

Weber State University
Stewart Library Annual Report
2012/2013 Academic Year

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Stewart Library

Annual Report

2012/13 Academic Year

I. Introduction -

The mission of the Stewart Library is to:

- a) Support the instructional, scholarship, and community service mission of the university through the development of on-site collections, access to off-site resources, instruction on research strategies and tools, and personalized assistance in the use of library and information resources.
- b) Assess the services we provide and the relevancy and use of the collections and use assessment outcomes to improve our resources and services.

This past year was again filled with opportunities to enhance library services, strengthen and expand access to collections, and increase technology in the public areas of the building. The collections continue to grow and improve. More than 5,500 print volumes, nearly 500 videos, and 250 CD's were added. The greatest area of growth continues to be electronic resources. WSU students and faculty now have access to nearly 95,000 e-journals, references resources and e-books. The use of these resources is reflected in the number of visitor sessions to our website, totaling more than 1.1 million this past year. The number of requests for reference/research assistance and information literacy instruction also continues to increase. In 2012/13, more than 38,000 questions were answered at the public services desks, and information literacy instruction was provided to more than 7,000 students.

A number of improvements to the building occurred in 2012/13. The Mac classroom was redesigned and the technology expanded, as was the technology in four group study rooms. The badly worn carpet on the north side of the second level and on the south side of the lower level was replaced, and the renovation of the Archives Reading Room and the adjacent office space was completed. The Reference & Information Services area was re-configured, making the space more open and inviting, and new study tables and chairs purchased to replace worn and uncomfortable furniture. Additionally, to conserve water, the plumbing fixtures in all of the restrooms were replaced.

The library continues to benefit from the generosity of its donors and we are extremely grateful to them. Gifts during the past year totaled more than \$393,000. We are especially grateful to the Stewart Education Foundation, the Edmund and Jeannik Littlefield Foundation for its continued support of the processing and digitization of the Utah Construction/Utah International Collection, and to the John D. & Vera E. Eccles Family Foundation for funding to process a large collection of photographs by Ogden photographer, John D. Eccles.

Exciting news was received in late April when the Provost informed us that the library will receive \$12 -

14 million to renovate the building! The planning phase of the project will begin immediately with a projected renovation start date of Summer, 2014.

The renovation will focus on improving the library for current and future WSU students. Many of the improvements we hope to make will be based on input received from students over the past couple of years. Students have repeatedly requested additional technology enhanced group study rooms, more designated quiet study space, a café, short-term metered parking near the building, and more openness and natural light.

We are so very grateful and excited to have this opportunity to renovate the building and make it an even better library and gathering place for the WSU community!

II. Library Goals - 2012/13:

Listed below are the annual goals for 2012/13, and the progress made in meeting these goals.

Goal 1. Explore options for providing global access to our collections.

Global access, which is often referred to as a 'discovery system' or a 'discovery layer searching utility,' enables patrons to do a search in a library's online catalog and retrieve records for items in all of its collections and in all formats, including e-journal articles, digital collections, manuscripts, etc.

Discovery services are expensive and the cost varies significantly from vendor to vendor. Variances are related to factors such as the capabilities of the product's user interface, the company's overall customer base and breadth, licensing agreements with publishers, etc. However, the larger component of price is generally tied to the number of information resources the vendor has the ability to index into their central discovery database and the transparency of their indexing when it comes to providing a single search tool. The cost of subscribing to a discovery service for a university of WSU's size could range between \$17,000 - \$100,000 annually; start-up/set-up costs could range between \$15,000 - \$60,000. The library will need to select a service that both meets the needs of the campus and is affordable.

Good progress in meeting this goal was made. A committee was formed, students, faculty, and staff were surveyed to determine the features needed in a discovery service, and an RFP is being written. In consultation with the Purchasing Department, we plan to complete the RFP by the end of August 2013. Once the Purchasing Department receives replies from discovery service vendors, vendor demonstrations and trials of their products will be scheduled. With input from faculty, students, and staff, we anticipate making a decision on which service will best meet the needs of the campus by the end of December 2013.

The implementation phase of a discovery service will require a significant amount of time and effort on the part of the library's faculty and staff. Major changes will need to be made in the curriculum of all of the library's courses, to the website, and to the content of hundreds of general and subject specific research guides. Due to the amount of up-front work that will need to be accomplished, a realistic time frame for having the service fully operational is the beginning of Spring Semester, 2015.

Goal 2. Complete the process of re-designing the library's website to make it more intuitive and user-friendly.

Unfortunately, not as much progress was made on meeting this goal as we had hoped. Based on assessment data and anecdotal feedback, students and faculty believe our current site is neither intuitive nor user-friendly. Re-designing the site continues to be a complicated, time consuming process. After looking at numerous design examples, we had narrowed the options down to two but have now concluded that neither provides the functionality we believe is necessary to meet the future needs of WSU students and faculty.

Once it was decided not to move forward with either of these options, the library's Systems Administrator focused his time on developing a Drupal based content management system (CMS). While this has required a great deal of research and development time on his part, the end result will be more than worth the effort. Implementing this type of CMS will decrease the time/effort for authors to add/update content, allow for dynamic integration with social media, and decrease the overall cost of maintaining the system. The structural and functional components of the new site are now mostly in place but due to the resignation of a web design staff position, the graphical elements are not. Following several unsuccessful searches, that position has now been filled, which will increase the speed with which the new site can be completed.

Within the next six to nine months, we hope to complete the development of the website and begin to conduct usability studies. Feedback and data from these studies will help determine what additional changes and improvements need to be made.

Completing this goal continues to be a priority for the library.

Goal 3. Revise the TBE 1504 exam to more closely align with LIBS 1704 and information literacy program outcomes.

There has always been a disconnect between the information literacy courses and the information literacy tutorial and NTM 1504 exam. The exam has needed to be rewritten to more closely align with the new LIBS 1704 course content, and the course content needs to replace the current tutorial.

Significant progress was made in meeting this goal. During the past year, the test bank was migrated from Canvas to Chi Tester, which allows each question in the database to be associated with both general education outcomes and information literacy instruction program outcomes. Once the migration was completed, the work shifted to the extremely time consuming task of reviewing each of the more than three hundred questions in the test bank and revising or completely rewriting many of them. Revising/rewriting the test bank questions should be completed by the end of the summer and trial tested Fall Semester. Based on the results of the trial, any additional changes needed will be made with a goal

of fully implementing the new exam Spring Semester, 2014.

There is ongoing discussion among library faculty regarding the advisability of librarians assuming responsibility for grading the 1504 Exam. While there is consensus that doing so would be ideal, it may not be feasible, given the number of students taking the exam and the amount of time the grading would take. This discussion will continue.

Goal 4. Continue to expand the acquisition of and access to unique collections and primary source material.

The acquisition of primary source materials and providing digital access to them is an important growth area for the library and one for which significant donor funding has been received.

During the past year, Special Collections received a number of historically significant collections that included prominent Ogden photographer John D. Eccles' photographs from his business as well as papers related to the Eccles family and Marriner Eccles. Funding from the John D. & Vera E. Eccles Family Foundation will offset the cost of processing this large and important collection. Also received were collections from the Mount Benedict Monastery, from Margaret Rostkowski, a well-known local author, and from the Klenke Floral Shop.

