Albertsons Library Instruction

Program Assessment Report 2009-2010

2010 July
Overview

The Albertsons Library Instruction Program engages in ongoing assessment in order to develop programs and set instructional goals in support of Academic Excellence and Exceptional Research at Boise State University. The Instruction Program gathered data during the 2009-2010 academic year from multiple sources: faculty and student feedback surveys, course evaluations, and student portfolio assessments. Instruction librarians developed and carried out individual instruction plans and took part in multiple professional development opportunities to strengthen and diversify our teaching, including, workshops in video tutorial creation software, online teaching pedagogy, and reviewing course evaluations.

The Library Instruction Program met each of the goals outlined in the 2008-2009 Instruction Program Assessment Report by carrying out the following activities:

2009-2010 Library Instruction Goals and Actions

- **Differentiated instruction**
  - Differentiated learning goals and instructional opportunities for the following first-year courses: University 101, English 101 and English 102

- **Map to curriculum**
  - Developed Liason instruction plans to reach key courses
  - Led 300 workshops reaching 6502 undergraduates, a 20% increase

- **Instructional media**
  - Produced 16 video tutorials on the Library's YouTube channel
  - Published the Project Writing & Research E-Textbook

- **Graduate workshops**
  - Developed a tailored workshop series for graduate students
  - Reached over 100 graduate students through 21 series workshops
  - 80 in-class workshops reaching 820 graduate students
Library Instruction Program Vision and Mission

**Vision** - Graduates of Boise State University are self-directed learners, able to articulate significant questions, use a wide variety of information sources to expand their knowledge, and utilize critical thinking and communication skills in order to actively engage in a community of research, scholarship, enterprise and lifelong learning.

**Mission** - In support of the Albertsons Library mission to actively participate in learning, teaching and research at Boise State University, the Instruction Program collaborates with the individual, the university and the community to support academic scholarship (Library Strategic Goals 3 & 6).

Library Instruction Program Activities

The Instruction Program actively draws from the Association of College & Research Libraries’ *Information Literacy Competency Standards for Higher Education* when developing and implementing program initiatives and activities, including:

- Tailoring workshops for individual courses by mapping to curriculum across departments and programs
- Collaborating with campus partners, such as First-Year Writing and University 101U: First Year Seminar, to reach students as they enter Boise State University
- Embedding library instruction into campus programs, such as the McNair Scholars
- Creating and delivering online tutorials
- Teaching University 106: Library Research, a one-credit course
- Hosting faculty workshops on information access, information management, and teaching-related topics
- Supporting graduate student success through a tailored workshop series

2010-2011 Goals

- Establish a Curriculum Map for undergraduate students in support of the proposed learning objectives outlined in the Core Reform Task Force progress report
- Further develop and market the Graduate Student Workshop series
- Develop formative assessment tools to facilitate immediate and responsive changes to teaching
- Integrate and promote the use of the Project Writing and Research E-Textbook in English 102
- Continue to revise, create and disseminate high-quality, effective video tutorials
- Develop University 106 courses in collaboration with various academic departments to meet discipline-specific information literacy competencies
- Review current instructional efforts that support distance students and develop new strategies to better support their unique needs

Summary

The assessment findings and program summaries that follow outline areas of strength and development for the Library Instruction Program and have informed the 2010-2011 goals.
Library instruction sessions

Library instruction sessions include all workshops for students and faculty that are led by a librarian in support of a course assignment or learning goal. Several assessment techniques are employed in order to gain insight into the effectiveness of our teaching, including faculty and student feedback surveys, instruction statistics, and individual librarian instruction plans.

