

Library Assessment & Impact

1. First Name: LeEtta Last Name: Schmidt
2. Email Address: lmschmidt@usf.edu
3. Campus: Tampa Library Unit: Special Collections Department: _____
4. Title of Assessment [name of project or course-include prefix and number]:
Copyright and Intellectual Property Services Assessment
5. Assessment Category: Collections Services Facilities/Equipment
6. Assessment Time Period: FY2022
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 assistance delivered is used to track and continuously improve copyright services by ascertaining who is using the service, what types of information they most need, and what level of information they seek. This information helps with the development of new content for the Libraries' copyright online information pages. 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 will indicate to me whether targeted outreach has been effective.

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

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

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)

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?



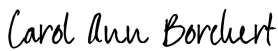
11. Schedule/plan:

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:

<p>DocuSigned by:  <small>9E05999F7E5F4CF...</small> <hr/> Supervisor</p>	<p>7/12/2022</p> <hr/> Date
<p>DocuSigned by:  <small>85330DDCE91A45F...</small> <hr/> Planning & Accountability Coordinator</p>	<p>7/26/2022</p> <hr/> Date
<p>DocuSigned by:  <small>B6D784941F704EB...</small> <hr/> Assistant/Associate Dean</p>	<p>8/4/2022</p> <hr/> Date

[Post-assessment]

Attached as [fy2022statistics-copyright_services.docx](#)

COPYRIGHT SERVICES FY22

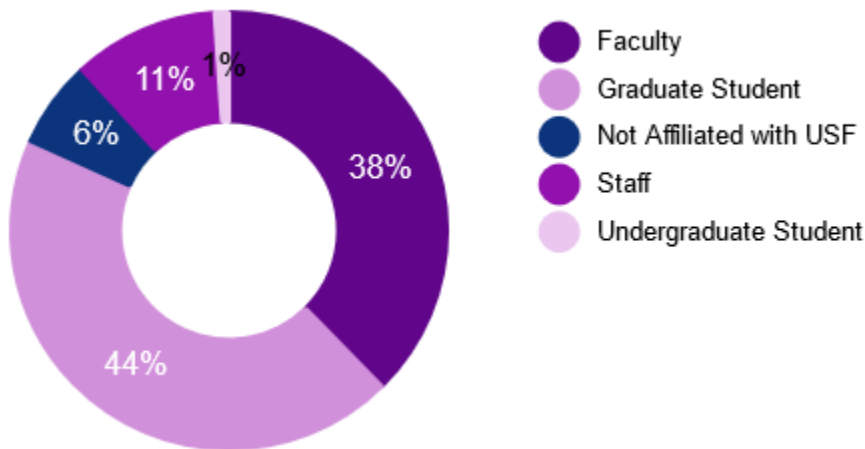
Copyright services received 203 questions during the 2022 fiscal year. This is a 18% decrease from FY21. When looking at a table of questions received per month from FY18 to FY22, a distinct dip can be seen in the numbers for August and September.

Early in the fiscal year the copyright questions form was made undiscoverable by the implementation of the 'mother form' on 6/7/2021 as part of a forms upgrade. The absence of the copyright questions form was discovered in late September, so it is possible that questions over four months were affected.

Questions Received by Month from FY18-FY22

Month	Questions FY18	Questions FY19	Questions FY20	Questions FY21	Questions FY22
JULY	6	21	9	27	20
AUG	5	15	11	13	9
SEP	9	15	21	28	17
OCT	12	37	27	21	24
NOV	10	10	13	27	13
DEC	2	5	7	7	9
JAN	3	20	22	23	10
FEB	15	21	20	36	17
MAR	15	18	22	17	21
APR	22	16	17	9	19
MAY	10	21	12	14	22
JUN	14	18	30	27	22
TOTAL	123	217	211	249	203

