



## **LWC Advisory Team Report Card**

### **August 2002 – August 2003**

#### ***“LWC as experiment for ILRC”***

**Overall Comments:** In the first year operating the successful LWC, we have learned from many experiences. Collaboration between OIT and the Library is healthy, having improved over the course of the year. Experiences with customer service, technical support and assessment have resulted in sustained improvements to the operation. We have learned lessons to help us do a better job in the LWC environment. Most of these lessons learned, especially those that apply to soliciting input and feedback from users and staff, and working with other cultures, are applicable to the programming of the ILRC. GT has not yet set up a process for beginning the collaboration among the several intended occupants of the proposed building. We hope this is rectified this year because creating and sustaining successful convergences of various parties is a difficult, time-consuming and complicated job.

#### **How are we documenting lessons learned?**

“Lessons learned” chiefly derive from insight in how to better provide services. We acquire this insight in a number of ways: from the constant stream of feedback from customers, chiefly via e-mail; from the LWC work groups composed of volunteer Library and OIT staff monitoring critical aspects of service, facilities, technology infrastructure and assessment; and in the Advisory Council’s semi-monthly reviews of the operation.

Documenting lessons learned for the benefit of the ILRC is not yet a formal process. For now, it is often dynamic and on-the-fly. Until we have a grasp of programming for the new building, we do not know if there will be an “LWC-like presence” in the space, or if it continues to live and grow in the existing building. In any event, this report (and the other reports that are part of this document) contains the first recorded lessons that might apply to the ILRC. These lessons certainly apply to the LWC.

#### **Lessons learned**

- Success breeds success. In the case of LWC, the concept of providing students a superb production facility with trained assistants, in an attractive, safe environment has enormous appeal.
- The LWC is a destination for many students entering the Library. Once in the building, students seem to stay, gravitating to other areas to study and meet in groups. This increases pressure on us to keep the buildings functioning properly, with well provided and maintained study accommodations, quiet and active zones, decent restrooms, etc.. As more students work and move among us, the insufficiencies of the East and West buildings become increasingly apparent.
- This partnership begins to succeed when both Library and OIT staff understand the cultural trappings, departmental dynamics, strengths and weaknesses of the other, a process that takes time and can not be rushed. Opportunities for timely, honest communication and input are providing a necessary foundation for success. An outcome of working together is that both OIT and the Library have questioned standard practices of operation, capitalized on opportunities that we finally “see”, and improved technology offerings and expert assistance. Especially beneficial is the fresh focus on customer service for OIT.
- Abundant insight into solving problems and improving services arises from customers and frontline staff *if* leadership will listen, process with an open mind, and respond in a reasonable time. Most service improvements in LWC arise as suggestions from staff, and not from leaders’ initiatives.
- Providing an arena for staff to process issues, like the LWC Operations meetings, is important and powerful. The Advisory Council have completely reversed their views on several issues, such as the use of cell phones, as a result of student and staff input and staff discussion.
- Students should feel that LWC is responsive to their needs, and that it can be improved by their feedback. We believe that, for our customers, timely feedback and accountability are expected.

We must continue to develop and support easy-to-use communication mechanisms that deliver their sentiments for timely consideration.

