

Library Accreditation Report **DRAFT**

2.E Library and Information Resources

2.E.1 Consistent with its mission and core themes, the institution holds or provides access to library and information **resources** with an appropriate level of currency, depth, and breadth to support the institution's mission, core themes, programs, and services, wherever offered and however delivered.

Support for mission and themes

As an essential pillar of education at Lane, the library serves as an instructional unit, a learning space, and a virtual library. The library supports all its students, faculty, staff, and community members at Lane's main campus and its Florence and Cottage Grove outreach centers, as well as those online. Library services and resources support student progression and completion, as well as all of the college's core themes.

Though the library's budget has lost ground over the past several years, its services and collection are vibrant due to careful stewardship of resources and creative responses to need. The library has adapted to current demands by focusing its efforts on streamlining workflows, purchasing through consortial arrangements, selecting learning objects shared by other libraries, purchasing online tools that improve the user's experience, assisting faculty with information literacy instruction, and making economical decisions on collecting print and digital resources.

Access

The library is open 56 hours per week, the lowest number among Lane's peer libraries, and lower than the average for all Oregon community colleges, which is 64 (source: NCES 2010). Because of this limited physical access, the library continues to allocate more resources to build the electronic collection so that users have access to more materials when the library is closed. An increase in staffing levels would allow the library to provide more open hours to match increased campus activity on evenings and weekends.

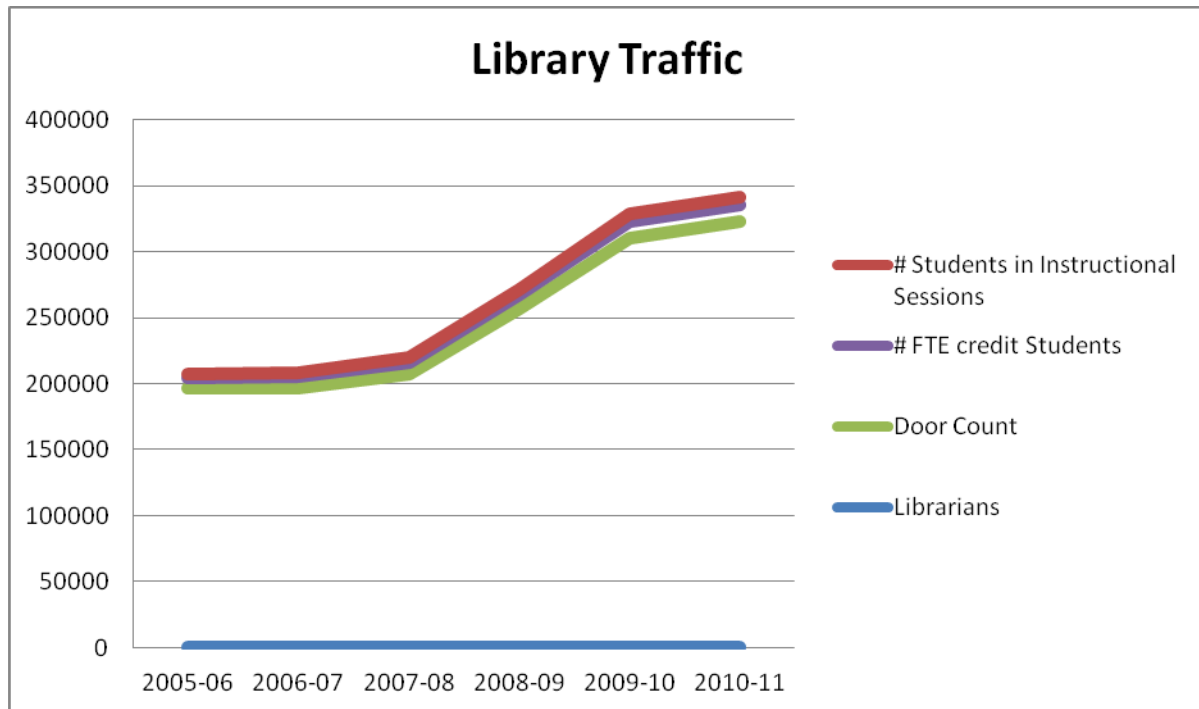
The library's physical collection is available to Cottage Grove and Florence outreach centers through a delivery service. Demand for such deliveries has been extremely low, and student awareness of library resources should be much higher. Due to staffing limitations, the library is challenged to strengthen its outreach to these centers.

