

Library Renovation

Program Statement

2013

Working Draft

September-2013

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Executive Summary

The purpose of this Program Statement is to present a vision of a renovated Library that is true to the mission and strategic plan of Penn State Worthington Scranton. It is based on published articles and Web sites, discussions with library professionals, campus surveys and “Program Statements” from other Penn State campus libraries. It incorporates elements of a Knowledge Commons model,[[1]](#footnote-1) the predominant model for library design over the last twenty years. It creates sustainable partnerships among academic areas to share resources for the purpose of educating students, enhancing scholarly research, and encouraging outreach to the community. A partnership between information and technology services, the Knowledge Commons blends digital and multimedia technologies with library programs and online collections in a vibrant, dynamic physical environment. Emphasis is placed on the learner; attention is given to different learning styles and to the social dimensions of learning. Its staff is highly skilled and adept in applying a “high tech, high touch” service philosophy. Its objective is to satisfy students’ desire for the library to be more welcoming, comfortable, and rich in technology and resources.[[2]](#footnote-2)

The Worthington Scranton Program Statement summarizes the results of several years of input and effort by the Campus Administration, WS Library committee, and Head Librarians past and present.

**WS Library Committee Members for Phases I and II**

* Mary-Beth Krogh-Jespersen, Chancellor
* Marilee Mulvey, Director of Information Technology
* Eugene Grogan, Director of Business
* Joe Fenniwald, Past Head Librarian
* Billie Walker, Present Head Librarian
* Molly Wertheimer, Interim DAA

**Vision**

The Library is a dynamic, accessible, flexible, people-oriented place with staff committed to the provision of expert, proactive and convenient services.[[3]](#footnote-3)

Its space and services foster collaboration, support discovery and retrieval of information, allow instruction and discussion opportunities, as well as provide space for individuals to engage in quiet pursuit. [[4]](#footnote-4)

The Library is an important selling point for the Penn State Worthington Scranton campus. It is a physical manifestation of its mission –being student-centered, providing opportunities for collaboration and innovative learning, supporting the community of engaged learners, being progressive and forward-moving with the latest technologies. [[5]](#footnote-5)

The Library plays a role in student retention and student life as a center for the intellectual, social, and cultural spirit of the campus.[[6]](#footnote-6) It is a gathering place that fosters a sense of community, a forum for students to collaborate, enjoy fellowship, engage in healthy debate, create and challenge ideas, and experience learning and discovery in a multitude of meaningful ways.[[7]](#footnote-7) It is responsive to the needs of all students and members of the faculty and staff. Faculty see the Library as an extension of the classroom, as a place in which students engage in a collaborative learning process, a place where they develop or refine their critical thinking. Staff may see the library in a variety of ways; as a resource for growth and new initiatives, a gathering place for campus events and a virtual learning space sustainable without travel.

The Library welcomes the broader intellectual and cultural community by promoting its collections and services, providing spaces for meetings, holding lectures, and displaying faculty and student scholarly achievements.

**Overview**

The Penn State Worthington Scranton Library is well situated on a small campus (Campus map:

<http://www.sn.psu.edu/Information/map.htm>). Students can easily walk to it from the Dawson Building (Administration, IT Department, Offices and Classrooms), the Student Learning Center (Cafeteria, Bookstore, Writing Center, Offices and Classrooms), and the Gallagher Conference Center (Continuing Education, Faculty Offices and Classrooms). Parking is available behind the building, downhill.

It is a two-story, 1960s brick structure, built on a steep slope. The main entrance is at ground level, uphill. At this entrance you enter the second floor (Main Floor). Restricted access through the Nursing Department, Mechanical Room, or the Library receiving room is possible through the first floor (Lower Level).

The Library occupies all of the Main Floor (approximately 9,913 sq. ft., 9,572 total interior usable square feet) and approximately 27% of the Lower Level. The Department of Nursing, six Faculty Offices, and the Mechanical Room are located on the Lower Level. The bathrooms for the Library are also on the Lower Level.

When it first opened in 1970, the Library served a student population of 271 and a faculty of 18. Forty years later, there are 1,388 students and 60 full-time faculty members. Most students (78%) attend full-time. 70% are pursuing a Baccalaureate degree. There are slightly more female (713) than male (675) students with 73% under 24-years-old. 98% of the students are Pennsylvania residents. In 2012, private housing was built near the campus.

