

Seneca LIBRARIES

STRATEGIC PLAN

2004 / 2005 Fiscal Year



Seneca

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Seneca College Mission, Vision and Strategic Goals

MISSION STATEMENT

***TO CONTRIBUTE TO CANADIAN SOCIETY BY
BEING A TRANSFORMATIONAL LEADER IN
PROVIDING STUDENTS WITH CAREER-RELATED
EDUCATION AND TRAINING***

Our VISION is to Lead

- **In Student Success.....**
by preparing today's learners for tomorrow's communities and workplaces
- **In Access to Higher Education...**
by developing comprehensive programming, multiple pathways and supports for students to achieve their educational goals
- **In Learning.....**
by providing excellence in education and skills development, and by encouraging all Senecans to be lifelong learners
- **In Applied Research.....**
by contributing economically and socially with solution-focused research activities in collaboration with business, industry, social agencies, other institutions of higher learning, and government
- **In Innovation.....**
by developing a culture that encourages risk-taking, entrepreneurship, flexibility, and by embracing change in the interest of organizational effectiveness
- **In Our Commitment to People.....**
by creating dynamic working and learning communities that value people and support inclusion, initiative, personal development and mutual well-being
- **In Our Commitment to Diversity and Equity in Employment.....**
by enhancing a diverse workforce that promotes, reflects, and supports our diverse college community.

G O A L S OF SENECA COLLEGE

- 1. QUALITY OF THE EDUCATION EXPERIENCE**
- 2. ACCESS TO SUCCESS**
- 3. OUR PEOPLE: BUILDING ORGANIZATIONAL CAPACITY**
- 4. FINANCIAL HEALTH**
- 5. NATIONAL STATUS**
- 6. EXPANSION OF INTERNATIONAL EDUCATION & SERVICES**
- 7. DIVERSITY AND EQUITY IN EMPLOYMENT**

College Initiative A: Establish the Markham Campus

The initiative will develop a plan for the Markham campus within the context of the College's mandate to provide a range of services and programs. This includes project management of all related activities to achieve this campus and to align it with other campuses in terms of programs, services, facilities, etc. The campus is to be opened in September 2005. The creation of this campus, and related re-alignment activities, provides the foundation for future initiatives to expand offerings, expand the student population, and expand future entrepreneurial activities.

Library and Learning Commons Initiative A1: To Create a Markham Campus Library and Learning Commons

The creation of the Markham Campus has presented us with the opportunity to embrace a fourth Library and Learning Commons model, which will include quiet study space, collaborative workspace and strong library services and resources to support the teaching-learning process. The Library and Learning Commons will be designed to create a collaborative service facility that integrates the services of librarians, library technicians, computer technologists and multimedia specialists.

Project team:

Tanis Fink, Delia Antonacci
Faculty representatives from each Markham Program

Timeline: April 1, 2004 – March 2005

Key Activities to Achieve the Initiative:

1. Visit several other academic libraries to learn from their best practices.
2. Based on student surveys and academic library building standards, prepare a functional plan that provides insight to the needs of the Library and Learning Commons for Markham.
3. Survey incoming faculty from various programs, to determine their needs for the Library and Learning Commons.
4. Based on space allocation, modify functional plan to fit.
5. Develop an integrated plan for the Library and Learning Commons exemplifying the achievement of strategic goals through integration of facilities, services, human resources, budgeting, communications, etc.

6. Create and implement a plan for gaining additional funding (grants, donations, etc).
7. Identify human resources requirements for Markham Library and Learning Commons (faculty and support service staff).
8. Create a project page on the Library and Learning Commons staff Intranet.

Identify Outcome Measures (Indicators and Milestones):

- The plan for the library is developed and approved.
- A project leader is appointed and in place.
- Renovation and construction are underway, on time and on budget.
- Funding is in place.

College Initiative B: Enhance Student Success and Retention

This College-wide initiative will enhance student retention by:

- Providing information and related supports to help prospective students make informed choices regarding selection of program of study/courses prior to their arrival
- Supporting and guiding students' efforts to integrate into the Seneca community more effectively
- Ensuring Seneca faculty and staff have the skills training necessary to respond to student needs

Library and Learning Commons Student Success and Retention Goal

The Library and Learning Commons will focus on improving student success and retention through the delivery of services and resources that are viable and of the highest caliber. As a main focus of this initiative, the library will investigate best practices and new and innovative methodologies for the delivery of orientation programs.

Library and Learning Commons Initiative B1: To improve student success through the enhancement of our orientation programs in the library.

