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Matthew R. Smith

SUNY College of Environmental Science and Forestry, msmith52@esf.edu

Sophie A. Gublo-Jantzen

SUNY College of Environmental Science and Forestry, sajantze@esf.edu

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Recommended Citation

Smith, Matthew R. and Gublo-Jantzen, Sophie A., "Evaluating F. Franklin Moon Library using the Tool for Evaluation of Academic Library Spaces" (2019). *Library Documents*. 3.

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Evaluating F. Franklin Moon Library using the Tool for Evaluation of Academic Library Spaces

Semester one of a six-semester cycle of targeted assessment and incremental improvement.

Matthew R. Smith, MSLIS.

Director of College Libraries

SUNY College of Environmental Science and Forestry

Sophie Gublo-Jantzen, EdD.

Assistant Director of Assessment & Institutional Research

SUNY College of Environmental Science and Forestry

Abstract

The traditional role of the F. Franklin Moon Library as the SUNY College of Environmental Science and Forestry was to house collections and provide reading space; that model does not fit emerging needs and expectations of the campus population. To plan strategically for the future of the space, and to better meet the need of current and future learners, Moon Library is implementing an ongoing assessment model to, among other things, help determine if the space works and to identify the right balance of spaces for a variety of users. Assessment began during Spring semester 2019 by assessing user satisfaction with the aesthetics and function of the library entryway and assessing satisfaction with environmental comfort and sustainability of the library.

Introduction and project outline

Due to historic factors unique to ESF, the infrastructure here did not develop under the same set of expectations and limitations as peer institutions. A key space lacking is some form of student center. Despite the circumstances surrounding the infrastructure development at ESF, the F. Franklin Moon library has evolved to address various and sometimes incongruent space needs on campus. It is a library, a social place, a rendezvous point, study space, recreation space, and houses other programming such as a the Writing Resource Center, ITS Media, a branch of the US Forest Service, tutoring services, and will be the future home of additional student-facing services, as well as faculty offices, and a café.

This creates many different and often competing demands on the space which in turn increases the complexity of assessing the space. Neda Abbasi, et. al. (2012) were prominent in their recognition of the “...clear gap in knowledge and availability of an appropriate and comprehensive tool to evaluate academic library spaces.” Even six years later, Corral (2018) describes the state of learning space assessment in the context of libraries as an “emerging specialty.” Only now, in 2019, is the Association of College and Research Libraries developing a library space assessment tool.

Abbasi, et. al. (2012) outline how Deakin University Library commissioned the Deakin University School of Architecture and Building, in collaboration with the library, to lead creation of an assessment tool intended to:

- Determine if library spaces function as expected and designed

- Examine whether library users’ needs are met or not
- Assess the level of satisfaction of library users and library staff with the library spaces
- Understand the issues and problems relating to spaces not working well or not accommodating the demand of the users and staff

Their work and research identified a set of ten Criteria of Quality (CoQ), which define the top-level categories of assessment and became what is known as the Tool for Evaluation of Academic Library Spaces (TEALS). Within these Criteria of Quality, various Quality Indicators must be locally defined to target assessment efforts. Survey questions are then devised to investigate the specific Quality Indicators. The ten Criteria of Quality from TEALS were plotted out in consultation with the Office of Assessment & Institutional Research to create a six semester assessment plan, five semesters for data gathering and a sixth semester (Fall 2021) for a comprehensive report. The comprehensive report will support and enhance the overall continuous improvement process at ESF as part of the upcoming Middle States Commission on Higher Education self-study process for re-accreditation in the 2021-22 academic year.

Assessment Period	Criteria of Quality
Spring 2019	Welcoming and Inviting Entry; Environmental Comfort and Sustainability
Fall 2019	Variety of Spaces to Cater to Different Users and Uses; Integration of Technologies
Spring 2020	Functionality and Efficiency; Being Social and People-centered
Fall 2020	Positive Image and Identity; A Sense of Place and Inspiration
Spring 2021	Flexibility and Adaptability; Access, Safety, and Security

This cycle allows the Library to assess new Quality Indicators or re-assess previous Quality Indicators to examine new aspects of the space or revisit aspects to track change in user satisfaction.

Method

From the outset the Library desired to keep the survey instrument targeted and as short as feasible to increase completions. As well, the Library also had to account for the relatively limited staff resources it could dedicate to the effort. Therefore it seemed prudent to use an existing bank of Quality Indicators and survey questions developed by the Colgate University Libraries for their own implementation of TEALS. The Library used focus groups of ESF students and librarians in consultation with the office of Assessment & Institutional Research to refine Colgate’s instrument into one appropriate to institutional needs and context. The Library scoped the assessment as follows:

Welcoming and Inviting Entry (CoQ). Users are attracted through the door and encouraged to use the range of services and facilities. A key consideration is an intermediary space that links the outside and inside and serves as a waiting or informal meeting space. May incorporate café, gallery or exhibit space.

Quality Indicator: The entry/intermediary space is sized and laid out appropriately to accommodate library functions

Quality Indicator: Library location in relation to the campus functions/flow

Environmental Comfort and Sustainability (CoQ). Library spaces should not be too humid or too dry and fresh air needs to circulate through them. The amount and quality of natural light in learning spaces should

be adequate with little need for artificial light. Glare/excessive heat associated with natural light are minimized.

Quality Indicator: The library offers appropriate lighting, temperature and sound levels conducive to study and socialization.

Quality Indicator: Comfort and cleanliness of restroom facilities

Quality Indicator: General comfort and cleanliness in the facility.

The confidential instrument was administered over an approximate month-long period via Qualtrics. The campus population was invited via e-mail and any visitor to the library website was presented with a link to the survey. In addition to the survey questions, basic demographic data was collected in order to explore patterns across class years, student level, gender, student or employment status, etc.

Executive summary of survey results

Three distinct categories emerged through analysis of the qualitative and quantitative data recorded in the survey "Evaluating the Spaces of Moon Library," Aesthetic, Environment, and Functionality. This assessment instrument was distributed to the ESF campus community, students and employees, in Spring 2019. There were 367 total responses to the survey, with 114 comment responses to a qualitative question asking specifically about the library entryway and 99 comment responses to a qualitative question seeking feedback on the environmental comfort and sustainability in the library. These themes were determined through analysis and coding of all qualitative data, and some comments were coded with multiple themes. The responses to the quantitative survey items also support the categories Aesthetic, Functionality, and Environment, as determined by the focus of the question's wording in the instrument. Quantitative data were measured on a 5-point Likert scale. Roughly 70% of the respondents identified as ESF students, the remaining approximately 30% was comprised of ESF staff and faculty, staff in faculty whose offices or work areas are in Moon Library, and other community members. 10% of the respondents identified as graduate students. Undergraduate students in their Junior year represented nearly 20% of the respondents, Sophomore year students comprised 16% of the respondents, and First-year and Senior undergraduates represented the remaining percentage of respondents and were distributed equally between the two class years. ESF women represented almost 60% of the sample population, with men representing slightly over 30%; the survey design included an opportunity for respondents to identify "Prefer not say" or "Other" as they felt comfortable, which accounts for the remaining portion of the participant population. Participants indicated that they mainly use the library throughout the semester (58%) with the next largest portion of the responses showing "Midterms and Finals" as the primary frequency of library use (16%). Respondents indicated that they were most likely to use the library in mid-day and afternoon times (64%), and use in the evening hours was the least common response (13%). Tuesday, Wednesday, and Thursday were the most typical answers to the question "Generally, what days do you use the library?" and participants were encouraged to select multiple responses. Saturday was the least common response, representing only 3% of the total.

Aesthetic: The quantitative data reflect a fair level of satisfaction with the aesthetic appeal of the library, but in the comments participants offered potential improvements to the décor of Moon Library. Participants suggested having more plants in the library, faculty and student research displays, and adding displays that highlight events in the library and on ESF campus overall. Additional common suggestions were to update Moon Library spaces to reflect more modern tastes; for example, "Its outdated. I like the outside with the oaks, chestnuts and willows, but it screams 1970s darkness. Lighten it up somehow and make it more professionally put together. Parts of it look worn down and unkept (sic)." Other related suggestions included "freshening up" the space and making it look more ESF-

specific. More humorous responses included recommendations to add live animals, such as “add a snake pit” and “more squirrels.”

