

Library Program Review Self-Study Report

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Contributors

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Program Description

Section 1: Executive Summary

Self-Study Process and Participants:

The Library Program Review Self-Study Report involved a comprehensive evaluation of library services at Lane Community College (LCC). The self-study was conducted by a dedicated program review team: Library Access Services Coordinator Raymond Bailey, Project Coordinator Kari Teem, Part-time Librarian Laurel Crump, Reference and Instruction Librarian Claire Dannenbaum, and Division Dean Ian Coronado. The process included an assessment of various library functions, stakeholder feedback, and alignment with the college's strategic goals.

Program Overview and Institutional Context:

The LCC Library is a central resource for academic and personal development for the college community. It provides diverse resources, including physical and electronic materials, streaming media, and collaborative learning spaces. The Library is a member of the Orbis Cascade Alliance,

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contributing to a shared integrated library system (SILS) and serving campus and consortium members across the Pacific Northwest.

Key Findings:

- The Library aligns closely with the college's mission and strategic plan, emphasizing diversity, collaboration, critical thinking and inquiry, and accessibility.
- Stakeholder feedback highlights the Library's role as a welcoming and resourceful space.
- The Library faces challenges in staffing, physical space limitations, and the need for improved teaching and learning assessment.

Conclusions and Recommendations:

- Address staffing needs to ensure efficient operation and program delivery.
- Improve physical spaces to enhance user experience and service delivery.
- Develop innovative programs and marketing strategies to increase relevance and visibility.
- Strengthen the Library's role as a campus hub for literacy and community-building.

Next Steps and Responsible Party:

In collaboration with college leadership, the Library administration is responsible for implementing these recommendations. Priorities include addressing staffing concerns, reconfiguring physical spaces, and enhancing instructional programs. The Library's strategic planning should align with the college's broader educational objectives and respond proactively to evolving student and faculty needs.

Section 2: Progress on Previous Program Outcomes, Goals and/or Recommendations

This is the first Program Review for Lane's Library. As such, there are no existing Program Outcomes, Goals, or Recommendations. The SOAR analysis (in Section 7) has some goals for the immediate future.

Section 3: Program Description, Alignment with College Mission and Strategic Plan Goals

Program Description and Purpose

The [LCC Library](#) is a collection of resources, related support services, and physical spaces designed to support academic success, scholarship, and the personal development of the LCC community of students, faculty and classified staff, and Community Borrowers.

Our programs aim to support critical thinking, intellectual inquiry, diverse perspectives, creativity, and literacy broadly defined. We encourage open inquiry, intellectual exploration, and a sense of belonging in all our users. The Library manages collections of physical and electronic materials, provides platforms for streaming media, and provides many resources that support the curricular and creative needs of programs and disciplines. We provide physical space for learning and collaboration, access to computers, two classroom spaces, and spaces for study and relaxation. The LCC Library is a member of the [Orbis Cascade Alliance](#) and collaborates on the development of and access to a shared integrated library system (SILS) and supports shared resources within the consortium and thus serves both campus constituents and a Library consortium of 38 member libraries across the Pacific Northwest.

Current collections in brief (AY 2022-2023):

- 47,000 print books/403,000 ebooks
- 90 research database licenses (containing millions of articles from magazines, journals, encyclopedias, and newspapers)
- 74,000 electronic serials titles
- 3 streaming media platforms (Kanopy, AVON, Films on Demand)
- specialty databases (Mango, Cornell Birds of the World, LinkedIn Learning, ArtStor)
- Young Adult Collection
- Children's Picture Books Collection
- Spanish language collection and ESL collection

The Library offers nine [Group Study Rooms](#) seating 2-12 students, a Quiet Study space, and a Children's Picture Book collection with a cozy area for young children to browse and read. This collection serves both the Childcare Center and the children of LCC staff and students. The [Library Makerspace](#) is available to students for creative projects and includes digital printing, sewing machines, button-makers, and an array of crafting supplies. These distinct spaces promote different kinds of learning, exploration, and engagement in our community. We host special events in our Makerspace and make materials available to students on a walk-in basis.

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The [Library website](#) links users to a broad array of information resources including the Library Catalog, Library [research guides](#), licensed databases, the [Research Toolkit](#), research help, technology help, a Reserve collection (textbooks and course material), and technology lending (laptops, wifi hotspots, Chromebooks, etc.). Our website is the primary access point for the Library Catalog which enables users to search for materials only at LCC Library or at LCC + Summit Libraries, thus facilitating discovery of items at sister institutions in the Alliance. As of June 2023, the Library website is undergoing a radical redesign to improve navigation, to reduce visual clutter, and highlight resources available to our users in a more dynamic and contemporary aesthetic. This is the first major redesign of our website since 2016; we expect the new website to be launched before the Fall term of 2023.

Academic Support and Library Learning

Academic support services include reference services on demand (in-person, email, and chat), research guides by subject and discipline, and [library instruction](#) tailored to faculty requests. It also includes assistance with the development of OER and the development of collections that support the College curriculum.

Currently, the Library has 44 published LibGuides created using Springshare software which we license for multiple applications. The LCC Library's guides include discipline-specific guides such as the Nursing & Allied Health Research Guide, and Science Research; thematic guides such as Black Lives Matter and Queer Pride; and subject-specific guides, such as Art & Art History or Film Studies guides.

Our top-viewed guides in the last calendar year are:

- Citation Guide (MLA & APA) (5930 views)
- the Library Research Toolkit (5634 views)
- the Nursing & Allied Health Research Guide (4824 views).

The LCC Library includes three public service desks:

Circulation - manages lending, shelving, Summit borrowing/Inter-library Loans, patron records, and the physical management of the Library's ~30,000 sq ft facility; coordinates the work of Library student employees.

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Reference/Research Help - provides research help on demand at a public desk, in-person, by phone, through email and a chat platform. Creates handouts and pathfinders for resources and collections.

The Library [Student Help Desk](#) (SHeD)- provides student support with technology, loans laptops, and oversees Library printing. Maintains the Student Help Knowledgebase; supervises Library LETS employees. In order to make services to students more seamless and easier to find, the Student Help Desk will be exploring a name change. This team includes 3.5 FTE and several Student workers.

The Library is comprised of several functional units to support programs and services:

Technical Services & Systems - this team includes a cataloger, an acquisitions specialist, and a Library systems administrator and is responsible for the acquisition and organization of materials and resources in the Library catalog; and the development and maintenance of both the SILS and the Library website. Members of this team also participate heavily in responsibilities related to the consortium.

Research Help & Library Instruction - this team includes 3 contracted faculty librarians and 2 part-time faculty reference librarians who coordinate all services related to teaching and instruction, manage collection development, and develop learning resources such as research guides. One member of this team participates in the consortium.

Circulation - this team oversees physical spaces, Reserve collection, and stack management. The Library Access Services Coordinator supervises Library student workers. One member of this team participates in the consortium.

OER (Open Educational Resources) - our OER librarian manages initiatives at Lane and supports faculty in developing OER resources. This librarian collaborates with faculty on projects and participates in OER initiatives statewide.

Library Administration - includes the Dean overseeing the Library, and the Project Coordinator who manages budget and administration tasks. One member of this team participates in the consortium.

Outreach and Special Events

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To support a program of literacy, cultural competency, social justice, and inclusion, the LCC Library hosts a variety of special events throughout the academic year. Many of our events relate to current events or cultural celebrations. While the locus of library budgets is collections, place-making is an essential feature of library programs. By promoting multiple forms of engagement, libraries can broaden their role in communities, promote community literacy, and foster belonging in the service of democratic values.

Book displays - monthly book displays showcase areas of the collection through current events and draw awareness to diverse literary traditions. Recent examples include Black Literature, Pride Month, Feminism and Women's History, Cookbooks (culinary traditions), Latin(x)/Hispanic Heritage Month, Graphic Novels & Comics, Banned Books/Freedom to Read, etc.

