Introduction: Where I Started

When the opportunity to undertake a practicum at D. Hiden Ramsey Library, which is both my place of employment and the place where I spent many an hour as a post-baccalaureate student, arose during the spring semester, it was serendipitous to say the least. What started out as a digital projects initiative, intending to bring many elements of our web presence into the twenty-first century, rapidly became a trial-by-fire for a career in academic librarianship. Through two major projects, redesigning and reconfiguring our undergraduate intern training program and migrating our existing web presence to the LibGuides 2.0 platform, I not only developed skills that will continue to benefit my career as an academic librarian but also further facilitated my troubleshooting skills and determination in the face of admittedly frustrating circumstances on the technological front.

As of November 2014, I have worked at D. Hiden Ramsey at UNC Asheville in a variety of capacities for almost two and a half years. I began my burgeoning library career as the student administrative assistant to Leah Dunn, our University Librarian, and moved into a competitive undergraduate internship in Public Services three months later. Right before I graduated from UNC Asheville, I accepted a graduate-level internship in Public Services as the User Engagement Intern. A chance to take on additional responsibilities and truly experience the life of a full-time reference librarian, along with being able to tackle more of a workload than my twenty hour a week stipend-based internship typically afforded seemed perfect.

Our public services department had, for lack of a better term, been decimated through a series of rapid retirements. A staff of three librarians, a paraprofessional, a part-time graduate intern, and a long-time volunteer dwindled to one librarian, a paraprofessional, and myself. Subsequent hires were hindered by major changes in university administration and restructuring of the library’s organizational chart. This practicum benefited the university as a whole; instead of one librarian for our entire department, I was able to pick up additional hours and tackle projects we had long shuffled to the side thanks to the staffing crunch. Despite the odds and pitfalls, I
believe this practicum has better prepared me for a bright future as an academic librarian.

**Major Project One: Undergraduate Intern Training Website**

My first project to tackle involved a program near and dear to my heart; our undergraduate reference services internship program. Ramsey Library offers two internships per semester to an undergraduate student that displays an aptitude for research, a desire to serve their community, and often, a drive to pursue library and information studies on the graduate level. These interns undergo on-the-job training based on a variety of topics, including but not limited to the library's holdings and professional etiquette.

Our previous public services librarian had designed a Google Sites-based training system with the assessment tool driven by printed worksheets the students would complete, turn in, and get feedback on (see Figure 1). The information on the site was, at best, dated. Brandy, my site supervisor and our current public services librarian, and I agreed that an initial goal for my practicum needed to be a complete overhaul of the training curriculum and the implementation of a self-grading assessment tool. Having a self-grading assessment would cut down on the “paper trail” in line with the university’s dedication to sustainability, allow us to update modules as we saw fit based on the needs and skills of our student employees as well as the changing slate of resources we offer, and improve the workflow timeline.

Admittedly, I utilized an instructional design approach to designing this training website: the ADDIE model. The Analyze step was multi-fold. The first step in this process was to identify the platform I would build the training materials in. I investigated using continuing to use the Google Sites site at first, but quickly moved away from that idea. While the Google suite is a fantastic option for collaborative editing and document production, the lack of functionality and the realization that the site did not work as well as needed on a mobile/tablet platform further solidified it as not a viable solution. My next idea for a possible platform was the solution I went with; LibGuides. Initially, I avoided using the LibGuides platform due to the fact that I was under the impression that all published LibGuides show up on our Research & Collection Guides page. LibGuides has a “Private” setting for pages within the system, I learned, that would only allow individuals with a direct link to the guide to see the contents. I have experience with LibGuides dating from my undergraduate intern position at the library, so the platform choice was ideal.
The platform settled on, I began to sketch out what information our interns needed by analyzing the information needs of the interns. The previous training website contained pages on the following:

- Basic competencies including duties, behavior, hours, research desk facts, and instructions on time sheets and work hours;
- Information sources, broken into sections on electronic resources and the print collection with correlating assessments;
- The library website, focused on reading Library of Congress Call numbers and two assessments on using the Encore interface and our “classic catalog”;
- Two catch-all pages with information on printing and wireless access.

When I combed through these pages, there were numerous discrepancies and inaccuracies. Rather than try and salvage any of the previous information, I made the choice to create all the content from scratch. In conjunction with this step, I reached out to a great user base; the previous cohorts of undergraduate interns. All four that I contacted (the other intern from my Class of 2013 cohort, and all three of the interns from the Class of 2014 cohort) responded with fantastic suggestions of information that they utilized as interns. I identified key sections that were mentioned across the board; knowing the technological side of the position, how to best interact with patrons, and the differences in patrons access levels at the university were the top three mentioned that were not covered in the previous student training website.