Environment & Functionality: These two categories, which were created following coding for themes in the qualitative data, are relatively equal in frequency throughout the qualitative data and in quantitative data analysis of responses. Those comments and questions that were related to light, temperature, air quality, and cleanliness were grouped as “Environment” and the comments and questions relating to accessibility, visibility, and overall effectiveness of Moon Library spaces were compiled under the category “Functionality.” The themes that emerged related to environment included: use/social, noise/quiet, lighting, temperature, and cleanliness. The use/social tags in the qualitative data indicated that Moon Library has two distinct uses at ESF, and suggested that these uses are sometimes in conflict. For example, one respondent indicated that Moon is “not engaging for encourage academic work (sic).” Another respondent indicated that the “study cubby” spaces provides “isolation [that] is calming for work.” However, in addition to respondents wanting more quiet study space to focus on academic work, other students suggested the entrance of Moon be “re-designed as a social study space, where students could have a coffee and sit with their laptops or discuss a group project. Then the inner library could be quieter study and reading space.” This suggestion was echoed, and expanded upon by recognizing that “ESF doesn’t particularly have a social space other than Gateway for students to interact in their off time, but the library should not be a gathering place for meals to be consumed and loud/distracting conversations to be had.” Other comments emphasized a desire for the library to be a more focused academic space, rather than serving as a social hub for campus. The discontent about the use of the library as a social space relates directly to the noise-level in the Moon Library environment. Noise was tagged as a theme the qualitative data 32 times, and in the quantitative data analysis it emerged that only 31% of respondents indicated that they could find an area in the library with appropriate sound levels “All the time” with 9% of the participants indicating that this item was “Not applicable” to them. Nearly one-quarter of the respondents indicated that they could Rarely or Not at all find space in the library with appropriate sound levels for their needs. Lighting also emerged as a challenge for respondents, with 45% of survey participants indicating that Rarely or Not at all is there a good balance of natural light and artificial light in the library. Lighting emerged as a theme in 23 survey comments including comments about the “strobe” effect in the existing fluorescent lighting, a lack of availability of natural lighting – especially in the quiet study areas, and participants also indicated that they have physical effects from the poor lighting in the library (eg. “headache”) and avoid using Moon for those reasons. Other themes included the temperature, humidity, and air quality in Moon Library being problematic, with 63% of survey respondents indicating that their expectations are met only Sometimes (47%), Rarely (11%), or Not at all (5%). In the qualitative data, this appears to be subjective with various opinions on whether it is too hot, too cold, or “nice.” However, there are some comments that suggest the temperature in the building is “very hot in the summer/early Fall.” The remaining theme in the Environment Category, cleanliness, was the highest rated item in the quantitative data with 60% of respondents indicating that Moon Library facilities are clean and trash is removed “All the time.” Some qualitative comments indicate that there is some room for improvement, particularly in terms of repairs, and comments about the timing of cleaning operations, which were addressed by cooperation between library and custodial staff prior to the close of the survey period.

The Functionality category included items such as the restroom facilities, the overall structure and capacity of the library space, and seating and furniture adequacy. The quantitative data suggest that 48% of respondents are satisfied with the sufficiency of the restroom facilities “All the time.” However, the qualitative data indicate that there are challenges with the size and structure of the restrooms, the location of the restrooms in the building “The lack of a restroom on the main floor is bothersome,” and that the restroom facilities need repairs and upgrades. Students also indicated that the physical space of the library lacks the capacity to accommodate students effectively, and that there are limited seating options and work stations for students who wish to study quietly. Respondents

described the library space as “cramped,” “cluttered,” and “like a maze to get in and out of it.” One of the most common themes in the qualitative data identified access to and accessibility of the library as a challenge. While the quantitative data suggest that most (58%) of respondents think it is very easy to get to and from the library from other locations on campus, the qualitative data suggest that not having a second entrance to Moon, the lack of easy transit from Gateway or Illick to Moon is problematic, and the accessibility of the library, particularly restroom access, is inadequate. An additional functional/structure issue respondents identified was a lack of charging stations for cellular phones, laptops, tablets, etc. In one case a respondent noted: “I find myself going to random buildings because my laptop is dying.” Two comments made suggestions for improving environmental sustainability, which were somewhat tangential to the purpose of the survey, but looking ahead respondents indicated that recycling could be more evident in Moon, and that when the library hosts events “sustainable and compostable plates and cups should be provided.”

Incremental improvements

A small organization cannot afford to delay improvement. The library has already begun to address opportunities identified by the assessment. These are the issues we have already addressed and are positioned to address in the near term. Not every concern raised can be immediately addressed, some requiring much more consideration and/or cost. All concerns are captured in the data backing this report and will be incorporated in the master report.

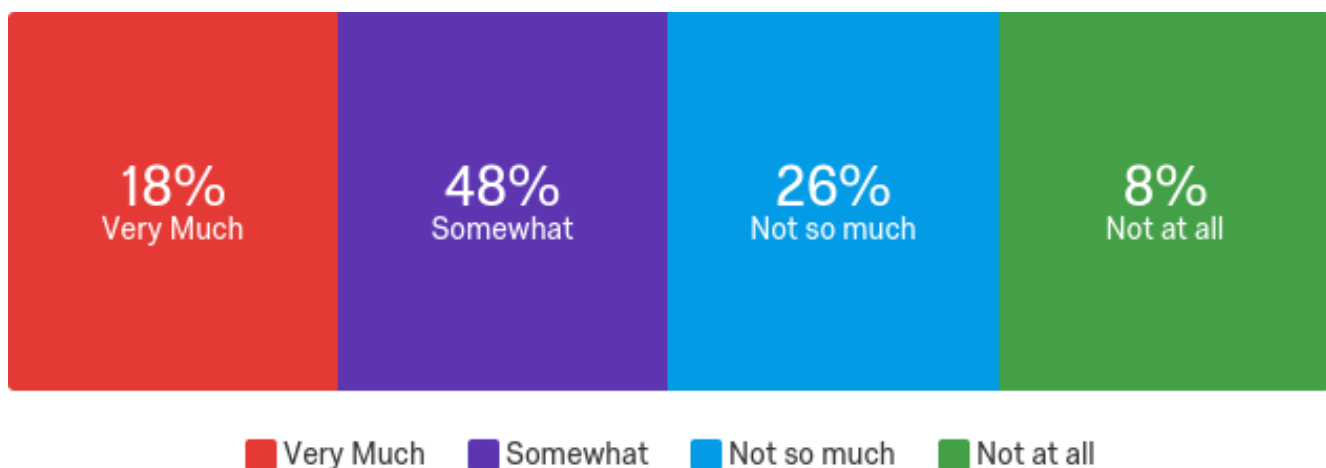
- Aesthetic satisfaction
 - Participants suggested having more plants in the library,
 - **The Library accepted a proposal from the ESF Plant Propagation Club to house and display plants in the library.**
 - More faculty and student research displays
 - **The Library has relocated the faculty publications to the main reading area of the library. The Library has design concepts for gallery space tied to entryway reconfiguration (summer 2020 at the earliest).**
 - Adding displays that highlight events in the library and on ESF campus overall.
 - **The library will explore enhanced digital signage for the 2020 entryway reconfiguration.**
 - Moon Library spaces need to reflect more modern tastes; the building exterior has a timeless aesthetic, but the interior is not reflective of current design trends
 - **The library is reconfiguring and modernizing spaces in consultation with the USA and other constituents on campus, in the context of the need to “press in” over the next few years for the Marshall Hall renovation. Design consultants are engaged during this process to create spaces complementary to the campus, but reflective of modern trend.**
- Environment & Functionality
 - Only 31% of respondents indicated that they could find an area in the library with appropriate sound levels “All the time” with 9% of the participants indicating that this item was “Not applicable” to them. Nearly one-quarter of the respondents indicated that they could Rarely or Not at all find space in the library with appropriate sound levels for their needs.
 - **For fall 2019 four additional seats were added to the quiet study room. By fall 2020 staff offices will be removed from the quiet study room. December 2019 construction will begin on the lower level of Moon Library to create multiple “team rooms” that will be reservable outside of hours of programmatic need.**
 - **In the 2018-19 academic year the library created an approximate 1000 square foot “quieter” space in the southwest corner of the building. It is isolated by book stacks and offers less seating density than the main reading area.**

