Administrative Department Review
2017-2018 *Plan*

Due: May 25, 2018

Being an effective institution means the College is meeting its stated mission. Measuring degrees of effectiveness and modifying where needed to meet the mission is based on a philosophy of continuous improvement. The effectiveness of an institution isn't captured on what our "inputs" are, but what effect they have on students and the community. Administrative Department Review processes help to measure the effectiveness of the activities we do, and give strategic direction for improvement when needed.

Administrative Department Reviews are submitted to the President's Advisory Team, the President, and the Assessment Web Page every three years, and include:

- Review and confirmation of department mission, purpose, and expected outcomes related to College Mission and Vision.
- Identification of 1-3 assessment activities.
- Documentation of results and analysis of assessment activities.
- Identification of departmental needs related to goals.
- Provision of data for College Planning, including resource allocation.

Department Overview

Administrative Department   Library

Contact (Person responsible for reporting) Tina Hovekamp

Participants   Cat Finney, Kirsten Hostetler, Tamara Marnell

Date Review submitted   May 16, 2018

Report Submitted to   Betsy Julian and Julie Hood Gonsalves

1. Mission Fulfillment

How does your department support/strengthen the college's ability to fulfill its mission and vision?

Please provide your department's mission statement, including specifically how your department contributes to (check one or both):

    x Student Success
    and
   x Community Enrichment

Barber Library Mission Statement:

The Barber Library & Learning Commons (BLLC) supports student success and community enrichment by: (1) providing dynamic and high-quality resources, services and student-centered learning environments; (2) leading Information Literacy efforts; and (3) offering rich educational and cultural experiences that benefit COCC and the broader community in a collaborative culture of diversity, equity and inclusion.

2. Department Purpose

What are the key duties, responsibilities, and/or functions of your department that support your department mission? Include brief descriptions of staffing, budget, services, and location. (Location may be room or building specific, and/or branch campus specific.) Include any relevant recent changes. Response should be limited to one paragraph to one page maximum.

Barber Library Vision Statement:
To achieve its mission on all COCC campuses, Barber Library & Learning Commons (BLLC) commits to:

- ❖ Maintain a physical presence and virtual environment with a rich collection of information resources and technology tools that support student success.
- ❖ Create lively, student-centered, and welcoming spaces conducive to individual or collaborative work.
- ❖ Ensure equitable access by all students to quality, cost-effective resources, current technology tools and other library services that students need for their research, learning and overall success.
- ❖ Provide expertise in Information Literacy for academic, professional and personal development.
- ❖ Actively participate with the campus community both in its role as an information leader for the campus and in addressing the college's mission and vision.
- ❖ Partner with other college entities and initiatives that support student learning.
- ❖ Partner with outside academic and educational institutions to promote and enhance access to the information world.
- ❖ Foster creativity and innovation for the department and the entire college.
- ❖ Provide excellent library and information services to the campus and broader community in a respectful and unbiased manner.

Robert L. Barber Library was first open in 1998, a beautiful facility that currently houses library collections and services as well as testing and tutoring, academic advising, career advising and placement testing. As part of its mission and vision fulfillment, Barber Library provides:

- Credit library courses and research support. Barber Library places a special emphasis on an integrated instructional model that includes credit class courses, multiple offerings of embedded librarian and single IL sessions for other COCC classes where students are engaged in library research. Barber Library considers its instructional program central in its support role for student success.

- Hundreds of thousands of full text research articles from more than 100 scholarly electronic resources and databases accessible via remote login 24/7 to all enrolled students and COCC campuses. Our database holdings also include thousands of art images, automotive repair data, CTE exams and practice exams, online audio recordings to support COCC music courses, as well as heavily used streaming video subscriptions faculty and students have access to anytime, anywhere.

- A local collection of about 70,000 print and AV materials. In addition, the library provides access to more than 27 million items including e-books via the Orbis Cascades Alliance, a nonprofit cooperative of 39 major colleges and universities in Oregon, Washington, and Idaho with member libraries sharing a common Integrated Library System (ILS) and their combined collections. Summit Catalog, one of the main products of this network, has been an essential tool for COCC students and faculty who may search and request items for delivery to all campuses.

- Interlibrary Loan (ILL) services and electronic document delivery available for items not held at COCC or by the Alliance. Through interlibrary loan, Barber Library staff route requests to other libraries owning items COCC students want and then borrow them for free. Articles are scanned by our library lending partners and are delivered electronically straight to our students' email.

