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Learning Commons @ UConn Assessment Report: Use and Satisfaction of the Learning Commons

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Introduction

In 2006, a team made up of staff from the University of Connecticut (UConn) Libraries and the Institute for Teaching and Learning began developing a plan to establish a learning commons at UConn. After conducting literature reviews, environmental scans, and in-person visits to established learning commons, the team met with a variety of groups within the university community. These meetings, especially those with undergraduate students, helped inform the team about what specifically the UConn community expected and envisioned from such a project, and this user input guided the design and function of the proposed space. The Learning Commons @ UConn opened on Level 1 of the Homer Babbidge Library in the Fall of 2008 with major changes made to previous space configurations and services. Briefly, collections were drastically reduced and moved exclusively to low, 3-foot high oak shelving to improve visibility in the area; mediated copying services were discontinued; hours and staffing were reduced at the Research Assistance Desk; and IT Support was moved to the shared one-desk with research assistance. The physical space was redesigned with enclosed group study rooms outfitted with whiteboards and computers, collaborative computer areas with large plasma screens, multimedia studios, and dedicated tutoring spaces to complement the existing 150 computer workstations, hands-on training rooms, and wireless networking capabilities. The Commons integrated services to support the University's five General Education skills – Computer Technology, Information Literacy, Quantitative (Q), Second Language, and Writing support – as well as to support students in their daily academic work. To date, four of the five General Education skills are represented in the Learning Commons – Research Assistance, Q Center Tutoring, Writing Center Tutoring, a Learning Resource Center, and IT Support. Second language tutoring is scheduled to join the Learning Commons in the near future. These space, services, and technologies converge to fulfill the mission of the Learning Commons – helping students successfully complete academic assignments and attain proficiency in the General Education competencies required by the University.

Learning commons are borne from user need and created from user input. The rapidly changing needs of students require constant refinement of the services; refinement based on the feedback of primary users is integral to the success of a service such as a learning commons. While all units in the Learning Commons @ UConn keep their own quantitative data on the number and nature of their services, there has not been assessment on the general user satisfaction of the Commons as a whole. As the nature of a Learning Commons is highly user-centric, it is imperative that the library be aware of user perceptions of the space and services to ensure they are continually providing what the students need. In order to measure how the UConn Learning Commons is serving students, especially undergraduate students, an online survey was administered.

Methodology

An online, anonymous survey was designed to elicit sufficient data to inform the Learning Commons @ UConn on attitudinal responses from learning commons users.

The Web-based survey consisted of a total of 28 questions designed to elicit the use and satisfaction levels of the Learning Commons from the University population on the main campus in Storrs (Appendix A). All participants were asked basic demographic questions, including their age, gender, academic status, and major/department, as well as the frequency with which they had used the Learning Commons during the current semester. Those that had not used the Commons were subsequently asked to select reasons why, and then were passed through the survey to the end, where they were invited to provide additional comments. Those that had used the Commons during the current semester were asked an additional 21 questions, a mix of Likert scale, multiple choice, and matrix, which measured reasons for using the Commons and their perceptions of services, staff and space. After completion of these 21 questions, the survey ended with the invitation to provide additional comments or suggestions for improvement.

Survey participants were self-selected through recruitment methods intended to reach a diverse audience. Methods included postings to University online events calendars; the UConn Website student portal; and advertising, both print and digital, in classroom buildings, the Center for Undergraduate Education, recreation areas, and the Babbidge Library. The survey included an introduction page which explained the purpose and benefits of the study; the time commitment to complete the survey; and a statement that participation was voluntary and completely anonymous. A total of 116 surveys were returned in the 10-day period the survey was available, October 7 – October 17, 2009. After the close of the survey, the quantitative and qualitative data was examined to find successes and weaknesses in the Learning Commons as well as overall satisfaction levels of all users as well as the primary users, undergraduate students.

Overview of Findings

With a small sample size, it is difficult to generalize the findings from this study to the entire Storrs campus population. However, those that did respond to the survey indicate it has become a successful space, especially for undergraduates.

- ❖ Use is primarily by undergraduate students (78% of respondents)

- ❖ Those that do not use the Learning Commons (13.9%) indicate they have no need for services or they don't use the library at all

- ❖ Majority of users are from the College of Liberal Arts and Sciences (also largest college on campus)

- ❖ Most are visiting several times a week (45.7%) or daily (12.9%)

- ❖ 84.3% of undergraduates feel the Learning Commons has helped them successfully complete academic assignments

- ❖ "Face-to-face" is the preferred method for support interaction, regardless of academic status. Chat/instant message ranked last in preferred interaction methods, and the "Ask a Librarian" chat service is not well-utilized

❖ Users are both very aware and happy with IT facilities (printing, copying, scanning, laptop facilities)

❖ Tutoring services (Q & Writing) were not highly used by survey respondents, but rated very highly by those who did

❖ Research assistance is not a highly ranked reason for visiting the Commons (20.5%), but of the respondents who visited the space, 40.5% have used the service, finding it very helpful

❖ Learning Commons staff are viewed favorably - they are approachable, accurate in answers, and appear available to help

❖ Undergraduates are successfully using the Learning Commons as a mixed-use space

Detailed Findings

When the Learning Commons Project Team met with members of the University community in 2006 to gather ideas and feedback regarding development of the Commons, they reported it was the undergraduate student representatives that were the most engaged in imagining the future space. What they envisioned included a space that provided the resources needed to complete assignments; offered quiet, collaborative, and social spaces; accommodated both individual and group learning; provided comfortable furniture in an attractive, clean, and welcoming environment; and offered tutoring, advising, research, and technology assistance when needed. The results of this survey suggest that the Learning Commons is meeting many of these initial ideas and requests generated by the undergraduates, though there are several aspects that can still be improved to meet user expectations.