- **The library will create additional space during the 2019-20 academic year.**
- 45% of survey participants indicated that Rarely or Not at all is there a good balance of natural light and artificial light in the library.
 - **While not natural light, Moon Library has submitted a plan and request to facilities to begin converting the library lighting over to what is considered design standard to libraries and would hopefully offer a more pleasing spectrum of light.**
- Qualitative data suggest that not having a second entrance to Moon, the lack of easy transit from Gateway or Illick to Moon is problematic
 - **The Marshall Project will enable the creation of an entryway at near street level adjacent to Gateway and Jahn (2023 or beyond).**
- The accessibility of the library, particularly restroom access, is inadequate.
 - **Architectural drawings have been submitted for an accessible restroom on the lower level of Moon (potentially as early as Fall 2020). While the lower level is currently elevator accessible, an on-grade entry will be built around the end-phase of the Marshall Hall renovation project as outlined above.**
- Lack of charging stations and electrical outlets
 - **Spring semester 2019 seven mobile charging stations were deployed in the library. The building is being assessed as to the best way to add electrical capacity, with the goal of additional capacity for fall 2020.**
- Custodial activities (cleaning, vacuuming, etc.) were disruptive to some students.
 - **Working with Facilities, custodial hours were shifted earlier so more the more disruptive activities such as vacuuming occur prior to building occupation.**

Instrument with responses and qualitative coding distribution

The entryway to Moon Library attracts you through the door and encourages you to use the range of services and facilities available.

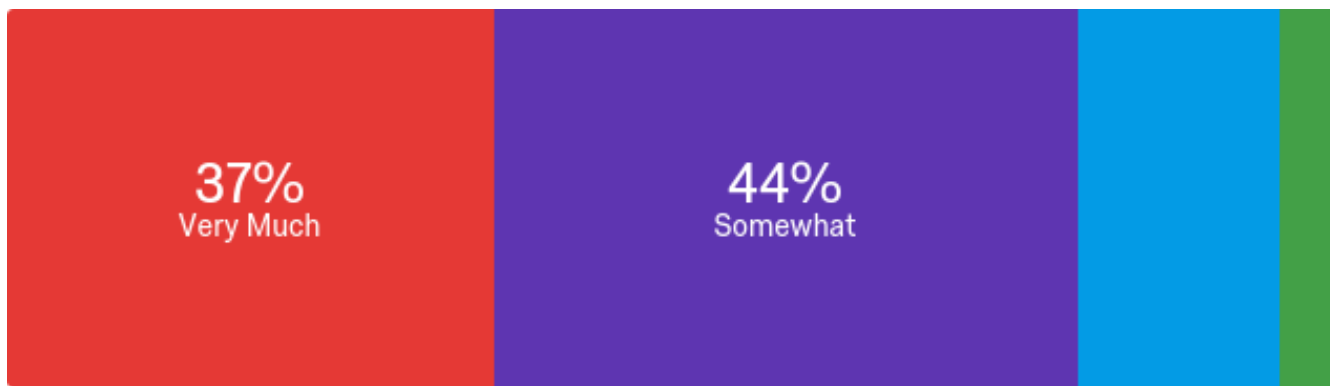
1. - Moon Library's entryway visually links the inside space of the building to the outside space. Mark only one, please.



#	Answer	%	Count
1	Very Much	17.66%	59
2	Somewhat	48.20%	161
3	Not so much	25.75%	86
4	Not at all	8.38%	28
	Total	100%	334

#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Moon Library's entryway visually links the inside space of the building to the outside space. Mark only one, please.	1.00	4.00	2.25	0.84	0.71	334

2. - The furniture near the entryway is appropriate for the function of the space. Mark only one, please.



■ Very Much
 ■ Somewhat
 ■ Not so much
 ■ Not at all
 ■ Not applicable

#	Answer	%	Count
1	Very Much	36.74%	115
2	Somewhat	44.09%	138
3	Not so much	15.34%	48
4	Not at all	3.83%	12
5	Not applicable	0.00%	0

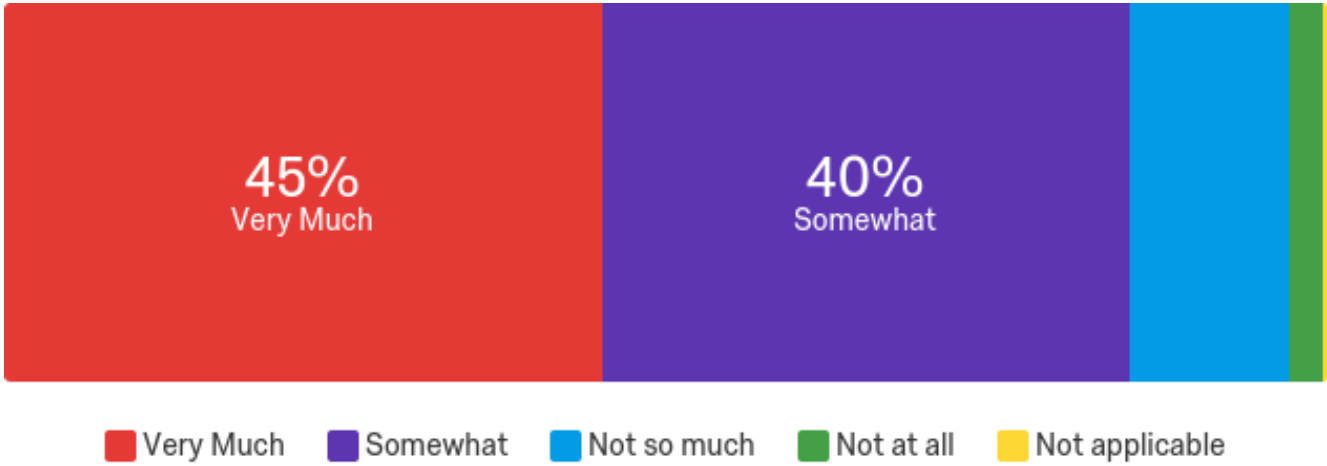
Total

100%

313

#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	The furniture near the entryway is appropriate for the function of the space. Mark only one, please.	1.00	4.00	1.86	0.81	0.66	313

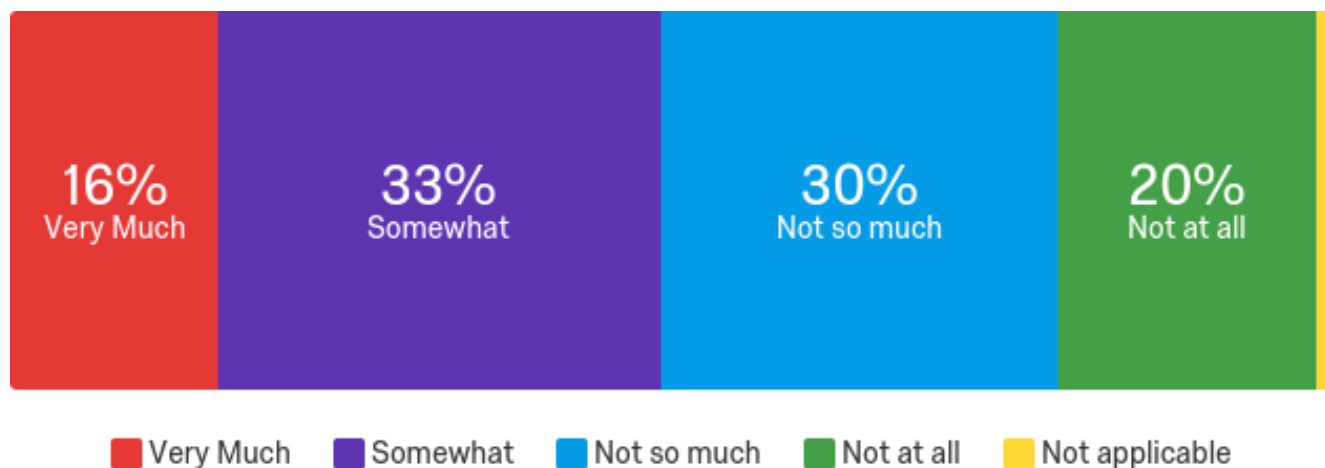
3. - Moon Library's entryway facilitates both waiting and walking with both appropriate furniture and walking paths. Mark only one, please.