- Technology lending. Many of our students may lack personal access to technologies necessary to thrive in a modern academic environment. The Library allows currently enrolled COCC students to check out library-owned devices such as laptops, iPads, Kindles or other digital equipment at the main campus. By providing these technologies, the Library helps students use tools they need to grow their skills and engage more actively in their learning.

- Study spaces and group study rooms. The Library's 15 group study rooms are some of the most heavily used spaces for studying. In addition, the Library recently established a dedicated space for the new Children's Equity and Resource Center (CLERC), a collaborative product of Barber Library, Multicultural Activities and Early Childhood Education programs housing a growing collection of equity focused and culturally responsive children's literature.

- Service to the broader community. Beyond COCC, Barber Library supports the research needs of the broader community within COCC's service district and beyond. Any Oregon resident 16 years of age or older is welcome to use the library facilities, apply for a Community User library card and check out materials from our local circulating collection. Community patrons may sign up for a network account and get access to all of the library's research databases from within the building using the public workstations or the wireless network. Community members are also welcome to

use the library's free in-person, chat or email services for their research needs.

   o In-house gallery featuring local and juried art exhibits. Throughout the year and in collaboration with COCC's Art department, Barber Library's Rotunda Gallery hosts a variety of rotating art exhibits.

   o Cultural events for COCC and general community enrichment. Every year Barber Library hosts talks, book discussions, and other cultural and multi-cultural events.

All of the above are accomplished by a staff of: 4 professional librarians (2 faculty and 2 administrative), 5.75 classified staff, 3 part-time librarians and about 15 part-time work study students or irregular wage.

Attached is the organizational chart for Barber Library. Library staff are assigned to one or more of the following areas:

Technical Services, Collections & Acquisitions: responsible for collection development, purchasing and record management of print, electronic, journal, AV, reference and database collections.

Public Services - Circulation, Interlibrary Loan (ILL), & Reference: responsible for daily support services in Circulation, Interlibrary Loan and Orbis Cascade Alliance lending, Reference/Research Services and the Learning Commons

Instruction & Outreach: responsible for the Library's Instructional ("Information Literacy") program. Also provide services to all COCC campuses, including Northern campus library services

*Integrated Library Systems (ILS) & Discovery Servi*ces: responsible for support and management for the library's Integrated Library Systems (ILS), new library technologies, and discovery and accessibility of current information resources.

The Library's budget for FY18 includes: LIB202, $1,236,495 and LIB178, $52,336. The latter is the "instructional" fund of the Library mainly supporting credit bearing courses.

3. Department Strengths

What are your department's greatest strengths and/or most significant accomplishments during the past 1-3 years that support your department mission? What are the real, proven, consistent, documented elements of your department that make you stand out?

Instruction:
COCC's Library boasts an active, high quality instructional program with services that support the teaching and learning of information literacy (IL) skills across COCC's curriculum and at all COCC campuses. In FY 2016-17, as part of the Barber Library instruction program, librarians had instructional interactions with 3,066 students. These interactions reflect the variety of instructional roles librarians play, including at the reference desk where students seek out research assistance, in the 87 Information Literacy sessions requested by faculty from a variety of departments where librarians guest lecture, or through the 16 credit classes taught by two faculty librarians.

During the 2016-17 academic year, in recognition of the importance of information literacy to professional standards in a variety of disciplines, library credit courses were added to the course lists of six degrees and certificates, effective during the 2017-18 academic year. LIB100 was added as a required course for the Business Administration Entrepreneurship certificate, Business Administration Marketing Communications certificate, Business Administration AAS, Hospitality Management AAS, and Hospitality Management certificate, and LIB127 was added as a recommended program elective for Early Childhood Education AAOT.

Collections:
In 2016-17, COCC students, faculty and staff had access to 53,000+ full text online journals, magazines and newspapers (1,458 of these are Spanish language) via Barber Library's 139 databases covering the sciences, health fields, technical fields, humanities and social sciences. These resources are available to COCC students and staff from anywhere on campus, and from any location in Central Oregon and beyond.

In addition, in 2016-17, Barber Library provided 132 print, curated and curriculum-oriented magazines and journals in Barber Library's browsing periodical collection and 12 magazine titles in our popular online magazine browsing collection, Flipster.

In 2016-17 Barber Library provided access to nearly 200,000 electronic books via our Orbis Cascades ebook programs, and more than 28,197 streaming video titles via Films on Demand.

Barber Library added 723 new print books, 54 DVDs and 3 new research databases to support COCC instructional programs in 2016-2017.

