

Collaborative Community Engagement

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Sojourner Truth Library, SUNY New Paltz

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Executive Summary

In recent years, Academic and Public Libraries across the nation have both been reporting issues regarding budgets and lack of use. Both library types have established commitments to supporting user learning, expanding information access, promoting collaboration, and supporting community engagement. Academic/public library partnerships have the ability to enhance collaboration and resource sharing, improve access to information resources, expand outreach programs, and foster a culture of learning. New Paltz is a relatively small municipality with a state recognized university located in a central part of the town. Less than a mile away from the SUNY New Paltz Sojourner Truth Library (STL) is the public library, Elting Memorial Library (EML). Librarians from both institutions have reported desires for a stronger relationship. A partnership between these two libraries could provide a wider array of resources and lifelong learning opportunities to community members and to students, many of whom may have limited understanding of a library's value beyond being a study space. If successful, an established partnership could strengthen both the academic and the public library value.

This report, written through the lens of the Sojourner Truth Library, recommends an established partnership with Elting Memorial Library. Including an analysis of internal and external audiences, STLs overarching institutions, organizations, communities, and constituents(OIOCCs), the goals, visions, missions, values of the outlined OIOCCs, and the STL services, expertise, resources, and facilities (SERFs), considering how the SERFs uplift the pursuits of the OIOCCs. The recommended partnership highlights the benefits of community engagement, supplemental collections and facilities, and library collaboration both benefit STLs current mission, but the missions of their OIOCCs.

This recommendation includes a literature review highlighting the research and evidence of successful academic/public library partnerships, and recommended practices for marketing and assessing outreach. There is a project plan, marketing plan, and assessment plan, which are all guided by overarching project outcomes.

Project Outcome 1 - The SUNY New Paltz students, faculty, and staff will know about and be able to better utilize the Elting Memorial Library (EML) facilities, expertise, resources, and services.

Project Outcome 2 - The New Paltz community will be able to better utilize the Sojourner Truth Library (STL) facilities, collections, and services.

Project Outcome 3 - The SUNY New Paltz faculty and staff will be able to rely on one both STL and EML for facilities, expertise, resources, and services.

Target audiences for this recommendation include SUNY New Paltz students, faculty and staff and members of the New Paltz community that are not currently affiliated with SUNY New Paltz. The expected outcomes and benefits of this partnership include an increase in library usage and access to resources, enhanced community engagement and educational success, stronger institutional relationships, and expanded programming and events that serve both academic and public interests. The success of the partnership will be measured using user satisfaction surveys, observations of participation in joint programs and events, community member focus groups, and by tracking engagement with promotional strategies. These assessments will be carried out in order to gauge the long-term community impact.

The information included in this report is intended as a recommendation for STL to build upon with EML, to establish a cooperative and mutually beneficial relationship rooted in best serving their user populations, providing and expanding access for their communities while strengthening the value of both libraries.

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1.0 Analysis of Library OIOCCs and SERFs

In this section, the Sojourner Truth Library (STL) is discussed in the context of its OIOCCs (section 1.1) and its SERFs (section 1.2), within the context of its mission, vision, and values (section 1.3). The OIOCCs encompass the institutions, organizations and individuals that STL could be/should be/are serving. As well as the library's geographical and/or institutional communities. Special attention is given to affiliated and regional communities, and to diverse groups and individuals at the institution (inclusivity is an important institutional value at New Paltz.) This is probably not a comprehensive list, I am assuming I did not reach every institution, organization, community, and constituent, but I did my best to highlight as many as I could. I then highlighted the various services, resources, expertise, and facilities available at STL and the benefits these hold for the overarching institutions, organizations, communities, and constituents within section 1.2. Section 1.3 highlights STL's mission, vision, values, purposes, and priorities to place sections 1.1 and 1.2 into the library context.

1.1 Overarching Institutions, Organizations, Communities, and Constituents (OIOCCs)

The State University of New York (SUNY) at New Paltz currently serves just over 6,000 undergraduate students, and over 1,000 graduate students. The undergraduate student population includes students from 16 foreign countries, with an overall diversity make up of 5% Asian, non-Hispanic, 7% Black or African American non-Hispanic, 23% Hispanic/Latino, 1% International (nonresidents), 3% race and/or ethnicity unknown, 3% two or more races, non-Hispanic, and 58% White, non-Hispanic individuals. SUNY New Paltz employs 344 full-time faculty members in addition to 323 part time faculty members. 372 instructors hold Ph.D's or a terminal degree.

For every 16 students there is 1 faculty member, 79% of classes are less than 30 students, 95% of class sizes are less than 40 students. The College has 6 academic schools; the College of Liberal Arts & Sciences, the School of Business (AACSB accredited), School of Education (NCATE accredited), the School of Fine & Performing Arts, the School of Science and Engineering, in addition to Graduate, Professional and Interdisciplinary Studies. Within these academic schools, SUNY New Paltz offers over 100 different undergraduate degree programs and over 50 graduate degree programs.

SUNY New Paltz offers over 800 leadership opportunities for students, with over 200 recognized clubs and organizations, fraternities and sororities, NCAA Division III athletics, in addition to nationally renowned fine and performing arts programs.

Data Source: Fall 2024 Census Data; Common Data Set 2024-25.

OIOCC	Description of OIOCC	Description of OIOCC's Goals, Purposes, Missions, Priorities, Needs, Focus Areas, etc. of the (focusing on the OIOCC goals, *not* interpreted through a library lens or context)	Summary of "What is Important" to the OIOCC (focusing on what's important to the OIOCC, *not* interpreted through a library lens or context)
SUNY New Paltz	University the library is connected to- includes	- Information - Support	- Access to relevant collections

	College of Liberal Arts & Sciences, School of Business, School of Education, School of Fine & Performing Arts, School of Science & Engineering, Graduate programs	<ul style="list-style-type: none"> - Continuing education - Students obtaining jobs pertaining to their degree path - Cultivating campus pride and campus culture 	<ul style="list-style-type: none"> - faculty/library support - Information literacy skills - Students getting their degree - Alumni getting jobs pertaining to their degree
First Year Students	Students beginning their bachelor's degree- both traditional and nontraditional students	<ul style="list-style-type: none"> - Orientation to campus - general education courses - Academic Support - Friendships, mentorships, networks - Recreational activities - Spaces to go - Good food 	<ul style="list-style-type: none"> - Community building - Gaining independence - Grades - Comfort - Support - Belonging
Transfer Students	Students beginning their studies at SUNY New Paltz, either transferring with little or many credits, from a 2 year institution or another 4 year institution	<ul style="list-style-type: none"> - Complete their degree program - Continue their education - Find community - Orient self to new campus/campus culture 	<ul style="list-style-type: none"> - Same as First Year, with an emphasis on: - Housing and food security - Academic support - Peer support - Spaces to learn - Places to go - Obtaining a degree
Graduating students	Undergraduate students expecting to graduate within the next year	<ul style="list-style-type: none"> - Finalize degree requirements - Secure a job or position post graduation - Be accepted into a post grad education or program 	<ul style="list-style-type: none"> - Finish degree - Proper 'goodbye' to campus/community - A job or next degree post graduation - A reason to return to campus as an alum
First Gen Students	Students who are the first in their family to attend a higher education institution	<ul style="list-style-type: none"> - Orient self to campus and college life/culture - Support from family, friends, faculty, staff, new peers - Understanding university system - Continuing education 	<ul style="list-style-type: none"> - Obtain a degree - Find a community or network within the campus - Continue education support
Queer Students	Students who identify with the LGBTQ+ community	<ul style="list-style-type: none"> - Campus support - Academic support - Healthy Friendships and relationships - Safe spaces 	<ul style="list-style-type: none"> - Find community support - Obtain a degree - Continue education support

Commuting students	Students who live off campus and travel to campus for class	<ul style="list-style-type: none"> - Parking - Food - Spaces to rest between classes - Academic support - friendships/relationships - Tie to campus/campus culture 	<ul style="list-style-type: none"> - Support - Reason to stay on campus - Spaces to go - Spaces to feel welcome and supported - Continue education - Finish degree
Students of differing abilities	Students who need assistance in a myriad of ways depending on their abilities (ie. blind students, Deaf students, students in wheelchairs, students with dyslexia, etc.)	<ul style="list-style-type: none"> - Accessible living situation - Accessible campus - Community - Academic and social support - Variety of food, safe food(allergens) - Accessible work - Safety 	<ul style="list-style-type: none"> - Feel comfortable and safe - Obtain degree - Find community - Have livable and accessible accommodations (housing, food, classrooms)
Graduate students	Students working towards a MA, MBA, MAT, MS, MST, MSEd, MPS, Adv Cert, CAS, MFA at SUNY New Paltz	<ul style="list-style-type: none"> - Academic support - Relevant sources for degree path - Community - Parking - Spaces to rest 	<ul style="list-style-type: none"> - Obtain degree - Find job or obtain higher position post graduation pertaining to degree - Value in their degree
Virtual students	Students who facilitate coursework from home/online	<ul style="list-style-type: none"> - Virtual resources - Virtual academic support - Virtual community spaces - A sense of school pride - Continuing education 	<ul style="list-style-type: none"> - Obtain degree - Find job after graduation pertaining to degree - Value in their degree - Academic support
International Students	International students come from one of the 16 international countries outlined in the 2024 Census data, these students are generally considered non-traditional. In the States, normally on a student visa, these students may be ESL individuals, living far from their family, friends, and cultural hubs.	<ul style="list-style-type: none"> - Sense of belonging - Education - Sense of pride - Community - Relevant courses and sources for degree path - Safety - Food, housing, resources - Support organizations on campus 	<ul style="list-style-type: none"> - Obtain a degree - Find a job after graduate pertaining to degree - Proof of degree value - Academic support - Confidence
Military/Vet Students	Students with previous or active military experience,	<ul style="list-style-type: none"> - Support organizations on campus 	<ul style="list-style-type: none"> - obtain a postsecondary degree

	<p>often considered nontraditional. These students are sometimes older than traditional students, bringing their life experience with them when starting a postsecondary degree. These students are generally more likely to be married, have an off-campus job, and one or more dependents. (VA College Toolkit)</p>	<ul style="list-style-type: none"> - Value in their degree - Upward assimilation - Education - Food, housing, resources - Safety - Community - Sense of belonging 	<ul style="list-style-type: none"> - Find a job pertaining to degree after graduation - Academic support - Confidence - Value in degree - Upward assimilation - Academic alumni support
Student clubs	Campus clubs, run by and for matriculated students	<ul style="list-style-type: none"> - Space to meet - Resources to utilize - Pride in organization - Benefits of participation - Building a community - Achievement of specific club missions and values 	<ul style="list-style-type: none"> - Build community - Campus support - Achieve club goals and missions - Build network - Events and meetings
Student government	Campus government run by elected student officials	<ul style="list-style-type: none"> - Opportunities for changes and advancement - Pride in position - Routes for network building - Uplifting students - Liaison to faculty and administration 	<ul style="list-style-type: none"> - Campus/student/faculty/administration support - Routes for advancement and change for students
Student athletics/sport teams	<p>Sports and athletic clubs organized for matriculated students. Mens: Baseball, Basketball, Cross Country, Lacrosse, Soccer, Swimming, Volleyball</p> <p>Womens: Basketball, Cross Country, Field Hockey, Lacrosse, Soccer, Softball, Swimming, Tennis, Volleyball</p>	<ul style="list-style-type: none"> - Campus pride - Athletic resources - Meeting spaces - Team building resources - Academic support - Time for training, games, education - Community building 	<ul style="list-style-type: none"> - Further their athletic and education pursuits - Obtain their degree - To win ! - School support - Tight knit team - Successful and supportive leaders (coaches, team captains)
Student employees/interns	<p>Front line support for many businesses and organizations present on campus</p> <p>Student employees and interns hold lot of responsibility</p>	<ul style="list-style-type: none"> - Reliable and reasonable wages - Professional skill building opportunities - Academic support - Time - Community 	<ul style="list-style-type: none"> - Keeping their job - Balancing work and school priorities - Safe and reasonable work environment - Free time - Community

