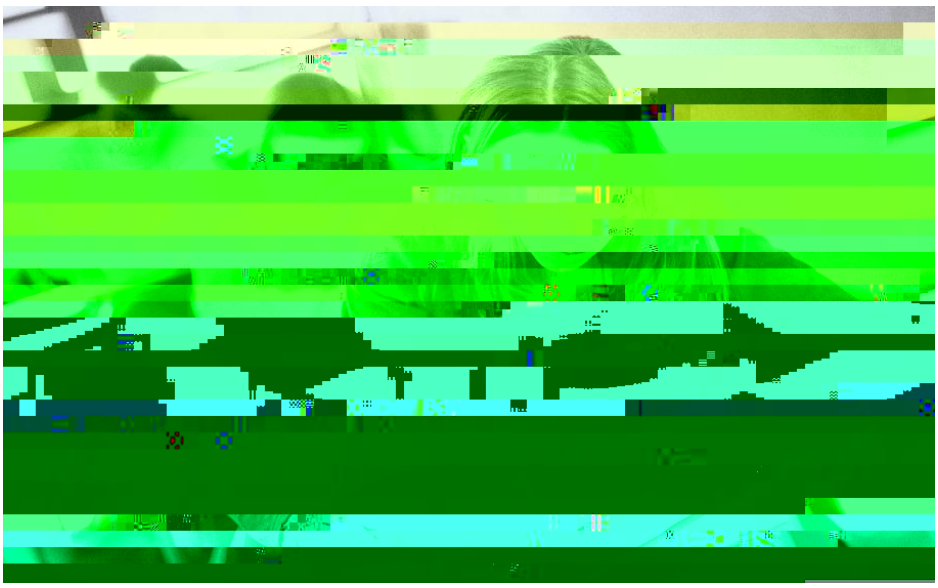
Project of Pius/Medical Center Libraries Assessment Committee, Fall 2013



July 1, 2014

- Research Services
-

sessions; online research guides for courses and

at 28%. For those who selected ^ } š Z and provided their own answer, the majority related to student instruction and referrals--a separate category of service addressed later in the survey. Eighty-seven respondents gave additional feedback about research services that was overwhelmingly positive in tone, including comments such as ^ } µ š • š v and ^ have always found our reference librarians

respondents always (12%) or sometimes (20%) included the name and contact information of the subject librarian in course syllabi. A slightly higher proportion of respondents always (19%) or sometimes (25%) included that information or a link to it in their course websites.

Sixty-eight percent of faculty respondents referred their students to librarians for assistance with research and course projects either frequently (31%) or occasionally (37%), while 32% never referred.

Cross tabulation allowed us to compare data on the frequency of student referrals with their perceived impact on the quality of student work. Of those faculty who referred individual students to a subject librarian, 80% believed individual assistance to have a degree of positive impact--either a high impact (56%) or some impact (24%). One percent believed there was no impact and 19% did not know.

The 62 responses to the open feedback question for this section offered 17 positive comments on individual subject librarians, 18 positive comments on services, and 15 statements of intent to use their o ] Œ Œ a] v [• more in syllabi and on course pages. One respondent commented, ^ do not always know who follows through. What I DO know is that the students who come to me and get referred do better than others in the o • • X _

The focus groups engaged faculty on the question of how best to motivate students to use library services. A variety of suggestions were given for strategies that could be employed by both faculty and librarians; some are already in practice. They included the following:

- Faculty making student interaction with librarians a strong recommendation, a requirement, or a component of an assignment
- Faculty inviting librarians to teach and visit classes
- Librarians promoting themselves among faculty so that faculty will, in turn, promote them to students ~ ^ w e { } v [ k now the services, I doubt our students } _ •
- Librarians integrating their presence

- Librarians marketing their services using signage, posters, a television screen with scrolling services, video testimonials
- Pius Library making the first floor a showcase for library services ~ ^ /ššo[ook-free and librarian-free v À ] Œ } v u The š Yrst floor should say Z š Zo]•ilding is occupied by professional researchers-- ] š [not just a study Z o and[ ^ • µ i libšarians are hidden which makes it seem like a less inviting atmosphere for Œ • Œ Z _ •
- The library website featuring information about o ] Œ Œ e]vces •[more visibly

## Library Instruction Services

The third section of the survey gathered further information on the use and effectiveness of library instruction. This service was earlier given an effectiveness rating by respondents under the Research Services section along with the other five core services; the results from that scale showed 79% awareness and 59% use, with 97% of respondents who used it calling it either very effective (40%) or effective (17%). In this section, 64% reported using at least one type of library instruction for their classes.