#	Answer	%	Count
1	Very Much	45.19%	141
2	Somewhat	39.74%	124
3	Not so much	12.18%	38
4	Not at all	2.56%	8
5	Not applicable	0.32%	1
	Total	100%	312

#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Moon Library's entryway facilitates both waiting and walking with both appropriate furniture and walking paths. Mark only one, please.	1.00	5.00	1.73	0.80	0.63	312

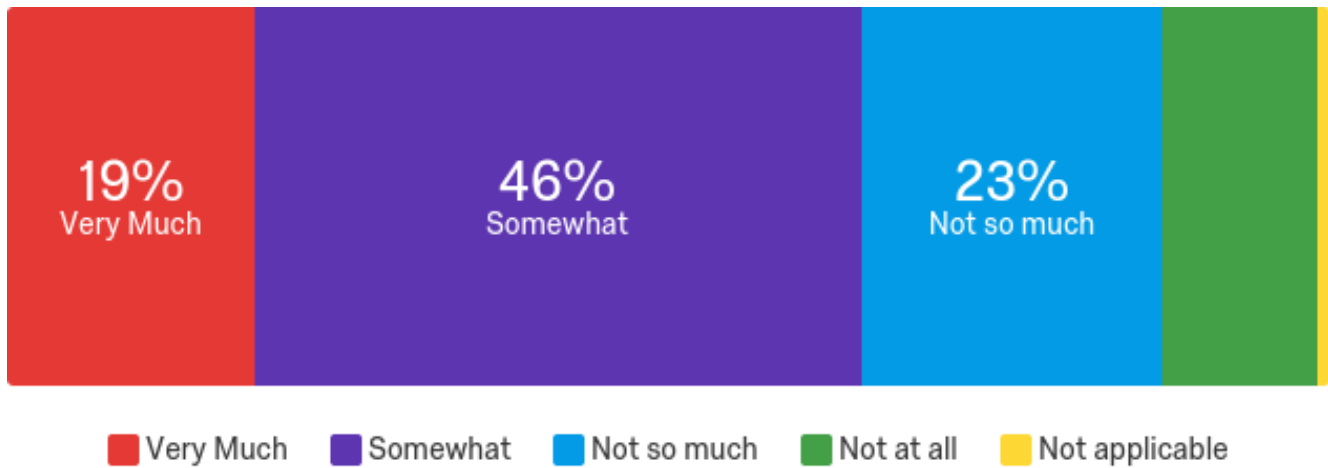
4. - Moon Library's entryway is visually engaging and styled to reflect ESF as a campus.
 Mark only one, please.



#	Answer	%	Count
1	Very Much	15.71%	49
2	Somewhat	33.33%	104
3	Not so much	30.13%	94
4	Not at all	19.55%	61
5	Not applicable	1.28%	4
	Total	100%	312

#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Moon Library's entryway is visually engaging and styled to reflect ESF as a campus. Mark only one, please.	1.00	5.00	2.57	1.01	1.03	312

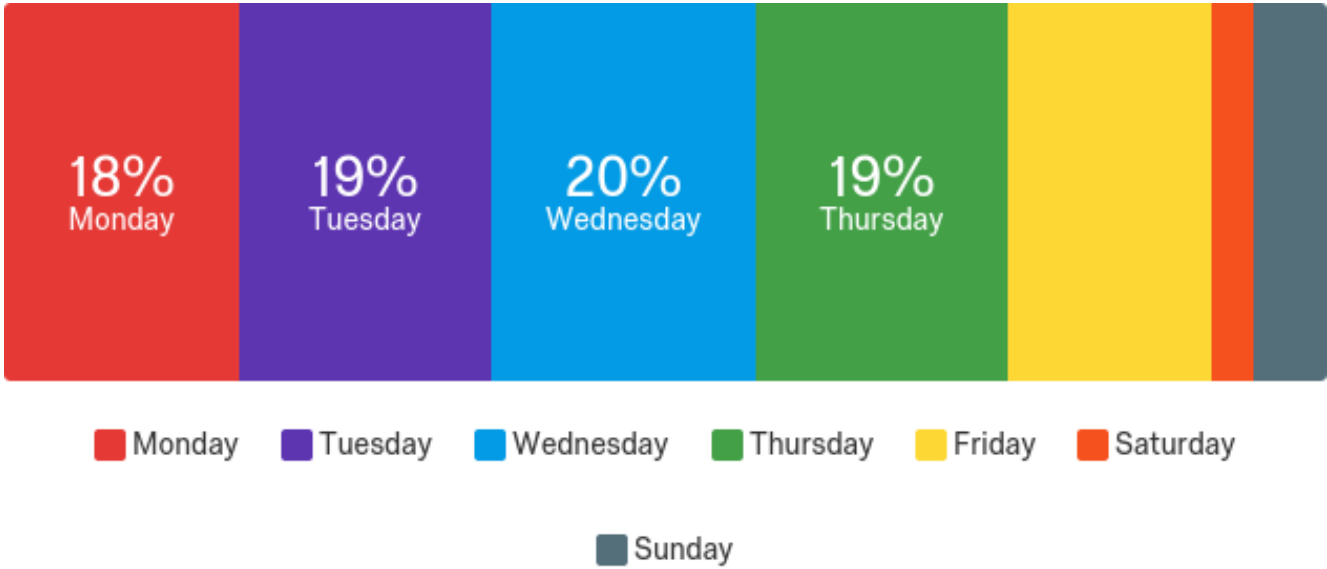
5. - From the entryway you can see interaction, activities, and learning occurring in the library. Mark only one, please.



#	Answer	%	Count
1	Very Much	18.59%	58
2	Somewhat	45.83%	143
3	Not so much	22.76%	71
4	Not at all	11.86%	37
5	Not applicable	0.96%	3
	Total	100%	312

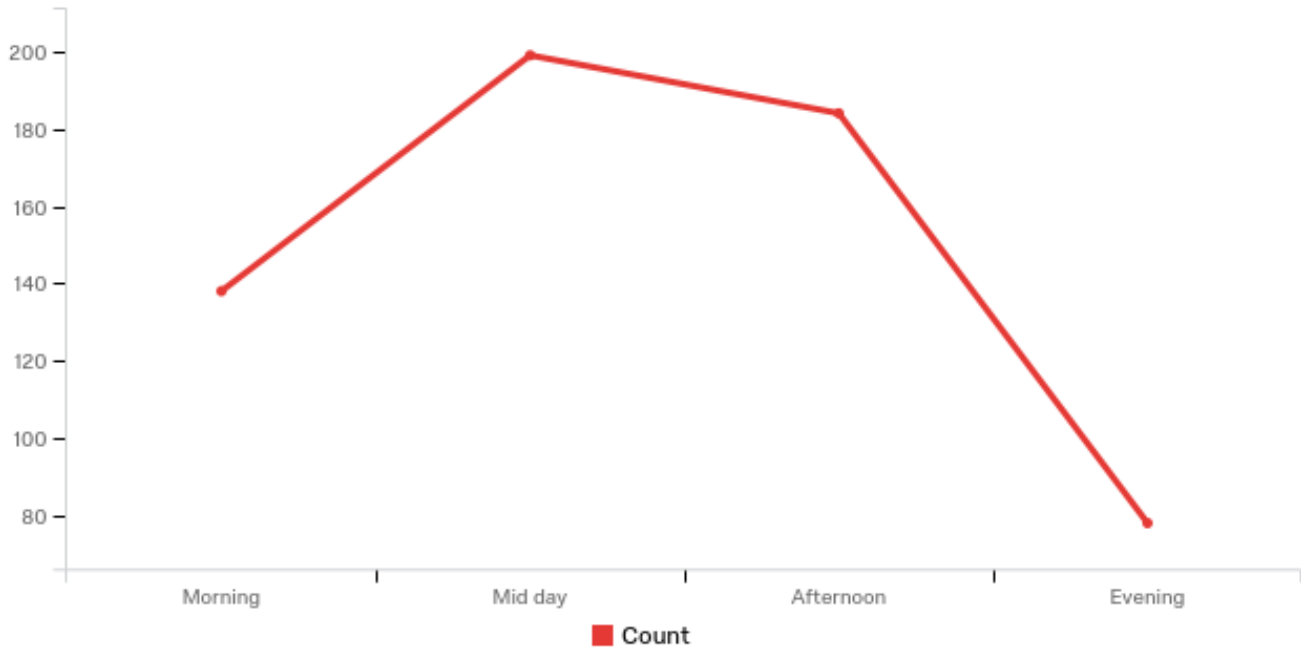
#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	From the entryway you can see interaction, activities, and learning occurring in the library. Mark only one, please.	1.00	5.00	2.31	0.94	0.88	312

6. - Generally, what days do you use the library? Check all that apply.