**Design Principles**

The Library can no longer be thought of as primarily a physical place of materials but as a place for activities and an entity that provides access to highly competent information resource professionals.[[8]](#footnote-8) For the Library to be *dynamic*, the spaces that define it and the services offer must continually stimulate users to create new ways of searching synthesizing materials. Almost all of the Library functions being planned for today will need to be reconfigured in the not-too-distant future. *Flexibility* is an essential design principle. Movable furniture, temporary wall partitions, and a mix of open, semi-private, and study spaces give students options for formal group work and impromptu group study.[[9]](#footnote-9) When students are allowed to reconfigure their work environment, they will find ways to create the most conducive environment for collaboration and optimal learning.[[10]](#footnote-10)

The Library should communicate a welcoming feeling. The interior design should be stylish but not opulent and should accommodate the high use expected while requiring minimal maintenance.[[11]](#footnote-11)

While certain principal design elements-the perimeter wall and windows, support columns, the location of core areas for stairs, bathrooms, and heating, ventilation, and air conditioning-will remain relatively constant, the majority of space must be capable of adapting to changes in use. Fortunately, none of the existing interior walls of the Penn State Worthington Scranton Library are weight-bearing or essential to structural support. In the re-design, it is important to visualize the full possibility of the space rather than be restricted to current layout.

The Library should be re-designed to maximize the presence of natural light. Current shelving that block many of its windows need to be removed. At the same time, any renovations should incorporate new environmental standards. All windows should be energy efficient, attractive, and easily opened and secured for use when air conditioning has been shut off yet temperatures are still seasonably warm.

Windows should also have blinds or some means of blocking out light as needed. The heating, ventilation and air conditioning system should provide a comfortable environment for all spaces. It is understood that all areas should comply with accessibility requirements of the Americans with Disabilities Act.

The Library should be infused with technology. Every space should be planned with appropriate technological amenities in mind.[[12]](#footnote-12) The Library should partner with Information Technology in designing spaces for students to utilize the latest technology. Students should have the facilities and support to incorporate multi-media software into their assignments. They should have rooms (design incubators) that nurture and encourage creativity and inventiveness. There should be spaces for students to practice giving presentations.

**Methods and Procedures**

It is true that this library statement was developed over many years and with much consultation with critical constituencies. It was agreed to phase in planning and pilot renovations in small stages hence the following three phases.

**Phase One**

In Phase One it was important to gain clarity regarding the key elements of a state-of-the-art library. This was accomplished through literature reviews, site visits, surveys and discussions with those with recent library renovations and with the Dean of Penn State University Libraries. From this review, key elements were developed and a storyboard was prepared. (See Appendix A for the Storyboard) Open forums were held with all campus constituencies to get as much feedback as possible. It was determined that the best ways in which the library may best serve the campus community, now and for the long-term future, are to create:

1. A Welcoming Place

2. A Gathering Place

3. Cultural /Community Center

4. Embracing Technology

5. A Break from the Past

6. Fulfilling its Academic Mission

7. Access to Highly Skilled, Competent Staff

**A Welcoming Place**

* Make spaces comfortable, inviting, warm, friendly taking down the barriers to services (take down larger service desks in favor of kiosks and smaller perches (1)
* Library is more welcoming, comfortable, and rich in technology and resources (5)
* The Library should maximize the presence of natural light (5)
* Flexibility is an essential design principle – movable furniture, temporary wall partitions, and a mix of open, semi-private, and study spaces give students options for formal group work and impromptu group study (5)
* Library is a dynamic, accessible, flexible, people-oriented place with staff committed to providing expert, proactive, and convenient services (5)
* Light-filled, comfortable furniture, adaptable workstations and study spaces for all types of needs (4)
* Open design with lounge areas with comfortable seating, tables and marker boards, café, computer areas, group study rooms (4)
* Varied and flexible spaces (4)

**A Gathering Place**

* The Library is a gathering place that fosters a sense of community, a forum for students to collaborate, enjoy fellowship, engage in healthy debate, create and challenge ideas (5)
* Gathering place for services, education, collaboration (1)
* Create common grounds for active engagement, places that foster social interaction, places that form and celebrate community (4)
* Specialized spaces to offer social and educational collaborative experiences or offer privacy (1)
* Provide students and faculty a gathering place and new digital learning tools to share ideas with audiences here or anywhere in the world (4)
* Provide an environment for learning (3)
* Learning in a social setting outside the classroom (4)
* Coffeehouse style café (4)

**Cultural / Community Center**

* Cultural / community center (1)
* Encounters with art (4)
* Welcomes the broader intellectual and cultural community by promoting its collections and services, providing spaces for meeting, and displaying faculty and student scholarly achievements (5)
* Transition from a center of information to a center of culture (2)
* Culture-based library taps into the spirit of community, reflecting the needs of the constituency (2)
* The Library is seen as the intellectual, social, and cultural center of the campus (5)

**Embracing Technology**

* Leverage the overlap of instructional technology and library programs; a philosophical, functional, and physical merger of library with technology (3)
* Leader in the support of pedagogy that emphasizes group projects, teamwork, peer consultations, the social dimensions of learning that take place outside the classroom (4)
* Technology doesn’t overwhelm the space or the learning experience (4)
* The Library should be infused with technology – every space should be planned with appropriate technological amenities in mind (5)

**A Break from the Past**

* New kind of institution not bound by bricks and mortar (1)
* No longer primarily a physical place for storage of materials but a place for activities and an entity that provides access to highly competent information resource professionals (5)
* Role as repository of information transforming into the role of cultural center (2)
* Information seekers no longer need to visit a library for basic information needs, so libraries need to provide value added services – the visual and virtual (3)
* Automated check in / check out centers (1)
* Inclusive of green environments within the building. Externally saving fuel by virtue of its being a virtual Library.

