#Doesthatreallywork? Transforming the Traditional, Rethinking, Letting Go

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Abstract

After a critical examination of the "traditional," Pepperdine University Libraries has made many dramatic, yet cost effective changes in Fall 2011. We have adopted an attitude of perpetual Beta for products and library services. We learned that sometimes it is not just out with the old, but out with the too new.

At Pepperdine we completely redesigned our roles for our student workers to include learning outcomes and better customer service, we even had them work on LibGuides. We consolidated staff by merging our circulation and reference desk, creating the new iPoint (Get all of your library needs met in one place!) Moved toward a system of Data Driven Service by improving our statistics with innovative, inexpensive products. Of course, we ran into some hiccups along the way! We discuss our methodology and how we can up with cost effective, easy to implement ideas.

Introduction

Pepperdine University is a medium-sized private university. It has 5 campuses in Southern California, one campus in Washington, D.C. and six international campuses. The undergraduate library, Payson Library, has 9 Librarians who provide instruction and 7 Librarians who provide Reference.

In Fall 2010 the Pepperdine University Libraries implemented LibQual, a survey about users' opinions of library services, and discovered there were many areas that needed improvement. In Fall 2011 Michelle Jacobs-Lustig conducted a reference and instruction audit and a literature review of 125 articles and reports. After the final report of more than 60 pages was released, Pepperdine University Libraries decided to implement many changes. Some of the changes were cost effective (iPoint, website facelift) and some of them were more expensive (creation of ACE – The Academic Center for Excellence). All of these changes have helped improve our services and we have decided to adopt an attitude of perpetual Beta for products and library services.

Change to User Centered Service Model

Stephen J. Laster wrote, "We have entered the age of customer relationship management in higher education not just to enable admissions but also to develop lifelong connections to students and alumni."[1]

"First, we value an environment in which in-person reference and instruction are the exception rather than the rule. Second, we value persistent, asynchronous, multi-user forms of communication. Third, we value providing services that reflect our current information and technological environment and the diversity of our users." (Davidson & Mikkelson, 2009, p. 350)

"User Experience" is a term that has become ubiquitous with everything from web site design to mobile apps to retail shopping. One of our main goals in modifying and developing new library services was that we wanted to give the best possible user experience: a WOW experience for our students and our faculty. This often means stepping out of the traditional and into the unknown.

In looking at how to create the best User Experience, we came across a recent publication by Steven Bell, Associate University Librarian for Research and Instructional Services at Temple University. Bell conducted two surveys, one on the West Coast (University of California, Santa Barbara) and one on the East Coast (Temple University) based on the principles of the *Study of Great Retail Shopping Experiences in North America*, a 75-question questionnaire. This study pointed at 28 different elements of a great experience and argued that a WOW experience was created when 10 of those were combined in one retail transaction. In looking at these 10 there are 5 major areas that contribute to the WOW experience (Bell, 2011):

1. **Engagement.** Being polite, genuinely caring and demonstrating sincere interest in helping, acknowledging and listening.
2. **Executional Excellence.** Patient explanation and advice, checking stock, helping find products, having product knowledge and providing unexpected product quality.
3. **Brand Experience.** Exciting store design, consistently great product quality, making customers feel that they are special and that they always "get a deal."
4. **Expediting.** Being sensitive to customers' time, and being proactive in helping speed up the shopping process.
5. **Problem Recovery.** Helping resolve and compensate for problems, upgrading quality and ensuring complete customer satisfaction.

These five criteria of service served as a reference point as we looked for new services and ways to improve existing ones. Our first major piece, the iPoint embodies all five.

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[1] Laster, Stephen J. "6 Building Blocks of Success." *Educause Review* June 2011:15-23. Web.

The iPoint and ACE

In an era of rapidly changing user expectations and needs, it is essential that we change the current reference model and adopt one that will concentrate on user-centered, highly valued, just-in-time support systems for Library users. Reference Services was renamed and re-engineered as Research Support Services with a goal of improving the user research experience by improving user productivity, autonomy, and efficiency.

