

# LOGAN LIBRARY

## Long Range Plan



**LOGAN LIBRARY  
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## Long Range Plan

### INTRODUCTION

The library is a major source to the community for informational, educational, and recreational resources as well as services and opportunities for heritage and cultural experiences. It is essential that planning occur on a continuing basis to ensure that the library is serving the community and responding to its needs.

Long range planning is important because it ensures an on-going review of the needs of the community, and allows the library board and library director the time and opportunity to deal with changes before they become difficult or impossible challenges.

Strategic thinking is the type of thinking that relentlessly moves the library forward to meet the emerging needs in the community, while at the same time maintaining the consistent on-going daily activities of the library. Continuous assessment coupled with continuous questioning provides an environment that allows the library to expand and change with the ever changing world in which the community exists. This strategic environment allows the library board, the library director, and the public to design, shape, and control changes for the library instead of reacting haphazardly to external pressures and circumstances.

### HISTORY

The Logan Library was founded, by City ordinance, on April 18, 1916 by unanimous vote of the Mayor and commissioners. On June 5<sup>th</sup> the first library board was appointed. The first purchases for the library were magazines and the first books were approved for purchase on March 6, 1917. For the next 70 years the library's collections continued to grow and ebb as its fortunes changed with the times. A variety of services came and went and came again as the library struggled to meet the needs of the community. Over the years the fiction collections, the children's collections, the art collections, the genealogy collections, and the magazine collections became mainstays and then waned. In the early 1980's the library board voted to support the fiction collections of the library and to also develop and maintain the non-fiction collections in an effort to strengthen the library's position in meeting the ever-growing needs of the community. From this point forward planning became a more integral part of the operation of the library. Decisions and changes affecting the collections, services, and operation of the library were made based upon community surveys, statistical data collected, and input from a variety of public sources. This process has continued to develop over the years until now long range planning is an essential part of the library. Decisions are made based on what we actually know, and hear, and can show to be valid. This long range plan moves us forward to the next level of planning that will determine the direction the library will take for many years to come.

## **MISSION STATEMENT**

The Logan Library enriches lives by fostering life-long learning, and by ensuring that every member of the community has access to a vast array of ideas, information and resources.

## **VISION AND VALUES STATEMENT**

### **Vision**

The Logan Library strives to provide:

- Staff members that provide high-quality customer service
- A facility that is accessible, comfortable and inviting for patrons to use
- A collection of materials that is relevant for patrons to use
- Programming that is relevant for various ages and interest levels
- Technological applications that are relevant for patrons to use
- Literacy promotion and opportunities for life-long learning
- Exposure to various cultures, ideas and forms of art

### **Values**

The Logan Library holds in the highest regard the following:

- The defense of intellectual freedom and confidentiality of each individual's use of the library as well as promotion of the principles contained in the American Library Association's "Library Bill of Rights"
- The importance of helping to inform the local electorate
- The role of the library as a community focal point and gathering place
- The fair and equitable basis in which library services are to be provided to everyone
- The value of each library staff member and their contributions to helping the library to accomplish its mission, vision and values
- The satisfaction that comes with providing high quality library services

## **COMMUNITY PROFILE**

- The Logan Library maintains an online community profile that is searchable on the library's home page through the Internet:  
<http://library.loganutah.org/local/profile/>.
- This database of community information is updated on a regular basis.

# LIBRARY SERVICE ROLES

<p><b>ROLE #1 Be an informed citizen: Local, national and world affairs.</b>  Residents will have the information they need to support and promote democracy, to fulfill their civic responsibilities at the local, state and national levels and to fully participate in community based decision-making.</p> <p><b>Revised January 13, 2015</b></p>	
<b>Target Audiences</b>	<ul style="list-style-type: none"> <li>Community members of all ages</li> </ul>
<b>Services and Programs</b>	<ul style="list-style-type: none"> <li>Provide information on issues of public policy</li> <li>Provide a web page with links to local, state and federal information resources</li> <li>Provide paper and electronic copies of local information such as annual reports from city departments, environmental reports, population estimates, minutes from the city council meetings, etc.</li> <li>Present programs in partnership with local and national organizations that promote democracy and civic involvement.</li> <li>Provide voter registration forms.</li> <li>Provide information on local and national elections and candidates.</li> </ul>
<b>Potential Partners</b>	<ul style="list-style-type: none"> <li>City Council</li> <li>County Clerk</li> <li>League of Women Voters</li> <li>Other city departments</li> <li>Utah State University</li> <li>Local media</li> <li>Get out the vote organizations</li> <li>Elected officials Q &amp; A sessions</li> <li>Cache Valley Library Association</li> </ul>
<b>Policy Implications</b>	<ul style="list-style-type: none"> <li>Meeting rooms <ul style="list-style-type: none"> <li>Use of meeting rooms by outside groups</li> <li>Use of meeting rooms after library hours</li> <li>Meeting room use</li> <li>Use of meeting rooms by groups with political affiliations</li> </ul> </li> <li>Programs in the library</li> <li>Co-sponsorship of programs</li> <li>Web Page</li> <li>Criteria for linking to sites sponsored by advocacy groups</li> </ul>
<b>Current Policies</b>	<p>Meeting Room Policy  <a href="http://library.loganutah.org/information/policy_meeting.cfm">http://library.loganutah.org/information/policy_meeting.cfm</a></p>
<b>Critical Resources</b>	<p><b>Staff (Knowledge, Skills, and Abilities)</b></p> <ul style="list-style-type: none"> <li>Staff are knowledgeable about local government structures and elected and appointed officials.</li> <li>Staff are knowledgeable about issues of local concern.</li> </ul>

<p><b>Critical Resources (continued)</b></p>	<ul style="list-style-type: none"> <li>• Staff are knowledgeable about resources that provide information about local, state, national, and international public policy issues.</li> </ul> <p><b>Collection (Print, Media, and Electronic Resources)</b></p> <ul style="list-style-type: none"> <li>• Constitutional law</li> <li>• Current events</li> <li>• Environmental Issues</li> <li>• Globalization</li> <li>• Grassroots organizing</li> <li>• Local and national candidates/elections</li> <li>• Local, state and national government</li> <li>• Municipal finance</li> <li>• Political ideologies</li> <li>• Political process</li> <li>• Politics</li> <li>• Public administration</li> <li>• Public policy issues</li> </ul> <p><b>Facility (Space, Furniture, and Equipment)</b></p> <ul style="list-style-type: none"> <li>• Meeting space</li> <li>• Equipment</li> <li>• Technology (Hardware, Software, Networks, and Telecommunication. Public access computers, audio headsets and printers.)</li> </ul>
<p><b>Measures</b></p>	<p><b>Number of users</b></p> <ul style="list-style-type: none"> <li>• Number of people attending programs</li> <li>• Percent of people who indicate on a survey that they used the library to become an informed citizen.</li> <li>• Number of voter registrations forms distributed</li> </ul> <p><b>User Perceptions</b></p> <ul style="list-style-type: none"> <li>• Percent of users surveyed who respond that: <ul style="list-style-type: none"> <li>○ The library's collection on materials on local, national, and world affairs was very good or excellent.</li> <li>○ The information assistance they received from staff when looking for information or asking a reference questions was very good or excellent.</li> </ul> </li> </ul> <p><b>User Outcomes</b></p> <ul style="list-style-type: none"> <li>• Number and percent of specified participants who become more actively involved as citizens as a result of using library resources.</li> <li>• Number and percent of specified participants who gain a sense of community.</li> </ul> <p><b>Units of Service Delivered</b></p> <ul style="list-style-type: none"> <li>• Circulation of materials in subject areas associated with local, national, and world affairs.</li> <li>• Number of programs offered on the topics related to the local, national, and world affairs.</li> <li>• Number of hits on Website relating to being an informed citizen.</li> </ul>

**ROLE #2 Connect to the online world: Public Internet Access.**

Residents will have high-speed access to the digital world with no unnecessary restrictions or fees to ensure that everyone can take advantage of the ever-growing resources and services available through the Internet.

