Three topics:

- Library as Place – Student Behaviour and Preferences in Library Spaces
- Investigation of Library Assessment Structures at Peer Institutions, with Recommendations
- Personalized Assistance and Confidence-Building: The Libraries’ Role in Student Retention
Library as Place

- Are background noise preferences and social stimuli connected to introversion/extroversion?
- Does the social increment work for all people?
- Taking all factors into consideration, how much of what types of spaces should we provide?
Forget it, you’re never gonna figure it out..

- Provide a variety of work spaces suitable to a variety of work and preferences
- Plus! Assess the utilization of these spaces on a regular basis.
Interesting tidbits

- 41-55% of non-classroom study takes place in the library (Silver)
- Increased preference (2004-2011) for library study spaces (Univ. Rochester)
- 7.4% of users had item from library collection (Wakaruk) (Sommer also observed this)
Interesting tidbits..

- Carrels not popular (too closed off) (Young, Shoham & Shemer-Shalman)
- Students choose seating that allows them to see who is coming in to the library (Young, Shoham & Shemer-Shalman)
- Territorialism
  - Camping
  - Same seats
Interesting tidbits

- Peripheral seating preferred (Sommer, Young, Shoham & Shemer-Shalman)
- Group study increasing (formal and informal)
- Team-based learning popular in undergrad education (Bersani et al.)
- Whiteboards very popular! (Bersan et al., Holder & Lange, Garritano & Yatcilla)
Interesting tidbits

- Seating choices based on nearness to other people are unconscious; seating choices based on need for quiet/solitude are conscious (Shoham & Shemer-Shalman)
- Gordon-Hickey & Lemley 2012 study
  - Background noise preferences based on physiology, not psychology
  - Individuals are able to assess their own needs
Library Assessment Structures

- U15 plus Simon Fraser and UVic.
- 14onymous responses.
- Who should be responsible for assessment?
- Who should they report to?
- Who does the work? (i.e., committee?)
Questions asked:

- Who is responsible for library assessment and their titles?
- What is the reporting structure?
- Who does the work? (any support staff? Volunteers? a committee?)
- How do you see this working well?
- How does it not work well?
- Do you have other responsibilities?
Who should be responsible for assessment?

- Assessment Librarian
- All 14 institutions have a position responsible for assessment
- At McMaster, Simon Fraser, UVic, Alberta, and Montreal – AUL or Director.
- At Saskatchewan and Guelph – assessment analyst/research officer who reports to Dean or Director
Reporting Structure

- Should report to UL
- 9 report directly to the Library Dean/UL
- 3 report to AUL or Director
- 2 unclear/did not answer
- UVic, UBC, McGill and anonymous spoke about the necessity to report directly to Dean/UL
Who does assessment work?

- All staff
- Project teams (and an advisory committee)
- Stats gathering and reporting done in admin office
  - Assessment librarian should have ready access
- Access to clerical staff, data analyst, student interns
Who does assessment work?

- 2 have advisory committees
- 3 had them in past, discontinued
- 4 have project-based teams – spoke highly of
Additional duties

- Of the 5 “assessment librarian” positions – only 1 had additional duties (“user-experience wrt web usability)
  (UBC, Manitoba, McGill, Ottawa, Western)
Personalized Assistance & Confidence Building: The Libraries’ Role in Student Retention
Background:

- Assessment in Action Project
  - Dalhousie Libraries Research Assistance Program (readmitted FASS students)
    - Academic success (improvements in GPAs)
    - Personal connection to the university (gathered via survey)
  - Results - Poster
Personalized Assistance & Confidence Building

- Responsibility of adaptation
  - Student’s or institution’s?
- Increased retention should not be the goal but rather the byproduct of providing the highest quality educational environment (Noel)
- Support is essential (Coates & Ransom)
  - Personalized, individual
  - “nexus”
Personalized Assistance

- “mainstreamed, so that students do not have to ask for help” (Clegg, Bradley & Smith)
- AUSSE (Coates & Ransom)
  - 39% who felt “less supported” were “seriously considering” leaving vs 21% with “median support”
  - Quality of relationships with members of institution (Johnson; Pascarella, Smart & Ethington)
Personalized Assistance

- Developing personal connections and providing individual assistance conflicts with emphasis on academic output (Coates & Ransom)
Confidence Building

- How we present expectations
  - “difficult”, “very hard” manipulates self-efficacy (Sander & Sanders)
  - High school teachers’ warnings (Bickerstaff, Barragan & Rucks-Ahidiana)
  - “Ivy League” test vs “High School” test (Zorkina & Nalbone)
Confidence Building

- Students who express fears of failure
  - Interactions with “authoritative experts” (faculty and staff) are critical
  - Important to encourage, as “giving up becomes a very appealing option” (Cox)
- Interventionist opportunities
Confidence Building

- “Earned success” (Bickerstaff, Barragan & Rucks-Ahidiana)
  - Confidence is reshaped by experiences, particularly in first semester
  - Destabilization, or earned success
    - Evidence
    - Result of effort
    - Identified area of weakness
  - “Challenging course material coupled with support provided motivation to succeed”
Recommendations from report

- Provide personalized, individualized, confidence-building assistance
  - RA
  - Coach service providers
  - Identify and create help services for at-risk students
  - Continue/expand DLRAP
  - Work with faculty to create earned-success scenarios
Recommendations from report

- Libraries to be included in campus-wide discussions/projects pertaining to retention (Analytics office to lead data analysis)
- Emphasize scheduling of classrooms within Libraries on first-year classes
- Dedicated space for faculty-student meetings (neutral zone)
Recommendations from report

- Encourage and provide more space for student group work (Learning Communities)
- Integrated with other support services on campus
- Include library data in early warning/client management systems (correlation between collection use and GPAs)
Recommendations from report

- Push/pull systems of help services (high school vs university)
  - Intrusive/proactive/intervention assistance
That was fun.

- Any questions?