Outcome-Based Evaluation of the SEGSI Program

SI 623 – Winter 2008

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Executive Summary

Skills Enrichment at the Grad for the School of Information (SEGSI) is a program that attempts to provide University of Michigan’s School of Information (SI) students with technology learning opportunities as well as chances to expand their library skills. SEGSI attempts to bridge the gap between information theory and practice by providing instruction in software applications as well as showing SI students how to use library technology. It is a unique program in the information field in that it does not appear that many academic libraries provide this service to their schools of information.

Since Fall 2007, Donna Hayward, Information Studies Librarian at the University of Michigan, along with her staff, have developed enrichment workshops and events to coincide as closely as possible with the SI curriculum. While there was a focus on supplemental instruction for SI’s foundation courses thereby excluding much of the second year curriculum, it is the greater hope of the staff that SEGSI will meet SI information needs and increase SI students’ information literacy. Evidence of success in this area includes an increased MSI information literacy across specializations; increased SEGSI awareness in the SI community; and increased SI comfort with the Information Studies Librarian, Donna Hayward. SEGSI asked our SI 623 Outcome-Based Evaluation class to evaluate the effectiveness of the program based on the above criteria for success.

The team first conducted background research in order to understand SEGSI’s context. We interviewed Donna Hayward as well as researched the University of Michigan, the School of Information, SEGSI, and similar programs to SEGSI. Interestingly, we could not find research on similar programs. Secondly, the team conducted 8 half-hour interviews and administered one in-class survey session during SI 623 from which we received 15 completed surveys. Our participants represented a range of SI students – first and second-years from seven different specializations including LIS, School Library Media, HCI, ARM, IP, IEMP and Tailored. After collecting this data, the team analyzed the information and identified key outcomes brought about because of the program. The team also identified key challenges to this new program, generated recommendations, and listed potential outcomes should the program meet the challenges it has faced.

As expected, students who participate in SEGSI programs benefit both internally and externally. They have increased self accomplishment, learn and use new skills, and understand SI course concepts in a deep and thoughtful manner. They also experienced an increased sense of connection to the library and to Donna Hayward in particular. The students we interviewed and surveyed suggested many challenges facing the program and even offered suggestions to such constraints as scheduling, communication, and advertising issues.

To secure SEGSI’s future success, the program must address the current disconnect between the scheduling and advertising of its programs with the SI curriculum. Then, despite the daunting nature of the SI curriculum, SI students will take advantage of the bridge that SEGSI provides and become better information professionals as a result.
Introduction

Skills Enrichment at the Grad for the School of Information (SEGSI) is a pioneer program for the information field. According to Goulding (2001), the curriculum at library and information studies schools around the world is changing rapidly to keep pace with the growing information profession. These changes in information technology sometimes create a gap between what is learned in graduate schools and what is needed in practice. The dearth of research in technology enrichment programs at schools of information suggests that information students do not often have opportunities outside of a school’s curriculum to supplement their current technology skills. An extracurricular program can be more responsive to emerging technologies because enrichment workshops can be developed quickly and can be focused on a single practical skill. SEGSI can fill the information gap between theory and practice and provide a bridge between University of Michigan’s School of Information and the University’s libraries.

Context

SEGSI’s goal is to provide SI master students with immediately relevant resources for their academic and career development beyond those available through SI programs and services. Donna Hayward, Information Studies Librarian at the University of Michigan, launched the SEGSI program during 2007 SI orientation in order to strengthen the ties between SI and the Hatcher Graduate library. During orientation, students were introduced to SEGSI, and were provided with a variety of options for getting in touch with the staff. SEGSI has a CTools site, a blog, a Google calendar, and a wiki to support its various activities.

The initial workshop offerings were based on perceived gaps between incoming students’ skills sets and what they were required to know by the foundation classes, courses that all SI students are required to take in their first semester. These classes often require technical skills that students entering the program may not possess. Josh Morse and Rafia Mirza, SI students who are also University Library Associates (ULAs) and SEGSI staff members, suggested workshops they thought would have been useful during their first years. They proposed topics such as Visio/Omnigraffle and searching databases. Additionally, after discussion with SI Career Services and SI faculty, other workshops were offered to SI students, such as workshops on RSS feeds and Dreamweaver. Depending on the particular workshops, Donna seeks out library staff with additional expertise. This year, the instructors primarily consisted of Donna and the SI student ULAs that report to her: Josh, Rafia and Joel Adams. A full list of workshop offerings can be found in the appendix.

Donna Hayward, the evaluation user, began working at Hatcher in 2002 after graduating from SI. Initially, she worked at the reference desk and was responsible for training new hires, which put her in direct contact with many SI students. In September 2004, she became the Information Studies Librarian. In 2005, she approached SI and asked to be part of orientation. Donna’s attempts to make more of a connection with faculty have included attending SI faculty meetings and her inclusion on the SI faculty email list.
The clientele for SEGSI are primarily SI master students. Given the wide variety of specializations at SI, it is difficult to say that there is a standard profile for students. Current specializations at SI are: Archives and Records Management, Community Informatics, Human-Computer Interaction, Incentive-Centered Design, Information Analysis and Retrieval, Information Policy, Library and Information Services, School Library Media, Preservation of Information, Social Computing and Tailored. Institutional stakeholders for this program include the Hatcher Graduate Library and the School of Information at the University of Michigan.