<b>Target Audiences</b>	<ul style="list-style-type: none"><li>• Teens</li><li>• Children</li><li>• Adults</li></ul>
<b>Services and Programs</b>	<ul style="list-style-type: none"><li>• Public access computers</li><li>• Wireless access</li><li>• Computers for children</li><li>• Computers for young adults</li></ul>
<b>Potential Partners</b>	<ul style="list-style-type: none"><li>• Utah Education Network</li><li>• City Information Systems Department</li></ul>
<b>Policy Implications</b>	<p><b>Customer Service</b></p> <ul style="list-style-type: none"><li>• Level of assistance provided</li></ul> <p><b>Fees and fines</b></p> <ul style="list-style-type: none"><li>• Fees for printing</li><li>• Fees for visitors</li></ul> <p><b>Internet use</b></p> <ul style="list-style-type: none"><li>• Filtering</li><li>• Confidentiality</li><li>• Time limits for use of public access computers</li><li>• Use of library computers to access e-mail, discussion groups, games, etc.</li><li>• Downloading to personal storage devices</li><li>• Use of public access computers by people without library cards or who live outside of the service area</li><li>• Use of wireless Internet access</li></ul>
<b>Current Policies</b>	Computer Use Policy <a href="http://library.loganutah.org/information/policy_computers.cfm">http://library.loganutah.org/information/policy_computers.cfm</a>
<b>Critical Resources</b>	<p><b>Staff (Knowledge, Skills, and Abilities)</b></p> <ul style="list-style-type: none"><li>• Staff are knowledgeable about navigating the Internet</li><li>• Staff are knowledgeable about portable storage devices and the library policies that pertain to their use on public access computers.</li><li>• City I.S. staff can keep Internet access and networks up and running</li><li>• Staff can help people to set-up and access e-mail accounts</li><li>• Staff can do basic hardware troubleshooting</li><li>• Staff can operate, add paper, and clear jams in public printers.</li><li>• Staff can make people feel comfortable while using the library technology.</li><li>• Staff can offer basic technical support for software available on public computers</li></ul>

<p><b>Critical Resources (continued)</b></p>	<p><b>Collection (Print, Media, and Electronic resources)</b></p> <ul style="list-style-type: none"> <li>• Materials available for in-house use in the public computer area including: <ul style="list-style-type: none"> <li>○ How-to use Internet browsers</li> <li>○ How to use Web search engines</li> <li>○ How to use Adobe Acrobat, Media Player, etc.</li> <li>○ How to use software programs available on the library's public access computers.</li> </ul> </li> </ul> <p><b>Facilities (Space, Furniture, and Equipment)</b></p> <ul style="list-style-type: none"> <li>• Electrical outlets that can be easily accessed for use with personal computers</li> <li>• Workstations that are large enough for people to work comfortably</li> <li>• Ergonomic workstations and chairs</li> <li>• Good wire management</li> <li>• Appropriate lighting</li> </ul> <p><b>Technology (Hardware, Software, Networks, and Telecommunication)</b></p> <ul style="list-style-type: none"> <li>• Adequate number of public access computers that are configured for speed and graphics</li> <li>• Adequate number of printers and scanners</li> <li>• Computers configured to allow downloading of licensed digital content to personal storage devices (PDA, MP3 player, Flash drive, etc.)</li> <li>• Sufficient bandwidth to manage the Internet traffic</li> <li>• Current software and operating systems on all public access computers</li> <li>• PC reservation system</li> <li>• Wireless network</li> </ul>
<p><b>Measures</b></p>	<p><b>Number of users:</b></p> <ul style="list-style-type: none"> <li>• Number of people who use library-provided computers to access the Internet</li> </ul> <p><b>Perceptions of users:</b></p> <ul style="list-style-type: none"> <li>• Percent of people who indicate on a survey that they used the library to access the Internet</li> <li>• Percent of users surveyed who respond that: <ul style="list-style-type: none"> <li>○ The assistance they received once they received from staff when using the Internet was very good or excellent</li> <li>○ The library's Internet service was very good or excellent</li> </ul> </li> </ul> <p><b>User outcomes:</b></p> <ul style="list-style-type: none"> <li>• Number and percent of specified users who increase their computer/technology skills</li> <li>• Number and percent of specified users who access e-mail for personal, school or work purposes</li> <li>• Number and percent of specified users who use the Internet for personal, school or work purposes</li> <li>• Users not on Internet</li> </ul>



<b>Measures (continued)</b>	<b>Units of service delivered</b> <ul style="list-style-type: none"><li>• Percent of time the public access terminals are in use</li><li>• Average wait time to use a public access Internet terminal</li></ul>
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**ROLE #3 Create young readers: Emergent literacy**

Preschool children will have programs and services designed to ensure that they will enter school ready to learn to read, write, and listen.

<b>Target Audiences</b>	<ul style="list-style-type: none"><li>• Children from birth to five</li><li>• Parents and caregivers of children from birth to five</li></ul>
<b>Services and Programs</b>	<ul style="list-style-type: none"><li>• Present regularly scheduled story programs divided by age of intended audience.</li><li>• Include interactive components such as singing, puppets, etc. in story programs.</li><li>• Include a “Read to Me” component in the Summer Reading Program.</li><li>• Provide computers with appropriate programs for preschool children as well as secured Internet access to appropriate learning game websites.</li></ul>
<b>Potential Partners</b>	<ul style="list-style-type: none"><li>• USU Department of Education; Department of Family Life</li><li>• Day care providers</li><li>• Head Start operators</li><li>• Hospital</li><li>• New parent groups</li><li>• Pediatricians</li><li>• Social Service agencies</li></ul>
<b>Policy Implications</b>	Age at which someone can get a library card Institutional cards
<b>Current Policies</b>	Public Services Policy <a href="http://library.loganutah.org/information/policy_public.cfm">http://library.loganutah.org/information/policy_public.cfm</a>
<b>Critical Resources</b>	<b>Staff (Knowledge, skills, and abilities)</b> <ul style="list-style-type: none"><li>• Staff are knowledgeable about early childhood development</li><li>• Staff are knowledgeable about emergent literacy</li><li>• Staff are knowledgeable about materials for preschool children</li><li>• Staff can design and deliver effective programs for preschool children</li><li>• Staff can provide parents and caregivers information needed to support emergent literacy.</li><li>• Staff can establish partnerships with day care providers and others who serve preschool children.</li></ul>

