If You Don’t Know, Ask!

Using Student Feedback To Direct Redefinition Of Library Spaces
Who We Are

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Who We Are

Georgia College & State University

- Georgia’s Public Liberal Arts University
- ~6,000 students
- Programs of study in four colleges
- Heavy focus on undergraduate research
Who We Are

Ina Dillard Russell Library

• 3 floors
• ~140,000 sq. ft.
• 5 departments
• 11 faculty, 12 staff
Who We Are

Ina Dillard Russell Library

• ~3,600 visitors per day
• ~17,000 visitors per week
• ~40 study rooms
The Problem

Study Rooms

• Available on first-come, first-serve basis
• Group study has priority
• Students always want “more”
The Problem

No

Yes
The Problem

Do we check out/reserve the rooms?

• If yes, HOW?
• Piloted during Fall Finals Week 2013
  o Limited number of study rooms for “pilot”
  o LOTS of issues
  o Too difficult to manage
The Problem

Pilot

- Nine rooms
- Located on 3rd floor
- Checkout on 2nd floor
What We Did

Spring 2014 User Survey

• Sent to a sample of 2,000 students
• 257 respondents
  o 215 undergraduates (85%)
  o 32 graduates (13%)
  o 3 faculty (1%)
  o 2 alumni (1%)
  o 1 visitor (0%)
What We Did

Spring 2014 User Survey

How often do you visit Russell Library?

- Once a week: 108
- Once a month: 3
- Once per semester: 10
- Once per...: 3
- There's a library?: 3
What We Did

Spring 2014 User Survey

- Asked questions related to library space(s)
- Number one reason for visiting the library: STUDY

- Overall satisfaction with Library Spaces:
  - 8 very dissatisfied
  - 29 dissatisfied
  - 39 neither satisfied nor dissatisfied
What We Did

Spring 2014 User Survey

• “More study room, if possible”

• “MORE STUDY ROOMS/CUBICLES”

• “It is incredibly hard to find a study room, especially when there’s only one person per room a lot of the time.”

• “Allow single people to be in study rooms. It should be on first come, first serve basis.”
What We Did

Two Focus Groups

1. Library student assistants
2. Other students who work on campus

- Conducted Spring 2015
- PIZZA!
What We Did

Two Focus Groups

• Guided questions
• Gave students a safe environment to voice concerns
• Peer-to-peer conversation and brainstorming
Outcomes

Lots of feedback
Outcomes

Feedback:

• “I feel like I hit the GC lottery when I get one – it’s like a parking spot on Monday morning!”
Outcomes

Feedback:

• “Students would be pretty upset (MAD) if Study Rooms went away - ALL of student body!”
Outcomes

Feedback:

• “Enough Study Rooms? NO, but...we already have a lot – can we build a 4th floor for Study Rooms?!?”
Outcomes

Feedback:

• Do we have an entitled culture regarding Study Rooms? (10 of 11 say YES)
  – **BUT**: be careful how it changes because of this
Outcomes

More understanding for students

• Developed idea for what students want
  o Not what we want
• Strengthened relationship with student assistants
Outcomes

More understanding about the Library

• What library wants to do vs. what library *can* do
• Learning to leverage current resources
• Understanding that change takes time, money, and resources
What We Learned

• Students felt valued in having voices heard
• Collected meaningful data
• Gained insight into how to move forward with study room checkout process
What’s Next

Currently purchased LibCal subscription

• Explore reservation system via LibCal
What’s Next

Other options

• Open Source: West Virginia system available via GitHub
• [https://github.com/wvulibraries/RoomMe](https://github.com/wvulibraries/RoomMe)
Recommended Reading

Creating Connective Library Spaces: A librarian-student collaboration model

Remember:

“You can please some of the people all of the time, you can please all of the people some of the time, but you can’t please all of the people all of the time.”

John Lydgate
Questions?