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The strategic plan for Grand Valley State University Libraries builds upon GVSU's 2010-2015 strategic plan. The plan includes a comparison of the university mission, vision and values with those held by the University Libraries. This document informs how the University Libraries are contributing to the success of Grand Valley State University.

MISSION, VISION AND VALUES

University Mission

Grand Valley State University educates students to shape their lives, their professions, and their societies. The university contributes to the enrichment of society through excellent teaching, active scholarship, and public service.

Libraries Mission

The Grand Valley State University Libraries enrich the educational mission of the university by advancing intellectual growth and discovery. Through the acquisition, application, dissemination and preservation of knowledge we promote teaching, learning and active scholarship.

University Vision

Grand Valley State University will become one of the nation's premiere Carnegie classification Master's Large institutions of higher education grounded in the tradition of liberal education. It will be recognized and acknowledged as a community of diverse, committed scholars engaged in collaborative, lifelong learning to achieve acknowledged academic excellence and positive community impacts. By focusing on the promotion of high quality undergraduate and graduate degree programs, the institution will be the university of choice for students and faculty alike and it will enjoy broad support for its innovative partnerships and initiatives that promote the physical health and the intellectual, social, environmental, economic, and cultural advancement of West Michigan, and ultimately, the advancement of the state, nation and world.

Libraries Vision

Grand Valley State University Libraries will be a catalyst in building a vibrant, intellectual, creative university culture. We will be a place where ideas transcend disciplinary boundaries, programs and cultures. By providing innovative, effective, and accessible resources, spaces and services, the University Libraries will contribute to the University's efforts to become nationally known for academic excellence and positive community impacts.

University Value Statements

At Grand Valley State University, we value:

- Effective Teaching
- Liberal Education
- Scholarship
- Service
- Inclusiveness
- Community
- Sustainability

Libraries' Values

We nurture employee excellence through a culture of civility, mutual respect, teamwork, inclusiveness, innovation, flexibility, risk-taking, and professional growth.

We believe that each user is unique and important, and that providing a comfortable, engaging and secure place for study, research, work, reflection and interaction is critical to their success.

We view the library as an extension of the classroom and encourage the process of learning and the creation of knowledge.

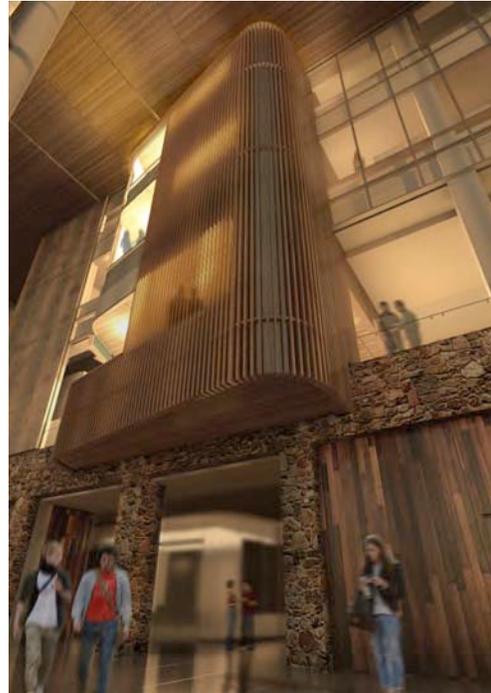
We strive to ensure that collections are dynamic, accessible and add relevance to the life of the modern scholar.

We believe in being responsible stewards of our resources through sound planning, transparent accounting and ongoing assessment.



ENVIRONMENT AND TRENDS

Technological advances continue to influence higher education and academic libraries. As libraries look toward their future, they must adapt and plan for a student population who integrate and adapt new technology seamlessly into their everyday life. According to The 2009 ECAR (EDUCAUSE Center for Applied Research) Study of Undergraduate Students and Information Technology¹, 98% of students come to college with their own computers. Over half of undergraduate students surveyed are equipped with Internet-capable handheld devices and cell phone usage is ubiquitous. Eight out of ten students feel confident in their abilities to search the Internet effectively, rating themselves as either very skilled or expert. Though technology surrounds them, they still feel a need for balance between technology and more of the human touch suggesting the desire for “real books and people.”



