LIBRARY & OPEN LEARNING SERVICES
UTAH TECH UNIVERSITY

Annual Report 2022–2023

http://library.utahtech.edu/info/missionandplanning.html

Division Goals & Accomplishments

The following summary is based on the goals and objectives identified in the L&OLS strategic plan and assessment plan and encompass those identified in last year's annual report. The full annual reports for each department (including department and program SWOT analyses) can be found on our website https://library.utahtech.edu/doc/library_reporting.html.

Open:

Open Educational Resources

Goal 1: Recruit 6-9 new OER adoption, adaptation, and creation projects from individual faculty and/or departments.

- Was this goal accomplished? Yes, seven projects were recruited to receive stipends including NURS 4500, NURS 3650, EDUC 1010, Spanish Linguistics, ACCT 2010, MATH 0980, and PSY 1010. Additionally, there were several other OER projects that the program assisted with over the year that did not receive stipends including NURS 4010, NURS 6550, NURS 6551, NURS 6510, ARTH 4200, MGMT 3700, SPAN 1010, CHEM 3300. Implemented projects so-far will save students over $65,000 with a projected over $230,000 in student savings when all funded projects are implemented.

Goal 2: Perform project assessments for additional pilot projects MATH 2270/2280, ENGL 2100, ENGL 3010, FSHD 3300 that will have OER conversions completed for AY 2022-2023.

- Was this goal accomplished? Yes, implemented projects were assessed (FSHD 3300 was swapped for FSHD 2400). Grade distribution changes show 65% increase in "A" and 78% increase in "A-" for OER projects implemented in fall 2023 compared to fall 2022 for the same courses (ENGL 2100, MATH 2270, FSHD 2400). Grade distributions for implemented OER projects-to-date indicates a 135% increase in "A", 26% increase in "A-", 26% decrease in "F", and 38% decrease in "W" for these courses. (please be aware this is a small sample size of courses).
  The following is a chart indicating the change in grades for implemented projects to-date including: BIOL 1015, ENGL 2100, FSHD 2400, MATH 2700, and ENGL 3010.

Before OER and After OER

Before OER ■ After OER ■
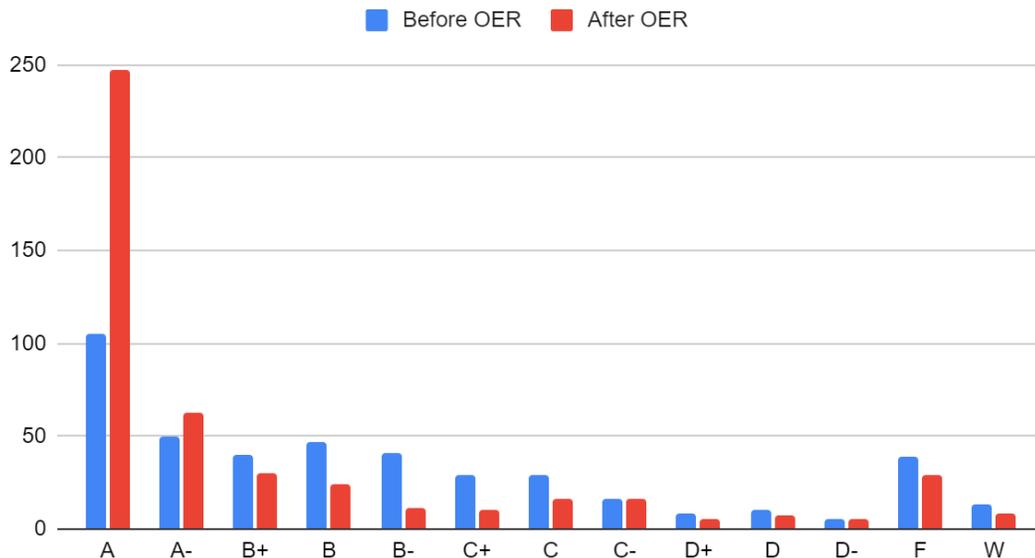
Goal 3: Launch MERLOT custom website and work with MERLOT staff on strategic marketing and communications of website and program to faculty and departments.

- Was this goal accomplished? Yes, MERLOT website was launched during Fall Faculty Forum 2022 where MERLOT Executive Director Gerry Hanley was keynote speaker and provided breakout sessions. Other OER content was the focus of other breakout sessions as well. Departments were visited during the fall semester to follow up on information and answer questions.

Goal 6: Work with systems librarian and graduate council liaison to identify and set-up institutional repository software that can also act as long-term digital archive of OER material.

- Was this goal accomplished? Yes, repository software was selected (Dspace) with hosting provided by Lyrasis for 3 years. Setup is completed at https://repository.utahtech.edu/ and the first four TW&DR masters theses have been deposited. Processes, procedures, and documentation will be worked on over the summer.

Inclusive:
Tech Services

Goal 5: Using the Accessibility Insights for Web testing suite that was used to determine the accessibility baseline in TS Goal 2, improve all library drafted webpages to pass 99% or more accessibility tests.

- Was this goal accomplished? Yes. All pages now pass.

Public Services

Goal 4: Update library instruction course and create a student research assistant program.
- Was this goal accomplished? Yes, we worked with UT Online to redesign LIB 1010, Introduction to Research, and we created LLS 2795, a research assistant mentor training course, for student research assistants.

Writing Center

Goal 1: Increase Writing Center consultations by 5 percent.
- Was this goal accomplished? This goal was accomplished. The WC had total visits of 3,477, a 6% increase from last year's 3,274 visits. Online appointments were down, however, by 21% (472 visits) from 570 visits the previous year.
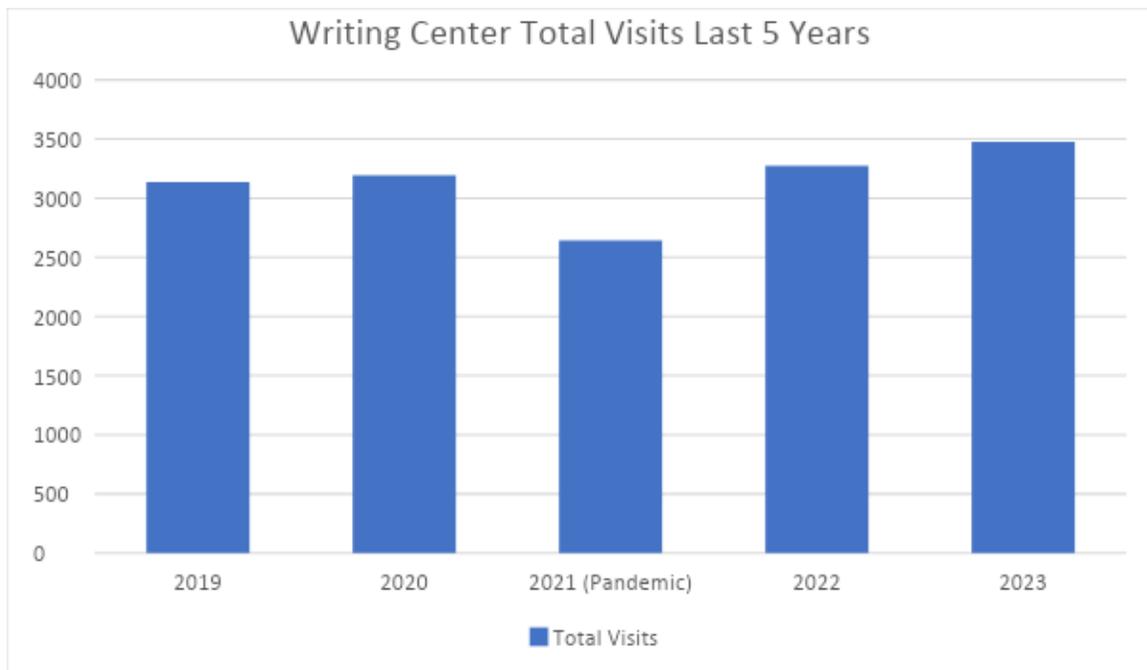

Goal 2: Show perception of the Writing Center with faculty and have at least 80 percent satisfied with WC services.
- Was this goal accomplished? This goal was accomplished. See data charts below.