Each Campus Library and Learning Commons will be developing a local orientation program in partnership with their campus Student Services Department. The focus of the orientation programs will be on assisting our new students in their transition to a college environment and making them aware of the many resources and services offered by the library, both traditionally and virtually.

Project Team:

Each Campus Manager with a campus orientation team, Delia Antonacci, Marketing Committee Project Lead

Timeline: April 1, 2004 – March 31, 2005

Key Activities to Achieve this Initiative:

1. Creation of a campus orientation team.
2. Investigate best practices around new and innovative methodologies for the delivery of orientation programs.
3. Meet with Student Services staff at each campus to coordinate orientation activities, including mid semester follow-up for each campus.
4. Meet as a campus orientation team to discuss orientation strategies, set up key activities and develop a timeline for each of the key activities.
5. Develop a plan for the delivery of orientation programs in the Library and Learning Commons.
6. Prepare a budget outlining the cost for promotional materials needed for the key activities.
7. Create a project plan site on the Library and Learning Commons staff Intranet.
8. Meet in spring as library system team to discuss best practices.

Identify Outcome Measures (Indicators and Milestones):

- The plan is developed and approved
- The marketing and promotion committee prepares promotional materials
- Orientations take place in August 2004 and January 2005
- Mid-semester follow-up in February 2005

Library and Learning Commons Initiative B2: To create a Library and Learning Commons Marketing and Promotional Committee with the focus of student success in our library.

A marketing and promotion committee will be created in the Library and Learning Commons with the mandate of investigating marketing and promotional best practices for a library and developing an overall system plan. The goal of the committee will be to increase student retention through the development of viable marketing materials, marketing plan and tools to assist the library in the promotion of our services and resources.

Project Team:

Tanis Fink, Carolin Toppan (Chair), Rosalie Waller, Marlene Lecompte, Gomatie Daniell, Joel Baker, Jennifer Peters-Lise, Patti Quagliarini, Lynne Serviss.

Timeline: September 2004 – March 2005

Key Activities to Achieve this Initiative:

1. Create a Library and Learning Commons Marketing and Promotional Committee with representatives from each campus, including faculty, support staff and an external partner.
2. Investigate best practices around library marketing materials and strategies.
3. Develop a general marketing plan for all campuses with a customized plan for each Library and Learning Commons including a budget.
4. Create a resource binder for each campus of marketing and promotion materials.
5. Create a project site on the Library and Learning Commons intranet including: copies of all marketing materials, individual campus marketing plans and the system marketing plan.
6. Develop a printing schedule to ensure that all materials are ready for student orientations and prepared in a timely way.
7. Meet twice a semester to share materials.

Identify Outcome Measures (Indicators and Milestones):

- The individual campus plans are developed and approved
- The system plan is developed and approved
- All materials and plans posted on the staff intranet
- Resource binder created and available at each campus

College Initiative C: Increase Support and Interventions to Enhance Student Literacy

This initiative will provide programs and services that increase literacy for Canadian citizens and international students by:

- Ensuring that generic literacy skill standards are applied across all programs
- Ensuring that appropriate tools for assessment are available
- Reducing identifiable barriers to literacy (e.g. related to technology, facilities and funding) for all students
- Providing appropriate curriculum and learning facilities and environments

Library and Learning Commons Student Literacy Goal

The Library and Learning Commons will promote information literacy and basic research skills. The Library and Learning Commons recognizes and will be responsive to the Colleges strategic goals of *superior quality educational experiences* by designing, developing and coordinating coursework resources to enhance the instruction of information literacy and basic research skills to first year students both in the traditional classroom as well as online.

Library and Learning Commons Initiative C1: To ensure that information Literacy skills are identified as part of generic skills and integrated into the curriculum.

One of the key initiatives for the library this year will be to promote the importance of information literacy for our students in their present program of study. Seneca students need to know how to use current technology and access information effectively as well as have strong critical thinking and effective research skills. The Library recognizes and will be responsive to the Colleges strategic goals of *superior quality educational experiences* by designing, developing and coordinating coursework resources to enhance the instruction of information literacy and basic research skills to first year students both in the traditional classroom as well as online.

Through membership on college committees, such as the Seneca College Generic Skills Committee and Academic Council and partnerships with other departments at the College, the Learning Commons will promote and offer successful strategies and resources in the library for developing student information literacy skills. LCO, MySeneca, bibliographic instruction and professional development classes will be used to meet and enhance the educational experiences of Seneca students.