**Fulfilling its Academic Mission**

* Educate students holistically (4)
* The Library is an extension of the classroom, a place in which students engage in a collaborative learning process, a place where they develop or refine their critical thinking (5)
* Emphasis is placed on the learner; attention is given to different learning styles and to the social dimensions of learning (5)
* Conducive to study that is both collaborative and private (4)
* Collaborate in groups, create their own spaces, be inspired by a technology rich environment (4)
* Support learning and scholarship in both traditional and contemporary ways (4)
* Blends digital and multimedia technologies with library programs and online collections in a vibrant, dynamic physical environment (5)
* Help students create their best possible academic work in a community that provides the specialized resources to assist them (4)
* Student involvement, active engagement, increased time on task, peer and faculty interaction = key to academic success (4)

**Access to Highly Skilled, Competent Staff**

* Librarians to assist with increasingly complex searches as more and more resources go online (1)
* Library to provide an interface between users and the community, an electronic village, where users can utilize a complex menu of text, images, multimedia in their pursuit of research (1)
* High tech and high touch (3)
* There is an increasing need for librarians to teach the effective & appropriate use of electronic resources to equip students for their academic careers & prepare them for lifelong learning (5)
* A space suitable for conducting information instruction activities is essential (5)
* Services offered both in a virtual environment as well as onsite (3)
* Information experts; highly competent and personalized (3)
* Its staff is highly skilled and adept in apply a “high tech, high touch” service philosophy (5)

In the 2013-2014 academic year remaining elements will be explored and a final draft of the program statement will be completed. This will be considered Phase III.

1. <http://www.paloaltoonline.com/news/show_story.php?id=11573>
2. <http://www.futuristspeaker.com/2006/11/the-future-of-libraries/>
3. <http://www.designshare.com/index.php/articles/school-library-future>
4. <http://www.seattleu.edu/magazine/Article.aspx?id=63479&page=all>
5. PSWS Library Program Statement

**Phase Two**

During 2012-2013, the Library tested principles for the: Library as A Welcoming Place and A Gathering Place and asked for feedback from the campus community as changes were implemented.

On a survey completed in the spring of 2012, students indicated they overwhelmingly like the library facilities. When asked, what changes if any, would they make, many suggested renovations such as new seating, more computers, and a coffee bar. They see the library as a place to\_\_\_\_\_\_(survey info). See Appendix B for details.

**First Floor**

Painting of Building

The periodical area, wall adjacent to this area, and the wall in front of library instruction room have been painted. The new color is Tangier.

Comfortable Seating

New lounge furniture was purchased for the periodical area and the study area in the back of the library. Eight lounge chairs, coffee table, and table were purchased by the Worthington Scranton campus for a total cost of $4,213.

Shelves

New shelving for Periodical area and Best Selling Book/DVD were purchased. Worthington Scranton campus purchased a bookcase for $245 and University Libraries purchased a bookcase for $300.

WhiteBoards

Three WhiteBoards were purchased. Two of the whiteboards are located in the collaborative study rooms, and one is located in the back study area. Student Activities Funds were used for this purchase-$600.

Public Seating Area

University Libraries is replacing worn out public seating. 134 chairs were purchased at a total cost of $39,260.

**Lower Level**

Initial estimates were determined for Embracing Technology.

In 2013, several designs for library instruction lab/computer room were examined for

the principle: Embracing Technology. Each option below was based on 20, 26, and 30 seats for students (Appendix C):

Option 1: Student stackers no computers

Option 2: Hide-away desks with 2 students and 2 desktop computers per desk

Option 3: Hide-away desks with 2 students and 2 laptops per desk

Option 4: Tables with some cable management with 2 students and 2 desktop computers at each table

For the element on access to highly skilled competent staff, the two head librarians, experts in this area, defined their knowledge of this need.

**SPECIFIC FUNCTIONS: Service points where students and library staff interact**

**Instruction**

There is an increasing need for librarians to teach the effective and appropriate use of electronic resources to equip students for their academic careers and prepare them for lifelong learning in a knowledge-based society. A space suitable for conducting information instruction activities is essential. This area should be flexible, multipurpose space, which can also be acoustically isolated and will be large enough to accommodate a class size of 30. Furniture will be modular and light, so that it can be easily rearranged and the room can be repurposed when instruction is not ongoing. For example, when classes are not being held, it can serve as a space for students to practice speeches (being equipped with a projector, display screen white board or easel, and recording equipment (audio and video).

