

Southwest Minnesota State University  
McFarland Library

**Annual Report for  
Academic Year 2016-17**



Pam Gladis, University Librarian

Maria Kingsbury, Reference/Interlibrary Loan Librarian

Māra Wiggins, Collection Management/E-Resources Librarian

Chelsea Wyman, Instruction/Reference Librarian

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# Section I: Departmental Information

Pam Gladis, University Librarian

## Mission

*The McFarland Library is committed to supporting the University's academic mission, serving the SMSU community through efficient access to quality library services, relevant collections, research guidance, and information literacy training. -- Adopted May 2010*

## Staffing

### Librarians

#### **Pam Gladis, University Librarian (Department Chair/Instruction and Web Services)**

Pam has worked at the library since 2012 (additionally here 1999-2001). She is currently serving as Department Chair (2015-2018) and also provides Research Help, conducts library instruction, manages University Archives and the library's website.

#### **Maria Kingsbury, Interlibrary Loan and Reference Coordinator**

Maria has worked at the library since 2007. Her main areas of responsibility are managing the Reference collection and Research Help Desk and overseeing Interlibrary Loan. She also provides library instruction and Research Help.

#### **Māra Wiggins, Collection Management/E-Resources Librarian**

Māra has been in her position since 2013. She served as an adjunct librarian for 11 years prior to that. She handles collection development (print and electronic), provides Research Help, and conducts library instruction.

#### **Chelsea Wyman, Instruction/Reference Librarian**

Chelsea joined us in FY16 as a half-time librarian, but was able to serve in a full-time fixed term capacity in FY17 due to a failed search for an Instructional Design Librarian. She focuses primarily on instruction and reference.

### Adjunct Librarians

#### **Shelly Grace**

Shelly serves as the Executive Director of SAMMIE, a multi-type library support service, housed in the McFarland Library. In exchange for rent, she staffs the Research Help Desk an afternoon each week during the academic year.

#### **JoAnn Robasse**

JoAnn has been with the University for 23 years. She serves in a .40 adjunct position. In addition to staffing the Research Help Desk, JoAnn serves as our Government Documents Librarian.

#### **Rachel Shermock**

Rachel joined us this year and served in a .25 adjunct librarian position. She worked at the Research Help Desk and assisted with an Archives project.

## Library Technicians

### **Peggy Anderson, Acquisitions/Government Resources Technician (100% time)**

Peggy has worked in the library since 2003 and splits time between Acquisitions and Government Resources along with doing a number of other tasks such as sorting mail, scanning for the Digital Archives, and helping with book displays and library events.

### **Kristi Peterson, Cataloging Technician (100% time)**

Kristi has worked in her position since 1999 after starting as a student worker at SMSU. She is responsible for cataloging print and electronic materials, record clean-up, and does significant work with scanning for the Digital Archives and book displays.

### **Conni Stensrud, Interlibrary Loan Technician (100% time)**

Conni has worked in the library since 1999. Her work in Interlibrary Loan (ILL) includes supervising the ILL student worker, filling both lending and borrowing requests, and providing customer service. She often takes the lead on signage and coordinating library activities.

### **Liz Fladhammer, Circulation Technician (83% time)**

Liz joined the library in February 2017 after the resignation of Josh Thoreson in December 2016. Liz's primary role is supervising our library student workers. She also handles circulation issues such as fines and reserves and leads our inventory projects.

## 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. Twenty students were employed by the library. Additional details about their work are included in the respective service areas of this report.

## Budget

The budget held steady with \$140,000 for library acquisitions and \$29,302 available for operations. We continue to be supplemented by generous foundation funds, specifically McFarland Funds, Fuhr Funds, and Mann Funds. Due to a late in the fiscal year cancellation of a database, adjustment in print subscriptions, and careful use of the operating budget we were fortunate to have enough money to carryover to pay for our Discovery service in FY17.

## 2016-17 Summary

As is apparent throughout this report, significant changes are occurring within the library – with collections, with staffing, with space. These changes are being made based on trends in the library field, patterns we've observed at SMSU, and data we've collected over time.

## Staffing Updates

After a failed search in 2015-16 for our newly created Instructional Design Librarian we were fortunate to be able to retain Chelsea Wyman on for a full-time fixed-term position. This allowed us to maintain a high amount of instruction and Research Help services. We got an early jump on posting the Instructional Design position this fall, and after a national search that allowed us to bring four quality candidates to campus, we hired Kate Borowske, a Hamline University Librarian. She will be joining us Fall 2017.

Our Circulation Supervisor, Josh Thoreson, resigned in December as his family moved closer to their families in Southeastern Minnesota. This vacancy allowed us the opportunity to reconsider that position and our needs. One

concern the library faculty and staff have shared is having student works alone for extended periods, particularly in the evenings. We took the opportunity to extend the circulation supervisor position's hours to be here until closing, so that we had very few hours where there was little adult supervision in the library. After having in this place for the final three months of the academic year, we observed this schedule caused some hardships with student supervision during the day, so it was determined this wasn't a good long-term situation.