<p><b>Critical Resources (continued)</b></p>	<p><b>Collection</b></p> <ul style="list-style-type: none"> <li>• Book/media kits</li> <li>• Books and media on emergent literacy for parents and caregivers</li> <li>• Concept books</li> <li>• DVDs and CDs (DVD ROMs)</li> <li>• I can read books</li> <li>• Picture books</li> </ul> <p><b>Facilities (Space, Furniture, and Equipment)</b></p> <ul style="list-style-type: none"> <li>• Dedicated preschool area</li> <li>• Dedicated space for family use</li> <li>• Restrooms for children</li> <li>• Family computer areas that support shared use of digital resources</li> <li>• Appropriate shelving for preschool materials</li> <li>• Child-friendly furniture and computer desks</li> <li>• Listening and viewing stations</li> </ul> <p><b>Technology (Hardware, Software, Networks, and Telecommunications)</b></p> <ul style="list-style-type: none"> <li>• Children friendly computers</li> <li>• Software for children’s computers</li> <li>•</li> </ul>
<p><b>Measures</b></p>	<p><b>Number of users</b></p> <ul style="list-style-type: none"> <li>• Number of preschoolers attending programs in the library</li> <li>• Number of preschoolers participating in the Summer Reading Program</li> <li>• Percent of people surveyed who indicate that they used the library on behalf of their preschool child/children.</li> <li>• Number of children using computers</li> </ul> <p><b>Perceptions of Users:</b></p> <ul style="list-style-type: none"> <li>• Percent of parents and caregivers surveyed who respond that: <ul style="list-style-type: none"> <li>○ The library plays an important role in helping children to develop a love of books, reading and learning.</li> <li>○ The library plays an important role in helping children enter school ready to learn to read, write, and listen.</li> <li>○ The library’s services for preschools are very good or excellent.</li> </ul> </li> </ul> <p><b>User Outcomes:</b></p> <ul style="list-style-type: none"> <li>• Number and percent of parents and caregivers who foster a love of reading in their children</li> </ul> <p><b>Units of Service Delivered:</b></p> <ul style="list-style-type: none"> <li>• Number of presentations made by library staff at preschools, daycare centers, etc.</li> <li>• Number of preschool programs presented in the library.</li> <li>• Number of hits on the library’s “Emergent Literacy” web site for adults/caregivers.</li> </ul> <p>Circulation of early reader and board books</p>

**ROLE #4 Discover your roots: Genealogy and local history**

Residents and visitors will have the resources they need to connect the past with the present through their family histories and to understand the history and traditions of the community

<b>Target Audiences</b>	<ul style="list-style-type: none"><li>• Citizens interested in local history or genealogy</li><li>• Visitors to the community</li><li>• Students studying local history</li><li>• Genealogists</li></ul>
<b>Services and Programs</b>	<ul style="list-style-type: none"><li>• Provide access to online genealogical resources</li><li>• Develop and maintain a Web site with links to sites of interest to genealogists and people interested in local history.</li><li>• Provide access to local newspapers (digital and microfilm archives)</li><li>• Collect and make available family histories and genealogical records</li><li>• Digitize and index local photographs and documents</li><li>• Collect books about the community and the valley</li><li>• Provide programs concerning genealogy and local history</li><li>• Marketing of available resources</li></ul>
<b>Potential Partners</b>	<ul style="list-style-type: none"><li>• Local Historical Society</li><li>• State Historical Society</li><li>• Herald Journal</li><li>• State Archives</li><li>• Local residents</li><li>• Family History Center</li><li>• USU Special Collections</li></ul>
<b>Policy Implications</b>	<p><b>Fees/charges</b></p> <ul style="list-style-type: none"><li>• Charges for faxes</li><li>• Charges for copies</li><li>• Charges for mailing copies</li><li>• Charges for research services for non-residents and non-card holders</li></ul> <p><b>Information Services</b></p> <ul style="list-style-type: none"><li>• Restrictions on access to items</li><li>• Interlibrary loan of local history and genealogical materials</li><li>• Time limits on use of equipment</li><li>• Level of local history and genealogical reference assistance provided onsite.</li><li>• Level of local history and genealogical reference assistance provided via email and phone.</li></ul>

<p><b>Current Policies</b></p>	<p>Interlibrary Loan Policy  <a href="http://library.loganutah.org/information/policy_ill.cfm">http://library.loganutah.org/information/policy_ill.cfm</a></p> <p>Gifts Policy  <a href="http://library.loganutah.org/information/policy_gifts.cfm">http://library.loganutah.org/information/policy_gifts.cfm</a></p> <p>Collection Development Policy  <a href="http://library.loganutah.org/information/policy_collection.cfm">http://library.loganutah.org/information/policy_collection.cfm</a></p> <p>Reference Policy  <a href="http://library.loganutah.org/information/policy_reference.cfm">http://library.loganutah.org/information/policy_reference.cfm</a></p> <p>Special Collection Policy  <a href="http://library.loganutah.org/information/policy_archives.cfm">http://library.loganutah.org/information/policy_archives.cfm</a></p>
<p><b>Critical Resources</b></p>	<p><b>Staff (Knowledge, Skills, and Abilities)</b></p> <ul style="list-style-type: none"> <li>• Staff are knowledgeable about print and electronic genealogical resources</li> <li>• Staff are knowledgeable about print and electronic local history resources.</li> <li>• Staff are knowledgeable about basic archival and preservation practices.</li> <li>• Staff are knowledgeable about digitization methods and techniques.</li> <li>• Staff are skilled at organizing local records, photographs, and ephemeral materials.</li> <li>• Staff are familiar with local school curriculum requirements related to local history.</li> </ul> <p><b>Collection</b></p> <ul style="list-style-type: none"> <li>• Biographies and genealogies of local people</li> <li>• Cemetery records</li> <li>• Census data</li> <li>• Local records, including vital records, tax records, etc.</li> <li>• Family histories</li> <li>• Local newspapers</li> <li>• Local history materials</li> <li>• Local maps, past and current</li> <li>• Past city directories</li> <li>• Online genealogical databases</li> <li>• City records</li> <li>• Local photographs and related information</li> <li>• Local points of interest and historical significance</li> </ul> <p><b>Facilities (Space, Furniture, and Equipment)</b></p> <ul style="list-style-type: none"> <li>• Equipment required to read, print, and copy all formats included in the library's collections.</li> <li>• Shelving and storage appropriate for all formats</li> <li>• Exhibit and display space</li> <li>• Work space (tables and workstations)</li> <li>• Electrical outlets for personal computers</li> <li>• Secure storage for irreplaceable items</li> <li>• Equipment required to digitize records</li> <li>• Technology</li> <li>• Computers for public use, including the downloading of digital content</li> <li>• Digital document management software</li> </ul>

