

# CUL CLIQ\* SURVEY – FALL 2015 TO SPRING 2020

\* CORNELL LIBRARY INSTRUCTION  
QUESTIONNAIRE

PRELIMINARY SUMMARY -- SEPTEMBER 23, 2020

MEL JENSEN

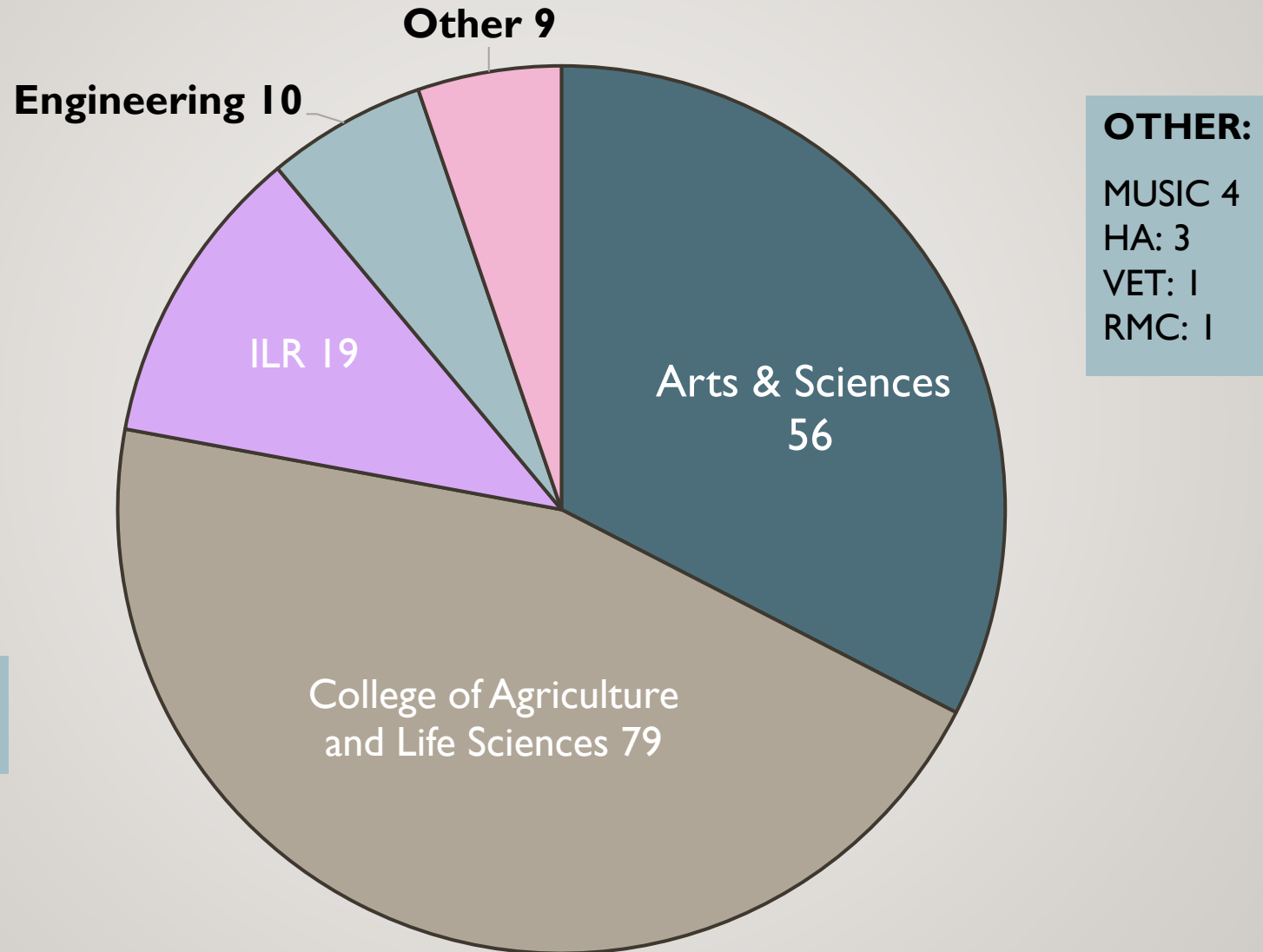
# BACKGROUND

- Piloted in Fall 2015 (and administered in subsequent semesters) with goal of having a uniform classroom assessment tool for library instruction in undergraduate courses for which there was an assignment.
- Administration of survey was highly encouraged, but usage by librarians was voluntary.
- Qualtrics interface
- Seven questions (closed and open) -- responses were anonymous
- Results from individual instruction sessions were uploaded into Box folder by unit Instruction Coordinators at the end of each semester for analysis.

# SURVEY QUESTIONS

1. What's one new thing you learned today?
2. What's still confusing about doing research for this assignment?
3. What's one thing you'll do differently in your research based on what you learned today?
4. This library instruction session will allow me to better complete assignments for this course. (Likert scale on agreement)
5. Was this library instruction session helpful? Why/Why not?
6. Have you attended a library instruction session or workshop with a Cornell librarian previously?

