Library Workshop Survey Summary 2016-2017

A Summary Report of Library Assessment
September 2017

Relates to: Bicentennial Strategic Plan (Imp. 5, Obj. 5); 2016-2017 PTS Action Plan (Initiative 2; High Priority Items); Library Strategic Plan (Goal 1.1; 2.1; 2.2; 4.1).

Library mission statement: The Princeton Theological Seminary Library strengthens teaching, inspires learning, broadens access, fosters research, embraces change, and advances and preserves knowledge.

Artifacts/data: 22 survey responses collected via Survey Monkey
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Library Workshop Survey Summary 2016-2017

The library experimented with a new form of student feedback during the 2016-17 academic year in the form of a set, shared information literacy survey for student participants in all library workshops throughout the year.

The short, three-question survey was emailed to participants by library staff following each workshop. The first question aimed to solicit feedback from students on the applicability of what they learned in the workshop to their research practices. The second question attempts to draw attention to one of the "frames" in the ACRL Framework for Information Literacy, emphasizing Searching as Strategic Exploration. The third question was an open text question asking students to provide any feedback about the workshop or make suggestions about future workshop topics.

Follow up with your workshop instructor, contact the library here, or check out these online tutorials for more training on what you learned today. Search and browse tools (OPAC, Summon, Browzine) and extraordinary primary and secondary scholarly content in e-books, databases, and archival collections (Guides to Manuscript Collections, the PTS Web Archive) are available to you at PTS. Explore, and be enriched by it.

1. I developed new skills or learned about a new resource in today's workshop that I can directly incorporate in my academic research.
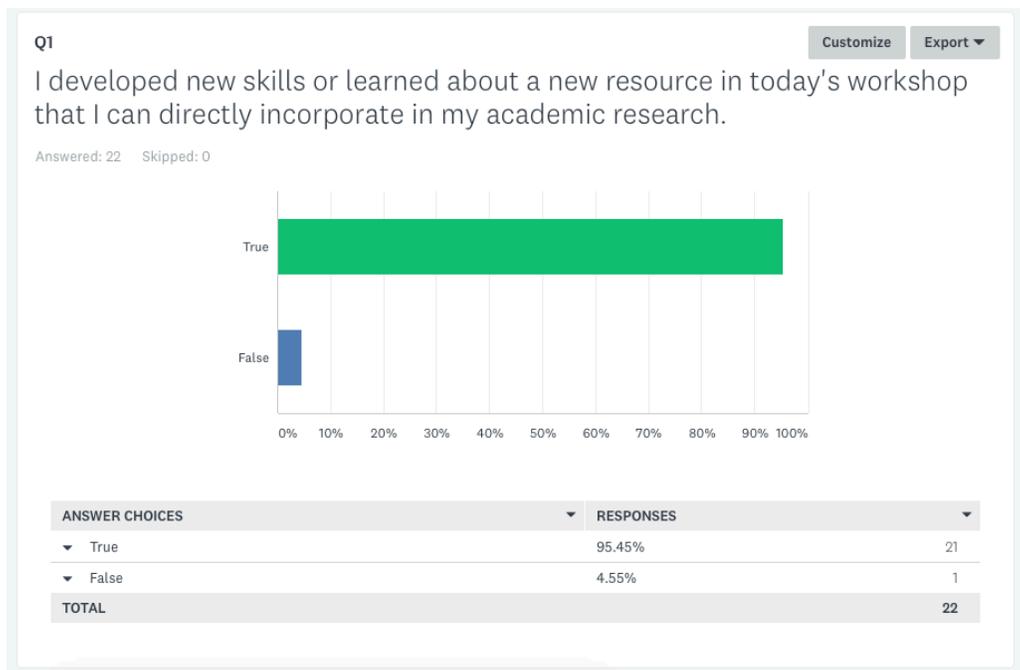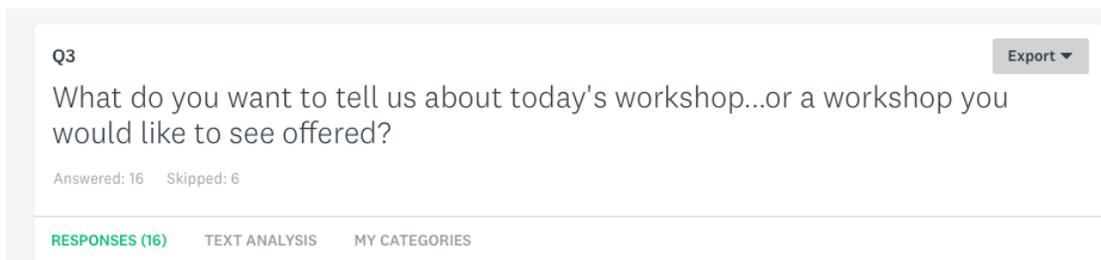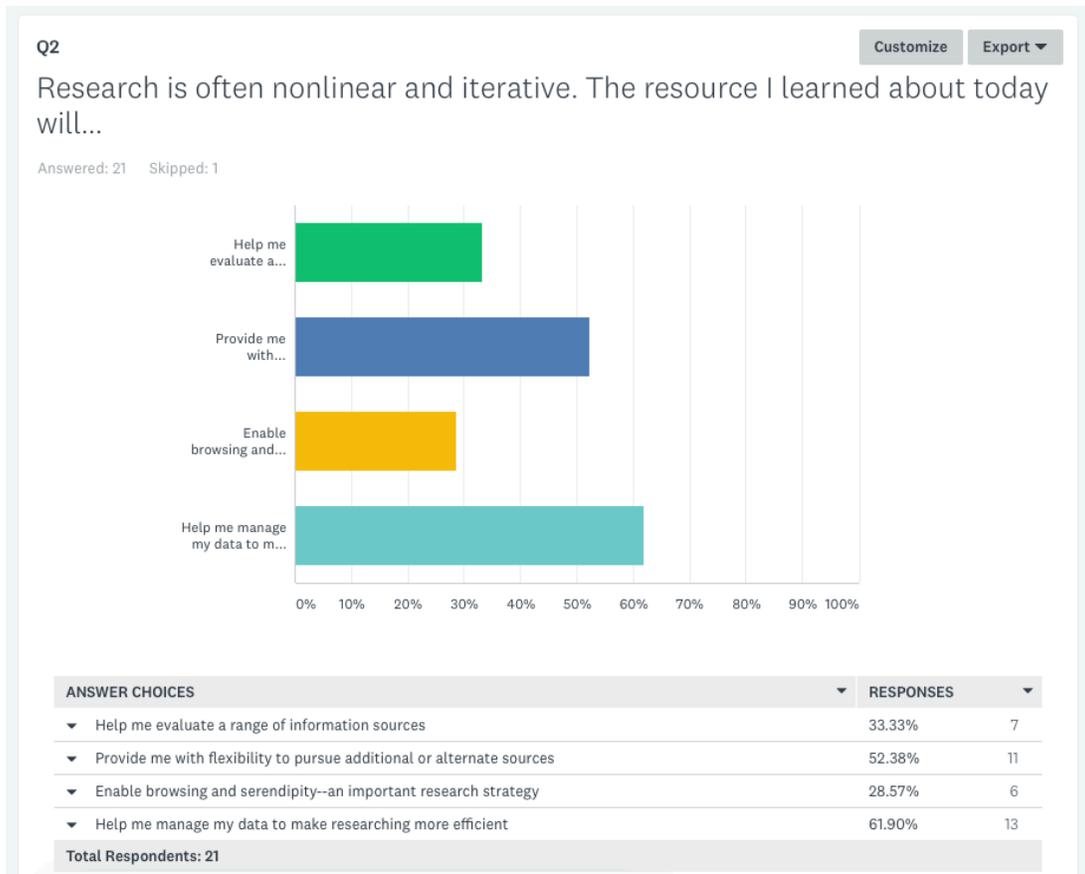
○ True