#	Answer	%	Count
1	Monday	17.65%	177
2	Tuesday	18.94%	190
3	Wednesday	19.94%	200
4	Thursday	18.94%	190
5	Friday	15.55%	156
6	Saturday	3.29%	33
7	Sunday	5.68%	57
	Total	100%	1003

7. - Generally, what time of day do you use the library? Check all that apply.



#	Answer	%	Count
1	Morning	23.04%	138
2	Mid day	33.22%	199
3	Afternoon	30.72%	184
4	Evening	13.02%	78
	Total	100%	599

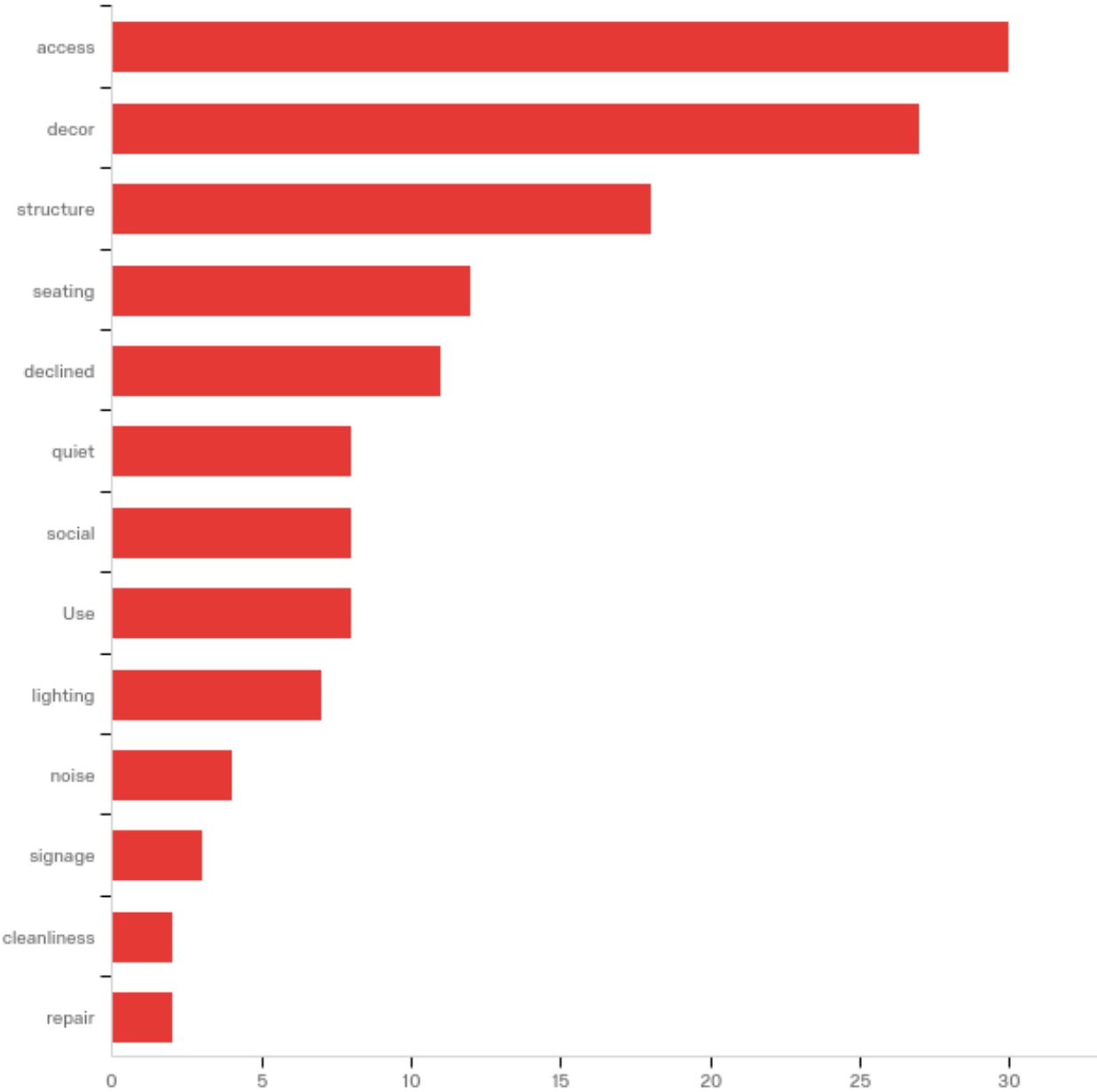
8. - I find it easy to get to and from the library from other locations on campus. Mark only one, please.



#	Answer	%	Count
1	Very Much	58.01%	181
2	Somewhat	29.49%	92
3	Not so much	9.94%	31
4	Not at all	1.92%	6
5	Not applicable	0.64%	2
	Total	100%	312

#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	I find it easy to get to and from the library from other locations on campus. Mark only one, please.	1.00	5.00	1.58	0.80	0.64	312

Topical qualitative Codes for entryway and aesthetics related questions.

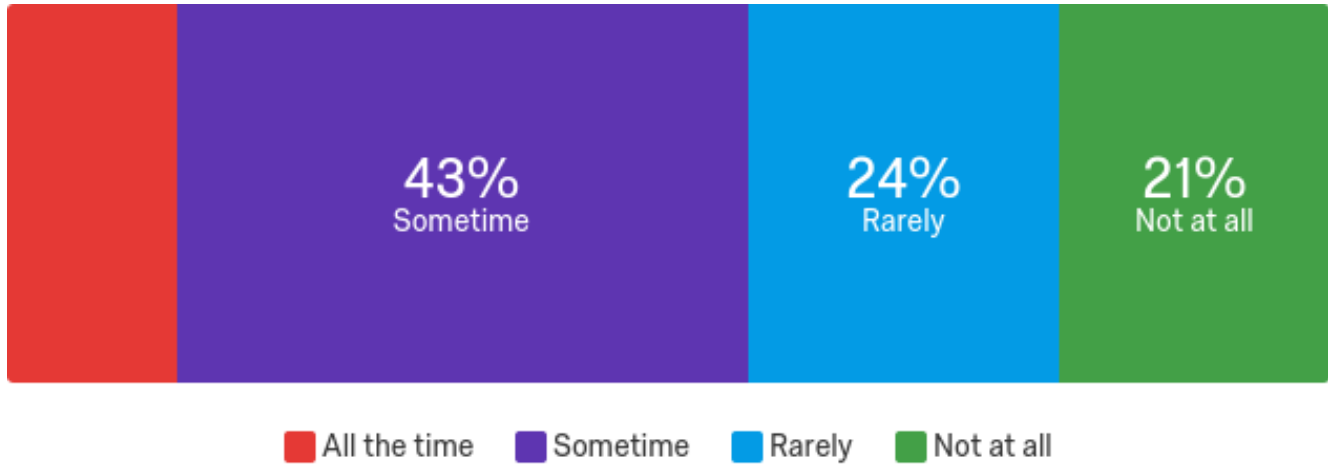


#	Answer	%	Count
1	access	21.43%	30
2	decor	19.29%	27
3	structure	12.86%	18
4	seating	8.57%	12
5	declined	7.86%	11

6	quiet	5.71%	8
7	social	5.71%	8
8	Use	5.71%	8
9	lighting	5.00%	7
10	noise	2.86%	4
11	signage	2.14%	3
12	cleanliness	1.43%	2
13	repair	1.43%	2
	Total	100%	140

Library spaces should not be too humid or too dry and fresh air needs to circulate through them. The amount and quality of natural light in learning spaces should be adequate with little need for artificial light.

