Strategic Plan

University Library

2014-2017

Colorado State University-Pueblo
University Library
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The Colorado State University - Pueblo Library enables student success by providing a supportive and collaborative academic environment in which students learn to discover, access, and use information resources effectively; critically explore new ideas and concepts; and develop lifelong learning skills. The Library's suite of services and information resources enable high quality teaching, learning, and research for students, faculty, and staff. Special events and collections promote cultural appreciation and lifelong learning throughout the campus and community.

VISION

The Colorado State University - Pueblo Library is the gathering place where the campus and community come together to interact, discover information and ideas, learn, collaborate, and create.

MISSION

The Colorado State University - Pueblo Library enables student success by providing a supportive and collaborative academic environment in which students learn to discover, access, and use information resources effectively; critically explore new ideas and concepts; and develop lifelong learning skills. The Library's suite of services and information resources enables high quality teaching, learning, and research for students, faculty, and staff. Special events and collections promote cultural appreciation and lifelong learning throughout the campus and community.

GUIDING PRINCIPLES

The following philosophies guide the Library's goals and actions.

1. The University Library is focused on improving the user's experience.

2. The University Library collaborates with all other university departments and all its users to help further the university's mission.

3. The University Library provides a welcoming and supportive academic environment.

4. The University Library uses current technology to facilitate access to information.

5. The University Library is a teaching institution.

6. The University Library is a catalyst for creative and intellectual activity.

7. The University Library promotes and preserves the intellectual capital of the university.

8. The University Library affirms the principles of intellectual freedom embodied in the American Library Association's Bill of Rights
   http://www.ala.org/Template.cfm?Section=interpretations&Template=/ContentManagement/ContentDisplay.cfm&ContentID=8551

GOALS – PERFORMANCE INDICATORS - OUTCOMES[1]

GOAL 1 - Educational Role
The Library partners in the educational mission of the institution to develop and support information-literate learners who can discover, access, and use information effectively for academic success, research, and lifelong learning.

1.1 Library faculty members use a variety of communication methods to orient students to the University Library and its resources and services.

1.1.a Outcome: Students identify key library services in order to know what the library can provide to them. **(SLO1)**

How Measured	When Measured	By Whom	Target
Students take in class assessment	Each semester	Instruction Librarian	85% of students measured are proficient or above by 2017

1.1.b Outcome: Students feel comfortable using the library.

How Measured	When Measured	By Whom	Target
Students respond to biennial satisfaction survey question related to their comfort level using **the library.**	Biennially (2014 and 2016)	Library Dean	By 2017, 80% of student respondents indicate a level of agreement equaling 4 or 5 in response to the question. (Baseline established 2014.)

1.2 Library faculty members collaborate with departmental faculty to embed information literacy learning outcomes into curricula, courses, and assignments.

1.2.a Outcome: Information and/or digital literacy outcomes are added to campus general education outcomes.

How Measured	When Measured	By Whom	Target
General Education Board adds information literacy to GenEd outcomes	Annually	Library GenEd Board Representative	By 2017, the University's General Education learning outcomes include information or digital literacy

1.3 Library faculty members provide regular instruction in a variety of contexts and employ multiple learning platforms and pedagogies; including in class instruction sessions, individualized consultations, and one-on-one instruction at the research help desk.

1.3.a Outcome: Students differentiate research tools in order to make informed and useful decisions about how to gather trustworthy information. **(SLO2)**

How Measured	When Measured	By Whom	Target
Students take in class assessment	Each semester	Instruction Librarian	85% of students measured are proficient or above by 2017
Librarians analyze student reflection papers	End of each semester	Instruction Librarian and Research Librarian	By 2017, three or more modifications will be made to library instruction, procedures and/or policies to facilitate students' ability to differentiate in response to needs.

1.3.b Outcome: Students manipulate results within an information retrieval system in order to find relevant sources to complete their assignments. **(SLO3)**

How Measured	When Measured	By Whom	Target
Students take in class assessment	Each semester	Instruction Librarian	80% of students measured are proficient or above by 2017
Librarians analyze student reflection papers	End of each semester	Instruction Librarian and Research Librarian	By 2017, three or more modifications will be made to library instruction,

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			procedures and/ or policies to facilitate students' ability to manipulate in response to needs.

