

Department of College Library Services – Annual Strategic Planning: 2009/2010

Background:

Strategic planning in academic libraries today is more a necessity than ever before. The rapid advances in technologies, their integration into institutional instruction, and the growth of distributed learning opportunities such as distance education across the spectrum of higher education have made us all more forward thinking. And of course these technical changes are compounded by service expectations on the part of students and faculty alike, and by the required accountability of educational and competency outcomes.

As CSN strives for national prominence, the Department of College Library Services must be prepared to contribute appropriately to a renewed College mission. As our *Self-Study for Accreditation* report shows, the Library some time ago began gathering for purposes of annual self-evaluation all the ACRL (Association of College and Research Libraries) required inputs, outputs, and outcomes focusing on the areas of college library services, collections, distance education, management, budget, communication and cooperation, and instruction. Within each area outlined by ACRL we pose a set of questions suggested by the *ACRL Standards for Libraries in Higher Education*, by *ACRL Guidelines for Distance Learning Library Services*, by *ACRL Standards for Community, Junior, and Technical College Learning Resource Programs*, by *ACRL Objectives for Information Literacy Instruction*, by *ACRL Information Literacy Competency Standards for Higher Education*, and by *ACRL Guidelines for Instruction Programs in Academic Libraries*, in order to gauge just how well we might be doing in each of these key areas. We also use peer-group comparisons on key inputs and outcomes to help place us on a national spectrum.

This annual process results in clear directions for improvements in resources and services, as well as forming a basis for future directions for libraries at CSN.

- **Information Literacy and Instruction:** The Association of College and Research Libraries (ACRL) defines information literacy as a set of abilities requiring individuals to recognize when information is needed, and also to have the ability to locate, evaluate, and use effectively the needed information. Student attainment of information literacy skills is an essential goal for CSN general education and, as research shows, a critical requirement for student success. The information literacy mandate necessitates a shift from older models where librarians taught students how to simply find materials for research assignments to a “learning library” model guided by *ACRL Information Literacy Competency Standards for Higher Education* where faculty, IT staff, administrators, and librarians work collaboratively through a variety of technologies and diverse approaches to teaching to embed the teaching and learning of information literacy skills, communications technology, and related critical thinking systematically into curricula.
- **Technology:** As technology permeates all aspects of today’s environment, a concerted effort must be made to identify and implement current and emerging technologies to support not only the College’s educational programs and mission, but the mission of the library as well. Existing hardware, software, and IT infrastructure issues must be assessed with the goal of providing quality library resources and services to the entire College community in a seamless, effective, and efficient manner; and to maximize library staff productivity and efficiency. However, the dynamic ever evolving and often expensive nature of technological change necessitates goals and objectives that are realistic, and a balance must be found between visionary and achievable.
Facilities: ACRL standards dictate that library facilities should be well planned; should provide secure and adequate space, conducive to study and research with suitable environmental conditions for its services, personnel, resources, and collections. Even with vast amounts of information being available online through the library web page, the concept of “library as place” still has incredible relevance for an academic institution. The Millennial generation, that now makes up a large portion of our student population, share certain behaviors and values that extend into the types of academic spaces they desire, and this includes the library. Flexibility, collaboration, multitasking, and anywhere/anytime digital access are some of the Millennial traits

that must be taken into account when assessing and planning library space. Noted architect Geoffrey Freeman states, “By embracing these distinct functions, the library as a place can enhance the excitement and adventure of the academic experience, foster a sense of community, and advance the institution into the future.”

- **Marketing and Communication:** Marketing is the process that successful businesses and organizations use to ensure continuing success. ACRL advises that a marketing plan can help library staff understand library users’ current and future needs, develop and implement a promotional campaign to attract new and keep current users, and align library staff and resources to serve users effectively. Marketing efforts should showcase the library as the heart of the campus, supporting academics, administration, and the community. A library marketing plan should help the library be recognized for the breadth and depth of its services and resources. Marketing efforts should be designed to forward the library’s vision of bringing people and information together in innovative ways, while improving communication across the institution.
- **Management and Organization:** It is a competitive necessity for libraries today to gain the ability to fully use the effort, expertise, energy, and creativity of every employee to adapt to changes in information technology and related student service expectations. All staff must have authority, resources, information, and accountability within a climate of trust, communication, and clear expectations to move from traditional service models to one where positive change is the norm and customer service is foremost. To adapt to continuing change and to create new service models, the library must move to an organizational model based upon continuous learning, feedback among all levels of staff, and a shared vision of goals and values. Personal and professional job satisfaction must be integrated with department effectiveness to achieve overall success.
- **Library Collections and Services:** Without relevant collections to support the courses offered at the College, the Library could not provide the research assistance necessary to support an increasingly dynamic curriculum delivered across multiple campuses and via distance learning. Funding for collections must allow the Library to not only maintain but also allow for expansion as programs increase, courses change, and more online programs are offered. Library services must now include not only new services, most of which are electronically based, but also offer traditional services in a variety of ways. Students want information services delivered quickly in-person *and* via e-mail, fax, chat, and pod cast. Our focus should not only be on what we put into our libraries but what students and faculty can *do* in our libraries.

