

## STEWART LIBRARY

### ANNUAL REPORT

2003/04

#### I. OVERVIEW

Once again this was a year filled with opportunities - opportunities to enhance the collection, improve and expand services, upgrade technology, and increase private gifts. Over 10,000 volumes, nearly 800 videos and DVD's, 153 CD's, and more than 14,000 new electronic resources (e-books, journals and serials) were added to the collection. The use of our electronic resources is reflected in the number of visitor sessions on the library's website, averaging over 165,477 per month, for an annual total of 1,985,725 sessions. More than 9,300 individuals received instruction on using the library and its information resources, an increase of 17% over last year, and the number of reference/research questions increased by nearly 8%. A reconfiguration of the Reference area reduced the number of index tables by approximately half to create a more welcoming environment and additional study space, which students had requested. Computers in the public areas were upgraded and remote access to electronic resources was improved.

After nearly two years of discussion and planning, the redesign of our new website was completed. The new site evolved as a tutorial with many options, clearer explanations, better prioritizations and much less clutter. Graphics on the site are much improved and its look is more consistent with that of the university's homepage. Usability testing of the new site was conducted during spring semester. Based on the comments received, additional changes will be made and the site further refined and enhanced prior to the beginning of school in August.

Other accomplishments included finalizing a self-study in preparation for the University's 2004 accreditation review by the Northwest Association of Schools and Colleges. In preparation for the review, a number of library policies were revised or rewritten and a technology plan was completed which will inform and guide our digital efforts during the coming years.

During the month of December, the library received a long awaited, mandatory up-grade of its primary electrical equipment costing more than \$121,000. Following the preliminary work that took place in the fall, the building was closed December 13-29 during the actual replacement of the equipment. The project was successfully completed slightly ahead of schedule and all services were up and running prior to the beginning of spring semester.

Planning continued for the relocation and consolidation of Archives & Special Collections once Lampros Hall is completed and Multi Media Services relocated. The rapid growth of Library Systems and their need for expanded space necessitated a relocation to the second level. The new 'System's Suite' provides a much improved environment for both equipment and staff.

The third annual Utah Construction/Utah International Symposium focused on the construction of the Hoover Dam and featured two photographic exhibits reflecting images from issues of *The Western Construction News* and photographic scrapbooks given to company officials following the dam's construction. As part of the Symposium, copies of *Inside the Hoover Dam Scrapbooks*, a book published by the library, were gifted to members of the company's founding families and a number of academic libraries. Images from the 2003 Symposium are available at [library.weber.edu/ucc](http://library.weber.edu/ucc).

The library continues to benefit greatly from the generosity of the university community and other donors. Gifts for the past year totaled more than \$366,000 and we are exceedingly grateful to all those who chose to give to the library.

**Service enhancements during the past year included:**

- \* Opening the library at the new WSU-Davis campus, which enables us to provide much better services to students and faculty in Davis County
  - \* Increasing the number of electronic resources and continuing to improve the onsite collection
  - \* Redesigning the library's website to make it more intuitive to users and graphically pleasing
  - \* Circulating to students media material (videos, cds, dvds, tapes, etc.) which had previously circulated to faculty/staff only
  - \* Providing scheduled reference/research assistance in the various colleges
  - \* Instituting a WSU/Stewart Library chat service to provide online reference assistance
  - \* Offering more sections of the Internet Navigator to better meet student needs
  - \* Expanding the daily document delivery service to provide library owned and interlibrary loan materials to faculty and staff at the Ogden and Davis campuses
  - \* Improving access to web resources by assuming full responsibility for the administration and maintenance of the library's web server, which was previously housed in the Tech Ed building
  - \* Merged Interlibrary Loan, Media and Reserve services to provide more efficient management of workflow and more effective supervisory support for staff.
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**II. MISSION & GOALS**

The Stewart Library's mission is to:

1. Advance the instructional, scholarship, and community service mission of the University through the development of on-site collections, access to off-site resources, personalized assistance in the use of library and information resources, and instruction on research strategies and tools, and
2. Assess the services we provide and the relevancy and use of the collections and use assessment outcomes to continually improve our resources and services.

**Ongoing, primary goals:**

- \* Continue to improve library resources and services and assess their relevancy and use
- \* Leverage existing and emerging technology to foster the development of library collections and services which support WSU teaching and learning

\* Augment the library's budget by increasing private funding.

### **2004/05 Objectives in Support of the Ongoing Goals:**

\* Develop planning initiatives, goals and objectives that will guide the library for the next three to five years.

\* Assess the effectiveness of library resources and services using the qualitative and quantitative approach provided in ACRL's *Standards for College Libraries, 2000 Edition*.

\* Promote the inclusion of online library resources and services in the university's web-based and web-enhanced courses

\* Conduct a user survey in spring 2005 to assess student satisfaction with library resources and services

\* Collaborate closely with the Development Office and the Office of Sponsored Projects to increase by at least 10% the number of grants and proposals written on behalf of the library.

Departmental goals congruent with the library's mission and the objectives stated above are also established each year.

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### **III. LEARNING OUTCOMES**

The library has identified the following student learning outcomes:

Students will be able to:

- Use information resources effectively
- Identify appropriate types of information for academic research
- Find and access information using catalogs, databases, and search engines
- Critically evaluate information sources
- Correctly document information sources
- Understand how to access and use information ethically and legally
- Understand and support the principles of intellectual freedom

These outcomes are assessed throughout the semester through a variety of written assignments, short quizzes, oral presentations, exams, and a final project in which students demonstrate their ability to identify, access, evaluate, and use information resources effectively. Our student end of course evaluation form has been revised and now includes questions directly related to our assessment outcomes.

The library's student learning outcomes mesh effectively with parts of several of the Academic Affairs Student Learning Outcomes, particularly with outcome number 3:

Effective intellectual skills and behaviors for the acquisition, analysis, application and

communication of information, including:

- \* Effective oral, visual and written communication skills
  - \* The use of quantitative and qualitative analysis to solve problems
  - \* Critical, analytical, creative, and evaluative thinking skills
  - \* The ability to transform information into knowledge and knowledge into judgment and action.
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#### **IV. ASSESSMENT**

The library is committed to ongoing assessment of its services and resources. Student and faculty satisfaction with library resources and services is assessed using the following methods:

- \* Student end of course evaluations
- \* Biennial student and faculty satisfaction surveys
- \* Noel-Levitz Student Satisfaction Inventory (administered every three years by the University)
- \* Biennial interviews with approximately 200 students who are using the library
- \* Focus groups - both ongoing and as needed.

During the past year, student evaluations were collected for all for credit library courses, English 2010 and FYE sessions, and for a representative number of subject specific sessions. Based on student evaluations, library faculty revised and improved the courses they taught and, in consultation with English and FYE faculty, English 2010 and FYE sessions were revised at the end of fall semester. Evaluation data collected during 2003/04 continued to indicate a high level of student satisfaction with library instruction.

The library's involvement in the Association of Research Libraries SAILS (Standardized Assessment of Information Literacy Skills) assessment with ten other academic libraries, provided national comparative data - something we've wanted for a very long time. This past spring semester over 375 WSU students took the SAILS test. Test results comparing our students' scores to students across the country showed no statistical difference.

