

Section Header	Description
CARLI Counts Participant	Samantha Loster, Electronic Resource Management Librarian, Rosalind Franklin University of Medicine and Science
Project Name/Title	The Effectiveness of Library Space on Student Learning and Success: Perceptions and Realities
Single Sentence Abstract	I conducted an investigation to see if the perceptions students have regarding which library areas help with learning actually match data we have on library space usage.
Motivation(s) for Project	The university is starting a large space planning project. We wanted to make sure that the comments, requests, and complaints students have relayed regarding the library have data to support them.
Partners and Stakeholders	Librarians Students Facilities Administration
Inquiry Question	What is the perceived effect of library space on student learning and success?
Study Participants/Population	The students of Rosalind Franklin University of Medicine and Science
Method(s) of Data Collection and Analysis	<p>Visual usage of space was counted by area at timed intervals (collected sporadically from 2013-2017, and 2019, then daily from 8/2020-present)</p> <p>Due to sporadic counts, the focus was on determining yearly averages and not the individual totals of a given month or year</p> <p>Paper surveys filled out during a 2-week period</p> <p>Surveys were first checked for duplication and writing overflow (any areas where writing was within name section) then anonymized by cutting off the area for the name (used for raffle)</p> <p>Two focus groups of student volunteers, with at least one representative from each of the University's six colleges</p> <p>Groups were conducted and recorded, then transcribed (first using Zoom's closed captioning during a meeting, then corrected by hand)</p>

<p>Findings</p>	<p>Space count data shows that our quiet section is the most occupied area of the library followed by the learning commons. The anonymous surveys showed that our individual study cubicles within the quiet section were ranked the highest in terms of helping students comprehend their studies. While many areas of the quiet section were listed as most beneficial to student success, areas of the learning commons were ranked higher than many areas of the quiet section, with 3 of the top 5 areas belonging to the learning commons. Our computer area in the learning commons consistently ranked as the least beneficial to student success. Focus groups revealed that while the learning commons areas were helpful for group and collaborative study, the quiet sections help students to better focus on their studies. Only one student found the computer areas useful, specifically having access to a CD drive in order to examine images for their radiology capstone. Students also complained about the lack of light in the lower level and the lack of access to collaborative study and group study rooms due to students leaving their stuff in the rooms for hours at a time regardless of if they were present.</p>
<p>Use of Findings</p>	<p>We have a better understanding of student preference for certain library spaces and the reasoning behind these preferences. We plan to use these results to better assist the university in making the best choices for our students.</p>
<p>Next Steps and Other Results</p>	<p>We have removed some of the computers, converting some to docking stations for student laptops and others as open study space. We are also in the process of acquiring disc drives for students to check out. We plan to create room calendars and rules that prioritize group study while making access more equitable. Long term, we want to increase the availability of happy lights for the students and explore ways to increase natural light to areas of the lower level as well as reconfigure parts of the lower level and quiet sections.</p>
<p>Additional Reflections</p>	<p>We have previously heard about the lack of natural light in the lower level and current “dibs” system students use for study spaces have been known issues, the dislike of the computer area is a new concern.</p> <p>In the short term, we have partnered with IT to make modifications to the computer area. In the long term, we hope to partner with facilities to make much needed renovations. However, we will need to create</p>

	new plans for the library in order to estimate cost in order to drive fundraising for this project.
Timeline	<p>IRB exclusion: September 2023</p> <p>Survey and focus group discussion guide development: September and October 2023</p> <p>Call for focus group participants: October 3-16, 2023</p> <p>Anonymous survey open to students: October 20 to November 3, 2023</p> <p>Focus Groups: October 24 and 27, 2023</p> <p>Initial data analysis: January 2024</p>
Bibliography/Works Cited	<p>Grote, L., Dill, E., & Hardin, J. (2023). Tell us what you really think: Implementing a mixed-methods approach to library user assessment. <i>Journal of New Librarianship</i>, 8(1), 1-19.</p> <p>Hennink, M. M. (2014). <i>Focus Group Discussions</i>. Oxford University Press.</p> <p>Trembach, S., Blodgett, J., Epperson, A., & Floersch, N. (2020). The whys and hows of academic library space assessment: a case study. <i>Library Management</i>, 41(1), 28-38.</p>
Appendices	<p>Focus group questions</p> <p>Visual aid for focus groups</p> <p>Anonymous survey questions</p> <p>Library space survey poster</p>

Focus Group Questions
(60-minute focus group)

Can you share the school you are enrolled in and how long you have been a student at Rosalind Franklin University?

