

**Digital Natives in a Strange Land**  
**Presentation @ ASDAL 2017**  
**By Carolyn Gaskell and Richard Scott**

Librarians at WWU successfully utilized the results of three undergraduate student library satisfaction surveys, administered over the course of six years, to inform changes they made to the facilities and services of Peterson Memorial Library. These changes ultimately met the needs of undergraduate Millennial and Gen Z students. This presentation focuses primarily on the results from the 2011, 2014, and 2016 large-scale student library satisfaction surveys completed by undergraduate students on the College Place campus. Use statistics and results from targeted surveys provide additional measures.

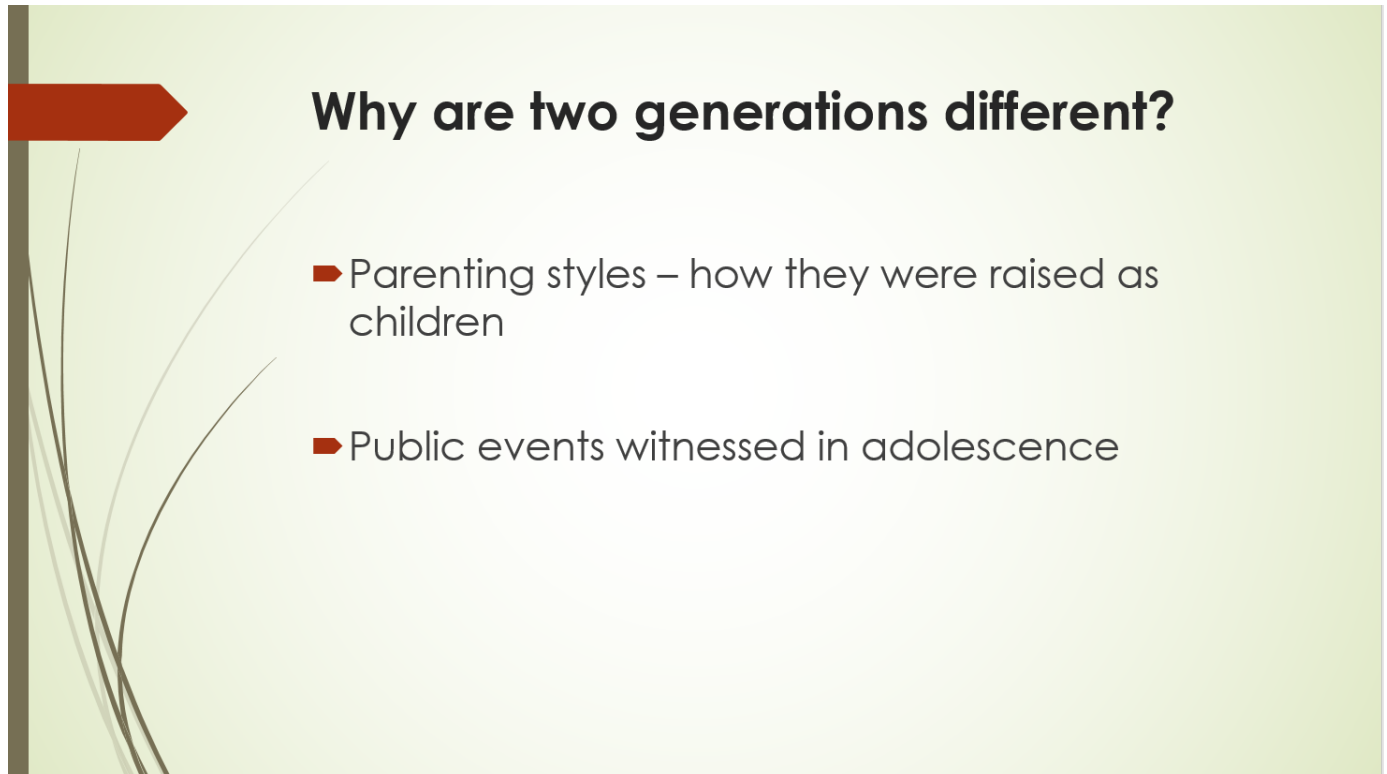
Generations exhibit different characteristics and we utilized research about the different generations to identify birthdate age ranges for the Millennial and Gen Z cohorts along with their most prevalent characteristics. That information enabled us to identify which generational cohorts we were serving during each survey period, what their most prevalent characteristics were, and therefore analyze the survey data to assess whether the services, resources, and spaces we provided met a generation's specific needs or which areas to improve if their needs were not met. From that information, we ascertained that the undergraduate students participating in the spring quarter library satisfaction surveys of 2011 were predominately Millennials, those of 2014 were a combination of Millennials and Gen Zs, and those of 2016 were mainly from the Gen Z generation.

It is possible that the first generational label most people became familiar with was "Baby Boomer." According to the Oxford English Dictionary (Proffitt, 2017), the first recorded use of the term "baby boomer" is from a 1963 Salt Lake Tribune article. However, the idea of naming and applying characteristics to birthdate-related peer groups seems to have taken off with the publication of *Generations: The History of America's Future, 1584-2069*, written by William Strauss and Neil Howe (1991). The two men continued their research in this vein with the publication of numerous follow-up titles. These included *Millennials Rising* (2000) and *Millennials and the Pop Culture* (2006). Their second book, *Millennials Rising*, is often credited with giving us the term Millennials.

As some of their detractors point out, Strauss and Howe were not social scientists or historians. However, the publication of *Generations* would confer on them the sobriquet of pioneers in a new and expanding field of study. As Hoover, in *The Millennial Muddle* (2009) states:

*"They soon became media darlings, best-selling authors, and busy speakers. Generations would popularize the idea that people in a particular age group share distinct personae and values by virtue of occupying the same 'place' in time as they grow up."*

Previously, it was assumed that generational movement from one group of young people to the next was linear.



Various events and experiences define a generational cohort. One of the first things that shapes the cohort is the parenting style of their parents. For example:

- The last wave of the Baby Boomers are generally the parents of the Millennials. The cars they drove likely had the yellow “Baby on Board” card in their windows. They were the helicopter parents who embraced the “everyone gets a trophy” philosophy. Their children were therefore protected and saw themselves as special (Gibbons, 2007)
- Generally, the Gen Xers are the parents of generation Z children. The Gen Xers themselves were labeled the “latch key kids.” Because both of their parents were working, they had to become independent at a young age. Perhaps that is why Seemiller and Grace found that Gen X parents were “instilling values of individual responsibility and independence” in their children (Generation Z goes to college, 2016).

Major public events witnessed during the impressionable teenage years also shape the characteristics of a generational cohort. For the Millennials, the Internet and proliferation of personal electronic devices had a huge impact. They grew up with multiple electronic devices and learned to multitask, albeit not well. Gen Z children grew up in a world where everything they needed was on one device and they have never known a world without social media (Fromm & Garton, 2013) (Stillman & Stillman, 2017).



## Events that shaped the Millennials


- ▶ **1990-1991** Operation Desert Storm (Gulf War)
- ▶ **1998** Google was founded as a search engine
- ▶ **1999** School Yard Violence (Columbine school shooting)
- ▶ **2001** Terrorists attacks on the World Trade Center and Pentagon and crash of United Airlines Flight 93 to circumvent an attack on the capital in Washington D.C.

Events that shaped the Millennials include (Tanner, 2017) (National Endowment for Financial Education, 2015):

- Operation Desert Storm (Gulf War)
- The founding of Google as a search engine
- School yard violence (Columbine)
- The 2001 terrorists attacks on the World Trade Center

Events that shaped Gen Z include the proliferation of social media. For example, the following social media sites were launched (Stillman & Stillman, 2017), (Timeline: Social Media, 2000-2017):

- LinkedIn
- WordPress, a blog publishing platform
- MySpace, Flickr, Facebook, and Yelp
- Gmail
- YouTube
- Twitter
- iPhone



## Generation Z has always lived in a world with social media

- 2001 – Wikipedia launches
- 2003 – LinkedIn begins. WordPress (blog publishing platform) is released
- 2004 – MySpace, Gmail, Flickr, Facebook, and Yelp all launch
- 2005 – YouTube goes live
- 2006 – Twitter begins
- 2007 – Apple releases the iPhone

Other events that shaped Gen Z include the:

- Great Recession of 2008
- Election of Barack Obama as the first African-American President of the United States (Stillman & Stillman, 2017)

### **So what did the parenting styles and major public events produce in the Millennial and Gen Z cohorts?**

According to the literature, Millennials are also referred to variously as Gen Y, the NetGen, the Echo Boomers, the Nintendo generation, and digital natives. Parment, who studied the Millennials in the context of consumer marketing, notes that:

- Millennials are digitally literate: “While former generations selected and stored information, afraid of not getting access to it again, Generation Y is more relaxed and realize that they can’t obtain every available piece of information”
- They are also more direct in their communication style, something about which people from other generations complain
- “The social environment is at the heart of just about any decision or activity in life and it is therefore crucial to understand[ing] this generational cohort.”

(Generation Y in consumer and labor markets, 2012)

Howe & Strauss provide additional characteristics such as:

- They are confident. Typically, they don’t ask for permission, help, or advice, they just go ahead and do whatever it is they need to do
- They are Team-Oriented. Team or group work was an integral part of their educational experience
- Conventional
- They are pressured. Their entire day is structured. Emphasis is on achievement (Millennials go to college, 2007).

What about the Gen Z's, who are also known as the iGens? Seemiller and Grace, who coauthored *GenZ Goes to College*, are university employees who conducted research specifically in the context of higher education, focusing on the “outlooks and trends of current college students ... as they relate to their experience in higher education” (2016). Their results discuss the characteristics, styles, and motivations of college students as well as “How they learn, engage, communicate, and form relationships” (2016).

According to Seemiller and Grace, characteristics Gen Z exhibit include:

- Being realistic and pragmatic, likely because they grew up in the Great Recession and their lives were less financially stable.
- Having a preference for “intrapersonal learning” or solitary learning while “...they also enjoy working in group settings, a sign of their desire for social learning. They want to have some role in setting the tone and pace for their own learning but also see the value and benefit of working with others or at least near them.”
- They “Prefer to use learning methods that require self-reliance.”
- The physicality of the learning space is critically important to Generation Z students... “These students want a designated zone for learning so they can focus and be free from distractions. The space needs to contain the tools necessary for learning, like access to the Internet and being well lit and open, with adequate table space” (Generation Z goes to college, 2016).

## Characteristics of Generational Cohorts

<b>Millennials</b> <small>(Howe &amp; Strauss, 2007)</small>	<b>Generation Z</b> <small>(Seemiller &amp; Grace, 2016 and Stillman &amp; Stillman (2017))</small>
➤ Special	➤ Realistic/Pragmatic
➤ Sheltered	➤ Prefer intrapersonal or solitary learning
➤ Idealistic	➤ Prefer to use learning methods that require self-reliance.
➤ Confident	➤ Responsible
➤ Team-Oriented	➤ Phigital
➤ Conventional	➤ Driven
➤ Pressured	
➤ Achieving	

- The enjoyment of “having music as part of the learning environment despite not having a preference for using music as a learning method. In this case, music serves as a background for the learning environment. This might explain why libraries appear to be filled with students furiously typing papers wearing ear buds or headphones” (Seemiller & Grace, 2016).



Stillman and Stillman are a father and son team. The father is from generation X and the son from Gen Z. Additional characteristics they identify include that Gen Zs are:

- Responsible
- Phigital. Every physical aspect (people and places) has a digital equivalent. (Gen Z @ work, 2017)

This is corroborated by Seemiller and Grace who confirmed "... many students come to class with laptops, tablets, and smart phone so they are digitally connected the moment they enter class" (Generation Z goes to college, 2016).

Perhaps that is why Gen Z students think "age 13 is the right age to get your first smartphone" (Center for Generational Kinetics, 2016)

Gen Zs are also:

- Hyper-custom oriented. For example, 56% of Gen Z's would rather write their own job description
- FOMO. Have a fear of missing out
- Weconomists. Gen Z has only known a world with a shared economy
- DIY. Raised on YouTube, which teaches them to do anything they wish.
- Fiercely independent
- Driven. More competitive than other generations

(Stillman & Stillman, 2017)

In spite of the general agreement on the parenting styles and defining events that shape a generation's characteristics, identifying a common range of birth years for a particular generation is problematic, as illustrated by this table:



Generation Cohort Age Ranges Not Universal			
Millennials		GenZ	
Parment (2012)	1979-2000	Seemiller & Grace (2016)	1995-2010
Pew Research Center	1981-1997	Stillman & Stillman (2017)	1995-2012
Howe & Strauss (2000)	1985-2000	Howe & Strauss	2005 - Present
CareerPlanner.com	1980-1995	CareerPlanner.com	1996-2010

As mentioned earlier, Parment studied the Millennials in the context of consumer marketing. At 21 years, he gives the longest birthdate range for Millennials of all the researchers we studied (Parment, 2012). The Pew Research Center, which does not yet list any information on Generation Z and describes itself as “a nonpartisan fact tank that informs the public about the issues, attitudes and trends shaping America and the world” posits 16 years (Pew Research Center U.S. Politics & Policy, 2015). As we have previously seen, Howe and Strauss were the pioneers in the study of generations. They identify a 15-year period (Generations, 1991). “CareerPlanner.com is one of the oldest and most well established Internet based career testing and life planning sites.” They use an earlier 15-year spread than do Howe & Strauss (Center for Generational Kinetics, 2016).

No one agreed on the beginning or ending dates for the Millennial generation. Additionally, other researchers suggested that Gen Z is really the second wave of the Millennials. Since we could not find agreement among the experts regarding the birthdate ranges for Millennials, we turned to those for Gen Z. Here there was more general agreement. Both Seemiller & Grace and Stillman & Stillman, whose works are among the most recent of the experts, identify the beginning birthdate as 1995. CareerPlanner.com is only one year off. Therefore, in analyzing our survey data, we chose to use the beginning birthdate of 1995 for the Gen Z cohort.