Work-study students and interns typically provide between 1600 and 2000 hours of service annually. Students helping students strengthens the bonds between the library and its users. In addition to supporting the library, students gain important workplace skills, and studies [insert Adelman info] have shown that campus employment contributes to student retention.

Demand

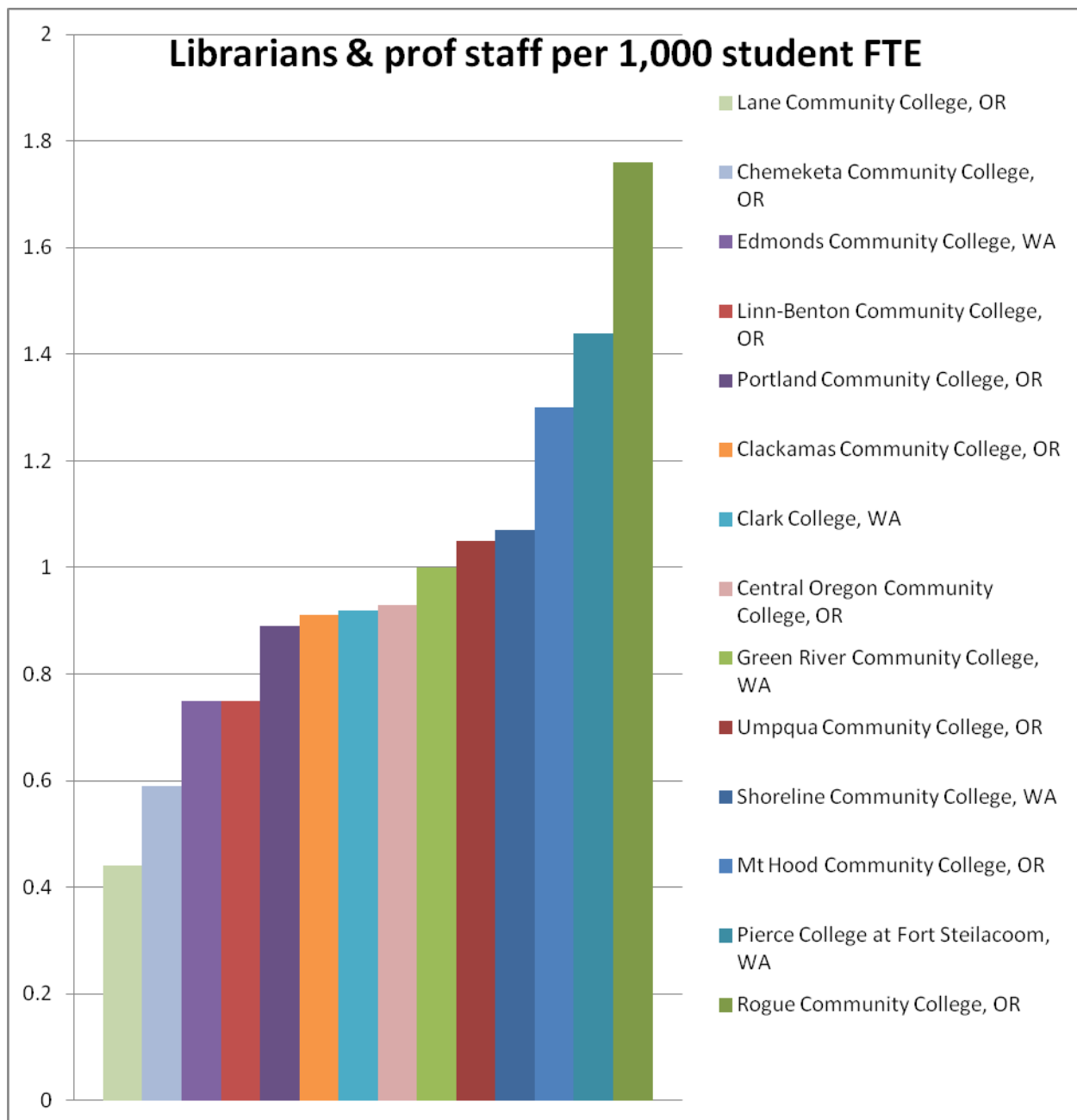
In the past five years, demand for library services has increased dramatically. With an average weekly door count at about 6,000, the library provides the only managed quiet study space on campus as well

