



Southwest Texas Junior College **21st Century Library Services**

Final Report
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Project Overview

The SWTJC Library is seeking an assessment of “where they are” and “where they need to be” to provide 21st century library information and research services to SWTJC students, faculty and staff. Although current library practices focus on maximizing the library’s role in SWTJC student success, consultant recommendations and comments address: expanded library roles in student success; SACS issues (guidelines, accreditation visit, QEP; library resources; services (in-person/on campus, dual credit, and remote/distance services;) facilities (existing and new;) web presence; staffing; management documents/content; marketing and public relations; and budget.

Final Report content is based on not only consultant experience, education and expertise, but on input (surveys, focus groups, observations, tours, etc.) from SWTJC faculty, staff and students and other users. The Project includes a link to Pinterest pages with ideas for facilities. Consultant content includes an executive summary and a PPT with handouts for future presentations by the SWTJC library director. Report appendices include aggregated Information, raw data and annotated survey results.

Final Report Table of Contents

Executive Summary

- Library roles in student success
- SACS
- Resources
- Services (in-person/on campus, dual credit, and remote/distance services,)
- Facilities (existing and new)
- Web presence
- Staffing/Training/Professional Development
- Management documents/content
- Marketing/Public Relations
- Budget

Introduction

1. Library roles in student success
 - a. Research/the National Discussion
 - b. SWTJC Library Services Existing Roles
 - c. Recommendations for SWTJC
2. SACS
 - a. Library Services Guidelines
 - b. SWTJC Preparations for Accreditation
 - c. QEP
3. Resources
 - a. Collections - print
 - b. Collections - digital/online/"e"
4. Services (in-person/on campus, dual credit, and remote/distance services,)
 - a. Information literacy
 - b. Technology
 - c. Destination - study
 - d. Destination - other
 - e. Non-library
5. Facilities (existing and new)
 - a. Uvalde
 - b. Del Rio
 - c. Eagle Pass
 - d. Crystal City
 - e. Other
6. Web presence
7. Staffing
8. Management documents/content
9. Marketing/Public Relations
10. Budget
11. Other Content
 - PPT
 - Handouts for PPT Presentation

Appendices

Final Report Contents

Executive Summary

SWTJC Libraries are committed to serving students, faculty and staff at all locations through library services and resources and in support of the college (college admissions/student I.D.'s.) The Libraries provide a web presence with pathways for using libraries, library collections and services; a variety of sizes and types of library spaces; print and online resources; computers, and information literacy instruction. This report identifies and prioritizes recommendations for categories or areas of 21st century libraries and offers immediate, one, two and three year issues and activities for SWTJC Libraries, staffing level responsibilities and source documents needed and available. The Executive Summary should be used as an outline of the role that the library should take in the institution but with more specific content found in the Appendices with the timelines and indications of what CAN be done with existing staff and budget, recommendations for new staff, outcomes information and services and budget impact.

1. Library roles in student success/student learning outcomes (SLOs)

- a. Identify SWTJC and SWTJC Library SLOs for all locations (first year)
- b. Identify SWTJC retention issues (first year)
- c. Identify unique library roles in student success and market (first year)

2. SACS – The Library's role for SACS

- a. Create consistent library services and resources' profiles for students/locations (what is where) (first year)
- b. Create consistent library services and resources' pathfinders for students/locations (how to find/get what is needed) (first year)
- c. Create an online pathfinder/Libguide for QEP (2006 was "critical reading skills") for resources, services (including information literacy) (second year)

3. Resources

- a. Conduct a materials/collection gap analysis (all locations) to determine age of print collections; coverage of print **with** e-resources collection and match to curriculum (second year post identification of money)
- b. Conduct a comparison of print periodicals coverage with e-resource coverage and match to curriculum (second year)
- c. Assess print collection; use; change to LC classification (second, third year)

4. Services (in-person/on campus, dual credit, and remote/distance services)

- a. Match library SLOs to instruction; research/reference (first year)
- b. Market/brand library services with a focus on the librarians' expertise/role in teaching and learning as value-added services for students, faculty and staff (second year)
- c. Match location services and resources grids to hours of service, usage (first year)
- d. Compare virtual/digital asynchronous services to in-person services against staffing levels (credentials, hours of availability) (immediate)

5. Facilities (existing and new)

- a. Identify and disseminate critical issues and needs for existing facilities
 - a. Address ADA issues (immediate)

- b. De-clutter all environments/Create consistent signage (immediate)
- c. Environ/role of the libraries in retention (first year)
- d. Processes for renovating existing facilities (end of first year)
- b. Identify **processes** for designing new facilities (immediate)
- c. Create content for SACS facilities issues re: resources and services match curriculum (hours, reserves, access to print and e-resources) (end of first year, second year)

6. Web presence

- a. Create consistent templates for the library's home page & for each SWTJC location (first year)
- a. Create a portal library landing page (first year)
- b. Create consistent looks for Libguide levels including one for general college; general libraries and discipline-specific guides (second year, first year preferred)
- c. Review and expand general content for Libguides/online pathfinders (second year, first year preferred)
- d. Review and expand discipline-specific content for Libguides/online pathfinders (second year, third year)

7. Staffing/Training/Professional Development

- a. Outline staffing level and credentials for each location (immediate)
- b. Complete grid identifying levels of service to match levels of staff with enrollment and – if available – usage information (immediate)
- c. Complete a prioritized staffing request with budget figures for new librarians and new assistants (Identify implementation or increase staffing impacts) (immediate)
- d. Organize a customer service workshop for all staff together with the focus on “reaching out” and expectations for service. Launch a customer service manual, with scripts for assisting students, faculty and staff in person, online and throughout campuses (immediate)

8. Management documents/content

- a. Identify content needed for integrating consistency into web and print content (immediate)
- b. Assess Consultant's report for approval of activities, content and timeline (immediate)
- c. Create an action timeline/document from Consultant's report items/activities chosen by SWTJC Library Director w/staff, administration (immediate)
- c. Coordinate documents needed or SACS related to the library and choose a process for identifying and creating documents needed for SACS (first year)

9. Marketing/Public Relations

- a. Audit the SWTJC marketing/branding information (See recommended resources.) (second year)
- b. Select a process for branding the library's marketing and public relations (first year)
- c. Create consistent, preliminary marketing and public relations content with terminology, “look,” color, etc. (second year)

10. Budget

- a. Assess the library's operating and capital budgets to identify possible “capital” redirection (first year, prefer immediate)
- b. Assess partnership money (immediate)
- c. Create 1st, 2nd, 3rd year budgets for consultant's recommendations (first year)

Introduction

Virtual, digital, mobile, real-time, archives, IM, iPad, minis, 365/24/7, preservation, conservation, metrics/measured, information, balanced, scholarly/popular, surface learning, literacy, fluency, community partnerships, respecting and addressing diversity, Wiki's, credibility, single-sign on, USB, IPOD, bleeding edge, Del.icio.us, in the cloud, interactive, portal, gateway, outsource, open source, 2.0, download, up-load, Librarything.com, RSS, RFID, hardwired, no-wires, blogged, customized, research, accountable, Twitter, cutting edge, 21st century, Second Life, Facebook, social networking, historic, clicker culture, Flickr, sustainable, marketable, green, profiling, following/supporting, leading, hybrid, courseware, complexity, metadata, simplicity, outcomes, engagement, etc....too much or just e-nough? Can we be all things to all people? How do we sort all of these things out?

21st Century libraries exist in today and tomorrow's "dog-year change" world. Libraries and library and information support environments strive to be cutting edge while struggling to avoid bleeding edge and balancing and budgeting for the traditional with the new. Juggling multi-type library collaborations; .com, .gov, .edu and .net; global vs. local information and library services; open source content; accreditation, federal, state and local library and information policy; and extensive access concerns - to name but a few areas - creates major issues that prove challenging for the contemporary library managers and decision makers. Libraries – already struggling to provide critically needed services while implementing cutbacks -continue to be challenged with:

- distributing (primarily inadequate budgets) to maintain diverse formats and the classic or "traditional" with the new
- managing multiple locations in-person and remotely
- meeting both general education and workforce needs
- implementing accountability through measurement and assessment
- working within the political environment of the administrative infrastructure
- meeting external recommendations and standards ("green," community, statewide educational employability requirements, etc.)
- meeting accreditation general and discipline-specific standards
- finding and retaining the perfect workforce
- seeking, training and meeting the needs of diverse employees (basic and advanced competencies, experience, education, etc.)
- striving to educate the broader educational community
- seeking and managing institutional and multi-type library collaborations
- .com, .gov, .edu and .net
- balancing global vs. local content
- competing with proprietary educational environments
- keeping up with and implementing federal, state and local library and information policy
- maintaining excellent customer services policies and practices
- managing diverse users and in-person and virtual and digital constituents
and
- extensive access concerns

... to name just a few areas.

. Library Roles in Student Success

- a. Research/the National Discussion
- b. SWTJC Library Services Existing and Future Roles
- c. Recommendations
 - i. Identify SWTJC and SWTJC Library SLOs for all locations
 - ii. Identify SWTJC success, engagement and retention issues
 - iii. Identify unique library roles in student success and market (1st year)

While there are many ways to identify student success, the national discussion focusses on retention using the broadest definition as well as student engagement.

Student Success in Higher Education

One of the major issues in any business today is – obviously – attracting and retaining the customer. There is much research and market analysis which seeks to identify customer retention best practices throughout both profit and non-profit environments. Higher education environments, obviously non-profit environments, use existing analysis and research; however, they conduct their own studies to seek to identify best practices for the unique aspects of higher education with the terminology student success, student engagement and student retention.

Although institutions should ultimately focus on what works best for their students and settings - factors to assess and focus on include location such as metro, urban or rural, residence opportunities, 2, 4 or 6 year school; size of institution; alumni, and characteristics of the target populations which now include students, their families and support structures and the general society or environment such as the economy. General research on higher education retention indicates:

1. Terminology – specifically definitions of success – are critical and assist in narrowing down what practices work in what environments such as:
 - a. Student Retention Concepts (Institutional Retention – “ultimately” graduation; Program Retention – staying in same field of study/department; System Retention – switching institutions)
 - b. Measures of Persistence (Persistence- consistent progression through years to graduation; Completion – goals met through to graduation; Graduation Rates – length of time in school and to graduation; Attrition – moving in and out of school? Quitting school?)
 - c. Retention Concepts (Stopout – leaves with plans to and returning to specific programs, fields of study; Dropout – quitting permanently; Transfer – from institution to institution, possibly moving among different types of colleges and universities; flunking out)
2. Institutions must look at a potential students or the “pre” environment including K-12 experiences, families, the students themselves
 - a. Previous educational experiences of students
 - b. Entering career and educational goals
 - c. Family background (socioeconomic status)
 - d. Family history of higher education (first time in college)
 - e. Educational preparation and experiences (high school, standardized testing)
 - f. Competencies/performance on pre-higher ed and higher ed entry testing
3. Institutions must look at existing and past or alumni or all students through:

- a. Integration of students into higher education and into institutions (social and academic – destinations, group spaces for recreation, group spaces for study for student success and building relationships, learning commons, learning support anywhere, anytime)
- b. Partnerships designed to assist students in success initiatives
- c. Student experiences within the institution including their relationship to the institution, their ongoing career goals, their ongoing educational goals, recognitions of unique student needs
- d. Student academic performance with critical support functions
- e. Peer-to-peer opportunities (mentor, tutoring, etc.)
- f. Higher ed relationships (faculty, student/institutional involvement including availability of higher ed faculty and support, staff through job roles and responsibilities, programs such as mentor and peer assignments)
- g. Educational opportunities to match to students/general ed and workforce such as service learning, hybrid coursework, matching pedagogy – specifically active learning – to student needs and preferences, allowing and facilitating student expression
- h. Financial assistance including campus/college work opportunities, assistance with college finances (tuition, textbooks, housing, etc.)
- Focus on initial experiences such as introducing higher ed and institutional culture through student orientation efforts, more extensive involvement in in first year instruction or the first year experience (FYE;) targeting specific populations such as “at risk,” minority groups, non-traditional students, etc.

Student Success and Academic Libraries

Academic libraries are committed to student success and are aware of the need to attract and retain their own customers. For many years they have been aware (sometimes intrinsically) of the roles they play in the institution with the goal of student success and the role they play in student engagement and retention. While they seek to be active and equal partners in the institution’s student success initiatives, and while they track their usage, it’s often hard to draw direct correlations between and among institutional programs and the library’s role in directly contributing to engagement, retention and success. Just as in other profit and non-profit arenas and in professions such as architecture, there are and continue to be a number of research projects and market analyses which seek to identify student success best practices in academic libraries. To this end:

- Libraries should take an active role in the organization’s planning for and recruitment, engagement, success and retention initiatives.
- Libraries should identify research on academic libraries and these areas in general and specifically on libraries in institutions most like themselves.
- Libraries should identify their initiatives that support these initiatives and create content to share with the institution’s administration in general and specifically any institutional-wide initiatives.
- Libraries should assess their gaps in these processes and incorporate goals, outcomes and strategies to expand, market and measure their role.

Specifically academic libraries should focus on:

- How the library supports the mission, goals and outcomes of the institution
- Librarian’s expertise and roles in academic support by providing one-on-one research assistance and relationship building at service points (in person and online) and through office hours

- How the library supports retention efforts of other departments of the institution
- Building on student academic success by integrating and focusing on gen ed and workforce research skill building through active learning assignments designed in partnership with classroom faculty
- Articulating accessibility to student support through staff availability, 24/7 resources
- Identifying the role and location of the facility as a destination for students, faculty and staff as individuals or in small groups
- Providing student worker jobs/employment
- Building student cohorts of student workers to assist with peer-to-peer support of – for example – orientation, study groups, tutoring
- Designing support materials unique to student support such as pathfinders, LibGuides for family members, alumni and parents
- Using the library as destination for hosting student orientation
- Using the library as destination for student research and information
- Using the library as destination for hosting parents during student orientation
- Ensuring the library’s web content provides a digital/virtual environment to support distance learners
- Providing avenues for student expression, publication and social interaction through social media, and online publication (Examples - webpages, web-based software, blogs, wiki’s, etc.)
- Supporting early college initiatives, dual enrollment, etc.
- Forming relationships with area high schools, home schoolers, etc. for easier transitions to higher ed (exclusive of early college, dual credit)
- Providing hardware and software access for students in need such as economically disadvantaged students
- Defining the role of library materials in support of classroom curriculum
- Defining the role of library materials in support of special needs population
- Defining the role of library materials in support of recreation, life-long learning
- Providing library space for supporting institutional partnerships such as tutoring space
- Providing library space for faculty materials reserved for student use
- Providing assistance with technology and information for student success such as assistance with study for testing, access to and use of the college’s content management system

SWTJC Libraries

General recommendations	SWTJC/Libraries Existing/Future Roles
Libraries should take an active role in the organization's planning for and retention initiatives.	The SWTJC libraries should – using the content that precedes this table, audit their roles and responsibilities in the college's recruitment, engagement, retention and success program (s.)
Libraries should identify research on academic libraries and retention in general and specifically on libraries in institutions most like themselves.	Following a review of student profiles, the library should seek benchmark colleges and information. Although there are a number of studies, the Oakleaf Value content provides a foundation for discussion. http://www.acrl.ala.org/value/?cat=12
Libraries should identify their initiatives that support and create content to share with the institution's administration in general and specifically any institutional-wide initiatives.	At the very least, "how the library supports retention" should be communicated to the SWTJC faculty Retention Committee and/or the faculty Recruitment Committee. If there are significant ways the library does/can contribute, the library should seek representation on the committee. (In one location there are shown to be one committee but in another, two separate committees.)
Libraries should assess their gaps in the retention process and incorporate goals, outcomes and strategies to expand their role.	Library goals should include recruitment, engagement, retention and success content.
The library supports the mission, goals and outcomes of the institution.	The library must have current mission, goals, strategies and outcomes for the SACS visit. See the "Management Documents" section.
Librarian's expertise and roles in academic support by providing one-on-one research assistance and relationship building at service points (in person and online) and through office hours.	Providing individualized or one-on-one assistance for students, educating them to HOW the library provides assistance, educating their support system on their support services – all are part of the retention process. See "Web Presence" and "Marketing and Branding" for content to support students.
The library should identify how they support the recruitment, engagement, retention and success efforts of other departments of the institution,	The library should review the SWTJC's programs for retention – specifically the activities of Student Life and the Retention Committee as well as the orientation process. The library should update their content in the student handbook (PDF online) and to create a more modern inclusion look at all sites and e-services. They should create specific handouts for students as takeaways when they come in for ID's and takeaways at college orientations. Library content should also target a student's support system with family pages. Search The Libguides Community site http://www.libguides.com for FYE content to begin with supporting other departments AND for supporting library activities.

	<p>The Library should create specific content for faculty to use to insert in their syllabus and/or link from faculty or departmental webpages.</p> <p>The Library should review the SWTJC initiatives on success such as:</p> <ul style="list-style-type: none"> • http://swtjc.edu/pages/student-life/student-success-services/student-success-center • http://swtjc.edu/pages/about-swtjc/facultystaff/assessment-planning-and-research/
The library should build on student academic success by integrating and focusing on gen ed and workforce research skill building through active learning assignments designed in partnership with classroom faculty.	First Year Experience (FYE) Libguide content contains FYE and student learning outcomes for libraries as well as IL content.
The library should articulate accessibility to student support through staff availability, 24/7 resources.	The library is encouraged to standardize their marketing for all libraries and services and focus on branding staff expertise. Due to the number of librarians, it is advised that the library focus on content created by experts, resources chosen and made accessible by experts, with online content and assistance (asynchronous) as the focus.
The library should identify the role and location of the facility as a destination for students, faculty and staff as individuals or in small groups.	Library as destination should be the marketing and brand focus.
The library should provide student worker jobs/employment.	The library should update workstudy job descriptions and focus on not individualized work but team work by student workers.
The library should build student cohorts of student workers to assist with peer-to-peer support of – for example – orientation, study groups, tutoring.	The library should update workstudy job descriptions and assess the peer-to-peer role students play in retention both throughout the year but specifically during the beginning of each semester and in orientation. Finals are “greeter” times as well.
The library should design support materials unique to student support such as pathfinders, LibGuides for family members, alumni and parents.	See “Web Presence” and “Marketing” content.
The library can be used as destination for hosting student orientations and ongoing information sessions.	The library should audit their direct connections with the new student processes including orientation. See “Marketing” for greater branding of space for potential and new students.”
The library should be used as destination for student research and information.	See “Marketing” and information literacy content.

<p>The library should be used as destination for hosting parents, families, and support structure individuals during student orientation.</p>	<p>The library should audit their direct connections with the family events during new student processes including orientation. See “Marketing” for greater branding of space for potential and new students.”</p>
<p>The library should ensure the library’s web content provides a digital/virtual environment to support distance learners</p>	<p>See “Web Presence.”</p>
<p>The library should provide avenues for student expression, publication and social interaction through social media, and online publication (Examples - webpages, web-based software, blogs, wiki’s, etc.)</p>	<p>The library should FIRST audit/survey faculty assignments using social media as the first step to supporting student production of content.</p> <p>With new librarian and new library assistant hires, these skills should be part of job descriptions and possible roles and responsibilities for pushing out library information.</p>
<p>The library should support early college initiatives, dual enrollment, etc.</p>	<p>See “Marketing” and “Web Presence.”</p>
<p>The library should form relationships with area high schools, homeschoolers, etc. for easier transitions to higher ed (exclusive of early college, dual credit.)</p>	<p>The library should FIRST audit/survey the college’s program of outreach for recruitment (see the Recruitment Committee.).</p> <p>With new librarian and new library assistant hires, these skills should be part of job descriptions and possible roles and responsibilities for pushing out library information.</p>
<p>The library should providing hardware and software access for students in need such as economically disadvantaged students.</p>	<p>See “Marketing” content.</p>
<p>The library should define the role of library materials in support of classroom curriculum.</p>	<p>The foundation of an information literacy program is the support for general ed and workforce outcomes in curriculum specifically in the areas of</p> <ol style="list-style-type: none"> 1. Critical thinking skills 2. Empirical & quantitative skills 3. Personal responsibility 4. Social responsibility <p>The library should map their IL curriculum to these four areas.</p> <p>The library should identify their roles in supporting the creation of content for individuals and small groups specifically in areas of communication skills and active learning settings for groups to provide the environment for teamwork.</p> <p>See the “Information Literacy” content.</p>

The library should define the role of library materials in support of special needs population.	See the “Marketing” content.
5. The library should define the role of library materials in support of recreation, life-long learning.	See the “Marketing” content. The library should work with the college’s alumni initiative as well as consider family of existing students for this ancillary focus.
The library should providing library space for supporting institutional partnerships such as tutoring space.	See the section recommending work with Student Life in “Marketing.”
The library should provide library space for faculty materials reserved for student use.	Both e and print reserves should be included in marketing of services for students and faculty.
The library should provide assistance with technology and information for student success such as assistance with study for testing, access to and use of the college’s content management system	Survey data indicates that students want more help with technology. Given the shortage of staff, the library should consider tech support Libguides and user handouts. See the Libguide Community for examples. (Search terms are “tech help,” “tech tools” and “tech toolbox.”

2. SACS

- Library Services Guidelines and SACS Interests
- SWTJC Preparations for Accreditation, the QEP
- Recommendations (embedded in charts)
 - Create consistent library services and resources' profiles for students/locations (what is where) (first year)
 - Create consistent library services and resources' pathfinders for students/locations (how to find/get what is needed) (first year)
 - Create an online pathfinder/Libguide for QEP (2006 was "critical reading skills") for resources, services (including information literacy) (second year)

Library Services Guidelines and SACS Interests

SACS guidelines include both specific and general information that relates to libraries or "learning resource centers." Their concerns for libraries are typically not different from other concerns for educational environments. That is, they are seeking: equal support for in-person vs. distance learning coursework and remote users, constituent access to assistance from appropriate types and numbers of employees/staff; adequate support for constituents identified levels of locations (based on curriculum offerings;) and, meaningful assessment with student learning outcomes. **Although visiting teams vary in their focus, SACS teams say they need assertions, evidence with identifying source documents to support assertions, and a bridge in the form of a narrative that links documentation to judgment on evidence.**

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SACS Areas of interest	SWTJC Has/Needs	Evidence, Source Documents, Narrative Bridge
Presence of and accessibility to librarians including in-person and digital/virtual assistance	Uvalde has librarians; other sites need access to full time librarian. This can happen with new full time at each or full time traveling among locations, or adjuncts hired for or traveling between/among locations; adding librarians to Uvalde but setting up reference (Skype, Google hangout) for the hours of service at other locations; by appointment	Hours of service by location with staff and credentials available
Equal accessibility of resources between distance and in-person classes	SWTJC resources are available remotely. Faculty with curriculum offered only online should match content to online resources.	Match of online resources to curriculum areas by location; identification of print AND e-books to indicate breadth. Curriculum committee grids?
A full range of services/resources at locations identified as "campuses"	SWTJC libraries have a wide variety of services at locations.	Each location should be identified by location title of campus, center or site and a library service grid completed.

