

Oviatt Library Planning for 2008-2009

February 4, 2008

1. The Library will implement "Library 2.0" in conjunction with "Web 2.0." These new models require the implementation of new information access technologies and discovery systems such as RSS Feeds, Blogs, and Wikis. It provides the online user much more interactivity with, and customization of, our online resources and digital databases. It also requires constant assessment, feedback, and monitoring of new technologies to provide the best possible service.
2. The Library will develop and support the University's Institutional Repository (IR) to preserve and provide easy access to digitized documents, learning objects and multimedia materials deemed necessary by this University. This effort is supported by the Chancellor's Office and is part of a larger digital archive project, conceived and directed by the Council of Library Directors (COLD). We will work with our University to define the project's goals, identify information and items to be digitally archived, and obtain the resources (including personnel) needed to successfully administer this project.
3. The Library will work with the faculty to successfully integrate its resources and services, including targeted resource, instruction and reference needs, into the University's Learning Management Systems' goals and needs.
4. The Library, in collaboration with the College of Extended Learning, is continuing to develop a self-support program for a Master's degree in Library & Information Management.
5. The Library, in cooperation with the campus community, is researching and gathering items of historical importance for an online digital archive and an exhibit in the Tseng Gallery to commemorate CSUN's 50th Anniversary. This will be an important part of the campus' overall celebration plans, chaired by Dean Curzon.
6. The Library building needs to expand in order to successfully provide the space, services and resources needed by the campus community and the surrounding region. These improvements include collaborative study space, readers' spaces, and increased collection and exhibit space for rare and archival materials housed in Special Collections and Archives. We will continue our fundraising efforts in order to meet our capital goals and begin construction.
7. The Library's primary business is the provision of knowledge resources to support education and research. As changes in the disciplines and curriculum occur, new journals, in particular, are needed to keep pace with research and instructional requirements.

Specific Planning Instructions for Academic Affairs

1. MISSION: *Briefly explain how your annual plan relates to the college/division's mission/vision. Take this opportunity to synthesize, so that we understand the overall intent behind the proposals.*

The goals and plan we are submitting enable the Library to do what we do best – match Library users to knowledge resources vital to their research and educational achievement. The Library's Mission Statement in the Strategic Plan states: *"We are committed to meeting the information needs of our academic community; to providing effective, caring and responsive service; to partnering with faculty in the education of our students; to developing the information competence skills of our students; and to fostering a love of reading and learning."*

Our vision statement is equally clear about our priorities as it states: *"The vision for our Library includes a collection superbly tailored to our student and faculty needs; exemplary service to all our users; skillful and engaging instruction on information research skills; strong and continuous support from our users and friends; and a national reputation for excellence in librarianship and library service."*

We feel that our new goals fulfill our mission and vision, and at the same time repurpose ourselves for the coming future. This will require us to constantly re-examine how best to serve our primary clients in the near term, as well as plan for the future as technology, the nature of our resources and the way people access them, the supply of accredited librarians, and our space needs continue to change and evolve.

In addition to meeting the needs of our academic community, we recognize the regional relevance of our community outreach programs by providing library privileges to AP students, teachers, alumni, and community members through our Friends of the Oviatt Library program. Additionally, the Library has a dynamic schedule of events, exhibitions, digital projects, and scholarly presentations to which the community is invited to participate and view. These include the upcoming online digital archive and Tseng Hall exhibit commemorating CSUN's 50th Anniversary. Furthermore, the Library and Extended Learning are collaborating to provide a Master's Degree in Library and Information Management to meet the upcoming critical shortage of librarians.

2. ACADEMIC EXCELLENCE:

A. ASSESSMENT: *Summarize the progress that the college/division has made in assessment: setting benchmarks and outcomes, gathering direct evidence of student learning, and using the results to inform change. Discuss obstacles that have arisen or that loom ahead; if possible, suggest solutions.*

Library Assessment Plan

In support of the Library's mission and vision, and in recognition of the Library's unique role as both a provider of information and services, as well as an instructional support unit, the Library continues assessment of its collections, services and instructional programs in order to improve the way we provide services, supply up-to-date and useful resources (both in print and online), deliver Library research instruction, and carry on an outstanding outreach program.

In order to stay effective and keep in sync with our patrons' needs, as well as be aware of areas for potential growth and advancement, the Library has identified three assessment areas that we will continually monitor:

1. Student information competence skills.
2. Collections that support learning, teaching, and research.
3. Services that support learning, teaching, and research.

Library Outcomes

In addition, the Library has established a set of benchmarks and outcomes for our three areas of assessment against which we can measure our success and set new goals as called for by the results of our assessment projects. For a full listing of these outcomes, our planning process guidelines, and our assessment reports and publications go to:

<http://library.csun.edu/kdabbour/assessment.html>.

