



Stewart Library Annual Report

2020-2021

I. Introduction

The 2020-2021 fiscal year was dominated by the continuing COVID-19 pandemic. Library personnel re-opened the library and in-person services in August 2020 after closing the building the previous March. We developed contingency plans for maintaining operations, services, and instruction in a complex and fluid environment. Fall 2020 witnessed a mix of online, virtual, and in-person classes and the library played an important role in ensuring that students had the technology and spaces to move fluidly between them. We developed a seating reservation program that supported social distancing and contact tracing and ensured that students had a guaranteed space to attend online classes while they were also on campus for in-person classes.

Circulation Services continued to provide curbside checkout while also re-opening the stacks for browsing. Systems and Circulation Services also continued to expand the technology lending program with additional laptops and wifi hotspots. The Technical Services Department kept our electronic resources running smoothly and processed a backlog of print material when we returned to campus in summer 2020. Library faculty continued to teach in a predominantly online environment, while also finding ways to address in-person needs for key classes and groups. Teaching and Information Services staff and student employees maintained online chat research help services. Special Collections, University Archives, and Digital Collections continued to scan material and answer online research questions and re-opened a single reading room with safety protocols for social distancing. The Marketing Committee developed a marketing campaign to encourage the WSU community to reconnect to the library and the Systems Department kept the library website up-to-date with new and changing services. The library also welcomed the Weber Cares Food Pantry to the building and Circulation Services staff collaborated with campus partners to address students' basic needs. Throughout the year, library personnel also created ways to stay connected online and provide support for each other during another year of uncertainty, social distancing, and disruption. The accomplishments outlined in below are only a partial representation of the excellent work of the entire Stewart Library team.

--Wendy Holliday
Dean of the Library

For more details on some of the specific library accomplishments for FY2021, see:

[2021 Strategic Planning Report for Academic Affairs](#)

II. Learning

Strategic Goal:

Empower learners and foster independent, critical thinking through high-impact and personalized educational experiences.

Strategies:

- Partner with faculty throughout the university to integrate information literacy throughout the curriculum.
- Apply assessment results and insights to improve teaching and learning.
- Provide personalized assistance to learners, whoever and wherever they are.

Achievements/Outcomes

- The Teaching and Information Service Department piloted a co-requisite LIBS 1704/ENGL 2010 course that led to the development of a fully combined course (ENGL 2015) to be offered in Fall 2021. Informal assessments and feedback from students suggest that students value the opportunity to apply information literacy skills to practical writing assignments. Initial analysis of the co-requisite courses suggests that this model might improve ENGL 2010 course completion for students in the Wildcat Scholars program, who are predominantly first-generation students and/or from traditionally marginalized communities.
- The Teaching and Information Service Department completed its first ever Program Review in Fall 2020. The review was positive and also identified areas of concern related to the long-term sustainability of LIBS 1704 as the central offering to meet the university's information literacy requirement. This confirmed issues that the department has been working through for the past few years. The program review recommended that more collaborative and integrated approaches to information literacy instruction could address the challenges of sustainability and promote more applied information literacy learning.
- The Teaching and Information Services Department offered 55 Concurrent Enrollment LIBS 1704 sections during the academic year, with 1,596 students enrolled. This provides many students with the opportunity to complete one of their general education requirements before graduating from high school, as well as address some of the bottleneck issues with LIBS 1704. There have been issues of inconsistent course content. Addressing these inconsistencies, as well as providing a strong library presence in the new combined ENGL 2015 course, is a major goal for the immediate future.
- The Teaching and Information Services Department continued to provide online research help services via email and online chat, which remained an important academic resource for students navigating their schooling during pandemic disruptions and a significant portion of online classes.

