



Sabbatical Presentation to Library Council

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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 & Yalcilla)

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.
- 14 onymous 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?