As students are changing, so are academic environments. In the classroom, there is increasing emphasis on active learning and on group projects that require collaboration. Course management software (CMS) has re-defined class interactions by moving resources and assignments online, even for students attending on-campus classes, and almost 90% of students state they have used a CMS for one or more of their courses.

Increasingly, students need complex skill sets to complete assignments, and we are seeing a high correlation between those skills and the skills that businesses of all types are seeking in new hires. The skills include critical thinking; writing; seeking, sifting and assimilating information; developing digital artifacts; speaking persuasively and effectively; working in teams; and using a variety of technological programs and tools. Academic libraries will be instrumental in creating laboratories where students can find support for assignments that require these types of skills. Universities will support the development of such centers because well-equipped graduates return immediate benefits to the communities in which they live and work.

¹ Smith, Shannon, Gail Salaway, and Judith Borreson Caruso, with an Introduction by Richard N. Katz. The ECAR Study of Undergraduate Students and Information Technology, 2009 (Research Study, Vol. 6). Boulder, CO: EDUCAUSE Center for Applied Research, 2009, available from <http://www.educause.edu/ecar>

For many years, libraries have been measuring their worth through a variety of quantitative measures, such as how many volumes are in the collection, how much money is devoted to collection building, how much space is allocated for student use, etc. However, due to a shift in accreditation criteria towards more outcomes based measures, libraries are being challenged to support the institution's mission of learning and teaching in new ways.² Specifically, academic libraries are challenged to find meaningful ways to demonstrate how they contribute to student learning outcomes. This is resulting in a shift from a library centric to a more university centric approach to services.

Research practice is changing as well, for both students and faculty. With the advent and growth of online formats, substantial research in most fields can be conducted at any hour and from any location. A pervasive challenge facing libraries in academic settings is balancing the need for virtual collections against the ongoing need for physical collections in many disciplines. Also balancing the need for space to house those collections against growing demand for places in which students can do the required research and collaboration is a challenge.

Scholarly Communications

The worldwide system of scholarly communications—journals, books, data, and gray literature³—is de-constructing in response to unsustainable journal costs and the ensuing crisis among book publishers, as well as the rise of new publishing models on the internet and the open access movement. As the scholarly communications system evolves to better serve the academy, academic libraries will have tremendous opportunity to serve their universities in new ways that include developing the institutional repository, advocating retention of property rights by faculty authors, preserving intellectual outputs of the university, and even facilitating online publishing. In that emerging environment, library funds will, to some degree, be diverted from the purchase of content to the creation and curation of content.

Collections

Academic libraries will continue in their primary role of making relevant information and collections available to meet the educational and research needs of their communities. Libraries have seen scholarly journals and research indexes migrate to the online environment over the past ten years, and books and other scholarly content are following right behind. Demand for electronic books is

² Ackermann, E., Program Assessment in Academic Libraries: An Introduction for Assessment Practitioners. Research & Practice in Assessment. June 2007.

³ According to the APA style guide to electronic references, gray literature is information that falls outside of the peer review process but is written by scholars or summarizes a body of scholarly work.

expected to grow, as students require immediate and granular access to information. Faculty and students will continue to gravitate to Google and other Internet resources as their first information discovery tools, and academic libraries will persist in looking for ways to connect these users seamlessly to purchased library resources. As demands of the academic community change and distance education expands, emphasis on creating a virtual 24/7 library will continue to be a priority. The exact impact this shift will have on library budgets is uncertain.

