Assessment Team

Alliance Accreditation Information Update
August 2013

Charge Item: *Update the NWCCU accreditation standards statement on the Alliance website*

Prepared by Members of the Assessment Team:
Steve Borrelli
Anya Arnold
Meredith Farkas
Frank Haulgren
Steve Hiller
Diane Prorak
Donna Reed
Lori Ricigliano
Kate Rubick
Rick Stoddart
Laura Zeigen
Table of Contents

- Pg. 3: Executive Summary
- Pg. 4: Standardized Brief Description of Orbis Cascade Alliance
- Pg. 5-6: Standardized Extended Description of Orbis Cascade Alliance
- Pg. 6-24: Review of Alliance Member Accreditation Documents
  - Pg. 6-7: General Summary and Documents Reviewed
  - Pg. 8: 2010 NWCCU Standards Relevant to Libraries
  - Pg. 9: Overview of Evidence for Standard 2.A.13
  - Pg. 10-12: Overview of Evidence for Standard 2.C.6
  - Pg. 13-18: Overview of Evidence for Standard 2.E.1
  - Pg. 19-20: Overview of Evidence for Standard 2.E.2
  - Pg. 21-22: Overview of Evidence for Standard 2.E.3
  - Pg. 23-24: Overview of Evidence for Standard 2.E.4
- Pg. 25-28: Example of applying 2007 Alliance recommendations for representing participation in Orbis-Cascade Alliance to NWCCU’s 2010 Standard 2.E.1 (Appendix 1)
- Pg. 29-32: NWCCU Standards / Policies (Pre-2010) directly mentioning “library” (Appendix 2)
Executive Summary

In 2007, the Orbis Cascade Alliance Accreditation Document Task Force drafted a report on the “recommended presentation of the organization, activities, and benefits of the Orbis Cascade Alliance in member institution accreditation self-studies and similar reports.” This report included suggested language member institutions could use in their Northwest Commission on Colleges and University (NWCCU) accreditation documents as well as series of recommendations and metrics libraries may consider using as evidence of contributing to meeting accreditation standards.

This report addresses the 2010 update of the NWCCU accreditation standards. This new report includes updated suggested language for describing the Orbis Cascade Alliance in accreditation self-study documents. Additionally, a review of Alliance member accreditation documents was undertaken to distill best practices for communicating evidence and impact.

This report provides two resources for Alliance members:

1. An updated standardized description of Orbis Cascade Alliance to be used in self-study accreditation documents.
   a. A brief description that includes links to further evidence
   b. An extended description that includes updated information.
2. A review of Alliance member accreditation documents:
   a. Goals:
      i. To document different varieties of evidence used in addressing accreditation standards
      ii. Draw out examples of incorporation of Alliance data used in addressing 2010 standards
      iii. To identify examples of innovative approaches to standards, with particular regard towards demonstrating value
   a. Scope:
      . The scope of the review was limited to available Orbis-Cascade Alliance member institutions accreditation documentation written to address the NWCCU 2010 updated standards.
Brief: Standardized Brief Description of Orbis Cascade Alliance to be Used in Self-Study Accreditation Documents

Insert library name here extends its local collections and services through membership in the Orbis Cascade Alliance (Alliance), a consortium of public and private academic libraries in Washington, Oregon, and Idaho. A key value of this membership is that it allows the academic community at insert institution’s name access to the collections of other Alliance member libraries. By viewing member collections in aggregate as “one collection” Alliance members can strategically and collaboratively focus on ways in which to create user-centered collections that maximize use and minimize cost and space. Additionally member libraries use collaborative strategies to negotiate database subscriptions and acquisitions of e-books. The Alliance is nationally recognized for its innovative cost-saving acquisitions strategies. In recent years, Alliance members have focused increasingly on ways in which to increase the depth and quality of collaborative efforts. Most notably, Alliance members are moving to a shared library system (catalog), thus allowing members to share a number of costs and processes. Library staff at Insert institution name contribute to these efforts and this work raises the quality of local services, maximizes expenditures, and allows insert name to leverage the expertise of the Alliance’s diverse membership. Alliance membership directly supports the core theme of insert language tying Alliance membership to core theme.

Evidence:
- Orbis Cascade Alliance website
- Orbis Cascade Alliance – Strategic Agenda
- Orbis Cascade Alliance – Members
The Orbis Cascade Alliance (Alliance) is a consortium academic libraries in Oregon, Washington, and Idaho. It includes public and private colleges, community colleges, and universities (37 as of Spring of 2013). The Alliance was created in 2003 through the merger of two strong regional consortia (Orbis and Cascade). It demonstrates power, influence, and extraordinary benefit to its constituents through the provision of innovative collaboration among its diverse constituency. The merger’s effect on the consortium’s capacity for service was clear from the beginning and continues to expand. These benefits include a shared catalog (Summit), patron-initiated borrowing, fast and reliable delivery services, electronic resource purchasing, professional development of staff, and participation in new service initiatives. The Alliance continues to emphasize collaboration and cooperation between its members and to that end, the consortia is pursuing an innovative Shared Integrated Library System that will increase discoverability and access to scholarly materials for its members.

A key value of membership in the Alliance is to make available to the students and faculty of [institution name] a shared catalog of books, periodicals, and other formats in a single discovery platform. The Summit Catalog (Summit) is comprised of 9.2 million titles representing 28.7 million items across its 37 libraries. [Institution name] students may borrow materials directly from this vast collection with an average delivery time of two days. In total, consortia services support over 258,000 students in three states, across both public and private colleges and universities.

[Institution name’s] membership in the Alliance represents a commitment to providing resources that would otherwise be difficult or impossible to obtain for its students and faculty in a timely and cost-effective manner. In addition to Summit borrowing, consortial purchases of electronic resources enable [Institution name] to provide collections and resources directly to our faculty and students. These electronic resources include research databases, full-text journals and monographs. Group purchases of databases, ejournals, and ebooks support teaching and research and add additional access valued at $12 million annually.

