



Wallace McCain Learning Commons

Assessment Report 2017

Executive Summary

The Wallace McCain Learning Commons (WMLC) opened on October 15th, 2015 and features three main areas for student use: the general Learning Commons (aka general LC space), an open space which contains computers and general seating areas; the Quiet Room, a large room used for silent work; and the Study Rooms, smaller rooms that groups can book.

After the opening of the WMLC, an Assessment team began the process of organizing and completing an evaluation of student views on the space, resulting in a 2016 Assessment Report. This report included the suggestion of conducting a second, follow-up assessment. Accordingly, a team consisting of the assessment librarian, the science librarians, and the LITS service manager conducted a follow-up assessment in 2017. The goal of this second assessment was to gather additional student input and to evaluate any changes triggered by a follow through of the initial Report's recommendations.

The 2017 assessment used a similar methodology to that used for the 2016 assessment, as it was found to be successful in facilitating individual user feedback in all three location types, and has been further used effectively during assessments of both the Kellogg and MacRae libraries. Question slips with different coloured backs were used for the Quiet Room and general LC spaces, and a printed slip was used for Study Rooms, just like in 2016. However, the previously used method of gathering feedback on whiteboards in the Study Rooms had proved unwieldy and was dropped for the 2017 assessment. Observations of the spaces were completed at different times of day, (totalling about five hours), and head counts were undertaken by the navigators over a one week period. All raw data can be found in the Libraries' System Wide Accessible folder at: O:\Libraries - System-Wide Accessible Information\Assessment\Spaces\WMLC\2017 WMLC Assessment.

A significant recommendation from the 2016 Assessment was to have more ergonomic furniture for the purposes of working on projects and assignments, particularly in the Quiet Room. The 2017 Assessment found that, despite some improvement, students still thought the furniture could be improved, particularly in the Quiet Room. Students also expressed dissatisfaction with the bookable Study Rooms regarding the supply of whiteboard markers and the common occurrence of the motion-sensitive lights turning off when students did not move enough while studying. Monitoring cleanliness, managing temperature, and updating signage are further suggestions that may help increase student satisfaction. Recommendations are discussed in further detail in the Recommendations section of this Report.

Results Summaries

Bookable Study Rooms

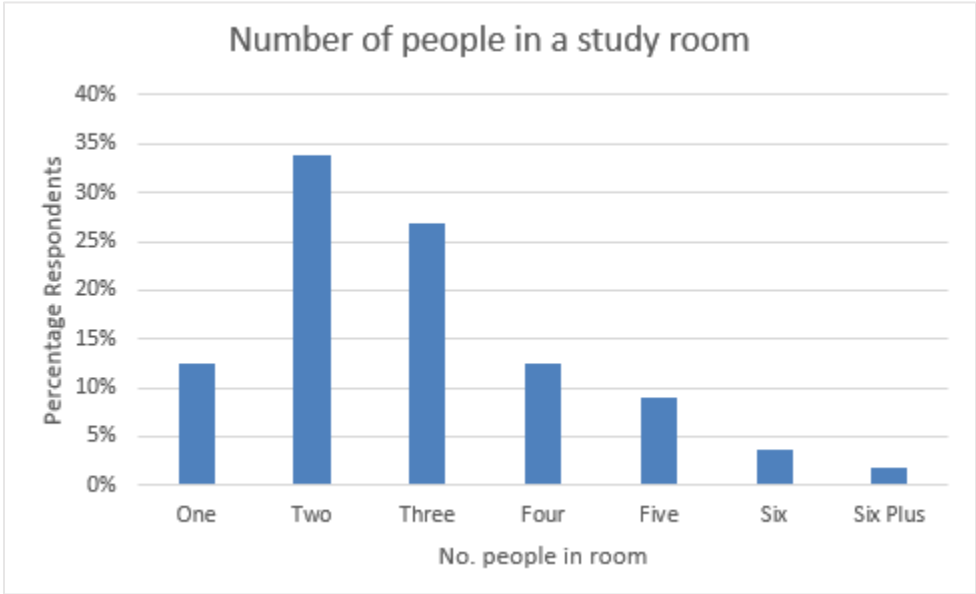
Total slips received: 62. Most respondents gave serious answers to all 5 questions asked on the Study Rooms slips. In some cases, respondents answered some questions and left others blank (5 blanks in "positive", 1 blank in "negative", 4 blanks in "use of space", 3 blanks in "booking method", and 3 blanks in "group totals"). In other cases, respondents seriously answered some questions and gave 'spoiled' responses to others (4 spoiled in "positive", 6 spoiled in "negative", 6 spoiled in "use of space", 4 spoiled in "booking method", and 3 spoiled in "group totals"). Totals used to calculate percentages were established on a per question basis by excluding blank and spoiled responses.

Method used to book a room:

More than three-quarters of respondents – 85% - booked their room online. Some respondents - 13% - just walked into an empty room. And 2% of respondents booked their room in person.

Number of people in a room:

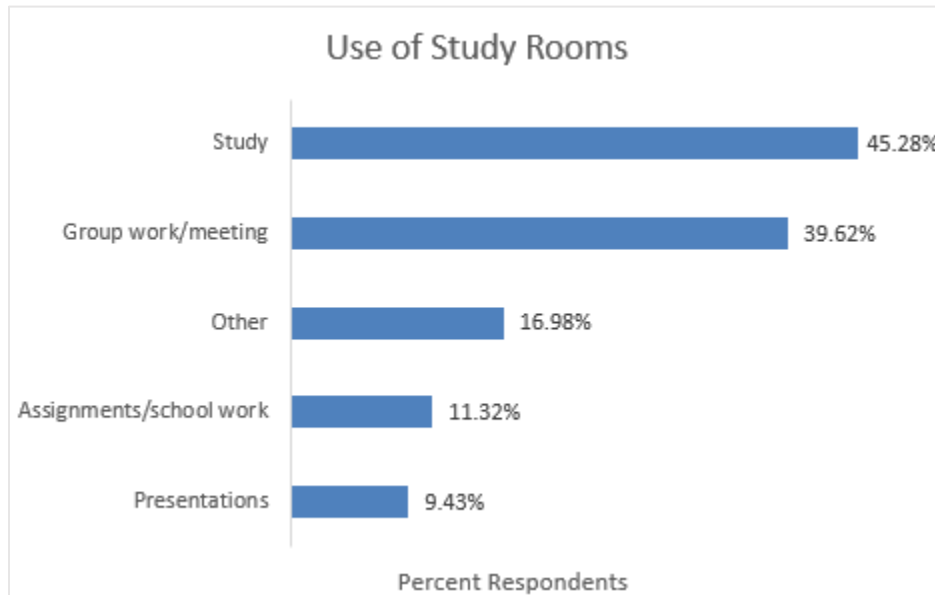
The most common answer for how many people were in the room was 2 (34%), followed by 3, 4, and 1 (27%, 13%, and 13% respectively).