After reviewing library use audit statistics and research help statistics, we decided to explore having a dedicated evening and Saturday staff person. This required forgoing our .25 adjunct position, having a library technician volunteer for cost savings through Voluntary Leave, and IT contributing dollars from their student help budget. This position was hired during Summer 2017 and will begin duties this fall. We will assess the value of this position after this upcoming academic year.

## Building Updates

As we began our weeding projects in 2015-16, we could start to see pockets of the library that could be reconfigured to more student-centered space if we were able to move and/or reduce collection size. Slowly, but surely, we were able to make this happen. We had a goal to create some "huddle spaces" – places where students could meet as a group in a technological-enabled space. We also wanted to provide some alternative study spaces than what we have now. Both of these ideas germinated after I was able to visit both the Winona State University and Minnesota State University, Mankato, campuses as part of the Academic Technology Workgroup this fall. Members of the IT Team and some faculty were part of this group to develop both long- and short-term plans for academic technology at the university.

The library was one of the areas that was deemed viable for adjustments in the short-term; partly due to the fact that we were already trying to open up some spaces, and partly due to the fact that we had already begun collaborating with IT on space. With the encouragement and support of Dan Baun, CIO, and Shawn Hedman, Academic IT Director, we pursued requesting technology fee dollars to support the purchase of individual study carrels that were technology-enabled. With additional monies from IT and the Library's revenue budget, we were able to purchase six units that will be installed on the Library's main floor by Fall 2017.

The other space we focused on was on the 5<sup>th</sup> floor. This room has held the "Archived Media" since the library's remodel in 2005. The materials in this room get very limited use, but take up a large footprint. Some items (such as filmloops) requires special equipment to view them and we no longer have that equipment. A targeted weeding project was done this summer and what remained of that collection was able to moved to another location in the library. This freed up a large portion of the space in the Archived Media room. The remainder of the items in the room were carryover from when Institutional Research and Grants office was housed in that area. When they departed, they left materials to be considered for the University Archives, so those materials were moved to the University Archives area.

Our initial idea for this room is to have it serve as both a small teaching lab (there will be 4 computers in the space and room for people to bring laptops) and a room for students to study when it is not being used for other purposes. We will be observing this room's usage this year to gauge further uses and configurations. We are excited to be opening up another space in the library that will be able to be utilized by students. We are conscious of the nearly 18% increase in traffic in the library this year, and want to make sure the space is meeting student needs.

It has been a true team effort to accomplish all these physical changes this year, and by team I mean the entire library staff, the IT staff, and the physical plant, and general maintenance workers. Everyone played a role in moving this vision of our student-focused vs. collection-focused library forward.

After observing people waiting to get into the library prior to our typical 8:00am opening, we also adjusted our hours this year to open at 7:30a.m. Monday-Friday. While some on staff were concerned about student help being able to get there by that time, that turned out to be an unfounded concern as student help was timely. Students were appreciative of the earlier opening time. Our library use audits and informal conversations with students regarding Friday hours are leading to a change for 2017-18 as we will be open until 6:00pm instead of 5:00.

## Section II: Current Year Activities

This section is divided into the main functional areas of the library. Individuals write the reports, but it should be noted that much of our work is collaborative and impacted by others in the department. For example, Chelsea Wyman drafted the Instruction report, but all librarians provide instruction; Maria Kingsbury wrote the Reference report, but all librarians staff the Research Help desk.

The interweaving of work is also apparent in the space changes that were made this year. Everyone had some role in collection evaluation, and all have chipped in with ideas for furniture and collection layouts in the library. This year's work builds on what was started last year with moving the Technology Resource Center into the library and the office-shifting that happened with that change.

### Acquisitions/Serials FY17

Māra Wiggins, Collection Development/E-Resources Librarian

#### Acquisitions Budget

**McFarland Library Acquisitions: \$140,000.** The McFarland Library acquisitions budget remained static from FY16 to FY17. We have many ongoing subscriptions for both databases and journal titles, making up the largest part of the budget at \$122,400.69. The budget is carefully and conservatively managed, and I show in our internal budget (ALEPH) that we had \$294.61 remaining of the \$140,000 acquisitions budget (see FY17 Budget Summary in FY17 Appendices). Gift accounts and the Nursing budget add an additional \$54,963.60.

#### Collection Development focus areas:

**Ebooks:** Nearly 60 ebooks, individual title purchases with perpetual access, were purchased in areas covering nursing, marketing, health, science, criminal justice, as well as current topics like border walls and climate change. A subscription to an ebook package with over 500 nursing titles was also added in January, after assessing the price/content/usage of a smaller package we'd subscribed to for the prior year. Before these additions, our most current ebooks were copyright 2007, so this was a prime area to update.

**Streaming:** Streaming video was new for SMSU as of last year. It 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: New Day Films hosts four documentary films; Swank hosts twenty-six Hollywood films (all films have been requested by faculty who are using the films for classes); new platform Docuseek currently provides one documentary; Films on Demand is contains the largest content with 25,937 titles and 258,909 segments across 25 subject areas. Streaming video continues to grow in demand, with titles added almost monthly to Films on Demand (no added charges), as well as increased faculty requests for additions to Swank title list.