	Are often working hours different than staff/faculty	<ul style="list-style-type: none"> - Safe working environment - Sense of belonging 	<ul style="list-style-type: none"> - Academic support - Obtaining a degree - Valuable work experience
Campus staff	Administration, Operations, Support roles, clerical staff Non-teaching faculty Academic staff, e.g., Computer admin, Advisors	<ul style="list-style-type: none"> - School support - Complete daily tasks - Reliable pay - NYS benefits - Break rooms - Food - Student support - Teamwork - Supportive and knowledgeable leadership 	<ul style="list-style-type: none"> - Tight knit team - Safety in position - Livable wages - Supportive and comfortable workplace - Reasons to stay in position - Routes to promotions
Campus Faculty	Teaching and research professors Librarians *sciences have less of in person participation w/in lib compared to humanities Online faculty, strictly teach virtual instruction sessions Adjunct professors- 2 courses per semester Emeritus Faculty Untenured/tenured faculty	<ul style="list-style-type: none"> - Relevant resources and collections - Admin and staff support - Excited students - Livable wage - Campus pride - Break rooms - Benefits - Food - Strong team 	<ul style="list-style-type: none"> - Effective teaching methods - Student success - Tight knit community - Pride in campus - Pride in work - Reason to stay - Opportunities to research, serve, and instruct - Tenure
University Administration	University President, Provost, Finance, Marketing & Communication, Registrar, Sponsored Programs, Foundation & HRDI	<ul style="list-style-type: none"> - Student success - Campus success - Grants - Approved budgets - A strong team of faculty and staff - Pride in campus - Livable wage - Benefits - Supportive government - Supportive alumni 	<ul style="list-style-type: none"> - Funding for school - Successful teaching staff - Happy and supported staff/faculty/students - Support - Friends of campus - Value and assessment of a successful campus - Successful alumni
Alumni	Graduated students	<ul style="list-style-type: none"> - A reliable job - Ability to be accepted into a graduate program - Reason to return to 	<ul style="list-style-type: none"> - Reliable job - Preparedness for professional career - Alumni network - Post grad resources

		<ul style="list-style-type: none"> - campus - Pride in school - Ability and reason to return campus investment - Valuable resources from school community 	<ul style="list-style-type: none"> - Reason to support school after graduation
Local Community	Full time residents of New Paltz and Ulster County	<ul style="list-style-type: none"> - Benefits of university presence - Economic support from campus presence - Community spaces - Job opportunities - Safety - New Paltz is a generally small town, traffic and walkability is important 	<ul style="list-style-type: none"> - Students provide seasonal work - Campus provides reliable jobs in campus, supports local businesses - Resources from campus collections and state support - Affordable housing
Students across SUNY institutions	Students enrolled within any of the SUNY schools across NYS	<ul style="list-style-type: none"> - Reliable cross institution support - Relevant collections and resources - Student support - Community - Furthering education 	<ul style="list-style-type: none"> - Continuing education - Finding reliable and relevant job post graduation - Routes to continue education if desired
Faculty across SUNY institutions	Faculty members employed by any SUNY school	<ul style="list-style-type: none"> - Reliable cross institution support - Network of individuals with common goal - Teach incoming professionals - Valuable and sound research - Ethical workplace - Reliable and livable pay/benefits 	<ul style="list-style-type: none"> - Continuing education - Reliable work/benefits/livable wage - Community - Strong staff and faculty network - Reliable resources and information for research
Town and Village of New Paltz	Local government officials, local businesses, town residents, local churches, local nonprofits	<ul style="list-style-type: none"> - Strong community - Strong businesses - Ample housing - Value assessment of university - Town/Village support 	<ul style="list-style-type: none"> - Safe community - Strong community - Resources - Jobs - Businesses - Health of population - Routes for advancement
Local public and private K-12 schools	Students, faculty & staff at local k-12 schools- New Paltz Central School District, Huguenot Street	<ul style="list-style-type: none"> - Student support - Parent support - Faculty and staff support 	<ul style="list-style-type: none"> - Student success - High graduation rate - Students desire to continue education

	Cooperative Nursery School, Montessori of New Paltz	<ul style="list-style-type: none"> - Strong community - Options for student trips, student learning, college in high school opportunities 	<ul style="list-style-type: none"> - Strong staff and faculty - Resources for success
NYS	Federal and State officials, residents of NYS, NYS BOE	<ul style="list-style-type: none"> - Student success - Financial success - Valuable college programs - Strong staff/admin/faculty within their institutions - Strong workforce - Strong economy 	<ul style="list-style-type: none"> - Strong communities - Valuable workforce - Desire for growth - Reliable economy - Reasons for population success - Safety within communities - Education
Elting Memorial Library (public library in New Paltz)	The public library in the town of New Paltz. A staff of about 14 individuals, including a library director, a children's librarian, a circulation team, programming coordinators, historic collections coordinator & manager, collection development librarian, outreach & development coordinator.	<ul style="list-style-type: none"> - Adherence to their library mission, vision, and values - Inspire lifelong learning - Inclusivity - Advance the Mid-Hudson Library system - Serve patrons 	<ul style="list-style-type: none"> - Library usage - Programs and collections that uplift their mission vision and values - Community support - Stakeholder success

1.2 Alignment of Library Services, Expertise, Resources & Facilities (SERFs) with OIOCC Goals

OIOCC	SERF that Makes an Impact	Description of Impact on OIOCC	Assessments Demonstrating Value/Impact of SERF	Marketing Conveying Value/Impact of SERF
Students, faculty, staff	DSC- digital scholarship center	Student led podcasts, radio stations, free form creation	n/a- Not public facing documents	Shared on social media and library website, signage in library and on campus Faculty/staff/student email blasts/list servs
Students, faculty,	Meeting rooms	Individual and	n/a	Sign up at campus

staff, student clubs		group private study rooms equipped with desks, seating, white boards, smart boards, and electrical outlets.	Data regarding usage collected from virtual sign ups	library or on library website
SUNY New Paltz Students Clubs/organizations /teams at SUNY New Paltz	Monthly exhibition in main entrance	Rotating student led, org led, club led, exhibitions to illuminate the main entrance of the library	n/a Observation of student/faculty/staff /patron engagement	Library social media, social media accounts of groups of campus relating to exhibition Campus email blasts
SUNY New Paltz Students Town/Village of New Paltz	Partnership with Dorsky Museum on campus	Special displays in library pertaining to current museum exhibition, relevant collections displayed in museum pertaining to current exhibition	n/a Observation of student/faculty/staff /patron engagement	Campus email blasts Social media Library building/signage Museum building/signage
Students with differing abilities New Paltz town/village New Paltz K-12 Schools faculty/staff SUNY students/faculty/staff	Assistive Technology	Technology provided by library to assist with differing abilities, assisting student learning, faculty performance, and community support	n/a	Information available on library website and at the Disability Resource Center (DRC)
Students Faculty SUNY students SUNY faculty New Paltz residents Independent researchers	Special collections, Archives & Rare Books	Collection items focused on institutional and regional history & values Rare, curated, relevant to student success, continuing education, faculty success	n/a	Social media Library website campus/faculty email blasts
Students New Paltz population SUNY students Faculty	Zine library/collection Zine librarian	Supports students, faculty and local artists/creators Curated zine collection	n/a	Social Media Campus postings Library website Library building/signage Campus email

				blasts
Students Faculty SUNY New Paltz	Instruction sessions Instruction Librarians	Provided for courses when teaching faculty reaches out to the library. Provides guidance on information cycle, information sourcing, information literacy	n/a	Campus/Faculty email blasts Signage in library and faculty buildings? n/a
Students Faculty New Paltz community	DSC Mac Computer Lab	In addition to desktop computers located on main floor for patrons, there is a Mac computer lab upon request for patrons	n/a	Library building/signage Campus email blasts Social media
SUNY Faculty SUNY students Matriculated students faculty/admin/staff Virtual students	Digital collection	Collection of online subscriptions, online databases, book requests. Mirror University goals and focus. Interlibrary loan ability	n/a	Library Website Library signage Campus/faculty email blasts
Faculty Students SUNY New Paltz	Instruction classroom	Classroom located in the library designed for 'one shot' instruction sessions for SUNY New Paltz courses. Equipped with projector, u-shaped tables, laptops for each seat.	n/a	Library building/signage Faculty email blasts? n/a
Faculty Students Staff SUNY New Paltz Community members	iPads/laptops for loan	iPads and laptops in addition to chargers that are available to check out from the circulation desk for usage	Tracking usage of these items being checked out by users	Website, signage, zines/pamphlets
Faculty Students SUNY New Paltz	Course reserves	Textbooks and literature assigned as required	Tracking usage at circ desk or ref desk	Website

		readings for students in specific classes, that are set aside behind the circulation/reference desk and available to be scanned or utilized when inside the library by students		
Faculty Students Clubs/organizations SUNY New Paltz	Library event spaces	Spaces in the library that are available for events to be hosted upon request	Tracking usage	Website, email listservs,
Faculty SUNY New Paltz	Faculty quiet study room	A room in the library only accessible with a Faculty ID card, set aside with a scanner and a printer for faculty members to research and work without distractions	n/a	Website, email listservs
Students Faculty Staff Community members SUNY New Paltz	Typewriter and Zine lending kits	Typewriters and Zine making supplies and instructions available for loans at the circulation desk	n/a	Website, zines/pamphlets, social media
Students Faculty Staff Community members SUNY New Paltz	Podcast equipment lending kit	Podcasting equipment and instructions that are available to check out from the circulation desk for usage	n/a	Website, zines/pamphlets, social media

1.3 Articulation of Library Mission, Vision, Values, Purposes, Priorities, or Strategic Plans

Coalescing Concept # 1 - [Library Mission:](#)

“The Sojourner Truth Library fosters learning and supports scholarship at SUNY New Paltz by providing an extensive array of information resources and services.”

Coalescing Concept # 2 - Library Vision:

“The Library plays a critical leadership role in supporting and advancing a user-centered learning environment at SUNY New Paltz. As a team of courteous and knowledgeable librarians and staff, we treat users with respect and empathy at all times and serve all members of the academic community equitably, whether they are in the library or at a distance.

We promote and encourage the active and effective use of all library services and resources. We continuously expand information access and delivery by employing state-of-the-art technologies. We successfully instill information literacy skills in all New Paltz graduates through strong collaborative partnerships with classroom faculty. We provide a spacious, well-designed facility that offers ample and varied seating, lighting, and workplace options.

We work together cooperatively and pursue our professional growth to meet the challenges faced by contemporary academic libraries. We regularly assess the library and information needs of faculty and students across campus in order to meet these needs and the changing requirements of new academic programs.”

Coalescing Concept # 3 - Values:

- “Communication – We regularly publicize library services and resources to the college community and share information with library colleagues.
- Approachability – We carry out our responsibilities with a welcoming attitude.
- Organization – We organize and maintain our facility, collections and systems to ensure ease of access.
- Cooperation – We build and maintain cooperative working relationships with the college community and with one another to achieve the library's mission and goals.
- Respect – We treat all library users and one another with respect.
- Excellence – We strive to provide the best information services and resources for all users.”

2021-22 goals (last publicly published goals):

Goal 1: Keep library spaces, collections, services, and programs in front of the community

Goal 2: Review and Improve Collection Development Workflows

The mission, vision, values, and goals of the SUNY New Paltz Sojourner Truth Library paint the picture of what the library is currently doing, working towards, and the routes the library team and its collection take when providing for its users. The STL mission, vision, values, and goals all work together to create a purpose and structure for all of the work that can be accomplished.

According to the mission statement, the Sojourner Truth Library at SUNY New Paltz cultivates student success at the university by fostering education and supporting scholarship. The library does so by thoughtfully curating and providing a multitude of information resources and services. This mission is the library's claimed purpose as an institution, all work being done by the library team has this mission as a driving factor for operation strategies, motives for planning and programming, reasoning for collection development, and much more.

The vision statement is a futurist statement made by the library team, this statement outlines what the library is actively working towards. Key themes within the STL vision statement are collaboration, critical thinking, leadership, engagement, and learning. Collaboration is envisioned as a route to connect with faculty, students, and the campus community at large to effectively work together to uplift the university vision, pursue professional growth, and problem solve. Critical thinking through critical librarianship supports the collaborative desire to problem solve and pursue growth, asking the library team to problem-solve and collaborate creatively, to not be afraid to question current actions and to actively strive towards transformative change. The library holds an important leadership position on the campus, acting as the heart of the institution, with the opportunity to benefit all. The library and its faculty and staff have been recognized for its leadership and innovation in collaboration, community building and learning, a role it strives to maintain amid economic and demographic changes in higher education, in SUNY and at the institution itself. The library must continuously invite and assist the community in engaging with its resources and services. This cycle of user engagement continuously renews the library's position as a thought leader at the heart of the community. Libraries are a gateway to knowledge. Supporting learning is a theme in the mission and vision statements published publicly on the library website. Learning is purposely not attached to one specific population- the library is present and working to support learning for all. Not just the university students, but all of the individuals with connections to the institution, including SUNY students across the state, faculty members, community members, administrators, teachers, and many more. Supporting learning is both a theme of current practices, but is so important it is also included in the vision for the library's future.