		(See Appendices for the grid.)
An adequate range of services/resources at locations identified as "centers"	SWTJC libraries have a wide variety of services at locations.	Each location should be identified by location title of campus, center or site and a library service grid completed. See Appendices for the grid.
Clearly defined pathways to services/resources at locations defined as "sites"	SWTJC libraries have a wide variety of services at locations.	See the Appendices for examples of handouts for locations where classes are offered with little to no college presence.
Hours of service at campuses that match classes (hours open before a class begins or open after.)	SWTJC locations offer a wide range of hours.	Include hours of services in the Services and Resources by location grid. If an environment can't be both open before and after classes, hours should be available either before or after classes.
Staff service at campuses (in person; digital/virtual) during a significant number of hours open with Librarians for reference and information literacy (Level 2;) directional or basic information (Level 1)	SWTJC content describing reference and information literacy hours of services available from librarians and from assistants should be outlined per location with indications of in-person vs. digital and virtual. IL services	Include descriptions of reference and IL services in the Services and Resources by location grid.
Online resources accessible in-libraries and remotely	SWTJC resources are available remotely.	Online resources available remotely should be identified and related to the curriculum.
Pathways for finding online resources	SWTJC staff use LibGuides for pathways to finding online resources	LibGuides should be reviewed for completed information for discipline specific resources. (See Web Presence.)

Specific SACS Statements

2.9 Core Requirements The institution, through ownership or formal arrangements or agreements, provides and supports student and faculty access and user privileges to adequate library collections and services and to other learning/information resources consistent with the degrees offered. Collections, resources, and services are sufficient to support all its educational, research, and public service programs. (Learning Resources and Services)	
SACS Statements	Consultant Recommendations
<i>"How are resources and services provided to students enrolled in distance education programs or in programs offered at off-site locations?"</i>	Identify what resources need to be available (based on curriculum offered at the location;) identify what at SWTJC would qualify as "off-site" locations; list how services and resources are available. (See

	<p>“Appendices” for services and resources grid as well as “Web Presence” and “Information Literacy.”</p>
<p>“Formal Arrangements/Agreements”</p> <ol style="list-style-type: none"> 1. <i>Need to be in writing</i> 2. <i>Who are the partners involved?</i> 3. <i>Borrowing privileges?</i> 4. <i>Database access—on-campus and remote?</i> 5. <i>Instruction in use of resources?</i> 6. <i>User assistance?</i> 7. <i>How is host library’s collection relevant?</i> 8. <i>Details are necessary.</i> 	<p>SWTJC libraries have arrangements with partners to provide library services including Sul Ross. Memorandums of Understanding as well as – for more informal partnerships – emails and letters must be identified for outlining how SWTJC constituents seek/have access to research and information assistance and materials. All formal and informal partnerships should be articulated in writing with links to online content (such as the Sul Ross web content for library services and resources at the Rio Grande Campus.)</p>
<p>“Provides and Supports Student//Faculty Access & User Privileges”</p> <ol style="list-style-type: none"> 1. <i>Remote access to databases?</i> 2. <i>How is access granted?</i> 3. <i>Licensing limitations?</i> 4. <i>Hours of operation?</i> 	<p>Access to e-resources needs to be articulated as a 24/7 service.</p>
<p>“Adequate Library Collections”</p> <ol style="list-style-type: none"> 1. <i>Collection Development Policy</i> 2. <i>Collection Analysis—Strengths and Weaknesses Given Institutional Mission and Programs/Services Supported</i> 3. <i>Student/Faculty Feedback</i> 4. <i>Ongoing Analysis of Usage Data</i> 5. <i>Age Analysis</i> 6. <i>Acquisition Statistics</i> 7. <i>Trends in ILL</i> 	<p>SWTJC should:</p> <ul style="list-style-type: none"> • Review the SWTJC written collection development policy for currency and inclusion of e-books, e-resources. • Review any supporting management documentation for collection management • Identify modes and methods of assessing SWTCJ collections including use, breadth and depth and age of collection • Identify role of faculty in supporting collection growth and maintenance • Identify how IL relates to collection management.
<p>“Services”</p> <ol style="list-style-type: none"> 1. <i>Description of Services Offered</i> 2. <i>How do these services support programs and the mission of the institution?</i> 3. <i>Hours of Availability</i> 4. <i>Student/Faculty Feedback</i> 5. <i>Benchmarking with Peers</i> 	<p>SWTJC should:</p> <ul style="list-style-type: none"> • Review the SWTJC services to students, faculty and staff as well as community members as appropriate. • Review any supporting management documentation for services • Identify modes and methods of assessing SWTCJ services • Identify role of faculty in partnering with librarians in designing, delivering and using services • Identify how the library ‘s IL services and

	resources (Level 1 and Level 2) support student success
<i>“Other Learning/Information Resources”</i>	This section varies and can include other collections in other departments – for example – managed by the library.
<i>“Consistent with Degrees Offered”</i> 1. <i>Strengths of Collections Match Programs Offered</i> 2. <i>Involvement of Faculty in Developing Collections</i>	Print and e-book collections need to be mapped to the curriculum as well as assessed for gaps and – when appropriate – currency. SWTJC must identify the involvement of classroom faculty in the identification and acquisitions of materials. Examples include: <ul style="list-style-type: none"> • Faculty (full and part time) are invited annually to participate in print selection. • E-resource trials are set up for faculty and staff to review possible acquisitions for e-books, databases. • Faculty is invited annually to assess print and e-collections for gap identification as well as weeding/collection maintenance. • Librarians responsible for collection areas solicit invitations to present content in disciplines to faculty “task forces” and “meetings.”
<i>“Sufficient to Support All Its Educational, Research, and Public Service Programs”</i>	SACS is interested in collections – either in print or online being accessible (first) and then supportive of the depth and breadth of the curriculum. Obviously examples include: <ul style="list-style-type: none"> • If an nursing program is offered at a location, print and online materials must match the coursework • If British Lit is offered at a location; online and print content should be present in both circulating and reference materials <p>Another obvious statement is – HOW MUCH of a program is offered, matters. So if an entire certificate or degree is offered at a location, materials and resources must be accessible. SWTJC should see the pathfinder examples inserted in the Appendices.</p>

3.8 Library and Other Learning Resources

3.8.1 The institution provides facilities and learning/information resources that are appropriate to support its teaching, research, and service mission. (Learning/information resources)

“Facilities”

1. *Description of the Physical Facilities: Size, Proximity, Features*
2. *Facility Usage Data*
3. *Student/Faculty Feedback*
4. *Age and Renovation History*

The facilities audit recommended along with the services grid recommended should serve to provide SACS the information they need. Team members do visit a number of locations. SWTJC should prepare written paths for students for each location and include these in notebooks both in print and digital form.

Typically SACS likes to view data as it presented in existing college information therefore current management documents identifying usage should be kept current/updated and reviewed for inclusion of more typical data as well as e-usage data.

ADA issues should be addressed in content if not rectified by SACS snapshot completion.

“Learning/Information Resources”

1. *Appropriate to Support Its Institutional Teaching, Research, & Service Mission*

Library management content should reflect the college’s mission, vision, etc. both in general and using specific terminology. See “Management Documents.”

3.8.2 The institution ensures that users have access to regular and timely instruction in the use of the library and other learning/information resources. (Instruction of library use)

“Ensures that Users Have Access” to Library Instruction” (specifically) “We have it on the website . . .”

1. *But how do students/faculty know it’s there?*
2. *How do you know the instruction is effective?*
3. *Are they achieving the desired learning outcomes?*
4. *Is instruction “Regular and Timely”?*

SACS not only wants to know that access is available they need to know how potential users are made aware of and connected to what is available for them.

SACS requires assessment of library practices which should always go beyond usage data. Instruction assessment should be gathered and assessed to see if it meets these needs. In the absence of assessment see the Appendices for assessment information included by the consultant and see the “Information Literacy” section.

3.8.3 The institution provides a sufficient number of qualified staff—with appropriate education or experiences in library and/or other learning/information resources—to accomplish the mission of the institution. (Qualified staff)

Staffing issues are always unique to the environment. Specifically SACS wants to know if:

- Positions are held by credentialed staff (librarians are from ALA-accredited institutions)
- Students, faculty and staff have access to librarians (in-person, digital, virtual) for research and information assistance
- Students, faculty and staff have access to librarians (in-person, digital, virtual) for research and information assistance during library open hours AND have virtual/digital support available after hours (asynchronous or synchronous)
- Library staff members are integrated into college operations (serve on committees, planning, etc.)

Typically SACS does NOT say – you must have x number of librarians, rather they look at staffing patterns within the context of the organization.

SWTJC does not, however, have adequate in-person or even virtually - coverage in libraries in Del Rio or Eagle Pass and moderate coverage in Uvalde.

Related SACS Statements - The Library & Institutional Effectiveness

CR 2.5 The institution engages in ongoing, integrated, and institution-wide research-based planning and evaluation processes that

1. incorporate a systematic review of
2. Institutional mission, goals, and outcomes;
3. result in continuing improvement in institutional quality; and
4. demonstrate the institution is effectively accomplishing its mission.

“Sufficient Number of Qualified Staff—with Appropriate Education or Experiences in Library and/or Other Learning/Information Resources”

- *Chart coverage during hours open to illustrate availability.*
- *List staff members with experience, education, and any additional training noted to indicate what IS and ISN'T available.*

CS 3.3.1 The institution identifies expected outcomes, assesses the extent to which it achieves these outcomes, and provides evidence of improvement based on analysis of the results in each of the following areas:

- 3.3.1.1 educational programs, to include student learning outcomes
- 3.3.1.2 administrative support services

Library roles in assessing outcomes should be articulated – at the very least – for library instruction.

<p>3.3.1.3 academic and student support services 3.3.1.4 research with its educational mission, if appropriate 3.3.1.5 community/public service within its educational mission if appropriate</p>	<p>If the library does not assess or assess with outcomes, they should select no more than three outcomes to begin to assess now. See “Information Literacy.”</p>
<p>CS 3.3.1 Focuses on the design and improvement of educational experiences to enhance student learning.</p>	<p><i>SACS expects the library to “Provide evidence of improvement based on analysis of the results” and “Identifies expected outcomes.” as well as “Assesses the extent to which it achieves these outcomes”</i> <i>Scenarios</i></p> <p><i>SWTJC should provide the context and answer:</i></p> <ul style="list-style-type: none"> • <i>Who are your students and faculty?</i> • <i>What academic programs do you support, what research, what public service?</i> • <i>What programs and services do you provide?</i> • <i>Key points of your narrative</i> • <i>Documentation</i>

SACS Preparations for Accreditation; the QEP

The SWTJC Library should begin the review of SACS needs (with this Report and these charts) and focus on evaluation for assessing effectiveness and meeting student, faculty and staff needs. In addition the library should begin to gather and update their management content specifically library services and resources’ profiles for students/locations (what is where) in this next year and build library services and resources’ pathfinders for students/locations (how to find/get what is needed.)

When the SWTJC QEP focus is chosen the library should (in the second year:)

- Create an online pathfinder/Libguide for QEP for library support with resources, services for **faculty and staff**
- Create an online pathfinder/Libguide **for students** for library support with resources, services
- Design an **accreditation timeline** to indicate for SWTJC administration, faculty and staff the library’s role in preparing and dissemination content
- Identify specific library support for implementing QEP activities such as assisting faculty in creating assignments with supporting library resources and services
- Link library information literacy outcomes to QEP student learning outcomes: collaboration, critical thinking, communication and reflection

3. Resources

- Collections – print and Collections - digital/online/"e"
- Recommendations
 - Conduct a materials/collection gap analysis (all locations) to determine age of print collections; coverage of print **with** e-resources collection and match to curriculum (second year post identification of money)
 - Conduct a comparison of print periodicals coverage with e-resource coverage and match to curriculum (second year)
 - Assess print collection; use; change to LC classification (second, third year)

The library should provide varied, authoritative and up-to-date resources that support its mission and the needs of its users. Resources may be provided onsite or remotely and on large and small campuses, centers or sites. Resources are realized in a variety of formats, including print or hard copy, online electronic text or images, and other media such as streaming media. Within budget constraints, the library should provide quality resources in the most efficient manner possible. Collection currency and vitality should be maintained through judicious weeding.

Although the consultant was not hired to assess the data collected, collection, facilities issues and budget issues as well as SACS recommendations, dictated a cursory review. To arrive at data driven decisions, the library needs to assess collections and - as in most libraries -the materials collection needs attention. There are (at least) two ways to assess collections.

1. Collection-centered approaches can include: comparison to benchmark holdings, colleges, collections; measuring the existing collection against preferred or vetted/core or in-depth lists (Choice, Baker & Taylor,) expert assessment of value, depth, etc, age of collection, measuring up to standards.
2. User-centered approaches include; check out/circulation studies, snapshots of opinion, return, and use of individuals – user surveys, gap assessments determined by reference/research questions answered, loan/borrower data assessment, in house data, and shelf availability

Collection Analysis

The collections should be analyzed for age, match to current curriculum (depth and breadth,) use as well as e-resource vs. print. Specifically the library needs to determine if the collection is old, needs to be weeded, if there are gaps, what the issues are with e resources vs. print resources.

- An analysis for weeding (age, condition)
- A plan for identifying a core collection for SWTJC libraries as libraries are renovated or new libraries are built
- A suggested plan for moving materials among libraries either permanent or through establishment of a “floating” collection
- A match of subject headings, web environments and pathfinders and tags to curriculum terminology
- An assessment of depth per discipline and a match of new curriculum (course offerings only? A certificate completion? A degree plan) and the requisite online and print materials needed

And specifically a need to:

- Conduct a materials/collection gap analysis (all locations) to determine age of print collections; coverage of print **with** e-resources collection and match to curriculum (second year post identification of money)
- Conduct a comparison of print periodicals coverage with e-resource coverage and match to curriculum with a focus on weeding print copies (second year)
- Assess print collection; use
- Review possible change to LC classification (pros, cons) (second, third year)

Some of the bulleted content above can be accomplished through a Worldcat Collection Analysis. Information can be located at <http://www.oclc.org/collectionanalysis/> and consultant recommendations include money being identified to begin the process with the OCLC assessment. (2013 price was less than \$5,000, however, it should be noted that the assessment is possible with the data they have and the assessment does not stop “there.”)

The overall collection assessment is a multi-year process. Given staffing levels and other critical activities, it is recommended that the Library Director:

- identify roles and responsibilities of an ad hoc/hourly or adjunct librarian to serve as a collection process owner for two years;
- focus on a comparison of gaps from print to e-resources; and,
- create a collection development advisory group from library staff and include actively involved classroom faculty representative of disciplines.

This collection assessment should include an assessment of current data to factoring the growth of online full text e-books and the profiles of users and their likelihood of using their own technology or the college having the technology to support buying more e-books than print materials.

A related consultant recommendation is that the library assess space at libraries to identify reductions in shelving of materials in low use areas of the collection. See “Facilities.”

4. Services (in-person/on campus, dual credit, and remote/distance services,)

- Information literacy
- Technology
- Destination – study, other
- College, Non-library
- Recommendations
 - Match library SLOs to instruction; research/reference (first year)
 - Market/brand library services with a focus on the librarians' expertise/role in teaching and learning as value-added services for students, faculty and staff (second year)
 - Match location services and resources grids to hours of service, usage (first year)
 - Compare virtual/digital asynchronous services to in-person services against staffing levels (credentials, hours of availability) (immediate)

National standards state that “The library should establish, promote, maintain and evaluate a range of quality services that support the institution’s mission and goals. The library should provide competent and prompt assistance for its users. Hours of access to the library should be reasonable and convenient for its users. Reference and other special assistance should be available at times when the institution’s primary users most need them.”

In defining today’s and tomorrow’s services we need to consider:

- Identifying service needs
- Identifying modes and methods of accessing services
- Designing services that meet needs
- Personalizing services to meet needs
- Assessing services (use, levels to which they meet needs, contribute to student engagement and student success)
- Identifying atypical services for the library but offered at or by the library to meet student needs (Examples include tutoring, admissions functions, I.D.s, counseling, serving families)

Often constituents view “services” as programs of service and although our typical programs of service include the basic elements above we provide basics that are designed to meet our constituent needs. They include:

- reference,
- research assistance,
- information literacy (including instruction in locating and using resources,)
- instructional design for online and in-person information literacy,
- facility as destination with variety of facilities areas (quiet study, group study,)
- technology (hardware and software,)

and

- equitable access to resources.

In academic settings, the most important role of the librarian is that of teacher. The librarian’s curriculum focuses on instruction in the library and - in partnership with classroom faculty – the design

of assignments that incorporate library resources and services as well as resources available globally.

Academic library standards state “As an academic or instructional unit within the institution, the library should facilitate student success, as well as encourage lifelong learning. By combining new techniques and technologies with the best of traditional sources, librarians should assist primary users and others in information retrieval methods, evaluation, and documentation.

In addition, librarians should collaborate frequently with classroom faculty; they should participate in curriculum planning and information literacy instruction as well as educational outcomes assessment. Information literacy skills and user education should be integrated across the curriculum and into appropriate courses with special attention given to information evaluation, critical thinking, intellectual property, copyright, and plagiarism.

Modes of instruction - often referred to as teaching methods –‘may include, but are not limited to advising individuals at reference desks, in-depth research consultations, individualized instruction, electronic or print instruction aids, or group instruction in traditional or electronic classroom settings.’”

There are MANY ways to articulate a librarian’s instructional role. They include but aren’t limited to:

- Supporter of the overall college....both curriculum and processes
- Collaborative planning and teaching for presentation of IL with classroom faculty
- Promotion of reading and literacy for college success and lifelong learning
- Information literacy instruction...classroom (in person, in library and online for instruction in basic information/research issues)
- Information literacy instruction...classroom (in person, in library and online for instruction in general education and/or workforce and/or discipline-specific content)
- Connecting constituents to materials both print and online
- Learning enhancement through technology for design and delivery with classroom faculty
- Scholarship and publication of faculty, staff and students

A grid indicating not only levels of services but roles of staff.

Constituents	Locations				
	Larger	Smaller	Sites	Partners	Remote
LIBRARIANS					
Access to librarians who provide point-of-use, small group and classroom-based information literacy instruction in using print and online materials and resources	Uvalde - Yes Del Rio – by appt./none located there Eagle Pass – by appt./none located there	By appt./none located there	By appt./none located there	RGC – By appt./none located there	Assistance is available by email, chat, and phone. Skype is also available. Email questions are answered within 24 hours. Chat is available during the libraries open hours.
Access to librarians who provide information literacy point-of-use instruction in basic computer/technological awareness (getting email addresses, accessing classroom web-based materials, productivity functions such as simple point-of-need keyboarding, printing and downloading, using a mouse)	Uvalde - Yes Del Rio – by appt./none located there Eagle Pass – by appt./none located there	By appt./none located there	By appt./none located there	By appt./none located there	Assistance is available by email, chat, and phone. Skype is also available. Email questions are answered within 24 hours. Chat is available during the libraries open hours.
Classroom faculty and librarians work together to design and produce one-on-one small and large group information literacy such as accessing and evaluating online resources; designing web-based classroom assignments	Uvalde - Yes Del Rio – by appt. Eagle Pass – by appt.	By appt./none located there	By appt./none located there	By appt./none located there	Assistance is available by email, chat, and phone. Skype is also available. Email questions are answered within 24 hours. Chat is available during the libraries open hours.
LIBRARY ASSISTANTS					
Access to digital delivery of reserve materials involving scanning and creating online reserves of faculty classroom materials	Yes	Yes	Yes	Yes	Self-directed checkout of e-books online
Basic informational assistance, library tours of resources (See Information Literacy Levels); check in an out/materials	Yes	Yes	Yes	Yes	Self-directed checkout of e-books online
MATERIALS/SERVICES					
Access to print and online resources: reference and	Yes	Yes	Yes	Yes	Yes

circulating collection, online catalog, databases					
Access to web-based portal on general and discipline-specific recommended Internet and web resources organized by classes/disciplines (LibGuides)	Yes	Yes	Yes	Yes	Yes
Print and online study guides in areas such as the research process, test-taking skills, plagiarism, citing sources	Yes	Yes	Yes	Yes	Yes
Access to print reference and circulating professional development materials for faculty and staff	Yes	Yes	Yes	Yes	Yes
For students, faculty and staff <ul style="list-style-type: none"> access to interlibrary loan of materials not found in libraries globally TexShare Cards given out – access to content from academic and public libraries 	Yes	Yes	Yes	Yes	Yes
HARDWARE/SOFTWARE					
Providing technology for students with special needs/differently-abled (special software for library pc's; ADA layers for library website)	No	No	No	No	No
Providing access to productivity hardware and software in support for classroom assignments such as graphing calculators, discipline-specific electronic resources, etc.	No	No	No	No	No

SWTJC librarians provide a variety of types of instruction for students through a variety of modes and methods at all locations. (See grid above.) Consultant recommendations for services include a need for assessment; a need to link services to student success and student learning outcomes, a need for comparison of services and a marketing and brand consistency for services. Specifically:

- Match library SLOs to instruction; research/reference (first year)
- Compare virtual/digital asynchronous services to in-person services against staffing levels (credentials, hours of availability) (immediate) (build on grid)
- Match location services and resources grids to hours of service, usage (first year) (build on grid)

- Market/brand library services with a focus on the librarians' expertise/role in teaching and learning as value-added services for students, faculty and staff (second year)

Distance learning services may be looked at independently and/or can be looked at within the context of – for example – technology infrastructure support, resources, services, marketing, etc. SWTJC provides (see services Grid) distance learning services to students with the broadest definition of “distance” learning. For example:

- students not on campuses without librarians have access to librarians through IL delivered through tech
- students at centers and sites without librarians have access to librarians through IL delivered through tech
- students in distance education classes have access to librarians through IL delivered through tech

Distance learning support can include a variety of levels and types of support. Librarians can:

1. Create specific instruction pages for students – found on the libraries website – to support all aspects of distributed learning...using the institutions terminology
2. Integrate the Library/information literacy into student, faculty and staff Portal pages (student “landing pages,” the library tab, the announcements page)
3. Match courseware element with curriculum requirements from standards or outcomes needed
4. Advertise library distance or remote support in student newspapers, publications, e-lists
5. Design publicity to post to all-DL-faculty e-lists or to email to all DL-faculty and staff
6. Demonstrate library-integrated assignments as meeting outcomes for distance learners
7. Integrate library services and resources into courseware including resources – catalog links, databases, subject guides; Services such as Information Coaching, Strategy Guides, Research Consultant, Virtual Reference (asynchronous, synchronous); Links to educational resources for plagiarism and study skills/tips. Specific examples include:
 - Tutorials (learning objects) – posted to quizzes/testing (pre-test, discipline specific, post-test)
 - Digital Drop Box use – library assignments
 - Assignment posting – general, integrated
 - Electronic Reserves
 - Librarian posted as student, guest, teaching assistant in DL classes
 - Librarians managing discussion board/collaboration posting
 - Librarians offering chat/office hours
 - Librarians allowed to post announcements
 - Librarians allowed to email or provide content for courseware email
 - Offer discussion boards/groups outside of classes for ongoing general discussion
 - Offer discussion boards/groups outside of classes but targeted to specific disciplines or specific assignments
 - Content in FAQ's

- Complete credit course on information literacy
- Complete continuing education course on information literacy
- Research journals kept online in courseware
- Portfolios kept online in courseware
- Librarians leading listserv or email threaded discussion on:
 - Research topics
 - Critical thinking on articles/course content
 - Learning exercises
- Identifying, and/or design or participate in the design of learning objects for online classes
- Identifying and/or designing learning elements...streaming video, tutorials

Success in marketing library remote user/digital support includes taking aggressive steps. SWTJC recommended steps embedded throughout the document (marketing, web presence, services) are boldfaced below. Note: SWTJC libraries have a variety of these support activities in place. Recommendations throughout the report include standardization of web presence for increased student success.