Purpose of Use:

The rooms are most commonly used for studying (mentioned by 45% of the respondents). The popularity of these rooms for studying may be related to the lack of comfortable, ergonomic seating and appropriate, quiet desk space elsewhere in the WMLC (see the results for the Quiet Study Room and General LC Spaces). 40% of respondents mentioned using the room for group work (up from just 17% in the 2016 assessment) or attending group meetings. Other uses of the room include working on assignments (11%), practicing presentations (9%), and various other uses (17%) such as social meetings and relaxing.

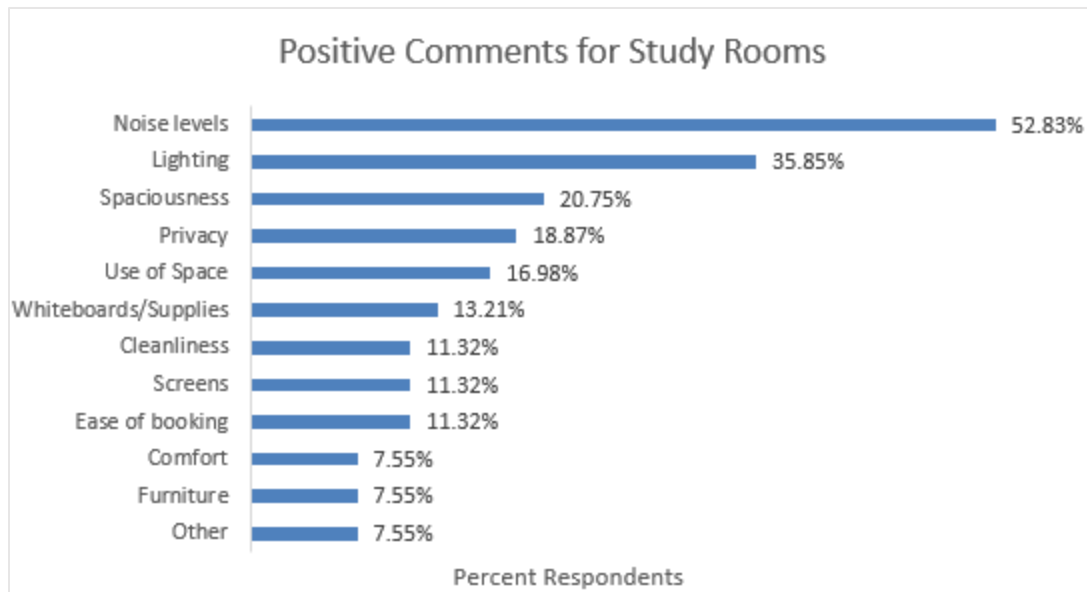
As some respondents mentioned multiple uses for the rooms, percentages reflect how many respondents mentioned a given use for a room and accordingly add up to more than 100%.



What they liked:

Almost half of the positive comments (53%) mentioned the quiet and noise-level of the Study Rooms (e.g., "quiet and closed off, noise won't disturb other people" and "quiet, no distractions"). The lighting was mentioned positively by 36% of respondents, mostly focusing on the bright feel of the rooms with some comments about the natural lighting and windows. Spaciousness was mentioned by 21% of respondents followed closely by privacy with 19% mentions (privacy included responses referring to the isolation of the rooms or lack of distractions). Use of the space received 17% of comments, focusing on the ability to use the space for varied work (e.g. "can do anything here" and "they offer a private space to work on problems with partners"). Additional categories – mentioned by under 15% of respondents – include cleanliness, TV screens, whiteboards/supplies, comfort of the rooms, ease of booking, furniture, and other topics.

As some respondents mentioned multiple aspects they liked about the study rooms, percentages reflect how many respondents mentioned a given aspect and accordingly add up to more than 100%.



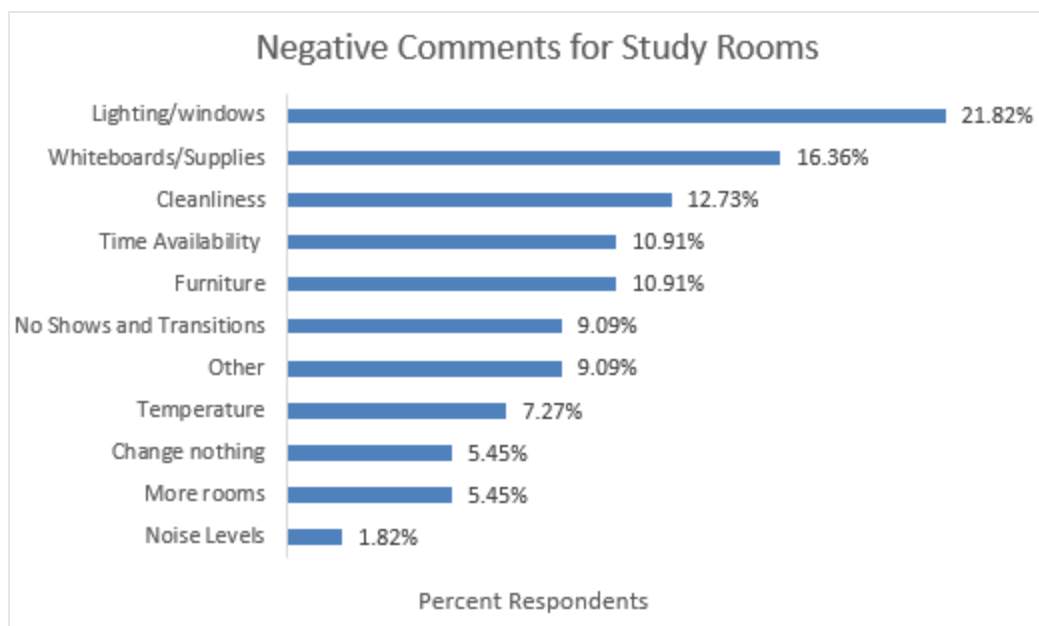
What they would change:

22% of respondents mentioned the lighting as something to change. While 4% of these comments were about potentially adding blinds, most (18%) were referring to the motion sensors turning the lights off when students were too still, as shown in the following sample comments:

- "the automatic shut off lights should have a 'stay on' setting because they often turn off while rooms still in use"
- "the lights are super annoying, the sensors in the study rooms always turn off"
- "the lights shut off automatically while you are working in them and it is inconvenient to have to keep getting up to turn them on again and again"
- "the fact that the light shuts off every 5 minutes"

16% of respondents indicated that the supplies available for the whiteboards are insufficient (although, as indicated in the previous section, some respondents commented positively that whiteboards were in the study rooms). 13% complained about cleanliness, mentioning mice, odor, and trash accumulating in rooms. 11% complained about the limited time availability for the rooms, and 11% expressed a desire for improved furniture such as tables more adapted to extended periods of study and comfier chairs. Additional categories commented on by under 10% of respondents include temperature, noise levels, desire for more room availability, no shows and transition between groups, and various other topics. 5% of respondents explicitly pointed out that they would change nothing about the study rooms.