Measures and Outputs

1. The library taught fewer SCHs in FY2021, but this reflects offering very few seats in LIBS 1504, the test option, because of limited space in testing centers and challenges with remote proctoring. **Concurrent Enrollment SCHs increased.**

| Course | AY 2019 | AY 2020 | AY 2021 |
|---------------------------------|---------|---------|---------|
| LIBS Courses SCH (Campus) | 2,483 | 3,943 | 3,658 |
| LIBS 1704 Concurrent Enrollment | n/a | 1,393 | 1,579 |

2. The waitlist for LIBS 1704 declined significantly. There remains a 5-10% capacity gap in LIBS 1704 seats, with 115 in Fall and 71 students in Spring on the waitlist.

| Term | Waitlist | Seats filled | Needed seats | Percentage gap |
|-------------|----------|--------------|--------------|----------------|
| Summer 2018 | 58 | 509 | 567 | 10% |
| Fall 2018 | 302 | 814 | 1,116 | 27% |
| Spring 2019 | 494 | 955 | 1,449 | 34% |
| Summer 2019 | 80 | 712 | 792 | 10% |
| Fall 2019 | 196 | 1,155 | 1,351 | 15% |
| Spring 2020 | 265 | 1,107 | 1,372 | 19% |
| Summer 2020 | 8 | 853 | 861 | 1% |
| Fall 2020 | 115 | 1,141 | 1,256 | 9% |
| Spring 2021 | 71 | 1,342 | 1,413 | 5% |

3. The **number of students with more than 60 credits on the waitlist for LIBS 1704 decreased significantly**, which suggests that we have addressed a backlog in demand and that more students are able to get into the course earlier in their academic careers when it is more helpful in building a foundation in information literacy.

| LIBS 1704 Waitlist | Waitlisted Students with < 59 credits | Waitlisted students with 60+ credits |
|--------------------|---------------------------------------|--------------------------------------|
| Fall 2018 | 50% | 47% |
| Spring 2019 | 45% | 51% |
| Fall 2019 | 46% | 51% |
| Spring 2020 | 44% | 54% |
| Fall 2020 | 58% | 42% |
| Spring 2021 | 69% | 31% |

4. The **number of research help transactions decreased slightly** compared to previous years. The **number of in-depth research consultations increased**. This could reflect decreased foot traffic in the library translating into fewer basic research help questions (getting started, finding a specific information resource, etc.) at the Information Desk. The increase in in-depth research questions suggests that patrons are connecting with subject librarians, Special Collections, and University Archives. Numbers still have not returned to their 2018 level, which is a trend to watch.

| Research Help | FY2018 | FY2019 | FY2020 | FY2021 |
|---|--------|--------|--------|--------|
| In-Person Research Help Transactions | 5,110 | 3,163 | 1,393 | 3 |
| Virtual Research Help Transactions | 803 | 573 | 805 | 612 |
| In-Depth Research Consultations (Virtual and In-Person) | 656 | 229 | 476 | 559 |
| Note: FY2020 and FY2021 numbers were affected by the closure of the library and in-person services because of COVID-19. | | | | |

Areas of Improvement and Future Goals

- Assess the impact of various instructional models (ENGL 2015, standalone LIBS 1704, subject-specific courses, LIBS 1504) on student learning and success, with particular attention to traditionally marginalized student populations, in order to develop a 3-year plan for a comprehensive, sustainable, equitable, and student-focused instructional model moving forward.

- Assess peer learning models and how they might integrate into a comprehensive peer learning program in the library.
- Assess the Concurrent Enrollment LIBS 1704/ENGL 2015 offerings in order to ensure that learning outcomes are being met and information literacy is being integrated into these courses.

III. Access

Strategic Goal:

Promote equitable access to higher education and community learning opportunities.

Strategies:

- Provide access to information resources that our communities need, at no cost to them.
- Reduce barriers to degree completion through inclusive services, technology, and other resources.
- Promote a more sustainable information landscape through our choices and leadership in open access and open educational resource initiatives.