1.3.c Outcome: Students evaluate information sources in order to locate those appropriate for their task. **(SLO4)**

How Measured	When Measured	By Whom	Target
Students take in class assessment	Each semester	Instruction Librarian	85% of students measured are proficient or above by 2017
Librarians collect and analyze bibliographies from selected classes.	End of each semester	Instruction Librarian and Research Librarian	80% of sources from selected bibliographies will be relevant and appropriate to the assignment by 2017.

1.3.d Outcome: Students recognize the economic, legal, and social issues related to the use of another person's words or ideas and are able to cite and use their sources in an ethical and legal manner. **(SLO5)**

How Measured	When Measured	By Whom	Target
Students take in class assessment.	Each semester	Instruction Librarian	85% of students measured are proficient or above by 2017

1.4 Library faculty members create research portals that enhance discovery of research materials for faculty, staff, and students.

1.4 a Outcome: Students use the Library's research guides to locate research materials and to start their research.

How Measured	When Measured	By Whom	Target
Librarians track use of library research guides.	Annually	Research Librarian	Use of research guides will increase by 10% over the reporting period

1.5 Library faculty and staff collaborate with departmental faculty and others regarding ways to incorporate library collections and services into effective education experiences for students.

1.5.a Outcome: Students are able to access physical and electronic reserve materials for their classes in the library.

How Measured	When Measured	By Whom	Target
Library staff track the number of departmental faculty members who use the Library's print and electronic reserve services including the University's CMS if applicable.	Beginning of each semester	Circulation Supervisor	By 2017, the number of faculty using reserve services will increase by 25%.

1.5 b Outcome: Students access library resources from within their courses in the University's learning management system (LMS).

How Measured	When Measured	By Whom	Target
Library staff track the number of faculty who embed library materials within their Blackboard sites	End of semesters	Outreach/Access Services Librarian	By 2017, the number of faculty embedding library materials within their LMS sites will increase by 25%

Goal 2 - COLLECTIONS
The Library provides access to collections sufficient in quality, depth, diversity, format, and currency to enable high quality teaching, learning, and research for students, faculty, and staff.

2.1 The library provides collections aligned with areas of research, curricular foci, or institutional strengths, including initiatives such as "experiential education".

> **2.1.a Outcome:** Faculty and students judge library collections sufficient to support their educational and research needs.

How Measured	When Measured	By Whom	Target
Faculty, staff, and students answer satisfaction survey questions related to perceived service level of library in providing various types of resources	Biennially (2014 and 2016)	Library Dean	Average perceived service level as reported by faculty, staff, and students surveyed will be 4.0 or higher by 2017. (2012 average score was 3.88)

2.2 The library successfully advocates for a learning materials budget that is adequate to support the educational mission of the University.

> **2.2.a Outcome:** The library is able to purchase learning materials adequate to support the educational mission of the University

How Measured	When Measured	By Whom	Target
Library Dean compares Library's budget for learning materials to its peers and the national average for Masters I institutions using IPEDS and ACRL data.	Annually	Library Dean	Library expenditures for learning materials per student fte are at or above the average for the library's peer institutions by 2017 (2012 ALS surveys report CSU-P at 82% of our Peers)
The Library Dean tracks the Library's budget for learning materials year to year in order to show long term trends.	Annually	Library Dean	The Library receives an increase to its Learning Materials budget that is equal to or greater than annual inflationary cost increases during each year of the plan.

2.3 The library provides collections that incorporate resources in a variety of formats, accessible virtually and physically.

> **2.3.a Outcome:** Students and faculty are able to access resources both on and off campus.

How Measured	When Measured	By Whom	Target
Library staff tracks usage of print resources	Monthly	Circulation Supervisor	Circulation of print and audiovisual materials increases by 5% by 2017
Library staff tracks number of interlibrary loans and Prospector borrowing requests	Monthly	Circulation Supervisor and Assistant Librarian (ILL)	Number of ILL and Prospector requests increases by 10% by 2017
Librarians track usage of electronic journals, ebooks, and databases	Monthly	Acquisitions/ERM Librarian	Usage reports for electronic journals, ebooks, and databases indicate 25% increase in usage by 2017

2.4 The Library provides search tools that facilitate discovery and access.

> **2.4.a Outcome:** Users characterize library search tools such as Super Search easy to find and intuitive to navigate

How Measured	When Measured	By Whom	Target
Faculty, staff, and students answer satisfaction survey questions related to perceived ease of use of library search tools.	Biennially (Spring 2014 and Spring 2016)	Library Dean	By 2017, 70% of respondents indicate a level of agreement equaling 4 or 5 in response to the related questions. (Baseline to be established 2014 from questions 32, 33, and 35 of survey.)

