

## **Utah State University Libraries Learning & Engagement Services Department Annual Report for FY 2016-17**

### **Executive Summary:**

The Learning & Engagement Services 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, including recommendations, and goals for the coming year. The table of contents provides direct links for more in-depth information on each section.

### **Major Accomplishments:**

- Unit physical area expanded to allow for more productive, collaborative and comfortable use of space
- Unit name changed to Learning & Engagement Services to better reflect the breadth of our work
- Unit restructuring, including creation of Coordinator of Writing Program Library Instruction, shifted responsibilities for unit head to include broad oversight of Library Instruction Program, and shifted responsibilities of the information desk oversight
- TEAL Teaching Assistant position co-created and co-funded with the Teacher Education & Leadership Department
- Pamela Martin promoted to Full Librarian

### **Recommendations:**

- Explore alternate options for staffing the information desk (see details, page 6-7)
- Align our current goals with strategic plan process and Library-wide goals, including consideration of heavy workloads and careful priority setting
- Continue to offer support for Research Assignment Design workshops
- Shift temporary teaching assistant to permanent in order to sustain strong instruction integration with and assessment of the Writing Program

## 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 unit 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 2017-18

- Capitalize on assignment design momentum  
*Actions:*
  - Continue to offer charrettes
  - Assess implementation of revised assignments
- Improve outreach to RC & Online students  
*Actions:*
  - Integrate E-resources w/ ENGL 1010 & 2010
  - Assess student learning
  - Increase subject instruction integration
- Improve online materials  
*Actions:*
  - Review LibGuides to streamline, improve and remove unnecessary guides
  - Improve usability and accessibility
- Assess library consultations  
*Actions:*
  - Solicit regular feedback from students
  - Observe consultations
  - Analyze e-chat transcripts
- Strategically align instructional sessions  
*Actions:*
  - Review instruction with curriculum maps
  - Discontinue face-to-face instruction with less-strategic classes
  - Create plan for tailoring & shifting de-selected courses online
- Investigate new models for information desk in the context of other service points  
*Actions:*
  - Establish better communication & shared training among desks
  - Explore questions asked at all services desks
- Assessment of Writing Program  
*Actions:*

- Conduct focus groups with ENGL 1010 and 2010 instructors
- Complete rubric assessment of sample 2010 papers
- Continue GWLA assessment and local analysis to reassess how we integrate with ENGL 1010
- Develop a holistic web presence
  - Actions:*
  - Integrate systems, social media, Canvas, digital outreach & digital initiatives
- Create key web services policy docs
  - Actions:*
  - Create web assessment plan
  - Develop content strategy

## Table of Contents

- I. Major Roles
- II. Information Desk & Consultations
  - A. Faculty & Student Consultations
  - B. Information Desk
- III. Instruction
  - A. Assignment Design Faculty Workshops
  - B. Library Instruction Assessment Plan
  - C. English 1010: Introductory Writing & Library Instruction
  - D. English 2010: Intermediate Writing & Library Instruction
  - E. Course-Related Instruction
  - F. Summary of Instruction & Teaching Materials
  - G. Library Instruction Evaluation
- IV. Online Learning Materials
  - A. Online & Embedded Resources
  - B. LibGuides
- V. Regional Campuses & Centers
  - A. Regional Campus Visits
  - B. Targeted Outreach
  - C. Regional Campus Survey
- VI. Open Educational Resource Initiatives
- VII. Web Services
  - A. Redesign Work
  - B. New Pages
  - C. Maintenance
  - D. Administration
  - E. Assessment & Analysis
- VIII. Outreach
  - A. Outreach Meetings
  - B. Student Library Advisory Board
  - C. Events
  - D. Tours
- IX. Peer Learning
  - A. Library Peer Mentors
  - B. Other Peer Learning & Assessment
- X. Scholarship

## I. Learning & Engagement Services: Major Roles

Reference & Instruction Librarians also serve active (or sole) roles in the following:

- Open Educational Research (OER) efforts
- Facilitating teaching collaboration on research among faculty by offering Assignment Design Workshops
- 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

### *Subject Librarianship*

A significant portion of LES 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 two to three subject assignments, covering the following 24 departments (half of the total number of university departments):

- |  |  |
|--|--|
| • Accounting                                 | • Electrical and Computer Engineering            |
| • Applied Science, Technology, and Education | • Engineering Education Department               |
| • Animal, Dairy and Veterinary Sciences      | • Mechanical and Aerospace Engineering           |
| • Chemistry & Bio Chemistry                  | • Management Information Systems                 |
| • Geology                                    | • English  |
| • Economics and Finance                      | • Watershed Sciences                             |
| • Nutrition and Food Science                 | • Family, Consumer and Human Development         |
| • Plants, Soils and Climate                  | • Kinesiology and Health Science                 |
| • Music                                      | • Instructional Technology and Learning Sciences |
| • Nursing and Health Professions             | • Psychology                                     |
| • Biological and Irrigation Engineering      | • School of Teacher Education and Leadership     |
| • Civil and Environmental Engineering        | • Special Education and Rehabilitation           |

*Initiatives*

We manage SL goals by choosing initiatives for the year. We collaborate with other librarians to achieve these goals. Subject librarians are reviewed on their progress in their annual review.

**Committees & Service**

The unit plays an integral role in the development and leadership of the Library. LES unit members currently serve on 24 committees.

**II. Information Desk & Consultations****A. Faculty and Student Consultations**

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 (for all staff, including LES):

	2015 – 2016	2016 - 2017
Total # of Consultations	471 hours	624
Total Hours	198 hours	279

**Increase in 2016 = 153 more consultations and 81 more contact hours**

**B. Information Desk**

Staffing at the Desk:

Full Time Librarians = 17

Staff = 9

Library Per Mentors/Students = 4

	2015 – 2016	2016 - 2017
Total # of Transactions	4,920	4,126

## Type of Transaction

	2015 – 2016	2016 - 2017
General Info/Directional	68%	65%
Show & Tell/Policies	16%	18%
Research/Back & Forth	17%	17%

**Decrease in 2016 = 794 fewer transactions at the information desk and the percentage of research questions (16%) has remained the same.**

## Analysis:

Individual consultations with librarians increased dramatically in the past year. This is likely due to the “Book a Librarian” consultation system. Reversely, information desk questions decreased by 794 questions (the percentage of types of questions, such as directional, show and tell, and research have remained approximately the same).