STL values communication, approachability, organization, cooperation, respect, & excellence. These values are set in place to guide the actions and decisions of the library team. These values are the basis for how the library operates, thus providing a basis for the library culture and the library ethics. These established values, which align with those of the university itself, guide both the current mission and the future vision of the library, thus guiding all of the work being accomplished at the library.

2.0 Recommendations for Change

Section 2 is divided into 2 subparts. 2.1 includes 3 recommendations for a change, improvement, or addition to the Sojourner Truth Library's already present services, expertise, resources, and facilities. The changes, improvements, or additions are all in response to the present services, expertise, resources, and facilities in relation to the institutions, organizations, community, and constituents served by the library. Section 2.2 discusses the chosen recommendation and highlights the potential of the change.

2.1 General Recommendations for Changes, Improvements, or Additions to Library SERFs to Address OIOCC Goals

Recommendation 1 –

The Sojourner Truth Library (STL) has a multitude of services, expertise, resources, and facilities. Some are very well used and some fall between the cracks. One communication strategy that the library and the library team has not utilized since May of 2024 is their library instagram account. Revamping and utilizing the STL instagram account has the possibility of engaging users on and off campus, connecting with the many schools, and communities on campus, enhancing the library voice and uplifting the library message. Social media is a communication tool used by individuals of all ages. Many libraries have active and engaging instagram accounts that uplift their available services, expertise, resources and facilities.

While running an instagram account is in itself a marketing strategy, revamping the instagram page will need to include marketing the instagram page as an essential account to follow as administrators, faculty, staff, students, alumni, students parents, potential students, all SUNY students/faculty/staff, and community members. This could take shape in many ways- collaboration posts with relevant and popular accounts, scheduled posts that interest and engage a diverse group of individuals, marketing the instagram on the library website and on relevant email chains, and even creating physical fliers. Assessment strategies for building the instagram account could include tracking engagement through comments, likes, followers, and user comments regarding their engagement with the instagram account.

There is a rich array of engaging services, expertise, resources and facilities that could be posted to the instagram page. Materials of interest to the college community include podcasting kits, museum and hiking passes, typewriters, ipads and computers; the print and digital collection, and archival resources. Events and facilities include lobby programming, assistive technology, digital resource center, instruction and research consultation opportunities, rotating book displays, the amazing staff and faculty, and so much more.

Recommendation 2 -

The Elting Memorial Library (the public library in New Paltz) and The SUNY New Paltz Sojourner Truth Library (STL) would benefit from more collaboration to cross-promote activities, create shared programming, and work together on a more, and more visible, projects. Last semester, Elting staff created a poster and brochures for STL to highlight their services to SUNY students and hosted late-night study hours for our students during finals week. This semester, they plan to table at our library to promote SUNY students getting public library cards; and to invite SUNY students to their events.

They would like more SUNY New Paltz students to visit and study at their library, or use their collections, like their archives, for projects. STL would benefit from more New Paltz community people using their services and having students leverage Elting's collections and services.

I would suggest establishing, developing, and maintaining a working relationship with the Elting Library Director, Crystal Middleton, and their Outreach & Development Coordinator, Bebhinn Dungan to continue the current collaborative efforts as well as to develop new and lasting collaborative programming. Marketing this partnership and assessing this partnership will be rewarding, as the partnership has a possibility of expanding the library value and impact, to then expand the university's value and impact. When a larger population of people engage with the library's services, expertise, resources, and facilities, there is better proof of the library value and impact.

STL might consider writing 'community and regional engagement' into its mission, vision, and values statements. Community members are a valuable user group that bring their own strengths to the library space. STL has an amazing collection and valuable resources that should not be gatekept, especially as a public institution.

Recommendation 3 –

After assessing and observing STL as a space, I noticed the partial renovations that have taken place in the building overtime. STL was renovated in 2015 but it impacted the main floor almost exclusively; the lighting and furnishings on the lower two floors, which house the stacks and significant study space, can appear uninviting and are challenging to navigate; and there is inadequate signage even to promote their use. The recommendation that I initially thought of when brainstorming ways to make the building feel more cohesive and welcoming was to upgrade and replace all of the present signage while also adding signage where needed.

Uniform signage for the building will connect all floors and the facilities, create a sense of space, and help users navigate the space, and/or utilize all that the library has to offer. I would suggest uniform fonts, braille for blind users, uniform language for the rooms, relevant signage for the services and collections, and QR codes linking the signs to accurate digital language translations when applicable. I would suggest signage in the main entrance that effectively labels where study rooms are located, where the elevators are, where the stacks are, and where the assistance spaces are. While some of these signs already exist, there is not all of the UDL framework behind them, uplifting them. This is a suggestion rooted in accessibility, ensuring all users have the tools to know what is available, and where.

2.2 Selected Change Recommendation for Action

The selected recommendation, as previously discussed between my partner librarian and I, will be a project plan for a partnership with Elting Memorial Library. I have been brought into a larger conversation with several other members of the library faculty to further develop this partnership and to assist in facilitating communication routes with the Elting Memorial Library (EML). This project is in the library's reach, and desired by students, faculty, and staff, as well as being desired by the EML staff.

A partnership between the academic and public library in town has the potential to support STL's goal of keeping the library's spaces, collections, services, and programs in front of the community. It has the potential to support student success, enhance STLs community engagement levels, and to exemplify the value of the library not only as a gateway to student success, but as a community hub for students, faculty, staff, AND the New Paltz community at large.

The chosen recommendation, compared to the other two, will be more beneficial for the library in its overall impact, alignment with the mission, goals, vision, and values, and within engagement. Recommendation 1 will be incorporated into the chosen change, as an active instagram account is going to benefit all of the library users and stakeholders, and is a relatively inexpensive, and effective way to market the library and its services, programs, and initiatives. Recommendation 3, while being extremely valuable and a smart change for the library, it is not as feasible as the chosen recommendation. It is my understanding that STL has the ability to actually succeed with implementing recommendation 2, while recommendation 3 might be met with hardships via facilities management, funding, and administration barriers.

3.0 Literature Review

Introduction

While little research has been published on partnerships between academic and public libraries, there is definitive evidence of the benefits an effective partnership could create for both the university and the off-campus community. Academic/public library partnerships are an effective way to facilitate community outreach, resource share, and support user learning. The purpose of this section of the report is to provide evidence of successful academic/public library partnerships, to emphasize the role of marketing these partnerships, and to outline the strategies for effectively evaluating or assessing results to measure both the partnership outcomes, and the overall impact.

Academic and Public Library Partnerships

In recent years, academic/public library partnerships have been a popular route for many libraries. During the COVID-19 pandemic, some rural public libraries and nearby community college libraries have found professional partnerships to be an effective way to manage work, serve their community, and enhance user learning (Bradham & Dyer, 2024). As we navigate rebuilding a new normal following the peak of the pandemic regulations, libraries have a unique opportunity to build from these problem-solving decisions made during the pandemic that worked, and mold public/academic library partnerships into a design that works for them and their users for the current and future cultural landscape.

Collaboration is beneficial for both library workers and library users. Collaboration brings a heightened awareness of library services, expertise, resources and facilities, expanding the user population, and amplifying the value of partnering institutions (Saunders, L., & Corning, S. 2020.). Establishing a strong partnership is challenging, but once it is established, the benefits can be transformative. Once collaboration is expected over competition, there should be a goal for the partners to set shared vision and mission, with mutual learning and mutual responsibility at the foreground (Saunders, L., & Corning, S. 2020.). Factors that ensure a successful partnership are establishing a strong and malleable plan, finding alignment in goals, establishing roles and responsibilities, and conducting assessment. Limiting factors would include feelings of competition and ownership of the project, in addition to funding, time & staff restrictions. At the beginning, funding for such a partnership is an essential investment. While at the onset, funding and time is needed, academic/public library partnerships are often spearheaded as a way to conserve resources when met with a decrease in library funding.

Effective collaboration creates pathways for lowering the impact of budget constraints (Saunders, L., & Corning, S. 2020. & Nemeth & Rempel 2022.). By sharing programming efforts, relying on one another to compensate for gaps with collection development, all while fostering community engagement and user learning at large, a library partnership has the ability to benefit the productivity and economic growth of a community at large. Kiger Price (2024) examines the community partnership model between the New York Public Library (NYPL) and Barnard College which fosters public engagement and promotes library resources for both college students and the public. This partnership serves as an excellent example of how public libraries can support the academic environment aside from traditional academic library services. Barnard hosts an annual NYPL library card sign up event in the lobby of their academic library. One hundred seventy Barnard students signed up for a NYPL card in 2017; that number grew to 230 at the 2023 event. NYPL and the Barnard academic library co-promote leisure reading resources through NYPL and quiet facilities at the academic library available

for NYPL card holders. During the time of this research, NYPL was working to gain funding for facilities renovations and this partnership alleviated the stress and rush of such fixes.

It is one of the academic library's roles to assist in student stress, and promote mental wellness. Enough research has been done to promote leisure reading as a route to stress relief and wellness. Students are not just that, they exist outside of our campus and its mission, this should be included when outline their user needs. Supporting lifelong learning and engagement with public library resources, services and facilities uplifts the SUNY New Paltz value of supporting students as they become engaged community members, through civic engagement and social responsibility.

Marketing Strategies for Libraries

To market a partnership with Elting Memorial Library, STL should utilize a variety of resources. Marketing for a library is often an overlooked role when it comes to the everyday workflow of a library. For library's, marketing is an effective route to promote the library mission and to help users build an understanding of the library's role at large(Wallace, L.K. 2004), and positioning the library as a valuable and essential space. Communicating about the work being accomplished should be considered as important as the work being done. A strong, and mission-driven marketing strategy is one that is involved in both the planning and assessment of a particular project. Especially in recent times, academic institutions are being asked to really justify their importance to their overarching institutions, organizations, communities, and constituents. When looking at marketing as a way to communicate value to their service audience, this process has the ability to increase advocacy and support for the academic library (Petruzzelli, B. W. 2005). There is a clear and positive link between improved marketing and support for the library.

Mission-driven marketing asks libraries to focus on their role, positioning themselves as essential through their key messaging (Wallace, L. K. 2004). Key messaging is clear, concise, simple and compelling. To entice users outside of their primary user base, key messaging should avoid jargon, especially when promoted off campus. Community members will need to know about things on campus users do not. This means highlighting parking restrictions, using the formal name for the library rather than 'STL', and accurately describing meeting locations (Petruzzelli, B. W. 2005). To best develop a key message statement, Weingand, D. E. (1998) suggests organizing a marketing audit based off of an analysis of the internal environment of the library in conjunction with an analysis of the library's external environment, including their user community to create an action plan for best communication practices. This oftentimes involves assessments of both the library and its services, and the external community. There needs to be a clear understanding of what the library can offer and who the library is offering their services to.

Academic Libraries have many populations they need to communicate with to both promote resources, services, expertise and facilities, and to enhance attendance at library events. Some events have the ability to attract members of the community that are not affiliated with the university and should be considered a marketing opportunity. While the academic community is an active audience that needs the resources and services available at the academic library, they need to know the complete picture and their ability to utilize everything there is to offer in the library space. Word of mouth is known to be the best promotional tool, therefore all library staff should be aware of any updates on library happenings. Meaning, marketing strategies must be communicated to both internal and external library audiences to ensure the most effective outreach (Wallace, L. K. 2004) & (Petruzzelli, B. W. 2005). In order to reach a diverse audience, their needs must be known. Using segmentation to market specific needs to specific populations ensures that the library services,

expertise, resources and facilities are being promoted to all in a manner that benefits all (Walter, S. 2004). Assessment strategies are often used to help understand the diversity of the user base (Walters, S 2004.), (Petruzzelli, B. W. 2005) & (Weingand, D. E. 1998). Conducting surveys, focus groups, and observing community involvement are research and evidence based approaches to ensuring effective marketing efforts.

Once the internal and external analyses are solidified, promotional tools are utilized to reach community members and communicate the mission driven marketing efforts. Using social media, publications, and events to raise visibility and engage users in library services allows promotion efforts to have a minimal impact on the overall library budget. By structuring already budgeted events to always reflect the library mission, events promote the library and its value to the audience without having to allocate time and money to marketing the library specifically. Publicizing the services, expertise, resources, and facilities on social media only requires the cost of staff time. There are different ways to mitigate this cost, one way would be by providing professional development opportunities for student staff members and SUNY New Paltz marketing students to create the fliers and social media post graphics/visuals(Petruzzelli, B. W. 2005). When an individual is involved in the conception of a project, they become more attached to the success of the project. Students are more likely to attend events, like and share posts, and speak about projects when they have a sense of ownership. The student's network of classmates, friends and family are more likely to participate, or engage with publications and events the student worked on.

