

Connecting to Student Success: Research Consultation Impact from the Student Perspective

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guides.lib.wayne.edu/aiawaynestate

ASSESSMENT *in Action*

<http://www.ala.org/acrl/AiA>

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Transforming scholarship*

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Museum and Library
SERVICES

This project is part of the program "Assessment in Action: Academic Libraries and Student Success" undertaken by the Association of College and Research Libraries (ACRL) in partnership with the Association for Institutional Research and the Association of Public and Land-grant Universities. The program, a cornerstone of ACRL's Value of Academic Libraries initiative, is made possible by the Institute of Museum and Library Services. <http://www.acrl.org>

Literature Review

TABLE 3
Students' Accounting of the Kinds of Assistance Provided by Librarians During Consultations

1. Selecting and recommending sources
2. Searching the catalog and databases
3. Identifying search terms
4. Helping to understand the assignment or task
5. Determining concept areas; determining what to include in paper; developing and clarifying research topic
6. Developing a research strategy
7. Teaching how to use data and information and determine if it's credible
8. Using the library facility and services
9. Reducing stress and providing encouragement and other affective benefits
10. Sharing librarian's subject knowledge

TABLE 4
What Students Found Valuable About Face-to-Face Individual Consultations

1. Face-to-face interaction allows for clear, quick, efficient, and helpful dialogue; can ask questions and get immediate responses
2. Visual cues are important; easier to learn and remember by seeing how searches are done and seeing where things are located in the library
3. Help navigating large websites with many links
4. Having access to another person's expertise, experience, and opinion, and the ability to collaborate
5. Opportunity to be guided through the research process and stay focused
6. Increased confidence that sources are high-quality and credible
7. Affective benefits including comfort, confidence building, inspiration, and building relationships
8. Librarian can prepare and tailor consultation to specific needs

The results point toward a few library use activities which may be especially meaningful to students' GPA and retention. Logging into databases, checkout or renewing books, using electronic journals, meeting with a peer research consultant, chatting with a reference librarian, and using library workstations at least one time were all significantly associated with students' GPA. Database logins, book loans or renewals,

Soria, Krista M., Jan Fransen, and Shane Nackerud. 2014. "Stacks, Serials, Search Engines, and Students' Success: First-Year Undergraduate Students' Library Use, Academic Achievement, and Retention." *The Journal of Academic Librarianship* 40 (1): 84-91.

Magi, Trina J., and Patricia E. Mardeusz. 2013. "Why Some Students Continue to Value Individual, Face-to-Face Research Consultations in a Technology-Rich World." *College & Research Libraries* 74 (6): 605-18.


Study Inclusion Criteria


- Student consultations only
- 20 minutes or longer
- Face to face appointments
- Assignment or course-related

View Transactions | Date/Time Stats | Analyze Metadata | User Stats

Records 1 to 49 (49 total)

Time	Where was it asked?	Who asked it?	Question type?	Question method?	Transaction duration	Subject	Month	Day of the week	Year
09933310 Apr 29	My office	Masters student	Research support	In-person by appointment	20 minutes or longer	CLAS Social Sciences	April	Tuesday	2015

 Wayne State University



Research Consultation Tracking Form

The Wayne State University Library System is using this research consultation tracking form to identify participants in research consultations that meet the following criteria:

- Initiated by a Wayne State University student
- Lasted 20 minutes or more
- Appointment was conducted in person
- Consultation/assistance was connected to a WSU course assignment

Please remember to report your consultation statistics in the LibAnswers/LibAnalytics database as usual.

Librarian Name:

Student AccessID:

Course number:

Time began:

Time ended:

Date of appointment:

with MUP student, helping him with a final project

assistance regarding creating an appendix with several raw data tables and other census tables and how to cite title and number tables with in the project.