Biennial surveys and interviews to assess user satisfaction with library resources and services have been ongoing since 1997/98. Student satisfaction with the services provided in Access Services and Reference & Information Services will be assessed again in spring, 2004. Results from the 2003 survey indicate that between 88-96% of those completing the survey were highly satisfied with reference services and resources (percentage varies with specific question.) The high-level of student satisfaction with the assistance they receive, the friendliness and approachability of personnel, of services in general, and of weekday service hours remains stable. Of the service areas surveyed, the Student Computer Lab once again showed the greatest overall gains in level of user satisfaction. Of particular note were increases in satisfaction with the quality of assistance provided, the number of PC's in the lab, access to a scanner and zip drives, and the overall suitability of the work stations.

Assessing the relevancy, strengths and weaknesses of the collection and consulting with faculty in developing and managing the collection are expected responsibilities for bibliographers and the basis on

which their collection management decisions are made. Faculty routinely indicate they are extremely pleased with the assistance they receive from their bibliographer and with the ongoing progress being made to improve the collections. The improvements made to the collection during the past year are reflected in the Table on page 9.

Suggestions from library users provide another ongoing source of assessment data. A suggestion box is located in the main lobby and a "suggestion link" is on the library's website. Suggestions are collected regularly and, when practicable, implemented. Suggestions made during the past year covered a broad spectrum, ranging from additions to the collection, providing lap-tops that could be checked-out for use in the library, expanding the number of computers on the second floor, providing more group study and quiet study space, and relaxing the restrictions on eating and drinking in the public areas of the building. These suggestions, and many others, have been implemented.

In addition to conducting another User Satisfaction Survey, our assessment efforts in the coming year will again focus on comprehensive usability and accessibility testing of the library's redesigned website. Website usage statistics indicate an ever increasing number of students use the web to access library resources, making it essential that the new website be as intuitive and user-friendly as possible. Improving the re-designed site will be an ongoing process and will be based on information obtained from the usability studies.

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## **V. STAFF**

A number of personnel changes occurred during the past year. We welcome those who have joined us and are sorry when people leave.

### **New arrivals:**

Max Greenland, Web Administrator  
Janelle Peterson, Bindery Assistant  
Carey Sydney, Health Sciences Librarian-in-Residence  
Don Trottier, WSU-Davis Library Coordinator  
Jill Venable, WSU-Davis Evening/Weekend Supervisor  
Jamie Weeks, Office Specialist/Secretary

### **Retirements and Resignations:**

Lorraine Anderson, Reference Assistant  
Shari Love, Office Specialist/Secretary  
Andrea Neal, Media/Reserve Coordinator  
Senad Palislamovic, Computer Support Technician  
Janell Poole, Administrative Specialist  
Ludwig Possie, Web Administrator  
Diana Rammel, Media/Reserve Evening/Weekend Supervisor  
Carey Sydney, Health Sciences Librarian-in-Residence  
Sharon Tomlinson, Interlibrary Loan Assistant

### **Tenured/Promoted:**

Wade Kotter was promoted to professor  
Shaun Spiegel was promoted to associate professor

At the end of the 2003/04 year the library had 43.45 FTE positions.

**VI. UTILIZATION OF RESOURCES & SERVICES**

As indicated in the following table, library web site visitor sessions numbered 1,985,725, a 508% increase over the previous year. The data provided by the new software we're using to track visitor sessions is much more reliable and accurate than what was previously used; we believe the very high numbers for this past year are accurate and that the figures for previous years were not. The number of faculty placing items on EReserve continues to grow, increasing from 161 to 274, a 70% increase. Interlibrary lending increased by 31%; borrowing by 7%. The 2.6% decrease in circulation results from decreases in the use of the current issues of printed journals, which follows a national trend and confirms that students and faculty prefer to use ejournals when given a choice. Contrary to the decreases in the use of their book collections that other academic libraries in Utah are experiencing, the use of our book collection continues to remain stable. Subject specific instruction increased 13% and three new adjuncts were hired to help meet student demand for the Internet Navigator. Enrollment in the Navigator has grown from 1173 students in 2001/02 to 2125 this past year, an 81% increase.

**Utilization of Resources and Services**

	2003/2004		2002/2003		2001/2002		2000/2001		1999/2000		1998/99		1997/98		1996/97		1995/96		1994/95	
Circulation Statistics	143,527		147,329		145,879		148,583		146,818		145,920*		161,684		157,757		153,820		145,799	
Web Site Visitor Sess.	1,985,725		326,378		288,339		250,729		188,047		N/A		N/A		N/A		N/A		N/A	
Reference/Research Assist.																				
No. of Questions	13,220		12,276		12,670		15,931		20,417		24,412*		30,303		36,642		37,060		32,625	
User Assistance																				
No. of Questions	36,968		38,723		34,108		34,668													
Instructional Sessions	Sessions	Students	Sessions	Students	Sessions	Students	Sessions	Students	Sessions	Students	Sessions	Students	Sessions	Students	Sessions	Students	Sessions	Students	Sessions	Students
Subject Specific	191	3,483	169	2,419	159	2,902	163	3,045	134	2,529	116	2,251	102	1,778	92	1,444	95	1,501	71	1,433
English 2010	111	2,574	101	2,152	100	2,199	96	2,248	96	2,091	97	2,062	78	1,783	75	1,657	91	1,900	78	1,560
FYE (First Year Exp.)	27	498	29	609	19	383	28	595	35	727	31	709	21	420	24	330				
Other	36	408	33	442	24	260	46	970	36	498	35	610	59	745	85	1,216	21	394	29	580
Totals:			332	5,622	302	5,744	333	7,191	301	5,845	279	5,632	260	4,726	276	4,647	207	3,795	178	3,573
For Credit Classes	Classes	Students	Classes	Students	Classes	Students	Classes	Students	Classes	Students	Classes	Students	Classes	Students	Classes	Students	Classes	Students	Classes	Students
	11	305	13	351	9	251	11	300	15	460	14	245	20	408	16	418	25	488	21	449
Internet Navigator	20	2125	18	2046	11	1173	7	523												
EReserve																				
Faculty	274		161		158		157													
Items Available	3,826		3,452		2,557		1,876													
Page Visitors	48,786		44,525		37,774		10,274**													
Interlibrary Loan																				
Lending Requests	9,486		8,847		8,805		7,682		6,089		5,909		5,551		5,099		5,654		5,353	
Borrowing Requests	5,724		4,351		4,338		4,560		3,861		3,735		4,099		3,054		3,651		3,634	

\*Decreases reflect the University's change from quarters to semesters in 1998/99.

\*\*Figure is for Spring semester 2001 only, earlier figures not available.