as a full-service learning environment. Front-line student contact means helping students with questions about enrollment, campus logistics, printing and copying, Moodle, MyLane, and word processing. The library is serving more underprepared students than in past years, which has increased workload. At the same time, the growth of online resources demands greater technical skills. Although the library has not yet conducted assessment that directly captures the value of the library to student progress and completion, student satisfaction with staff and services is high ([2011 student library survey](#)). The following chart shows how instruction levels and door count have grown in relationship to static staffing levels.



challenges

Since the last accreditation report staffing levels remain an area of concern. While student headcount has increased substantially, the number of librarians has remained the same since 2003, and classified staff have been reduced. With only 3.6 FTE faculty librarians and 11.4 FTE contracted staff to provide information infrastructure for the college, the library must prioritize its services to achieve the greatest benefit to students. Lane has the lowest librarian-per-FTE ratio among its peer institutions in Oregon and Washington, as shown in the following chart.



Source: NCES.ed.gov 2010

If resources ever permitted, the library has need of another faculty position. The library could use an Outreach Librarian.

The collection

Proportionate to Lane's largest program, Academic Transfer (core theme 1), the library collection supports general education with access to consortial holdings as well as its own local collection. As a member of the [Orbis Cascade Alliance](#), the Lane Library benefits from consortial pricing, a shared

collection, and greater support for sustainable workflows. The library's print collection includes approximately 74,000 items. However, membership in the Alliance provides access to a consortial collection maintained by 37 academic libraries, effectively expanding Lane's catalog to more than 28 million items. Library users have direct access to the Alliance's shared collection through Summit, the interface for the consortial borrowing program. Summit loans are speedily delivered through the Alliance courier system, there is no cost for the loans, and the requested items are guaranteed to circulate. This is obviously a huge benefit to Lane's library users.

Membership in the Orbis Cascade Alliance is a prime example of how Lane's library leverages its monetary resources to provide maximum benefit to users, but it also streamlines workflow to advantage. As a replacement for most traditional interlibrary loans, Summit saves Lane library staff considerable time. Because Summit is unmonitored, staff do not request each item individually. Membership in the Alliance saves Lane library money on database subscriptions by providing consortial pricing. For example, our \$15,000 membership fee typically allows us to save around \$17,000 on database subscriptions alone.

Another way the library has deepened its collection and broadened access opportunities is through the provision of ebooks. Like all libraries, Lane's library is continually searching for the best ways to provide ebooks to its users. As publishers and hardware manufacturers struggle to create new business models for ebooks, libraries are caught in the middle with purchasing and access issues. Ebooks for libraries are still more costly than print resources, but for Lane's remote users ebooks offer more convenient access. Here again membership in the Alliance offers economical advantages. In 2010-2011 the Alliance designed a pilot project for demand-driven acquisitions (DDA), a dramatically different approach to purchasing that ensures item use. User access to ebooks triggers purchases that are shared among all Alliance libraries. During the pilot period Lane's users accessed content valued at \$41,499 at 6% of list price, for an investment of \$2,500 contribution. Thanks to this program, our users now have access to 42,735 ebooks. The pilot recently became a formal program that offers incredible value to Lane, and has the potential to influence how publishers approach sales to libraries in the future. Demand-driven acquisitions ensure that the collection has exactly what the library user needs.

The reference collection has been dramatically reduced in the past few years due to low use, and to create much needed study space. New reference resources are either purchased as electronic editions or intershelved with the circulating collection to increase discoverability. Prioritizing online reference over print format allows us to better serve the needs of students at locations other than the main campus. In addition, content from e-reference materials can be included in database search results, or pushed into Moodle course modules.

In support of Core Theme 2, Career Technical and Workforce Development, the library provides rich electronic and print resources pertinent to more than 50 career and technical programs. These library resources focus not only on skills, but on jobs and careers. The library collection is particularly rich for Lane's health programs, which are best served by current journals than by print books. Students in those programs have access to an array of databases, which include CINAHL, Ovid LWW Nursing, Nursing Resource Center, Health Source Nursing/Academic edition, Alt Health Watch, ScienceDirect, and

Medline. To help CTE students locate library resources, librarians develop online research guides as needed. Following are a few examples.