Achievements/Outcomes

- The restricted access to the library during the pandemic demonstrated the importance of providing access to course materials, technology, and other resources as well as support services to students who are facing financial challenges and work and care demands. These services are especially important to BIPOC, low-income, first generation students, students with disabilities, and students who are parents. Expanding access to course materials and technology plays an important role in promoting equitable educational outcomes. The library technology lending program grew to include more than 200 semester-long laptops and more than 100 hotspot checkouts each semester.
- The library provided significant funding for the creation of a no-cost textbook in HTHS 1110 and 1111. Each student enrolled saved \$275. With more than 2,500 students enrolled in Fall and Spring, this was nearly \$700,000 in collective savings.
- The library joined LVIS (Libraries Very Interested in Sharing) interlibrary loan group to broaden our network of free and low cost lenders of material through ILL.
- We raised the maximum borrowing cost amount for ILL requests which allows us to request and receive more material through ILL without placing the financial burden onto our students.
- We migrated the library catalog and circulation system from Horizon to Koha, an open source Integrated Library System (ILS). The new system is cloud-based, which relieves staff from some programming and server maintenance and provides greater functionality for users. The new public interface and staff modules went live in Summer 2021.
- We completed a major data gathering project to update our print serials holdings. With the implementation of Koha (our integrated library catalog and circulation system), more accurate

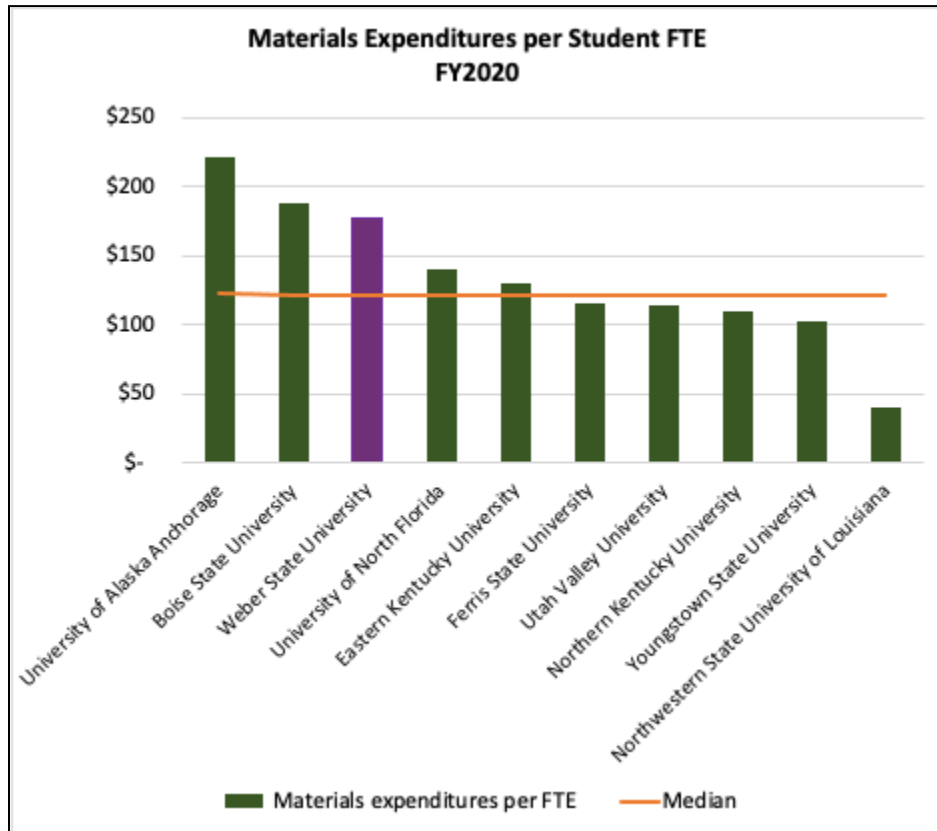
data was entered into the item records. More accurate information in the print holding records will help students when searching for material.