**Why Outcome-Based Evaluation?**

While SEGSI is not under outside pressure to justify its mission, it is a new program that requires extensive efforts from Donna and her staff. After the first round of workshops, it is useful to check the effectiveness of the program beyond simple, close-ended survey data. Outcome-based evaluation offers the evaluation user concrete examples of how SEGSI has affected the SI community. The SEGSI staff will be able to examine the results of this program and evaluate the library’s commitment to skills enrichment next fall.

The primary goal of our evaluation was to determine the outcomes of the inaugural Fall 2007 SEGSI workshops. Our secondary goal was to determine the effectiveness of Donna’s efforts to strengthen the ties between SI and Hatcher Graduate Library.
**Project Description**

By meeting with Donna Hayward and conducting preliminary background research, we developed a working knowledge of the SEGSI program and Donna’s desired outcomes. We designed a logic model outlining the inputs, activities, outputs, outcomes, and desired impact of the program (for a full-page version of the SEGSI Program Logic Model, see appendix).

Our data collection methods included user interviews and a user survey (see appendix). While observation data would have been valuable, there were no workshops offered during the evaluation period. In addition, we were evaluating a service that was not in our users’ recent memories, and students sometimes struggled to recall their experiences. In total, we collected qualitative data from 23 SI master students. Over the course of three weeks in March, we conducted 8 half-hour interviews and administered one in-class survey session during SI 623 from which we received 15 completed surveys. Our participants represented a range of SI students – first and second-years from seven different specializations including LIS, School Library Media, HCI, ARM, IP, IEMP and Tailored.

We conducted interviews in pairs, with one person serving as interviewer and another serving as note-taker. With rapidly typewritten notes, we captured quotes from our interviewees. We used
the resulting interview transcripts as the basis for an outcome coding scheme, which we then applied to data from both the interviews and the user survey.

We applied qualitative methods to analyze our data, based on the evaluative methods outlined in Durrance and Fisher’s *How Libraries and Librarians Help* (2005). We began by examining our interview transcripts, determining themes and patterns. In a series of group meetings, we developed an outcome coding system based on the data. We agreed on indicators, user quotes that contained relevant information about the SEGSI program, the SI context, and potential outcomes. (See appendix for our complete Data Analysis Schedule.) Over the course of outcome coding, we developed a spreadsheet that contained indicators, user attributes, outcome categories, and relevant themes that did not represent specific outcomes. We included these relevant themes because they were representative of users’ experiences of the SEGSI program, and we thought they provided a valuable context for our outcomes findings.

**Outcomes**

1. **Student participants in SEGSI workshops were rewarded in various ways.**

We found that SI students benefited from SEGSI in a variety of ways ranging from internal rewards to the external applications of specific skills. Internally, students left the workshops with feelings of accomplishment and knowledge of new skills. Externally, students used that knowledge in a variety of ways including in their coursework at SI. They felt that the skills they learned in SEGSI workshops or events helped them understand their course content in a more significant manner.

1a. **Students felt a sense of accomplishment after going to the workshop.**

After participating in SEGSI workshops, students walked away with greater self esteem and more confidence in their software skills.

> Other people were using RSS feeds, so now I can!

> ... but I have since used Omnigraffle for other things, now that I have more confidence in using it.

This outcome was significant because students are still able to speak to the positive internal rewards from workshops they attended several months ago. A majority of our interviewees and survey subjects found that coursework at SI can be daunting in the first semester (see Challenges for SEGSI section). It was refreshing to hear students admit to immediate feelings of accomplishment after attending just one workshop.
1b. Students learned new skills from the workshop.

Based on our evaluation, students who attended these workshops and programs left with at least an understanding of the main topic of the workshop. This new knowledge coincides with the title of the SEGSI program – Skills Enrichment at the Grad for the School of Information.

I went in without any real expectations, so I just wanted to get a general understanding of concepts, and I did get that—it was helpful.

I wasn’t acquainted with Visio before. I opened the application for the first time. I learned everything I know about Visio from the SEGSI workshop.

... Learned simple things. Like formatting of [an] entire document. Like how to start numbering on page 3, after [the table of contents]. How to use [the table of contents] to update [the] entire document.

If the objective of these classes is to impart new knowledge, SEGSI is meeting that objective. This acquisition of new knowledge can only benefit SI students. The SI program has a significant technology component, yet some SI students do not have a high level of technological expertise when they enter the school. SEGSI classes provide SI students with a safe place to learn these skills. Students who participated in the evaluation mentioned that most instructors were very knowledgeable and taught their classes well. Significantly, more than one student had the sense that SEGSI is “filling holes in the curriculum.”

