

2010 Patricia Lindell Scholarship Research Project

as part of the

Folke Bernadotte Memorial Library's Space Study

Spring 2010

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Abstract

As part of the space study undertaken by the Folke Bernadotte Memorial Library in the spring of 2010, this paper will focus on the responses of eight Gustavus Adolphus College students regarding questions of physical space, virtual space, and library assistance. Though it was intended that this paper focus mainly on what could be done to improve the physical qualities of the library, a theme emerged during the course of the interview process that has broader implications for the library: how well-versed students are in using the library, and how their knowledge about using the library could be increased. Therefore, improvements for both the physical space of the library and the students' acquaintance with the library will be discussed.

Introduction

Studying in the library is an almost invariable part of any college student's life. When prospective students make their rounds, pitting one college against another, a stop at the library is sure to be on the campus tour. The role that the library plays in the education of college students is an important one and must not be diminished. What is considered a normal part of most college students' daily routine is truly vital to how their education progresses. This spring, the Folke Bernadotte Memorial Library staff decided to undertake a study of the physical space of the library, based on a similar study done by the University of Rochester, titled "Studying Students: The Undergraduate Research Project at the University of Rochester," published in 2007. The objective of our study was to collect and analyze data on how students use the library, and make improvements based on that data. This paper comprises only part of the larger study and is mostly based on data collected through the interviews of eight Gustavus Adolphus College

students; in addition, a small part of this paper focuses on responses collected through linguistic listing “charting,” or free-response questions placed throughout the library. While indeed the study was intended to focus on space, this portion of the study inadvertently brought to the fore another focus: that of students’ familiarity with the library. Although a significant portion of this paper will focus on the students’ suggestions for the improvements of the library’s physical space, conclusions will also be drawn about the Gustavus students’ relationship with their library and what steps could be taken to improve their experience.

Methodology

The data for this study was collected through student interviews and free-response linguistic listing, or “charting.” The linguistic listing required no recruitment, as it was based on free responses. Charts, which were displayed at the entrance to the library, provided a different question each day. The charting period for the larger part of the study started on February 17th, 2010 and ended February 23rd, 2010. The charting period for this researcher’s portion of the linguistic listing began on April 18th, 2010 and ended April 21st, 2010. At the end of each charting period, the data was collected from each sheet of paper and transcribed. The results are incorporated into the results section of this paper.

The recruiting and recording processes for the student interviews were more complex. Students were recruited through a variety of methods. These included an e-mail sent to two of the researcher’s classes that were judged diverse enough for the study’s purposes; recruiting posters placed around campus encouraging students to become involved in the overall library study; e-mails sent to respondents of an earlier survey portion of the overall study; and face-to-face or word-of-mouth invitation. In any study, it is important to sample from a reliable and

diverse population. However, the object of this study was to improve conditions for those who frequently use the library, and thus it seemed impractical to the researcher to sample from a population that used the library rarely, if at all. It was decided that only students who used the library once a week or more, which was deemed sufficiently broad enough to encompass the spectrum of student study habits, would be considered for the interview process. With the frequency of library use being held “equal”, the researcher strove for diversity in all other aspects. It was considered important that the sample be representative of both genders, each class year, and as broad a variety of majors/minors/concentrations as possible. Due to time limitations as well as demographic factors, it was impossible to choose a male and a female from each class year from amongst the recruiting responses and still embody a variety of academic fields.

Despite these limitations, a diverse group of students was recruited for the interview process. A total of eight students, the groups included three males and five females; one first-year student, two sophomore students, three junior students, and two senior students. A variety of majors and minors were represented, due to the nature of students’ programs of study: many students were either double majors or had major/minor combinations. The majors represented were Religion, History, Scandinavian Studies, Curriculum II, Spanish, International Management, Political Science, Secondary Communicating Arts/Literature Education, Russian Studies, and Biology. The minors represented were Classics, French, Coaching, Spanish, LALACS, Management, and English.

Once recruited, students were required to sign a contract that stipulated that they were at least eighteen years old and used the library at least once a week; that their identity would be protected; and that their compensation for participating in the study would be one hundred pages

of free printing (see Appendix A). Interviews were conducted with a specific set of questions (see Appendix B), with only the interviewee and the researcher present. The researcher took notes by hand while conducting the interview. Interviews were also recorded via webcam in order to preserve them for future use by the library staff. Although the length of interviews varied, each lasted from half an hour to an hour. The notes taken from the interviews were later transcribed and synthesized. The end product is the results section of this paper.

Results

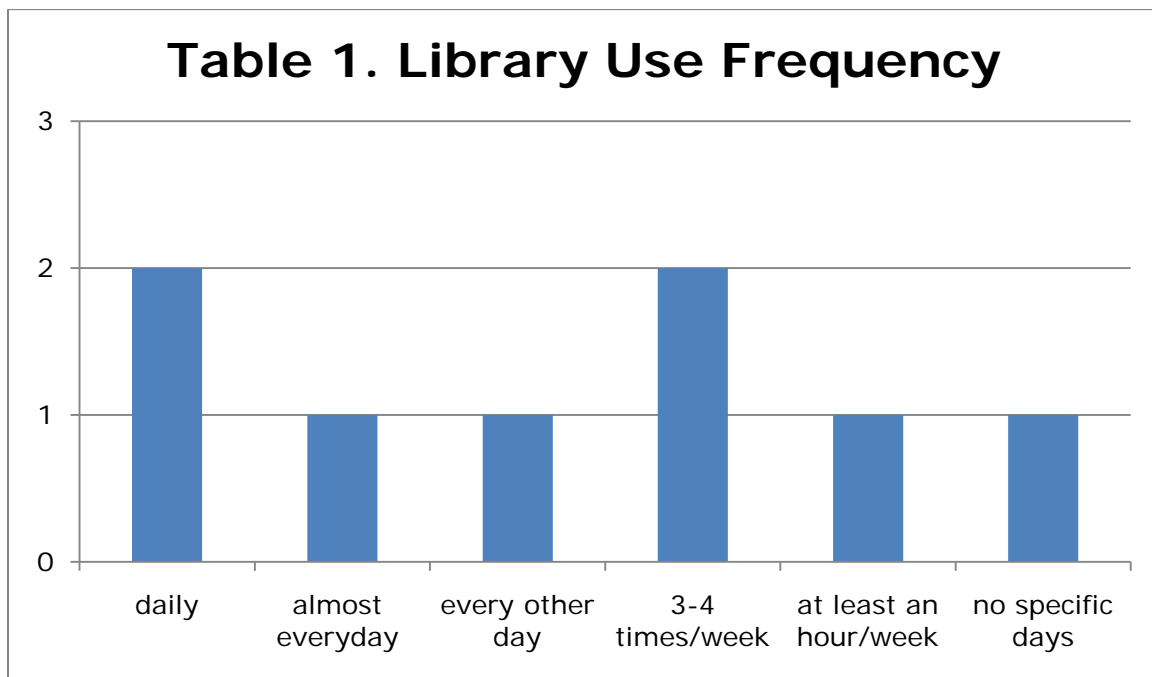
This section will be organized based on the interview questions, divided into four categories: general questions, physical space questions, assistance questions, and the question of library literacy. By examining the students' answers to these questions in conjunction with the information gathered from the linguistic listing charts, several conclusions about the library's function can be drawn.