As some respondents mentioned multiple aspects they would like to change about the study rooms, percentages reflect how many respondents mentioned a given aspect and accordingly add up to more than 100%.



Comparison to previous assessment:

While the primary purpose of the Study Rooms has remained studying (dropped to 45% of respondents from 52% in 2016), the use of the space for group work or meetings has risen from 17% to 40%. The noise level of the rooms was listed as the main reason why students enjoyed these spaces, when previously this did not rank particularly high among respondents.

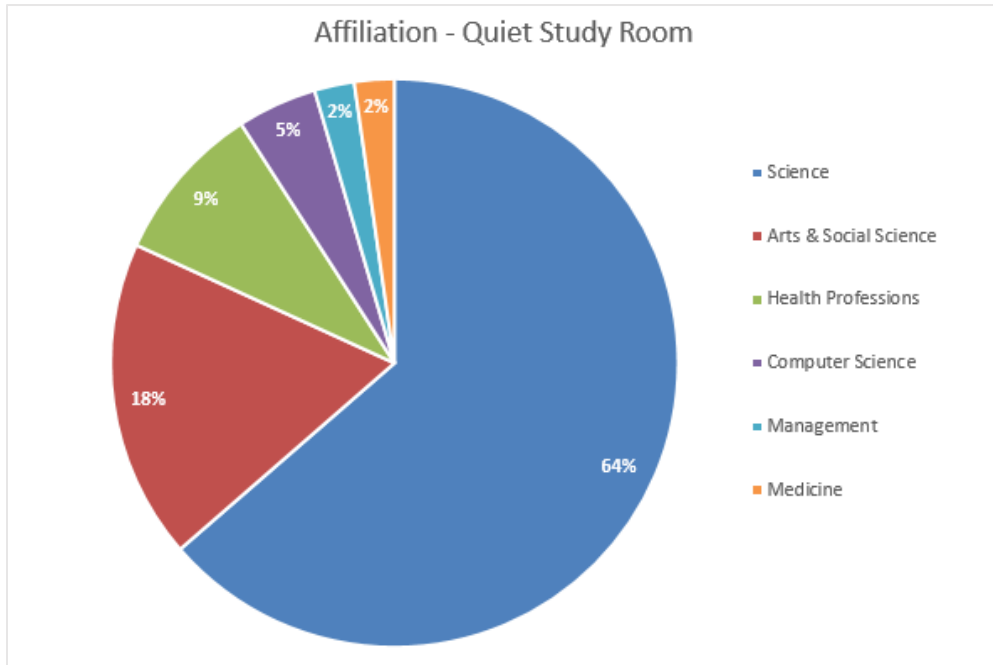
The bright lighting received the second highest number of positive comments in both years, which stands in contrast with the number of negative comments about the mechanical lighting shutting off when students do not move significantly over a period of time. This complaint appears for the first time in the 2017 assessment – the sensors were not in place at the time of the 2016 assessment. Availability of whiteboard supplies have also risen significantly as a concern for students.

Quiet Room

Total completed question cards: 45. Most respondents gave serious answers to all 4 questions asked on the Quiet Room question cards. In some cases, respondents answered some questions and left others blank (2 blanks in "positive", no blanks in "negative", 1 blank in "use of space", 1 partial blank in "affiliation"). In one case, a respondent gave a 'spoiled' response to one question but answered other questions seriously. Totals used to calculate percentages were established on a per question basis by excluding blank and spoiled responses.

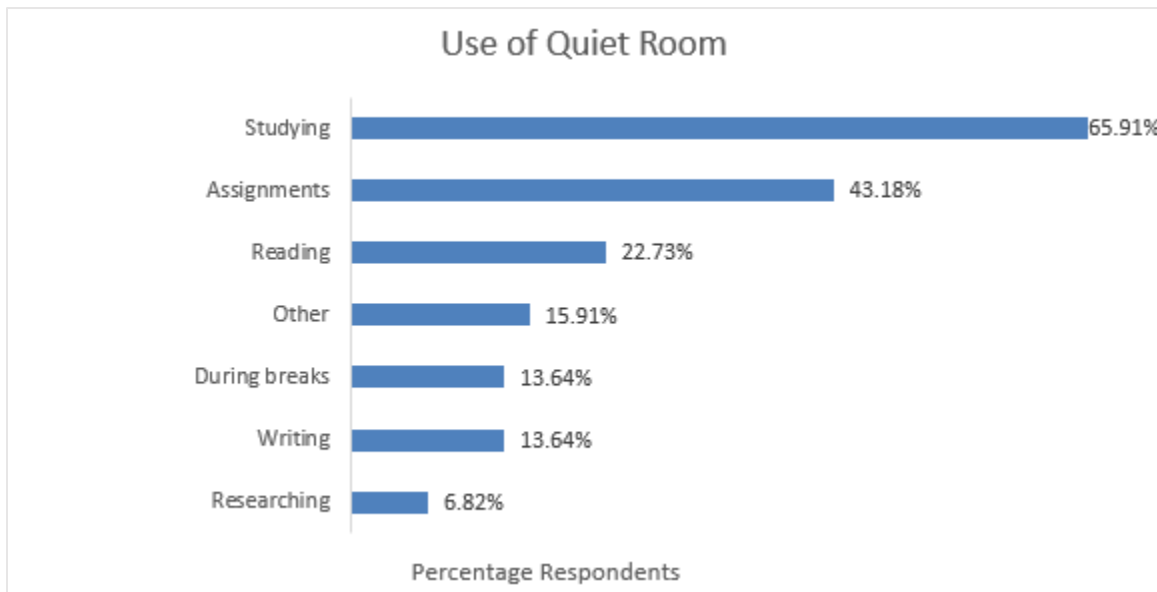
Respondent affiliation:

When looking at faculties, 64% of respondents were Science students. Additionally, 18% of respondents were from Arts & Social Sciences, 2% from Management, and 5% from Computer Science – these are other faculties generally served by the Killam Library. When looking at institutional affiliations, 91% of respondents were from Dalhousie University, 2% from Kings, and 6% remained unidentified.