- <http://lanecc.libguides.com/automotive>
- <http://lanecc.libguides.com/culinary>
- http://lanecc.libguides.com/allied_health

In support of Core Theme 3, Foundational Skills Development, the library provides ESL resources, foundational skill-building software, GED preparation materials, and instruction for developmental courses.

Lifelong Learning, Core Theme 4, is supported by the library's collection, which includes materials that directly support Lane's vast array continuing education opportunities, and ongoing professional development needs.

Collection development is governed by principles outlined in the library's collection development policy (<http://www.lanecc.edu/library/about/coldev.htm>), which was revised in 2011. The collection is developed and maintained by faculty librarians and the library director, who each have liaison responsibilities in specific academic disciplines. Librarians stay informed about resources through faculty recommendations, book reviews available through the acquisitions software, and through print journals. Funding is allocated for each subject area to ensure that acquisitions are balanced across the curriculum, and these allocations are based on reviews of circulation statistics and course offerings. Faculty input on acquisitions is encouraged, and feedback is sought for database trials. **Because librarians sign new course approval forms, they are aware of curricular changes and can acquire new materials accordingly.** Providing reference services and library instruction for a wide variety of classes also provides the librarians with further insights into curriculum to support.

Access to scholarly journals and other periodicals is now primarily through online databases, the print journal collection having been reduced to a small browsing collection. The library's databases provide access to more than 37,000 journals. Databases are selected by the Librarians' Council.

Since the library's last accreditation visit the age of collection has improved, due to weeding efforts and the incorporation of 29,000 ebooks through ebrary, a database collection of ebooks. The average age of the library's print collection is 1989, and our total collection including ebooks is 1995.

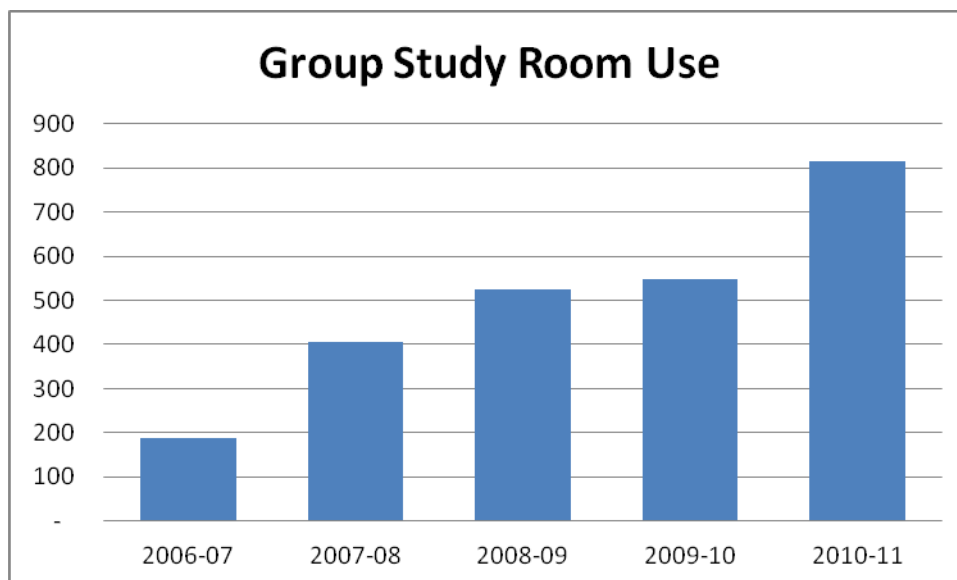
2.E.2 Planning for library and information resources is guided by **data** that include feedback from affected users and appropriate library and information resources faculty, staff, and administrators.