I. General Questions

A. How often do students use the library?

The data collected for this question is based solely upon the student interviews. As mentioned, only students who used the library *once a week or more* were chosen to participate in the study. Although it may have been beneficial to interview students who do not frequently use the library, in order to understand their foregoing of it, the purpose of the study was to discover ways to improve the library. It seemed more practical to interview students who frequently interact with the library because they are more familiar with it. Among students who use the library once a week or more, there is significant variation in how often they study there and in the days on which they study, illustrated by the following responses. The responses are as such:

daily/every day, two students; almost every day, one student; every other day, one student; three to four times per week, two students; at least an hour per week, one student; and no specific days, one student (see Table 1, Library Use Frequency). When students mentioned particular days on which they study, the responses were as such: Sunday (one student); Tuesday (two students); and Wednesday (one student). Therefore, it follows that a majority of the students interviewed patronize the library frequently, that is, well above the interview policy’s mandatory once per week use.

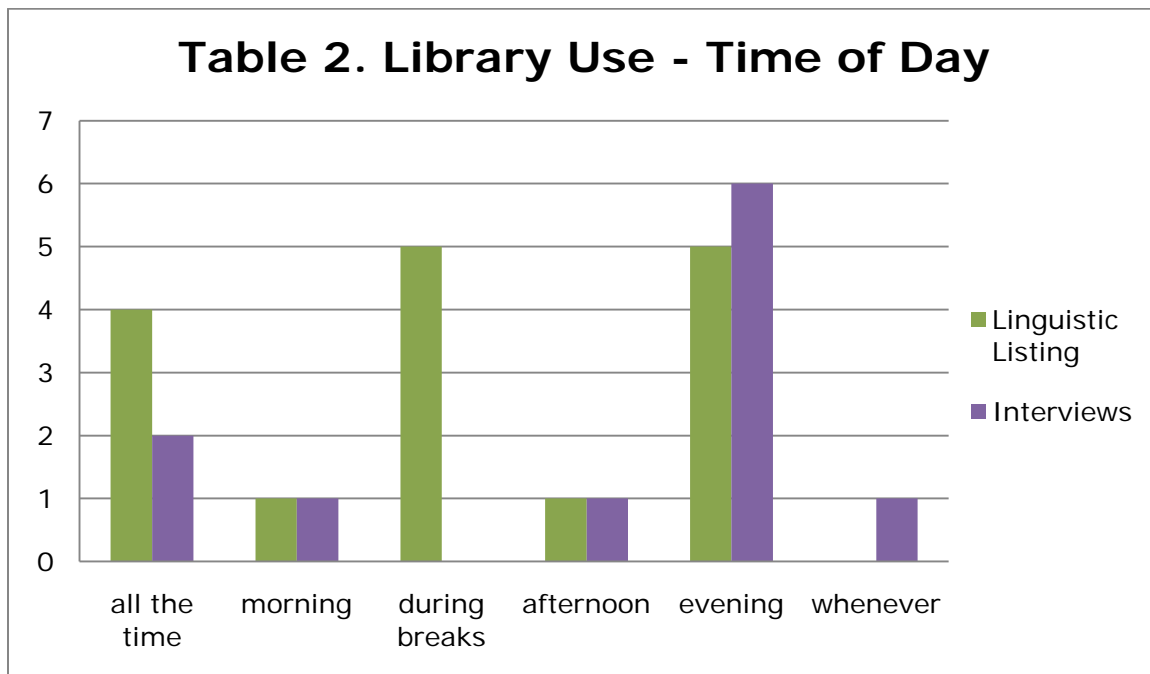


B. At what times do you use the library? / What time of day do you usually come to the library?

Data for this portion of the study was collected both through linguistic listing charts and student interviews. Beginning with the linguistic listing, out of fourteen respondents, four wrote that they came all the time (“8 AM-11 PM,” “I live here,” “All the time,” “I never leave”); one noted that they came in the early morning; five noted that they came during breaks or between classes (“during chapel break,” “between classes,”); one noted that they came in the afternoon twice; and five wrote that they came in the evening (“after dinner,” “after dinner or practice,”

“when it’s dark outside”). One respondent wrote three times down; thus the discrepancy between fourteen respondents and sixteen answers (see Table 2, Library Use – Time of Day). It seems that the students who responded to the linguistic listing chart prefer to study during breaks (which could logically occur at any time during the day) and in the evening.

The students who participated in the interview also noted several times of study, and thus there is a discrepancy between responses and respondents, as in the linguistic listing data. No students responded that they use the library during breaks or between classes; two students replied all day; one student responded that they use the library in the morning; one student replied in the afternoon; and six responded that they use the library in the evening. Clearly, evenings are the most popular time to use the library, most likely due to the fact that students are busy throughout the day with class and other activities (again, see Table 2, Library Use – Time of Day.) Students are less likely to be there “all the time.” Students are even less likely to study in the morning or in the afternoon, but these two choices are equally as likely.



C. Why do you use the library? Are you more effective there than elsewhere? What

characteristics of the library make you want to be there? To not be there? / Why do you use the library?

