

## Abstract

As increased enrollment and faculty hiring continues to accelerate growth in institutions of higher education, physical spaces at colleges and universities are continuously stretched to capacity. Departments at various Texas A&M University Colleges are renegotiating space to accommodate classrooms, communal spaces, and offices for faculty, staff and students. The purpose of this study is to investigate through ethnographic evidence, through qualitative and quantitative instruments how students, faculty, and potentially staff perceive Colleges on campus in regards to study space and classrooms for curriculum use. This study allows participants to comment on the changes that they have experienced over the past few years in reference to new and renovated spaces.

## Introduction

The ethnographic study surveys the students from the Colleges of Architecture (ARCH) and Education & Human Resources (EDUC). Covid-19 delayed the study of the College of EDUC. We anticipate completing this college in fall 2020.

As we reviewed the early results, we realized that a larger data set could impact the relevancy of the study for college student spaces on campuses. Therefore, we expanded the study to include the Colleges of Engineering and the Mays Business School. This is a work in progress. We plan to complete surveying the additional colleges in spring 2021. This data will lead to several papers on our findings.

## Study Population (Fall 2019- Fall 2020)

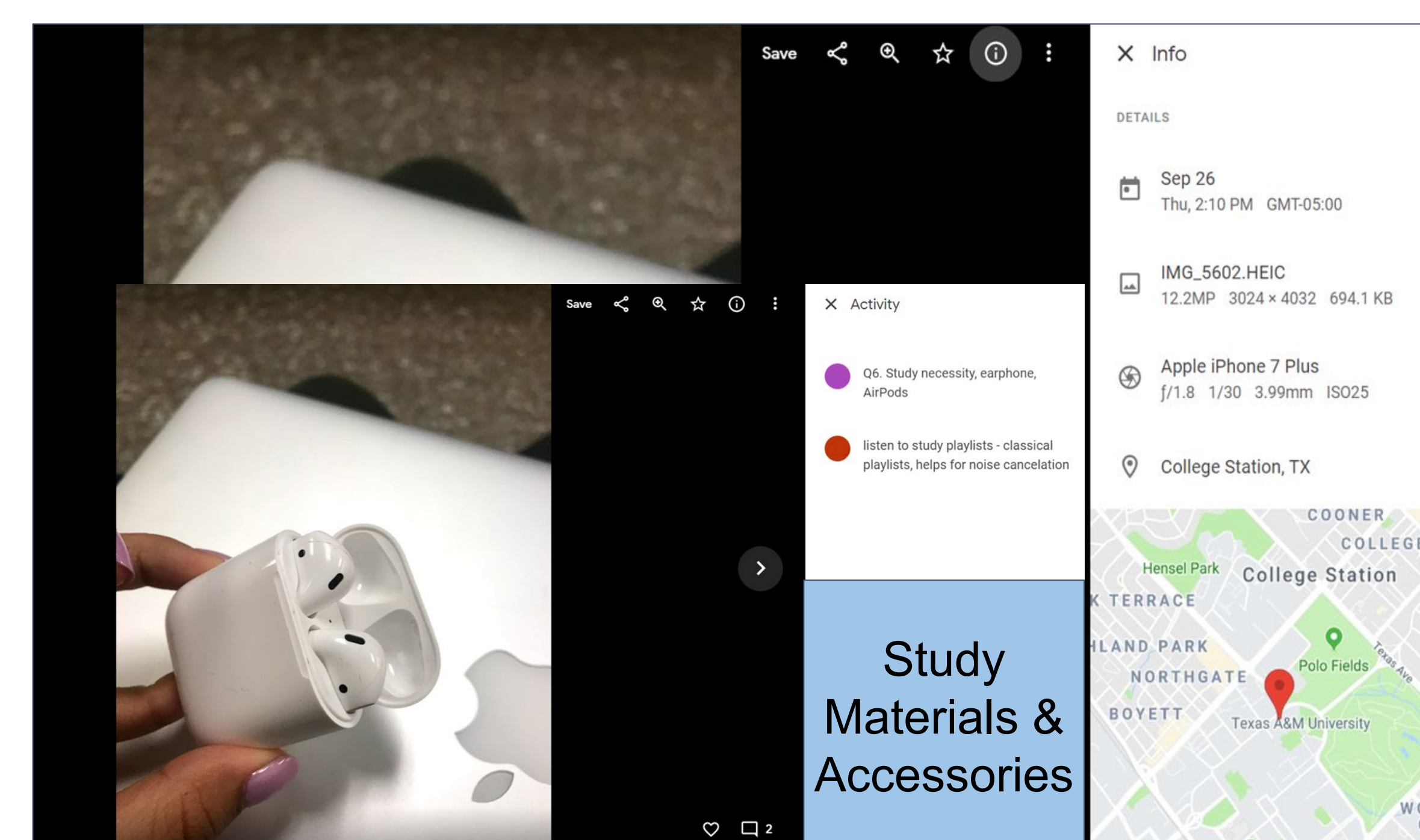
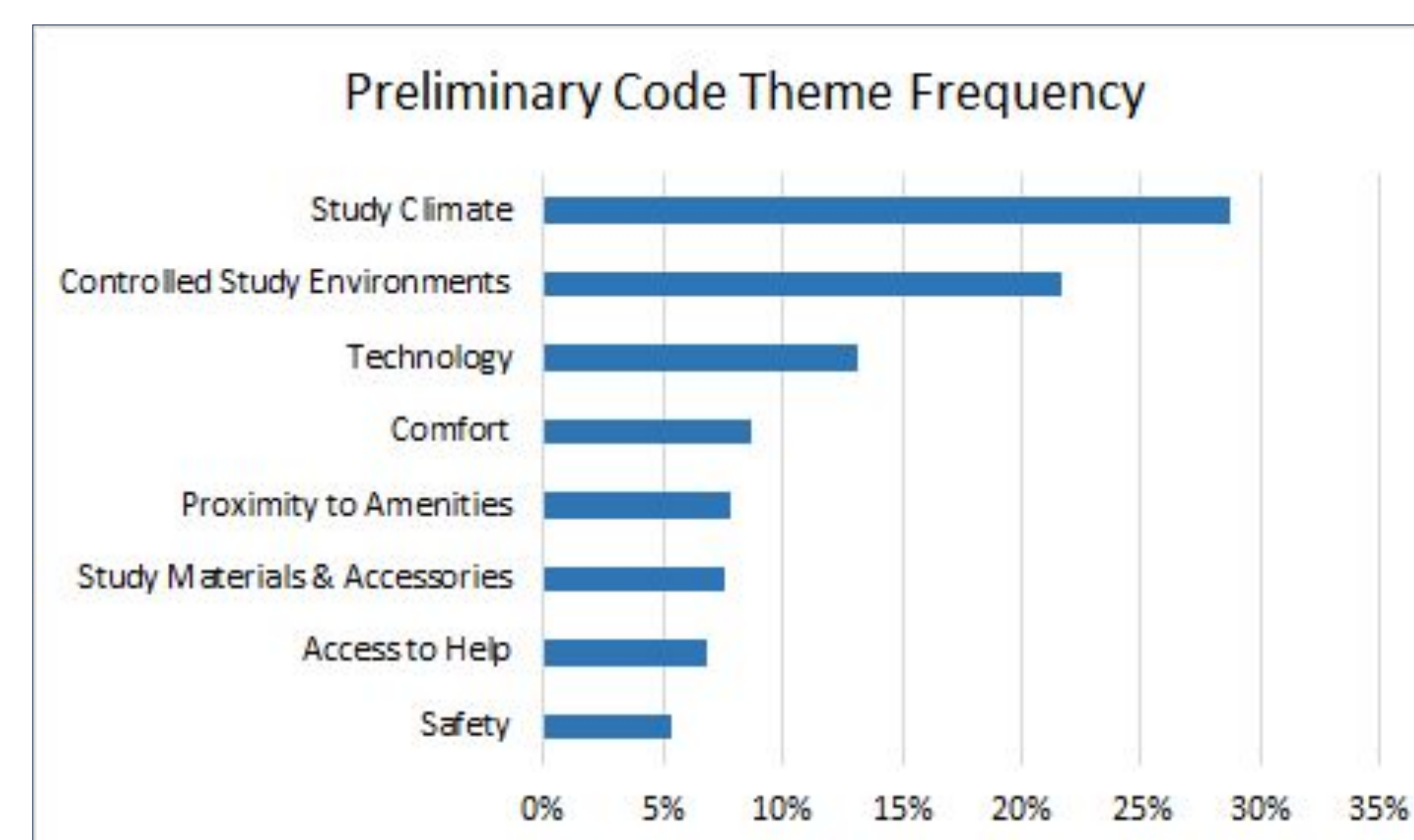
- College of Architecture
  - 4 Departments
  - 30 Students: 20 UNGR/ 10 GRAD
- College of Education & Human Development
  - 4 Departments
  - 26 Students: 24 UNGR/2 GRAD
    - \*Data collection in progress for Education & Human Development data.

