

STEWART LIBRARY ANNUAL REPORT

FY2024

STRATEGIC GOAL 1: EQUITY, DIVERSITY, AND INCLUSION

Make substantial contributions to WSU's goal of eliminating disparities in educational outcomes for traditionally marginalized students.

- By the end of FY2025, complete the equity audit process that began in 2021, including setting benchmarks to assess continuous progress. (*Complete*)
- By the end of FY2025, institutionalize equity-minded review practices for new policy and service design and assessment and reporting processes. (*Good progress*)
- Other outcomes in this goal area were revised in response to HB 261.

HIGHLIGHTS:

Land Acknowledgment Programming: In Fall 2023, Stewart Library, in collaboration with the Native American Cultural Center and the Native American Student Association, opened an exhibit, "Honoring Tribal Sovereignty" that invited the campus community to consider the value of Indigenous knowledge. We also co-sponsored several speakers throughout the year, including the keynote for the Native American Heritage Month Symposium, featuring Darren Parry, attended by nearly 100 people. Feedback from the campus community was very positive, with students and faculty describing how they felt invited into a thoughtful conversation.



Other programming: The library hosted a number of events in collaboration with student groups, cultural centers, and faculty partners. Examples include a popular letter writing event, a Navajo Weaving workshop, and a traditional beading event with the Black Cultural Center. More than 500 people attended these events and many students expressed excitement about participating in future events.

Equity audit: The library completed the university equity-minded practice self-assessment and identified next steps for improvement, especially in areas related to faculty and staff retention, data and assessment, professional

development, and curriculum and instruction. The library self-assessment confirmed that library employees have a well-established practice of assessing new policies and services with attention to the ways in which they might create unintentional barriers for different groups.

STRATEGIC GOAL 2: RETENTION AND COMPLETION

Make substantial contributions to the WSU retention and completion goals through affordability initiatives, student support services, and inclusive and equity-minded instructional practices.

- Increase the adoption of OER and other no- and low-cost course materials by 10% annually. *(Good progress. Baseline still requires better institutional data.)*
- By the end of FY2025, develop and implement a plan to assess the impact of OER/course materials and technology lending initiatives on student success. *(Good progress. Plan created.)*
- By the end of FY2025, create an information literacy (IL) strategic plan that addresses the scaffolding of IL instruction across the curriculum. *(Good progress. Learning outcomes and plan criteria determined.)*
- Decrease the equity gaps in DFW rates for traditionally marginalized students, especially Hispanic and Latino, Black, indigenous, and first-generation, and Pell-eligible student, in information literacy courses by 2% annually, and eliminate them by the end of FY2028. *(No progress).*
- By the end of FY2026, peer learning and other specialized student supports will be established in composition and other key general education, developmental, and gateway courses. *(Postponed until general education changes are finalized).*

HIGHLIGHTS

OER Grants: Course materials created by faculty awarded OER grants since 2021 have collectively saved 17,000 Weber State students more than \$1.75 million. For the courses impacted by these grants, we estimate an additional \$500,000 in savings each semester.

Affordable Course Material Support:

- Library faculty and staff completed 25 in-depth syllabus reviews in FY24. These reviews identify potential course materials that support learning outcomes from library resources (currently in our collection or available for purchase) and OER options.
- Since 2022, library staff have collaborated with the bookstore and the campus Affordability Advocate to

Year	Funding disbursed	Projects completed
FY22	\$81,350	14
FY23*	\$29,350	3
FY24	\$104,335	17
FY25	\$61,700	6**
*Most projects awarded in FY23 were completed in August 2024. ** Expected to complete by December 2025.		

complete eight “Affordability Roadshows” (6 in FY23 and 2 in FY24). These presentations to academic departments outline multiple strategies for reducing the cost of course materials. They have made a demonstrable impact. In multiple departments, the roadshows alerted faculty and administrative assistants that they should submit library materials and OER through the regular adoption process, which enables WSU to better track the adoption of OER and other no-cost options. The roadshow to the Chemistry and Biochemistry Department resulted in two OER grant projects. Eight of the 25 syllabus reviews conducted last year were a result of the roadshows.

- In collaboration with the university Affordable Course Materials Task Force, the library created an assessment plan, including identifying key metrics to assess the adoption and impact of OER across campus.

Textbook Lending Library: Since 2021, the library has spent \$89,000 to purchase 1,223 print or digital textbooks and required learning materials. Checkouts have been increasing annually as a result of outreach and communication to students and faculty.