**Recommendations:**

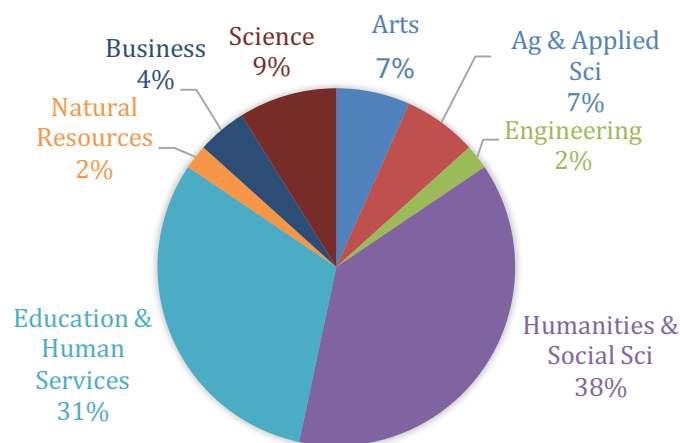
Given the time that faculty librarians spend in consultations, we recommend investigating an alternative model to staffing in the information desk. It is not sustainable for faculty to increase their one-on-one consultation and serve at the information desk, especially since only 17% of the transactions at the desk are research questions.

If shifting that labor is not possible, we recommend further cutting back hours at the desk, including cutting out back-up shifts during the 9:00-11:00 and 3:00-5:00 shifts (when traffic is the lowest). We also recommend a long-term strategy to shift faculty librarians towards consults and away from general information desk hours

**III. Instruction****A. Assignment Design Faculty Workshops**

In the Fall 2016 and Spring 2017 semesters, the USU Libraries offered two research assignment design workshops, funded by a \$25,000 USU Curriculum Innovation Grant. These workshops – driven by the overarching goal of creating more engaging and innovative ways for students to learn research skills – brought together an interdisciplinary group of faculty and librarians. Participants were placed in small groups with a librarian facilitator. After reviewing their peers’ research assignments, each faculty participant received feedback in a quick process called a “charrette.”

The Fall workshop required post-workshop revisions, assignment implementation, sharing of student work, and an interview with researchers reflecting on the revision and implementation process. The Spring workshop, condensed to a half-day, required faculty to review peers' assignments prior to the workshop, but had no post-workshop obligations. \$500 compensation was offered to the first workshop cohort, and \$250 to the second. The Fall and Spring workshops involved 24 and 21 faculty participants, respectively. Of the 45 total participants, seven were from Regional Campuses. All colleges were represented, but the largest participation came from the Colleges of Education & Human Services and Humanities & Social Sciences.



*Distribution of the 45 faculty participants by college*

### **Emerging Preliminary Results**

- Faculty valued giving and receiving feedback from their interdisciplinary peers and from librarians
- Most faculty do not have these kinds of collaborative assignment design opportunities available to them in other forums
- USU Libraries is the ideal space to foster and join in these conversations

We plan to continue offering a charrette opportunity each semester. We are partnering with the Empowering Teaching Excellence Committee to market our workshops, which we will pilot in the fall without compensation.



## B. 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 2017-2019

Course/Discipline	Assessment	Timeline
ENGL 2010	Student learning	Summer design, Fall collect papers, Spring and Summer 2017
Current tutorials & LibGuides	Usage data from CIDI (Plagiarism, Synthesis, 2010 users)	Fall/Spring 2017-18 (ongoing) Emphasis on Plagiarism for 2017
ENGR 3080	Student learning/Impact of revised library instruction	Fall 2017-2018
Assignment Design Charrette (24 Faculty and sample student works)	Student Learning/ Faculty Collaborations	Analyze 2017, Complete/publish 2018
Web Usability & Access	Conduct web usability with	Fall 2017-18

	RC & Online students & faculty	Complete changes from 2017 usability testing
LibGuides	Improve accessibility and design of LibGuides	Complete audit and share with SLs Fall 2017
GWLA First Year Experience and Library Instruction	Use GWLA data to reassess ENGL 1010	Fall 2017 Add local analysis (retroactive 5 year data)
GWLA Distance Ed Survey for Instructors	Instructor perceptions of RC & online library services	Data collection complete Fall 2017 - analysis
E-Chat Transactions	Transcript Analysis	Initiate fall 2017
Writing Program Assessment	Graduate Instructors/Lecturer Focus Groups	Fall 2017 - 18
Service Desk Assessment	Assess training, model, questions at all service desks	2017 - 2019

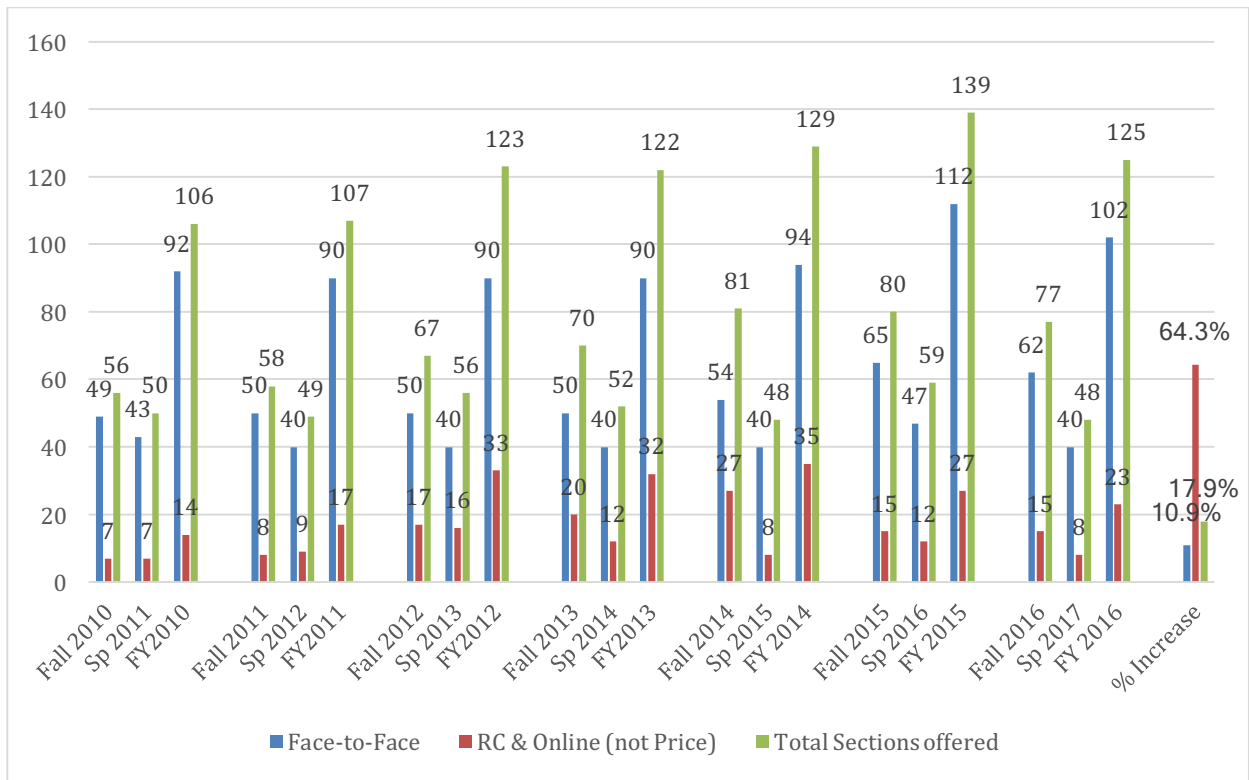
Analysis: Conducting authentic, rigorous assessment is difficult and time consuming. In order to help build a culture of this kind of assessment, this structured, goal oriented approach helps to keep us on track and using varied methods. We continue to use formative and summative approaches to learn what's working and how we can improve it. Current major assessments include authentic assessment of ENGL 2010 student work, transcript analysis for all library instruction data, analysis of service desk models, training, and effectiveness, and the impact and role of librarians leading assignment design faculty collaboration.