1c. Students used new skills from the workshop.

The skills taught in these workshops are not just relevant for future tasks. They are used by the students now in coursework and current jobs. This external outcome was very rewarding for the students. They liked that they could take away a skill from these workshops.

[I’ve] used skills learned in Word workshop since then ...

Yes, I’ve used the RSS stuff and the Omnigraffle stuff since.

... but I also used it for stuff at work.

Sometimes in other SI classes when we talk about new concepts, I leave feeling still a little vague, and I was a little bit worried that this would be another 502 lecture, and I’d learn things and couldn’t put it into words what I’d learned. But this was very practical.

SI students are not only enriching their skills through SEGSI, but they are able to apply the knowledge learned in these workshops in other settings. These workshops are achieving SEGSI’s stated goal to meet SI information needs.
1d. Students were able to complete their assignments using skills they learned from SEGSI, and they were able to understand course concepts better.

Students related the skills that they learned in SEGSI workshops to tasks that they had to accomplish in their SI coursework. For example, students might need to create a diagram or document for a school project. While they might have been able to struggle through these tasks without using new software, SEGSI workshops offered them a chance to learn new skills that helped them create better projects. Coordinating SEGSI workshop content with SI curriculum was a major goal for the administrator. SI students appreciated the connection between SEGSI and their classes.

*Visio would have been helpful for 501 ... RSS would have been helpful for 502. Group work survival skills for 501. I should have gone.*

*[It] gave me a better understanding of Mirlyn/Searchtools. Class work in 647 went faster. Research went faster. Yes, a better understanding of Mirlyn/Searchtools helped me do some assignments for SI 647 much easier.*

Beyond project work or the completion of assignments, SEGSI workshops facilitated the SI curriculum. Students reported that they learned course concepts better after attending SEGSI workshops.

*It was fantastic. It was really helpful, and we hadn’t yet done RSS stuff in 502. But when we got there, I felt really prepared.*

Overall, the SI curriculum was enriched by SEGSI workshops. The SEGSI workshops are valuable to SI because they can facilitate learning in SI classes. If students learn more in their classes, they will be better information professionals when they leave SI.

2. **Users experienced a stronger connection to the library as a result of SEGSI.**

In addition to internal and external outcomes experienced through participation in SEGSI workshops, users also came to feel more strongly connected to the library as a result of other SEGSI events—particularly the library reception—as well as through SEGSI’s administrator, Donna Hayward. These outcomes of networking and connectedness are particularly expressive of SEGSI’s goal of acting as a bridge between SI and the library.

2a. **The library reception provided users with an opportunity to network and become connected.**

Attendees at the SEGSI library reception were able to meet and network with librarians from the university community. Users spoke about how some of the connections they made at the reception proved to be useful and lasting, and how they felt more connected to the library community as a result. In addition, users experienced an increased sense of belonging after attending the reception.
Got a chance to see people, meet people; [the reception] was valuable, made me feel more connected, a better sense of belonging I guess.

Based on connections, a few dissipated, but I definitely felt connected to some of the people I met initially. I feel more connected to the library.

The linking of SI and the library is an important part of SEGSI’s purpose, and while the reception was a particular event that helped to foster these connections, similar results have occurred from users’ interactions with Donna.

2b. Users see Donna as a valuable resource and feel comfortable approaching her when they have an information need.

The users we interviewed interact with Donna in a variety of ways—some work for her; others know her only from SEGSI workshops or such events as orientation and the reception. Regardless of their connection with Donna, however, users expressed a common confidence in her approachability and helpfulness as a librarian.

Donna has been someone who has... seemed rather accessible and helpful, a good resource to consult.

I’ve talked to Donna a couple of times, even though I don’t work with her.

I just feel like the tour of resources that I got through Donna [working at the Graduate Library] was like everything from 647 in a few days, and would’ve been beneficial to everyone.

In this way, Donna’s administration of SEGSI may also be helping to create connections between SI and the library. Through her assistance, SI students feel closer to the library, and they are willing to use the library and its resources—including librarians—to enrich their learning, gain new skills, and fulfill information needs.

Findings

Our findings have demonstrated that users who attended SEGSI workshops experienced almost overwhelmingly positive outcomes as a result. However, our evaluation data have also indicated several barriers that may prevent users from obtaining these outcomes. If positive outcomes are to occur for the optimal number of users, the following challenges must first be addressed and overcome. These challenges are represented in the graphic below, and outlined in the following section. (See appendix for a full-page version of this outcomes graphic.)
Challenge: Workshops are not fully integrated into the SI curriculum.

The first set of workshops was designed to align with the foundations courses that are required for first-year students. For example, the RSS workshop was intended to fit with SI 502, and the Visio and Omnigraffle workshops were planned with SI 501 in mind. Foundations course instructors were therefore invited to provide input into the workshop planning process, and they were encouraged to inform their students when applicable workshops were available. It was hoped that by offering workshops that would coincide with the foundations courses, SEGSI would be able to supplement first-year students’ in-class learning with additional resources.

