

# **COLLEGE OF SOUTHERN IDAHO BOARD OF TRUSTEES**

**April 19, 2004**

**5:30 p.m.  
TAYLOR BUILDING - ROOM 258**

## **AGENDA**

**MINUTES: (A) *Mike Mason***

**TREASURER'S REPORT: (A) *Mike Mason***

**BUS BID: (A) *Mike Mason***

**HEADSTART MID-YEAR OUTCOMES REPORT: (I) *Mike Mason***

**HERRETT CENTER ADDITION & REMODEL: (I) *Jim Woods***

**FUTURE OUTLOOK - LIBRARY/INFORMATION TECHNOLOGY CENTER: (I) *Edit Szanto***

**STRATEGIC PLAN AND INITIATIVES: (I) *Curtis Eaton & Char Sutton***

**UPDATE ON 2004-05 PROPOSED BASKETBALL SCHEDULE: (I) *Jeff Duggan***

**PROFESSIONAL RECOGNITIONS: (I) *President Meyerhoeffer***

**PRESIDENT'S REPORT: (I) *President Meyerhoeffer***

**OLD BUSINESS**

**NEW BUSINESS**

COLLEGE OF SOUTHERN IDAHO  
COMMUNITY COLLEGE DISTRICT  
BOARD OF TRUSTEES MEETING  
APRIL 19, 2004

CALL TO ORDER: 5:30 p.m. Presiding: LeRoy Craig

Attending: Trustees: LeRoy Craig, Dr. Charles Lehrman,  
Dr. Thad Scholes, Donna Brizee and Bill Babcock

College Administration: Gerald Meyerhoeffer, President  
John M. Mason, Secretary/Treasurer  
Robert Alexander, College Attorney  
Dr. Jerry Beck, Executive Vice President and Chief  
Academic Officer  
Curtis Eaton, Vice President of Planning and  
Development  
Dr. DeVere Burton, Instructional Dean  
Dr. Ken Campbell, Dean of Technology  
Dr. Barbara Knudson, Dean of Human Resources  
Dr. John Martin, Registrar  
Graydon Stanley, Director of Student Information  
Randy Dill, Physical Plant Director  
Jeff Duggan, Assistant to the President/Athletic  
Director  
Karen Baumert, Public Information Director  
Doug Maughan, Herrett Center/Public Information  
Officer  
Kathy Deahl, Administrative Assistant to the  
President

CSI Employees: Teri Fatig, Edit Szanto, Dr. Claudeen  
Buettner, Char Sutton, Scott Scholes, Jim Woods

Visitors: Lisa Hoffman, Henry Jones, Debbie Courier, Jim  
Barker, John Pinz and Tim Zebarth

Faculty Representatives: Julie Heithecker and Jim Wilson

PACE Representative: Chris McManaman and Eric Studebaker

Times News: Karin Kowalski

Tower: Dustin Lapray

MINUTES OF THE REGULAR SESSION OF MARCH 22, 2004, were approved as written on MOTION by Bill Babcock. Affirmative vote was unanimous.

TREASURER'S REPORT: The Treasurer's report was approved on MOTION by Dr. Charles Lehrman. Affirmative vote was unanimous.

BIDS

1. The Board approved the low bid of Bryson Sales and Service of Bountiful, Utah in the amount of \$67,878.00 for the specified bus on MOTION by Dr. Thad Scholes. Affirmative vote was unanimous.

Funding for this purchase is from the Plant Facility Fund to be repaid by the CSI Transit Department through interdepartmental charges.

PRESIDENT'S REPORT:

1. John Pitz, Twin Falls County Fair Manager, advised the Board that Twin Falls County was considering an election to pass a bond levy for the construction a sixty-six thousand square foot multipurpose center. Mr. Pitz was concerned that the public may have the perception that the facility would compete with the Eldon Evans Expo Center. He asked the Board for a letter of support indicating the project would not be in competition with the Eldon Evans Expo Center.

Trustees LeRoy Craig and Dr. Charles Lehrman spoke in favor of the project. Randy Dill advised the Board that the Eldon Evans Expo Center was extremely busy and in need of relief.

Dr. Thad Scholes MOVED that the College of Southern Idaho support the project and assist in finding grant funding to help with the costs. Affirmative vote on the MOTION was unanimous.

2. The Board reviewed the Headstart mid-year outcomes report as presented by Mike Mason. The Board also reaffirmed the South Central Head Start Policy Council Dispute Resolution Procedure.

CSI Trustees

April 19, 2004

Page 3

3. Jim Woods updated the Board on the observatory addition to the Herrett Center. He noted that the telescope installation was complete and the pier was the most stable the telescope company had ever experienced.

With the addressing of a few punch list items, the addition will be ready for the May 20<sup>th</sup> grand opening.

4. Edit Szanto, Library Director, reviewed her vision for the future of the library. She said she was in the process of gathering data to determine the right kind of service and technology to offer. Ms. Szanto is also looking at reconfiguring some library areas so they can be better utilized by students.

5. Curtis Eaton asked the Board to review the Strategic Planning Initiative for discussion at a future Board meeting. Char Sutton reviewed the process used in the development of the initiative.

President Meyerhoeffer thanked Mr. Eaton and Ms. Sutton for their extensive efforts in getting campus wide participation in the process.

6. Dr. Claudeen Buettner was promoted to the position of Dean of Health Sciences and Human Services. President Meyerhoeffer and Dr. Jerry Beck reviewed her accomplishments and the outstanding growth and quality of the department under her leadership.

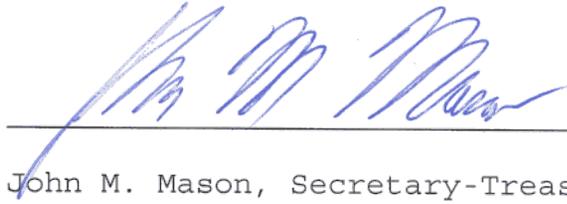
Graydon Stanley was promoted to the position of Dean of Students. President Meyerhoeffer and Curtis Eaton reviewed his accomplishments and the positive impact he has on our students.