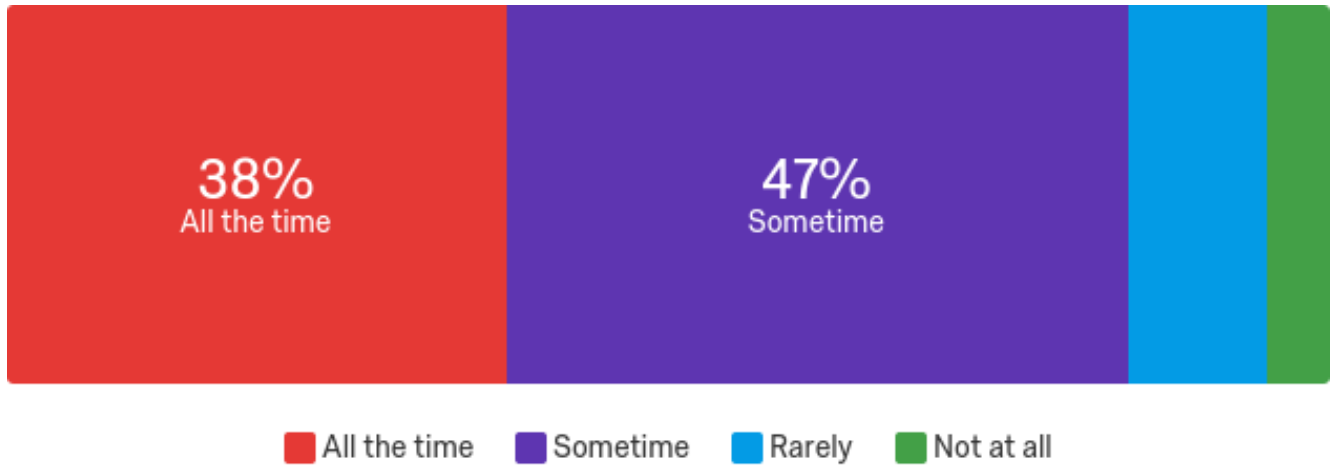
10. - There is a good balance of natural light and artificial light in the library. Mark only one, please.



#	Answer	%	Count
1	All the time	12.79%	38
2	Sometime	43.10%	128
3	Rarely	23.57%	70
4	Not at all	20.54%	61
	Total	100%	297

#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	There is a good balance of natural light and artificial light in the library. Mark only one, please.	1.00	4.00	2.52	0.96	0.92	297

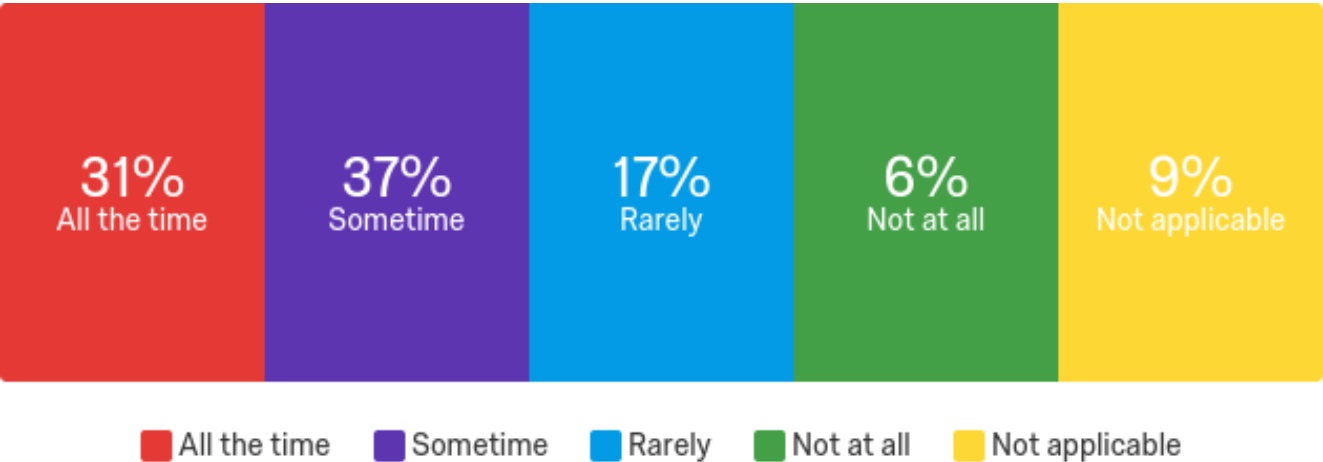
11. - The temperature, humidity and general air quality in the library meets or exceeds my expectations. Mark only one, please.



#	Answer	%	Count
1	All the time	37.67%	110
2	Sometime	46.92%	137
3	Rarely	10.62%	31
4	Not at all	4.79%	14
	Total	100%	292

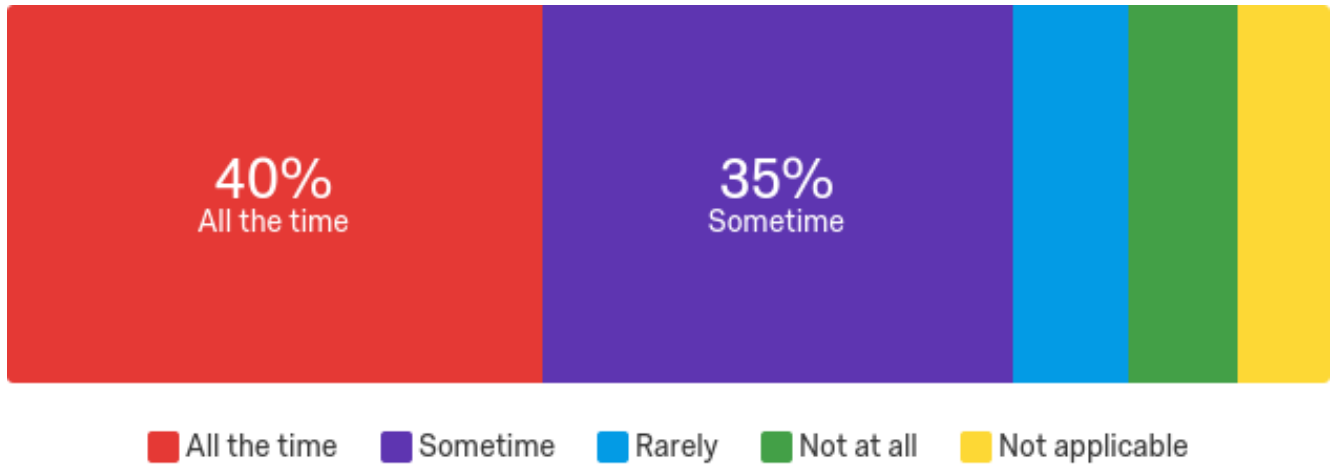
#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	The temperature, humidity and general air quality in the library meets or exceeds my expectations. Mark only one, please.	1.00	4.00	1.83	0.80	0.64	292

12. - I can find an area in the library with appropriate sound levels for my needs. Mark only one, please.



#	Answer	%	Count
1	All the time	31.00%	93
2	Sometime	37.33%	112
3	Rarely	17.00%	51
4	Not at all	5.67%	17
5	Not applicable	9.00%	27
	Total	100%	300

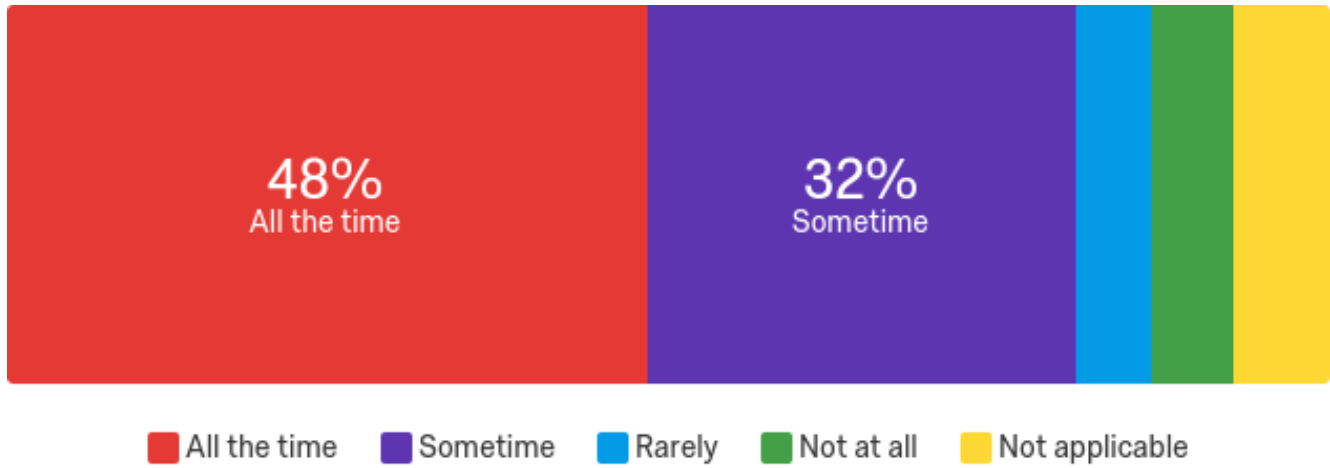
13. - I find library restroom facilities are in good repair and maintained.



