

CSN Library Services – Strategic Planning - 2012/2014

Background: To ensure institutional effectiveness over the next years, strategic planning for CSN Library Services must continue to integrate information service goals with CSN's overarching mission of creating opportunities and changing lives through access to quality teaching, services, and experiences that enrich our diverse community. Annual planning for academic libraries is a necessity. Rapid advances in information technologies and electronic resources, their integration into institutional instruction, and the growth of distributed learning via distance education across the spectrum of higher education have made us all more forward thinking. Complex technical changes are compounded by changing service expectations reflecting institutional core themes of access, quality and diversity on the part of students and faculty alike, and by the required accountability of educational and competency outcomes rooted in proactive student success models.

As CSN strives to provide more students from increasingly diverse backgrounds with programs keyed to developing the state's workforce, CSN Library Services must be prepared to contribute appropriately to a renewed College mission. Following ACRL's (The Association of College and Research Libraries) *The Value of Academic Libraries* assessment recommendations, the *Field Guide for Improving Student Success from Achieving the Dream: Community Colleges Count*, and the revised *Northwest Commission on Colleges and Universities Standards*, Library Services must move forward to define goals and outcomes of *institutional* relevance and measure the degree to which we help achieve them.

Planning Context: Planning priorities continue to be framed by the best practices and emerging trends that follow including those outlined in the 2010 *NSHE Library Report*, the essential service expectations and required assessments for academic libraries outlined in ACRL's *Standards for Libraries in Higher Education*, the *College of Southern Nevada Strategic Plan, 2010-2017*, and institutional analysis of CSN student demographics and the realities of a still challenging State economy.

- Our specific College population is well understood and library technology, resources, and services are based only upon the *actual* information needs of our immediate students and faculty. There will continue to be a shift away from purchasing information resources *just in case they are someday used*, to a focus on purchasing resources requested by students and faculty and specifically targeted to the College's *current* academic, professional, and technical programs. Speed and convenience are important factors in provision of any information services that support accelerated programs and increasingly distributed course offerings.
- Electronic resources are the first choice for library resources. While this shift in format gives students and faculty vital access to resources 24/7 regardless of geographic location, CSN Library Services must combine increased access with equal measures of carefully crafted online assistance and instruction to guide students to self-sufficiently discover these resources and use them successfully to complete college research assignments and prepare for technical or professional work.
- Library collections will be central in developing critical learning outcomes across the CSN curriculum. In order to compete in today's knowledge based economy, 21st century students need strong information competency skills for academic and work success. Librarians will continue to work with teaching faculty to ensure that specific library collections, digital and physical, are embedded into courses so that students can more easily learn how to use them.

I. Priorities for Information Competency

Foster effective learning environments within the CSN academic, technical and professional programs using new technologies, creative instructional programming, and collaboration with teaching faculty to establish and support the development of information competency skills and overall student success.

Strategies:

- 1.) Foster partnerships with faculty across the curriculum to increase awareness of relevant Library resources, develop instructional content for courses with research components, and provide instruments to assess student information competency skills.
- 2.) Support CSN's participation in Achieving the Dream and other efforts toward improving student academic success.
- 3.) Develop an integrated, multi-tiered information competency and instruction presence on the CSN Library Services website.
- 4.) Based on investigation, develop a plan to embed library resources and an instruction presence in every course section to include an information competency module in a general education core course.
- 5.) Ensure consistent high quality content of instruction sessions regardless of campus.
- 6.) Become a leader in the use of innovative instructional technologies to provide high quality, flexible library instruction programs.

Outcomes:

- 1.) Improved performance and understanding of basic information competency skills in CSN students.
- 2.) Increased integration of information literacy instruction, both online and in-classroom, into general education and specialized coursework across the curriculum.
- 3.) Increased faculty willingness to embed information literacy components and research guides into their coursework in support of student learning.
- 4.) Delivery of consistent high quality library instruction to faculty and to students, in person and online.
- 5.) CSN Library Services is a leader in campus wide efforts to improve student success.
- 6.) Positive formal and informal feedback on library instruction and resource support from faculty and students. Students perceive library support to be critical to their overall success as CSN students.

