

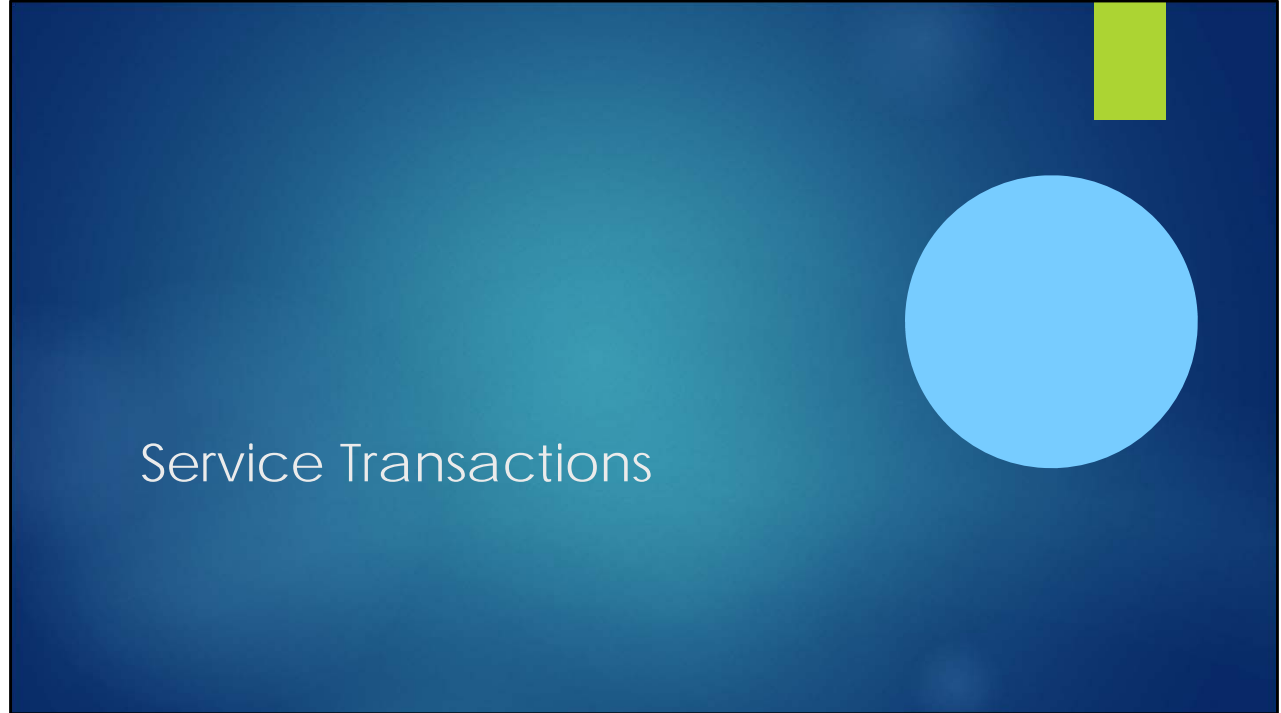


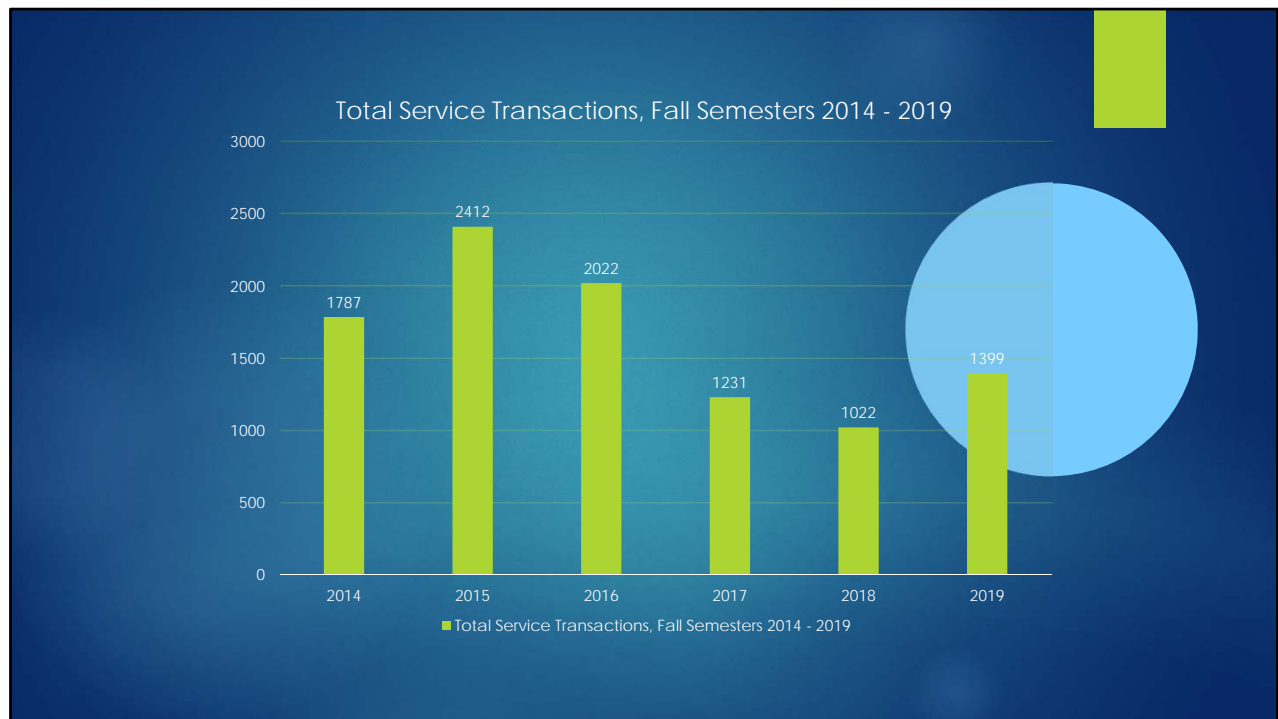
Service Transaction and Instruction Statistics

A SUMMARY OF FALL 2019 WITH COMPARISONS
TO THE PREVIOUS SIX FALL SEMESTERS

Sections

- ▶ Overall Service Transactions
- ▶ Reference Questions
- ▶ Information Desk
- ▶ Research Consultations
- ▶ Instruction Sessions





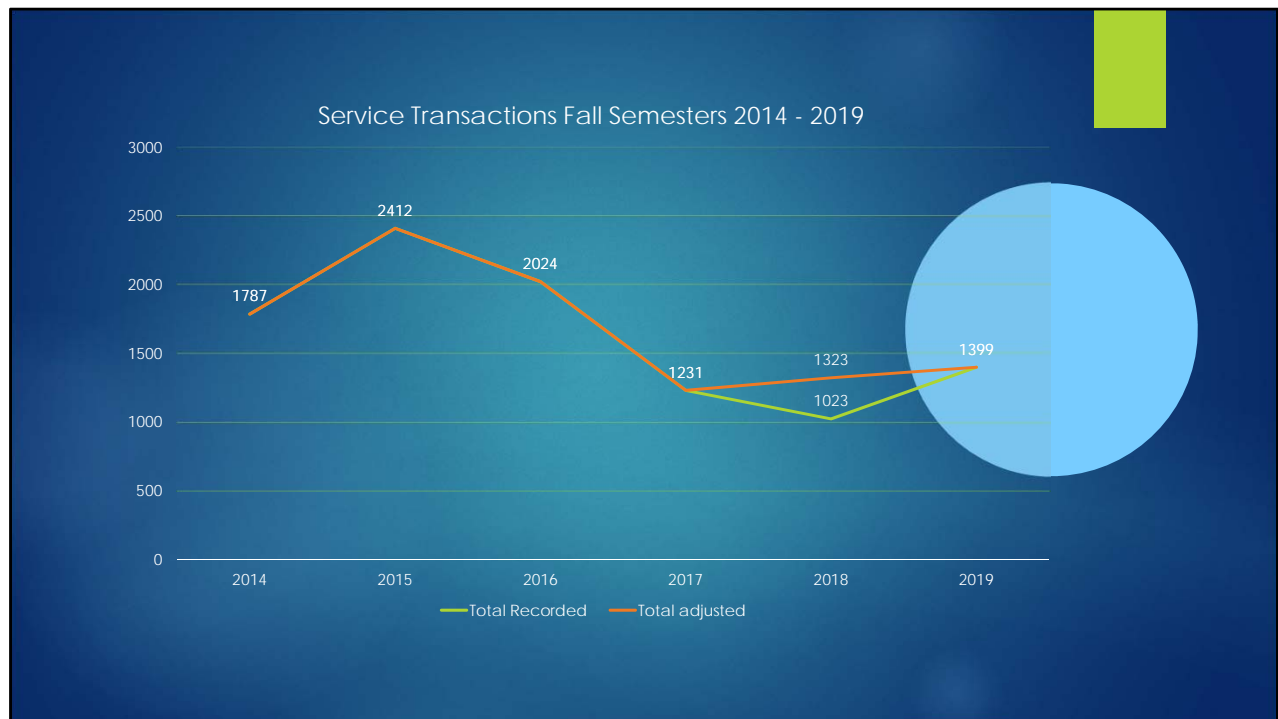
Total recorded service transactions for Fall 2019 (August 1 – December 31, 2019) was 1,399 questions. From the recorded data, this is an increase of 377 transactions over the Fall 2018 semester, or a 39% increase.

| Where were you? | 2014 | 2015 | 2016 | 2017 | 2018 | 2019 |
|----------------------------|------|------|------|------|------|------|
| Archives | 23 | 44 | 62 | 47 | 35 | 6 |
| Circulation Desk | 238 | 951 | 706 | 354 | 55 | 533 |
| Curriculum Library Desk | 257 | 104 | 129 | 0 | 120 | 111 |
| Elsewhere on Campus | 0 | 0 | 1 | 1 | 0 | 3 |
| Information Desk | 1130 | 1218 | 1005 | 711 | 742 | 621 |
| My Office/Consultation Pod | 132 | 79 | 110 | 115 | 57 | 113 |
| Roaming the Library | 0 | 15 | 5 | 2 | 6 | 8 |
| Room 106 | 1 | 1 | 1 | 1 | 1 | 0 |
| Warwick | 5 | 0 | 3 | 0 | 6 | 4 |

| Who answered? | Student |
|---------------|---------|
| 2014 | 221 |
| 2015 | 725 |
| 2016 | 690 |
| 2017 | 192 |
| 2018 | 29 |
| 2019 | 282 |

| Entered by | Circulation Account |
|------------|---------------------|
| 2014 | 214 |
| 2015 | 975 |
| 2016 | 734 |
| 2017 | 363 |
| 2018 | 37 |
| 2019 | 361 |

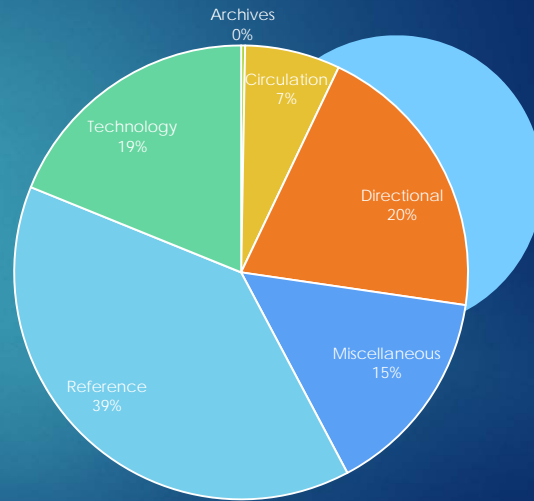
However, from examining the data from Fall 2018, I found that it is very likely there was a problem in recording questions at the circulation desk and by student employees, resulting in an artificially low total for Fall 2018. That semester, we likely missed about 350 service transactions being recorded.



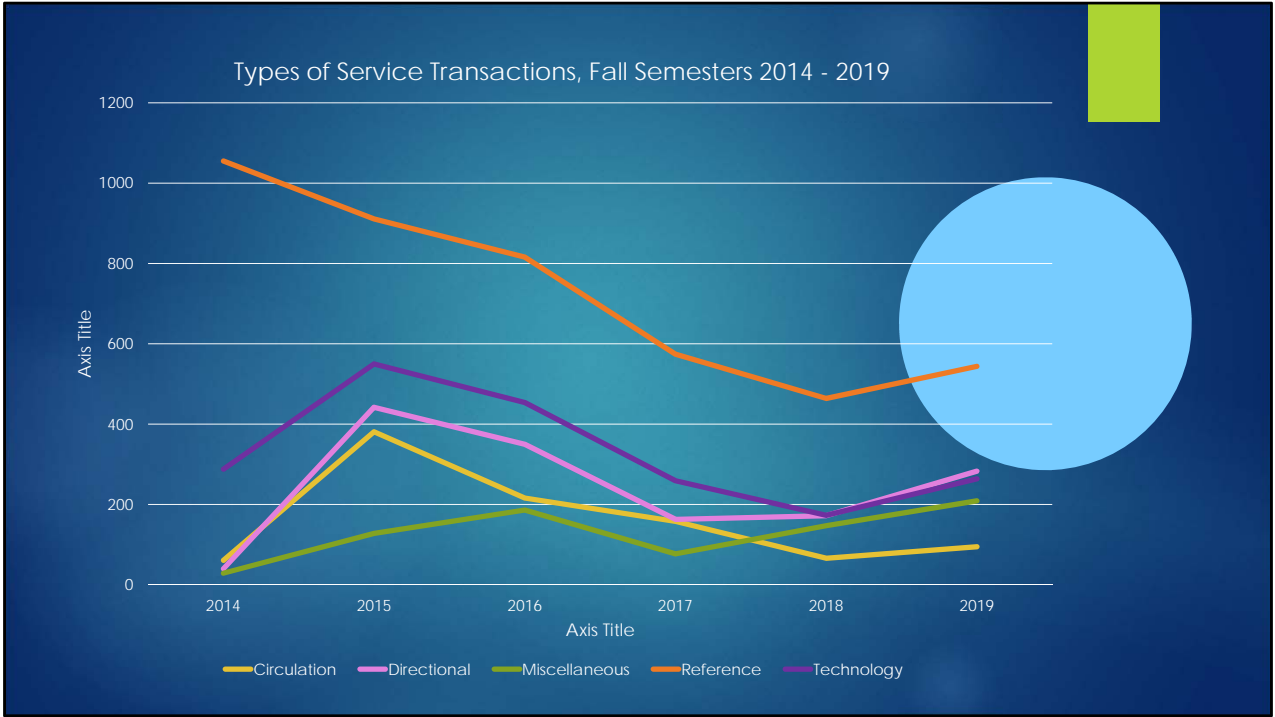
Correcting for this data recording error, we see an overall increase in service transactions in Fall 2019, but less sharp than what the data shows, an increase of approximately 6% (76 transactions) over the Fall 2018 semester. This is a commensurate increase from Fall 2017 to Fall 2018, so there has been a steady rise in service transactions since the steep drop off in transactions between Fall 2016 and Fall 2017.

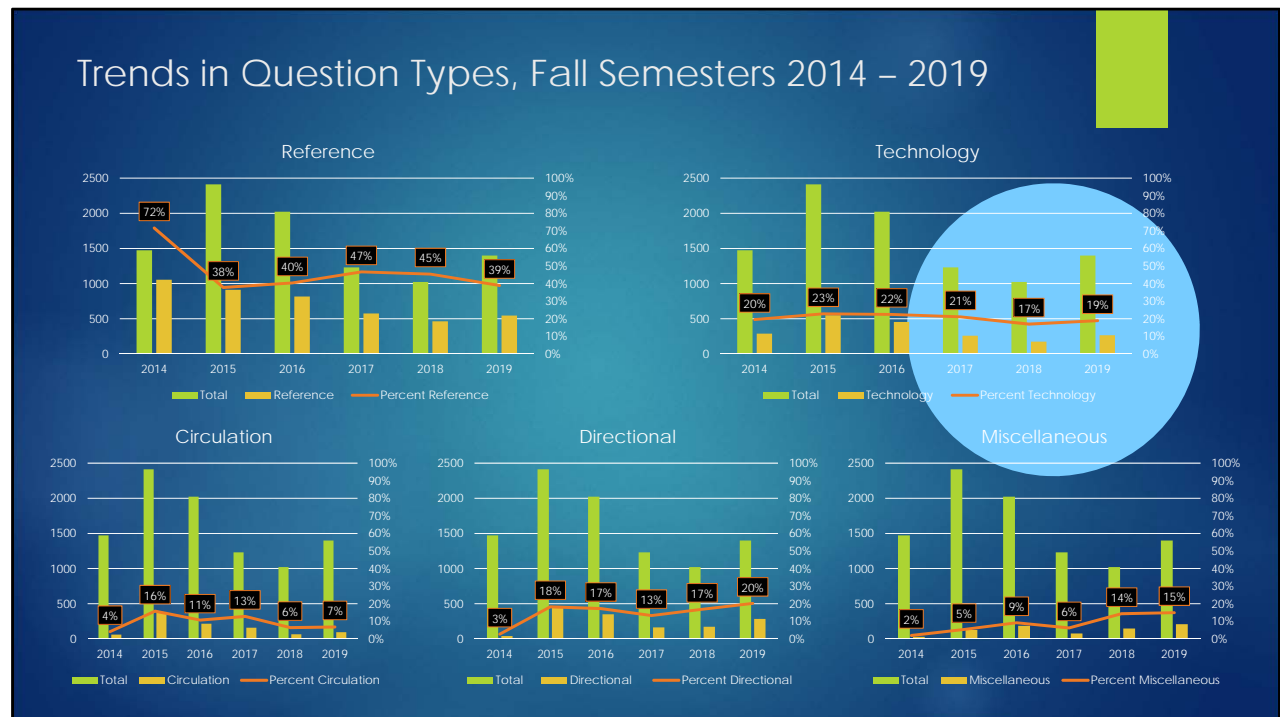
Types of Questions Fall 2019

| Types of Service Transactions - Fall 2019 | | |
|---|-----|--------|
| Archives | 4 | 0.29% |
| Circulation | 95 | 6.79% |
| Directional | 283 | 20.23% |
| Miscellaneous | 209 | 14.94% |
| Reference | 544 | 38.88% |
| Technology | 264 | 18.87% |

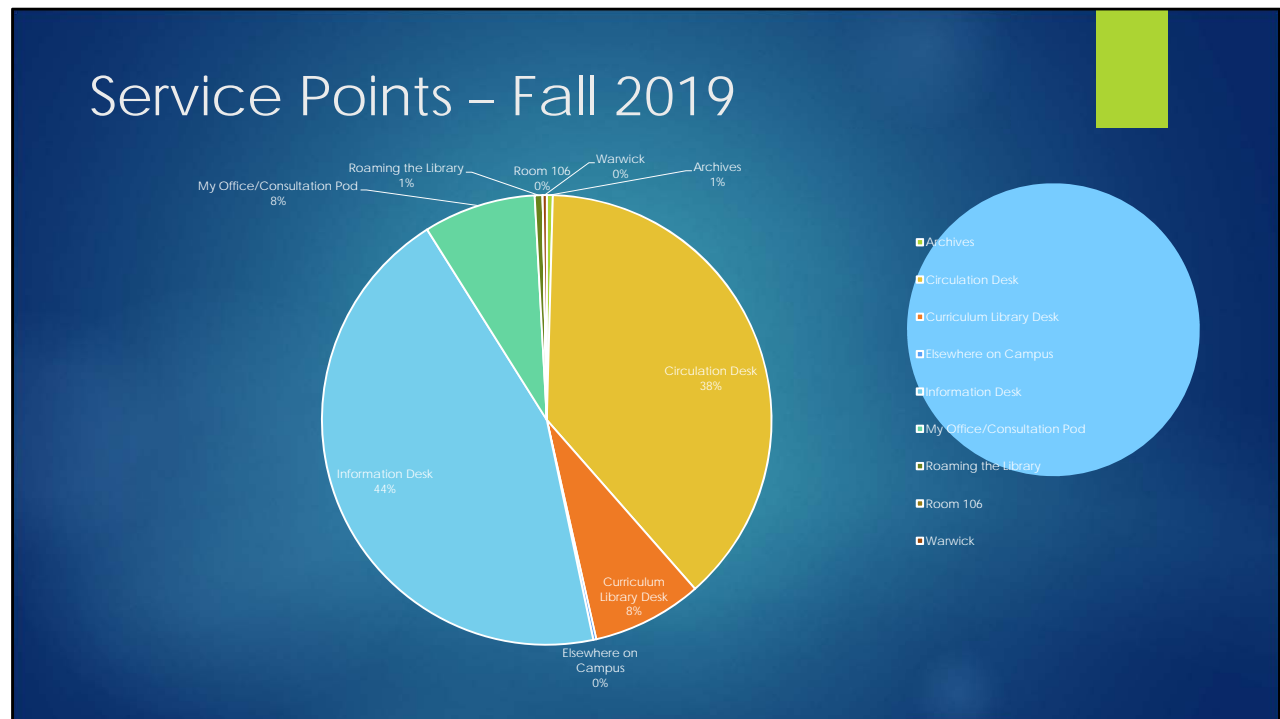


In Fall 2019, the types of questions by major categories had the following distribution: Circulation 7% (95), Directional 20% (283), Miscellaneous 15% (209), Reference 39% (544), and Technology 19% (264).



