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Executive Summary

In conjunction with National University's strategic planning process, the National University Library undertakes a strategic review of the library system. The current strategic plan is the successor of plans for FY2005-2007 (during which time the library consolidated its physical facilities and moved towards a larger online presence) and FY2008-2010 (when the library accelerated its evolution towards a model of equal access for online and on-site students and faculty). The current strategic plan, covering FY2011-2015 consolidates this process.

As with previous plans, the current strategic plan is the product of both an intense self-assessment (with input from students, faculty, and staff) and an appreciation of the rapidly evolving world of academic research and learning, including a detailed environmental scan and appraisal of current trends.

The end product of the strategic planning process was the identification of four key strategic directions (aligned with the key strategic directions identified in NU2015, the University’s 2015 strategic plan), along with a more detailed set of goals and objectives. The four strategic directions (and their corresponding University SDs) are:

1. Leading with current and relevant technology [SD3: Technology]
2. Institutional resources – growth and sustainability [SD4: Resources]
3. Academics – serving students and community [SD1: Academics]
4. Engage faculty and students with technology [SD2: Students]

These four strategic directions provided a framework for identifying and organizing the specific goals and objectives that the University Library would strive to achieve over the coming five fiscal years:

1. The Library will work towards seamless access to its collections and services by streamlining library processes and access tools, identifying services such as library instruction that might benefit from automation, and implementing related technology solutions;
2. The Library will maximize the value of its human resources (library staff), physical resources (the library collections and building), and virtual resources (electronic resources and services offered via the Library website), through a variety of initiatives;
3. The Library will serve students and the community by focusing on four discrete initiatives – research and scholarship, information literacy, and outreach
4. The Library will initiate communication methodologies as well as new web-based projects that will allow the National University System community to successfully navigate a world of media, information, and technology, and to apply their learning in creative and thoughtful ways

The world in which the academic library operates has been changing rapidly over the last decade and will continue to do so. Library resources that once required a visit to the library can now be accessed directly online from the home, from the classroom or office, or even on a mobile device while walking down the street. Library users are increasingly expecting the Library and its resources to be accessible transparently when they conduct their online research, intermingled in their search results with resources from other trusted sources. Meeting these sophisticated user expectations presents a continuing challenge to the Library. It is our hope that the current strategic plan will be able to effectively meet these user expectations and direct the Library’s ongoing successful adaptation to this constantly changing environment.
Welcome from the Director

Bringing the Library to the User is the third multi-year strategic plan of the National University Library System. In a sense, we are returning in this plan to the theme of our first strategic plan, Thinking Forward: Innovating, Connecting, and Delivering (2003), but this time focusing particularly on the role of the academic library in connecting people to scholarship in the 21st century. This role will be viewed through the lens of value measurement, that is, “How do we demonstrate the value we deliver both by serving our users and by supporting the mission of the University?”

We intend in this plan to address the “essential questions” set out in The Value of Academic Libraries, a research review and report recently issued by the Association of College and Research Libraries (ACRL 2010). We will concentrate on five areas of library impact on the institutional mission, as set out in that report:

- How does the library contribute to student success?
- How does the library contribute to student learning?
- How does the library contribute to the student experience?
- How does the library contribute to faculty research productivity?
- How does the library contribute to faculty teaching?

Meeting these challenges will require organizational structures, communication techniques, technological advances, and pedagogies that will enable us to connect more effectively with our users and enable students, faculty, scholars, and alumni to connect to the library resources and services they need. When we use the term “connecting” we mean locating, using, creating, and interacting with our users, connecting with them in such a way that we enhance their ability to put knowledge to use and become lifelong learners, achieving competency in both their academic and professional lives. This connection is active rather than passive and goes far beyond the traditional role of the library.

Library value measurement, return-on-investment (ROI) initiatives, and the goals and objectives set out in this new strategic plan will provide the means by which the National University Library System will measure its continuing relevance, during a period when all aspects of higher education—teaching, research, and learning—are rapidly changing. Our success will depend on our ability to connect to our users and meet the heightened expectations in a digital age.

We would like to be able to look back five years from now and say that by implementing the goals and objectives of this strategic plan, we have helped both our users and our community to thrive. If we can, then the Library will be well positioned to go on meeting, and hopefully exceeding, the expectations of its users far into the future.

I wish to express my thanks to the Library Management Group, who spent countless hours discussing and painstakingly drafting this strategic plan. I would also like to thank the Provost, Dr. Eileen Heveron; the Interim President, Ms. Patricia Potter; and Chancellor Jerry C. Lee for their unflagging support of the Library. This has truly been a team effort!

Anne Marie Secord
Director of Library Services, National University Library System
Overview of the Strategic Planning Process

1. Internal review
   Ascertain the existing situation of the library
   - Statistical review – Determine what is increasing/decreasing
   - Inventory Library policies
   - Examine previous annual plans & assessment plan
   - Document the status of the physical facility & technology
   - Document staffing patterns
   - Analyze student perceptions of the library based on qualitative data – PinpointLogic findings, Student Satisfaction Survey, LibQUAL+ survey
   - Analyze faculty perceptions of the library based on qualitative data – 2009 faculty survey

2. External review
   Ascertain the evolving environment (SWOT analysis)
   - Environmental scan – Changes in industry from journal articles and Trendspotting presentations
   - Comparison with peer institutions
   - Visioning webcast

3. Future of the Library - Staff input visioning
   Elicit input from Library staff
   - Staff brainstorming exercises
   - Bulletin board comments from staff members
   - Staff review of draft plan

4. Determine goals and objectives
   Based on internal and external reviews and staff visioning, establish goals and objectives for the next five years

5. Write Plan
Part I: Internal Review — What Is the Existing Situation in the Library?

Statistical Review: What is Increasing / Decreasing

*The National University Library System statistical documents were examined for changes over the last three fiscal years. These are given below, along with brief descriptions.*

Electronic Books (Titles in the Catalog)

The Library’s holdings of electronic books have increased by 25 percent, providing greatly increased online access, especially helpful for students under time pressure or remote from the Spectrum Library.*

* The phrase “Spectrum Library” is used throughout this document to refer to the National University Library at Spectrum Business Park.
Catalog Use (Sessions)

Catalog use as measured in online sessions rebounded in FY2010 after declining slightly in FY2009.

Items Borrowed from the Spectrum Library

The number of items borrowed from Spectrum Library has remained fairly constant over the last three fiscal years.
Items Lent to Remote Students

The number of items lent from Spectrum Library to remote students (Books Direct and Journal Direct programs) has increased more than 75 percent over the past three fiscal years.

Use of Electronic Resources (Sessions)

The use of electronic resources (online books, journals, and databases) increased more than 25 percent over the last three fiscal years.
Journal Articles Downloaded

The number of journal articles downloaded increased 12 percent over the last three fiscal years.

Online Quiz Use

The number of persons taking online information literacy quizzes more than doubled over the last three fiscal years.
Online Guide and Tutorial Use

The number of persons using the Library’s online guides and tutorials increased dramatically over the last three fiscal years, as more and more guides and tutorials have become available.

Reference and Directional Questions

The number of reference and directional questions handled by Spectrum Library staff rebounded somewhat in FY2010 after declining in FY2009.
**Instruction (Students)**

The number of students receiving formal library instruction declined over the last three fiscal years.

![Library Instruction (Students) Graph](image)

**Library Instruction (Spectrum Classes)**

The number of formal library instruction classes conducted in the Spectrum Library declined over the last three fiscal years.

![Library Instruction (Spectrum Classes) Graph](image)
Spectrum Library Gate Count

Over the past three fiscal years, the Spectrum Library experienced a 24 percent decline in visitors as measured by the automatic equipment at the main entrance.
Inventory of Library Policies

The Library maintains formal policies in the following areas of responsibility. Copies are available for consultation on the National University Library website and intranet.

- **Collection Development Policy.** This document governs the Library’s acquisition of various types of material for the use of the University community. Such materials may be purchased for the Library’s permanent collections or online access may be purchased on a permanent or ongoing basis.

- **Public Services Policy.** This document governs the Library’s services to the public, including circulation and lending policies, library and computer use, etc.

- **Library Assessment Policy.** This document governs the Library’s ongoing assessment practices, including the collection of statistics and the periodic surveying of the Library’s various user groups.

- **Liaison Plan.** This document governs the Library’s liaison relationships with the University’s various schools and colleges.
An Assessment of Our Last Strategic Plan

*Fast Forward*, the National University Library System’s 2010 strategic plan set some ambitious goals, many of which were accomplished within the allotted time frame, but some of which are necessarily still in the process of being carried out. That plan identified seven key strategic issues to be addressed during the 2008, 2009, and 2010 academic years:

1. Simplify access to library resources and services
2. Enable participation of the user population to improve library products and services
3. Develop relationships within the University to enhance the teaching and learning experience
4. Expand resource and service offerings
5. Collect, evaluate, and act on user intelligence
6. Enhance staff to levels that support increased library services
7. Enhance library collections and services to support doctoral-level degrees

The following paragraphs discuss the ways in which the library system addressed these issues.

**Simplify access to library resources and services**
This first strategic issue encompassed seven specific goals, including the redesign of the library website, discipline-specific portals, and a user-friendly catalog interface, each an example of the challenges of bringing a goal to fruition. The redesign of the library website necessarily had to be subordinated to requirements for the redesign of the websites of the National University System, and is still being evaluated. The development of discipline-specific web portals was delayed but is expected to be implemented in academic year 2011, following the purchase of purpose-built software. The user-friendly catalog interface was implemented during academic year 2010 and is already paying dividends in the form of greatly increased use.

**Enable participation of the user population to improve library products and services**
This strategic direction involved activities such as increased provision for user feedback and increased use of RSS syndication. Both goals are being accomplished as a side-effect of the accomplishment of several goals under the first strategic direction. For example, the new catalog interface allows users to subscribe to RSS feeds of resources in their favorite subject areas as those resources are acquired by the library, and users are also able to tag and recommend particular resources, as they might on a website such as Amazon.com. Meanwhile, discipline-specific portals (LibGuides) are expected to make ample provision for user feedback when they are implemented during the 2011 academic year.

**Develop relationships within the University to enhance the teaching and learning experience**
This strategic direction included the ambitious goal to house a Center for Learning Technologies, as well as initiatives to improve the connections between course websites and related library resources, and to generally increase awareness of the library and collaboration between faculty and library staff. The Center for Learning Technologies was never realized though some progress was made on other goals.
Expand resource and service offerings
This strategic direction focused on expanding our electronic offerings (reflecting the increasing number of online students and classes) and moving to a purchase model that is more user-driven. Steps were taken in both these directions during the 2008-2010 academic years, with the purchase of various JSTOR modules (significantly increasing the depth of our journal collections in the social sciences and humanities) and the initiation of a library-mediated pay-per-view model to support access to the vast Science Direct collection of scientific, technical, and medical journals. Both of these initiatives have proved extremely popular with users, as well as being cost-effective solutions long-standing problems.

Collect, evaluate, and act on user intelligence
This strategic direction dealt with the collections of usage data relating to library resources and the library website, so-called “turn-away” data from online resources, surveying the faculty on their use of library resources, and developing measures for service learning outcomes (SLOs). Here the result was mixed. On the one hand, usage data is being collected and analyzed, and the faculty was successfully surveyed during the 2009 academic year. On the other, no major library vendors currently record or report “turn-away” data, and work on developing library SLOs is still in progress.

Enhance staff to levels that support increased library services
This strategic direction dealt with increasing the subject and database knowledge of reference staff and creating a wiki for internal documentation.

