

Reference Department



**University of Maine at Fort Kent
Blake Library
Annual Report – FY2019**

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Appendices:

- A. Bibliographic Instruction Sessions
- B. Reference and Guides Services
- C. Web Report
- D. Davis Family Foundation Grant: Final Report

Bibliographic and Other Instruction

Bibliographic sessions:

- Due to a variety of circumstances, bibliographic instruction sessions continued to not do well this year.
- Though the number of classes rose from 10 to 14, the number of students attending dropped from 187 to 144.
- However, there were seven classes that fell into the 300-400+ level range with 35 in attendance.
- The FYE classes have revamped their instruction, so there is belief that the bibliographic instruction (also known as information literacy) will go up significantly in FY2020.

Eportfolio and Other Instruction

- Eportfolio instruction rose this year as both Nursing and General Education courses require it and are pushing the instruction more. Reference staff expected to see a significant rise.
- There were 10 classes as opposed to 2 last year, and 154 students as opposed to 36. The Library Director and Reference Librarian shared in providing these sessions.
- In FY2018, we continued to report the eportfolio figures wrong for FY16 and FY17. The appendix is now fixed and data is correct.
- The Library Director handled 788 emails directly related to helping students with eportfolios.

See [appendix A](#) for more detail

Collection Development

- This year we added some new resources. JoVe Videos in nursing skills and general magazines in Flipster. For FY2020, we will have Nursing Assessment Videos through Medcom and CREDO Information Literacy modules. These were agreed on and set up at the end of FY2019.

Exhibit Area

Date	Title	Artist/Host
July 2018	N/A	N/A
Aug-Sept 2018	Photographs by	Louise Bouchard
October 2018	Hope & Justice Project	Tammy Albert
November 2018	Hope & Justice Project Cont.	Tammy Albert
December 2018	UMFK Art Classes	Therese Provenzano
January 2019	UMFK Art Classes	Therese Provenzano
February 2019	UMFK Art Classes	Therese Provenzano
March 2019	Art work by	Bhava Albert
April 2019	UMFK Art Classes	Therese Provenzano
May 2019	N/A	N/A
June 2019	N/A	N/A

In the past, the time slots were fairly easy to fill with having a year and a half filled in advance. That has not been the case this year and is currently not the case for this coming year. Library staff will need to work on approaching new artists to fill the slots.

Indexes and Databases Overview

STATE DATABASES:

- FY2019 was the first year of the new databases through the state.
- Academic Search Complete will remain another year (FY2020).

SYSTEM:

- Once again, the database committee decided to drop Historical Abstracts.
 - Project Counter (www.projectcounter.org) mentioned a report they offered to the companies in the Counter 4 reports that did exactly what we wanted. The reports are called "Provider Discovery Reports." These reports were for the content providers as opposed to the customer. Though they will not have these reports in the Counter 5 release, they are keeping the need for these on their radar.

UMFK:

- There were an estimated 98 electronic resources in FY2019. Free resources, ebook collections, individual resources as part of a whole, and resources that are considered tools were not included in this count.
- Discontinued:
 - Staff will no longer have RefWorks.
 - Staff advertised this change to all students, faculty, and staff and also personally contacted faculty who had an account to offer help in transferring data to Zotero or other citation management system of their choice.
 - After discontinuing Films on Demand, there were only a couple of minor issues of faculty needing videos. All were accommodated in a different way.
 - BioOne will no longer continue due to really low statistics.

Statistical details regarding use may be found in [Book 3, appendix J](#)

Reference

Reference Questions Statistics

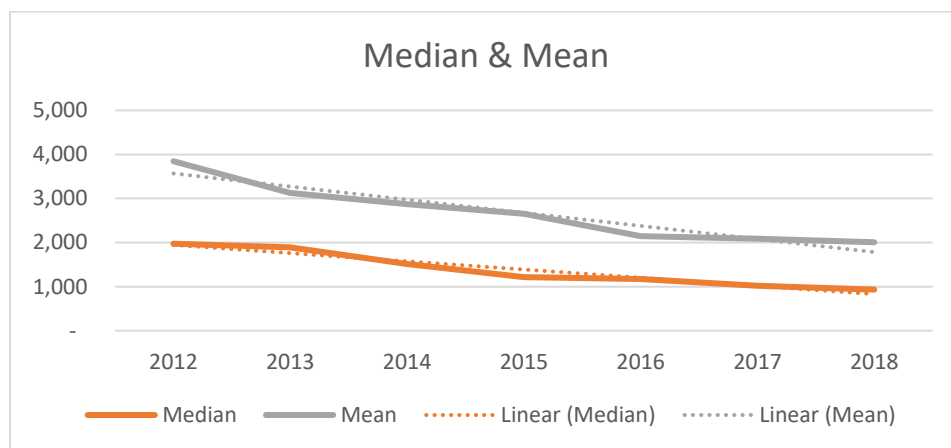
We have noticed a drop in reference transactions across the last few years. Various peer reviewed articles and ACRL annual survey statistics point to the decline in reference transaction across academia, so our drop in numbers is consistent with that of many academic libraries. The usual reasons are student use of Google and/or Google Scholar, or students being more confident in finding research on their own.

The following is a look at walk-in statistics for all libraries gathered by the Association of College & Research Libraries (ACRL) from the University of Maine at Fort Kent’s access to ACRLMetrics reports of 2012 through 2018. Virtual statistics are not included.

	2012	2013	2014	2015	2016	2017	2018
ReferenceTrans.	68,670	71,656	76,627	760,721	660,192	615,378	662,295
Median	1,974	1,890	1,516	1,214	1,172	1,020	932
Mean	3,847	3,127	2,873	2,651	2,143	2,086	2,007

Reference transactions took a large leap in the 2015 data due to a significant change in how ACRLMetrics gathered and presented the statistics (Donovan & Fishel, 2015).