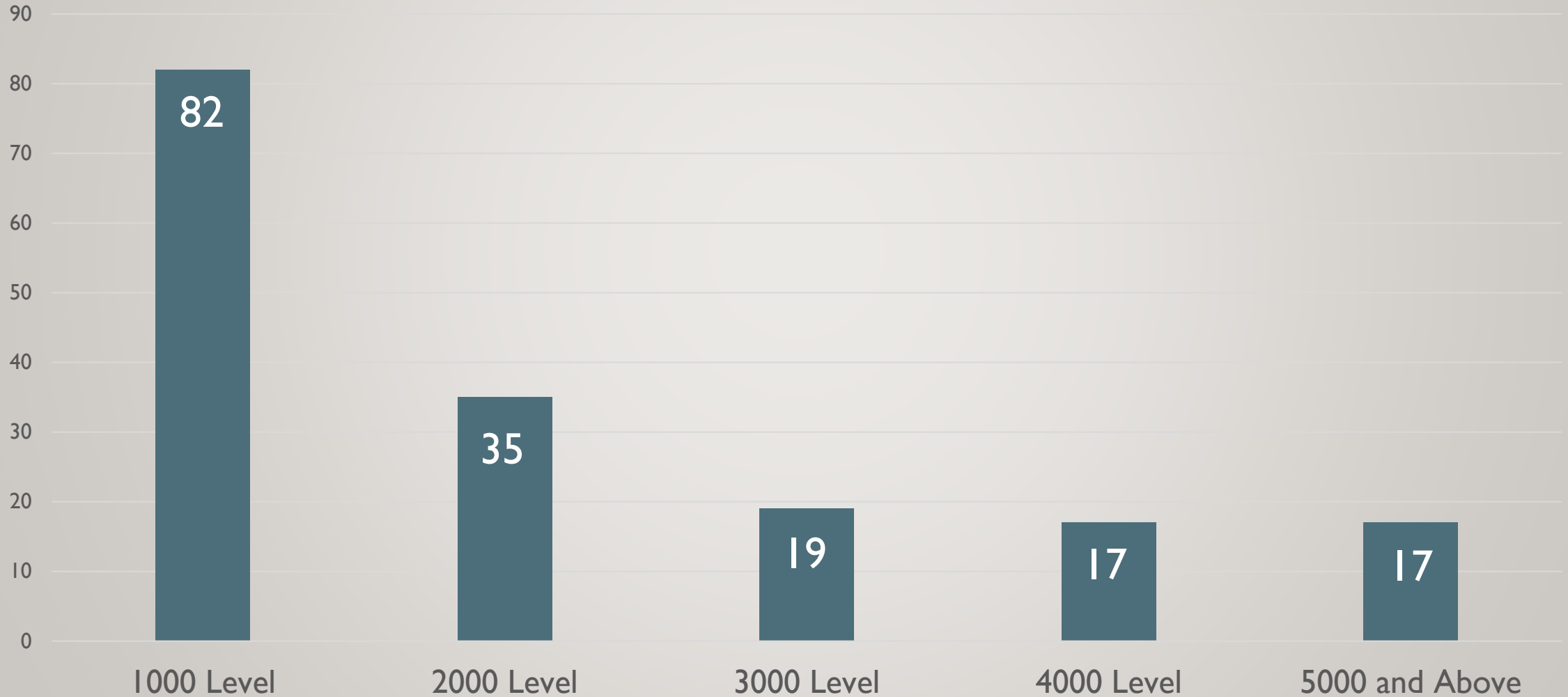
# Number of Sessions in which CLIQ



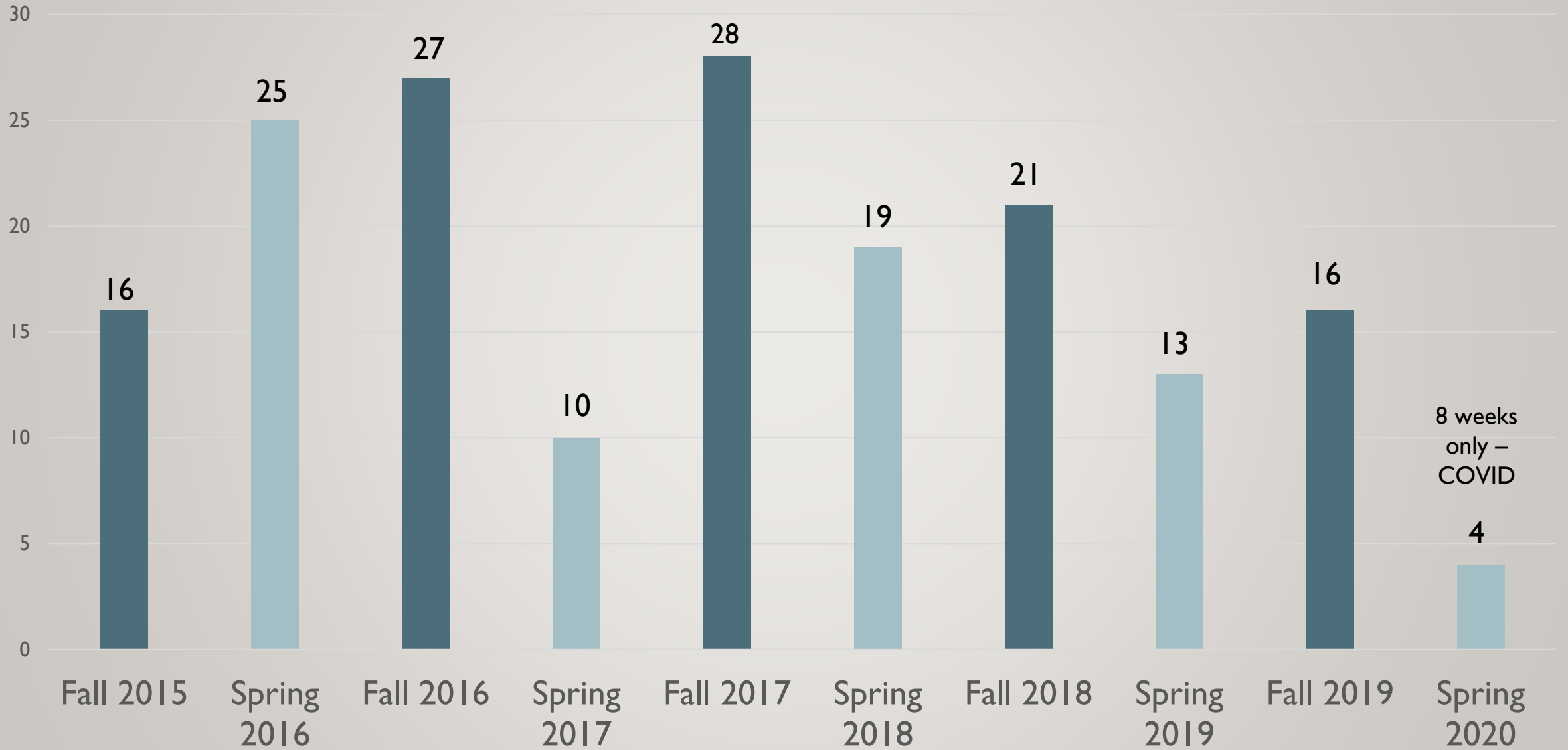