Makerspace events - short, 1-2 hour thematic events that affirm students' connection to campus and offer opportunities for learning, such as Valentine's crafting, button making, and sewing tutorials. Since COVID-19, Makerspace programs have been reduced.

Study Jam - once a quarter, the Library and Tutoring collaborate on a study session and pizza party open to all students. Library staff coordinates the food and drinks, set-up, and clean-up. Tutors meet with students inside the Library for impromptu tutoring sessions. The Study Jam has expanded to include visits from therapy dogs, information about registration, and yoga for stress reduction in 2022-23.

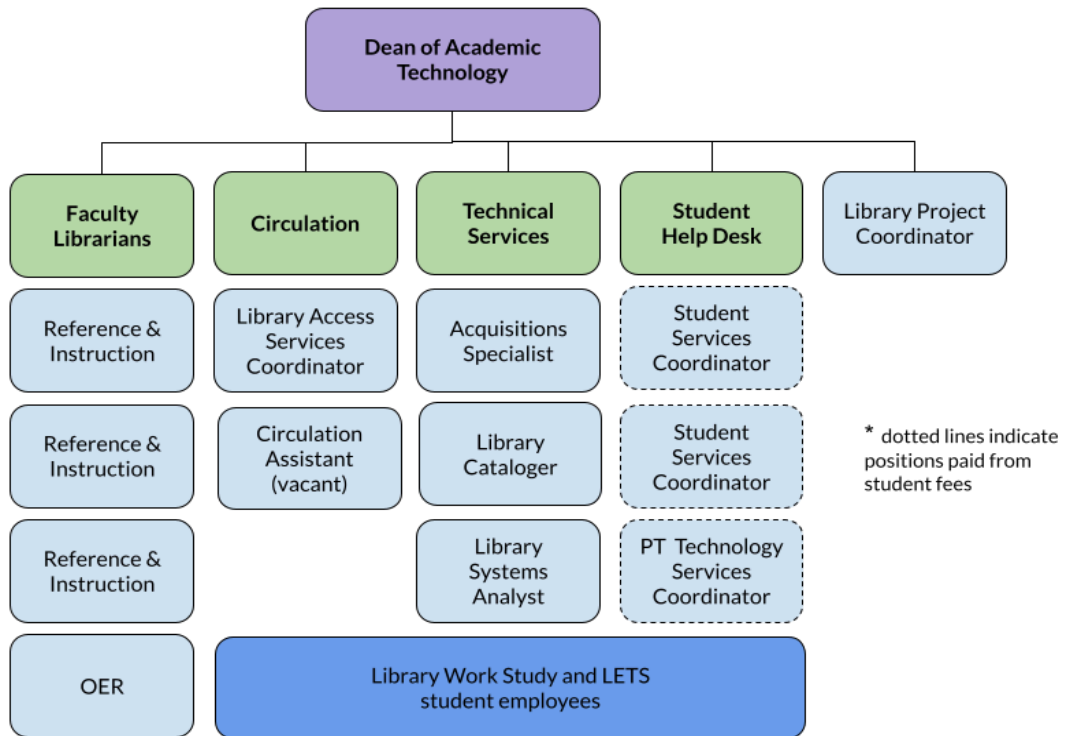
Exhibits - a small display cabinet is used for stand-alone exhibits that last anywhere from 1 term to one year. Past exhibits have included: a tea Ceremony, natural source dyes, the International Toothbrush Collection, artists' books, children's literature, a *wunderkammer*, Balinese masks, etc. Due to limited exposure and reach, this program is being discontinued.

Other special events - OER initiatives, author readings, live performances, and structured community conversations are examples of special events hosted by the Library in past years.

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Organizational chart (November 2023)



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The Library serves LCC students, faculty and staff, College Now students, retired employees, Pacific University Eugene students and faculty, Community Borrowers, Clinical Affiliates and Volunteers, and Summit visiting patrons.

Program Mission Statement

The Library developed a [Mission statement](#) that largely adheres to principles of access and intellectual freedom within the framework of the College mission.

Initially drafted in 1992 and updated in c2018, Library staff has engaged in Library visioning in the Spring and Fall 2023 terms.

The LCC Library statement regarding our Information Literacy Mission is [here](#). Academic libraries in the US are generally informed by principles outlined by the Association of Academic and Research Libraries (ACRL) [Statement on Academic Freedom](#), and are expected to be informed by the [Guidelines for University Library Services to Undergraduate Students](#).

Alignment with College Mission and the Strategic Plan Goals

LCC Library aligns with the College mission in multiple ways. The Library's foundation encourages access to information, inclusivity of viewpoints, and diverse collections that model equity and global community. The Library's promotion of literacy and unfettered inquiry is essential to a learning-centered environment and to an engaged, democratic society.

Many Library programs underscore the values of *Learning and Diversity*, including thematic book displays, Study Jam, Spanish language and ESL materials.

The value of *Collaboration and Partnership* is evident through our participation in the Orbis Cascade Alliance, which enlarges our capacity and our collections (and reduces material costs). Our Group Study Rooms encourage students to meet, collaborate and learn together. The Library seeks Innovation in its services and programs: the online Research Toolkit won a campus Schafer Award for Innovation in 2022.

Finally, the value of *Accessibility* is supported through online collections, which are available to students 24/7 wherever they are, supporting student achievement at times of need.

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Concerning Strategic Plan Goals, the Library supports:

Goal 1 in providing materials and resources that reflect diverse communities, opinions, and worldviews, including ESL and Spanish-language materials. Our public service desks are student-centered and focus on improving students' experience of higher education by eliminating overdue fines, creating a welcoming environment, and offering a friendly entry to expectations of the academic environment. The Library advocates for OER and low-cost course materials, reducing the cost of higher education.

Goal 3 in providing support for student learning and completion. Library literature underscores the relationship between library learning and academic achievement; undergraduate research is considered a [High-Impact Practice](#) and correlates directly to student success.

Goal 4 in aiming for continuous improvement, the Library has recently revised and improved its Instruction Request form to reflect the breadth of structured learning opportunities for students. Because library instruction is by faculty request (vs. required), our new teaching menu showcases the options available: in-person sessions, online sessions, slide decks, learning modules, embedded librarians, tours, etc.

The Library staff have recently engaged in looking at student needs as how it relates to the physical layout of the Library space. As a result, plans are being developed to reorganize the service desk staffing and where those desks are located.

Learning is foundational to every aspect of the Library's programs and services. As our collections support research, inquiry, and personal development, learning is essential to how we frame our value to the community, how we shape our programs, and how we assess our work. Learning is promoted by creating welcoming spaces that are conducive to focus and study, by offering spaces for collaboration, and through instructional programs (classroom instruction, research help, and technical guidance). In an era of extreme partisanship, misinformation, and increasing constraints on access to information and intellectual freedom, the LCC Library contributes to the values inherent in understanding, difference, debate, and respect for a multiplicity of views and voices.

Sustainability is an important value the LCC Library brings to the campus community, and this is true in the deepest sense of the term. Libraries are inherently institutions of sharing through the model of "one for use by many." Through collaboration with sister institutions in the Orbis Cascade Alliance, we enlarge the capacity of our campus to serve student, staff, and community needs.

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Collaboration and Partnership is highly valued in the Library and reflected in the partnerships we cultivate with other academic divisions, whether it be in materials lending for areas not set up to sustain this practice, sharing Library space, and our [liaison model for Librarianship](#) and outreach activities.

Section 4: Environmental Scan

The 2022 LCC [Environmental Scan](#) identified many social, technological, economic, environmental, political, legal and both k-12 and 4 year institution educational trends that may impact our college over the next three years. Most trends will impact LCC generally, but not the Library specifically. See the Environmental Scan executive summary for details.

Technology - Growth in hybrid/online classes, the increasing adjacency of AI in learning environments, integration of low-cost and OER course content, and privacy/security issues are anticipated to impact libraries. Challenges for those new to technology for using library resources such as research databases, the library catalog, the study room reservation system, printing, and citation tools could occur. Inequitable access, the cost of technology, more energy use, as well as significant issues with deploying technology efficiently and effectively could also be challenging for libraries of all kinds.

