

Kellogg Library Spaces

Assessment Report on the Kellogg Library and the
Kellogg Library Learning Commons

July 2017

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1. Executive Summary

The W. K. Kellogg Health Sciences Library consists of two distinct recently renovated/created spaces: the Kellogg Library in the Tupper Building, which opened after a complete renovation in January 2017, and the Kellogg Library Learning Commons (Kellogg LC), which was opened in the new Collaborative Health Education Building (CHEB) in January 2016. The Kellogg Library (Tupper) provides a quiet study room with computer workstations, reserve readings, the print collection (monograph and journal) in compact shelving, and most of the staff spaces. The Kellogg Library LC in CHEB is the larger of the two spaces and provides a wide range of types of study and work spaces. Both spaces serve students from the faculties of Dentistry, Health Professions, and Medicine. Students from all campuses are welcome to make use of the space, and many do.

Kellogg Library (Tupper)

- 30 quiet seating spaces
- 10 computer work stations
- Reserve Collection and print monograph and journal collection

Kellogg Library Learning Commons (CHEB)

- 6 bookable study rooms
- 8 study booths
- 1 silent study room (with 25 seats)
- 66 computer workstations
- the back corridor with soft seating and 12 individual study carrels
- the front study area with soft seating, stand-up computer workstations, and 3-person table pods

In late January, an assessment planning team consisting of the Head of the Kellogg Library, Kellogg librarians and staff, and the assessment librarian acting as a consultant met to discuss the types of information that should be gathered from users. Agreeing that the guerrilla assessment study of the Kellogg Library Learning Commons the previous year yielded actionable results, the planning team decided to utilize similar assessment methods and tools. The results would identify timely changes and potentially inform more formal assessment in the future. The decision was made to keep this second assessment very similar to the first for comparison purposes and to expand it to include the newly renovated space in the Tupper Building.

Question slips were deployed in the study rooms, and question cards with backing colour-coded to the remaining workspaces were deployed in the other areas (see Appendix). Seven 1 hour observations were also conducted. Headcounts were taken every two hours, and computer usage data was also retrieved. The assessment study took place over the two week period of March 20th-April 3rd.

In general, the responses were more positive about the spaces which may be a result of the Tupper space reopening as well as the adjustments made in the Kellogg Library Learning Commons based on last year's assessment recommendations. Response from the Kellogg Library Learning Commons indicated that 74% of the students felt the space met their needs, this was up significantly from last year when the response to this same question was 41%. In the newly opened Kellogg Library in Tupper 90% of the responses indicated that the space met their needs.

Respondents were enthusiastic about the spaciousness, lighting, and design of both spaces. Students particularly noted the study rooms' whiteboards and wall mounted monitors in the Kellogg Library Learning Commons (CHEB) and they noted the quiet in the Kellogg Library in Tupper.

By far the issue of most concern to students this year was the very slow start-up time of the computers in the Learning Commons, which supplanted the dominant issue from last year which was the high number of computers in the Learning Commons.

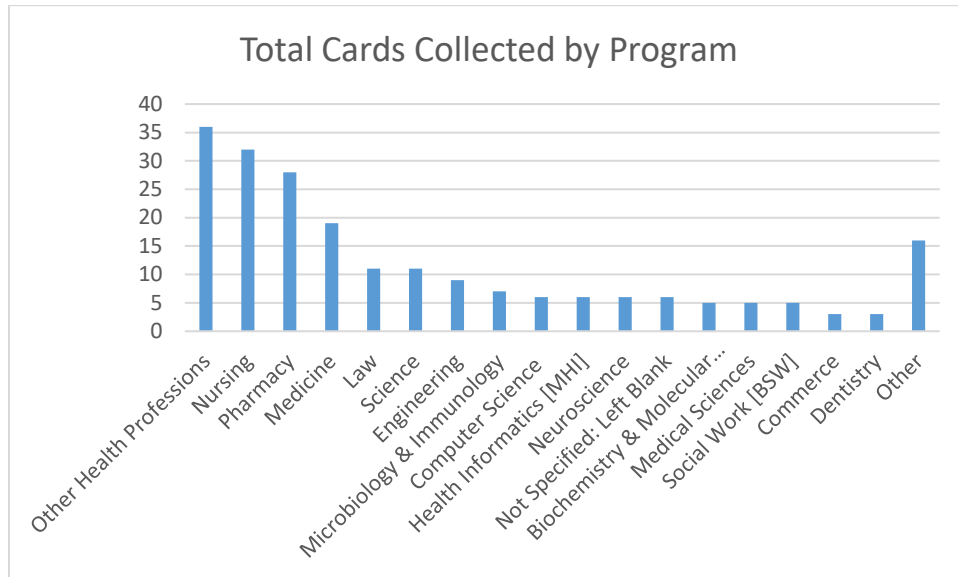
Some issues are similar to those of last year which indicates there is a continuing sense of dissatisfaction in the areas of: room booking policy and procedures, lighting control, the number of computers vs study spaces, and noise (head phones of fellow students, noise from non-library spaces filtering in, and noise from staff areas).

New issues arising this year were: the very slow start-up time of the computers in the Learning Commons, confusion over space management and booking of spaces on the second floor of the CHEB and request for additional hours in the new Kellogg Library space in Tupper.

The table on page 25 presents the progress made on recommendations from 2016 and following that is a list of new recommendations for 2017.

2. Results Summaries

The total number of cards collected during the assessment period was 214. The largest number of cards came from Nursing, Pharmacy, and the Medicine programs. A significant number of cards were collected from students in programs outside the health fields, most notably Law, Engineering, and the Sciences.



"Other" includes Architecture, IDS, FASS, among others.

2.1 Kellogg Library LC, CHEB

2.1.1 Bookable Study Rooms

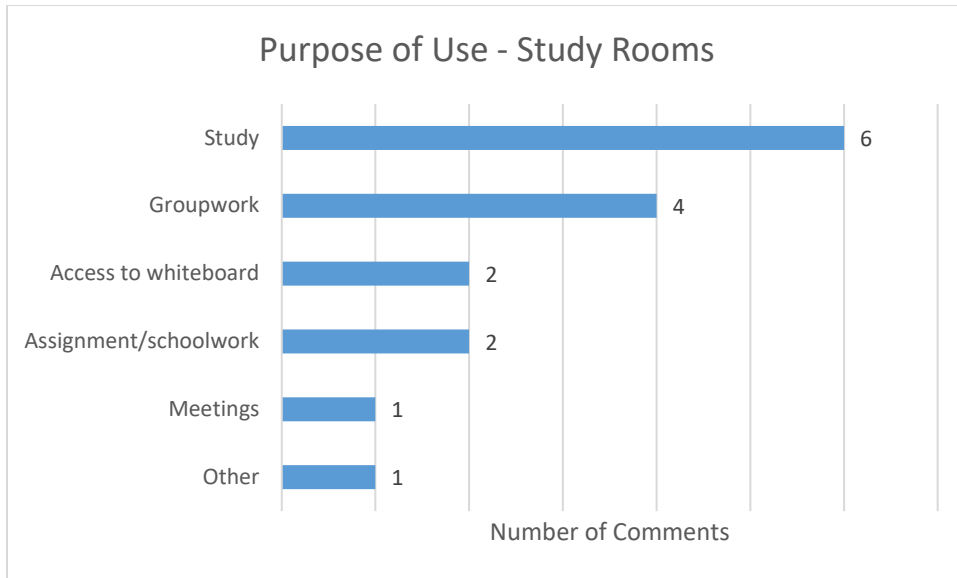
Total question slips received: 8

This is a significant decrease from the number of slips received during our 2016 space assessment (27 slips). All eight slips returned were from groups, and all rooms were booked online.

Observation notes indicated that most rooms are occupied, but not at capacity. There was observed use of both the whiteboards and the monitor screens. Some rooms were occupied by one individual, but the majority of rooms were observed to be occupied by two people. The slips returned reflected anywhere between one and five concurrent users.

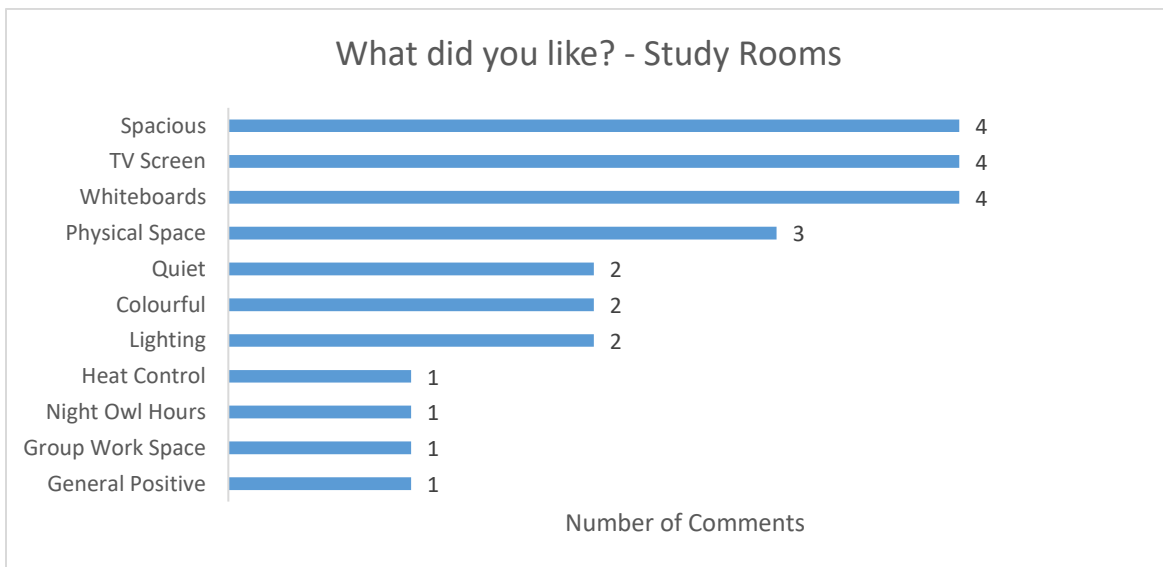
Purpose of use:

The most common reason respondents gave for using the study rooms was for study; this remains consistent with the report from 2016. The whiteboards, both in this assessment and in the first, were singled out as a draw for the study rooms.