### **C. English 1010 (Introductory Writing) & Library Instruction**

Objective: To contribute to student learning through comprehensive online support at the point of need in students' discourse community and genre research assignments.

Overview: Beginning in fall 2016, we discontinued our face-to-face library integration with English 1010 and we built online support for research assignments to be used in lieu of face-to-face sessions. These 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>. A librarian is still paired with each ENGL 1010 section to serve as a resource for library and research assistance in a consultation format.

Table: Section Increases for ENGL 1010 from FY2009 – FY2016



Total Increase %: F-to-F = 10.9%, RC & Online = 64.3%, Total = 17.9%

#### Analysis:

Over the past year, each of the four videos created to support the ENGL 1010 curriculum had between 905-1,062 views. These numbers show that the videos are being used, which is a good sign that we are reaching students in this new form of integration. A survey about the online materials was sent to students with no responses received, indicating that we need to continue our assessment efforts and find different ways to get student feedback. Anecdotal evidence from instructors and librarians shows that instructors found the provided information literacy lesson plans and videos useful. However, adapting the lessons to fit the instructor's style and assignment specifics was not always easy. While the new online integration was successful and 0 face-to-face sessions were scheduled, two broadcast sessions were scheduled for ENGL 1010. The need for these sessions is possibly a result of different assignments being taught in certain classes. Erin Davis and Teagan Eastman conducted an initial study of the assignments used in ENGL 1010 and found that many RC & Online instructors teach assignments different from those taught on the Logan campus. Given these variables, as we move forward with our ENGL 1010 online integration in the coming year, continuing librarian/instructor partnerships will be especially important in supporting point of need consultation help for students and establishing valuable relationships that extend into ENGL 2010.

#### Future Directions:

We will continue to assess the use and impact of the online materials developed to support the ENGL 1010 curriculum and how we can better support instructors in

modifying and integrating the materials. 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. We will use this data to inform future decisions.

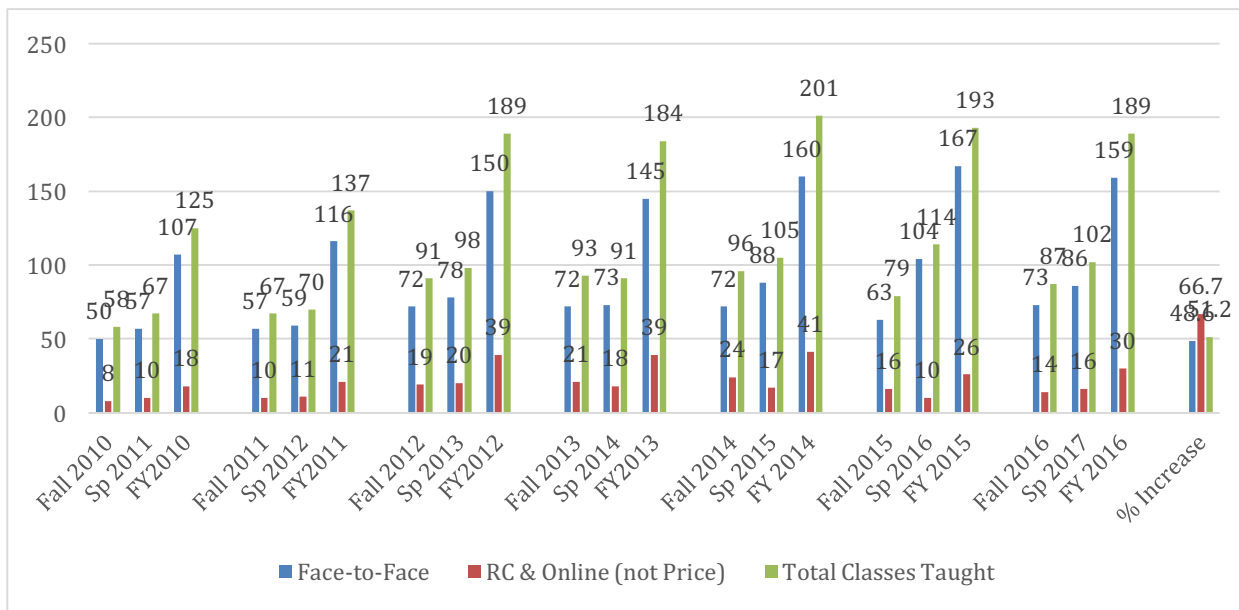
#### D. English 2010 (Intermediate Writing) & Library Instruction

Objective: To contribute to student learning in programmatic, sequenced ways, 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. 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. Our transition to teaching sequenced lessons targeting synthesis and focusing a topic using comprehensive modules was a success and the lessons and materials were widely used this past year.

Statistics:

Table: Section Increases for ENGL2010 from FY2009 - FY2015



Total Increase %: F-to-F = 48.6%, RC & Online = 66.7%, Total = 51.2%

Type of Instruction for 2010 Classes:

Table: Content of Instruction

Content	# of classes
Skill	133
Process/concept	163
Orientation	67

Table: Format of Instruction

Format	# of classes
Hands-On/Active	133
Demonstration/lecture	210
One-to-one Interaction: 315	Flipped: 26 Directed Practice: 38

**Analysis:**

In order to extend our time and reach with 2010 students we used a comprehensive module for two major lessons, including comprehensive online adaptations for both lessons, that focus on areas of struggle for students. The first lesson focuses on narrowing a topic and the second lesson focuses on information synthesis. The modules and all their components for both online and face-to-face can be found here: <http://LibGuides.usu.edu/2010lessons>.

Our objectives for ENGL 2010 focus on supporting student learning and this is evident in the amount of time devoted to higher order learning in the classroom. Three-quarters of the library instruction provided this past year focused on skills, processes, and concepts, which reflects our mission and objectives in action. In addition, librarians are continuing to integrate hands-on and active lessons. While the 2010 modules were made to support a flipped instructional approach, the numbers of librarians integrating this approach still remains rather low. However, 81% of library sessions offered included one-to-one interaction, which indicates librarians are focused on offering student-centered and student-focused research help.