○ False

2. Research is often nonlinear and iterative. The resource I learned about today will...

☐ Help me evaluate a range of information sources

☐ Provide me with flexibility to pursue additional or alternate sources

☐ Enable browsing and serendipity--an important research strategy

☐ Help me manage my data to make researching more efficient

3. What do you want to tell us about today's workshop...or a workshop you would like to see offered?

☐

Results were modest: 22 survey responses were collected from an estimated total of 120 total workshop participants conducted during the AY2016-17. Overall, results demonstrate that students found value in the library workshop experience; made connections between the library workshop and their research tasks (particularly in the area of efficiency and time-saving); and provided positive comments on library staff workshop leaders and expressed the need for faculty to encourage their students to attend more workshops.

Q1   Customize   Export ▼

I developed new skills or learned about a new resource in today's workshop that I can directly incorporate in my academic research.

Answered: 22   Skipped: 0

ANSWER CHOICES	RESPONSES	
▼ True	95.45%	21
▼ False	4.55%	1
TOTAL		22

Q2

Customize | Export ▼

Research is often nonlinear and iterative. The resource I learned about today will...

Answered: 21   Skipped: 1

ANSWER CHOICES		RESPONSES	
▼	Help me evaluate a range of information sources	33.33%	7
▼	Provide me with flexibility to pursue additional or alternate sources	52.38%	11
▼	Enable browsing and serendipity--an important research strategy	28.57%	6
▼	Help me manage my data to make researching more efficient	61.90%	13
Total Respondents: 21			

Q3

Export ▼

What do you want to tell us about today's workshop...or a workshop you would like to see offered?

Answered: 16   Skipped: 6

RESPONSES (16)   TEXT ANALYSIS   MY CATEGORIES

What the Library Learned about the Unified Survey Format
The use of a set, shared information literacy survey for student participants in all library workshops throughout the year was a new endeavor for the library. The set, shared survey has several positive attributes—it was easy to implement and deploy (single URL all year); it allowed for longitudinal response across all workshops, all year; and it provides a simple, eagle-eye view of the impact of library workshops on student learning generally.

However, the set, shared survey had two significant limitations. It was hard to obtain survey results once students left the workshop room, resulting in a low response rate. Perhaps most importantly, the set, shared survey format did not allow library staff adequate granularity in gathering feedback about specific workshops in a way that is helpful to library staff looking to improve or strengthen a topical workshop.

What's Next for Workshop Assessment
Going forward, the library will continue to use post-workshop surveys in a more limited capacity. Rather than a set, shared survey, for the AY 2017-18, the library will occasionally (not for every workshop) create custom surveys as requested by the library staff workshop leader.

Additionally, in AY 2017-18, the library will be working with the Associate Dean for Planning and Assessment and individual faculty members to integrate information literacy elements into course rubrics. The library anticipates this approach will provide a different lens on the impact of library instruction on student outcomes.