<p><b>Measures</b></p>	<p><b>Number of users</b></p> <ul style="list-style-type: none"> <li>• Number of people attending genealogy and/or history programs</li> <li>• Percent of people who indicate on a survey that they used the library for genealogy and/or local history information and services.</li> <li>• Number of microfilm users</li> </ul> <p><b>Perceptions of users</b></p> <ul style="list-style-type: none"> <li>• Survey of users of the library's genealogical and history resources</li> </ul> <p><b>Units of service delivered</b></p> <ul style="list-style-type: none"> <li>• In-house circulation of genealogy and/or local history materials</li> <li>• Number of genealogy or local history reference questions</li> <li>• Number of genealogy or local history programs presented</li> <li>• Number of hits on the library's Genealogy and/or Local History website</li> <li>• Number of hits on genealogy and/or local history databases</li> </ul>
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<p><b>ROLE #5 Get facts fast: Ready reference</b>          Patrons will have someone to answer their questions on a wide array of topics of personal interest.</p>	
<p><b>Target Audiences</b></p>	<ul style="list-style-type: none"> <li>• Adults</li> <li>• Teens</li> <li>• Children</li> </ul>
<p><b>Services and Programs</b></p>	<ul style="list-style-type: none"> <li>• Provide a dedicated telephone for reference separate from the reference desk</li> <li>• Provide answers to questions submitted electronically (email, instant messaging, live chat. etc.)</li> <li>• Develop and maintain a virtual reference library with links to online resources that provide quick answers to common questions.</li> <li>• Roving librarians with the ability to answer questions and look up resources for patrons anywhere in the library.</li> </ul>
<p><b>Potential Partners</b></p>	<ul style="list-style-type: none"> <li>• Other libraries</li> <li>• State Library</li> <li>• State Law Library</li> </ul>
<p><b>Policy Implications</b></p>	<p><b>Information Services</b></p> <ul style="list-style-type: none"> <li>• Limits on the type and quantity of reference services provided</li> <li>• Limits on subject areas in which questions will be answered.</li> <li>• Classification of staff who can provide reference service.</li> </ul>
<p><b>Current Policies</b></p>	<p>Reference Policy  <a href="http://library.loganutah.org/information/policy_reference.cfm">http://library.loganutah.org/information/policy_reference.cfm</a></p>
<p><b>Critical Resources</b></p>	<p><b>Staff (Knowledge, Skills, and Abilities)</b></p> <ul style="list-style-type: none"> <li>• Staff are knowledgeable about print and electronic reference resources.</li> <li>• Staff are knowledgeable about search strategies for print and electronic resources.</li> <li>• Staff can conduct effective reference interviews.</li> <li>• Staff can find needed information quickly using print and electronic information resources.</li> </ul> <p><b>Collection (Print, media, and electronic resources)</b></p> <ul style="list-style-type: none"> <li>• Almanacs</li> <li>• Consumer Guides</li> <li>• Dictionaries</li> <li>• Directories</li> <li>• Encyclopedia</li> <li>• Etiquette</li> <li>• Price Guides</li> <li>• Quotations</li> <li>• Thesaurus</li> <li>• Trivia</li> </ul>

<p><b>Critical Resources (continued)</b></p>	<p><b>Facilities (Space, Furniture, and Equipment)</b></p> <ul style="list-style-type: none"> <li>• Space for reference</li> <li>• Tables for users of print reference resources</li> <li>• Adequate telephone lines</li> </ul> <p><b>Technology (Hardware, Software, Networks, and Telecommunication)</b></p> <ul style="list-style-type: none"> <li>• Tablet type computer with wireless access, headset communications</li> <li>• Centralized printing</li> <li>• Wireless reference computer services</li> </ul>
<p><b>Measures</b></p>	<p><b>Number of users</b></p> <ul style="list-style-type: none"> <li>• Number of people who indicate on a survey that they used the library to get fast facts.</li> </ul> <p><b>Perceptions of Users</b></p> <ul style="list-style-type: none"> <li>• Percent of users surveyed who respond that :</li> <li>• Ready reference service was provided in a timely manner</li> <li>• The information assistance they received from staff was very good or excellent.</li> </ul> <p><b>User Outcomes</b></p> <ul style="list-style-type: none"> <li>• Number and percent of specified users who use the information obtained for a specified personal, school, or work purpose.</li> </ul> <p><b>Units of Service delivered</b></p> <ul style="list-style-type: none"> <li>• Number of ready reference questions answered onsite</li> <li>• Number of electronic reference questions answered</li> <li>• Number of hits on the library's fast facts Web site.</li> </ul>



**ROLE #6 Know your Community: Community Resources and Services**

Residents will have a central source of information about the wide variety of programs, services, and activities provided by community agencies and organizations.

<b>Target Audiences</b>	<ul style="list-style-type: none"><li>• Senior</li><li>• Adults</li><li>• Teens</li><li>• New Residents</li></ul>
<b>Services and Programs</b>	<ul style="list-style-type: none"><li>• Maintain an online community calendar</li><li>• Maintain a community events bulletin board and distribute publications from community organizations.</li><li>• Develop and maintain a searchable community information database.</li><li>• Make presentations in the community about the library community information services.</li><li>• Maintain a list of not-for-profit agencies that need volunteers</li></ul>
<b>Potential Partners</b>	<ul style="list-style-type: none"><li>• City and County departments</li><li>• Chamber of Commerce</li><li>• Clubs and organizations</li><li>• Newcomers Association</li><li>• Not-for-profit agencies</li><li>• Social Service agencies</li><li>• Service organizations</li><li>• United Way</li><li>• Academic service clubs</li><li>• Volunteers</li></ul>
<b>Policy Implications</b>	<ul style="list-style-type: none"><li>• Which resources and services should be listed</li></ul>
<b>Current Policies</b>	<ul style="list-style-type: none"><li>• Display, Exhibits, Posted and Distributed Materials Policy <a href="http://library.loganutah.org/information/policy_displays.cfm">http://library.loganutah.org/information/policy_displays.cfm</a></li><li>• I.T. Policy</li></ul>
<b>Critical Resources</b>	<p><b>Staff (Knowledge, skills, and abilities)</b></p> <ul style="list-style-type: none"><li>• Staff are knowledgeable about community agencies and organizations</li><li>• Staff can establish and maintain a searchable community information database.</li><li>• Staff can make presentations to the community.</li><li>• Staff can develop and maintain relationships with representatives of community agencies and organizations.</li><li>• Staff can help users to identify the community agencies and organizations that can address the user's needs.</li></ul> <p><b>Collection (Print, Media, and Electronic Resources)</b></p> <ul style="list-style-type: none"><li>• Community Information database</li><li>• Community Calendar</li></ul>

<p><b>Critical Resources (continued)</b></p>	<p><b>Facilities (space, furniture, and equipment)</b></p> <ul style="list-style-type: none"> <li>• Community events bulletin board</li> <li>• Information rack for free materials</li> </ul> <p><b>Technology (Hardware, Software, Networks, and Telecommunications)</b></p> <ul style="list-style-type: none"> <li>• Database software</li> </ul>
<p><b>Measures</b></p>	<p><b>Number of users</b></p> <ul style="list-style-type: none"> <li>• Percent of people who indicate on a survey that they used the library to obtain information about the programs, services, and activities provided by community agencies and organizations.</li> </ul> <p><b>Perception of Users</b></p> <ul style="list-style-type: none"> <li>• Percent of users surveyed who respond that:</li> <li>• The information provided by the library about community resources and services was very good or excellent.</li> <li>• The information assistance they received from staff was very good or excellent.</li> <li>• Percent of users who report that they found the information they needed, if it exists.</li> </ul> <p><b>User Outcomes</b></p> <p><b>Units of service delivered</b></p> <ul style="list-style-type: none"> <li>• Number of reference questions answered about the programs, services, and activities provided by community agencies and organizations.</li> <li>• Number of hits on the library's community resources and services Web site.</li> <li>• Number of presentations made by library staff describing community information services.</li> </ul>

**ROLE #7 Learn to read and write: Adult, teen and family literacy**

Adults and teens will have the support they need to improve their literacy skills in order to meet their personal goals and fulfill their responsibilities as parents, citizens and workers.