Through the course of our evaluation, however, we found some breakdowns in the integration of SEGSI workshops with the SI curriculum. First, users gave conflicting responses when asked whether their foundations instructors had referenced SEGSI workshops in class. Some users clearly recalled their instructors recommending that students attend workshops. One professor not associated with the foundations courses was even reported as recommending a SEGSI workshop in class.

*I would’ve attended the RSS workshop. I remember publicity for RSS, and [the 502 instructor] re-circulated that email announcement to us.*

*I think [one of the 501 instructors] recommended workshops. [One of them] put something on CTools—I’m pretty sure they mentioned it…. I think 501 instructors mentioned Visio and Omnigraffle workshops. [One of the 502 instructors] mentioned RSS….*
In 502, they were like, ‘If you don’t know what this is, this [workshop] will directly benefit you.’ And it did.

However, a significant percentage of users interviewed did not recall any mention of SEGSI by their foundations instructors.

*Got an email from SEGSI, the professors didn’t seem to mention it. Don’t remember professors saying anything about the workshops.*

*I don’t remember instructors suggesting it specifically.*

The incongruence of these responses indicates that professors did not consistently encourage their foundations classes to attend those SEGSI workshops that would have helped to teach and clarify concepts that were currently being discussed in class. In order for SEGSI workshops to be more closely integrated into the SI curriculum, foundations faculty in particular must be willing to direct their students to SEGSI as a helpful resource.

The second breakdown in the integration of SEGSI with the SI curriculum is that workshops have tended to favor students in the LIS and ARM specializations, offering less relevant topics for such specializations as HCI and IP. Since all students, regardless of specialization, are required to take the foundations courses, SEGSI naturally has some relevance across all specializations. However, users indicated a desire for workshops that targeted a broader spectrum of students.

*It would be hard to get [a workshop] on information policy.... Something for policy would be nice.*

*I would like to see an increased variety of workshops. Many SI students, especially with a technical background, are already familiar with a lot of these issues.*

Despite these concerns, many users did recognize that SEGSI workshops were intended to be integrated into the SI curriculum schedule. Some noted their appreciation that additional resources had been offered for this purpose. Even those users who did not attend the foundations-related workshops indicated that they felt the workshops might have been useful in assisting with foundations course material.

*I felt the workshops were very well tied in to the schedule of what we were doing.*

*I thought it was a really good idea they had those workshops for 501.*

*It looks like they would have been helpful. I remember hearing about some of these [workshops].... I should have gone.*

The first challenge for the SEGSI program is therefore to fully integrate workshops into the SI curriculum. While some steps have been made in this direction, the process is not yet complete.
Challenge: Users do not always see the relevance of SEGSI workshops.

Closely related to the issue of integrating workshops and curriculum was our finding that many users did not attend workshops because they felt they already had the skills being taught.

_There was [a workshop] on Word... and I thought, I already know how to use Word. So I sort of ignored that one._

_[S]ome of the [workshops] that were offered were at times I could go but were for skills I already had._

_I think the selection offered was good, but that I didn't happen to be in the target audience._

A few users also expressed disinterest in the workshop topics that were offered. Again, this finding suggests that a wider range of topics might spark greater interest and attendance among students.

Challenge: Awareness of SEGSI’s purpose is inconsistent among users.

Branding and advertising are particularly important issues to consider when initiating a new program such as SEGSI. Ideally, a new program will slowly gain recognition and support within the greater community, eventually reaching a state where it will continue to grow and thrive. Poor branding, on the other hand, can limit a program’s effectiveness. In SEGSI’s case, if students are unaware of the program’s purpose and resources, they may be less likely to participate in workshops or other events. Low levels of program recognition can also result in users confusing SEGSI with other programs. If SEGSI’s identity within the SI community is not strong, then support for and interest in the program may be deficient.

Our evaluation findings showed that awareness of SEGSI’s purpose differs widely among users. Some users had a clear understanding of the program’s purpose and goals:

_SEGSI provides skills that we need in the classroom and in jobs we have now or jobs we will have in the future._

_[SEGSI is] one of the ways to connect the library and SI; the library has great resources SI could benefit from._

_I think SEGSI is intended to introduce first-semester students to resources available in the library and maybe other information services associated with the library... maybe also resources within the university to support their academic work in SI. It introduce[s] students to the programs and services that the library in particular does to support their academic work._
Other users had a general idea of the program’s purpose, but either showed some uncertainty when asked to describe what SEGSI does, or gave answers that were vague or not completely correct. Still others admitted that their knowledge about SEGSI was limited, or even asked the interviewers to inform them about the purpose of SEGSI.

