

**Utah State University Libraries Reference & Instruction Department**  
**Annual Report for FY 2014-2015**

Erin Davis, Library Coordinator of Regional Campuses & E-Learning  
Britt Fagerheim, Head of Reference & Instruction  
Kacy Lundstrom, Coordinator of Library Instruction  
Pamela Martin, Outreach & Peer Learning Coordinator

## **I. Introduction**

The Reference & Instruction department gains much of its strength from the independent work of all the librarians and the projects in which they are involved, such as deep integration into Vet Med courses or assessing learning outcomes when integrating pop culture 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, with accompanying page numbers for more in-depth information throughout the report, and the Goals section at the end of the report outlines our plans for the coming year.

### *Major Accomplishments*

- Recognized by the Association of College & Research Libraries Information Literacy Best Practices Committee in the categories of Pedagogy, Outreach and Assessment for the Merrill-Cazier Library instruction program.
- Assessed LibGuide integration with Canvas and led revisions of subject and course guides by subject librarians (see page 19).
- Implemented “Guide on the Side” tutorials for four frequently-used databases.
- Worked with the Systems, Web, and Collection Development departments to implement a Do It Yourself (DIY) website to organize our help guides and better enable access and use (see page 22).
- Developed a plan for peer observations of teaching and provided opportunities to discuss and share teaching ideas and experiences.
- Became more involved in usability testing and design of library websites and search tools (see page 23).
- Improved record and tracked statistics that help us prioritize and demonstrate impact of reference and instruction activities.
- Created and implemented an iPad-based lesson with ENGL1010 courses that actively engaged students and supported the composition curriculum (see page 4).
- Created three new concept tutorials to support the online learning needs of regional campus and online students in addition to Logan students (see page 18).
- Provided stress relief for students in the library by hosting successful Paws & Breathe events during the fall and spring finals weeks (see page 24).
- Continued to work with Digital Initiatives to build our capacity for assisting faculty locating and incorporating Open Education Resources into their courses (see page 13).

- Completed a major assessment of sequenced library instruction as part of the ACRL Assessment in Action Program (see page 5).

### **Subject Librarian Role**

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

Reference & Instruction Librarians typically hold three subject assignments. Reference & Instruction Librarians currently cover the following 23 departments:

- Applied Science, Technology, and Education
- Animal, Dairy and Veterinary Sciences
- Landscape Architecture and Environmental Planning (½)
- Nutrition and Food Science
- Plants, Soils and Climate
- Music
- Biological and Irrigation Engineering
- Civil and Environmental Engineering
- Electrical and Computer Engineering
- Engineering Education Department
- Mechanical and Aerospace Engineering
- Management Information Systems
- English
- Communication Studies & IELI (½ LPSC)
- Watershed Sciences
- Wildland Resources
- Family, Consumer and Human Development
- Health, Physical Education and Recreation
- Instructional Technology and Learning Sciences
- Psychology
- School of Teacher Education and Leadership
- Special Education and Rehabilitation
- Nursing Program

## **II. Instruction**

Our major goal for instruction in the following year is to improve and increase our interactions with Regional Campus courses. This includes encouraging more librarians to travel and meet with the instructors they work with, coordination with our new Instruction Design Librarian to build better resources, and more persistent outreach on the part of librarians.

### **A. English 1010 Library Instruction**

Objective: To contribute to student learning in programmatic, sequenced ways, including comprehensive support in first-year composition courses (ENGL 1010) at the point of need in students' assignments and curricula. View learning outcomes and lesson plans at <http://libguides.usu.edu/lessonplans/lessonplans1010>

Overview: Librarian integration with English 1010 continues to comprise a major portion of our information literacy efforts. Every section of English 1010 has a librarian assigned for library instruction, including teaching library instruction sessions based on the developed curriculum, and assisting students specifically with their research assignments in those courses. See further analysis and statistics below.

Statistics:

#### Curriculum Development & Revision

Tasks	# of Ref & Instruction Librarians	Hours Spent
Developing Curriculum	2 & Teaching Asst.	45
Communication with Writing Program	2 & Teaching Asst.	20
Creating Online Support Materials	10 & Teaching Asst.	20
Total		85

Table: Section Increases for ENGL1010 from FY2009 - FY2014

Course	Face to Face % Increase	RCDE % Increase*	Total Sections Offered
Engl1010	2.2%	150%	21.7%

\*USU Eastern Price campus is excluded from this increase

Type of Instruction for **1010** Classes:

Content	# of classes
Skill	52
Process/concept	95
Orientation	40

Table: Content of Instruction

Format	# of classes
Hands-On/Active	165
Demonstration/lecture	66
Other	Flipped: 15 Directed Practice: 12

Table: Format of Instruction

### Analysis:

We continue to have strong, highly collaborative relationships and integrations with the Writing Program at the Logan Campus. 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) 1010 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, which extends to our relationships with those same instructors when they teach ENGL 2010, and our ability to reach students where and when they need help.

This year's curriculum was significantly different than the previous year and required large amounts of preparation. Librarians developed an online lesson plan which incorporated our "portable classroom" (20 iPads) and helped students learn authentic ways research is incorporated into a variety of genres. The iPads helped to increase student engagement and the activity focused on students learning and teaching each other, decentralizing the role of the library instructor. After the iPad lesson, students watch two video tutorials and answer related questions in Canvas. This flipping the classroom method allows more time for one-to-one interactions with a librarian when students come to the library for a hands-on library research day. The library curriculum was well received by students, librarians and graduate instructors, especially following revisions used in the spring 2015 semester. Only one ENGL1010 face-to-face instructor did not work with us this year.

This is the first year our data has specifically looked at the format and content of courses of ENGL1010 versus library sessions for other courses. As expected due to the set curriculum, the majority of sessions are concept-based and use active learning and flipped classroom techniques. We taught a total of 184 (down from 236) sessions of ENGL1010. There has been a shift towards an increase in subject area courses, which suggests librarians decreased ENGL1010 workload allows for more time developing and teaching in their subject areas. The curriculum was also downsized for 1010 from three to two sessions. Each librarian taught 18.4 sessions and reached a total of 3,675 students. This is particularly noteworthy because these sessions are carefully developed and implemented to provide ideal, active learning for a large number of students with high levels of library integration at the assignment development level.

