

**Utah State University Libraries Reference & Instruction Program
Annual Report for 2013-2014**

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I. Introduction

Changes to this Report

In the past, the Annual Instruction Report has focused on how reference and instruction librarians' activities and contributions relate directly to instruction. The new draft of this report, newly titled Reference & Instruction Report aims to give more concise data that better represent all departmental efforts, including reference, instruction, outreach, distance education, online materials and other services we provide. We emphasize the time and resources spent and the library outcome they support in order to help us and Library administrators use this information to ensure that librarians' and staff members' time, efforts, and resources support the Libraries' priorities.

Major Accomplishments

- **Libguide Integration:** Collaborated with the Center for Innovative Design and Instruction to integrate Libguides automatically into USU's learning management system, including redesigned subject-specific LibGuides based on web design best practices
- **Curriculum Mapping & Targeted Instruction:** Developed planning documents and presented to 25 (62%) faculty departments on program-related student research skills and courses to target for library instruction
- **New Coordinator Position:** Established the Coordinator of Outreach and Peer Learning
- **Online Tutorials:** Created or adapted two major tutorials, Guide to Research and Conducting a Literature Review
- **Adopted LibAnswers:** New Reference desk analytics software, with a searchable knowledge base for Reference Desk staff and a publicly searchable FAQ site for use by patrons and staff at other service points in the library
- **ENGL 2010 and 1010 Integration:** Developed a new, research-integrated curriculum for ENGL1010, emphasizing the idea of threshold concepts, or troublesome concepts relating to student research, and innovative technologies
- **iPad Portable Classroom:** Created a portable classroom by purchasing 20 iPads and developed lesson plans and assessments for library instruction use
- **Instruction Website:** Revised website to market instruction program to faculty and instructors, including supporting documents and creation of a promotional video

II. Reference

In addition to staffing the Reference desk, consultations with students and faculty, and implementing the Book A Librarian program, we also adopted LibAnswers, a new statistics system with a searchable knowledge base. Our goal was to implement a system that incorporates

reference chat activity and gathers statistics, generates reports, and most importantly, provides a searchable database of reference transactions. The searchable database will help all reference desk staff and in particular new staff members and Library Peer Mentors. A second objective is for Computer Lab Consultants and Circulation staff to be able to use the public Frequently Asked Questions within LibAnswers to help answer patron questions (the Circulation staff has also provided FAQs to add to this database).

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 (7/1/13 – 6/30/14):

Transaction Type		Patron Type		Time Spent	
General Info/Directions	14% (54)	Undergraduate	70%	0-10 minutes	26%
Show & Tell/Policies	18% (68)	Graduate	15%	10-20 minutes	21%
Research/Back & Forth	68% (263)	Faculty/Staff	11%	20+ minutes	53%

B. Book A Librarian

Objectives: Advertise services of subject librarians, and provide venue for students and faculty to work individually with their subject librarian.

Statistics: July – October 2014

Total Transactions: 8
 Show & Tell/Policy = 2
 Research = 6

Subject Areas: Unspecified, RCDE, COMD, LAEP, Careers

Analysis: These transactions are more focused on research-type questions than the typical reference desk transaction. We should continue to market Book a Librarian with posters and highlights on the library website.

C. Reference Desk

Objectives: Provide patrons with assistance or referrals in response to questions, whether these are brief informational or directional questions, more in-depth policy questions or assistance with research projects.

Statistics: 24 library staff provide service from the information desk 8 hours per day, and 11 of these librarians staff the desk 4 hours in the evenings during weekdays and 4 hours per day on weekends. Library Peer Mentors also assist with reference desk shifts. The following statistics are based on transactions at the Reference Desk from July 1, 2013 to June 30, 2014.