Enhance library collections and services to support doctoral-level degrees
This strategic direction was offered in anticipation of doctoral programs being developed by National University. No doctoral programs were developed. Although the affiliation of John F. Kennedy University during the 2009 academic year entailed doctoral programs, these are currently being supported by that institution’s library.

The Physical Facility and Technology
The Library conducted an inventory of the physical library facility, including furniture and equipment, identifying candidates for upgrading and/or replacement. This inventory will be repeated on a regular basis to ensure the facility meets the needs of the Library’s users.

Library Team Reports
In June 2010 special teams were created by the Library Management Group (LMG) to address particular areas of interest within the Library’s broad strategic planning process. Specifically, teams were created to address the areas of Assessment, Collection Development and Liaisons, Information Literacy, and Technology. The reports of these teams (a summary in the case of the Information Literacy report) are given as an appendix to this strategic plan.
Library Staffing

Library staffing did not change significantly from FY2007 to FY2010, though the position freeze brought about by the current economic downturn has prevented some part-time vacancies from being filled.

National University Library System
FY2007 and FY2010 Personnel Statistics

<table>
<thead>
<tr>
<th></th>
<th>End FY2007</th>
<th>End FY2010</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Professional Staff</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Librarians</td>
<td>15</td>
<td>14</td>
</tr>
<tr>
<td>Other Professional Staff</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>Total Full-Time Exempt Staff</td>
<td>16</td>
<td>17</td>
</tr>
<tr>
<td><strong>Support Staff</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total Full-Time Non-Exempt Staff</td>
<td>8</td>
<td>8</td>
</tr>
<tr>
<td>Total Part-Time Staff</td>
<td>8</td>
<td>7</td>
</tr>
<tr>
<td>Total Non-Exempt Staff</td>
<td>16</td>
<td>15</td>
</tr>
<tr>
<td><strong>Totals</strong></td>
<td>32</td>
<td>32</td>
</tr>
</tbody>
</table>
The 2009 Student Satisfaction Survey (SSS) was sent to a random sample of 10,000 active National University students in spring 2009. Some 845 students completed the version of the survey that included questions on library services.
Student satisfaction with both Spectrum Library and NU Library Online Resources continues to be high, as measured by SSS responses. While 2009 respondents in general rated their satisfaction with library services higher than in previous years, it should be borne in mind that the observed differences were not statistically significant.
Perceptions of the Library (2010 SSS)

In the 2010 Student Services Survey, students were given the opportunity to explain their responses to four questions on their use of Library resources. Below is a categorization of their explanations.

1. Why don’t you use the Spectrum Library in San Diego?

<table>
<thead>
<tr>
<th>Reason</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>It was too far to travel</td>
<td>315</td>
</tr>
<tr>
<td>It wasn’t needed for class</td>
<td>36</td>
</tr>
<tr>
<td>I used online library resources</td>
<td>32</td>
</tr>
<tr>
<td>I didn’t know it was there</td>
<td>13</td>
</tr>
<tr>
<td>I used my local library</td>
<td>9</td>
</tr>
<tr>
<td>I didn’t have enough time</td>
<td>8</td>
</tr>
<tr>
<td>I used free online resources</td>
<td>4</td>
</tr>
<tr>
<td>I plan to use it in the future</td>
<td>1</td>
</tr>
<tr>
<td><strong>Grand Total</strong></td>
<td><strong>418</strong></td>
</tr>
</tbody>
</table>

2. Why don’t you use online library resources?

<table>
<thead>
<tr>
<th>Reason</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>They weren’t needed for class</td>
<td>34</td>
</tr>
<tr>
<td>I didn’t know they were available</td>
<td>25</td>
</tr>
<tr>
<td>I was able to use other resources</td>
<td>10</td>
</tr>
<tr>
<td>I used my local library</td>
<td>6</td>
</tr>
<tr>
<td>I used free online resources</td>
<td>2</td>
</tr>
<tr>
<td><strong>Grand Total</strong></td>
<td><strong>77</strong></td>
</tr>
</tbody>
</table>

3. Why do you use Google?

<table>
<thead>
<tr>
<th>Reason</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>The number of resources available</td>
<td>86</td>
</tr>
<tr>
<td>The resources are easier to use</td>
<td>49</td>
</tr>
<tr>
<td>I’m able to use both NULS and free resources, depending on my need</td>
<td>48</td>
</tr>
<tr>
<td>It’s familiar</td>
<td>40</td>
</tr>
<tr>
<td>The resources provide more information</td>
<td>34</td>
</tr>
<tr>
<td>The resources are easier to access</td>
<td>34</td>
</tr>
<tr>
<td>The Library’s website is harder to use</td>
<td>22</td>
</tr>
<tr>
<td>The resources are provided faster</td>
<td>15</td>
</tr>
<tr>
<td>I didn’t know about the Library’s resources</td>
<td>12</td>
</tr>
<tr>
<td>I don’t have to log in</td>
<td>8</td>
</tr>
<tr>
<td>I’m under a lot of time pressure</td>
<td>1</td>
</tr>
<tr>
<td><strong>Grand Total</strong></td>
<td><strong>349</strong></td>
</tr>
</tbody>
</table>
4. Comments on Online Resources

<table>
<thead>
<tr>
<th>Reason</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Positive - General</td>
<td>11</td>
</tr>
<tr>
<td>Positive - Service</td>
<td>5</td>
</tr>
<tr>
<td>Positive - Instruction</td>
<td>3</td>
</tr>
<tr>
<td>Positive - Website</td>
<td>3</td>
</tr>
<tr>
<td>Positive - Resources</td>
<td>2</td>
</tr>
<tr>
<td>Negative - Website</td>
<td>24</td>
</tr>
<tr>
<td>Negative - Electronic resources</td>
<td>7</td>
</tr>
<tr>
<td>Negative - Instruction</td>
<td>6</td>
</tr>
<tr>
<td>Negative - Service</td>
<td>3</td>
</tr>
<tr>
<td>Negative - Finding full text</td>
<td>2</td>
</tr>
<tr>
<td>Negative - Survey</td>
<td>2</td>
</tr>
<tr>
<td>Negative - Regional Access</td>
<td>1</td>
</tr>
<tr>
<td>Negative - General</td>
<td>1</td>
</tr>
<tr>
<td>Negative - Resources</td>
<td>1</td>
</tr>
<tr>
<td>Negative - Sign on</td>
<td>1</td>
</tr>
<tr>
<td>I haven’t used Library services</td>
<td>9</td>
</tr>
<tr>
<td>I used my local library</td>
<td>1</td>
</tr>
<tr>
<td><strong>Grand Total</strong></td>
<td><strong>82</strong></td>
</tr>
</tbody>
</table>

5. Comments on the Library help desk

<table>
<thead>
<tr>
<th>Reason</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Positive - Service</td>
<td>26</td>
</tr>
<tr>
<td>Positive - General</td>
<td>11</td>
</tr>
<tr>
<td>Positive - Electronic resources</td>
<td>2</td>
</tr>
<tr>
<td>Positive - Resources</td>
<td>2</td>
</tr>
<tr>
<td>Positive - SD facilities</td>
<td>1</td>
</tr>
<tr>
<td>Negative - Service</td>
<td>8</td>
</tr>
<tr>
<td>Negative - General</td>
<td>2</td>
</tr>
<tr>
<td>Negative - Website</td>
<td>1</td>
</tr>
<tr>
<td>Negative - Resources</td>
<td>1</td>
</tr>
<tr>
<td>Negative - Website</td>
<td>1</td>
</tr>
<tr>
<td>Negative - Electronic resources</td>
<td>1</td>
</tr>
<tr>
<td>I didn’t know it existed</td>
<td>1</td>
</tr>
<tr>
<td>I didn’t need it</td>
<td>1</td>
</tr>
<tr>
<td>I haven’t used Library services</td>
<td>9</td>
</tr>
<tr>
<td><strong>Grand Total</strong></td>
<td><strong>67</strong></td>
</tr>
</tbody>
</table>
Part II: External Review — Trendspoting

Environmental Scan – Significant Studies


Summary: In the interest of analysing and synthesising several user behaviour studies conducted in the US and the UK twelve studies were identified. These 12 selected studies were commissioned and/or supported by non-profit organisations and government agencies; therefore, they have little dependence upon the outcomes of the studies. The studies were reviewed by two researchers who analysed the findings, compared their analyses, and identified the overlapping and contradictory findings. This report is not intended to be the definitive work on user behaviour studies, but rather to provide a synthesised document to make it easier for information professionals to better understand the information-seeking behaviours of the libraries' intended users and to review the issues associated with the development of information services and systems that will best meet these users’ needs.

12 studies listed chronologically:

• Perceptions of libraries and information resources (OCLC, December 2005)
• College students’ perceptions of libraries and information resources (OCLC, April 2006)
• Sense-making the information confluence: The whys and hows of college and university user satisficing of information needs (IMLS/Ohio State University/OCLC, July 2006)
• Researchers and discovery services: Behaviour, perceptions and needs (RIN, November 2006)
• Researchers’ use of academic libraries and their services (RIN/CURL, April 2007)
• Seeking synchronicity: Evaluating virtual reference services from user, non-user and librarian perspectives (OCLC / IMLS / Rutgers, June 2008)
• Online catalogs: What users and librarians want (OCLC, March 2009)
• E-journals: Their use, value and impact (RIN, April 2009)
• JISC national e-books observatory project: Key findings and recommendations (JISC/UCL, November 2009)
• Students’ use of research content in teaching and learning (JISC, November 2009)
• Information behaviour of the researcher of the future (CIBER/UCL, commissioned by BL and JISC, January 2008)
• User behaviour in resource discovery (JISC, November 2009)

eBooks: Uncovering Their Impact on the Publishing Market. Aptara (December 2009. 11 pages) [No longer available online, but a copy is available from the Library]

Summary: Survey of more than 300 publishing industry insiders, across the Trade, Professional, and Educational markets, to find out what their plans for e-book publishing are and whether they think eBooks are important to their overarching business strategy (and future growth), and if so, how many e-books they publish today, where they distribute them, and what display devices they support.

Summary: This fourth in a series of surveys conducted over the past decade examined faculty attitudes and behaviors on key issues ranging from the library as information gateway and the need for preservation of scholarly material, to faculty engagement with institutional and disciplinary repositories and thoughts about open access. For the first time, we also looked at the role that scholarly societies play and their value to faculty.


Summary: This paper presents a comparative evaluation of Google Scholar and 11 other bibliographic databases (Academic Search Elite, AgeLine, ArticleFirst, EconLit, GEOBASE, MEDLINE, PAIS International, POPLINE, Social Sciences Abstracts, Social Sciences Citation Index, and SocINDEX), focusing on search performance within the multidisciplinary field of later-life migration. The results of simple keyword searches are evaluated with reference to a set of 155 relevant articles identified in advance. In terms of both recall and precision, Google Scholar performs better than most of the subscription databases. This finding, based on a rigorous evaluation procedure, is contrary to the impressions of many early reviewers. The paper concludes with a discussion of a new approach to document relevance in educational settings—an approach that accounts for the instructors’ goals as well as the students’ assessments of relevance.


Summary: The Idea of Order explores the transition from an analog to a digital environment for knowledge access, preservation, and reconstitution, and the implications of this transition for managing research collections. The volume comprises three reports. The first, "Can a New Research Library be All-Digital?" by Lisa Spiro and Geneva Henry, explores the degree to which a new research library can eschew print. The second, "On the Cost of Keeping a Book," by Paul Courant and Matthew "Buzzy" Nielsen, argues that from the perspective of long-term storage, digital surrogates offer a considerable cost savings over print-based libraries. The final report, "Ghostlier Demarcations," examines how well large text databases being created by Google Books and other mass-digitization efforts meet the needs of scholars, and the larger implications of these projects for research, teaching, and publishing.