While our Logan campus relationships and collaborations at the curriculum design level are strong, they have not transferred to our collaborations with regional campus and distance ENGL1010 courses. Logan campus does not require or formally share their curriculum, including the research components with RCDE instructors, resulting in extremely varied assignments and curriculum for courses offered outside Logan. In the past the librarians assigned to RCDE sections has not remained consistent. For this coming year, we plan to assign these sections more carefully, plan for consistency, and encourage more outreach including having librarians visit the sites to meet in-person with

instructors. In addition, RCDE sections of ENGL1010 offered by the English Department in the past 5 years have increased dramatically in the past five years (150%). The English department has received additional funding for lecturers to teach these sections. The library continues to support each of these sections with only 10 full-time faculty, 1 part-time faculty, and 2 teaching assistants.

For these reasons, we are in discussion about possible future revisions to this program. Possible revisions included reducing face-to-face sessions and relying more heavily on online modules, as well as “train the trainer” activities for instructors. However, results of our recent Assessment in Action study (view the full report here: <http://libguides.usu.edu/aia>) suggest that integration with the library in ENGL1010 does correlate to slightly higher grades and may support an overall impact when students take ENGL1010 as part of broader sequence that takes place over a student’s college curriculum. Also, given that the 1010 curriculum has remained the same, fewer resources were needed since we were able to re-use our curriculum from the previous year. We are in the process of collecting more data as part of the Greater Western Library Alliance research study exploring the impact of library instruction on the first-year experience.

## B. ENGL 2010 Library Instruction

Objective: To contribute to student learning in programmatic, sequenced ways, including comprehensive support in second-year composition courses (ENGL 2010) at the point of need in students’ assignments and curricula. View learning outcomes and lesson plans at <http://libguides.usu.edu/lessonplans/lessonplans2010>

Overview: We continue to have a high level of integration with ENGL 2010 courses, which is largely a result of the rapport we build with the instructors when they work with us in ENGL 1010 (only two English instructors did not participate). Because ENGL 2010 instructors are given much more autonomy with their curriculum, we do not develop a standard curriculum. Rather, librarians work individually to plan a curriculum with each instructor. See statistics and analysis below.

Statistics:

Table: Section Increases for ENGL2010 from FY2009 - FY2014

Course	Face to Face % Increase	RCDE % Increase*	Total Sections Offered
Engl2010	49.5%	128%	60.8%

\*USU Eastern Price campus is excluded from this increase

Type of Instruction for **2010** Classes:

Content	# of classes	Format	# of classes
---------	--------------	--------	--------------

Skill	127
Process/concept	187
Orientation	74

Table: Content of Instruction

Hands-On/Active	312
Demonstration/lecture	156
Other	Flipped: 4 Directed Practice: 31

Table: Format of Instruction

#### Analysis:

Similar to ENGL1010 collaborations, the majority of these sessions use hands-on and active learning methods. However, far fewer sessions are using flipping the classroom elements (only four).

The total number of 2010 courses taught remains fairly consistent (an increase of 12 from last year). This is likely due to a continuation of our policy to limit class meetings to 2-3 per section, which is necessary to sustain librarians' workloads and to manage classroom space. While the reported average number of sessions per section is .99, that number is likely very underreported due to inaccuracies in librarian reporting. 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.

Librarians continue to try to integrate on the learning outcomes defined in our collaborative workshop with 2010 instructors in 2013, mainly more emphasis on synthesis and topic exploration. Librarians have also been relying more on the lesson plan repository built last year which houses numerous lesson plans developed for these integrations which specifically target information literacy learning outcomes:  
<http://libguides.usu.edu/lessonplans/lessonplans2010>

### C. Course-Related Instruction

Disciplines-specific library instruction sessions increased from 187 in FY13 to 236 in FY14, continuing last year's efforts to target classes where research instruction is most effective, shifting more sessions from ENGL1010 to discipline courses, impacting the teaching load for both references & instruction librarians and subject librarians. Subject librarians continue to integrate with courses in ways that focus on IL student learning outcomes. Overall, department and college integration remains steady. The Caine College of the Arts and the College of Humanities, Arts and Social Sciences experienced decreases (-17%, -27%). The Huntsman School of Business and the College of Engineering showed increases (+25%, +17%). We expect to continue to see a shift in courses targeted for library instruction as we continue our curriculum mapping efforts with departments, which may lead to an increase at the college level.

College	# of Sessions*	# of Departments Integrating	% of departments participating from the College	Comparison to 2013/14
College of Agriculture and Applied Sciences	7 Total (1 Broadcast)	5	83%	=
Caine College of the Arts	3 Total	2	50%	-17%
Jon. M. Huntsman School of Business	17 Total (3 Hybrid)	3	75%	+25%
College of Education and Human Services	95 Total (5 Broadcast; 1 Online; 2 Hybrid)	6	86%	=
College of Engineering	15 Total (1 Hybrid)	4	67%	+17%
College of Humanities, Arts, & Social Sciences	89 Total (4 Online)	5	83%	-27%
College of Natural Resources	3 Total (1 Hybrid)	2	67%	=
College of Science	6	2	33%	=

Table: Library Instruction by College

\*First number is Total classes, including face-to-face and RCDE

Type of Instruction For **Subject** Classes:

Content	# of classes
Skill	96
Process/concept	117
Orientation	79

Table: Content of Instruction

Format	# of classes
Active Learning	175
Demonstration/lecture	215
Other	Flipped: 11 Directed Practice: 19

Table: Format of Instruction

Analysis: Discipline instruction focused on teaching a process or concept, slightly more so than teaching a discrete skill. These statistics match up with expectations for disciplinary instruction, which can build on concepts introduced in English 2010 such as developing research questions and evaluating resources. There were slightly fewer sessions which included an orientation, consisting of a basic overview of the library. Content covered in an orientation can oftentimes be introduced before the instruction session through videos or materials posted in Canvas, leaving more time for active learning or directed practice during the instruction sessions.