Monday – Friday, 9am – 5pm

Transaction Type		Time Spent		Format	
General Info/Directions	67.2% (3671)	0-4 minutes	75%	In-library	60%
Show & Tell/Policies	16.4% (895)	5-10 minutes	19%	Chat	25%
Research/Back & Forth	16.5% (900)	10 minutes+	6%	Text	0%

Monday – Thursday, 5pm – 9pm

Transaction Type		Time Spent		Format	
General Info/Directions	80% (841)	0-4 minutes	81%	In-library	56%
Show & Tell/Policies	10% (107)	5-10 minutes	14%	Chat	36%
Research/Back & Forth	10% (102)	10 minutes+	5%	Text	1%

Saturday Transactions

Transaction Type		Time Spent		Format	
General Info/Directions	85% (121)	0-4 minutes	80%	In-library	51%
Show & Tell/Policies	8% (11)	5-10 minutes	14%	Chat	31%
Research/Back & Forth	7% (10)	10 minutes+	7%	Text	3%

Sunday Transactions

Transaction Type		Time Spent		Format	
General Info/Directions	87% (138)	0-4 minutes	92%	In-library	45%
Show & Tell/Policies	7% (11)	5-10 minutes	6%	Chat	41%
Research/Back & Forth	6% (9)	10 minutes+	2%	Text	0%

Analysis: The majority of questions are Informational (#1) or Policy (#2) on weekends and evenings, with considerably less Research/Back & Forth questions. Research-type questions are infrequent on the weekends with only ten throughout the year on Saturdays and a total of nine for the year on Sundays. Based on the low traffic at the desk in general, and in particular the low percentage of research-type questions in the evenings and weekends, we think it is justified to scale back the Reference desk evening hours to 5-7pm and cease Reference Desk coverage on the weekends. This will enable Reference & Instruction librarians to focus their time at the Reference desk during the busiest times (9am – 5pm), and spend work time on activities that more directly engage with faculty and staff on student learning outcomes and faculty needs.

We will work with the Manager of the Computer Labs, the Head of Patron Services, and the Head of Materials Acquisitions to ensure that students and staff at their service points will be equipped to field the small number of predominately informational questions during later evening and weekend hours; they can use LibAnswers to assist with answering policy-type questions if necessary and refer patrons to subject librarians for more in-depth questions the staff or students cannot answer. Reference and Instruction librarians will focus more of their time on consultations and “Book a Librarian” meetings, continuing to staff the Reference desk fully during the peak hours of 9am to 7pm. The coverage of two hours in the evening (5-7pm) also ensures we will be able to meet the needs of regional campus and online learning students.

III. Instruction

A. English 1010 and 2010 Library Integration

Objective: To contribute to student learning in programmatic, sequenced ways, including comprehensive support at the general education level at the point of need in students’ assignments and curricula. View learning outcomes and lesson plans at <http://libguides.usu.edu/lessonplans>

Developing Curriculum: The Coordinator of Library Instruction and the Teaching Assistant work with the Writing and Assistant Writing Directors to develop curriculum that supports the writing program.

Statistics:

Curriculum		
Tasks	# of Ref & Instruction Librarians	Hours Spent
Developing Curriculum	2	15
Communication with Writing Program	2	10
Creating Online	10	15

Support Materials		
Total	14	40 hours

Analysis:

We continue to have strong, highly collaborative relationships and integrations with the Writing Program. As the program continues to adapt and rethink its curriculum, we work together to adjust the way we teach research. Due to the continually changing position of the Assistant Directors of the Writing Program and resulting shifts in approaches to curriculum, the English (ENGL) curriculum varies from year to year, requiring large amounts of work during the summer. However, our ability to tie directly to the writing curriculum is one of the reasons for our strong rapport and ability to reach students where and when they need help.

Writing Program: Teaching Load and Increased Sections

Statistics:

Section Increases for ENGL1010 and ENGL2010 from 2009 - 2014

Course	Face to Face % Increase	RCDE % Increase*	Total Sessions Taught**
ENGL 1010	8%	206%	236
ENGL 2010	74%		307

**Increase is calculated for the past 5 years, 2009-2014

*USU Eastern Price campus is excluded from this increase

Analysis:

English 1010 and 2010 continue to comprise a major portion of our information literacy efforts. Every section of English 1010 and 2010 has a librarian assigned for library instruction, including teaching library instruction sessions, designing library assignments and lesson plans, and assisting students specifically with their research assignments in those courses. There was a slight decrease in the number of sessions taught for these two courses from last year (543 versus 563 in FY13).

The decrease in total sessions offered is likely a result of our recent policy to limit class meetings to 2-3 per section, which is necessary to sustain librarians' workloads and to manage classroom space. Nonetheless, one of the strengths of our program is directly related to our avoidance of the "one-shot" method. Much of the research on this area shows one-shot sessions to be less effective than integrated, multi-session instruction. However, if we continue to support increasing loads without additional resources, our ability to offer multi-session, integrated curriculum will decrease.