Patron Usage:
In FY 2016-17, usage statistics of the library website were higher than any other department site, accounting for 13% of traffic to webpages related to academics. The library homepage was 8th most visited page on the COCC website at 117,012 views, and the library articles page was 22nd most visited page on the site at 25,998 views (and this ranking includes popular pages such as student login and class schedule, financial aid, etc.).

In FY 2016-17, COCC and community patrons performed over 400,000 searches in the Library's research databases. Patrons visited the Barber Library & Summit catalog 20,201 times--an average of 55 visits per day; and they checked out items 22,552 times--an average of 75 loans per business day. Barber Library serves all members of COCC, plus 368 members of the local community and 86 students, staff, and faculty at other Oregon institutions.

In addition, ILL services are among the most popular library services; last year alone, in FY 2016-17, there were more than 2,900 items borrowed by COCC students, faculty and staff including Alliance's Summit borrowing.

Community enrichment activities:
The natural light and architectural features of the main and upper floors of the Barber Library Rotunda area offer a perfect environment to feature and highlight the beauty of the visual arts. Every year the gallery displays the creative talents of COCC students, faculty and regional artists and allows for student learning and experiences outside the classroom via artistic appreciation and inspiration. In 2016-17 the Rotunda Gallery housed five exhibits featuring the work of COCC and other community artists (Art about Agriculture; COCC Faculty Show; National Scholastic exhibit; Plein Air Painters of Central Oregon; and

COCC Student Exhibit)

In addition, Barber Library is a proud contributor to community enrichment via its active cultural events program. Some past examples of major library sponsored cultural events include the *Muslim Journeys* program (2013-14) which familiarized our communities with the people, places, history, faith and cultures of Muslims in the United States and around the world; the *Art of The Book* event (2015), a celebration of the donation of the first artist book in Barber Library's collection and also of local artists and people interested in artists books; a *History of Disability* display (2016), a collaborative exhibit with COCC's Disabilities and Diversity office. The Library's annual poetry month program in April has also been growing with a variety of events, including readings and workshops by well-known poets and other lovers of poetry. In 2016-7, our poetry celebrations featured poetry writing workshops and readings by well-known regional and local writers such as Elizabeth Woody and Jason Graham which attracted audiences from COCC and the general community.

4.   Department Challenges

Describe any challenges that may negatively impact accomplishing your department mission. What are the opportunities for improvement in your department? What internal and external factors challenge your area? Please use the terms "internal" and "external" in any way that is relevant to your department.

Instruction:
- Information Literacy (IL) is included as a course outcome in Writing courses. This poses challenges for the Library as the expert in IL ensuring that such skills are taught based on the profession's standards and on a consistent basis across the Writing curriculum.
- Faculty are not always aware of library resources available for them to incorporate in their teaching. It takes continuous and sustained outreach to keep faculty up-to-date and involved in the selection and use of the library's resources as well as design of effective assignments.
- Despite positive feedback by students, the Library's LIB credit course offerings remain mostly elective for the majority of COCC's degrees and programs. Without stronger recognition of their value and integration within the curriculum, it is difficult to draw student interest, especially at times of college-wide enrollment declines, tuition increases and financial aid considerations.
- The library's primary instructional delivery is typically limited to one-time interactions with students without an ability for follow up. As a result, it is difficult for the library to launch large scale assessment since there are no systematic efforts for IL skill development across the campuses.
- IL instructional delivery does not generate substantial FTE since it often happens either outside the classroom or via other courses (e.g. IL sessions and Embedded Librarian services). This makes a case for its college impact difficult, especially when measuring the Library against other instructional, FTE generating departments.
- Because of the limited campus-wide access to computer classrooms, commitment to a library-dedicated instructional space takes continuous advocacy to address student needs and effectiveness of Information Literacy instructional sessions.

- Branch campuses are still evolving with fluctuating enrollment and varying needs. This makes it challenging for consistent IL support to branch campus students.

