



RSU 2016-2021 Strategic Plan Implementation Template

RSU Libraries

Mission

Our mission at Rogers State University is to ensure students develop the skills and knowledge required to achieve professional and personal goals in dynamic local and global communities.

Our commitments, which support the RSU mission, are as follows:

- To provide quality associate, baccalaureate, and graduate degree opportunities and educational experiences which foster student excellence in oral and written communications, scientific reasoning, and critical and creative thinking.
- To promote an atmosphere of academic and intellectual freedom and respect for diverse expression in an environment of physical safety that is supportive of teaching and learning.
- To provide a general liberal arts education that supports specialized academic programs and prepares students for lifelong learning and service in a diverse society.
- To provide students with a diverse, innovative faculty dedicated to excellence in teaching, scholarly pursuits, and continuous improvement of programs.
- To provide University-wide student services, activities, and resources that complement academic programs.
- To support and strengthen student, faculty, and administrative structures that promote shared governance of the institution.
- To promote and encourage student, faculty, staff, and community interaction in a positive academic climate that creates opportunities for cultural, intellectual, and personal enrichment for the University and the communities it serves.

Vision

Rogers State University aspires to be the regional university of choice for Northeast Oklahoma and beyond, recognized as a model for excellence in face-to-face and online academic programs at both the undergraduate and graduate levels.

Explanation of RSU's Vision Statement:

Rogers State University (RSU) has advanced its reputation for quality undergraduate education since becoming a four-year university in 2000. This is evidenced in U.S. News & World Report rankings where RSU placed as one of the top 50 public regional colleges in the West. RSU focuses on excellence in teaching and seeks to become a regional leader in Quality Matters approved distance education.

As a regional university of choice, RSU cultivates a vibrant campus culture with a focus on substantive, relevant degree programs at the undergraduate and graduate program levels that align with regional business, industry, and educational needs. Through curricular and co-curricular offerings, RSU promotes and embraces an appreciation for cultural diversity and global awareness.

Today:
Mission



Future:
5-year Vision

Area or School Mission:

N/A

Department Mission:

The Rogers State University Libraries provide informational resources and expertise that support the intellectual and cultural development of students, faculty, and staff.

Process and Instructions:

Operational planning is planning that takes place at the department level or across departments in an organization. RSU’s operational plans are developed by each department on an annual basis, and all department plans are guided by the University’s prioritized strategic actions selected by RSU’s Strategic Planning Committee. Departments may choose to include additional action items in their annual plans, but only those actions that support the annually prioritized strategic actions will be considered for institutional resources when resources become available. Further, key performance indicators are necessary to assess the success of each operational plan. Operational plans will be submitted to and reviewed by the vice president for each respective area as well as the Strategic Planning Committee and the Budget Advisory Committee.

In the tables that follow, please work collaboratively with your team to select three to six strategic actions for the specific year of implementation for your Unit to accomplish.

Years 3 and 4 Priorities:

- Goal 2.1.1.1: Reduce/eliminate furlough days through increased revenue and cost containment
- Goal 2.2.1.1: Ensure competitive salaries for faculty and staff (full-time and part-time)
- Goal 1.1.1.6: Enhance and implement academic quality and persistence initiatives (Development of a first-year experience program)

Departments' Operational Plans are reviewed by the Strategic Planning Committee and the Budget Advisory Committee to develop the upcoming budget for submission to OSRHE. Henceforth, each year after the University's budget is finalized, departments will be informed of approval or disapproval of budget monies requested in their Operational Plans.

GOAL #1: INSPIRE STUDENT LEARNING AND DEVELOPMENT

Objective 1: Promote Student Success

Initiative 1: Increase persistence and graduation rates

Strategic Actions	Operational Actions	Priority Year	Budget Requested / Received	Evaluation Measure and Performance Standard	Person(s) Responsible	Status (Due Date and Progress)
1. Improve RSU's advisement system		Year 1 Year 2 Year 3				
2. Implement a comprehensive first-year experience program		Year 2				
3. Increase pursuit of federal (e.g. Trio) and other grant opportunities		Year 1				
4. Mine data to inform institutional decision making	A. Implement Collection Assessment initiative to ensure print, AV, and electronic collections continue to meet student needs	A. Year 2-3	A. \$0.00	A. <u>Measure</u> : To be determined based on ongoing research into best practices. <u>Standard</u> : Implementation of multiple assessment programs.	A. Michelle, Carolyn, Alan & Audrey	A. Ongoing; Print reference collection, Business book collection, Nursing books collection, DVD and spoken CD collection (See Appendix A at the end of this document for details).

Strategic Actions	Operational Actions	Priority Year	Budget Requested / Received	Evaluation Measure and Performance Standard	Person(s) Responsible	Status (Due Date and Progress)
	B. Build a Popular Reading collection	B. Year 3	B. \$0.00	B. <u>Measure</u> : Conduct assessment of materials for placement in popular reading collection <u>Standard</u> : Library of Congress Classification, Vendor (Baker & Taylor Lease)	B. All Full-Time Library Staff	B. To be completed by March 2019. (See Appendix B at the end of this document for more detail.)
	C. Assess children's books usage	C. Year 3	C. \$0.00	C. <u>Measure</u> : Collaborate with Cameron University elementary education program <u>Standard</u> : BlueCloud Analytics circulation report	C. Michelle	C. To be completed by September 2018
	D. Assess topic trends in research queries	D. Year 3	D. \$0.00	D. <u>Measure</u> : Top queries report in Summon; Top searches report from EBSCO, and Interlibrary loan request reports <u>Standard</u> : Materials needs assessment to be given to Collection Development	D. Cecily	D. To begin FY19; Completed quarterly
	E. Subject section assessment for print collection	E. Year 3	E. \$0.00	E. <u>Measure</u> : Creating policy for deselection by Library of Congress subject area	E. Deselection Committee	E. To be completed by end of June 2019

Strategic Actions	Operational Actions	Priority Year	Budget Requested / Received	Evaluation Measure and Performance Standard	Person(s) Responsible	Status (Due Date and Progress)
	F. DVD collection assessment	F. Year 3	F. \$0.00	<u>Standard:</u> Update and create new collection development policies for print collection F. <u>Measure:</u> SirsiDynix Symphony: Workflows usage report <u>Standard:</u> Address shelf space concerns and relevancy to curriculum	F. Alan & Michelle	F. To be completed by end of December 2018
	G. Research appointment topic assessment	G. Year 3	G. \$0.00	G. <u>Measure:</u> Compile list of research topics from research appointment Dynamic Forms submissions <u>Standard:</u> Materials needs assessment to be given to Collection Development	G. Kaitlin	G. To be completed by end of June 2019
	H. Per database usage evaluations performed in year 2, explore the possibility of consortia building with the Oklahoma Council of Academic Library	H. Year 3-4	H. \$0.00	H. <u>Measure:</u> Reports on searches, sessions, downloads, cost per download, etc. from database vendors <u>Standard:</u> Needs assessment. To inform future database decisions	H. Alan & Other Librarians	H. To be completed by December 2018. (See Appendix C at the end of this document for details regarding previous database cuts.)

