Kellogg Learning Commons

Guerrilla Assessment Report

Linda Bedwell
Assessment Librarian
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Executive Summary

The Kellogg Learning Commons (Kellogg LC) opened in the new Collaborative Health Education Building (CHEB) on January 4th, 2016. With the following six types of work spaces, this new learning commons will bring together students from the faculties of Dentistry, Health Professions and Medicine in a purposefully collaborative setting:

- 6 bookable study rooms
- 8 study booths
- 1 silent study room
- 94 computer workstations
- the back corridor with soft seating and 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 assessment librarian, the Head of the Kellogg Library, Kellogg librarians and staff, and the LITS service manager met to discuss their observations and experiences in the Kellogg LC and the types of information that should be gathered from the users. Agreeing that the guerrilla assessment study of the Wallace McCain Learning Commons (WMLC) 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. A full guerrilla assessment plan was drawn up and is attached as Appendix A.

Since whiteboards were used to gather preliminary user feedback in the weeks just after opening, we decided to use only question slips and question cards in the various workspaces. Question slips were deployed in the study rooms (see Appendix B), and three different question cards with backing colour-coded to the remaining five different workspaces were deployed in the other areas (see Appendices C, D & E). We also conducted seven, 1-hour observations in the spaces (see Appendix F). Headcounts were conducted in the morning, afternoon and evening. Computer usage data was also retrieved. The assessment study took place over the two week period, February 22nd - March 6th. All raw data may be found in the Libraries' Share drive at S:\Library\Share\Assessment\Spaces\Kellogg LC. A copy of the LC floor plan is attached as Appendix G.

Respondents were enthusiastic about the spaciousness, lighting and design of the new Kellogg LC, but the clearest message from the study was that there is an overabundance of computer workstations and not enough individual, quiet study space. One-third of the computer workstations could be removed as a first course of action and replaced with a mix of study carrels and 3-person table pods. Signage to remind passers-through of quiet zoning will help to alleviate noise complaints, but the back corridor has been deemed inappropriate for quiet, individual study. Study carrels in this area should be moved to the front study area. Please see the Recommendations section of this report for further details and additional recommendations. Follow-up assessment should be done immediately following proposed equipment/furniture changes and also in one year's time.

Results Summaries

Bookable Study Rooms

### Question Slips

Total slips received: 27

Nearly all of the respondents booked their room online. Only 2 booked in person and 1 did not book ahead.

Observation notes indicated that rooms were mostly occupied and usually with 2 or 3 people, occasionally just 1.
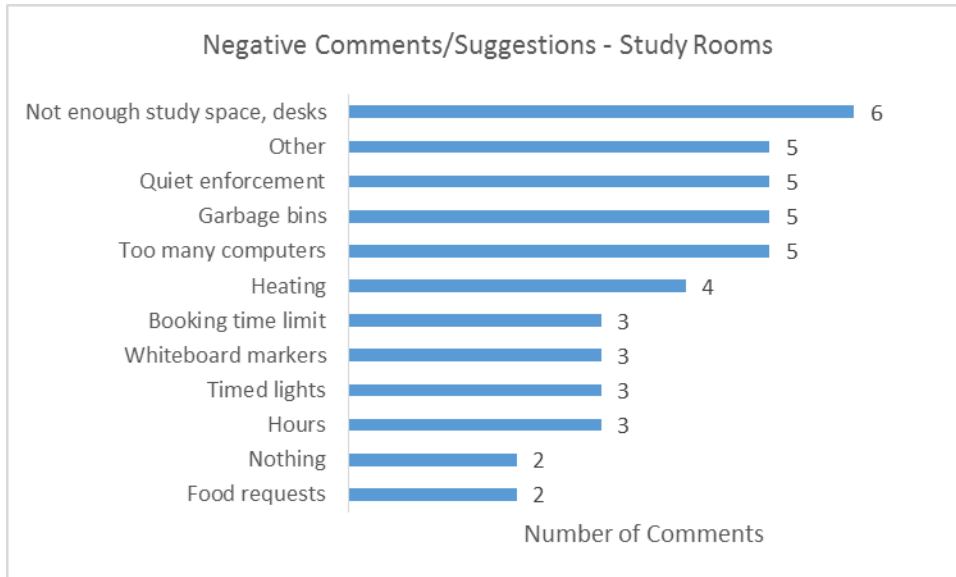
The most common reason respondents gave for using the study rooms was for studying (19 respondents).
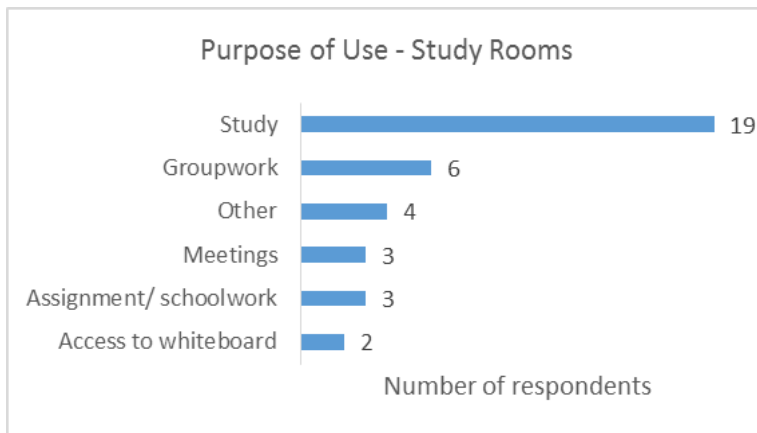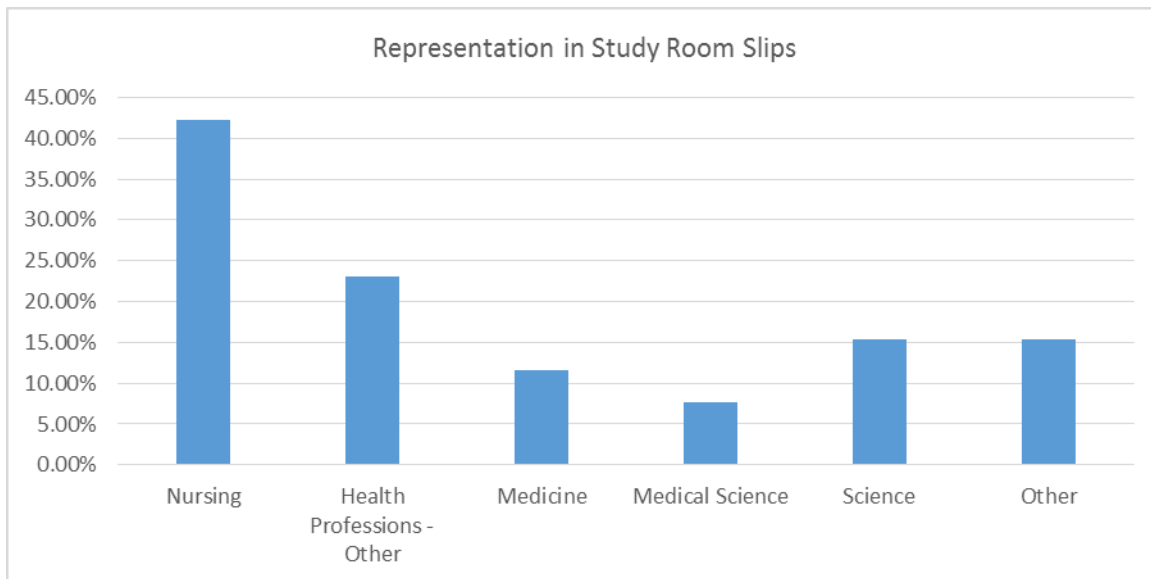

