

Utah State University Libraries Learning & Engagement Services Annual Report for FY 2017-18

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Executive Summary:

The Learning & Engagement Services (LES) department gains much of its strength from the independent work of all the librarians and the projects in which they are involved, such as deep integration into 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 collaborative initiatives of the department that many or all members are involved in.

The major accomplishments below summarize the past year, and goals for the coming year. We are sincerely grateful for all our student workers, Library staff, and University colleagues and their support and collaboration in so many of these efforts.

The table of contents provides direct links for more in-depth information on each section.

Major Accomplishments & Contributions:

- Revised curriculum for ENGL 1010 and ENGL 2010
- Visited 10 campuses, interacted with 132 faculty & 572 students
- Consulted with students one-on-one for a total of 256 contact hours
- Taught 312 composition classes this past year
- Supported OER initiative that saved 6,268 students \$628,600
- Authentically assessed 76 ENGL 2010 papers
- Completed e-chat assessment of over 1,400 transcripts
- Piloted merge of Circulation Desk & Information Desk
- Conducted LibGuide Audit
- Embedded Canvas tutorials in 103 courses reaching 3,449 students
- Facilitated Assignment Design Charrettes in Fall & Spring
- Revised and assessed Connections (Freshman Orientation)
- Contributed to the revision of the Liaison Program
- Received approval for permanent Teaching Assistant II
- Developed a unit mission statement

Goals for 2017-18:

In addition to contribution to Division Level goals and to Strategic Planning efforts, LES selected three goals to focus on for the coming year. We will be reflecting on these goals at a mid-year retreat in December, and will also be considering new goals as needed.

LES Goals:

- Develop a method for identifying research needs in Regional Campus & Online Courses
- Develop marketing strategy for increased online tutorial use
- Implement and assess revised ENGL 1010 & 2010 curriculum

Division Level & Strategic Planning Initiatives:

- Assist with evaluating the revisions to the Liaison Program
- Assist with assessing the effectiveness of the Desk Merge
- Contribute to strategic planning efforts
- Work with Assessment Coordinator to develop unit assessment plan

Major Roles

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

- Teaching & developing curriculum for ENGL 1010 & ENGL 2010 & USU 1730
- Providing outreach to Regional Campus & online faculty & students
- Facilitating teaching collaboration among faculty by offering Research Assignment Design Workshops (Charrettes)
- Promoting & implementing Open Educational Resources Initiatives
- Developing & presenting road shows at department retreats as liaisons and members of the road show team
- Developing & delivering instruction sessions (workshops, liaison & comp)
- Staffing, assessing & training at the information desk (currently approx. 88% of shifts)
- Providing undergraduate outreach, and training and supervising three University Teaching Fellows (LPMs)
- Assisting with web usability & discovery access
- Assessment of student learning & library instruction impact
- Creating, maintaining, & assessing online materials
- Serving as Liaison to 26 out of 47 areas, including taking on 5 new areas as a result of the liaison program revisions
- Designing, revising and implementing Connections orientation workshop
- Conducting research consultations with faculty & students

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I. LES Mission Statement

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

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

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

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

II. Instruction

A. A Big Picture Look

We recently formed a new Library Instruction Committee that places five instructional pieces under one unified, vision. This new structure recognizes the breadth of our campus integration and allows us to collaborate more closely across library units to have consistent pedagogy and assessment. Each of these components arose in response to opportunities driven by faculty and students; their emergence required new structures of support for library instruction.

Next year the committee will write one instructional report that documents the efforts and impact of all library instruction at USU. Below is a brief description of each of the five major pieces. In addition, the Online Learning Librarian supports each of these components, especially in helping to support instruction to Regional Campuses and online courses.

1. Integration with the writing program

The first component is our in-depth integration with general education through first and second year writing courses. Teaching librarians are partnered with 100% of the second-year writing courses for 2-3 face-to-face sessions that typically focus on narrowing a topic, evaluation, and information synthesis. We provide online learning resources and in-depth curricular input for first-year composition courses that shapes and builds activities for four weeks of the curriculum focusing on an investigative research report.

This program is coordinated and staffed by LES (two teaching assistants and 9 LES librarians).

2. Integration in the major

The second instructional component is our instruction in the majors. Liaison librarians assigned to each academic department provide instruction tied to research assignments in the most strategic courses, especially research methods and capstones. We use curriculum mapping as a tool to track and plan for courses and collaborations that will have the most impact. This program is staffed by Liaisons within LES and across the library. The degree of integration into departments and instructional needs of faculty varies widely.

3. Digital Storytelling and Digital Literacy

Third, our Digital Initiatives unit collaborates with 1-2 courses each semester to provide digital literacy instruction. The training typically includes 5-6 in-depth sessions on Omeka, focusing on teaching metadata concepts and visualizing information. The Digital Scholarship Librarian also works with select classes to teach digital storytelling. This is staffed by the Digital Initiatives Unit.

4. Primary Source Research & Analysis

Fourth, our Special Collections and Archives unit works with select courses to advance student use of primary sources in their research projects and to learn the appropriate analytical skills to interrogate these types of materials. Additionally, curators often work with students to produce physical exhibitions for display in the Library either as a course-integrated or as an internship project. Students may also choose to produce a digital exhibit related to primary source research. This instruction program is staffed by the Special Collections & Archives Unit.