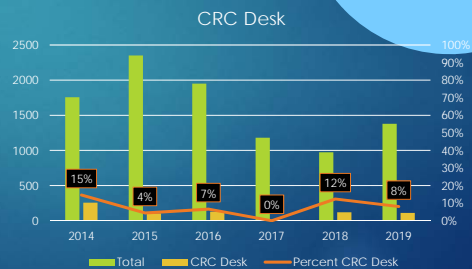
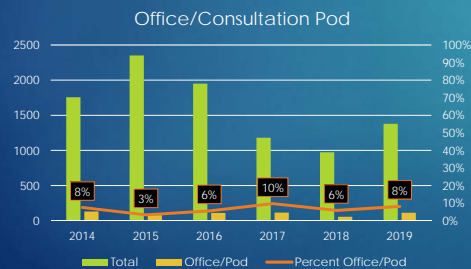
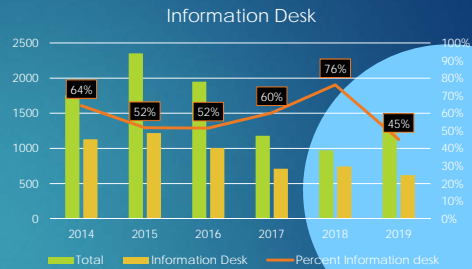
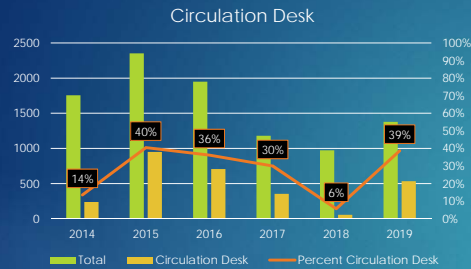


Over the last three years, there has been a decrease in the percentage of questions coded as Reference, from 47% in 2017, to 45% in 2018, to 39% in 2019. Technology questions remained consistent with previous years at 19% in Fall 2019; since 2014, Technology questions have hovered between 17% and 23% of service transactions. Circulation questions have seen a marked drop in the last 2 years, at 6% in Fall 2018 and 7% in Fall 2019, compared to 2015 - 2017 at 16%, 11%, and 13%, respectively. Directional questions saw the greatest proportional increase in the last three years, accounting for 20% of all service transactions in 2019, up from 17% in 2018 and 13% in 2017. Miscellaneous questions remained relatively even in 2019 with 2018 at 15%.



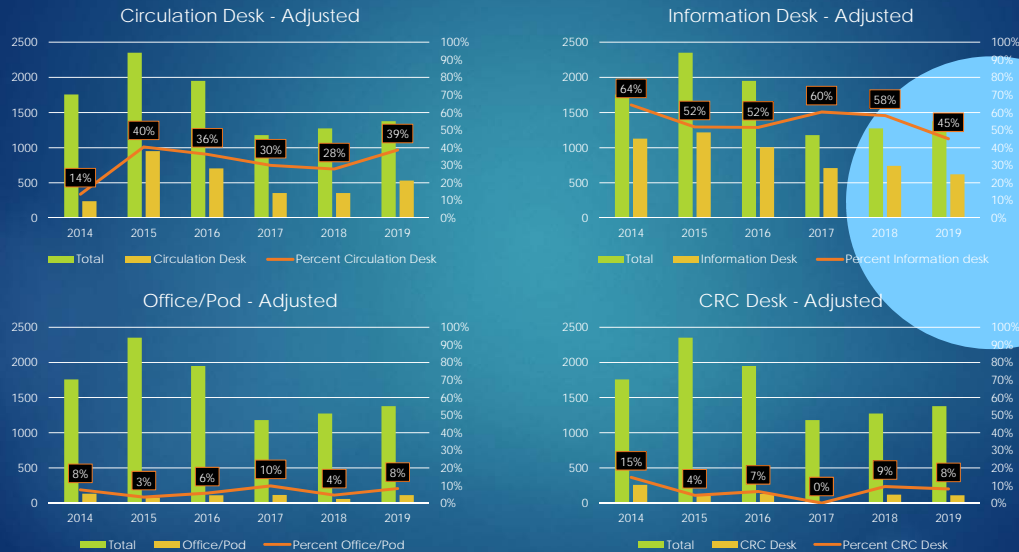
Fall 2019, 44% of all service transactions occurred at the Information Desk, 38% at the Circulation Desk, 8% at the Curriculum Library Desk, 8% in offices/consultation pod, and the remaining location types accounting for less than 1% of all transactions.

Trends, Service Points Fall Semesters 2014 - 2019

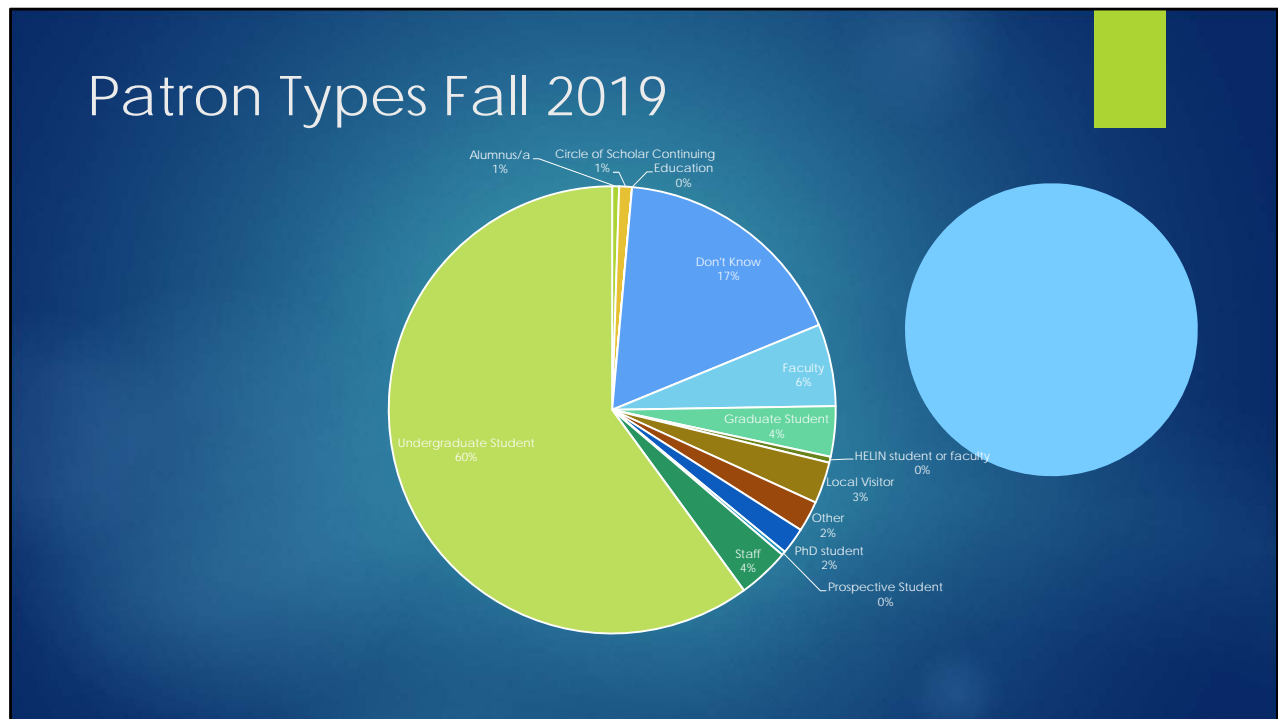


Because the lack of collection of data at the Circulation Desk as a service point severely skewed the data on service points, I will address the adjusted dataset [see slide 12] in this section to discuss trends.

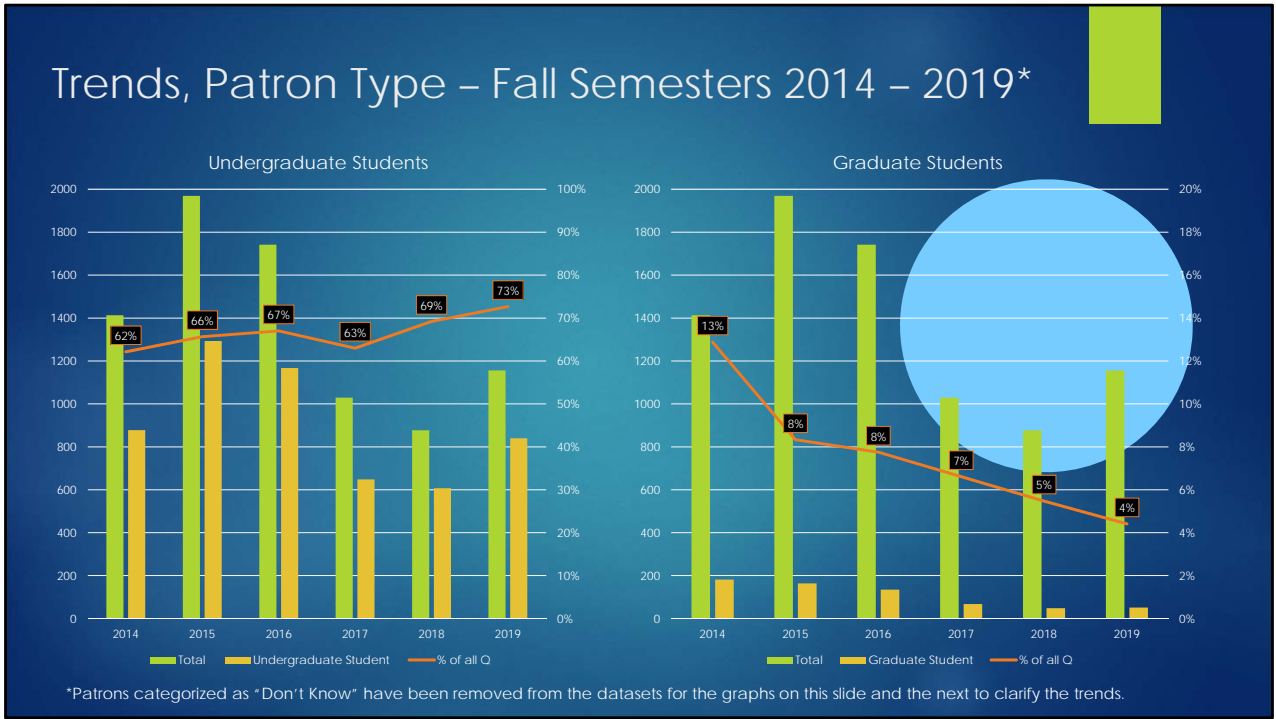
Service Point Trends, Adjusted for Lack of 2018 Circulation Desk Data



In Fall 2019, service transactions at the Circulation Desk were up to 39% from 28% (adjusted) in Fall 2018. Information Desk transactions were down to 45% in Fall 2019, from 58% (adjusted) in 2018 and 60% in 2017. Service transactions in our offices or using the consultation pod were up to 8% in Fall 2019 from 4% in 2018. Service transactions at the CRC Desk remained steady at 8% in 2019 from 9% in Fall 2018. It is important to note that in Fall 2017, there were 0 service transactions at the CRC desk because it was closed. This closure resulted in the loss of approximately 100 – 150 potential service transactions, as indicated by the data from the years preceding and following the closure.

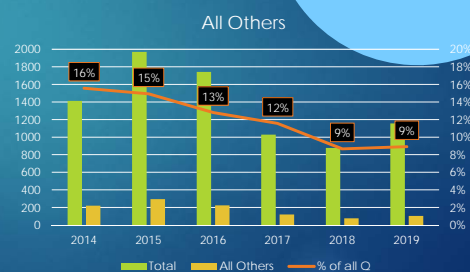
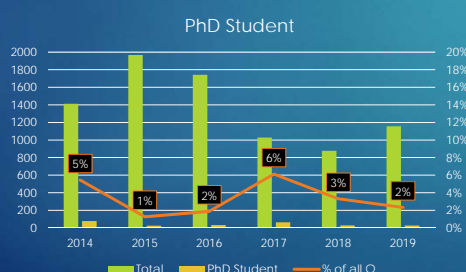
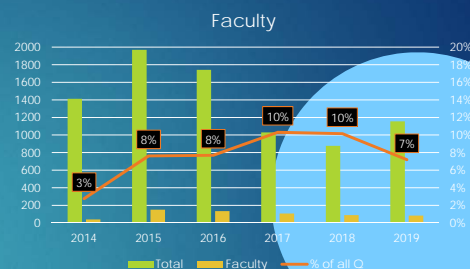
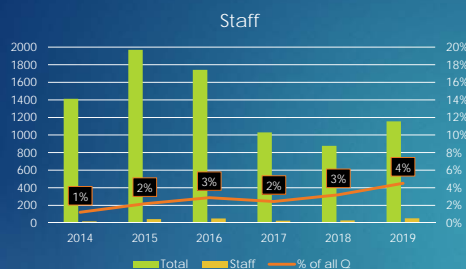


Over the course of collecting data on service transactions, we have not always been able to tell what type of patron we are helping, resulting anywhere from 17% - 25% of patrons being categorized as “Don’t Know” in our dataset. To analyze trends in patron types, I have excluded the category when addressing the percentages of patron types, assuming that we can evenly extrapolate each patron type to the “Don’t Know” patron service transactions.

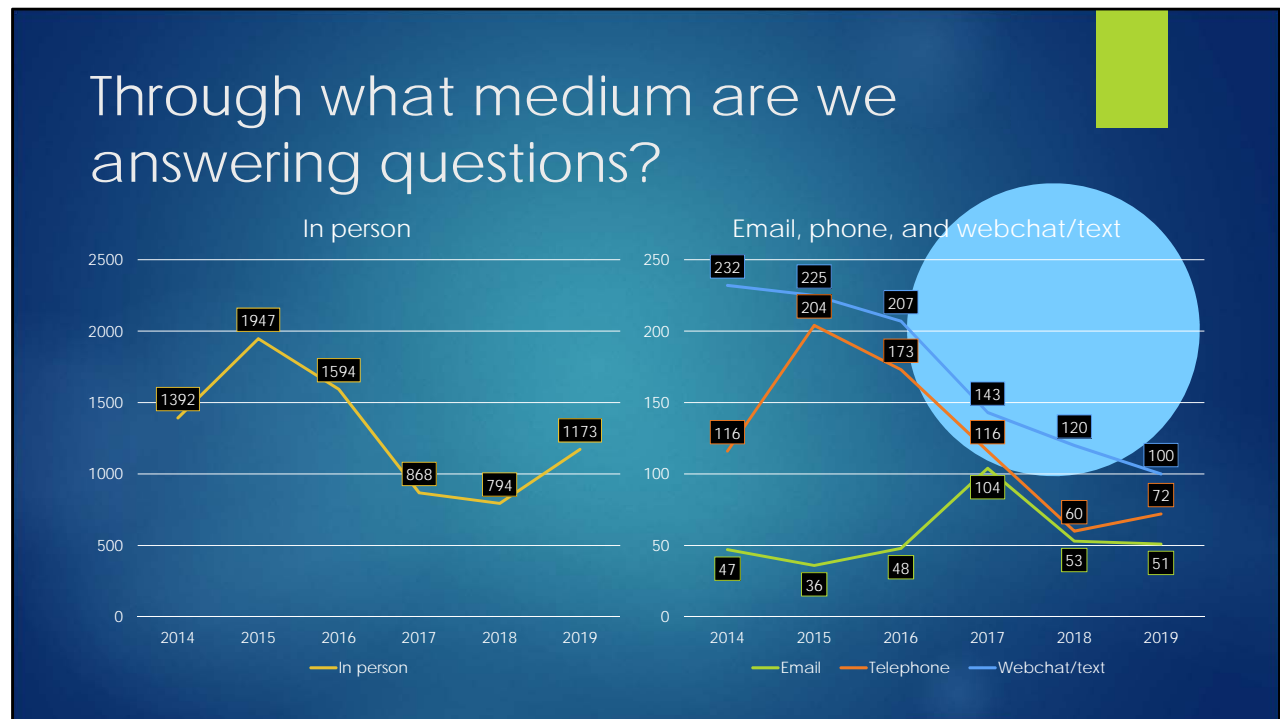


That being said, in Fall 2019, Undergraduate Students accounted for 73% of our service transactions, a remarkable, overall proportional increase over the last 5 years of data-keeping. We have seen a decline in graduate students as patrons, steadily decreasing from 8% in 2015 to 4% of patrons in Fall 2019.

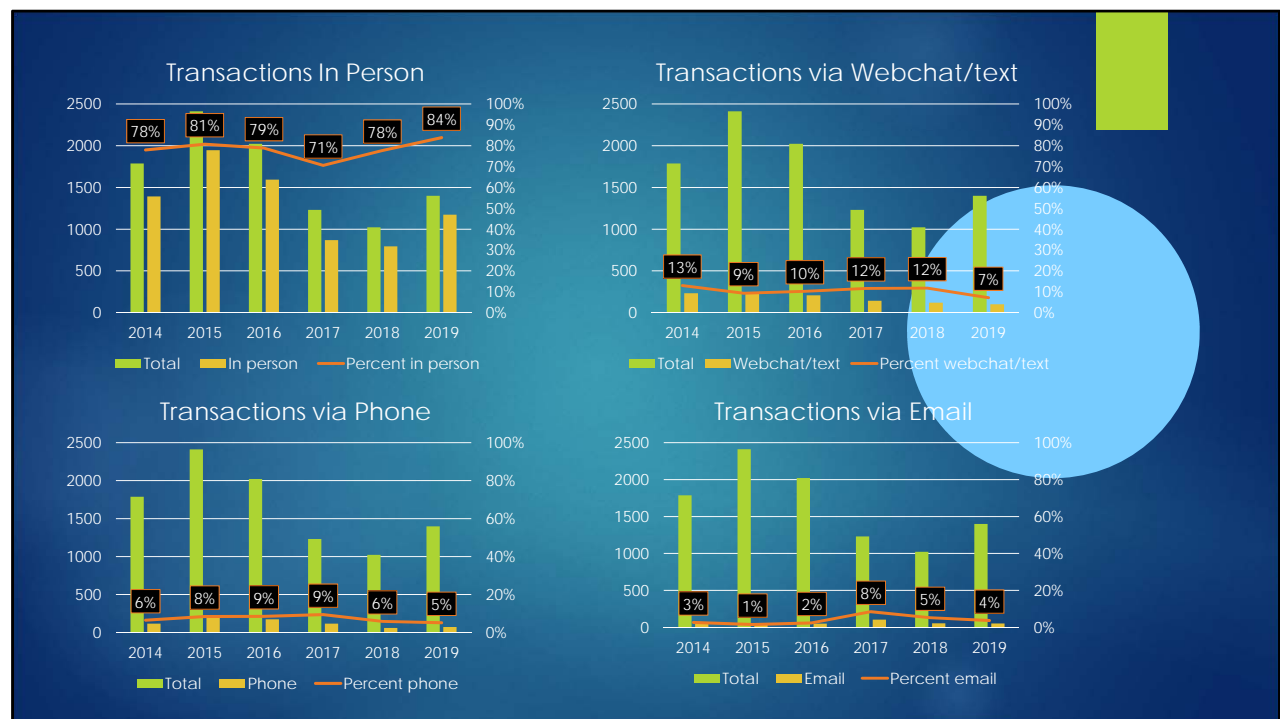
Trends, Patron Type – Fall Semesters 2014 – 2019, cont.