In addition, sections of ENGL1010 and 2010 offered by the English Department have increased dramatically. The English department has received additional funding for lecturers to teach these sections. The library continues to support each of these sections with only 8 full-time faculty, 1 part-time faculty, and 1 teaching assistant. Given the increasing sections offered with no additional support for library staff, the current model for this program is unsustainable.

We are currently assessing the impact of these efforts and seeking innovative ways to create more sustainable research support for these courses. However, without additional resources, we will likely be in the unfortunate position of making decisions based on funding rather than on best pedagogy and student needs.

B. Course-Related Instruction

Subject-specific library instruction sessions increased slightly from 183 in FY13 to 187 in FY14, continuing last year's efforts to target classes where (research) instruction is most effective. Subject librarians continue to integrate with courses in ways that focus on IL student learning outcomes. Overall, department and college integration has increased; five of eight colleges have more departments taking advantage of library instruction than last year. Two have dropped slightly, and participation in the Huntsman School of Business has remained the same. We expect to continue to see a shift in courses targeted for library instruction as we continue our curriculum mapping efforts with departments, which may lead to an increase at the college level.

College	# of Sessions	# of Departments Integrating	% of departments participating from the College
College of Agriculture and Applied Sciences	10	5	83%
Caine College of the Arts	3	2	67%
Jon. M. Huntsman School of Business	18	2	50%
College of Education and Human Services	72	6	86%
College of Engineering	7	3	50%
College of Humanities, Arts, & Social Sciences	85	6	100%
College of Natural Resources	3	2	67%
College of Science*	5	2	33%
*Including the WSU-USU Nursing program			

Table: Library Instruction by College

Librarians supplement our instruction efforts with strategies like flipping the classroom, that allow us to extend the face-to-face time with students, especially with the limited time given in subject area classes. Generally, we have shifted the “demo” aspect of tool-based instruction to short videos, which allow for more one-on-one time in the classroom, focusing on the particular needs of each student.

C. Curriculum Mapping & Road Show

Objective: To strengthen our library instruction efforts within subject areas by providing targeted, sequential instruction based on learning outcomes articulated by faculty.

Statistics:

Road Show Preparation Activity	Hours Spent
Graphics Design	15 hours
Creating Schedule	5 hours
Committee Meetings	5 hours
Coordinator of Instruction Preparation and Individual Meetings w/ SLs	25 hours
Subject Librarian Preparation Time (10 hour average per librarian)*	140 hours
Total Hours	190 hours

*Average is calculated for 14 participating subject librarians

Analysis:

While preparation for the fall 2014 retreats was time consuming and required effort from all subject librarians, it gave librarians an opportunity to focus on analyzing the curriculum and to share that analysis in a straight forward way with their departments. We reached 24 of 40 departments (62% of all departments), opening the door to conversations about what research skills students need at the discipline level and providing new opportunities for faculty collaborations. Follow-up is ongoing, but new courses have been targeted for library integration in HPER, SPER, ENGR and others.

D. Summary of Instruction

Objective: To provide consistent, effective library instruction that impacts student learning throughout a student’s experience, from freshman orientation to the graduate level.

Statistics:

Total students for all sessions reached: 16,581

Summary of all Library Instruction: (1010, 2010, subject, Connections, concurrent, other)							
	English 1010	English 2010	Connections	Subject	Concurrent Enrollment/ HS	Other	Total
	236	307	38	187		9	

FY 2014					21		798
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Resources and Impact					
Type of Class	Total Sessions	Average # sessions per class	Average sessions per librarian*	Prep Time**	Students Reached
ENGL1010 & 2010	236	2.6	23.6	70.5 hours	4,450
ENGL2010	307	2.1	30.7	106.8 hours	5,813
Subject librarian Classes	187	1.2	8.5	173.5 hours	4,794
Other	68	1	6.8	30.9 hours	1,978
Total	798		69.6	381.7	17,035

*Librarians teaching ENGL1010 & ENGL2010 = 10, 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

Type of Instruction

Every category has increased from last year (except the Tours category), which might indicate a few things. First, our statistics recording methods have changed and librarians may be keeping more comprehensive records. Second, we have continued to place an emphasis on hands-on learning, especially in support of our ENGL1010 and 2010 learning outcomes of summary and synthesis (these relate to ACRL information literacy standards three and four).

