

CETYS Universidad System Strategic Plan 2007-2010* Centro de Información (Library)

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1. Introduction

1.1 Antecedents

CETYS Universidad begins this academia year, 2007-2008, continuing serving the Baja California's community after 45 years. Its beginnings, challenges, growth and consolidation are amply known among the three campuses: Mexicali (1961), Tijuana (1972) and Ensenada (1975) and documented in its publication: **Cetys: 40 de historia** (2002).

CETYS Universidad, an institution recognized for its academic quality and highly professional management, has historically practiced solid planning having goals of qualitative and quantitative expansion or growth: a list of documents attests to this growth-planning endeavor in the following titles of plans:

- Plan de Desarrollo CETYS 2010 (2000-2010)
- Plan de Desarrollo CETYS 2000 (1995-2000)
- Plan de Desarrollo CETYS 2000 (1986-1994)
- II Plan de Desarrollo Institucional (1977-1985)
- I Plan de Desarrollo Institucional (1970-1976)

Similarly, in a purely academic context, our institution has been constantly vigilant in safeguarding its commitment to maintain a state-of-the art status in all its levels and areas. Consequently, it has implemented a series of overhauling its academic scaffolding with specific plans being the following the most important: 1995, 2000 and 2004 the most recent.

In this educational Trek of almost half a century, CETYS Universidad has always been supported with a library in each of its campuses::

Mexicali	<i>Biblioteca y Centro de Información Norberto Corella Gil Samaniego</i>
Tijuana	<i>Biblioteca y Centro de Información Luis Fimbres Moreno</i>
Ensenada	<i>Biblioteca y Centro de Información Manuel Gómez Morín</i>

The libraries have been an integral participant in the growth and consolidation of the institution, but have also participated in the drafting of its growth and academic plans mentioned above. Concomitantly, it has also supported the institution's commitment to Baja California's community of observing its values through its Mission, Vision and Educational Model, a paradigm constructed by its philosophical and pedagogical principles and underling ideals.

The *Philosophical Principles* promote:

- a) Formation of a character underlined with humanism and values.
- b) Broad cultural background.
- c) Scientific background.
- d) Support toward updating and constant improvement of docents.
- e) Research as a formative attitude and activity among students and docents.
- f) Cultural expansion.

The *Pedagogical Principles* apply the following:

- a) To learn abilities and skills.
- b) To learn to learn.
- c) To learn to coexist.
- d) To learn to be and be good.

The underlining ideals emphasis or accentuate:

- a) Enterprising attitude.
- b) Social and labor connectivity.
- c) Research or investigative culture.
- d) Sustain improvement.
- e) Internalization.

The main points or strategic areas addressed in this document are:

- Information resources.
- Human resources.
- User Information literacy.
- Infrastructure
- Financial resources.

Since this section of the document is introductory, it is primarily impressionistic, but based on hard-core evidence that will later on be presented with inescrupalop precision

Hence, an inter-campus diagnostic covers the following period: 2001-2007 and includes:

- a) Basic growth statistics.
- b) SWOT matrix per campus.
- c) SWOT matrix institutional.
- d) Growth or development plan.
- e) Actions to be taken .
- f) Conclusions.

1.2. Plan CETYS Universidad 2010 (consult or read already translated official institutional English version).

El plan 2010 en su fase 2007-2010 representa hoy, la estrategia general que seguiremos todos para el cumplimiento de nuestra Misión y Visión Institucional. La segunda fase plantea que debemos trabajar con su esfuerzo coordinado, creativo e innovador, hará una realidad las líneas estratégicas.

1. Fortalecimiento del modelo educativo.
2. Consolidación y crecimiento de la población estudiantil.
3. Finanzas sanas

Para cristalizar las tres líneas estratégicas mencionadas se requiere lograr los siguientes 12 objetivos:

1. Fortalecer la cultura organizacional de la institución.
2. Desarrollar integralmente al recurso humano.
3. Lograr una estructura organizacional acorde a los fines educativos.
4. Mejorar la efectividad institucional.
5. Contar con procesos, infraestructura y equipamiento acorde a las necesidades institucionales, CETYS esbelto y ágil.
6. Contar con la arquitectura óptima de sistemas de información para la adecuada administración y operación del CETYS.
7. Obtener y/o obtener las certificaciones nacionales e internacionales.
8. Fortalecer el modelo educativo institucional.
9. Mejorar la integración con la comunidad en general y con sus exalumnos en lo particular.
10. Mejorar la satisfacción de los diferentes clientes.
11. Fortalecer el prestigio de la institución.
12. Incrementar al allegamiento de recursos económicos.

El logro del Plan de Desarrollo del Sistema de Bibliotecas será consolidado a través de más de una de las 12 iniciativas y en donde tendremos que formular diversos programas, proyectos y acciones a lo largo de todas las áreas funcionales de las tres bibliotecas para intentar lograr llegar al 2010.

Las iniciativas en donde enfocaremos mejora continua y desarrollo esbelto son:

1. Desarrollo eficaz de la función del recurso humano
2. Programa de mejoras en la cadena valor
3. Programas de fortalecimiento de desarrollo integral del docente
4. Universidad esbelta y ágil
5. Actualización en tecnología
6. Programas de acreditación
7. Programa de allegamiento de recursos

1.3 Our Reality

CETYS Universidad possesses a student population of approximately 4,174 in its three campuses, representing the totality of offered programs; to accomplish this, the institution has 150 faculty, roughly 25% de FTE and 75% adjunct or par time. Tendencias show that major areas of student growth are: junior college, post graduate and continuing education. It is important to point out a general perception with respect to user demand is the following: continuing education is the

least demanding of services and resources; with regard to other users, demand from least to most is junior college, undergraduates and graduates.

Now days, with all myriad changes and innovations in educational institutions, libraries today are sometimes not impacted positively or wholly if in case they are touched by them.

This ambivalent and unpredictable situation might provoke sentiments of being forgotten or neglected, low self-esteem and worst of all indifference to everything by its personnel. Consequently, this is reflected in negative evaluations by different constituencies or users of the library.

The documents referred to at the beginning of this paper toward physical, human and academic growth and development are directed to face said changes and innovations mentioned above. Even if libraries are included in these planning exercises, it is felt that sometimes, involuntary feelings of neglect and underestimation permeate them. Thus, a self-generated document can better articulate its past, present and future. We believe the documenté titled: **Plan Estratégico de Bibliotecas-Centros de Información CETYS Universidad 2007-2010** will for the first time serve as a more accurate instrument to measure the library's status and role for the institution's road toward accreditation.

The library's Strategic Plan will permit selecting with better precision the appropriate strategies to aid other departments in fulfilling the institutional mission.

Of the twelve institutional, strategically objectives of the 2010 Plan, the library's SP believes it helps immensely to fulfill eight of them:

- a) Fortify the institution's organizational culture.
- b) Wholly develop human resource.
- c) Improve institucional effectiveness.
- d) Have best architecture of information systems for the institution's adequate administration and operation.
- e) Obtain and or sustain national and international accreditations.
- f) Fortify educational model.
- g) Improve satisfaction of different constituencies.
- h) Fortify institucional prestige.

Thus, the present proposal helps confront the internal and external changes that the library faces constantly in conjunction with other departments in a collegiate manner

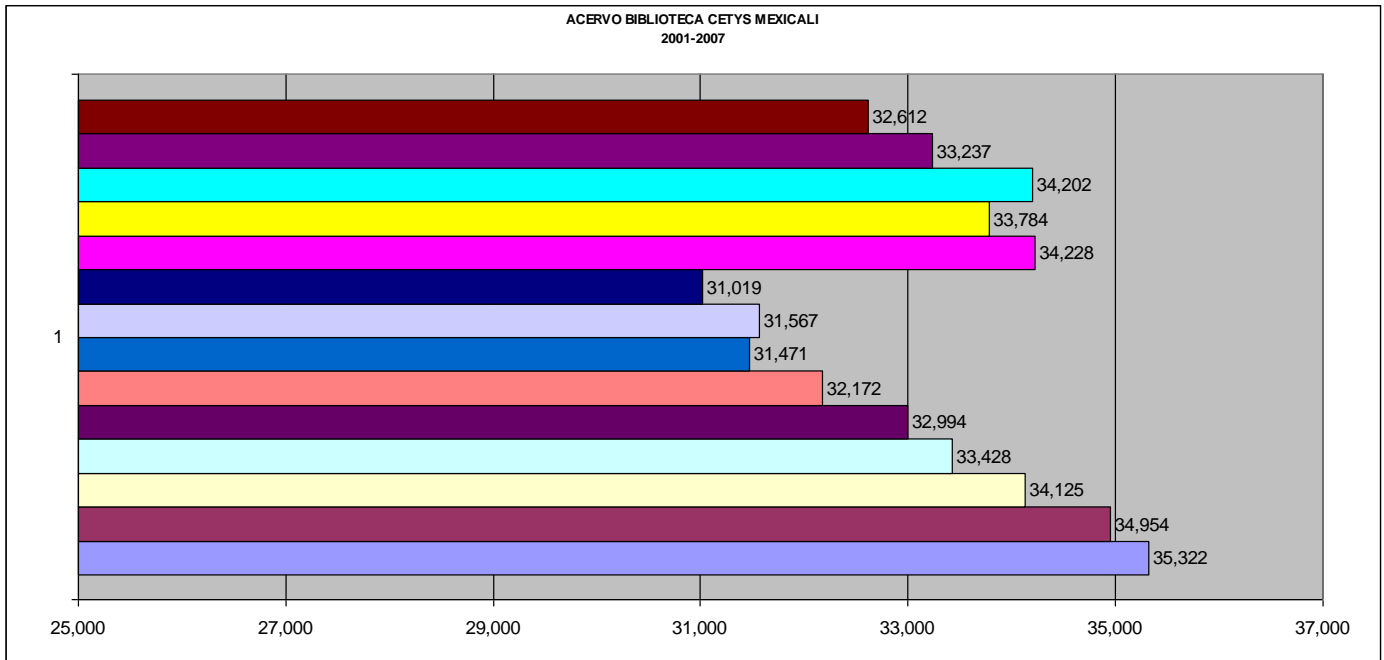
At the end, it is of utmost importance to accept inevitable that in a capriciously changing environment, the organization that does not adapt, not only is not competitive; but will have an Darwinian end, due to an absence of strategically not adapting.