## VII. BUDGET

The library receives operating funds from three sources:

- (i) Education & General (E&G) monies allocated to WSU, both ongoing and one-time
- (ii) State monies allocated to the Utah Academic Library Consortium (UALC)
- (iii) Gifts

Stewart Library Budget										
	2003/2004	2002/2003	2001/2002	2000/2001	1999/2000	1998/1999	1997/1998	1996/1997	1995/1996	1994/1995
E & G Base:										
Salaries	1,484,777	1,471,594	1,483,766	1,379,951	1,304,235	1,238,049	1,214,231	1,083,262	1,048,014	976,151
Info. Res.	952,735	987,217	1,066,347	1,066,314	1,084,314	966,476	794,973	784,015	810,736	700,000
Operations	0	0	0	18,000	25,560	60,000	100,292	92,013	75,000	50,368
Hrly Wages	25,000	25,000	12,945	29,203	34,169	54,169	87,288	84,746	76,164	73,731
Travel	0	0	0	0	0	8,500	8,500	8,500	8,500	8,500
Benefits	588,612	561,330	564,931	526,864	498,514	450,302	444,543	418,843	404,899	377,205
Total:	3,051,124	3,045,141	3,127,989	3,020,332	2,946,792	2,777,496	2,649,827	2,471,379	2,423,313	2,185,955
Legis. 1-Time:*						55,800				
UALC										
On-going	219,204	219,204	220,606	183,000	183,000	183,000	183,000		155,900	
UALC										
1-time			27,500							
Software								25,431.72	5,731.55	
Hardware								86,540.23	22,634.50	
Server								(64,263.0)		
PC's								21,132.90	21,300.00	
Total:									140,338	Total
Gifts:	366,076	176,329	571,840	423,061	366,166	595,410	281,336	421,820	215,276	110,269
Totals:	3,636,404	3,440,674	3,947,935	3,626,393	3,495,958	3,611,706	3,114,163	2,893,199	2,934,827	2,296,224

\*For information resources

### E&G

Ongoing E&G monies to support library resources, services, and staffing increased from \$2,185,955 in 1994/95 to \$3,051,124 in 2003/04, a 39.5% increase.

### UALC

Ongoing funds of \$219,204 were received from UALC.

### GIFTS

Private gifts are an increasingly significant source of funding for the library without which many of the improvements made to the collection, library technology, and the building would not have been possible. Since 1994/95, the library has received \$3,527,583 in private gifts.

Significant gifts received in 2003/04 included: the Stewart Education Foundation (\$200,000) the Waterstradt Endowment (\$12,000), the Celebrate Shakespeare! Endowment (\$10,000), and an anonymous gift of \$16,000. Additionally, more than \$16,000 in cash gifts and nearly \$40,000 in gifts-in-kind were received from members of the Friends of the Stewart Library.

The library's fund raising efforts are supported by its faculty and staff. During the past year, 95% of the faculty and 78% of the staff donated to the library. We hope to increase that by 10% before the end of next year.

As illustrated in the table, the total library budget from all three sources has increased substantially, rising from \$2,296,224 in 1994/95 to \$3,636,404 in 2003/04, an overall increase of 58%.

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## **VIII. LIBRARY COLLECTIONS: IMPROVEMENTS & RELEVANCY (Collection Management)**

An ongoing, primary goal for the library is to provide the information resources needed to support the instructional and scholarship mission of the university. How well this goal is met is determined by a number of factors including collection size and growth rate, relevancy of the collection to the institution's instructional programs, currency of resources, and user perceptions of the resources available.

As shown in the following table, using a combination of E&G, UALC, and gift funds, the size of the print and video collection increased substantially again this past year. The number of electronic resources available to students and faculty at all Utah institutions of higher education continues to expand, as does the number of e-resources added by individual libraries. In the past two years, the library has increased its electronic subscriptions and e-books by approximately 14,000 titles and continues to consult with faculty in canceling subscriptions to additional print journals and reference sources as titles become available online. The growth in the video/DVD collection corresponds with the increasing use of that collection - up more than 32% over the previous year.

To ensure that the resources added to the collection are relevant to curricular needs, subject bibliographers continue to expand their liaison efforts, meeting with faculty and providing reference/research assistance in the colleges. As a result of this collaboration, the collection is increasingly more focused and relevant to the curriculum.

Based on the results of various user satisfaction surveys and ongoing assessment of the strengths and weaknesses of the electronic, print, and video collections, we believe good progress is being made in improving the quality and relevancy of the collection. We also believe providing subject specific instruction to inform students and faculty of library resources available in their areas of interest is essential if those resources are to be used. During the past year, 191 subject specific instruction sessions were taught at the



request of faculty in 32 different academic departments. The 13% increase in the number of sessions offered this past year is right on target with our goal to increase subject specific instruction by 10% each year for the next three to five years.

### Library Holdings (Information Resources)

	2003/04	2002/03	2001/02	2000/01	1999/00	1998/99	1997/98	1996/97	1995/96	1994/95	1993/94
<b>Bound Volumes*</b>	520,538	509,597	493,744	479,225	458,115	436,431	418,497	403,206	388,947**	370,987	359,892
<b>Electronic Resources***</b>	212,238	197,761	192,937	192,782	190,628	189,128	17,613	N/A	N/A	N/A	400
<b>Journals (Current Print Subscriptions)</b>	1,711	2,353	2,331	2,309	2,278	2,248	2,224	2,196	2,100	2,062	2,056
<b>Government Publications (Unbound)</b>	223,546	225,411	219,690	218,006	215,277	212,468	210,222	208,338	206,001	198,001	197,301
<b>Audio Recordings</b>	9,947	9,794	9,406	9,084	9,015	8,923	8,399	8,319	8,083	2,908	2,593
<b>Video Recordings</b>	9,155	8,363	6,712	5,708	5,088	4,380	3,458	3,137	2,755	2,516	N/A
<b>Maps</b>	65,619	64,894	64,529	63,352	61,988	61,300	60,063	59,373	58,849	59,603	30 57,181
<b>Microforms (Fiche and Film)</b>	595,834	584,461	563,362	540,194	515,370	492,899	471,729	453,390	441,780	425,007	N/A
<b>Kits</b>	610	786	749	678	668	646	624	590	573	589	553
<b>CD-ROMs</b>	1,633	1,552	1,381	1,149	948	503	500	493	38	32	

\*Includes books, bound periodicals and bound Government Documents. \*\*Based on a physical count of the collection completed 11/95.

\*\*\*Based on data provided by the Utah Academic Library Consortium. Figures listed are system wide totals representing the sum total of electronic books, indices, and journals to which each UALC library has access.