- **Branding - picking a service brand and not a library brand (see Marketing)**
- **Integrating DL support into all library functions but also creating a mirror pathway identified for online users**
- Marketing – overall services and expertise and stress *equity of access* internally and access with customers/clients...focus on user characteristics...using popular screen language
- Assuming expert support roles as well as leadership roles in higher education
- Assuming expert roles in curriculum design
- **Seeking team teaching roles in instruction design (see Staffing)**
- Focusing on outcomes as library resources and the DL role of learning outcomes (www.reusability.org)
- Matching SWTJC services against standards (ACRL, ACRL DL Section, Web-based learning, etc.)
- **Training the “trainers” (given low SWTJC staffing levels, this is recommended)**
 - Teaching faculty
 - Teaching student organization leaders
 - Teaching advisors, counselors
 - Teaching tutors
 - Teaching lab instructors
 - Teaching open access computer lab support techs
 - Teaching instructional technologists
- Identifying – through measurement and research - specific role of library in meeting accreditation standards, higher education goals, educational requirements, fulfilling outcomes, assessment test results, demonstrating impact
- **Take a lead role in critical support e-issues such as plagiarism**
- Strategically choosing disciplines for embedded or integrated content especially where discipline-specific accreditation requires content such as workforce content such as health sciences
- **Design scripts for any distance learning help staff and for live help desk college functions (FAQ’s in general, remote user FAQ’s)**
- Gateways or portals to e-learners

5. Facilities (existing and new)

- Identify and disseminate critical issues and needs for existing facilities
 - Address ADA issues (immediate)
 - De-clutter all environments/Create consistent signage (immediate)
 - Environ/role of the libraries in retention (first year)
 - Processes for renovating existing facilities (end of first year)
- Identify **processes** for designing new facilities (immediate)
 - Create content for SACS facilities issues re: resources and services match curriculum (hours, reserves, access to print and e-resources) (end of first year, second year)

SACS is interested in- obviously – what facilities offer as well as the terminology and naming of college environments including what is a campus, what is a center and what is a site. Curriculum offered, % of program offered, support for curriculum and constituents, presence of staff are all important factors in identifying what an environment is and what it is called.

Just as library facilities – in-person or “brick and mortar” environments - need to have a consistent look for patrons within each structure it is recommended that facilities consistencies are ensured among locations. While this doesn’t specifically refer to colors, design, décor, it DOES apply to types of furniture, signage, language, and ergonomics as well as design principles. Specific general facilities recommendations for today’s libraries includes

There are significant changes in today’s expectations of users, building trends and styles.as well as umbrella institutions and experts such as architects and interior designers. Changes in evidence today include:

- Architectural and building trends for today’s libraries include more contemporary architecture with diverse styles integrated with “heroic” elements for public buildings, concern for sustainability, technologically- driven design, space and furniture to accommodate a combination of constituent work and leisure, diverse lighting, and focus on flexible furniture and furniture settings to provide constituents (working alone or together/in small groups) both public and private spaces.
- Managers who redecorate, renovate or build new facilities experience increased costs, required and often new e-infrastructure, as well as staffing challenges for supporting sizes and types of spaces and newer designs for – for example - delivering and supporting tech and private/small group spaces, etc.
- Constituents and/or users want the latest technology and cutting edge technology as well as support for their personal tech devices (older, existing and cutting edge in the library), accessible collections, public spaces, private spaces as well as small group spaces for active learning, comfortable furniture seating/spaces, food and beverage, meeting spaces for groups, tech resources to use externally as well as equipment for innovation and production for use by constituents and information as well as training and education on using the resources – both hardware and software.
- Specific or special constituents populations want dedicated spaces, hardware and software – retrofitted as needed for specific populations, public and private work and meeting spaces for special needs, specific materials in diverse formats in dedicated spaces, and unique furniture for special population needs.
- Employees and workers want (for their own environment) their own office space and – if possible – their own offices, non-networked or networked computers but their own

hardware and specific software for general and specific productivity software, flexible workspaces and furniture, and leisure and/or recreational spaces in work environments.

- Administrators want lower end square footage costs, shared spaces for libraries and partners, vetted choices in space and furniture or best/effective practices, collaborative and typically non individual/shared office spaces, and longer timelines for replacing technology/technology trade out costs.
- Architects and designers want to please administrators as well as constituents and employees and workers, opportunities to create award-winning designs, heroic spaces, high level green/sustainable credentials, and opportunities to experiment.
- Librarians want – for their constituents – public spaces with differentiation of services, professionals, and functions, a mix of public and private space but not hidden/unsafe environments, teaching/instruction spaces with computers for hands-on instruction, space for one-on-one reference assistance, and production/innovation spaces.

Strengths in SWTJC library facilities

- The library in Uvalde is in a prominent location on the campus.
- The library in Uvalde is a clean, well-kept environment with a combination of dark wood and primary colors.
- The library in Uvalde has a large number of computers in both a general use environment and in a computer lab that can be used for teaching/information literacy instruction.
- The library in Uvalde has wireless access for use by patrons/with their own devices.
- The library supports college infrastructure processes by providing identification card/student I.D.
- All libraries are busy with students.
- Libraries provide – in both large and small spaces – several collaborative learning environments.
- Smaller libraries have integrated a large number of computers into small spaces.
- Libraries try to connect with students through a number of activities – even in the smallest spaces.
- Libraries have primarily older furniture exclusive of some new at Uvalde and the upcoming Del Rio Campus. In general, however, the libraries combine a number of different types older of furniture.
- Spaces defined by furniture in libraries appear to be flexible for students to redesign as needed.
- Lighting in open areas in libraries is varied and bright – which is needed because the majority of the libraries do not have significant natural light.

Specific recommendations for existing and new facilities include:

Facilities Areas and Issues	What is recommended	Current Situation – General	Current Situation – by Location
Ambiance	<p>A “branded” environment with coordinated, single-message contemporary environ throughout all spaces at all locations (and this chart includes a variety of content areas that expand on those mentioned under “ambiance;”) use of elements to assist with message and Wayfinding including lighting, colors, signage on walls, floors, etc; varied lighting to support multiple needs for using technology by groups and/or individuals, study, group activities; art and art-as-part-of-brand; colors (see above) used to set tone; definitive areas for quiet vs. conversation through use of flexible furniture, portable barriers, etc.</p>	<p>Varied, designed and/or decorated given the style of the time, many spaces “look” older/have older or outdated colors with some spaces more updated</p>	<p>Uvalde Del Rio Eagle Pass Other</p> <p>Libraries need to de-clutter spaces, brand for new environments, change colors, brighten up spaces, create both smaller spaces as well as the illusion of smaller spaces and consider changing height and size of public service desks and staffing desks. (See below for more information.)</p>
Lighting	<p>Lighting in libraries today is used in a wide variety of ways. Not only should lighting “light” or illuminate space, it is used as a Wayfinding device and plays a role in sustainability. Specific issues for managers today:</p> <p>Ongoing “candle” measurement to ensure users can see as needed</p> <p>Candle measurement in a variety of areas is needed to try and ensure safety compliance – more specifically in stairwells, entrances/exits, parking lots, etc. Sustainability for</p>	<p>Lighting in libraries has been typically “office” or utilitarian in nature. There has been much debate for many years; however, over the amount of lighting; lighting and safety; lighting needed for study vs. using technology; maintenance of lighting; the type of lighting; the use of natural lighting; and, the placement of lighting over shelving.</p>	<p>Uvalde has varied lighting but the dark wood dictates more and brighter lighting.</p> <p>There is little natural light for students, therefore lighting should be full spectrum with some desktop lighting available to supplement overhead lighting.</p>

	<p>all lighting for choice of light units as well as bulbs with concern for cost vs. life of bulbs.</p> <p>A variety of lighting is recommended in study/work areas and architects/lighting subcontractors have varieties of categories of recommendations for # and types of lights which not only illuminate appropriately but provide users flexibility for designing their work and leisure space in the library.</p> <p>Lighting decisions must be coupled with type of technology and, technology interfaces and screens.</p> <p>Natural lighting decisions must be coupled with blinds and window film/coverings to allow maximum use and enjoyment of space for users with protection of print materials and viewing of technology.</p> <p>Managers must be concerning with placement of lights, ceiling heights, etc. so that fixing lights and bulbs is possible with existing maintenance coverage and equipment and cost.</p> <p>Shelving and lighting has long been debated in libraries. Architectural design has opposite recommendations that include lighting should be perpendicular to shelving and that lighting should be parallel to shelving. Greatest flexibility is</p>		
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	<p>available when lighting is perpendicular to shelving so that shelving can be relocated as needed.</p> <p>Management issues include: cost of initial selection and maintaining lighting/bulbs as well as need for professional lighting consultation for subcontractor in lighting design.</p>		
Ceilings	<p>Ceilings are diverse; however, many architects still want to create expanses of space and enhance views. In addition, ceilings in vogue are partially “dropped” or cloud or suspended ceilings of varying heights. While these</p> <p>ceilings allow for ceiling areas above clouds to be used for technology infrastructure - they are problematic for lighting, HVAC/temperature control, internal sounds from constituents and employees and workers and equipment as well as external roof sounds such as weather and flight paths.</p> <p>Management issues include initial design factors during construction or renovation, cost of HVAC and matching lighting to constituent needs.</p>	<p>Ceilings are diverse. Many libraries have high ceilings in both retrofitted and new buildings. In addition, in many libraries there are combinations of ceilings with lower ceilings over public service desks to aid in sound absorption.</p>	<p>Ceilings are high in all locations (Del Rio, Uvalde and Eagle Pass)</p> <p>Color on walls can create visual changes in space and color should be used instead of pictures.</p> <p>Fewer pictures on walls, fewer signs and different colors create illusions of more intimate areas and allows students to focus and communicates behaviors.</p>
Floors	<p>Libraries have diverse flooring that is chosen for green issues but also sound absorption, easy repairs (carpet and tile squares). Preferred flooring can be:</p> <ul style="list-style-type: none"> • raised to allow for easy coring for 	<p>Libraries have diverse flooring which includes large expanses of carpeting, as well as tile and wooden flooring. Repairs and new flooring is an expensive process given resources (shelving, etc.) services and furniture. Flooring has been used to “define” spaces.</p>	<p>Although any flooring changes should be for carpet squares, the flooring in libraries is moderate in color and is varied.</p> <p>Until spaces are renovated I would not recommend new</p>

	<p>technology support</p> <ul style="list-style-type: none"> • carpet or tile squares for simple, less expensive repair • indoor/outdoor • darker colors/patterns to show less dirt • general colors and styles that do NOT define spaces by color or design • cleaned by “green” maintenance <p>Management issues include initial costs of flooring, ongoing maintenance, cleaning and repair costs.</p>		<p>flooring unless it is a trip hazard.</p>
Furniture	<p>There are many companies who specialize in library furniture and more specifically in furniture for high use/technology driven environments.</p> <p>Libraries today focus on varieties of furniture, including comfort and leisure as well as including furniture that is flexible, lightweight and tech-ready for either library technology or personal hardware and devices.</p> <p>Management issues include initial costs; need to convince some of purchase of higher priced, library furniture, need for furniture to be specific for general public/heavy use as well as updating furniture as needed and cleaning costs.</p>	<p>Libraries have all kinds of furniture including general public use or public spaces furniture, office furniture and –specifically – library furniture. In addition, libraries – when possible – choose furniture as needed for target populations such as children, young adult, technology users, etc. In many libraries it is not uncommon to have a 30-50 year old table with a new computer sitting on top of it...and/or a 25 year old work station being used with a laptop.</p>	<p>Uvalde has varied furniture. Changes could include:</p> <p>One small group meeting room could replace table setup with table chairs for a small group.</p> <p>Table chairs #'s should be increased and put in place of tables and “boutique hotel” set ups can maximize unused space in the back of the first floor and the second floor seating area that leads to the computer classroom.</p> <p>Tablet chairs should have 2 legs with wheels for flexibility.</p> <p>Del Rio has so little space, the numbers of students who can use space will be compromised with changes from tables to tablet chairs or more flexible seating. This is the Director’s decision and should be driven by the enrollments (@1000) and the library use data.</p>
Ergonomics	<p>Libraries strive to have (at least) two spaces ergonomically designed for maximum efficiencies.</p>	<p>Just as in many and often most non-profit environments, space is at a premium in most libraries. While librarians feel strongly that</p>	<p>Del Rio and Eagle Pass do not appear to have enough space to allow for pathways for ADA compliance. This is</p>

	<p>These two spaces are constituent service points which include:</p> <ul style="list-style-type: none"> • both circulation and reference desks or any public service desk such as a one-stop desk/and or information desk; and, • employee and worker workspaces. <p>Management issues include initial design and use of – possibly – more square footage to insure ergonomics.</p>	<p>public service spaces should be designed to maximize space as well as provide comfort and patron flow among service points, most libraries do not have adequate public space. Flow between and among service points is minimized and efficiency cannot be a first priority.</p>	<p>rectified by measuring and moving tables and chairs.</p> <p>Uvalde has extensive open spaces and can easily –given building code regulations – increase seating in stack areas on the first floor and on the second floor.</p>
Signage Wayfinding	<p>Signage is uniformly designed to instruct and guide constituents (universal design) and is best designed with flexibility to be altered but still look professional – as needed.</p> <p>Labeling or terminology has more general use terms such as “checkout,” information and research” and/or “assistance”, etc. Significant consideration is given to techniques to move patrons to and among services, resources and/or locations such as lighting, color, visual images, font, All environ elements are used to brand and Wayfinding including flooring and furniture.</p> <p>Management issues include cost of initial choice of signage, Wayfinding design; and, costs of ongoing and updating of signage.</p>	<p>Library signage used/uses terms for all types of patrons, some signs are in a variety of languages and many signs are more library “centric” such as “circulation” for the circulation desk and “reference” for the reference desk. There are some signs to move patrons between and among locations such as ceiling dropped signs, flags, etc. The floor is used to move patrons among spaces with arrows, colors, designs.</p>	<p>Signage is varied among locations, varied in appearance within and among locations, a variety of colors and terminology.</p> <p>Consistency among sites is recommended for terminology and number of signs.</p> <p>De-clutters walls and doors increases use of signage and wayfinding.</p>
Public Service/Customer Service	<p>Libraries are still providing a variety of spaces for reference and information services. Combined desks</p>	<p>Public service point-of-use desks have been combined with other desks over the years as well as separated with some</p>	<p>Uvalde</p> <p>The front desk is too big and too high and there is little</p>

<p>Point of Use, Reference</p>	<p>or “one-stop” environments exist as well as distinctly separated reference and information environments. What IS clear is that the type of assistance given includes hardware and software assistance as well as research and information. There are other assistance desks in some shared or contiguous spaces including unstaffed information assistance from information kiosks (ex. online or media kiosks with community, government and/or college and/or local information); tutoring and/or homework assistance; college or higher education advising area as well as the more common income tax assistance.</p> <p>Reference and information desks are also now focusing on their contribution to student outcomes (K-12 or P-16) as well as instruction in research and information literacy.</p> <p>Management issues include initial design and staffing needs driven by design as well as ongoing updating of spaces for technology changes.</p>	<p>libraries having additional information desks and additional reference and/or information desks in specific areas of the library such as unique rooms or service areas for resources and/or special populations.</p> <p>Libraries have also offered reference and information from a number of different locations by a number of different types and levels of employees.</p>	<p>differentiation between library functions of circulation and reference, tech support and – for example – ID’s.</p> <p>The main desk should be – at the very least – lowered (new desks are recommended) and/or lowered and cut in ½ so that one side could remain higher but NOT continue to be a public service point.</p> <p>Data from surveys sited customer service and people coming “from behind desks.” Good customer service is lost and constituents do not know where to approach and do not approach monolithic desks.</p> <p>Del Rio and Eagle Pass</p> <p>Circ desks at other locations and/or circ staff are in the backs of libraries. At Del Rio it is recommended that the library be “flipped” and circulation services moved to the front right area. At the very least, staff chairs should be higher so staff do not have to stand to provide services.</p>
<p>Public Service/Customer Service, Circulation Desk</p>	<p>Today’s circulation desks are often titled as more commonly understood environments such as “check out” and/or “assistance/help.” to not only assist with information needs or directional content but also to assist with hardware and software basic instruction and trouble shooting for</p>	<p>Public service’s circulation desks are both stand alone as well as combined (as stated above) and provide directional information as well as check out of materials. They also serve as “pickup” locations such as reserve items, items on hold for patrons and basic assistance with services such as photocopying, faxing, etc.</p>	<p>See above for public service desk comments for all locations.</p>

	<p>the myriad of resources now circulated including laptops, iPads, e-readers, scientific calculators, etc.</p> <p>Management issues include initial design and staffing needs driven by design as well as ongoing updating of spaces for technology changes</p>		
Resources - Print	<p>Print resources are often interfiled with reference as well as media resources, and are available on the open stacks.</p> <p>Many techniques are also used for identifying additional e-resources available to supplement print such as print or QR codes pathfinders placed throughout the open stacks and on library information desks or kiosks. (See Chapter x on Services and Resources, specifically “marketing of services and resources.”)</p>	<p>Print resources are available – for the most part – in open stack areas in libraries. In addition, some libraries interfile reference and media materials. (See Chapter x on Services and Resources, specifically “marketing new services and resources.”)</p>	<p>Uvalde</p> <p>Weeding print circulating books and weeding back issues of magazines allows for:</p> <p>Opening up shelving on second floor in Uvalde for more seating and different arrangements of seating along with designated use of spaces through table tent signage, etc.</p> <p>Repurposing the second floor back issues storage room (after hazardous-area repairs are made to the ceiling) and allows the Director to rethink the storage space for example for collaborative learning spaces..</p>
Resources - Unique	<p>Library collections include – no matter the type or size of library – unique resources such as local information, unique community records, rare materials, etc. These materials may be housed or labeled separately with other unique aspects such as special HVAC, limited or different access, alternate call numbers, different “shelving” such as pamphlet file boxes, etc. Contemporary libraries may decide to house</p>	<p>Library collections often include – no matter the type or size of library – unique resources such as local information, unique community records, rare materials, etc. These materials may be housed or labeled separately with other unique aspects such as special HVAC, limited or different access, alternate call numbers, different “shelving” such as pamphlet file boxes, etc.</p>	<p>Uvalde</p> <p>The first floor closed space for materials (left side) can be rearranged and the small number of print periodical back issues can be moved into that room (post weeding) and move from second floor. This allows for easy access by staff if constituents need materials and opens up second floor space for faculty driven or small group collaborative space.</p>

	<p>materials in remote storage environments which do not allow – for example - easy access or browsing.</p> <p>Management issues include locations, finding tools and accessibility for use as well as “storage,” special costs associated with preservation and conservation as well as normal upkeep, maintenance/HVAC.</p>		
Resources – Tech/Media, Software	<p>Technology is integrated throughout the library so that – for example - reference workstations are in reference areas. In addition, libraries of all types have instruction responsibilities and services and many have a computer "center" for small and large group instruction as well as individual use.</p> <p>A growing number of all types of libraries have innovation centers where high end hardware and software exist to provide environments for experimentation and production.</p> <p>Many libraries of all types and sizes have combinations of leisure and tech spaces identified as Information Commons.</p> <p>Management issues include location, technology – initial design and/or retrofitting of older spaces; cost of maintaining existing as well as updating as needed to cutting edge.</p>	Libraries – for many years – housed hardware in separate areas for access, maintenance and ease of assistance. For example, libraries had “microfiche rooms.”	<p>Uvalde</p> <p>Use of the computer room and the number of computers throughout the library and placement should be assessed for maximum use.</p> <p>Capital purchases for HELF dollars at other locations and capital dollars for Uvalde can be used for laptops and laptop carts to provide other flexible use of technology. iPads and e-readers should be purchased as well for flexible tech use.</p> <p>Del Rio and Eagle Pass</p> <p>Tech added should be laptop carts and e-reader tech for checkout over circ for flexible use and possible check out/to leave the building.</p>
Study	Libraries recognize that constituents study in diverse ways that include	Libraries of all types and sizes have space identified for individuals to study or more	All SWTJC libraries should invest in headphones or ear buds to check out that are

