Final Report: Teaching & Learning in 300 & 400 Level Research Consultations
(Winter Semester 2021)

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Background

In 2020, the [Instruction Assessment Task Force](#) was charged to design and conduct two assessment projects during FY21:

- Assess curriculum-related library sessions conducted online during Fall 2020. Considerations include obtaining feedback from faculty, students or both as to whether stated learning outcomes were achieved, what worked well and not so well in the online environment.
- Assess student research consultations related to 300 and 400 level courses. Considerations include what did the student hope to learn; do they feel they learned what they needed; were they able to apply it to their coursework; could they apply it in other situations.

This report focuses on the second assessment project. (Documents from the first assessment project can be found on the [Task Force's staff intranet site](#).) In November 2020, the Consultation Assessment sub-group invited four Engineering Librarians to meet with us as a focus group, in order to help us develop appropriate questions in a survey aimed at research consultation service providers [[report](#)]. In December 2020, the sub-group invited library staff to complete a short survey, the results of which helped us understand how students arranged consultations and what consultation service providers taught during these consultations [[report](#)]. Analysis of the focus group and survey results revealed four themes that provided direction for our in-depth investigation of consultations:

- **Translation of skills and concepts learned in the consultation to other assignments, projects, or courses:** Was the student able to apply knowledge or skills in other situations?
- **Student satisfaction with the consultation experience:** Did the student find the consultation valuable? Were expectations met?
- **Learning new skills, resources, services, technologies, etc.:** Did the student gain a better understanding of skills, resources, services, technologies, etc.?
- **Successfully continued or completed the project or assignment:** Was the student able to use what was shared during the consultation to complete their project, task, or assignment?

We used this information-gathering survey in two specific ways:

- to recruit volunteers for a data collection project during the Winter 2021 semester. Thirteen consultation service providers volunteered as a result of the invitation to participate.

- to develop two survey instruments (to be deployed in Winter 2021 semester) aimed at 1) consultation service providers and 2) students in 300/400 level courses that participated in a research consultation.

Methodology & Results

Research Consultation Service Providers

Thirteen research consultation service providers volunteered to participate in this study. These volunteers were distributed across the library divisions that typically provide research consultations to a variety of students, staff, and faculty (as shown in the table below).

Division	Collections	Learning & Teaching	Research				
# of volunteers	1	2	10				
Unit	SCRC	Connected Scholarship	Arts & Humanities	International Studies	HS-STEM	Social Sciences
# of volunteers	1	2	2	2	4	2

Due to the varying methods students use to arrange research consultations with service providers, and our desire to create a manageable process for the volunteers to record 300/400 consultations, the Consultation sub-group had to first consider the scheduling tools used, and the scope of our data collection efforts. As a result of the previous library staff survey, we learned that many service providers used email for scheduling appointments, some used Springshare's LibCal platform, and others used Google appointment slots. Most of our volunteers used LibCal, so we looked to exploit features in that tool (e.g. automatic emails to individuals who requested a consultation). We decided to exclude email communications as a viable source of data for this project.

We created and shared [documentation](#) for the volunteer consultation service providers about how to capture the nature of the 300/400 level research consultations conducted between February 8, 2021 and April 21, 2021.

We then created a Qualtrics survey that asked consultation service providers to briefly describe their teaching experience with 300/400 level students during these research consultations. (See Appendix C.) The LibCal platform was configured to automatically send an email message to each student that met with one of the volunteer service providers. (See Appendix B.) For those

volunteers that did not use LibCal for consultation appointments, we asked the volunteers to contact the student post-consultation via personal email with an invitation to share their experience.

Of the thirteen volunteers in our assessment pilot, ten used LibCal for scheduling consultation appointments. As recorded in LibCal, these ten individuals conducted a total of 114 active consultations between February 8th, 2021 to April 21, 2021 (see table below). (Active consultations refers to appointments that were not cancelled by either the user or the consultant.) We note that the range of consultations provided by individual volunteer service providers was quite large.