Overall, many disciplinary classes included an element of demonstration or lecture, with many classes also including time for active learning. The emphasis on demonstration matches up with a frequent objective in disciplinary classes for students to learn about disciplinary databases and resources. There were only a small number of classes that used videos or other materials for students to work through before the class (i.e. flipped classroom). This might indicate a need among subject librarians for more assistance with creating these types of materials and using them to set the stage for a strong instruction session.

We are reaching relatively few broadcast and online disciplinary classes, which might be an area to focus in the future. The Coordinator of Regional Campuses & E-Learning presented a session last fall for all subject librarians, featuring strategies for teaching broadcast classes, and more of these types of sessions along with assistance from the E-Learning librarians and others in Reference & Instruction might help us reach more regional campus and online students. Visits by subject librarians to meet with their faculty at regional campuses might also be helpful for strengthening relationships and ensuring librarians are involved with online and broadcast classes.

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

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

Statistics:

<b>Summary Breakdown by</b>					
<b>Type of Class</b>	<b>Total Sessions</b>	<b># Session per Class</b>	<b>Average Session per Librarian</b>	<b>Prep Time</b>	<b>Students Reached</b>
ENGL 1010 (Face-to-face)	170	6 sections had 1 session; 76 sections had 2 sessions	15.4	80.7 Hours	3,376
ENGL 1010 (RCDE)	15 - Broadcast	13 sections had 1 session; 1	2.5	13.4 Hours	299



		section had 2 sessions			
ENGL 2010 (Face to face)	301	33 sections had 1 session; 68 sections had 2 sessions; 36 sections had 3 sessions; 5 sections had 4 sessions	27.2	146.5	5,863
ENGL 2010 (RCDE)	14- Broadcast 4- Online	Broadcast: 12 sections had one session; 1 section has 2 sessions (Online classes were listed as one session per section)	3.5 – Broadcast 2- Online	6.45 Hours- Broadcast 23.15 Hours - online	222 – Broadcast 109- Online
Subject (Face to face)	218	128 sections had 1 session; 26 sections had 2 sessions; 7 sections had 3 sessions; 1 section had 4 sessions; 1 section had 5 sessions	8.3	311 Hours	4,872
Subject (RCDE)	6- Broadcast 7- Hybrid 5- Online	Broadcast: 6 sections had 1 session. Hybrid: 5 sections had 1 session; 1 sections had 2 sessions. Online: 1 section had 1 session; 1 section had 3	1.5 – Broadcast 1.7 – Hybrid 1.6 – Online	5.75 Hours- Broadcast 11.9 Hours – Hybrid 22 Hours - Online	99- Broadcast 180 – Hybrid 157- Online

		sessions			
--	--	----------	--	--	--

<b>Resources and Impact</b>					
Type of Class	Total Sessions	Average # sessions per class	Average sessions per librarian*	Prep Time**	Students Reached
ENGL1010	185	2	18.4	94.1 Hours	3,675
Concurrent Enrollment (HS)	13				
ENGL2010	319	2	31.8	155.1 Hours	6,194
Subject Classes taught by Reference & Instruction (8)	126	1.2	15.7	240.2 Hours	3,531
Subject classes taught by other subject librarians (14)	84	1.3	6	130.2	1,777
Other	11	1	3.76	46 Hours	2,794
<b>Total</b>	<b>764</b>	<b>1.21 (Av)</b>	<b>NA</b>	<b>665.6</b>	<b>17,917</b>

\*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

### **Professional Development:**

In order to provide meaningful professional development for teaching librarians, the Library Instruction Coordinator organized a reading strategies workshop for subject librarians in order to help librarians learn new strategies for helping students read difficult, academic texts. We also began a more formalized structure for peer observations for library instructors, which continues into fall semester. Future workshop plans include focusing on reflective teaching and on mapping current practices to the recently adopted Framework for Information Literacy in Higher Education (<http://www.ala.org/acrl/standards/ilframework>) in order to identify and scaffold opportunities for students to learn these difficult concepts.

### **Awards:**

In recognition of our instruction program efforts, Merrill-Cazier Library's Instruction Program was recognized in the categories of Pedagogy, Outreach and Assessment by the Association of College & Research Libraries Information Literacy Best Practices Committee.