What aspects do you feel help make you successful in school? (probe: sights, sounds, overall look, space set up) What do you look for in a study space?

How often do you typically utilize library spaces?

In the Boxer library, how do you most often utilize the space? (probe: study, group work, computer time)

Which areas are the most beneficial to your success? (probe: reason)

Which areas are least beneficial to your success? (probe: reason)

Are there spaces in the library that you feel have no impact on your success?

Are there spaces missing in the library that your success as a student could benefit from?

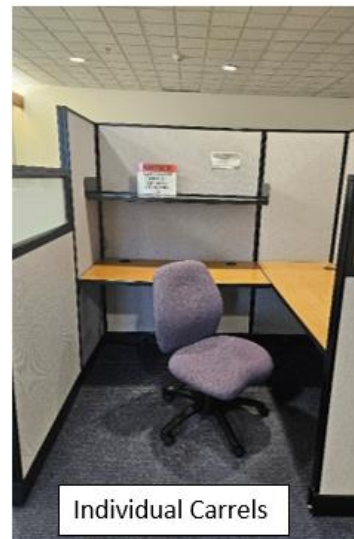
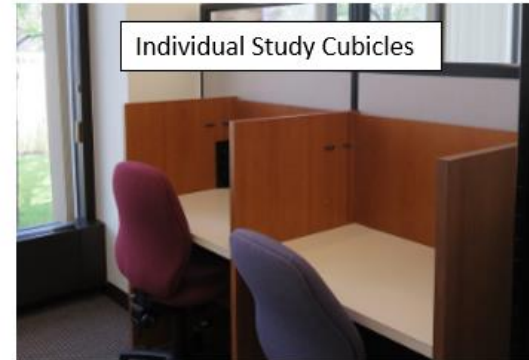
In terms of physical space, what can the library provide to help with student comprehension throughout their studies?

How could we encourage more students to utilize the library space?

Of the library spaces we discussed today, which do you feel are the most important for student success?

Are there any other things about the library space that you would like to share before we finish?

Quiet Study Areas



Learning Commons



Collaborative Study Rooms



Small Study Rooms



Individual Computer Stations



Individual Study Spaces



Group Collaboration Tables

Anonymous Survey Questions

Front Side

Library Space Survey

Rank these areas of the library in terms of how they help students comprehend their studies? (1 being the most beneficial, 6 being the least beneficial)

Learning Commons

- Group collaboration tables
- Individual computer stations
- Individual study spaces
- Small study rooms
- Collaborative study rooms

Quiet Study Areas

- Individual study cubicles
- Open study tables
- Silent study room
- Group study rooms

Which area do you feel is most beneficial to your success?

Which area do you feel is least beneficial to your success?

To enter the raffle, enter your information on the back of this page where prompted.

Back Side

Name: _____ Email Address: _____

Library

Space

Survey

Fill out this survey and enter to win
a \$25 gift certificate for Food For
Thought!

Learning Commons

Quiet Study Areas



Collaborative Study Rooms



Small Study Rooms

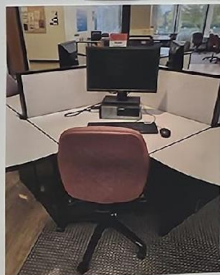
A winner will be notified at the start of the Winter Quarter.



Silent Study Room



Individual Study Cubicles



Individual Computer Stations



Individual Study Spaces



Group Collaboration Tables



Individual Carrels



Open Study Tables



Group Study Rooms

Information obtained is for statistical purposes only. Surveys are de-identified before analysis.