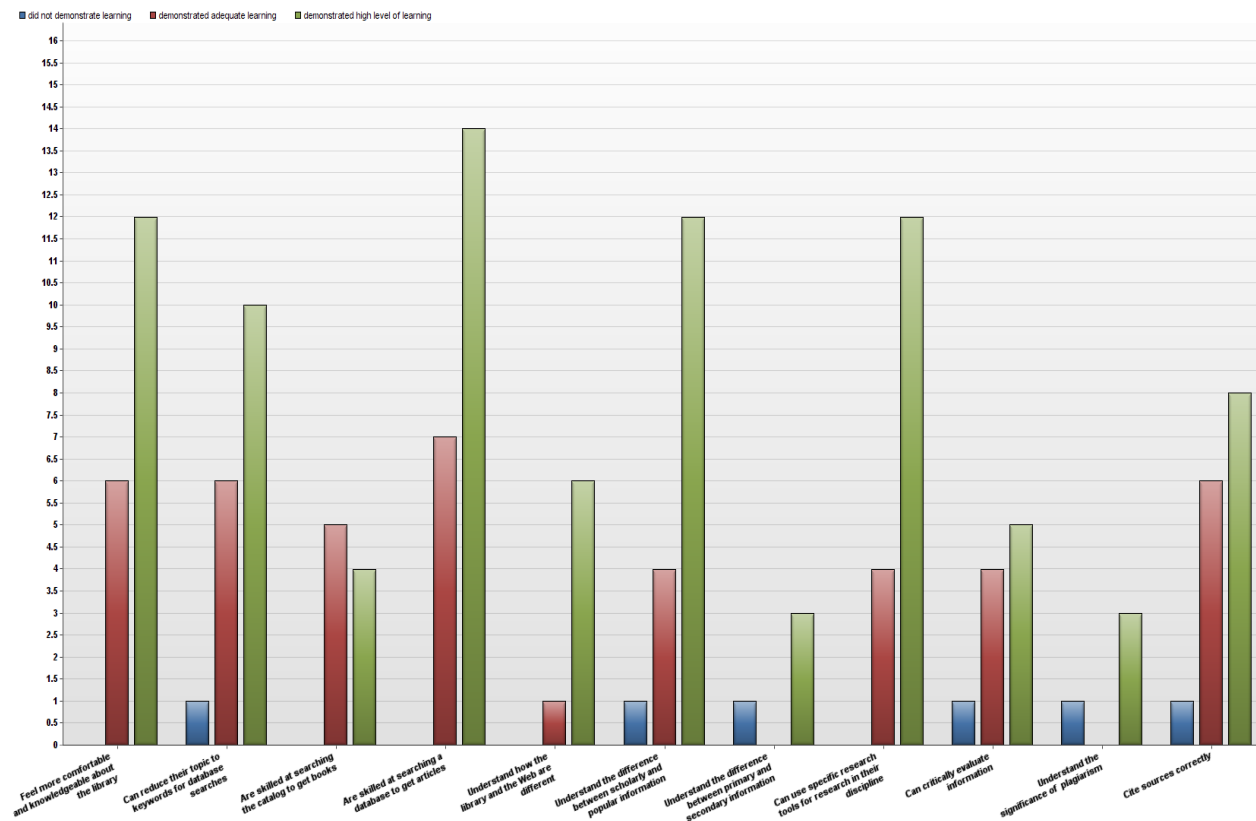


2014 Instruction Assessment Report

In Fall 2013 librarians assessed whether their research skills instruction sessions met learning goals. Faculty who requested the session were surveyed on whether the learning goals they identified were apparent in student research after the session (See Appendix 1). Out of 103 fall term instruction sessions, 33 faculty submitted the survey from 11 different programs across all colleges.

The main part of the survey comprised a set of eleven Likert questions on the common learning goals of such sessions (See chart and table). However, faculty only answered the question for goals relevant to their session and therefore which ones to answer. As a result, faculty weighed in on some goals more than others. The purpose of this design was to allow faculty to tailor the survey just as they tailor their instruction session to goals relevant to them.

The chart and table below show not only which learning goals were most often chosen by these 33 faculty, but also how well they felt their student research reflected learning of each goal. Although faculty were making a judgment about their students as a whole, this measure attempts to directly assess student products after library instruction.



