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| **Recommendations for LibGuides Best Practices**  Give the People What They Want: Using LibGuides Analytics to Understand Patron Research Needs  MLA Annual Conference, Oct. 6, 2016, Slides: <http://tinyurl.com/libguidesanalytics>  Jamie L. Emery, Saint Louis University, [jemery2@slu.edu](mailto:jemery2@slu.edu)  Sarah E. Fancher, Ozarks Technical Community College, [fanchers@otc.edu](mailto:fanchers@otc.edu) | |
| **All Users** |

* Promote guides to specific user populations via classroom or distance instruction and other outreach to drive guide awareness and increase use.
* Design guide content for specific courses and assignments, rather than subjects.
* Include the course number and instructor’s name on course guides.
* Deactivate (unpublish or make private) course guides at the end of each semester, so that only guides for courses currently being taught are publicly available.
* Deactivate guides not updated in the last year and reactivate after they’ve been updated.
* Size media content in terms of percentages instead of pixels in order to make content scalable and mobile-friendly.
* Identify and include only the most important and relevant resources on guides, with an emphasis on most-used subscription databases.
* Limit links to books and free websites on guides.
* Include a link to OPAC records for books from the catalog, so that asset use can be recorded.
* Clean up mapping of existing assets and in the future always add databases from the master A-Z database list and reuse system books and links, so that asset use can easily be tracked.
* Employ user-friendly language to describe what LibGuides are, why they are helpful, and how they are different from other research tools during instruction and outreach efforts.

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| **Administrators** |

* Schedule major LibGuides site revisions during demonstrated low-use months of the year when they will be least disruptive to users.
* Use a widget or link to display only the most relevant LibGuides on specialized library websites (such as campus libraries or special collections) in order to increase traffic to these guides.
* Deactivate low-use guides after consideration of their publication dates (they may have been recently published), possible content duplication of other guides, and an evaluation of system searches to ascertain whether or not there is content in the guides that users have been searching for.
* Emphasize librarian profiles on the LibGuides homepage as many users search for content by librarian name.
* Prioritize new guide creation by the popularity of user searches for particular topics found in search term tracking.
* Install a chat widget or information about how to contact a librarian for research assistance on the LibGuides search results page.
* Configure LibGuides unified search to display results from multiple Springshare products and other open search API resources (discovery service, library catalog).
* Provide prominent navigation to LibAnswers from both LibGuides and library websites.
* Periodically note popular searches and execute them to ensure that the results are satisfactory.
* Delete librarian accounts that are not being used in order to remove visual clutter from the system-wide librarian profiles page.
* Review LibGuides statistical data on a regular basis (at least once or twice per year) and share findings and recommendations with colleagues.
* Provide a site-wide “browse-by course” option.
* Employ user-friendly language to describe what LibGuides are, why they are helpful, and how they are different from other research tools on the library’s website and within the LibGuides system.