There is more competition for how students find and use information to support their scholarship or research. They want the ease and convenience of finding materials anytime, not just during physical library hours. An increase in hybrid and online classes means less students physically use the Library's resources and spaces, but those who are on campus continue to ask for the group study rooms, browse the collections, use computers, printers, and also the quiet study areas.

Political, economic and K-12 education - Challenges that will affect community college libraries may relate to decreased budgets and funding sources, deemphasis of higher education's value with subsequent enrollment declines, and high school students not having the basic skills to use Library resources or services once they are in college.

The Library pivoted rapidly during COVID-19 by offering students the tools they needed to support remote learning. The Library spearheaded the check-out of chrome books, laptops, hot spots, and peripherals. Outdoor lockers were installed to allow the option of contactless check-out of library materials, at the students' convenience. Chat and email requests for research assistance were very active, along with Library instruction using the ZOOM interface. Ebooks, full-text databases, virtual library guides, video clips, and streaming services were used extensively. Physical books could be checked out with help from the Library staff. The Library's

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collection of laptops for lending to students grew by approximately 300 laptops, making use of HEERF and other federally supplied funding for institutions of higher ed during the pandemic. All laptops acquired have been checked out regularly since they were put into circulation.

In the future, Library staff anticipate additional online support for informational literacy, such as instructional videos, H5P modules that link to learning outcomes, media literacy tutorials, digital and privacy literacy tutorials, and expansion of embedded library services within the Moodle platform.

LCC librarians actively support faculty by providing librarian-led class sessions and subject/class guides to improve their students' research and information literacy skills. Northwest Commission on Colleges and Universities (NWCCU) Standard One – Student Success, and Institutional Mission and Effectiveness has information literacy as a core competency in **Standard 1.C.6:**

*Consistent with its mission, the institution establishes and assesses, across all associate and bachelor level programs or within a General Education curriculum, institutional learning outcomes and/or core competencies. Examples of such learning outcomes and competencies include, but are not limited to, effective communication skills, global awareness, cultural sensitivity, scientific and quantitative reasoning, critical analysis and logical thinking, problem solving, and/or **information literacy**.*

NWCCU standard two addresses governance, resources and capacity. **Standard 2.H.1** reads:

Consistent with its mission, the institution employs qualified personnel and provides access to library and information resources with a level of currency, depth, and breadth sufficient to support and sustain the institution's mission, programs, and services.

Library faculty and classified positions have been dwindling over the past few years as employees retire or leave the college. Requests for new library positions have not been approved by the administration in many years, despite some excellent justification. Our Library Dean position was subsumed by adding the Library to another campus dean's direct report departments. Data about Library staffing over a 10-year period can be found on [this spreadsheet](#).

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Section 5: Assess Student/Client Access, Learning, Development, and Success

The Library has had difficulty with formal assessment. Generally speaking, this is not unusual for smaller, academic libraries, as many of our services are "self-serve" and take place outside of traditional forms of assessment such as grading, course requirements, etc. Based on this reality, librarians should plan to work with the campus Assessment office to develop future goals. Despite these challenges, many of our tools and services can be assessed through usage.

For example, 44 in-house created Research Guides received over 45,000 views during the academic year. The most popular guides were the Research Toolkit, the Citation Guide, and the Nursing & Allied Health Guide. We can see that students are using the guides, but we don't know how, or how effective the guides are in supporting their learning.

Several guides have been created in collaboration with faculty including guides for Film Studies, Sustainable Food Systems, ESL, and Bob Dylan. These guides are used by students in specific courses to support assignments and resources in those disciplines. Librarians also create collections and assignments in collaboration with faculty. Recent examples include a worksheet on the climate crisis coverage evaluation, ongoing work with WR 121, WR 277, and collaborations with Chemistry and ESL instructors.

The Open Educational Resources (OER) program provides and promotes professional development opportunities to instructional faculty, often coordinating with the state OER organizing body, Open Oregon Educational Resources. This professional development includes one-time learning opportunities and workshops, as well as considerable funding awards to redesign a class or rewrite an open textbook. A recent survey question sent to faculty asked what barriers are keeping them from adopting OER in their classes.

One common concern expressed is that the support available to develop OER and corresponding curriculum comes in the form of a funding award, stipend, or grant, rather than release from part of their existing workload. Faculty who are unable to take on a considerable amount of extra work are then less able to take advantage of the OER-related funding opportunities that are currently offered. The group that this likely has the largest impact on is faculty members who are caregivers. While minor interventions have been implemented in OER-related professional development to address this (ex: childcare stipends for part-time

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faculty who attend Open Oregon workshops and scheduling professional development during the summer term when most faculty are off-contract), it is a concern that continues.

Section 6: Programmatic Assessment Using Key Quality and Effectiveness (Success) Indicators

The Library currently does not use any benchmarks or standards for programmatic assessment. As part of our implementation plan, we recommend the use of the [Standards for Libraries in Higher Education](#), distributed by the Association of College and Research Libraries (ACRL). Not all of those benchmarks are appropriate for our Library, but we will identify and use the ones that are appropriate for a community college setting.

Library Statistics for FY 2022-2023

The Library has seen a reduction of users (door count), circulation (borrowed items), and instruction (instruction requests) that closely mirrors the steep reduction in student enrollment of the past 5 years. During the pandemic, we were able to quickly pivot our services to include contactless pick-up/return and created many online modules to support student learning. Even so, we saw a dramatic decrease in Library use from March 2020 until August 2022. During the academic year 2022-2023, we steadily increased in all measures: door counts, circulation, Summit lending, reference interactions (chat/email/in-person), and Library instruction requests.

Materials and equipment in numbers

- Library items borrowed - 6,314 as measured in the Library Catalog.
- Users downloaded 164,365 full-text articles from licensed research databases.
- Summit Loans generated through our Library catalog: 911 borrowed/779 loaned
- Computer equipment loaned to students: 441 laptops, 152 wifi hotspots, 393 Chromebooks

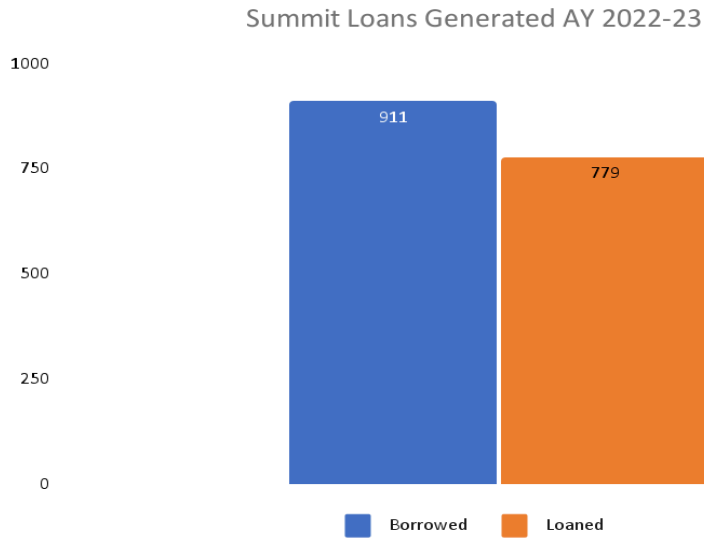
Most Highly Viewed LibGuides for 2022

- Citation Guide (MLA & APA) (5930 views)
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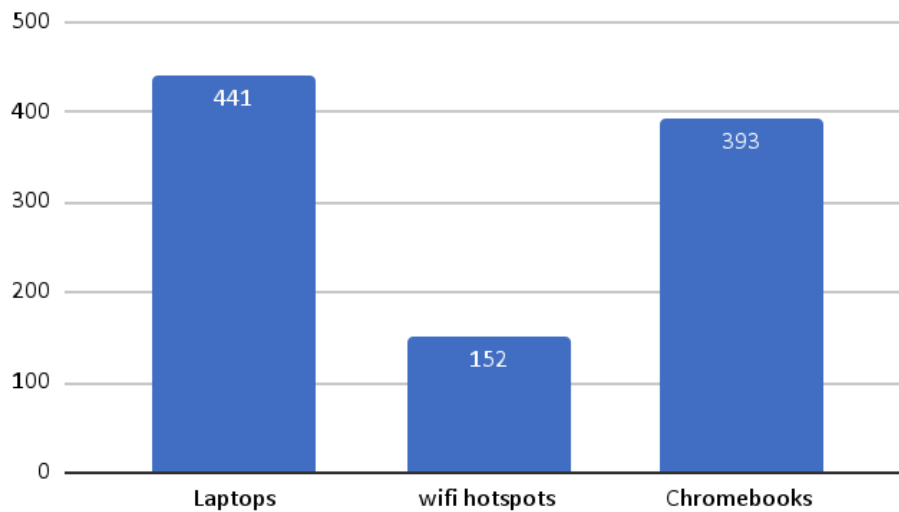
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Summit Loans, AY 2023



