

# **Library Spaces**

Approaches to Needs Assessment &  
Post-Occupancy Assessment

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LAC2016 Workshop

# Agenda

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- ❖ Overview and introductions
- ❖ Needs assessment – overview and activity
- ❖ Break
- ❖ Post-occupancy assessment – overview and activity
- ❖ Wrap-up

# How do you decide what students need in a commons space?



Brody Learning Commons – Johns Hopkins



Do your users need a space that provides GIS and other specialized software & expertise?

What specialized spaces would support valued academic programs at your institution?



Game Lab - Hunt Library – North Carolina State

# Why assess your library spaces?

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- Planning a renovation/addition/new construction
  - Needs assessment
- Documenting whether your building project has met its goals
  - Post-occupancy assessment
- Needs assessment helps establish goals/objectives which can then be measured post-construction

# Needs Assessment

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# Approaching needs assessment

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- What are you trying to accomplish?
- What do your targeted user groups need?
- How does the space fit into your institutional context?
- How does the space fit into your institution's priorities for learning, research, and community?

# Why might student input not be sufficient?

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- What do we know about what students like?
  - Light
  - Power and wifi
  - Both solo and collaborative spaces
  - Lots of writing surfaces
- What don't we know?
  - What kinds of assignments might they have if capabilities were available?

# Thinking about institutional context

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- Looking at spaces at the institutional level
  - Ex: Can students easily find collaborative spaces in which to work?
- Looking at specialized facilities at the institutional level
  - Ex: Is the Engineering makerspace open to all?
- Analyzing new programs offered by colleges or departments
  - Ex: Are more departments incorporating use of GIS in student assignments?



# Thinking about institutional interest in assessment

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- What is important to your institution?
  - Student success
  - Persistence at the institution
  - New learning goals
  - Establishing a sense of community
  - Undergraduate research
  - Research (faculty) output

# Thinking about institutional interest in assessment

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- National Survey of Student Engagement (NSSE)
- AAC&U Liberal Education and America's Promise (LEAP)
- National Institute for Learning Outcomes Assessment (NILOA)
- Learning analytics

# Thinking about what matters

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- For libraries, “studying” has been the clearest link to space and learning outside the classroom
- Do we want to broaden and/or deepen the links to learning?
  - Support of specific programs
  - Support of capstone projects or undergraduate research
  - Support of creativity through new media

# Components of assessment

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Assessment is an iterative process

Components include:

- Identifying questions
- Operationalizing your questions
- Determining methods
- Identifying partners
- Developing data gathering instruments
- Gathering data
- Analyzing data
- Producing reports
- Communicating results

# Which methodology?

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- Some questions are better tackled by certain methods
- Complex questions need multiple methodologies; quantitative and qualitative
- Triangulation will yield richer, more accurate information

# Micro-assessments

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## Claremont Colleges Library

As part of a space renovation

- Quick reply cards with 5 questions
- Feedback whiteboards
- Device type use – router logs

Sarah Pickle, arl-assess listserv  
7/13/16

## Princeton Theological Seminary

Micro logs of library stories

- Noted by staff
- Ex: students were recording sermons; added a podium and backdrop to their recording rooms

[crln.acrl.org/content/76/6/302.full](http://crln.acrl.org/content/76/6/302.full)

# Ohio State - Research Commons

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- Data for decision making 2012-15
  - LibQual 2009-13
  - Graduate student listening sessions, focus groups, and partnership development sessions
  - Working with marketing capstone course
  - Use case development
    - Digital humanities
    - Technology

# Ohio State - Research Commons

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- 7 concepts and assessment plan
- Breaking the mold
  - Change perception from loud, undergrad space (survey, listening session)
  - Change in perception of library as place (LibQual)
  - Event registration, appointments, room use (statistics compared to use of other areas of the library)

# Group Activity: Needs Assessment

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# Needs Assessment Activity

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- Read needs assessment scenario
- Select research question  
(undergrad or graduate students)
- Discuss questions / prompts

30 minutes

# Self-Reflection: Needs Assessment

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# A Couple of Helpful Tools

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## MATTHEW CAMP

*"The Learning Commons is OK if the homework is not hard, but now I'm doing the hardest work of my life. I've got to focus harder. I need to be isolated."*

### WHAT'S YOUR SCHOOL WORK LIKE?

Most of my homework involves in-depth design problems I complete in MATLAB. The way my classes are, I feel like I'm trying to understand another language and then figure out how to use it. I have to work hard to sort out complex problems. Sometimes I meet up with a friend to work on the problems together, but a lot of the time I work on my own. I don't really read my textbooks. I look up information in them. I submit my homework online. This is the hardest semester of my life. Every week I feel like I'm grappling to understand complex problems and find solutions.

I'm also taking one political science course. I have to write two small papers for it. I'll need to get some articles and books for that project.

### WHERE DO YOU STUDY?

I've got three roommates and when I have really difficult work to do, it's impossible for me to study at home. I end up getting distracted by my friends or watching my favorite sports shows. I need to isolate myself so I can focus. When I really need to get work done, I like to go to DH Hill Library. I like to get one of the bigger tables along the windows on either the 7<sup>th</sup> or 8<sup>th</sup> floor. I can spread my stuff out - my laptop, notebooks, and my textbooks. I know the library checks out laptops but I like to have my own because it's got the programs I need and I've set up my files the way I like. When I've got a project deadline or a test coming up, I'll stay there for hours. Man, I'm glad for the coffee!