2.5 The library builds and ensures access to unique materials, including digital collections.

> **2.5.a Outcome:** Researchers are able to access unique materials including digital collections available only from CSU-Pueblo.

How Measured	When Measured	By Whom	Target
Archivist tracks usage of digital and physical special collections.	Monthly	University Archivist	Usage of digital and print items in the Archives increases 20% by 2017.
Archivist tracks the number of research contacts.	Monthly	University Archivist	Research contacts in the Archives increase by 10% by 2017.

2.6 The library has the infrastructure to collect, organize, provide access to, disseminate, and preserve collections needed by users.

2.6.a Outcome: Library systems and computing resources are accessible and adequate to support library services and programs.

How Measured	When Measured	By Whom	Target
Librarians will track usability of library website using SiteImprove and Google Analytics	Monthly	Systems Librarian	Reported usability issue(s) will be acknowledged within 1 hour. Issue(s) will be reviewed for possible revision by Systems Librarian in collaboration with library faculty and decided within 30 days. User will be notified within one day of the decision.
Students, faculty, and staff answer satisfaction survey questions related to website ease of use.	Biennially (2014 and 2016)	Library Dean	75% of respondents indicate that the library's website is easy to use by 2017 (66.9% responded with a 4 or 5 on the 2012 survey)

2.6.b Outcome: Library preservation strategies and systems are adequate to ensure long term access and preservation of unique digital resources.

How Measured	When Measured	By Whom	Target
Librarians track location and number of all digital assets from the archives	Annually	Archivist	All digital resources are preserved in at least two geographically separate storage locations by 2017.

2.7 The library educates users on issues related to economic and sustainable models of scholarly communication.

2.7.a Outcomes: The CSU-Pueblo campus community chooses to deposit its scholarly work and publications in the institutional repository or other library sponsored platforms.

How Measured	When Measured	By Whom	Target
Librarians measure the number of faculty publications added to the institutional repository.	Annually	Catalog/Metadata Librarian	The number of faculty publications added to the repository increases by 25% by 2017
Librarians measure the number of theses added to the institutional repository.	Annually	Catalog/Metadata Librarian	The number of theses added to the repository increases by 25% by 2017
Librarians measure the number of CSU-Pueblo publications archived in the institutional repository	Annually	Catalog/Metadata Librarian	The number of CSU-Pueblo publications archived increases by 25% by 2017
Librarians measure the number of OA publications hosted on the Library's OA journal platform	Annually	Systems Librarian	At least one publication is hosted by 2017

GOAL 3 - INSTITUTIONAL EFFECTIVENESS
The Library defines, develops, and measures outcomes that contribute to institutional effectiveness and apply findings for purposes of continuous improvement.

3.1 The library develops outcomes that are aligned with institutional, departmental, and student affairs outcomes.

3.1.a Outcome: The Library's strategic plan integrates university and internal stakeholder outcomes and supports the University's goals.

How Measured	When Measured	By Whom	Target
Librarians map outcomes within Library Strategic plan to relevant external outcomes	Every 4 years	Library Dean	All library strategic plan outcomes will be mapped to relevant external outcomes with special emphasis on supporting academic excellence.

3.2 The library develops outcomes that are aligned with accreditation guidelines for the institution.

3.2.a Outcome: The Library proactively meets university and academic program accreditation requirements using a multi-pronged approach including targeted collection development, instruction, and analysis.

How Measured	When Measured	By Whom	Target
Library liaisons compare library collections and services to those required by university and discipline based accrediting bodies in order to prepare requested accreditation reports.	Annually	Library Dean	By 2017, Library collections and services will meet or exceed all requirements set by external university or discipline based accrediting bodies.