Planning Process:

The approach used in our planning process is designed to help College Library Services develop strategies in our key planning areas so action plans can be developed immediately (one year out), and so strategic planning (two to three years out) can also be accomplished. The strategic planning team conducts planning efforts in five steps:

1. **Environmental Scan:** Background papers are prepared on the key issues likely to affect the provision of CSN library services in the future. The scan data is assembled from literature reviews, reviews of relevant documentation from peer institutions, ACRL guidelines, and all concurrent strategic planning efforts taking place at CSN including the *Academic Master Plan*.
2. **Assessment:** Data is gathered for purposes of self-study from stakeholders including students, faculty, and administrators. Data relevant to library planning is also sought from Institutional Research. Assessment is ongoing throughout the planning process and will continue as the basis for continuous development.
3. **Retreat:** The core planning team meets all summer to analyze self-study information, assessments, and review the key planning areas and goals to create a written document synthesizing this information.
4. **Draft Strategic Planning Document:** The core team summarizes the results of the scan, assessment data, and planning sessions into a draft strategic planning document.

5. **Review Period:** After preparation, the draft strategic planning document is disseminated for review and comments. After receipt of comments, the core planning team reviews additional input and the written document is again updated and edited.
6. **Comment Period:** A draft final plan is made available in print and electronic form to the Academic Council and other interested parties for comment and review.

Planning Schedule:

Step 1:	Environment Scan – (Spring Semester)
Step 2:	Assessment/Peer Analysis – (Spring Semester)
Step 3:	Strategic Planning Sessions – (Summer Semester)
Step 4:	Draft Document and Comment Period – (Fall Semester)
Step 5:	Plan Review and Revision – (Fall Semester)
Step 6:	Final Plan – (Fall Semester)
Step 7:	Repeat Cycle

Implementation and Continuous Planning:

Implementation of strategic goals will be the responsibility of the entire library staff. Work teams have been developed to align individuals, work units, and the whole department with strategic goals. Working in five teams, the (1) web content and instruction team, the (2) marketing team, the (3) access, acquisitions, and circulation services team, the (4) management team, and the (5) instructional services team an action plan for each planning year is developed for each key planning area. As teams create their strategic framework for the year, they set outcome, output, and quality measures to assess success, progress, and the need for improvement and further action. Developing this systematic approach to measuring progress helps us use assessment so all future planning and decisions are guided by facts and services are planned and delivered to maximize positive outcomes for students and faculty. This continuous assessment cycle allows College Library Services to focus on the changing expectations of our students and faculty and to provide them with value added services, to regularly incorporate efficiency measures and improve internal technical processes to maximize return on institutional investment, and to demonstrate accountability at the department, unit, and individual level.

Library Mission Statement:

College Library Services supports the educational mission of CSN. Working in partnership with College faculty and administration, we provide a carefully selected and balanced array of current information resources to support academic success, professional growth, independent learning, and quality instruction across all disciplines. In order to meet the information needs of the College's diverse students and faculty, we provide instructional programs and services that promote information competency, stimulating physical and virtual spaces for individual and collaborative teaching and learning, and excellent customer service through a knowledgeable staff.

Planning Initiative One: Information Literacy and Instruction

Goal One: Strengthen the instructional value of the library website to support student centered learning, linkages to CSN programs of study, diverse approaches to teaching, and collaborative assignment development with faculty.