**Books/Media:** A total of \$11,270.48 was spent for faculty/student requests for books and media. This total typically runs approximately \$4,000—this increase from last FY was possible due to the cancellation of one database and the renegotiation in pricing on another in the fall of 2016. Savings from the cancellation/renegotiation were actually held in reserve for an anticipated increase to the Science Direct database that was under renegotiation by Minitex throughout fall semester. We estimated the increase to possibly go as high as \$10,000; when the increase was \$5,000 we were able to expend the remainder in this area. VHS are methodically replaced with DVD format.

## Department Budgets

**Nursing: \$5,000.** Purchases include a continued subscription to CINAHL Complete (database). After assessing cost/usage in the Credo Nursing and Allied Health collection (27 ebooks, \$1,026), I recommended cancellation having found the EBSCO ebook Nursing Collection as a possible replacement. After consultation with Nursing Program faculty Laurie Johansen and Nancyruth Leibold, access to this ebook collection of over 500 titles was purchased for a prorated amount of \$345. This budget line is held within the Nursing department, but reserved for library purchases. We are entering the fifth year of accessing this fund, and have been told that it will close at the end of the next FY. 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 \$2,088. 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.

**Ag Ed: \$0.** A grant for \$7,500 was awarded in FY15 and expended in FY16, paying for the AG database ACSESS (The Alliance of Crop, Soil, and Environmental Science Societies). Remaining funds went toward the purchase of the database Communications and Mass Media Complete (CMMC). CMMC was budgeted out of acquisitions for FY17, but ACSESS needed funding for continuation. Agriculture Program Chairperson Gerry Toland wrote a grant, but was not awarded. I renegotiated pricing, expected to be \$6,500, to the community college tier pricing of \$2,500, and received permission to use McFarland funds to pay for the upcoming year, but will need another funding source to continue with ACSESS, which is the primary database used by universities that have agriculture majors.

## Gift Funds

The McFarland funds are a group of gift funds, donated by the Pat McFarland family, that are designated to be spent on 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. I work with faculty to coordinate purchases for books, media, and databases. The following information details McFarland fund income and expenditures. Specific purchases are detailed in Appendix.

**McFarland Science: \$22,250.00.** Science programs continued with commitment to pay one-half the cost for Science Direct, \$12,634.25. They contributed \$1,000 toward Reference purchases, then evenly divided the remaining money between the Biology, Chemistry, and Physics programs. After department requests, the remainder (\$3,500) was spent on ebooks.

**McFarland Business: \$22,250.00.** Business programs continued with commitment to pay one-fourth the cost for Science Direct, \$6,317.12. They contributed \$1,000 toward Reference purchases. In past years they evenly divided the remaining money between the Accounting, Finance, Management, and Marketing programs; in FY17 the programs were realigned as Accounting-Finance (AF) and Management-Marketing (ManMar), so the funds

were split evenly between two programs instead of four. This new division increased the flexibility for funding databases in programs that have considerable overlap in research needs. Databases funded were AdForum (ManMar), Communication and Mass Media Complete (ManMar), Value Line (AF), Morningstar (AF), Communication and Mass Media Complete, with ebooks rounding out the purchases for these funds.

**Walter Mann funds: \$1,325.00.** 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: \$4138.60.** 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); FY17 funds went towards payment of the new Research Help Desk.

**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 could not offer the databases and journal subscriptions we currently hold without the gift funds and Minitex subsidies we are currently receiving.

## Collection Management

Collection management covers several aspects of maintaining the library's various collections: gathering and evaluating statistical information pertaining to usage; determining affordability in pricing of print and electronic items; assessing physical issues such as item format (i.e. VHS/DVD/Streaming), space requirements (shifting and accessibility), and floor plans (study spaces and furniture and how to best integrate within the collections). The intertwining of these aspects lead to decisions for purchases and for weeding. Each collection (print, media, databases, reference, journals, government documents, children's, etc.) requires constant evaluation of materials. We can no longer keep something just because we've always had it. For example, we are shifting from purchasing what in past years were considered staples--almanacs and general encyclopedia sets--knowing now that the information is readily and reliably available online.

A shift in this thinking has us focus on what, and how, students research information. For example, we order fewer print journals every year, and monitoring the usage statistics is one means of assessment. By shifting our purchasing to databases, we increase access to off-campus students, allow students access after library hours, and cater to their preference in searching online. It also marries with our constant budget monitoring, as we are able to 'get more' from a database per dollar spent than we get with purchasing single print titles--and electronic items do double-duty by saving us shelf space, allowing us to create more student study or huddle spaces.

As we evaluate collections like government documents--adding online links to the catalog, evaluating individual items for retention or withdrawal, and moving print materials to the applicable Library of Congress section in the circulating collection--has us adding shifting to our workload. We need to shift books to fit in newer items, and in doing so, have made the decision to lower our shelving from seven shelves high to a much more accessible six shelves high. Much of the shifting on both fourth and second floors are done while also taking the accommodation of study spaces into account. We are working to make the library a vital and inviting place for students to come to do individual research or work on group projects.