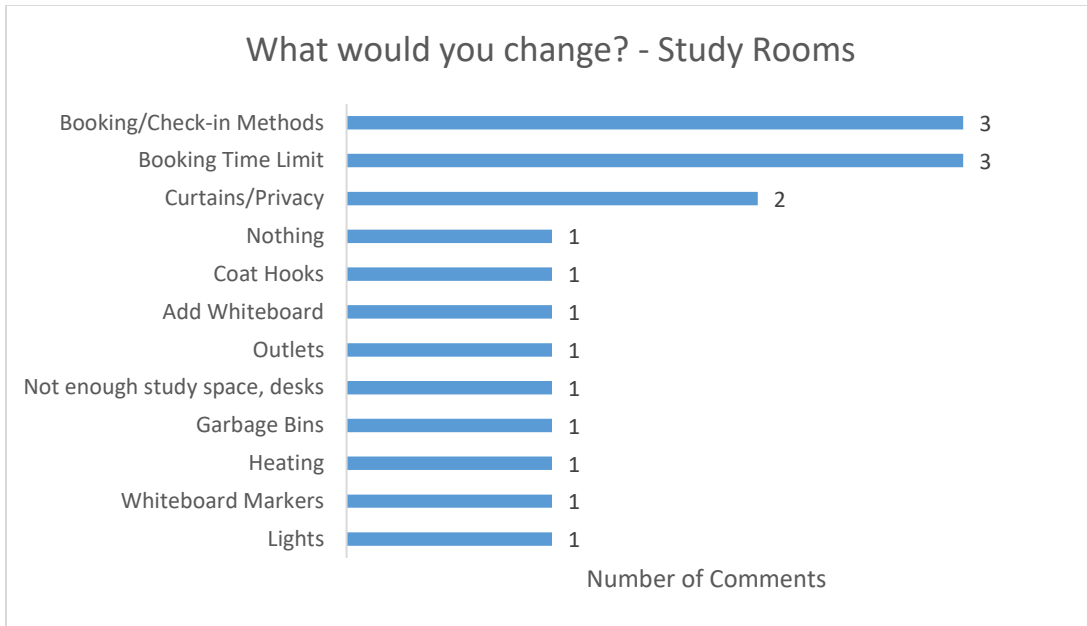
What they liked:

Positive comments tended to focus on the space and design. The most positive comments were related to loving the whiteboards, the availability of a projector screen, and how spacious the rooms were.



What they would change:

The majority of what the students wanted changed had to do with space booking and check-in. Some of these comments were related to the time limits for booking, others to do with how to book and the check-in process. Because only 8 cards were returned, there was quite a spread in comments with a focus on changes surrounding booking the space (be it check-in methods or time limits for the study rooms).



Other comments included requests for additional whiteboards instead of bulletin boards, more outlets, control over heating, and the need for garbage bins.

RECOMMENDATION: Review Group Study Room policies and procedures across the Dalhousie Libraries Learning Commons.

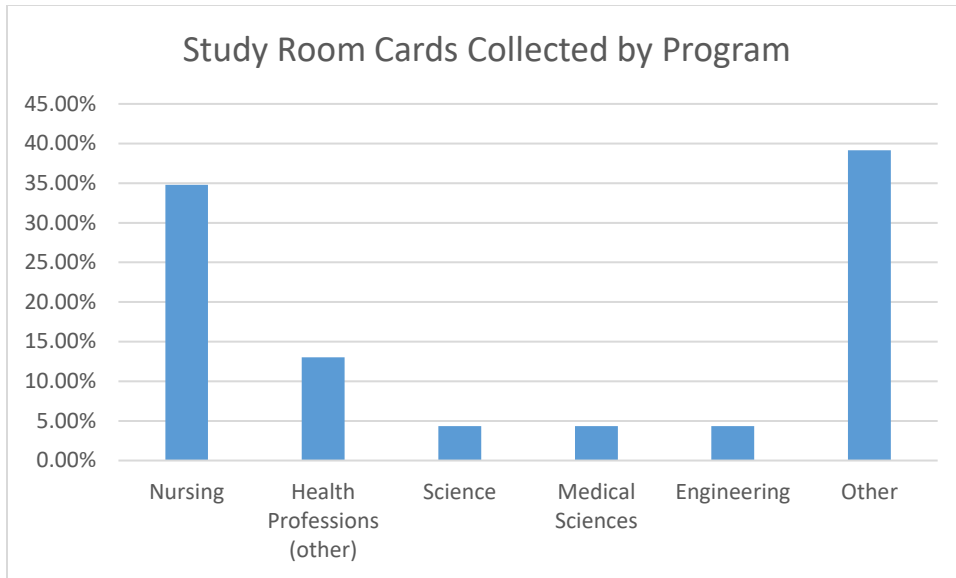
RECOMMENDATION: Devise a method to distinguish library from non-library space to eliminate user confusion with room booking options in Kellogg Library Learning Common.

Affiliation:

Respondents were instructed to indicate the programs of all those in the study room, so affiliation is reported by representation in the study room slip responses. Nursing had the highest representation. Most other groups are proportionally represented in accord with results from 2016 with the exception of Medicine, who were not represented at all in the comment slips received.

In comparison with our first evaluation of the CHEB bookable study rooms, the percentage of “Other” users of these rooms is much higher. In the previous survey “Other” users comprised only 15% of respondents as opposed to the nearly 40% in this round. In this iteration, Engineering students were noted separately, as they had a high percentage of representation across all spaces. “Other” users also included a large number of law students¹.

¹ This is anecdotally in accord with a trend that has been seen in recent months in the Kellogg Learning Commons in CHEB.



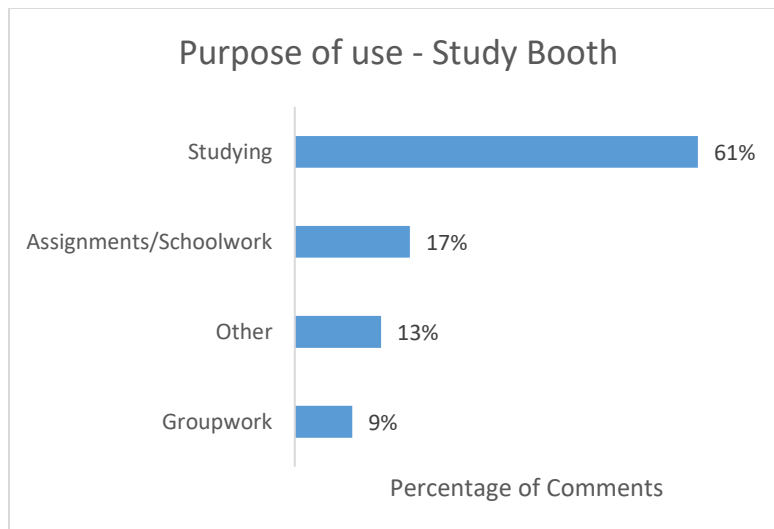
Other includes the following: 1 Architecture, 2 Commerce, 2 International Development Studies, 4 Law

2.1.2 Study Booths

Total question cards received: 19

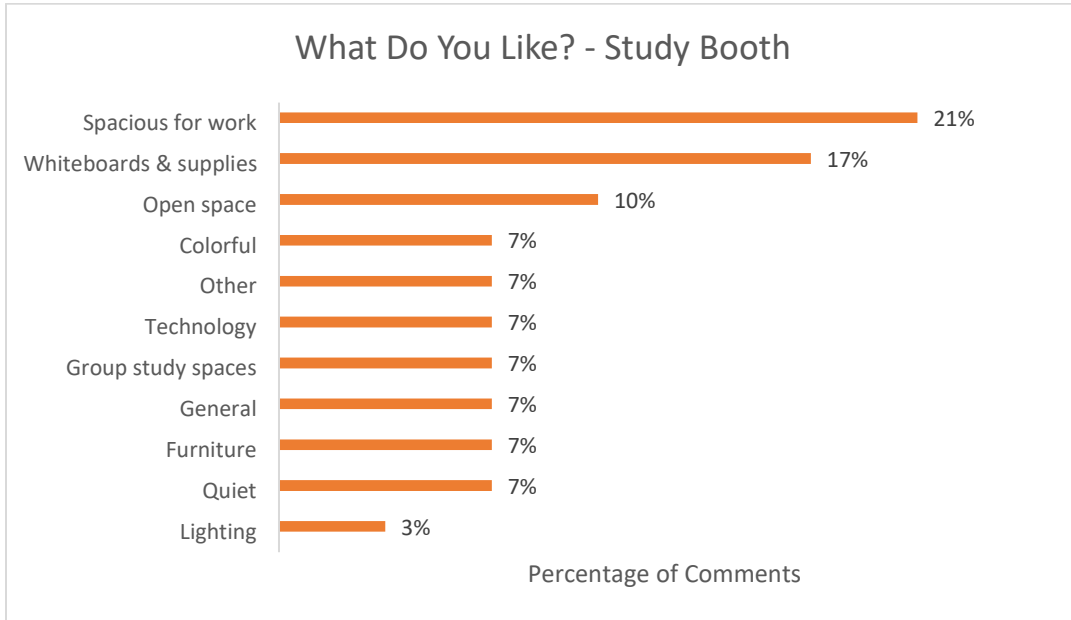
Purpose of use:

The most common reasons students give for using the study booths was for studying (61%). It was the most common purpose for use in the first study (84%) and was well ahead of "Assignments/Schoolwork" in second place (17%). In this round of assessment, "Other" just edged out "Group Work" for the third most common response. Other uses included specific mention of the white boards, using the booths as a prayer space, and printing (the booth closest to the printers is often used for this purpose, as noted in the Observations). In general, the results are consistent with the first usage survey.

