

## Utah State University Libraries Learning & Engagement Services Annual Report for FY 2018-19

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### **Executive Summary:**

The Learning & Engagement Services (LES) department gains much of its strength from the independent work of all the librarians and the projects in which they are involved, such as deep integration into Social Work courses or assessing learning outcomes when integrating new teaching methods into library instruction. These initiatives are reflected in the annual self-assessment letters of individual librarians. This report reflects the more collaborative initiatives of the department that many or all members are involved in.

The major accomplishments below summarize the past year, and goals for the coming year. We are sincerely grateful for all our student workers, Library staff, and University colleagues and their support and collaboration in so many of these efforts. The table of contents provides direct links for more in-depth information on each section.

### **Major Accomplishments & Contributions:**

- Taught a total of 566 sessions this year, including comp, liaison, Connections, workshops, and other instruction.
- Developed a revised workflow for LibGuide creation and maintenance, resulting in the deletion of over 200 guides, creation of new workflows and help guides, and a training workshop for subject liaisons.
- Created bookmarks for LES and liaison librarians and marketed in departments and displayed in library.
- Developed unit assessment plan using new template.
- Transitioned OER into Digital Initiatives Unit.
- Total consultations have increased by 20%.
- OER initiative has impacted 1/4 undergraduate students, with total savings totaling \$1,398,095 as of fall 2019.
- Reached 8,873 students in 283 courses through online learning initiatives
- Received approval for First-Year Experience Position
- Received approval for and hired Blanding LPM (currently piloting training & onboarding)
- Coordinating Outreach events, such as Day on the Quad & Therapy Dogs

## Goals for 2018-19

### Top Tier:

- Explore EDI needs of students to identify opportunities and improvements in shared LES instruction
- Develop marketing plans to raise awareness and increase usage of core LES services
- Develop a systematic way to leverage the actional insights from Civitas & Ithaka analysis to inform LES services and resources

[View All Goals](#)

## Major Roles

LES Librarians also serve active (or sole) roles in the following:

- Teaching & developing curriculum for ENGL 1010 & ENGL 2010 & USU 1730
- Providing outreach to Regional Campus & online faculty & students
- Serving as LibGuide Designers, assisting in creation and maintenance of guides and as a support team
- Facilitating teaching collaboration among faculty by offering Research Assignment Design Workshops (Charrettes)
- Developing & presenting road shows at department retreats as liaisons and members of the road show team
- Developing & delivering instruction sessions (workshops, liaison & comp)
- Staffing, assessing & training at the information desk
- Providing undergraduate outreach, and training and supervising four University Teaching Fellows (LPMs)
- Assisting with web usability & discovery access
- Assessment of student learning & library instruction impact
- Creating, maintaining, & assessing online materials
- Serving as Liaison to 27 out of 47 areas, including taking on 5 new areas as a result of the liaison program revisions
- Designing, revising and implementing Connections orientation workshop
- Conducting research consultations with faculty & students

## Table of Contents

I.	LES Mission Statement	p. 4
II.	Instruction	
	A. A Big Picture Look: Library-wide	p. 4-5
	B. Instructional Overview Statistics	p. 5-6
	C. Writing Comp Library Instruction Program	p. 6-8
	D. Assignment Design Faculty Workshops	p. 8
	E. Assessment Plan	p. 9
III.	One-on-One Help	
	A. Information Desk	p. 9-10
	B. Consultations	p. 10
IV.	Online Learning Materials	
	A. Online & Embedded Resources	p. 10-12
	B. LibGuides	p. 12-13
V.	State-wide Campuses & Centers	
	A. State-wide Campus Visits	p. 13-14
	B. Targeted Outreach	p. 14
	C. Regional Campus Survey	
VI.	Open Educational Resources	p. 14-16
VII.	Web Services	
	A. Usage of Web Presence	p. 16-17
	B. Redesigns & New Pages	p. 18
	C. Maintenance	p. 18
	D. Administration	p. 19
	E. Assessment & Analysis	p. 19
VIII.	Outreach	
	A. Outreach Meetings	p. 19-20
	B. Student Library Advisory Board	p. 20
	C. Events	p. 20
	D. Tours	p. 21
	E. Connections	p. 21
IX.	Peer Learning	
	A. Library Peer Mentors	p. 21-22
	B. Other Peer Learning	p. 22
X.	Scholarship	p. 22-24

## I. LES Mission Statement

As the Learning & Engagement Services Unit, we are active partners in teaching and learning, supporting faculty and students by providing expertise across the curriculum and at the point of need. This includes offering services that reach all our users – regardless of location – by providing robust online learning materials, strategic in-person instruction, and easily accessible information via our website.

Our tailored approach to teaching students situates information literacy within the context of their coursework. Knowing how to access, use and critically consume information is vital to building a “socially and intellectually vibrant community” (USU Mission). In support of this mission, we also aim to help students understand how information literacy skills transfer for life.

Our collaborations with courses, student populations, and campus and community partners help us provide innovative, comprehensive services. Our work enables students to learn, discover, and engage with other researchers, with their peers, and with the broader community.