**Assessment**

Librarians have been collecting and reporting statistics for years. Circulation data, gate counts, number of interlibrary loans, number of reference transactions or class instruction sessions, and more. Collecting, assessing, and utilizing appropriate data to make decisions is especially important for academic librarians. Such assessment data provide valuable information with which to make data-informed decisions to improve the user’s experience in the areas of resources, facilities, and services.

Assessment also enables library administrators to show how the library provides value to the university. In the current climate of higher education in the U.S., where small to medium, private, FTE-driven institutions grapple



almost annually with declining enrollments, administrators want to ensure that scarce funds are put to the best use. With the emphasis on retention, student assessment, more and more resources becoming available on the web, and pressure to keep up with technological changes, the library's budget is often one of the first to be tapped to fund those other needs. Because of this financial reduction, libraries have received the signal that they are not quite as important as they used to be. Perhaps this is why a 2016 Ithaka S + R survey found that directors of academic libraries in the United States feel that they are less valued by and correspondingly experience decreasing support from their academic institutions (Wolff, 2017).

This finding should not be surprising. Since the appearance of Scott Carlson's article on "The Deserted Library" in the *Chronicle of Higher Education* (2001), which focused on the increase in use of online resources and the significant decline in physical use of libraries, academic librarians have been struggling to find ways to document their continued value to the university. In an effort to address this need, ACRL designed the Assessment in Action program. Their April 2017 report *Academic Library Impact on Student Learning and Success* confirms that information literacy instruction and the library's physical space contribute positively to student learning and success (Association of College and Research Libraries, 2017). During the years between Scott Carlson's *Chronicle* article and ACRL's Assessment in Action program, the emphasis on data collection showing library value shifted from using only input data, such as the numbers of students using a library or numbers of books circulated, to student learning outcomes. What difference did use of the library or use of the books make in a student's academic success? That shift led to the heightened importance of information literacy instruction and its positive effect on student learning. There has also been a renewed emphasis on the need for academic libraries to align their strategic plans with their institution's mission, vision, and values statements. Librarians at institutions such as WWU, which are accredited by the NWCCU (Northwest Commission on Colleges and Universities), also have institutional Core Themes with which to align.

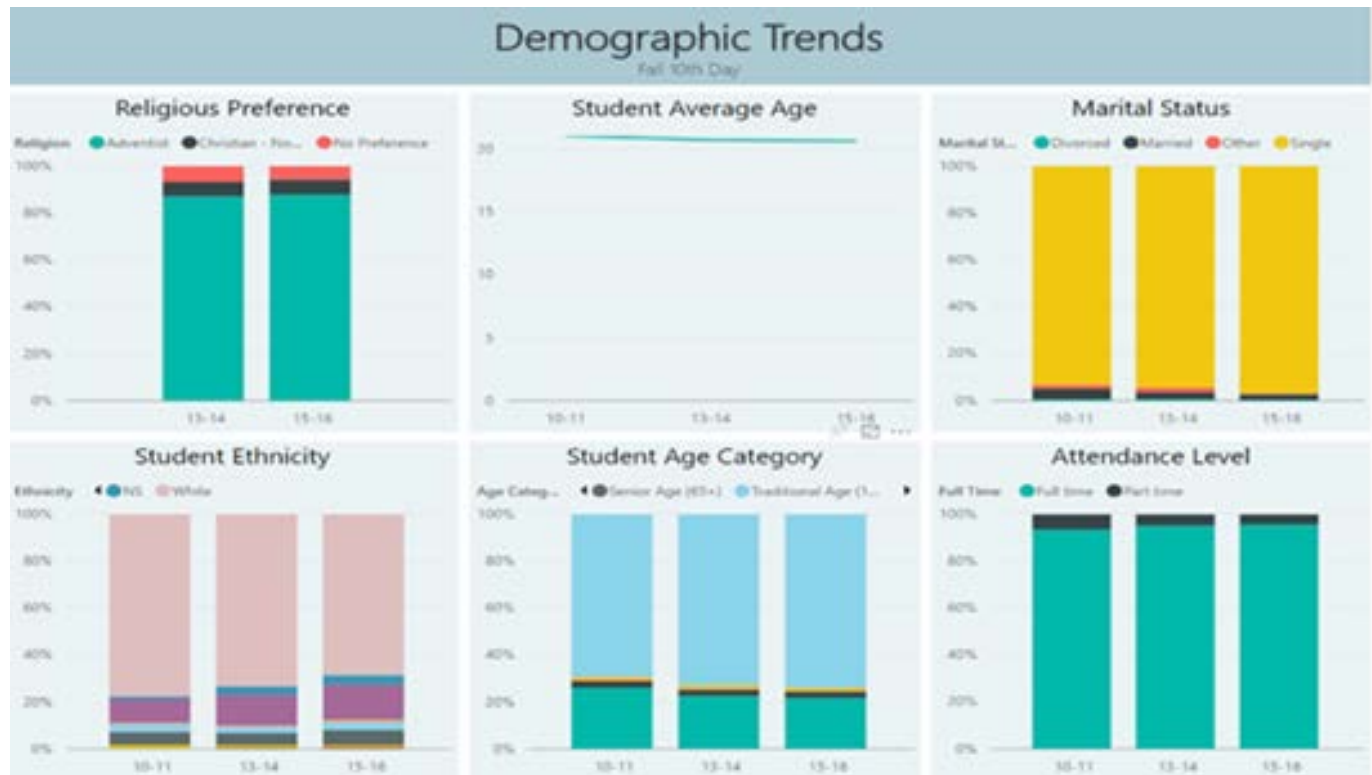
In collecting appropriate data to inform their decisions, WWU Librarians employ a number of assessment tools:

- Large-scale, library-focused user satisfaction surveys (2011, 2014, 2016)
- Focused or point-of-use surveys such as our annual JumpStart Study Tour survey
- Use statistics (facility, materials, services)
- Benchmark data -- WWU administration has identified a list of 13 benchmark institutions
- Library Consultant's report of FY14
- Outside focus group (Westside refresh project)
- Return on Investment studies (ROI – Orbis Cascade Alliance; databases)
  - The Orbis ROI convinced AVP that WWU was obtaining good value for membership dues. Director had heard numerous times that administrators questioned value/return on investment of being a part of the consortium
- READ Reference statistics
- Library questions (2-3) from the NESSE survey used by the university's administration for accreditation purposes

The results from data gathered by these methods have been helpful to the WWU Libraries as they embarked on projects in space allocation and design, setting hours of library service, and adjusting staffing hours. Data specifically from the surveys has been used to improve the student experience in the library. It has also been used to demonstrate to academic and financial administrators the types of study spaces students expect to find in the library and provided data-backed rationale to slow the process of eliminating print resources from the collection.

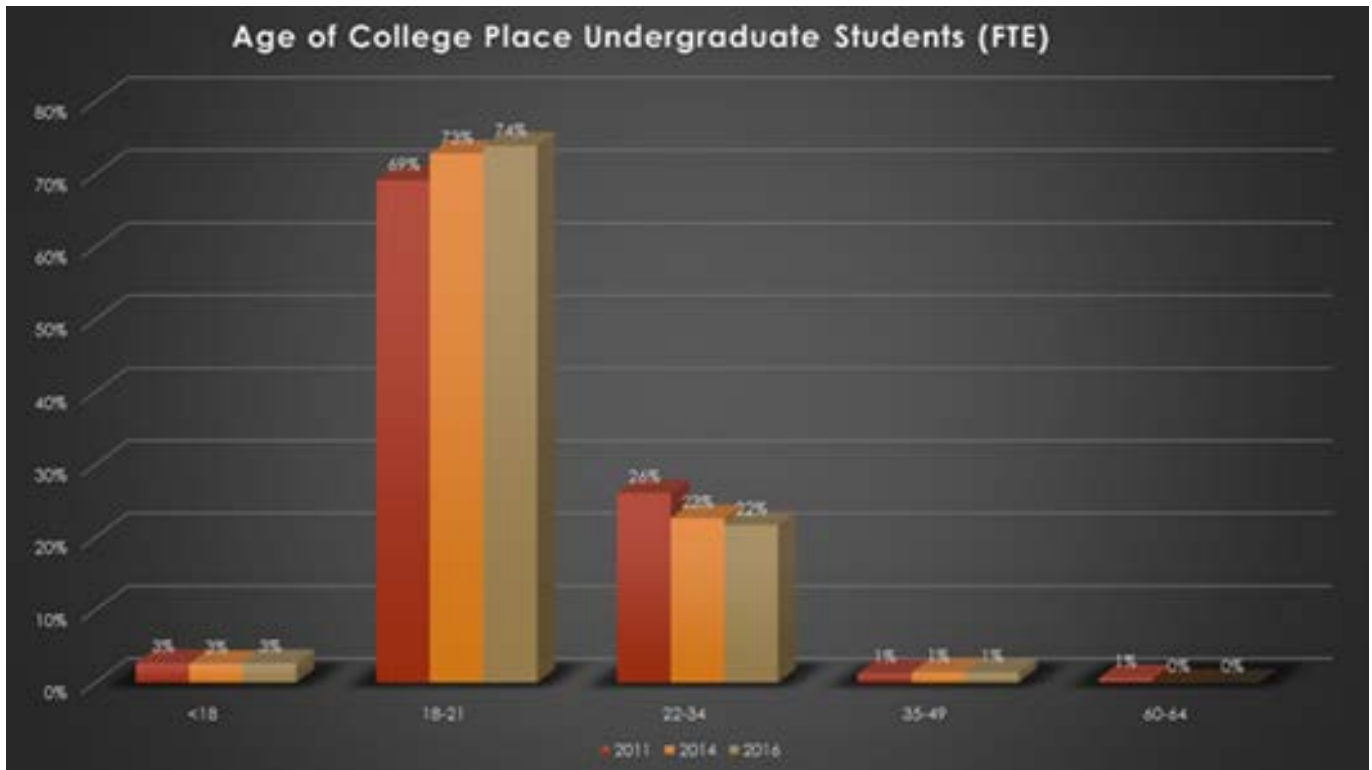


One of the major tools we use in seeking input from students to assess specific issues faced by Peterson Memorial Library, the University’s main library on the College Place campus, is the large-scale student library satisfaction survey. Librarians designed and administered each survey for a different purpose. While each survey focused on questions designed to elicit information about student perceptions and/or satisfaction in specific areas, each also contained the same, or nearly so, core questions.



To identify the generational cohorts represented in the results of each of the surveys, we utilized FTE data supplied by the University’s Office of Institutional Research. As you can see from this slide, WWU’s undergraduate FTE is homogenous. Across all three surveys, students were mainly single, Caucasian, Seventh-day Adventist, ranged in age from 18 to 21, and attended the University full time. Based on this FTE information, we could identify that the majority of the respondents of the 2011 survey were Millennials, those of 2014 were a combination of Millennials and Gen Zs, and those of 2016 were mainly from the Gen Z cohort.

In this slide, you can see that there are older undergraduate students who responded to each of the surveys. However, the number of students in the 22-34 age range trended downward. While the youngest in this age category for the 2011 survey were still Millennials, the oldest were Gen Xers. The decline in the number of students in this age group (who were also slightly more likely to be married) is more marked between 2011 and 2014 than it is between 2014 and 2016.



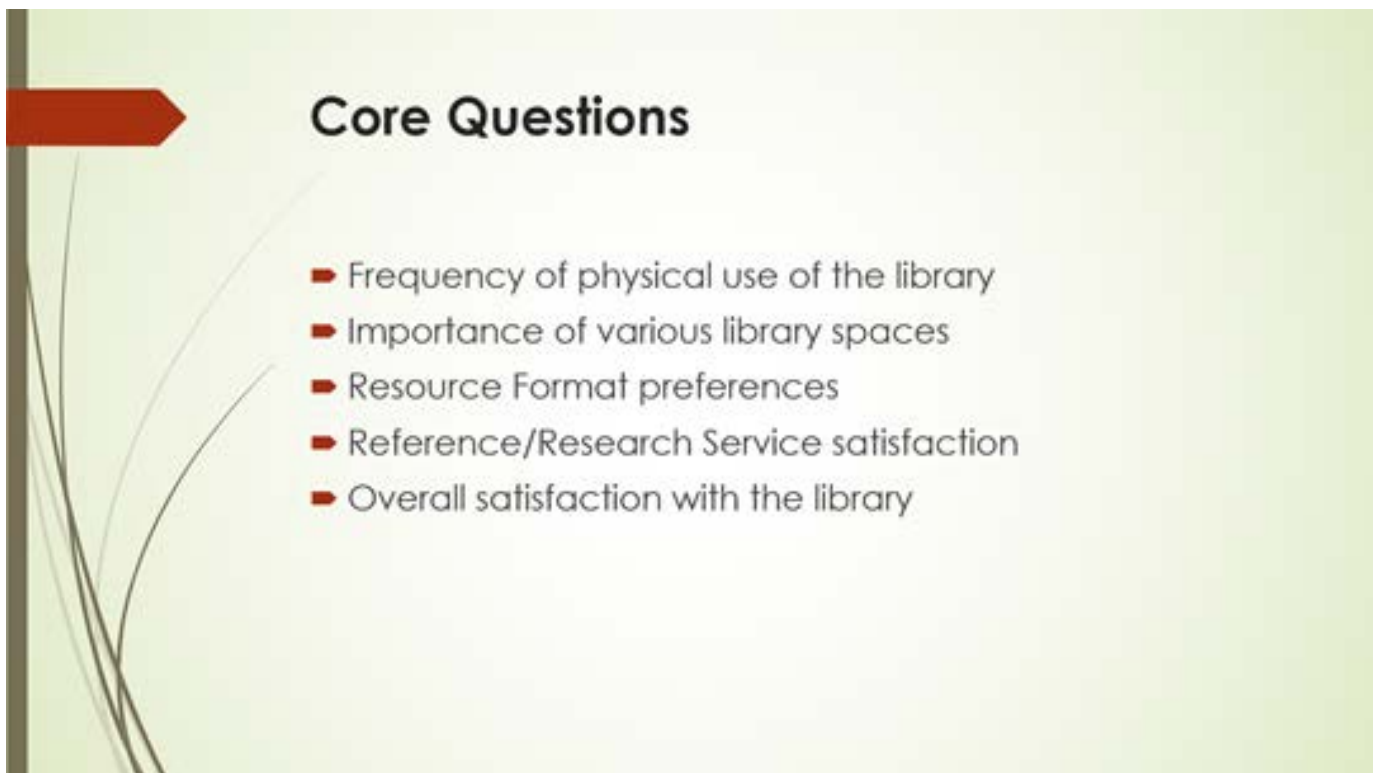
**Validity of Surveys**

Each of the surveys elicited a significant response. Our Associate Academic Vice President, who administers the NESSE and other university assessment surveys, was quite surprised. The incentives offered the students made the difference. When I mentioned that we were giving away iPods, iPads, and gift cards worth \$25, \$50, \$100, or more, he said we were far more generous than he could be. However, the incentives did provide enough responses that our surveys carry significant validity as shown in the slide below.