**Lending/Reserves Services Desk**

To improve customer service, libraries will create a multi-functional desk that combines circulation and reference.

The Lending/Reserves Services Desk provides spaces to lend and return all types of materials and equipment, shelf space for limited access reserve materials, a staging space for book trucks holding items to be shelved, and a staff work space for staff responsible for providing lending and reserve services. Located immediately inside the main library door, this desk serves as a first and last point of contact with library patrons, As the checkout/return area for all library materials, and as the entry/exit point for all traffic, this is the most heavily used service area.

The desk is adjacent to the theft control system. It has a counter height desk for staff and users, with hollow areas under it to accommodate depressible book returns and shelving. It has two circulation computer work stations on the desk attached to two receipt printers. It provides a barrier to\_\_\_\_\_\_\_linear feet of shelving to house reserve (limited access materials). It has access to phone, power, network, printers.

**SPECIFIC FUNCTIONS: Library faculty and library staff workspaces[[13]](#footnote-13)**

Space will be required for staff to carry out their new roles and for equipment that can support these activities. Service points once devoted to assisting users with the collection will be modified to permit quiet and sustained consultation with users of the libraries’ new services. (Ludwig & Starr, p. 321) Staff may help students with anything from navigating academic databases to helping prepare a multimedia presentation. (Herman Miller, p. 3)

* **Library Director’s Office**
* **Reference Librarian’s Office**
* **Support Staff Office and Work Area**
* **Supply and Repair Room**
* **Receiving Room (accessible from the elevator to the Lower Level with direct access to the loading dock)**
* **Photocopy Area**

**SPECIFIC FUNCTIONS: Collection space**

Move from a comprehensive liberal arts collection to a “curated” collection. Given the ease of acquiring materials from other locations, the PSWS Library should concentrate on those areas that support the campus curriculum. It is no longer necessary to have a comprehensive collection. Thus, the collection can be reduced.

**RECOMMENDATION**

Reduce the total linear feet of shelving for the General Collections by 53% (for a total of 3,489.75 linear feet or 1,188 shelves).

Concentrate on a “curated” collection that reflects campus curriculum and is heavily used. Currently, the General Collections consists of approximately 75,000 volumes occupying 4,774.95 linear feet. To move this collection into the proposed 3,489.75 linear feet of shelving at 70% occupancy would require reducing the collection by 49%, approximately 36,750.

A collection of this size would be the equivalent of those at most Penn State campus libraries: Beaver (45,000), Dubois (39,000), Lehigh Valley (20,000), Mont Alto (40,000), New Kensington (30,000), Schuylkill (44,000), Shenango (38,000), Wilkes Barre (32,000).[[14]](#footnote-14)

**CURRENT STATUS**

The Penn State Worthington Scranton Library has always filed circulating, reference, multi-media (VHS, DVD, Slides, Microforms), and periodicals together. There is a separate section for atlases and maps.

The General Collections are located in three separate areas.

|  |  |  |  |
| --- | --- | --- | --- |
| General Collections Call Number Range | Total Linear Feet of Books | Total Linear Feet of  Shelving | Percentage  Occupied |
| A13 - Newspapers | 2,316.56 | 3,366.38 | 69% |
| PS3563 - Newspapers | 1,295.58 | 1,877.06 | 69% |
| Q1 - Back Files (Lower Level) | 1,162.81 | 2,585 | 45% |
| Total | 4,774.95 | 7,828.44 | 61% |

Reduction of collections began in the Summer of 2013.

**Phase Three**

Members of the campus community were selected for The Library Task Force.

Their charge is to refine the Program Statement to include the following elements and refine the draft Library Renovation cultural/community center.

* A Break from the Past
* Fulfilling its Academic Mission

**APPENDIX**

**Appendix A**

**Storyboard**

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**Appendix B**

Survey

**Introduction**

During late spring 2012, the Penn State WS Library conducted a user survey of students to measure satisfaction of library services and facilities. One week prior to exams, the survey was distributed in the library. 143 students responded to the survey. Detailed response tabulations are included in the appendix.

Students were asked how often they visited the Worthington Scranton Library. The largest proportion of the respondents (56%) used the library two or more times or weekly

Students were asked what they did when they visited the library. The primarily responses were to write papers, study, and break between classes to surf the Internet.

Students were asked how satisfied they are with the library facilities. Safety, Conditions and Maintenance, and Temperature were rated the highest.

In response to what changes, if any, would the students make if they were in charge of the library, respondents cited frequently more computers and the need for renovations.

All responses to the survey are found in the appendix.