What they liked: Positive comments tended to be about the entire LC. The availability of study spaces and design were the top favourites.
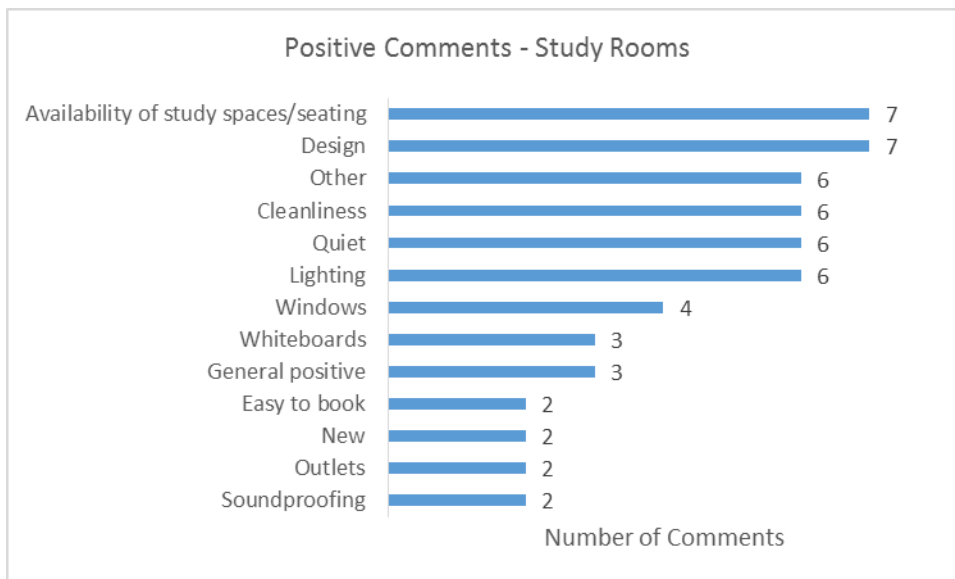
What they would change: Negative comments also tended to pertain to the entire LC, except for requests to increase the booking time limit (this also came up in the WMLC assessment), and requests for garbage bins and more markers for the whiteboards. Despite stating an appreciation for the availability of study space, respondents' top complaint was that there is not enough study space – desks, in particular. They also complained of the lack of quiet and an overabundance of computers.

Negative Comments/Suggestions - Study Rooms

Category	Number of Comments
Not enough study space, desks	6
Other	5
Quiet enforcement	5
Garbage bins	5
Too many computers	5
Heating	4
Booking time limit	3
Whiteboard markers	3
Timed lights	3
Hours	3
Nothing	2
Food requests	2

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 (42.31%), followed by the Health Professions (other than Nursing) (23.08%).

Representation in Study Room Slips

Program	Percentage
Nursing	~42%
Health Professions - Other	~23%
Medicine	~12%
Medical Science	~8%
Science	~15%
Other	~15%

Study Booths

Total question cards received: 42

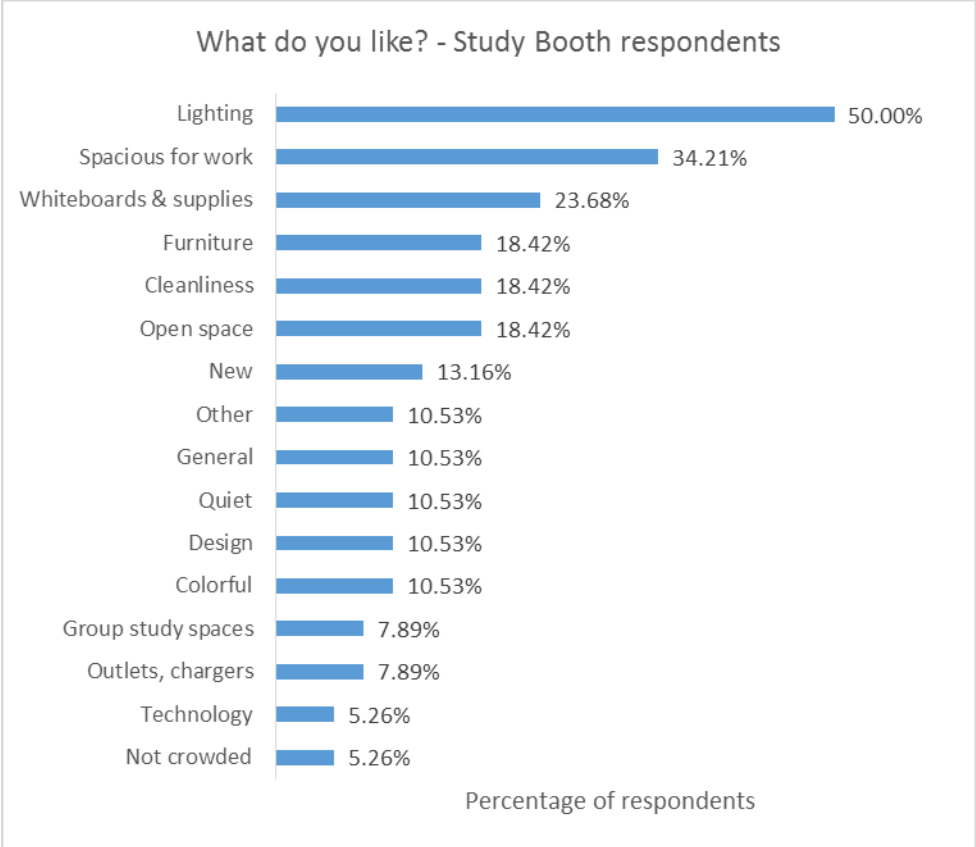Observation notes indicated that booths at most times were all occupied and with a range of occupants from 1 to 5. Overall, respondents indicated that the booths were being used mostly by groups (57%). However, when the responses were separated by type of study booth, it was revealed that the high table study booths (off the general LC) are used by more individuals, and the regular table study booths (in the hallway) are frequented by more groups. (It should be noted though that we only received 9 completed question cards from the high table booths, 33 from the regular table booths.)
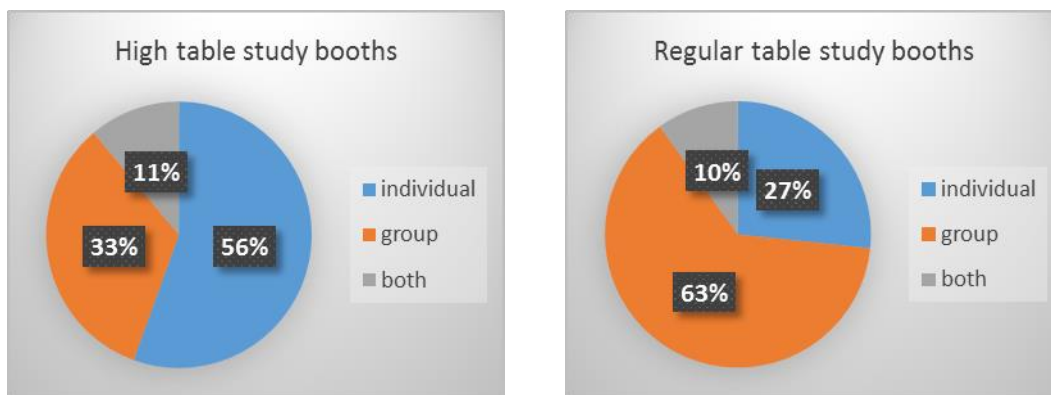
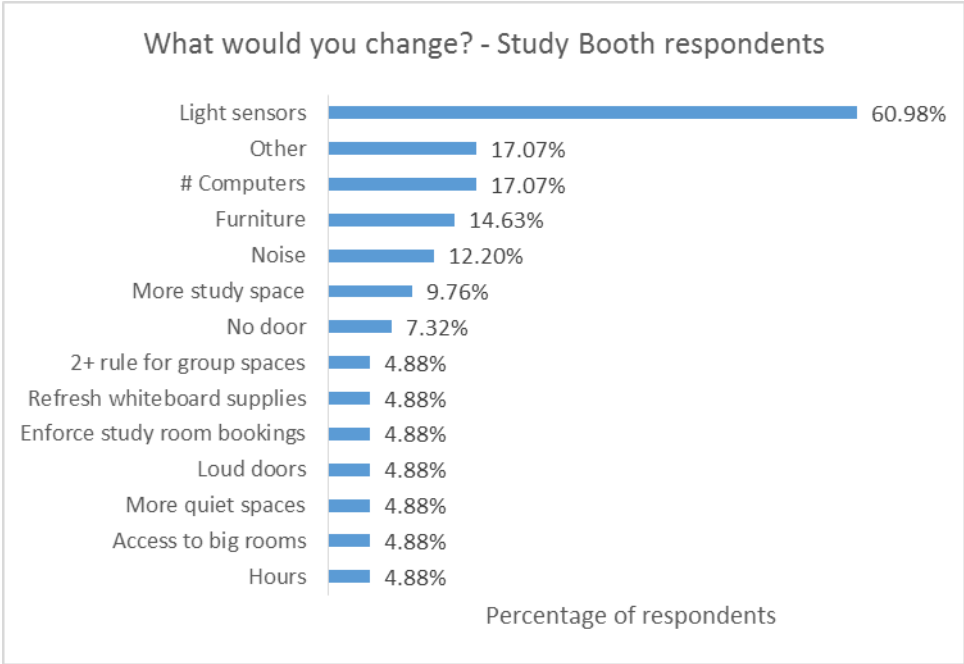The most common reason respondents gave for using the study booths was for studying (84.21%). Groupwork was only mentioned by 15.79% of respondents. – Could this indicate that the study booths are a default for individuals seeking ample desk space for individual work?
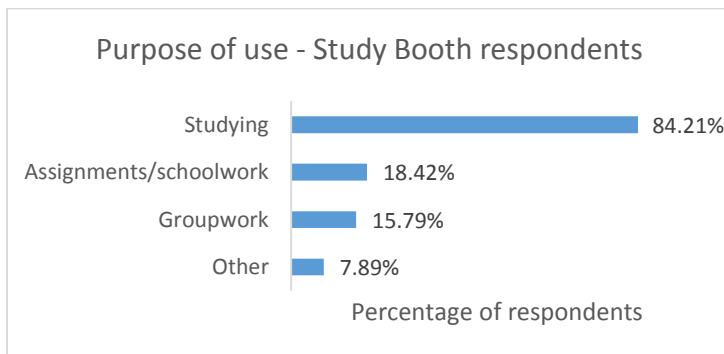

