Roving: Aimless or Purposeful?
Peer Roving Assistants (PRA)

Purpose

Point of need service
Space observation
Interviews

**get a better understanding of what students are doing and how we can improve services!
Observation Form

Please use this form for observation data. Not every field needs to be filled out, but use those fields that are most appropriate.

* Required

Observation Location *

Total number of seats in area?

Total number of seats occupied at the start of observation? *

Number of people studying individually? *

Number of groups working together in pairs? *

Number of groups working together consisting of 3-6 people? *

Number of groups larger than 6?
Service Point Survey

Peer Roving Assistants - Friday, 08/01/2014 at 02:13 PM

Question Form
- Chat
- Email
- In Person
- Telephone

Question Details
- Reference
  - General Reference
  - [ ] Directional / Informational
    - Supplies / Equipment
    - Other
      - Specify: [ ]

Time to Answer
- [ ] 0-1 minute
- [ ] 1-5 minutes
- [ ] 5-10 minutes
- [ ] 10+ minutes

Comments

Submit
Interview

* Required

Interviewee's year and major *

Interviewee's name

Why do you study in the library? *

How much time do you spend at the library? *

Identify some changes you would like to see in the library.

What do you think of the furniture in the library?

Do you have a preference on noise level while working in the library?

Have you visited the scale-up room? If so, thoughts?

Have you used the whiteboards around the library? If so, briefly describe your experience.

What do you think about the new coffee shop that has opened on the first floor?

Do you prefer to study in groups or individually? Why?
Whiteboard Initiative

What do you need from your library? 

- More cozy spaces w/ green rugs, soft lighting, etc.
- Books
  - More sections in the coffee shop
  - Les Nicholas Cage movies
- Creative writing workshops
- Desk outlets
- More desks + outlets
- Those sweet light-up Nikes from "Back to the Future, Pt. 2"

How can the library support you through finals?

- Coffee!
- Enforcing quiet/studying
- Desk outlets
- DOGE
- Trampoline room or ball pit
- Music during finals
- Cuddly Buddies
- Gold Star Stickers
- Grilled cheese + chocolate
- Cats + dogs + puppies + kittens

Working phone chargers

No finals!
Problems with collection

- How do we divide the space?
- Ambiguities in the observation form
- What do we want to know?
- The stacks keep moving! Now what?
- Where did all that furniture go?
- Students have busy lives outside of working for me?!?!? Seriously?
Solutions

- Regular Meetings/Communication
- Library Maps
- Cutting down on ambiguous language in the forms
- Being flexible – both me and my students
Cutting Out Ambiguities

Instead of answering:
“Number of students entering and leaving the area?”

We now answer:
“Number of students in the area at the beginning of the observation period?” AND
“Number of students in the area at the end of the observation period?”
Occupancy Distribution

Sheet 1

Avg. Ending Count

Observation Location
- 1st floor cafe
- 2nd floor loading dock
- 2nd floor main commons
- 2nd floor writing center/ elevators
- 3rd floor
- 4th floor Corps museum/ study carrels
- 4th floor main commons/ curved wall/ tables
- 4th floor vending area
- 5th floor

Observation Location. Color shows details about Observation Location. Size shows average of Ending Count. The marks are labeled by Observation Location. The data is filtered on Observation Location (group) and Date Weekday. The Observation Location (group) filter keeps 7 of 11 members. The Date Weekday filter ranges from Sunday to Saturday. The view is filtered on Observation Location, which keeps 0 of 16 members.
Power Usage

Average Power for each Observation Location. Color shows details about Observation Location (group) 1. The view is filtered on Observation Location, which keeps 9 of 16 members.
Individual vs. Group/Pair Study

Sheet 4

<table>
<thead>
<tr>
<th>Observation Location</th>
<th>Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st floor cafe</td>
<td></td>
</tr>
<tr>
<td>2nd floor loading dock</td>
<td></td>
</tr>
<tr>
<td>2nd floor main commons</td>
<td></td>
</tr>
<tr>
<td>2nd floor writing center/elevators</td>
<td></td>
</tr>
<tr>
<td>3rd floor</td>
<td></td>
</tr>
<tr>
<td>4th floor Carpe</td>
<td></td>
</tr>
<tr>
<td>4th floor main commons/curved wall/tables</td>
<td></td>
</tr>
<tr>
<td>4th floor vending area</td>
<td></td>
</tr>
<tr>
<td>5th floor</td>
<td></td>
</tr>
</tbody>
</table>

Avg. Groups 3-6, Avg. Individual, and Avg. Pairs for each Observation Location. Color shows details about Avg. Groups 3-6, Avg. Individual, and Avg. Pairs. The view is filtered on Observation Location, which keeps 9 of 16 members.
Conclusion

Best way to improve the library?

Ask students ➔ act on their responses
Thank you!

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