Alliance agreements emphasize the responsibility of each member institution to contribute to the robustness of the combined collection. Alliance membership leverages the capacity of each individual partner, greatly enriching, but not substituting for, local collections. (Institution name) retains full authority and control to select materials needed to support its own academic programs. Opportunities for enhancing cooperative collection development strengthen the individual, as well as the collective, collections.

Indeed, the strong commitment of diverse and independent member institutions forms the foundation of the Orbis Cascade Alliance’s success. This commitment is evident in many forms, including the creation of long-term resource sharing agreements, the empowerment of students and faculty to directly borrow materials in many formats, the
willingness to engage in the work of governing a consortium and the recurring allocation of significant financial and human resources."

Review of Alliance member Accreditation Documents

General Summary:

The NWCCU’s 2010 updated standards create an opportunity for libraries to increase their relevance within their institutions with standard 2.C.6, under “Education Resources.” This standard requires teaching faculty to partner with the library to integrate library and information resources into the learning process. This update revises the former standard 2.A.8 refocusing on teaching faculty and situates the updated standard more closely with other library relevant standards, which have all been integrated into Standard Two Resources and Capacity. Whereas the previous NWCCU standards primarily situated library relevant standards within standard five “Library and Information Resources” (see appendix 2) revised standards relevant to libraries can now be found in standard two “Resources and Capacity”. Standard 2.E.1 which focuses on an institution’s holdings and access of information resources is the standard which most frequently incorporates value statements of the Alliance. Of the documents reviewed Standard 2.E.1 was the only standard where incorporation of Alliance data was included. The most common type of evidence included in demonstrating the value of the alliance focused on expanded access. Financial value statements often providing dollars saved or percent saved through participation in the Alliance are effective in demonstrating fiscal responsibility.

This document aims in part to identify the varieties of evidence used in support of each standard. Going forward, identifying key types of support may be a fruitful pursuit of the Assessment Team in order to assist member institutions in identifying and collecting varieties of data that can be used to support multiple standards. Per the effective use of integrating cost savings data resulting from membership in the Alliance, the Assessment Team may also consider creating value statements focused on cost savings and/or expanded access.
Note about examples included:

Examples included are excerpted and are not intended to represent the entirety of the text addressing any standard. One exception is Appendix One, where the entire St. Martin’s University’s standard 2.E.1 text is included to demonstrate how Alliance 2007 recommendations have been applied to the current (2010) NWCCU standards.

Documents Reviewed:

- Eastern Washington University: Year Three Self-Evaluation Report
- Lane Community College: Library Accreditation Report (DRAFT)
- Marylhurst University: Year Three Self-Evaluation Report (9/28/2012)
- Oregon State University: Self Study Report (2011)
- Portland State University: Year Three Self-Evaluation Report (9/15/2012)
- St. Martin’s University: Comprehensive Self-Evaluation Report (8/31/2012)
- University of Puget Sound: Year Three Self-Evaluation Report Resources and Capacity (2/2013)
- Washington State University: Year Three Self-evaluation Report (3/1/2013)
2010 NWCCU Standards Relevant to Libraries:

**Standard 2 Resources and Capacity**

2. **A Governance**

2. A.13 Policies regarding access to and use of library and information resources—regardless of format, location, and delivery method—are documented, published, and enforced.

2. **C Education Resources**

2. C.6 Faculty with teaching responsibilities, in partnership with library and information resources personnel, ensure that the use of library and information resources is integrated into the learning process.

2. **E Library and Information Resources**

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

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

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

2. E.4 The institution regularly and systematically evaluates the quality, adequacy, utilization, and security of library and information resources and services, including those provided through cooperative arrangements, wherever offered and however delivered.
Overview of evidence used in support of standards:

2. A.13: Policies regarding access to and use of library and information resources—regardless of format, location, and delivery method—are documented, published, and enforced.

Summary: Eight of the nine documents reviewed addressed this standard. Within those, there were no examples of Alliance data included, nor were there any particularly innovative approaches to communicate the existence of policies. The standard was supported similarly by each institution, by describing and providing links to policies, as well as identifying mechanisms or bodies responsible for reviewing and updating them. The specific types of policies included are listed above.

Types of support included:

- Library and Institutional policies
  - Lending policies
  - General usage guidelines
  - Mobile services policies
  - E-book policies
  - Fines policies
  - Noise policies
  - Acceptable use policies
  - General use guidelines electronic resources
  - Lending policies for consortial borrowing
  - Network / email policies
- Residential network policies
- Information Technology Policies
- Internet use policy
- College computer use policy
- Code of conduct
- Library website
- Parties responsible for policy review
- Off campus access accessibility guide
2. C.6: Faculty with teaching responsibilities, in partnership with library and information resources personnel, ensure that the use of library and information resources is integrated into the learning process.

Summary: Eight of the nine documents reviewed addressed this standard. While similar language can be found in the Oregon State University and Oregon Health and Science University materials, overall the standard appears to have been addressed somewhat unevenly. This standard provides opportunities for libraries to increase their relevancy through collaborative efforts to integrate resources into the learning process.

While all institutions reviewed referenced material availability, available tools and resources to assist instructors better integrate resources into courses, and liaison availability, a few institutions discussed support for different populations, and/or available assistance outside the library (IT, Media support, etc.). WSU for example, included a discussion (excerpted below) regarding institutional efforts to integrate library resources into the course approval process for UCORE courses.

