



If You Can't Expand, How Can You Grow?

Space Assessment Studies in the Academic Library

**Kristina Clement, Brianne Dosch, Jordan Kaufman, Lauren
Johnson, & Regina Mays - University of Tennessee Knoxville**

HELLO!

Kristina Clement, MLIS Graduate Student, Experience-Assessment Cohort, School of Information Sciences, University of Tennessee Knoxville

Brianne Dosch, MLIS Graduate Student, Experience-Assessment Cohort, School of Information Sciences, University of Tennessee Knoxville

Jordan Kaufman, MLIS Graduate Student, Experience-Assessment Cohort, School of Information Sciences, University of Tennessee Knoxville

Lauren Johnson, MLIS Graduate Student, Experience-Assessment Cohort, School of Information Sciences, University of Tennessee Knoxville

Regina Mays, Coordinator Strategic Planning & Assessment, University of Tennessee Knoxville Libraries



But first, let's see who is here!



**How many of you have an
assessment plan at your
organization?**



**Have you personally
conducted an assessment
study (of any kind) at your
institution?**



**Have you personally
conducted or assisted with an
assessment study related to
library space at your
institution?**



A Community of Practice: Assessment & User Experience

Regina Mays, Coordinator for Strategic Planning and Assessment
University of Tennessee Knoxville Libraries

Experience Assessment

- ❑ Funded by the Institute of Museum and Library Services' (IMLS) Laura Bush 21st Century Librarian grant program
- ❑ Focus: creating new information sciences professionals educated to perform assessment and UX research in both libraries and science-intensive information environment
- ❑ Funded April 2016
- ❑ 12 Students –began program in August 2016



Who's Who Behind the Scenes

Grant personnel:

Dr. Carol Tenopir, UTK Chancellor's Professor, SIS Faculty: Principal Investigator

Dr. Dania Bilal, SIS Professor: Co-Principal Investigator

Dr. Rachel Fleming-May, SIS Associate Professor: Co-Principal Investigator

Regina Mays, UTK Libraries Coordinator Strategic Planning and Assessment: Senior Staff

Teresa B. Walker, UTK Libraries Associate Dean for Learning, Research, and Engagement:
Project Mentor

Need For & History of Program

Increasing need for
information
professionals with
assessment and/or
user experience
expertise

Carol Tenopir's
extensive work in area
of Assessment
(Fleming-May, Mays,
and Walker involved
in Lib-Value)

Relationships
with/network of
information
professionals in
Knoxville and Oak
Ridge, TN

PROGRAM STRUCTURE

1st Year - 1st Semester

9 credit hours

Co-curricular workshops and trainings

1st Year - 2nd Semester

9 credit hours

Co-curricular assessment/UX project

2nd Year - 1st & 2nd Semesters

6 credit hours each

Practicum placement both semesters
(another 3 credit hours)

Two years, 42 credit hours

Graduation in May 2018

Structured, guided curricular & co-curricular experiences

- ❑ Theoretical and practical context
- ❑ Relationship and community building
- ❑ Professional development

Fleming-May, R., Mays, R., Forrester, A., Walker, T., Tenopir, C., Bilal, D., & Allard, S. (2017). Experience Assessment: Designing an Innovative Curriculum for Assessment and UX Professionals. Paper presented at 12th International Conference on Performance Measurement in Libraries, Oxford, UK. July 31-Aug 2, 2017.

Program Goals

- ❑ Theoretical foundations AND hands-on training in assessment and user experience
- ❑ A significant edge in obtaining positions in assessment and user experience
- ❑ A broader understanding of the organization than one might develop in a practicum devoted to a particular department or task

Academic Libraries Research
Team



Sian Carr

BA in History (Early European) and Classical Studies from Wellesley College.

Alexa Carter

**Originally from Knoxville, Tennessee
BS in Chemistry from the University of Tennessee, Knoxville.**



Kristina Clement

BA in Italian Literature from the University of Kansas and MA in Italian Literature from the University of Notre Dame.



Brianne Dosch

BA in English Literature with a minor in Psychology.



Lauren Johnson

BA in English and Theatre from Presbyterian College and MFA in Creative Writing from the University of Tennessee, Knoxville.



Jordan Kaufman

BA in English and Linguistics from Indiana University - Purdue University Fort Wayne.