2. Inter-Campus Diagnostic

2.1 Statistical Growth, Centros de Información (Library) 2007

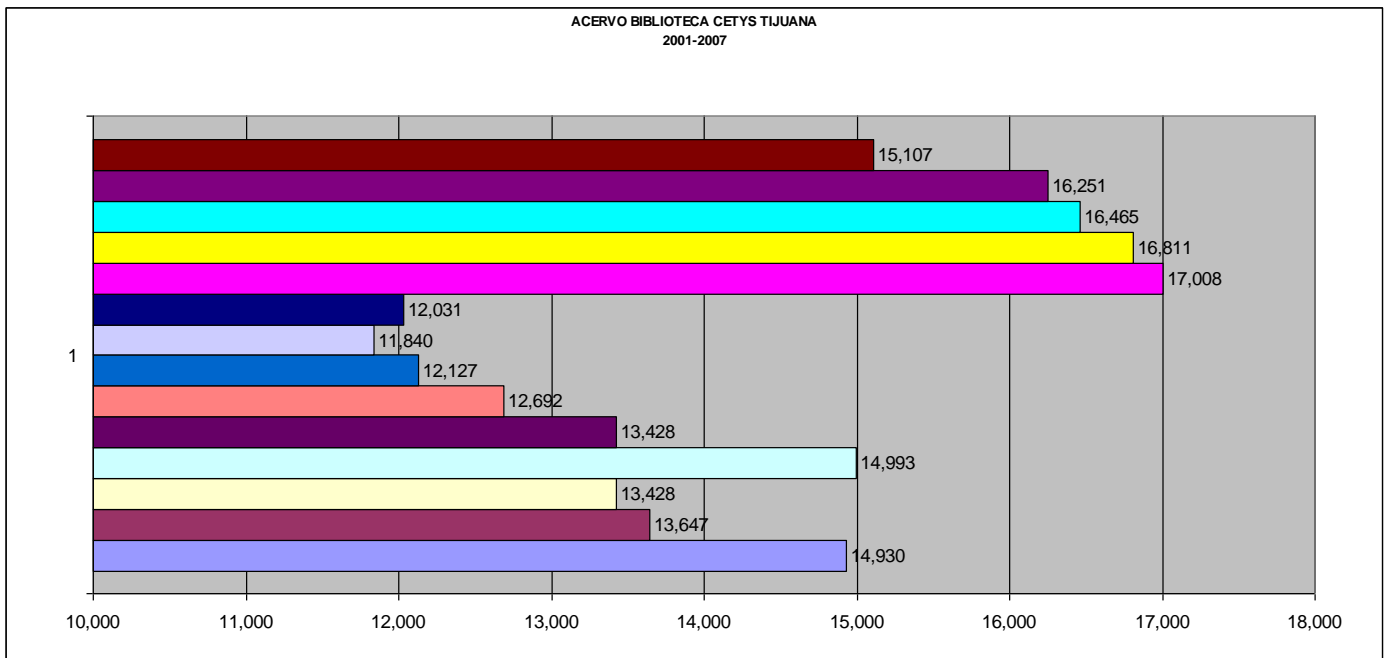
CAMPUS	Books	Magazines/journals	Audiovisuals
MEXICALI	35,322	123	1,392
TIJUANA	14,930	44	466
ENSENADA	15,605	86	483
TOTAL SYSTEM	65,857	253	2,341
68,451			

2.1.1. Book growth, Centro de Información CETYS Mexicali



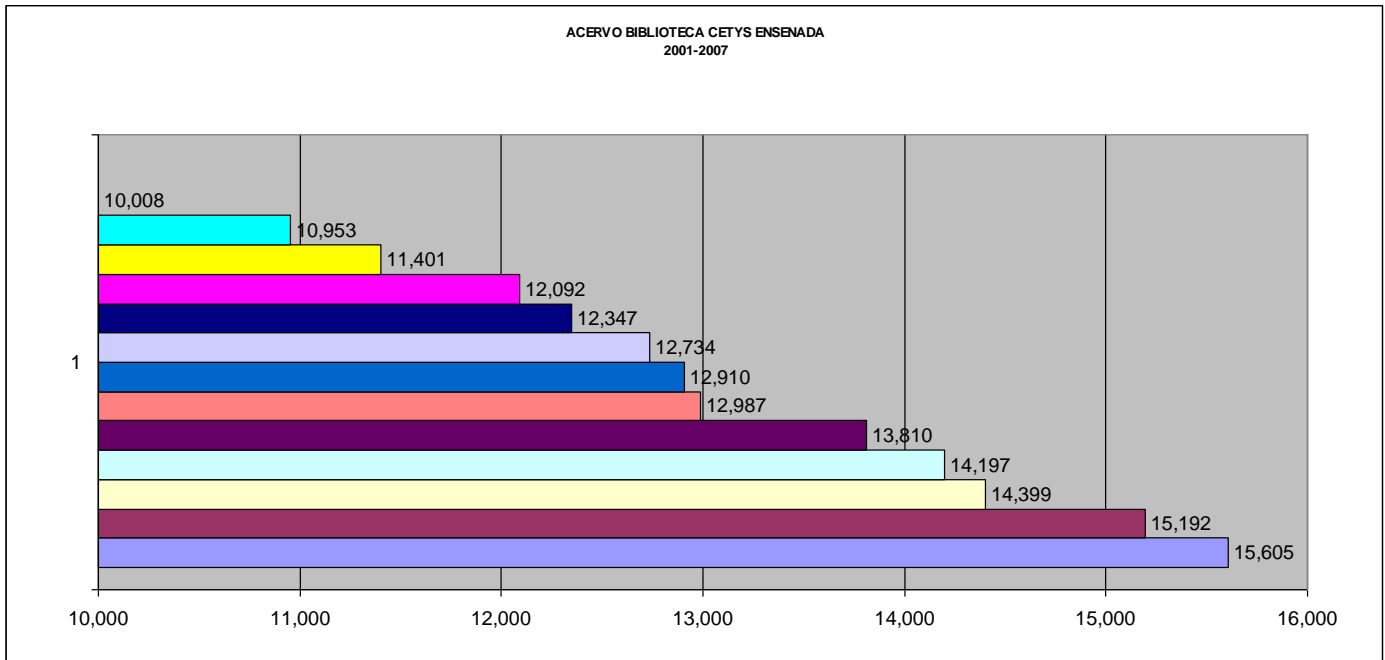
Present holdings 35,322 vols.

2.1.2. Book growth, Centro de Información CETYS Tijuana



Present holdings 14,930 vols.

2.1.3. Book growth, Centro de Información CETYS Ensenada



Present holdings, 15,605 vols.

2.2. SWOT, Centro de Información CETYS Mexicali

<p>EXTERNAL FACTORS</p>	<p>OPPORTUNITIES</p> <ul style="list-style-type: none"> * Possibility expand interlibrary agreements * Belong to electronic resources consortiums * Have satisfied active donors. * Up-to-date required textbooks * Update academic/curriculum planning * Accreditation. 	<p>THREATS</p> <ul style="list-style-type: none"> *Budget restrictions. * High cost of books in English and electronic resources *Market rival from private universities * Not obtain accreditation due infrastructure
<p>INTERNAL FACTORS</p> <p>STRENGTHS</p> <ul style="list-style-type: none"> * Good interpersonal communication * Team work * Personnel with initiative and responsibility * Areas of Acquisition, technical processing, reference, automated checkout. * Library building * User /patron orientation * Required textbooks * Reference books for majority of basic fields. * Magazines/journals for majority of specialized areas. * Specialized data bases. * Wide variety of audiovisual resources. * Interlibrary agreements. 	<p>OFFENSIVE STRATEGY</p> <ul style="list-style-type: none"> *Implement collection development plan * Design handouts for access electronic resources. * Organize course to update personnel and services through interlibrary agreements. * Fundraising. 	<p>DEFENSIVE STRATEGY</p> <ul style="list-style-type: none"> *Úpate online orientaron * Find new avenues of business transactions with vendors.
<p>WEAKNESSES</p> <ul style="list-style-type: none"> * Computer equipment and obsolete furniture. * Inadequate spatial distribution. * Needed space for student team-work activity. *Insufficient number of professional librarians and or with undergraduate degrees. * Automated service in periodicals. * Insufficient budget for human and information resources. * Data bases for engineering, pedagogy, education and graphic design. 	<p>REORIENTATION STRATEGY</p> <ul style="list-style-type: none"> * Redesign semester planning of activities in global and specific areas of the library. 	<p>SURVIVAL STRATEGY</p> <ul style="list-style-type: none"> *Continue with sustain improvement programs. * Continue with work-study and scholarship students.

2.3 SWOT, Centro de Información CETYS Tijuana

<p>EXTERNAL FACTORS</p> <p>INTERNAL FACTORS</p>	<p>OPPORTUNITIES</p> <ul style="list-style-type: none"> • Possibility expand interlibrary agreements. • Increase consortium membership. • Update text book requirements. • Build nexos with neighboring communities • Accreditation. 	<p>THREATS</p> <ul style="list-style-type: none"> • Budget restrictions. • High cost of books in English and electronic resources. • Rival marketing from other private universities. • Not obtain accreditation due infrastructure
<p>STRENGTHS</p> <ul style="list-style-type: none"> • Service attitude from personnel. • Personnel with initiative and responsibility • Magazines/journals for majority of specialized areas. • Specialized data bases. • Wide variety of audiovisual resources. • Interlibrary agreements. 	<p>OFFENSIVE STRATEGY</p> <ul style="list-style-type: none"> • Accelerate automation. • Design INFOLIT program for users. • Promote intensive program for access to electronic journals. • Organize course to update personnel and services through interlibrary agreements. 	<p>DEFENSIVE STRATEGY</p> <ul style="list-style-type: none"> • Optimize spatial availability. • Update web page.
<p>WEAKNESSES</p> <ul style="list-style-type: none"> • Sistema integral de automatización en biblioteca • Programa para formación de usuarios • Bases de datos en ingeniería, psicología, educación y diseño gráfico. • Eventos extraacadémicos 	<p>REORIENTATION STRATEGY</p>	<p>SURVIVAL STRATEGY</p>

2.4 FODA Centro de Información CETYS Enseñada

<p>EXTERNAL FACTORS</p>	<p>OPPORTUNITIES</p> <ul style="list-style-type: none"> • Possibility expand interlibrary agreements. • Belong to electronic resources consortiums • Have satisfied active donors. • Up-to-date required textbooks • Update academic/curriculum planning • Accreditation. 	<p>THREATS</p> <ul style="list-style-type: none"> • Budget restrictions. • High cost of books in English and electronic resources • *arket rival from private universities • Not obtain accreditation due infrastructure
<p>INTERNAL FACTORS</p>	<p>OFFENSIVE STRATEGY</p> <ul style="list-style-type: none"> • Implement collection development plan. • Promote intensive program for access to electronic journals. • Organize course to update personnel and services through interlibrary agreements. • Fundraising. 	<p>DEFENSIVE STRATEGY</p> <ul style="list-style-type: none"> • Upate online orientaron • Find new avenues of business transactions with vendors.
<p>STRENGTHS</p> <ul style="list-style-type: none"> • F1 – Orientation online for users. • F2 – Required textbooks. • F3 – Availability of reference books for basics areas or fields. • F4 – Interlibrary agreements. • F5 – Memeber of electronic consortium 		

WEAKNESSES	REORIENTATION STRATEGY	SURVIVAL STRATEGY
<ul style="list-style-type: none">• D1 –Library area not suited for.• D2 –Insufficinet number of personnel to cover demand.• D3- Budget restrictions to update and professionalize personnel.• D4 – Budget restrictions.• D5 – Automated system for acquisition and periodicals.• D5- Electronic resources for engineering.• D6- Insufficient computer equipment and furniture.• D7 –Reduced spaces.• Reduced budget to accommodate new curriculum changes.• D9 – Closed circuit TV Security system.	<ul style="list-style-type: none">• Redesign semester planning of activities in global and specific areas of the library.	<ul style="list-style-type: none">• Continue with sustain improvement programs.• Continue with work-study and scholarship students.

