

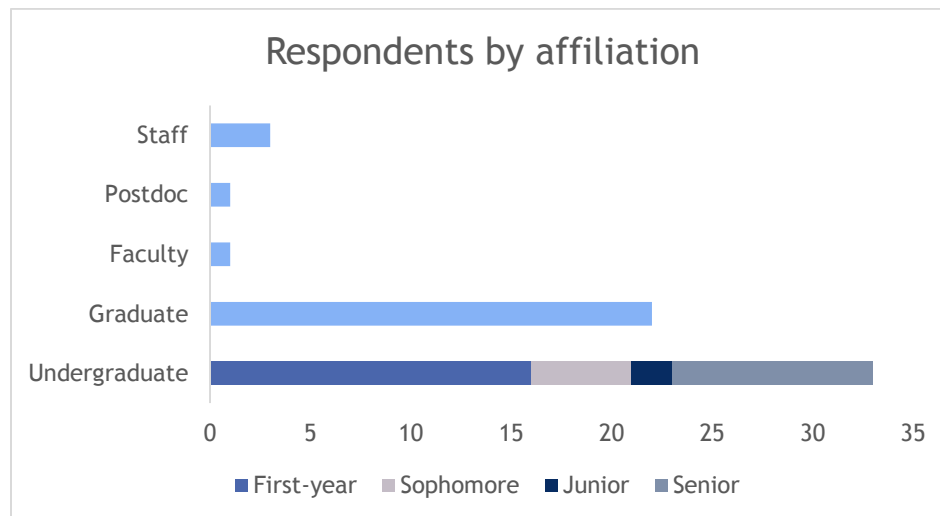
Research consultations survey

Background¹

In November 2014, the Assessment Core Team planned and piloted two efforts to gather feedback on Duke University Libraries' research consultations. The first was a brief, ongoing survey to be offered to each student at the end of a research consultation. Only three students were offered the survey before the end of the fall 2014 semester, so this effort will be continued in spring 2015, with results reported in May 2015. The second pilot was an end-of-semester survey to all library users who had participated in a research consultation over the course of the fall 2014 semester.² In order to create a list of everyone who had registered for a research consultation, data was exported from LibCal and Qualtrics, and public services staff were asked to compile records of everyone they had arranged consultations with via email during the semester. These were entered into a Qualtrics panel, and the survey was sent out to 187³ people after the close of the fall 2014 semester. The survey ran for three weeks and included a raffle for a \$50 Amazon gift certificate as an incentive.

Findings

We received 58 complete responses to the survey, a response rate of 31%. Of all respondents, 54% were undergraduates, 36% were graduate students, 5% were staff, and there was one respondent from each of the other three categories (faculty, postdoc, other). Most of the undergraduates were either first-year students (26% of all respondents) or seniors (16% of all respondents), followed by sophomores (8% of all respondents).

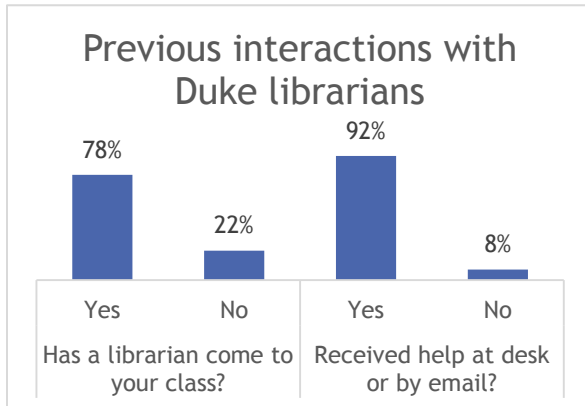


¹ For more information, please contact emily.daly@duke.edu

² See Appendix A for a copy of the survey

³ Many more research consultations occurred in fall 2014, this is just the number of contributed contacts

Participants were affiliated with 31 different departments.⁴ Department affiliations were diverse, and included the sciences, social sciences, and the humanities. Thirty-eight percent of respondents who had an affiliation that could be categorized were affiliated with the sciences, 49% with the social sciences, and 13% with the humanities. Three departments with a high number of affiliated participants were Public Policy (12%), Global Health (12%), and International Comparative Studies (7%). These were the only three departments affiliated with more than 5% of participants.



We asked students if a Duke librarian had ever come to their class to teach them how to use library resources. Seventy-eight percent responded that they had, and 22% had not. A higher rate (86%) of the 29 undergraduates who answered this question said a librarian had come to their class. Furthermore, 92% had received help with research from a Duke librarian at a library help desk or by email. Only 8% had never received such help.