## **E. Librarian Evaluation**

*Library Outcomes:*

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

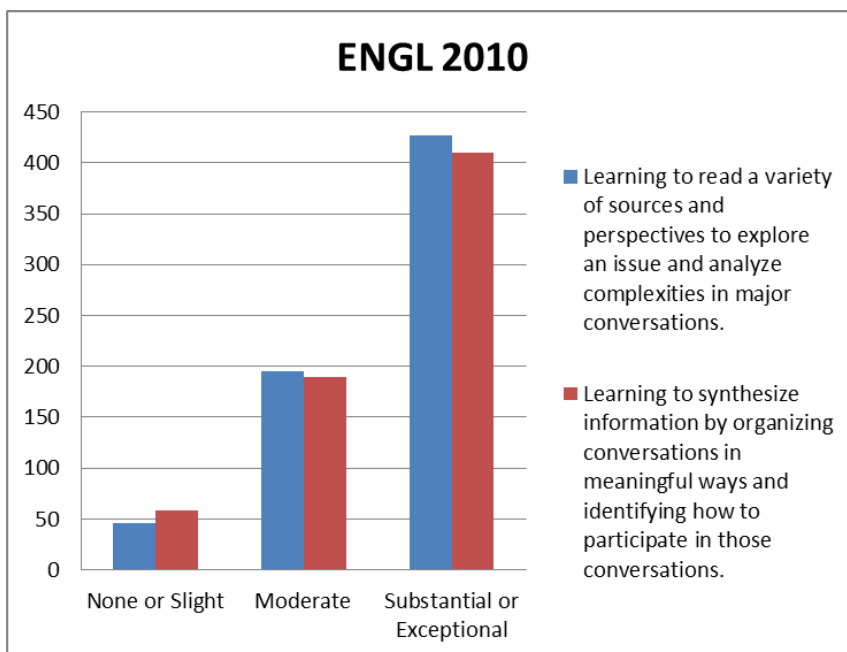
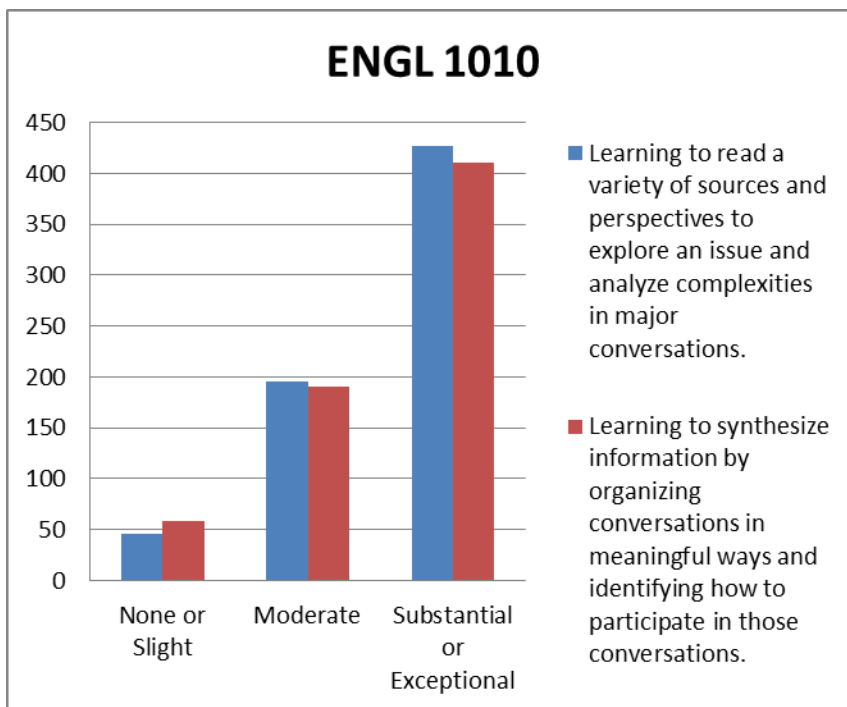
*Student Evaluations of Library Instruction*

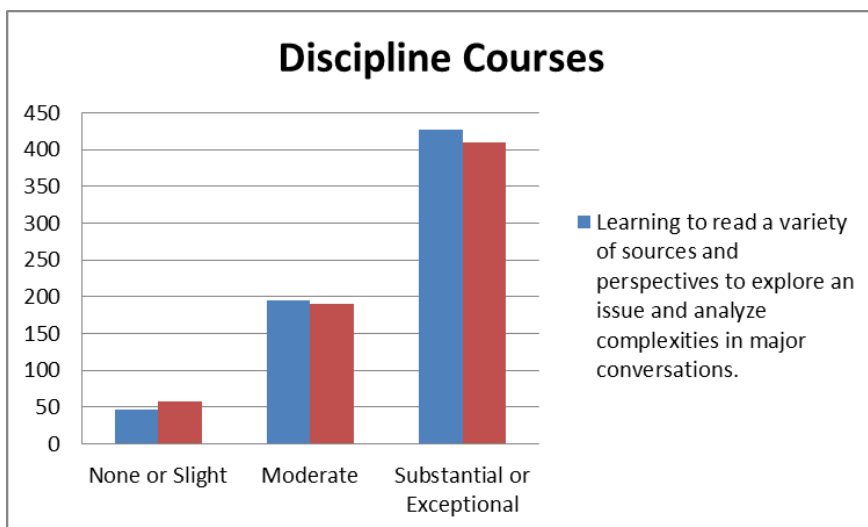
Librarians revised the student feedback survey during the spring of 2014 in an effort to simplify librarian instruction evaluation and to ensure that we collect the most essential information in order to improve practice. This survey provides new learning outcomes specific to discipline courses, English 1010 and English 2010.

Our average means for overall session and librarian effectiveness this year (librarian effectiveness is 4.56 and session rating is 4.5) have remained almost the same (last year's librarian rating was 4.57 and session rating was 4.51). Overall, student feedback suggests most students do feel they are making significant gains on the learning outcomes for that course. Some of the moderate/none/slight responses may be related to students who have had similar library sessions before and feel that it is repetitive. Librarians try to combat this by attempting to adapt lesson plans for different situations and courses in innovative ways, as well as deeply embedding themselves in particular assignments in order to decrease repetitive library sessions.

<b>Statement</b>	<b>Average Mean</b>
Overall, I rate this librarian as an excellent teacher.	4.56
Overall, I rate this library instruction session as excellent.	4.5

Table: Librarian average rating for teacher and session.





### III. Open Educational Resources

#### Objectives/Highlights:

- Continue exploring integrations of Open Educational Resources (OER) across the curriculum. Working with Digital Initiatives, we conducted a pilot project with eight faculty to incorporate OER into their curriculum. The eight faculty represented a range of disciplines, and this group has expanded to include three additional faculty members who have learned of the project through their colleagues, personal interest in OER, or by contacting the library directly.
- Present OER concepts to university faculty and administration in the hopes of partnering with the Provost's Office to offer grants to interested faculty in the hopes that more faculty members will begin to replace their expensive textbooks with low-cost or free alternatives.
- Brainstorm new ways to promote OER on the USU campus. One possibility is to present these concepts at a future student government meeting to inform students about alternative textbook options.
- The OER group facilitated and moderated a faculty panel on converting to open educational resources for the Provost Series on Teaching Excellence. Four faculty members participated in the panel, representing business, languages, statistics, and nutrition and food science.

