Week 2 Summary
March 31-April 4
MASS Design Group

The second week of immersion was an opportunity for the Colorado College community to develop a shared vision for the new library. MASS Design Group led visioning workshops with key stakeholder groups: The Library Action Team, Learning Commons Staff, students, Library Staff, and college leadership. Each workshop was structured by an Impact-based Design Methodology (IDM), an iterative tool MASS has developed to articulate the mission of impact-based projects. The IDM asks four key questions:

1. What is the goal of the project? (Mission)
2. How do we get there? (Method)
3. How can we measure our success? (Impact)
4. What is the user-level change? (Behavior change)

By cycling through these questions, the groups were able to articulate possible missions for the project based in a deep understanding of its impact and associated behavior change. There was a great deal of overlap between the groups, and the missions can be organized roughly by three complementary ideas:

1. Enhance learning
2. Bring people together
3. Show it off

These missions can be seen to support each other a great deal. For example, learning could be enhanced through the environment of trust created by a sense of community. Similarly, a building that makes learning visible (that shows it off) could enhance learning by inspiring people, increasing accessibility, and promoting the dignity of discovery.

Concurrent to the visioning exercise, MASS developed library personas to aid in the programming exercises held in Week 3. Personas are fictional characters designed as stand-ins for key user groups of a project. In addition to different types of students, the personas include community members, staff and faculty. By seeing what the different users have in common we can begin to formulate a space defined by complimentary programs and resources.
SUMMARY OF
VISIONING
WORKSHOPS
THE MISSION

1 ENHANCE LEARNING

How can a building complement the educational agenda of the block plan?

Empower teaching, learning, and knowledge production

Promote knowledge sharing and discovery at CC

Foster inquiry, discovery, and creativity on the block plan

2 BRING PEOPLE TOGETHER

How can a stronger sense of community promote learning?

Promote learning as social exchange

Create community and place in the block plan

Promote the diversity of learning on campus

3 SHOW IT OFF

How can one space demonstrate what’s special about CC?

Amplify and display the experience of learning at CC

Create an icon of learning at CC

Expand, compensate, and accentuate the block plan
## IDM 1 Library Action Team

*“Where fun goes to learn”*

<table>
<thead>
<tr>
<th>MISSION</th>
<th>METHOD</th>
<th>IMPACT</th>
<th>BEHAVIOR CHANGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Increase/enhance the culture of learning outside the classroom</td>
<td>Entice people to come and centralize resources</td>
<td>Quality of Capstone Projects</td>
<td>Utilize learning resources</td>
</tr>
<tr>
<td>Enhance learning for the block plan</td>
<td>Create a community of learning</td>
<td>Quality of writing portfolios and field studies</td>
<td>Utilize a wider variety of learning resources</td>
</tr>
<tr>
<td>Create a heart/hearth for the campus</td>
<td>“Counterblocking,” resources that counter the isolation of the block plan</td>
<td>Curriculum changes, startups, more clubs</td>
<td>More likely to share across disciplines</td>
</tr>
<tr>
<td>Create an egalitarian sense of the disciplines</td>
<td>Create a collaborative space where the disciplines can overlap</td>
<td>Number and frequency of different resources being used</td>
<td>People are more likely to use resources/methods outside of their core discipline</td>
</tr>
<tr>
<td>Amplify the appreciation of all the disciplines and the work happening at CC</td>
<td>“Where fun goes to learn” Create a space that catalyzes interaction between the disciplines</td>
<td></td>
<td>People are more likely to use resources/methods outside of their core discipline</td>
</tr>
</tbody>
</table>

## IDM 2 Learning Commons Staff

*Catalyze new opportunities for learning*

<table>
<thead>
<tr>
<th>MISSION</th>
<th>METHOD</th>
<th>IMPACT</th>
<th>BEHAVIOR CHANGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>To empower teaching, learning and knowledge production</td>
<td>Improve opportunities and access to resources and experiences linked to learning</td>
<td>Increased usage of resources &amp; services used per person</td>
<td>Students actively seek out resources</td>
</tr>
<tr>
<td>Provide a venue for learning as social exchange. Embody social learning environment. A more diverse student body.</td>
<td>Create social &amp; individual learning spaces.</td>
<td>Increased usage. Number of independent learning clusters created. More students remain on campus between blocks.</td>
<td>Faculty and students more likely to participate in social learning environment. Center is understood as enriching the curriculum</td>
</tr>
<tr>
<td>Amplify the mission, values, and practices of CC. Embody the heartbeat of the college</td>
<td>A demonstrative space that catalyzes new opportunities for learning and collaboration across users</td>
<td>Achieve defined strategic plan goals. Number of interdisciplinary collaborations. User diversity.</td>
<td>Strategies demonstrated at the center are emulated across the campus</td>
</tr>
</tbody>
</table>
## IDM 3 Student Group