- Students use workstations in the LWC for a number of purposes: entertainment; communication; work on standard assignments; research; and multimedia production. Some students expect the space to be quiet and foster concentration; others are unaffected by noise. Some students use it for individual enterprise and others gather in groups to plan projects and to work on assignments. The LWC clearly satisfies a social need for many students. It is interesting to see that, in spite of some complaints about distracting behavior and misuse of resources, most students seem content to mingle and work in this heterogeneous mix. The layout of furniture, and the tolerant house rules, have created a sort of “mixed use” neighborhood as opposed to a strictly “zoned” utility.
- Students like to be in safe, comfortable, attractive surroundings with unencumbered views. They expect all equipment to work at all times. They appear to have an insatiable, but logical, desire for better or additional tools to do their work, especially in the Multimedia Area. We also know that in a complex environment like Multimedia, students come to rely on particular interns and staff to be available to them when they do their work. We should post work schedules on the web page of each of these staff (perhaps along with pictures) so that students know when to find their “favorite” person. In the end, we realize the enormous importance of providing well-trained, interpersonally effective staff throughout the LWC. One doesn’t just throw fancy technology and tools at students – it takes people to manage the technology and instruct users.
- We are still working to make best use of undergraduate assistants and interns. A notable change is that their role has evolved from “babysitter of a computer cluster” to being proactive and attentive. We need a more formal mechanism for tapping into their observations about improving assistance; problems inherent in certain software; problems using software; needed improvements to equipment; etc.. For most students using LWC, student employees are their only contact.
- We still need to know how to best leverage the skills of the Customer Support group in support of the LWC. The reality of students bringing computers to the Rich facility for assistance would be reduced if such services were available in the Library facility enhancing the “one-stop shop” vision for students. Faculty and student assistance in use of BuzzPort interface could be better leveraged by bringing the services to them – ideas to incorporate as we move forward.
- The 80-seat Productivity Area may offer opportunities for contact with students that we haven’t realized. We wonder if there is a benefit to getting Library staff into the space as “loose partners” with the user assistants. What we have not gathered from these assistants is whether they perceive unmet opportunities for us to provide information support.
- We perceive ongoing measurement and assessment to be a vital component of LWC, deserving of attention and improvement. We need to know, for example, how most students using the LWC perceive what is going on at the Information Services desk. What types of marketing and awareness initiatives should we consider? Recent work to advertise principal services in the LWC and at the Information Services desk may help, but assessing the impact of any particular initiative can be difficult.
- Scheduling TAs with office hours is a good way to put “learning focused” students in our midst. The success of this particular initiative makes us even more excited about a “writing clinic” on 2<sup>nd</sup> floor West. We continue to look for opportunities to “convene” special learning communities among us as an emerging “innovative learning center”.
- A few students will not hesitate to steal desirable equipment and components if they believe they can get away with it. We have learned to “tie down” anything that can be carried out or torn apart. Especially desirable are components in state-of-the-art computers.
- Valued student employees exhibit the following characteristics: naturally friendly and comfortable interacting with users; motivated to be helpful rather than just supply answers; attentive to students who need assistance; active and roving across their assigned area rather than static and

glued to the user assistant station. We continue to work on student assistant training, clearly stating performance expectations and mentoring to achieve this desired performance.

- The new “hybrid” career staff effectively combine technology and information skills. This enhances the quality of assistance provided to customers during late hours when user assistants, interns and other OIT support staff are not in the LWC.
- Cross-training staff is not as clear-cut as we initially imagined. Library staff are often uncomfortable not having the skills to answer technical questions, but those staff who are on the desk only a few hours a week question whether technology training without steady opportunities to apply the skills is effective. More important for Library staff is knowing where to look for technical information, such as lists of software available, tutorials, etc.
- A vital leadership responsibility is to communicate in a timely manner any issues relevant to the LWC. It’s an ongoing challenge finding the right mode of communication to meet all needs and so that the Advisory Council and work groups are informed of the work and the thinking of each other. Posting meeting minutes to the intranet, and sustaining the LWC Operations meetings, are steps in the right direction.
- To build trust and sustain commitment from staff, leaders must engage LWC staff in all emerging initiatives, and in changes to the operation. We are learning to share at the beginning of any work process all assumptions and/or decisions that have already been made about a needed change. When a leader works on any aspect of LWC outside of normal channels, the result must be communicated back to the Advisory Council and other affected workgroups in a timely manner. If teams or individuals are charged with responsibility to come up with solutions or to work on assignments, leaders must trust them to do so with minimum interference, timely assistance and support, and maximum trust. In some cases, leaders will identify “needed outcomes” at the beginning of a process that engages staff to work out details and procedures.
- It is effective to have members from Advisory Council on work teams to maximize communication between groups and the Council, and to help teams stay on track.
- We recognize that, no matter how much we do, some customers will always want more. We continue to balance these expressed needs with cost / benefit considerations. Often we find ourselves considering “standardization vs. customization” – we can do a few things well, or many things poorly.

## **LWC Customer Relations Team Report Card August 2002 – August 2003**

**Overall Comments:** We are still in the process of analyzing the data we are gathering and developing the criteria for grading ourselves. We have made some changes to services and resources, based on data gathered, but are still determining what are the appropriate hand-off points for making many decisions and affecting change.

**USE OF LWC** (how are students using it)

### **Statistics - B**

#### **Library Use**

Library use has definitely increased as a result of LWC and students are very pleased with the facilities offered there, based on LWC Survey feedback, Tell Us Comments, and "Technique" articles and editorials. The door count for FY 2002/03 is 825,571 entries to the Library,, which represents a 42% increase over the previous year. We believe this increased activity results from one change: installing a productivity center which students use in great numbers.