The total number of 2010 library sessions taught increased to 386 (from 333 reported last year). The increase in sessions taught is due to the continued high number of sections offered by the English department and the sequenced approach promoted by the new instructional modules. Following a sharp increase in campus-wide enrollment in FY 2015, the English department went from offering 60 face-to face sections in FY 2014 to 184 in FY 2015. The numbers still remain high, with 159 face-to-face sections offered in FY 2016. The majority of ENGL 2010 classes scheduled 2-3 library sessions, which indicates that the sequenced modules are being used and serves as an influencing factor in our increased number of 2010 sessions taught in FY 2016. By modifying our instructional services to ENGL 1010, we were able to support this extended integration for ENGL 2010 library instruction and by implementing a sequenced approach, engage in information literacy best practices.

***Future Directions:***

Future plans include assessment of the sequenced comprehensive module. A major component of this assessment will be found in collecting and analyzing final student research papers from courses that are using the sequenced lessons (see Library Instruction

Assessment Plan below). Next directions also include assessment regarding why or why not librarians are choosing to utilize a flipped approach with the comprehensive module.

### E. Course-Related Instruction

\*These statistics include all SLs, including those in LES

College	# of Sessions*	# of Departments Integrating	% of departments participating from the College	Comparison to FY 2015
College of Agriculture and Applied Sciences	11	4	57%	+7%
Caine College of the Arts	4	1	25%	-25%
Jon. M. Huntsman School of Business	12	3	60%	-15%
College of Education and Human Services	64	13	92.80%	+5%
College of Engineering	25	5	71%	+21%
College of Humanities, Arts, & Social Sciences	62	10	63%	-12%
College of Natural Resources	6	2	66%	=
College of Science	10	5	83%	+43%

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	101
Process/concept	115
Orientation	90

Format	# of classes
Active Learning	90
Demonstration/lecture	193
One-to-one Interactions: 87	Flipped: 7 Directed Practice: 21

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 205 interactive broadcast, online, and face-to-face sessions in FY16, which is a slight increase from FY15 (196 sessions). 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. Many courses use more than one approach, and while teaching skills did rise, so did teaching concepts and active learning opportunities.

Add new process for SL initiatives for Spring here.

### F. 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:

Summary Breakdown by					
Type of Class	Total Sessions	# Session per Class	Average Sessions per Librarian**	Prep Time	Students Reached
ENGL 1010	0	0 sections	0	0 Hours	0

(Face-to-face)		had 1 session; 0 sections had 2 sessions; 0 Sections had 3 sessions	*Taken only from # of librarians who taught these		
ENGL 1010 (*RC/Online)	2 Broadcast; 0 online	Broadcast: 2 sections had 1 session; 0 section had 2 sessions (online listed as one session per section)	Broadcast: 1 Online: 0	Broadcast: 1 hours; Online: 0 hours	Broadcast: 33 Online: 0
ENGL 2010 (Face to face & Hybrid)	380	34 sections had 1 session; 47 sections had 2 sessions; 64 sections had 3 sessions; 10 sections had 4 sessions	33	130 hours	3342
ENGL 2010 (*RC/Online)	4 Broadcast; 2 Online	All Sections had 1 session	1 Broadcast; 1 Online	6 Hours-Broadcast  1.5 Hours - Online	84 Broadcast; 25 Online
Subject (Face to face)	173	152 sections had 1 session; 9 sections had 2 sessions; 1 section had 3 sessions;	10	216 hours	4441
Subject (*RC/Online)	12 Broadcast; Hybrid; 7 Online	Broadcast: 10 sections had 1 session. 1 section had 2 sessions	.7 Broadcast; __ Hybrid; .4 Online	17.5 Hours-Broadcast  __ Hours – Hybrid	251 Broadcast; __ Hybrid; 464 Online



		Online: 5 sections had 1 session; 1 section had 2 sessions		11 Hours - Online	
--	--	--	--	-------------------	--

\*All Averages taken from # of librarians who taught these

\*\*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	2	1	0	1 Hour	33
Concurrent Enrollment (HS)	0	0	0	0	0
ENGL2010	386	2.4	33	137 Hours	3451
Subject Classes taught by Reference & Instruction (9)	142	1.1	16	202 Hours	4171
Subject classes taught by other subject librarians (13)	50	1.1	4	64 Hours	952
Other	CONN*** 77; USU 1730 14; Community 0;  Workshops 10	1	2.6	58 Hours	2743
<b>Total</b>	<b>681</b>	<b>1.1 (Av)</b>	<b>NA</b>	<b>462</b>	<b>11350</b>

\*Librarians teaching ENGL1010 & ENGL2010 = 10 (not counting part-time TA or electronic resources asst.), Librarians teaching subject classes = 22

\*\*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 2016, there were 77 Connections library sections taught by 22 library staff, representing approximately 120 hours of work.

### Teaching Materials Project

A searchable repository of teaching materials was created and organized to help instructors share lesson plans, handouts, presentation slides, and other instruction tools. A group of several LES librarians and teaching assistants considered many options before settling on a Box folder organized by subject with searchable tags. The repository was launched at a subject librarian meeting, and staff were encouraged to use the materials and add their own materials to the repository.

### 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 increased from 4.56 to 4.66. Overall, student feedback suggests most students do feel they are making significant gains on the learning outcomes for that course. Students continue to comment on the need for more individual time with a librarian, the importance of understanding how the instruction is relevant to their assignment, and finding librarians approachable.

This con

Statement	Average Mean n=706
Overall, I rate this librarian as an excellent teacher.	4.66

Table: Librarian average rating for teacher and session.

## IV. Online Learning Materials

### A. Online & Embedded Resources

**Objectives:**

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

**Overview:**

The Online Learning Librarian in collaboration with the Library Coordinator of Regional Campuses & E-Learning, the Learning and Engagement Services Unit Head, two Library Teaching Assistants and two Library Peer Mentors created the following online learning resources to fill e-learning gaps and update existing materials:

<b>Name of Work</b>	<b>Objectives</b>	<b>Staff Time</b>	<b>Courses Reached</b>	<b>Platform</b>
Plagiarism & Citing Sources	Students will learn to avoid plagiarism by successfully incorporating sources into their writing and giving proper citation.	35 hours	5	Canvas
Evaluating Sources	Students will learn evaluation criteria and apply it to academic and personal situations.	25 hours	Integration beginning Fall 2017	Canvas
USU Price: Library Orientation	Students will be given an introduction to Price Library, how to find books and articles and how to get help from the library.	10 hours	3	Canvas
Education Source	Students will learn how to how to successfully search in the database Education Source.	5 hours	2	Guide on the Side
PsycINFO	Students will learn how to successfully find articles in the database PsycINFO.	6 hours	3	Guide on the Side
JSTOR	Students will be able to navigate the database JSTOR to find academic research articles.	8 hours	2	Guide on the Side

**Videos:**

Using the data collected from the 2016 LPM Library Review, the Online Learning Librarian and an LPM began updating existing videos in order to reflect changes to the website/database interfaces and best practices for instructional videos. New tracking

spreadsheets and file storage practices were created in order to prepare for future video maintenance projects. Additionally, new videos were created to fill gaps in the collection.