The promotions were approved on MOTION by Bill Babcock. Affirmative vote was unanimous.

7. Graydon Stanley reported that four hundred and sixty students voted for student body officers for next year. The results are as follows: President - Megan Thom, Vice President - Luke Hamilton, Secretary - Stephanie Stanley and Treasurer - Sarah Smith.

8. The President reported that employee contracts had been mailed.

ADJOURNMENT was declared at 6:41 p.m



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John M. Mason, Secretary-Treasurer

Approved: June 21, 2004



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Chairman



April 9, 2004

To: President Meyerhoeffer and the College of Southern  
Idaho Board of Trustees

From: Mike Mason

Re: Bus Bid

We received two bids for the specified 29 passenger  
bus. The bids are as follows:

Harlow Bus Sales - Base Bid	\$76,580.00
Bryson Sales and Service - Base Bid	\$66,543 00
Seatbelts	925 00
Electric Door	410 00
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Total	\$67,878 00

Based upon a review of the bids by Lynn Baird and  
Jeremy Miller, I recommend that we accept the low bid of  
Bryson Sales and Service of Bountiful, Utah in the amount of  
\$67,878.

The bus specifications are attached. The expected  
delivery date for the bus is July 2004.

Funding for the bus is from the Plant Facility Fund.  
Trans IV will repay the Plant Facility Fund for the bus  
through inter-departmental charges for use of the bus.

TRANS IV BID BUS EQUIPMENT LIST FOR MARCH 24, 2004 BID

EQUIPMENT LIST OF BUS SUBMITTED TO TRANS IV, TWIN FALLS, ID

Quantity	Model	Description	GVW
1	DF310GI	DEFENDER 213.5-GMT560 CHEVY 6.6L DIESEL-ALLISON 1000 SERIES	19,500
1	STD.	GMT-560-19,500 GVWR-C5500-213..5" W/B	
1	STD.	6.6 L DIESEL 210 H/P @ 2750 RPM	
1	STD.	520 LB TORQUE @ 1800 RPM	
1	STD.	ALLISON 1000 SERIES TRANS	
1	STD.	HIGH IDLE	
1	STD.	DUAL 700 CCA BATTERY	
1	STD.	BATTERY ISOLATOR	
1	STD.	1000 W BLOCK HEATER	
1	STD.	DUAL 105 AMP ALTERNATORS	
1	STD.	AUTO ENGINE SHUTDOWN & ALARM	
1	STD.	7000# I-BEAM WIDE TRAC FRONT AXLE	
1	STD.	7000# TAPERLEAF FRONT SUSP.	
1	STD.	13,500 SINGLE SPEED REAR AXLE	
1	STD.	13,500# TAPERED LEAF REAR SUSP.	
1	STD.	4.78 AXLE RATIO	
1	STD.	REAR STABILIZER BAR	
1	STD.	PAINTED STEEL FRONT BUMPER	
1	STD.	MANUAL (OEM) DRIVERS SIDE MIRROR	
1	STD.	40 GALLON FUEL TANK	
1	STD.	DUAL HORNS	
1	STD.	TILT/CRUISE CONTROL	
1	STD.	DRIVERS HIGH-BACK BUCKET, FIXED HEIGHT, MANUAL ADJUSTER	
1	STD.	19.5" WHEELS/225/70R 19.5 12-PLY LOW PROFILE TIRES	
1	10605	MUD FLAPS FRONT	
1	22732	MONITOR, 22" FLAT SCREEN LCD	
1	22730	PLAYER, DVD	
1	21342	RADIO, AM/FM/CD/PAGE W/4 SPEAKERS	
1	STD.	BLACK RCA RUBBER RIBBED AISLE, CARPETING UNDER SEATS	
1	33110	WHITE STANDEE LINE	
1	45021	87, 000 BTU MAX A/C (GM 6.6 GMT-560 DIESEL)	
1	40807	HEATER 65, 000 BTU	
1	75403	SAFETY PACKAGE 1	
1		INCLUDES:	
1		SMALL BACK UP ALARM	
1		5 # FIRE EXTINGUISHER	
1		FIRST AID KIT (13 UNIT)	
1		REFLECTOR TRIANGLES	
1		RIGHT HAND GRAB RAIL	

TRANS IV BID BUS EQUIPMENT LIST FOR MARCH 24, 2004 BID

28	82009	INTERIOR, WALLS CARPETED (PER FOOT)	
1	80058	LUGGAGE, COMPT REAR w/FIXED WALL	
28	81218	OVERHEAD PARCEL RACK W/READING LIGHT (PER FT)	
1	STD.	PACKAGE INCLUDES:	
1	STD.	32" FIXED LUGGAGE COMPT.	
1	STD.	STD. BLACK RUBBER FLOOR	
1	STD.	REAR LUGGAGE DOOR W/LOCK	
1	STD.	DOOR ACTUATED INTERIOR LIGHT	
1	STD.	DOOR AJAR LIGHT W/BUZZER	
1	STD.	STD. ESCAPE HATCH	
1	STD.	CARPETED INTERIOR LUGGAGE WALLS	
1	94010	HI-BACK FEATHERWEIGHT RIGID	
2	94031	HI-BACK FEATHERWEIGHT RIGID w/T LEG SINGLE	
12	94030	HI-BACK FEATHERWEIGHT RECLINER w/T LEG DOUBLE	
29	90049	LEVEL 5 FABRIC UPGRADE (PER PASSENGER)	
1	90005	COVER DRIVER SEAT LEVEL 5	