Types of support included:

- Studies/ specific examples of libraries involvement in course integration of resources/student learning
  - Assessments/ Studies conducted demonstrating integration of resources into learning process
  - Examples of information literacy in writing sequences including student learning outcomes which include resource use
  - Examples of course integrated instruction
  - Examples of librarians embedded in online courses
  - Examples of librarians assisting students integrate resources into their learning
  - Credit bearing courses provided by library

- General descriptions
  - Describing integration of information literacy different types of courses (inquiry, seminars, GEN. Ed., etc.)
  - Avenues to access resources described
  - Sampling of courses requesting instruction
  - Description of graduate student support
  - Participation in orientation
  - Collection development policies developed in collaboration with teaching faculty
  - Collection description

- Institutional efforts to support of resource integration into learning
  - Institutional student learning outcomes
• Policy requiring new course application to consult with librarian on resource needs
• General Education outcomes
• Resources available
  o Research Guides
  o Available tutorials
  o List of liaison librarians connected to liaison areas

Examples of innovative approaches and/or examples aimed at demonstrating value:

• **Oregon State University:** The OSU Libraries provide numerous services to faculty with teaching responsibilities that allow them to integrate library services into their learning environments. Many instructional tools are available through the library’s [instructional website](#). These include faculty resources for designing successful library assignments as well as instructional opportunities such as having a librarian work with a class of students so they become more adept at integrating library resources into their learning activities. (55)

• **Oregon Health and Science University:** The OHSU Library provides services to faculty with teaching responsibilities which allow faculty to integrate library services into their learning environments. These services include partnering with faculty to create online and other resources (such as, designing web pages with library resources particular for that class) and instruction opportunities (such as engaging a librarian to work with a class of students) so they become more adept at integrating resources into their learning activities. (74 - 75)

• **St. Martin’s University:** Collection development policies have been developed by classroom faculty working with librarians. All classroom faculty members are encouraged to submit collection requests to their liaison. (69)

• **University of Puget Sound:** Most departments and programs specifically note as student learning objectives the ability to communicate effectively and to search and use the literature of a field. To realize these objectives, faculty members work with liaison librarians in order to effectively and appropriately integrate library and information resources into their courses. Library personnel also work with students directly to integrate library and information resources into their learning [Standard 2.C.6]. (48)
• **Washington State University: General Education and Information Literacy:** The faculty-led course approval process for the new general education program\(^2\) (UCORE, see 2.C.9 and 2.C.10) requires that course proposals meet the NWCCU standard. Proposals that do not meet standards are returned for revision. The initial approval process in AY 2011-12 stimulated significant faculty dialogue around the role of physical libraries, online information resources, and the mapping information literacy skills within overall curriculum.

One outcome of the dialogue was the formation of a faculty group in spring 2012 to pilot the assessment of information literacy outcomes using work submitted for WSU’s writing portfolio. The group is developing a University-wide rubric to assess information literacy outcomes that reflect the diversity of disciplinary approaches. (115)
2. E.1: Consistent with its mission and core themes, the institution holds or provides access to library and information resources with an appropriate level of currency, depth, and breadth to support the institution’s mission, core themes, programs, and services, wherever offered and however delivered.

Summary: Standard 2.E.1 is the key standard for libraries as it is focused on an institution’s available collections. This is the only standard where Alliance data was incorporated in the documents reviewed and tends to have the most extensive write up of library relevant standards. The varieties of evidence used in support of this standard are varied and include strategic planning, general library statistics and data, as well as descriptions of services. Comparative data with particular regards to dollars saved or expanded access through Alliance membership are effective in communicating the value of the Alliance. This standard has also been used as a platform to express the challenges associated with underfunding and/or understaffing.

Types of support included:

- **Strategic planning**
  - Library mission
  - Library vision statement
  - Library Core Values
  - Library guiding Principles

- **Alliance**
  - Savings resulting from Alliance membership
  - Dollars saved through Alliance membership on subscription fees
  - Dollars saved through participation in Alliance DDA project for e-books
  - Summit delivery timeframe

- **Data related to:**
  - Budget (overview)
  - Instructional sessions
  - Description of staff, faculty, etc. FTE
  - Number of open hours
  - Gate count (visits)
  - Circulation statistics
  - Summit borrowing
  - ILL requests
  - Website statistics
    - Total sessions
    - Pages viewed

- **Online research sessions logged**
- **Database queries made**
- **Full-text article downloads**

- **Comparative data**
  - FTE students to FTE librarians
  - FTE students to FTE staff
  - Print volumes per student FTE
  - Total dollars spent per student compared with peers
  - Library expenditure per student
  - Number of open hours compared with similar institution

- **Assessments**
  - Student library surveys
  - LibQUAL+ results

- **Collections related**
  - Description of collection levels
  - Collection Development policies
**Assessment Team**  
**Alliance Accreditation Information Update**  
**August 2013**

- Group responsible for determining collection levels
- Quantitative description of collection including
  - Special collections
  - Databases
  - Serials
  - E-books

- Descriptions of available reference services
  - Ask services
  - Virtual reference
  - In person
    - Reference desk
    - Individual consultations

- Links to consortial partners
  - References to Alliance membership
    - Number of institutions in Alliance
  - Library memberships (e.g. ALA, ORBIS-CASCADE)
  - Descriptions of key partnerships with other student support providers
  - Descriptions of group study spaces available
  - Digital repositories (descriptions of)
  - Links to library web page
  - Research Guide availability

**Examples aimed at demonstrating the value of the Alliance and/or examples of use of Alliance data:**

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

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

  Another way the library has deepened its collection and broadened access opportunities is through the provision of ebooks. Like all libraries, Lane’s library is continually searching for the best ways to provide ebooks to its users. As publishers and hardware manufacturers struggle to create new business models
for ebooks, libraries are caught in the middle with purchasing and access issues. Ebooks for libraries are still more costly than print resources, but for Lane’s remote users ebooks offer more convenient access. Here again membership in the Alliance offers economical advantages. In 2010-2011 the Alliance designed a pilot project for demand-driven acquisitions (DDA), a dramatically different approach to purchasing that ensures item use. User access to e-books triggers purchases that are shared among all Alliance libraries. During the pilot period Lane’s users accessed content valued at $41,499 at 6% of list price, for an investment of $2,500 contribution. Thanks to this program, our users now have access to 42,735 e-books. The pilot recently became a formal program that offers incredible value to Lane, and has the potential to influence how publishers approach sales to libraries in the future. Demand-driven acquisitions ensure that the collection has exactly what the library user needs.” (3 – 4)

