“Without library research guidance, student research will consist of nothing but google searches and their sources mostly corporate websites.”
~ David Bowen, English 102 Instructor

### Highlights

- As a newly formed team, we **developed our vision** and **focused our direction** by collaboratively stating our value and developing short-term and long-term goals.
- Empowered by our vision and goals, we are more **effectively using our limited resources** – talents, interns, and training – to re-imagine our front-line services and prioritize student learning.
- We face internal and external challenges in accomplishing our goals. The Academic Opportunity Center will dissolve in May 2016 removing our direct impact on first year at-risk students (Summer Bridge and ED PSY 100). Our Instructional Design Librarian is not a permanent position, jeopardizing the longevity of our online interventions. Strategic and systematic integration of **information literacy instruction beyond the first year** requires additional staff and program level discussions to produce meaningful impact.

### Vision and Direction

*We design, collaborate and build online tools that meet students’ 24/7 learning needs.*

This statement is a result of a series of team exercises on Articulating our Value. During these exercises we developed talking points for various stakeholders such as faculty, Board of Regents, Director, and peers.

In the summer, we engaged in a series of discussions to collectively agree on how we could Achieve the Point by identifying priorities and short and long term goals that would help each of us make decisions about how we spend our talents and time.Briefly stated, we **defined success as meaningful integration and documented impact of our information literacy instruction across all modes**—f2f classroom, libguides, tutorials, one-on-one help. We developed goals, milestones, and owners to help us work towards achieving our long-term success. Two significant milestones that we completed in 2015 are *Literature Review of Assessment and Vision for Research Consultation Services* and *Student Information Literacy Profile*. Currently we are engaged in a significant *English 102 Portfolio Evaluation Project* to better understand our impact in that course and comprehensive **mapping of Intro to the Major and Capstone courses**. In 2016 we will be **investigating the use of IL Rubrics by departments we work with.**
At the end of the semester, a returning veteran student, who had previously failed English 102, came to the Research Help desk to express gratitude and pride in successfully completing English 102 this semester. The first time he took the course, research had not been taught by a librarian. This semester he enrolled in ED PSY 104: Pathways to Success for Veterans at UWM and English 102. He participated in librarian led research instruction during both of these courses. The student was required to use sources to engage in critical inquiry around a topic of his choosing for English 102. The student stated that he asked thoughtful questions in class and sought help from librarians at the Research Help Desk throughout the semester. Thanks to the instruction he received during class and at the Research Help desk he felt that he now understands how to do research and successfully passed English 102 with an A-.

The student story above captures the core of our value while also giving you a glimpse into the gaps in our program. It is our hope that the Student Success Librarian will be able to strategize for complete first year integration. We anticipate improving our English 102 integration with the full support of the new First Year Composition Director, Shevaun Watson.

**Effective Use of Our Resources**

A non-traditional student came up to the desk looking for help researching his topic for a JAMS 360 project. He was looking up biographic information on John Howard Johnson, the founder of Jet and Ebony Magazines, but he was ready to give up on his topic for a more recognizable media figure. He stated that it was his first time writing a research project and looking for scholarly sources. At the beginning of the reference interview, he did not know how to search our databases or Search@UW, and he was confused about what a database was and what scholarly meant. As Research Help intern I was able explain these concepts to him successfully as we worked, and, together, we discussed search strategies, evaluating sources for the project at hand, and I offered him different approaches to his research topic. I was unable to follow up with him regarding how the assignment turned out, but he was relieved and grateful at the end of our conversation. Additionally, he was pleased that he didn’t have to abandon a topic that was meaningful to him.

Empowered by our vision and goals we are more effectively using our limited resources – talents, interns, and training – by re-imagining our front-line services and prioritizing student learning.

The Research Help desk is staffed solely by interns who we onboard through self-paced online training and assessment. Our triage reference model empowers interns to provide answers to frequently asked questions, instruct users in how to use our resources, and equip users with aids (research and course guides and librarian contact information) should they need more in-depth assistance. Our biannual user
survey informs us that our users are receiving excellent help from our staff (on par with the service provided by Academic Librarians and interns at the former Ask A Librarian desk) and helps us identify professional development opportunities for our interns.