<b>Target Audiences</b>	<ul style="list-style-type: none"><li>• Adults</li><li>• Teens</li><li>• Children</li></ul>
<b>Services and Programs</b>	<ul style="list-style-type: none"><li>• Support Bridgerland Literacy</li><li>• Provide private space for tutors to work one-on-one with literacy students</li></ul>
<b>Potential Partners</b>	<ul style="list-style-type: none"><li>• Adult Education Department of the School District</li><li>• Churches</li><li>• Bridgerland Applied Technology College</li><li>• English Language Center</li><li>• Literacy Council</li><li>• Literacy Volunteers of America</li><li>• United way</li><li>• Schools Creative Writing Classes</li></ul>
<b>Policy Implications</b>	<ul style="list-style-type: none"><li>• Gifts and donations</li><li>• Information services</li><li>• Meeting rooms</li><li>• Programs in the library</li><li>• Volunteers</li></ul>
<b>Current Policies</b>	
<b>Critical Resources</b>	<p><b>Staff (Knowledge, Skills, and Abilities)</b></p> <ul style="list-style-type: none"><li>• Staff are knowledgeable about adult, teen, and family literacy</li><li>• Staff are knowledgeable about adult education</li></ul> <p><b>Collection (Print, Media, and Electronic Resources)</b></p> <ul style="list-style-type: none"><li>• Basic life skills</li><li>• GED preparation guides</li><li>• High interest/low vocabulary materials</li><li>• Parenting skills</li><li>• Reading and writing skills enhancement</li></ul> <p><b>Facilities (Space, Furniture, and Equipment)</b></p> <ul style="list-style-type: none"><li>• Small study rooms for tutoring</li></ul> <p><b>Technology (Hardware, Software, Networks, and Telecommunications)</b></p> <ul style="list-style-type: none"><li>• Dedicated literacy computers</li></ul>

<b>Measures</b>	<p><b>Number of users</b></p> <ul style="list-style-type: none"><li>• Number of people who attended tutoring sessions</li><li>• Number of people who used computer-based literacy programs</li></ul> <p><b>Perceptions of Users</b></p> <p><b>User Outcomes</b></p> <ul style="list-style-type: none"><li>• Number and percent of specified users who contact an organization or agency they learned about at the library for assistance</li><li>• Number and percent of specified users who use the service of Bridgerland Literacy</li></ul> <p><b>Units of Service Delivered</b></p> <ul style="list-style-type: none"><li>• Number of reference questions answered about the literacy program</li><li>• Number hits on the Bridgerland Literacy home page</li></ul>
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**ROLE #8 Satisfy curiosity: Lifelong learning**

Residents will have the resources they need to explore topics of personal interest and continue to learn throughout their lives.

<b>Target Audiences</b>	<ul style="list-style-type: none"><li>• Seniors</li><li>• Adults</li><li>• Teens</li><li>• Children</li></ul>
<b>Services and Programs</b>	<ul style="list-style-type: none"><li>• Provide programs on a variety of topics of interest to various age groups in the community (cooking, quilting, Civil War, travel, animation, dinosaurs, etc.)</li><li>• Work with local organizations to co-sponsor demonstrations on topics of interest to various age groups.</li><li>• Display items created by local residents or items from personal collections.</li><li>• Provide rotation exhibits from museums and other organizations.</li><li>• Online connection tools for patrons with similar interests</li></ul>
<b>Potential Partners</b>	<ul style="list-style-type: none"><li>• Clubs and organizations</li><li>• Community colleges and universities</li><li>• Public schools including adult education services</li><li>• County Extension service</li></ul>
<b>Policy Implications</b>	<p><b>Circulation</b></p> <ul style="list-style-type: none"><li>• Circulation by limits of subject</li></ul> <p><b>Exhibits and Displays</b></p> <ul style="list-style-type: none"><li>• Criteria for inclusion of items in library displays</li></ul> <p><b>Gifts and Donations</b></p> <ul style="list-style-type: none"><li>• Restrictions on donations of cash, equipment, materials, etc.</li></ul> <p><b>Programs in the library</b></p> <ul style="list-style-type: none"><li>• Co-sponsorship of programs</li></ul>
<b>Current Policies</b>	<p>Gifts Policy <a href="http://library.loganutah.org/information/policy_gifts.cfm">http://library.loganutah.org/information/policy_gifts.cfm</a></p> <p>Meeting Room Policy <a href="http://library.loganutah.org/information/policy_meeting.cfm">http://library.loganutah.org/information/policy_meeting.cfm</a></p> <p>Display, Exhibits, Posted and Distributed Materials Policy <a href="http://library.loganutah.org/information/policy_displays.cfm">http://library.loganutah.org/information/policy_displays.cfm</a></p>
<b>Critical Resources</b>	<p><b>Staff (Knowledge, Skills, and Abilities)</b></p> <ul style="list-style-type: none"><li>• Staff is knowledgeable about print and electronic resources</li><li>• Staff can plan and present programs on a variety of life-choice topics</li><li>• Staff can plan and make presentations to community groups</li><li>• Staff can plan and create displays and exhibits</li><li>• Reading lists</li></ul>

<p><b>Critical Resources (continued)</b></p>	<p><b>Collection (Print, Media, and Electronic Resources)</b></p> <ul style="list-style-type: none"> <li>• Antiques and Collectibles</li> <li>• Architecture</li> <li>• Art including local artist collections</li> <li>• Biography and autobiography</li> <li>• Computers</li> <li>• Cooking</li> <li>• Crafts and hobbies</li> <li>• Games</li> <li>• Gardening</li> <li>• History</li> <li>• House and home</li> <li>• Music</li> <li>• Nature</li> <li>• Performing arts</li> <li>• Pets</li> <li>• Philosophy</li> <li>• Photography</li> <li>• Psychology</li> <li>• Religion</li> <li>• Science</li> <li>• Self-help</li> <li>• Social science</li> <li>• Sports and recreation</li> <li>• Technology</li> <li>• Transportation</li> </ul> <p><b>Facilities (Space, Furniture and Equipment)</b></p> <ul style="list-style-type: none"> <li>• Small group meeting rooms</li> <li>• Large group meeting rooms</li> <li>• Display shelving</li> <li>• Secure display space</li> <li>• Comfortable seating</li> </ul> <p><b>Technology (Hardware, Software, Networks and Telecommunications)</b></p> <ul style="list-style-type: none"> <li>• Connection tools</li> </ul>
<p><b>Measures</b></p>	<p><b>Number of Users</b></p> <ul style="list-style-type: none"> <li>• Number of people who indicate on a survey that they used the library for lifelong learning.</li> <li>• Number of users attending programs.</li> </ul> <p><b>Perceptions of Users</b></p> <ul style="list-style-type: none"> <li>• Percent of users surveyed who respond that:</li> <li>• The library's collection of materials for lifelong interest purposes is very good or excellent.</li> <li>• The information assistance they received when looking for information or asking about a topic of personal interest was very good or excellent.</li> </ul>

<b>Measures (continued)</b>	<b>User Outcomes</b> <ul style="list-style-type: none"><li>• Number and percent of specified users who learn a new skill as a result of attending one or more library programs.</li><li>• Number and percent of specified users who learned about a topic of personal interest</li><li>• Number and percent of specified users who meet a personal learning goal.</li></ul> <b>Units of Service Delivered</b> <ul style="list-style-type: none"><li>• Circulation of adult non-fiction</li><li>• Circulation of adult non-fiction in targeted subject areas</li><li>• Number of programs and demonstrations presented</li><li>• Number of displays and exhibits presented.</li></ul>
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**ROLE #9 Stimulate imagination: Reading, viewing and listening for pleasure**

Residents who want materials to enhance their leisure time will find what they want when and where they want them and will have the help they need to make choices from among the options