The survey sought to examine the frequency with which different types of library instruction were used. Here, a solid majority (64%) of respondents claimed to have used at least one type of library instruction for their classes--more than the 59% reported earlier. The ^ o ] Œ Œ Ç l ] vr(e}oGrce šh]vresearch • š Œ š se}sion_

The theme of an overwhelmingly favorable attitude toward library instruction services dominated the results from the open feedback question, with several respondents remarking on the positive value of these services for students. One respondent commented ^ d Z isŒa measurable difference in quality of assignments between students who utilize library instruction services and those who do v } š ÞHowever, another respondent commented ^ d Zservices offered are always good quality, but it is difficult to assess the actual impact of library ] v • š Œ µ Ásp} several comments mentioned the particular value of these services for graduate students.

## Course Support

The fourth section of the survey



Course

Further input was gained from post-survey focus group discussion, in which participants were asked abo

## Conclusions

Significant trends, patterns, and practical implications emerged from survey data and focus group contributions about the range of services offered, their quality and impact, and the Œ • ‰ } v levels • [ of awareness and use of them.

### Range of Services

- No additional services are needed. No trends emerged pointing to services that are desired but not provided.

### Quality and Impact of Services

- Subject librarians are delivering effective services on all fronts. All six core services were considered effective by 90-99% of those who used them.

- Faculty see a positive impact upon students from librarian involvement. The three questions that measured impact--of individual assistance for referred students, of library instruction, and of faculty consultation with a librarian in planning a course assignment--resulted in positive impact ratings of 80%, 89%, and 86% respectively. These results make it clear that faculty are consistently achieving benefits from our services for themselves and their students, including a higher quality of student work and improved student learning outcomes.

- Success still leaves room for improvement in the delivery of service. When offered two choices in the positive range such as ^ À Œ{ Ç š ]v À ^ _ ( ( š ]o À ^ U Z ] P u Z ‰ v s š _ ^ • } u ] u ‰ š U _ respondents selected the higher rating more frequently for every service named. However, enough respondents chose the lower rating to indicate that the highest performance levels are not being attained consistently. This result was expected, as ^ ‰ Œ { service suiting every individual can never be achieved. Nevertheless, it is the responsibility of every subject librarian to continue to seek opportunities for improvement.

- It is difficult to measure the impact of o ] Œ Œ services on student work. At a rate of 19% and 9% respectively, faculty who referred students for individual assistance or arranged library instruction indicated that they did not know what level of impact these services had. These rates are low but not insignificant. The uncertainty may be due to the fact that there is no basis

- Some faculty do not use services because they are unaware of them. While a strong majority of respondents indicated awareness of subject o ] Œ Services, [11-33% did not. Least-known of the six core services are ^ } o o } Œ Selection of resources for

# Appendix A

## Pius XII Memorial Library and Medical Center Library Subject Librarians

### Pius XII Memorial Library

| | |
|---|---|
| Timothy P. Achee, M.A., M.L.I.S., C.A. | Archives and Manuscripts |
| Martha Allen, M.L.I.S. | African American Studies |
| Georgia Baugh, M.A.L.I.S., M.A. | Chemistry; Educational Leadership and Higher Education; Educational Studies; Mathematics and Computer Science |
| Debra Cashion, Ph.D., M.L.I.S. | Medieval and Renaissance Manuscripts |
| Ronald W. Crown, D. Phil., M.S.L.S., M.A.R. | Classical Languages; Philosophy; Theological Studies |
| Jamie Emery, M.S. | English; Film Studies, History; Honors; Russian and East European Studies |
| Susan > [ v Ph.D., M.A. | Medieval and Renaissance Manuscripts |
| Sarah E. Fancher, M.S. | Cook School of Business |
| Jane Gillespie, M.S.L.I.S. | Biology; Earth and Atmospheric Sciences; Medical Family Therapy; Social Work (except Œ ] u ] v } o } P Ç Y • |
| Patricia Gregory, Ph.D., M.L.S., M.A. | |