	<p>individual quiet study areas, study tables for small groups, study space for individuals –tables and study space for individuals using study carrels as well as small group study rooms. All study spaces are technologically driven/ready for individuals and/or groups.</p> <p>Management issues include enforcing study as a “service,” and location as well as maintaining quiet in the midst of programming and expanding resources and services.</p>	<p>“quiet space.” For many years, some libraries have set aside small rooms for small group study.</p>	<p>“throwaways” or given to students to increase quiet study opportunities.</p> <p>Uvalde study spaces on the second floor can be altered with tablet chairs (see earlier recommendations) and small group rooms should be reviewed for different furniture and possible – semester by semester – assignment to student groups for active learning/group work such as Student Government. This builds student success and relationships and promotes student ownership of space.</p>
<p>Leisure</p>	<p>Leisure library spaces are for leisure and/or recreational reading area (ex. periodicals, newspapers, popular fiction) as well as life-long learning content. Leisure spaces are also defined as personal tech spaces with comfortable furniture given the diverse formats used for accessing and using leisure materials.</p> <p>Additional indoor and outdoor leisure spaces can also include meditation/reflection space for constituents such as mazes, indoor and outdoor gardens, balcony and/or courtyard space and other general water treatments and “green” spaces. Additional leisure aspects include fireplaces, window views, artwork, and – sometimes –pets and other animals and reptiles.</p> <p>Management issues include location, amount of space vs. space for resources and services.</p>	<p>Leisure library spaces are both indoor and outdoor and have comfortable furniture and are often near leisure reading materials such as magazines, newspapers, and popular reading.</p> <p>Additional indoor and outdoor leisure spaces can also include meditation/reflection space for constituents such as gardens, balcony and/or courtyard space and fountains. Additional leisure aspects include fireplaces, window views, artwork, and – sometimes –pets and other animals and reptiles.</p>	<p>Uvalde</p> <p>Leisure space for individuals can be increased with changing out tables and chairs for more tablet chairs/w wheels.</p> <p>The front of the library should be repurposed (on the left) for the ideas recommended above for changing circulation.</p> <p>A reference desk can be added to the left for use by increased numbers of librarians and leisure reading should be moved to the back middle or back right spaces where there are open areas, few tables. Although lighting is NOT good in the back of the library, additional table top lighting, lower, can add ambiance and define space.</p> <p>Del Rio and Eagle Pass definitions of spaces are more difficult due to lack of space and increasing use of flexible furniture as well as investing in small, ½ height portable panels with fabric and white boards, can be</p>

			bring smaller spaces to these locations.
Productivity - Constituents	<p>Libraries provide networked hardware and software including electronic workstations for office productivity (proprietary software, Google suites, etc.) In addition, libraries are providing both other productivity including duplication, scanning, faxing and digitizing as well as media production and innovation opportunities.</p> <p>Libraries are also circulating hardware for checkout/classroom or home use (ex. laptops, scientific/high-end calculators, e-book readers and tablets and other personal/hand held devices.</p> <p>Other productivity opportunities including office supply and vending.</p> <p>Management issues include location, networked/non-networked hardware and software, cost, copyright compliance (for production,) constituent assistance and employee and worker training for assistance.</p>	<p>Libraries provide some productivity hardware and software for constituents including typewriters, desktop computers – non-networked and within the last decade – networked. Additional productivity activities and hardware in libraries – primarily public, but academic as well – duplication, faxing and most recently, scanning.</p>	<p>See recommendations above for increasing technology.</p> <p>Newer locations such as Crystal City should invest in check out of technology rather than large numbers of research workstations.</p> <p>It is not unusual for 36 portable devices to be purchased for both large and small spaces and new locations should provide maximum flexible and cost efficiencies with portable tech for students.</p>
Productivity - Staff	<p>Libraries provide networked hardware and software for office productivity (proprietary software, Google suites, etc.) In addition, duplication, scanning, faxing and digitizing as well as media production and innovation opportunities and e-book readers and tablets and</p>	<p>Libraries provide productivity hardware and software for employees and workers including typewriters, desktop computers – non-networked and within the last decade – networked computers.</p> <p>Additional productivity activities and hardware include – for all types of employees and workers – duplication, faxing and most</p>	<p>Staff areas throughout SWTJC are limited in scope. Although Uvalde staff – for the most part – have adequate workspace, all spaces should be consolidated on one floor to accommodate new staff, new workspaces.</p> <p>1. Staff workspaces could be moved into the room on the</p>

	<p>other personal/hand held devices.</p> <p>Management issues include location, networked/non-networked hardware and software, cost, training and keeping employee and worker hardware and software up-to-date and – as possible – one step ahead of constituents!</p>	<p>recently, scanning and often media repair.</p>	<p>left of the library (instead of the back issues of periodicals as suggested above)</p> <p>2. Staff workspaces could move to the second floor space cleared out when back issues of periodicals are reduced.</p> <p>Staff workspaces at smaller locations are used but since staff are so few, it appears that staff in those offices provide limited services and are not customer service oriented since they don't "come out of their office to help." Scheduled time in and out of offices and on public services desks (and not necessarily all open hours) lets constituents know that x hours staff will be at public service desk and increases perceptions of service and availability.</p>
Innovation	<p>Libraries of all types and sizes are committed to offering a variety of settings as well as hardware and software for experimentation and innovation. Many libraries offer individual and small group active learning media stations for media design, production and editing. In addition, many libraries offer flexible spaces and furniture for patrons to arrange study/work space (ex. computer stations on wheels, movable tables) and – if the library doesn't offer extensive hardware – technology infrastructure to support devices owned/brought by constituents.</p> <p>Management issues include initial and ongoing</p>	<p>Some library environments have invested resources in space, hardware and software designed to provide not only active learning spaces, but spaces for creating.</p>	<p>Uvalde</p> <p>Small group spaces – as mentioned above – can be rebranded as innovation spaces and/or the computer lap can be opened up for innovation exercise at certain times of the week. These spaces can have equipment designated and be marketing to students, faculty staff for innovation and creativity, small group learning and training, discipline-specific exploration of library resources, etc.</p>

	<p>maintenance costs; struggles to fund cutting edge; and providing professional development for maintaining employee and worker skills set to assist constituents in using resources.</p>		
Community	<p>Public libraries strive to remain at the heart of their community and provide resources and services as well as a wide variety of venues for community users including space for community activities and support for constituents of all ages. Today's support for community also includes expanded use of meeting rooms, performance and/or presentation space for patrons, as well as target population services for groups such as homeschoolers, seniors and family day-home providers.</p> <p>K-12 environments although still partnering to allow the community to use resources – need to follow newer community safety and security guidelines in place post 9/11.</p> <p>Academic libraries continue to support their narrower community of the umbrella institution; however, in increasing numbers and post 911, academic libraries offer community user access for fees, access for limited services, and meeting places as well as – in some locations – access to innovation spaces.</p> <p>Special libraries exist</p>	<p>Public libraries are at the heart of their community and provide resources and services as well as a wide variety of venues for community users including space for community activities and support for constituents of all ages.</p> <p>Typically public libraries strive to meet the needs of their communities, however, many k-12 environments support the community by allowing families and other community members to use health environments (Example – gyms), classrooms, computer labs, etc. for activities as well as partnerships between and among other groups to provide – for example – afterschool programs.</p> <p>Academic libraries support their narrower community of the umbrella institution; however, some academic libraries offer community user access for fees, access for limited services, and meeting places.</p> <p>Special libraries exist within a variety of structures including unique departments within large public and academic libraries as well as the more typical for-profit environment and not-for-profit healthcare environments such as hospitals. Although companies would not typically open their resources for the general community, some allow family members of their primary constituent use their services and resources.</p>	<p>Uvalde</p> <p>Community use should be assessed and spaces listed above might be considered to support targeted community uses to aid in recruitment of students, high school training, and orientation of new students or potential students.</p>

	<p>within an ever-increasing variety of structures. Although companies would not typically open their resources for the general community, some allow primary constituent families to use their services and resources; however, concerns over proprietary content often limit access.</p>		
Display - internal	<p>There are dozens of ideas on how and what might be displayed in library spaces in all types and sizes of libraries. These varieties of displays can be permanent or temporary, constituent-driven, commercial and/or external (stakeholders, partners, etc.) Display space can include general wall space, dedicated wall space, lobby space, ceilings, ends of shelves, and meeting room wall spaces. Examples of displays include art installations (ex. murals, unusual definitions of space such as green, sustainable walls and spaces, neon, etc.), literary exhibits, as well as the widest variety of types of art including sculpture, commercial art, fine art, instructional design, etc.</p> <p>Management issues include: the need for policies and/or guidelines with procedures for exhibits and displays (selection, censorship issues), budgets for display initiatives, and security for display items.</p>	<p>All types and sizes of libraries make display space available. Libraries provide space for display of art and/or unique resources owned by the library or community members or others (Example –federal agency exhibits). These spaces differ dramatically and included general wall space; dedicated wall and/or lobby or meeting room wall spaces.</p> <p>Ancillary uses of this support service included fundraising through display and sales of art exhibited as well as partnerships with commercial entities for sales (galleries) and partnerships with school and/or community groups.</p>	<p>Libraries need to be de-cluttered and displays should be narrowed to certain areas and be standardized as to look and feel and intent.</p> <p>Display areas – with Uvalde in mind – might be given to student groups as well to create in partnership with library staff. Self-expression opportunities can also be given to faculty with students to push innovative visual displays for classroom assignment products.</p>
Display - external	<p>Libraries strive for universal external signage (both general and library) for clear constituent</p>	<p>Libraries strive for universal “library” external signage to provide clear constituent information. In addition, libraries</p>	<p>Uvalde</p> <p>The front of the library needs to be changed for rebranding</p>

	<p>information and for community Wayfinding. In addition, libraries have maximized the use of display in library lawns and gardens, roof areas, balconies, etc. as well as courtyards, green spaces and exterior walls, windows and sidewalks.</p> <p>Use of these areas can be for community art, seasonable and/or decorations (where appropriate) and donor and/or friends fundraising recognition. Some exhibit spaces combine green, sustainable initiatives with external display.</p>	<p>have maximized the use of display in library lawns and gardens, and exterior walls and sidewalks. Use of these areas for external “display” or decoration can illustrate the buildings role within the environment (local architecture and/or community art,) seasonable, holiday decorations (as appropriate) and donor and/or friends fundraising and recognition.</p>	<p>to alter the look of the large brown overhang. The front can be changed with:</p> <ul style="list-style-type: none"> • New color for the overhang • Seasonal banners advertising library services and resources • Portable tables and chairs and portable tent areas for outdoor refreshments/brought by students • Adoption by a gardening group for landscaping
<p>Location, Location, Location</p>	<p>Libraries seek to be at the ‘center’ of their community which include the center of a town or the ‘main street’ area of a community, a campus, a geographic center of a county, a neighborhood, a parish, etc. The location of many libraries, however, is based on where there is donated, inexpensive/least expensive space (purchase or sale) as well as co-located, contiguous or shared space that demonstrate economic and efficient expenditures. Additional locations for libraries include retrofitted public buildings such as post offices and courthouses, strip malls and larger, older department stores.</p> <p>Concerns for library locations also include assessments of green, sustainable spaces, traffic patterns, safety and security issues, and parking and access points</p>	<p>Libraries seek to be at the ‘center’ of their community which can include the center of a town or the ‘main street’ area of a community, a campus, a geographic center of a county, a neighborhood, a parish, etc. The location of many libraries, however, is based on where there is donated, inexpensive/least expensive space (purchase or sale) as well as co-located, contiguous or shared space that demonstrate economic and efficient expenditures. Additional locations for libraries include retrofitted public buildings such as post offices and courthouses, strip malls and larger, older department stores.</p> <p>Libraries frequently partner with entities such as museums, archival institutions, community and recreational centers, and support services such as learning labs and/or tutoring centers.</p>	<p>The Uvalde library is in the heart of the campus and should stay there. Expansions can be on the east end of the building.</p> <p>Other locations are also prominent in building and standardizing signage and wayfinding for the outside of libraries and front doors is/was recommended.</p>

	<p>to the buildings/services and resources.</p> <p>Libraries frequently partner with entities such as museums, archival institutions, community and recreational centers, and support services such as learning labs and/or tutoring centers as well as learning commons (if not already in the library,) innovation centers, media design spaces and – of course food and beverage services.</p>		
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6. Web Presence

Overview

The Library's web presence should be considered a library destination. The web provides pathways to resources and services and serves students, faculty and staff on campuses and in centers and sites and partnership institutions. Web presence supports credit, in-person coursework and distance learners. Web presence best practices include: consistency of information throughout the site, among locations and for the widest variety of user with diverse educational goals.

Recommendations

- Create consistent templates for the library's home page & for each SWTJC location (first year)
- Create a Portal library landing page (rather than linking to the library's home page (first year)
- Create consistent looks for Libguide levels including one for general college; general libraries and discipline-specific guides (second year, first year preferred)
- Review and expand general content for Libguides/online pathfinders (second year, first year preferred)
- Review and expand discipline-specific content for Libguides/online pathfinders (second year, third year)

In-person and digital/virtual information and research is a critical part of today's library. Due to the lower staffing levels at SWTJC, it is critical that content about the library and its resources and services be consistent, well designed, staff focused and provides simple user interfaces. Specific recommendations include:

Web presence	
General Web Content re: Libraries	
Strengths	Comments
<ul style="list-style-type: none"> • The library is on the drop down box on the college's main webpage. 	The library needs to stay on the college's homepage either directly or through a drop down box.
<ul style="list-style-type: none"> • The library is and should be linked from the "Academics" pages on or as near to the college's front page as possible. 	The library should remain under academics.
<ul style="list-style-type: none"> • General college website front page content includes a student success promotion and partners the library with student services. 	The library should seek and expand examples of partnership successes.
<ul style="list-style-type: none"> • Information Technology pages provide a list of links and the library is included on the general list of "also" services on the left. (This standardized list is on the left of many SWTJC webpages.) 	As much as possible, the library should remain a link repeated on every page.
<ul style="list-style-type: none"> • Online assessment for Distance Learning includes the library which is listed on the general list of "also" 	Use of the library should be "pushed" on every page possible.

services on the left. (This standardized list is on the left of many SWTJC webpages.)			
Opportunities for Change re: Libraries	Year 1	Year 2	Year 3
<ul style="list-style-type: none"> • “Information Technology” pages should include content about technology available at the library. 	x		
<ul style="list-style-type: none"> • Campus Technology pages should include content about technology available at the library. 	x		
<ul style="list-style-type: none"> • Distance Learning pages should include content about technology available at the library. 	x		
<ul style="list-style-type: none"> • Online Instruction pages should include content about technology available at the library. 	x		

Library Web Content			
Strengths	Comments		
<ul style="list-style-type: none"> • The pictures/slideshow on the Uvalde library “main” webpage “personalizes” the library and library staff. 	Staff photos and location photos should be used as much as possible.		
<ul style="list-style-type: none"> • The Uvalde library has a promotion and instruction page for Distance Education and Online Learning students LibGuide. 	The library should be used as a destination as much as possible.		
<ul style="list-style-type: none"> • LibGuides have been designed for all college discipline/curriculum areas. 	Libguides are excellent delivery modes and methods for library content.		
Opportunities for Change	Year 1	Year 2	Year 3
<ul style="list-style-type: none"> • Create standardized explanations of all library resources and services for libraries and add these – in a standardized design – to library webpages. (Needed with or without branding suggested above.) 	x		
<ul style="list-style-type: none"> • Redesign front page of SWTJC libraries http://www1.youseemore.com/swtjc/ including organize links on the current library front page rather than random placement. Visit the redesigned El Paso CC page to show the standardization of content across campuses. See Level 1 http://www.epcc.edu/Library/Pages/default.aspx and Level 2 http://www.epcc.edu/Library/Pages/default.aspx. 		x	
<ul style="list-style-type: none"> • Consider branding library services across all libraries with a common look, wording, colors, and tag line. 		x	x

<ul style="list-style-type: none"> Label pictures used on the library website as to where the pictures were taken/are from. Ensure all libraries are represented. 	x		
<ul style="list-style-type: none"> Match pictures of each library to illustrate the service or resources at each location. (A significant number of pictures are currently present in library online PPT tutorial.) 		x	
<ul style="list-style-type: none"> Although library typeface is all sans serif, specific font should be adopted. 	x		
<ul style="list-style-type: none"> Have one Standardize second level pages of SWTJC libraries (Eagle Pass, Del Rio,) 	x		
<ul style="list-style-type: none"> Discipline-specific webpages should include – for example – annotations of recommended databases unique to the discipline; discipline-specific keywords for successful database searches. 		x	

7. Staffing/Training/Professional Development

Recommendations

- Outline staffing level and credentials for each location for SACS as well as for data driven decisions and staff requests/recommendations (immediate)
- Complete grid identifying levels of service to match levels of staff with enrollment and – if available – usage information (immediate)
- Complete a prioritized staffing request with budget figures for new librarians and new assistants (Identify implementation or increase staffing impacts) (immediate)
- Organize a customer service workshop for all staff together with the focus on “reaching out” and expectations for service. Launch a customer service manual, with scripts for assisting students, faculty and staff in person, online and throughout campuses (immediate)

SWTJC librarians have significantly fewer librarians than other community colleges – given the presence of physical libraries, library usage, the need for the design of web content, the number of students at locations, the amount of technology to manage and the other service (ID’s) provided to the college.

Although this small staff provides excellent service both in person and (primarily) remotely (See Services grid) acting on consultant recommendations will include hiring of adjunct/hourly librarians, assessing the upcoming librarian opening (One full time replacement? What area? Two ½ time librarians? Focusing on what areas?)

Consultant staffing recommendations include:

- Outline staffing level and credentials for each location for SACS as well as for data driven decisions and staff requests/recommendations (immediate)

- Complete grid identifying levels of service to match levels of staff with enrollment and – if available – usage information (immediate)
- Organize a customer service workshop for all staff together with the focus on “reaching out” and expectations for service. Launch a customer service manual, with scripts for assisting students, faculty and staff in person, online and throughout campuses (immediate)
- Complete a prioritized staffing request with budget figures for new librarians and new assistants (Identify implementation or increase staffing impacts) (immediate) Hiring scenarios include:
 1. Hire a minimum of two and preferred three or four new full time librarians. Have one librarian move among other locations for instruction, reference and research. All would report to – no matter where they located – the SWTJC Library Director.
 2. Hire a minimum of two full time librarians and ½ librarians. Half time librarians should be hired for other SWTJC locations to be “assistant managers” or “assistant head librarians.” All would report to – no matter where they located – the SWTJC Library Director.
 3. Hire a minimum of one full time librarian and hire either two ½ librarians or adjunct/hourly librarians to be placed at – respectively – other locations. All would report to – no matter where they located – the SWTJC Library Director.
- Staff expertise needed includes: instructional design of information literacy/web delivered and in-person instruction; teaching and learning/pedagogy; social media; marketing and branding; and e-resources.
- While library branding should include the library as destination, librarian expertise should be branded with a focus on information literacy and research and reference services provided for student success.

Staffing examples:

SWTJC has approximately 6,000 students but spread out over five locations. There are only two librarians to manage library services and resources over these locations.

- Palo Alto has approximately 9,000 students; however, they have twice as many librarians in one location.
- El Paso has almost twice as many students and seats filled as Palo Alto and five locations; but they have a minimum of one librarian at each location and most have two or more librarians at each location.
- ACC – is one college with 8 (soon to be 11 campuses) but – for example - at one campus of fewer than 5,000 there are three full time librarians and 25 hours of adjunct/hourly reference librarians.

To illustrate why librarians are needed, the following chart shows what librarians do (Uvalde) vs. what library assistants/library clerks are responsible for (some at Uvalde) other locations.

STAFFING/POSITION COMPARISONS

Just as fulltime faculty can't teach all of the classes offered, librarians can't be present for assisting students, faculty, staff and the community during all of the hours of service (either in-person or digitally,) therefore, libraries typically hire adjunct or hourly librarians to assist and some roles and responsibilities are assigned to library assistants/clerks.

Librarian Assigned to one campus/reports to Library Director, may be designated as manager of staff/site in the absence of the Library Director	Library Services Adjunct/Hourly Reference Librarian May work at one or more campuses/reports to the Head Librarian on the campus. This staff person does not manage any staff or site	Library Assistants/Library Clerks
Provide reference service (in-depth knowledge of print and web resources - owned locally and globally - for searching, locating and identifying appropriate reference information) - in person, on phone, by email, including in-depth research for administration, faculty and staff	Provide reference service at the reference desk for students and others who contact desk through chat, online, Skype, email.	
Develop and deliver information literacy instruction	While at reference desk, deliver information literacy instruction for on demand one-on-one instruction to meet immediate service needs of patrons and faculty on site; refers larger instruction questions and integrated instruction to librarians	In the absence of a librarian, assist constituents in accessing technology, basic directional information, using reserves, basic library tours and connecting constituents to librarians remotely.
Develop and maintain print, web, audiovisual, etc. materials collection (local access as well as global identification and linking) - includes review, analysis, selection, evaluation, weeding of print and web-based professional journals and commercial publishing literature as well as extensive work assessing classroom faculty - and staff as appropriate - needs and wants for discipline areas		
Serve as faculty liaison to discipline-specific collection/materials areas for development relating to selection analysis, development of web-based bibliographies and pathfinders for faculty and students and alerting and educating faculty in new print and electronic resources; be proactive in assessing college design of new programs and matching existing and proposing new resources (the college's curriculum committee)		

<p>Integrate library activities into other college departments such as 1. partner with international offices to support and create activities with libraries in partner institutions 2. Work with disciplines on special projects such as students in underrepresented populations; work with commercial and fine arts disciplines (art exhibits, partner to offer unique services to area college partners such as area health professions access to Health Sciences materials</p>		
<p>Maintain technological skills appropriate to position, including web page design and development, basic programming and design of user interfaces for library access to electronic databases and other online skills, design and serving of professional association webpages as appropriate, productivity software skills (spreadsheet, databases, etc.) knowledge of current library and instructional technology and instructional design issues (as appropriate), innovations and trends (our use of electronic reserves to serve distance users, our use of electronic reference and two-way video)</p>	<p>For reference desk responsibilities: maintain technological skills appropriate for the reference process including searching, locating and assessing; knowledge of college and library web resources and knowledge of basic web resources</p>	<p>Maintain tech skills appropriate for basic directional assistance for students and faculty</p>
<p>Maintain discipline-specific web pages web pages for individual staff web pages as well as group or committee pages; and, as appropriate, web-based professional association pages</p>		
<p>Maintain records and statistical data, assess use and need of print and e-services and activities and develop data driven goals, objectives and work plans</p>	<p>Keep reference and information statistics while at public service desks</p>	<p>Keep reference and information statistics while at public service desks</p>
<p>Knowledge and use of budget and management documents and process including: participate in budget and strategic planning for discipline-based materials selection of web and print resources and design of programs and services; formulation of individual, department, site and project-based goals/objectives, policies, and procedures</p>		
<p>Participate as college employees in college activities - serve on college committees</p>		<p>Participate as college employees in college activities - serve on college committees</p>
<p>Understand college mission, philosophy and be sensitive to diverse student body; maintain in-depth knowledge of college programs and plans for future programs and student groups</p>	<p>In order to work reference at a multi-campus diverse community college environment, must understand college mission, philosophy and be sensitive to diverse student body</p>	<p>In order to provide basic customer service at a multi-campus diverse community college environment, must understand college mission, philosophy and be sensitive to diverse student body</p>

Demonstrate exemplary communication (verbal and written) and interpersonal skills	For effective reference desk skills, demonstrate effective oral verbal communication and interpersonal skills	For effective basic information, demonstrate effective oral verbal communication and interpersonal skills
Demonstrate exemplary teaching and presentation skills		
Demonstrate effective planning, organizational skills		
Maintain effective working conditions with professional colleagues; be able to work in "virtual" and in-person teams in a multi-campus, one-college environment		
Demonstrate creativity and innovation		
Participate in ongoing professional development activities, including continuing education and training, and as appropriate research and publication		Participate in ongoing professional development activities, including continuing education and training
Demonstrate service in profession or community		
Coordinate as appropriate remote and onsite library services resource use and activities - access, scheduling, emergencies, student discipline, and facilities management		
Maintain relationships - as they relate to serving our students at remote or off-site locations - with local neighborhoods, libraries, school districts, community groups as appropriate or assigned.		
Responsible for maintaining access to/use of library services, activities and resources to remote, off-site and distance learners		
Design and maintain robust distance learning and remote-user interface for remote users in partnership with library services web liaison		
TECHNICAL SERVICES		
Maintain acquisitions functions to support selection including print and online, maintain vendor relationships, web-based acquisitions processes and web links materials to assist in acquisitions process.		
Manage cataloging of materials, including audiovisual materials, books, electronic resources, serials; and special collections and exceptions. In addition, maintain general cataloging tools; MARC tools, name, subject and call number tools, and library catalog department and specialized cataloging resources.		