Total Number of LibCal Appointments for Assessment Volunteers

# of consultations conducted	# of volunteer consultation service providers
1	2
5	1
13	2
15	1
16	1
18	1
22	1
24	1
Total: 114	Total: 10

Research Consultation Service Providers' Responses

In the short survey, volunteer consultation service providers were first asked to indicate when they met with the 300/400 course level student about their work. (*When did you meet with this student about their project, research, or assignment?*) We then asked them to briefly describe the nature of the consultation request. (*Briefly describe the nature of the research consultation. (E.g. student needed help with Psych 303 course assignment to find scholarly articles; student wanted to learn how to use Zotero for Bio 305 project; etc.*) Responses named course numbers and briefly described the course assignment or project needs, such as an honors thesis, finding patent information, or identifying primary sources.

Q. During this consultation, I discussed, demonstrated or recommended: (Select all that apply.)
The service providers were asked about the specific content delivered during the consultation.

Answer	Count
Specific library tools (e.g. catalog, databases, website, interlibrary loan system, etc.)	16
Identifying keywords or search strategies	11
Finding relevant sources, including books, articles, data sets, images, etc.	10
Developing or exploring a topic	9
Understanding or navigating the library organization, including collections, spaces, services, or processes	7
Specific software or technology (e.g. Adobe products, video editing, citation management, etc.)	6
Learning to use a few systems, tools, or technologies in depth	5
Finding a specific source or citation	2
Other	1
Evaluating sources for appropriateness related to my current need	0
Citing sources	0
Preparing the final product for presentation or publication	0
Total	67

The "Other" response to this question was "topic/reading therapy - how to wrangle the massive amount of material that already exists."

Q. If you saw indicators (verbal, behaviors, body language, etc.) that the student learned something, briefly describe them here.

Most responses to this question indicated student satisfaction with the encounter, the resources found, and/or with their improved confidence. Other responses indicated that students asked meaningful follow up questions during the research consultation, or demonstrated comprehension as they followed along on their individual computers. Many

responses stated that the student ended the consultation with "I learned a lot" or "This was very helpful."

Q. During this consultation, what challenges (if any) did you experience? (Select all that apply.)
The Consultation sub-group wanted to know if circumstances existed that might impact the teaching or learning that happened during research consultations, so we asked service providers about any challenges they encountered.

Answer	Count
None. I didn't experience any challenges	14
Technological challenges (e.g. Zoom, Google chat, phone, internet connection, etc.)	2
Complicated technological concepts or tools discussed or demonstrated	0
Not enough time to cover everything I wanted to show or teach	0
Online resources I needed weren't available	0
Print resources I needed weren't available	0
Distractions in my environment	0
Communication between the student and myself	0
The concepts discussed were overwhelming or confusing	0
The meeting didn't accomplish what I wanted to teach	0
Other	0
Total	16

Q. Prior to this consultation, had you met with this student or provided instruction for this particular class (i.e. synchronous instruction, Canvas module, instructional video, etc.)?
Because we were curious to know if the consultation service providers had interacted with students prior to the consultation appointment, we asked about previous instruction methods. We learned that most survey respondents had met or had provided instruction prior to this research consultation.

Answer	Count
Yes	15
No	0
Don't remember	1
Total	16

Q. Consultations can vary in terms of how successful they feel, even for skilled service providers. From your perspective, please rate how successful this consultation felt.

We were also curious about the perceived success of the interaction by consultation service providers. In other consultation assessment efforts in the Library, we learned that students were much more positive about consultations as compared to service providers, and wondered if that might be true for 300/400 level consultations. All responses indicated that the consultations were successful.