5. Research Assignment Design Workshops (Charrettes)

The last instructional component is our research assignment design workshops for faculty, facilitated by teaching librarians and joined by liaison librarians. These workshops, developed over the last two years and supported by a grant from the Provost to compensate faculty for their participation, are offered each semester. Faculty bring research assignments for peer review. They receive in-depth feedback from their interdisciplinary peers and a librarian in small groups. So far, these workshops have reached 70 faculty across 26 departments. This event is developed by LES, but often includes librarians from across the library as facilitators.

B. Instructional Overview Statistics

Next year's combined report of all instruction, recorded with the same instrument, will give a more cohesive picture of USUs overall instruction impact and degree of embeddedness across the curriculum. LES taught approx. 82% of recorded instruction (454/550) not taught by the Special Collections & Archives (SCA) unit. SCA reported a total of 129 classes taught using a separate assessment tracking system – that data is not included in the tables below.

Session Type	Delivery Method	Total Sessions
ENGL 1010	Online	0
	Broadcast	0
	Face-to-face	1
	All Methods	1
ENGL 2010	Online	11
	Broadcast	5
	Face-to-face	295
	All Methods	311
Subject	All Methods	212
Workshops/Other		26
Total		550

Total # classes by Standing	Year Total
# undergrad classes	502
# grad classes	40
# other classes	8
Total # of classes (all)	550

# Students Reached	
# undergrad students	9873
# grad students	489
# other students	134
*Total Number of students	10,496

**includes Connections*

Prep Time Totals	Hours
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ENGL 1010	1
ENGL 2010	107.25
Subject	226
Subject (LES Only)	133.6
Subject (NON-LES Only)	92.75
Other (Conn. 1730,workshops)	4.75
Total Prep Time	565.35

C. Writing Comp Library Instruction Program

LES Librarians taught 312 composition classes this past year, which was half of all the instruction taught by LES staff. Below are brief descriptions of our integration with the Writing Program:

ENGL 1010

We discontinued face-to-face sessions with ENGL 1010; instead, we integrated with ENGL 1010 by providing online resources and suggested in-class activities for GIs to teach targeting the research needs of their discourse community assignment. Librarians were partnered with ENGL 1010 courses to provide one-on-one consultation support as requested by students and to serve as a point of communication for instructors regarding library support and resources. All ENGL 1010 materials used can be found at: <https://libguides.usu.edu/1010lessons>. As an example of the reach of these materials, the four videos that were made to support the discourse community assignment have been viewed over 14,000 times since they were first introduced in 2016:

[Choosing Your Discourse Community](#)
[Learning About Your Discourse Community](#)
[Communication in Your Discourse Community](#)
[Finding Issues in Your Community](#)

ENGL 2010

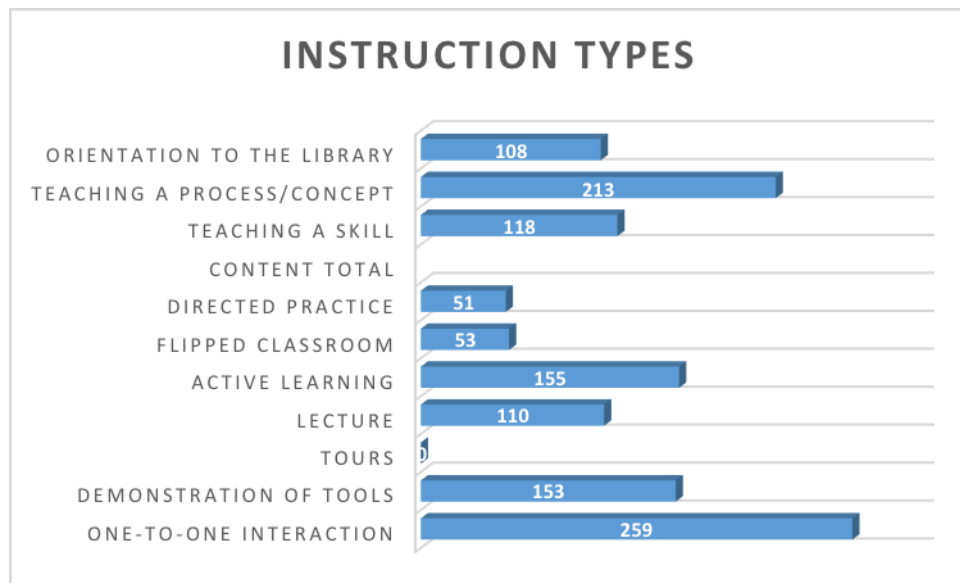
We maintained our face-to-face integration with ENGL 2010 and promoted two lessons (Narrowing a Topic and Synthesizing Sources) supporting a Persuasive Research Essay assignment. These lessons were also available for online and broadcast sections of ENGL 2010 and can be found at: <https://libguides.usu.edu/2010lessons/2015lessons>.

Many instructors requested a third library day that was used as research time for students. Overall, we reached 3,286 students in our ENGL 2010 integration and the chart below details our session breakdown by format.