This year's significant changes in databases include:

#### Cancellations:

- Ethnic News Watch (\$6055.00) was cancelled due to low usage
- Proquest Statistical Abstracts (\$567.00) was cancelled due to low usage and the addition of Statista
- Credo Nursing and Allied Health ebooks (\$1026.00) was cancelled due to low usage; an alternative eBook package was found that aligns better with our Nursing curriculum

#### Additions:

- Docuseek
- EBSCO ebooks

#### Price Negotiations:

I renegotiated pricing for Psychology Journals from \$9,515.00 to \$6,500; ACSESS from \$6,500 to \$2,500.

Also renegotiated this year was the ScienceDirect contract, a major project that spanned most of fall semester. This is a five-year contract for our most topically diverse ('Science' Direct is a misnomer) and most expensive database, with acquisitions paying \$6,317.12, McFarland Business paying \$6,317.12, McFarland Science paying \$12,634.75, and Minitex providing a \$20,000 subsidy in FY17.

This renegotiation process was complicated: I was given a list of over 2100 possible individual title selections and told to pick up to \$100,000 that would be combined with eleven other libraries and the lists de-duped. The process was then botched as incorrect numbers provided by Minitex had participants completing compiled lists then told to add an additional \$45,000 in titles (all rushing to meet the deadline). It was complicated by being run by both Minitex and Science Direct; I had to compile different title lists (with a separate \$7,600 in e/print directly to Science Direct in order to be eligible for the database subscription). I enlisted the help of Pam Gladis (as this time-consuming project was initiated in mid-September with a December deadline) to help rationalize title choices, determine the odds of other libraries requesting same titles (which would be de-duped, shortening our list), and prioritize our signature programs. Beginning by bouncing title lists based on straight usage and turn-aways off of Pam, we followed by combing through the offerings and were able to recalculate and form a title list that is tailored more to specific SMSU programs (Culinology, Hospitality, Supply Chain Management, Chemistry, Education, Sociology) in order to reduce the number of de-duped titles on our end. As an aside: I'm very pleased with the results: fifty-one of our selected electronic titles went into the database as submitted and accepted, and eight title e/print title list are secured for another five years. On the down-side—the database increased by \$5,000, and is projected to increase by \$2,000 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 four years I've been in this position.

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.

#### Usage Statistics

Summon Discovery, branded One Search, is the default search on the McFarland Library homepage. Usage statistics are reported by COUNTER standards—a standardized reporting system for online journals and databases. Most databases report in the newly updated COUNTER 4 standards, with the DB1 report or JR1 used to count searches/sessions in databases or journals.

Several databases generally stayed even for usage, though a few were down from FY16: SportDiscus down to 8,668 from 10,967; Education Research Complete down to 14,760 from 16,256; CMMC down to 8,443 from

10,173. Other databases increased in usage: Opposing Viewpoints up to 13,078 from 10,620; Psychology Journals up to 11,800 from 6,573; Statista up to 8,639 from 5,697. Contributing factors to changing usage statistics are educated guesses, but could be attributed to the addition or cancellation of databases causing students to search for information in other databases; faculty sabbaticals; courses offered every other year; research consultations directing students to the appropriate database more directly than students trying several databases before locating information needed.

See appendices [Databases per Budget and Statistics](#) and [Database Free-ELM](#) for list of current databases, pricing, and usage statistics.

## 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 \$34,540.01. Print journal titles cancelled:

- [American Organist](#) (\$79.00)
- [Audubon](#) (\$38.00)
- [Management Science](#) (\$1,115.00 McF Management funds)
- [Organization Science](#) (\$569.00 McF Management funds)
- [Value Line](#) (print) (\$950 McF Finance funds)

Decisions were made to cancel the following titles during the Science Direct contract renegotiation. For FY17, the cancellations affected collection development; in FY18, the monetary savings will affect the budget.

- [Animal Behavior](#) (\$1,550.00)
- [Business Horizons](#) (\$552.00)
- [Cognitive Development](#) (\$628.00)
- [Orbis](#) (\$626.00)

Print journals: I am the lead in our evaluation of the print journal collection, located on McFarland Library's main floor. We continue working through this project by utilizing a shared spreadsheet on OneDrive, detailing information about our collection: alphabetical title listings with measured physical space, and print, microfilm, online, and MnSCU holdings. There are 1333 titles listed in the document, comprising our entire print title collection. We evaluated 200 titles last year. This year, we increased the number of titles we evaluated from 25 to 30 biweekly, and by the end of the semester we evaluated our 741st title. Library technician Peggy Anderson processes titles to be weeded, sending out title lists to consortium libraries and sending individual items to requesting libraries before recycling. This is a two-week timed process, and Peggy methodically pulls titles, processes (with library technician Kristi Peterson withdrawing items from the catalog), and then physically removes items from the shelf. She is also responsible for shifting. We've been able to decrease overlap with print and online availability, and have moved one range out of the journal area and cleared three more, freeing up 759 linear feet of shelf space. This new floor space gained has given us places to put tables at which students can work together or study. Peggy and Kristi have continued to process the weeded titles through the summer, and Peggy was able to complete shifting in the journals collection to allow three ranges to be removed.