28 FOOT, 29 PASSENGER REAR LUGGAGE COMPARTMENT, GMT560 CHASSIS DEFENDER MINIBUS TOTAL BID BASE PRICE: **\$66,543.00**

Options you may wish to consider

29		SEAT BELT 74" RETRACTABLE TRAVELING		\$	925.00
1		SPARE TIRE/WHEEL 19.5" SHIP LOOSE		\$	360.00
1		DOOR, BODE "PLUG" STYLE, AIR		\$	3,995.00
1		DOOR, BODE "PLUG" STYLE, ELECTRIC		\$	2,600.00
6		PAINT WHEELS (ONE SIDE) PER WHEEL		\$	250.00
1		INTERIOR, WALLS AUTOCLOTH		\$	660.00
1		INTERIOR, CEILING AUTO CLOTH		\$	424.00
1		FEATURE PANEL (CEILING), MATCHES THE SEAT FABRIC		\$	340.00
1		MIRRORS, EXTERIOR HEATED/REMOTE C/S ONLY GMT-560		\$	615.00
1		DOOR, ENTRANCE 30" ELECTRIC CUTAWAY		\$	410.00
28		FLOORING, FULL RUBBER GRAY RCA, RIBBED AISLE, SMOOTH UNDER SEATS		\$	694.00
1		TV/MONITOR, 13.0", ONE EXTRA MID-SHIP		\$	625.00
1		LIGHT, REAR CENTER BRAKE		\$	45.00
1		TOW EYES, REAR (ALL)		\$	70.00
1		EXHAUST, STREET SIDE		\$	95.00
1		DROP FLOOR LUGGAGE COMPARTMENT		\$	151.00

CHASSIS UPGRADE TO ALLOW FOR 29 PASSENGERS WITHOUT A RESTROOM, GVWR MOVES TO 22,000, TRANSMISSION MOVES UP TO AN ALLISON 2400, BUS GAINS TWO FEET IN LENGTH WHICH CAN BE USED TO INCREASE THE REAR LUGGAGE COMPARTMENT FOR MORE CARGO SPACE. NORMAL LUGGAGE SPACE IS 36" DEEP. THIS UPGRADE CAN CHANGE THAT TO USE ANY OR ALL OF THAT EXTRA TWO FEET OF LENGTH.

1	DF330GT	DEFENDER 233-GMT560 CHEVY 6.6 L DIESEL-ALLISON 2200 SERIES	22,000	6,309.00	\$	6,309.00
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## *Summary of Subcommittee Recommendations*

### Maintaining the CSI Culture

- Define the culture at CSI i.e. characteristics and behaviors that the internal community (both employees and students) values as well as what the external community values;
- Maintain the identified values by communicating them widely, hiring employees that share those values, and including those values as we mentor each other.

### Quality Instruction and Student Growth/Teaching Strategies

- Define what quality instruction at CSI means (its traits and what tools measure it). Then, given historical growth, how do we plan to maintain and/or improve instruction at CSI across disciplines;
- Develop a college-wide “teaching strategies” committee to share best practices and promote consistency in instructional delivery among not only full-time faculty, but part-time and dual credit faculty as well.

### Decision-Making and Communication

- Assess college-wide communication and determine how information is disseminated and obtained given its importance/value;
- Develop a system for building leadership from within for the future needs of the College that includes training in organizational decision making that supports policy and procedure as well as mentoring across employee types.

### Safety and Security

- Provide training for faculty and front-line staff to increase awareness of and skills for handling dangerous situations;
- Improve college-wide pedestrian and traffic safety by assessing lighting, traffic patterns, theft and vandalism and respond accordingly.

### Alternative Funding

- Increase funding at CSI through alternative methods i.e. assess new student fees; tap resources of business/industry beyond mere advisory roles; develop student-run revenue-generating enterprises;
- Continue raising funds through the CSI Foundation, Grant Development, and federal earmarking process in support of the College.

## **SOUTH CENTRAL HEAD START**

### **2003-2004 Mid-Year Report- Program Wide School Readiness Outcome Measures**

#### Introduction

South Central Head Start's purpose is to serve the lowest income, highest risk three and four year old children in our service area. We are currently funded to serve only 40% of the age and income eligible children in our area. With that funding comes a responsibility to administer the program in a way that demonstrates increased school readiness of enrolled children. Our funding sources and the public want to know that their investment in Head Start brings measurable results! We aim to have accurate information on the children's progress throughout the year available, without subjecting them to "high stake" testing.

#### Assessment Tools

##### *National Head Start Reporting System*

This assessment tool was developed during the past year by the Administration for Children and Families, specifically to respond to a congressional mandate for information on the school readiness skills of Head Start children as they transition to kindergarten. It is designed to measure each child's progress on key literacy and numeric skills, such as vocabulary; letter naming; number identification; shape recognition; size judgments; simple measurement and word problems.

##### *Child Observation Record*

The COR assessment tool is based on observations and anecdotal information compiled by classroom and home visit staff. The COR was developed to coordinate with the High Scope curriculum, which we implement in SCHS classrooms.

#### Assessment Timelines

Three SCHS management team members were trained by ACF contractors to provide training for local staff to complete the National HS Assessment during the fall of 2003. This assessment tool is intended for use prior to HS services beginning for children eligible for kindergarten the following fall. This year, however, the materials were not available for implementation until several weeks after services had begun. 449 enrolled four year olds were assessed between October and November and the completed assessments were submitted November 21, 2003. A report outlining program wide results is to be provided by the end of February. A second assessment, utilizing a modified version of the fall assessment tool will be conducted late this spring. The average progress of SCHS enrollees as compared to those of other HS programs will be provided to us later in the summer.

The individual COR anecdotal and observation summaries from the beginning of the year are summarized by classroom staff and submitted to the HS Central Office by mid-November and again by mid- February and mid May. This information is entered into a COR database, which evaluates the information and provides an analysis of the average skill levels of the children in our program. After the second and after the third summaries are entered, the database draws out a comparison that shows progress, in the form of charts, graphs and percentages. Throughout the year, the data is shared with center staff, parents, community members and the Head Start Policy Council for analysis and discussion.