## IX. STRENGTHS and CHALLENGES

**Strengths** of the library include:

- \* Its faculty and staff - their strong service ethic and commitment to helping patrons
- \* The ongoing improvements that are being made to the print and electronic collections
- \* Utah Academic Library Consortium funding and consortia e-resources
- \* Ease of off-campus access to our e-resources
- \* The information literacy focus of our instruction program
- \* A systematic assessment process that informs our efforts to improve services and enhance resources
- \* A high level of user satisfaction with our resources and services
- \* The support of the Stewart Education Foundation and all of our other donors

**Challenges** we face include:

- \* The ongoing increase in the cost of our print and electronic information resources.
- \* The cost of maintaining and up-dating technology.
- \* Too few positions. It is a significant challenge to provide the "services of the future" and, at the same time continue the traditional services students and faculty still want and expect. Despite repeated national searches, we have been unable to find a Health Sciences Librarian.
- \* Maintaining the quality of our services in meeting expanding needs. The information literacy requirement has significantly increased the demand for library classes and the opening of WSU-Davis has increased demands for services.
- \* Providing the programming and technical support needed for library web-enhanced and online courses and to maintain and enhance the hundreds of pages included in the library's website. As we become increasingly reliant on technology, additional technical and programming assistance is essential.
- \* Maintaining system and network security within the library. Computer system vulnerability and exploitation is higher than it has ever been and is continuing to rise.
- \* Developing a way to authenticate users of library computers without recording/retaining information about the resources used.
- \* Finding funding to address the renovation of the library building and its deteriorating infra-structure once the remodeling of Lampros Hall is completed and Multimedia Services has been relocated.

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**X. SCHOLARLY AND PROFESSIONAL ACTIVITIES**

The library is committed to supporting professional growth opportunities for its faculty and staff. During the past year all library faculty and 95% of the staff attended conferences or workshops that were directly relevant to their various roles within the university and the library. This level of activity speaks highly of their professionalism and commitment to improving.

In addition to attending conferences and workshops, library faculty engaged in the following scholarly activities:

**Publications:**

Carol Hansen

and Nancy Lombardo, "So Many Meetings, So Little Time: Using IP Videoconferencing to Revitalize Statewide Committees," *Libres: Library and Information Science Research Electronic Journal*, 14.1  
March 2004

John Sillito

*History's Apprentice: The Diaries of B.H. Roberts, 1880-1898*. Salt Lake City: Signature Books, 2004

"League for Independent Political Action," in Robert S. McElvaine, ed., *Encyclopedia of the Great Depression*, 2 vols., New York: Thomson-Gale, 2004

Shaun Spiegel and JaNae Kinikin

"Promoting Geographic Information System Usage Across Campus," *Computers in Libraries*, May 2004

Wade Kotter

Review of "Archaeological Survey," *Choice*, Jul/Aug 2003

Review of "Research Process in Cultural Studies," *Choice*, Sept 2003

Review of "Iraq: The Cradle of Civilization at Risk," *Choice*, Oct 2003

"A Web-based Bibliography of Archaeological Excavations in the Southern Levant," ASOR Newsletter, Winter 2003

Review of "Archaeology of Mesopotamia," *Choice*, Jan 2004

Review of "JSTOR: A History," *College and Research Libraries*, Mar 2004

Review of "Akhet Egyptology," *Choice*, Apr 2004

Review of "Daily Life in Biblical Times," *Choice*, Apr 2004

Review of "Sacrificing Truth," *Choice*, March 2003

### **Presentations:**

Carol Hansen

"*Imagining the Future: Creating a Shared Vision for Information Literacy in Washington*," Workshop for Community and Technical College Librarians in Washington, Lake Washington Community College, Seattle, Apr 2004.

\_\_\_\_\_ and Shaun Spiegel and Nan Allsen, "*Practical Applications of Assessment: A K-20 Dialogue*," Utah Library Association Convention, May 2004

Wade Kotter

"*A Web-Based Bibliography of Archaeological Excavations in the Southern Levant*," American Schools of Oriental Research, Annual Meeting, Atlanta, GA, Nov 2003.

Shaun Spiegel

and D. Durkee, "*Incorporating Information Literacy into the Accounting Curriculum*," British Accounting Association Education Special Interest Group Annual Conference, Dublin Institute of Technology, Ireland, May 2004

### **Grants:**

JaNae Kinikin

"Implementing a GIS Laboratory at Weber State University' Stewart Library. Library Services & Technology Act Competitive Grants Program, 2003/04. \$11,437

## **IX. STRENGTHS and CHALLENGES**

Strengths of the library include:

- \* Its faculty and staff - their strong public service ethic and commitment to helping patrons
- \* The ongoing improvements that are being made to the print and electronic collections
- \* Utah Academic Library Consortium funding and consortia e-resources
- \* Ease of off-campus access to our e-resources
- \* The information literacy focus of our instruction program
- \* A systematic assessment process that informs our efforts to improve services and enhance resources
- \* A high level of user satisfaction with our resources and services
- \* The support of the Stewart Education Foundation and all of our donors

Some of the challenges we face include:

- \* The ongoing increase in the cost of our print and electronic information resources
- \* The cost of maintaining and up-dating technology
- \* Too few positions. It is a significant challenge to provide the "services of the future" and, at the same time continue the traditional services students and faculty still want and expect
- \* Maintaining the quality of our services in meeting expanding needs. The information literacy requirement has significantly increased the demand for library classes and the opening of WSU-Davis has increased demands for services
- \* Providing the programming and technical support needed for library web-enhanced and online courses and to maintain and enhance the hundreds of pages included in the library's website. As we become increasingly reliant on technology, additional technical and programming assistance is essential
- \* Finding funding to address the renovation of the library building and its deteriorating infra-structure once the remodeling of Lampros Hall is completed and Multimedia Services has been relocated

## X. LIBRARY SERVICES

The following section of the Report briefly describes the accomplishments of library departments during the past year and lists departmental goals for the coming year.

\* \* \* \* \*

### ARCHIVES and SPECIAL COLLECTIONS

The past year proved to be a busy and successful one for both departments. On-site and off-site research use of the collection increased both in terms of numbers of researcher, and research and reference requests. As we continue to add new collections, and process those which we have had for sometime, this usage will increase.

Records documenting Weber, Davis and Morgan counties continue to be the core of our non-print holdings in Special Collections. Several new additions are documented later in this report. At the same time, the Utah Construction/Utah International Collection continues to be important, attracting researchers and requiring on-going staff support. In that regard, Archives and Special Collections personnel continue to work closely with staff in other areas of the library on a variety of events related to UC/UI. Most importantly was last year's mining exhibit and symposium featuring Dr. Thomas G. Alexander. While much of our activity continues to revolve around the Utah Construction/Utah International Collection, we have not lost sight of our responsibility as a center for the study of local history and have added numerous printed and manuscript materials that enhance this central role.

During the past year Special Collections added 101 linear feet, and another 160 linear feet were added to Archives. Significant additions in Special Collections include the Ann Wattis Bowman Michaels Collection, Records of the Utah State Peace Society, Ogden Paint, Oil and Glass company stock book, Ogden Bench Canal and Water company records, Charles A. McCarthy collection, Bruce T. Mitchell papers on Utah International, and the Lynn Parker Skiing scrapbook. In addition we continue to pursue important published items in our collecting areas. With the recent resignation of Provost David Eisler, Archives personnel will be working closely with the interim provost to ensure that important records are transferred to Archives.

Gifts in kind continue to enhance both the general collections and Special Collections, while duplicates sold at the annual booksale serve as a source of modest income for the library. During the past year a total of 4475 books, 37 videos and 288 audio recordings valued at \$44,710 were received from 128 different donors. Of these donations 968 books, 51 videos and 83 audio recordings were added to the collection, representing approximately 25% of the total donations received.

