

Sense of Place in an Academic Library

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Libraries are:

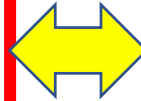
- A place for everyone
- Should be welcoming and inviting
- Part of students' entire academic experience
- A place where students feel:
 - connected
 - helped
 - welcomed
 - respected
 - safe



Library Connections

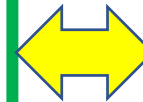
Takes what the library has:

- Services
- Resources
- Spaces
- Interactions with others



Matches with students based on:

- Ethnicity
- Gender
- Personas
- University status



Constructs identified in Literature:

- Belonging
- Connection
- Respected
- Safety
- Talk with library employee
- Welcomeness



Research Purposes

A Sense of Place is a measure of several constructs that help a student feel like a part of where they are at.

Purposes of this effort:

1. Identify constructs that make up students' sense of place in the library
2. Compare and contrast similarities and differences between groups of students
 - Gender
 - Ethnicity
 - University status
3. Determine how the constructs relate to each other
4. Establish a baseline measure for future comparison



Methods

Used 2 surveys

- Survey 1: implied consent, seven rating questions, demographics and link to second survey
- Survey 2: Information for incentive draw (3 - \$50 participation incentives)

Invited random, stratified sample of 3,000 undergrad students

- 2 weeks to respond
- 2 reminders to non-responders

IRB approved

Analysis included:

- descriptive statistics and
- Principal Components Analysis



Results: Response Rate and Demographics

Participation

- 31% of invited students participated to some extent

Gender

- More females (5%) than university population

University Status

- Higher percentage than university population of:
- Freshmen (4.2%) Juniors (2.8%) Super Seniors (8.0%)

Ethnicity

- 6 of 7 Ethnic groups within 2% of population
- White European overrepresented (7.3%)
- 2 groups (American Indigenous/Alaskan Native and Black or African American had low response (3 & 2) – not discussed individually, but included in BIPOC group

Results

- Two general measures
 - mean student rating of construct and
 - percentage of students indicating: To Some Degree YES or NO
 - Only discuss YES responses as NO responses are typically inverse
 - Some dissonance between ratings and YES percentages – not yet resolved
- We refer to ratings and percentages or differences between comparison groups
 - All students
 - Female & Male
 - WE & BIPOC
 - Each ethnic group & all students
 - University status & all students
- Brief discussion on PCA



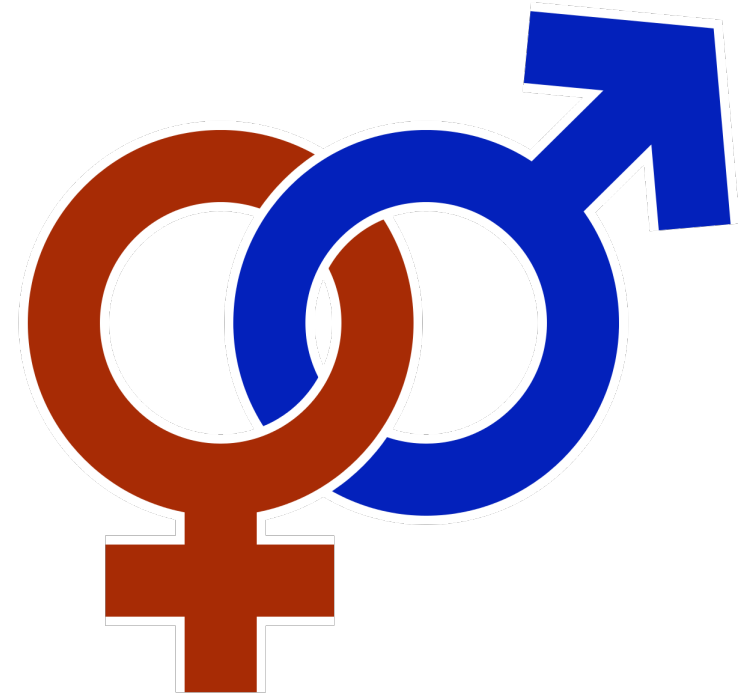
Results- All Students

- 5 of the 6 constructs had strong student mean ratings (5.45-6.34/7)
 - Safety had highest rating
- YES percentage for 5 of 6 constructs was 80.0% or higher
- Connection to Library had lowest mean rating (4.86/7) and YES percentage (64.3%)
- 95.3% of all students felt safe within library