Processing the additions to the Utah Construction/Utah International Collection received from BHP Billiton in 2011 continues, as it will for the next four to five years. These additional records, when processed, will increase the size of the UC/UI Collection by 10 times and will consume all of the available space on the compact shelving previously purchased to house the collection. Funding to purchase the compact shelving, the supplies needed to process the additions to the collection, and the salary of a staff position to process the collection was provided by the Edmund & Jeannik Littlefield Foundation.

The number of researchable digital collections continues to increase, numbering more than 42,000 items. During the past year, 6,212 new items were made available on the website.

A pilot project to add audio/video into the oral history collections was initiated and will be more fully implemented in the coming months. Progress is being made on re-designing the Oral History website to make it more informational and easier to navigate.

Goal 5. Implement a more informative method of assessing the quality of services provided in the public service areas.

Not as much progress was made in meeting this goal as we had hoped. A committee was appointed to study proven methods of service assessment such as mystery shoppers, focus groups, interviews, unobtrusive observation, surveys, etc. The committee also explored some of the options used in the University of Rochester's Undergraduate Research Project.

Based on the committee's recommendations, several of the most likely options were to be included in an

assessment that was scheduled for Spring Semester 2013. Unfortunately the assessment did not occur due to unexpected other priorities taking precedence and personnel changes. Despite the slow progress, this continues to be an important goal that will be worked on in the coming year.

While not able to complete this more comprehensive and informative assessment, a patron satisfaction survey was conducted Fall Semester. Ninety two percent of those completing the survey indicated they were satisfied, or very satisfied, with the resources and services provided by the library. Suggestions for improvement included increasing Friday/Saturday evening hours, which has been done, and a number of issues related to the building that we hope to address in the upcoming renovation.

III. Results of the Library Instruction Program Outcomes Assessment.

Outcomes assessment data were gathered from the NTM 1504 exam and for several pilot sections of LIBS 1704, using the newly developed test bank questions.

* Findings for NTM 1504: Students passed all information literacy outcomes at or above the established threshold of 73%. However, this test has been in place for a number of years and library faculty are in the process of evaluating the test and reviewing questions for revision, update, or deletion. Additional questions are being developed that align closely with the library instruction program outcomes, which were revised to reflect the university's general education outcomes for the information literacy requirement.

* Findings for LIBS 1704: Students passed three of four outcomes at or above the established threshold of 73%. Outcome D2, 'Find Information Effectively', came in below the threshold at 68%. Rather than making changes immediately, the assessment was given to all sections of LIBS 1704, LIBS 2604, LIBS 2804, and LIBS 2904 during Spring Semester. A cumulative report of the data was generated using Chitester. Though the assessment instrument is still being revised and more specific departmental outcome areas are being developed, initial results indicate several areas where instruction might be strengthened and others where current practices are effective.

WSU's general education requirements will require students to reach a 73% score to pass with a C or better grade. However, the library instruction program's goals are for students to reach an 80% score, passing with a B- or better to demonstrate information literacy proficiency. Each outcome where percentage correct is less than 80% will be examined and the instruction team will work to improve the curriculum in these areas.

IV. Outcomes of Program Reviews or Accreditation Reviews.

There were no program reviews or accreditation reviews of the library during the past year.

V. Significant Recognition Received by Programs, Faculty, Staff, and Students.

1. Grant Proposals Funded:

Hemingway Collaborative Grant - Kathy Payne, project administrator, Sarah Langston, (Stewart Library), Kathryn MacKay (History), Pepper Glass (Sociology), and Joshua Winegar (Visual Arts), for their project entitled, “*Ogden Business at the Crossroads*,” an oral history and photography project focused on Ogden’s 25th Street and surrounding areas. Hemingway contribution: \$17,060; Stewart Library contribution: \$17,809 = \$34,869.

Hemingway Excellence Award - Shaun Jackson and JaNae Kinikin for their project entitled, “*Pilot Information Literacy Tutorial for Elementary School Students*.” Hemingway contribution \$1,233; Stewart Library contribution \$990 = \$2,223.

Dee Family Technology Grant - Nicole Beatty and Chris Hauser for their project entitled, “*Enhanced and Engaged Pedagogy: Using Xbox/Kinect and XboxLive in the Hybrid Classroom*.” \$3,680.

Academic Resources and Computing Committee - Misty Allen for her project entitled, “*The Wireless Library, Keeping Students Connected In and Out of the Building*.” Funding for this project will be used to purchase 20 new laptops designated for student use within the library. ARCC contribution: \$13,122.40; Stewart Library contribution: \$8,122.40 = \$21,244.80

2. Faculty Publications:

Beatty, Nicole. “Cognitive Visual Literacy: From Theories and Competencies to Pedagogy.” *Art Documentation: Journal of the Art Libraries Society of North America*, Chicago: University of Chicago Press, Spring 2013.

VI. Library Goals for the Coming Year:

1. Plan and prepare for the renovation of the library building.
2. Complete the process of selecting a discovery service and begin the implementation phase of this project
3. Complete the re-design the library’s website and conduct usability studies of the new site. Make additional changes to the site based on feedback from the usability studies.
4. Expand the use of social media to increase the library’s ability to serve patrons and promote resources.
5. Continue to increase the acquisition of unique collections and primary source material. Expand digital access to these resources.
6. Complete the revision of the NTM 1504 exam. Fully implement the revised exam Spring Semester, 2014.

7. Assess the quality of services provided in the public service areas of the library.

VII. Additional Information.

In support of its mission, and in addition to its annual goals, the library has three ongoing goals:

Goal 1 - Expand the library resources available to WSU students and faculty and assess the relevancy and use of those resources.

Providing the information resources needed to support the teaching and research mission of the university is a primary goal for the library. Using a combination of E&G, Utah Academic Library Consortium (UALC), and gift funds, the electronic, print, and media collections continue to increase. Consulting with faculty, evaluating the use of electronic and print journals, and cancelling low-use titles is an ongoing process.

To ensure that resources added to the collection support the needs of faculty and students, subject librarians continue to expand their liaison efforts by meeting regularly with faculty and providing additional reference/research assistance in the colleges and on the Davis Campus. Providing course integrated, subject specific instruction to inform students and faculty of library resources available in their areas of interest is essential if these resources are to be used. During the past year, subject librarians taught 162 of these sessions, an increase of twenty percent over the previous year.

Assessing the relevancy, strengths and weaknesses of the collection, and consulting with faculty in developing and managing the collection are among the responsibilities of the subject librarians and the basis on which their collection management decisions are made. WSU faculty routinely indicate their satisfaction with the assistance they receive from the subject librarian assigned to their college and with the improvements made to the collection.

