

Faculty Survey: Library Instruction Response Summary

- Classes conducted Spring semester, 2004
- 36 surveyed, 19 responded
- 52.7% response rate

1. Where was the instruction given?

Some instruction took place in two different locations.

- **Library: 10**
- **Computer Lab: 8**
- **Classroom: 4**

2. Please write the course name(s) and number(s):

English / Reading sections:

ENG 095: 3
ENG 099:3
ENG 111:8
ENG 211:4
ENG 218:4
RDNG 095: 2

One section each:

SOC 110
AOAP 118
BIOL 121
BIOL 122
DEST 081

3. Did you see a difference in the students' writing and/or research after the instruction?

“Yes”: 12

Sample:

- “Many of them started to experiment with and use online databases.”
- “They did continue to use the (library) resources throughout the semester.”
- “They seem more comfortable and find more reliable sources.”
- “Most students found the workshops very useful and informative.”
- “They were more confident concerning finding research materials in the library and on-line.”
- “Definitely! They knew their way around the library & how to find info/books online.”
- “New research skills learned”
- “Did better research”
- “Not sure – they have done all right with their research – but they are only required to do this once during the course.”

4. Did you receive student feedback about the instruction?

Sample:

- “Informal, yes. Students commented on how helpful the session was.”
- “Yes – positive. They had no idea this (databases) was available.”
- “Some. They didn’t act very interested, but from later feedback, I know they found this helpful.”
- “Yes, most like it. Said it was useful. Some, as always, already know how to research databases so said it was not as useful.”
- “Verbal: they were pleased to have the instruction.”
- “Yes, very positive”

5. Overall, the instruction was

- Very Useful: 10
- Useful: 9
- Neutral: 1
- Not useful / Counterproductive: 0

6. Would you suggest any changes in the design / delivery of the instruction?

Sample:

- “I would love to see a short handout outlining the steps to getting to the online databases.”
- “No – it was a nice combination of showing them need processes and involving them by using their research topics as part of the demo.”
- “Pls. include Reader’s Guide to Per. Lit + possible adjoining assignment.”
- “The more hands-on, the better. I learned I need to better prepare the m for how they will use this.”
- “Using the projector is a big help – showing them how to narrow their searches is great!”
- “The Library Orientation Tour & the “Can you find it?” exercise work very well for my students.”
- “Maybe some additional time.”
- “Students need to do something meaningful for themselves as part of instruction. They need to participate in the process. Not sure how to make this happen.”

7. Other comments:

Sample:

- “It would be helpful to have reference librarians spend time addressing the internet – not necessarily how it works, but guidelines for determining the academic validity of websites.”
- “I learned something too! Well done.”
- “Great work”
- “Very helpful”
- “None – the tours and the “Can you find it” exercise were both excellent.”
- “I really feel both labs were very useful – good instructor”