We sent a survey to faculty in psychology, English, history, and nursing and had 23 responses. Question 1:

Do you encourage your students to visit the Writing Center?

23 responses

Yes
No

100%
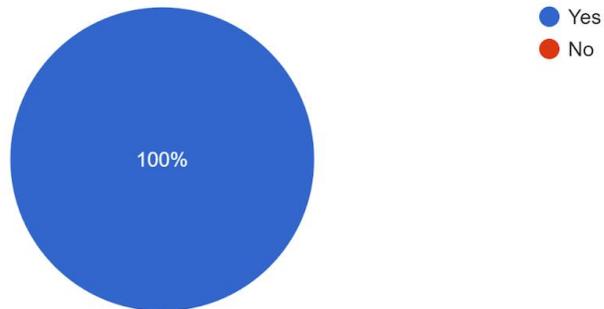
Question 2:

Do your students receive points or extra credit for visiting the Writing Center?

23 responses

Yes
No

39.1%

60.9%
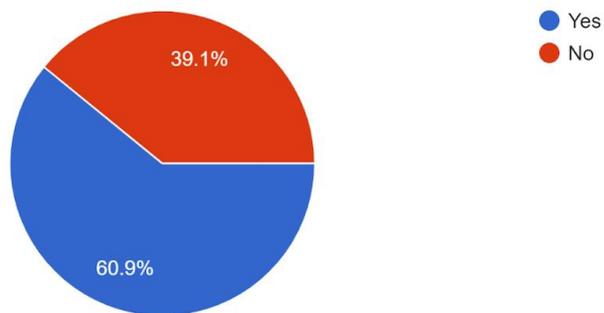
Question 3:

The Writing Center is open from 10 am-7 pm Mon-Thurs and 10 am-5 pm on Fridays. We also have extended online zoom hours from 7-9 pm on Tuesdays and Thursdays. Are these hours sufficient?

23 responses

- Yes
- No

91.3%

8.7%
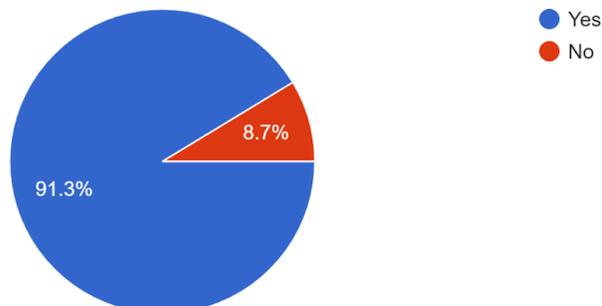
Question 4:

I've seen the writing of my students be positively affected by the Writing Center.

23 responses

- Strongly Agree
- Agree
- Neutral
- Disagree
- Strongly Disagree

34.8%

13%

52.2%
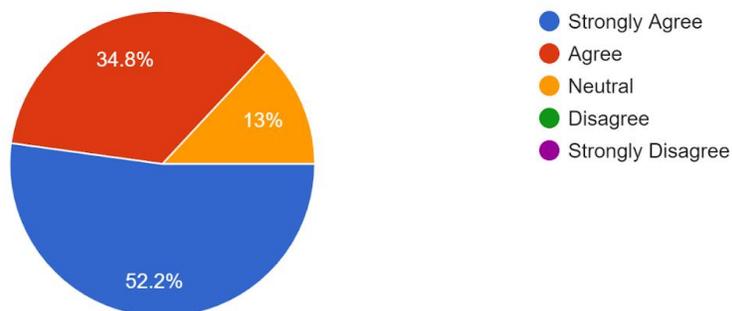
Eighty-seven percent agree or strongly agree that the Writing Center has a positive impact on student writing.

Question 5:

I am satisfied with the Writing Center's services.

23 responses

34.8%

8.7%

56.5%

- Strongly Agree
- Agree
- Neutral
- Disagree
- Strongly Disagree
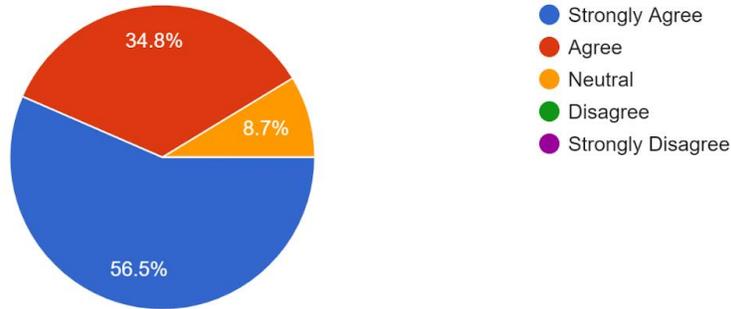
Ninety-one percent agree or strongly agree that they are satisfied with the Writing Center's services.

Academic Performance Center

Goal 1: Increase Academic Performance Center visits by 5 percent.
- Was this goal accomplished? This goal was nearly accomplished. The APC had total visits of 14,972, a 4.3% increase from last year's 14,359 visits. Tutoring appointments were up tremendously, however, at 3,582 versus 2,273 appointments last year (58% increase). Online appointments were down by 32% (133 visits) from 175 visits last year.

Academic Performance Center Visits Past 5 Years

Year	Total Visits
2019	
2020	
2021 (Pandemic)	
2022	
2023	
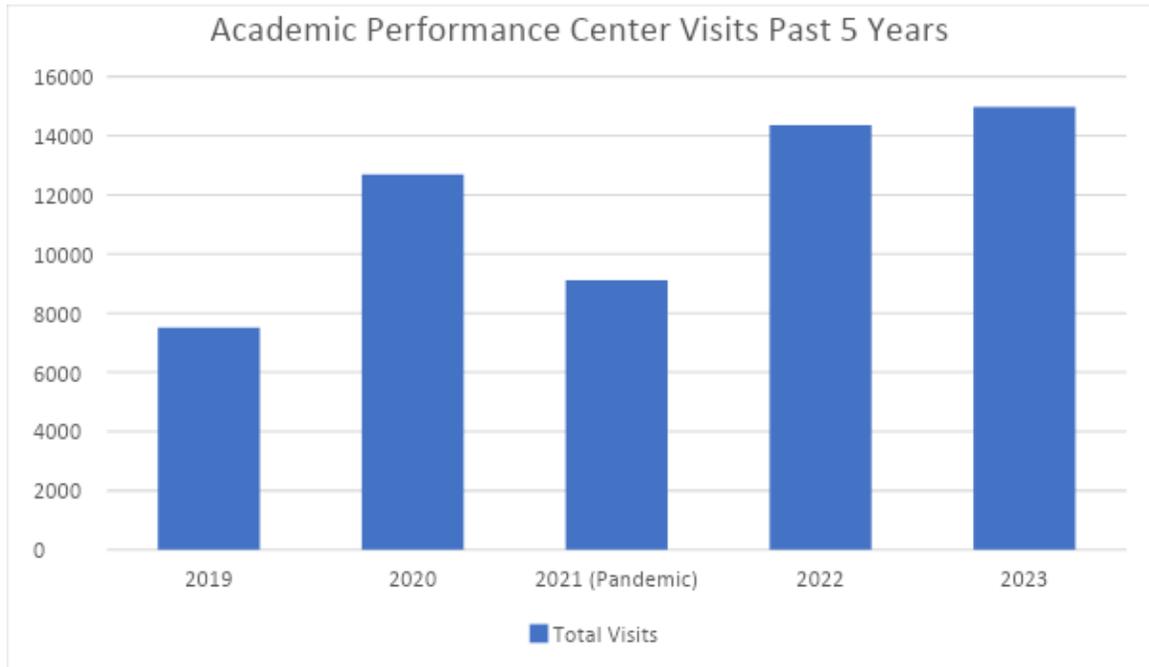
Goal 3: Increase visits of historically underserved student populations by ten percent.
- Was this goal accomplished? This goal was accomplished. As a result of placing tutors in the Browning building, the APC had a 573% increase in visits (5,865) this year verses last year (871) by Student Success Program students. SSP students who attended at least two hour of study hall per week had a 3.04 GPA this year. Those who attended fewer than two had a 0.94 average. Also, there was a 469% increase of visits by non-white minority students this year (1088) versus last year (191).