### Program Wide Results

#### *National Head Start Reporting System*

The NRS assessed four skill areas, understanding spoken English, vocabulary, letter recognition, and early math skills. All the children assessed in English knew on average 14 of 20 items in the area of understanding spoken English. They scored about 13 out of 24 items in vocabulary, 4 letters of the alphabet, and 9 out of 21 items in early math skills. The children that were assessed in Spanish knew about 14 out of 20 items in understanding spoken Spanish, about 12 out of 24 in vocabulary, about 3 letters of the Spanish alphabet, and 7 out of 21 in early math skills.

#### *Child Observation Record*

The “time 1” COR results showed that the overall average score for this year’ s enrolled children was 2.8 (on a scale of 1-5). The lowest average score (1.68) was in the Letter/Alphabet Recognition category and the highest average score (3.1) was in the Receptive Vocabulary category. The overall average increase for the period between “Time 1” and “Time 2” is 22.7 %. The average increase in Letter/Alphabet recognition was 17.9 % and in Receptive Vocabulary was 20.5 %.

Last year we noted that four year olds enrolled in the full year/full day option showed higher gains in letter recognition than those in the part year/part day option. So far this year, they have shown a 14.1% increase in Letter/Alphabet recognition and 23.6% in Receptive Vocabulary. Another overall category we have been interested in tracking is the progress of children for whom English is a second language. Last year, these children’s average overall total gain (November-May) was 26.9%, compared to a program wide gain of 27%! So far this year this group’s average overall gain is 29.3%

### So What?

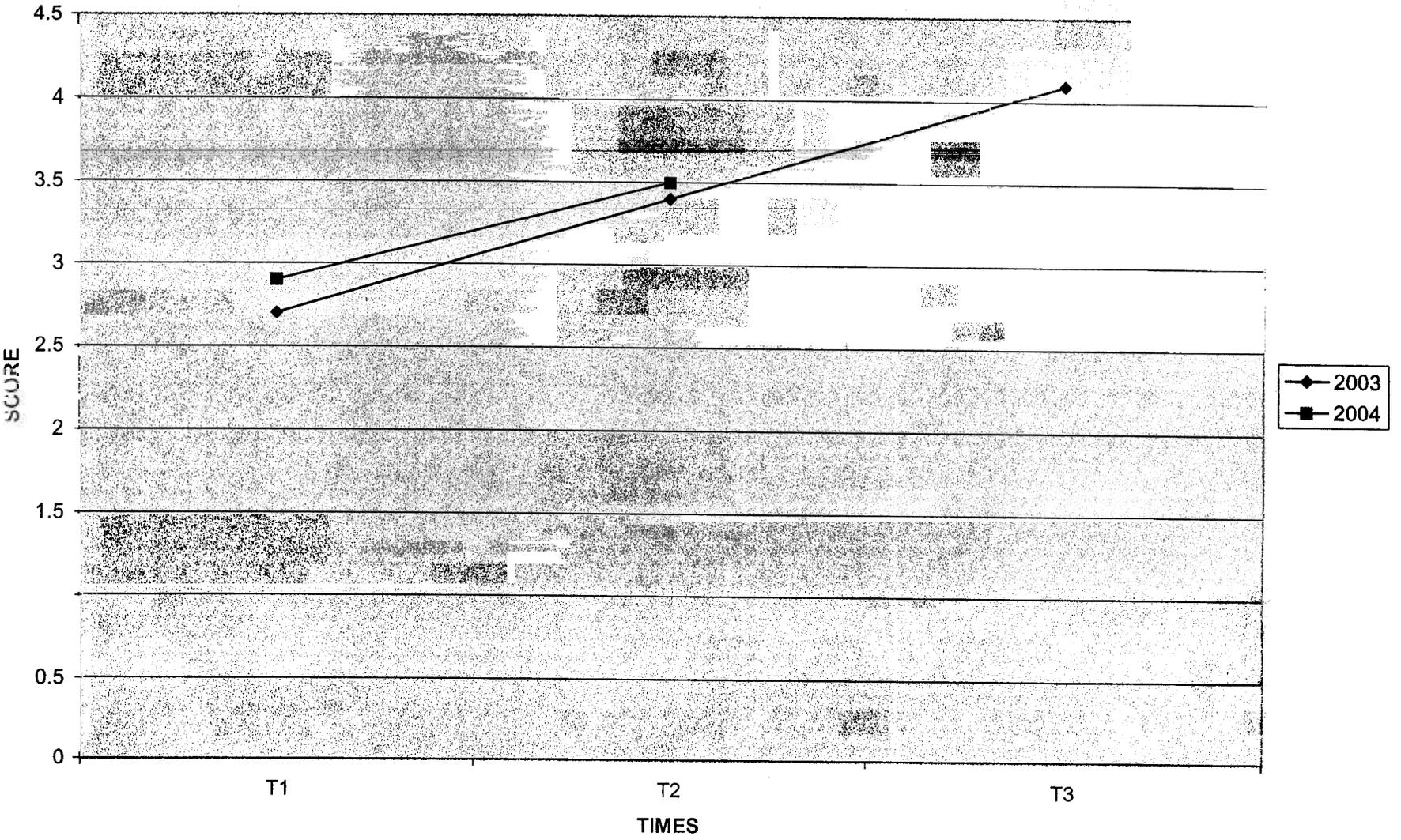
\*We can confirm that enrolled children are making steady progress, in every classroom, and in every measured skill.

\*We need to continue training and technical assistance for staff and parents in order to decrease inconsistencies in the methods for collecting and reporting information.

