Jessica Hagman, Hilary Bussell & Chris Guder Present:

**IN THE MIX: A STUDENT-CENTERED APPROACH TO NEEDS ASSESSMENT SURVEY DEVELOPMENT**

**Survey distributed to all**

**Focus Groups**
- n=25 (on campus)

**Interviews**
- n=9 (off campus)

**Group coding**
- standardize codes
- re-code with standard codes

**Individual coding**
- open, inductive

**Major research challenges**
- on/off campus differences
- survey development
- survey distribution
- survey data analysis

**Qualitative data collection**
- qualitative data analysis

**Quantitative data collection**
- quantitative data analysis

**Sequential exploratory design**

**Focus group & interview transcripts were coded and major themes identified.**

**Survey asks – all based on themes from qualitative data:**
- confidence in completing specific research tasks
- experiences using library resources and getting help from the library
- preferred method of learning new skills
- tech tools that students will need to learn

**Initial survey findings:**
- significant differences for on-campus/distance students in knowledge of library resources and in some research skills.
- lowest confidence skills: successful grant funding, publishing and conference presentations, ending the search process in a literature review

**Next steps:**
- collaborate with other campus units to develop workshops on topics of interest to graduate students
- develop online instructional videos to supplement in-person workshops and for distance learners
- use emails to graduate students as an outreach tool

**Online students:**
- disconnect from campus + resources
- not interested in tool-based workshops (ex: RefWorks)
- assignment focused, want point of need instruction

**On campus students:**
- focused on becoming scholars
- need grant + funding information

**International students:**
- have challenges specific to home country

**Faced with a decision of whether to even continue offering workshops, and considering graduate students our most likely audience for future workshops, we investigated the following questions:**

1. What challenges do graduate students face as they learn to become independent researchers?
2. When and in what format should the library offer research skill instruction?
3. Are there differences in the research challenges faced by on-campus and our (growing population of) distance students?