This data comes from both the linguistic listing charts and the student interviews. Beginning with the interviews, seven out of eight students noted that they were more effective in the library due to several factors. The characteristics of the library that the students cited in their increased effectiveness/want to be there include its quietness, its resources, its light (specifically natural light), its simplicity, its comfort level, its calmness, and its status as an “escape.” Seven out of eight students made some mention of the words “focus” or “distraction” (meaning lack of the latter) in relation to their effectiveness; in addition, two students used the word “atmosphere” in explaining why the library is more conducive to work. Five out of eight students also noted that there was a certain psychological dichotomy between “home” (the dorms) and “work” (the library). Three out of eight students acknowledged that the library was not for socializing but for work. In addition to general individual studying, students noted that they use the library for research, reading, large exam study (LSAT), writing papers, and its printing capabilities.

Students responding to the linguistic listing questions have some of the same responses, which amount to thirty-one in total (again, some students give more than one characteristic, and thus the number of responses is slightly higher than the number of respondents). Eight students said that they come to the library because it is quiet or calm. Seven students said they come to the library to study. Five students said they come to the library to focus or concentrate. One student said they come to the library to socialize. Fourteen students gave various other reasons for coming to the library, including to use the free internet; to use printing capabilities (two responses); to check e-mail; for entertainment; for research (two responses); to see the reference librarian; to read; to nap (two responses); to use the print sources (i.e., hard copies of material);

to use the computers; and to use the couches.

To generalize, students are attracted to the library because it is a comfortable, quiet, non-social environment, psychologically separate from their home environment, in which they can find the resources necessary to complete their work effectively.

II. Physical Space Questions

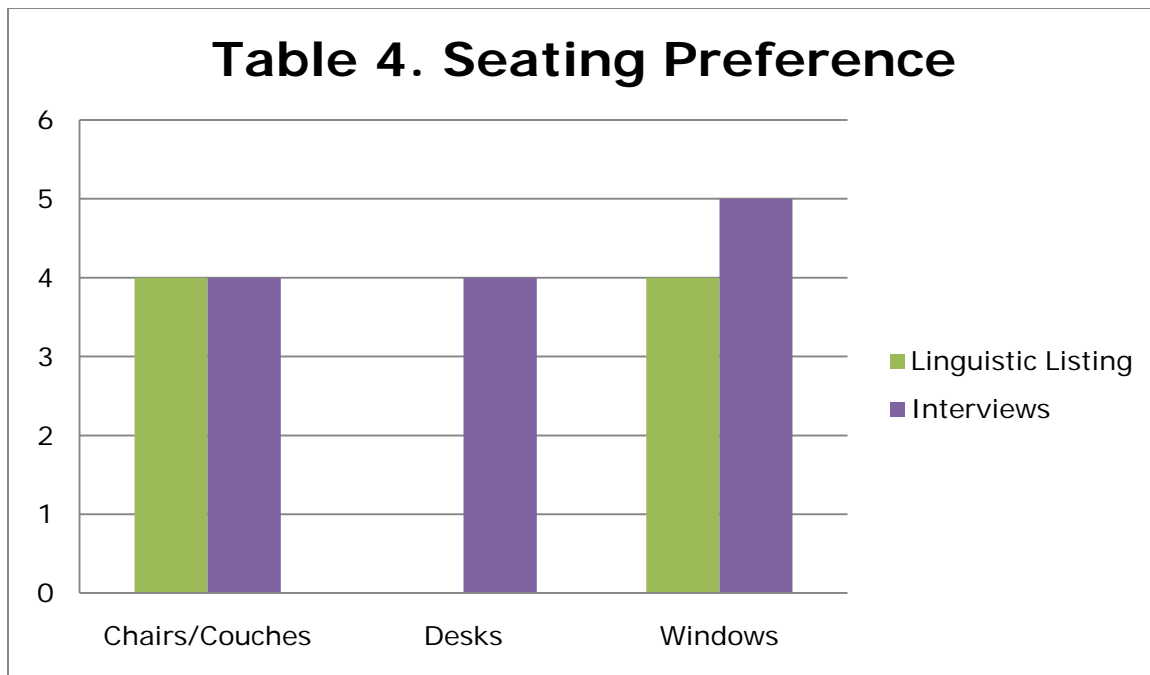
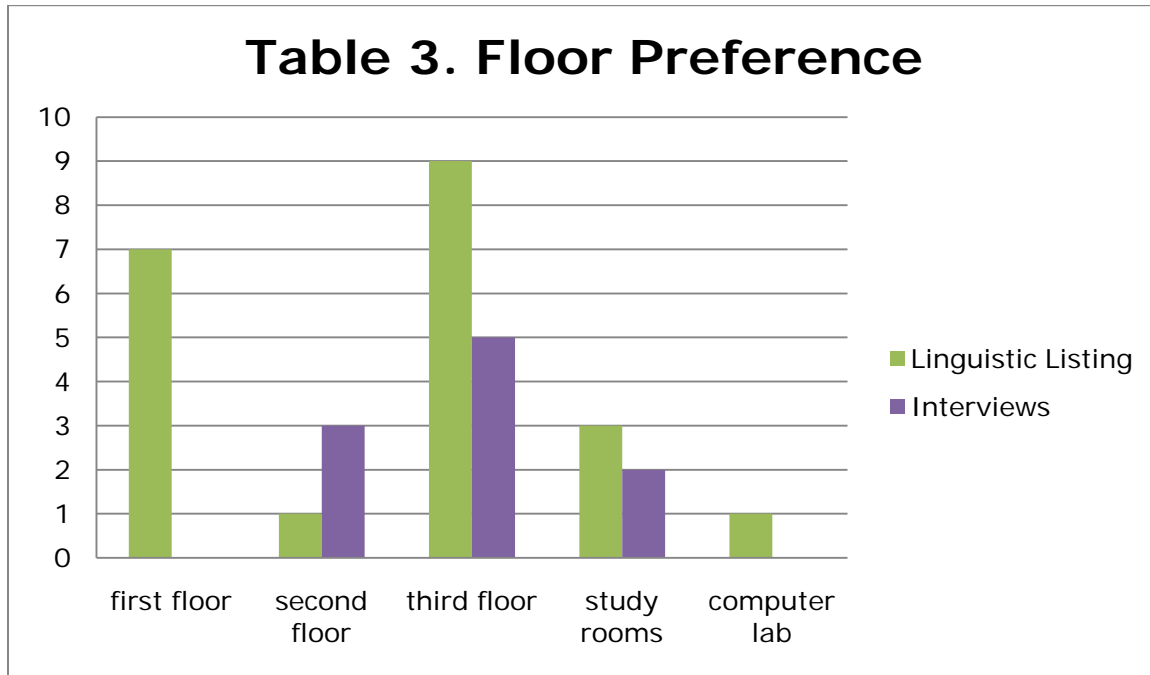
A. Where is your preferred space in the library? / What is your favorite space in the library?