<b>Creation Type</b>	<b># of Videos Made</b>	<b># of Views</b>	<b>Staff Time</b>
New Videos	34	8,906	136 hours
Significantly Revised	16	873	48 hours
Basic Maintenance	4	121	12 hours
<b>TOTALS</b>	<b>54</b>	<b>9900</b>	<b>196 hours</b>

### **Subject Librarian Collaboration:**

The Coordinator of Regional Campuses and E-Learning and the Online Learning Librarian created a workflow for creating subject specific online learning resources that would assist Subject Librarians in flipping their classroom and supporting regional campus and online students. This was marketed to subject librarians and resulted in:

- Collaborations with 6 Subject Librarians supporting 8 academic departments
- Online instruction provided to 13 courses
- The creation of 28 videos, 4 Canvas modules, 3 Guide on the Sides, and 4 LibGuides

### **Future Plans:**

In the next year we will continue updating, creating, and assessing online resources. Significant projects will include the creation of an Annotated Bibliography tutorial and revising the “Guide for Research” tutorial into a Canvas module. Using data from Canvas about the ENGL 2010 online and IVC courses, the Online Learning Librarian and Library Coordinator of Regional Campuses & E-Learning have suggested a sequence of online learning objects for each online/IVC section of ENGL 2010, which will be shared with assigned librarians to increase and improve library integration in these courses. Additionally, the Online Learning Librarian will continue outreach to Subject Librarians to support their endeavors to flip their classrooms and provide instruction to online and regional campus students.

### **B. LibGuides**

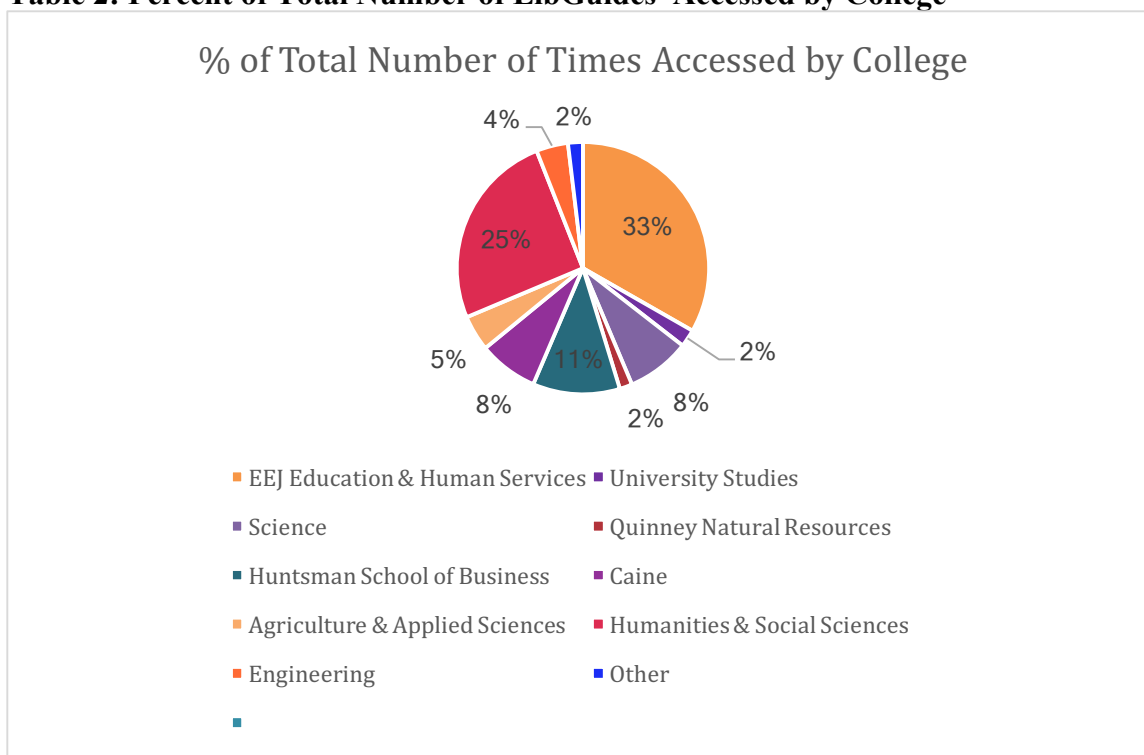
We continue to collect data on LibGuide (Research Guide) usage, particularly in light the integration of LibGuides into each Canvas course. With the help of CIDI, we are better able to assess how students are accessing these guides, which guides they are using, and how we can improve the guides to give students what they need.

There was a slight increase in total LibGuide views from 93,155 views in 2015-2016 to **95,648 views for the 2016-2017 year**. The number of active subject guides and course guides remained the same. There was a large increase in guide use from within Canvas to 36,770 views from 21,000 users up from 26,000 views and 10,000 users in 2015-16. Automation of these guides continues to be an important way to reach 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 (7/1/16 – 6/30/17)</i>	
Total guide views	<b>95,648</b>
Active Subject guides	45
Active Course Guides	182
<i>Access from Canvas (7/1/16 – 6/30/17)</i>	
Total Number of Times Accessed from Canvas	<b>36,770</b>
Total Students Reached within Canvas	20,943

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 2.

**Table 2: Percent of Total Number of LibGuides Accessed by College**

\*Dates Covered: 7/01/16 – 6/30/17

#### Accessibility and Usability Audit:

Over the past year the Web Services Librarian and LPMs have conducted an audit on the accessibility and usability of subject and course level LibGuides. LPMs have audited two

guides per Subject Librarian in order to get an idea of what work needs to be done to better improve the user experience for LibGuides. Information gleaned from the audit will be shared with Subject Librarians at a workshop led by the Web Services Librarian and the Online Learning Librarian on best practices for revising and creating LibGuides.

**Next Steps:**

Data gathered from LibStats and Canvas in each subject area will be shared with subject librarians. Additionally, the data will be used to determine which guides to prioritize for revisions and which courses we might target for library instruction.

## V. 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 through annual Library Open Houses, and assess the library resources available at each campus and gaps we need to fill.

