

**STANDARD FIVE**  
**LIBRARY AND INFORMATION RESOURCES**

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*“How have the library/learning resources and laboratories been maintained to keep pace with the growth of instruction or with significant program changes, such as computer science or health technologies?”*

**LIBRARY**

**Preamble**

Pierce Library supports the teaching and learning process of the University community and the eastern Oregon region. By providing information resources and services while promoting their integration into the educational experience, the library strives to meet the academic support needs of its students, faculty, and patrons.<sup>1</sup>

**Significant Changes**

During the five years since the 1998 Interim Accreditation Report, the library has changed many ways by which it serves students, faculty, and staff at the University. The major changes discussed below have affected services available and access to information in all formats.<sup>2</sup>

***Total recataloguing of the Serials collection from alphabetic access to Library of Congress classification***

Pierce Library’s book collection is catalogued according to the Library of Congress classification system, which is the standard for most academic libraries. Recataloguing the 1,341 periodical titles in the collections standardizes how all books and journals are organized and shelved in the library and facilitates access to journals in a more browser-friendly format organized by discipline.

***Completed integration of the Oregon State Library donation into the Pierce Library collection***

This material enhanced collections in music, sports and recreation, animal husbandry, costume and design, art, folklore, literature, and history. By acquiring these subject collections, the Pierce Library collection was enhanced by 30% (35,090 volumes), giving students and faculty access to collections that have a much broader, in-depth coverage of these subject areas.<sup>3</sup>

***Increased funding and access to electronic databases and monographs for scholarly research***

Pierce Library’s primary mission is to serve the information and research needs of students and faculty by supporting the institution’s curriculum and programs. Since the library’s mission is to support existing programs, its holdings seldom reflect the breadth and depth needed for specific areas when new programs are established. The establishment of the Computer Science/Multimedia degree and the Gender Studies minor brought infusions of additional funds to increase coverage in those areas. New funding has not

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<sup>1</sup> See Exhibit 47, “Using the Collection of Pierce Library,” Snapshots of Pierce Library home page and library information pages, and “Library Services for Off-Campus Students.”

<sup>2</sup> See Exhibit 48, Library Policies, Strategic Plan, Disaster Plan, and Student Employee Handbook.

<sup>3</sup> See Exhibit 49, Statistics for retrieval of library resources through Pierce Library’s Online Public Access Catalogue, and Statistics for retrieval of citations from databases provided by Pierce Library.

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materialized to support subsequent new programs such as Biochemistry, Engineering, and Media Arts. Without additional funding it is difficult to establish a core collection in any of these disciplines, particularly Biochemistry and Engineering.<sup>4</sup>

The Media Arts program has benefited from existing collections in Multimedia and Journalism. (Since Journalism is not offered as a degree program, this collection has seen little maintenance; 80% of it was published before 1990.) The Media Arts faculty have focused their normal library allocations on building this collection. The library has made minor purchases from the existing budget in these areas (totaling approximately \$3,200).

In order to supplement scholarly research needs of students and faculty, the library faculty decided to reallocate existing funds for expanded access to additional online, electronic databases. This action has benefited on-campus as well as off-campus students in providing access to additional research tools.

### ***Additions to the Orbis network***

In August 2003, the Orbis Library Consortium and the Cascade system, which serves all Washington public university libraries, will merge their catalogs to create a unified catalog. This unified catalog will enable students, faculty, and staff to search and request library materials via a database of 22 million books, sound recordings, films, maps, and more. As an aid to quick delivery, the consortium will continue to administer a courier service providing daily pick-up and delivery of library materials at 60 libraries in Oregon, Washington, and Idaho. The Orbis-Cascade Alliance will strengthen cooperative purchase programs and bring shared expertise to the purchase of databases, electronic journals, electronic books, and other digital library materials. It will serve faculty, staff, and the equivalent of more than 174,000 full time students enrolled at 26 member colleges, universities, and community colleges.<sup>5</sup>

### ***Conversion of library courses to online modality***

The Pierce Library mission statement includes a commitment to providing “varying levels of access to quality and current research materials and services for students and faculty of Eastern Oregon University.” The library faculty teach two courses — LIB127 Information Access and LIB 307 Electronic Research Techniques. In 2002, both courses were re-tooled for web-based instruction and are now available via the Internet as well as on-site. During the first academic year these courses were available via both modalities, and enrollment in them increased 40%. With the June 2003 approval of these courses as General Education courses under the category of “Critical Thinking and Problem Solving,” information literacy will take on a more prominent role as a crucial element of instruction at the University.