<p><b>Target Audiences</b></p>	<ul style="list-style-type: none"> <li>• Adults</li> <li>• Teens</li> <li>• Children</li> </ul>
<p><b>Services and Programs</b></p>	<ul style="list-style-type: none"> <li>• Provide reader's advisory services to assist users to locate materials of interest.</li> <li>• Display new materials in a prominent location.</li> <li>• Allow users to place holds on materials online.</li> <li>• Present a summer reading program for children.</li> <li>• Present a teen reading program in the summer.</li> <li>• Present an adult reading program in the summer.</li> <li>• Ensure that users receive reserved items within 30 days of placing the hold.</li> <li>• Develop and maintain a "Readers Advisory: web site.</li> <li>• Make user-contributed book reviews easily accessible.</li> <li>• Friends of the Library programs</li> <li>• Book Festival</li> <li>• Writing contests</li> </ul>
<p><b>Potential Partners</b></p>	<ul style="list-style-type: none"> <li>• Authors (local, regional, state)</li> <li>• Book clubs</li> <li>• Book stores</li> <li>• Music stores</li> <li>• Newspaper book and media reviewers</li> <li>• Senior Center</li> <li>• Theaters</li> <li>• Friends of the Library</li> </ul>
<p><b>Policy Implications</b></p>	<p><b>Circulation</b></p> <ul style="list-style-type: none"> <li>• Circulation limits by subject</li> <li>• Circulation limits by format</li> <li>• Loan periods by format</li> <li>• Non-renewable books and AV</li> <li>• Criteria for selection</li> </ul> <p><b>Gifts and donations</b></p> <ul style="list-style-type: none"> <li>• Restrictions on donations of cash, equipment, materials, etc.</li> </ul> <p><b>Information Service</b></p> <ul style="list-style-type: none"> <li>• Time limits on use of listening and viewing stations</li> </ul> <p><b>Programs in the library</b></p> <ul style="list-style-type: none"> <li>• Co-sponsorship of programs</li> </ul>



<b>Current Policies</b>	Collection Development Policy <a href="http://library.loganutah.org/information/policy_collection.cfm">http://library.loganutah.org/information/policy_collection.cfm</a>
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<b>Critical Resources</b>	<p><b>Staff (Knowledge, Skills, and Abilities)</b></p> <ul style="list-style-type: none"> <li>• Staff is knowledgeable about classic and current fiction</li> <li>• Staff is knowledgeable about genre fiction</li> <li>• Staff is knowledgeable about classic and current music</li> <li>• Staff is knowledgeable about classic and current films</li> <li>• Staff is knowledgeable about graphic novels</li> <li>• Staff can provide reader/viewer/listener advisory services to users looking for recommendations.</li> <li>• Staff can plan and present programs</li> </ul> <p><b>Collection (Print, Media, and Electronic)</b></p> <ul style="list-style-type: none"> <li>• Action and adventure films</li> <li>• Animated films</li> <li>• Best sellers, new books, and new media</li> <li>• Christian fiction</li> <li>• Classic books, films, and new media</li> <li>• Comedy films</li> <li>• Country and bluegrass music</li> <li>• Drama</li> <li>• Fantasy books and films</li> <li>• Foreign films</li> <li>• General fiction</li> <li>• Graphic novels</li> <li>• Hip-hop music</li> <li>• Historical fiction</li> <li>• Horror fiction and films</li> <li>• Jazz music</li> <li>• Latin music</li> <li>• Musical films</li> <li>• Mystery</li> <li>• New Age music</li> <li>• Poetry</li> <li>• Pop music</li> <li>• Religious music</li> <li>• Reggae music</li> <li>• Rock music</li> <li>• Romance books and films</li> <li>• Rhythm and blues music</li> <li>• Science Fiction books and films</li> <li>• Short stories</li> <li>• Sound tracks</li> <li>• Street/urban literature</li> <li>• Suspense and thriller books and films</li> <li>• Western books and films</li> </ul> <p><b>Facilities (Space, Furniture, and Equipment)</b></p> <ul style="list-style-type: none"> <li>• Meeting space</li> <li>• Display units to feature/promote selected portions of the collections</li> <li>• Space to display new books and media</li> <li>• Appropriate shelving for media</li> <li>• Ergonomic workstations and seating</li> </ul>
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<p><b>Critical Resources (continued)</b></p>	<p><b>Technology (Hardware, software, Networks, and Telecommunication)</b></p> <ul style="list-style-type: none"> <li>• Computers configured to allow downloading of licensed digital content to personal storage devices</li> </ul>
<p><b>Measures</b></p>	<p><b>Number of users</b></p> <ul style="list-style-type: none"> <li>• Number of people who indicate on a survey that they used the library to find something to read, view, or listen to for pleasure.</li> </ul> <p><b>Perceptions of users</b></p> <ul style="list-style-type: none"> <li>• Percent of users surveyed who respond that:</li> <li>• They found something to read, view, or listen to for pleasure</li> <li>• The collection of materials to enhance their leisure time was very good or excellent</li> <li>• Staff assistance they received when requesting help to locate an item to read, view, or listen to for pleasure was very good or excellent.</li> <li>• The items they placed on reserve were available in a timely manner</li> </ul> <p><b>User Outcomes</b></p> <ul style="list-style-type: none"> <li>• Number and percent of specified users who increased their enjoyment of reading</li> <li>• Number and percent of specified users who read and enjoyed a book by a new author or on a new topic for the first time.</li> </ul> <p><b>Units of Service Delivered</b></p> <ul style="list-style-type: none"> <li>• Circulation of: <ul style="list-style-type: none"> <li>○ New books</li> <li>○ CDs</li> <li>○ DVDs</li> </ul> </li> <li>• Turnover of items in the new book collection</li> <li>• Average number of days between placing an item on reserve and notification that the item is available for pick-up.</li> </ul>

**ROLE #10 Visit a comfortable place: Physical and virtual spaces**

Residents will have safe and welcoming physical places to meet and interact with others or to sit quietly and read and will have open and accessible virtual spaces that support networking.

<b>Target Audiences</b>	<ul style="list-style-type: none"><li>• Adults</li><li>• Teens</li><li>• Children</li><li>• Local organizations and clubs</li></ul>
<b>Services and Programs</b>	<ul style="list-style-type: none"><li>• Provide meeting rooms for public use.</li><li>• Provide comfortable seating throughout the library.</li><li>• Provide display/exhibit space</li><li>• Gift shop/café</li><li>• Gallery space</li></ul>
<b>Potential Partners</b>	<ul style="list-style-type: none"><li>• City departments</li><li>• Clubs and organizations</li></ul>
<b>Policy Implications</b>	<p><b>Patron Behavior</b></p> <ul style="list-style-type: none"><li>• Expectations for patron behavior</li><li>• Food and drink in the library</li><li>• Process to address inappropriate behavior</li></ul> <p><b>Exhibits and Displays</b></p> <ul style="list-style-type: none"><li>• Criteria for inclusion of items in library exhibits and displays</li></ul> <p><b>Meeting rooms</b></p> <ul style="list-style-type: none"><li>• Use of meeting rooms by outside groups</li><li>• Use of meeting rooms after library hours</li><li>• Meeting room fees</li></ul> <p><b>Programs in the library</b></p> <ul style="list-style-type: none"><li>• Co-sponsorship of programs</li></ul>
<b>Current Policies</b>	<p>Meeting Room Policy <a href="http://library.loganutah.org/information/policy_meeting.cfm">http://library.loganutah.org/information/policy_meeting.cfm</a></p> <p>Patron Behavior and Library Use Policy <a href="http://library.loganutah.org/information/policy_behavior.cfm">http://library.loganutah.org/information/policy_behavior.cfm</a></p> <p>Display, Exhibits, Posted and Distributed Materials Policy <a href="http://library.loganutah.org/information/policy_displays.cfm">http://library.loganutah.org/information/policy_displays.cfm</a></p>

