USFT Copyright and Intellectual Property Services Assessment

USF Libraries

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Library Assessment & Impact

1. First Name: ___LeEtta_________ Last Name: _____Schmidt_______

2. Email Address: lmschmidt@usf.edu

3. Campus: __Tampa__ Library Unit: __DSS____ Department: __________

4. Title of Assessment [name of project or course-include prefix and number]:
   Copyright and Intellectual Property Services Assessment

5. Assessment Category: _____Collections   __X__ Services   ___Facilities/Equipment

6. Assessment Time Period: FY2021

7. Audience/Population: Undergraduates, Graduates, Staff, Faculty, and other

8. What is the purpose of the assessment? [max: 500 words]
   Please address the following points as appropriate:
   a) What problem are you trying to solve?
   b) What service or function are you trying to improve?
   c) What criteria demonstrate success?
   d) What is the anticipated impact?

Data collected on copyright questions received and consultations delivered is used to track and continuously improve copyright and intellectual property services provided by the library. I am specifically trying to ascertain who is using the service, what types of information they most need, and what level of information they seek. This information informs my instructional efforts and helps me to develop new content for the Libraries’ copyright LibGuide and web portal with a goal of providing immediate answers the most common and basic questions. I hypothesize that by making the answers to common questions available at time of need on library web pages, the use of the web pages will increase and the number of those specific questions to me will decrease. Eventually, I expect that by providing the answers to all basic questions, the questions that I receive directly will be more complex on average.

The information I collect also tells me who is not using the service, e.g. departments and patron statuses, indicating areas where I can concentrate outreach efforts. Changes in
the statistics I collect, i.e. department and statuses of patrons, will indicate to me whether targeted outreach has been effective.

9. Please check off any PBF or Preeminence metrics to which this activity correlates:

<table>
<thead>
<tr>
<th>PBF metrics</th>
<th>Preeminence Metrics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percent of Bachelor’s graduates employed or continuing education</td>
<td>Average GPA and SAT score</td>
</tr>
<tr>
<td>Median wages of graduates employed full time</td>
<td>Top 50 rankings</td>
</tr>
<tr>
<td>Average cost to students</td>
<td>Freshman retention rate</td>
</tr>
<tr>
<td>Four-year graduation rate</td>
<td>Four-year graduation rate</td>
</tr>
<tr>
<td>Academic progress rate</td>
<td>National Academy memberships</td>
</tr>
<tr>
<td>Bachelor’s degrees awarded in areas of strategic emphasis</td>
<td>Science and engineering research expenditures</td>
</tr>
<tr>
<td>University access rate</td>
<td>Non-Medical science and engineering research expenditures</td>
</tr>
<tr>
<td>x Graduate degrees awarded in areas of strategic emphasis</td>
<td>Disciplines ranked in top 100 for research expenditures</td>
</tr>
<tr>
<td>Percent of BAs awarded without excess hours</td>
<td>Utility Patents awarded</td>
</tr>
<tr>
<td>Six-year graduation rate</td>
<td>x Doctoral degrees awarded annually</td>
</tr>
<tr>
<td></td>
<td>Number of post-docs appointed</td>
</tr>
<tr>
<td></td>
<td>Endowment size</td>
</tr>
</tbody>
</table>

10. Assessment Methodology and Data Points:

Recorded in Smartsheet: Time/date, status, method of contact, department, question topic, resolution, request type, complexity, time taken, campus, referral (other person/library system)

Data from Smartsheet are routinely exported and analyzed in PowerBI; access to which is open on request.

Web and guide metrics: visitor/hit count, referral (web pages)

A feedback survey, based on a Project Outcome template, is sent to ETD graduates and includes the questions:

- I learned something new that will help me with my thesis/dissertation or project
- I feel more confident about my ability to complete my thesis/dissertation
- How did you first learn about copyright services at the USF Libraries?
- What did you like most about this service?
What else could the USF Libraries do to help you with your research?
Are you working towards your Masters or PhD?