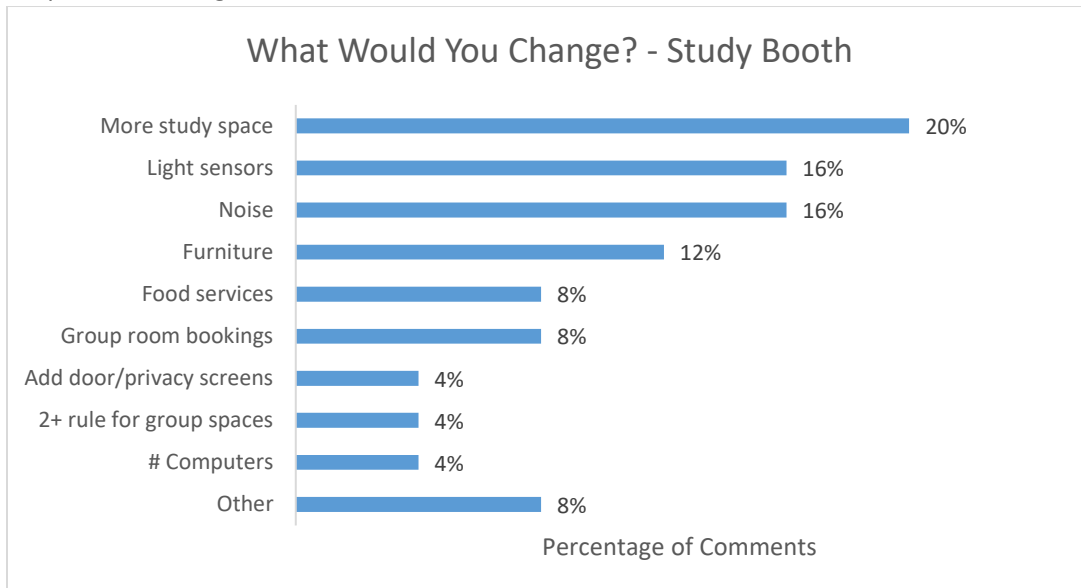


What they liked:

Positive comments in the first space assessment tended to be about the entire LC (e.g., lighting, spaciousness, whiteboards, etc.). In this round of assessment, responses seemed to be more targeted to the study booths, highlighting the space to work in, the whiteboards, and the open space. All of these characteristics were also mentioned in the first survey. One user went so far as to write “I use [the booths] 3-4 times a week... I don’t know where [else] I would go.”



What they would change:



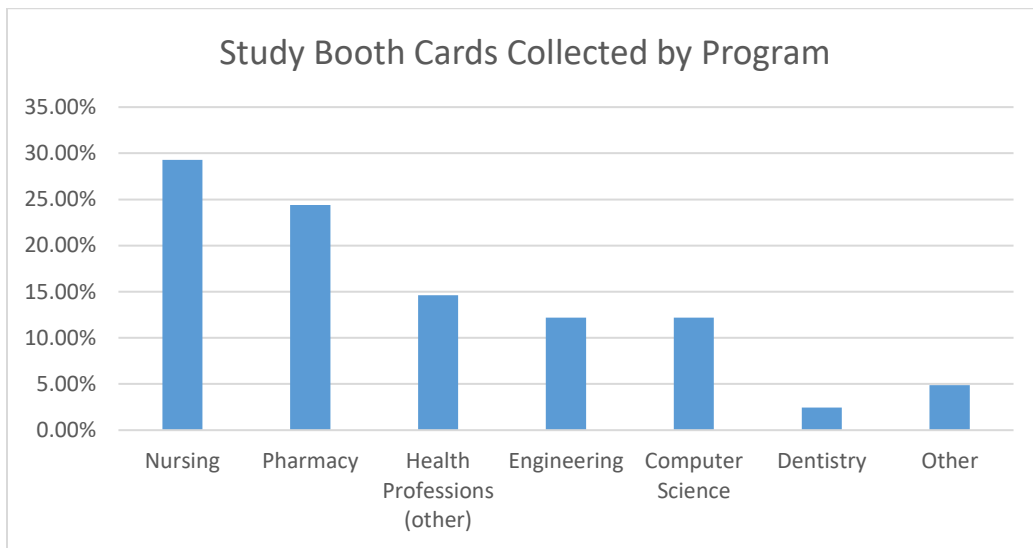
The “Other” responses included a request for a prayer room and a reporting of printer issues. The desire for more study space was discussed in several ways: Some respondents asked for more group study spaces, more “spacious areas” to work, two specific responses specifically mentioned opening up the breakout rooms (which the library has no control over).

However, the major item that was of concern in the past report, the light sensors (nearly 61%), has dropped to only 16%. The main issue from the previous report was that the lights would switch off unexpectedly. The light concerns reported in this survey were split between light sensors turning off and, equally, the desire to dim/brighten lights.

RECOMMENDATION: Address ongoing light sensor issues and investigate options for light dimming and brightness control in the Kellogg Library Learning Commons

Affiliation:

Nursing was represented in 29% of completed question cards, followed by Pharmacy at 24%. Both of these were far and away the highest represented. In a change from our previous usage study the Faculty of Medicine was not represented at all. Engineering made an increase from 6% to 12%, Dentistry dropped to only 2% of represented usage. The surprise was the appearance of Computer Science as a strong user of the space with 12%.



Other includes the following: 1 Science, 1 Commerce

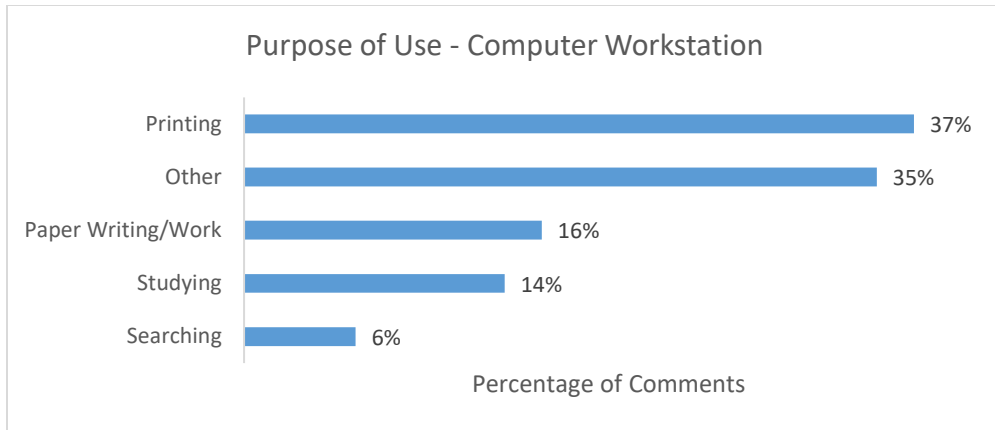
2.1.3 Computer Workstations

Total question cards received: 49.

76% of respondents indicated the space met their needs compared to 48% from last year.

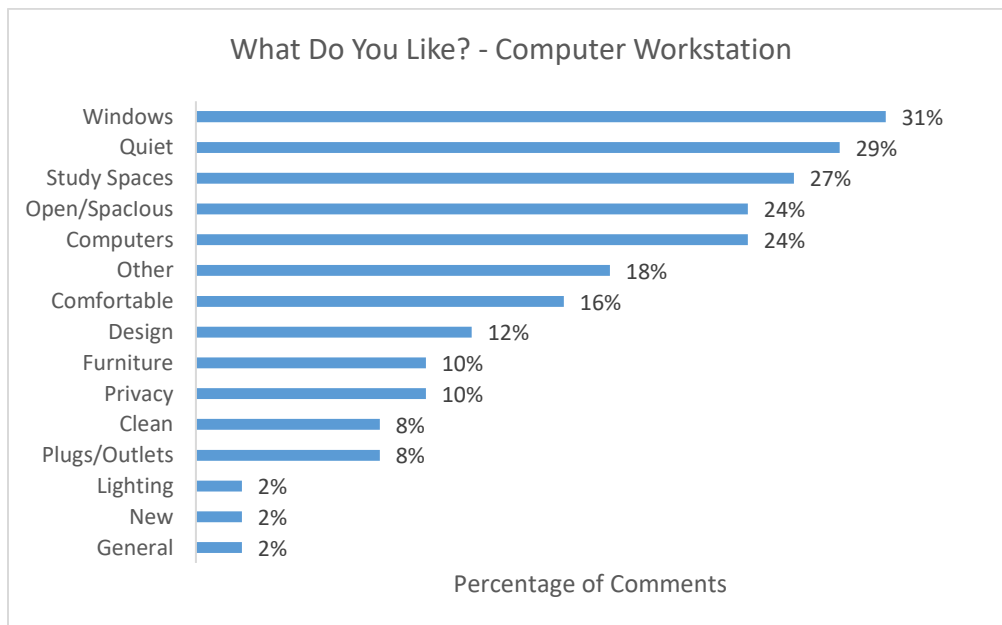
Purpose of use:

36.73% of the respondents indicated their reason for using the computers was for printing. 88.89% of those respondents gave printing as their only reason for using the computers, up from 80% in the previous year.



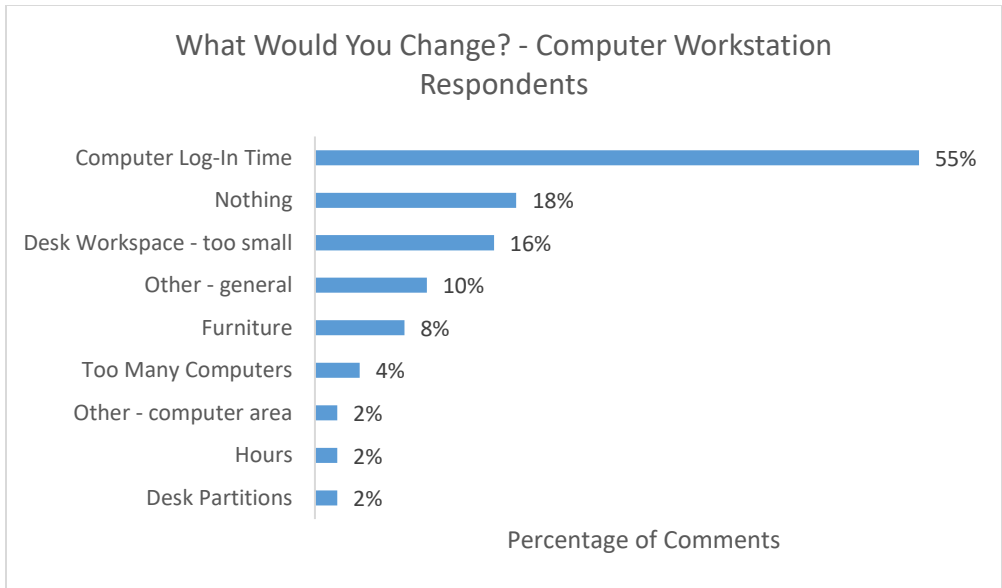
What they liked:

Positive comments mostly applied to the entire LC. The spacious theme saw a slight rise to 24.49% from 21.74% last year. The windows were most frequently commented upon at 30.61% while the quietness of the space fell into second place at 28.57% and the study spaces were third with 26.53% respondents commenting on these areas. This is a change from last year, when students were more likely to comment on furniture and design than the quiet atmosphere or the study spaces.