Manage interlibrary loan, including procedures for OCLC ILL System and the maintenance of the web-based ILL forms.	Use web-based interface vs. Windows-based software.	Use web-based interface vs. Windows-based software.
Maintain serials, including serials procedures, online catalog procedures; handling subscriptions and serials web resources.	Automation allows for distributed check-in of serials at campuses using ILL software	

7. Management Documents/Content

- a. Identify content needed for integrating consistency into web and print content (immediate)
- b. Assess Consultant's report for approval of activities, content and timeline (immediate)
- c. Create an action timeline/document from Consultant's report items/activities chosen by SWTJC Library Director w/staff, administration (immediate)
- c. Coordinate documents needed or SACS related to the library and choose a process for identifying and creating documents needed for SACS (first year)

All libraries have management content/documents they must maintain. While document content varies, a broad list of categories of umbrella management documents that should be gathered and implemented includes:

- Plans of the overarching entities including umbrella organization plans, community plans and plans of local, state, regional and federal organizations and entities
- Budgets including umbrella organization budgets, community budgets and budget requirements of local, state, regional and federal organizations and entities
- Related umbrella institution or community contracts, agreements, MOU's etc. for vendors, partners
- Policies and procedures of related groups
- Legal and/or mandated content with any pending issues such as any internal or external legal issues (some of which may be Human Resources issues)
- Human Resources content in general including institutional interpretation of local, state, federal guidelines and basic files such as job descriptions; current/past evaluations; work plans; improvement plans; benefits information; compensation information
- Policies and procedures of the organization/institution related to constituents and their access and use
- Any health, safety and security documents related to employees, library workers and constituents and institutional information

A manager must have a variety of institutional or organizational management documents on their "shelf" or at their fingertips on in their files. General categories of this content include for the library specifically:

- Plans include strategic, long-term, short term, building/facilities, communication, marketing and/or public relations, work plans of stakeholders, plan of action for programs/ services, vision, mission, goals with strategies or objectives and task, assessment documents in general with specificity for outcomes, technology plans, and human resources plans to include hiring plans, and/or training or continuing education content
- Budgets include line-item requested/received and tracking content, justifications, and based on the budgeting styles chosen by the institution - competitive packages, zero-based or

zero-increase budgets, and/or planned programmed budgeting systems and other financial information such as documentation and accountability content as well as content related to fundraising, alternative financing, wills/estates, bond funds

- Grant content (which can include budget, assessment, etc.) both funded and unfunded
- Contracts, agreements, MOU's etc. for vendors, partners
- Reports including organizational, partner and/or stakeholder policies and procedures

Other professional management documents include:

- Benchmark or best practice data
- Professional content
- Consultant reports
- Curriculum from educational programs
- Curriculum from continuing education
- Network content (in person and/or online)

Management

Online content – very prevalent in today's libraries – can be gathered and “stored” in organized and easily accessible environments, however, managers must be as careful about vetting online content as they are about vetting consultant information, and benchmark and best practice. In addition, managers must take great care in participating in all forums for discussion. Just as a manager must be careful about in-person networking or partner discussions, a manager must take great care in posting content and in discussions online. Why?

- Managers should take care in publically sharing issues and problems and appearing to be unable to manage.
- Managers should be aware – at all times – that sharing problems publically may compromise a manager's work environment and violate ethical practices.
- Managers should be aware that restricted online lists ARE part of the manager's communication and are part of public record.

When designing documents such as reports, training materials, budget justification, and strategic plans as well as other major plans such as facilities, communication, and development plans managers should include:

- A brand that identifies document intent or request
- An executive summary of the content geared to the target audience
- An introduction that identifies the purpose of the document, the audience, authorship, the design team, any unique aspects such as timeline, parameters of the content,
- Initial content with vision, mission and goals of the organization as well as Board, Friends and Foundation content as needed
- Content delivered with narrative, data, stories, etc.
- Emphasis on accomplishments, message, data, requests, etc. through design or delivery

- Visuals to enhance technical writing and narrative such as charts, graphs
- Explanation or assistance in understanding as needing such as a detailed table of contents, a glossary, etc.
- Additional content such as presentation media, a Q and A with anticipated concerns

Specific design and focus common elements of policies include:

- Systematic and continuous review for currency and timeliness, but typically infrequent major changes;
- Critical incident review upon occurrence for determination of impact of major events, activities;
- Implementation prior to institutional activities governed by policy content such as services;
- Dissemination throughout the organization and to partners, etc. as appropriate; and,
- Design with common language that includes:
 - Standardized formatting,
 - Coding or a standard identification for order and categorization such as human resources and employment practices; general conduct – employees and institutional workers, partners (as appropriate); general conduct – users, customers, constituents; access to facilities, resources and services; use and misuse of facilities, resources and services by all users, constituents; business practices – general; business practices – specific to acquisitions of materials; business practices – related to users, constituents; professional infrastructure content; other applicable guidelines and polices that govern behaviors, services and resources and professional conduct,
 - Consistent terminology within a specific policy as well as among policies,
 - Referrals to other relevant policies,
 - A focus on clear intent, organized with answers to who, what, when, where, why and now, and,
 - Authorship by teams, groups (more than one person) and vetting by groups for excellence as well as to create "buy in" and assist with dissemination.
- Design with common language that excludes:
 - Specific numbers (ex. Transitory) considered short term rather than long term; and,
 - Dates or date-ranges (except for vetting, approval, and/or review dates).

SWTJC	SWTJC Libraries	
SWTJC Vision, Mission and Goals	Library Mission and Goals for Southwest Texas Junior College	Consultant Comments
Vision Statement: Create and nurture a learning-centered environment in which students, faculty, staff, and the community at-large can achieve their greatest potential.		The Library doesn't have to have a vision statement; however, the idea of articulating vision would be needed for new construction or any major project that needs to have a strong focus.
Mission Statement: Southwest Texas Junior College is a	The mission of the Southwest Texas Junior College Libraries is	The mission statement should include more terminology from

<p>comprehensive, public, two-year college serving eleven counties in southwest Texas. College programs and services provide accessible, affordable, high-quality post-secondary education that prepares students to: 1) enter the job market, 2) transfer to senior colleges and universities, 3) pursue their professional and personal goals. Through its programs and services, the college equitably provides higher education opportunities and supports the economic growth of the community.</p>	<p>to make information and resources available that supports the educational goals and activities of the college.</p>	<p>the college’s mission statement and highlight expertise with specific examples such as:</p> <p>“Support the educational goals” such as...</p> <ul style="list-style-type: none"> • Teaching and learning • Student success <p>Suggested words to introduce the libraries role are boldfaced.</p>
	<p>Suggested words to use:</p>	
<p>The college has a variety of sets of goals including President’s goals, cabinet member goals, student services goals, etc.</p> <p>The consultant could not find an overarching set of SWTJC goals.</p>	<p>Goals:</p> <p>Promote communication of ideas, enlightened citizenship, and enriched personal lives.</p>	<p>Communication, innovation, lifelong learning</p>
	<p>Support college courses with library materials and instructional aids that supplement and expand the content of the curriculum.</p>	<p>Teaching and learning</p>
	<p>Provide access to original, sometimes unorthodox, and critical ideas on many subjects.</p>	<p>To enhance the learning experience</p>
	<p>Serve the college as a center of reliable, up-to-date information in a variety of formats.</p>	<p>Online, digital, virtual, a balance of, print and online, diverse formats</p>

	Promote information literacy by providing library/information instruction sessions to groups and/or individuals.	Teaching and learning (People need information literacy defined.)
	Provide off-campus access for students.	Remote, distance, distributed, virtual, digital, broad access, modes and methods of delivery and access
	Support and co-operate with other campus departments, organizations, and groups in education, civic, and cultural activities.	Partner, collaborate, team, community

9. Marketing/Public Relations

- a. Audit the SWTJC marketing/branding information (See recommended resources.) (second year)
- b. Select a process for branding the library’s marketing and public relations (first year)
- c. Create consistent, preliminary marketing and public relations content with terminology, “look,” color, etc. (second year)

It does a library no good to have everything everyone needs but not market their “bounty” to constituents – in general – and in targeted marketing. Although the consultant was not asked to look at marketing specifically the following recommendations include:

Comments/Observation	Recommendations
Library has all different “looks.”	Choose one library look and brand for all libraries. One master “look” does not mean that libraries can have their own focus...in fact, libraries could choose a single initial brand then a follow up personalization for each library.
<p>Library websites are all different in content; quality; display; etc. Universally, however, focus is on what is delivered rather than what it does or who does it. Users don’t care whether or not libraries are one unit or different units...they care about finding what they need based on the only context they have...themselves. Now, users get lost in a myriad of pages some of which look the same and some look different.</p> <p>It is wonderful that Libguide software is available for ease of revisions and quality of delivery.</p>	Create/design with a library brand - either one primary page for all constituent services and resources OR design standardized pages.
Library staff don’t talk about themselves enough! There web environments list materials, not relationships.	Rethink what libraries market that is move from what to whom. Create an identity that identifies staff as experts. Create an identity that discusses what experts deliver and how they expertise meets student needs and contributes to student success, performance, student outcomes. Move from: SWTJC offers these databases to “we are the experts who teach you how to navigate the web, complete that assignment and make that good grade!” Create – in this one brand – a virtual/digital environment that interests students from off campus settings, home, and other workplaces.
Although SWTJC has primarily standardized terminology, this is critical to success and recommended for immediate review.	Choose standardized names for constituents and other levels of services.
Library signage varies dramatically from environment to environment with not only different looks but labels and titles or service descriptions varying from library to library.	Assess signage in all libraries to standardize look and vocabulary. Move to a “one look” with a library brand. Have website content, names, vocabulary mirror website, so all signage and labeling is the same.

10. Budget

Although the budget chart is in the Appendices there are a number of budget recommendations throughout the document. They include:

- Identifying capital dollars spent and possible one year or multi-year investments in other areas
- Identifying needs for HEAF monies and although they are indicated in a number of recommendations ideas include:
 - Laptops/charging carts/peripherals
 - Signage for spaces
 - Tech “appliances” such as e-readers, tablets for use in library and – where appropriate – check out
 - E-reference books are considered – under state law – assets and can be purchased with capital money and – for example – bond money
 - E-circulating books (general ed) are considered – under state law – assets and can be purchased with capital money and – for example – bond money
 - E-reference books specific to RGC students and faculty
 - E-circulating books (general ed and workforce) specific to RGC students and faculty
 - FF & E (FF & E for partnership environments – example – a small group study room at Uvalde converted to a design and innovation space for (first choice) RGC students in small groups or with faculty
- Repurposing vacated positions to maximize librarian support so 2 ½ time librarians instead of one full time
- Finding hourly/adjunct dollars for hiring librarians to move among locations to support Del Rio and Eagle Pass (assist Director in this effort)
- Finding hourly/adjunct dollars for hiring librarians for special projects (see Budget chart in Appendices)

Finally, the Director should identify dollars spent for student success, engagement and future dollars should be tied to data, consultant recommendations and student success.

Appendices

21st Century Paradigm Shift

21st Century – Paradigm Shift		
THEN	NOW	Consultant Comments re:SWTJC
All services available only when library was "open"	Many services available 24/7	SWTJC 24/7 services (specifically online services) should be identified and marketed on the website, to faculty and students and through any software used as CMS.
Limited technology for individual use by public	Greatly expanded technology for individual patrons	The library should aggressively market their e-resources and consider moving the 2 nd floor resources to a teaching and learning space, but on the first floor to complement the first floor open access center. The library should consider using capital \$ for SWTJC locations and HEAF dollars for the partnership location for portable e-devices to check out to students including e-readers and tablets to highlight use of e-materials. The library should consider piloting the use internally and then a checkout rollout upon review of the pilot.
Single or individual product workstations	One workstation or network now multi-tasks	Networked resources aren't new at SWTJC; and access to networked library resources should be marketed aggressively with emphasis on FYE and orientation for new students.
Change in library services hardware, software and patron need occurs once a year or 18 months	Change occurs anywhere from every month to every two to three months - constant reassessment is needed	Library changes (Examples – new library in Del Rio, RGC changes, possible facilities changes in Uvalde are needed for constituents and staff. Techniques for dealing with these changes are listed in this document and should be used for education and marketing such as: <ul style="list-style-type: none"> • aradigm shifts for constituents • s needed paradigm shifts for target populations such as faculty • marketing plan/brand • ncreased assessment of use of services and resources
Strong reliance on print resources	Strong reliance on electronic and print	SWTJC electronic and print should be integrated and marketed with increased emphasis on support for general education and workforce in-person and distance learning content.
Most things available in print, only indexes available electronically	Full text available electronically and some things now available only electronically	SWTJC electronic and print should be integrated and marketed with increased emphasis on support for general education and workforce in-person and distance learning content. See sections on web presence and on marketing and public relations.
Patrons have easily	Patrons have dramatically	IL must be expanded and divided into two functions,

identified needs and levels of learning and knowledge.	different needs and dramatically diverse levels of learning and knowledge, often hard to identify and change rapidly.	but with limited staff at all locations and lack of any staff for function Level 2 IL at others (see Information Literacy section), these functions at SWTJC need to be assessed to determine content for in-person and online library instruction.
Patrons spend moderate time with print materials and indexes	Patrons spend expanded time on library hardware.	Measures and tracking for use of services and resources should be expanded and implemented to determine use of facility and use of resources by time/location to identify needed staff, hours, etc.
Offer library instruction in traditional ways such as tours, one-on-one, handouts	Expanded offerings layered with traditional offerings with expanded including different signage (visual, QR codes,) small group instruction, virtual (asynchronous and synchronous)	IL is available on demand in-person and through the website. Self-directed IL and remote delivery should be expanded and integrated into the general IL and into education and workforce curriculum. New design of stand-alone IL should be minimized and integrated IL into SWTJC curriculum assignments as well as self-directed IL should be maximized.
Libraries count items or “things” ex. owns, in-person patrons, # of programs and attendance.	Library services and resources should be assessing and matching assessment to the umbrella organization’s measurement and assessment.	IL activities should be divided into two levels – given staff levels and numbers available and have outcomes identified and matched to student success outcomes for each presentation both in-person and online.
Planning qualitative and quantitative	Planning very data driven, emphasis on strategic	SWTJC is planning for the next three years and should choose directions from consultant recommendations and integrate plans into SWTJC and partnership planning processes.
Libraries did not identify – specifically - library Student Learning Outcomes and Student Success roles.	Libraries work with the academic institution overall to identify the library’s role in the student success, retention and student learning outcomes.	SWTJC should identify how their IL supports the college’s SLO’s, using national and state benchmarks (Texas and ACRL) to match SWTJC SLO’s to the library’s information literacy program.

Modes and Methods – Raw Data

a.) Focus Groups

- Administration - one meeting (from all locations)
- Library Staff - one meeting (from Uvalde with online survey from library staff at other locations)
- Faculty - 5 meetings (from all locations applied science; health & human services, humanities & fine arts, science & math, and social sciences areas)
- Partnership

Administrative Cabinet Feedback/Focus Group

1. What role should the library take in the academic arena of the life of an institution? Specific support suggestions?

- Academics <has changed> where I went to school is now online.
- <Model is now more like> Amazon, Audible, Google
- <At the> UTSA Library – <visitors> see students first, lounge <setting>, circular desk (didn't have to ask for help – they came to me – they got up from behind the desk)
- There is minimal visiting of the library on my campus – it needs equitable access.
- UIW (<Incarnate Word has a strong> virtual <presence.>)
- Public library experience <in this area are interesting/Bexar pilot/model>
- <I still use> UT Austin access
- Online – took students to the library
- San Marcos Alkek – in library; cubicle <My memory of a library is small space that is personalized.>
- Barnes & Noble – comfort and social ability <in new spaces/why can't libraries be like this/some are>
- An innovation center

2. My one Big Idea! for the library is...

- Class as a place for assimilation of knowledge instead of just delivery of information.
- Library should emulate the new classroom and help students create podcasts, videos, classroom tools and activities (design and complete.)
- Friendly, meet student needs and be a partner in retention in the institution
- Student center – meet and greet – students should feel at home
- Something for everyone including both technology and a quiet area
- Have staff get up from behind the desk
- (Pop up) Can I help you? Chat.
- Need more faculty use
- The library should be supplemental instruction
- The library should be a refuge
- Today's question is – for distance students – how to market the library to them
- We need to keep them on campus....hanging out
- Something for everyone
- Libraries need to be the heart of the institution
- Faculty need to be encouraged to meet there

Library Staff Focus Group

If you could design/create/provide 2 things for your students what would they be:

- Laptop/can checkout to take home
- Simplify how to get to online resourcesfaculty
- Supplies for students
- Stuff for students to use
- Area for them to us/can sit and do their projects
- Elevator
- Study rooms/nursing
- Soundproofing in rooms
- First come ...first serve
- Authentication/proxy server/tighten up access
- In-house authentication...faculty
- Printing/swipe cards...faculty

If you could....for the faculty what would they be

- Faculty reserves...textbook
- Education on copyright law
- Want plagiarism
- Educate them more on what they need/what you have (Sul Ross don't seem to use the resources/they need to know what you have....)

In order to do my job, I need

- Not enough hours in the day
- More freedom to get the things we need (acquisitions often has a wait wait...purchasing is slow.....more control over budget)
- Keep up with technology...hardware/software applications... computer labs are closing....6?
- Purchasing/not leasing

What we shouldn't do and/or stop doing

- (More responsibility is on student and that is good)

My one big idea for the library is

- Big new building
- Close areas
- Sound issues
- Heating/air conditioners
- Better roof/leaking
- Lighting
- See other libraries....

Final words...

Want to offer students more....charging stations disappear... Fix wireless problem... south side worst wireless....north side/north east Communication not good....among departments...id system...printer copier/card..

Faculty Focus Groups

Business

1. Learning Express/Database; Libguide on using media in education; laptop carts

2. Donuts, coffee; educational apps; e-readers for students

History/Government/Sociology

1. Teacher tube; Merlot.org; Libguides – add economics
2. Tech accessories (capture); online driver's license tutorial; suggested websites

Science and Math

1. Libguides; Learning Express
2. More computers for "big idea;" alternative delivery assignment; computer room
3. Online frog dissections? Domestic animal focus; Chemical reference resources; MIT – Dan Ariely; Kahn.com; merlot.com

Humanities and Fine Arts

1. Need welcome when come into the library; need earplugs
2. Need preliminary philosophy statement for all three campuses; need better customer service; three sites should have equal space; cows; ccwinn@ep; MOU w/EP
3. Need a writing center in the library

Health and Human Services

1. Center with resources for research and quiet and shared workspace
2. Starbucks
3. Technology with 24 hour tech support/information support; comfortable; laptop/iPad checkout; coffee, study cubicles; services for hearing as well as visually impaired
4. Faculty; Passion; Support

Partnership

SWTJC

Interview/discussion with Sul Ross and Director of SWTJC Libraries

1. More advertising and marketing for partnership services includes:
 - Listserv (Distance Learning?)
 - Blackboard tab
2. Interesting relationship among Alpine vs. SWTJC vs. Sul Ross
3. RGC is sort of a campus but not really
4. Profile includes
 - a. 65% teacher education
 - b. 65% Hispanic students

- c. 77% are part time
 - d. Students take 8 hours as an average load
5. RGC is working on identifying and recommending a core
 6. RGC wants a building at Alpine
 7. Limited educational offerings

MOU

- Add definitions to the MOU (basic library services, extended hours, collection processes.)
- Add in infrastructure responsibilities such as assessment, budgeting, asset management.

Questions from consultant on existing MOU:

1. Services are provided for enrolled students ...need to add incompletes?
2. "Basic Library Services" too broad a statement for the MOU? Need to be specific?
3. "Extended hours" needs to be more specific?
4. Input on all libraries systematic as to feedback? Times of year?
5. How are students, faculty and staff assessed to insure they are getting the services they need?
6. How does the SWTJC Library Director consult with RGC to ensure services, hours, meet their needs and accrediting standards?
7. How does the SWTJC Library Director work with the Dean of the Wildenthal Memorial Library to ensure titles are acquired to meet specific needs? How are faculty consulted? Curriculum assessed to determine if appropriate materials are purchased?
8. Who reports titles/volumes as assets of their institution in the annual assessment?
9. How are dollar amounts arrived at for provision of service? How are dollars tracked at SWTJC?

SWTJC Surveys – Online

- Faculty, staff, library staff, administration (all locations)

Faculty Survey

The Southwest Texas Junior College Rio Grande College Libraries (Uvalde, Del Rio and Eagle Pass Campuses) and library services for Crystal City, Pearsall, and Hondo are seeking your ideas for planning for the future of our libraries. Our goal is to build on excellence and our process includes the identification of our strengths, opportunities and challenges so that we meet the needs of our constituents.

Our planning process has a number of activities including surveys, interviews, focus groups and review of institutional information involving faculty and college staff, and ideas and opinions from administrators, faculty and staff.

Please assist us by taking approximately 20 minutes to complete this survey. Responses will be collected in the aggregate and student information will be gathered in a separate survey.

Thank you for helping us with this important process.

