

Date: July 15, 2014  
To: Dr. Beth Paul, Provost  
From: Sue Ryan, Betty Drees Johnson Dean of the Library & Digital Learning Resources  
RE: duPont-Ball Library & Office of Learning Technologies Annual Report, 2013-2014

### Major Goal Attainments / Strategic Priorities: duPont-Ball Library

At the beginning of FY 2013-14, the Provost asked the library to identify a few “significant initiatives” for the coming year. Those four items are the primary items bolded and bulleted below. In addition, the library outlined a number of strategic priorities included in the Academic Affairs Plan (master spreadsheet). Those items are sub-texts of our significant initiatives and are also listed below. Please note that detailed statistical data on library operations for FY 2013-14 can be found on the library’s website at <http://stetson.edu/library/about-us/library-publications/annual-reports/>.

Five priority Library/Learning Technologies goals for 2014-15 are documented in the Academic Affairs spreadsheets and have already been provided separately.

- **Creating a sense of place for collaborative learning**

- Transition from primarily print to primarily digital collections to support student learning not bound by physical location.
- Define repurposed innovative physical spaces in the library to support individual and collaborative learning, and student success.

**GOAL ATTAINMENT/PROGRESS:** In 2013-14, the library made significant progress in creating a sense of place that emphasizes promoting learning rather than the more traditional primary role of acquiring and disseminating information. We have rapidly transitioned from print to digital collections – this year we bought only 953 print books (in contrast to almost 2,600 three years ago). At the same time, we added 30,000 e-books in a one year period bringing our total book collection to 180,000 print books and 140,000 e-books. As we rapidly weed to make space for Student Success and other student learning areas, those numbers will continue to decline and increase respectively. (Librarians and library staff, in a truly amazing feat, withdrew 35,000 print books this year – well beyond our targeted 25,000 per year – as well as 14,000 government documents and 10,000 bound periodical volumes. We are well over halfway to our goal of removing 100,000 print books, but our optimistic current estimate is that we may have already removed enough books to empty most of the stacks on the south side of the mezzanine. We have begun shifting to test this theory as we continue to withdraw aggressively.)

The success reported by the Writing Center after one year in the library speaks to the importance of location for student services. We have cleared space for a “Speaking Center” where students can practice oral presentation skills; Student Success staff hope to have the budget to resource and open that area soon. A 3D printing and innovation lab created in a small unused office is extremely popular with students printing almost

constantly from the time the library opens at 8 am until it closes at 1 am. This summer a half-wall was removed which doubled the innovation space; we will use Johnson Innovation funds to add to our hardware inventory in the coming year. The Taylor group study room was upgraded with technology-friendly furnishings and more computer equipment for collaborative learning. We have learned that “if you build it, they will come” – every new learning space we have created has been heavily used. Our gate count increased by 7,000 this year with 226,000 people through the front doors. This marks the fourth year in a row with an increase in library use.

A concept was designed for the Student Success Center to be housed in the library, and conceptual drawings by the campus planner and a donor-targeted booklet created by the President’s staff have been used to seek funding. Library Dean Sue Ryan and Assistant Provost for Student Success Lua Hancock worked throughout the year with the campus planner, facilities staff, Development staff, the President’s Office, the Provost, and vendors to move the initiative forward. A concept for a 24/7 Innovation Center on the ground floor of the library is also under development.

- **Redesign of the library’s instruction / information literacy programs**

- Define learning outcomes for library instruction.
- Define information literacy goals.
- Train faculty on accessing the library’s digital collections.

**GOAL ATTAINMENT/PROGRESS:** The librarians, in particular Rosie Flowers, have been working steadily on both redesigning the library’s instruction program and in moving forward the University’s General Learning Outcomes 2.1, Information Literacy. Over the past year, we have fully implemented the LibGuides software as our primary online instruction tool, pairing a LibGuide research web page to most discipline and subject areas of interest to the campus. A full list of online research guides and tutorials can be found at: <http://stetson.edu/library/research-help/tutorials/>. We have a standardized evaluation form used by students to assess librarian instruction sessions in the classroom. This year, librarians went into 97 classes reaching 1,500 students.

Rosie Flowers worked extensively with John Pearson and the General Education Assessment Committee on plans to advance information literacy skills. We administered the first SAILS (Standardized Assessment of Information Literacy Skills) test to first-year students with the expected poor performance results (in line with national data). Librarians met with Institutional Research staff Ray Barclay and Resche Hines to evaluate and discuss results. We will need four years of SAILS data to document fully student improvement, but in the meantime we move forward in conjunction with faculty and the University General Education Committee in creating a plan for curriculum intervention. In the library, we are developing online video tutorials to improve information literacy skills. The first one has been drafted and is currently under review and revision: <http://stetson.edu/library/services/information-literacy-videos/>.