Undergraduate student	Research support	In-person by appointment	20 minutes or longer	CLAS Humanities	April	Friday	2015
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Undergrad student working on paper for Major Authors course

use MLA Bibliography to locate articles on exile in the works of Baldwin and Wright and exile as a theme in canon literature; also found books in the catalog

Masters student	Research support	In-person by appointment	20 minutes or longer	CLAS Humanities	April	Thursday	2015
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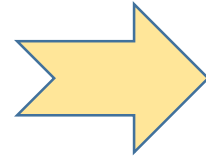
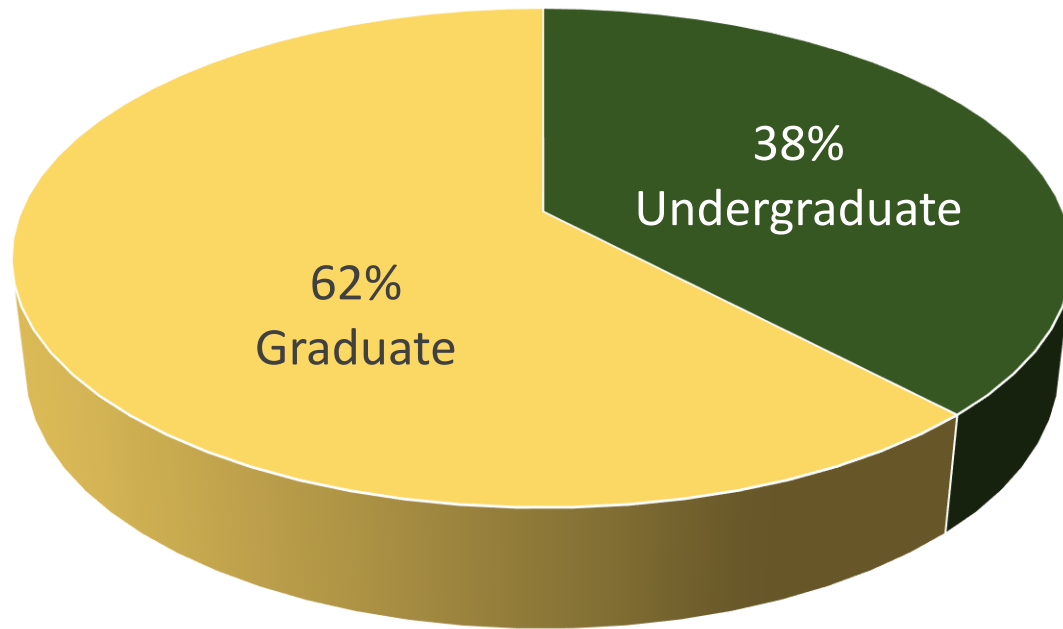
Students to search for literary criticism on Cervantes' "Don Quixote" and cross-dressing of both

paper (i.e. larger scope) on this topic. Wants to know databases, strategies, subject headings, keywords (in both English).

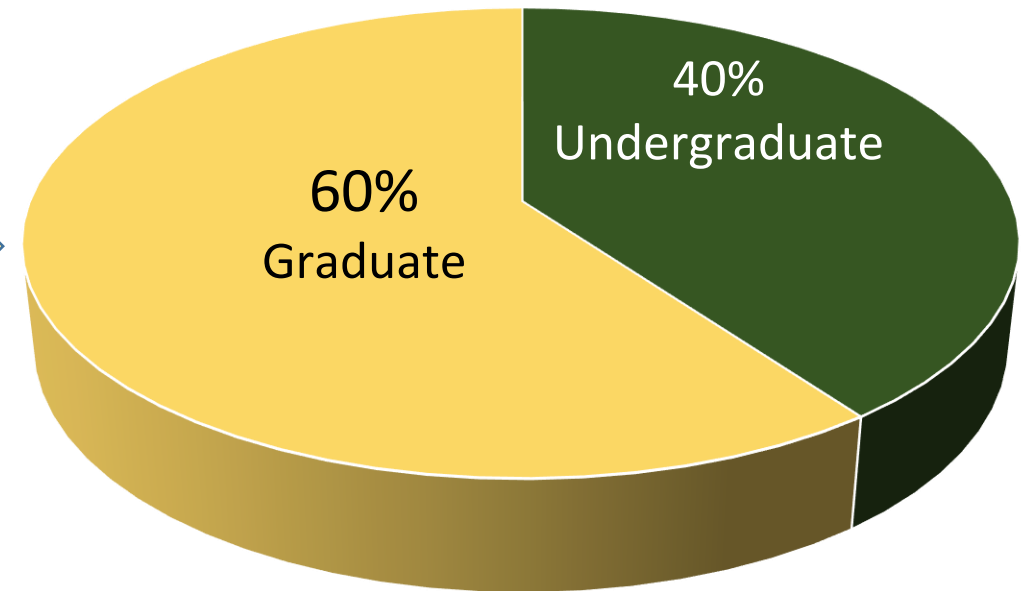
and part of earlier session today)