11. Schedule/plan:

These statistics are maintained constantly in Smartsheet and analyzed annually. An additional feedback survey is sent at the end of each ETD submissions cycle (typically October, April and June) to gather qualitative evaluation of the service from graduates before they leave the university.

12. Expected outcomes:

I expect that by maintaining a constant assessment cycle for copyright and intellectual property services I will be able to identify trends in the use of copyrighted information on campus, exhibit how this library service effects and benefits the university, and improve the services to suit the changing needs of the university community.

Reviewed by:

Carol Ann Davis 8/30/2021
Supervisor

Aura Perry 8/30/2021
Planning & Accountability Coordinator

Carol Ann Davis 8/30/2021
Assistant/Associate Dean

[Post-assessment: See following pages]
COPYRIGHT SERVICES FY21

Copyright services received 249 questions during the 2021 fiscal year. This is a 16.5% increase from FY20, and surpassed the amount of questions received in FY19 as well.

Of the questions, 57 were consultations\(^1\), a 13% decrease from last year. Like the previous year, Engineering students and faculty asked the most questions of any department, followed by the Libraries, School of Humanities, and School of Sciences and Mathematics.

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\(^1\) Consultations are identified as a synchronous meeting either in person, phone, or virtual, or an exchange of emails that totaled more time than 30 minutes of librarian time.
Question complexity continued to be primarily ‘basic’ in FY21, and near equal to the range of question complexity seen in FY20 (complexity rubric in appendix 1).

![Question Complexity Graph]

Similar to previous years, the topic of theses and dissertations (ETD) made up the largest percentage of questions at 50% of all received. The next most common questions concerned copyright issues in teaching, and research and publishing activities, which rose in prominence from FY20.

![FY21 Question by Type Graph]
ETD GRADUATE SURVEY
The survey developed in FY2020, based on a template from Project Outcome², was delivered to graduate students at the end of each ETD submission cycle in July, October and April. The survey was sent to 102 individual graduates who had used copyright services and received 59 responses. Graduates were asked six questions.

I learned something new that will help me with my thesis/dissertation or project
Respondents were asked to respond to this question via a Likert scale. 47 selected strongly agree, while 11 selected agree. No respondent selected ‘neither agree or disagree,’ ‘disagree,’ or ‘strongly disagree.’

I feel more confident about my ability to complete my thesis/dissertation or project
Respondents were also asked to respond to this question via Likert scale. 45 selected strongly agree, 10 selected agree, and 2 selected neither agree or disagree. One respondent left this question blank.

How did you first learn about copyright services at the USF Libraries?
This question was answered via open text response. Upon review, the responses fell into obvious thematic groups that have been summarized in the graph below.

² Project Outcome: https://www.projectoutcome.org/
What did you like most about this service?
This question was also an open text response and also fell naturally into thematic groupings. Some responses mentioned multiple themes. The results were coded to favor the theme that seemed most emphasized in the response in order to provide a clear summary.

![WHAT DID YOU LIKE MOST ABOUT THIS SERVICE?](image)

What else could the USF Libraries do to help you with your research?
Many responses indicated that nothing more was needed and assessed that the library was doing a good job. Among those that requested additional services, access to more journals was the most frequent response followed by requests for formatting and writing assistance, improved search tools, and requests for more workshops on topics including: literature review, references, and copyright.

Are you working towards your Masters or PhD?

![Degree Sought](image)
WORKSHOPS AND PRESENTATIONS
A total of five workshops were delivered in FY21, including three, in October, February, and June, on Copyright tips for ETDs as part of the Office of Graduate Studies workshop program. An in-class session on copyright basics and using media was delivered to Alexandra Panos’ Literacy Studies Class in the College of Education in October. Finally, the Society of Women Engineers Graduate group requested an individualized and expanded session on copyright in projects and dissertations in March.