Dr. Julie Todaro

Jtodaro, Inc.

julie.todaro@yahoo.com

#	Survey Questions	Results/Consultant Comments
1.	Please indicate the campus and/or campus library/libraries you work on/use and please check all that apply.	Faculty from each campus responded. Respondents in order: <ul style="list-style-type: none"> • Uvalde (over 80) • Del Rio (over 20) • Eagle Pass (over 20) • under 10 for each - Crystal City, Hondo, Pearsall
2.	WHAT ARE YOUR *TOP THREE* MOST IMPORTANT SERVICES and types of resources provided by the Southwest Texas Junior College/SRSURio Grande College Libraries (Uvalde, Del Rio and Eagle Pass Campuses) and library services for Crystal City, Pearsall and Hondo?	<ul style="list-style-type: none"> • ONLINE RESOURCES • RESEARCH ASSISTANCE FROM LIBRARIANS • HARDWARE/TECHNOLOGY FOR PATRONS (IPADS, LAPTOPS) Three of the top five most valued services include assistance and services available from and designed by librarians. <ul style="list-style-type: none"> • The top three most valued services (in significantly greater numbers) are: online resources, e-books, etc.; research assistance in person; and hardware/technology for students in the library. • Print resources are the fourth most valued library service. • Two additional valued services are information literacy in the classroom and research assistance through online discipline-specific content from librarians through the library's website.
3.	What services do you think the Southwest Texas Junior College/SRSURio Grande College Libraries (Uvalde, Del Rio and/or Eagle Pass Campuses) and	<ul style="list-style-type: none"> • FLEXIBLE, COMFORTALBE SPACE FOR COLLABORATION, ACTIVE LEARNING, ENGAGEMENT • HARDWARE/TECHNOLOGY FOR PATRONS (IPADS, LAPTOPS)

	<p>library services for Crystal City, Pearsall and Hondo SHOULD provide or DO MORE of? (Please select no more than three.)</p>	<p>In great numbers, and as first choice, faculty from all locations seek facilities changes such as space for social, leisure and active learning for collaboration among students and between students and faculty.</p> <p>Faculty at all locations – as their first choice - want technology or hardware such as iPads, laptops, etc. for checkout both in the library and to take home.</p> <p>Additional areas of importance include technology for collaborative areas as well as extensive support for librarians providing information literacy in the classroom/working with classroom faculty to design instruction.</p>
4.	<p>Which of the following changes to Southwest Texas Junior College/SRSURio Grande College Libraries (Uvalde, Del Rio Campus and/or Eagle Pass Campuses) and library services for Crystal City, Pearsall and Hondo would you like to see in the next few years? (Please pick no more than THREE items.)</p>	<ul style="list-style-type: none"> • HARDWARE/TECHNOLOGY FOR PATRONS (IPADS, LAPTOPS) • MORE PRINT MATERIALS AT SMALLER CAMPUSES • RESEARCH ASSISTANCE THROUGH NOT ONLY IN-PERSON BUT ALSO ONLINE MODES/METHODS <p>As with recommended services, the most important change for libraries indicated by faculty include libraries providing resources for students including technology or hardware such as iPads, laptops, etc. for checkout both in the library and to take home. In addition, faculty desire more print materials at the smaller campuses.</p> <p>The second most desired change for libraries is increased reference/research assistance from librarians in general and specifically in online mediums.</p> <p>Woven throughout other comments is the request for a supportive environment (larger at smaller campuses) with furniture to foster engagement and active, collaborative learning with flexible furniture and library spaces.</p>

5.	What one thing or change in services or resources would increase your satisfaction with the Southwest Texas Junior College/SRSURio Grande College Libraries (Uvalde, Del Rio and/or Eagle Pass Campuses) and library services for Crystal City, Pearsall, and Hondo?	<ul style="list-style-type: none"> • MORE AT SMALLER LOCATIONS (PRINT, TECHNOLOGY) • LIBRARIANS, RESEARCH ASSISTANCE AT SMALLER LOCATIONS • HARDWARE/TECHNOLOGY FOR PATRONS (IPADS, LAPTOPS) <p>Environments and ambiance* (comfort and space) as well as technology for patrons (use in and check out from library) are the primary or “one thing” request by faculty. In addition, connecting or engaging students through instruction in and use of resources is valued. *Ambiance* includes enhanced customer service.</p>
6.	What one thing should the Southwest Texas Junior College/SRSURio Grande College Libraries (Uvalde, Del Rio and/or Eagle Pass Campuses) and library services for Crystal City, Pearsall, and Hondo STOP doing?	<ul style="list-style-type: none"> • CUSTOMER SERVICE ISSUES BROUGHT ON MY SPACE, NOISE ISSUES <p>Faculty responding seek a proactive customer service model at primarily smaller locations (while understanding that space and noise because of no space IS an issue.)</p>
7.	My one great idea for the Southwest Texas Junior College/SRSURio Grande College (Uvalde, Del Rio and/or Eagle Pass Campuses) Libraries and library services for Crystal City, Pearsall and Hondo for the next three years is:	<ul style="list-style-type: none"> • NEW SPACES W/FOOD AND DRINK, COMFORT, COLLABORATIVE SPACE • TECHNOLOGY FOR USE IN/CHECK OUT • MORE INTERGRATION OF LIBRARY WITH CURRICULUM • MORE MARKETING OF WHAT IS ALREADY AVAILABLE – FOCUS ON ONLINE <p>Seventy-three faculty respondents commented with at least 63 commenting on specifics with a focus on ambiance, comfort and coffee/refreshments as well as technology and integrating more library instruction and pushing out the library into the classroom.</p>
8.	Which of the following changes would most increase your satisfaction with STAFFING at the SWTJC/RGC Libraries Uvalde, Del Rio and Eagle Pass Campuses?	<ul style="list-style-type: none"> • MORE TECHNOLOGY SUPPORT • LIBRARIANS AT SMALLER CAMPUSES <p>The majority of faculty identified a need for more tech support in general but specifically librarians as well as other support staff at the smaller campuses.</p>
9.	I am:	<p>Respondents included:</p> <ul style="list-style-type: none"> • a faculty member 49.3% (36)

		<ul style="list-style-type: none">• a part-time faculty member 15.1% (11)• a staff member 24.7% (18)• an administrator 5.5% (4)
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Student Survey

SWTJC/RGC libraries are seeking your opinions and ideas for strategic planning for facilities, resources and services. Please take a few minutes to complete this survey to assist us in identifying our strengths, challenges, opportunities and threats so that we may better meet the needs of students, faculty and staff.

The Library's strategic planning process includes: survey data from a student/constituent/user group; survey delivered through the website and in-library print copies; survey data from faculty and staff; a review of institutional information including past reports and college web content data from a focus groups' discussion and prioritization.

Please note: questions with *'s must be completed in order to move to the next question and complete the survey; all information and opinion from the survey is reported back as general, aggregated data and NOT individual student, employee or employee group or departmental data; and, it should take you between 30 and 45 minutes to complete these questions.

Thank you again for taking our survey and helping us with this important process. We need your information, opinion and ideas!

Karen Baen, Director of Libraries
Will C. Miller Memorial Library
Southwest Texas Junior College/SRSU Rio Grande College

and

Dr. Julie Todaro
Jtodaro, Inc.
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Welcome to the SWTJC/RGC libraries survey!

	Survey Questions	Results/Consultant Comments
1.	What do you think are your library's top three most popular services? (ex. access to the Internet?, reference/research in person? online?, training in using the Internet? Subject guides/LibGuides? Data bases?)	<ul style="list-style-type: none"> • INTERNET ACCESS • DATABASES • RESEARCH ASSISTANCE <p>The majority of responding students value the library's computers and access to the Internet via the computers. In addition, general support such as printing, homework help, using library guides is valued.</p>
2.	Please indicate services you have used at the library. (Please check all that apply.)	<ul style="list-style-type: none"> • REFERENCE/RESEARCH THROUGH THE WEBSITE • REFERENCE/RESEARCH IN PERSON • REFERENCE ASSISTANCE THROUGH EMAIL • INSTRUCTION IN USING THE WEB, DATABASES <p>Respondents indicated they use/have used many/most of the library services available. The library's website is used extensively by respondents, and students/users access research assistance in person and online.</p>
	What services do you think your library SHOULD provide? (Please check all that apply.)	<ul style="list-style-type: none"> • MOBILE APPS • MEDIA SUPPORT • INSTRUCTION/TEACHING TECHNOLOGY <p>It's safe to say – and not surprising, that everyone wants everything. Top vote getters include: mobile apps, media/tech support, instruction in using technology, checkout of new media/technology, and more online resources designed by librarians such as Subject Guides,</p>
4.	What should the library offer in the library facility such as spaces, furniture, equipment? (Please check all that you think they should provide.)	<ul style="list-style-type: none"> • TECHNOLOGY, HARDWARE FOR USE IN THE LIBRARY, AND CHECKOUT • EXPANDED RESEARCH ASSISTANCE WITH FOCUS ON ONLINE ASSISTANCE <p>Allow food in the library; collaborative workspaces; better/comfortable furniture; more books at smaller campuses (Eagle Pass, Del Rio;) increased opportunities for quiet study.</p>
5.	What are the top five ELEMENTS and/or FURNITURE and/or SPACES/AREAS do you recommend for the libraries?	<ul style="list-style-type: none"> • STUDY ROOMS FOR SMALL GROUPS AND INDIVIDUALS AT SMALLER CAMPUSES • MEDIA/TECH OPTIONS FOR SMALL GROUP STUDY • COMFORTABLE FURNITURE/COMFORT FOR STUDYING (COUCHES, • ALTERED AMBIANCE

		Students outlined a variety of furniture and space arrangements that provide more furniture for small groups and individuals as well as space that is loaded with technology for use by individuals but primarily groups.
6.	Do the libraries need any specific (print and/or online) materials?	N/A
7.	Do the libraries need more/additional databases?	The majority of respondents do not identify specifics desired for print, online or databases in any great numbers. A few health sciences resources are identified and a few (no more than 3-5) respondents asked for more access to textbooks.
8.	Should the libraries buy other formats? Technologies? (ex. iPad's, iPad apps for teaching and learning, Macs AND PC's, etc.)	<ul style="list-style-type: none"> • TECHNOLOGY FOR USE IN-LIBRARY AND FOR CHECKOUT • IPADS, MACS, ETC. ARE REPEATEDLY LISTED AS DESIRED
		Respondents desire new formats – specifically iPad's, laptops, etc. Interestingly, a significant number of responders desire hardware – even if technology has to stay in the library.
9.	Which of the following additions/changes do the libraries need to make to library facilities in the next few years? Please pick no more than THREE changes below.	<ul style="list-style-type: none"> • SPACE – MORE, MORE COMFORTABLE, FLEXIBLE, NEWER • REDESIGN/RENOVATION • MORE STUDY FURNITURE FOR SMALL GROUPS • UPDATED, MORE CONTEMPORARY DECOR
		Although individuals seek more space designed for them, the majority of respondents seek small group, collaborative environments and more quiet for concentration/success in studying.
10.	Many higher education library settings are adding Information Commons to libraries.	<ul style="list-style-type: none"> • FOOD SERVICE – vending and targeted areas • WIRELESS ACCESS – INCREASED • LARGER COMMONS • A COMMONS FOR SMALL GROUP WORK
		The majority of respondent see a need for updated computer/tech space for small group work/use of technology. In addition, refreshment is considered important along with tech infrastructure such as wireless.
11.	Which of the following changes to SWTJC/RGC library services would you like to see in the next few years? Please pick no more than THREE items below.	<ul style="list-style-type: none"> • FOOD/DRINK AND REFRESHMENT PROVIDED • FOOD/DRINK ALLOWED AND AVAILABLE IN VENDING • OFFICE SUPPLIES IN VENDING • TECHNOLOGY/HARDWARE (IPADS, LAPTOPS)
		As with other questions, it's no surprise, everyone wants everything. There are trends in what students want, however, and they correspond to other answers as well as what faculty want. In general, facilities space and comfort issues are paramount with technology for individual use and small group use.

12.	Which of the following changes would most increase your satisfaction with the RESOURCES at the SWTJC/RGC libraries? Please pick no more than THREE items below.	<ul style="list-style-type: none"> • SATISFACTION WITH RESOURCES CURRENTLY AVAILABLE AT UVALDE • MORE POPULAR PRINT RESOURCES/LEISURE • MORE PRINT RESOURCES TO SUPPORT ASSIGNMENTS FOR SMALLER CAMPUSES <p>Although people want more print materials at non-Uvalde locations – they are basically happy with resources available to them (especially online), there are a wide variety of suggestions. These suggestions indicate trends in what students want, however, and trends in this set of answers correspond to trends in other student answers sets and also correspond to trends faculty want. In general, facilities and space and comfort issues are paramount with technology for individual use and small group use.</p>
13.	Which of the following changes would most increase your satisfaction with STAFFING at the SWTJC/RGC libraries?	<ul style="list-style-type: none"> • CURRENT STAFF “LIKED” BY USERS • MORE SUPPORT FOR TECH AND TECH RELATED IS DESIRED • MORE LIBRARIANS • CHANGES IN CUSTOMER SERVICE MODELS FOR SMALLER LOCATIONS FOR CLIENT “MANAGEMENT” <p>Library staff members overall are liked by students/patrons/clients. At smaller locations, students desire more intervention for quiet; and, at all locations tech support for research/hardware is desired.</p>
14.	Identify two things/changes that would increase your satisfaction with the SWTJC/RGC libraries?	<ul style="list-style-type: none"> • MORE SPACE • MORE SMALL GROUP MEETING/STUDY AREAS • MORE COMFORTABLE FURNITURE/FURNITURE DESIGN (UPDATED DÉCOR) • FOOD/REFRESHMENT OPPORTUNITIES (PRIMARILY VENDING) AND ALLOWING PEOPLE TO BRING THEIR OWN IN • MORE TECH FOR THEIR INDIVIDUAL USE <p>Repetitive questions are designed to identify trends among respondents. Answers to this question mirrored responses found and identified as trends. (space, comfort, vending, tech/hardware)</p>
15.	What one thing should the SWTJC/RGC libraries stop doing?	<ul style="list-style-type: none"> • NEED TO MANAGE PATRONS IN SMALL SPACES ...MORE QUIET, MANAGING USE OF COMPUTERS TO INCREASE ACCESS • IN GENERAL, RESPONDENTS DID *NOT* FIND A VARIETY OF THINGS TO COMMENT ON <p>Most respondents are satisfied with what is available to them exclusive of concerns for small spaces and using small spaces for study when quiet is NOT possible.</p>

16.	What I like most about the SWTJC/RGC libraries is:	<ul style="list-style-type: none"> • INTERNET ACCESS • HARDWARE/COMPUTER ACCESS (SPEED) • FRIENDLINESS • ONLINE RESOURCES <p>Access to technology is the key aspect of libraries, however, the concept of “destination” is critical as people answering this question described how they used the libraries such as “between classes, to do my homework, etc.”</p>
17.	What I like least about the SWTJC/RGC libraries is:	<ul style="list-style-type: none"> • SIZE/AVAILABLE SPACE FOR WORKING IN QUIET • LACK OF OPPORTUNITIES FOR WORKING IN SMALL GROUPS • SMALLER LIBRARY NOISE ISSUES/CUSTOMER SERVICE IN SMALLER SPACES <p>Not many respondents felt the need to respond to “likes least.” Those answering focused on areas that could be fixed by changes such as larger space, different training. Changes needed, however, are hard given space/dollar constraints.</p>
18.	My one great idea for the SWTJC/RGC libraries of the future is:	<ul style="list-style-type: none"> • SPACE (and related space issues) • TECHNOLOGY (for individual use) • “NEW” (DÉCOR, STYLE, COLORS) <p>Respondents provided a number of great ideas, however, no specific new ideas were identified, rather the list supported the trends identified on previous answers.</p>
19.	I would rate my experience at the SWTJC/RGC libraries as follows:	<p>50% Good experience/left with what I needed 25% Excellent customer service/left with what I needed 15% Good experience but did not leave with what I needed</p> <p>The majority of respondents are very pleased with their experience at the libraries.</p>
20.	I use the library/library resources:	<p>49% Weekly 37% Daily 8% Monthly</p> <p>The libraries have both frequent and regular users. Patterns of use appear to be a majority of users stay in the library and visit several times during a day to use the Internet and study between classes.</p>
21.	At SWTJC/RGC I am:	<p>86% currently enrolled students 8% RGC students</p> <p>The majority of respondents were currently enrolled users. Approximately 55% of students responding were from smaller campuses (Eagle Pass, Del Rio)</p>

SWTJC Facilities, Environment Content

Facilities

General Facilities Recommendations

The following chart is designed to identify the critical management content, files, documents (including policies and procedures) managers must – depending on the size of library facility - be aware of, familiar with and/or knowledgeable about.

Area	Format	Comments
Deal breakers/Don't dos	Articulated (print, e-content) annotated lists with justification of issues and ranking of issues, specific location and/or other specific issues, floor plans, infrastructure plans, utilities information, building assessments, contact people, any timing or date issues, required and/or requested vendors (Example – sole source, etc.), funding issues, governing issues (Examples – institutional policies, legislation, contracts, grant guidelines,) and approvals and/or permissions needed	While most management lists, activities, presentations and/or encounters typically don't (and probably shouldn't) begin with "no" or "don't do," managers must communicate roles and responsibilities of employees and workers for facilities issues. Managers, employees, and workers and other stakeholders as needed (Example – decision makers, institutional or area, community first responders, etc.) must identify what must not happen, must not be changed re: facilities. Specific issues include maintenance activities such as timing, cleaning (products and timing), safety and security needs and notifications as well as what policies and procedures govern buildings and facilities such as ADA requirements and recommendations, special populations needs and the impact of buildings and facilities issues on resources and services such as programming (summer, beginning of school years, peak usage times, etc.)
Prevention and Avoidance	Articulated (print, e-content) lists with annotations (see "Deal breakers, Don't dos) explanations as needed; build in to management expectation documents and roles and responsibilities for employees and worker re: good stewardship of resources, commitment to sustainability, etc. Additional content includes floor plans, infrastructure plans, utilities information, and building assessments.	Managers must communicate roles and responsibilities of employees and workers for safeguarding institutional resources re: prevention and avoidance as they relate to facilities. Preventing or avoiding issues related to facilities requires identification of specific areas for employees and workers to avoid including timelines, the institutional do's and don'ts content as it relates to prevention as well as areas such as decisions on a project to avoid expanded costs such as facilities change order requests during remodeling, renovation and new building. These behaviors should be accompanied by

		<p>suggestions or directives such as “avoid high costs by researching choices first before interviewing vendors” or “avoid change order costs by careful vendor interviews, note-taking and recordkeeping as well as during-project reviews of work stages and products.” Additional areas include “avoid paying high costs for special needs materials by aggregating orders among branches.” Categories of prevention should include not only funding but also safety such as “avoid user problems by minimizing and scheduling pest control for non-peak times and building closures” and/or “minimize staff health concerns and focus on worker and employee safety by identifying – within HIPAA guidelines – special needs of staff re: cleaning, painting, and pest control, for example.”</p> <p>As to management terminology to use - although prevention is similar to avoidance, prevention in many institutions is more closely aligned with good practices to have to place rather than the combination of “don’t do” and “avoid.” Specific effective practices for prevention include – for example, having signs for maintenance workers as well as remodel, renovation and new construction workers - in multiple languages to prevent misunderstanding and adhere to safe workplace and safety practices guidelines. While this activity illustrates ways to “avoid” mistakes, prevention is a recognized area of emergency management.</p>
<p>People, places and things</p>	<p>Articulated (print, e-content) lists with and organization of content that includes an identification and retrieval system with justification of content, contact people, specific dates, required and/or requested vendors, approvals and/or permissions needed</p>	<p>Managers should maintain a historical, current issues and future needs facilities record re: specific files on all buildings and facilities aspects such as repairs, replacements and new elements (divided by building location as well as facilities areas such as rooms, areas, lighting, flooring, etc.); vendors used and required including - as appropriate - sole sources in place based on guidelines, requirements, procedures, etc. If processes or decision making is unique,</p>

		this content should be identified, flagged and maintained as well. This uniqueness can include but not be limited to cost, selection, and/or designations such as historic issues, unique technology needs and/or ADA identified spaces.
Cost issues	Articulated (print, e-content) lists with floor plans, infrastructure plans, utilities information, building assessments, justification of content, contact people, specific dates, required and/or requested vendors, approvals and/or permissions needed with content integrated into budget categories – types and codes, as well as accountability with budget forms and/or spreadsheets and links or linking to budget software as well as purchasing information. Additional critical content includes information built in to management expectation statements and roles and responsibilities for employees and worker re: good stewardship of resources as in other areas but especially legal issues regarding misuse of monies in organizations.	Managers should identify – in consultation with upper level administration, buildings and facilities departments, risk management officers, local authorities and first responders (Example – fire, police, etc.) and purchasing departments as well as any vendors (such as sole source vendors) – budget rules for expenditures related to buildings and facilities such as required and/or legal issues for federal, state and local costs, caps or ceilings for parts or all of projects, cost issues which trigger multiple bidding, permissions for expenditures, deadlines for costs expended vs. encumbrances, etc.
Constituents, patrons	Articulated (print, e-content) information on checklists; signage, internal and umbrella and/or related internal business communiques and press releases, publicity and marketing information	Managers are responsible for and must focus on maintaining business continuity during buildings and facilities issues specifically in the areas of safety and security as well as accessibility to activities, resources and services, and accessibility to ongoing and unique or specific events; changes to accessibility and specifically moving people between and among areas with special concerns for safety and security.
Employees, workers, internal groups, partners such as guests in work areas	Articulated (print, e-content) needs on checklists; signage, internal and umbrella internal business communiques; announcements/discussions at staff meetings and meetings with internal groups as well as external to include but not limited to worker or community or partner meetings	Just as managers are responsible for and must focus on maintaining business continuity for constituents and patrons, they are responsible for outlining business continuity and management expectations for required and request behaviors. In addition, even though business continuity for these individuals and groups relates to carrying on with

		business, meeting constituent needs, etc. this content is equally important for the safety and security of not only people, but institutional resources.
Unique resources – rare materials, historic structures and/or furniture, architectural elements, designations	Articulated (print, e-content) floor plans, infrastructure plans, utilities information, building assessments, standards, guidelines, checklists, vendor content, decision-making bodies and outlines of how they weigh in, expert assistance, constituent partners	<p>Many libraries of all types and sizes have unique facilities elements, resources and/or materials with some designations of historical significance, rare designations of space, as well as areas that house unique resources or are designated as needing special care. While historic buildings and/or rare architectural elements are clearly facilities in nature, rare and unique resources can dictate unique HVAC, lighting, furniture and or architecturally- driven terms for access and/or use such as “blackout blinds must be drawn” or “door to remain closed” or “only use table lights when viewing resources.”</p> <p>Obviously the most restrictive facilities issues exist with historic or unique building designations and these can both allow and prohibit activities and certainly drive unique care, budgeting and decision-making. Additionally –restrictive and permissive content and directions in management content must be maintained for furniture, architectural elements and – if these items were gifts and donations – unique management issues re: donor restrictions must be articulated/in place.</p>
A plague upon your house	Articulated (print, e-content) contracts for pest/rodent care, standards and guidelines for managing and cleaning, checklists, vendor content, employee and worker guides for safety, expert assistance, constituent partners, timelines; the trail of constituent (if involved) correspondence, public relations and marketing content to not only inform, but to manage what is potentially a difficult situation for the constituents immediately involved but staff and other constituents	<p>Whether or not libraries carefully maintain their own facilities to prevent or “stave off” or manage and minimize presence of pests and pestilence, the reality is that library facilities have resources coming and going in many if not all areas and then – if incoming items are infected – infecting other resources and materials often with little initial visible effects.</p> <p>Because managing these situations has the potential of safety, HIPAA as well as public relations issues, managers must maintain careful, specific records.</p>