- **Portland State University:** In an example of civic leadership through partnerships, the library has aggressively pursued strategies to maximize purchasing power. The Portland State University Library leverages the materials budget by participating in shared purchasing agreements via the Orbis Cascade Alliance that supply electronic resources like journal packages, databases, e-reference materials, and e-books. In so doing, the library saves over 24% of the list price for databases purchased through this program; it also caps subscription inflation on many of these resources at 3-6% as opposed to the national average of 8-12%. With these journal packages, the library is able to supply five times the number of subscriptions it can afford as a single institution by partnering with our 36 academic colleagues in Oregon, Idaho, and Washington State. Portland State University pays approximately $250,000 for its Wiley/Blackwell electronic journals package via the Orbis Cascade Alliance that otherwise would cost approximately $1.7 million. Only twenty percent of materials expenditures are still for print; monographs principally in the humanities and social sciences are still often preferred in paper, but journals and reference materials are now almost exclusively purchased online. (74)

- **Marylhurst Univ.:** A key value of membership in the Alliance is to make available to the students and faculty of Marylhurst University a unified catalog of books, periodicals, and other formats. The catalog, Summit, is composed of 8.8 million titles representing 27.8 million items that allows for patron-initiated borrowing with an average delivery time of two days. Alliance consortial purchasing of electronic resources enables Marylhurst to provide e-collections and e-resources directly to faculty and students at a group rate. (57)

- **Oregon Health and Science University:** Collaboration - The Library is a member of the Orbis Cascade Alliance, which includes 37 university, college, and community college libraries in Idaho, Oregon and Washington, with total
holdings of 9.2 million titles. Membership in the Alliance not only expands access to a much broader collection but also provides the opportunity for collaborative book selection and consortial licensing of journals, thereby increasing the collection budget. All OHSU Library cardholders can request items through the Summit catalog for fast and free delivery. The Library is also currently participating in a pilot project on shared purchasing of ebooks. Through the Alliance, the Library participates in the Western Regional Storage Trust (WEST), a distributed retrospective print repository program that ensures access to the scholarly print record and allows member institutions to optimize campus library space. (99)

- **Oregon State University:** OSU Libraries is a member of the Orbis/Cascade Alliance, which includes 36 Washington and Oregon universities, colleges, and community colleges with total holdings of 9.2 million titles. Membership not only expands access to information, but also provides OSU Libraries with significant ability to leverage its collection dollars, participate in innovative programs and offer library faculty and staff developmental opportunities. (107)

- **St. Martin's University:** Summit is composed of more than nine million titles representing approximately 29 million items. Of those titles, 67% are unique in that they are owned by only one member library. (94)

- **St. Martin’s University:** Since 2005, Saint Martin’s has been a member of the Orbis Cascade Alliance, a library consortium composed of public and private colleges, community colleges, and universities in Oregon and Washington (37 in spring 2012). Created in 2003 through the merger of two strong regional consortia (Orbis and Cascade), the Alliance demonstrates the power, influence, and extraordinary benefit to our constituents of innovative collaboration among private and public academic libraries. The merger’s effect on the consortium’s capacity for service was clear from the beginning and continues to expand. These benefits include a shared union catalog (Summit), patron-initiated borrowing via Summit, fast and reliable delivery services, electronic resource purchasing, professional development of staff, and participation in new service initiatives.

   A key value of membership in the Alliance is to make available to the students and faculty of Saint Martin’s a union catalog of books, periodicals, and other formats. Summit is composed of more than nine million titles representing approximately 29 million items. Of those titles, 67% are unique in that they are owned by only one member library. Saint Martin’s students may borrow materials directly from this vast collection with an average delivery time of four days.
Saint Martin’s membership in the Alliance represents the University’s commitment to providing resources that would otherwise be difficult or impossible to obtain for students and faculty in a timely and cost effective manner. In addition to Summit borrowing, consortia purchases of electronic resources enable Saint Martin’s to provide collections and resources directly to faculty and students. These electronic resources include bibliographic databases, full-text journals, and monographs.

Orbis Cascade Alliance agreements emphasize the responsibility of each member institution to contribute to the robustness of our combined collection. Alliance membership leverages the capacity of each individual partner, greatly enriching, but not substituting for, local collections. Saint Martin’s University retains full authority and control to select materials most needed to support its own academic programs. Opportunities for enhancing cooperative collection development strengthen the individual, as well as the collective, collections.

Indeed, the strong commitment of diverse and independent member institutions forms the foundation of the Orbis Cascade Alliance’s success. This commitment is evident in many forms, including the creation of long-term resource sharing agreements, the empowerment of students and faculty to directly borrow materials in many formats, the willingness to travel and engage in the work of governing a consortium, and the recurring allocation of significant financial and human resources. (94)

Examples of innovative approaches and/or examples aimed at demonstrating value:

- **Eastern Washington University:** The Libraries regularly partner with other university units to increase the accessibility and visibility of services that support student success, faculty research/teaching, and community engagement. The JFK Library serves as a major venue for university events such as public lectures, presentation and activities. Over the past year, the Office of Information Technology (OIT) collaborated with the Libraries to relocate the OIT Help Desk to the JFK Library and integrate staff and services with TechEze services for walk-ins, phone calls, chat, and e-mail to resolve technology questions. The Office of Global Initiatives teamed with the Libraries to create a dedicated space in the JFK Library for visiting international scholars. The College of Arts, Letters, and Education began working with the Libraries to redefine and relocate the Writers’ Center to the JFK Library. All of these initiatives are targeted at maximizing the use of space and resources while increasing access and/or removing barriers for students and faculty to the information and services they need to be successful at EWU. (90)

- **Oregon Health and Science University:** “In 2010, Library users downloaded 1,648,371 articles, logged into subscribed databases 670,952 times, and
accessed e-books 158,084 times” [2]. (Note that the database login figures do not include usage of free databases such as PubMed.) (99)

- **Portland State University**: FY 2010/11 statistics indicate that the online library is very well used:
  - 1,674,163 online research sessions were logged;
  - 4,696,762 database queries were made; and
  - 1,550,687 full-text articles were downloaded.

  Circulation of the print collections continues to remain strong; 171,571 items were checked out from the Millar Library collection in FY 2010/11 and an additional 24,436 books were borrowed from sister Alliance libraries via Summit. (75)

- **Portland State University**: Portland State University’s most recent National Center for Education Statistics data report library expenditures of $389 per student, the lowest among the 9 comparator institutions and about two-thirds of the average expenditure. (75)

- **St. Martin’s University**: The ratio of 64 print volumes to student FTE remains below the NAPCU median of 81. The library’s 2010-2011 year-end electronic books holdings ratio of 9 per student FTE exceeded the NAPCU median of 5.7, but was well below the average 21.4 e-books per student FTE. (93)
2. E.2: Planning for library and information resources is guided by data that include feedback from affected users and appropriate library and information resources faculty, staff, and administrators.