For more day to day studying, I've got a routine where I study in EB 2 between classes when I'm on Centennial Campus. It's not a very student-friendly building though. There aren't many couches or different kinds of tables and chairs. I usually just catch up on my notes for class. It's pretty quiet there. Sometimes I'll meet with one of my friends and we'll just read or work on small homework assignments for class.

I ride the bus to Centennial Campus every day. I try to set up my schedule so I don't have to go back and forth in one day, but some semesters it can be hard to avoid. On Mondays, Wednesdays, and Fridays I have my poli sci class in Caldwell. I'll usually get lunch on Main Campus because there's more food options on campus or on Hillsborough. Then

### ABOUT ME

- 20 years old
- Junior, Computer Engineering
- Lives near campus with three roommates
- Works for NCSU Campus Housing
- Hunt Library will be a great place to study on my own both between classes and when I need to get away and concentrate.

### MY NEEDS

- A quiet place to isolate myself from distractions, a place to get away from friends and roommates
- Somewhere I can camp out
- Somewhere I can go late at night and feel safe
- Access to power to plug in my laptop and other technology
- Food and drink

### WHAT'S IN MY BAG

- Heavy textbook

# USE-CASE TOOL

Used in a workshop setting with these parameters charted out on a whiteboard

Who <i>User type/ Persona</i>	What <i>Needs / Aspirations</i>	Why <i>Motivations</i>	How				Check
			<i>Facilitation</i>	<i>Technologies</i>	<i>Services</i>	<i>Space Attributes</i>	
<i>X User</i>	<i>Needs to... Aspires to...</i>	<i>Because... In order to...</i>	<i>Would be facilitated by... To be successful, would need...</i>	<i>Technology/ Hardware items</i>	<i>Support services</i>	<i>Space Requirements/ Recommendations</i>	
<i>Sample Undergraduates in X department</i>	<i>Need to create posters and videos for class projects</i>	<i>because the X department is now placing a strong emphasis on improved communication...</i>	<i>To be successful students will need...</i>	<i>Computer workstations with Adobe Creative suite software Large-format printer Big monitors so students can work together</i>	<i>Staff to help students in the space Class workshops on creating good posters and how to use technologies Access to the computers late into the night</i>	<i>Workstations and work surfaces should allow students to work in groups Some enclosed bookable rooms with a reservation system</i>	<input type="checkbox"/> No such existing space serves needs at all <input checked="" type="checkbox"/> Existing space minimally serves needs: Uris Hall, Entry Foyer space is currently in use for this purpose, but the problem is...

[learningspacetoolkit.org](http://learningspacetoolkit.org)

# Post-Occupancy Assessment

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Post-occupancy: Does this space provide a sense of community for undergrad commuting students?



**Odegaard Library – University of Washington**

## Fusion Studio – Virginia Tech



“The Fusion Studio’s open layout is designed to promote interdisciplinary thinking and collaboration. It is inspired by, “Beyond Boundaries: A 2047 Vision,” which was created by President Timothy Sands and imagines the future of the university.”

[“Newman Library’s Fusion Studio Supports Interdisciplinary Thinking,” Collegiate Times, 9/11/2016](#)

# Partners in assessment

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## Campus

- Office of Undergraduate Education
- Center for Teaching & Learning
- Office of Institutional Research
- Faculty in departments with “methods” classes
- Campus initiatives
  - Office of Undergraduate Research
  - Student Success Center
  - ESL Office

# U. Tennessee Knoxville study

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## Goals:

- Gain a better understanding of how students use resources and services in the Commons in relation to both coursework and college life
- Demonstrate the value of the Commons environment to the University's efforts in teaching, learning, and student success

[Reported at OCLC event: Library in the Life of the User](#); see Thursday, October 22, 2015 8:30am session slides by Walker and Fleming-May, section on the Commons Study, beginning with slide 25

# UTK: Student success/retention

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- University found that students who left after freshman year often found:
  - They did not feel part of the university
  - They had personal difficulty adjusting to the university environment
  - It's not just academic; in fact many students who left had very good grades

# UTK: Methods

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- Demographic and academic success data from university offices
- Library survey and in-class survey

# UTK: Some findings

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- Over 70% said the using the commons made them feel involved in the university (some to very much)
- Students with a higher GPA made more use of research assistance in the commons

# University of Calgary study

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- Do students come to the library with learning goals in mind and purposely choose specific spaces to help them achieve their goals?

[Susan Beatty: Student Learning Behaviors in Informal Learning Spaces: A Research Study \(poster presented at STLHE2016\)](#) – Susan also presented her research at LAC2016!

# Library Stories: NC State

- Micro-case studies
- Qualitative data
- Examples of achieving goals related to spaces (and more)
- Connections to academic programs, courses, informal learning

[lib.ncsu.edu/stories](http://lib.ncsu.edu/stories)



Makerspace at Hill, Wearables, Electronics

Remaking Teaching: Prototyping New Technologies for the Classroom

# Group Activity: Post-occupancy Assessment

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# Post-Occupancy Activity

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Read the undergrad or graduate student post-occupancy assessment scenario

(dependent on which research question you focused on earlier)

Discuss the 2 questions related to the space goals

30 minutes

# Self-Reflection: Post-Occupancy Assessment

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# Concluding Thoughts

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# Thank You!

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