

# Shasta–Tehama-Trinity Joint Community College District

## Library Services Plan 2015-2018

### Mission Statement

The Shasta College Library provides comprehensive, student-centered programs, services, and spaces that foster student success. The Library supports the learning needs of a diverse student population, the instructional needs of the faculty, and the information needs of the college community. We provide the environment, curate resources, and instruct students in research skills that enhance critical thinking and inspire ongoing intellectual inquiry.

*Ad hoc Library Planning Committee Mission: To develop a holistic, comprehensive, and integrated approach to engaging users through the creation of dynamic Library services, collections, instruction and spaces, including distance services that will support students' continued academic success and long-term academic goals.*

**Goal #1: Collections** - Develop dynamic collections that support curriculum across disciplines, academic levels, and formats and are logically organized to ensure their accessibility and ease of use. (Institutional Goal 1 & 2, ISLOs Information Competency, Self-Efficacy, Community and Global Awareness)

Strategy: Investigate and implement a modern integrated library system (Responsible Leads/Teams: Technical Services, Public Services, Librarians, Dean)

Activities:

- Conduct needs analysis, compare available integrated library systems, and obtain bids from vendors if a new system will improve discovery and access
- Implement new system
- Assess new system via user testing

Strategy: Improve signage and locating tools to facilitate the discovery of physical items. (Responsible Leads/Teams: Public Services, Librarians)

Activities:

- Signage on each shelf end cap and labels designating subject subclass in some areas

Strategy: Remove dated material no longer relevant to the curriculum to increase relevance and discoverability of materials (Responsible Leads/Teams: Technical Services, Librarians)

Activities:

- Fiction revitalization project: weed/replace/reclass/relocate fiction so that it is browsable and integrates with other literature in the collection
- Juvenile revitalization: weed/reclass Juvenile collection to integrate better with fiction, and allow for more usage of YA material currently in the Juvenile collection
- CTE revitalization: weed outdated materials and consult with faculty to select appropriate new materials in formats that will best serve these students
- Video revitalization project: weed this unsupported technology taking care to consult with faculty to replace, as necessary, with DVD or streaming content

Strategy: Increase the number and availability of online materials (cross-listed under Distance Education) (Responsible Leads/Teams: Librarians, Technical Services)

Activities:

- Experiment with patron-driven acquisition ebook model
- Continue to monitor and improve website, library catalog, and integration of research guides
- Librarians collaborate with faculty via email and department meetings

Strategy: Highlight new acquisitions (Responsible Leads/Teams: Librarians, Technical Services)

Activities:

- Refresh the new materials display as frequently as possible
- Subscription based, *New Acquisition* newsletters across disciplines (pending availability of software in new ILS or caliber of the service in the current ILS)

*Performance Indicators*: circulation statistics/electronic resources use statistics

**Goal #2: Distance Education/Extended Education** - Develop services to meet the needs of Extended Education sites, ITV students, and online students. (Institutional Goal 1 & 2, ISLOs Information Competency, Workplace Skills, Community & Global Awareness)

Strategy: Increase the number of distance education students who use library services. (Responsible Leads/Teams: Public Services, Dean, Librarians)

Activities:

- Explore the possibility of issuing library cards at Tehama Campus
- Establish an “official” liaison at Tehama who is the primary library contact
- Explore the possibility of establishing small Course Reserve collection at the Tehama Campus
- Promote online appointments to Distance Education students
- Conduct workshops for faculty on embedding library resources into the LMS
- Work with Faculty to embed librarians into online courses

Strategy: Increase the number and availability of online materials (cross-listed under Collections)  
(Responsible Leads/Teams: Librarians, Technical Services)

Activities:

- Experiment with patron driven acquisition ebook model
- Increase the number of ebooks
- Librarians collaborate with faculty via email and department meetings

*Performance Indicators:* number of library cards issued to distance education students/number of appointments/number of instruction requests/electronic resource use statistics/number of eBooks added

**Goal #3: Spaces** - Continue to create spaces that inspire learning and help students make connections to one another and the College. (Institutional Goal 1, ISLO Information Competency, Self-Efficacy, Workplace Skills, Effective Communication)

Strategy: Analyze space use and plan changes accordingly (Responsible Leads/Teams: Public Services, Dean)