Space in Libraries

Brianne Dosch, MLIS Graduate Student, Experience-Assessment Cohort, School of Information Sciences, University of Tennessee Knoxville

Very few libraries follow the 'traditional' expectations of library spaces

Are libraries just about books?



"You don't have any books do you?"

Libraries are less about books and more about:

- Learning
- Community
- Collaboration

Library Space Paradigm Shift

Steven Bennett's Model of Library Design

“Book-centered”



VS

“learning-centered”



“The design challenge is less with the interaction of readers and books and more with the connection between space and learning” (2009, p. 188).

Reference: Bennett, S. (2009). Libraries and Learning: A History of Paradigm Change. Portal: Libraries and the Academy, 9(2), 181–197.

Images via CC0

Why and how did this shift happen?

- ❏ Not only the revolution in information technology
- ❏ Librarians' recognition and embrace of the revolution
- ❏ And changing library space in response



Image via UT Archives

Challenges with Library Spaces

There are many challenges, but what we encountered...

1

Creating new and
needed spaces with
finite space

2

All existing spaces
allocated and utilized in
the best way possible

**Big Question: What do you do with finite space in your
library?**

Our Answer

SPACE ASSESSMENT

In our experiences we found **meaningful answers** to our **library's space demands.**

So...

We want to share our experiences with **other librarians** hoping to impact **spaces in their own libraries.**



Space Assessment in Libraries

Kristina Clement, MLIS Graduate Student, Experience-Assessment Cohort,
School of Information Sciences, University of Tennessee Knoxville



DESIGNING THE STUDIES

- ❑ Obtaining Institutional Review Board approval
- ❑ Determining methodology and assessment tools
- ❑ Analyzing data to determine outcomes

ASSESSING SPACE: THE BASICS

WHAT SPACE?

What are priority spaces to evaluate?

- High usage?
- Not enough usage?
- Waste of space?
- Not enough space?

So many spaces...

WHAT METHOD?

Which one? How many should I choose?

- Survey?
- Observation?
- Focus group?
- Interviews?
- Crowd-sourced?

So many methods...

WHAT DATA?

What type of information do you need to collect to tell your story?

- Qualitative?
- Quantitative?
- Combination?

So much data...

“

If you fail to plan, you plan to fail.



CONSIDER THE CLIMATE

What do your users need?
What are you not doing
that maybe you should be
doing?



REVISE

Based on assessment
outcomes, what needs to
change?



PLAN TO PLAN

Set up relevancy; tailor
goals to the parent
organization; shared
vision and mission.



DEVELOP THE PLAN

Determine outcomes and
metrics - what do you
want to know and how do
you want to know it?

PLANNING & ASSESSMENT CYCLE



ASSESS

Evaluate services or
resources using
assessment tools.



PROVIDE / IMPLEMENT

Roll out new services or
resources or restructure
existing services.

WHY ASSESS?

- ❑ To demonstrate relevancy to the university or parent organization.
- ❑ To drive change.
- ❑ To improve and meet the needs of the user.
- ❑ And so many more!



Two Spaces: Active Learning Space and Graduate Student Study Room

Jordan Kaufman, MLIS Graduate Student, Experience-Assessment Cohort,
School of Information Sciences, University of Tennessee Knoxville

ACTIVE LEARNING SPACE



WHAT IS THE ACTIVE LEARNING SPACE?

- ❑ Alternative to sitting for long periods of times
- ❑ Psychological and physical benefits



EQUIPMENT

- ❑ Cycling & treadmill desks
- ❑ Balance-ball chairs



WHY THIS SPACE?

- ❑ Newly implemented in 2016
- ❑ Commons area



BENEFITING STUDENTS

- ❑ Emotional health
- ❑ Physical health

GRADUATE STUDENT STUDY ROOM



WHAT IS THE GSSR?

- ❑ Enclosed study room
- ❑ Quiet space for graduate students and faculty



ROOM LAYOUT

- ❑ Access ensured by card swipe
- ❑ Movable and fixed furniture



WHY THIS SPACE?

- ❑ Targeted Audience
- ❑ Assumption it was being underused



STUDENTS' NEEDS

- ❑ Are their needs being met?
- ❑ How can we improve?