What they would change:

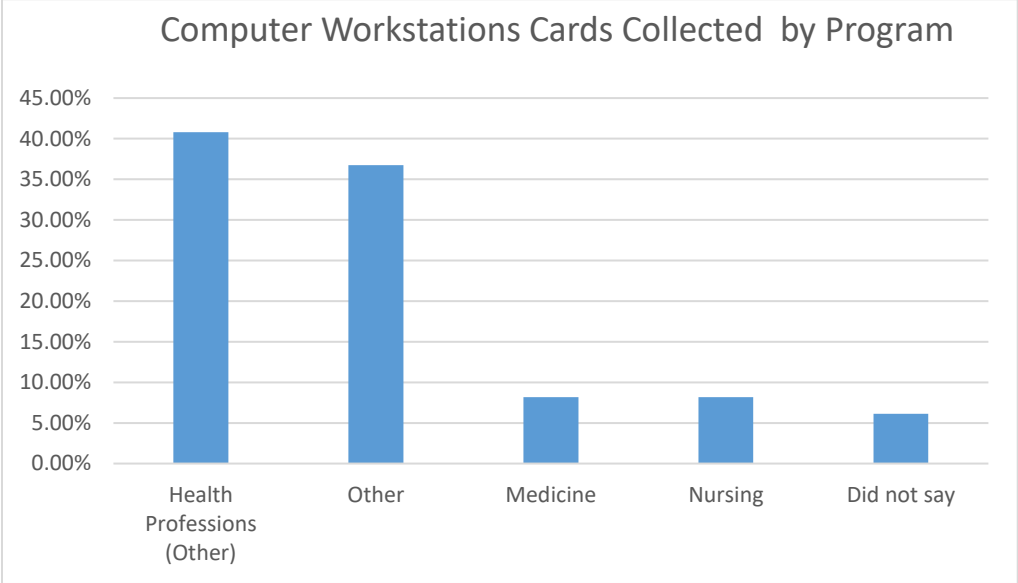
Just over half of the respondents (55.10%) mentioned the computer configuration, specifically that it takes too long to log in. 85.19% of the respondents who mentioned computers solely talked about the length of time it takes to log in to the computer stations. 16.33% of respondents indicated that they would change the desk workspaces in some way, which is a large decrease from last year when the number was 44.67%. It is clear that the students felt the desk workspaces are less of a problem, and that the main problem with this space now is that the computers take too long to log them in.



RECOMMENDATION: Investigate issues around length of computer login time with ATS staff

Affiliation:

1 faculty member filled out the question card and 2 respondents were not affiliated. Of the 46 students who filled out cards, 41% were from the Health Professions, 8% were from Nursing, 8% were from Medicine, and 6% did not respond with their faculty or program. The remaining 38% were from other programs.

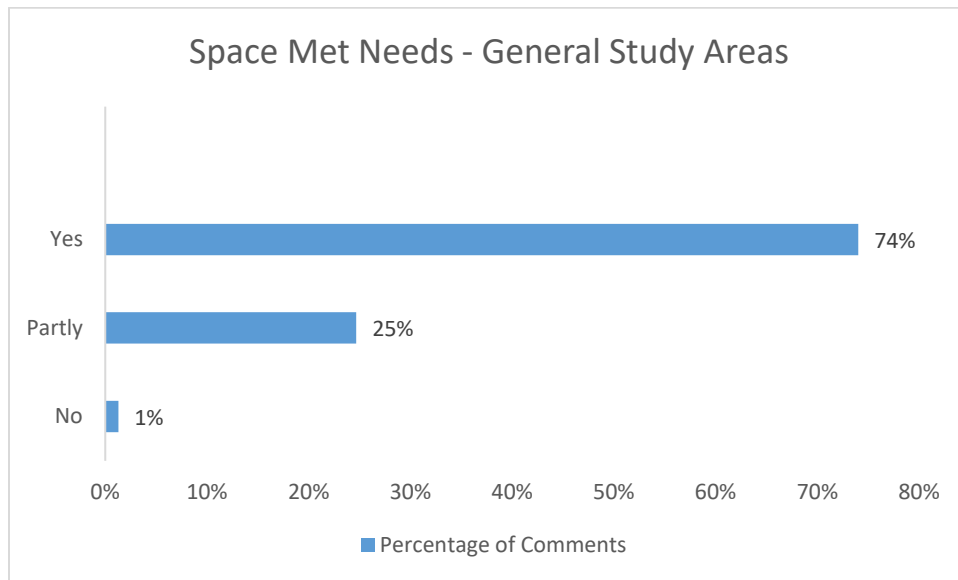


2.1.4 General Study Areas - Silent Study Room, Back Corridor, and Front Study Area

Each of these areas was given a question card with a different coloured backing in order to identify which area the respondent was in. The questions on the cards were identical. Except where indicated, response data analysis revealed no major differences to warrant separate reporting.

Total completed question cards: 82 (Silent Study Rooms: 17, Back Corridor: 22, Front Study Area: 42, and Night Owls Room: 1); this number is down from 126 completed cards in 2016.

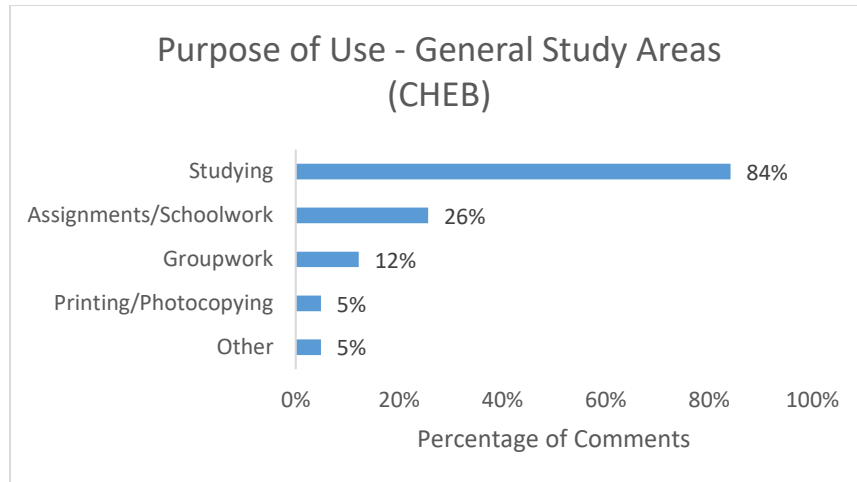
In general, 74% indicated these Learning Commons spaces met their needs (up from 41% in 2016). The silent study room had the most contented respondents in 2017 with 82% saying it met their needs. This space overtook the most contented spot from the front study space in 2016.



Purpose of use:

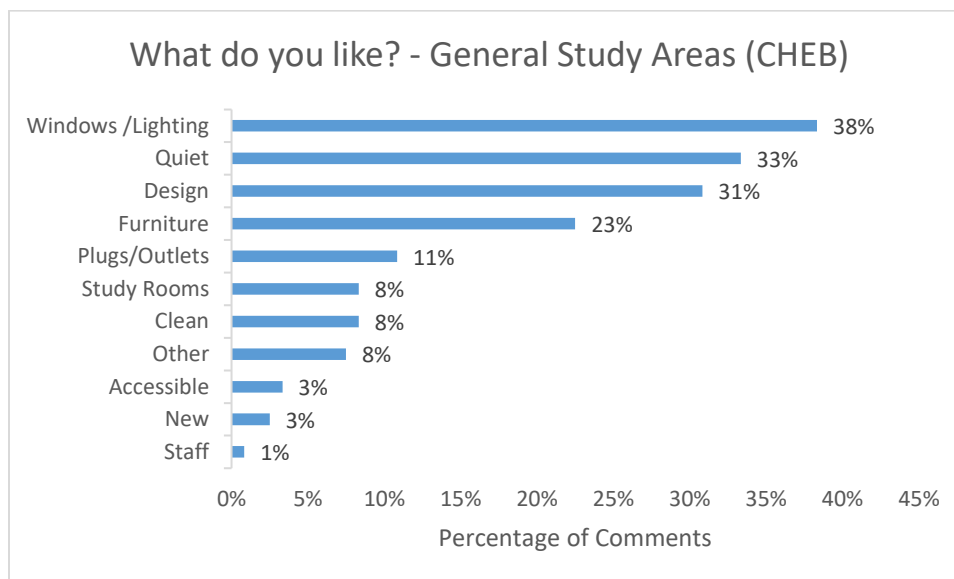
84% indicated that they used the space for "Studying", 26% for "Assignments/Schoolwork", and 12% for "Group Work", and. Other respondents mentioned printing, photocopying, and charging devices.

"Studying" remains at the top of the list with 95% in 2016 and 64% in 2017. It is interesting to note that "Relaxation" had a number of respondents (2.5%) in 2016 but was not mentioned in 2017.