Activities:

- Analyze space use each year
- Design spaces that meet both collaborative and quiet study needs
- Reconfigure spaces as needed

Strategy: Create aesthetically pleasing spaces (Responsible Leads/Teams: Public Services, Dean)

Activities:

- Seek collaborations from artists to display work in the library
- Continue to remove older, unused, and less attractive furnishings

Strategy: Increase library programming (exhibits, displays, speakers, films, etc). (Responsible Leads/Teams: Public Services, Librarians)

Activities:

- Seek dedicated funding for user engagement, including funds for exhibit construction and event hosting
- Develop partnerships with academic divisions for programming
- Collaborate with community groups to offer programs and bring resources to campus

*Performance Indicators:* gate count/use analysis/surveys

**Goal #4: Services** - Continue to provide student-centered services that engage students and make them feel connected and valued. (Institutional Goal 1 & 2, ISLOs Information Competency, Self-efficacy, Workplace Skills)

Strategy: Create policies and procedures that support student success (Responsible Leads/Teams: Public Services, Technical Services, Librarians)

Activities:

- Continually re-evaluate policies to ensure they promote access to materials and use of facilities

Strategy: Strive to ensure that each encounter with a student or staff member has a positive outcome (Responsible Leads/Teams: Public Services, Dean, Librarians)

Activities:

- Library staff will work to develop service standards for Reference interview, referral, and follow-up and document these in a Reference Manual
- Library staff will monitor and document service standards at the Circulation Desk to ensure consistency. Routinely inform library staff of changes in policy
- Library staff will monitor and assess impact of revised Circulation policies by running Circulation reports and reviewing surveys, and anecdotal reports

*Performance Indicators:* gate count/use analysis/survey results

**Goal #5: User Engagement** - Continue to promote and increase the usage of library resources and services through outreach. (Institutional Goal 1 & 2, ISLOs Information Competency, Self-Efficacy, Community & Global Awareness)

Strategy: Increase the number of students who use the library on a regular basis (Responsible Leads/Teams: Public Services, Librarians, Dean)

Activities:

- Attend campus events to meet students, faculty, and staff, and discuss resources. Issue library cards at all events
- Explore the possibility of training or workshops at the Shasta Public Library for reference staff who work with Shasta College students
- (See most of the activities listed under Goals 1, 2, 3, and 4)

Strategy: Strengthen faculty liaisons (Responsible Leads/Teams: Librarians, Dean)

Activities:

- Invite faculty to make collection suggestions each semester
- Continue to serve on campus committees and seek inter-departmental collaboration regarding programs, collections, and services
- Contact new faculty or faculty teaching new courses to solicit recommendations for materials, obtaining library cards for students, and scheduling library instruction

Strategy: Improve Communications with college staff so we can partner with them to cross-promote and inform about campus services.

Activities:

- Invite departments to library staff meetings to improve communication
- Attend and share at department/staff meetings across campus
- Update News to Muse with information about events and services
- Investigate cross-training opportunities so library staff are well-informed about all student services

*Performance Indicators:* number of library cards issued/gate counts/survey results/program attendance/number of faculty collection suggestions

**Goal #6: Information Competency** - Continue to engage students, faculty, and staff, through library instruction across the curriculum within classes, standalone, and point of service, to promote information literacy and create more relevant and essential services on campus. (Institutional Goal 1 & 2, ISLOs Information Competency, Self-Efficacy, Community & Global Awareness)

Strategy: Strengthen faculty liaisons to increase library integration into courses (Responsible Leads/Teams: Librarians)

Activities:

- Set up subject area meetings with faculty
- Implement targeted instruction promotion to distance, online, part-time, dual enrollment, and CTE faculty through email, and other venues
- Provide workshops on integrating library resources into online classes
- Continue to serve on campus committees and seek inter-departmental collaboration regarding programs, collections, and services

Strategy: Improve assessment of library instruction courses (Responsible Leads/Teams: Librarians)

Activities:

- Find more efficient and diverse ways of assessing courses beyond student worksheets, such as online polls, online worksheets, faculty assessment, longitudinal assessment

*Performance Indicators:* number of instruction requests/assessment of instruction sessions/workshop attendance