materials.

Staffing

The Library has a full-time director, who is also a librarian. This is a significant improvement from the previous manager of the division, who was part-time and was not a librarian. In addition, the Library is currently staffed by 3.6 FTE reference librarians; a systems coordinator; a systems librarian; a network administrative support specialist; an office administrator-acquisitions assistant; a serials assistant; a lead technical services assistant (cataloger); a technical services assistant (cataloging); a circulation services coordinator and 3.5 FTE circulation assistants.

Librarians provide information assistance to individual students, faculty, and staff, offer a three-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 teaching faculty to develop the Library's collection and provide curriculum support. Library classified staff are responsible for managing circulation functions, course reserves, acquisitions, serials, cataloging, computer hardware and software, and the integrated library automated system and technology resources.

Analysis of Library Collection and Human Resources

Lane is below statewide averages in terms of volumes per total FTE and expenditures per total FTE. The most recent *Oregon Community College and Workforce Development Profile (2000-01)* provides a comparison of library resources from 17 community colleges across the state. Total operating expenditures per FTE for Lane's library are \$63.35; the statewide average is \$83.15 (high of \$242.65 and a low of \$47.26). Lane is below the statewide median in this number. Lane provides 5.3 volumes per total FTE, including credit and non-credit; the statewide average is 7.5 (a high of 21.7 and a low of .4). Lane is fourth lowest in the state in this regard. Student FTE per professional staff is 2,774; the average statewide is 1,593. (The range is 313 to 5,000.) Lane is well over the average number of students per professional staff.

While the average publication date of books is 1976, the average date of items in circulation this past year is 1990; this implies a need for a newer collection, since many of Lane's students are engaged in research work that involves current information as opposed to archival documents. While the online resources offer enhancements to the book collection, they cannot provide the depth offered by longer works. There are no collections or staff in the three outreach centers or seven community learning centers.

Other national comparative statistics confirm the statewide comparisons.

For example, the National Center for Education Statistics reports that Lane spends \$133.54 per person enrolled per year, compared with \$156.98 in the peer group. The college's print material/paper volumes number of 67,557 falls well short of the 90,820 peer group average. Lane's 7.4 circulation transactions per FTE compare nationally to the peer average of 9.22. The book collection has fewer volumes per FTE student than in 1994; its 4.7 per FTE student in 2002 compares unfavorably to the 19.41 Oregon/Washington community college standard. The peer-average for print periodical subscriptions is 467; Lane's library has 247.

The librarian FTE of 3.6 FTE compares unfavorably with the 6.14 per FTE in the peer group according to National Center for Education Statistics. The total number of library staff is .5 FTE less than in 1994, although there has been a significant increase in the number of students the Library serves.

The ACRL minimum standard for library materials for community colleges is \$24/FTE student; Lane allocated \$18.75/FTE student in 2003-04. ACRL minimum standard for total operating budget is \$175/FTE student; Lane allocated \$165/FTE student in 2003-04. The percent of 2003-04 Lane's General Fund budget for library operations was 1.5 percent; the minimum ACRL standard is 6 percent. In each of these standards, an increase is recommended for institutions where the student headcount exceeds student FTE by more than 50 percent; Lane's headcount exceeds FTE by more than 70 percent. For IPEDS comparisons, community colleges of comparable size to Lane spent (in 2000) \$157/FTE student; Lane spent \$134/FTE student. (Note: IPEDS data do not reflect total enrollment at Lane, but the total student body that the Library serves.)

Recently conducted library surveys of students (2002) and faculty (2003) indicate strong dissatisfaction with the Library's collection.

Curriculum Support

The college's Course Approval Form requires the evaluation of adequacy of Library resources to support the course program offered, and the Library's liaison program helps ensure that the core collection and related information resources are sufficient to support the curriculum (5.A.2). All of the college's disciplines and programs have a liaison librarian who is responsible for working with instructional faculty to select and deselect library materials; design assignments; and create course/discipline-specific web pages of library resources. The Library director has some responsibility in this area as well.

Faculty can make direct requests for specific discipline-related items to the liaisons, thus targeting limited resources for use in direct instruction. A librarian is also assigned liaison responsibilities to the non-credit/continuing

education programs, in recognition of the importance of these offerings to the mission of a comprehensive community college. In the last year, faculty in outreach centers have been visited by a librarian to discuss resources and needs. The Library also conducted a survey of faculty in all college locations to solicit assessment of and recommendations for library collection and services.