Through the various surveys and compilation of data contained therein, we have been able to gain some insight into the needs/wishes of LWC users.

We monitor usage of LWC on the LWC web pages at "Live Usage Information and Statistics:

" <http://secure.edtech.gatech.edu/labinfo/roomview.cgi?GROUP=COMMONSLAB>."

These statistics are for the PC's only. They do not include the Mac's as yet, so we haven't analyzed the overall data as yet. We recommend Mac usage be captured soon so that a comprehensive picture emerges, especially in light of a torrent of feedback from students that Macs are less desirable than PCs. We need a statistically valid means of comparing usage.

63% (2002 Fall LWC Survey) and 49% (2003 Spring LWC Survey) of the respondents indicated that they had asked for help at the Information Services desk. 41% (2002 Fall LWC Survey) and 34% (2003 Spring LWC Survey) had asked for assistance from an Undergraduate Assistant in the Productivity area. 18% (2002 Fall LWC Survey) and 15% (2003 Spring LWC Survey) had asked for assistance in the Multimedia Center. For both surveys, the average usefulness rating for the assistance received was as follows: Information Services desk: 97%; Productivity area: 94%, and Multimedia Center: 93%.

#### **Hardware/Software Use**

Software to track LWC software usage is being investigated; Linda Cabot proposed that this topic be discussed at the quarterly OIT Directors' Meeting. There is software in place to assure that there is no more than the allowable use of any software at any particular time. According to the Spring 2003 LWC Survey, AutoCAD is the most frequently requested software that is not already available in the LWC. There was some indication of a need for MatLab software on the Macs as well. There is limited data to address software needs, however, and the hardware statistics do not include Mac usage as mentioned above.

#### **Group/Collaborative Use**

According to the Spring 2003 LWC Survey, 26% of the respondents indicated that they had used LWC for collaborative use. The LWC is not as ergonomically comfortable a workspace for groups of three or more, though it was helpful in planning LWC Phase II to observe groups of students attempt to use production stations in that way. The LWC Phase II project, when funded, will go some distance in satisfying the demand for collaborative production facilities. The Team recommends that it would be a good idea to offer extended use consultation cubicles with dual heads for student group use, in addition to the ones slated for teaching assistants (see below).

#### **Presence of Teaching Assistants**

During the fall and spring semesters, there was some use of LWC cubicles by teaching assistants, although no formal data was collected about the extent of that use. During spring semester, TA's scheduled approximately 150 hours of "cubicle time" with students in COE 1361 and CS 1315, frequently occupying 2 cubicles during each hour. This has been a successful collaboration that has many opportunities for growth. Signs were developed to indicate that the cubicle workstations near the IS desk

must be vacated when teaching assistants need them. One team member suggested that it would be helpful for students if the cubicle signs indicated the specific times the cubicles are reserved (i.e. if there is a set schedule).

**Special Events** - during the course of the year as campus became aware of the capacities of LWC, various requests emerged for the space for special functions: principal site for iMovieFest video production, FASET registration, prospective presidential scholar tours, CETL "Teaching Fellows" Day, Welcome Back event, etc.

The events mentioned above have successfully showcased the LWC and have received positive feedback. One snafu was that the extended hours for the iMovieFest were offered but not honored, resulting in an unknown number of competitors being turned away from the Library over the Friday and Saturday evenings preceding the competition deadline. We hope to continue to offer LWC for these and other events because the exposure is an excellent way to advertise the facility to students.

## **ASSESSMENT / MARKETING / AWARENESS**

### **Assessment & Measures - B**

#### **Surveys**

The two LWC surveys evolved over 6 month's time from a paper-based survey for Fall 2002 (95 respondents) to an electronic survey for Spring 2003 (321 respondents). The surveys have provided us with excellent input about LWC successes and those areas that need improvement; the comments have been particularly helpful. The survey data needs to be analyzed further for statistical significance and so that the Library and OIT can use the findings effectively.

The comments from LibQUAL+ Survey that the Library conducted in March/April 2003 provided additional positive reinforcement about the LWC and the services and resources provided there.