Validity of Survey Responses					
	# Respondents	CP FTE	Response Rate	Confidence Level	+/-
2011	426	1,416	30.08%	95%	4
2014	475	1,543	30.78%	99%	5
2016	414	1,521	27.22%	95%	5

As already indicated, each of our surveys served a different purpose. However, each survey contained a core set of questions, on which we will now focus. These were:

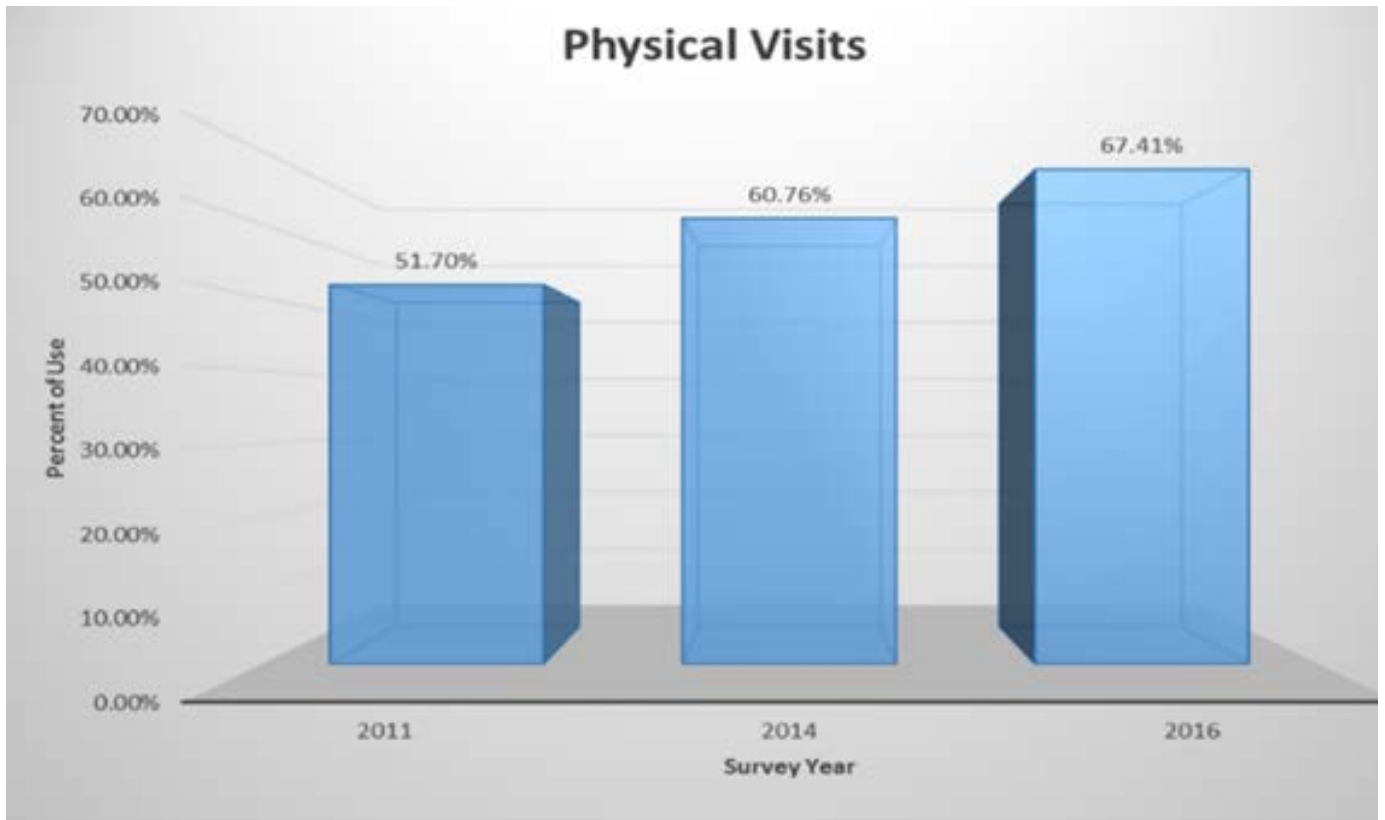
- Frequency of physical use of the library
- Importance of various library spaces
- Resource Format preferences
- Reference/Research Service satisfaction
- Overall satisfaction with the library



There was a general feeling in 2011 that physical use of the library was in decline, likely because of old furnishings in a facility that had not been updated since the 1960's. Therefore, we wanted to ascertain the students' perception of their own use of the facility.

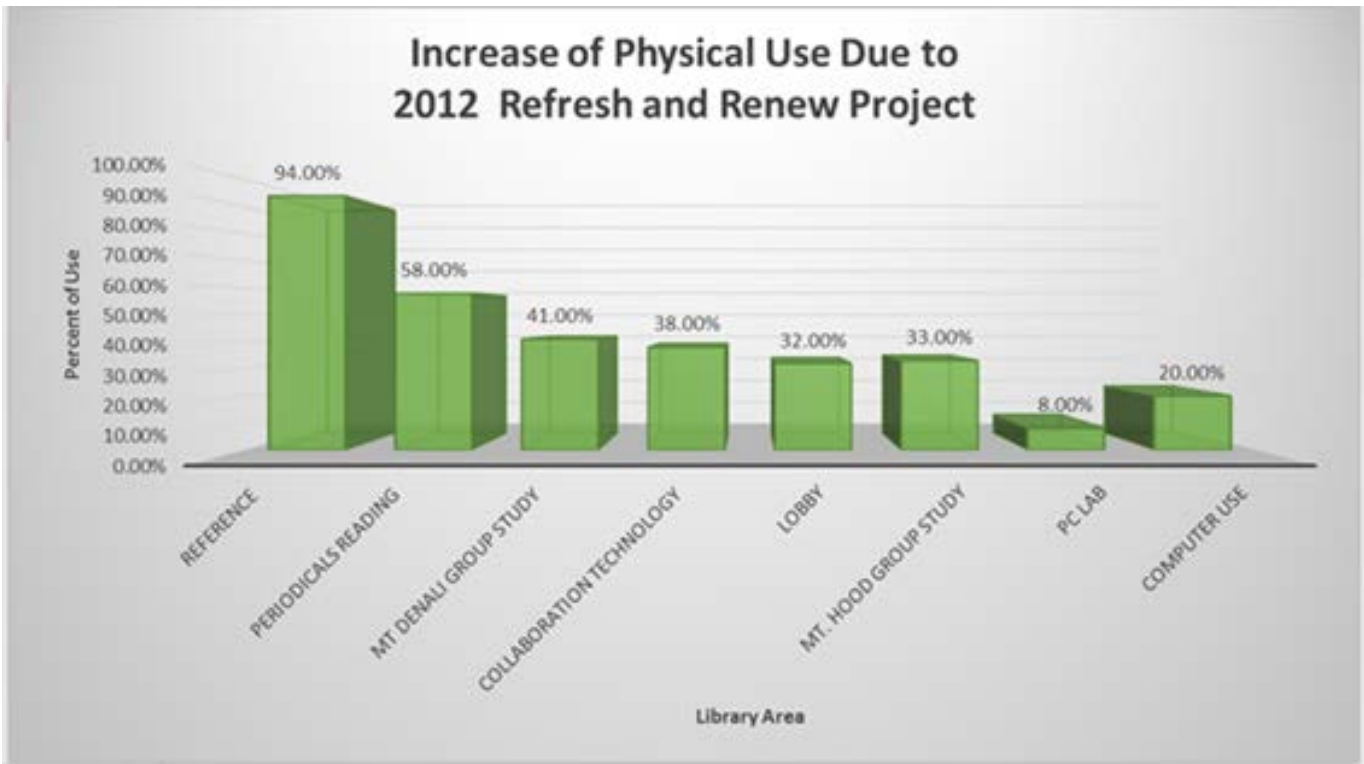
We found that in 2011, about half of the survey respondents indicated that they physically visited the library. These were mostly Millennials along with the last of the Gen Xers.

Before our next survey in 2014, Peterson Memorial Library underwent a \$600,000 refresh and renew project. The main student study areas all received attention. Furniture and décor were updated plus electrical outlets and wired connections in study areas were added. One of the biggest changes that faculty still comment on was the replacement of all the library's windows. This entailed removal of bookshelves from both the main and upper floor west stack areas windows. Additionally, among other improvements, Wi-Fi connectivity was enhanced, mobile device chargers added, and white boards and write-on walls provided. We were not sure how much impact such a small project would have on the use of the library, so we chose a fairly modest indicator of success. We thought that at least a 15% increase in use would indicate a successful project and that an increase of 20% would indicate a very successful project.



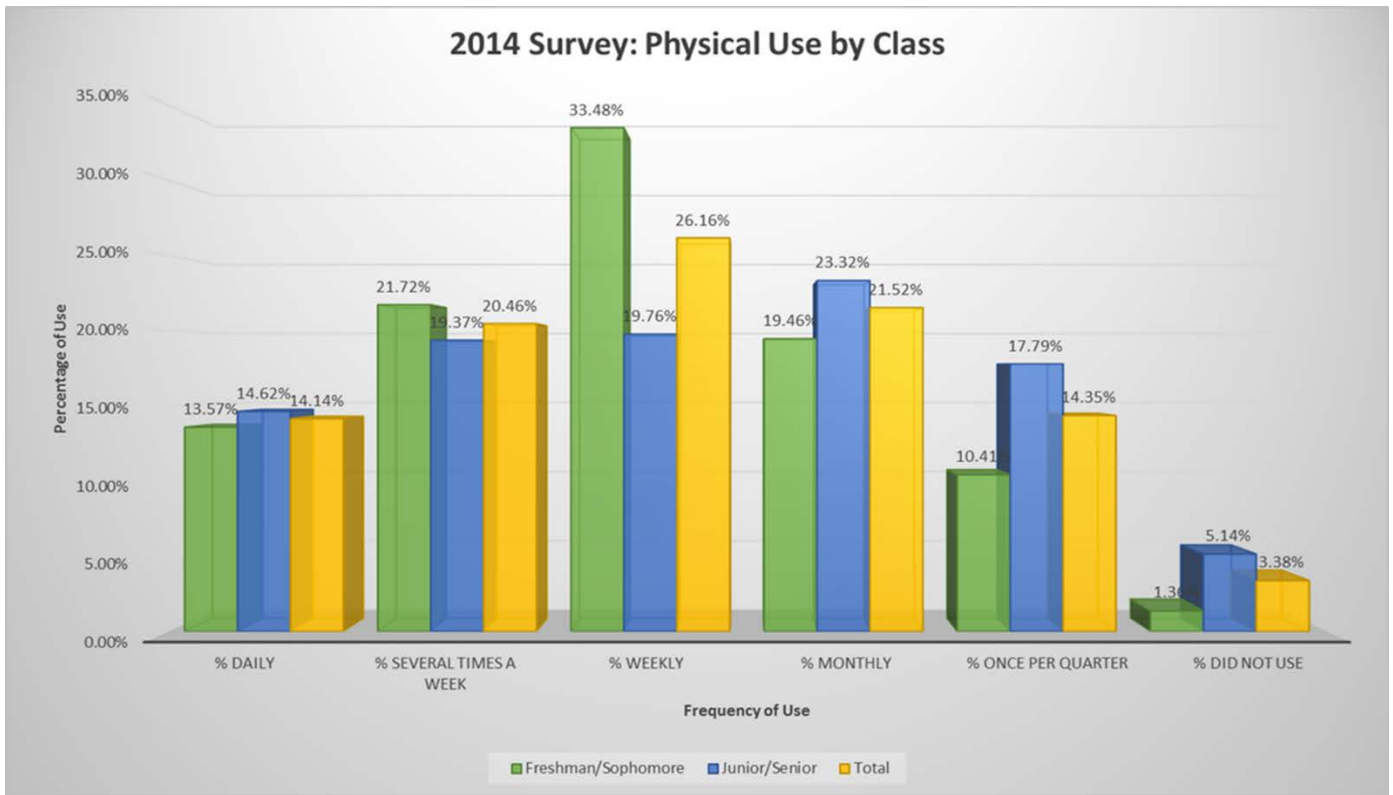
The use of the improved study areas exceeded our expectations in all but one area, the PC Lab. Overall, the use of the library increased by 44%. The two main student study areas experienced the highest use increase. As the chart below indicates, use of the Reference Room, a designated quiet study area, increased by 94% and the periodicals area by 58%, the latter being a low noise study area where groups tend to study together. PC lab use did not increase appreciably. While the number of desktop computers did not change, a high counter for laptop use was added under the windows. Students did not seem to gravitate to this study/laptop counter as well as they did to the one in the periodicals area (see table on next page).