As Government Documents are evaluated and moved into the circulating collection, the following titles are being moved to the journal collection on second floor:

- [Army History](#)
- [Library of Congress Magazine](#)
- [Reports of U.S. Tax Court](#)
- [U.S. Tax Court \(Monthly\)](#)

## Books and Media

\$11,270.48 was used to purchase for book and media collection development, or requests from departments/students. Purchases are made on a 'first-come, first-served' basis, with 310 books (up from 240) and 296 media—mostly DVD's—(up from 44 items) added in FY17. We have a book budget which are 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 a 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. Items purchased through PDA-ILL are reported in the field literature to circulate at a much higher rate than librarian/faculty initiated requests. In FY15 we began this purchasing strategy. We purchased 18 items and spent nearly \$500 that we allotted to this budget line; in FY16 we ordered 84 items and spent \$1,900, with most being initiated or solicited during Research consultations. In FY17 we found requests to be down, ordering 40 items and spending \$871.48.

Programs with dedicated gift funds have their requests debited from the gift fund and not the unassigned fund. When a requested item is cataloged and available, I email the requesting student, staff, or faculty member to let them know the item is in and is available for check out.

## Archived Media

Archived Media is a collection of 8mm and 16mm films, filmstrips, vinyl records, kits, slides, cassettes, and filmloops housed in a corner of McFarland Library's fifth floor—actually a long corridor-type room that led to a staff area. Last spring, Pam coordinated with CIO Dan Baun and IT Director Shawn Hedman and while brainstorming ideas for continued shared spaces (library and IT), decided to remake the back corridor/room that houses the archived media into an open study space that can also be used as a training area. In order to accommodate this idea, the archived media needed to be moved. Pam and I combed through individual titles in the Archived Media, and were able to weed the titles to a small enough collection to move and be housed in the (library) technical services workroom. As with other weeded items, technicians processed by sending out title lists to consortium members, filled any requests for items, and withdrew item records from the catalog.

## E-books

McFarland library's e-books are through EBSCOhost; FY17 usage was 8,336 searches. 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 1002 for FY17. An FY13 perpetual access purchase of RKMA titles (this is a market research publisher) are linked in our catalog. To increase visibility of these nine titles, as topically appropriate, they are linked to Topic Research Guides.

## Donations

McFarland Library is the fortunate recipient of many donations and gifts, primarily from faculty. Retiring faculty donated an amazing amount of books, with both Jim Huble (English) and Donna Nieckula (Social Work) donating hundreds of titles. Emeritus Professor Jim Zarzana (English) continues to donate books and media as he sorts his collections. During FY17 we accessioned 101 books and 18 media from donations.

The following journals are also donated by faculty and staff:

- 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)



# FY17-FY16-FY15 Acquisition Budget Summaries

## 212002 Acquisition Budget Expenditures

<b>Summary FY17</b>				
Renewable cost items:			monographs:	
Rate Adjustments	\$ 1,330.56			
Abstracts/indexes	\$ 180.54		Books	\$ 7,435.91
Newspapers	\$ 11,967.66		PDA/ILL	\$ 871.48
Serials	\$ 31,223.47		Media	\$ 3,834.97
Web Resources	\$ 65,162.20		total	\$ 12,142.36
Microfilm	\$ 1,243.26			
Streaming	\$ 11,293.00		reference	\$ 5,042.34
total	\$ 122,400.69			
			ILL	\$ 120.00
total expended	\$ 139,705.39			
<b>Summary FY16</b>				
Renewable cost items:			monographs:	
Rate Adjustments	\$ 1,271.81			
Abstracts/indexes	\$ 159.29		Books	\$ 1,757.21
Newspapers	\$ 11,269.20		PDA/ILL	\$ 1,942.42
Serials	\$ 31,196.86		Media	\$ 775.75
Web Resources	\$ 72,122.00		total	\$ 4,475.38
Microfilm	\$ 1,094.81			
Streaming	\$ 2,848.00		reference	\$ 3,187.23
total	\$ 119,961.97			
			ILL	\$ 245.00
total expended	\$ 137,699.58		carryforward	\$ 9,830.00
<b>Summary FY15</b>				
Renewable cost items:			monographs:	
Rate Adjustments	\$ 1,341.84			
Abstracts/indexes	\$ 1,652.32		books	\$ 7,579.00
Newspapers	\$ 10,549.81		PDA/ILL	\$ 526.96
Serials	\$ 32,619.50		Media	\$ 1,648.12
Web Resources	\$ 70,122.39		total	\$ 9,754.08
Microfilm	\$ 1,174.87			
total	\$ 117,460.73		reference	\$12,665.27
total expended	\$ 139,880.08			

