Summary of Research Instruction Sessions
Fall 2007—Northwest Campus

In an effort to prepare for Prairie View A&M University's future accreditation visits, the J.B. Coleman library has requested that librarians frequently collect and provide documentation for library activities including Research Instruction sessions at the main campus and satellite campuses.

The following statistics were collected by the Distance Services Librarian for the Fall term and were taken from the JBCL Instruction Satisfaction Survey handed out at the end of each Research Instruction (RI) session. These statistics are from surveys collected at classes held at the Northwest Campus for graduate students. Some demographic information is not included, such as the name of the Instructor, the class, dates and times. This information will be provided upon request.

Basic demographic and other information is listed and is followed by survey questions, results and a percentage chart.

Demographic Information:

- Classes surveyed----13 out of 27 classes offered (4 classes cancelled the RI session for a later date)
- Month, date, year—September 17, 2007 to October 10, 2007
- Students surveys—164 graduate students responded out of 328 registered in the 13 classes (about 50% of the students)

Survey Questions:

1.   How would you rank your research skills?

| Research Skill Level	
	Number of Each
Beginner	30
Intermediate	110
Advanced	22
No Answer	2
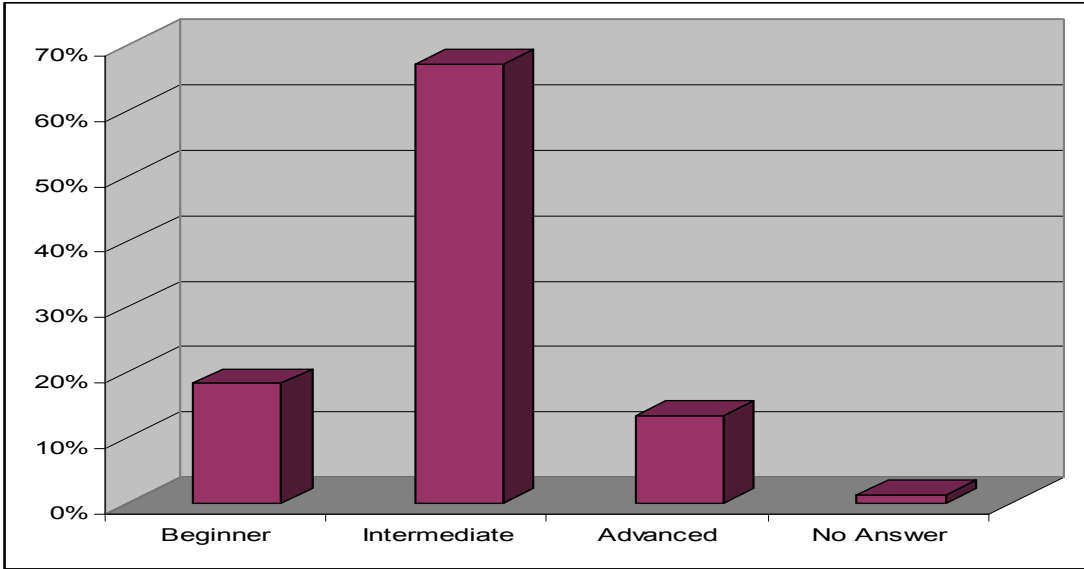
2. How many library Research Instruction sessions have you attended?*
*Some students were enrolled in more than one class at the Northwest campus.

Previous Research Sessions Attended	
This is my first one	92
Between 1 and 2	44
Between 3 and 4	19
More than 4	5
No Answer	2
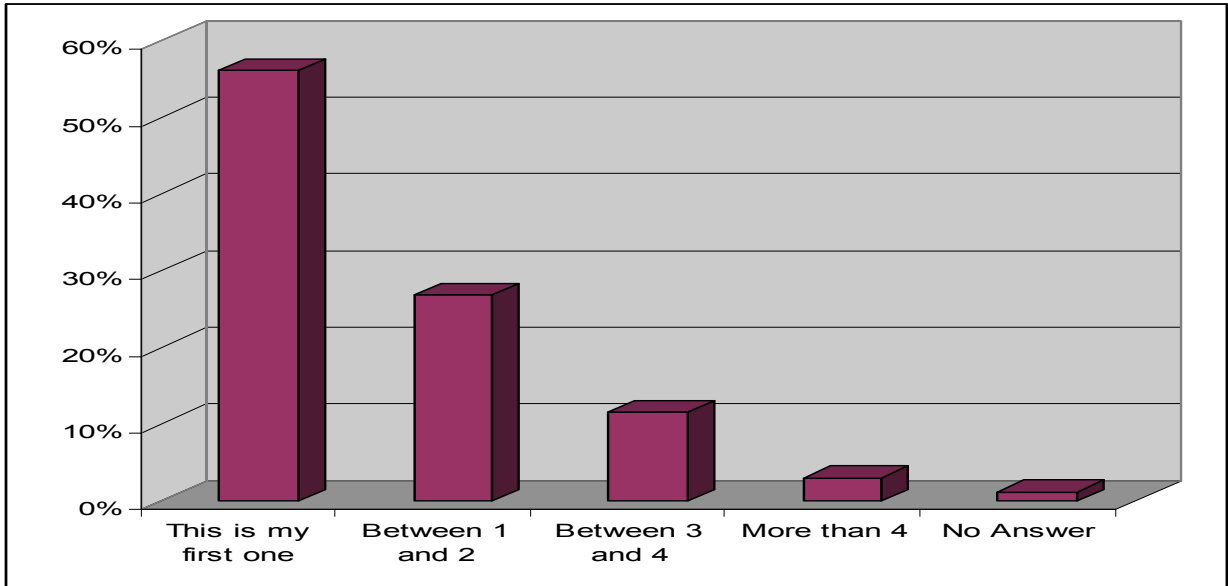
3. Would you benefit from a follow up class on this or another topic?

