

UNDERGRADUATE DEMOGRAPHICS AND SOURCE EVALUATION CONFIDENCE

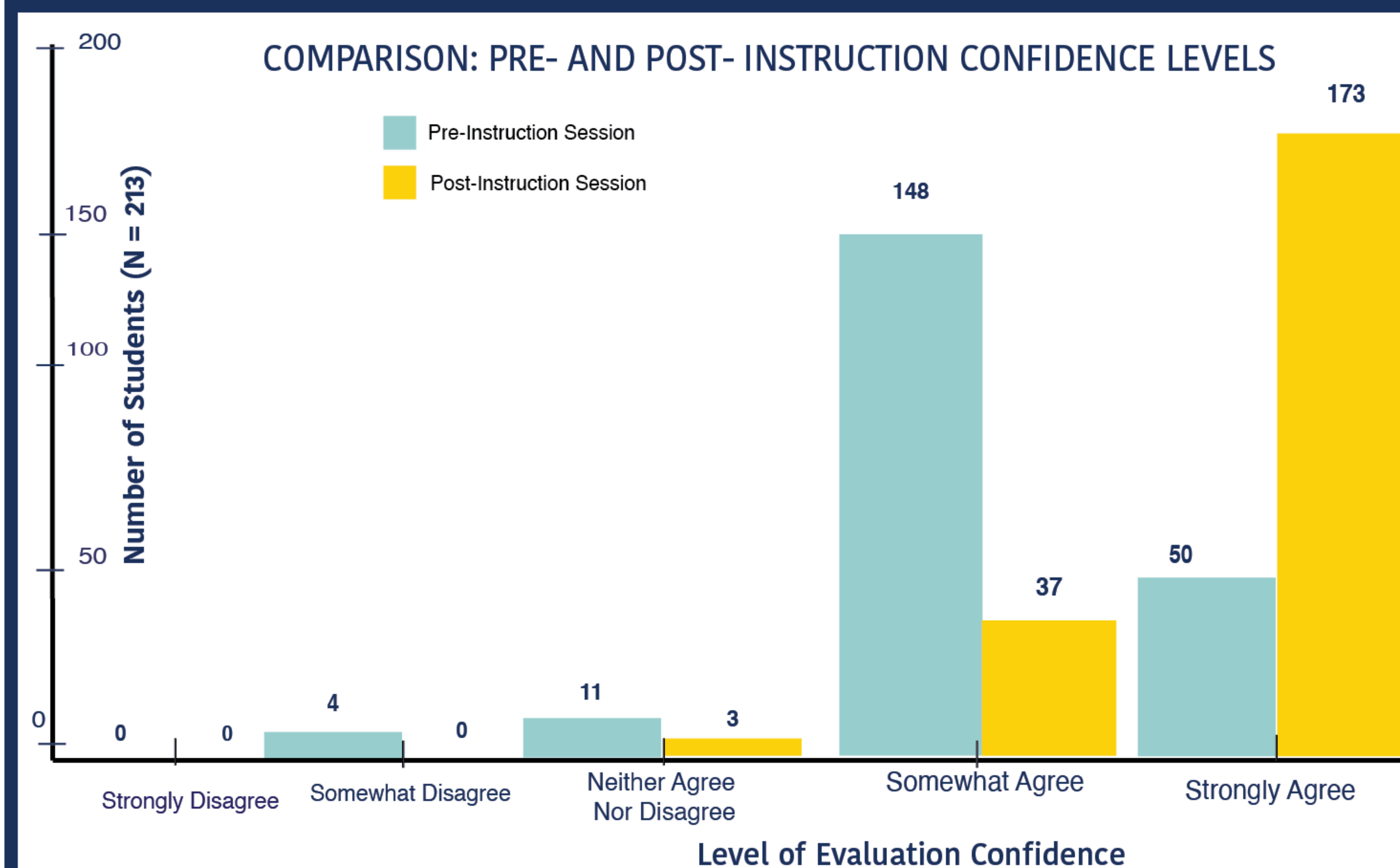
DEVELOPING A METHODOLOGY TO INVESTIGATE A POTENTIAL LINK

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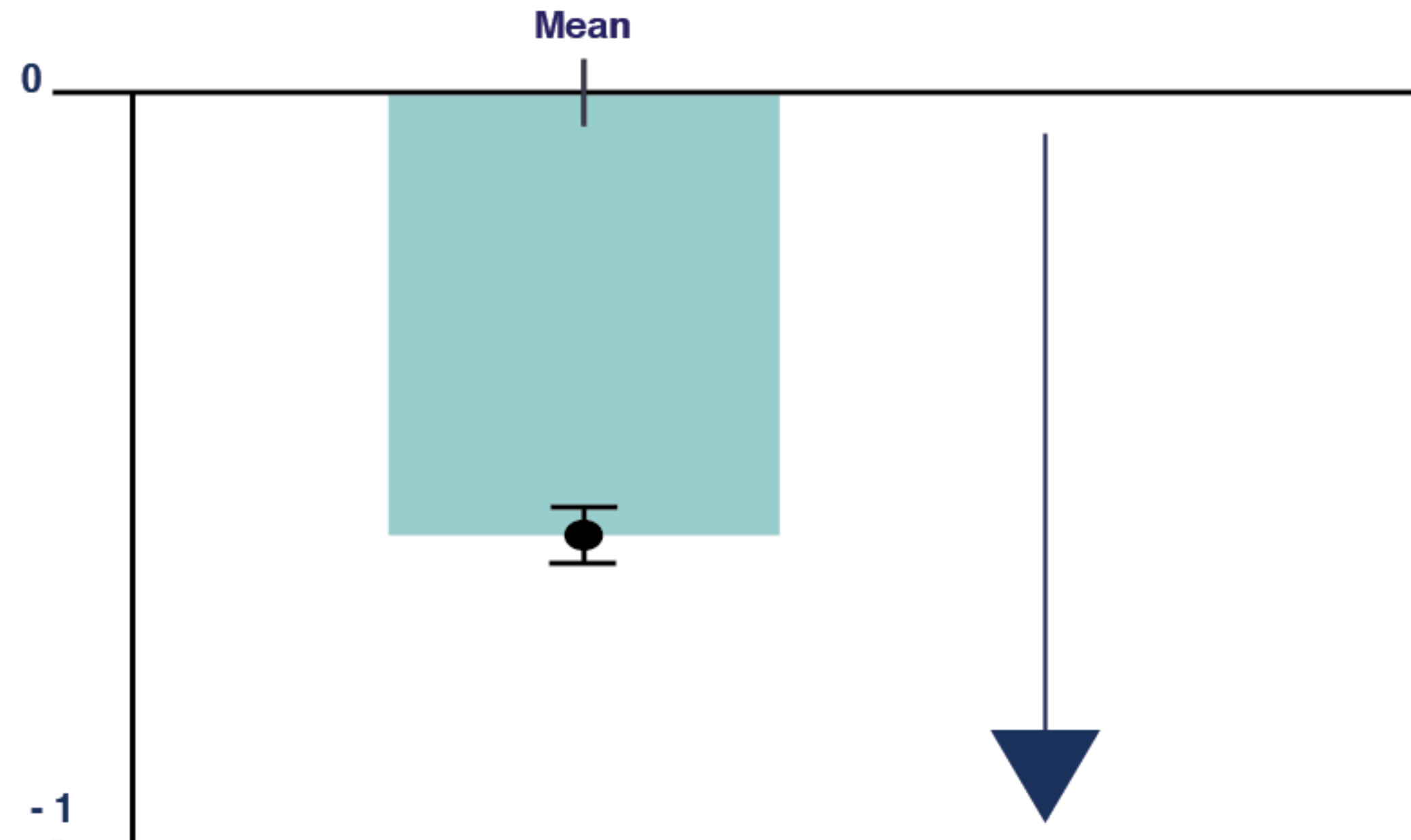
BACKGROUND

- The Library Assessment in Student Learning lab spent fall of 2019 gathering responses from 350 students during surveys that took place before and after library instruction sessions within first year writing courses.
- The aims of this survey center around gaining an understanding of how students evaluate sources.