#### **Polls**

The Instant Polls have provided us with some assessment even though we were limited to "yes/no" questions only. The Instant Poll was particularly helpful in assessing a reasonable Library cell phone policy based on student input. We currently do not plan to use the Instant Polls in the future unless needed occasionally or if questions can be more directed with multiple choice or open-ended answers.

#### **Tell Us**

There have been approximately 440 "Tell Us" comments from September 2002- July 2003, which is an average of 40 comments per month. February 2003 was the high month for receipt of comments with 86. One thing to note is that the comments do not just pertain to LWC, but to other Library issues as well. Some of the "Deltas" are: 1) Printing problems (mounting Y drives manually) – RESOLVED; saving files to desktop not to Y drive (lost files); too many Mac and not enough PCs; too noisy; cell phone use; software bugs, freezing; software requests (Gilmer has a list of these); printing issues from Macs; two-sided printing; a way to identify UAs and Multimedia staff; video editing hardware issues; complaints about students surfing/chatting/game playing during peak times; requests for Linux; 50-page a week print limit-extended to 800/semester – RESOLVED; newer version of Netscape; and what software is on which computers. Some of the Plus's are: Kudos to particular staff members; like the renovation; and like the LWC.

The Tell Us feature is perceived as an enormously important tool for understanding how we're doing, and for identifying how to provide service better. A number of changes have emerged to date: opening the East bldg. 30 minutes earlier each day, devising LWC and library use policies that are intended to reduce the interruption of cell phones and distracting conversations, the purchase of certain new software and corrections to malfunctioning equipment, etc.

#### **Suggestion Box**

Nominal use of the Suggestion Box has been made thus far (in the 3 months since its inception, we have averaged 1 suggestion per week). We will continue to offer this as an alternative to the electronic "Tell Us" feedback mechanism.

#### **Tally Sheet**

Getting the Tally Sheet up and running was a big accomplishment. Since its inception on July 1, 2003, the consensus has been that it's an easy way to tally statistics, see patterns, and will facilitate analysis. It will provide a much more finite assessment of the inquiries and activities at the Information Services desk, the Productivity area, the Multimedia Center, Email Reference, Real-time Reference, and Consultation. It's too early to evaluate the data extensively, but this data can and will be monitored throughout the year.

### **Awareness - A**

We have succeeded in letting our constituents know about the LWC, changes, availability and plans for the future.

### **Signage**

A variety of new signs have been implemented. Some continuing efforts are to add new overhead directional signs near the Library entrance pointing to Circulation, Reserves and the IS desk. A "Policies" sign is being developed (with direction from the PHP Team). Research on a Library kiosk had been done – there are still questions about the need for one. "No food or drink" signs are believed to be effective in suppressing this activity, though attention must be paid to replacing them as they disappear.

### **Web Site**

The web site will be the responsibility of OIT, specifically Paul Arnold. It will reside on OIT's central servers with an active link to the LWC page. Rather than alerts being posted on the web page itself, a process is being developed to inform LWC staff in a timely fashion when problems are known. It is preferred that "alerts" be available on the web site concerning workstations down, software, printing, and other problems. Information currently on the web site is critical and needs to be improved.

### **Marketing**

Several articles have been published campus-wide (see "PR / Campus Awareness / Articles" below). One Team member raised the question about whether to pursue Atlanta media sources – there is some question, however, whether this would be of interest to media at that level. Branding LWC is important and needs to be pursued as part of our PR effort. One Team member suggested that a "tag line" with the logo be developed.

### **PR / Campus Awareness / Articles**

It's important to do a thorough job of letting students know what the surveys, polls, "Tell Us" comments, tally sheets are indicating with regards to overall reaction to the LWC space, our ability to fulfill student needs, what we need to plan for, etc. Articles in the "Technique" and on the LWC web site related to this will be advantageous. Sean Selman, ICPA, will be contacted for advice.

1. The Classroom (CETL quarterly newsletter), Spring 2002, "The Educational Epicenter"  
Rich Meyer
2. What's the [Buzz@library.gatech.edu](mailto:Buzz@library.gatech.edu) (Library newsletter) Fall 2002, "New Library West Commons: Open for Business!"
3. *Technique*, Oct. 4, 2002, P.7, "The best and worst of Georgia Tech Campus" (editorial by Derek Haynes, managing editor) mentions LWC is best computer cluster on campus.
4. *Technique*, April 18, 2003, (Special Edition p.2 & p.4) "LWC is one of the premiere spots on campus . . . among the best renovations in recent memory." And "Best computer lab".
5. *Technique*, Nov. 15, 2002, p.1 "Library announces further renovation plans" (regarding LWC Phase II), by Sriram Narasimhan.
6. *Technique*, Aug. 23, 2002, p.3 "Library renovations complete", by Sriram Narasimhan.