| Benefiting from a Follow-up Class	
Yes	117
No	34
Blank	13
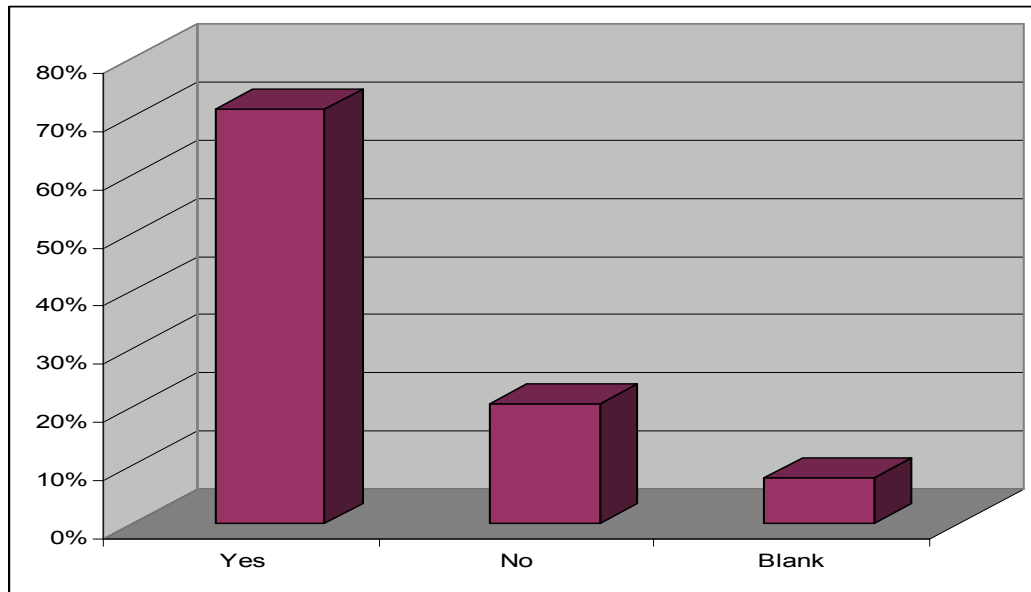
4. Was this Research Instruction session presented at an appropriate time in the semester?

Was the time in the school year appropriate for this session	
Yes	145
No	10
Blank	9
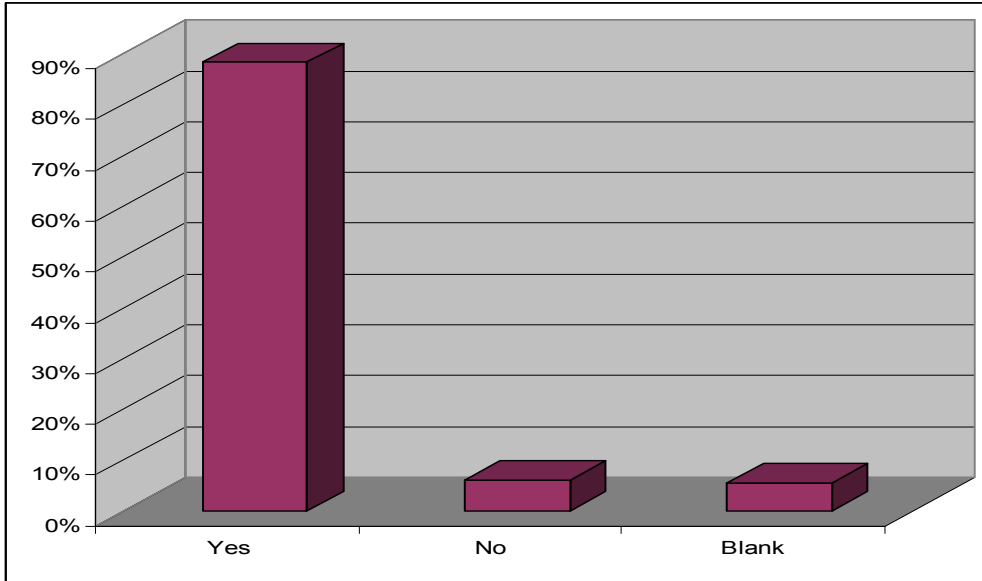
5.   How would you rate the Instructor's overall teaching effectiveness?*
      *More students rated "fair" in classes where internet access was not available.
      In these classes the instructor used only PowerPoint and screen shots of the
      websites on the internet.