able to find materials in WSU Catalog, MeL, WorldCat (to ILL), a thesis very on-topic (for which Reference list will nany more sources), Google Scholar, JSTOR, HAPI, etc.

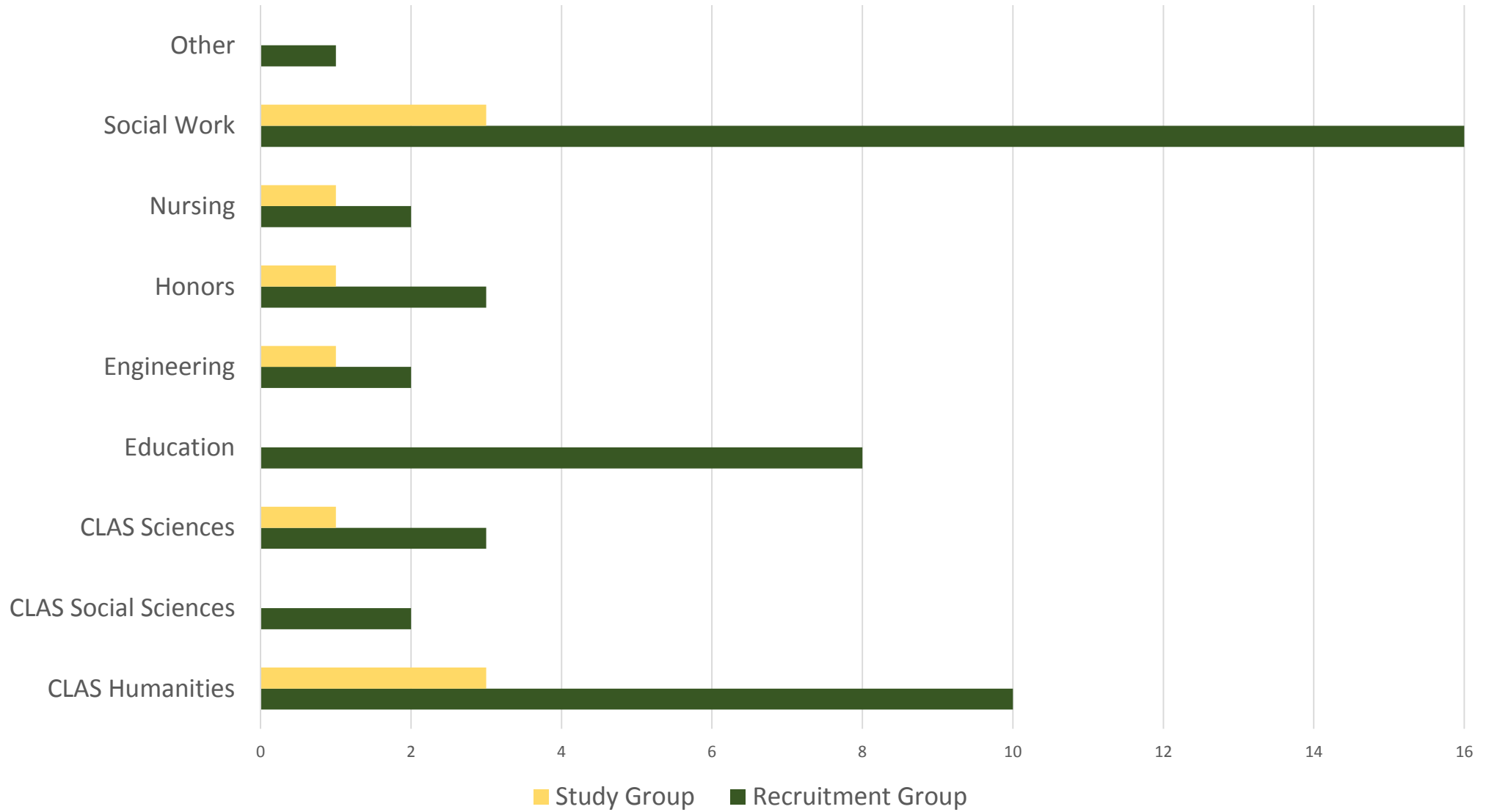
Recruitment Group
n=49



Study Group
n=10