*It sends out notices about workshops and programs…. Technology skills and group skills is what SEGSI is about.*

*That’s what I think [SEGSI does], but I’m not sure.*

*On that note, I’m not really sure what the scope of SEGSI is.*

In addition, many users were unclear about whether workshops were offered by SEGSI or by other providers. Some did not realize that the workshops they attended had been sponsored by SEGSI until shown a list of SEGSI workshops. Others told us about their experiences in “SEGSI” workshops that had, in fact, been offered by different groups or organizations. Users also asked their own questions about the sponsorship of various workshops.

*[SEGSI does] skills enrichment things for SI. Such as grant writing, which we just got an email about.*

*There are library tours—are those through the library or through SEGSI?*

That some users clearly understand what SEGSI is about, while others do not, is a challenge that SEGSI faces as a newly established program. If this challenge is overcome, users can not only be expected to attend more workshops and gain more positive outcomes, they should also retain a better memory of those outcomes in connection with SEGSI.

**Challenge: Preferred modes of communication vary by user.**

As noted above, effective advertisement is especially important for newer programs, although its use should be continued throughout a program’s lifetime. Our findings showed that each user holds individual preferences regarding communication about workshops and other events. In addition to providing feedback about current methods of communication utilized by SEGSI, some users also gave suggestions for additional or increased forms of advertisement.

**Ctools site**
Several users mentioned the SEGSI CTools site as an effective way to learn about the program and to look for upcoming events. No users mentioned having negative experiences with the CTools site.

**Google calendar**
A few users mentioned SEGSI’s Google calendar as a useful way to keep track of workshops and events.
I look at their [SEGSI’s] calendar to see what’s coming up.

E-mail
E-mail was overwhelmingly identified as one of the most effective ways of communicating information about events.

SEGSI is more over e-mail. They do well to tag their subject lines with SEGSI, but at the time it was probably more the topic of the event that caught my interest than the SEGSI program affiliation.

[User 4 knew about workshops because she received e-mails from SEGSI. Knows which workshops are SEGSI because she reads all the SEGSI e-mails.]

Some users did, however, describe experiencing a general “e-mail overload” from SI- and university-related sources, especially during the busiest times of the semester. Excessive amounts of e-mail may therefore become ineffective.

Blog
Users did not find the SEGSI blog to be a useful resource. Those users who mentioned the blog did not use it regularly. One user expressed some confusion between the fact there are two links to the SEGSI blog; one that opens it within CTools, and one that opens the blog in an external window. Another suggested that other advertising methods might be more effective:

I think they [SEGSI] could do a little bit more promotion, honestly…. More than ‘Oh, we have a blog!’ Everyone has a blog.

Other students (affiliated with SEGSI)
Many users reported hearing about workshops from fellow SI students who were affiliated with SEGSI. Word of mouth seems to be another particularly effective method of communication, although it is less formalized than most of the other forms.

I think first semester, when it was at the forefront, people would talk about workshops…. [A student affiliated with SEGSI] was in 647, and she would always bring [workshops] up in class; she would jump in and say, ‘There’s a resource [about this topic].’

Print promotion
Several users mentioned the desire to see an increase in more traditional advertising methods, such as flyers and posters, for publicizing SEGSI events.

Insomuch as advertising gets circulated, I think it’s branded pretty well, but I’ve seen less posting (flyers, in your face at SI), for SEGSI than other things.

I tend to see things in email, but it would be nice to see more traditional marketing methods, like flyers.

There should be more signs around SI, like career services does, because once I read the emails, I forget about them.
In this case, the challenge to SEGSI is finding a method or combination of methods of advertising that will be the most effective in communicating upcoming events and other information to users. This is especially difficult because, while most users utilized more than one form of communication, these preferences differed widely among users.

According to the survey we conducted, two out of fifteen people surveyed stated that they were unable to attend SEGSI workshops or events because they did not know about them. This number represents a minority, which is encouraging; however, all SI students ought to be made aware of SEGSI workshops, whether or not they actually attend. This goal is what makes advertising an important barrier to overcome.

**Challenge: Users are often already overextended.**

Our findings also showed that SI students, not surprisingly, become very busy during the course of the semester, and extra workshops and events are the first to be removed from full schedules. While SEGSI workshop planners can do little about other commitments in students’ schedules, we learned from the evaluation that certain tendencies exist in the year-long schedules of most students at SI; these tendencies can contribute to the future planning of workshops in a way that assists busy students and permits the largest possible number of them to attend events.

First, the first semester at SI is typically overwhelming, as new students attempt to adjust to graduate school and settle into a routine. Many users described feeling stressed and overwhelmed during this period, and as a result they often decided against attending workshops in favor of dealing with more central concerns.

> I think that the first semester is so demanding, is often part of a broader life change or settling in a new place—it can be a little overwhelming. As a student sometimes you don’t realize how relevant the workshops are to you until you gain more experience either from classes or through internships or job experience.