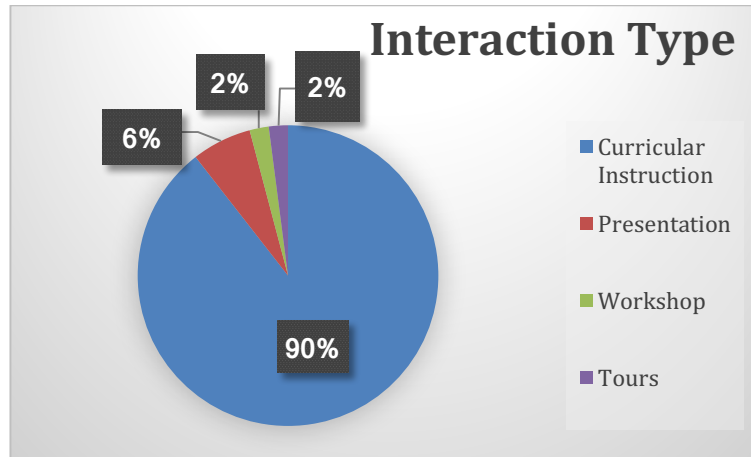
- *Developed by Learning & Engagement Services, Summer 2018*

## II. Instruction

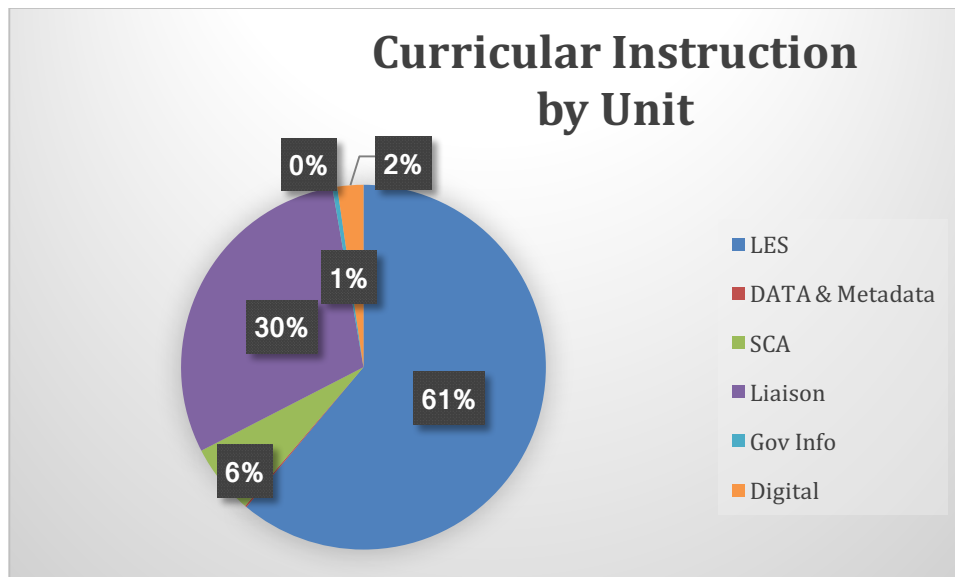
### A. A Big Picture Look: Library-Wide

In August 2018, a Library Instruction Committee was formed and charged with working with all areas of the library who provide instruction to “Provide training and support opportunities for all library instructors, develop a unified programmatic vision, develop policies and best practices when working with faculty on instruction requests, and to write a collaborative annual instruction report.” For more information on the library-wide instruction program, view the Library Instruction Annual Report.

From July 1, 2018 – June 30, 2019, the Library Instruction Program **taught a total of 779 library sessions and reached 12,316 students**. Ninety-seven percent of these courses were face-to-face, while only 2% reached online courses and only 1% reached broadcast. Additionally, online materials were created and embedded across numerous departments. For more of that data, see section IV (page 10). USU currently has an estimated 15,000 FTE state-wide and online students.



Most of these sessions were curricular instruction or tied to courses. The next most common interaction type was presentations (6%), followed by workshops and tours (both 2%). In these sessions, we reached a total of 12,316 students, including 10,684 undergraduates and 712 graduates. **The figure below illustrates that 61% of the instruction is taught by LES, including 69% of the liaison instruction (which makes up 30% of the total instruction).**



#### B. LES Instructional Overview Statistics

**LES reached a total of 8560 students** through our English Composition courses, liaison work, and other instruction.

Total # classes by Standing  
(All LES – Comp & Liaison)

2018-2019 Total

Composition (ENGL 2010)	323
Liaison	155
USU 1730	17
Connections	66
Other (tours, workshops, etc...)	5
<b>Total # of classes (all)</b>	<b>566</b>

# Students Reached (All LES – Comp & Liaison)	2018-2019 Total
# undergrad students	7762
# grad students	606
faculty	192
*Total Number of students	<b>8,560</b>

*\*includes Connections*

Prep Time Totals	2018-2019 Total
ENGL 2010	119.83 hours
Subject (LES Only)	125.83 hours
Other (Conn. 1730, workshops)	60.42 hours
<b>Total Prep Time</b>	<b>306.08 hours</b>

### C. Writing Composition Library Instruction Program (ENGL 1010 & 2010)

LES Librarians taught 323 composition classes this past year, which was 55% of instruction taught by LES staff. The Writing Program's interim administration unveiled a new curriculum for Fall 2018 and in response to this change, as well as assessment data gathered over the 2017-2018 academic year, LES developed new library content for ENGL 1010 and ENGL 2010 that was implemented in Fall 2018. Below are brief descriptions of this curriculum and our integration with the Writing Program:

#### **ENGL 1010**

The new ENGL 1010 curriculum replaced the previously taught Discourse Community assignment with two new research related assignments: a proposal addressing an identified problem or issue and an investigation of a current event. In support of these assignments, we integrated with ENGL 1010 by providing a new Beginning Research

Tutorial that students complete in Canvas and in-class activities for GIs to teach targeting the research needs of their curriculum. These lessons were integrated into the semester schedule that Writing Program administration provided to Graduate Instructors and below is an example of this schedule

(<https://libguides.usu.edu/1010lessons>):

- Week 9 ☾ Beginning Research Tutorial & Lesson on “Critical Skimming Skills”
- Week 12 ☾ Lesson on “Understanding a Current Event through a Variety of Sources”
- Week 13 ☾ Lesson on “Evaluating Sources on a Spectrum”
- Week 14 ☾ Lesson on “Incorporating Research into Writing”
- Week 15 ☾ Lesson on “How and Why to Cite”

Additionally, librarians were partnered with ENGL 1010 courses to provide one-on-one consultation support as requested by students and to serve as a point of communication for instructors regarding library support and resources.

## **ENGL 2010**

While the name of the major research assignment changed from the Persuasive Research Essay to the Argument Essay, the major research requirements for ENGL 2010 remained the same as the previous year. However, Writing Program administration did implement new scaffolding assignments and provided Graduate Instructors with a curriculum schedule for them to follow. In support of this scaffolding and schedule, we implemented pre-scheduled library days for Graduate Instructors using three new lessons: *Evaluating Information*, *Investigating a Topic*, and *Using & Understanding Synthesis* (<https://libguides.usu.edu/2010lessons>). Modified versions of these lessons were also made available for online and broadcast sections of ENGL 2010. Additionally, we maintained our face-to-face integration and strong collaborations with Adjunct and Lecturer instructors. Overall, we reached 2,735 students in our ENGL 2010 integration.

### **Assessment Efforts**

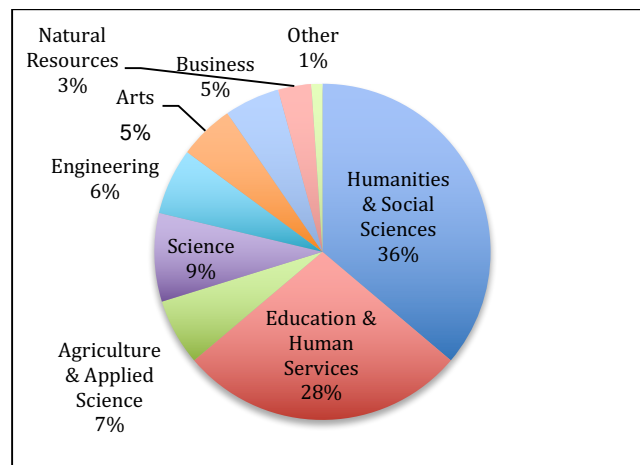
Our assessment efforts from the 2017-2018 academic year supported the development of our new library curriculum for the Writing Program. As such, the 2018-2019 academic year focused primarily on the practical application and integration of these materials. Moreover, the Writing Program was under interim administration in 2018-2019 and due to this transition period, we held off on instigating any major assessment projects. However, we utilized avenues of assessment already in place, and applied the collection of student survey data from Fall 2018 and feedback from librarians in unit meetings to revise lessons for Spring 2019. The Library Composition Program Coordinator and two library teaching assistants also met each semester with Writing Program administration to review questions and concerns.

### **Moving Forward:**

In Fall 2019, Dr. Beth Buyserie was appointed as the new Director of the Composition Program. Due to accreditation requirements for the University's General Education Program, Dr. Buyserie is leading the revision and creation of a new Composition Program curriculum. The direction of the Composition Library Instruction Program will rely strongly on the changes implemented over the next several years and this is an exciting opportunity for the library to support and contribute to a foundational university curriculum. As we continue through this transitional period of leadership and program development, it will be important for the library to investigate assessment opportunities for information literacy components, strategies for developing relationships between librarians and graduate instructors, and sustainable practices for supporting ENGL 1010 and ENGL 2010.

#### D. Assignment Design Faculty Workshops

We held two assignment design workshops in December 2019, moving from a twice to once annual model. 12 faculty from a range of colleges and departments participated in each workshop, for a total of 24 recruited through promotion at the ETE conference, via subject librarians, and with a campus mailer. Participants submitted and reviewed one another's assignments in advance and received compensation thanks to the generous support of Dean Cole. Since this program launched in December 2016, **94 faculty have participated**, with breakdown by college as follows:



We plan to repeat this model with two more workshops in December 2019.

#### E. LES Assessment Plan

Our assessment goals range from large-scale efforts (e.g., Civitas, GWLA Student Learning Outcomes) to smaller-scale but still important efforts (e.g., classroom instruction, desk interaction tracking, consultation reports, etc.). Assessment is already integrated into our annual unit activities, and we turn to these data to inform our



decisions and practices. For the purposes of this assessment plan, we chose to focus on three new areas that have emerged from our annual goal-setting conversations. Additional information about the types of assessment data we already collect and where they are housed is available in our LES Data Calendar.

*Goal 1* – Develop marketing plans to raise awareness and increase usage of core LES services.

This goal will unify several projects (e.g., promoting Digital Learning Objects, core Outreach programming) and the varied marketing activities being pursued by several positions (e.g., Online Learning Librarian, Outreach & Peer Learning Librarian, Statewide Campus Librarian, Web Services Librarian, Instruction Coordinator, First Year Experience Librarian) under one umbrella.

