

**Utah State University Libraries Reference & Instruction Department**  
**Annual Report for FY 2015**

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## **Executive Summary**

The Reference & Instruction 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 Engineering 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 comprehensive initiatives of the department that many or all members are involved in.

The major accomplishments below summarize the past year, followed by the major takeaways and trends, recommendations, and the goals for the coming year. The table of contents provides direct links for more in-depth information on each section.

## **Major Accomplishments**

- *Planned Library Instruction West Conference*– USU co-hosted a major regional conference on providing effective instruction to students, along with other universities state-wide.
- *Created the Student Library Advisory Board* – Lead by Coordinator of Outreach, this advisory board provides a structured way to have student voices included in library decision making.
- *Created an Assessment Plan and Audit* – While our department has been active in assessing student learning, our new plan and audit help us tie individual assessments to bigger picture, long-term goals for library instruction assessment.
- *Selected by ACRL Library Instruction Round Table Top 20 Articles of 2016* - Two articles with multiple department authors were selected for this honor.
- *Revised English 1010, 2010 & USU 1730 Curriculum* - Completed instruction modules tied to areas of struggle for students and support face-to-face and online delivery methods. Shifted face-to-face support for English 1010 to online tutorials.
- *Received Funding from Academic & Instruction Services (AIS) and Hired Online Librarian Position* – This position assists with providing instruction to Regional Campus and online students, as well as to helps create, adapt and maintain online resources for all students.

## **Takeaways & Trends:**

- Reference & Instruction Librarians continue to serve as subject librarians for a majority of academic departments, many of which are especially active in teaching, consultations, and faculty research needs.
- In-depth, multi-session collaboration with English 2010 remains an integral part of the overall library instruction program. It is required for all students, and for some, may be the only opportunity for them to have contact with a librarian during their college career.
- Reference & Instruction Librarians also serve active (or sole) roles in the following:
  - Open Educational Research (OER) efforts
  - Outreach for many library services to Regional Campus & online faculty & students
  - Developing and presenting road shows at department retreat
  - Developing and implementing instruction workshops
  - Staffing, assessing and training at the information desk
  - Outreach to undergraduates and peer learning (student training)
  - Assisting with web usability and discovery access
  - Assessment of student learning and library instruction impact
  - Creation, maintenance and assessment of online materials, including LibGuides, comprehensive tutorials and Do-It-Yourself pages
- OER has emerged as a University and Library priority, and is currently housed within Reference & Instruction.
- Defeated student fee increase and usability testing results indicate a need for a robust marketing campaign of library services for students at Regional Campuses and online.

## **Recommendations:**

- Transition temporary Teaching Assistant position to permanent in order to continue to support ENGL 2010 collaborations, a key component of University General Education curriculum.
- Address temporary loss of faculty position in Reference, which is dependent on filling the Interim Associate Dean position permanently.
- Clarify OER initiatives and resources used in term so of contributions to larger library goals.
- Develop robust marketing campaign for Regional Campus and online faculty and students.
- Discontinue back-up shifts at information desk during summer.
- Assign Library Peer Mentors primary shifts at information desk (not as back-ups), reducing workload pressures for library staff.

## Goals

A major objective of this report is to assess our priorities and make sure we are focusing on the activities that are most closely connected to student learning outcomes, faculty partnerships and research support, and the mission and goals of the Library and the University.

### *Progress of previous year's goals:*

The Reference and Instruction Department met over the summer at an off-campus day-long retreat to review last year's progress on goals and set new ones. Goals that were not met but that were still a priority to the department are included in the list below in order to address them in the coming year.

Based on the objectives and priorities of the department, we have the following goals for the upcoming academic year:

### Top Tier Goals for 2016-17

- Collaborate with faculty at the assignment design level for subject courses  
*Actions:*
  - Conduct Assignment Design Workshop with Curriculum Innovation Grant Funds (awarded \$25,000)
  - Collaborate with faculty using course grant funds to develop information literacy learning outcomes, activities and assessments
- Assess effectiveness and impact of research consultations  
*Actions:*
  - Use and assess consultation survey
  - Build in online booking features and auto-email response
- Provide materials, resources & opportunities for instruction librarians to improve their teaching  
*Actions:*
  - Develop instructional menu for initiating/revising instruction with faculty
  - Continue Peer Teaching Program with guided focuses for each semester (future Libguide focus)
- Assess changes to integration with English 2010  
*Actions:*
  - Conduct rubric assessment of sample student papers and revised curriculum
- Improve outreach to Regional Campus & Online faculty and students  
*Actions:*
  - Establish and promote online workflow in order to increase efficiency for responding to RC and online needs
  - Solicit participation on SLAB from RC & online students
  - Assess Use and impact of select modules/tutorials on student learning
  - Create e-learning and online materials to fill gaps, with priority given to RC & online needs
  - Assess select IVC (broadcast) lesson plans

- Increase Web Usability & Access
  - Actions:*
    - Conduct web usability with RC & online students & faculty
    - Explore and recommend needs for new discovery layer
    - Improve accessibility and design of Libguides
    - Regular website testing: Peer learning or work with ITLS class
- Provide support to Graduate Students
  - Actions:*
    - Investigate needs of graduate students and potential partners
    - Partner with the Grad Office (Grad training & development series) to market and offer relevant workshops
- Provide Support to Faculty
  - Actions:*
    - Develop work plans for each department addressing these specifics
    - Review and revise faculty evaluation teaching survey
- Continue outreach and moving forward with OER initiatives
  - Actions:*
    - Define scope of those initiatives at University and Library level
    - Identify faculty members who have created OER to deposit in Digital Commons
    - Equitably and strategically use \$10,000 library grant to promote adaptation and creation of OERs
- Professional Development & Department Community Building
  - Actions:*
    - Continue to explore how research in emotional intelligence can serve our department and student/faculty communities
    - Share and communicate more on projects and outcomes
    - Support promotion & tenure, especially in self-assessment letters

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## I. The Shape of our Department: Unfilled Positions & Roles

The Reference & Instruction has 8.5 faculty librarians, one-full-time teaching assistant, one temporary full-time teaching assistant, three student library peer mentors (funded by the Provost), one part-time student teaching assistant and one part-time student open educational resources assistant (funded by AIS). This department has undergone numerous position changes, including the following:

- Losing and filling a faculty Reference & Instruction Librarian
- Temporarily losing a faculty Reference & Instruction Librarian position when the previous Department Head left her role in our department to serve as Interim Associate Dean of Public Services (currently unfilled)
- Receiving outside funding and filling a new Online Learning Librarian position to assist with providing services to Regional Campus and online students, as well as to help create, adapt and maintain online resources
- Shifting the Web Services Librarian into our department, formerly reporting to the Directory of Technology, now reporting to the Head of Reference & Instruction

### *Unfilled and temporary positions*

We rely heavily on our temporary teaching assistant to help with teaching and projects, which has enabled us to move forward on many of our goals. The temporary position currently leads Connections (our first year experience orientation), coordinates our collaboration with USU 1730, teaches a large number of English 2010 sections and contributes to numerous other projects.

The Coordinator of Library Instruction now serves simultaneously in the role of Interim Head of Reference & Instruction and the Coordinator of Instruction.

**The temporary loss of a faculty librarian position negatively impacts subject librarian coverage (including collection development, disciplinary instruction, consultation workloads and faculty outreach), teaching loads, web usability, information desk workloads, and our ability to develop and maintain a robust assessment program and to continue support the University goals of student learning.**

### *Subject Librarianship*

A significant portion of Reference & Instruction Librarians' time is spent on their subject librarian roles. This includes student and faculty consultations, collection development, creating research guides and tutorials, disciplinary instruction, and outreach to faculty.

Reference & Instruction Librarians typically hold three subject assignments, covering the following 22 departments (half of the total number of university departments):

- Accounting
- Applied Science, Technology, and Education
- English
- Watershed Sciences
- Family, Consumer and Human

- Animal, Dairy and Veterinary Sciences
- Economics and Finance
- Nutrition and Food Science
- Plants, Soils and Climate
- Music
- Nursing and Health Professions
- Biological and Irrigation Engineering
- Civil and Environmental Engineering
- Electrical and Computer Engineering
- Engineering Education Department
- Mechanical and Aerospace Engineering
- Management Information Systems
- Development
- Kinesiology and Health Science
- Instructional Technology and Learning Sciences
- Psychology
- School of Teacher Education and Leadership
- Special Education and Rehabilitation