2.5. SWOT Matriz, Centro de Información CETYS Sistema (Libraries)

<table border="1"> <tr> <td data-bbox="159 493 358 640">INTERNAL FACTORS</td> <td data-bbox="358 493 565 640">EXTERNAL FACTORS</td> </tr> </table>	INTERNAL FACTORS	EXTERNAL FACTORS	<p>OPPORTUNITIES</p> <p>O1. ACCREDITACION OF ACADEMIC AND LIBRARY PROGRAMS. O2. EXPAND INTERLIBRARY AGREEMENTS AND MEMBERSHIP CONSORTIUMS. O3. PRESERVE ACTIVE SATISFIED DONORS. O4. COLLECTION DIVERSITY.</p>	<p>THREATS</p> <p>A1. RIVAL MARKETING OTHER PRIVATE UNIVERSITIES. A2. ECONOMIC CRISIS. A3. NEW TECHNOLOGIES IN COMMUNICATION AND INFORMATION. A4. ABSENCE OF READING HABIT OR CULTURE AMONG STUDENTS.</p>
INTERNAL FACTORS	EXTERNAL FACTORS			
<p>STRENGTHS</p> <p>F1. INTERLIBRARY AGREEMENTS. F2. PATRONS OR USERS WITH COMMON NEEDS. F3. REQUIRED TEXTBOOKS IN OUR COLLECTIONS. F4. HUMAN RESOURCES WITH SERVICE ATTITUDE, INITIATIVE AND RESPONSIBILITY.</p>	<p>OFFENSIVE STRATEGY</p> <p>O1.FUNDRAISING. O2. COLLECTION DEVELOPMENT. O3.UPDATE PERSONNEL THROUGH INTERLIBRARY AGREEMENTS. O4. DESIGN INFOLIT PROGRAMS FOR USERS.</p>	<p>DEFENSIVE STRATEGY</p> <p>D1. ADEQUATE REMUNERATION OF PERSONNEL.. D2. OPTIMIZATION OF FINANCIAL RESOURCES. D3. PROMOTE READING PROGRAMS. D4. INCREASE INTERLIBRARY LOAN.</p>		
<p>WEAKNESSES</p> <p>D1. BUDGET RESTRICTION. D2. DEFFICIENT ORGANIZATIONAL STRUCTURE. D3. TRAINING AND PROFESSIONALIZATION OF PERSONNEL. D4. INADEQUATE OR OBSOLETE FACILITIES, INFRASTRUCTURE, FURNITURE, SPACES AND EQUIPMENT. D5. COLLECTION DEVELOPMENT. D6.USER ORIENTATION.</p>	<p>REORIENTATION STRATEGY</p> <p>O1. HAVE COMMON LEAN ORGANIZATIONAL STRUCTRE. O2.RESTRUCTURE AREAS. O3.RESION OF EQUIPMENT AND INFRASTRSUCTURE. O.4 ASIGN ADEQUATE BUDGET. O5.PLACE ONLINE ALL ORIENTATION OR TUTORIAL PROGRAMS FOR STUDENTS AND USERS IN GENERAL.</p>	<p>SURVIVAL STRATEGY</p> <p>S1. MANTAIN SUPPORT FROM STUDENTS (WORK-STUDY ANS SCHOLARSHIP). S2. IMPLEMENT SUSTAINED OR CONTINUANCE IMPROVEMENT PROGRAMS. S3. CONTINUE WITH PERIODICALS.</p>		

3. Strategic Plan 2007-2010

Please consult official institutional translation of 3.1 and 3.2

3.1. Mission

Para apoyar a la formación de personas con la capacidad moral e intelectual en CETYS Universidad, los Centros de Información (CI) proporcionarán los recursos de información y servicios suficientes centrados en el usuario con la más alta calidad posible, aplicando continuamente los principios filosóficos, pedagógicos y matices del modelo educativo del CETYS. Los CI proveerán acceso, tanto física como virtualmente, a colecciones en diversos formatos, utilizando la tecnología y espacios físicos para una enseñanza y aprendizaje individual y colaborativo, teniendo para ello las habilidades informativas necesarias y asistidos por personal competente.

3.2. Vision

Como el punto de convergencia de ideas, el Centro de Información será reconocido como líder en la integración de la información, servicios y las tecnologías que son esenciales para la enseñanza, el aprendizaje y la investigación. Promoverá una cultura de aprender e innovar entre nuestro personal y nuestros usuarios, y creará un sentido de pertenencia tanto físico como virtual, para apoyar la lectura, la reflexión, la investigación, la exploración y el intercambio de ideas.

3.3. Strategic objectives

With the purpose of complying with WASC requirements, the SP (Strategic Plan) is arranged with the following order: collaboration and support, collection and access, information literacy, staff, spaces, technology, services and evaluation.

Work hand-in-hand with academia (faculty) in the learning and teaching process and research; also offer the library's resources and services.

- **Have the support of the Colleges, Curricular Planning Office, and both vice presidents for academic and administrative affairs.**
- **Establish formalized partnerships with academics and Curricular Planning Office, initialing naming two faculty members for each undergraduate and graduate program.**
- **Offer an outreach program promoting reading and Information Literacy to the community at large.**

2. COLLECTION AND ACCESS

Select and determine jointly all information resources needed in printed and electronic formats, consequently offering a balance and up-to-date array of collections.

- **Develop, organize and provide access to all collections with highest quality and diverse formats as demanded by all academic programs.**
- **Augment the library's data base collection.**
- **Evaluate entire collection.**
- **Select the information resources needed for pilot courses.**
- **Purchase resources in consortium or system wide.**
- **Offer a single access web page to all virtual services and distance tutorials.**

3. INFORMATION LITERACY

Develop and implement an Information Literacy Program to all the university community, following the definition and standards by ALA 's presidential report of 1989.

- **Define specific activities for searching information in all collections as established by selected pilot courses.**
- **Design and implement diverse courses, in-classroom and virtual, for all university community, beginning with a basic or primer course for faculty.**
- **Design and elaborate tutorials for undergraduate and graduate students.**
- **Define and design special Info Lit courses according to ACLR standards, incorporating them as official curriculum in all academic programs.**

4. STAFF

Develop and implement a Training and Reward Program.

Library personnel should be recognized as an important cog or link in the Teaching-learning process. Thus, regarded and similarly remunerated as an academic or faculty, internally and externally with other competitive institutions.

- **Implement a program to develop information skills to staff members.**
- **Develop a continuing education program that includes in-classroom and distance-learning courses, workshops, and attendance to conferences, symposia, etc.**
- **Schedule registering all the staff depending on specific case: to Master's, undergraduate and AA degrees in library or information sciences.**

5. SPACES

Provide sufficient and adequate spaces to house and serve collections and administrative and service areas with their respective furniture and infrastructure.

- **Review present distribution and usage of all spaces with purpose to better utilize them and eliminate usage and areas not identified with the library's mission.**
- **Plan distribution and usage of spaces with incoming needs due to expected growth in all regards.**
- **Improve the physical state of infrastructure.**

6. TECHNOLOGY

Offer necessary level of electronic, hardware and software resources that guarantees quality, up to-date service, and better administer them.

- **Operate with state of the art equipment and systems.**
- **Have complete access control to all electronic collections: Union catalog, e-books databases, etc.**

7. SERVICES

Offer necessary services supporting teaching-learning process and research with before mentioned resources. Said services should influence learning outcomes and totally measurable.

- Evaluate existing services and focus them toward patron needs and the library's mission.
- Promote teaching-learning and research activities employing TICs.

8. EVALUATION

Have appropriate instruments that permit systematic evaluation of existing resources, services and processes. Both students and faculty participate in evaluating process.

- Redesign present statistical process.
- Design and implement evaluating instrument for all resources, services and processes.

3.4. Growth Projection 2010

3.4.1. Centro de Información CETYS Mexicali

GENERAL DATA CETYS STATEWIDE (3 CAMPUSES)	REAL 2007-2	PROJECTED 2010
STUDENTS	2,020	2,270
Undergraduate	1,252	1,484
Master's	750	750
Doctorate	18	36
PROGRAMS	34	38
Engineering	6	6
Administration & Business	6	6
Social Sciences	-	4
	4	4
Master's Eng. and A&B	16	16
Doctorates	2	2
FULLTIME FACULTY	214	214
Colleges (ING, B&A, PSYCH)	3	3

Average Cost		
Books	\$ 80.00	Dlls
Subscriptions	\$ 60.00	Dlls
	\$	
Data bases	10,000.00	Dlls
M ² Construction	\$ 800.00	Dlls
PC	\$ 850.00	Dlls

Campi	1	1
TOTAL KNOWLEDGE AREAS (apply only for Master's)	22	22
BASES DE DATOS	9	9

ALA-ACRL APPLIED STANDARDS	REAL 2007-2	IDEAL 2007-2	SHORTAGE 2007-2	Budget Shortage US Dlls 2007-2	Annual Invest. 2007-2 US Dlls	IDEAL 2010
INFORMATION RESOURCES				\$8,667,600.00		\$ 8,915,360
MAIN COLLECTION	35,322					
Undergraduate basic collection		10,642				12,614
Master's basic collection		60,000				60,000
Doctoral basic collection		50,000				50,000
Books per FTE faculty		21,400				21,400
TOTAL COLLECTION	35,322	142,042	106,720	\$8,537,600.00		144,014
TOTAL DATABASES PER KNOWLEDGE AREA	9	22	13	\$ 130,000	\$ 220,000	\$ 220,000
HUMAN RESOURCE				\$ 108,218.18	\$ 208,518.98	\$ 222,978
Library staff	8	10				11
Professional librarian	1	3	2	\$ 69,818.18	\$ 104,727.27	3
Assistant librarian (Non-pro)	2	4	2	\$ 38,400.00	\$ 77,568.00	5
Student assistant (on scholarship)	5	3		\$ -	\$ 26,223.71	3
INFRASTRUCTURE				\$ 357,600.00	\$1,537,280.00	\$ 2,622,022
Cost for finished work project				\$ 357,600.00	\$1,537,280.00	\$ 2,599,200
M ² Construction	1,475	1,922	447			3,249
Cost per Computer				\$ -		\$ 19,550
Computers 2007-2	20	20	-			23

CONPAB-MEXICO APPLIED STANDARDS	REAL 2007-2	IDEAL 2007-2	SHORTAGE 2007-2	Budget Shortage US Dlls 2007-2		IDEAL 2010
INFORMATION RESOURCES				\$ 1,836,800		\$ 2,326,800
MAIN COLLECTION	35,322	55,990				59,470
Undergraduate basic collection		18,780				22,260
Master's basic collection		30,000				30,000
Doctoral basic collection		4,000				4,000
Books per FTE faculty		3,210				3,210

Sistema CETYS universidad
Plan Estratégico 2007-2010

Periodical Titles	123	290				310
Undergraduate		60				80
Master's		200				200
Doctoral		30				30
TOTAL COLLECTION	35,445	56,280	20,835	\$ 1,666,800		59,780
TOTAL DATABASES PER KNOWLEDGE AREA (GRADUATE)	9	26	17	\$ 170,000	\$ 260,000	\$ 380,000
HUMAN RESOURCE				\$ 108,218.18	\$ 208,518.98	\$ 222,978.33
Library staff	8	10				11
Professional librarian	1	3	2	\$ 69,818.18	\$ 104,727.27	3
Assistant librarian (Non-pro)	2	4	2	\$ 38,400.00	\$ 77,568.00	5
Student assistant (on scholarship)	5	3		\$ -	\$ 26,223.71	3
INFRASTRUCTURE				\$ 357,600.00	\$ 1,537,280.00	\$ 2,622,022
Cost for finished work project				\$ 357,600.00	\$ 1,537,280.00	\$ 2,599,200
M ² Construction	1,475	1,922	447			3,249
Cost per Computer				\$ -		\$ 19,550
Computers 2007-2	20	20	-			23

ALA-IFLA APPLIED STANDARDS	REAL 2007-2	IDEAL 2007-2	SHORTAGE 2007-2	Budget Shortage US Dlls 2007-2	2010	IDEAL 2010
INFORMATION RESOURCES				\$ 8,667,600.00	144,014	\$ 8,915,360
HUMAN RESOURCE				\$ 108,218.18	11	\$ 222,978
INFRASTRUCTURE				\$ 357,600.00	3,249	\$ 2,622,022
				\$ 9,133,418.18		\$ 11,760,360