Strategies/Tasks:

1. Continue web content management via Web Content Team under the guidance of the Digital Services Librarian. (09-)
2. Continue development and refinement of information literacy web pages clearly defining and describing the concept and its value, the library's program and related workshops, and identifying opportunities for faculty to develop effective assignments with practical information literacy outcomes through course content and other learning experiences. (09-)
3. Continue to expand and refine the department's comprehensive series of pathfinders and tutorials that apply to all learners regardless of delivery system or location. (09-)
4. Create a "what's new" section on library web pages and include the library newsletter, new acquisitions and web links, current workshops, and department events. (09-)
5. Continue to work with OTS and others to develop a more dynamic web design that allows for ongoing effective communication with the CSN community and includes options for multimedia. (09-)
6. Continue to refine information literacy assessments for classroom use and student self-assessment of information literacy skills via the library web page. (09-)
7. Plan for the creation of online information literacy workshops and virtual student library orientations. (09-)
8. Continue to work with the CSN Online Campus staff to continue to develop resources and instructional materials to support e-learning across all disciplines. (09-)

Goal Two: Build collaborative information literacy partnerships between faculty, librarians, IT staff, and administrators across campuses and disciplines and between partners in the NSHE and CCSD.

Strategies/Tasks:

1. Work with the VP for Academic Affairs and the Assessment Office to establish an information literacy group, within the general education committee structure, to develop a skills base at the disciplinary and course level, related student learning outcomes, and assessments that measure both program outcomes and student proficiencies in this area. (09-)
2. Expand library services to include: ongoing research skills workshops; course integrated information literacy assistance to faculty; assignment review for faculty; "information coaches" assigned to key courses; and a variety of discipline specific tutorials. Ensure that these services are available to all learners. (09-)
3. Communicate the importance of preparing students for an information driven society and a modern academic environment at every opportunity including: CAPE workshops; Nevada Library Association presentations; collaboration with NSHE libraries; collaboration with CSN deans, department chairs and directors; at faculty senate forums; academic council; council of chairs; and with counselors and other student services faculty and staff. (09-)
4. Develop partnerships with high school librarians and CSN counselors and work to develop bridges to information literacy for incoming students. Work with university and college partners to develop bridges to further information literacy for students continuing on to four-year institutions. (09-)

Goal Three: Become a “teaching library” by increasing information literacy instructional opportunities for students.

Strategies/Tasks:

1. Meet ACRL guidelines and assign a librarian to lead a staff team to design, teach, and promote our information literacy program and related assessments. (09-)
2. Secure dedicated computer classrooms on the Henderson and Cheyenne campuses to conduct ongoing information literacy instruction. (09-)
3. Develop a schedule of research skills workshops to be held throughout each semester. Make workshop materials available to all students regardless of location. (09-)
4. Work to develop team taught courses with faculty, especially in general education, that integrate information literacy competencies within specific disciplines. (09-)
5. Develop a formal instructional services mission statement. (09-)
6. Create a best practices brochure and information packet for library faculty for research demonstrations, library orientations, and LIB 101. (09-)
7. Create a matrix for standardized evaluation of library instruction and instructors. (09-)
8. Create a modified LIB 101 for international students. (09-)

Goal Four: Develop, test, and implement a continuous review process for online information literacy tutorials.

Strategies/Tasks:

1. Continue to enhance Search Path modules while exploring other options for online instruction in information literacy. (09-)
2. Gather and analyze Search Path assessment data, demonstrate effectiveness, make necessary changes to increase student skills competencies. (09-)
3. Survey faculty on perception of effectiveness of Search Path and other online tutorials. (09-)
4. Develop more Flash based tutorials that incorporate sound and motion.(09-)
5. Explore gaming as a way to teach information literacy skills. (09-)
6. Reevaluate and refine the information literacy competency exam. (09-)

Goal Five: Address the information literacy needs of DE students and special population students.

Strategies/Tasks:

1. Follow all ACRL guidelines in regard to distance education. Work with CSN administration to hire adequate staffing to accommodate the reference and information needs of distance students. (09-)
2. Work in collaboration with TRIO, DRC, International Students, ESL, and other CSN departments to bring effective information literacy instruction to special student populations. (09-)
3. Ensure that all workshops, orientations, and instructional forums for on-site students are made available in the CSN Online Campus environment. (09-)

Goal Six: Assess the information literacy levels at CSN.

Strategies/Tasks:

1. Work with the Assessment Director to integrate information literacy assessment with course and program assessment. (09-)
2. Working from ACRL guidelines, develop multiple methods of information literacy assessment in the library and across the College. (09-)
3. Plan information literacy instruction on data gathered from student assessments, user surveys, non-user surveys, and ongoing communications with CSN faculty. (09 -)

Planning Initiative Two: Technology

Goal One: Identify and assess current library technology trends and evaluate their suitability for implementation.

