Southwest Minnesota State University
McFarland Library

Annual Report
Academic Year 2019-2020

Kate Borowske, Instructional Design Librarian
Pam Gladis, University Librarian, Web Services/Instruction
Maria Kingsbury, Reference/Interlibrary Loan Librarian
Māra Wiggins, Collection Management/E-Resources Librarian

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Section I: Departmental Information

Pam Gladis, University Librarian

Mission

The McFarland Library promotes the success of the SMSU community by providing access to quality resources, instruction, services, and spaces to support research, teaching, and learning in an inviting, inclusive environment.
~ Adopted October 2017

Staffing

Librarians

Kate Borowske, Instructional Design Librarian
Pam Gladis, University Librarian (Department Chair/Instruction and Web Services)
Maria Kingsbury, Interlibrary Loan and Reference Coordinator
Māra Wiggins, Collection Management/E-Resources Librarian
Erin Conway, Adjunct Librarian

Library Technicians

Peggy Anderson, Acquisitions Technician (100% time)
Liz Fladhammer, Circulation Technician (100% time; this was increased July 2020 from 83%)
Kristi Peterson, Cataloging Technician (100% time)
Conni Stensrud, Interlibrary Loan Technician (100% time)
Carol DeSmet, Evening/Weekend Technician (36% time)

Student Workers

The library relies heavily on student workers to staff the main service and research help desks and to assist with interlibrary loan and shelving. This year, sixteen students were employed by the library. The library also relies on assistance from the TRC students, especially during the summer months when traffic is reduced and we have limited work-study options.

Budget

The library budgets increased slightly (3%) for the first time in recent history with library acquisitions at $144,350 and $30,000 available for operations. We continue to be supplemented by generous foundation dollars, specifically McFarland Funds, Fuhr Funds, and Mann Funds. More details about those funds are included in the Acquisitions report.

2019-2020 Summary

Although occurring late in the academic year, the COVID-19 pandemic had the most impact on our year. Statistics bear this out, along with the narratives throughout this report. In addition to what is in the report, we were able to add a few new services including BrowZine and Nomad – two aspects of ThirdIron Complete's products. BrowZine provides an easier way to "browse" online journals, while Nomad connects researchers to library materials when they are searching on the open web.

Strategic Priority Updates

In the fall, we updated the Library Strategic Priorities plan that was initiated in 2017-18 to better reflect work we are striving to do and/or to remove work that has been completed. The updated plan is included at the end of this report and references to strategic priorities are made throughout the report.

COVID Impacts

The impact COVID had on operations and staffing are addressed throughout the report, but all library faculty and staff must be commended for their efforts in persevering to provide the best possible service to our faculty and staff during this uncertain time. The McFarland Library was one of few libraries in the state whose physical space remained opened throughout the pandemic. We limited access to only the main floor of the building, but didn't cease any support operations. The support staff in particular need to be acknowledged for their desire and willingness to continue to come to work and maintain their workload and service points. We worked as a team to support each other and the students, staff, and faculty who remained on campus as well as those we were serving remotely.

What's Ahead

While we continue to deal with the uncertainty of the pandemic, we know two points of emphasis in the upcoming year(s) will be on continuing to scaffold and assess information literacy throughout the curriculum and continuing to evaluate our physical and electronic collections.

Section II: Current Year Activities

The following portion of the report is divided into the main functional areas of the library and highlights work done in those areas during the 2019-2020 academic year. Individuals write the reports, but it should be noted that much of our work is collaborative and supported by others in the department.

2019-2020 Archives Annual Report

Pam Gladis, University Librarian

Staffing

Many hands helped with Archives work this year. I identified projects and provided work direction to adjunct librarian Erin Conway and library technicians Peggy Anderson, Liz Fladhammer, Conni Stensrud, and Carol DeSmet. Many efforts were made during the COVID-19 downtime beginning in March 2020-July 2020. Student worker Sariah Cheadle organized several sections of the Archives; her position was funded by the History Center work-study account. I continue to oversee the Archives work in addition to my instruction, research help, technical services/systems, and department chair duties.

History Center Transition

In Spring 2019, we learned the City of Marshall would be temporarily relocating to the Social Science (SS) Building on campus while their offices downtown underwent a renovation. One of the areas in the SS building that was going to be impacted by this move was the Southwest Minnesota Regional Research Center (a.k.a. History Center). The library had already discussed with administration that we would oversee the History Center when Director Jan Louwagie retired in June 2020. The History Center has been reduced in staffing for the past several years and had been discussed for closure. Moving the collection and services under the library was a reasonable solution to keep the collection available and to align with the University Archives housed in the library. With the pending move of the city, a space in the library was identified (the former "Archived Media" Collection space) and plans were drawn up to move the collection to the 5th floor of the library. The collection was moved during late summer/early fall 2019. The university supported the move by building two walls to contain the collection and inserting an entryway to bridge the two rooms the collection was being housed in. This also required us to move what remained of the Archived Media Collection to the 3rd floor workroom.

Striegel Archives (print collection)

- Several additions to the archives came from the move of the History Center. Some items were duplicates, so we had to check file against file (e.g., student handbooks, campus phone directories, student newspapers). The remaining of the shifted materials will continue to be processed in 2020-21.
- In addition to what moved over from the History Center, donations were also received from Dr. Connie Gores upon her retirement as University President and Communications & Marketing.
- Student worker Sariah Cheadle created a nice display of SMSU memorabilia and organized the 50th Celebration donations.
- A neat archives-related connection I was able to make this year was with Hilary Bond, the daughter of former English professor Alec Bond. We had a duplicate title from some donations and realized that one of the copies had a personal note from the author to Alec regarding his daughter (Hilary). I connected with her on Facebook and was able to send her the book. Hilary commented about her mother (now deceased) appreciating getting thank you notes from the Alec Bond Scholarship winners. I contacted the Foundation Office and provided them with Hilary's address, so hopefully she will receive the notes in the future. It is little things like this that help remind me of the importance and value of maintaining our history and connections.

SMSU Digital Archives

- We continued adding the FOCUS magazine to the digital archives.
- We filled in gaps in our Student Newspaper collection with issues found during the History Center move. The papers were scanned and added into Islandora.
- We created a new collection for Undergraduate Research that includes Posters from the 2018 and 2019 Undergraduate Research Conferences (2018 was the first year we obtained student permission to post them) and the Abstract Booklets from each year of the conference. We also added the inaugural issue of *Discovery: The SMSU Journal of Undergraduate Research*. I served as editor for that publication and was supported immensely by Dr. Emily Deaver as well as each of the faculty who served as manuscript reviewers.
- We began scanning and adding Academic Catalogs to the collection.
- 15,310 items are in the digital archives

Funding

Funding for the Digital Archives is still lacking. This is an ongoing concern for maintaining this collection. This year we were able to pay for the Islandora service out of the Operations budget.

Archives Use

There were 2,317 visits to the Digital Archives site this fiscal year. Ongoing efforts are needed to raise awareness of the University Digital Archives as well as the print archives. Liz has done a nice job of including selections from the Digital Archives into social media posts.

Strategic Priority 3: Collections & Access

Objective 10: Continue expanding and marketing the University Digital Archives collection.

2019-2020 Circulation Annual Report

Liz Fladhammer, Circulation Technician
Pam Gladis, University Librarian

Circulation Overview

Many factors contribute to the efficient operation of Circulation, but key components include: managing and training student workers; ensuring updated, standard Circulation practices and procedures are in place; monitoring overdues and lost items; inventory; and prioritizing customer service. Furthermore, Circulation serves as a "gate-keeper" for many services at the SMSU McFarland Library; in this role, we continually strive to provide excellent customer service, not only to ensure patrons are being directed to the right resources, but also to create an inviting, welcoming atmosphere, an environment in which patrons feel comfortable asking questions. Circulation is addressed in the following ways in the library's strategic priorities plan:

Strategic Priority 1: Space & Services
> **Objective 1:** Evaluate and propose or implement improvements to the mix of study, technology, group, individual, and quiet spaces in the library.
> **Objective 2:** Continue to develop cross training of Library and Technology Resource Center staff to improve services for students, faculty, and staff.

Strategic Priority 4: Scholarship & Outreach
> **Objective 13:** Collaborate with libraries, educational institutions, or campus departments to meet student needs, promote scholarship, or raise awareness.

Student Workers

The library employed 16 student workers in 2019-2020, and the majority of student employees utilized work-study funds. The library expended $28,968.11 in work-study dollars in FY20. The library's operations budget expended an additional $1699.43 for coverage by students who did not have a work-study award or their award ran out prior to the end of the year. The total amount expended for students workers = $30,667.54.

An annual library student assistant scholarship was awarded, and several events were hosted in order to boost student morale, build connections, and thank both library and TRC students and staff for all of their hard work and adaptability during the 2019-2020 academic year. This year, the library scholarship was awarded to Logan Pankonin, a junior Math Education major. Due to COVID-19 precautions and event cancellations, the scholarship award recipient was announced on the Library's social media platforms, instead of during a National Library Week event as usual. The $775 scholarship will go towards Logan's fall 2020 tuition/fees. The morale-boosting events included:

- a fall kick-off meeting
- two "Birthday Tuesday" celebrations during the 2019 fall semester for students and staff, at which themed snacks and refreshments were provided (the third celebration, slated for spring semester, was cancelled due to COVID-19 precautions),
- a second annual "Ugly Sweater" (participation optional) themed potluck party in December and

- a spring kick-off meeting (February 2020)

Additionally, the library employed one graduating senior during the 2019-2020 academic year; she received a small gift and card in recognition of her service to the library.

Student worker training continues to be a top priority to ensure the smooth functioning of the Circulation Desk. Several meetings were held throughout the academic year to check in with students and discuss priorities, procedures, work-place etiquette and expectations. Students completed a performance review and goal sheet at the mid-point of the academic year. Customer service also remains a top priority, and all new student workers are required to complete a training quiz, implemented in spring 2019, on library customer service best practices. Furthermore, an online Circulation LibGuide student-worker training manual, implemented in fall 2017, is currently utilized as one of the primary training resources for new and current student workers. Liz worked on updating this guide during summer 2019, to reflect changes due to the transition to a new system. Finally, Liz created a FAQs binder during the 2019 summer and early fall semester, and this is available to Library & TRC students online and in print. Its primary aim is to serve as a quick reference guide for common questions and procedures students regularly encounter and perform at the Circulation Desk.