After the Analysis phase, I moved into the Design and Development steps of ADDIE. The three aforementioned key sections were central to this step, as these were key points that would be new to this iteration of the training guide. The first, knowing the technological aspects of the position, was the first portion I tackled. I added sections on using LibAnalytics (our encounter tracking tool) and the VOIP phone at the desk, as well as links out to guides and tutorials on each. The second, how to best interact with patrons, proved problematic at first. I originally began to hand-type a guide on how to guide the reference interview basing it in scholarly research. During my research I came across references to recommendations set forth from the Reference and User Services Association (RUSA). Lo and behold, RUSA updated their *Guidelines for Behavior! Performance of Reference and Information Service Providers* in 2013. Rather than reinvent the wheel, I linked directly to the 2013 guidelines. Last but not least, I tackled the issue of the different
levels of patron access in our library. Most of our patron base has identical lending periods and access levels but the one aberration to this rule is our Osher Lifetime Learning Institute (OLLI) patrons. Brandy had created a OLLI quick-guide LibGuide earlier in the summer, so I linked out to that guide.

After addressing the three key issues brought up by past interns, I began to populate the guide with other pertinent information. I developed a page on the generalities of employment such as our code of conduct, a list of duties and responsibilities, and information on work schedules and time sheets. This was based on both the current job description of the position, some elements from previous training guide and our circulation student assistant training manual, and from research on comparable institutions. Next, I moved to developing pages on the library catalog, our top online resources, and locating specific sources as a “quick guide” for students to use during training and as they assist patrons in their day-to-day duties. At last, the training website neared completion!

Evaluation is key to ensuring student success. Previously, the assessment portion of intern training was paper-based. I wanted to move to a self-graded assessment tool. Originally, I wanted to use Adobe Captivate to design and implement quizzes embedded in the LibGuide. For circumstances beyond my control (see The Interim: Pitfalls Galore), Captivate was eliminated as a possible tool. Fortuitously, I took LIS 688.11: Designing User Training and Programs with Dr. Chow over the summer. One of our extra assignments was to set up and try out CourseSites, the no-cost learning management system from Blackboard. CourseSites allows one to build quiz modules and lock access down to only registered users. I developed four assessment modules; one each on the reference interview, library space orientation, and our two major search interfaces (EBSCOhost and ProQuest).

The Implementation stage of deploying the training guide was blessedly simple; I created CourseSites logins for both of my undergraduate interns and pushed the training guide live (see Figure 2). Evaluation, the final stage of the ADDIE process, involved getting feedback from each of my interns as they worked through their own evaluation process. For the first semester deploying the site, I have thus far been pleased with the reception and the results. Our interns are informed and performed well on their assessments. I was able to comment on their work and provide personalized assistance based on what questions they missed
rather than just grading a piece of paper. I am working on new assessment tools based on new databases added to our online holdings for the next semester. **Time Involved: 57 Hours; project completed on August 20th.**

**The Interim: Pitfalls Galore**

After completing the intern training guide, I regrouped to begin working on my intended second project, designing new online modules based on the ACRL Information Literacy standard revisions. UNC Asheville recently moved to a new Liberal Arts Core (LAC) curricula model. This shift moved Information Literacy intensive coursework away from required classes and back into academic departments. In conjunction with this shift, the Association of College and Research Libraries convened a workgroup to revise the fourteen year old information literacy standards. Originally, the ACRL standards were to be finalized soon after the ALA Annual Conference in Las Vegas. As of November, they are still issuing draft versions of the standards and umbrella concepts. This project was further hindered by a technological hindrance no one saw coming; the Adobe eLearning 1.0 Suite was wholly incompatible with my current computer. (This was, in all honesty, discovered after a nearly three month back-and-forth with our ITS department on installing the software and troubleshooting the issues before they finally threw up their collective hands and declared it a no-go.) Never deterred, I developed a new goal and focus; migrating our LibGuides offerings and the library website to the new LibGuides 2.0 platform.