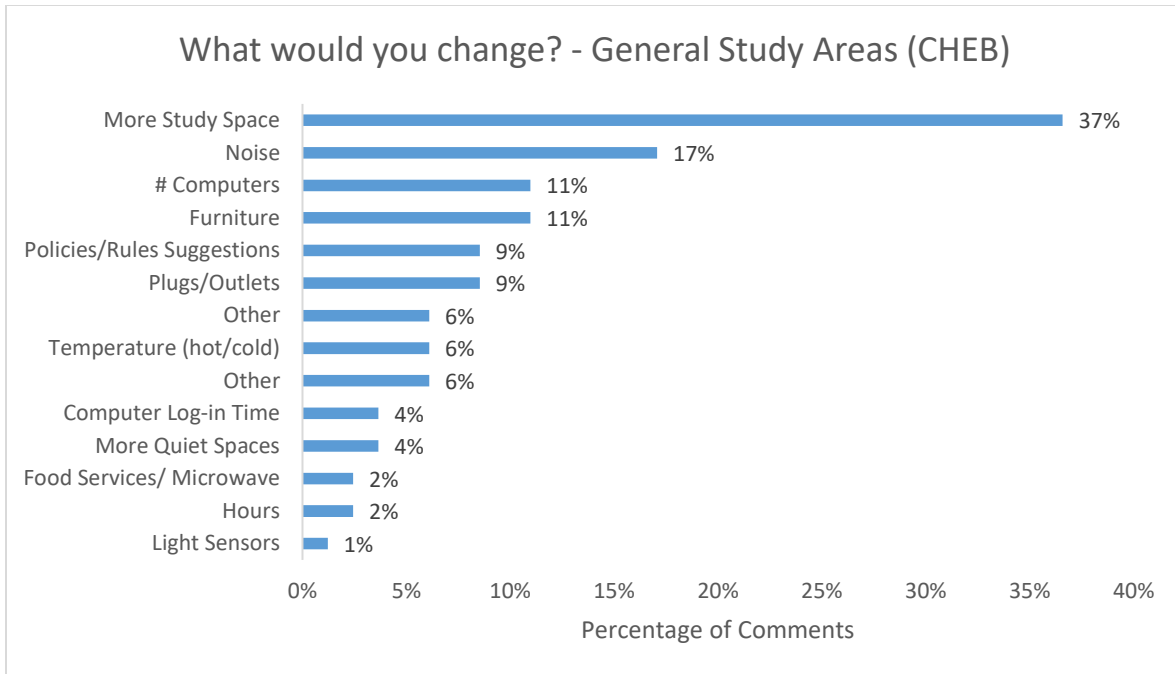
What they liked:

“Windows/Lighting” (38%) came out on top with “Quiet” (33%) coming a close second (up from 7th in 2016). “Design” (31%) and “Furniture” (23%) were also appreciated. “Plugs and Outlets” (11%), as well as “Cleanliness” (8%) and “Study Rooms” (8%) were mentioned.



What they would change:

“More study space” featured prominently both years, second in 2016, first in 2017. (“Fewer computers” took the number one spot in 2016.) After “Study Space”, the second thing respondents would like to change was the “Noise” (17%), level despite the fact “Quiet” was the second most liked characteristic of the space. Specific noise concerns mentioned included the following: volume of music from others' headphones, noise drifting in from non-library spaces (classrooms, seminar rooms, and the third floor), and the noise level in group study rooms.

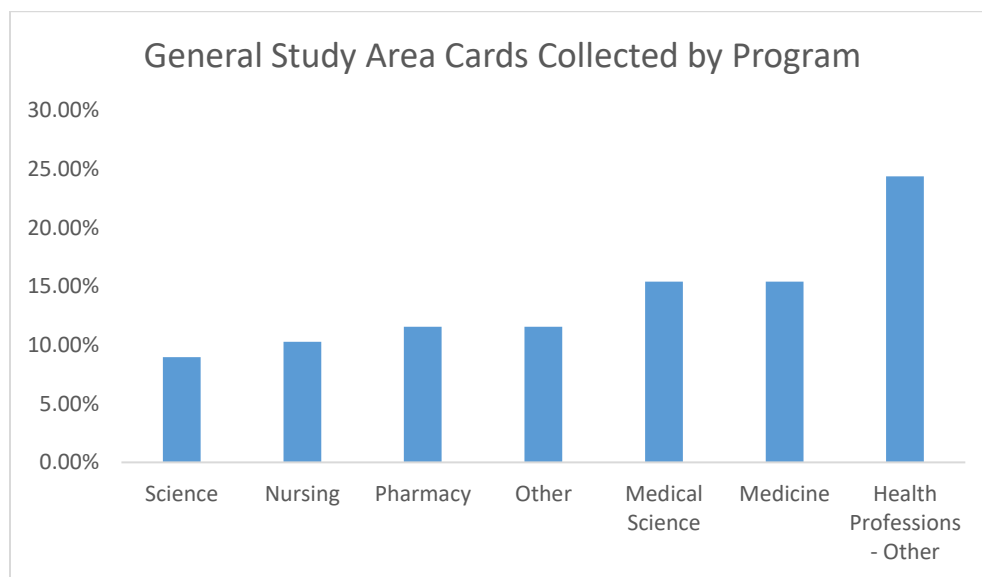


RECOMMENDATION: Replace some computer tables in the Kellogg Library Learning Commons (CHEB) with individual study cubicles

Affiliation:

All respondents were Dal students, and all but 9 were affiliated with health disciplines. Nursing and Medicine had the most presence in the 2016 assessment. 2017 featured “Other Health Professions” prominently, that is, programs other than Nursing and Pharmacy that were counted separately.

In 2016, two respondents were not affiliated with Dalhousie; the rest were Dalhousie students.



2.2 Kellogg Library, Tupper

2.2.1 Computers

Because of the low numbers, all respondents were included with the General Study Areas below.

2.2.2 General Study Areas

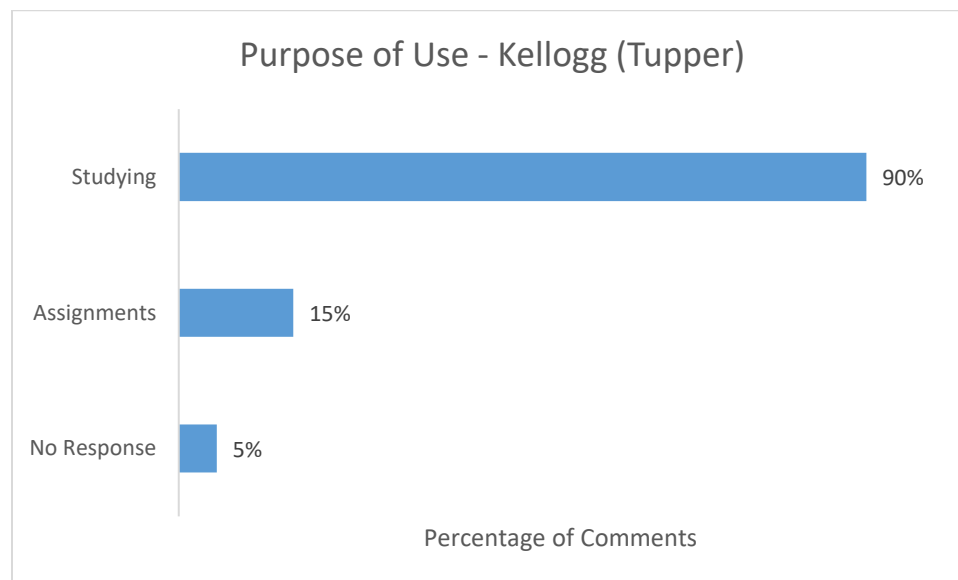
The open study area, the Carrels area and the Computer area in the Tupper space received question cards with different coloured backing in order to identify the area that the respondent was in. The questions for the different study areas were identical. Except where indicated, the analysis of the data displayed no major differences which would necessitate separate reporting.

Total completed question cards: 20 (Open Study Area: 7, Carrels: 11, and Computers: 2)

In general, 90% indicated the space met their needs. The carrels had the most contented respondents with 100% stating it met their needs.

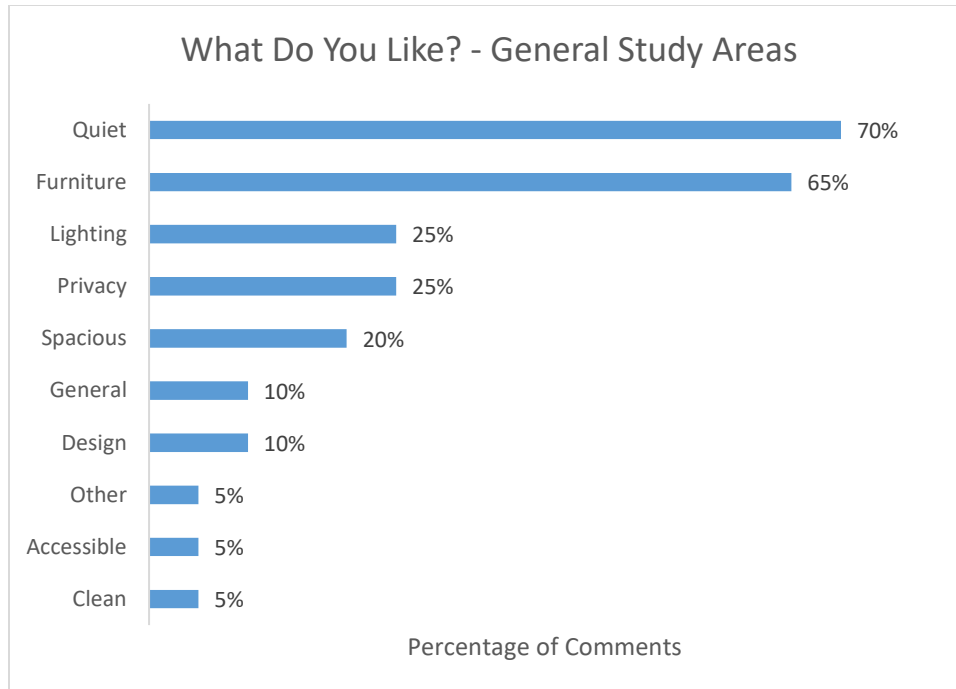
Purpose of use:

90% of the comments stated that they used the space for studying. 15% of the comments indicated they were working on projects or assignments, and 5% were using the books.



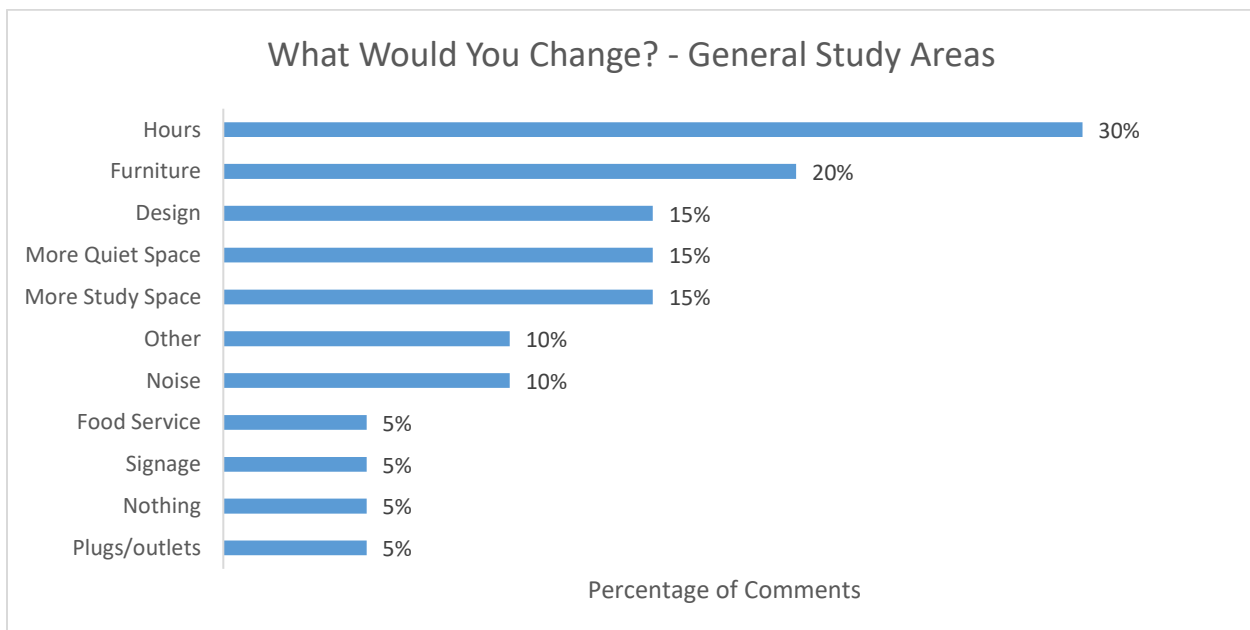
What they liked:

The quietness of the space received the most comments with 70% mentioning this aspect. "Furniture" was just behind "Quiet" with 65% of comments while satisfaction (users mentioned the spacious desk surfaces and the study carrels) while "Lighting" was next with 25% of the comments.