During the past year, Special Collections hosted a total of 41 events and outreach activities which brought 2566 people into the library. These included events sponsored by the Stewart Library, Friends of the Stewart Library and programs co-sponsored with the Colleges of Arts and Humanities and Social and Behavioral Sciences, the History and English departments, Honors, Women's Studies, and the National Undergraduate Literature Conference. As part of our out-reach efforts Special Collections served as the venue for an extensive photographic exhibit on Latinos in Utah.

In addition to the activities of the Archivist and Curator of Special Collections documented elsewhere, staff in both departments continue to be involved in a variety of professional activities: Sarah Langsdon attended and participated in a panel discussion at the CIMA annual meeting in Logan; Patti Umscheid attended the same conference while also completing several photographic training sessions; Briana Beckstrand attended the Utah Library Association annual conference; and Joy Hunt registered for a variety of job-related campus workshops. We look forward to a continuing commitment to professional activity in the coming year.

Archives and Special Collections Goals for 2003/04:

All goals listed in last year's report were either met or are currently in the process of being met. Of particular importance among those goals are the steps we have taken to create a departmental webpage, enter manuscript collections in the online catalog, continue photographic documentation of campus events, and developing a better system for keeping statistics on gift materials.

Departmental goals for the coming year include:

1. Begin the planning process for the relocation of Archives and Special Collections.
2. Refine our physical and intellectual control of the materials in both departments.
3. Expand the number of opportunities for digitizing resources.
4. Continue efforts to increase public awareness of both departments, and to increase our research usage.
5. Increase efforts in soliciting significant materials documenting our areas of collecting interest.

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BIBLIOGRAPHIC SERVICES - (Cataloging, Acquisitions, Processing)

Once again this year, Bibliographic Services had an extremely productive year, cataloging and processing over 16,000 new volumes, 1,651 new videos, and 425 new CDs. Because of the efficiency and productivity of the cataloging staff, the vacant cataloger's position has not been filled. Subject bibliographers are happy with the improvements in the ordering process whereby all requests are thoroughly checked against the online catalog and ordered within one week. On average, new resources are cataloged, processed and available to patrons within two weeks of receipt.

Due to our group of dedicated and hard-working students, journal, newspaper, and government publications check-in, preparation for binding, and plastic covering of paperbacks have shown significant improvement.

The department finished during the year a number of time-consuming projects on which it had been working, including bar-coding and linking of microforms, transfer of the Master's Project collection from the Education Department to the library, cleaned from the database all records indicating "checked out by Cataloging Department," and canceled or reordered all items which were not received from the vendor within a reasonable time period.

Additional projects worked on included cataloging of electronic resources purchased either by UALC or the library, cataloging of materials from Hill Field Air Force Base, and copy or original cataloging of Chinese films purchased recently. The department is also in the process of cataloging Government Document maps, almost 3000 of which have been cataloged and processed and evaluating kits in the Curriculum Collection and either withdrawing or cataloging the kits. The Mona Smith Collection has been merged with Special Collections; and part of the Young People's collection of reference books has been merged with the General Reference Collection. The project to bar-code and link all microfilms and microfiche and rearranged them in call number order was completed.

Database clean-up work continued throughout the year. All 590 holding fields were deleted and replaced with

copy records, and more than 400 negative bar-codes were deleted and replaced with regular bar-codes. In addition to the on-going inventory of the general collection the Young People's, Curriculum and General Reference Collection were inventories and the database records corrected.

Departmental goals for the previous year were met.

Bibliographic Services Goals for 2002/03:

- \* Ensure that all materials are ordered, received and cataloged in a timely manner
- \* Continue to ensure the accuracy and integrity of the library's database
- \* Continue to catalog maps and manuscripts and complete the cataloging of Hill Field materials and the collection of Chinese language films
- \* Select a qualified company to the authority work for the library's database
- \* Learn more about Horizon to take advantage of new releases and upgrades.
- \* Continue to utilize Internet discussion groups and professional literature to keep up-to-date with technical changes.

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## INFORMATION LITERACY

The Information Literacy Team continued to work diligently over the past year to develop our information literacy program to support the mission of the university and the library. The program has been developed to comply with ACRL and AAHE's national standards and ACRL's best practices guidelines. Our program was selected to be highlighted at the Best Practices preconference at the ACRL national conference in Charlotte, NC. Provost David Eisler and Carol Hansen delivered a presentation to over fifty librarians from around the USA and Canada on how WSU has used the ACRL Best Practices guidelines to inform and improve our program.

The team has continued its use of the assessment plans for each type of information literacy instruction we provide. Faculty members have included information in their Faculty Activity Reports on how they have used assessment data to inform their teaching. The team revised the student end of course evaluation form for the LibSci 2201 course to incorporate more questions relating to our assessment outcomes.

Team members have also been actively involved in the Web usability studies, and in the Web redesign project. Link checking, moving and updating every page on the library Web has been enormously time consuming for team members this year.

The information literacy team has also been involved in the Association of Research Libraries SAILS (Standardized Assessment of Information Literacy Skills) assessment with ten other academic libraries. Over 370 WSU students took the SAILS test and we will get results, comparing our students scores to students across the country, later this year.

Demand for information literacy courses continues to grow and three new adjuncts were hired and trained to teach the Internet Navigator during Spring 2003.

Additional efforts were made by team members this year to support accreditation. Team members

gathered data and wrote draft documents to support reports on the information literacy program and core general education requirements.

Information Literacy Data

	2002/2003		2001/2002		2000/2001		1999/2000	
Instructional Sessions	Sessions	Students	Sessions	Students	Sessions	Students	Sessions	Students
Course Integrated	134	2,419	132	2,902	163	3,045	134	2,529
English 2010	101	2,152	100	2,199	96	2,248	96	2,091
FYE (First Year Exp.)	29	609	19	383	28	595	35	727
Other	33	442	24	260	46	970	36	498
Totals:	297	5,622	297	5,744	333	7,191	301	5,845
For Credit Classes	Classes	Students	Classes	Students	Classes	Students	Classes	Students
	13	351	9	251	11	300	15	460
Internet Navigator	18	2046	11	1173	7	523		

Information Literacy Competency Exam Data

The information literacy competency exam has been continually improved with assistance from the TBE (Telecommunications and Business Education) department. Student comments have been much more favorable this Spring. The following table illustrates the data on the growth of the information literacy exams since Spring 2001. Carole Lapine, TBE Department, collects this data.

	Registered	Total Retakes	Credit	Withdrew	No Credit
Spring 2001	177	50	133	3	44
Summer 2001	89	37	67	6	22
Fall 2001	253	58	149	4	100
Spring 2002	356	126	240	10	106
Summer 2002	85	1	61	1	24
Fall 2002	321	19	242	8	71
Spring 2003	382	79	276	5	101

Team members have been actively engaged in professional development and scholarship. The team



organized a joint training session with Weber County librarians around a Patriot Act teleconference in December. Team members' scholarship activities are included in the Scholarship section of the Annual Report; additionally Carol Hansen was selected as an Association of College and Research Libraries (ACRL) Institute for Information Literacy Faculty Member, and received a distinguished service award from ULA..

