

Cohort 4 – Report Template

Section Header	Description
CARLI Counts Participant	Andy Newgren, Dean of Library and Learning Innovation, Rockford University
Project Name/Title	Do I fit here? A look into how the library fosters belonging and self-identity as emerging scholars.
Single Sentence Abstract	I am conducting an investigation into students' self-perception as emerging scholars and belonging in an academic community by using a photo narrative approach combined with focus groups to determine if and how the library fosters these characteristics among students.
Motivation(s) for Project	<p>The primary purpose for this project is to better understand how students use (or do not use) library space for studying, and how the space and library resources impacts their sense of belonging to an academic community and self-perception as emerging scholars.</p> <p>There is a potential for a library redesign, and the data collected would inform not only those efforts, but lead to refining how current library space can be better structured to meet students' academic needs.</p>
Partners and Stakeholders	Center for Learning Strategies (now under the library's umbrella), Academic Affairs, Student Life
Inquiry Question	What impact does library space and services have on students' sense of belonging to an academic community and their perception as emerging scholars?
Study Participants/Population	Undergraduate students
Method(s) of Data Collection and Analysis	This study will employ two methods to gather data. The first is a photo narrative approach where students will take two photos a day over a two-week window to capture different areas they study, both in and out of the library. Participants will include a caption for each photo that seeks to further illustrate the scene.

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	<p>The second is a focus group where the investigator will lead a discussion based on participants’ photo submissions. The focus groups will provide greater insight and allow the participants to build on each other’s submissions as a way to deepen discussion and</p>
<p>Findings</p>	<p>Data is still being collected.</p>
<p>Use of Findings</p>	<p>These findings will be key in creating a truly student-centered library space. The library already conducts hourly “head counts” to determine what spaces are most used (group study space, study rooms, computer work stations, individual study, etc.), but this data will help inform the types of spaces most attractive to students combined with aligning services for them.</p>
<p>Next Steps and Other Results</p>	<p>This project is still in the data collection phase, so there is a need to complete that and then analyze the data and write it up. A campus and possible conference presentation would be the next logical steps.</p>
<p>Additional Reflections</p>	<p>Challenges included a new position with additional responsibilities, including new supervisory responsibilities and integration of a department into the library. These professional and department transitions required more attention than when the program began. Identifying and getting commitment from a representative student sample proved difficult, even when working with campus partners to identify students.</p> <p>The photo narrative component really seeks to be a participatory research project where participants have more say in the project than regular research. This requires much more time than initially conceived as student “buy-in” is critical to success.</p> <p>Budget was minimal with only refreshments provided for students during focus group meetings. There may be value in participating in PhotoVoice training for those who wish to extend this fully into a fully</p>

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	<p>participatory framework. Seeking grant funding to compensate students would help with recruitment to acknowledge their time commitment.</p>
<p>Timeline</p>	<p>Phase 1</p> <ul style="list-style-type: none"> • Finalize inquiry question • Devise methodology • Submit to IRB <p>Phase 2</p> <ul style="list-style-type: none"> • Recruit students • Hold meeting with participants to provide overview of project goals, photo narrative components, schedule focus groups, timeline, and commitment to participate <p>Phase 3</p> <ul style="list-style-type: none"> • Review photo submissions and analyze initial submissions • Conduct focus groups <p>Phase 4</p> <ul style="list-style-type: none"> • Analyze data from photo submissions • Write up findings <p>Phase 5</p> <ul style="list-style-type: none"> • Meet with campus stakeholders • Present to larger campus constituency • Determine next steps
<p>Bibliography/Works Cited</p>	<p>Emerson, M. E., & Lehman, L. G. (2022). Who are we missing? Conducting a diversity audit in a liberal arts college library. <i>Journal of Academic Librarianship</i>, 48(3), N.PAG-N.PAG. https://doi.org/10.1016/j.acalib.2022.102517</p> <p>Hegde, A. L., Boucher, T. M., & Lavelle, A. D. (2018). How do you work? Understanding user needs for responsive study space design. <i>College & Research Libraries</i>, 79(7), 895–915. https://doi.org/10.5860/crl.79.7.895</p> <p>Henrich, K. (2020). Supporting student wellbeing and holistic success: A public services approach. <i>International Information & Library Review</i>, 52(3), 235–243.</p>