What they would change:

30% of comments indicated that they would like increased “Hours” to access the space. 67% of these comments asked for longer weekend hours specifically. Second was “Furniture” with 20% (requests included reconfiguration of study tables, and chairs with better back support), followed by “Design” at 15%, including a wish for more separation between study areas. In addition, under "Noise," one user mentioned "chatter" in the circulation area and requested that this be addressed somehow. This mirrors our observers' comments about noise from staff areas, including librarians' offices, even when the doors are closed. Although very few users mentioned concerns with noise in this assessment, the observations suggest that staff noise should be addressed.



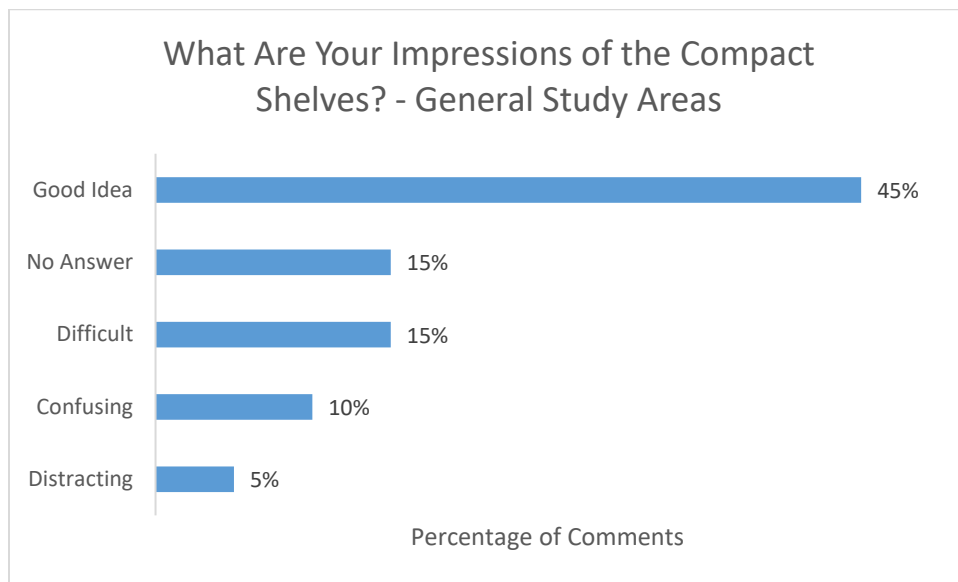
Use and impression of compact shelving: All three cards included a question asking if the respondents had used the new compact shelves. Of the 18 respondents, 72% said that they had not used the compact shelving, while 27% had responded that they did use the compact shelving units.

RECOMMENDATION: Review Kellogg Library opening hours in the Tupper Building

RECOMMENDATION: Address staff noise issues in the Kellogg Library in the Tupper Building

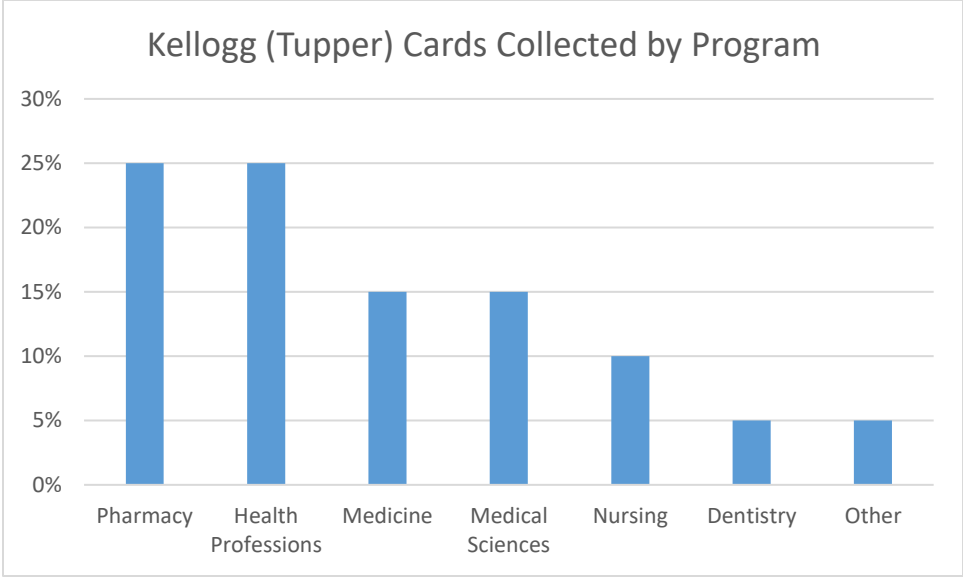
Compact Shelving:

All three cards included a question asking about the respondents' impressions of the compact shelving units. 45% of comments indicated it was a "Good Idea", while 15% stated that the shelves were "Difficult". 5% of comments mentioned that the shelves served as a "Distraction" when in use by someone else.



Affiliation:

All of the respondents were Dal students. Of these Medical Sciences dominated the Carrels and Computer areas, while Pharmacy students dominated the Open Study Area.



3. Other Assessment

3.1 Headcounts

The Kellogg Library Learning Commons saw the heaviest use in the afternoons (12:00-4:00) similar to findings in the last assessment. All the days seem quite busy with a slight lull on Thursdays. This pattern of use is quite different from a similar headcount taken in the previous assessment during the winter of 2016 when Saturday was the quiet day. At that time, the building had just been open for a few months and the use of the space was very low. Use numbers have changed significantly, to the point that at certain times the students have difficulty finding places to sit.

Kellogg Library Learning Commons (CHEB) Bi-Hourly Headcount 2017							
Week 1							
		Tues	Weds	Thurs	Fri	Sat	Sun
8am	21	19	12	14	16		4
10am	59	79	79	67	106	63	57
12pm	109	98	108	106	109	98	105
2pm	131	135	127	106	112	103	165
4pm	113	104	84	89	120	112	160
6pm	80	88	102	70	87	93	128
8pm	115	120	125	104	100	67	93
10pm	101	90	78	67	67	52	61
12am	32	34	42	30	28	34	33
Week 2							
	Mon	Tues	Weds	Thurs	Fri	Sat	Sun
8am	22		14	11	6		
10am	66	16	63	40	57	65	45
12pm	127	65	87	70	87	127	90
2pm	128	109	92	97	91	148	110
4pm	117	75	82	89	81	144	115
6pm	98	79	81	78	83	133	127
8pm	76	103	69	108	106	110	111
10pm	76	82	87	80	46	91	82
12am	30	49	55	32	32	40	43
KEY: Red = highest use periods, Blue = lowest use periods							

The Kellogg Library in Tupper only opened a few months before this assessment, so use numbers were relatively low. Many students have not yet discovered this new 40-seat study space. As with the Kellogg Library Learning Commons in CHEB, the afternoon hours (12:00-4:00) were the peak periods and Monday and Tuesday seem the busiest.

Kellogg Library (Tupper) Bi-Hourly Headcount 2017							
Week 1							
	Mon	Tues	Weds	Thurs	Fri	Sat	Sun
10am	2	11	7	4	12		
12pm	5	14	10	6	19		
2pm	21	21	13	10	7	6	10
4pm	17	16	5	12	12	1	4
6pm	6	9	8	8			
8pm	9	7	4	4			
Week 2							
	Mon	Tues	Weds	Thurs	Fri	Sat	Sun
10am	7	2	6	5	5		
12pm	14	10	13	13	8		
2pm	17	18	12	9	11	9	2
4pm	10	19	10	10	7	6	3
6pm	1	7	6	6			
8pm	1	3	3	4			
Key: Red = highest use periods, Blue = lowest use periods							
Note: Week 2, Tuesday - Dalhousie closed until 10am due to weather							

3.2 Computer Usage Data

The 2016 assessment gathered many comments about the number of computers being too high (94 computers). As a result, the number of desktop computers was reduced by 28, and there are now 66 desktop computers in the Kellogg Library LC and 10 in the Kellogg Library Tupper.

During the two-week assessment period, the highest number of computers in use at any one time in the Kellogg Library LC was 45, far lower than the available 66. This indicates that the number of computer could be reduced further in future.

It is still too early to tell if 10 is the optimum number of desktop computers for the Tupper space.