Content	# of classes
Skill	381
Process/concept	410
Disciplinary Tools	151
Orientation	226

Table: Content of Instruction

Format	# of classes
Hands-On/Active	182
Demonstration/lecture	285
Tours	15
Other	2

Table: Format of Instruction

E. Portable Classroom

In spring 2014 the Reference & Instruction Department received funds from the Systems Department to purchase 20 iPads for classroom use, including a charge cart and a fund for apps.

Objectives:

- To develop and use innovative technologies in library instruction in order to engage students and help them become information literate

- To provide alternative instruction options for the increasing demand for library instruction rooms

iPad Activities	Hours Spent*
Tech set-up	40 hours
Developing Policy and Lesson Plans	20 hours
Background Research	20 hours
Meetings	15 hours
Maintenance	1 hour weekly
Assessment	20 hours
iPad Workshop Attendance (all SLs)	3 hours

*Hours are approximations

Assessment: We are currently planning lesson plans using the iPads to teach concepts from the new *Framework for Information Literacy for Higher Education* (http://acrl.ala.org/ilstandards/?page_id=133) which includes conducting pre and post-tests, particularly exploring the impact on iPads fostering student engagement. We also intend to expand our use of apps and to market these more widely for use in subject area courses.

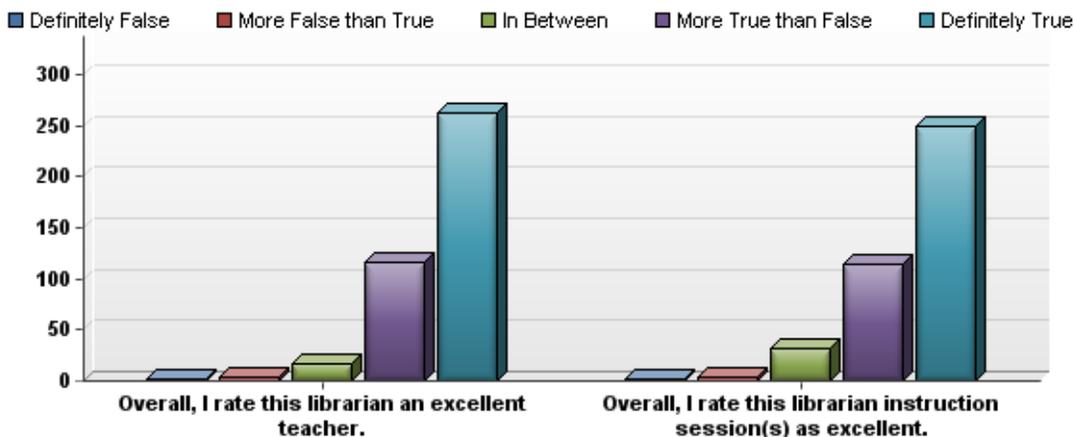
F. Instruction Assessment

Library Outcomes:

- Use authentic assessment to improve practices as needed
- Represent personal progress and improvement of individual teaching librarians

Statement	Average Mean
Overall, I rate this librarian as an excellent teacher.	4.57
Overall, I rate this library instruction session as excellent.	4.51

Table: Librarian average rating for teacher and session.



Revised Survey for 2014-2015

Librarians revised the student feedback survey during the spring of 2014 in an effort to simplify librarian instruction evaluation and to ensure that we collect the most essential information in order to improve practice. The new survey, which will be reflected in the 2015 Annual Report, includes additional questions about what students learned and lists new learning outcomes that more closely reflect the focus of our instruction program.

Assessment in Action Grant

In April 2014, USU Libraries was selected to participate in the ACRL program “Assessment in Action: Academic Libraries and Student Success,” made possible by the Institute of Museum and Library Services. USU is one of 73 institutions in the U.S. accepted for this opportunity. As a part of this program, we will conduct a large-scale study of the impact of library instruction in Psychology. For this assessment, librarians will partner with USU Student Services to collect the transcripts of students who received variations of integrated library instruction sequenced over a four-year span (2010-2014), the Psychology Department to investigate the best way to integrate IL within the discipline, and with librarians to assess impact on instruction, reference and collection development.