COPYRIGHT ONLINE INTERFACES
LibGuide
The primary copyright LibGuide received 3828 visits during FY2021 (7% decrease from FY20). This continued the decrease from the year previous. Traffic to the ETD specific guide increased 52% from FY20 with 1309 views in FY21.

<table>
<thead>
<tr>
<th>Guide ID</th>
<th>Guide Name</th>
<th>Total Views FY18</th>
<th>Total Views FY19</th>
<th>Total Views FY20</th>
<th>Total Views FY21</th>
</tr>
</thead>
<tbody>
<tr>
<td>5784</td>
<td>Copyright</td>
<td>5240</td>
<td>3900</td>
<td>3854</td>
<td>3828</td>
</tr>
<tr>
<td>6191</td>
<td>Using Previously Published Materials in Your ETD</td>
<td>1038</td>
<td>1127</td>
<td>770</td>
<td>1309</td>
</tr>
</tbody>
</table>

Portal
Views on the portal pages do not account for the continued loss of traffic to the LibGuide over the past four years. With the addition of the portal in FY19, an offset of traffic to the portal pages instead of directly to the LibGuide was expected, but views between the portal and LibGuide still indicate a general decline in traffic to Libraries’ copyright information pages.

<table>
<thead>
<tr>
<th>Copyright Portal web pages</th>
<th>Views</th>
</tr>
</thead>
<tbody>
<tr>
<td>/dss/copyright-and-intellectual-property/ (main)</td>
<td>346</td>
</tr>
<tr>
<td>/dss/copyright-and-intellectual-property/copyright-information-for-instructors/</td>
<td>29</td>
</tr>
<tr>
<td>/dss/copyright-and-intellectual-property/creating-copyright-content-information-for-authors/</td>
<td>37</td>
</tr>
</tbody>
</table>
Videos

Tutorial videos created during FY19 continued to gain additional views during FY2021, with the ‘What is Copyright Tidbit’ gaining over 700 new views. ‘Using Copyrighted Materials Tidbit’ also gained views more than double those of other videos and of views in FY20.

<table>
<thead>
<tr>
<th>VIDEO</th>
<th>LINK</th>
<th>TOTAL VIEWS</th>
<th>NEW VIEWS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Getting Started with Copyright</td>
<td><a href="https://www.youtube.com/watch?v=gx-prXwCi4o">https://www.youtube.com/watch?v=gx-prXwCi4o</a></td>
<td>255</td>
<td>23</td>
</tr>
<tr>
<td>Tidbit: What is Copyright</td>
<td><a href="https://youtu.be/klyZueHDDWE">https://youtu.be/klyZueHDDWE</a></td>
<td>1004</td>
<td>713</td>
</tr>
<tr>
<td>Tidbit: Publishing and your ETD</td>
<td><a href="https://youtu.be/HN8E7jC80Zq">https://youtu.be/HN8E7jC80Zq</a></td>
<td>121</td>
<td>32</td>
</tr>
</tbody>
</table>

FLENH PORTAL RIGHTS SEARCHING

The Florida Environmental and Natural History initiative involved identifying a range of materials from the USF Libraries physical collections for possible inclusion in a digital collection portal. Thesis and dissertation titles in the Libraries’ catalog were searched to identify on topic materials completed before USF required online publication. 146 thesis and dissertation titles initially identified, ranging in year of completion from 1971-2011.

END RESULT OF RIGHTS SEARCHING ON T&D TITLES

- Not USF: 1%
- Already Online: 6%
- Not Contacted: 8%
- Not Located: 34%
- Responded & Granted: 25%
- No Response: 26%
One title was ruled out of the list as belonging to another university. Nine more were found already available online through PALMM. Of the remaining 136, contact information was found for 86 titles (63%). 74 individuals were contacted, 12 were not. Of the 74 individuals contacted, 36 replied (49%). All those who replied granted permissions for the use of the material.

