Embedding Librarians Online
Alice Daugherty and Cristina Caminita
Overview

- LSU Online – what it is, how it works
- Happenstance – how the Libraries became involved
- Moving Forward – how the Libraries want to be involved
- Keeping Track – methods of assessment of online information literacy instruction
LSU Online

- [http://lsuonline.lsu.edu/](http://lsuonline.lsu.edu/)
- Love Purple, Live Gold, Learn Online
- 5 Master’s degree programs
  - Master of Arts in Education with a Specialization in Higher Education Administration
  - Master of Business Administration
  - Master of Science in Human Resource Education with a Concentration in Human Resource and Leadership Development
  - Master of Science in Construction Management
  - Master of Education in Educational Leadership
LSU Online

- Classes structured differently
  - Students enter program and are assigned 7-week cohorts
  - Each class within a program lasts 7-weeks
  - Programs are all non-thesis
  - Programs are equivalent to traditional non-thesis residential programs
  - Programs are structured by template according to cohort
    - [http://lsuonline.lsu.edu/Programs/1140/master-science-construction-management](http://lsuonline.lsu.edu/Programs/1140/master-science-construction-management)
LSU Online

- Faculty teaching LSU Online courses also teach in residential programs at LSU
- LSU Online is currently developing training in instruction design of online courses for participating faculty
LSU Online

- SLIS and SHREWD allowed students to complete degrees in a completely online environment
  - Students took classes online on the traditional 14-week/semester schedule
  - These classes were open and available to all students accepted into SLIS and SHREWD and counted toward residential degrees

- LSU Online is a completely different type of program
  - Students enrolled in LSU Online only take online courses
  - Their 7-week online courses cannot transfer into a residential master’s degree program
  - Best way to envision this: LSU Online isn’t just the addition of online classes – LSU has had those for years. LSU Online is a completely new version of LSU degrees online.
Happenstance

- Libraries were not involved from design and inception stage (go figure)
- We were contacted by someone from the Department of Finance. She was the person in charge of overseeing development and implementation before a full-time administrator had been hired.
- She was concerned about assessment and the lack of student services and research support in the design of the programs and courses
Happenstance

- We were asked to design a questionnaire to determine student use and perception of:
  - University-side student services – rec center, health center, dining services, etc.
  - Libraries – LSU Online admin felt we were more in line with services provided to students, even though we are an academic unit
- Our SACS reaffirmation was the big motivation for attempting to assess LSU Online so early in its implementation
Happenstance – Results from our Questionnaire

Q15. Please tell us how satisfied you are with the following: - Quality of library services

<table>
<thead>
<tr>
<th>Count</th>
<th>Percent</th>
<th>Satisfaction</th>
</tr>
</thead>
<tbody>
<tr>
<td>8</td>
<td>29.63%</td>
<td>Very satisfied</td>
</tr>
<tr>
<td>3</td>
<td>11.11%</td>
<td>Somewhat satisfied</td>
</tr>
<tr>
<td>1</td>
<td>3.70%</td>
<td>Somewhat dissatisfied</td>
</tr>
<tr>
<td>1</td>
<td>3.70%</td>
<td>Very dissatisfied</td>
</tr>
<tr>
<td>14</td>
<td>51.85%</td>
<td>No opinion/no basis to judge</td>
</tr>
</tbody>
</table>

27 Respondents

Q16. Please tell us how satisfied you are with the following: - Quality of library resources

<table>
<thead>
<tr>
<th>Count</th>
<th>Percent</th>
<th>Satisfaction</th>
</tr>
</thead>
<tbody>
<tr>
<td>8</td>
<td>29.63%</td>
<td>Very satisfied</td>
</tr>
<tr>
<td>3</td>
<td>11.11%</td>
<td>Somewhat satisfied</td>
</tr>
<tr>
<td>1</td>
<td>3.70%</td>
<td>Somewhat dissatisfied</td>
</tr>
<tr>
<td>1</td>
<td>3.70%</td>
<td>Very dissatisfied</td>
</tr>
<tr>
<td>14</td>
<td>51.85%</td>
<td>No opinion/no basis to judge</td>
</tr>
</tbody>
</table>