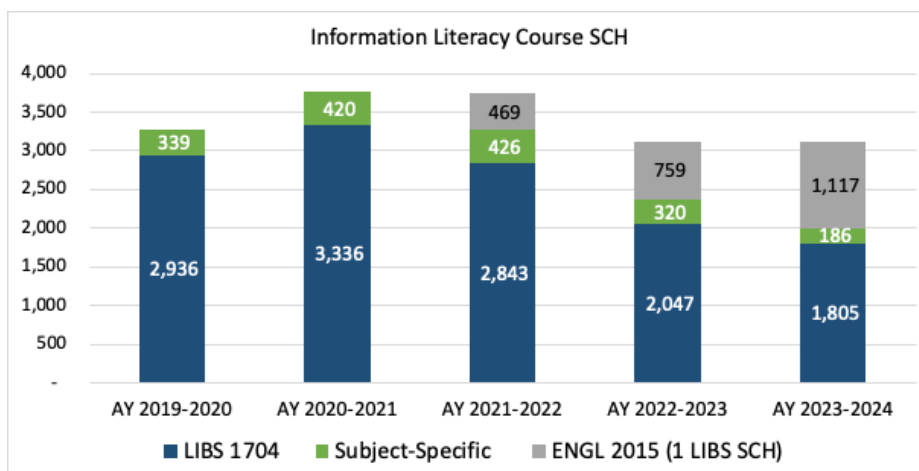
Year	# Books	Cost	Checkouts
FY22	554	\$43,700	926
FY23	461	\$31,585	1,429
FY24	208	\$14,455	1,820

Technology Lending: Laptop and Wi-Fi hotspots remain a popular service for students who need affordable technology solutions. Demand is outpacing our inventory. In Fall 2023, we had 104 unfulfilled laptop requests. The laptop inventory was reduced because some are aging out of service and because of losses over time. We are re-assessing the checkout

Device	#	FY24 change	Check-outs	FY24 change
Semester laptops	236	-40	1,569	-263
1-week laptops	10	--	365	+299
Semester hotspots*	98	+8	375	+75
1-week hotspots	22	+7		
*Includes 50 LTE devices that are being discontinued in FY25 due to program end.				

period in order to meet demand. We are increasing the number of short-term (7-day) laptops to meet the needs of students who require them for shorter intervals to fill gaps. Monthly fees for hotspots increased with the end of pandemic-related subsidies and the library will need to reduce inventory in 2025. Hotspots were checked out 375 times in FY24, up from 300 in FY23, largely because more devices were designated for short term loans and the LTE devices were returned frequently because of lack of reliability. All hotspots will move to 1-month checkouts in Fall 2024 in order to make them accessible for more students. Hotspots are no longer a solution to providing stable internet on a semester-long basis for individual students. The library is investigating options for low-cost internet in the absence of pandemic-era federal subsidies and creating an advising approach that outlines how students can plan for and combine short-term technology loans with on-campus Wi-Fi and computer lab resources.

Curriculum and Instruction: Total SCH in the information literacy courses were similar to the prior year, around 3,100. Demand for ENGL 2015 continues to increase, with matching declines in enrollment in LIBS 1704 and the subject-specific courses (Health Professions and Education). Meeting the demand for ENGL 2015 continues to be a challenge, with a heavy reliance on overload and adjuncts.



The pending changes to general education, including the potential end of the required information literacy course will likely affect demand. The library is preparing a proposal for GEIAC to outline options for integrating information literacy in general education with or without a required information literacy course. This proposal will also define information literacy learning outcomes that all students should meet by graduation and delineate how information literacy instruction can be integrated across both general education and major programs. Once the university has decided the future of general education, library faculty and the Teaching and Information Services Department will build out the applicable instructional model. This will likely entail a major shift in the teaching component of the library's mission, even if the credit-course remains an option.

The sustainability of the credit-based teaching model and the need to better integrate information literacy into majors has been an issue for the last several years, as are the outcome gaps in the LIBS courses. The library has not made progress in reducing the DFWI outcomes gap in LIBS courses between White and Hispanic and Latino students (the only demographic with enough students to get meaningful data). The gap has been around 6% for the last few years. The gap in ENGL 2015 is larger (15-18% difference) and also has not changed substantially in the last 3 years.

STRATEGIC GOAL 3: PERSONAL CONNECTIONS AND ACADEMIC EXCELLENCE

Enhance student connection to the WSU community and promote high impact educational experiences through personalized research help and instruction, student employment, and library programming, service, and spaces.