Purpose of use:

The majority (66%) of respondents use the Quiet Room for studying, with 43% of respondents mentioning working on assignments and 23% mentioning reading. Other uses for the room include using it during a break (14%), writing (14%), and researching (7%). Various topics were grouped in the "other" category (16%) such as taking naps, editing, or having lunch.

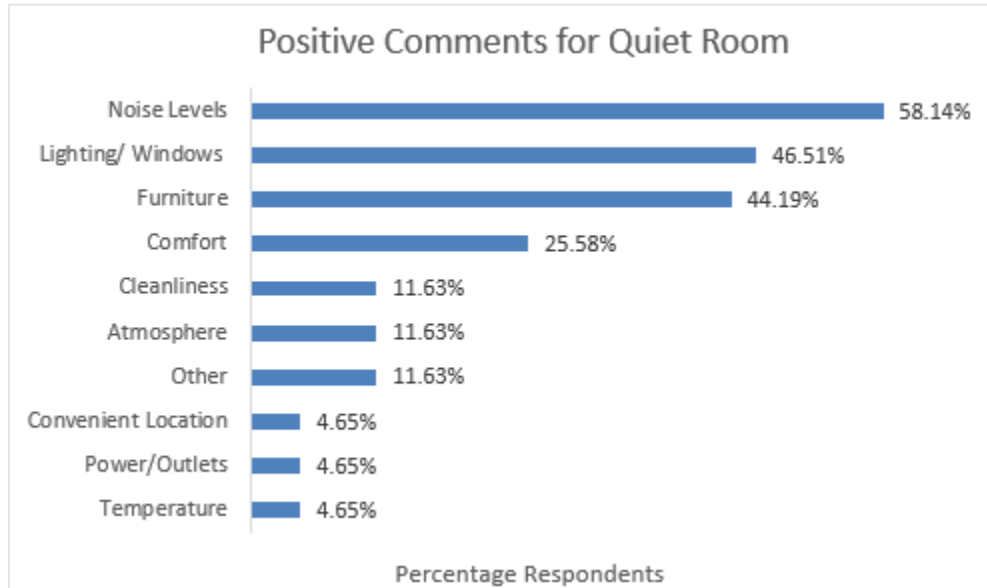


What they liked:

There are many aspects of the Quiet Room that appealed to respondents. The quiet was mentioned by 58% of respondents (e.g. "it's quiet and people respect that" and "It's a great place to quietly get work done"). The bright lighting and the windows were also popular (47%), as were the seats and large tables

(grouped under furniture and mentioned by 44% of respondents). Being comfy also ranked highly at 26% either referring to general environment or seating (e.g. "it is actually quiet and [a] comfortable environment" and "I enjoy the comfy seats"). Categories that received positive comments from less than 15% of respondents include cleanliness, convenience of location, atmosphere, power outlets, temperature, and various other topics (grouped under "other") such as the lack of distractions and the overall existence of the space.

As some respondents mentioned multiple aspects they liked about the Quiet room, percentages reflect how many respondents mentioned a given aspect and accordingly add up to more than 100%.



What they would change:

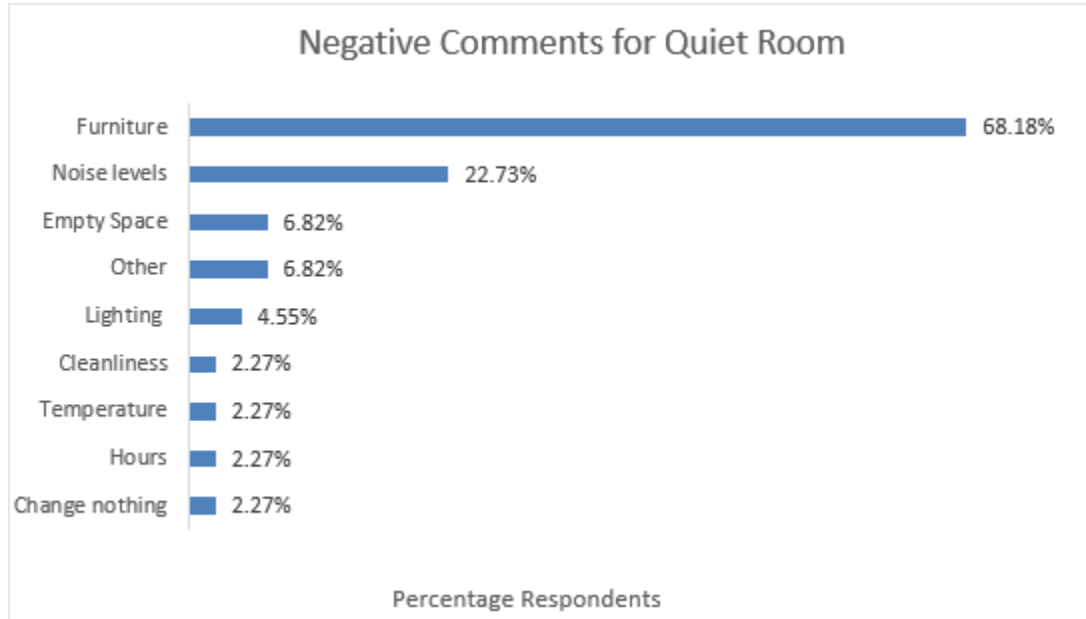
68% of respondents commented on the desks and tables, making this the largest suggestion for change by a significant margin. The issue seems to center around not having enough tables that can serve as desks to comfortably get work done, as indicated in the below quotations.

- "Have more high tables because it is awkward using the low tables"
- "Definitely add more desks! versus just all sofas/one-seaters! How are you supposed to write?"
- "Desks, not small tables, desks at a proper height to write papers on"
- "More desk height tables"

Noise was mentioned by 23% of respondents and can be mostly broken down into three categories: noise created by the door at the room entrance, noise created from bleed over due to the study room adjacent to the Quiet Room, and noise from other occupants of the Quiet room. Included below are some sample comments.

