

Creating Sustainable Research Consultation Assessment Using Multiple Methods

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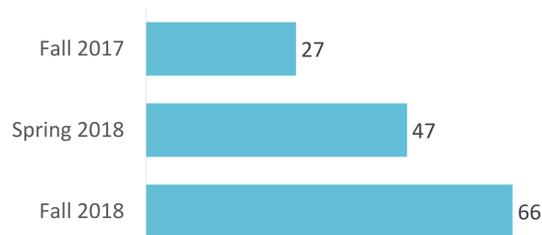
Background of Course

- Core engineering course for Industrial Distribution (IDIS) major that fulfills university writing requirement
- Students work in teams to complete writing project
- First technical writing project for most students

Consultations

- 7 librarians and staff members conduct consultations
- Student teams schedule consultations during a 5 week time frame

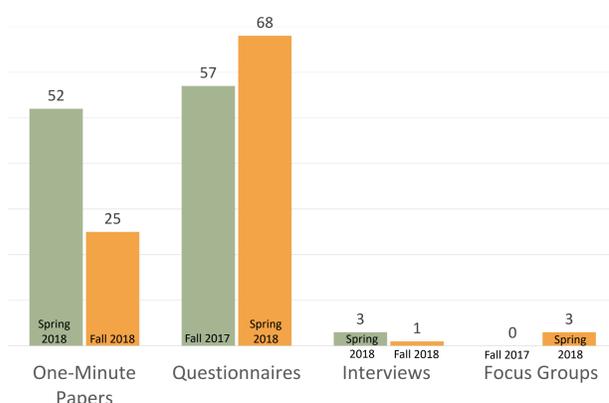
Consultations by Semester



Project Goal

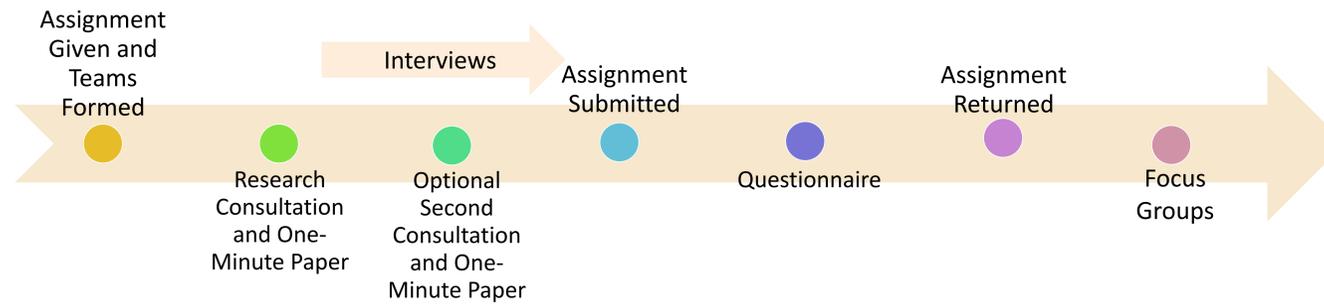
Determine which method(s) would be best to use on an ongoing basis to assess the effectiveness of the research consultations.

Participants by Method



Note: Interview participants are counted at the team level. All other methods count individuals.

Assessment Timeline



One-Minute Paper Questions

Spring 2018

1. What was the most important thing you learned during this consultation?
2. What question remains unanswered?

Fall 2018

1. What did you learn?
2. What would you like to learn more about?

Best Practices and Lessons Learned

Interviews

- Provided student perspective at multiple points during the project
- Expected to follow 1 team, but 3 volunteered to participate in Spring 2018
- Difficult to get teams to meet in-person after each deliverable
- With extended contact, need to be clear about role of the librarian versus the role of the University Writing Center
- Good method to use at select intervals, like once a year, or when changes are made to the assignment

One-Minute Papers

- Captured students' immediate perceptions of the consultation
- Need buy-in from librarians and staff who provide consultations
- Testing multiple questions in Spring 2018 allowed for more focused answers in Fall 2018
- Shorter consultation length in Fall 2018 hindered data collection
- Lack of incentive was not obstacle for participation
- Responses focused on information resources
- Best data for least amount of staff time

Focus Groups

- Allowed for more detailed discussion about student expectations of consultations and evaluation of resources
- In-class recruitment and incentives of \$10 gift card, pizza, and drinks resulted in more participants in Spring 2018, than email recruitment in Fall 2017
- With change in recruitment and increased incentive, still not many students interested in participating in Spring 2018
- High effort from staff for limited amount of data

Questionnaires

- Gave students' perceptions after completion of the assignment
- Best opportunity to solicit feedback from teams that did not meet with a librarian
- Need course instructor buy-in
- Should have way to clarify if individual did not meet with a librarian, but another team member did
- Used breakfast incentive to justify increase in questions from Fall 2017 to Spring 2018
- Flexible method that provides both impressions of consultations and feedback on changes to the consultation format

Questionnaire Changes

Fall 2017

1. What was helpful?
2. What was not helpful?

Spring 2018

1. What was the most important thing you learned during the consultation?
2. What did you learn about library resources that you could use in your future courses?
3. Do you intend to schedule an appointment with a librarian in MMET 401? Why?
4. What aspects of the one-on-one team meeting were most beneficial to you?

Conclusions

- Questionnaires were most effective method, but require buy-in and incentives
- One-minute papers provided the best data for fewest resources
- Interviews provided useful perspectives, but are not necessary every semester
- Focus groups were not worth the time and money for the data collected