

Telling Our Story with Data: From Numbers to a Narrative

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Brief Introduction

- Earlier Methods of Tracking Transactions
- OCLC QuestionPoint 2003
- LibData (RefStats) 2018
- LibAnswers 2020
- Reference Analytics 2021

Internal Communication

- Reference Team Members
- Other Librarians and Staff

FAQs

Q: When will construction be finished?

A: Hopefully spring break.

Q: Career advice

A:

Q: Same student asked for the citation style of Dental Research Journal

A: They use this: https://www.nlm.nih.gov/bsd/uniform_requirements.html

Q: I need to know what style is used the Journal of Antimicrobial Chemotherapy

A: We found their information page for authors. It didn't list a specific page, but it very much looked like CSE style. I shared the CSE Style guide with him

Q: stapler help

A:

Q: I needs articles on crisis prevention and intervention

A: Wanted physical materials, so we went with books instead of article. MavScholar. He wanted to get them himself.

Q: printing help

A:

Q: Called back person on voicemail...she didn't answer so I left a message to call me back

A: couldn't login...so technology

Q: mav print

A:

Q: Faculty irritated (in a polite way) about not having a student in the copy shop. Needs to make photocopies for his class at 6. nothing else on campus is open. Will call the copy shop tomorrow to express his concern

A: Suggested that a student will likely return soon.

Q: Comparative politics student

A: looking for topics, governments, countries, issues, etc. ideas, we searched, i asked lots of questions, Was ecstatic when I showed them the libguide for comparative politics. Seemed that was what they really wanted all along.

Q: Saw a map of fort le hillier here about 20 years ago.

A: Will come back, off to an event Did a little more searching later. Variant spellings: Le Hillier; Le Huillier; Le Hullier L'Huiller, and so forth

Q: Forest Schools, impacts, etc. Still flexible on topic

A: Found some books and articles, showed how to search mavscholar, talked about mining references, searching those in mavscholar once found.

Other campus units

- ITS
- Admin thinks it is super cool

Q: print color from **Mavprint mobile**

A:

Q: Can I choose just select pages to print on **MavPrint Mobile**?

A: Sorry, no. Need to use the full version of **MavPrint**.

Q: No printers installed on computer

A: Tried **MavPrint mobile**, which would have been fine, but he needed one-sided printer. He was very happy about this. Reported to Systems in email 2/20/2018

Q: printing on **mavprint mobile** in color

A: you can't; email to self and print to color from library computer

Q: printing from **mavprint mobile**: how to change how it prints

A: there isn't a good way; fastest is going to be to email doc to yourself and print from or

Q: printing both sides on **MavPrint Mobile**.

A: Can't do it there, either need to install the print drivers on your laptop OR print from a

Q: Student wanted to print slides from her laptop with multiple pages per slide

A: We moved her to one of our computers so she didn't have to use **MavPrint Mobile**. S

Q: Printing multiple copies on **MavPrint Mobile**

A: Best to submit them multiple times, rather than trying to increase the number because multiple sheets. It's annoying. Use the PCs for more complex printing, or map the printers

Q: Color printing

A: Was trying to use **MavPrint Mobile** on the PCs. Explained that **MavPrint Mobile** on directly from the PC.

Q: Another **MavPrint Mobile** issue

A: We printed from our computer

Q: Printing issue

A: Used **mavprint mobile** to print color...didn't work and student worker said as much. '

Consistency Answering Assignments

Q: **CIVE 380** Map Assignment

A: The United States Geological Survey quadrangle and 15-minute (1:63,000)

A: Over 2 hours on this assignment. Finding the sites was the hardest part. Many of the journals that were listed had to be searched back to the time frame we suggested. We had a little luck of the journals.

Q: **CIVE 380** assignment

A: Journal of Environmental Engineering worked best so far... Searching by STATE also seemed to be helpful.

Maps are filed alphabetically in the 5 drawers. While the map collection has of International topographical maps. Maps prior to using the index map to make a citation for the map. A citation (Libraries website): Author. Sheet title publication: Publisher, date. Example 1:24,000. 7.5 Minute Series. Washing

Q: **CIVE 380** Assignment

A: 7.5 minute maps USGS, Tuba city AZ, Uranium. I'm not going to lie, we totally rocked this one in about 7 minutes. Practice with those maps + Google to get the approximate location makes perfect.

Analyzing Trends

Casey

How I used stats in the past...

Sunday	Directional	7
Sunday	Reference	133
Sunday	Office supplies	63
Sunday	Technology	51
Sunday	Consultation	1
Saturday	Directional	13
Saturday	Reference	102
Saturday	Office supplies	16
Saturday	Technology	23

Sunday	06-PM TO 7	24
Sunday	07-PM TO 8	12
Sunday	08-PM TO 9	14
Sunday	09-PM TO 10	3

Customized tagging

Q: Can you help me find articles for this assignment?