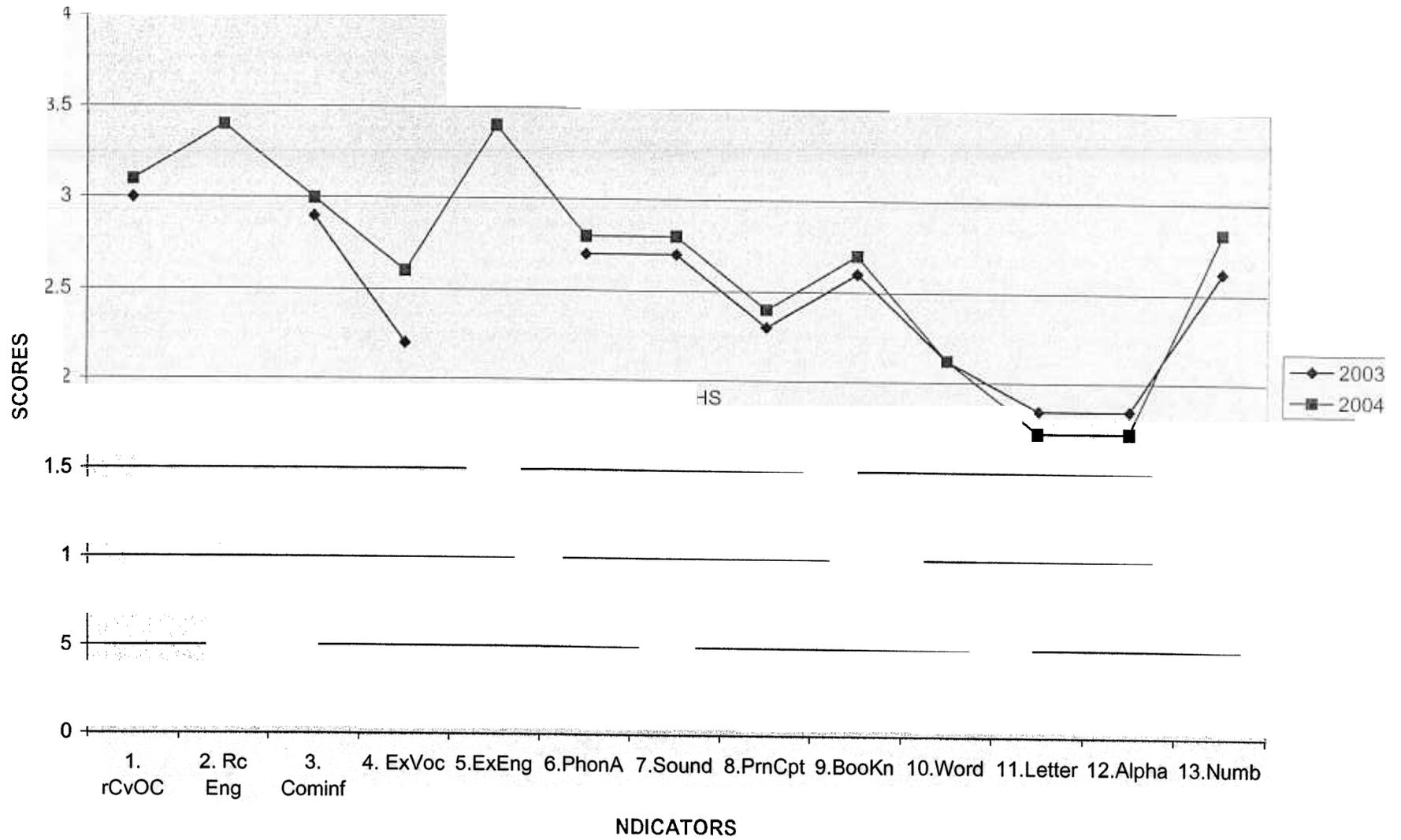
- The data collected sometimes brings more questions than answers!! For example, when one group of children seems to make far greater progress than other groups, is it because the classroom staff is particularly skilled??? Or, is it because the parents are more involved?? Or is it because the children enrolled are at lower {or higher?} risk? We know that long-term studies from the High Scope Foundation indicate that while preschool children seem to learn a little faster in the short run with teachers who use more direct instruction, it may be detrimental in the long run. We are striving for a balanced approach.
- Does program option make a difference? Last year, it was clear that, on average, children enrolled in the full year/full day option made far greater progress in school readiness skills. We responded by making an increased effort to provide parents with the information and tools they need to expand their role as their child's primary teacher.

As we review the data, even more questions will develop! Please review the attached summary charts and let us know what YOUR questions or observations are.