Comprehensive/Polytechnic:
Special Collections

Goal 1: Process the University Presidents' and Vice Presidents' archival collections.
- This goal has not been completed, but progress was made. UA048 President Douglas D. Alder collection (15 linear feet) was started. The remaining presidents' collection still need processing.

Technical Services

Goal 3: Re-engage with the USPTO about becoming a resource center.
- Was this goal accomplished? Yes.
- We were designated a Patent and Trademark Resource Center this year.
- Construction and remodeling of the Holland mezzanine floor will provide a PTRC office, conference space, and a graduate student space.

Department Faculty and Staff Highlights

Rob Gray (Director, Associate Dean) began his new position as associate dean in the Library and Open Learning Services this year. He attended the Library Assessment Conference and the American Library Association conference. He was the chair of three librarian faculty search committees, the co-chair of the University Forum Associate Dean Committee, the chair of the Library Advisement Committee, and served on seven other University committees and task forces. He was also a co-writer of a Title III Grant proposal.

David Zielke (Faculty) finalized the application that lead to the library being designated a PTRC on 12 October 2023. He also instituted a formal procedure for staff to request time off and swap shifts.

Kass Price (P/T Staff) implemented a Navigate program appointment-based pickup system for the laptop lending program. She also improved communications with IT to better facilitate the

timely return of laptops after the loan period ends. She completed training process for conducting Interlibrary Loan service.

Caleb Ames (Faculty) rolled out DSpace and the EBSCO Discovery Service (EDS). He also doubled the storage size of the content management server Omeka. He oversaw the repairs to the RFID hardware, which is now functioning properly. Caleb also attended the annual ALA (American Library Association) conference.

Emma Lanners (Faculty) served as the chair of the UALC OER committee this year, and has presented at the Open Education Conference, UALC Fall Forum, and the 2023 Global Polytechnic Summit. Additionally, she has co-written a large federal Title III Grant with Rob Gray to create an Affordable & Accessible Pathways program through GE. Lastly, she submitted a Lyrasis Catalyst grant that made it to the final round of voting before being disqualified.

Noah Washington (Student P/T Staff) was the outgoing Writing Center coordinator. He graduated with a 3.98 GPA and a bachelor's degree in communications, and he was recently accepted into Notre Dame's prestigious School of Law.

Caleb Shelton (Student P/T Tutor) successfully started the Utah Tech Red Cross Club while maintaining a 4.0 GPA. He scored in the 98th percentile on the ACS Organic Chemistry exam.

Jaxon George (Student P/T Tutor) received the alumni choice award, graduating with an honors degree in chemisty, and he was accepted to Michigan State University's PhD program in chemistry. He was also offered a graduate recruiting fellowship at Michigan State University due to his research on cyclic amino borane complexes in the Curiosity Journal.

Caitlinn Grimm (Staff) received a $2,000 oral history grant from Utah Humanities to highlight and preserve the stories of St. George's Latino/Hispanic community. Grimm worked with Tech Services to learn more about cataloging and worked to decrease the backlog of Special Collections books to be cataloged, and began processing the Heber and LaRee Jones collection. She continued professional development by attending a number of webinars, Utah Tech's Staff Development Day, the Conference of Inter-Mountain Archivists annual meeting, and participated in CIMA's DEIA Committee.

Faculty Table

Name and Degree	Tenure Status T = Tenured TT = Tenure Track	Rank	Faculty FTE 1.0, 7.4, 6.7, or .5	Released Time in Credit Hours

	NTT = Non-Tenure Track			
Kathleen Broeder(resigned)	T	Associate Librarian	1.0	N/A
David Zielke (retired)	T	Librarian	1.0	N/A
John Burns	T	Associate Librarian	1.0	N/A
Cameron Nielson	TT	Assistant Librarian	1.0	N/A
Caleb Ames	T	Librarian	1.0	N/A
Rob Gray	NTT	N/A	1.0	N/A
Emma Lanners	TT	Assistant Librarian	1.0	N/A

Division Effectiveness
Technical Services

Tech Services cataloged 1,408 items this year, including 28 VR headsets and ~~the~~ DocUtah additions. Materials in obsolete formats such as cassettes and VHS tapes were removed this year, as well as the curriculum collection. Catalog home locations were streamlined, and ebook catalog records have been updated with more granular category information.

Special Collections & Archives

The Digital Collections went live at the beginning of Fall 2022. There are 8 collections with 422 objects. All digital objects are transcribed and searchable. Highlights include the 199 objects in the Oral History Collection with the audio/video synced to the text, the newly added Southern Utah Music collection with music from the Songs & Sentiments of Dixie (1963) album, and university yearbooks (1913-1970). Website statistics indicate the Digital Collections is getting traffic with 386,738 total total hits and 248,565 hits this year. The Dixie State University Yearbooks collection has the most hits at 567, followed by the Juanita Brooks Collection at 240 (the number does not include individual object views within the collections). The oral history interview with Lawrence S. Barlow is the object with the most hits at 1720.

Building a Digital Collections is a joint effort. Together student workers and a Human Resources part-time employee transcribed 88+ pages of handwritten cursive ledgers and students scanned over 300 files. An intern transcribed two oral histories and worked them through the transcript process from start to a finished product online. In collaboration with Heritage efforts, 15 films were digitized and are being described in preparation for addition to Digital Collections.

Supplemental Instruction

Learning Services conducted a study with our two SI classes (not including BIOL 3010, which was not fully SI) during Fall 2022. Students with a GPA higher than 3.85 and lower than 2.0 were not included due to the fact SI classes do not typically change these students' grades. In ENGL-1010 the SI student's in this study had a 0% fail rate. Those same students in their other classes had a collective 12.5% fail rate. In BIOL-2320, the SI student's in this study had a 6.7% fail rate. Those same students in their other classes had a collective 13.6% fail rate.