View grant details: <http://www.ala.org/acrl/AiA>

Objectives:

- To participate in a unified approach to institutional assessment
- To assess instruction efforts and make change based on results

Tasks and Commitments	Hours Spent
Preparation for Submission to AiA	Approx. 10
Team Leader Workshop Attendance (required attendance at ALA Annual Conferences, June 2013-June 2015)	Approx. 8 (plus travel)
Team Leader Moodle Participation	Approx. 40
Team Leader Prep and Training	Approx. 15
Team Member Meetings	Approx. 5
Data Preparation (Library Peer Mentors and Teaching Asst)	Approx. 20 - 30

*Official team leader duties began May 7, 2014

Greater Western Library Alliance (GWLA) Assessment:

As a member institution of GWLA, we are participating in an assessment exploring the impact of first-year library integration, which includes the analysis of student transcripts. We plan to use these results to make decisions about the importance and sustainability of our integration with English 1010 courses. Data will be collected in fall 2015.

G. Special Projects

Open Education Resources

Objectives: Explore integrations of Open Education Resources (OER) across the curriculum. The pilot began with eight faculty, representing a range of disciplines, and has expanded to include several additional faculty who learned of the project through their colleagues.

Statistics: Three Reference librarians and 1 librarian from Digital Initiatives worked on the full project, and 2 Reference librarians worked on select portions.

Meetings	17 hours	February – August 2014
Individual Work Time among group members	80 hours	February - September

IV. Regional Campuses and Centers

A. Regional Campus Visits

Objectives: Develop relationships, learn more about each of the unique campus environments, and assess the library resources available at each campus

Statistics:

Campus Visited	# of Visits	# of Faculty Reached	# of Librarians	Estimated Time	Activities
Brigham City	4	30	2	30 hrs.	Met with faculty; presented at 2 faculty orientations
Uintah Basin	3	25	6	75 hrs.	Met with faculty about their own research projects and collaborated on their courses. Created Libguides, suggested tutorials, and presented to classes while visiting their campus.
USU Eastern, Price	3	50	6	50 hrs.	Collaborated with faculty, staff, and students. Presented at faculty retreat on embedding the library in their courses. Demo-ed databases for librarians and staff.
USU Eastern, Blanding	2	10	4	50 hrs.	Visited with faculty and presented multiple IVC sessions to faculty's ENGL 1010/2010 classes. Met with the Dean and Assistant Deans about how to better market the library's

					services to all of the centers.
Tooele	2	5	2	20 hrs.	Visited with the Dean and faculty members; presented at 3 student orientations
Salt Lake City Center	2	5	2	20 hrs.	Visited with Executive Director and faculty members in fall 2013 and presented at faculty retreat along with 1 Reference & Instruction Librarian at Swaner Center in Park City. Collaborated with nutrition faculty and nutrition subject librarian to create online library modules for nutrition program.
Ephraim	1	3	2	10 hrs.	2 Reference & Instruction Librarians visited the faculty in Ephraim and suggested resources to support their courses.
Kaysville	1	2	1	4 hrs.	1 Reference & Instruction librarian visited the Kaysville center in fall 2014 and presented to a Psychology course.
Montezuma Creek/Mon. Valley	1	2	2	10 hrs.	Toured USU Eastern, Blanding sites with two members of the administration from USU Eastern. Collaborated with facilitators at both sites about how to effectively market library resources and serve students.
Moab	2	7	4	20 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.

Analysis: Continue visiting each campus, but may have to reduce some to only annual trips due to time constraints. Try to schedule more subject librarians to visit campuses, especially if there are new faculty hires in their disciplines.

B. Targeted outreach to faculty/students

Objectives: To market the library's resources and services

Collaborated with the graphic designer and the distance education marketing department in July 2013 to create a suite of marketing materials for the regional campuses, including bookmarks, table tents, posters, website graphics, and targeted email communication plans. Also attended the regional campus student representatives meetings and student advisor meetings to further promote library resources and services to all of the campuses and centers.

Analysis: Need to conduct formal needs analysis at each campus and provide each campus with tailored tip sheets/help guides. Attending orientation sessions is difficult to schedule because of conflicts with Logan campus events, such as Connections. Travel time is another consideration. Investigate new ways to market library services at regional campuses more effectively (i.e., new books for Monument Valley/Montezuma Creek centers) and assess what kinds of library marketing materials are already represented at the sites.