CONPAB-MEXICO APPLIED STANDARDS	REAL 2007-2	IDEAL 2007-2	SHORTAGE 2007-2	Budget Shortage US Dlls 2007-2		IDEAL 2010
INFORMATION RESOURCES				\$ 1,836,800.00	59,780	\$ 2,326,800
HUMAN RESOURCE				\$ 108,218.18	11	\$ 222,978
INFRASTRUCTURE				\$ 357,600.00	3,249	\$ 2,622,022
						\$

\$2,302,618.18

5,171,800

3.4.2. Centro de Información CETYS Tijuana

GENERAL DATA CETYS STATEWIDE (3 CAMPUSES)	REAL 2007-2	PROJECTED 2010
STUDENTS	1,599	2,083
Undergraduate	1,100	1,409
Master's	487	650
Doctorate	12	24
PROGRAMS	35	35
Engineering	5	5
Administration & Business	4	4
Social Sciences	4	4
	5	5
Master's Eng. and A&B	14	14
Doctorates	3	3
FULLTIME FACULTY	126	126
Colleges (ENG, A&B, PSYCH)	3	3
Campi	1	1
TOTAL KNOWLEDGE AREAS (Apply only for master's)	22	22
BASES DE DATOS	9	9

Average Cost		
Books	\$ 80.00	Dlls
Subscriptions	\$ 60.00	Dlls
	\$	
Data Bases	10,000.00	Dlls
	\$	
M ² Construction	800.00	Dlls
	\$	
Computers	850.00	Dlls

ALA-ACRL APPLIED STANDARDS	REAL 2007-2	IDEAL 2007-2	SHORTAGE 2007-2	Budget Shortage US Dlls 2007-2	Annual Invest. 2007-2 US Dlls	IDEAL 2010
INFORMATION RESOURCES				\$11,251,600		\$11,551,720
MAIN COLLECTION	14,930					
Undergraduate basic collection		9,350				11,977
Master's basic collection		57,000				57,000
Doctoral basic collection		75,000				75,000
Books per FTE faculty		12,600				12,600
TOTAL COLLECTION	14,930	153,950	139,020	\$11,121,600		156,577
TOTAL DATABASES PER KNOWLEDGE AREA	9	22	13	\$ 130,000	\$ 220,000	\$ 220,000
HUMAN RESOURCE				\$ 89,018	\$ 189,169	\$ 214,227
Library staff	8	8				10
Professional librarian	1	3	2	\$ 69,818	\$ 104,727	3
Assistant librarian (Non-pro)	2	3	1	\$ 19,200	\$ 61,402	4

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Student assistant (on scholarship)	5	2		\$ -	\$ 23,040	3
INFRASTRUCTURE				\$ 271,500	\$ 1,066,240	\$ 2,538,938
Finished work project				\$ 266,400	\$ 1,066,240	\$ 2,517,920
M ² Construction	1,000	1,333	333			\$ 3,147
Cost per Computer				\$ 5,100		\$ 17,850
Computers 2007-2	10	16	6			\$ 21

CONPAB-MEXICO APPLIED STANDARDS	REAL 2007-2	IDEAL 2007-2	SHORTAGE 2007-2	Budget Shortage US Dlls 2007-2		IDEAL 2010
INFORMATION RESOURCES				\$ 3,227,280		\$ 3,778,080
MAIN COLLECTION	14,930	52,890				57,525
Undergraduate basic collection		16,500				21,135
Master's basic collection		28,500				28,500
Doctoral basic collection		6,000				6,000
Books per FTE faculty		1,890				1,890
PERIODICAL TITLES	44	300				300
Undergraduate		65				65
Master's		190				190
Doctoral		45				45
TOTAL COLLECTION	14,974	53,190	38,216	\$ 3,057,280		57,825
TOTAL DATABASES PER KNOWLEDGE AREA (GRADUATE)	9	26	17	\$ 170,000	\$ 260,000	\$ 350,000
HUMAN RESOURCE				\$ 89,018	\$ 189,169	\$ 214,227
Library staff	8	8				10
Professional librarian	1	3	2	\$ 69,818	\$ 104,727	3
Assistant librarian (Non-pro)	2	3	1	\$ 19,200	\$ 61,402	4
Student assistant (on scholarship)	5	2		\$ -	\$ 23,040	3
INFRASTRUCTURE				\$ 271,500	\$ 1,066,240	\$ 2,538,938
Cost for finished work project				\$ 266,400	\$ 1,066,240	\$ 2,517,920
M ² Construction	1,000	1,333	333			3,147
Cost per Computer				\$ 5,100.00		\$ 17,850
Computers 2007-2	10	16	6			21

ALA-ACRL APPLIED STANDARDS	REAL 2007-2	IDEAL 2007-2	SHORTAGE 2007-2	Budget Shortage US Dlls 2007-2	2010	IDEAL 2010
INFORMATION RESOURCES				\$11,251,600	156,577	\$11,551,720
HUMAN RESOURCE				\$ 89,018	10	\$ 214,227
INFRASTRUCTURE				\$ 271,500	3,147	\$ 2,538,938
				\$11,612,118		\$14,304,885

CONPAB-MEXICO APPLIED STANDARDS	REAL 2007-2	IDEAL 2007-2	SHORTAGE 2007-2	Budget Shortage US Dlls 2007-2	2010	IDEAL 2010
INFORMATION RESOURCES				\$ 3,227,280	57,825	\$ 3,778,080
HUMAN RESOURCE				\$ 89,018	10	\$ 214,227
INFRASTRUCTURE				\$ 271,500	3,147	\$ 2,538,938
				\$ 3,587,798		\$ 6,531,245

3.4.3. Centro de Información CETYS Ensenada

GENERAL DATA CETYS STATEWIDE (3 CAMPUSES)	REAL 2007-2	PROJECTED 2010
STUDENTS	555	635
Undergraduate	389	375
Master's	161	250
Doctorate	5	10
PROGRAMS	23	24
Engineering	4	5
Administration & Business	4	4
Social Sciences	-	-
	5	5
Master's Eng. and A&B	8	8
Doctorates	2	2
FULLTIME FACULTY	30	30
Colleges (ING, B&A, PSYCH)	3	3
Campi	1	1
TOTAL AREAS OF KNOWLEDGE (apply only for Master's)	15	15
BASES DE DATOS	9	-

Average Cost		
Books	\$ 80.00	Dlls
Subscriptions	\$ 60.00	Dlls
	\$	
Data bases	10,000.00	Dlls
	\$	
M ² Construction	800.00	Dlls
	\$	
Computers	850.00	Dlls

ALA-ACRL APPLIED STANDARDS	REAL 2007-2	IDEAL 2007-2	SHORTAGE 2007-2	Budget Shortage US Dlls 2007-2	Annual Invest. 2007-2 US Dlls	IDEAL 2010
INFORMATION RESOURCES				\$ 6,436,160		\$6,516,600
MAIN COLLECTION	15,605					
Undergraduate basic collection		3,307				3,188
Master's basic collection		39,000				39,000
Doctoral basic collection		50,000				50,000
Books per FTE faculty		3,000				3,000
TOTAL COLLECTION	15,605	95,307	79,702	\$ 6,376,160		95,188
TOTAL DATABASES PER KNOWLEDGE AREA	9	15	6	\$ 60,000	\$ 150,000	\$ 150,000
HUMAN RESOURCE				\$ 89,018	\$ 134,187.05	\$ 136,966
Library staff	4	5				5
Professional librarian	1	3	2	\$ 69,818	\$ 104,727	\$ 3
Assistant librarian (Non-pro)	0	1	1	\$ 19,200	\$ 21,312	\$ 1

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Student assistant (on scholarship)	3	1		\$ -	\$ 8,148	\$ 1
INFRASTRUCTURE				\$ 304,800	\$ 631,840	\$1,372,413
Cost for finished work project				\$ 304,800	\$ 631,840	\$1,365,600
M ² Construction	409	790	381			1,707
Cost per Computer				\$ -		\$ 5,100
Computers 2007-2	14	6				6

CONPAB-MEXICO APPLIED STANDARDS	REAL 2007-2	IDEAL 2007-2	SHORTAGE 2007-2	Budget Shortage US Dlls 2007-2		IDEAL 2010
INFORMATION RESOURCES				\$ 1,313,520		\$1,367,120
MAIN COLLECTION	15,605	29,785				29,575
Undergraduate basic collection		5,835				5,625
Master's basic collection		19,500				19,500
Doctoral basic collection		4,000				4,000
Books per FTE faculty		450				450
TITULOS REVISTAS	86	200				205
Undergraduate		40				45
Master's		130				130
Doctoral		30				30
TOTAL COLLECTION	15,691	29,985	14,294	\$ 1,143,520		29,780
TOTAL DATABASES PER KNOWLEDGE AREA (GRADUATE)	9	26	17	\$ 170,000	\$ 260,000	\$ 240,000
HUMAN RESOURCE				\$ 89,018	\$ 134,187	\$ 136,966
Library staff	4	5				5
Professional librarian	1	3	2	\$ 69,818.18	\$ 104,727.27	3
Assistant librarian (Non-pro)	0	1	1	\$ 19,200.00	\$ 21,312.00	1
Student assistant (on scholarship)	3	1		\$ -	\$ 8,147.78	1
INFRASTRUCTURE				\$ 304,800	\$ 631,840	\$1,372,413
Cost for finished work project				\$ 304,800	\$ 631,840	\$1,365,600
M ² Construction	409	790	381			1,707
Cost per Computer				\$ -		\$ 5,100
Computers 2007-2	14	6				6

ALA-ACRL APPLIED STANDARDS	REAL 2007-2	IDEAL 2007-2	SHORTAGE 2007-2	Budget Shortage US Dlls 2007-2	2010	IDEAL 2010
INFORMATION RESOURCES				\$ 6,436,160	95,188	\$6,516,600
HUMAN RESOURCE				\$ 89,018	5	\$ 136,966
INFRASTRUCTURE				\$ 304,800	1,707	\$1,372,413
				\$ 6,829,978		\$8,025,979

CONPAB-MEXICO APPLIED STANDARDS	REAL 2007-2	IDEAL 2007-2	SHORTAGE 2007-2	Budget Shortage US Dlls 2007-2		IDEAL 2010
INFORMATION RESOURCES				\$ 1,313,520	29,780	\$1,367,120
HUMAN RESOURCE				\$ 89,018	5	\$ 136,966
INFRASTRUCTURE				\$ 304,800	1,707	\$1,372,413
				\$ 1,707,338		\$2,876,499

3.4.4. Centro de Información Sistema CETYS Universidad

GENERAL DATA CETYS STATEWIDE (3 CAMPUSES)	REAL 2007-2	PROJECTED 2010
STUDENTS	4,174	4,988
Undergraduate	2,741	3,268
Master's	1,398	1,650
Doctorate	35	70
PROGRAMS	43	43
Engineering	7	7
Administration & Business	6	6
Social Sciences	4	4
	5	5
Master's Eng. and A&B	18	18
Doctorates	3	3
FULLTIME FACULTY	370	370
Colleges (ENG, A&B, PSYCH)	3	3
Campi	3	3
TOTAL AREAS DEL CONOCIMIENTO (Criterio sólo Maestrias)	26	26
BASES DE DATOS	9	9

Costo Promedio		
Libros	\$ 80.00	DlIs
Suscripciones	\$ 60.00	DlIs
Base de Datos	\$ 10,000.00	DlIs
M ² Construcción	\$ 800.00	DlIs
Computadora	\$ 850.00	DlIs