With social media publications and events as marketing strategies, assessment is simple. Which posts gain the most engagement? Which events hosted the largest audience? Did the social media posts or the events lead the participants to engage with the library's resources, services, expertise, and facilities? A marketing mindset asks to build on what works, and use criticism or lack of engagement to improve (Petruzzelli, B. W. 2005). The purpose of mission statements and mission driven marketing is to build on the knowledge of the past to inform the present. Past failures should not box in the future of the library marketing presence.

Methods for Assessment in Library Outreach

Assessment, similar to marketing, ideally should be present in all aspects of library operations. Assessments provide evidence of successes and failures. Like marketing, assessment results should tell the library to build on what works and use criticism or failures as signals that improvements and changes must be made. Failure asks the library to reflect, revise, and rebuild. Assessment is an approach to developing information and evidence to form ethical decision making. For higher education, this is centered around student success, professional effectiveness, and quality of institution activities/events/programs (Mack D. W., White, G. W., 2014) Assessment practices assist in a library measuring both their impact, and return on investment. There are a multitude of assessment strategies, they each serve different purposes and provide different answers. Choosing a successful assessment tool, or combination of tools for a specific aspect of work requires a deep understanding of the work being done, and the intricacies, pros, and cons of all assessment tools.

For this specific project, an established partnership between an academic and public library, assessment tools recommended for outreach programs felt most relevant. Outreach is considered to be activities and services that focus on community and relationship building, in addition to marketing collections and services to specific audiences. Outreach should be done in an effort to connect these activities to the library's mission and goals (Shannon L. F., Mastel, K., 2016) According to *Santiago et al. (2019)* and *Shannon L. F. & Mastel K. (2016)*, providing evidence of how assessing outreach programs and their impact on student success is crucial for

demonstrating the overall value of library services, assists in program improvement and keeps responsible parties accountable. The purposes of outreach programs for academic libraries are to inform about library services, resources, expertise and facilities, to promote the collections, provide stress relief during finals week, and support for graduate students. The potential impacts include student success, community engagement, and uplifting diversity, equity, & inclusion.

Recommended assessment tools for outreach include focus groups, observations, surveys, headcounts, tracking social media engagement, and/or a combination of these tools (Shannon L. F., Mastel, K., 2016), (Mack D. W., White, G. W., 2014) & (Santiago, A., et al, 2019). By using a combination of quantitative and qualitative assessment tools, assessment teams can collect data from a large population of users and supplement the data results with comments made within a more manageable, smaller audience within focus groups or interviews. When tracking headcounts, in addition to tracking how many attended, also track length of time individuals are staying, how many walked past, and how many engaged verbally or physically with the program/event/project. If surveying members of the audience, take their email addresses and conduct a follow up survey. When observing outreach events, have two observers, one recording general observations and another engaging with the event and audience. When observing, data collected should be regarding participation, engagement, and follow-up with library services, expertise, resources, or facilities following the event (Shannon L. F., Mastel, K., 2016), (Mack D. W., White, G. W., 2014). For facilitating focus groups, A recommended participant size should be about 5-10 people, they should be focused on discussing a predetermined topic for about 30-90 minutes. Planning a focus group assessment means establishing a timeline, defining the objective, assigning administrative responsibilities, collecting questions and discussion prompts, obtaining participants from a chosen target population, establishing meeting arrangements (date, time, location, etc.). Potential target populations could include both internal and external audiences, meaning students, faculty, and/or staff of the institution, community members, and library staff and/or faculty (Bertot, J.C., et al., 2001).

The evidence that should be sought out through outreach assessment, as outlined in the [CIC Committee on Engagement 2005 resource guide](#) include institutional commitment to engagement, student involvement in engagement and outreach activities, faculty and staff involvement in engagement and outreach activities, institutional engagement with community, impact and outcomes of engagement, and opportunities generated through engagement. Responsible parties should be appointed to several assessment roles. Ideally, there should be a data coordinator, and a data collection team (Bertot, J.C., et al., 2001). The coordinator should manage the team, plan and schedule the tasks, remain communicative throughout the process, divy tasks and assist when troubleshooting. It is recommended to have answers for questions of what measures will be used, who will collect data and when, what should be reported, and to whom, and how the results will be used. These practices will ensure the library decisions are based on research and evidence. Providing factual proof that outreach is conducted with the mission and goals of the institution guiding the process, and that the faculty and staff of the library are committed to producing effective and successful work (Mack D. W., White, G. W., 2014).

Conclusion

Successful academic/public library partnerships are rooted in community engagement, student success, and create the most impact when communication, marketing and assessment are omnipresent. Overall, marketing strategies and program planning should align with the library mission, and should work to engage with a diverse array of audiences. Assessment strategies allow libraries to measure this engagement and impact to ensure value. With any project, budgets and time are constraining and have the ability to hinder such projects.

In addition, it is sometimes believed that successful programming and marketing promotion of programming can increase demand to a point where the current staff and budget cannot support the results (Petruzzelli, B.W., 2005). Despite these real limitations, the need for collaboration, especially in times of budget constraints, ultimately enables the academic library to continue to focus on student success and community engagement.

4.0 Project Plan for Change Recommendation

This section includes a project plan, connecting the recommendation to the internal and external STL stakeholders, their needs, mission, vision, values, goals, and priorities. With a SWOT analysis done for internal library stakeholders; STL faculty, staff, and student staff members, and a similar analysis highlighting the benefits, costs, opportunities and risks for the STL primary user population. Included in this section is also a drafted project cost analysis, a needs assessment, as well as projected scalability and limitations of a change like the one recommended.

4.1 Introduction

Recommendation:

The proposed recommendation is an established partnership between the SUNY New Paltz Sojourner Truth Library (STL) and the Public Library (Elting Memorial Library or EML) located in the town of New Paltz. The partnership could encompass many things- an extension of services and collections, joint programming, and hopefully an uptick in usage for both the academic library(STL) and the public library(EML).

Both STL and EML have noticed, like most libraries today, less of a user presence in the library post peak of the COVID-19 pandemic, in conjunction with the technological advancements of our current moment. The goal of this project is to make the invitation clear and known to both the students, staff and faculty at the university and the community members of New Paltz, that both the public and academic library with their services, expertise, collections and facilities are open to all.

Goals:

- An uptick in SUNY New Paltz students signing up for public library cards with EML
- More faculty and students using the EML archives
- More community members joining programming at STL, ie. Poem in Your Pocket program, Lobby events (printmaking sales, ceramics sales, narcan trainings)
- More foot traffic and circulation in STL
- More foot traffic and circulation in EML
- More foot traffic at the reference desks of both EML and STL

Relation to users and stakeholders:

Studies show recreational reading is beneficial for an individual's mental health. Mental health and student success are known to have a positive correlation. While STL has a large collection of leisure reading materials and a robust children's/ juvenile collection, the collection at EML can supplement in spaces STL lacks.

EML has a large archive of public history artifacts and documents (Haviland-Heidgerd Historical Collection) that could be beneficial for the students and faculty at SUNY New Paltz, especially when enrolled or teaching classes asking students to engage with public history.

Community members living in New Paltz, New York are close to and able to utilize a large portion of the services, resources, expertise and facilities provided by the STL. These users should feel welcome and invited to participate in some/most of the benefits of having an academic library located less than one mile away from their public library.

4.2 Relationship to OIOCC Goals, Mission, Vision, Values, Purposes, Priorities, Strategic Plans, or Needs

4.2 builds off of section 1.1 above, and describes the connection between the recommended partnership and the goals, mission, vision, values, purposes, needs, & priorities relevant to the STL's overarching institution, organizations, community, and constituents.

Connection between recommendation & OIOCCs goals, mission, vision, values, purposes, needs, priorities

- **Students**

- Closer tie to community
- Supplemental collection of recreational reading
- Supplemental archival resources via Haviland-Heidgerd Historical Collection
- Supplemental EML programming opportunities
- Supplemental EML facilities
 - Late night study hours offered at EML during SUNY New Paltz finals week
 - Supplemental study rooms
- Supplemental digital resources available through EML
 - Craft & Hobby
 - Libby by overdrive (free app located in google and apple app store)
 - Kanopy
 - Hoopla
 - Historical Digital Collection
 - Magazines & newspapers (available in print at EML and on the Libby app)
 - Genealogy (online genealogical resources available w/ EML library card)
 - Job help (online job prep and job sourcing resources available w/ EML library card)
 - Transparent Language (online language courses available w/ EML library card)
 - Universal Class (over 500 online courses available w/ EML library card)
- Library of Things (objects available for check out w/ EML library card)
 - streaming sticks, wifi hotspot, projector, accessible keyboard, CD player, speaker, kindle
 - Spice library
 - Seed library
 - Music instruments
 - Outdoor equipment(tents, hiking backpacks, walkie talkies, binoculars, metal detector, fishing pole, etc.)
 - Gardening tools
 - Sewing machine, knitting tools
 - Sensory kit
 - Holiday specific items
 - Indoor & outdoor games (badminton with net, to connect four)

- **Non-Traditional students** (overall benefits for students as a whole, outlined above)

- Students with children
 - Childrens room, children centered programming & a children's librarian available at EML
 - Library of things (objects outlined above)
- Commuting students
 - EML is a member of the Mid-Hudson Library System
 - Digital collections available anywhere with wifi
- International students
 - Language courses available w/ EML library card via Transparent Language
- Students studying abroad
 - passport assistance available at EML
 - Digital resources available with wifi
- ESL students

- Language courses available w/ EML library card via Transparent Language
- **Faculty (SUNY New Paltz)**
 - Closer ties to community
 - Recreation and informative programming geared towards adults, children and teens
 - Positive impact on student success
 - See student outline above
 - Supplemental resources within EML archival collections for course design via Haviland-Heidgerd Historical Collection
 - Library of things
 - See outline of collection items in “student” section above
 - Work/life balance support through public library programming, collections, services
- **Staff (SUNY New Paltz)**
 - closer ties to community
 - beneficial impact on student success
 - community partnerships
 - work/life balance support
- **Community members**
 - Individual proof of having an established college in their town
 - Expanded connection to community
 - supplemental collection of resources available
 - accessible & free programming and events to attend
- **STL staff**
 - Serve community
 - Support student success
 - Support faculty work
 - Enhance value of their institution
 - Increased usage of reference desk, circulation, and tech support
- **STL faculty**
 - Serve community
 - Support student success
 - Support faculty work
 - Enhance value of their institution
- **STL student staff**
 - Gain professional experience
 - Serve community
 - Support library staff & faculty
- **EML**
 - Increased usage of EML collection, services, resources, facilities and expertise
 - Increase value assessment of their library
 - Support community learning
- **SUNY New Paltz**
 - Student success
 - Increase institution value
 - Community engagement
 - Enhance learning experience
- **New Paltz municipality**

- Community engagement
- Grow economy
- Successful institutions
- **SUNY system**
 - Institutional success
 - Student success
 - Grow economy
- **Mid-Hudson Library System**
 - Increase user population
 - Increase circulation
 - Increase library value

4.3 Relationship to Library Mission, Vision, & Values

Connection between recommendation & STL Library mission

The STL library has a mission statement publicly available on their website. The statement outlines the library's intent to foster learning, and to support scholarship at SUNY New Paltz through information resources and services. A partnership with EML will only uplift this mission, by leading students and faculty to another space with additional information resources, and additional services.

Connection between recommendation & STL Library vision

A line from the STL vision statement reads: "We promote and encourage the active and effective use of all library services and resources" Within the STL, this means they desire a library in full use, with every resource and service being utilized. While the pre-pandemic numbers have not returned, the library is very much a vital resource of the campus. Use of the facilities and resources was previously at a higher rate than it is today. Community members are already welcome in the library during their open hours. We could imagine the library to be busier when community members are specifically invited into the library and to programming/events. By looking at this quote when imagining libraries in general, having and knowing students at SUNY New Paltz use a multitude of library spaces to fulfill their user needs, should only reinforce the STL vision as well as their mission statement.

Connection between recommendation & STL Library values

The STL values include statements regarding communication, approachability, organization, cooperation, respect, and excellence. Within the larger explanation of each of these values, the statements become focused within the library faculty and staff, and out to their larger university colleagues and college community.

According to the webpage where the library mission, vision, and values statements are public, these statements were last updated in July of 2021. To focus staff time and energy into a community partnership with the local public library, the values may have to shift towards incorporating both community engagement within the library and university as well as within the community the university resides within. The larger claims of communication, approachability, organization, cooperation, respect, and excellence have the ability to hold space for the town/village of New Paltz at large. How would this partnership shift the preexisting values and the priorities of STL?