Strategies/Tasks:

1. Take full advantage of wireless access on all campus libraries. (09-)
 - a. Provide laptops to be checked-out and used in the libraries. (09-)
 - b. Continue to work with OTS to ensure wireless technical support, to make access to secure networks practical and user friendly and to protect against security breaches. (09-)
 - c. Train library staff to assist patrons with wireless technology. (09-)
2. Investigate RFID to replace barcodes. (09-)
 - a. Investigate technology funding to cover costs. (09-)
3. Investigate mechanisms to fund public access printing costs. (09-)
4. Investigate and implement information access improvements including:
 - a. Begin to explore the wireless access to resources via smaller mobile devices – cell phones, PDA, etc. (09-)
 - b. Begin offering online access to media collections – with 24/7 anywhere access. (09-)

Goal Two: Create a formal mechanism to keep abreast of current and emerging technologies.

Strategies/Tasks:

1. Task the Digital Services Librarian with monitoring and assessing future technology trends so they are incorporated into budget and planning cycles. (09-)
2. Continue to work with OTS and Online Campus faculty and staff to assess technology and develop parallel planning.(09-)

Goal Three: Assess staff use of technology to improve productivity

Strategies/Tasks:

1. Survey staff regarding technology use. (09-)
2. Identify technologies such as self-check-out units to improve workflow efficiency. Identify funding to support technical service enhancements. (09-)
3. Provide adequate staff training opportunities for new technologies. (09-)

Planning Initiative Three: Facilities

Goal One: Assess present library facilities based on current CSN need, ACRL standards, and peer institutions.

Strategies/Tasks;

1. Assess: quality of lighting (including natural light); quality of heating/air conditioning systems; quality of telecommunications infrastructure; quality of workspaces (furniture/design); adequate power supply; library facility space to determine if it's sufficient for current and future collection and equipment needs; ADA compliance; adequacy of signage (does it facilitate access and navigation); and security. Incorporate feedback from User Surveys into facilities/library service planning. (09-)

Goal Two: Investigate the adequacy and functionality of library services areas.

Strategies/Tasks:

1. Survey library staff to assess the adequacy and efficiency of campus library work spaces. (09-)
2. Link library facilities to overall College master plans and budgets. (09-)

Goal Three: Ensure that library facilities meet student and faculty expectations.

Strategies/Tasks:

1. As per ACRL guidelines, analyze data from User Surveys to assess adequacy and satisfaction with campus library study space and delivery of resources. (09-)
2. Work with administration to identify efficient demand driven configurations for library resource distribution so student and faculty research needs are supported within reduced funding cycles and changing demographics. (09-)

Planning Initiative Four: Marketing and Communication

Goal One: Assess and improve communication between College Library Services and CSN departments so that instructors, chairs, and deans are aware of all the library services and resources available to them and their students.

Strategies/Tasks:

1. Analyze what communication/marketing channels are available to us to reach faculty and CSN administrators. (09-)
2. Determine WHO we market to within the College community. (09-)
3. Convey to faculty that the library collections are their collections and that we need their regular input to improve resources and services to students across the College. (09-)
4. Continue to translate key library benefits into marketing messages and incorporate these, as well as ACRL's key messages, into promotional material and advertising. (09-)
5. Assess and evaluate marketing activities and adjust efforts as needed. (09-)

Goal Two: Assess College Library Services master publications to determine which need to be updated and what new publications need to be created to promote new resources and services. While most publications will be web based, determine which if any need to a paper distribution.

Strategies/Tasks:

1. Annually review all official department documents to determine which need to be revised and updated with our common look and feel. (09-)
2. Determine what new publications need to be created based on user survey data, revisions of policies and procedures, or the addition of new services and resources. (09-)
3. Continue to submit library information to the VP for Academic Affairs, Student Government, and to academic departments and Faculty Senate for their newsletters and publications, as needed (09-)
4. Continue to regularly update the FAQ about library services and resources for computer lab techs, counselors, Writing Center tutors and others who come into frequent contact with students. (09-)
5. Develop a video of library services to show at recruitment events and provide this video to Student Services and other departments to include in the College's public service announcements and advertising campaigns. (09-)
6. Work with Public Relations to incorporate the library into the current College marketing campaigns. (09-)

7. Work with Students Services, OTS, and others to develop a “Coyotes Card” that students can use in the library and other campus departments. (09-)
8. Work with OTS and administration to require students to use their student e-mail account as a primary means of official communication. (09-)
9. Explore marketing opportunities with area businesses, professional organizations and other libraries as appropriate. (09-)
10. Working with CSN’s Foundation, investigate the possibility of establishing a “Friends of the Library” group. (09-)

Goal Three: Continue to make CSN students, faculty and staff aware of the outstanding services and resources available through College Library Services by sponsoring events each semester that reduce library anxiety and promote library resources and materials.