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

Campuses Visited	# of Visits	# of Faculty & students Reached	# of Librarians	Estimated Time	Activities
Brigham City	2	120	2	6 hours	Presented at faculty orientation in August. Regional Campus Librarian & Online Learning Librarian hosted a library open house in January 2017.
Uintah Basin	1	60	3	27 hrs.	Met with faculty about their own research projects and collaborated on their courses. Conducted usability testing with students.
Tooele	2	80	2	12 hours	Presented at student orientation in August. Hosted library open house in November.
Moab	1	10	3	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	115	3	30 hours	Presented during their freshmen "Noon Forum" on library resources/services. Consulted with several faculty about their classes and research assignments. Collaborated with Blanding library staff. Conducted usability testing in student union with 12 students.
Kaysville	1	42	3	4 hours	Hosted library open house in April (social work and school counseling cohorts mainly).
Orem	1	30	2	6 hours	Hosted library open house in March (education and psychology cohorts).
USU Eastern, Price	1	25	3	6 hours	Participated in a library open house. Met with students and faculty about library resources, OER, and research assignments. Conducted usability testing with three students.
Salt Lake City Center	1	40	3	5 hours	Hosted library open house in February.

#### Analysis:

The Library Coordinator of Regional Campuses & E-Learning and the Online Learning Librarian will continue to host their library open houses series at the various campuses/centers that are interested. They will also meet with key stakeholders and explore new ways to market the library and learn about any new developments affecting regional campuses and/or online learners. Additional usability testing will be also conducted. Throughout the upcoming year, it will be useful to schedule more subject librarians to visit campuses to better promote subject librarian integration in online/IVC classes.

## B. Targeted outreach to faculty/students

Objectives: Explore more effective ways to market the library's resources and services to regional campus students and faculty.

### 1. Targeted outreach:

- Met online or via phone with eight Regional Campus Writing Center tutors to better promote library resources, since writing centers are often the first point of contact with students who are writing research papers.
- Worked with Student Marketing & Communication's Marketing Director to create updated library promotional materials, which were distributed to all regional campuses and centers.
- Collaborated with Taylor Adams (AIS, Project Manager) to feature the library in their updated communications plan. This will include sending emails to all new RC and online students about effectively using library services around the third week of the semester.
- Presented at Executive Directors, Directors of Students, and RC Student Government meetings to get feedback on the library's marketing efforts and to learn about new developments in Regional Campuses & Online Services.

2. **Regional Campus Usability Testing** – Ongoing usability testing has been conducted at the Uintah Basin, Tooele, Price, and Blanding campuses. Further testing will be conducted in 2017-18.

3. **Library Marketing Efforts:** An email went out in the Spring 2017 semester to all of the Regional Campuses Executive Directors about the following opportunities to market the library.

- **Library Open House Model** - In an effort to better serve regional campuses and centers, the Library Coordinator of Regional Campuses & E-Learning and the Online Learning Librarian have started hosting library open houses to talk with students about the library services and resources available to them and to begin developing relationships. These events usually run in the evenings for several hours and food is provided by student government to incentivize students to talk with librarians about their majors and research assignments. Publicity for these events is well-advertised with flyers, digital banners, and a Facebook event page.
- **Physical spot to market library at your campus** – The Library Coordinator of Regional Campuses & E-Learning and the Online Learning Librarian have also worked with Executive Directors at several of the campuses to designate physical space at their campuses to better market the library. This has included assigning 1-2 computers in their commons areas as “library computers” with the default home page as the library website, feature a catchy screen saver about the



library and displaying pertinent information about connecting to library resources in this space.

- Library marketing materials –The marketing manager at each campus distributed the updated library posters, flyers, and digital banners in early January 2017. Executive Directors were notified of these materials.

### **C. Regional Campus Survey**

The Library Coordinator of Regional Campuses & E-Learning and the Online Learning Librarian are collaborating with other GWLA institutions in planning a multi-institution needs assessment of library needs of regional campus and online instructors. USU distributed the survey in February 2017 and 62 instructors participated for a response rate of 18%. We will be analyzing the data from all of the schools in the coming months and plan to publish the results. We are currently using this institutional data to focus our efforts.

Analysis: Although the library fee was successfully integrated with the “technology” fees for regional campuses, marketing our services is still crucial. Exploring new ways to market library services at regional campuses and assessing the marketing materials already represented at the sites is an ongoing challenge. Open Houses were conducted at six of the campuses/centers and Brigham City, Salt Lake, and Tooele all designated physical spots in their buildings to feature the library. The Library Coordinator of Regional Campuses & E-Learning and the Online Learning Librarian will continue to work with the other campuses to designate more physical spaces in their buildings to advertise the library. They will also continue to work with the Web Services Librarian to update the “Access and Troubleshooting” page and conduct additional usability testing, especially focusing on online students as well as RC students.

## **VI. Open Educational Resources**

Objectives: Open educational resources (OER) can serve to increase student achievement, inspire passion among faculty, and build better connections between students and the materials they use to meet their educational goals. Not only does OER save students money by replacing high cost commercial textbooks with comparable openly accessible materials, it also fulfills the institutional mission of providing all students with equal access to educational resources.

Overview:

### **OpenStax:**

The Library Coordinator of Regional Campuses & E-Learning applied for the national OpenStax Institutional Partnership Program in July 2016. Program benefits included a customized strategic plan to increase OER use on campus, individualized consultations,

and support from the community of other schools accepted into the program. USU became one of only eleven schools selected from the forty-three applicants.

### **OER CHaSS Grant:**

The Library Coordinator of Regional Campuses & E-Learning pitched a successful grant proposal to the Dean of the College of Humanities & Social Sciences (CHaSS) to support USU faculty in adopting, adapting, and creating OER in their courses. CHaSS, along with Academic & Instructional Services and USU Libraries collaborated together, awarding \$20,000 to nine faculty members, who will incorporate these innovative class materials during the 2017-18 school year. This \$20,000 investment will save students \$70,380.00 over two semesters in nine courses. The OER grant initiative included leading an orientation session for the nine faculty members involved in the program, researching an accessible platform to host the open textbooks, and searching for alternative resources for faculty members' courses.

### **OER Committee:**

In January 2017, the Library Coordinator of Regional Campuses & E-Learning was elected committee chair. It was recommended that the OER committee transition to a steering committee that will also approve expenses. Some of the highlights from this year's committee efforts include:

- Creating an OER library badge in coordination with CIDI:  
<https://empowerteaching.usu.edu/ete10>
- Outreach and presentations on OER to USUSA student government
- Administering the UALC Student and Faculty surveys at USU
- Updating OER promotional materials
- Created "Student Guide to OER" for instructors to use in their classes. Presented at 5 classes about effectively using and studying from OER.

### **UALC Student Survey Results:**

A statewide survey on OER was distributed to the student body in the fall 2016 semester. Some of the interesting takeaways from the survey included:

- 69% of students pay for textbooks directly
- 87% have delayed purchasing a textbook due to price
- 39% have dropped a class because of textbook price
- 26% have registered for fewer classes due to textbook price.

\*1,511 total responses from all Utah academic institutions

This information was distributed to faculty and may have an influence on their decision to search for alternative resources for their classes when suitable materials are available.