The Librarians' Council consists of faculty librarians and the library director, and meets every week to plan initiatives; establish goals; review policies; and make decisions that impact the collection, reference, and instruction programs. When databases come up for annual renewal, the council reviews usage statistics and assesses the value of the product to the current curriculum. Meeting minutes are

distributed to all library staff. The entire library staff meets monthly to share updates, decision-making, and planning to meet unit and college goals. Each year the entire library staff devotes planning time to support Lane's strategic directions. Minutes from these meetings extend back to 1993. Library meeting policies are documented online: <http://www.lanecc.edu/library/about/manual.htm#meetings>

In addition to input from staff, changes to the website have often been accompanied by user testing or surveys to help guide changes. Librarians conduct informal surveys of faculty to help guide instruction planning. Until 2011, comprehensive library surveys were infrequent and difficult to administer. The library's 2011 survey was widely distributed and returned more than 750 responses, the largest survey achieved to date. It was designed to gather information on service satisfaction and student needs, and was intended to help guide planning for the learning commons. [Library survey report will be included.]

All instructional contact, from the reference desk to the classroom, is tracked, and these usage patterns inform planning for library services. One of these measures is the use of group study rooms. The following chart shows the increase in checkouts of the library's two group study rooms, and clearly indicates the need for more at Lane. As we begin planning the learning commons, statistics like these will support Lane's decision-making process.



Evidence to include:

- [Library's Mission Statement](#)
- [Library Annual Report](#)
- Budget reports with detail
- [Collection development policies & procedures](#)
- Collection statistics
- [Consortial agreement: Orbis Cascade Alliance](#)
- [2011 Library Survey](#)

2.E.3 Consistent with its mission and core themes, the institution provides appropriate **instruction** and support for students, faculty, staff, administrators, and others (as appropriate) to enhance their efficiency and effectiveness in obtaining, evaluating, and using library and information resources that support its programs and services, wherever offered and however delivered.

Instruction

The library's instruction program supports Lane's academic transfer and CTE programs. To further support college instructional goals, librarians participate in Honors College instruction, and committees including Assessment Team, Learning Communities, SAGA, and First Year Experience. All new courses must receive library input before approval, and this process provides more opportunities for librarians to collaborate with other faculty.

Information literacy is a key component of the college's [liberal education strategic direction](#). The library provides information literacy support to help students build skills and knowledge that carry forth into upper-division work at four-year institutions. The library's information literacy program consists of its face-to-face instruction sessions, reference services, online research guides, and an online Information Literacy Toolkit.

The information proficiencies that form the basis of the library's IL instruction were designed to meet a need for better preparation identified by Oregon four-year institutions.

Librarians taught 232 sessions in 2010-11. This represents approximately 5,350 students touched by information literacy instruction. Over six years the library's instruction load has doubled, with no change in staffing levels of 3.6 faculty librarians. In 2010-11 25% of the sessions taught were for WR 121 and 122. Per JBAC requirements, these are the courses into which information literacy must be embedded. Developmental courses (ABSE, RD 80, WR 95, WR 115) made up another 24% of the teaching load. [TO SUPPORT CORE THEME 3.] The library is able to provide credit instruction when it meets the college's goals, although other services would likely need to be reduced.

Reference service is a crucial component of the library's instruction program. Students on campus have ready access to librarians at the reference desk, a traditional point of one-on-one instruction. We tally reference interactions for two weeks during fall, winter, and spring quarters. During these six weeks in 2010-11, reference librarians answered 1200 questions that we categorize as student support, technical, basic reference, and advanced reference.

Instruction also happens through email and instant messaging to reference librarians. In 2008 the library instituted an online chat service but had difficulty staffing it. To improve the user experience in fall 2009 the library began using a centralized chat service that allows librarians at other institutions in Oregon

and Ohio to answer queries posed by Lane students. This has dramatically improved student access to librarians, but we are still challenged to staff the chat service with our own librarians, who can give the best support to Lane students. In 2010-11 Lane students used this chat service for 604 queries. Of these, 280 were answered by Lane librarians.

Writing 121 and 122 are now required to include information literacy learning outcomes, per JBAC mandates. Recognizing the challenge this represents for Lane's writing faculty and themselves, the librarians opted to provide an Information Literacy Toolkit in 2009-10. The toolkit was substantially refined in 2010-11, and is conveniently organized according to information literacy learning outcomes articulated by OWEAC, ILAGO, and JBAC. The kit includes learning objects that instructors can incorporate into their online and traditional course design, in lieu of seeking librarian instruction. Tutorials in the toolkit received 3,272 unique views during an 11-month period in 2011-12.