Each year, our Development Office presents several class gift options to the senior class officers. For the FY 2014 graduating class, completion of the Collaboration Room was among the options. Our Development Officer was impressed with this data and used it in presenting the library option to the officers, who subsequently chose to complete the Collaboration Room as their class gift. Additionally, a member of that class created a painting specifically for the room and the Development Office placed a plaque there that commemorates the class gift.

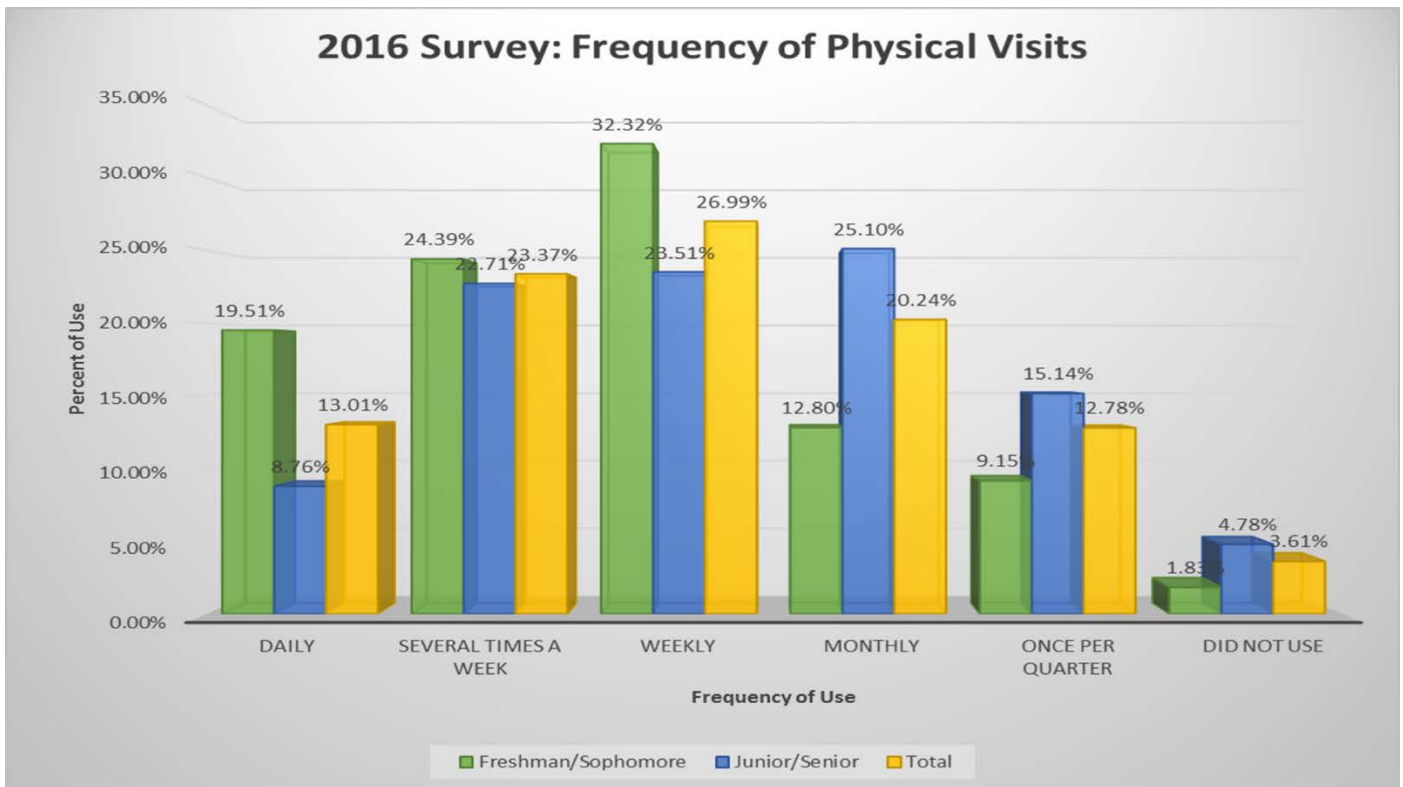


This use data continued to serve us well for two more years, as the 2015 and 2016 senior classes voted to fund additional library projects. The class of 2015 voted to update the lobby’s mural wall and Eagle Cap study room, collaborating with the alumni honors class of 1965, which had originally donated the mural wall. In 2016, the Development Office worked with the 1966 Honor class and the 2016 seniors to fund a project to turn the West Stacks area into a larger, quiet study area to take advantage of the new view of Centennial Green. Both projects have received funding and while the mural replacement project is on hold, the West Stacks project is proceeding, though slowly. [It was completed in the fall of 2017].

Because the 2014 survey was a mix of Millennial and Gen Z students, we wanted to see if there was a difference in their use of the library. We also wanted to know if there was a difference between the levels of library use of lower classmen versus upper classmen, as there are still more areas in the library that need to be updated. Our initial perception was that juniors and seniors physically used the library more. However, the data proved our perceptions wrong as shown in the table below. Clearly, in 2014 freshmen and sophomores used the library more often per week than did juniors and seniors.

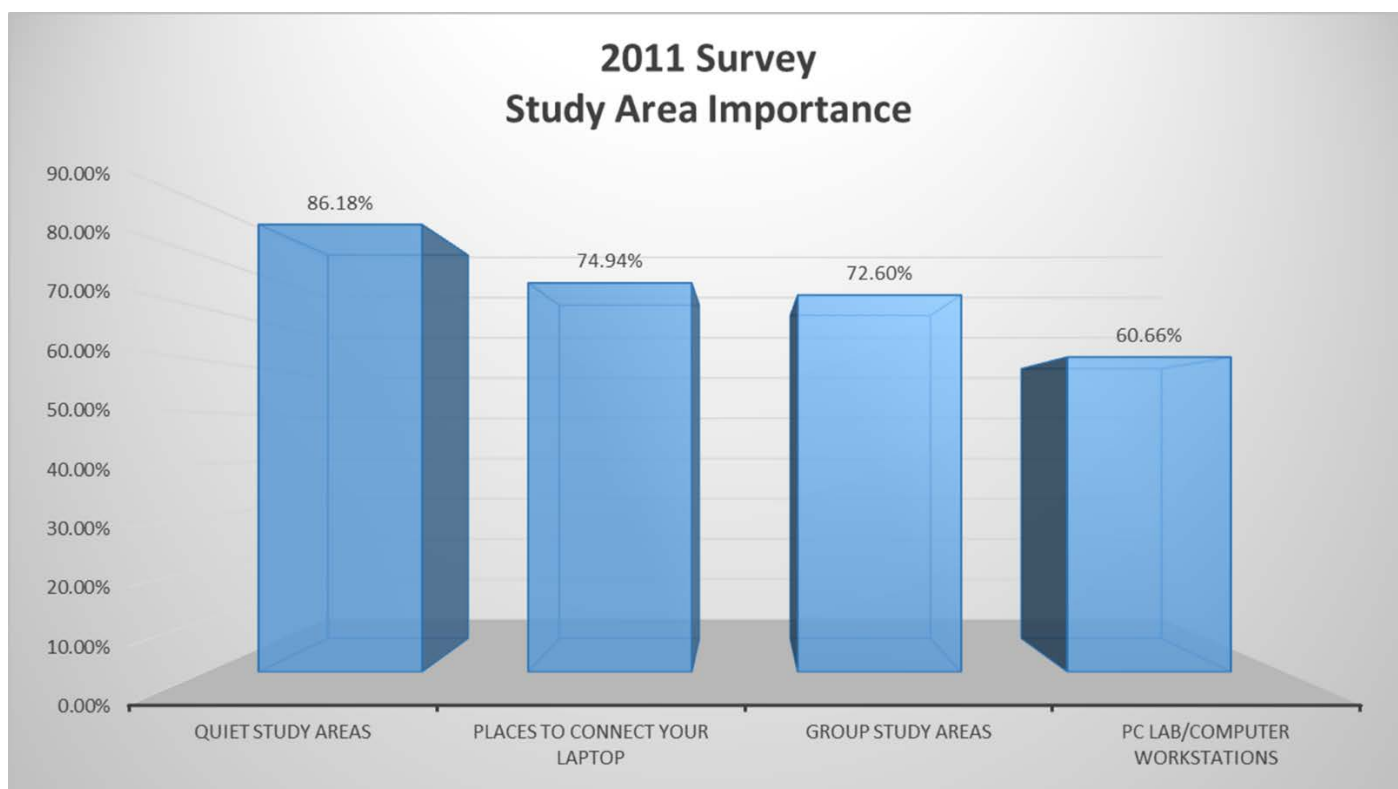


The same held true for the 2016 survey.



That indicates to us that, even with more information available to them on their smart phones and tablets, use of the physical library was still important to the last of the Millennials and the first of the Gen Zs. According to the data, use of the physical library by Gen Zs trended upward. Since there are a number of unaccounted for variables in our survey, we can only speculate that the changes made to the library were successful in increasing the use of the facility. These results also offer hope that the physical library will continue to remain important for our students who are members of Gen Z.

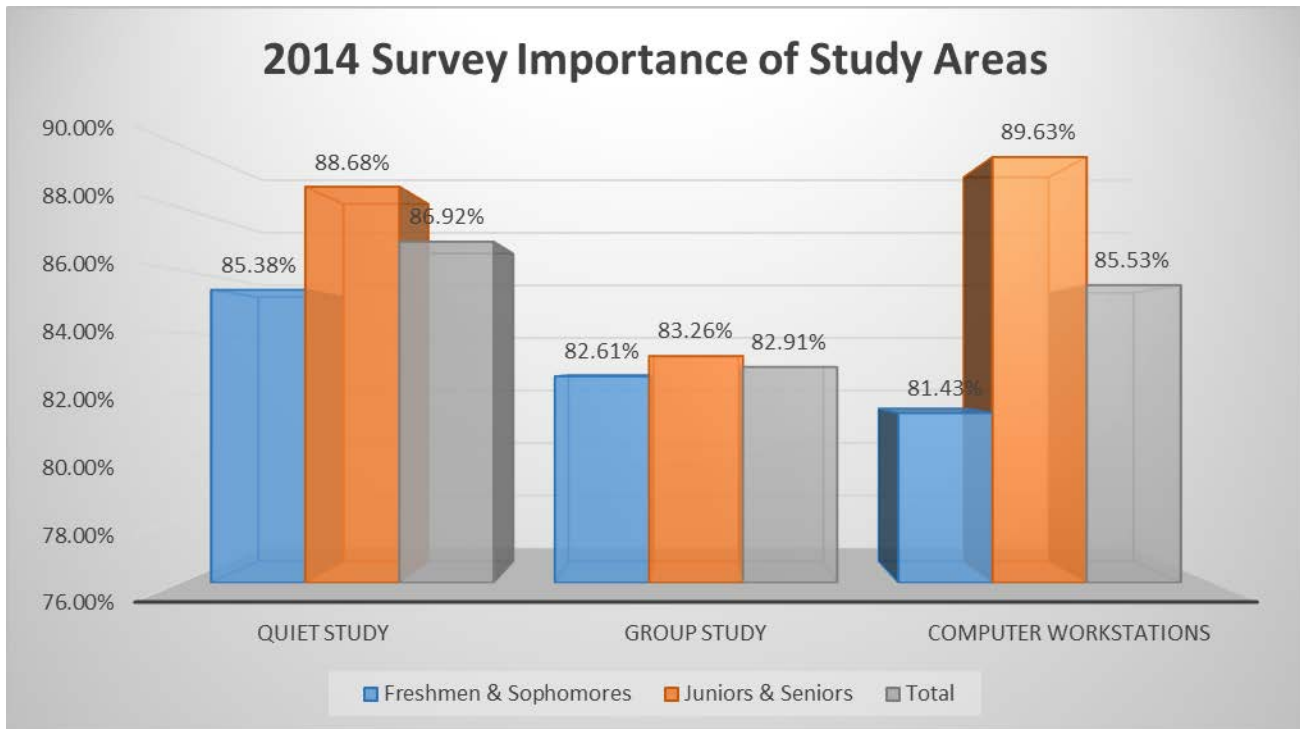
Since the library as a physical place was important to our students, we wondered if they had a preference as to what types of areas they expect to see in the library. Was there a difference in those preferences between the Millennials and Gen Zs regarding study spaces? All three surveys had asked students about their study space preferences. On the 2011 survey, we gave students a list of study spaces and asked them which were important to them and asked them to check all that applied. See table below.



For the Millennials, quiet study areas rose to the top (85%), closely followed by areas to connect their laptops, (about 75%) and then group study areas (about 73%). It is not surprising that such a high percentage of students in a generation that is characterized as having multiple types of electronic devices selected as important areas to plug in laptops, especially since at this time the library had very few electrical outlets for student use. That quiet areas received greater preference than group study areas was surprising however, since Millennials were characterized as being oriented toward group work. Did this preference for quiet study areas change in subsequent years?

Let us look at the 2014 survey. We changed the question, so we cannot do a true comparison with the 2011 survey results. Nevertheless, we can ascertain how the students in 2014 and 2016 responded regarding library study areas. For these two survey years, we asked students how important specific study areas were to completing their course work.