Summary: All of the documents reviewed include available data used in decision making in addition to describing available avenues of communication for stakeholders. Eastern Washington University’s Library Student Liaison, a paid position (excerpted below) stands out as a unique method (best practice) for gathering and responding to student concerns.

Types of support included:

- Committee and liaison roles
  - Dean/ director roles on institutional committees
  - Representation on institutional committees
  - Faculty senate representation
  - Library committee (including representation from outside library)
  - Student liaisons
  - Marketing efforts communicating with stakeholders
  - Lists of librarian areas of responsibility

- Library statistics
  - Instructional statistics
  - Reference statistics
    - READ Scale for reference questions
  - Web statistics
  - Volumes added
    - Group study space data
  - Library website suggestion pages
  - Facebook
  - Surveys and or results
    - LibQUAL+
    - EDUCAUSE student technology survey
  - Focus groups
  - One-on-one interviews
  - Library benchmarks
  - Collection description
  - Descriptions of collection fund dispersal
  - Faculty/instructor purchase requests
  - Special collections description
  - Alliance DDA description

Examples of innovative approaches and/or examples aimed at demonstrating value:

- **Eastern Washington University:** The Library Student Liaison, a Library employee, acts as a voice for the student body in library matters. This student serves as a conduit for communication between the Libraries and students to enhance the Libraries’ role in the intellectual and cultural life of EWU students. The student liaison is a paid position and maintains regular office hours to market the Libraries to students in order to enhance the connection between the Libraries and student life; to plan, coordinate, and implement special events to bring students into the Libraries; to meet with leaders of student
government, student clubs, and other organizations to promote the use of the libraries and their resources; to provide a student’s perspective to the Libraries’ planning process; to communicate Libraries’ policies to the EWU student community; to respond to student suggestions/complaints/concerns from suggestion boxes, e-mails, in-person, or social media outlets; and to gather information about student information needs via surveys, focus groups, discussion boards, etc., and share the information with the Libraries leadership. (91)

• Marylhurst University: At the beginning of the fiscal year, the book budget is divided by academic department; each department chair is notified of their allotment at the beginning of the year. Department Chairs use Choice, a periodical that reviews scholarly literature for academic libraries, for selecting material to support their curriculum or they pass on requests from the faculty in their departments. (58)

• Oregon Health and Science University: The OHSU Library 2010 strategic goal of, “Library as a user-driven, user-centric experience” is realized through collaborations with faculty, students, administration and the OHSU Library faculty and staff. (100)

• University of Puget Sound: In July 2011, we began participation in a successful demand driven acquisitions program with the Alliance. This program provides access to over 14,000 e-book titles available for student use and demonstrates a collaborative approach to allocation of institutional funds. The library also supports and participates in the Alliance’s cooperative collection development program to reduce duplicate purchasing and ensure regional access to the broadest and deepest set of materials possible. (68)
2. E.3: **Consistent with its mission and core themes, the institution provides appropriate instruction and support for students, faculty, staff, administrators, and others (as appropriate) to enhance their efficiency and effectiveness in obtaining, evaluating, and using library and information resources that support its programs and services, wherever offered and however delivered.**

**Summary:** Nearly all institutions quantified instruction delivered with statistics from a particular year or through general statements regarding the amount of instruction typically delivered in addition to providing instructional offerings, which included a discussion of reference services in most cases. Many of the documents included a description of available physical spaces including collaborative service partners which are often co-located within the library (e.g. writing centers, peer tutors, etc.).

**Types of support included:**

- List of instructional offerings
- Student learning outcomes
- Instructional partner list
- Course syllabi
- Descriptions of collaborations with other student support service (e.g. peer tutors, writing center, etc.)
- Instruction statistics
  - Multiple sessions
  - Percent of first year seminar courses reached
  - Total attendees
- Tutorials available
  - Tutorial use statistics
- Research guides
  - Research guide statistics
- Reference / consultation services
  - Reference statistics
  - Reference hours per week
- Locally developed resources
  - Library a la carte
  - LibraryFind
- Project Information Literacy participation
- Usability testing
- Constituent feedback mechanisms
  - LibQUAL+
  - Focus groups
- Library statistics
- Strategic planning
  - Strategic planning documents
  - Balanced scorecard
  - Relevant strategic hiring
- Description of physical spaces
  - Computer availability
  - Group study availability

**Examples of innovative approaches and/or examples aimed at demonstrating value:**

- **Lane Community College:** The library serves as the primary resource on campus for computer access, with approximately 66 desktop computers and 40 laptop and netbook computers that students can check out for in-library use. Demand for these computers is high. Laptop computers were checked out more than 24,000 times in 2009 – 2010 and 25,000 times in 2010 – 2011. (10)
• **Lane Community College:** Our 2011 student survey indicates that students who have received two or more library instruction sessions are more likely to ask librarians for research help than students who have not had library instruction. (9)

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

Serving the information literacy needs of the campus is an area of challenge. Because Lane lacks a systemized method of exposing students to information literacy instruction, librarians rarely are able to take a scaffolded approach to build upon basic knowledge already imparted. Working in concert with other faculty, the library hopes to one day develop comprehensive campus-wide information literacy instruction. To help develop this goal, one librarian is involved with a significant professional development activity that focuses on creating a campus-wide information literacy program: **ACRL’s Immersion ’12 Program track.** (9 – 10)

• **Marylhurst University:** Because Marylhurst relies so extensively on adjunct professors, reference librarians make an effort to build and maintain relationships with these instructors. This is very important, as some members teach at other institutions and it is critical for them to know what is available for their Marylhurst students and classes. (59)

• **Oregon Health and Science University:** The OHSU Library also is piloting programs within the Orbis Cascade Alliance regional library consortium to create a shared library catalog, to move information to the network level (the cloud) to decrease storage costs, to improve accessibility to resources through patron-driven purchasing, and to pilot cloud-based institutional repository solutions. All of these initiatives and tools help OHSU students and faculty more easily and quickly locate and obtain needed information resources”. (101)
2. E.4: *The institution regularly and systematically evaluates the quality, adequacy, utilization, and security of library and information resources and services, including those provided through cooperative arrangements, wherever offered and however delivered.*

**Summary:** Nearly all documents reviewed included discussions of feedback mechanisms, national or local studies, and all included a discussion of security or resources.