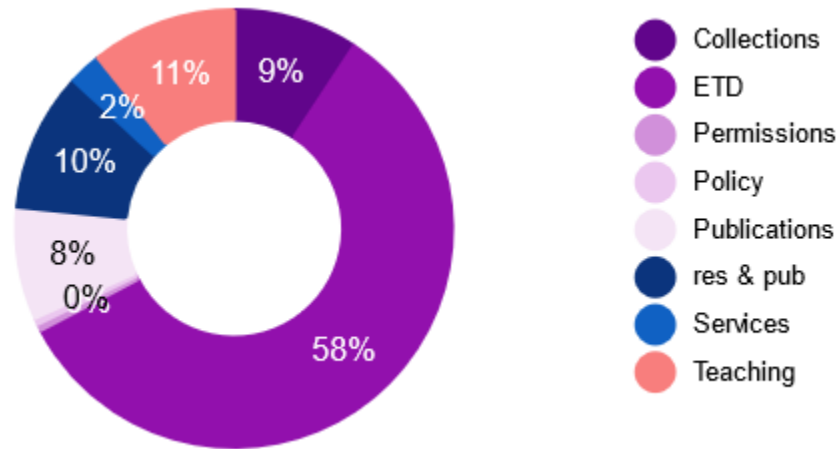
Questions by Patron Type FY22



Each question required an average about 20 minutes to answer, with much of the time dedicated to locating permissions contacts and instructions for graduate students needing to document

permissions for the use of copyrighted material in their thesis/dissertation. Consultations averaged 39 minutes and were primarily held on Teams.

Questions by Topic FY22



Of the questions, 29 were consultations¹, a 49% decrease from FY21. Like the previous year, theses and dissertations was the most popular topic among the questions received by graduates. Among these, engineering students asked the most questions of any department, followed by the College of Arts & Sciences, College of Education, and Muma College of Business. Questions from the College of Arts and Sciences were primarily received from Anthropology and English.

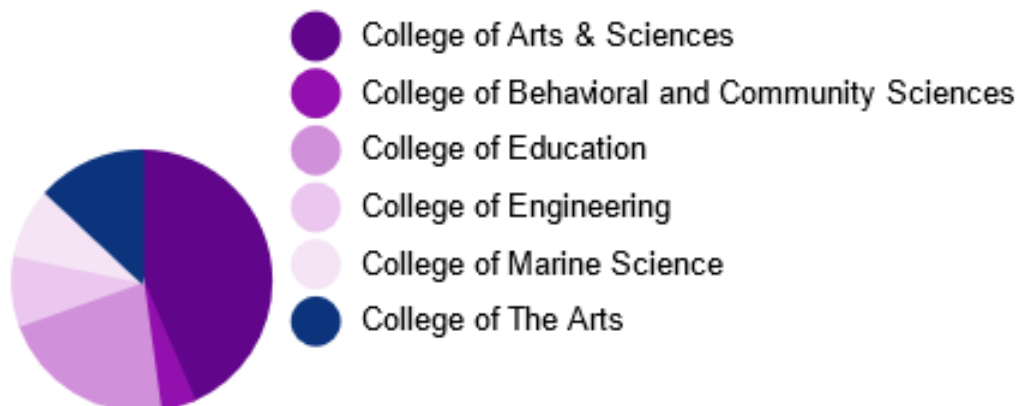
Questions by Graduates per Department in FY22



Questions from faculty came primarily from the College of Arts & Sciences followed by the College of Education. The departments within CAS most represented in faculty questions were History, Geosciences, and English.

Questions by Faculty per Department in FY22

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.



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 85 individual graduates who had used copyright services and received 43 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. 36 selected strongly agree, while 7 selected agree. No respondent selected 'neither agree or disagree,' 'disagree,' or 'strongly disagree.'

