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“HOW DID WE DO?”
EVALUATING THE INSTRUCTION PROGRAM
WITH A SENIOR SURVEY

DE PAUL'S INSTRUCTION PROGRAM

Introductory Level

- ✘ First Year Experience
- ✘ First Year Writing
- ✘ School for New Learning
- ✘ Honors Program

Advanced Level

- ✘ Targeted courses in the majors

FIRST YEAR WRITING

Online Workshop

- + Search strategy / database selection/finding journal articles
- + Individually graded

F2F Instruction

- + Evaluation of resources
- + Scholarly vs Popular

DISCIPLINE-SPECIFIC INSTRUCTION

- ✘ Research-based course
- ✘ Required for the major (an attempt to reduce redundancy)

Distribution in the curriculum dependent upon:

- ✘ Characteristics of specific discipline
- ✘ Placement of course in timing of student's major requirements

WHAT WE KNOW

- ✘ Instructors' and Librarians' names (**WHO**)
- ✘ Courses for which we provide instruction (**WHAT**)
- ✘ Dates of instruction (**WHEN**)
- ✘ Location of instruction sessions (**WHERE**)

And

- ✘ Some data on student learning from the graded online workshops

WHAT WE WANTED TO KNOW

How does our instruction program impact students?

- + How many students (%) do we reach?
- + How many do we miss?
- + How do students perceive the library instruction they received?
- + Do students remember the courses in which they had instruction?
- + Do students remember the instruction at all?

THE SURVEY

- ✘ Senior Capstone courses across the university
 - + Filed for IRB exemption
 - + Endorsement by Teaching, Learning and Assessment office**
- ✘ Four years of data (over a 5-yr period)
- ✘ % of surveys returned
 - + 2006 – 41 surveys sent; 25 returned (60%)**
 - + 2007 – 47 surveys sent; 30 returned (63%)**
 - + 2008 – 52 surveys sent; 26 returned (50%)
 - + 2010 – 48 surveys sent; 20 returned (42%)
- ✘ Survey construction
 - + Importance of demographic information
 - + Importance of wording

WHAT WE ASKED

1. When did student start at DePaul?
2. Was student in the Honors Program?
3. Did student take targeted course for basic instruction?
4. In that class, did a librarian provide instruction about library research ?
5. How useful was what was learned about library research in that class?
6. Did student have (recall having) any library instruction in other classes?

WHAT WE ASKED (CONT'D)

7. Student's self-assessment (confidence level) of skills covered in the required online workshop
8. "What has been your greatest research-related challenge up to now? "
9. "What services or assistance from the library have you found most useful in completing your research project(s)? "
10. "What other service(s) would you suggest that the library offer to help students to be successful in their courses?"

CODING DATA

- ✘ Nvivo (qualitative data software)
- ✘ “Tree” nodes
 - + For dependent categories (such as multiple choice)
- ✘ “Free” nodes
 - + For text-based free form answers (themes)
 - + Examples:
 - (*Challenges*) Databases-selection and searching, Full Text, “No challenges!”,
 - (*Services*): Interlibrary loan, Credit class, “More instruction!”

RECALL OF INSTRUCTION? (RESULTS)

Year	Total Students	Took 104	Had 104 instruction	Don't Remember or No (104) Instruction	Had Other instruction	No - Other Inst. (%)	Don't Remember or Blank
2006	372	57%	N/A	N/A	42%	56%	1%*
2007	435	71%	85%	13%	35%	42%	23%
2008	381	70%	84%	14%	30%	40%	30%
2010	304	64%	83%	13%	28%	45%	25%

- * Blank only (No “don’t remember” option in 2006 survey)
- Students taking required course (*doesn't include transfers and Honors*) range from **57-71%**
- Of those students, **83-85%** recalled library instruction in 104
- **13-14%** either said they didn't have it or couldn't remember

WAS THE 104 INSTRUCTION USEFUL? (RESULTS)

Year	Very Useful	Somewhat Useful	Not Very Useful	Don't Remember Or Blank**
2006	18%	27%	8%	45%
2007	25%	23%	8%	44%
2008	24%	27%	8%	41%
2010	21%	24%	9%	46%

** “Blank” would include anyone who hadn't taken 104 (transfer/honors students)

INSTRUCTION / CONFIDENCE RELATIONSHIP?