Demographics
Of the 116 responses to the survey, 78% of respondents were undergraduate students, 13% were graduate students, and 9% were faculty/staff. When compared to actual enrollment figures for the Storrs campus, the distribution of academic status is relatively close, considering respondents were self-selected and no statistical sampling was conducted (see Figure 1). The largest variation is with the undergraduate population; 78% of survey respondents were undergraduates, yet they only make up 61% of the campus population. It is likely this is because the services and atmosphere of the Learning Commons attracts undergraduates; these students may have been more attentive to advertising, may have been more willing to take the survey, or were more likely to share their satisfaction levels. Of those that provided their gender, 59% were female, 41% were male. The median age of those who responded was 21; the majority of respondents (75%) were between the ages of 18-21, consistent with the undergraduate response rate. Of the 116 returned surveys, 35% did not provide an age.
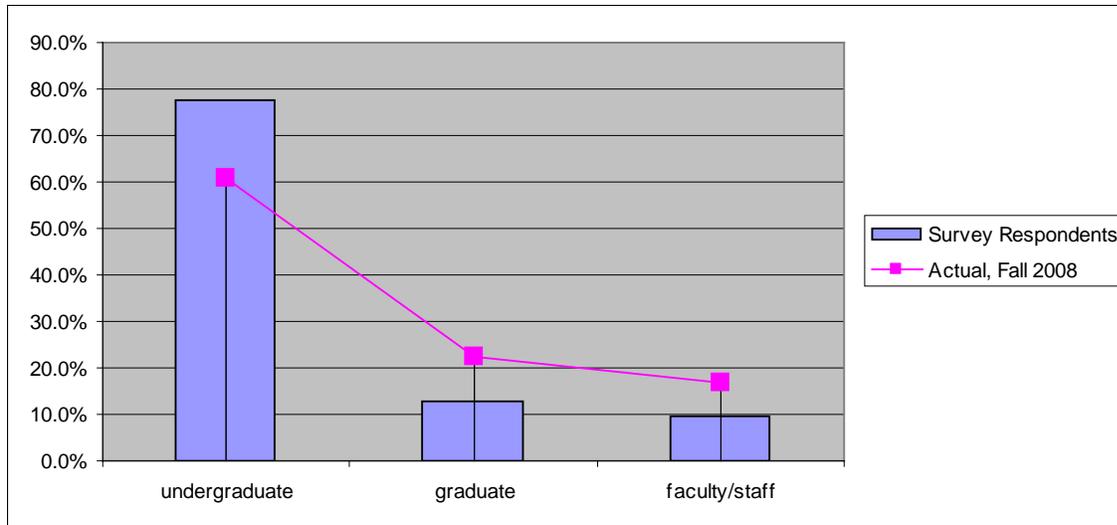
Figure 1. Academic status - survey respondents vs. actual enrollment (Fall 2008)

The majority of responses came from students and faculty in the College of Liberal Arts and Sciences, and overall, nine of the ten Schools and Colleges on the Storrs campus were represented in these responses. Additionally, there was one individualized major, and six undergraduates who identified their major as Undecided (see Table 1 for more detail).

Table 1
All Respondents by School or College

School or College	Undergraduate #	Undergraduate %	Graduate #	Graduate %	Faculty/Staff #	Faculty/Staff %
Agriculture & Natural Resources	11	12.2%	0	0.0%	0	0.0%
Business	4	4.4%	0	0.0%	0	0.0%
Continuing Studies	1	1.1%	0	0.0%	0	0.0%
Education	2	2.2%	6	40.0%	0	0.0%
Engineering	12	13.3%	1	6.7%	0	0.0%
Fine Arts	4	4.4%	0	0.0%	0	0.0%
Individualized	1	1.1%	0	0.0%	0	0.0%
Liberal Arts & Sciences	37	41.1%	7	46.7%	2	18.2%
Mathematics	1	1.1%	1	6.7%	0	0.0%
Nursing	3	3.3%	0	0.0%	0	0.0%
Pharmacy	1	1.1%	0	0.0%	0	0.0%
Undecided	6	6.7%	0	0.0%	0	0.0%
Library	0	0.0%	0	0.0%	5	45.5%
No Response	7	7.8%	0	0.0%	4	36.4%
TOTAL	90	100.0%	15	100.0%	11	100.0%

Overall Use

Overall, nearly half of all respondents (45.7%), regardless of academic status, visit the Learning Commons several times a week; 12.9% report visiting daily, and 9.5% visit several times a month.