Why?

Data for this portion was collected through the linguistic listing charts and student interviews. Beginning with the student interviews and in terms of preferred floor, four out of eight students chose to work on the third floor. Two out of eight students chose to work on the second floor. One student chose to work on either the second or third floor. Two students prefer to work in the more secluded study rooms and did not name a specific floor. According to the linguistic listing respondents, out of seventeen indications of preferred floor, nine students chose the third floor; one student chose the second floor; seven students chose the first floor (often referred to as the “basement”); and one student chose the computer lab. When the data is combined, it would appear that the third floor is the most popular place to work, followed by the first floor, and then followed by the second floor (see Table 3, Floor Preference).

Students also have a preference for certain types of seating. According to the linguistic listing charts and out of twenty-five respondents, four students mentioned choosing a chair or a couch (when they mentioned a choice of seating); four students also mentioned choosing to sit by a window. From the data given, it cannot be inferred whether students who did not respond with a couch/chair answer prefer to sit at a desk or in a study room. In the interview portion, four out of eight students indicated a chair or couch as their seating preference; four students

indicated a preference for a desk, whether in a study room or out in the open. Five out of eight interviewed students also indicated a preference to sit near the windows.



Given the combined data, it appears that the couches and the chairs are equally as popular as desks in terms of seating preference (see Table 4, Seating Preference). It seems that students

enjoy natural light enough to mention the windows when asked about their placement preference. Individual or group study rooms also seem to be quite popular. Generally, it seems that there is no greater preference regarding one aspect of seating over another.

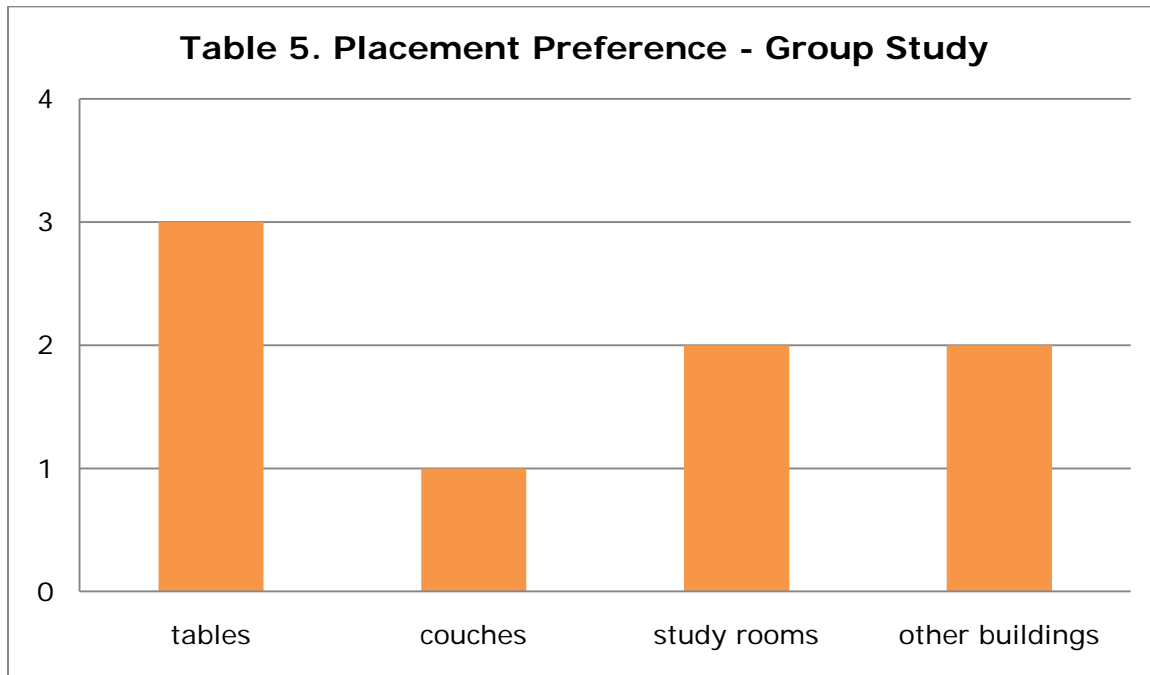
B. Do you use the library for individual study? Where do you place yourself?

This question was asked only of the interview participants. It is basically a given that most students use the library for individual study, but this question was placed in contrast to the following question regarding group study. Two students noted that they use the library for individual study only; another student noted that they only study in group form in the library if they happen to meet someone there. Responses regarding physical placement for individual study can be inferred from the earlier data on placement preference; each student's placement preference is unique. From this data it can be gathered that most students use the library for individual study in addition to group study, which is the focus of the following question.

C. Do you use the library for group study? Where do you place yourself?

The responses for this question came solely from the interview process. Although in the previous question it was acknowledged that some students only use the library for individual study, they were asked where they would place themselves in a hypothetical group study situation. Combining both hypothetical and actual placement preference (eight answers total), tables were mentioned three times (twice specifically on the second floor); couches were mentioned once; two students mentioned study rooms; and two students mentioned placing group study in other buildings, such as dormitories, academic buildings, or the Courtyard Café. According to Table 5, the distribution of placement preference regarding group study is fairly equal. In terms of using the library or using a different building for group study, a student in favor of the library said that it was a "central place to meet;" the two students against using the library

for group study cited other group members' preference to study in a dorm or academic building, in addition to the lack of available study rooms and tables as a discouraging factor. Therefore, it seems that if more study rooms and tables were added, more students would be inclined to participate in group study in the library.