Comparison by College



First Steps

- Institutional Review Board (IRB) approval
- Recruitment



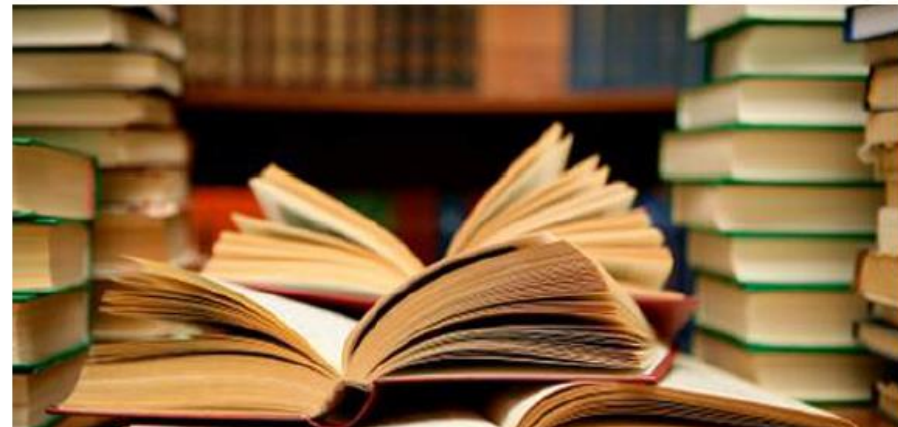
UNIVERSITY LIBRARIES

WE WANT TO HEAR ABOUT YOUR IN-PERSON RESEARCH CONSULTATION WITH A WAYNE STATE LIBRARIAN!

