Multi-Method Assessment to Improve Library Instruction

Zsuzsa Koltay, Kornelia Tancheva
Cornell University Library
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Outline

• Introduction
• Faculty perception (survey)
• Student perception (2 surveys + focus group)
• Pilot video project
• Evaluation of pilot
• Next steps
Introduction: library instruction assessment

• Resource Investment
• ACRL Standards and Framework
• Assessment
  – Input measures
  – Outcomes-based assessment
  – Perception of helpfulness
  – Improving student experience
Faculty perception

- Library survey of faculty - 2014
- Locally designed
- Census survey
- Response rate: 46%
Is there a need?

What percent of your students meet your expectations in their ability to...

- ...cite information sources
- ...find appropriate scholarly information on their research topic
- ...develop and refine research topics
- ...evaluate information sources critically

0-24%  25-49%  50-74%  75-100%
Is it helpful?

How helpful did you find the library's custom instruction sessions?

- 56% great deal of help
- 35% fair amount of help
- 9% little help
Why don’t you use it?

Reasons for not using library instruction

- used in past, wasn't helpful: [VALUE]
- gain doesn't justify giving up class time: [VALUE]
- student skills sufficient: [VALUE]
- don't look to library for help in this area: [VALUE]
- other: [VALUE]
- not applicable to my class: [VALUE]
- not aware of service: [VALUE]
Student perception - part one

• Leverage institutional survey
• Consortium on Financing Higher Education (COFHE)
• 2015 Enrolled Student Survey - undergrads
• First ever library module
• 27 institutions asked the same library questions
Use of library instruction
Perception of helpfulness

- Cornell:
  - % Not very helpful: 38.5%
  - % Somewhat helpful: 41.1%
  - % Very helpful: 20.8%

- Other Ivies:
  - % Not very helpful: 38.4%
  - % Somewhat helpful: 38.9%
  - % Very helpful: 20.4%

- Non-Ivies:
  - % Not very helpful: 40.1%
  - % Somewhat helpful: 38.5%
  - % Very helpful: 21.0%
Student perception – part two

- Possible reasons
- 2015 post-instruction survey
- Volunteer instructors
- All classes had research components
- Immediately after instruction session
Was it helpful?

5. Was this library instruction session helpful?

- Yes: 284
- No: 6
- No Answer: 1

98% yes
Student perception – part three

Student Library Advisory Council insights:

• Forced
• Repeated
• “Effectively the same presentation” multiple times
• Quality varies (instructors just “throw tools at you”)
• Centered on fairly intuitive search engines; or it is too general
Student council recommendations

• Replace instruction sessions with one-on-one sessions
• Turn instruction into a Q&A session
• Divide classes into smaller groups so that individual questions can be addressed
Grab the classroom!
The ones that are greyed out are ones that we don't have subscriptions to.

unfortunately.

This is an expensive journal, and we haven't been able to afford all of them. But the videos that we do have are high quality, and they include interviews, as well as lab procedures.

They have a linked table of contents that makes it easy to fast forward or replay a particular part.

So besides just looking at this video, here, I'm going to show you how to do a search.

I'll search for a known video.

So I know a professor at Cornell who has done a video in JOVE, and I search for his name. And this way, I can find...
Video project: prefer videos to lecture

[CATEGORY NAME] [PERCENTAGE]
[CATEGORY NAME] [PERCENTAGE]
[CATEGORY NAME] [PERCENTAGE]
[CATEGORY NAME] [PERCENTAGE]
Video project: helpfulness

- Yes: 79%
- Already knew: 16%
- No: 5%
Next steps

- Quality over Quantity
- Research Assignment Classes
- Upper-Level vs. FWS
- Critical Thinking Skills vs. Tools
- Flipped Classroom
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