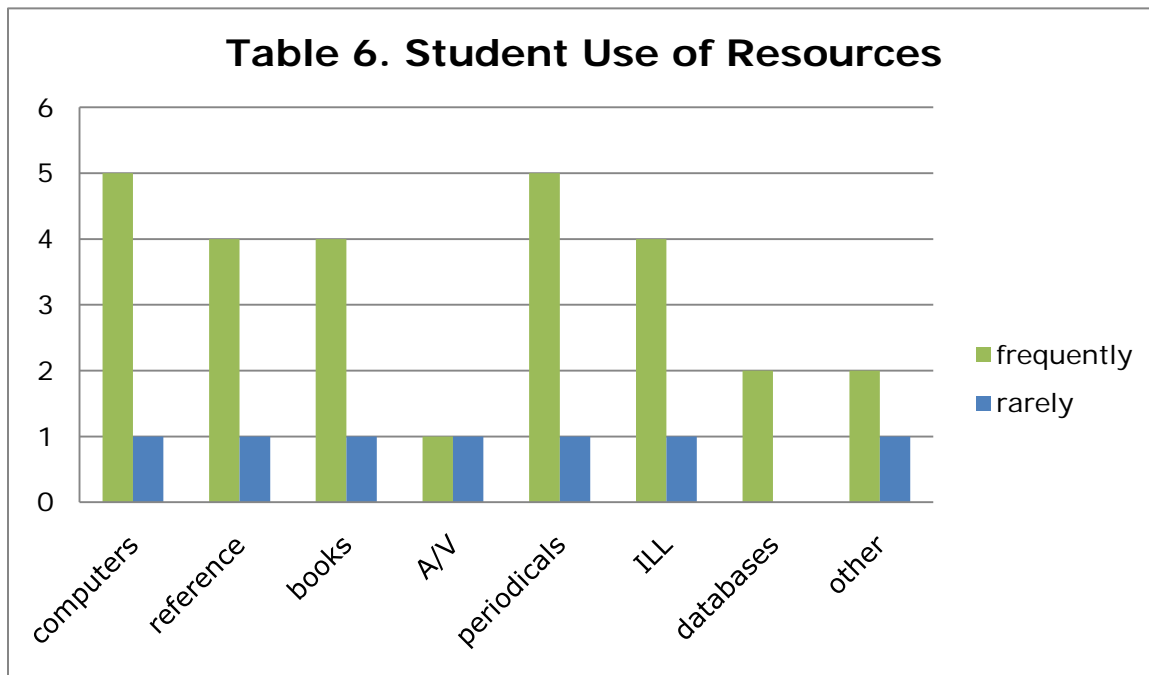


D. Are there resources in the library that you use frequently? That you use rarely? / What resources do you use most frequently for your research?

This data was gathered from both interviewees and the linguistic listing, with some variation in the wording of the questions. Beginning with the linguistic listing, when asked what resources they use most frequently for research, students responded in a variety of ways. Google Scholar, journals, and databases were among the most frequent responses, although other responses included books, Wikipedia, and the reference desk. In general, it seems that the students who responded to the linguistic listing question use the virtual aspects of the physical library in their research.

Students interviewed were asked a slightly broader question regarding their utilization (or

lack thereof) of resources in the library in general. Table 6 shows the frequency or infrequency of the students' use of certain resources. The data gathered for reference includes using the reference librarian and the reference section; the data gathered for the "other" section includes printers, copiers, microfilm, etc.



Judging from the data collected and presented in this table, it seems that students use resources in general more often than not and that most resources are fairly equally used, with the audio/visual resources, database resources, and other resources being used less overall. However, this is not necessarily indicative of a resource's use in general; students may have a specific definition for resources that is not as broad as this study intended.

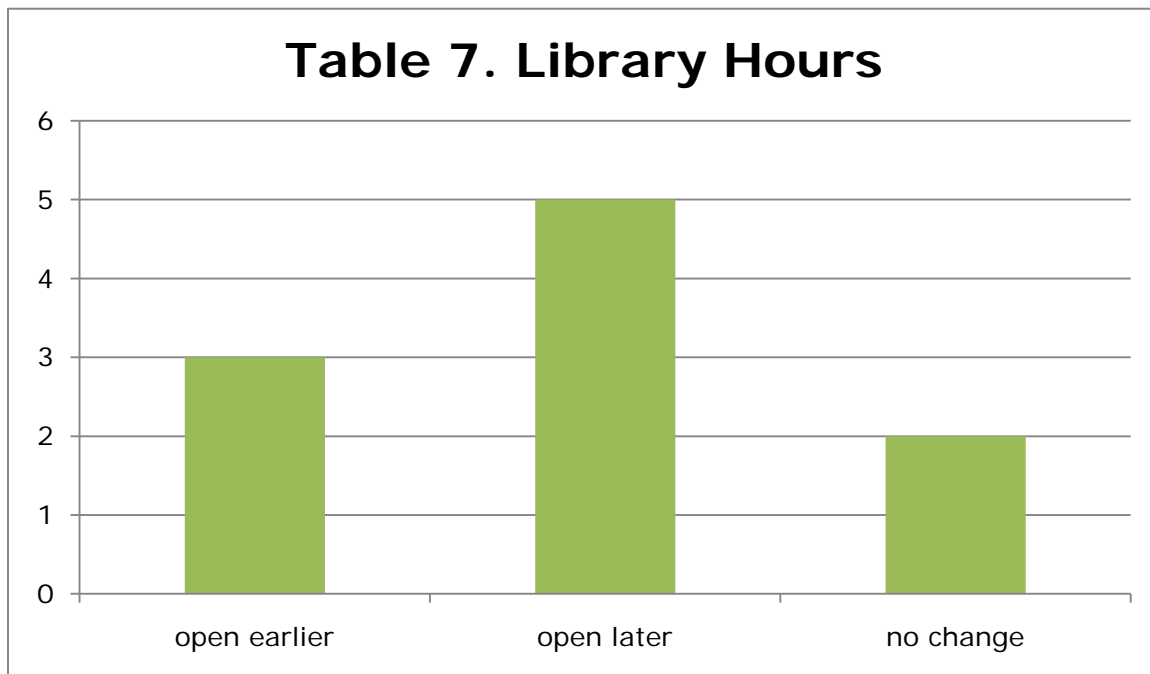
E. What would you like to see more of in the library in terms of physical space (quiet space, group space, etc.)? / What would you change about/add to the library?