- Engagement with the library, as measured by building use, in-person and virtual service use, in-person and virtual program attendance, and other forms of engagement (internships, volunteering, etc.) will increase by 2% per year. (*Excellent progress*)
- The percentage of in-depth research consultations for students will increase by 5% per year. (*Good progress*)
- The percentage of in-depth curricular or research consultations with non-library faculty will increase by 5% per year. (*Unclear data reporting*)
- The percentage of students who receive specialized information instruction in their majors will increase by 5% per year. (*Not met*).

HIGHLIGHTS

Building Traffic and Engagement: Building traffic continues to increase, with total gate count rising from 206,108 in FY23 to 255,884 in FY24, a 24% increase. As noted above, programming attendance has also been robust and has led to better relationships with various student groups in particular.

Research Consultations and Course-Integrated Instruction in Majors: In-depth research consultations increased from 371 to 458 between FY23 and FY24. Course-integrated instruction sessions decreased, from 49 to 43. The need to meet the demand for ENGL 2015 might be contributing to less time for subject librarians to reach out to faculty and students in their assigned liaison departments. As noted above, a plan for reaching more students in their majors will be an essential part of the strategic instructional model moving forward. There has been inconsistent reporting by subject librarians for both instruction sessions and research consultations, so we are making consistent recordkeeping a priority for FY25.

Student Employment: The library continues to approach student employment as a high impact educational experience. The User Services department employs the majority of our student employees (around 30). Most of these positions are funded by the 50/50 program and the department actively guides them through the required training and career development aspects of that program. Staff also help our student employees articulate how their library experience translates directly to career-ready skills and aptitudes. Special Collections and University Archives expanded the number of paid internships they offer to five. Paid internships have opened this valuable career development opportunity to students who have to work to pay for school. According to one intern:

“My experience as an intern working in Special Collections and University Archives (SCUA) has allowed me to pursue a career in the field of History...I started as an unpaid intern when funds came into the department to pay me part time doing the work. At the time I was working part time, going to school full time and was a single mom with four little kids. Having extra funding for time that was already designated for my internship helped me get ahead.”

STRATEGIC GOAL 4: COMMUNITY ANCHOR MISSION

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

- The library will establish and/or deepen one community-based partnership annually, as measured by documented engagement through meetings, convening, and/or formal programming. *(Excellent progress)*
- By the end of FY2028, Special Collections and University Archives will have increased the number of collections, including oral histories, documenting traditionally underrepresented populations, with a special focus on the Black, Hispanic and Latino, and LGBTQ communities, by 20%. *(Good progress)*

New Zion Baptist Church Scanning Project: Special Collections and University Archives (SCUA) received a grant from the Utah State Historical Records Advisory Board to scan archival material from this important Black church in Ogden. The collection will be made available online to community members and researchers from all over the world. These records are especially important in documenting the history of the Black community in Ogden. This project led to conversations with other churches, including the Ogden Buddhist Church, contributing to our goal of increasing the number of collections documenting underrepresented communities in the region and establishing more community-based partnerships.



Intermountain Indian School: The library co-sponsored a dinner and evening of cultural programming at the Intermountain Indian School reunion and scanned materials, including yearbooks, for school alumni. This was part of a broader effort to provide service and establish relationships with Indigenous communities in the region. We will follow up with an exhibit on deep mapping of the school site and possible oral histories with alumni.

GOALS AND STRATEGY DEVELOPMENT FOR 2024-2025

- Develop a new model for information literacy instruction.
- Work with campus data partners to design an assessment of the impact of OER on student outcomes (retention/completion, academic performance, etc.).
- Continue to assess the technology lending program to determine an effective replacement cycle and pilot a more holistic technology advising service.
- Conduct a needs assessment of library spaces to determine potential renovations.
- Assess welcoming/belonging in library spaces and service points.
- Continue to assess collection usage to address gaps and potential cancellations because of price increases.

DATA APPENDIX

TRENDS

Library Collection

Trend: Increase in e-books and e-journal titles. Slight decrease in print book and serial titles.

Collection Type	FY2022	FY2023	FY2024
Physical Book Titles	337,303	296,531	287,456
Electronic Book Titles	565,872	592,742	648,287
Print Serial Titles	4,990	4,699	4,427
Electronic Serials	195,245	128,779	137,788
Physical Media	38,093	37,656	27,884
Electronic Media	1,971,666	1,874,952	203,798*
Databases	411	397	443
* Lower number reflects shift from large on-demand collection to focused core collection of streaming media titles			

Circulation/Usage

Trend: Increased electronic journal usage and print book circulation.

Circulation/Usage Type	FY2022	FY2023	FY2024
Total Physical Circulation	11,440	12,327	13,774
Total Digital/Electronic Book and Media Usage	61,278	64,965	64,693
Total Electronic Serial/Journal Usage	296,691	266,705	316,359

Interlibrary Loan

Trend: Increase in items lent to other libraries. Steady number of items received and lent to WSU patrons.