Information Use in History Research: A Citation Analysis of Master's Level Theses. Graham Sherriff (Portal: Libraries and the Academy 10 (April 2010): 165-183) DOI: 10.1353/pla.0.0092

Summary: This article addresses the need for quantitative investigation into students' use of information resources in historical research. It reports the results of a citation analysis of more than 3,000 citations from master's level history theses submitted between 1998 and 2008 at a mid-sized public university. The study's results support the hypotheses that the predominant format in history research is the monograph and that history research entails use of older resources, and in greater proportions, than other disciplines. Results also support the conclusions that journal usage is comparatively low and that there is a high degree of citation dispersal across journal titles.
http://sloanconsortium.org/publications/survey/learning_on_demand_sr2010

Summary: The seventh annual report on the state of online learning among higher education institutions in the United States. The study is aimed at answering some of the fundamental questions about the nature and extent of online education. Based on responses from over 2,500 colleges and universities, the report addresses the following key questions:

- How many students are learning online?
- What is the impact of the economy on online education?
- What contingency plans do institutions have for H1N1?
- Is online learning strategic?
- Has faculty acceptance of online increased?
- Do faculty receiving training for teaching online?

The survey analysis is based on a comprehensive sample of active, degree-granting institutions of higher education in the United States that are open to the public.

Lessons Learned: How College Students Seek Information in the Digital Age. University of Washington Information School (December 2009. 20 pages)

Summary: A report about college students and their information-seeking strategies and research difficulties, including findings from 8,353 survey respondents from college students on 25 campuses distributed across the U.S. in spring of 2010, as part of Project Information Literacy. Respondents reported taking little at face value and were frequent evaluators of Web and library sources used for course work, and to a lesser extent, of Web content for personal use. Most respondents turned to friends and family when asking for help with evaluating information for personal use and instructors when evaluating information for course research. Respondents reported using a repertoire of research techniques—mostly for writing papers—for completing one research assignment to the next, though few respondents reported using Web 2.0 applications for collaborating on assignments. Even though most respondents considered themselves adept at finding and evaluating information, especially when it was retrieved from the Web, students reported difficulties getting started with research assignments and determining the nature and scope of what was required of them. Overall, the findings suggest students use an information-seeking and research strategy driven by efficiency and predictability for managing and controlling all of the information available to them on college campuses, though conducting comprehensive research and learning something new is important to most, along with passing the course and the grade received. Recommendations are included for how campus-wide stakeholders—faculty, librarians, and higher education administrators—can work together to help inform pedagogies for a new century.

Research Libraries, Risk, and Systemic Change. OCLC (March 2010. 20 pages)

Summary: This report provides an overview of the most significant risks facing research libraries and suggests strategies to mitigate them. OCLC Research engaged an organization experienced in conducting risk assessments for corporate, governmental and educational clients to identify the most significant risks facing research libraries in the United States. The data collected was assimilated, ranked and analyzed, which revealed a convergence of perceived risks and yielded a shared perspective on a landscape of challenges facing US research libraries. The descriptive categorization of these risks included in the report provide research libraries with a common vocabulary for identifying, evaluating and responding to shared challenges. They also help build the foundation to support movement toward cooperative mitigation of critical risks. Based on this foundation, OCLC Research intends to formulate a collaborative action agenda in partnership with the research library community.

Summary: Scenario planning as a strategic tool for future planning was explored. The case study showed how the Hong Kong Polytechnic University Library applied the process to draw up its preferred future, and illustrated the importance of involving all stakeholders in every stage for the shared future to be acceptable to all.


Summary: Prepared to support ARL’s strategic planning initiative, the document identifies key trends affecting public policy issues, scholarly communication, and emerging roles for libraries in research, teaching, and learning.


Summary: The ACRL committee identified the following trends:
• Academic library collection growth is driven by patron demand and will include new resource types
• Budget challenges will continue and libraries will evolve as a result
• Changes in higher education will require that librarians possess diverse skill sets
• Demands for accountability and assessment will increase
• Digitization of unique library collections will increase and require a larger share of resources
• Explosive growth of mobile devices and applications will drive new services
• Increased collaboration will expand the role of the library within the institution and beyond
• Libraries will continue to lead efforts to develop scholarly communication and intellectual property services
• Technology will continue to change services and required skills
• The definition of the library will change as physical space is repurposed and virtual space expands
Environmental Scan – Summary of the Trends

Discovery Services

Offering one “Google-like” interface to search all of library resources has been a popular topic for a few years, but in 2010 discovery tools have emerged that promise to provide faster and better search results. With discovery services, articles are preloaded onto a server and indexed, so the whole article is available for searching, and can be retrieved faster. Electronic books can be searched at least at the chapter level, and may be fully indexed as well. Search results can be filtered by facets like publication date, type (such as book or article), and scholarly content (peer-reviewed versus popular).

The next advance in user searching will be the harvesting and preprocessing of information. This pre-search processing of aggregated data allows for automated analysis and the creation of relationship mappings that can be exploited when exploring dense data sets. Pre-search automated analysis can utilize the power of the computer to first classify objects and then discover and present previously uncovered links between descriptor elements. Automated processing of data also allows for analyzing and incorporating new data developed as the result of real-time user interactions. Artificial intelligence methods can be used to further enhance the automated clustering and dynamic user-generated contributions. (Stern, 2009)

Digital Libraries

47 percent of both education/university publishers and K-12 education publishers said that e-books are of high importance to their company’s strategy and growth plans, and another 31 percent of education/university publishers and 20 percent of K-12 education publishers said that e-books are of moderate importance. (Aptera, 2010)

E-book Inter-Library Loan

A group of libraries led by the Internet Archive, a nonprofit digital library, joined forces to create a one-stop website for checking out e-books. For in-copyright books, the model operates like a regular “bricks and mortar” library, in that only one person at a time may check out the digitized copy. While the digitized copy is “on loan”, the physical copy of the same book cannot be lent, due to copyright restrictions.

Wall street Journal June 29, 2010
Libraries Have a Novel Idea
Lenders Join Forces to Let Patrons Check Out Digital Scans of Shelved Book Collections
http://online.wsj.com/article/SB10001424052748703279704575335193054884632.html

Information Overload

A Web-based survey was administered to faculty teaching an online course within the past 2 years at the University of North Texas. The results of the 40 submitted surveys were tabulated. (Thomsett-Scott, 2009).

29 out of 40 had either some difficulty or a lot of difficulty finding library information. The following table summarizes faculty perceptions.
There is plenty of evidence that we are living in an age where things are changing rapidly. Karl Fisch, a teacher in the US, says there are more than 3,000 books published every day and new technical information is now doubling every two years. The US Department of Labor estimates that today’s learners will have undertaken an average of 10 to 14 jobs by the time they are 38.

We already know of the increased demand for fast-paced learning - condensed, bite-size programmes. The rise of coaching is another example of the way education has changed. According to research by the Chartered Institute of Personnel and Development, coaching is now used by 69 per cent of its member bodies. This kind of action learning provides a modern solution as it is flexible enough to fit in with a busy lifestyle and regular enough to contribute to a person’s professional development. (2009, Should education move at the speed of life)

Mobile Applications and Devices

“IT will take some time for the eBook market to shake out and for any one device or platform to be deemed dominant,” predicts Dev Ganesan, President and CEO of Aptara. http://www.aptaracorp.com/images/pdf/Aptara_eBook_survey_1.pdf

Patron-Driven Acquisitions (PDA)

Patron driven acquisition models (Ferguson, 2010)

1. E-book PDA. In this model, patrons searching e-book collections for a given title may purchase the title for the Library if it is not already owned. Among our current vendors, NetLibrary and EBL already offer such a PDA service, while ebrary is in the process of developing such a service.

2. Interlibrary lending PDA. In this model, an ILL request triggers a decision as to whether or not to borrow the requested item from another library or purchase it outright.

3. PDA through print vendors. In this model, the Library creates a vendor profile outlining the types of books it would like to be candidates for PDA.

Starting Research on the Internet Outside the Library

A 2008 report Studies of Key Stakeholders in the Digital Transformation of Higher Education released by the Ithaka Group makes it clear that faculty increasingly access what they need elsewhere or simply find alternate routes around the library Website to get to their desired library e-resources. (Bell, 2009)
How Does the National University Library Compare with Similar Institutions?

<table>
<thead>
<tr>
<th></th>
<th>National University</th>
<th>Alliant International University - Fresno</th>
<th>Pepperdine University</th>
<th>Webster University</th>
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</thead>
<tbody>
<tr>
<td><strong>Total staff (FTE)</strong></td>
<td>30</td>
<td>33</td>
<td>44</td>
<td>35</td>
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<tr>
<td><strong>Total volumes</strong></td>
<td>321,377</td>
<td>210,306</td>
<td>501,539</td>
<td>279,298</td>
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<tr>
<td><strong>Volumes added</strong></td>
<td>22,609</td>
<td>23,776</td>
<td>24,395</td>
<td>16,980</td>
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<tr>
<td><strong>Volumes withdrawn</strong></td>
<td>4,646</td>
<td>7,174</td>
<td>6,413</td>
<td>2,257</td>
</tr>
<tr>
<td><strong>Total expenditures</strong></td>
<td>$2,491,170</td>
<td>$2,030,110</td>
<td>$5,830,350</td>
<td>$3,152,858</td>
</tr>
</tbody>
</table>

SOURCE: ACRL 2009 data

Visioning Webcast

_Trendy Topics: The Future of Libraries Summary by Betty Kellogg_

"Future Ready" Opening Keynote Address by Stephen Abram, Gale Cengage

What is happening that will change everything?
- Google Books Settlement
- Google Editions Bookstore
- Mobile
- Search Engine Optimization
- Social Media Optimization
- National Broadband
- Using the cloud for printing and storage
"The Future of Libraries and Technology: The Phoenix Rising from the Ashes" presented by Sarah Houghton-Jan, San Jose Public Library

Ask the people you serve what would make their lives easier.

Assess services
- Survey users and staff: Would you recommend this service to a friend? Why or why not?
- Evaluate the library’s follow-through: marketing and training
- Evaluate statistics: staff time and service use

"Check In at the Future of Libraries" Joe Murphy, Yale University
Location-based technologies will play a large role in the near future of libraries.

Mobile Literacy Framework
- Being aware of the impact of mobile technology
- Gaining familiarity with mobile technology

Instead of listing his contact information at the end of the presentation, Joe inserted a QR code that can be read by mobile devices.


Community Desires
- More books and e-books
- More computers and computer time
- More and free full-text
- More comfortable seating and quiet
- More space for meetings

"You Are the Future" presented by David Lankes, Syracuse University

Librarians must constantly reshape the library to meet the mission of the community, all the while helping to shape that mission.

In the future, libraries will have less in common with each other, and librarians will have more in common because they have been shaped by the needs of the community. Cookie-cutter library services will be gone. Never ask your community “What can the library do for you?” They have no idea! They can tell you what they use the library for, and what problems they have with the library. Find out the goals and needs of the community.

Trendy Topics: The Future of Libraries Summary by Reference Librarians

"Future Ready" Opening Keynote Address by Stephen Abram, Gale Cengage

The presenter, Stephen Abram, was Past-President of SLA and the Canadian Library Association. He is currently working in the library industry for Gale Cengage and does a lot of speaking engagements.