ENGL 1010 - SI Grades

>=B-
33.3%

>=A-
66.7%
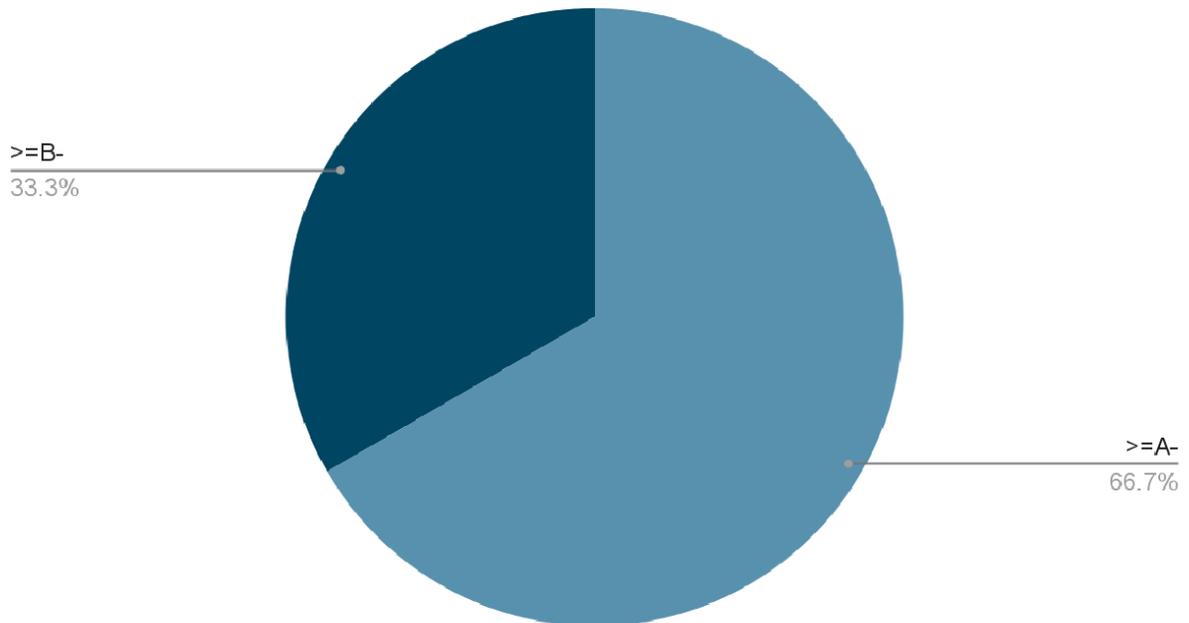
ENGL-1010 students' grades in their other classes

Failing
12.5%

>=C-
10.4%

>=A-
56.3%

>=B-
20.8%

BIOL 2320 - SI Grades

Failing
6.7%

>=C-
13.3%

>=A-
50.0%

>=B-
30.0%
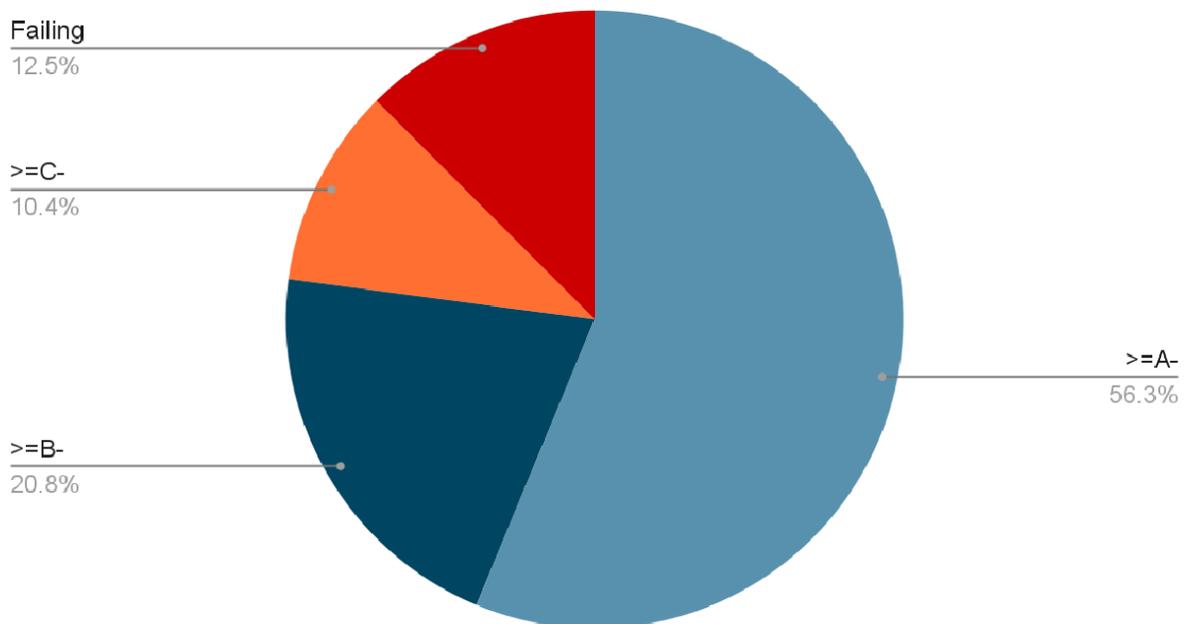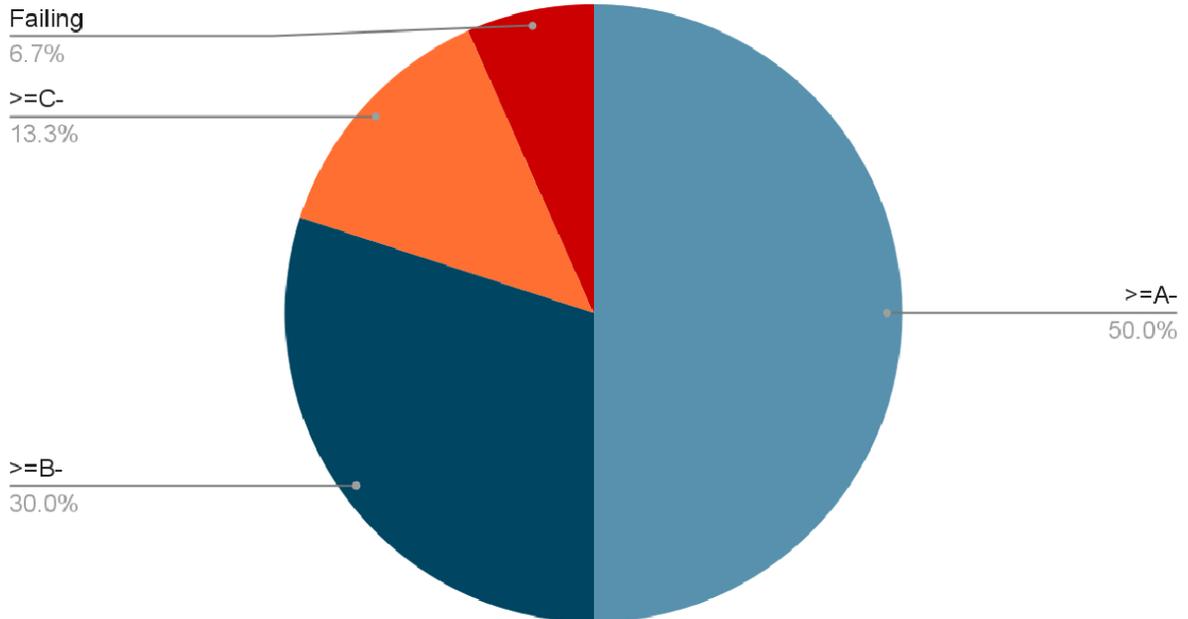
BIOL-2320 students' grades in their other classes