"The mere fact that a reference desk exists and is staffed does not mean that reference service is either accessible or enticing." (Larason, Robinson & Schieck p. 334)[2]

After we analyzed trends, looked at staffing solutions, staff development and training, we began the first stage of this process. Reference service at the Reference Desk, which was located in front of the library instruction lab and far from the Circulation Desk, was discontinued. We created a single service point at the iPoint (Information Point) at the existing circulation location in Payson Library. We removed clutter from the Circulation Desk and installed a Mac Mini, a large monitor, and an LED light up keyboard. We also branded the concept with a green light bulb icon (Appendix 1).

At the iPoint we answer directional questions, provide printer support, and answer basic research questions. We also created a new "reference" schedule to help free up some of the librarians allowing them to work on other projects. During off hours this location is staffed by trained Library Ambassadors (Appendix 2).

Research Services staff recognizes the importance of training and assisting patrons in using the Library and its resources successfully. It is their goal to empower patrons to conduct their own research and consider learning how to use the Library's information sources to be vital to lifelong learning. This is foundation for the second stage in this process, the creation of ACE: The Academic Center for Excellence.

ACE, housed in Payson Library, provides a single location for academic support, including assistance in research, writing, speech, presentation, and media production, as well as subject tutoring. It is designed to be both high-tech and high-touch. The setting is a comfortable and flexible space for students to engage in learning. This space also supports a peer-to-peer teaching and learning model, offers skills workshops, and is available to students when they want it most, late at night.

There are six key components of ACE:

1. Research Services Desk
The first stage in the genesis of a student project is usually research. The desk will be staffed by librarians and Library Ambassadors during peak hours. The mission of Research Services is to engage users in their research pursuits.

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[2]Larason, Larry, & Robinson, Judith Schieck, "The Reference Desk: Service Point or Barrier?" Reference & User Services Quarterly 23 (1984): 332.

2. Writing and e-Publishing Support
The existing Writing Center is now housed in ACE. This program is supported by the Director of the Writing Center and a cohort of student tutors.

3. Speech Lab
The Speech Lab, part of the Communication Division of Seaver College, is also being integrated into ACE. Most undergraduates are required to record a speech, which upperclass and graduate student tutors then view and offer critiques.

4. Media Suite
The library has partnered with the Center for Entertainment, Media & Culture to develop a high-tech media editing and production lab within ACE. Workshops and tutoring in audio/video production will also be available.

5. Tutoring
ACE provides collaborative tutoring spaces for all of the functions mentioned above. These spaces may also be available for use by any academic department at Seaver College that wishes to provide specialized tutoring help.

6. E-Scholarship
The Library has recently implemented an e-publishing platform for University scholarship, and will offer specialized instruction in e-publishing and writing for publication.

CampusGuides

We had been using LibGuides for over a year when we began to look at upgrading to Campus Guides. CampusGuides offer more options and would allow us to handle all of our internal documents. We had been using a difficult to use and maintain Wiki system. A key component of making the change was that the staff was already familiar with it. Before making the switch we surveyed staff and they strongly supported the upgrade. We also had a trial of the product and during that time used it for pre/post tests in instruction and got great feedback and easy-to-read results. This summer we will offer workshops to staff on the tools, modules, and other features available in CampusGuides. We can use it to create an unlimited number of forms, that print out in easy-to-read spread sheets. It is also an excellent platform for librarian promotion and review portfolios.

Assessment – LibAnalytics

"Assessment is the ongoing process of:

- Establishing clear, measurable expected outcomes of student learning.
- Ensuring that students have sufficient opportunities to achieve those outcomes.
- Systematically gathering, analyzing, and interpreting evidence to determine how well student learning matches our expectations.
- Using the resulting information to understand and improve student learning."[3]

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[3] Suskie, Linda. (2004). Assessing Student Learning. Retrieved from http://www.accreditation.uci.edu/assess_resources.html

Assessment[4] is essential for all programs; however, it needs to address whether the program itself is successful. Much of the assessment statistics gathered from the current reference and instruction program were not giving us the big picture. The LibQual data provided information on how the users perceived the service they were receiving, but when compared to the lack of measurable data for the services it was not always possible to determine the success of these programs. This problem is not unique to Pepperdine: librarians believe that it is important to deliver "basic" library services such as reference and instruction. We needed to get information on a class by class, transaction by transaction basis. By implementing LibAnalytics, we have been able to create easy-to-use custom forms for a variety of our library services. These forms have been used for three semesters and have provided us with invaluable data for reference services and library instruction across all of our campuses.

