Needs Analysis: The First Step in Library Instruction Assessment

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The Needs Analysis: The First Step in Library Instruction Assessment
Obligatory Background Information: UNCW

• 1 of 17 schools in UNC system
• Enrollment: 12,924 in 2009
• 11,591 undergrads
• Full-time Faculty: 566
• Part-time Faculty: 285
• Degrees:
  ○ Bachelor’s (majors) 52
  ○ Master’s 35
  ○ Doctoral 2 (Marine Bio and Educational Leadership)
Library Instruction @ Randall Library

- AY 2008-2009
- 9 librarians teaching (now we have 6!)
- Course-related instruction sessions, workshops, and tours
  - 587 sessions
  - 678 contact hours
  - Teaching 10,750 users

PLUS

- Thirty four hours of credit courses offered
  - LIB 101 (4 sections, 1 credit hour, 19 students in each)
  - LIB 103 (9 sections, 3 credit hours, 19 students in each)
  - LIB 104 (1 section, 3 credit hours, 19 students in each)
Why Instructional Design?

- High teaching load

- Typical course-related library instruction session:
  - What does the instructor want for that particular assignment?
  - Each session tailored to the instructor’s needs
  - Time intensive

- Pemberton in MIT program / GE Revisions

- Instructional design:
  - Systematic / planned instead of “on the fly” or reactive
  - Process of analysis, design, development, implementation, and evaluation
  - Ideal for moving towards an information literacy program and toward assessment
Goal: Consistent Sessions

• In Place: Standard and consistent session for all Freshman Seminar classes (100% of classes receive this session)

• To create: Standard and consistent session for all English composition classes
  ○ Current: Library session varies depending on instructor and librarian

• Moving away from:
  ○ “What do you want covered for this session?” to
  ○ “What student learning outcomes will be achieved after all library instruction sessions for English Composition classes?” AND “How will we assess this?”
  ○ All students get similar instruction to prepare them
    ▪ For all assignments PLUS their major and other classes
Assessment?

- How is instructional design related to assessment?
- Assessment is a big piece of instructional design. But what comes first?

1. How can we assess?  
   *Step back*
2. What are we going to assess?  
   *Step back*
3. What are we going to teach?  
   *Step back*
4. **What do we want students to learn?**

- Use instructional design to find out
ADDIE Model

- **A** = Analyze
- **D** = Design
- **D** = Develop
- **I** = Implement
- **E** = Evaluate
Phase 1: Analysis

- Needs Analysis
  - Also known as needs assessment
  - Done to determine instructional goals
  - What do we need to teach?

- Determine the gap
  - Gap between what instructors want students to know and what students actually know
  - The gap = the need

- Good overview of needs analysis as part of instructional design: http://tiny.cc/4iblv
Step 1: What Do Instructors Want?

- Discussion with Coordinator and willing instructors

- Then a survey of instructors
  - 6 questions
  - 21 out of 30 instructors responded
  - What do you want students to know (Topics? Skills?)
  - When should students learn these concepts? (Which course(s)?)
  - Who should teach these concepts? (ENG instructors? Librarians?)
  - Method of instruction?
    - Nearly all want f2f instruction

- Human subjects / IRB approval

3. Which of the following topics should your students be familiar with AFTER they complete your course?
   - The physical layout of Randall Library (e.g., Location of the General Collection, location of copiers, etc.)
   - How to utilize Randall Library services (e.g., Ask a Librarian, Interlibrary Loan, etc.)
   - How to find books and other materials using the library's online catalog
   - How to select appropriate and relevant subscription databases (e.g., EBSCOHost, Opposing Viewpoints, etc.)
   - How to effectively search the catalog and the databases (e.g., Boolean operators, selecting keywords, truncation, etc.)
   - How to locate or obtain the full text of articles
   - How to distinguish between scholarly and popular sources
   - Basic understanding of peer review
   - How to distinguish between primary and secondary sources
   - Basic understanding of the information cycle (an event happens, books will not be written about the event until months or years afterwards)
   - How to critically evaluate information (e.g., Determine the author's credibility)
   - How to effectively search the web (e.g., Searching specific domains such as .edu)
   - The limitations and/or benefits of Google Scholar
Instructor Survey Results

• Before entering the ENG course:
  
  ○ 86% of instructors who responded want their students to be familiar with the physical layout of Randall Library before taking their course

  ○ 76% of instructors who responded want their students to be familiar with plagiarism before taking their course

  ○ 71% of instructors who responded want their students to be able to find books and other materials using the library’s online catalog before taking their course