Strategic Actions	Operational Actions	Priority Year	Budget Requested / Received	Evaluation Measure and Performance Standard	Person(s) Responsible	Status (Due Date and Progress)
	<p>Directors in order to reacquire some of the databases previously lost due to budget cuts in Spring 2017.</p> <p>I. Explore the possibility of gaining access to selected course syllabi for collection development</p> <p>J. Print reference section deselection</p> <p>K. Assessment of books 100+ years old for archival consideration</p>	<p>I. Year 4</p> <p>J. Year 3</p> <p>K. Year 3</p>	<p>I. \$0.00</p> <p>J. \$0.00</p> <p>K. \$0.00</p>	<p>I. <u>Measure</u>: Collaborate with selected faculty <u>Standard</u>: Improve reserve collection for students and faculty</p> <p>J. <u>Measure</u>: Conduct usage and relevancy analysis of reference collection <u>Standard</u>: Integration of new collection development policies into daily workflow</p> <p>K. <u>Measure</u>: BlueCloud Analytics reports <u>Standard</u>: Possible preservation of archive worthy materials</p>	<p>I. Michelle & Katherine</p> <p>J. Deselection Committee</p> <p>K. Michelle & Audrey</p>	<p>I. To be completed by end of June 2020</p> <p>J. To begin July 2018 and be ongoing</p> <p>K. To be completed by end of December 2018</p>

Strategic Actions	Operational Actions	Priority Year	Budget Requested / Received	Evaluation Measure and Performance Standard	Person(s) Responsible	Status (Due Date and Progress)
	L. Revitalize Pryor library print collection, create new book display, and add music CDs	L. Year 3	L. \$0.00	L. <u>Measure:</u> BlueCloud Analytics reports & inventory <u>Standard:</u> Circulation and relevancy	L. Michelle, Katherine, Audrey & Alan	L. To be completed by end of December 2018
	M. Explore options for deselected library materials	M. Year 3	M. \$0.00	M. <u>Measure:</u> Vendor costs (Thrift Books) and logistics (library workflow) <u>Standard:</u> Comparative to libraries at regional peer institutions	M. Michelle & Deselection Committee	M. To be completed by end of June 2019
	N. Revise Gift/Donation Policy	N. Year 3	N. \$0.00	N. <u>Measure:</u> Assessment of available space, impact on staff workflow, and value to existing collection <u>Standard:</u> Comparative to libraries at regional peer institutions, with consideration given to available space	N. Michelle & Deselection Committee	N. To be completed by end of June 2019
5. Advance use of technology in at-risk and support services		Year 1				
6. Implement persistence initiatives	A. Implement Online Information Literacy pre/post-	A. Year 1-2	A. \$0.00	A. <u>Measure:</u> N/A <u>Standard:</u> Implementation of test	A. Kaitlin & Sarah (Former Associate Director)	A. Complete; Implemented in August 2017

Strategic Actions	Operational Actions	Priority Year	Budget Requested / Received	Evaluation Measure and Performance Standard	Person(s) Responsible	Status (Due Date and Progress)
	test to assess student learning					
	B. Improve student information literacy skills between year 2 and Year 3	B. Year 3	B. \$0.00	B. <u>Measure</u> : Information Literacy test <u>Standard</u> : Year over year improvement on test scores	B. Sarah (Former Associate Director)	B. Discontinued due to lack of sufficient data collected in year 2. (See Appendix D at the end of this document for details).
	C. Explore alternative methods for information assessment data collection	C. Year 3	C. \$0.00	C. <u>Measure</u> : Evaluate selected options based on cost vs benefit, usability, and other factors <u>Standard</u> : Necessary for improvement of student information literacy	C. Kaitlin, Cecily & Michelle	C. To be completed by end of June 2019
	D. Implement new information literacy assessment method	D. Year 4	D. \$0.00	D. <u>Measure</u> : Evaluate number of participants and faculty support <u>Standard</u> : Necessary for improvement of student information literacy	D. Kaitlin, Cecily, Carolyn & Michelle	D. To be implemented in August 2019
	E. Hillcamp interactive	E. Year 3	E. \$0.00	E. <u>Measure</u> : Track number of participants	E. Michelle, Cecily, Kaitlin & Alan	E. To be completed by end of August 2018

Strategic Actions	Operational Actions	Priority Year	Budget Requested / Received	Evaluation Measure and Performance Standard	Person(s) Responsible	Status (Due Date and Progress)
	orientation in the library			<u>Standard:</u> Increase library awareness and usage		
7. Develop an academically based residence life program		Year 4 Year 5				

Initiative 2: Expand opportunities for undergraduate research/scholarship

Strategic Actions	Operational Actions	Priority Year	Budget Requested/Received	Evaluation Measure and Performance Standard	Person(s) Responsible	Status (Due Date and Progress)
1. Establish internships, research partnerships, and similar opportunities		Year 1				
2. Dedicate funds for student research/scholarship		Year 1				

Objective 2: Enhance Transformational Learning Experiences Across the University

Initiative 1: Integrate quality principles across the curriculum

Strategic Actions	Operational Actions	Priority Year	Budget Requested/Received	Evaluation Measure and Performance Standard	Person(s) Responsible	Status (Due Date and Progress)
1. Establish quality standards in on-ground courses		Year 2				
2. Implement the Quality Matters plan in online and blended courses		Year 1				
3. Expand the role of the CTL in quality implementation		Year 1				

Initiative 2: Strengthen internship and civic engagement programs

Strategic Actions	Operational Actions	Priority Year	Budget Requested/Received	Evaluation Measure and Performance Standard	Person(s) Responsible	Status (Due Date and Progress)
1. Establish more internship opportunities		Year 1				
2. Expand community service opportunities		Year 2				
3. Promote service learning as a required element in appropriate courses		Year 3				