What they liked: Positive comments tended to be about the entire LC. Lighting and spaciousness get the top bill, and they like the whiteboards.

What do you like? - Study Booth respondents

Category	Percentage
Lighting	50.00%
Spacious for work	34.21%
Whiteboards & supplies	23.68%
Furniture	18.42%
Cleanliness	18.42%
Open space	18.42%
New	13.16%
Other	10.53%
General	10.53%
Quiet	10.53%
Design	10.53%
Colorful	10.53%
Group study spaces	7.89%
Outlets, chargers	7.89%
Technology	5.26%
Not crowded	5.26%

Percentage of respondents

What they would change: Negative comments were consumed by light sensor complaints (60.98%). Many occupied study booths with lights out were recorded in observations as well. After the light sensor complaints, negative comments tended to be about the general LC – the number of computers, furniture and noise.

What would you change? - Study Booth respondents

Category	Percentage
Light sensors	60.98%
Other	17.07%
# Computers	17.07%
Furniture	14.63%
Noise	12.20%
More study space	9.76%
No door	7.32%
2+ rule for group spaces	4.88%
Refresh whiteboard supplies	4.88%
Enforce study room bookings	4.88%
Loud doors	4.88%
More quiet spaces	4.88%
Access to big rooms	4.88%
Hours	4.88%

Percentage of respondents

Affiliation: Nursing was represented in 29.41% of completed question cards, followed by Medicine at 26.47% and Health Professions (other than Nursing) at 20.59%.
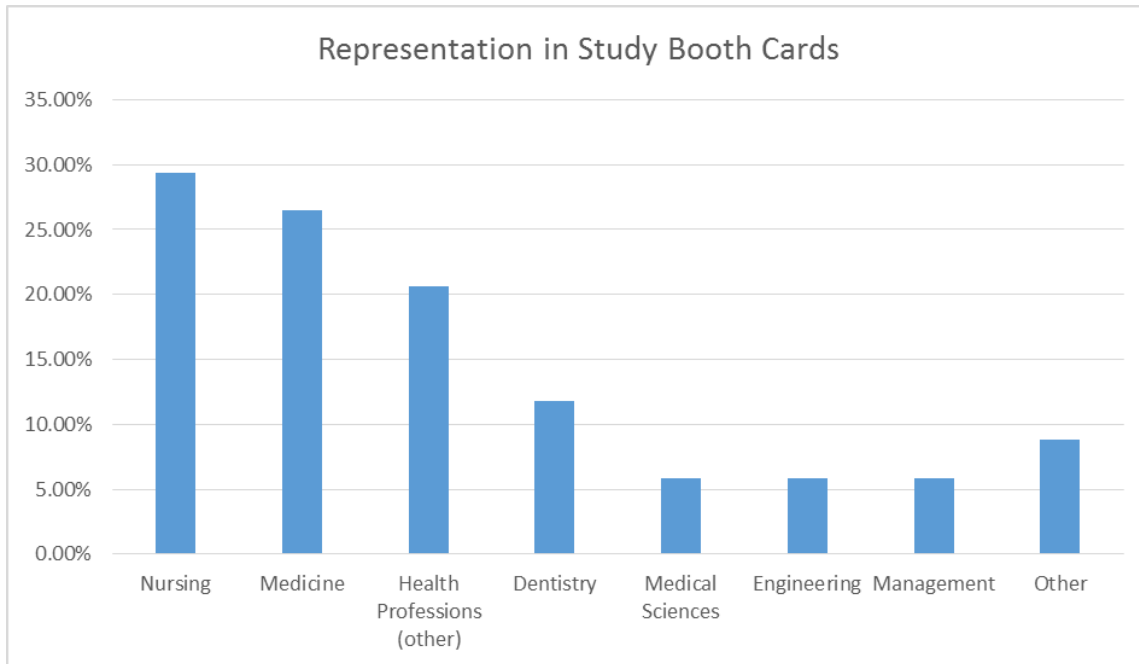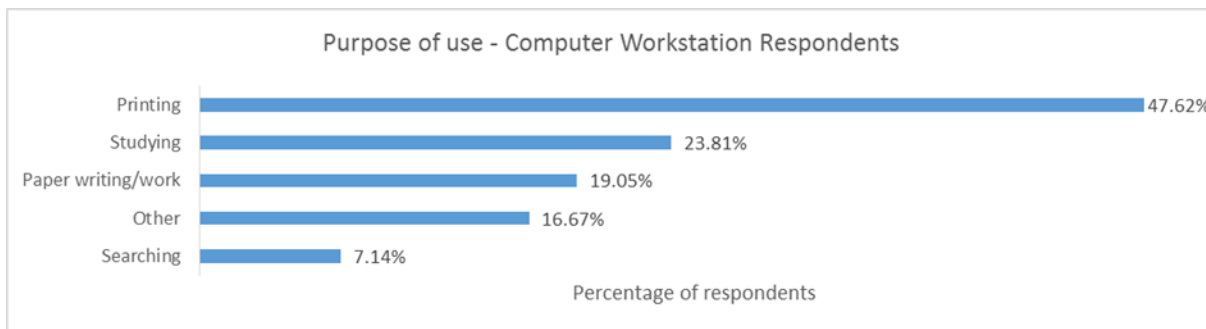

Computer Workstations

Total question cards received: 48

48% of respondents indicated the space met their needs.

Purpose of use: 47.62% indicated their reason for using the computers was for printing. For 80% of these respondents, it was the only reason given for using the computers.