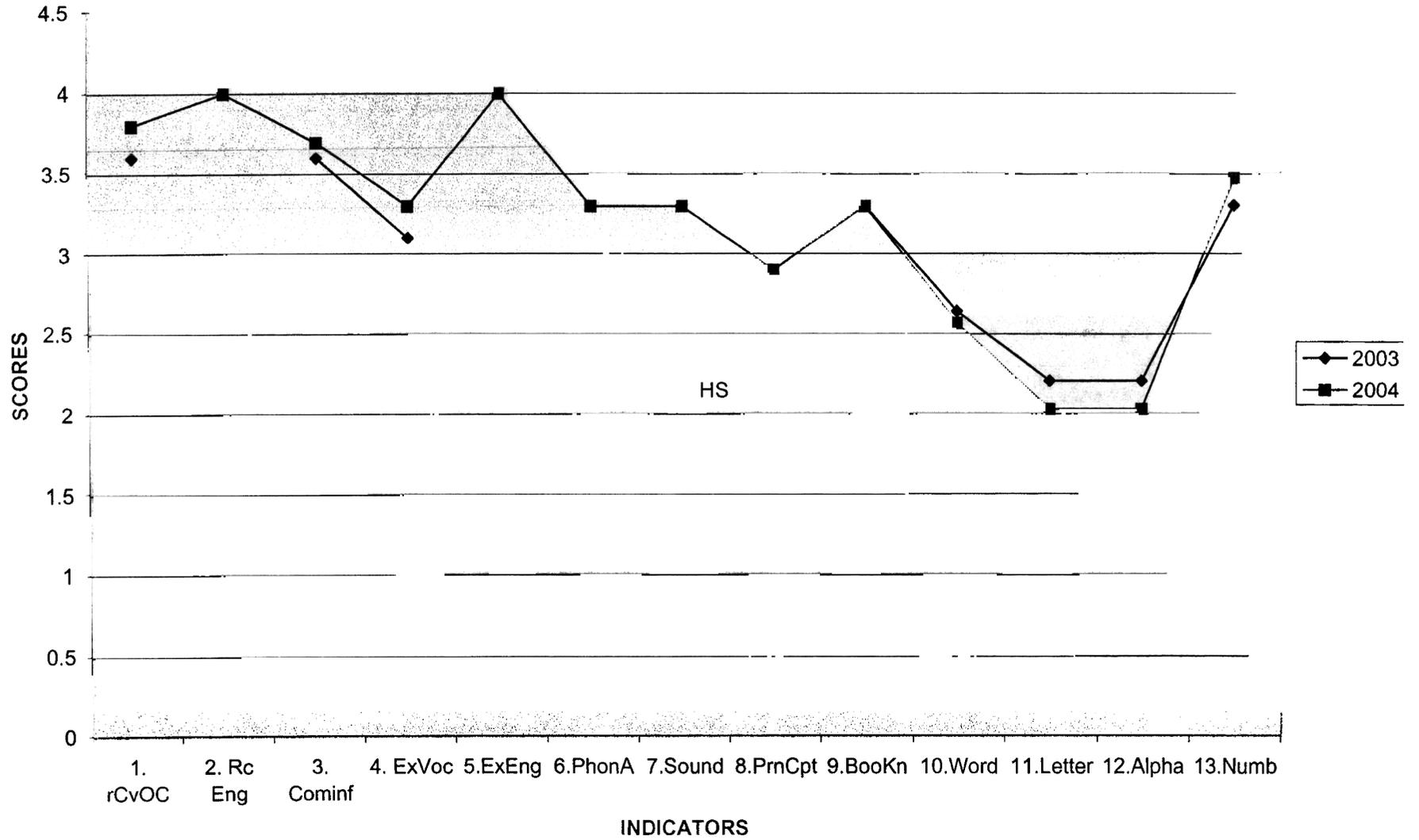
# COR - PROGRAM WIDE - ALL CHILDREN 2003 vs 2004