## II. Instruction

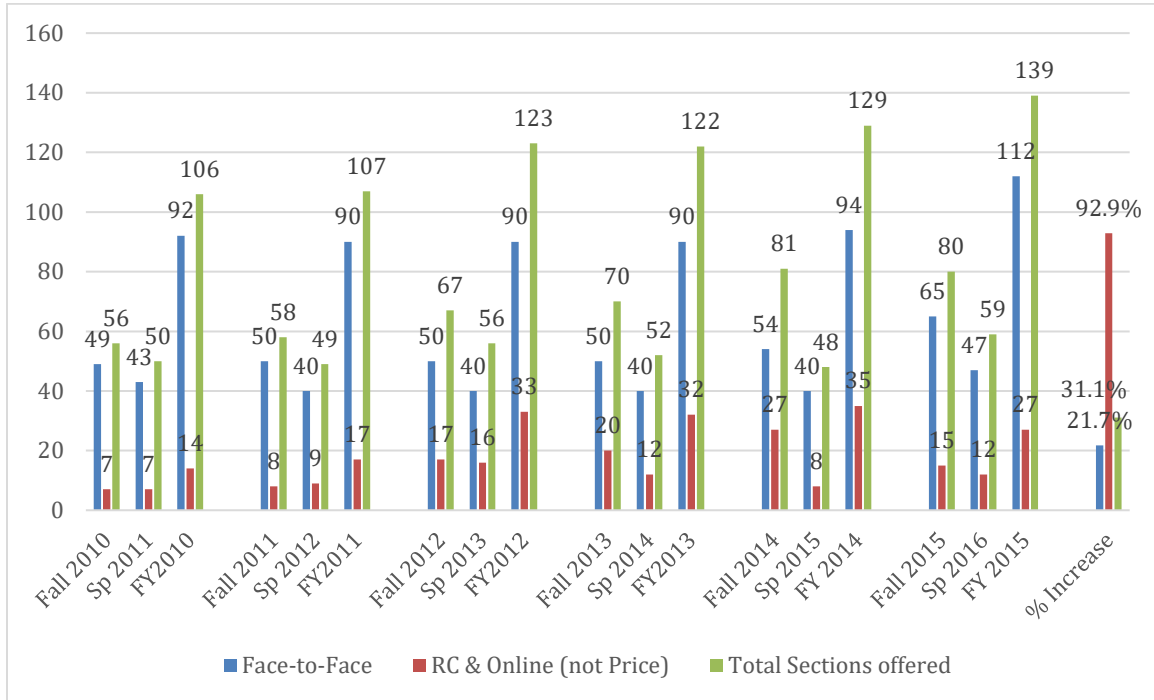
**Our major goal for instruction in the following year is to collaborate more closely on assignment design for disciplinary instruction and to assess the changes we've made to the English 2010 curriculum.**

### A. English 1010 (Introductory Writing) & Library Instruction

Objective: To contribute to student learning in programmatic, sequenced ways, including comprehensive support in first-year composition courses (ENGL 1010) at the point of need in students' assignments and curricula. View [ENGL 1010 learning outcomes and resources for students and instructors](#).

Overview: This year we made a decision to discontinue our face-to-face library integration with English 1010, beginning in fall 2016. Due to a heavy increase in ENGL 2010 course offerings in spring 2016, and because of numerous new roles we continue to take on in our department, we were unable to maintain a face-to-face commitment to ENGL 1010 courses. We taught our last face-to-face sessions using the same curriculum as the previous year, focusing on helping students incorporate research into various types of genres. We built online support for research assignments to be used in fall 2016 in lieu of face-to-face sessions. The new resources include lesson plans and four videos with optional homework prompts for library integration with the discourse community and genre research assignments: <http://libguides.usu.edu/1010lessons>  
See further analysis and statistics below.

Table: Section Increases for ENGL1010 from FY2009 - FY2015



Total Increase %: F-to-F: 21.7%, RC: 92.9%, Total = 31.1%

Type of Instruction for **1010** Classes:

Table: Content of Instruction

Content	# of classes
Skill	63
Process/concept	124
Orientation	66

Table: Format of Instruction

Format	# of classes
Hands-On/Active	194
Demonstration/lecture	103
Other	Flipped: 17 Directed Practice: 16

Analysis:

We continue to have strong, highly collaborative relationships and integrations with the Writing Program at the Logan Campus. This year, the English 1010 (ENGL 1010) program used a very similar research assignment and curriculum as the past year, so we were able to re-use much of the curriculum we had developed for the previous year. Each section of the course was assigned a librarian who integrated with the class at the assignment level. Each class met with a librarian twice, once in the writing classroom



using iPads to explore the use of research in a variety of genres, and once to receive hands-on help from a librarian in exploring their own genre.

We taught a total of 203 face-to-face ENGL 1010 sessions last year (a slight increase from 184 the previous year). These sessions used active learning teaching methods and flipped classroom approaches. Students watched videos prior to the library day so that the second library session could focus on hands-on learning instead of demonstration of resources. These sessions focused nearly twice as often on concepts instead of skills, which supports the direction of the new Framework and shifts in the field to address the complexities of research rather than just showing students how to find things.

100% of face-to-face instructors worked with us this year. Each librarian taught 18.5<sup>1</sup> sessions (compared to 18.4 sessions the previous year) and reached a total of 3,991 students (compared to 3,675 students in 2014). This is particularly noteworthy because these sessions are carefully developed and implemented to provide ideal, active learning for a large number of students with high levels of library integration at the assignment development level.

We continue to look for effective ways to increase our collaborations with regional campus and distance ENGL1010 courses. Logan campus does not require or formally share their curriculum, including the research components with regional campus or online instructors, resulting in extremely varied assignments and curriculum for courses offered outside Logan. In the past the librarians assigned to regional campus/online sections had not remained consistent. As planned, we did assign these sections more carefully, planned for consistency, and encouraged more outreach including having librarians visit the sites to meet in-person with instructors.

In the spring we surveyed faculty of these courses regarding what types of online materials and collaborations with the library they find most useful. In response, we put together a list of suggested resources for 1010 regional campus and online courses. We also continue to target this population as we design future online tutorials and resources.

#### *Future Directions:*

We are currently in the process of working with ENGL 1010 face-to-face instructors to build an online component to support these courses in lieu of face-to-face sessions for the fall 2016. Since the curriculum for face-to-face classes still varies greatly from online and regional course curriculums, we will target those separately and build additional online materials focusing on “gap” areas identified by survey responses.

We will also continue to collect data on the impact of library instruction during the first year of college on longer-term retention and student success. The Greater Western Library Alliance Student Learning Outcomes research study is analyzing the impact of library instruction for first-year students on retention and academic success as measured by GPA, as well as analyzing what particular methods of instruction are most successful.

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<sup>1</sup> Count included 10 librarians, not part-time TA (12) or Electronic Resource Asst (6), but did include Temporary TA and 2 additional faculty librarians outside department.

We will use this data to inform future decisions.

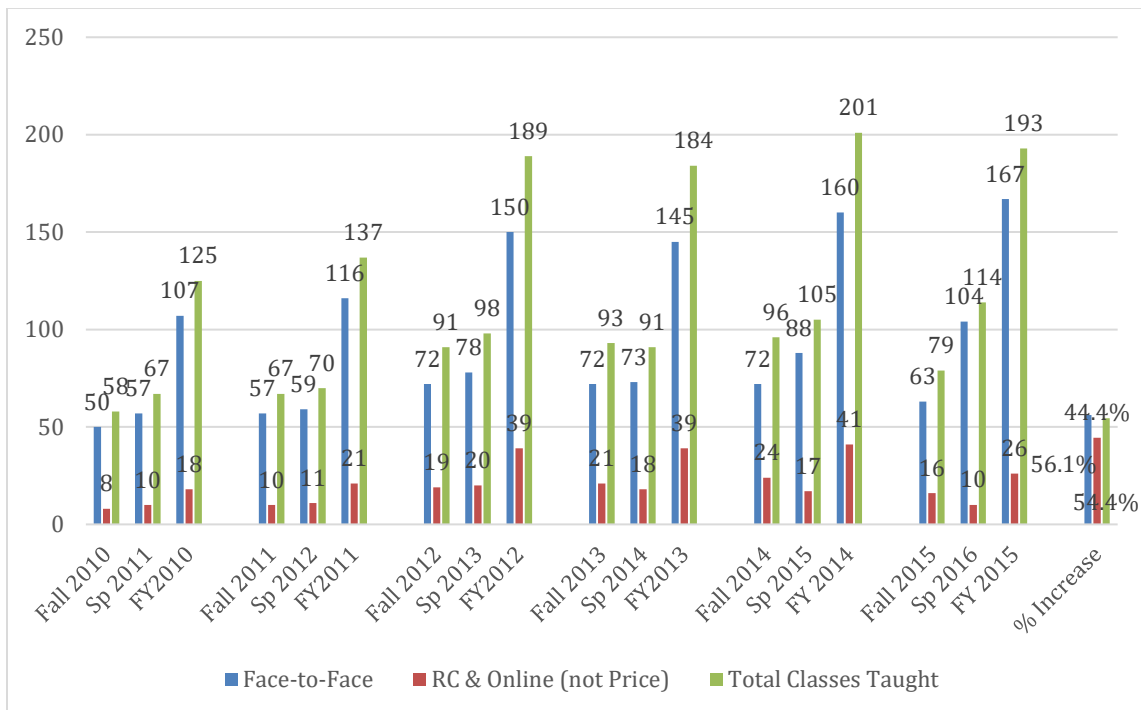
## B. English 2010 (Intermediate Writing) & Library Instruction

Objective: To contribute to student learning in programmatic, sequenced ways, including comprehensive support in second-year composition courses (ENGL 2010) at the point of need in students' assignments and curricula. View learning outcomes and lesson plans at <http://libguides.usu.edu/2010lessons>

Overview: We continue to have a high level of integration with ENGL 2010 courses, which is largely a result of the rapport we build with the instructors when they work with us in ENGL 1010 (only two English instructors did not participate). ENGL 2010 is a second year writing class that is required for all students, and for some, may be the only opportunity for them to have contact with a librarian during their college career. In the past we've shied away from a prescribed curriculum and focused on building individual plans with each instructor. In order to provide some structure for those that need it, and especially to reach out to regional campus and online 2010instructors, we've built comprehensive modules for two lessons that focus on the areas students struggle with the most (according to past assessments): synthesis and focusing a topic.