2019-2020 Circulation Statistics

The gate count for FY20 was 169,281, a decrease of approximately 37%; the extension of spring break and shift to online instruction during spring semester 2020 due to COVID-19 significantly impacted this number.
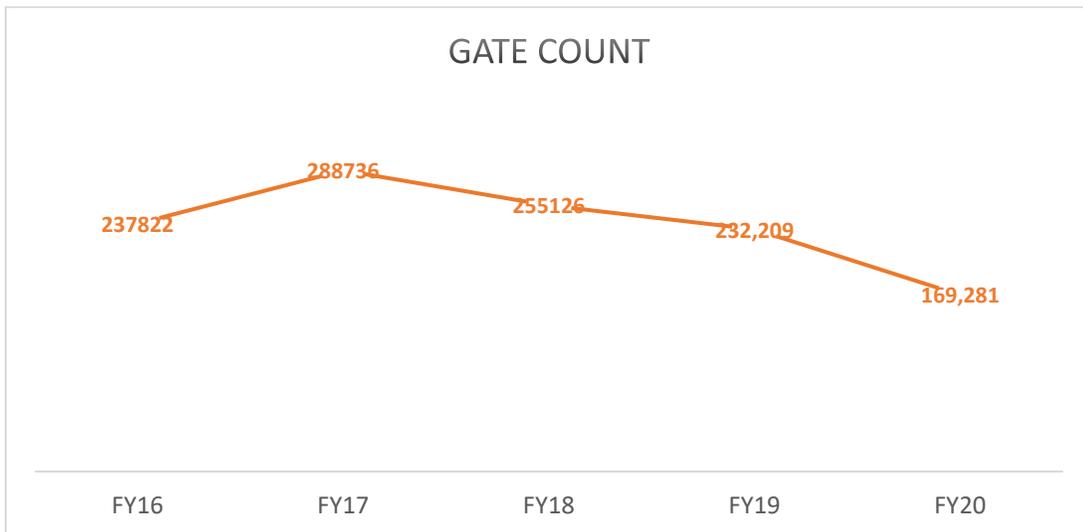
Circulation by Patron Type:	FY16	FY17	FY18	FY19	FY20
Student	5,361	3,961	3,560	3,827	3,130
Faculty/Staff	1,734	1,313	1,044	1,191	1,125
Community	66	74	51	24	40
Grand Total	7,161	5,348	4,655	5,042	4,295

Considering that we didn't have opportunities for many physical checkouts during the last quarter (March – June) of the year after the extended Spring Break and classes went online, the Circulation numbers are in line with the past three years.

COVID-19

After the extension of spring break due to COVID-19, Liz communicated with all library student workers that their health and safety was always first priority and that working at the library during the remainder of spring semester was at their discretion. In order to balance fluctuating, reduced student worker staffing within the library's adjusted operating hours of 8 AM – 6 PM, Monday – Friday, the student worker schedule was adjusted several times. The student workers who returned to work at the library during the remainder of spring semester were communicated with on a weekly basis regarding the schedule. Liz also attempted to periodically check in with each student worker regarding their comfort level. Additionally, work-study students who were unable to work still received pay through the COVID-19 student employee hours process, based on their standard scheduled hours.

Signage was created in order to alert patrons of the library's new operating hours of 8 AM – 6 PM, Monday – Friday. McFarland Library's social media platforms – Facebook and Twitter – were used to communicate this information as well.

A virtual "care package" was also created and shared on the library's social media during Finals week; it was created using a LibGuide and can be found here: McFarland Library Virtual Care Package.

As the main floor of the library remained open to the public after the end of the extended spring break, cleaning/disinfecting procedures were either ramped up or put in place based on the fluctuating situation and the best information and guidelines available at the time. A daily checklist was utilized by library personnel and included periodically cleaning high touch surface areas such as the Library and TRC counters and the printer area. A new procedure for computer usage was also implemented: after each patron use, the keyboard and mouse were swapped out and the computer desk area was cleaned. This process was used for the scanner as well. Laminated signs were created and attached to each unit to alert patrons of this change; this signage was also wiped down after each use. All high touch surfaces were cleaned using the disinfectant spray provided by the custodial unit. Groups of used keyboards were also sprayed twice a week by a custodian and then brought back into rotation. This process continued through summer. Chairs were also pulled from tables to encourage social distancing.

Based on initial data from the REALM project that indicated items such as books and DVDs should be quarantined for three days, group and individual communication was sent to faculty members during July 2020 to encourage them to consider the impact of quarantine on course reserves. Additionally, in August 2020, a plan was put in place for quarantining returned items for 3 days before shelving.

Alma/Primo

Overall, student workers adapted very well to this relatively new system, continued to ask great questions, and provided helpful, friendly service at the Circulation Desk during the 2019-2020 year. As noted in the previous annual report, Liz utilized LibWizard, an online software platform, to create Alma and Primo tutorials/quizzes for standard Circulation student procedures during the FY19 year. All new library student workers are required to complete these tutorials, which reinforce the procedures and knowledge gained from in-person training.

Collection Inventory

As noted in the previous annual report, due to the limited functionality of inventory reports in Alma, the inventory project was paused. During the fall 2019 semester, a PALS inventory tool was developed, and McFarland Library participated in the beta-testing process. Once it was determined that the PALS inventory tool could perform at a similar level to the previously used process, inventory was resumed mid-spring semester; working within a limited time frame, inventory was completed in the general collection up to the "D" section.

In summer 2020, a strategic decision was made to inventory the smaller media collection, and with the help of a summer student worker, inventory was completed through part of the "P" section. Media inventory was completed during early September 2020 with help from the evening/weekend library technician.

Reports generated through the new PALS inventory tool are similar in nature to the reports generated through the old library system – Aleph – and were successful in identifying a significant number of missing, lost, and incorrectly shelved items in the general collection.

Courtesy & Overdue Notices

During the 2019-2020 academic year, we continued to utilize courtesy notices. A decrease in overdue items is the main goal for courtesy notices. As noted in the previous report, in spring 2019, after the transition to Alma, email courtesy notices were successfully automated. Patrons now receive automated courtesy notices 1 day prior to item due date.

Overdue notices were also used during the 2019-2020 year. As noted in the previous report, in spring 2019, after the transition to Alma, overdue notices were successfully automated. Patrons received an automated overdue reminder on the due date, and then two overdue reminders in 10-day increments. Patrons also receive an automated "lost item" email 10 days after the final overdue reminder; this email informs the patron the item has been declared "lost" and provides fee information.

Of note, due to COVID-19, item due dates were extended during spring semester for many students. For returning students, the due date for all items was extended to August 28, 2020. For graduating students and those who had not yet registered for fall classes, the due date was extended to May 28, 2020. Letters were mailed to the students who had items due in May and electronic copies were attached to their patron accounts in Alma for record purposes. Our overall goal was to be flexible and encourage patron communication during such a challenging time.

As we continue to adjust to Alma processes and procedures, we will monitor and refine the automated courtesy and overdue notices in 2020-21, to best meet the needs of our patrons.

Library Use Audits

To capture how users engage with library spaces, student workers, library technicians, and librarians actively conducted audits nearly every day during the 2019-2020 academic year. Library Use Audits occurred at specified times:

Monday - Thursday	10:00am	4:30pm	7:00pm	10:30pm
Friday	10:00am	5:00pm		
Saturday	11:00am	4:00pm		
Sunday	1:00pm	4:30pm	7:00pm	10:30pm

Information was collected about computer utilization, study spaces, and the number of people on each floor. The purpose of Library Use Audits is to not only gain a better understanding of current user engagement, but to help shape the future direction of the library's spaces and services.

The data was recorded in LibAnalytics (which transitioned to LibInsight in the Spring), a robust quantitative and qualitative data collection instrument. This is the same tool the librarians use to track Research Help interactions and Circulation Staff use to track front-desk inquiries.

Using this tool helps us see in data form some of our anecdotal observations. For example, this chart shows the marked decline in space usage after the pandemic began:

Total in Building
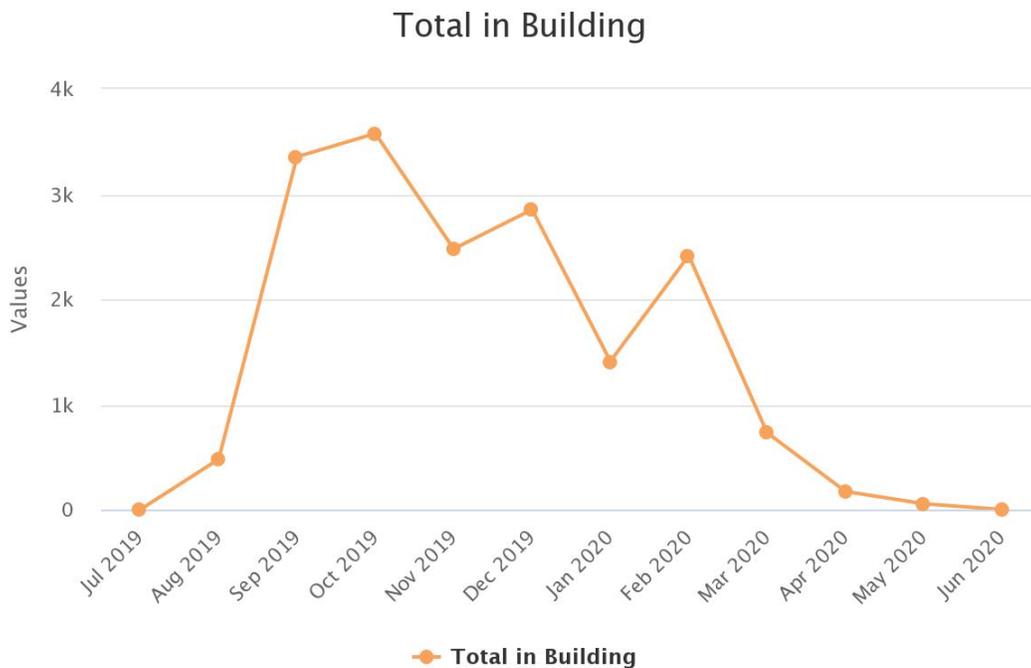
Note: This chart demonstrates numbers of people in the building only during our audit times; not total numbers in the building throughout the year. We also have this data by the overall gate count.