Based on the results of various user satisfaction surveys and ongoing assessments of the collections, we believe good progress continues to be made in improving the quality and relevancy of the collections. The ability to collect and apply data to analyze the usability of collections is an ongoing process.

| Library Holdings (Information Resources) | | | | | | | |
|--|-----------|-----------|-----------|-----------|-----------|-----------|-----------|
| | 2012/2013 | 2011/2012 | 2010/2011 | 2009/2010 | 2008/2009 | 2007/2008 | 2006/2007 |
| Bound Volumes | 568,641 | 563,062 | 560,995 | 556,222 | 552,323 | 547,753 | 540,613 |
| Electronic Resources | 94,769 | 94,562 | 63,095 | 61,930 | 53,031 | 31,119 | 23,312 |
| Journals (Current Print Subscriptions) | 718 | 910 | 912 | 963 | 1,175 | 1,544 | 1,555 |
| Government Pub. (Unbound) | 212,602 | 210,815 | 216,820 | 219,190 | 225,369 | 224,637 | 222,247 |
| Audio Recordings | 9,630 | 9,380 | 9,353 | 8,757 | 8,746 | 8,720 | 8,578 |
| Video Recordings | 13,873 | 13,378 | 12,993 | 12,347 | 11,705 | 11,360 | 10,685 |
| Maps | 68,012 | 66,211 | 66,456 | 66,393 | 66,275 | 66,205 | 66,240 |
| Microforms (Fiche and Film) | 640,493 | 639,815 | 633,102 | 623,973 | 611,326 | 605,467 | 587,794 |
| Kits | 675 | 623 | 601 | 609 | 623 | 616 | 639 |
| CD-ROMs | 2,179 | 2,135 | 1,964 | 1,853 | 1,809 | 1,687 | 1,445 |
| *Includes books, bound periodicals and bound Government Documents. | | | | | | | |

Goal 2 - Provide user-centered services in a welcoming, inviting library environment.

The library strives to provide and continually improve its services to WSU students and faculty, and the utilization of our services continues to increase. In the past year, more than 7,000 individuals received instruction on using the library and its information resources, and nearly 31,000 patron questions were answered. Use of electronic resources is reflected in the number of visitor sessions on our website, averaging 98,000 per month, for an annual total of 1,176,000. Use of print and media collections increased and the use of print periodicals and journals continued to decrease, which follows the national trend confirming that students and faculty prefer to use e-journals when given a choice.

| Utilization of Resources and Services | | | | | | | | | | | | | | |
|---------------------------------------|-----------|----------|-----------|----------|-----------|----------|-----------|----------|-----------|----------|-----------|----------|-----------|----------|
| | 2012/2013 | | 2011/2012 | | 2010/2011 | | 2009/2010 | | 2008/2009 | | 2007/2008 | | 2006/2007 | |
| Circulation Statistics: | 89,567 | | 91,837 | | 100,474 | | 115,147 | | 100,315 | | 128,784 | | 130,415 | |
| Web Site Visitor Sessions: | 1,176,000 | | 1,141,947 | | 1,332,473 | | 1,687,866 | | 2,080,920 | | 2,064,338 | | 2,241,126 | |
| Reference/Research Assist.: | 8,020 | | 7,710 | | 8,594 | | 9,549 | | 10,153 | | 9,339 | | 13,290 | |
| User Assistance: | 30,879 | | 29,314 | | 32,555 | | 32,401 | | 30,068 | | 31,898 | | 35,002 | |
| Instructional Sessions: | Sessions | Students | Sessions | Students | Sessions | Students | Sessions | Students | Sessions | Students | Sessions | Students | Sessions | Students |
| Course Integrated | 162 | 3,240 | 143 | 2,259 | 121 | 2,321 | 123 | 1,807 | 110 | 1,175 | 101 | 1,421 | 100 | 1,945 |
| English 1010 & 2010 | 91 | 1,829 | 93 | 1,861 | 112 | 2,299 | 117 | 2,265 | 108 | 1,898 | 120 | 2,382 | 122 | 2,301 |
| FYE (First Year Exp.) | 18 | 270 | 23 | 336 | 20 | 431 | 18 | 351 | 16 | 225 | 19 | 354 | 19 | 349 |
| Other | 10 | 146 | 8 | 100 | 15 | 211 | 21 | 293 | 32 | 247 | 38 | 410 | 49 | 968 |
| Totals: | 281 | 5,485 | 267 | 4,556 | 268 | 5,262 | 279 | 4,716 | 266 | 4,145 | 276 | 4,567 | 290 | 5,363 |
| For Credit Classes: | Classes | Students | Classes | Students | Classes | Students | Classes | Students | Classes | Students | Classes | Students | Classes | Students |
| Humanities on the Internet | | | | | 1 | 42 | 1 | 31 | | | | | 1 | 30 |
| Information Navigator | 46 | 1,385 | 45 | 1,462 | 44 | 1,628 | 39 | 1,903 | 40 | 1,998 | 39 | 1,838 | 40 | 1,953 |
| Info. Resource (Health Prof) | 4 | 120 | 3 | 107 | 3 | 112 | 2 | 61 | | | 1 | 29 | 4 | 89 |
| Info. Resource (Business) | 4 | 148 | 4 | 145 | 4 | 148 | 4 | 145 | 4 | 144 | 5 | 102 | 5 | 84 |
| Info Resource (Soc. Sci.) | 1 | 33 | 2 | 54 | 2 | 54 | 2 | 48 | 2 | 47 | 1 | 27 | 2 | 28 |
| Totals: | 55 | 1,686 | 54 | 1,768 | 54 | 1,984 | 46 | 2,127 | 46 | 2,189 | 46 | 1,996 | 62 | 2,483 |
| Ereserve Page Visitors: | 18,420 | | 17,997 | | 24,214 | | 24,070 | | 24,658 | | 24,416 | | 37,605 | |
| Interlibrary Loan: | 4,956 | | 4,895 | | 5,285 | | 6,356 | | 7,002 | | 7,473 | | 8,077 | |
| Lending Requests | 6,021 | | 5,806 | | 6,249 | | 6,434 | | 4,826 | | 8,519 | | 5,821 | |
| Borrowing Requests | | | | | | | | | | | | | | |

The library is committed to regularly assessing the quality and effectiveness of its services. Student satisfaction is assessed in a number of ways:

- * Biennial student satisfaction surveys
- * National student satisfaction surveys administered by the university
- * Biennial interviews with students who are using the library
- * End of course student evaluations
- * Focus groups - ongoing and as needed

During the past year, student evaluations were collected for all for-credit library courses, and for a representative number of English 2010 and University 1105 sessions. Enrollment and successful completion rates are tracked in all of our for-credit classes. Of the 1686 students who took one of our courses in 2012/13, 93% successfully completed the course with a grade of C- or better, thereby meeting Part D of WSU's Computer and Information Literacy requirement.

Suggestions from library users provide another source of data. A suggestion link is on our website and a suggestion box is located in the lobby. Suggestions are collected regularly and, when practicable, implemented. Suggestions received over the past year included adding more group study rooms, buying more e-books, increasing the number of computers in the Resource Commons and Reference & Information Services areas, making more laptops available and extending the check-out time for them, increasing hours during finals week and on Friday and Saturday evenings, and renovating the restrooms and drinking fountains. Many of these suggestions have now been implemented.

Goal 3 - Continue to seek additional sources of funding to enhance resources and expand services.