Survey participants were also asked to think back on their research consultation and choose one of two

statements that best described it. Ninety-two percent of respondents reported that the session helped them feel more confident to do research for their paper or project, while only 8% reported that the session did not help them feel more confident in their abilities.

Participants were asked to share something they learned during the research consultation that they found useful as they completed their research paper or project.⁵ When responses were normalized into categories, 26% (16) mentioned the topic of “searching library databases,” 11% (7) mentioned “finding resources,” 7% (4) mentioned either “using Endnote” or “how to use subject headings / related topics,” and 5% (3) mentioned “performing a literature review” or “getting books from other libraries (ILL, TRLN, etc.)” Two people each – or 3% – mentioned “discovering new databases,” “discovering new resources available through Duke library,” and “understanding the on-campus connection between Google Scholar and getit@duke.” The rest of the topics had one respondent each, and ranged from “how to properly site materials” to “searching for primary resources.”



⁴ See Appendix B for all departments and the number of associated participants

⁵ See full responses in Appendix C (not normalized)

Takeaways: participants learn a variety of new skills during research consultations. The most common skills taught during consultations are how to search library databases and how to locate resources pertinent to the research topic.

When asked what, if anything, they did differently as a result of the research consultation, normalized responses showed that 25% of respondents said they “know about and have used different resources” as a result of their consultation. Additionally, 19% of respondents said that they now “search differently for resources.” An additional 6% reported “organizing research resources differently” as a result of the consultation. The rest of the answers had 1-2 respondents only and ranged from topics such as “improved my search methodology” to “successfully ordering texts in Russian from Moscow.”⁶

Takeaways: research consultations have an impact on research behavior and quality. In particular, consultations expand students’ knowledge of available resources and improve their ability to implement successful information seeking strategies.

The final question on the survey asked respondents to provide suggestions for improvements to the processes of scheduling, requesting, and conducting a research consultation. We received 45 comments, 67% of which were simply positive statements or statements that nothing needed to be improved. The two most frequent suggestions for improvement were that the Libraries provide an online scheduler instead of an email system for scheduling research consultations (11%, 5 people) and that the Libraries do more and better marketing of the service (9%, 4 people).⁷

Takeaways: research consultations are effective and people are generally very satisfied with the service. It is somewhat of a burden on students to schedule by email instead of being able to use an online system like LibCal. In participants’ opinion, many students continue to be unaware of the service, which should be marketed more heavily if possible.

⁶ See full responses in Appendix C (not normalized)

⁷ See full responses in Appendix C (not normalized)

Appendix A: copy of survey

PerkinsLibrary Research Consultations 2014 - end of semester

Earlier this semester you had a one-on-one meeting with a librarian. We hope you'll help us improve this service by completing this 5-question survey. Your feedback will be kept entirely anonymous. By completing this survey you'll be entered in a drawing to win a \$50 Amazon gift certificate! The survey will be open through December 31st.

Which best describes you?

- First-year student
- Sophomore
- Junior
- Senior
- Graduate Student
- Postdoc
- Faculty or Instructor
- Duke University Staff
- Other _____

What major, program, or department are you affiliated with?

Have you done any of the following?

	Yes	No
Had a Duke librarian come to your class to teach you how to use library resources	<input type="radio"/>	<input type="radio"/>
Received help with research from a Duke librarian at a library help desk or by email	<input type="radio"/>	<input type="radio"/>

Think about the one-on-one meeting with a librarian you had earlier this semester, and select the statement below that best describes your experience.

- The session helped me feel more confident to do research for my paper or project.
- The session did not help me feel more confident in my ability to do my research paper or project.

Share something you learned during your one-on-one session with a librarian that you found useful as you completed your research paper or project.

What, if anything, did you do differently as a result of your one-on-one session with a librarian?

Based on your experience, how could the process of requesting or scheduling a meeting, or meeting with a librarian be improved?