Library resources & services:
- There is an increasing pressure to demonstrate use as well as impact of the Library's collections and services for student success. However, it is difficult to find effective models of assessment to correlate library use as a unique variable with college achievement. In addition, turning to numerical data to substantiate the value of library services and resources ignores the significant but hard to measure impact of the library's presence on the whole student experience (for example, the library's contribution in building a sense of community of learners is hard to measure in terms of metrics).
- Despite student testimonials and a long tradition of libraries playing an important role in student engagement and as the "heart of academia," the library's possible contributions in campus discussions and initiatives related to student and curricula matters can easily be overlooked.
- Because of constant changes in the information/ technology world and also information-seeking behavior, the Library has to continuously evaluate and adopt ways to best deliver the most relevant information and services to all users (students, faculty, community), at the point of need.
- Daily reliance on the free Internet, makes it tougher to draw attention to the value of library resources as tools for discovery.
- The Library serves a broad spectrum of student from remedial to advanced college skills in the use of information resources. This affects the range of library service demands and support to provide, including both traditional and new technology-based services.
- The sheer distance between the main and Northern campuses makes it difficult to create a visible library presence at the branch campuses.
- Beyond materials purchasing and subscriptions, the Library can provide significant support and training to faculty for the adoption of Open Access content, specifically Open Education Resources for classroom use. Taking on such a role takes extra commitment including a campus-wide buy-in for the value OER in the students' college experience.

Budget & Staffing
- Budget issues are perhaps among the Library's top challenges. These include: competing for funding across campus, growing the library's resources within limited means and communicating the needs and value of library resources and services outside the FTE funding formula.
- The Library is faced with continuing cost increases in materials and database subscriptions. At the same time, collections funding remains flat and even decreases at times of college financial need. This tends to erode the library's purchasing power and ability to address the cumulative effects of inflation.

- The rapid digitization of information has impacted library operations and systems in fundamental ways with evolving demands on library staff skills and need to adopt to constant technological changes.
- A lot of the library's staff work is done "behind the scenes." Communicating the nature and value of such work to constituencies can be challenging.
- The Library's heavy reliance on technology for its operations and services has increasingly been adding to the pressures of high tech costs to be absorbed within the Library's limited budget.

Space
- Along with the evolving transition of 'print to digital,' the library has been addressing the need to continuously transform its physical space. The Learning Commons vision has helped the Library to place an emphasis on creating a student-centered environment supporting both independent and collaborative student work. Staying responsive to student needs in such an environment takes continuing vigilance as well as commitment both in visioning and resources.

5. Department Goals→Department Outcomes

Based on your strengths and challenges, what are your department goals? What product or service do you want to provide?

Goal 1: By the end of FY20, students at the Redmond campus will have direct access to a new physical library space and will utilize staff support to help with access to library resources and services for their studying.

Outcome 1: Redmond students will utilize library resources and services on their campus and in support of their success, including circulation of physical materials, assistance for research projects, information literacy sessions and other services. Services will be measured by daily documentation of activities by library staff via related tools (e.g. Alma Analytics, LibAnalytics, etc.) and student/faculty satisfaction surveys.

Goal 2: By the end of FY19, the library will focus outreach efforts to COCC academic departments to increase faculty involvement in the selection and continued use of specific library resources directly supporting their curriculum.

Outcome 2: After increased outreach by librarians to academic departments, usage statistics of specific Barber Library resources will be congruent with expressed department needs, recorded and assessed on an annual basis.

Goal 3: By FY21, library credit courses will integrate into additional CTE program and developmental writing requirements by revising outcomes to better align with professional standards, current IL practices at COCC, and student needs for lifelong learning

Outcome 3: Library credit course enrollment will increase by 20% over FY18 enrollment numbers.

Goal 4: By the end of FY20, the library's online resources will be easier for students to find through the COCC website.

Outcome 4: The results of annual usability testing of the library webpages will show improved performance by students in research-related tasks, compared to the results of the testing conducted in November 2017.

Goal 5: Within the next couple of years, the library will be involved in a special project to expand the size and use of its Children's Equity and Resource Center (CLERC) collection via the following two subcategories of goals and outcomes:

> a) **Goal 5a:** By the end of FY20, the library will increase the size of its Children's Equity and Resource Center (CLERC) collection.
>
> **Outcome 5a:** The current size of the CLERC collection will be doubled by the end of FY20, with help from external (Library Services and Technology Act grant) or internal funds.
>
> **b) Goal 5b:** The CLERC collection will see an increase in usage as it further integrates with COCC's Early Childhood curriculum and other early learning needs in the broader community.
>
> **Outcome 5b:** By FY20, there will be a minimum of 30% increase in CLERC collection usage as reflected in circulation reports and other related course or community activities.

6a. Procedure, Measurement Tool and Timeline

Describe the activities will you do to accomplish your Outcome(s). How will you measure your success toward the 1-3 outcomes and mission fulfillment? What tools will you use? (Survey, budget, Institutional Effectiveness department data, banner/Argos, etc.) How frequently will you gather relevant data? Provide any data references that you use. The Institutional Effectiveness department will provide relevant data upon request. Data will be reviewed and reported **annually** on the following page.