Statistics:

Table: Section Increases for ENGL2010 from FY2009 - FY2015



Total Increase %: F-to-F: 56%, RC: 44.4%, Total = 54.4%

Type of Instruction for **2010** Classes:

Table: Content of Instruction

<b>Content</b>	<b># of classes</b>
Skill	149
Process/concept	223
Orientation	94

Table: Format of Instruction

<b>Format</b>	<b># of classes</b>
Hands-On/Active	354
Demonstration/lecture	183
Other	Flipped: 6 Directed Practice: 8

Analysis:

Similar to ENGL1010 collaborations, the majority of these sessions use hands-on and active learning methods. However, librarians using flipping the classroom methods in 2010 remains low. One of the reasons for the lack of using flipping the classroom methods was a lack of comprehensive online materials to effectively supplement some of the concepts we taught face-to-face. In order to extend our time and reach with 2010 students without increasing in-class time beyond our ability to sustain it, we created a comprehensive module for two major lessons that focus on areas of struggle for students, including comprehensive online adaptations for both lessons. The first lesson focuses on narrowing a topic, which includes completing the Academic Search Premier Guide on the Side tutorial, watching a video on how to use a database search to identify a narrow direction for research, and completing a handout for class credit. The second part of this Narrowing a Topic lesson focuses on reading strategies. This online module consists of watching a short video on a reading strategy the librarians developed called GISTS (Graphics, Introduction, Sub-titles, Title, and Summary), followed by a short discussion board post that both engages students and holds them accountable for completing the tutorial.

The second lesson focuses on information synthesis, including walking students through the process by having students complete a synthesis matrix and using visuals to discuss with students what synthesis looks like in a paper. The new modules and all their components for both online and face-to-face can be found here:

<http://libguides.usu.edu/2010lessons>

The total number of 2010 sessions taught increased to 333 (from 301 reported last year). The increase in sessions taught is due to the significant increase in number of sections offered by the English department. While the number of sections offered has been steadily increasing, the University experienced a sharp increase in enrollment across the campus. For example, the English department offered 60 face-to-face sections in fall/spring of 2014-15. In 2015-16 this number jumped to 184 face-to-face sections. Regional campus 2010 course offerings have steadied.

Future plans include implementation and assessment of changes made to the curriculum. We will be collecting and analyzing final student research papers from courses that are using the new lessons (see Library Instruction Assessment Plan below).

*Future Directions:*

The number of English 2010 courses offered dropped significantly for fall 2016 (from 104 sections in Spring 2016 to 72 sections in Fall 2016). Due to this decrease, and the shift from face-to-face 1010 has helped us to be able to offer multi-session, integrated instruction with English 2010 courses and continue with our embedded model as we move into fall 2016.

**C. Course-Related Instruction**

Discipline-specific library instruction sessions decreased from 236 in FY14 to 196 in FY15, continuing last year’s efforts to integrate with courses in ways that focus on information literacy (IL) student learning outcomes. The Caine College of the Arts and the College of Humanities, Arts and Social Sciences experienced decreases (-17%, -27%). The Huntsman School of Business and the College of Engineering showed increases (+25%, +17%). We expect to continue to see a shift in courses targeted for library instruction as we continue our curriculum mapping efforts with departments, which may lead to an increase at the college level. We will also encourage subject librarians to think carefully about the best way to integrate with courses – particularly in considering online tutorial in lieu or in support of face-to-face sessions when appropriate.

<b>College</b>	<b># of Sessions*</b>	<b># of Departments Integrating</b>	<b>% of departments participating from the College</b>	<b>Comparison to FY 2014</b>
College of Agriculture and Applied Sciences	5 Total	3	50%	33% Decrease
Caine College of the Arts	11 Total	2	50%	Same
Jon. M. Huntsman School of Business	13 Total (Hybrid 2)	3	75%	Same
College of Education and Human Services	54 Total (8 Broadcast; 4 Online)	7	87.50%	1.5% Increase
College of	25 Total	3	50%	

Engineering				17% Decrease
College of Humanities, Arts, & Social Sciences	61 Total (8 Online; 2 Hybrid; 3 Broadcast)	6	75%	8% Decrease
College of Natural Resources	2 Total	2	66%	1% Decrease
College of Science	7 Total	2	40%	7% Increase

Table: Library Instruction by College

\*First number is Total classes, including face-to-face and Regional Campus/Online

Type of Instruction for **Subject** Classes:

Content	# of classes
Skill	45
Process/concept	84
Orientation	91

Format	# of classes
Active Learning	73
Demonstration/lecture	174
Other	Flipped: 4 Directed Practice: 11

Table: Content of Instruction

Table: Format of Instruction

Analysis:

Subject librarians provide face-to-face and online instruction for their departments, which include creating research guides, shaping research assignments, creating lesson plans, and working individually with students during face-to-face sessions. Subject librarians met for a total of 196 interactive broadcast and face-to-face sessions in FY15. The instruction program uses curriculum mapping to improve its teaching. This consists of designing learning outcomes within disciplines to ensure that students are receiving IL instruction in a carefully designed, faculty supported way, which requires close collaboration between faculty and subject librarians. Subject librarians have mapped out their programs and disciplines using online software, identified where IL is being taught, and discovered what courses might need library integration (or specified IL learning outcomes) that are not currently receiving it, including what courses integrate online modules in our learning management system (Canvas). See sample maps created for [Teacher Education and Leadership](#) and [History](#). Subject librarians continue to use these maps as assessment tools for how and where research skills are being taught and for identifying new opportunities (view [all curriculum maps](#)).

Discipline instruction focused on teaching a process or concept, slightly more so than teaching a discrete skill. This focus on concepts over orientation and basic skills teaching is supported at the national level by the creation of the [Framework for Information](#)

[\*Literacy for Higher Education\*](#) by the Association of College & Research Libraries, and the rescinding of the original Information Literacy Competency Standards for Higher Education. These actions at the national level signify a shift from standards-based focuses to emphasizing larger, more complicated concepts, such as the information creation process, how information is valued, the conversational nature of scholarship, and others. Our approaches at USU continue to support this approach.

Overall, many disciplinary classes included an element of demonstration or lecture, with many classes also including time for active learning, or one-on-one research time. Sessions which included an orientation increased slightly. The emphasis on demonstration and orientation matches up with a frequent objective in disciplinary classes for students to learn about disciplinary databases and resources. There were only a small number of classes that used videos or other materials for students to work through before the class (i.e. flipped classroom). This might indicate a need among subject librarians for more assistance with creating these types of materials and using them to set the stage for a strong instruction session. It might also indicate a need to make sure subject librarians are defining the terms for the teaching method categories (i.e. lecture, orientation, active learning, etc.) in the same ways.

We are reaching relatively few broadcast and online disciplinary classes, which is an area of focus in our goals for next year. The Coordinator of Library Instruction and Regional Campus and E-Learning Librarian presented to the ENGL 1010/2010 instructors at the Tooele campus last summer about all of the library resources, lesson plans, tutorials, and videos available to them and their students. The presentation went so well that the two librarians decided to model this same approach at other campuses, such as at USU Eastern, Blanding. Developing stronger connections with the RC faculty and lecturers is essential to our future success. The Regional Campus & E-Learning Librarian presented a session last fall for all subject librarians, featuring strategies for teaching broadcast classes, and more of these types of sessions along with assistance from the Online Learning librarian and others in Reference & Instruction might help us reach more regional campus and online students. Visits by subject librarians to meet with their faculty at regional campuses might also be helpful for strengthening relationships and ensuring students in online and broadcast classes are gaining necessary information literacy abilities in order to be successful in their college careers.

#### **D. Summary of Instruction**

Objective: To provide consistent, effective library instruction that impacts student learning throughout a student’s experience, from freshman orientation to the graduate level for all students, including face-to-face, regional campus and online.

Statistics:

<b>Summary Breakdown by</b>					
<b>Type of Class</b>	<b>Total Sessions</b>	<b># Session per Class</b>	<b>Average Sessions per Librarian**</b>	<b>Prep Time</b>	<b>Students Reached</b>

ENGL 1010 (Face-to-face)	190	8 sections had 1 session; 72 sections had 2 sessions; 11 Sections had 3 sessions	17.2 *Taken only from # of librarians who taught these	58.6 Hours	3747
ENGL 1010 (*RC/Online)	10 Broadcast; 2 online	Broadcast: 8 sections had 1 session; 1 section had 2 sessions (online listed as one session per section)	Broadcast: 5 Online: 1.5	Broadcast: 14.95 hours; Online: 2 hours	Broadcast: 139 Online: 37
ENGL 2010 (Face to face & Hybrid)	333	16 sections had 1 session; 71 sections had 2 sessions; 54 sections had 3 sessions; 4 sections had 4 sessions	32.3	117.8	6,903
ENGL 2010 (*RC/Online)	7 Broadcast; 2 Online	All Sections had 1 session	3.5 Broadcast; 2 Online	7.65 Hours- Broadcast  23 Hours - Online	159 Broadcast;  45 Online
Subject (Face to face)	196	120 sections had 1 session; 20 sections had 2 sessions; 1 sections had 3 sessions; 0 section	11.2	202.6	4,712

		had 4 sessions; 0 sections had 5 sessions			
Subject (*RC/Online)	13 Broadcast; 2 Hybrid; 12 Online	Broadcast: 13 sections had 1 session. Hybrid: 0 sections had 1 session; 1 sections had 2 sessions. Online: 3 sections had 1 session; 1 section had 4 sessions	2.6 Broadcast; 2 Hybrid; 4 Online	12.45 Hours- Broadcast  4 Hours – Hybrid  16.8 Hours - Online	311 Broadcast; 40 Hybrid; 165 Online

\*Average taken from # of librarians who taught these (2)

\*\*Did not include part-time TA or electronic resources asst.