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	<p>https://doi.org/10.1080/10572317.2020.1785171</p> <p>Luedke, C. L., Collom, G. D., McCoy, D. L., Lee-Johnson, J., & Winkle-Wagner, R. (2019). Connecting identity with research: Socializing students of color towards seeing themselves as scholars. <i>The Review of Higher Education</i>, 42(4), 1527–1547. https://doi.org/10.1353/rhe.2019.0074</p> <p>Mayer, J., Dineen, R., Rockwell, A., & Blodgett, J. (2020). Undergraduate student success and library use: A multimethod approach. <i>College & Research Libraries</i>, 81(3), 378–398. https://doi.org/10.5860/crl.81.3.378</p> <p>O’Kelly, M. K., Jeffryes, J., Hobscheid, M., & Passarelli, R. (2023). Correlation between library instruction and student retention: Methods and implications. <i>College & Research Libraries</i>, 84(1), 85–99. https://doi.org/10.5860/crl.84.1.85</p> <p>Oliveira, S. M. (2017). The academic library’s role in student retention: A review of the literature. <i>Library Review</i>, 66(4/5), 310–329. https://doi.org/10.1108/LR-12-2016-0102</p> <p>Regalado, M., & Smale, M. A. (2017). “I am more productive in the library because it’s quiet”: Commuter students in the college library. https://doi.org/10.5860/crl.76.7.899</p> <p>Reinheimer, D., & McKenzie, K. (2011). The impact of tutoring on the academic success of undeclared students. <i>Journal of College Reading and Learning</i>, 41(2), 22–36.</p> <p>Tewell, E., Mullins, K., Tomlin, N., & Dent, V. (2017). 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), Article 4. https://doi.org/10.18438/B8MW9Q</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. https://doi.org/10.1108/LM-04-2019-0024</p>
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Appendices	Include as needed. Might be visualizations of the data, survey instruments, etc.
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Welcome email to participants

Dear Students,

Thank you for agreeing to be part of the library's study looking into belonging and students' self-perception as emerging scholars. This project aims to provide a visual insight into the diverse environments where our academic community engages in learning, research, and collaboration.

Project Overview: The objective of this assignment is to create a photo narrative that showcases the various spaces where you study, both within the library and in other locations on or off campus. Please note that the objective here is to capture authentic spaces where you engage in academic study, which could include the library, your living room, a friend's couch, a coffee shop, etc. The only "right shot" is one that reflects your reality.

Nuts and bolts

Over a two-week period, you will take two photos a day (ten days minimum total) documenting where you study and provide a caption for each one. Through your lens, we hope to capture the characteristics, atmospheres, and experiences associated with different study environments of college students.

Things to consider

1. Diversity of Spaces:
 - Include a range of study spaces, including but not limited to spaces in the library, cafes, classrooms, living rooms. The only "right shot" is one that reflects your reality.
2. Capture Atmosphere:
 - Pay attention to the ambiance, lighting, and overall atmosphere of each space. Consider how these factors contribute to the study experience.
3. Include Captions:
 - Write brief captions for each photo to provide context, share your observations, or convey the unique features of each study space. One to two sentences is sufficient.
4. Other People:
 - It can be great to study in groups or with a peer tutor. You may blur out faces that on the photos you submit to protect privacy.
5. Technical Considerations:

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- While this is not a photography class, pay attention to the technical aspects of your photography, such as composition, focus, and lighting. Experiment with angles and perspectives to make your images visually engaging.
6. Submission Details:
- Submit your photos daily to the project website. Ensure that the images are appropriately labeled and organized with name, date, title, and caption.

The next phase will include focus groups where you will discuss your photos with other participants. This is a vital next step, so please be sure you can attend of the two sessions.

We look forward to seeing your unique perspectives on study spaces!

Focus group questions

- What did you do in the various spaces?
 - Look for certain type of work or tasks associated with locations.
- What did you like about the various spaces?
 - Lighting, atmosphere, sound levels, types of seating, arrangement, layout, etc.
- What spaces did you find yourself most productive? Why?
- What do you like about the current library layout and design?
- What resources are necessary in your study spaces? What are missing?
- How does design and atmosphere of a study space contribute to or take away from your sense of belonging as a student? Can you share an example where you felt a connection to a particular space? Or perhaps, an example where you didn't quite "fit in."
- If you were to design library space to fit your study needs, what would you include? Can you draw it out?