

## Logic Model - Library Learning Spaces

<b>Institutional Priority:</b> Student Engagement & Learning <b>Library Mission:</b> Space <b>Program:</b> Library Learning Spaces					
INPUTS	OUTPUTS		OUTCOMES & IMPACT		
What we invest	Activities: What we do	Participation: Who we reach	Short-term results Learning	Intermediate results Action	Long-term results Conditions
Provision of space  Funds for construction, renovation, refresh  Design expertise  Funds for purchasing furniture, technology, art  Staffing	Design spaces: <ul style="list-style-type: none"> <li>Collaborate with facilities staff, architects</li> <li>Consult faculty and students on space design, requirements</li> <li>Review best practices</li> </ul> Provide a variety of types of study spaces to meet different needs (silent, group, tech enriched)  Maintain quality of environment (upkeep, usage policies, behavioural norms, security)  Provide access to the learning space (maintain hours, provide booking systems)  Learning-related services available in proximity to learning space (e.g., info desk, writing instructors, tech help)  Assess learning spaces	Students (undergraduates and graduate students)	Learners have an understanding of and appreciation for different types of learning environments in the library  Learners are able to assess their learning needs and identify the most appropriate space for their needs  The Library is seen by the campus as a preferred learning environment  Students feel supported	Students use the learning spaces for their learning needs  The activity in learning spaces is tied to learning activities  Students are able to access library learning spaces when they need them  Students have a sense of connectedness to a community of campus learners  Students are attracted to the campus as a result of quality learning spaces	Increase in student learning  Improved retention  Improved health, wellness, and sense of belonging  Increase in student recruitment
MEASURES			INSIGHTS		
Quantity of learning space (NASM) by kind  Number of seats  Space ratios (e.g., students: seats)  Annual expenditures capital	Number of hours available/week  Construction, renovation, maintenance projects  Types of learning related services accessible in or near learning space	Gate counts  Occupancy counts  Reservation booking statistics  Number of logins  Number of Wi-Fi loads as indicator of use	Satisfaction surveys -e.g., Canadian University Survey Consortium: “% of students reporting use and satisfaction with the “on-campus library” -e.g., Canadian Graduate and Professional Student Survey: Percent students providing a high rating on quality of “library facilities”  Other survey on perceptions, attitudes, belief re. learning space	Mapping Diaries (see <a href="#">example</a> ) <a href="#">Survey Tours</a> (optional: with photos)  Photo Elicitations  Photo Narrative	Interviews  Focus groups

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**Definition:**

Library learning spaces include all spaces designed, furnished, managed, and maintained by the library in support of library users' learning needs.

**Inclusion criteria**

- All library spaces internally and within the exterior parameters and branch libraries
- Spaces where tutoring and support is offered to students from campus partners such as a learning commons, writing centre, peer tutoring, etc.

**Exclusion criteria**

- Spaces in the library that are run by other campus departments (e.g., a food services cafe/restaurant, vendor establishments - Starbucks etc.)

**Assumptions**

- Learning space in the library is of value
- Library learning spaces are different in quality and function from other types of campus spaces available to students
- Purpose built learning spaces have a value beyond spaces that are not built specifically for learning
- If we build it, they will come
- Students want to be on campus for their learning (and will continue to want to be on campus)
- The library functions as the 3rd space for students

**Questions**

- Do library learning spaces result in a higher quality learning experience for students?
- Are students more likely to succeed academically when they have quality library learning environments?

**Published Studies Relevant to Impact**

Reynolds, Gary L. (2007). The Impact of Facilities in Recruitment and Retention of Students. *New Directions for Institutional Research*, 135, 63-80.

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