Faculty feedback survey on instruction sessions

In December of 2009 the library distributed an online survey to the approximately 90 faculty who had a library workshop for one or more of their classes during the fall semester. Response was high, with 36% of faculty completing the online survey (33 respondents), where 61% of the respondents had a library instruction session for a lower division undergraduate course, 24% an upper division undergraduate course and 24% a graduate course [see Appendix A for faculty survey questions]. Highlights include:

- All faculty reported that the library sessions effectively: 1) met the information needs of their students, 2) met their expectations, and 3) supported course content.
- 32 out of 33 faculty respondents will definitely arrange a library instruction session again and 53% reported learning something new during the library workshop
- Faculty report wanting their students to gain the described level of competency in the learning outcomes shown in the graph below:

Number of faculty who want students to gain particular competencies in the following areas:

Student feedback survey on instruction sessions

Librarians strive to consistently give students the opportunity to provide feedback on library instruction sessions through an online or print survey. The survey asked students to rate on a scale of 1 to 4 whether
they a) learned something useful, and b) thought the librarian was a good instructor [see Appendix B for student feedback survey questions]. The most informative and applicable question on the survey is the comments field that enables students to enter free text. Student comments provide an opportunity for librarians to make immediate and responsive changes to their teaching.

Overall, 99% of respondents agree that they learned something useful and that the librarian was a good instructor. However, the response rate was low at only 16% due in part to the fact that Librarians report the existing student feedback survey does not meet their needs. While the feedback from students has been positive, we would like to develop a tool that solicits more detailed feedback from the students, both on our teaching and student learning. In response, the instruction program will establish a toolkit of formative assessment techniques in order to gain insight into both the effectiveness of an individual instructor’s teaching techniques and student learning.

Instruction statistics

Instruction librarians report activities through an online form [see Appendix C for the instruction statistics report form]. Highlights include:

<table>
<thead>
<tr>
<th>Category</th>
<th>FY09-10</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Undergraduates</td>
<td>300</td>
<td>Total number of undergraduate workshops</td>
</tr>
<tr>
<td></td>
<td>6502</td>
<td>Total number of undergraduate students</td>
</tr>
<tr>
<td>Graduates</td>
<td>66</td>
<td>Total number of graduate workshops</td>
</tr>
<tr>
<td></td>
<td>820</td>
<td>Total number of graduate students</td>
</tr>
<tr>
<td></td>
<td>21</td>
<td>Total number of Graduate Student Workshop Series</td>
</tr>
<tr>
<td></td>
<td>103</td>
<td>Total number of Graduate Student Workshop Series</td>
</tr>
<tr>
<td>Faculty</td>
<td>10</td>
<td>Total number of faculty workshops</td>
</tr>
<tr>
<td></td>
<td>63</td>
<td>Total number of faculty</td>
</tr>
<tr>
<td>Tours</td>
<td>8</td>
<td>Total number of tours</td>
</tr>
<tr>
<td></td>
<td>98</td>
<td>Total number of tour participants</td>
</tr>
<tr>
<td>K-12</td>
<td>12</td>
<td>Total number of K-12 workshops</td>
</tr>
<tr>
<td></td>
<td>446</td>
<td>Total number of K-12 students</td>
</tr>
<tr>
<td>Concurrent Enrollment</td>
<td>20</td>
<td>Total number of Concurrent Enrollment workshops</td>
</tr>
<tr>
<td></td>
<td>445</td>
<td>Total number of Concurrent Enrollment students</td>
</tr>
<tr>
<td>English 101</td>
<td>41</td>
<td>Total number of ENGL 101 workshops</td>
</tr>
<tr>
<td></td>
<td>880</td>
<td>Total number of ENGL 101 students</td>
</tr>
<tr>
<td>English 102</td>
<td>85</td>
<td>Total number of ENGL 102 workshops</td>
</tr>
<tr>
<td></td>
<td>1974</td>
<td>Total number of ENGL 102 students</td>
</tr>
</tbody>
</table>
Instruction plans

In an effort to intentionally direct our instruction activities to support key courses and programs throughout the disciplines, librarians developed and carried out individual instruction plans (see Appendix D for the Instruction plan prompt). Additionally, the library instruction program collaborated with the First-Year Writing Program and several key first-year courses to develop a plan for differentiating the learning opportunities we provide first-year students (see Appendix E for the Library Instruction Plan for First-Year Courses). Highlights include:

- Librarians led 300 workshops reaching 6502 undergraduates, a 20% increase from last year
- Librarians reached over 35 academic departments and programs
- Developed an “open house” tailored for English 101 courses to implement in fall 2010, called Library 101

Graduate Student Workshop Series

Project leads: Amy Vecchione and Michelle Armstrong

The Graduate Student Workshop Series began in August 2009 because of a stated desire to reach and instruct the graduate students working on theses and dissertations. The initial plan was to do two things: assess the graduate student information needs and to provide introductory contact for new or continuing graduate students. Once the initial needs assessment had taken place, the goal became to instruct, educate and make the library familiar to graduate students of any level. The purpose is to reach graduate students who would not otherwise receive library instruction.

- The Graduate Student Workshop Series held 21 workshops during 2009-2010
- A total of 103 students attended one or several of the workshops offered in this series
- The instruction sessions included the following topics: EndNote Web, Basic Research, Skills/Library Overview, Tour of Albertsons Library, Understanding the Boise State Thesis and Dissertation Submission and Archival Processes, Doing a Literature Review, Using Archives and Special Collections in your Research, Citations in APA Style, Using the ARTstor Digital Library to Find Images, Copyright for Theses and Dissertations

2010-2011 Goals

- The library will hold a half day library orientation featuring a collaboration between librarians and the Graduate College.
- Throughout the semester there will be several more workshops, primarily focused on EndNote Web and Doing a Literature Review.
• Online workshops for will be held in September and October in order to reach graduate students in
distance programs.
• Marketing efforts will be increased and amended.

University 106: Library Research

University 106: Library Research is a one-credit pass/fail course taught by librarians, which provides
foundational knowledge of the library research process. Below are the course description and the learning
outcomes as revised in July 2009.

Course description and learning outcomes

University 106 provides an introduction to the library research process and basic tools a student needs to
succeed in coursework at Boise State University and beyond. Students will gain proficiency in using
essential library resources and will become familiar with aspects of information in its societal context. In
addition, students will encounter selected discipline-oriented library resources. [Where relevant: This
section of University 106 was created as part of Project Writing and Research (PoWeR), in which
University 106 research activities support the completion of English 102 writing projects.]

In this course, students will learn to:

• recognize how information is created and distributed, and understand that content differs by
  information format. (ACRL #1"
• determine information need and design search strategies to locate information sources relevant to
  your research topic. (ACRL #1,2)
• use a variety of electronic and print resources, with emphasis on library resources and services, to
  locate information on your research topic. (ACRL #2)
• select and evaluate the most useful information sources for your research topic. (ACRL #3)
• reflect on and revise your individual research process. (ACRL #1,2,4)
• demonstrate a basic understanding of plagiarism and documentation of sources. (ACRL #5)

Course offerings

The Library Instruction Program has increased the course offerings of University 106 in the 2009-2010
academic year in order to reach more undergraduate students with significant and relevant library research
instruction.

Fall 2009

In the fall 2009 semester we offered 2 in-person sections, one of which was an 8-week course, and a large
(100-cap) online course (see Appendix F for a complete list of fall 2009 courses). These courses meet the
needs of students who are required to take Univ106 as part of their major or independently seek out the course. We also continued the Project Writing and Research (PoWeR) pilot by offering six Univ106 sections linked with English 102. All PoWeR sections of Univ106 were delivered online and in sync with the English 102 curriculum. Further details on the PoWeR project are below.

**Spring 2010**

In the spring 2010 semester we greatly expanded our course offerings to include: 2 in-person sections, a large (150-cap) online course, and 20 PoWeR sections of Univ106, all delivered online (see Appendix F for a complete list of spring 2010 courses).

