Overview

The Albertsons Library Instruction Program engages in providing and collaborating on instruction across the University for all colleges, departments and faculty; as a standard component of the Foundational Studies Program courses; in support of local school districts and concurrent enrollment students; professional development; and implements assessment throughout the program in support of the Boise State University Goals and Strategies\(^1\) and Albertsons Library Strategic Plan 2013-2018\(^2\).

Instruction librarians taught 364 sessions between July 1, 2015 and June 30, 2016, reaching 9,505 individuals. See more details in “Instruction by the Numbers” below.

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\(^1\) Goals and Strategies for Focus on Effectiveness https://academics.boisestate.edu/provost/goals-and-strategies/

\(^2\) Albertsons Library Strategic Plan 2013-2018 https://library.boisestate.edu/about/strategicplan/
Instruction Program Mission Statement

The mission of the Library’s Instruction Program is to actively empower individuals in becoming lifelong learners through critical engagement with information. (created August 2016).

Instruction Executive Summary

Library faculty provided a total of 364 instruction sessions during the 2015/2016 fiscal year for an across-the-board group of patrons. As a standard component of the Foundational Studies Curriculum, library instruction was provided for 231 courses.

Table 1: Instruction Statistics July 2015-June 2016

<table>
<thead>
<tr>
<th>Type of instruction</th>
<th>Number of sessions</th>
<th>Number of individuals reached</th>
</tr>
</thead>
<tbody>
<tr>
<td>Undergraduate</td>
<td>320</td>
<td>8,493</td>
</tr>
<tr>
<td>University Foundations</td>
<td>231</td>
<td>6,137</td>
</tr>
<tr>
<td>Subject-specific</td>
<td>72</td>
<td>1,804</td>
</tr>
<tr>
<td>Intensive English Program</td>
<td>4</td>
<td>44</td>
</tr>
<tr>
<td>Academic 100 and 101</td>
<td>4</td>
<td>65</td>
</tr>
<tr>
<td>Graduate</td>
<td>21</td>
<td>227</td>
</tr>
<tr>
<td>Additional</td>
<td>39</td>
<td>1,210</td>
</tr>
<tr>
<td>K-12 groups including Concurrent Enrollment</td>
<td>15</td>
<td>552</td>
</tr>
<tr>
<td>Tours, EndNote Web, CAMP, TRIQ/Upward Bound, Student Success Program, Summer Research Community, library staff</td>
<td>24</td>
<td>658</td>
</tr>
</tbody>
</table>

For the 160 courses in which library faculty went to the student classroom, iPads were provided and used for all of those courses. Of the total 364 sessions, 135 were held in Albertsons Library classrooms, meeting rooms and labs. Library faculty traveled to classrooms a total of 236 times, with the majority taking place on campus.
This past year the Albertsons Library Instruction Team developed and implemented two major assessment projects for the UF 100 Foundational Studies sections. The first, administered in Fall 2015, consisted of a review of 56 annotated bibliographies students created for their course. The second, administered Spring 2016, consisted of an assessment survey completed by 351 students. Final reports of those assessments can be found on the Library’s website under library facts. The executive summaries for each along with further descriptions are included within this annual report.

This fiscal year brought about the creation of the “Instruction in 300 Seconds” learning environment allowing faculty and professional staff involved with instruction to have the opportunity to present and learn about methods, theory, technology, assessment or other instruction associated ideas. There have been ten learning opportunities this year. Highlights include presentations on learning styles, learning transfer, gaming, and kinesthetic learning.

The Team created a new Instruction Google site, improving on the format and migrating current information over from the old Google site. This has aided in access of knowledge and ease of providing continuing information and documentation along with adding a resources section specific to instruction and a tab to highlight technology.

Instruction by the Numbers

Library faculty provided 133 instruction sessions (not including Foundations courses) and seven tours for those ranging from sixth grade to graduate level, from English 101 to Criminal Justice 503, for staff and faculty, university students and the community. The library reached a total of 9,505 individuals mainly through instruction.

General Instruction

- 133 Instruction Sessions
  - 89 instruction sessions
    - Theater, Social Work, Nursing, Public Administration, Psychology, Political Science, Nursing, Music, Mathematics, Kinesiology, Honors, Health Studies, History, Geosciences, English, Education, Counseling, Computer Science, Community and Regional Planning, Criminal Justice, Art, Art History, Communications, Engineering, Anthropology, Canadian Studies,
  - 9 Concurrent Enrollment sessions
Middleton, Nampa, Renaissance, Boise, Capitol, Meridian, Mountain Home, Melba High Schools and one session for Treasure Valley High School teachers teaching concurrent enrollment courses.

