The revised charge of the Curriculum Committee is to review, highlight, and celebrate these accomplishments. This Learning Report is the culmination of the library’s efforts in instruction and activities that support instruction over the past year. The format of the Learning Report follows the structure of the Library Instruction Plan approved by the library faculty in November 2009. Recommendations at the end of each section form an important piece of the report and should be considered by all teams in the library.

III. Modes of Instruction

A. Formal Instruction: classroom/online
   - Teaching or co-teaching a librarian-designed classroom session tied to a course
   - Teaching or co-teaching a for-credit course in which all or part of the course focuses on library research and information literacy skills
   - Teaching or co-teaching a librarian-designed portion of a course, focusing on library research and information literacy skills (a module)
   - Designing and grading a library research/information literacy assignment that follows up on a classroom session

Librarians from all teams made significant contributions in the formal instruction area. The librarians deserve much praise and applause in these efforts. Congratulations!

Librarians taught both credit-bearing and information literacy sessions as part of the library’s curriculum. A staff member from Technology Services taught many instructional sessions on the use of digital media tools for coursework, and a Special Collections staff member taught instruction sessions on the use of the Appalachian Collection materials.

Credit Bearing Courses:
Library faculty also taught 10 for credit courses: UCO 1200 (First Year Seminar), 4 sections of US 1531 (Electronic Research Skills), PHL 2800 (Library and Information Research in Philosophy), AS 5000 (Appalachian Studies Research and Bibliography), MUS 5007 (Music Bibliography), HIS 5581 (Records and Society), and MUS 5018 (Guitar Literature, co-taught).

Information Literacy and Related Instruction Sessions:

<table>
<thead>
<tr>
<th>Class Level</th>
<th>Final Count</th>
<th>1000</th>
<th>2000</th>
<th>3000</th>
<th>4000</th>
<th>5000</th>
<th>Unknown</th>
<th>Total Classes</th>
<th>RAPs</th>
<th>Consults</th>
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<tbody>
<tr>
<td>July 06 – June 07</td>
<td>180</td>
<td>64</td>
<td>95</td>
<td>32</td>
<td>52</td>
<td>19</td>
<td>442</td>
<td>310</td>
<td>123</td>
<td></td>
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<tr>
<td>July 07 - June 08</td>
<td>180</td>
<td>59</td>
<td>96</td>
<td>32</td>
<td>54</td>
<td>19</td>
<td>449</td>
<td>344</td>
<td>190</td>
<td></td>
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<tr>
<td>July 08 - June 09</td>
<td>161</td>
<td>70</td>
<td>114</td>
<td>39</td>
<td>66</td>
<td>25</td>
<td>475</td>
<td>289</td>
<td>231</td>
<td></td>
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<tr>
<td>July 09 – June 10</td>
<td>314</td>
<td>73</td>
<td>122</td>
<td>48</td>
<td>46</td>
<td>21</td>
<td>644</td>
<td>469</td>
<td>282</td>
<td></td>
</tr>
<tr>
<td>July 10 – June 11</td>
<td>333</td>
<td>55</td>
<td>186</td>
<td>56</td>
<td>46</td>
<td>20</td>
<td>706</td>
<td>458</td>
<td>342</td>
<td></td>
</tr>
</tbody>
</table>
UCO 1200 - Fall 2010
124 sections offered
87 sections taught by LRS librarians
37 sections taught by non LRS librarians

UCO 1200 – Spring 2011
71 sections offered
54 sections taught by LRS librarians
17 sections taught by non LRS librarians
Assessment:
The library also made noteworthy progress in assessment of information literacy instruction for UCO1200 and ENG1000. Student learning outcomes were developed for first and second year students; assessment of first year outcomes has been initiated.

The Music Librarian also worked with members of the LRS team to begin identifying questions from class assignments that can align with information literacy goals similar to those being defined for non-music classes.

Recommendations

The Curriculum Committee recommends that all teams should seek to identify or maintain the appropriate balance between instruction, activities that support instruction, and other team job responsibilities.

Librarians should seek out ways to utilize AsULearn and other teaching technologies like web conferencing for their instructional sessions.

Assessment of instruction is an ongoing concern of the library and will need continued efforts.

The Curriculum Committee requests that those providing library instruction use the Bibliographic Statistics database (BI Stats) to record all instructional activities. Each entry should be made in a timely manner. It is also recommended that the database be renamed to a more appropriate name.
II. Modes of Instruction

B. Informal Instruction: individual/small-group

- Conducting RAP sessions or consultations in a manner that takes a deliberate instructional approach.
- Research assistance via service desks, telephone, e-mail, chat, or communication within a virtual environment or course management system.
- Collaboration with faculty on curricular and collections materials when directly related to a course.

As with formal instruction, librarians from most teams made significant contributions in the areas of RAP sessions and consultations with students and faculty. In addition to the numerous RAP and Consultations for faculty and students, Bibliographic Services provided similar consultations and sessions for library colleagues on how to better utilize their broad array of services. The library also implemented an improved chat service that significantly increased the number of chat questions and prompt answers to student and faculty questions.