1 Session	2 Sessions	3 Sessions	4 Sessions	Total Sessions	Students Reached
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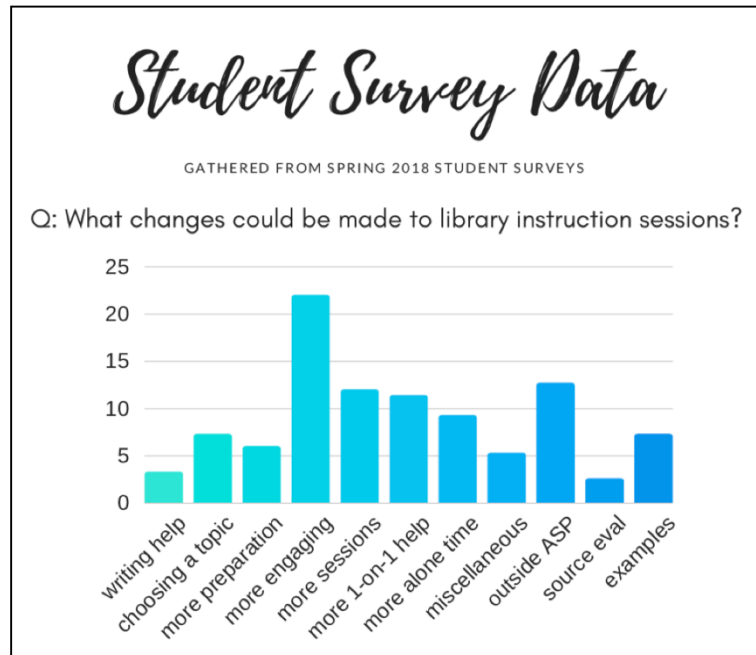
ENGL 2010						
Face-to-Face	20	84	29	5	295	3015
Broadcast	3	1	0	0	5	97
Online	3	4	0	0	11	174

Our program of instruction is grounded in active learning and deliberately incorporates a variety of instructional approaches. The chart below represents this variety as indicated by librarians when they record each class they teach:



Assessment Efforts

Our assessment efforts included a survey to ENGL 1010 instructors on the use of our online resources and in-class activities, a focus group study with Logan based face-to-face ENGL 2010 instructors, and anonymous interviews with librarians on our current integration with the Writing Program. We also analyzed data we already collect, such as student survey data. Below is a visualization of feedback gathered from those surveys:



A team of LES Librarians also has a forthcoming paper in *Communications in Information Literacy* detailing a study over the past two years that used rubrics to assess student's ability to synthesize resources in their writing after receiving our Synthesizing Sources lesson.

New Curriculum Development for 2018

The Writing Program unveiled a new curriculum for Fall 2018 and in response to this change, as well as assessment data gathered over the year, LES developed new library content for ENGL 1010 and ENGL 2010 that was implemented in Fall 2018.

ENGL 1010:

We developed activities that GIs teach in their own classrooms and instead of making these lessons suggested activities, as was the case this past year, we worked with Writing Program administration to have these materials included in the required curriculum that GIs teach. A new and updated online “Beginning Research” Tutorial was also developed for students to complete as part of this curriculum. Below is an outline of the library content GIs teach throughout the semester:

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

ENGL 2010:

We developed and introduced three [new lessons for ENGL 2010](#):

Week 2 →	Evaluating Information
Week 8 →	Investigating a Topic
Week 13 →	Using & Understanding Synthesis

Moving Forward:

The development of our new curriculum and its integration into the Writing Program curriculum is a major accomplishment. However, this new content will primarily be received by Graduate Instructor taught courses. Over the last two years, GIs are teaching fewer sessions of composition courses (especially ENGL 1010) and Lecturers and Adjunct Instructors are teaching more. Historically, the Writing Program has given Lecturers and Adjunct Instructors the ability to teach how and what they want and our program respects and values this freedom. However, it does bring up programmatic questions about maintaining consistency within library instruction. Moreover, all broadcast and online composition courses are taught by Lecturers and Adjunct Instructors and the extent of our integration with these instruction formats is variable. Moving forward, we need to further investigate how to better integrate with online, broadcast, and regional campus classes and how to support the varying instruction needs for Graduate Instructors, Lecturers, and Adjunct Instructors.

D. Assignment Design Faculty Workshops

We offered four assignment design faculty workshops in the past two years (and are planning our fifth), which provide disciplinary faculty, with librarians present, to give and receive in-depth feedback on research assignments. Our third workshop was a pilot collaboration with the Center for Innovation Design & Instruction, which included instructional designers giving feedback. Our fourth workshop focused on assignments that used Special Collections & Archives. These efforts filled a gap on campus and extended our information literacy efforts beyond traditional classroom and online instruction, representing a successful approach to bringing librarians to the assignment design table in a new way. Two articles are forthcoming in *Communications in Information Literacy* and *Portal*; they discuss the details of coordinating these workshops and the impact on faculty teaching practices.