The main focus of his presentation was on the future of libraries, and the new expectations of our patrons based on current and emerging technology such as Facebook, Bing, Hulu, YouTube, Amazon, Google and more. Abram’s felt very strongly that expectations are not driven by what libraries want to provide or tradition. He also exhorted us to ask ourselves:
• "Is your library ready?  
• Are you offering both ‘hot’ and ‘cool’ information delivery?  
• Are you paying as much attention to the experience of the library as you do to the transactions?  
• What is your experience strategy?  
• How do your community conversations evolve?  
• Can you audit your community relationships?  
• Are you meeting your client and user expectations?  
• Will your library thrive in the 3.0 world?  
• What adaptations will you need to make to thrive in future scenarios?  
• How can we afford these changes?  
• Are you future ready?"

These are crucial concepts to consider as every week or so someone rings a death knell for “the book” or “the library” as we know it. I, for one, was energized by his hope and enthusiasm for the ways that we can keep ourselves relevant to our patrons as the information world changes so rapidly.

"You Are the Future” presented by David Lankes, Syracuse University

David Lankes (Syracuse) presentation on "You Are the Future" emphasized various definitions of the user. He indicated that the user becomes the civic fabric of the organization; whereby, both parties prosper or “fall.” Lankes discussed the social network environment and the structure created by Facebook.

Some notable lecture points about the library as a generic institution: where one creates knowledge; “What can the library do for you” is the wrong question and the future shows more librarians but less libraries.” (Could this be interpreted as the virtual library network replacing the building)?

The concepts translate well to the academic or large public library, however in our workplace—our small departmentalized structure—there would not be much opportunity to apply these principles.
ALL STAFF VISIONING AND BRAINSTORMING FOR STRATEGIC PLANNING, 2015

NATIONAL UNIVERSITY LIBRARY SYSTEM

Executive Summary

The National University Library embarked upon a new future for the university library with the updating of the Library’s Strategic Plan for 2013.

Informally, we asked for your input, provided articles, links and webinars on trends and possible futures for libraries and placed a bulletin board in the mail room seeking staff vision for National’s library. Staff was encouraged to review, contemplate and share other resources on the perceived future of libraries and information resources. We stressed there was no right or wrong response only opinions of those who choose to write, share, speak and or think out loud.

At the all staff meeting held July 1, 2010, we began as a collective body to identify and plan for the future of the National University Library System. The purpose was to think about how we, the National University Library staff, could continue to provide ongoing quality service and programs to the university’s students, faculty and community in 2013.

Working in small groups we brainstormed the future of the library and what our work would look like. Following the group reports, staff members individually cast their votes for five areas for priority development. Twenty-four ideas came out of the brainstorming activity and the following received six or more votes.

- Flash drives with Library and Information Resources available to faculty and students
- Design our own website
- Add staff
- Ask a Librarian Kiosk at each National University Center
- Online 3D Library with faculty partner

The small groups were assigned priorities and charged with identifying the activities to develop the priority. These activities were shared with the group and the next steps in the strategic planning development process were discussed in the staff meeting.

The information from all flip charts was transcribed and published in the All Staff Visioning and Brainstorming for Strategic Planning, 2015 National University Library System. This document was distributed to all staff in a binder with additional planning documents. A strategic planning folder was established in iShare, the shared computer drive, and in Sharepoint to store all planning and procedural documents. As new documents are developed, they will be added to these folders and distributed to all library staff.

To continue the dialogue, facilitate communications and library staff participation the Library Management Group:
- Continues to work with the IT department to implement the interactive SharePoint communication program,
- Reviewed results from the all staff meeting and developed a process to address the ideas discussed, which included establishing five committees/teams to address key areas in the development of the strategic and long range,
- Developed a format for committee reports and,
- Extended the time period of the library Strategic Plan from 2013 to 2015 to parallel the university's plan.
Part IV: Developing the Strategic Plan

Key Strategic Directions

We selected four broad categories that mirror the National University 2015 Strategic Plan (corresponding Strategic Directions [SD] in brackets):

1. Leading with current and relevant technology [SD3: Technology]
2. Institutional resources – growth and sustainability [SD4: Resources]
3. Academics – serving students and community [SD1: Academics]
4. Engage faculty and students with technology [SD2: Students]

Library staff discussed each of these key strategic issues in depth at an all-staff meeting and identified specific opportunities for applying what we learned to library activities as set out below and leading to the goals and objectives that follow.

1. Leading with current and relevant technology
   a. Technology plan
   b. Future delivery models such as mobile devices
   c. Technology assessment
   d. Library website

2. Institutional resource
   a. Collection development / liaison plan
   b. Faculty participation in collection development
   c. Collection development assessment
   d. Public services
   e. Staff development and succession planning

3. Academics—serving students and the community
   a. Reference services
   b. Research services
   c. Library instruction
   d. Document delivery services

4. Engaging faculty and students
   a. Information literacy plan
   b. Information literacy assessment
   c. Outreach and training
      i. Library instruction
      ii. Tutorials
      iii. Research guides
      iv. Outreach to new students
Goals and Objectives

1. Leading with current and relevant technology

The Library will work towards seamless access to its collections and services by streamlining library processes and access tools, identifying services such as library instruction that might benefit from automation, and implementing related technology solutions.

1.1 The Library will raise levels of staff competence with library electronic resources, services, and technology;
1.2 The Library will implement mobile delivery formats, when available, for library resources and services;
1.3 The Library will implement an integrated discovery product to enable the simultaneous searching of all Library resources;
1.4 The Library will develop a comprehensive technology plan to include hardware, software, and training;
1.5 Assessment:
   a. Accomplishment of targeted activities;
   b. User surveys to assess outreach impact, access to resources, information delivery;
   c. Track trends in technology and modify products as needed;
   d. Focus groups, guided interviews, usability testing, and both traditional and electronic suggestion boxes;
   e. LibQUAL+ results on affect of service and information control.

2. Institutional resources

The Library will maximize the value of its human resources (library staff), physical resources (the library collections and building), and virtual resources (electronic resources and services offered via the Library website), through a variety of initiatives:

2.1 The Library will articulate and create structures for organizational change that will help anticipate the changing needs of the Library’s users;
2.2 The Library will assess the use of the physical space within the Library by students and staff in order to better serve our changing student population;
2.3 The Library will develop information resources and services that support research and education across the National University System;
   a. The Library will review and initiate changes to collection development and management procedures to reflect the growing role of digital materials and tools in our collections (including patron-driven acquisitions, pay-per-view models, and alignment with the University’s cost containment budget system);
   b. The Library will explore mechanisms for discovering and sharing reference resources with online and regional students and faculty;
   c. The Library will investigate the feasibility of digitizing University documents and research (including student theses) to provide wider access;
d. The Library will work with the Research Council to collect and provide access to National University faculty publications;

e. The Library will conduct needs analysis research for new programs as required by the administration;

f. The Library will collaborate with faculty to support information literacy, scholarly communication, and more awareness of copyright issues as they relate to higher education;

2.4 Assessment:

a. User surveys to assess outreach impact, access to resources, information delivery;

b. Performance indicators and learning outcomes based on tools such as the ACRL Information Literacy Competency Standards for Higher Education and Project SAILS;

c. ACRL Best Practices for Program Evaluation (direct measurement of the progress toward program goals and objectives and short-term, formative, summative, and longitudinal reviews);

d. LibQUAL+ results on library as place.

3. Academics—serving students and the community

The Library will serve students and the community by focusing on four discrete initiatives—research and scholarship, information literacy, and outreach:

3.1 The Library will provide extensive research support, including:

a. Collaborating with faculty and academic programs to integrate the Library into students’ academic careers by identifying key points in their academic lifecycles and then devising and implementing strategic Library-related interventions;

b. Systematizing support for teaching, learning, and outreach to all academic programs;

c. Through its Library Assessment Team, providing techniques for assessing Library-related learning as specified in the related Program Learning Outcomes and Student Learning Outcomes;

d. Increasing the quality and relevance of the Library’s online resources by working closely with academic departments to identify new areas for collection development that will enhance its curricular support and research endeavors;

e. Working to become more intrinsic to the student academic experience (examples such as authentic learning experiences, observational learning, applied behavioral, etc.).

3.2 The Library will continue to implement its comprehensive program to support information literacy for the University. Components to consider are:

a. Support National University curricular initiatives such as General Education, Writing Across the Curriculum, FTLC;

b. Expand online training tools;

c. Develop performance indicators, learning outcomes, and other criteria based on the ACRL Information Literacy Competency Standards for Higher Education;
3.3 The Library will increase outreach that supports:
   a. Faculty research, scholarship, and creative activities;
   b. System affiliates;
   c. National University students;
   d. National University alumni.

3.4 Assessment:
   a. Feedback from surveys and informal feedback;
   b. Number and scope of faculty members and students reached in information literacy components included in courses;
   c. Performance indicators and learning outcomes based on tools such as the ACRL Information Literacy Competency Standards for Higher Education and Project SAILS;
   d. ACRL Best Practices for Program Evaluation (direct measurement of the progress toward program goals and objectives and short-term, formative, summative, and longitudinal reviews);
   e. LibQUAL+ results on information literacy.

4. Engaging faculty and students

The Library will initiate communication methodologies as well as new web-based projects that will allow the National University System community to successfully navigate a world of media, information, and technology, and to apply their learning in creative and thoughtful ways

4.1 The Library will expand its use of social media to communicate with students, faculty, and academic departments;

4.2 The Library will use technology to effectively market library resources and services;

4.3 The Library will explore solutions to enhance awareness of the Library and its resources and promote information literacy, as well as to help the NUS community to collect and interpret information;

4.4 The Library will ensure that it is connected with faculty and student programs and initiatives such as CTE new faculty orientations and the online Student Commons;

4.5 The Library will communicate with faculty and students through various public relations and marketing initiatives.
   a. Initiatives will use a variety of channels, including but not limited to blogs, social media sites, RSS feeds, and targeted e-mails;
   b. Initiatives will target special populations and programs.

4.6 Assessment:
   a. Feedback from surveys and informal feedback;
   b. LibQUAL+ results on affect of service and information control;
   c. User feedback, evaluating use patterns to assess changing needs of patrons;
   d. Focus groups, guided interviews, usability testing.
Appendix I: Team Reports

Assessment Team

Ever since the Library began offering online access to its resources, we have not really known how much our users were accessing those resources from inside the library building and how much from elsewhere. However, in late August 2010 we did a detailed analysis of online access using the logs of the Library’s proxy server. This analysis revealed that only a small minority of users (5 percent) accessed our online resources from within the library building; the overwhelming majority (95 percent) accessed them from elsewhere (home, office, etc.). This discovery has implications for library assessment, in that it implies the overwhelming majority of our users may never meet a librarian face to face, and that much of our online guides, etc., must be self-explanatory with live help available in those cases where it is not.

Resource usage data

This section provides an overview of resource usage trends over the last three fiscal years in order to identify trends and provide a context for our recommendations. Whenever useful, usage is reported both as absolute numbers and as usage per SIC, in order to take into account the effect of changes in enrollment from one year to the next. (For example, while a 20 percent increase in library use is impressive, it is less so if we know that enrollment increased 25 percent over the same period.) It should be borne in mind, however, that different departments and schools make use of library resources at different intensities, so a change in overall enrollment (SIC) may not translate into the same change in enrollment in these library-intensive departments and schools. So the per-SIC figures, while helpful in providing context, must be taken with a grain of salt.

In the following paragraphs, usage is divided between online resources and resources housed in the Spectrum Library.