*Goal 2* – Develop a 1- 3 Year Information Literacy Strategic Plan with Composition Director that address the following:

- Assessment for Information literacy components
- Relationship development for librarians and graduate instructors
- Learning outcome revision
- Resources sustainability for ENGL 1010 and ENGL 2010

*Goal 3* – Determine whether the library session offered during Connections increases student awareness of library services, generates engagement with the library and contributes to student persistence.

Researchers will address the following research questions:

- If students take the Connections library session are they more likely to use library services?
- If students take the Connections library session are they more aware of library services?
- What services are students most aware of with/without the Connections library session?
- Are students who participate in the Connections library session more likely to persist?

### **III. One-on-One Help**

#### **A. Information Desk**

We work with students, faculty, and other patrons individually (at the desk, via, chat, phone & email) to provide help with research assignments, answer policy and how-to questions, give directions, and to refer to the appropriate specialist.

We continued the year not staffing a back-up at the desk, relying heavily on staff and students to cover the majority of shifts, and we do not regularly schedule non-LES faculty for desk shifts except in exceptional cases.

*Total Annual Desk Transactions: July 1 – June 30*

	2015 – 2016	2016 - 2017	2017-2018	2018-2019
Directional	68%	65%	63%	50%
Show & Tell/Policies	16%	18%	21%	30%
Research	17%	17%	15%	20%
Total Number	4,920	4,126	4,385	3,295

Research questions continue to decrease at the desk, though increased consultations may be part of this (i.e. students are opting to make appointments with their liaisons rather than stop by the desk). The majority of questions are asked at the desk in-person (55%), followed by e-chat (24%), then phone (18%) and email (4%).

We plan to continue to staff the desk without a back-up and to rely heavily on student and staff taking the majority of desk shifts.

### B. Consultations

Total LES Consults 2017-2018	Total LES Consults 2018-2019	Total LES Hours in Consultation 2017-2018	Total LES Hours in Consultation 2018-2019
<b>549</b>	<b>659</b>	<b>256 hours</b>	<b>303.2 hours</b>

The number of consultations from 2017 to 2018 has increased by 110 (20%).

## IV. Online Learning Materials

### Objectives:

- To create online resources that support the teaching curriculum and improve students' information literacy skills.
- To collaborate with liaison librarians to create subject specific online learning materials to better support face-to-face, online and Regional Campus courses.

**Overview:**

The Online Learning Librarian in collaboration with other members of Learning & Engagement Services develops digital learning objects to support student learning in face-to-face, online and statewide campus courses. The following tables summarizes the reach of course integrated digital learning objects in 2018 – 2019.

**Total Reach**

2018 - 2019 School Year		
Term	Courses	Students
Fall	150	5367
Spring	122	3201
Summer	11	305
<b>Total</b>	<b>283</b>	<b>8873</b>

**Reach by Department**

2018 - 2019 School Year	
Department	Number of Courses
English	105
Biology	64
Human Development and Family Sciences	14
Management Information Systems	13
Psychology	11
School of Teacher Education and Leadership	11
Kinesiology and Health Sciences	9
Environment and Society	7
Nutrition, Dietetics, and Food Sciences	6
Other	6
Geosciences	5
Marketing and Strategy	5
Communicative Disorders and Deaf Education	4
Civil Engineering	3
Sociology, Social Work and Anthropology	3
Landscape	2
Languages, Philosophy and Communication Studies	2
Management	2
Wildland Resources	2
Animal, Dairy and Veterinary Sciences	1
Instructional Technology and Learning Sciences	1
Music	1

Special Education and Rehabilitation	1
Watershed Sciences	1

### A. Online & Embedded Resources

A further breakdown of the creation and reach of digital learning objects in the 2018-2019 school year can be seen below. *(Note: The numbers below will often be higher than the total above as many courses utilize multiple tutorials and the counts below demonstrate maximum reach).*

#### Online Learning Objects Summary

Objects	Impact
<b>Canvas Tutorials</b>	Embedded in 299 courses reaching 8,483 students
<b>Instructional Videos</b>	Our videos were viewed a collective total of 64,710 times in 2018-2019.
<b>Database Tutorials / Niche Academy Tutorials</b>	25 created and viewed over 1,200 times from April to June 2018.
<b>Interactive Database Tutorials (Guide on the Side)</b>	2 new tutorials created at request of instructor and liaison librarians and used as required course assignments. Additionally, previously created tutorials are used in multiple courses.

### B. LibGuides

#### Objectives:

- To gather usage data from Springshare and Canvas in order to gauge the reach of our LibGuides.
- Improve the accessibility and usability of LibGuides to ensure a high-quality user experience.

#### LibGuides Program and Training

A major governance initiative was undertaken this year to improve the usability, accessibility and content management of LibGuides. In collaboration with multiple stakeholders in LES, a new policy for guide authoring was developed and approved by Executive Council. The Web Services Librarian (Alex Sundt) has taken over as the primary system administrator for the LibGuides system, while a team LES staff serve as “Designers” who work directly with liaison librarians to co-manage and co-create guides. Presentations on the new program were given to all liaison teams and a training workshop was given to several staff members, with another planned for October.