College	Department	Number of participants
<i>Humanities & Social Sciences</i> 41.1%	History	5
	English	10
	Sociology, Social Work & Anthropology	10
	Journalism & Communication	4
<i>Art</i> 4.3%	Art History	1
	Music	2
<i>Science</i> 7%	Biology	4
	Geology	1
<i>Business</i>	Management Information Systems	1

3%	Management	1
<i>Education & Human Services</i>	Teacher Education	1
	Special Ed & Rehab	5
	Kinesiology & Health Science	6
30%	Family, Consumer & Human Development	5
	Psychology	3
	Communicative Disorders & Deaf Education	1
<i>Agriculture & Applied Science</i>	Family & Consumer Science Education	1
	Applied Science & Technology Education	1
7.1%	Nutrition, Dietetics, and Food Science	1
	Plant, Soils & Climate	1
	Landscape Architecture Environmental Planning	1
<i>Engineering</i> 4.3%	Engineering Education	2
	Civil and Environmental Engineering	1
<i>Natural Resources</i> 1.5%	Environmental Science & Society	1
<i>Other</i> 1.5%	Academic Resource Center	1
<i>Total</i>		70

E. Library Instruction Assessment Plan, 2017-2019

LES has contributed to and completed numerous assessments. The results have included major revisions to library instruction curriculum and the piloted merge of the information desk and Circulation Desk. The major new assessments include assessing the success of changes to the ENGL 1010 and 2010 curriculum and developing a method for assessing the instruction with Regional Campus courses.

<i>Course/Discipline</i>	<i>Assessment</i>	<i>Timeline</i>
ENGL 2010	Student learning with revised session with GIs	Fall 2018
ENGL 1010	GI training needs and curriculum effectiveness for research assignment supporting materials	Fall 2018
Regional Campus – All disciplines	Develop a method for identifying research components in RC/online courses	Fall 2018

Current tutorials & LibGuides	Usage data from CIDI (Plagiarism, Synthesis, 2010 users)	Fall/Spring 2017-18 (ongoing) Emphasis on Plagiarism for 2017
Web Usability & Access	Conduct web usability with RC & Online students & faculty	Fall 2017-18 Complete changes from 2017 usability testing
LibGuides	Improve accessibility and design of LibGuides	Complete audit and share with SLs Fall 2017 (Continuing)
GWLA First Year Experience and Library Instruction	Use GWLA data to reassess ENGL 1010	Fall 2017 Add local analysis (retroactive 5 year data) – (Ongoing)
E-Chat Transactions	Transcript Analysis	Initiate fall 2017 (In Sharing & Drafting phase)
Student & Faculty Instruction Feedback	Online Survey	Ongoing

III. One-on-One Help

A. Information Desk

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

Piloted Merge:

- Info Desk moved to the Circulation Desk for pilot in the fall semester of 2018

Staffing Changes:

- No more back-ups scheduled (cutting staffing needs by 50%)
- No faculty librarians outside LES on desk
- Increased shifts for LPMs and Teaching Assistants
- Fewer shifts for LES Faculty Librarians

Total Annual Desk Transactions: July 1 – June 30

2015 – 2016

2016 - 2017

2017-2018

Directional	68%	65%	63%
Show & Tell/Policies	16%	18%	21%
Research	17%	17%	15%
Total Number	4,920	4,126	4,385

Research questions continue to be decrease at the desk. While the total number of questions recorded at the desk dropped in 2016, it rose slightly in 2017.

Total Summer Desk Transactions: May 15 – August 15

	2016	2017	2018
Directional	65%	54%	56%
Show & Tell/Policies	21%	26%	30%
Research/Back & Forth	14%	20%	14%
*Total Number	718	476	693

The three month summer count = 16% of the annual desk transactions

Recommendations:

- Use desk transaction data and librarian observations to assess success of the merge
- Create a centralized tracking system for all desks & consultations
- Reconsider/explore not staffing the info desk during the summer

B. Consultations

As a unit, we conduct many one-on-one and small group consultations with faculty and students. These consultations come from through our Book a Librarian system, and through phone call, drop-ins and emails as needs arise. These include the consultations from 10 faculty librarians in LES (does not including Teaching Assistant 2010 consultations).

Total LES

Total LES Hours

Consults	in Consultation
549	256 hours

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 liaison librarians to create subject specific online learning materials to better support face-to-face, online and Regional Campus courses.

Overview:

The Online Learning Librarian in collaboration with other members of Learning & Engagement Services develops digital learning objects to support student learning in face-to-face, online and regional campus courses. The following table summarizes the impact of digital learning objects in 2017 – 2018.

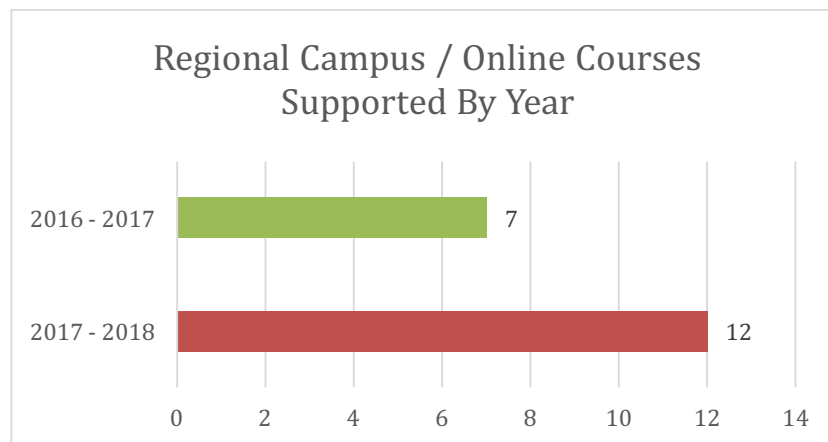
Objects	Impact
Canvas Tutorials	Embedded in 103 courses reaching 3,449 students
Instructional Videos	Supporting at least 27 courses and total views reaching 14,977
Guide on the Side Tutorials	12 new tutorials created at request of instructor and liaison librarians and used as required course assignments.