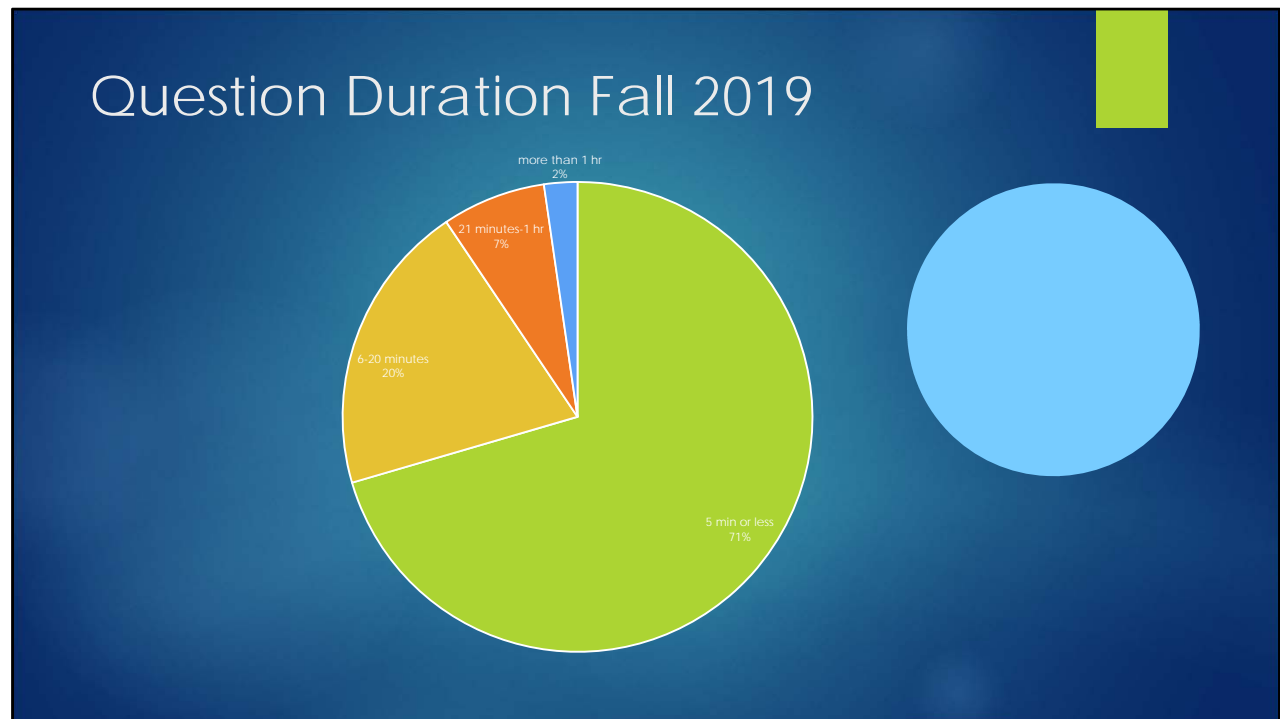
There has been a proportional increase in university staff patrons, steadily increasing to 4% in Fall 2019 from 1% in Fall 2014. We have seen declines in Faculty, PhD student, and “all other” (Circle of scholar, local visitor, etc.) patrons as well, at 7%, 2%, and 9%, respectively in Fall 2019.



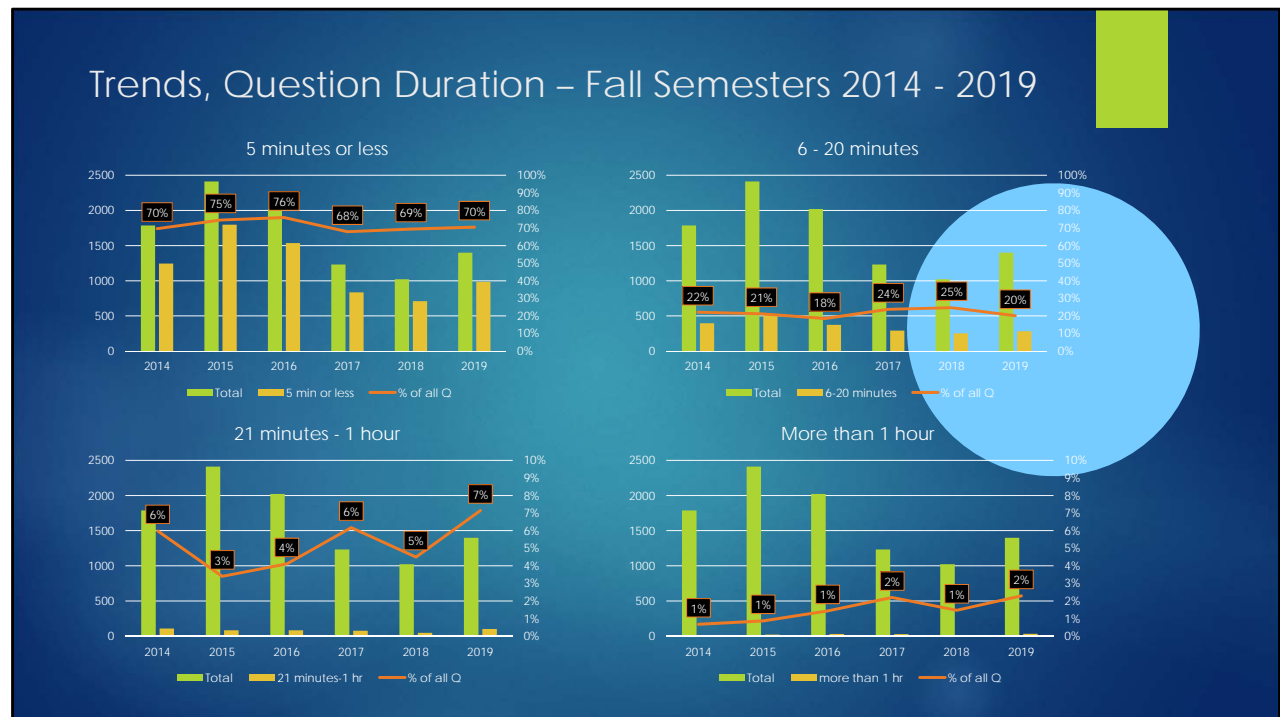
In Fall 2019, In-Person transactions accounted for 84% (1173) of service transactions, Webchat/text was 7% (100), Phone was 5% (72), and Email was 4% (51).



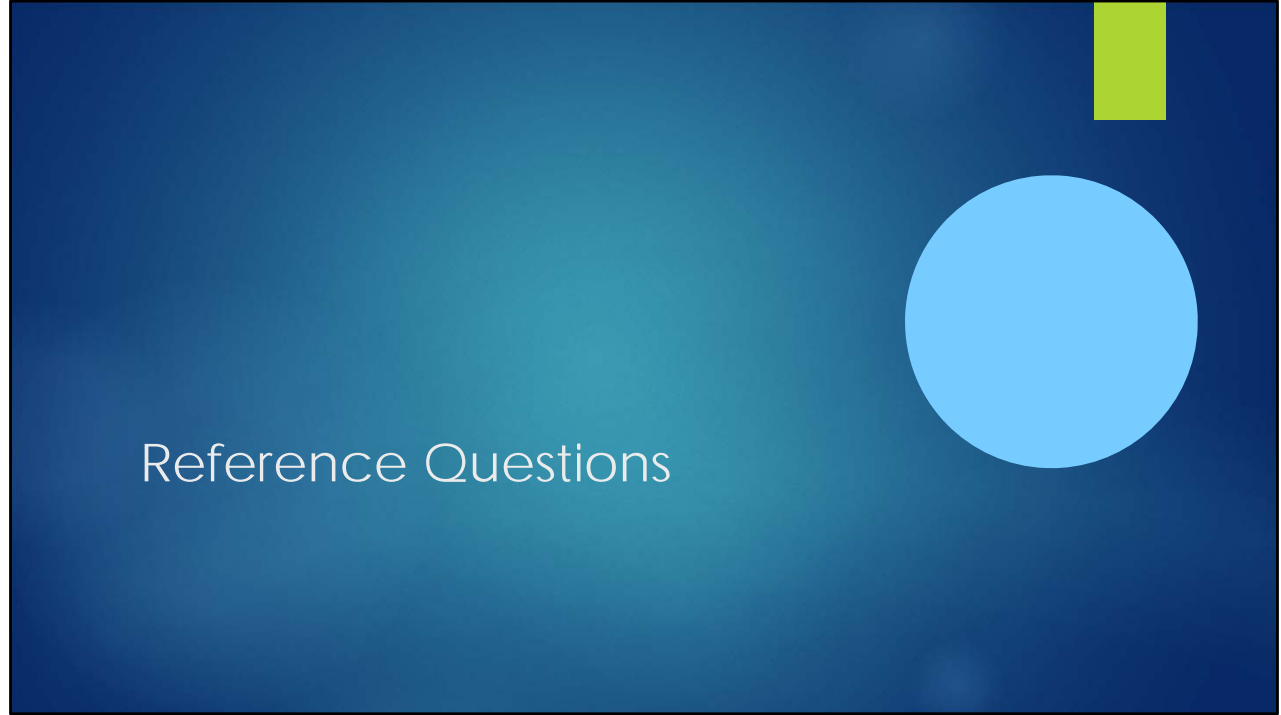
As a percentage of all service transactions, In-Person transactions have steadily increased since 2017, and have reached their highest point since data-keeping began in 2014. Webchat, Phone, and Email transactions have all declined both as a percentage of transactions and in real numbers of transactions. The most dramatic decline has been in Webchat transactions, decreasing from 12% (120 transactions) in Fall 2018 to 7% (100 transactions) in Fall 2019. In Fall of 2019, webchat transactions were at their lowest count since data keeping began in 2014. Since the interface on our website for the chat changed in the summer of 2019, it would be worth examining our webchat service from a user perspective to see if there are any issues with the new service, which may have caused the decline in interactions through this interface.

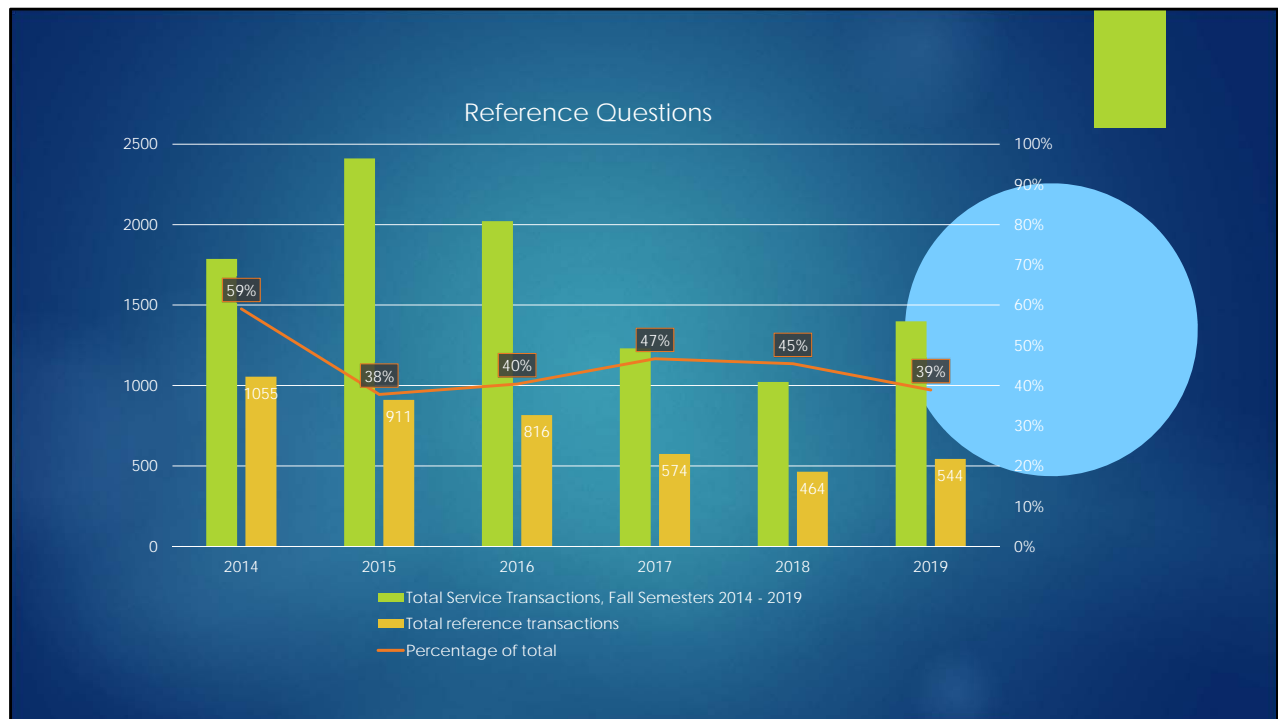


Question duration time for service transactions in Fall 2019 had the following distribution: 5 minutes or less 70% (986 transactions), 6 – 20 minutes 20% (281 transactions), 21 minutes – 1 hour 7% (100 transactions), and more than 1 hour 2% (32 transactions).

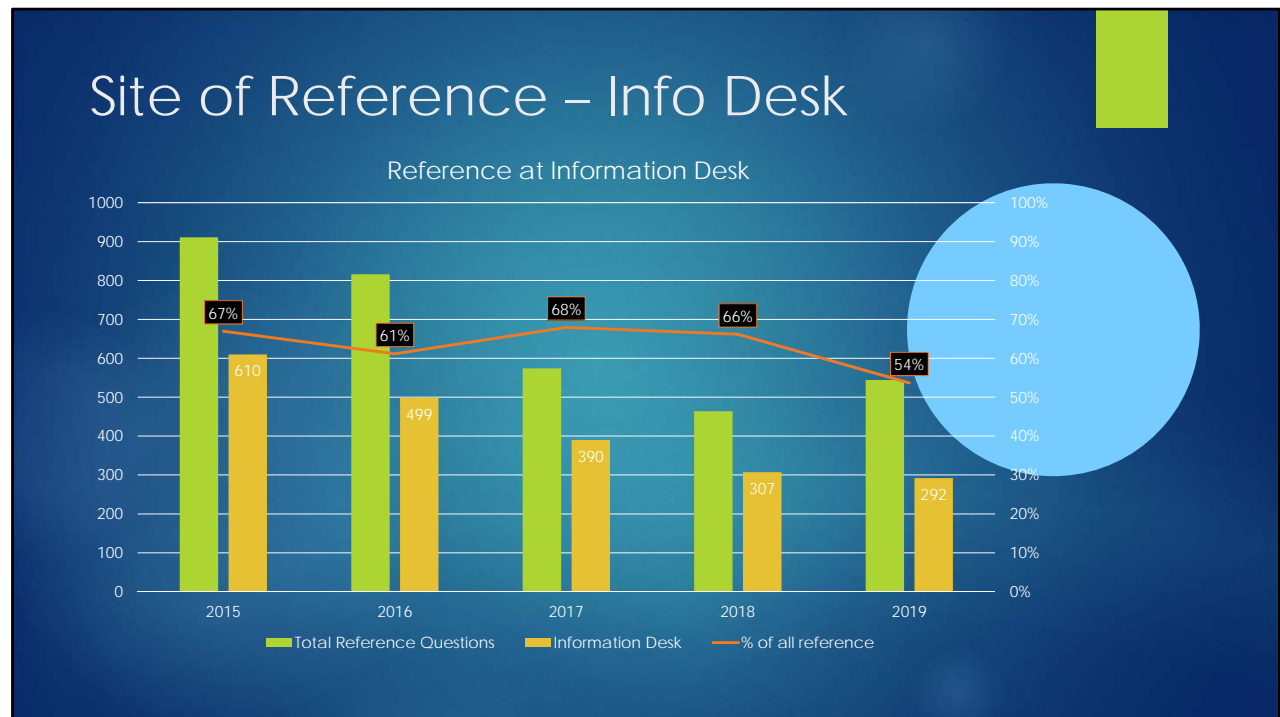


Questions that are 5 minutes or less showed a slight increase in the percentage of all service transactions, but remained relatively steady with the Fall 2017 and 2018 semesters. Questions 6 – 20 minutes in duration decreased as a percentage in Fall 2019, dropping to 20% of transactions from 25% of transactions in Fall 2018. Questions lasting between 21 minutes and 1 hour and more than 1 hour both increased proportionally and in total numbers, resulting the most questions of that duration since we started keeping statistics in 2014.



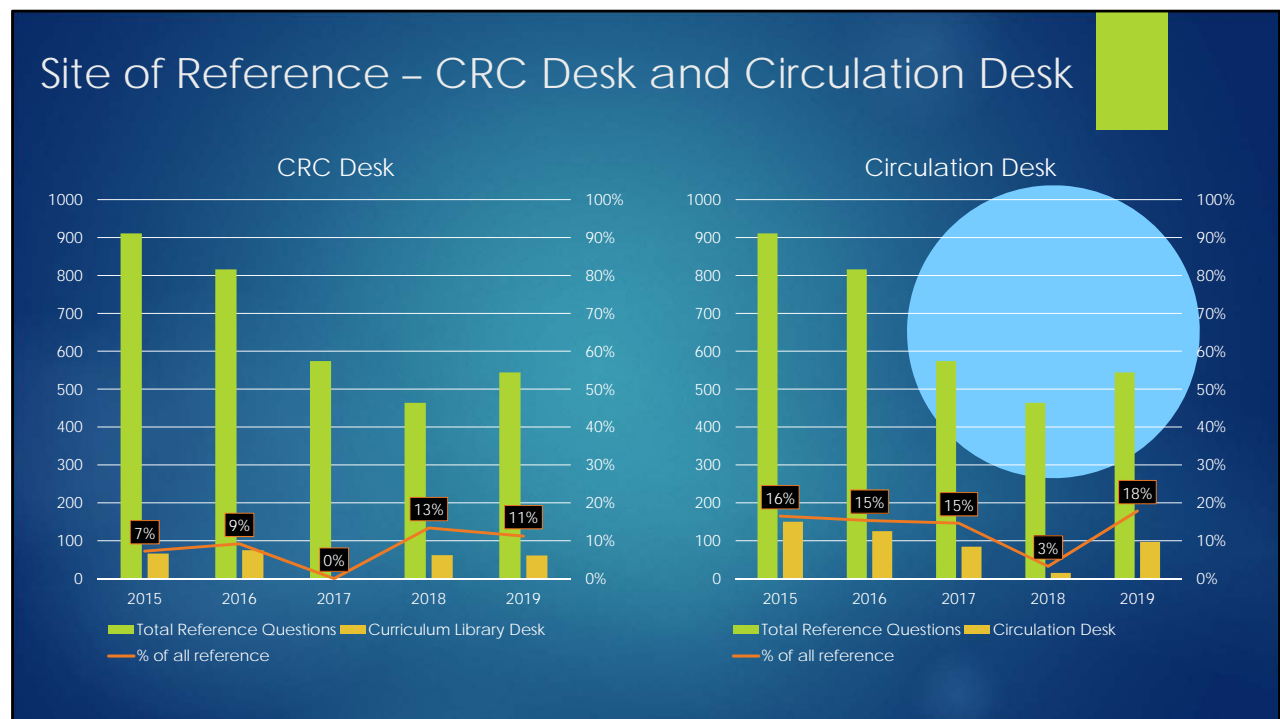


Data for reference questions was taken from any service transactions coded as “Reference” under question type in the service transaction form. In Fall 2019, there were 544 reference questions, accounting for 39% of all service transactions. This is a proportional decrease from Fall 2017 (47%, 574 questions) and Fall 2018 (45%, 464 questions). The total number of reference questions in a Fall semester declined between 2014 and 2018 (1,055 to 464) but Fall 2019 saw the first increase since then.

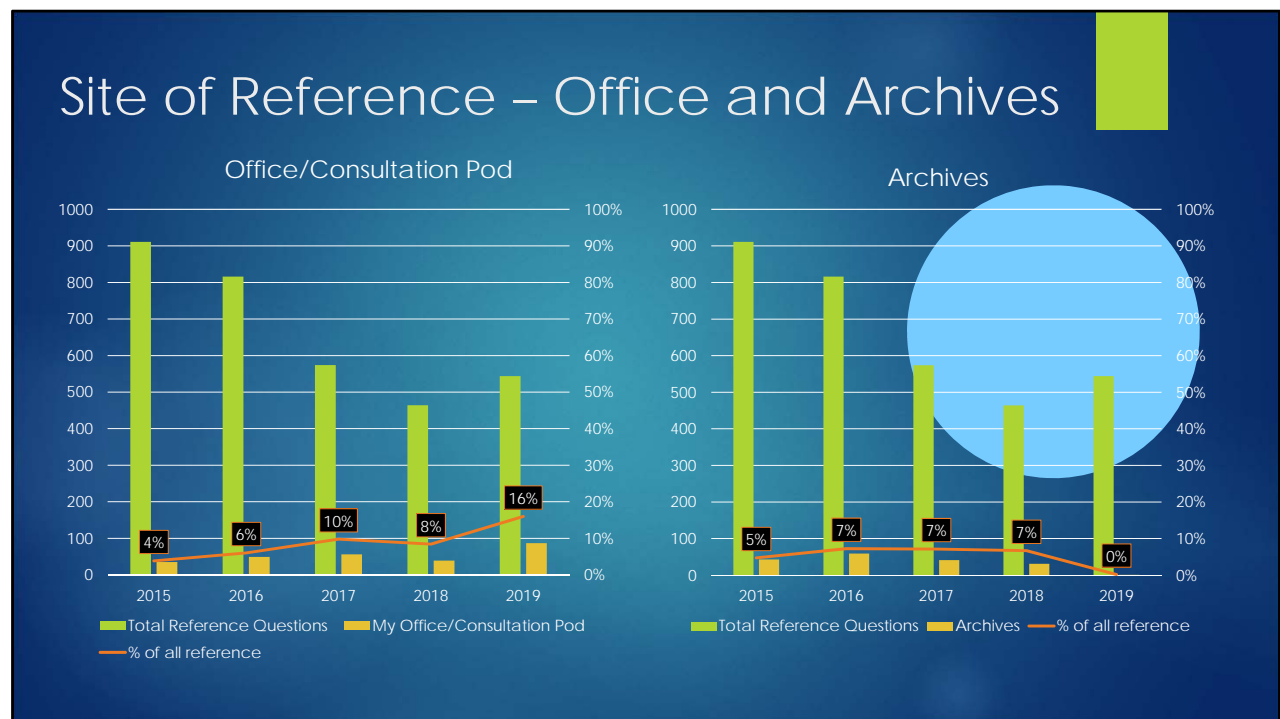


The distribution of reference questions among service points in Fall 2019 was as follows: at the Information Desk we received 54% (292 total) reference questions, the CRC Desk 11% (61 total) reference questions, the Circulation Desk 18% (97 total) reference questions, Office/Consultation Pod 16% (87 total) reference questions, and Archives less than 1% (4 total) reference questions.

