USFSM Research Assistance Consultation Assessment 2019-2020

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Library Assessment & Impact

1. First Name: Jessica  Last Name: Szempruch

2. Email Address: jszembru@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


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:

<table>
<thead>
<tr>
<th>PBF metrics</th>
<th>Preeminence Metrics</th>
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<tbody>
<tr>
<td>Percent of Bachelor's graduates employed or continuing education</td>
<td>Average GPA and SAT score</td>
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<tr>
<td>Median wages of graduates employed full time</td>
<td>Top 50 rankings</td>
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<tr>
<td>Average cost to students</td>
<td>Freshman retention rate</td>
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<td>X Four-year graduation rate</td>
<td>Four-year graduation rate</td>
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<td>X Academic progress rate</td>
<td>National Academy memberships</td>
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<tr>
<td>Bachelor's degrees awarded in areas of strategic emphasis</td>
<td>Science and engineering research expenditures</td>
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<td>University access rate</td>
<td>Non-Medical science and engineering research expenditures</td>
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<tr>
<td>Graduate degrees awarded in areas of strategic emphasis</td>
<td>Disciplines ranked in top 100 for research expenditures</td>
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<td>Percent of BAs awarded without excess hours</td>
<td>Utility Patents awarded</td>
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<td>X Six-year graduation rate</td>
<td>Doctoral degrees awarded annually</td>
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<td></td>
<td>Number of post-docs appointed</td>
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<td>Endowment size</td>
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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 on 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