How We Did it: Designing the Studies

Lauren Johnson, MLIS Graduate Student, Experience-Assessment Cohort,
School of Information Sciences, University of Tennessee Knoxville

PROJECT TIMELINE

SPRING 2017

- ❑ First Project Planning Meeting
- ❑ Literature Reviews
- ❑ IRB Drafting and Submittal
- ❑ First Phase of ALS study and GSSR study

SUMMER 2017

- ❑ Ongoing ALS and GSSR Surveys

FALL 2017

- ❑ End of ALS and GSSR Surveys
- ❑ Data Analysis of GSSR and ALS Findings

METHODS

GSSR

- ❑ Observations
- ❑ Surveys
- ❑ Interviews



ALS

- ❑ Observations
- ❑ Surveys

ALS OBSERVATION

Date of Observation:

Time of Observation:

- Cycling Desk
- Walking Desk
- Standing Desk
- Orange Active Chair
- Tall Active Chair
- Sitting Desk

Number of people present

Beginning ____

Middle ____

End ____

Sitting Desks

Beginning ____/____

Middle ____/____

End ____/____

Cycling Desk(s)

Beginning ____/____

Middle ____/____

End ____/____

Walking Desk(s)

Beginning ____/____

Middle ____/____

End ____/____

Orange Chair(s)

Beginning ____/____

Middle ____/____

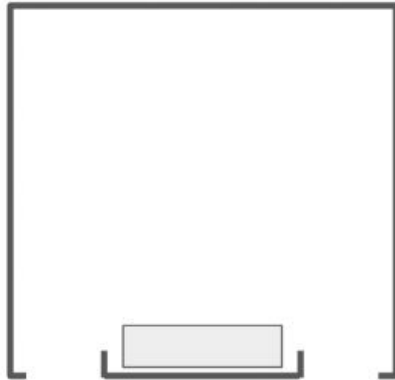
End ____/____

Tall Chair(s)

Beginning ____/____

Middle ____/____

End ____/____



Standing Desk(s)

Beginning ____/____

Middle ____/____

End ____/____

ALS Results & Analysis

138 surveys

In five months

78 first-time users

And 60 regular users

79 comments

With 68.3% positive reactions



Lessons Learned

BEFORE THE STUDY

important optimistic
clueless thrilled
overwhelmed
unsure
nervous
excited
anxious
confused
progression
motivated

OBSERVATIONS

“What surprised me about the process was the amount of work involved. It wasn't until I actually worked on a project that I had any idea of the scope and time it takes to conduct a study--especially the amount of work that goes into the "front" end: planning the study, reading the literature, writing and submitting the IRB--before you actually get to conducting the study itself.”

-- Lauren Johnson

“And after the few set-backs, like being told no by my first interviewee, and losing the notes from my first observations, we did successfully conduct the studies. And now in the midst of analyzing data, and learning from my many research mistakes, I know I will at least know where to start when designing and conducting assessment studies in the future. And I'm not sure if I would have that confidence unless they threw us in the deep end, and trusted us to rely on their experience and expertise while learning the hard lessons of conducting successful assessments.”

--Brienne Dosch

AFTER THE STUDY

A word cloud of orange text on a white background, enclosed in a thick orange border. The words are arranged in a roughly circular pattern. The largest words are 'confident', 'knowledgeable', and 'excited'. Other words include 'experienced', 'tired', 'new', 'curious', 'inspired', 'gaining', 'skills', 'passionate', and 'hopeful'.

experienced
confident
knowledgeable
tired
new
excited
curious inspired
gaining
skills
passionate
hopeful

What would we do differently?

Graduate Student Study Room

- ❑ More observations
- ❑ Focus groups instead of interviews
- ❑ More data in general

Active Learning Space

- ❑ More observations
- ❑ Data about demographics to understand users

What we learned about assessment

- ❑ Assessment requires patience
- ❑ Not to judge or assume - let the data speak louder than your assumptions
- ❑ Be prepared to take steps backwards, without becoming discouraged

And most importantly.....



Teamwork



THANKS!

Any questions?

You can find the slide deck at:

<https://tinyurl.com/UTK-UXA>

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- ▣ Photographs by Unsplash, Pexels, Creative Commons, and the UTK Libraries Marketing Department