Librarians annually evaluate the budget allocated for specific liaison areas. This includes a review of programs/certificates added or dropped in the previous year. Also analyzed are overall collection deficiencies and differential quality of subject collections.

There have been 17 degree and certificate programs added and deleted since 1994; however, there has been no increase in materials budget for the Library since then. (2.A, see Standard 2 for inventory of added and deleted Courses/Programs.)

Library resources also support student retention. In the last year, faculty librarians and other library staff have provided classes and purchased materials in support of Career and Employment Services and the TRiO Program. A librarian is a member of the Success and Goal Attainment committee (SAGA) whose charge it is to address issues of student retention (3.B.1 see Standard 3).

Program and Location Resources and Services

Lane's library resources and services are determined by the nature of Lane's educational programs and the locations where programs are offered (5.A.3). Since each discipline has a library liaison officer, instructors can request acquisitions to fulfill the requirements of the programs offered. Many of the online resources help to provide some information resource support for the outreach centers. Within the limits of its budget, the Library keeps its collection and other resources current and relevant to students' needs. Library personnel help ensure that library resources meet program needs through their participation in committees across campus, in particular the Curriculum Approval Committee. The Library is completing a plan for increasing collaboration with instructional faculty so that

courses are developed in even closer alignment with the Library's resources. Lane now connects library resources to course approval.

Increasingly, the Library emphasizes the use of online sources and is in the process of developing a web presence. The Library conducted a faculty satisfaction survey in 2003. A librarian participates on the Success and Goal Attainment Committee (SAGA) to help determine how best to use library resources for student success goals (see Standard 3).

While there are no physical facilities in any of Lane's three outreach centers or seven Community Learning Centers (CLCs), in recent years the Library has put a large portion of its materials budget into online full-text periodicals and reference databases with unlimited remote access capability. The shift to more online resources has greatly increased the Library's ability to provide service to all of the college's locations, as has the college's budgetary commitment to building a strong technology infrastructure (see Standard 5T). The Library has recently completed a draft website to support Distance Learners who do not attend classes on any of the college's centers. The Library 127 class is self-paced and requires only two meetings with the instructor; it is also conducive to distance learning.

Strengths:

- Lane's subscriptions to online periodicals and reference databases enhance the limited collection and offer convenience to students.
- The resource allocation process has improved, allowing for increased funding where it is needed most.
- The Student Technology Fee has provided a stable source of funding for many of these information resources at Lane. Online subscription databases allow students to access some library materials on a 24/7 basis. They are the main source of information for students taking classes at the Community Learning Centers and Outreach Centers, and those who cannot be on campus except during class time.
- The Library is strong in its policies, procedures, and organizational linkages, ensuring that resources and services are determined by the nature of the institution's education programs.

- In response to an Accreditation Report suggestion, a librarian is a designated standing member of the college's Curriculum Approval Committee.
- Librarians' participation in curriculum approval guides library resources and monitors adequacy of budget for new/revised courses and programs.
- The Income Credit Program and recent establishment of a Student Technology Fee have allowed the Library to double the number of Internet research computers for students.

Challenges:

- Static staffing levels have resulted in an erosion of services in an environment of enrollment growth.
- Keeping curriculum materials current with limited resources is a challenge.
- Including library resources and information literacy skills as outcomes for all professional technical degree and certificate programs puts pressure on limited resources.
- Some individual departments have developed collections of discipline-specific materials that are housed locally at department offices and are neither organized, catalogued, or searchable by the Library's search engine.
- Meeting all the learning resource needs at the college's outreach centers and CLCs is difficult.
- The college's increasing commitment to Distance Learning requires a plan and provision for library services to meet these students' library needs.

Improvement Plans:

- The college has authorized a reorganization of the Library department, and added a half-time computer support technician to optimize the Library's ability to meet service demand with limited available funds. This will increase the college's ability to provide more students with high-quality library services. The college continues to review appropriate staffing levels.
- The college has made appropriations for 2004-05 to purchase metasearch software and a server to allow students and staff to locate any library resource in a single search.
- The college has a Workstation Replacement plan with \$100,000 allocated college-wide in

2003-04 and an increase to \$250,000 on a recurring basis in 2004-05. The Library's workstation needs will be addressed through this plan on a prioritized basis (see 8.B.1 and 8.B.2).