Interlibrary Loan category	FY2022	FY2023	FY2024
Total interlibrary loans and documents provided to other libraries.	2,541	3,222	4,105
Total Interlibrary Loans and documents received.	1,745	1,771	1,769

Library Visits (Gate Count)

Trend: Gate count increased substantially, but it has still not returned to pre-COVID pandemic levels.

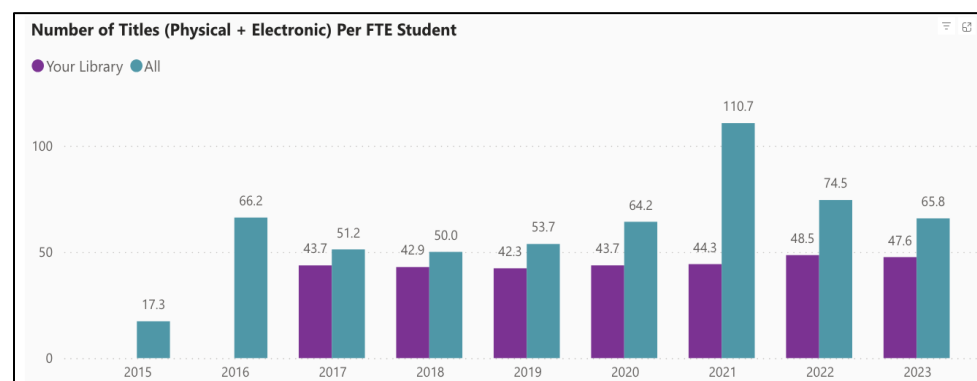
FY2019	FY2020	FY2021	FY2022	FY2023	FY2024
326,848	265,431	31,954	173,198	206,108	255,884

PEER COMPARISONS

Data for all peer comparisons is from the ACRL Benchmark Survey. There is a data lag, so most comparisons use FY22 or FY23 data. The peer group is the USHE defined peers.

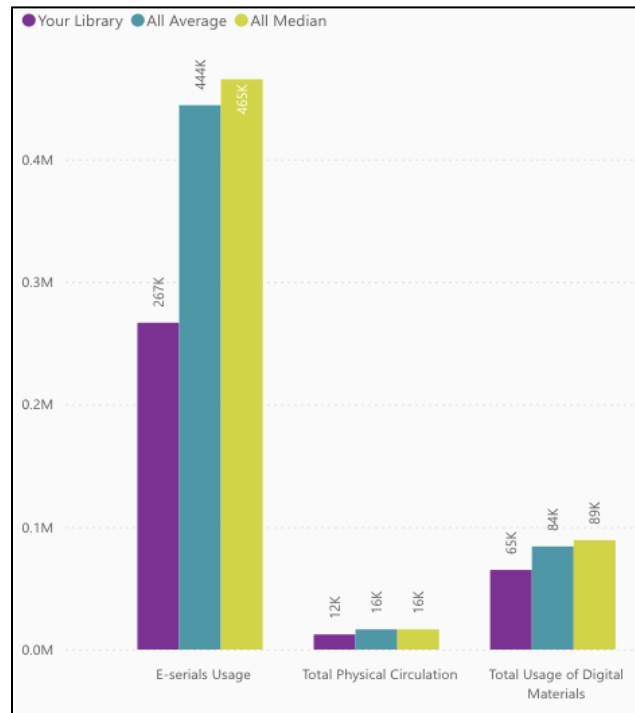
Collection Size

Comparison: The number of physical and electronic titles per student FTE is below our USHE-designated peer institutions.