Initiative 3: Emphasize diversity, inclusion, and global awareness

Strategic Actions	Operational Actions	Priority Year	Budget Requested / Received	Evaluation Measure and Performance Standard	Person(s) Responsible	Status (Due Date and Progress)
1. Provide appropriate co-curricular learning and involvement opportunities	A. Offer co-curricular educational brown-bag event(s) for students, faculty and staff	A. Year 3	A. \$0.00	A. <u>Measure:</u> Attendance statistics <u>Standard:</u> Improve outreach and collaboration with students, faculty and staff	A. Library Activities Committee	A. To be completed by June 2019
	B. Collaborate with a student organization on a co-curricular activity for finals week	B. Year 3	B. \$0.00	B. <u>Measure:</u> Attendance statistics <u>Standard:</u> Improve outreach among student body base	B. Library Activities Committee	B. To be completed by December 2018
	C. Collaborate with a student organization on a co-curricular activity for global awareness	C. Year 3	C. \$0.00	C. <u>Measure:</u> Attendance statistics <u>Standard:</u> Promote inclusion and improve outreach among student body base	C. Library Activities Committee	C. To be completed by end of June 2019
2. Increase support and success initiatives for identity-based student populations	A. Hold Two Multicultural Library events	A. Year 1	A. \$0.00	A. <u>Measure:</u> Number of events <u>Standard:</u> Hold events in November 2016 (LGBTQ) & March 2017 (National Women's Month)	A. Scott (Former Collection Development Librarian)	A. Completed November 2016 & March 2017

	B. Collaborate with a student organization on designing identity based events	B. Year 3	B. \$0.00	B. <u>Measure:</u> Track number of attendees <u>Standard:</u> Promote inclusion and improve outreach among student body base	B. Library Activities Committee	B. To be completed by end of June 2019
3. Expand studies-at-large (national and international) programs		Year 5				
4. Establish a Native American Student Center		Year 3				

Initiative 4: Promote educational experiences for students outside of the classroom

Strategic Actions	Operational Actions	Priority Year	Budget Requested/Received	Evaluation Measure and Performance Standard	Person(s) Responsible	Status (Due Date and Progress)
1. Establish “Study Circles” among faculty, staff, and students		Year 3				
2. Establish colloquia series in each school		Year 4				
3. Establish a “scholar in residence” program		Year 5				

GOAL #2: ENHANCE INSTITUTIONAL EXCELLENCE, INNOVATION AND TRADITIONS

Objective 1: Enhance Organizational Culture and Strengthen Internal Communication Systems

Initiative 1: Promote a culture that celebrates innovation, values human resources, and embraces positive change

Strategic Actions	Operational Actions	Priority Year	Budget Requested / Received	Evaluation Measure and Performance Standard	Person(s) Responsible	Status (Due Date and Progress)
1. Reduce/eliminate furlough days through increased revenue and cost containment		Year 1				
2. Create a single sign-on to RSU computing systems		Year 5				
3. Develop an employee recognition program	A. Continue Library tradition of faculty & staff recognition via Library Patron of the Year award	Year 3	A. \$0.00	A. <u>Measure</u> : Nominate and select a new Library Patron of the Year <u>Standard</u> : The library implemented a Library Patron of the Year award in 1991, and has since selected and awarded 18 Patron of the Year awards	A. Alan & All Other Library Staff	A. To be completed by end of April 2019
4. Develop an after-5:00 p.m. student service environment		Year 3				

5. Establish an RSU-Bartlesville Student Center and Library	A. Collaborate with Bartlesville campus and Physical plant to develop and propose plan for Bartlesville campus library	A. Year 1-5	A. \$15,000 for library staff position. Budget for library shelving and furnishings TBD	A. <u>Measure</u> : Open a library branch in Bartlesville with a permanent part-time library staff member <u>Standard</u> : Higher Learning Commission requires a dedicated library space with library materials and library staff at satellite campus locations	A. RSU Administration, Bartlesville Associate Vice President, Physical Plant & RSU Libraries	A. To be completed by beginning of August 2020 (See Appendix E at the end of this document for details regarding HLC comments).
	B. Reestablish the part-time library staff position at Pryor campus library	B. Year 4	B. \$15,000	B. <u>Measure</u> : Provide more service hours to students and faculty at the Pryor campus library. <u>Standard</u> : Higher Learning Commission requires a dedicated library space with library materials and library staff at satellite campus locations	B. RSU Administration & Alan	B. To be staffed by beginning of August 2019. (See Appendix F at the end of this document for details regarding Pryor Library, and refer back to Appendix E at the end of this document for HLC comments).
	C. Attend Bartlesville campus Welcome Back event(s)	C. Year 3	C. \$0.00	C. <u>Measure</u> : Track number of Welcome Back event interactions with students, faculty, and staff	C. Kaitlin	C. To be completed by March 2019

	D. Explore collaborative opportunities with faculty	D. Year 3	D. \$0.00	<p><u>Standard:</u> Necessary to provide library outreach (i.e. information literacy) to students and faculty at satellite campus locations</p> <p>D. <u>Measure:</u> Meeting(s) with Bartlesville faculty</p> <p><u>Standard:</u> Build and maintain relationships with satellite campus faculty to further information literacy</p>	D. Kaitlin & Other Librarians	D. To be completed by December 2018
6. Apply for Best Places To Work in Oklahoma status and/or Great Colleges to Work For status		Year 5				
7. Establish a Faculty/Staff Social Planning Committee (i.e., Cultural Innovation Committee)		Year 1				

Initiative 2: Strengthen internal communication systems

Strategic Actions	Operational Actions	Priority Year	Budget Requested /Received	Evaluation Measure and Performance Standard	Person(s) Responsible	Status (Due Date and Progress)
1. Improve RSU's website (external) and the MyRSU portal (internal)		Year 1				
2. Automate university forms		Year 2				
3. Implement an internal communication plan	A. Update and expand guidelines for library liaison outreach to faculty	A. Year 3-4	A. \$0.00	A. <u>Measure:</u> Create official guidelines in LibGuides (placing greater emphasis on assisting faculty research) <u>Standard:</u> Comparative to libraries at regional peer institutions	A. All Librarians	A. To be completed by June 2019
	B. Increase library outreach to university staff and administration	B. Year 3-4	B. \$0.00	B. <u>Measure:</u> Explore potential online survey to assess library service needs <u>Standard:</u> Comparative to libraries at regional peer institutions	B. All Full-Time Library Staff	B. To be completed by June 2019