- "The door is very loud when opening and closing, also some people come and talk loud."
- "The door stopper is not active, whenever the door opens and closes, it sounds too loud, what a distraction."
- "Can hear everything from study room on other side of wall."
- "Sometimes sound from adjacent study rooms filter through and it's noisy."

Other issues – mentioned by less than 10% of respondents – include cleanliness, suggestions on filling the 'empty space' in the middle of the room, the temperature, the hours, the lighting, and other topics such as whiteboard markers and power outlets (grouped under "Other"). 2% of respondents explicitly pointed out that they would change nothing about the Quiet Room.



Comparison to previous assessment:

Though there was a slight decrease in responses highlighting the quietness (from 61% in 2016 to 58% in 2017), this category was still the highest ranked quality that students liked about the Quiet Room.

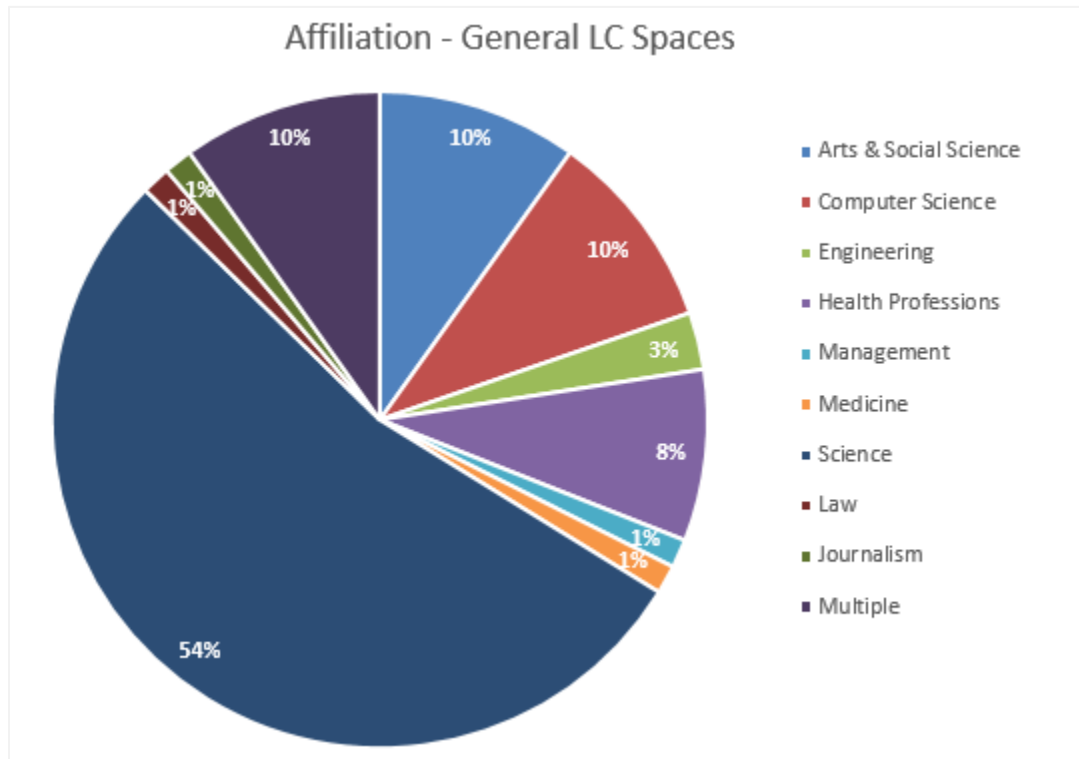
The previous assessment included a question about whether students would change the furniture in the Quiet Room, spurred by the observation of staff that the furniture had been substantially moved from its original arrangement. In the previous assessment, while there were some positive comments regarding furniture prompted by this question, 59% of respondents had negative comments or suggestions regarding furniture ergonomics. Though not a specific question in the 2017 Quiet Room question card, 68% of respondents answering the "what would you change" question suggested changes to the desks and tables, indicating that the furniture is still a major concern.

General LC Spaces

Total completed question cards: 78. Most respondents gave serious answers to all 4 questions asked on the general LC spaces question cards. In some cases, respondents answered some questions and left others blank (no blanks in "positive", 2 blanks in "negative", 2 blanks in "use of space", 4 blanks in "demographics"). In other cases, respondents seriously answered some questions and gave 'spoiled' responses to others (1 spoiled in "positive", 1 spoiled in "negative", 2 spoiled in "use of space", none spoiled in "demographics"). Totals used to calculate percentages were established on a per question basis by excluding blank and spoiled responses.

Respondent affiliation:

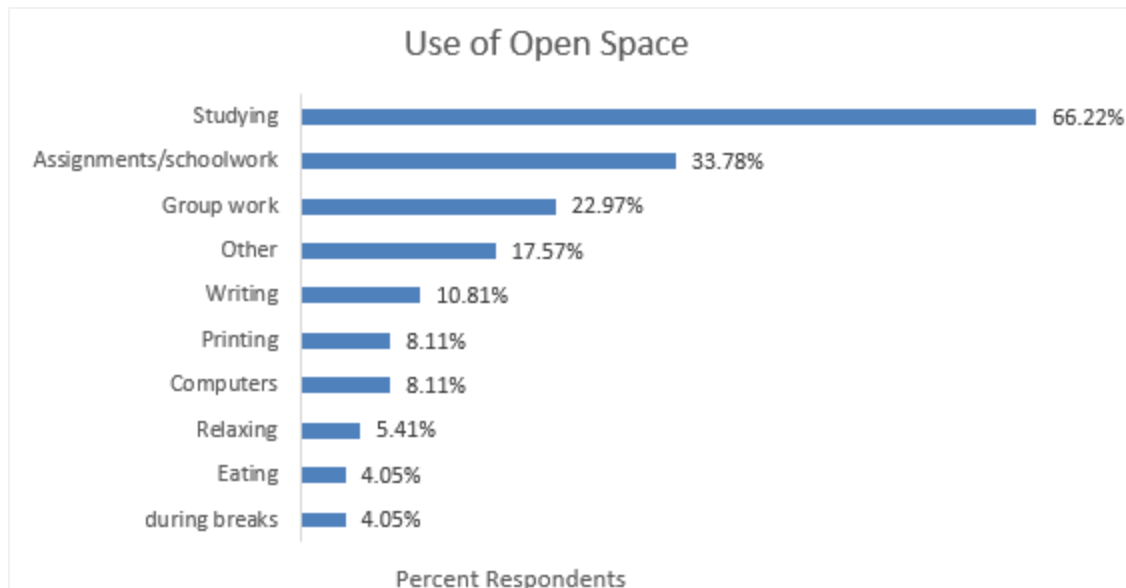
When looking at faculties, 54% of respondents were Science students. Additionally, 10% of respondents were from Arts & Social Sciences, 1% from Management, and 10% from Computer Science – these are other faculties generally served by the Killam Library. When looking at institutional affiliations, 76% of respondents were from Dalhousie University, 8% from Kings, and 17% remained unidentified.