C. Collaborations: Librarians as Partners

Objectives: To collaborate with CIDI in order to explore ways to integrate the library into their workflow and develop a stronger partnership, including continuing to attend weekly CIDI meetings. Embed the library early on by partnering with faculty as they develop courses.

E-Learning Institutes workshops & Teaching Excellence Conference

Workshop/Event	# of Faculty Reached	Impact
E-Learning Institute: June 2012 (1 Reference & Instruction Librarian, 1 Digital Librarian)	30	Numerous collaborations formed as a result of these workshops
E-Learning Institute: Dec. 2013 (2 Reference & Instruction Librarians, 1 Digital Librarian)	25	Further established librarian role as technology experts on campus
E-Learning Institute: June 2014 (1 Reference & Instruction Librarian, 1 Digital Librarian)	20	Collaborated with faculty members in various disciplines and suggested tutorials, help guides, and library research guides for their courses
RCDE Conference: August 2013 (1 Reference & Instruction Librarian, 1 Digital Librarian)	150	Presented to over 150 Regional Campus faculty and staff about the library's resources and services, specifically highlighting the "begin research" tutorial. Many faculty members reached out to the e-learning librarian as a result of this presentation, wanting to use the resources in their classes.

Teaching Excellence Conference: August 2014 (1 Reference & Instruction Librarian, 1 Digital Librarian)	23	Presented to regional campus faculty and staff on the library's resources and services and specifically highlighted the interactive modules we have created in Canvas.
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Analysis: Continue to develop a strong partnership with CIDI. Embed the library early on when new courses are created or converted to online/hybrid by partnering with faculty in the course development process. Each subject librarian would need to assist in course development to make this project sustainable for e-learning librarian.

V. Online Learning Materials & Search Tools

A. Online & Embedded Resources

Objectives: To create online resources that supports the teaching curriculum and improves students' information literacy.

Reference & Instruction librarians have created three comprehensive tutorials (https://library.usu.edu/instruct/online_embedded.php) that cover either the full research process or a significant aspect of conducting research. Many faculty members at both the regional campuses and Logan are using these tutorials. Our next step is to work with CIDI to better track usage of these tutorials, in particular within Canvas.

Librarians have also created short How-To Guides (<http://libguides.usu.edu/how>) that cover basic tasks for using library resources, such as finding full text articles or searching library databases. The audience is students at all campuses and those completing online degrees.

YouTube video review: The Library Coordinator of Regional Campuses and E-Learning coordinated a review of all the YouTube help videos. This project involved almost all members of Information Desk staff, who reviewed two videos each and any associated Libguides.

Table listing various tutorials and number of hours spent creating each one

Online Guides	Staff Time	# of librarians
Begin Research	40	3
Avoiding Plagiarism	35	1
Conducting a Lit. Review	45	6
YouTube Video Review	20	21

Analysis: Thoughtful, interactive tutorials are time intensive to create, develop, and assess. Outsourcing the more in-depth tutorials to an ITLS graduate student who understands adult learning pedagogy would be invaluable for all learners who thrive on these types of tutorials. We have had several requests from regional campus faculty members over the past year for more in-depth tutorials such as interpreting scholarly articles, presenting scientific information in a

poster, explaining the rhetorical triangle, and identifying bias in writing. Unfortunately, due to workload issues, we have begun to create only one of them.

B. Libguides

Librarians recently collaborated with the Center for Innovative Design and Instruction (CIDI) to integrate course, subject, and general library research guides automatically into Canvas. Up until this point, students have either been given the direct link to the Libguides by their professors or the librarian working with their classes, or they stumbled upon them from the library website through the Libguide homepage (30,015 views for that page currently). Our research study will help us to assess how many more students we are now reaching as result of the Libguide automation in Canvas. As a part of this project we revised and created 40 subject guides based on best practices (see subject guide format: <http://libguides.usu.edu/english>).