Use of Collections

While there is growing demand for electronic materials, the printed book will continue to have relevance in the foreseeable future, particularly in areas of the humanities and social sciences. Experts suggest that the use of legacy collections may actually increase as book digitization projects reach critical mass and allow a level of discovery never attainable in the past. Getting



print material into the hands of users is expected to remain a logistical challenge for GVSU libraries, and resources will continue to be needed to ensure quick and timely deliveries across multiple locations.

Course Reserves

Course reserves in electronic formats have outstripped traditional hard-copy reserves, and that trend will continue. In the long run, trends in course reserves will be closely tied to trends in copyright law and practice and to the evolution of the open access movement. At this time, faculty tend to prefer a course reserves system in which the library seeks permission and/or pays for use of copyrighted material. As more full text material becomes freely available online, however, Blackboard or similar course management software will be used in lieu of the library's course reserve service. In the interim, sophisticated and intuitive software will continue to offer libraries a way to promote a self-service option in which professors can manage their e-reserves through a library account.

Given the ongoing debate over the practice of "fair use" in the digital age, copyright compliance will likely remain within the Libraries' domain of responsibility. It will continue to be important for Library staff to stay current on relevant issues in copyright law and higher education.

Special Collections & University Archives

Academic libraries will be increasingly defined by the quality of their unique collections as opposed to the quantity of their general collections (published books and journals that are typically held by many libraries). The trend towards digitizing and displaying rare and valuable items on the web will accelerate and will allow universities to increase their exposure and the value of their “brand” in the wider community.

The Special Collections at GVSU libraries will be well positioned to capitalize on this trend, with extensive holdings of rare or antiquarian books, manuscripts of prominent individuals and organizations, photographs, maps, broadsides, audio recordings, videos, motion-picture films, and ephemera. The trend toward incorporating primary source materials into university curriculum provides an opportunity for Special Collections & University Archives to focus on collecting materials relevant to the university, faculty and student researchers, and to help coordinate their use.

While the University has no formal records management program, the University Archives is a repository for official and quasi-official records created by the University’s administration, academic departments, faculty, students, and campus organizations. GVSU’s 50th anniversary project (a year-long celebration in 2010) raised the importance and urgency of collecting and sharing the archival records that define the accomplishments of the university.

Research and Instruction

Developing information literacy skills continues to be a concern in higher education, especially as millennial students spend a significant amount of time on the Web. The University’s emphasis on liberal education remains a significant factor in program development. There is a growing need to change the focus of library instruction sessions from ad hoc fifty-minute sessions to a more integrated, multidisciplinary approach where liaisons work with faculty to develop effective research assignments. More emphasis will be placed on a coordinated curricular effort. Working together librarians and teaching faculty will define what information literacy skills students need to master in their programs. A mix of face-to-face and online solutions to research instruction will need to be developed to meet the complex needs of faculty and students.

In the winter of 2007 the Standardized Assessment of Information Literacy Skills (SAILS) instrument was administered. SAILS was administered again in 2009. The 2007 results will serve as a benchmark to the 2009 results. This comparison will help us improve our ability to meet student information literacy needs.

Traditional reference practices have shifted as use of the library continues to

evolve. Librarians have repositioned themselves as consultants, spending more of their time proactively making connections within the departments with whom they liaise rather than waiting for questions to be asked at the traditional reference desk. A combined services desk has taken the place of the traditional reference desk, where a majority of library related questions can be handled, leaving only the research intensive questions to be managed by the librarians through consultation or other approaches. The success of this shift in reference services will need to be evaluated for sustainability and its ability to meet student and faculty research needs.

Information Technology

The Internet and mobile networking continue to be the preferred conduits through which students find and access the wide variety of resources acquired by libraries in support of their scholarly endeavors. As such, the demands placed on innovation have been unrelenting. Going forward, the need for seamless delivery of personalized research information utilizing multiple platforms will drive innovation. Academic libraries will focus on developing discovery platforms that unify library content in meaningful and relevant ways for users. They will continue to emphasize the usability of digital library resources, ensuring a consistent brand identity with appealing and intuitive design. In addition, the trend toward academic libraries actively leading the collection and dissemination of scholarly outputs for their institutions will intensify.