### **USU Faculty Using OER**

As a result of presenting at 25 roadshows on OER in August 2016, we had 33 faculty members contact us about investigating OER options for their courses. The OER Student Research Assistant the Library Coordinator of Regional Campuses & E-Learning conducted the initial OER searches and only ask subject librarians to help if extra assistance was needed with finding resources. We notify the subject librarian on all email

exchanges, so that they are aware that we are working with one of their faculty members. If the faculty member is at the point of adoption, we then contact an instructional designer in CIDI to help with the Canvas integration piece.

	Fall 2016-Summer 2017
Annual # students impacted by OER	3048
Annual % of students impacted by OER	6.61%
Current # of faculty using OER	25

**Table: OER Estimated Time & Resources (FY 2016)**

<ul style="list-style-type: none"> <li>• USU OER Committee Meetings</li> <li>• UALC OER Committee Meetings</li> <li>• OpenStax meetings</li> </ul>	30 hours	<p>OER meetings consist of listing the challenges and opportunities associated with open resources both for students and faculty. The committee meets monthly to work on their action steps, and ways to promote OER across campus.</p> <p>OpenStax meetings consist of monthly strategic plan updates and reports on what is going well with the OER initiative at partner schools and what challenges people are facing.</p> <p>The Library Coordinator of Regional Campuses &amp; E-Learning was asked to chair this committee. Monthly meetings include strategies for promoting OER across the state, updates from other academic institutions, and plans to create a state-wide website dedicated to OER and alternative resources.</p>
OER Presentations and Prep	30 hours	The RC Librarian presented at the Foundations New Faculty Training in August 2016 on OER, at the Empowering Teaching Excellence conference in August, to the Library's Executive Council, at the CHaSS Grant Orientation
OER marketing, including updated website	25 hours	Includes meetings with Regional Campus marketing members, USU Library's Graphic Designer, and meetings/webinars on promoting OER on campus.
OER video	20 hours	The OER Student Research Assistant and the RC

		Librarian created a video on OER featuring four faculty members. Pre-work included watching other OER videos, coming up with a script, collaborating with CIDI's Media Team, scheduling and coordinating with faculty members, and then editing the video. Next steps would include marketing the video across campus.
OER CHaSS Grant	50 hours	Includes prep time for drafting the call for proposals, meetings with the CHaSS Dean, Robert Wagner, and Brad Cole, collaborating with nine faculty members, locating alternative resources, Pressbooks training, and implementation.

Resources & Personnel: Library Coordinator of Regional Campuses & E-Learning, library graphic designer, and one student research assistant.

## VII. Web Services

For more detailed information about Web Services accomplishments, see the [Annual Web Report](#).

### A. Redesign Work

The Web Services Librarian, working closely with Lead Programmer Dustin Olson, introduced several new pages and significant updates to the existing main library website (library.usu.edu), as well as complete redesigns of the USU Eastern campus library websites (price.usu.edu, blanding.usu.edu). Nearly all pages of these sites have been updated to a responsive (mobile-friendly) design, and reviewed for content accuracy, currency, and usability and accessibility problems. Major improvements include:

- Staff directory pages (<https://library.usu.edu/about/staff-directory/>) redesigned to cut out a lot of unnecessary content
- Instruction Program pages (<https://library.usu.edu/instruct/>) redesigned to reduce content, add graphical interest
- Circulation information pages (<https://library.usu.edu/borrowing-renewals.php>) updated to improve presentation and add missing content and links to key forms
- Ask pages (<https://library.usu.edu/ask/>) and mobile homepage were updated to use similar icons for our on-demand help services
- The “hot/cold” form validation question was replaced with a hidden “honeypot” validation technique, eliminating an extra step for users

### B. New Pages

Several new pages were introduced on the main website, adding information and features that were missing or not available in a usable way. Key pages include:

- An innovative search system (<https://library.usu.edu/librarians/>) for finding a librarian matched to a student's major, research topic, or course; introduces more user-friendly language, librarian photos and various ways to contact

- Digital Collection landing page (<https://library.usu.edu/digital-collections.php>) provides graphical links and brief explanations of each collection platform (Content DM, Omeka, and Digital Commons), helping users make better navigation decisions.

### **C. Maintenance**

Regular updates were made throughout the year to keep the website current as staff and service changes occurred. In addition, several key improvements were added:

- Consistent header code across all pages, making it easier to update entire site
- Meta-descriptions added for all pages, adding descriptions to Google results, and improving SEO
- Usability and accessibility issues identified and corrected, including web forms
- A number of outdated or unnecessary pages were deleted in consultation with stakeholders from relevant unit/division

### **D. Administration**

Committees involved in web administration were dissolved this year and a new model for planning web development projects was introduced to help streamline design and development, and reduce unnecessary bureaucracy and redundant communication.

The Web Services Librarian will now work directly with stakeholders (service coordinators, Unit Heads, ADs, staff at large, etc) for each project to determine needs and guide the design and development process. Projects will be selected for development each semester based on stakeholder need and the priority based on our development criteria. Project plans will be presented to the dual Exec/Unit Heads committee each semester for approval, at which point committee members can ask that other projects get priority, or recommend other stakeholders or feedback strategies are employed.

### **New Web Planning Committee**

#### **[Committee Charge \(proposed\)](#)**

is proposed to better meet the goal of library-wide involvement in web planning. Instead of a large committee like WAC, however, only key stakeholders for the web presence will be members. Group will be charged with gathering ideas and feedback from all staff, primarily through a yearly all-staff workshop, and developing a long-term strategy that reflects a broad and collaborative vision for the web presence. This strategy will be used by the WSL to prioritize and guide the web planning process.

The Web Assessment (formerly UX) working group will continue to operate to support ongoing development and assessment needs. Two task forces, the Content Task Force, and Design Task Force, will continue to operate ad hoc to support the development of policy documents discussed below.

### **Governance**

To support this reorganization and continue to provide a sustainable online presence, several important policy documents are being developed to outline key processes and standards for planning and managing library websites.

- [Content Strategy](#) (working document)
- Web Assessment Plan (in development)
- [Design Guide](#) (working document)

These documents will be primarily developed by the Web Services Librarian, but with support and consultation with associated working groups as needed.

## E. Assessment & Analysis

### UX Assessment Projects

A number of UX projects were conducted FY16 to help support design and development, as well as the ongoing assessment of users' needs and the performance of library websites.