ALA-ACRL APPLIED STANDARDS	REAL 2007-2	IDEAL 2007-2	SHORTAGE 2007-2	Budget Shortage US DlIs 2007-2	Annual Invest. 2007-2 US DlIs	IDEAL 2010
INFORMATION RESOURCES				\$ 11,245,360.00		\$11,693,680
MAIN COLLECTION	65,857					
Undergraduate basic collection		23,299				27,778
Master's basic collection		69,000				69,000
Doctoral basic collection		75,000				75,000
Books per FTE faculty		37,000				37,000
TOTAL COLLECTION	65,857	204,299	138,442	\$ 11,075,360.00		208,778
TOTAL DATABASES PER KNOWLEDGE AREA	9	26	17	\$ 170,000	\$ 260,000	\$ 260,000
HUMAN RESOURCE				\$ 644,072.73	\$ 967,261.09	\$ 1,094,149
Library staff	20	50				59
Professional librarian	3	9	6	\$ 209,454.55	\$ 314,181.82	9
Assistant librarian (Non-pro)	4	25	21	\$ 403,200.00	\$ 480,844.80	30
Student assistant (on scholarship)	13	16	3	\$ 31,418.18	\$ 172,234.47	20
INFRASTRUCTURE				\$ 596,800.00		\$

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					\$2,904,160.00	4,553,782
Cost FOR FINISHED WORK PROJECT				\$ 596,800.00	\$2,904,160.00	\$ 4,505,600
M ² Construction	2,884	3,630	746			5,632
Cost per Computer				\$ -		\$ 42,500.00
Computers 2007-2	44	42				50

CONPAB-MEXICO APPLIED STANDARDS	REAL 2007-2	IDEAL 2007-2	SHORTAGE 2007-2	Budget Shortage US Dlls 2007-2		IDEAL 2010
INFORMATION RESOURCES				\$ 1,883,200		\$ 2,775,600
MAIN COLLECTION	65,857	87,165				95,070
Undergraduate basic collection		41,115				49,020
Master's basic collection		34,500				34,500
Doctoral basic collection		6,000				6,000
Books per FTE faculty		5,550				5,550
TITULOS REVISTAS	253	360				360
Undergraduate		85				85
Master's		230				230
Doctorate		45				45
TOTAL COLLECTION	66,110	87,525	21,415	\$ 1,713,200		95,430
TOTAL DATABASES PER KNOWLEDGE AREA (GRADUATE)	9	26	17	\$ 170,000	\$ 260,000	\$ 430,000
HUMAN RESOURCE				\$ 644,072.73	\$ 967,261.09	\$ 1,094,149
Library staff	20	50				59
Professional librarian	3	9	6	\$ 209,454.55	\$ 314,181.82	9
Assistant librarian (Non-pro)	4	25	21	\$ 403,200.00	\$ 480,844.80	30
Student assistant (on scholarship)	13	16	3	\$ 31,418.18	\$ 172,234.47	20
INFRASTRUCTURE				\$ 596,800.00	\$2,904,160.00	\$ 4,553,782
Cost for finished work project				\$ 596,800.00	\$2,904,160.00	\$ 4,505,600
M ² Construction	2,884	3,630	746			5,632
Cost per Computer				\$ -		\$ 42,500.00
Computers 2007-2	44	42				50

ALA-ACRL APPLIED STANDARDS	REAL 2007-2	IDEAL 2007-2	SHORTAGE 2007-2	Budget Shortage US Dlls 2007-2	2010	IDEAL 2010
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Sistema CETYS universidad
Plan Estratégico 2007-2010

INFORMATION RESOURCES				\$ 11,245,360.00	208,778	\$11,693,680
HUMAN RESOURCE				\$ 644,072.73	59	\$ 1,094,149
INFRASTRUCTURE				\$ 596,800.00	5,632	\$ 4,553,782
				\$ 12,486,232.73		\$17,341,611

CONPAB-MEXICO APPLIED STANDARDS	REAL 2007-2	IDEAL 2007-2	SHORTAGE 2007-2	Budget Shortage US Dlls 2007-2		IDEAL 2010
INFORMATION RESOURCES				\$ 1,883,200.00	95,430	\$ 2,775,600
HUMAN RESOURCE				\$ 644,072.73	59	\$ 1,094,149
INFRASTRUCTURE				\$ 596,800.00	5,632	\$ 4,553,782
				\$ 3,124,072.73		\$ 8,423,531

3.5. Actions to be taken:

I. COLLABORATION A AND SUPPORT: Work hand-in-hand with academia (faculty) in the learning and teaching process and research; also offer the library's resources and services.

	Activities (Actions, projects)	Starting	Ending	Goals (results)	Responsible
1	Present Strategic Plan to College Deans and Curriculum Development.	Oct-07	Nov-07	Receive institutional support to implement Plan initiating semester 2008-1 up to 2010-2	Library Directors and College Deans.
2	Establish working team partnerships between library directors and selected faculty by deans.	Oct-07	Ene-08	Define mechanism and logistics for partnerships in 2008-1	Library directors and participating faculty.
3	Establish basis of collaboration and support with academia, deans and faculty.	Ene-08	Jun-08	Define working procedures library directors, academia and Curriculum Development.	Library directors, deans, and Curriculum Development.
4	Design pilot Community Outreach Program.	Oct-07	Dic-07	Define specific activities for 2008-1 semester.	Service coordinators.

II. COLLECTION AND ACCESS: Select and determine jointly all information resources needed in printed and electronic formats, consequently offering a balance and up-to-date array of collections.

	Activities (Actions, projects)	Starting	Ending	Goals (results)	Responsible	Resources
1	Develop, organize and provide access to all collections with highest quality and diverse formats as demanded by all academic programs and patrons.	ago-07	Permanent	Have 100% resources required by ACRL Standards and WASC	Library directors.	
2	Augment the library's data base collection.	jul-07	Annually	Acquire 10% more databases.	Library directors.	
3	Evaluate entire collection.	oct-07	Each semester	Determine areas to be covered.	Library directors.	
4	Select the information resources needed for pilot courses.	ene-08	Each semester	Define resources to purchase and subscribe for 2008-2	Library directors and faculty.	

III. INFORMATION LITERACY (1). Develop and implement an Information Literacy Program to all the university community, following the definition and standards by ALA 's presidential report of 1989.

	Activities (Actions, projects)	Starting	Ending	Goals (results)	Responsible	Resources
1	Design and implement diverse courses, in-classroom and virtual, for all university community, beginning with basic or primer course for faculty.	oct-07	Each Semester	Selected faculty with INFOLIT training.	Library directors and deans.	
2	Design and elaborate tutorials for undergraduate and graduate students.	oct-07	Annually	Offer virtually INFOLIT..	Library directors.	
3	Define specific activities for searching information in all collections as established by selected pilot courses.	ene-08	Each Semester	Initiate permanently INFOLIT in selected courses with faculty.	Library directors and faculty.	
4	Define and design special Info Lit courses according to ACLR standards, incorporating them as official curriculum in all academic programs.	jun-08	Each Semester	Have all courses immersed with INFOLIT focus.	Library directors and faculty.	

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IV. STAFF. Develop and implement a Training and Reward Program. Library personnel should be recognized as an important cog or link in the Teaching-learning process. Thus, regarded and similarly remunerated as an academic or faculty, internally and externally with other competitive institutions.

	Activities (Actions, projects)	Starting	Ending	Goals (results)	Responsible	Resources
1	Evaluate and prioritize staff needs by implementing training and skills programs to improve and maintain quality service.	ene-08	Annually	Staff report after adjustments in several areas.	Library directors.	
2	Reevaluate position profiles in so fas as politics and procedures.	ene-08	Biannually	Updated description of positions.	Library directors.	
3	Design, implement and establish training programs that consolidate staff's abilities and skills.	ene-08	Annually	At least one training program per area.	Library directors.	
4	Develop strong levels of comittment and achievement to training programa that assures application of strategic institutional plan.	ene-08	Permanen t	Annual goal BSC indicator.	Library directors and faculty.	
5	Compensate staff accordingly to established tabulador, which should be locally competitive and inter institutionally comparable.	ene-08	Permanen t	Established wage and salary analysis- WASC Recommendation	Library directors and Human Resources.	
6	Design and implement plan that assures additional reference personal, which will guarantee covering increasing and unexpected enrollment.	dic-07	Permanen t	2010 Projection vs ACRL standard vx WASC Recommendation.	Library directors and faculty.	
7	Restructure the organic functionality of present library and rearrange staff by implementing the strategic plan.	ene-08	Each semester	2010 Projection vs ACRL standard vx WASC Recommendation.	Director of Academic Affairs library directors.	

V. Spaces: Provide sufficient and adequate spaces to house and serve collections and administrative and service areas with their respective furniture and infrastructure.

	Activities (Actions, projects)	Starting	Ending	Goals (results)	Responsible	Recourses
1	Revaluate opening or working hours that would better respond to the community's needs.	dic-07	feb-08	All patrons will have access to all services and resources when needed everytime.	Library staff and library directors.	
2	Implement a plan that assures all areas are adequate and sufficient and its operation is effective and efficient in all campuses (Mxl. And Tij.); Ensenada soon will start erecting new building.	dic-07	Annually	Implement Susan Parker's recommendations vs WASC.	Library directors.	
3	Assure all storage spaces needed, so to guarantee longer use or life of general material items and infrastructure.	ene-08	Permanen t	Annual report or stock inventory of needed items and infrastructure.	Library directors.	
4	Improve location of photocopying center, as well providing sufficient auto or self-service photocopying stations for better service and faster service.	ene-08	Annually	Results will be measured once the plan has been applied on all libraries.	Library directors.	
5	Provide sufficient spaces that foster reading and research programs.	ene-08	Permanen t	Susan Parker's Recommendation vs WASC.	Library directors.	

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VI. Technology: Offer necessary level of electronic, hardware and software resources that guarantees quality, up to-date service, and better administer them.

	Activities (Actions, projects)	Starting	Ending	Goals (results)	Responsible	Resources
1	Assure efectiveness and efficiency of the library's administrative present system, in order to decide its continuity or substitution.	dic-07	jul-08	Semestral and annual operating results Resultados de operación semestral y anual de C.I. MxI	Library and I.T.directors	
2	Assure main server's capability and support, which guarantees storage and accessibility of databseses of each library.	dic-07	jul-08	Report of vendor's requirements and Relación and I. T. recommendations.	Library and I.T.directors	
3	Guarantee adequate antivirus, antispam, etc.. Capability and service.	dic-07	Permanen t	Relación de indicadores por recomendaciones de Informática	Library and I.T.directors	
4	Design and implement intranet infrastructure for single system-wide web-page and access to electronic resources.	ene-08	Annual	La página en la web funcionando e indicando acceso a los tres C.I.	Library and I.T.directors together with Marketing.	
5	Assure and secure patrons' authentication.	ene-08	Permanen t	Access by VPN virtual net position	Library and I.T.directors	
6	Offer necessary computer equipment and ancillary accessories which amply support audio, video and digitalization needs of all the colleges.	dic-07	Permanen t	Diagnostic vs ACRL standard vs WASC	Library and I.T.directors	

VII. SERVICES. Offer necessary services supporting teaching-learning process and research with before mentioned resources. Said services should influence learning outcomes and totally measurable.

	Activities (Actions, projects)	Starting	Ending	Goals (results)	Responsible	Resources
1	Design and implement statistical indicators: for each functional service aslo; the appropriate use for each of the system wide web pages and; an indicator to show updating of web-page.	ene-08	Annually	Implementation of startegic plan addressing indicators needing attention.	Library directors and staff	
2	Identify collections which will have mayor impact and support all colleges.	ene-08	Permanen t	A prioritized list of collections.	Library directors and college deans.	
3	Support redesign curriculum development thus guaranteeing up-to-date and friendl accessible resouces.	ene-08	Permanen t	Documented participation of joint collaboration with curriculum development designers.	Library directors and college deans.	
4	Implement access to quality items in all areas for entire off-campusl community.	ene-08	Permanen t	Access to web page.	Library directors and web designers.	
5	Implementar servicios virtuales de referencia	ene-08	Permanen t	Access to web page.	Library directors and web designers.	
6	Promover más el uso de préstamos interbibliotecarios nacionales e internacionales	ene-08	Permanen t	Evidence of standard we indicator and report.	Library directors.	