This project also introduced an update guide design, author guidelines, and standard templates. Spearheaded by the Online Instruction Librarian (Teagan Eastman), existing guides have been updated and standardized, while a significant amount of outdated or unused guides have been deleted. These efforts reduce the risk exposure for the Library, while improving content and usability for library patrons. As the program moves forward, the new standards will ensure that any new guides are well-maintained and user-friendly.

### Usage Data

There was a slight 4% increase in total LibGuide views for the 2018-2019 year. Additionally, there was a slight increase in the number of students reached through USU Libraries LibGuides' integration with Canvas. This demonstrates the importance of these guides and the need for continued review of guides to ensure quality.

School Year	Total LibGuide Views	Students Reached (Canvas)
<b>2017-2018</b>	108,835	20,943
<b>2018 - 2019</b>	113,142	22,104

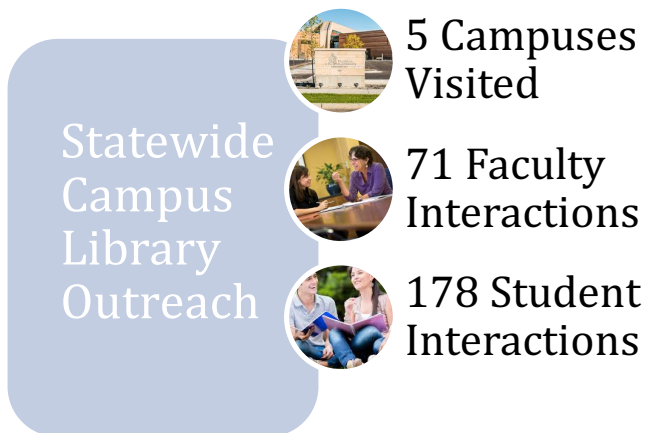
## V. Statewide Campuses & Centers

In the library's preliminary CIVITAS report measuring library impact on student persistence and retention, the persistence lift for Statewide Campuses is 2.86% out of the 3,198 students sampled, which is higher than any of the other campuses.

### A. Statewide Campus Visits

Each year, the Library Coordinator of Statewide Campuses & E-Learning, the Online Learning Librarian, and library liaisons (as available) visit some of the campuses and centers to communicate directly with students and faculty to learn how we can better serve their needs. These visits enable us to sustain and develop relationships with faculty, staff, and students, market library resources and services, and conduct usability testing with students to assess their awareness of library resources. We also meet with key stakeholders throughout the year to learn about new initiatives affecting Statewide Campuses and online learners. The following chart highlights the campuses visited, number of faculty interactions, and number of interactions with students.

#### **Graphic: Statewide Campus & Center Visits with Total Number of Faculty and Students Reached**



## B. Statewide Campus & Online Outreach

Over the past year, we have completed the following projects to connect with our Statewide Campus and online students and faculty.

- Teamed up with Statewide Campus Marketing Director to update the library's marketing materials (flyers, posters, digital screens), which were distributed at all campuses and centers.
- Collaborated with the Coordinator for Outreach & Peer-Learning to hire a Library Peer Mentor at USU Blanding's Library in an effort to connect with more students at their campus. This involved getting buy-in and funding from the library's administration, Statewide Campus administration, and the librarians at USU Blanding.
- Collaborated with the Center for Innovative Design and Instruction (CIDI), which includes attending their weekly meetings. The Online Learning Librarian has presented 2 times over the past year at their Empowering Teaching Excellence E-Learning Workshop, ETE Foundations, and New Faculty Orientation on embedding library resources in online and IVC classes. These presentations raise instructor awareness of library e-learning tools available for their courses.
- Worked with the library's Systems department to replace student and staff computers at USU Blanding's Library, which hadn't been done since 2010.

## VI. Open Educational Resources

LES has been working on a number of open educational resource (OER) initiatives to increase awareness for the textbook affordability movement and promote adoption of OER across campus. Over the past year, the OER team launched our second grant program with three colleges, worked to highlight the impact of the textbook affordability problem with USU students, and planned for broader adoption of

affordable online textbooks through seven outreach events. Some of the major highlights from the past year include:

**OER Transition:**

Since 2014, the Library Coordinator of Statewide Campuses and others worked hard to create a viable OER movement on campus. During this period, we have been able to hire an OER Coordinator, two student employees, and create a faculty grant program. In conversations with LES, Digital Initiatives, and administration, it seemed to make more sense to place the OER program within our Digital Initiatives Unit where our scholarly communications initiatives are managed. We officially transitioned the program to the Digital Initiatives unit in September 2019. The Library Coordinator of Statewide Campuses will continue to chair the campus steering committee and to advise as needed.

**OER Grants:**

The next round of grant funding to support USU faculty in adopting, adapting, and creating OER in their courses is underway with 14 faculty participating representing three colleges: the College of Engineering, College of Natural Resources, and the College of Science with 14 faculty.

