



# Assessment Annual Report

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## **Service, Space or Collection**

Library Classroom Spaces

## **Fiscal Year**

FY22

## **Overview**

OSULP maintains several classroom spaces, configured to meet a variety of teaching and learning needs.

### Library Seminar Room

Located at the Guin Library, this is the Hatfield Marine Science Center's largest meeting room, with a total capacity of 48. It is furnished with tables and chairs that seat 24, and can be rearranged to suit a variety of teaching and presentation needs.

### West Classroom

Located on the main floor of the Valley Library. This classroom was created in 2019-2020 to support student success, equity of access and ease of use. It is furnished with moveable tables, 30 chairs, and five media scape display stations.

### Barnard Classroom

Located on the 5<sup>th</sup> floor of the Valley Library. This classroom was renovated in 2017 to meet the instruction needs of the Special Collections and Archives Research Center. Current seating capacity is 30.

### Willamette East and West Seminar Rooms

Each of these rooms are equipped with 8 tables and 29 chairs. They are connected by a retractable wall.

### Autzen Classroom

Located on the main floor of the Valley Library. Furnished with a mix of student workstations with desktop computers, laptop-friendly workstations, and moveable furniture. Current seating capacity is 48; full capacity is 142. It was last redesigned in 2008 as part of a Herman Miller Learning Studio pilot project.

During FY22, conversations began between the Library Space Manager, Rachel Burgess, and the Research & Learning Department Head, Hannah Gascho Rempel, about the potential for revisioning the way the Autzen classroom is used.

### Strategic Significance:

Priority B.1: Optimize the library experience to support student success

- Maximizing the capacity of our facilities for learning and work
- Ensuring that our spaces are safe and inclusive
- Removing barriers to access OSULP resources

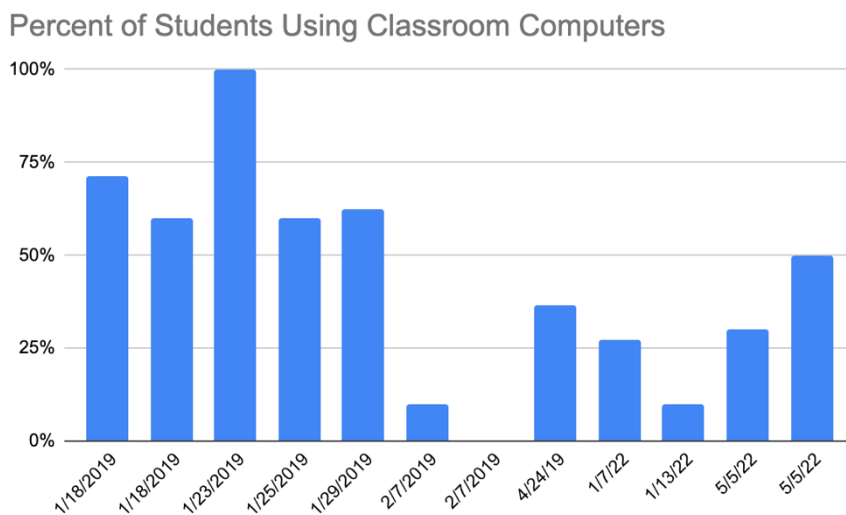
Goal 2. Build and Strengthen Relationships

Goal 3. Reward Experimentation and Support Continuous Improvement

### Takeaways:

- The gap in classroom computer use during the global pandemic (Spring 2020 - Fall 2021) not only reflects the pause in in-person instruction, it also forecasted a change in students' computer usage behaviors. Even more students are bringing their own laptops to instruction sessions (again, especially when reminded ahead of time) once in-person instruction resumed.
- Instruction librarians (primarily from the Research & Learning Department) observed several significant changes that resulted in reduced teaching demand for the Autzen classroom. These changes included the transition away from teaching all sections of WR 121 by librarians in the library in 2012-13, the addition of the West Classroom in Fall 2019, a higher number of course-related sessions being taught within the home classroom (see Table 1), and the move to online teaching during the global pandemic (see Table 2).
- In addition, library instructors have been observing reduced demand for desktop computers within the Autzen classroom. Students increasingly bring their own laptops to library sessions, especially when prompted to do so by their instructor or the instruction librarian ahead of time. While data on classroom computer use has not been gathered by all instruction librarians, several librarians have captured information on computer use over time, thereby providing a snapshot of some of the classroom computer use (see Figure 1).

Figure 1



Note - for the January 23, 2019 teaching instance, the instructor noted she forgot to prompt students to bring their laptops ahead of time.