<p><b>Critical Resources</b></p>	<p><b>Staff (knowledge, skills, and abilities)</b></p> <ul style="list-style-type: none"> <li>• Staff can create and maintain a warm, comfortable, and inviting environment in all areas of the library.</li> <li>• Staff can mount exhibits and displays.</li> <li>• Staff can manage meeting rooms.</li> <li>• Curatorial skills</li> </ul> <p><b>Collection (Print, Media, and Electronic)</b> Local art collections</p> <p><b>Facilities (Space, Furniture, and Equipment)</b></p> <ul style="list-style-type: none"> <li>• Meeting rooms of various sizes</li> <li>• Comfortable seating in busy and quiet areas</li> <li>• Ergonomic workstations and chairs</li> <li>• Accessible electrical outlets for personal computers</li> <li>• Good wire management</li> <li>• Display/exhibit space</li> </ul>
<p><b>Measures</b></p>	<p><b>Number of users</b></p> <ul style="list-style-type: none"> <li>• Number of people who have library cards</li> <li>• Number of people who attended programs in the library</li> <li>• Number of community organizations that held meetings or events in the library</li> <li>• Library door count</li> </ul> <p><b>Perceptions of users</b></p> <ul style="list-style-type: none"> <li>• Percent of people who indicate on a survey that they used the library as a comfortable public space.</li> <li>• Percent of people surveyed who indicated that: <ul style="list-style-type: none"> <li>○ The library meeting rooms met their needs</li> </ul> </li> <li>• Percent of people surveyed who indicated that: <ul style="list-style-type: none"> <li>○ The library was a safe place to visit</li> <li>○ The library was a welcoming, attractive, and/or comfortable place to visit.</li> </ul> </li> <li>• Units of service delivered <ul style="list-style-type: none"> <li>○ Number of public service hours per week</li> <li>○ Number of library visits or library attendance</li> <li>○ Library visits per capita</li> </ul> </li> </ul>

**ROLE #11 Engage, Support and Integrate Pertinent Electronic Applications, Devices and Media**

The library is engaged in and supports the use of technological tools, electronic applications and devices, including those that are owned by the patron, and that promote literacy, information retrieval and entertainment purposes.

<p><b>Target Audiences</b></p>	<ul style="list-style-type: none"> <li>• Adults</li> <li>• Teens</li> <li>• Children</li> <li>• Families</li> </ul>
<p><b>Services and Programs</b></p>	<ul style="list-style-type: none"> <li>• Books in electronic format</li> <li>• Downloadable audio and video materials</li> <li>• Free classes taught for the public in basic usage</li> <li>• Devices available for checkout</li> <li>• Implemented internal applications for mobile devices</li> <li>• Implemented external social media applications</li> <li>• Spaces for gathering to foster creativity and collaboration</li> <li>• Openness to embrace new technologies as they emerge</li> </ul>
<p><b>Potential Partners</b></p>	<ul style="list-style-type: none"> <li>• Utah State Library Division</li> <li>• City IT/IS (Information Technology/Systems) Dept.</li> <li>• ILS (Integrated Library System) and other vendors</li> <li>• Current and future advisory groups</li> <li>• Other libraries in the region</li> <li>• Utah State University (Dept. of Instructional Technology and Learning Sciences)</li> </ul>
<p><b>Policy Implications</b></p>	<ul style="list-style-type: none"> <li>• Selection of e-resources for the collection</li> <li>• Acceptable and appropriate use of patron owned devices</li> <li>• Enforcement of pertinent state statutes</li> <li>• Copyright and licensing considerations</li> <li>• Loan periods and restrictions on checking out devices</li> <li>• Limits and guidelines regarding staff help and intervention</li> <li>• Decisions as to which technologies to support</li> <li>• Provision of staff training for using the technologies</li> </ul>
<p><b>Current Policies</b></p>	<ul style="list-style-type: none"> <li>• Collection Development Policy</li> <li>• Public Services Policy</li> <li>• Computer Use Policy</li> <li>• Patron Behavior and Library Use Policy</li> </ul>

<p><b>Critical Resources</b></p>	<p><b>Staff (knowledge, skills, and abilities)</b></p> <ul style="list-style-type: none"> <li>• Staff know what technologies are supported by the library</li> <li>• Staff know how to use the technologies supported by the library</li> <li>• Staff stay abreast of new technological developments and enhancements for possible use in the library</li> </ul> <p><b>Collection</b></p> <ul style="list-style-type: none"> <li>• E-books</li> <li>• Downloadable audio and video materials</li> <li>• Selected devices for checkout</li> </ul> <p><b>Facilities</b></p> <ul style="list-style-type: none"> <li>• Public meeting rooms for social media events</li> <li>• Patron collaboration labs</li> </ul> <p><b>Technology</b></p> <ul style="list-style-type: none"> <li>• Devices available for staff use</li> <li>• Computer and server processing and storage capacities sufficient for the technologies to be supported</li> <li>• Network and bandwidth capacities sufficient for the technologies to be supported</li> </ul>
<p><b>Measures</b></p>	<p><b>Usage Statistics</b></p> <ul style="list-style-type: none"> <li>• Circulation and hold statistics of items in the e-materials collection</li> <li>• Number of participants in the free classes</li> <li>• Circulation statistics of devices being checked-out</li> <li>• Usage statistics of implemented applications</li> <li>• Usage statistics of collaboration lab(s)</li> <li>• Number of new technological applications implemented</li> </ul> <p><b>User Impact Studies</b></p> <ul style="list-style-type: none"> <li>• Survey users to assess impact of these programs and services on peoples' lives</li> <li>• Conduct focus groups to assess impact of these programs and services on peoples' lives</li> </ul> <p><b>User Impact Studies</b></p> <ul style="list-style-type: none"> <li>• Compare usage and cost of e-resources available to patrons through the library to e-resources purchased by patrons for private use</li> <li>• Compare usage and cost of e-resources utilized through the library to traditional print and AV materials utilized through the library</li> </ul>

# IMPLEMENTATION OF GOALS, PROGRAMS AND ACTIVITIES

<b>GOAL</b>	<b>Outcome community or target audience receives because library provides specific service response</b>
<b>OBJECTIVE</b>	<b>How library measures progress toward reaching goal</b>

## 2009

<b>Goal</b>	<b>The library board, in conjunction with the library staff will finalize the strategic plan of the library.</b>
<b>Objective</b>	<b>Identify service roles for the library and related goals and objectives.</b>
Measure	Completed document with establish on-going process for goals and objectives.
Related Role Statements	
Target	Board, Staff, City Administration
Date or Timeframe	December 2009

## 2009

<b>Goal</b>	<b>Expansion of library into city hall space.</b>
<b>Objective</b>	<b>Re-model existing space for expanded public areas and improved staff work areas.</b>
Measure	Compliance with ADA guidelines.
Related Role Statements	Role #10
Target	Staff, General Public
Date or Timeframe	Spring 2010

## 2009

<b>Goal</b>	<b>The library will improve access to and the usable condition of all disc collections in the library.</b>
<b>Objective</b>	<b>Maintain the disc collections for optimum use.</b>
Measure	Number of items cleaned.
Related Role Statements	Role #1, #3, #4, #6, #8, #9
Target	General Public
Date or Timeframe	June 2010

**2010**

<b>Goal</b>	<b>The Library will build relationships with other community organizations</b>
<b>Objective</b>	<b>Identify and establish working relationships with other community organizations</b>
Measure	Identify other community organizations Contact identified organizations
Related Role Statements	Role #3, #4, #6
Target	Community Organizations
Date or Timeframe	Dec. 2010