What they liked: Positive comments were mostly for the entire LC. The "spacious" theme continues with 21.74%. Cleanliness and lighting take top bill (each at 34.78%), with furniture and design coming second at 23.91% each.

What do you like? - Computer Workstation Respondents

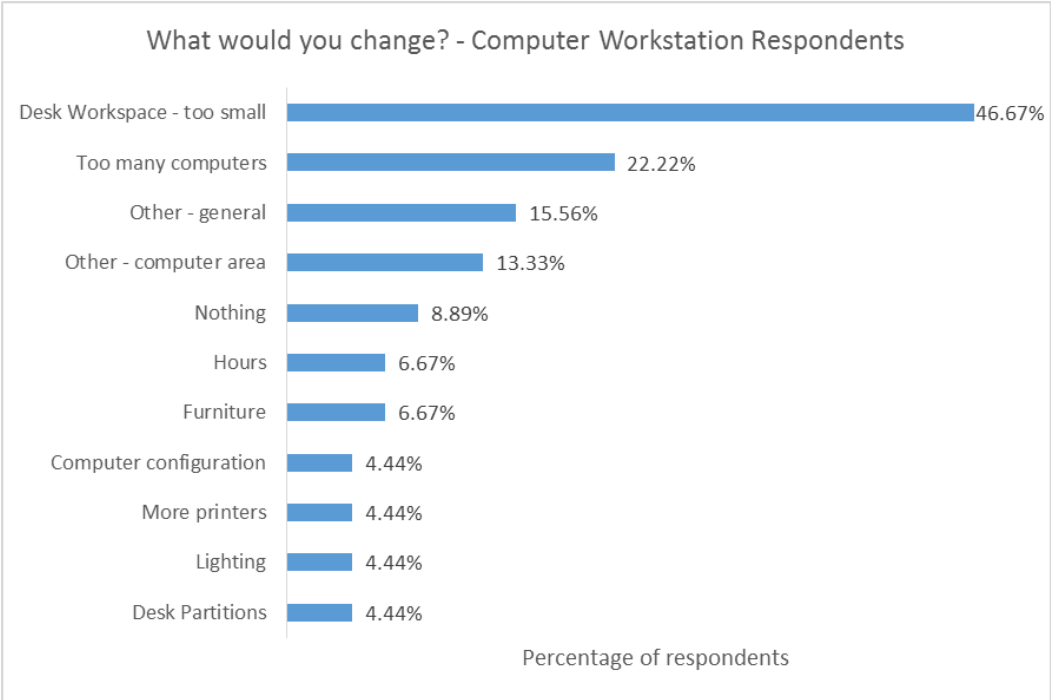| Category	Percentage
Clean	34.78%
Lighting	34.78%
Furniture	23.91%
Design	23.91%
Open/Spacious	21.74%
Quiet	15.22%
Computers	13.04%
Windows	13.04%
Study spaces	10.87%
New	10.87%
Plugs/Outlets	8.70%
General	8.70%
Other	6.52%
Privacy	4.35%
Comfortable	4.35%

Percentage respondents
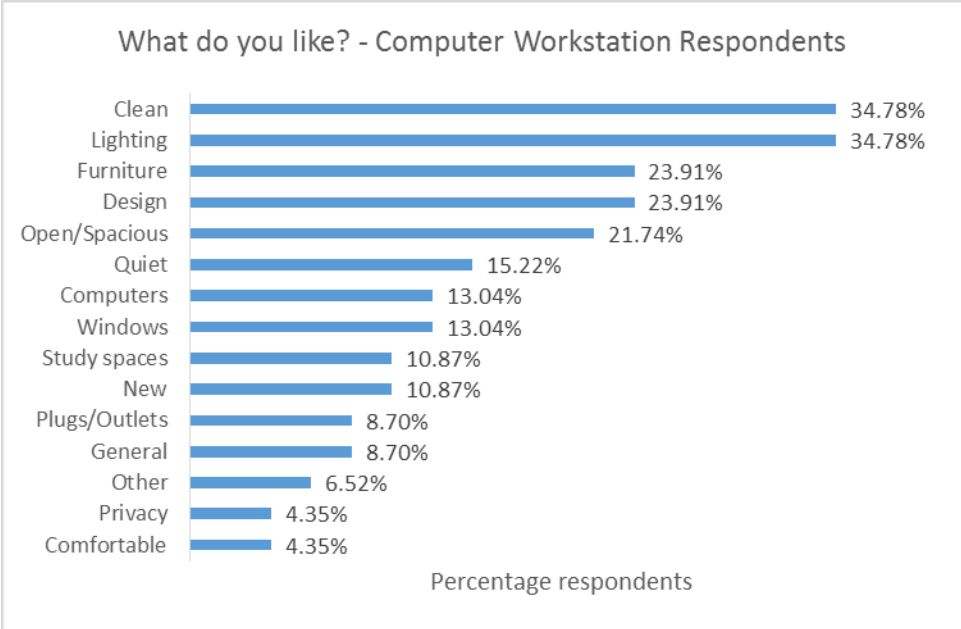
What they would change: Nearly half the respondents (46.67%) indicated that the desk workspace at the computer workstations is too small. An overabundance of computers was highlighted by 22.22% of respondents.

What would you change? - Computer Workstation Respondents

Category	Percentage
Desk Workspace - too small	46.67%
Too many computers	22.22%
Other - general	15.56%
Other - computer area	13.33%
Nothing	8.89%
Hours	6.67%
Furniture	6.67%
Computer configuration	4.44%
More printers	4.44%
Lighting	4.44%
Desk Partitions	4.44%

Percentage of respondents

Affiliation: 1 faculty member filled out the question card and 1 respondent indicated they were not affiliated. Of the rest, 29% were students from Nursing, 37% from Health Professions (other than Nursing), 26% were from Medicine, and the rest were from other programs.

Affiliation - Computer Workstations
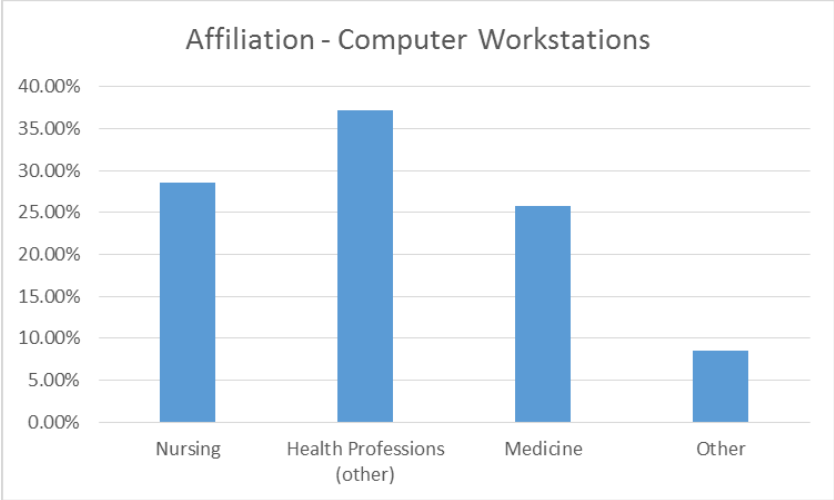
General Question Cards - Silent Study Room, Back Corridor, and Front Study Area

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

Total completed question cards: 126 (32 – silent study room, 37 – back corridor, 57 – front study area)

In general, 41% indicated the new LC met their needs. The front study area had the most content respondents with 48% saying it met their needs.

Purpose of use: 95.08% indicated that they used the space for studying; 18.03% for groupwork, and 13.93% for assignments/schoolwork. Relaxation was mentioned by a few respondents.