**Survey Results**

**Who responded to the survey?**

* The target group was students

|  |  |  |
| --- | --- | --- |
| **Gender** | **# of Responses** | **Percent of Total** |
| Male | 66 | 47% |
| Female | 74 | 53% |

|  |  |  |
| --- | --- | --- |
| **Age** | **# of Responses** | **Percent of Total** |
| 18-21 | 109 | 78% |
| 22-30 | 21 | 19% |
| 31+ | 10 | 7% |

|  |  |  |
| --- | --- | --- |
| **Classification** | **# of Responses** | **Percent of Total** |
| Freshman | 74 | 53% |
| Sophomore | 35 | 25% |
| Junior | 23 | 17% |
| Senior | 7 | 5% |

|  |  |  |
| --- | --- | --- |
| **Degree Program** | **# of Responses** | **# of Total** |
| American Studies | 2 | 1% |
| Business | 20 | 15% |
| English | 6 | 4% |
| HFDS | 14 | 10% |
| IST | 8 | 6% |
| Arts & Sciences | 3 | 2% |
| Nursing | 17 | 12% |
| Science | 15 | 11% |
| International Studies | 0 | 0% |
| Organization Leadership | 0 | 0% |
| Security Risk & Analysis | 0 | 0% |
| Other | 23 | 17% |
| Undecided | 29 | 21% |

**How often do you visit the Worthington Scranton Library?**

* The largest proportion of the respondents (56%) uses the library two or more times or weekly

|  |  |  |
| --- | --- | --- |
| **Frequency** | **# of Responses** | **# of Total** |
| Daily | 40 | 28% |
| Once a week | 19 | 13% |
| 2 or more times p/week | 61 | 43% |
| Monthly | 13 | 9% |
| Once a semester | 6 | 4% |

**What do students do when they visit the Worthington Scranton library?**

* The top five purposes for using the library are:

1. To write a paper (16.6%)
2. To study by themselves (15.7%)
3. To surf Internet (12.8%)
4. To study with friends (11.4%)
5. To take a break between classes (11.15%)

* Only 1.3% of the students selected reference services

|  |  |  |
| --- | --- | --- |
| **Purpose** | **# of Responses** | **# of Total** |
| Surf Internet | 85 | 12.8% |
| Write a Paper | 110 | 16.6% |
| Use Photocopier | 17 | 2.5% |
| Use Scanner | 8 | 1.2% |
| Email | 59 | 8.9% |
| Break Between Classes | 74 | 11.1% |
| Read Newspaper/Mags | 13 | 1.9% |
| Borrow/Return a Book | 21 | 3.1% |
| ILL | 16 | 2.4% |
| Borrow a Calculator | 4 | .06% |
| Search Online Catalog | 24 | 3.6% |
| Search Databases | 42 | 6.3% |
| Study with Friends | 76 | 11.4% |
| Study by Yourself | 104 | 15.7% |
| Reference Services | 9 | 1.3% |

**Other things students do when they visit the Worthington Scranton library are (open-ended response):**

|  |  |
| --- | --- |
| **Purpose** | **# of Responses** |
| Do Group Work | 2 |
| Meet a Professor | 1 |
| Read Books | 1 |
| Make PowerPoint | 1 |
| Use Computer Printers | 9 |
| Borrow Headphones | 1 |
| To complete Homework | 3 |
| To do Research | 4 |

**Where do you go to complete the assignments that require library resources?**

|  |  |  |
| --- | --- | --- |
| **Location** | **# of Responses** | **# of Total** |
| WS Library | 100 | 44% |
| WS Library Website | 68 | 30% |
| Home | 44 | 19% |
| Public Library | 9 | 4% |
| Other | 6 | 3% |

* A majority of students use the campus library and/or library website

**How satisfied are the students with the library facilities?**

* Safety, Conditions and Maintenance, and Temperature were rated the highest

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Facility** | **Very Satisfied** | **Satisfied** | **Disappointed** | **Very Disappointed** | **Not Applicable** |
| Group Study Rooms | 54 | 61 | 1 | 1 | 23 |
| Computers | 63 | 71 | 5 | 0 | 1 |
| Conditions/  Maintenance | 67 | 70 | 2 | 0 | 0 |
| Noise Level | 47 | 76 | 12 | 1 | 3 |
| Photocopiers | 42 | 57 | 5 | 0 | 33 |
| Safety | 90 | 49 | 0 | 0 | 1 |
| Printers | 85 | 44 | 4 | 0 | 6 |
| Scanners | 42 | 50 | 1 | 0 | 43 |
| Seating | 51 | 73 | 11 | 2 | 2 |
| Signage | 47 | 76 | 2 | 0 | 12 |
| Temperature | 50 | 86 | 4 | 0 | 0 |
| Hours | 51 | 78 | 6 | 2 | 3 |
| Staff | 90 | 47 | 1 | 0 | 1 |
| **TOTAL** | **779** | **838** | **54** | **6** | **128** |