• Instructors believed these concepts were covered in Freshman Seminar (which was not the case at the time)
At least 80% of instructors who responded want their students to be familiar with the following topics after completion of their course:

- How to distinguish between scholarly and popular sources (95%)
- How to locate or obtain the full text of articles (90%)
- How to critically evaluate information (e.g. Determine the author's credibility) (90%)
- How to cite sources using MLA format (90%)
- How to utilize Randall Library services (e.g. Ask a Librarian, Interlibrary Loan, etc.) (85%)
- How to effectively search the catalog and the databases (e.g. Boolean operators, selecting keywords, truncation, etc.) (86%)
- The limitations and/or benefits of Wikipedia (86%)
- How to select appropriate and relevant subscription databases (e.g. EBSCOHost, Opposing Viewpoints, etc.) (81%)
- How to distinguish between primary and secondary sources (81%)
Who Should Teach?

- At least 80% of instructors who responded believe that it is most effective for the **course instructor** to provide instruction on the following topics:
  - Plagiarism (90%)
  - Evaluating information (86%)
  - MLA format (86%)
  - Scholarly v. popular (81%)
  - Peer review (81%)
  - Primary v. secondary (81%)
At least 76% of instructors who responded believe that it is most effective for a librarian to provide instruction on the following topics:

- Library services (81%)
- Library catalog (81%)
- Subscription databases (81%)
- Search techniques (76%)
- Finding full-text (76%)
Step 2: What Do Students Know?

- 90 ENG 101, 103, and 201 students took a “research skills quiz”
- 22 questions
- 5% sample of these students
  - ENG 101 (42 students)
  - ENG 103 (18 students)
  - ENG 201 (30 students)
- 60 out of 90 students were Freshman
- Respondents had not received library instruction in their ENG course at the time of administration (they may have received library instruction in another course this semester or in a previous semester however)

In addition to “quiz”...
Librarians’ observations and previous instruction experience

3. Which of the following statements is TRUE?*
   - The General Collection is near the coffee bar.
   - The General Collection is on the second floor.
   - The General Collection is the service that provides books from other libraries.
   - The General Collection is on the first floor past the reference desk.

4. If you find a book that Randall Library does not own, you should:*  
   - Change your topic
   - Use Academic Search Premiere to look for a copy of the book
   - Assume that Google Books has an online copy of the book
   - Use Interlibrary Loan to obtain a copy of the book for you

5. The most direct way to find books in Randall Library is to search:*  
   - The card catalog in Randall Library
   - The online library catalog
   - A database such as EBSCOHost
   - Google Books (limiting to our zip code)
No questions were answered correctly by 100% of respondents

3 questions were answered **incorrectly** by the majority of students:

- 63% answered the question about the location of the General Collection incorrectly while 37% answered correctly
- 61% answered the question about locating full-text incorrectly while 39% answered correctly
- 69% answered the MLA formatting question incorrectly while 31% answered correctly
At least 90% answered questions **correctly** on the following topics:

- The information cycle (93% answered correctly)
- Author’s credibility (94% answered correctly)
- Wikipedia (90% answered correctly)
The lowest percentages of students answered questions correctly on the following topics (60% or below):

- Location of General Collection (37% answered correctly)
- Locating full-text (39% answered correctly)
- Selecting an appropriate database (53% answered correctly)
- Peer review (58% answered correctly)
- Google Scholar (60% answered correctly)
- Abstracts (51% answered correctly)
- MLA format (31% answered correctly)
Step 3: Examining the Gap and Moving Forward

The gap between what instructors want students to know and what students actually know.

Areas in the gap (Students don’t know / Should be taught by librarians / Should be covered in English composition library sessions):

- Library services
- Subscription databases
- Search techniques
- Locating full-text
Where Are We Now?

• Needs analysis completed in fall 2009 (a year to plan)

• Needs analysis shaped:
  ✓ Changes made to SLOs for Freshman Seminar
    ๏ Inclusion of plagiarism, virtual tour, and library catalog tutorial
  ✓ Creation of SLOs for English composition library instruction sessions
    ๏ All SLOs connected to ACRL standards
  ✓ Methods of instruction to achieve SLOs agreed upon by librarians and instructors
  ✓ Consistent session marketed to instructors
    ๏ So far so good!

• Now: Means of assessment
  ๏ Formative assessment (worksheets in class that students fill out)
  ๏ Samples of student products from instructors (Essays, papers, etc.) scored using a rubric
Questions?

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