### **Presentations**

A variety of presentations about the LWC have been made to campus groups both formally and informally by the Library Dean, Associate Directors, IC's, OIT, etc. Rich Meyer, Library Dean and Jim Consuegra, OIT, made a presentation about LWC at EduCAUSE meeting in the Fall'02.

### **Tours / Visits from Other Schools**

There have been many impromptu tours and visits that are difficult to track. Others tours/visits were for the following purposes: 1) the President Scholars, 2) FASET, and 3) prospective students and faculty. An OIT Open House was held and plans are being made for an LWC Open House in mid-September 2003. Formal visits were made by several universities or university representatives: 1) Ohio University, 2)

Columbus College and State University, 3) Texas Christian University, 4) University of South Florida, 5) Brigham Young University [2 visits], and an Australian university.

Brigham Young provided a report on "best practices" observed at the 8 information commons they visited. GT was singled out in the following areas: lamps at desktops give a feeling of "I'm in a library reading room", which seems to suppress noise; chairs on wheels, extra chairs, and spacious desktops are conducive to study; integrating reference collection into the proposed group study space helps convey message of "this is not just an IT lab, but a common ground for information and technology assistance"; one-on-one expert assistance in multimedia lab; scheduling TA's in "consultation cubicles"; extended hours with relatively high attendance in wee hours of morning; emergence of "information specialists" with equal skills in both information and technology support.

**Events in LWC** (see "**Special Events**" above)

# LWC Facilities & Asset Management Annual Report Card August 2002 – August 2003

## Hardware / Software / Facilities

### Security - A-

- for users
- for equipment

Security for patrons and equipment was sufficient throughout the year. A couple of lamps and several mice were stolen, but this was stopped by looping all cables through lockdown devices. There were no reports of theft of personal belongings. A number of attempts to cannibalize computers in the first semester of LWC were unsuccessful because of the effective way the CPUs are mounted under the tabletops. We've detected no attempts at cannibalization in the past few months.

Security cameras have not been installed in the facility. The Library received a quote for installing up to 4 cameras within the space, but the additional equipment will necessitate an overhaul of the existing storage device, with concomitant expense. The latest plan is to enhance video security during renovation of 2<sup>nd</sup> floor West (which would also receive camera surveillance).

We assume students perceive the LWC (and Library) as a safe environment. Student use of late night study hall increased over the course of the year. At midnight, women are present in numbers just shy of their ratio at GT.

### Facilities - B

- overall physical atmosphere
- patron comfort
- cleanliness
- bathrooms

Uniform feedback from customers and visitors touring the LWC is that the setting is terrific, a beautiful transformation of a long-neglected space. Students rave about the north view, and overall esthetics. The *Technique*, in two separate articles, mentioned the LWC as "the most impressive transformation in recent memory", and as "best computer lab" on campus.

Chairs and tables are comfortable, practical and suited to both short- and long-term use. Carpet is cleaned approximately 4 times per year, with immediate cleaning of ugly spots. Keyboards have been cleaned three times, and desktops several times.

The restrooms throughout the West building (with the exception of the women's room on 1<sup>st</sup> floor) are uniformly derided as dreadful and unsanitary. At mid-year a cleaning person was assigned to clean restrooms on Saturdays. In early August, 2003, Facilities announced it was assigning a cleaning person to attend to restrooms and heavily trafficked areas during the evening shift, Sundays through Thursdays.

### Space use and management - A

- traffic flow
- storage
- noise

Traffic flow is excellent within LWC, in spite of its being saturated with workstations, chairs and peripherals. On the first day of business, students began to queue on the central up-ramp into the Productivity area. Everyone seems to understand this protocol, even though there are side entrances into the space. The only problem for students is that it can be difficult to determine if vacant workstations are PCs or iMacs. OIT is investigating a LCD panel "solution". We note that some students attempt to hoard machines, "saving" a machine by scattering materials about while they slip off to class or to eat. UA's and interns are on alert for this.