Project Team:

Joy Muller and Faculty Librarian

Timeline: September 2004 – March 31, 2005

Key Activities to Achieve the Initiative:

1. Investigate the membership and mandate of the Generic Skills Committee.
2. Revise, based on committee feedback, the tools used by the Learning Commons for teaching literacy skills to better meet the needs of all students.
3. Identify new resources/programs to be developed in collaboration with other departments.

Identify Outcome Measures (Indicators and Milestones):

- Have appropriate staff member represent Library on Generic Skills
- Provide library support and research skills to committee workgroups
- Select functional work group to assist in future research and project development

Library and Learning Commons Initiative C2: To Conduct an Evaluation of Existing Research Success Tutorials

Over the last five years, the Library has been working on the development of a series of Research Success tutorials since the creation of the original information literacy tutorial. With this initiative the library will conduct an evaluation of our existing Research Success tutorials and develop a plan for the updating, rewriting and developing of new tutorials. In 2005-2006 the second and third phases will be conducted. The second phase of this initiative will be an evaluation of progressive technology opportunities enabling us to develop a plan to upgrade all the existing tutorials to an enhanced level of integration into the curriculum. The third phase will be to assess the learning outcomes of this product and determine an outreach program to enhance continuing education initiatives with this product.

Project Team:

Joy Muller, Kelly Donaldson, Jane Foo, Dawn Mercer, Cynthia McKeich, ITT, Center for Research and Innovation, Academic Liaison

Timeline: April 1, 2004 – March 31, 2005

Key Activities to Achieve the Initiative:

- 1. Develop Library and Learning Commons Intranet project web site.*
- 2. Develop a project plan outlining the evaluation methods for our tutorials.*
- 3. Conduct scripting modifications.*
- 4. Review and identify the technological revisions necessary to the existing information literacy tutorials to better meet the needs of all students.*
- 5. Ensure all existing tutorials are pedagogically sound.*
- 6. Phase two would include the development of a plan to ensure all tutorials are developed on a progressive equal platform.*
- 7. Phase three to examine external information literacy products as a measurement tool for our own product to determine a benchmark.*
- 8. Research the literature on assessing learning outcome success from online tutorials.*
- 9. Pilot at least one of the upgraded tutorials.*

Identify Outcome Measures (Indicators and Milestones):

- Project team members are assigned
- Project plan is developed
- Mount web site
- Technological concerns will be identified and addressed
- Programming necessary to upgrade all tutorials will commence
- Report will commence on best practices
- Research assessment report will be prepared
- Pilot evaluation will be conducted through focus group feedback mechanisms

Library and Learning Commons Initiative C3: Commercialization of the Information Literacy Tutorial for revenue generation.

Through the expertise and partnership of librarians and faculty at Seneca College, the Library has designed an information literacy tutorial entitled Research for Success. With further development and upgrades through collaboration with ITT and the Centre for Research and Innovation, the Research for Success tutorial will become a generic, technology enhanced product and offered to external academic communities.

Project Team:

Joy Muller, Kelly Donaldson, Jane Foo, Cynthia McKeich, Carmen Genuardi, Centre for Research & Innovation, ITT, Bibliocentre

Timelines:

September 2004 – March 31, 2005

Key Activities to Achieve the Initiative:

1. Develop a project plan.
2. Develop an Intranet project site.
3. Determine technological enhancements required for upgrades.
4. Implement changes as required.
6. Approach collaborative partners for input and support.
7. Prepare presentation for external partners.
8. Determine pilot date for launch of commercial project.
9. Develop preliminary marketing plan and materials.
10. Develop assessment tools.
11. Launch product.

Identify Outcome Measures (Indicators and Milestones):

- Functional team is formed
- Intranet site is developed and maintained
- Contract with collaborative partners is agreed upon
- Product is upgraded and enhanced
- Preliminary marketing is accomplished through presentation and print resources
- Assessment tool is agreed upon
- External academic community is introduced to the product

Initiative D: Increase Student Access to Success

This initiative will lead to greater student success by providing increased access to and better retention in all the programs within Seneca and to and from other institutions by:

- Assessing relevance of alternate delivery modes to meet the needs of a broad variety of learners
- Providing paths for post-graduates such as Applied Degrees and post-diploma courses
- Providing better information regarding options and alternatives for pathways to programs, diplomas and degrees available to students and prospective students
- Ensuring new techniques to evaluate and recognize prior learning and workplace experience

Library and Learning Commons Increased Student Access Goal

The Learning Commons will be supporting the strategic direction of the College by providing enhanced access to our various services and resources for a successful student experience in the library.