	High level of learning	Adequate level of learning	Did not demonstrate learning	Total faculty who indicated this goal
Databases	14	7	0	21
Library Comfort/knowledge	12	6	0	18
Scholarly vs. popular	12	4	1	17
Topic to keywords	10	6	1	17
Discipline tools	12	4	0	16
Cite sources	8	6	1	15
Evaluate information	5	4	1	10
Finding books	4	5	0	9
Library vs. web	6	1	0	7
Primary vs. secondary	3	0	1	4
Plagiarism	3	0	1	4

The goals that faculty held to be most important were learning to use databases, to feel comfortable and knowledgeable with the library, to understand the difference between popular and scholarly information, to reduce topics to keywords, and to learn about specific tools in their discipline. Less often were included citing sources, evaluating information critically, learning about research on the Web, and learning the difference between primary and secondary information.

All faculty who chose the goals of databases, comfort & knowledge, and using tools in their discipline indicated that students demonstrated high or adequate learning. For the goals of topic to keywords, scholarly v. popular, citing sources, and evaluating information, one faculty member indicated that students did not learn. However, in each case there was at least 90% agreement that students did demonstrate learning.

Finding books was the only goal in which there was more "adequate" than "high" level of learning.

The analysis of topics by frequency chosen may serve as an indicator of which information literacy topics faculty feel are important, or rather, relevant to their research assignment given the short time allotted. Isolating for class level probably would give different results. In other words, a senior class might rank library v. web higher than a freshman level class, and a freshman session might rank learning tools for a discipline lower as a session goal.

One weakness of this measure is that many of these skills are process skills, whereas faculty were asked to look for skills "[b]ased on student assignments you graded." For example,

whether resources were scholarly or not can be judged by the final paper, as can citing skills or critical thinking about sources. Yet whether students use databases effectively or understand how to render their topic into keywords can only be indirectly judged from the sources they use in their paper. Nevertheless, in their responses faculty may have reflected on what they observed in the research session in addition to the results they saw in papers they were grading.

The other main question on the survey simply asked faculty for any other comments in a free text box. 12 respondents gave comments, all positive, about the instruction and/or instructor (See Appendix 2). Clearly, faculty who request instruction appreciate it. Two said they had not yet completed their own assessment of student work, and one preferred a more in-depth discussion with librarians about improving the sessions than this type of instrument.

A final question asked if they would be willing to work with us again on assessing these sessions in more depth, and several agreed. One way to follow up would be to interview faculty for an in-depth discussion after the session.

As for changes that can be implemented to our instruction on the basis of this data, it was agreed that such follow up with individuals for whom we conduct instruction, either right after the instruction or after research papers were evaluated, would help us improve individual sessions, especially those in which the instructor felt learning on one or more goals did not take place. Otherwise, these data show that sessions are predominantly going well. There is room for improvement by the librarian, though keeping in mind that librarian performance within 50 minutes is one factor in learning, others being the instructor's performance and the student's effort.

submitted 8/22/14 tjh. Approved 8/29/14

Appendix 1: Survey Instrument

Faculty Survey of Librarian Instruction Sessions

This Survey is administered by the University Library to faculty who requested librarians to teach a research skills session to their students. Results can help the Library to improve its instructional services.

This survey will take about 5 minutes to complete.

Thanks for your assistance in our continual improvement.

Your name:

Course you are assessing:

NOTE: if librarians provided more than one session this semester, choose one to assess.

Type the course prefix and number, separated by a space: (example: MDIS 1200)

Date of instruction session: (mm/dd/yyyy)

Goals of the session were that students: (Check all that apply)

- Feel more comfortable and knowledgeable about the library
- Can reduce their topic to keywords for database searches
- Are skilled at searching the catalog to get books
- Are skilled at searching a database to get articles
- Understand how the library and the Web are different
- Understand the difference between scholarly and popular information
- Understand the difference between primary and secondary information
- Can use specific research tools for research in their discipline
- Can critically evaluate information
- Understand the significance of plagiarism

- Cite sources correctly

Based on student assignments you graded, how well did students learn these skills you chose above?