Information Literacy Team Goals for 2003/04:

The team drafted long range goals based on the ACRL Best Practices for Information Literacy draft document:

Sustaining Outcome: Provide a comprehensive information literacy program for WSU students including, for credit, online and on demand instruction in order to graduate students with information literacy competencies.

Some of the goals accomplished by the Information literacy team this year include:

The information literacy program mission was reviewed during Fall 2002

Documents describing and charting its evolution were further developed for the Web and reviewed

Assessment plans were reviewed and revised as needed for each type of instruction

Assessment plans were reviewed and revised as needed updated and reviewed by the Team

Web Event, an automated, web based system for quickly and easily scheduling classrooms and instruction sessions was implemented

The information literacy team will develop a plan for integrating information on the new 24/7 live reference chat software throughout our curriculum

A new information literacy business course, LibSci 2704, was developed by the Business Librarian

A new tutorial on plagiarism and ethics was developed

Three new adjunct faculty were hired and trained to meet the growing demand for our courses

Information Literacy team has participated in Part I beta test of ARL/SAILS/Kent State information literacy competency multiple choice test. A first attempt at national benchmarking of information literacy skills

SNAP assessment software was implemented for end of course evaluations

A new, more outcomes assessment oriented, end of course evaluation was developed for Lib Sci 2201

#### Challenges

A major challenge this year was lack of staff with an unfilled faculty position. We look forward to hiring a new faculty member. Time is wasted by not having an automated method for scheduling our classrooms that also gathers instruction data. Scheduling and gathering of instruction statistics need to become more automated. Members of the information literacy team have difficulty finding the time to find, evaluate or set up new software or systems. This is an ongoing challenge.

Team Goals for 2003/2004:

Selected goals approved by the team for next year include:

Assist in planning for a new classroom

Find a better, easier and more secure, method to deliver and gather data from online student end of course evaluations

Assist with hiring new faculty and professional staff in order to increase numbers of faculty involved in information literacy team activities. By reducing faculty involvement in Eng2010 and FYE's faculty would have more time for subject specific sessions.

A marketing plan (or priorities) will be developed/identified for the Information Literacy program within the guidelines of the library's marketing plan.

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## REFERENCE & INFORMATION SERVICES

Reference:

The Reference Team has begun the process of re-envisioning Reference Services & Information Services (RIS) to meet the needs of a changing environment.

### *Reference Services*

\* *Reference Desk use* - Between 1998/99 when the University moved to semesters, and 2001/02, the number of reference/research questions answered at the desk dropped from 24,412 to 12,670 - a decrease of 48% overall. The trend slowed this year, with a total of 11,632 reference/research questions answered for an 8% decrease. This is a slower rate of decline than previous years and it is possible that we are moving towards a state of equilibrium.

Three trends continue to develop:

1. There is an increasing polarity between simple directional questions and complex research questions. While the number of research questions has remained relatively constant, team members report an increase in complexity and time necessary to answer the questions. In the coming year, the team will explore methods of gathering statistics to confirm anecdotal reports.
2. Along with an increasing polarity in types of questions comes an increasing polarity in the timing of questions. The current pattern is longer periods with few questions, followed by rushes. While some "rushes" correlate to class breaks, others do not and it creates staffing issues (see below).
3. Use of library resources via remote access continues to increase. EZProxy has proven to be a stable, easy-to-use method of accessing resources. At this time all web-based library databases are available off-campus.

Finally, RIS continues to expand services to off-campus users. During the past semester, team members have made a commitment to respond more quickly to *Ask A Librarian* email queries. Turn around time at the end of the Spring 2003 semester averaged 2 hours and queries had increased by about 1/3. Stewart Library is also a member of the UALC chat reference service. The pilot service for the past year showed low use statistics (an average of 1 question per hour of service), probably due to the extremely limited hours. As of June 1, 2003, we have joined a national consortium and now offer Reference/Chat 24/7. We expect to see a significant increase in numbers over the next year. We also continue to provide telephone service with local, toll-free, and TTY numbers. We are exploring options for gathering meaningful statistics about telephone service.

*\*Reference Desk Staffing* - a number of intertwining factors impact reference desk staffing. These include:

1. There are many hours, particularly very early in the morning and very late in the evening, during which no questions are asked. We are addressing this in several ways. First, we single staff all hours except for class break periods. Secondly, this summer and fall we will try staffing the desk fewer hours, then assess the impact on both Reference and other service areas. While these changes may help, they do not address the issue of making staff time during low use periods both interesting and useful. We will begin to explore this issue in the coming semester.
2. The increasing complexity of research questions often calls for the expertise of a subject bibliographer. One reason we want to decrease desk hours is to allow more time for subject bibliographers to provide one-on-one research assistance. The Science Bibliographer will begin a pilot project of providing subject specific reference hours on location in her colleges in the fall. The Business & Economics Librarian has also been steadily increasing the amount of one-on-one research assistance she provides.
3. The increasing emphasis on electronic reference services also requires additional staffing. Present technology makes it impossible for the person at the desk to do Reference/chat. Decrease of reference desk hours should help to ease the burden.
4. Increasing instruction loads require more time from the same people who staff the reference desk. Decreasing desk hours, if it can be done without decreasing service levels, would help the situation.

*\*Reference Area* - Reference surveys have consistently rated reference services highly; however, anecdotal evidence and some survey comments suggest that patrons do not find the physical environment as welcoming as they find the staff. Changes in technology, particularly wireless networks, have also rendered the current arrangement unnecessary. Finally, long periods when the computers are idle argues for an arrangement that would maximize use of computer and other reference resources.

The team began discussions of possible rearrangements (and possible sources of outside funding). The general goal is to create a welcoming, community atmosphere for patrons. Suggestions include:

1. Take advantage of wireless networks to scatter the computers throughout the reference area, creating different areas for word processing, email, group, and solo research.

2. Check-out laptops for group presentation preparation and practice, also provide easels, projectors, etc.
3. Provide an area for faculty to meet and work with students.
4. Remove at least part of the index tables and downsize the reference shelving area to provide more study room.
5. Provide lockers.

*\*Reference Patrons* - Our patrons increasingly face time constraints due to work, family, classes, etc. Off-campus access figures continue to rise with the increasing ease of access to electronic resources, growing numbers of "wired" patrons, and increasing student familiarity with electronic resources. However the need to provide traditional service remains.

Our past two satisfaction surveys have shown that between 87-98% of those completing the survey indicated they were highly satisfied with reference services and resources (percentage varies with specific question). Our goal now is to investigate methods to improve services that might not have occurred to our patrons and to provide such services when and where they need it. Such service improvements might include:

1. Improving the environment of the physical reference area, as discussed above.
2. Providing "roving" or "spot" reference throughout the library, instead of focusing on the reference area.
3. Using video phones and other emergent technology to provide one-on-one reference assistance.
4. Exploring the use of web technologies, such as blogs and Weber specific chat programs to provide more specialized local service.

*\*Marketing Reference Services* - Marketing has become somewhat of a buzzword, but it is also increasingly important for libraries to ensure that patrons know what resources and services they offer. Library surveys and anecdotal evidence suggest that few patrons understand the wide range of services and resources currently available. During the coming year, the RIF team will devote more time and effort to informing patrons of our resources and services.