Computing equipment loaned to students AY 2022-23



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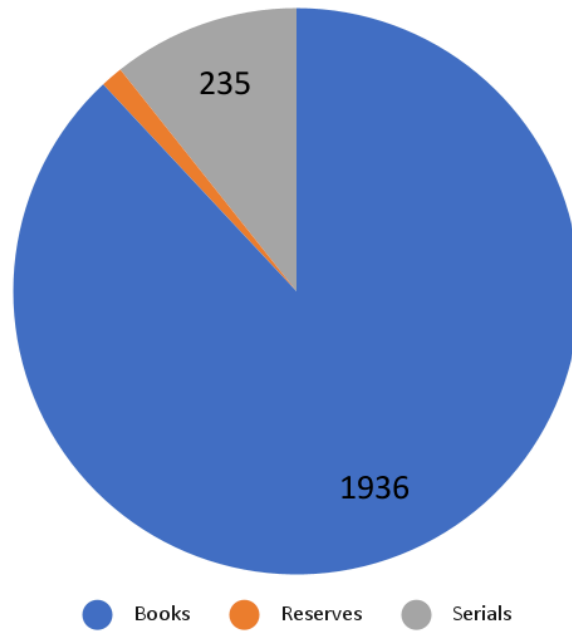


Collections

Items cataloged into the Library collections

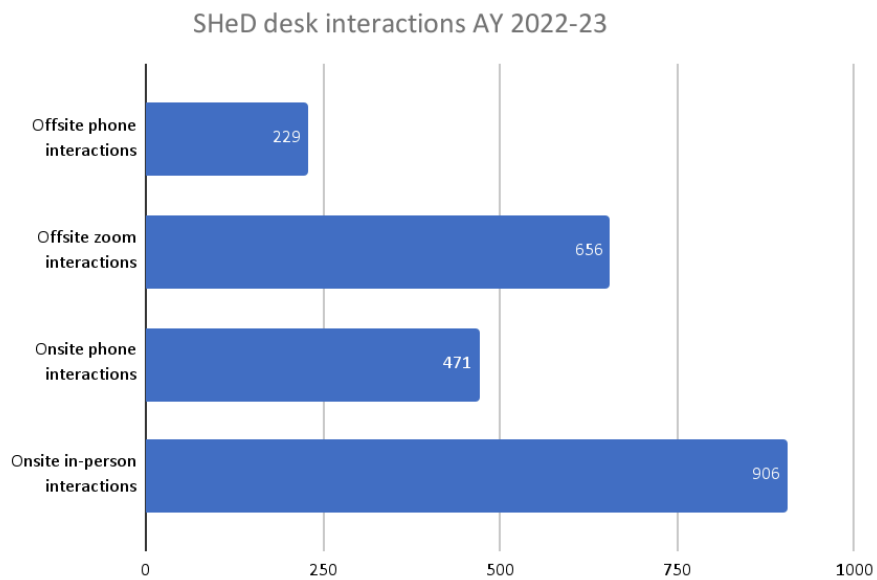
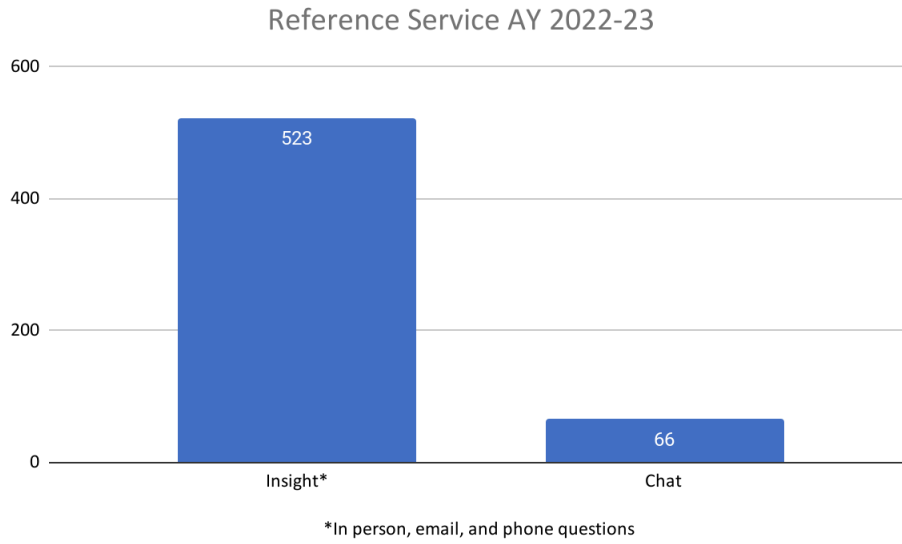
- Books: 1936
- Reserves (instructor/local copies): 28
- Serials (physical issues/ periodicals) : 235

Items cataloged into to Library collections AY 2022-23





Service desk interactions



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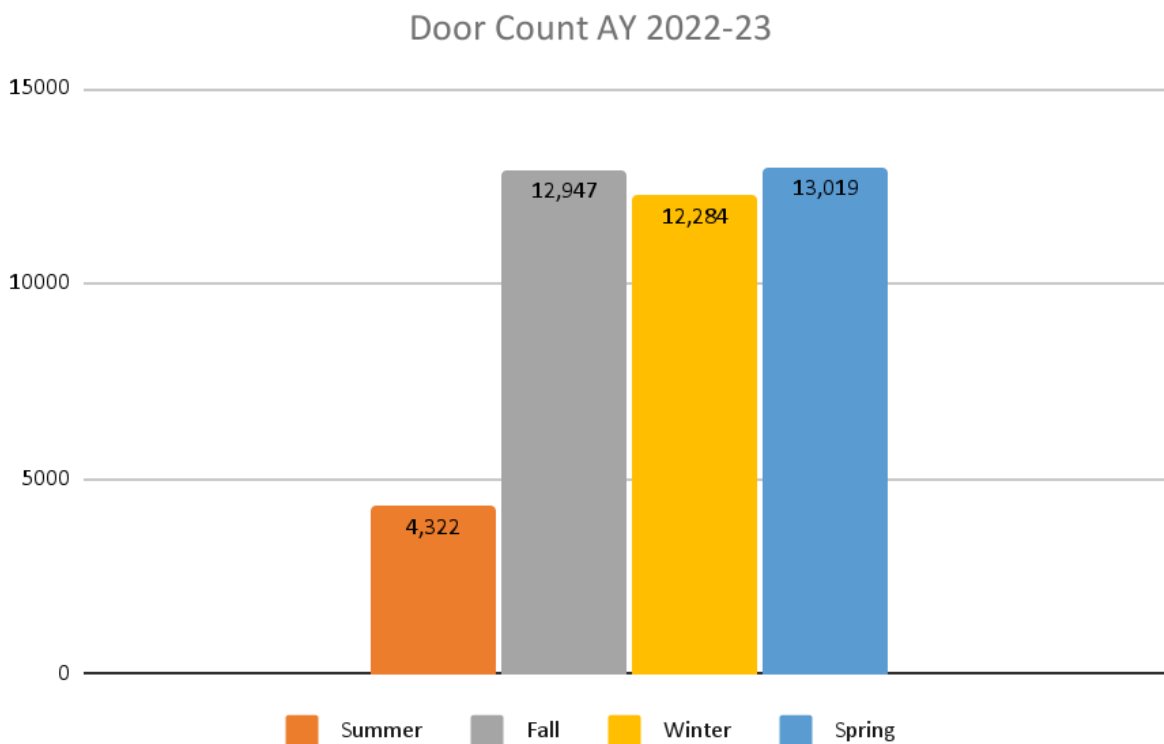


Student, faculty, and staff requests for librarian research help via face-to-face, chat, email, and telephone have not recovered to pre-COVID levels but have stabilized for two years at a lower level. Research support by chat and email was popular during the COVID Library closure, but now usage has dropped off. More remote classes, fewer instruction requests (with fewer resultant follow-up questions to librarians), and infrequent assignments requiring library resources have impacted the need for research help. Expanded librarian outreach to faculty has begun but may take time to reflect in higher demand for librarian assistance.