Purpose of use - General Question Cards
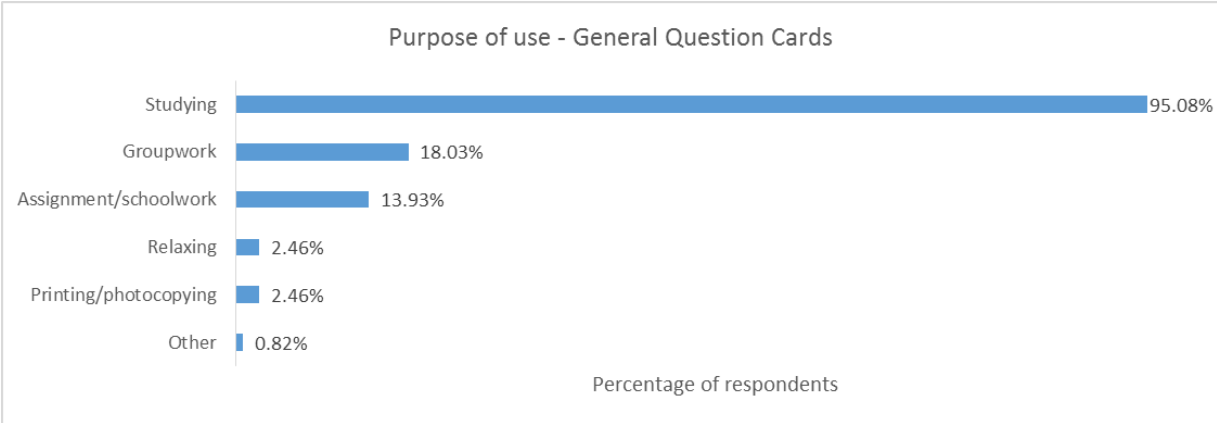
What they liked: Lighting was a clear winner, getting top votes from 43.33% of the respondents. Design and furniture were appreciated by 21.67% and 20.00%, respectively. (Standing desks were

mentioned by a few of the respondents.) Windows and study rooms follow with 19.17% and 18.33%.
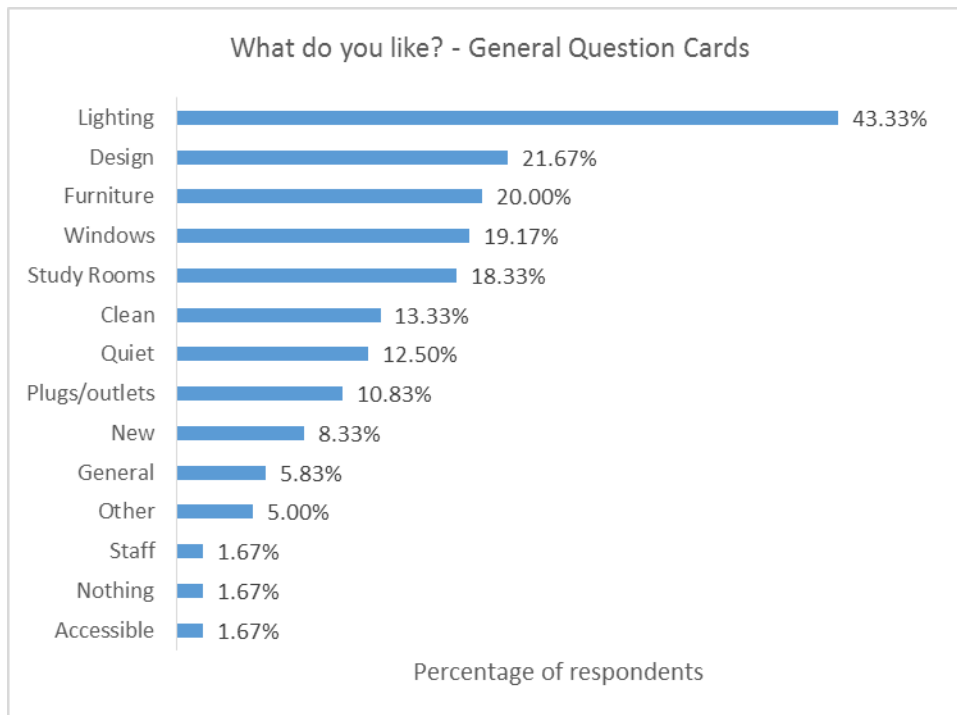
What they would change: 38.21% indicated there were too many computers. 83% of these respondents also said there should be more study space/quiet space/furniture for individual use. Examples include:

> "More study spaces - perhaps replace some of the computers with cubbies (lots of computers) or use another floor/part of floor"
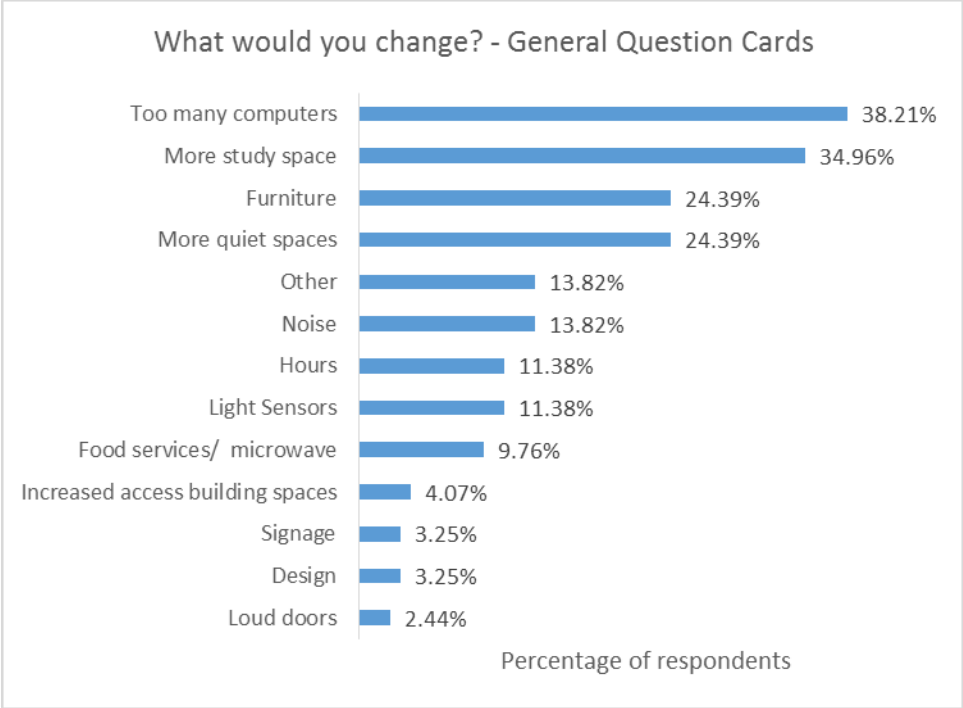
> "I think removing 1/2 of the desktop computers to make more study space"

> "More individual desks (with no computers)"

> "More study space, don't need so many computers, they take up tables that could be used for studying"

After computers, the next common request was for more study space (34.96%). 24.39% wanted different furniture (mostly for individual work spaces), and more quiet spaces. Noise, hours, and light sensors were also issues. Almost 10% requested access to food services or a microwave/kitchenette.

It should be noted that when analyzing the response data by area, the request for more quiet space rises to a full 1/3rd of back corridor respondents. Observations in the back corridor showed the individual study booths to be in heavy use, despite the observed noisiness of the corridor. This may indicate an unmet requirement for functional, individual work spaces in quiet areas.

What would you change? - General Question Cards

Category	Percentage of respondents
Too many computers	38.21%
More study space	34.96%
Furniture	24.39%
More quiet spaces	24.39%
Other	13.82%
Noise	13.82%
Hours	11.38%
Light Sensors	11.38%
Food services/ microwave	9.76%
Increased access building spaces	4.07%
Signage	3.25%
Design	3.25%
Loud doors	2.44%

Affiliation: Only 2 respondents were not affiliated with Dal; all the rest were Dal students. Of these, Medicine and Pharmacy dominate in the silent study room. Nursing students have a stronger presence in the back corridor, and Medicine dominates the front study area.