## Medical Center Library

| | |
|---|---|
| W. Gregg Clark, Ph.D., M.S. | School of Medicine |
| Assako Holyoke, M.D., Ph.D., M.S.L.I.S | School of Medicine |
| Mary Krieger, R.N., M.L.I.S | Doisy College of Health Sciences; School of Nursing |
| Donghua Tao, Ph.D., M.A.L.I.S., M.S | College for Public Health and Social Justice (except School of Social Work) |

# Appendix B

## Participant Demographics

### Survey

| Length of Time as Faculty Member at SLU | # of Respondents | % of Respondents |
|---|---|---|
| 0 to 5 years | 107 | 32% |
| 6 to 10 years | 77 | 23% |
| 11 to 15 years | 41 | 12% |
| 16 to 20 years | 42 | 13% |
| 21 or more years | 63 | 19% |

| College/School/Center of Primary Appointment | # of Respondents | % of Respondents |
|---|---|---|
| College of Arts and Sciences | 149 | 45% |
| School of Medicine | 65 | 20% |
| College for Public Health and Social Justice | 34 | 10% |

## GENERAL INFORMATION

Are you a full-time or part-time faculty member at SLU?

- Full-Time
- Part-Time - Thank you for your interest. This survey is targeted at full-time faculty. We anticipate surveying ^ > hpart-time faculty separately, at a later date, because your service needs may differ from those of your full-time colleagues. We look forward to receiving your feedback at that time.

How long have you been a faculty member at SLU?

- 0-5 years
- 6-10 years
- 11-15 years
- 16-20 years
- 21 or more years

What is the college/school/center of your primary appointment? (Choose one)

- Center for Advanced Dental Education (CADE)
- College of Arts and Sciences
- John Cook School of Business
- College of Education and Public Service
- Parks College of Engineering, Aviation, and Technology

## STUDENT REFERRALS AND CONSULTATIONS

How often do you include the name and contact information of your subject librarian(s) in course syllabi?

- Always
- Sometimes
- Never

For courses in which you use a course website, how often is information about the subject librarian or a link to such information included?

- Always
- Sometimes
- Never
- No course website(s)

How often do you refer individual students to your subject librarian for assistance with research/course projects?

- Frequently
- Occasionally
- Never

In your overall experience, what impact does individual assistance from a subject librarian have on the quality of student work?

- High impact
- Some impact
- No impact
- Do not know
- Not applicable

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Any

## LIBRARY INSTRUCTION SERVICES

What types of course-related library instruction have you used? (Choose all that apply)

- Library tours and orientations
- Sessions on library/information resources and research strategies
- Sessions on archives, manuscripts, or rare books
- Other? (Please specify) _____
- None
- Not applicable

In your overall experience,

# Appendix D

## Focus Group (Post-Survey) Questions

### Subject Librarian Contributions to Faculty Teaching and Research

1. We had several survey responses on the need to make subject [illegible] services better known to faculty.

   1a. What can subject librarians do to accomplish this?

   1b. What can faculty do to help accomplish this?

2. Seventy-one percent (71%) of survey respondents reported that they had not consulted a subject librarian on the development of a specific course assignment, but those who did reported positive results.

   2a. What are your opinions about the involvement of subject librarians in the development of course assignments?

   2b. What are your opinions about the involvement of subject librarians in course development itself?

3. The survey asked about subject [illegible] services in relation to faculty research. How do you think the librarians are doing in this regard?

4. Did the survey give you any new ideas about how you can use subject [illegible] services? Tell us more.

5. How can students be motivated to use the services of subject librarians more frequently?

6. Has this discussion changed your views on the possible roles of subject librarians?

7. Do you have any other advice for us?