Actions Required:

- 1.) Prepare schedules and develop content for faculty workshops on each campus.
- 2.) Work with faculty and academic departments to increase course integration of research guides, information competency tutorials and assessment tools, and use of student research workshop syllabus statement.
- 3.) Revise the current Information Literacy Assessment instrument to reflect the content of new information competency tutorial.
- 4.) Work with the office of the Associate Vice President of Academic Success to develop and implement a plan to support CSN's participation in Achieving the Dream and other efforts towards student success.
- 5.) Create, maintain, and revise tutorials on use of specific databases and research related products, Start Your Research, and assignment, program, and subject research guides.
- 6.) Develop and market a new comprehensive information competency tutorial to improve instruction to distance education students and students who primarily interact with the Library electronically.
- 7.) Work with eLearning staff to develop and expand library presence on current and new learning management systems.

- 8.) Work with Faculty Senate and CSN administration to embed an information competency module into a general education core course.
- 9.) Develop standards for delivering in-person instruction.
- 10.) Schedule and market student workshops on each campus.
- 11.) Expand “library enriched” sections in health and selected general education and developmental courses to improve student information competency skills.
- 12.) Maintain current awareness of best practices in information competency instruction.
- 13.) Develop expertise in use and application of instructional technologies being used by academic libraries.

II. Priorities for Technology to Support Access to Resources and Information Services

Utilize technology to facilitate the discovery of, and access to, information resources and services regardless of time and location for the entire CSN community.

Strategies:

- 1.) Develop a coordinated online presence, anchored by the new website.
- 2.) Improve access to existing information resources using technology and services that work across multiple vendors and systems.
- 3.) Develop web-based instructional tools to support student success.
- 4.) Improve awareness within the CSN community of available resources and trends in information technology.

Outcomes:

- 1.) CSN Library Services’ online presence is the preferred access point for authoritative information for students and faculty.
- 2.) Improved quality of the Library website is reflected in higher use statistics.
- 3.) Improved ease of use associated with the Library website increases overall use of web-based instructional resources.

Actions Required:

- 1.) Create a unified theme for the Library website, WebPAC, and instruction materials to present a cohesive view of the library.
- 2.) Launch discovery platform technology on a wide scale and begin to market it to students and faculty.
- 3.) Work with the Office of eLearning to create a consistent online presence on the College’s new learning management system.
- 4.) Create online tutorials to assist in the use of library resources and promote information literacy.
- 5.) Foster communication with the CSN community through regularly scheduled tech blog posts for informative and instructive purposes.
- 6.) Develop an inventory of pictures, graphics, and tutorials for use in promoting library resources, website features, and instruction.
- 7.) Continue to implement mobile options for library resources and services.
- 8.) Explore options for e-textbooks to provide students with accessible alternatives for highly requested materials.
- 9.) Monitor future developments in cooperative relationships with OTS and NSHE partners.

- 10.) Work with the Instructional Services Team to continuously update existing instruction to reflect changes in technology.

III. Priorities for Resource Collections and Library Services

Increase integration of digital resources into traditional holdings and work from collection analysis data to maintain physical resources carefully tailored to the distinct needs of students and the curricular demands of each program of study.

Strategies:

- 1.) Ensure that the current Collection Development Policy includes an articulated rationale for continuing to make the transition to e-resources a priority and to tighten selection parameters for collections based upon careful review of use and curricular demand.
- 2.) Tie acquisitions allocations to annual collection use analysis and curricular demand.
- 3.) Enhance customer services through improved campus staff training and proactive circulation services procedures.
- 4.) Continue to explore NSHE and State Library cooperative projects and service enhancements in an effort to increase access to resources and hold costs at current levels.
- 5.) Continue to make the library catalog a more interactive tool for students and faculty by creating more multiple access points for all electronic materials.
- 6.) Annual review of collections by the Library Acquisitions Team to ensure compliance with the collection development policy and physical collections and spaces guidelines, especially in regard to weeding, levels of collections, and conversion from print to e-resources.
- 7.) Monitor new and existing materials to ensure those materials are searchable or will become searchable in Summon.
- 8.) Monitor trends in interlibrary loan and evaluate current procedures to ensure that current interlibrary loan practices are appropriate and provide the best turnaround time for ILL requests.