Strategic Actions	Operational Actions	Priority Year	Budget Requested /Received	Evaluation Measure and Performance Standard	Person(s) Responsible	Status (Due Date and Progress)
	C. Create bi-annual library newsletter to be distributed physically & digitally	C. Year 3	C. \$0.00	C. <u>Measure:</u> Increase in faculty/staff engagement <u>Standard:</u> Provide improved internal communication with faculty and staff	C. Michelle, Alan & Other Librarians	C. To be implemented for Fall and Spring FY2018-19
	D. Create library information emails targeted for RSU students	D. Year 3	D. \$0.00	D. <u>Measure:</u> Increase student engagement and awareness of library activities and resources <u>Standard:</u> To enhance library communication with RSU student population. To be distributed by PR pending approval.	D. Alan & Other Librarians	D. Four emails be completed by May 2019

Initiative 3: Engage part-time faculty in University culture

Strategic Actions	Operational Actions	Priority Year	Budget Requested/ Received	Evaluation Measure and Performance Standard	Person(s) Responsible	Status (Due Date and Progress)
1. Provide unbroken access to RSU email		Year 1				

Strategic Actions	Operational Actions	Priority Year	Budget Requested/ Received	Evaluation Measure and Performance Standard	Person(s) Responsible	Status (Due Date and Progress)
communication between semesters						
2. Invite adjunct faculty to department and university meetings and events		Year 1				
3. Engage adjunct faculty in the Faculty Association		Year 2				
4. Post current full-time and adjunct faculty biographical information on department websites		Year 1				

Initiative 4: Establish and celebrate RSU traditions

Strategic Actions	Operational Actions	Priority Year	Budget Requested / Received	Evaluation Measure and Performance Standard	Person(s) Responsible	Status (Due Date and Progress)
1. Identify and promote RSU's unique traditions	A. Explore digital housing options for digital archives for historical OMA, CJC, and RSC yearbook collection	A. Year 3	A. \$0.00	A. <u>Measure</u> : Cost & effectiveness for housing the digitized yearbook collection <u>Standard</u> : Proquest Dash which previously housed	A. Cecily, Carolyn, Alan & Audrey	A. To be completed by May 2019

	<p>B. Make a decision regarding Content DM (ODL uses) or a comparable platform (i.e. OMEKA – used by Cameron University Library)</p>	B. Year 4	B. \$2,501.17 (Content DM estimate) or Comparable cost	<p>our digital OMA, CJC, and RSC yearbook collection was discontinued in December 2017. This collection needs a new host.</p> <p>B. <u>Measure:</u> Cost & effectiveness compared to alternative vendors <u>Standard:</u> Preservation of digitally archived materials</p>	B. Cecily & Other Librarians	B. To be completed by June 2020
	<p>C. Explore digital archiving options for historical EUPA, OMA (including OMA Museum materials), CJC, RSC, RU, RSU, and other institutional related materials and oral histories</p>	C. Year 3	C. \$0.00	<p>C. <u>Measure:</u> Assess historical collection(s) & its availability for digitization <u>Standard:</u> Comparative to regional peer institution libraries (i.e. Cameron University Library Archives); Preservation of institutional history</p>	C. Alan, Audrey & Other Librarians	C. To be completed by June 2019

Objective 2: Support Professional Growth and Employee Well-Being

Initiative 1: Ensure competitive salaries for faculty and staff (full-time and part-time)

Strategic Actions	Operational Actions	Priority Year	Budget Requested/Received	Evaluation Measure and Performance Standard	Person(s) Responsible	Status (Due Date and Progress)
1. Implement a compensation plan		Year 4				
2. Conduct a compensation survey		Year 2				
3. Develop policies to compensate staff for achieving relevant degrees, certificates, or licensure		Year 1				
4. Develop a performance development plan for staff	A. Formal staff performance evaluations	A. Year 3	A. \$0.00	A. <u>Measure</u> : Self Evaluation & 360 Evaluation <u>Standard</u> : Likert Scale plus open ended questions	A. All Full-Time Library Staff	A. To be completed by June 2019 (probationary reviews completed by end of March 2019)

Initiative 2: Pursue pedagogical innovation through faculty and staff support

Strategic Actions	Operational Actions	Priority Year	Budget Requested/ Received	Evaluation Measure and Performance Standard	Person(s) Responsible	Status (Due Date and Progress)
1. Increase university-sponsored professional development opportunities		Year 1 Year 2 Year 3				
2. Develop and implement a new employee orientation program		Year 3				
3. Incentivize scholarly and creative research and activities		Year 1				

Initiative 3: Build full-time faculty and staff to the level of regional parity

Strategic Actions	Operational Actions	Priority Year	Budget Requested/ Received	Evaluation Measure and Performance Standard	Person(s) Responsible	Status (Due Date and Progress)
1. Conduct an employee staffing survey of peer institutions		Year 2				
2. Recruit and retain under-represented faculty and staff		Year 1				

GOAL 3: ENGAGE RELEVANT STAKEHOLDERS

Objective 1: Enhance RSU’s Image and Build Brand Awareness

Initiative 1: Develop a comprehensive brand identity and marketing plan

Strategic Actions	Operational Actions	Priority Year	Budget Requested/ Received	Evaluation Measure and Performance Standard	Person(s) Responsible	Status (Due Date and Progress)
1. Increase RSU presence/visibility in service area		Year 1 – Year 5				
2. Formalize and implement university marketing and branding plan	A. Revise existing library mission statement and create a library vision statement	A. Year 3	A. \$0.00	A. <u>Measure:</u> Collaborate with library staff to revise existing statement and create new statement <u>Standard:</u> In concert with university mission and vision statements	A. All Full-Time Library Staff	A. To be completed by end of December 2018
3. Implement brand management measures to protect use of RSU marks		Year 1				

Initiative 2: Actively engage alumni and community supporters

Strategic Actions	Operational Actions	Priority Year	Budget Requested/ Received	Evaluation Measure and Performance Standard	Person(s) Responsible	Status (Due Date and Progress)
1. Engage prominent community leaders		Year 1				
2. Expand the alumni base		Year 1				
3. Encourage faculty, staff and student participation in local engagement and/or leadership opportunities	A. Explore the possibility of improving community outreach by establishing an RSU Libraries presence at Claremore’s Food Truck Thursday and other community events	A. Year 3	A. \$0.00	A. <u>Measure:</u> Number of Community Borrower registrations <u>Standard:</u> Improve library outreach to local community	A. Kaitlin, Michelle & Library Activities Committee	A. To be Completed by June 2019
4. Increase communication with alumni		Year 1				
5. Plan department and program specific activities, events and reunions		Year 2				
6. Develop an RSU student-alumni mentorship program		Year 1				