Better Scheduling

Currently we have study rooms in all of our Southern California locations. We spent many years trying to find a room scheduling product that worked 24 hours a day and was easy to use. We were tired of printing out paper room schedules and keeping track of them by hand. The Pepperdine University Law School Library used a homegrown product that we reviewed, but it seemed too complicated. We eventually settled on a product that was quite expensive, but seemed to meet our needs. During the first webinar conducted with the new vendor, we realized we had made a mistake because the company rep could not answer any of our questions and it seemed a lot more complicated than was promised. We panicked and then realized Springshare was just starting a brand new room scheduling product called LibCal. LibCal does room bookings and appointment scheduling. We started using LibCal right before our fall semester began last year. We just love it! It is easy to use and their customer service is excellent. The students are very happy with it and the Librarians also use it to schedule individual research consultations. It fits in well with all of our other Springshare products and meets all of our needs at a fraction of the cost.

LibCal offers other tools in addition to room scheduling. My Scheduler allows librarians to enter availability and create a form for students to book one-on-one sessions with them. This can be embedded in LibGuides and any other webpage. This summer we will be moving our instruction calendar to LibCal as well. Using CampusGuides forms in conjunction with LibCal creates a huge time saver, as only available time slots can be requested. This helps eliminate the back and forth of scheduling research appointments and library instructions sessions. Additionally, all of the tools in LibCal display beautifully on a mobile device.

Student Workers

Traditionally Payson Library student employees working for circulation staffed the front desk and also a service point desk on the second floor of the library. These students only did circulation-related work. We also had students who were strictly reference student workers. After

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[4] Supplemental Document 8

doing LibQual, we realized we had to revamp the student workers to encompass more customer service. In the spring of 2011 all of the student workers started wearing blue shirts with *Pepperdine University Libraries* on them and we started doing student evaluations every semester. These initial changes were just the start.

In the fall of 2011 we had to rethink our student workers because of the new iPoint and budgetary constraints. We combined the circulation and reference student workers and changed the job responsibilities. We also created a new position called Library Ambassadors.

Library Ambassadors

Library Ambassadors are our super students. In most cases they have worked for the library for at least one semester, are exceptional workers, and they are our student leaders. These students receive intense research training and are mentored by the librarians. They are required to complete research-related assignments throughout the semester such as book and database reviews. They also help provide content for the library's bathroom newsletter "InSTALLments" (Appendix 3). Library Ambassadors are customer service focused, well trained in library collections, and are trained and mentored in a continuous process. They know when to refer patrons to the librarians. Some of the Library Ambassadors even work on LibGuides. These students receive a higher wage than other student workers.

Some Fun Projects

After meeting with several student groups on campus, we found that many students consider the library their second home. They wanted to see fun activities in the library, in addition to new resources. With this in mind, we created "Dead Week Detours," a series of events during the week before and the week of finals. These events included cupcake decorating, card making, yoga, meditation and perhaps the most popular, button making (Appendix 4). The idea behind these was to give students a chance to take anywhere from a few minutes to an hour and just let their minds relax. The events have been a huge success and the students really look forward to them.

Noise is a big complaint in our library. Many of the students had no idea how to address this issue and of course, no one wants to be the noise police. In the spring semester we introduced "Shush Cards." The size of a business card, these cards featured a variety of images demonstrating shushing (cute animals were the most popular) and on the flip side read, "You have been officially shushed,"(Appendix 5). These were an instant success and we went through hundreds of them. They quickly became a cultural staple on our campus.

It is important to remember that having fun with what you do is contagious! We were very happy to see fun spreading throughout our library.

Conclusion

"The new media environment provides new opportunities for us to create a community of learners with our students seeking important and meaningful questions. Questions of the

very best kind abound, and we become students again, pursuing questions we might have never imagined, joyfully learning right along with the others." (Wesch, 2009)[5]

"There is something in the air, and it is nothing less than the digital artifacts of over one billion people and computers networked together collectively producing over 2,000 gigabytes of new information per second. While most of our classrooms were built under the assumption that information is scarce and hard to find, nearly the entire body of human knowledge now flows through and around these rooms in one form or another, ready to be accessed by laptops, cellphones, and iPods. Classrooms built to re-enforce the top-down authoritative knowledge of the teacher are now enveloped by a cloud of ubiquitous digital information where knowledge is made, not found, and authority is continuously negotiated through discussion and participation."(Wesch, 2008)[6]

From a service perspective, the Library of the future is characterized by a new set of expectations:

- Deep integration with classroom teaching, learning outcomes and technology
- Patron-driven services and a better understanding of our users' needs and desires
- Strong collaboration with campus partners, faculty, and students in the production and dissemination of the original research and creative output of the university
- Support for staff and work in a world of perpetual beta
- Fun!