Online journals

Most use of National University’s online library resources is accounted for by journal articles. Based on vendor reports (COUNTER JR1), journal article downloads increased 13 percent, from 599,469 in FY2008 to 677,409 in FY2010. On a per-SIC basis, downloads increased 8 percent, from 4.7 articles per SIC in FY2008 to 5.1 in FY2010.

Online books

Use of online books is harder to interpret than use of online journals because books may be downloadable as a whole (COUNTER BR1) or as individual chapters (COUNTER BR2), depending on the vendor, and some vendors use their own methods of counting. The Library uses two principal online book vendors for current purchases: ebrary and—more recently—EBL. Downloads of EBL books have increased with the size of the collection—from 130 downloads in FY2008 to 3,304 in FY2010—but remain low compared to the size of the collection (ca. 4,000 titles). Downloads of individual chapters from ebrary have increased slightly—from 194,847 in FY2008 to 196,397 in FY2010—but declined slightly on a per-SIC basis. Use of online reference collections remains very low and may be due to lack of user awareness.

Streaming video

Our streaming video collection has grown substantially over the last few years, as has usage, though this varies by collection. There are no agreed standards for reporting streaming video usage, and each of our two vendors uses its own method of counting. Films on Demand reports “views”—which increased from 3,668 in FY2008 to 21,188 in FY2010—but not the average length.
of a “view”. Alexander Street Press, on the other hand, reports “videos played” and “average session length”. In FY2010, they reported 552 videos were played in their Counseling and Therapy in Video collection, with an average session length of 45 minutes, but only 62 videos played in their Theatre in Video collection, with an average session length of just 3½ minutes. We do not have usage data for Alexander Street Press prior to FY2010.

**Use of the Spectrum Library and its resources**

At the end of September 2009, the Library addressed a growing problem relating to the use of computer workstations in the Spectrum Library by non-University users by installing access control software on those workstations. This solved the immediate problem and incidentally produced a dramatic 28 percent decrease in the number of people using the Spectrum Library, as measured by an automatic count of those entering and leaving the building by its main entrance. This gate count declined from 136,738 in FY2008 to 103,783 in FY2010, and is expected to decline further in FY2011, the first full year that the access control software will have been in operation.

**Book circulation**

Book circulation (not including renewals) to borrowers at the Spectrum Library declined 4 percent over this period, from 16,494 volumes in FY2008 to 16,295 in FY 2010, while remote delivery of books via the Library’s Books Direct service increased by 19 percent, from 1,859 in FY2008 to 2,207 in FY2010. Remote borrowers thus increased from 11 percent of all borrowers in FY2008 to 13 percent in FY2010. On a per-SIC basis, total book circulation from Spectrum library declined 6 percent from FY2008 to FY2010.

**In-library use of materials**

In-house use of library materials, as measured by counts of re-shelved books, etc., declined from FY2008 to FY2010, though the decline is less severe when the reduced gate count is factored in. 6,781 books were re-shelved during FY2010, down 28 percent from FY2008, while on a per-visitor basis, use was down only 5½ percent over the three years. Curiously, re-shelving of journal issues in both print and microform increased over the same period, from 4,407 (print) and 1,181 (microform) in FY2008 to 4,614 (print) and 1,481 (microform), an absolute increase of 5 percent (print) and 25 percent (microform) and a per-visitor increase of 38 percent (print) and 65 percent (microform).

**Liaison / Library instruction / Reference**

During FY2010, roughly two classes a week and 30 students a week received library instruction, either in person or online. This was down from roughly three classes a week and 40 students a week in FY2009, and down substantially from five years earlier (FY2005), when more than eight classes and more than 115 students a week received library instruction, divided between three classes and roughly 40 students a week at the Spectrum library and six classes and roughly 75 students a week at the library information centers (LICs) located at the various NU learning centers.
Collection Development and Liaison Team

Print Book Use
For over thirty years, collection development by Library staff and faculty has resulted in the discovery and selection of hundreds of thousands of high quality titles for the Library’s collections to meet the needs of students and faculty. Library Technical Services’ staff then enable the finding of these titles through the addition of high quality bibliographic records to the Library Catalog. After these processes, the Library strives to enhance awareness of its collections through outreach and information literacy instruction.

Print Books added to the Library’s collections

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<th></th>
<th>FY2006</th>
<th>FY2007</th>
<th>FY2008</th>
<th>FY2009</th>
<th>FY2010</th>
<th>5-Year Average</th>
<th>TOTAL</th>
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<tr>
<td></td>
<td>12,223</td>
<td>10,743</td>
<td>9,346</td>
<td>12,812</td>
<td>7,230</td>
<td>10,470</td>
<td>210,500</td>
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</table>

Analysis of circulation records reveal that these materials are only lightly used by students and faculty:

Circulation (Print Books: In Library and Out of Library)

<table>
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<tr>
<th></th>
<th>FY2006</th>
<th>FY2007</th>
<th>FY2008</th>
<th>FY2009</th>
<th>FY2010</th>
<th>Average Per Year</th>
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<tr>
<td></td>
<td>31,726</td>
<td>29,549</td>
<td>30,591</td>
<td>29,658</td>
<td>28,764</td>
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</table>

On average, only about 17 percent of the total print book volumes in the collection circulate in a year. However, this average is somewhat misleading, since older books circulate much less often than newer ones. Thus, the percentage of newer books that circulate would be considerably higher. The exact figure, however, is unknown. Means of determining a more accurate measure of the rate of circulation for books of more recent vintage will be explored.

E-book Usage
The undeniable trend in university library monograph collection development is towards electronic books (e-books) and away from print books. National University has been a fore-runner in adopting e-books.

- We were one of the first three libraries to embrace the initial concept as presented by NetLibrary.
- We have consistently been one of the first libraries to test new e-book models, e.g., Duke University Press E-book Pilot Project, YBP E-book Approval Plan beta test.
- We were one of the first libraries to test e-book approval plans.
- We have consistently been asked by book vendors to participate their pilot programs and beta tests.

It is clear, however, that more must be done in this area and that we cannot rest on our laurels. The LibQUAL+ survey contains many specific comments by students that may apply to either e-books or print books, for the comments in large part do not specify which type of book is being referred to. Negative comments for the most part state that the Library does not have an adequate book collection to support their study and research. Comments such as “the Library never has the books I need,” “the book I need is always checked out,” and “the Library should buy more books” are common. Such comments show a naiveté toward the nature of the book publishing industry, a narrow perspective on the extent of the University’s curriculum, and the financial realities of running a University. These objections can be tempered, however, by certain actions. For example,

The number of e-books purchased must be increased both in raw numbers and as a percentage of total book purchasing. This can be done through the shift of the book budget away from
printed materials and towards electronic materials. Doing this would directly address some of the negative responses in the LibQUAL+ survey. The result will eventually be a predominance of e-books over print books. As we move toward this state, students will increasingly be able to find and use a larger number of relevant materials, thus hopefully changing their attitude towards the Library.

The Library must find ways to adequately publicize the fact that it purchases thousands of books per year in the subject areas that the University teaches and to encourage active participation of students and faculty in the collection development process.

The Library’s 2010 E-book Usage study shows that e-book collections are highly underused, especially the collections with a large number of titles. Although collections such as Cambridge, Credo, EBL, Gale, and Safari have relatively high usage, other collections, especially the two with the most titles (ebrary, NetLibrary) are relatively little used. Low use of collections with high title counts demonstrates a very low cost/benefit ratio and points toward the need for renewed publicity.

Usage Statistics (January-May 2010)

<table>
<thead>
<tr>
<th>E-Book Collection</th>
<th>Number of books in the collection</th>
<th>Number of books used</th>
<th>Percentage of books used</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACLS Humanities e-Books</td>
<td>2,659</td>
<td>65</td>
<td>2.4</td>
</tr>
<tr>
<td>Cambridge University Press</td>
<td>266</td>
<td>151</td>
<td>56.7</td>
</tr>
<tr>
<td>CRCnetBASE</td>
<td>1,255</td>
<td>44</td>
<td>3.5</td>
</tr>
<tr>
<td>Credo Reference</td>
<td>494</td>
<td>207</td>
<td>41.9</td>
</tr>
<tr>
<td>EBL</td>
<td>3,986</td>
<td>1,069</td>
<td>26.8</td>
</tr>
<tr>
<td>ebrary</td>
<td>50,724</td>
<td>3,883</td>
<td>7.6</td>
</tr>
<tr>
<td>Gale Virtual Reference Library</td>
<td>1,214</td>
<td>1,214</td>
<td>100</td>
</tr>
<tr>
<td>NetLibrary</td>
<td>46,630</td>
<td>3,058</td>
<td>6.5</td>
</tr>
<tr>
<td>PsycBOOKS</td>
<td>1,972</td>
<td>124</td>
<td>6.3</td>
</tr>
<tr>
<td>Safari Books Online</td>
<td>135</td>
<td>66</td>
<td>48.9</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>109,335</strong></td>
<td><strong>9,881</strong></td>
<td><strong>9.0</strong></td>
</tr>
</tbody>
</table>

**Patron e-book Downloading**

Patron e-book downloading has not been a consistent concern with the Library. With the emergence of more effective e-book readers and pad-type computers, the Library must become more knowledgeable about downloading. Collection development will actively research the downloading of e-books onto portable devices from our vendors databases so that the Library can promote the practice of downloading whenever possible. It is anticipated that the Library’s active involvement in downloading will stimulate e-book usage.

**Video Recording Usage**

Video recordings have always been an important part of the Library’s collections and have been used extensively in classes for over 30 years. For the past two years, the Library has been actively transitioning from physical DVDs and cassettes to streaming video. While faculty can still use physical video recordings in on-site classes, they cannot be used in online classes. The solution to the online problem is streaming video. Students need to be able to access video from outside the University. Whether or not this is possible depends on how a video recording producer makes their catalog available. Most of them will allow a university to stream a purchased video from the university’s servers, for an appropriate fee, not uncommonly more than the price of physical copies. A significantly fewer number of producers host videos on their servers. To date, we at National University have only been able to provide streaming video from producers who will host from their servers. The University has heretofore been unable to stream videos from our own servers in any great number. Such a capability is increasingly necessary because video producers are showing only slow acceptance of the necessity of providing streaming services.
In FY2006, one of the major suppliers of video recordings to the academic market, FMG (Films Media Group; formerly Films for the Humanities and Sciences) began to sell streaming access to individual video recordings. The Library purchased a number of these (ca. 200 per year). Then, in FY2009 FMG offered a program wherein almost their entire catalog was available in streaming format for a yearly subscription. The Library ceased purchasing individual titles and began a subscription to this service. The results have been dramatic, as evidence by the statistics below. We expect other video recording producers to follow suit, gradually at first and then in increasing numbers. Competition should drive the market. The Library continually analyzes the video recording marketplace for streaming capability and will subscribe to services that offer the best combination of quality, price, and number of titles.

In addition, the Library will work actively with the University’s IT Department to encourage the development of video streaming from servers within the University. When that happens, our ability to provide streaming video will increase, since we will then be able to purchase titles from vendors that do not provide streaming from their own servers.

### Circulation (Video Recordings: Out of Library)

<table>
<thead>
<tr>
<th>Fiscal Year</th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>Average Per Year</th>
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</thead>
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<tr>
<td></td>
<td>4,114</td>
<td>3,435</td>
<td>3,168</td>
<td>2,816</td>
<td>2,174</td>
<td>3,141</td>
</tr>
</tbody>
</table>

### Circulation (Streaming Video: Films Media Group)

<table>
<thead>
<tr>
<th>Fiscal Year</th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>Average Per Year</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No data</td>
<td>1,771</td>
<td>3,668</td>
<td>6,555</td>
<td>21,188</td>
<td></td>
</tr>
</tbody>
</table>

The data above is not directly comparable. The physical video circulation represents loan and use of discrete video recordings in on-site classes. The FMG streaming data represents individual hits on their database. We have no way of knowing how long each usage lasted. The FMG streaming data can be compared year-to-year to show usage trends within its own product lineup. The upward trend is significant.