**Project Writing and Research (PoWeR)**

Instruction librarians have closely collaborated with faculty in the Boise State University’s First-Year Writing Program in order to provide enhanced research instruction in English 102. Through the support of an Idaho State Department of Education Technology Incentive Grant, the Library and English faculty have developed and published a research curriculum and made it freely available on the Library’s website. The Project Writing and Research E-Textbook covers the full range of the research process through individual modules that include video tutorials, instructional text and optional activities. Librarians make use of the collaboratively developed library research curriculum when teaching a PoWeR Univ106 course that is linked with English 102.

**Course evaluations**

Course evaluations for all Univ106 sections were delivered as an anonymous online survey in both fall 2009 and spring 2010 semesters (see Appendix G for the course evaluation). Students were emailed with a link and invited to complete the course evaluation in the final weeks of the semester. In June 2010, instruction librarians attended a workshop hosted by Andy Goodman in the Center for Teaching and Learning on how to read and make use of course evaluations in order to improve teaching practices. Librarians were asked to identify and share trends in their course evaluations that provide direction for adjusting instruction. Highlights include:

- 66% of students would recommend taking Univ106 as a PoWeR section, linked with English 102 (Spring 2010)
- 98% of students reported library instructors making use of video tutorials (Spring 2010)
- 87% or more of students agreed or strongly agreed that the instructor clearly presented course material, was available and created a comfortable environment (Spring 2010)

**Course evaluation student ratings of instructors:**
<table>
<thead>
<tr>
<th>#</th>
<th>Question</th>
<th>Strongly agree</th>
<th>Agree</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
<th>Does not apply</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>The instructor knew the material</td>
<td>66.82%</td>
<td>31.36%</td>
<td>0.00%</td>
<td>0.91%</td>
<td>0.91%</td>
</tr>
<tr>
<td>2</td>
<td>The instructor clearly presented course material</td>
<td>55.91%</td>
<td>32.73%</td>
<td>6.82%</td>
<td>4.09%</td>
<td>0.45%</td>
</tr>
<tr>
<td>3</td>
<td>The instructor was available when I needed assistance</td>
<td>55.45%</td>
<td>32.27%</td>
<td>5.45%</td>
<td>1.36%</td>
<td>5.45%</td>
</tr>
<tr>
<td>4</td>
<td>The instructor created an environment in which I felt comfortable participating</td>
<td>55.91%</td>
<td>33.18%</td>
<td>3.64%</td>
<td>4.55%</td>
<td>2.73%</td>
</tr>
</tbody>
</table>

**Student Portfolio Assessment**

Portfolios of student writing were collected from English 102 courses taught in both fall 2009 and spring 2010 semesters.

English and Library faculty applied a rubric for two independent readings of each portfolio. In the fall 2009 semester, portfolios were collected and reviewed from all students enrolled in English 102 courses linked with University 106 (see Appendix H for the rubric). In the spring 2010 semester, a representative sampling of both PoWeR and stand-alone English 102 portfolios were reviewed.

The rubric criteria include five areas of evaluation that are derived from English 102 and University 106 research-related course learning objectives, including: research topic or question; source appropriateness; source variety, citation practices and description of research strategies [see Appendix F for the rubric].

**Proficiency was defined as meeting the English 102 and University 106 learning objectives in each of these key evaluation areas.** Highlights include:

- PoWeR English 102 student portfolios had a 10% or more gain in achievement in all evaluation areas (Spring 2010)
- PoWeR English portfolios 102 were particularly strong in the writers ability to describe their research strategies

**Fall 2009**

- PoWeR English 102 student portfolios reviewed
- 2 independent readers
- 81% achieved overall proficiency
- PoWeR English portfolios 102 were strongest in the areas of source appropriateness
- PoWeR English 102 portfolios were weakest in the area of a student’s description of research strategies
In spring 2010, the program revised and disseminated standard prompts for the portfolio cover letter, with the intention of increasing our ability to assess student research strategies.