Total sessions over 9 ½ semesters: 173

# Total Sessions by Course Level

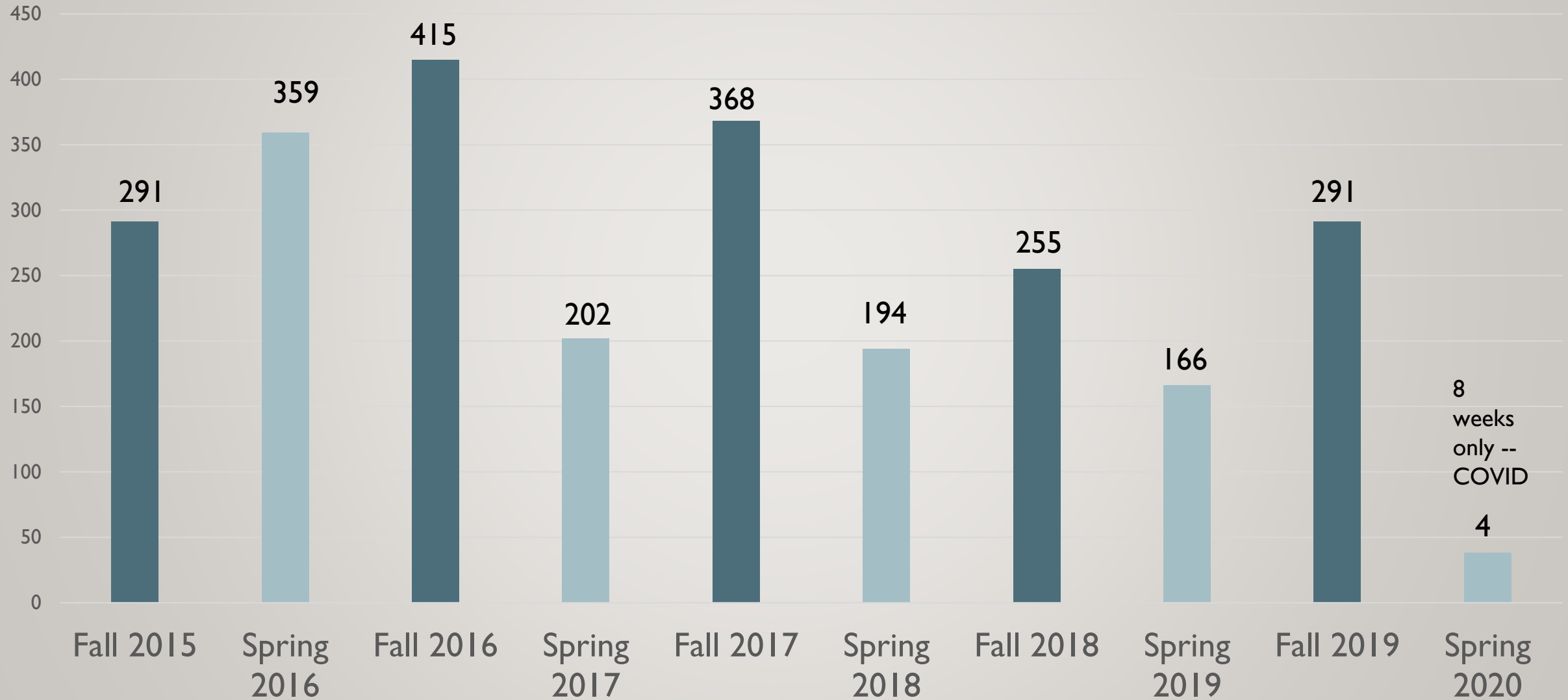