Goal 1: By the end of FY20, students at the Redmond campus will have direct access to a new physical library space and will utilize staff support to help with access to library resources and services for their studying.

Procedure/Activities: Planning for the use and furnishing of a new space in the RTEC building. There will be dedicated staff support along with physical and electronic resources and services for the Redmond campus, including circulation of physical materials, assistance for research projects, information literacy sessions and other services.

Measurement tool: Presence of a new Library space at the Redmond campus. Daily documentation of usage activities via statistics tools (e.g. Alma Analytics, LibAnalytics, etc.). Student/faculty surveys assessing library services needs and satisfaction.

Timeline: In FY19 there will be a Redmond library presence. Gathering of usage statistics will be continuous. Student/faculty survey will be completed in FY19 and FY20.

Goal 2: By the end of FY19, the library will focus outreach efforts to COCC academic departments in order to increase faculty involvement in the selection and continued use of specific library resources directly supporting their curriculum.

Procedure/Activities: Planned outreach by librarians to academic departments. Librarians will reach out to specific departments and faculty in order to share information about Barber Library's current and potential online subscription resources directly related to course curriculum, with the intent to increase awareness and use of those resources.

Measurement tool: Usage statistics of targeted Barber Library resources - after increased outreach by librarians to academic departments, Barber Library resources will be congruent with expressed department needs, as reflected by use statistics recorded and assessed on an annual basis.

Timeline: Statistics and outreach efforts will be recorded and assessed on an annual basis starting FY19.

Goal 3: By FY21, library credit courses will integrate into additional CTE program and developmental writing requirements by revising outcomes to better align with professional standards, current IL practices at COCC, and student needs for lifelong learning.

Procedure/Activities: Revision of LIB 100 outcomes to better align with Writing and CTE program outcomes. Promotion of LIB100 outcomes as essential skills for graduating students.

Measurement tool: Enrollment reports and Information Literacy Plan reports.

Timeline: Annual assessment of efforts via reports and enrollment trends.

Goal 4: By the end of FY20, the library's online resources will be easier for students to find through the COCC website.

Procedure/Activities: Perform continuous usability testing to inform the ongoing development and design of library webpages.

Measurement tool: Usability testing results.

Timeline: First round of redesign and usability testing to be completed by the end of FY19.

Goal 5: Within the next couple of years, the library will be involved in a special project to expand the size and use of its Children's Equity and Resource Center (CLERC) collection via the following two subcategories of goals and outcomes:

> a) **Goal 5a:** By the end of FY20, the library will increase the size of its Children's Equity and Resource Center (CLERC) collection.
>
> b) **Goal 5b:** The CLERC collection will see an increase in usage as it further integrates with COCC's Early Childhood curriculum and other early learning needs in the broader community.

Procedure/Activities:
5a: Submit a Library Services and Technology Act grant request to double the collection.
5b: Work closely with COCC's Early Childhood curriculum to integrate the CLERC collection into ECE courses, activities and assignments.

Measurement tool:
5a: Size of CLERC collection.
5b: Circulation/usage statistics and reports.

Timeline:
5a: The expansion of the collection will be completed by the end of FY19.
5b: Annual gathering of statistics for CLERC collection usage starting in FY19

Plan submitted every **three years**.
It will serve as a reference for resource allocation, activities, and planning
during the three year cycle.

Administrative Department Review
2018-2019 *Report*

Due: _____

6b. Procedure, Measurement Tool and Timeline
What activities did you do to accomplish your Outcome(s)? How did you measure your success toward the 1-3 outcomes and mission fulfillment? What tools did you use? How frequently did you gather relevant data? Provide any data references that you used.

7.   Data
What data have you gathered that inform your department's effectiveness?

8.   Summary and Analysis: Continuous Improvement (Report-to be completed annually when data are available)
What do these data suggest about your department's effectiveness? Which measurements are strong and affirming? Consider the following points. • Was your planned activity successful at accomplishing your Outcome(s)? • Have you accomplished your outcomes? Is there a need for a new direction? Which measurements indicate an area that you would like to focus on for improvement? • Identify the goals and improvements that your department is committing to over the next year to help you accomplish your outcomes. • What support do you need from the college to carry out your planned improvements? Identify your biggest area(s) of need to help accomplish outcomes. Review question #2, including staffing, budget, services, and location.

Report submitted a**nnually**.
Data and analysis from three annual **Reports** will inform a new **Plan.**