**Major Project Two: LibGuides 2.0 Migration**

Prior to taking on the responsibilities of heading our entire public services division, Brandy served as the Web Services Librarian. In conjunction with my first project she granted me full administrative privileges within LibGuides to, essentially, start serving as a web administrator as we waited to hire additional full-time librarians. As a unit, we had discussed migrating our LibGuides and our website to the new LibGuides 2.0 CMS but, in all honesty, being so short staffed hindered that transition. I took the opportunity to suggest that my final practicum project should be tackling the migration process, and it was met with equal parts relief and excitement.
October 31st became my target date to complete the pre-migration process. Before I began the technical migration process, I reached out to other librarians to inquire about their experience navigating the system. That proved to be vital; they warned me about specific box types that would not survive the import/export process, pointed me towards the interface issues that could crop up, and served as reminders that this process would neither be easy nor painless.

Armed with the knowledge from my colleagues and peers, I soldiered on. Springshare outlined the step-by-step process for migration in a handy checklist (see Figure 3). I meticulously worked my way through the checklist. I ran reports on and tagged stale users and guides for deletion and worked through checking all 171 of our guides for opportunities to modify or purge anything that was either outdated or redundant. This stage of the migration process included running the link checker, updating out-of-date resources, and beginning to deploy the new slate of databases replacing the resources NCLIVE dropped in the 2015-2017 resource refresh. I also developed a list of all of the majors, minors, and areas of emphasis UNC Asheville offers and cross-referenced our LibGuides with it. I discovered that a few of the majors and minors lacked a LibGuide, so I developed template guides for these with the assistance of our undergraduate interns. (Luckily, two of the missing guides corresponded with their majors!) All in all this part of the process took the longest, taking me past the 120 hour internship requirement. I was not going to drop the project in the middle; onward I sallied forth, continuing to work through the checklist.

The next stage of the migration process proved to be the most difficult and, in all honesty, the stage that drove me to tears: mapping the database assets. The tool seemed simple enough, allowing me to select which databases links would port over to the new platform. This was not the problem step; mapping the links to the database assets was the issue. During this stage of the process, one of our major databases (Academic Search Complete) somehow got overridden with OxReference. When this was discovered, panic ensued. Luckily, the fix was relatively easy (remapping the master link, which took me all of thirty minutes to discover and fix), but it absolutely shot my confidence.

After a night of rethinking my approach (and commiserating with one of my librarian friends, who went through a very similarly heart-stopping moment during their migration), I came back at the migration process with a hawk’s eye for detail. I
would not let this derail the process! I tagged box types for conversion (e.g. table of contents), did a final series of link checks, and finalized my purge-change-keep list. I actually finished the pre-migration checklist on October 29th, two days ahead of my self-imposed deadline! I sent the information on to Brandy and as of press time, we are waiting for confirmation from Springshare that our data is migrated over. Our target date for the new LibGuides live deployment, along with our new library interface, is January 1, 2015, to match the new resource deployment from NCLIVE. 

**Time Involved:** Approximately 154 hours; project completed on October 29th.

**Conclusion: What I Learned and Where I’m Headed**

This practicum experience gave me the chance to dive head first into the world of academic librarianship. Even outside of these two major projects, the extra hours I spent at work allowed me additional chances to interact with our student patrons, develop my teaching skills further through picking up additional instruction sessions outside the twenty afforded by my Reference Instruction Assistant contract, and contribute more to the public services team. I hope (at least) that the extra time I spent at work alleviated some of the intense workload from my coworkers. Being a department of three can be stressful to say the least! I gained invaluable skills and additions to my portfolio through developing and implementing the training guide. Working through the migration process proved the importance of patience, attention to detail, and determination to my arsenal of skills as an emerging professional in the field of librarianship. I cannot wait to take these skills and work towards a bright future in the field!
Figure 1: Google Sites Training Site (https://sites.google.com/a/unca.edu/research-interns-training/home)

Home

Welcome! The research staff is very glad that you will be a part of our reference team. This site is designed to supplement personal one-on-one training that you will receive from library staff. Please read each page carefully, including all added files. Make sure you understand the contents. If you have questions or would like more detailed information or explanation do ask one of us. The best way to become comfortable at the reference desk is to ask a librarian whenever you are unsure about something. Answering your questions is an essential part of the training process and we welcome them.

Remember: Your #1 competency is to know when to ask for help!

How to use this site

- Read each page, including all added files, listed on the sidebar.
- Complete all exercises included on the pages.
- Periodically review the "Update" page. I will send you an email when new information and alerts are added to this page.

Figure 2: LibGuides Training Site (http://libguides.unca.edu/ref_intern_training)

Ramsey Library at UNC Asheville

Reference Intern Training Guide

This site is designed to supplement personal one-on-one training that student interns will receive from library staff in Public Services.

