

Georgia Southern University
Digital Commons@Georgia Southern

Georgia International Conference on Information
Literacy

(Formerly known as the Georgia Conference on Information Literacy)

Oct 1st, 4:00 PM - 4:30 PM

Needs Analysis: The First Step in Library Instruction Assessment

Anne Pemberton

University of North Carolina Wilmington

Follow this and additional works at: <https://digitalcommons.georgiasouthern.edu/gaintlit>



Part of the [Curriculum and Instruction Commons](#), and the [Information Literacy Commons](#)

Recommended Citation

Pemberton, Anne, "Needs Analysis: The First Step in Library Instruction Assessment" (2010). *Georgia International Conference on Information Literacy*. 8.

<https://digitalcommons.georgiasouthern.edu/gaintlit/2010/2010/8>

This presentation (open access) is brought to you for free and open access by the Conferences & Events at Digital Commons@Georgia Southern. It has been accepted for inclusion in Georgia International Conference on Information Literacy by an authorized administrator of Digital Commons@Georgia Southern. For more information, please contact digitalcommons@georgiasouthern.edu.

The Needs Analysis: The First Step in Library Instruction Assessment



ANNE PEMBERTON
INSTRUCTIONAL SERVICES COORDINATOR
RANDALL LIBRARY
UNIVERSITY OF NORTH CAROLINA WILMINGTON
GEORGIA CONFERENCE ON INFORMATION LITERACY
OCTOBER 1, 2010

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?*
- In this case, "familiar" infers that students are comfortable with the topic and have the necessary skills to complete tasks related to the topic.
- 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?



Anne Pemberton
Instructional Services Coordinator
Randall Library
University of North Carolina Wilmington
pemberton@uncw.edu

