Ensuring mastery of concepts in an online mandatory information literacy course at a large academic library can be challenging. Looking for ways to improve the course and methods of instruction should be an ongoing consideration.

From 2004-2014, UMUC graduate students were required to complete a mandatory, non-credit, 5 week course on information literacy. Course evaluations from thirty sections over a three year period were analyzed to provide answers to the following questions:

- What do students want from an online information literacy course?
- What enhances instruction?

In addition, a random sample of course evaluations from 2008 and 2014 were examined to determine how student needs in a distance education environment have changed over time.

Collecting surveys:
From 2005 to 2012, course evaluation exit surveys were required in all classes. From 2012 to 2014, course evaluation exit surveys were encouraged, but not required.

### Part 1
In an effort to assess student needs, course evaluations from thirty sections over a three year period were analyzed. For this study, only the comments on the course strengths, and areas of improvement needed, were analyzed. Comments were coded according to the categories below to determine areas of highest difficulty and highest satisfaction for students.

**Evaluation coding categories:**
- Faculty-Student Interaction: Any comments having to do with faculty to student relationships.
- Student-Student Interaction: Any comments having to do with student to student relationships.
- Ease of Technology: Any comments related to the learning management system, or other technology issues related to course work.
- Course Rigor: Any comments related to the ease, difficulty, or length of the course.
- Course Usefulness: Any comments related to the usefulness of the course, including content, assignments, quizzes, projects, and audio-visual aides.
- Course Structure: Any comments related to the structure of the course, including layout, structure, instructions, convenience, and flexibility.

In addition to the categories above, data was collected on materials and/or resources students found useful, or that were mentioned as missing from the course.

### Part 2
A random sample of evaluations will be studied from 2008 and 2014 respectively, in order to determine how distance learning needs have changed over time.

- Overwhelmingly, students want real-time or face-to-face instruction.
- A significant number of students want more interaction and hands-on practice.
- Students are mostly concerned with course content and course structure.
- Library research and citation instruction are the most useful facets of the course.
- Students find projects and quizzes significantly less useful than videos, tutorials, and conference discussions.
- Over time:
  - Course design has become almost as important as course content.
  - Faculty-student interaction has become more important.
  - Students still do not consider student-student interaction important enough to comment on.

### Conclusions/Recommendations
- I truly appreciated having some additional resources like tutorials and videos to reinforce the concepts that I was learning.
- I think some additional scavenger hunt style assignments would help with increasing library online database proficiency.
- More presentations. At times the material can be a little boring and tough to get through. I think those visuals will make it a lot easier.
- I would prefer most classes to be face-to-face (on site) to maximize student productivity and attention span.