First year instruction is the primary responsibility of our Instruction Librarian (to be replaced by the Student Success Librarian) and Senior Interns (interns who have been trained and promoted based on their performance). As a result of this effective use of talent, faculty feedback on first year instruction communicates greater approval of our curriculum and its inclusion in the course. By focusing the responsibility of first year instruction on a few, other members of the team are able to teach more in their subject areas as well as in subject areas for which there is no subject expert, e.g. Education, Educational Policy and Community Studies, Anthropology, Geography.

By decreasing the amount of staff time needed to train new interns and developing teaching talent in librarians, our team has been able to expand our services to include Open Textbook and Open Educational Resources outreach and development.

**Challenges and Possibilities**

_The information received in the workshops aligns well with the research emphasis of the University and is information that is entirely new to most freshmen (students do not get this kind of research or data mining experience in high school)._  
~ Angie Izard, AOC ED PSY 100 Instructor

We have been embedded in the curriculum of ED PSY 100 and AOC Summer Bridge for many years, allowing us to impact the information literacy skills of all first year, at-risk students. The Academic Opportunity Center will dissolve in May 2016, removing our direct impact on first year, at-risk students. We do not have a solution to this challenge yet. I expect the Student Success Librarian and Team Lead to continue their work identifying courses mapped in the UWM strategic plan and networking with key campus partners to understand the campus’ plan for supporting this student population and collaborating with key players to develop scalable information literacy interventions.

_A Flex student in the Diagnostic Imaging program researching the costs of diagnostic errors in healthcare was required to complete the assignment using evidence based literature. The work was challenging to her. Being a Flex student she was working independently with the Diagnostic Imaging Flex Degree library guide to complete this competency. After completing the assignment she was satisfied to learn and practice a skill that will have ongoing and direct relevance to her work._

The campus Flex grant awarded to Kristin Woodward to fund the position of Instructional Design Librarian will end in summer 2016. Under Kristin’s leadership as Online Programs and Instructional Design Coordinator many information literacy interventions have been created for Flex. In order to
maintain our learning objects and grow in-step with Flex we will need to continue employing an Instructional Design Librarian.

A group of nursing students struggling to apply Evidence Based Practice research methods in their course assignment contacted the Research Help via chat for guidance. I realized that they were not sure how to use the PICO framework to pose a clinical research question and track the literature. Our team had recently published The Evidence Based Practice tutorial that includes an excellent resource sheet on using this framework. I sent this tutorial to the group and they saw the immediate value of this tutorial both in the content presented and the pathway to applying it.

In addition to Flex work, our Instructional Design Librarian significantly contributes to our online instructional program (e.g. storyboarding, drafting, editing, recording, and designing online instruction objects and tutorials). In order to be successful, we need to strategically and systematically integrate information literacy instruction. We recognize that this goal can only be reached by scaling our instruction program, which means collaborating more with faculty on assignment and assessment design, maximizing our robust online instructional repository of learning objects, and working with undergraduate program coordinators and assessment officers to map information literacy into the major. Without an Instructional Design Librarian we will not make meaningful progress towards this goal.

“For students new to library research, I think we need to use scheduled class time to build in opportunities to develop the necessary research skills; too many students cannot or will not take the time to develop this on their own if needed.”
~ Noelle Chesley, Associate Professor of Sociology
Course Integrated Instruction Report

Instructor Survey Results

Completed Surveys: 113 (299 sent)
Response Rate: 38%

Beginning in January of 2015, faculty whom we work with received a new post-instruction feedback survey. This is the first major revision to the survey since 2007. The goal of the revision is to elicit actionable feedback from faculty, plant the seed of referral into their minds (as we know that referral from a colleague is a strong influencer for faculty inclusion of library instruction), and decrease the number of questions in the survey.

The survey now consists of the following three questions, each followed by an optional free-text response encouraging further elaboration.

1. The instruction was helpful for completing the research component of the class.
   [5 point Likert scale]
2. Would you recommend library instruction to other faculty?
   [Yes] [No]
3. Other comments? Suggestions?
   [Free-text response]

- 95% of respondents agreed or strongly agreed that the instruction was helpful for completing the research component of the class.
- 100% of respondents said “yes” they would recommend library instruction to other faculty.