<b>Resources and Impact</b>					
Type of Class	Total Sessions	Average # sessions per class	Average sessions per librarian*	Prep Time**	Students Reached
ENGL1010	203	1.95	18.5	76 Hours	3,991
Concurrent Enrollment (HS)	2 visits				
ENGL2010	342	2.24	33.2	148.3 Hours	7,107
Subject Classes taught by Reference & Instruction ( 7)	132	1.23	15.71	171.6 Hours	3,575
Subject classes taught by other subject librarians ( 8)	64	1.16	8	62.2	1,653
Other	CONN*** 78; PSY 1730 21; Community 2; USU 1; Workshops 8	1	3.76	46 Hours	2,794



Total	764	1.21 (Av)	NA	665.6	17,717

\*Librarians teaching ENLG1010 & ENGL2010 = 10 (not counting part-time TA or electronic resources asst.), Librarians teaching subject classes = 15

\*\*Librarians chronically underreport these numbers, an issue we are working on by providing more structure and opportunities to report these efforts

### \*\*\*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 2200 freshmen get to know the library, librarians, and our services. In fall of 2015, there were 78 Connections library sections taught by 21 library staff, representing approximately 120 hours of work.

## E. Librarian Instruction Evaluation

### *Library Outcomes:*

- Use authentic assessment to improve practices as needed
- Represent personal progress and improvement of individual teaching librarians
- Created new survey for ENGL 2010 and discipline courses; The survey features more accessible language for students, better information for instructors, is overall shorter to improve response rate.

### *Student Evaluations of Library Instruction*

We continue to seek out student feedback in order to improve our teaching. One of the ways we do this is to have students fill out the evaluation survey after a session or sequence of sessions.

Our average means for overall session and librarian effectiveness this year (librarian effectiveness is 4.57 and session rating is 4.51) have remained almost the same (last year's librarian rating was 4.56 and session rating was 4.5). Overall, student feedback suggests most students do feel they are making significant gains on the learning outcomes for that course. The response rate dipped sharply from Fall to Spring (439 to 267). This may be partly because many librarians felt they weren't learning as much from the surveys, which led to our revising it over the summer. It may also be due to librarians forgetting to integrate this survey into their courses, or to librarians linking the survey in Canvas rather than having students fill it out in the library (which leads to a much higher response rate). We plan to improve librarian distribution of the survey by sending monthly reminders and offering tips for increasing response rates overall.

We've revised these surveys for next year, focusing on more specific outcomes for ENGL 2010 that tie to the revised curriculum, discontinuing the survey in ENGL 1010, and shifting the outcomes for discipline courses to emphasize if the library integration helped the student successfully complete their research assignment. Librarians place

most emphasis on the comments on what students found valuable and what they felt could be improved. Below are the overall average scores for all librarians in response to broad statements reflecting on teaching expertise of the librarian and overall effectiveness of the library session.

<b>Statement</b>	<b>Fall 2015 n=439</b>	<b>Spring 2016 n=267</b>	<b>Average Mean n=706</b>
Overall, I rate this librarian as an excellent teacher.	4.56	4.58	4.57
Overall, I rate this library instruction session as excellent.	4.46	4.54	4.51

Table: Librarian average rating for teacher and session.

## **F. Library Instruction Assessment Plan**

Objective:

- To authentically assess student learning and the impact of library instruction efforts by using varied methods that suit the need of each type of instruction and context.
- To change practices based on these assessments and share this work with relevant stakeholders.

Overview:

USU Libraries Instruction Program Mission Statement:

We believe that students learn research skills best when those skills are tied to specific, immediate, and discipline-related needs.

We integrate instruction within courses, beginning with English composition and building through undergraduate upper-division courses, as well as integrating at points of need for graduates. We focus on helping students learn information literacy concepts within the context of their coursework.

Our focus is student-centered and research-based, and relies on pedagogies such as the Association of College and Research Libraries' Framework for Information Literacy in Higher Education.

Assessment Plan 2015-17

<b>Course/Discipline</b>	<b>Assessment</b>	<b>Timeline</b>	<b>Priority</b>
HIST 3000	Student learning	Spring/Summer design, assess Fall	High

ENGL 2010	Student learning	Summer design, Fall collect papers, Spring 2017 analyze	Mid
ENGL 1010	Usability of online modules	Spring/Summer design, assess Fall 2016 & Spring 2017	High
Assignment Design Workshop	Surveys with faculty & Librarians, Interviews and Evaluating Student Work	Spring/fall 2016/17	Mid
Current tutorials	Usage data	Spring/Summer 2016	High
Student & Faculty evaluation survey	Review usefulness for librarians	Spring 2016	Mid/Low
Broadcast Teaching Methods	Teaching Effectiveness/Student Engagement	Spring/Summer 2016	Mid/Low
Graduate students	Investigate their research needs & ways we can support	Summer 2016 design, assess Fall 2016 & Spring 2017	Mid

Analysis: Conducting authentic, rigorous assessment is difficult and time consuming. In order to help build a culture of this kind of assessment, this structured, goal oriented approach helps to keep us on track and using varied methods. We continue to use formative and summative approaches to learn what's working and how we can improve it. Current major assessments include exploring the impact of curriculum changes to ENGL 2010 and looking at the impact of library instruction and student needs in HIST 3000, as well as assessing the impact of the assignment design workshop in the fall.

### **III. Online Learning Materials**

#### **A. Online & Embedded Resources**

Objectives: To create online resources that support the teaching curriculum and improve students' information literacy skills.

Overview:

The Regional Campus & E-Learning Librarian, Interim Head of Reference & Instruction, Peer Learning and Outreach Librarian, and two Teaching Assistants created three new focused modules to support USU 1730, ENGL 1010, and ENGL 2010.

- For the USU 1730 classes, the librarians designed a new module to support the online classes, which features a case study, the completion of the USU 1730 Academic Search Premier Guide on the Side tutorial, a research assignment, an

evaluating sources video, and discussion board posts. The complete online tutorial can be found: <https://usu.instructure.com/courses/45089/modules#>

- The Regional Campus & E-Learning Librarian also supported the subject librarians with their video and tutorial requests. The History librarian requested a series of videos on finding primary and secondary sources to help support an assignment for a regional campus professor. The FCHD librarian continues to work with the Regional Campus & E-Learning Librarian on selecting the most appropriate tutorials and videos for her classes.
- The library peer mentors spent part of Spring 2016 reviewing the library’s instruction videos as part of their quality control work. LPM’s reviewed the videos to check if it featured the old library homepage, total length of video, whether it had an associated libguide with outdated screenshots, and any other suggestions to improve the videos. Videos that were over five minutes long and those featuring the outdated library homepage were then updated.

**Table listing new tutorials and total creation hours**

<b>Online Guides</b>	<b>Staff Time (hours)</b>	<b># of librarians</b>
USU 1730 modules	25	5
ENGL 1010 modules	25	5
ENGL 2010 modules	50	5
Guide on the Side	10	3
LPM Video Project	25	3 LPMs, 1 Librarian

Analysis:

Thoughtful, interactive tutorials are time intensive to create, develop, and assess, which is why AIS’s funding of an Online Learning Librarian position is an invaluable asset to the library. The primary role for this position is to create, adapt and maintain online resources and expand our online presence within academic departments. This position will especially help in the much needed area of supporting subject librarians’ work with creating online tutorials and associated learning materials. A workflow for creating future online tutorials and learning objects was created to help establish and promote this important work and to also help document the various tutorials and digital learning objects being created.

Further documentation of online learning objects (graphics/videos), is needed which will make regular updating easier. This will be a priority in the FY 2016, along with assessing the use and impact on student learning of select modules and tutorials.

## **B. Libguides**

We continue to collect data on Libguide (research guide) usage, particularly in light of our subject guide revision and automated Libguide project that began last year. With the

help of CIDI, we are better able to assess how students are accessing these guides, which guides they are using, and how we can improve the guides to give students what they need.