- ✘ Relationship between 104 course instruction and confidence level
- ✘ Relationship of major discipline and confidence level
- ✘ Relationship of most recent instruction and confidence level

IMPLICATIONS OF WHAT WE LEARNED

- ✘ Students don't necessarily remember who taught them about the library
 - + How can we work with faculty to coordinate what is being taught / opportunity to raise faculty awareness of the current resources and services.
- ✘ When students do remember...
 - + What might that tell us?

OTHER USES/BENEFITS?

How else might one use a survey that gauges perceptions

...Of instruction?

...Of the library in general?

FOR FURTHER ANALYSIS...

- ✘ Do challenges change from year to year?
 - + Is it a specific assignment? (opportunity to work with faculty)
 - + Is it the 104 assignment? (Is that related to the discipline?)
- ✘ Are students unaware of library services?
- ✘ Are specific databases mentioned?
- ✘ What do students call the Reference Desk?

SOURCES FOR FURTHER READING

- Geffert, B., Bruce, R. (1997). Whither BI? Assessing perceptions of research skills over an undergraduate career. *Reference and user services quarterly*, 36(3), 409-417.
- Gross, M., Latham, D. (2009). Undergraduate Perceptions of Information Literacy: Defining, Attaining, and Self-Assessing Skills . *College and Research Libraries*, 70(4), 336-350.
- Martinez, M.E. (2010). Human memory: the basics. *Phi Delta Kappan*, 91(8), 62-65.
- Regalado, M. (2003). Competence, confidence, and connections: aiding the transition to college. *College & Undergraduate Libraries*, 10(2), 89-97.

USA Today has come out with a new survey:
Apparently, three out of every four people make
up 75% of the population. – David Letterman*



Thank you!

[*http://www.brainyquote.com/quotes/keywords/survey_2.html#ixzz1LQK7IfMV](http://www.brainyquote.com/quotes/keywords/survey_2.html#ixzz1LQK7IfMV)



Senior Capstone Library Instruction Survey

1. When did you start at DePaul?

Freshman

Transferred from another school as a Sophomore Junior or Senior

2. Are/Were you in the Honors Program?

Yes No

3. Did you take English 104 or Writing Rhetoric & Discourse 104?

Yes, as a Freshman Sophomore Junior Senior

No (Skip to Question 6)

4. In your ENG/WRD 104 class, did a librarian provide instruction for your class about library research (either in the library or in your classroom)?

Yes No

5. How useful have you found what you learned about library research in ENG 104 or WRD 104? (Circle your answer.)

1	2	3	4
Don't remember anything	Not very useful	Somewhat useful (used in English but nowhere else)	Very Useful (used in several courses)

6. Have you had any other library instruction (online workshop or presentation by a librarian) in other classes?

Yes (list below) No Don't remember

Course	Year (Fresh., Soph., Jr., Sr.)	Course	Year (Fresh., Soph., Jr., Sr.)
_____	_____	_____	_____
_____	_____	_____	_____

7. On a scale from one to five, assess your level of confidence in the following:
(Circle your answer.)

Less confident  More confident

Using the library catalog to find books and other materials

1 2 3 4 5

Online search strategies (developing keywords and search statements)

1 2 3 4 5

Online databases: selecting appropriate databases and searching for articles

1 2 3 4 5

Locating full text articles online

1 2 3 4 5

Locating articles and books within the Library

1 2 3 4 5

Evaluating Internet resources

1 2 3 4 5

8. What has been your greatest research-related challenge up to now?

9. What services or assistance from the library have you found most useful in completing your research project(s)?

10. What other service(s) would you suggest that the library offer to help students to be successful in their courses?