Facilities

College students are continuing to demand spaces in which to do their academic work—even when much of that work is done online. A 2006 study commissioned by the APPA (formerly Association of Physical Plant Administrators), a professional association of university facilities managers, showed that the library was an extremely or very important factor in selection of a college for 54% of students, second only to the facilities for their majors. Falling well behind the library were facilities like exercise and recreation venues. For the survey group, the library was also ranked as the third most important place on campus to see during a visit, following the facilities for their major and the residence halls.⁴

Use of GVSU Library facilities continues to rise that leaves GVSU with serious and immediate space issues in the Zumberge and Steelcase Libraries. Chronic shortages of space in the Frey Learning Center are likely to become more acute if, as expected, new doctoral programs in the Kirkhof College of Nursing and the College of Health Professions generate additional demand. Current space challenges may be difficult to rectify as planning for the new library facility on the Allendale

⁴ The impact of facilities on recruitment and retention of students. Facilities Manager. March/April 2006.

campus goes forward. As resources are focused on the new building, sufficient attention will need to be given to the other library facilities to ensure the current generation of students on all campuses will have the best possible experience despite known limitations.

Inclusion

Hiring and developing a diverse professional staff has been a challenge for the University Libraries. While Census data show that over 20% of the United States population is made up of African-American and other ethnic minorities, professional library programs are currently averaging minority graduation rates of about 11%.⁵ Of those graduates, Grand Valley University Libraries has been unable to secure any minority candidates for hire even when national searches are preformed. In addition, local applicant pools have not offered strong minority candidates for potential hire. In the coming years, the libraries will need to identify opportunities for overcoming this deficit to diversifying both the professional and support staff. An Inclusion Implementation Plan was developed in 2010 showing commitment to address issues of inclusion and equity.



⁵ Maata, S. Salary Growth Still Lags Behind Overall Average for Minorities, Except in the Southeast. *Library Journal*. October 10, 2008 retrieved from www.libraryjournal.com/article/CA6604390.html.

GOALS: 2010 – 2015

The University has set eight broad goals with supporting objectives. The Libraries support and contribute to the success of the University by setting our goals and objectives to achieve them.

University Goals

Goal 1: Grand Valley is a comprehensive university grounded in the tradition of liberal education with well integrated undergraduate and graduate programs appropriate to its Carnegie classification as a “Master’s Large” institution through which students earn accredited degrees.

Goal 2: Grand Valley provides a rich inclusive learning and working environment that attracts, retains and supports a diverse community.

Goal 3: Grand Valley provides a student-centered liberal education experience that fosters academic success and prepares students for careers through degree programs at the graduate and undergraduate level that have clearly defined learning outcomes and a rigorous level of academic challenge.

Goal 4: Regular and rigorous assessment results inform decision-making at Grand Valley.

Goal 5: Grand Valley has the human resources and the physical and pedagogical infrastructures it needs to promote effective learning and teaching in all disciplines, at all levels.

Goal 6: Grand Valley educates well-prepared and well-rounded graduates who positively contribute to West Michigan, the state, the nation and the world.

Goal 7: Grand Valley’s stakeholders are aware of and supportive of the university’s financial decisions.

Goal 8: Grand Valley has extensive relationships with current and new constituencies that lead to these constituencies’ involvement with, participation in, support of, and contribution of resources to the university community.



Goal Mapping

Library Goal	University Goal(s)	University Objective(s)
1	5, 8	5.4, 8.1
2	4	4.7
3	1, 4, 5	1.11, 4.2, 5.3
4	5	5.3
5	1, 5	1.14, 5.2.1

Library Goals and Objectives

Goal 1: Offer high-quality, flexible services that support student and faculty in achieving academic success.