#### Reference Services Goals for 2003-2004

1. To re-engineer Reference Services to serve patrons better and to use staff more effectively in a changing and increasingly wired environment by:
  - a. Reallocating staff time so that faculty have more time to provide specialized reference assistance, liaison and instruction
  - b. Rearranging the physical Reference area to provide a more welcoming environment
  - c. Reconfiguring electronic systems in the reference area to better meet patron and staff needs
  - d. Reorganizing services to better serve patrons
  - e. Working to develop methods of assessing not just patron satisfaction, but also patron needs they might not recognize, as well as our success at meeting such needs

- f. Increasing marketing of Reference services and resources
- g. Developing a program of professional development for Reference Team members

Electronic Resources: The reallocation of a professional staff member to the position of Electronic Resources Coordinator (ERC) and the development of an *Electronic Resources Policy and Procedure* have allowed us to begin to bring order out of chaos.

1. Our ERC, Lonna Rivera, has done a magnificent job in setting up a database for ejournals, to allow us to see and control what we have. She has also acted as a liaison with Bibliographic Services resulting in several thousand ejournals being added to the library's catalog.
2. Serials Solutions continues to provide us with access to the great number of electronic journals we have available through various databases and vendors. They will shortly add links to our library catalog for print holdings, limiting the number of places patrons must look for information.
3. A database has been developed to track such things as vendor, cost, user limits, renewal policies and the like for our electronic databases. Data is currently being added.
4. The great majority of our electronic resources, over 150 databases, are now available via the web and from off-campus. The few resources remaining on CD-ROM have not yet been made available via the web.
5. The library continues to add remotely accessible databases to support on-campus and on-line programs. Recent and new acquisitions include *Morningstar*, *ValueLine*, *Mergent*, and *Reuters* to support courses in the School of Business and Economics, as well as *ERIC Documents Online* to support Education and the *Kodansha Encyclopedia of Japan* to support Asian Studies.

Note: Given the increasing technological sophistication of our current website, responsibility for it was transferred to Systems, Fall 2002.

Electronic Resources Goals for 2003-2004:

1. Continue to work with Bibliographic Services to add ejournals to the library catalog.
2. Finish the database of electronic databases.
3. Work to market our resources to increase patron awareness of their availability.

Reference Collection Management: The Reference Team continues to maintain a strong print reference collection. For electronic resources, see above.

Reference Collection Management Goals for 2003-2004:

1. Begin weeding the collection.
2. Identify any remaining weak areas and buy materials necessary to enhance them.

Stewart Library - Davis Campus: The past year has been spent planning for the opening of the new Davis Campus branch library. At this point, the physical arrangement of the library has been set. A basic circulating collection has been purchased and a reference collection is being developed. Subscriptions to commonly used periodicals have been ordered. Two new positions have been created: Coordinator, Stewart Library - Davis Campus and an Evening-Weekend Supervisor. The position descriptions have been written and the Coordinator position has been advertised. Anticipated start date is July 1. The classified Evening/Weekend Supervisor position will be filled during July. Supplies are being ordered and the process of writing policies and procedures has begun.

Stewart Library - Davis Campus Goals for 2003-2004:

1. Finish necessary policies and procedures.
2. Work with other stakeholders in the Information Commons to coordinate services.
3. Open Library with expanded hours.
4. Market library to Davis campus community.
5. Assess success of current offerings and identify needs.

Government Publications: the Federal Depository Library Program continues to move from paper to electronic documents. We continue to work to improve access to web-based materials. We had planned to provide networked access to the most popular CD-ROMS, however, improved web access has made this unnecessary. As a result, we decided to catalog CD-ROMS so that patrons could check them out. This has been done. We have also added campus networked and print access to Hill Air Force Base environmental impact data.

Government Publications Goals for 2003-2004:

1. Continue to improve access to government publications electronically.
2. Continue to work to publicize and market the great number and wide variety of resources available from the government.
3. Begin weeding the paper collection.

Assessment: Assessment continues to be important for Reference and Information Services. The Team completed a second Satisfaction Survey last fall. As with the previous survey, between 87-98% of users indicated they were highly satisfied with reference services and resources (percentage varies with specific question). We also did a brief survey to allow individual librarians to judge their effectiveness. Team members felt that the mini-survey provided useful insight about their service.

In the coming year we would like to focus more on determining patron needs, perhaps by means of focus groups.

Assessment Goals for 2003-2004:

1. Work to develop assessment methods that will allow us to determine currently unidentified patron needs.
2. Survey patron needs and satisfaction levels at the new Davis Campus facility.
3. Assess patron views of pilot reference hours.
4. Try to determine a method for developing useful feed back about telephone service.
5. Try to determine a method to measure question complexity.
6. Begin work on developing an overall assessment plan for all areas of Reference & Information Services.

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## SYSTEMS and ACCESS SERVICES

### *User Satisfaction Overview*

Assessment of user satisfaction with library resources and services is undertaken on a regular basis. In addition to information gathered from the annual Noel-Levitz Student Satisfaction Inventory administered by the university, the library collects data with biennial User Satisfaction Surveys of faculty and students. The most recent survey of student users was conducted in October of 2002. A summary

of responses to the surveys distributed in each of the Systems & Access Services components (except Interlibrary Loan) is attached. A comparison between the "highlights" of the 2000 and 2002 surveys is given below:

#### Individual Service Areas

##### Circulation Services

###### 3M Self-check System

42% of respondents in the 2002 survey were satisfied with the system whereas only 40% had expressed satisfaction in 2000. 59% in 2002 and 62% in 2000 had no opinion, which may indicate nothing more than lack of use.

###### Internet Service

55% and 44% respectively were satisfied with or had no opinion about the option to extend a library loan via the Net. In 2000 36% were satisfied and 51% had no opinion.

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###### Weekday Service Hours

0% expressed dissatisfaction and 93% expressed satisfaction in the 2002 survey, whereas 3% of respondents expressed dissatisfaction with the hours in 2000.

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###### Late Return/Lost Item fees

As in 2000, the greatest dissatisfaction was expressed for the library's late return and lost item fees. However, improvement is evident even in this case. In 2000 12% were dissatisfied with the lost item fee and 21% felt similarly about the late return fee. In 2002 those percentages were reduced to 4% and 9% respectively.

##### Interlibrary Loan Services

Since this area was not included in the 2000 survey no comparisons are possible. Though the 2002 surveys give uniformly favorable ratings, the small number of responses makes the data less useful. In the future the survey will be conducted via the Net and in-house over a longer period of time.

##### Media/Reserve Services

###### Personnel

Satisfaction with the friendliness and approachability of personnel, the quality of assistance, and the appropriateness of referrals was virtually unchanged between the 2000 and 2002 surveys. Less than 1% of expressed any level of dissatisfaction.

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###### EReserve System

75% of respondents were satisfied with the EReserve system, compared to 59% in 2000. 22% of respondents in 2002 and 41% in 2000 had no opinion about the system.