## Fall 2015 to Spring 2020



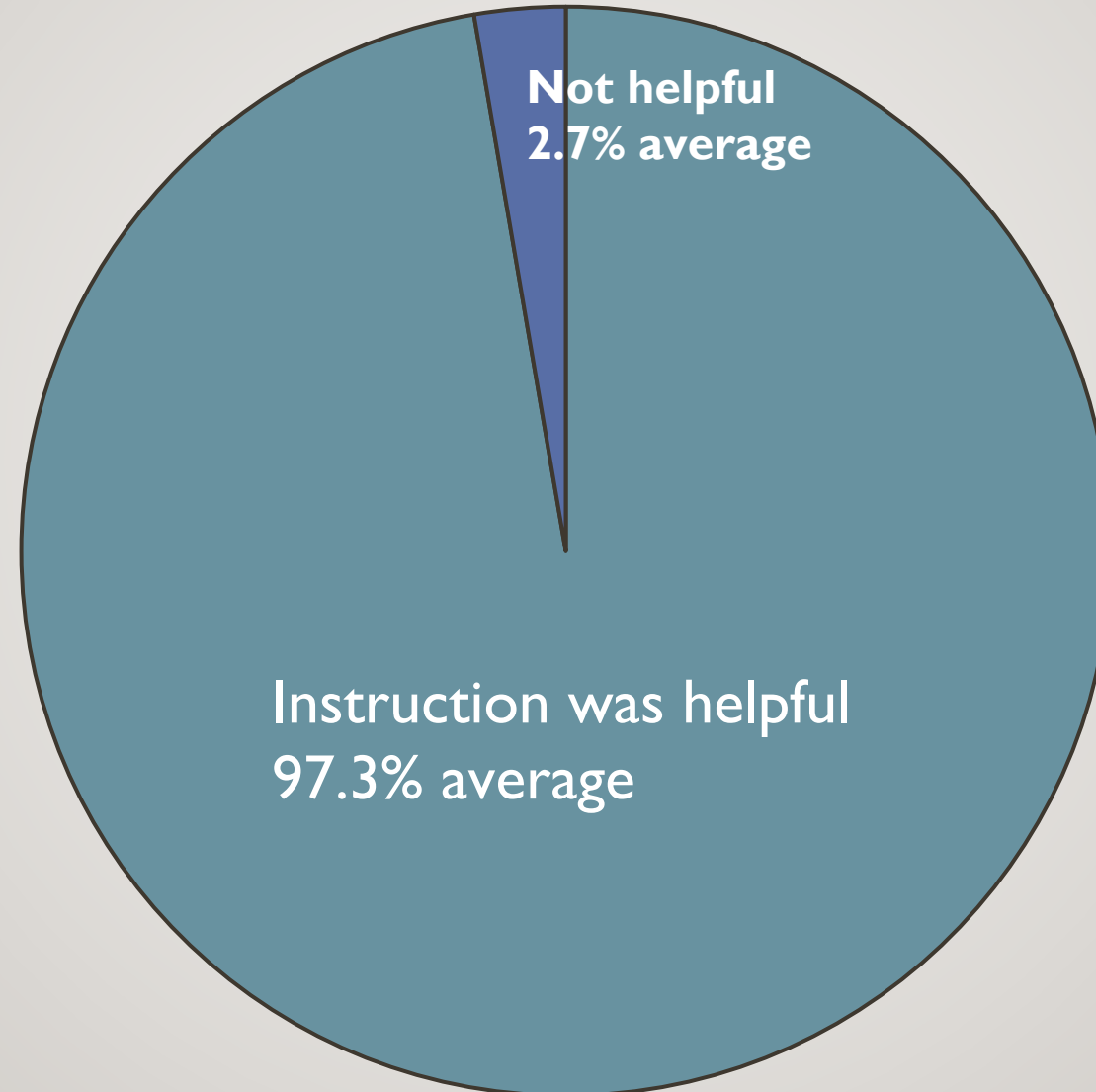
# Number of Instruction Sessions by Semester