Users in the Productivity area do not easily recognize UA's on duty. This is because the UA station is somewhat hidden on the periphery of the LWC. A new UA station will be installed in the center of the Productivity area in the fall (at the "top" of the up-ramp) to make this assistance more visible.

Storage for paper and toner is sufficient. If storage in the small office fronting the LWC is not possible in the future, we might switch to the cabinets underneath the print stations.

Noise in the LWC is an issue for a minority of users. From the beginning, we intended for students to talk and collaborate. Some students prefer that it be a quiet space so that concentration is easier. Other students and staff have complained about cell phone use (both in LWC and throughout the Library). LWC teams recently addressed these concerns by 1) developing house etiquette rules, 2) designating talk and no-talk floors of the Library, and 3) prohibiting cell phone usage in the Library. These policies take effect on the first day of fall classes 2003. We continue to monitor user behavior and feedback.

### **Furniture – A+**

- **comfort**
- **ergonomics**
- **wear & tear / hardiness**

Feedback from students is uniformly positive regarding furniture and fixtures. Chairs are simple to operate and look good after one year's use. Chairs, tabletops and workstations are periodically cleaned by OIT staff. Fabric on 6 chairs has torn (almost all in the same "stress spot" at leading edge of the seat). We believe this problem has abated. Steelcase supplied replacement chairs at no cost to us. They promise to continue this practice into the future if / as tears occur.

Three workstations are equipped with an electronic control to raise and lower desktops to accommodate wheelchairs (and persons of extreme height). We rarely if ever see them manipulated.

The desk furniture in both areas of LWC does not provide the best solutions for cable management (for power and extension cords, network cabling, mice and keyboards, and lamps). Several attempts have been made to better manage cables, with some success. Work will shortly ensue in the Multimedia Area to "spiff up" cable management and user access to needed connections. It is also somewhat aggravating that the "kick plates" on the furniture do not always stay in place. The same is true for the privacy panels backing the "north wall" stations. Working with Ivan Allen reps, we have "kluged" a solution that seems to be working.

### **Hardware / Software - B**

- **reporting repairs**
- **repair turnaround time**
- **troubleshooting**
- **documenting technical support, requests for hardware / software**

Technical support falls to OIT. For the first 6 months of LWC operations, there were persistent problems with image creation and stability, user authentication, providing a process for "vetting" and deploying software enhancements, communicating technical changes to staff, and supporting iMacs. Technical documentation was inconsistent as changes were made, and support processes were ill-defined. These problems were exacerbated by a lengthy reorganization of OIT, especially affecting those areas that were supplying support to LWC. For users, these problems chiefly affected logging-in, printing, and attempting to find or use applications that were missing or not working well. Fortunately a minimum of machines were out of service at any time during the first few months. In recent months, 100% of the workstations are online most of the time.

Another concern for users has been the uneven functionality in the Multimedia Area. Equipment needed to speed up processes is not on hand, too many peripherals were broken for long stretches of time, and users working with huge files are hampered by lack of temporary storage utilities. A few users lost extensive multimedia creations because they did not understand that the storage they were using could be easily overwritten by intervening customers. Users have also inadvertently damaged equipment as

they attempt to plug-in auxiliary devices, resulting in damage to 6 Library-owned and 1 personally-owned camcorders, and to 3 motherboards. Repairs were covered, for the most part, by warranties. OIT is correcting the problem by installing "connectivity hubs" on table tops in Multimedia Area.

OIT's LWC technical support team is stabilized and efficiently managed, it is making headway on many fronts. Staff have standardized the image pushed to all three computer labs on campus, with major upgrades to the image at the beginning of each semester. While this might seem to some of us as not as flexible as we'd hope to see, we are reminded by OIT that every change to the image has the potential to affect performance of other applications. The current OIT team has also created documentation for all processes with strict guidelines for continuing this into the future. In the coming year, OIT hopes to move to Windows XP as the operating system.

OIT agrees that equipment in the Multimedia Area should be improved (to the tune of \$10,000), but money is not currently available. This new equipment would increase productivity and free up interns to work on more complex customer requests.

Also, we are unclear when and how an extensive, "next generation" upgrade to hardware and software will occur. LWC Advisory Council is on record to visit this issue at the end of the fiscal year (spring 2004).

