Background
The University of Michigan Library has a close partnership with the Undergraduate Research Opportunities Program (UROP)—a program in which students are paired with faculty sponsors to gain real life experience in a research setting.

We have traditionally offered optional workshops for students. As the program has grown, so has the list of workshops offered by the library, including sessions like poster design, introduction to excel, and many more. However, the library only sees about 300 students out of the 1200 for the workshops.

UROP students also attend bi-weekly seminars within disciplinary peer groups with a peer advisor. These seminars were identified as a possible place to add a required introductory research workshop. However, it was important to do some targeted assessment before changing our program.

Question
So, how do we weigh the fact that we know some students are not getting the instruction and information they need, against the idea that we may use valuable peer seminar time (and librarian time) for students who do not currently need the information we provide?

To begin to solve this problem, the main question of our project became:

Is there a difference in student learning and how the information was received by the students in two different instructional settings: an optional workshop that students can choose to attend, or during a required seminar facilitated by a UROP peer-tutor?

Process and Methods
We used Qualtrics, online survey software. We did a 10 question pre-test, a post-test and second post test 3 months later in optional workshops and peer seminars this past fall and winter. We did the survey in 6 classes: 3 optional workshops and 3 peer seminars. 160 students did the pre-test, 148 students did the post-test and 129 students did the 2nd post test. We ran the data using SPSS.

Results

How confident are you that you can find books and journals on your topic?

<table>
<thead>
<tr>
<th></th>
<th>Pre-Test</th>
<th>Post-Test</th>
<th>2nd Post</th>
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</thead>
<tbody>
<tr>
<td>Peer Seminar</td>
<td>51% confident</td>
<td>90% confident</td>
<td>80% confident</td>
</tr>
<tr>
<td>Optional Workshop</td>
<td>39% confident</td>
<td>93% confident</td>
<td>93% confident</td>
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In the box below, name two subject specific databases that may be helpful for your project. Do not name general databases such as ProQuest or JSTOR.

<table>
<thead>
<tr>
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<th>Pre-Test</th>
<th>Post-Test</th>
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<tbody>
<tr>
<td>Peer Seminar</td>
<td>32% correct</td>
<td>52% correct</td>
<td>46% correct</td>
</tr>
<tr>
<td>Optional Workshop</td>
<td>37% correct</td>
<td>86% correct</td>
<td>28% correct</td>
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Was this session helpful for your UROP Project? Depending on how you answered the question above, can you detail what was helpful about the session, or why it was not helpful?

Post Test: 91% positive
“I came into the workshop never having used the library resources before. I now feel confident that I can find the information that I need to help craft the work I will be doing.”

2nd Post Test: 76% positive
“Although I personally do not get to utilize all of the great information that was offered to me through this seminar due to the nature of my own UROP project, I can see the value in this seminar. Being able to do refined searches and knowing your way around databases is critical for any good scientific researcher.”

Conclusion
We did not see a big enough difference in the survey data to make an argument that peer seminars are a better place to offer library instruction.

This is actually ok! Scheduling additional instruction for 1000+ students would have been challenging. However, student performance and confidence levels are similar in both types of instruction settings. Some UROP students self-select as needing support, and take the optional workshops, but many others do not take part in the workshops. We are not reaching as many students as we should.

New question! How can we encourage more students to take advantage of the optional workshops?

Faculty intervention. UROP and the library need to ask faculty sponsors to reflect more fully on student responsibilities during the project. It is expected that students will be doing library research, they should require students to attend the library research workshop.