<p>Green and sustainability</p>	<p>Articulated (print, e-content) contracts for maintaining green building and operations credentials, other contracts, standards and guidelines in general as well as unique to green and sustainability, checklists, vendor content, employee and worker roles and responsibilities, expert assistance</p>	<p>Although library managers have always striven to be exemplary stewards of facilities and resources, library buildings age – as does their furniture and their resources AND combinations of old and new elements “clash” such as older buildings and retrofitting for technology. Positive stewardship in today’s buildings, however, includes both a commitment to and a budget for and careful management of levels of green and sustainable processes and policies.</p> <p>While this commitment often causes more dollars to be spent (not only for supplies but for remodel, renovation and new building) the return is great for not only the environment but also for exemplary management of the library building and its resources.</p>
<p>Unique facility and/or space issues include but are not limited to: remote storage; shared spaces; libraries and the “out of doors;” outdoor elements brought indoors</p>	<p>Articulated (print, e-content) including floor plans, infrastructure plans, utilities information, building assessments, standards and guidelines for managing and cleaning, checklists, vendor content (insurance adjustors,) employee and worker guides for safety, expert assistance, constituent partners, security needs for multiple locations, timelines and external facility issues including walks, parking lots and greenery.</p> <p>Shared spaces with profits dictate additional content such as banking issues, alternate insurance, and cash handling guides.</p>	<p>Library facilities are more than just designated library locations and although libraries have always had a variety of spaces, today’s libraries include even greater numbers of additional environments as well as unusual library environments. Examples of these unique spaces that dictate management issues and content:</p> <ul style="list-style-type: none"> • Offsite storage for library supplies, etc. • Remote storage for library materials and resources • Partnership space for partnership initiatives • External library space for constituents such as gardens, courtyards, seating, performance • External library space for design and decoration purposes such as statuary, garden design, donor recognition, water treatments • Shared not-for-profit and non-profit non-library related storefronts and/or businesses, etc. <p>Additional unique spaces for managers include within the library – water treatments, performance spaces, business centers, productivity and/or innovation and production spaces</p>

<p>Unique facility business issues include but are not limited to: assets, risk management, insurance</p>	<p>Articulated (print, e-content) asset identification with budget figures with business and any legislative guidelines for assets. Other management documents include contracts for facility care, standards and guidelines for managing and cleaning, checklists, vendor content (insurance adjustors,) employee and worker guides for safety, expert assistance, constituent partners, and timelines as well as inventories of facilities, equipment and furniture, insurance information and guidelines for risk management.</p>	<p>Libraries – as businesses or sub-businesses of umbrella organizations must adhere to all local, regional, state and federal content (Examples – rules, guidelines, legislation) concerning insurance, managing risk (prevention, post-event activities, etc.) as well as managing library resources as assets.</p>
<p>Business Continuity/ Continuity of Operations</p>	<p>Business continuity plans for the library, for umbrella organizations and – as appropriate – continuity and/or related plans for partners, shared spaces</p>	<p>Business continuity isn't a new term but as libraries expand their own vision of themselves as a business, AND as emergency management and facilities management consume more of operations planning, library manager must expand their knowledge of and skills in designing plans to accommodate general operations as well as interrupted operations due to commonplace facilities issues (Examples - remodel, renovation, repairs) and unique or emergency situations (Examples - treatments, floods, fires).</p>
<p>Parameters</p>	<p>Articulated (print, e-content) behaviors, procedures and processes with documented support for commitments, budgets and actions from standards, guidelines, checklists, vendor content, employee and worker guides for safety, expert assistance, constituent partners, timelines as well as stated breadth and depth of impact and application to outline flexibility</p>	<p>Although parameters of behavior, application and enforcement should be integrated into individual sections for identification of management depth and breadth of issues of decision-making, the realization of the need for parameters is critical. That is, many library policies and procedures and processes are absolute in their direction; however, another number of them are NOT. It is important for managers to identify absolute processes, policies and procedures; however, it is just as important for managers to identify those elements that have flexibility in their interpretations for a clear design and application of employee and worker roles and responsibilities.</p>

Work walk-throughs are designed to be used to “audit” existing spaces and to illustrate change for new or renovated spaces such as Del Rio. In addition, this content coupled with recommendations and do’s and do not do’s can be used for planning such as for Crystal City.

Circulation Desk	
Work Walk Through	Management Issues
<p>1. In the previous library circulation space, how many people were assigned to the circulation desk on any one shift?</p>	<p>Scheduling, Communication, Customer Service</p> <p>What – in general – did that person handle?</p> <ul style="list-style-type: none"> • The phone? • People in line to check out? • Any security gate infractions? • Directional Questions? • Referring students to reference? • Taking fines and fees? • Circulating all items including technology? • Checking in technology that has to be assessed? <p>Is all of that possible in the new space? Where is a reference desk? The circulation desk/area is larger and it is likely that there will be significantly more constituents when the new library is opened. In addition, there will be questions in general as well as questions relating to or needing to be addressed as per the old space.</p>
<p>2. How far away are circulation employee and worker cubicle/office space from the circulation desk?</p>	<p>Scheduling, Workload</p> <p>Will it be easy for people working in cubicles to be a backup for busy times? Nearby? Easy to signal? Is everyone able to hear the security gate signal?</p>
<p>3. What items are needed at circulation for the new desk?</p>	<p>Customer Service, Ergonomics, Marketing/Public Relations</p> <p>Employees and workers should have a floor plan to either hand out or quickly be able to mark with the intent of easily moving constituents from one location to another. On the back of the map, employees and workers should have a comparison of areas for students so they can have context such as:</p> <p><u>Previous library</u>.....<u>New Library</u> X # of study rooms.....x study rooms</p> <p>Then the last column (see Final report example) should have a service point (numbered or lettered) from the map to the list. This is especially critical because the user surveys want specific things from the previous library to be available in the new. This side-by-side is proof of continued services and resources.</p> <p>The library should also create a new hours and services</p>

	brochure, even though the hours will be the same...you will have new users and it's been awhile since the old library was open.
4. Communication between public service desks needs to be specifically identified. How did Employees and workers communicate before?	<p>Communication, Customer Service</p> <p>Is a buzzer, bell that “dings” or a phone call between desks that will work to get the attention and impart information from desk to desk? A bell or buzzer is recommended for getting people’s attention.</p>
5. Customer Service from the Circulation Desk?	<p>Communication, Customer Service</p> <p>Consider creating a FAQ for constituents. Such as:</p> <ul style="list-style-type: none"> • Who can help me with computers? • Where can I get a reserve item? • Where can I drink my coffee? • How/where do I book a study room? <p>A preliminary FAQ should be done prior to opening, then circulation and reference. Employees and workers should note use of the FAQ and additional questions needed. It is not unreasonable for the FAQ to change after the first few days of service as you identify what constituents want that you didn’t think of before.</p> <p>Consider – for the first two weeks after the opening – having a “Walmart” greeter person who assists constituents as they come in the door. Libraries often have these greeters after a new opening with significant changes – especially when the area has grown AND often provide greeters during the first few weeks of the first two semesters that the new library is open.</p>
Reference Desk?	
1. In the previous library space, was there a reference desk? Was there an employee or worker or a designated back up librarian at any specific times?	<p>Customer Service, Services and Resources, Workload</p> <p>What – in general – does a librarian do at the reference desk?</p> <ul style="list-style-type: none"> • Provide phone reference? • Assist people at PC workstations? • Support circulation Employees and workers when security gate infractions occur? • Scheduling in use of spaces such as quiet study rooms? • Assisting students with technology? Laptops? Other? <p>How will all of these functions take place in the new space? The reference desk is farther away from circulation and from circulating and reference materials. In addition, it is likely that there will be significantly more constituents when the new library is opened. In addition, there will be questions in general as well as questions relating to or needing to be addressed as per the old space.</p>
2. How far away are librarians’ offices	<p>Workload</p> <p>How will librarians not on reference provide backup for</p>

<p>from the reference desk?</p>	<p>reference?</p>
<p>3. What items are needed at the reference desk?</p>	<p>Communication, Customer Service, Services</p> <p>Employees and workers should have a floor plan (such as the one for circulation) to either hand out or quickly be able to mark with the intent of easily moving constituents from one location to another. On the back of the map, Employees and workers should have a comparison of areas for students so they can have context such as:</p> <p><u>Previous library</u>.....<u>New Library</u> X # of study rooms.....x study rooms</p> <p>Then the last column in the library should have a service point (numbered or lettered) from the map to the list. This is especially critical because the user surveys want specific things from the previous library to be available in the new. This side-by-side is proof of continued services and resources.</p> <p>The library should also create a new hours and services brochure, even though the hours will be the same...you will have new users and it's been awhile since the old library was open.</p>
<p>4. Communication between public service desks needs to be specifically identified. How did Employees and workers communicate before?</p>	<p>Communication, Customer Service</p> <p>The new library space is too large to easily get people's attention, etc. Employees and workers should decide on a buzzer, bell that "dings" or a phone call between desks that will work to get the attention and impart information from desk to desk. A bell or buzzer is recommended for getting people's attention quickly when reference librarians need backup.</p>
<p>5. Customer Service from the Reference Desk?</p>	<p>Customer Service, Communication</p> <p>Use the FAQ at circulation for the reference desk as well. Such as:</p> <ul style="list-style-type: none"> • Who can help me with computers? • Where can I get a reserve item? • Where can I drink my coffee? • How/where do I book a study room? <p>A preliminary FAQ should be done prior to opening, then circulation and reference employees should note use of the FAQ and additional questions needed. It is not unreasonable for the FAQ to change after the first few days of service as you identify what constituents want that you didn't think of before.</p> <p>Consider – for the first two weeks after the opening – having a</p>

	<p>greeter who assists constituents as they come in the door. Libraries often have these greeters after a new opening with significant changes – especially when the area has grown AND often provide greeters during the first few weeks of the first two weeks and/or months that the new library is open.</p>
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Other space issues include:

- A need for new opening and closing procedures given the size of space
- The design of new scripts for new and/or expanded services (Example - signing up for group meeting/study rooms)
- Adjusting scheduling for backup employees for circulation and reference at opening and first weeks/months of the open library
- Altering orientation for new employees and workers given new space/new space issue (new orientation, training materials?)
- It is likely there will be a number of requests for tours of new spaces and library staffing levels may or may not make this possible, and if not, individual requests can be postponed – for the first month or more – by offering a tour for two tours a day at specific times when current staffing levels and scheduling is possible. Tours should only be offered for a limited period of time AND tours should follow the floor plan given out at circulation and reference desk. This process assists in – post scheduled tours - the map becoming a self-directed tour.

Food and Drink

Although – for example – Uvalde allows refreshments (limited kinds in limited locations) there are many food issues and survey respondent data indicated that many do NOT know refreshment guidelines or know it and want different refreshment opportunities.

Food Service Issues

- Expectations of library patrons concerning food and drink have changed dramatically over the last ten years and as librarians know – historically - most libraries prohibited all food and drink in all areas of the library. In the last decade, however, a number of factors changed constituent expectations, constituent behavior, and management’s response to behavior. Some of the factors that have led to changes include general societal changes as well as specific library changes and issues.
- One of the most commonly requested services in libraries is food and drink with – typically - the greatest number of request for “drink.” These requests are not always for libraries to *provide* partial or full food service or even to *provide* drink; however, constituents request *permissive* policies and procedures.

General Societal Changes

- The growth of leisure areas and casual activities in business and public places including outside and inside all types and sizes of libraries
- The increase of not-for-profit and non-profit enterprises that allow and serve food
- The increase of commercial non-restaurant venues that allow and serve food
- The proliferation of coffee “houses”

- The proliferation of coffee houses within typically non-restaurant venues such as bookstores and office buildings
- The proliferation of co-branding of commercial venues such as grocery stores and coffee houses or gas stations and coffee houses/other restaurants
- The proliferation of personal computer environments, such as coffee houses and fast food restaurants with computer centers and outlets for computers
- The proliferation of environments that provide connectivity (Internet, plugs, charging stations) for patrons, customers with their own hardware
- The availability of portable drink container that promises "no spills"
- Changing patterns of use of personal devices and computers that include patrons using computers for more activities, including leisure, and their expectations related to leisure behavior while using computers, such as having food and drink
- The increase of the variety of personal devices as well as laptops, e-readers, etc. that have become common place as carrying for example - wallets, purses and briefcases.
- Specific Library Changes and Issues
- The location of libraries in areas where little or no food or drink is available within walking distance of the library
- Parking-driven situations where library constituents cannot easily come and go from the library due to location and/or parking
- Changing patterns of use of all types and sizes of libraries such as constituents spending more hours in the library using access for their own devices, using library computers - thereby needing food or drink. Other "increased time in libraries" includes additional varied reasons such as increase in use of libraries by older/retired constituents with more leisure time and/or higher unemployment that, regrettably, provides more leisure time for patrons as well as a need for these constituents to seek career, and retraining and employment information
- The reality that patrons sneak food into libraries anyway, but are often leaving food or remnants behind as well as spilling and not telling staff (creating trash collection, pest and cleaning problems)
- The health and safety concerns of having people leave drinks 'at the door' when they come into libraries, i.e. leaving their drinks unattended
- These aspects have caused library managers to rethink the role, mission, and usage patterns of libraries, as well as guidelines for constituent behavior use. To meet changing public expectations, usage patterns, and needs, libraries have adjusted by:
 - Allowing drink only (outside and/or inside, everywhere, in certain areas)
 - Allowing food and drink (often given container/location restrictions) such as outside the library
 - Allowing food and drink (often given container/location restrictions) inside the library
 - Providing food and drink in libraries by the library
 - Food service
 - Vending machines
 - Providing food and drink in libraries by groups related to the library
 - Food service
 - Vending machines
 - Contracting with other entities to provide food and drink in libraries
 - Food service
 - Vending machines

There are, however, a wide variety of ways libraries can meet public expectations and needs. A list of many of the ways follows in Lower Cost Ideas, where appropriate, pros and cons. Lists are arranged from least involvement and cost to most involvement and cost. For purposes of this study, given the

money and space constraints, as well as benchmark discussions with other libraries who are considering food and drink,

Managers should involve a variety of people in decisions regarding food and drink and consider and advertise food and drink activities as a pilot to provide parameters to allow for stopping, continuing and/or expanding policies and/or services.

A. *Lower Cost Ideas* That Should Not Require a Food Handling Permit

- a. Allow patrons to bring in food and drink in any containers and to any location in the library.
- b. Allow patrons to bring in food and drink and restrict them to certain containers.
- c. Allow patrons to bring in food and drink, specifying recommended containers and restrictions to specific locations in the library (designate areas with comfortable furniture and labels and signs, garbage cans AND establish and advertise trash, cleaning and reporting protocols for cleanup).
- d. Permit a volunteer group to offer (supervised for security and safety/health guidelines) free coffee¹ in a specific location outside or in the library on an ongoing basis, with parameters such as "only two pots per day," first come, first served, etc. One could identify the activity with signage and indicate the activity as "free" and groups can choose to accept donations, distribute information about membership and events, etc. The Library should *not* solicit donations of coffee, cream, cups, etc.
- e. Permit a volunteer group to offer (supervised for security and safety/health guidelines) free coffee and refreshments on certain days (every Friday, first Friday of every month, etc).
- f. Contract with a vendor (let RFP) to have non-plumbed vending machines in a designated location in the library and restrict food to that area of the library with designated containers.

A. Pros to Lower Cost Ideas	Cons to Lower Cost Ideas
<ul style="list-style-type: none"> • Meet constituent expectations • Meet constituent needs • Provides refreshment/constituent comfort • Expands image and is a marketing tool • Could tie in to a pilot program for different hours project • Might possibly be a fundraising activity 	<ul style="list-style-type: none"> • Trash/cleanup can be a problem • Responsibility for trash/cleanup • Cost to an outside group for providing service • Cost of assessing/installing single source electrical outlets for non-plumbed vending machines • Although lower in cost, money could easily not be recovered and could result in a negative balance • Cost incurred for cleaning such as carpet, etc.

B. Higher Cost Ideas That Require Expanded Funding/Permits

- Contract with a vendor (let RFP) to have plumbed vending machines in a designated location in the library and restrict food to that area
- Contract with a vendor (let RFP) to have plumbed vending machines in a designated location in the library and allow food throughout library in specific containers
- Other groups such as student groups/organizations could obtain a food permit for selling coffee/refreshments immediate outside and/or in the library.

- Contract with a "cart" vendor (let RFP) to offer cart food service outside library. Then establish space within the library where food could be consumed. This could occur at certain times of day (lunch and early afternoon only) or on certain days based on usage data (Mondays, Tuesday, Wednesday, Saturdays)
- Contract with a vendor (let RFP) to redo space in library and sell food or refreshments. It is recommended that this be explored as part of the building project for renovation of existing space or new library building.

Wayfinding in Library Facilities

Wayfinding is a term that includes the process of orientation, identification and moving individuals between and among environments. This term applies to both digital and actual environments and some terms apply to all discussions (instructional design) when discussing educational environments and some terms are unique to either digital or actual environments. Some definitions of Wayfinding also include comfort levels of constituents and all definitions should include a constituents' success in navigating an environment. Wayfinding is especially important in new facilities as constituents explore new spaces and as initial signage is typically not all installed. In new facilities, recordkeeping and studying of constituent comments and questions as new users indicates – for example – what is and isn't intuitive and what Wayfinding is needed and what Wayfinding needs to be changed.

Wayfinding goals for actual and/or physical facilities in today's organizations are many and discrete. Wayfinding - as a process - exceeds the process of designing and posting signage for identification of spaces and includes:

- Broad, universal design (to include all types and kinds of constituents including special needs constituents)
- A consistent, illustrative, instructional design
- Attracting and drawing in constituents
- Welcoming constituents who have been drawn in to the space
- Identifying general constituent spaces
- Identifying specific and the variety of spaces such as workspace vs. leisure for students, student family and community
- Informing constituents of space parameters such as general use, access and timing
- Moving constituents among space designations, areas, functions of service

Although Wayfinding is different among types and sizes of organizations, the reality is that significant attention must be paid to Wayfinding for entities with a significant, changing population (daily, weekly, monthly); a population with diverse and varied needs; a constituent group with multiple preferences in learning styles; a patron population with different skills sets and a client group with varying and diverse language levels.

In the design and choice of Wayfinding (existing facilities or new facilities like Crystal City or Del Rio,) managers should realize that older elements of signage should be avoided or approached carefully. These include:

- Indicating directions or space issues with color (Temporary signage may be needed for the opening of a Library until librarians and staff have decided on which brochures and which scripts work best in the new library location.)

- Many constituents are color blind for both specific colors and nuances among colors. Color can contribute to the welcoming process AND is significant in branding, modernizing, setting tones and perceptions of warmth as well as use of an area (for example - brighter colors in spaces where constituents move through quickly and warm, quiet colors in study spaces.)
- Identifying spaces with colors (only or mostly) is also limiting for flexibility of space. An example includes – if shelving areas for reference are against a wall that is painted a color distinct from other colors and reference moves or expands, then the color must be expanded if it is used in the identification of Wayfinding for reference materials.
- Posting notification of a specific area only such as small group study environments may need specific signage – either temporary or permanent – to clarify and direct to new spaces and services. Signs may be needed elsewhere in college buildings to direct students, faculty and staff for new, changed services. Examples include Uvalde where the library should post signs in the student center across the courtyard from the library indicating space for small groups; when the Del Rio library opens the previous space/building should post signs for the first year leading to the library/services available in the new building.
- Although service areas need to be identified, all spaces should be looked at holistically. That is, managers must ask themselves if they need to identify an area in and of itself or if that area must lead constituents to another area. If the area is a stop in a process for constituents, then labels or signage might be discrete, but if the space is one of several or “short” stops, such as circulation, sign in, computers for using the catalog and/or email only, etc., spaces must focus on moving staff among positions.
- Using lighting (and or color) only for Wayfinding (Color on ceiling/high wall areas should be reviewed to determine if specific colors can be used to direct people to small group study rooms and other spaces at the far end of the library.)
- Lighting is an attractive and multi-purpose approach to providing direction. Managers should take care on the cost of lighting (replacement) and the placement of lights (Can they be replaced with equipment that is owned? Must extraordinary, expensive needs be taken for simple maintenance?; Is the type of lighting or the bulbs required or recommended green, sustainable?)
- In addition, managers should avoid situations where lighting (in and of itself) is needed for direction or identification and the length of time for repair or replacement is excessive. This excessive time without the sign might lead to the area function not being identified or explained to constituents and other signs (homemade, etc.) must be posted.

Varieties of Wayfinding

Wayfinding should be consistent or integrated into a general design in typeface, language, instructional design, etc. from area to area and – if appropriate – floor to floor. (Wayfinding at SWTJC Libraries should also sync with colors used to decorate and differentiate spaces, services and functions.)

General issues also include:

- Study language used elsewhere in the umbrella organization to determine what words need to “match” or “relate” to other areas. Example – if others call spaces “computer labs” do you want to avoid the appearance of redundancy of environments and label a space “computers - research workstations?” Library management is aware of the other building services and signage and library management needs to work with other building managers (Uvalde, Del Rio) to choose appropriate typeface, terminology and any images for both temporary and permanent signs/Wayfinding.

- Consider flexibility in signage so that master or overarching Wayfinding is “fixed” but includes a process (with parameters) for daily, weekly or monthly signs that can be changed by managers. Library management is aware of the other building services and signage and library management needs to work with other college managers to choose appropriate flexible signage options for any facility opening as well as for both temporary and permanent signs/Wayfinding.
- Consider using more commonly understood words. For example, circulation is a “library term” while “check out” might be more understandable. Consider apply “cutting edge” to the decisions, that is, if downloading e-books for checkout is a librarian-mediated process, consider “checkout – print materials” for the circulation desk with “checkout – accessing and downloading e-resources” identifying another area. This not only is an accurate representation but is a clear indicator the library is forward-thinking. Because of the size and newness of the library, management should consider integrating temporary signage re: e-resources and hardware with print materials.

Facilities Standards Language

Facilities planners often seek national standards for planning.

ACRL Standards for Libraries <http://www.ala.org/acrl/standards/standardslibraries> re: **Space** include “Libraries are the intellectual commons where users interact with ideas in both physical and virtual environments to expand learning and facilitate the creation of new knowledge.