- The college has added \$50,000 to the Library's 2004-05 materials budget .
- The Library will continue to develop creative ways to meet institutional and instructional requirements. The college continues to consider funding enhancements to support appropriate human, physical and financial resources for the Library.
- Library staff plan to work with departments to make all collection resources known and accessible to Lane staff and students. The Staff Development office and the Diversity Coordinators in particular have collections that appeal to a broad audience; the college is working to include a portion of their collections in the Library itself. The college will review the Library resource needs of the Outreach Centers and CLCs and investigate opportunities for meeting the needs of students who attend there.
- The college's draft Instructional Technology Plan promotes the use of instructional technologies to support student-directed, anytime/anyplace learning. The Technology Council will undertake review of this document, and make recommendations for how best to support library needs of Distance Learners.
- In the 2003-04 unit plan, the Library asked for an addition of faculty and classified staff.

Information Resources and Services

Library Materials and Equipment

Lane's library materials and equipment are selected, organized, and maintained to support the college's educational program (5.B.1; see also 5.A.1). Materials are chosen to foster the core values of the college, including respect for diversity. According to its collection development policy, the Library's primary goal is to provide library services which support the curriculum and fulfill the information needs of students, faculty, staff, administration and the community. This policy has recently been revised and expanded to provide specific criteria for the selection and

withdrawal of print, audiovisual and online resources. Librarians deselect outdated materials according to policy in consultation with faculty representatives.

Some of the Library's materials are available electronically. Online periodical databases provide on-site and remote access to current information sufficient in depth and breadth to support the college mission. Online databases provide cost-effective, up-to-date information sources for students' needs, and services such as EBSCO Alert allow students and faculty to be apprised of new information on relevant topics as it is made available.

The new library classroom provides a space for orientations to the Library and for joint faculty/librarian projects with students. Equipped with a data projector and interactive whiteboard, the classroom enhances Lane's capacity to provide more students with information resources and the skills to use them. Each computer also serves as an Internet workstation. Remote access to library accounts and services allows students to use online resources any time, day or night.

Computers are adequate in currency and quantity for students to use for searches and other research. The additional funds allocated for college equipment replacement provides for maintenance of this equipment. Lane also plans to create a facilities capital reserve fund to address contingencies (8.A.3, see Standard 8).

Independent and Effective Use of Resources and Services

Library and information resources and services contribute to developing the ability of students, faculty, and staff to use resources independently and effectively (5.B.2). Librarians provide general and subject-specific orientations to classes, provide intensive research assistance by appointment, and staff the reference desk during all library open hours. The Library employs many modes in educating students and staff in use of the Library's facilities. All staff must demonstrate core competencies and be able to communicate these skills. The Library website provides an opportunity to develop information literacy skills in all users, and makes it possible for users to view their library record anytime and from

anywhere. In addition, all staff complete the Library 127 syllabus, which assures a basic understanding of all information resources most important for Lane students.

Each term, librarians teach the three-credit Library and Information Research course. Due to its popularity, the Library added an additional section of this course for Spring 2004. Currently 65 students per term complete the course, or 1.2 percent of all Lane students. As a result of the new awareness of and institutional support for information literacy and library use, librarians have developed a plan for the addition of an online information literacy tutorial, have selected elements of a template to be used for course-specific web pages, and have revised and expanded the Library's Collection Development Policy.

Remote access has increased opportunities for independent and effective use of the Library. In addition, the Internet research computer classroom can be used by individual students or for library-related classes. The reference desk is staffed by knowledgeable librarians whose learning-centered approach to student service helps increase students' independence and information literacy.

Policies and Procedures

Policies, regulations, and procedures for systematic development and management of information resources, in all formats, are documented, updated, and made available to college constituents (5.B.3). Lane has a Library Policy Manual which complements the college's general policies. The Library practices careful stewardship of resources. Staff analyze usage and demand, work within the budget, and are committed to recycling. All staff participate in budget development. All policies are documented and updated and available online through the Library manual, which states the Library's mission and philosophy, and policies on collection development, interlibrary loan, Internet use, and others.

Campus Participation

According to Library policy, professional librarians are responsible for coordinating the selection of most library materials and making the recommendation for purchases. The Library faculty encourage participation from all segments of the college community in the collection

development program. Recommendations from students, staff and the community are accepted and evaluated according to the selection criteria (5.B.4). Purchase requests for library materials costing over \$100 will be considered if the requestor is able to cover the additional costs with departmental or other funding. Attention is paid to alignment of the Library's collection development policy with Lane's core values and with academic freedom issues; budgetary rationale behind development management priorities is explained.