Among undergraduates, 52.2% report visiting several times a week. When asked to select their reasons for visiting the Commons from a predefined list, the most common reasons given included individual study (51.8% overall, 57.1% undergraduate), to print (43.4% overall, 46% undergraduate), and to perform library research (36.1% overall, 36.5% undergraduate). Undergraduates also selected social reasons more often than graduate students and faculty/staff, including meeting and socializing with friends, and group study. Receiving research assistance (20.5%) was the highest rated use of the actual services provided, with all other services receiving fewer than 11% of the responses; 41.7% of graduate students indicated they visit the Learning Commons to receive research assistance (see Figure 2). Working at one of the tutor-centered services was the most common response given under "other" (83%); other uses included using the photocopier and scanner. Of the 13.9% of survey takers that responded that they have not visited the Learning Commons this semester, the most common reason was having no need of the services it provides, followed closely by "I don't use the Babbidge Library." Comments provided by these respondents included suggestions that the Library produce flyers to advertise, provide more staff in the Q and Writing Centers, and the need for more table space.
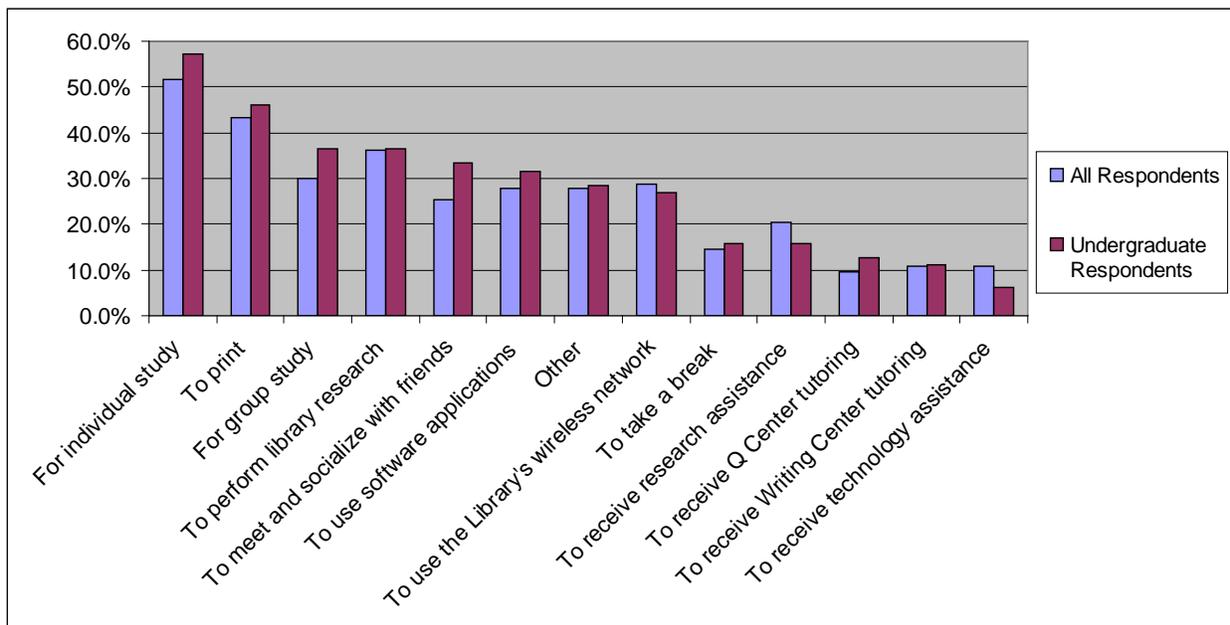

Figure 2. Reasons given for visiting the Learning Commons, all respondents compared to undergraduate respondents

Services–Information Technology, Research Assistance, Q Center, Writing Center, and LRC

Information technology services in the Learning Commons are well-used and liked by patrons. Respondents overwhelmingly indicated that computer, photocopying, printing, scanning, and laptop facilities (e.g., desks and power) meet their needs (see Figure 3). With the exception of scanning, very few respondents did not know about the technology services provided in the Commons, though they did garner a good portion of the open comments section at the end of the survey. Most of these comments, from both graduate and undergraduate students, addressed the need for more power outlets for laptops. Other comments requested more computers, especially computers set-aside for printing only, and a request for another scanner to alleviate wait time.
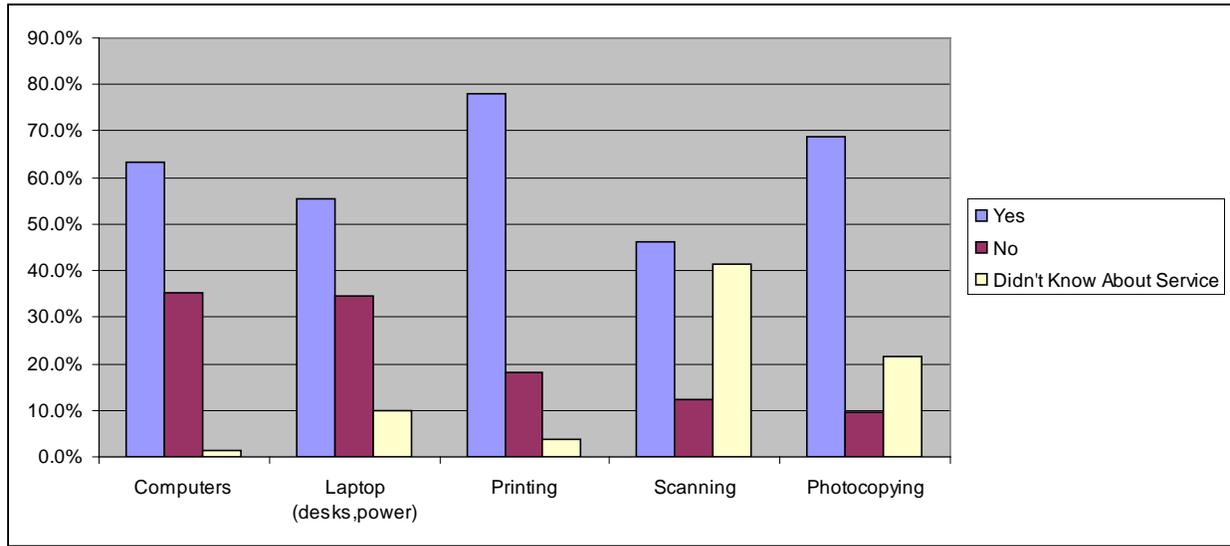
Figure 3. Do technology facilities in the Learning Commons meet user needs?

