University of South Florida

Scholar Commons

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1-1-2020

USFSM Research Assistance Consultation Assessment 2019-2020

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Library Assessment & Impact

1. First Name: Jessica Last Name: Szempruch

2. Email Address: jszempru@sar.usf.edu

3. Campus: Sarasota   Library Unit: Sarasota   Department: Library Services/Information Commons

4. Title of Assessment [name of project or course-include prefix and number]:

   Research Assistance Consultation Assessment

5. Assessment Category: ____Collections   X Services   ___Facilities/Equipment

1. Assessment Time Period: FY2020 (July 2019 - May 2020)

2. Audience/Population: Students (undergraduate and graduate), Staff, Faculty

3. What is the purpose of the assessment? [max: 500 words]
   Please address the following points as appropriate:
   a) What problem are you trying to solve?
   b) What service or function are you trying to improve?
   c) What criteria demonstrate success?
   d) What is the anticipated impact?

I collect data on all of the research assistance consultation sessions I provide. This data is used to track and plan improvements upon said services, as well as to inform needs to more formal, comprehensive classroom based trainings and online module creation. My data collection focuses on who comprises the audience of the consultation; what type of questions we are exploring together; the difficulty of their questions; and their overall feedback from the session.

Reflection on this data allows me to make improvements to my consultations, update and develop guides and learning objects, and shows where gaps in in-course instruction coverage exist. Comparing year to year data allows me to recognize growth and patterns.

I hypothesize that over time, as users become more knowledgeable about using the information literacy resources their questions will become more complex and difficult. Additionally, I believe that students who seek out reference assistance will have more academic success, which will lead to higher retention and timely graduation rates.

4. Please check off any PBF or Preeminence metrics to which this activity correlates:

	PBF metrics
	Percent of Bachelor's graduates employed or continuing education
	Median wages of graduates employed full time
	Average cost to students
X	Four-year graduation rate
X	Academic progress rate
	Bachelor's degrees awarded in areas of strategic emphasis
	University access rate
	Graduate degrees awarded in areas of strategic emphasis
	Percent of BAs awarded without excess hours
X	Six-year graduation rate

	Preeminence Metrics
	Average GPA and SAT score
	Top 50 rankings
	Freshman retention rate
	Four-year graduation rate
	National Academy memberships
	Science and engineering research expenditures
	Non-Medical science and engineering research expenditures
	Disciplines ranked in top 100 for research expenditures
	Utility Patents awarded
	Doctoral degrees awarded annually
	Number of post-docs appointed
	Endowment size

5. Assessment Methodology and Data Points:

Recorded in LibInsights: date/time; question; question type; notes; location of librarian when question was asked; number in group; patron type (undergraduate, graduate, faculty, staff, alumnus/a, visitor, unknown); question source; duration; subject area; difficulty; referral given; feedback

6. Schedule/plan:

Statistics are created and maintained on an on-going basis. Immediately following each interaction, entries are recorded in LibInsights. Statistics are reviewed on a regular basis for trends and outliers.

7. Expected outcomes:
I expect that by continually recording and evaluating data from reference assistance consultations, I can continue to improve my services to all patrons. Statistics will allow me to identify trends, recognize gaps that need coverage, and uncover new potential to reach even more patrons. Additionally, the volume of data will demonstrate a need for additional librarian presence at USFSM.

[Post-assessment]

Discussion of Findings/Results:

a) What did the data show? (summarize statistics, if applicable)
b) What did you learn?
c) Applicability/usage?
d) If you did the assessment again, what would you change?

FY2020 (July 2019 - May 2020)

One librarian (Jessica Szempruch) completed 274 (two hundred and seventy-four) research assistance consultations.

- 5,142 minutes (85.7 hours) of active research assistance and support.

- Patron type: 52.55% undergraduates; 32.85% faculty; 10.22% graduate students; 4% staff; .36% alumnus/a

- Question source: 49.27% email; 23.72% drop in; 23.36% consultation appointment; 3.65% telephone

- Subject areas: distributed across all colleges; majority in social sciences; liberal arts; education

- Most common question types: research help; ILL; citations; course assignment help

- 2/3 of questions easy to fairly easy; 1/3 of questions challenging to very challenging

Plan for improvement/next steps:

- Data shows a lower number of inquiries from patrons related to science. This indicates an area of opportunity for growth.
- A large portion of questions came from drop in visits. With changes to our service model, this percentage should decrease while percentages of consultation appointments and emails will increase.
- Given the student makeup at USFSM, it is not surprising that a majority of student consultations were sought out by undergraduate level students. Continued outreach to students of all levels and majors will be in important factor in FY2020.
- Rising difficulty of questions leads to more complicated and time-consuming reference consultations. Additional librarian assistance is needed to maintain and increase these service levels.

- Current collection methods focus primarily of quantitative data. A digital feedback form will be utilized in FY2021 in order to streamline collection of important qualitative data.

Assessment results (attach summary document/file with raw data):

Raw data