The primary reason for not contacting an individual was inability to message via LinkedIn. LinkedIn profiles were found to be the only contact information for 18 individuals. A trial membership to LinkedIn allowed 9 individuals to be contacted, only 3 replied. The low rate of response discouraged an investigation into a LinkedIn membership that would allow for more messaging. The other reason for not contacting an individual was due to death.

The date of the thesis/dissertation, corresponding to the age of the author, did seem to have an effect on the success of locating contact information and receiving a reply from an individual. There was an inconsistent but high possibility of locating contact information for dates from the early 70s through the mid 80s, however, a lower percentage of these individuals replied to the contact. This changed in the 90s where the possibility of locating contact information fell, but more of the individuals contacted replied. Both likelihood of locating contact information and of a response to the contact rose in the 2000s. Observed variables that could influence ability to locate contact information:

- Home ownership in public records state vs. non-homeownership/high instance of relocation
- Active career/non-retired vs. retired
- Established history with one employer vs. new career/impermanence
- Career involving online work (ex. Academia) vs. career involving offline work or low online presence (ex. Military, field work)

Based on work journaling, an estimate of 22 active work hours were required to complete a moderately thorough rights search of the 146 titles. For the most part this search did not include seeking out heirs for titles where the author had died, nor did it include revised searches when contact information was found to be false.
CONCLUSIONS

The use of copyright services rebounded after the decline experienced in FY20, thought to be a result of changes to university business during COVID-19. However, the use of the web pages dedicated to copyright services continued to decline. Copyright tutorial videos experienced a spike of use. It is hypothesized that the video Tidbit: What is Copyright may have been included within an instruction session either at USF or another university.

ETD graduates continue to be the heaviest users of copyright services and are often referred by the Office of Graduate Studies to obtain help for ETD submissions that are stalled due to improper treatment of copyrighted material. The survey of ETD graduates using the service revealed additional information on the percentage of PhD students compared to Masters students used the service. This data supports the hypothesis that copyright services correlates to Preeminence metric ‘doctoral degrees awarded annually’ and to PBF metric ‘graduate degrees awarded in areas of strategic emphasis.’
# Complexity Rubric

<table>
<thead>
<tr>
<th>Depth of Inquiry</th>
<th>Basic</th>
<th>Moderate</th>
<th>Complex</th>
</tr>
</thead>
<tbody>
<tr>
<td>inquiry primarily requires explanation of copyright basics (described on LibGuide) and assistance identifying open use resources for new projects</td>
<td>inquiry relates to often unclear areas of intellectual property law, ex. fair use analysis, and/or to potentially confusing situations where multiple layers of legal considerations, ex. institutional policy, privacy, contracts, intersect</td>
<td>question seeking reasoning behind copyright legislation and best practices; answer requires information on historical changes to copyright law and examples of court cases; user propels discussion in order to reach understanding</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Complexity of Question/Use</th>
<th>Basic</th>
<th>Moderate</th>
<th>Complex</th>
</tr>
</thead>
<tbody>
<tr>
<td>question/use primarily requires explanations of copyright protection and instructions on obtaining permissions from various sources</td>
<td>question/use involves multiple layers of legal considerations, ex. privacy, terms and conditions, copyright, trademark, publishing contracts, etc.; use may involve a fair use argument for which there is ample precedent/low risk</td>
<td>question/use involves many layers of legal considerations (see previous examples), and relies heavily on, a potentially complicated, fair use analysis; user is deeply involved in understanding how to use material and how resulting work may be used</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Duration (examples)</th>
<th>Basic</th>
<th>Moderate</th>
<th>Complex</th>
</tr>
</thead>
<tbody>
<tr>
<td>5min-45min; time taken mostly in locating permissions contacts and resources to help patron</td>
<td>30min-90min; time taken in evaluation and opinion on user examples, collaborative discussion on project</td>
<td>30min and up; time taken in discussion and narrative, possibly tied to a project and specific examples of use, sometimes including followup</td>
<td></td>
</tr>
</tbody>
</table>