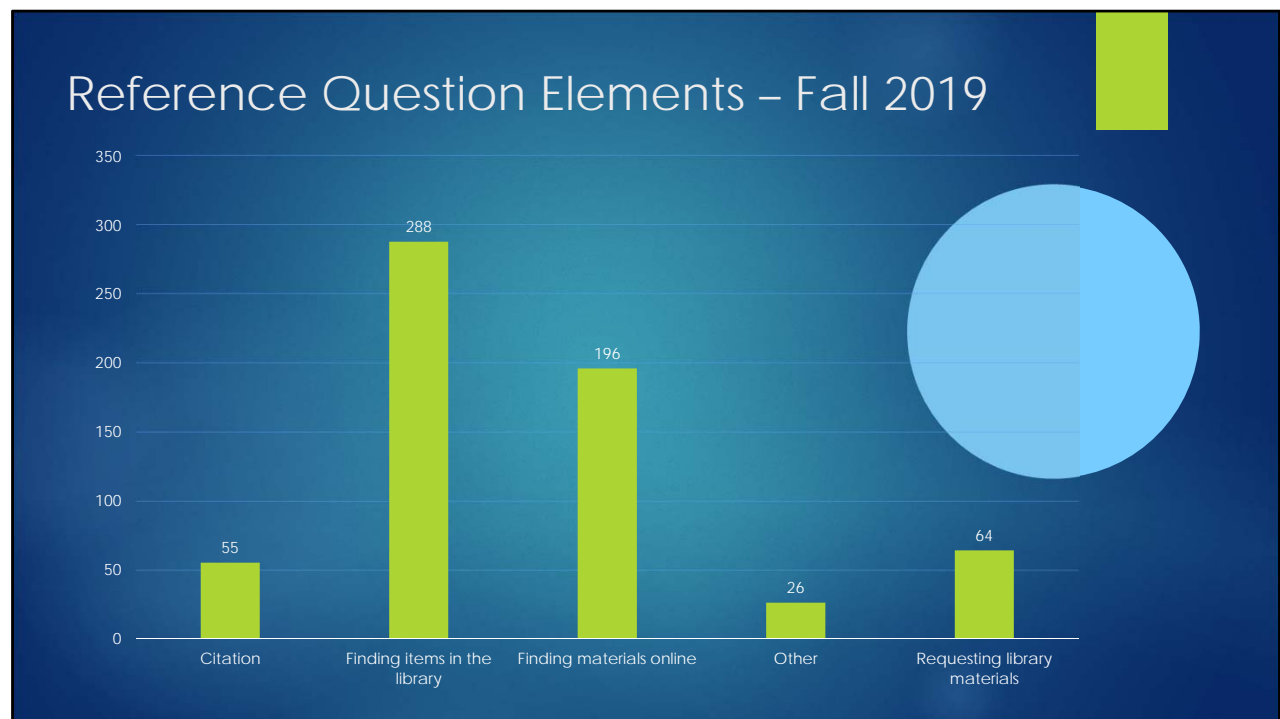
The service points at which we receive and answer reference questions appear to have been shifting over the last five years. We have seen a steady decline in reference questions answered at the information desk, from 67% in 2015 to 54% in 2019, and relative increases, proportionally, at the Circulation Desk and Office/Consultation Pod. Fall 2019 saw the lowest total number and percentage of reference questions asked at the information desk since Fall 2015.



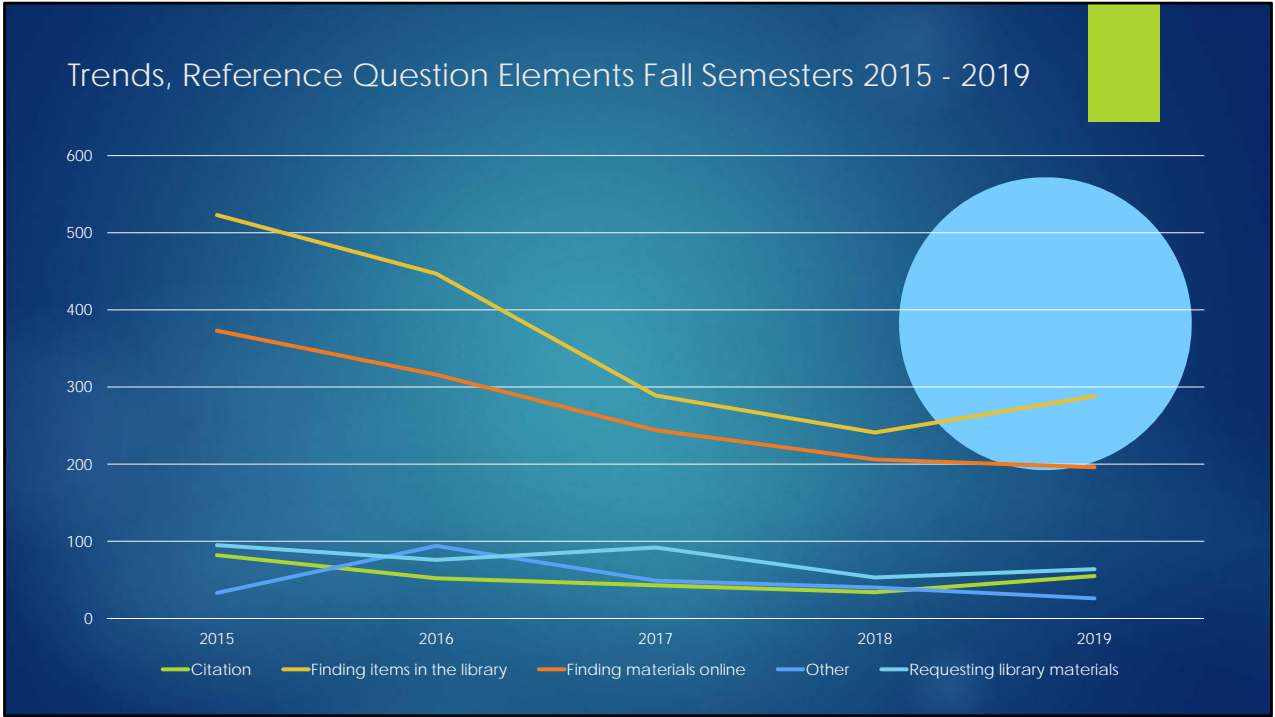
There was a slight decrease in Reference questions asked at the CRC desk from Fall 2018 – Fall 2019 (13% down to 11%), but overall the proportion of reference questions at the CRC desk is higher than 2015 – 2017.



Reference questions facilitated in the Archives room on the Garden level have dropped off almost completely in Fall 2019 from previous years, but it should be noted that the University Archivist now hosts archives research consultations in their office on the third floor.



Reference Question Elements are the 5 subcategories under the Reference question type in the service transaction form, multiple of which can be selected for a single reference interaction. These subcategories can be left entirely blank, as well, so a significant portion of questions coded as “Reference” question types did not have any further subcategory noted. In the Fall 2019, 55 of the 542 (10%) reference questions we received involved “citation”, 288 (53%) involved “finding items in the library,” 196 (36%) involved “finding materials online,” 64 (12%) involved “requesting library materials,” and 26 involved “other.”

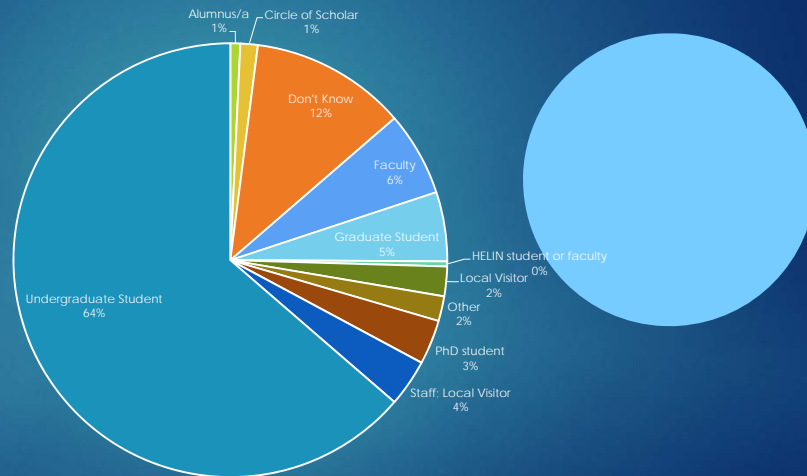


Trends – Reference Question Elements 2015 – 2019



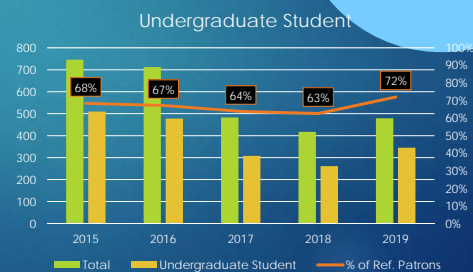
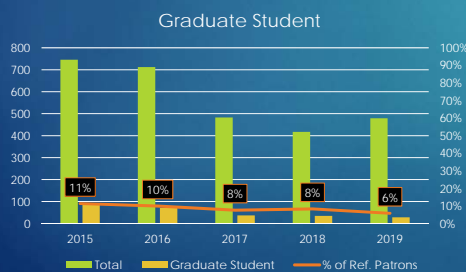
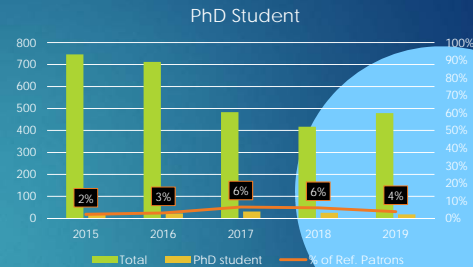
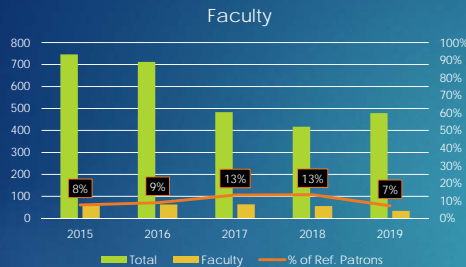
The percentage of reference questions involving “finding items in the library” has remained steady between Fall 2015 and Fall 2019, varying only between 50% - 54%, with Fall 2019 seeing an increase to 53%. The percentage of reference questions involving “finding materials online” has fluctuated more, between 36% and 44%, with Fall 2019 seeing the lowest percentage (36%) and total number (196) of questions. We have seen a steady increase in the percentage of reference questions involving help with citations, up to 10% in Fall 2019 over 7% of questions in both Fall 2017 and Fall 2018. The percentage of reference questions involving “requesting library materials” spiked in Fall 2017 at 16%, nearly doubling the percentage of the previous two fall semesters. So, the 12% of questions involving “requesting library materials” is a decrease from Fall 2017, but higher than 2015, 2016, and 2018.

Patron Type, Reference Fall 2019

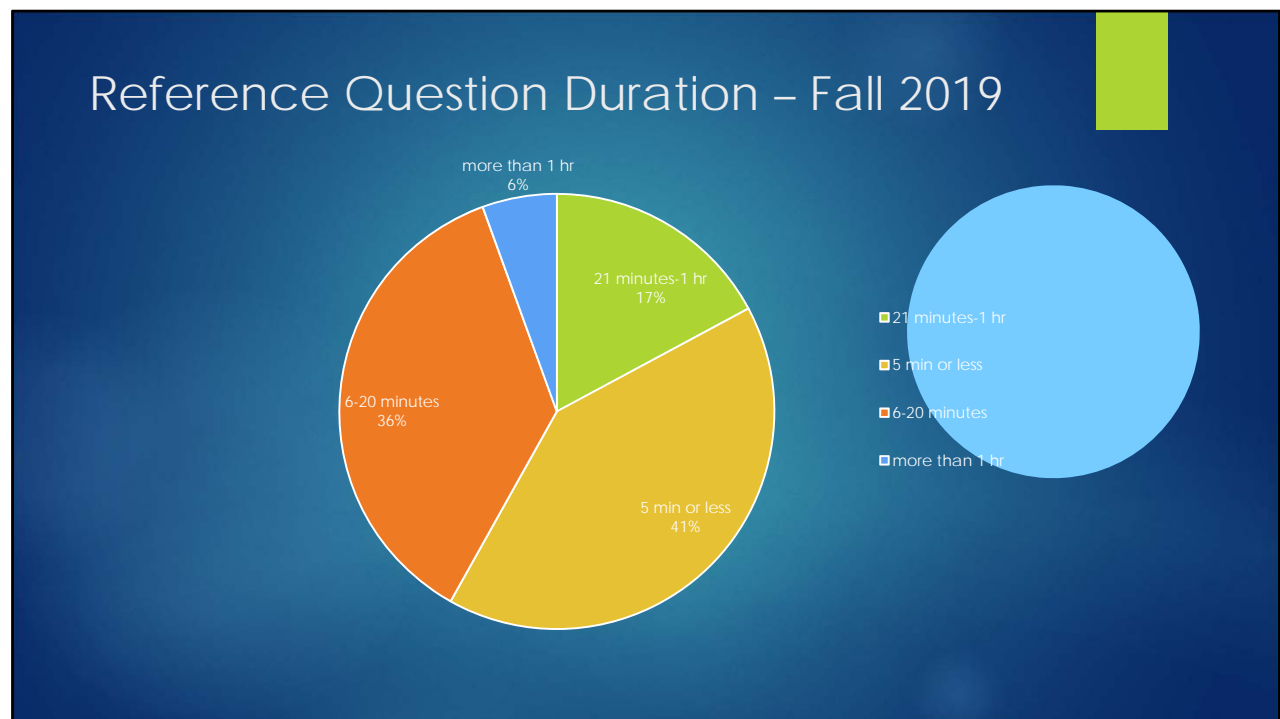


In Fall 2019, the majority of patrons we are assisted answering reference questions were undergraduate students, at 64%. 5% of reference questions were with graduate students, 3% with PhD students, 6% with faculty, and 4% with staff. The remaining 18% of patrons were either non-affiliates or coded as “Don’t know.” As in the previous section on patron types for all service transactions, I eliminated the “Don’t know” category in order to examine trends.

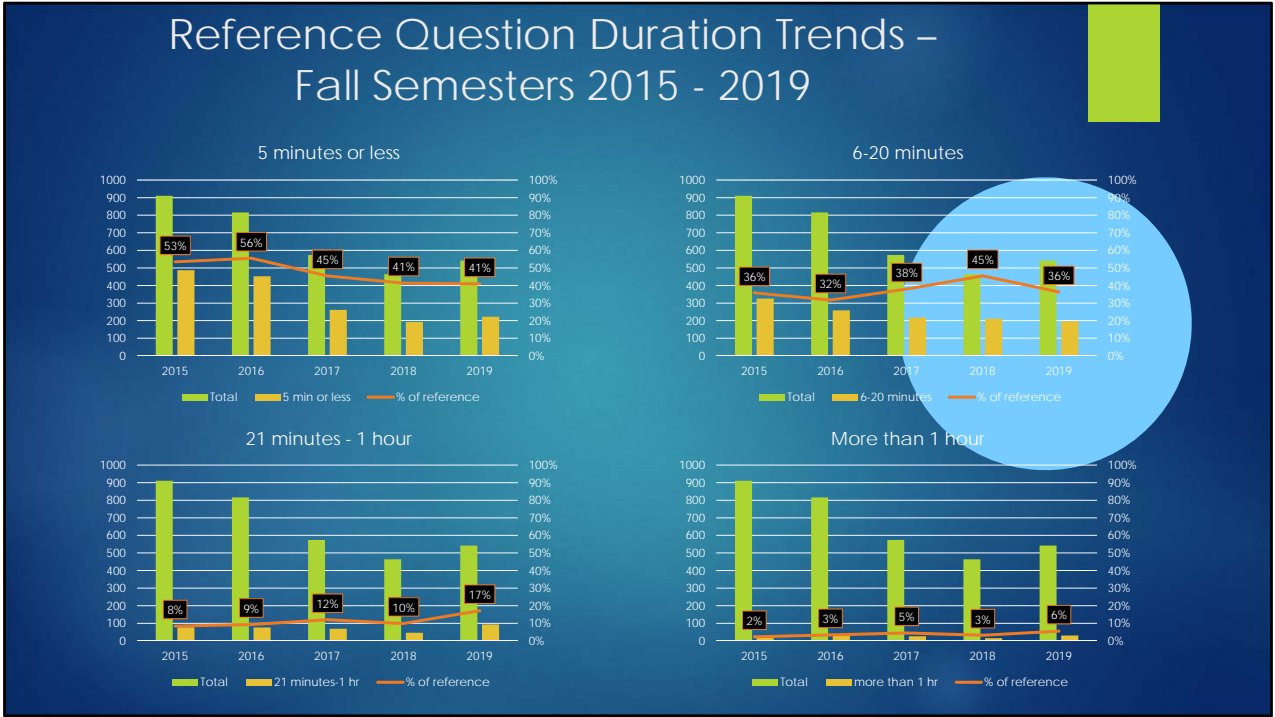
Patron Type Trends, Reference Fall Semesters 2015 – 2019*: Faculty, PhD, Grad, and Undergrad



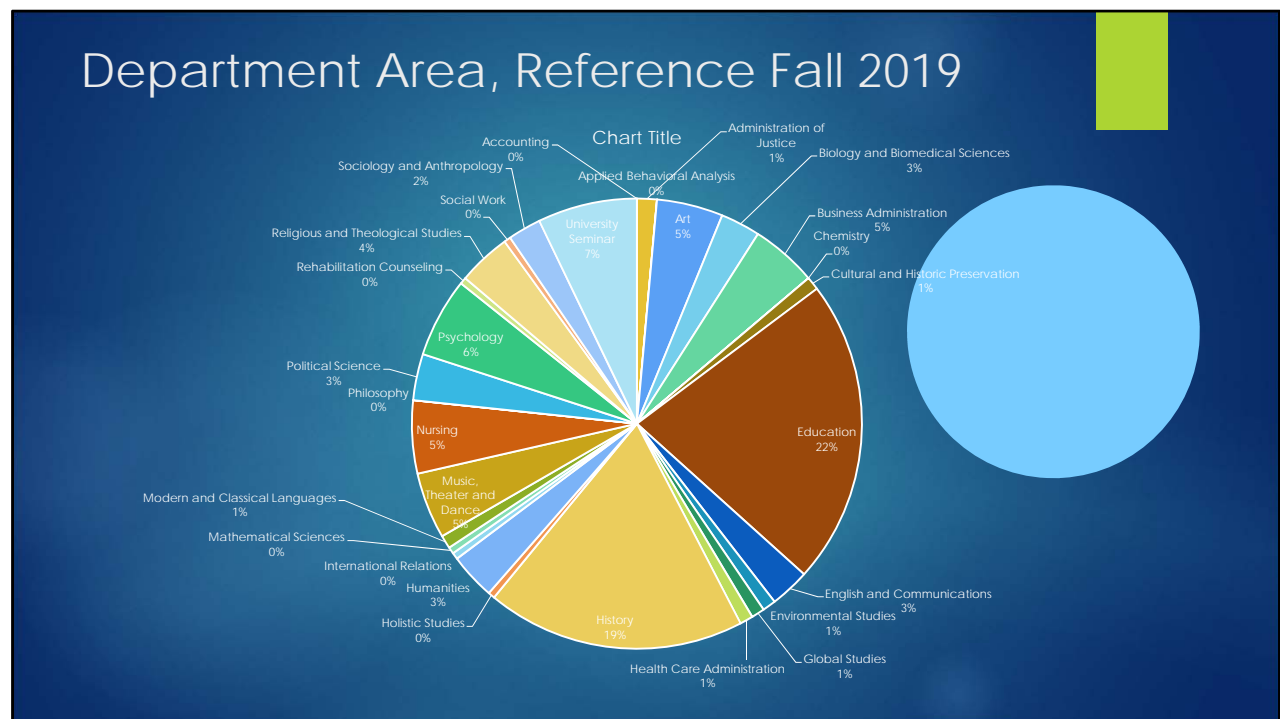
We saw a remarkable increase in the percentage of Undergraduate Student patrons, up to 72% over previous years which were all in the 63% - 68% range. Graduate student, PhD student, and Faculty all decreased from previous Fall semesters.



The duration of Reference questions in Fall 2019 showed the following distribution: 41% of questions were 5 minutes or less in duration, 36% were 6 – 20 minutes, 17% were between 21 minutes and 1 hour, and 6% were over 1 hour in duration. Compared to the break-down of question duration in all service transactions, we are generally spending more time answering reference questions than other types of questions.