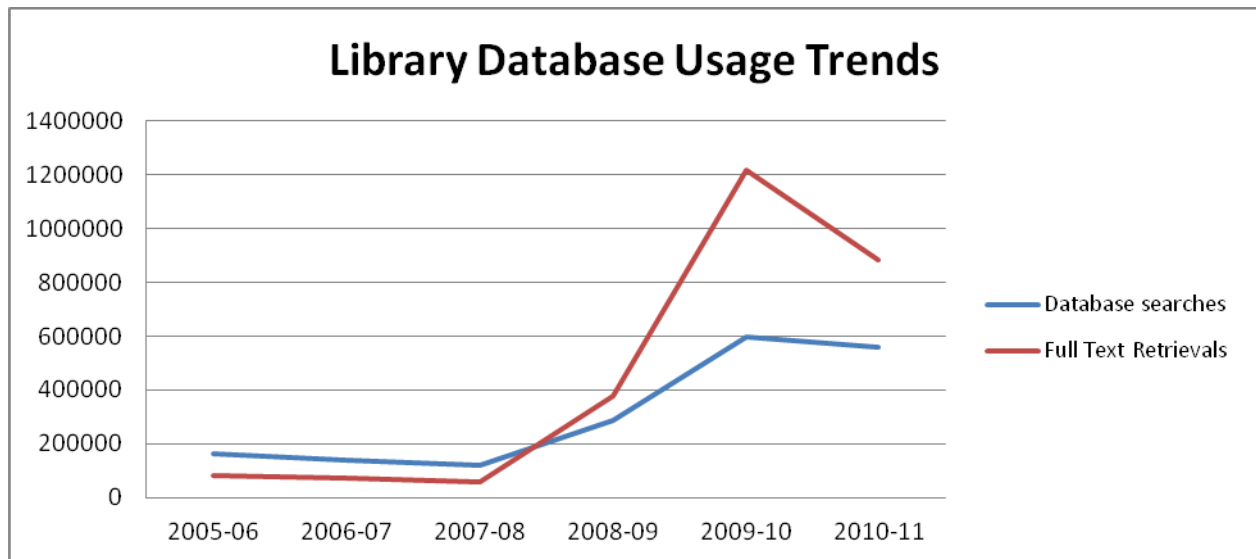
Support for Online Learning

The library's virtual collection directly supports the college's strategic direction for online learning. The virtual collection serves all Lane faculty, staff and students anytime, anywhere with Internet access. At this time the virtual library contains approximately 25,000 ebooks, and 31 databases that provide to more than 37,000 journal titles. Our array of [online dictionaries, reference collections, and encyclopedias](#) has grown to include 37 items, and this number will continue to expand each year. As database vendors develop tools for mobile devices, Lane CC library augments its mobile library interface, which is growing in popularity.

Online instruction is further supported by the provision of library widgets such as search boxes, links to information resources, [research guides](#) (LibGuides), and video tutorials that can be embedded in Moodle as part of course design. Use of e-reserves has grown significantly over the past five years. In 2010-11 the library processed nearly 7800 e-reserve items. In 2005-06 the library didn't have e-reserves at all.

To further support online learning the library makes streaming video available to faculty. Faculty can consult our [user guide](#) to select streaming video to link or embed in Moodle. The video segments vary in length, and many are available for business, health, biology and general education topics. Demand has been low, an indication that awareness of library resources is low among instructors of online courses. Developing a coherent outreach program for online instructors is an area of ongoing challenge for the library.

A major focus of library instruction is to guide students to library databases, and to expand their information horizons beyond Google. Databases are not easy to use, and the more we invest in them, the more instruction our users need. High database usage statistics attest to the effectiveness of these efforts.



Our 2011 student survey indicates that students who have received two or more library instruction sessions are more likely to ask librarians for research help than students who have not had library instruction.

In the past year the library revamped its instruction request form so that instructors could select fewer topics per session. This allows librarians to deliver more effective instruction on targeted topics. More emphasis is being placed on active learning in the library classroom.

Support for faculty

The library participates in faculty training offered through the Advanced Technology Center, and participates in new faculty orientation sessions. Information about library resources is distributed to faculty through email, the library newsletter, [Inklings](#), and the *Lane Weekly*. Librarians regularly present workshops for faculty at fall in-service and spring conference, and [Instructor Support](#) is readily available on the library website. When feasible, librarians make department visits. In 2010 and 2011 library faculty participated in two information literacy workshops for writing faculty.