4.4 User Needs Assessment

1. Identification and description of **key internal (within STL) stakeholders** impacted by this recommendation, their needs and methods for discerning those needs.
 - a. **The information literacy & reference team** needs the time and resources to fulfill their instruction needs. ILR needs to properly support the student users, faculty users. ILR needs to properly train student support staff for reference desk support.
The circulation team needs to know and feel as if they are properly serving their primary user base(students and faculty of SUNY New Paltz). How would a larger community presence affect circulation needs? What would the protocol for borrowing collection items be for community members? How will the circulation policies be adjusted? The circulation team will need the time, freedom and resources to decide on these decisions.
Student support staff need library faculty/supervisor support, need work/life balance, need reliable income, need professional experience.
Administration/staff need to see the value of their library and its faculty/staff. Needs supporting data- quantitative and qualitative, to support library mission, vision & values, to benchmark progress.The administrative staff/library dean's office would need to decide who would be collecting community member data and what data should STL be collected.
 - b. I based the analysis of needs off of feedback from faculty and staff, literature and research outlined within the literature review, previously facilitated assessments publicly available on the STL website, and observations I have made while working here.
2. Identification and description of **users impacted by this recommendation**, and descriptions of their needs, in conjunction with methods for discerning those needs.
 - a. **Students** need the space and facilities to work and study. Needs collections that foster their learning and their mental health, need resources and programming that uplift them, include them, and support them. By partnering with the local public library, STL will be able to route students to another institution that provides collections, facilities, programming, and resources that STL may not currently have the time or resources to facilitate.
SUNY New Paltz Faculty needs the space and facilities to work. Need collections that support their work, are relevant to their research, and support their student's learning objectives Faculty need STL instruction faculty to assist with students when learning literacy and research routes.
 - b. I am basing this needs analysis off of literature from literature review, feedback from library staff/faculty, public facing assessments and reports published on the SUNY New Paltz website.
3. Identification and description of **key external stakeholders (outside the library) other than users** impacted by this recommendation, descriptions of their needs and methods for discerning those needs.
 - a. **Elting Memorial Library staff** need users to interact with their programming, resources, facilities and collections. Need effective and valuable programming, resources, facilities, and collections.

Community members need routes to continuing their education. Need facilities and space to work, research, read, study. Need collections, resources and programming that includes and uplifts them.

b. The needs analysis of external stakeholders was based off of the research included in the literature review, reports from colleagues regarding the desired partnership opportunities brought up by the EML staff, and my previous interactions with the Elting Memorial Library leadership

4.4.1 Benefits, Opportunities, Costs, and Risks for Users and Stakeholders

<p>Benefits</p> <ul style="list-style-type: none"> • SUNY NP Students- The students of SUNY New Paltz are a diverse user group. Because of this, it is best to provide a diverse array of options for their specific needs. Understanding and seeking out EML will benefit students when they are looking for new resources, wanting a different space for study, seeking recreational readings, etc. • SUNY NP Faculty- more resources, more facility space, student success • SUNY NP Staff- community engagement, increase in academic library value (STL), • Community members- resources, professional assistance, programming opportunities, usable resources, technology, and facilities 	<p>Costs</p> <ul style="list-style-type: none"> • SUNY NP Students- transportation, time • SUNY NP Faculty- transportation, time • SUNY NP Staff- transportation, time • Community members- transportation, parking, time
<p>Opportunities</p> <ul style="list-style-type: none"> • SUNY NP Students- community engagement, lifelong learning, utilization of public history resources • SUNY NP Faculty- community engagement, student success • SUNY NP Staff- community engagement, student success • Community members- events, programming, resources, technology 	<p>Risks</p> <ul style="list-style-type: none"> • SUNY NP Students- needs are not met • SUNY NP Faculty- needs are not met • SUNY NP Staff- needs are not met • Community members- needs are not met

4.4.2 Importance of and Impact on Users and OIOCCs

An established partnership between STL and EML has many routes it could take, and the possibilities have the ability to be extremely beneficial for both user bases. Depending on costs, staffage, and time constraints, the partnership could take a multitude of forms and still provide benefits and opportunities to SUNY NP students, faculty, staff and New Paltz community members at large.

4.4.3 Estimated Demand

Estimated demands for STL include-

- More reference inquiries at the reference desk
 - A different array of topics being fielded at the reference desk
- More participation at library programming
 - A different population of attendees
- More people using the facilities
- More people using the physical collection
- A more diverse array of programs
 - Programs focused on users who exist outside of the traditional SUNY New Paltz student age group, needs, and values (this may also open more opportunities for engagement with our non-traditional student user population)
- Shifts in timing for events centered around the whole New Paltz community
 - After 5 pm, weekends (this may also open more opportunities for engagement with our non-traditional student user population)

4.5 Taking Action to Design and Deliver Change Recommendation

Section 4.5 outlines the recommended project outcomes, a projected project budget, recommended staff responsible for specific aspects of the recommendation, an action plan & timeline, mock-ups of deliverables, an anticipated scalability of this recommendation, a SWOT analysis, assumptions and limitations of this recommended partnership.

4.5.1 Project Outcomes

Project Outcome 1 - The SUNY New Paltz students, faculty, and staff will know about and be able to better utilize the Elting Memorial Library (EML) facilities, expertise, resources, and services.

Project Outcome 2 - The New Paltz community will be able to better utilize the Sojourner Truth Library (STL) facilities, collections, and services.

Project Outcome 3 - The SUNY New Paltz faculty and staff will be able to rely on both STL and EML for facilities, expertise, resources, and services.

4.5.2 Budget

Cost/Requirement	Source for Estimation of Cost	Dollar Amount
Staff time	Staff salary budget	\$ 620
Faculty time	Faculty salary budget	\$ 2,000
paper/other relevant supplies	Supplies budget	\$ 10

Refreshments for programming	Library budget	\$ 300
	TOTAL	\$2,930

4.5.3 Responsible Parties

Staff Responsible	Competencies Required	Time Commitment	Workflow Plans (major steps undertaken in completion of project)	Deliverables	Notes
ILR team	Reference expertise, program planning/management skills, communication and collaboration skills, assessment skills	TBD, ebbs and flows. More time spent working with community members at reference help desk, more time spent planning and implementing programs for diverse user population	Create and manage a libguide for STL library users informing them on the benefits of signing up for a public library card	Public Library info Libguide Community centered programs Community member centered ref desk training for student staff	I am not obsessed with this chart for this specific project, it feels forced and unproductive.
Circ team	Collection management , Program planning/management skills, communication and collaboration skills, assessment skills	TBD, ebbs and flows with work week, more time doing back end work spent during semester breaks and summers, more time spent with circulation responsibilities if/when community members are more present	Edit circulation policies to better assist student staff with managing non-matriculated users	Updated/edited circulation policies Community centered programs Community member centered circ desk training for student staff	See above
Access Services Team	Program planning/management skills, collaboration skills, communication skills	TBD, ebbs and flows with work week, more time doing back end work spent during semester breaks and summers, more	Manage hours and circ staff workflow in response to change in user presence	Community member centered circ desk training for student staff Community centered	See above

		time spent with circulation responsibilities if/when community members are more present		assistance Community centered assistance training for student staff	
Student staff	Reference expertise, staff support abilities, circulation skills	TBD, ebbs and flows with work week	Higher foot traffic in library causes for increased shelving time, tech support, and reference desk inquiries	Successfully manage heavier workflow	See above
Dean's office -Library dean - Administrative assistant to Dean -Assistant to Dean	Collaboration skills, communication skills, management skills	Extra time spent on reporting to admin, extra time spent on facilities management for event prep	Approval or denials of changes made by circ and IRL teams	Reports on project's assessment results during STL Dean reports	See above
Computer services team	Tech skills for marketing, & assessment efforts	TDB, based on upcoming programs, communication deliverables, etc.	Updates to website and tv signage as needed	Updates to STL website and tech devices (TV signage in main entrance as normal	See above

4.5.4 Action Plan & Timeline

Gantt Chart

Year 1												
Activities	2025						2026					
	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June	July
Step 1 communication chain with EML												
Step 2 Public Library card sign up event at STL library												
Step 3 Creation of STL libguide outlining benefits of public library												
Step 4 community centered programming events												
Step 5 Policy edits												
Step 6 focus group assessment planning												
Step 7 Survey assessment planning												
Step 8 Focus group assessment												
Step 9 Survey assessment												
Step 10 Marketing creation												
Step 11 Marketing distribution												
Step 12 Assessment evaluation and analysis												
Step 13 reflection												

4.5.5 Mockups of Project Deliverables

[See Appendix B](#)

4.5.5 Scalability

Level of Use	Recommended Actions
High, beyond expectation	Expand on partnership activities, build EML presence at STL and STL presence at EML, continue research, continue assessment
At expectation	Continue supporting what works, find gaps to fill and work to uphold expectations
Low, below expectation	Further research and assessment, realignment with STL and SUNY New Paltz mission

4.5.6 SWOT

Strengths <ul style="list-style-type: none"> • Large collection of information resources • Ample space for meetings, events, programs • Strong and intelligent team of librarians 	Weaknesses <ul style="list-style-type: none"> • Budget confines • STL staff/faculty time constraints
Opportunities <ul style="list-style-type: none"> • Strengthen community ties • Builds STL Library value • Increase in STL outreach • Increased need/usage of STL resources, expertise, services, facilities 	Threats <ul style="list-style-type: none"> • Community member use disproportionately affects student user experience • Not properly communicating benefits to our user base • Cost of effective programs, marketing strategies, assessment strategies, etc.

4.5.7 Assumptions

- I assume this project may be seen as extra work and extra money at the beginning, but it is my intention for the cost and time to eventually decrease as the partnership between the two library's strengthens
- I assume I missed major components to a project like this
- I assume EML has insights to their desire for a library partnership that will alter how formal/informal the planning, communication, timeline, and expectations are actualized

4.5.8 Limitations

Below are listed some limitations for a project like this. I recognize that there are situations outside of my realm of expertise, and that I did not incorporate some relevant data. I was also working with a lack of access to EML data. There are definitely more limitations that exist but are outside of the scope of this project and its required deliverables.

- Time allowance
- Staff availability for planning, producing, and distributing marketing materials, planning and producing programming events, updating policies, mission, vision, and value statements, managing an uptick in reference q's, assessment strategies, etc..
- Transportation
- Decisions surrounding circulation/ collections allowance for community members
- Are students and faculty a higher priority? Why? What is the process for creating and maintaining a policy surrounding those answers?

5.0 Communications/Marketing Plan for Sharing Information about Change Recommendation

Section 5.0 outlines recommendations for a marketing and communication plan intended to assist in communicating and publicizing the future developments of this recommendation as well as marketing and communicating the STLs value and impact. Included is a marketing audit, recommended marketing outcomes, an analysis of target audiences, a positioning statement, recommendations for key messages, and message delivery strategies.

5.1 Current Marketing Audit

This section outlines existing communication/marketing plans and identified gaps/opportunities in communication/marketing.

5.1.1 Existing Communication/Marketing Plans

- Email blasts
 - New Paltz Daily Digest(sent to students, faculty staff)
 - all-faculty chain
 - all staff-faculty chain
 - all library staff chain
- Fliers
 - Posted in classroom building
 - Posted in recreation spaces
 - dorm halls
 - Outdoor on-campus posts
- Social Media
 - Instagram account
- Website
 - events & happenings page
- TV signage in STL main entrance

5.1.2 Existing Communication/Marketing Gaps

- Signage
 - Are there tv signage opportunities in Peregrine, Wooster, etc?
- Fliers
 - Distribute in community spaces off campus
- Social media
 - STL instagram needs a more consistent presence
- Email blasts
 - Is there a way to create a STL specific weekly/monthly/recurring newsletter sent to individuals who subscribe/provide their email- could be a way to reach parents of students, community members off campus, virtual students, etc.

5.2 Communication/Marketing Outcomes

Marketing Outcome 1 - The SUNY New Paltz students will be able to prioritize their access to the Elting Memorial Library resources, expertise, services and facilities.

Marketing Outcome 2 - The New Paltz community members will be able to discover the available resources, expertise, services and facilities at the Sojourner Truth Library.

Marketing Outcome 3 - The SUNY New Paltz faculty & staff will be able to identify the benefits of utilizing the Elting Memorial Library resources, expertise, services and facilities.