The Library liaison system offers ongoing opportunities for faculty involvement in planning and development (5.A.1). The liaison system fosters relationships between library and other instructional faculty that contribute to coherent planning and development. The Library works with other departments on campus, serving on committees and providing resources.

The Library supports a suggestion box available online to give all users the opportunity to provide feedback, ask questions, and make requests. The Library "closes the loop" by providing an online "reply" box with answers to questions asked so that students can see the effects of their suggestions.



The entire Library Department is involved in the decision-making process. At a recent librarian's retreat, for example, all faculty librarians met with the director to collaboratively plan how to address issues raised in the self-study. The unit planning process engages all members of the library staff in the process of yearly self-study and planning for the coming year (see Standard 1 Introduction).

The "Reading Together Project," in which the college community selects and reads books in common, has been developed with close library collaboration. The Library orders additional copies of the book for campus use and creates events. Lane library staff also created the program website for Eugene's community-wide "Reading in the Rain" project. The Library collaborates with Disability Services, Distance Learning and Center for Learning Advancement, and is developing a plan for service to Community Learning Centers (CLCs), Cottage Grove Center, Florence Center and the Downtown Center. It also engages the broader community by offering the Community Borrower card. Orientations to schools and to College Now participants have a library component as well.

Computing and Communication Services

Lane relies on computing and communications services to extend the physical boundaries in obtaining information and data from other sources, including regional, national, and international networks (5.B.5). The college has invested wisely in information technology (IT) in the last ten years, and the Library has been a direct beneficiary of this investment. (See Standard 5T for an extensive discussion of IT infrastructure development at Lane.) The Library homepage directs students to search engines and organizes electronic resource access by category and region. Directories, newspapers, bibliographies, journals, and other library catalogs are all offered to the college community free of charge (some resources are only available to Lane students).

Electronic course reserves allow easier access to reserve materials. These are articles, documents or images that the Library processes and places on the library computer system; students can then

access these documents from school, home or anywhere they have Internet access. This makes electronic reserve more versatile than traditional library paper reserves.

Lane provides a wide variety of online databases which provide access to more than 8,000 magazines and journals and online collections of reference materials. The Library collaborates with Distance Learning. It is a member of several online networks, including global interlibrary loan and a shared cataloging consortium. The Library subscribes to a variety of online ready reference sources such as the American National Biography.

In Summer 2003, the Library conducted a usability survey of its homepage. In general, students found the homepage attractive to look at and easy to navigate. The homepage has been revised based on many of the suggestions resulting from that survey, and a complete redesign of the Library website will be completed by Fall 2004.

Strengths:

- The liaison system offers the opportunity to order library materials that will be used immediately in instruction.
- The Library liaison program and library budget allocations process improve coordination and planning.
- The dedicated computer and systems support effective operation.
- The decision-making structure allows free and full input from all staff, with a focus on continuous improvement.
- Staff all ensure that equipment and materials are selected, acquired, organized, and maintained to support the educational program.
- The Library's expansion of online, full-text periodical subscriptions greatly improve the diversity, currency and accessibility of high-quality information, especially in those disciplines where journals are the main vehicles for dissemination of information; consortial sharing of subscription costs is a cost-effective alternative to print periodical subscriptions.
- Online library policies and the ability to view one's library records over the web contribute to independent and effective use of resources.

Challenges:

- It is difficult for the Library to assess the extent to which students are developing skills in effectively using library resources, including Distance Learning.
- For staffing reasons, formal and informal instructional opportunities are limited.
- Faculty and college staff receive less training than students; this is mostly a function of limited Library staff.
- While the migration of library resources to the Web is positive in many ways, it poses new problems for independent use. Many students do not have appropriate technology at home and/or find research daunting. These students benefit greatly from formal or informal library instruction.

Improvement Plans:

- The Library is redesigning its website in Summer 2004 to make it easier for students to use. It has developed a plan for providing basic library resources instruction online.
- Since library use is required in classes such as Writing 123 and Writing 227, including online versions, the Library will consider how to collaborate with faculty in these classes to better assess students' effective use of library resources and make improvements accordingly.
- The Library is developing a marketing plan and a student and staff survey to better assess and serve student needs. The completion of a comprehensive marketing plan will increase the potential for making optimum use of the Library's resources.
- The Library 127 class will be revised to incorporate ACRL standards and best practices in information literacy, and has increased the number of sections offered to meet demand.
- The Library plans activities and a timeline for incorporating information literacy into the college staff training schedule.
- The Library will more intentionally solicit input via regular staff, student and faculty surveys, and formally include non-library stakeholders in its planning processes.