### RAP Sessions by Level 2010/2011

<table>
<thead>
<tr>
<th>Level</th>
<th>Sessions</th>
<th># of Students</th>
<th>Prep Time Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>1000</td>
<td>146</td>
<td>182</td>
<td>161</td>
</tr>
<tr>
<td>2000</td>
<td>60</td>
<td>65</td>
<td>85</td>
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<td>57</td>
<td>103.25</td>
</tr>
<tr>
<td>Unknown</td>
<td>22</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### RAP Sessions by Course Level 2010/11

- **1000**: 146, 32%
- **2000**: 60, 13%
- **3000**: 87, 19%
- **4000**: 86, 19%
- **5000**: 57, 12%
- **Unknown**: 22, 5%

### Top 5 RAP departments
1. History
2. General Education (First Year Seminar)
3. English
4. Political Science
5. Communications

### Busiest RAP months:
1. October
2. November
3. March
4. September
5. April

### Recommendations

All teams should consider making use of technological approaches to handling RAP sessions and consultations in order to expand the opportunities for students to interact with librarians. Examples include new or revised online tutorials, more integration into AsULearn, and other avenues such as web conferencing.
III. Modes of Instruction

C. Development of e-learning instructional solutions

- Stand-alone tutorials
- AsULearn modules
- Screencasts
- Creation of subject and class guides

The library made significant contributions in the development of e-learning solutions. New tutorials for UCO1200 and ENG1000 were completed over the summer and ready for use by Fall 2011. Librarians in the IMC and Technology Services teams designed an online library instruction module for PSY 3010. The module includes a virtual tour and short instructional videos on locating materials to support tutoring sessions and related activities.

Of note was the mid-year reorganization of the Distance Learning team. The newly named Distance Education and E-Learning Services team (DEELs) added one librarian and assumed broader responsibilities for creating and working with other librarians to create online tutorials and other e-learning products.

Other e-learning contributions included:
- Continued building of an Institutional Repository to provide open access to faculty scholarship and graduate student dissertations and theses
- Expansion and improvement of the Tutorial Remix Project and E-Learning Center which assists librarians to reuse, modify and share online tutorials
- Progress creating new and maintaining existing LibGuides.
- Progress making greater use of AsULearn in librarians’ instructional efforts
- Continued contributions in the 3D Teleplace virtual world, including the addition of a new digital media center
- Increased use of web conferencing for library instruction and RAP sessions.

Recommendations

All teams should explore and develop ways to integrate library content into AsULearn, which provides significant opportunities for increased outreach to students and faculty.

Librarians should monitor the success of the online tutorial for PSY3010 taught by the IMC Librarian. Assessment results from this tutorial could support the creation of additional online tutorials that could help with the library’s growing instruction program.
IV. Additional Activities that Support Student Learning

- Activities designed to learn directly from our patrons have an influence on instructional services and the other services we provide. Through these efforts, the library understands more about our patrons, how they use our services, and what services they need.

A. Analysis of patron activities gathered as they interact with Library systems

Belk Library uses a robust system of data collection that provides both physical and electronic counts of interactions with patrons.

The Collection Management Team continually collects and evaluates student usage of the learning resources such as e-journals, e-books, and primary source collections. These activities, which include studying comparative use of the resources, are key to students having the tools and resources to learn in their courses. Members are also involved in the process of obtaining materials through ABC Express and ILL, vital to student and faculty access to materials.

Collection Management is to be congratulated for their diligence and stewardship of resources in the face of looming budgetary challenges. They note as well new QEP emphasis on international awareness and global learning and are actively looking to better serve those goals with international resources and tools for international research.

Additionally, the Library saw dramatic improvement in the e-resources tracker this year. The e-resource tracker records submitted problems with online journals and databases. The tracker was promoted more than ever and four people worked a regular rotation resulting in faster turnaround time; accurate information; and follow-through to resolution, and patron notification of resolution.

| Use of digital collections (#clicks) | 7,555,371 |
| Use of Library website (#clicks)    | 22,895,025 |
| Use of Library website, views       | 3,704,239  |
| Use of Library website, unique visitors | 305,469  |
| Use of LibGuides, guides views      | 125,679    |

Recommendations

Keep up the momentum in this area and seek opportunities to identify a variety of ways to analyze patron activities.

B. Technical Assistance

- Via service desks, telephone, e-mail, chat, or communication within a virtual environment or course management system.

Belk Library houses almost 500 public computers. In addition to managing numerous walk-in technical assistance requests, Technology Services resolved 515 problems reported via the Tech Excel reporting system. The average time from reported incident through resolution was 77.42 hours. Telephone, e-mail, and chat inquiries often involve technical assistance as well; most librarians and desk workers can troubleshoot initial inquiries but frequently refer more difficult technical inquiries to Technology Services personnel.
Recommendations

Teams are encouraged to continue to seek ways to focus efforts to improve the patron experience with the library.

C. User Studies

- Interviews/Observations – one-on-one sessions with users
- Focus Groups – facilitated meeting with attendees from a target group
- Heuristic Review – a user review using predefined set of standards
- Formal Usability Test – test various controlled scenarios with many users
- Controlled Experiment – user test which compares two different products
- Surveys/Questionnaires – formal or phone questionnaires with users
- Organization and analysis of user studies

User populations surveyed by librarians during the past year included thesis-writing graduate students in History, Psychology, and Biology; and 1400 off-campus students. Focus groups and surveys were conducted with international and ASU study-abroad students. Several teams conducted usability studies of web and virtual resources.

Recommendations

Several teams have identified plans for continuing or implementing new user assessment activities during the coming year. Bibliographic Services plans usability testing of the new EBSCO A-to-Z interface and single resource catalog records. They also plan student focus groups to analyze topics that relate to the WNCLN Millenium catalog (RDA display, scoping/limiting options, genre headings, etc.).

The Curriculum Committee urges all library teams to review their current user studies activities, brainstorm and select those that will provide the most relevant feedback relevant to student learning, and develop a structured approach to acquiring useful data. Such initiatives should be taken not only within but also among teams to make the process more productive and efficient. Cross-team communication will play an important role in this process.