5.3 Target Audiences

In this section, both internal and external audiences are outlined

5.3.1 Internal Audiences

- Library Dean
- Administrative Assistant
- Assistant to the Dean
- Information Literacy & Research Team
- Access Services Team
- Computer Services Team
- Collection Management Team
- Student Staff

5.3.2 External Audiences

- Students
- Community members
- EML staff
- SUNY New Paltz Campus faculty
- SUNY New Paltz Campus staff
- Elected officials
- Parents and Family of students
- Alumni
- Community institutions

5.4 Positioning Statement

The Sojourner Truth library is making a formalized commitment to cross collaborating with the Elting Memorial Library. This collaboration includes cross promotion of resources, services, expertise, and facilities, tabling events run by EML hosted at STL like a public library card sign up event, and relying on one another to supplement when one finds gaps within their available resources, services, expertise, and facilities. The Sojourner Truth Library is committed to student success, civic engagement, and collaboration within our community. This committed partnership allows our library to extend our influence and enhance our library value, while assisting EML in the same pursuit. The Collaboration point person for STL is X, their email address is x@newpaltz.edu, and the point person for EML is Y, their email address is y@eltinglibrary.org, with any questions regarding this partnership please reach out to them.

5.5 Key Messages

Target Audience	Key Message
Students	The benefits of a public library card are endless, did you know SUNY New Paltz students can become Elting Memorial Library card holders?
Community members	Sojourner Truth Library values our community and all of its members. We believe information access is for everyone.
Campus faculty and staff	Don't forget about the resources, services, and facilities available at Elting Memorial Library, allow them to supplement your research and teaching pursuits.

5.6 Message Delivery Strategies

In this section, methods and tools are listed, there are included mockups for communication and marketing methods, there is an action plan and timeline organized into a gannt chart, an estimated budget, and a chart describing deliverables and expertise needed for all responsible parties.

5.6.1 Methods/Tools

This section lists methods and tools to be used to communicate/market the library partnership recommendation.

- Easy to read, simple messaging (off campus community member focused... using "Sojourner Truth Library" rather than "STL", an abbreviation known to campus, not as known to people off campus)
- High contrast text visuals to make reading accessible for low vision individuals
- Descriptive labels of included images for low vision or blind individuals
- Marketing and communication documents (flyer/email/social posts) should always include a 'call to action', something for the audience to do with the information
- Student staff, student volunteers (marketing students, sustainability ambassadors, etc) should be included in the design process of flyer and social media posts

5.6.2 Mockups of Communication/Marketing Methods/Tools

[See Appendix C](#)

5.6.3 Action Plan & Timeline

Gantt Chart

Activities	Year 1											
	2025					2026						
	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June	July
Step 1 Communication chain with EML												
Step 2 Marketing audit												
Step 3 Establish/reassess goals												
Step 4 Analysis of marketing trends												
Step 5 Marketing communication creation												
Step 6 Marketing products distribution												
Step 7 Public Library card sign up event at STL library												
Step 8 Creation of STL libguide outlining benefits of public library												
Step 9 Community centered programming events												
Step 10 Marketing assessment												
Step 11 Reflection												

5.6.4 Budget

Cost/Requirement	Source for Estimation of Cost	Dollar Amount
Faculty time	Faculty salary	\$ 2,000
paper/supplies	Supply budget	\$ 30
Student staff time	Student salary	\$ 620
gas/transportation	STL transportation budget	\$ 350
TOTAL		\$3,000

5.6.5 Responsible Parties

Staff Responsible	Competencies Required	Time Commitment	Workflow Plans (major steps undertaken in completion of marketing tasks)	Deliverables	Notes
Student staff	Graphic design skills, accessibility training	Will not alter student staff hours, might require some interested student staff members to spend time designing social media posts and fliers during the down times of their desk shifts	Design relevant social media posts and appropriate program/event fliers Assist in the distribution of program/event fliers	Social media posts program/event fliers	Not all student staff members are required to commit to these responsibilities, but it will be made a clear option for students looking to build relevant professional experience
Library staff and faculty members	Graphic design skills, accessibility training, communication skills, data analysis skills, social media management skills	Depending on specific roles, specific individuals will have to manage these responsibilities and time commitments at their own discretion	Responsible individuals will manage the social media Responsible individuals will manage programs and events Responsible individuals will remain in communication with EML regarding marketing planning and distribution	Communication chain with EML staff Social Media posts Digital presence updates Community centered events and programs	All of these deliverables and time commitments will be split among STL faculty in relation to their comfort and abilities
EML staff	Accessibility training, communication skills, data analysis skills	A couple of hours of the work week for identified responsible individuals of their team	Marketing of EML resources on SUNY New Paltz campus Marketing of STL resources through EML	Communication chain with STL faculty/staff Social Media posts Digital presence	I have centered this project around STL, and have a better understanding of the STL culture, this is a

			<p>channels</p> <p>Maintain communication with STL point person</p> <p>regarding marketing planning and distribution</p> <p>Planning and management of SUNY NP centered events and programming</p>	<p>updates SUNY NP centered events and programs</p>	best guess, not an enforced responsibility
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6.0 Assessment Plan for Change Recommendation

Section 6 of the report is structured as an assessment plan. The project outcomes are restated, and for each outcome there is an assessment plan recommended. The assessment plan outlines target audiences, methods/tools for collecting evidence, there are mockups for the recommended assessment tools, pilot assessment suggestions, and an analysis of assessment results. I recommend responsible parties for result analysis and management, timelines for the assessments, anticipated assessment results, descriptions of assessment results that show success, a description of who to report assessment results to, and how. As with the rest of this report, these are simply suggestions.

6.1 Project Outcomes

Project Outcome 1 - The SUNY New Paltz students will know about and be able to better utilize the Elting Memorial Library (EML) facilities, expertise, resources, and services.

Project Outcome 2 - The New Paltz community will be able to better utilize the Sojourner Truth Library (STL) facilities, expertise, resources, and services.

Project Outcome 3 - The SUNY New Paltz faculty and staff will be able to rely on one both STL and EML for facilities, expertise, resources, and services.

6.2 Assessment Plan for Outcome 1

6.2.1 Outcome 1

Project Outcome 1 - The SUNY New Paltz students will know about and be able to better utilize the Elting Memorial Library (EML) facilities, expertise, resources, and services.

6.2.2 Target Audience(s) for Outcome 1

The target audiences for the assessment of project outcome 1 will be SUNY New Paltz students including traditional students, and nontraditional students.

6.2.3 Methods/Tools for Evidence Collection for Outcome 1

- Digital surveys for students
- Observations partner programming and events
- Tracking social media engagement with STL & EML social media posts

6.2.4 Mockups for Assessment of Outcome 1

[See Appendix D](#)

6.2.5 Suggestions for Pilot Assessment for Outcome 1

I would suggest sending an early version of a survey to a diverse and small sample size of the student population. And then, collect feedback from the pilot test group asking them what worked and what did not. This would help the assessment team figure out which prompts need restructuring and which prompts are effective.

I would also suggest including student staff members in the planning of student survey questions. This would help the assessment team effectively communicate to the target audience in addition to providing access to professional development for student staff members.

I would benchmark other active social media accounts affiliated with SUNY New Paltz to gauge which posts attract the most student engagement through likes and comments. The 'collaboration post' feature on Instagram allows a singular post to be posted from multiple accounts. I would pilot test engagement by collaboratively posting with the more active SUNY NP accounts.

6.2.6 Alternative Methods/Tools for Outcome 1

Alternative Method/Tool 1 - Interviews with individual students from various backgrounds

Alternative Method/Tool 2 - QR-code tracking systems for QR codes provided on flyers, posters, and email blasts. QR-code tracking systems generally cost money, which is not desirable.

6.2.7 Analysis of Evidence (Data Plan) for Outcome 1

The assessment coordinator or a member of the assessment team will gather the data provided by the observations, survey results, and social media engagement to analyze the knowledge level regarding EML in students and their engagement with EML resources.

6.2.8 How Assessors Will Know that Outcome 1 Has Been Met

The assessment team will know that outcome 1 has been met when results show that most (90%) of SUNY New Paltz students know about the resources available at EML and their route for accessing those resources. This will be measured by student feedback and observations of student engagement with social media posts, EML programming & outreach events in conjunction with data pulled from student surveys.

6.2.9 Result Scenarios & Decision-Making Indicators for Outcome 1

Result Scenario	Recommended Actions
No participation interest in the survey	Add an incentive- "enter for a chance to win X"

Not every student is reached or interested	Incorporate speaking about both STL & EML resources into first year library instruction sessions, as time progresses this could reach a majority of SUNY New Paltz students.
Students prefer EML to STL!	Complement, not compete- reassess, see what user needs are met and where, try to then fill in the gaps.

6.2.10 Suggestions for Reporting for Outcome 1

- Report to Library Dean during faculty meetings
- Report data to students via social media
- Report to faculty during via fac-staff email chain
- Report to STL and EML staff (internal audience) via communication channels

6.2.11 Responsible Parties for Outcome 1

Assessment coordinator- manage assessment team and planning, facilitate communication chain with EML, analyze and organize assessment results

Assessment team members- organize surveys, observe relevant events, distribute surveys to students, conduct data analysis, track student engagement with social media posts.

Computer Services- distribute and post survey onto the STL website and library screens

Library dean- report results of assessment to faculty senate and campus administration

6.2.12 Ongoing Assessment Timeline for Outcome 1

Time Period/Milestone/Frequency	Action
Beginning of academic year	Planning, pilot tests
During fall and spring semester	Data collection, survey distribution, observations
End of academic year	Reporting and reflection
repeat!	New students arrive every semester, keep tracking and assessing results of these tactics, edit and repeat yearly

6.3 Assessment Plan for Outcome 2

6.3.1 Outcome 2

Project Outcome 2 - The New Paltz community will be able to better utilize the Sojourner Truth Library (STL) facilities, expertise, resources, and services.

6.3.2 Target Audience(s) for Outcome 2

The target audience for the assessment of project outcome 2 will be New Paltz community members who do not work or attend classes at SUNY New Paltz.

6.3.3 Methods/Tools for Evidence Collection for Outcome 2

- Conduct focus groups with community members as the target audience
- Track community member engagement with STL & EML social media posts
- Observe community member engagement with STL services, resources, expertise and facilities

6.3.4 Mockups for Assessment of Outcome 2

[See Appendix E](#)

6.3.5 Suggestions for Pilot Assessment for Outcome 2

Conduct an early focus group discussion, obtain feedback from participants afterwards to see which discussion prompts and questions were successful, and which should be edited.

Track community engagement with STL social media, utilize the collaboration post feature to post collaborative posts with EML.

Observe community member engagement with EML programming and events to gain an understanding of their user base culture.

6.3.6 Alternative Methods/Tools for Outcome 2

Alternative Method/Tool 1 - Interviews with community members

Alternative Method/Tool 2 - Community wide survey

6.3.7 Analysis of Evidence (Data Plan) for Outcome 2

The assessment coordinator or a member of the assessment team will gather the data provided by the observations, and social media engagement (quantitative) in conjunction with information obtained by the focus groups (qualitative) to analyze the community engagement with STL services, resources, expertise and facilities. The results will be analysed and organized into a report.

6.3.8 How Assessors Will Know that Outcome 2 Has Been Met

The assessment team will know when outcome 2 has been met when a higher percentage of community members utilize and engage with the resources, services, expertise and facilities available to them at STL. This will be measured by data collected through observation of relevant community member engagement and community member social media engagement with STL posts.

6.3.9 Result Scenarios & Decision-Making Indicators for Outcome 2

Result Scenario	Recommended Actions
More community members than SUNY New Paltz students/faculty/staff	Assess the materials being used, highlight gaps, see where we can better meet our SUNY New Paltz user's library needs.
STL librarians cannot manage the higher workload	Translate this into a value assessment in effort to expand the faculty/staff numbers at STL (hire more librarians).
Community member participation does not change	Creating and conducting a community members needs assessment. See how we can better support and provide for the community members.

6.3.10 Suggestions for Reporting for Outcome 2

- Report data to administration to expand the understanding of the library value.
- Report data to circulation/reference librarians, library staff, tech support team, and student staff to adjust workload expectations and work day responsibilities
- Report data to EML
- Report public facing data on social media
- Report data to STL faculty and staff

6.3.11 Responsible Parties for Outcome 2

Assessment coordinator- manages planning and analysis of assessment, reports data to relevant parties, including EML responsible parties

Assessment team members- collects of data by observing community member engagement, tracking community member social media engagement, organizing and facilitating focus groups

Computer Services- website updates

Library dean- reports data to administrators and faculty

6.3.12 Ongoing Assessment Timeline for Outcome 2

Time Period/Milestone/Frequency	Action
First 3 months	Plan, organize, pilot tests
First 6 months	Conduct focus group, collect data from focus group, social media engagement, and observations
First year	Continue collecting data, start analyzing and organizing results for reporting out
Repeat	Report out, reflect, edit, repeat as needed. Continue tracking social media engagement and observing community member engagement at STL

6.4 Assessment Plan for Outcome 3

6.4.1 Outcome 3

Project Outcome 3 - The SUNY New Paltz faculty and staff will be able to rely on one both STL and EML for facilities, expertise, resources, and services.

