

1. How did the PFE student (Professional Field Experience) meet the objectives/goals/tasks/projects set in the PFE Agreement?

Martha focused on Foundations, Digital Media and Leadership and Ethics during her PFE hours.

- **Foundations:** Martha both observed and conducted academic reference interviews throughout her PFE hours. By working on her projects at the reference desk, Martha was able to first observe how we, as academic librarians, conduct both a reference interview and personalized instruction session in our reference interactions. As she progressed Martha answered more questions on her own, which she recorded in LibAnswers.
- **Foundations and Digital Media:** Martha observed and participated in library instruction. Before her observation, she and the instructing librarian discussed the lesson plan and how the librarian and professor had collaborated on what the goals for the class were. In class Martha observed the instruction section and assisted in the workshop/practical session. The class was taught in a computer lab on campus and so Martha observed how both the instructor used LibGuides and demonstration time to instruct students on research with library resources and how students were able to practice immediately. Additionally, Martha attended reference department meetings focused on standardizing first year Information Literacy instruction in collaboration with the First Year Writing and First Year Seminar courses at RIC. These meetings were held throughout the summer and began as an exploration of the librarians' understanding of current [practice and thinking on information literacy, research fluency, and national standards.
- **Foundations, Digital Media, Leadership & Ethics:** Martha began a LibGuide that organized and presented information on our newspaper access. For this project, Martha worked with reference librarians and our Serials Librarian to determine which newspapers to highlight, the formats in which they are available to our students and in conceptualizing what a student would be looking for when they think about newspapers for course work and/or research. After practicing updating LibGuides with our Emerging Technologies Librarian and a reference librarian, Martha reinforced LibGuides skills she had developed in class by creating this new guide. In using LibGuides to present this information, we discussed the reusability of the pieces of the platform for the librarians' guide development but also in organizing information in multiple ways to present the information as users might think about it (i.e. format, time period, heavily used titles). The library values presenting information in a way that provides further access to our resources and clarifies the process for students. Creating this guide supports our mission to ensure we connect students to our resources in a meaningful way.
- **Foundations, Digital Media:** Martha was very involved in updating our reference interaction statistics, which we collect using Springshare's LibAnswers product. She began the process by doing a short literature review of current reference statistics collection methods. She then found three articles she found most useful to present to the reference librarians to frame a discussion. Next, she audited our accreditation bodies' reference statistic requirements. This required finding previously filed reports by reference librarians, the director of the library and other campus departments. Once she knew what was required for collection in order for these numerous reports to be created, she met with the reference librarians about what information was valuable for our own evaluation and improvement. With the stakeholder information collected, Martha was then able to draft several options for collection in LibAnswers, which she presented to the reference librarians. Further discussion included ease of use during

busy desk shifts and ensuring documentation of the changes in how we were collecting this data so that this shift could be reflected when necessary. This change was important in later library statistics discussions as well as it precipitated an upgrade to the version 2 of the platform. Martha's work paved the way for other departments to begin using the program, which has now been implemented.

- **Foundations, Digital Media, Leadership & Ethics:** The library is currently undergoing a large weeding project. Martha attended selector meetings to learn about the process in the circulating collection. In these meetings librarians discussed fundamental principles, issues and concerns; as well as the nitty-gritty of what was working, what was not and where/when there were problems. She also participated in the reference department's planning meeting for weeding the reference collection, which lead to her involvement in reviewing the reference Z collection.
2. How did the student perform professionally during the PFE time in your Library?
    - Martha was professional throughout her PFE hours. She communicated clearly, she arrived on time and worked on projects throughout her time in the library. She brought home work that needed further time to be completed and if meetings or other steps of a larger library project pushed the need for deadlines, Martha met them.
    - One area for improvement for Martha is to be more confident in working on new projects. The best way for her to continue to develop as a librarian will be in spending time with new technologies, testing new ideas and in collaboration with other libraries and librarians. While Martha had interest in new things, she was sometimes a bit timid in jumping into something new.
    - Martha worked well with our Reference Dept. student staff. She connected with them easily and did not hesitate to ask questions of them if she needed assistance. She was quite interested in the college student's perspectives on things.
    - Martha showed excellent public service instincts while interacting with users, often hearing "the question behind the question" in Reference interactions. She demonstrated the same perceptiveness in our discussion of professional issues, seeing the bigger picture even as we discussed logistical details.
  3. Were you satisfied with the student's work?
    - Yes, we are satisfied with Martha's work. She was diligent and thorough in all of her work and documented her work clearly. When she needed to collaborate with others she was prepared for meetings and responded quickly to issues brought up in meetings.
  4. What letter grade will you assign for the student's PFE course? (A-F, A is excellent and F is failure)
    - A-/B+