Objective 1.1: By 2011 demonstrate effective, knowledgeable, helpful and efficient service as measured by perceptions of service satisfaction in the LibQual instrument. [Baseline set in 2007.]

Objective 1.2: By 2015 have 60% of library staff participate annually in training that enhances service initiatives. A minimum of two training opportunities will be held each Fall and Winter semesters.

Objective 1.3: By 2013 coordinate with key stakeholders to develop targeted services in the Mary Idema Pew Library Learning and Information Commons as demonstrated by a document outlining parameters of the programs.

Objective 1.4: By 2013 develop relationships with Center for Scholarly and Creative Excellence and Student Scholarship departments that result in co-location in the Mary Idema Pew Library Learning and Information Commons as demonstrated by a document outlining parameters of the relationships.

Goal 2: Build sustainable collections, responding to emerging models that strengthen and support the University's educational and scholarly endeavors.

Objective 2.1: By 2013 develop benchmarks for performing cost/benefit analysis across collections.

Objective 2.2: Annually show evidence of maximizing the use of library materials budget to meet emerging needs

Sub-objective 2.2.1: By 2013 transition 30% of monograph funds from librarian-selection to alternative selection methods. [Baseline will be established in 2010.]

Sub-objective 2.2.2: Annually allocate a percentage of the library materials budget to be used for emerging needs. [Baseline will be established in 2010.]

Objective 2.3: By 2013 implement a monograph deselection program.

Objective 2.4: By 2015 contact 50% of on-campus programs regarding a comprehensive Institutional Repository program.

Goal 3: Implement the Library's Instruction program to facilitate the integration of the Information Literacy Core Competencies (ILCC) into the University's curriculum.

Objective 3.1: By 2010 create an internal library infrastructure to support and coordinate the library's instruction program.

Objective 3.2: By 2015 80% of all programs will have been approached regarding incorporating foundational skills at the program level using ILCC.

Objective 3.3: By 2012 provide centralized web presence focused on instruction and online support mechanisms for classroom faculty.

Objective 3.4: By 2015 assess success of implementation, impact and other critical factors of the instruction program.

Objective 3.5: Annually provide professional development and continuing education for keeping up with best practices and technologies in support of student learning.

Sub-objective 3.5.1: By 2011 develop framework for peer support groups.

Sub-objective 3.5.2: Annually hold two continuing education programs.

Sub-objective 3.5.3: By 2015 80% of librarians will have participated in presenting teaching and learning workshops to develop classroom faculty skill sets.

Goal 4: Develop platforms that unify content and provide intuitive access to a wide variety of information resources.

Objective 4.1: By 2011 complete an analysis to determine staff skills needed to enhance the library's capacity to deliver seamless information services to its constituencies.

Objective 4.2: By 2011 develop a program that frequently evaluates web user experiences and makes on-going recommendations.

Objective 4.3: Annually allocate a percentage of the library technology budget to be used for emerging needs.

Goal 5: Optimize usefulness of library spaces.

Objective 5.1: By 2013 open the Mary Idema Pew Library Learning and Information Commons by coordinating efforts to keep design and construction deadlines on time.

Objective 5.2: By 2011 complete assessment study with Steelcase Corporation that will assist the library in creating and maintaining functioning usable student spaces to meet various study styles.

Objective 5.3: By 2013 complete assessment study that will assist the library in creating and maintaining functioning usable library staff spaces that stay current with changes in material processing and technological advancements.

Objective 5.4: By 2013 complete implementation of RFID technology on the Allendale campus. By 2015 complete implementation of RFID technology on the Pew campus.



Goal 1: Offer high-quality, flexible services that support student and faculty in achieving academic success.

Objective 1.1: By 2011 demonstrate effective, knowledgeable, helpful and efficient service as measured by perceptions of service satisfaction in the LibQual instrument. [Baseline set in 2007.]