Libguides at a glance:

- Total active guide views = 153,830
- Active Libguides = 358
- Subject guides (for every program) = 40
- Quick Help guides = 32 (21,044 total hits or an average 657 hits per guide)
- Course Guides = 136

Total Hits on Top Libguides & Hits/Student

Guide	Total Hits	Hits Per Student Enrolled
PUBH 5500	690	81
PEP 2000	7571	67
MGT 4590 Stafford	2875	52
IELI 2320	372	34
SOC3200	1739	33
REH6230	290	32
ELED 3000 DeBoer	799	32
HIST3250	859	28
JCOM4410	79	26
LAEP 6890	80	26
ANTH3310	868	24
SCED4200	502	20

C. New Instruction Website

Objectives: Four librarians collaborated with the Systems department to redesign the library instruction department website (<http://library.usu.edu/instruct>), including the creation of a video marketing the department's services. In an effort to house all of the department resources in one place, we combined forces with the Library's graphic designer to create a site that lists the online

resources we have available, directions on embedding them, instructions on scheduling library sessions with a subject librarian, and our assessment efforts.

Statistics: Four Reference & Instruction Librarians worked on the main project and four Reference & Instruction Librarians helped with editing and video creation. Total hours worked: approximately 50 hours through summer and fall 2014.

D. Online Search Tools & Web Presence

Web Advisory Committee

Reference & Instruction librarians are becoming more involved with usability testing and with the design of the library's websites and online search tools. Five Reference and Instruction librarians (Head of Reference, Coordinator of Library Instruction, Coordinator of Outreach and Peer Learning, E-Learning Librarian, and one new Reference & Instruction librarian) are currently members of the Web Advisory Committee:

- Three Reference & Instruction librarians serve on the Web Evaluation sub-committee
- Two Reference & Instruction librarians serve on the Search/Discovery Layer sub-committee

Encore Content Analysis

Objectives: Assess resources available to be included in Encore, evaluate usefulness of potential databases and local content, and analyze potential pitfalls of varied types of content in Encore.

Statistics: Four Reference & Instruction librarians and the Electronic Collections Librarian worked approximately 30 hours through summer 2014.

VI. Outreach and Peer Learning

Outreach and peer learning efforts both increase the awareness of the library and library events across campus and build a student community of library ambassadors. A Coordinator of Outreach and Peer Learning was appointed in September of 2013 to organize these efforts.

OUTREACH

A. Campus Outreach Meetings

The Coordinator of Outreach and Peer Learning met with many campus and student groups in order to heighten the awareness of library services.

Group	# of meetings	Impact
Access & Diversity	3	Led to more communication with employees and students, including students in Access and Diversity; possible future library office hours,

		programming, or tours.
Housing/Resident Advisors	3	Possible future library tours or programming.
Ambassadors	2	Dispelled library rumors and provided greater understanding of the library for campus tours.
Sigma Phi Epsilon (Fraternity)	2	Coordinator became a faculty fellow for the fraternity.
Writing Center	2	Led to greater communication with the Writing Center, a SURCO research project, and a library training session for the library tutors.

B. Promotion & Marketing

Efforts in Promotion and Marketing raise awareness of the library and library events on campus and among the student body.

- Marketing Committee was formed in December 2013. This committee brainstorms and coordinates marketing ideas including library events, library website spotlights, flyers and infographics, and multimedia possibilities.
- With funding from administration and design by the Library's graphic designer, plastic sleeves for flyers have been hung in Group Study Rooms this summer. Promotions include: Book A Librarian, Library Facebook, and Got Questions?

C. Events

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

Event	Outcomes	Estimated People Reached	Estimated hours expended	# of library staff
Stress Relief Day	Provide stress relief for students in the library during finals week.	150	20	7
Celebration of Children and Families	Promote SCA; reach out to parents and families with campus connections.	100	5	10
Human Library	Promote dialogue, reduce prejudices and encourage understanding through the sharing of human experiences.	100	90	10
A-Day	Welcome students back to campus and promote library services.	300	5	15
Parents' Night	Orient parents to the library.	60	3	7
Connections	Orient incoming Freshmen to the library and introduce them to our services and librarians.	1800	100	17

Highlights:

- Stress Relief Day provided a break for students during finals week in the library. This event featured therapy dogs, movies, yoga and games, and was well-received by students, creating great buzz for the library in the local paper.
- Connections library sessions introduce incoming freshmen to the library. While these sessions are a herculean effort on our part, the payoff is significant in that almost 2000 freshmen get to know the library, librarians, and our services. In fall of 2013, there were 60 Connections library sections taught by 18 library staff.

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.