PRELIMINARY RESULTS



PAIRED TEST: PRE- VERSUS POST-INSTRUCTION CONFIDENCE

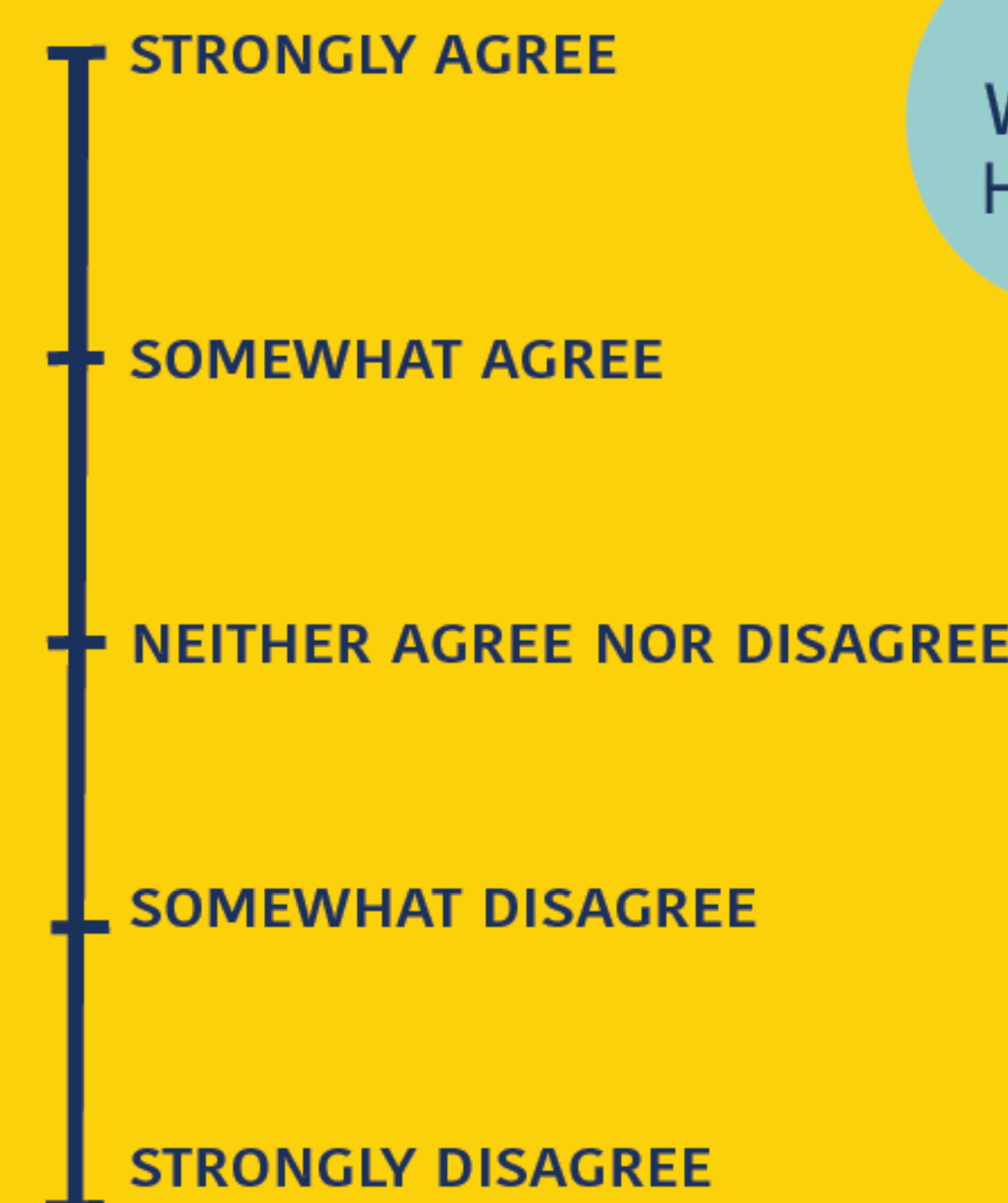


THE DIFFERENCE IN CONFIDENCE PRE- AND POST- INSTRUCTION WAS STATISTICALLY SIGNIFICANT; CONFIDENCE INCREASED POST-INSTRUCTION