# Total Number of Respondents by Semester



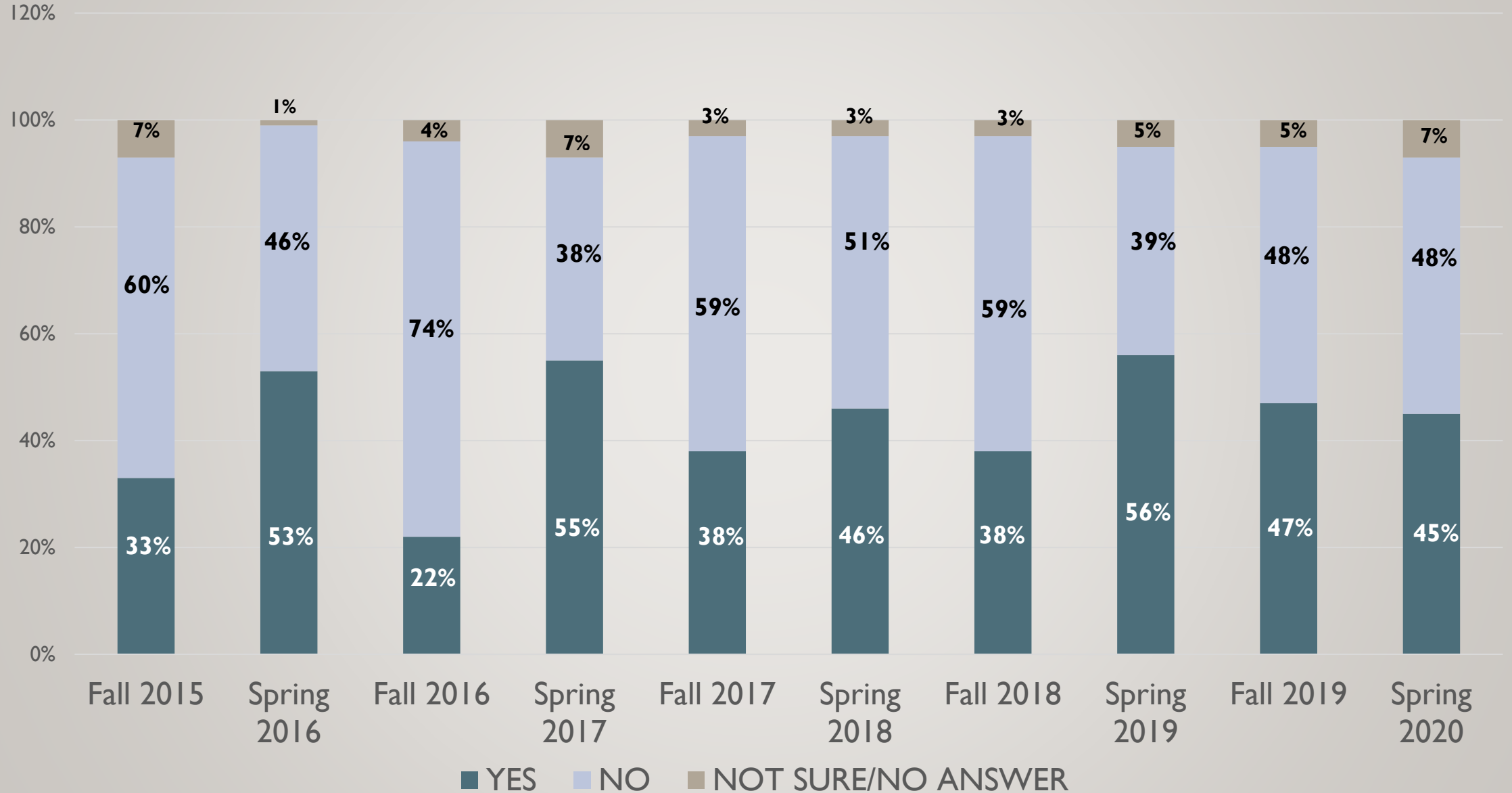
## Q. 5 Was this library instruction helpful?