## Methodology

- Demographic Survey
- Questionnaire
  - 15 Questions
  - 18 Photos & Comments
- Exit interviews
- The results of the qualitative data from the photos, photo comments, and interviews will be analyzed using grounded theory - theory that is developed from the data versus preconceived perceptions of the data (Glaser & Strauss, *The discovery of grounded theory: strategies for qualitative research*, 1999) - and qualitative analysis software ATLAS.ti to code the data to create overarching themes.

## Results

- The following code theme analysis is based on the College of Architecture data. The College of Education & Human Development will be analyzed when data collection is complete.



## Findings/Implications

- Students prefer locations w/ technology
- Spaces with long open hours and swipe card access
- Specialized equipment/furniture
- Collaboration areas
- Quiet areas

## Ethnographic Study Strength

- Unique photographic data
- Photos are unbiased
- Student's perspective of campus spaces
- Comments and Interviews capture additional information/context
- GPS coordinates
- Captures surrounding area in context of image

## Publications & Presentations

- Melgoza, Pauline, Budzise-Weaver, Tina, Lavy, Sarel, & Kunje, Tiyamike. "Using Visual Ethnography for Study Spaces." Proceedings of the 2020 Annual American Society for Engineering Education Exposition & Conference, (2020, June), 1-19.  
<https://peer.asee.org/using-visual-ethnography-for-space-studies>.
- Melgoza, Pauline, Budzise-Weaver, Tina, Lavy, Sarel, & Kunje, Tiyamike. "Using Visual Ethnography for Study Spaces." Juried Presentation. 2020 Annual American Society for Engineering Education Exposition & Conference, Online, June 23, 2020.
- Budzise-Weaver, Tina, Melgoza, Pauline, Lavy, Sarel, & Kunje, Tiyamike. "Using Photos as Data: How Students Speak through the Camera Lens to Identify Space Needs." Juried Presentation. Arts Library Society of North America Conference Texas-Mexico Chapter Meeting, Houston, TX, October 20, 2019.
- Accepted and forthcoming:
  - Budzise-Weaver, Tina, Melgoza, Pauline, Lavy, Sarel, & Kunje, Tiyamike. "How Students Utilize Spaces Outside of the Library: An Analysis through Visual Ethnography." Juried Presentation. Association of Architecture School Librarians, Accepted, 2021.