Now and the Future

In 2007, the Library completed its 2006-2007 assessment projects, which included a survey of faculty and student perceptions of the collections, a survey of library services that focused on their impact on information competence, and the use of the library facilities. As an example of changes we instituted in response to this and similar previous assessment surveys we:

- limited the Collaboratory Computer Lab use to campus members only
- redesigned and repositioned some of our Library signage to stress absolute quiet
- rezoned areas for absolute quiet and areas where light conversation and group study could be conducted
- created areas in the Library where students could use their cell phones
- have, and continue to add requested online / electronic resources and databases as the budget allows
- add print and audio-visual materials to the collection in direct response to faculty requests
- tailor Library information competence classes to specific faculty needs and requests
- worked with PPM to have the restrooms serviced more frequently
- established a way for a Library card to be activated without having to physically come to the Library
- opened teaching computer labs to general use when a class is not in session

Currently, we are in the process of assessing the information competence of University 100 students, which is an annual assessment project, and will continue to assess our collections and services with a focus on student learning, as stated in our new five-year plan. See the URL above for our project reports and assessment plan.

We fully realize that assessment and the resultant repurposing of our efforts must be an ongoing endeavor if we are to remain a vibrant and useful part of our learner-centered university. The Library is driven by the need to deliver information to our patrons in a usable, understandable, and technologically current form. We understand the importance of this paradigm and strive to keep ahead of our patron's needs. This is our ongoing challenge.

B. LEARNER-CENTERED UNIVERSITY: *CSUN faculty and staff are developing learner-centered strategies that adapt to the various paces at which students learn and the different sizes and formats of classes. They use, when appropriate, new media for these and other purposes. Summarize efforts and lessons learned; indicate plans ahead.*

By University definition "The Learning Centered University (LCU) [is that] we, as a university, will put more emphasis on the learner and the achievement of learning outcomes . . . The Learning Centered University is context through which the University Mission and values are manifested."

The Library's role in the Learning Centered University is to provide knowledge resources and educate the users in how to use these resources. In keeping with this central university tenant, the Library has implemented or is planning to implement the following strategies to encourage the growth of the learner-centered university:

Examples of Current Efforts to Increase Student Connection to an Understanding of Resources:

- We offer 24/7 online reference services.
- We offer online databases, 24/7 Virtual Reference/Chat, eBooks and eJournals...accessible 24/7 from anywhere.
- We reached new levels in our Information Literacy instructional efforts, giving 1,054 lectures to 25,673 students in the Oviatt instructional labs during the 2006-2007 academic year. This was an increase of 262 lectures and 4,124 students over the previous academic year.
- We hired a Coordinator of Online Instruction and are now screencasting instruction, as one example of how we are connecting students to our new resources through new technologies.
- We continue to upgrade our computer labs with new technologies as they become available and useful.

Examples of Future Plans:

- We will explore and implement new media and methods of disseminating information such as RSS feeds, Wikis, and Blogs. In addition, we will make more interactivity and customization available to the users of our online resources (Library 2.0 & Web 2.0).
- We will work with the faculty to incorporate our resources and instruction into the University's Learning Management System (LMS).

We have learned that with the implementation of any new teaching methodology, technology, resources or online presentation or design, each item/methodology must be constantly evaluated, and assessed in order to assure their effectiveness and make changes whenever needed to keep improving student outcomes.

C. RESEARCH/CREATIVE ACTIVITY: *Colleges/divisions should summarize major achievements. Then they should indicate plans for major grants and contracts which address regional needs, employ students as research assistants, advance efforts in K-16, or require University matches or space. Indicate which efforts require changes in RPT or training in such areas as contract and risk management. Finally where such activities have lead to social or academic change, please describe.*

We continued our successful series of exhibitions, presentations and talks open to the campus and public alike, including:

- The Sun That Lights the Rainbow: The Life and Times of Elizabeth I
- Our Collective Memories: The Sixties

- Art in the Sky: A Kite Exhibition
- Celebrating Comic Books: An American Tradition
- Women in Music
- Celebrating Black History Month
- A Talk with Daily News Columnist Dennis McCarthy
- Faces of Tientsin: Photographic Memories of Post WWII China, made possible by CSUN Professor Emeritus Harold Giedt and the Old China Hands Archive
- Found Treasures: Latino Archives Exhibit
- Wish You Were Here: Travelers from Antiquity to Modern Times

We expanded our efforts to establish and expand our digital, archival online collections, including:

- We founded the Latino Cultural Heritage Digital Archives as part of the successful conclusion to the five year, \$1.6 million Federal Hispanic Serving Institutions Grant
- We've continued work on the International Guitar Research Archive with major financial help from the Augustine Foundation (nearly \$47,000 in 2007 and \$30,000 in 2008).

It should be noted that all exhibitions and digital archive work mentioned above involved both campus and regional outreach efforts on the part of our faculty and staff. In addition, student employees played a vital role in the sorting, assemblage and creation of these exhibits and digital collections.

- The Library Departments of Reference & Instructional Services and the Department Technical Services' Personnel Committees are re-writing the Library's Retention, Tenure and Promotion documents.
- Dean Susan Curzon developed the guidelines for the new campus wide Research Fellows Program.
- We are assembling university archival materials for an online digital archive and exhibit in the Tseng Gallery to commemorate CSUN's 50th Anniversary.