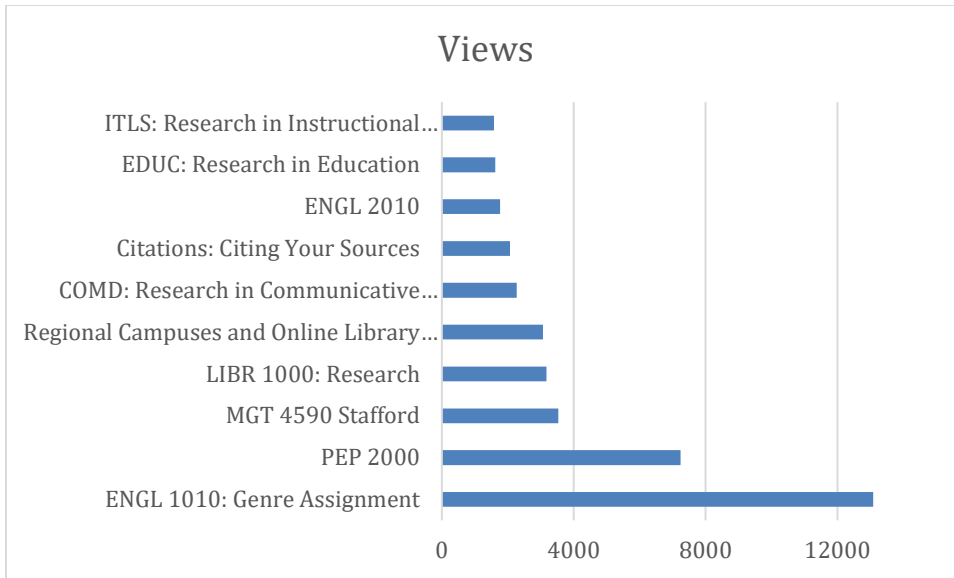
There was a slight decrease in the total number of views for published Libguides, from 107,363 in 2014-15 to 93,155 for 2015-16. Homepage views decreased sharply (from 24,533 to 9,878), due to fewer and fewer students reaching these guides through the homepage, but rather entering them through their Canvas courses using the automated Research Help tab. The number of active subject guides and course guides remained the same. There was increase in guide use from within Canvas, both in times accessed and students reached. Automation of these guides continues to be an important way to research students, who may need resources for a course but do not have a library integrated into that course curriculum. See Table 1.

**Table 1: Overall Libguide Access & Usage**

<b>Libguides at a Glance</b>	<b>Number of Views</b>
<i>Access From Libstats (7/1/15 – 6/30/16)</i>	
Total guide views	93,155
LibGuide Homepage Views ( <a href="http://libguides.usu.edu/">http://libguides.usu.edu/</a> )	9,878
Active Subject guides	43
Active Course Guides	175
<i>Access From Canvas (7/1/15 – 6/30/16)</i>	
Total Number of Times Accessed from Canvas	25,242
Total Students Reached within Canvas	10,528

Our most viewed guide remains our ENGL1010 guide, which gives students examples and resources for their major research assignment in that course. Only two of the other top ten guides are course/instructor guides, with an increase in use for subject guides in ITLS, Education, and ComD. This is likely due to the automation of Libguides, which now reaches more students at broader levels who may not have a librarian embedded in their class but who are using the Research Help button in Canvas to get help from their subject research guide. We use this information to help us determine which guides we should focus on first when making changes or revisions, and to help us know which courses we might target for instruction. See Table 2.

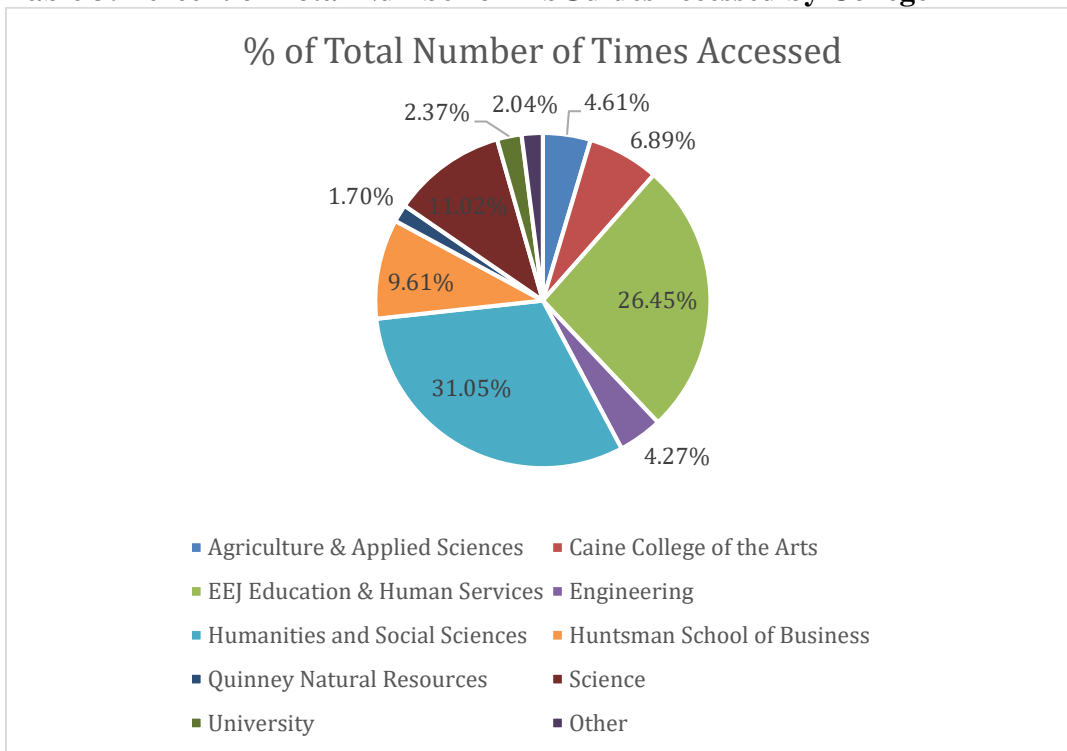
**Table 2: Top 10 Guides Viewed in Libguide System**



\*Dates Covered: (7/1/15 – 6/30/16)

The colleges with the most Libguide use are the College of Education and Human Service and the Humanities and Social Sciences, which tend to have more research and writing assignments. As we continue our curriculum mapping efforts to work most effectively with courses in each program, we may see a shift or increase in colleges like the Sciences, Engineering and Natural Resources. See Table 3.

**Table 3: Percent of Total Number of LibGuides Accessed by College**



\*Dates Covered: 7/01/15 – 6/30/16

Next Steps:

Each semester, this data is shared with subject librarians on Libguide usage in their subject area. We will also be suggesting best practices for revisions of course and subject guides to make them ADA compliant, as well as creating a new template based on feedback from student focus groups.

#### IV. Regional Campuses and Centers

##### A. Regional Campus Visits

Objectives: Develop relationships, learn more about each of the unique campus environments through usability testing, market library resources and services, and assess the library resources available at each campus and any gaps we need to fill. Also, to successfully get the RC student fee passed in 2016-17.

**Table: Regional Campus and Center Visits with Total Numbers of Faculty and Students Reached, Librarians Involved, and Estimated Time & Activities**

<b>Campuses Visited</b>	<b># of Visits</b>	<b># of Faculty &amp; students Reached</b>	<b># of Librarians</b>	<b>Estimated Time</b>	<b>Activities</b>
Brigham City	1	30	2	6 hours	Presented at faculty orientation. Regional Campus & E-Learning Librarian collaborated with four faculty members about their questions pertaining to library materials.
Uintah Basin	2	55	2	25 hrs.	Met with faculty about their own research projects and collaborated on their courses. Also presented via Skype at Spring Orientation, organized by Uintah Public Libraries. Conducted usability testing with students and faculty as part of

					ongoing work with Web Services Librarian.
Tooele	2	40	2	10 hours	Presented to the ENGL 1010/2010 instructors about library instruction resources to improve future collaborations. Conducted usability testing at the Tooele campus. Set up booth in front lobby and worked with the Tooele advisor and writing center tutors on recruiting students to meet with librarian. Talked to 15 students about their perceptions of the library.
Moab	1	7	2	8 hrs.	Met with Dean and faculty members about how to better serve their students at the Moab campus. Suggested resources to use in their courses and helped faculty members with their own research questions.
USU Eastern, Blanding	1	35	2	30 hours	Presented on library resources/services during their faculty orientation in fall. Consulted with several faculty about their classes and research assignments. Collaborated with Blanding library staff.

**Analysis:**

Throughout the upcoming year, it will be useful to schedule more subject librarians to visit campuses, especially if there are new faculty hires in their disciplines. The Online Learning Librarian will also be traveling to each of the campuses in order to learn more about the regional campus structure and meet with key stakeholders. Additional usability testing will be conducted and more visits and possible projects with the Web Services librarian would be ideal.



## **B. Targeted outreach to faculty/students affecting Regional Campus policy**

Objectives: Explore more effective ways to market the library's resources and services to regional campus students and faculty, especially since the Regional Campus Library fee proposal was not passed by the students.

1. Targeted outreach to promote library services/resources:
  - Presented to the Regional Campus Writing Center tutors to promote library resources and services to all of the campuses and centers, since they are often the first point of contact with students who are writing research papers.
  - Worked with Library's Graphic Designer to create "Did You Know?" infographic postcards, flyers, and postcards. These were distributed by AIS marketing to all regional campus and centers.
  - Collaborated with Taylor Adams (Regional Campuses, Project Manager) to feature library services/resources in the new student guide that is distributed to all new RC and online students.
  