In response to a faculty survey that revealed that some faculty are reluctant to use library e-books because of the associated technology, the library initiated a personalized e-book training program in fall 2013. Librarians conducted seventeen individual instruction sessions and created LibGuides to assist in using library e-books and downloading them to mobile devices. Librarians Laura Kirkland and Jean Wald presented on using library e-books at the Academic Computing Technology Committee's Technology Day program. Librarians Debbi Dinkins and Laura Kirkland also presented this project at the International Conference on Books and Publishing in Germany, and Dinkins, Kirkland, and Jean Wald published a piece on it in *International Journal of the Book*.

- **Redesign of the library's website**

**GOAL ATTAINMENT/PROGRESS:** As the library's primary communication and information dissemination tool, the website is vital to our operations. With a target date of summer 2014 for completion, Rosie Flowers completely redesigned the website from scratch, moving to a WordPress platform. Librarians, instructional designers, and students reviewed prototypes and proposed design layouts. Despite having to redesign the templates and every page on the site (hundreds of pages), we finished the site months ahead of schedule with a January 2014 launch date in time for spring semester. With remarkably few bugs to resolve, the site has proven to be easy to administer, update, and use. Most importantly, the WordPress platform allows the site to adjust automatically to whatever mobile technology is used to access it – negating, therefore, the need for separate mobile apps.

- **Successful innovation initiatives**

- Design first innovation initiative for the library (Betty Drees Johnson endowment).

**GOAL ATTAINMENT/PROGRESS:** The Johnson Innovation endowment, one of the most exciting things to happen this year, allowed us to experiment with multiple new learning technologies. 3D printing became our first innovation initiative and succeeded well beyond our expectations. While 3D printing has been introduced in a number of libraries, we could find no evidence of libraries taking a pedagogical approach to offering the service. A chemistry department-library collaboration led to all five chemistry faculty members working with students on 3D printing projects which encouraged us to move forward with the technology as a learning tool. (As an aside, the chemists, with diverse specializations, reported that as a group they could not recall a more fruitful partnership with another campus unit.) The chemistry students turned out to be excellent ambassadors for 3D printing – their enthusiasm spread to students in other disciplines. To enhance printing options, we added a 3D scanner to the lab. The project resulted not only in innovation in student learning, but also in a student senior research project, two national conference presentations, and a peer-reviewed article submission. A second peer-reviewed article and a solicited book chapter (a result of one of the conference presentations), both with student co-authors, will be completed this summer. To seek additional funding, Library Dean Sue Ryan authored a Gladys Brook Foundation grant for innovation upgrades and capital improvements.

The success of the first initiative led the library to move forward with other innovative technologies. Two pairs of Google Glass have been purchased and will be available for check-out. To promote the Glass as a learning technology, the library has offered a competitive "RFP" to the faculty/staff member and to the student with the best proposals for using the Google Glass for one semester. The successful applicants will present their projects in a public forum. More information is found at <http://www2.stetson.edu/library/library-google-glass-project/>. Finally, the library purchased four Autographer Life Loggers available for check-out and will encourage creative digital media projects with their use.

Learning Technologies (LT): The LT Office set goals last year for Collaboration, Innovation, and Online Blended Formats. A more detailed annual report can be found at: <http://stetson.edu/library/annualreports>.

**Collaboration GOAL ATTAINMENT/PROGRESS:** LT staff collaborated successfully with numerous constituencies: the EMBA program staff on iPad integration into the program; Boundless Learning with multiple presentations for the Lifelong Learning Program and Celebration's Senior Tech Expo; the library on supporting the Summer Online program, website redesign, and Google Glass purchase; the Summer Online program, supporting 17 summer faculty with orientation and assistance; Brown Faculty Summer Institute; School of Business e-Portfolio discussion; Modern Languages Department Language Lab; faculty revamping the Course Evaluation System; Bookstore on purchasing and using Turning Technologies Audience Response System (clickers); Finance Department in the creation of training videos for the online time sheet migration; three faculty members to create 30+ podcasts containing 20 hours of instructional content.

**Innovation GOAL ATTAINMENT/PROGRESS:** LT staff presented 27 workshops for faculty, 12 Blackboard Collaborate sessions for faculty, and 12 Blackboard Collaborate sessions for students; posted to Boundless Learning blog and website; provided appropriate articles of interest to academic deans; began the LMS evaluation process through the Academic Technology Committee.

**Online Blended Formats GOAL ATTAINMENT/PROGRESS:** Increased the use of lecture capture technology to record instruction stored on a YouTube channel for use in flipped or web-enhanced teaching; increased use of online/hybrid technology to deliver programming in the departments of Counselor Education, Biology, and Chemistry; worked on a proposal to develop an online Masters in Data Analytics.

**Additional Learning Technologies Services:** Supported faculty and staff with video production, 10 classroom recordings, 9 lecture recordings, 9 editing/conversion/uploads to Blackboard; 102 DVD duplications; 24 audio recording and/or digitizing; 9 classroom presentations on video production, PowerPoint, and copyright; 34 students assisted with multimedia projects.