As shown in the following table, 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) and distributed to the academic libraries
- (iii) Gifts & Grants

| Sources of Funding | | | | | | | |
|--------------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|
| | 2012/2013 | 2011/2012 | 2010/2011 | 2009/2010 | 2008/2009 | 2007/2008 | 2006/2007 |
| E & G Base: | | | | | | | |
| Salaries | \$1,584,619 | \$1,490,546 | \$1,444,690 | \$1,570,325 | \$1,647,987 | \$1,618,452 | \$1,609,192 |
| Info. Resources | \$1,016,530 | \$1,016,530 | \$933,073 | \$930,660 | \$957,785 | \$902,735 | \$902,735 |
| Operations | \$203,935 | \$203,935 | \$153,935 | \$153,935 | \$153,935 | \$50,000 | \$50,000 |
| Hrly Wages | \$57,324 | \$44,540 | \$40,000 | \$48,119 | \$49,962 | \$49,259 | \$79,259 |
| Travel | | | | | | | |
| Benefits | \$686,259 | \$671,253 | \$670,107 | \$695,033 | \$729,361 | \$720,809 | \$714,782 |
| Total: | \$3,548,667 | \$3,426,804 | \$3,241,805 | \$3,398,072 | \$3,539,030 | \$3,341,255 | \$3,355,968 |
| UALC | | | | | | | |
| Ongoing | \$176,306 | \$176,306 | \$179,740 | \$196,316 | \$206,440 | \$215,040 | \$215,040 |
| Total: | | | | | | | |
| Grants: | \$35,105 | \$36,633 | \$28,301 | \$14,747 | \$53,500 | \$63,634 | \$25,764 |
| Gifts: | \$393,397 | \$269,055 | \$410,198 | \$425,059 | \$459,000 | \$459,000 | \$574,526 |
| Totals: | \$4,153,475 | \$3,908,798 | \$3,860,044 | \$4,034,194 | \$4,257,970 | \$4,078,929 | \$4,171,298 |

In 2012/13 gifts to the library totaled more than \$393,000, nearly \$124,000 more than the previous year. An additional \$35,105 was received from grants. Gifts of more than \$10,000 were received from the following foundations and trusts:

- Elizabeth D.S. Stewart Annuity Trust
- Stewart Education Foundation
- Edmund and Jeannik Littlefield Foundation
- John D. & Vera E. Eccles Family Foundation
- Brindle Foundation
- Paul L. Wattis
- Wattis Dumke Foundation

In the coming year, we will continue to work closely with the Development Office to identify and cultivate new donors and with the Office of Sponsored Projects to explore additional funding opportunities.

Staff Changes:

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

New Arrivals:

Chandler Anderson, Digital Projects & Gifts-in-Kind Assistant
Jason Francis, Health Sciences Librarian
Stacie Gallagher, Digital Projects & Oral History Assistant
Augusto Garcia, Digital Graphic Web Design Assistant
Jay Jex, Reference Services Coordinator
Kimberly Lynne, Circulation Services Documents Processor
Elliot McNally, Manuscript Processor
Jonathan Sears, Circulation Services Coordinator/Stacks Manager
Erika Sisneros-Wood, UC/UI Collections Processor

Resignations:

Megan Davis, Health Sciences Librarian
Jason Francis, Circulation Services Coordinator/Stacks Manager
Jacqlin Guersney, Digital Projects Assistant
Kimberly Lynne, Digital Projects & Oral History Assistant
Andrew Rabkin, Archives Coordinator
Brittany Stump, Digital Graphic Web Design Assistant

Retirements:

Briana Beckstrand, Reference Services Coordinator

Tenure/Promotions:

Ed Hahn, Business & Economics Librarian, tenured and promoted to Associate Professor

VIII. Area Annual Reports

The following section of the Annual Report for the 2012/13 academic year provides an overview of the accomplishments of library departments during the past year and lists departmental goals for the coming year.

Circulation Services Annual Report - 2012/2013

I. Introduction:

Circulation Services is a task oriented department servicing the needs of students, faculty, staff, the community, and patrons from other academic institutions. Circulation Services consists of many individual departments: Circulation, Media, Reserve, Interlibrary Loan, and Stacks Maintenance. We help and offer all kinds of services to patrons and each one of our staff members spends time working at the circulation desk offering person to person service. We also maintain and organize most of the physical areas within the library. During the last year, we have struggled to deal with the changing needs of our patrons and we continue to re-assess their needs and search for ways to improve their success at Weber State which in turn increases our success as a department.

In the past year, we have had several staff changes. Andrew Smith left after several years of service working for the Interlibrary Loan department and performing a daily courier service to the WSU Davis campus. Jason Francis, our former Stacks Manager/Evening Coordinator left to accept a faculty position within our library and Sara Pomeroy reduced her hours to three quarter time to pursue her schooling. With these changes, new staff was hired. Mike Middleton was hired as an hourly staff member to perform Davis courier duties and help scan and process Interlibrary loan article requests. Jonathan Sears was hired as our new Stacks Manager/Evening Coordinator and he has taken over all the time consuming responsibilities that accompany this position. A new position, Circulation Services Documents Processor, was created and Kimberly Lynne was hired to process document delivery requests from students, to work at the Circulation Services desk, and to supervise student assistants in the evenings and on the weekends.

We feel that our department with its current staff will be able to fill the needs of the library, the university, and the community.

II. 2012/2013 Goals:

- Upgrade of ILLiad and purchase new scanner. ILLiad was upgraded to version 8 which enhanced access to library resources available through interlibrary loan by providing a more current interface for requesting resources. With this upgrade, several changes were made to the software requiring departmental procedure changes which improved turnaround time for Interlibrary loan requests. The purchase of a new scanner was a slow process, but eventually a Bookeye 4 scanner was purchased. Installation and training on the scanner is currently underway and the anticipation of streamlining processes is encouraging.
- Provide easier access to the library's Audio CD collection. All audio CD's were placed in new or refurbished cases along with their music guides. The CD's were then housed on public access shelving for easier browsing and retrieval by students and faculty.
- Library books and original disks were reunited. With this procedure, all copies of archival disks were removed from books and were replaced with the book's original (archival) disk. This process corrected a pre-existing process where all disks that came with books were copied and put into circulation along with the book. The original disk was kept as an archival non-circulating copy in case of damage, theft, or loss of the circulating copy. After evaluation of this process, it was determined that the loss and

damage was so minimal that the process was not cost effective. With the correction of this process, the circulation of the original disk along with the corresponding book allows for full access to all original information.

- Provide usage statistics to subject librarians. Worked with subject librarians to help the library evaluate and acquire needed resources. Provided usage statistics on Media, Reserve, and Interlibrary loan requests so librarians could determine what resources were needed by faculty, staff, and students. A list of heavily used VHS video tapes was given to subject librarians and DVD's were purchased as replacements. Interlibrary loan statistics were given to librarians to assist them with their collection evaluation.
- Implement a new range finder system. Public circulation stacks were going to be numbered and lettered at the end of each row. This system could provide an easier way for finding items on the public retrieval stacks. However, this system was not proceeded with or implemented due to the fact that the previous stacks manager left for a faculty position and a search for a new stacks manager was begun.