**Types of support included:**

- **Library statistics**
  - Circulation statistics
  - Usage statistics
  - Database statistics
  - Webpage statistics
  - Tutorial use statistics
  - Research guides statistics
  - Reference statistics
    - Reference usage reports
    - LibAnswers statistics
  - ILL statistics
  - Summit statistics
  - Gate counts
  - State of the Libraries reports
- **Local studies**
  - Individual interviews
  - Space usage studies
  - Straw polls
  - LibQUAL+
- **Collections related**
  - Collection assessment reports
  - Methods of allocating collection dollars described
  - Circulation distribution report
  - Serials Decision Database
- **Instructional assessment instruments**
  - Student instruction evaluation forms
  - Instructor survey regarding library instruction
- **Various mechanisms for including stakeholders in evaluation**
- **Marketing efforts communicating with stakeholders**
- **Participation in faculty and student orientations**
- **Strategic partnerships**
- **Consortial memberships**
- **Annual audits**
- **Institutional participation in national surveys**

**Examples of innovative approaches and/or examples aimed at demonstrating value:**

- **Lane Community College:** The director’s involvement with the Oregon Community College Library Association and the Orbis-Cascade Alliance provides insight into changes to resources and services in the library world, and through these memberships we are able to use a greater number of resources at consortial prices. (11)
• **University of Puget Sound**: The library’s association with the Orbis Cascade Alliance provides data associated with collection statistics and Alliance services. Library staff members are actively engaged in alliance programs and serve on a number of key committees that affect policy and services. For example, Wade Guidry, Library Applications Administrator, served on the Shared Integrated Library System Committee (2012). This effort has major implications for library services, particularly the next 5 to 10 year time frame mainly in terms of virtualizing the library collections of the Alliance members into a single, cohesive, shared collection. This will enhance the library and reinforce the concept that while we may be “small” in size, our collections reflect a large scale research oriented library. Participation in the e-book consortia purchase program offers a cost effective approach and provide wide access to titles. WorldCat local provides access to a world of information and can be searched at the local, Alliance and world level….We strive to broker the most cost effective agreements with vendors of resources and continuously review our budget to assure accuracy. (69)
Saint Martin’s University provides access to library and information resources with the currency, depth, and breadth to support the University’s academic programs, both those delivered on campus and those provided through Extended Learning programs. The University has the facilities and sustains the staffing and funding necessary to develop and provide access to the library’s print and electronic collections.

**Mission**

The mission of O’Grady Library is to actively support the educational goals of Saint Martin’s University by providing instruction, services, resources, facilities, and technologies that facilitate access to information in order to foster inquiry, creativity, discovery, and the acquisition of knowledge.

**Guiding Principles**

O’Grady Library is a haven for intellectual freedom and academic exploration. The library encourages faculty and student scholarship by supporting excellence in teaching, building collections to support the curriculum, and providing systems for the delivery of information. The library faculty and staff provide skilled guidance in finding, using, and interpreting information to meet the needs of scholars in an environment of service inspired by the Benedictine tradition.

**Facility**

O’Grady Library, designed by internationally acclaimed architect Michael Graves, opened in 2001 and is now home not only to the library, but to the Learning and Writing Center and the ITS Help Desk. O’Grady Library supports student success by bringing together research assistance, tutoring, and technology help in one location. Students have access to a variety of learning spaces and resources: the Information Commons, the Multimedia Center, the Curriculum Resource Center, five group study rooms, three media rooms, two classrooms, and the spacious Benedictine Reading Room. Books, journals, reference materials, videos, and music are available both in the library, and in growing numbers, online. Students, faculty, and staff can also checkout laptops, digital cameras, digital camcorders, digital voice recorders, and other multimedia equipment.

**Staffing**

The library has 5.38 FTE professional staff (4.38 librarians and one instructional designer), 4.5 paraprofessional staff, and 4.96 FTE student employees (fall 2011) and is open 87.5 hours per week during the fall and spring semesters. Paraprofessional staffing has dropped 3.0 FTE since 2008, with the loss of one technical services position, the voluntary reduction of another technical services position from full- to half-time, the loss of one circulation position, and the loss of the library’s half-time administrative assistant position. This has posed challenges and changes to how the
library provides services — expanding the role of student workers throughout the library, moving to shelf-ready processing for books and batch-loading of catalog records via OCLC’s Cataloging Partners program, shifting most book order selection in YBP’s Gobi client from the acquisitions associate to the librarian liaisons, and reducing Sunday and extended hours during finals. While many of these changes have been positive, making more efficient use of staff time and improving, for instance, the time from when a book is ordered to when it is available for checking out, more work remains to be done to adjust to these staffing levels. Library staff recognizes the need to improve the training and oversight of student employees, particularly those assigned to customer service positions at the desks. While staffing levels have dropped, Saint Martin’s ratio of 349 FTE students to 1 FTE librarian and 155 FTE students to 1 FTE staff (professional and paraprofessional combined) remains below the median of 409 FTE students to 1 FTE librarian and 191 FTE students to 1 FTE all staff for the 24 regional private colleges and universities who reported in the 2011 Northwest Association of Private College and University Libraries annual statistical survey.

Collections
O’Grady Library provides a strong, growing collection to support the University’s programs in each of the four Colleges and Schools. Collection development emphasizes providing instructional support for undergraduate and graduate programs. For specialized faculty or graduate research, O’Grady Library relies heavily on participation in the Orbis Cascade Alliance and traditional interlibrary loan. As of June 30, 2011, the library collections included 97,701 paper volumes, 13,260 electronic books, 2,334 DVDs and other audio-visual materials. Available serial titles totaled an estimated 18,000 and the number of online research databases totaled 80, and the number of available serial titles was an estimated 18,000 (direct subscriptions and titles available through aggregated databases). The University’s membership in the Orbis Cascade Alliance provides access to an additional nine million titles (books, CDs, DVDs, etc.) comprising more than 28 million items.