### Collection Space

Finding space to shelve newly acquired printed books is a continuing challenge. The problem is becoming so severe that the Library is considering the idea of discarding one book for every book purchased.

A significant number of book shelves are completely impacted and will not accommodate even one more volume. Many others are almost full. This necessitates a continual shifting of the collection on the micro level, i.e., shifting volumes backward or forward onto nearby shelves that are not full. This buys some space over the short term but does little to solve the larger problem. And, in many cases of impacted shelving, there is little or no available free space close enough to the impacted shelves to allow adequate space for shelving of new books.

A solution used through years that buys some space in the short term is the discarding of duplicate volumes (added copies) of older titles. Many were purchased in the mid-1980s when the Library bought a copy of every title for the main library and for each of the eight branch libraries. The closing of the branches in 2001 necessitated the move of their collections to the Spectrum Library. At that time, the duplicate volumes from four branches were discarded, leaving the duplicate volumes for the other four branches in the collection. Throughout the years, some space has been gained by selective weeding where shelving space was most at issue. However, many duplicates remain in the collection.

The Library may need to discard wholesale the remainder of these duplicate volumes. Although such a tactic might considerably reduce the size of the collection, it would actually improve its quality, allowing newer titles to be a larger proportion of the total. We will in the near future
conduct a study to determine how much space will be gained if all but one copy of each of these titles is weeded.

In the past when an entire area of the stacks has not provided enough room to accommodate the growth of the collection, the Library has had to hire a company to do a major shift. Library staffing cannot absorb the time requirements of such large-scale shifts. With each passing month, this tactic becomes more and more of a necessity.

Further possibilities include moving entire collections, discarding all of some underused or unused collections (e.g., the Paralegal Collection), extending existing collections into shelving that will be vacated by such discards, and utilizing parts of the entire library for the circulating collection, which is now housed entirely in the north half of the building.

Another tactic would be the wholesale discarding of discrete collections that are not used, e.g., the Paralegal Collection. Discarding the Paralegal Collection would be the only action that offered enough free space to make a large shift practical. This possibility will be studied.

The problem of shelving adequacy, then, seems to be conducive to a multi-pronged approach, probably employing all of the above tactics.

**Student Satisfaction Survey**

The comments in the LibQUAL+ survey would seem to differ from the results of the 2009 Student Satisfaction Survey Report. There, 76 percent of the respondents who had used the Spectrum Library were either Satisfied or Very Satisfied with the accessibility of print materials/resources.

In the 2009 Student Satisfaction Survey Report, 74 percent of the respondents who had used the Library’s online resources were either Somewhat Satisfied or Very Satisfied with their experience with the NU Library resources online.

In the 2009 Student Satisfaction Survey Report, 90 percent of the respondents who had used the Library’s print document delivery service were either Somewhat Satisfied or Very Satisfied with the delivery time of books and articles.

**Patron Driven Acquisitions**

One promising way to encourage and increase the involvement of the university community in collection building is patron-driven acquisitions (PDA).¹ This model empowers the library user to order the books they need whenever these are not already present in the Library’s collections. While there is potential for abuse (for example, the purchasing of textbooks or books for personal use), these concerns would seem to be outweighed by the potential to more quickly satisfy the user’s need for appropriate materials to support their research and/or teaching. The Library is investigating PDA and will almost certainly adopt some variety of it in FY2012:

- Major e-book vendors: NetLibrary and EBL already offer a PDA model, and ebrary is developing one;
- ILL-based PDA: When an ILL request is placed, the Library decides whether to request the book from another library or purchase it outright, based on collection development and cost criteria;
- Print book vendors: A profile is created outlining the types of print and e-books it would like to receive as part of the PDA program. Determining factors may be LC classification area, publication date, publisher, and price. Records may be loaded into the online catalog to enable patrons to discover the books. A minimum number

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of accesses may be specified before a book is automatically purchases, even if the
criteria above are met.\(^2\)

**Pay-Per-View**

Pay-per-view is a pay-as-you-go system of article delivery that seeks to solve one of the
problems presented by so-called “big package” subscription models.

In the “big package” subscription model, a library purchases access to a large number of
periodicals, with the price determined by the full-time equivalent (FTE) enrollment of the
subscribing institution. Such packages can often be cost-effective when there is a good fit
between the titles included in the packages and the curriculum at the subscribing institution.
However, when there is not a good fit, the titles in the package are not heavily used. In such
circumstances, a “big package” subscription model can work to the disadvantage of the
subscribing institution. This is when a “pay-per-view” model becomes attractive, if available.

With pay-per-view, payment is based on use, at a fixed price per article downloaded. The
principal drawback of the model is that the institution cannot predict in advance the amount of use
that will occur over the fiscal year. Consequently, funds must be set aside on a contingent basis.

In FY2009 the Library purchased pay-per-view access to the Science Direct collection offered by
Elsevier, a large science/technology/medicine (STM) publisher. Previously the Library had been
able to offer students only a small selection of Elsevier titles due to the high subscription price.
Beginning in FY2009, all Elsevier titles became available via the pay-per-view model. The result
has been as successful as we had hoped. We were able to provide over 4,500 article accesses
that would not have been possible in the normal subscription model.

**Science Direct Statistics**

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<td>0</td>
<td>0</td>
<td>9</td>
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<td>151</td>
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<th>8/10</th>
<th>9/10</th>
<th>10/10</th>
<th>YTD Total</th>
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<tr>
<td></td>
<td>493</td>
<td>333</td>
<td>386</td>
<td>245</td>
<td>291</td>
<td>347</td>
<td>196</td>
<td>348</td>
<td>297</td>
<td>364</td>
<td>3,300</td>
</tr>
</tbody>
</table>

\(^2\)Ferguson, C. (April 2010). Technology Left Behind – Letting the Patron Drive. *Against the Grain*,
22(2). 83.
Information Literacy (Issues, Recommendations, and Next Steps)

Issues

The library continues to provide various opportunities for students and faculty to increase their understanding of information literacy and to increase their proficiency. However, there is no mechanism in place to adequately evaluate or assess the effectiveness of these efforts.

Some assessment is done during individual instruction sessions, but there is no consistent or authentic measure of how well students incorporate information literacy into the way they use information in their class assignments.

Assessment appears to be a weak link in the university’s information literacy agenda. Various assessment methods are in place for students, librarians, and program review, but a formal assessment process to measure student information literacy is not in place and should be considered. Previous plans stated the desirability of an Authentic Assessment process which would indicate how “students use the information literacy skills they are learning and [would] determine which is more effective: an individual instruction session or an entire program.”

Another challenge is in providing an information literacy program to all students and faculty, regardless of location. The University is geographically dispersed, with its academic, library, and administrative centers located principally in southern California. The University has five schools and one college, offering 100 undergraduate and graduate degrees, as well as 23 teacher credential and certificate programs. More than 50 graduate and undergraduate degree programs and over 1,200 courses are offered per month. Approximately 22,000 students attend the university, either online or on site at 28 regional centers located throughout California and Henderson, Nevada. Our analysis suggests that the Library’s information literacy programs are reaching less than one quarter of the University’s student and faculty population in the instructional program.

The National University Library System has twenty-five fulltime staff (seventeen professional) and eight part-time staff to provide the full range of library services. Five librarians and one manager staff the Reference Department, with responsibilities not just in reference services but in collection development, instruction, and school liaison as well. Three librarians from other library departments also have limited responsibilities in these areas (equivalent to one part time position). Based on several analyses using the National Center for Educational Statistics (NCES) Peer Comparison Tool, ratios in the Association of College and Research Libraries (ACRL) Standards for Libraries in Higher Education and Characteristics of Programs of Information Literacy that Illustrate Best Practices: A Guideline, in addition to the Western Association of Schools and Colleges (WASC) guidelines, the National University Library is significantly understaffed and the existing personnel and efforts cannot fulfill the information literacy program of the University.

The Library has undergone several significant reorganization and reduction of operations and librarians since the 2000 Information Literacy Plan was developed. In 2006, eight regional library information centers (LICs) and their respective staffs were eliminated. A plethora of tutorials, guides, etc., designed to address the instructional levels identified in 2000, continue to be developed and placed on the Library’s website to provide assistance to students and faculty. LibGuides, a set of formal guides to library research in various subject areas, will be introduced in the fall 2010.

While all of these online tools are valuable, they take a considerable amount of time and effort to develop and release. In the interim, the student tries to contact a librarian, searches Google, or leaves frustrated, unable to fulfill their instructional need. The National University Library needs to develop an ongoing mechanism to directly involved students in the development of our information literacy program. Without such participation, our program could prove counterproductive for our student population. Comments from the LibQUAL+ and Student Satisfaction surveys as well as a student advisory committee would contribute to such participation.
Recommendations
We need to openly explore more options for the information literacy program at National University. The information literacy program must be as flexible as the University’s instructional environment. It should help students and faculty understand that information is constantly changing and needs to be integrated into students’ knowledge bases in order for them to remain relevant in their professions and for lifelong learning. Most important, the processes must actively engage students and faculty in the development and ownership of their own information literacy abilities.

The future of information literacy at National University requires a rethinking and critical look at the strengths, weaknesses, opportunities, and challenges of the University environment, the Library, and its resources. The recommendations below grew out of individual and small group discussions, a review of prior year documents, observations, an analysis of current practices, and a literature review.

Recommendations are organized according to the goals and or committees identified in the library’s July 1, 2010 strategic planning process.

Assessment
1. Identify assessment criteria, categorize data, collect and analyze monthly
2. Create multiple information literacy assessment measures including
   a. Adding questions to the student services engagement survey
   b. Student Satisfaction Survey
   c. Instructional content assessment
   d. Pre- and post-tests as part of Library instruction
   e. Online surveys
3. Incorporate data into the Accountability Management System

Technology
1. Stay current with the technologies and potential applications for information literacy
2. Acquire the technology, ongoing training and infrastructure support to facilitate this goal

Outreach
1. Contact students enrolled in key target classes
2. Contact new students
3. Contact new faculty
4. Contact students as they begin capstone / thesis projects
5. Work with others to identify the methods available to communicate with the online community and identify potential targeted populations and the addition of participants by location.
6. Work collaboratively with others to prepare information/brochure for faculty –especially adjunct faculty on Information Literacy and why it’s important.
7. Identify and or revise target courses per schools and communicate information
Resources

1. Acquire resources (human, fiscal, spatial, etc.) needed to support information literacy
2. Identify resources currently available.
3. Develop a resource development plan for information literacy.