Library and Learning Commons Initiative D1: Customization of LCO resources through MySeneca Portal

Through our web site, Learning Commons Online (LCO) and the Seneca College portal MySeneca, the Library will be investigating the customization and integration of our resources to provide Seneca students and faculty with a more direct and customized access to the tools they need for a successful academic experience.

Project Team:

MySeneca Library Content Team: Joy Muller, Kelly Donaldson, LCO Content Team, MySeneca Portal Committee, Valerie Lopes

Timeline:

September 2004 – March 31, 2005

Key Activities to Achieve the Initiatives:

1. Investigate both technology and content resource issues for customizing LCO to become MyLibrary within MySeneca.
2. Conduct LCO team meetings to prioritize content concerns and select specific resources to be customized.
3. Explore technological capabilities for customization integration.
4. Investigate best practices amongst other academic sites.
5. Liaison and collaborate with other areas of the college such as ITT, to ensure and enhance functionality.
6. Create Library and Learning Commons Intranet Project site.
7. Develop customization recommendations and timelines for project.

Identify Outcome Measures (Indicators and Milestones):

- Timelines are established for each key activity
- Staff functional teams are assigned project specific tasks
- Technological issues are identified
- Examples of best practices are identified
- Intranet project site is launched

Initiative G: Undertake Quality Assurance Program Across the College

The initiative will assess the effectiveness and ongoing viability of College programs, services, facilities and resources within the goal of continuous improvement.

The Library and Learning Commons Initiative G1: To undertake a Library Quality Assurance review.

As part of the College initiative, the Library and Learning Commons will assess the effectiveness of the services and resources provided to students, faculty and staff. The Quality Assurance review will be divided into three steps: investigation, process and evaluation. The investigation phase will involve determining methods of collecting data and finding a benchmark, which will illustrate best practices. The process phase will involve setting up a seven year plan highlighting the areas to be assessed, designing various methods of collecting the data, such as surveys, focus groups etc., and staff training. The final phase of this project will involve collecting the data and evaluation of the data.

Project team:

Delia Antonacci, Joy Muller
Functional Teams will be based on service areas being assessed.

Timelines:

September 2004 – March 31, 2005 (Year One)

Key Activities to Achieve the Initiative: Year 1 Investigation:

1. Participate in courses that teach how to measure service, both qualitative and quantitative.
2. Begin to prepare a seven year plan illustrating which service areas of the library will be measured and what types of methods will be used to assess.
3. Determine staff commitment.
4. Identify Quality Assurance review teams both internally and externally.
5. Determine a benchmark of best practices.

Identify Outcome Measures (Indicators and Milestones):

- Quality Assessment courses are completed
- The seven year plan is developed and approved
- The project leader and staff are appointed and in place
- A bench mark is chosen
- QA teams are created

Initiative H: Increase and Enhance e-learning Opportunities

The initiative will result in an enhanced ability to use e-learning to improve student success and access, consistent with the current strategic vision and goals of the College in preparing students to succeed in the global economy.

Library and Learning Commons Increased E-Learning Goal

The World Wide Web has radically changed and reshaped education and the library will play an important role in the rapidly emerging field of e-learning. Also, digital technology has changed the way students and faculty can access, create and use information. The library can play a key role in helping our user community combine content, information and technology.

The Seneca Library will be supporting e-learning by creating and managing e-content, developing new and enhanced web-based services and resources, integrating our services into the College's course management system called Blackboard and building and managing digital repositories.

Library and Learning Commons Initiative H1: Implement ENCompass for Resource Access Federated Search project.

Endeavor's ENCompass for Resource Access (ERA) provides federated search & discovery functionality across the various online information resources and (in conjunction with LinkFinderPlus) offers links directly into a digital information item. In 2003, a technical team from the Library's systems department worked on the implementation of the technical aspects (backend) of ERA and Linkfinder +. This team also developed expertise in metadata mapping and XML/XSL programming. In 2004/2005, a committee with representation from the reference staff of each campus library will be formed to look at the design and launch of the user interface to the ERA system. This committee will undertake the initiatives outlined below.