Gate Count for 2022/23 - 42,572

- Summer 4,322
- Fall 12,947
- Winter 12,284
- Spring 13,019

Gate or door count refers to the number of people who entered the Library for any use.



Section 7: SOAR Analysis

Based on work done with external consultants Lori Wamsley (May 2023) and Kavana Bressen (September 2023), Library staff identified several areas of strength and opportunities for growth and transformation. Below are some of the key features of our visioning work.

Strengths

Services for students and instructors — Library staff agree that this is our primary mission and take pride in offering friendly, user-centered services and tools.

Beautiful space — Despite serious design flaws and shortcomings with our space overall, the Library architecture is modern and airy with newer fixtures compared to other buildings on campus. Students like working in the Library and many of our users are "regulars."

Study rooms — Nine group study rooms and one designated “quiet” space offer students space for collaboration work or individual focus.

Talented, flexible colleagues — Library staff bring strong professional sensibilities to their jobs and library programs. Many staff have long and varied experiences in libraries and bring a range of qualifications to problem-solving and policy. Collectively, we are informed by an ethics of care.

Collaboration — Library staff are strong collaborators, both within our institution and outside of it. We participate in campus governance, build relationships with subject disciplines, work with strategic planning and effectiveness, and in the Orbis Cascade Alliance and with other library-adjacent and professional affiliations.

Collections — Library staff feel positively about our modest collections which are current and very appropriate for an institution of our size. We have many speciality collections which make our library unique compared with other community colleges, such as holdings on Native American and contemporary art practice.

Opportunities

Collaboration/partnerships — Library staff feel that our relevance to and visibility on campus could be improved through collaboration. The Library is often excluded from campus events (or feels like an afterthought) in which we have a stake or role to play.

Outreach — Marketing of Library events and activities has been uneven and not systematic for many years. We do not have a consistent social media presence and rely heavily on our website

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Spotlights for communication about programs, services and special events.

Services for non-instructional employees — Library staff are proud that our programs extend to the campus community, including classified staff.

Aspirations

Vibrant, lively Library space — the Library can be more than it is and staff believe that our programs can be vital to campus culture, student success, and building community. With improvements to physical spaces, better marketing, and more focus on placemaking, the Library could truly be the heart of campus as we are open and serve all students regardless of discipline, program, or status.

A strengthened sense of collegiality — Staff are working to develop stronger skills in working together by learning about communication styles, identifying our own motivations for work, and collaborative goal setting. This work has been supported by meeting with an outside consultant on community and capacity building, [Kavana Bressen](#).

Embracing diversity and the sense of inclusion and welcomeness in the Library — Equity and inclusion are important values shared by Library staff and we want to improve our interactions with each other and our users.

Results - Future Development Goals

Innovative programs & engaging outreach - This is *the* critical foundation for making what we do matter to our user community: students, faculty, and staff. Not only do we need to reflect on what is working/not working with regard to liaison work with faculty, but also be intentional about how our instructional programs fit into the College's mission and values.

To date, the Library has not successfully built the foundation for information literacy and skill-building across disciplines and curricula. We need to build stronger ties to coursework through Moodle presence because our increasingly online student body (40%) is coming to campus less and less.

Marketing programs and services - We need to improve marketing in ways that are consistent and systematic. All of this is work that is currently distributed among many people; without a designated person responsible; improving coordination between multiple individuals managing this work is imperative.

More people (users) in the Library - This is the more difficult task, as our student enrollment has dwindled and College staff are working remotely in general. The campus often "feels dead"

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or underutilized. The Library itself may not be able to boost enrollment, but we can focus on the Library in terms of place-making on campus: a place to chill, to work, to learn new things, and for users to explore wide and diverse interests.

Section 8: Other Program Consideration

The Library contends with multiple barriers to our success and integration with campus programs. These are largely related to physical spaces and human resources/personnel.

The redesign of the Library circa 2015 provided us with many improvements. Group study rooms, additional office space, and renewed furnishings have all made the Library a nicer space to be in for both our users and Library staff. Despite no additional windows in the redesign, the new lighting array creates a feeling of brightness and airiness that is much more welcoming than the previous space.

Dysfunctional space challenges are significant

Despite improvements, there are multiple, serious impediments to our functionality including too many service desks (that make it very difficult to staff adequately), a poorly designed instructional classroom with immobile desks with too much daylight (CEN 234), and lack of sound absorbing material to reduce noise in open, public spaces. The Library is underserved by custodial services and lacks an annual (or even quarterly) deep cleaning despite it being in constant use during academic sessions.

Due to multiple entrances, the Library is also more vulnerable to safety concerns. Emergency response to events such as active shooter in glass-walled rooms, multiple electronic gates, and only one "safe room" make Library staff question our capacity to respond adequately in serious emergency situations.

The Library lacks sound-proofing, and has walls open to the main traffic area of Center Bldg. which creates a noisier-than-necessary environment for student learning. In two student surveys since 2015, the top-scored feature of the Library was "quiet spaces." Hard flooring, open spaces, mezzanine seating, and the social nature of service desks do not support noise reduction and often contribute to an unquiet environment.

The issue of multiple service desks deserves more detail. Currently the Library has separate service desks for Circulation, Research Help, and the Student Help Desk, all located at the two

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entrances to the Library. There are also two "outward facing" desks just outside but connected to the Library doors which are often entirely unstaffed.

Reduction of key staff is a significant challenge

With the reduction of Library staff through layoffs and retirement, it is increasingly difficult to staff desks adequately. In some cases, there is no need to staff the desk (such as during breaks, etc when Library use is low), but that leaves a significant area of the Library completely without staff. This is confusing for users since the other service desks are completely invisible from each entrance. It also requires that staff respond to door alarms, mishaps, etc. on the other side of the space. For example, a student who walks through the electronic gates on the 3rd floor and sets off an alarm has no clue what just happened, and the staff person on the 2nd floor and other side of the Library has to rush around and attend to it.

The Library's goal of improving cross-training between Circulation and SHeD staff, or even sharing a desk space together has been thwarted by both physical design and job classification. Similarly, when a staff person needs to leave the desk for a bathroom break or to help a user, the desk is left entirely unstaffed.

As of Fall 2023, the Library has moved toward the goal of reducing service desks in an ad hoc way which now leaves one entrance gate permanently closed. This is both unsightly and diminishes the integrity of the Library facade from the primary thoroughfare in Center Bldg. This issue is significant enough to require more formal analysis and financial support from the College to solve. Unfortunately, this current solution does not address the intrinsic design flaws of the current entrance, nor the dark and "shuttered" appearance of the east section of the Library. We now have a significant "dead zone" in the NE section of the Library.