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

OER Meetings	60 hours	OER meetings consist of dividing the faculty member's syllabi into broad topic categories and assigning topics among the participating librarians. We often meet to brainstorm about other ways to promote OER on the campus.
Presentations and Prep	50 hours	Over the past year, the OER group presented on OER at the national Charleston conference, Provost's Series on Teaching Excellence Faculty Panel, and to the Psychology 1010 instructors.
Individual Work Time among group members	80 hours	July 2014 – June 2015

Table representing estimated time/resources (July 2014-June 2015)

The following table represents the work we have accomplished during the 2014 Fiscal Year with the following courses:

Table 1: OER Syllabus Workflow

<b>Course</b>	<b>Library Team</b>	<b>Actions/Outcomes</b>
Art	2 OER team members (Copyright and E-Learning Librarians)	<ul style="list-style-type: none"> <li>Developed list of OER for faculty member's course</li> </ul>
ENGL 2010*	4 OER team members	<ul style="list-style-type: none"> <li>Added to instructor's Canvas course</li> <li>Located resources</li> <li>Faculty member left university but continues to collaborate</li> </ul>
ASTE 1710	Library subject specialist and 4 OER team members	<ul style="list-style-type: none"> <li>Located an extensive list of discrete open resources</li> <li>Met with faculty member and combined library OER with faculty member's list of open resources</li> </ul>
PSY 1010*	4 OER team members	<ul style="list-style-type: none"> <li>Presented to all of the PSY 1010 lecturers and</li> </ul>

		shared resources. <ul style="list-style-type: none"> <li>• Added as observers to Canvas course</li> <li>• Created a LibGuide with resources listed by topic</li> </ul>
PSY 3500*	4 OER team members	<ul style="list-style-type: none"> <li>• Provided a list of resources, including textbooks</li> <li>• Met with faculty member and combined library OER with faculty member's open resources</li> </ul>
MGT 2500*	4 OER team members	<ul style="list-style-type: none"> <li>• Located resources on course topics, both discrete resources and potential textbooks</li> </ul>
NDFS 4550	Library subject specialist and 4 OER team members	<ul style="list-style-type: none"> <li>• Provided a list of resources, including textbooks</li> <li>• Met with faculty member and combined library OER with faculty member's open resources</li> </ul>
FCHD 3210*	4 OER team members	<ul style="list-style-type: none"> <li>• Located relevant OER</li> </ul>

\*The subject liaison librarian for the department was a member of the OER library team.

## IV. Regional Campuses and Centers

### A. Regional Campus Visits

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

Statistics:

Campus Visited	# of Visits	# of Faculty Reached	# of Librarians	Estimated Time	Activities
Brigham City	2	30	4	30 hrs.	Conducted focus groups about the DIY website; presented at 1 faculty orientation
Uintah Basin	1	25	2	30 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	2	50	7	50 hrs.	Conducted focus groups with the web services librarian to gather more data for the user personas. Collaborated with faculty, staff, and students. Presented at faculty retreat on embedding the library in their courses. Demoed databases for librarians and staff.
USU Eastern, Blanding	1	10	2	40 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.
Tooele	2	5	2	10 hrs.	Presented to the English lecturers and writing center director about ENGL 1010/2010 information literacy integration; presented at 1 student orientation
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.
Moab	1	4	2	8 hrs.	Met with Dean and faculty members about how to better serve their students at the Moab campus.



					Suggested resources to use in their courses and helped faculty members with their own research questions.
--	--	--	--	--	---

**Analysis:**

Throughout the upcoming year, it will be useful to schedule more subject librarians to visit campuses, especially if there are new faculty hires in their disciplines.

**B. Targeted outreach to faculty/students**

Objectives: Continue marketing the library's resources and services to regional campus students and faculty.

Presented to the regional campus advisors to further promote library resources and services to all of the campuses and centers. The advisors are an invaluable resource since they are often the first point of contact with many of the regional campus students. Regional Campus librarian will send updated regional campus marketing materials to each of the centers this fall.

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 similar Logan campus orientations, 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 the Center for Innovative Design and Instruction (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**

<b>Workshop/Event</b>	<b># of Faculty Reached</b>	<b>Impact</b>
E-Learning Institutes: June 2014 & June 2015 (2 Reference & Instruction Librarians, 1 Digital Librarian)	35	Collaborated with faculty members in various disciplines and suggested tutorials, help guides, and library research guides for their courses

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.
--	----	--

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

### A. Online & Embedded Resources

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

The E-Learning Librarian created three new focused tutorials: <https://library.usu.edu/instruct/online>. She partnered with two other Reference & Instruction librarians and one Teaching Assistant to develop and create the tutorials. Anecdotal evidence suggests 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 and determine who is actually using them, in particular within Canvas.

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

Online Guides	Staff Time (hours)	# of librarians
Copyright Tutorial	30	2
Avoiding Bias Tutorial	25	2
Evaluating Sources Tutorial	55	2

Thoughtful, interactive tutorials are time intensive to create, develop, and assess. In Spring 2015, two Reference & Instruction librarians collaborated with an ITLS graduate student who designed a tutorial on keyword strategies that we will be able to integrate in our ENGL 1010/2010 classes. We were also able to create the "identifying bias in writing" tutorial, which was requested by the FCHD department. We are in the beginning planning stages of creating a tutorial on reading strategies, another tutorial often requested by faculty and one that could be adapted for both undergraduate and graduate students.