2. Proposed Library Fee Marketing Strategy: Student government elections were held in February 2016 and regional campus students had the chance to decide whether or not their student body would pay a library fee of \$26. Based on feedback from students (including the regional campus fee board), it is evident that many regional campus students do not understand the library benefits that they have access to. The following are some of the ways we strategized about this library fee:
  - The Regional Campus Librarian met with Kevin Webb (head of RC student government), Reuben Talbot (marketing), and Taylor Adams (RC) to develop a strategy to get the word out about the library fee vote and why it's important.
  - A promotional website was created to house all information about the library fee and why it's important: <https://regionalcampuses.usu.edu/libfee/>. This includes a video developed by the Regional Campus Librarian and an FAQ page.
  - The Regional Campus Librarian sent an email to RC faculty to encourage them to discuss the proposed library fee with their students.
  - The Library Dean and Regional Campus Librarian met with Taylor Adams and Dave Woolstenhulme, Executive Vice Provost, in June 2016 to brainstorm ways to approach the library fee in the coming year. One suggestion was to include this in tier II tuition increases, which does not require a student vote.
  
3. Collaborated with Nicole Vance, Salt Lake City Center's Dietetic Internship Director to set policy to grant "grace library access" to students who are registered for classes that don't necessarily fall in line with the normal semester schedule. The workaround for this new policy includes Nicole sending the Regional Campus Librarian a list of all interns with their A-numbers each semester that is then sent to Garth Mikesell who adds them to the library's databases. Library administration and university administration have been notified of this policy change.
  
4. Regional Campus Usability Testing – Ongoing usability testing has been conducted

at the Uintah Basin campuses, Tooele campus, and with the visiting Blanding students who were part of the Native American Mentorship Program (NASMP).

5. Worked with Nick Gittins, Course Reserves, to streamline e-reserves guidelines and procedures, and to eliminate confusion about the service.
6. Collaborated with Kevin Webb and Taylor Adams (Regional Campus) to identify possible RC student government representatives and others to recruit for regional campus/online Student Library Advisory Board.
  - After multiple emails were sent out and librarians received little to no response, further investigation and brainstorming is required.
7. Worked with Web Services Librarian, Electronic Resources Librarian, and Head, Resource Sharing and Document Delivery to redesign the “Not On Campus?” help page.
  - Usability testing at Tooele campus focused on the updates and a new name was suggested to minimize confusion, including other key takeaways that regional campus students think of themselves first and foremost as “students” instead of always identifying as RC.

Analysis: Additional meetings and marketing will need to be held regarding the RC Student Library Fee. We need to conduct formal needs analysis at each campus and provide each campus with tailored tip sheets/help guides. We also need to investigate new ways to market library services at regional campuses more effectively and assess what kinds of library marketing materials are already represented at the sites. The Regional Campus & E-Learning Librarian, Online Learning Librarian, and Web Services Librarian will continue to work together to update the “Access and Troubleshooting” page and conduct additional usability testing, especially focusing on online students as well as RC students.

## V. Open Educational Resources

Objectives: To play a pivotal role in transforming teaching and learning by supporting the adoption of OER. In a lot of ways open educational resources are about saving students money on textbooks, which helps institutions to meet equity of access missions. However, open education is also about increasing student achievement, inspiring passion among faculty, and building better connections between students and the materials that they use to meet their educational goals.

Overview:

- The Regional Campus & E-Learning Librarian, Dean of AIS, and two student government representatives attended the **Open Educational Resources workshop at BYU** in October 2015. Each of the Utah campuses worked together to draft “campus action plans” during the workshop, identifying campus stakeholders, project goals, partnerships, activities, and next steps.

- As a result of the BYU workshop, the **Library & AIS decided to partner together on OER initiatives** at the USU campus. One of the main goals that came out of the meeting was to create an OER working group consisting of Robert Wagner, the Library Dean, the Regional Campus Librarian, faculty members, an IT representative, a student government representative, and a campus store representative. The Provost-approved committee held their first meeting in January 2016. The committee's official charge is "to increase access and affordability to educational resources for students."
- Another key takeaway from the BYU Workshop included the decision to hire an **OER student research assistant** to help librarians with some of the background work of locating relevant high-quality OER for faculty, which can be a time intensive process. Sharon Struve, an undergraduate, was hired in January 2016 and the costs are split between AIS and the Library. In addition to searching for hundreds of alternative resources for faculty members, drafting emails, and serving on the OER committee, Sharon migrated content from the **OER libguide to the new OER website**: <http://oer.usu.edu>, resulting in a more easily discoverable site with simplified content.
- The OER Committee and Provost approved the distribution of the **UALC OER survey**. This was sent out to faculty on each campus in the state in spring 2016 to gauge how many faculty are already using OER right now or some type of textbook alternative. The survey was active for two weeks and 182 faculty members completed it for a 23.4% response rate. A separate student survey is slated to go out in fall 2016.
- The Regional Campus & E-Learning Librarian **presented at five OER-related workshops**, regionally and at the university-level. Presenting to the USU faculty has resulted in over ten open textbook adoptions, and forty faculty who are interested in potentially adopting alternative resources for their classes.
- **Library Road Show**: The topic of OER was selected as part of FY 2015's road show topic along with Ebsco's Build a Reading List. The road show committee met eight times in order to prepare the presentations, script, and supporting handouts that were then shared with subject librarians in a "train the trainer" workshop. The subject librarians presented at twenty-five department retreats and twelve other departments asked to defer the presentation to their first fall meeting.
- **UALC OER Committee**: The Regional Campus & E-Learning Librarian was asked to represent USU on this committee, which formed after the UALC Professional Development Retreat. Part of a separate charge prior to the formation of this committee was to work with Brad Cole, Dean of Libraries and the UALC Director's Council on a proposal for the legislature asking for one-time funding of \$500,000.

**Table: OER Estimated Time & Resources (FY 2015)**

University OER Committee Meetings and UALC OER Committee Meetings	30 hours	OER meetings consist of listing the challenges and opportunities associated with open resources both for students and faculty. The committee met monthly in spring 2016 to work on a charge and identify action steps, such as ways to promote OER on campus, training sessions needed, and ways each member group could contribute to the initiative.
OER General Presentations and Prep	30 hours	The OER group presented at the Empowering Teaching Excellence Conference (8/15), BYU OER workshop (10/15), the UALC Professional Development Training (10/15), and two Empowering Teaching and Learning workshops (1/16 & 5/16) sponsored by CIDI
Library Roadshow Prep	30 hours	The Reference and Instruction department has always played a major role in leading this initiative in the library. The prep for this year's road show includes meetings March 2015 – June 2016.
OER marketing, including new website	20 hours	Includes meetings with Distance Education marketing members, USU Library's Graphic Designer, OmniUpdate Website Training, and meetings/webinars
Individual Work Time among group members	50+ hours	July 2015 – June 2016 – includes searching for high quality materials based on faculty members' syllabi, meetings with faculty and subject librarians, and gathering data.

Resources & Personnel: Regional Campus & E-Learning Librarian, Head of Digital Initiatives, six Reference & Instruction librarians, library graphic designer, and one student research assistant.

The following table represents the faculty members who have contacted the library about possibly finding alternative resources for their textbooks.

Table 1: OER Leads/Adoptions FY 2015

Course	Library Team	Actions/Outcomes
CS 1030	3 OER team members	<ul style="list-style-type: none"> <li>• Provided list of OER, but faculty member left for Weber State</li> </ul>
NDFS 4720	3 OER team members	<ul style="list-style-type: none"> <li>• Provided list of OER, but none of them matched what she was looking for</li> </ul>
USU 1300	4 OER team members	<ul style="list-style-type: none"> <li>• Provided list of OER for history class – <b>considering adoption</b></li> </ul>
ENGL 2010	4 OER team members	<ul style="list-style-type: none"> <li>• Provided list of OER plus met twice with interested ENGL 2010 instructors/lecturers, but did not result in adoption</li> </ul>
CS	2 OER team members	<ul style="list-style-type: none"> <li>• Provided list of OER, but did not hear back</li> </ul>
CALC	2 OER team members	<ul style="list-style-type: none"> <li>• Provided a list of OER, but when lecturer presented list to calculus textbook committee, they decided against it</li> </ul>
GEOG 1000/GEO 1010	1 OER team member	<ul style="list-style-type: none"> <li>• Provided list of OER and professor <b>adopted for Spring 2016</b> semester in Price and possible adoption for Spring 2017</li> </ul>
CEE 3640	2 OER team members	<ul style="list-style-type: none"> <li>• Provided a list of resources, including open textbooks, but no adoption</li> </ul>
CEE 3610	2 OER team members	<ul style="list-style-type: none"> <li>• Provided a list of OER resources, including open textbooks, but decided not to adopt at this time</li> </ul>
MIS 3200	2 OER team members	<ul style="list-style-type: none"> <li>• Provided a list of OER resources, including open textbooks, but no response</li> </ul>
MIS 5300	2 OER team members	<ul style="list-style-type: none"> <li>• Provided a list of OER resources, including open textbooks, but no response</li> </ul>
BIOL 1610	2 OER team members	<ul style="list-style-type: none"> <li>• Provided a list of OER resources, including open textbooks, but decided not</li> </ul>

		to adopt at this time
POLS 1100	1 OER team member and 1 CIDI designer	<ul style="list-style-type: none"> <li>Suggested one resource from Orange Grove Textbooks and he <b>adopted</b></li> </ul>

Analysis: Out of 12 faculty leads (14 courses), two (GEOG 1010, Michelle Fleck, Price; POLS 1100, Robert Wagner) resulted in a formal adoption. The other faculty members either didn't respond to our list of resources or decided against adopting at this time. However, as a result of the work in FY 14, Dan Allen's MGT 3500 and Rebecca Charlton's NDFS 4550 have formally dropped their textbooks in favor of OER.