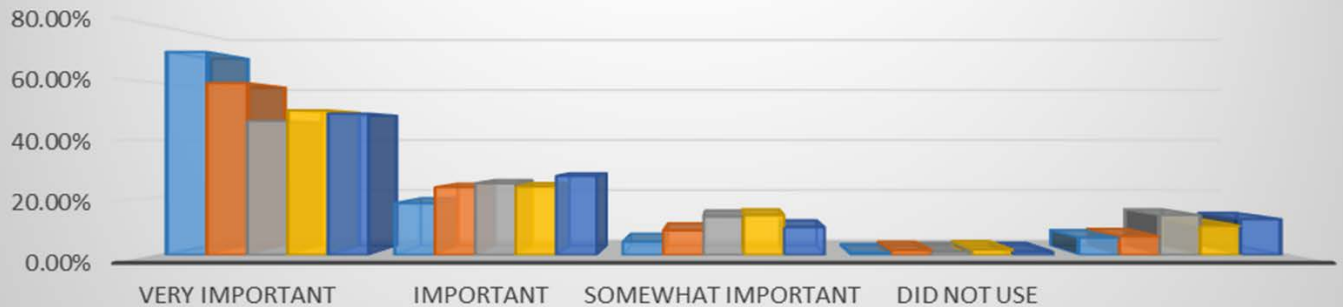




According to the survey results (see table above), the Millennials showed a stronger preference for quiet study areas than did the Gen Z students. Interestingly enough, with all the electronic devices they are reported to possess, they indicated that the presence of an area that contained computer workstations was most important to their course work. However, they too indicated that quiet study areas held high importance while group study areas the least. While their preference was not as strong as the Millennials, the Gen Zs also saw quiet study areas as more important to their course work than group study areas. However, computer workstations were the least important for them.

The 2016 survey respondents were primarily Gen Zs. Did this preference for quiet study areas continue? According to this next chart, the preferences of GenZ students did not change.

## 2016 Survey Importance of Study Areas

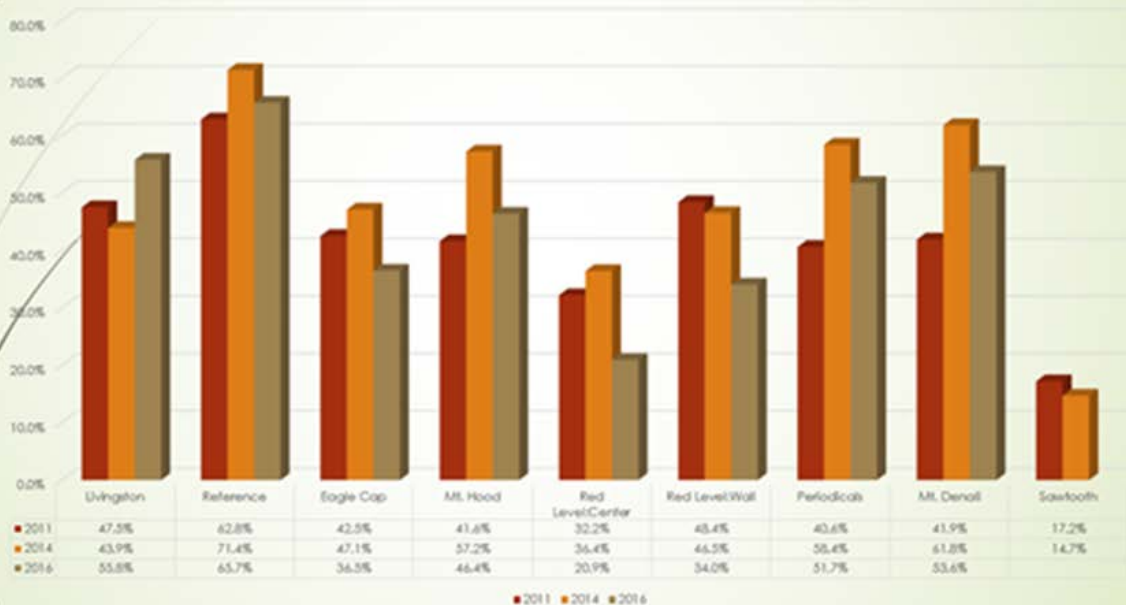


	Very Important	Important	Somewhat Important	Did Not Use	
Quiet Study Areas	70.67%	18.01%	4.62%	0.69%	6.00%
Group Study	59.82%	23.56%	8.55%	1.62%	6.47%
Collaboration/Technology	46.65%	24.94%	13.39%	1.15%	13.86%
Computer Workstations	50.35%	23.79%	13.86%	1.85%	10.16%
Reservable Group Rooms	49.19%	27.48%	9.70%	1.15%	12.47%

### Jumpstart Study Room Survey

Every year Walla Walla University holds a weeklong program for new students (mostly freshmen) called Jumpstart. The Library participates in Jumpstart as part of its Information Literacy program. One of the many activities we have students complete during the hour we have them is a self-guided tour. It is designed to introduce them to the different study areas in the Library. As they work their way through the tour, they are asked to note on a survey one of three responses to each unique study area or room: Like/Will Use, Okay/May Use, and Don't Like/Will Not Use. In comparing results from 2011 and 2016, the number of students responding "Like/Will Use" went up for almost all study rooms and areas. Two areas that decreased in perceived popularity were on a level that had not be refreshed during the 2013 project and consisted of individual study carrels. All other areas that increased in popularity were communal study spaces, both quiet and group. However, for each generational cohort, the reference room was identified as the space they would most use. It is also the quietest area in the library.

## Incoming Freshmen Responding That They Like And Would Use A Specific Study Room/Area



Reinforcement for the importance of and preference for the reference room as a quiet study area recently appeared in a *Collegian* article. In a feature article titled “Hey Walla Walla”, the new freshmen are given advice regarding 17 things they should know at the start the fiscal 2017 academic year.

## HEY WALLA WALLA

- 3. The reference room in the WWU Library is for the hardcore studier, not the talkative study groups.** WWU Students are usually pretty friendly and won't generally hate you, but if you come into the quiet study bliss that is the reference room and strike up a conversation with your buddies while we are studying frantically for that exam at 8 a.m. or writing that 45-page senior thesis the week before it's due, we just might.

Bryndi Goodlyn and Michael Jensen  
*Collegian*, September 29, 2016

The third item on the list, after the importance of saying Hello on the Hello Walk and Saturday night activity options, was this item about the library's reference room:

**“The reference room in the WWU Library is for the hardcore studier, not the talkative study groups.** WWU Students are usually pretty friendly and won't generally hate you, but if you come into the quiet study bliss that is the reference room and strike up a conversation with your buddies while we are studying frantically for that exam at 8 a.m. or writing that 45-page senior thesis the week before it's due, we just might” (Goodlyn & Jensen, 2016).

Additional corroboration comes in the form of student survey comments. When we provided an option for students to comment on the questions we asked about the various types of study areas, they wrote in a number of thoughtful comments. Here are some representative samples from the 2016 survey, for which the students were predominately Gen Z:



#### Comments on Quiet Study Areas

- I love the reference room as a study area. It is where I always study.
- Quiet, open places to study with lots of light and counter space were the most important to me. I spent most of my time in the reference room. The personal study areas provide a quiet environment to study and concentrate so it is important to keep and maybe even expand on that.
- All of these services are very important because each day we have a different assignment, whether it is a group project or an assignment that takes a lot of concentration that makes the quiet zones very popular. I think there are better places to socialize, of course there is the occasional hello, but this is a place to study and work, not to catch up and gossip.
- I like the quiet study areas the most. They are helpful for me to focus.

## Comments on Study Area Options

- These separate study areas are one of the most important aspects about this library. The ability to work in a group or by yourself are crucial if you are to be successful in your studies. This library does an excellent job of providing a range of study areas and atmospheres to accommodate each students' needs.
- Having the library as a central location for group meetings and study is a significant part of its function on campus.
- The most important thing by far that the library has to offer in my case is a quite area to really do in-depth studying in either a group setting or alone. This is even more important in the Walla Walla U. Library since we are limited on areas where mixed groups can meet, especially later in the evenings. Interacting with peers is crucial to both studying, as well as project planning and execution.
- Having quiet study areas as well as group study areas are very important to me. I like to be able to hang out with friends and study, but other times I appreciate the places that I can study in quiet.

## Comments on Study Area Options 2016 Survey

- These separate study areas are one of the most important aspects about this library. The ability to work in a group or by yourself are crucial if you are to be successful in your studies. This library does an excellent job of providing a range of study areas and atmospheres to accommodate each students' needs.
- Having the library as a central location for group meetings and study is a significant part of its function on campus.
- The most important thing by far that the library has to offer in my case is a quite area to really do in-depth studying in either a group setting or alone. This is even more important in the Walla Walla U. Library since we are limited on areas where mixed groups can meet, especially later in the evenings. Interacting with peers is crucial to both studying, as well as project planning and execution.
- Having quiet study areas as well as group study areas are very important to me. I like to be able to hang out with friends and study, but other times I appreciate the places that I can study in quiet.

## Comments on Enforcing Quiet Areas

- The reference room needs to be a QUIET place where people can work. Not for socializing
- I used to study in the Library my Freshmen and Sophomore year, however, it has gotten to loud to study in the library especially the quiet study room.
- The quiet areas are not quiet enough, it should be more strictly enforced in these areas.
- I appreciate when the quiet areas are kept quiet. I know people love to socialize with friends, but occasionally it gets rather loud and distracting.
- "I believe that the "Quiet study area(s) "policy needs to be more strictly reinforced. The Reference Room upstairs in PML, I believe is the only place on campus that is deemed a quiet study area. For this reason alone, I believe it to be the utmost importance to protect this space for students who require a quiet place to study.



- I appreciate when the quiet areas are kept quiet. I know people love to socialize with friends, but occasionally it gets rather loud and distracting.

## Comments on Enforcing Quiet Areas 2016 Survey

- The reference room needs to be a QUIET place where people can work. Not for socializing
- I use to study in the Library my Freshmen and Sophomore year, however, it has gotten to loud to study in the library especially the quiet study room.
- The quiet areas aren't quiet enough, it should be more strictly enforced in these areas.
- I appreciate when the quiet areas are kept quiet. I know people love to socialize with friends, but occasionally it gets rather loud and distracting.
- "I believe that the "Quiet study area(s)" policy needs to be more strictly reinforced. The Reference Room upstairs in PML, I believe is the only place on campus that is deemed a quiet study area. For this reason alone, I believe it to be the utmost importance to protect this space for students who require a quiet place to study.
- I appreciate when the quiet areas are kept quiet. I know people love to socialize with friends, but occasionally it gets rather loud and distracting.

We also received quite a few verbal notifications from students during FY 2016 indicating that the library had become very noisy. These reinforced the comments students made on the survey. Up to this time, there was only an informal policy on which areas were designated quiet study. Therefore, we created a small committee to draft a formal noise policy. During FY 2017, we provided signage in each study area informing students of this more formal policy. While faculty, staff, and student assistants do not like enforcing it, we believe it has made a difference this year.

All of this information regarding student preferences for quiet study areas provided our Vice President for Academic Administration with solid data with which he firmly supported us in making the new West Stacks Study area a quiet area. The other members of the committee, all non-academics, were leaning strongly towards making it a group study area. Additionally, the Vice President for Development, Admissions, and Marketing held a focus group with the senior class officers to ascertain what they envisioned their funds would create. Most of what she learned provided additional corroboration of what the library surveys had elicited. There were a couple of surprising pieces of information that are useful for our current and future planning, however. Here are some things that students do not like about the current library. Some were part of the refresh and renew project, some are just the nature of library furniture.

- Sitting directly face-to-face with someone (across a counter or table) unless there is a divider to keep legs from touching.
- Counter seating without dividers.
- Back-to-back carrels that are not well spaced
- Having their backs to others, or to entrances and walkway areas. They'd rather be facing the door or at least positioned so they can see who is coming

- Sitting on high stools  
(Senior Class Officers, 2016)



**2016 Senior Class Officers Focus Group**

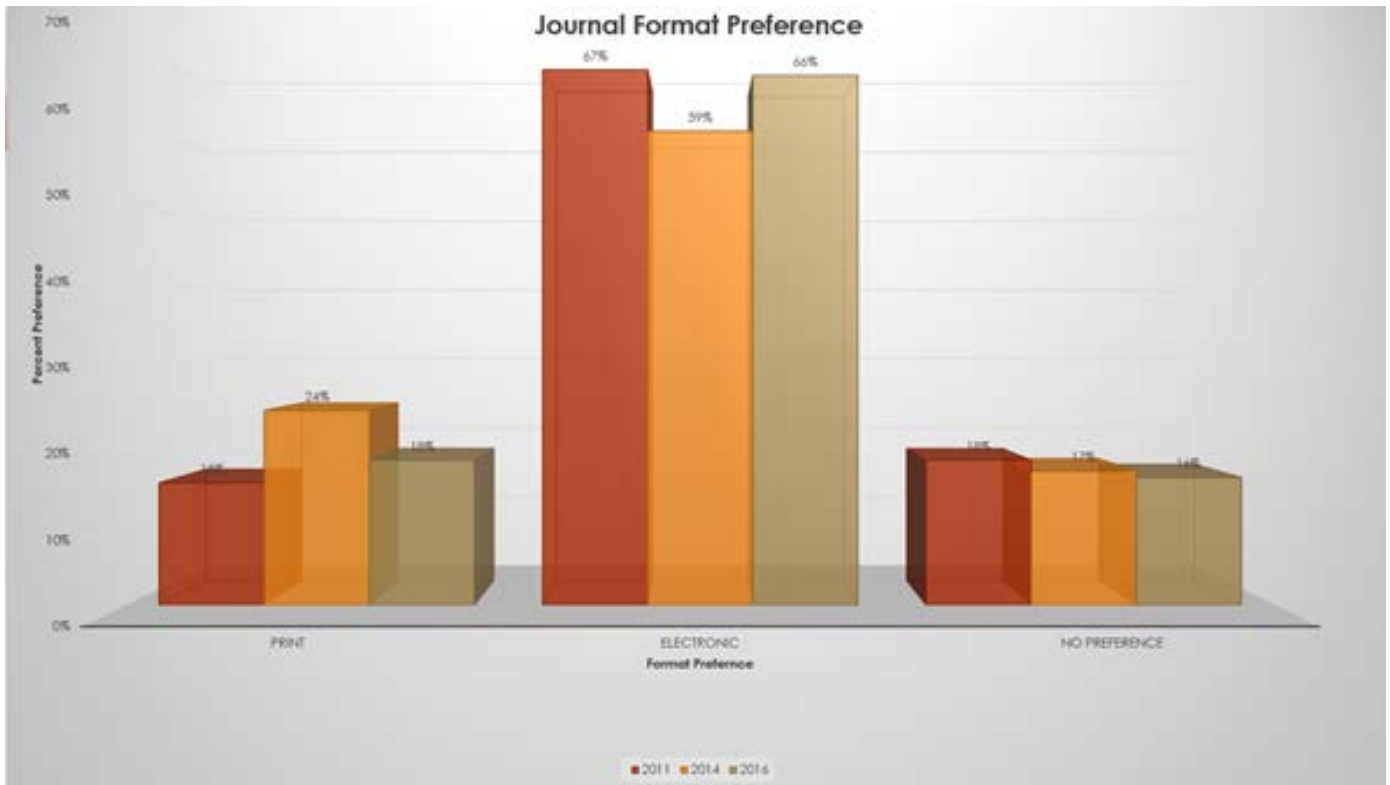
- Things students don't like in the current library:
  - Sitting directly face-to-face with someone (across a counter or table) unless there's a divider to keep legs from touching.
  - Counter seating without dividers and sitting on high stools
  - Back-to-back carrels that are not well spaced
  - Having their backs to others, or to entrances and walkway areas. They'd rather be facing the door or at least positioned so they can see who is coming