- 9 McNair Scholars workshops
  - Hosted by Memo Cordova
- 6 Treasure Valley school groups
  - Riverstone International, Idaho high schools and Caldwell middle & high school visually impaired students, Lowell Scott Middle School,
- 4 Intensive English Program sessions
- 4 ACAD 100 and 101 sessions
- 4 Graduate workshops
- 4 Miscellaneous sessions
  - EndNote training, Student Success Program, Summer Research Community, TRIO/Upward Bound
- 2 CAMP (College Assistance Migrant Program) sessions
- 2 University staff sessions (Library, Dean of Students staff)

- 7 Tours of the library and/or Special Collections
  - Dean of Students staff, Honors College Peer Mentors, Japanese Exchange students, faculty, alumni and family, Student Affairs new staff orientation
  - Ted Trueblood Chapter of Trout Unlimited collections presented downtown Boise
- 4 sessions were ‘in person off campus’
  - 3 at College of Western Idaho campus
  - 1 for Ted Trueblood Chapter of Trout Unlimited
- 3 sessions were online

- 3,168 students, staff, faculty and community members reached
  - 2,195 undergraduate students
  - 247 graduate students
  - 388 K-12 students
  - 338 additional - IEP, Community, Staff, Teachers, etc.

**University Foundations Courses**

In partnership with the Foundational Studies Program, as part of their curriculum, library faculty provided instruction for 232 sessions for UF 100, UF 200 and UF 300. Foundations students reached by these sessions totaled 6,337.

- 232 University Foundations Sessions
- 144 UF 100 sessions
- 71 UF 200 sessions
- 16 UF 300 sessions
- 1 UF 100 Plenary Group session
- 6,337 students taught
  - 3,580 UF 100 students
  - 2,092 UF 200 students
  - 465 UF 300 students
  - 200 UF100 Plenary Group students

Mobile devices, mainly iPads, were used in 158 sessions this past fiscal year.
- 147 University Foundations courses
- 11 additional sessions

**Academic 106 (ACAD 106)**

ACAD 106 is part of the Student Success Courses that the University offers. There has been a shift in how ACAD 106\(^3\) is being offered based on past participation. In the past the Library offered multiple online and in-person courses. As enrollment has changed and the course has ceased being required in some programs\(^4\), with an extensive increase in UF library instruction, the courses offered have been pared down. The library currently offers one eight-week in-person course in the fall semester along with one eight-week online course in both the fall and spring semesters. As per University policy, if less than 10 students sign up the course that semester is cancelled. This past fall the in-person course was cancelled. This is a dramatic decrease from 2014/2015 when four courses were offered Fall 2014 and two courses offered Spring 2015. The total students taught during that time frame was 128.

Total courses offered: 2
Total students taught: 32
- Fall 2015
  - One online eight-week course
  - 15 students
  - 14 passed, 1 withdrawal
    - 4 Freshmen
    - 4 Sophomores
    - 2 Junior

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\(^3\) ACAD 106 is the new title of what was previously UNIV 106.

\(^4\) UNIV 106 was previously required for degrees such as Marketing and Respiratory Therapy.
○ 5 Seniors

● Spring 2016
  ○ One online eight-week course
    ■ 17 students
    ● 15 passed, 1 failed, 1 CWD
      ○ 1 Freshman
      ○ 2 Sophomores
      ○ 4 Juniors
      ○ 9 Seniors
      ○ 1 Post-Bacc Undergraduate

Library Instruction Team

This past year ushered in the creation and further development of the Library Instruction Team, consisting of lead librarian, Margie Ruppel, with professional staff Shelly Doty and temporary librarian Lindsay Dwyer. Another librarian position specific to instructional design is in the hiring process and will be joining the team this coming fiscal year.

Our first goal was to clarify the purpose of the Instruction Team and what role they would play within the library.

● Oversee all library instruction
● Provide professional development opportunities
● Develop instructional technology and training
● Develop and implement assessment tools

Our second goal came from working through the Program Prioritization process which was required by the University for all colleges and departments. Through this process we were able to clarify how our instruction program supports the Goals and Strategies of the university and be able to clearly define Albertsons Library goals in specific regard to instruction.