Outcomes:

- 1.) Better control of inventory (materials purchased), improved workflow and improved physical organization of materials resulting in better access to materials/collections.
- 2.) Improve cost/benefit ratio in regard to purchase and circulation of library materials.
- 3.) Maximize use of acquisitions funds by participating in group purchases and/or memberships to get discounts on materials subscriptions and purchases or access to materials which would otherwise be.
- 4.) Appropriate and needed materials will be available at the point-of-need by increasing the number of online products and reserve materials.
- 5.) Increased faculty awareness of library materials and services available resulting in increased student awareness and use of library materials.
- 6.) Improved interlibrary loan lending will promote stronger reciprocal borrowing relationships for CSN which will decrease ILL borrowing costs.

Actions Required:

- 1.) Rewrite Collection Development Policy to strengthen the emphasis on collecting electronic resources and to include more specific guidelines for collecting.
- 2.) Run collection use reports by campus to determine which areas are used.

- 3.) Contact textbook publishers to survey what is available electronically, how it is available (login/password, site license) and at what price.
- 4.) Contact UNLV Collection Development Coordinator and State Library at the beginning of each fiscal year to discuss possible joint purchases/subscriptions.
- 5.) Contact other consortiums to shop for discounts for electronic purchases/subscriptions.
- 6.) Continue to look for vendors who can supply MARC records for e-resources with the goal of including all e-resources in the library catalog.
- 7.) Ongoing Acquisitions Team meetings to discuss acquisitions and collection development trends, to review current ordering practices and address problems/weaknesses with adherence to the Collection Development Policy and Physical Collections and Spaces Guidelines.
- 8.) Work with the Marketing Team on projects targeted at featuring new resources or generating interest in existing collections/subjects by coordinating displays across the campuses.
- 9.) Create a schedule for running lists to check for inaccurate and incomplete records or records needing to be attached in the library catalog on a quarterly basis.

IV. Priorities for Future Change and Effectiveness

Align budgets, staffing, resources, and services to reflect the changing expectations and strategic priorities of the CSN Strategic Plan, ACRL Standards and Achieving the Dream initiatives.

Strategies

- 1.) Make service and resource decisions based upon qualitative assessments of service and learning outcomes and quantitative assessments of resource use.
- 1.) Collect and gather data to evaluate from our library users' point of view what resources and services they desire. Capture and effectively articulate the value of CSN information services to users including results to cost.
- 2.) Continue to place responsibility for strategic planning task completion and related assessment with the appropriate library teams. Ensure that teams communicate fully, share information, develop original and innovative solutions, and work collaboratively within the Department to achieve results benefiting CSN students.
- 3.) Foster a learning environment within the Department so that Library faculty and staff are comfortable with accountability, rapid change, and can effectively seek out and act on challenges and new opportunities for service and resource delivery.
- 4.) Link staff performance expectations to customer satisfaction and strategic service goals. Ensure that all staff is well trained and able to provide consistently outstanding customer service.
- 5.) Identify, implement, and evaluate frontline advocacy strategies to ensure that every library staff member communicates the value and quality of library resources and instructional services to the entire CSN community.
- 6.) Utilize all available college-wide communications channels to clearly, consistently, and creatively promote library resources and services to our CSN campus and online communities.
- 7.) Work with CSN administration to develop and fund a more responsive library management team including an assistant director and site coordinators.

Outcomes:

- 1.) Increased user satisfaction reported in regard to library services, staff and facilities, access to resources, and quality/appropriateness of resources.

- 2.) Budgets, staffing assignments, and resource allocations are closely aligned with College strategic priorities.
- 3.) CSN communities are aware of the library's centrality to student learning, student success, faculty research and teaching.
- 4.) Technology is used in innovative ways to market library resources. The library brand is recognized and consistent across discovery tools and promotional materials.
- 5.) Library assessment results and related analysis are effectively communicated to stakeholders.

Actions Required:

- 1.) Revise the strategic planning timeline to allow for further research on emerging trends and best practices, coordination with other NSHE institutions, and collaboration with CSN planning groups.
- 2.) In addition to annual training sessions in August, add individual campus training sessions, at least 1 per semester per campus, to reinforce or introduce new information or procedures and answer questions and discuss any campus issues with classified staff and student workers.
- 3.) Coordinate library communications and publications with the CSN Foundation and Public and College Relations.
- 4.) Upgrade the accuracy of our input to ACRL and NCES statistical reports. Collect statistics that are relevant to those agencies.
- 5.) Provide a budget rationale based upon emerging trends in information resources and services, changes in overall College academic plans, information from Institutional Research, and general feedback from user surveys and ongoing classroom assessments in regard to use of library resources and services.