The library has collection development policies for each discipline, which are posted on the library web site. To keep collections bound closely to the curriculum, O’Grady Library relies heavily on the participation of classroom faculty in the selection of materials. In 2011-2012, almost 70% of the monographs budget (excluding electronic book packages), was allocated for department requests. Faculty members submit requests to their library liaison for review against the collection development policy. Departmental allocations are set and spending reviewed by the Library Committee, a standing faculty committee with representation from each of the four Schools and Colleges. Currently departmental allocations are based on the number of regular faculty assigned to a department.

The ratio of 64 print volumes to student FTE remains below the NAPCU median of 81. The library’s 2010-2011 year-end electronic books holdings ratio of 9 per student FTE exceeded the NAPCU median of 5.7, but was well below the average 21.4 e-books per student FTE. In 2011-2012, the library added nearly 85,000 additional e-books, through a subscription to eBrary and participation in an Orbis Cascade shared e-book collection.
These electronic acquisitions have dramatically enhanced the number of academic books available, improving the library’s support of students in the Extended Learning programs, as well as on the Lacey campus. Age of Collection reports show that nearly 40% of cataloged items were published since 2000 and just over 60% since 1990. For titles with Library of Congress classifications in the sciences, business, and education, over 60% were published in 2000 or later.

Most of O'Grady Library’s serial holdings have been available online for a number of years. The library is actively engaged in planning for the migration of the few remaining print journals to electronic in the coming year. Videos are one area in which the library does not provide the breadth or depth of materials to support online courses. All electronic resources are available both on-campus and remotely through the library’s proxy server. Students and faculty may check out up to 50 books from O'Grady Library at a time.

Collaboration
Since 2005, Saint Martin’s has been a member of the Orbis Cascade Alliance, a library consortium composed of public and private colleges, community colleges, and universities in Oregon and Washington (37 in spring 2012). Created in 2003 through the merger of two strong regional consortia (Orbis and Cascade), the Alliance demonstrates the power, influence, and extraordinary benefit to our constituents of innovative collaboration among private and public academic libraries. The merger’s effect on the consortium’s capacity for service was clear from the beginning and continues to expand. These benefits include a shared union catalog (Summit), patron-initiated borrowing via Summit, fast and reliable delivery services, electronic resource purchasing, professional development of staff, and participation in new service initiatives.

A key value of membership in the Alliance is to make available to the students and faculty of Saint Martin’s a union catalog of books, periodicals, and other formats. Summit is composed of more than nine million titles representing approximately 29 million items. Of those titles, 67% are unique in that they are owned by only one member library. Saint Martin’s students may borrow materials directly from this vast collection with an average delivery time of four days.

Saint Martin’s membership in the Alliance represents the University’s commitment to providing resources that would otherwise be difficult or impossible to obtain for students and faculty in a timely and cost effective manner. In addition to Summit borrowing, consortia purchases of electronic resources enable Saint Martin’s to provide collections and resources directly to faculty and students. These electronic resources include bibliographic databases, full-text journals, and monographs.

Orbis Cascade Alliance agreements emphasize the responsibility of each member institution to contribute to the robustness of our combined collection. Alliance membership leverages the capacity of each individual partner, greatly enriching, but not substituting for, local collections. Saint Martin’s University retains full authority and control to select materials most needed to support its own academic programs.
Opportunities for enhancing cooperative collection development strengthen the individual, as well as the collective, collections.

Indeed, the strong commitment of diverse and independent member institutions forms the foundation of the Orbis Cascade Alliance’s success. This commitment is evident in many forms, including the creation of long-term resource sharing agreements, the empowerment of students and faculty to directly borrow materials in many formats, the willingness to travel and engage in the work of governing a consortium, and the recurring allocation of significant financial and human resources.

Since the 1990s, Saint Martin’s has also been a member of Cooperating Libraries in Olympia (CLIO) with The Evergreen State College and the Washington State Library. The three CLIO libraries have a reciprocal borrowing agreement and share two critical library systems: an Innovative Interfaces integrated library system and an ILLiad interlibrary loan system.

In addition to paying its share of system maintenance fees, Saint Martin’s University contributes to one third of the salary of the CLIO Systems Manager, a librarian employed by Evergreen.

Saint Martin’s University is also a long-standing member of the Northwest Association of Private College and University libraries (NAPCU), a regional organization of the libraries of 30 four-year, accredited, non-profit, private academic institutions. NAPCU supports free interlibrary loan among member libraries and reciprocal on-site borrowing by the institutions’ students and faculty. Finally, Saint Martin’s is a member of OCLC, which supports the sharing of resources and library services and is the world’s largest library cooperative.

Traditional Interlibrary Loan
Traditional interlibrary loan is available through the library’s online ILLiad system for books not available in Summit and for journal articles. Undergraduates may have a revolving 10 outstanding requests and graduate students 15 outstanding requests. Average turn-around time from order to a student or faculty member receiving the requested article is 3.5 days.

Budget
For 2010-2011, library expenditures were approximately $1,038,000, of which 36% went to information resources (acquisitions, subscriptions, and ILL costs), 55% to salaries, 7% to consortia and bibliographic utility fees, and 2% to library supplies and equipment. For 2011-2012, the University increased the library’s goods and services budget to support the library’s participation in the Orbis Cascade Alliance shared electronic book acquisitions project and to meet anticipated increases in serials and database costs.
Appendix 2:

NWCCU Standards / Policies (Pre-2010) directly mentioning “library”
March 27, 2013)

Standard Two – Educational Program And Its Effectiveness

2. A – General Requirements

The institution offers collegiate level programs that culminate in identified student competencies and lead to degrees or certificates in recognized fields of study. The achievement and maintenance of high quality programs is the primary responsibility of an accredited institution; hence, the evaluation of educational programs and their continuous improvement is an ongoing responsibility. As conditions and needs change, the institution continually redefines for itself the elements that result in educational programs of high quality.