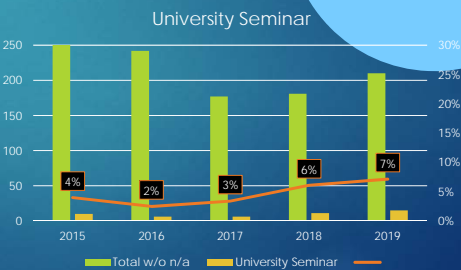
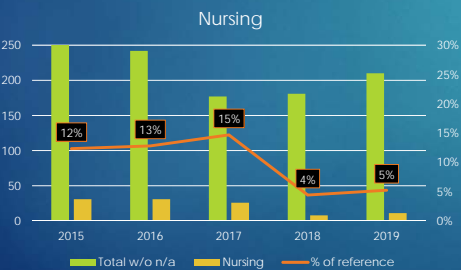
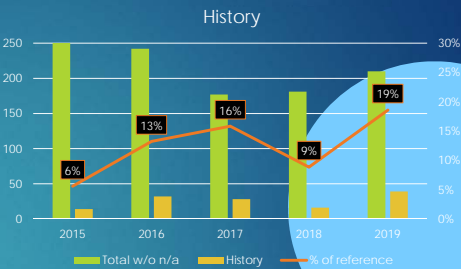
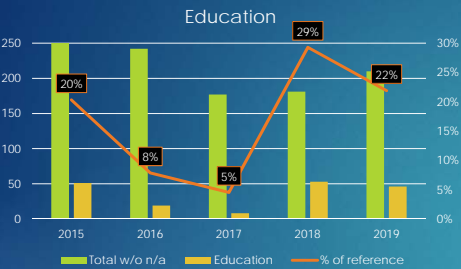


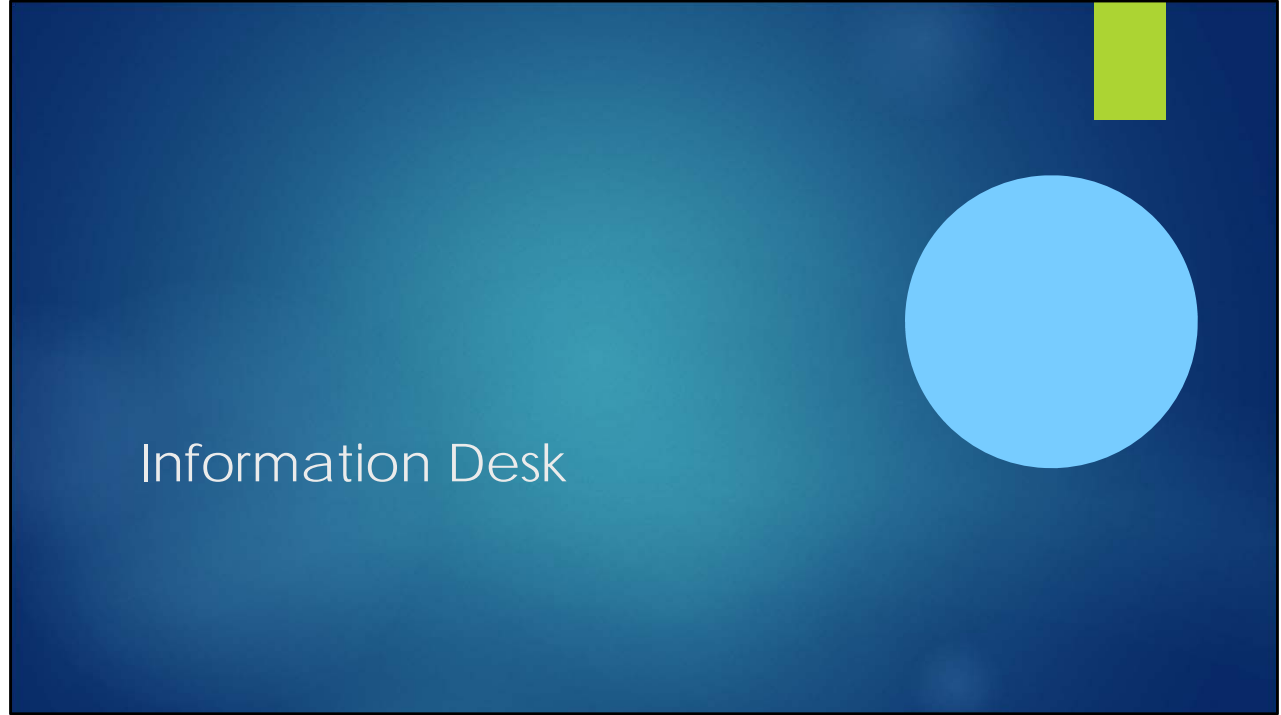
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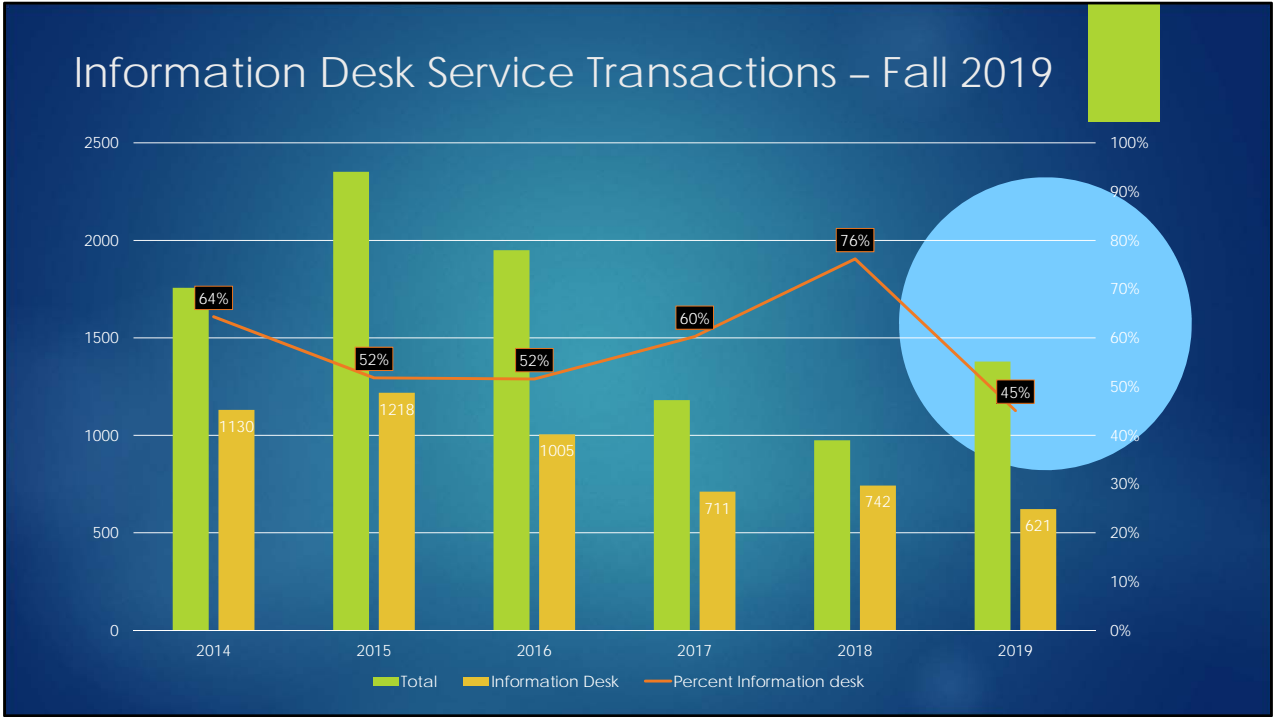


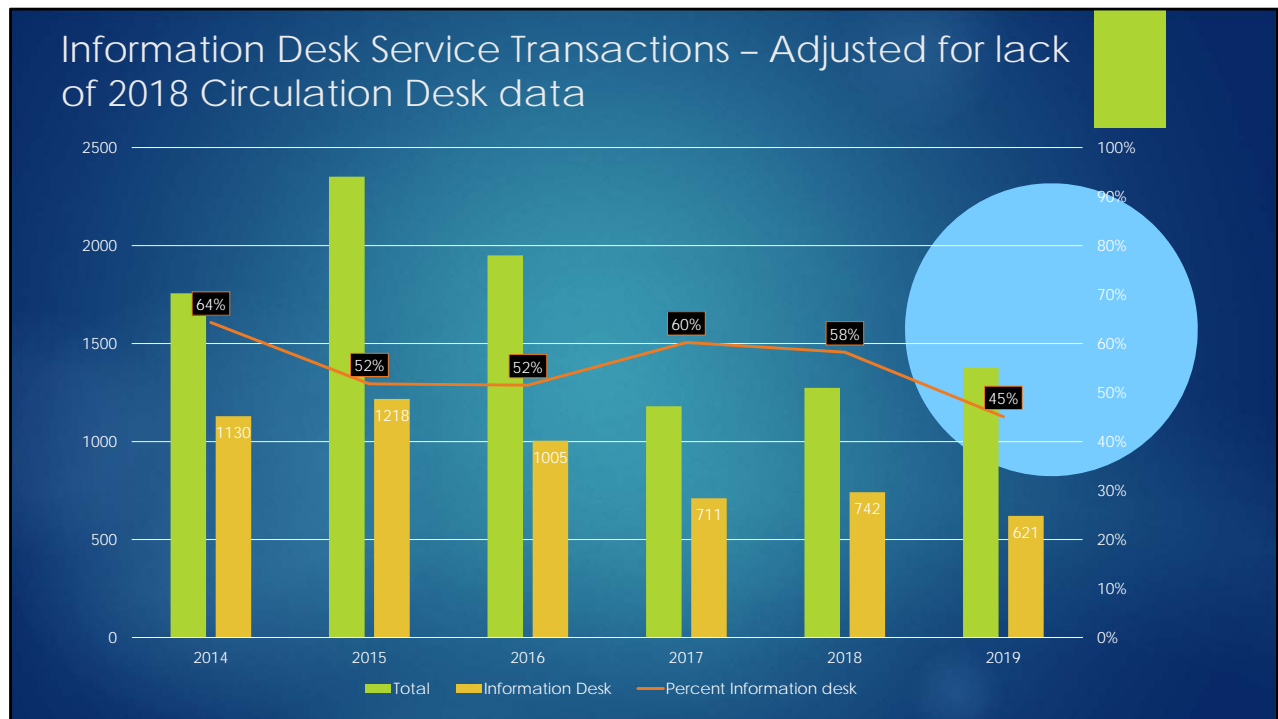
The Department Area of the reference question being asked is recorded only about 40% of the time, so the following analysis only applies to 40% of reference questions. The major department areas of reference questions in Fall 2019 were Education (22%), History (19%), University Seminar (7%), Psychology (6%), Art (5%), Business Administration (5%), Nursing (5%), and Music, Theater, and Dance (5%). It is important to note that knowing the department area for a reference question often depends on knowing the patron personally, and is often difficult to record for very brief reference questions.

Trends – Education, History, Nursing, and UNV

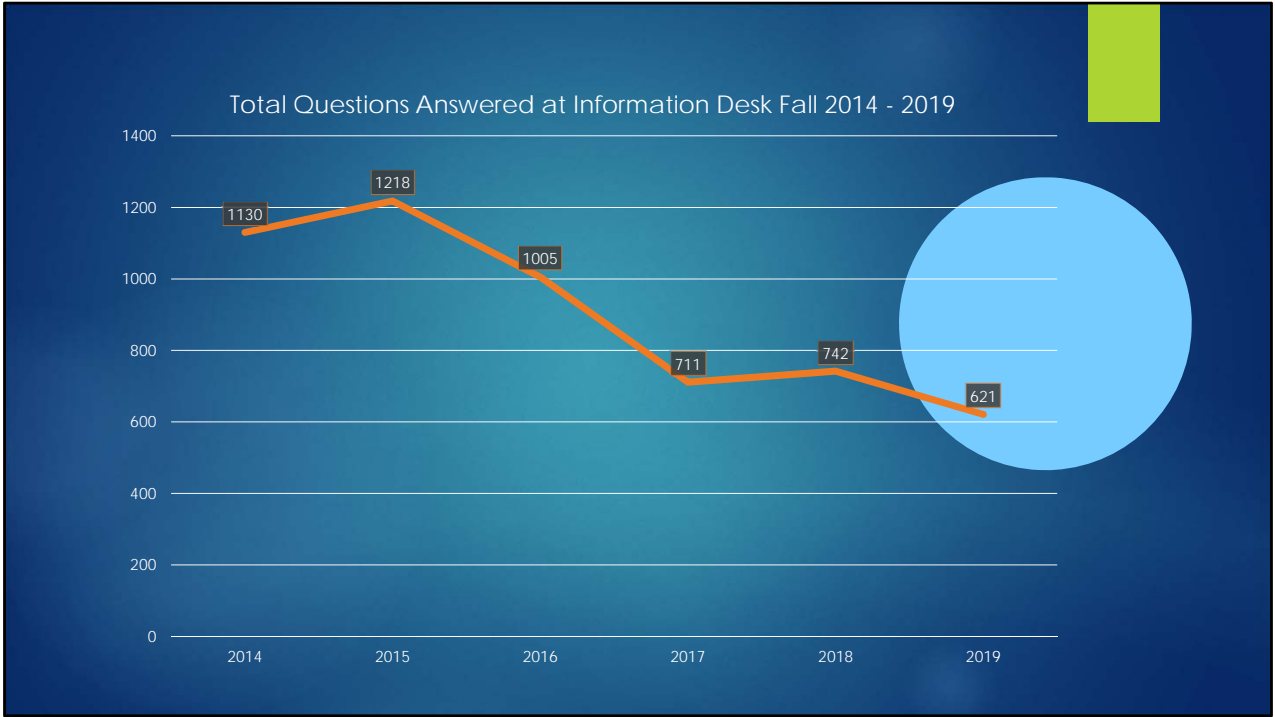




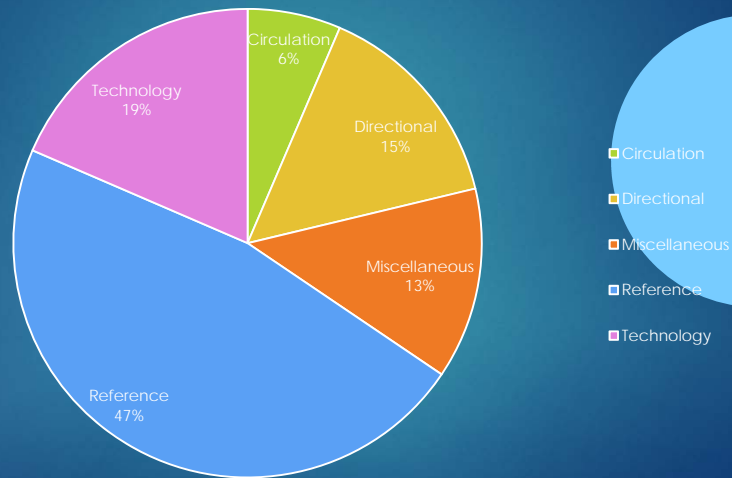




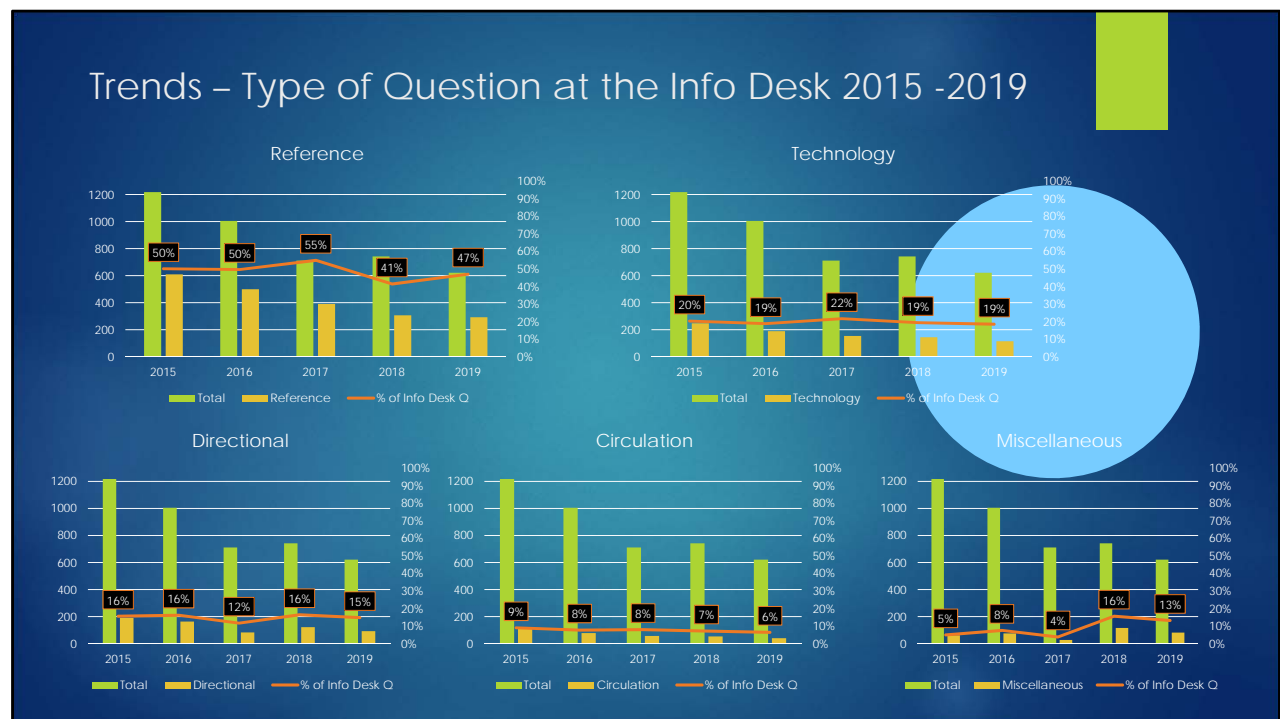
In Fall 2019, 621 of 1399 (45%) service transactions occurred at the information desk. This is both the lowest percentage and total number of service interactions to occur at the information desk in the last six years of data keeping. Correcting for the lack of data collection at the Circulation Desk in Fall 2018, Fall 2019 saw a drop of over 10 percentage points from Fall 2018, from 58% to 45%. There has been an overall downward trend in the total number of service transactions occurring that the information desk, as well, dropping from 1,218 transactions in Fall 2015 to 621 transactions in Fall 2019.