### **Hardware - A**

- **ease of use**
- **wear & tear (durability)**

In addition to remarks made elsewhere in this document, users often suggest there be fewer iMacs and more PCs. This will be considered at the point we enter a refreshment cycle . . . the ratio of 75% PCs to 25% Macs is not unreasonable, though we imagine that we might reduce the number of iMacs in the Productivity area. We will continue to compare the relative use of each machine. Both brands of computer have been durable and performed well. Student interns have few requests from users regarding how to use the equipment.

### **Software - B**

- **images** (see above)
- **updates** (see above)
- **maintain SCO standards**

LWC supports an image comprised of all SCO applications (approximately 20), supplemented by approximately 45 applications recommended by students and faculty throughout the year. Users have recommended a number of applications that were not acquired because they were: 1) too expensive to license, 2) presumed to attract too few users if provided, or, 3) while commendable, would deleteriously affect other applications within the image. OIT maintains a spreadsheet of all software recommendations. To date, OIT usually makes the decision to either add or decline recommendations. It is recommended that this review be periodically shared at LWC Advisory Council for reaction and approval.

## **LWC People Helping People Report Card August 2002 – August 2003**

Team Members: Mary Axford, Cathy Carpenter, Lori Critz, Bette Finn, Tony Gilmer, Bruce Henson, Pat Johnston, Leslie Madden, Monica Rowland

The People Helping People (PHP) Team assigned grades for each of the categories we were asked to evaluate by reviewing the objectives that we generated in the first PHP meetings (see appendices), and through discussion. Members expressed feelings that the grading process seemed somewhat "arbitrary" and wished that we could present "pros and cons" of our operations, rather than assigning letters grades and scores. Below, we offer a grade for each category, reached by modified consensus, and a rationale for each grade.

### **Materials and Resources - B+**

#### **Rationale for grade:**

- It took a while to get software and MM software lists on the web
- We haven't devised an updating mechanism for the software manuals
- The Multimedia web page, while impressive, is not yet available to the public and has no assessment mechanism.
- A plus: We are now checking out software manuals to students for short periods of time--a result of student requests.

As we went through the process of evaluating our objectives, we realized that some of them have changed, and some are no longer relevant. An example: the creation of more end-user guides. When we polled Library staff and observed student users of the production and Multimedia Center, we realized that these are not needed at this time. Thus, the need to decide how to display the guides, etc. is irrelevant. The multimedia website encompasses training materials as well, and eliminates the need for paper guides.

### **Staff Training - B**

#### **Rationale for grade:**

##### *Training for Co-ops and UAs*

- Designed a training module, but it was not implemented. We need to evaluate whether the objectives for co-ops and UAs are realistic, and whether we should expect them to answer basic Library questions, since what seems to be a basic question may often be more involved.

##### *Training for Library staff*

- Magic training was completed
- Wireless network trouble-shooting training was completed
- Scanning and CD burning training were completed
- Some Library staff have been taught how to reset print quotas

Other training was not implemented because it is not needed at this time. The Multimedia website will contain tutorials that will be useful to both students and staff.

### **Policies and Procedures - A+**

#### **Rationale for grade:**

This group formed realistic, enforceable policies on acceptable and prohibited uses of the LWC through:

- student "Tell Us" comments
- staff discussion and debate during LWC Ops and PHP meetings (reached a modified consensus)
- research of other libraries' policies

Implementation of policies is coming through:

- web notices (wall paper on LWC computers)
- signage in the LWC
- enforcement by Library and LWC staff

The procedures that are listed in our objectives for this section (see Appendix C) were addressed in a document compiled by the LWC Leadership Group. They include management and leadership of the LWC during the evenings and on weekends, inclement weather policies, and procedures for unscheduled absences of UAs.

This group will continue to address and refine policy and procedure issues. We recommend that assessment of these policies and procedures be undertaken.

## **End-user Instruction - C**

### **Rationale for grade:**

This group is still assessing the need for end-user instruction and has not implemented much training yet. Joel Linderman conducted iMovie workshops before the iMovie festival, but no other structured training has been offered. We recommend that a link to SkillSoft (formerly SmartForce) computer-based training be created from the LWC and Library homepages, and that selected multimedia tutorials available be linked from the LWC Multimedia Workshop page, with written permission from the tutorial creators. The link to computer-based training at Georgia Tech is <http://www.training.gatech.edu/traininfo/cbt/index.html>