We could also use LibInsight to display data such as how often the beanbags or pods are used to help us determine if we should purchase more of those types of seating.

Planning Ahead

Our top priority for Circulation Services for 2020-21 is ensuring student worker well-being so that they can continue to learn and grow during an uncertain time. Other priorities include providing top-notch customer service, continuing to collaborate with the TRC to improve the front-line library and technology help services, tracking questions and referrals, inventory, and continuing to learn and implement Alma/Primo best practices/procedures.

2019-2020 Collection Management Annual Report
Māra Wiggins, Collection Management/E-Resources Librarian

Though COVID-19 did not occur until March, the effects of it are felt strongly through the expenditures made in the last quarter of the fiscal year. With courses going online, purchases that may have gone toward other items were spent on large eBook packages and streaming video in order to support students who were no longer on campus.

McFarland Library Acquisitions: $144,350. The McFarland Library acquisitions budget received an unexpected bump of $4,350. Additionally, we secured carry forward in the amount of $4,500—for purchases in Kanopy, a streaming video vendor. These funds are held for Kanopy until expended. Movies are licensed through Kanopy for one calendar year, at a cost of $150 each. To date, four titles have been purchased for two different courses.

Ongoing subscriptions for databases, journals, newspapers, and streaming videos encumber the bulk of our budget at $154,232.27. Gift accounts add an additional $50,287.50, stretching our budget to be able to include orders outside of standing orders. It must be noted that the Acquisitions budget only covers $95,536.40 with the remaining $58,695.97 being covered by Minitex subsidies and McFarland gift funds.

In comparison to other state universities, we are working within the smallest budget. Bemidji has the next smallest acquisitions budget, and at similar FTE, has three times our acquisitions budget.

Collection Management
Databases
Cancellations:
- **ACSESS**-this agriculture database was cancelled in December of 2019. Usage had always been low, though many AG courses had library instruction. The interface was difficult to navigate, and many aspects were not intuitive to use. Working with the AG program, a decision was made to subscribe to Proquest's Agriculture Science Collection. Our hope is that the more familiar database interface (McFarland library subscribes to other Proquest databases) will work to the students' benefit. Additionally, the Agriculture Science Collection priced at nearly half of ACSESS' cost.
- **AdForum**-Marketing decided to discontinue this database after several years of low usage.
- **Alexander Street Press**—This database covered Theatre subjects from play scripts to encyclopedic entries. This database had low usage.

Additions:
- **Proquest Agriculture Science Collection**
- **Criminal Justice Abstracts with Full-Text** was added, as we have no database supporting this growing program
- **SWANK**—increased contract from 30 titles to 55 in June, in order to support fall courses in the event classes were to go completely online
- **Project Muse**—increased this package from Basic College to Basic Research
- **NOTE: ongoing deficit**

Databases: It bears repeating that our database expenditure for FY20 was $154,232.27. It must be noted that the Acquisitions budget only covers $95,536.40 with the remaining $58,695.97 being covered by Minitex subsidies and McFarland gift funds.

Science Direct: Price increased by $5,000 FY18 under the Minitex negotiated 5-year contract. *It is projected to increase by $2,500 for every year of the contract.* This will cause a domino effect in our acquisitions budget, as we will have to cut purchases or subscriptions each year in order to accommodate the increase but stay within our budget, which has been static or decreased in the last five years. It should be noted that because we receive a $20,000 subsidy from Minitex, and continue with a funding formula that began the first year McFarland funds were available (FY13--has the remainder paid according to a 50% Science-25% McFarland Library-25% Business formula) we are able to continue with the subscription.

CINAHL: the primary database for nursing research, and supports program accreditation. This database was paid for the last five years with a budget line provided by Nursing (212003). This budget line ended this year. It is imperative it is reinstated, or we will not have the funds for this database. We receive a $5,000 subsidy from Minitex for CINAHL, and pay the remaining $3,147. This subsidy is set up on a tiered plan, so that the first year the library got $1,500, the second year $3,500, and the third and following years we received the full $5,000. It is important we continue our subscription, as we have realized the full $5,000 ongoing subsidy (contributing to significant savings). We reap additional cost savings with this database due to Consortium pricing, which saves us $17,559 over purchasing it on our own.

Journals
McFarland Library continues to use EBSCO Subscription Services as our jobber. They carry all but one of our periodical subscriptions. The invoice we receive from them (EDI invoice) totaled $31,175.07.
Print cancelled:
- *Geology* ($1,240)
- *Choice* ($504)

Microform
Cancellations:
- Star Tribune microfilm ($9,424.80)

EBooks
McFarland library's eBooks are purchased through EBSCO; FY20 usage was 15,845. We also have Gale Virtual Reference Library (GVRL), a collection of e-books in the areas of Business (2), Education (4), Environment (2), History (1), Law (2), Medicine (4), Religion (1), Science (1), Social Science (56), and Technology (3). Usage reports of GVRL are 276 for FY20. We subscribe to CREDO, an online reference center, where eBook usage ran 2166 searches, up 900 searches from last year. Our largest eBook package, EBSCO Nursing, had high usage at 14,186 searches.

Our plan for the Fuhr gift funds, initially, was to purchase some storage cabinets to place on the main floor to hold our music CD collection. After courses went completely online in the Spring, it made more sense to purchase eBook packages that would support courses and programs. We purchased 154 eBooks in four different EBSCO Featured Collections: Anti-Racist Readings, Social Justice, American Contemporary Issues, and Contemporary Social Issues.
Single eBooks were also purchased when requested by students or faculty. In working with Professor Julie Walker, we purchased a book for one of her courses, so the students do not need to buy it—in the

first semester of use alone, the class of 25 students will cumulatively save $1,500 in textbook fees. Professor Lamine Conteh also coordinated an eBook for his Forensic Accounting course, which will reap his students the same benefit. In March, librarian Mara Wiggins coordinated purchases for print books that were on reserve so students could access those reserve materials online.

Streaming
We are in our fifth year of streaming video at SMSU. Streaming video allows faculty who show films the flexibility to flip their classroom and have the students watch the films outside of class, then participate in lecture/discussion during class time. These films can be accessed on or off campus, have unlimited viewing/viewers, and provides for public performance rights. We subscribe through four different vendors:

- Swank hosts thirty Hollywood films (all films have been requested by faculty who are using the films for classes). We added a package of 25 extra titles from March-June (negotiated to 80% off regular pricing to get us through the end of the semester with online courses)
- Docuseek currently provides one documentary
- Films on Demand is contains the largest content with 41,934 (up over 6,000 titles from last year) titles and 317,214 segments across 26 subject areas
- Kanopy is a streaming video vendor that offers mostly documentaries, foreign films, and some Hollywood movies. It is offered on a patron driven acquisition model (PDA). Any film in the Kanopy catalog may be watched at any time. A film is triggered for purchase if it has been viewed (a 'view' is two minutes of continuous play) four times.

Books/Media
A total of $12,228.48 was spent for faculty/student requests for books and media. This budget varies as affected by other subscription increases or cancellations, and though it matches what was spent last year, it comes in at twice the amount spent two years ago. Purchases are made on a 'first-come, first-served' basis. We have a book budget which are for items requested by faculty or librarians in specific subject areas (or specific titles), and a separate budget line for PDA-ILL—Patron Driven Acquisitions-Inter-Library Loan. This budget is mostly for student research requests. Books are PDA-ILL if the student requested access to the item through ILL and we determine the item will be good in our collection or if the item is one that another library will not loan. We then purchase the item in lieu of actually borrowing them from other libraries. Our turnaround time is typically quite fast (3-4 days) as we do most of our purchasing through Amazon.

Deselection (commonly referred to as "weeding")
Pam Gladis and Māra Wiggins spent several months during the spring and summer weeding the print book collection. The area processed covered Library of Congress call numbers from T-Z; These areas covered topics not only dating back to the beginning of the college, but also encompassed programs no longer existing as majors here, or on topics too dated to keep (subjects covered were technology, engineering, wiring, construction, computer applications, aeronautics, photography). The space recovered allowed for the shelving to run six shelves high instead of seven high, and allowed for growth spacing on each shelf. Space covered were the last two rows of ranges at the back of the library's fourth floor. A total of 924 linear feet of books were evaluated, with 6,020 books weeded. Technician Kristi Petersen is using our deselection to work with PALS on a system project.

Government Documents

Thirty-two tangible documents were received, ten were withdrawn, and twelve were superceded. An additional ten tangible maps were withdrawn. 2,376 items were selected, making SMSU a 22% depository (22.87% of items distributed by the GPO are selected). The FDLP suspended shipments in May due to COVID-19, so no items were received throughout the summer.

A display was featured on the library's main floor for Constitution Day.

The Biennial Survey was completed and submitted in November with input from Pam, Māra, Kristi, and Peggy.

Donations

McFarland Library is the fortunate recipient of many donations and gifts, primarily from faculty, both current and retiring. During FY20, we accessioned 475 books and 20 media from donations.

The following journals are also donated by faculty:
- American Journal of Agricultural Economics (Gerry Toland)
- American Journal of Physics (Ken Murphy)
- Art in America (Bill Mulso)
- Entertainment Weekly (Maria Kingsbury)
- Physics Teacher (Ken Murphy)
- Physics Today (Ken Murphy)
- Yellow Medicine Review (Judy Wilson)

Additional Funding

Nursing: $0. The grant funding the Nursing Program purchases ended this year. In the previous five years it provided $5,000 for library purchases, which include a continued subscription to CINAHL Complete (database) at $3,147, and a continued subscription to EBSCO eBook Nursing Collection, consisting of over 500 titles for $578. Provost Wallace provided emergency funding of $3,725 after librarians Pam Gladis and Māra Wiggins and Professor Laurie Johansen requested assistance through Dean Onyeaghala. We will need to have the budget line reinstated, or will lose the ability to pay for the eBook package and CINAHL, the primary database for nursing research. We receive a $5,000 subsidy from Minitex for CINAHL, and pay the remaining $3,147. This subsidy is set up on a tiered plan, so that the first year the library got $1,500, the second year $3,500, and the third and following years we received the full $5,000. It is important we continue our subscription, as we have realized the full $5,000 ongoing subsidy.