Initiative 3: Enhance external communication

Strategic Actions	Operational Actions	Priority Year	Budget Requested/ Received	Evaluation Measure and Performance Standard	Person(s) Responsible	Status (Due Date and Progress)
1. Increase awareness of academic excellence		Year 1				
2. Refine effectiveness of RSU digital presence	A. Create a new “New Books & Materials LibGuide”	A. Year 3	A. 0.00	A. <u>Measure</u> : Page view statistics A. <u>Standard</u> : To inform RSU community of new materials available at the library	A. Cecily, Kaitlin & Katherine	A. To be completed by September 2018
3. Increase awareness of individual accomplishments		Year 1				
4. Leverage RSU TV and RSU Radio media assets		Year 1				
5. Expand distribution of university news to non-campus publics		Year 1				

Initiative 4: Strengthen RSU Foundation Endowments and Donor Base

Strategic Actions	Operational Actions	Priority Year	Budget Requested/ Received	Evaluation Measure and Performance Standard	Person(s) Responsible	Status (Due Date and Progress)
1. Increase RSU Foundation assets by		Year 1				

more than 15% annually						
2. Promote an intentional grant process linking funding priorities to outcomes		Year 1				

GOAL #4: ENHANCE ENROLLMENT GROWTH AND DEVELOPMENT

Objective #1: Strengthen Operational and Student Service Systems

Initiative 1: Maximize the implementation and use of the new administrative services and associated technology systems.

Strategic Actions	Operational Actions	Priority Year	Budget Requested/ Received	Evaluation Measure and Performance Standard	Person(s) Responsible	Status (Due Date and Progress)
1. Identify campus specialists and enhance training in technology tools		Year 1				
2. Identify and capture resource efficiencies		Year 2				
3. Streamline business processes and deploy technological solutions		Year 3				

Initiative 2: Reimagine and reinvigorate RSU’s Service Mission

Strategic Actions	Operational Actions	Priority Year	Budget Requested/ Received	Evaluation Measure and Performance Standard	Person(s) Responsible	Status (Due Date and Progress)
1. Create and implement a university customer service code		Year 1				

Objective #2: Increase Institutional Enrollment

Initiative 1: Develop a comprehensive Strategic Enrollment Plan

Strategic Actions	Operational Actions	Priority Year	Budget Requested/ Received	Evaluation Measure and Performance Standard	Person(s) Responsible	Status (Due Date and Progress)
1. Identify RSU enrollment goals and OSRHE enrollment mandates		Year 1				
2. Conduct internal/external SWOT analysis on enrollment		Year 1				
3. Establish enrollment metrics and key performance indicators		Year 1				
4. Establish data analytics structure		Year 1				

Initiative 2: Accelerate academic program development

Strategic Actions	Operational Actions	Priority Year	Budget Requested/ Received	Evaluation Measure and Performance Standard	Person(s) Responsible	Status (Due Date and Progress)
1. Advance development of online programs and courses in demand subjects and emerging disciplines		Year 1				

2. Add certificate and credential offerings in line with core institutional competencies		Year 2				
3. Establish one complete degree/certificate/credential program at each satellite campus location		Year 2				

Initiative 3: Increase institutional retention

Strategic Actions	Operational Actions	Priority Year	Budget Requested/Received	Evaluation Measure and Performance Standard	Person(s) Responsible	Status (Due Date and Progress)
1. Plan and Build a University Welcome Center		Year 5				
2. Plan and build a University Recreation and Wellness Center		Year 5				
3. Address transportation needs between satellite and main RSU campuses		Year 2				

Initiative 4: Increase volume, quality and opportunities relative to student activities across all RSU campuses.

Strategic Actions	Operational Actions	Priority Year	Budget Requested/ Received	Evaluation Measure and Performance Standard	Person(s) Responsible	Status (Due Date and Progress)
1. Establish partnerships with Claremore, Pryor and Bartlesville city leadership to facilitate business, facility and programmatic investment that appeals to and engages local college student population		Year 2				
2. Improve and expand physical facilities to accommodate increased activities	A. Add new study rooms in the NW corner of the 2 nd floor of the library	A. Year 4	A. \$10,000 for furnishings, including tables & chairs. \$7,000 for technology, including a state-of-the-art desktop computer and a SmartBoard (previously requested by students) -Per the previous plans from 2014-	A. <u>Measure:</u> Increased usage of library by students & faculty <u>Standard:</u> Comparative to Pryor Campus standards, libraries at regional peer universities, and Tulsa area	A. RSU Administration, Physical Plant & Alan	A. To be completed before Fall semester 2019 (Original project was to be completed in Summer of 2015). (See Appendix G at the end of this document for more details.)

			2015, Physical Plant will provide sheet rock, wall paint, and whiteboard paint and any other construction related materials (Leonard Szopinski, physical plant director, previously completed a floor plan which is on file at the physical plant.)	academic libraries.		
	B. Library signage to highlight and distinguish various sections of the collection	B. Year 3	B. TBD	B. <u>Measure:</u> Design to meet approval of PR Director B. <u>Standard:</u> Signage comparable to libraries at regional peer universities	B. Alan, Other Librarians & Audrey	B. To be completed by June 2019

Appendix A

This appendix is an email sent by former RSU Librarian Scott Murray to the RSU Library Director on January 10, 2018.

Here are some thoughts or ideas about collection assessment objective possibilities. To make this email easier to read, I've divided this email into 3 sections: The established **RSU 2016-2021 Operational Planning Template** done in 2017, **Collection Assessment Ideas for 2018**, and **Collection Assessments Completed in 2017 and 2016**. (I included the completed assessments to show what has been done in the recent past.)

RSU 2016-2021 Operational Planning Template (established in 2017)

Strategic Actions	Operational Action(s)	Priority Year	Requested Budget	Evaluation Measure	Performance Standard
Mine Data to inform institutional decision making	Implement Collection Assessment initiative to ensure print and electronic collections continue to meet student needs	Years 2-3	0	To be determined based on ongoing research into best practices	Implementation of assessment program

Collection Assessment Initiative Possibilities for 2018.