Library Makerspace

This project began in 2018 with funds from overdue fines (one-time use) for the purchase of equipment and supplies. Equipment included two 3D printers, sewing machines, a serger, a Cricut machine, a GloForge laser cutter, two button makers, and a variety of supplies for arts and crafts projects (paper, scissors, cutting tools, glues, etc.). Multiple cameras (Go Pro and Polaroid) and a backdrop were also purchased. A few librarians and staff members trained on how to use the equipment and offered workshops and tutorials on Makerspace projects. Initially there was good usage but class assignments that utilized the Makerspace didn't come to fruition. After the COVID shutdown, two key library staff who were involved in the Makerspace left the College, and the Makerspace no longer had set hours or staff available to help.

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At this time, the space is available by request from students, but without oversight. With the cessation of overdue fines, there is no longer funding for replacement of materials (i.e., filament for the 3D printers, etc). The future of the Makerspace is in question.

Staffing concerns

Library staff on the Circulation Desk has declined precipitously from FY2017 to 2024 with the SHeD staff offsetting those losses. Worth noting is that those SHeD positions are paid from student fees rather than the general fund, making this part of the Library staff precarious and subject to enrollment declines, further reducing the Library staff.

Our part-time librarian budget was also cut entirely (November 2023). This impacts reference and instruction specifically, as part-time librarians staff the reference desk and provide backup to librarians during scheduling conflicts. One of our part-time librarians has been extremely active in campus activities beyond the Library, serving on the 2022 Environmental Scan project, [2023 MFIE Report](#), and our own Program Review, and trained as a search advocate. The other part-time librarian was primarily assigned to the Archives, with a small portion of hours assigned to the Library on the reference desk.

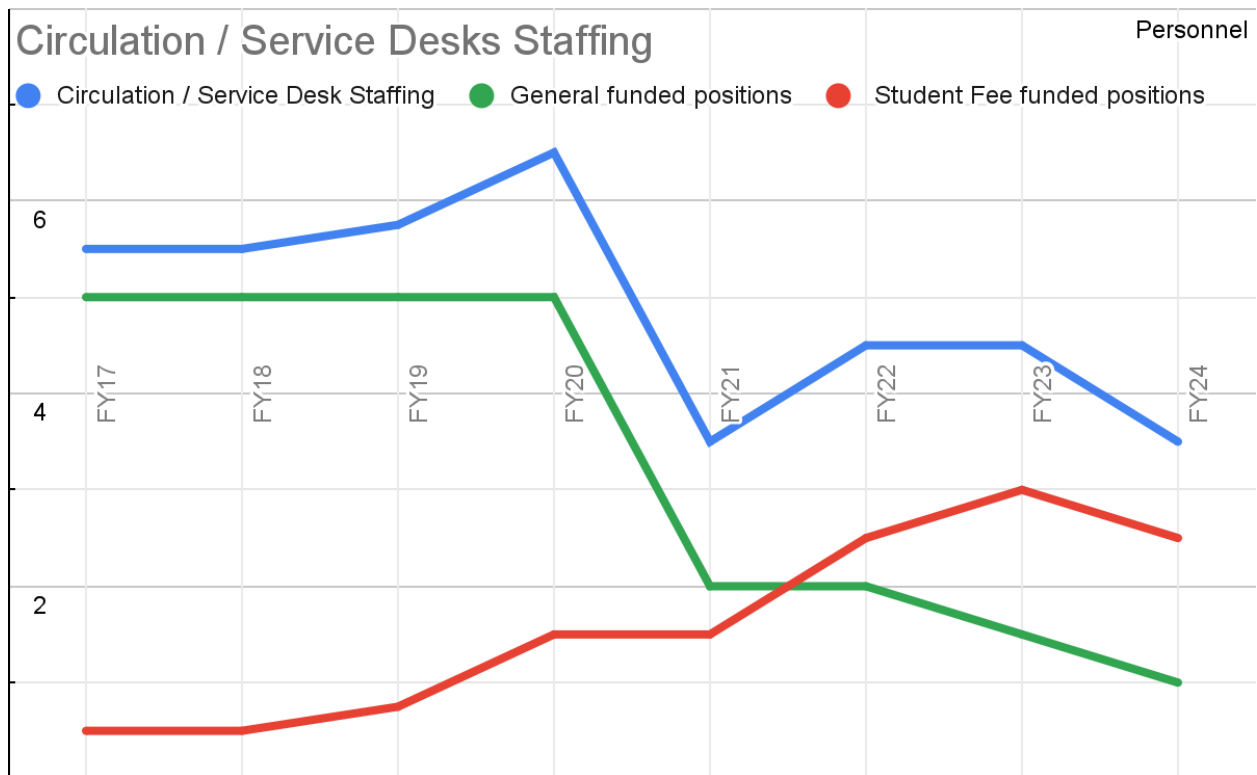
	FY17	FY18	FY19	FY20	FY21	FY22	FY23	FY24
Classified FTE	7	7	7	6	6	6.5	6.5	5
Faculty FTE	4.6	4	4	3	3	3	4	4
PT Classified FTE	2	2	2	2	0	0	0	0
PT Faculty FTE	0.5	0.25	0.5	1	1	1	1	.375
Library Dean / Director	1.0	1.0	1.0	.5 ¹	.5	.5	.5	.5

¹ In December of 2019, the Library was moved under the Dean of Academic Technology.

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Service Desk Staffing								
	FY17	FY18	FY19	FY20	FY21	FY22	FY23	FY24
Service Desks	5.5	5.5	5.75	6.5	3.5	4.5	4.5	3.5
General funded positions	5	5	5	5	2	2	1.5	1
Student Fee funded positions	0.5	0.5	0.75	1.5	1.5	2.5	3	2.5



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Technology in the Library

Library Systems software and applications — The Library relies on a variety of software applications to support our services and programs, and sophisticated cataloging software to acquire and integrate items into the collection, for discovery, and colocation. Our SILS (shared integrated library system) is licensed by ExLibris (Primo and Alma) and is used to coordinate information with internal campus entities (Banner, IT) and consortial partners in the Alliance (Summit lending). The Technical Services team, Systems administrator, Circulation staff, and faculty librarians all use these systems to differing degrees, as well as many other applications for ebook licensing, database licensing and management, link resolution, book purchasing, etc. We also license the Springshare suite of products: LibGuides (for the creation of research guides), LibInsights (statistics collection), LibChat (for chat reference service), and LibCal (for Study room reservation).

Many library staff are skilled with using multiple complex technologies ranging from OCLC databases, Library of Congress authority tools, Drupal, electronic databases, licensing software, vendor and acquisition software, scheduling software, web authoring tools, productivity tools, etc.

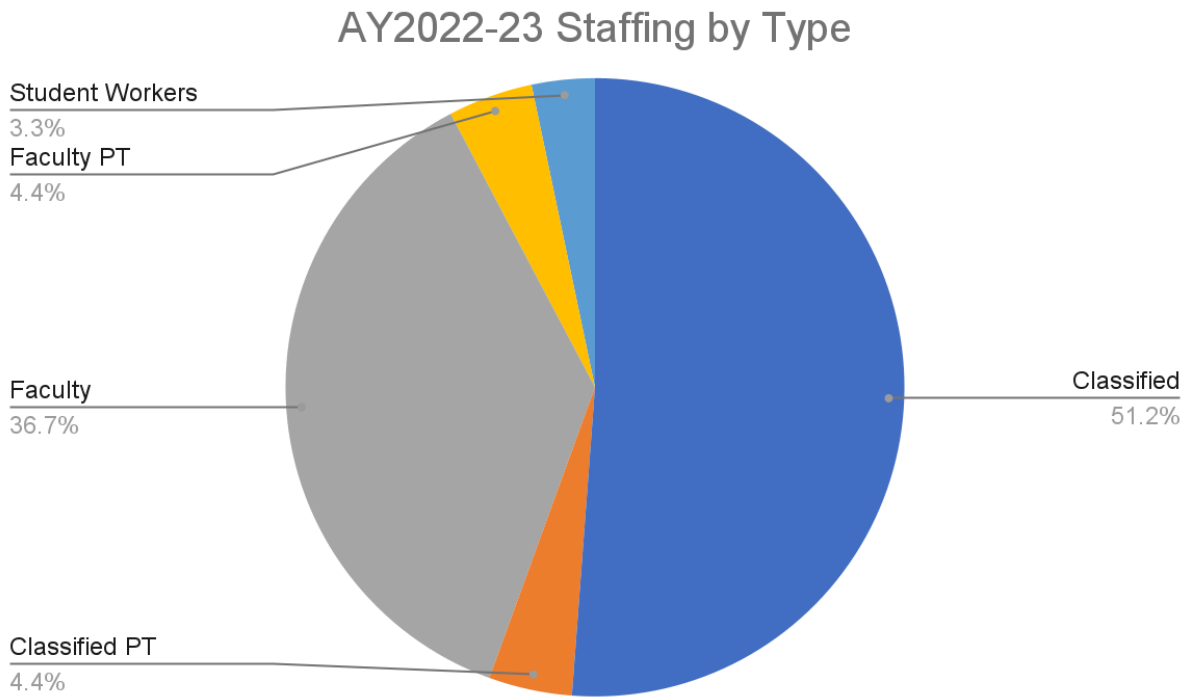
The Library houses 53 public computers (Mac and Windows) available to students and users from the community. Technology available for checkout to students includes more than 300 laptops, 44 wireless hotspots, headphones, and USB webcams.