Answer	%	Count
Very successful	75	12
Mostly successful	25	4
A mixed experience	0	0
Mostly unsuccessful	0	0
Very unsuccessful	0	0
Total	100	16

Q. Is there anything else you'd like to share about this consultation?

The survey concluded with an open-ended question to provide service providers an opportunity to share additional comments or thoughts. Several comments hinted that the nature of the consultations were "beginning research" or "getting started." Other comments noted the necessity of discussing with students that the exact information they seek (such as a particular statistic) may not be available online and why this might occur.

Follow Up Feedback from Volunteer Service Providers

At the end of May 2021, the Consultation sub-group decided to ask for feedback from the thirteen volunteer consultation service providers; we reached out via email. We were interested in their views about the assessment process and the lessons learned. Three service providers responded with comments to the following three questions:

1. **Do you think winter semester 2021 was, in general, a typical winter term in regard to the nature and number of 300-400 level research consultations you provided?** (More consultations/less/about the same number of consultations? More in-depth content taught/less content/about the same content taught?) [We're trying to understand if the COVID-19 pandemic impacted research consultations in ways that aren't measurable.]

   In terms of the number of research consultations conducted with 300/400 level students, most respondents felt that the number of consultations was typical of a winter semester. One respondent reported that they delivered many more research consultations as compared to a typical semester mostly because access to physical library materials was restricted at the time and students needed alternatives for primary source materials. Another respondent noted that they answered many more follow up questions via email as students could not simply drop-in for a research consultation. The nature and depth of the consultations were described as the same as a typical semester.

2. As you think about the **process to capture the nature of the 300-400 research consultations you provided** (a Qualtrics survey, submitted after every 300-400 level consultation appointment), **what worked especially well? What didn't work so well?**

   Respondents did not report issues with the process to capture the nature of their research consultations, as most attempted to complete the service provider survey immediately after each consultation. One noted that reminders about completing the survey would have been helpful.

3. In speaking with colleagues in other library-related meetings, we have heard that Zoom (or other online conferencing tools) worked pretty well during winter semester to conduct research consultations. We also saw in student survey responses that they didn't have any technological challenges during online consultations. Assuming that you will be onsite/on campus in the fall, we were wondering if you are **considering continuing to offer online/virtual consultations. Why or why not?**

   All respondents commented on the desire to continue to offer online/remote research consultations, as well as in-person consultations. Favorable comments included how easy Zoom was for meeting with groups of students, and how online consultations were

more accessible to the diverse needs of students (e.g. no commuting or trying to find an obscure library location, ability to collaborate on their own equipment, etc.).

Students Who Requested Research Consultations

Of the 114 total consultations scheduled via LibCal appointments, 37 were identifiable as being related to a 300/400 level course and upper undergraduate coursework through information provided in the LibCal appointment request or intake form. For example, while all students scheduling an appointment via a LibCal form are asked to answer the question, "How can we help you?," information and details submitted in this field varies widely from user to user. In some instances, users put in the course number in this field. And while the LibCal intake form also offers users the option of indicating the class for their assignment, this is not a required field. For example, some users noted this was for an honors thesis, while others indicated the assignment was for a specific class, like POLSCI 361.

The Consultation sub-group created a Qualtrics survey for the students in 300/400 level courses who requested a research consultation during the Winter 2021 semester. That survey link and invitation was embedded in the LibCal platform appointment settings for volunteer service providers, which allowed automatic distribution to students who requested a consultation appointment. Those students who requested a consultation appointment via other methods (e.g. Google calendar) were invited to participate in the survey via a personal email from the volunteer service provider.

We noted that because the survey invitation automatically sent via the LibCal platform was sent to every student that requested a consultation appointment with our volunteer service providers, we received more survey responses than just those from 300/400 level students. The total number of completed surveys was 48, but those surveys submitted by 300/400 level students were only 13. And only nine of those moved past the first survey question.

We had hoped that by asking service providers AND students to share their consultation experiences we could learn more specifically but anonymously about the learning and teaching that happened. Unfortunately, only three pairs (where both consultation service provider and student submitted their survey) were available for our analysis.