2. A.3 Degree and certificate programs demonstrate a coherent design; are characterized by appropriate breadth, depth, sequencing of courses, syntheses of learning, and the assessment of learning outcomes; and require the use of library and other information sources.

2. A.8 Faculty, in partnership with library and information resources personnel, ensure that the use of library and information resources is integrated into the learning process.

2. E – Graduate Faculty and Related Resources

Essential to graduate education are the recruitment and retention of a faculty that excels in scholarship, teaching, and research. To provide an acceptable level of instruction for the graduate student, faculty whose responsibilities include a major commitment to graduate education are involved in keeping pace with, and advancing the frontiers of, knowledge.

Successful graduate programs demand a substantial institutional commitment of resources for faculty, space, equipment, laboratories, library and information resources.

2. E.1 The institution provides evidence that it makes available for graduate programs the required resources for faculty, facilities, equipment, laboratories, library and information resources wherever the graduate programs are offered and however delivered.

Policy 2.6 Distance Delivery of Courses, Certificate, and Degree Programs

Requirements:

Library and Information Resources:
j. The institution ensures that students have access to and can effectively use appropriate library resources.

k. The institution monitors whether students make appropriate use of learning resources.

l. The institution provides laboratories, facilities, and equipment appropriate to the courses or programs.

**Standard 5 – Library and Information Resources**

5. **A – Purpose and Scope**

The primary purpose for library and information resources is to support teaching, learning, and if applicable, research in ways consistent with, and supportive of, the institution’s mission and goals. Adequate library and information resources and services, at the appropriate level for degrees offered, are available to support the intellectual, cultural, and technical development of students enrolled in courses and programs wherever located and however delivered.

5.A.1 The institution’s information resources and services include sufficient holdings, equipment, and personnel in all of its libraries, instructional media and production centers, computer centers, networks, telecommunication facilities, and other repositories of information to accomplish the institution’s mission and goals.

5. A.2 The institution’s core collection and related information resources are sufficient to support the curriculum.

5. A.3 Information resources and services are determined by the nature of the institution’s educational programs and the locations where programs are offered.

5. **B – Information Resources and Services**

Information resources and services are sufficient in quality, depth, diversity, and currency to support the institution’s curricular offerings.

5. B.1 Equipment and materials are selected, acquired, organized, and maintained to support the educational program.

5. B.2 Library and information resources and services contribute to developing the ability of students, faculty, and staff to use the resources independently and effectively.

5. B.3 Policies, regulations, and procedures for systematic development and management of information resources, in all formats, are documented, updated, and made available to the institution’s constituents.

5. B.4 Opportunities are provided for faculty, staff, and students to participate in the planning and development of the library and information resources and services.
5. B.5 Computing and communications services are used to extend the boundaries in obtaining information and data from other sources, including regional, national, and international networks.

**Standard 5.C – Facilities and Access**

The institution provides adequate facilities for library and information resources, equipment, and personnel. These resources, including collections, are readily available for use by the institution’s students, faculty, and staff on the primary campus and where required off-campus.

5. C.1 Library and information resources are readily accessible to all students and faculty. These resources and services are sufficient in quality, level, breadth, quantity, and currency to meet the requirements of the educational program.

5. C.2 In cases of cooperative arrangements with other library and information resources, formal documented agreements are established. These cooperative relationships and externally provided information sources complement rather than substitute for the institution’s own adequate and accessible core collection and services.

**Standard 5.D – Personnel and Management**

Personnel are adequate in number and in areas of expertise to provide services in the development and use of library and information resources.

5. D.1 The institution employs a sufficient number of library and information resources staff to provide assistance to users of the library and to students at other learning resources sites.

5. D.2 Library and information resources staff include qualified professional and technical support staff, with required specific competencies, whose responsibilities are clearly defined.

5. D.3 The institution provides opportunities for professional growth for library and information resources professional staff.

5. D.4 Library and information resources and services are organized to support the accomplishment of institutional mission and goals. Organizational arrangements recognize the need for service linkage among complementary resource based (e.g., libraries, computing facilities, instructional media and telecommunication centers).

5. D.5 The institution consults library and information resources staff in curriculum development.

5. D.6 The institution provides sufficient financial support for library and information resources and services, and for their maintenance and security.

**Standard 5.E – Planning and Evaluation**
Library and information resources planning activities support teaching and learning functions by facilitating the research and scholarship of students and faculty. Related evaluation processes regularly assess the quality, accessibility, and use of libraries and other information resource repositories and their services to determine the level of effectiveness in support of the educational program.

5. E.1 The institution has a planning process that involves users, library and information resource staff, faculty, and administrators.

5. E.2 The institution, in its planning, recognizes the need for management and technical linkages among information resource bases (e.g., libraries, instructional computing, media production and distribution centers, and telecommunications networks).

5. E.3 The institution regularly and systematically evaluates the quality, adequacy, and utilization of its library and information resources and services, including those provided through cooperative arrangements, and at all locations where courses, programs, or degrees are offered. The institution uses the results of the evaluations to improve the effectiveness of these resources.

Supporting Documentation for Standard Five

Required Exhibits:

1. Printed materials that describe for students the hours and services of learning resources facilities such as libraries, computer labs, and audio-visual facilities.
2. Policies, regulations, and procedures for the development and management of library and information resources, including collection development and weeding.
3. Statistics on the use of library and other learning resources.
4. Statistics on library collection an inventory of other learning resources.
5. Assessment measures utilized to determine the adequacy of facilities for the goals of the library and information resources and services.
6. Assessment measures to determine the adequacy of holdings, information resources and services to support the educational programs both on and off campus.
7. Data regarding number and assignments of library staff.
8. Chart showing the organizational arrangements for managing libraries and other information resources (e.g., computing facilities, instructional media, and telecommunication centers).
9. Comprehensive budget(s) for library and information resources.
10. Vitae of professional library staff.
11. Formal, written agreements with other libraries.
12. Computer usage statistics related to the retrieval of library resources.
13. Printed information describing user services provided by the computing facility.
14. Studies or documents describing the evaluation of library and information resources.