6.4.2 Target Audience(s) for Outcome 3

The target audience for assessment of project outcome 3 will be SUNY New Paltz faculty and staff.

6.4.3 Methods/Tools for Evidence Collection for Outcome 3

- Observations of faculty and staff engagement with relevant events, and with EML services, facilities, expertise, and resources
- Surveys sent to all faculty and staff members of SUNY New Paltz

6.4.4 Mockups for Assessment of Outcome 3

[See Appendix F](#)

6.4.5 Suggestions for Pilot Assessment for Outcome 3

I would suggest sending out a pilot survey to a small group of faculty and staff members and then follow up for feedback before finalizing the survey and sending it to all faculty and staff members.

I would suggest establishing with EML the average usage of EML services, facilities, expertise and resources currently utilized by faculty members.

6.4.6 Alternative Methods/Tools for Outcome 3

Alternative Method/Tool 1 - interviews

Alternative Method/Tool 2 - focus groups

6.4.7 Analysis of Evidence (Data Plan) for Outcome 3

The assessment coordinator or a member of the assessment team will gather the data provided by the observations, and survey results to analyze the faculty and staff engagement with EML services, resources, expertise and facilities. The results will be analysed and organized into a report.

6.4.8 How Assessors Will Know that Outcome 3 Has Been Met

The assessment team will know project outcome 3 has been met when most (90% or more) faculty/staff know about and actively engage with the resources, services, expertise, and facilities available at EML.

6.4.9 Result Scenarios & Decision-Making Indicators for Outcome 3

Result Scenario	Recommended Actions
Faculty and staff do not find EML services, facilities, expertise, and resources valuable	Communicate results to EML, conduct a needs assessment, figure out solutions and changes to be made to increase EML value.
Faculty and staff do not participate in survey	Add an incentive to participating
Faculty and staff prefer EML to STL	Conduct a needs assessment regarding STL services, expertise, facilities, and resources, figure out solutions and changes to be made to increase STL value, repeat.

6.4.10 Suggestions for Reporting for Outcome 3

- All library staff email blast
- STL faculty meetings

- Library dean reports
- Public data shared on social media
- Fac-staff email chain
- EML responsible parties

6.4.11 Responsible Parties for Outcome 3

Assessment coordinator- manages planning and analysis of assessment strategies, reports data to relevant parties, including EML responsible parties

Assessment team members- collects data by observing faculty and staff engagement, organizing and facilitating faculty and staff surveys

Computer Services- website updates

Library dean- reports data to administrators and faculty

6.4.12 Ongoing Assessment Timeline for Outcome 3

Time Period/Milestone/Frequency	Action
First 3 months	Plan assessments, designate tasks to specific individuals, plan and design survey, run pilot test of survey, conduct initial observations
First 6 months	Conduct survey, observe EML affiliated events, collect data
First year	Analyse and organize findings, report results, reflect, adjust based on findings to then repeat

6.5 Impact Rubric

Criteria	Performance Level 0 (replace level label with your own language)	Performance Level 1 (replace level label with your own language)	Performance Level 2 (replace level label with your own language)	Performance Level 3 (replace level label with your own language)	Data Source
Student knowledge of and engagement with the public library	Vast majority (over 75%) of students do not know about the available resources/have never been to EML	About half (50%) of students know about EML resources, and do not engage with the resources at	Most students (75% or more) know about the resources, but do not see the need for engaging with the resources at	Most (90% or more) students know about and actively engage with the resources, services, facilities, and	Surveys, observations, tracking social media engagement

		EML	EML	expertise available at EML.	
Faculty/staff knowledge of and engagement with the public library	Vast majority (over 75%) of faculty/staff do not know about the available resources/have never been to EML	About half (50%) of faculty/staff know about EML resources, and do not engage with the resources at EML	Most faculty/staff (75% or more) know about the resources, but do not see the need for engaging with the resources at EML	Most (90% or more) faculty/staff know about and actively engage with the resources, services, facilities, and expertise available at EML.	Faculty/staff surveys, observations
Community members knowledge of and engagement with academic library	Vast majority (over 75%) of community members do not know about the available resources/have never been to STL	About half (50%) of community members know about STL resources, and do not engage with the resources at STL	Most community members (75% or more) know about the resources, but do not see the need for engaging with the resources at STL	Most (90% or more) community members know about and actively engage with the resources, services, facilities, and expertise available at STL.	STL faculty observations, focus groups, track social media engagement

7.0 Appendices

Appendix A - Hyperlinked resources within document

[SUNY New Paltz Website](#)

[Sojourner Truth Library Website](#)

[Elting Memorial Library Homepage](#)

[CIC Committee on Engagement 2005 resource guide](#)

Appendix B - Example LibGuides (Academic Library libguides regarding their Public Library):

[Spokane Community College](#)

[University of Notre Dame](#)

Appendix C - Example Marketing Mockups (and relevant examples from other institutions)

[Library Instagram Account and Flyer Benchmarking Report](#)

Appendix D - Example Assessment Mockups for Outcome 1:

[Student Survey](#)

Appendix E - Example Assessment Mockups for Outcome 2:

[Example focus-group prompts and note-taking template](#)

Appendix F - Example Assessment Mockups for Outcome 3:

[Faculty Survey](#)

Appendix G - Partner Library Final Report

[Presentation Slides](#)

8.0 References

1. Kiger Price, C. (2024). "Having fun isn't hard when you have a library card:" Community partnerships between public and academic libraries (Version 1). *Carnegie Mellon University*.
<https://doi.org/10.1184/R1/27196413.v1>
2. Nemeth, J., & Rempel, J. (2022). Escaping the ivory tower: Building public-academic library connections during the COVID-19 pandemic. *LOEX Conference Proceedings 2021*, 2.
<https://commons.emich.edu/loexconf2021/2>
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<https://doi.org/10.1080/01930826.2020.1729623>
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5. Weingand, D. E. (1998). *Future-driven library marketing*. American Library Association.
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7. Walters, S. (2004). *Library marketing that works* (1st ed.). Neal-Schuman Publishers.
8. Farrell, S. L., & Mastel, K. (2016). Considering outreach assessment: Strategies, sample scenarios, and a call to action. *In the Library with the Lead Pipe*.
9. Santiago, A., Vinson, E., Warren, M., & Lierman, A. (2019). Evaluating academic library outreach to determine return on investment for student success. *Journal of Library Administration*, 59(4), 359–372.
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11. Bertot, J. C., McClure, C. R., & Ryan, J. (2001). *Statistics and performance measures for public library networked services*. American Library Association.
12. Bradham, Faith, and Ariel Dyer. 2024. "Same Book, New Tricks: How an Academic-Public Library Partnership Revitalized a Rural Library." *Humboldt Journal of Social Relations* 1 (46): DOI:
<https://doi.org/10.55671/0160-4341.1239>

9.0 Thank You Note for Partner Librarian



Stephan,

I just wanted to provide physical proof of my gratitude for all of your support and help throughout my program. Since you have access to my project, you probably saw that a thank you note was required, but I seriously would have written one anyway. For both assignments you have assisted me with, you did so happily and your knowledge always helped my work along. I feel very lucky to have been able to work with and learn from you. Thank you for your help, support and guidance these past couple of months. I really appreciate it. I am excited to continue learning from you into the summer! Best, Megan

P.S. I got this card from the freebie table in the STL staff room, I hope you were not the one trying to get rid of it.

Best, Megan

"Stephan, I just wanted to provide physical proof of my gratitude for all of your support and help throughout my program. Since you have access to my project, you probably saw that a thank you note was required, but I seriously would have written one anyway. For both assignments you have assisted me with, you did so happily and your knowledge always helped my work along. I feel very lucky to have been able to work with and learn from you. Thank you for your help, support and guidance. I really appreciate it. I am excited to continue learning from you into the summer! Best, Megan P.S. I got this card from the freebie table in the STL staff room, I hope you were not the one trying to get rid of it."

10. Reflection

10.1 Learning Highlights

I learned that project planning is an intensive practice. I found that the most impactful learning experience for me and my future career is that marketing and assessment strategies should be included in every project plan to ensure both success and institutional learning throughout the process. I learned that in the future, I would feel more comfortable planning a project like this as a member of a larger team. I do feel more comfortable now with marketing strategies, assessment tools, and project planning as processes, I would feel comfortable speaking about and working with others on these aspects project planning initiatives. I am excited to continue learning about marketing and assessment strategies, building my technological skills through these learnings.

10.2 Questions

I am left questioning whether this recommendation was the most effective for this template/project. I think there were some charts and prompts required within this project that did not effectively fit in with the recommended change, leaving some portions of the project feeling clunky or irrelevant. If I were to do this project over again, with a full knowledge of the requirements I think I would change my recommendation. An outreach/partnership project felt maybe too similar to marketing and promotional efforts. I wonder what a specific and singular event recommendation would have felt like within this template and if I would have been happier with the results of such a recommendation. I am also curious if this exact template will be beneficial to my partner library. It is definitely not a 'one size fits all' template. I know that some aspects of the work will not be picked up by my partner library because of their limitations. There were times where I was explaining an aspect of the requirements to my partner librarian knowing they were not needed or able to be accomplished from the partner library.

10.3 What's Left?

I still need to learn managerial skills. I felt most uncomfortable with assigning responsible parties and creating budgets. During the process I felt as if I was unequipped with the role required for managing such things. I wish there were more routes to collaboration for a project like this, I feel as if I did not gain many communication skills regarding managing and leading project/marketing/assessment planning. I am not sure how this would work within this course, but I know that is where I need to continue my learning.

10.4 Points of Pride

I am most proud of and most confident of my literature review and my evaluation of OIOCCs and SERFs. The other sections of the paper left me feeling like I was missing something large. I am glad I chose to find sources regarding assessment and marketing strategies for the construction of my literature review. If I could go back in time, I think project planning sources would have also been beneficial. I found the research and information provided by the assessment and marketing sources to assist me greatly when I was building Section 5 and Section 6. I had made a time management mistake by not completing my literature review before beginning sections 5 and 6. After the completion of the literature review, I had answers to questions from the initial rough drafts and a lot to edit/add/incorporate into the marketing and assessment sessions. Overall, the process only

further highlighted for me the need for prior research and benchmarking it takes to build successful or competent plans.

IST 613 Program Learning Outcomes

1.0 Advance information equity and justice by applying professional ethics, values, and standards to work towards a just and equitable information society.

- 1.1. Identify situations where systemic information inequality exists.
- 1.4. Demonstrate a commitment to lifelong learning via engagement with users, communities, colleagues, and professional networks.

2.0 Connect, engage, and collaborate with users and their communities through the provision of inclusive resources, services, and spaces.

- 2.1. Assess the needs and goals of users and communities.
- 2.2. Engage diverse users and communities with empathy and cultural competence.
- 2.3. Elicit the voices of, advocate for, and collaborate with users as community partners in the provision of information resources and services.
- 2.4. Provide equitable, just, and culturally responsive services and resources.
- 2.5. Use educational theory, instructional design, and assessment to develop, implement, and evaluate education, training, and programming for a variety of learner audiences.

3.0 Design and innovate to create equitable, just, and engaging information artifacts, including services, systems, spaces, resources, and technologies.

- 3.1. Apply a repertoire of design principles and practices to plan, develop, and create information artifacts.
- 3.2. Design artifacts that give users voice in decision-making regarding critical programs, services, and resources for diverse communities.
- 3.3. Critique existing designs to expose instances of inequity and injustice and move toward mitigation and repair.

4.0 Lead and manage people and projects in an equitable, just, and culturally responsive manner.

- 4.1. Apply leadership and management principles and practices to direct and manage people and projects.
- 4.3. Apply principles of equity and justice to ensure ethical decision-making.
- 4.4. Solve problems using empathy, evidence, and critical and creative thinking.
- 4.5. Facilitate communication with users, colleagues, and community stakeholders.
- 4.6. Direct and participate in responsive public relations, marketing, and development.

5.0 Demonstrate information literacy and technological agility.

- 5.1. Exercise expert information literacy skills including the ability to identify information needs, search, evaluate, produce, and use information ethically.
- 5.3. Employ research methods to investigate important questions; collect, analyze, evaluate, and communicate data; and interpret results from studies in library and information science and cognate fields.