What we've learned is that while we are meeting the needs of most of our Gen Z students, there is still work to be done to make the Peterson Memorial Library a more physically comfortable and inviting space.

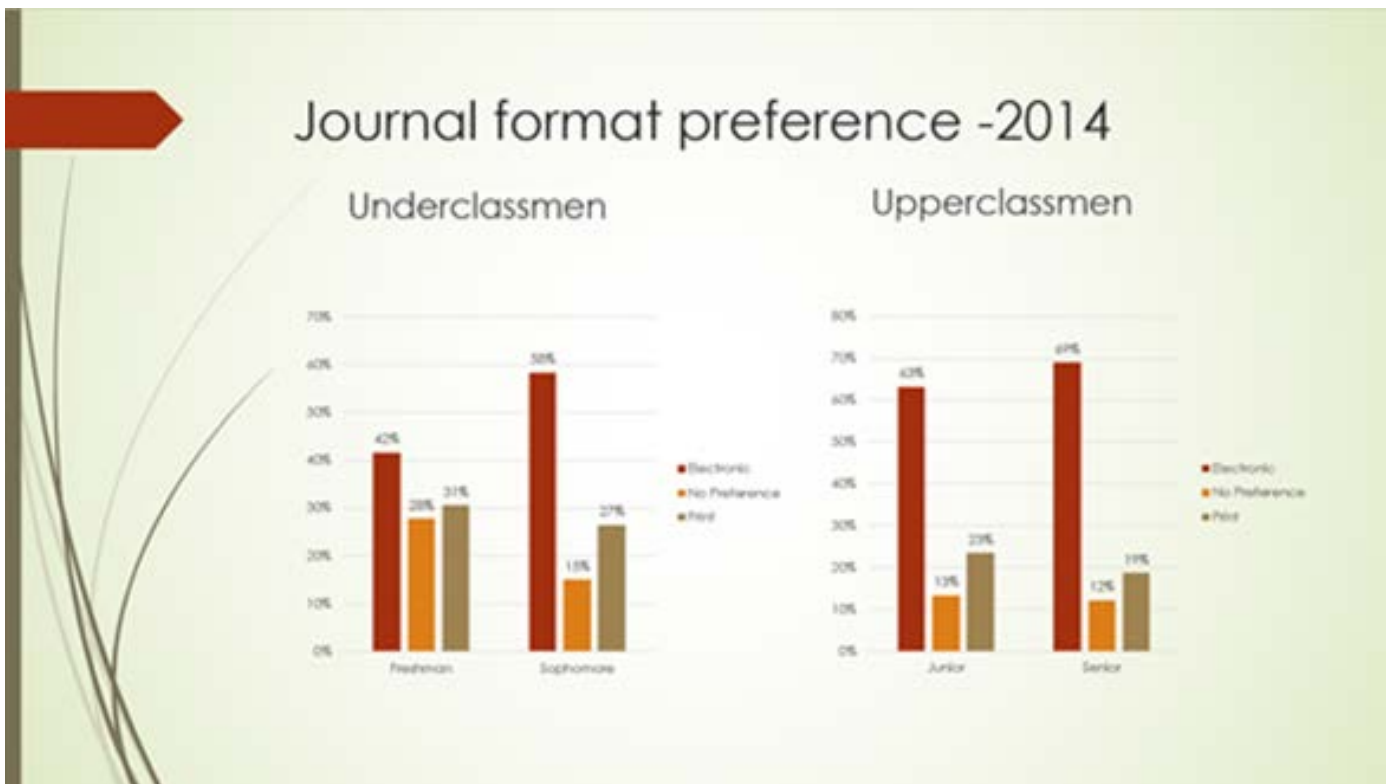
**Let us now turn to the library's physical collection.** The literature is full of articles which note the shift to eBooks and which recommend that libraries should downsize their collections to make room for other campus partners in its facility. Our consultant's report recommended that we conduct a major downsizing of the physical book collection since we had already discarded much of the print journal collection. What did our survey tell us about our student's preferences for print resources?

For journal preference, both the Millennial and GenZ students clearly prefer journal articles in electronic format. We did not ask why, so we can only speculate on the reasons. Perhaps that is a question for another survey.

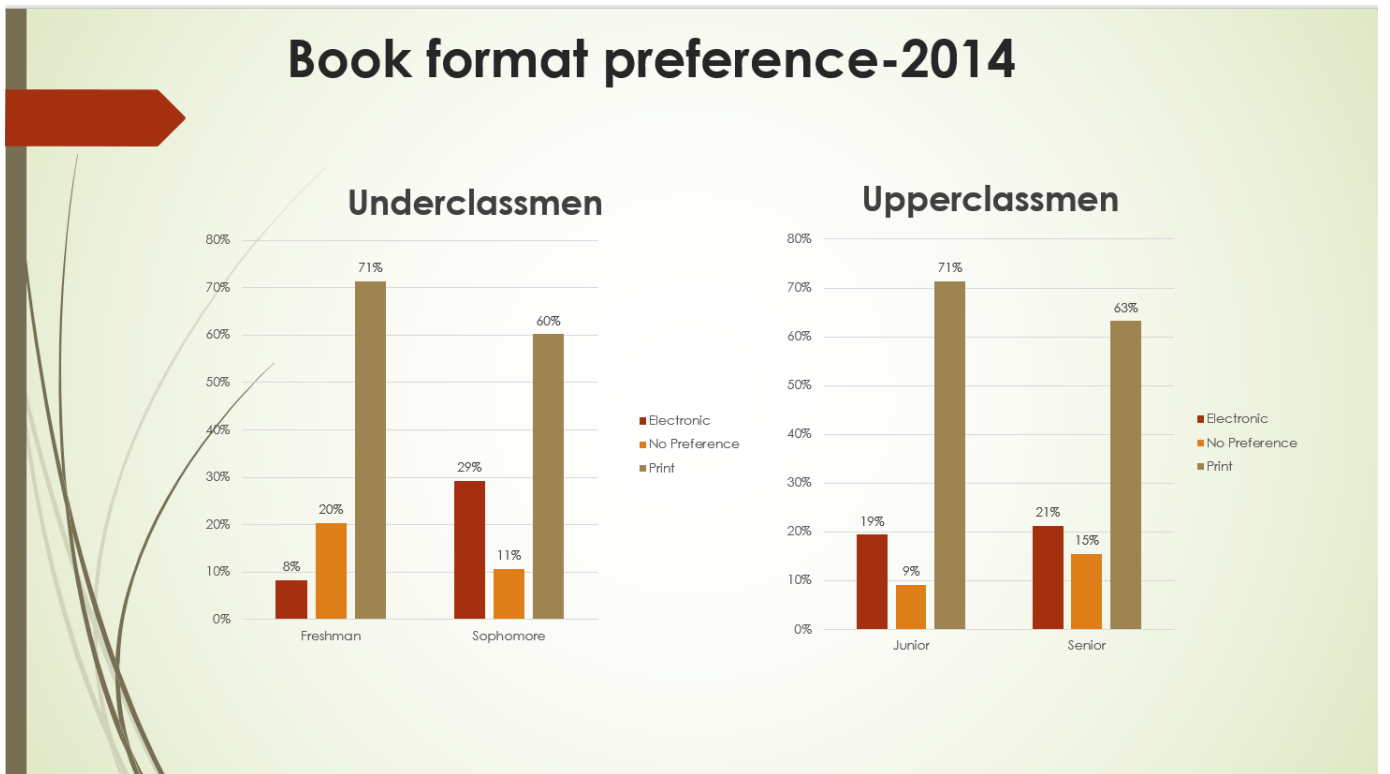
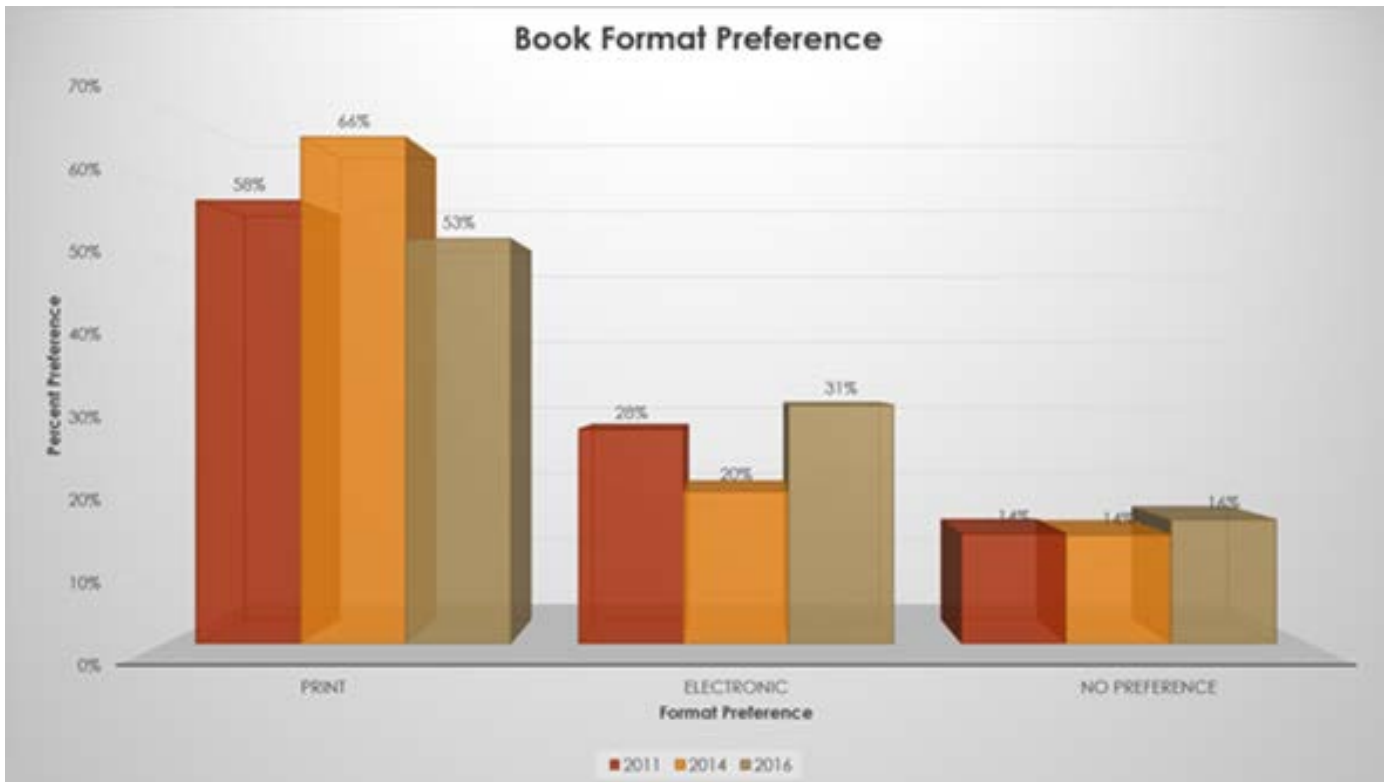