- **On-going Collection Usage Assessment**
 - **Research Appointment Topic & Collection Assessment:** This is an idea I shared with the librarians about a month or so. I suggested the idea of collecting and compiling topics from student research appointments. This assessment activity can help the collection development librarian to know what topics students are researching, check the RSU collection to see if enough resources are available for a student's topic and, if not, then add resources related to research appointment topics to the library collection. (This would be ongoing)
 - **Front Desk Book/Research Requests:** Log topics asked about by students and give noted topics to the collection development librarian. This can help the collection dev librarian to acquire books relevant to the type of topics that students are researching.
 - **"Top Searches" report in EBSCO:** check this report to see what users are searching in EBSCO. If the RSU Library collection has little material on any topic on the "Top

- Searches" report, consider adding more books related to that topic. https://help.ebsco.com/interfaces/EBSCOadmin/Admin_User_Guide/eadmin_Top_Search_Terms_Report (This would be ongoing)
- **"Top Queries Usage Report" from ProQuest Summon:** check this report to see what users are searching in Summon. If the RSU Library collection has little material on any topic on the "Top Queries" report, consider adding more books related to that topic. To obtain this report, send a request for the report from the RSU systems librarian (or Carolyn). (This would be ongoing)
 - **Subject Section Collection Assessment:** Run BlueCloud circulation reports for print books in any one "Library of Congress Classification" section related to any one RSU Degree program (i.e. "BF" for Psychology, "J" for Political Science, "L" for Education", "N" Fine Arts, "U" for Military Science). If any titles have low usage, consider discarding (weeding) the title (exception if a title is a classic, keep it). If high usage, consider a newer edition. This would be a large task and would probably take a long while to do. (Note: Scott Murray, former RSU Collection Development Librarian until January 2018, did this for the Nursing and Business sections however the business section may need more weeding).
 - **Course Syllabi and Collection Assessment:** Identify required (or additional) readings stated on class syllabi. If the library doesn't own the reading material. Add it to the library collection. (This one is noted in the **ACRL Assessment Book, see attached**)
 - **Children's Book Collection for Elementary Education Degree:** This section in the stacks is getting tight. Assess usage of this section by looking at circulation stats. Perhaps any books older than 10 years (and is not a classic) could be marked for weeding. This would help make room for more recent titles. (One time)
 - **Print Reference Section:** Identify Gale print titles in the reference section. See if Gale will sell RSU the eBook version of these titles at a deep discount. If they agree, buy the eBooks, add them to the Gale Reference Platform (GRVL) and discard the print. This will create new available space in the reference section. This would also increase reference content on the library website and make reference content more accessible to off-campus students. This would be an ideal project for eliminating or reducing print preference and transferring it to online reference thus making it more accessible. (could do the same for Salem Press Titles)
 - **DVD Collection Assessment:** Identify any DVD titles that might be in Kanopy. If the film is available in Kanopy, consider discarding the DVD, especially if the DVD has low usage. This will create more space on the DVD shelves.
 - **Collection Assessment Projects Listed in the 2017 book by ACRL "The Library Assessment Cookbook"** See attachment. RSU owns this title.
 - **Annual Database Usage Evaluation:** This is already done annually.

NOTE: The Collection Development Librarian might be interested in looking at the [Association of Research Libraries SPEC Kit 352: Collection Assessment \(Published in September 2016\)](#). This may or may not be useful...most of the assessment ideas in this resource come from and pertain to large universities.

Collection Assessments **Completed** in 2017

- **Print Reference Collection:** Created a reference title list using BlueCloud Analytics. This reference title list included title, pub year, and lifetime in-house usage. This list was reviewed. Titles with good usage and/or recent usage and had an old publication date were replaced with newer editions. Special attention was given to health sciences/nursing titles. Several nursing titles in the reference section were replaced with newer editions. In addition, any outdated classic reference books were replaced with newer editions if the price was not too high.
- **Business Book Collection:** Did the following (1) I checked top or best title lists in prominent business publications (Entrepreneur Magazine, Forbes, Fortune, Harvard Business review). (2) checked to see if RSU owned the title. (3) If not owned, title was added to the collection. (Did the same with lists of “classic business books” noted in prominent business publications).
- **Nursing Books Collection:** Weeded books older than 5 years old. Checked usage of these weeded titles. If usage was high, I purchased newer editions of those titles and added them to the book collection.
- **Weed DVD and Spoken CD’s Collection:** Any title older than 5 years with low usage were discarded. This was Objective #3 for FY17.

Collection Assessment Survey **Completed** in 2016

- **Library Collection Development Survey 2016:** in the Spring Semester of 2016, a 9 question survey was sent out to all faculty and staff to get feedback from them on what type of library resources the students in their classes need for their projects and/or homework assignments. We only got 8 or 9 responses back out of 200+ faculty and staff but those few responses were still very helpful. Results were presented to the library committee.

Appendix B

The creation of a Popular Reading section holds many benefits, ranging from making these aspects of the collection more easily discoverable and leading to an anticipated increase in circulation of the library's physical book collection, to meeting student desire to have a collection which is easier to browse, as evidenced by the following comment from the library's 2013 LibQUAL+ Survey:

“I would really like a space just for fiction books. I hate that they are spread out all over the place. I would also like a wider selection of fictional books.”

–RSU second year undergraduate, Business & Technology: Business, 18-22 and Female, October 3, 2013

Appendix C

On June 1, 2017, the library made the decision to cut six databases:

- SPORT Discus with FT
- Credo Reference
- Mergent Online
- Wall St. Journal online
- Literary Reference Center
- RefWorks

Shortly afterwards, Carolyn notified these database vendors of RSU Libraries' desire to drop those databases.

On June 21, 2018, Jason Dupree, the OCALD chair (Oklahoma Council of Academic Library Directors,) asked "if your library is interested in consortia building within OCALD please send an email to me with your top 5 databases/products that your institution seeks to acquire or reacquire after recent budget cuts by June 29, 2018." Alan Lawless sent an email to the OCALD chair, Jason Dupree, on June 21, 2018, stating that "we would like to look into reacquiring five database products in rank order: Literature Reference Center (Ebsco); Credo Reference; SPORTDiscus (Ebsco); Mergent Online and PsycINFO."

Appendix D

Goal 1.1.1.6 B – Discontinued: In the summer of 2017 the library successfully created and implemented the online Information Literacy post-instruction assessment quiz as outlined in Goal 1.1.1.6 A. The library planned to use the data collected in this quiz to set a baseline to use for the Year 2 portion of Goal 1.1.1.6 B. This quiz was embedded into the RSU Libraries' MyRSU course shell and the course was set for open access for students logged in to MyRSU. For those with the direct course link, permissions were set up so that it could be accessed without logging in to MyRSU.

In the fall of 2017, the library conducted a total of 22 library instruction sessions for various classes across multiple disciplines. The library chose to use this semester as a soft launch of the quiz to ensure everything worked as expected before undergoing a full launch in the spring. As such, only select instruction sections were chosen in which students were asked to complete the Information Literacy post-instruction assessment quiz. Of those students who attempted to access and complete our Information Literacy post-instruction assessment quiz in the fall, only 8 students were able to do so. The library received several reports from other students who encountered a permissions error when they attempted to access our library course to reach the quiz. The library worked with CTL to resolve the access issue and additional access permissions were implemented within the course settings. Unfortunately, the issue was remedied too late for most students to complete the assessment in the fall.