Project Team:

ERA Technical Committee: Jane Foo, Angela Heath, Carolyn Lam, Sharon Tait

ERA UI Committee: Linda Bowser, Tedi Brash, James Buczynsky, Kelly Donaldson, Jane Foo, Carolyn Lam, Sharon Tait

Timelines:

May 2004 – March 31, 2005

Key Activities to Achieve the Initiative:

Phase 1: Core Implementation (Target Date: September 7, 2004)

1. Become familiarized with the ERA's functionality and characteristics.
2. Based on the initial core set of databases, develop customized content/labels for each user interface screen. (core UI)
3. Determine appropriate entry/access points to the core UI.
4. Review constraints and questions pertaining to system-specific configurations and develop guidelines and recommendations to address them.
5. Test the search functionalities across each working database via ERA.
6. Conduct ongoing usability tests and feedback surveys and provide recommendations on improving the search & retrieval usability.
7. Review the available and working licensed databases and organize them into meaningful collections.
8. Determine and implement appropriate training to staff, students and faculty.
10. Develop appropriate marketing materials and help aids.

Phase 2: Expansion (Projected Target End Date: April 2005)

1. Monitor the usability of the interface and undertake user testing as necessary.
2. Look at the potential of more database connections for federated searching. Test connectors as required.
3. Create more federated searches such as a GTA-wide library search.
4. Determine appropriate entry/access points to the interfaces.
5. Research and develop strategies and other initiatives that would leverage the system across the College.

Phase 3: Maintenance (Projected Target Date: April 2005 and Ongoing)

1. Advise the ENCompass project manager on matters relating to federated search and retrieval.
2. Stay current on new ERA and other digital resource access initiatives.
3. Identify and summarize major usability issues for students, staff and faculty based on usability tests and surveys.
4. Receive suggestions and issues brought forward by users relating to the functionality of ERA and resolve them in the best manner possible.
5. Evaluate and consider the upgrade to ENCompass 3.5 and Linkfinder Plus 4.0 for enhanced end-user searching capabilities.
6. Evaluate load/performance issues to ensure an appropriate level of access and response.
7. Regular staff training is put in place and ongoing PD is offered to faculty.

Identify Outcome Measures (Indicators and Milestones):

- Technical functionality of ERA and Linkfinder + is tested and operational
- ERA Committee is formed and debriefed on technical and UI functionality
- Connectors are tested and search indices are selected
- Database connectors (of available connectors) are selected
- ERA collections are created
- Outstanding technical issues with Encompass and Linkfinder + are resolved
- Final UI is designed and tested
- Marketing and communication materials are developed
- Reference staff are trained
- ERA Phase one launched (September 7)
- ERA Phase two and three begins

Library and Learning Commons Initiative H2: Being a partner in the OIT Project of Building a Learning Objects Repository

Collaborating with Seneca partners, the library will be supporting e-learning by contributing to the building and managing of digital repositories.

The first digital repository project is being funded through the Ontario Innovation Trust (OIT). The project is the building of a Learning Object Repository with a project goal of end user testing of interoperability of LO repository tools developed by EduSource with proprietary search and course management software. The library will be working with Dawn Mercer in the role of Principal Investigator and the ITT department. The library has two roles in the OIT project. One is providing expertise in the area of metadata, and the second role is our expertise with ENCompass software. The ENCompass product will be used as an example of proprietary software and used for federated searching.

Project Team:

Dawn Mercer (PI), Tanis Fink, Carolyn Lam, Santo Nucifora, Joanna Hunt, Jane Foo, Kathy Siedlaczek and metadata librarian.

Key Activities to Achieve the Initiative:

1. Review the final OIT grant proposal to identify commitment of each partner, budget and resources received and the deliverables of the project.
2. Develop a project scope that includes terms of reference, mandate, objectives, major milestones of the project and timelines.
3. Set up of project web site with pertinent documentation and information about the project.
4. Identify the roles of the individual partners in the project, both internally and externally.
5. Determine the various working subcommittees that need to be put in place to get the various tasks done (i.e. infrastructure team, metadata team, user interface team, testing team, overall project team, advisory team).
6. Meet with all the partners to confirm their commitment to the project and follow-up with a confirmation letter from the college.
7. Develop a task list and timelines for the various milestones of the project.

8. Assign a project manager to the project.
9. Establish a regular meeting schedule with minutes prepared after each meeting and posted on the project web site.
10. Create a list of all software and repositories that need to be reviewed and evaluated and determine who would be responsible for demonstrations.
11. Select repository architecture solution.
12. Develop the infrastructure by setting up the servers and the software.
13. Prepare a series of learning objects and enter them into the repository with the library being responsible for the metadata.

Identify Outcome Measures (Indicators and Milestones):

- Confirmation letters have been sent to each partner in the project outlining their commitment
- Project scope is completed with terms of reference, mandate, objectives, major milestones and timelines
- Project manager assigned
- Project web site created and maintained
- All pertinent software and repositories reviewed and evaluated
- Hardware and software infrastructure set up
- Learning Objects entered into repository with metadata tag