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Learning the Lay of the Land: Defining and Documenting Where Instruction Happens in Order to Target Program Improvement

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First Attempts at Collecting and Organizing Library Instruction Teaching Data

1. Living under the Dreaded D-8 Form
2. Satisfying National Organizations
3. Pursuing an appropriate AMS

Three Purposes of the LISD

1. Impact on Learning
2. Satisfy Reporting Needs
3. Discovery of Trends

Key Questions

1. What constitutes an instruction session?
2. What constitutes online instruction?

Our stats before the LISD

- Number of sessions by type/total
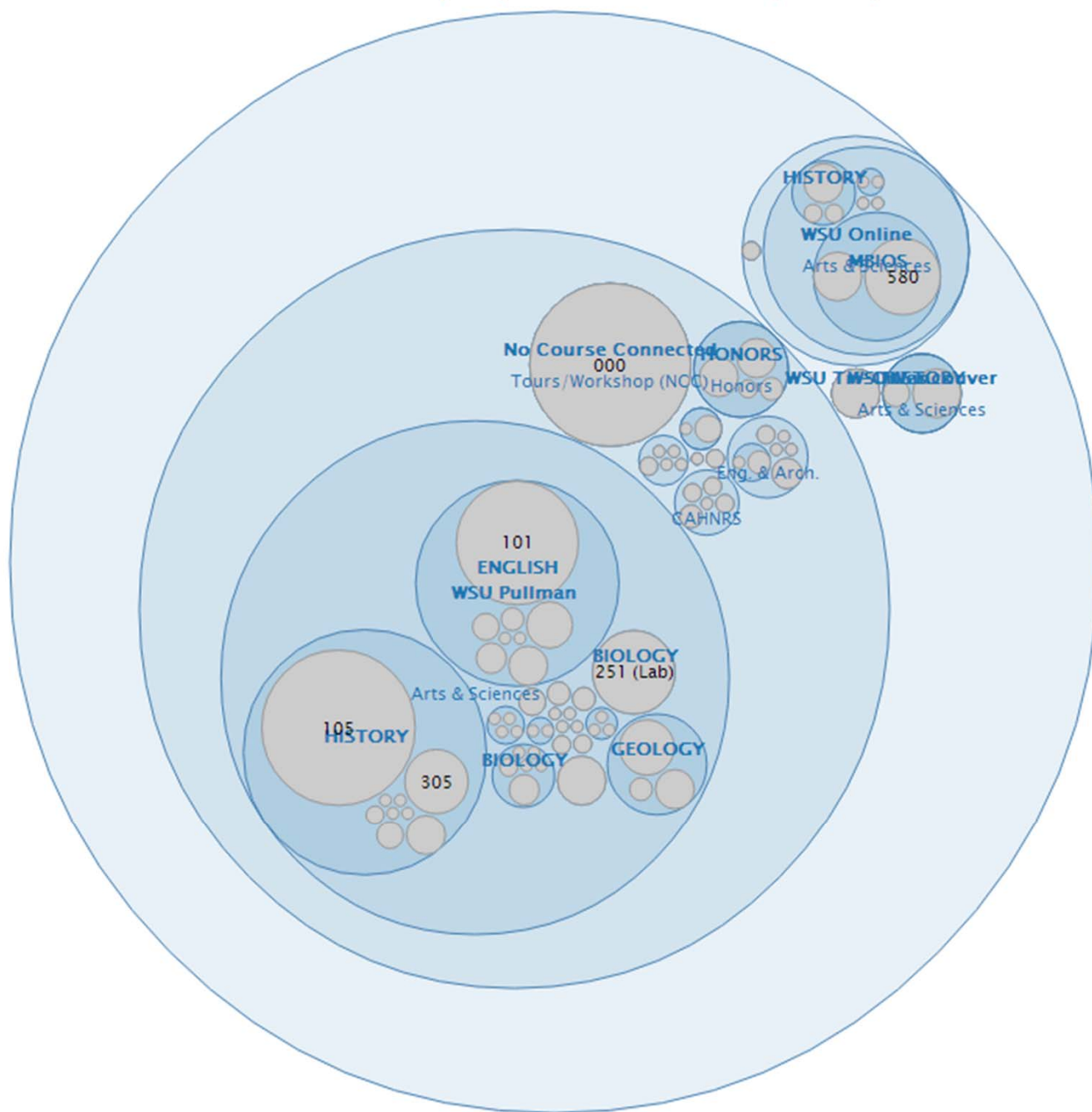- Users served by type/total

GRAND TOTALS 10/11

Type of Instruction	Sessions Offered	Users Served
Composition Courses	169	4233
Course-Related Instruction	278	5177
Tours, Workshops, K-12	80	973
PASS (Fall/Spr)	40	372
Freshman Focus (Fall)	1	1
UCOLL (Gen Ed) 300	48	42
Info. Lit. Educ. Project	na	4711
Grand Total	616	15,509

* 3 sections of Gen Ed 300 were offered, each meeting 16 times.

WSU Library Instruction Sessions

Includes course related, composition sessions and tour/workshops.

With the LISD we now know

- Total number of sessions delivered
  - Sessions by "type" (local distinction)
  - In-person and online sessions
  - Sessions by course level (100, 200, etc.)
- Total users served
  - In-person and online sessions
  - By campus
- Number of Unique courses in which instruction was delivered
  - By format (in-person / online)
  - Courses by course level
  - By College
  - By Department

What we still have to learn from the LISD data

- Who we are reaching:
  - Which students were reached in which courses
  - The frequency with which students are getting access to LI
- Begin to analyze for impact on:
  - GPA
  - Retention
- Who's falling through the cracks:
  - Identify the majors in which instruction opportunities are few
- Refine processes as we better understand and define what speaks to our institution