Failing
13.6%

>=C-
10.0%

>=B-
10.9%

>=A-
65.5%

Academic Performance Center
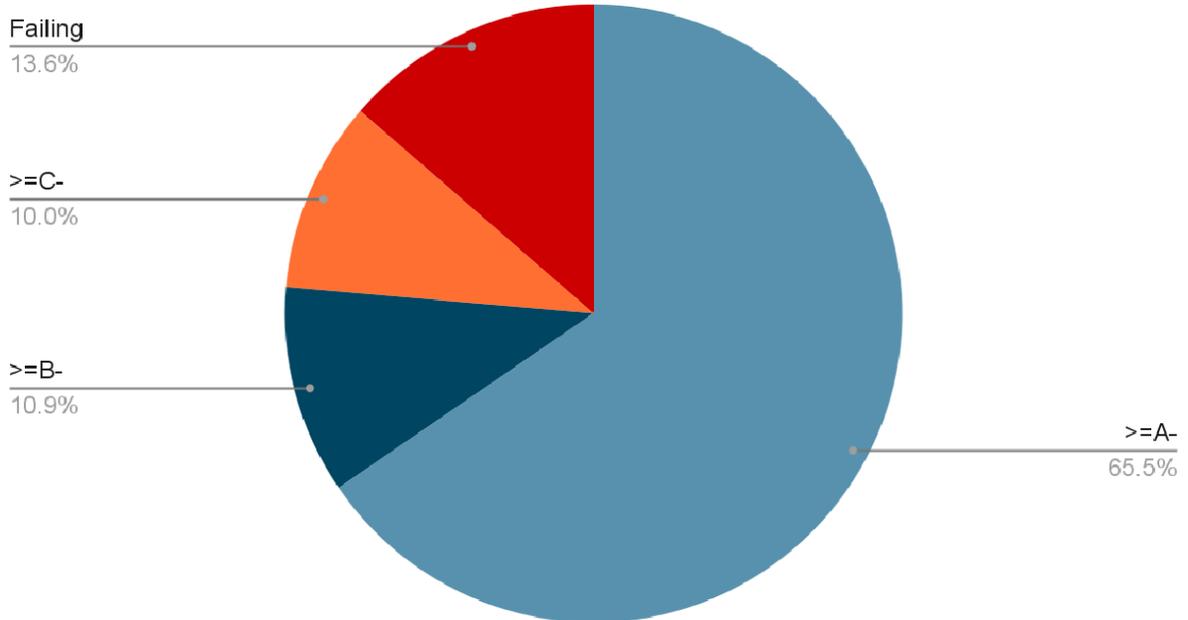
After taking appointment data from the Fall 2022 semester, the Academic Performance Center has found that approximately 89% of students who visited the APC returned to the center for additional help during the semester. Only 11% of students visited only one time during the semester. This data represents the student-recognized effectiveness of the Academic Performance Center. This data includes the use of tutoring appointments only; students that utilized the study hall resource were not included in this study due to the required consistent use of study hall for some students.

APC Return Visitations

Students that Visited a Single Time
11.0%

Students That Have Returned to the APC
89.0%
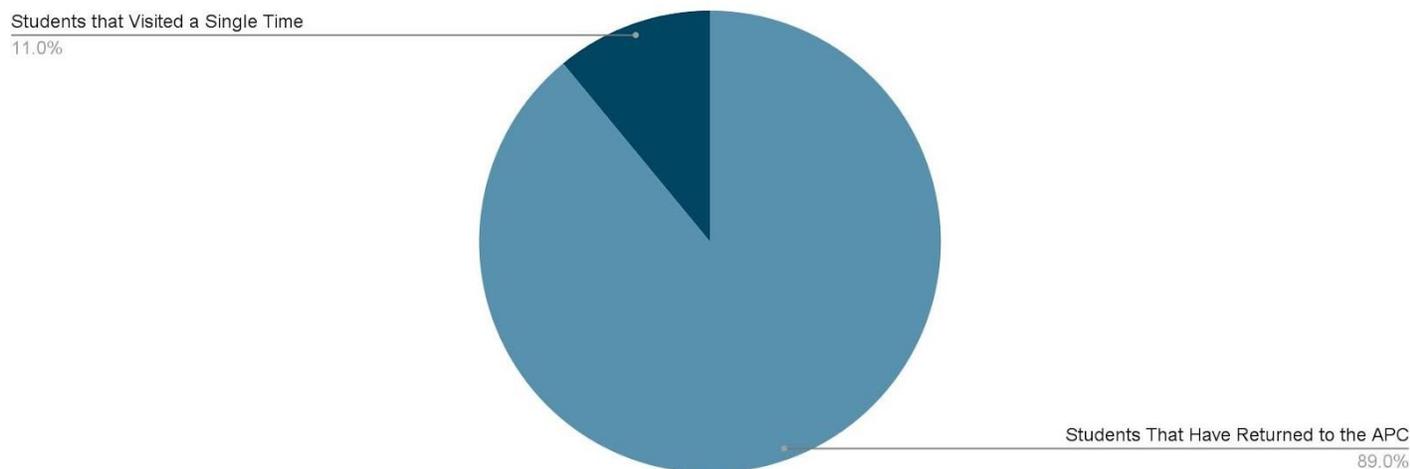
Open Educational Resources (OER)

- 170 faculty members are utilizing free and/or open resources equating to approximately over 300 course sections. These numbers were calculated using bookstore textbook adoption information and should be seen as approximates.
- Since Fall 2021, the OER program has aided (and is aiding in) in 23 different adoption, adaptation, and creation OER projects to-date (12 were/are funded by stipends).
- 97% of student survey respondents in implemented projects rated the quality of their OER texts as the same or better than traditionally published texts.
- Selected student survey responses when asked what made the quality better than other texts.
    - "I dont [sic] have to purchase or wait for it to be available. Access 24/7. I can always look into more if I need to."
    - "It felt better formatted and easier to read. It was also a lot easier to access."
    - "We only had what we needed and not a whole book that we barely read."

- "This material was relevant and up-to-date and was able to provide real-life examples. "

Writing Center

Writing Center Effectiveness Study

Based on English 1010D, 1010, and 2010 classes that had the closest numbers of students who visited versus students who did not visit of these courses in Fall 2022.

ENGL 1010D-02

13 students from this section visited the Writing Center at least once during the Fall 2022 semester. The average grade of these students was a B+.

6 students from this section did not visit the Writing Center. The average grade of these students was a C.

ENGL 1010D-04

12 students from this section visited the Writing Center at least once during the Fall 2022 semester. The average grade of these students was an A-

8 students from this section did not visit the Writing Center. The average grade of these students was a C+.

ENGL 1010-12

8 students from this section visited the Writing Center at least once during the Fall 2022 semester. The average grade of these students was an A-

14 students from this section did not visit the Writing Center. The average grade of these students was a B.

ENGL 1010-20

14 students from this section visited the Writing Center at least once during the Fall 2022 semester. The average grade of these students was an A-

10 students from this section did not visit the Writing Center. The average grade of these students was a C+.

ENGL 2010-06

9 students from this section visited the Writing Center at least once during the Fall 2022 semester. The average grade of these students was a B+.

14 students from this section did not visit the Writing Center. The average grade of these students was a B-.

ENGL 2010-08

7 students from this section visited the Writing Center at least once during the Fall 2022 semester. The average grade of these students was an A.

18 students from this section did not visit the Writing Center. The average grade of these students was a B.

Total Averages

Of the 63 students measured who visited the Writing Center at least once during the Fall 2022 semester, the average grade was an A-.