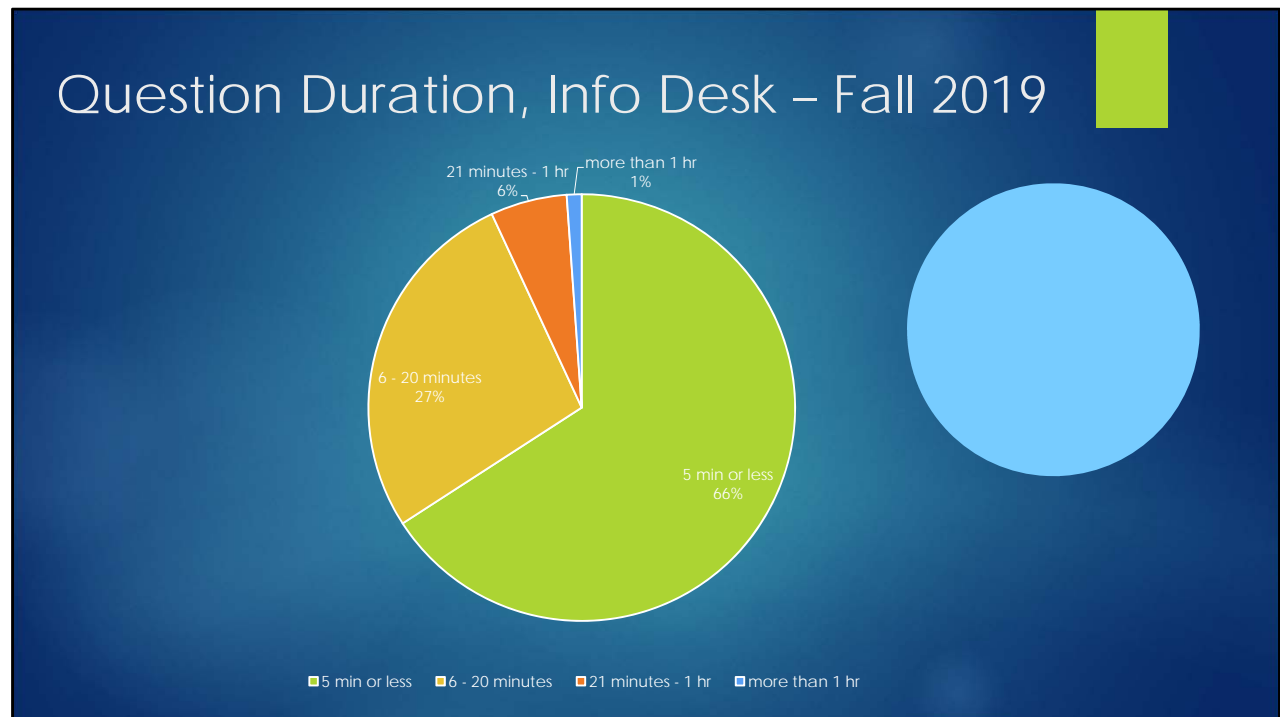
Type of Question, Info Desk – Fall 2019



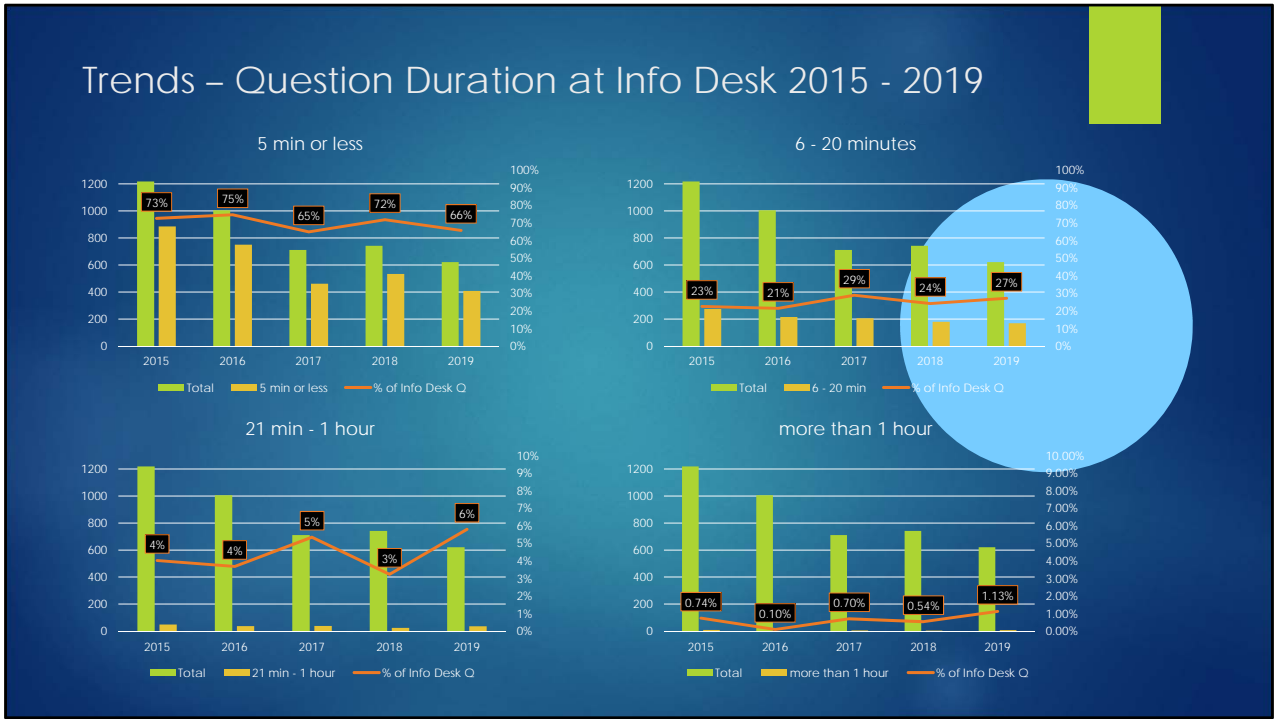
In the Fall of 2019, 47% of service transactions at the Information Desk were reference questions, 19% were technology questions, 15% were directional, 6 % were Circulation, and 13% were miscellaneous.



Fall 2019 saw an increase in the percentage of questions coded “Reference,” from 41% in Fall 2018 to 47%, although this is still lower than the average percentages from 2015 – 2017, in the 50% range. The percentage of technology questions asked at the Info Desk stayed about steady with previous years, as did directional questions. We’ve seen a steady decrease in circulation questions asked at the Info Desk in the last five years, going from 9% of questions in 2015 to 6% in 2019. Miscellaneous questions, at 13% in Fall 2019, saw a slight drop from 16% in Fall 2018, but the last two years have had double the percentage of miscellaneous questions as 2015 – 2017.

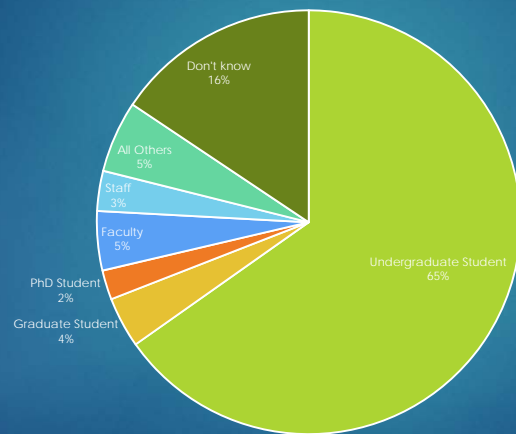


In the Fall of 2019, 66% of questions asked at the Information Desk lasted 5 minutes or less, 27% lasted 6 – 20 minutes, 6% lasted 21 minutes – 1 hour, and 1% lasted more than 1 hour.

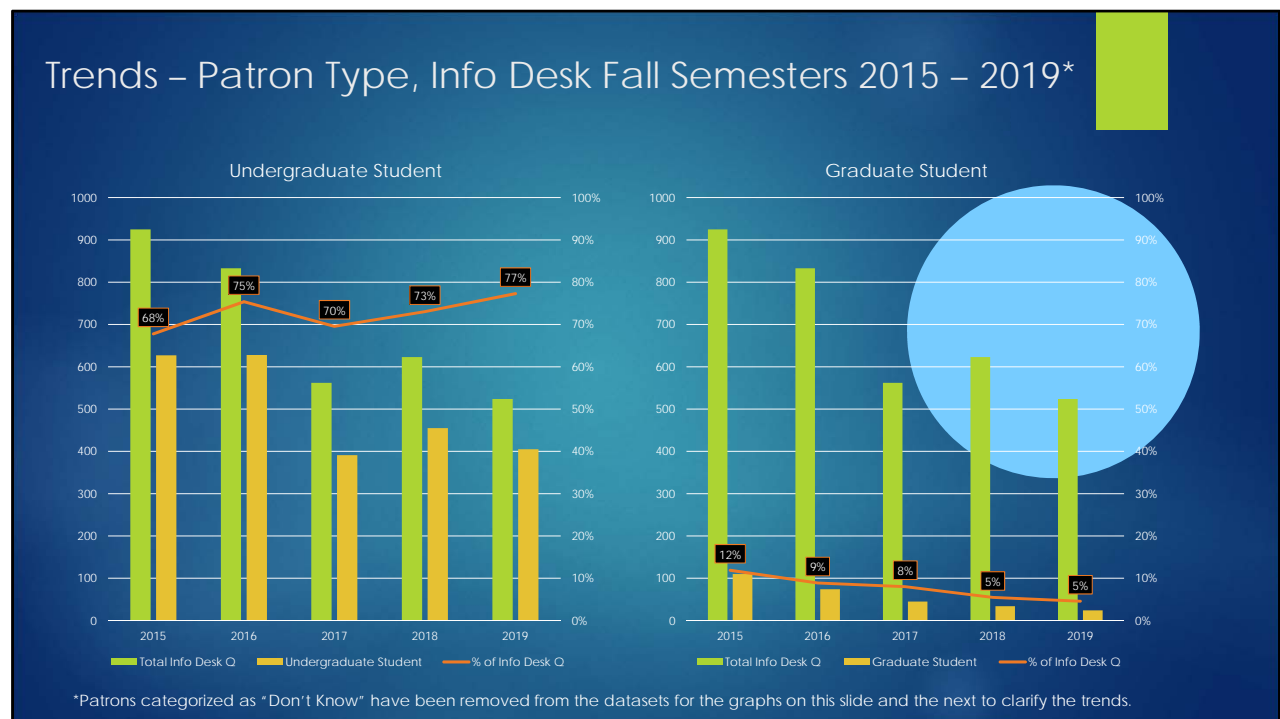


There was a decrease in the percent of questions lasting 5 minutes or less and an increase in all other question durations. So, although we are getting fewer questions overall at the Information Desk, we are spending more time answering them.

Patron Type, Info Desk Fall 2019

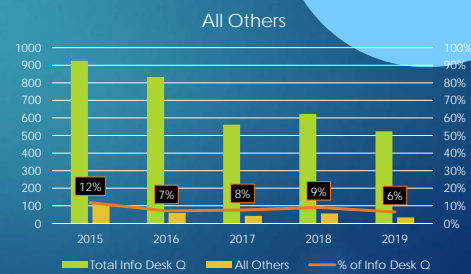
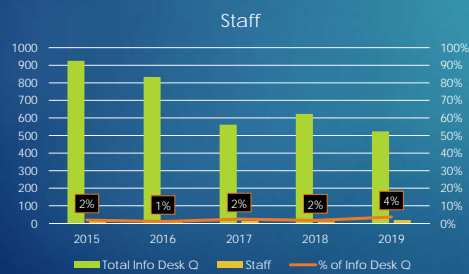
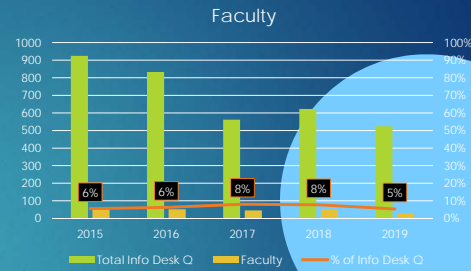
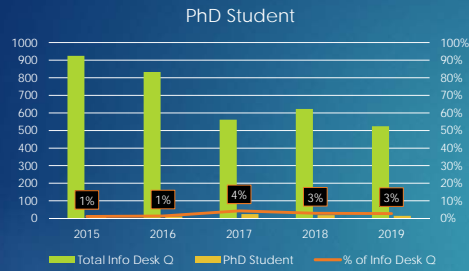


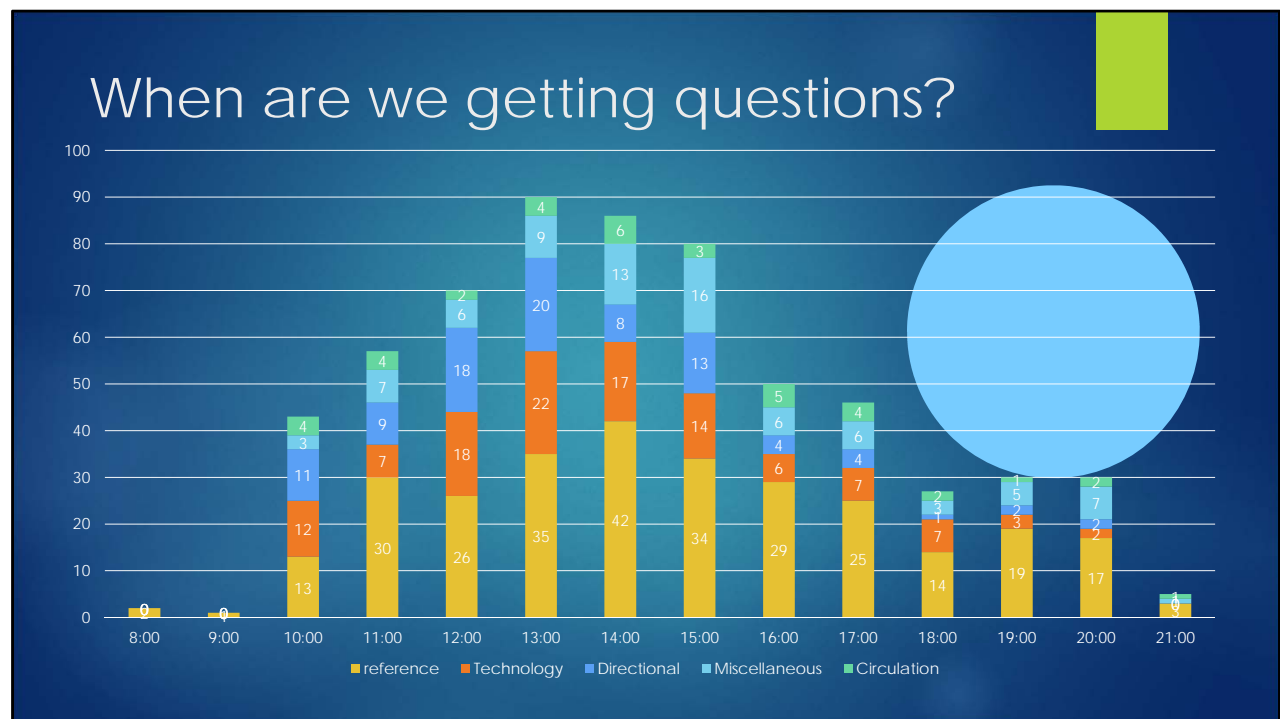
We see similar distributions and trends of patron types at the Information Desk as we see in Reference Transactions and all Service Transactions in Fall 2019; 65% Undergraduate Students, 4% Graduate Student, 2% PhD Student, 5% Faculty, 3% Staff, 5% All Other Patron Types and 16% “Don’t Know.”



There has been a steady increase of the percentage of Undergraduate Students asking questions at the Information Desk, and a decrease in percentage and total numbers of all other types of patrons, except Staff, where there has been a slight increase.

Trends – Patron Type, Info Desk 2015 – 2019, cont.





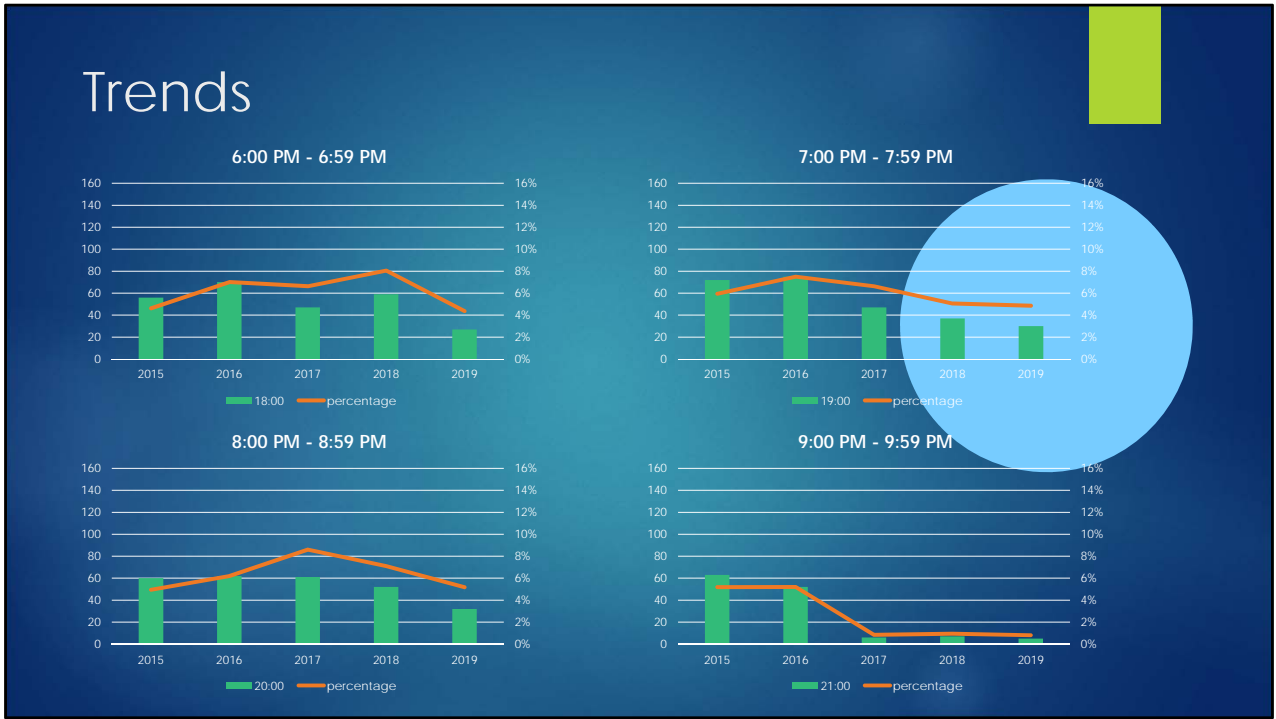
Throughout the course of the day, we see the heaviest traffic of questions at the Information Desk between 1:00 PM and 4:00 PM. There is a drop in questions between 4:00 PM and 6:00 PM, the fewest questions are asked between 6:00 PM and 7:00 PM, then there is a slight increase between 7:00 PM and 9:00 PM.



Since 2015, the percentage of questions asked in a day at the Information desk has been fairly steady between 10:00 AM and 1:00 PM, there has been a marked increase in the percentage of questions asked between 1:00 PM and 6:00 PM, and the percentage of questions asked between 6:00 PM and 9:00 PM has been steadily falling.



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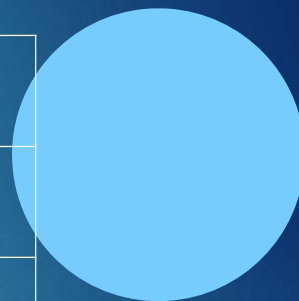


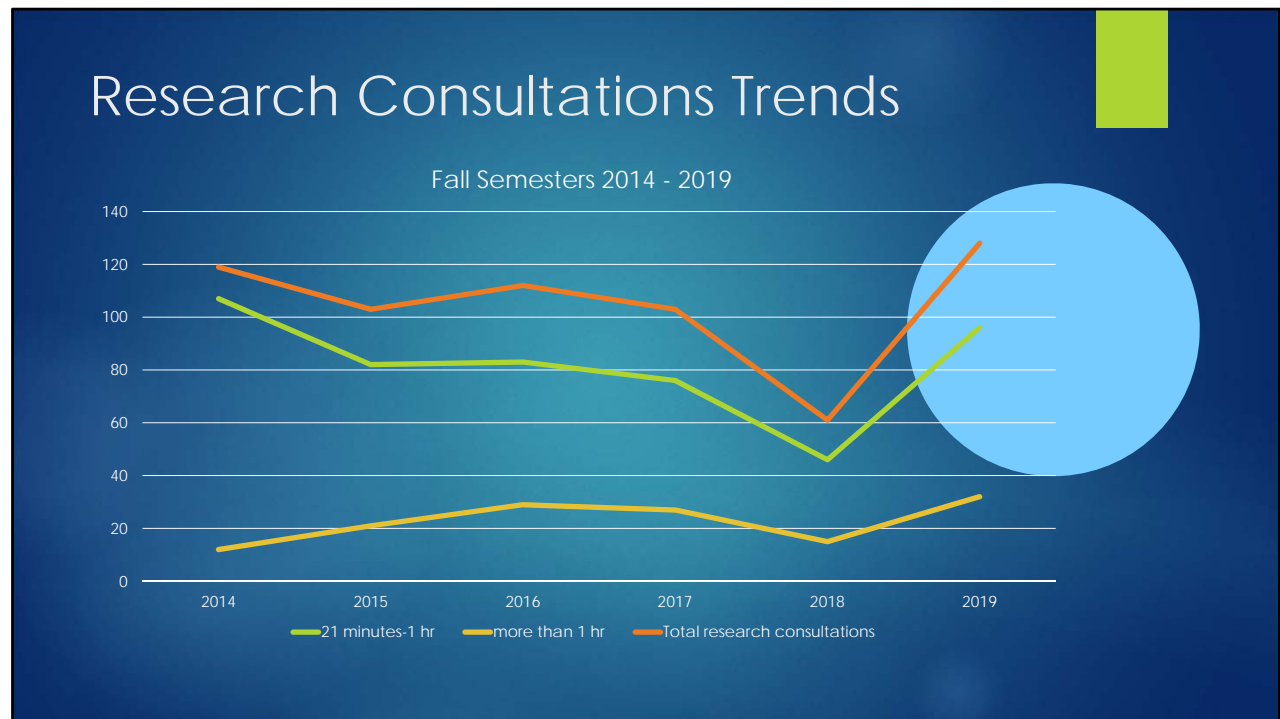
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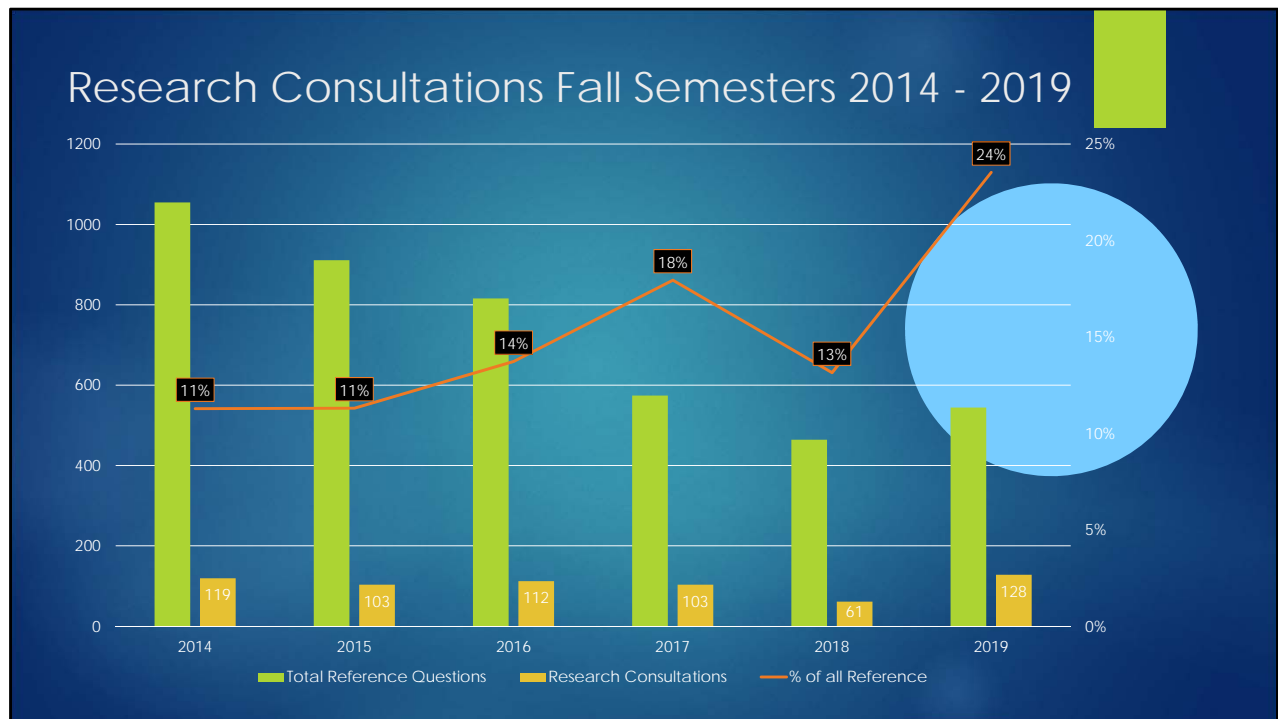