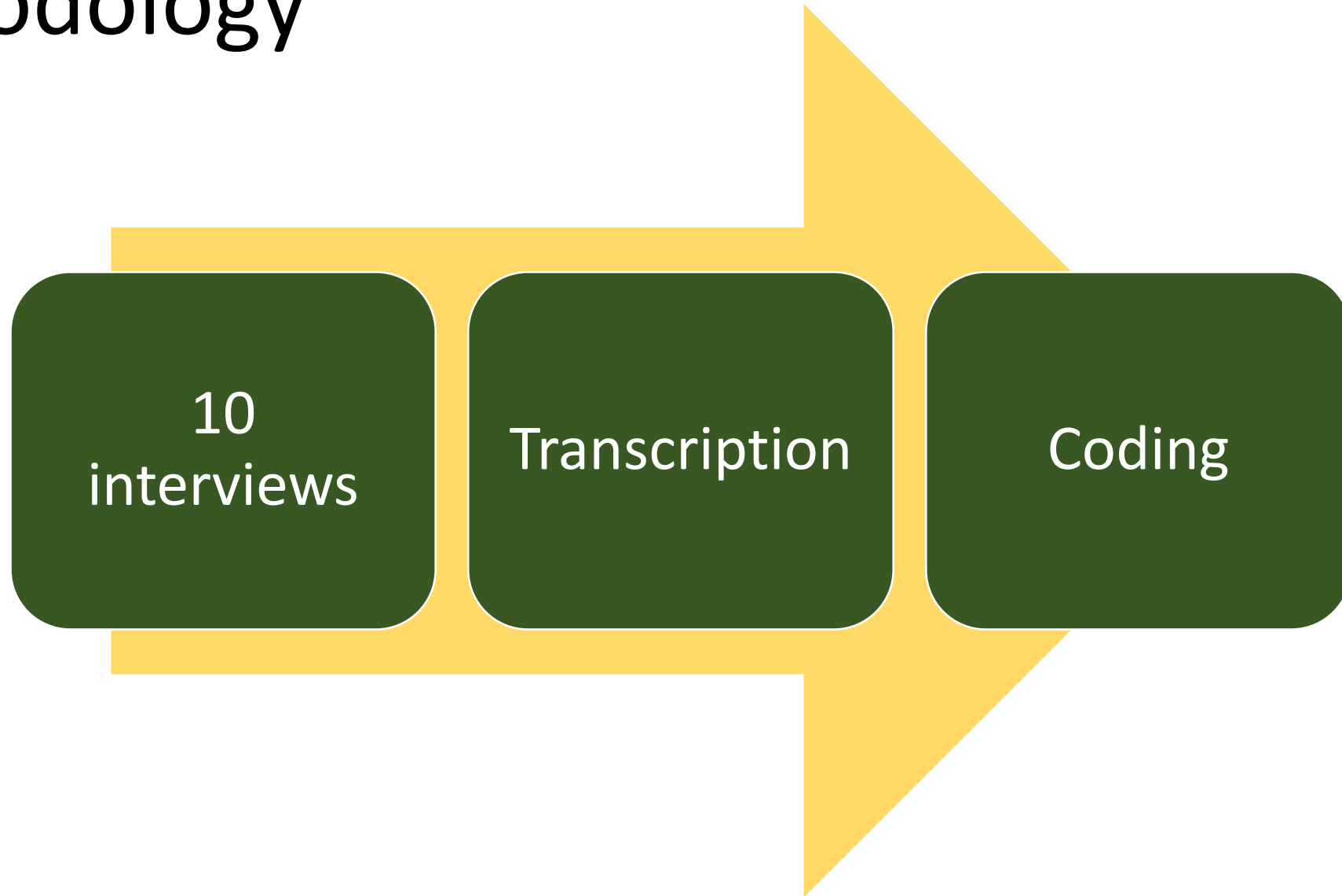
We're reaching out to you because you recently received in-person assistance from a librarian at the Wayne State Libraries. We want to hear about your experience and get your feedback in a research study that will be taking place during this semester. We're looking for 15 participants to come to campus and take part in a 30-minute personal interview. **All participants will receive a \$15 Barnes and Noble gift card and also be entered into a drawing for an iPad Mini.** You must be 18 or older to take part in this study.

If you're interested in providing your feedback, contact Judith Arnold at judith.arnold@wayne.edu to schedule an interview today. We're happy to work with your schedule to come up with a convenient time that works for you.

We look forward to hearing from you soon!



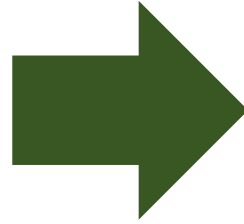
Methodology



Methodology

Research Question(s)

Q1: Is there an association between librarian consultations and student-reported “patterns of success” (as measured by GPA and confidence level; student attitudes towards the library’s role in their success)?



Research Question:

How do students describe their experience of the research consultation and its value to them?

Quantitative:
Survey



Qualitative
Semi-structured
interview



Methodology

Interview

Framework Design

Themes:

Library Engagement

Help-Seeking

Learning

Affect

Success

1. How did you happen to make the appointment with the librarian? [**Help Seeking; Affect**]

Possible Probes:

Was this the first time the student used the service? If no, ask the student to tell you a little about previous appointments

If student mentions instruction, say—I'm interested in the instruction session you had with the librarian. Was it the first time you had a librarian come to your class?

