Introduction
The Lemieux Library and Learning Commons provides a range of diverse learning spaces, collections, and services in support of Seattle University. In an effort to assess how its spaces contribute to academic success, our study looked at building usage through two lenses: building occupancy and patron perceptions. Building occupancy was measured by counting individuals throughout most of the building at regular intervals during the 2016 winter quarter. Perceptions of the importance patrons place on various benefits of coming to the building were measured using a questionnaire.

Survey | Methods
In addition to counts of individuals occupying the building, an anonymous survey was conducted to gather evidence of patron perceptions of how the physical space contributes to their academic success. Patrons were asked to rate the importance of various potential benefits of coming to the Library and Learning Commons to their educational success. Hard copies of the questionnaire were distributed at service points throughout the building for two weeks during a peak traffic period. Entry into a draw for two iTunes gift cards was offered as an incentive to participate.

Questionnaire
Patrons were asked the following question:
In your opinion, how important to your educational success are each of the following benefits of coming to the Lemieux Library and McGoldrick Learning Commons?
A place to:
- access books and other print publications
- get quick access to information
- access technology - wifi, printing, computers
- access online library resources such as databases and journal articles
- access research help from a librarian
- access help from the Writing Center, Math Center, or Learning Assistance
- edit and record audio and video projects
- study independently but near other students
- socialize
- make phone/Skype calls
- relax
Participants rated each of the above using a 5-point scale.

Results
Counts were conducted using an iPad and a Google Form, multiple times on every day of the week, on alternate weeks throughout the January 4th-March 27th winter quarter, beginning in week 3. Results were exported to Excel for analysis.

As for group work, the group study rooms were occupied by at least one person an average of 66% of the time, and this total rose to 78% in the afternoons and 75% in the evenings, with the highest overall weekly occupancy rate occurring during week 9 at 71%. No area in the Library and Learning Commons was as heavily used as the group study rooms or private study carrels.

Survey questions were then used to assess these space use rates through analysis of the data. Each of the benefits of coming to the building were analyzed using a measure of perceived importance which considered both the overall rating of importance and the overall presence of the space for those benefits.

Taken together, survey responses and building count results suggest that the building is highly valued and utilized as a contributor to student educational success. To begin with, 73% of survey respondents identified as “very important”, the Library and Learning Commons “as a place to study independently, but near other students”. 74% of students gave the same ranking to the Library and Learning Commons as “a space to study or work on projects in groups”.

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