Gift Funds: (specific purchases are available upon request)

McFarland funds are gift funds donated by the McFarland family that are designated for library purchases in the following areas: Science (divided between Biology, Chemistry, and Physics) and Business (divided between Accounting, Finance, Management, and Marketing). Annual amounts are dependent on investment markets, and though not guaranteed, we have been fortunate to see increasing returns. Amounts not spent in these budgets roll back to principle at the end of the fiscal year. Māra works with program faculty to coordinate purchases for books, media, and databases. The following information details McFarland fund income and expenditures.

McFarland Science: $22,475.00
This fund came in only $181 higher than last FY. Science programs continued with commitment to pay one-half the cost for Science Direct, $16,201.97. We discontinued the practice of contributing $1,000 toward Reference purchases, and evenly divided the remaining money between the Biology, Chemistry, and Physics programs.

McFarland Business: $22,294.41
Business programs continued with commitment to pay one-fourth the cost for Science Direct, $8,100.99. Again, we discontinued the practice of contributing $1,000 toward Reference purchases, and divided the remaining money into two areas, Accounting/Finance and Management/Marketing. These gift accounts pay for subscriptions to AICPA, Mergent, Morningstar, Value Line, and contribute to subscriptions for Communication and Mass Media Complete, Films on Demand, Statista, and Science Direct.

Walter Mann funds: $1,312.50
This fund came in $12.50 more than last FY. This gift fund originates from a bequest from a former faculty member of this department. Titles purchased can be books or media, and cover philosophy, religion, and poetry. These funds are spent at the discretion of the Philosophy department and Poetry section of the English department.

Sandra Fuhr funds: $4,025.00
This fund came in the same as last FY. This gift fund originates from a bequest from SMSU University Librarian Sandra Fuhr, who died suddenly in 2007. Funds are spent at the discretion of the librarians. Over the years we have purchased a variety of items: subscriptions to databases; subscriptions to Islandora (Archives database). Initially we intended on purchasing cabinets to hold almost a thousand CD's (we were gifted nearly 800 from retired faculty member Jim Hubley). Due to the pandemic and our feeling that the need for distance and online students to have access to materials, this year we purchased eBook subject sets in Social Justice, Anti-Racist Reading, American Contemporary Issues, and Contemporary Social Issues.

Minitex Subsidies
$25,970 Minitex is a publicly supported network of academic, public, state government, and special libraries working cooperatively to improve library service for their users in Minnesota, North Dakota and South Dakota, and is funded through the legislature. Minitex coordinates consortial group purchasing and we receive subsidies for Science Direct ($20,000), CINAHL ($5,000), and Project Muse ($970).

We would be unable to offer the databases and journal subscriptions we currently hold without the gift funds and Minitex subsidies we receive.

Usage Statistics

Summon Discovery, branded One Search, is the default search on the McFarland Library homepage. Usage statistics are reported by COUNTER standards, with an upgrade to COUNTER 5 in January 2019. Last FY's usage statistics varied due to uneven reporting by databases; some used COUNTER 4, some used COUNTER 5, and some used a combination based on the calendar year. C4 and C5 use different metrics, and this year's stats will be more even in comparing database to database, as all have moved to

C5 reporting for the entire FY. It will be uneven reporting when comparing one database to its last year's usage, as the metrics do not match up.

Usage typically fluctuates for many other reasons, including fluctuations attributed to the addition or cancellation of databases causing students to search for information in other databases; faculty sabbaticals; courses offered every other year or semester; research consultations directing students to the appropriate database more directly than students trying several databases before locating information needed. This year shows usage to be down. When looking at monthly statistics, March ranks a significantly lower usage, which can be directly attributed to our extended Spring Break, then shift to online classes. April's statistics bounce back, though lower than the previous year's. May, again, is down.

Usage Statistics

Paid Databases – Usage Statistics

E-Resource title	FY20 searches	FY19 searches	FY18 searches
Databases			
AdForum		33	147
Agricultural Science Collection (began 1/20)	2863		
Alexander Street Press		425	264
ASCESS		161	371
CINAHL Complete	43255	36395	31841
Communications and Mass Media Complete	14672	17774	13282
Ed. Research Complete	21057	24047	19645
JSTOR	6400	5610	8800
Mergent	4820	759 (missing Aug and Nov)	968
MorningStar	634	5960	3185
NYT Con Svc (Historical)	4889	7628	7707
Opposing Viewpoints	cancelled	cancelled	8481
Oxford Music	217	439	376
Philosopher's Index	4164	6359	7244
Psychology Database	6613	9418	10668
Project Muse	165	1046	1336
PsycINFO	5528	9073	9825
Science Direct	16936	15060	48662
Sociological Abstracts	3824	8655	13770
SportDiscus	15748	20520	13579
Statista	3551	3211	6637
ValueLine Elite		10235	11389
ebooks			
Credo	2166	1261	2257
Ebsco ebook Nursing Collection	14186	16805	10844
GVRL (Gale Virt Ref Lib)	276	603	925

streaming video			
Films on Demand	2962 searches	2825 searches	1423 searches
Kanopy	30 plays/10 movies		
New Day Films	not available	not available	
Swank	1207	998 views	1222 views
Docuseek	not available	not available	not available

ELM – Free Databases Usage

	FY20	FY19	FY18
free or part of ELM resources	searches	searches	searches
EBSCO			
Academic Search Premier	48,417	64,613	56,184
Alt Health Watch	13,847	16,939	11,226
Business Source Premier	18,066	21,619	15,903
Consumer Health Complete	478	341	309
Consumer Health Complete EBSCOhost	13,727	16,780	10,999
EBSCO e-books	15,845	18,173	12,691
EBSCO MegaFILE	21,371	21,589	17,549
ERIC	19,857	23,321	16,145
European Views of the Americas: 1493 to 1750	13,301	16,313	10,615
Funk & Wagnalls New World Ency./EBSCO	13,356	16,543	10,660
GreenFILE	14,522	18,353	13,141
Health Source-Consumer Edition	14,273	17,482	11,707
Health Source-Nursing/Academic	14,714	18,586	12,856
Library, Info Sci & Tech Abstracts	13,854	16,954	10,956
MAS Ultra-School Edition	13,449	16,479	10,750
MasterFILE Premier	14,124	17,600	11,589
Middle Search Plus	13,441	16,464	10,754
Points of View Reference Center	14,983	11,896	9,597
Primary Search	13,549	16,705	10,898
Professional Development Collection	13,718	16,751	11,223
Regional Business News	13,653	16,727	10,929
Science Reference Center	13,804	17,084	10,928
Teacher Reference Center	14,368	17,313	11,825
EBSCO Totals	**360,717**	**434,625**	**309,434**
Gale Group			
Educator's Reference Complete	2,411	3,196	2,519
OneFile Select (formerly Expanded Academic ASAP)	1,618	2,418	2,222
Gale OneFile: High School	201	86	

Gale in Context: Middle School	40	93	
Gale in Context: Elementary	66		
Gale in Context: College	222		
Gale OneFile: Leadership and Management	338	1	
Gale OneFile: Science	526	591	
General Science Collection	212	197	942
Informe Academic	234	294	370
Professional Collection	226	288	590
Gale Group Totals	**6,094**	**7,164**	**6,643**
ProQuest			
Dissertations & Theses - SMSU	4,173	5,946	6,776
Newsstand	5,019	7,115	8,185
ProQuest Totals	**9,192**	**13,061**	**14,961**
Total searches - free/ELM Resources	**376,003**	**454,850**	**331,038**

2019-2020 Instruction Annual Report

Pam Gladis, University Librarian

Strategic Priority 2: Teaching & Learning

Objective 4: Promote and support faculty efforts to incorporate information literacy learning outcomes, library resources, and technology into curricula.

Objective 5: Continue development and assessment of information literacy components in the curriculum.

Librarian Instruction Staffing

This academic year librarians taught 120 library instruction sessions. Every full-time librarian teaches information literacy sessions. While we don't have a formal liaison program, we have established relationships and/or expertise in certain areas. A few examples of targeted efforts in this area include Maria working with the English and Communication Studies, and Māra working with Justice Administration. Maria's efforts focused on scaffolding student learning outcomes in COMM 110, ENG 151, and ENG 251. She is developing activities and assessments for these classes. Māra's work with Professor Sieling in the JUAD Seminar courses led to an embedded librarianship opportunity. Māra met with the class weekly to provide research and writing support as the students developed their 20-page senior paper.

Fortunately, the majority of library instruction was completed in the Spring prior to the impact of the COVID-19 pandemic. The pandemic brought a unique opportunity for Māra to connect with her local school (Westbrook-Walnut Grove) as she was able to provide instruction to the teachers about accessing ELM (the Electronic Library of Minnesota), eBooks through eLibrary MN, and other resources.

This year the librarians spent time revamping the library instruction portion of the First Year Seminar course. Māra, Maria, and I will also each be teaching a section of LEP 101 in the fall. The original design of the course plans to have three cohorts teaching at a time with some team teaching and large group activities, so we will have a librarian teaching in each cohort. The librarians worked to define the SLOs and develop information literacy instruction.

Library Instruction Statistics

The total number of instruction requests for the 2019-2020 academic year was minimally higher than 2018-19. The chart below depicts a snapshot of the instruction sessions that were requested as well as the number of students in those classes.

	Total # of Sessions	LEP Courses (excluding FYS)	# of FYS Information Literacy Sessions	Number of Students Present
Fall 2019	75	14	23	1483
Spring 2020	45	9	8	753
Totals	**120**	**23**	**31**	**2236**

Instruction Statistics Fall 2016-Spring 2020

	Total number of Classes Requesting Instruction	Number of LEP Courses (excluding FYS)	Number of FYS Courses	Number of Students Present
Fall 2016	93	19	43	1906
Spring 2017	37	10	10	687
Totals	**130**	**29**	**53**	**2608**
Fall 2017	78	19	37	1492
Spring 2018	38	16	6	693
Totals	**116**	**35**	**43**	**2185**
Fall 2018	84	18	29	1687
Spring 2019	34	9	9	533*
Totals	**118**	**27**	**38**	**2220**
Fall 2019	75	14	23	1483
Spring 2020	45	9	8	753
Totals	**120**	**23**	**31**	**2236**

*Numbers of students present were not recorded for six classes during Spring 2019.

Instruction Tools

Research Guides

The following table shows research guides viewed this year. The Research Guides are a valuable resource for students to utilize after a library instruction session, to supplement an online class, to learn more about a library service, or to access when the faculty hasn't elected to have a library instruction session but requires the use of library resources.