Purpose of use:

The majority of respondents, 66%, mentioned using the general LC spaces for studying. Other uses mentioned by respondents include working on assignments or schoolwork (mentioned by 34% of respondents); group work or group meetings (23%); various other activities grouped under "other" such as reviewing labs (18%), and writing (11%); relaxing (5%); eating (4%); and occupying the space during breaks (4%). Only 8% of respondents indicated that they use the space for the computers and only 8% mentioned printers, which are low percentages based on observations that were made of the general LC spaces. This could be due to computer users not filling out question cards.

As some respondents mentioned multiple uses for the general LC spaces, percentages reflect how many respondents mentioned a given use for the spaces and accordingly add up to more than 100%.

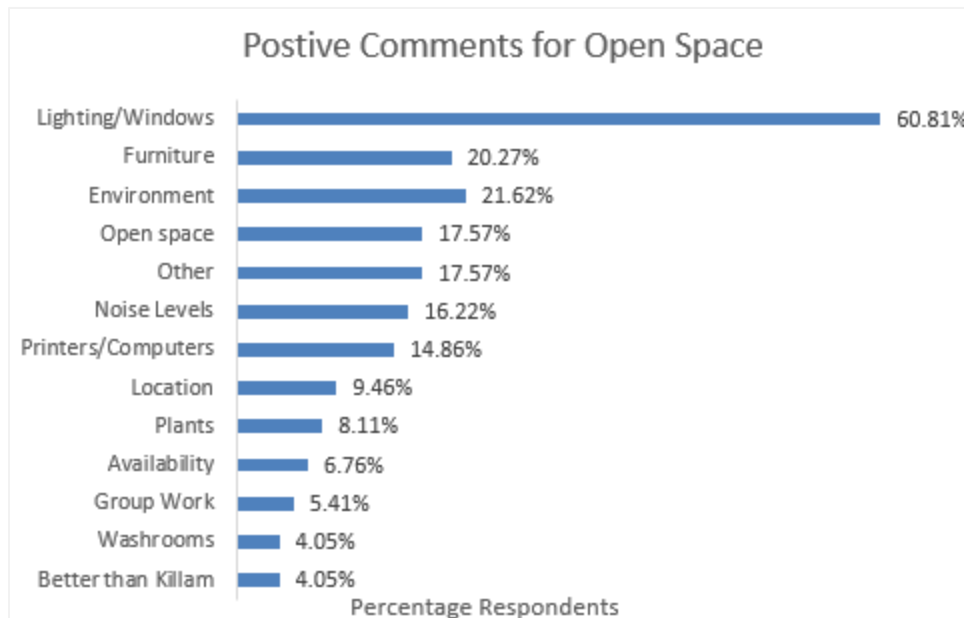


What they liked:

Overall, respondents liked the lighting, with 61% of respondents commenting on the brightness or windows (e.g. "beautiful lighting", "very bright/nice open windows!" and "there's lots of light"). Furniture drew positive comments from 20% of respondents referring mainly to the standing tables and large tables. 22% of respondents commented on the general LC environment ("new", "great design", and "modern", with 18% of respondents pointing out the spaciousness of the spaces (e.g. "a feeling of openness despite being busy" and "open concept space"). Noise levels drew 16% of respondents (e.g. "more quiet than Killam but enough noise so that the silence isn't distracting" and "It's great, always quiet, but not too quiet"). Printers and computers were also mentioned positively by 15% of respondents.

Various topics were grouped under "other" (18%) such as the green accent color, the outlets, the availability of a microwave, and the water fountains. Other aspects, mentioned by under 15% of respondents, include the convenience of the location (9%); the plants (8%); the availability of spaces (7%); the convenience of the spaces for group work (5%); the washrooms, including the inclusivity of the washrooms; and that the spaces were more convenient than the Killam Library (4%).

As some respondents mentioned multiple things they liked about the general LC spaces, percentages reflect how many respondents mentioned a given use for the spaces and accordingly add up to more than 100%.



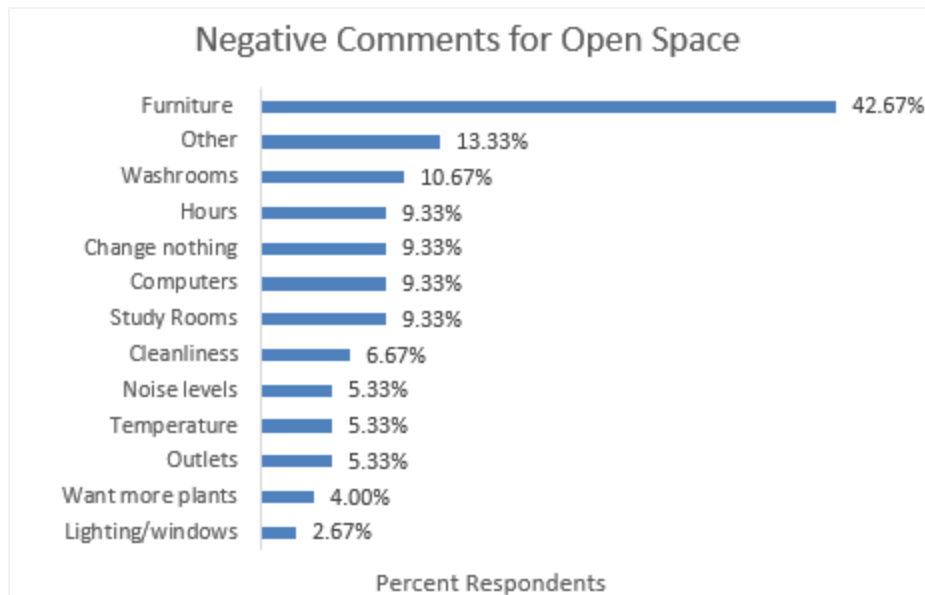
What they would change:

Respondents expressed frustration with the furniture in the general LC spaces (43%). Comments indicate a desire for taller desks for work purposes, with several example comments highlighting the concerns about furniture below.