**OER Steering Committee:**

- Recruited 6 new faculty members representing each college to serve on committee for a 2-year rotation.
- Changed name to Affordable Learning Resources Committee as well as mission statement to be more inclusive and to include openly available resources, library-licensed resources, and low-cost resources under \$40
- Worked with Campus Store and Campus IT to create a low-cost course materials designation in Banner (Zero Costs Course Materials – ZCCM), which will enable students to make informed decision about course materials at time of registration.
- Passed OER student resolution in USUSA, in response to our two OER students advocacy efforts with USU student government.
- Presented at Academic Advisor’s meeting, USU Foundations, College of Science 2018 retreat, Teaching for Learning conference in March, participated in Open Education week, hosted booths at ETE Conference and Day on the Quad

**USU Faculty Using OER**

In FY 2018-19, 426 courses were listed in Banner as using OER. These professors either found the alternative resources on their own or contacted the library’s OER working group to assist them in finding alternative resources to their traditional textbook. Much of this work can be attributed to ongoing OER marketing campaigns, ETE presentations, OER grants, and word of mouth. This continued momentum and interest in OER demonstrates the importance of this growing initiative and the need for continued funding of an OER Coordinator position and OER Student Research Assistants to ensure

we are meeting the demand. According to FY 2018-19 stats, we impacted 1/4 undergraduate students and 1/5 graduate students.

<i>Academic Year</i>	# of Courses	# of Students	\$ Saved (based on \$100 average/course until fall '18 when OpenStax changed new standard estimate to \$79.80/course)	Savings Growth	Growth in Students Impacted
<i>2016 – 2017</i>	143	2,112	\$211,200	-	-
<i>2017 - 2018</i>	194	3,464	\$346,400	64%	64%
<i>2018 - 2019</i>	409	6,059	\$480,903	39%	75%

	Enrolled	Students Impacted	OER Reach
<i>All Students</i>	27,932	6,059	22%
<i>Undergraduates</i>	24,880	6,059	24%

## VII. Web Services

### A. Usage of Web Presence

In what appears to be a continuing trend, usage of the main website is decreasing in terms of number of sessions, which may reflect a broader shift among users toward alternate paths for starting their research (such as Google Scholar). Despite this downward trend, users are engaging more deeply with website and appear to be connecting with value-added library services through things like “Meet with a Librarian.”

**To put these numbers in context:** Since FY2015, number of users of the main website have declined by 51%, with total sessions down by 24%. However, there are signs of deeper engagement by a core audience that does use the website. Since 2015, the average number of sessions per user has risen by 53%, with sessions on average hitting 41% more pages and lasting 55% longer. Similarly, while searches have declined by 27% since 2015, usage of pages related to librarian and reference services continues to be robust and in some cases is growing substantially. These shifts in user behavior suggest a need to prioritize the web presence for help and reference, library technology, and other value-added services. However, these trends also suggest ongoing dissatisfaction



with library-owned search tools and continued movement away from the library as a starting place for research.

#### *Web Property Traffic 2018-19*

Property	# of Sessions	% Change since FY18
<b>library.usu.edu</b>	319,809	-13.46
<b>archives.usu.edu</b>	12,979	+20.48
<b>libcat.usu.edu</b>	37,472	-12.11
<b>discover.lib.usu.edu</b>	85,211	+6.65
<b>libguides.usu.edu</b>	52,704	+7.04
<b>price.lib.usu.edu</b>	7,215	+25.46
<b>blanding.lib.usu.edu</b>	1,230	+40.25

Sessions include return visitors and often multiple pageviews; Stats exclude usage from library staff hardwire connections.

#### *Key Interactions 2018-19*

Type	Total Pageviews	% Change since FY18
<b>Search Pages (Discovery)</b>	212,738	+4
<b>Search Pages (Catalog)</b>	109,269	-18.4
<b>Study Room Bookings</b>	46004	-9 (since FY16)
<b>Meet a Librarian Bookings</b>	132	+7.32
<b>Meet a Librarian Search/Browse</b>	2,973	+29.37
<b>Ask Landing Page</b>	972	+26
<b>Chat Transactions</b>	792	+5
<b>News &amp; Events</b>	2,361	+2.61

Pageviews include multiple return views; Stats exclude usage from library staff hardwire connections.

## B. Redesigns and New Pages

Major redesigns and new pages were delayed this year due to planned migration of the main website to USU's content management system, OUCampus. Full migration of content and integration with library-owned applications is expected by December, at which point planned development projects will resume. Below are projects that were completed prior to the decision to migrate to OUCampus.

Project	Details
<b>LibGuides CSS Updates</b>	New CSS styles were applied to all guides to better accommodate mobile/canvas use and match the overall design of main website.
<b>Form Copy Updates</b>	Drafted consistent copy for all forms: intro text, submission pages, consistent tone; field label changes; moved links to internal /forms subpage. <a href="#">See full project details</a>
<b>Update main menu landing pages</b>	Added subtitles for all menu links; cleaned-up link titles. <a href="#">See full project details</a>
<b>Articles &amp; Databases (inabs) list page updates</b>	Add sidebar with subject librarian info and subject guide links. <a href="#">See full project details</a>
<b>About Search page</b>	Update page content to use inab list; remove outdated content. <a href="#">See full project details</a>

## C. Maintenance

In addition to regular updates to keep the website current, larger projects to improve website content are summarized below.

Project	Details
<b>SL Finder Updates</b>	Addition of department acronym tags, added Lori; some front-end copy updates. <a href="#">See full project details</a>
<b>Accessibility Fixes</b>	<a href="#">See full project details</a>
<b>Page cleanup</b>	<a href="#">See full project details</a>

## **D. Administration**

The Executive Council serves as the primary administrative body for the library website, however content and design are primarily developed by Alex Sundt (Web Services Librarian) in collaboration with programmers in the Systems unit. Projects are managed in close coordination with relevant stakeholders based on unit work or content area.