III. Assessments:

- An assessment of library laptop usage by students was evaluated. The continued increased usage of library laptop check outs and the demand for more laptops pushed the library to find ways to supply more laptops to our students. Our media supervisor, Misty Allen applied for an ARCC grant with encouragement from our department and support from the library director and systems librarian. The grant was awarded and the library will have twenty new, top of the line, laptops available for WSU students to check out Fall semester 2013.
- An assessment of group study areas on the lower level was evaluated. An increasing number of students looking for group study areas encouraged our department to look at ways to increase the quality of group study areas on the lower level. It was determined that more white boards and accessories and easier access to electricity was needed. Tables and chairs were re-positioned to allow access to power outlets and additional portable white boards were purchased along with more supplies. Throughout the year the students have consistently utilized these improvements and the increasing demand for more is having us to re-think areas, again.
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Digital Collections, Oral History and University Archives

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environment, allowing personnel to process needful collections that have been left incomplete and meet the challenge of managing several different projects that have been neglected or “set aside.”

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- Oral History and Gifts-in-Kind Programs have also been hindered by the lack of trained personnel. Again, improvement in these areas will continue to increase with new employees being trained to manage these areas.
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Instruction

I. Introduction

Strategic goals and objectives for the instruction program focus on continuous assessment and improvement of the three program components: for-credit instruction, general instruction, and subject-specific instruction. This includes, but is not limited to, increasing number of sessions taught, exploring innovative ways to teach and assess instruction, and updating and improving programmatic procedures and documentation.

For-Credit Instruction: The for-credit portion of the program this year was extremely active, with several major accomplishments. The first was the development of a new test bank that allows a more standardized outcomes assessment of both general education outcomes and specific instruction program outcomes. The instrument was pilot tested in Fall of 2012 and is currently being used to assess LIBS courses in Spring 2013. Discussion of initial findings and results is included in the assessment portion of the document. Another big project this year was a major revision of the LIBS1704 textbook and video lectures. Both are housed on the library’s website. Initial assessment of this project is also included in the assessment portion of this document. The next major revision to the course will take place after the library’s website redesign. In the meantime, necessary updates will be kept from semester to semester. A third major accomplishment was the addition of a new discipline-specific course *LIBS/EDUC 2604: Information Resources in Education* to our for-credit course offerings. This course is being offered both online and in hybrid format to allow students choices in how they meet the IL requirement. The instruction program continues to expand our discipline-specific course offerings to accommodate those majoring in specific subjects, and faculty are in the process of developing history and arts and humanities course options.

General Instruction: The general instruction component of the program has been in transition over the past couple of years. However, the Arts & Humanities Librarian assumed responsibility for the general

instruction component of the program after she was hired in January 2012. She focused this year on rewriting guidelines for and training staff in scheduling general education instruction sessions, and also worked with the First Year Experience and English departments to coordinate and schedule the sessions. Now that we have stable leadership in this position, our general instruction program will run more smoothly, and attention will be focused on assessment and continued improvements to the presentations for these groups. A committee dedicated to general instruction issues and assessment has been formed and will work together to explore new and innovative ways to assess our instruction in this area. In addition, we are currently working with University Communications to develop professional looking images to use in our presentations that will increase awareness of our resources and services to newer students in these areas.

Subject-specific instruction: Instruction team members continue to work with their liaison areas to expand instruction opportunities within the colleges. Several bibliographers continue to use the TurningPoint ARS in course-specific sessions to engage students and test their knowledge of concepts covered in the session. At this time, the majority of the course-specific guides (roughly 80%) have been transitioned to the LibGuides content-management system, including all 82 A&H guides. This transition should be complete in 2013-14.

II. Library Instruction Program Goals for 2012-2013

The following goals, identified in the 2011/12 annual report, were accomplished either in full or in part this year. Each is discussed below.

Goals 1 and 2: Library Instruction Program Test Bank

- **Complete the program test bank (with each question linked to program outcomes) and migrate to Chitester.**
- **Create standard pre- and post-tests for all for-credit courses based on test bank.**

This goal was met this year. The test bank was originally created in Canvas, but was migrated to Chitester because Chitester allows each question in the database to be associated with both general education outcomes and instruction program outcomes. This level of granularity allows us to assess student learning at the course, department, and general education levels. The instrument also allows individual faculty to assess their students in a manner that best compliments their teaching style, so we decided not to implement standard pre- and post-tests. Rather, each faculty member decides how he or she will use the instrument (e.g., final exam, modular quizzes, pre-/post-testing, etc.).

A two-section pilot test of the instrument was conducted in the Fall semester of 2012, and all LIBS 1704 courses (with the exception of adjunct sections) will be using the instrument for assessment purposes in Spring 2013. (See Part III for more information on assessment.) The test bank will continue to be revised and updated in 2013-14.

Goal 3: Revise the TBE1504 exam to be more closely aligned to program outcomes, and establish more library ownership over exam administration.

The new 1504 exam was not revised this year, as the program test bank was not fully implemented until Spring 2013. Since the test bank is completely aligned to program outcomes, the new exam will most

likely be based, in part, on this instrument once it is complete.

As the demands on instruction faculty and staff continue to increase, the number of faculty and staff doing instruction has either decreased or stayed the same. Even with MLS's from other areas of the library assisting with both general and for-credit instruction, we still do not have the manpower to take over exam administration. Therefore, we will continue to work with NTM to administer the information literacy exam as we update the instrument in 2013-14.

Goal 4: Continue to explore innovative methods to improve our assessment of student learning, especially in the area of general instruction.

Each semester, instruction program faculty utilize various student learning assessment methods in their courses and make adjustments to their courses and their instruction based on their individual findings. As noted above, a test bank that was developed this year that allows us to collect a more consistent data set for all for-credit courses in the program. (See Part III for more discussion of assessment.)

For general instruction sessions, the TurningPoint Responseware system was considered and tested as a possible method of assessment, but only a few faculty members consistently used this tool, so new methods were to be explored. The Arts & Humanities Librarian assumed responsibility for the general instruction component of the program after she was hired in Fall of 2012, but focused this year on rewriting guidelines for and training staff in scheduling general education instruction sessions and coordinating and scheduling the sessions with First Year Experience and the English department. Due to the time commitment required to establish this important foundation for this portion of the instruction program, she was unable to explore this in 2012-13. However, a committee dedicated to general instruction issues and assessment has been formed and this will be investigated further in 2013-14.

III. Instruction Program Assessment

As of March 2013, outcomes assessment data were gathered for a two-section pilot of LIBS 1704 using the newly developed test bank, and from the NTM 1504 exam.