Liaison Librarian Collaboration:

The Online Learning Librarian collaborates with liaison librarians to develop and integrate digital learning objects into their department's courses to support student learning. The following table demonstrates the increased reach of this initiative in 2017 – 2018.

<i>School Year</i>	# of Courses	# of Students
<i>2016 – 2017</i>	13	512
<i>2017 - 2018</i>	46	1,500

Additionally, we have increased the number of Regional Campus and online courses supported by this collaboration in 2017 – 2018 as demonstrated in the graph below.



B. LibGuides

Objectives:

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

Usage Data

There was a 14% increase in total LibGuide views for the 2017-2018 year. Additionally, there was a slight increase in the number of students reached through USU Libraries LibGuides' integration with Canvas. This demonstrates the importance of these guides and the need for continued review of guides to ensure quality.

School Year	Total LibGuide Views	Students Reached (Canvas)
2016 – 2017	95,648	19,747
2017 - 2018	108,835	20,943

Accessibility and Usability Audit & Training:

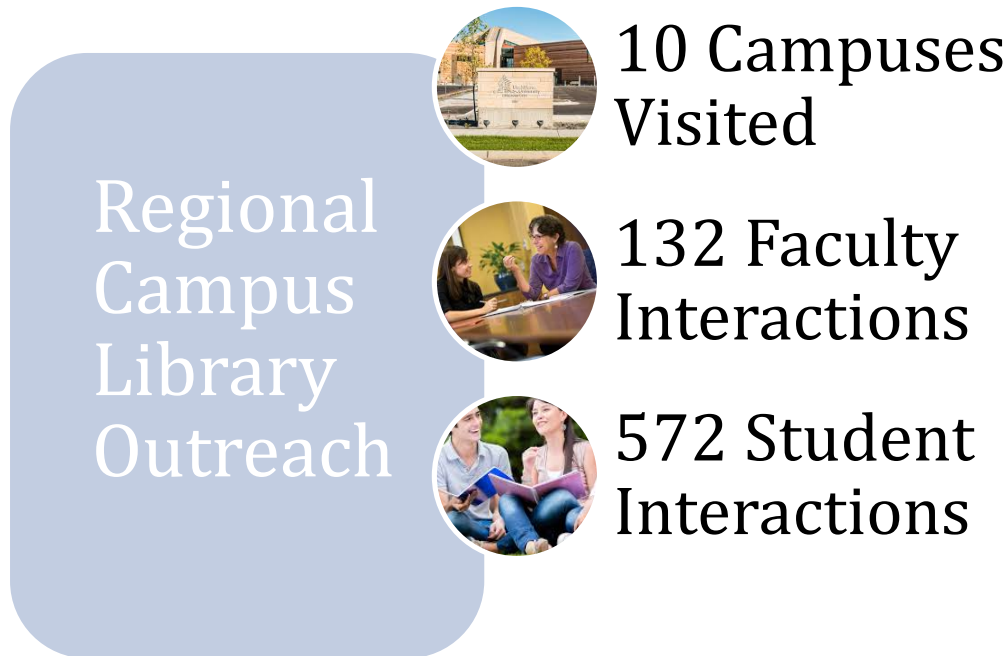
Over the past two years the Web Services Librarian and LPMs have conducted an audit on the accessibility and usability of subject and course level LibGuides. LPMs audited two guides per liaison librarian in order to determine the level of work required to improve the overall user experience for students. Information gleaned from the audit was used to develop a targeted LibGuides Best Practices Manual and an in-depth training for liaison librarians.

V. Regional Campuses & Centers

A. Regional Campus Visits

Each year, the Library Coordinator of Regional Campuses & E-Learning, the Online Learning Librarian, and library liaisons (as available) visit the Regional Campuses to both market and assess the library resources available at each campus. These visits enable us to sustain and develop relationships with faculty and students, market library resources and services by hosting Library Open Houses, and conduct usability testing with students to assess their current awareness with library resources. We also meet with key stakeholders throughout the year to explore new ways to market the library and learn about any new developments affecting regional campuses and/or online learners. The following chart highlights the campuses visited, number of faculty interactions, and number of interactions with students.

Graphic: Regional Campus & Center Visits with Total Number of Faculty and Students Reached



B. Targeted outreach to faculty/students

Over the past year, we have explored more effective ways to market the library's resources and services to regional campus students and faculty. These have included the following approaches:

- Presented at a Regional Campus Directors of Students meeting to get feedback on the library's marketing efforts and to learn about new developments in Regional Campuses & Online Services.