RECOMMENDATION: Review the number of Macs vs PCs in the Kellogg Library Learning Commons (CHEB) and review the number of computers overall before renewal of the next lease period

Kellogg Library Learning Commons, CHEB, 2nd Floor

	20-Mar	21-Mar	22-Mar	23-Mar	24-Mar	25-Mar	26-Mar	27-Mar	28-Mar	29-Mar	30-Mar	31-Mar	1-Apr	2-Apr	3-Apr
7:00 AM	4	2	5	7	2	0	0	3	2	4	2	3	1	1	4
8:00 AM	6	11	20	13	8	0	0	11	2	8	12	13	2	2	8
9:00 AM	11	8	22	19	20	6	0	21	9	22	11	18	4	4	19
10:00 AM	23	17	26	21	28	10	0	24	19	24	15	22	12	7	22
11:00 AM	34	27	38	23	27	13	0	40	26	24	21	28	14	15	30
12:00 PM	31	22	31	35	22	19	0	44	21	31	26	26	10	21	31
1:00 PM	39	29	39	33	19	19	0	43	23	45	23	16	21	31	27
2:00 PM	32	29	41	31	21	22	7	39	24	41	31	17	33	37	29
3:00 PM	32	33	33	28	26	24	11	38	31	22	30	24	33	35	26
4:00 PM	22	27	31	23	24	24	18	33	31	35	26	24	28	38	18
5:00 PM	35	22	30	23	29	27	27	24	24	23	26	24	29	45	39
6:00 PM	27	26	23	22	19	19	20	21	15	26	22	24	28	38	22
7:00 PM	23	28	27	22	17	17	20	20	18	19	18	19	28	35	3
8:00 PM	26	35	25	21	18	14	12	17	22	19	21	24	32	36	2
9:00 PM	29	26	23	20	20	11	14	20	24	13	18	19	28	30	2
10:00 PM	23	22	16	15	20	10	16	16	22	17	14	20	23	25	2
11:00 PM	18	19	10	12	20	10	12	14	16	19	11	14	12	13	2
12:00 AM	10	9	4	6	6	0	10	4	7	10	7	2	4	4	2
	Mon	Tue	Wed	Thu	Fri	Sat	Sun	Mon	Tue	Wed	Thu	Fri	Sat	Sun	Mon

Kellogg Library, Tupper Building

	20-Mar	21-Mar	22-Mar	23-Mar	24-Mar	25-Mar	26-Mar	27-Mar	28-Mar	29-Mar	30-Mar	31-Mar	1-Apr	2-Apr	3-Apr
7:00 AM	0	1	0	0	1	1	0	0	0	0	0	0	0	0	0
8:00 AM	1	0	0	1	1	1	0	0	0	0	1	0	0	0	1
9:00 AM	1	0	1	3	2	1	0	1	0	4	2	1	0	0	1
10:00 AM	1	0	1	2	3	1	0	2	2	3	0	2	0	0	2
11:00 AM	0	0	2	2	3	1	0	5	2	3	3	2	0	0	4
12:00 PM	0	0	5	3	6	2	0	5	3	4	2	2	0	0	3
1:00 PM	3	1	5	2	5	1	0	5	5	2	2	4	0	0	4
2:00 PM	3	2	2	2	2	0	0	4	4	2	1	4	0	0	3
3:00 PM	3	0	0	3	2	0	1	5	2	2	1	5	0	0	2
4:00 PM	2	0	0	1	2	0	1	3	5	1	2	3	0	0	2
5:00 PM	1	1	1	2	1	0	0	3	5	0	3	0	0	0	2
6:00 PM	0	1	1	2	1	0	0	0	4	0	1	0	0	0	1
7:00 PM	0	2	0	3	1	0	0	0	4	0	1	0	0	0	1
8:00 PM	0	2	0	2	1	0	0	0	4	0	0	0	0	0	1
9:00 PM	0	0	0	1	1	0	0	0	0	0	0	0	0	0	1
10:00 PM	0	0	0	1	1	0	0	0	0	0	0	0	0	0	1
11:00 PM	0	0	0	1	1	0	0	0	0	0	0	0	0	0	1
12:00 AM	0	0	0	1	1	0	0	0	0	0	0	0	0	0	1
	Mon	Tue	Wed	Thu	Fri	Sat	Sun	Mon	Tue	Wed	Thu	Fri	Sat	Sun	Mon

Key: Red = highest use periods, Green = lowest use periods

3.3 Observations

Sample observation notes are attached in the Appendix

3.3.1 Kellogg Library LC, CHEB

Front study area:

This area was always busy and the first to be filled up. It was generally quiet with low or whispered conversations, blended with white noise from air unit above. Noise was observed coming from those entering and exiting the Seminar Rooms and from the back hallway. Soft seating gets used if the tables and cubicles are filled. It's a cramped space when filled to capacity. Computer carrels are in low use with the exception of the adjustable tables. Students seem to like these, but don't often stay long.

Computer area:

Long login time was observed. Since moving out some of the computers, there is more desk space to work, but it still lacks enough room if people are using their laptops and books. Carrels along the windows are heavily used, while roughly 1/3rd of the computer terminals were in use. The pod closest to the Service Desk is popular for those needing to print, because it is near the Print Release Stations.

There isn't much noise in this area other than "working noise" (e.g., keyboard tapping, mouse clicking, papers shuffling, etc.) and from classroom 268 when occupied. Foot traffic blends with "working noise" for the most part; some voices could be heard from study booths.

Silent study rooms:

These rooms are virtually silent. There is some noise and distraction from outside the room and the building (e.g., people talking in front of the room, street noise, etc.). Tables are used more than the carrels.

Back hallway:

Carrels are in heavy use despite abundance of noise – foot traffic, conversations in hallway, bathroom noises, and smell. Observers questioned if the heavy use of carrels is attributable to individual spaces filled elsewhere. There was little observed use of soft seating.

Group Study Rooms:

Most rooms are occupied but never to capacity. People regularly use laptops, monitors, and whiteboards in rooms. Some rooms were only occupied by one person, with the majority being occupied by two.

Study Booths:

Definite chatter but mostly low in volume. Conversations occasionally heard in computer area. Whiteboards are being used.

Overall CHEB:

- Noise is still an issue even with signage posted (a change from the last assessment)
- Login time delay at computers is very long

3.3.2 Kellogg Library, Tupper

Computer carrels:

Computer login was observed to be slow. Desks are a decent size; and was enough room for computer use and books. The lighting is good.

Carrels:

Were found to be very private, good study space and laptop use. The lighting is good.

Tables:

Lighting not as good as computer carrel area. They were found to be more open than study carrels, with no barriers on tables.

Carrels along wall:

Not used as much, but have desk space for laptop and study use.

Overall Tupper:

- Very quiet
 - Noise from staff area and from librarians' offices even with doors closed.
 - Staff needs to be careful of voice volume.
 - Outside noise is quite loud and frequent. Facilities workers getting on and off freight elevators.
- Too warm
- Not much natural light
- Has a "clinical" feeling
- People were able to focus on school work

4. Recommendations

In some cases recommendations from the 2017 assessment are similar to those in 2016 indicating that there is a continuing sense of dissatisfaction in these areas, although the specific issue may be slightly different. Responses indicated that room booking policy and procedures, lighting control, the number of computers vs study spaces and noise continue to be a factor for students.

New recommendations that did not get mentioned last year surround issues like: the very slow start-up time of the computers in the Learning Commons, the need for clarification of space management in the Kellogg Learning Commons and a review of hours in the new Kellogg Library space in Tupper.

4.1 Recommendations 2016

Recommendations from 2016 Assessment of the Kellogg Library Learning Commons in CHEB are listed below along with an indication of progress

Remove 1/3 of the computer workstations	Done
Expand computer desk workspace by removing privacy screens	Done
Increase the number of carrels and individual study tables	Done
Relocate study carrels from corridor to front study area	Not done, but some study carrels were added to the front study area
Consider relocating the Silent Study Room	Not done; but room 268 was converted to <i>Quiet at Night</i> study
Increase quiet study signage	Done
Add signage promoting wireless printing	Not done; service deemed too unreliable to advertise
Add signage promoting laptop loans	In progress
Adjust and recalibrate lighting sensors to pick up when spaces are in use	Done
Consider a trial of 3-hour room bookings across all LCs	To be considered
A follow up assessment should be considered in one year's time	Done

4.2 Recommendations 2017

4.2.1 Kellogg Library Learning Commons (CHEB)

- Review group study room policies and procedures across the Dalhousie Libraries Learning Commons
- Devise a method to distinguish library from non-library space to eliminate user confusion with room booking options in Kellogg Library Learning Commons (CHEB)
- Address ongoing light sensor issues and investigate options for light dimming and brightness control in the Kellogg Library Learning Commons (CHEB)
- Investigate issues around length of computer login time with ATS staff
- Replace some computer tables in the Kellogg Library Learning Commons (CHEB) with individual study cubicles
- Review the number of Macs vs PCs in the Kellogg Library Learning Commons (CHEB) and review the number of computers overall before renewal of the next lease period

4.2.2 Kellogg Library in the Tupper Building

- Review Kellogg Library opening hours in the Tupper Building
- Add art to the walls in Kellogg Library
- Address staff noise issues in the Kellogg Library in the Tupper Building

APPENDIX A

Assessment Plan

Kellogg: Library in Tupper and Learning Commons in CHEB

March 20-31, 2017

The Kellogg Guerrilla Assessment Plan is adapted from the Wallace McCain Learning Commons Guerrilla Assessment Plan.

The Kellogg Library LC in CHEB has 7 distinct areas that we would like to gather user feedback from:

- bookable study rooms
- computer terminals
- silent study room
- back corridor (mostly individual work spaces)
- study booths with regular tables
- study booths with high tables
- front study areas (mixed furniture arrangements)

The Kellogg Library in Tupper has 3 distinct areas:

- Individual open study tables
- Individual study carrels
- Study carrels with computers

Question cards, with different coloured backings, will be dispersed in all areas except the bookable study rooms. (The coloured backings aid in retrieval and replacement [respondents are instructed to turn the cards upside down upon completion] and in identifying which area the respondent was in.) Question slips with specific questions will be placed in the bookable study rooms, along with collection boxes. Question cards/slips details follow.

Completed question cards should be retrieved and replaced with new ones as often as possible by library staff/navigators (e.g., once every 2 or 3 hours, depending on time of day). Study room question slips can be retrieved from the boxes at the beginning/end of day. Completed slips and cards can be placed in a central box behind the service desk. If cards run low notify Marlo.

Text of Question cards for both locations:

General Question Cards

For: silent study room (yellow backing), back corridor (green backing), front study areas (pink backing).

1. Does this space meet your needs? Yes ___ No ___ Partly ___
2. What do you like about this new space?
3. What would you change?
4. What are you using this space for?
5. Are you a:
Dal student ___ Dal faculty member ___ not affiliated with Dal ___
Please indicate your program or faculty _____

APPENDIX A

Study Booth Question Cards For: study booths with regular or high tables (blue backing).

1. Are you working in this study booth as an individual or as a group? _____
If working as a group, how many are you? _____

If working as a group, please answer the following questions collectively; otherwise, please give your own answers.