Objective 1.2: By 2015 have 60% of library staff participate annually in training that enhances service initiatives. A minimum of two training opportunities will be held each Fall and Winter semesters.

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Objective 1.4: By 2013 develop relationships with Center for Scholarly and Creative Excellence and Student Scholarship departments that result in co-location in the Mary Idema Pew Library Learning and Information Commons as demonstrated by a document outlining parameters of the relationships.

	Who	Measure	Method	Resources	Timeline
1.1	Technology and Information Services	Perform LibQual	LibQual	Budget \$5000	2011
1.2	Technology and Information Services	Record of attendance at training sessions	2 training sessions per Fall/Winter semesters; Annually record in Dashboard	Budget \$500 annually	On-going
1.3	Dean, Planning and Organizational Resources	Develop relationships with key stakeholders	Document program parameters	n/a	2013
1.4	Dean, Research and Instruction	Successful co-location with CSCE and SS.	Document relationship parameters	n/a	2013

Goal 2: Build sustainable collections, responding to emerging models that strengthen and support the University's educational and scholarly endeavors.

Objective 2.1: By 2013 develop benchmarks for performing cost/benefit analysis across collections.

Objective 2.2: Annually show evidence of maximizing the use of library materials budget to meet emerging needs

Sub-objective 2.2.1: By 2013 transition 30% of monograph funds from librarian-selection to alternative selection methods. [Baseline will be established in 2010.]

Sub-objective 2.2.2: Annually allocate a percentage of the library materials budget to be used for emerging needs. [Baseline will be established in 2010.]

Objective 2.3: By 2013 implement a monograph deselection program.

Objective 2.4: By 2015 contact 50% of on-campus programs regarding a comprehensive Institutional Repository program.

	Who	Measure	Method	Resources	Timeline
2.1	Research and Instruction	Cost/benefit analysis benchmarks created	Establish baseline in 2010; Annually perform analysis	n/a	2013
2.2.1	Research and Instruction	30% of monograph funds selected via alternative methods	Establish baseline in 2010; Annually reported by A.D.	Funds offset	2013
2.2.2	Research and Instruction	Designate portion of budget to meet emerging needs	Establish baseline in 2010; Annually reported by A.D.	Funds offset	On-going
2.3	Research and Instruction	Implement deselection program	Project outline in 2011; initial deselection in 2012; policy for ongoing deselection program developed 2013	n/a	2013
2.4	Research and Instruction	List of contacts made regarding IR	Annual report developed by 2011; Contact with 50% of departments	n/a	2015

Goal 3: Implement the Library’s Instruction program to facilitate the integration of the Information Literacy Core Competencies (ILCC) into the University’s curriculum.

Objective 3.1: By 2010 create an internal library infrastructure to support and coordinate the library’s instruction program.

Objective 3.2: By 2015 80% of all programs will have been approached regarding incorporating foundational skills at the program level using ILCC.

Objective 3.3: By 2012 provide centralized web presence focused on instruction and online support mechanisms for classroom faculty.

Objective 3.4: By 2015 assess success of implementation, impact and other critical factors of the instruction program.

Objective 3.5: Annually provide professional development and continuing education for keeping up with best practices and technologies in support of student learning.

Sub-objective 3.5.1: By 2011 develop framework for peer support groups.

Sub-objective 3.5.2: Annually hold two continuing education programs for librarians.

Sub-objective 3.5.3: By 2015 80% of librarians will have participated in presenting teaching and learning workshops to develop classroom faculty skill sets.