Teaching Effectiveness	
Excellent	110
Good	48
Fair	6
Poor	0
No Comment	0
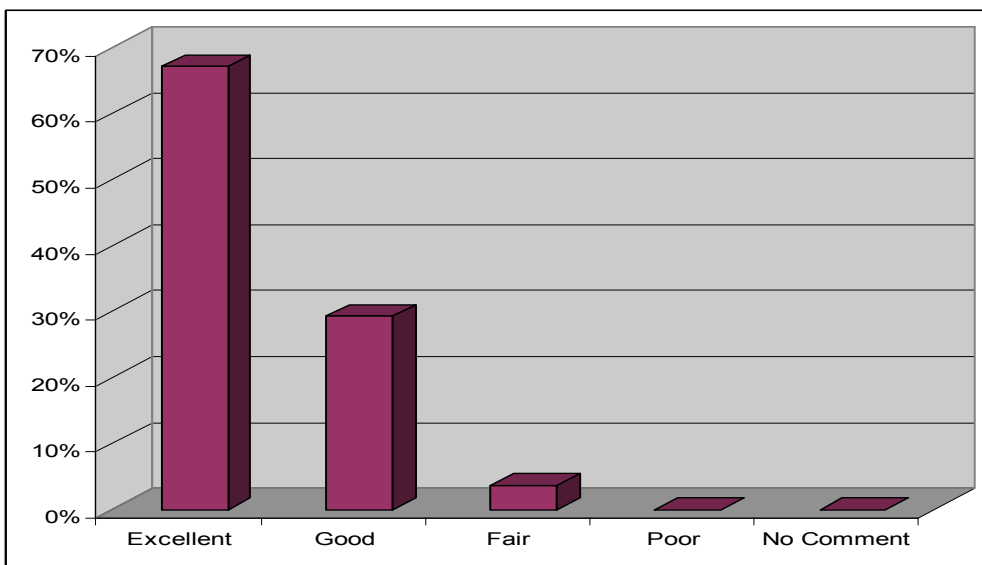
Additional questions and comments from students:

I. Question: What would you like to see covered in another session?

Comments:
- "APA style and important parts to use in writing the paper"*
- "Personal approach on actual research"
- "More detail on different web links"
- "Everything"
- "More detail on researching books and articles in different databases"
- "Style issues, grammatical issues, more on writing"
- "Specialized articles"
- "Finding reliable articles"
- "More on online library details"
- "Copyright"
- "More on how to begin our research"
- "Proper citing of reference"
- "PowerPoint"**
- "Details on other places where journals can be found"
- "How to locate things in the main library"
- "More information on what the library offers"
- "Internet surfing"
- "Writing and publishing"
- " Information on using WebCt and other online tools"
- "Information on writing dissertations"
- "More about [researching] Counseling"

   * Several students made the same or similar comments related to APA style
   ** Several students expressed a desire for a follow up on PowerPoint presentations

II.   Question: What was one thing you learned today from this class (Research Instruction session)?

Comments:
- "How to use the PV website to get articles"
- "How you can plagiarize your own work"
- "How helpful and advanced the Coleman library is"
- "The different databases PV offers"
- "That PV has a lot of neat resources"

- "Copyright, plagiarism, APA style, WorldCat and EBSCO"
- "Thank you"
- "How to save documents"
- "How to convert findings in APA style"
- "Much"
- "Definition of a scholarly journal"
- "Navigating through the website"
- "Information on the Coleman library"
- "Creating a folder for personal saving of articles"
- "How to narrow your search"
- "How to access other Texas A&M system libraries"
- "What we [students] have access to, I had no idea"

Conclusion and recommendations

There were two concerns about conducting the Research Instruction sessions: (1) not having internet access (2) students enrolled in several classes having to sit through additional sessions. The second concern was rectified by the librarian adjusting each session and making the presentation specific to the syllabus provided by the faculty for the class. The first concern was more difficult and the statistics indicate that the problem was not completely resolved. Students who could not actually see how to navigate through the databases remarked that the instructor's effectiveness was "fair". It is a recommendation that in the future all sessions are conducted in classrooms that have internet access.

What was interesting to note from the surveys was that most students agreed that the sessions were held at the appropriate time during the semester. Some students felt the sessions should be held at the beginning of the semester. It appears that weeks after the term starts it is still sufficient to assist students in their class work. However, it would probably not be good to have the sessions later than mid-term examinations.

Submitted, October 15, 2007
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