Welcome

Employment Information (Reference)位于Locating Resources位于Reference Intern Assessment (Log In Required)

Welcome  Print Page  Search:  This Guide  Search

The Reference Services Team

Brendy Bourne, Public Services Librarian.
bbourne@unca.edu
x 6008

Nancy Hayes, Interlibrary Loan Team Leader
nhayes@unca.edu
x 6436

Amanda Glenn-Bradley, User Engagement & Public Services Intern/Reference Instruction Assistant
aglenn@unca.edu
x 6725

Welcome to Reference Services

10 Things About the Library

1. We have lots of information & resources and most of it is online — articles, books and streaming media that can’t be found by searching the web. Access it all just by using your OneCard.

2. If we don’t have a book or article that you need, we can usually get it within a few days and often overnight.

3. We have quiet spaces and
Figure 3: Springshare LibGuides Migration Checklist (http://support.springshare.com/ld.php?content_id=70149)

Migration Checklist for Admins:
Cleaning Up LibGuides v1

Read through the guide: http://support.springshare.com/libguides/migration

This checklist is a condensed list of the info on the “LibGuides v1 Site Clean Up / Prep” page, please, refer to that page for more details. 😊 To access the Help Guides you must be logged into LibApps. Be sure to check out the online training sessions we are offering on migration at http://calendar.springshare.com/.

1. Review Reports in LibGuides v1

Reports on potentially “stale / unnecessary content”:

- Users: No Guides report
- Users: Inactive report
- Guides: Stale Content
  - Delete any guides that can be removed.
  - Combine any that can be consolidated with another guide. Delete the extra guides.
  - Alternately, run the report for the timeframe you’d like, copy the lines, paste them into Excel, sort by guide owner, and assign those owners the task of reviewing the guides.

- Guides: Low Hits
  - Delete any guides that can be removed.
  - Consolidate any that can be consolidated with another guide.
  - Alternately, run the report for the hit count you’d like, copy the lines, paste them into Excel, sort by guide owner, and assign those owners the task of reviewing the guides.

- Groups report (LibGuides CMS Only)
- Subjects report
- Surveys report (LibGuides CMS Only)
  - Delete any surveys that can be removed. (You may want to download the responses first.)
  - Alternately, run the report for the timeframe you’d like, copy the lines, paste them into Excel, sort by survey owner, and assign those owners the task of reviewing the surveys.

- ER Courses

Select links to import as Database Assets

- Select Databases from your A-Z Database Guide (if you have one)
  - Use the “select all” link at the top to choose all links in this guide.
  - If you have links other than your database links in this guide, go through and uncheck the links that are not databases.
  - Remember to Save!
Select Databases from Other Guides

- If you don’t have a master A-Z Database guide, then you’ll need to go through each guide and select the databases from the available links.
- Or, if you have an A-Z Database master list, but there are a few things in guides that aren’t on the master guide, and you want them migrated to LibGuides v2 as Database Assets, go through the other guides and check off those links.
- Do not select a database more than once – once is enough. 😊
- Remember to Save!

Map links that match your Database Assets

Remember to be patient as this report loads – it may take a while, depending on the number of links you selected in the previous section and the amount of content in your LibGuides v1 site!

- Review the links in that report.
- Select the links you want to map and process them.

Boxes not being migrated

Please be patient this report takes a while to load – based on the content in your LibGuides v1 site!

* This is a great time to download / use the Excel file: Chart for Tracking Post-Migration Changes

- Review these box types and either replace with other options or choose to leave as-is / not replace.
  - Events
  - Delicious
  - User Submitted Links
  - Feedback
- Surveys Boxes:
  - Note which surveys are being used in your guides.
  - Copy the lines of this report, paste them into Excel, and save it for post-migration work (replacing surveys / survey boxes in LibGuides v2).
- Table of Contents Boxes:
  - Copy the lines of this report, paste them into Excel, and save it for post-migration work (changing these guides to use Side Nav instead of Tabbed Nav).
- LibAnswers Boxes:
  - See which LibAnswers box options you really use: the search, the question form, and/or displaying questions.
  - Plan on adding new Media / Widget Assets to your LibGuides v2 system for a LibAnswers search and a LibAnswers question form, so everyone can reuse those assets in their guides.
  - Copy the lines of this report, paste them into Excel, and save it for post-migration work (mapping to those search / question form widgets; getting widget code from LibAnswers and adding question lists / individual questions to your guides).
2. Double Check: Weed Guides from Guide Index Screen

Just in case the reports above didn’t catch these things, go to your Guide Index screen and go through these review steps:

- Browse through the list – delete unnecessary “test” or “practice” guides.
- Filter: Guide Status = Unpublished
  - Why is the guide unpublished?  
  - Can it be deleted?
- Filter: Guide Status = Private
  - Why is the guide private?
  - Can it be deleted?