Section 9: Financials

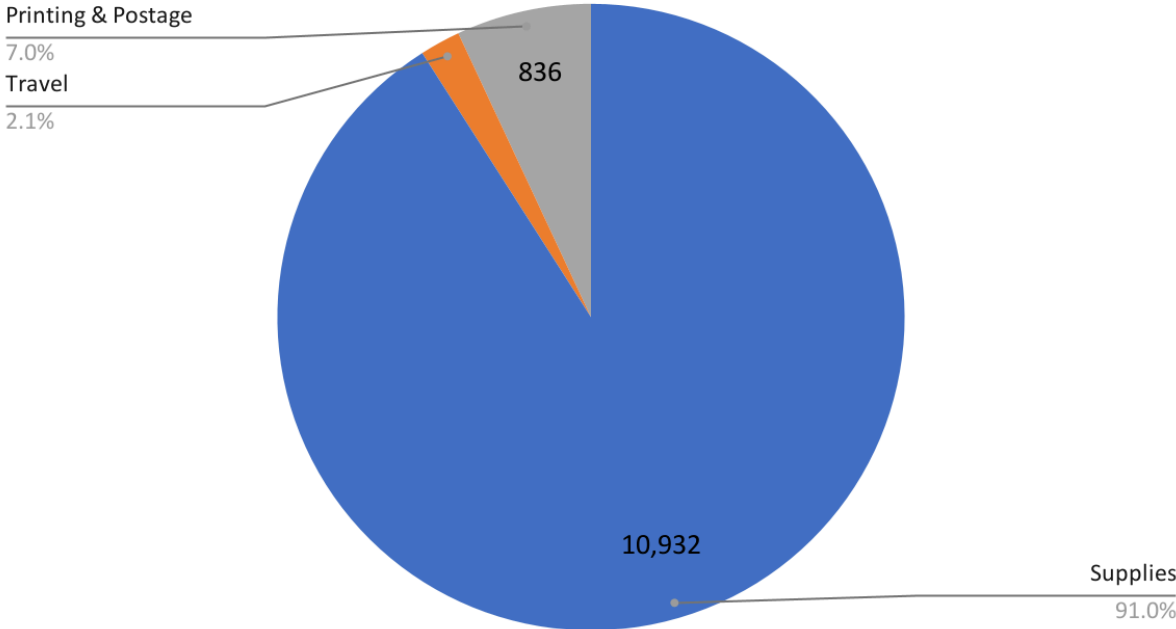
[Financial Data Spreadsheet](#)

Our materials budget has remained flat or incurred small reductions year to year but our costs have steadily increased.



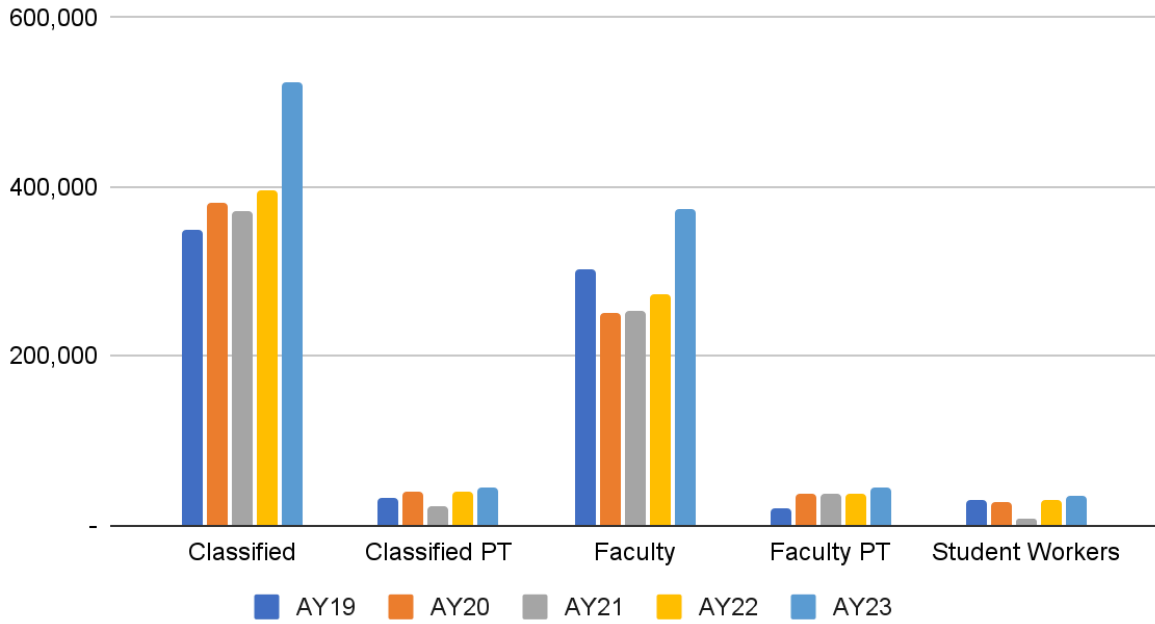


AY2022-23 Supplies, Travel and Printing & Postage





AY19-23 Budget for Staffing



Section 10: Stakeholder Feedback and Recommendations

Faculty Survey Results

The Library completed a faculty survey in 2017, and again in 2022, with a smaller return:

2022 Faculty Survey (88 respondents, 73 FT and 27 PT)

- 57% knew who their library liaison was
- 41% added the Library to their class Moodle shells
- **97% recommended library resources once a term or more often**
- Top recommendation was online databases, followed by research help, physical collection and chat/email help
- **64% of the faculty personally use the library once to several times a term**
- 61% never instruct their students on how to use the library resources and 42% never instruct about information literacy
- 40% never have a librarian provide instruction, **but 60% do**
- **71% find the Library relevant or highly relevant.**

After the survey results and free form comments were reviewed, the Librarians immediately contacted the faculty in their liaison areas to be sure they knew their identified liaison for library assistance. Some faculty commented that the survey reminded them to include more information about the library in their respective syllabi.

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Student Survey Results

The Library ran a student survey in the Spring of 2023. (57 respondents)

Which BEST describes you?

57 responses



Here are items of note from the student survey:

When asked how frequently students used the library:

- The most common response was using the library 1-2 days per week, selected by 14 people (31% of respondents).
- 10 people (22%) said they use the library 3-5 days per week.
- 9 people (20%) use it once or twice a month.
- 5 people (11%) use it once or twice a term.
- 4 people (9%) said they rarely use the library.
- 3 people (7%) said they have never used the library.

A majority (53%) use the library at least weekly.

Another 20% use it a few times a month.

Only 9% rarely use it and 7% have never used it.

The data shows most respondents use the library frequently, with over half accessing resources weekly and another fifth monthly. Only a small percentage rarely or never use the library. **The library seems to be a vital resource for students on a regular basis.**

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When asked "If you only use Library resources and services online, what prevents you from visiting the Library in person?"