### **Assessment**

In 1995, the Public Services / Collection Development Librarian began an exhaustive five-year evaluation and deselection project that analyzed every collection in the Library. The collection development/deselection policy was reviewed and updated at the beginning of the process and the evaluation was conducted with active involvement of the faculty and university community at large. After reviewing all 209 Library of Congress classification areas in the 150,199 volume main collection, the five-year project concluded with 5% of the titles deselected.<sup>6</sup> In conjunction with this process, the

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<sup>4</sup> See Exhibit 50, Assessment measures to determine adequacy of holdings, and Comprehensive budgets 1999-2003.

<sup>5</sup> See Exhibit 51, Agreements with other libraries, and Evaluation of library and information resources.

<sup>6</sup> See Exhibit 52, Assessment of Main Collection.

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collection was compared against various evaluative tools such as *Books for College Libraries*, *Reader's Advisory*, and the consortial holdings of the Orbis Library System. The evaluation's results yielded an in-depth analysis of our collection, exposing strengths and weaknesses that will serve as starting points for improvement of resource-sharing and cooperative collection development.

In AY 2001–02, the library staff conducted a complete review of the serials collection. Over ten meetings took place with divisions and individual faculty members. This series of meetings produced a list of serials that, while reduced in number, will provide sufficient support for the University's academic programs and curriculum.

The end product of this evaluation constituted a loss of 216 titles from the shelves. Of that total, 47 journals are available through full-text online indexes to which the library subscribes. These may be accessed via Pierce Library's web page (<http://pierce.eou.edu/db/infomenu.html>). Consequently, there was a net loss of 169 titles, resulting in a current total serials collection of 723 subscriptions.<sup>7</sup>

A library survey was conducted in June 2003.<sup>8</sup> The purpose of the survey was to provide students, faculty, staff, and patrons with the opportunity to evaluate Pierce Library. The survey results enable the library staff to determine how people use the library and its services and which areas need to be improved. Results of the survey will be reported in the next ten-year accreditation report.

### Goals

Each year, the Pierce Library staff participates in strategic planning and goal setting for all library operations. The following promises the most significant changes for the coming years:

- The library's rare books and archival collections require a coordinated effort to catalog and/or digitize materials for access to this important material. Grant funding will be sought for this project.
- In the Accreditation Commission's response to the University's 1998 Accreditation Report, it was noted that "physical facilities are being used very heavily, and the Library has an immediate need for additional space for the collection, for student computer access and for an instructional classroom or lab space." Currently, legislation has been sent forward to acquire State General Fund dollars for a renovation of the library building, which is substandard on all levels concerning study space, ADA requirements, and collection growth.
- With the current national focus on information literacy, the library faculty will be providing more coursework instruction and innovative approaches to research assistance (such as virtual reference for our students and faculty).
- To increase access to valuable materials in the fields of law and political science, the Pierce Library staff will merge the Union County law library into the University's collection in Fall 2003. This partnership will make available many expensive law materials that the library cannot afford to purchase.
- The Commission Response to the 1998 Accreditation Report noted that "while each of these areas does considerable planning within their units, there is a need for more involvement in university-wide planning as it evolves." One of the areas specifically addressed is the need for closer involvement of library staff in institutional curriculum and program changes. An *ex officio*, non-voting library position on the Education Policy and Curriculum Committee (EPCC) would provide a venue for the library to disseminate pertinent information regarding the adequacy of library collections in new programs and curricular changes.

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<sup>7</sup> See Exhibit 52, Pierce Library Serials Review.

<sup>8</sup> See Exhibit 53, Library Survey, June 2003.