Collection Development

1. Investigate role of collection development in information literacy
2. Identify methods to advertise and establish value of new resources to faculty and students

Information Literacy (Instruction)

1. Investigate the feasibility of developing a series of online courses similar to other colleges with librarians teaching the courses
2. Establish tutorial development calendar
3. Improve information literacy product development timeline
4. Have reference librarians integrally involved in the ongoing development of tutorials and associated quizzes, and other instructional resources.
5. Have librarians partner with University faculty to incorporate information literacy student learning outcomes (SLOs) into courses.
6. Have librarians teach ILR 260 and or work in collaboration with teaching faculty (team teach, co-teach, etc.)
7. Simplify the levels of instruction for each program/school (i.e. more general tutorials and LibGuides)
8. Identify issues associated with embedded librarians in instruction.
    a. Review instructional styles in relation to goals
    b. Embedded message board interaction vs. adobe connect
    c. Teaching assistant level for embedded classes.
9. Incorporate faculty into information literacy planning
10. Develop and advertise monthly schedule for information literacy workshops via Adobe Connect or Class Live Pro
11. Explore other options for information literacy instruction
12. Investigate the option of the library as a school, classify reference librarians as faculty and have them develop and teach information literacy classes.
13. Investigate the number of persons testing out of ILR 260
Outreach

I. Background, Purpose, Mission

Introduction & Background: National University Library has a beautiful facility and solid print collections that anchor “the library as place” for the University. However most of the university community is not in San Diego, but scattered around the regional centers and literally at all points around the world through its online programs. To support this widely distributed and diverse group of learners, the Library has invested heavily in electronic resources and online services.

Promotion of library collections and services is entrenched in the National University Library’s philosophy of patron-centered services in which user-experience is valued. Excellent customer service and the approachability of librarians in reference and instruction meet National University’s diverse community of users at their point of need and supplement online resources and services. The Library’s Outreach Plan is the umbrella that brings together online and regional students, faculty, and staff with library resources, services, and staff.

Library Outreach Purpose: In support of the central goal of the Library’s Strategic Plan and the FY2010 Annual Work Plan, “to increase student awareness of the Library,” the Library Outreach Plan identifies the following goals:

- To foster a positive image of the library among students, faculty and staff
- To increase use of library resources and services
- To increase visibility of library staff, programs, and initiatives
- To provide training for staff and faculty on library resources
- To support the mission of National University Library:

  The Library provides the National University community with access to affordable, quality resources and relevant information literacy skills, expediting their integration into the community of lifelong learners.

Library Outreach Mission: Promote library services and resources to the National University System Community at local and regional campuses and to the online community.

II. Current Practices

Library Outreach Activities: May include regional visits and presentations, special events, lectures, workshops, and other events coordinated with other organizations or departments. Outreach activities are tracked as part of the Library’s Annual Working Plan.

University Partnerships & Collaboration: The following groups and events exist as part of the University community and support faculty development. The Library collaborates with these to extend outreach opportunities to students by working with faculty to ensure that the Library is included as a critical piece in all academic learning environments.

- Fall Faculty Assembly and the Spring Faculty Symposium—Coordinate Library Display and Presentations with Liaisons and Multimedia Department—showcase new library resources and initiatives
- Writing Across the Curriculum—Participate in regional and online workshops to encourage faculty to integrate library resources as part of writing assignments and include search process as part of grading rubrics
- Writing Center—Collaborate in developing series of student and faculty workshops to improve student writing
- CTE New Faculty Training Program
  - Provide training at monthly New Faculty Workshops
  - Collaborate with George Drops as he develops training program in newly organized program (FY2011)
- Adjunct Academy Training Program
- Participate in Adjunct Academy meetings during Fall Assembly and Spring Symposium
- Coordinate adjunct faculty in training workshops throughout the regions in collaboration with Al Owen, Adjunct Academy leader

**FTLC Training Program**
- Collaborate in FTLC training to include library initiatives (copyright, digital objects, etc.)
- Provide library updates during FTLC Workshops

**NU-FAST**
- Participate on NU-FAST Advisory Board and User Group
- Maintain library content and monitor threaded discussions on Library resources and services

**SPL**—Collaborate on ways to increase library presence in all online courses

**Graduate Council/Undergraduate Council**
- Participate in monthly meetings
- Represent library initiatives related to program development and assessment
  - Monitor CuricUNET approvals
  - Collaborate on ways Library can be part of PAR and FAR (annual/5-year reviews)

**Student Services/Advisor Groups**
- Coordinate development of new student collaterals/media for new student packets, mailings, and website

**Community Events**—Participate with School/Department events such as the ECO Fair, Cultural Affairs programs, or other community outreach activities

**National University System Affiliate Partnerships and Collaboration:** The affiliate groups are part of the University community and are supported by library resources and services. The Library collaborates with these to extend outreach opportunities to students by working with faculty to ensure that The Library is included as a critical piece in all academic learning environments.

**System Groups:** WestMed College, NUA/NUVHS, Extended Learning, and Alumni Relations

- Develop Access Policies and Procedures
- Provide accreditation support and documentation
- Provide Library updates and related training as part of regional visits

**Library Partnerships & Collaboration:**

- **Library Liaison**
  - Collaborate to improve communication and public relations with School/Department faculty on collection, reference, and instruction support and to support new student activities
  - Collaborate on how to support and publicize access to resources and services, just-in-time learning, reference and instruction workshops and other services
  - Collaborate with liaisons and program faculty to develop program-based student learning outcomes and assessments as part of the Library Information Literacy Plan (2000) and the Library Assessment Plan (FY2010)

- **Multimedia Department**—Collaborate on development and publicity of library tutorials, collaterals, and other user aids

- **Support NU System Affiliate faculty and staff through access, user aids, training, and accreditation documentation**
Communication:
- Use Library Outreach Postcard for branding of outreach services
- Develop social networking communication access (Facebook, Twitter, etc)
- Develop RSS/e-mail prompt service for new Library Updates (NU-FAST discussions, etc)
- Coordinate library updates by Liaison

Regional Library Update:
- Visit regional centers to provide update presentation on new resources and services and to collect informal reporting of regional needs twice a year.

Online Program Initiatives:
- Include Library information in each eCollege online course through SPL
- Develop means to embed library in course-related threaded discussions
- Develop plan to systematically communicate with all new online students

III. Current Assessment Practices
The Library Outreach Program uses indirect measures such as head count sampling and satisfaction surveys to assess presentations promoting library services made to staff and faculty groups and new student orientations. Direct measures based on student learning outcomes are used where appropriate in library instruction. The following outreach measures are part of the Outreach Program Annual Review and are included in the Library’s Assessment Plan:
- All library programs will include a satisfaction survey and head count measures will be recorded
- Student Services Survey measures awareness and satisfaction of library resources and services
- University Department Survey measures staff/faculty satisfaction of library services
- CTE, Adjunct Academy, and FTLC collect assessments of their workshops and share library related responses
- Library Instruction Assessments and Tutorial Quiz results are reviewed annually and shared with School Program Annual Review initiatives.

See Appendix A for FY2010 End of Year Assessment for Library Outreach Services

IV. Issues
- Need stronger emphasis on new students/online students
  - Discussed New Student Packets and new student e-mail from different National University groups
  - Discussed need to have automatic e-mail for all new students from Library
- Need to contact students when they are enrolled in key (target) classes
  - Discussed need to welcome by liaison & link to LibGuide before capstone/thesis classes [may not be possible to set-up automatic email in soar for the variety of target classes we want… may need to develop our own reports]
  - Need to contact students as they begin capstone/thesis classes [same issue as above] → may be more of an Information Literacy Plan topic
- Need to be able to communicate easily with online students
  - Discussed SPL social networking initiatives (Library needs to keep current with progress and be ready to participate when ready)
  - Discussed how to use Facebook or blogs to reach students with updates; International students have Yahoo groups that they use for information; what else are schools/departments using?
  - Discussed offering regular online workshops for quick tips
  - Discussed sending monthly or quarterly “tip of the month” on new/cool library resources; NUVHS has a “cool tools” newsletter for staff
  - Discussed problems associated with embedded librarians
• Need to add library training to new Center for Teaching Excellence training content
  o Discussed new certificate/training program being developed by George Drops
  o Discussed need to Update website/faculty PowerPoint or use faculty LibGuide
• Training
  o Continue faculty and regional staff training efforts
  o Expand to Concierge staff and advisor training program
• Assessment
  o Need SPL stats for .NExT hits on Library link
  o Need to use statistics carefully to support learning outcomes that are part of Assessment Management System;

V. Recommendations

<table>
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<th>FY11 Annual Plan Goal</th>
</tr>
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<tbody>
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<td>Academics: Serving the community and students through academic excellence</td>
<td>Support faculty development and training initiatives to better support program level student learning outcomes, information literacy competency skills, and lifelong learning</td>
<td>1. Collaborate with George Drops in development of library training materials for faculty with summative assessment for future revision and updates Timeline: Q2 begin planning; Q3 draft training materials 2. Develop Faculty LibGuide with summative assessment for future revision and updates Timeline: Q2 3. Provide series of workshops for faculty on copyright, citation styles, new resources, etc. Timeline: Q2 4. Explore ways to enhance communication of new resources and services with faculty: e-postcards, newsletters, Facebook, blogs, etc. Timeline: Q3 5. Participate in related faculty training initiatives: FTLC, Writing Center, Writing-Across-the-Curriculum, etc. Timeline: monthly/quarterly 6. Collaborate with Liaisons in faculty outreach and training Timeline: Q2—develop flowchart/procedures 7. Develop Outreach Learning Outcomes for above that can be tracked through the AMS Timeline: Q2</td>
</tr>
</tbody>
</table>
| **Students:** Engaging students using personalized service and technology | Increase awareness of library resources and services | 1. Collaborate in development of subject-based LibGuides with summative assessment for future revision and updates  
Timeline: Q2 complete subject guides; Q3 assess uses and student comments  
2. Develop new student resources and plan for implementation  
Timeline: Q2 identify projects & update timeline  
3. Explore ways to enhance communication of new resources and services with students: e-postcards, newsletters, Facebook, blogs, etc.  
Timeline: Q2—research best practices; Q3—develop plan; Q4—test initial project(s)  
4. In collaboration with reference department, provide series of workshops & webinars to help students be more independent in their use of library resources  
Timeline: Q2—develop schedule, content, and PR plan; Q3—begin workshops  
5. Develop Outreach Learning Outcomes for above that can be tracked through the AMS  
Timeline: Q2 |
| --- | --- | --- |
| **Technology** | … | Collaborate with other library teams to provide publicity and training on new technology initiatives  
Timeline: Q2—identify communication process |
| **Resources** | … | Collaborate with other groups to provide publicity and training on new resources |
| **Beyond 2015:** Sustaining Success | Develop collaborative environments that enhance communication and real-time interaction; support faculty and student engagement independent of location | Explore social networking and other communication technologies for future planning  
Timeline: Q4—develop plan of how to network with NUS initiatives and track best practices in college library literature |
| **The NU System** | Increase awareness of library resources and services | 1. Provide training for affiliate staff and faculty  
Timeline: Q2—Provide training as part of regional visits  
2. Coordinate development of relevant library collaterals and training materials  
Timeline: Q2—Develop communication plan with liaisons and Multimedia Department  
3. Provide accreditation support Timeline: As Needed  
4. Update access policies / procedures  
Timeline: Q3—Complete |
Appendix A
End of Year Assessment: Library Outreach Services Summary for FY2010

We have just completed the first full year of the Library Outreach position. The underlying purpose of the position is to encourage, facilitate, and optimize use of the National University Library System resources and services across the System communities. The following activities highlight new initiatives/solutions.