We are tasked with meeting these expectations with creativity, enthusiasm, and a drive for excellence. These new and improved services are just the beginning as we continue to remake ourselves and remain relevant. We are striving to become a more patron-driven, responsive organization that defines a new library service model for 21st century scholarship.

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[5] Wesch, Michael. (Jan 2009) "From Knowledgeable to Knowledge-able: Learning in New Media Environments Academic Commons." Retrieved from http://www.academiccommons.org/commons/essay/knowledgable-knowledge-able.

[6] Michael Wesch, "A Vision of Students Today (and what Teachers Must Do)," *Encyclopedia Britannica* blog, Oct. 21, 2008, http://www.britannica.com/blogs/2008/10/a-vision-of-students-today-what-teachers-must-do/
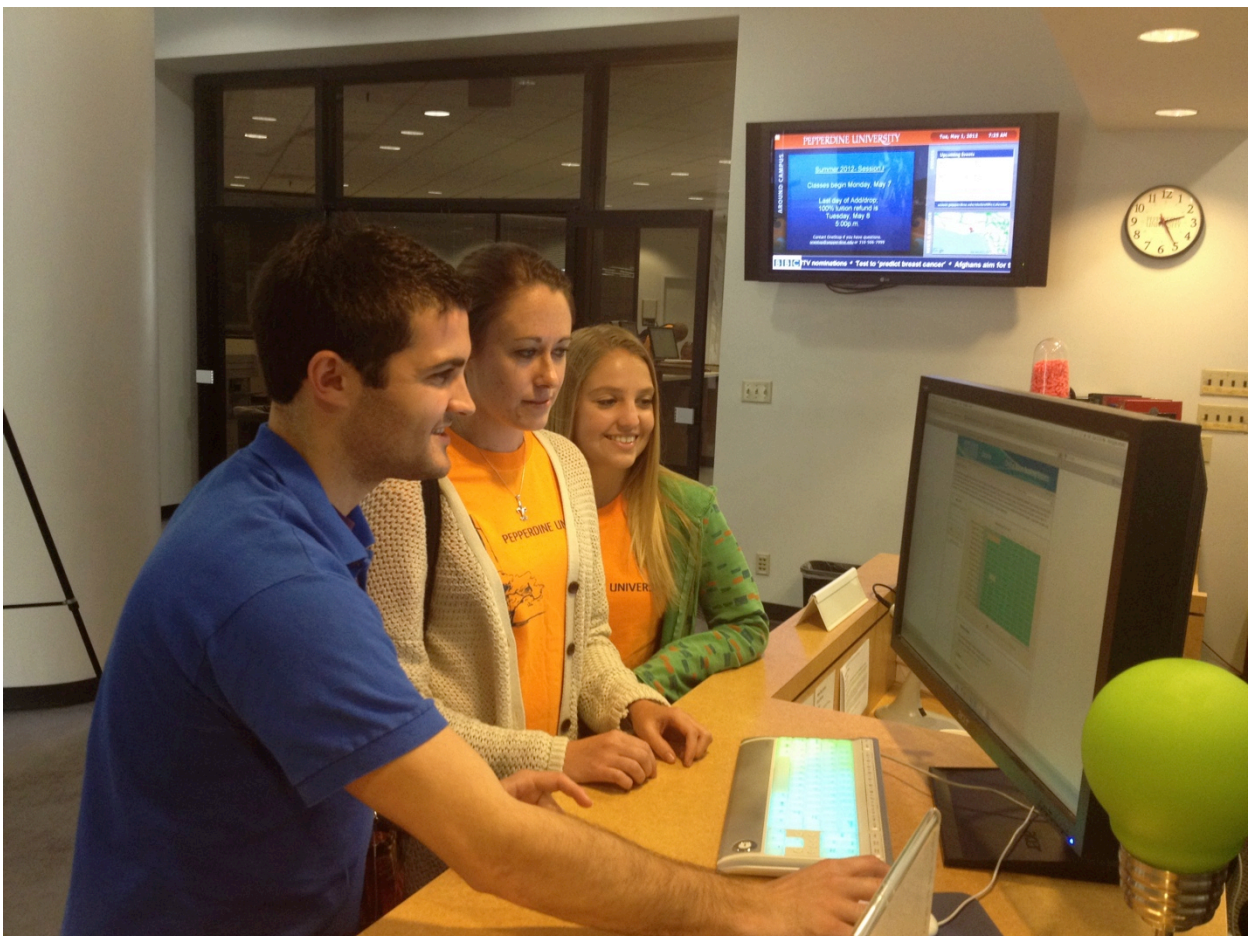
Appendix 1