### B. Libguides

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

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

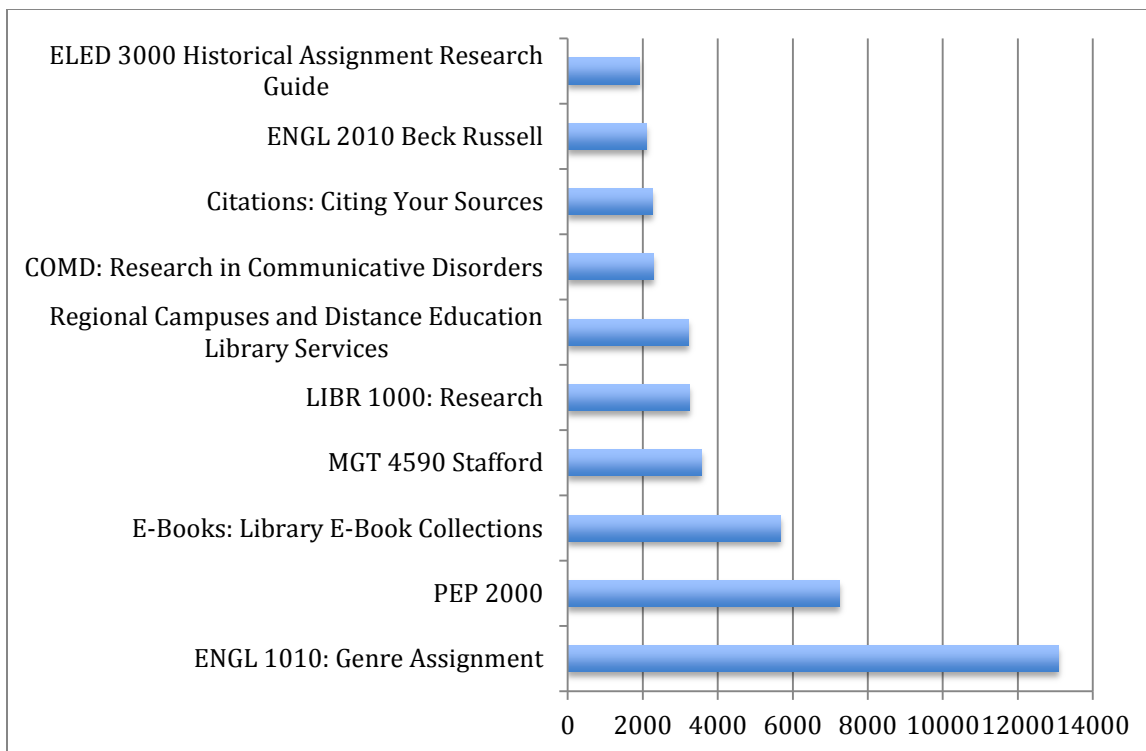
Our overall usage remains high, with a slight decrease from last year's total views (153,830). There was an increase in active Libguides, subject guides and course guides. As more faculty and students learn about the new implementation of the research guide button, "Research Help" within Canvas, we expect those numbers to continue to increase and reach students when they need help. See Table 1.

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

<b>Libguides at a Glance</b>	<b>Number of Views</b>
<i>Access From Libstats (7/1/14 – 6/30/15)</i>	
Total guide views	146,757
	398
Homepage Views	24,533
Active Subject guides	43
Active Course Guides	183
<i>Access From Canvas (11/8/14/ - 4/6/15)</i>	
Total Number of Times Accessed from Canvas	18,439
Total Students Reached within Canvas	7,614

Our most viewed guide remains our ENGL1010 guide, which gives students examples and resources for their major research assignment in that course. Four of the other top ten guides are course/instructor guides, in addition the RCDE guide, the e-book guide (linked from the library homepage), the Communicative Disorders subject guide and our generic subject guide for any course listed in Canvas that does not match one of our other subject area guides. We use this information to help us determine which guides we should focus on first when making changes or revisions, and to help us know which courses we might target for instruction. See Table 2.

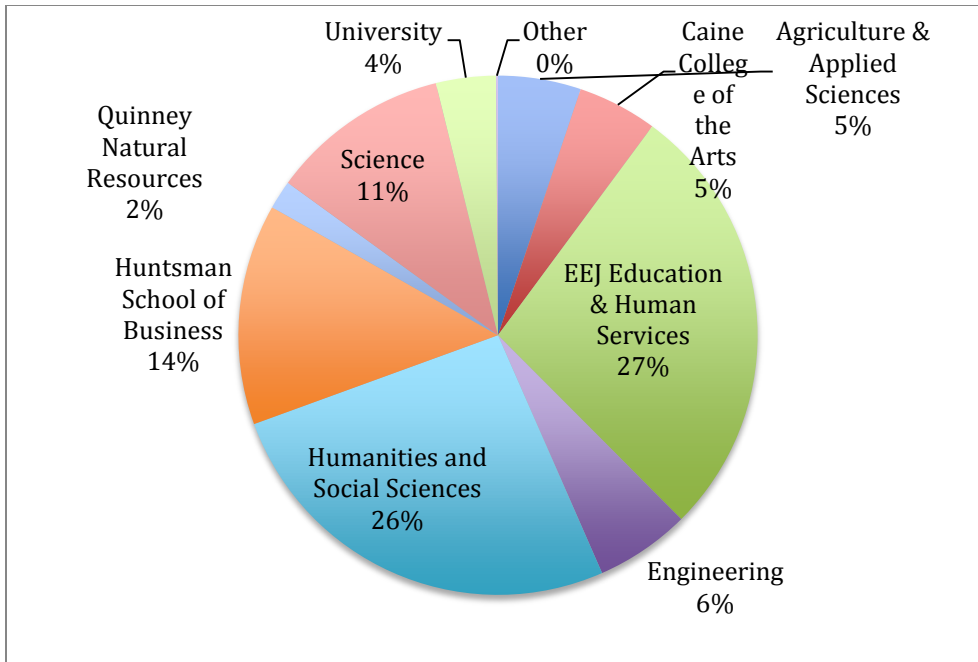
**Table 2: Top 10 Guides Viewed in Libguide System**



\*Dates Covered: (7/1/14 – 6/30/15)

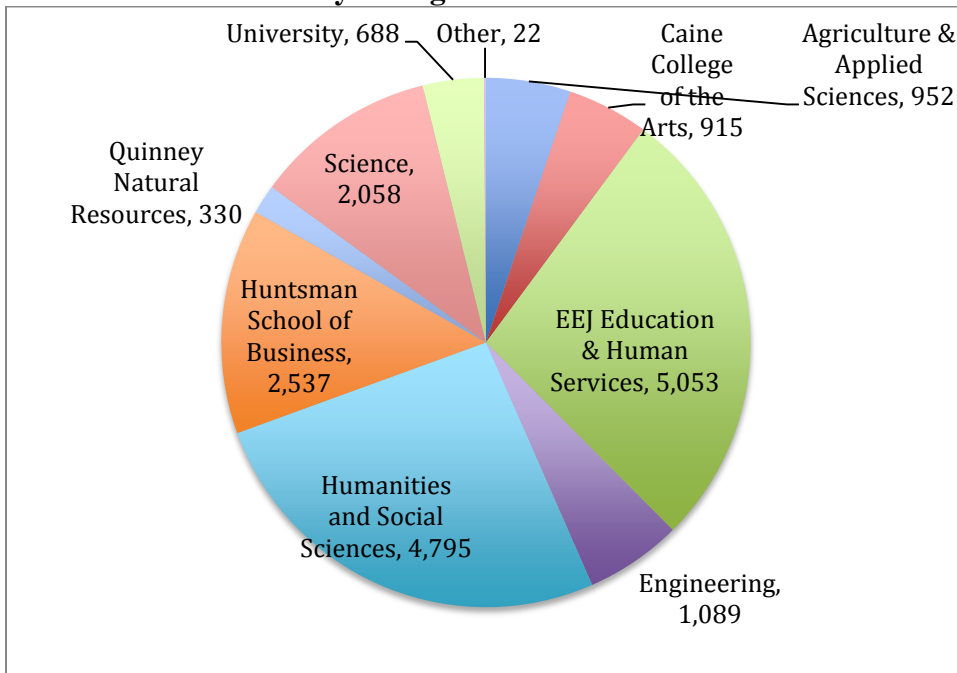
The colleges with the most Libguide use are the College of Education and Human Service and the Humanities and Social Sciences, which tend to have more research and writing assignments. As we continue our curriculum mapping efforts to work with the most effective courses in each program, we may see a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