Pair #	Prior library instruction (Student / Consultation Provider)	Topics discussed - Both - **Student** - *Consultation provider*
1	Didn't answer / Yes	● Specific library tools ● Understanding or navigating the library organization ● **Finding relevant sources** ● *Developing or exploring a topic* ● *Identifying keywords or search strategies*
2	Yes / Yes	● Specific library tools ● Identifying keywords or search strategies ● Finding relevant sources ● *Understanding or navigating the library organization*
3	Yes / Yes	● Specific library tools ● Understanding or navigating the library organization ● **Developing or exploring a topic** ● Identifying keywords or search strategies ● **Learning to use a few systems, tools, or technologies in depth** ● Finding relevant sources

Student Survey Responses

Like the consultation service provider survey, the Consultation sub-group wanted to focus on responses from 300/400 level consultation experiences in the student survey. Because the survey invitation could not be limited to just 300/400 level students, we began with a filtering question.

Q. Was your recent meeting with someone from the U-M Library related to a 300 or 400 level course that you're taking this semester (Winter 2021)?

Answer	%	Count
Yes	27	13
No	73	35
Total	100	48

If a student answered No, the next question allowed them to share whatever feedback they liked, and allowed them to exit the survey. *(Thank you for your interest in completing this survey! At this time, we are focusing on undergraduate students taking 300 or 400 level classes. But we'd like to*

know more about your experience meeting with someone from the U-M Library about your project, research, or assignment. **Use the space below to tell us anything you'd like about your recent meeting.** *Your response is optional and anonymous.)*

Half of the 35 respondents provided comments, which expressed gratitude for the expertise, knowledge, and helpfulness of the service providers. Overall, respondents expressed satisfaction with the consultation service:

- "I'd highly recommend [UM Library] to any student who needs help"
- "I would absolutely sign up again and recommend my classmates to do so as well."
- "Could not have been more pleased!"
- "Thanks for providing such an incredible resource to UM students!"

If the student answered Yes (*n* = 13), that they met with a consultation service provider about a 300/400 level course, we asked when and with whom they met. Those 13 respondents reported meeting with one of three volunteer consultation service providers. It is possible that some students met with one of the volunteers but did not submit a post-consultation survey.

We then asked a question hoping to learn what the student learned during the research consultation. **(During your recent meeting, what did you get help with or learn more about? (Select all that apply.))** This question mirrored the question we asked of service providers.

Answer	Count
Specific library tools (e.g. catalog, databases, website, interlibrary loan system, etc.)	8
Understanding or navigating the library organization, including collections, spaces, services, or processes	7
Developing or exploring a topic	7
Identifying keywords or search strategies	6
Finding relevant sources, including books, articles, data sets, images, etc.	6
Evaluating sources for appropriateness related to my current need	3
Learning to use a few systems, tools, or technologies in depth	2
Finding a specific source or citation	1

Preparing my final product for presentation or publication	1
Specific software or technology (e.g. Adobe products, video editing, citation management, etc.)	1
Citing sources	0
Other	0
Total	42

We mirrored the next question from the service providers' survey.

Q. During your recent meeting, what challenges (if any) did you experience? (Select all that apply.)

Answer	Count
None. I didn't experience any challenges	7
Technological challenges (e.g. Zoom, Google chat, phone, internet connection, etc.)	1
Complicated technological concepts or tools discussed or demonstrated	0
Not enough time to cover everything I wanted to know or learn	0
Online resources I needed weren't available	0
Print resources I needed weren't available	0
Distractions in my environment	0
Communication between the librarian and myself	0
The concepts discussed were overwhelming or confusing	0
The meeting didn't accomplish what I needed	0
Other	0
Total	8

Q. Please rate your agreement with this statement: After my recent meeting with someone from the U-M Library, I know why they recommended the specific resources, technologies, processes, steps, or services that they did.