Strategies/Tasks:

1. Continue library card sign-ups, National Library Week events, book sales, exhibitions, “conversations with faculty” events, workshops, and finals week comfort events. (09-)
2. Charge the Marketing Team with exploring new ideas to bring students and library resources together throughout the academic year and create an annual calendar of events distributed via College Public Relations. (09-)
3. Create a sub-committee of the Marketing Team to assess the usability, design, and functionality of campus library locations with an eye toward merchandising collections and attracting student users. (09-)
4. Utilize book store merchandising techniques especially in regard to signage and displays in campus libraries. (09-)
5. Utilize all ACRL and ALA recommendations for communicating the department’s service mission and its centrality to the overall College mission. (09-)
6. Ensure that marketing activities are pitched to “first generation” college students. (09-)

Goal Four: Advertise across the entire CSN community. Current and potential customers, including administrators, faculty, Regents, and other decision makers, should be made aware of the outstanding and mostly free services and products available through the library.

Strategies/Tasks:

1. Update the Public Relations produced *Guide to the Department of College Library Services*. (08-)
2. Create and distribute a *Calendar of Events and Workshops on College web pages*. (09-)
3. Regularly submit press releases to the *Collegiate Review* featuring library news briefs and announcements of upcoming workshops, instruction, events. (09-)
4. Work with Campus Administration and/or O&M to make campus signage for libraries more visible. (09-)
5. Ensure that promotional and marketing efforts reach academic administrators, faculty, Faculty Senate, college committees, Regents, and state legislators so there is no doubt about the value of the library when critical funding decisions are made. (09-)
6. Continue to ensure that the department voice mail messages serve as promotional tools and ensure that messages contain current hours and correct service information. (09-)

Goal Five: Position the library as a key player in communication and research within CSN.

Strategies/Tasks:

1. Create research links on the library home page for administration, faculty, staff, and committees such as Faculty Senate, to get statistical, comparative, and other information. (09-)
2. Work with Institutional Research to link to research documents, such as survey results, produced by CSN departments. (09-)

Planning Initiative Five: Management and Organization

Goal One: Develop essential staff Teams for critical areas of operation.

Strategies/Tasks:

1. Continue to refine team management processes, related reporting structures, and procedures built upon principles of continuous learning and collaborative leadership. (09-)
2. Link all strategic planning assessment and revision to appropriate teams. (09-)

Goal Two: Charge Teams with implementing mission critical strategies to achieve strategic planning goals and to set new goals for anticipatory decision making.

Strategies/Tasks:

1. The Library Director ensures that team responsibility should be matched by authority and all necessary resources. Work with administration to increase staffing to meet expanding service needs and expectations. Increase both classified and professional staffing to equal our peer institutions and all ACRL guidelines. (09-)
2. Ensure that team strategies are based on continuous assessments and are results oriented and timely. (09-)

Goal Three: Ensure that performance standards for all library employees reflect customer service.

Strategies/Tasks:

1. Revise all performance standards annually to reflect changing customer service goals, best practices, and accountability. (09-)
2. Ensure that all staff state and interpret library policies based on a shared understanding of student and faculty information needs. (09-)
3. Ensure that staff members are continuously trained to provide consistent excellent assistance at each Department service point. (09-)

Goal Four: Communicate library assessment data within the library and beyond to the College community.

Strategies/Tasks:

1. Ensure that all assessment data is incorporated into planning activities, instruction, and resource development. (09-)
2. Ensure that ongoing assessment includes both service quality assessments, measurements of usage and collection viability, and information literacy learning across the curriculum. (09-)

Goal Five: Create a formal mechanism to ensure staff development.