Appendix B: departmental affiliations

Departmental affiliation	Count	Percent
AAAS	1	2%
Biology	2	3%
Biophysics	1	2%
BME	1	2%
Chemistry	2	3%
Cultural Anthropology	3	5%
Earth and Ocean Sciences	1	2%
East Asian Studies	1	2%
ECE	1	2%
Economics	3	5%
Emergency Medicine	1	2%
English	1	2%
FOCUS Program	1	2%
Global Health	7	12%
ICS	4	7%
Material Science	1	2%
Mechanical engineering	1	2%
Medical Physics	1	2%
Music	1	2%
Musicology	1	2%
Neuroscience	1	2%
Nicholas School of the Environment	1	2%
Political Science	2	3%
Pre-health/Program II	1	2%
Pre-Med	1	2%
Psychology	3	5%
Public Policy	7	12%
Slavic and Eurasian Studies	1	2%
Sociology	3	5%
Statistical Science	1	2%
Trinity College of Arts & Sciences	3	5%
Undeclared	3	5%

Appendix C: free text responses

Share something you learned during your one-on-one session that you found useful as you completed your research paper or project

Graduate responses
Contemporary reviews of popular music are available in Rock's Backpages. I learned how to access and use this resource effectively.
How to find, download, and use Census data
How to search pubmed and use endnote
I learned about relevant sources the library has that were extremely helpful to my work.
I learned about resources I wouldn't have known otherwise.
I learned about the acquisition status of a certain periodical that I needed for research purposes but had been unable to locate.
I learned that EndNote does not play well with Safari but is much easier to use with Firefox or Google Chrome.
I learned the multiple resources available to find sources and do graduate-level research for my paper.
Laura Williams taught me how to search for books more effectively in the data-base of the library (using the subject heading, for example). She also provided me with lots of useful links to books that may help.
learned how to conduct a comprehensive database search for a systematic review
Michael taught me about two databases that I could use to search for articles for my research paper.
to learn how to use the Duke library website and search for specific documents such as primary sources
Understanding the different types of databases
Using Endnote and learned that when I am using school IP, the google scholar is connected to getit@duke.
Using various databases to search for articles
We looked at citation networks in web of science and she taught me how to find keywords that people are using in the literature to find new articles across disciplines. She also showed me some new things in google scholar and exposed me to articles I hadn't seen before.

Undergraduate responses
Assist me in new resources to help research; Help in citations; Guide research topic
Brittany showed me how to use different search engines through Duke library's site to be more effective in finding relevant sources.
Helped find info for my neuron science paper.
How to access, navigate, and effectively use Duke library's databases as a research tool.
How to cite photos
How to conduct a systematic literature review
How to efficiently search a database

How to find databases with useful market reports on health care.
How to refine searches better. For example sorting for scholarly articles and using subjects in the catalog to find other helpful sources
How to use zotero
How to work with endnote and Nvivo on pc vs mac
I better idea of what I was going to write about
I learned how to find useful resources online and in specific databases.
I learned how to link up my Google Scholar with my duke account so that I could get access to more documents. I also learned how to use different databases for different needs
I learned how to request books from other libraries
I learned more about how to navigate research databases.
I learned that when I come across a useful book or other resource, I can find similar resources by checking searching the keywords listed.
Inter-library loaning
Learned about a couple of new useful databases
Mendeley, and all of the old botanical literature that is available online
Provided some sources for my paper
Related topic search
She came prepared with knowledge of my topic based on research she had done.
She helped me find book resources and think of key search terms
She helped me navigate the online links for finding articles and books online.
She quickly searched for information and printed out alot of things I could work with.
The most helpful thing was he librarian's ability to identify intersectionalities in my topic and point me to other librarians as well
The Sallie Bingham center has a lot of prescriptive literature available for undergraduate research
They directed me to more useful sources for my project.
Using trln.
Which databases are most helpful for certain research paper topics

Faculty, staff, postdoc
How to find databases with useful market reports on health care.
help with doing a search of BHL
End note information
We continue to work together to help students learn to do literature searching

What, if anything, did you do differently as a result of your one-on-one session with a librarian?

Graduate responses
definitely the keywords that I use - I now look at past literature to get a good idea for key words that might work before diving in.
Find and organize research studies more effectively
Found NC- specific data to analyze
I changed my browser.
I looked into more resources to find the information I was looking for.
I narrowed down the avenues of research (i.e. topic areas) relevant to my investigation
I started using Endnote
I used journals and search engines specific to my research area.
I was able to access these primary sources and incorporate contemporary rock critics' viewpoints into my paper.
I was able to use better key words/phrases to find more relevant articles, and use more appropriate databases.
I was able to use historic census data.
included databases I would not have considered. included search syntax I would not have known about.
nothing
She broadened my perspective by providing links to lots of books, articles and dissertations that related to the essay I was working on from different perspectives, which really helped.
Yes, I will be using these two sites again.