Instruction Program 2016 Action Items

Albertsons Library developed the 2016 Strategic Plan Action Items\(^5\) in conjunction with the Library Strategic Objectives, with information from Program Prioritization\(^6\) that support the

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\(^5\) 2016 Strategic Plan Action Items (see Link to section) https://library.boisestate.edu/about/strategicplan/
University Goals and Strategies. Listed below are the action items that pertain to the Instruction Program specifically.

Library Strategic Objective 1: Provide innovative student centered spaces that contribute directly to Boise State University’s signature, high quality student experience.

Action Items:
1. Identify essential student learning space needs where the Library could feasibly play a role in meeting those needs without duplicating efforts elsewhere on campus
   b. Improve the physical environments of instruction rooms in a way that allows for successful teaching and student learning; includes updating and/or adding technology, equipment, software, etc. Target Completion: implement changes in time for Spring 2017 semester. (Instruction Team)
   ➢ *Achievement: Have developed a Placemaking video and workshop that will take place early Fall 2016 semester with students, faculty and staff to develop redesign plans for instruction rooms.*

Library Strategic Objective 2: Focus on developing student centered services that contribute directly to Boise State University’s signature, high quality student experience.

Action Items:
1. Develop a comprehensive, intentional assessment plan across all instructional activities that measures reach beyond the classroom and the long-term impact of instruction.
   (Out-growth of Prioritization) (Instruction Team)
   a. Develop short-term and long-term assessment plans. (Spring 2016)
   b. Analyze and disseminate results of library instruction assessment to internal and external audiences. (Spring 2016)
   c. Assessment of First-Year Students’ Information Literacy Skills & Knowledge; analyze and report results.
   ➢ *Achievement: Report has been completed*
   d. Assessment of UF 100 Students’ Annotated Bibliographies; analyze and report results.
   ➢ *Achievement: Report has been completed*
   e. Create annual library instruction report. (July 1, 2016)
   ➢ *Achievement: Report has been completed*
   f. Develop and share assessment options with all instruction librarians

6. Identify areas of expertise needed to meet University and Library strategic goals; invest in staff development to meet these needs.

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c. Use the Acumen “Design Kit: The Course for Human-Centered Design” to explore methods of delivering information literacy. (Instruction Team)

➢ **Achievement: Instruction Team completed the seven week course and will use information learned to develop instruction**

**Library Strategic Objective 3:** Enhance Boise State University’s teaching and learning through activities that address unmet needs in core areas, maximize effective use of technology, and are integrated throughout the UF curriculum.

**Action Items:**

1. Identify Finishing Foundational Studies courses where higher-level information literacy and research skills can be incorporated. Collaborate with relevant faculty to develop and implement methods to incorporate these skills. Target Completion = Spring 2017 (Instruction Team, Liaisons)
   a. In collaboration with Liaisons, learn where research skills instruction is currently taking place in FF courses, identify FF courses where research skills instruction belongs, and collaborate with relevant faculty to develop and implement methods to incorporate these skills.

➢ **Achievement: Finishing Foundations have been identified**

➢ **Achievement: Embedded library instruction in FF courses has been identified**

b. Create a method for gathering UF faculty feedback on areas that they identify as unmet needs and how they plan to meet those needs. Analyze results and identify overlapping needs. Gather information that can be implemented to fill those needs, and implement necessary instruction.

2. Continue to develop the Library Instruction Google Site, “Teaching Resources” page. Encourage contributions from all library instructors. (Instruction Team)

➢ **Achievement: Library Instruction Google Site is a continual development project contributed to by the Instruction Team and all librarians.**

4. Identify recurring instructional needs and develop flexible curricula and tools that can be implemented by library faculty, teaching faculty, graduate teaching assistants, staff and students in a variety of settings to meet these needs. (Instruction Team)
   a. Identify recurring instructional needs.

➢ **Achievement: Developed monthly Instruction in 300 Seconds instruction meetings that allow varied tools, methods and forms of instruction to be showcased**

b. Make sure instructional materials are ADA-compliant. (Summer 2016).

➢ **Achievement: Most instruction videos have been reviewed and closed captioning has been added either in-house or through 3PlayMedia**
Achievement: Identified videos were placed at point of need, such as Peer Review Process, Finding Peer Reviewed Articles placed next to a Peer Reviewed checkbox

c. Talk to WETU to find out what is already being done.
d. Implement best practices for ADA-compliant instructional materials, if not already being done.
e. Devise and implement a plan to make it easier for UF faculty to Lib Administer the online library curriculum. (Summer 2016)
f. Develop primary source curriculum and tools. (SCA)

Highlights of Instruction, Training and Learning

Library faculty and staff participated in a number of trainings, workshops and conferences dealing with instruction. This fiscal year saw the creation of the Instruction in 300 Seconds workshops that are held once a month. These consisted of different staff presenting learning experiences in instruction from theory and methods to technology.