In the spring of 2018, the library conducted 12 library instruction sessions for various classes across multiple disciplines and multiple campuses. For those courses in which students were asked to complete the Information Literacy post-instruction assessment quiz, an incentive was added in the hopes of increasing response rate in order to gain a sufficient data pool for the desired Year 2 baseline. All sections who were asked to complete the quiz were informed during the library instruction session that successful completion of the Information Literacy post-instruction assessment quiz would also mean gaining one (1) entry into a randomized drawing for a \$10 gift card to either the campus bookstore or another local business of their choice. Select instructors also offered extra credit on upcoming assignments. All instructors for the selected instruction sessions were sent an email containing the link before the library instruction session so that it could be incorporated into their MyRSU course or distributed to students via email after the instruction session. Despite the addition of incentive(s), the library received only 4 additional responses to add to the dataset from the fall semester.

In reviewing the data at the end of the year, the library concluded that this set of responses was not sufficiently representative of the overall number of students who had received library instruction and would not suffice to provide the Year 2 baseline of data the library had hoped to compile. Without a Year 2 baseline from which to measure improvement of student information literacy in Year 3, the decision was made to discontinue Goal 1.1.1.6 B, and explore alternative methods for information literacy assessment data collection.

Appendix E

Our LibQUAL+ Survey in October and November of 2013 highlighted a demand for improved library facilities at both Bartlesville and Pryor. Key quotes from the survey include:

“The branch campuses at Pryor and Bartlesville need Library facilities. Students who primarily take courses at these campuses pay the same tuition and fees and yet receive fewer services and resources...More could be done and should be done to serve branch campus students.”

“I wish the Bartlesville campus had anything even close to what our library offers to the Claremore campus and community.”

When the LibQUAL+ results were discussed with the Faculty Library Committee, we received the following feedback:

“Students at the branch campuses are paying the same tuition as students in Claremore. This is a quality issue.”

Peer Institution Practices

According to the Association of College and Research Libraries’ guidelines for distance library services, “every student, faculty member, administrator, staff member, or any other member of any institution of higher education is entitled to the library services and resources of that institution.” Specifically, ACRL recommends that

“The originating institution must provide sufficient facilities, equipment, and communication tools” to all campuses, typically including “a branch or satellite library.”

“The originating institution is responsible for ensuring that the distance learning community has access to library materials equivalent to those provided in a traditional setting.”

“The originating institution must provide professional and support personnel with clearly defined responsibilities at the appropriate locations and in the number and of the qualifications necessary to attain the goals and objectives for library services.”

Except for RSU, all regional Oklahoma institutions provide a library collection and staff at all branch campuses. Examples of branch campus libraries can be found at SWOSU – Sayre; NWOSU – Enid; Southeastern – Idabel; Langston – Tulsa and OKC; and NSU Muskogee and Broken Arrow.

At every accreditation visit over the past eighteen years, the library staff has worried that the institution would be cited for the decision not to have an actual working library with staff and

library resources at branch campuses in Pryor and Bartlesville. The 2012 HLC Criteria for Accreditation emphasize the importance of library services in extended or satellite campus. In the HLC Campus Evaluation Visit Report Form for the Visit to Pryor Campus on June 9-10, 2014, comments were made in the opportunities for improvement about the library at RSU Pryor. Dr. Rebecca Timmons from the University of Arkansas-Ft. Smith was, in her own words, “shocked” by the lack of books in the “library” (which is where library staff met with her, and she was very sympathetic about the library situation). She said that the lack of a library in Pryor and Bartlesville would be going in her report, though she shared the library’s hope that the budget would work as we thought it would.

Appendix F

The RSU Strategic Plan 2010-2015 had a goal of “leverage resources” and as a specific objective “enhance library operations to meet the instruction needs of all campuses.” This objective was recommended by Dr. Carolyn Taylor and seconded by the Library Director in the RSU strategic planning sessions. In November 2014, RSU Libraries opened the RSU Pryor Library with a circulating book collection, reserve materials, audiovisual materials and newspapers to help move a step closer to the RSU strategic objective of “enhance library operations to meet the instruction needs of all campuses.” The RSU Libraries hired Karin Webster as part-time library assistant at our RSU Pryor Library. Karin had a Master of Science Degree in Library Media and Information Technology from NSU. Karen was our library staff member at RSU Pryor Library from November 2014 through June 2017 and received rave reviews from the RSU Pryor Director, Sherri Alexander both verbally and in emails to the Library Director. Also RSU faculty including Jane Johannsson and many adjunct faculty were also very complimentary of her work during her twenty months with RSU Libraries. The University decided to defund the part-time RSU Library staff position as a budget cutting measure in June 2017 and the part-time position ended on June 30, 2017. Ms. Webster luckily was hired as a librarian at Bell Elementary in July 2017 and still is librarian there at Bell. In July 2017, the Library Director, Associate Director and Access Services & Distance Learning Librarian met to discuss how we wanted to proceed in Pryor. We were adamant that we wanted to continue a staffing presence in Pryor even after losing the part-time library staff position.

RSU has the smallest library staff of any regional university libraries including dead last in support staff FTE (which dropped from 3.5 to 3.0 with the loss of the PT position). We also have many more hours of coverage (85.5 hours) than most of our peers that have much larger library staff. In fact, the FTE of library staff at Rogers is the same as it was 20 years ago at 8.0 FTE, despite the fact we moved into a new building in March 2004, became a federal government depository in 2006 and became a state depository in 2008. All of these additional responsibilities which we are handling with existing staff would at most institutions have been rewarded with at least one more full-time library staff member. In retrospect, eliminating the part-time RSU Pryor Library staff position wasn't the best idea for many reasons but even more so when you examine the quotes from RSU students in Pryor below.

Quotes from Pryor comments box:

“I need access to current textbooks, but the library is closed and you don't have them.”
–RSU Student, August 16, 2017

“I needed to get copy of a page in a book, but the library was closed. Maybe there should be more open hours. Thank you!”
–RSU Student, August 21, 2017

“Please change the library hours to be open more.”

–RSU Student, August 30, 2017

“Need a quiet place to do my work computer lab is too loud, thank you.”

–RSU Student, August 30, 2017

“I went to the library for a quiet place to study but it was closed.”