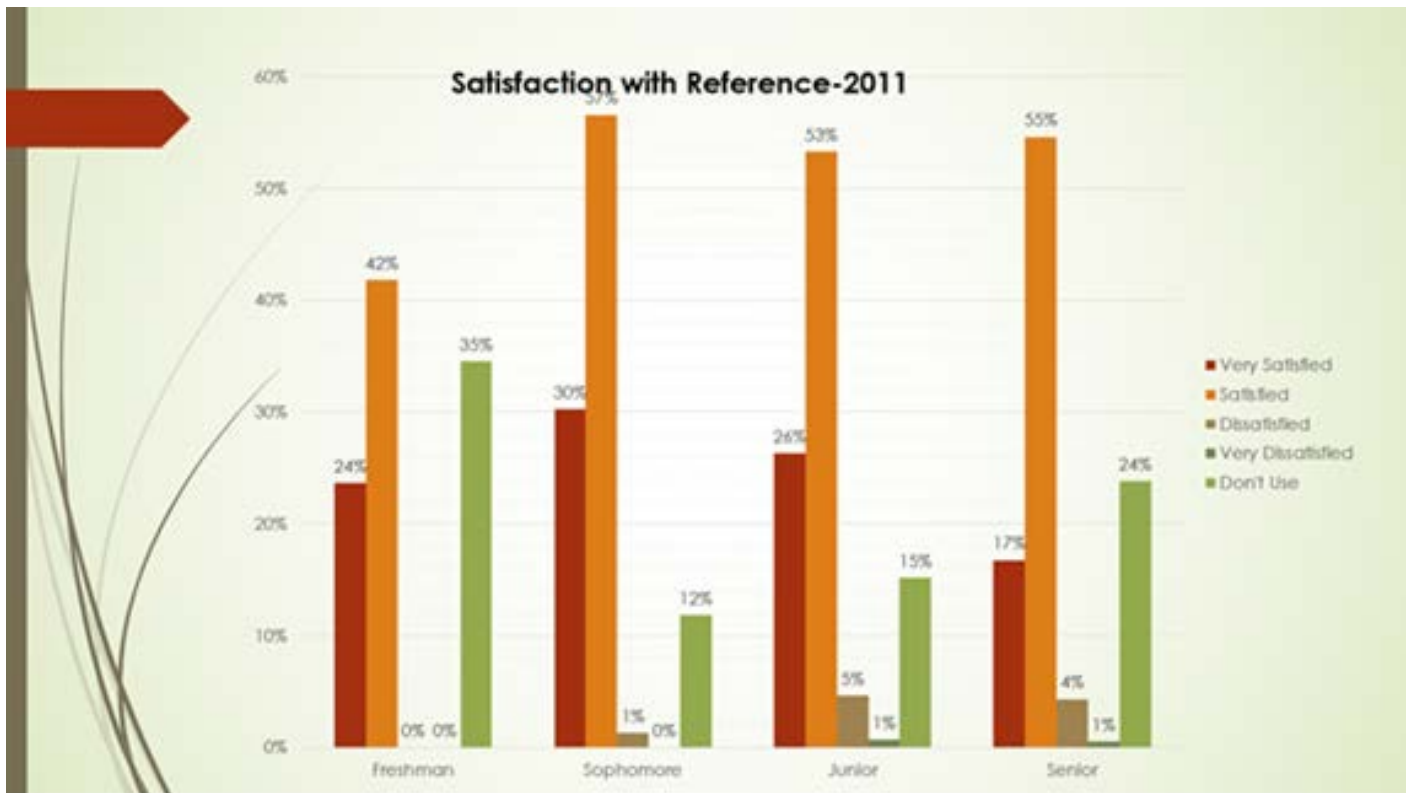
For 2014, was there a difference in preference between the lower and upper classmen? Apparently not. Each of these generational cohorts prefers to access journal articles electronically.

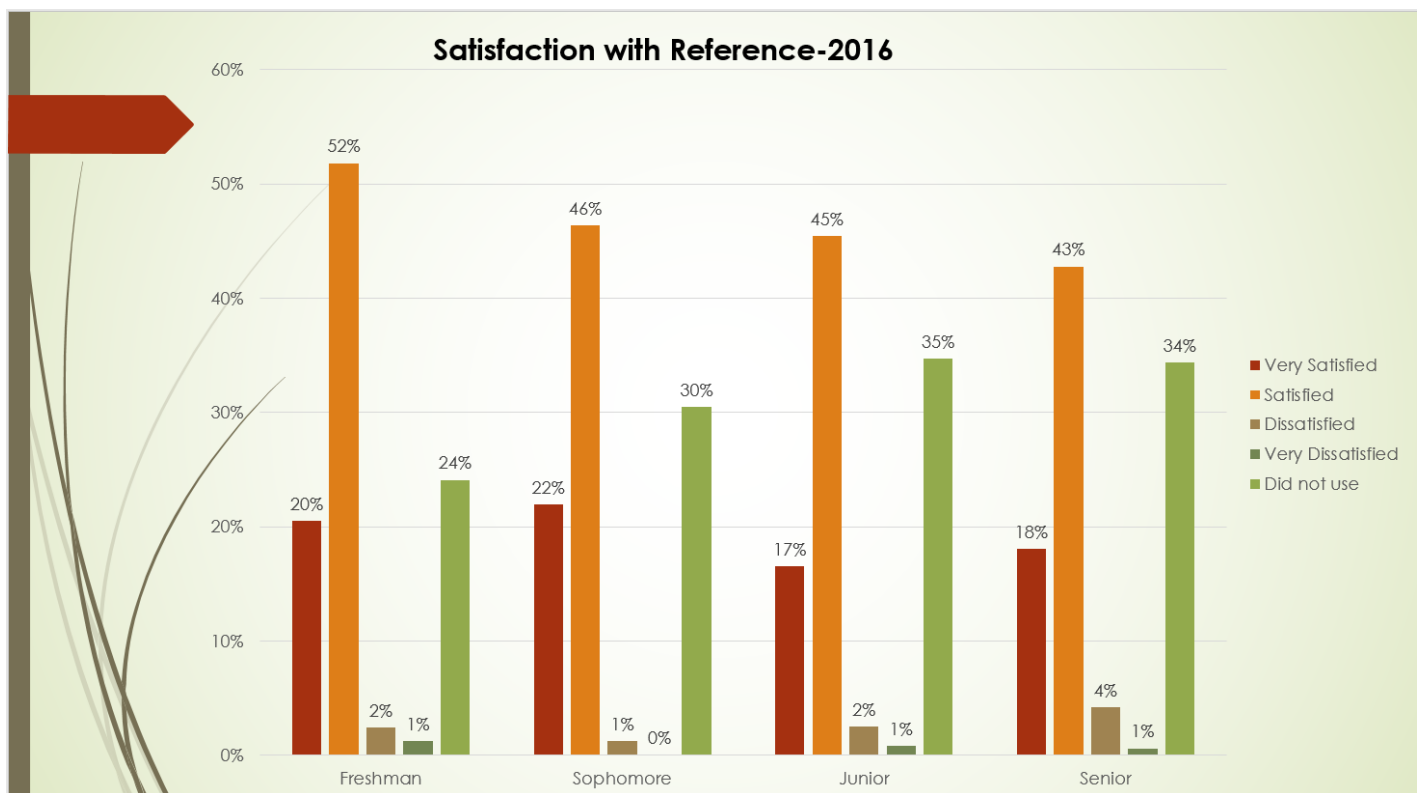
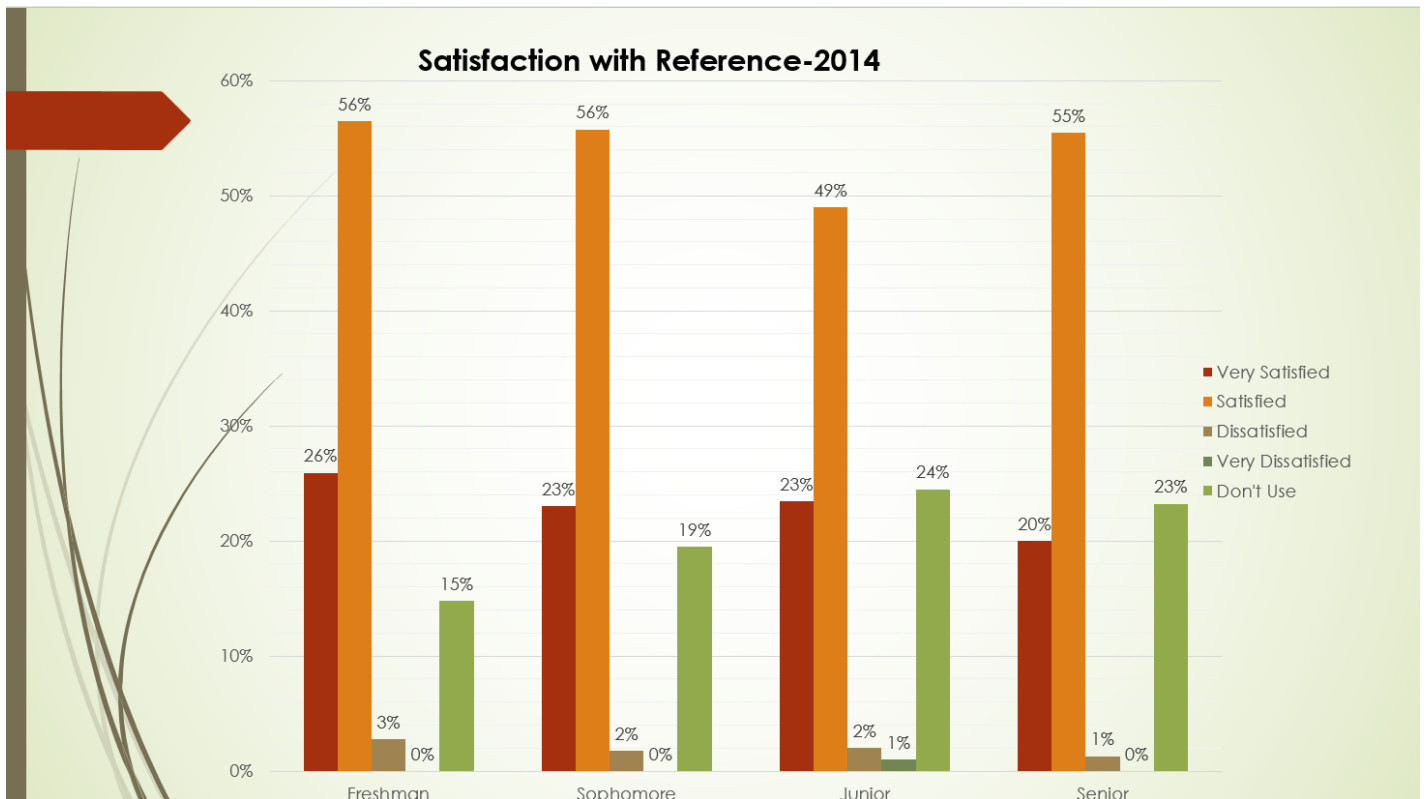


While preference for the print book is still strong, we can see that this preference for Gen Zs is trending downward. Perhaps our consultant's recommendation was just a few years ahead of its time.



We learned earlier that Gen Z is a very do it yourself generation. Does that mean they do not **value reference and research assistance**? According to Seemiller and Grace, face-to-face interactions with Gen Z students are important to them. “These in-person interactions are helpful in understanding emotions and reading expressions, something that a written message does not allow, even with emoticons.” (Generation Z goes to college, 2016) While the data indicates that a majority of students who use reference or research services are satisfied with the assistance they received, we do not know whether they received in-depth help from a librarian or help from a student assistant. We will need to do further research on that.





Comparing this information with reference use statistics could contribute to further evaluation of the data. In spite of the findings of Seemiller and Grace (Generation Z goes to college, 2016) regarding the importance of face-to-face interactions, the increase in the number of Gen Z students indicating that they did not use

reference and research services is cause for reflection. It is something we will need to keep assessing as we administer future surveys. We may also wish to explore whether Gen Z students consider office consultations and/or email and text exchanges as an element of our reference and research services.

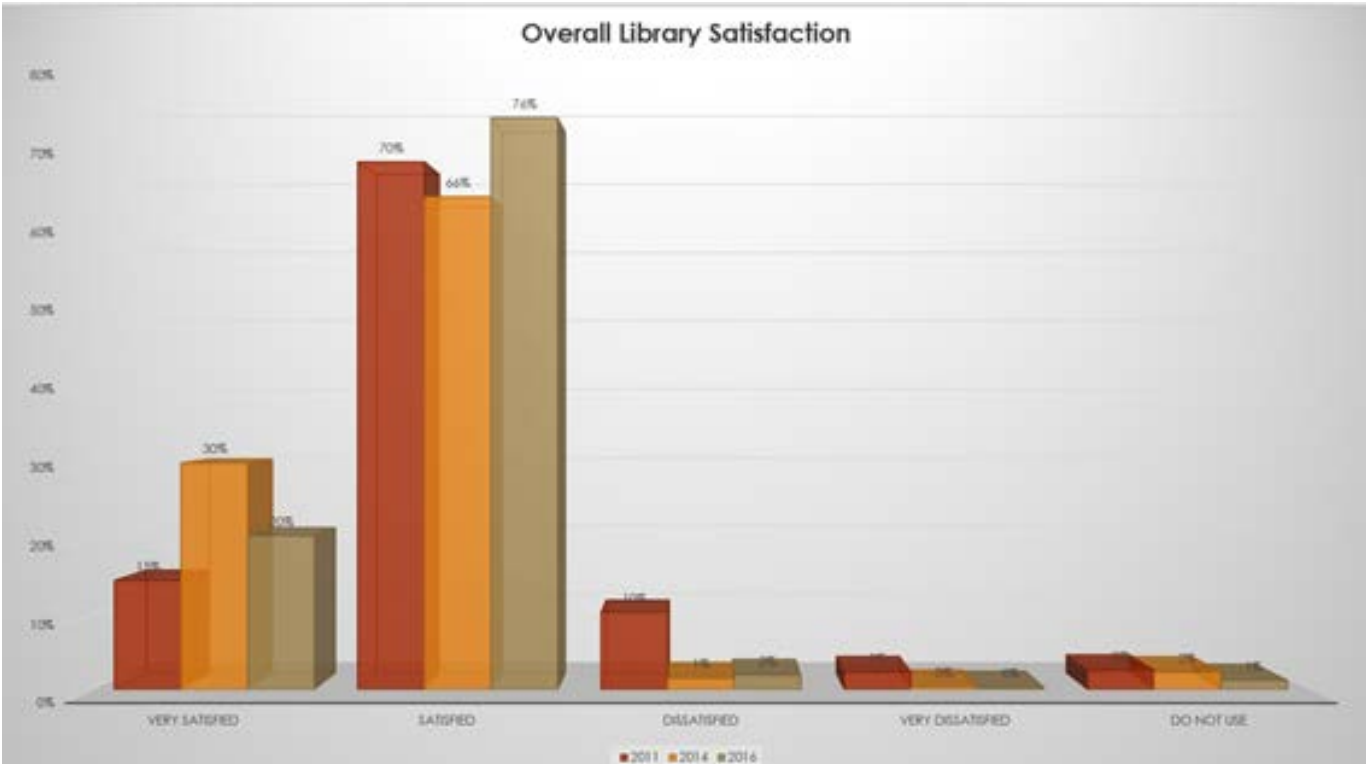
**Social Media**

Millennials grew up with computer/Internet technology and Generation Z has never known life without social media and smartphones. According to Jeff Fromm and Christie Garton, who also studied marketing to Millennials, “Although non-Millennial generations value personal connection, our study found that Millennials use technology to connect with a greater number of people, more frequently, and in real time. Not only are they using social media platforms more than non-Millennials, they maintain significantly larger networks and influence” (Marketing to millennials, 2013).