### **Strategic Web Committee**

This year, the new Strategic Web Committee has also been serving as an administrative body, reporting to Exec, that manages projects and goals that are beyond the scope of any specific unit or functional responsibility. With the migration to a content management system, this committee is current evaluating options and needs for more direct editing/management of the website for select units/staff members that need to frequently update website content. New policies and governance structures will need to be developed to ensure content quality, work that will be a major goal for this committee for the next year.

## **E. Assessment & Analysis**

As new development was put on hold, new assessment and analysis projects planned for FY2018-19 were also put on hold. One major research project was conducted to examine users' preferences for the design and labeling of government information collection websites. Findings were shared as an [ACRL conference paper](#) and will be used to inform the design of pages for the Government Information unit.

As part of the new LibGuides program, the project team is engaged in several ongoing assessments to evaluate the success of the new processes and policies, and will adjust as needed to ensure the best outcomes.

## **VIII. Outreach**

Outreach includes collaborations with non-library entities, tours, and library participation in campus events, such as student welcome fairs and family weekend. Outreach efforts increase the awareness of the library and library events to undergraduates across campus.

### **A. Outreach Meetings**

The Coordinator for Outreach & Peer-Learning met with representatives from several USU entities, including the Ambassadors, Center for Women and Gender, Connections,

CCAMPIS, Academic Success Center, non-traditional students, and student-parents. The most visible outcome to these meetings and relationships was the opening of a temporary family study room as well as the construction of a permanent family study space and a lactation room in the library.

### B. Student Library Advisory Board

The Student Library Advisory Board (SLAB) consists of student volunteers who offer suggestions and feedback on library initiatives. SLAB met three times during FY2019:

Date	Topics
November 10, 2018	Library Spaces
February 2, 2019	Library Messaging/Marketing
April 6, 2019	Open Access & OER

### C. Events

Events bring people into the library and bring the library (and librarians and library materials) to our community.

Event	Outcomes	Estimated People Reached	Estimated hours expended	# of library staff
<b>Paws &amp; Breathe (Stress Relief Days)</b>	Provide stress relief for students in the library during finals week.	600	40	7
<b>Day on the Quad</b>	Welcome students back to campus and promote library services.	500	10	15
<b>Parents' Night</b>	Orient parents to the library.	100	6	4
<b>Weekly Therapy Dogs</b>	Provide stress-relief and comfort for students.	400	15	2

Highlights:

- Paws & Breathe provided a break for students during finals weeks in December and April. This event included free pizza, coloring and therapy dogs.
- Weekly Therapy Dog events were continued in the library. The popularity of these dogs continues to grow, with more students taking advantage of the service each week.

### D. Tours

Tours are requested by different campus and community organizations. Tours help students acclimate to the library and give community members an idea of what services are available. While we try to resist giving tours purely for show and tell, we do support giving tours to community groups and campus groups who can benefit from knowing more about library services and the library building. In fall of 2018, we attempted to offer Welcome Week drop-in tours of the library, but these tours were not well-attended.

We are currently working on developing self-tours to reduce using library staff time for this purpose. Self-guided tours materials will be rolled out in Fall 2019.

Group	# of Events	# of Library Staff or Library Peer Mentors	Estimated Prep Time (hours)	Actual Tour Time (hours)
<b>Schools (primary &amp; high school)</b>	3	12	1	3
<b>Parents' Night</b>	1	6	.5	2
<b>Drop-In Tours</b>	5	3	1	5
<b>Summer Citizens</b>	4	6	1	4
<b>Total:</b>	<b>13</b>	<b>25</b>	<b>3.5 hours</b>	<b>14 hours</b>

### E. Connections

Connections library sessions introduce incoming freshmen to the library. While these sessions are a considerable effort on our part, the payoff is significant in that 2500 freshmen get to know the library, librarians, and our services. In fall 2018, there were 76 Connections library sections taught by 19 library staff, representing approximately 120 hours of work. In Spring of 2019, LES learned that the library workshop will no longer be mandatory for Connections classes. We are concerned about not reaching these Freshmen, especially since the library no longer offers instruction in the Freshman-level English 1010 classes. In order to see what impact this has on incoming Freshmen, we are conducting an assessment project to gather data and see how they are interacting with the library and whether these students are aware of library resources and services.

## IX. Peer Learning

Peer Learning efforts include training students to help their fellow students navigate the library, as well as the supervision of LES's Library Peer Mentors. Peer Learning builds a student community of library ambassadors.

### A. Library Peer Mentors

Library Peer Mentors (LPMs) continue to be a vital part of the LES Department, helping us with projects, working with classes, and staffing the Information Desk. LPMs work 15-20 hours a week. In FY 2019, LPMs assisted librarians with 70 library instruction sessions and taught 4 sections of English 2010. The Coordinator for Outreach & Peer Learning meets weekly with the LPMs to conduct trainings, share updates, and role play reference interview scenarios.

By working on projects, LPMs save Learning & Engagement librarians valuable work hours. Sometimes these projects are small, like copying handouts, posting flyers, or cleaning classrooms, and sometimes projects are large-scale endeavors. LPMs assisted with several on-going projects over the past year, including:

Activity	Estimated hours	Activity	Estimated hours
LibAnswers Accessibility	40	LibGuides Maintenance, Design, Accessibility	100
Data manipulation (Usually Excel work)	40	Captioning videos	10
Videos QC and creation	70	Classroom upkeep	60
Lesson/Class Preparation	40		

### B. Other Peer Learning

- The Coordinator for Outreach & Peer Learning trained Circulation student workers in the fall and spring, covering what services the Information Desk offers and when to refer patrons.
- Librarians trained Student Lab Consultants, IT student employees who work at help desks in the Library.