Of the 40.5% of all respondents who utilized the Research Assistance Desk this semester, 73% found the service very helpful, and 27% found it slightly helpful (see Figure 4). Of those who did not use the service, a great majority (79.2%) selected "Unnecessary" as their reason. The time it would take was a distant second reason (6.3%), and 2.9% would be embarrassed to ask for help. Additionally, 7.1% were unaware of the service. One comment noted, "[I] did not know about it, but I will use it now," while another thought the Research Assistance Desk was no longer available, stating, "I thought this service was being discontinued – very unfortunate."
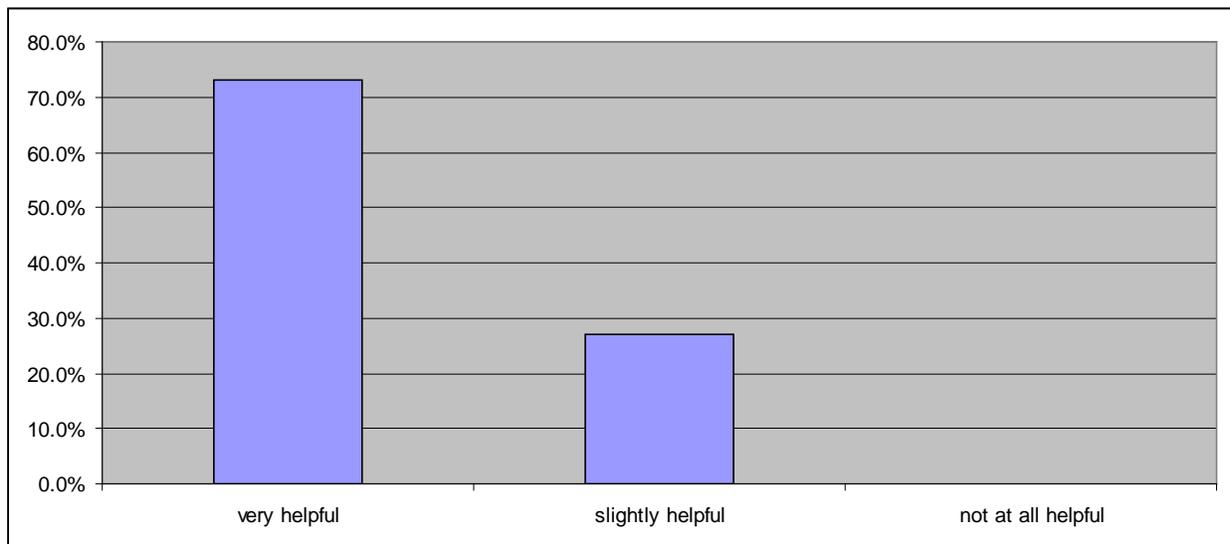

Figure 4. Helpfulness of the Reference Assistance Desk as ranked by all survey respondents.

The "Ask a Librarian" instant message reference service is not well-utilized, and in fact, chat/instant message ranked least in preferred methods of research support interaction. Only 9.5% of the survey respondents had used it during the semester, with half finding it very helpful, and half finding it slightly helpful; 33.3% did not know the service was available.

Further investigating support interaction, methods for both technology and research support ranked similarly, with face-to-face being the number one preferred mode. The other methods offered – phone, email, and instant message – ranked second, third, and fourth, respectively for both types of support (see Figures 5 and 6).
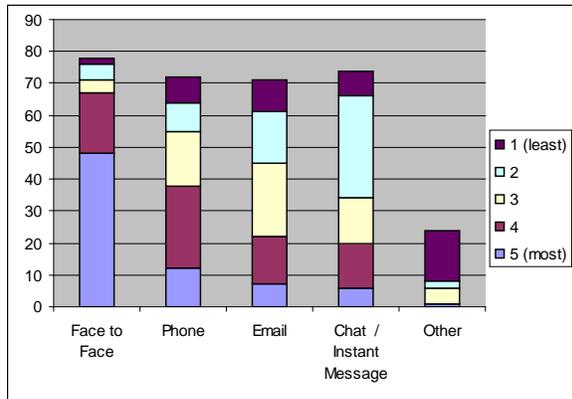

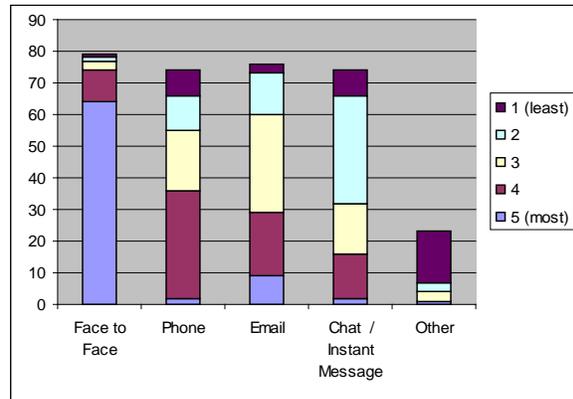*Figure 5.* Technology support interaction preference ranked