Results - By Gender

- All mean differences were 0.15/7 or less across all constructs
- YES percentages for differed by construct
 - Male percentages lower than females in 4 constructs –
belonging, connection, respect, and safety
 - Male percentages higher than females in 2 constructs –
Talk with library employee and welcomeness



Results - By Ethnicity: WE & BIPOC

- Mean ratings across all constructs had differences of 0.35/7.0 or less
 - 2 constructs (respect and talk with library employee) were 0.02/7.0 or less
 - Largest differences between connection (0.35) and welcomeness (0.31)
- BIPOC's YES percentages 6.4% or lower than WE in across all constructs
 - Biggest differences: welcomeness (6.4%), belonging (5.8%), & safety (5.6%)



Results - By All Students and Each Ethnic group

- Mean rating trends found between WE & BIPOC continued when comparing each ethnic group with all students
- Some differences more pronounced.
- **Hispanic** group mean ratings were higher for 4 of 6 constructs
 - respected had highest difference (0.28)
 - The lowest constructs mean ratings were for connected to library (0.4)
- **NHPI** and **Blended** group mean rating differences were lower than all students across all constructs
 - **NHPI** differences ranged from 0.14 to 0.77 (connection had largest difference)
 - **Blended** differences ranged from 0.07 to 0.76 (Welcomeness had largest difference)
- **Asian** lower in all constructs except talking to library employee
 - Differences ranged from 0.29-0.52

Results - By All Students and Each Ethnic group

- YES percentage trends
- **Hispanic** YES percentages lower than all students for connected (6.0%) and higher for respected (5.9%)
- Differences between all other ethnic groups YES percentages and all students were lower, with only two exceptions:
 - The **Asian** YES percentages for connection
 - The **NHPI** YES percentages for belonging
- **Blended** YES percentages had 4 lower differences in excess of 10%
 - Belonging (16.9%)
 - Safety (16.3%)
 - Respect (14.1%)
 - Welcomeness (12.8%)



Results - By All Students and University Status

- For all mean ratings:
 - **Freshmen** higher than all other groups
 - **Sophomore** and **Super Seniors** lower than all other groups
- All mean rating differences across status groups for all but 3 constructs were within 0.20. Exceptions include:
 - **Freshmen** and connected (0.23 higher)
 - **Super Seniors** and connected (0.27 lower) and respected (0.24 lower)
- About half of all YES percentage differences across all measures for each status group and all students were within 3%
- **Freshman** YES percentages for connected higher than all other groups
- **Senior** YES percentages were lower for welcomeness
- **Super Senior** percentages were higher for welcomeness

Results: Principal Component Analysis

- Using KMO scores to indicate adequacy:

Bare minimum 0.5 Mediocre 0.5-0.7 Good 0.7-0.8 Great 0.8-0.9 Superb 0.9 and above

- Gender all in the great range
- Ethnicity
 - **Minimum** Asian & NHPI (low numbers)
 - **Good** BIPOC, Blended, & Hispanic
 - **Great** WE
- All students were good or great



Summary and Limitations

- All sense of place constructs indicate (except connected) indicate strong association between BYU students and library
- Room for improvement, especially in connected construct
- Some reasons for differences
 - **Freshmen** have a designated area (The HUB) in the library
 - **Seniors & Super Seniors** are preparing to depart
- Ethnic groups low response prevented full or stronger analysis
 - Low ethnic group numbers on campus
- Other groups may be helpful (e.g., first generation students, grad students)