- "Just throw out those coffee table things, good for nothing"
- "More individual desks and tables to work at"
- "Replacing the low tables for more of the taller rolling ones. Great to spread out work"
- "Maybe stop people from sitting at computers with their laptop out, put up a sign or add more desks for people with laptops"

Following this, 13% of comments touched on various issues grouped under "other" such as wanting more erasers and markers for white boards, more student-based art, and expanding the space. Topics mentioned by 15% of respondents or less include the need to better maintain and clean washrooms (11%); requests for more computers and for faster log in times (9%); suggestions for study rooms, such as having more study rooms, allowing the use of study rooms for more hours, and having more rooms available for small groups of 1-2 students (9%); complaints about cleanliness of the general LC spaces (7%); issues with lighting including another complaint about lights turning off in study rooms (3%); and issues with noise levels (9%), temperature (5%), needing more outlets (5%), and wanting more plants in the spaces (4%). 9% of respondents explicitly pointed out that they would change nothing about the study rooms.

As some respondents mentioned multiple things they disliked about the general LC spaces, percentages reflect how many respondents mentioned a given use for the spaces and accordingly add up to more than 100%.



Comparison to Previous Assessment

Studying is still the main purpose the General Learning Commons is used for, though it has dropped from 82% to 66% with group work increasing from 16% to 23%.

The positive aspects highlighted by respondents were quite similar for both assessments, with the lighting in the top category. Openness (17%) is a new category reported on in this assessment – a quick check shows that some respondents did bring up this topic in the 2016 data within the "Design" category.

Furniture has remained a dominant area of concern, brought up by almost half of respondents in 2016, and almost half of respondents in 2017. The second most common reported issue in 2016 was the temperature, which has fallen from 15% to 5% in 2017.

Other Assessments

Headcounts

It appears that the WMLC is busiest Monday through Wednesday, after which the number of users diminishes throughout the week.

	20-Mar	21-Mar	22-Mar	23-Mar	24-Mar	25-Mar	26-Mar
8am	20	18	25	8	6		
9am	32	34	47	41	45		
10am	59	96	81	77	87	16	25
11am	90	102	94	111	120	39	73
12pm	100	115	97	109	118	56	82
1pm	107	132	125	98	96	66	121
2pm	111	105	122	126	101	97	55
3pm	104	122	105	96	109	70	47
4pm	91	115	103	101	80	75	45
5pm	93	101	95	93	71	69	46
6pm	115	95	102	80	63	63	42
7pm	100	80	95	63	50	37	36
8pm	85	65	64	57	30	25	38
9pm	48	40	46	49	21	24	23
10pm	27	20				11	
	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday

Lib Analytics – Librarian Questions at Service Desk

Only 3 research questions were received by librarians at the WMLC service desk in 2017, and only 1 research question was reported in the 2016 assessment. Users don't seem to have adopted a habit of 'dropping in' at the WMLC service desk with their research questions.

Observations

Summary of Observations during Assessment of Wallace McCain Learning Commons – March 2017

During the assessment period in late March 2017, librarians made five observations of the Wallace McCain Learning Commons spaces. Observations were made during morning, afternoon and evening periods. Sample notes from these observations can be found in Appendix E.

As compared to the observations in fall 2015, there appears to be somewhat less demand on study rooms, but the computer spaces are heavily used. The tables in the general seating area are well-occupied, even though the level of noise can periodically become elevated as people walk and talk on their way through the building. The table near the LSC hallway is a noisy table; users may not realize that their voices carry. Maybe table signage (eg. "quiet conversation") would alleviate this problem or a change from a large table to individual tables.

In the quiet room, the high tables are heavily used by laptop users, and it appears that there is room to accommodate more of them. Users tend to be located on the periphery, facing the center of the room, although a number of users sit in chairs facing the bench along the sidewall, resting their feet and working on computers on their laps or looking at smart phones. The small side tables take up space in the room and are mostly unused, although a few serve as footstools. Although users are generally quiet, the push bar on the door into the room is a source of noise. There is also noise entering the room due to conversations taking place in the adjacent group study room. The latter needs to be addressed, although it may not be possible to have the wall repaired. The addition of signage to the study room may alleviate the problem. Lighting in the quiet room is bright enough to comfortably do work, but there is a question of whether there is enough light for users at the side bench.

In the small computer area, users seem focused on work. A number of computer keyboards have sticky keys and need to be cleaned. The small computer area is affected by noise from the facility's exterior

door and from people chatting as they enter or leave the building. In addition, the influx of exterior air when people enter the building results in cold ambient temperature in this area.

In the large computer room, most of the computers are in use with people very focused on work. They also use the high tables and lounge chairs for laptop work. While sometimes quiet, the room can also be noisy when users chat with each other while working or pause in the entryway to socialize briefly. Both computer rooms need additional chairs to serve the needs of students who use the lasagna table ends as counters for their laptops as well as for students working in groups at WMLC computers.

It is not immediately apparent that the librarian office and adjacent desk is an area where students can seek assistance from service providers. At the least, the door should be open when a provider is on site. However even when a provider is stationed at the exterior desk with whiteboard service notice placed nearby, the message doesn't seem to have enough impact.

Overall, the WMLC is an attractive and well-used space that benefits from natural light. There remains a high demand for computers and table seating, as well as for quiet work space. While still high, demand on study rooms seems to have stabilized compared to fall 2015, perhaps due to the opening of the CHEB.

Recommendations

Study rooms

- The automatic lighting was one of the top complaints for these rooms. They go out when people remain still for too long which is a problem when people are quietly studying. These sensors should be adjusted for longer wait times or removed altogether.
- One source of dissatisfaction was the whiteboard supplies. Consider modifying current practices to help with control and usage of whiteboard supplies. This might include placing markers and erasers on study room walls using magnets, or maintaining inventory control of the supplies by allocating them to specific study rooms.
- Many respondents observed that people tend to book rooms and then fail to show up. Policies and procedures for booking rooms in the WMLC should be reviewed.

Quiet Room

- The main issue in this room is still the furniture. More ergonomic desks and chairs to allow work would be appreciated.
- There were also several comments about the noise of the door that should be addressed. An investigation into the problem and potential solutions should be undertaken.
- The noise from study room #8 is still an issue. Revisit the soundproofing problem for a potential solution.
- Signs labeling the area a quiet zone should be placed.