The iPoint

iPoint

Get it ALL Here!

➡ *Books*
➡ *Reserves*
➡ *Research Help*

Stop Once and Go!!!

Appendix 2: Library Ambassadors

Code of Conduct

Keep your ears open
Listen to what the patron is actually saying, don't start finishing their sentences, even if you are only doing it in your head. Make a concerted effort to really listen, repeat back what they say, ask related questions and help them get to what they are really looking for.

Looks do matter
Your library shirt should be clean (you don't have to wait for Cathy to tell you to wash it). Your name tag and badge should be easy to read and free of doodles. You should never be eating at the desk.

Timing is everything
Be on time for your shift, if you have to leave early, let someone know.

Careful with the jokes
Humor can be fantastic but not everyone finds the same things funny. Be very sparing with it. It's all too easy to go just a bit too far and make a someone feel uncomfortable. If in doubt, tone it down.

Be yourself
It's all too easy to slip from being yourself to "professional mode." You are a Library Ambassador and a college student, we hired you for you! So relax and be yourself, if you're feeling tense, pause and take a few deep breaths.

Make eye contact
Any good book about body language will tell you the first thing you need to master is making eye contact, it allows people to trust you. If you don't, you end up look shifty or unknowledgeable.

Smile and say Hello
Your smile is often the first contact you have with people, keep your face relaxed and friendly. Think of how you felt the first day of school when someone smiled at you. That is the way we want people to feel when they visit the library.

What's your body saying?
It's not just your face that speaks volumes; it's your entire body. If you are playing on the computer or checking Facebook or working intensely on homework, you can look unapproachable. Be a good multi-tasker and always look ready to help!

Appendix 2: Library Ambassadors

Name badge for Library Ambassadors.

A Library Ambassador helping
out at the iPoint.

The Payson Library seeks energetic service-oriented students to join the team. Faculty, staff and students will depend upon local library services, interlibrary services and resource sharing to support their research and educational needs. Library student staff will play a key role in helping the Library achieve these goals.

The Library supports the research and instructional needs of the campus community. Library operations encompass a wide variety of activities that range from shelving library materials and basic data entry to complex office/business activities and public service. Student staff in the library supports these activities as well as provide the majority of staffing on weekday evenings and weekends.

Library Ambassadors go beyond the functions of basic library tasks and provide research support services to fellow undergraduates.

Qualifications:

Required:
• maintain excellent attendance and be prompt.
• act responsibly in a professional office work environment.
• follow detailed instructions.
• demonstrate excellent customer service orientation and demeanor; work well with the public.
• maintain strict confidentiality when dealing with personal information.
• good oral and written communication skills; print and write neatly.
• pay close attention to detail and perform repetitive, detail-oriented tasks.
• Maintain a 3.0 GPA
• Be at least a second year student at Pepperdine
• work independently.
• lift and shelve up to 25 lbs. at a time.
• operate a computer including typing with a keyboard.
• referral from a faculty member

Preferred:
• Public / customer service experience.
• Experience with computers – preferably Mac and Windows office suites.
• Previous library experience.
• Filing and file-keeping skills.
• Data entry experience.

Primary tasks and duties (may include some or all of the following):

• **Research Services Functions**

- assist in answering student questions regarding access to information
- provide assistance locating books and other materials in the stacks
- refer and set up appointments for students to meet with the appropriate librarians
- inform students about all of the support services available through the library and ACE
- staff the ACE services desk
- contribute to the library's InfoGuides
- Help the library improve the current website and support outreach to other students
- complete a weekly research exercises and submit the complete exercise on-time (this is to be done during work hours when the desk is slow).