The next survey question attempted to gauge if the student understood the connection between their information need and the content presented by the service provider. The research context seemed to be provided to the respondents.

Answer	%	Count
Strongly agree	88	7
Somewhat agree	13	1
Neither agree nor disagree	0	0
Somewhat disagree	0	0
Strongly disagree	0	0
Total	100	8

Six respondents answered an open-ended question about what was the most valuable part of the research consultation. *(In your opinion, what was the most valuable part of your meeting?)* Most mentioned learning how to navigate library resources, such as databases, research guides, and interlibrary loan were the most valuable parts of the meeting. One student mentioned that learning how to use Advanced Search was valuable.

To better understand the prior engagement experiences with the Library, we asked two questions of students about their previous instructional opportunities, via research consultations and/or formal library instruction.

Q. Did you meet with someone from the U-M Library before to talk about your projects, research, or assignments (this or previous semesters)?

Answer	Count
Yes	4
No	4
Don't remember	0

Total	8

Q. Did you receive library instruction before this meeting (during this or previous semesters)? Library instruction could be during class time (for example: a librarian joins your course Zoom session or came to your class in-person) or self-paced/online (for example: Library modules or videos in your Canvas course site).

Answer	Count
Yes	6
No	2
Don't remember	0
Total	8

We ended the survey with an open-ended invitation to share whatever else respondents wanted to share. *(Is there anything else you'd like to share about your recent meeting?)* Only one student chose to provide additional information, indicating that the service provider was "incredibly approachable and helpful" and that the student learned specific techniques that will help with their future research.

Follow Up with Students Who Volunteered for Interviews

Based on survey responses we identified four respondents who offered to speak with the sub-group in future interviews or in small focus groups. Due to the pandemic, and students' locations and/or capacity to participate, we decided to ask these four students a few questions, distributed via email. Questions we asked are in Appendix D. Unfortunately, or not surprisingly, only one student responded to our invitation to provide feedback. That respondent indicated that learning happened, in that they learned how to search for keywords and to filter results, and that they anticipated applying that learning to other courses. Interestingly, this respondent would prefer to meet with service providers online in the future.

Conclusion

Given the low number of survey responses from service providers and students, the Consultation sub-group wondered how many instruction sessions at the 300/400 level were recorded in the Library's instruction-tracking system (SALI). We learned that, of the 150 instruction sessions delivered during Winter 2021, 24 were for 300-level courses and 12 were for 400-level courses. While not every instruction session recorded the number of students, the data

indicated that a total of 2,730 students received instruction during that semester. Of that, 316 300-level students received instruction, and 432 400-level students received instruction.

The Consultation sub-group believes that most library instruction for 300/400 level students still happens within formal group instructional opportunities, such as course-related sessions, rather than during research consultations. In the past, it has been assumed that much library instruction for 300/400 level courses occurred during research consultations, rather than instruction sessions. From what we can gather from the assessment results, we see that consultation service providers teach the same elements or information literacy concepts during research consultations that instructors teach in other formats (group instruction sessions, Canvas modules, videos, etc.). We found it interesting that many students who responded to the survey had previous library instruction in some format, and yet still chose to arrange a research consultation. Perhaps when library staff connect with students "in the classroom" students gain confidence to reach out on an individual basis, and to seek out consultation appointments for connection and personal assistance.

Constraints

It is important to discuss how various constraints impacted the data collected and shaped our final report. The 2020-2021 academic year was unlike any other. The COVID-19 pandemic caused disruptions across campus, forcing consultation service providers to conduct remote/online consultations. Much has been written about "Zoom fatigue." It is possible that students did not want yet another online instructive engagement. Additionally, we know from campus and national reporting that students were feeling overwhelmed and stressed during Winter 2021. The sub-group felt that without additional incentives for participation, we could not be confident in the data or analysis as a representative sample of consultation learning and teaching during Winter 2021.