	did not demonstrate learning	demonstrated adequate learning	demonstrated high level of learning
Feel more comfortable and knowledgeable about the library	<input type="radio"/> Feel more comfortable and knowledgeable about the library did not demonstrate learning	<input type="radio"/> Feel more comfortable and knowledgeable about the library demonstrated adequate learning	<input type="radio"/> Feel more comfortable and knowledgeable about the library demonstrated high level of learning
Can reduce their topic to keywords for database searches	<input type="radio"/> Can reduce their topic to keywords for database searches did not demonstrate learning	<input type="radio"/> Can reduce their topic to keywords for database searches demonstrated adequate learning	<input type="radio"/> Can reduce their topic to keywords for database searches demonstrated high level of learning
Are skilled at searching the catalog to get books	<input type="radio"/> Are skilled at searching the catalog to get books did not demonstrate learning	<input type="radio"/> Are skilled at searching the catalog to get books demonstrated adequate learning	<input type="radio"/> Are skilled at searching the catalog to get books demonstrated high level of learning
Are skilled at searching a database to get articles	<input type="radio"/> Are skilled at searching a database to get articles did not demonstrate learning	<input type="radio"/> Are skilled at searching a database to get articles demonstrated adequate learning	<input type="radio"/> Are skilled at searching a database to get articles demonstrated high level of learning
Understand how the library and the Web are different	<input type="radio"/> Understand how the library and the Web are different did not demonstrate learning	<input type="radio"/> Understand how the library and the Web are different demonstrated adequate learning	<input type="radio"/> Understand how the library and the Web are different demonstrated high level of learning
Understand the difference between scholarly and popular information	<input type="radio"/> Understand the difference between scholarly and popular information did not demonstrate learning	<input type="radio"/> Understand the difference between scholarly and popular information demonstrated adequate learning	<input type="radio"/> Understand the difference between scholarly and popular information demonstrated high level of learning
Understand the difference between primary and secondary information	<input type="radio"/> Understand the difference between primary and secondary information did not demonstrate learning	<input type="radio"/> Understand the difference between primary and secondary information demonstrated adequate learning	<input type="radio"/> Understand the difference between primary and secondary information demonstrated high level of learning

	did not demonstrate learning	demonstrated adequate learning	demonstrated high level of learning
Can use specific research tools for research in their discipline	<input type="radio"/> Can use specific research tools for research in their discipline did not demonstrate learning	<input type="radio"/> Can use specific research tools for research in their discipline demonstrated adequate learning	<input type="radio"/> Can use specific research tools for research in their discipline demonstrated high level of learning
Can critically evaluate information	<input type="radio"/> Can critically evaluate information did not demonstrate learning	<input type="radio"/> Can critically evaluate information demonstrated adequate learning	<input type="radio"/> Can critically evaluate information demonstrated high level of learning
Understand the significance of plagiarism	<input type="radio"/> Understand the significance of plagiarism did not demonstrate learning	<input type="radio"/> Understand the significance of plagiarism demonstrated adequate learning	<input type="radio"/> Understand the significance of plagiarism demonstrated high level of learning
Cite sources correctly	<input type="radio"/> Cite sources correctly did not demonstrate learning	<input type="radio"/> Cite sources correctly demonstrated adequate learning	<input type="radio"/> Cite sources correctly demonstrated high level of learning

Other comments?

Would you be willing to help with more comprehensive assessment of library instruction in the future?

- yes
- No

Please give us your email for further library research skills session Assessment in the future.

Thanks for your assistance!

Appendix 2: Free Text Comments

- Tim Held is a pro. I appreciate his library instruction and assistance in co-planning sessions.
- Tim did a great job!
- Warren is an essential part of my Introduction to Research course. I can always count on him to provide good activities and information to my students.
- Warren's instruction was spot-on for my students. They learned so much from having him present.
- I have not yet graded all the relevant assignments, but I was very pleased with the instruction provided, as were the students.
- Still conducting student assessments at this point so I can't adequately judge their learning yet
- Mr. Held provided very informative information to my class. His time and efforts are much appreciated.
- hard to give great feedback in this quantitative form. would be better to have a one-on-one chat with the librarian in question, or a chat with several librarians, involving exchange of ideas and a more qualitative metric
- my class comes for multiple days, spending a full week of class in the library
- The library orientations have always been of great help to my students.
- Warren always did a wonderful job with my students and had a great ability to adapt to what the group specifically needed
- I will bring my students again next time I teach the WP course.