- Emailed library liaisons reminders about ways to connect with their Regional Campus and online students and instructors, including links to Regional Campus faculty sorted by campus and department and advanced notice of travel to the Regional Campuses to try and solicit more participation in our trips.
- As part of the Library Coordinator of Regional Campus's sabbatical project, she interviewed 20 librarians affiliated with distance library services at 10 American universities, including USU's Peer Institutions to gain a deeper sense of how each of their library service integrations compares with ours. The results can inform libraries about best practices on serving distance populations, the various ways library instruction is being integrated throughout the curriculum, and suggested outreach methods for reaching distance education programs.
- Collaborated with the Center for Innovative Design and Instruction (CIDI), which includes attending their weekly meetings. We have been asked to present 3 times over the past year at their Empowering Teaching Excellence E-Learning Workshop, ETE Foundations, and New Faculty Orientation on embedding library resources in online and IVC classes. These presentations not only help us to connect with hundreds of Logan, RC, and online faculty but directly benefit Utah State University students, as faculty promote students contacting their liaison librarian, integrate library instruction in their courses, and embed research modules and videos.
- Created an online library orientation activity and piloted at the Moab campus during August 2018.

VI. Open Educational Resources

The Open Educational Resources (OER) initiative has continued to gain momentum over the past year. Some of the major highlights from the past year include:

Student Funding

The USUSA elected to pass a .50 student fee toward OER.

OER Coordinator position funded

Due to the growth and continued interest in OER, a three-year temporary OER Coordinator position was funded using the student fee funds combined with library and AIS funding. This position assists with managing the Alternative Textbook Grant program, promotes the use of OER across stakeholders, and manages data in support of program assessment and reporting.

OER Grants:

The Library Coordinator of Regional Campuses & E-Learning presented at the February Dean's Council meeting to solicit interest in the next round of grant funding to support USU faculty in adopting, adapting, and creating OER in their courses. Three colleges expressed interest, including the College of Engineering, Caine College of the Arts, and the College of Science.

The College of Engineering OER grant project is underway, with initial press releases expected to be announced in October 2018. The other two colleges are still under consideration, with both requesting information about the OER initiative be presented at their college retreats.

OER Steering Committee:

Some of the highlights from this year's steering committee efforts include:

- Hosting an OER workshop led by international OER expert, Dr. Rajiv Jhangiani, co-funded by AIS.
- "Petting zoo" collection of 30 OpenStax titles purchased by AIS and Library, which will be useful for marketing and outreach purposes and a way to show faculty and students examples of printed OER materials.
- Outreach and presentations on OER to USUSA student government led by OER Student
- Coordination of subvention grant funding by other colleges.

USU Faculty Using OER

In FY 2017-18, 51 unique courses were listed in Banner as using OER, which is nearly double compared to the previous academic year. These professors either found the alternative resources on their own or contacted the library's OER working group to assist them in finding alternative resources to their traditional textbook. Much of this work can be attributed to ongoing OER marketing campaigns, ETE presentations, OER incentive grants, and word of mouth. This continued momentum and interest in OER demonstrates the importance of this growing initiative and the need for continued funding of an OER Coordinator position and OER Student Research Assistants to ensure we are meeting the demand.

<i>Academic Year</i>	# of Courses	# of Students	\$ Saved (based on \$100 average/course)
<i>2016 – 2017</i>	27	4,768	\$476,800
<i>2017 - 2018</i>	51	6,286	\$628,600

VII. Web Services

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

A. Redesigns and New Pages

The Web Services Librarian, working closely with Lead Programmer Dustin Olson, introduced several changes and new pages to the main library website, including a

complete redesign of the website's main menu and information architecture. Major improvements are listed below.

Project	Details
Global Menu Update	<ul style="list-style-type: none"> • Introduces global navigation, allowing users to reach nearly any page no matter where they enter the website • Significant restructuring of website architecture • Updated and created new pages to support new menu design: • <ul style="list-style-type: none"> ○ Library Hours ○ Library Visit Us ○ Library Printing ○ Library Technology ○ Library Suggestions ○ Library About ○ Library Locations
Find Journals pages https://library.usu.edu/journals/	<ul style="list-style-type: none"> • Updated serials solutions interface to provide responsive, updated design • Added custom portal page to help contextualize search features and provide related links
Theses and Dissertations https://library.usu.edu/theses-dissertations/	<ul style="list-style-type: none"> • Created new page to reflect changes to the service
Digital Scholarship https://library.usu.edu/scholarship/	<ul style="list-style-type: none"> • New page provides information about open access, digital humanities services and activities, and provides point of contact information
Support the Library https://library.usu.edu/support-the-library	<ul style="list-style-type: none"> • New pages for giving and Friends of the Library information and forms • Significantly consolidated content and refined UX for donors/friends
Book Suggestion Form /suggest/book-purchase.php	<ul style="list-style-type: none"> • New dynamic form controls were added to better support delivery options for regional campus and distance users. • Page title and copy updated

Instruction Services<https://library.usu.edu/instruct/>

- Added new overview video and updated “What We Do” taglines
- Added “Request Library Instruction” page detailing process and policy for library instruction

B. Maintenance

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

- Updated 404 page to match new style and provide more useful error correction
- Various improvements made to the liaison search feature, including numerous tags added to librarians’ subject areas.

C. Administration

A new Strategic Web Committee ([Read charge](#)) was created last year to manage strategic needs of the Libraries’ web presence. Rather than focus on every project, this committee is specifically tasked with managing projects that are deemed by the Web Services Librarian and/or Executive Council to have a high impact on all library units, or to have no obvious single stakeholder in the Library. This committee will also develop strategic documents and coordinate all-staff workshop events in order to gather and incorporate feedback from all library units into strategic decision-making for the web presence.

Policies & Governance

Work is continuing on development of policy documents such as a content strategy and web assessment plan.