General LC Space

- Furniture was the largest complaint by a wide margin. More ergonomic desks and chairs to facilitate work should be investigated.
- Additional chairs should be added to the computer spaces, to facilitate small groups collaborating on a single computer.
- Keyboards should be checked and cleaned.
- Extended hours were flagged as desirable by students. Look into the possibility of longer hours, perhaps even just around exam time.
- Work on reducing the wait times for logging in to computers.
- Give a 15 minute warning before close to ease the transition and wrap up work as well.
- Put in signs to identify 'vacant' or 'in use' for the bathrooms.
- Consider adding 'quiet conversation' signs on tables.
- A special note should be made of complaints about people using the computer spaces to work with their laptops – this might be a further symptom of the need for more ergonomic work furniture.

Overall Comments

- Monitor cleanliness as there were a number of comments regarding all rooms about garbage, smell, or state of the tables. This was emphasized in relation to the washrooms.
- Temperature was also flagged as something to be monitored, since the rooms were often recorded as being too cold. Staff has also experienced cold in the WMLC. We recommend adding a heat curtain to the street-facing WMLC entrance.
- Gather student feedback regarding awareness and use of services in the WMLC via the fall WMLC SIFT session.

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Appendix A
Recommendations from the 2016 WMLC Space Assessment Report

Recommendations – WMLC 2016 Report	Status
Further promotion of the online study room booking system should be considered.	✓ Navigators are promoting online booking at in-person bookings
Until adequate, ergonomic furniture designed for work is provided in quiet workspace, there should be no policy limiting single-user bookings of the study rooms.	✓
Consider trialling extended study room bookings (i.e., 3 hours).	Considered and decided against.
Consider adding more whiteboards; however, screens were added to the rooms during the week of Dec 21 st .	Screens deemed adequate.
Revisit/edit the stated room capacity of each study room in the booking system.	✓
The problem of sound blocking was pinpointed to a construction issue between rooms 7 and 8. The contractor has been notified and is awaiting parts to fix the problem.	This remains a problem. (See 2017 recommendations.)
More functional furniture (for work/study) for Quiet Room.	✓
Consider a “Shh” texting service specifically for the WMLC	Considered and deemed unnecessary.
Investigate ways of quieting the room vent/air exchanger.	Air exchanger deemed more quiet in 2017 assessment.
One individual requested that the traditional male/female symbols not be used for the gender neutral bathrooms.	Under consideration.
Signage should indicate quiet conversation in the general LC space.	✓
Facilities Management should be advised of the cold temperature complaints gathered in this study so they can follow up with testing/improvements.	✓
Due to the very low number of research assistance questions, the presence of the librarians and this service should be promoted.	✓ Promoting in Faculty of Science student newsletter. (To be part of overall assessment of WMLC services.)
A follow up assessment should be considered in one year’s time	✓

Appendix B
Question Slip – Study Rooms

Welcome to the Wallace McCain Learning Commons. Please help us improve this space by answering a few questions.

1) What do you like about these study rooms? _____

2) What would you change? _____

3) How did you book this study room?

____ Online ____ In person ____ I didn't book the room (it was empty)

4) How many people are in your group? (it's ok to say 1). _____

5) What are you using this space for? _____

Thanks! Please place this slip in the box to the right.

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Appendix C
Question Card – Quiet Study Room

**Welcome to the Wallace McCain Learning Commons.
Please help us improve this space by answering a few questions.**

1. What do you like about this quiet study room? _____

2. What would you change? _____

3. What are you using this space for? _____

4. If you are a student, please tell us your affiliation (Dal/King's) and programme/major.

libraries.dal.ca

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



Appendix D
Question Card – General LC Spaces

**Welcome to the Wallace McCain Learning Commons.
Please help us improve this space by answering a few questions.**

1. What do you like about this space? _____

2. What would you change? _____

3. What are you using this space for? _____

4. If you are a student, please tell us your affiliation (Dal/King's) and programme/major.

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



Appendix E
Sample Observation Notes

WMLC Observations – Friday morning, 24 Mar 2017

3 study rooms empty. 3 have just 1 person.

General seating, by thoroughfare – 11:15am

Hard to find spot in here so in same observation seat as earlier in the week – by thoroughfare.

Lots of voices here. Loud talking.

Feels more like a meeting/talking space today.

Table in corner by door (2 people) very talky and loud, so is far table closest to quiet room.

Actually hard to concentrate.

All tables/groupings of chairs in use.

4/5 at each of long tables.

1ea at tables on side by door.

Today this space definitely has a "social" feel to it, rather than an LC/workspace - Friday effect?

Table in corner super annoying. Not sure how long I can sit here. If you were to shush them though, you would have to shush the whole room.

Large computer rooms looks very full from here.

Lots of people walking through thoroughfare.

Quiet Study Room – 10:40am

Sitting in near right corner, by bench.

4 at bench – one using bench as work surface. 1 writing on lap. 2 using laptop on lap. 1 more just arrived to bench.

12 others in room – all but 1 on periphery. All but 1 on a laptop.

All tables in use. All pulled in to wall.

Quiet, but outside noise – just heard loud laugh in LS hallway. The rest is more like a buzz and blending with the white noise of the air exchanger (?). (which is a constant low hum as opposed to last year when it would turn on and off and was louder). (Sounds like the one in the CHEB now.)

Student left stuff and returned w/in 5 mins.

Chilly in here?

Appendix E

Morning sun shining bright spot on left wall. Not disturbing people.

Frosted skylights also adding light in here.

Lighting is really good in this room but I wonder if its not so great @ the bench.

Small computer area – 10:55am

Only 2 computers available (aside from one I'm using)

Bustling, noisy – people walking and talking going by.

Cold air from door?

Slow log in!

Can hear convo at service desk (mildly distracting), other bustling noises aren't so much.

Keyboard is sticking, just like the keyboard on the one I used here the other day. (wmc 120)

Freezing here!

A few people with jackets on here.

People look like they are hard at work except for a couple texting, snickering.

Been typing up my notes while here and this keyboard is quite bad. Letters sticking on left side. I feel sorry for someone having to use this for a lot of typing.

Large computer area – 11:25am

All but 2 computers in use.

No one in high table computers on side.

All high tables in use – only 4 chairs free among them.

3/6 soft chairs in use. That's a lot for soft chairs. All on laptops.

Chattering. Borderline "quiet convo".

Several minutes later there are several person convos on the go and not "quiet conversation". (Am I cranky?)

2 people at wooden table by printer room with laptops and food.

Appendix F
WMLC Floor Plan

The WMLC floor plan is available electronically under *Appendix_F_WMLC_floorplan.pdf*