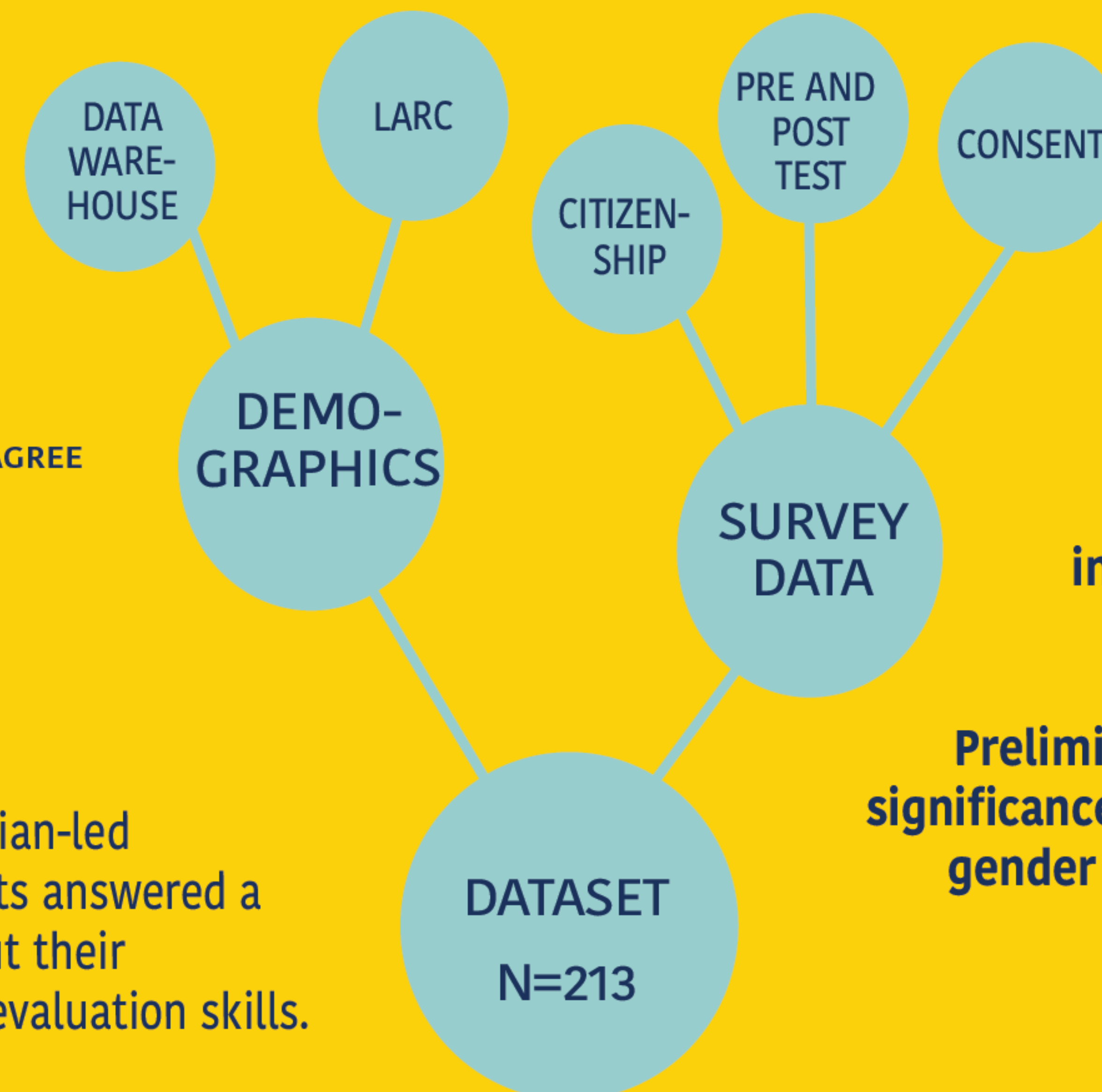
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METHODOLOGY

Data Collection



During pre- and post- librarian-led instruction surveys, students answered a Likert-scaled question about their confidence in their source evaluation skills.