2. What do you like about this new space?
3. What would you change?
4. What are you using this space for?
5. Are you (a): Dal student(s)___ Dal faculty member(s) ___ not affiliated with Dal ___
Please indicate your program(s) or faculty _____

Computer Terminal Question Cards (red backing)

1. Does this computer workstation area meet your needs? Yes__ No__ Partly__
2. What do you like about this new space?
3. What would you change about this space or the computers?
4. What are your reasons for using this computer station? (e.g. accessing a specific program, scanning etc.)
5. Are you a: Dal student___ Dal faculty member ___ not affiliated with Dal ___
Please indicate your program or faculty _____

Bookable Study Rooms (green backing) Question slips and collection boxes.

1. Are you working in this room as an individual___ or as a group___? If working as a group, how many are you? _____

If working as a group, please answer the following questions collectively; otherwise, please give your own answers.

2. What do you like about this new space?
 3. What would you change?
 4. What are you using this space for?
 5. How did you book this study room? __online __in person __I didn't book the room (it was empty)
- Are you (a): Dal student(s)___ Dal faculty member(s) ___ not affiliated with Dal ___
Please indicate your program(s) or faculty _____

Tupper: Individual Study Question Cards Colour Code: study carrels (yellow backing), study tables (green)

1. Does this space meet your needs? Yes __ No __ Partly __
2. What do you like about this space?
3. What would you change?
3. What are you using this space for?
4. Have you looked for a book of journal in the new compact shelving area? Yes___ No ___

APPENDIX A

What are your impressions of using the compact shelving?

Are you a: Dal student___ Dal faculty___ not affiliated with Dal_____

Please indicate your program or faculty _____

Tupper: Computer Terminal Question Cards (red backing)

1. Does this computer workstation area meet your needs? Yes___ No___ Partly___
2. What do you like about this space?
3. What would you change about this space or the computers?
4. What are your reasons for using this computer station? (e.g. accessing a specific program, scanning etc.)
5. Have you looked for a book of journal in the new compact shelving area? Yes___ No ___
What are your impressions of using the compact shelving?

Are you a: Dal student___ Dal faculty___ not affiliated with Dal_____

Please indicate your program or faculty _____

Other assessment activities

- Kellogg staff will devise a 2-week head counting schedule for each area of the LC.
- LITS staff will provide computer usage data for a 2-week period (Mar 20-31) to determine current demand on computers.
- Observations – 1 to 1½ hour, at least once per weekday, at various times of day.

Sample card

**Welcome to the new Kellogg Library Learning Commons.
Please help us improve this space by answering a few questions.**

1. Does this new learning commons meet your needs? Yes ____ No ____ Partly ____

2. What do you like about this new space? _____

3. What would you change? _____

4. What are you using this space for? _____

5. Are you a: Dal Student ____ Dal Faculty Member ____ Not affiliated with Dal ____

Please indicate your program or faculty _____

libraries.dal.ca

**Thanks! Please place this card upside down.
Someone will be along shortly to collect it.**



Appendix B

Kellogg Library LC - CHEB Observations – Monday afternoon, 20 Mar 2017

Back corridor – 1:20pm

11/12 carrel seats taken

All on laptops

Noisy at end by stairs. Full on convo btwn 2 people, someone on phone, lots of walking through hallway

Quieter here at soft seating at back. One female using laptop by window. First time I've seen someone here. Another female has joined. Sitting with phone – waiting/killing time?

Soft seating at other end not in use.

Another convo in hallway around corner.

People coming/going from stairwells – more convos as they walk.

I don't mind this spot – lots of activity, but wouldn't like it if I needed to really concentrate.

Male walked in, seemed to be looking for free carrel. Left and went down other hallway.

Waiting female left space, turned corner and went down hallway.

All but 4 at carrels have backpacks positioned on floor, leaning on hall-side table leg.

Constant noises from all over, constant traffic.

No one using the carrels are talking.

Surprising how loud some of the convos in/around this space are.

Silent Study Room – 1:35pm

Silent, yes.

4/8 carrel seats taken – 2 on each side of room.

4 pods of 3 – 1 with 3 seats taken, 2 with 2, 1 with 1.

Everyone in room using laptop/tablet.

Roughly 1/3rd with ear phones.

Great natural lighting here.

Completely different enviro from just outside.

Don't hear any noise from hallway here.

Outdoor sounds, cars on wet streets, lulling me to drowsiness.

Room is so quiet that any noise is a distraction – a bracelet against the table, rustle of a plastic bag.

Only 1/3rd of occupants are male.

Front Study Area – 1:50pm

6 pods of 3, + 2 carrels – all seats occupied.

Only 1 person at the 8 computers in this area.

5 soft seats not in use, except for me. Not really taking up space either (up against windows).

Area packed.

From my viewpoint, maybe 3 not using laptops.

White noise from air exchanger, I think?

Great people watching out window.

All people are condensed into this back space, after the computers which are mostly not in use. Gives sense that it is cramped. Maybe remove computers? Add more table pods/just space things out?

Quiet but not “silent” like silent room. Rustles of paper, movement, etc., not distracting.

People more comfy making noise, packing up, etc.

No talking.

Everyone seems focused on their work except 1 male, using phone, relaxed position in chair – looks like leisurely use.

Can't hear any convos from wider area/hallways, study booths, etc.

People are hard at work – hope they take time to fill out q cards.

Whispering between 2 people has started. Doesn't appear to be distracting others. Female also standing and talking – can't hear it from here. Others don't appear to be distracted.

1 person left belongings.

Computers – 2:10

15 in use. All but 2 at extended desk spaces. (Busiest I've seen this area.)

All 4 carrels on side in use.

6/12 carrels at windows in use.

3/6 macs in use.

Computers with extended desk space most popular.

Kellogg Library Tupper Observations – Wednesday morning, 22 Mar 2017

Computer carrels – 9:30-10:15am

When I came in, only 4 people total here. 2 at row carrels, 1 at table pod, one at periphery carrels, 0 at computers

Difficult to observe here as line of sight is restricted.

Logging in takes forever! (as it does in the CHEB and WMLC)

Very quiet, soft hum (white noise) (scanner?) Nice back here. Desk space almost adequate, nice to be tucked in.

Doing some work here. Good, cosy hideaway. I can see how students would like these computers.

A female walked in, looking around like she was looking for something. The compact shelving?? (She didn't use it.) Left.

Before moving to the table pods, 2 people joined me at computers.

Table pods – 10:20am

6/10 now at row carrels.

I'm at 1 pod. 1 at another.

I wonder if people avoid the 2 pod? (chairs almost face each other)

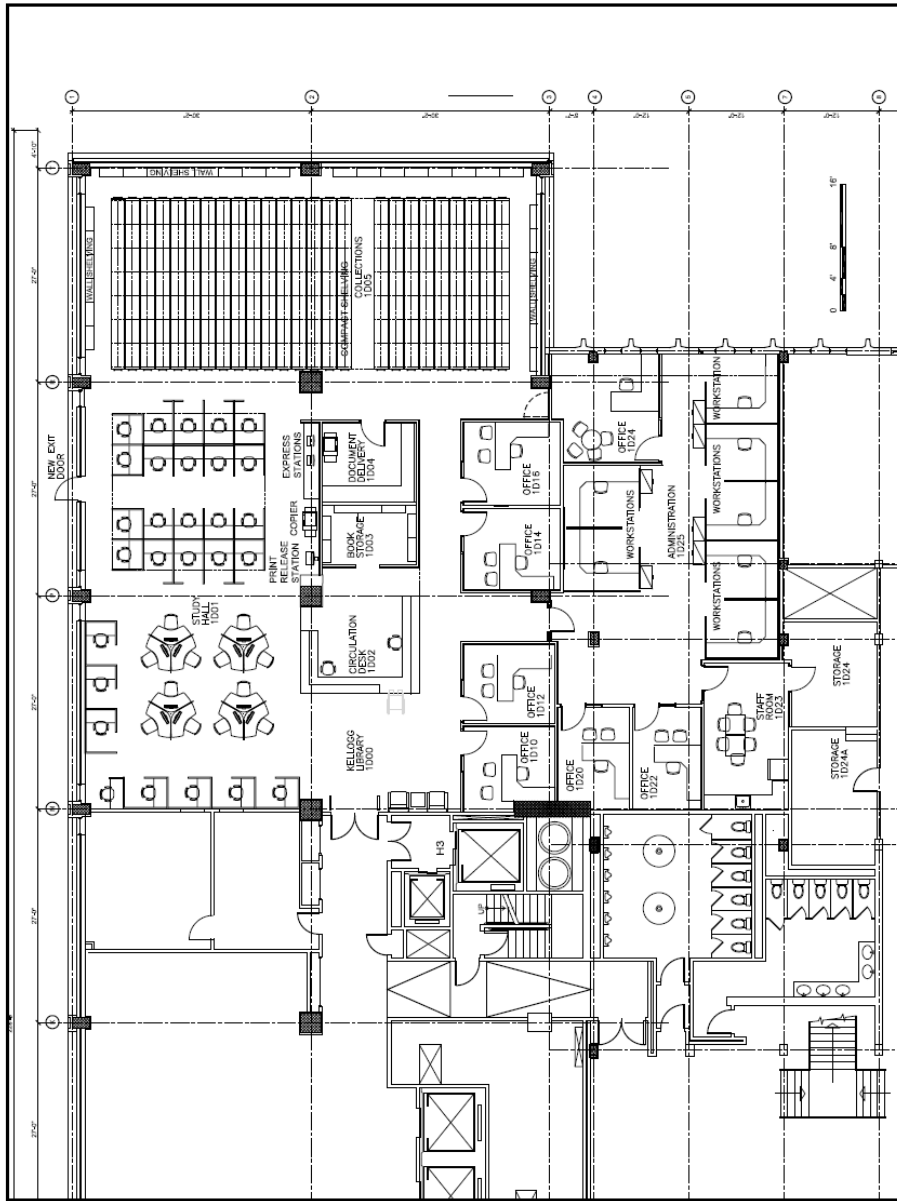
Very quiet.

Just heard staff talking – clear as day, but brief. (office door open) Staff will really have to be quiet in this location.

So quiet here that noises can be jarring (locking and closing of cash register, voices outside of library – facilities staff?)

Appendix C

Kellogg Tupper Floorplans



Kellogg LC CHEB Floorplans