As the Reference Transactions rose between 2017 and 2018, the mean and median continued to fall. Most likely more libraries reported data during this time, which made the transactions look like they rose, when in reality there were more transactions over all but fewer transactions by library. In addition, even with the significant leap in 2015 data, the median and mean consistently dropped from 2012 through 2018.



According to Stephen Buss (2016), it’s a possibility that the number of reference transactions are stabilizing. He posits that by removing the quick ready reference questions that can now be found online, the more complicated questions are now the main ones being counted. This is not too farfetched of an idea.

Though the graphs show a possible stabilizing trend, we are unsure that this is what UMFK sees. Though staff do see upticks and steady numbers occasionally, there has been an overall drop.

Why is this happening? Other than what the readings have suggested with regard to the overall trend, it is difficult to understand. Library staff can only surmise that fluctuation in on-campus enrollment numbers, student use of Google and/or Google Scholar, faculty requiring less research oriented projects, and other ubiquitous factors may be the culprits for loss of

transactions. It's also possible that due to the last two years of not being in as many classes as staff used to be, thereby not making students aware of reference staff presence in the library, fewer students are aware of who the library staff are and how staff can help them to succeed.

Bandyopadhyay and Boyd-Byrnes (2016) compiled a literature review regarding mediated reference service in academic libraries. One point they made is that people do not all agree with how instruction affects reference services. Some believe that by teaching students how to do the research, there will be an obvious decline in reference services. However, others believe that by giving sessions in classes students see a friendly face and are more likely to show up in the library for help. Library staff have tried to do both.

Staff want the students to graduate with the ability to find legitimate research on their own, yet know they can come to library staff anytime for help, even after they graduate. Staff believe that by missing a fair number of classes these last two years, fewer students are coming because they did not have a chance to see a friendly face from the library and that they are not as likely to remember they can turn to the library for research resources and help outside of standard web browsing.

- Reference Questions: FY2017 – 539; FY2018 – 420; FY2019 – 374
- All questions, which include directional and computer questions, were 653; only a slight drop from last year's 672.
- Service point questions (questions answered at desks other than the Reference Desk) also dropped in all three areas: General, Reference, and IT.
 - Reference was a drop of 12%
- See references at the end of this report)

Electronic Reference Service

- There were more questions through email this year, though questions specific to traditional reference were fewer. A 30% rise over all while a 21% drop in traditional reference.
- Chat numbers were insignificant.

LibGuides CMS

- "A Guide to our Biographies" had 211 uses during the month of July. We are not sure why.

Top five guides

Portfolio Resources and Help	1,754
General Education E-Portfolio Guidelines & Proc.	959
Library Writing Resources at UMFK	671
CampusGuides at UM Fort Kent	440
Nursing at UMFK	252

Table 2. Published Guides					
	FY2019	FY2018	FY2017	FY2016	FY2015
# Guides	21*	29	28	27	23
# Views	5,428	4,750	4,425	4,654	4,542

**Some guides were removed partway through the fiscal year.*

Reference: Other

- Reference staff completed the report for the Davis Family Foundation Grant. The grant was used to help pay for the Association of College & Research Libraries (ACRL) Framework workshop. See **Appendix D** for final report.
- Reference staff attended a workshop on Open Educational Resources (OER) and hope to help the OER movement forward on the UMFK campus.

See [appendix B](#) for more information on reference services

Encore from ExLibris

- Library staff have not moved to the Encore interface for the URSUS online catalog. The interface is still questionable, and staff worry patrons will have difficulty navigating. In addition, departments who created tutorials based on the old look need time to update their tutorials.
- We do not know yet if we plan to go live for FY2020.

Website

New additions, changes, and future goals

- It has been two years since the launch of the new library web site with a splash screen to encourage research.
 - Successes and Problems
 - Students are able to start research right away
 - Use of secondary pages (past the search splash screen) has dropped significantly
 - Information banner on secondary page may not be viewed as much as we would like
 - Statistics
 - We were unable to get data in FY18 due to a Google Analytics issue. If the data is true this year, we have to bring the secondary pages out front or make them more accessible.
- Future goals are
 - To include splash screens in a couple of places to allow patrons the option to log into the online catalog, URSUS, before searching. The goal is to get patrons accustomed to logging into the catalog, which then offers additional services patrons miss out on when not logged in.
 - Update site with for better navigation to address lack of secondary page use and to incorporate a front facing page if possible.

Web Report

- There was no web report/statistics shared in FY2018 due to missing data. This year we have recovered data, but headings are a little different. Due to this difference, the five year comparison has been split, so we are looking at FY2015-FY2017 and FY2018-FY2019 separately.

See Appendix C for web report.

Goals: previous

- “Review Information Literacy, in particular the new ACRL Framework, in relation to the new NEASC standards.” **This goal did not take place, but instead, reference staff attended workshop regarding the ACRL Framework. Complete.**
- “Attend a Reference retreat which will hopefully include an ACRL Framework workshop by ACRL presenters.” **Scheduled for spring 2019. Complete.**
- Learn how to incorporate the ACRL Framework into one shot sessions. **Completed. Now working on plan.**
- Work with reference group to create better one shot sessions. **This goal morphed into an online credit course. Reference group is working on outline of a course.**

Goals: future

- Work with reference group to create an online information literacy course.
- Increase one shot sessions and student numbers.
- Pick one aspect of this report each year to research and provide deeper meaning
 - This year it was Annual Reference Statistics

REFERENCES

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