VIII. EVALUATION. Have appropriate instruments that permit systematic evaluation of existing resources, services and processes. Both students and faculty participate in evaluating process.

	Activities (Actions, projects)	Starting	Ending	Goals (results)	Responsible	Resources
1	Develop an evaluation instrument for each activity or function in the libraries.	ene-08	Annually	Semester satisfaction indicators and ones identified by the committee and implementation by the strategic process of attack.	Library directors, committee and SEC.	
2	Review present methods of collection usage, physical and virtual, to evaluate its efficiency, effectiveness and functionality.	ene-08	Each semester	Apply ACRL indicators.	Committee	
3	Implement dates to apply evaluations and expect results.	ene-08	Each semester	Finish evaluation semester cycle and initiate preparation for following one.	Committee	

4. Conclusión

CETYS Universidad's state cluster of three libraries is unique in that they have operated independently since the beginning. Now, one of the principle objectives of the libraries Strategic Plan is to function as a single library with presence on each campus. It will directly depend and respond to the academic office of the new structural organization. This way it may fulfill with greater expanse the institutional mission and objectives.

The present Strategic Plan incorporates the principal philosophical, pedagogical and underlining ideals of the educational Model of CETYS Universidad, also the strategic objectives of the 2010 Plan. In its elaboration, a self-study diagnostic was applied based on the SWOT analysis method (FODA in Spanish) and in conjunction with American (ALA-ACLR, 2000) and Mexican (CONPAB, 2005) library standards, focusing primarily on Information resources, human resources, information literacy, physical and financial resources.

In addition, the SP was amply helped by the professional knowledge and experienced, and certainly patience of Dr. Susan Parker, an administrative and academic functionary from UCLA, recommended by WASC to be consulted for the EE visit.

The SP has yet to be approved by our Rector and Governing Board of Trustees, but has already been presented to the vice rector for academic affairs and the deans of the colleges to gather their comments and observations.

Our mission and vision express the fundamental values that will guide the future of this SP. The strategic objectives and Actions to be taken are a direct response to immediate priorities the library foresees for the next three years and will be the basis of semester and annual reviews.

The SP recognizes the obligation to increase immensely its collection with special emphasis on electronic resources for graduate students. In addition, to improve services, spaces, and technologies to better serve the needs of these patrons in their learning, teaching and research processes.

Furthermore, it is imperative to have a staff, which is sufficient in number and qualification. In this manner, the library may better fulfill its professional role in many ways, like implementing for first time permanent information literacy and precise evaluations methods that can verify quality and effectiveness of the library's role in student learning outcomes.

With the SP, the library is and should be regarded as an essential participant of the institution's educational model by integrating its collections, services, human resources and technologies toward the exigencies demanded by the community's learning, teaching and research.

5. Annexes

5.1. Student Satisfaction Survey 2007

STUDENT SATISFACTION SURVEY JAN-JUN 2007

Best Service		
	Undergraduate	Principal reasons
ENS	12%	God service, courteous, helpful, support
MXL	13%	Good service, fast service
TIJ	8%	Good service, helpful and courteous, fast, solve problems
TOTAL	33%	
AVE.	11%	

Worst Service		
	Undergraduate	Principal reasons
ENS	8%	Did not answer
MXL	11%	Bad mood, apathetic staff and no good service
TIJ	5%	Apathetic staff, force leave bags outside, no good service
TOTAL	24%	
AVE.	8.0%	

Best Service		
	Graduate	Principal reasons
ENS		No registered
MXL	8%	Good service, helpful and fast service
TIJ	2%	Good service, courteous, fast and helpful
TOTAL	10%	
AVE.	5%	

Worst Service		
	Graduate	Principal reasons
ENS		
MXL	6%	Didn't locate book, apathetic staff and very slow
TIJ	5%	Bad mood staff, not courteous, bad service and do not solve problems
TOTAL	11%	
AVE.	5.5%	

5.2. Libraries' Basic Statistics Jul-Dic 2007

CONCEPTO (Item)	ENSENADA	MEXICALI	TIJUANA	TOTAL
Starting collection (Books)	15,192	34,954	13,647	63,793
Acquired books (purchased)	147	550	942	1,639
Donated books	159	108	308	575
Donated books, not registered	107	0	0	107
Discarded books	0	290	33	323
Final collection (books)	15,605	35,322	14,930	65,857
Titles periodicals	86	123	44	253
Titles videos	168	778	390	1,336
Titles CD's	315	614	76	1,005
Titles slides	0	0	0	0
Subscriptions C.D.	0	0	0	0
Subscriptions Data bases	9	9	3	21
Walk-ins (visits)	39,953	98,979	75,300	214,232
Check-out	2,034	6,206	2,971	11,211
Interlibrary loan	9	2	12	23
Orientations	266	405	3	674
PC for students	14	20	10	44
Seats for patrons	77	208	144	429
Individual cubicles	0	22	27	49
Group cubicles	3	7	6	16
Library in mts2.	409	1,475	1,000	2,884
Staff	4	8	8	20
Students (work-study & scholarship)	1	3	3	7

5.3. American Standards ALA-ACRL

	Standard	ALA-ACRL Standard	FACTOR
	INFORMATION RESOURCES		
1	Total vols.	15 vol. x student	15
2	Vols. Basic Collection	85,000 (10,000 STUDENTS) CETYS 3,476 STUDENTS (34.76%)	85,000
3	Number vols. Total Faculty	100 vol per FTE	100
4	Vols. for master's	3,000	3,000
5	Vols. for doctoral	25,000	25,000
6	Total vols. for each new program		
7	Minimum reference vols.		
8	Update collection, students		
9	Update collection, faculty		
10	Subscriptions, undergraduate		
11	Subscriptions, Master's		
12	Subscriptions, Doctoral		
13	Databases	1 database per main field of knowledge taught and researched .	1
14	HUMAN RESOURCE		
15	Professional Librarian	1 lib. X lib. program/major	1
16	Assistant librarian (non-pro)	1 for each 500 students	500
17	Work-study (on scholarship)	1 for 500 students	500
18	Increment professional Lib.	1 x c/10,000 students	
19	Increment assistant Lib. (non-pro)		
20	Increment work-study		
21	Total number librarians		
22	INFRASTRUCTURE		
23	User Needs		
24	General seating	25% users	25%
25	Tables for 4 persons	Hall space by 4.5 mts ²	

26	PC	Num. users by 100	100
27	Group study cubicles	Cubicle area by 12 mts ²	
28	Individual cubicles	Lecture hall by 4 mts ²	
29	Spatial Needs		
30	Collective activities hall	Num. users by average mts2 by 50%	
31	Individual lecture hall	Num. users average mts2 by 30%	
32	Cubicle area	Num. users by average mts2 by 10%	
33	Computer facilities areas	Num. users by average mts2 by 5%	
34	Rest areas	Num. users by average mts2 by 5%	
35	Administration	1/8 total surface	
36	Office		
37	Storage		
38	Circulation and ILL		
39	Multi-purpose room		
40	Staff Lounge		
41	Photocopying		
42	Collections		
43	Required stacks (Collections)		
44	Required stacks (Periodicals)		
45	Space, stacks	150,000 vol by 10 vol. by square ft. <-> 1400 Mts2	1400
46	Space, periodicals		
47			
48	Extra areas		
49	Maintenance/cleaning supplies		
50	Passageways, stairs, stairwells, restrooms, etc.		
51	FINANCIAL RESOURCES		
52	Budget	5%	

5.4. Mexican Standards CONPAB

	Standard	CONPAB Standard	FACTOR
	INFORMATION RESOURCES		
1	Total vols.	15 vol. x student	15
2	Vols. Basic Collection	50,000 (10,000 STUDENTS) CETYS 3,476 STUDENTS (34.76%)	50,000
3	Number vols. Total Faculty	15 vol per FTE	15
4	Vols. for master's	1,500	1,500
5	Vols. for doctoral	2,000	2,000
6	Total vols. for each new program	1000 vol x each new program	1000
7	Minimum reference vols.	500 titles	500
8	Update collection, students	1 vol x student	
9	Update collection, faculty	10 vol. X FTE faculty	
10	Subscriptions, undergraduate	5-10 per program	5
11	Subscriptions, Master's		10
12	Subscriptions, Doctoral		15
13	Databases	1 database per main field of knowledge taught and researched.	1
14	HUMAN RESOURCE		
15	Professional Librarian	1 lib. X lib.program/major	1
16	Assistant librarian (non-pro)	1 for each 250 students	250
17	Work-study (on scholarship)	1 for each 250 students	250
18	Increment professional Lib.	1 for X each 5000 users	
19	Increment assistant Lib. (non-pro)	1 prof. X each 2500 users	
20	Increment work-study	1 for each 1000 users	
21	Total number librarians		
22	INFRASTRUCTURE		
23	User Needs		
24	General seating	Num. users x 15%	
25	Tables for 4 persons	Hall space by 4.5 mts ²	

26	PC	Num. users by 100	100
27	Group study cubicles	Cubicle area by 12 mts ²	
28	Individual cubicles	Lecture hall by 4 mts ²	
29	Spatial Needs		
30	Collective activities hall	Num. users by average mts ² by 50%	
31	Individual lecture hall	Num. users average mts ² by 30%	
32	Cubicle area	Num. users by average mts ² by 10%	
33	Computer facilities areas	Num. users by average mts ² by 5%	
34	Rest areas	Num. users by average mts ² by 5%	
35	Administration		
36	Office	67	
37	Storage	30	
38	Circulation and ILL	25	
39	Multi-purpose room	35	
40	Staff Lounge	15	
41	Photocopying	15	
42	Collections		
43	Required stacks (Collections)	Total vol / 160 vol per shelve	
44	Required stacks (Periodicals)	90 back-to-back books per shelve	
45	Space, stacks	Num. of stacks per 1.6 mts	
46	Space, periodicals	Num. of stacks per 1.6 mts	
47			
48	Extra areas		
49	Maintenance/cleaning supplies	2	
50	Passageways, stairs, stairwells, restrooms, etc.	10% of total space in square ft. or Mts ²	
51	FINANCIAL RESOURCES		
52	Budget	5%	

5.4. Susan Parker's (UCLA) Final Report: CETYS Ensenada

Final Report:

Analysis of CETYS University Ensenada Campus Library Project

October 15, 2007

Revised December 5, 2007

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I. Background

In September, 2007, CETYS University retained the consultant to review and analyze the interior building program for the library at the Ensenada campus. The consultant's recommendations are intended to help the library to deliver services and materials to faculty and students in ways that enhance the University's ability to fulfill its mission and to perform at a level that aspires to satisfy the requirements of WASC and other accrediting agencies.

The consultant spent two days visiting the three CETYS University campuses. The Ensenada campus visit included a tour of the present library and a presentation and description of the library project by Ofelia Diaz, architect for the project. Also in attendance for this presentation and discussion were Carlos Gonzalez, Dean of the Engineering School, Ensenada Campus; Marcelo Pelaez, Director of Fundraising, Ensenada Campus; Amanda Valenzuela, Director of the Library, Ensenada Campus, Armando Robles, Director of the Library, Mexicali Campus, Raul Rodriguez, Director of the Library, Tijuana Campus, and Laura Carrillo, WASC Project Director for CETYS University.

The consultant received documentation and diagrams detailing the library project and interior program. The consultant analyzed this material as well as other documentation, including the CETYS University *Capacity and Preparatory Review Report* for WASC (December, 2006); the CETYS University *Graduate College Educational Model*; the CETYS University *Graduate College Development Plan: Towards 2015*; and the web sites for the CETYS University libraries on each of the three campuses, plus printed materials prepared by the libraries to describe their collections and services.