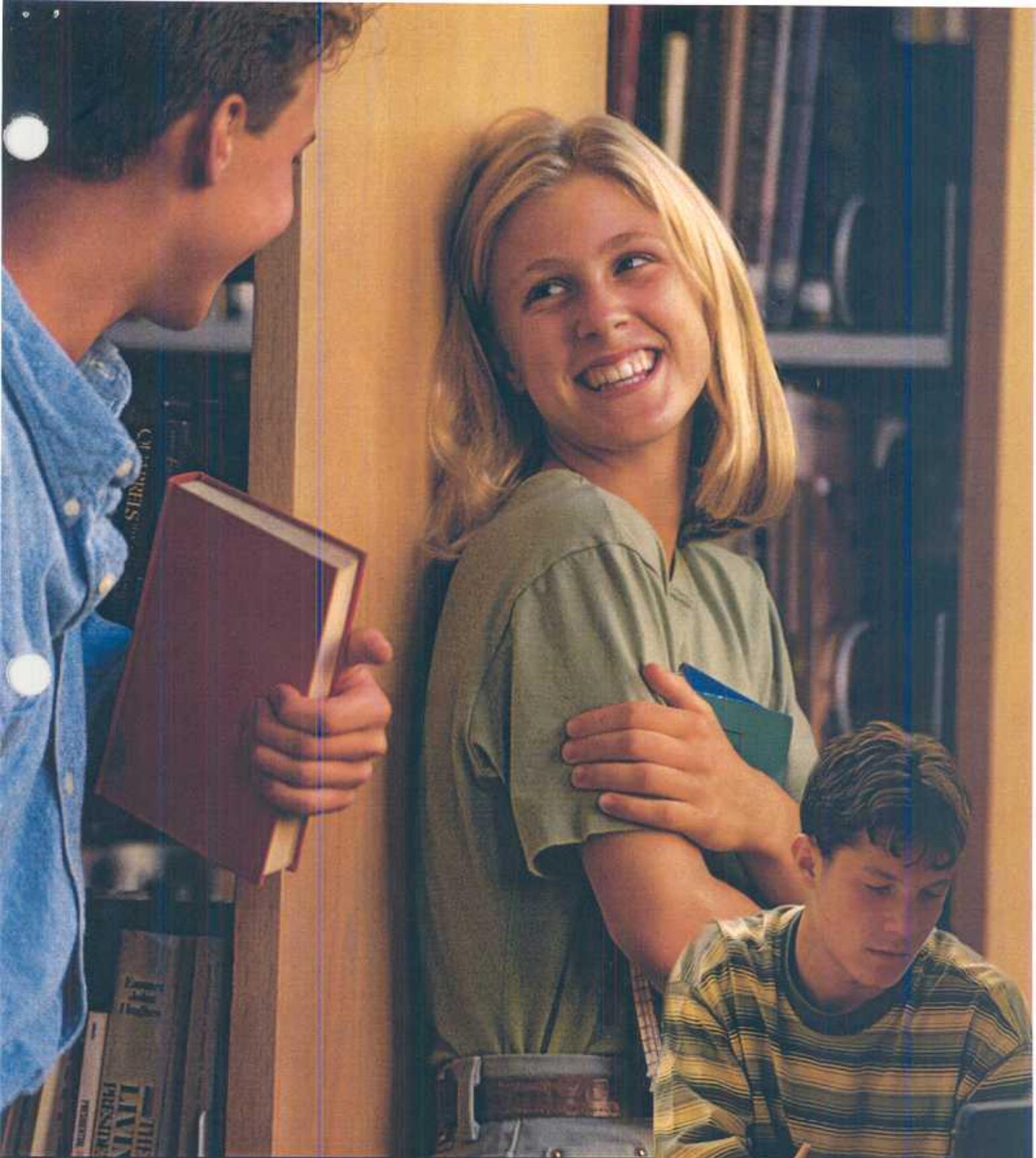


### HS REQUIRED INDICATORS 2003 VS 2004 T1

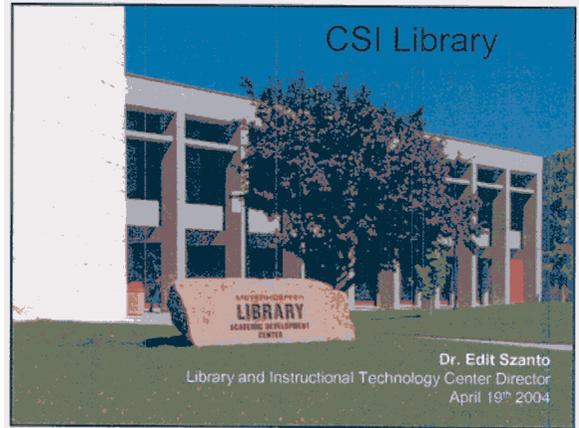
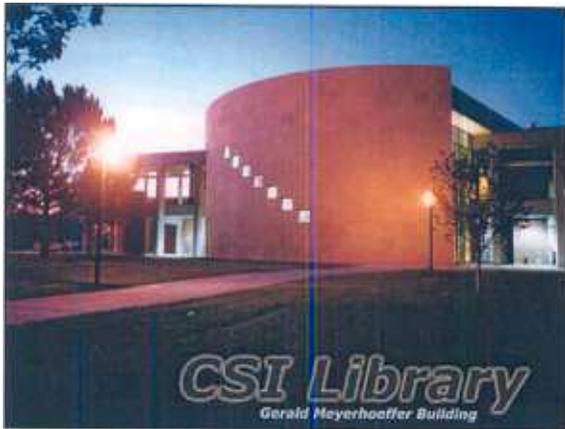


### HS REQUIRED INDICATORS 2003 VS 2004 T2





**CSI Library**




### The Present

*CSI Library*

- I am very excited about this new opportunity
- I enjoy challenges as well as being a change agent



### First Thing First

*CSI Library*

- Observe, ask questions, listen, and learn
  - Our library
  - Our users
  - Our current users' needs
  - Predicting our future users' needs – “thumb generation,” tomorrow’s faculty and staff, community members
  - Customization and personalization of services offered



### First Thing First

*CSI Library*

- Observe, ask questions, listen, and learn
  - How we (library and ITC) can serve the mission of the College
  - What other libraries are doing (visit all academic libraries in the state; as well as some public and school libraries)
  - What works, what doesn't, what meets our unique needs



### First Thing First

*CSI Library*

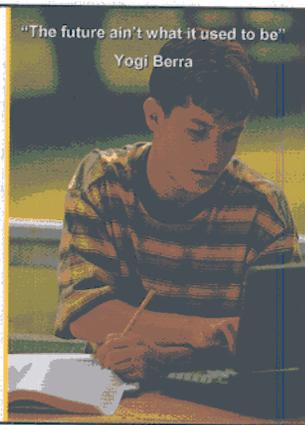
- Marketing focus - **users**
- Monitor shifts in:
  - demographics
  - constituents' behavior
  - lifestyle choices
  - technology adoption
  - economic health
  - educational practices
  - communication, interaction and collaboration



## First Thing First

CSI Library

- Develop a clear picture of our strengths and weaknesses
- Be aware of opportunities and challenges
- Know all the trends – and how those trends will impact what we do:
  - To whom we will provide services
  - The types of services we will offer
  - The way we will offer those services



"The future ain't what it used to be"  
Yogi Berra

# Trends



## Trends

CSI Library

- Monitoring trends carefully
- Knowing the implications
- Being willing and able to meet the new challenges and take advantage of new opportunities



## Trends

CSI Library

- The one constant is: **Change**
- Embracing change, fostering innovation
- The role and function of libraries are changing – cultural change
- Traditional definition of a library: "A **place** in which literary and artistic materials, such as books, periodicals, newspapers, pamphlets, prints, records, and tapes, are kept for reading, reference, or lending."



## Trends

CSI Library

- Libraries must be:
  - Customer oriented
  - Flexible
  - Pro-active
  - Entrepreneurial and creative
  - Team players
  - Friend/fund raisers - the right relationships managed right



## Trends

CSI Library

- The Library as:
  - The primary information provider to the College.
  - Campus learning center – fostering the learning environment
  - Promoter of new methods of scholarly communication and collaboration
  - Community anchor



## Trends

*CSI Library*

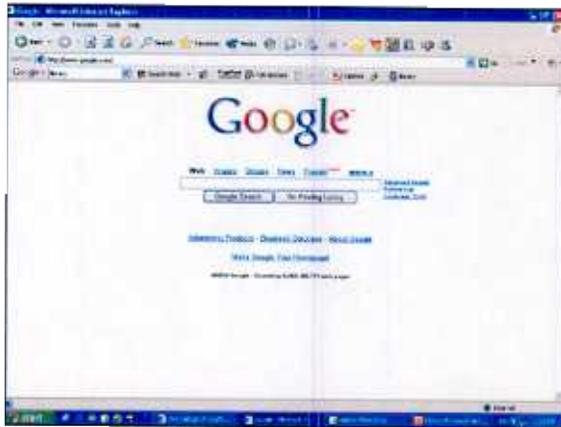
- Continually increasing demand for **convenient access** (any time, anywhere) to information, resources and services
- **Role of technology** – seamless integration into library and information services
- Variety of media formats: DVDs, e-books, electronic journals, digital images and videos, etc.
- Users no longer want to photo copy materials, they want to be able to e-mail the article to themselves or burn it on a CD/DVD



## Trends

*CSI Library*

- Online resources, information, and services
- “Competing with Google”
- Changing role of librarians – cyberians