Figure 6. Research support interaction preference ranked

Other services in the Learning Commons – Q, Writing, and Learning Resource Center – had not been highly used by survey participants during the semester. However, those using the services appear to be satisfied. Of those taking the survey, 24.1% have used the Writing Center this semester, 75.9% have not used the service at all. When asked about their use of the Q Center, 16.9% report having used it this semester, while 83.1% have not. The Learning Resource Center has seen 26.5% of respondents; 73.5% have not used the service this semester. The majority of both graduates and undergraduates ranked the Q and Writing very helpful, and the Learning Resource Center as slightly helpful (see Figure 7).
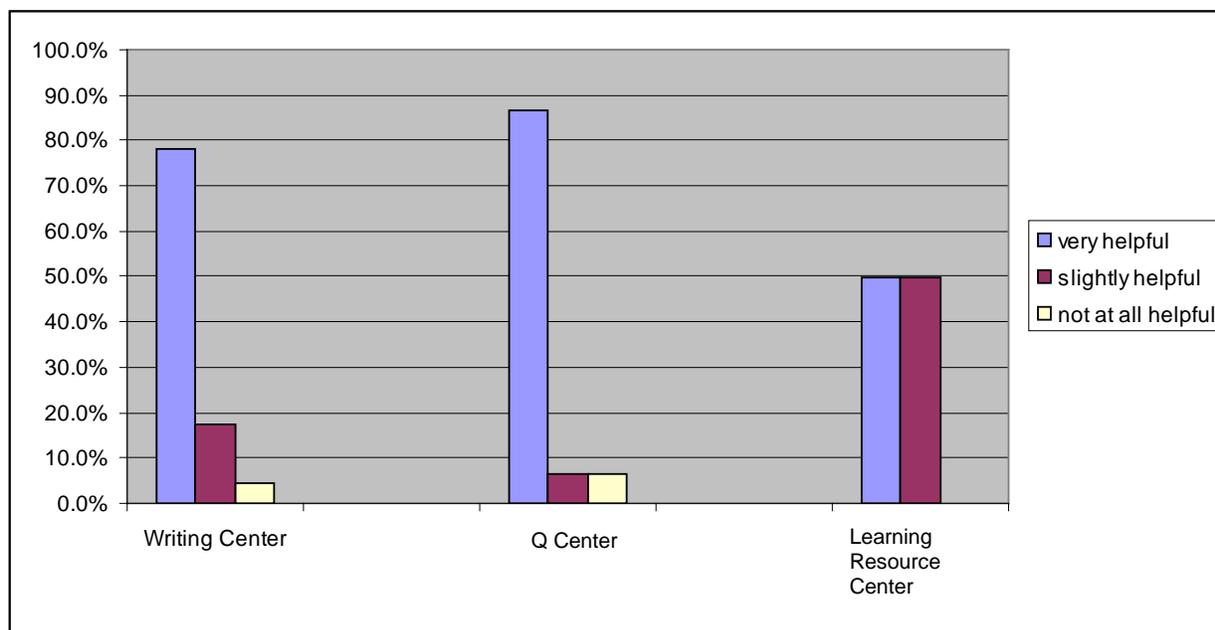
Figure 7. Helpfulness of the Writing, Q, and Learning Resource Centers as ranked by all survey respondents.

Undergraduate Use of Space

The space is successfully being used as a mixed-use space, at least for undergraduates. Graduate students report they visit the Learning Commons for everything but Q Center tutoring and to socialize with friends; faculty/staff visit primarily for research and facilities to support research (e.g., printing, wireless network); and undergraduates selected a broad range of reasons (see Table 2). The majority of undergraduates (57.1%) are using the Learning Commons for individual study; most agree (61.8%) and 17.6% strongly agree that they can find a quiet place to study in the Babbidge Library. Over half (52.9%) of these undergraduates using the space for individual study find the furniture complements their work and study habits and 55.9% find the area an inviting place. Similarly, the majority (69.6%) of undergraduates that indicated they visited the Learning Commons for group study agree (8.7% strongly agree) that they can find a place to work in a group and find the Learning Commons atmosphere to be conducive to their work, with 69.6% agreeing that Level 1 of the library is an inviting place, and 52.2% agreeing that the furniture arrangement complements their work and study habits.

