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Analytics and Advocacy for Service Development

Section Header	Description
Team Name	Team Space
CARLI Counts Participants and Mentor on Team	Stephanie Fletcher, E-Resources and Technical Services Librarian, Dominican University Louise Greene, Director, Library Services, Richland Community College Tamara Townsend, Reference & Instruction Librarian, Malcolm X College Julie Murphy, Collection Assessment Librarian, Illinois State University (Mentor)
Project Name/Title	The Use of Space in Academic Libraries and Its Impact on Student Success
Single Sentence Abstract	We conducted an investigation into the use of library space by undergraduate students using observation and focus groups. We have not yet assessed our findings.
Motivation(s) for Project	The main objective for this research project was to better understand how and why undergraduate students use study space on campus, both in libraries and in other buildings. The second, more specific objective, was to collect data on the value of dedicated library space, and the resources within that space, to undergraduate students. The investigators were interested in how library spaces and the amenities in those spaces, such as study rooms, tables, study carrels, library computers, and electrical outlets, help undergraduate students meet their academic goals.
Partners and Stakeholders	University and College Communities
Inquiry Question	What is the impact of the use of library spaces on student success?
Study Participants/Population	Library users of any age, demographic, or enrollment status at Dominican University, Richland Community College, Malcolm X



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	<p>College, and Illinois State University (observation) Undergraduate students currently matriculating at the four colleges (focus groups)</p>
Method(s) of Data Collection and Analysis	<p>Each investigator performed two research procedures at their institution. The first was a set of observations in the library space, occurring at different times and days over the course of the Spring 2022 semester. Investigators noted where in the library students were sitting, whether they were using library technology and/or electrical access, the types of physical study materials that they were manipulating, and what type of furniture they occupied, among other observations.</p> <p>The second procedure, which occurred after the observations, was a focus group. Investigators advertised the group in electronic and print formats across their campuses to solicit volunteers. Each investigator hosted one 60-minute focus group. Focus group participants were undergraduate students aged 18+ who matriculated at the particular school. Questions invited participants to talk about campus spaces, study habits and preferences, their use of campus resources and technology, and challenges that they perceived hinder their academic success. The focus group was designed to add qualitative context to the data the investigators collected through their observations.</p>



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Findings	We have not yet analyzed our data.
Use of Findings	This will vary by institution, but findings will at least be presented to library administration.
Next Steps and Other Results	Our next steps will be analyzing our data and presenting our findings, possibly through presentation or publication.
Additional Reflections	The largest challenges included one participant's inability to get the research approved by her local IRB and another participant's retirement during the project.
Timeline	<p>November 2021 - Inventory library spaces at individual libraries; develop a data collection rubric in Qualtrics that is applicable to all four institutions</p> <p>November/December 2021 - Write questions for focus groups</p> <p>December 2021 - Complete CITI training for research on human subjects</p> <p>January/February 2022 - Compose IRB application and submit to Dominican University (including ancillary materials like advertisements, focus group questions, and informed consent forms); subsequently submit approved IRB application to other universities</p> <p>March 2022 - Librarians start observations</p> <p>April 2022 - Advertise focus groups on campuses</p> <p>April/May 2022 - Librarians lead focus groups</p> <p>June/July 2022 - Assess findings</p>
Bibliography/Works Cited	<p>"I Am More Productive in the Library Because It's Quiet: Commuter Students in the College Library," <i>C&RL</i>, by Mariana Regalado and Maura A. Smale</p> <p>"How Do You Work? Understanding User Needs for Responsive Study Space Design," <i>C&RL</i>, by Asha L. Hegde, Patricia M. Boucher, and Allison D. Lavelle</p>



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	<p>Kendall Hobbs, "User Driven Design: Using Ethnographic Techniques to Plan Student Study Space," <i>Technical Services Quarterly</i>, 27:4 (2010)</p> <p>Danuta Nitecki, "Space Assessment as a Venue for Defining the Academic Library," <i>Library Quarterly</i>, vol. 81, no. 1 (2011)</p> <p>Eamon Tewell, "Learning about Student Research Practices through an Ethnographic Investigation: Insights into Contact with Librarians and Use of Library Space," <i>Evidence Based Library and Information Practice</i>, 12.4 (2017), https://doi.org/10.18438/B8MW9Q</p> <p>Stan Trembach, "The whys and hows of academic library space assessment: a case study," <i>Library Management</i>, vol. 41, no. 1 (2020)</p>
Appendices	Survey questions for observation Questions for focus groups

Note: Submit report as a single PDF to Michelle Haake (mjhuls@uillinois.edu) and cc Lisa Hinchliffe (ljanicke@uillinois.edu) by August 1, 2022.

Focus Group Questions



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(60-minute focus group)

Are there spaces on campus that you find welcoming? Where on campus do you like to study?

Are there spaces in the library that you use? What do you do in the library when you come here?

What challenges do you encounter as a student?

What resources have you used on campus to help you with your schoolwork? Which of these resources are located in the library or available online through the library?

Can you describe your ideal study space? How do you prefer to study?

What type of technology do you use in the library? Can you tell us how you use each to complete your work?

Observation Data Rubric



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Day:

Time:

1. Library
 1. Dominican
 2. Illinois State
 3. Malcolm X
 4. Richland
2. Location/Library Space
 1. Main Library Space
 2. First Floor
 3. Second Floor
 4. Third Floor
 5. Fourth Floor
 6. Fifth Floor
 7. Sixth Floor
 8. Number of Students _____
3. Specific Location
 1. Circulation Desk
 2. Reference Desk
 3. Study Room/s
 4. Study Area/s
 5. Library Computer
 6. Study Carrel
 7. Other _____
 8. Notes [free text space]
4. Occupant Interactions
 1. Working Independently
 2. Working Collaboratively
 3. Interacting with Library Staff/Faculty
 4. Other _____
5. Occupant Activities
 1. Using Laptop
 2. Reading
 3. Writing (On Paper)
 4. Using Phone
 5. Using Earphones



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6. Drinking
 7. Eating
 8. Sleeping
 9. Using Library Computer
 10. Using Copier/Scanner/Printer
 11. Using Collaboration Stations
 12. Using Whiteboards
 13. Other _____
6. Occupant Positions
 1. Sitting on Chair
 2. Sitting on Table
 3. Sitting on Floor
 4. Standing
 5. Other _____
7. Possessions
 1. Laptop/Tablet
 2. Books
 3. Papers/Printouts
 4. Phone
 5. Earphones
 6. Drinks
 7. Food
 8. Other _____
8. Additional comments on use of space [free text]