	Who	Measure	Method	Resources	Timeline
3.1	Research and Instruction	Assessment report of library instruction	Establish committee in 2010 with specific charge and framework for accomplishing goals.	n/a	2010
3.2	Research and Instruction	List of contact made regarding ILCC (target 80%)	Annually record in Dashboard	n/a	2015

	Who	Measure	Method	Resources	Timeline
3.3	Research and Instruction, Technology and Information Services	Existence of centralized web presence and online support	Initial site created by 2012; Annually record site visits in Dashboard	n/a	2012
3.4	Research and Instruction	Implemented assessment method	Complete data survey in 2012; make recommendations 2013; implement 2014	Budget \$200 annually	2014
3.5.1	Research and Instruction	Peer support groups created	Create framework and organize groups	n/a	2011
3.5.2	Research and Instruction	Offer 2 continue education programs annually in the area of librarian instruction skills	Record attendance; Annually record in Dashboard	Budget \$700 annually	On-going
3.5.3	Research and Instruction, Technology and Information Services	80% of librarians participated in presenting teaching and learning workshops	Record number of workshop taught; Annually record in Dashboard	Budget \$200 annually	2015

Goal 4: Develop platforms that unify content and provide intuitive access to a wide variety of information resources.

Objective 4.1: By 2011 complete an analysis to determine staff skills needed to enhance the library’s capacity to deliver seamless information services to its constituencies.

Objective 4.2: By 2011 develop a program that frequently evaluates web user experiences and makes on-going recommendations.

Objective 4.3: Annually allocate a percentage of the library technology budget to be used for emerging needs.

	Who	Measure	Method	Resources	Timeline
4.1	Technology and Information Services	Recommendations given to acquire needed skills	Define needed skills; survey University departments (IM, IT); survey information vendors; make recommendations	n/a	2011
4.2	Technology and Information Services	Evidence of on-going testing	Established web usability testing processes and protocols, 2011; Annually record in Dashboard	Budget \$200 annually	On-going
4.3	Technology and Information Services, Research and Instruction	Budget line item	Set baseline in 2010. Annually allocate a percentage of the budget for emerging needs; Annually record in Dashboard	Ongoing budget planning	On-going

Goal 5: Optimize usefulness of library spaces.

Objective 5.1: By 2013 open the Mary Idema Pew Library Learning and Information Commons by coordinating efforts to keep design and construction deadlines on time.

Objective 5.2: By 2011 complete assessment study with Steelcase Corporation that will assist the library in creating and maintaining functioning usable student spaces to meet various study styles.

Objective 5.3: By 2013 complete assessment study that will assist the library in creating and maintaining functioning usable library staff spaces that stay current with changes in material processing and technological advancements.

Objective 5.4: By 2013 complete implementation of RFID technology on the Allendale campus. By 2015 complete implementation of RFID technology on the Pew campus.

	Who	Measure	Method	Resources	Timeline
5.1	Planning and Organizational Resources	Successful opening of the Mary Idema Pew Library Learning and Information Commons	Coordinate library efforts to meet design and construction deadlines	n/a	2013
5.2	Planning and Organizational Resources	Completed assessment report	Coordinate library efforts with Steelcase Corporation to complete study	n/a	2011
5.3	Planning and Organizational Resources	Completed assessment report	Coordinate library efforts to with Facilities Planning to complete study	n/a	2013
5.4	Planning and Organizational Resources, Technology and Information Services	Completed implementation	Complete project on Allendale campus to correspond with the opening of the new building; Complete project on Pew campus by 2015	Budgeted in 2010/2011 fiscal year for all sites	2015

Dashboard

	2009/2010	2010/2011	2011/2012	2012/2013	2013/2014	2014/2015
1.2 Training to enhance service initiatives						
Fall 1 Attendance						
Fall 2 Attendance						
Winter 1 Attendance						
Winter 2 Attendance						
3.2 Contacts made regarding ILCC						
3.3 Site visits	-	-	-			
3.5.2 Training to enhance instruction						
Training Session 1 Attendance						
Training Session 2 Attendance						
3.5.3 % of librarians participating target 80%						
4.2 Web usability tests performed	-	-				
4.3 Budget set for emerging TIS needs	-	baseline				