**Expanding, compensating, accentuating the block plan**

<table>
<thead>
<tr>
<th>MISSION</th>
<th>METHOD</th>
<th>IMPACT</th>
<th>BEHAVIOR CHANGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Better facilitate learning</td>
<td>Make available the right resources in environments conducive to learning</td>
<td>Increase in time spent engaged in learning per student</td>
<td>People desire to spend more time engaged in learning</td>
</tr>
<tr>
<td>A building that’s loved by all in 50 years. A “Temple of Knowledge”</td>
<td>A place that connotes studying. An ambiance of permanence, characterized by learning, that takes advantage of its place</td>
<td>% of love in 50 years. Increase in alumni support</td>
<td>Pinnacle of campus tours. Photos @ 50 year Reunion</td>
</tr>
<tr>
<td>A functional library calibrated to the needs of CC learning. “Immersive, collaborative, block”</td>
<td>Create an adaptive environment (day, block, year)</td>
<td>Usage by diverse constituents at all times for diverse activities</td>
<td>Students/users optimally and maximally use spaces</td>
</tr>
<tr>
<td>Expanding, compensating, accentuating the block plan</td>
<td>Create a place that displays the work of knowledge creation</td>
<td>Increase in social sharing. Faster access to materials. Higher utilization of resources &amp; services</td>
<td>Relationships occur and are sustained across disciplines. “Break down barriers”</td>
</tr>
</tbody>
</table>

## IDM 4 Library Staff

**Eliminate barriers**

<table>
<thead>
<tr>
<th>MISSION</th>
<th>METHOD</th>
<th>IMPACT</th>
<th>BEHAVIOR CHANGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Promote lifelong &amp; immersive learning for the CC community &amp; community at large</td>
<td>Provide flexible space &amp; resources that encourage &amp; empower users to utilize the library &amp; enhance the learning experience</td>
<td>Library/center headcount, GPA, qualitative surveys, utilization of flexible spaces</td>
<td>Users take advantage of space and take ownership &amp; authorship, more collaborations occur</td>
</tr>
<tr>
<td>Empower &amp; support CC learners throughout their block-plan focus learning process</td>
<td>Create flexible learning space &amp; a constant hub for education</td>
<td>Time study of resources used, diversity of students/disciplines</td>
<td>People develop a sense of ownership, a place where students are not afraid to do the Harlem Shake</td>
</tr>
<tr>
<td>Foster inquiry, discovery, and creation on the block plan</td>
<td>Adaptive, inviting space, accessible collections, appropriate services for interdisciplinary scholarship</td>
<td>Increase in usage throughout the day, increased diversity of users</td>
<td>“More people, more stuff, different stuff, more often”</td>
</tr>
<tr>
<td>Support student academic needs</td>
<td>Eliminate barriers, provide resources, create diverse study &amp; learning spaces</td>
<td>Usage of resources</td>
<td>Belief that it was core to college experience</td>
</tr>
</tbody>
</table>
## IDM 5 College Leadership