Strategies/Tasks:

1. Ensure that staff development and training activities translate into service accomplishments. (09-)
2. Develop a calendar of training available to staff both within and beyond the College. (09-)
3. Make the expectation of staff development clear in annual evaluations. (09-)
4. Ensure that specialized training is made available to all staff at least several times a year from outside experts, vendor representatives, and consultants. (09-)
5. Continue to encourage librarian representation at all major ALA conferences and at all major ALA divisional or specialized professional conferences including specialized training provided by BCR and others. Ensure that reports from conference attendees are circulated to staff and discussed at staff meetings. (09-)
6. Ensure that a “one library in three locations” approach is in all librarian training, service expectation, evaluation, and planning. (09-)

Goal Six: Create an appropriate administrative team and organizational model for College Library Services.

Strategies/Tasks:

1. With CSN administration, explore the creation and funding of assistant director positions for technical services, digital services, and instructional services/public services. (09-)
2. Explore the feasibility and funding for a library courier to ensure prompt daily delivery of resources between campus locations. (09-)
3. With CSN administration, explore mechanisms to shift personnel and resources between locations as curriculum, instructional schedules, and enrollments demand. (09-)
4. As per ACRL guidelines, create a charge and establish a Faculty Senate *Library Advisory Committee*. (09-)

Planning Initiative Six: Library Collections and Services

Goal One: Assess user needs.

Strategies/Tasks:

1. Survey and interview deans and chairs annually to determine service and collection expectations. (09-)
2. Survey and interview students to determine service and collection expectations. (09-)
3. Survey and interview faculty to determine service and collection expectations. (09-)
4. Continue to analyze and determine how specific services and collections should be delivered (in-person, online, chat reference, e-mail, pod casting). (09-)
5. Investigate the opportunities for consortium based chat reference services with other NSHE community/state colleges. (09-)
6. Investigate flexible methods for delivering traditional reference services, i.e. roving reference librarians, single desk service models. (09-)

Goal Two: Analyze current collections and services with regard to effective expenditure of acquisitions funds, peer institutions, and national standards.

Strategies/Tasks:

1. Establish a team to lead a collection analysis across campus libraries. Use results to make more effective use of library resource finding. . (09-)
2. Use collection analysis tools available through OCLC, RCL Web, and YBP to assess existing strengths and weaknesses of collections. (09-)
3. Review and revise the collection development policy annually. (09-)
4. Work with administration to raise collection size including serials, books, and electronic resources to peer institution levels. Work to increase all related acquisitions budgets to equal peer institutions. (09-)
5. Explore a program based budget with subject bibliographers selecting materials for all service locations based upon program data and analysis. (09-)
6. Investigate options for diverse resources formats such as audio books, lease books and streaming media. (09-)
7. Work with CSN administration to monitor necessary funding levels for resources to support all programs undergoing external accreditations. (09-)

Goal Three: Continue to develop the health sciences collections and related services at the Charleston Campus in compliance with Northwest Standards.

Strategies/Tasks:

1. Implement Northwest Association of Colleges and Universities standards in regard to support of health sciences collections and services. (09-)
2. Develop all physical and online collections and related services to support all health sciences programs based upon peer institutions and all national standards. (09-)
3. Ensure that all programs undergoing external accreditations are in compliance with national program standards, that all accreditation documents are completed, and that work with program faculty on collections development, funding, and service issues are scheduled and ongoing. (09-)

Goal Four: Ensure that library resources and services are incorporated into the Program Review process for each program of study.

Strategies/Tasks:

1. Assign a librarian to each CSN Department or School. (09-)
2. Ensure that funding is available for library acquisitions at the time of new program *approval* for the purposes of establishing start-up collections. (09-)
3. With administration, establish a process to secure funding for special program accreditation demands. (09-)
4. Ensure that program review data outlining library resource and service needs is incorporated into library budget requests. (09-)
5. Develop a web based instruction packet aimed at faculty working on program reviews in regard to collection analysis, development, and library services. (09-)

Goal Five: Establish procedures for acquisitions documentation and related financial procedures and policies.

Strategies/Tasks:

1. Work with CSN Financial Services Department and others to develop internal financial records for all direct ordering, acquisitions vendor records, and all other purchase records and make these immediately accessible to library staff, CSN administration, and financial services staff. (09-)
2. Establish a work team to use the full capacities of all library systems to develop efficiencies in acquisitions and related access areas. (09-)
3. Continue to organize YBP purchasing profiles to produce more useful reports (09-)
4. Evaluate current vendors and their services/products to see if they're meeting the standards for quality and pricing. Make changes as necessary. (09-)
5. Develop procedures for continuous management of e-books. (09-)