As a result of the Library Road Shows and other presentations, the above count of 14 faculty leads includes an additional 40 faculty members with two formal adoptions for fall 2016/spring 2017. Due to this increased faculty interest, an additional student research assistant is warranted. The Regional Campus & E-Learning Librarian will submit a proposal to AIS? and the Library administration for consideration.

### **USU and OER in the media:**

OpenStax partnership:

“11 Schools Selected for National OpenStax Partnership Program” by David Ruth, *Rice News*

<http://news.rice.edu/2016/07/06/11-schools-selected-for-national-openstax-partnership-program/>

“USU Announces Deal to Save Students Textbook Money” by Kevin Opsahl, *The Herald Journal*

[http://news.hjnews.com/allaccess/usu-announces-deal-to-save-students-textbook-money/article\\_e2ec13a2-a049-5aba-a7af-e42dcc51c428.html](http://news.hjnews.com/allaccess/usu-announces-deal-to-save-students-textbook-money/article_e2ec13a2-a049-5aba-a7af-e42dcc51c428.html)

“Utah State University Partners with OpenStax to Promote Free Textbooks,” by Patrick Williams, *Utah State Today*

<http://www.usu.edu/today/index.cfm?id=56036&nl=479>

## **VI. Web Usability**

### **A. Web Advisory Committee**

Reference & Instruction librarians seek to actively contribute to the library's website and online presence. Toward this end, five Reference and Instruction librarians are currently members of the Web Advisory Committee, specifically:

- Three Reference & Instruction librarians serve on the UX working group, which coordinates testing and assessment of library websites and development of usability and user experience standards for the library's web presence

- Three Reference & Instruction librarians serve on the Web Working Group, which helps set website development priorities and evaluates feedback on ongoing website projects
- Three Reference & Instruction librarians serve on the Content Advisory Group, an ad-hoc group that provides oversight for the Web Services Librarian to develop standards for content management
- The Web Services Librarian holds ad-hoc design and development meetings with library programmers and the graphic designer as part of ongoing project management, design work, and standards development

#### **B. UX Working Group Activities**

- Developed personas to represent major user groups of the library website and services, to help library staff make user-centered decisions on website design. Draft personas have been developed and interviews with users will be scheduled to help validate the personas.
- Usability testing of the library website, both the current site and proposed changes to the library home page. Usability testing and interviews have been conducted at the Logan campus and the USU Eastern Price campus.
- The Web Services Librarian developed Web Usability Benchmarks, which were reviewed by the working group.
- The group is developing a vision statement that describes the broad user experience goals of the library, to focus our work toward a user-centered website. A web vision statement is being written, based on input from the others throughout the library.
- Evaluation and testing of the website's subject librarian directory was conducted and led to the development of a new search-oriented librarian finder, to be launched fall 2016.
- Group began a three-phase card sorting research project to determine how to best organize the overall structure of the library website. Phase one was completed spring semester and will recommence in fall

#### **C. Web Working Group Activities:**

- Major website redesign was launched in August 2015, which upgraded major parts of the website to a responsive (mobile-friendly) design standard. This new design has been evaluated and tested throughout the year to prepare for additional improvements as part of a continuous design process.
- Several other important pages have been upgraded to the new design standard during the year including public pages for Course Reserves, Resource Sharing & Document Delivery, and Off-campus access information.
- Development of a small-scale content management system that allows library staff to easily update the website's homepage "spotlight" feature, which highlights library news, events, and featured collections and resources. This system will be expanded to allow direct editing of other frequently updated web content.
- New Book a Librarian system was designed and developed, to be launched fall 2016

- The Price and Blanding campus library websites were designed and migrated to match current design standards, to be launched fall 2016

**D. Content Advisory Group Activities:**

- Provided needs assessment information for creation of content standards
- Worked closely with Web Services Librarian and Information Systems to design small-scale content management system for website “spotlight” feature
- Provided insight for the drafting of a Content Management Plan, Style Guide, and process maps

**E. Design and Development Meetings:**

- Provides ongoing project management and support for website development, creating mockups and specifications for new pages, conducting user research (coordinated through UX Working Group), and collecting feedback from staff.
- Developed a robust design system for main library website, including typeface, color scheme, layout templates, and visual identity standards for Merrill-Cazier Library

**VII. Outreach**

Outreach efforts increase the awareness of the library and library events to undergraduate across campus and build a student community of library ambassadors.

**A. Outreach Meetings**

Librarians met with many campus and student groups in order to heighten awareness of library services.

<b>Group</b>	<b># of meetings</b>	<b>Impact</b>
Interfaith Student Association	1	Student group held a meditation event in the library near the end of the spring semester.
Housing/Resident Advisors	2	Possible future library tours or programming. The ENGR floor returned to take a tour of the library and the BARN.
Ambassadors	2	Dispelled library rumors and provided greater understanding of the library for campus tour guides.
Writing Center	2	Collaborated with Writing Center Directors and trained Writing Center tutors to be able to identify research needs and refer students to the library.



Student Involvement	1	Planned library visits/presentations to the Student Government for the 2016-2017 school year.
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## B. Student Library Advisory Board

In fall 2015, the Student Library Advisory Board (SLAB) was created to:

- Encourage student feedback on future library plans and directions, including services, resources, the physical building, our online presence and accessibility.
- Bring students into the decision-making process in the library.
- Foster an open dialog with students.

Student members were recruited at Day on the Quad and represent a diversity of perspectives both in class status and majors. In the past year, SLAB has met 3 times, and library administration attended each meeting. Insights already gleaned from this board include highlighting student needs for services such as multimedia makerspaces and large-format scanning as well as feedback on possible library marketing slogans.

## 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
Paws & Breathe (Stress Relief Days)	Provide stress relief for students in the library during finals week.	200	40	7
Celebration of Children and Families	Promote SCA; reach out to parents and families with campus connections.	50	5	12
Human Library	Promote dialogue, reduce prejudices and encourage understanding through the sharing of human experiences.	100	90	10
Day on the Quad	Welcome students back to campus and promote library services.	300	5	15
Parents' Night	Orient parents to the library.	100	6	6
Weekly Therapy Dogs	Provide stress-relief and comfort for students.	120	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 instituted in the library. This service started out bi-weekly in fall of 2015, but grew by spring 2016 to bring more therapy dog volunteers into the library every week. We asked participants to fill out short surveys after visiting with the dogs and found that the average reported stress levels before the session was 3.65, while the post-session stress levels fell to 1.75. In fall we will continue this service and expand the promotion of it.

#### **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.

<b>Group</b>	<b># of Events</b>	<b># of Library Staff or Library Peer Mentores</b>	<b>Estimated Prep Time (hours)</b>	<b>Actual Tour Time (hours)</b>
Schools (primary & high school)	4	12	1	3.5
Parents' Night	1	6	.5	2
USU Ambassadors	1	2	1	1
Engineering Housing	1	2	.25	.5
SLAB	1	2	.5	1
Summer Citizens	2	3	.25	1.5
<b>Total:</b>	<b>10</b>	<b>27</b>	<b>3.5 hours</b>	<b>9.5 hours</b>

### **VIII. Peer Learning**

#### **A. Library Peer Mentors**

Library Peer Mentors (LPMs) continue to be a vital part of the Reference & Instruction Department, helping us with projects, working with classes, and staffing the Information Desk. Most LPMs work 18-20 hours a week. In FY 2015, LPMs assisted librarians with 39 library instruction sessions, and taught 15 on their own. 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 Reference & Instruction 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
DIY QC and LibAnswers integration	5		Shelving reference books	15
Data manipulation (Usually Excel work)	20		Captioning videos	5
Videos QC	20		Website Indexing	60
iPad maintenance	30		Libguides Maintenance and Design	10
Classroom upkeep	30			

**Highlights:**

- One new LPM was trained in the fall and another new LPM was hired and trained in the spring.
- The Head of Reference & Instruction and the departments Coordinators collaborated to review and overhaul the LPM self-guided work. The LPMs now have more detailed worksheets to fill out during each period, and their work in exploring databases is shared with the Information Desk email list.

**B. Other Peer Learning & Assessment**

Student Lab Consultants (SLCs) work in the computer labs in the library. Though they are not library employees, they do receive monthly training to be able to answer questions at their help desks.

- Trainings included short demonstrations, Q&A sessions, game show quizzes and intensive workshops.
- A paper analyzing the library’s work with SLCs will soon be published in the *Journal of Library Administration*.