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###### Collections

Satisfaction with the content of the CD, Video and Curriculum collections showed little change between 2000 and 2002. There was an 8% gain in the satisfaction level for the content of the Young People's collection. 40% gave no opinion about the content of these collections.

##### *The Student Computer Lab*

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###### Overall Improvement

Of the service areas surveyed, the Lab showed the greatest overall gains in level of user satisfaction. Of particular note were increases in satisfaction with the friendliness of staff, quality of assistance, number and quality of PCs, access to a scanner and zip drives, and the overall suitability of the work stations

#### All Access Service Areas

As noted in the following table the satisfaction level has remained fairly stable since 2000. Differences are explained, in part, by the total number of surveys completed for each survey period and the number of “dissatisfied” or “no opinion” responses. The 13% difference in the satisfaction rating for weekend hours is more a reflection of “no opinion” responses than “dissatisfaction” with the hours. In fact, there has been a 1% decrease in the level of dissatisfaction in this category between 2000 and 2002.

Service or attribute	Satisfaction Rating 2000	Satisfaction Rating 2002
Services in general	98%	95%
Friendliness and approachability of personnel	96%	92%
Thoroughness of the assistance provided	92%	92%
Weekday service hours	95%	93%
Weekend service hours	97%	84%
Photocopying/printing facilities	85%	80%

## Use Statistics Overview

### Circulation

- The Library sustained a 2% increase in the loan of print and media materials. Loans of books and periodicals increased by 9% and 32% respectively.
- Internal use of materials declined by 7.5%.
- 3M Self-Check system use remained below 10% of total borrowing transactions.

### Document Delivery (Print, Media and Electronic)

- Media document delivery requests increased by 6%.
- Print document delivery requests decreased by 46%.
- Electronic document delivery requests increased by 85%.

### Interlibrary Loan

- Interlibrary lending increased by less than 1%.
- Borrowing requests received and filled decreased by approximately 7.5%.

### Media

- Video use increased by 34%
- CD use increased by 24%.

### Reserve: Electronic

- The number of instructors using Electronic Reserve remained constant but the number of items processed increased by 35% and a 124% increase in the number of items returned (delivered) to faculty.
- Ereserve material use (as measured by page hits) increased by 105%



### Reserve: Print/Media

- The number of instructors using Print/Media Reserve increased by 10% over the same period last year. The number of items processed increased by 3%.
- Use of Print Reserve material declined by 24%.
- Media Reserve material use increased by 7%.

### Website Use

- Visits to the Library homepage increased by 31% during the report period.. WebTrends software tabulated 232,435 sessions this year and 159,479 for the same time period in 2002.

### *Material Storage Overview*

Collection growth remained constant during the current reporting period. In terms of stacks management this means that less linear feet of ever diminishing primary shelving and remote storage space was consumed at a slower rate. Areas of concern continue to be storage of Microforms, the pace of growth in the Media collections, and limited remote storage space.

#### Stacks Management - Collection Storage:

- Growth of the print collections continues at about the 3% level, consuming shelf space at a rate of 1100 linear feet per year. The addition of shelving to the General/Periodicals Collection increased the amount of available shelf space to 10,112 feet. This represents an 24% increase in the amount of shelving available on the 2<sup>nd</sup> and lower levels. Areas of highest growth in the General/Periodicals Collection are sections C, L, N, and T
- Growth of the nonprint collections was approximately 4%; 8% increase in the number of videos added; 20% increase in the number of CDs
- 
- 31% of total remote storage space remains available for use

### *Student Assistant Budget Conservation*

For the past several years Access Services Coordinators have done a commendable job of spending less than allocated to their combined student assistant budget. This has been accomplished by hiring a minimal number of student assistants and a concerted effort to hire work-study students whenever possible. As in past years, however, savings in the Access Services budget have been used to cover a shortfall in the student assistant budget allocated to the Library's Student Computing Lab. Since all student assistants in the Lab are paid at a higher rate, and since too many of the assistants have been hourly rather than work-study, it is expected that all student assistant funds for both Access Services and the Computer Lab will be expended by June 30. During the new fiscal year, a greater effort will be made to hire work-study rather than hourly student assistants in the Lab. In addition, Access Services will again be encouraged to "make do" with a minimal number of student assistants overall, and to hire work-study student assistants whenever possible.

### *Service Additions and Enhancements Overview*

#### Access Services

Completed the annual inventory of the Curriculum, General/Periodicals, Media, Microforms, Reference, Remote Storage and Young People's

Organized the Microforms collections into LC Call No. order and shifted the contents to accommodate growth

Coordinated the relocation of the "M" section of the General/Periodicals Collection to the lower level

Added shelving and shifted the General/Periodicals Collection on the 2<sup>nd</sup> level to accommodate growth

Conducted space analysis for the Government Publications and General/Periodicals collections

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Compiled use statistics for evenings and weekends

Converted the Periodical Statistics file from Quattro to Excel

Actively participated in Library Marketing Strategy Development, Website Usability Studies, and planning for the Library at WSU-Davis Assisted Reference personnel and Subject Bibliographers

### Systems

Configured and customized new *Horizon Information Portal* (iPAC 2x)

Configured new web server for library.weber.edu (to be implemented 07/03)

Configured and customized *ILLiad* interlibrary loan system

Updated Horizon server and modules

Updated critical software and hardware on production systems

Revised and enhanced library website

Coordinated and fostered continuing improvements to the library homepage

Maintained and enhanced classroom and Reference facilities

Coordinated development of a Systems Suite on the 2<sup>nd</sup> level

Updated staff workstation hardware/software as needed

Implemented GIS workstation for Science Librarian

Compiled statistics on use of electronic resources

Implemented security systems as appropriate

Implemented SAILS authentication project

Served as Technical Support for Utah Library Association Conference

Participated in preparations for the implementation of WebCT on campus.

*Personnel Changes*

The position of Web Administrator was added to Systems

The half-time Access Services Evening/Weekend Assistant was increased to full-time status and assigned half-time responsibility in Reference Services

*Systems & Access Services Objectives: 2003-2004*

1. In support of the Library's ongoing goal to: *Leverage existing and emerging technology to foster the development of Library programs, services, and collections which support scholarship, research, academic success and community enhancement.*

Systems' objective is to:

Develop a technology plan to guide life-cycle management of computing resources, the systematic implementation of new technology-based resources, and the strategic replacement of existing technology-based resources in the Library.

Access Services' objective is to:

Fully implement the ILLiad system and enhancement of the EReserve system.

2. In support of the Library's ongoing goal to: *Support the instructional, scholarship, and community service mission of the university by continuing to improve library collections and services and systematically assessing their use and relevancy.*

Access Services' objective is to:

Implement the circulation of media material to WSU students, faculty and staff and revise Access Services policies and procedures to reflect service enhancements.

Systems' objective is to:

Promote the inclusion of online library resources and services in the University's web-based and web-enhanced learning systems.

3. In support of the Library's ongoing goal to: Augment library funding by increasing private donations.

The System & Access Services Librarian objective is to:

Foster the development of grants to support the maintenance of existing, and encourage the implementation of new, technology-based library resources and services.

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