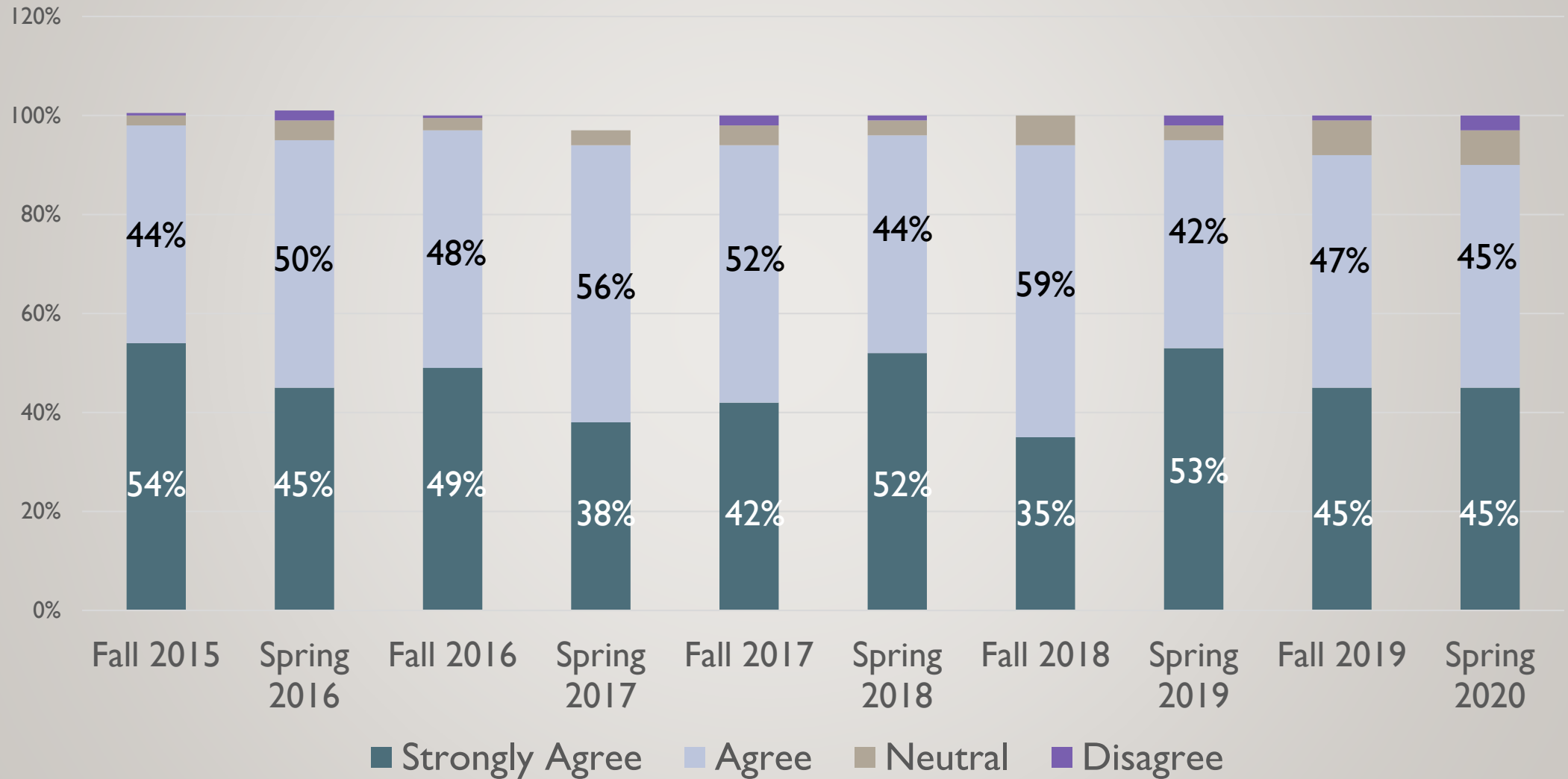
Average  
across 9 ½  
semesters



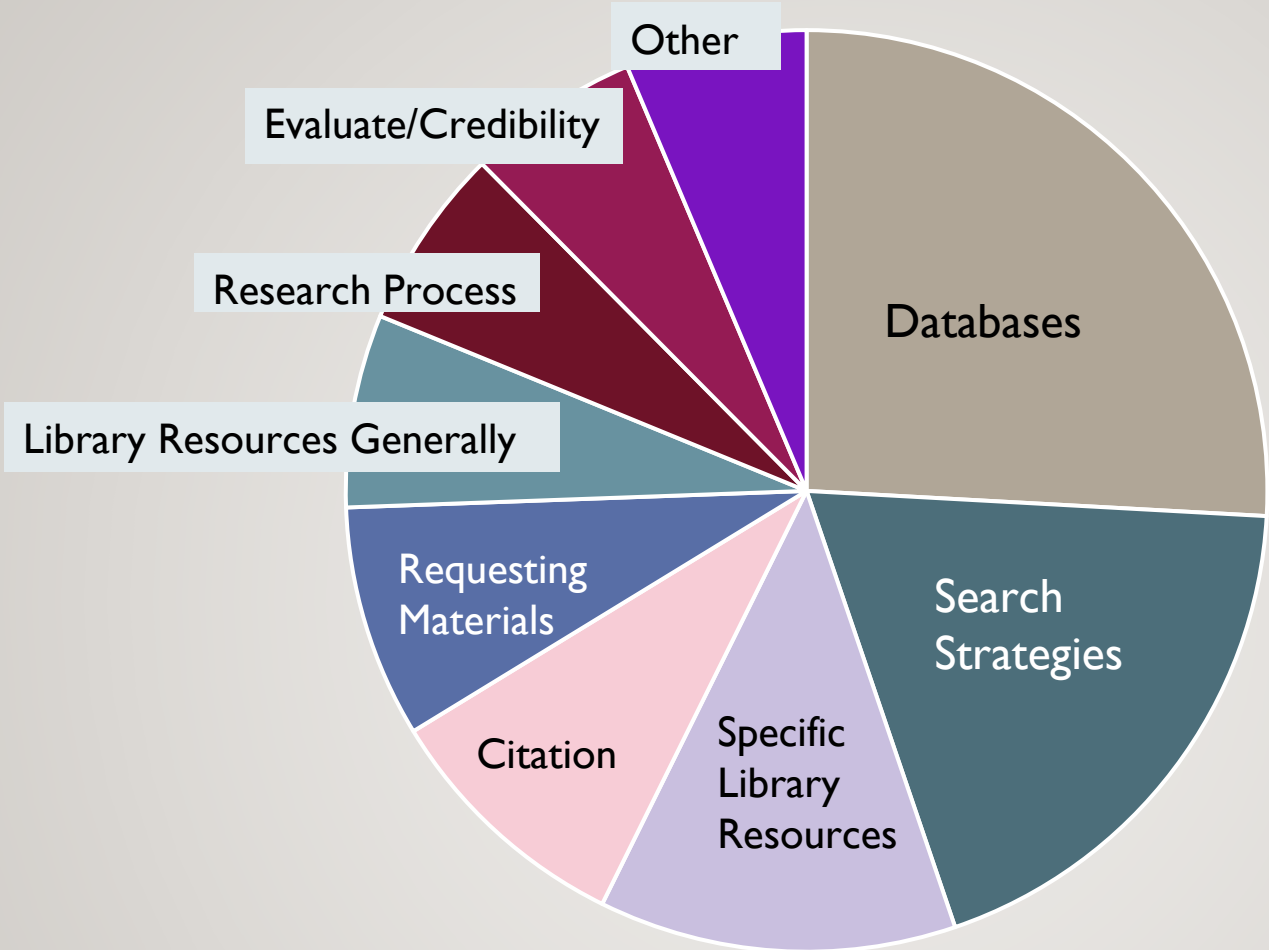
## Q. 6 Attended a Library Instruction Session Previously