*Showcase and amplify the CC liberal arts experience*

<table>
<thead>
<tr>
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<th>METHOD</th>
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<th>BEHAVIOR CHANGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Showcase and amplify the CC liberal arts experience</td>
<td>A dynamic environment. Draws students and community to connected resources. Flexible spaces. “Intellectual Hub”</td>
<td>Stronger liberal arts skills. Increased donations. Increased involvement. Interactions across silos</td>
<td>Former non-users take advantage of resources. Increased interdisciplinary usages --&gt; opportunities</td>
</tr>
<tr>
<td>Increased intellectual rigor for CC</td>
<td>Create adaptive spaces for collaboration</td>
<td>More academic interactions, longer stays</td>
<td>People feel welcome and are more likely to take advantage of available resources</td>
</tr>
<tr>
<td>Connect the processes of learning on the block plan</td>
<td>Create ways for people to intentionally and unintentionally collide and collaborate through safe access to resources. Reflects a sense of place</td>
<td>More diverse users/presence. Increased intentional sharing. Diverse opinions. Increased applications. Research utilization during block breaks. Celebrations of process &amp; product</td>
<td>Democratized spaces leads to greater success. Reducing barriers and openness to difference (people/disciplines), sense of relief</td>
</tr>
</tbody>
</table>
PERSONAS
<table>
<thead>
<tr>
<th>Character</th>
<th>Schedule</th>
</tr>
</thead>
<tbody>
<tr>
<td>MINA LEWIS</td>
<td>12am</td>
</tr>
<tr>
<td>Future Yale</td>
<td>6am</td>
</tr>
<tr>
<td>A senior humanities student with a carrel, Mina also works in the Writing Center. She spends all of her time in the library.</td>
<td></td>
</tr>
<tr>
<td>12pm</td>
<td>6pm</td>
</tr>
<tr>
<td>Li Xin Jie</td>
<td>12am</td>
</tr>
<tr>
<td>International</td>
<td>6am</td>
</tr>
<tr>
<td>Xin Jie is unused to the learning culture at CC and is intimidated by Club Tutt. She visits the Writing Center for help.</td>
<td></td>
</tr>
<tr>
<td>12pm</td>
<td>6pm</td>
</tr>
<tr>
<td>Brian Tom</td>
<td>12am</td>
</tr>
<tr>
<td>Land Artist</td>
<td>6am</td>
</tr>
<tr>
<td>Between spending time outside and in studio, Brian only uses the library for printing and checking out art books.</td>
<td></td>
</tr>
<tr>
<td>12pm</td>
<td>6pm</td>
</tr>
<tr>
<td>Jen Segal</td>
<td>12am</td>
</tr>
<tr>
<td>Lab Rat</td>
<td>6am</td>
</tr>
<tr>
<td>Jen spends most of her time in class or lab, using the library for the QRC and disability services, as well as group work.</td>
<td></td>
</tr>
<tr>
<td>12pm</td>
<td>6pm</td>
</tr>
<tr>
<td>Mort Reilly</td>
<td>12am</td>
</tr>
<tr>
<td>Ambitious Oldster</td>
<td>6am</td>
</tr>
<tr>
<td>Mort is a local writer that likes to leaf through the government docs and special collections at Tutt.</td>
<td></td>
</tr>
<tr>
<td>12pm</td>
<td>6pm</td>
</tr>
<tr>
<td>James Young</td>
<td>12am</td>
</tr>
<tr>
<td>Job Seaker</td>
<td>6am</td>
</tr>
<tr>
<td>James spends a few hours each morning sending out his resume and reading the paper if it’s snowing too hard.</td>
<td></td>
</tr>
<tr>
<td>12pm</td>
<td>6pm</td>
</tr>
<tr>
<td>Meg Turner</td>
<td>12am</td>
</tr>
<tr>
<td>Admin/Faculty</td>
<td>6am</td>
</tr>
<tr>
<td>Meg is a research faculty member with administrative duties. If she could she’d spend time working alone in Tutt.</td>
<td></td>
</tr>
<tr>
<td>12pm</td>
<td>6pm</td>
</tr>
<tr>
<td>Diana Wescombe</td>
<td>12am</td>
</tr>
<tr>
<td>Writing Center Staff</td>
<td>6am</td>
</tr>
<tr>
<td>Diana spends her day in the Writing Center, meeting with students individually or in small groups.</td>
<td></td>
</tr>
<tr>
<td>12pm</td>
<td>6pm</td>
</tr>
<tr>
<td>Isaac Wong</td>
<td>12am</td>
</tr>
<tr>
<td>Research Librarian</td>
<td>6am</td>
</tr>
<tr>
<td>Isaac spends around 10 hours a week at the reference desk, spending the rest of his time in various library duties.</td>
<td></td>
</tr>
<tr>
<td>12pm</td>
<td>6pm</td>
</tr>
<tr>
<td>Trisha Sharma</td>
<td>12am</td>
</tr>
<tr>
<td>Teacher’s Teacher</td>
<td>6am</td>
</tr>
<tr>
<td>Trisha loves teaching, and would love to find new ways embed her class in the resources of the library.</td>
<td></td>
</tr>
<tr>
<td>12pm</td>
<td>6pm</td>
</tr>
<tr>
<td>Debate Team</td>
<td>12am</td>
</tr>
<tr>
<td>Future Pundits</td>
<td>6am</td>
</tr>
<tr>
<td>The debate team meets for a few hours each week, and needs a space that facilitates both research and small meetings.</td>
<td></td>
</tr>
<tr>
<td>12pm</td>
<td>6pm</td>
</tr>
<tr>
<td>Ryan McWalter</td>
<td>12am</td>
</tr>
<tr>
<td>Outdoor Enthusiast</td>
<td>6am</td>
</tr>
<tr>
<td>Ryan loves being outside, and doesn’t print his reading until after dinner. He prefers reading behind Cutler or at home.</td>
<td></td>
</tr>
</tbody>
</table>
MINA LEWIS
FUTURE YALIE