#	Answer	%	Count
1	All the time	40.47%	121
2	Sometime	35.45%	106
3	Rarely	8.70%	26
4	Not at all	8.36%	25
5	Not applicable	7.02%	21
	Total	100%	299

#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	I find library restroom facilities are in good repair and maintained.	1.00	5.00	2.06	1.21	1.45	299

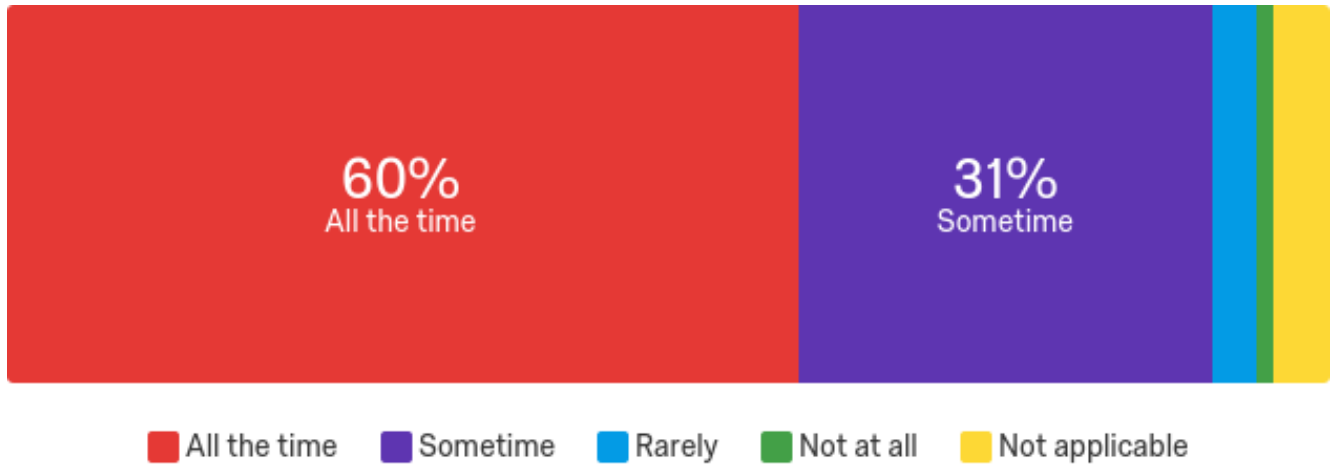
14. - Library restroom facilities are sufficient to meet the demands on them. Mark only one, please.



#	Answer	%	Count
1	All the time	48.33%	145
2	Sometime	32.33%	97
3	Rarely	5.67%	17
4	Not at all	6.33%	19
5	Not applicable	7.33%	22
	Total	100%	300

#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Library restroom facilities are sufficient to meet the demands on them. Mark only one, please.	1.00	5.00	1.92	1.20	1.45	300

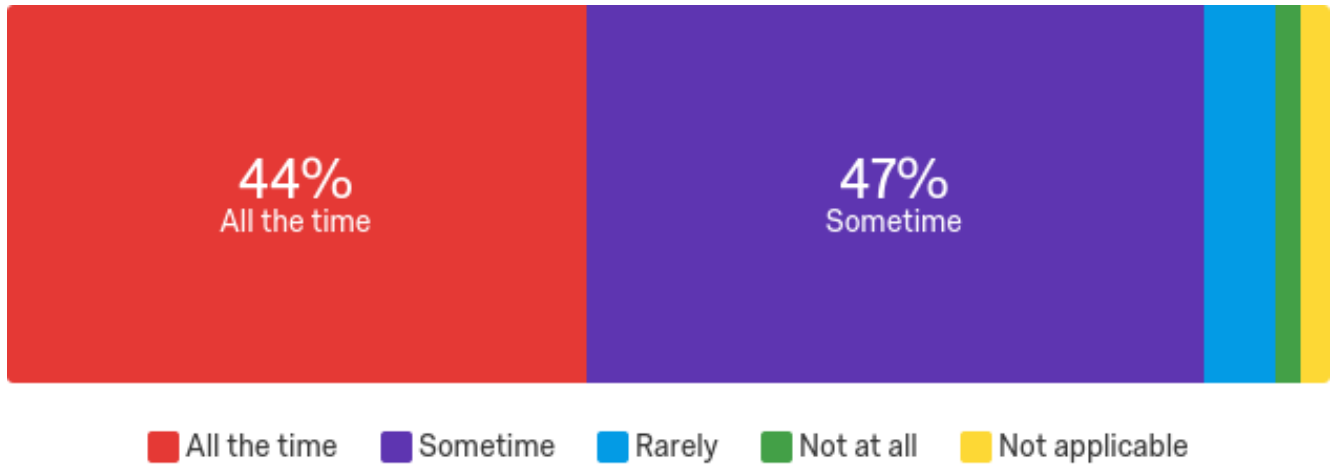
15. - I find that the library facilities are clean and trash is removed.



#	Answer	%	Count
1	All the time	59.73%	178
2	Sometime	31.21%	93
3	Rarely	3.36%	10
4	Not at all	1.34%	4
5	Not applicable	4.36%	13
	Total	100%	298

#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	I find that the library facilities are clean and trash is removed.	1.00	5.00	1.59	0.96	0.91	298

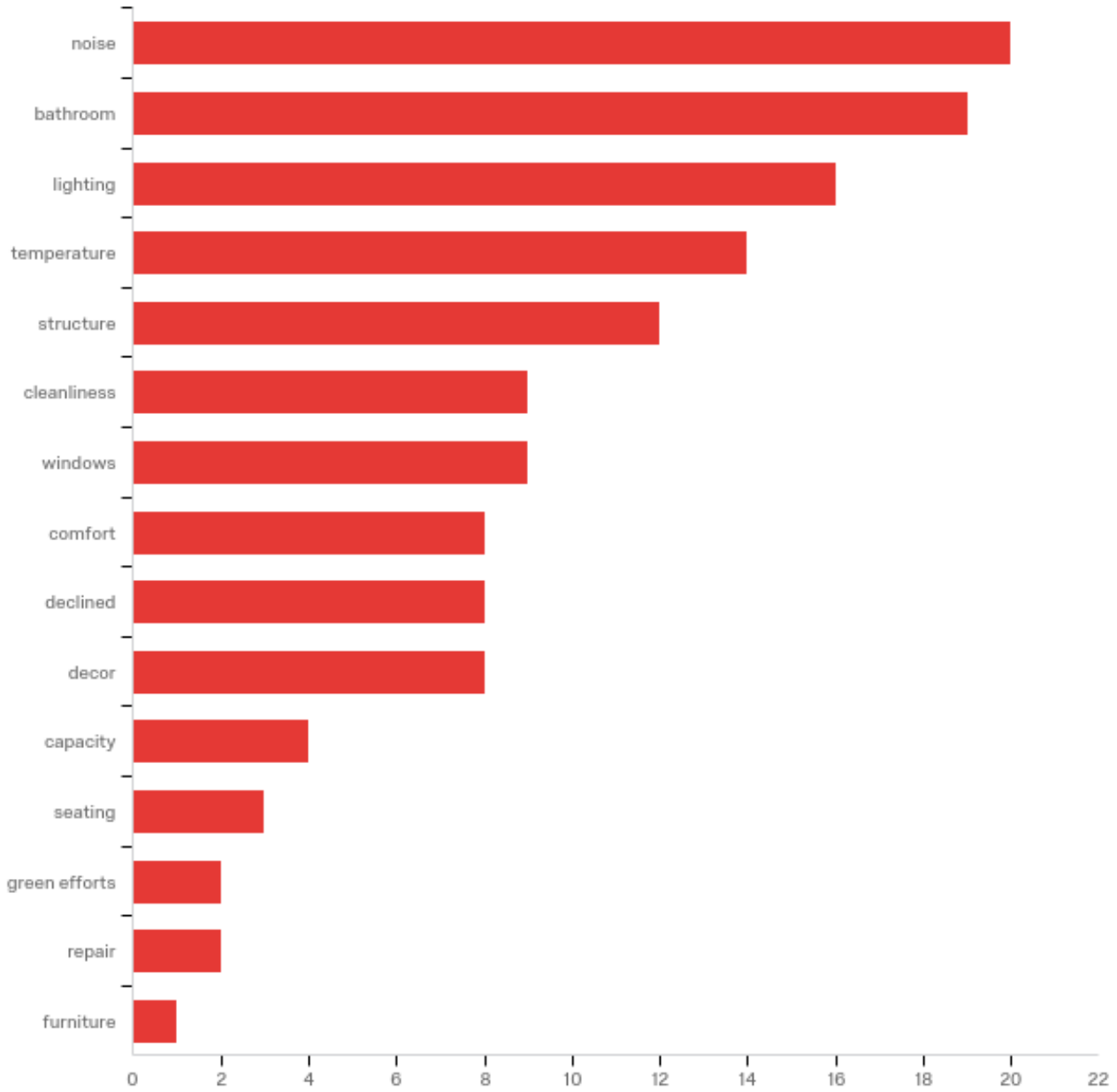
16. - I find the library furnishings are clean and in good repair.