**How satisfied are students with the service provided by library staff?**

* **Students were overwhelmingly satisfied with service received from library staff**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Very Satisfied** | **Satisfied** | **Disappointed** | **Very Disappointed** | **Not Applicable** |
| **90** | **47** | **1** | **0** | **1** |

**What changes, if any, would the students suggest if they were in charge of the library** (Note: the students’ comments are organized by subject)

|  |
| --- |
| **Copiers/Fax** |
| A photocopier that does not charge for copiers |
| I would add a public fax machine |
| Buy a brand new photocopier |

|  |
| --- |
| **Staff/Service** |
| If I was in charge I will help people normally like you guys doing right now. |
| Library workers would be readily available-not tucked into an office. It was hard to find somebody to help me! |
| I would allow more of the reference books to be allowed to be taken out |
| Have our school books in the library. 1. They are way too expensive to buy 2. I don't need them every day. I needed a book 3 times for the whole semester and I'm not paying $150.00 for a book I use 3 times. |
| Get some fantasy books because that’s what I like to read |
| I would arrange the books a little differently between the 1st and 2nd floor. I would also add more magazines and possibly a DVD rental section |
| I would change that you can't be here too late at night. Everything else I would say is very good, especially that there are I-pads now. All the Librarians are very helpful |

|  |
| --- |
| **Seating** |
| I like the ideas for the library renovations that are on display. We need more comfy chairs. Perhaps new paint, more vibrant colors |
| I'll put more sofas to sit and to study comfortable |
| More comfortable reading chairs |
| I would get more armchairs |
| I would get rid of those stupid high rolling chairs. I always almost fall off! Or at least remove the plastic so they don't roll away so easily |
| More up to date furniture |
| I would update some of the chairs in the library |
| The library needs a lounge area with comfortable chairs and couches for relaxation between classes. |
| More seating, not just at tables. Circle of comfy seats |
| different color chairs. Maybe a lounging area w/chairs |

|  |
| --- |
| **Cell Phone/Noise** |
| I would like to see the cell phone policy enforced after about a minute on the phone. Also, if people are just socializing I wish they would keep it to a low roar |
| I would enforce the "whisper" rule. It is often loud here & that makes it difficult to study and/or concentrate |
| I would have stricter policies on cell phone usage within the library |
| The accepted noise level way too loud to get work done at times |

|  |
| --- |
| **Coffee Bar/Vending** |
| I would put in a coffee bar or lounge area |
| Coffee bar would be great |
| I would put a vending machine located somewhere in the library |
| You need snack machines |

|  |
| --- |
| **Computers/Printers** |
| More computers |
| I would put more computers in the library |
| more computers, more color printers |
| more computers |
| Maybe add a computer lab/tech center |
| I would put more computers in here. Sometimes, not all the times, but sometimes there not enough computers for everyone to use |
| More computers |
| More computers |
| More computers |
| If new computer would be available, that would be a great help. Sometimes during lunch hours, some computers are occupied and are difficult to work on assignments. |
| Adding a legitimate computer lab |
| Having more computers |
| Install more computers and at least one more that can color print |
| More computers to access |
| possible add a couple more computers |
| I would put a couple more computers in |
| More printer toner |
| more computers |
| I would make more computers available and/or implement some system so that students could check facebook, twitter, etc., but not spend over an hour on those sites (effectively keeping other students from using the computers for school work) |
| I would bring in more computers and printers |
| I would make sure all computers have all the programs each major uses. As an IST student there are a few programs not installed on the computers, therefore forcing me to go to a noisy lab to complete my work |
| I would make more computers available to students |
| More computers |
| A few more computer desks, especially downstairs |
| Add more computers |
| More computers |
| Make computers a little faster to log-on |
| More computers |
| I would update the computers and make load quicker |
| The visitor's station computers are pointless there should be one. More pc's |
| A few more computers |
| More computers |

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| **Lighting** |
| better lighting |
| brighter lightening |
| Lighting kills my eyes |
| The lighting hurts my eyes after a while. Downstairs needs more lighting |

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| **Restroom** |
| Better bathroom maintenance |

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| **Study Area** |
| more private study areas |
| private study room |
| Nothing really. It's nice |
| The group study rooms gets really warm |
| More group study areas |
| I would look into the possibility of adding more group study rooms |

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| **Renovations** |
| I see that renovations are possibly in store, which would be very nice; the library is a little outdated |
| The overall environment, when you first walk-in it just doesn't feel like a place you would want to hang out. Needs to be a fun place for students to come and get work done |
| I would make it more modern with more comfortable seating, more computers, and more space to relax, PS I really like the plans for the new library! |
| I would change the condition of tables, seats basically everything |
| Make the downstairs seem more usable |
| A little more space |
| I would change the color scheme. The colors are very boring & depressing |
| Update-We're stuck in the '90s! |
| More places to sleep |
| seating arrangements |
| I would make it bigger, give students a place where they can sit down in a comfortable chair & relax. Make it more "like home" |
| Give a modern look |
| I would modernize the lighting and furniture |
| First I would change the atmosphere, better study areas, desks, and even seating lounge. Next I would change the hours; 8-9 is not a good time for a University's library to be open. I find myself going to other universities using theirs instead. Perhaps open at 7:30 & close at 10:30? |
| Updated |
| Only thing I would maybe would be upgrading the look of the library. It's a little outdated |
| The look of it |