## **Conclusion**

The institution's mission is supported by the goals and objectives of the Library to ensure the ongoing acquisition of both resource materials and equipment in order to provide quality services to the clients of the library; work with faculty to integrate information literacy and critical thinking skills into the curriculum; develop and deliver links to more electronic information through the Library's Electronic Research Center; maintain a qualified and proficient staff<sup>9</sup>; and maintain an environment that encourages the continued development of staff knowledge, skills, and expertise.

## **INFORMATION RESOURCES AND COMPUTER LABS**

### **Preamble**

Since 1998, a very stable team has existed in Computing and Telecommunications Services (CTS). This small but knowledgeable and proactive team is responsible for successfully deploying and maintaining automated systems throughout the University and its on-campus partner areas.

### **Significant Changes**

#### ***Additions and Increased Use of Personal Computers***

In its response to the 1998 Accreditation Report, the Accreditation Commission commended the University's use and application of new technology. The University has aggressively continued the expansion, evolution, and application of technology well beyond where it was at that time. Since 1998, the number of desktop computers serviced by the University's Computing and Telecommunications Services staff grew by 25% to over 800 systems now in use by the University's students, faculty, staff, on-campus partners, off-campus DDE Centers, OHSU Nursing sites, and EdBus sites on- and off-campus. Virtually all student curriculum areas, faculty members, and staff persons have been equipped with current computers and software.

CTS has a wide range of well-maintained computer labs on campus. Besides the three large general-purpose student computer labs in the Ackerman Hall basement, the Loso Hall Learning Center, and the Pierce Library third floor lab area, there are another two dozen student-use computer labs on campus, varying from just a few computers to as many as 24 computers in various discipline specific labs. CTS personnel are responsive and successful in keeping the labs fully operational, thanks to regular on-site visibility and prompt notification and collaboration with student lab assistants and colleagues in the many supported areas.

Computer lab usage varies widely, depending on the timelines for various projects in specific disciplines and usage in any given term. Heaviest academic usage is around mid-term and during the last few weeks of each term when final projects come due.

#### ***Network Improvements***

All on-campus and off-campus sites are fully connected to the Internet / World Wide Web, nearly all student use and administrative functions are networked, and CTS has installed a campus-wide, high-bandwidth electronic infrastructure in all residence hall rooms and most classrooms. The institution was

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<sup>9</sup> See Exhibit 54, Pierce Library position descriptions, organization chart, and vitae of professional library staff.

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fully Y2K ready at the move into the current millennium. Within the last three years, CTS converged disparate video and data technologies into Internet Protocol standards and, in 2003, completed an upgrade of the telephone system to the Voice over IP standard.

In 2002, Verizon completed installation of a fiber optic connection between the La Grande Verizon central office and the University's network hub, accompanied by a Verizon-installed OC3 shelf at the campus hub. The total cost of this expanded capability is little more than the cost of the incremental circuits for voice, video, and data.

The bandwidth expansion enabled CTS to move the University's Student and Financial Aid Information Systems to the Chancellor's Office Information Technology Services site at OSU's Corvallis campus. This move erased the University's need to replace a rapidly failing computer server and relieved personnel from laborious periodic upgrades to Oracle and SCT Banner. A massive processing platform in Corvallis now supports all of the University's large-scale information systems. The University's administrators, faculty, and students enjoy rapid on-line access to these systems.

Bandwidth improvement also enabled more robust use of the improved Local Area Network (LAN) and Internet 2, the ultra high-speed national academic network. Major classrooms and administrative buildings are fully connected to the campus LAN, including the new Science Center.

### ***Emergency Power Service Implementation***

To assure that no interruptions occur in the University's student services processing capabilities and in support of the University's disaster recovery plan, CTS installed an emergency power service in 2002. During a power outage, this service activates in less than ten seconds and provides power for the entire Inlow Hall administration building.

### ***Prevention of Illegal Internet File Sharing***

In response to illegal file sharing of copyrighted works, CTS completed a very successful education campaign with residence hall students during Fall 2002. It conducted several evening seminars with residence hall students, and the Residence Life Director gave documents to residence hall students which clearly defined the issue and the University's Acceptable Use Policy. CTS and the student-led Tech Fee Committee has implemented an infrastructure system that pre-empts illegal file sharing. The President and Vice Presidents were informed in writing about this project. The University is handling this issue quietly and very professionally.