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	I find the library furnishings are clean and in good repair.	1.00	5.00	1.73	0.84	0.71	300

#	Answer	%	Count
1	All the time	43.67%	131
2	Sometime	46.67%	140
3	Rarely	5.33%	16
4	Not at all	2.00%	6
5	Not applicable	2.33%	7
	Total	100%	300

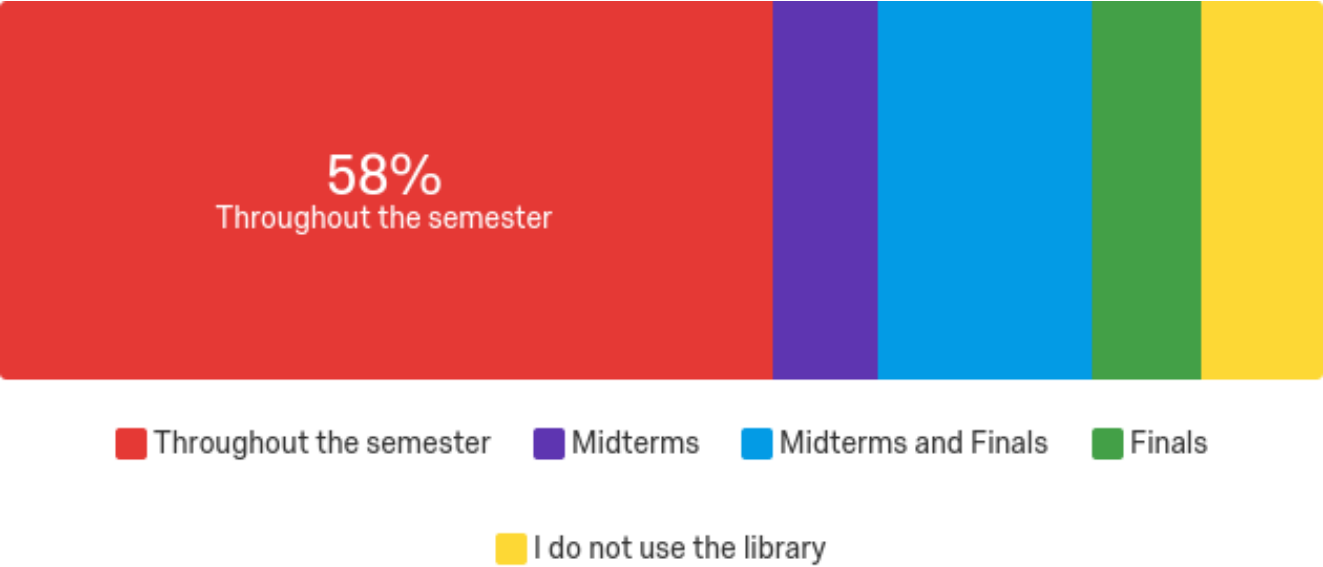
Topical qualitative Codes for environmental comfort and sustainability related questions.



#	Answer	%	Count
1	noise	14.81%	20
2	bathroom	14.07%	19
3	lighting	11.85%	16
4	temperature	10.37%	14
5	structure	8.89%	12

6	cleanliness	6.67%	9
7	windows	6.67%	9
8	comfort	5.93%	8
9	declined	5.93%	8
10	decor	5.93%	8
11	capacity	2.96%	4
12	seating	2.22%	3
13	green efforts	1.48%	2
14	repair	1.48%	2
15	furniture	0.74%	1
	Total	100%	135

18. - With what frequency do you use the library? Choose all that apply.

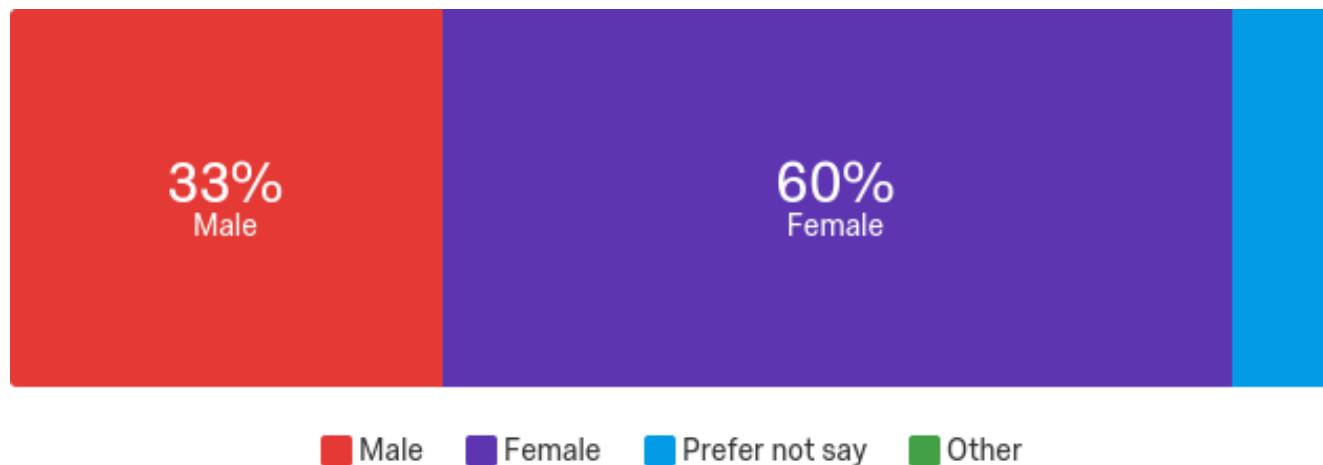


#	Answer	%	Count
1	Throughout the semester	58.33%	252
2	Midterms	7.87%	34
3	Midterms and Finals	16.20%	70
4	Finals	8.33%	36
5	I do not use the library	9.26%	40
	Total	100%	432

19. - What is your status at ESF? (Choose the best answer.) Mark only one, please.

#	Answer	%	Count
1	First year	12.08%	36
2	Sophomore	16.11%	48
3	Junior	19.80%	59
4	Senior	13.09%	39
5	Graduate student	10.40%	31
6	Staff or faculty at ESF	25.84%	77
7	Staff or faculty at ESF who works in the library	2.01%	6
8	Member of the broader community	0.67%	2
	Total	100%	298

20. - What is your gender identity? (Choose the best answer.) Mark only one, please.



#	Answer	%	Count
1	Male	32.55%	97
2	Female	59.73%	178
3	Prefer not say	7.05%	21
4	Other	0.67%	2
	Total	100%	298

20. - Other

Other - Text

T rex

Works Cited

Abbasi, N., et. al. (2012, 29-31 October). *TEALS Project: Evaluating Physical Library Spaces*. Presented at the Library Assessment Conference. Retrieved August 4, 2019, from Deakin Research Online.

Corrall, S. (2018), Library space assessment methods: perspectives of new information professionals. *Information and Learning Sciences*, Vol. 119 (No. 1 / 2), doi:10.1108/ILS-10-2017-0097