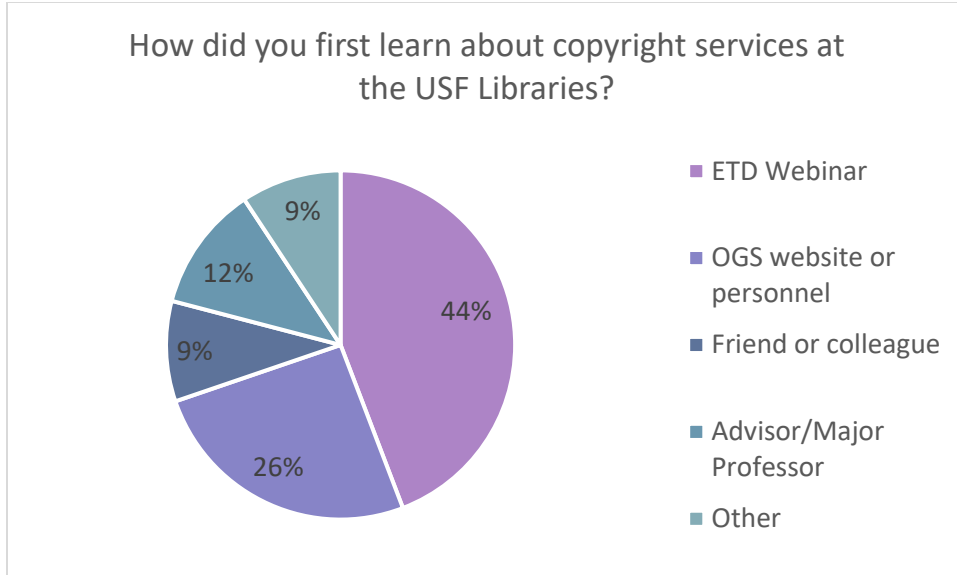
I feel more confident about my ability to complete my Thesis/Dissertation or project

Respondents were also asked to respond to this question via Likert scale. 37 selected strongly agree, 9 selected agree, and no respondent selected 'neither agree or disagree,' 'disagree,' or 'strongly disagree.'

How did you first learn about copyright services at the USF Libraries?

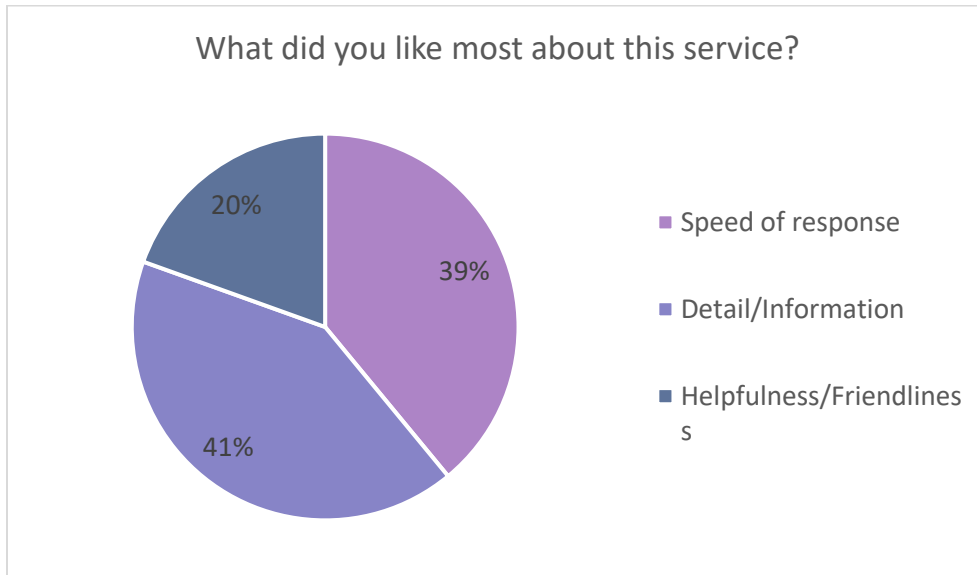
This question was answered via open text response. Upon review, the responses fell into obvious thematic groups that have been summarized in the graph below.

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.



Selection of Responses:

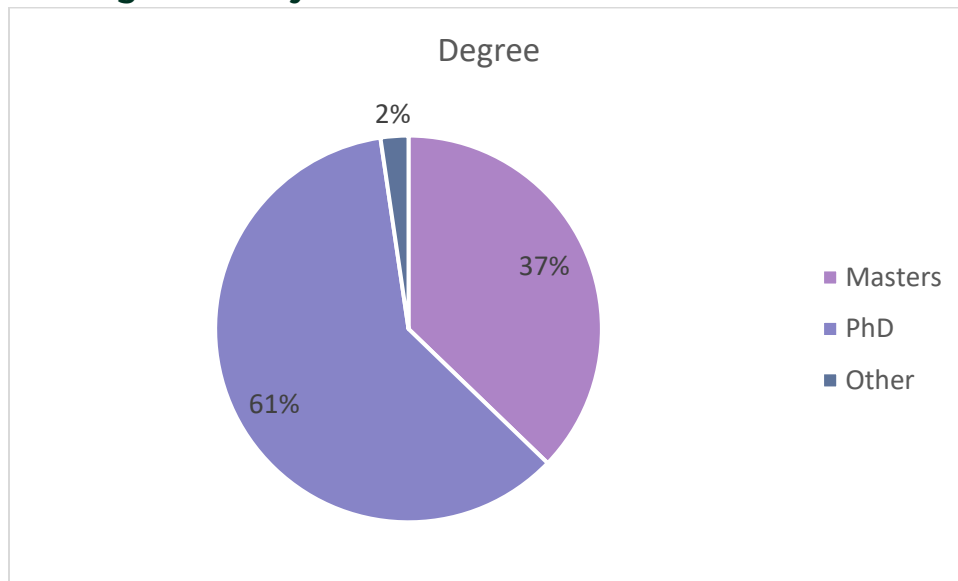
“USF's copyright librarian is really amazing. She helped me with any questions I had and provided very helpful guides for the copyright.”

“It was easy to schedule; I didn't have to wait a long time for a response; the one-on-one consultation was helpful and I also received concrete and relevant advice and suggestions.”

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. Included among those that requested additional services were requests for citation assistance, formatting and writing assistance, additional help getting permissions for USF owned content, and examples from previous student papers. One comment also complained of the broken form and difficulty reaching help.

Are you working towards your Master's or PhD?



WORKSHOPS AND PRESENTATIONS

Five workshops were delivered in FY22. In October, Responsible Conduct of Research requested a repeat of the session previously developed for them. Due to a change in personnel, the Office of Graduate Studies requested only one copyright workshop in February compared to previous years that included an OGS Copyright session each semester.

A guest lecture was delivered to M. Knight and D. Tanasi's class regarding copyright issues in library archives, and the Research Workshops Group program included two copyright centric workshops: "Finding and Using Copyrighted Media" in early November and "Copyright and Creative Commons for the Arts" in March.

COPYRIGHT ONLINE INTERFACES

LibGuide

New pages were added to the primary copyright LibGuide in May 2022 to address the needs of patrons of the Shimberg Health Sciences Library.

The primary copyright LibGuide received 3,497 visits during FY2022 (9% decrease from FY21). This continued the decrease over the last four years. Traffic to the ETD specific guide also decreased for FY22 with 923 views compared to 1,309 views in FY21.

Guide ID	Guide Name	Total Views FY18	Total Views FY19	Total Views FY20	Total Views FY21	Total Views FY22
5784	Copyright	5240	3900	3854	3828	3497
6191	Using Previously Published Materials in Your ETD	1038	1127	770	1309	923

Portal

The portal pages changed URLs in April 2022 from the DSS page group to the Scholarly-Communications page group. Analytics from both sets of pages were combined in the table below. Views on the portal pages increased by 29% from FY21.

Copyright Portal web pages	Views FY21	Views FY22
/copyright-and-intellectual-property/ (main)	346	473
/copyright-and-intellectual-property/using-copyright-materials-in-my-thesis-or-dissertation/	56	35
/copyright-and-intellectual-property/copyright-information-for-instructors/	29	36
/copyright-and-intellectual-property/using-copyright-content-in-student-projects/	15	36
/copyright-and-intellectual-property/creating-copyright-content-information-for-authors/	37	42
TOTAL	483	622

Videos

Tutorial videos created during FY19 continued to gain additional views during FY2022.