In response to some of the actionable feedback we received in 2015, we have rewritten or will rewrite lesson plans to better align with faculty expectations and learning goals, incorporate pre-assessment activities to accommodate all levels of students, and provide instructional coaching for librarians and interns.
Course Integrated Instruction Statistics

Total Sessions: 458*
Total Student Attendance: 10,254**
New Faculty: 9 (Spring) 8 (Fall)

Busiest weeks: 3, 4, 5 & 7 with 30+ instruction sessions each week

*This number excludes orientations, outreach, and By Request Workshops
**Number of sessions and students is lower than last year due to decrease in enrollment.
Course Integrated Instruction in the Disciplines

This chart represents courses we worked with this calendar year. This graphical representation communicates disciplines where library instruction is integral to the major while also identifying opportunities for curriculum engagement.

The Teaching & Learning team has identified Intro to the Professions and Capstones courses (separate chart) that align with campus strategic plan and will analyze additional data sources, such as enrollment, pass rates, and at-risk populations, to develop a strategic plan for engaging with new courses to improve our reach and impact on student retention and graduation.

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Online Programs Report 2015
Prepared by Kristin Woodward, Online Programs and Instructional Design Coordinator

2015 Highlights

Further defined our online instructional delivery model
- Librarian as consultant model for embedding information literacy in courses
- Articulated online delivery model for User Services
- Strategic development of LibGuides to support triaged reference model

Support for the UW Flexible Option
- Participated in successful accreditation review Higher Learning Commission
- Delivered online training for Academic Success Coaches who support Flex student work
- Disseminated our approach to library support for competency based programs in publications and presentations

Campus leadership of OER as an access function for online courses
- Successful Ed Tech Grant, aligned with campus goals to build access through innovative instructional models
- Library function to support student success and support retention
- Developed partnership with CETL to support faculty adoption and course design

Online Instruction

Online information literacy delivery continues to grow in keeping with our goals to add new courses to our program annually. The online delivery model supports both online and traditional courses, illustrating the desire among faculty to build information literacy into their courses, with attention to learning outcomes and authentic assessment. In 2015 we delivered online library instruction to the following established courses: Biological Sciences 202, Biomedical Science 245, Communication 103, English 102, English 205, English 427, English 443 and Therapeutic Recreation 400.

New courses added this year include Social Work 300 and Social Work 662, both of these courses are delivered face to face, but instructors requested online information literacy support. Both instructors partnered with our team to identify information literacy learning outcomes and embedded library created learning objects in their courses. Student engagement with the learning materials as measured by monthly usage of the course LibGuides was high. The nine students enrolled in Social Work 300 used the associated LibGuide sixty times during the timeframe of their research assignment. The forty-three students enrolled in Social Work 662 used the associated course guide 481 times during the semester. This level of guide usage shows that students are engaged with library designed information literacy tools as they work through the research assignment. We also engaged the embedded model as part of our work to understand the new campus approach to at-risk students. The large number of students who formerly participated in multiple information literacy sessions as part of the Educational Psychology 100 curriculum, will now be advised to enroll in Educational Psychology 212.
and Educational Psychology 105. In collaboration with our Instruction Coordinator, the Instructional Design Librarian developed information literacy content to support the learning outcomes in these courses and provide an early library supported research experience for at-risk students that is connected to academic and career planning.

As we approach the final year of the “Scaling Support for Online Students” grant, we are especially mindful of the sustainability of the growth we have achieved. In order to maximize the impact of our Instructional Design Librarian, our goals for the 2016 will focus on refreshing courses with a focus on authentic assessment and alignment with the Information Literacy Profile.

**Flex**

In 2015, the Flex Option received approval for non-term based financial aid and was accredited by the Higher Learning Commission. The Library’s contributions to embedded information literacy and distance services were highlighted in the application process for both of these successful endeavors. Additionally, in February we provided training on library services and the embedded information literacy model for five Academic Success Coaches.