Measures and Outputs

1. Building Traffic: The annual gate count declined significantly in FY2021 because of the reservation policy and the reduced hours of operation during the COVID-19 pandemic.

| Building Traffic | FY2018 | FY2019 | FY2020 | FY2021 |
|--|---------|---------|---------|--------|
| Annual Gate Count | 269,699 | 326,848 | 265,431 | 31,954 |
| FY2021 gate count was low due to reservation-only policy to address social distancing and priority needs during the COVID-19 pandemic. | | | | |

2. Collections: Materials expenditures per student FTE in 2020 was above the median of our peer institutions. There is a lag in data, with FY2021 data not released until 2022, but this is consistent with recent years. This number includes expenditures for consortial purchases by the Utah Academic Library Consortium, which is a key component in meeting the WSU community’s collection needs.

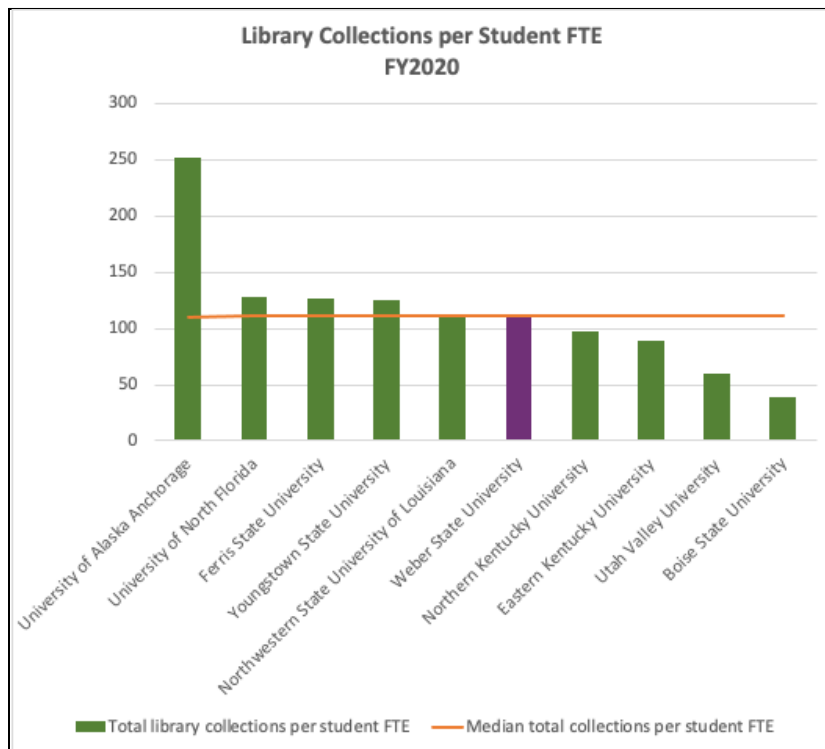


Source: [IPEDS](#)

3. Collections: The overall size of the collection, in terms of books, journal subscriptions, and media remains steady.

| Collection Type | FY2019 | FY2020 | FY2021 |
|------------------------|---------|---------|-----------|
| Physical Book Titles | 349,882 | 350,273 | 351,044 |
| Electronic Book Titles | 422,094 | 461,480 | 479,065 |
| Print Serial Titles | 13,102 | 12,842 | 12,808 |
| Electronic Serials | 181,330 | 188,163 | 196,446 |
| Physical Media | 37,805 | 36,998 | 37,898 |
| Electronic Media | 355,627 | 994,608 | 1,023,166 |
| Databases | 259 | 356 | 379 |

In peer comparisons, the number of items in the library collection per student FTE was nearly at the median in FY2020. We hold fewer print titles (22) per student FTE than the peer median (38) and more electronic titles per student (89) than the peer median (61). Updated comparison data will be available in 2022.



4. Circulation of print library materials declined significantly in FY21 because of COVID restrictions. **Usage of electronic journals declined**, although changes in publisher reporting practices might have influenced these numbers. Use of digital media and electronic books increased, which was likely due to shifting classes online during the pandemic.

| Circulation/Usage Type | FY2018 | FY2019 | FY2020 | FY2021 |
|---|---------------|---------------|---------------|---------------|
| Total Physical Circulation | 18,673 | 24,418 | 18,587 | 5,690 |
| Total Digital/Electronic Book and Media Usage | 17,274 | 41,916 | 47,414 | 62,831 |
| Total Electronic Serial/Journal Usage | 404,179 | 401,632 | 397,304 | 366,449 |

In peer comparisons, library circulation/usage per student FTE (26) was near the median (25) of peer institutions in FY2020.