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| **Hours** |
| Open before 8am |
| open the lib. Before 8am |
| The hours on the weekends |
| maybe more weekend hours |
| I would like to see Saturday hours in the future as many students only have Sat/Sun to utilize the library |
| More hours on the weekends |
| I would change the hours |
| Open the library longer at weekends. Having children it’s hard to study at home. Unfortunately library is only open Sunday afternoons. Should at least be open weekends leading up to finals if nothing else |

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| **Temperature** |
| It’s too cold |

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| **No Change** |
| I would not change a thing |
| Nothing |
| Everything is perfect |
| Nothing, its fine the way it is. |
| I would not change anything. My experiences have been positive |
| Nothing! |
| None |
| Nothing |
| Nothing |
| If I was in charge I will help people normally you guys doing right now |
| All is well. Can't think of a change |
| I honestly wouldn't change anything. I really like this library |
| Nothing |
| Nothing |
| I wouldn't change anything. I am content with the way things are here |
| Nothing |
| I wouldn't change much because this library is in beautiful condition and it seems like a very nice place to study and expand my education |
| Nothing |
| Nothing, it's great! |

1. **Findings**

**When evaluating the results, the following significant findings were identified:**

* **Analysis of the questions that ask for satisfactory levels indicates that respondents are generally satisfied with the facilities and library staff service.**
* **The 143 students that participated in the survey represent approximately 11% of the student population.**
* **Students use the library primarily to write papers, study, and break between classes to surf the Internet.**
* **The overall quality of service provided by the library staff is high with 65% of the participants rating their experience as being very satisfied.**
* **The response for reference service was low (1.3%) which may be due to the fact they are not familiar with the term ‘reference service.’ Student’s responses indicated they use the online catalog and library databases.**
* **Overall the participants were satisfied with the library facilities. Needing more computers and renovations were cited frequently in the comments.**