> I think they should do the library skills and library resources... more than at the beginning of the semester, because you’re not always thinking about those things then. Have they done anything this semester? [Interviewer: No.] That’s kind of weird to me, because last semester as an entering student, you’re overwhelmed and don’t have the time. Now I do have the time.

Second, several users felt that workshops should be spread out more evenly over the course of the school year or offered in two rounds during the year, so that they could more easily attend.

> I feel like they were really heavy at the beginning, lots of things, and now we really don’t hear much about any. It would be nice to spread them out more.
I didn’t know what RSS or Visio were; it was likely after the offering that I realized how important it was. I wish that they would offer some of the things again, now that I know about them, I’m more interested in them.

If I had a couple more hours in my day, I might attend a workshop, but usually I just felt too busy.

Third, users identified day-to-day scheduling conflicts that prevented them from attending SEGSI workshops. Nine out of the fifteen people we surveyed stated that they were unable to attend SEGSI workshops or events because they were offered at an inconvenient time.

Didn’t have a chance to attend all that much. I had schedule conflicts, I was interested, but I was feeling like I had obligations elsewhere, wasn’t able to attend for that reason.

[I]t was actually quite frequent that there were things I wanted to attend that I couldn’t get to…. It seemed like a lot of things were in the afternoon, in the 1-4 p.m. window where everything happens, so I feel like scheduling things in the morning or at other times would be helpful.

The scheduling of workshops and other events—whether the time of day or time of semester—is clearly of concern to students, many of whom are unable to attend workshops that interest them because of these issues. The busyess and overextension of users is thus a final challenge for SEGSI that must be overcome if positive outcomes are to be properly reached.

Recommendations

We have outlined several challenges SEGSI faces in encouraging program participation and creating positive outcomes for the SI community (see challenges listed in the Findings section). We do not believe these challenges are insurmountable as SEGSI continues to develop. Our evaluation produced mixed evidence of support for SEGSI programs from SI faculty. As SEGSI staff are already aware, generating buy-in from SI faculty and administration is crucial to effective promotion of SEGSI’s services and integration of SEGSI workshops with SI curriculum.

In our analysis of users’ experience of SEGSI promotion and scheduling, we found a couple of minor improvements that could be made quite readily by SEGSI staff. Multiple users said they would like to see postings of SEGSI workshops and events in the SI building, and users often suggested that SEGSI offerings be more spread out over the year. We see these issues as a relatively quick-fix for SEGSI staff.

A short-term improvement to the SEGSI program offerings concerns the broadening of workshop topics. If SEGSI truly desires to reach out to the entire SI student community, it should offer workshops that would be valuable to other specializations beyond LIS and ARM. A quick survey of the current first year class outside of LIS and ARM could elicit more information
about specific skills that are needed in these specializations. A potential solution to students’ reported scheduling conflicts would be for the foundation courses to set aside class time for SEGSI instruction. The students would learn more from the SI curriculum by gaining practical skills to implement the theoretical constructs they are learning in their courses.

In her 2008 State of the School Presentation, Dean Martha Pollack described upcoming improvements to the LIS curriculum, which will include the addition of an Information Literacy course. We think this acknowledgement of the need for SI students to be able to teach information literacy provides an opening for Donna Hayward’s increasing involvement in the SI curriculum, and a signal that SEGSI may be able to generate more buy-in at SI, from the top down.

We believe that SEGSI should work towards providing a workshop series for which students could receive SI course credit. We think fashioning SEGSI offerings into a course format would ameliorate the scheduling issues many users experience, as well as provide an opportunity to involve students very actively in the pedagogy for SEGSI instruction sessions. Having students who are consistently attending workshops will allow SEGSI staff to perform a more integrated evaluation of the SEGSI program. This format would also be more likely to engage students, and provide a unique opportunity for SI students to be involved in the development of an information literacy program as both participants and evaluators.

An outcomes evaluation done by Warner (2003) used a pilot summer program to develop a more traditional one-shot library instruction course. Warner’s methods included a journal that students used over several sessions of the pilot course. The journal method allowed librarians to assess student learning outcomes, while students were able to track their own progress as they developed new skills. We believe that journaling could provide a through-line for students in the proposed SEGSI workshop series.

Based on our literature review, SEGSI is a unique program for graduate students of information. We believe that SEGSI staff could leverage this fact to generate buy-in from SI, by continuing to develop and evaluate the program and publicizing the resulting outcomes at the University of Michigan and beyond.

**Conclusion**

Our four-month evaluation shows the value of the SEGSI program even in its infancy. Users who overcame the barriers to SEGSI participation achieved many positive outcomes. Students learned practical skills, gained confidence in their technology abilities, and felt a connection to the Grad and Donna Hayward.

If the program can overcome participation hurdles, there are a range of positive, potential outcomes. Not only may users be more confident in their foundation coursework, but they may also have more technical skills which they could then apply in their careers as information professionals. Students who attend SEGSI workshops may feel more comfortable with library resources and staff. In addition, students may even include skills learned in SEGSI workshops
on their resumes. The continued growth of SEGSI and its status as a pioneer program will allow it to generate more buzz both within and outside of SI.