II. Findings

The project is well defined, and it is a priority of the Ensenada campus and the University. Beginning from this place of strength, there are opportunities to make the new Ensenada campus library building—and the services and resources it provides—a learning environment that creates, delivers and measures specific learning outcomes that support the University's strategic plan, are well integrated with the University's assessment activities, and are fundamental to the success of university students at all levels.

The Library is located in a central place on the campus and provided with views of the surrounding landscape, most notably a panoramic view of the Pacific Ocean. This place of importance signals the central role of the library building as a formal and social learning and gathering place. It also connects the Library to Ensenada visually.

LEVEL 1 OVERVIEW

This floor is well equipped with 32 computer stations, individual and group reading zones, two audiovisual viewing/listening rooms, and lounge seating for up to 50 people, as well as housing for archives, a reference station, staff offices and processing areas, a meeting room, and shelving for the majority of books housed in the library.

LEVEL 1 PRELIMINARY RECOMMENDATIONS

There is a photocopy area designated on this floor, and there should also be a printing area where network and even wireless printing is possible.

The installation of compact or high-density shelving on this level can increase the available shelving capacity of the Library,

anticipating the need to accommodate future collection growth. A variety of attractive high-density shelving designs could be applied here in order to preserve the open and expansive feeling of this area.

An additional concern here is for the provision of an adequate amount of staff work space. As this library develops, growth of staff and librarians should be anticipated to handle increased programs of information literacy instruction, greater technology applications, and increased print acquisitions and cataloging volume.

One advantage of the plan as it is laid out is that there is flexibility for future changes, whether they call for more staff spaces, more student spaces, separate faculty spaces, or more book or technology spaces.

LEVEL 2

The three-story building has its entrance on the second level, and it is here where the Library invites the surrounding community to join the campus community in pursuit of common interests, including the history of Baja California, Mexican viticulture, demographic and economic information, and English language reading materials. On this level are located the Circulation and Reserve Desk, six group study rooms, restrooms, lockers, a photocopy room, computer terminals for consulting the catalog, computer terminals for more in-depth consultation of electronic resources, shelving, and an outdoor terrace facing the ocean.

LEVEL 2 RECOMMENDATIONS

With the inclusion of a book theft detection system and the application of magnetic tags in each volume, the Library should be able to reconsider the inclusion of lockers on this or any other levels. Lockers are a great convenience for students, but they also invite hoarding of books and can represent a security threat.

Likewise, the management of the outdoor terrace should be considered in light of the opportunity it represents for removing books and for leaving them exposed to the elements.

If the Library and the University consider eliminating or reducing the lockers, space is gained for any number of additional activities, including walk-up computer terminals for catalog consultation, art or other exhibitions, or secured storage maintained by the Library staff.

Because the building is entirely wireless, there is an opportunity here to provide laptop computer lending at the Circulation and Reserve Desk. This makes the group study rooms and the terraces increasingly flexible learning spaces. If additional equipment were also made available, such as a data projector, groups working on collaborative projects would be able to create and practice their presentations in the Library. This capacity could be offered to the community users of the Library as well as students and faculty.

As a complement to this service, and also in support of the desktop computers in the Library, students employed as computer consultants can be in charge of maintaining the loaned laptops and providing information about how to connect to the wireless network, and how to use resources and productivity software.

LEVEL 3

This level contains archive and digitization scanning space, a map collection, a newspaper collection, consultation and study space, and two large audiovisual group study rooms. There is general reader seating, more computer work stations, and book shelving. There are two smaller terraces.

LEVEL 3 RECOMMENDATIONS

The large study rooms are convertible, providing the opportunity to create one large room or two smaller rooms with separate entrances.

This flexible configuration makes it possible to create a special study area for graduate students at the University. Using a coded electronic locking system or a coded key card system, this study area can be limited to graduate students, allowing them a suitable location for quiet study and reflection. This will set a tone for undergraduate students and high school students who use the Library, and it will support the work of graduate students while also revealing and acknowledging its more serious nature.

III. Summary

This project is an important opportunity to create a 21st century library building for the Ensenada campus of CETYS University. The features in this plan, as with any other, may benefit from some modifications, and the recommendations included in this report emphasize the potential for maximizing flexibility in the spaces of this facility.

This report also strongly urges that this facility offers features that will be reproduced in similar ways in the two other CETYS University Library buildings. Even though each building is and will be different, the signature of CETYS University Library services should be that they reliably offer the same kinds of features at each campus.

It is no longer easy or wise to imagine the library facility as a static physical environment, and today's design must preserve options for reconfiguring spaces and services that anticipate evolving user needs and technologies in the future.

In addition to creating a beautiful and functional facility, the Library building program must always keep at the forefront of its purpose the Library's role as a destination for social learning and individual learning, and as a delivery mechanism for student learning outcomes.

5.5. Susan Parker's Final Report: CETYS' Libraries

Final Report:

Analysis of CETYS University Library Program

October 15, 2007

Revised December 5, 2007

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Executive Summary

WASC reviewers have reported that CETYS University needs to improve its Library collections, services, and facilities in order to obtain accreditation. The University took a significant step toward addressing this need by requesting this report. Several important findings provide direction for improving CETYS University's Library to prepare for accreditation and demonstrate evidence of growth

1. Collections and Collection Access

In support of doctoral-level study, CETYS University Library collections must be expanded to a minimum of 100,000 volumes across the three Libraries. In addition, the number of subscription databases provided should increase significantly. The University Library's Strategic Plan for 2007-2010 calls for a 10% increase in the number of, but that is modest and might be considered a recurring annual goal. A permanent increase in the Library's collection budget is required, including plans for incremental increases to sustain collection growth. There is a steep short-term investment required to bring the collections up to this level and in compliance with ACRL Standards. This might be achieved most quickly by hiring a shelf-ready book service.

Cataloging and other online information about the collection should be added in a timely fashion and sustained in a centralized online catalog that facilitates requests for and delivery of books and articles across the three campuses.

2. Facilities

Hours of opening and reference services available should expand, guided by the Library's surveys of students and faculty.

In addition, an evaluation is needed of the amount and use of dedicated library spaces, with a particular focus on graduate

students' needs. The ground breaking of the Ensenada Library is scheduled to occur soon, with the first phase expected to be completed in December, 2008. On the Tijuana and Mexicali campuses, however, Library spaces are growing more crowded, and competing University functions occupy Library areas. Increasing the volume of collections will also put pressure on the Library space for expansion. An immediate improvement should be made by creating dedicated graduate student study rooms in each campus Library, even if it requires relocating other University functions. Even with this change in place, planning must proceed for building new or renovating existing Library facilities.

3. Information Literacy

Information literacy instruction is already a CETYS University Library strength. Further improvements are well underway, and the University Library Strategic Plan calls appropriately for the implementation of courses and teaching according to ACRL standards.

4. Staff

In the immediate term, CETYS must identify what staff growth and funding is needed to handle increased hours, collections, and services. Reference librarians in particular should be added, to cover anticipated increased enrollment.

Staff training needs should be assessed, and a plan created to offer training to assist all Library staff in doing their jobs and meeting the Library's and the University's strategic goals.

Professional librarians need ALA accredited professional training. Identify partners and funding and explore new models and new partnerships to make this a reality.

5. Assessment

Improve the University Library by adopting a culture of evidence. Create instruments to assess each activity and function of the University Library. This activity is identified in the University Library's Strategic Plan.

Create an assessment plan, including dates, assigned responsibility, and deliverables.

Plan to act based on results, in order to link the activities, services, collections, and facilities of the University Library with the University's learning outcomes for undergraduates and graduate students at Master's and Doctoral levels.

Report

1. Background

In September, 2007, CETYS University retained the consultant to review and analyze the Library program delivered through the libraries at each of the three campuses: Mexicali, Tijuana, and Ensenada. The consultant's recommendations are intended to help the Library to deliver services and materials to faculty and students in ways that enhance the University's ability to fulfill its mission and to perform at a level that aspires to satisfy the requirements of WASC and other accrediting agencies.

The consultant spent two days visiting the three CETYS University campuses and toured the Library on each campus. The Ensenada campus visit included a tour of the present Library and a presentation and description of the Library building project by Ofelia Diaz, architect for the project. Also in attendance for this presentation and discussion were Carlos Gonzalez, Dean of the Engineering School, Ensenada Campus; Marcelo Pelaez, Director of Fundraising, Ensenada Campus; Amanda Valenzuela, Director of the Library, Ensenada Campus, Armando Robles, Director of the Library, Mexicali Campus, Raul Rodriguez, Director of the Library, Tijuana Campus, and Laura Carrillo, WASC Project Director for CETYS University.

The Tijuana campus visit included a tour of the Library with campus Director General Adriana Mendiolea Martinez, and a presentation and discussion about the Library's assessment activities. Armando Robles, Director of the Library at the Mexicali campus, led this discussion, in which the consultant was joined by Raul Rodriguez, Director of the Library, Tijuana Campus, and Laura Carrillo, WASC Project Director for CETYS University.

The Mexicali campus visit also included a tour of the Library. The discussion that followed centered on a discussion of the Library's vision statement and strategic planning. The President of the

University, Enrique Blancas De La Cruz greeted the consultant. Participants included Armando Robles, Director of the Library, Mexicali Campus, Raul Rodriguez, Director of the Library, Tijuana Campus, Marco Pena, Director of Information Technology, Angel Montanez, Director of Student Services and Head of the Library overall. Marco Carrillo, Vice President of Academic Affairs, participated at lunch.

The consultant received documentation detailing the libraries' services, activities, organization, and regulations. Of particular interest and importance was the University Library's Strategic Plan for 2007-2010 and the accompanying grid that assigns beginning and ending dates and responsibilities for the activities in support of each of the 8 strategic objectives in the strategic plan. The consultant analyzed this material as well as other documentation, including the CETYS University *Capacity and Preparatory Review Report* for WASC (December, 2006); the CETYS University *Graduate College Educational Model*; the CETYS University *Graduate College Development Plan: Towards 2015*; and the web sites for the CETYS University libraries on each of the three campuses, plus printed materials prepared by the libraries to describe their collections and services.

2. Findings

Collections

Content

The collections at the three libraries support the curriculum for undergraduates and for some master's programs. The course-oriented focus of the libraries offers a good structure for developing and assessing learning outcomes. There is, however, a need to increase the strength and depth of this collection.

The print and electronic resources currently available do not adequately support master's and doctoral study, even that study and practice which is based on the applied nature of the advanced degrees CETYS offers.

Faculty members participate in the selection of Library material, primarily requesting the purchase of textbooks used in courses. Librarians may wish to expand that involvement as they build the collections.

Access

There is fairly good access to materials through the online catalog, and it is easy to request and receive delivery of an item between campuses. A union catalog of the libraries is essential. There are some questions about access for distance learning students. Interlibrary loan services are available. Formal agreements to use other libraries, such as the "Sister Library" agreement between the Tijuana Campus Library and San Diego State University's Library, are in place to help expand the resources available to students and faculty.

Security and Preservation

Magnetic theft detection is in use. There is some use of binding and book repair, but as collections grow, this matter will become more significant and require more attention, funding, and planning.

Facilities

Services and Hours of Operation

There is a small amount of seating for readers, although there is a healthy proliferation of computers, especially in Mexicali and Tijuana. Group study spaces are offered, but this resource is limited. There

are community-oriented art exhibits. The Ensenada Library building project shows evidence of progress in offering more seating and computers.

The libraries close at 9:00 p.m.