- Findings for NTM 1504: Students passed all outcomes at or above the established threshold of 73%. However, this test has been in place for a number of years now. Library faculty will evaluate the test and review questions for revision, update, or deletion as necessary in 2013-14. Additional questions will be added. All questions will be aligned closely with library instruction program outcomes, which were revised to reflect the university's general education outcomes for the information literacy requirement.
- Findings for LIBS 1704: This was a two-section pilot. Students passed three of four outcomes at or above the established threshold of 73%. Outcome D2, 'Find Information Effectively', came in below the threshold at 68%. Instead of making changes immediately the assessment is being given to most sections of 1704, LIBS 2604, LIBS 2704, LIBS 2804, and LIBS 2904 during the spring 2013 semester. Based upon these results the faculty will examine a more detailed breakdown of the standards to determine needed revisions.
- Cumulative findings for LIBS 1704, LIBS 2604, LIBS 2704, LIBS 2804, and LIBS 2904: Data are currently being gathered for these courses this Spring semester, 2013. At the time of this

writing (April 10, 2013), a cumulative report of data from Spring 2013 courses (LIBS 1704, LIBS 2604, LIBS 2804, LIBS 2904) that had used the instrument for assessment was generated using Chitester. Though the instrument is still being revised and more specific departmental outcome areas are still being developed, initial results indicate areas where instruction might be strengthened and others where current practices are effective.

| | A | D | G | H | I |
|----|--------------------|------------------|---|---|---|
| 1 | Outcome | % Correct | | | |
| 2 | IL | 91% | | | |
| 3 | identify tools | 92% | | | |
| 4 | formats | 91% | | | |
| 5 | Topic Focus | 88% | | | |
| 6 | academic integrity | 87% | | | |
| 7 | evaluation | 87% | | | |
| 8 | interpretcitesMLA | 86% | | | |
| 9 | popular_scholarly | 86% | | | |
| 10 | use catalogs | 85% | | | |
| 11 | use databases | 85% | | | |
| 12 | academic libraries | 83% | | | |
| 13 | RQ | 82% | | | |
| 14 | research_process | 82% | | | |
| 15 | truncation | 82% | | | |
| 16 | web | 81% | | | |
| 17 | advanced search | 81% | | | |
| 18 | interpretcitesAPA | 80% | | | |
| 19 | search engines | 79% | | | |
| 20 | PICO | 78% | | | |
| 21 | Boolean | 78% | | | |
| 22 | thesis | 77% | | | |
| 23 | phrase search | 76% | | | |
| 24 | call numbers | 76% | | | |
| 25 | medical lit | 75% | | | |
| 26 | primary_secondary | 74% | | | |
| 27 | search statements | 63% | | | |
| 28 | medicallitreview | 60% | | | |

While WSU's general education requirements will require students to reach a 73% score to pass (C or better grade), the library instruction program's goals are for students to reach an 80% (B- or better) to demonstrate proficiency in these areas. We will examine each outcome where percentage correct is less than 80% and work as a team to improve our curriculum in these areas. Right now, these areas include:

- Priority 1 (60-69%): search statements [*medical lit review for LIBS 2904*]
- Priority 2 (70-74%): primary and secondary sources
- Priority 3 (75-79%): search engines, Boolean searching, thesis statements, phrase searching and call numbers. [*PICO and medical lit for LIBS 2904*]

LIBS 2904 specific outcomes to be examined include PICO questions, medical literature, and medical literature reviews. At this time, these are the only subject-specific outcomes in the database. Additional subject-specific outcomes will be added in 2013-14.

| | A | E | F | G | H |
|----|--------------------|--------------------|---|---------------|---|
| 1 | Outcome | % Above 73% | | | |
| 2 | IL | 85% | | | |
| 3 | formats | 89% | | | |
| 4 | interpretcitesMLA | 86% | | | |
| 5 | academic integrity | 83% | | | |
| 6 | Topic Focus | 78% | | 90% and above | |
| 7 | research_process | 77% | | 80% -89% | |
| 8 | truncation | 77% | | | |
| 9 | evaluation | 76% | | 75%-79% | |
| 10 | popular_scholarly | 76% | | | |
| 11 | identify tools | 75% | | 70%-74% | |
| 12 | interpretcitesAPA | 75% | | | |
| 13 | RQ | 73% | | 60-69% | |
| 14 | use catalogs | 71% | | | |
| 15 | thesis | 70% | | below 60% | |
| 16 | Boolean | 69% | | | |
| 17 | web | 68% | | | |
| 18 | academic libraries | 67% | | | |
| 19 | call numbers | 67% | | | |
| 20 | PICO | 65% | | | |
| 21 | use databases | 64% | | | |
| 22 | advanced search | 64% | | | |
| 23 | primary_secondary | 61% | | | |
| 24 | medical lit | 61% | | | |
| 25 | phrase search | 60% | | | |
| 26 | search engines | 58% | | | |
| 27 | search statements | 57% | | | |
| 28 | medicallitreview | 52% | | | |

Examining the same data using a “double-barreled” approach illustrates the percentage of students that scored 73% or better on each outcome. While the percentages are slightly lower, the overall scores are adequate for a general education course.

Percent of students scoring 73% or better on specific outcomes (Spring 2013)

Enrollment & Completion Rates: Each year, the library also tracks enrollment and successful completion rates in all of our for-credit classes. Of the xxxx students who took one of our courses in 2012-13, xx % successfully completed the course with a grade of C- (70%) or better, thereby meeting Part D of WSU’s Computer and Information Literacy requirement. This threshold is being changed to C (73%) beginning in Fall 2013.

Individual Course Assessment: Each semester, instruction program faculty utilize various student learning assessment methods in their courses and make adjustments to their courses and their instruction based on their findings. Assessment in for-credit courses may include any combination of course assignments, quizzes, annotated bibliographies, reflection papers, skills assessments, and other methods according to

instructor preferences. Use of the test bank will allow each instructor to examine student performance at the concept level, which will provide more detailed information about how to adjust the curriculum.

Assessment of LIBS1704 Course Delivery: Research has shown that delivering content in multiple modes supports greater understanding by accommodating preferred learning modalities. It allows students to compensate for weaknesses they have with any one particular mode of delivery by enabling them to engage with the material in the way that is most useful to them. For this reason, we have put an enormous amount of time and energy over the past four years into creating content in multiple formats. Because maintenance is an ongoing time commitment, we assessed student use of the materials to determine whether or not this was a good use of our time. Students from several sections of the LIBS 1704 course (both hybrid and online sections) filled out a survey in Spring and Fall of 2012 and Spring 2013 to determine which mode of delivery they were using and why. Of the 247 students who responded to the survey, 58% chose to read the materials, and 42% chose to watch at least some of the video. This, as well as open-ended comments about why they chose to view the materials in this manner, gave us overwhelming support to continue to maintain both formats. Students who chose both either stated a specific learning preference (e.g., I hate reading and would rather watch or listen) and would use one as a supplement to the other (e.g., I like the video but use the text when I want to go back and find something). Many elected to use both in order to better understand the material and do better on assignments, and expressed the feeling that if they used both they would learn more. Many students chose to access the material a particular way because it was easier for them to access the course in specific situations or while doing other things (e.g., watching videos or reading while at work or caring for family).

Open-ended comments revealed a number of improvements that can be made to the course content as well as ways faculty can promote awareness of the multiple options that students have to view the materials. These will be taken into consideration during the next major revision of LIBS1704.