To illustrate, in LibCal alone, there are 86 individuals who use this tool for consultation scheduling, but there are many others in the Library who arrange research consultations outside of the LibCal system, e.g. all Taubman Informationists. We had 13 volunteers and in relation to the total number of LibCal users, this is a 15% participation rate. Within this sample, we found some volunteer service providers conducted many consultations, while others had very few to none. While some service providers met with a range of users, including 300 or 400 level students, others only conducted consultations with graduate students. This wide variance in the nature of research consultation services is representative of the different nature of academic departments across campus, how these different departments function, and their relationship to the Library. In some departments, library research consultations may not be considered necessary for their work, appointments may be more sought after by graduate students versus undergraduates or vice versa.

The Consultation sub-group also noted that the assessment project was conducted only during the Winter 2021 term. There could be certain departments and classes where research consultations are more prevalent during the Fall semester. Additionally, it is likely that the number of scheduled research consultations were higher than the appointments represented in LibCal. As noted by some of the volunteer consultation service providers, some research consultations were scheduled last minute via email.

Whether pandemic-related issues, timing in the academic calendar, or lack of participation incentives, the sub-group cautions drawing definitive conclusions about the experiences of research consultation service providers or of 300/400 level students.

Recommendations

Before conducting further assessment along this line, we recommend gaining a better understanding of assessment activities occurring across campus and within the Library. For example, during the 2020-2021 academic year, students were regularly being asked to complete surveys and provide feedback, which led many members of the Instruction Assessment Task Force to express concern about students experiencing assessment/survey fatigue.

During this period, we were unable to provide student respondents with incentives for participating. **Future assessment activities should include incentives to encourage participation and thank students (and library volunteers) for their time and effort.**

A future assessment project could **investigate the link between students receiving library instruction and then booking consultations**, ideally to discern **why students seek out research consultations.**

We recommend following this assessment activity with an assessment project to collect and analyze email exchanges between consultation service providers and students as research consultations. We felt that consultations conducted via email were outside of the scope of this particular assessment project, but recognize that email is an important means through which research consultations are offered and delivered.

As noted earlier, the consultation service providers were volunteers, and not likely representative of all the research consultation that occurs across the Library. **A better means of assessing the learning that occurs during 300 or 400 level research consultations would include techniques to include all consultation service providers or a much larger sample population**. LibCal offers an easy mechanism for sending out survey links to users via automatic, post-consultation appointment emails, while storing additional data about the nature of consultations. This data can be easily pulled from the LibCal system by a system administrator. For a more complete assessment project, it would be important to stress that a data mining activity would not be about accountability or individual performance, but rather focused on service enhancements.

In terms of lessons learned, **we discovered that asking a question on both the service provider and student surveys about any challenges they may have experienced during the consultation meeting was not helpful in assessing learning and teaching.** During a stressful time like a global pandemic, we could assume that learning and teaching activities are impacted, without specifically calling out the challenges.

We think the lessons learned and the results of this project can be used to start conversations with consultation service providers about if and how they would like to assess their research consultations going forward. It is clear from the overall positive comments submitted by students that they appreciate the consultation service the Library provides.

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Appendix A. Survey Invitation to Students Who Participated in Consultations

Hello [first name],

You had a meeting about your project, research, or assignment on [date] at [time] with someone from the U-M Library.

To help us better understand your experience with library research, resources, and services, we invite you to complete a short, 5 minute survey about your experiences during this recent meeting.

All questions in the survey are optional, and all responses are anonymous. Neither the individual you spoke with nor your instructors will see your responses.

If you met as a group/team with someone from the U-M Library, please forward this email to your group/team members, and ask them to complete the survey as well.

Link to take the survey [hyperlink]
Or, copy and paste the URL below into your browser: [survey link]

If you have any questions about this survey, please contact Karen-Reiman Sendi (karsendi@umich.edu), Autumn Wetli (autumnnw@umich.edu), or Joanna Thielen (jethiele@umich.edu).