Equipment and Technology

The libraries offer good computer access. The libraries are wireless throughout. All of the libraries feature viewing and listening rooms for DVDs and CDs. Printing and photocopying services are offered.

Professional Staff

The librarians have expertise and advanced training, but not ALA-accredited MLIS degrees or their equivalent. The librarians' expertise in assisting users of the library with learning resources and providing instruction is not in question, but it should be improved. In particular, a common set of professional practices and understanding should be developed through formal library study.

3. Recommendations

Collections

Content

The libraries must develop a plan to move beyond collecting textbooks used in courses to offering a richer array of materials to support learning, teaching, and research. There should be an analysis of the print and electronic collections and their ability to support the full curriculum.

The University must create a plan to add resources to support increased acquisitions in key subject areas like management, education, and engineering. Full text online journals and indexes are needed, but also monographs and secondary print resources should be added. Planning and budgeting to develop this collection growth over time is one strategy that the University should consider. In addition, however, the University should provide for annual increases to the Library's base collection budget.

It is reasonable to estimate a goal of about 100,000 volumes (including electronic titles) to establish a foundational system-wide collection in preparation for WASC review. There are already 60,000 volumes. Adding 40,000 additional volumes can be done gradually, but even at the rate of 10,000 per year, this would take four years to achieve. Financial infusions are required to speed up this activity and to show signs of progress by the time of the WASC return visit in March, 2008. This larger collection is essential to develop the doctoral culture that WASC references. It is also necessary to achieve this collection size in order to assess the ongoing activities and next steps in collection building that are needed to support doctoral studies.

Collection Development

One place to begin is to examine *Resources for College Libraries*, available as a 7-volume set or online at <http://www.rclweb.net>. This source describes 65,000 titles in 58 curriculum subjects, representing an authoritative core library collection, defined and annotated by experts, to support undergraduate college studies. While this does not resolve the collection development needs for master's and doctoral level studies, it is a place to start.

Access to electronic journals and online databases must also be provided with this financial investment. The University Library may continue to subscribe to individual databases, but it may be a good

time to approach a database aggregator like Proquest or Ebsco to discuss the possibility of developing a targeted CETYS University package of most relevant databases. This would make it possible to spend more time on identifying individual databases that would need to be licensed separately outside of such a package.

Another possibility is the outsourcing of collection acquisition and processing. A commercial vendor such as OCLC could provide a plan for this approach. OCLC's Prompt Cat provides shelf-ready books and the cataloging records to accompany them.

Targeted purchasing plans from book jobbers like Blackwell or Yankee would permit librarians to more finely shape the scope of inclusion for subject collections, especially in consultation with faculty and graduate students.

To the extent that is realistic, electronic book titles might be purchased for the collection. *Net Library, Safari, E Library, ebook Library, Project Gutenberg, PsycBooks*, and the *Gale Virtual Reference Library* have titles that may be useful for inclusion in the CETYS University Library. At no cost, the University Library can place links from its own web pages to resources like *Google Book Search, Google Scholar, Live Search Books*, and *World Cat*.

It is possible, and may be preferable, to combine elements of all of these approaches.

Financial Investment

The base library budget should be increased to support concentrated and steady collection growth over the next 3-5 years. Budget planning should also take into account the ongoing need for collection purchases, even after a base collection target has been

achieved. For this beginning effort, \$20,000-50,000 (USD) should be added each year for collection development during each of the next 3-5 years. This figure should be increased if shelf-ready services will be used.

Formal Agreements

It is not enough to rely on other libraries for materials that the libraries do not own, but agreements with other libraries and consortia can expand access to materials. The libraries have a strong and well developed technological foundation. Taking advantage of technology will allow the libraries to join a consortium like RAPID, for example (<https://rapid2.library.colostate.edu/PublicContent/AboutRapid.aspx>). This alliance of lending partners, based at Colorado State University, could connect the CETYS University libraries with university libraries having a similar profile in terms of subject interests and support of degrees and programs. The financial investment needed would be developed through negotiation with RAPID, and there is a requirement to supply materials as well as request them. The gain is delivery, within 1-2 days of a needed article, directly to the requesting user's desktop. In addition, the CETYS University Libraries would be able to make their financial investment go farther, without having to purchase subscriptions to costly journals.

Another potential partner is the Amigos consortium (<http://www.amigos.org>), where books are the focus of lending and borrowing. Joining such a group can help to lower the cost of interlibrary loan activities that are already underway, by reducing or eliminating time-consuming one on one contacts with other libraries, partially automating the process, and reducing or eliminating single transaction borrowing fees.

Creating formal agreements with other university libraries, including those near the U.S.-Mexico border, will permit students and faculty to travel to these facilities and use them in person. The

University might consider providing a van for transportation, and perhaps investigate what it would cost to underwrite memberships that allow students and faculty to borrow directly or obtain document delivery from these institutions.

The libraries should actively seek out and link to the wide variety of cost-free electronic sources. These can be made available on the library's home page.

The libraries should create and make available in print and on their web site a collection development policy that governs the selection of materials for the library, including a policy on accepting and adding donations of books.

Access

The single most effective step the libraries can take to increase users' access to materials is to create a single web site where all CETYS library users start their searches. A union catalog, and a suite of databases common to all campuses should be readily available from this beginning web page.

Security and Preservation

The magnetic theft detection system that is in place is a good beginning. As the libraries each grow and expand, concern will grow for preservation of books and archival collections such as the university archives at Tijuana, which is undergoing digitization. Proper storage and processing for archives must be utilized, and that includes planning for terabytes of digital storage and preservation.

Planning and Assessment

To begin, place the Library's vision statement on the web. Produce and distribute an annual report of activities and outcomes.

Distribute and place on the web a list of new acquisitions by subject. Recognize donors and staff and announce new activities and initiatives in Library and University publications and news releases.

Demonstrate the Library's effectiveness in the creation of learning by offering services and locations where learning occurs in partnership with students and faculty.

The University Library has expanded its vision statement into a strategic plan for 2007-2010. The plan has an assessment component. This vehicle will link the Library to the core mission of the University and the learning process that is at the heart of the University. The plan articulates the Library's clear strategy for becoming a true partner in the learning process, the laboratory for learners and teachers. Here, too, is the place where the Library should develop and describe its learning outcomes and assessment tools.

All three libraries should continue to participate in the CETYS University satisfaction surveys, but the individual libraries also need to conduct surveys and assessment on their own, to develop parameters that can supply information about their service levels and what users want. These parameters will become the vehicles for the delivery of learning outcomes.

One assessment strategy that is already underway is to identify and compare the profile of the CETYS University Libraries with those of comparable university libraries in institutions offering doctoral and master's degree programs that are more applied than research oriented.

The consultant recommends this continued comparison with the libraries at National University and the Claremont Graduate University as examples.

Alliant International University is a WASC-accredited university offering doctoral level studies in psychology, education, and business.

Argosy University is accredited by the Higher Learning Commission

and has a similar profile. Both have campuses in San Diego and offer library services that are additional potential models for study and comparison.

Facilities

Services and Hours

All Library services should be available during the current Library hours of operation. There should be provisions made for multiple ways of contacting the Library staff, including in person, telephone, and e-mail.

Each campus has unique user requirements for the hours the Library facility is open. Survey users to assure that the current hours of operation are in line with their needs and expectations. This will be a matter to consider especially in the new Ensenada campus Library. Increased hours also demand an increase in staffing costs, so this strategy must be developed, planned, and funded with that in mind.

Equipment

Computing, printing, and copying equipment seems well provided for at all campuses, if one includes the plan for the new Ensenada campus Library. This situation should be monitored, but plans should begin now to increase availability of Library computing resources. As new online resources become increasingly available and as they are added to the University Library offerings, contention for computers may increase. This appears to be an emerging trend at Tijuana and Mexicali, where most computers were in use at the times when the consultant visited.

Here is another area where user surveys will be helpful. For example, do users find it easy to access a computer in the Library, or

do they have to wait? Do they bring their own computers to take
Or would they like the Library to lend laptop computers for their use?

Professional Staff

Information Literacy and Library Use Instruction

Librarians currently provide instruction in library skills, and there is an online tutorial developed at the Ensenada campus Library that can be delivered to all students through the web. Librarians should increase their efforts and actively align with ACRL standards for:

Information Literacy Competency in Higher Education

<http://www.acrl.org/ala/acrl/acrlstandards/informationliteracycompetency.cfm>

(A Spanish language version of this document is available at

<http://www.acrl.org/ala/acrl/acrlstandards/informationliteracycompetencystandards.cfm>)

;

Guidelines for Instruction Programs in Academic Libraries

(<http://www.acrl.org/ala/acrl/acrlstandards/guidelinesinstruction.cfm>); and

Standards for Libraries in Higher Education

(<http://www.acrl.org/ala/acrlstandards/standardslibraries.cfm>).

Education and Training

Formal study in professional librarianship is recommended. The consultant recommends investigation of ALA-accredited library schools in the United States that offer primarily online programs. CETYS University may devise a plan to help its librarians to attend such degree programs as the one at the University of Arizona.

This

must include funding or a plan to secure funding to support this effort.

Planning can target specific goals or phases, including, for example, outreach to potential partners in the United States and

Elsewhere, including universities, professional associations, and foundations. Through such outreach, it will be possible to explore the possibility of finding a partner to create a vision for a grant proposal for funding to support the enrollment of CETYS librarians in a library school program at a university in the United States. The virtual programs offered by several schools, including the University of Arizona, have real potential for providing professional training to CETYS librarians who cannot relocate to Mexico City for study. A partner university in the United States might apply for supportive funding through an IMLS grant, or collaborate in the development of a Fulbright funded opportunity to develop U.S.-delivered ALA-accredited library education for librarians in Mexico without a prohibitive tuition cost.

4. Displaying Evidence of Progress

Internal planners can create a grid that displays achievement or progress in different areas shown here and in the WASC assessment feedback provided to date. The Library staff has already gridded activities and outcomes in support of the Library's strategic plan. Examples of items for inclusion in this grid include service outcomes or learning outcomes, the method of assessment used for each one, a timeline for the development of assessment, and assignment of responsibility for continued review. Another example is the collection development policy. For items where there is a policy already in existence, identify it and provide a link to it online from the Library's web site. Responsibility should be assigned for creating written policies where they do not exist.

For further review, determine what evidence is needed, especially how to demonstrate with qualitative and quantitative data any information that supports WASC Standard 3: Developing and applying resources and organizational structures to assure sustainability. What indicators monitor performance and show the current condition of library assets and programs?

The Library's annual report and other documents can be a vehicle for providing case studies that demonstrate the effectiveness of library activities and resources.

5. Summary

CETYS University's libraries, when based on an adequate collection and operating budget, are well positioned to develop along with the University and provide an active learning environment that combines learning, measurement, and 21st century technologies.

The University needs to invest in the Library in the following ways: increased financial support for electronic and print acquisitions, including processing; funding for bindery and preservation activities associated with a growing print collection; resources to purchase consortial memberships and document delivery services; and formal agreements with other libraries to provide onsite privileges, including borrowing. Additional financial investments will include costs for professional training for librarians, staff training, and increased support for the expansion of technology-based services, especially as CETYS University plans for growth in enrollments.

In expanding collections, access, staff, and electronic storage, CETYS University must plan for the evolution of Library needs and services in both physical and virtual form. By seeking to improve its Library services and collections, CETYS University has begun an effort to build an effective 21st century Library. This Library should be placed at the center of teaching, learning, and research at CETYS University. A Library that employs strategic planning and budgeting tools and activities, develops measurable learning outcomes, and engages in assessment and continuous improvement is one that will serve students, faculty, and the community, and function as a cornerstone of CETYS University as it moves into the future.

6. Acknowledgements

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