Table 2
Reasons Chosen for Visiting the Learning Commons

Reason	Undergraduate	Graduate	Faculty/Staff
For Individual Study	57.1%	41.7%	25.0%
To Use Software Applications	31.7%	8.3%	25.0%
To Perform Library Research	36.5%	25.0%	50.0%
To Print	46.0%	33.3%	37.5%
To Use the Library's Wireless Network	27.0%	33.3%	37.5%
To Receive Writing Center Tutoring	11.1%	16.7%	0.0%
To Receive Q Center Tutoring	12.7%	0.0%	0.0%
To Receive Research Assistance	15.9%	41.7%	25.0%
To Receive Technology Assistance	6.3%	25.0%	25.0%

To Take a Break	15.9%	16.7%	0.0%
For Group Study	36.5%	16.7%	0.0%
To Meet and Socialize with Friends	33.3%	0.0%	0.0%
Other	28.6%	33.3%	12.5%

The mission of the Learning Commons is to help students successfully complete academic assignments and attain proficiency in the General Education competencies. Although academic status is not expressly stated, the Learning Commons does focus on the undergraduate population, especially in regards to General Education competencies. Over one-half of undergraduates (57.7%) indicated they use the Learning Commons for academic purposes (i.e., not for meeting friends and socializing or for taking a break). These students overwhelmingly felt the services in the Learning Commons have helped them successfully complete academic assignments (60.8% agree, 23.5% strongly agree). Over half agree that the library anticipates their learning and research needs (44.2% agree, 11.5% strongly agree), yet 11.5% disagree and 1.9% strongly disagree that the library anticipates these needs. Although use of the Research Assistance Desk is not particularly high (44.2% of undergraduates report using the service), 75% feel using the Research Assistance Desk was very helpful, while the other 25% felt it was slightly helpful. Other services weren't as highly used by these undergraduates; only 7.7% used the "Ask a Librarian" instant message reference service with half rating it very helpful and the other half slightly helpful; 30.8% didn't know the service was available. Tutoring services saw relatively low use, but high satisfaction. The Writing Center was used by 25.5% of these undergraduates and satisfaction was high, with 75% reporting it was very helpful; 25% slightly helpful. The Q Center was used by only 15.6% of these students, but 77.7% found it very helpful, while 1.1% did not find it helpful at all. The Learning Resource Center saw 25.5% of these respondents, and 38.5% of them felt the assistance given was very helpful, and 61.5% found it slightly helpful. When asked about staff in the Learning Commons, all of the respondents felt staff were approachable, and agreed that they provided accurate answers to their questions. Most (73.9% agree, 13% strongly agree) felt that staff appeared available to help, although 4.3% disagreed with this.

Additional Comments and Suggestions
Survey takers were invited to provide comments and suggestions for the Learning Commons in an open-ended question at the completion of the survey. These comments were examined and grouped into broad categories, then further described based on the content of the comment, when necessary. A total of 38 comments were collected, and fell into the broad categories of *Research Assistance, Space, Staff, Technology, Tutoring,* and *General.* Space, and more specifically, the need for more power outlets in the area, garnered the most comments. Noise was also an issue, with four distinct comments noting issues surrounding the noise level near the Writing Center, and noise created by patrons socializing in the area. Comments regarding staff primarily dealt with the need for more staff (especially in the tutoring centers and at the Research Assistance Desk). Table 3 illustrates the comment categories, the academic status of those submitting the comments, and brief excerpts from the comments.

Table 3

Comments Sorted by Category and Academic Status

Category	Status	Brief Excerpts of Comments
General	U	"Very helpful" "Make it not suck"
General	G	"You guys are doing a good job…I suppose more marketing never hurt anyone"
General	F/S	"Great you provide these services in one location"
Research Assistance	G	"Keep up the great work…creative advertising for research help could help"
Research Assistance	F/S	"Provide sufficient staffing at the desk…people have substantial questions"
Space	U	"More space [needed] overall" "More individual cubby-desk things" "More private work stations or closed rooms"
Space – Furniture	U	"Additional tables…every inch of table space gets used by visiting students" "Better chairs" "Comfy chairs"
Space – Noise	U	"Move space for people to socialize (not group study)" "The space around the Writing Center gets very loud…can make it difficult to concentrate"
Space – Noise	G	"More a social scene [at night] than studying"
Space – Power	U	"More outlet plugs" "There should be more outlets available…throughout the entire library"
Space – Power	G	"More desks that have power outlets for laptops" "Q Center does not have power available for student's laptops" "Each table could use a bus bar"
Space – Signage	U	"Signs for the Writing Center can be more clear" "The Writing Center space is made ambiguous …by the Husky Tech desk directly below a Writing Center sign"
Staff	U	"Personnel nearby to assist with printer and…computers" "This semester no one seems to be at the desk where the librarians are" "More staff…in W and Q Centers" "Someone had to be called to help, but she was very helpful" "The person I asked [in the Art Library] was not able to help me locate the books I needed" "When I asked a question at the desk it seemed like a struggle to find someone to answer it" "I once asked about scanning services and no one was able to help"

Staff	F/S	"More Q Center tutors" "Provide sufficient reference/research staffing coverage at the desk"
Technology – Computers	U	"Really liked the big iMacs and was hoping you would get more" "More computers needed"
Technology – Computers	G	"Printing sometimes problematic because all computers are taken…there should be 5 computers…exclusively for printing"
Technology – Printing	U	"Fix the printer malfunction…interprets the printing of an entire ream as a single page"
Technology – Printing	G	"The line to print gets backed up due to a network error, paper outage, or other reason…this is the area where I would most benefit from improvement in the LC"
Technology – Scanning	U	"Another scanning machine, as the current one is always busy"
Tutoring – Q	U	"Test the Q Center tutors to make sure they actually can teach what they say they can" "Q Center is extremely helpful"
Tutoring – Q	F/S	"More Q Center Tutors"