While our study is a good first step, in order to promote and develop SEGSI, self-evaluation should be continuously integrated into the implementation of the program. SEGSI is just learning how to effectively accomplish its mission. We hope this outcome-based study proves valuable as the SEGSI staff continues to connect SI students to the many resources available at the Graduate Library.
References


Appendix

List of SEGSI Workshops.................................................................21
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**SEGSI Workshops**

(multiple sessions were offered)

Tips and Tricks with Microsoft Word

Group Work Survival Skills: Tips From Those Who Survived

Library Catalogs

Scholarly Research

Keeping Current with RSS

Drop-in Research Sessions

Flow Diagrams with Visio (PC)

Flow Diagrams with Omnigraffle (Mac)

Mockups at Mach Speed: Prototyping with Omnigraffle

(Note: The Library Reception @ SI was also a SEGSI program)

http://mblog.lib.umich.edu/segsi/archives/workshops/index.html
SEGSI Program Logic Model

**Inputs**
- Information Studies Librarian
- ULA staff and Instructors
- University of Michigan Library resources
- Instructional Labs (KNC, DIAD)

**Activities**
- Develop and conduct SEGSI Workshops
- Outreach to SI community
- Create and maintain centralized SEGSI web resources

**Outputs**
- Workshop attendance:
  - At orientation
  - Initial
  - Recurring
  - Cross-specialization
- Future survey results

**Outcomes**
- Increased MSI information literacy across specializations
- Increased SEGSI awareness in the SI community
- Increased SI comfort with Information Studies Librarian

**Impact**
GOAL: SEGSI meets SI information needs and increases SI students’ information literacy.

**Assumptions**
Cooperation between SI and Information Studies Librarian

**External Factors**
Time and attention constraints;
Disconnect between previous Information Studies Librarian and SI
User Interview Protocol

Thanks for agreeing to be interviewed. Your responses will be anonymous.

GROUPS
Specialization
Semester

ALL:
A. What do you think SEGSI does?
B. When was your first introduction to the SEGSI program?
C. When you feel lost at SI where/who do you go to? [What resources do you use when you need to fill in gaps left by SI courses and programs? People? The internet? SI or library resources?] [lost = concepts/expectations from classes that are not clearly explained]
D. What impact do you think SEGSI has made on your SI experience?
E. Were there any workshops you didn’t know were SEGSI workshops? Do you think the branding of SEGSI was successful?
F. Does SEGSI provide workshops that are relevant to your focus at SI? [show list of SEGSI workshops.]
G. Do you ever refer to SEGSI resources (CTools site, blog, google calendar, etc?)

H. Which, if any, SEGSI workshops did you attend?

DID YOU ATTEND WORKSHOPS
IF YES THEN:
I. Please tell me about your experience in the workshop. [probe on instructor/format/planning.]
J. What did you learn?
K. What did you think you would get out of attending the SEGSI workshop? [Probe on possible improvements… were there any surprises?]
L. How have you used skills you’ve learned in a SEGSI workshop?
M. Was there any relationship between your SEGSI experience and your foundations courses? [Probe on timing in regards to assignments or lectures, if professors recommended specific workshops.]
N. Did you have any scheduling conflicts with SEGSI workshops you wanted to attend? [probe for specifics.]

DID YOU ATTEND WORKSHOPS
IF NOT THEN:
O. If you did not attend workshops, why?

FINISHING touches
P. Do you have any suggestions for future SEGSI workshop topics?
Q. Do you feel that SEGSI helped you develop as an SI student?
R. Anything else you’d like to add?
Is it okay if we contact you with follow up questions?
User Survey – SI 623

SEGSI’s (Skills Enrichment at the Grad for SI) goal is to provide SI master students with immediately relevant resources for their academic and career development beyond those available through SI programs and services. (from our Context assignment)

Name (optional):
Specialization:
Number of semesters you have been at SI:

A. HAVE YOU ATTENDED ANY SEGSI WORKSHOPS OR EVENTS? (If you haven’t, please skip to question F on page 3)

IF YES, THEN PLEASE ANSWER QUESTIONS B THROUGH E:
B. Please identify the workshop/event that you attended (Please circle all that you attended)

SEGSI Workshops and Events
(multiple sessions were offered)
1. Tips and Tricks with Microsoft Word
2. Group Work Survival Skills: Tips From Those Who Survived
3. Library Catalogs
4. Scholarly Research
5. Keeping Current with RSS
6. Drop-in Research Sessions
7. Flow Diagrams with Visio (PC)
8. Flow Diagrams with Omnigraffle (Mac)
9. Mockups at Mach Speed: Prototyping with Omnigraffle
10. Orientation events
11. Library Reception at the beginning of the year in the Erlicher Room
C. What were you able to do after the workshop/event that you weren’t able to do before you attended? (e.g. What did you learn?) Please write your answer below the title of each workshop/event that you attended.