3.3 The library contributes to student learning and academic success.

3.3.a Outcome: Students indicate that the Library has contributed to improving their academic performance from freshman to senior.

How Measured	When Measured	By Whom	Target
Seniors respond to question on the graduation survey indicating the degree to which the library has contributed to improving their academic performance.	Biennially	Library Dean	By 2017, 75% of respondents will indicate that the library moderately or significantly contributed to their academic performance.

3.4 The library articulates how it contributes to student learning, collects evidence, documents successes, shares results, and makes improvements.

3.4.a Outcome: University faculty members recognize the Library's contributions to student success as documented in its annual assessment report.

How Measured	When Measured	By Whom	Target
Non-library faculty members participate in peer-review of Library's assessment report.	Annually	Instruction Librarian	During each year of the plan, peer feedback on the Library's assessment report will indicate that the library is doing an excellent job of assessing its student learning outcomes, and designing and implementing improvements both to the assessment process and to instruction

GOAL 4 – EXTERNAL RELATIONS
The Library engages the campus and broader community through multiple strategies in order to advocate, educate, and promote its value.

4.1 The Library sponsors special events that promote cultural appreciation and lifelong learning throughout the campus and community.

> **4.1.a Outcome:** CSU-Pueblo campus and community members attend library events and exhibits that celebrate scholarship, ideas, culture, and diversity.

How Measured	When Measured	By Whom	Target
Librarians measure the number of students, faculty, and staff members at special events.	Ongoing	Outreach/Access Services Librarian, Archivist	Number of campus participants increases by 25% by 2017 (Total number of attendees in 2013 – 1305)
Librarians track number of disciplines represented by special events and exhibits.	Ongoing	Outreach/Access Services Librarian, Archivist	At least 5 different disciplines will be represented by 2017.

GOAL 5 – SPACE
The Library is the intellectual commons where users interact with ideas in both physical and virtual environments to expand learning and facilitate the creation of new knowledge.

5.1 The Library provides an inviting and comfortable atmosphere that encourages student learning.

> **5.1.a Outcome:** Students use the LARC building for group and independent research and study.

How Measured	When Measured	By Whom	Target
Students, faculty, and staff respond to satisfaction survey questions related to group and independent learning spaces.	Biennially (2014 and 2016)	Library Dean	Respondents rate the library's physical environment is comfortable for group and independent learning 4.25 or higher by 2017 (2012 survey respondents rated group space at 4.25)

Library staff tracks the number of visits to the LARC building.	Monthly	Circulation Supervisor	Number of visits to the LARC increases by 5% during the planning period. (Number of visitors doubled in 2011, increased @ 50% in 2012, and decreased by 10% in 2013)

5.2 The library's physical and virtual spaces are informed by consultation with users.

5.2.a Outcome: The library makes changes to its physical and/or virtual space including but not limited to hours, equipment, furnishings, and website, in response to input from its constituents.

How Measured	When Measured	By Whom	Target
Students and faculty respond to library satisfaction survey questions related to library physical space, equipment, hours, or website.	Biennially (2014 and 2016)	Library Dean	By 2017, the Library will report at least 3 changes it has made to its physical or virtual spaces in response to survey feedback.

Appendix A: **HISTORY**

Built in 1965, the University Library was the first building erected on the current Colorado State University – Pueblo campus. The Library provides a range of services and resources. Like most academic libraries, it has shifted its services and collections to meet the changing needs of the University over time. The most significant changes have been driven by changing technology and new formats of information resources.

In 2004, the campus undertook a major study of library services under the leadership of an appointed Library Task Force. That task force report served as the planning document for the library for 2005 - 2006 and many of the goals expressed in the document have been achieved. This task force called for the library to become more collaborative, more focused on collecting and providing access to digital resources, more active in promoting information literacy, and more proactive in creating a comfortable student-centered environment. The direction set by this task force as well as the vision of the library staff resulted in a mission that changed significantly from one of collecting and preserving physical information resources to one of managing and providing access to both physical and electronic information resources. In addition, the library's instruction mission broadened significantly from one of orienting students and faculty to the library facility and resources to an expanded mission of leading students and faculty in the process of acquiring competency in using an array of information retrieval and management tools to access and use scholarly information resources in the 21st century. A new strategic plan was developed which guided the library's efforts from 2007-2009. This plan built upon the task force directions mentioned above and the objectives set forth in this plan were, for the most part, accomplished.