ABOUT MINA:
- 21 years old
- Senior History Major
- Works in the Writing Center
- Has a carrel in Tutt

MOTIVATIONS
- Wants to go to an East Coast law school after graduation
- Loves helping people in the Writing Center

EXPECTATIONS
- 24 hour carrell access
- Access to both digital journals and physical archives
- A place to get coffee at night without stepping out into the snow
- Small group-work spaces for Writing Center tutoring

BEHAVIORS
- Self-motivated, hard working
- Searches online journals and tracks down print & digital citations
- Spends almost all of her time outside of class at her carrel or at the Writing Center

RESOURCES
- Digital journals, bound periodicals, physical archives
- Macbook Air and a Kindle loaded with young adult novels

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LI XIN JIE
INTERNATIONAL

ABOUT XIN JIE:
• 19 years old
• Freshman, international student
• Interested in Art History
• Needs Writing Center help

MOTIVATIONS
• To eventually get a PhD before going back to Hangzhou
• To take advantage of all her hard work in high school

EXPECTATIONS
• A focused environment to work on her writing skills
• A good selection of art monographs
• Lecture recordings or transcripts to go over at home
• Something to do in Colorado Springs during block break

BEHAVIORS
• Hard working but shy
• Intimidated by the atmosphere of “Club Tutt”
• Works mostly in her dorm room or lounge by herself

RESOURCES
• Art Monographs, digital image search, digital journals
• Old Lenovo laptop and a Samsung phone
BRIAN TOM
LAND ARTIST

ABOUT BRIAN:
- 21 years old
- Senior art major from Miami
- Spends most of his time slacklining or in studio

MOTIVATIONS
- Wants to continue developing a lightened sense of being
- To make large land-art performances in New Mexico

EXPECTATIONS
- A place where he can print theory articles
- A seedbank he can use to grow organic vegetables
- Transparent social spaces to chat with friends
- Somewhere to show his work more regularly

BEHAVIORS
- Does well in class, spends a lot of time slacklining and bouldering before dinner
- Has a shared studio space where he does most of his reading
- Does most of his writing at his off-campus apartment

RESOURCES
- Videos of art-performances, digital image search, digital journals
- iMac in his studio and an iPhone with a cracked screen
JEN SEGAL
LAB RAT

ABOUT JEN:
• 20 years old
• Biology major from New Jersey
• Has a learning disability

MOTIVATIONS
• Wants to become an orthopedic surgeon like her mother

EXPECTATIONS
• An off-the-beaten path waiting area for Disability Services
• A distraction free but pleasant place to work at Tutt
• Small group-work areas that aren’t too noisy

BEHAVIORS
• Is really outgoing but needs to isolate herself to concentrate
• Spends most of her time in lab
• Only goes to Tutt for Disability Services and some socializing

RESOURCES
• Access to scientific journals, specialized reading software
• A Macbook Pro and an iPad mini for reading and Candy Crush

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ABOUT MORT:
- 78 years young
- CC class of of ’58
- Retired lawyer working on a historical murder mystery set in Colorado Springs

MOTIVATIONS
- To balance writing with grandkids, fixing up the cabin, and watching college football

EXPECTATIONS
- A place where he can work while being inspired by CC
- Access to local government archives and newspapers
- Reasonable short distances between physical resources and scanning/printing

BEHAVIORS
- Isn’t very good at doing online research so he spends most of his time going through physical resources
- Spends a few hours a day at the library doing research

RESOURCES
- Local archives and periodicals, accessible online search tools
- A small PC laptop from work
JAMES YOUNG
JOB SEEKER

MOTIVATIONS
- Looking for work as a sous chef
- Lives too far North to walk to the Colorado Springs Library

EXPECTATIONS
- Just grateful to be able to spend an hour or two on craigslist
- Doesn’t want to feel too much like an outsider but appreciates the needs of students and staff

BEHAVIORS
- Walks a little under a mile to use the internet a couple mornings every week
- Sometimes drinks a small coffee and chats with a few students
- Will sit and read the paper for a while if it’s raining or snowing too hard to walk home

RESOURCES
- A computer with a decent internet connection and browser
- Has an older smartphone that runs out of batteries quickly