## Key Decisions

- As a result of the observations of reduced demand for the Autzen classroom as a library instruction space and observations of reduced classroom computer usage and the conversations with library stakeholders, three primary changes were suggested, and put in place by the beginning of Fall term 2022:
  - Pilot a removal of half of the wired desktop classroom computers (reducing the number of computers in the room to 12)
  - Configure the classroom furniture into 3-4 zones that could be readily rearranged for more flexible use for different event needs
  - Change the room use policies to allow for quiet, open study any time the library is open and the classroom is not reserved for another purpose
  
- To support the transition to different uses of the Autzen classroom a number of actions were taken. Room prioritization was stated in the following priority order:
  - Library-led student instruction
  - Library partner (e.g., Academic Success) student instruction
  - Open student study
  - Library presentations
  - Library or library partner meetings or events

This usage priority was communicated through email to all library staff, as well as in meetings to specific stakeholder groups like library instructors. These priorities have also influenced the updating of classroom use policies.

Signage has been updated to indicate how the room is used, both in classroom guidelines aimed at instructors and students. Large signs were also created to signal when the room is available for open study and when the room is in use for instruction or other events. New posters matching the library's *Everyone is Welcome Here* theme have also been hung in the Autzen classroom.

Power towers have been added to facilitate more flexible laptop or other device charging needs. The room columns were repainted. New ports were added to enable a different classroom computer layout. The room locks were changed to default to unlocked. The mic for the classroom was moved to circulation for checkout to remove worries about theft.

## Next Steps:

During FY21 a new partnership was piloted in which the Supplemental Instruction (SI) tables for subjects like economics and business were held in the Autzen classroom. Based on the success of this pilot project, a longer-term plan is in place for the SI tables to use the Autzen classroom. The flexibility of the Autzen classroom is intended to also help support more SI table stations in the room and their instruction needs.

To assess the success of the changes to the Autzen classroom, several types of data will be collected over the coming year. Information about classroom computer use will be collected during library instruction sessions. Counts of room use for open study will be collected at regular intervals. Discussions will be held with key stakeholders of the room to get their input on the changes, including instructors, SI table leaders, and students.

The changes made in Fall 2022 are just one step in revising Autzen to meet evolving instructional and student study needs. We will continue to examine what kinds of computing needs students and instructors

have in this space. We will explore whether other private study zones can be set up in the space. We will also consider whether the room might be divided into other configurations. Each of these longer-term options would require more funding and a broader consideration of the Valley Library's main floor needs.

**Assessment:**

During winter 2022, Rachel Burgess and Hannah Gascho Rempel held conversations with key library stakeholders in the Autzen classroom including Dave Manela (in charge of classroom computer technology), Uta Hussong-Christian (library instructor and LEAD Interim Department Head), Natalia Fernandez (SCARC Interim Department Head representing SCARC's instruction needs), Megan Lawrence (Executive Assistant, representing occasional needs for special events in the space), and instruction librarians from the Research & Learning Department. Stakeholders were asked to share their input on current student needs, current partner needs, current OSULP instruction needs, and classroom computer needs. In addition, we asked them to reflect on different classroom furniture configurations that might lead to more flexible uses of the space, as well as different technology configurations that could increase flexibility. We asked what additional data on classroom use might be helpful to gather.

Feedback included an emphasis on the value of flexibility both in terms of movable furniture and technology. The value of wired classroom computers was seen as diminishing. Stakeholders reported seeing a shift in student use of the space over time to more students sitting at the center long table with their own computers. Feedback shared from a focus group conducted by Uta Hussong-Christian also acknowledged a lack of clear purpose for the room in terms of who was allowed in the space and how the classroom computers were to be used. Information was shared on the software needs for the classroom computers, which currently do not involve many special installations as instructors either rely on Citrix, open web tools, or ask students to download tools to their computers ahead of time. Stakeholders were interested in continuing to observe student behaviors in the classroom over time and reaching out to non-library partners about their use of the space.

Respectfully submitted,

Hannah Gascho Rempel

October 2022

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Signature of the person (or persons) who prepared this report

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Date submitted

**Attachments**

## Appendix A: Assessment Data

Table 1 - Library Instructional Use of the Autzen Classroom vs. Home Classroom Over Time

	Classroom Instruction (course-related) taught in Autzen*	Classroom Instruction (course-related) taught in West**	Classroom Instruction (course-related) in Home Classroom
9/1/21 - 5/31/22	18	14	41
9/1/18 - 5/31/19	69	-	13
9/1/15 - 5/31/16	104	-	0

\*Note - includes credit courses taught in the room, which have been recorded inconsistently across instructors e.g., HC407 only counted once instead of 10 times depending on the instructor

\*\*West started being used for teaching in Fall 2019

Table 2 - Instructional Use of the Library Classrooms vs. Virtual Instruction Over Time

	Classroom Instruction (course-related) taught in Autzen*	Classroom Instruction (course-related) taught in West**	Classroom Instruction (course-related) virtual	Workshops taught in Autzen	Workshops taught in West**	Workshops taught virtually
9/1/21 - 5/31/22	18	14	13	5	1	46
9/1/18 - 5/31/19	69	-	1	48	-	0
9/1/15 - 5/31/16	104	-	4	72	-	0

\*Note - includes credit courses taught in the room, which have been recorded inconsistently across instructors e.g., HC407 only counted once instead of 10 times depending on the instructor

\*\*West started being used for teaching in Fall 2019