**2010**

<b>Goal</b>	<b>The Library will organize and conduct a Book Festival</b>
<b>Objective</b>	<b>Promote the programs and services of the library and related community resources</b>
Measure	The event will be held in October 2010
Related Role Statements	
Target	General Public
Date or Timeframe	October 2010



2011

<b>Goal</b>	
<b>Objective</b>	
Measure	
Related Role Statements	
Target	
Date or Timeframe	

## RESOURCE ALLOCATION

<b>2009</b>	<b>Selected Library Service Goal #1</b>	<b>Selected Library Service Goal #2</b>	<b>Selected Library Service Goal #3</b>
<b>Staff</b>	Draft service roles and goals, etc.	Review available spaces; identify services needs for public and staff	Train library staff in use of disc cleaning equipment
<b>Collections</b>		Make coding changes for Holiday collections, juvenile non-fiction collections, etc.	Establish systematic process for reviewing and cleaning all disc collections.
<b>Facilities</b>		Access condition of facility. Make recommendations for re-modeling the facility Coordinate remodeling with the city administration and with public works.	Space for equipment and processing of materials to be cleaned.
<b>Technology</b>		Add pc's for young adult area and children's area. Acquire and install centralized printing for general public.	Acquire equipment necessary for cleaning discs
<b>Other</b>	Library Board: review draft and make recommendations		

# APPENDIX A

## Demographics

### Community Profile

#### Population

#### Quick Facts

##### Logan:

Total population, 2005: **47,660**  
Households, 2000: **13,902**  
Average household size, 2000: **2.92**  
Median age, 2000: **23.5**

##### Cache County:

Total population, 2006: **109,022**  
Households, 2000: **27,543**  
Average household size, 2000: **3.24**  
Median age, 2000: **23.9**

##### Source:

[U.S. Census - American Factfinder](#)  
[2008 Economic Report to the Governor](#)

#### Population History: Logan and Cache County

##### Year 1970 1980 1990 2000

Logan 22,333 26,844 32,762 42,670  
Cache County 42,331 57,176 70,183 91,391

##### Source:

[Governor's Office of Planning & Budget: Population by County](#)  
[Governor's Office of Planning & Budget: Population by Community](#)

#### Population Projections: Cache County

##### Year 2010 2020 2030 2040 2050

Logan 52,185 67,467 83,999 101,894 121,766

#### Population by Race: Logan, 2000

##### Race Number Percent

White 37,947 88.9%  
Black or African American 272 0.6%  
American Indian and Alaskan Native 361 0.8%  
Asian 1,537 3.6%  
Native Hawaiian and Other Pacific Islander 125 0.3%  
Some other race 1,740 4.1%  
Hispanic or Latino (of any race) 3,509 8.2%

##### Source:

[U.S. Census - American FactFinder](#)

#### Population by Race: Cache County, 2000

##### Race Number Percent

White 84,286 92.2%  
Black or African American 348 0.4%  
American Indian and Alaskan Native 529 0.6%  
Asian 1,814 2.0%  
Native Hawaiian and Other Pacific Islander 181 0.2%

##### More Information

[American FactFinder](#) - U.S. Census Bureau site with census data for U.S. states, counties, cities and zip codes. Includes data on population, income and employment, education levels, housing and business.  
[Economic Report to the Governor 2008](#) - Annual report to the governor on Utah's economic outlook.

Includes information for the entire state and individual counties on demographics, employment and wages,

income, business, cost of living, education and more.

**EDC Utah: Cache County Profile** - Overview of Cache County from The Economic Development Corporation of Utah. Includes information on Cache County population and demographics, business and employment trends, climate, recreation and more.

**Governor's Office of Planning and Budget: Demographic and Economic Analysis** - Collection of sources with data on demographics and economics in the State of Utah.

**State and Metropolitan Area Data Book: 2006** - U.S. Census Bureau publication with statistics for U.S. states, counties and metropolitan areas. Contains facts on population, health, housing, income, business and government.

**Statistical Abstract of the United States** - U.S. Census Bureau publication with data for the entire United States covering topics such as population, agriculture, business, housing, education, government, geography, health, income and transportation.

**Utah Data Guide** - Quarterly publication with updates about statistics for the state of Utah.

**Utah Facts 2008** - Publication from the Governor's Office of economic development with information on population, education, business, transportation, government and real estate in the state of Utah.

**Utah Office of Vital Statistics and Records** - Statistics on marriages and divorces, abortions, births and deaths and mortality.

Cache County 114,304 147,776 183,989 223,185 266,711

**Source:**

[Governor's Office of Planning & Budget: Population Projections](#)

#### **Population by Age: Logan, 2000**

##### **Age Group Number Percent**

18 years and over 32,666 76.6%

65 years and over 3,025 7.1%

under 5 years 4,055 9.5%

5-9 years 2,398 5.6%

10-14 years 2,153 5.0%

15-19 years 4,788 11.2%

20-24 years 11,225 26.3%

25-34 years 7,503 17.6%

35-44 years 3,374 7.9%

45-54 years 2,614 6.1%

55-59 years 830 1.9%

60-64 years 705 1.7%

65-74 years 1,315 3.1%

75-84 years 1,112 2.6%

85 years and over 598 1.4%

**Source:**

[U.S. Census - American FactFinder](#)

Some other race 3,026 3.3%

Hispanic or Latino (of any race) 5,786 6.3%

**Source:**

[U.S. Census - American FactFinder](#)

#### **Population by Age: Cache County, 2000**

##### **Age Group Number Percent**

18 years and over 68,798 68.7%

65 years and over 6,539 7.2%

under 5 years 9,046 9.9%

5-9 years 7,371 8.1%

10-14 years 7,346 8.0%

15-19 years 10,157 11.1%

20-24 years 14,933 16.3%

25-34 years 13,492 14.8%

35 to 44 years 10,032 11.0%

45 to 54 years 7,829 8.6%  
55 to 59 years 2,555 2.8%  
60 to 64 years 2,091 2.3%  
65 to 74 years 3,197 3.5%  
75 to 84 years 2,311 2.5%  
85 years and over 1,031 1.1%

**Source:**

[U.S. Census - American FactFinder](#)

The following information is included in the library's profile:

Facts and figures about Logan and the surrounding area

[Geography and Climate](#)

Includes information on temperatures, precipitation, elevation and land area.

[Population](#)

Facts about the people who live in Logan and Cache County including total population and households, population growth, along with the age and race of residents.

[Health and Social Characteristics](#)

Information about health of area residents including birth and death rates, leading causes of death and health indicators. Also includes information on social characteristics including marriage and divorce rates.

[Education](#)

Statistics on public and higher education including school enrollment, education indicators, educational attainment and test scores.

[Income and Employment](#)

Includes data on cost of living, household incomes, unemployment, employment and wages by industry, and principal employers.

[Taxes](#)

Data on local property, income and sales tax.

[Housing and Construction](#)

Information on new residential construction, home ownership rates and available housing.

[Agriculture](#)

Facts about local agriculture including farm acreage, crops raised, livestock & poultry, and farm values.

[Business and Industry](#)

Includes statistics on taxable sales by industry, business births and deaths and the number and types of business establishments.

[Government](#)

Lists elected officials for the City of Logan and Cache County.

[Crime and Law Enforcement](#)

Data on crime rates, annual arrests and types of crimes committed.

[Transportation](#)

Facts about local motor vehicle registrations, commuting to work, and traffic accidents.