## Q. 4 This library instruction session will allow me to better complete assignments for this course.



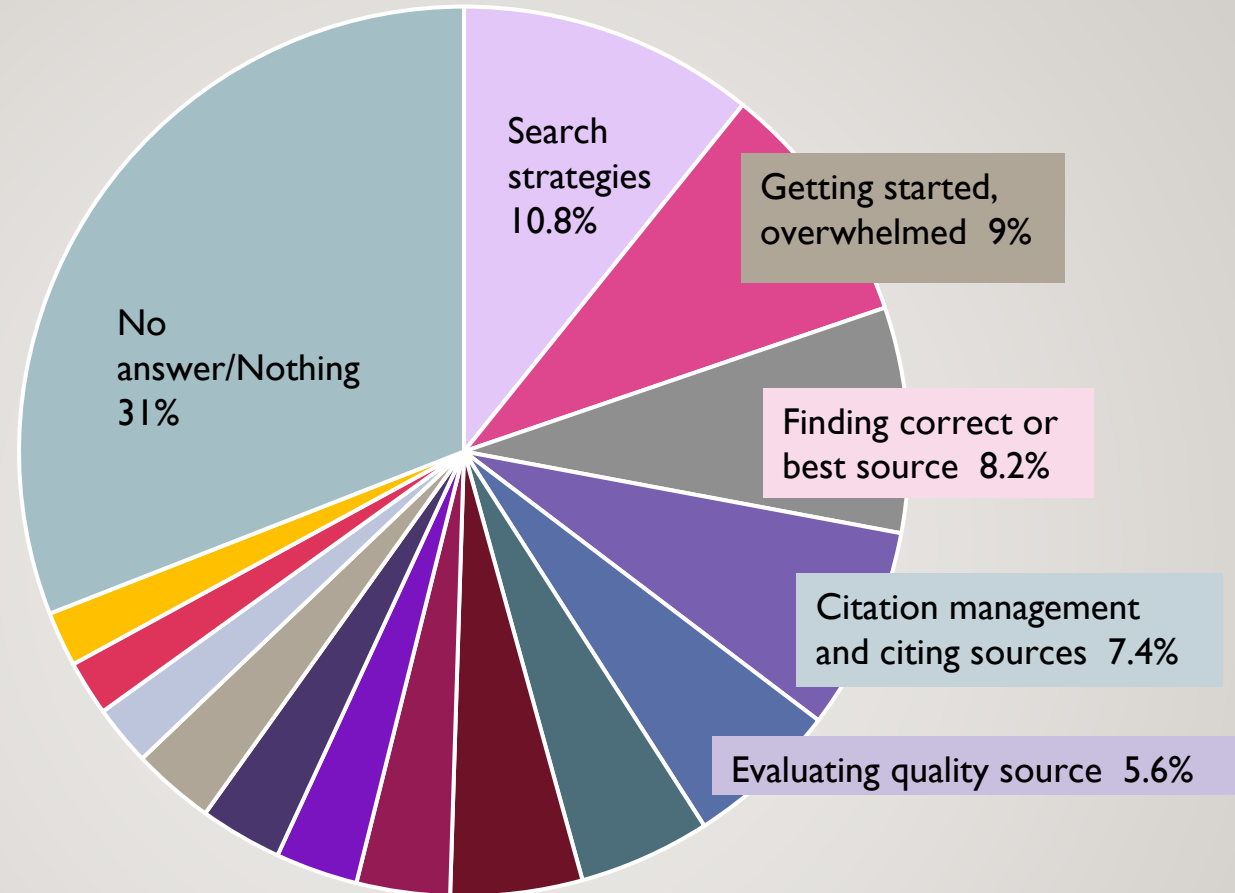
# Q.1 One New Thing You Learned Today



Some students provided more than one answer.

- Databases 26%
- Search Strategies 19%
- Awareness/Use of Specific Library Resources 12.6%
- Citation Management/Citing Sources 9%
- Requesting Materials 8.2%
- Awareness/Use of Library Resources Generally 6.8%
- Research Process 6.4%
- Evaluate Sources/Credibility 6.1%
- Other 6.4%