- 6.1 The library creates intuitive navigation that supports self-sufficient use of virtual and physical spaces.
- 6.2 The library provides safe and secure physical and virtual environments conducive to study and research.
- 6.3 The library has the IT infrastructure to provide reliable and robust virtual and physical environments needed for study and research.
- 6.4 The library uses physical and virtual spaces as intellectual commons, providing access to programs, exhibits, lectures, and more.
- 6.5 The library designs pedagogical spaces to facilitate collaboration and learning, and the creation of new knowledge.
- 6.6 The library’s physical space features connectivity and up-to-date, adequate, well-maintained equipment and furnishings.
- 6.7 The library provides clean, inviting, and adequate space, conducive to study and research, with suitable environmental conditions and convenient hours for its services, personnel, resources, and collections.
- 6.8 The library’s physical and virtual spaces are informed by consultation with users.”

Excerpts and Extrapolated Information (numbers for facilities planning)

SPACE STANDARDS FOR FUTURE GROWTH (from the THECB content and from a Sasaki study) I have used quotes to indicate the presence of original wording; however, much of the explanatory narrative has been redacted from the original guidelines and study as they were either too broad or specific to a college. It should be noted that the terminology for local area building codes as well as how public spaces are “referred to” are critical. For example – a stack space may have fewer chairs identified as appropriate than a study space. If there are few materials and more people space needed, planners may want to divide spaces up (intellectually, rather than by walls) so maximum student seating is possible.

“Approximately 50 GSF is indicated by an interpretation of the Texas Higher Education Coordinating Board (THECB) standards for colleges. The 50 GSF recommended is the minimum possible interpretation of the THECB guidelines. Most community colleges have found a need to exceed it. The average space per headcount student for community colleges across the country surveyed by the Society for College and University Planning (SCUP) is 100 GSF per headcount student. A Texas peer group used for comparison in general provided 110 GSF per FTE student (58 GSF per headcount student).”

The minimum space suggested by THECB is 60 ASF per FTE student in Gen Ed but Workforce is typically more. Spaces struggling for dollars and square footage often focus on 50 GSF per headcount student headcount. “THECB recommendations stress that final plans should be based upon individual campus profiles keeping in mind Texas directives and commitments such as *Closing the Gap* initiatives. A Benchmarking Study based on a peer study puts the THECB standard at 175 GSF per FTE student, and 110 GSF per FTE student for Texas community colleges with – for example - 35 square foot per reader/user/student computer workstation. In environments where money is limited and space is way below standard (example 29 -33 is not atypical) identifies a realistic 50 GSF per headcount student.”

Facilities Resources (in recommended order)

Space Projection Model Instructions

- <http://www.thecb.state.tx.us/reports/pdf/1215.PDF>
- <http://www.thecb.state.tx.us/reports/PDF/0968.PDF?CFID=3014044&CFTOKEN=98502571>
- <http://www.thecb.state.tx.us/reports/pdf/1215.PDF>

Whole Building Design Guide http://www.wbdg.org/design/academic_library.php

ACRL content created by librarians in partnership with architects

http://wikis.ala.org/acrl/index.php/Academic_Library_Building_Design:Resources_for_Planning

Designing Libraries <http://www.designinglibraries.org.uk/>

TechnoLibrary <http://www.slideshare.net/technolibrary/cefpi-18239625>

More specific state examples include for reference the ASSIGNABLE SQUARE FEET guide from the California Community Colleges Space Planning Standards for Library Space. In this guide all library space shall be computed by assignable square feet for library functions as specified in the subdivisions of this section. Square feet are "assignable" only if they are usable for the function described. Areas such as the main lobby (excluding the older/no longer available card catalog area), elevators, stairs, walled corridors, rest rooms, and areas accommodating building maintenance services are not deemed usable for any of the described functions.

Student Learning Outcomes

Outcomes of interacting with library programs and services can be seen/defined by individuals and more broadly (families, friends, neighborhood, and workplace)

- Achievements (started, completed, registered, graduated)
- Changes for patrons/users, program participants

--**Skills** (what someone can do...log on to a computer, format a document, access an article, increased technology literacy, etc.)

--**Knowledge** (what somebody knows, wide or narrow gains such as knowledge of resources, knowledge of services, knowledge to pass a test, how to use a dictionary, the state capitals/where they found them)

--**Learning Gains** (increased interest in learning, active participation in learning)

--**Attitudes** (negative to positive if it results in action, what someone feels or thinks about something...to like...to be satisfied...to value)

--**Behavior** (how someone acts, listens in a group, returned to library, continued reading to children, choose print and online resources because they valued/are aware of the difference)

--**Condition** (a physical condition, healthy, a non-smoker vs. a smoker)

--**Life Status** (social or professional condition, registered voter, returned to school, got a job, became a citizen, a graduate)

--**Personal Efficacy** (self-esteem, confidence building, changed outlook on life, future feelings of accomplishment and hope)

Remember the **outcome** is the benefit/what patrons will “get,” the **target** is what you are reaching for in numerical terms and the data gathering information from the stated **indicator** is how well “you” are succeeding at making this outcome happen.

Goals/Objectives	Outcomes
Broad future-oriented statements	Brief, clear statements
Reflect what the unit is striving towards or hoping to provide	Describe the desired results of the unit’s processes or services
Used primarily in policy making and general program planning	Focus attention on the specific types of behaviors that stakeholders are expected to demonstrate when the unit has achieved its goals.

Outcomes Examples

Poor Outcomes	Better Outcomes
Students will know how to use the web.	Students demonstrate information literacy skills.
Users will have better health information.	Visitors make healthier life-style choices.
Staff will be trained in reference skills.	Staff members understand and practice the key/successful elements of the reference interview process.
Democracy will flourish.	Visitors register to vote.

Indicator Examples

Poor Indicators	Better Indicators
The # and % of students who know how to use the web.	The # and % of participating students who bring up and Internet search engine, enter a topic in the search function, and bring up one example of the information being sought within 15 minutes.
Visitors will make healthier choices.	The # and % of users who report they made one or more life-style changes from a list of 10 key life-style health factors in the last 6 months.

Academic library outcomes:

1. "Is the academic performance of students improved through their contact with the library?
 1. Students in schools with "blue ribbon" libraries score higher on standardized tests ...
 2. Students completing integrated information literacy assignments have higher average...

2. By using the library, do students improve their chances of having a successful career?
 1. Students using the high school library to complete competition preparation were ranked very good or superior in moot court competition results...

3. Are undergraduates who used the library more likely to succeed in library school?
 1. Undergraduates who rank their use of the library in their undergraduate studies as "weekly" or "more than once a week" have a higher grade point average in library school...

4. Does the library's bibliographic instruction program result in a high level of "information literacy" among students?
 1. Students completing classes with integrated information literacy assignment with a grade of C or better completed the rising junior (exit, etc.) test with a B or better...

5. As a result of collaboration with the library's staff, are faculty members more likely to view use of the library as an integral of their courses?
 1. Over 80% of the faculty members who partner with librarians to design library assignments rank library partnerships as "integral to the success of their students" or "very integral..." on the annual internal school survey...

What specific measurements can we use?

Tests - pre and post	Changed an attitude, learned a skill, gained awareness, adopted a practice
Tests - standardized	Demonstrated knowledge
Questionnaire/surveys ---patron ---staff	Attitude such as importance, level of satisfaction, awareness, base knowledge/self-assessment
Interviews ---patron ---staff	Scripted questions for specific or general individuals or N's gathers levels of knowledge, awareness, attitude, behavior change
Focus groups ---patron ---staff	Scripted questions for general or invited larger N to gather awareness, general attitude, behavior change
Observation studies	Observe behavior change, possible skills/use levels
Self-Assessments --short term --long term	--post event/activity, participants write about experiences, skills acquired, attitudes changed, application of skills in specific settings --journal over a period of time such as a semester, a summer, etc.
E-analysis	Log or data analysis from files from subscription e-resources or web environment: what was viewed, how often, for how long, pathways to reaching/finding data

And how do we work with “who/whom?”

- Control groups that have the potential of control or being well-defined such as a group where a significant number return each week: story times, lap sits, teen advisory groups, all the teachers in a school who use the library over a year, club members who use the library for meetings/events, groups of teachers and/or kids from childcare environments
- Loosely identified control groups (who are identified in that it is likely they return to the library to use/get your product) might be your genre readership, those who use the library every x (such as every Thursday morning;) those who routinely come in to the library to use a service (PC's, copiers)
- Groups can be asked to respond as a group or as individuals during an event or visit, pre an event, post an event, pre and post an event or activity or to one-time verbal survey

questions, to a snapshot written or e-survey survey, to an ongoing verbal survey...to an ongoing written or e-survey survey

- Individuals can be identified specific to their use or randomly for interviews
- Focus group of people invited randomly through internal and/or external advertising for participants
- Focus group of specific people invited because of their connection to the community/environment
- A panel of people (Delphi group) can be identified to answer general/future questions or respond to scenarios, projecting or predicting for a period of time, then asked to respond to what happened actual post events
- Online and/or in-person pre and post tests can be given before and after library events to identify level of awareness or familiarity or knowledge or level of skill or attitude or behavior
- Observable but specific record keeping by staff...that is statistical assessment designed to determine specific factors
- Observable behavior based on a rubric or model designed to record specific behavior
- Specific to assessment of student learning:

<ul style="list-style-type: none"> --Standardized tests --Locally developed tests --Embedded test items --Capstone Courses 	<ul style="list-style-type: none"> --Capstone Experiences --Portfolios --Course-by course competency analysis (general curriculum, ---library curriculum)
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Assumption/Justification Data for Measuring and Assessing

The following list includes just some of the information and data that, when assembled and placed in perspective, might support justifying what you want/what you think your patrons/your program needs. Consider:

1. Statistics of library for relevant years
2. Percent and dollar amount increases and decreases in the last xxx years (three, four or five as a sample number or placed in the context of a significant budget year for the library or the budget entity)
3. Applicable professional standards
4. Applicable professional formulas
5. Vendor/commercial information
6. Consumer price index for the area
7. Lists of cost from professional agencies and journals
8. Relevant census data
9. Articles/information that relates, justifies or explains requests
10. Consultant recommendations
11. Portfolio of formal and informal dialogue
12. Survey data
13. Output measures information
14. Formal/Informal patron/user requests
15. Reports - monthly, annual, special
16. Paper trail of information memos
17. Working and measurable goals/objectives/strategies of the organization
18. Umbrella organization data

And of course

OUTCOMES DATA.

Consider:

-Dividing justification information into primary and secondary sources

-Assessing management styles to determine which sources carry most weight

IMLS Logic Model

	Definitions	Examples
Outcome	Intended Impact	Students will have basic web searching skills
Indicator/Measure	Observable and measurable behaviors and condition	The # and % of participating students in the workshop/session/class who can (list below or a rubric): <ol style="list-style-type: none"> 1. Bring up a search engine 2. Enter a topic in the engine 3. Bring up one example of the information being sought ...Within 15 minutes
Data Source/ Methodology	Sources of information about conditions being measured	-Teacher/trainer observation -Peer evaluation completion of teams working together and/or -Pre-test and comparison to post-test
Applied to (Who)	Specific group within an audience to be measured	The students completing the assignment in College Study Skills I
Data Interval (When)	When data is collected	End of workshop
Target (Goal)	Amount of impact desire	85% of those taking/completing the workshop

**Getting Started in Assessing What you are Counting...Gathering...Keeping Track of....
Recording... EXAMPLE**

EXAMPLE

What do you gather, and when you gather it?	Why do you gather it? What good does it do?	For whom do you gather it?	Methodology?	Reportage ?	How long have you gathered this?	What has it "accomplished?"	Comments? Use for OUTCOMES?
<p>Was in-library door count...now access to all library resources or digital door count</p> <p>Daily</p>	<p>ID relationship between in-person and digital use</p> <p>Establish usage patterns for facilities hours open</p> <p>Justify need for hourly staff for public service, tech support</p> <p>Estimate repair/replace ment costs given wear and tear</p> <p>Impresses administration</p> <p>Justifies hourly budgets</p> <p>Assists us in building new sites, establishing service hours</p> <p>Assists in ID web page access/use</p> <p>Measures PR with before and after nos.</p>	<p>Internal managers</p> <p>Admin.</p> <p>Web manager</p> <p>Web manager for servers</p> <p>Facilities management</p> <p>General audience for annual OIE content</p>	<p>Gate count</p> <p>Page in aggregate and count on targeted web pages</p>	<p>Budget Documentation</p> <p>Budget rationale</p> <p><u>OIE Content</u></p> <p>State Library - general data gathering by type of library</p> <p>Consortia use data reportage for statewide databases</p> <p>IPEDS</p> <p>SACS - accreditation information</p>	<p>Door count Since xxxx</p> <p>Web/since web access to Internet available</p>	<p>Established model budget request for hourly budget</p> <p>Assisted in Revision of web site twice</p> <p>SACS commendation for assessment of web environment & use</p> <p>Did not get cut as much in hourly budgets as other areas in institution did in 02 budget crises</p> <p>Got cuts restored in '03 budget year</p>	<p>Trial and error for deciding which web pages to target and then holding a gun to server administrator head to get them to use appropriate software gathering and storage</p> <p>OUTCOMES:</p> <p>Our '06 online customer service outcome will use the web page counts for part of data gathering</p>

Snapshot Assessment

Libraries must have processes in place to measure use of library materials. This use – significant for outcomes assessment – is often not possible to count continuously or even consistently in the absence of - or even with - the existence of automated measuring systems and processes. Measuring through “probe” or “snapshot” methods works well in the non-profit sector and especially in smaller environments or with smaller numbers of staff. These probe or snapshot techniques:

- Are used when there aren't many staff for measuring or analysis
- Are used during typically high and low use times
- Are considered simpler but valid techniques for measuring as they can be easily done using volunteers, or using visual or mechanized self-directed assessment

Probes or snapshots are when staff "insert" or "take a picture of a situation" using a measurement form or process. This is done with a limited purpose such as a specific area (computer books or use or reference materials) and at a designated time. Therefore, rather than continuing the process all summer or for a long period of time, the measurement is done at a specific time, and again at the exact same time but several times during a period. The results are then compared.

Example:

OUTCOME: STUDENTS COMPLETE THEIR COMPUTER SCIENCE INFO LIT ASSIGNMENT BY USING DIVERSE (both PRINT AND ONLINE, SEE RUBRIC) FORMATS FOLLOWING IN-LIBRARY INSTRUCTION MODULE PRESENTATION.

Assessing use of online computer pages used in info lit assignment

1. Check server statistics for page count for targeted pages immediately before in-class presentation.
2. Check server statistics for page count for targeted pages at 7:00 a.m. each morning for the two weeks following in-class presentation and end on assignment due date.

Assessing use of print reference computer science materials

1. Staff pick the two weeks immediately following the info lit computer science in-library module presentation and prior to the assignment due date.
2. Staff post signs saying, "Help us out! Don't re-shelve your reference materials!"
3. Staff collect discipline-specific reference materials (from the recommended resource assignment list) for that time period only and record books used by title or call number range, etc. and then re-shelve OR
4. Staff dot reference materials to help patrons and then provide dots for re-shelving and shelve "dot" the spine of each appropriate reference book (some dot with one color when the library staff have used book and another color when a patron has used.)
5. Staff assesses for use and then looks at use? Compare to use of electronic resources? Look at use by date? Any or all would work as well as others.

**“Example ACRL
Selected Information Literacy Outcomes**

Outcome	Indicator	Data Collection Method
Student recognizes when information is needed, can clarify aspects of the information, and can formulate clear questions based on the information need.	Student self-assessment indicates rating of "good" or better.	Self-assessment
	Satisfactory performance on topic formulation assignment.	Assignment
Student matches information needs to information resources and can organize an effective search strategy.	Rating of search log shows evidence of an effective search strategy.	Analysis of search log
	Scores on test/assignment that measures ability to formulate research questions and devise a search strategy based on simulated information needs scenarios.	Test/assignment
	Student self-assessment indicates rating of "good" or better.	Self-assessment
Student interprets bibliographic citations and the internet equivalents and knows how to locate/retrieve cited items.	Scores show acceptable performance decoding citations and how to retrieve.	Test/assignment
	Research paper/other products show evidence of retrieval of items.	Rating of bibliography or other products
Student seeks various sources of evidence to provide support for a research question or conclusion.	Scores of research paper/other products' references/bibliographies show variety of appropriate sources.	Rating of references or bibliographies; portfolio analysis

Example: ACRL

Selected Good Practice Outcomes		
Outcome	Indicator	Data Collection Method
The discipline-based faculty-librarian relationship is formalized, and tangible results of it are demonstrated by assignments using library/information resources across the curriculum.	Descriptive report about number, type, extent of library research and information literacy-related assignments.	Syllabi analysis; library use/instruction statistics analysis.
Syllabi and course assignments include information literacy skills development through various learning activities and use of library/learning resources.	Descriptive report summarizing number, type, extent of library research information literacy-related assignments	Course assignments and syllabi analysis.
Active learning strategies (i.e., problem-solving assignments, group work; hands-on assignments) using a variety of information resources are used in teaching and assignments.	Descriptive report summarizing number, type, purpose and student opinion about effects of various teaching methods.	Syllabi analysis; peer observation; student survey/self-assessment.

Example: Higher education objectives/outcomes

Student Learning Objectives/Expected Outcomes	
Learning Objective 1. <i>Students will be able to analyze a topic and identify key concepts.</i>	Expected Outcome 1. <i>Students given a topic can "dissect" it and state its key concepts.</i>
Learning Objective 2. <i>Students will be able to formulate a successful search strategy.</i>	Expected Outcome 2. <i>Students successfully derive important key words from key concepts and translate them into controlled vocabulary terms as necessary to develop a successful search strategy.</i>
Learning Objective 3. <i>Students will be able to select and use appropriate print and electronic research tools.</i>	Expected Outcome 3. <i>Students select two or three appropriate print and/or electronic research tools and can successfully apply a search strategy they developed to find information on the given topic.</i>
Learning Objective 4. <i>Students will be able to find relevant information sources for their particular assignment.</i>	Expected Outcome 4. <i>Students demonstrate the ability to find relevant sources of information for a particular assignment.</i>
Learning Objective 5. <i>Students will be able to make critical judgments on those sources.</i>	Expected Outcome 5. <i>Students demonstrate the ability to make critical judgments about the appropriateness, accuracy, and authoritativeness of the information resources they have found and select the most appropriate for their assigned topic and task.</i>
Learning Objective 6. <i>Students will be able to integrate these concepts and skills into their academic experience and apply them to a major field of study.</i>	Expected Outcome 6. <i>Students demonstrate synthesizing information from multiple sources and using it in a written assignment showing a coherent understanding of the topic assigned.</i>

Budget

Executive Summary Content in Yearly View with Budget Areas			
Recommendations	Year 1, 2, 3	Who/How	Budget
Library roles in student success/student learning outcomes (SLOs)			
Identify SWTJC and SWTJC Library SLOs for all locations	1	KB +	Staff time
Identify SWTJC retention issues	1	KB	Staff time
Identify unique library roles in student success and market	1	KB +	Staff time
SACS – The Library’s role for SACS			
Create consistent library services and resources’ profiles for students/locations (what is where)	1	KB	
Create consistent library services and resources’ pathfinders for students/locations (how to find/get what is needed)	1	KB managing	Hourly librarian costs
Create an online pathfinder/Libguide for QEP (2006 was “critical reading skills”) for resources, services (including information literacy)	2	KB managing	Full time or hourly librarian costs
Resources			
Conduct a materials/collection gap analysis (all locations) to determine age of print collections; coverage of print with e-resources collection and match to curriculum	2,3	KB managing	Full time or hourly librarian costs
Conduct a comparison of print periodicals coverage with e-resource coverage and match to curriculum	2, 3	New librarian managing	Full time or hourly librarian costs
Assess print collection; use, need for change to LC classification	2.3	New librarian managing	Full time or hourly librarian costs

Services (in-person/on campus, dual credit, and remote/distance services)			
Match library SLOs to instruction; research/reference	1	KB+	
Market/brand library services with a focus on the expertise and role of librarians in teaching and learning as value-added services for students, faculty and staff	2,3	KB managing	Full time or hourly librarian costs
Match location services and resources grids to hours of service, usage	1	KB	Staff time
Compare virtual/digital asynchronous services to in-person services against staffing levels (credentials, hours of availability)	immediate	KB	Staff time
Facilities (existing and new)			
Identify and disseminate critical issues and needs for existing facilities <ul style="list-style-type: none"> • Address ADA issues (immediate) • De-clutter all environments/Create consistent signage (immediate) • Environ/role of the libraries in retention (first year) • Processes for renovating existing facilities (end of first year) 	Immediate ADA	KB++	Staff time; cost of assessment of space; cost of repairs
Processes for renovating existing facilities Identify processes for designing new facilities	immediate	KB	Staff time
Create content for SACS facilities issues re: resources and services match curriculum (hours, reserves,	End of 1, 2, 3	KB +	Full time or hourly librarian costs

access to print and e-resources)			
Web presence			
Create consistent templates for the library's home page & for each SWTJC location	1	KB managing	Full time or hourly librarian costs
Create a portal library landing page	1,2	KB managing	Staff time
Create consistent looks for Libguide levels including one for general college; general libraries and discipline-specific guides	1 preferred, 2	KB managing	Staff time
Review and expand general content for Libguides/online pathfinders	1 preferred	KB managing	Staff time
Review and expand discipline-specific content for Libguides/online pathfinders	2,3	New librarian managing	Staff time
Staffing/Training/Professional Development			
Outline staffing level and credentials for each location	immediate	KB	Staff time
Complete grid identifying levels of service to match levels of staff with enrollment and – if available – usage information (immediate) Complete a prioritized staffing request with budget figures for new librarians and new assistants (Identify implementation or increase staffing impacts)	Immediate	KB +	Staff time
Organize a customer service workshop for all staff together with the focus on “reaching out” and expectations for service. Launch a customer service manual, with scripts for assisting students, faculty and staff in person, online and throughout campuses	immediate	KB managing	Staff time
Management documents/content			

Identify content needed for integrating consistency into web and print content	Immediate	KB+	Staff time
Assess Consultant's report for approval of activities, content and timeline	Immediate	KB	Staff time
Create an action timeline/document from Consultant's report items/activities chosen by SWTJC Library Director w/staff, administration	Immediate	KB+	Staff time
Coordinate documents needed or SACS related to the library and choose a process for identifying and creating documents needed for SACS	1,2	New librarian	Full time and hourly librarians
Marketing/Public Relations			
Audit the SWTJC marketing/branding information (See recommended resources.)	2	KB	Full time and hourly librarians
Create consistent, preliminary marketing and public relations content with terminology, "look," color, etc.	1	New librarian	Staff time
Select a process for branding the library's marketing and public relations	2	KB+	Staff time
Budget			
Assess the library's operating and capital budgets to identify possible "capital" redirection	2	KB+	Staff time
Assess partnership money	1 preferred	KB+	Staff time
Create 1 st , 2 nd and 3 rd year budgets outlining consultant's recommendations chosen	Immediate	KB+	Full time and hourly librarians