Thank you for your time!

Appendix B. Survey Questions for Students Who Participated in Consultations

Help us make the U-M Library better for students like you! We want to know more about your experience when you recently met with a person from the U-M Library about your project, research, or assignment.

This short survey should take no more than 5 minutes to complete. Your responses are anonymous. Thank you!

Q. Was your recent meeting with someone from the U-M Library related to a **300 or 400 level course that you're taking this semester (Winter 2021)?**

    ○ Yes
    ○ No

If no, Q. Thank you for your interest in completing this survey! At this time, we are focusing on undergraduate students taking 300 or 400 level classes. But we'd like to know more about your experience meeting with someone from the U-M Library about your project, research, or assignment. **Use the space below to tell us anything you'd like about your recent meeting.** Your response is optional and anonymous. [free text]

If yes, proceed.

Q. Please indicate the **name** of the person from the U-M Library that you met with. [free text]

Q. **When** did you meet with them?

    ○ **Date** (e.g. 02/22/2021) _____

    ○ **Time** (e.g. 4:00 p.m. or 10:30 a.m.): _____

Q. When you set up this meeting about your project, research, or assignment, what did you **expect to accomplish?** (Please provide as much detail as possible.) [free text]

Q. During your recent meeting, what did you **get help with or learn more about?** (Select all that apply.)

    □ Specific library tools (e.g. catalog, databases, website, interlibrary loan system, etc.)

    □ Specific software or technology (e.g. Adobe products, video editing, citation management, etc.)

▢ Understanding or navigating the library organization, including collections, spaces, services, or processes

▢ Developing or exploring a topic

▢ Identifying keywords or search strategies

▢ Learning to use a few systems, tools, or technologies in depth

▢ Finding relevant sources, including books, articles, data sets, images, etc.

▢ Finding a specific source or citation

▢ Evaluating sources for appropriateness related to my current need

▢ Citing sources

▢ Preparing my final product for presentation or publication

▢ Other (briefly explain) _____

Q. During your recent meeting, what **challenges** (if any) did you experience? (Select all that apply.)

▢ Technological challenges (e.g. Zoom, Google chat, phone, internet connection, etc.)

▢ Complicated technological concepts or tools discussed or demonstrated

▢ Not enough time to cover everything I wanted to know or learn

▢ Online resources I needed weren't available

▢ Print resources I needed weren't available

▢ Distractions in my environment

▢ Communication between the librarian and myself

▢ The concepts discussed were overwhelming or confusing

▢ The meeting didn't accomplish what I needed

▢ Other (briefly explain) _____

▢ None. I didn't experience any challenges

Q. Please rate your agreement with this statement:

After my recent meeting with someone from the U-M Library, **I know why they recommended the specific resources, technologies, processes, steps, or services that they did.**

○ Strongly agree

○ Somewhat agree

○ Neither agree nor disagree

    o Somewhat disagree

    o Strongly disagree

Q. In your opinion, what was the **most valuable part** of your meeting? [free text]

Q. Did you **meet with someone from the U-M Library before** to talk about your projects, research, or assignments (this or previous semesters)?

    o Yes

    o No

    o Don't remember

Q. Did you receive **library instruction before** this meeting (during this or previous semesters)?

Library instruction could be during class time (for example: a librarian joins your course Zoom session or came to your class in-person) or self-paced/online (for example: Library modules or videos in your Canvas course site).

    o Yes

    o No

    o Don't remember

Q. Is there **anything else** you'd like to share about your recent meeting? [free text]

Appendix C. Survey Questions for Consultation Service Providers

The Instruction Assessment Task Force is hoping to learn about your experience teaching during consultations. Please fill out this survey after each consultation with undergraduate students in a 300 or 400 level course during Winter semester 2021.

Any survey results shared outside of the Task Force will be deidentified prior to sharing.