Note: U = Undergraduate. G = Graduate. F/S = Faculty/Staff

Needs Addressed and Future Considerations

One of the biggest successes reflected in this survey was the impact the Learning Commons had in assisting students complete academic assignments. This can be attributed to every aspect of the Commons, from technology support and tutoring, to space and staff. Technology especially is meeting the needs of students. While some mediated services, such as those provided at the Learning Resource Center, could be better promoted, users are very aware of and satisfied with other self-service facilities, such as printing and photocopying in the course of their work in the Learning Commons. It is interesting to note that although only 20.5% of respondents indicated they visit the Learning Commons for research assistance, 40.5% have asked a question at the Research Assistance Desk; all respondents indicated they found it helpful, and the majority found it very helpful. This may express that users do not specifically visit the Learning Commons with research questions, but rather seek and find assistance once there. Quantitative data, collected separately from this study, finds that while walk-up traffic to the Research Assistance Desk went down 30%, appointment-based research consultations rose 47% and research consultations via email rose 28% between 2007/2008 and 2008/2009, when the Commons opened. During this same period, the Research Assistance Desk reduced its open hours 22% – from 69.5 hours per week during the academic semester to 54 hours per week, reducing the number of hours patrons could request in-person assistance in the Learning Commons. As survey respondents indicated they strongly preferred face-to-face contact for both research and technology assistance, care should be taken when future changes and refinement in support interaction methods are examined to ensure in-person options are offered.

Overall, respondents overwhelmingly indicated that using the Learning Commons has helped them complete academic assignments. However, only a little over a half agree that the library specifically

anticipates their learning and research needs. Further exploration should be conducted to discover specifically how the Learning Commons is failing in this area and in what ways student learning and research needs can be anticipated and addressed.

Learning Commons staff specifically are contributing to the positive experience felt by respondents, with a majority of respondents indicating that staff are both approachable and accurate in providing answers to questions. However, the comments indicate there does seem to be an issue of not having an adequate amount of staff to fill the needs of users, and in some cases, staff not being able to assist patrons. Learning Commons units will want to carefully examine staffing structures and determine if availability and training issues are sufficient.

The Learning Commons @ UConn has found success as a mixed-use space, with users visiting for purposes ranging from individual study to socializing. While most report the atmosphere is inviting and conducive to their work, and they can find areas the complement their habits, comments at the end of the survey indicate there is a problem with noise. Level 1 within the Babbidge Library is a large, open space; although efforts have been made to create areas that may be quieter than others, noise is amplified due to the construction and design of the building. While the Babbidge Library is fortunate to have seven floors to accommodate different types of users, only the Learning Commons has a full complement of facilities (i.e., computers, specialized software, copiers, scanners, and printers) to support academic endeavors. Future developments in the Learning Commons and the library as a whole will want to be mindful of the varied uses of the space and attempt to create spaces that cater to individual and group study, collaborative needs, and socializing.

Data gathered in this survey regarding the use of tutoring services does not reflect the independent data gathered by the individual tutoring centers. While most survey respondents indicated they had not used the tutoring (Q Center, Writing Center) services this semester, data from these Centers indicate both have seen a 30% increase in tutoring sessions between 2007/2008 and 2008/2009, when the Commons opened. The need for more tutors is, however, reflected in both this survey and the data collected by the individual tutoring centers. Satisfaction also remains consistent with those who have utilized the services; most find the assistance they received very helpful. The difference in use data may be attributed to the timing of this survey, which took place in early October, only a month after the Fall semester began; survey takers may not yet have had the need or opportunity to use this services.

While this study has found that users of the Learning Commons @ UConn, comprising mostly of undergraduate students, are generally satisfied with the services offered, further exploratory studies should continue, especially to gather expectations of future use by students. Learning commons, by their nature cannot remain static, but rather be in a continuous mode of refinement based on user feedback. This survey should be repeated in one year to reevaluate the use and satisfaction of the Commons. It should be noted, however, that although formal assessment methods, such as surveys, focus groups, interviews, and ethnographic research can provide detailed and structured data, they can also take large amounts of time and resources. The University of Connecticut will want to explore more immediate ways to gather feedback, such as online discussion boards, in order to develop a Learning Commons that meets the direct needs of its users.

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1. University of Connecticut Libraries' Learning Commons Survey

Thank you for taking this survey to help the UConn Libraries. The purpose of this survey is to assess satisfaction with the current Learning Commons @ UConn, Level 1 of the Homer Babbidge Library. Your responses and input will help inform the Libraries during future development and refinement of the Learning Commons.

Your participation in this survey is entirely voluntary. You may at any time and for any reason, discontinue your participation by exiting the survey using the link titled "Exit this survey" located in the upper right corner.

This survey is completely anonymous and you will not be asked any personally identifying questions, nor will the Web site collect your IP address. We expect this survey to take 10-15 minutes to complete.

Your participation is greatly appreciated as your responses will guide the Libraries as we continue to create spaces to help you be academically successful.

The risks associated with this investigation have been evaluated, and the investigation has been approved by the Southern Connecticut State University Institutional Review Board (IRB), Protocol#09-122. The University of Connecticut IRB has granted permission to recruit on the UConn campus. If you have any questions about this survey, please email the Principal Investigator at kate.fuller@uconn.edu. If you have any questions about your rights as a research participant you may contact the SCSU IRB at 203-392-5243.

Thank you!

By completing the following survey, I consent to be a participant in this research study.

Principal Investigator: Kate Fuller, Southern Connecticut State University, Department of Information and Library Science, kate.fuller@uconn.edu Advisor: Dr. Mary Brown, Professor and Graduate Faculty, brownm6@southernct.edu.