27 Respondents
Happenstance – Results from our Questionnaire

**Q58. Were you aware of the LSU Libraries web page detailing services for LSU Online students and faculty?**

<table>
<thead>
<tr>
<th>Count</th>
<th>Percent</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>15</td>
<td>57.69%</td>
<td>Yes</td>
</tr>
<tr>
<td>11</td>
<td>42.31%</td>
<td>No</td>
</tr>
<tr>
<td>26 Respondents</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Q59. Did you seek the advice of a library subject specialist assigned to your course?**

<table>
<thead>
<tr>
<th>Count</th>
<th>Percent</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>3.85%</td>
<td>Yes</td>
</tr>
<tr>
<td>25</td>
<td>96.15%</td>
<td>No</td>
</tr>
<tr>
<td>26 Respondents</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Q60. Were you able to access online databases from the LSU Libraries?**

<table>
<thead>
<tr>
<th>Count</th>
<th>Percent</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>15</td>
<td>57.69%</td>
<td>Yes</td>
</tr>
<tr>
<td>11</td>
<td>42.31%</td>
<td>No</td>
</tr>
<tr>
<td>26 Respondents</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Happenstance – Results from our Questionnaire

Q61. Did you encounter any problems accessing the online databases?

<table>
<thead>
<tr>
<th>Count</th>
<th>Percent</th>
<th>Reason</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>7.69%</td>
<td>Yes (please explain)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Have to get an ID card? How do you do that?</td>
</tr>
<tr>
<td></td>
<td>50.00%</td>
<td>I was not able to view anything.</td>
</tr>
<tr>
<td>24</td>
<td>92.31%</td>
<td>No</td>
</tr>
<tr>
<td>26</td>
<td></td>
<td>Respondents</td>
</tr>
</tbody>
</table>

Q62. Did you request materials through the LSU Libraries Interlibrary Loan department?

<table>
<thead>
<tr>
<th>Count</th>
<th>Percent</th>
<th>Reason</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>0.00%</td>
<td>Yes (Did you find the service to be effective?)</td>
</tr>
<tr>
<td>26</td>
<td>100.00%</td>
<td>No</td>
</tr>
<tr>
<td>26</td>
<td></td>
<td>Respondents</td>
</tr>
</tbody>
</table>
Moving Forward

- A newly hired instructional designer for LSU Online contacted the Assessment Librarian to discuss plans and strategies for including information literacy resources, including embedded librarians (if possible), in the LSU Online programs and courses.

- The breadth of our services were new to the instructional designer.

- Interested in our tutorials, subject guides, and information literacy standards.
Moving Forward

- Instructional designer is developing faculty professional development/orientation to the online environment.
- Plans to develop a course in which faculty are introduced to various services and instruction that can be incorporated into their own online courses.
  - Faculty take this course 14 weeks before teaching.
- Mapping information literacy standards to goals and objectives in each online course.
- It’s hard to get faculty buy in, so the interest and support of the instructional designer is a huge plus.
Moving Forward

- ID is developing a structured online communique of library services and how they can be amended to the needs of each program and each course
  - Databases, subject guides, tutorials, Discover, etc.
- Interested in embedding librarians
  - Setting up research question forums in Moodle (LMS), allowing librarians access to Moodle courses within LSU Online, supporting collaboration on assignments and other assessment tools
- Would like LSU Libraries to present at a lunch and learn for LSU Online faculty
Moving Forward – Best Practices for Embedding Librarians Online

- Get Buy-In from both Library and Online Administration
- Know the campus LMS/CMS and its administrators
- Market the service to online instructors
- Clearly negotiate and define the librarian’s role with instructors
Moving Forward – Best Practices for Embedding Librarians Online

- Get as much information about the class ahead of time as possible
- Go outside of your subject specialty
- Embed online through the use of forums/discussion boards in the LMS/CMS
- Insert Library modules and librarian contact information into the LMS/CMS
Keeping Track – Methods of Assessment of Embedded Instruction

- Both summative and formative assessment are required to determine an embedded online instruction program’s success and future.
- Assessment needs to be planned as the course is designed – assessment measures should reflect the defined outcomes for the information literacy instruction and should ideally support the course outcomes/objectives and goals of the class itself.
Keeping Track – Methods of Assessment of Embedded Instruction

- Pre and post tests
- Student responses to forum questions
- Summative feedback (end-of-course discussion form)
- Interview with instructor at conclusion of course
For more information