If student mentions a reference desk referral—say I'm interested in this—do you use the reference desk often.

If student mentions faculty told them, say—I'm interested in how your instructor made this information available to you (tell you, off the guide, etc?)

If student mentions the assignment, ask “how did you feel about the assignment when you learned about it in class” and “tell me a little about why the research assignment prompted your meeting with the librarian”

Methodology

Themes

Interview Framework Design Themes

Library Engagement
Help-Seeking
Learning
Affect
Success

Coding Themes

Awareness	<u>Awareness</u> of library services
Confidence	<u>Confidence</u> in using the skills gained
Learning	<u>Learned</u> new resources, services or search skills
Motivation	<u>Motivation</u> to make the appointment
Library as Place	How they reported <u>using the library space</u>
Librarians as Intervention	<u>Actions that the librarian</u> took to help
Librarian (Affective)	Level of <u>comfort with the librarian</u>

Coded Transcript

8	Library as Place	I am a regular user of the university library, both physical library
9-10	Awareness of Service	I benefit immensely, more especially from the online resources, especially from journal articles
11	Awareness of Service	have benefited tremendously from the library resources
15-16	Awareness of Service	I use the Google Scholar. I use Web of Science database. Web of Science is really, really great
17-19	Awareness of Service	The most interesting one was one journal that I was unable to find and through the...what is called interlibrary loan I was able to get...the library got it for me
20-21	Learning	I remember the book I used for my preliminary exam one of the good books got from the library. It was really interesting
27	Awareness of Service	The library submitted a form and I still got it. So I think it's wonderful
37-38	Librarians as Intervention	I didn't know that such a great thing was actually available in the library.
38-39	Learning	I was actually looking for how to put my references in order. I been having this problem for close to a year. I didn't know.
42-46	Librarians as Intervention	Then I took a class where one of the librarians was available and I just talk with him because there wasn't much time. So when he left and when I was having this problem I just went to the Blackboard, picked his name, and I sent an email to him and he scheduled an appointment with me and I came.
52-53	Librarians as Intervention	I've spoken to librarians on Ask a Librarian
58-61	Librarians as Intervention	It is also [wonderful?] because at times in the comfort of your home studying and just you want to retrieve something [unable to?] and are able to just and you just only click and you get a response. I've done that quite a number of times..5 times, 6 times, I don't know. It's [there?]. Yeah. I use it often.
67	Librarian (Affective)	Actually it was a great experience...
68	Confidence	to use EndNote and I use it <i>very, very</i> effectively now. I mean <i>very, very</i> effectively
89-91	Librarian (Affective)	The guy is actually a very good guy. He took time you know. He's a really, really wonderful guy. You know. He took time, explained the steps, from this level to this level, from this level to this level. It was a great experience [for me?].
95	Confidence	I'm still going to use it today. [laughs]..all right. and I think what is really. really great for me as a person? is like it gives me

Results

The two most prominent themes associated with student success were **CONFIDENCE** and **LEARNING**.



“Now I know I don’t need to be apprehensive because I know I can do it. I will do it.” Graduate student, Engineering.

“I am much more comfortable now that she’s helped me with what keywords to use, what source and what sites to go to.” Undergraduate student, Science.



Awareness

Awareness of library services

Confidence

Confidence in using the skills gained

Learning

Learned new resources, services or search skills

Motivation

Motivation to make the appointment

Library as Place

How they reported using the library space

Librarians as Intervention

Actions that the librarian took to help

Librarian (Affective)

Level of comfort with librarian

All 10 students reported an increase in confidence in doing research after the consultation.

All 10 students reported learning (new resources or services, searching techniques) after the consultation.

Outcomes & Next Steps

- Stronger campus partnerships
- Culture of assessment
- New initiatives

- Quantitative look at student data
- “Value of the Library” initiative
- Expand scope to student engagement & success



Questions?