### ***E-mail Policy***

E-mail is one of the official forms of communication at the University. A change in e-mail policy was made in Summer 2003, and all EOU students were notified of the new e-mail policy in a mailing dated August 6, 2003. This policy assures that each student has a University e-mail account, outlines student responsibilities, and affirms expectations for communication between faculty and students for educational purposes, and between the University and students for university business purposes.<sup>10</sup>

### ***"Enhanced Learning Environment" Project***

In 2003, CTS completed the University's "Enhanced Learning Environment" project funded by the Tech Fee Committee, deploying enhanced computer-centered audio / visual systems throughout the campus.

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<sup>10</sup> See Exhibit 55, EOU's E-Mail Policy <http://www.eou.edu/comp/student/email>.

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After consultation with 25 teaching faculty in affected buildings, unanimous approval from the University's Tech-Fee Committee, and subsequent approval from Provost Miller, equipment was purchased, configured, and installed campus-wide.<sup>11</sup>

This project provides a standard suite of modern robust audiovisual systems with networked computers, all interconnected to either a ceiling mounted projector or to a 61" all-digital display unit, and a few smaller display units in some smaller classrooms. Systems are installed in five classrooms in Ackerman Hall, nine classrooms in Loso Hall, three classrooms in Quinn Coliseum, one classroom in Inlow Hall, and eleven classrooms in Zabel Hall. The completed Science Center will have contractor-installed audio / visual systems in appropriate areas throughout the complex.

With the deployment of enhanced computer-related audio / visual systems across the campus, students and faculty are seeing less distinction between classrooms and computer labs. Students and faculty work on research, projects, and presentations in both areas on a regular basis and recent experience indicates that, as they have opportunities to become acquainted with and use these systems, students and faculty will become comfortable with the overlap and use of available classroom and lab technology.

An effect of the classroom technology evolution is a shift in the operations of the University's Audio / Visual Services. The bulk of A/V support has been transporting and setting up A/V equipment to campus sites on a demand or as-needed basis. As a result of the classroom installations of standard systems wherever possible, the A/V role is now shifting to provide more faculty and student training on a recurring basis. Much of A/V Services maintenance support has shifted to the classroom installations, although maintenance and training support is still provided for mobile systems and for systems offered for checkout.

### *Goals*

The three goals in the University's CTS strategic plan are user oriented. While the subordinate aims supporting each goal change somewhat as the strategic plan is accomplished, the goals are consistent from year to year.

- Enhance user support. With each annual revision, the aims are reviewed and re-worded where necessary in an effort to provide the best affordable technology and related services for students, faculty, and staff, with the least amount of downtime, and associated support services and user training in all areas of CTS responsibility, including academic computing, administrative computing, network services, telephone services, video services, and audio / visual equipment services.
- Upgrade information systems output capabilities and user information accessibility. The aims supporting this goal are all oriented towards accomplishing major projects associated with two large information systems that serve all University students and are used by most University faculty and enrollment services staff, i.e., the SCT Banner Student Information System and the SCT Banner Financial Aid Information System, which are supported by the University's relatively small team of analyst / programmers (2.75 FTE total).
- Strengthen access capabilities (data, video, voice). As with the other goals, this goal concerns the provision of robust services for students, faculty, and staff in the areas of computer data, interactive video, and reliable telephone services supported by high speed, high bandwidth network capabilities and associated installation, operations, and maintenance support services.

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<sup>11</sup> See Exhibit 56, Proposal for Enhanced Learning Environments.

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*Exhibits* (available on campus)

- 47 Using the Collection of Pierce Library
- 48 Library Policies
- 49 Statistics for Retrieval of Library Resources
- 50 Assessments to Determine Adequacy of Holdings
- 51 Agreements with Other Libraries
- 52 Assessment of Main Collection and Pierce Library Serials Review
- 53 Library Survey, June 2003
- 54 Pierce Library Employee Documents
- 55 EOU's E-Mail Policy
- 56 Proposal for Enhanced Learning Environments