• **Circulation Functions**
- assist users obtain library materials (circulation, holds, recalls, etc.)
- entry/creation and updating of borrower records
- basic computer troubleshooting
• Public Services
- assist users with use of the library and library services
- assist users locating materials in the library
- assist and instruct users in use of library online catalogs and other resources
• Digital Assets
- scanning and digitizing materials for public display/access
- basic computer operations in support of Digital Assets program
• Administrative Services
- perform routine office tasks (filing, typing, answering telephones, etc.)
- perform receptionist duties in a professional and courteous manner

Knowledge, Skills and Abilities

Below is a list of general guidelines student employees are expected to follow:
- Arrive at work on time, and not leave early without notifying a supervisor.
- Maintain regular attendance
- Contact the supervisor on duty as soon as possible if ill or running late.
- Follow all aspects of the W.A.V.E.S. Customer Service Creed
- Read, sign and follow the commitment to excellence document
- Follow policies and procedures outlined in the "Manual for Student Workers"
- Follow the directions and instructions of their Supervisors
- Maintain patron confidentiality. Library records are considered confidential and protected by California State Law (Government Code 6267). Records in the following situations should not be disclosed or communicated by Student Workers to others:
  - Library Circulation Records and any identifying details regarding library users
  - Any records that link patron names to specific materials

- o Locations of tattle tape in books and materials
  - o Any usernames or passwords to library systems or systems being used by the library
- Be proactive: Anticipate user needs.

Evaluation Criteria:
Maintains excellent attendance; arrives promptly and uses work time effectively.

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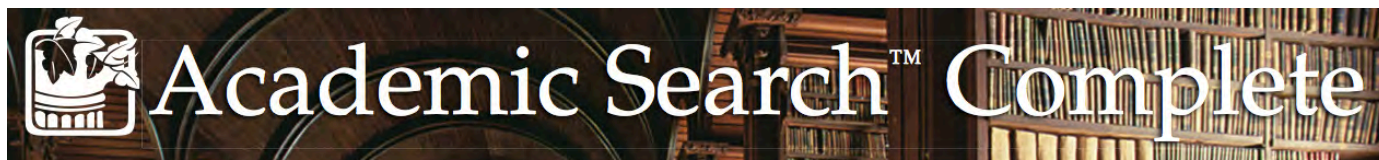
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"I wish the library had more popular magazines online."

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Full Text back to 2002

Full Text back to 1923

We have gone from 1700 Full Text Journals in EBSCO to almost 9000!!!
More Peer Reviewed Content from more than 7,700 Journals!
Find the Academic Search Complete Link on the Library's Home Page!

New Digital Collections: Historic Pepperdine Films
This collection features moving image materials produced by and about Pepperdine University throughout the history of the institution. Drawing from the University Archives audiovisual collection and the holdings of Integrated Marketing Communications, films in this collection range from home movies to professionally produced promotional films. What was student life at Pepperdine like in 1984? How about 1958? The answers lie in these fascinating archival treasures. The collection includes films of campus activities, sporting events, television shows, and community service programs. Included among the gems is a rare 1952 promotional film in which George Pepperdine himself lays out his vision for Christian education.
The collection is available at:
http://pepperdine.contentdm.oclc.org/cdm/landingpage/collection/p15730coll1

Take a picture of the QR Code to view the collection!

Button Maker Madness

Button Maker:

www.americanbuttonmachines.com/
Sizes: 2.25" ($230) and 1" ($200)*

Supplies:

Circle Cutters (Joann Fabric Stores or Michael's)
- Martha Stewart 1" punch ($12/$8)
- EK Success Paper Punch 2 1/4" ($17/$12)
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Button Parts:

We suggest you order 1000 of each, they will go quickly!

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1000 Pack of 1" - $50

Extras:

Button Cart:
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1 Tension Rod: $14
2 Short Drapes: $15
Plastic Storage Containers (Target): $40
Wall Decals: $5

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Uses:

- Show of Digital Collections and Archives
- Use for Library hosted events by making logo buttons
- Student design contests
- Share library love
- Make Valentines
- Invite faculty to make buttons using pictures of family or publications
- Repurpose discarded books with illustrations or cool quotes
- Graduation Gifts
- New Titles
- And more!!!!!!

Is the person next to you being too loud? Is someone's cell phone use out of control?

Offer them a Shush card.

The library offers several fun designs to choose from!