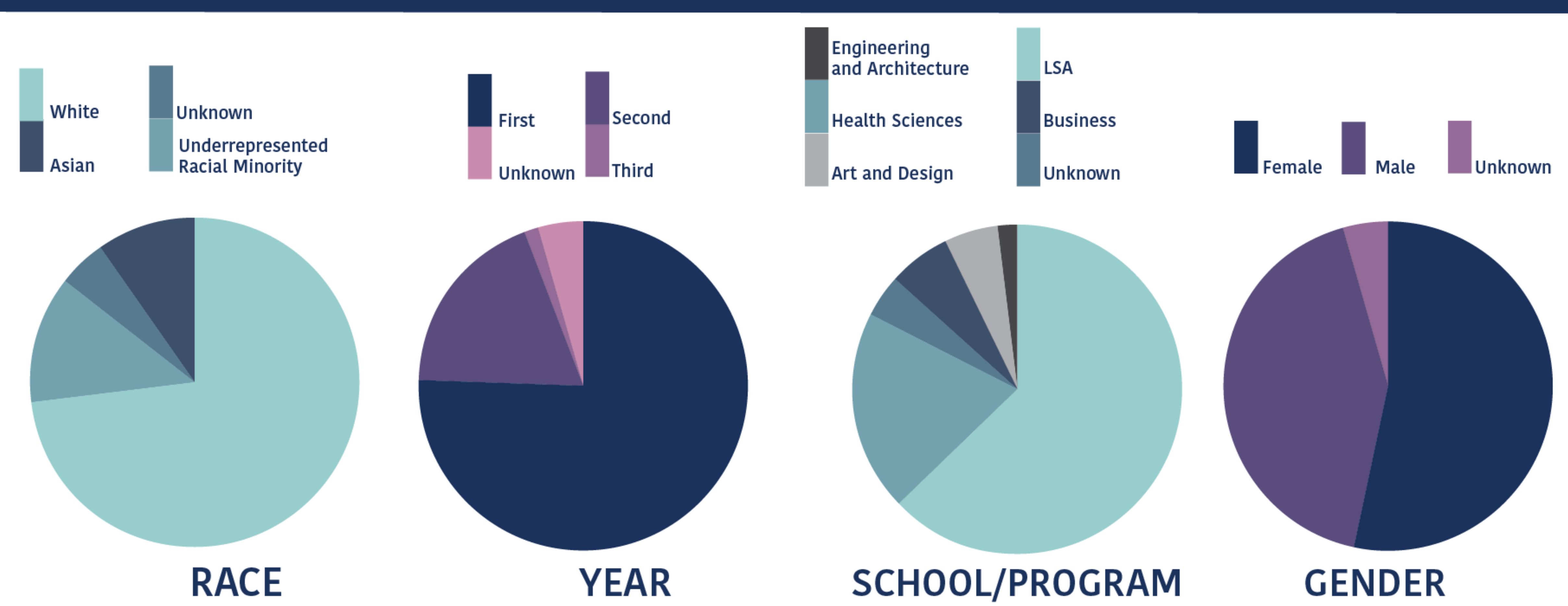


Analysis

Data from the survey is combined with demographic data and analyzed in SPSS. Preliminary analysis between pre- and post-instruction confidence shows statistical significance.

Preliminary analysis also shows no significance between factors of race or gender in pre- and post-instruction confidence.

DEMOGRAPHIC BREAKDOWNS



NEXT STEPS

Socioeconomic status will be added as an additional factor. Trends in the change in confidence when between demographic groups like race and gender point to the need to do more in-depth exploration.

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