Only a handful of competency sets were added to UWM’s Flex Option degrees in 2015. As faculty refresh their competency on a three year cycle, we have an opportunity to refresh the embedded information literacy model we established in Flex. Our goal for 2016 will be to identify competency sets that are due for refresh and work with faculty to build authentic assessment for Information Literacy following the model used in Flex BMS 245.

**Tutorials**

The Information Literacy Tutorial was updated to reflect the changes that resulted from ALMA in keeping with our annual ⅓ refresh schedule for tutorials. The Information Literacy tutorial remains our most used information literacy teaching tool. It is embedded in English 102, Health Science Transition Courses and the incorporated learning objects are reused widely throughout our LibGuides. Our focus in 2016 will be on refreshing learning objects that are significantly changed by the Primo interface update and the RefWorks product update. Additionally as the English 102 curriculum is re-envisioned under new leadership, we will need to examine the continuing role the tutorial plays in this key course for early information literacy instruction.

Use of the Evidence Based Practice tutorial is high with several instances of use in our face to face instruction practice and links in Flex competency sets. However, in 2015 we were not able to get traction on a successful BETA to help us understand how the tutorial is used in any specific course or in conjunction with specific evidence based assignments. In order to expand the reach of our User Services staff in 2016, it will be important to make use of our online tool sets-- especially the Evidence Based Practice tutorial-- to fill in the instructional and research services gaps that will be left by our Health Sciences subject specialist when she retires in January.

The Undergraduate Research Tutorial began taking shape last year with a drafting process and exercise to aligning the proposed modules with the ACRL Framework for Information Literacy. The early drafts of the URT modules were proposed to support higher level undergraduate research projects, especially Honors, UROP and Capstone courses. As the project evolves we are working with stakeholders from within the Libraries and expanding our design to focus more broadly on digital literacy by incorporating requirements from Data services, Archives, Digital Humanities and the Digital Commons.

**OER**

The focus of OER development in 2015 was the UWM OER/Open Textbook Project funded through Educational Technology Fees. This initiative is ongoing and the outcomes will be fully realized once we have data on Fall 2016 course adoptions. Major outcomes of the project at this time include:

- Membership in the Open Textbook Network as a professional network for advocacy and best practices
- 24 faculty attended the Open Textbook Network workshop and received invitations from the OTN to submit reviews
- Shared UWM/CETL support for student success
  - Tracking adoptions in courses with low freshmen success rates
  - Developing faculty workshop for Spring
  - Investigated textbooks costs of most popular majors and contributed results to a national SPARC effort

Official adoption updates are expected in late January. Early adoptions include Biomedical Sciences 245 and Psychology 101 Winterim courses. As student funded initiative, we sought to build student awareness of Open Textbooks. As part of our Open Textbook Network activities, SOIS graduate students interested in Open Education advocacy undergraduate students interested in reducing textbook costs on the UWM campus attended a workshop. Library staff and campus instructional support staff also participated in a staff development workshop on OER. In order to maintain the momentum of this student success project, the Libraries and CETL will apply for a second year of Ed Tech funding to provide additional stipends as well as Libraries/CETL support for faculty discovery and adoption.

**Directions for 2016**

The overarching Online Programs goal for 2016 will be *design for authentic assessment*. By working toward authentic assessment in our information literacy and OER leadership, we can continue to grow in alignment with the *Information Literacy Profile* while maintaining the values of scale and sustainability. OER leadership will continue to grow in 2016 as Open Textbook adoptions and course integration take shape. Our experiences with open access and creative commons licensing may extend to overall leadership of the Digital Commons. This presents an opportunity to expand the reach of the Digital Commons to undergraduate researchers as a publishing venue, another authentic assessment opportunity. The following goals will help shape this overarching goal:

- Refresh ⅓ of established online and Flex option courses with targeted authentic assessment in collaboration with subject specialist and align with Information Literacy Profile.
- Use the Evidence Based Practice tutorial to fill research and instructional gaps in health sciences.
  - Collaborate with Instruction Coordinator to review course requests in which Evidence Based Practice is the focus. (Based on Information Literacy Mapping project for Nursing in 2014.)
  - Review the contents of the EBP tutorial with Research Help staff.
- Develop the Undergraduate Research Tutorial.
  - Partner with Archives, Digital Humanities, Data Services, Digital Commons.
  - Beta test the Primary Source module with History faculty.
- Expand the reach of Digital Commons to support undergraduate research as a high impact practice.
  - Research and evaluate successful models of undergraduate research, publishing venues and information literacy support.
  - Conduct a needs assessment with UWM faculty who sponsor undergraduate research to determine where original student research is published and identify gaps.
  - Align the Publishing module of the Undergraduate Research tutorial with publishing needs of UWM undergraduate researchers.
Reference Services and the Research Help Desk Report
Prepared by Tyler Smith, Intern and Fieldwork Supervisor
Academic Year 2014-2015

The two major services this report focuses on are general reference services and the physical Research Help Desk (RHD) location. A series of service assessments and piloted/permanent programs were used to see how best to continue offering the best service possible.

Scheduling
The first and potentially most important aspect of this report was our effort to streamline scheduling. In past years the Reference/Ask-A-Librarian Desk was staffed by both librarians and interns and usually double staffed through almost all open hours. After several discussions on maximizing librarian productivity through workload activities, Tim Gritten, Kate Ganski and Tyler Smith all decided one of the best ways to provide professional librarians with more time to complete their off desk professional tasks would be to relieve them from shifts at the desk. This was done slowly, at first to maintain continuity and to continue “on the desk” training and shadowing. As we observed a great level of confidence, answer accuracy and professionalism from the student workers at the desk it was decided that the student workers could staff the desk with the minimal presence of librarians. This decision paid off greatly! The process set up was for student workers who had worked in User Services for more than a semester and who had successfully passed their evaluations would be promoted to the title of ‘Senior Intern’ and because of their experience they acted as a knowledgeable resource for newer interns. The Senior Interns effectively took the place of the librarians who had previously worked the desk.

A secondary strategy put in place to focus our scheduling system was to create a “Back up” or “On-call” system. This was put into action after the first three or four weeks of interns working together at the desk. The basic idea was for one person to physically be present at the desk while the second intern was still present but was using the time that otherwise would have been spent sitting at the desk location for completing projects and working with librarians. Each intern, both at desk and on-call, had walkie-talkies that allowed for the intern at the desk to radio back to the other intern when multiple patrons needed assistance or when they struggled with answering a question or for general communication as needed.

This evolution in scheduling provided a bounty of benefits. It allowed us to better cover hours, relieve librarians of on desk time, provide interns with more responsibility and to create a system where interns had time and space to fully focus on their work on User Services projects while on-call, rather than at the physical desk.

The newly allotted time for projects resulted in an outpouring of productivity we had never seen before. It provided professional librarians with interns who dedicate periods of time and effort to projects and not only complete projects more efficiently but also build lasting relationships with the librarians they were working with. A few examples of projects undertaken were that our interns created their own social media presence and met regularly and continually added to it with pertinent information that was
student based and of student interest. There was a massive uptick in Library-guide updates and quality control. The newly reallocated time allowed for student workers to dedicate extra time to review and provide improvements to many existing tools. Our interns, more than ever before, were able to participate in Research Consultations for students in English 102 classes, greatly relieving librarian time spent on these more remedial meetings. Interns increased their participation in library wide programs with their time, such as Summer Bridge and the researching of and creation of assessment surveys. The most notable and impressive was that of Heidi Anoszko who as an intern was able to use here project time to take over many of my regular tasks while on medical leave.

RHD Desk Traffic

As one of the many transitions made with the move of the physical locations, we also adjusted the data collection model we used for assessing traffic and staffing needs. For the first half of the year an experimental model was used to capture qualitative data as entered by desk staffers. They created narrative entries following their shift which provide information about the time while they were at the desk. Several attempts were made to code and assess this data but it was found that reverting back to our original form of data collection allowed for far more accurate data and greater continuity with past statistical collections. Because of this mid-year transition there is not a “hard-number” for desk traffic but common trends emerged. For example, phone traffic increased greatly during the academic year 2014-2015. There is no ‘obvious’ reason for this shift but it was certainly noticed and with it, a number of instances where phone reference became a focus of many discussions, where as in the past, given the patron traffic, virtual reference had been the main focus.