In 2008, the University received state funding to completely renovate and expand its library. Based on the changing mission and library functions described above and the desire of the campus to create an integrated student learning center, the design of the new facility incorporates not only the library, but also most of the other student academic support offices on campus. The Library and Academic Resources Center, designed by Denver based architects Bennett, Wagner, and Grody, opened in April 2011. This new LEED platinum certified facility was designed to provide maximum flexibility, to offer ubiquitous technology, and to centralize student learning resources. Each area of the building was planned to include varying levels of social interaction, customer support, and technology. The levels of these three aspects of design correlate inversely to the physical level of the floors. The first two floors include high levels of social interaction, support, and technology; the higher up one ascends within the building, the less social interaction, support, and desktop technology is available. This arrangement provides maximum flexibility to assure that students will be able to find both interactive and quiet learning spaces.

In 2009, the Library began a new planning effort to develop a two year strategic plan to guide its efforts in making the "new" library a reality. Library faculty members reviewed the literature for articles regarding the future of libraries and indicators of the external environment surrounding libraries and higher education, conducted an informal assessment of the Library's internal strengths and weaknesses, and obtained feedback from various constituency groups to ensure that its plan meets the needs of the University. Based on the information gathered and with an eye towards creating a sustainable and assessable plan that will guide its transition to the new library facility, the library streamlined its goals into the document presented above.

Since its opening in 2011, the new LARC has become the de facto student center for the University with students using its spaces for learning and socializing. The final design of the building realized the intent of the planners successfully. It includes highly used computer lab and group technology room spaces, a busy coffee shop, and a supportive research commons that includes research and IT support as well as writing and tutoring support. Traditional library spaces including group and individual study spaces with wireless Internet access are located on the 3rd through 6th floors. Special spaces for cultural and educational outreach activities include a 75 seat auditorium, an art gallery, and the University Archives and Special Collections. In the first full year of operation, AY2011-2012, the Library's total annual gate count doubled in comparison to its last full year of operation in the old facility, AY 2007-2008.

Since 2011, library faculty and staff have worked diligently to accomplish the goals of the 2011-2013 strategic plan. They were able to achieve most of the goals and exceed many of them. Central themes included the further refinement of the Library's teaching and assessment activities, the development of assessment measures for face-to-face research help desk activities, and the prolific development of online research portals. Behind the scenes the Library continued its transition from print to digital with the addition of demand driven ebook acquisitions and continued move from print to electronic journals. In order to enhance discovery of electronic resources, the Library added a single search box discovery interface that searches most of its resources. Satisfaction with the Library's resources and services remained high in each bi-annual satisfaction survey. The largest challenge the Library faced during the last three years was budgetary. In 2013, the Library in consultation with university faculty members eliminated a significant portion of its journal subscriptions that showed low usage. The Library anticipates exploring additional demand driven solutions for both books and journals to use its budget most effectively.

Appendix B: **ENVIRONMENTAL SCAN**

Internal:

Staff: The University Library of Colorado State University – Pueblo is typical of academic libraries in that it has continued to experience rapid and ongoing change. However, the organizational changes made prior to the previous plan, including the creation of two functional departments with faculty department chairs and the addition of part time Evening/Weekend Librarians has continued to serve the Library well. Upon the retirement of one librarian in 2012, the Library did redistribute some job duties in order to create an Acquisitions/ERM Librarian. Unfortunately, the Library is now faced with the possibility of downsizing. If this occurs, it will limit the Library's potential to increase its level of instructional and liaison services. The new organizational chart is attached as Appendix C.

Budget: In fiscal years 2013 and 2014, the Library sustained learning material budget reductions of 2.2% and 5.7% respectively. Due to the increases to its Learning Materials Budget of approximately 8% per year that the Library had received since FY06, the Library was able to absorb the cuts in FY13. However, in FY2014, the Library cut 38% of its EBSCO journal budget. These cuts were made with input from the faculty by identifying journals with a high cost per use in 2013. The library's operating budget, cut between FY00 and FY03 from $45,849 to $20,404 remains at the same level in FY14. The Library's actual operating budget needs, including such things as supplies, printing, travel, phone, staff computer replacement costs and the like are approximately 1 ½ times greater than its operating budget. In addition, the library uses its Learning Materials budget to pay for its required library services such as binding, library cataloging software, library systems annual maintenance, etc. The library continues to work with the other libraries in the CSU System as well as the Alliance and the Colorado Library Consortium to achieve cost savings by purchasing selected resources jointly.