## X. Scholarship

Our unit is highly invested in basing our decisions on evidence. As a unit, we contribute to the research produced by the profession. LES contributors are bolded.

### Publications

Burns, D., **Sundt, A.**, Pumphrey, D. & Thoms, B. (2019). What we talk about when we talk about digital libraries: UX approaches to labeling online special collections. *Weave: Journal of Library User Experience* 2 (1).  
<http://dx.doi.org/10.3998/weave.12535642.0002.102>

- Eastman, T., Hyde, M., Strand, K., & Wishkoski, R.\*** (2019). Chatting without borders: Assessment as the first step in cultivating an accessible chat reference service. *Journal of Library & Information Services in Distance Learning*, 1-22.  
<http://doi.org/10.1080/1533290X.2019.1577784> \*Equal co-authors.
- Kirk, J., **Sundt, A., & Eastman, T.** (2019). *Academic libraries, government information, and the persistent problem of jargon*. Proceedings of the Association of College and Research Libraries, Cleveland, OH. Chicago, IL: American Library Association. Retrieved from  
<http://www.ala.org/acrl/sites/ala.org.acrl/files/content/conferences/confsandpr econfs/2019/AcademicLibrariesGovernment%20InformationPersistentProblemJargon.pdf>
- Kvenild, C., **Eastman, T., Davis, E., & Conerton, K.** (2018, October). "Multi-institutional assessment of distance instructors: High satisfaction with a low knowledge of library services." *portal: Libraries and the Academy*, 18(4).
- Rosenberg, D.,** Ketterring, K., & Diekema, A. (2019). Everybody's Publishing but Me! How a Writing Group Can Help Actualize Your Publishing Dreams. *College & Research Libraries News*, 80(3): 138-142.
- Sundt, A. & Eastman, T.** (2019). Informing website navigation design with team-based card sorting. *Journal of Web Librarianship* 13 (1).  
<https://doi.org/10.1080/19322909.2018.1544873>
- Wishkoski, R., Lundstrom, K., & Davis, E.** (2019). Faculty teaching and librarian-facilitated assignment design. *portal: Libraries and the Academy*, 19(1), 95-126.  
<http://doi.org/10.1353/pla.2019.0006>
- Wishkoski, R., Lundstrom, K., & Davis, E.** (2018). Librarians in the lead: A case for interdisciplinary faculty collaboration on assignment design. *Communications in Information Literacy*, 12(2), 166-192.  
<http://doi.org/10.15760/comminfolit.2018.12.2.7>

### **Presentations & Posters**

- Cochran, L.B. & **Rosenberg, D.** (2019, April). *Relationship Building Through Design*. Presentation at the meeting of the 2019 K-State Leadership Seminar, Manhattan, KS.
- Davis, E.** (2018, November). An Academic Journey. Inaugural Professor Lecture Series. Utah State University. Logan, UT.

- Davis, E.** (2018, August). OER Curriculum Support. College of Science Annual Retreat. Utah State University, Logan, UT.
- Fagerheim, B.** (2019, April). Facticity, or Critical Thought in Contentious Times: A library/university partnership. Poster Session, Association of College and Research Libraries National Conference, Cleveland, OH.
- Kirk, J., **Sundt, A., & Eastman, T.** (2019, April). Academic libraries, government information, and the persistent problem of jargon. Paper presented at Association of College and Research Libraries Conference, Cleveland, OH.
- Lundstrom, K.** Teaching Synthesis. College of Southern Nevada. Synthesis Workshop Webinar. Invited. September 13, 2019.
- Ozburn, L. **Lundstrom, K.** (2019, April). Who is tracking what and why? A process for centralizing the tracking of patron interactions. Poster Session, Association of College and Research Libraries National Conference, Cleveland, OH.
- Strand, K. & Wishkoski, R.** (2019, May). Sink or swim? A case study approach to teaching information evaluation. Presentation at the LOEX Annual Conference, Minneapolis, MN.
- Sundt, A. & Eastman, T.** (2019, March). Everything and the kitchen sink: Unpacking library help. Designing for Digital Conference, Austin, TX.
- Wishkoski, R., Pumphrey, C., & Williams, R.** (2019, April). From the stacks to the syllabus: Librarians teaching credit-bearing courses in the disciplines. Roundtable at the Association of College & Research Libraries Conference, Cleveland, OH.
- Wishkoski, R.** (2019, May). Taking up the baton: Reflections on guest conducting as the instructor of record for a music history course. Presentation at the Mountain-Plains Music Library Association Annual Meeting, Salt Lake City, UT.
- Wishkoski, R. & Woolcott, L.** (2019, May). Formulas for reflection: Using Safiya Umoja Noble's *Algorithms of Oppression* to engage student learners. Lightning talk at the Utah Library Association Conference, Sandy, UT. [http://ula.org/wp-content/uploads/2019/06/ULA2019\\_Wishkoski-Woolcott\\_FormulasForReflection.pdf](http://ula.org/wp-content/uploads/2019/06/ULA2019_Wishkoski-Woolcott_FormulasForReflection.pdf)