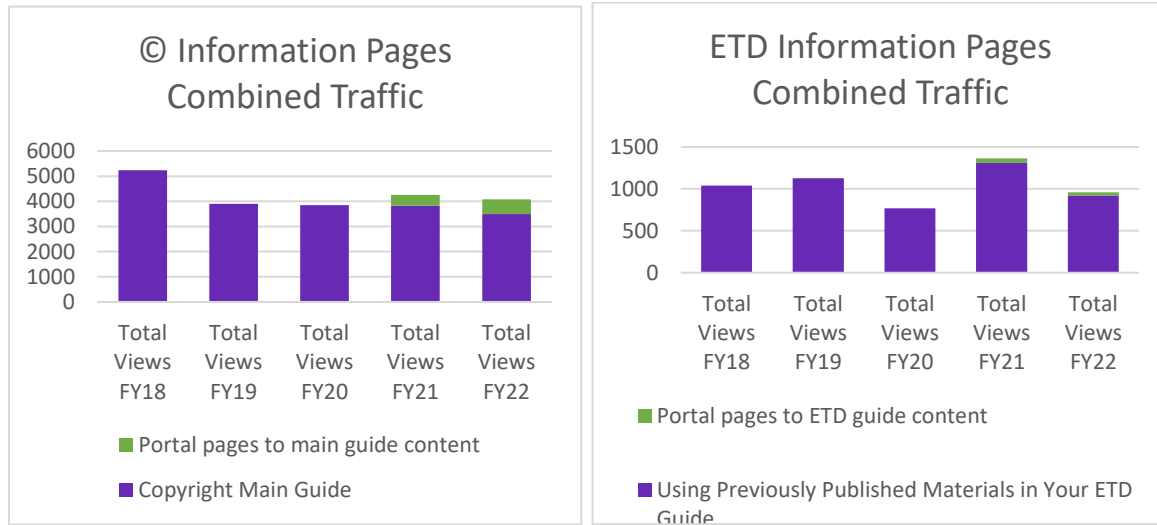
VIDEO	LINK	TOTAL VIEWS	NEW VIEWS FY21	NEW VIEWS FY22
Getting Started with Copyright	https://www.youtube.com/watch?v=gx-prXwCi4o	265	23	10
Tidbit: What is Copyright	https://youtu.be/klyZueHDDWE	1297	713	293
Tidbit: Using Copyrighted Materials	https://youtu.be/Xu6l_i69EnM	387	136	116
Tidbit: Publishing and your ETD	https://youtu.be/HN8E7jC80Zg	162	32	41

CONCLUSIONS

The use of copyright services once again declined. This could be due, in part, to the malfunction of the copyright questions online form at the beginning of the fiscal year. It is also possible that

traffic to both the copyright questions and the copyright webpages is tied closely to outreach. The staffing change at the Office of Graduate Studies meant that fewer copyright workshops were delivered to the largest target population in FY22.

An initial offset to LibGuide traffic was expected with the addition of the web portal in FY19. This hypothesis has appeared to pan out after an initial decline in use of online information pages in FY20. However, instead of using the portal pages to directly access LibGuide content, it seems that patrons are either locating what they need on the portal pages or becoming frustrated and leaving.



ETD graduates continue to be the heaviest users of copyright services. The data gathered from the survey to ETD graduates 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.' Responses to the ETD graduate survey indicating a need for citation assistance, formatting and writing assistance, additional help getting permissions for USF owned content, and examples from previous student papers can be used as input for improving copyright services and information pages.

Proposed activities to improve copyright services for FY23:

- additional outreach activities including a reinvigoration of the relationship with the Office of Graduate Studies
- updates to portal pages to make it easier for patrons to both navigate directly to the LibGuide and to contact their copyright librarian
- working with TTO to facilitate permissions from USF
- updates to ETD Information pages with more specific citation examples and links to more citation resources

APPENDIX 1

Complexity Rubric

	Basic	Moderate	Complex
Depth of Inquiry	inquiry primarily requires explanation of copyright basics (described on LibGuide) and assistance identifying open use resources for new projects	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	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
Complexity of Question/Use	question/use primarily requires explanations of copyright protection and instructions on obtaining permissions from various sources	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	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
Duration (examples)	5min-45min; time taken mostly in locating permissions contacts and resources to help patron	30min-90min; time taken in evaluation and opinion on user examples, collaborative discussion on project	30min and up; time taken in discussion and narrative, possibly tied to a project and specific examples of use, sometimes including follow-up