A: Needed 8 "**practitioner**" articles for Indoor Outdoor Team sports class ([REDACTED]) assignment (professor [REDACTED]) specifically from two journals: "Strategies" and "Journal of Physical Education, Recreation and Dance". We have both of these journals with good, stable access through Taylor and Francis. Assignment specifically says to ask a librarian if they need help. Showed patron how to navigate through the journals list, find the journal, search within and access the article. Patron initially wanted to just use the first 8 they saw but I pointed out part of the assignment that asked them to relate to their current experience and their anticipated future teaching experience so patron decide to narrow their search to just tennis within and was much happier. Said, "I could have never done this without you." Might be good to follow up with professor to see how the class did overall or if they would like a video tutorial or if we need to do more at the reference desk. #followup #nicethings

Q: GRE Test prep?

A: We need newer books. Ordered Princeton Review and Kaplan through ILL. #followup #collectiondevelopment

#badprimo

Future building planning

- 2 basements are super confusing
 - Tutoring
 - Writing Center
- Where is the door?
- Signage

Demonstrating value differently

- Making our case to administration
- Program reviews and annual reports
- Break down #s by librarian to report on PDRs

Assessment of Impact

- Qualitative assessment of impact on student success that isn't a survey
 - #nicethings
 - Belonging¹
 - Ambassador

Q: Thanks for talking with me about my thesis woes yesterday. You're like a therapist.

A: Student got a new committee #ambassador #libraryfauxtherapy

Q: A student stopped by to say how much he was going to miss the library-- "the most special place at MSU. Graduating after 6 years here. Said he began by studying in the ERC on the bean bags, worked his way up to the 1st floor, then second, then third. Worked way upstairs as his classes became more difficult. His fondest memories are at the library. #nicethings #belonging

Q: Student with young child needs a mouse but ERC is closed. Also, buses stop running at 10pm and she didn't have car seat for child, so could not take Uber or taxi.

A: Gave her my mouse and my business card. She brought it back the next day. #belonging

Future ideas

- Tagging processes
 - Controlled vocabulary
 - How many tags are too many?
 - Which tags are useless?
 - Who tags?
- Usability / UX
- Show need for professional librarian at the desk by showing progression of a “simple questions” and how the reference interview leads to the real research question.
- Almost too much possibility

Instruction and Assessing our Impact

Jenny

Instruction

- Awareness of assignments
- Tracking assignments that need updating or editing
- Identifying information literacy needs
- Tying together reference and instruction

Library Services Educational Competencies

- 5 broad competencies
 - Use information and your library in order to succeed academically
 - Articulate the specific information needed in order to begin academic inquiries and avoid information overload
 - Assess information using appropriate search tools in order to gather evidence on an inquiry
 - Evaluate the quality, usefulness, and relevance of the information in order to determine the appropriateness of a source
 - Ethically Communicate synthesized and new knowledge in order to complete an academic inquiry
- Introductory, intermediate, and advanced student learning outcomes (SLOs) under each competency

Example Competency and SLOs

Competency 4: Evaluate the quality, usefulness, and relevance of the information in order to determine the appropriateness of a source

	Introductory	Intermediate	Advanced
4.a	Differentiate between scholarly (research-based) and popular (informational, summary, or opinion-based) sources	Identify peer-reviewed research	Critique the peer-review process and the use of grey literature
4.b	Apply evaluation criteria such as currency, authority, bias, level, & exploration (i.e. CABLE/s)	Compare/contrast sources (including scholarly articles) using evaluation criteria such as currency, authority, bias, level, & exploration (i.e. CABLE/s)	Evaluate quality of research (including argument, methods, findings, and analysis) within studies
4.c	Select sources based on relevance to topic and assignment	Select sources that best meet an information need based on the audience, context, and purpose of various formats	Select sources that best explain the research question(s) and impact in the discipline

Mapping to Educational SLOs

	A	B	C	D	F	G	H	I	J
1	patron_type	question_type	question	answer	tag 2	tag 3	SLO 1	SLO 2	SLO 3
7	Student	Reference	Article that had worked no longer worked...	Hmm, didn't work for me either. But we found in his search history the name of the article (when we clicked on it, it showed for about 1 second and then went to an error page). Found it by title in ERIC and then downloaded and emailed the PDF to the student AND printed it. Student said, "I'm never going to forget THIS article!" :) #quotes	article access		1.c Apply strategies to resolve or minimize information challenges	3.c Access sources online or physically from MSU collections	3.c Access sources online or

atlas assignment	we walked through the assignment together	assignment	challenges
What's the password to Wiley online?	I showed him how to access through the A-Z list, that we don't have access to everything, explained double checking in mavscholar, you might end up doing an ILL in the end. Didn't want to check his citation in Wiley, was appreciative. Said that was all he needed to know.	Databases A-Z	1.c Apply strategies to resolve or minimize information challenges

11	Student	Reference	Online from mavscholar	Unable to access and sent an email to eraccess	article access	eraccess	challenges	collections	
12	Student	Reference	TOEFL ITP test preparation	Had already gone to T&ERC, but needed the ITP stuff... by tomorrow. We don't have any books on ITP. Looked it up and this is an institute specific exam that has sections very close to the IBT, so found some IBT books and she was happy. Map or help? #teamhelpmerhonda Chatted about the TOEFL exam and wished her luck.	#teamhelpmerhonda		1.c Identify challenges (finding "perfect source," fake news, confirmation bias) when interacting with information	4.c Select sources based on relevance to topic and assignment	1.c Apply strategies to resolve or minimize information challenges

Mapping to Educational SLOs: Observations

- Tough to do methodically
- Might need to establish criteria for what to analyze
- Super time consuming

BUT

- All instructional competencies are being covered at the reference desk!