Facilities: The library building was constructed in 1965. As a multipurpose facility, the library building has housed numerous campus units during its lifetime, which impacted its operations. Consequently, the building evolved over the years through many iterations to house Library Services, the Instructional Technology Center, the Teacher Education Department, Student Support Services, and First Year Programs. As a result of recommendations made in the above mentioned task force report as well as programmatic changes within the University's Student Academic Services, several small remodeling projects were completed in FY05. These resulted in an open study area and coffee cart on the first floor and a center for first-year students on the second floor. Students responded favorably to these changes and the library saw its gate count increase 15% in FY06 and an additional 6% in FY07. Additional remodeling was completed during summer 2007 to accommodate First Year Programs on the library's second floor. These changes served the purpose of helping to create an information commons on that floor which offered integrated research, computing, and learning support for students. During FY08, the library experienced an additional 8% increase in gate count.

The Library completed a program plan for a comprehensive building remodel in 2007. A facilities audit completed as part of this process confirmed that, in addition to remodeling to meet new program requirements, the library building was in need of mechanical and electrical system updates and asbestos abatement, and required an expansion to house new services. This program plan was awarded funding from the state's Joint Budget Committee in the amount of 24.8 million dollars which was secured for the University by selling Certificates of Participation. In 2008, Alain Dalmau Associates was hired as the project manager and owner's representative for the project and the architectural firm of Bennett, Wagner, and Grody was hired to design the building. In 2009, the construction firm of Houston Construction began the actual addition and remodel.

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Library Collections and Resources: In 2006, the library undertook a collection analysis project and funded the purchase of approximately $25,000 in books published between 2000 and 2005 to update its aging collection. It also recently purchased backfiles of Biological Abstracts, American Chemical Society Journals, JSTOR journal collections, and GALE's popular Contemporary Literature Criticism reference series. During the last five years, CSU – Fort Collins Libraries have also been successful in licensing a significant number of online resources for the entire system. These joint purchases, including Elsevier's Science Direct Freedom Collection, Science Direct subject backfiles, ebook packages, and more, provide a high return on investment for the CSU-Pueblo campus. During 2010, the library merged its online catalog records into Fort Collins' III Millennium system. This successful merger also allowed CSU-Pueblo Library, for the first time, to participate in the statewide research library shared catalog, Prospector. Between 2011 and 2013, the Library added several ebook collections including the entire Springer ebook catalog, and selected collections from Ebsco and EBL. In 2012, the Library began its first demand driven acquisitions (DDA) program for ebooks through EBL. Thousands of ebook records appear in the Library's catalog and these books are only purchased after they have been "rented" three times by library patrons. For each short term rental, the library pays a fraction of the purchase price. In 2014, the Library will begin experimenting with demand driven journal article acquisition using the Get It Now service. The Library has made good progress since 2011 in implementing its shared institutional repository. The repository now includes a small collection of CSU-Pueblo theses and faculty articles in addition to digital collections from the University Archives and Special Collections. In addition, the Archives has launched Archon, an online searchable database of its digital assets and finding aids.

University Strategic Planning: The University has been without a strategic plan throughout 2013. A strategic planning committee, on which the Library Dean served, has created a draft of a new 2014-2018 plan which should be finalized in 2014. The key components of this plan are Academic Excellence, Affordable Education, Transformative Opportunities, and Supportive Student Life. The Library's resources and services will primarily support the goals of Academic Excellence and Transformative Student Life.