Guide Name	Views
Nursing Program	5912
Management Program	4175
ED 622: Research in Education	3363
THTR 100: Plays and Playwrights (S. Tabaka)	3194
ENG 151: Academic Writing	3012
NURS 400: Community Assessment Assignment	2020
Research Help	1499
LEP 100	1339
ENG 251: Writing in Professions	931
Education Program - Distance Students	860
ED 102: Technology: Classroom Applications and Portfolio Development	848
BIOL 306: Anatomy & Physiology	649
JUAD 144: Introduction to Justice & Society	571
ED 312: Human Relations for Teachers	561
ED 275: Foundations: Parent/Child Relationships	506
Library Services During COVID-19	389
Business Program - Distance Students	371
ED 101: Teacher Tenure - Resources and Research (Kovar)	367
PE 602: Research Foundation in Sport	346

|	
Native American Studies	36
MUS 391: Elementary School Music Methods and Materials	28
Hospitality	28
Anthropology	21
Total	36,898

Librarians update the Research Guides as they prepare to utilize them in instruction sessions. Our adjunct librarian has been helpful in making updates such as adding BrowZine to our general topic guides as well as fixing linking and other issues.

Research Consultations

We continued offering research consultations to students as part of our instruction and research help services as an option for receiving personalized/individual information literacy instruction. We work with students with varying amounts of information literacy experience from many disciplines, allowing us to connect with students in a different, more personalized way than in a classroom setting. We can also better tailor the resources and information shared with them based on their particular research needs and experience with information literacy concepts.

We continued using LibCal, a scheduling tool powered by the SpringShare software that we also use for other library applications, to schedule the appointments. Most students met with us in our offices both in groups and individually, but we also conducted consultations either over the phone or via Zoom. We have altered the consultation form to clarify information in order for us to better understand students' needs, and we are continuing to adjust this form to better accommodate off campus students so they are aware that they can meet with us online. Our data shows there was a mix of students actively seeking out research help on their own as well as those who were required to attend consultations for class assignments. We have seen an increase in the number of faculty requesting research consultations as requirements for course assignments and have received positive feedback from instructors who incorporated them into their courses. We were thankful to already have had this in place and being used as a regular service when students were sent home in late March due to COVID-19. From March 6 – June 30, 55 research consultations were conducted.

Many students are also seeking out research help via these consultations as opposed to asking at the Research Help Desk. This is a shift from years past as students have become more accustomed to the research consultation model. This is the fifth year we have offered research consultations (although we only have data for the past four years as the first year was a trial period). As evidenced in the graph below, the number of consultations has been steady throughout the time we've had this service.

Research Consultations
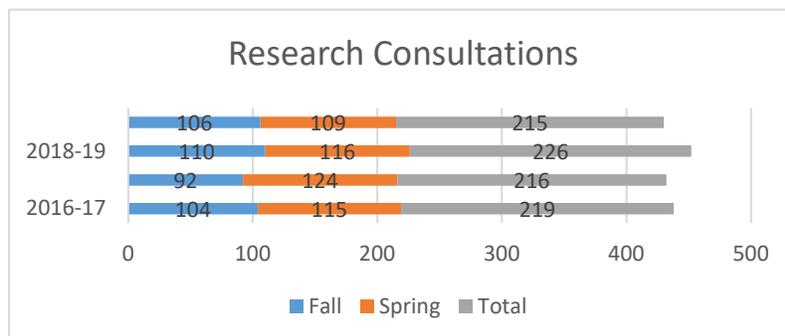
Assessment

While we haven't qualitatively measured student satisfaction with the Research Consultation service, the librarians value this one-on-one time with the students where we can more easily assess the students' level of information literacy and adjust our consultations accordingly. In addition, many students who have established a relationship with a librarian use this method of inquiry for continued help. Over 27% of the consultations in 2019-2020 statistics were with students who had already established a relationship with that librarian.

In addition to the student learning outcomes (SLOs) in place for LEP 100, Maria established SLOs for ENG 151, ENG251, and COMM110 this year and was able to meet with several of those course sections. The SLOS are posted on the library website (https://www.smsu.edu/library/slos.html).

The annotated bibliography assignment that was used the past several years as an assessment tool in LEP100 is not being used in the redesigned LEP101. Assessment data for LEP 101 will be available next year from data gathered using a pre/post-test as well other information literacy activities. These assessments are being incorporated into all sections of LEP 101.

As part of our data tracking, in the spring we started to indicate which of the ACRL Frameworks for Information Literacy were being addressed in the library sessions we taught. After a few semesters of tracking, we'll be able to analyze the frames we are addressing to determine if we are missing frames and/or if we need to vary our instructional approaches for frames we address more frequently.

2019-2020 Instructional Design Annual Report

Kate Borowske, Instructional Design Librarian

Introduction

When SMSU's new president arrived in the summer of 2019, one of his first goals was to increase the number of online degrees and courses offered in order to help boost student enrollment. To assist with that, he asked IT to establish a center to assist faculty as they develop their online courses. This center was named the Center for Online Learning and Teaching, or COLT. We would not have a physical location or additional staff at first; those of us who had been supporting faculty would continue to do so. Two more faculty/staff joined the COLT team to provide assistance in their areas of expertise.

Current COLT staff:
- Ben Nwachukwu (IT): Expertise in technology, including D2L, Zoom, Office 365, and Kaltura.
- Dr. Joseph Ullian (faculty, Communication Studies): Expertise in video production, a growing need for faculty teaching online courses.
- Dr. Lori Wynia (Extended Learning and Academic Outreach): Dr. Wynia is an important link between online degree and course development and COLT staff
- Kate Borowske (Instructional Design Librarian): Works with faculty to integrate technology into their teaching.

With the new mandate in mind, Dr. Joseph Ullian and I developed several sessions for the January 2020 SMSU Professional Development Day. One of the sessions we developed was *Building Excellent Online Courses in a Time of Urgency*. At that time, the urgency was to develop programs to help recruit new students. Little did we know that the urgency would become even greater in a matter of weeks with the appearance of COVID-19.

Because of the collaboration that had been growing—slowly, but steadily—since the Instructional Design Librarian position was filled in 2017, we were able to offer COLT services starting with the most important component: staff. Because of that, we were better prepared to meet the challenges of COVID-19. The pandemic actually had a silver lining—the groundwork we had done the previous three years, the faculty's need to build online courses quickly, and the additional urgency of COVID-19 has resulted in significantly more faculty engagement in development- and technology-related activities.

Instructional Design Librarian: Evolving Roles

McFarland Library

In addition to serving as a librarian by conducting instruction sessions, staffing Research Help, and contributing to team meetings and collection development, I've also focused on supporting OER development and use at SMSU. I attended a MinnState Librarian OER workshop, assisted with a grant project, and was a member of the campus-wide Educational Resources Workgroup. The Workgroup's charge: "Develop recommendations that can serve as a guide for SMSU academic departments, programs and individual faculty in their adoption of varied low cost, yet quality, educational resources including open educational resources (OER) in their courses." We have drafted our recommendations. COVID put that project on hold.

I'm finding that my librarian and faculty support roles have been merging quite nicely; I think placing this position within the Library has paid off. My research skills have been invaluable when it comes to finding research to share with faculty. I do research before I present workshops and, since COVID, I'm getting more frequent questions from faculty related to planning and teaching their online courses.

Faculty Support

This is the area that I've been slowly building over the past 3 years. Ben Nwachukwu and I collaborate and/or coordinate the workshops that we offer to faculty. Ben teaches the workshops on the technical aspects of using technology; I work with faculty to help them integrate our various technologies into their teaching. Jos' expertise in video production has led to his working with several faculty to help them create professional, good-quality videos. With the shift to online teaching, this has filled a need and has been popular with faculty.

This year, Ben and I, with the CIO and another IT staff member, did an overview for new faculty on the technologies available to them. In addition to the technologies, it also gave us a chance to meet our new faculty, and a chance for new faculty to meet the staff who will be supporting them.

More and more frequently, when we announce our workshops, there are requests for a recording from faculty unable to attend at the scheduled time. In response, we explored ways to record our faculty workshops. Jos' expertise in video production was useful as we tried different methods. These sessions are not as effective when we record face-to-face sessions; both audiences have a compromised experience. We're looking into making our COLT training room into a Zoom room, which should improve that experience.

One of the things I've been doing more frequently is inviting faculty to give presentations on their use of technology in the classroom or, simply, the activities they use with their students. Two of these sessions consisted of "lightening rounds." very brief presentations, usually 10 minutes or less. The sessions were part of Professional Development Day and consisted of 4-5 faculty presenting at each. They were very well-attended.

Communication has become, in my opinion, a critical part of my role. It became even more critical once COVOD-19 resulted in classes moving online. Before COVID, I published several newsletters, using MS Sway to make them more visually engaging. It was hard to find time to compile news—information was coming fast and furiously and was time-sensitive—so I started compiling email and sending them under the subject COLT Updates. I also posted them to our new COLT website. Several faculty have expressed their appreciation of these
communications.

The website had been on my To-Do list for a while, but COVID made it critical: faculty needed one place to find resources, such as the System Office training calendar, their archive of recordings, and, eventually, COLT's recordings archive. I will continue to build this site.

COLT and Collaboration with IT

Ben and I have been increasingly collaborating on faculty workshops. Of course, this was another activity that became more critical with COVID. We determined the topics to cover, taught those most relevant to each of our roles, and held several "drop-in" help sessions over Zoom the second week of the three-week prep time. (Shawn Hedman also helped with the drop-in sessions.) Not many faculty came to these, but with the three of us, we were able to provide good help to those who "dropped in." I think this type of activity is also a sort of "good will builder" in stressful times. I like to think it eases some faculty stress knowing that, if they need help, it's available.

Both Ben and I responded to many faculty calls and email. These continued over the summer as faculty wound-up their spring courses and used the summer to improve them. To avoid having to refer stressed faculty to another person, I answered as many of these as I was able. Those I was unable to answer, I forwarded to TRC and copied the faculty member on the message to make it as easy as possible for

them to get to additional help. It was important for them to know what was happening with their questions, especially since most of them were time sensitive.