# Funds Available FY17-FY16-FY15

Available Budget	FY17	FY16	FY15
<b>212002: Acq Budget</b>	\$140,000.00	\$140,000.00	\$142,000.00
donation from Hist/Soc/JUAD		\$200.00	
<b>total:</b>	<b>\$140,000.00</b>	<b>\$140,200.00</b>	<b>\$142,000.00</b>
<b>Additional/Gift accounts</b>			
<b>Nursing</b>	<b>\$5,000.00</b>	<b>\$5,000.00</b>	<b>\$5,000.00</b>
<b>AG Ed grant</b>	<b>\$0.00</b>	<b>\$2,085.00</b>	<b>\$5,415.00</b>
<b>McFarland Business</b>			
Accounting/Finance	\$7,466.44		
Accounting		\$3,756.40	\$3,032.88
Finance		\$3,756.40	\$3,032.88
Management/Marketing	\$7,466.44		
Management		\$3,756.40	\$3,032.88
Marketing		\$3,756.40	\$3,032.88
Reference	\$1,000.00	\$1,000.00	\$2,000.00
Science Direct	\$6,317.12	\$5,099.40	\$4,618.48
<b>total:</b>	<b>\$22,250.00</b>	<b>\$21,125.00</b>	<b>\$18,750.00</b>
<b>McFarland Science</b>			
Biology	\$2,871.92	\$3,308.73	\$2,505.04
Chemistry	\$2,871.91	\$3,308.73	\$2,504.00
Physics	\$2,871.92	\$3,308.73	\$2,504.00
Reference	\$1,000.00	\$1,000.00	\$2,000.00
Science Direct	\$12,634.25	\$10,198.81	\$9,236.96
<b>total:</b>	<b>\$22,250.00</b>	<b>\$21,125.00</b>	<b>\$18,750.00</b>
<b>Mann</b>			
Philosophy	\$662.50	\$668.75	\$800.00
Poetry	\$662.50	\$668.75	\$800.00
<b>total:</b>	<b>\$1,325.00</b>	<b>\$1,337.50</b>	<b>\$1,600.00</b>
<b>Fuhr</b>	<b>\$4,138.60</b>	<b>\$4,717.39</b>	<b>\$4,525.00</b>
<b>Total available funds:</b>	<b>\$194,963.60</b>	<b>\$193,504.89</b>	<b>\$190,625.00</b>

## Databases Free - ELM - Usage

	<b>FY17</b>	<b>FY16</b>	<b>FY15</b>
<b>free or part of ELM resources</b>	<b>searches</b>	<b>searches</b>	<b>searches</b>
<b>EBSCO Databases</b>			
Academic Search Premier	55,305	51,317	56,694
Alt Health Watch	6,798	7,946	9,907
Business Source Premier	10,595	12,536	14,727
Consumer Health Complete	499	649	429
Consumer Health Complete EBSCOhost	6,349	7,351	8,812
EBSCO e-books	8,336	10,183	10,385
EBSCO MegaFILE	11,610	13,514	17,213
ERIC	11,618	13,293	13,616
European Views of the Americas: 1493 to 1750	6,064	6,912	7,943
Funk & Wagnalls New World Ency./EBSCO	6,092	6,936	8,030
GreenFILE	8,875	10,320	11,115
Health Source-Consumer Edition	7,582	8,820	10,016
Health Source-Nursing/Academic	8,323	9,352	10,156
Library, Info Sci & Tech Abstracts	6,413	7,418	8,612
MAS Ultra-School Edition	6,152	7,124	8,203
MasterFILE Premier	7,136	7,970	9,565
Middle Search Plus	6,143	7,100	8,151
Points of View Reference Center	12,764	15,922	17,941
Primary Search	6,462	7,430	8,618
Professional Development Collection	6,637	7,805	8,508
Regional Business News	6,601	7,298	8,585
Science Reference Center	6,393	7,489	8,594
Teacher Reference Center	7,495	8,680	9,063
<b>EBSCO Totals</b>	<b>220,242</b>	<b>243,365</b>	<b>274,883</b>
<b>Gale Group Databases</b>			
Discovery Collection	N/A	31	321
Educator's Reference Complete	3,249	2,500	3,752
Expanded Academic ASAP	3,409	2,435	7,455
General Science Collection	1,327	768	1,082
Informe	382	299	319
Junior Edition	N/A	6	263
Kids InfoBits	167	167	32
Professional Collection	699	638	944
Student Edition	369	317	287
Student Resources in Context	313	419	277
<b>Gale Group Totals</b>	<b>9,915</b>	<b>7,580</b>	<b>14,732</b>
<b>ProQuest Databases</b>			
Dissertations & Theses - SMSU	7,875	7,156	8,256
Newsstand	10,305	9,835	11,647
<b>ProQuest Totals</b>	<b>18,180</b>	<b>16,991</b>	<b>19,903</b>
<b>Total searches - free/ELM Resources</b>	<b>248,337</b>	<b>267,936</b>	<b>309,518</b>

# 2016-17 Archives Annual Report

Pam Gladis, University Librarian

## Striegel Archives (print collection)

Work in the physical archives was minimal again this year due to limited time and staffing. New materials were accepted from Dr. Dave Pichaske, Dr. Mary Ellen Daniloff-Merrill, the Marketing & Communications department, and former faculty member Jean Replinger. During the summer of 2017, the archivist at Jamestown College contacted me about sending us a few boxes of Alec Bond's (an early SMSC English professor) items. I enlisted the help of adjunct librarian Rachel Shermock to catalog the items donated by Phil Dacey's family at the end of 2016.