Facilities and Access

Lane's library and information resources are readily accessible to all students and faculty. The

Library works hard to provide the required resources students need for the educational program, and makes creative and efficient use of the resources it has (5.C.1).

Lane's library hours are coordinated with the school calendar to ensure access. Many of its resources are available online (see 5.B.5), which also allows access to a wide variety of library resources, especially newer ones. Interlibrary loan and reciprocal borrowing agreements with the University of Oregon libraries provide efficient and comprehensive access to most resources Lane students and staff need. The new technology fee continues to support direct student access to technology, and supports updating of databases (see Standard 5T). Telecourses, too, allow for access to students who are limited by their schedule or geographical location.

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 percent of the FTE enrollment; Lane's library seats 385 students, or 5.6 percent of the 6,870 FTE students. The minimum recommended assignable space is four 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.

Reciprocal Borrowing Agreements

Lane has established formal, documented cooperative arrangements with the University of Oregon, Linfield College, and Northwest Christian College (5.C.2). The college plans to participate in the ORBIS/Cascade Alliance (Summit), which will significantly expand print resources available to students.

Strengths:

- Online databases are sufficient, support the curriculum, and are readily accessible.
- The College has a formal reciprocal borrowing agreement with the University of Oregon Libraries, and the Lane Library is a member of an online international consortium (OCLC) and offers mediated interlibrary borrowing of books and periodical articles to enhance its collection.
- In 2003-2004, the college authorized a budget for membership in the Orbis/Cascade Alliance, which would allow any of Lane's students and staff to borrow materials directly from any library in this two-state Oregon and Washington collaboration of two- and four-year colleges and universities.

Challenges:

- The only location for a physical library and library staff is the 30th Avenue campus. The institution currently has three outreach centers and seven community learning centers which have no physical access to print resources or reference assistance.
- While the college library is ADA compliant, some obstacles to convenient access present themselves. Persons with disabilities who are not registered with DS must wait for staff to assist them with elevators. Assistive Technology is in an inappropriate space to accommodate many kinds of disabilities.
- While the Bond Project provided 211,000 additional square feet of instructional, office, and common space to the college, the Library is still too small to accommodate students' quiet-study needs (8.A.1, see Standard 8).

Improvement Plans:

- The college has made a state capital construction proposal for a new Library and Information Commons one of its top three priorities.

- In addition to facilities and books and materials enhancements, the Library is considering other options for increasing efficiency of resource use. The Library continually uses the results of surveys and suggestions to make improvements. The Library intends to survey CLC's, outreach centers and Distance Learning for their service needs and then to implement the results. The Library may also survey programs and disciplines for the best way to provide resources and then tailor collection, website, databases, etc., to specific disciplines. The Library has revised its collection development policy to reflect differential needs. As funds become available, the Library will update its assistive technology.
- The college and the Library will continue to find creative solutions to provide convenient access to all persons with disabilities. Long-range plans for a new building will consider access issues.

Personnel and Management

Library Staff

The Library staff provides high-quality assistance to its users, but is often stretched. The Library's reference librarians provide library instruction; represent the Library on the Curriculum Committee and others; develop the Library's materials collection; and staff the Reference Desk 66 hours/week (5.D.1). In 2003-04, 4.5 FTE circulation staff made services available to 9,439 credit FTE students.

The Library is staffed by qualified professional and technical support staff (Figure 5-1), with required specific competencies that are outlined in job postings (5.D.2). In addition to relevant experience and other knowledge, skills and abilities (KSAs), the Library's minimum qualification for director is now an MLS or an MIS; the faculty librarians have an MLS; the computer support specialist has at least an AS in computer science or equivalent; library assistants must have library experience. Responsibilities for staff are clearly outlined; Human Resources keeps job classifications on file with general characteristics, KSAs, examples of work, and supervision.

