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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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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

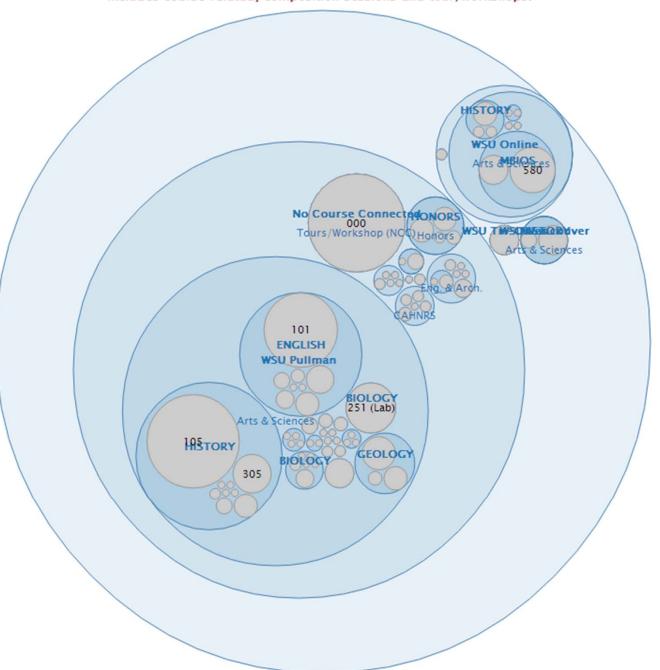
GRAND TOTALS 10/11

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