## SMSU Digital Archives

The Digital Archives continues to grow. With the university's migration to a new web platform, I was approached by Joe Zimmerman, SMSU webmaster, about ideas for archiving the Campus News information that was hosted on the university website. As they were looking to transition to a new platform, that information was not expected to be retained on the new site. I worked with the PALS office to create the metadata and the process to get the information to them for batch-loading. The project allowed us to both beef up the digital archive with content and to retain important campus information that may have been lost through website conversion.

I worked with Stu Galstad, Electronic Media Technician, on digitizing 5-inch and 7-inch reels of materials in archives into MP3 format. The bulk of what we have converted is 46 episodes of a radio show (*Southwestern Symposium*) that chronicles the development and first few years of the college. During summer 2017 I worked with the PALS office to establish the necessary metadata forms and collections to house the MP3 files and written transcripts of these radio programs. I am also in the process of adding the Academic Catalogs to the Digital Archives. The Communications and Marketing Department continues to support the Digital Archives by creating icons for each collection and including links back to the Digital Archives collection in relevant social media communication. This is key for awareness of the collection; the upcoming 50<sup>th</sup> celebration is providing additional opportunities to showcase items in the Digital Archives.

Conversations with Dr. Jeff Bell, Assessment Coordinator, Dan Baun, CIO, and Alan Matzner, Institutional Research Director, lead to the decision to utilize the digital archives repository to host HLC accreditation and assessment materials. This project will begin in 2017-18.

## Funding

As we were able to secure a reduced cost 3-year license in 2016, we are ensured access through May 31, 2019. Long-term funding solutions for the digital archives continue to need to be addressed.

# 2016-17 Circulation Annual Report

Liz Fladhammer, Circulation Technician  
Pam Gladis, University Librarian

## Circulation Staffing

### Library Technician

We had a change in staffing this year as former circulation library technician Josh Thoreson resigned in December as his family moved out of the region. Through the internal bidding process, we were able to hire Liz Fladhammer who had been working in the SMSU Admissions department. Liz started mid-semester (February 13), and quickly jumped into cleaning up overdues and billing, and worked to get Courtesy Notices and the inventory process running.

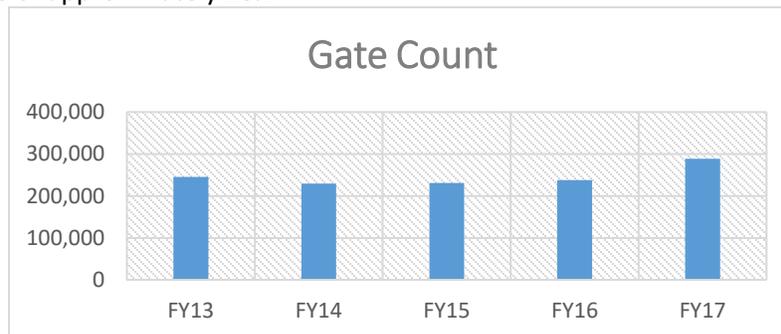
### Student Workers

The library employed 20 student workers in 2016-17, and the majority of student employees utilized work-study funds. The library spent \$29,000 in work-study dollars in FY17. The library's operations budget expended an additional \$2650.51 for additional coverage by students who did not have a work-study award or their award ran out prior to the end of the year.

An annual library student assistant scholarship was awarded, and several events were hosted in order to boost student morale and thank both library students and staff during the 2016-2017 academic year. The library scholarship was awarded to Courtney Mulder, a student worker who assists with both Interlibrary Loan and Circulation services. The award was presented to Courtney during a National Library Week event, and the \$700 scholarship will go towards Fall 2017 tuition/fees. The morale-boosting events included a fall kick-off meeting and "Birthday Thursday" celebrations for students and staff, at which snacks and refreshments were provided. Additionally, because the library employed only one graduating senior during the 2016-17 academic year, this student worker was presented with a major-related graduation gift in lieu of a reception. The library's support for and recognition of student employees contributes to retention; most student workers remain employed at the library throughout their undergraduate careers.

## 2016-2017 Circulation Statistics

We saw a significant increase in the gate count for FY17. The gate count of 288,736 was an increase from FY16 of approximately 18%.