Undergraduate responses
Change format and process of researching for article
Cited more deliberately
Determine the direction of my research project
Didn't do anything differently, but was able to be more productive with my research.
Figured out a better, more effective plan for approaching the research question
Found great articles.
Found more physical resources
Gather my sources before deciding on a topic, rather than choosing the topic and then looking for sources to support my claim.
Help us locate the librarian's offices.
I organize my resources differently, I can access ones that I didn't know that I could access
I searched for research articles more effectively!
I tried to search for different resources using the keywords after books to look for new materials in similar fields.
I used a different type of resource (review articles).
I used databases I had never used before

I used keywords to find things related to my research which I had not thought about doing before.
I used the resources she offered in my project.
I was able to order texts in Russian from moscow
Knew that librarians are a great resource and when researching, I have to think of different words that I can use to search something
Located a good database.
Looked at the sidebars/other information on a page more closely to find what I needed
More often and easily gain access to relevant research materials.
More organized outline
My searches were more efficient
None
Nothing really
Nothing the session was very helpful
Search the same search across databases
searched using more specific key words
The way I used the search function

Faculty, staff, postdoc
Located a good database
Was able to set up easier search methodology
use end note
Gained exposure to some new online databases

Based on your experience, how could the process of requesting or scheduling a meeting, or meeting with a librarian, be improved?

Graduate responses
I felt a little funny talking in the library area because it is so quiet. Not sure if there could be a little room to meet with people on the first floor. I really appreciated my meeting and all of the help that Michael offered. He is extremely kind, knowledgeable and patient.
I had no issue with the process as is.
I received a response immediately, and was able to meet with two librarians shortly after. I wouldn't change anything about the experience.
It couldn't be improved. Laura Williams was highly responsive to my request and attentive to my needs before, during, and after our meeting. It was a wonderful experience!
it is good already.
It was awesome - we arranged things by email and she had an open appointment within a couple business days. We played phone tag at the beginning, partly because our regular librarian is in China this term, but she was great and very available and helpful!
Maybe having librarians trained to help with more than one department would be helpful because

during the time I needed health, the librarian assigned to my department was out of town and there were some delays in getting the help I needed via email.
N/A
n/a
N/A
Online scheduling?
Perhaps more broadcasting is needed. I personally believe that not many students come up with the idea of seeking help from a librarian.
Since I set up a meeting via email, I cannot think of anything else to streamline the process, as it was straightforward.
The process was fine.
The process, as is, worked quite well for me.

Undergraduate responses
Being able to request without having to wait in an email
For interdisciplinary subjects, it can be really hard to figure out which librarian would be best suited to answering your questions (even after reading their bios, specialties, etc.). It would be really helpful to have some type of matching system, in which a student could submit their topic/question/etc, and be told which librarian would have the most appropriate expertise to help with it.
I emailed the librarian to meet with her. Perhaps an online form requesting a meeting would be helpful for students who are not willing to email a librarian.
I think everything is perfect! However I think I would love to talk about my paper with a librarian after I finished a draft.
I think it's great
I think the process was easy and should not be changed
I thought it was easy!
I wish I had been sent a confirmation e-mail the day before or the day of the meeting, so I knew it was still happening. I also wish she had specified what exactly she was wearing or something, so that there would be no confusion who she was when we met in a crowded room.
It was fine
It was good. Brittany had already looked up some material and even had a book that was helpful for me.
It was great!
It was great, it was easy to schedule, and very helpful
It was very easy to set up an appointment. It could be useful to have the librarian know about the specific class or professor.
Maybe make it more well-know to students on how to do it. If I hadn't had a librarian come to one of my classes to tell us how to do it, I never would have figured it out on my own.
Maybe to promote an online reservation time.
More individualized support
N/A
N/A it is very easy!
No ideas
No suggestions

No, it was exactly what i needed and worked out great
None
none - worked well
not sure - everything seemed very streamlined and accessible for students
Nothing
Sometimes it's a little hard navigating the research guide/database pages. I think it would be helpful to funnel from general subjects to more specific things a little easier.
Specific options would have been useful. Trying to find a spot in his schedule was a little difficult.
The current process met all my needs admirably.
The system now is great! Just letting more students know about what's already in place would be great!

Faculty, staff, postdoc
The current process met all my needs admirably.
Online scheduling is great I have no suggestion for improvement
it was very helpful
It works well as is