Of the 70 students measured who did not visit the Writing Center, the average grade was a B-.
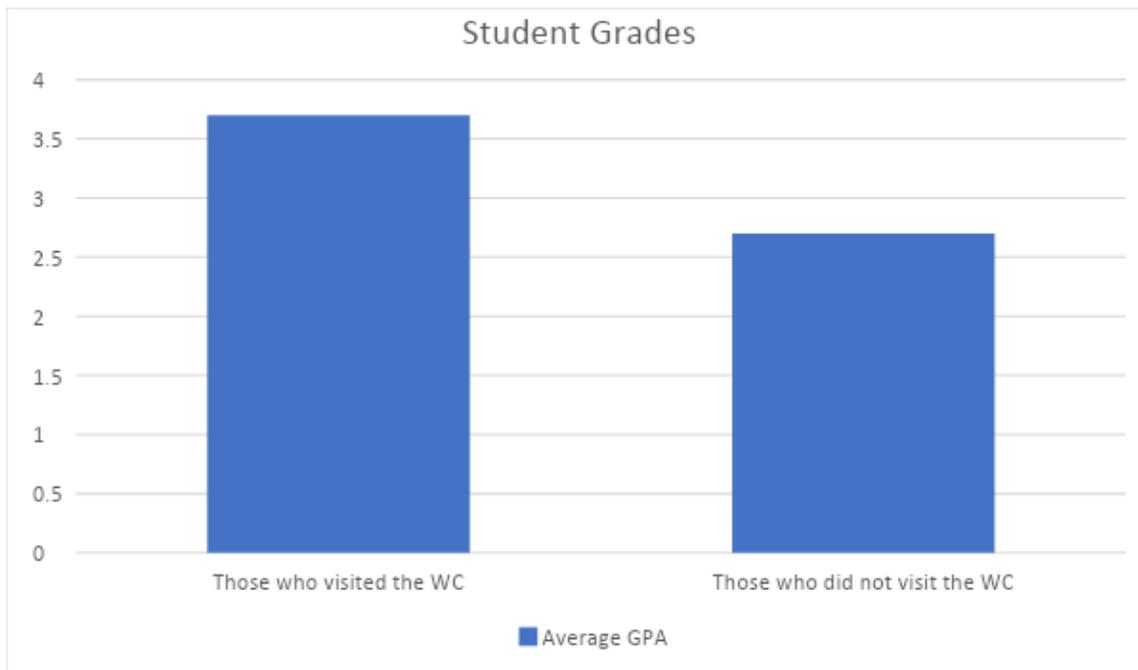
Writing Center Survey: Spring 2023

This semester, the Writing Center conducted a voluntary survey to learn more about student opinions on the Writing Center. Our main goal in performing this survey was to better

understand why students visit the Writing Center, how often they visit, and if they are satisfied with our services.

Method

Writing tutors were in charge of asking students to take the anonymous survey at the end of each session. Students were told that the survey was optional. Some students took the survey while they were still in the Writing Center and others took it as they left. Most of the questions included a statement that students could strongly agree, agree, neutral, disagree, or strongly disagree with. Other questions were multiple choice or free response. In total, we received 231 responses from January 16th to March 20th, meaning about 32% of all students who visited the center during that time took the survey.

Results

1.

How often do you visit the Writing Center?
231 responses

- This is my first time
- 2-4 times per semester
- 5+ times per semester
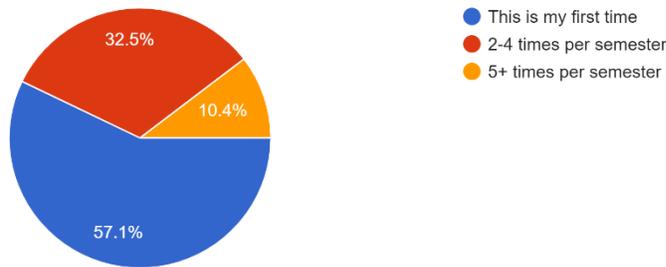
How did you learn about the Writing Center?
231 responses

- Professor
- Peer Coach
- Writing Center representative
- Digital ad
- Poster/flyer
- Advisor
- school assignment
- teacher

▲ 1/2 ▼
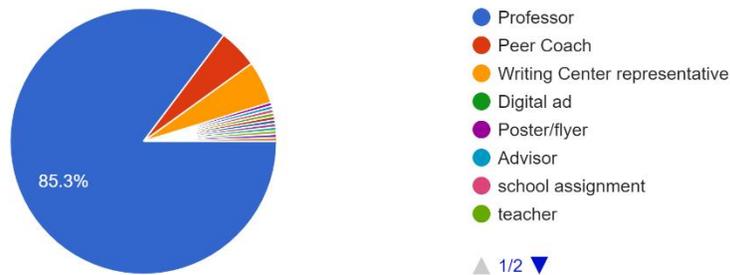
2.

Why did you visit the Writing Center? Select all that apply.
231 responses

Needed help improving a paper	184 (79.7%)
Formatting/citation help	75 (32.5%)
It was required for a class	105 (45.5%)
For extra credit	38 (16.5%)
Needed help staring my essay	1 (0.4%)
Help with formatting and impro…	1 (0.4%)
Assignment for 2010	1 (0.4%)
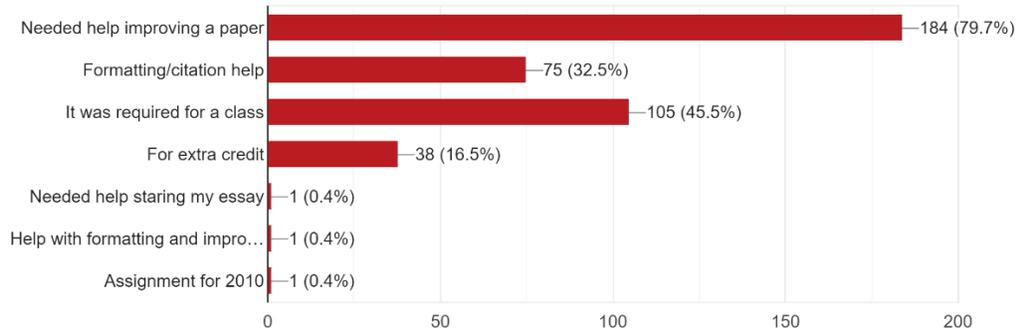
The tutor I met with was helpful.
231 responses

- Strongly agree
- Agree
- Neutral
- Disagree
- Strongly disagree

86.6%
11.3%
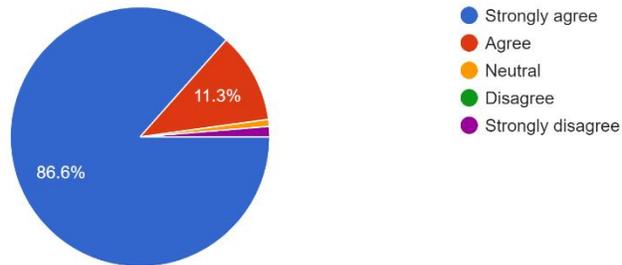
The tutor was respectful of me and my writing.
231 responses

- Strongly agree
- Agree
- Neutral
- Disagree
- Strongly disagree

92.6%

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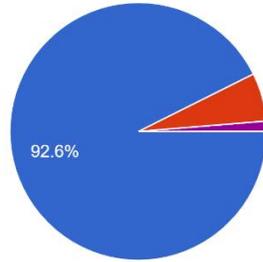
The tutor assisted me with my questions and concerns.
231 responses

- Strongly agree
- Agree
- Neutral
- Disagree
- Strongly disagree

10%

88.3%
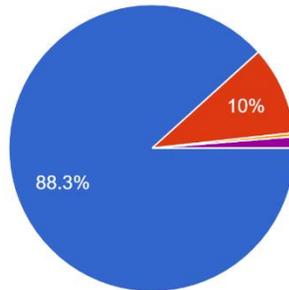
7.