## **Staffing - A**

### **Rationale for grade:**

- The LWC is covered by knowledgeable staff all of the hours it is open
- There is a good mixture of staff during most hours that the LWC is open including: Librarians, Information Associates, Library Assistants, Multimedia specialists, User Assistants, and OIT Customer Service staff
- An LWC Planning subgroup accomplished the goal of creating a "hybrid" staff position that includes both library and technical skills. The new "Information Associate" position was approved by Human Resources and three Library staff positions have been reclassified as Information Associates
- A fulltime OIT multimedia expert is permanently stationed in the Library
- OIT Customer Service staff are still evaluating their role in the LWC

## **Services - B**

This group evaluated the *types* of services that are offered in the LWC. The LWC Customer Relations Group is evaluating *how well* services are provided.

### **Rationale for grade:**

The LWC has some gaps in service:

- lack of consistency for MAC support
- lack of specialized software availability (i.e. MatLab)
- no queuing mechanism for the cluster
- UAs are difficult to find when in the cluster, although we expect that this will be resolved with the new UA station
- no PRISM resets and activations over the phone or web
- limited visitor access
- print limit of 20 pages per job

The LWC provides good or appropriate service in the following areas:

- mixture of talent and hourly coverage
- limited Circulation and Reserves services after the East Building closes
- headphone checkout
- special multimedia equipment checkout (digital video cameras, slide scanner peripherals)
- cubicle reservations for TAs
- PRISM password resets and activation

- high quality printing—quotas changed from 50 b & w pages per week to 800 per semester

## **Integration of OIT and the Library - B**

### **Rationale for grade:**

Areas where improvement is needed:

- clearer communication between LWC leadership and staff working in the LWC and trying to accomplish LWC goals
- balancing service needs of the Library against security concerns of OIT
- capturing feedback from UAs and Interns
- OIT Customer Service staff is assessing the usefulness of staff rotation in the LWC, and looking at the possibility of having one person permanently stationed in the LWC with expanded responsibilities

Things we do well:

- collegial relations between OIT and Library staffs
- communicate changes, problems, etc. (mostly via email lists)
- get work done

The LWC is an enormous accomplishment of which we are all very proud, especially since it was conceived, designed, constructed, and opened for operation in such a short amount of time by two very different staffs, operating under different cultures. We feel that while we have made an excellent beginning, there is still much that is needed before the working relationship between the two units is entirely comfortable.

## ***Appendix A***

### **Materials/Resources**

1. Collect software manuals and decide where to store them.
  - Get list of software from Multimedia staff
  - Get list of production software manuals from OIT and Library staff
2. Decide where to display (store) manuals.
  - What type of shelving to use
  - What can we do to decrease the possibility of theft and tearing out of pages
3. Develop end-user handouts/training materials for users
  - Survey what other libraries do—Emory, University of Arizona
  - Assign who will write handouts/training materials
  - Decide how best to display these materials
  - Assign staff to regularly update materials

## ***Appendix B***

### **Training Objectives**

1. Training for UAs and Co-ops (Library).

At the end of training, UAs and co-ops will be able to:

- Find things in the library catalog
- Locate and recommend databases by subject/title
- Have knowledge of library resources (Circ, Reserves, Archives, etc.).
- Understand basic library terminology
- Understand basic everyday operations of LWC and multimedia lab (printers, supplies, UA Guide, etc.)
- PHP will design basic instruction for multimedia software support, and special software (SciFinder, Beilstein).

2. Training for Library Staff

- By end of training, library staff will be able to :

a. Magic

- Reset Prism passwords
- Activate prism accounts
- Print user squares
- See what systems user has access to?

b. Software/hardware training

- Provide wireless troubleshooting
- Be able to locate a list of LWC software and what it is used for
- Be familiar w/ peripherals in LWC and MM lab
- PHP will design basic instruction for multimedia software support and special software (SciFinder, Beilstein)

3. Design training hierarchy

a. Multimedia software:

Be able to design basic website

- Html
- Images
- Use Photoshop to modify a photo
- iMovie
  - Edit footage
  - Export to Quicktime

b. Library software:

- SciFinder Scholar
  - Download client
- Beilstein
  - Basic operations

## ***Appendix C***

### **Policies/Procedures**

1. Identify chain of command for evenings/weekends
2. Determine closing procedures for inclement weather and emergencies
3. Determine policies for staff calling in sick
4. Determine best location for UA in cluster
5. Devise methods to improve communication between OIT and Library staff