IV. 2013-14 Goals

- **Revise NTM 1504 exam to be more closely aligned to LIBS1704 and program outcomes.**
- **Explore innovative methods to improve our assessment of student learning, especially in the area of general instruction.**
- **Expand our discipline-specific offerings by developing and offering a for credit history course.**

Circulation Services

I. Introduction:

Circulation Services is a task oriented department servicing the needs of students, faculty, staff, the community, and patrons from other academic institutions. Circulation Services consists of many individual departments: Circulation, Media, Reserve, Interlibrary Loan, and Stacks Maintenance. We help and offer all kinds of services to patrons and each one

of our staff members spends time working at the circulation desk offering person to person service. We also maintain and organize most of the physical areas within the library. During the last year, we have struggled to deal with the changing needs of our patrons and we continue to re-assess their needs and search for ways to improve their success at Weber State which in turn increases our success as a department.

In the past year, we have had several staff changes. Andrew Smith left after several years of service working for the Interlibrary Loan department and performing a daily courier service to the WSU Davis campus. Jason Francis, our former Stacks Manager/Evening Coordinator left to accept a faculty position within our library and Sara Pomeroy reduced her hours to three quarter time to pursue her schooling. With these changes, new staff was hired. Mike Middleton was hired as an hourly staff member to perform Davis courier duties and help scan and process Interlibrary loan article requests. Jonathan Sears was hired as our new Stacks Manager/Evening Coordinator and he has taken over all the time consuming responsibilities that accompany this position. A new position, Circulation Services Documents Processor, was created and Kimberly Lynne was hired to process document delivery requests from students, to work at the Circulation Services desk, and to supervise student assistants in the evenings and on the weekends. We feel that our department with its current staff will be able to fill the needs of the library, the university, and the community.

II. **2012/2013 Goals:**

- Upgrade of ILLiad and purchase new scanner. ILLiad was upgraded to version 8 which enhanced access to library resources available through interlibrary loan by providing a more current interface for requesting resources. With this upgrade, several changes were made to the software requiring departmental procedure changes which improved turnaround time for Interlibrary loan requests. The purchase of a new scanner was a slow process, but eventually a Bookeye 4 scanner was purchased. Installation and training on the scanner is currently underway and the anticipation of streamlining processes is encouraging.
- Provide easier access to the library's Audio CD collection. All audio CD's were placed in new or refurbished cases along with their music guides. The CD's were then housed on public access shelving for easier browsing and retrieval by students and faculty.
- Library books and original disks were reunited. With this procedure, all copies of archival disks were removed from books and were replaced with the book's original (archival) disk. This process corrected a pre-existing process where all disks that came with books were copied and put into circulation along with the book. The original disk was kept as an archival non-circulating copy in case of damage, theft, or loss of the circulating copy. After evaluation of this process, it was determined that the loss and

damage was so minimal that the process was not cost effective. With the correction of this process, the circulation of the original disk along with the corresponding book allows for full access to all original information.

- Provide usage statistics to subject librarians. Worked with subject librarians to help the library evaluate and acquire needed resources. Provided usage statistics on Media, Reserve, and Interlibrary loan requests so librarians could determine what resources were needed by faculty, staff, and students. A list of heavily used VHS video tapes was given to subject librarians and DVD's were purchased as replacements. Interlibrary loan statistics were given to librarians to assist them with their collection evaluation.
- Implement a new range finder system. Public circulation stacks were going to be numbered and lettered at the end of each row. This system could provide an easier way for finding items on the public retrieval stacks. However, this system was not proceeded with or implemented due to the fact that the previous stacks manager left for a faculty position and a search for a new stacks manager was begun.

III. **Assessments:**

- An assessment of library laptop usage by students was evaluated. The continued increased usage of library laptop check outs and the demand for more laptops pushed the library to find ways to supply more laptops to our students. Our media supervisor, Misty Allen applied for an ARCC grant with encouragement from our department and support from the library director and systems librarian. The grant was awarded and the library will have twenty new, top of the line, laptops available for WSU students to check out Fall semester 2013.
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Reference & Information Services

Introduction

Reference & Information Services (RIS) continues to transition from a traditional, single point of service model to a more flexible approach to both service and the physical environment.

RIS continues to focus on providing direct and indirect services to students, faculty and staff in a manner that best suits their needs. The use of social media such as Twitter, Facebook, YouTube, and Pinterest helps RIS reach students who might otherwise remain unaware of what the library has to offer. Outreach events such as the Wildcat Tech Expo, Block Party and Majorfest allow library faculty and staff to interact with students in a non-academic environment. Students asking for help have commented that they first learned about RIS & other library services via one of the outreach activities, which led them to decide that we weren't scary after all.

The physical environment has been transformed by removing the need for computers to be tied to a few, specific locations. This allows for a more adaptable arrangement of workstations and study tables, which students can change to suit their needs.

2012 - 2013 Goals

1. *Revise and update all Reference & Information Services policies & procedures as needed.*

This process was begun, but has not been finished. Finishing the reports, with input from the RIS team, will be a personal goal for the Head of Reference & Information Services.

2. *Implement useful features in library databases and support software such as mobile apps and reference assistance available via text messaging.*

RIS made excellent progress on this goal. A small committee worked with Alan Livingston to develop a library mobile app. Further development has been tabled because of technical issues.

An RIS work group discovered that there were significant problems with the apps provided by most databases vendors. Discussion of options with Systems has resulted in a determination that the state of the software makes publicizing most library database apps impractical at this time. RIS believes that it has finally identified a reasonably priced program that allows users to text to a chat system. We plan to conduct trials summer 2013.

3. *Finish assessment of Reference & Information Services and implement a plan for regular assessment.*

The RIS assessment group identified the kinds of assessment they believe will provide the most useful results. Otherwise, this goal was not addressed. It will be a personal goal of the Head of Reference & Information Services to direct the successful conclusion of this goal in the 2013-2014 academic year.

4. *Continue to use social media to increase ability to serve patrons and promote resources*

RIS, with other library departments, is progressing in its ability to use social media to promote the library and its services. The Reference Services Coordinator and the Circulation Services Coordinator/Stacks manager, both of whom have considerable experience using social media, have been developing a plan for systematic use of Facebook, YouTube and other social media sites to promote library resources and services..

Assessment

As stated above, the RIS assessment working group identified the types of assessment it believes are appropriate, but no further action was taken. However, the rearrangement of the RIS area workstations and study tables was the result of a qualitative “print social media” assessment in 2011 where students left written (and graphic) ideas and suggestions for rearrangement as well as for additional services that were posted on large panels. RIS plans to do a similar assessment in 2013 - 2014 to judge the success of the current arrangement.

2013-2014 Goals

1. RIS team members will fully engage in the process of determining which discovery system is most appropriate for the WSU community by attending vendor demonstrations, participating in trials, providing feedback as requested, etc.
2. RIS team members will develop and implement a systematic process for identifying and providing opportunities for ongoing training in reference services and resources.
3. The RIS assessment group, with the RIS team, will implement the assessment plan that was previously developed. They will also develop a system for the regular assessment of RIS people, services and physical environment. This will be a priority for 2013-2014.