This question was asked both of the interviewees and the general student population through the linguistic listing exercise. With the responses combined, more individual and/or group study rooms was the most popular desired change, followed by more couches and an

expanded collection. Results that garnered two responses include more open spaces/areas, more electrical outlets, more tables, some kind of food service in the library, and an updating of the library (students commented that feels “stuffy,” “muggy,” or “boring,” and suggest more color). Results that garnered one response included an expanded library, more desk space (i.e. larger desks), raising the temperature (the student complained that the library was too cold), a walkway or a door between the new social sciences building and the library, more reference librarians, more interlibrary loan opportunities, more online resources, and more computers (specifically in study rooms). As seen by the variety of responses, students have suggested a number of possible improvements for the library.

F. How do you feel about library hours? Are there any hours you’d like to see changed?

This question was asked only through the interview process. Table 7 includes the responses of the eight students interviewed; some students suggested more than one change, and therefore there are more than eight answers.

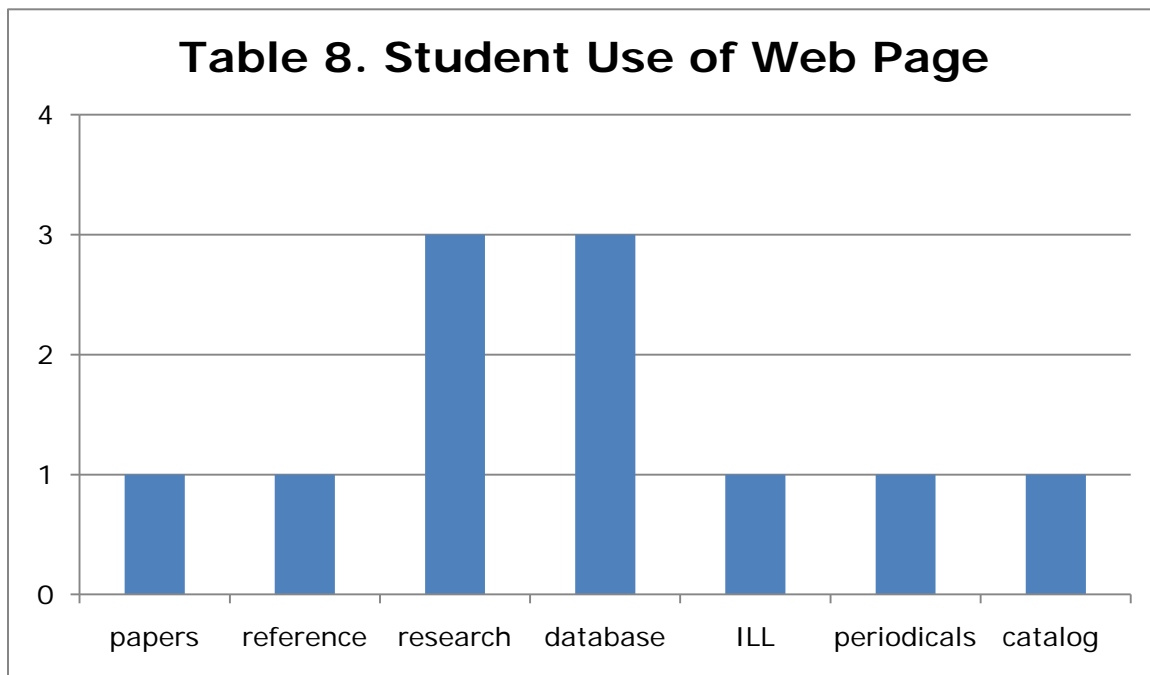


As evidenced by the table, five students would like the library to stay open later. Several students

noted that they wished the library would stay open later on Fridays and Saturdays. Three students responded that they would like the library to open earlier on both weekdays and weekends. Two students reported that they were satisfied with library hours. Those who advocated for a change in library hours, either earlier or later, acknowledged that they understood the difficulties in changing library hours (i.e. the necessity for staff to stay for longer shifts/more staff, etc.) and noted that they did not want much more time (only adding up to an hour in the morning or evening).

G. How often do you use the library’s web page? What do you use it for? Have you ever used the “gaclibrarian” chat feature on the web page?

These questions were asked of interview participants only. Though this is a virtual space question, the web page is linked very tangibly to the physical space of the library, and thus this question is relevant. When students responded in terms of frequency (four responses), one student responded “frequently;” one student responded once or twice a week; and two students responded once or twice a month. In terms of use, students use the web page in a variety of ways.



As in other questions, each student gave one or more answer, and thus the discrepancy in number of responses and responders. Table 8 shows the resources for which the students use the web page. As evidenced by the table, students most often utilize the web page for research or for the databases connected to it. As for the “gaclibrarian” chat feature on the web page, all the students interviewed said they had never used it; one student noted that they didn’t anticipate using it.

H. Do you believe that you are well-versed in searching for information via the library’s web page (catalog, databases, etc.)?

This question was asked to interviewees only. Again, this question is not necessarily related to the library’s physical space, but is important nonetheless. Inadvertently, this question led to some more specific questions regarding student’s knowledge about using the library, or what this author prefers to term “library literacy.” This section will be brief, comprising only the data gathered through interviewee’s responses; the discussion regarding library literacy will continue later in this report.

Of the six students out of eight who responded to this question, four said they felt competent or well-versed; one said they did not feel well-versed (three students did not answer this question or answered it in another form). Students who answered that they felt well-versed credited specific classes (such as methods classes in Curriculum II, Political Science, and History) and seniority (older students were more comfortable using the library). Please see Section IV, Library Literacy for a continuation of this discussion.