5. Interlibrary Loan services provided fewer materials to other libraries than in recent years, largely as a result of nationwide library closures in the pandemic. There were **more documents received than in FY2020**, but fewer than in years prior due to the pandemic-related closures.

| Interlibrary Loan category | FY2018 | FY2019 | FY2020 | FY2021 |
|---|---------------|---------------|---------------|---------------|
| Total interlibrary loans and documents provided to other libraries. | 2,264 | 2,555 | 1,902 | 1,450 |
| Total Interlibrary Loans and documents received. | 2,939 | 2,067 | 905 | 1,207 |

6. The number of items on print and electronic course reserve increased substantially, reflecting more in-person services available after the library closure in March 2020, continued demand for scanned course materials during the pandemic, and greater outreach and demand for options to reduce textbook costs.

| Course Reserves | FY2019 | FY2020 | FY2021 |
|------------------------|---------------|---------------|---------------|
| Items on print reserve | 7,025 | 6,879 | 7,748 |
| Items on eReserve | 1,458 | 730 | 1,093 |

7. The library technology check-out program expanded, especially in the number of hotspots available for semester-long checkout.

| Item Types | Spring 2020 | Summer 2020 | Fall 2020 | Spring 2021 |
|---------------------|-------------|-------------|-----------|-------------|
| Laptops (semester) | 49 | 28 | 253 | 227 |
| Laptops (7-day) | 0 | 0 | 38 | 16 |
| Total | 49 | 28 | 291 | 243 |
| | | | | |
| Hotspots (semester) | 3 | 8 | 122 | 141 |
| Hotspots (7-day) | n/a | n/a | 2 | 9 |
| Total | 3 | 8 | 124 | 150 |

Areas of Improvement/Future Goals

- Develop a new collection development philosophy and policy to guide decisions about more sustainable subscription models, promote diversity in the collection, and address the challenge of costly streaming media needs.
- Expand services that support course materials affordability, including the creation of a textbook lending library and an OER grant program. Address long-term sustainability after HEERF funding ends in 2022.

IV. Community

Contribute to the well-being and strength of the campus and local communities in which we are embedded.

Strategies:

- Create spaces and services that promote campus-wide collaboration and connection.
- Create physical and online community spaces and programs that bring people together.
- Place diversity, inclusion, and equity at the center of all of our work.

Achievements/Outcomes

- Special Collections, University Archives and Digital Collections created a physical and digital exhibit as part of Beyond Suffrage: A Century of Northern Utah Women Making History. The

exhibit was open August 22 - October 15, 2020. The inclusion of an online exhibit was an important first step in the library goal of expanding digital exhibits.

- Comments from visitors suggest that they learned about the role that women played in Northern Utah history, particularly lesser known contributions:
 - “We don't always know the sacrifices and challenges of the past if we don't have historical exhibits like this. I am a member of Soroptimist International of Ogden and appreciate our organization being included in this exhibit. Women have always made a difference.”
 - “I found the topic and discussion both fascinating and intriguing. I feel like past education on women's suffrage focused on such a narrow cast of characters and made the issue very 1 dimensional. This presentation helped me see a more broad view of a familiar historical narrative.”
- We completed a feasibility study to remodel Special Collections and University Archives in order to provide a more welcoming and accessible single reading room as well as enhanced storage capacity.
- We began a year-long equity audit with external consultants in Spring 2021 to review and revise library policy and practices in order to remove barriers to equitable educational outcomes and expand anti-racist practices in particular. Phase 1 focused on developing a baseline understanding of equity and anti-racist practice, with applied action workshops to follow in FY2022.