**Other library training for students:**

- The Coordinator for Outreach & Peer Learning trained Circulation student workers in the spring, covering what services the Information Desk offers and when to refer patrons.
- The Reference and Instruction Department took part in the University’s Native American STEM Mentorship Program (NASMP), educating two student interns about services and resources the library offers, and involving them in usability testing of library websites and online learning tools.

**IX. Information Desk & Consultations**

## A. Faculty and Student Consultations & Book a Librarian

Objectives: Work with students, faculty, and other patrons individually to provide help with research assignments, learn more about faculty research areas, or provide an overview of library resources and services for graduate students.

Statistics:

Consultations (Class)

Transaction Type		Patron Type		Time Spent	
General Info/Directions	10%	Undergraduate	79%	0-10 minutes	23%
Show & Tell/Policies	11%	Graduate	17%	10-20 minutes	33%
Research/Back & Forth	78%	Faculty/Staff	2%	20+ minutes	44%

Consultations (Other)

Transaction Type		Patron Type		Time Spent	
General Info/Directions	6%	Undergraduate	41%	0-10 minutes	24%
Show & Tell/Policies	14%	Graduate	26%	10-20 minutes	26%
Research/Back & Forth	79%	Faculty/Staff	32%	20+ minutes	50%

Statistics: Book a Librarian

Total: 61 consultations

Type of Consultations: Research= 58/ Show and tell= 3

Format: Face-to-face=49/ Online= 12

Disciplines: Covered range of disciplines, no strong trends

Analysis: Book a librarian consults increased by 35.5% (from 45 in FY 2014 to 61 in FY16). We continue to market Book a Librarian at orientations, with posters, and by informing faculty. The subject librarian page is also being updated with photos and a searchable index, which we expect will also increase the use of this service.

## B. Information Desk

Staffing:

Twenty-four library staff provide assistance at the information desk 8 hours per day, and 13 of these librarians staff the desk 2 hours in the evening on weekdays. Three Library Peer Mentors also assist with information desk shifts, typically serving as the backup

staff member during the day and covering the desk during evening hours. Four new staff will join the desk starting July 2016.

**Monday – Friday, 9am – 5pm – Fall/Spring 2015-16**

Transaction Type		Time Spent		Format	
General Info/Directions	67%	0-4 minutes	94%	In-library	65%
Show & Tell/Policies	16%	5-10 minutes	5%	Chat	22%
Research/Back & Forth	17%	10 minutes+	1%	Phone	12%

Total Questions Yearly, All hours = 4838

**Analysis:**

We will continue to monitor the Information Desk statistics. It is very valuable to have library staff from across the library working at the desk, both for coverage throughout the academic year and also providing library staff an additional opportunity to interact with students and faculty. As stated in last year’s report, we monitored summer hours more closely to gauge patron’s needs, particularly for the 5-7 shift and for staffing day hours with a lead person and a back-up person at the desk.

**Recommendation:** Staff Library Peer Mentors as lead shift once a week in order to decrease strain on staff.

**Summer Hours: Evening Shift, 5:00 PM – 7:00 PM, Monday - Thursday**

	May 9 – May 31	June 1 – June 30	July 1 – July 31	Aug 1 – Aug15
General Info/Directions	23 questions 74%	21 questions 72%	8 questions 53%	14 questions 74%
Show & Tell/Policies	5 questions 16%	4 questions 14%	5 questions 33%	3 questions 16%
Research/Back & Forth	3 questions 10%	4 questions 14%	2 questions 13%	2 questions 11%

**Recommendation:** Discontinue Evening Hours 3<sup>rd</sup> week of May through 2<sup>nd</sup> week of August

**Summer Hours: Day Hours, 9:00 AM – 5:00 PM, Monday - Friday**

	May 9 – May 31	June 1 – June 30	July 1 – July 31	Aug 1 – Aug15
General Info/Directions	105 questions 68%	139 questions 59%	128 questions 72%	72 questions 66%
Show & Tell/Policies	26 questions 17%	56 questions 24%	33 questions 18%	26 questions 24%

Research/Back & Forth	23 questions 15%	40 questions 17%	18 questions 10%	11 questions 10%
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**Recommendation:** Discontinue assigning “on call” person 3<sup>rd</sup> week of May through 2<sup>nd</sup> week of August

*Study Spaces:*

We completed a project to move a significant number of print law and government documents-related materials from the reference area to the BARN. Many of these volumes are duplicated online or rarely used, and moving them to the BARN will open up more student work space in the reference area. This project relied heavily on Metadata & Cataloging, Circulation, and Government Documents departments – many thanks to all those departments..

The library has formed a Library Spaces committee to oversee and improve the use of spaces in the library, such as focusing on wayfinding, identifying uses for cleared space in the reference section and in other areas, and to generally review space needs by soliciting feedback from students. Reference & Instruction anticipate being involved with working groups of this committee.

**X. Professional Development**

**Peer Teaching:** In order to improve our teaching, we continue to partner each subject librarian and teaching assistant with a peer to give and receive feedback based on classroom observations. A new “peer teaching plus” model was also created for new librarians. In these cases, new librarians partner with another librarian to give and get feedback on teaching observations, and they meet additionally monthly to discuss other librarianship duties. This informal mentorship will be assessed toward the end of the fall 2016.

**Framework Workshop:**

This past year, the focus was on reflective teaching and on mapping current practices to the recently adopted Framework for Information Literacy in Higher Education (<http://www.ala.org/acrl/standards/ilframework>) in order to identify and scaffold opportunities for students to learn these difficult concepts.

**XI. Scholarship**

Our department is highly invested in basing our decisions on evidence. As a group, we contribute heavily to the research produced by library. Publications and presentations for the year include:

- 4 peer review articles  
\*Two of these articles were awarded placement on the Library Instruction Top Twenty List for 2015.
- 1 non-peer review article

- 4 presentations and 2 posters at state conferences
- 7 presentations at national conferences

## Publications:

Cochran, D. & Horrocks, S. (2016). "Our Powers Combined: Helping Students See How Writing and Research Fit Together." *College & Research Libraries News*. 77(1): 31-34.

Davis, E., Thoms, B., Fagerheim, B., & Cochran, D. (2016). "Enhancing Teaching & Learning: Libraries and Open Educational Resources in the Classroom." *Public Services Quarterly*. 12(1): 22-35.

\* Holliday, W., Dance, B., Davis, E., Fagerheim, B., Hedrich, A., Lundstrom, K., & Martin, P. (2015). An information literacy snapshot: Authentic assessment across the curriculum. *College & Research Libraries*, 76(2), 170-187.

Lundstrom, K., Martin, P., & Cochran, D. (2016). "Assessment in Action: Impact of Sequenced Library Instruction." *College & Research Libraries*. 77(2): 221-226.

\*Lundstrom, K., A.R., Leary, Haderlie, S., and Holliday W. (2015). Teaching and learning information synthesis. *Communications in Information Literacy*, 9(1), 60-82.

## Presentations:

Avery, A., Cochran, D., & McElroy, J. (June, 2016). "Emerging Leaders 2016: American Library Association – Allied Professional Association Wellness Website Update." American Library Association. Orlando, FL.

Bair, A., Cochran, D., Larsen, S., & Thornley, R. (September, 2015). "The Faces of Distance Education: Utilizing On-Campus Resources to Broaden the Community of Online Learners Through Video Conferencing." Council for Programs in Technical and Scientific Communication. Logan, UT.

Cochran, D. & Rozum, William. (May, 2016). "Bringing Conversations into Your Teaching, Literally: Reflections from a Librarian and a Student Worker on Co-Teaching." Utah Library Association. Layton, UT.

Davis, E. (April, 2016). "Discussions at a Distance: Focus Groups and the Distance Library User." Distance Library Services Conference. Poster Session. Pittsburgh, PA.

Davis, E., Fagerheim, B. & Lundstrom, K. (November, 2015). "Making LibGuides Work Harder: Automatic Libguide Integration in Learning Management Systems." Library Technology Association Forum. Minneapolis,

- MN.
- Stehel, K., Hedrich, A., Winger, A., Daybell, P., Bliss, S., Utah Library Association Annual Conference 2016, "ILEAD," Utah Library Association, Layton. (May 6, 2016).
- Sundt, A. & Heaton, R. (2016, June). "Applying the Inverted Pyramid at the Intersection of Service and Information Design." American Library Association Annual Conference, Orlando, FL.
- Sundt, A. & Heaton, R. (2016, May). *Applying the Inverted Pyramid at the Intersection of Service and Information Design*. Poster session presented at the Utah Library Association, Layton, UT.
- Sundt, A. & Fagerheim, B. (2016, April). "Your Librarian: Breaking Down Barriers with Emotional Design." Designing for Digital Conference, Austin, TX.
- Sundt, A., Davis, E. & Thoms, B. (2015, November) "Laying the Groundwork for a User-Centered Library with Lean Personas." Library Information Technology Association Forum, Minneapolis, MN.
- Sundt, A. (2015, May). *Utilizing Data for a Snapshot of Website User Experience*. Poster session presented at the Utah Library Association, St. George, UT.
- Pumphrey, D., Sundt, A. & Thoms, B. (2015, May). "The Many Faces of Marketing at Utah State University Library." Utah Library Association, St. George, UT.
- Sundt, A. (2015, February). "Designing for Better Database Discovery: Simplifying a Complex Problem." Designing for Digital Conference, Austin, TX.