College of Southern Nevada - College Library Services – Strategic Planning - 2011/2013

Background: To ensure institutional effectiveness over the next years, strategic planning for College Library Services must 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. Strategic planning for academic libraries is now more a necessity than ever before. 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, College 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*, College Library Services must move forward to define goals and outcomes of *institutional* relevance and measure the degree to which we achieve them. This process will result in clear directions for 21st century library operations and integration of information resources and services into high impact education practices at CSN.

Planning Context: Planning priorities are framed by the best practices and emerging trends that follow including those outlined recently in the *NSHE Library Report*, the essential service expectations and required assessments for academic libraries outlined in ACRL's *Standards for Libraries in Higher Education,* the newly revised *College of Southern Nevada Strategic Plan, 2010-2017,* and institutional analysis of CSN student demographics and the realities of a 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 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. Students and faculty will be well served by *unmediated* access to local NSHE books and to a more responsive delivery system to support faster access to local resources.

- 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, College 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 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.

- The educational processes for community colleges outlined in the *Achieving the Dream* initiatives must be front and center in designing library services to help close achievement gaps and improve student outcomes for *today's* Nevada student.

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.) Expand "library enriched" course sections, especially in selected general education and developmental courses. Develop related assessments to measure gains in information competencies in those courses.
2.) Bring program specific resources directly to students wherever they are and whenever information is needed by further developing and enhancing online library research guides with embedded instructional elements.
3.) Foster partnerships with faculty across the curriculum. Provide appropriate assessment instruments so faculty can more easily measure student information competency skills; communicate the library's role in helping students to develop necessary information skills; schedule ongoing workshops introducing new information resources and technologies; and collaborate on creating effective course assignments using real-world information skills and resources.
4.) Survey CSN course syllabi to determine if research and information skills are being integrated into course assignments
5.) Maximize use of innovative instructional technologies to further provide flexible library instructional programs.

Outcomes:

1.) Improved performance and understanding of basic information competency skills in "library enriched" students.
2.) Increased integration of information literacy instruction, both online and in-classroom, into general education and specialized coursework across the curriculum.
3.) Increases in faculty willingness to embed information literacy components and research guides into their hybrid or online coursework in support of student learning.
4.) 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.) Working with instructional faculty, develop discipline specific information skills assessments for the "library enriched" course sections.
2.) Revise and simplify the current *Information Literacy Assessment* instrument.
3.) Make the revised instrument readily available to instructional faculty and develop simple recommendations for the use of the assessment instrument. Throughout this process, communicate the role of College Library Services in creating appropriate real-world assignments that effectively boost information skill sets for CSN students.
4.) Revise the Jumpstart pages in academic program areas. Refine and publish online occupational research lib guides. Continue to enhance, update, and expand online tutorials.
5.) Prepare schedules for student workshops on each campus. Prepare schedules and content for faculty workshops on each campus.
6.) With instructional faculty and CSN administration, create a realistic plan of action to accomplish the intent of Northwest Standard 2.C.6.
7.) Assess the purpose, viability, and focus of LIB 101. If necessary, prepare a revised course description, title change, and all related Curriculum Committee documentation.
8.) Recruit and hire a Reference/Instructional Services Librarian and an Assistant Digital Services Librarian to help accomplish the standards outlined and to accomplish related and ongoing technical changes.

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 a 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 amongst the CSN community of available resources and trends in information technology.

Outcomes:

1.) Library online presence is perceived to be the preferred access point for authoritative information for CSN students and faculty.
2.) Improved perception and ease of use are reflected in higher usage statistics.
3.) Increased 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.) Explore options for resource organization/information architecture to be used in the new website; create a faculty section
3.) Implement link resolver and discovery platform technology, beginning with beta testing.
4.) Create online tutorials to assist in the use of library resources and promote information literacy.
5.) Develop a "Tech Talk" blog to communicate with the CSN community in regard to information technology and instruction.
6.) Develop an inventory of pictures and tutorials for use by Instruction Librarians.
7.) Explore and implement mobile options for library resources and services.
8.) 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.) Maintain current collection development policy to include an articulated rationale for the priority of electronic materials and tighten selection parameters for physical collections based upon careful review of use and curricular demand.
2.) Tie acquisitions allocations to annual collection use analysis and curricular demand.
3.) Secure improved campus delivery systems and improved delivery among CSN, UNLV, and NSC.
4.) Enhance customer services through a renewed campus team approach, improved campus staff training, and proactive circulation service procedures.

5.) Create a stable funding source for reserve textbook collections and collaborate with teaching faculty to make reserve collections more comprehensive.

6.) Continue to explore joint NSHE cooperative projects or service enhancements to increase access to resources and help to hold costs at current levels.

7.) Continue to participate in State ventures and explore other cooperative and/or grant funding opportunities.

8.) Explore cost/benefits of RFID conversion with regard to inventory and asset/materials control.

9.) Continue to make the library catalog a more interactive tool for students and faculty by creating more multiple access points for all electronic materials.

10.) Create a system/committee to evaluate and recommend purchase of new electronic materials and/or conversion of materials from print to electronic format according to collection development policy.

11.) Annual review of collections by the Physical Collections and SpacesTeam.

12.) Explore Interlibrary Loan options for lending e-books and e-journals.

Outcomes:

1.) Better control of inventory (materials purchased), improved workflow and improved physical organization of print materials resulting in better access to print 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.

4.) Appropriate and needed materials will be available at the point-of-need by increasing the number of online products, providing improved inter-campus delivery of materials, and providing funding for 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 which will promote stronger reciprocal borrowing relationships for CSN resulting in improved ILL services.

Actions Required:

1.) Rewrite collection development policy to make electronic resources the priority and to include guidelines for e-pubs and government documents records in the library catalog.

2.) Run collection use reports by call number/subject areas by campus to determine which areas are most circulated. Distribute to each campus each fall semester.

3.) Get current list of CSN programs including new 4-yr programs in effect this fall semester and distribute to each campus.

4.) Each semester, locate which courses are being taught at what campus and what programs may have been revised, moved, or eliminated. Send this report to each campus to guide collection development decisions at the campus level.

5.) Continue to serve on the NSHE Paging Committee charged with the ongoing task of improving delivery between NSHE institutions.

6.) Contact textbook publishers to survey what is available electronically, how it is available (login/password, site license) and at what price.

7.) Contact UNLV Collection Development Coordinator at the beginning of each fiscal year to discuss possible joint purchases for that year.

8.) Contact other consortiums to shop for discounts for electronic purchases/subscriptions.

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.

10.) Meet with Director to discuss a workflow for approval of all new electronic purchases or proposed conversions of print to electronic.

11.) Continue to run lists of items that have not circulated or items that are in formats that are unsupported in accordance with the guidelines established in the Physical Collections and Spaces Team plan for evaluating collections.

12.) Check database and e-book vendor contracts to confirm what e-materials can be interlibrary loaned without violating licensing agreements.

13.) Explore option of including CSN e-materials in OCLC holdings for interlibrary loan.

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 the Northwest Commission on Colleges and Universities Standards.

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.

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.