My paper improved during the tutoring session.
231 responses

- Strongly agree
- Agree
- Neutral
- Disagree
- Strongly disagree

79.7%

16.9%
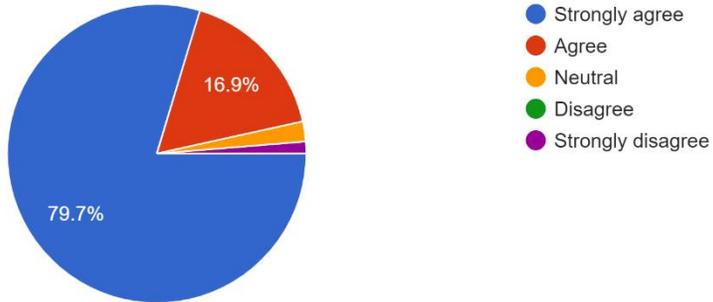
8.

I learned something about writing that I will apply in the future.
231 responses

- Strongly agree
- Agree
- Neutral
- Disagree
- Strongly disagree

71.9%

21.2%
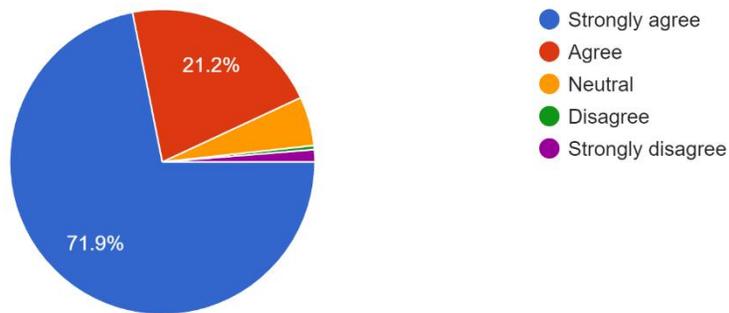
9.

Overall, I had a positive experience in the Writing Center.
231 responses

- Strongly agree
- Agree
- Neutral
- Disagree
- Strongly disagree

87.4%

10.4%
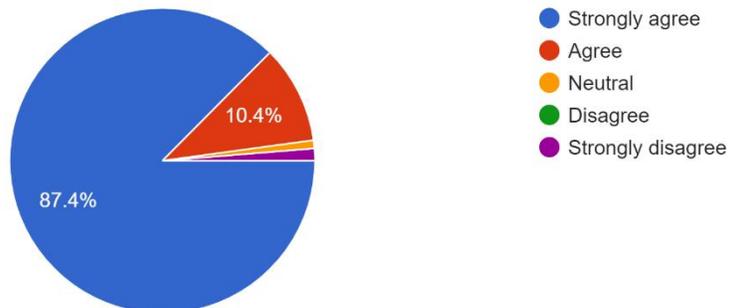
10.

I plan on visiting the Writing Center in the future.
231 responses
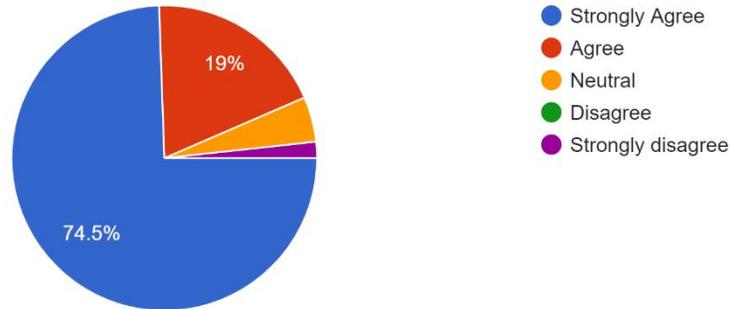
Discussion

Our data shows that most students perceive the Writing Center to be effective in improving their writing and to be a respectful, positive environment. One area we could possibly improve in is making sure tutors focus on helping students learn things that they can apply to their writing in the future, as that was our lowest score (although it was still very high: 93%).
In addition, we also asked students how they found out about the Writing Center. Over 85% of students learned about our services from their professors, which means that marketing to professors will probably help more students utilize our center in the future. We should also explore different ways to reach students whose professors do not encourage them to visit the Writing Center.

Public Services

Work Study students worked 4,949 hours this year at the circulation desk and checked out 9,375 items to students, faculty, staff, and community members.

	2022-23	**CIRCULATION STATISTICS**								
		CHECK-OUT				INHOUSE COUNT		PATRONS		
MONTH	Checkout	Books	*A.V.	Reserve	Renewals	Books, AV	Periodicals	Students	Employee	CB, UALC,ILL
July	249	141	73	35	4	100	0	111	85	53
August	838	306	380	152	2	100	0	645	129	64
September	1,304	411	227	666	3	325	0	1,132	99	73
October	1,168	498	99	571	4	175	0	925	187	56
November	820	274	91	455	7	170	0	693	82	45
December	707	191	113	403	16	164	0	562	103	42
January	1,074	332	395	347	8	178	0	901	109	64
February	965	398	129	438	6	286	0	747	192	26
March	852	300	93	459	4	586	0	708	89	55
April	885	254	80	551	0	185	0	787	44	54
May	513	185	197	131	12	146	0	289	172	52
June										
Subtotals		3,290	1,877	4,208		2,415	0	7,500	1,291	584
Totals	9,375		9,375		66	2,415		9,375		

*AV includes laptops

LIBRARY & OPEN LEARNING SERVICES
UTAH TECH UNIVERSITY

SWOT Analysis

STRENGTHS

- *A TRAINED AND KNOWLEDGEABLE L&OLS STAFF*
- *GENERAL FACULTY INTEREST IN OER*
- *SI PROGRAM HAS STRONG RELATIONSHIPS ACROSS CAMPUS*
- *CRLA CERTIFICATION*
- *SPECIAL COLLECTIONS PRESERVES THE LOCAL HISTORY AND HERITAGE*
- *STRONG L&OLS ORGANIZATIONAL STRUCTURE AND WORK ENVIRONMENT*

WEAKNESSES

- *RESISTANCE FROM SOME TOWARD OER BECAUSE OF WORKLOAD*
- *PART-TIME STUDENTS MAKE TURNOVER INEVITABLE*
- *AS TUTORING CONTINUES TO EXPAND, THE LEARNING CENTERS WILL EXCEED CAPACITY*
- *FUNDING CHALLENGES LIMIT RESOURCES AND SERVICES*

OPPORTUNITIES

- *OER DIFFERENCIATES UTAH TECH FROM OTHER INSTITUTIONS*
- *DESIGNATION AS A PATENT AND TRADEMARK RESOURCE CENTER*
- *WITH TITLE III FUNDING, THE SI PROGRAM WILL GROW TREMENDOUSLY*
- *LEARNING SERVICES CAN IMPLEMENT AN INNOVATIVE AI-SUPPORTED TUTORING PROGRAM*

THREATS

- *LIBRARY SPACE DESIRED BY OTHER PROGRAMS*
- *LACK OF COMMUNITY AWARENESS OF SPECIAL COLLECTIONS*
- *LACK OF PERMANENT FUNDING FOR OER AND SI*
- *DEPARTMENTS TRYING TUTORING AND SI ON THEIR OWN WITHOUT TRAINING, INFRASTRUCTURE, OR CERTIFICATION*

Planning for the Future: Division Goals

Writing Center

Goal 2: Increase Writing Center consultations
- Is this goal being carried over from the previous year? No.
- Action Plan: Increase marketing efforts to students and faculty.
- Desired Outcome: Increase consultations by 5% over this year.
- Timeline: One year.
- How does this goal align with departmental and instructional goals? This goal aligns with the division goal of expanding tutoring for more student access.
- What resources will be needed? Nothing additional.