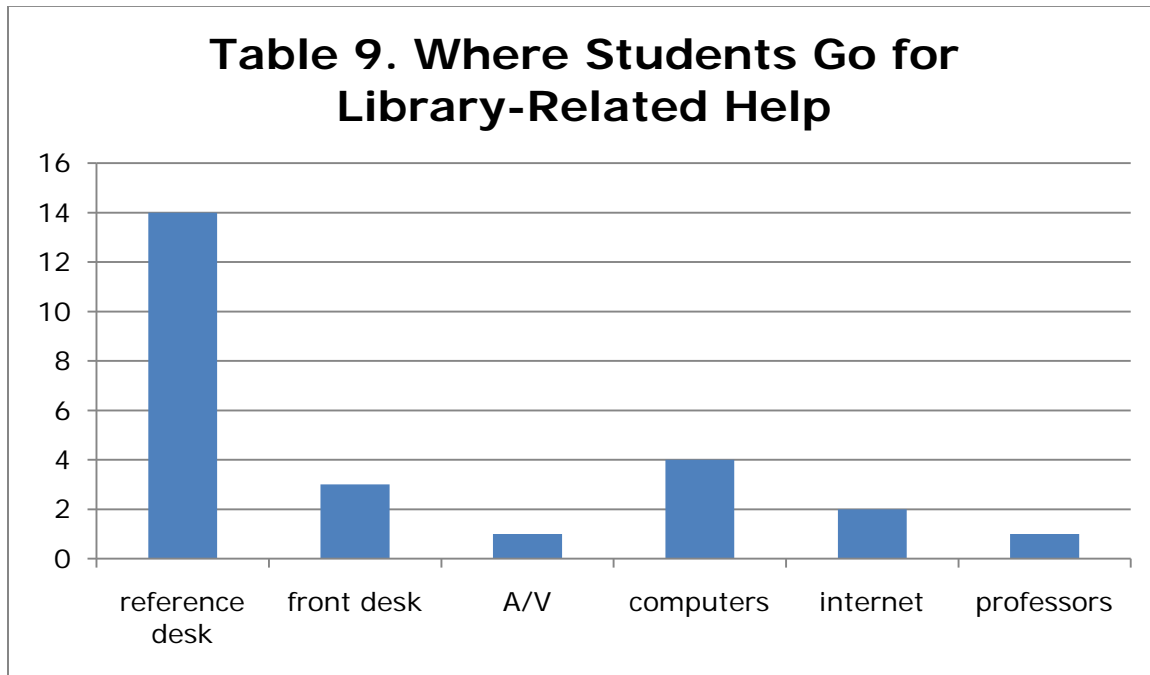
III. Assistance Questions

A slight focus was conceived at the beginning of this study, in addition the focus of library literacy that developed throughout the study. This section focuses on where students go

for help in the library.

A. Where do you go when you need library-related help? / Where do you go to find help in the library?

This question was asked of both interview and linguistic listing participants. Table 9 shows their combined responses (18 responders, 25 responses). Clearly, the reference desk is the first stop for many students when they need help in the library. Some students noted that they went to the reference desk for research help and went to the front desk for concrete questions, such as the location of rooms or collections. Six students noted that they use the computer or the internet when they need library-related help. In general, most students use the reference or front desk for interactive help and the computers or the internet for self-service help.



B. How often do you consult a reference librarian?

This question was asked only of the interview participants. Out of eight students, two responded that they consult a reference librarian 1-2 times a semester; two students reported that they consult a librarian once per paper; two students responded that they consult with a librarian

rarely; once student noted that they consulted with a reference librarian once; and one student had never consulted a reference librarian. Overall, it seems that the frequency of consultation with a reference librarian is evenly distributed between always/frequent and never/rarely.

C. What services would you like to see the library offer?

This was a very open-ended question posed to the interview participants, and thus a wide variety of answers resulted. Since there was no overall trend, the students' answers will simply be listed. Three students commended the presence of writing tutors in the library and advocated for their continued presence. Two students noted that they would like a copier to be available. The following services or suggestions were advocated for by no more than one student: allow students to reserve rooms; create a consistently quiet space where internet is available (on computers); establish a citation-specific reference desk; enforce third floor cell-phone rules; get faster wireless internet; establish time limits on the use of school computers; and extend check-out limits for audio/visual items.

D. How would you feel if there was student-led assistance (i.e. student reference desks, etc.)?

This question was also posed only to the interviewees and was a precursor to the greater discussion on library literacy, which follows this section of questions. Of the seven students who answered this question, five were mostly in favor and two were mostly against such an establishment. Those against were "more comfortable getting reliable information from adults" and would only support the idea if the students were "super-trained." Those for student-led assistance added caveats such as "if they knew what they were doing" and "must be well-versed in the library and its resources." Students acknowledged that such services would "filter out easy questions;" that "students have a lot to share with each other" in terms of tips and tricks; that student assistants would be more approachable, especially for younger students; and that it would

be a useful way for students to gain experience in the library field, should they wish to do so. That being said, it may be useful to implement such a program for a short time and monitor the results.

IV. Library Literacy

This section of this study came about completely unintentionally and was generated by a question from the physical space section: “Do you believe that you are well-versed in searching for information via the library’s web page?” This question eventually expanded into a question regarding the students’ familiarity with using the library as a whole. Even when sampling from only eight students, this level of familiarity varied greatly, and topic of “library literacy,” as this author likes to term it, was conceived. By examining how literate students are in their library, how they became literate, the problems encountered, and their suggestions for improvement, the level of library literacy could be increased campus-wide. This topic is important because the library is one of the greatest tools given to students in the course of their education, and ignorance of such a tool has definite repercussions. Each student should have the ability to make the most of their education, and an increase in library literacy would further that ability.

A. Students’ experiences in library familiarity

Of the eight students interviewed, four stated that they had had some kind of specific introduction to the library beyond the mandatory First Term Seminar (FTS) program. One student cited the library tutorial in a Curriculum II class; one student cited Political Science 200, a methods course; once student cited public discourse and media and society classes; and one student cited History 200, another methods class. When asking students about their introduction to the library via their FTS, answers varied greatly. Thus the students’ familiarization with the library was not in any way standardized. Some students received a thorough physical tour but

bypassed a tour of the virtual space; some students met with staff or spent a small amount of time participating in hands-on learning; some students were simply marched around on a marginal physical tour. Clearly there are some large discrepancies in terms of library education through the FTS program.

B. Difficulties

Five students had an opinion regarding difficulties that arose through their lack of proper and thorough introduction to the library. One student said that the transition from the high school library to the college library was overwhelming, a sentiment that is no doubt shared by many a new college student. Another student commented that people are afraid because they never got comfortable with the library early on; the student noted that “community places on campus are scary places to venture.” Another student, in reference to the classes they had had that involved some kind of library aspect, noted that each class had about half an hour of time in the library, but it was so impersonal and general that it wasn’t really helpful. One student corroborated this idea by saying that students only want to learn things applicable to themselves or their field of study. Finally, a student commented that students are unaware of library resources because the professors are unaware as well. Each of these difficulties presents a barrier to a more complete understanding of the library and how to use its resources.