Appendix C

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| **Lib Future Classroom Cost Options** | | | 1/23/2013 |
| Item | Quantity | Cost of Item | Totals |
| **Option 1 - Student stackers no computers** |  |  |  |
| **20 seat classroom** |  |  |  |
| Cost of the Instructor podium and supporting classroom tech | |  | $25,000.00 |
| Student Stacker | 20 | $120.00 | $2,400.00 |
| Chair | 20 | $60.00 | $1,200.00 |
|  | **Total for a 20 seat classroom** | | **$28,600.00** |
| **26 seat classroom** |  |  |  |
| Cost of the Instructor podium and supporting classroom tech | |  | $25,000.00 |
| Student Stacker | 26 | $120.00 | $3,120.00 |
| Chair | 26 | $60.00 | $1,560.00 |
|  | **Total for a 26 seat Classroom** | | **$29,680.00** |
| **30 seat classroom** |  | |  |
| Cost of the Instructor podium and supporting classroom tech | |  | $25,000.00 |
| Student Stacker | 30 | $120.00 | $3,600.00 |
| Chair | 30 | $60.00 | $1,800.00 |
|  | **Total for a 30 seat Classroom** | | **$30,400.00** |
| **Option 2 - Hide away desks with 2 students and 2 desktop computers per desk** | | | |
| **20 seat classroom** |  |  |  |
| Cost of the Instructor podium and supporting classroom tech | |  | $25,000.00 |
| Hideaway desk | 10 | $1,900.00 | $19,000.00 |
| Computer chair | 20 | $100.00 | $2,000.00 |
| Computers and screens | 20 | $1,100.00 | $22,000.00 |
|  | **Total for a 20 seat classroom** | | **$68,000.00** |
| **26 seat classroom** |  |  |  |
| Cost of the Instructor podium and supporting classroom tech | |  | $25,000.00 |
| Hideaway desk | 13 | $1,900.00 | $24,700.00 |
| Computer chair | 26 | $100.00 | $2,600.00 |
| Computers and screens | 26 | $1,100.00 | $28,600.00 |
|  | **Total for a 26 seat Classroom** | | **$80,900.00** |
| **30 seat classroom** |  | |  |
| Cost of the Instructor podium and supporting classroom tech | |  | $25,000.00 |
| Hideaway desk | 15 | $1,900.00 | $28,500.00 |
| Computer chair | 30 | $100.00 | $3,000.00 |
| Computers and screens | 30 | $1,100.00 | $33,000.00 |
|  | **Total for a 30 seat Classroom** | | **$89,500.00** |
| **Option 3 - Hideaway desks with 2 students and 2 laptops per desk.** | | |  |
| **20 seat classroom** |  |  |  |
| Cost of the Instructor podium and supporting classroom tech | |  | $25,000.00 |
| Laptop Hideaway Desk | 10 | $2,000.00 | $20,000.00 |
| Computer chair | 20 | $100.00 | $2,000.00 |
| Laptop computers | 20 | $1,500.00 | $30,000.00 |
|  | **Total for a 20 seat classroom** | | **$77,000.00** |
| **26 seat classroom** |  |  |  |
| Cost of the Instructor podium and supporting classroom tech | |  | $25,000.00 |
| Laptop Hideaway Desk | 13 | $2,000.00 | $26,000.00 |
| Computer chair | 26 | $100.00 | $2,600.00 |
| Laptop computers | 26 | $1,500.00 | $39,000.00 |
|  | **Total for a 26 seat Classroom** | | **$92,600.00** |
| **30 seat classroom** |  | |  |
| Cost of the Instructor podium and supporting classroom tech | |  | $25,000.00 |
| Laptop Hideaway Desk | 15 | $2,000.00 | $30,000.00 |
| Computer chair | 30 | $100.00 | $3,000.00 |
| Laptop computers | 30 | $1,500.00 | $45,000.00 |
|  | **Total for a 30 seat Classroom** | | **$103,000.00** |
| **Option 4- Tables with 2 students and 2 desktop computers at each table. Similar to Dawson 114** | | |  |
| **20 seat classroom** |  |  |  |
| Cost of the Instructor podium and supporting classroom tech | |  | $25,000.00 |
| Desks with cable management | 10 | $1,000.00 | $10,000.00 |
| Computer chair | 20 | $100.00 | $2,000.00 |
| Computers and screens | 20 | $1,100.00 | $22,000.00 |
|  | **Total for a 20 seat classroom** | | **$59,000.00** |
| **26 seat classroom** |  |  |  |
| Cost of the Instructor podium and supporting classroom tech | |  | $25,000.00 |
| Desks with cable management | 13 | $1,000.00 | $13,000.00 |
| Computer chair | 26 | $100.00 | $2,600.00 |
| Computers and screens | 26 | $1,100.00 | $28,600.00 |
|  | **Total for a 26 seat Classroom** | | **$69,200.00** |
| **30 seat classroom** |  | |  |
| Cost of the Instructor podium and supporting classroom tech | |  | $25,000.00 |
| Desks with cable management | 15 | $1,000.00 | $15,000.00 |
| Computer chair | 30 | $100.00 | $3,000.00 |
| Computers and screens | 30 | $1,100.00 | $33,000.00 |
|  | **Total for a 30 seat Classroom** | | **$76,000.00** |
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1. Penn State Live <http://live.psu.edu/story/47743> “Strategic Plan Implementation on Track,” Thursday, August 5, 2010, described the Knowledge Commons as providing enhanced library and technology services, a multimedia classroom, collaborative workstations, group studies equipped with self-service technologies, video and audio production centers and improved consultation services. The Knowledge Commons concept has been in full operation in the Boskov-Lakin Information Commons of the Thun Library, Penn State Berks, since 2001. Information Commons elements have been designed into new facilities at York, Harrisburg, and Wilkes-Barre. The University also has launched a renewed effort to stress the consolidation of library, learning, and technology support services in renovation projects at several campuses, and plans to carry the Knowledge Commons concept into future campus library planning at all locations. [↑](#footnote-ref-1)
2. Cathy Schappert, “A Learning Commons Concept,” Powerpoint presentation, Marywood University, August 26, 2010; Penn State Hazleton, Library Knowledge Commons, Program Statement, August 2, 2010. [↑](#footnote-ref-2)
3. University of Toronto [↑](#footnote-ref-3)
4. Stanford [↑](#footnote-ref-4)
5. PSWS Strategic Plan [↑](#footnote-ref-5)
6. Stanford [↑](#footnote-ref-6)
7. Thomas Sens, p. 1 [↑](#footnote-ref-7)
8. Ludwig & Starr, p.1 [↑](#footnote-ref-8)
9. Senn, Point 5 [↑](#footnote-ref-9)
10. Senn, Point 5 [↑](#footnote-ref-10)
11. Program Statement, Penn State York [↑](#footnote-ref-11)
12. Senn, p.3 [↑](#footnote-ref-12)
13. Much of this is taken from the Program Statement, Penn State Brandywine [↑](#footnote-ref-13)
14. Guide to the Libraries, 2010-2011. Abington (61,000), Altoona (70,000), Berks (60,000), Brandywine (65,000), Erie (135,000), Harrisburg (300,000), Hazleton (100,000) have larger collections. Collection size are not given for: Fayette, Great Valley, or Greater Allegheny. [↑](#footnote-ref-14)