Virtual Reality Grant Projects

Going Places (Google Expeditions)

I was scheduled to meet with two classes to start two faculty projects the week after Spring Break. It was an interesting exercise to see if I could come up with a way to use VR with students working remotely, but student access to equipment was always a roadblock. (However, we might consider purchasing some inexpensive Google Cardboard viewers to distribute to students. There is quite a bit of VR available on the web.) We were able to submit orders for VR-related equipment with these funds. This project is wrapping up. There is strong interest among the five schools that are a part of the grant to continue meeting. We have discussed possibly merging with the System Office's VR Community of Practice, which has also suffered because of COVID-19.

Bringing the Farm to the Classroom with Virtual Reality

This Shark Tank–funded grant met a hitch when a bug with the Oculus Go headsets required us to do a factory reset. That normally would not be a problem, but our 360-degree video files were not yet available to us in order to reload them. However, it wasn't an issue, once again, because of COVID and because the Animal Science course for which they were produced does not meet in the spring and summer.

D2L Course Templates

I was very pleased to be part of a System-wide workgroup that developed an extensive template that faculty will be able to use to build their online courses quickly. It includes information on best practices, follows ADA guidelines, and is visually engaging. The more widely it is adopted across Minnesota State, the closer we will be to a student-centered, standardized interface for D2L courses. One of the frequent complaints from students is that it's hard to find the information they need in these courses. And when each has a different structure, it makes it even more difficult. We will roll it out for SMSU faculty in Fall 2020. It will be helpful for faculty who need to build new courses, as well as for faculty looking to improve their courses. Use of the templates is entirely voluntary. This is a significant step to help improve the quality of online courses throughout the Minnesota State System.

COVID-19

I have mentioned the effects of the pandemic and subsequent campus closing throughout this report. It affected every part of my responsibilities with faculty, students, and colleagues.

One additional comment: it was a blessing in disguise. I had been slowly building relationships and exploring programming to help support faculty for three years. As soon as the campus closing was announced, email from administrators, union reps, education-related organizations and more filled our email boxes with all kinds of advice for faculty who needed to move online quickly. I was able to identify key information sources and share them with faculty through email. Shortly afterward, I developed a COLT website so that faculty could go to one place for information related to teaching online.

2019-2020 Interlibrary Loan/Resource Sharing Annual Report
Submitted by Resource Sharing Staff
Conni Stensrud and Maria Kingsbury

Overview

The biggest event to hit SMSU Interlibrary Loan during 2019-2020 was, of course, the Covid-19 pandemic. With the exception of the disruption to all libraries and courier services instigated by the spread of this coronavirus, our operations went fairly smoothly. We are becoming accustomed to using Alma as the primary platform for running interlibrary loan (which we should probably now just refer to as Resource Sharing, since this is the name used by the rest of the consortium) and the interface users encounter when placing interlibrary loan requests in our databases is easy to use. Overall, our total numbers were certainly profoundly affected by the cessation of operations for many libraries during March-June and subsequent protocols related to mitigating virus spread, but I am proud of the way we handled the disruption overall.

We were not able to provide full numbers in last year's annual report because how to run reports hadn't yet been established in Alma, but we have included that data in this year's report.

Although the automated request processes of Alma has changed the way we interact with requests, we continue to encounter oddball requests that demand considerable attention; many of the requests that we receive require a bit of editing and in some instances, follow-up communication with patrons and libraries, additional searching to verify correct or complete citation information or format, and patron education. Consequently, while we may not be the biggest ILL shop in the system, we do attempt to be thorough with every request we receive. We put in the extra mile to make sure that our SMSU patrons and our cooperating libraries receive the best possible service.

Staffing

Interlibrary Loan librarian:	**Maria Kingsbury**
Interlibrary Loan technician:	**Conni Stensrud**
Interlibrary Loan student assistant:	**McKenna** (a returning student that started in August 2018)

In addition to interlibrary loan duties, Conni also creates and updates a lot of the signage in the Library. In the absence of the circulation tech, she serves as the backup for routine day-to-day functions. She also coordinates many social activities and the Library's "Sunshine" fund.

Year in Numbers

LENDING: The tables below show a 3-year trend of the total number of lending requests received and filled, as well as a breakdown of the type of request (book or article).

LENDING REQUESTS – Received/Filled	FY2020	FY2019	FY2018
Total Requests Received	1,362	2,016	2,049
Total Requests Filled	933	1,342	1,441

LENDING REQUESTS- Book vs. Article	FY2020	FY2019	FY2018
Book Requests Filled	831	1,256	1,314
Article Requests Filled	102	86	127

The following table shows the month-by-month breakdown of lending requests for the past 3 fiscal years.

Interlibrary Loan LENDING Statistics

Month	Total Requests Received			Total Requests Filled			Book Requests Filled			Article Requests Filled		
	FY2020	FY2019	FY2018	FY2020	FY2019	FY2018	FY2020	FY2019	FY2018	FY2020	FY2019	FY2018
Jul	180	116	140	103	90	103	97	84	100	6	6	3
Aug	151	184	149	111	131	119	106	126	114	5	5	5
Sept	176	209	178	109	132	131	100	122	123	9	10	8
Oct	201	214	227	153	151	157	127	141	139	26	10	18
Nov	142	191	172	96	116	111	82	106	100	14	10	11
Dec	140	142	106	113	104	83	102	99	72	11	5	11
Jan	140	194	205	104	120	154	90	112	142	14	8	12
Feb	138	208	205	104	120	141	91	112	125	13	8	16
Mar	74	127	182	37	75	127	36	72	111	1	3	16
Apr	9	166	179	3	117	117	0	107	104	3	10	13
May	0	156	149	0	103	95	0	98	89	0	5	6
Jun	11	119	157	0	83	103	0	77	95	0	6	8
Totals	1,362	2,016	2,049	933	1,342	1,441	831	1,256	1,314	102	86	127

BORROWING: The tables below show a 3-year trend of the total number of BORROWING requests received and filled, as well as,a breakdown of the type of request (book or article).

BORROWING REQUESTS – Received/Filled			
	FY2020	FY2019	FY2018
Total Requests Received	976	1,825	2,460
Total Requests Filled	847	1,442	2,007

BORROWING REQUESTS – Book vs. Article			
	FY2020	FY2019	FY2018
Book Requests Filled	445	574	790
Article Requests Filled	421	867	1,217

The following table shows the month-by-month breakdown of borrowing requests for the past 3 fiscal years.

Interlibrary Loan BORROWING Statistics

Month	Total Requests Received			Total Requests Filled			Book Requests Filled			Article Requests Filled		
	FY2020	FY2019	FY2018	FY2020	FY2019	FY2018	FY2020	FY2019	FY2018	FY2020	FY2019	FY2018
Jul	43	119	105	40	97	86	27	52	70	13	45	16
Aug	86	106	122	78	83	95	52	61	66	26	22	29
Sept	192	273	282	166	209	234	79	42	69	93	167	165
Oct	131	299	272	123	220	220	55	60	76	73	160	144
Nov	101	190	227	89	147	173	49	55	51	42	92	122
Dec	71	55	49	58	45	43	33	29	16	25	16	27
Jan	89	155	294	76	108	233	54	61	78	28	47	155
Feb	89	271	310	83	224	258	39	62	58	48	162	200
Mar	84	98	272	66	89	232	21	26	68	42	63	164
Apr	44	124	221	29	107	178	25	57	63	6	50	115
May	3	74	147	4	64	119	0	43	92	3	21	27
Jun	43	61	159	35	49	136	11	26	83	22	22	53
Totals	976	1,825	2,460	847	1,442	2,007	445	574	790	421	867	1,217

Technology & Initiatives

In addition to using Alma (February 2019-current) as our primary platform for processing requests, we also continued our usage of OCLC's WorldShare platform to process a limited number of requests and Article Exchange, another OCLC product, to send and receive many of our article/book chapter requests.

Once again, we exercised the patron-driven acquisition project, taken on in conjunction with librarian Māra Wiggins in 2014, as it proved to be an efficient and effective method of providing library users with books that are difficult to acquire via interlibrary loan.

Anticipating FY2021

We will continue over the course of the next academic year to think about workflows and procedures, and we also anticipate maintaining flexibility as the pandemic affects our personal and global situation. We will review the SMSU Resource Sharing webpage over the course of the year, updating pictures and content. We also continue work on creating a new training and procedures manual.

2019-2020 Reference Annual Report
Submitted by Maria Kingsbury

Overview

I feel as though I should be beginning this report by talking about how the Covid-19 pandemic caused major disruptions to Reference (or Research Help) services at SMSU, and while that is true to a certain extent, the impact of the pandemic was not as great as it could have been. Because of the skill and flexibility of our staff, as well as the infrastructure we already had in place to provide electronic research help to the SMSU community, we were able to maintain a high level of responsiveness to the needs of our patrons.

In addition to the upheaval of Covid-19 marking 2019-2020, the following milestones stand out:
- We welcomed adjunct librarian Erin Conway to help us cover most weekend and some weekday and evening hours.
- Research Help librarians and student assistants engaged in approximately 900 recorded interactions over the past year.
- The AskMN Co-op changed its chat platform from QuestionPoint to LibAnswers.

As in 2018-2019, approximately 20% of our transactions were in the form of Research Consultations, or one-on-one appointments students book with librarians. A majority of Research Help interactions took place on weekdays, with a small handful occurring on weekends, which is also in keeping with data collected in past years.

We will continue to explore our staffing models with consideration of the data we collect concerning their timing, content, and duration.

Staffing and services

Librarians providing reference services included full-time librarians Pam Gladis, Māra Wiggins, Maria Kingsbury, and Kate Borowske and adjunct librarian Erin Conway. Our Research Help Desk Student Assistants this year were Levi Magnuson, Kelly Truedson, Regan Truedson, Megan Thooft, and Jennifer Schulze.

Reference services were provided in-person at the Research Help Desk, on-call, via telephone, via email, and via IM chat with the AskMN Co-op, which used OCLC's QuestionPoint for most of the year, and switched in late spring to SpringShare's LibAnswers.

The Research Help Desk, located on the 3rd floor, followed this staffing model until the lockdown was declared in Minnesota in March 2020, when in-person services were suspended and all Research Help moved to the on-call model:

Sunday	In-person 12pm-7pm
Monday-Tuesday	On-call 10am-12pm; In-person 1pm-7pm
Wednesday	On-call 10am-12pm; In-person 12pm-5pm; On-call 5pm-7pm
Thursday-Friday	On-call 10am-12pm; In-person 12pm-4pm
Saturday	*No Research Help staffing*

During an on-call shift, a librarian monitors the reference phone, email, and chat/SMS services, and respond in-person to any requests for help referred by circulation or interlibrary loan staff.