## Trends

*CSI Library*

- **Online Learning**
- Online courses, training, and seminars (Webinars), even whole programs
- Blackboard
- Distance learning
- Telecommuting




## Trends

*CSI Library*

- **Online library information, resources and services**
- Enabling patrons to effectively and efficiently find and retrieve information (removing all the barriers)
- e-Reserves
- Virtual reference
- Online homework help
- Online interaction, communication and collaboration
- Electronic document delivery
- Digital and online databases



## Trends

*CSI Library*

- Lifelong learning ("K through life")
- Diversity of the population we serve (age, gender, race/ethnicity, geographic location, education level)
- Alumni - services for life – patrons for life
- Continuing education, professional development, training and re-training



## Trends

*CSI Library*

- **Information literacy**
- Importance of information literacy in a knowledge economy
- The value of intellectual capital
- Training students, faculty, staff, and community members how to recognize the need for information (when information is needed; how much information is needed; what kind of information is needed), how to access, retrieve, critically and objectively evaluate, save, manage, organize, summarize, synthesize, communicate (orally or in writing) and legally and ethically use information.



## Trends

*CSI Library*

- Demand for increased efficiency and effectiveness
- Finding ways to use our existing resources more efficiently
- Evaluating at processes and making them more efficient and effective
- Finding ways to cut cost
- Seeking outside grants
- Collaborating with other institutions and organizations to share resources and expertise
- Consortia



## Trends

*CSI Library*

- Library staff will be engaged, networked, and "transparent"
- Continuous improvement and professional development for library staff:
  - Keeping up with trends in the industry - online information and resources, Webinars
  - Ability to provide information services
  - Knowing how to use the tools
  - Being able to help our customers effectively and efficiently
- Actively contributing to improving processes
- Cross-training
- Becoming involved on campus (formal and informal channels)



## Trends

*CSI Library*

- Collaborating with other entities and organizations – strategic partnerships
- Continually improving the integration of Library/Web/instructional technology into the campus – taking advantage of the synergies that exist
- Working closely with faculty/staff/students to meet their needs
- Focusing more on marketing and public relations (internal/external)



## Trends

*CSI Library*

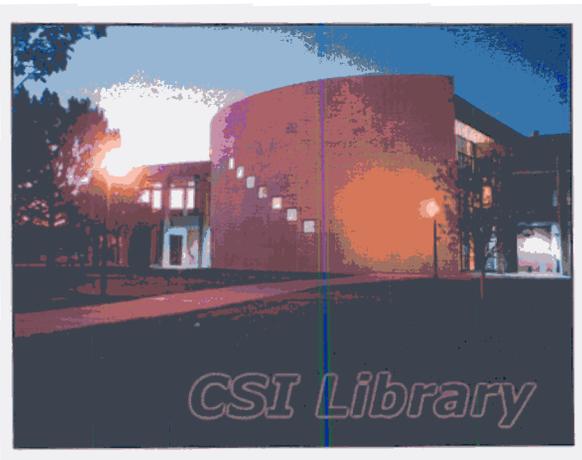
- Some legal and ethical issues are becoming more and more important
  - Copyright and intellectual property
    - Fair Use: to what extent can we substitute access for ownership?
  - Intellectual freedom
  - Equal access and digital divide
  - Security (of information, communication, processes)
  - Privacy (Family Educational Rights and Privacy Act/FERPA, Patriot Act, etc.)



### Strengths

*CSI Library*

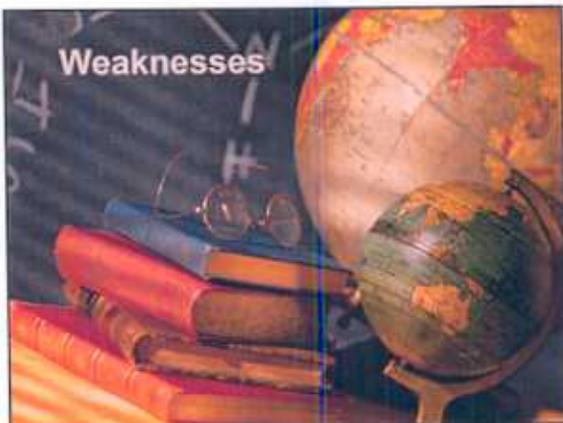
- Well-designed facility



### Strengths

*CSI Library*

- Staff
- Automation system
- Web site
- Some access to online databases
- Computer lab inside the library



### Weaknesses

*CSI Library*

- Somewhat isolated
- Collaboration has not been great
- Computer lab area too crowded - needs to be reconfigured to be more user-friendly (more room for users)
- Relatively limited access to online information, resources and services



## Weaknesses

*CSI Library*

- Marketing and public relations have not been the strongest areas
  - Product: type and number of services offered
  - Place: access to information and services
  - Promotion: public relations and advertising
  - Price: grants, consortia, collaborative endeavors
- On-campus involvement needs improvement
- Off-campus awareness



## Enter the Future



## CSI Library

- The weaknesses identified are relatively easy to overcome
- Change will take time
- Change will also take resources
  - Concentrating on increased efficiency and cost savings
  - Taking advantage of the synergies between information services and instructional technology
  - Grants



## We've Already Started

*CSI Library*

- Twin Falls Public Library connection
- Visiting other libraries and making connections
- Celebrating National Library Week
- Already working on addressing some of the weaknesses and taking advantage of the opportunities that exist
- Develop vision statement; revise mission statement
- Presentations to community members
- CSI Foundation
- Collaborative grants with the Herrett Center museum

## Bottom Line

- Responsive to our users' unique needs
- Ongoing communication with students, faculty, staff, community members
- Collaboration with other libraries and organizations



## Bottom Line

- From service providers to influencers
- Relationship management
- Libraries are mission critical for learning, teaching, training and professional development, economic development, information literacy, life-long learning



# CSI Library

Serving the mission of our College