- The most common reason for not visiting the library in person was being rarely on campus due to online classes. 16 respondents selected this.
- Using library materials online was the second most common response, selected by 15 respondents.
- Not having enough time due to work/family was selected by 9 respondents.
- 8 respondents said they had yet to think about visiting the library in person.
- 5 respondents cited limited library hours.
- A few other scattered responses were also provided, such as using the library often, not needing the library, and the question not applying.

When students were asked, "Do you feel that the Library is a welcoming space?":

The majority of respondents (31 out of 45 or 69%) feel the Library is either "Very Welcoming" or "Welcoming".

- 18 respondents (40%) rated the Library as "Very Welcoming".
- 13 respondents (29%) rated it as "Welcoming".
- Only 5 respondents (11%) felt the Library is "Somewhat Welcoming".
- No respondents rated the Library as "Not Welcoming".
- 4 respondents indicated they had never been to the Library.

Most respondents find the Library to be a welcoming space, with almost 70% describing it as "Welcoming" or "Very Welcoming". Only a small percentage see it as less welcoming, and none view it as unwelcoming. This suggests the Library fosters an inclusive and friendly atmosphere for the majority of patrons.

When students were asked what their favorite things about the Library were the responses included:

- Study spaces: The most common favorite thing was the variety of study spaces, rooms, and comfortable seating (mentioned by 12 people). People appreciate having spaces to study quietly, privately, and in groups.
- Books/resources: Access to books, materials, online resources, databases, course textbooks, etc. was mentioned by 11 people. The abundance of resources is appreciated.
- Quiet space: 7 respondents specifically mentioned they enjoy the quiet space to study or relax (beyond just having study rooms).
- Helpful services: Printing, book checkout, wifi hotspots, and help from staff was mentioned by 6 people. The assistance and amenities are valued.
- Makerspace: The makerspace was brought up by 3 respondents as a favorite aspect.

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- Atmosphere: A few people mentioned liking the open, comfortable, inviting atmosphere.
- Only 1 person said they don't use the library personally.

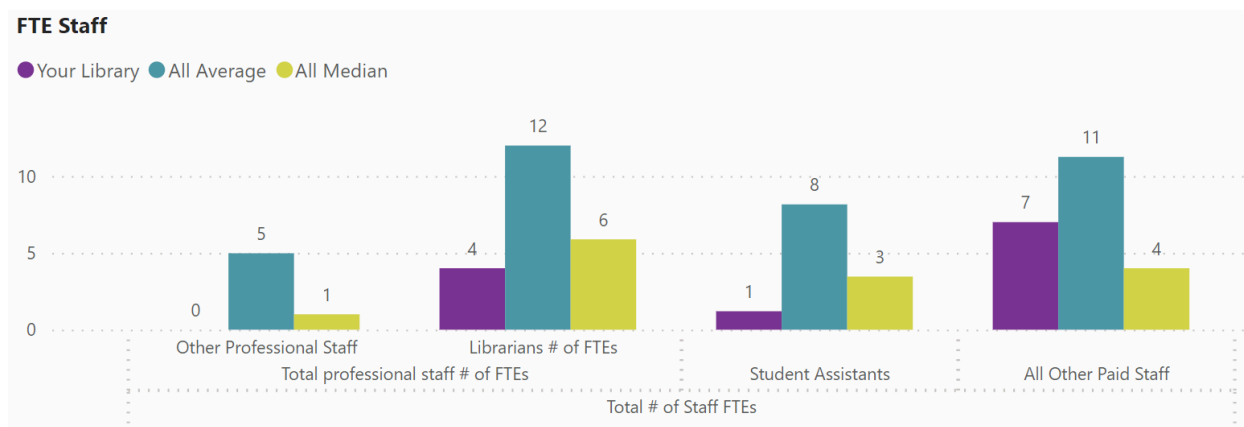
The top favorite things were the variety of study areas, wealth of resources/books, quiet space, and helpful services. People appreciate the library as a place to study and access resources in a peaceful environment.

Section 11: Reflection and Conclusion

Priorities for Future Exploration and Development

1. Addressing staffing needs

General funding for our Library staff has hit a critically low point, specifically in the Circulation service desks with a 4.0 FTE reduction since the start of the pandemic. This has resulted in fewer access hours for students, a zero margin for staff redundancy (in the event of illness or leave requests), and reduced opportunities for cross-training throughout the Library. Compared to other community colleges in Oregon, LCC Library is woefully understaffed per FTE in all categories: classified, professional librarians, and other professional staff.



According to the ACRL comparison, **LCC Library is below the necessary staffing levels in all categories per FTE.** (Note: our classification for "Other Professional Staff" shows zero because these positions are Classified, which does not conform to ACRL definitions.) In order for the Library to "do more," we need more people to do the work. Lack of staffing impedes our ability to strategically refine our programs, think aspirationally and long-term, and improve morale. Many of the improvements suggested by previous surveys (such as expanding hours or outreach programs) require improvements to staffing.

2. Improvements to physical spaces

We need to reconfigure and upgrade key Library spaces to enhance public services, functionality, and the overall user experience, including:

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- Monitor study room usage patterns to optimize collaborative study and academic work conditions.
- Redesign service points to facilitate more seamless patron-librarian interactions and access to research support.
- Place furnishings to define spaces conducive for individual study, group work, and relaxing or socializing.
- Utilizing principles of space planning and design thinking to create intuitive navigability and maximize usage of the building overall.

An overarching goal is to nurture lively, diverse spaces and programs that meet the needs of the curriculum while recognizing the diverse cultures, identities, and abilities of our users and community. This requires deeper collaboration with depts/disciplines, improving marketing efforts, and financial support from the College administration. This may include an expansion of programs such as outreach to rural community users, the development of a Common Reading program, and other forms of literacy engagement. Library programs and services overlap and intersect with the College's mission and values in many ways. Improvements to the wayfinding and flow of services, and the ability to showcase opportunities for critical engagement with our users, is foundational to meeting the demands of our mission.

3. Assessment of teaching and learning

Librarians need to develop an assessment plan of teaching initiatives, including one-shot faculty-requested sessions, online research guides, and virtual reference services. The plan should align assessment goals and methods with the College's Assessment office. It should incorporate both quantitative metrics (e.g. LibGuide views, chat transcripts analyzed) and qualitative feedback (e.g. student and faculty surveys). The ultimate goal is to improve the Library's capacity to support student learning and faculty pedagogy through evidence-based refinements to its instruction program, collect meaningful data in support of programs, and better illustrate our value to College administration.

The assessment might include regular data collection (e.g. micro-surveys, point-of-need data collection, and integrated feedback through LibGuides, etc.).

4. Expansion of programs to support literacy and community-building initiatives

LCC Library has the potential to serve a broader population of students and users in our community. We currently have a program for [Community Borrowers](#) which allows anyone in the Lane Community College District to borrow LCC-owned or access licensed library materials. The

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fee for Library access is dirt-cheap and a fraction of what is charged at Springfield Public Library or Eugene Public Library (both of which are taxpayer-funded libraries). Raising the price of Library access and expanding it to Alumni (or other cohorts) could be a source of revenue for the Library, and also a way to expand College resources into the community.

Conclusion

In conclusion, this self-study provided the LCC Library with an opportunity for comprehensive evaluation and strategic planning. While the Library strongly aligns with the college's mission and values, providing essential services and resources, there are significant areas needing improvement. Key priorities going forward are addressing staffing shortages, upgrading physical spaces, developing formal assessment of instructional initiatives, and expanding outreach and literacy programs. With sufficient resources and institutional support, the Library can enhance its capacity to foster academic achievement, critical thinking, and community belonging. By embracing innovation and collaboration, the Library will continue adapting its services and spaces to equip students for lifelong learning and success.

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Resources

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Matthews, Joseph R. *Library Assessment in Higher Education*. 2d ed. Libraries Unlimited, 2015.

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