Affiliation - Silent Study Room

10

Affiliation - Back Corridor

Affiliation - Front Study Area
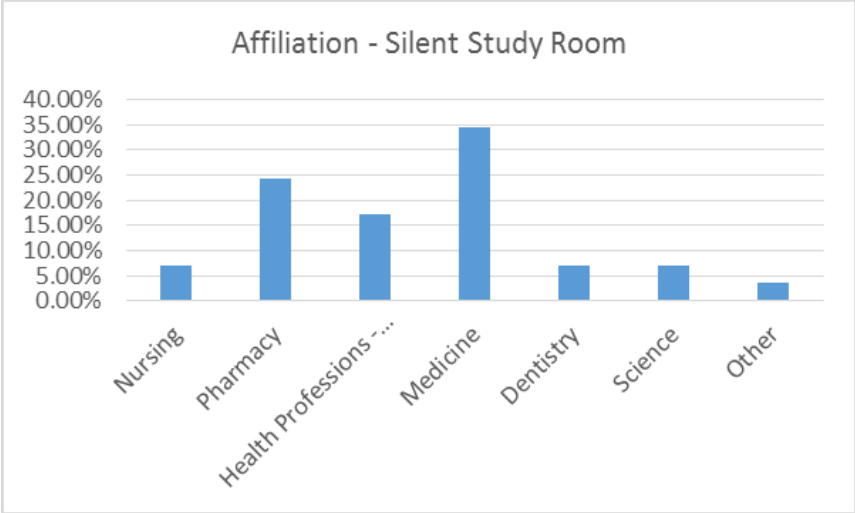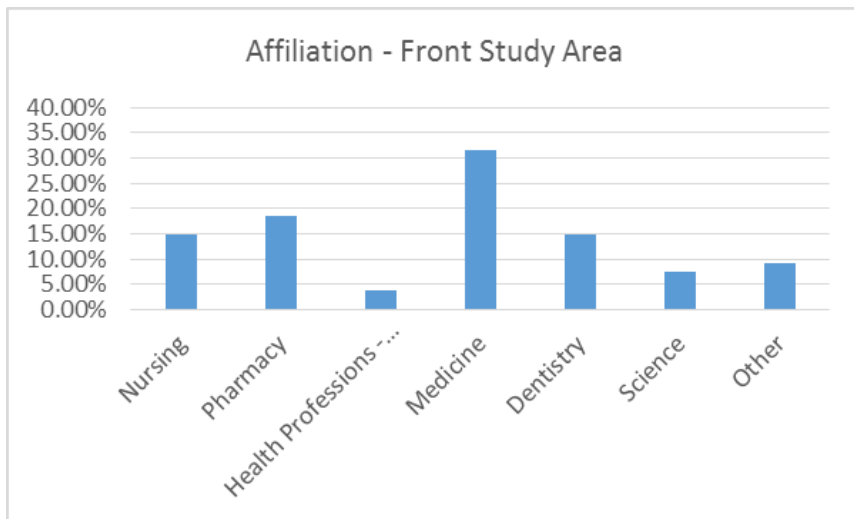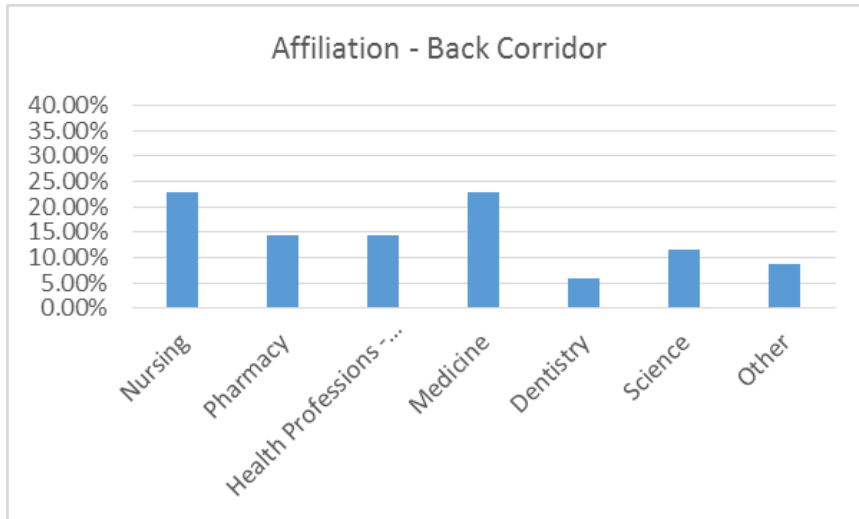
Other Assessment

Headcounts

It appears that the Kellogg LC is busiest Mon-Thu, in the afternoons. The number of available seating and percentage in use data indicate less need for computer workstations and more need for study carrels and silent/quiet study. Please note when viewing the heat map and graph below that both visuals under-represent the usage of the study rooms and study booths, as the data represents the number of seats in use not the number of rooms/booths in use. (Using 2 as the number of seats in these rooms/booths that must be occupied in order to consider the room/booth "in use", then **observations showed that study room usage amounted to 79% and booth usage 67%.**)

Heat Map CHEB Learning Commons														
	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Morning	51	27	42	30	49	29	85	38	42	46	58	49	22	21
Afternoon	115	101	91	79	68	62	61	78	86	84	101	81	26	56
Evening	66	69	56	60	CLOSED	CLOSED	66	73	49	45	39	12	22	40

KEY: **Red** = Highest use | **Yellow** = Lowest use   Note: We are regularly closed Friday and Saturday nights, however we were open for extended hours for one count
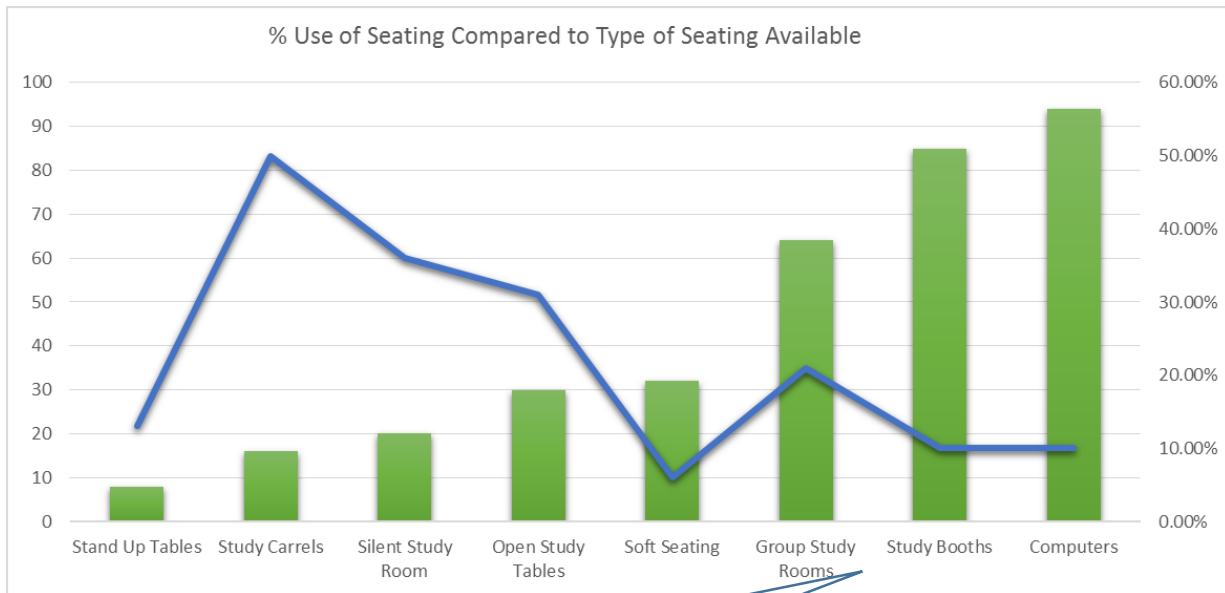
Note: This data represents the percentage of seats used in the group study rooms and study booths according to head counts, not percentage use of the rooms per se, which, according to observations, amounted to 79% for study rooms, and 67% for study booths (see above).