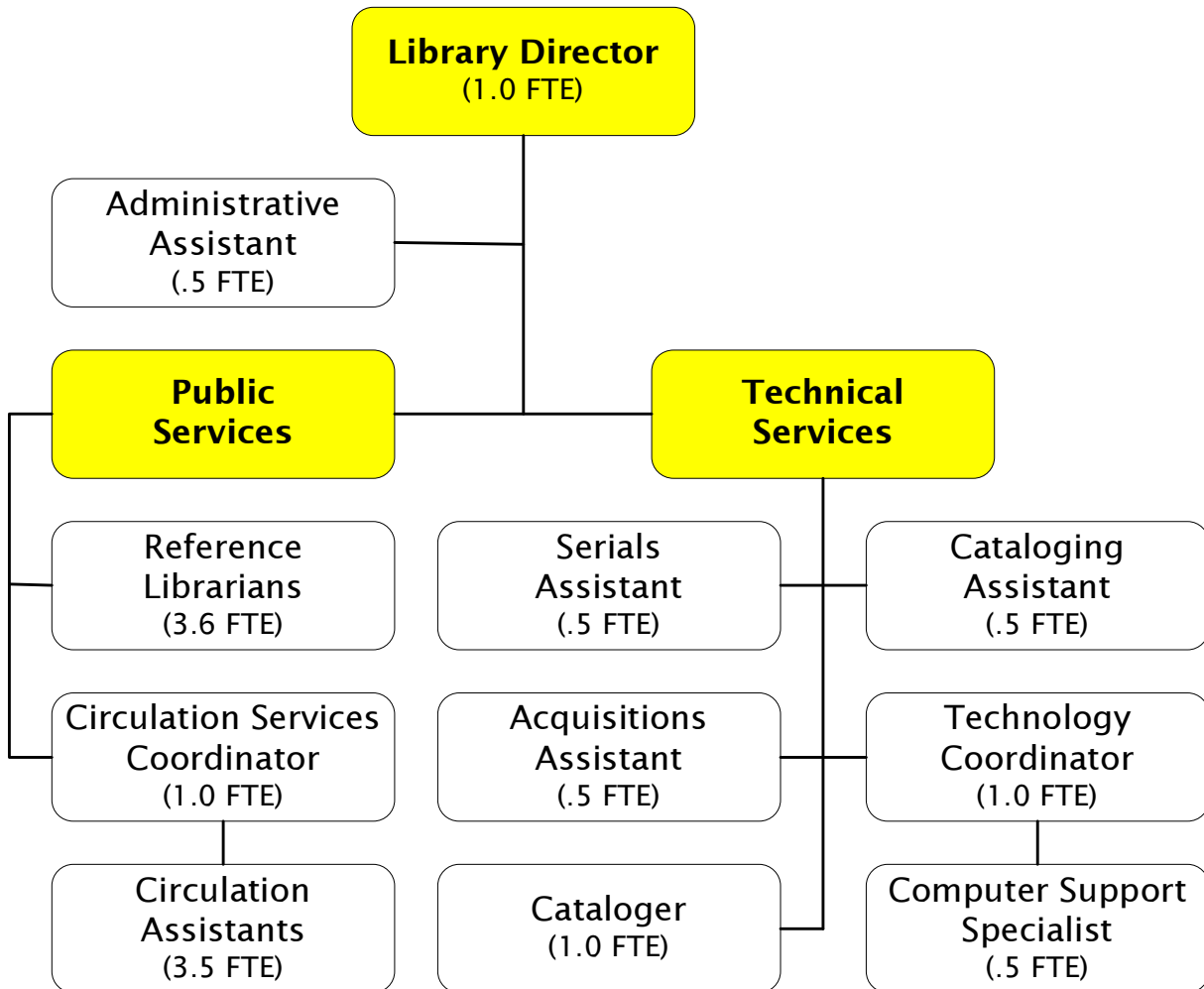


Figure 5-1: Library Organization Chart (Source: Library).

Because of its commitment to lifelong learning and high-quality service to students, the college provides professional development opportunities and resources for all of its staff (5.D.3). The Faculty Professional Development Fund is a resource for faculty librarians (4.A.3), and the director has access to the Management Professional Development Fund. In addition, there is a College Training Budget for regular staff trainings. Backfill is provided for classified staff for professional development. However, the travel and training budget of \$1,500 for a staff of 15 remains inadequate, especially for classified staff who wish to attend conferences. The need for constant upgrading of skills, particularly in the area of technology competencies, cannot be met with a budget of this size.