Research Consultations – Fall 2019

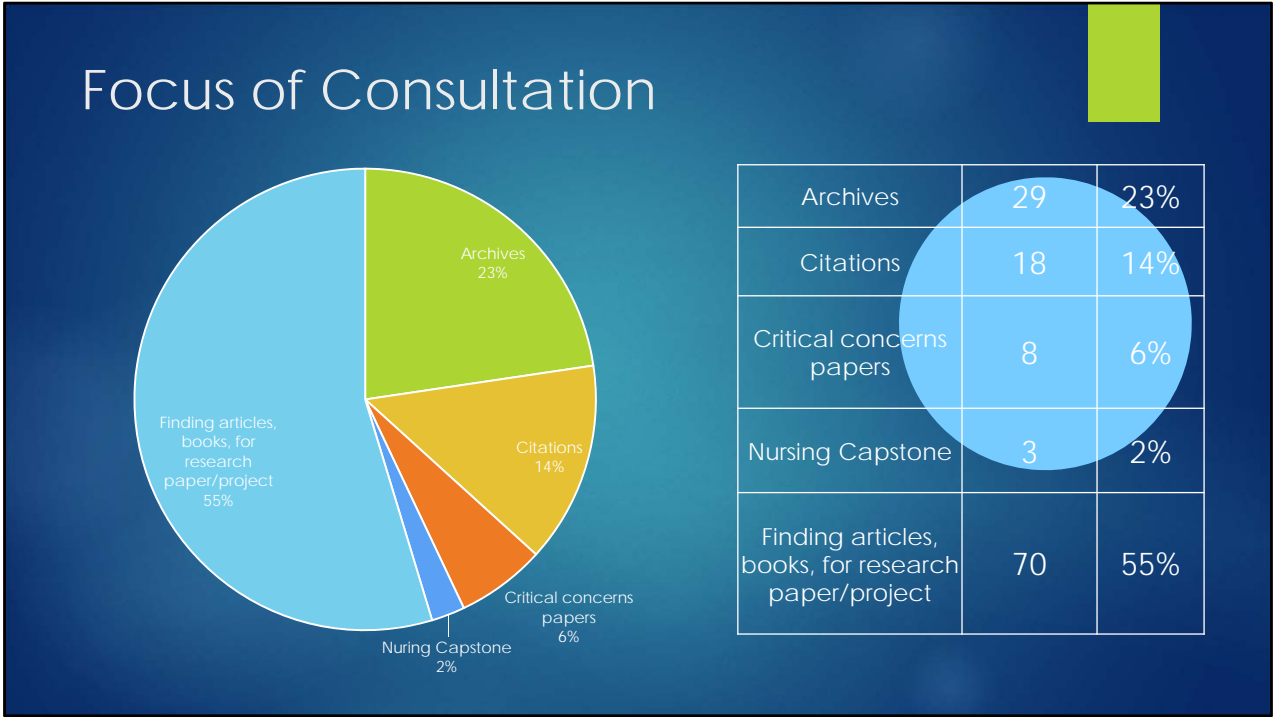
| | |
|------------------------------|-----|
| 21 minutes-1 hr | 96 |
| more than 1 hr | 32 |
| Total research consultations | 128 |



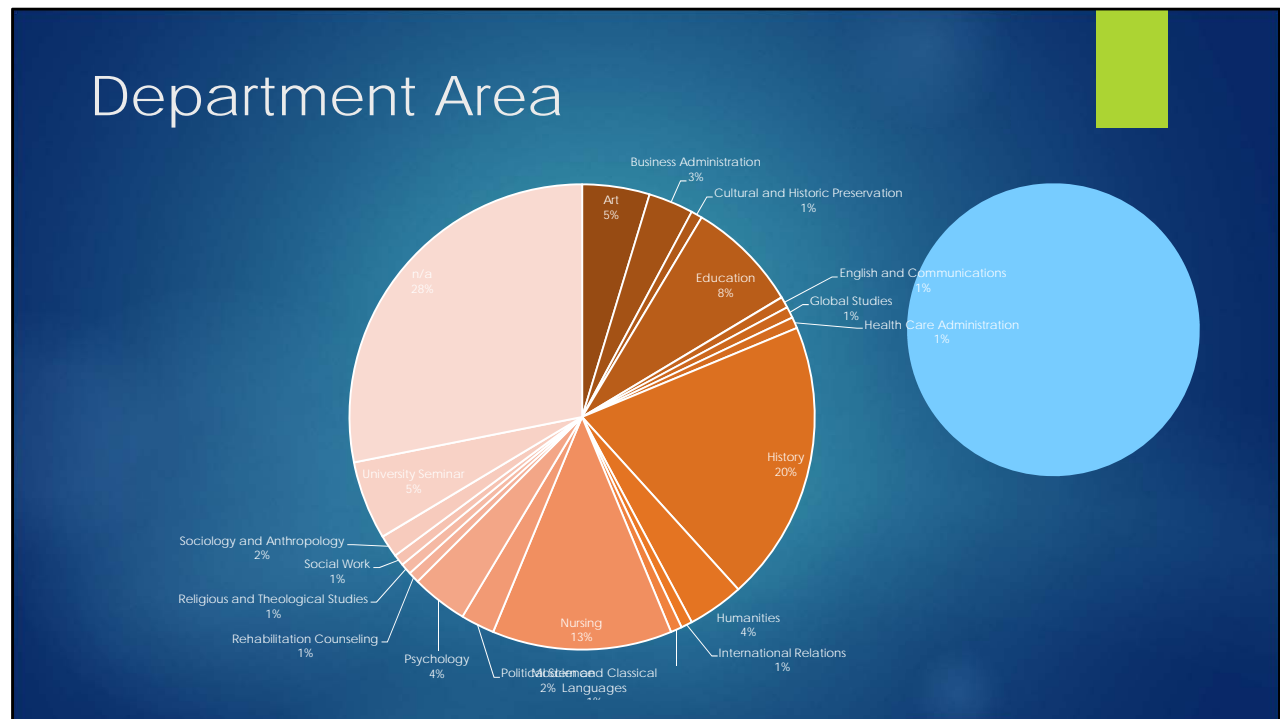




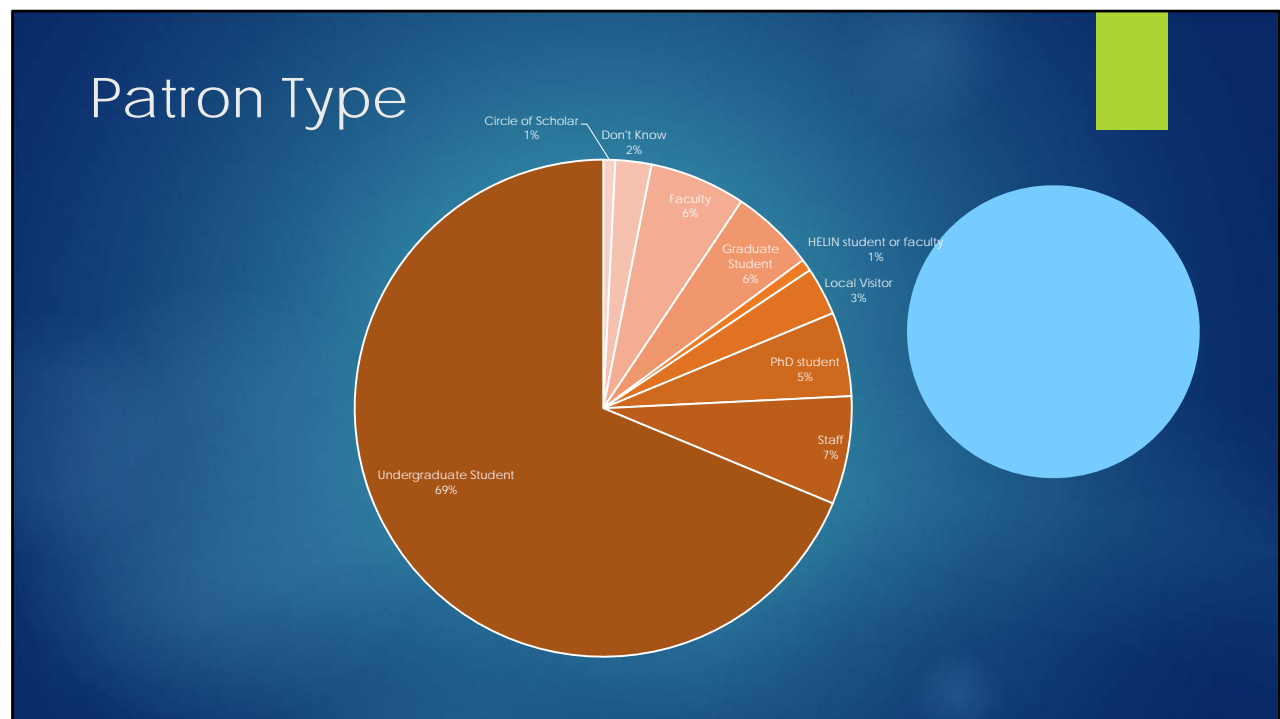
Any Reference question coded as “21 minutes – 1 hour” and “more than 1 hour” in duration was included in the dataset used to analyze “Research Consultations.” A more clear definition of this type of transaction is needed, and I recommend that a subcategory be added to the service transaction form to denote that a reference question was a research consultation. The Fall 2019 semester saw 128 total research consultations, the highest total number of research consultation since data keeping began in 2014. Research consultations accounted for 24% of all Reference Transactions in Fall 2019.



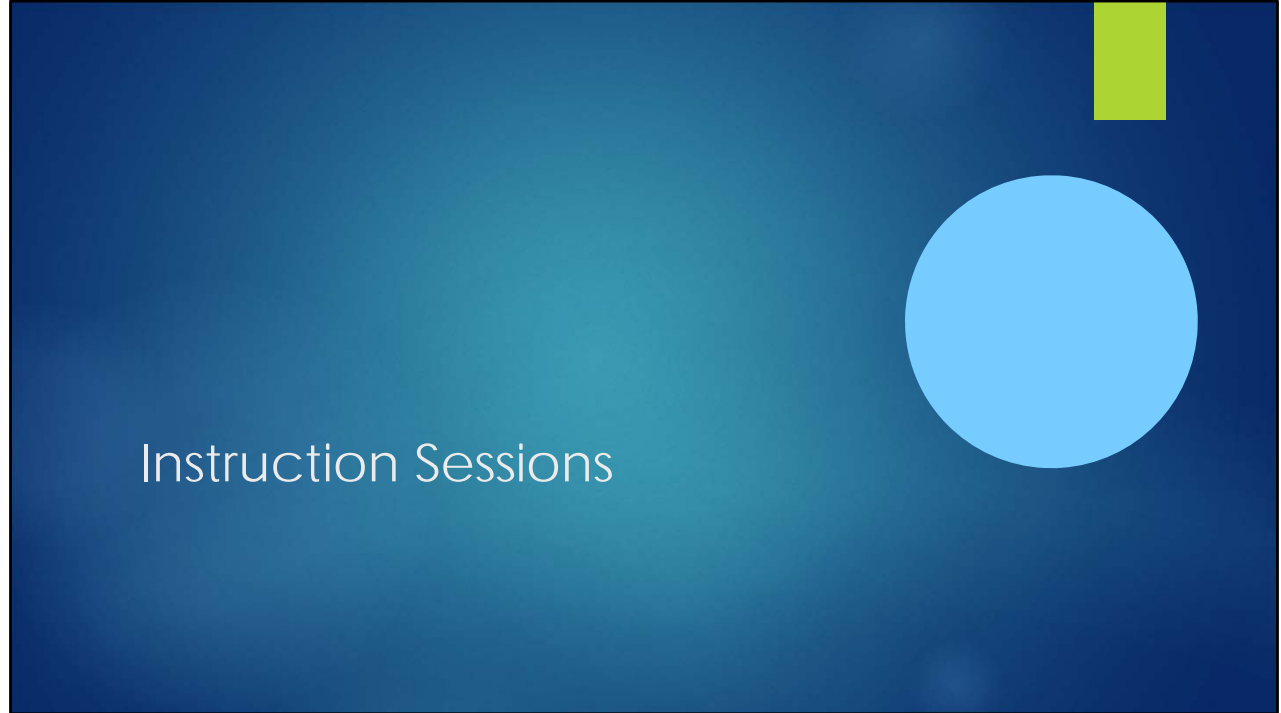
Research consultations focused on: general help finding resources for research paper/projects (55%), archives (23%), citations (14%), Critical Concerns papers (6%), and nursing capstone projects (3%).

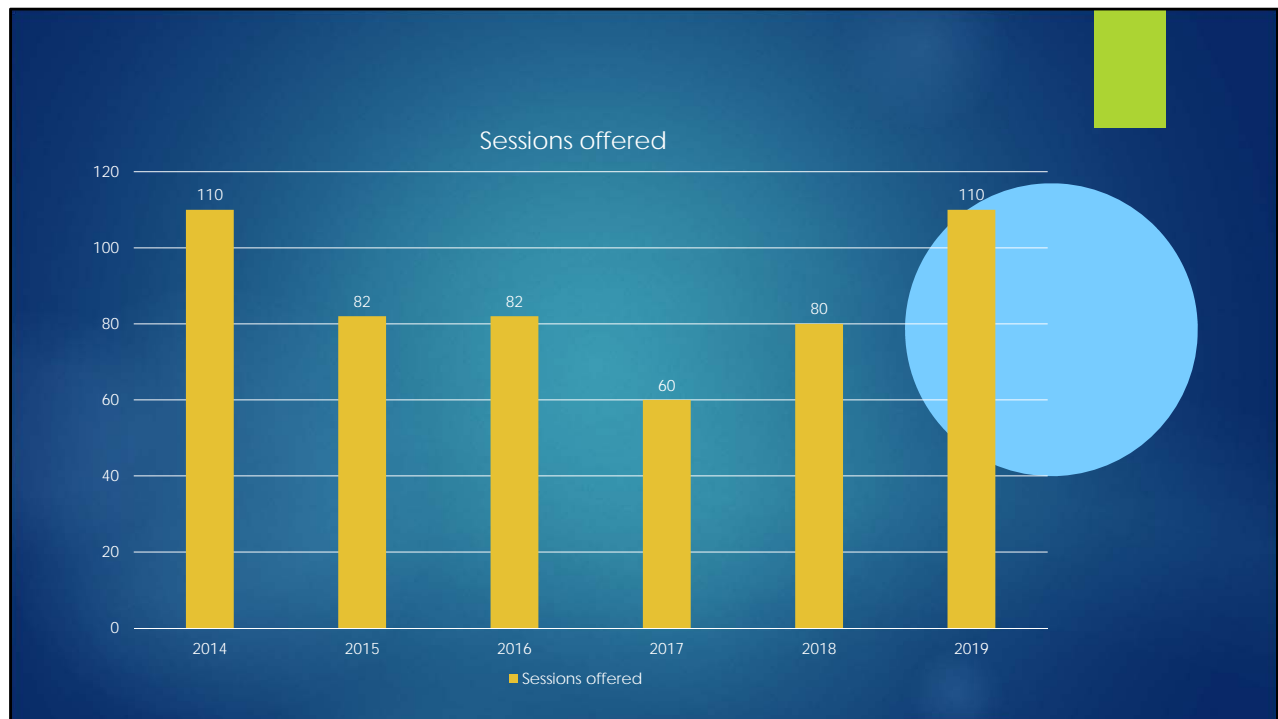


Several different department areas were represented in the research consultations, the most common being History (20%), Nursing (13%), Education (8%), University Seminar (5%), and Art (5%). 28% of research consultations did not have a department area designated, though, which seemed to be a significant amount of research consultations not to know within which department area we were helping a patron.

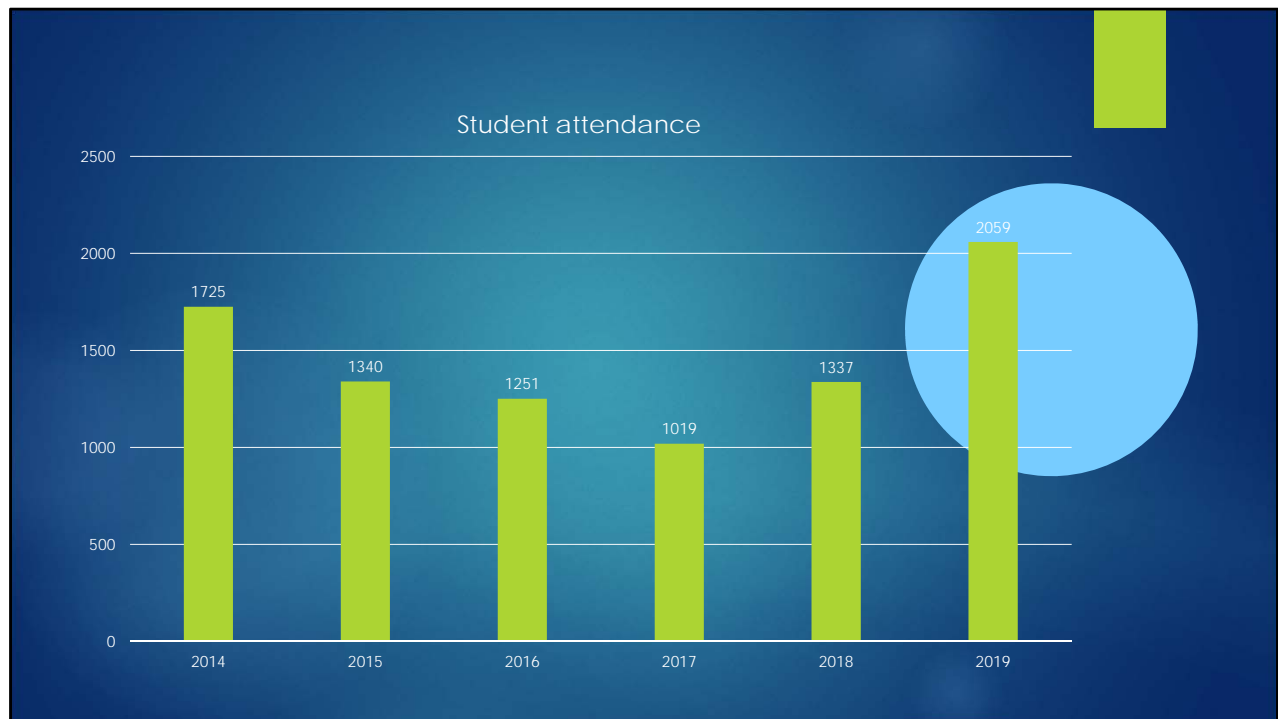


It is remarkable to note that nearly 70% of the research consultations were held with Undergraduate Students, which is a higher representation of this patron type than in reference questions and information desk questions. The percentage of Graduate, PhD, Faculty, and Staff patrons were a little higher in their representations than in previous sections, all between 5 – 7%.