Internal SWOT Analysis

Strengths	Weaknesses
- Building/Physical Space - Website that we can control - Library is well-positioned within university governance - Consortial relationships with Fort Collins and others - Liaison relationships with departments - Strong resource sharing opportunities	- IT infrastructure – including firewall issues, network connectivity, and lack of web design support - Financial resources – several years of flat or reduced funding to an already low budget put us further behind our peers potentially - Lack of staffing
Opportunities	**Threats**
- Potential growth of online course offerings - increased focus on multiple modes of course delivery including online, hybrid, hyflex, flexible scheduling, etc. - Increased focus on experiential education - Closer communication with IT and other academic support units - Closer ties to General Education curriculum - Possible new academic programs – focus on health and STEM fields? - New requirements for demonstrating impact on student success and workforce readiness	- Continued Funding and Enrollment Challenges - User perception of value of libraries

External:

Technology: The unprecedented growth of access to online information has resulted in significant pressure on traditional library services. The pervasive presence of digital resources on the Internet has continued to expand the amount of information students and faculty can access. The library has worked to purchase or license resources in a mix that best supports the curriculum and research needs of the campus. Lack of standardization of pricing and lending models as well as license terms and conditions creates an unstable environment for library staff. Vendors frequently change their licensing strategies and bundling of information resources, which causes library staff to focus more time and energy on selecting, licensing, and managing access to digital resources. New models for renting or purchasing resources on demand are becoming increasingly available.

New technologies have also come to the forefront for managing Library resources. Especially significant are rapid development of electronic resource management tools and web-based "discovery" tools that integrate search results into more user friendly interfaces. As mentioned above, the library opted to merge systems with CSU Fort Collins, sharing their Innovative Interfaces Millennium catalog and related statewide research library catalog, Prospector. In addition, the Library added a suite of products from EBSCO to manage electronic resources on the back end and to provide a more usable discovery interface on the front end. Lack of interoperability between systems continues to be a challenge. New standards within the profession including the continued development of COUNTER compliant usage statistics and the development of RDA to replace older cataloging standards will continue to drive change for library technical services.

The growth of mobile computing has been explosive and will continue to impact how the library offers resources and services. The Library now offers research services via text and email. Most library online databases also offer mobile interfaces. The use of social media also continues to impact the Library. We continue to seek better ways of communication with our constituents through our website and Facebook pages.

The ease of digital publishing has also brought increasing pressure to the Academy to support open access publishing efforts. The Library purchased and launched, jointly with CSU – Fort Collins, institutional repository software. This software creates a web-based portal to access University created resources including University reports, research, and other documents, student theses, and selected resources from the Library's specialized archival collections.

Academics: Changes to higher education at the national level will impact CSU-Pueblo. An increasing focus on student success and student return on investment with funding tied to performance will cause the University to look for efficiencies wherever possible. The library will be challenged to show how it helps the University meet its overall goals in these areas. In addition, the University is continuing to develop its array of online course offerings which must be supported via distance learning technologies. As a result, the library faces pressure to become increasingly flexible and to provide the majority of its resources online in an environment that better accommodates distance learning. In addition, the University continues to add both undergraduate and graduate level programs which the Library must support.

In its instruction programming, the Library has made a conscious effort to develop student learning outcomes and assessments for use in evaluating student performance. More importantly, during the 2011-2013 strategic planning period, the Library made changes to its instruction program as a result of assessment. In the future, the Library will be challenged to provide increasingly personalized research support for students and faculty.

External Environment: issues and trends that will impact academic libraries in the next three to five years

Electronic Resources – Ebooks, Ejournals, primary sources, etc.
- New Lending models
- Licensing Issues
- Access and Interoperability Issues
- Ability to assess usage and cost more closely
- User demand
- Continued development of new search tools and knowledge bases

Librarian Role in Higher Education
- Personalizing library services
- Librarian relationships with departments – partnerships - liaisons
- Librarians as consultants
- Impact on student success – assessment – need to prove value
- Continued increase of focus on instruction – in class and consultations – new ACRL Standards

Technology
- New standards – cataloging standards (RDA) and archival description standards (EAD)
- New systems –Next Generation Catalogs, Archive space
- Continued focus on social media channels for communication
- Continued demand from users for mobile access and technology

Challenges to Higher Education Overall
- Continued funding and enrollment challenges
- Changes in course delivery modes - shift to online – flexible scheduling – competency based learning, etc.
- Shift to value the bottom line – workforce readiness, return on investment, etc. - how will the library be seen in this environment.
- Continually increasing focus on diversity