Performance /Growth: Collections
• CurricUNET: Review and approve all new programs and program modifications to verify library’s ability to support curriculum; collaborated with library staff to streamline Collection GAP Analysis processes
  o **Assessment:** GAP reports are part of Library Assessment Plan and included in AMS document library
• Increase Awareness of Library’s print and online collections: Regional outreach visits and presentations on library resources and services (Spring 2010—19 presentation/189 participants)
  o **Assessment:** Staff/faculty survey after presentations
  o **Assessment:** Student Services Survey (June 2010); track comments to see if awareness/satisfaction increases over last year
• Streaming Video: Develop displays of new streaming resources as part of Fall/Spring Faculty Workshops and include in regional outreach visits; collaborate with FTLC, CTE, and SPL to include video resources as part of “PEP-ing” courses; collaborate with library liaisons to work with faculty
  o **Assessment:** Faculty Survey (TBA—include question on next faculty satisfaction survey)

Solving Problems/Quality
• Outreach: Support faculty development and training initiatives: Adjunct Academy, CTE (41 participants), Fall/Spring faculty workshops
  o **Assessment:** None for Library; New Faculty Workshop assessment done by George Drops
  o **Assessment:** Collect participant data; Faculty Survey (TAB—include question on next faculty satisfaction survey)
• Outreach: Support faculty development and training initiatives: Faculty Technology Learning Center (FTLC)—presented during 2 workshops (LA/San Diego—34 participants); part of Second Life presentation panel for FTLC Conference (40 participants)
  o **Assessment:** None for library
• Outreach: Support faculty development and training initiatives: Writing-Across-the-Curriculum (presentations to 135 faculty)
  o **Assessment:** None for Library; WAC assessment done by Vicki Martineau
• Outreach: Support faculty development and training initiatives: Developed APA workshop series with Shareen Grogan, Writing Center (20 participants); provided training for 25 Writing Center tutors on library resources
  o **Assessment:** Satisfaction survey (Survey Monkey)
• Outreach: Support faculty development and training initiatives: Copyright Workshop: Organized workshop with Copyright Clearance Center (25 participants)
  o **Assessment:** Satisfaction survey (Survey Monkey)
Contributions to NUS/Service—System/Outreach

- **Support Accreditation:** WestMed, NatPoly, MIVER, NUVHS, NUA  Library documents developed; participated in onsite visits with accreditation teams as requested;  Participated on NU WASC Team 3: Community group

- **Affiliate Access to resources:**
  - **WestMed/NatPoly:**
    - Collaborated with IT (Chris Krug, Cindy Larson) and Library Systems to automatically update student information for EZ-Proxy and SIRSI Library Catalog access
      - **Assessment:** Completed
    - Provided faculty and staff training on library resources as part of regional tour
      - **Assessment:** Satisfaction survey (Survey Monkey)
    - Updated library collaterals to reflect relevant resources and access information
      - **Assessment:** Request for more
  - **NUA:**
    - Collaborated with Nancy Rohland and Bernard Hanlon on NUA student access
      - **Assessment:** On as need basis until NUA transitions to new records system—August 2010
    - Provided training for 40 faculty and staff on library resources in Fall
      - **Assessment:** Satisfaction survey (Survey Monkey)
    - Update library collaterals to reflect relevant resources and access information; Provided Library documentation for Student Handbook
      - **Assessment:** None for library

- **Alumni Access to resources:**
  - Streamline process of adding new members: Provided library training for Alumni Relations; reviewed and updated procedures for adding new alumni to EZ-Proxy and SIRSI Library Catalog
    - **Assessment:** Receive regular updates of new alumni partners with no complaints
  - Developed new bookmark for Alumni Relations department
    - **Assessment:** Distributed on regional tour with positive comments
  - Website Update: Provided text and graphics to update the Alumni Relations website so that it is current and reflects
    - **Assessment:** Alumni page not updated

- **Extended Learning Access to resources:**
  - Reviewed access for Extended Learning students; modified SOAR profile to better define access levels
    - **Assessment:** No complaints

**New Ideas/Efficiency**

- **Website Training/Outreach:** Include training on AquaBrowser and LibX as part of all faculty training workshops and the regional tour
  - **Assessment:** Satisfaction survey (Survey Monkey)

- **Website Resources on updated following release in Fall of 2009:**
o Update NatPoly and Educational Administration program resources pages (lists of resources and searches)
  - Assessment: None
o Update Advanced Research in Education tutorial
  - Assessment: Analysis of Advanced Research Quiz (June 2011)

• Social Media
  o Facebook: Created beta of Library page for review
    - Assessment: Library Management Group decided not to continue
  o SecondLife: Created avatar and participate in ALA workshop as panel responder and FLTC workshop and SOMC island development
    - Assessment: TBA
  o NU-FAST: maintain Library page and update library training resources and discussion threads; Part of NU-FAST Advisory Board and User Group
    - Assessment: TBA

Support Our Values:
  • Community:
    o Participate in professional library organizations: CARL-SCIL, ALA/ACRL-Distance Learning Section—chair elect
    o Scholarship:
      - Conference Presentations: ALA/ACRL-Instruction Section (program planning committee), Off Campus Library Services (presentation), CARL (presentation)
      - Papers:
        • Off Campus Library Services & CARL proceedings (both to be published in peer-reviewed journal)
  o ECO-FAIR: Prepared library display on library resources and green initiatives
  • Quality:
    o Library Liaison: Collection development, library instruction, consultations, research assistance, reserve list development, participate in reference desk and email services
      - Assessment: Collect data for statistical reports
New Student Outreach

I. Background, Purpose, Mission

Introduction & Background

National University through its mission supports all students with relevant services, appropriate resources and the opportunity to practice scholarly research. Our ultimate goal is to integrate these into a community of lifelong learners.

Outreach to new students has taken place on two levels. The first level is to collaborate with advisors to ensure that new students receive basic information on how to access the Library. This has been done by providing training sessions and materials for new advisor training and in the regional outreach presentations focused on updating staff on relevant library initiatives. Anecdotal evidence says this has been helpful to staff, but there is no way to track its effectiveness in preparing students. Student Services Surveys indicate that too many students still are not aware of the Library.

The second approach is for individual liaisons to periodically send email to students enrolled in key programs. This approach is not consistent across all programs and until recently the Library did not have a way to just target new students. There have been no studies on the effectiveness of this approach. Beginning in December 2010, the Library began receiving lists of all new matriculated students.

Purpose

The purpose of the New Student Plan is to systematically develop a broad range of activities that meet new students as they matriculate, begin their programs, and start their research concentrations.

II. Practices

The following activities highlight the different initiatives the Library uses to reach students—new students.

1. Collaboration with Advisor Training [Initial meetings; review resources]
   a. Past: Provide training resources; provide bookmarks/guides to share with students (most popular: sticky notes)

2. Regional Outreach (for staff): The Assistant Director, Library Outreach Services provides training & emphasizes outreach

3. Concierge Service: Multimedia QA Librarian maintains document links in knowledge base

4. Website: The Library Systems Department and the Multimedia QA Librarian periodically review the Library website for continuity and accuracy; In March of 2011, the website was updated and the New Student resources were transferred to the New Student Research Guide.

5. Library Research Guides: New Student Guide – done; input from regional staff, advising, Student Services (Joe Zavala), Writing Center, Career Center, & librarians
III. Assessment Practices

The primary tool for assessment has been the Student Services Survey, along with anecdotal comments from advisors and staff. Beginning in February 2011, new student postcards will be tracked to see how many times they are opened from the e-mail.

IV. Recommendations

Need: New students often do not know that the Library provides resources for their programs and other support services.

1. E-mail students a welcome e-postcard with link to New Student Research Guide and contact information. Contents: Welcome, contact information, link to website & New Student Research guide—Begin in February 2011.
   a. List of students received weekly from SOAR [these come to Assistant Director, Library Outreach Services]
   b. Send postcard weekly to all newly matriculated students
   c. Send postcard weekly to all students beginning courses [able to sort from SOAR Reports]
   d. Timeline: With new e-postcard being designed by Multimedia in coordination with the Public Relations Team, initiate the e-mail beginning March 2011.
   e. Responsible Group: Initially, this will be done by Assistant Director, Library Outreach Services.
   f. Assessment: Beginning February 21, 2011, new student postcards will be tracked to see how many times they are opened from the e-mail. After six months, the Assessment Team will review the data and make recommendations.

2. Update website and align with new materials
   a. Website review is underway- New Student page will be replaced with link to the New Student Research Guide
   b. Timeline: Complete by March 2011
   c. Assessment: Track any feedback from the New Student Research Guide; Count hits to page

3. Include Library collaterals in New Student Packet—
   a. Identify timeline for inclusion: packet and thumb drive
      i. Contact Michael French to establish timeline and coordinate how to best update library resources in the New Student Packet
      ii. Collaborate with Multimedia, the Public Relations Team, and Reference to identify and develop collaterals based on typical reference questions and use of other library collaterals
   b. Timeline: Establish procedure for updating new student packets by March 1; Develop and update appropriate resources for April 1; Provide advisor training packed by April 2011
   c. Assessment: Track any feedback from the Library Guide; Count hits to page

4. Include Library training/collaterals in Advisor training; add materials to advisor took kit; develop staff LibGuide
   a. Collaborate with Damian McFarland and Ann Hicok to update training materials for advisors
   b. Timeline: April 2011
   c. Assessment: Survey advisors
Technology Team

The table below summarizes the top ten IT issues identified in a 2006 EDUCAUSE report, along with a summary of the related accreditation standards for libraries.

- *Library and information services.* All of the regional agencies and three of the specialty accrediting agencies discussed library and information services. The Northwest Commission provided the standard: “Library and information resources and services contribute to developing the ability of students, faculty, and staff to use the resources independently and effectively” (2003, p.69).

<table>
<thead>
<tr>
<th>2005 EDUCAUSE Top Ten IT Issues That Need to Be Resolved for the Institution’s Strategic Success</th>
<th>Accreditation Categories</th>
</tr>
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<tbody>
<tr>
<td>Funding IT</td>
<td>Financial resources</td>
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<tr>
<td>Security and identity management</td>
<td>Security</td>
</tr>
<tr>
<td>Strategic planning for IT</td>
<td>Institutional planning</td>
</tr>
<tr>
<td>Infrastructure management for IT</td>
<td>Infrastructure and equipment</td>
</tr>
<tr>
<td>Faculty development, support, and training</td>
<td>Training students and faculty</td>
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<tr>
<td>E-learning/distributed teaching and learning</td>
<td>Distance education</td>
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<tr>
<td>Governance, organization, and leadership for IT</td>
<td>Curriculum and Instruction</td>
</tr>
<tr>
<td>Enterprise-level portals</td>
<td>Library and information services</td>
</tr>
<tr>
<td>Web systems and services</td>
<td>Evaluation</td>
</tr>
<tr>
<td>Administrative/ERP/information systems</td>
<td>Professional and technical support</td>
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<td></td>
<td>Physical resources</td>
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<td></td>
<td>Personnel and management</td>
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</table>

*Italics represent items in common

**2009 Student Satisfaction Survey and 2009 LibQUAL+ Survey**

Seventy-three percent of respondents to the 2009 Student Satisfaction Survey reported never using the Spectrum Library while 27 percent reported never using online Library resources. There were 59 negative comments regarding the Library website, finding full-text articles, and electronic resources.

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Sample comments from the 2009 Student Services Survey

<table>
<thead>
<tr>
<th>Comment</th>
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<tbody>
<tr>
<td>I've looked a couple of times to borrow, but can't understand how to find what's available &amp; how to order, when to return, etc.</td>
</tr>
<tr>
<td>Sometimes links to electronic services didn't work. Steps should be taken to make sure if these links are good or obsolete.</td>
</tr>
<tr>
<td>It would be helpful to reorganize the website for journals and other resource material to where we could select which types of sources we want to search right away, as opposed to having to search for that menu.</td>
</tr>
<tr>
<td>I find most of the articles that I need are unavailable and have to be ordered. In an accelerated program, there isn't enough time to wait for an ordered article.</td>
</tr>
</tbody>
</table>

Thirty-six percent of respondents to our 2009 LibQUAL+ survey reported never using the Spectrum Library, while four percent reported never using online library resources.