Fiscal year 2016 marked the first WWU Library survey to include questions concerning social media use. A 2015 Pew Research Center report *Teens, Social Media & Technology Overview* indicates 71% of teens ages 13-17 use Facebook (Pew Research Center, 2015). In our survey, 89% of slightly older respondents (18-21) said they use Facebook. Another facet of social media use by Millennials and Generation Z is their desire to keep their online presence separate from parents and other institutions such as work or school, while maintaining an extensive network of friends. (Seemiller & Grace, 2016). This is borne out by another question on the survey. When asked if they would “friend”, “follow”, or “add” the University Libraries on Facebook, Instagram, or Pinterest, 33% of respondents said they would not follow the library on any of those three social media platforms.

**Overall Satisfaction**

How satisfied were students with the library in general? This was the last question we asked on each of the three surveys. Overall, the Peterson Memorial Library seems to be meeting the needs of undergraduate students on the College Place campus. While small, the number of students indicating dissatisfaction or non-use of the library declined over the period covered by the three surveys.



## Conclusion

Based on the results of our three studies, it is clear that the refresh and renew projects at Peterson Memorial Library have successfully made use of the student survey results and the changes made to the facilities and services of Peterson Memorial Library have met the needs of its undergraduate Millennial and Gen Z students. It is also clear that there are still issues that library personnel need to continue to address in future projects. In addition to information obtained from future surveys, we will continue to utilize this assessment data to make data-informed decisions for the continued improvement of Gen Z's user experience in the areas of resources, facilities, and services.

## Bibliography

- Association of College and Research Libraries. (2015). *Academic library contributions to student success: Documented practices from the field*. Chicago: Association of College and Research Libraries. Retrieved from [http://www.ala.org/acrl/sites/ala.org.acrl/files/content/issues/value/contributions\\_report.pdf](http://www.ala.org/acrl/sites/ala.org.acrl/files/content/issues/value/contributions_report.pdf)
- Association of College and Research Libraries. (2016). *Documented library contributions to student learning and success: Building evidence with team-based Assessment in Action campus projects*. Chicago: Association of College and Research Libraries. Retrieved from [http://www.ala.org/acrl/sites/ala.org.acrl/files/content/issues/value/contributions\\_y2.pdf](http://www.ala.org/acrl/sites/ala.org.acrl/files/content/issues/value/contributions_y2.pdf)
- Association of College and Research Libraries. (2017, April). *Academic library impact on student learning and success: Findings from Assessment in Action team projects*. Chicago: Association of College & Research Libraries. Retrieved from [http://www.ala.org/acrl/sites/ala.org.acrl/files/content/issues/value/findings\\_y3.pdf](http://www.ala.org/acrl/sites/ala.org.acrl/files/content/issues/value/findings_y3.pdf)
- Becker, C. H. (2010, September 14). Student values and research: Are millennials really changing the future of reference and research? *Journal of Library Administration*, 52(6-7), 474-497. doi:10.1080/01930826.2012.707948
- Bernstein, R. (2015, January 21). Move over millennials -- here comes gen Z. *AdAge*. Retrieved from <http://adage.com/article/cmo-strategy/move-millennials-gen-z/296577/>
- Burnett, J. (2010). *Generations: The time machine in theory and practice*. New York: Routledge.
- Carlson, S. (2001, November 16). The deserted library. *Chronicle of Higher Education*, pp. 35-38.
- Center for Generational Kinetics. (2016). Retrieved from The Center for Generational Kinetics.: <http://genhq.com/generations-gen-y-millennials-research/>
- Characteristics of the millennial generation. (n.d.). Retrieved from <https://students.rice.edu/images/students/AADV/OWeek2008AADVResources/Characteristics%20of%20the%20Millennial%20Generation.pdf>
- DeVaney, S. A. (2015, November). Understanding the Millennial generation. *Journal of Financial Service Professionals*, 69(6), 11-14.
- Elton, C., & Gostick, A. (2017, March 1). *How making a difference in the world reduces employee turnover*. Retrieved March 3, 2017, from LinkedIn: <https://www.linkedin.com/pulse/how-making-difference-world-reduces-employee-turnover-chester-elton>

- Fromm, J., & Garton, C. (2013). *Marketing to millennials*. ProQuest Ebook Central: AMACOM.
- Fry, R. (2016, April 25). *Millennials overtake baby boomers as America's largest generation*. Retrieved 2017, from Pew Research Center: <http://www.pewresearch.org/fact-tank/2016/04/25/millennials-overtake-baby-boomers/>
- Generations X, Y, Z and the others*. (n.d.). Retrieved from WJSchroer Company: <http://socialmarketing.org/archives/generations-xy-z-and-the-others/>
- Gibbons, S. (2007). *The Academic Library and the net gen student: Making the connections*. Chicago: American Library Association.
- Goodlyn, B., & Jensen, M. (2016, September 29). Hey, Walla Walla. *The Collegian*, 101(1), pp. 6-8.
- Hawthorne, J. L. (2015). Engaging the skill set of the millennials: Librarians, content, and technology in the mobile age. *QScience Proceedings*. 2015:3. The SLA-AGC 21st Annual Conference. Retrieved from <http://dx.doi.org/10.5339/qproc.2015.gsla.3>
- Hillier, S., & Belanger, J. (2016). User srveys at the University of Washington. In J. Atkinson (Ed.), *Quality and the academic library* (pp. 195-208). Chandos Publishing.
- Hoover, E. (2009, October 1). The millennial muddle: How stereotyping students became a thriving industry and a bundle of contradictions. *The Chronicle of Higher Education*. Retrieved from <https://www.chronicle.com/article/The-Millennial-Muddle-How/48772>
- Howe, N., & Strauss, W. (2000). *Millennials rising : The next great generation*. New York: Vintage Books.
- Howe, N., & Strauss, W. (2007). *Millennials go to college : Strategies for a new generation on campus : Recruiting and admissions, campus life, and the classroom* (2nd ed.). Great Falls, VA: LifeCourse Associates.
- Ismail, L. (2010). What net generation students really want: Determining library help-seeking preferences of undergraduates. *Reference Services Review*, 38(1), 10-27. doi:10.1108/00907321011020699
- Jacoby, B. E., & Flinchbaugh, M. (2013). Biz of acq-student attitudes toward academic use of eBooks. *Against the Grain*, 25(5). Retrieved from <http://www.qscience.com/doi/pdf/10.5339/qproc.2015.gsla.3>
- Johnson, L., Adams Becker, S., Estrada, V., & Freeman, A. (2014). *NMC Horizon Report: 2014 Higher Education Edition*. Austin, Texas: The New Media Consortium.
- Johnson, L., Adams Becker, S., Estrada, V., & Freeman, A. (2015). *NMC Horizon Report: 2015 Library Edition*. Austin, Texas: The New Media Consortium. Retrieved from <http://cdn.nmc.org/media/2015-nmc-horizon-report-library-EN.pdf>
- Johnson, L., Adams, S., & Cummins, M. (2012). *The NMC Horizon Report: 2012 Higher Education Edition*. Austin, Texas: The New Midia Consortium. Retrieved from <http://jskj.zjer.cn/upload/2013/07/03/265059569061.pdf>
- Levine, A., & Dean, D. R. (2012). *Generation on a tightrope: A portrait of today's college student*. Chichester: John Wiley & Sons.
- Loo, J. L., & Dupuis, E. A. (2015). Organizational learning for library enhancements: A collaborative, research-driven analysis of academic department needs. *College & Research Libraries*, 671-689.
- Matthews, J. R. (2015, 2nd edition). *Library assessment in higher education*. Santa Barbara: Libraries Unlimited.



- McBride, T., & Nief, R. (n.d.). *The mindset list*. Retrieved from Beloit College:  
<https://www.beloit.edu/mindset/previouslists/2019/>
- Mitchell, E., & Seiden, P. (Eds.). (2015). *Reviewing the academic library: A guide to self-study and external review*. Chicago, ILL: Association of College and Research Libraries, American Library Association.
- Much, K., Wagener, A. M., Breitzkreutz, H. L., & Hellenbrand, M. (2014, April). Working with the millennial generation: Challenges facing 21 st-century students from the perspective of university staff. *Journal of College Counseling*, 17(1), 37-47. doi:10.1002/j.2161-1882.2014.00046.x
- Munde, G., & Marks, K. (2009). *Surviving the future: Academic libraries, quality, and assessment*. Oxford: Chandos Publishing.
- National Endowment for Financial Education. (2015). What's in a generational label? *NEFE Digest*, January/February, pp. 1-6.
- Nelson, B. (2014). *The academic library administrator's field guide*. Chicago: American Library Association.
- Parment, A. (2012). *Generation Y in consumer and labor markets*. New York: Routledge.
- Perruso, C. (2016, September). Undergraduates' use of Google vs. library resources: A four-year cohort study. *College & Research Libraries*, 614-630. doi:10.5860/crl.77.5.614
- Pew Research Center. (2015). *Teens, social media, & technology overview 2015*. Retrieved from Pew Research Center: <http://www.pewinternet.org/2015/04/09/teens-social-media-technology-2015#>
- Pew Research Center U.S. Politics & Policy. (2015, SEPTEMBER 3). *The whys and hows of generations research*. Retrieved June 16, 2017
- Proffitt, M. (Ed.). (2017). *Oxford English dictionary to the definitive record of the English language*. (eBook ed.). Oxford University Press.
- Robinson, M. T. (1997-2017). *The generations: Which generation are you?* Retrieved from CAREERPLANNER.COM ® Inc: <https://www.careerplanner.com/Career-Articles/Generations.cfm>
- Seemiller, C., & Grace, M. (2016). *Generation Z goes to college*. San Francisco: Jossey-Bass.
- Senior Class Officers. (2016, March 6). Focus Group on the senior class gift to Peterson Memorial Library. (V. P. Jodi Wagoner, Interviewer) email.
- Stillman, D., & Stillman, J. (2017). *Gen Z @ work : How the next generation is transforming the workplace*. New York: Harper Business.
- Stokker, J., & Hallam, G. (2009). The right person, in the right job, with the right skills, at the right time: A workforce planning model that goes beyond metrics. *Library Management*, 561-571.
- Strauss, W., & Howe, N. (1991). *Generations : The history of America's future, 1584 to 2069*. New York: Morrow.
- Strauss, W., Howe, N., & Markiewicz, P. G. (2006). *Millennials and the pop culture : Strategies for a new generation of consumers in music, movies, television, the internet, and video games*. Great Falls, VA: LifeCourse Associates.

- Tanner, R. (2017, January 3). *15 influential events that shaped generation Y*. Retrieved from Management is a Journey: <https://managementisajourney.com/15-influential-events-that-shaped-generation-y-infographic/>
- Timeline: Social Media*. Infoplease. (2000-2017). (Sandbox Networks, Inc., publishing as Infoplease) Retrieved from <https://www.infoplease.com/science/timeline-social-media>
- Top 10 gen Z questions answered*. (2017, May 24). Retrieved from The Center for Generational Kinetics: <http://genhq.com/igen-gen-z-generation-z-centennials-info/>
- Tulgan, B. (2016). *Not everyone gets a trophy : How to manage the millenials* (Revised and Updated ed.). Hoboken: Wiley.
- Walter, S., & Williams, K. (Eds.). (2010). *The expert library: Sustaining, staffing, and advancing the academic library in the 21st century*. Chicago: Association of College and Research Libraries.
- Wolff, C. (2017, April 3). *Ithaka S+R US library survey 2016*. Retrieved June 6, 2017, from [http://www.sr.ithaka.org/wp-content/uploads/2017/03/SR\\_Report\\_Library\\_Survey\\_2016\\_04032017.pdf](http://www.sr.ithaka.org/wp-content/uploads/2017/03/SR_Report_Library_Survey_2016_04032017.pdf).
- Yoo-Lee, E. Y., Lee, T. H., & Velez, L. (2013). Planning library spaces and services for millennials: An evidence-based approach. *Library Management*, 498-511.
- Zickuhur, K., & Rainie, L. (2014, September 10). *Younger Americans and public libraries: Summary of findings*. Pew Research Center. Retrieved from PewResearch Internet Project: <http://www.pewinternet.org/2014/09/10/younger-americans-and-public-libraries/#>
- Zink, S. D., Medaille, A., Mundt, M., Colegrove, P. T., & Aldrich, D. (2010). The @one service environment: Information services for and by the millennial generation. *Reference Services Review*, 38(1), 108-124. doi:10.1108/00907321011020761