D. PROGRAMS: *There is no need to describe incremental change due to growth. Rather, tell which programs you plan to discontinue or start up and why. For instance, describe progress toward implementing applied, regional MA and PhD-equivalent degrees; or, explain the evidence for major changes in undergraduate programs. If you are engaging significantly in self-support programs, explain the strategies for enrollment and financial management. Please indicate whether any plans require physical modifications to buildings, technology that affects campus infrastructure, change in RPT or management practices.*

Current Programs:

- The nation will soon experience a critical shortage of trained librarians. To help meet this growing need, the Library and Extended Learning are cooperating to start a self-supporting, accredited Masters' Degrees in Library and Information Management (MLIM). The curriculum for these degrees has been developed focusing on the students with learning outcomes integrated across the program and its courses. The program has been approved by the University and the Chancellor's Office. We are working with the American Library Association to receive preliminary accreditation for the program.

- We continue to fundraise for the Library building expansion project. Increasing research programs in Special Collections & Archives, our growing information competence teaching efforts, and the need for additional student group study areas and general-use computer labs spur this effort.

3. STUDENT ENGAGEMENT AND SUCCESS: *Describe your current and future plans to improve first-to-second year retention rate for students, as well as persistence in the out-years and transition to post collegiate schooling or work. Indicate, too, efforts under way—and lessons learned—supporting students in difficult courses. Finally, describe efforts to make (academic, career) advising more consistent and advising materials easier to understand and more accessible.*

- In addition to our Information Literacy instruction program, we have participated in the evolution of the Freshman Seminar (University 100) Course; are involved with the Freshman Common Reading Program, this past year marketing the program by creating and distributing a bookmark about "The Things They Carried" creating a Library lobby exhibit about the 1960s that tied into the Program; and are part of the campus-wide Welcome All Matadors Committee. From here, we've made connections and attended the New Student (Freshman and Transfers) Orientation Clubs' events and Organization Fairs this summer, and Parent's Day in the fall to promote the Library and its services.
- In addition, our First-Year Experience Librarian, along with other librarian volunteers, organized an orientation booth outside the Library for the first week of school to give students directions across campus and answer any other questions new students might have about a large campus like CSUN.

4. CAMPUS/COMMUNITY COLLABORATIONS: *Focus on those joint efforts, both on and off campus, that add value. Specify the projects, agents, results, and plans, as well as the training of personnel if appropriate. For on campus projects, indicate efforts to improve services for students, faculty, staff, and/or the public that have resulted or will result in speedier, more reliable transactions, self-help alternatives, 24/7 access, or redeploying staff to where clients are. For projects that are primarily off campus, describe the benefits, risks, and management.*

- We continue to expand our efforts to be in touch with regional high schools by providing borrowing privileges to AP students and Library tours for prospective students. We also have an Outreach Librarian whose main role is to continue and improve our community outreach efforts.
- The Library provides many services to the nearby Northridge Academy High School including borrowing privileges, and Library lectures and tours.
- Our Teacher Curriculum Center (TCC) participates in outreach efforts in a number of ways. Elementary schools in the area may request a general tour of the Library and, because of the age group of the students and the intent of the tour, the TCC will lead the tour and any adjunct activities that are deemed appropriate. Often students in non-CSUN credential programs or teachers at other school sites request an introduction to the TCC so that they might take advantage of the collection and facilities. The TCC offers an off-campus borrower card for a fee that enables non-

CSUN students, teachers and other community members the opportunity to fully utilize the collection.

- We participate with the SAGE Society in their Senior Computer Education Program which provides computer training to senior adults. The SAGE (Study, Activity, Growth, & Enrichment) Society is a group of senior adults affiliated with CSU, Northridge who are dedicated to active, lifelong learning.

5. USER-FRIENDLY BUSINESS PROCESSES: *What progress, according to what indicators, occurred in the past year? What will be ratcheted up, and by how much, this year and next? What additional processes must be tackled—what will be the indicators of achievement?*

- We are entering into a new type of contract with our book vendors in which they supply “shelf-ready” materials. This greatly accelerates the time from when a book arrives and is ready on the shelves to use by our patrons.
- We have added additional computers to the Reference Area and Teaching Lab B.
- We have repurposed a committee (L-Tech) to oversee our electronic presence.
- We will create online maps, guides, FAQ’s and tutorials to make it easier for our patrons to navigate the Library and its resources.

6. REVENUE ENHANCEMENT: *In cooperation with the self-support units, indicate the benchmarks and appropriate steps. Review, too, how the division will spend its non-general fund accounts to supplement state subsidies.*

- Most of our non-general funds are for dedicated purposes. However, we plan on utilizing, where possible, non-general funds to supplement our equipment and technology budgets. Some also will be used for special projects, and we have included a contingency amount to be left available in case of an emergency such as a major equipment failure.
- We will continue our fundraising efforts to help fund the Collection, services, electronic resources, and the expansion of the Oviatt building.