**Table 3: Percent of Total Times Accessed by College**



\*Dates Covered: 11/8/14 – 4/6/15

**Table 4: Times Access by College**



\*Dates Covered: 11/8/14 – 4/6/15

**Next Steps:**

A team of librarians in our department is preparing data for each subject librarian on Libguide usage in their subject area. We will also be suggesting best practices for

revisions of course and subject guides, as well as creating a new template based on feedback from student focus groups.

### **C. Do-It-Yourself Website**

The "Do It Yourself" (DIY) site is designed to help students easily access a selection of quick help guides. The goal for this site is to address questions about research and navigating library resources. The site is based on an open source program created by Portland State University.

Working with the Electronic Collections librarian and the Web Services librarian, we have developed a list of the main and sub-categories and final content pages. We have also conducted usability testing on the terminology and organization of the site at the Logan and Brigham City campuses.

We anticipate completing the content pages and building the site in time for fall semester. Many thanks to the Systems department for their help with this project.

### **D. Guide on the Side**

Guide on the Side tutorials are interactive guides that open in the same window as the database. Students work through the tutorial by running searches in the database, refining their searches and learning about search strategies.

We have four tutorials in development, scheduled to be available for Fall semester:

- Academic Search Premier
- Encore
- CAB Abstracts
- Online Catalog

We anticipate these tutorials will be very useful for our flipped classrooms and for online students, helping orient students to specific library databases and to general search strategies, in a more pedagogically rich format than our current screencast videos.

### **E. Usability Testing**

Reference & Instruction librarians have been actively involved in usability testing this past academic year. Usability testing was conducted for several projects, including:

- LibGuides/Canvas assessment
- Library DIY site
- Library Website

LibGuides/Canvas assessment took place in February 2015, consisting of two focus groups with six-seven students in each. Four reference & instruction librarians

participated in the focus group testing, including the planning, development, marketing and promotion, and qualitative and quantitative analysis. Two librarians presented on the focus group results at a subject librarian's meeting. As a result of the focus groups, our LibGuides are in the process of being redesigned to reflect the preferences and recommendations from the group.

The Library DIY site was tested through focus groups at the Logan campus and also the Brigham City campus to address the needs of regional campus students.

#### Library Website

We assisted the Web Services Librarian with usability tests of the library website (both the current site and the new site design). Usability testing and interviews have been conducted at the Logan campus and the USU Eastern Price campus.

### **F. Web Advisory Committee**

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

- Three Reference & Instruction librarians serve on the UX working group
- Two Reference & Instruction librarians serve on the Search/Discovery Layer working group

#### **UX Working Group Activities:**

- Developed personas to represent major user groups of the library website and services, to help library staff make user-centered decisions on website design. Draft personas have been developed and interviews with users will be scheduled to help validate the personas.
- Usability testing of the library website, both the current site and proposed changes to the library home page. Usability testing and interviews have been conducted at the Logan campus and the USU Eastern Price campus.
- The Web Services Librarian developed Web Usability Benchmarks, which were reviewed by the working group.
- The group is developing a vision statement that describes the broad user experience goals of the library, to focus our work toward a user-centered website. A web vision statement is being written, based on input from the others throughout the library.

#### **Homepage Working Group Activities:**

- Developed an updated homepage mockup, currently undergoing usability testing.
- Reviewed main search box on home page

## VI. Outreach

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

### A. Outreach

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

Group	# of meetings	Impact
Access & Diversity	2	Led to greater communication with employees and students, including students in Access and Diversity; possible future library office hours, programming, or tours.
Housing/Resident Advisors	1	Possible future library tours or programming.
Ambassadors	2	Dispelled library rumors and provided greater understanding of the library for campus tours.
Writing Center	2	Led to greater communication with the Writing Center, a SURCO research presentation, 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. As part of these duties, the Coordinator of Outreach and Peer Learning was invited to join Campus Communicators, the campus-wide committee of marketing efforts.

This year the marketing committee:

- Hosted the “Merrill-Cazier Library’s Historical Photo Meme Contest” to raise awareness of the Digital Library and Special Collections.
- Coordinated “Paws & Breathe” stress-relief events at the end of the spring and fall semester during finals. This included requesting giveaways, collaborating with the campus meditation club, and bringing in therapy dogs.
- Continued to brainstorm ideas for study room flyers and website carousel spotlights.

### C. Events

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



Event	Outcomes	Estimated People Reached	Estimated hours expended	# of library staff
Paws & Breathe (Stress Relief Days)	Provide stress relief for students in the library during finals week.	200	40	7
Celebration of Children and Families	Promote SCA; reach out to parents and families with campus connections.	50	5	10
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.	60	3	6
Connections	Orient incoming Freshmen to the library and introduce them to our services and librarians.	2000	100	15

#### Highlights:

- Paws & Breathe provided a break for students during finals weeks in December and April. This event featured therapy dogs, Zumba, relaxation sessions and games.
- 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 2000 freshmen get to know the library, librarians, and our services. In fall of 2014, there were **63 Connections library sections taught by 15 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	1	3	.5	1
GEAR UP	4	1	5	3
Schools (primary & high school)	4	12	1	3.5

Parents' Night	1	6	.5	2
USU Ambassadors	1	2	1	1
Engineering Housing	1	2	.25	.5
<b>Total:</b>			<b>4.5 hours</b>	<b>11 hours</b>

## VII. 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 2014-2015, LPMs assisted librarians with 50 library instruction sessions, and taught 11 on their own.