Measures/Outputs

1. **Attendance at events, both physical and online, was strong.**

Views/page visits for digital exhibits and streamed lectures:

- 625 visitors to Beyond Suffrage Exhibit
- 1,400 views of lectures
- 1,100 visitors to beyondsuffrage.org

Areas of Improvement/Future Goals

- Assess and revise policy in order to improve community access to collections and technology, including improvements in community patron log-in procedures for computer access.
- Complete the equity audit, including review of all formal library policy and revision of major areas of library practice, including human resources, collections, and library operations.
- Explore patron perceptions of the library as a welcoming space, especially for BIPOC students.
- Begin fundraising process for Special Collections and University Archives remodel.
- Implement a long-range planning process for exhibits and programming so that there is more coordination and synergy with campus and community partners.
- Engage other departments in the library in exhibits and program delivery, in addition to Special Collections and University Archives.
- Develop more programming that is tied to the curriculum, including student and faculty curated programs.

- Develop more online exhibits to expand opportunities for learning for those who cannot travel or attend events in person.

V. Organizational Excellence

Maintain an effective and sustainable organization as the foundation of all of our work.

Strategies:

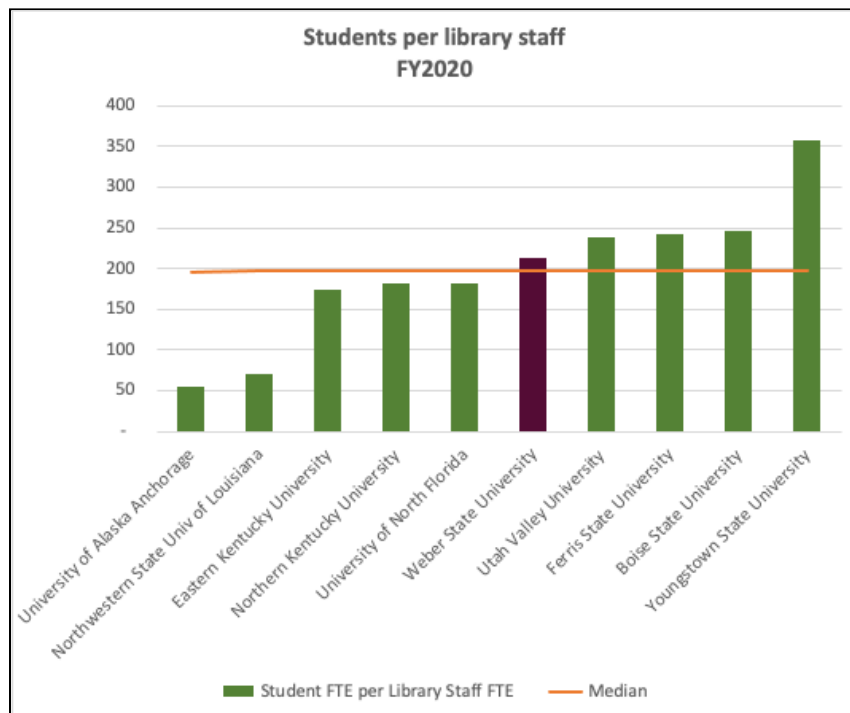
- Invest in people by creating an environment of support, caring, and opportunity for all library workers.
- Enrich the user experience by placing the user at the center of our work and decision-making.
- Transform work practices to better meet user needs.

Achievements/Outcomes

- We made some small equity adjustments in staff salaries. Budget cuts meant that larger salary increases were postponed until FY22.
- We continued to expand student employment opportunities in circulation, including the approval and funding of student lead positions.

Measures and Outputs

1. **The size of the library staff (including student assistants)** has increased for the past few years with the addition of more student employees. This has brought the library close to the median student to staff ratio among our peer institutions.



Areas of Improvement/Future Goals

- The library, like many units on campus, experienced morale issues as a result of isolation and increased work stress because of the pandemic. We will continue to focus on morale and care as a central part of staff development in particular.
- Review and revise student and staff hiring policies to broaden eligibility, increase staff diversity, and improve retention of student employees.