1.b Match information needs to information types (<i>introductory</i>)	3
1.c Apply strategies to resolve or minimize information challenges (<i>intermediate</i>)	8
1.c Identify challenges when interacting with information (<i>introductory</i>)	3
1.d Identify various sources of help for research (<i>introductory</i>)	1
1.d Use various sources of help for research (<i>intermediate</i>)	2
2.a Identify gaps in their disciplinary knowledge base (<i>intermediate</i>)	1
2.a Identify gaps in their knowledge base (<i>introductory</i>)	4
3.a Utilize the library web site to access academic research (<i>intermediate</i>)	9
3.a Utilize the library web site to access information (<i>introductory</i>)	1
3.b Conduct basic keyword searches using search filters (<i>introductory</i>)	3
3.c Access sources outside of MSU Collections (<i>advanced</i>)	2
3.c Access sources online or physically from MSU collections (<i>intermediate</i>)	25
3.c Identify sources online or physically from MSU collections (<i>introductory</i>)	2
3.d Interpret and use citations to find additional sources (<i>introductory</i>)	1
3.d Recognize citations can be used to find additional sources (<i>introductory</i>)	1
4.a Differentiate between scholarly and popular sources (<i>introductory</i>)	1
4.c Select sources that best meet an information need based on audience, context, and purpose (<i>advanced</i>)	2
4.c Select sources based on relevance to topic and assignment (<i>introductory</i>)	7
5.a Explain ethical and legal considerations specific to discipline (<i>introductory</i>)	1
5.a Define plagiarism and academic honesty (<i>introductory</i>)	1
5.d Cite sources accurately and consistently using appropriate citation style (<i>introductory</i>)	1

Challenges and Opportunities

Evan

Challenges and Limitations

- Data Recording Problems

- Self-censoring:

- Respecting student and ensuring patron privacy – What level of detail is too revealing? Some questions might embarrass. What about repeat patrons?
 - Self-praise feels weird
 - How do we report interactions that did not go as well as hoped? Should we correct others when reviewing questions?
 - Some are reluctant to provide qualitative data.

- Inconsistencies

- High/low tickers: How accurate are our numbers and do we care?

- Inconsistencies--continued

- Busy days = fewer/lesser entries because of time pressure
 - We all provide different levels of details in our responses
 - Tagging is a powerful source of data. How do we do use these for a consistent response?

- Creating Habits is Hard

- RefAnalytics only works as a communication tool if we review other questions
 - As the one providing data entry, we must think like data consumers, but we do not all have the same stake in using the data.
 - Off desk data is valuable but takes an effort to record.

Challenges and Limitations cont.

- Change in Software
 - Migrating to RefAnalytics is a change and impacts the habits that we've built.
 - Still figuring out how to utilize our coding scheme within RefAnalytics.
- Data Usage Problems
 - So much data – what to do with it?
 - How can we combine ref data with other data gathered in the library to assess or analyze our services more effectively?
 - Giving meaning to the data – How to transform numbers into a narrative? AND how do we utilize qualitative data to make recommendations or decisions.

Opportunities

- Build Coalition to Improve Consistency
 - Encourage more descriptive entries.
 - Encourage use of and shared understanding of tagging.
 - Promote increased off-desk reporting and incorporate other service points.
 - Emphasize reading others' questions as a form of communication (single staffed desk)
- Bring Chat Elements to In Person
 - Can we add student satisfaction to in person questions?
 - Can we offer in person transcripts?
- Create Regular Reports to Administration: "Here is what we are seeing when working with students."
- Assessment
 - Align our tagging to strategic priorities and use for reporting
 - Use RefAnalytics data to develop area goals. Then establish data recording practice to correspond.
 - Assess difference between chat and in person.
 - Conduct targeted assessment and recording (e.g. one week a semester focus on specific learning outcomes)

Kudos and Easter Eggs

Q: Doctoral student stopped by. Said he's almost finished with his program. Said thank you. Said that the reference librarians have been wonderful and have helped him so much. Thanked us all for our help over the years.

A: A nice conversation to have

Q: Student wanted my shirt

A: He said he liked it better than his.

Q: Beverage machine was stuck

A: Hmm. Put in another \$1.75, the tea came out and it gave me my money back. And I got a high five from the student. Yay!
#nicethings

Q: How to find a file on One Drive

A: Best bet is to log in through MavMail and use the waffle. All hail the waffle. Student says, "Sweet, I never would have figured it out without you!"

Q: Killed fly with fly swatter

A: Patron walking by said, "You've got to eat it now!" Um, no thanks :) #funny
#mmmprotein

Q: Wanted to see a gizmo over in Maps that was nonoperative

A: Evan hid it