Challenges

Traditionally the predominating model for our instruction is the one-shot session. Assessing learning in these sessions has been an ongoing challenge, and instructor feedback has not been forthcoming. We are currently refining our collection and analysis methods, and we will be looking at more direct ways to assess learning.

Serving the information literacy needs of the campus is an area of challenge. Because Lane lacks a systematized method of exposing students to information literacy instruction, librarians rarely are able to take a scaffolded approach to build upon basic knowledge already imparted. Working in concert with other faculty, the library hopes to one day develop comprehensive campus-wide information literacy

instruction. To help develop this goal, one librarian is involved with a significant professional development activity that focuses on creating a campus-wide information literacy program: [ACRL's Immersion '12 Program Track](#).

Lane is creating a new Downtown Campus across from Eugene Public Library. Though the public library welcomes Lane students, Lane library staff are concerned about the lack of planned library instruction for credit classes at this campus. If staffing were increased, the library would like to establish regular contact hours with a librarian onsite at the Downtown Campus.

For the last few years Lane's outreach centers at Florence and Cottage Grove have been able to request instruction from a librarian who would drive to the location. Now, to meet the college's sustainability goals, we are developing a more sustainable plan to reach these centers without physical travel. Many options are possible: workshops for remote faculty on how to use our information literacy toolkit, an online guide for these faculty, increased development of online tutorials and quizzes, and videoconferencing.

Library as learning space

Library visits averaged 6200 per week in 2010-11. The library serves as the primary resource on campus for computer access, with approximately 66 desktop computers and 40 laptop and netbook computers that students can check out for in-library use. Demand for these computers is high. Laptop computers were checked out more than 24,000 times in 2009-10 and 25,000 times in 2010-11.

Technical support for students is crucial for their progress and completion, and the library provides this important scaffolding. Student interns and staff assist students with software applications, printing, connecting to the Internet, and many other tasks related to life at the college. In a 2008 reorganization the library came under the purview of the IT division, resulting in gradual improvements to technical infrastructure for the library. The laptop checkout center continues to evolve into a full-service tech support center for students. Student internships at this center provide valuable training and work experience. Staffing is a challenge at this service point, however, since the center is overseen by a 19-hour-per-week timesheet position. Making this position full time would dramatically increase service levels.

The importance of the library as a learning space cannot be overstated. The library has integrated many services and learning opportunities into its environment, and it has reached the outer limits of what it can provide. The library is simply not large enough to accommodate the need for services and student study space, and its physical design limits library efficiency and programming. Planning for the learning commons begins this year, and not a moment too soon. The new learning commons has the potential to revitalize the heart of the campus, increase student retention, and facilitate learning.

Further information

[Library information literacy mission statement](#)

[Information Literacy Toolkit](#)

2.E.4 The institution regularly and systematically **evaluates** the quality, adequacy, utilization, and security of library and information resources and services, including those provided through cooperative arrangements, wherever offered and however delivered.

The library director reviews usage statistics for library databases quarterly to inform decision-making on electronic resource curation and collection development. Library faculty engage in making these decisions as a team. The director's involvement with the Oregon Community College Library Association and the Orbis-Cascade Alliance provides insight into changes to resources and services in the library world, and through these memberships we are able to use a greater number of resources at consortial prices.

In 2011 the library ran the largest student survey it has ever conducted. [more on this as report is developed. # of days run, # of responses, key themes that emerged]

Security of resources

Faculty, staff, and students offsite must access electronic library resources through a proxy server by providing L number, last name, and Banner PIN. On-campus computer users must log in with their L number and PIN. Orbis Cascade Alliance demand-driven EBL ebooks are accessible through using the OCLC proxy server and providing L number and last name. To protect the terms of license agreements with vendors, library staff members ensure that passwords are only given out to currently registered students by secured login. The library's server is now hosted in the cloud by the service provider, Innovative. Student, faculty and staff personal data including passwords are transferred securely (sftp) to that server from main campus.

When checking out resources all users must present photo identification and an L number. Patron data is accessible only to library staff through individual user accounts. Additional security of electronic resources is provided through the library's partnership with IT.