–RSU Student, August 31, 2017

“Need a quiet place to study. Not going to Claremore. Open this library, please!”

–RSU Student, October 3, 2017

“Since the library has been closed, grades have dropped. “Universities” should be able to give students reasonable textbook access!”

–RSU Student, October 4, 2017

“Needed access for an assignment!!”

–RSU Student, February 6, 2018

You will also note that the last comment was in February and by that time I would surmise that RSU Pryor students had pretty much given up hope of more library hours on the Pryor campus.

Here are comments made by RSU Pryor students while we had a PT Library Assistant for twenty months in Pryor:

When asked “How does the library help you as a student?”

“The library is an excellent place to find good sources, and has a vast amount of books that you can use as well.”

“Always available when I am at school.”

“I am thankful for the textbooks that are available when I forgot my own.”

“It helps me with my research for my papers.”

“It is a good place to study. It is quiet and the librarian is very helpful.”

“It allows valid, convenient resources to be used in my studies.”

“The library provides students with resources and advice.”

“Allows me to get the movies for cinema but also has textbooks and books on hold for classes.”

“Helps to get easy access to books needed for essays.”

“The library has been a place that I can go when I need to find information on something I’m researching.”

“It’s a quiet place to study and the librarian answers questions.”

“Helps to have fast access to books that I need for my classes.”

“It helps get me more information I can use for papers much more easily and reliably because there is good things to use.”

“The library helps students find reliable resources other than the Internet. It is also a great quiet place to go and research without distraction.”

“It’s quiet environment free of distractions.”

When asked “What is your favorite thing about the Pryor Library?”

“I like how I don’t have to go to different floors to find things I need and the friendly staff.”

“It is really comfortable.”

“It is quiet.”

“It’s personal and welcoming.”

“The books and the fireplace.”

“The ease of finding what I need or having it ordered from Claremore.”

“The small, helpful, and cozy environment along with the neat organization.”

“Finding books I’m interested in or seem relevant.”

“Online database.”

“The librarian is so helpful.”

“The librarian.”

“The atmosphere.”

“It’s comfy.”

“I like how easy it is to receive help and don’t feel lost in the library.”

“Couches and the fireplace.”

“The librarian here is very helpful.”

“It’s quiet and the librarian is super nice.”

“It’s quiet and is a good environment to study in.”

“My favorite thing about the library is Karen. She makes finding information super easy.”

“Karen and the ambiance.”

“It’s a relaxing environment with tables to spread stuff out on.”

“How easy it is to use and how friendly she is.”

“The friendly environment.”

“It has a good selection for a small campus and I’m glad we have the ability to get books ordered in to check out if they don’t have it.”

“It’s relaxing and laid back, not a lot of noise so it’s peaceful.”

“It is a peaceful place to study/research and our librarian is great and very helpful.”

“The kind librarian and the clean organized books.”

“I can check out books.”

RSU administration needs to bring back the part-time library assistant in FY 2020 starting in August 2019 to aim at customer delight (as highlighted by these student comments while we had a PT library staff member in Pryor for 20 to 24 hours a week).

Appendix G

“Users seek places within the library that are free from the buzz of conversational collaboration, socializing, and cell phones, printers and copiers... and all other sounds that many consider to be the soundtrack of daily life. Libraries are creating intentionally quiet and comfortable spaces that are reserved for solitary thinking and study—that can coexist with the noisier activities contained within.”¹

Four years ago in the summer of 2015, we had planned with the physical plant director to turn the northwestern corner of the second floor into a learning commons space that would incorporate group-friendly study furniture, study rooms that would incorporate educational technology such as smart boards and at least one state-of-the-art computer. On April 5, 2016, the Vice President for Academic Affairs emailed the Library Director to request “a status report on where we are with the request for remodeling in support of additional study space for students?” The Vice President for Academic Affairs wanted to be able to relay this information back to the President’s Cabinet. The Library Director replied that:

In the FY 2015 Capital Equipment request we asked for \$7,039.73 for five tables and 20 chairs for five new study rooms in the northwest corner of the second floor. By fall 2014 the project was in motion with preliminary floor plans and a potential construction start date of summer 2015. We do not have a copy of these plans, but they should be on file with the Physical Plant. Unfortunately, on February 11, 2015, I received an email from the Executive Vice President that stated that item 1 for tables and chairs have been placed on hold until funds become available for the remodel of the new study rooms.

These new study spaces are necessary for the reasons listed above, as well as student demand as evidenced by the following quotes from our 2013 LibQUAL+ Survey (conducted in October & November in 2013).

“There needs to be more space for groups to study or gather (designated spaces). There are times that I am trying to study and groups will be gathered in a sitting area (3rd floor) and talking loudly. Thanks!”

–RSU first year undergraduate, Health Sciences, 31-45 and female, October 23, 2013

“Quite frankly I’m annoyed that instead of building a bigger, better library facility with more accommodations for personal studying areas/group studying areas, the school in building another cafeteria.”

–RSU fourth year undergraduate, History & Political Science, 18-22 and female, October 22, 2013

¹ David R. Moore II and Eric C. Shoaf, *Planning Optimal Library Spaces: Principles, Processes, and Practices* (Lanham, Maryland: Rowman & Littlefield Publishing Group, Inc., 2018), 9.

“NEEDS more individual, private, and quiet study paces!!!”

–RSU fourth year undergraduate, Biology, 18-22 and female, October 22, 2013

“We need more group study rooms!!! And I would like to see white boards in each study room, so you don’t have to check it out and drag it upstairs everytime.”

–RSU first year undergraduate, Health Sciences, 23-30 and female, October 3, 2013

“It would be nice if there were more private rooms capable of holding 7-10 students for group studying. Right now there are only 2 rooms where you can shut the door and quietly concentrate and they only hold about 4 students comfortably. There is only one group study room and there is no computer in that room.”

–RSU fifth year undergraduate, Biology, 23-30 and female, October 2, 2013

“More quiet rooms for group study!”

–RSU third year undergraduate, Health Sciences, 31-45 and female, October 2, 2013

“NEED more individual quiet study rooms!!!”

–RSU fourth year undergraduate, Biology, 18-22 and female, October 2, 2013

“I do think that the library needs a few more group study rooms so small groups can get together quietly without disturbing other people.”

–RSU third year undergraduate, Biology, 23-30 and female, October 2, 2013

“I wish there were more individualized places to study that were comfortable to study in the private reading rooms are the best but they are always taken.”

–RSU third year undergraduate, Psychology, Sociology & Criminal Justice, 18-22 and female, October 1, 2013