*1. What is your academic status?
○ Undergraduate Student
○ Graduate Student
○ Faculty/Staff
○ Other (please specify)

2. What is your major/department?

3. This semester, how often have you visited the Learning Commons, Babbidge Library, Level 1?
○ daily
○ several times a week
○ once a week
○ several times a month
○ once a month
○ less than once a month
○ never

Note: if respondent answered "never" they were passed to section 3 "Why have you never…", and then section 5 "Additional Comments." If respondent answered any other frequency, they advanced to section 4.

3. Why have you never visited the Learning Commons?

1. Why have you never visited the Learning Commons? Please check all that apply.
☐ I didn't know it existed
☐ I don't need any of the services it provides
☐ It's too noisy
☐ I don't use the Babbidge Library

☐ Other (please specify)

1. Why do you visit the Learning Commons? Please check all that apply.

☐ For individual study

☐ For group study

☐ To use software applications

☐ To perform library research

☐ To receive research assistance

☐ To receive technology assistance

☐ To receive Writing Center tutoring

☐ To receive Q (Quantitative) Center tutoring

☐ To print

☐ To use the Library's wireless network

☐ To meet and socialize with friends

☐ To take a break

☐ Other (please specify)

2. Please let us know if you agree or disagree with the following statements:

	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
Signage within the Learning Commons is clear (i.e., you can find and use services easily)	○	○	○	○	○
The Library anticipates my learning and research needs	○	○	○	○	○
Using services in the Learning Commons has helped me successfully complete academic assignments	○	○	○	○	○

Technology Services

3. A computer is available when I need one.

○ Yes

○ No

○ I didn't know this service was available

4. Laptop facilities (e.g. desks, power) in the Library meet my needs.

○ Yes

○ No

○ I didn't know this service was available

5. Printing facilities in the Learning Commons (Level 1) meet my needs.

○ Yes

○ No

○ I didn't know this service was available

6. Scanning facilities in the Learning Commons (Level 1) meet my needs

○ Yes

○ No

○ I didn't know this service was available

7. Photocopying facilities in the Learning Commons (Level 1) meet my needs
○ Yes
○ No
○ I didn't know this service was available

8. What type of technology support interaction do you prefer? Please rank in the order of preference, 1 being the least preferred, and 5 being the most preferred.

	1 (least)	2	3	4	5 (most)
Face to Face	○	○	○	○	○
Phone	○	○	○	○	○
Email	○	○	○	○	○
Chat / Instant Message	○	○	○	○	○
Other	○	○	○	○	○

Other (please specify)

Research Support

9. This semester, have you asked a research or reference question at the Research Assistance Desk in the Learning Commons?
○ Yes
○ No
○ I didn't know this service was available

10. If you have used the Research Assistance Desk, rank its helpfulness to you:
○ very helpful
○ slightly helpful
○ not at all helpful
○ I have not used this service

11. If you do not use the Research Assistance Desk, select the reasons:
○ Unnecessary
○ Embarrassed to ask for help
○ Afraid to lose seat at a workstation
○ Would be too time consuming
○ Other (please specify)

12. This semester, have you used chat reference ("Ask a Librarian") to ask a question?
○ Yes
○ No
○ I didn't know this service was available

13. If you have used chat reference, rank its helpfulness to you:
○ very helpful
○ slightly helpful
○ not at all helpful
○ I have not used this service

14. What type of research support interaction do you prefer? Please rank in the order of preference, 1 being the least preferred, and 5 being the most preferred.

	1 (least)	2	3	4	5 (most)
Face to Face	○	○	○	○	○
Phone	○	○	○	○	○
Email	○	○	○	○	○
Chat / Instant Message	○	○	○	○	○
Other	○	○	○	○	○

Other (please specify)

Tutoring Services

15. This semester, I have used the Writing Center services in the Learning Commons
○ once
○ several times
○ never

16. If you have used the Writing Center, rank its helpfulness to you:
○ very helpful
○ slightly helpful
○ not at all helpful
○ I have not used this service

17. This semester, I have used the Q Center services in the Library
○ once
○ several times
○ never

18. If you have used the Q Center, rank its helpfulness to you:
○ very helpful
○ slightly helpful
○ not at all helpful
○ I have not used this service

19. This semester, I have used the Learning Resource Center services in the Library
○ once
○ several times
○ never

20. If you have used the Learning Resource Center, rank its helpfulness to you:
○ very helpful
○ slightly helpful
○ not at all helpful
○ I have not used this service

21. Please agree or disagree with the following statements in regards to your experience in the Learning Commons

	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
Learning Commons staff are approachable	○	○	○	○	○
Learning Commons staff provide accurate answers to my questions	○	○	○	○	○
Learning Commons staff are readily available to assist me	○	○	○	○	○
The Learning Commons on Level 1 is an inviting place	○	○	○	○	○
The arrangement of furniture in the Learning Commons complements my work and study habits	○	○	○	○	○
I can find a quiet place in the Babbidge Library to study when I need to	○	○	○	○	○
I can find a place in the Babbidge Library to work in a group when I need to	○	○	○	○	○

5. Additional Comments

Please give us your suggestions for improvement or any other comments about the Learning Commons.

What is your age? (optional) Please use numbers, not text (e.g., 20 not twenty).

What is your gender? (optional)

○ Female
○ Male