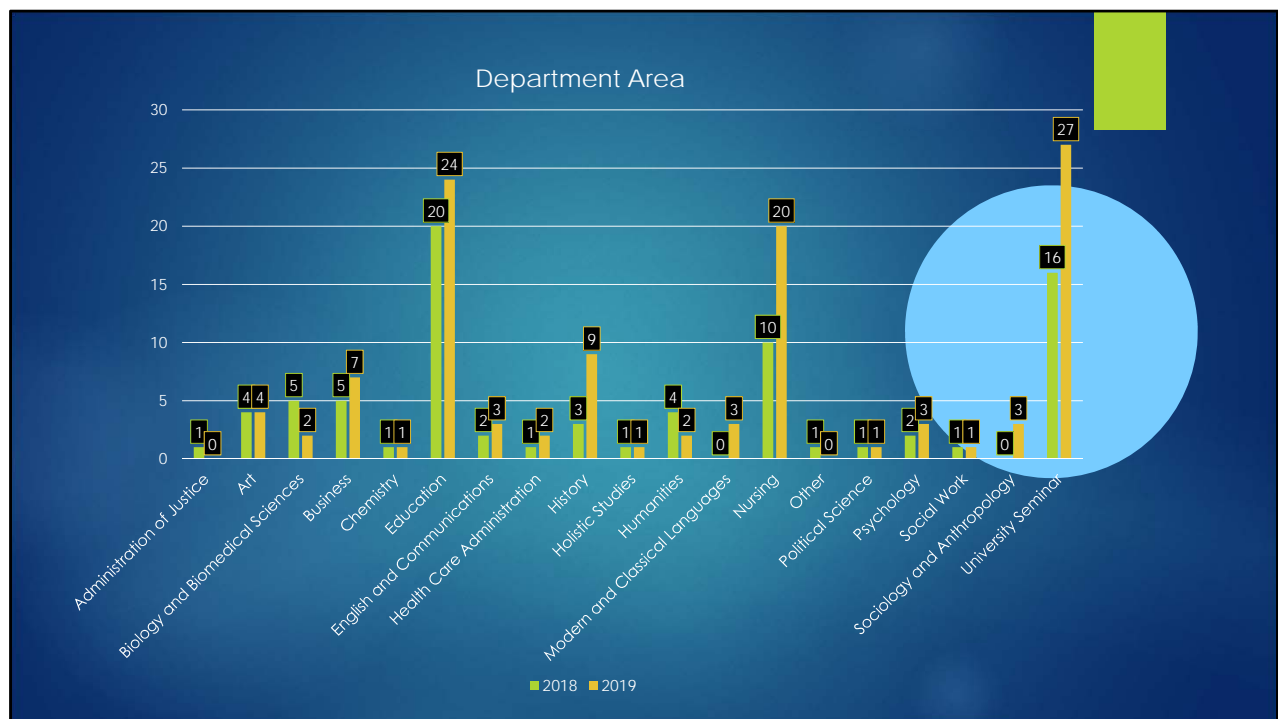




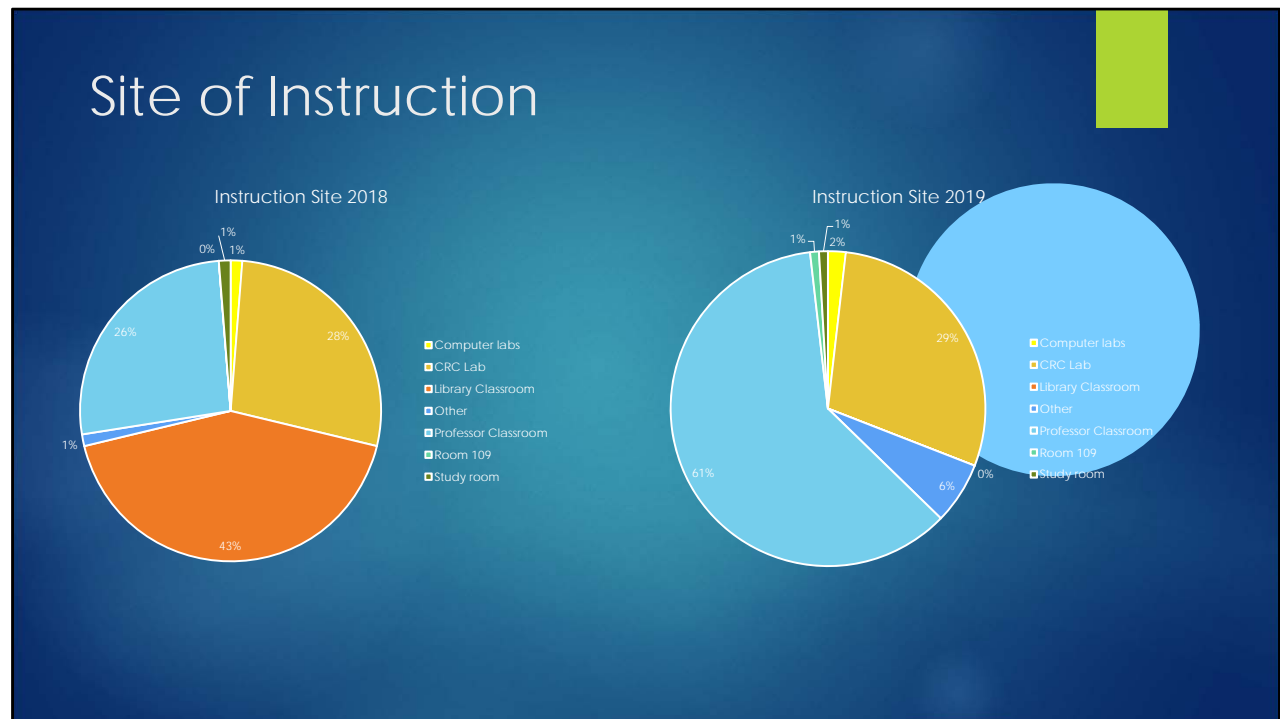
In the Fall Semester of 2019, Librarians taught 110 instruction session. This is a dramatic increase over the number of sessions offered between Fall 2015 and Fall 2018, and is the same number of sessions taught in Fall 2014.



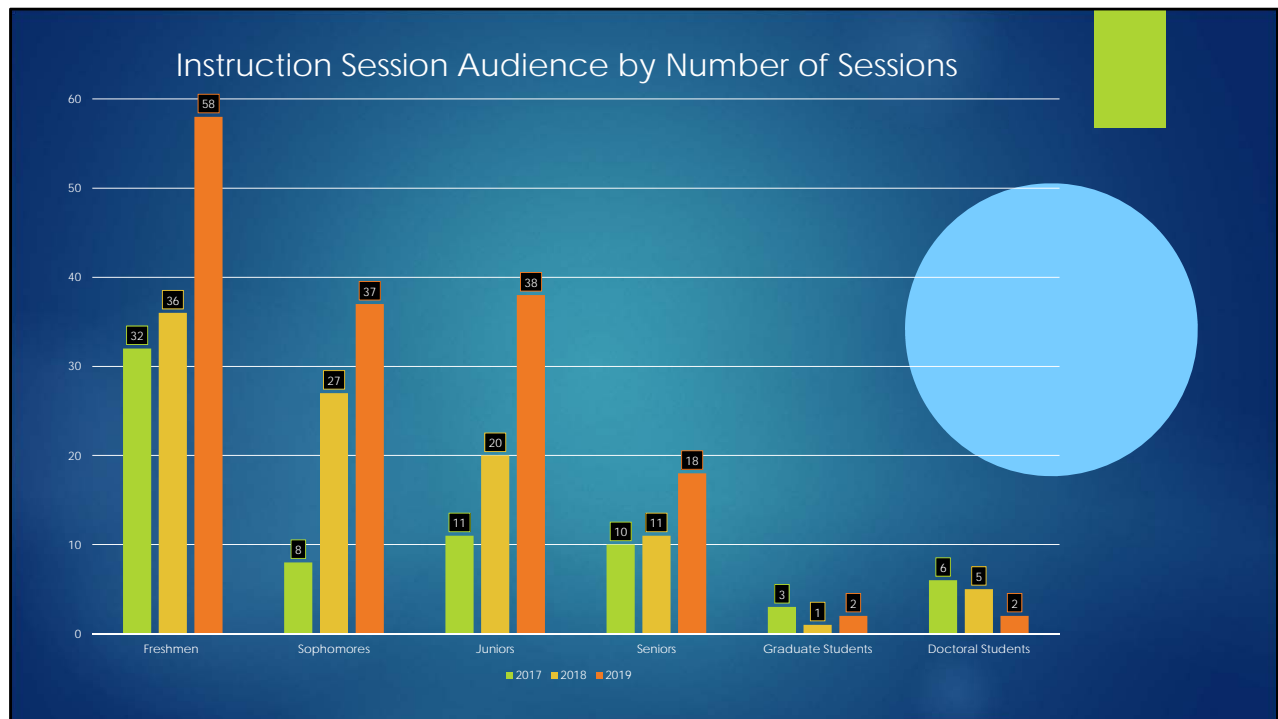
In the instruction sessions librarians taught in Fall 2019, they reached 2,059 students. It is interesting to note that librarians reached more students in 2019 in the same number of sessions as 2014; in the 110 sessions in 2014, there were a total of only 1,725 students in attendance.



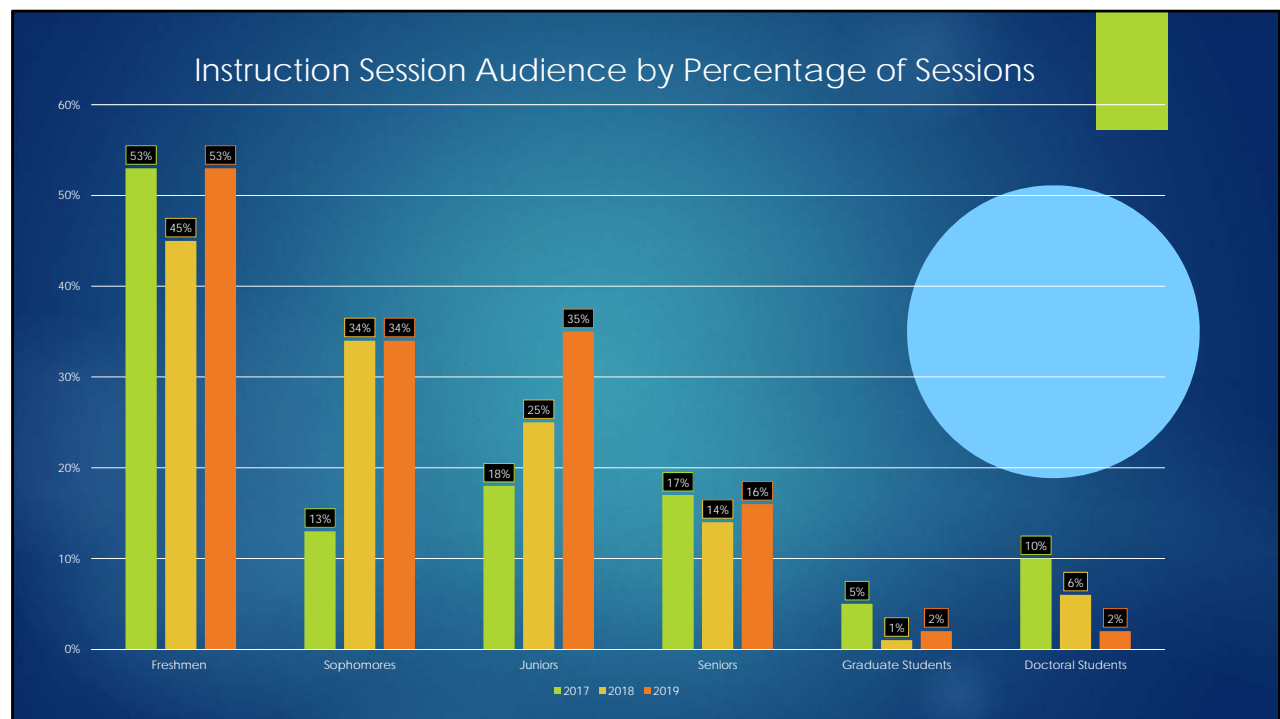
The heaviest concentration areas of instruction sessions by academic department were Education, Nursing, and University Seminar. Fall 2019 continued the trend of increases in instruction sessions in these areas: Education had 24 sessions, up from 20 in 2018, Nursing had 20 sessions, up from 10 in 2018, and University Seminar had 27 sessions, up from 16 in 2018.



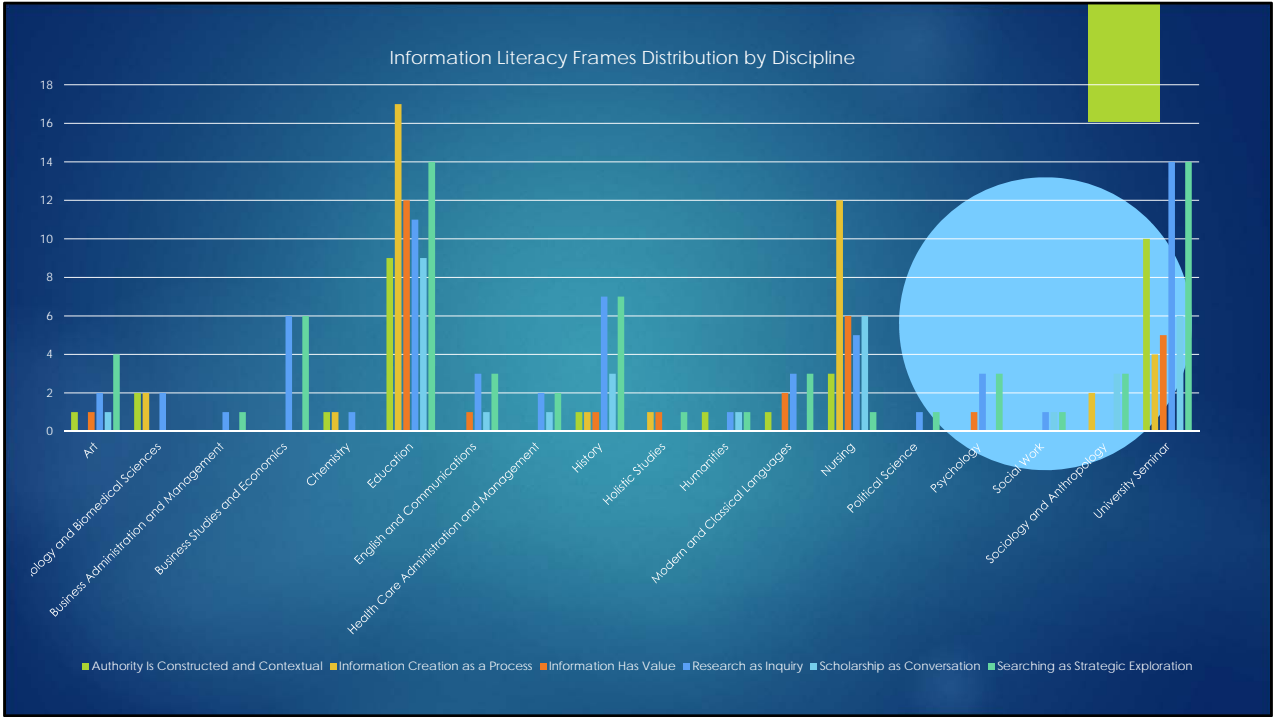
A notable change in instruction this semester was the site of the instruction sessions, which, as a result of the construction of a café in the former library instruction classroom space, have shifted to the professors' classrooms. The bulk of this year's instruction sessions occurred in a professor's classroom (67 sessions, 61%) or in the CRC lab space (31 sessions, 28%). Although the total number of sessions held in the CRC lab increased significantly from Fall 2018 to Fall 2019, the percentage of all sessions held steady at 28%. We can conclude that our adaptation to the loss of the library instruction classroom has been to move the site of instruction to the professors' classrooms.



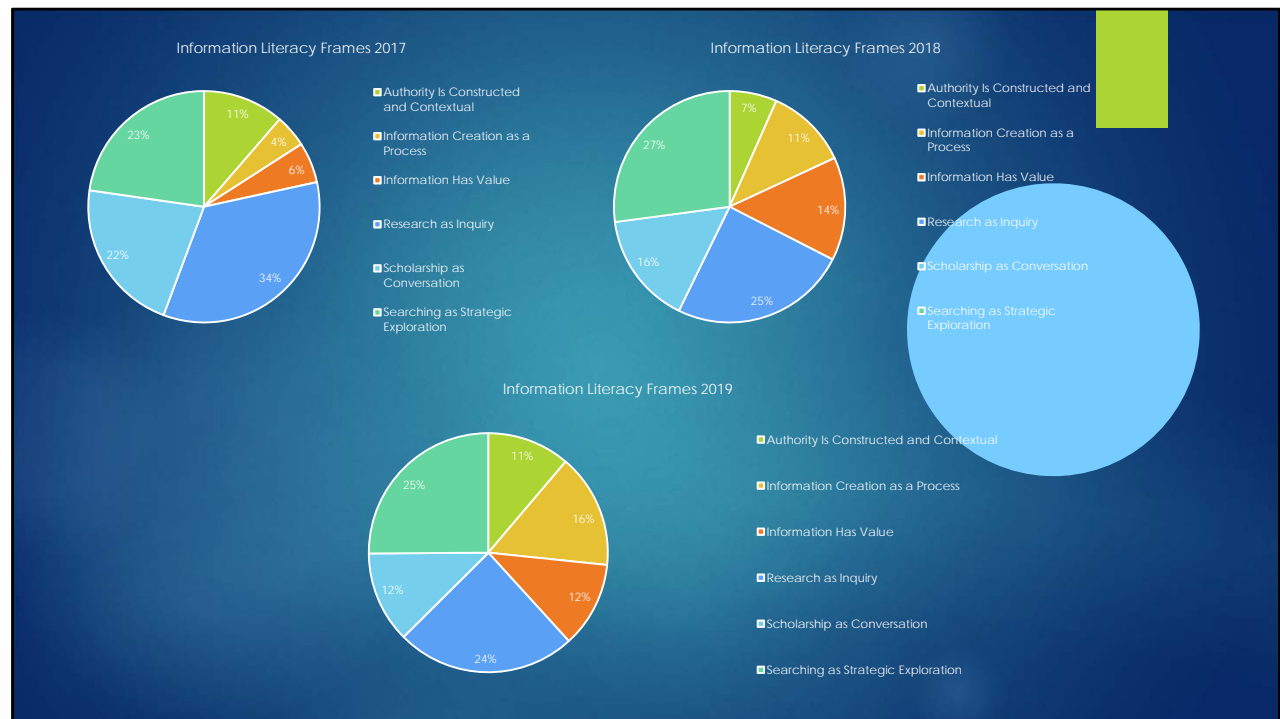
The “Audience” category of instruction statistics tracks the classification of students in attendance at the session. Since students of different classifications may attend a single instruction session, the statistics shown here are the number of courses in which freshmen/sophomores, etc. were present. Since the total number of instruction sessions we offered in Fall 2019 increased, we saw increases in the number of instruction sessions offered to students of all classifications, freshmen through senior and graduate students, with the exception of doctoral students, to who we offered fewer instruction sessions than previous years.



Proportionally, freshmen were present at 53% of our instruction sessions, an increase from 45% in Fall 2018, and the same as Fall 2017. Sophomores were present at 34% of our instruction sessions in Fall 2019, which was the same as Fall 2018 but a dramatic increase from just 13% of sessions in Fall 2017. The presence of Juniors at instruction sessions has increased steadily over the past three years, with Juniors attending 35% of instruction sessions, up from 25% in Fall 2018 and 18% in Fall 2017. The percentage of instruction sessions attended by Seniors has remained relatively constant over the last three years, between 14% and 17%. The percentage of instruction sessions reaching graduate students and doctoral students has decreased over the last three years. 2% of instruction sessions involved graduate students in Fall 2019, down from 5% in 2017, and 2% of sessions reached doctoral students in Fall 2019, down from 10% in 2017.



Though somewhat broad in its brush strokes, I think we can draw some insight from the information literacy frames which apply to instruction session content. When we look at information literacy frames by the discipline for which the instruction session was taught, we can see an emphasis on different frames by discipline. In Education instruction sessions, the three most emphasized information literacy frames were Information Creation as Process, Searching as Strategic Exploration, and Information Has Value. Compare this with the most frequently covered information literacy frames in University Seminar Sessions: Research as Inquiry, Searching as Strategic Exploration, and Authority is Constructed and Contextual.



Additionally, we can see a change in emphasis on different information literacy frames over the past three Fall semesters. In 2017, there was a strong emphasis on Research as Inquiry 34%, Searching as Strategic Exploration 23%, and Scholarship as Conversation 22%, and less emphasis on the other three frames. Over the course of 2018 and 2019, we see the emphasis on each of the frames even out in proportion; there is still a strong emphasis on Research as Inquiry and Searching as Strategic Exploration, but Authority is Constructed and Contextual, Information Creation as a Process, and Information Has Value all expand their share of the focus in instruction sessions.