Research Help Student Assistants staffed the Desk Thursday-Friday between 12pm-4pm, and also during the weekly staff meeting time on Mondays between 1:30pm-2:30pm. During this time, a librarian was also on duty (usually me), but she had the opportunity to use that time for research consultations or other projects that she might not be able to efficiently address were all questions addressed directly to her. Research Help Student Assistants are trained to answer directional questions and simple searching and location questions, and most of all, to make referrals.

In addition to these hours, librarians Pam Gladis, Māra Wiggins, Erin Conway, Kate Borowske, and Maria Kingsbury were available between 12-20 hours a week for one-on-one research consultations. Research consultations differ from reference desk interactions in a number of ways. For instance, research consultations

- require that students make an online appointment, which they may do from a number of places on the SMSU Library website;
- take place in the librarian's office, which provides a less distracting and more private environment than the public reference desk;
- are intended to make effective use of the 20-30 minutes scheduled;
- ask that students provide specific information at the time of making an appointment regarding an assignment or research problem so that the consulting librarian can prepare in advance;
- provide students with a known contact person for follow-up questions.

Students made research consultations using LibCal widgets embedded at various points on the Library's website. Before scheduling an appointment, students fill out a form asking them to identify their topic, sources they have already found, and the kinds of sources that they need.

Verbal feedback from students and professors has been positive, and demand has increased, and so we are attempting to accommodate that shift in desires.

Usage statistics for these services can be found later in this report.

Changes & Projects
Chat Services

After moving from LibraryH3lp to QuestionPoint via the AskMN Cooperative in 2018-2019, another change came this year as the AskMN Cooperative changed its service platform from QuestionPoint to a Springshare product called LibAnswers. I did some training and spent time getting our data re-built in LibAnswers, and the entire migration went smoothly, despite taking place at the height of Covid-related restrictions.

AskMN is coordinated by Minitex based on a cooperative model. In exchange for providing our community 24/7 access to Reference Librarians from across the country who staff these electronic queues every day and at all hours, we contributed a shift on Tuesdays from 4pm-5pm Central Standard Time.

Data Report

Overall, the total number of reference interactions reported was slightly lower than the past couple of years, coming in at 869 compared to last year's 1032; I suspect this has something to do with the disruption caused by the pandemic when SMSU moved to entirely remote learning.

In addition to the diminished foot traffic and shift in the urgency around academic work instigated by the pandemic, the presence of the Technology Resource Center likely continues to mitigate the number of technology-related questions Research Help staff receive (although we continue to have a few questions here and there). It also points toward our shifting service model, in which a student who might have before asked (or not asked) 10 questions of a reference librarian, who may have recorded each question separately, might now ask and have answered all 10 questions in a single research consultation, which is recorded as 1 interaction. In short, I do not believe that the decreased number of interactions recorded indicates a diminished need or desire for research help services, but instead reflects changed material and procedural circumstances.

Methods

Data was collected using a platform called LibAnalytics, using a form first developed in 2014-2015. This instrument provides a place for librarians and student assistants to enter qualitative information about each reference transaction—however informal-- that they undertake. The instrument in its current form can be seen in Appendix B. Because it is web-based, librarians can enter information from anywhere with an internet connection, and the platform also offers the ability to modify submitted entries. I also collected data from QuestionPoint for chat interactions with SMSU students that librarians in the broader cooperative had picked up.

Data Collected

Librarians and student assistants recorded a total of **869** reference interactions from July 1, 2019 until June 30, 2020. I should note here that the actual number of interactions is likely higher, as there are reference transactions that don't get entered for a variety of reasons.

Approximately 50% of the interactions recorded for 2019-2020 were described as relating to research (see Figure 1), and about 17% additional questions were described as relating to databases or catalog, activities frequently entailing research discussion or concerns; this marks an increase in percentage from last year's 9%. Almost 25% of the total interactions recorded were also labeled as "Research Consultations."
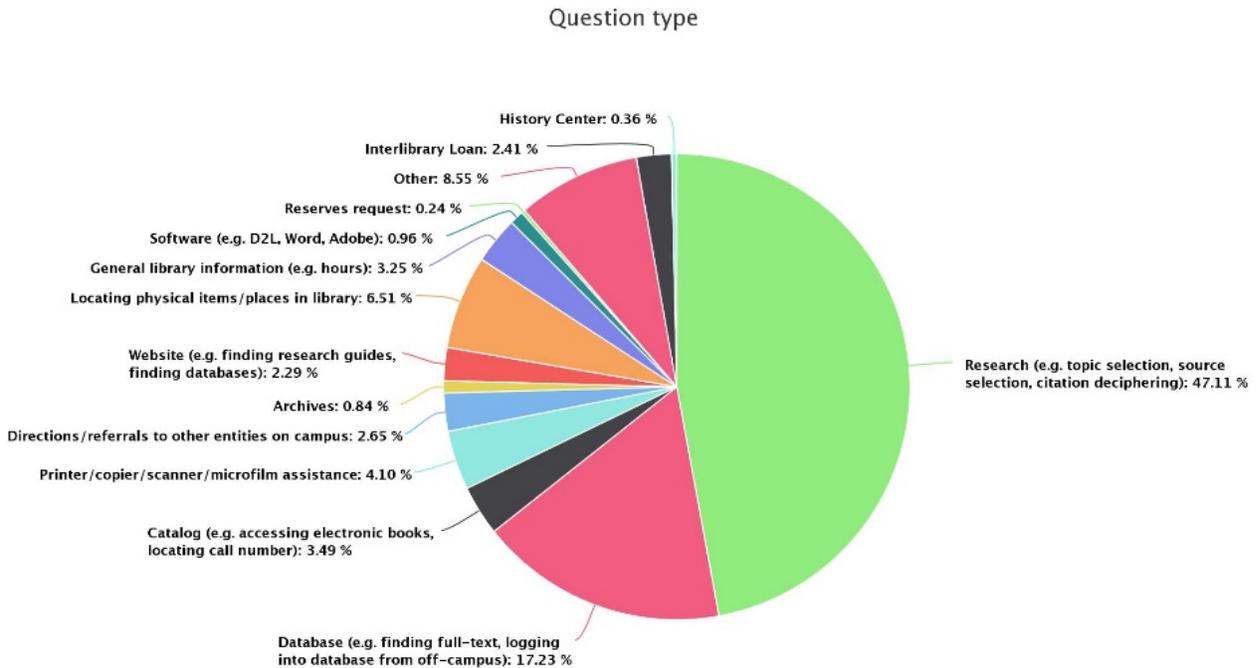
Question type

- History Center: 0.36 %
- Interlibrary Loan: 2.41 %
- Other: 8.55 %
- Reserves request: 0.24 %
- Software (e.g. D2L, Word, Adobe): 0.96 %
- General library information (e.g. hours): 3.25 %
- Locating physical items/places in library: 6.51 %
- Website (e.g. finding research guides, finding databases): 2.29 %
- Archives: 0.84 %
- Directions/referrals to other entities on campus: 2.65 %
- Printer/copier/scanner/microfilm assistance: 4.10 %
- Catalog (e.g. accessing electronic books, locating call number): 3.49 %
- Database (e.g. finding full-text, logging into database from off-campus): 17.23 %
- Research (e.g. topic selection, source selection, citation deciphering): 47.11 %

Figure 1: "Question Type" 2019-2020 (869 entries)

We continue to see a decline in questions related to the "Catalog," from 2 years' ago 8% to last year's 4% to this year's 3.5%. I am hoping this indicates a trend indicating that students are finding the catalog more intuitive to use. Again, that could be because questions related to the catalog are folded into larger discussions around research and/or databases and librarians record them as such.

Figure 2: Where were you? 2019-2020

The Reference Annual Reports from the past 4 years have pointed out that librarians indicated 56-57% of the time in response to the data collection form question "Where were you?" [for the majority of the reference interaction] that they were in their offices. This has remained the case again in 2019-2020 with 59%; looking ahead to 2020-2021 and taking into consideration the global pandemic, I am anticipating that number will fall slightly, although perhaps not, if we begin to rely more heavily on Zoom.
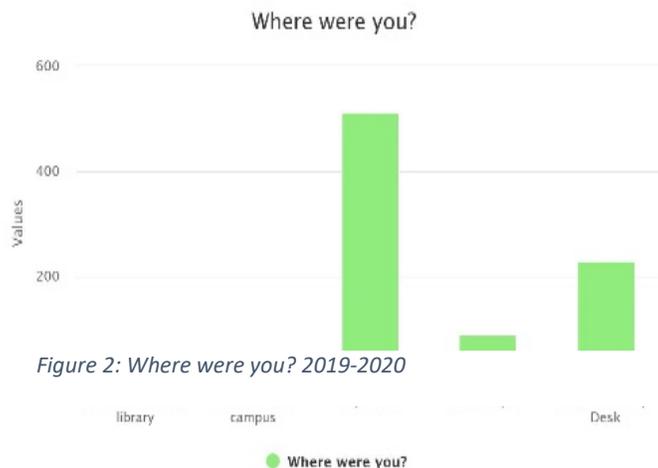
Our number of IM/chat or real-time texting interactions increased slightly, from 2%-3%; from my experience of just the first few weeks of 2020-2021, I'm guessing that number will leap quite a bit due to the placement of chat widgets in our databases, which we did not do in 2019-2020.

Figure 3: Figure 3: Question distribution across months 2019-2020

About 18% of our interactions were via email this year, which marks an increase from last year. This is the same as last year; we reach many of our College Now and 2+2 students this way, as many of them are off-campus and our best way of reaching them is via asynchronous communication.

The demand for reference services follows the ebb and flow of the academic calendar (see Figure 3). As in years past, we saw upticks in September and October, with slight declines toward the end of the semester, and traffic picking up again in February and April.