Group	# of Events	# of Library Staff	Estimated Prep Time (hours)	Actual Tour Time (hours)
RAs tour	2	3	.5	1
GEAR UP	2	5	1	2
Schools (primary & high school)	3	12	1	3.5
Parents' Night	1	6	.5	2
USU Ambassadors	1	2	1	1
Connection Tours	2	6	.25	1
Boy Scouts	1	2	.25	.5
Total:			4.5 hours	11 hours

PEER LEARNING

A. Library Peer Mentors

Library Peer Mentors (LPMs) continue to be a vital part of the Reference Department, helping us with projects, working with classes, and staffing the Information Desk. Most LPMs work 18-20 hours a week. In FY 2013-2014, LPMs assisted or taught approximately 60 library instruction sessions.

By working on projects, LPMs save Reference staff 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
Synthesis activity	20	Shifting reference shelves	7
LibChat canned text	5	LibGuides maintenance	18

LibAnswers FAQs	5		Curriculum mapping assistance	20
Database mobile site exploration	10		Captioning videos	10
Post-it/Synthesis Activity Prep	10			

Highlights:

- Three new LPMs were hired during 2013-2014.
- Self-guided work program was implemented in the fall to keep LPMs educated, busy, and helpful.

B. Other Peer Learning

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

- The SLC Libguide was redesigned with assistance from consultants:
<http://libguides.usu.edu/labs>
- At request of SLCs in fall 2014, a library “cheat sheet” was created and is now housed at all information desks.
- SLCs were surveyed to gauge their knowledge of library resources.
 - As a result of this survey, the SLC supervisor, Gary Egbert agreed to devote an entire hour of the fall 2014 staff training to library issues.

Student employees, who work in departments throughout the library.

- The Coordinator met with supervisors multiple times to discuss students’ needs.
- A survey of all library student workers was conducted and uncovered a universal desire to know more about different library departments. The Coordinator is currently investigating the best means to accomplish this.

VII. Goals

This report has outlined the major activities of the Reference and Instruction department as a whole for the 2013-14 academic year. One objective of the 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.

A. Analysis

Academic libraries are continually evolving with the interconnected needs of students, faculty, and university outcomes. The Reference and Instruction Department likewise needs to continually focus our work to make sure we are spending our time and resources on the key activities that will advance library goals and best serve our constituents. Two key emerging areas where USU Reference & Instruction librarians should contribute our expertise are the library’s online search tools such as Encore and online tutorials and guides that will reach students and faculty wherever they are.

In order to do this, we need to continually evaluate if there are activities we should discontinue or that we might do differently. Following are four areas that librarians need to evaluate in light of effective use of time and effort and to investigate if there are other ways we can work with faculty or students to meet their learning needs while keeping our program and workloads sustainable:

- Evening and weekend Reference Desk shifts
- Outreach activities not directly connected to USU students and student learning outcomes
- Instruction with ENGL 1010, PSY 1730 and Concurrent Enrollment, to ensure we are having as much impact as possible and ensure our work is sustainable.
- Empowering subject librarians to take the lead with faculty at regional campuses and those who teach primarily online to direct more resources in the department toward developing e-learning mechanisms and online tutorials.

B. Department Goals

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

- Assess Libguide integration with Canvas.
- Assess use of iPads and promote use to teaching librarians.
- Address sustainability of integrated ENGL composition program and seek solutions.
- Follow-up on department retreat suggestions and opportunities, including targeting the best courses for library integration and articulating learning outcomes in collaboration with faculty.
- Use Assessment in Action results to shape instruction integration and subject librarianship in the disciplines and further inform our Curriculum Mapping findings.
- Explore and practice effective methods for IVC/Broadcast course integration and online instruction.
- Devote more resources to developing online learning materials, including time for the E-Learning Librarian to plan and coordinate and time for Reference & Instruction librarians to contribute.
- Implement “Guide on the Side” tutorials for at least three frequently-used databases and test the tutorials for use with flipped classrooms.
- Work with Systems Department to implement a Do It Yourself website to organize our help guides and better enable access and use by students, faculty, and other patrons.
- Increase and promote peer observations of teaching and provide opportunities to discuss and share teaching ideas and experiences.
- Be more involved in usability testing and design of library websites and search tools.
- Improve record keeping for all areas and track statistics that help us prioritize and demonstrate impact of reference and instruction activities.
- Assess impact of peer-learning and outreach activities to better focus our efforts in these areas.