Academic Performance Center

Goal 1: Create an innovative, AI-supported tutoring program.
- Is this goal being carried over from the previous year? No.
- Action Plan: Hire computer science students familiar with AI prompt optimization or train APC tutors to be competent in prompt engineering.
- Desired Outcome: Integrate generative AI into all APC tutoring.
- Timeline: One year.
- How does this goal align with departmental and instructional goals? This fits into the following L&OLS objective: Improve student learning and academic success through effective information literacy instruction.
- What resources will be needed? Nothing additional.

Supplemental Instruction

Goal 2: Increase SI course options.
- Is this goal being carried over from the previous year? Yes.
- Action Plan: Apply for and obtain Title III funding.
- Desired Outcome: Increase course count to eight sections by Spring 2024.
- Timeline: One year.
- How does this goal align with departmental and instructional goals? This goal aligns with the division goal of expanding tutoring for more student access.
- What resources will be needed? Title III funding. The goal will not be possible without this funding source.

Special Collections

Goal 3: Spread awareness on campus about the existence, services, and importance of UT Special Collections & Archives

- Is this goal being carried over from the previous year? No
- Action Plan: Send targeted messages to faculty/instructors and expand targeted messaging in subsequent years; and do face-to-face or class visits.
- Desired Outcome: Increase use of and engagement with SC&A collections by faculty and their students.
- Timeline: 1-3 years
- How does this goal align with departmental and instructional goals? L&OLS Goal: Remove barriers to accessing library materials.
- What resources will be needed? Additional student workers to cover the reading room in cases of someone leaving the unit to do outreach and in cases of large groups visiting.

Tech Services

Goal 2: Use ACRL Metrics to analyze and compare the Utah Tech library to its national peers.
- Is this goal being carried over from the previous year? Yes
- Action Plan: Use ACRL Metrics to analyze and compare the Utah Tech library to its national peers.
- Desired Outcome: Identify strengths and weaknesses in our library and university in offering sufficient resources for our academic programs and goals.
- Timeline: Ongoing
- How does this goal align with departmental and instructional goals? Remove Barriers to Access and Improve Efficiencies
- What resources will be needed? Nothing additional.

Public Services

Goal 3: Update and expand instructional offerings
- Is this goal being carried over from the previous year? NO
- Action plan: Create information literacy learning modules for the English Department.
- Desired outcome: Meeting needs where there are gaps currently.
- Timeline: By end of AY 2023-24.
- How does this goal align with departmental and instructional goals? *LOLS Goal: Improve student learning and academic success through effective information literacy instruction.*
- What resources will be needed? Nothing additional.

Open Educational Resources

Goal 3: Explore processes, procedures, and approvals for "no textbook" course markings.
- Is this goal being carried over from the previous year? No
- Action Plan: Meet with stakeholders (i.e. faculty senate, registrar, scheduling, students, etc.) to explore support, feasibility and processes for a course marking.

- Desired Outcome: Process for "no textbook" course markings identified.
- Timeline: Meetings with stakeholders throughout Fall and Spring. Process identified by the end of Spring.
- How does this goal align with departmental and instructional goals? Build expertise and institutional capacity to offer OER/OEP. Provide ongoing project management for OER/OEP.
- What resources will be needed? Staff time.

Division's High-Priority Needs for the Coming Year

1. The division's top need is funding for student employees. Since HR raised the pay scale for work-study employees, the total amount they are federally funded will not carry them through Spring Semester anymore, nor will it cover summer library hours. Since the library relies on these students for basic public service functions, it will need additional funding to cover the pay gap. Requested amount: $8,500.

2. The division's next priority is funding for supplemental instruction. We will reapply for a Title III grant next year. If approved, we will have excellent funding for the following five years, and the program will grow from offering three courses a semester to 16. If we are not funded through Title III, the program will need institutional funding of $65,000 per year to maintain a minimal schedule. Without Title III or permanent institutional funding, the SI program will discontinue.

3. Priority three is stable and ongoing funding for faculty OER stipends. Approximate cost: $30,000 ongoing.

4. Upper-division tutoring: Ongoing funding of $15,000/yr.

   A substantial percentage of juniors and seniors experience academic difficulty in our upper-division courses, which is a common reason for their failure to graduate

   Dufault (2017) explains how problematic not having upper-division tutoring is for students: "This type of inconsistency of service becomes especially challenging for students who pass lower level courses with the support of many resources only to progress to upper level courses with no resource support."

   We surveyed all department chairs asking if they thought embedded upper-division tutoring would benefit their students, and 96% indicated that such tutoring would help their students graduate. About 70% said they have space available; they just lack the tutors.

Projected Needs 3-5 Years

University funding of $78,500 will be needed for an additional full-time paraprofessional position at the library's circulation desk.

The Writing Center's biggest need next year and beyond will be additional space. As our program continues to grow, we will need to expand. When the General Classroom building is completed, we hope that we will be given additional space in the Holland building to create a writing lab for students from all academic disciplines.

The Academic Performance Center's biggest need next year and beyond will be additional space. As our program continues to grow and as the Athletic Department and Student Success program require more tutoring, our main tutoring center, the APC, which is already near capacity, will need to expand. We will investigate additional tutoring sites on campus, but we do not believe that satellite centers will take enough pressure off the APC to alleviate capacity issues.

Dean's Response

The staff and faculty in Library & Open Learning Services should be commended for the exceptional service they provided to students this year. They continued providing essential services while also implementing new programs and resources. Some highlights I would like to mention include the following:

- OER completed work on 15 faculty or department adoption projects, and they set up a custom Utah Tech portal for Merlot. They also created an institutional repository for capstone projects and masters theses.
- The library hired a Heritage librarian, and she has worked with UMAC to complete the text and pictures that will become plaques in the Heritage Cove exhibit.
- The library was approved to become a Patent and Trademark Resource Center and was also designated a Federal Depository Library Program member.
- Tutoring continues to grow within Learning Services. The Writing Center had a 6% increase in consultations over the previous year and a 92% increase among underrepresented, non-white student groups. The Academic Performance Center has grown 217% since 2018 and had a 58% increase in tutoring appointments last year.
- The Library and Open Learning Services division is completing a mid-cycle review of our strategic plan. We will review department/program outcomes and measures that are mapped to division strategic initiatives.

As Utah Tech expands programs and offerings, we need to expand Library & Open Learning Services as well. Priority needs include the following:

- The amount of $8,500 is needed to cover increased payroll costs of students employees for our current amount of student/faculty services. Additional funding will be needed to expand services or hours.
- Learning Services is pulling from carry-over funding to finance supplemental instruction for fall 2023 semester. Institutional funding of $65,000 ongoing is needed if Title III funding is not awarded.
- For OER to grow, funding of approximately $30,000 is needed for faculty stipends. OER has great momentum currently, and stipend funding will continue this trend.

Provost Follow-up Discussion