3. Review Link Checker Report

There may be some “false positives” in the report. Sadly, there’s nothing we can do about that on our end. This FAQ explains more: [http://guidefaq.com/a.php?qid=22116](http://guidefaq.com/a.php?qid=22116)

- Go through the report for your guides.
  - Update links that can be updated
  - Delete / replace links that can’t be updated
- Assign the same task to other guide owners / Go through the report for all guides.
  - Update links that can be updated
  - Delete / replace links that can’t be updated

4. Review Images (All Users)

We all have ‘em…those images we’re not using that we just haven’t gotten around to deleting from our Image Manager Libraries. (*sigh* A certain Springy has 973 images in her library…can’t imagine they’re all still being used!) Well, now’s the time to do something about it!

- Delete images that you know are not being used in your system.
- Review images to see if you have multiples of the same image. Delete any you can delete.

*LibGuides CMS users:*

- Make note of images you’d like to upload to the “Shared” folder in LibGuides v2.
- Upload those images to the Shared Images area in LibGuides v2.

5. Further Review of Subjects, Groups, and E-Reserves

You went through a bunch of this in step 1…but is there more you can remove / consolidate?

- Go to the Subject Categories area and review the remaining list. Remove / consolidate further.
- Go to the Groups area and review the remaining list. Remove / consolidate further.
- Go to the E-Reserves area and see if there are other courses you can remove.
- Also review the E-Reserves area for any content items you can remove.
### Figure 4: Practicum Time Sheet

<table>
<thead>
<tr>
<th>Week of</th>
<th>Task</th>
<th>Time (Hours)</th>
<th>Running Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>July 28</td>
<td>Researched other university’s reference intern programs, began testing Google Sites as a platform of choice (Project One)</td>
<td>15</td>
<td>15</td>
</tr>
<tr>
<td>August 4</td>
<td>Shifted from Google Sites to LibGuides, began writing narrative portions of the site, researched reference staff guidelines. (Project One)</td>
<td>15</td>
<td>30</td>
</tr>
<tr>
<td>August 11</td>
<td>Constructed the LibGuide, beta tested links, began developing assessment modules. (Project One)</td>
<td>15</td>
<td>45</td>
</tr>
</tbody>
</table>
| August 18 | Finalized assessment modules, copyedited text, deployed to undergraduate interns. (Project One; Completed)  
Started researching other libraries’ experiences with the LibGuides 1.0 to 2.0 migration and refreshing knowledge of CSS and XML. (Project Two) | 20           | 65            |
| August 25 | Began following the Springshare checklist; ran the reports for Users and Guides, began to identify possible Guides for purge/repurpose. (Project Two) | 19.5         | 84.5          |
| September 1 | Continued to identify possible guides for purge/repurpose, developed a list of majors and minors and checked on possible guides, developed a strategy for changing resource links after the NCLIVE shift (Project Two) | 17           | 101.5         |
| September 8 | Continued to identify possible guides for purge/repurpose, updated resource links. (Project Two) | 15           | 116.5         |
| September 15 | Continued the purge/repurpose process. (Project Two)  
*** I reached my 120 hour requirement this week. I stopped tracking hours, but kept track of the tasks at hand and an approximation of time spent on task. The hours listed are an approximation after the 130.5 number seen here. | 14           | 130.5**       |
| September 22 | Continued the purge/repurpose process, began mapping database assets. | 15           | 145.5         |
| September 29 | Switched gears to identifying majors and minors that required guides, started looking for resources to match. | 13.5         | 159           |
| October 6 | Transitioned back to asset mapping. | 13           | 172           |
| October 13 | Completed asset mapping, moved onto mapping links to assets. | 16.5         | 188.5         |
| October 20 | Ran asset mapper tool; PANIC. Fixed issue, moved onto box type validation/tagging for deletion. | 12           | 200.5         |
| October 27 | Finalized list of purge guides, triple-checked list. Project Two completed on October 29! | 10.5         | 211           |