Figure 4, represented below, also represent trends we've seen in interactions in years past. We see the largest concentration of questions Monday-Wednesday, with drop-offs as the weekend approaches (and holidays are often scheduled).
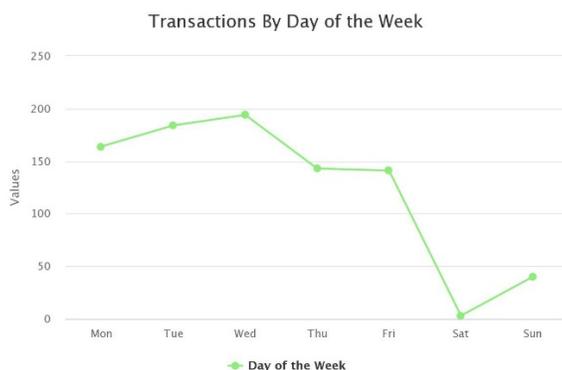

Figure 4: Records by days of the week

Reference in 2020-2021

This past year's collected data suggest that the staffing changes initiated over the past couple of years (choosing to not staff Saturdays, cutting back on the number of evening hours, including well-trained student workers as members of the Research Help team) have been continuing to make sense thus far. It's encouraging to realize that help is still very much in demand from the SMSU community when it comes to research and library tools; librarians and our trained student staff are valuable points of contact for our students and faculty looking for guidance in navigating all kinds of spaces: physical, intellectual, and virtual. I am confident we will be able to continue those services despite the uncertainty we face with an ongoing pandemic.

Other ongoing projects planned for 2020-2021 include:
- A series of instructional videos to be developed by librarians around common procedures and problems using databases;
- Continuing to develop online training for student workers (though we are not planning on employing any Peer Research Assistants this upcoming academic year, at least not at the time of submitting this report);
- Looking for additional ways/places we can reach our students studying from a distance, both for those enrolled in all-online programs, or those who are following Covid quarantining protocols.

I am trying to maintain a stance of flexibility and openness for the coming year. I try to every year, but I have learned over the past few months the value in trying things to see what sticks, and I intend to continue to look for opportunities to try things we haven't done before.

2019-2020 Technical Services Annual Report

Kristi Petersen, Cataloging Technician
Pam Gladis, University Librarian

Staffing

Technicians Kristi Petersen and Peggy Anderson along with librarians Pam Gladis and Māra Wiggins work with Technical Services. Technical services includes cataloging items (print and electronic), running the analytics/reports, providing off-campus access to resources via the proxy server, and managing electronic resources.

There is much cross-over with Acquisitions and Cataloging and Systems work. Kristi, Cataloging Technician, handles the day-to-day cataloging of items and running of reports while Peggy, Acquisitions Technician, assists with paying of bills and processing items.

As we no longer have a full-time cataloging librarian, items that cannot be copy-cataloged are sent to Minitex for original cataloging. This is a pay-by-the-item service Minitex provides. In FY20, we sent 13 titles to Minitex for cataloging at a cost of $322.

Integrated Library System (ILS) Maintenance & Updates

We have been using the new ILS, Alma, for about a year and a half now, and although we have figured out the day-to-day operations, we are still making sense of some of its features. How the back end processes affect the way things display for the patron is always a concern, and the staff at MnPals is very knowledgeable and willing to help us figure out different features if we run into difficulty. We attend training days and work groups, as well as subscribe to email lists, to keep abreast of changes or enhancements in the software.

Pam and Māra pulled a lot of books for weeding this year (6,020 titles), and in May 2020, Kristi started to work with the MnPals staff on a beta project for batch deleting items and bib records in Alma as well as OCLC, which can streamline can the process.

We thoroughly went through the cataloged materials in the Rare and Archives collections this year, and now the only items remaining in the Rare Books collection are those in the Z. L. Begin Collection (2,371 titles). The remainder of items that had been in Rare were moved to Archives, or else into the General Collection, depending on the title and/or author. The number of Minnesota State Documents increased because a series that was housed in Archives but had not been barcoded or cataloged made more sense in the MN Docs collection.

Since the Government Documents are no longer in their own separate collection, we add a local note in each bib record so we can easily pull a list and get a count of how many titles we have in our collection. As of June 30, 2020, there are 1,409 physical titles and 22,061 electronic titles (27,844 portfolios). Kristi is currently working on the backlog of electronic titles from 2017, and she also pulls monthly lists to add new electronic titles of government documents to our catalog.

Kristi helps with several of the electronic subscriptions. Films on Demand adds new videos regularly, so once a month, Kristi imports the new video records into Alma. Likewise, twice a year Films on Demand

sends a list of videos that have been removed from the subscription, so Kristi runs that job, and then checks to make sure the videos that were on the list for deletion were successfully removed from the catalog. Kristi and Māra work together each year to add and remove streaming videos from the Swank subscription. These are manually added and removed from Alma and OCLC. Kanopy is another streaming video service we use, but the only videos we actually catalog are titles that have been viewed several times for a certain amount of time each. As of June 30, 2020, three titles from Kanopy have been cataloged.

After serving as a test consortium for ExLibris, we moved to a new backend functionality called Central Discovery Index (CDI) in February. The move to CDI involved coordinated efforts with PALS to ensure our data was transitioned from the former discovery tool Primo Central to CDI. This move impacts our workflows in activating electronic collections. Clean up and defining processes for this will continue into 2020-21. The maintenance in CDI has direct impact on patrons searching in OneSearch. The CDI allows for access to many open access resources; these need to be evaluated and monitored for both content and local need. ExLibris continues to make adjustments to the CDI as it rolls out to other users and additional functionality is identified. It is difficult to keep up with these changes.

During the university's transition to online classes in March, Pam adjusted the default search in PRIMO to search only online sources. This was designed to help ease frustration for students needing materials while they were off-campus. Interlibrary loan ceased operations at that time. In addition to adjusting the OneSearch default search bar, Pam also made changes within ALMA to cease sending courtesy and overdue notices and adjusted due dates for returning students, staff, and faculty until August 24. For students who were not returning, due dates were extended until the end of May.

As SMSU moved to the system's Office 365 instance, updates were made to improve Advanced Threat Protection. These changes impacted how notices were sent from Alma. Pam worked with the SMSU IT department to troubleshoot and test to ensure notices were able to be sent to and received by library patrons.

CALD Cooperative Collection Management Project

As we continue efforts to refine and focus our print collections to meet the needs of SMSU students and faculty, we are also cognizant of our wider role of providing materials in the state. To that end, in May we joined the Council of Academic Library Directors Cooperative Collection Management Project. This project bore out of a shared print retention pilot that six libraries in the state undertook over the past few years. They established a model libraries can use in an effort to retain the scholarly record in the state. The work for this project will get underway in the 2020-21 academic year; this work will impact workflows in the deselection process.

Strategic Priority 3: Collections & Access

Objective 8: Continue evaluating print and digital collections.
Objective 9: Improve efficiencies and workflows with ALMA (Library System).

Comparison of Number of Items by Collection from July 2019 to July 2020

Collection	Number of Items July 2019	Number of Items July 2020	Difference
General Collection	172,655	165,310	-7,345
Reference	3,201	3,180	-21
Indexes	1,919	1,921	+2
Children's Collection	4,136	4,148	+12
Rare Books	2,730	2,371	-359
University Archives	810	961	+151
Reserves	145	280	+135
Circulation Desk	123	138	+15
Government Docs (Maps)	83	75	-8
Minnesota State Documents	383	505	+122
Periodicals (633 print titles)	87,200	86,592	-608
Microfilm	12,446	12,465	+19
Newspapers	6	6	0
Newspapers (microfilm)	5,731	5,735	+4
Maps	12	12	0
Maps & Atlases	41	41	0
Media Collection	5,033	5,083	+50
Archived Media (Vinyl)	3,474	3,474	0
Archived Media (16mm)	90	90	0
Archived Media (Cassettes)	662	661	1
Archived Media (Filmstrips)	356	6	-350
Archived Media (Sound Filmstrips)	66	66	0
Archived Media (Slides)	347	347	0

OF NOTE

- These numbers do not include electronic formats: Internet, Government Documents Internet, e-Journals, ebooks, Streaming Videos
- A lot of weeding happened in the General Collection this year! 6,020 titles were withdrawn, and in May 2020, we participated in beta testing batch withdrawals with PALS.
- It seems that the number of items in Periodicals from July 2019 is incorrect, as it jumped up by 518 from 2018 to 2019, and jumped back down by 608 from 2019 to 2020.
- Weeding of Archived Media Filmstrips collection left six titles, which are microfilm documentaries. Weeding of Archived Media Cassettes still needs to be completed.
- The majority of the remaining Archived Media Slides are waiting for faculty review for potential withdrawal.

SMSU McFarland Library Strategic Priorities Plan

University Mission: Southwest Minnesota State University prepares students to meet the complex challenges of this century as engaged citizens in their local and global communities. Our comprehensive degree programs, taught in the liberal arts tradition, are dedicated to connecting students' academic and practical professional development experiences in southwestern Minnesota to the wider world.

Library Mission: The McFarland Library promotes the success of the SMSU community by providing access to quality resources, instruction, services, and spaces to support research, teaching, and learning in an inviting, inclusive environment. – Adopted October 2017

Strategic Priority 1: Space & Services
(Aligns with University Strategic Plan, Institutional Capacity & Effectiveness 1.5.2, and Facilities Plan 1.2.2B & 1.2.3A)

Objective 1: Evaluate and propose or implement improvements to the mix of study, technology, group, individual, quiet, and collection spaces in the library.

Objective 2: Continue to offer excellent direct user interactions at service points in the Library.

Objective 3: Continue to develop cross training of Library and Technology Resource Center staff to improve services for students, faculty, and staff.

Strategic Priority 2: Teaching & Learning

Objective 4: Promote and support faculty efforts to incorporate information literacy learning outcomes, library resources, and technology into curricula.

Objective 5: Continue development and assessment of information literacy components in the curriculum.

Objective 6: Revise our Information Literacy Rubric to align with the ACRL Framework for Information Literacy.

Strategic Priority 3: Collections & Access

Objective 7: Improve the usability of the Library's virtual presence.

Objective 8: Continue evaluating print and digital collections.

Objective 9: Improve efficiencies and workflows with ALMA (Library System).

Objective 10: Continue expanding and marketing the University Print and Digital Archives collections.

Strategic Priority 4: Scholarship & Outreach

Objective 11: Support Open Educational Resource (OER) development at SMSU.

Objective 12: Continue to engage in the Undergraduate Research Conference.

Objective 13: Collaborate with libraries, educational institutions, or campus departments to meet student needs, promote scholarship, or raise awareness.

Initiated AY 2017-18
Updated AY 2019-20