1. Tips and Tricks with Microsoft Word

2. Group Work Survival Skills: Tips From Those Who Survived

3. Library Catalogs

4. Scholarly Research

5. Keeping Current with RSS

6. Drop-in Research Sessions

7. Flow Diagrams with Visio (PC)

8. Flow Diagrams with Omnigraffle (Mac)

9. Mockups at Mach Speed: Prototyping with Omnigraffle

10. Orientation events

11. Library Reception at the beginning of the year in the Erlicher Room
D. How have you used the skills that you learned at the SEGSI workshop/event?

E. How did you find out about these workshops/events?

************************************************************************

If NO THEN:
F. Were you aware of any of these workshops or events? Please circle the ones of which you were aware.

1. Tips and Tricks with Microsoft Word
2. Group Work Survival Skills: Tips From Those Who Survived
3. Library Catalogs
4. Scholarly Research
5. Keeping Current with RSS
6. Drop-in Research Sessions
7. Flow Diagrams with Visio (PC)
8. Flow Diagrams with Omnigraffle (Mac)
9. Mockups at Mach Speed: Prototyping with Omnigraffle
10. Orientation events
11. Library Reception at the beginning of the year in the Erlicher Room

G. Why were you unable to attend any SEGSI workshops/events? (Please circle)
1. They were offered at an inconvenient time.
2. I didn’t know about them
3. Other reasons (You can use the space below to list other reasons)
H. If the following workshops were now offered, which workshops would you want to attend? (Please circle)

1. Tips and Tricks with Microsoft Word
2. Group Work Survival Skills: Tips From Those Who Survived
3. Library Catalogs
4. Scholarly Research
5. Keeping Current with RSS
6. Drop-in Research Sessions
7. Flow Diagrams with Visio (PC)
8. Flow Diagrams with Omnigraffle (Mac)
9. Mockups at Mach Speed: Prototyping with Omnigraffle

I. Are there other topics that you would like to see given as workshops?
We would like you to participate in an interview as part of a University of Michigan School of Information graduate course on “Outcome Evaluation.” The data collected as part of this study will be used to help SEGSI better understand what differences the program makes. The interview questions will relate to your use of the program and services that SEGSI provides.

Your participation is voluntary and you can withdraw at any point.

To assure confidentiality as required by standard University of Michigan research guidelines, we will separate participant names from the data; in addition, study findings will not identify individual participants.

In addition, this interview may be recorded to help the graduate student researcher remember what has been said for later analysis. If it is recorded, the interviewer will ask for permission to do this and have you sign an additional consent below. All tape recordings and notes from this study will be stored in a secure place until they are destroyed at the end of the semester.

For further information about this study, please contact:
Professor Joan C. Durrance durrance@umich.edu at the University of Michigan School of Information.
Telephone 734-647-3576.

The SI 623 graduate student team members include: Katie Dover-Taylor, Rafia Mirza, Angie Oehrli and Audrey Riojas.

Our group can be reached by email at 623group@ctools.umich.edu.

Thank you so much for your participation!

(Please sign one copy of this form and keep one for your reference.)

1) I have read the information above and I consent to be interviewed as part of this study.

________________________________________________ __________________________
your signature date

please print your name

2) It is ok with me to record this interview and I understand that you will destroy the record at the end of the semester.

________________________________________________ __________________________
your signature date

Document1
# DATA ANALYSIS PLAN

## SCHEDULE

<table>
<thead>
<tr>
<th>STEP</th>
<th>ACTIVITY</th>
<th>DESCRIPTION</th>
<th>LEADER</th>
<th>PARTICIPANTS</th>
<th>TARGET DATE(S)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Step One</td>
<td>Individual Notation</td>
<td>Group members will code the interview notes individually. Each person will identify outcome themes on their own to bring to group meeting.</td>
<td>None</td>
<td>Every group member</td>
<td>Week of March 10th, Week of March 24th</td>
</tr>
<tr>
<td>Step Two</td>
<td>Group Analysis</td>
<td>The group will create the coding system together. The group will meet to compare and consolidate outcome themes.</td>
<td>None</td>
<td>Every group member</td>
<td>March 14th, March 28th</td>
</tr>
<tr>
<td>Step Three</td>
<td>User Group Analysis</td>
<td>The group will continuously analyze the user group representation of the study</td>
<td>None</td>
<td>Every group member</td>
<td>Reassess March 14th and March 21st</td>
</tr>
<tr>
<td>Step Four</td>
<td>Survey Analysis</td>
<td>The group will assess the usability of the survey that Donna administered. The results may not be applicable.</td>
<td>None</td>
<td>Every group member</td>
<td>March 28th</td>
</tr>
</tbody>
</table>
SEGSI
the road to outcomes

hurdles

Brandiing
Communication
Course Integration
Overextended users

Practical Skills
Confidence
Connectedness

outcomes