Project	Participants	Collaborators	Findings
Card sorting focus group (round 2)	10	Web Assessment Working Group	2 <sup>nd</sup> round of tests with faculty and grad students; Uncovered user preferences for labeling and structure of the website navigation
Subject Librarian Finder Prototype usability testing	6	Britt Fagerheim	Validated the search-oriented functionality; Helped refine design elements; Identified some problems with form, confusion around what librarians do
Mobile Homepage usability testing	5	Web Assessment WG	Validated the usability of some key design elements; Uncovered confusion with several "Ask" icons, and design of modal buttons for "Find" and "Services"
Digital Library terminology tests	81	Dylan Burns, Becky Thoms, Darcy Pumphrey, Clint Pumphrey,	Survey of various groups found that the term "Digital Library" is closely associated with e-books; Other terms like "Digital Archives" and "Digital

			Collections” performed
USU Eastern websites usability test	11	Teagan Eastman, Erin Davis	Many regional campus students actually used the main library website to do research; Helped determine needs and suggest refinements for the regional campus help guide
Eastern Search box usability test	5	n/a	Validated design options for USU Eastern website search boxes
LibGuides Design Prototype usability testing	6	Teagan Eastman	Tested prototypes of a subject guide design; Most users preferred a simple, graphical design; Some more content-heavy elements were appreciated

### Content Analysis Projects

Content analysis projects include inventorying and auditing web content for currency, accuracy, usability, and accessibility. Many of these projects are ongoing and will be followed by projects to correct errors and/or develop content management policies.

Project	Collaborators	Description
Content Inventory	LPMs	<ul style="list-style-type: none"> <li>Created a detailed inventory of the main library website, documenting all pages, page metadata, media, page ownership, etc.</li> <li>Usability, accessibility, consistency and accuracy issues were documented</li> </ul>
LibGuides Accessibility Audit	LPMs, Erin Davis, Teagan Eastman	<ul style="list-style-type: none"> <li>Reviewing nearly 400 public LibGuides sites</li> <li>Looking for key accessibility and usability problems</li> <li>Documenting media and other content</li> </ul>

### Usage Analysis Projects

Several projects to analyze usage of library websites and integrated systems were conducted using Google Analytics, along with work to optimize tool configuration and ensure data integrity.

<b>Project</b>	<b>Collaborators</b>	<b>Description</b>
Encore Search usage analysis	Liz Woolcott, Kevin Brewer, Kacy Lundstrom	Reviewed a day's worth of searches performed in Encore for usage patterns; Analyzed for top facet/features used;
Book a Librarian and SL consultation analysis	Dory Cochran	Comparison of form completions and consultation stats before and after launch of new SL Finder; Data for Jan-July 2017 compared to 2017 showed a 54% increase in form usage
Filters for GA properties	n/a	Added filters to all GA properties to remove internal staff usage from data
Dashboard customization	n/a	Dashboards data views were customized for all systems tracked in GA

## **VIII. 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>
Student Government	2	Met with student representatives about SLAB and OER
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.
----------------	---	---

### B. Student Library Advisory Board

SLAB met 3 times during the 2016-2017 school year. They participating in the library's strategic planning efforts by meeting with the committee and offering feedback on strategic directions.

### 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.	400	40	7
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.	300	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. We are currently working in developing self-tours to reduce using library staff time for this purpose.

<b>Group</b>	<b># of Events</b>	<b># of Library Staff or Library Peer Mentors</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
SLAB	1	2	.5	1
Summer Citizens	4	6	1	4
<b>Total:</b>	<b>10</b>	<b>27</b>	<b>3.5 hours</b>	<b>9.5 hours</b>

## **IX. Peer Learning**

### **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. Most LPMs work 16-20 hours a week. In FY 2017, LPMs assisted librarians with 28 library instruction sessions, and taught 10 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:

<b>Activity</b>	<b>Estimated hours</b>	<b>Activity</b>	<b>Estimated hours</b>
LibAnswers Accessibilty	40	Shelving reference books	15
Data manipulation (Usually Excel work)	20	Captioning videos	5
Videos QC and creation	40	Website Indexing	60
Citation analysis	20	LibGuides	10

		Maintenance and Design	
Classroom upkeep	30		

## B. Other Peer Learning & Assessment

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 Coordinator for Outreach & Peer Learning trained Student Lab Consultants, IT student employees who work at help desks in the Library.
- 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.

## X. 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:

- 6 peer review articles
- 3 presentations at state conferences
- 3 presentations and 3 posters at national conferences
- 1 presentation at an international conference

### Publications

#### *Peer Review*

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

Fagerheim, B., Davis, E., Lundstrom, K., & Cochran, D. (2017). Extending Our Reach: Automatic Integration of Course and Subject Guides. *Reference and User Services Quarterly* 56(3).

Sand, A., Thoms, B., Davis, E., Pumphrey, D., & Kinkead, J. (2017, Summer). "Curating Exhibitions as Undergraduate Research." *CUR Quarterly*.

Sundt, A. & Davis, E. (2017). User personas as a shared lens for library UX. Weave: *Journal of Library User Experience* 1(6).

<http://dx.doi.org/10.3998/weave.12535642.0001.601>

Sundt, A. (2017). Lean usability techniques for healthy website assessment. In A. Dobbs (Ed.), *Library Assessment Cookbook*. Chicago, IL: ACRL.

Woxland, C., Cochran, D., Lundstrom, K., & Davis, E. (2017, February). "Communal & Student-Centered: Teaching Information Creation as a Process with Mobile Technologies." *Reference Services Review*. 45(2).

## **Presentations**

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

Lundstrom, K., Wishkoski, R., & Davis, E. (September, 2017). "What We Stand to Gain: Librarians Leading Collaborative Assignment Design." European Conference on Information Literacy. Saint-Malo, France.

Sundt, A., & Burns, D. (2017, March). Ghosts in the IR: Integrating student folklore into out online collections." Poster session present at the Association of College and Research Libraries Conference, Baltimore, MD.

Sundt, A., Burns, D., Pumphrey, D., Thoms, B. (2017, March). What we talk about when we talk about digital libraries." Discussion facilitator for round table discussion at the Association of College and Research Libraries conference, Baltimore, MD.

Sundt, A. & Cochran, D. (2017, May). "Book-a-librarian 2.0: Supporting users through on-demand research consultations." Utah Library Association, Sandy, UT.

Sundt, A., & Fagerheim, B. (April, 2017). Digital Strategies for Personalizing the Book-a-Librarian Process. Designing for Digital Conference, Austin, TX.

Sundt, A., & Eastman, T. (2017, April). "Getting LibGuide UX just right: Balancing consistency, nutrition, and taste." Designing for Digital Conference, Austin, TX.

Sundt, A., Eastman, T., & Davis, E. (2017, March). Simplifying the library experience: Better serving regional campus users. Poster session presented at the Association of College and Research Libraries Conference, Baltimore, MD.

Wishkoski, Rachel, Kacy Lundstrom, and Erin Davis. 2017. "No really, we can help with this: Librarians facilitating research assignment design." Presentation at the Utah Library Association Conference, Sandy, UT, May 18, 2017.

Wishkoski, Rachel, Kacy Lundstrom, and Pamela Martin. 2017. "Library confidential: What librarians know about your students, and how it can impact your teaching." Presentation at the Empowering Teaching Excellence Conference, Logan, UT, August 16, 2017.

