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

Judith Arnold, Liaison Coordinator
Veronica Bielat, Instruction Services Coordinator

Wayne State University
guides.lib.wayne.edu/aiawaynestate

Study Inclusion Criteria

- Student consultations only
- 20 minutes or longer
- Face to face appointments
- Assignment or course-related
Recruitment Group
n=49
62% Graduate
38% Undergraduate

Study Group
n=10
60% Graduate
40% Undergraduate
First Steps

- Institutional Review Board (IRB) approval
- Recruitment

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

10 interviews

Transcription

Coding
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

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
Confidence
Learning
Motivation
Library as Place
Librarians as Intervention
Librarian (Affective)

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
I 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

59-61 Library as Place
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 very, very effectively now. I mean very, very 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]?

85-86 Confident
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 eaves 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.

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