Annotated Bibliography for Literature Review

Benefits of Academic/Public Library Partnerships

Kiger Price, C. (2024). "Having Fun Isn't Hard When You Have A Library Card:" Community Partnerships Between Public and Academic Libraries (Version 1). Carnegie Mellon University.

<https://doi.org/10.1184/R1/27196413.v1>

- Academic library / public library partnerships
 - Barnard hosts annual NYPL card sign-up event, held in lobby of academic library
 - Assessment- 2015- 170 NYPL card sign ups, 2016- 160 cards, 2018 & 2019- roughly 250 cards, 2022- 230 card sign ups
- Focus on Barnard college and NYPL
 - Promote leisure reassuring resources through NYPL
 - Promote quiet spaces at academic library for public library card holders
 - NYPL work to gain funding for repairs, partnership alleviates rush of fixing facility needs
- Student success
 - Students exist in a greater community outside of the university, impacting their user needs
- Student mental health
 - Role of library in supporting wellness in higher education
- Resource sharing/leisure reading
 - Fiction section does not exist in LoC classification system
 - "Fiction can facilitate a healthy mindset of empathy and openness" Pauline Dewan

Nemeth, Joanna and Rempel, Jennifer, "Escaping the Ivory Tower: Building Public-Academic Library Connections During the COVID-19 Pandemic" (2022). LOEX Conference Proceedings 2021. 2.

<https://commons.emich.edu/loexconf2021/2>

- Strengthening connections between public and academic libraries
 - Community partnerships, share programming efforts, not physical facilities or electronic resources
- Theme in academic/public library partnerships is conserving resources during budget crisis
 - Economic benefits for community at large
 - Increase community education and knowledge at large, promoting economic growth & productivity

Saunders, L., & Corning, S. (2020). From Cooperation to Collaboration: Toward a Framework for Deepening Library Partnerships. *Journal of Library Administration*, 60 (5), 453–469.

<https://doi.org/10.1080/01930826.2020.1729623>

- Range of collaboration pathways
 - Beneficial when met with budget and resource reductions
- Establishing successful partnership is challenging
 - Requires some funding

- Overcome senses of competition
 - Establish common vision and purpose, mutual learning, and mutual accountability
- Factors that enable successful partnerships
 - Planning
 - Alignment
 - Roles & responsibilities
 - Assessment
 - Project management
 - Barriers: funding, time, staff, competition/ownership
- Networking, coordinating, cooperation, collaboration
- ALA identifies collaboration as a core competency
 - Benefits
 - heightened awareness of library services, expertise, resources, facilities.
 - Expand user population
 - Resource sharing

Marketing strategies for the Academic Library

Wallace, L. K. (2004). Libraries, mission & marketing : writing mission statements that work / Linda K. Wallace. American Library Association.

- Marketing communication is not about inventing something new to sell the library, it's about mission & making a conscience effort to build understanding and appreciation for the library's role (p2)
 - Specific promotions on what the library offers, plan to position the library as an essential and valued source
- Mission drives marketing effort (p2)
- Delivers message to both internal and external library audiences (p2)
- 5 key elements to marketing plan: (p5)
 - Research
 - Planning
 - Strategies
 - Communication
 - Evaluation
- Key message is clear, concise, simple, compelling (p6)
- Communicating about what you do is as important as doing it (p6)

Weingand, D. E. (1998). Future-driven library marketing / Darlene E. Weingand. American Library Association.

- Marketing and planning as a partnership (p3-4)
 - Analysis of library's external environment
 - Assessment of library strengths & limitations (internal environment)
 - Data from these two- marketing audit
 - Organizational mission
 - Goals (can be measured, can be assessed)
 - Analysis of trends
 - Measurable objectives are outlined

- Products are identified
- Price analysis
- Action plan
- Distribution decisions made to connect products with users
- promotion/communication
- Summary or evaluation is made
- You can choose to change the rules (p35)
- Library is a key component of an information society (p35)
- Analyze, reflect, confront, search, learn, take risks, develop, evaluate, update, appreciate (p41)
- Mission- building on the past, informing the present. Vision- profiling the future (p43)
- Needs assessment, community analysis, marketing audit (p48)
- Assessment strategies apriori must determine what data elements will be covered, develop procedures for collecting data, collect & analyze data, prepare reports/presentations of results (p54-56)
 - Digital survey
 - Physical survey
 - Interview
 - Focus group
 - Community meeting
- Never forget the freedom of choice, do not box library into past fails (p124)
- Promotional facets:
 - Public relations
 - Publicity
 - Advertising
 - Incentives
 - Atmospherics

Petruzzelli, B. W. (2005). Real-life marketing and promotion strategies in college libraries : connecting with campus and community / Barbara Whitney Petruzzelli, editor. Haworth Information Press.

- Assessment should be incorporated into library's on-going activities (p2)
 - Administering assessment tools, acting on assessment results
- 10 participants- reasonable for focus groups (p6), identities protected, library assessment team member was present as an observer
 - Rate library overall on scale 1-10, level of satisfaction with library,
 - Enticed with food
- Small samples must be analysed with caution, don't generalize results too broadly (p11)
 - To compare focus group results with larger survey results, helps create a larger picture
- Build on positive results, use criticism to improve library (p11)
- Academic institutions are being asked to justify activities, budgets, and resources, marketing & promotion take on a greater importance (p32)
- Successful marketing leads to increased advocacy of library, positive links between improved marketing and support for library (p32)
- Academic libraries have many audiences with which they need to communicate- faculty, staff, students to promote use of resources and services, and enhance attendance at library events. Exhibits, programs, and services sponsored by the library may also be of interest to off-campus community members, maybe even library advocates. (p36)

- Academic libraries believe there is an active audience w/in academia and that funding is secure. Attracting community members into the library, outreach has the potential to strengthen library support (p36)
- Promotions that appear in off-campus publications must be written from a non-campus perspective- community members will need to know about parking restrictions, meeting locations, etc. Jargon should be explained or avoided. (p42)
- Photographs raise visibility of library as a dynamic place (p43) and should be accompanied by document providing information
- Market specific resources and services AND the overall value of the library to diverse audiences (p48)
- Belief that promotional activities will increase demand that current staffing and budgeting cannot support (p49)
- Define target audiences for marketing- what do they want, not what librarians want for them (p51)
 - Surveys, interviews, transaction logs, database and circulation usage trends, suggestion boxes, focus groups
- Best promotional tool- word of mouth. Make sure staff receive updates on library activities (p56)
- External audiences include: alumni, parents, community institutions, elected officials, media outlets, community, vendors (p57-60)
- Opportunity to use student marketing expertise to help promote library (p140)

Walters, S. (2004). Library marketing that works / Suzanne Walters. (1st ed.). Neal-Schuman Publishers.

- Classification variables (p35)
 - Demographic variables: age, race, ethnicity, gender, income, education, occupation
 - Geographic variables: city, state, zip, census tract, region population density
 - Psychographic variables: attitudes, lifestyle, hobbies, interests
 - Behavioral variables: usage levels, distribution means
- Segmentation: process of differentiating users by characteristics (p34)
- Demand: actual desire to use your services coupled with the power to do so (p34)
- User decision making process: behavior or incentives that make user decide to use your service or product (p34)
- Competition: tangible & intangible rivalry that exists for programs & services (p34)
- Compare academic and public library (p48)
 - Hours
 - Location
 - Services
 - Programming
 - Collection
- Use combination of research methods- focus group AND survey (p61)
- Borrow from others (p92)
- Evaluate effectiveness (p92)
- Effective public relations acronym PENCILS(Philip Kotler, Kotler on Marketing) (118)
 - Publications
 - Events
 - News
 - Community involvement activities
 - Identity media (stationary, business cards, etc)

- Lobbying activity
- Social responsibility activities

Methods for assessment

Shannon L. Farrell, & Kristen Mastel. (2016). Considering Outreach Assessment: Strategies, Sample Scenarios, and a Call to Action. In the Library with the Lead Pipe

- Measuring impact of outreach programming, measure return on investment
 - Public library: every dollar invested, 3 dollars are generated (Carnegie Mellon University Center for Economic Development, 2006; Bureau of Business and Economic Research, Labovitz School of Business and Economics, University of Minnesota Duluth, 2011)
 - Academic Library: correlation between library use & student success
- Connecting outreach programs to institutions mission, and goals
- Team based outreach approach
- Outreach: activities and services that focus on community and relationship building, in addition to marketing collections and services to targeted audiences
- Outreach assessment:
 - Capturing comments
 - Compiling social media comments
 - Documentation
 - Audience surveys
 - Focus groups
 - Follow up surveys
 - Headcounts
 - How many people attended? How long are people staying? How many walked away or rushed past? How many asked questions?
 - Mini interview during event
 - Observations during event
 - Two observers- one records general observations throughout event, one engages with participants
 - Data collected: how many participated? what questions were asked? What comments were made? Did they follow-up about library services?

Santiago, A., Vinson, E., Warren, M., & Lierman, A. (2019). Evaluating Academic Library Outreach to Determine Return on Investment for Student Success. *Journal of Library Administration*, 59(4), 359–372. <https://doi.org/10.1080/01930826.2019.1593709>

- Campus outreach and library mission
- Return on investment
- Student success
- Favored outreach assessment strategies:
 - Head count
 - observation
 - Social media engagement
- Purposes of outreach programs
 - Inform about library services and resources

- Inform about career related library services & resources
- Provide stress relief during finals week
- General goodwill for library
- Teach general information literacy skills (IL)
- Teach subject specific IL skills
- Provide support for graduate students
- Highlight materials from special collections
- Potential impact: retention, graduation, career success, diversity, equity & inclusion (DEI)

Mack, D. C., & White, G. W. (Eds.). (2014). *Assessing liaison librarians : documenting impact for positive change* / edited by Daniel C. Mack and Gary W. White. Association of College and Research Libraries, A division of the American Library Association.

- Assessment- way to develop useful information to make ethical decisions. For higher education, the information and decisions are centered around student learning, professional effectiveness, program quality, etc. (p6)
- Evaluation- uses developed information from assessment strategies to produce judgements of value (p6)
- Outcomes- the ultimate results desired or achieved (p6)
- Processes- programs, services, and activities developed to produce desired outcomes (p6)
- Inputs- resources, including faculty, staff and students, finances, and facilities and other physical resources. Inputs also include “psychological climate” for assessment (p7)
- Purposes for assessment- student success, program improvement, accountability (p7)
- Culture of Assessment: “an organizational environment in which decisions are based on facts, research, and analysis, and where services are planned and delivered in ways that maximize positive outcomes and impacts for customers and stakeholders. A culture of assessment exists in organizations where staff care to know what results they produce and how those results relate to customers’ expectations. Organizational mission, values, structures, and systems support behavior that is performance and learning focused” (p11) Lakos and Phipps
- Outreach – extending of services or assistance beyond current or usual limits (p107) raising users' awareness of library services
- Engagement- programs demonstrating a library and/or institutional commitment to community partnerships, service to professional communities outside their primary user group and to teaching, research, and extension and service functions (p109-110)
- CIC Committee on Engagement 2005 resource guide for engaged scholarship: (p112)
 - Evidence of institutional commitment to engagement
 - Evidence of institutional resource commitment to engagement
 - Evidence that students are involved in engagement and outreach activities
 - Evidence that faculty and staff are engaged with external constituents
 - Evidence that institutions are engaged with their communities
 - Evidence of assessing the impact and outcomes of engagement
 - Evidence of resource/revenue opportunities generated through engagement

Bertot, J. C., McClure, C. R., & Ryan, J. (2001). *Statistics and performance measures for public library networked services/ John Carlo Bertot, Charles R. McClure, Joe Ryan*.American Library Association.

- Focus group -5-10 people sharing views on predetermined topic, 30-90 minute long sessions, sessions are recorded/notetaker(s) present (p44)
 - Establish timeline
 - Define objective

- Decide how library will administer
- Obtain permissions
- Choose appropriate questions
- Select staff to assist
- Identify target population
- Identify sample size
- Pick focus group members wisely
- Make arrangement for session setting, dates & times
- Determine cost
- Test script, edit/adjust as needed
- Appoint data coordinator (manages data collection team, plans and schedules, communicates to team members, instructs administrators and team on roles and tasks, troubleshooting, etc.) (p56-57)
 - What measures will be used, what do they mean, why are they necessary?
 - Who will collect data?
 - When will data be collected?
 - What should the public be told?
 - How will results be used?
- Measure capacity, use, impact or outcome? (p66)
- Potential audiences: (p72)
 - Library staff
 - Library governing boards
 - Local government
 - Library funders
 - Local media outlets
 - Peer libraries and library organizations