Special Collections

Introduction

Over the past year, Special Collections staff focused on our long term goals of improving public outreach and seeking additional funding. Our public outreach efforts have included events, presentations, and donor relations. The Utah Construction/Utah International “White Glove” event was well received and sparked an interest from the founding families in the additional materials housed in Special Collections. The associate curator presented to several groups on the history of Ogden’s legendary locals using photographs housed in the department and presented at the annual CIMA conference on collaborating with faculty and the community with the “Businesses at the Crossroads” project. These presentations give the department a stronger presence in both the local and archival communities and make potential donor contacts.

We continued to seek outside funding sources to help process and preserve the collections. The department obtained a \$500 grant from the Utah State Historical Records Advisory Board to purchase additional archival shelving. The department also applied for two National Endowment for the Humanities grants for processing and preservation supplies but did not receive the funding. The department submitted a follow-up NEH grant in May 2013 to purchase thirteen data loggers to monitor the temperature and relative humidity in the storage rooms. We worked with the John and Vera Eccles Foundation in securing \$25,000 in funding for the processing of the family collection. The department is

also researching other possible federal and foundation grant opportunities to help in the processing and preservation of collections.

Significant Activities

1. Received historical significant manuscript and photograph collections

In the past year, Special Collections has received collections from the John and Vera Eccles family that included all of John Eccles's photographs from his business as well as papers related to the family and Marriner Eccles. The department also received collections from Margaret Rostkowski, a local author, Klenke Floral Shop, and Mount Benedict Monastery.

2. Inputted manuscript and photograph collections into the online catalog

The department has worked diligently in working with cataloging to input the collections with complete registers into the online catalog. We have been able to add all of the manuscript collections and over 90% of the photograph collections. We will continue to work to add the rest of the photographs. This will increase the awareness of the unique materials to faculty and students.

3. Created an exhibit and program highlighting the additions to the UCC collection

In October 2012, Special Collections celebrated the UCC additions with a large event. The event included an exhibit and hands on materials for people to view during the day. We had about 35 attend and we thrilled with the personalized attention their received. In the evening, a fundraising dinner was held at the Ben Lomond Hotel with 90 people in attendance including many community members. The evening included a video presentation and silent auction. Denise Sobel was also gracious enough to open the Wattis home for tours during the weekend.

2013/2014 strategies and goals

1. Collaborate with the history and photograph department on "Businesses at the Crossroads" project.
 - a. Work with history interns to conduct oral histories in regards to 25th Street in Ogden and re-photograph Ogden's businesses on 25th Street with the photography department
 - b. Host an exhibit opening and lecture at the Union Station in April 2014 focusing on the project and 25th Street.
2. Apply for additional funding resources
 - a. Apply for a NEH Preservation and Assistance Grant for items discussed in the preservation assessment focusing on data loggers.

- b. Apply for Utah Humanities Council grant to help cover the costs of the 25th Street oral histories.
3. Continue to engage in public outreach
 - a. Host an Ogden photograph day in August when community members can bring their historic photographs to be scanned and added to the collection.
 - b. Work with Joe McQueen, the *Ogden Standard Examiner* and Ogden City School District Superintendent's office to get records transferred to Special Collections.

Technical Services / Systems

I. Summary

Technical Services: 2012-2013 Academic year saw a significant amount of collection related projects that were aimed at reducing processing overhead, collection weeding, data access-point correction, and collection expansion. The past years departmental organization and workflow procedures have proved sound and will remain largely as-is for the coming year. Retrofits of existing MARC data to conform to RDA standards have, and will continue, to be applied as RDA settles more firmly into cataloging standards.

Library Systems: Organization and recording of all work requests have been integrated into a help-desk ticking system that has notably increased work turn-around and improved communication regarding Systems operations. All Systems production servers, save one, are now running on University hosted VM systems and the last system will follow when the library owned hardware has reached its end-of-life late this year. Development of a CMS based library website continues with a great deal of the infrastructure programming in place. System's has been without a $\frac{3}{4}$ position for the majority of the year and expects this position to be filled just prior to the end of the 2012-2013 academic year.

II. Departmental Goals (2012-2013)

Integrate special collection and university archival records into primary online library catalog.

The Technical Services Department retained a $\frac{3}{4}$ time position for the purpose of handling the anticipated workload expected from the Special Collections and Archives departments. All records that have been received in this endeavor have been cataloged accordingly within a reasonable turnaround time. Though there are significantly fewer items being received than had been anticipated, the additional $\frac{1}{4}$ staff time added for the project has been utilized effectively in other cataloging areas. This will be an on-going endeavor for the foreseeable future.

Investigate new/replacement Integrated Library system (ILS) and discovery layer searching utility.

The library determined that the focus of new technologies relating to integrated searching should take precedence over research for a replacement ILS system in general. Discovery platforms are becoming a stand-alone product where they were once a component of a vendor's given ILS system. This advantage of being able to offer one vendor's ILS system for staff operations and have an entirely differing vendor's discovery interface/index is a win-win. I.e., staff continues working with a the ILS system they know and students will be presented with a integrated searching interface that essentially searches everything the library owns and subscribes to. The Stewart Library has decided to seek only a discovery interface at this time and will begin seeking a cloud based ILS solution in the future. At this time, a review committee has been assigned to develop a Request for Proposal for a discovery layer product. Discovery layer (or platform) services are becoming highly advanced and competitive among vendors. No two vendor's discovery service offerings are identical. All have some unique component set that appeal to specific needs. The Library's goal is to identify its needs in regards to discovery and write an RFP based on these needs and rate the responding vendors on how they meet those needs. Discovery service costs vary significantly from vendor to vendor. These variances relate to many factors; such as the capabilities of the product's user interface, the company's overall customer base and breadth, etc. However, the larger component of price point is generally tied to the number of information resource the vendor has the ability to index into their central discovery database and the transparency of their indexing when it comes providing a single search tool. Subscription services for such products for a university of WSU's size could easily range between \$17,000 – 100,000 annually. Start-up or setup costs could range between \$15,000 – 60,000.

Implement new library website-combing social media, searching, and library information into a Content Management System (CMS).

The Library's Systems Administrator has spent his available time over the last year developing a Drupal based CMS that will replace the library's current production website. This endeavor was understood from the beginning to be one that would require R&D and time. The pay-off is anticipated to be on multiple levels including ease to port, decreased time/effort for authors to add/update content, dynamic integration with social media, and notably decreased cost to maintain. This goal is not yet realized though it wasn't anticipated to be completed within the 2012-13 timeframe. Structural and functional components of the site are in-place with graphical element developments beginning Summer of 2013. The continual and many operational duties of the Systems Administrator has limited the amount of time available for programing development. A ¾ time development assistant position has been vacant for nearly a year which has contributed to the slow-down of the site development. This position is anticipated to be filled just prior to the end of the 2012-13 academic year which will increase the speed of production regarding the website.

III. Assessment Processes

N/A

IV. Departmental Goals for 2013/2014

- Develop indexes and displays that take advantage of RDA access-points.
- Develop central administration procedures associated with Microsoft Active Directory in regards

to software update deployment.

- Further develop and deploy CMS website, conduct usability reviews with students and staff, proceed accordingly.
- Select discovery platform, investigate web-services (API) applications based on discovery services.
- Develop and implement assessment strategies for Technical Services and Library Systems departments.