Computer Usage Data

Computer usage data indicates the heaviest use is Mon-Wed from late morning to early afternoon. This data does not include the Mac stations (6). Of the remaining 88 stations, the highest number in use over the course of one hour was 19. Comparisons with usage numbers from last year (i.e., the old location) show a significant and perplexing decrease in usage.

	22-Feb	23-Feb	24-Feb	25-Feb	26-Feb	27-Feb	28-Feb	29-Feb	1-Mar	2-Mar	3-Mar	4-Mar	5-Mar	6-Mar
7:00 AM	1	4	3	2	2			5	3	1	2	3		
8:00 AM	8	4	5	4	5			8	2	3	4	2		
9:00 AM	6	4	4	1	3			10	3	1	6	2		
10:00 AM	7	6	8	2	4	0		19	5	10	2	1	2	
11:00 AM	11	10	10	8	7	0	2	10	12	5	5	8	0	2
12:00 PM	15	12	6	6	5	5	0	8	6	8	3	4	1	2
1:00 PM	6	13	7	2	5	1	1	9	10	8	8	7	1	0
2:00 PM	6	4	6	3	5	2	2	7	6	6	5	3	1	1
3:00 PM	4	13	2	5	3	1	6	4	6	7	5	3	2	1
4:00 PM	5	6	1	2	1	0	1	5	5	4	5	5	1	1
5:00 PM	4	3	3	3	1	0	4	3	1	2	3	2	1	2
6:00 PM	2	4	0	1	1		1	1	0	0	3	2	0	2
7:00 PM	3	4	1	1			3	1	2	3	3	1	1	0
8:00 PM	2	1	1	0			1	2	2	1	3	0	1	1
9:00 PM	0	0	1	0			1	0	1	2	0	0	0	2
10:00 PM	2	1	0	0			1	0	0	3	2	0	0	1
	Mon	Tue	Wed	Thu	Fri	Sat	Sun	Mon	Tue	Wed	Thu	Fri	Sat	Sun

Number of computers in use over each hour – Kellogg LC, Feb 22nd – Mar 6th, 2016

	23-Feb	24-Feb	25-Feb	26-Feb	27-Feb	28-Feb	1-Mar	2-Mar	3-Mar	4-Mar	5-Mar	6-Mar
7:00 AM	4	5	4	11	2			4	8	3	6	5
8:00 AM	25	22	14	13	16			19	28	11	11	10
9:00 AM	19	24	28	24	20			24	21	24	17	13
10:00 AM	25	23	24	27	20	2		34	28	15	26	27
11:00 AM	42	44	39	28	26	5	10	51	52	23	25	27
12:00 PM	37	33	28	30	20	7	9	51	45	22	30	25
1:00 PM	43	28	31	26	24	7	9	57	34	36	25	29
2:00 PM	39	32	24	26	34	4	16	44	26	42	47	35
3:00 PM	31	34	24	25	31	7	19	31	29	41	49	36
4:00 PM	28	31	23	13	27	8	18	30	20	32	27	19
5:00 PM	27	24	22	11	23	6	20	22	20	27	23	14
6:00 PM	21	19	20	16	12		9	19	17	24	16	14
7:00 PM	23	21	15	15			8	16	21	16	13	7
8:00 PM	16	15	18	10			7	10	12	12	11	5
9:00 PM	14	10	10	6			9	5	7	6	9	5
10:00 PM	7	10	9	4			3	7	6	5	4	5
	Mon	Tue	Wed	Thu	Fri	Sat	Sun	Mon	Tue	Wed	Thu	Fri

Number of computers in use over each hour – Kellogg LC, Feb 23rd – Mar 6th, 2015

Observations

Sample observation notes are attached as Appendix F, and mirror some of the findings above, including:

Both the bookable study rooms and the study booths are heavily used. The lights were often off in the study booths even though they were occupied. There appears to be a confusion around speaking volume. Conversations are easily heard outside of the study booths. This unawareness of noise policies may be due to lack of signage.

In the computer area, Macs were observed to be in heavy use, but not the rest of the computers. The stations with the scanners seemed popular, but we think that could be because there is more desk space. Observers' personal use of the computer workstations proved frustrating due to lack of desk space. A lack of collaborative computer workspace was also observed. It was also noted that while the computer workstations were mostly empty, the four cubbies on the side wall were usually fully occupied. Passersby seemed to be quiet, but conversations in the study booths could be heard, as could conversations at the help desk and in the staff area behind.

Occupants of the silent study room are, indeed, silent. One of the three observers felt uncomfortable in the room because of this. The other two observers felt the glass wall was distracting (i.e., passersby) and felt disrupted by noise from the seminar rooms and the top of the stairs. It is a well-used space, however, with most occupants using laptops. The table pods of 3 appear to be more popular than the carrels facing the side walls.

Observers felt the back corridor was a dysfunctional space. With regular, talkative passers-through, easily heard washroom noise, elevator use, cleaning staff, and conversations at the top of the stairs the space is simply noisy. Yet, the study carrels are often in full use by laptop users. We wondered if these users simply didn't have any other options for individual work space. The comfortable seating was mostly observed to be empty or just one or two occupants.

The front study area seemed to be the best of all worlds. Table pods here were in good use with laptop users, but the computers in this area were mostly empty. There is great natural lighting here and little noise. While the computer area around the corner was susceptible to conversation noise from study booths and the service area, the front study space is either far enough away or the air exchanger renders that noise inaudible. As for the air exchanger, one observer barely noticed it; another did. The comfy seating in this area was rarely occupied.

Overall, the lack of signage was noticeable. Observers felt the spaces could be more quiet if signage was present. Temporary bathroom signage was observed to be inadequate. Laptop lending signage was noticeably absent as well.

Other

It should be noted that similar feedback was received, informally, during an ice breaker discussion with Dentistry students at the beginning of an information literacy session, particularly with regard to the desire for more study space and less computers. These eight students also noted that the study carrels were a little cramped and voiced the need for signage in order to keep noise levels down.

Recommendations

- Remove one-third of the computer workstations as soon as possible, beginning in the area furthest from the printers, and replace with a mix of study carrels and the popular table pods of three. (A future reassessment will ascertain if more terminals can be reallocated.) Based on all four assessment methods (question cards, headcounts, computer usage data, and observations), it is clear that the new Kellogg LC has an overabundance of computer workstations that are occupying space that could be better utilized as sought-after, quiet, individual study.

- Investigate solutions for expanding computer desk workspace (e.g., removing the next computer to double a workspace). Removing privacy screens at some terminals could provide a little more wiggle room and allow for collaborative activities.

- Relocate study carrels in the back corridor to the front study area, and relocate comfortable seating from the front study area to the back corridor. The back corridor is a route of natural human traffic and is therefore too noisy for individual work space. The comfortable seating is, at present, underutilized.

- Consider relocating the silent study room. The assessment planning group would like to highlight room 268, just off the far end of the LC, as a potential new home for silent study. This room is removed from the busy flows of traffic, and still has plenty of windows and natural light. In its current location, at the end of the back corridor and near the top of the stairs, the silent study room is prone to noise from human traffic. This room is also heavily used and could stand to have a larger footprint.

- Staff are encouraged to observe noise level changes now that quiet signage has been put in place. The lack of this signage was clearly an issue at the time of this study.

- Signage promoting the use of the wireless printing service should be placed in the Kellogg LC. The Libraries should also attempt to gather feedback on the wireless printing services across all of the learning commons.

- Signage promoting the laptop lending service should also be strategically placed in the Kellogg LC.

- Staff are encouraged to observe how often occupied study booths are unlit. Light sensor recalibration was definitely a requirement during the course of this assessment and it appears that maintenance staff have since adjusted the sensors.