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
Transcription of focus group discussions	50		Shelving reference books	15
Data manipulation (Usually Excel work)	20		Assistance with tutorial development	15
LibGuides QC	20			
iPad maintenance	30			
Classroom upkeep	30			

#### Highlights:

- One new LPM was trained in the fall, and one new LPM was hired to start fall of 2015.
- Two LPMs presented presentations at ULA's annual conference in St. George. Andrea Krebs and LaCretia (along with Pamela Martin) presented an overview on LPM work, and Andrea Krebs presented a poster on her SURCO research with the Writing Center.

### B. Other Peer Learning & Assessment

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

- Trainings included short demonstrations, Q&A sessions, game show quizzes and intensive workshops.

- The SLCs were given intensive hour-long training during their fall meeting in September 2014 and gathered research for a project delving into SLCs' ability to answer commonly asked library patron questions. This research:
  - Was shared with the SLCs and their supervisor
  - Was analyzed and presented at the national ACRL conference.
  - Is being prepared to be published in a scholarly journal.

Library student employees work in several departments.

- The Coordinator has been meeting with Circulation to better understand their training needs and techniques.

## VIII. Information Desk & Consultations.

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

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

Statistics: Consultations

Transaction Type		Patron Type		Time Spent	
General Info/Directions	9%	Undergraduate	64%	0-10 minutes	20%
Show & Tell/Policies	12%	Graduate	22%	10-20 minutes	27%
Research/Back & Forth	77%	Faculty/Staff	11%	20+ minutes	45%

Statistics: Book a Librarian

Type of Consultations: Research= 42 / Show and tell= 3

Format: Face-to-face= 44 / Online= 1

Disciplines: Covered range of disciplines, no strong trends

Analysis: Two Reference & Instruction librarians are coordinating an assessment of research consultations through the summer and fall 2015. We should continue to market Book a Librarian with posters, information for faculty, and possibly highlights on the library website.

### B. Information Desk

Staffing:

Twenty-four library staff provide assistance at the information desk 8 hours per day, and 13 of these librarians staff the desk 2 hours in the evening on weekdays. Three Library Peer Mentors (Undergraduate Teaching Fellows) also assist with reference desk shifts,

typically serving as the backup staff member during the day and covering the desk during evening hours.

### **Monday – Friday, 9am – 5pm**

<b>Transaction Type</b>		<b>Time Spent</b>		<b>Format</b>	
General Info/Directions	66%	0-4 minutes	75%	In-library	62%
Show & Tell/Policies	18%	5-10 minutes	19%	Chat	22%
Research/Back & Forth	16%	10 minutes+	5%	Phone	13%

#### **Analysis:**

We will continue to monitor the Information Desk statistics. It is very valuable to have library staff from across the library working at the desk, both for coverage throughout the academic year and also providing library staff an additional opportunity to interact with students and faculty. However, we will monitor the statistics for the summer term in particular, to ensure we are using our time wisely.

### **C. Library Space**

#### **Study Spaces:**

We initiated a project to move a significant number of print law and government documents-related materials from the reference area to the BARN. Many of these volumes are duplicated online or rarely used, and moving them to the BARN will open up more student work space in the reference area. This project relies heavily on Metadata & Cataloging, Circulation, and Government Documents departments – many thanks to all those departments. The Head of Reference & Instruction and the Head of Government received IRB approval to solicit information from students about what prefer in space, including more computers, work desks, comfortable chairs for reading, portable Smartboards for open group study spaces, or other uses identified by students.

The Head of Acquisitions is undertaking a complimentary project of consolidating the current print journals on the second floor of the library, working closely with the Associate Dean for Public Services.

#### **Library Writing Center:**

Working with the Head of Patron Services, we began preliminary investigations with the USU Writing Center to develop an auxiliary writing center in the library, using two group study rooms located within Library Media Collections. These discussion were put on hold pending potential development of a testing center in the same space.

## IX. Scholarship

Scholarship is an opportunity to seek external validation and extent the impact of our research as well as share insights and lessons learned. Over the past year, we have had our research projects validated through peer review and we have shared our research and practical insights through numerous regional, national, and international conference presentations. The following summarizes the scholarship activities of the department for the fiscal year 2014-15:

4 peer-reviewed papers  
1 non peer reviewed paper

2 international presentations  
2 posters at national conferences

6 state presentation

## X. Goals

This report has outlined the major activities of the Reference and Instruction department as a whole for the 2014-15 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.

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

- Address sustainability of integrated ENGL composition program and seek solutions.
- Explore sustainability of concurrent enrollment, perhaps develop a package of modules for use by concurrent enrollment ENGL composition instructors, both face to face and online.
- Develop a long term student learning outcomes assessment plan for library instruction, including disciplinary instruction.
- Continue developing curriculum maps and targeting the best courses for library integration and articulating learning outcomes in collaboration with faculty.
- Explore effective methods for IVC/Broadcast course integration and online instruction for disciplinary and ENGL composition courses.
- Meet faculty and instructors at regional campuses and centers for both ENGL composition and disciplinary instruction.
- Assess impact of peer-learning and outreach activities to better focus our efforts in these areas.
- Begin to implement ACRL Information Lit Framework into library instruction.
- Revise subject and course guides based on assessment data.

- Create a Student Library Advisory Board to assist with assessment efforts and gaining greater insights into student needs.
- Develop and implement a cohesive library marketing campaign to improve knowledge of library services throughout campus.
- Update the Library Peer Mentor orientation tools and work with other supervisors to create a baseline for student employee training in the library.
- Explore opportunities for thesis/dissertation workshops and modules, in particular for graduate students.