Questions? Please contact Karen Reiman-Sendi (karsendi), Autumn Wetli (autumnnw), or Joanna Thielen (jethiele).

Thank you for volunteering to participate in this assessment effort!

Q. **When** did you meet with this student about their project, research, or assignment?
- Date (e.g. 02/22/2021): _____
- Time (e.g. 4:00 p.m. or 10:30 a.m.): _____

Q. Briefly describe the **nature of the research consultation**. (E.g. student needed help with Psych 303 course assignment to find scholarly articles; student wanted to learn how to use Zotero for Bio 305 project; etc.) [free text]

Q. During this consultation, I **discussed, demonstrated or recommended**: (Select all that apply.)

☐ Specific library tools (e.g. catalog, databases, website, interlibrary loan system, etc.)

☐ Specific software or technology (e.g. Adobe products, video editing, citation management, etc.)

☐ Understanding or navigating the library organization, including collections, spaces, services, or processes

☐ Developing or exploring a topic

☐ Identifying keywords or search strategies

☐ Learning to use a few systems, tools, or technologies in depth

☐ Finding relevant sources, including books, articles, data sets, images, etc.

☐ Finding a specific source or citation

☐ Evaluating sources for appropriateness related to my current need

☐ Citing sources

▢ Preparing my final product for presentation or publication

▢ Other (briefly explain) _____

Q. If you saw **indicators (verbal, behaviors, body language, etc.) that the student learned something**, briefly describe them here. [free text]

Q. During this consultation, what **challenges (if any) did you experience**? (Select all that apply.)

▢ Technological challenges (e.g. Zoom, Google chat, phone, internet connection, etc.)

▢ Complicated technological concepts or tools discussed or demonstrated

▢ Not enough time to cover everything I wanted to know or learn

▢ Online resources I needed weren't available

▢ Print resources I needed weren't available

▢ Distractions in my environment

▢ Communication between the librarian and myself

▢ The concepts discussed were overwhelming or confusing

▢ The meeting didn't accomplish what I needed

▢ Other (briefly explain) _____

▢ None. I didn't experience any challenges

Q. Prior to this consultation, had you **met with this student or provided instruction for this particular class** (i.e. synchronous instruction, Canvas module, instructional video, etc.)?

o Yes

o No

o Don't remember

Q. Consultations can vary in terms of how successful they feel, even for skilled service providers. From your perspective, please rate **how successful this consultation felt**.

o Very successful

o Mostly successful

o A mixed experience

o Mostly unsuccessful

o Very unsuccessful

Q. Is there **anything else** you'd like to share about this consultation? [free text]

Appendix D. Follow Up Questions to Students Who Volunteered for Interviews

Hello,

You recently completed a survey from the U-M Library about your experience meeting with a person from the U-M Library, and volunteered to have a follow up conversation about that experience. We decided to conduct this conversation via email. At your earliest convenience, please think about the following questions:

1. We're interested in knowing if you learned anything new in your meeting for your project, research, or assignment **this semester**. If you did, could you share a little bit about what you learned? If you didn't learn anything new, could you say what you had hoped to learn in this meeting?

2. Do you anticipate being able to apply what you learned in this meeting in other situations **in the future**, for example, for future coursework, internships, jobs, etc.? If so, what are some of the situations where you could imagine applying what you learned?

3. If you were to book a meeting with someone in the U-M Library in the future (for example next fall, when campus returns to a more "normal" learning environment), would you prefer to meet:

   * Online (Zoom, Google Hangouts, etc.)

   * In person (in a library or on campus)

   * No preference

   * Other (please specify)

4. (Optional.) Please tell us anything else you'd like us to know about your experiences with the U-M Library.

We would appreciate receiving your responses **by April 16, 2021**. If you have questions please contact us. We're grateful for your willingness to share information about your experience with the Library!

- Autumn, Karen & Joanna