### Fall 2009 PoWeR English 102 portfolio assessment criteria

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Highly Proficient</th>
<th>Proficient</th>
<th>Not Proficient</th>
<th>Needs Work</th>
</tr>
</thead>
<tbody>
<tr>
<td>Research topic or question</td>
<td>1.25%</td>
<td>77.50%</td>
<td>18.75%</td>
<td>2.50%</td>
</tr>
<tr>
<td>Source appropriateness</td>
<td>1.25%</td>
<td>81.25%</td>
<td>15.00%</td>
<td>2.50%</td>
</tr>
<tr>
<td>Source variety</td>
<td>2.50%</td>
<td>63.75%</td>
<td>32.50%</td>
<td>1.25%</td>
</tr>
<tr>
<td>Citations</td>
<td>1.25%</td>
<td>76.25%</td>
<td>18.75%</td>
<td>3.75%</td>
</tr>
<tr>
<td>Research strategies</td>
<td>8.75%</td>
<td>27.50%</td>
<td>31.25%</td>
<td>32.50%</td>
</tr>
</tbody>
</table>

### Spring 2010

- 2 independent readings of each portfolio by English Department and Library faculty using a rubric focused on evaluating the quality of student research (see Appendix F for rubric)
- Requested 3 portfolios of student work from each English 102 section, resulting in a review of approximately 12% of student portfolios
- PoWeR courses generally had a 10% or more gain in achievement
- PoWeR portfolios are strongest in the areas of:
  - Description of research strategies (19% gain in achievement)
  - Source variety (13% gain in achievement)
  - Source appropriateness (12% gain in achievement)
Comparison of PoWeR and Stand-alone English 102 portfolio overall ratings

<table>
<thead>
<tr>
<th></th>
<th>Highly Proficient</th>
<th>Proficient</th>
<th>Less Proficient</th>
<th>Not Proficient</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>English 102 &amp; Univ106</strong></td>
<td>11%</td>
<td>66%</td>
<td>21%</td>
<td>2%</td>
</tr>
<tr>
<td><strong>Stand-alone English 102</strong></td>
<td>7%</td>
<td>58%</td>
<td>30%</td>
<td>5%</td>
</tr>
</tbody>
</table>

Comparison of PoWeR English 102 and Stand-alone English 102
**Proficient or Highly Proficient portfolios**

<table>
<thead>
<tr>
<th>Description of Research Strategies</th>
<th>Research Question or Topic</th>
<th>Source Appropriateness</th>
<th>Source Variety</th>
<th>Citations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Stand-alone English 102</td>
<td>English 102 &amp; Univ106 (PoWeR)</td>
<td>Stand-alone English 102</td>
<td>English 102 &amp; Univ106 (PoWeR)</td>
<td></td>
</tr>
</tbody>
</table>
Instructional Media

The library instruction team has worked towards the goal of providing instruction for students on how to at their point of need and in a virtual environment. In order to develop the necessary skills, librarians attended 3 workshops on video editing software and worked in teams to create instructional media on a wide range of topics. The following 16 video tutorials have been produced in the past academic year and hosted on the Albertsons Library’s YouTube channel:

- 10 minutes to E-books
- Article Search Tips
- C is for Currency
- Choosing a database
- Cite a Book – using MLA 7th edition
- Cite an Article – using MLA 7th edition
- Citing sources in MLA – part 1
- Citing sources in MLA – part 2
- Encyclopedias – a student’s new BFF!
- EndNote Web
- Find a book at Albertsons Library
- How to register for EndNote Web
- How to request an on-shelf hold
- Introducing WorldCat Local
- The Inquiry Process
- Tips for conducting an observation

Video tutorial assessment

Some indication of the increased use of library video tutorials can be determined based upon Albertsons Library YouTube video views. The below graph reflects total views of library tutorials and videos since 5/15/08 (10,705) where 86.7 percent of views have occurred since 8/1/09 during the grant period. The dramatic increase in views shown in the furthest right quarter of the graph took place in late January as the Spring 2010 semester and the new PoWeR courses began.
As part of Univ106 course evaluations, we asked students to evaluate how well the video tutorials increased their understanding of course topics. Responses are below:

<table>
<thead>
<tr>
<th>#</th>
<th>Question</th>
<th>Not at all</th>
<th>Somewhat</th>
<th>Very well</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>How to cite sources</td>
<td>9.85%</td>
<td>43.84%</td>
<td>46.31%</td>
</tr>
<tr>
<td>2</td>
<td>How to find articles</td>
<td>8.37%</td>
<td>31.53%</td>
<td>60.10%</td>
</tr>
<tr>
<td>3</td>
<td>How to find books</td>
<td>12.06%</td>
<td>34.17%</td>
<td>53.77%</td>
</tr>
<tr>
<td>4</td>
<td>Refine keywords or search terms</td>
<td>8.82%</td>
<td>33.33%</td>
<td>57.84%</td>
</tr>
<tr>
<td>5</td>
<td>Advanced web searching</td>
<td>9.27%</td>
<td>30.24%</td>
<td>60.49%</td>
</tr>
</tbody>
</table>

Library Blackboard Module

Project lead: Kim Leeder

In a continuing effort to expand instructional support for distance students, a Library Blackboard module was launched in Spring 2010 and made available to all distance instructors as a simple upload into their course Blackboard sites. The module included instructions and video tutorials intended to provide students with an introductory knowledge of library resources, in particular WorldCat Local and Academic Search Premier. The module was shared with all distance faculty through an email sent out by Janet Atkinson, Director of Distance Education.

Although it is difficult to determine the number of courses in which the module was embedded, page views for the LibGuide where the module was offered reflect interest from over 200 individuals. In addition, anecdotal feedback via email was highly positive. The module is now in revisions for its Fall 2010 launch in Blackboard 9.
**10 Minutes to... drop-in workshop series**

Project lead: Elaine Watson

The library instruction program began trying new ways to reach students in Fall 2009 by piloting a “10 Minutes to...” drop-in workshop series on library- and research-related topics. In future years, we anticipate emphasizing this series at the beginning of the fall semester in order to reach students new to the university.

**Fall 2009**

The Fall 2009 sessions were offered at noon Monday through Thursday for three weeks from October 12-29. Nine librarians participated. The series was advertised on the Library’s blog, on a poster in the library, in a Powerpoint slideshow in the library, and in the Student Update.


**Spring 2010**

The Spring sessions were offered at noon Monday through Friday for two weeks from January 25 - February 5. Nine librarians participated. The series was advertised on the Library’s blog, on Twitter, on a poster in the library, in a Powerpoint slideshow in the library, in the Student Update, and in the Update: Your Source for Campus News.


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i Boise State University, “Strategic Plan 2010-2014,” 3.  

ii Library Instruction Program Assessment Report 2008-2009 is available at:  
[http://library.boisestate.edu/assessment/instruction.shtm](http://library.boisestate.edu/assessment/instruction.shtm)

iii The Information Literacy Competency Standards for Higher Education are available at  
[http://www.ala.org/ala/acrl/acrlstandards/informationliteracycompetency.cfm](http://www.ala.org/ala/acrl/acrlstandards/informationliteracycompetency.cfm)


v Boise State University Core Reform Task Force, Progress Report, June 30, 2009, available at:  

vi The Graduate Student Workshop series can be found online at:  
[http://guides.boisestate.edu/graduatestudents](http://guides.boisestate.edu/graduatestudents)
The Information Literacy Competency Standards for Higher Education are available at
http://www.alaa.org/acrl/acrlstandards/informationliteracycompetency.cfm

Project Writing and Research E-Textbook: http://guides.boisestate.edu/power

The Library Blackboard module is available at: http://guides.boisestate.edu/content.php?pid=13714&sid=668526