Organizational Arrangements

Library and information resources and services are organized to support the accomplishment of Lane’s mission and goals. Organizational arrangements recognize the need for service linkages among library and complementary resource bases (5.D.4). The college restructuring project aimed for a stronger integration and communication between units (see Standards 1 and 6). Currently, the library director reports to the associate vice president for instruction and student services, which acknowledges, at the executive level, linkages between student service and instructional support (see College Organizational Chart, Standard 6, Figure 6-1).

Librarians and classified staff work as a team to cover all service areas and maintain library collections and records. Librarians sit on departmental and college-wide committees and are assigned specific discipline areas as liaisons; library systems and computer support positions require liaison with the college's IT infrastructure.

The Library has recently been approved for a reorganization of staff assignments and departmental structure to increase the number of reference librarians while offering professional growth opportunities to existing staff.

Curriculum Development

The Library is represented on the Curriculum Committee which is involved in requirements for course approval (5.D.5). The Library uses part of its \$129,000 materials budget to support new and revised courses and programs. The course approval request requires evaluation of library resources, although course denial is not linked with lack of library resources. In addition, the Library's planning document includes procedures for greater collaboration with individual faculty in developing courses, syllabi, and assignments.

The informal linkages between the Library and other complementary resource bases have improved coordination and integration of resources. Examples are membership on the Curriculum Approval Committee, the Success and Goal Attainment (SAGA) committee, the Web Steering Committee, the Technical Advising and Coordinating Committee, and Distance Learning. The Library is working to formalize these linkages.

Strengths:

- The Library's personnel and professional and technical staff are highly qualified and committed, and have strong area expertise.
- The formal consultative role the Library now plays in curriculum development enhances coordination, as do the formal and informal linkages between the Library and other complementary resource bases.
- The college has recently improved its financial support for library instruction and services (5.A.1) and has approved reorganization of the Library's staffing.

Challenge:

- While the Library assigns one librarian to the reference desk during all open hours, staffing levels mandate that the desk be left unattended when that librarian is providing bibliographic instruction to a class – a frequent occurrence.

Improvement Plans:

- Given budget and staffing constraints, the Library will continue to weigh the needs of bibliographic instruction with individual reference assistance.
- Library reorganization in 2004-05 will allow the addition of a reference librarian.

Planning and Evaluation

Planning Process and Involvement

In accordance with the Library policy manual, Lane's planning process involves users, library and information resource staff, faculty, and administrators (5.E.1). The Library holds an annual planning event involving all staff. The Library's decision-making matrix requires identifying and involving stakeholders in decisions, and semi-annual librarian retreats allow for program, collection and resource planning as well. During unit planning, staff align library goals and initiatives with the mission, vision, core values and strategic directions of the college.

Technical Linkages

There are strong technical linkages among information resources (5.E.2; see also 5.T.E.2).

Evaluation and Improvement

The Library regularly and systematically evaluates the quality, adequacy and utilization of its library and information resources and services (5.E.3). The Library and the college use the results of these evaluations to improve the effectiveness of these resources.

The collection management reports, annual review of budget allocations, and review of staffing needs with each vacancy provide occasions for constant review and evaluation. Unit plans involve a departmental performance assessment piece. The 2004-05 work plan includes surveys of students, faculty and library web resources so that the Library may continually improve its ability to meet student needs. The Library has also assigned

liaison responsibilities for community education/ non-credit offerings to improve service to those areas.

In developing its ties to distance learning, the Library has completed a draft of the Distance Learning website, which will soon be live. Responding to its popularity, the Library added an additional section of its three-credit Library and Information Research class for Spring 2004. As a result of planning, the Library classroom for instruction and individual research and two new small-group study areas have been added to the Library.

In response to evaluation of the Library's resources and services, the college has recently approved the following improvements:

- addition of a .5 FTE computer support technician;
- increase of the Library's materials budget by \$50,000 for 2004-05, and ongoing funding from the college's technology fee for online full-text databases;
- reassignment of some non-library space to library use;
- purchase of computer upgrades and Multimedia MX Studio software for library staff ;
- installation of a server upgrade and metadata software for the integrated library system ;
- completion of a state capital construction proposal for a new Library and Information Commons.

As a result of evaluation, the Library has made several major improvements: it has completed a plan for revision and expansion of its collection development policies and has completed a plan for more regular and intentional communication with faculty, staff and students about resources; it has developed a template for the creation of course-specific library resources webpages to provide easier access to library resources; and it continually assesses and responds to its users' comments and suggestions through the online suggestion box (5.B.4).