- Consider a trial of 3-hour study room bookings (rather than 2 hour) at all learning commons, including the Kellogg LC.

- An overall, follow-up assessment study should be conducted in about one year's time, following implementation of the recommended changes. A smaller, focused assessment study should be conducted immediately following computer workstation removal and furniture moves.

Guerrilla Assessment Plan

Kellogg Learning Commons

Feb 22nd-28th, 2016

Guerrilla Team: Mick Bottom
                  LITS Manager of Services, Support & Training

                  Kellogg Librarians & Staff:
                  Ann Barrett
                  Nadine Day Boutilier
                  Patrick Ellis
                  Melissa Helwig
                  Robin Parker
                  Jan Pelley – Coordinator at Kellogg LC

                  WMLC Navigators:
                  Faye Teeuwen   Sandeep Kuri   Gagneesh Singh
                  Deric Johnson   Danish Malik   Harpreet Singh
                  Jobanjot Singh   Chirag Sharma   Sahil Nagpal
                  Manisha Arora   Dhruv Bhatia   Shannon Steele

                  Linda Bedwell
                  Assessment Librarian
                  (text: 817-4155, office: 494-2680)

                  With support from: Carol Richardson, Marlo MacKay

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

The Kellogg LC 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)

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 for Linda to retrieve as often as possible (e.g., every other day). Jan, as the on-site coordinator for the project, will ensure the cards are regularly retrieved and replaced, and notify Linda if supplies are running low.

General Question Cards

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

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 _____

Study Booth Question Cards

For: study booths with regular tables (blue backing), study booths with high tables (orange backing).

1. Are you working in this study booth as an individual or as a group?
   _____
   (If as a group, please answer the following questions as group; 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 new 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

Question slips and collection boxes.

(Please answer as a group, rather than individually)
1. What do you like about this new space?
2. What would you change?
3. What are you using this space for?
4. How did you book this study room?

    __online __in person __I didn't book ahead (it was empty)
5. Please tell us the makeup of your group – which program(s) of study are you in?

Other assessment activities

- Kellogg staff will devise a 2-week head counting schedule for each area of the LC.

- LITS staff will track computer usage for a 2-week period (Feb 22nd – Mar 6th) to determine current demand on computers.

- Linda and Nadine will conduct observations – 1 to 1½ hour, at least once per weekday, at various times of day. Notes will be stored in the Share folder and will be discussed at a future meeting.

Prepared By:

Linda Bedwell
Assessment Librarian
(text: 817-4155, office: 494-2680)

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

(Please answer as a group, rather than individually.)

1) What do you like about this new space?

   _____

2) What would you change?

   _____

3) What are you using this space for?

   _____

4) How did you book this study room?
   _____ Online   _____ In person   _____ I didn't book the room (it was empty)

5) Please tell us the makeup of your group – which program(s) of study are you in?

   _____

Thanks! Please place this slip in the box.

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DALHOUSIE
UNIVERSITY

**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.**   **DALHOUSIE
UNIVERSITY**
Dalhousie Libraries

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

1. Are you working in this study booth as an individual or as a group? _____
   (If working as a group, please answer the following questions as a group; 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. _____

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

DALHOUSIE UNIVERSITY
Dalhousie Libraries

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

1. Does this new 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. _____

libraries.dal.ca   **Thanks! Please place this card upside down.**
                        Someone will be along shortly to collect it.   DALHOUSIE UNIVERSITY
                                                                            Dalhousie Libraries

Observations – Friday, February-26-16   11am

Study rooms – 2 unoccupied. 3 with 2, 1 with 1.

Study booths – all occupied. High tables – 1 with 3. 2 with 1. All lights on. Regular tables – 3 with 3, 2 with 2. All lights on.

Main computer area – 11am

18 in use.

Desks on side – all in use (4).

Very light talking from around corner (study booth, regular table)

Greeting at service desk.

Walk throughs are not disruptive.

Quiet from people at computers – only light discussions are heard from staff at service desk and sstudy booth in hallway.

Discussion has sparked up on other side of divider – could be distracting.

Discussion getting louder and more annoying – where are the signs?

Front study area – 11:20pm

1 person at computers. No one at stand up.

4 pods of 3 – 3 with 2, 1 with 1 – all on laptops

Quiet, bright

I always like this space. Airier feel.

No one in chairs.

Idea – change configuration in this space. Move some of the desk from back corridor and place along side wall, move the 2 pods there over toward the windows. Move most or all the chairs to the back corridor. This is a great space here and it is underutilized whiel the back corridor is dark and noisy and is a thoroughfare.

The guy at the pod of 1 just left.

Convo at service desk is not distracting – because the sound of air exchanger? Again, this space works – if it had the right furniture.

Should also move out the computers. Replace with another pod?

Someone is taking seat by window, behind stand up computer.

Girls talking at pod by window. Not distracting from here (far corner, chairs). They are packing to leave.

Back corridor – 11:45am

Seems quiet today – at least from this end (chairs by window).

4 people at desks (12) – all on laptops

No one in all these chairs.

Can easily hear flushing toilets, paper towel from here.

Can hear convo is seminar room next to me.

Bulletin board here with nothing on it. No one here to see it anyway.

Guy on a mission, walking with his lunch, took study room/seminar room hallway.

Male just came out of seminar room to put something in recycling.

Went to washroom. From this direction, the washroom and sign are not visible.

Loud doors. People talking and walking.

While walking to study room, I could clearly hear a personal convo in the last study booth.

Silent Study Room 12:05pm

2 people at far side row of 4.

4 pods of 3 – 2 with 3, 2 with 1. Someone at pod of 2 is leaving.

Can hear guy across from me tapping his cursor.

Back is against windows. Good light coming from them. Nicely lit worksurface.

Privacy screens don't really provide any privacy.

Half the people here aren't using laptops today.

Bumped wall with my chair. Tight fit. Bumped it again upon leaving.

Sign on wall says Pack I up, pack it out – but I can't read the fine print from here.

Guy across from me is munching on nuts(?) – it's actually distracting. I'd be annoyed if I needed silence.

Someone returned to his seat with plastic bag – lunch. Now his eating is distracting.

Different feel in here at lunch time. Less silent.

Someone else leaving. Now 7 people here, plus me. (room seats 20) – Friday? Lunchtime?

Sounds from outside – more like white noise (wind?).

Someone from side set of 4 is leaving.

Appendix G
Kellogg LC Floorplan

BREAKOUT ROOM C261

BREAKOUT ROOM C263

OPEN STUDY AREA C262

CLASSROOM C266

CLASSROOM C268

CLASSROOM C264

STAIR 2 C252

STOR C208

CORRIDOR C2H2

GROUP STUDY RM C255

GROUP STUDY RM C254

GROUP STUDY RM C253

GROUP STUDY RM C252

SEMINAR ROOM C251

GROUP STUDY RM C245

GROUP STUDY RM C244

GROUP STUDY RM C243

GROUP STUDY RM C242

SEMINAR ROOM C241

WORKSTATIONS C270

CORRIDOR C2H3

CORRIDOR C2H1

STUDY BOOTH C236

STUDY BOOTH C235

STUDY BOOTH C234

STUDY BOOTH C233

STUDY BOOTH C232

A/V ROOM C231

STUDY BOOTH C275

STUDY BOOTH C277

STUDY BOOTH C279

FEMALE W R C202

C202A

ELEV 1

ELEV 2

ELECTRICAL ROOM C205

COMM RM C206

VEST C207

MALE W R C204

C203 W R

C203

C204A

STAIR 1 C251

STAIR 3 C253

CORRIDOR C2H4

CUSTODIAL C201

STUDY AREA C280

HELP DESK C281

COPY PRINT C284

OFFICE C282

OFFICE C283

SEMINAR ROOM C220

SEMINAR ROOM C221

QUIET STUDY C223

11'-11"   7'-6"   17'-0"   25'-0"   25'-0"   24'-4"   10'-0"   14'-6"