ABOUT JAMES:
- 35 years old
- Veteran and resident of Colorado Springs
- Looking for jobs online and printing resumes

LAB/STD. OUTSIDE WORK CLASS HOME
6am 6pm 12am 12pm 6pm 12am
MEG TURNER
ADMIN FACULTY

ABOUT MEG:
- 70 years old
- Chemistry professor and Administrator
- Working on a textbook with some student research assistants

MOTIVATIONS
- To balance her administrative duties with teaching, working on a textbook, and spending time with students

EXPECTATIONS
- A place she can go if her office is too busy
- Somewhere to work individually while getting immersed in the atmosphere of the school
- Space to meet with student researchers to discuss book project

BEHAVIORS
- Currently goes to a cafe down Tejon to focus when things get busy at the office
- Spends 2-3 hours a week with student researchers
- Bikes from Manitou Springs

RESOURCES
- Desktop in her office and a small Vaio laptop
- Access to online journals, color printing, 3d visualization software

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DIANA WESCOMBE
WRITING CENTER STAFF

ABOUT DIANA:
- 32 years old
- Has been working in the Writing Center since getting an MFA in Creative Writing

MOTIVATIONS
- To share her love of language with students at Colorado College

EXPECTATIONS
- An office for private meetings
- A more visible place to work, making herself available to curious students
- A daylit space for small-group work or one-on-one tutoring

BEHAVIORS
- Spends an hour or two in the morning checking email
- Meets students individually or in small groups
- Tries to make herself available in common areas

RESOURCES
- Desktop in her office and a stack of legal pads
- A bookshelf of useful style guides and dogeared essay collections
ISAAC WONG
REFERENCE LIBRARIAN

MOTIVATIONS
- To help library users navigate all the forms of content available

EXPECTATIONS
- A desk in a fairly prominent part of the library
- Printed graphics or digital apps to communicate library navigation
- Adjacency with other research/writing resources

BEHAVIORS
- Spends around 10 hours a week at the reference desk
- Balances collections development with stints at the circulation desk as well as meeting with classes

RESOURCES
- An iMac at a broad desk, printed library maps, an LCD touch-screen of the library map
**ABOUT TRISHA:**

- 41 years old
- Teaching-oriented professor with a PhD in English from Harvard
- Amateur pianist

**MOTIVATIONS**

- To find new ways of inspiring students in her class

**EXPECTATIONS**

- A library that helps her students get immersed in the material
- Relatively fast turnaround for off-site books
- A space to publicize the work of her students

**BEHAVIORS**

- Lives in Denver with her husband, wakes up early to drive to Colorado Springs every morning

**RESOURCES**

- Macbook Air, LCD projector, video-conferencing cameras, whiteboard, pin-up space
DEBATE TEAM
FUTURE PUNDITS

ABOUT DEBATE TEAM:
• 19-22 years old
• Majors in History, Economics, English and Theater
• Has tried to sneak beer into the library

MOTIVATIONS
• To improve skills in research, argumentation, rhetoric and debate

EXPECTATIONS
• A collaborative space not too far from digital/print resources
• To be able to make a little noise without disturbing other students
• To have a separate area but not feel isolated

BEHAVIORS
• Meets up every Friday for 3 hours to prep and practice
• Travels to other schools on a bi-weekly basis for formalized debates
• Travels once a year to national championships in Philadelphia

RESOURCES
• An assortment of new and old Apple/PC laptops, printing, shareable LCD screen, whiteboard, flipcharts, big tables

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RYAN MCWALTER
OUTDOOR ENTHUSIAST

MOTIVATIONS
- To spend as much time outdoors as possible
- To make really good fly-fishing videos with friends

EXPECTATIONS
- A place to print and meet his friends after dinner
- Enough space to work on papers during 4th Week
- A way to take a break from studying without leaving the building

BEHAVIORS
- Spends a couple of hours a week at Eleven Mile Canyon
- Borrows a GoPro from his friend to film bouldering/fishing
- Doesn’t print readings until after dinner
- Goes on epic fishing trips during block breaks

RESOURCES
- A Macbook Pro covered with stickers, a GoPro he borrows from his brother, an iPhone 5 with a cracked screen, a better digital camera and lenses he borrows from the school

ABOUT RYAN:
- 21 years old
- Political Science Major
- Accomplished trail runner

6am - 6pm
12pm - 12am
12mn - 6am
12pm - 6pm

HOME
TUTT/CTR
CLASS
WORK
OUTSIDE
LAB/STD.