LibGuides Best Practices Manual

One major policy document, the [LibGuides Best Practices Manual](#) was developed last year and has already been used by several librarians to update and improve their guides. Project coordinators included Teagan Eastman, Britt Fagerheim, and Alex Sundt, who also provided training to subject librarians and are exploring a service model to support guide authors.

D. Assessment & Analysis

Assessment Projects

Several UX projects were conducted last year primarily to validate the design decisions made during the menu redesign.

Project

Collaborators

Findings

Card sorting follow-up usability tests n = 10 undergraduates	Web Assessment Working Group	<ul style="list-style-type: none"> • Most categories labels were validated • Some problems with finding printing information • Design changes made to address issues with Hours link and Course Reserves label <p style="text-align: center;">Read full findings</p>
Card sorting category tests n = 35 undergraduates	Web Assessment Working Group	<ul style="list-style-type: none"> • Categories were generally validated • Services is still a somewhat vague label associated with many different tasks/content • Help/tutorial content may need to be crosslinked or further organized based on what seem to be two distinct needs • May need to cross-link more content, especially librarian form, study rooms, ILL, <p style="text-align: center;">Read full findings</p>

E. Content Analysis Projects

The major content analysis project over the last year was a continuing [audit of the Libraries' LibGuides](#) by LPMs for accessibility and usability issues, as well as outdated content and grammatical issues. LPMs analyzed over 370 guides, correcting a bug that hide alt text on images. Issues discovered in the audit will be compiled into a summary report, with individual reports given to each guide owner to correct. Links to an outdated inaccessible tutorial will be replaced manually by project coordinators, Alex Sundt and Teagan Eastman.

A full analysis of problems is still being conducted. Initial results indicate that problems are widespread among published guides. High-frequency and high-priority problems include the lack of alt text (especially for images that serve as links), links that open in a new tab, and vague link text –all issues that are addressed by the best practices manual.

In addition, outdated information, database links, and screenshots were also a widespread problem. Some changes to database assets in LibGuides backend may address these, but training, periodic reminders, and other steps may be required to ensure other content is reviewed and updated by guide authors.

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 campus and student groups in order to heighten awareness of library services.

Group	# of meetings	Impact
Resident Advisors	1	Met with Resident Advisors' during their class and provided information on library materials and services.
Ambassadors	2	Dispelled library rumors and provided greater understanding of the library for campus tour guides.
Writing Center	1	Collaborated with Writing Center Directors and trained Writing Center tutors to be able to identify research needs and refer students to the librarians.

B. Student Library Advisory Board

SLAB met 3 times during the 2017-2018 school year. Before each meeting, agenda items are solicited from library staff and SLAB members. This year, SLAB offered feedback on marketing, library spaces, services for parent-students, and the virtual reality lab.

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	30	7
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	4
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. In April, we shortened the event from two nights to one. This allowed us both concentrate our efforts and ease the burden on library staff a bit, since we only needed to staff one night instead of two.
- 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.

Group	# of Events	# of Library Staff or Library Peer Mentors	Estimated Prep Time (hours)	Actual Tour Time (hours)
Schools (primary & high school)	4	12	1	3.5
Parents' Night	1	6	.5	2
USU Ambassadors	1	1	.5	1
Summer Citizens	4	6	1	4
GearUp	1	3	.5	2
Total:	10	27	3.5 hours	9.5 hours

E. Connections

Connections library sessions introduce incoming freshmen to the library. While these sessions are a considerable effort on our part, the payoff is significant in that 2500

freshmen get to know the library, librarians, and our services. For fall of 2017, we radically overhauled the library orientation based on Connections instructor feedback. The new sessions are much more interactive, requiring students to engage with the library website and building to learn about our services and materials. In fall 2017, there were 76 Connections library sections taught by 19 library staff, representing approximately 120 hours of work. In Spring of 2018, three LES Librarians gave a refereed presentation on the new Connections library workshop at LOEX, a highly respected national library conference.

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. Two new LPMs were hired during the 2017-2018 school year. Most LPMs work 16-20 hours a week. In FY 2018, LPMs assisted librarians with 78 library instruction sessions, a drastic increase from their 28 in FY 2017. This increase is largely due to the department scheduling LPMs as class helpers more efficiently and better record keeping. In addition, LPMs also taught 5 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 Learning & Engagement librarians valuable work hours. Sometimes these projects are small, like copying handouts, posting flyers, or cleaning classrooms, and sometimes projects are large-scale endeavors. LPMs assisted with several on-going projects over the past year, including:

Activity	Estimated hours	Activity	Estimated hours
LibAnswers Accessibilty	40	RoadShow Listen Tour Data Analysis	20
Data manipulation (Usually Excel work)	40	Captioning videos	5
Videos QC and creation	60	Website Indexing	60
Citation analysis	20	LibGuides Maintenance and Design	10
Classroom upkeep	30		

A. Other Peer Learning & Assessment

Other library training for students:

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

X. Scholarship

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

Publications

Ballinger, A. & **Eastman, T.** (2018) “Making a Mark in the First Year: Initiating and Implementing Large-Scale Projects as a New Librarian.” *Endnotes: The Journal of the New Members Round Table*, 9 (1), 1 – 9.