Future Directions

- Implement changes and re-administer survey to determine effect of change
- Identify other student groups and use in analysis
 - First generation students
 - Other ethnic groups
 - Marital status (single, married, divorced)
- Identify other constructs that may help define sense of place measure



Questions and Thank You

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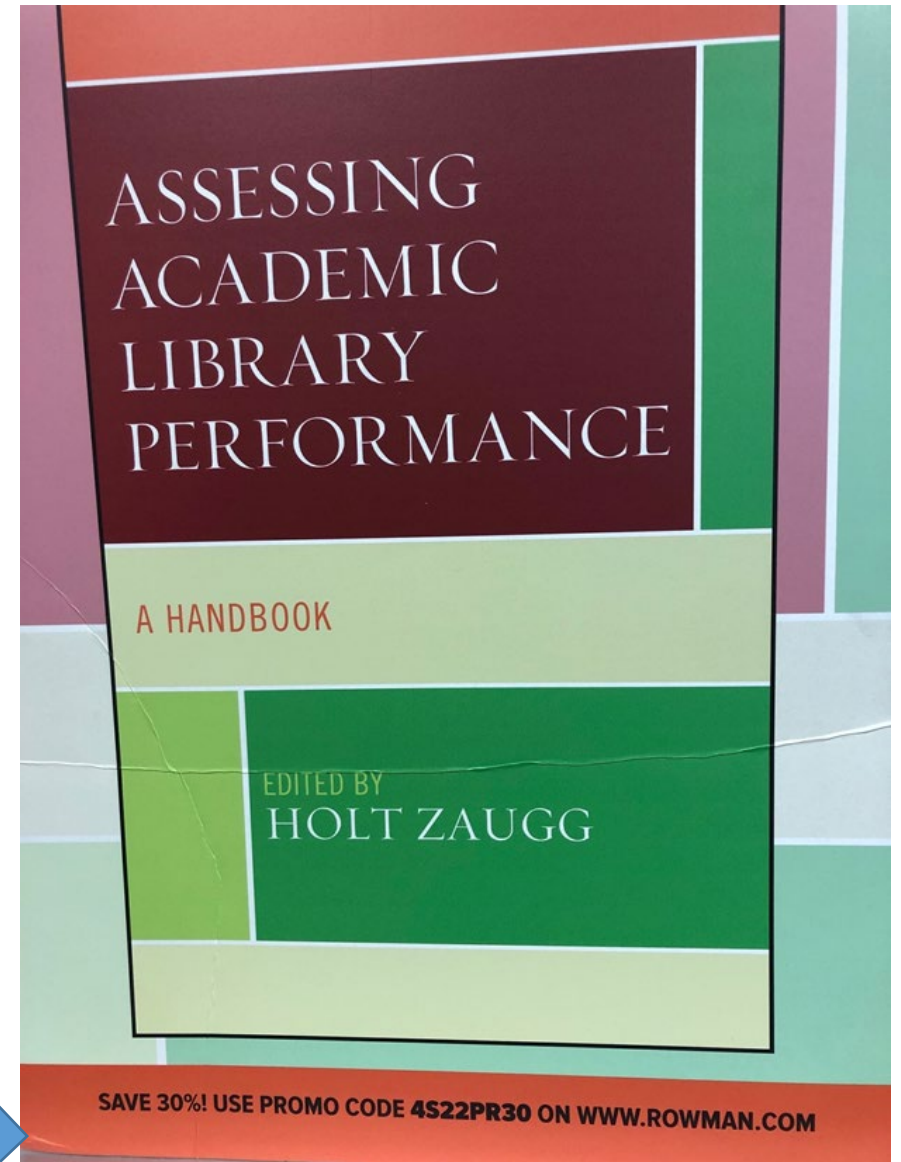
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In God we trust.

Everyone else needs to bring data!



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