The switch from the data collection form took place on June 2015, providing only a “snippet” view but still giving a complete picture for a semester. From June 2015 – January 2015 there were 2994 questions recorded in the form (not counting virtual reference captured via QP). The most important information gained from this number is the alignment it has with the newly implemented Tiered Reference Service Model which was created to alleviate desk staff of the most challenging questions and to allow patrons who have needs well beyond the kind of research reference student staff can provide. The model encourages desk staff to refer patrons with highly advanced questions to librarian subject specialist. This happened 164 times in the Fall semester, a noted jump from the past recorded stats. This is due to the training and encouragement desk staff have received to allow subject specialist to provide the advanced reference services needed.

Several other items were noticed. Based on the last 5 years worth of data we have been able to track the heavily trafficked times and times when virtually no patrons are present. An example would be the Friday-Sunday after Thanksgiving 2014 when only 3 patrons came to the desk in total, of the year prior when in the same 3 day period only 8 came. These kinds of trends and patterns that grow apparent over time have allowed us to decide when on-call staff is most needed and when staffing may, in the future, not be needed.
Patron Survey

In 2010 we began doing patron satisfaction surveys. The questions were geared to assess the overall feelings of patrons about the service. In Spring of 2015 we changed its construction so as to reflect the ACRL Standards of service. We felt this gave us better data with which to act upon. An example of a question asked would be asked on a Likert scale of 1-5, “I would return to desk” and so on. The survey contained 16 questions that were able to average out to assess needs for additional attention. An example of this was three questions that specifically focused on desk staff conducting reference interviews. As these averaged out to be our Spring 2015 lowest scoring section (4.6) we decided to dedicate more time and training to improve our reference interview skills. These took the form of shadowing, group professional development sessions and one-on-one conversations with desk staff who seemed to be struggling. This year’s Fall 2015 results showed a marked improvement in these fields with a new score of 4.8. I can confidently say it was the extra effort put into training that lead to this increase in scored service. In brief, we scored an average of 1.1 points higher than in Spring. This can be contributed to the seniority of our interns and to the ongoing effort to provide professional development sessions and one-on-one help with staff. (For full survey report please ask Tyler).

An outlying section in the Fall 2015 survey was the single score that was lower in the Fall 2015 survey as compared to the Spring 2015 survey, “Visibility and Approachability” and these lower scores were explained in comments sections which on multiple surveys complained that the desk was hard to locate or that it had inadequate signage.

Future Goals

As we move into 2016 there are several goals we have developed to continue provide good service while doing so cost effectively. One of the major benefits of the on-call system was that we realized that we did not constantly need double staffing with on-call staff. We found that we could adjust the hours of on-call staff to reflect desk traffic and reduce unnecessary staffing time.

We have increased our recruitment and hiring of SOIS Fieldworkers allowing for a slight decrease in regular hours being paid to regular interns. This has an increased importance with the implementation of the new ‘25 hours a week’ rule. The Fieldwork allows us to provide training and real world experience to SOIS students for them obtain credit by performing the duties of regular desk staff, however it has no direct budgetary cost.

In the last semester a new role was created, The Lead Senior Intern, which includes extra responsibility and leadership. This role began as a temporary substitution for me while out on medical leave, however it became quickly apparent that the benefits of such a position were numerous. Tasks like compiling student’s class schedules, conversationally discusses issues with peers and acting as voice for student workers in librarian meetings.

As we have now adopted a more integrated service model we have found that patrons have an easier time locating the centrally located service points. Unfortunately this serves as a point of confusion for many patrons as all three service locations (UITS, Circ and RHD) appear to be the same thing at the
same place. I view this as an amazing opportunity we are presented with! While the Shared Service Task Force met, a number of ideas had been floated and several revolved around the idea of combining some of the very basic tasks to alleviate work flow for different locations and to create a more inclusive service location. An example would be that circ. student workers sometimes struggle to find someone who can address fines and fees and often times ask me if I can resolve the problem. As it stands now, I cannot, but with some minimal training I imagine I could and it would greatly improve the patrons experience. These kinds of strategies can be further explored with the hiring of the new Access Services Librarian who as a partner in space and service will provide a sounding board and natural colleague for these discussions.