Cochran, D. (2017). Seeing Writing Center Practices through a Feminist Lens & Applying the Lessons Learned to Reference Desk Practice. In M. Accardi (Ed.), *The Feminist Reference Desk: Concepts, Critiques, and Conversations* (105-118). Sacramento: LibraryJuice Press.

Eastman, T., Saulnier, J. & Richardson, K. “Ask a Catbrarian: Marketing Library Services Using a Cat.” *Marketing Libraries Journal*, 2 (1), 24 – 30.

Eastman, T., Lundstrom, K., Strand, K., Davis, E., Hedrich, A., Martin, P., & Krebs, A. (Forthcoming, 2019). “Closing the Loop: Engaging in a Sustainable and Continuous Cycle of Authentic Assessment to Improve Library Instruction.” *Communications in Information Literacy*, 23(2).

Kvenild, C., **Eastman, T., Davis, E., & Conerton, K.** (2018, October). “Multi-Institutional Assessment of Distance Instructors: High Satisfaction with a Low Knowledge of Library Services.” *portal: Libraries and the Academy*, 18(4).

Presentations & Posters

Biesinger, B., Payant, A., Pumphrey, D., Skindelien, S., Williams, R., **Wishkoski, R., & Woolcott, E.*** (October 2017). “VOCAB for collaboration: How “work language” can help you win at teamwork.” Presentation at the Utah Academic Library Consortium Annual Professional Development Retreat, Ogden, UT. **Equal co-presenters.*

Clark, K., **Cochran, D.**, Morris, A., & Young, T. (May 2018). “Defining Your ‘I’ in Supervisor: Experiences and Reflections on Leadership from Four Librarians.” Panel discussion presented at the meeting of the Utah Library Association, Provo, UT.

- Cochran, D.** (March 2018). "Crafting Your Own Recipe for Life-Work Balance." Workshop presented at the meeting of The Collective, Knoxville, TN.
- Davis, E.** (2018, February). "Opening the Door to Change: Leading OER Advocacy Efforts." The State of OER Conference. Salt Lake City, UT.
- Eastman, T., Strand, K., & Lundstrom, K.** (July 2018). "Don't Venture Alone: Collaboratively Navigating Authentic Assessment." Library Instruction West. Grand Junction, CO.
- Eastman, T., & Gardner, A.** (April 2018). "How Scaffolding Saved the Day: Integrating Omeka into Classroom Curricula." Digital Initiatives Symposium. San Diego, CA.
- Eastman, T., & Davis, E.** (April 2018). "Pizza with a Side of Outreach: Re-Invigorating Library Outreach at Distance Campuses" Distance Library Services Conference. Poster Session. San Antonio, TX.
- Eastman, T. & Davis, E.** (October 2017). "Librarians and Instructional Designers as Partners: Advancing Institutional Missions." Utah Academic Library Consortium Conference. Ogden, UT.
- Eastman, T., & Lewis, W.** (November 2017). "Wayfinding Meets Library App: What Students Want from a Mobile Library Experience." Library Information Technology Association Forum. Denver, CO.
- Fricke, S. & Weingart S.** (June 2018). "Veterinary Student Research: Is It Out There?" 9th International Conference of Animal Health Information Specialists. Budapest, Hungary. In Absentia.
- Hedrich, A., & Clark, K.** (October 2017). Mountain Plains Library Association conference, "Local Library Organization is Valley Forged: Creating a Library Community that Serves and Grows," Stateline, NV.
- Hedrich, A.,** (May 2018). United States Agricultural Information Network (USAIN) biannual conference, "Mapping Research: Creating a Spatial Interface for Bibliographic Data," United States Agricultural Information Network (USAIN), Pullman, WA.
- Kirk, J. & Weingart, S.** (May 2018). "Uncovering the Soil Surveys." 16th Biennial Conference of the United States Agricultural Information Network. Poster Session. Pullman, WA.
- Kvenild, C., Eastman, T., Davis, E. & Conerton, K.** (April 2018). "Assessing the Library Needs of Distance Faculty: A Multi-Institutional Approach." Distance Library Services Conference. San Antonio, TX.

Lewis, W. & **Eastman, T.** (November 2017). "Wayfinding in the Library: Using Geomagnetic Positioning Tool IndoorAtlas." Library Information Technology Association Forum. Poster Session. Denver, CO.

Martin, P. (October 2017). "The Internet is Trolling You." TEDxUSU.
<https://youtu.be/cBIJd7hja8>

Strand, K., Martin, P., & Eastman, T. (May 2018). "Unlocking Student Engagement: Success and Failure in Redesigning a First-Year Library Orientation." LOEX. Houston, TX.

Sundt, A., & Eastman, T. (July 2018). "Trekking Off the Beaten Path: Creating Engaging Library Instruction for Business Students." Library Instruction West. Grand Junction, CO.

Wilson-Lopez, A., Strong, A., Minichiello, A., Garlick, J., Sias, C., **Weingart, S.** & Acosta-Feliz, J. (June 2018). "A Systematic Review of Argumentation in K-16 Engineering Education." The American Association of Engineering Educators Annual Conference. Salt Lake City, UT.

Wishkoski, R., Eastman, T., Strand, K. & Hyde, M. (May 2018). "Virtual Reference Power Boost: Conducting a Chat Transcript Analysis at Utah State University." Utah Library Association Conference. Provo, UT.