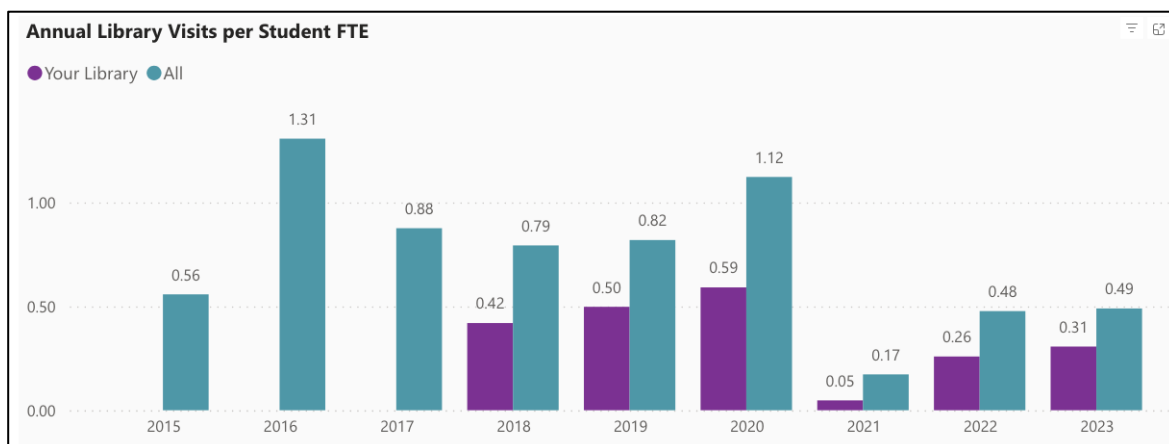
Collection Usage

Comparison: Usage of both print and electronic materials is below the median and average of our peer institutions.



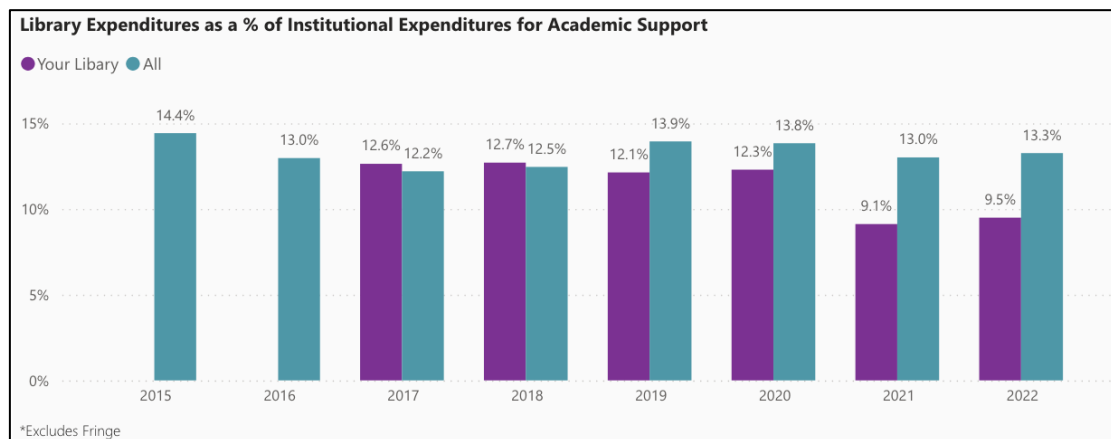
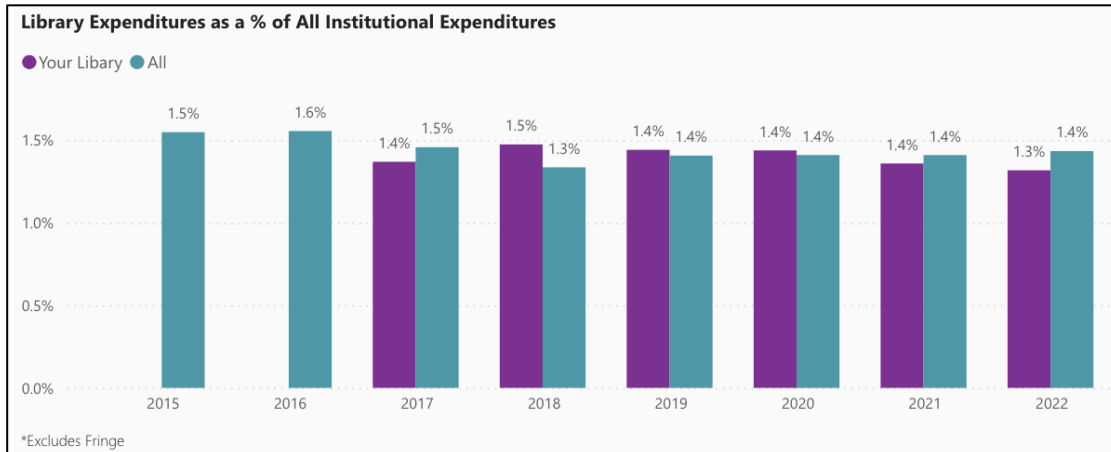
Library Visit per Student FTE

Comparison: We are below the average of our peer institutions, but the gap is gradually decreasing since the pandemic.



Budget

Comparison: Total library expenditures, as percentage of all institutional expenditures, are nearly the same as our peer institutions. It is a smaller percentage of academic support expenditures than our peers.



Staffing

Comparison: While the total size of the library staff, faculty, and student assistants is near the mean of our peer institutions, we have fewer professional librarians per student than our peer institutions.