C. Suggestions

Students came up with a variety of suggestions to combat these difficulties. Their responses are recorded here.

1. Sessions/Seminars

Almost every student interviewed was amenable to the idea of some kind of session or seminar in order to heighten a student’s knowledge of the library and its resources. In terms of

frequency, students suggested a variety of times, including two to three sessions per semester and sessions once a month. One student commented that they would prefer an open-house format, akin to the style of the Writing Center, so that students could get more specific help. Two students noted that advertising and promotion would be key in the success of such programs. Two students noted that timing was also crucial to a student's understanding of the library; one said that library training should be incorporated earlier rather than later, and another commented that sophomore year is the "critical period" for such education because it is truly the beginning of their college careers.

However, two students expressed concern for the popularity of such a venture: one stated that "no one would come" and that a short tutorial on the web site or some sort of on-line library orientation would suffice, and another commented that students who are truly concerned will use the reference desk for help and that students who are afraid will stay away. It is this lack of participation and the element of fear that hinders students from getting the most out of their library.

2. Material Covered

Students responded in a variety of ways regarding what material should be covered in such sessions. How to use the virtual space was the focus of most answers, including how to use databases, interlibrary loan, the website and how to use resources outside of the Gustavus library website (i.e. Google Scholar). How to checkout audio/visual materials, an introduction to library staff, and a thorough or "intense" physical introduction of the library were also mentioned as subjects of focus in such sessions. One student also cited the need for "focus" sessions (specifically related to a certain major or minor) in contrast to "basic" sessions.

3. Optional or Mandatory?

Students expressed differing opinions regarding whether these sessions should be optional or mandatory. Most students were for an optional session, stating that it would become arbitrary and repetitive after a certain amount of time. Another stated that optional refresher courses, such as the Information Fluency class taught in the spring of 2010, would be very useful. Those who were in favor of mandatory compliance noted that the sessions would be “beneficial regardless of whether they [the students] like it or not” and that it “students won’t react negatively if it’s under the radar.” This idea of mandatory, unobtrusive instruction leads to a discussion of FTS standardization in library familiarity.

4. First Term Seminar: Integration and Standardization

When asked about the relationship between the First Term Seminar and library education, most students agreed that any sort of mandatory library instruction should be integrated into the FTS program and standardized. One student suggested that any FTS class should spend a mandatory amount of time in the library. Another student commented that the FTS is responsible for acclimating the student to the library. Several students noted the need for continuity in library literacy beyond the FTS into later years of study.

V. Suggestions and Conclusions

A. General Suggestions

There are no general suggestions regarding improvements that the library could make. The library serves a broad range of students who are generally satisfied with the atmosphere that the library provides.

B. Physical Space Suggestions

In terms of resources, each library resource is used adequately, and the only suggestion students had for the improvement in resources was an increase in the size of collections. In terms of actual physical space, students would like to see more individual and group study rooms; more couches; more electrical outlets; and a variety of other small improvements, including a more comfortable temperature, some kind of food service in the library, more color, etc. Students would like the library to open a little earlier and stay open a little later, particularly on weekends. Students seem satisfied with the library's web page and use it frequently and for a variety of reasons; students suggested that improvements could be made through how-to tutorials and a virtual guided tour on-line.

C. Assistance Suggestions

Virtually the only suggestions to improve assistance in the library were for services (such as room reservations), enforcement of certain rules (noise level on the third floor), and several other small services (faster wireless internet, a copy machine, etc.) Overall, students seem very satisfied with the quality of the assistance they receive in the library, specifically from the reference desk.

D. Library Literacy Suggestions

From the information gathered, it appears that most students favor some sort of mandatory and standardized introduction to the library through the First Term Seminar Program, reinforced throughout their later college years by optional library "refresher" sessions or by subject-specific sessions. Students were very insistent in noting that a thorough introduction to the physical, virtual, and assistance facets of the library should be undertaken by the FTS courses.

E. Final Conclusions

Each of these aspects is vital to the improvement of the library. In terms of physical and virtual space, and of assistance, students were generally satisfied and offered no suggestions for overarching improvements. The main focus of improvement has become the students' familiarity with the library. By improving the way students are introduced to the library and giving students a thorough and standardized education in the library and its resources, library literacy across camps could be greatly increased. This not only improves the academic lives of individual students but increases the quality of scholarship at Gustavus as a whole. Through a joint effort by the library and the First Term Seminar courses, students' knowledge of the tools at their disposal would rise, contributing to and strengthening the tradition of excellence in scholarship at Gustavus.

Appendix A

Interview Consent Form: Folke Bernadotte Memorial Library Physical and Virtual Space Study

I understand that I have entered into this interview willingly and without coercion, and that I will answer all questions truthfully and to the best of my ability.

I truthfully state that **I use the library at least once a week or more and I am at least 18 years of age .**

I understand that my responses will be recorded and used as data in part of a study that will explore how students use library space, and that my identity will remain anonymous through the use of a pseudonym.

I understand that the incentive for participating in this interview is the receipt of 100 pages of free printing, and that they will be received only after the interview has been completed.

Print Name

Signature

Date

Appendix B

Interview Questions: Folke Bernadotte Memorial Library Space Study 2010

Basic Questions

- Name:
- Class year:
- Major/minor:
- How often do you use the library?
- At what times do you use the library?
- Why do you use the library? Are you more effective there than elsewhere? What characteristics of the library make you want to be there? To not be there?

Physical Space Questions

- Where is your preferred space in the library (1st, 2nd, 3rd floor)?
- Do you use the library for individual study? Where do you place yourself?
- Do you use the library for group study? Where do you place yourself?
- Are there resources in the library that you use frequently? That you use rarely?
- What would you like to see more of in the library in terms of physical space (quiet space, group space, etc.)?
- How do you feel about library hours? Are there any hours you'd like to see changed?
- How often do you use the library's web page? What do you use it for?
- Do you believe that you are well-versed in searching for information via the library's web page (catalog, databases, etc.)?
- Have you ever used the "gaclibrarian" chat feature on the web page?

Assistance Questions

- Where do you go when you need library-related help?
- How often do you consult a reference librarian?
- What services would you like to see the library offer?
- How do you feel when you are helped in the library? How do the staff/student employees treat you?
- How would you feel if there was student-led assistance (i.e. student reference desks, etc.)?