

## *Research Instruction Assessment Report*

### **FY 2008-2009**

Steve Shaw  
Head Reference and Information Services

Continuing the online NSurvey (survey software provided by site license from the university) that was initiated last FY, the Reference Department administered the survey at the close of each RI class. As a backup, it also is able to be printed, for those times when there is not hands-on instruction available. The survey was also administered by the Distance Services Librarian at the Northwest Campus. When those students did not have access to a terminal, the Distance Services Librarian distributed the survey on paper, and then brought them to the main campus for tabulation and storage.

While we saw a 5% increase in the number of classes, we saw a 16% decrease in the number of responses, which indicates we could be more aggressive in soliciting respondents. We continue to have a wide range of class rank: 23% freshman, 26% senior, etc. There was an 11% decrease in the number who indicated this was their first class, and a 28% increase in those who have had 3-4 classes, and a 45% increase in those who have had more than 4. Most (63%) continue self-report their skills as intermediate.

52% would like a follow-up class. It is exactly this sort of information that we are trying to get across to the faculty; we need to do more follow-up instruction. If we attend to the written responses (summarized below) we find that many students appreciated the content, and they either want more of the same or the same material again; repetition is often the best tool.

97% felt that the RI occurred at the proper time in the semester; this was a 6% increase from last year.

The satisfaction rate remains very high; 95% ranked the overall instructor as either 'excellent' or 'good.'

When we turn to the written responses, we get more of an insight into what students retained and wish we had taught. A significant number stated that they would like another class on exactly what we went over; they needed another identical session to help have the information stick. For example:

*Any course that has to do with research.*

*More researching skills*

*A little more on how to do research*

*Resumes*

*Anything*

*I would like to go over researching again.*

*APA style citation*

*More into the differences between the Databases*

*Review of this class and suggested searches*

*Just a review of what we went over*

*How to thoroughly do a research paper.*

*I would like to go over the APA style guide*

*I could always know more about the CSA database*

*How to research with the internet*

*How to use the MLA format*

*More in-depth information.*

*I just need more one on one training*

*More COPYRIGHT & PLAGIARISM*

*More on Westlaw*

*For the campus to push these web sites since we are paying for it*

These are all common responses. Again, we saw over and over more help in “*doing general research*,” “*more research skills*,” “*how to actually conduct research*,” “*ways to access more information*,” etc. It would appear that those we reached were hungry for more of the same. The task ahead is to convey that excitement and need to the faculty and have it translate into more classes with us.

Also, we were especially pleased to have an overflow of concrete evidence that they understood and learned from what we presented:

*I learned that I can isolate the bibliographical information*

*I learned how to use the research databases*

*How to use the research database*

*Different web databases that Prairie View has*

*I learned how to use the EBSCO Database*

*That we have free access to this and it is more up to date and more helpful*

*How to use the library catalog*

*Avery*

*You don't have to Google everything.*

*Where to go for references other than websites, like magazines and newspapers...*

*ProQuest!*

*I learned an easy way to research my item...it was very helpful*

*I learned how to use the library on the web*

*How to use the a-z list on the library page*

*I learned how to use a new database that is much more useful than Gale*

*I learned a quick way to find my references without it I would have been lost*

*I learned how to save the different searches*

*The information presented today was very useful to me*

*Everything was extremely pertinent for my research*

*How to use ERIC Journals well*

*How to save in PDF format*

*More info on saving references folders*

*I learned how to save references, narrow my search down*

*How to save searches and create bibliographies*

*Cross referencing search terms in advance*

*The bit about saving searches, using an alert*

*How to work with EBSCOhost and other library databases*

*How to find books, newspaper articles*

*I learned that the Library's home page has books*

*How to "carry-out" proper APA format.*

*How to look up references*

*The APA citation page*

*It was great!!!! Helped a lot*

*E-books*

*That we have a library at the Northwest Center*

*Any thing that helps me to better instructions*

*I learned how to looked up books for research*

*This is my first time being introduced to the library site*

*Mr. Grundy's way of organization was very easy*

*Looking up a book in the library.*

*Ms. Gay did a wonderful job.*

*I actually learned how to navigate through the databases*

*This was an excellent overview.*

*I am amazed at the strategies of research*

*I learned how to search easier and smarter*

*I never had this before so it was very exciting*

*How to find information from a country's government*

*That I need to stop using Google and start using databases*

*How to access newspapers from around the world*

*I learned about world cat*

*This is real good...REALLY REALLY GOOD.. EVERYTHING...THIS IS REALLY GOOD...*

*What career is best for me*

*Information on Copyright and Plagiarism*

*This system is Powerful!!!!!!*

*Which words you would select to research*

*Subject term vs. keyword, truncation*

*How to research the Historical Newspapers*

These are just a sample of the responses we received over the year. This is clear evidence that students left our classes with new information in their heads, and that they feel confident in applying it.