Examples of additional types of teaching and learning taking place include:
- Introduction to the U.S. Bureau of Indian Affairs webinar
- Participation in the seven week Design Kit: The Course for Human-Centered Design
- Presentation of Learning Transfer
- Participation in the Google Power Searching course
- Undergraduate Research as a High Impact Learning Experience seminar
- Diversity & inclusion in the classroom through the CTL Book Discussion Group, Whistling Vivaldi
- Teaching Information Literacy Threshold Concepts webinar
- Beyond Worksheets: Using Instructional Technologies for Authentic Assessment of Student Learning webinar
- ASEE Conference with several workshops specific to instruction
- EndNote Web sessions
- Copyright sessions
- eBooks: Mobile Learning Summer Institute participation
- ILA presentation of Incorporating Information Literacy Course into Required Curriculum

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8 The Instruction Team along with a member of another valley library participated as a group in this course to learn better methods of creating instruction for a diverse population. Other staff within the library also created groups and participated in this course.
• CTL workshops such as From Random Snapshots to a Cohesive Portrait: Helping Students Connect Courses and Deepen Their Learning
• Various conferences, both in-person and online, such as the Idaho Library Association (ILA), Higher Education Social Media, Higher Education Experts Content Conference, Spring Summit on Innovation, Technology, and Preparation for the Future, Higher Education Analytics Conference, Library 2.016 Worldwide Virtual Conference
• 67 MakerLab workshops conducted by the WETU Team concerning training in technology such as the 3d printers, vinyl cutter and green screen

Assessment of UF 100 Annotated Bibliographies
Executive Summary
Full report

• Participants were 23% first-year students, 61% second-year, 13% third-year, and 4% fourth-year.
• The average student score was about “3,” or “Good,” (out of 4) in all three assessment categories: identifying peer-reviewed journal articles, evaluating information, and collecting/organizing.
• 16 students (29%) achieved a “4,” or “Exemplary,” in all three assessment categories.
• 8 (14%) students achieved an average overall score in the “1,” or “Unsatisfactory” range.
• About 50% of the students (29 of 56) received a score of “3” or higher in every one of the three assessed categories. The remaining 50% of students scored below “3” in at least one category (i.e., either “developing” or “unsatisfactory” on at least one skill).

Assessment of First-Year Students’ Information Literacy Skills & Knowledge
Executive Summary
Full report

The following findings are based on students’ answers to this questionnaire.
• Most students (59%) rate their skill level in doing academic research as “Intermediate.”
• When given a list of sources, the majority of students (87%) correctly identify which source would be the most appropriate to use in an academic paper.
• When starting with a research question, 67% of students type the whole question into a search engine such as Google. Only 24% can identify the question’s main keywords to use in the search engine.
• 62% of students were unable to distinguish between a book review and a peer-reviewed, scholarly article.

LibQUAL Results
Albertsons Library has administered the LibQUAL survey for several years, and has done so again in 2016. Results from the survey indicate that library staff are great at teaching people how to locate, evaluate, and use information. The 2016 score (1.2) has increased from 2014 (1.13) and 2012 (.99). Scores are a combination of the average acceptable score and the average perceived score.

Team Directed Goals/Accomplishments/Work In-Progress

- How-To-Videos: Libguide page has been reviewed, closed captioning has been added to videos as needed and the page has been reorganized for easier use by students, faculty and staff.
- University Foundations/Library management backup: Allison Floyd is being trained as a backup for the UF instruction ‘behind-the-scenes’ work.
- Assessment of First-Year Students’ Information Literacy Skills & Knowledge will be revised based on analysis of data and disseminated again early Fall 2016.
- An Instruction Retreat is scheduled for August 10th.
- Placemaking workshop(s) for the library instruction rooms will be done in mid-September with recommendations to Library Administration by end of Fall 2016 semester.
- An Information Literacy 3-Year Assessment plan has been developed⁹.
- Poll Everywhere was introduced into UF200 sessions with favorable results.
- UF200 curriculum was changed to incorporate team teaching by Library and Foundations faculty

⁹ Information Literacy Program - Albertsons Library: https://docs.google.com/document/d/1JLWcYkHTZfcZ_AtPZ8Be6JgRVHpEUnm3P3epJJV3l8Q/edit#heading=h.oymnw3nlvwiw