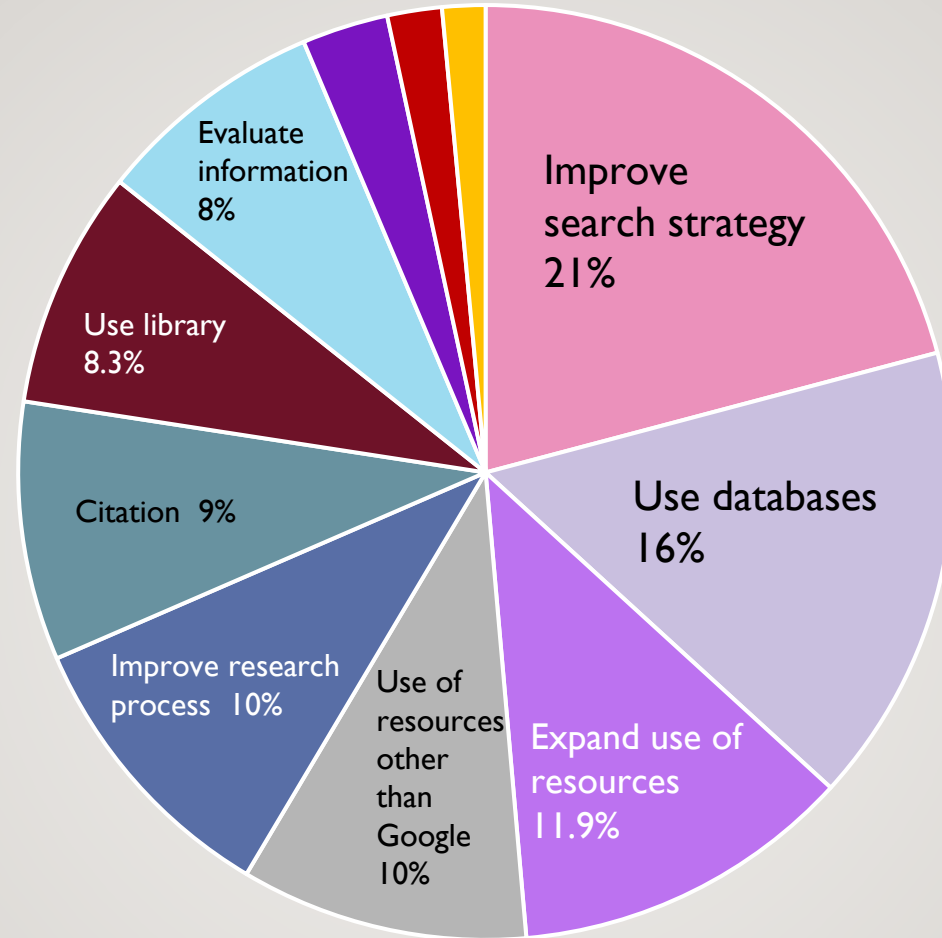
## Q.2 What's still confusing about doing research for this assignment?



Some students provided more than one answer.

- Search Strategies 10.8%
- Getting started/overwhelmed 9%
- Finding correct/best source 8.2%
- Citation related 7.4%
- Evaluating quality source 5.6%
- Assignment 4.8%
- Choosing/narrowing topic 3.4%
- Research process 3.4%
- Databases 3%
- Finding enough information 3%
- Retrieving/accessing materials 3%
- Specific skills (Makerspace, Excel) 2.2%
- Library catalog/website 2.2%
- Too early to tell 2%
- No answer/nothing 31%

### Q. 3 What's one thing you'll do differently in your research based on what you learned today?



Some students provided more than one answer.

- Improve search strategy 21%
- Use resources other than Google 10%
- Use library resources and services 8.3%
- Apply specific skills 1.9%
- Use databases 16%
- Improve research process 10%
- Evaluate information 8%
- Ask for help 1.5%
- Expand use of resources 11.9%
- Use citation management/cite sources 9%
- Nothing or no answer 3%

# OBSERVATIONS

- Having the CLIQ as part of our instruction routine was a consistent reminder that assessment has value! Establish the habit of including assessment.
- Data was fairly consistent across semesters. No big surprises!
- Students DO find information literacy instruction helpful (even if they had instruction previously)!
- What students said they learned mirrored the focus of the instruction. Response to this question was what first came to mind for students.
- The CLIQ forced students to reflect on their own learning – especially when they had to articulate what they might do differently.

# MORE OBSERVATIONS

- Getting feedback about what confuses students allows us to adjust our instruction accordingly and also to address confusing items through feedback via faculty.
- Survey fatigue when they got to the question about why or why not the instruction was helpful. Redundant responses with other questions (learned today, confused, do differently).
- However..... comments about why the instruction was helpful were useful.
- In more recent semesters, increased emphasis in sessions on the research process and evaluating information -- as reflected by student feedback about what they learned and how they would apply skills.



## AND JUST A FEW MORE.....

- The CLIQ constitutes classroom assessment. **It does not measure student learning** or whether students actually applied the skills that were taught.
- Relationship with course faculty is critical to successful administration of an assessment instrument and follow up with students.
- Continued use of the CLIQ in its current form is not likely to yield new information. It is time to review its use and format.



# PROPOSED NEXT STEPS

- Although data as to the percentage of classes that were given the CLIQ compared to the number taught was not gathered – a large number of instructors chose not to administer.
- Would be useful to survey librarians as to why they used or did not use the CLIQ. Class time needed to administer consistently cited as a barrier. Project for Assessment subteam.
- Address the possibility that there may be different assessment needs in different units.
- Investigate ways to involve faculty – administer survey a few weeks after instruction for better assessment of student learning.
- Continue to use the CLIQ this Fall so that we stay in the habit of assessing our instruction.
- Interesting to observe whether there are differences in responses in virtual environment.