## Collection Inventory

Since we will be implementing a new integrated library system in 2018, a goal for 2016-17 and 2017-18 is to complete as much inventory as possible before migrating. In April/May 2017, with the help of a trained student worker, the inventory process was completed for Media, one of the smaller collections. The focus for June/July 2017 was another smaller collection: the Children's/YA collection. Thus far, the reports generated through Aleph have been very successful in identifying a significant number of incorrectly shelved items as well as lost items. We will continue to work up to the largest collection: the general circulating collection. The ultimate goal is to complete inventory of the entire general collection; however, there are certain sections of the general collection, e.g., Education and Music, which are heavily browsed and will be given first priority. Of note, in April 2017, the library upgraded to a small portable barcode scanner for inventory use, the OPN-2001. Trained student workers are able to assist in the collection of barcodes in a relatively simple manner because of this easy-to-use, flash-drive size scanner; this has created a more streamlined, efficient inventory process.

## Courtesy Notices

In April 2017, with gracious help from MNPALS staff, we successfully implemented patron courtesy notices. The main goal of courtesy notices is to decrease the number of overdue items. These email notices alert patrons five days prior to item due date that the deadline is approaching, and provide information about what the patron has checked out and how to return or renew. Although courtesy notices are not completely automated, they only require the click of a button to activate, as information is pulled directly from Aleph to populate the email template. Since this service was just implemented in April 2017, we will have to wait until next year when we have analytical data, not just anecdotal, to determine the impact of courtesy notices on overdue items. I will note that it seems like there already has been a decrease in overdue items, but that could also be due to the time of year the notices were implemented: when students were finishing the semester, and into summer, which is typically a relatively quiet period for most college campuses.

## Overdue Notices

One of the first priorities in my position as Circulation Technician was to clean up overdues. I worked with the University Librarian to develop a process for overdue notices, and this is tracked in an Excel spreadsheet. Currently, this is a manual process, and patrons receive a total of three emailed notices, and occasionally a phone call, before they are fined by Business Services. In 2017-2018, patrons will also receive a letter before they are fined. I did have some success with this method, more so with students than with faculty. Due to my mid-semester start date, I am hopeful that more overdue items will be returned at the beginning of fall semester, due to faculty members returning for the 2017-18 academic year. Once enough overdue items are returned, a goal will be to automate at least part of this process.

## Library Use Audits

In order to capture how users engaged with library spaces, student workers, the Circulation Supervisor, and librarians actively conducted audits nearly every day during the 2016-2017 academic year. Library Use Audits occurred at specified times, e.g. 10:30pm Sunday - Thursday and 11am on Saturdays; information was collected in regard to computer utilization, study spaces, and the use of physical library materials. The data was recorded in LibAnalytics, a robust quantitative and qualitative data collection instrument. 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.

## Technology Upgrades

In April 2017, the Library purchased the OPN-2001, an Opticon barcode scanner for inventory; this small, lightweight tool is very easy to use and has truly streamlined the inventory process. This device has already proved to be an excellent upgrade from the previous process of utilizing a laptop cart and scanner; its portable nature allows for more flexibility and makes it much easier for trained student workers to assist with the inventory process.

The SCANNX high-speed scanner continues to be heavily utilized by students. With the addition of the TRC into the library, we now have two units available for student use: one on the main floor, the other on 3<sup>rd</sup> floor near the Research Help Desk. Usage statistics show that the two units scanned 33,743 during FY17. This is an increase of over 30% from FY16.

As the University moved towards a new copier/printer contract with MARCO, the library followed suit for staff, and during Summer 2017, MARCO removed our patron pay-per-copy copiers. The library had three copiers, but with declining usage due to more people scanning, the decision was made to reduce the number of copiers to one. A new pay-per-copy system will be implemented Fall 2017.

## Circulation Desk Services

After observing student assistant/patron interaction during the first few weeks of my new position as Circulation Technician, I quickly realized that the Circulation Desk serves as the first point of contact for most students and faculty/staff visiting the library. Whether a patron needs to check out a book on reserve, requires assistance finding an article, needs to make an Interlibrary Loan request, or simply wants directions to the computer lab, the Circulation Desk is often the first stop. Also, patron traffic has increased significantly, which is due at least partially to the Technology Resource Center's relatively new location: adjacent to the Circulation Desk. Because of the role the Circulation Desk has in the library, the LibAnalytics statistics software that librarians use to track Reference activities was introduced to track Circulation Desk activity during the spring of 2016. It was noted in the annual report for 2015-16 that there was inconsistency in tracking questions and referrals; because I did not begin my position as Circulation Supervisor until mid-February of 2017, I cannot guarantee the consistency of questions tracked prior to my arrival. Furthermore, it takes time to implement new processes and build and/or rebuild habits. Circulation Desk activity tracking will be one of the main priorities for student assistants for the 2017-2018 academic year, and we will utilize this data to determine how we can best serve patrons at the Circulation Desk.

## Looking Ahead

Significant changes to the main floor plan, where the Circulation Desk is located, were made during summer 2017. In anticipation of Brody study pods/furniture arriving in August, reference books and shelves were moved from the main floor to the third floor near the Research Help Desk. In addition to this significant change, a fairly spacious storage room on the main floor was converted to a group study room. Two printers were relocated to create a more open, inviting space and some moveable furniture was also rearranged. The ultimate goal is to utilize the space we have to create a welcome, open, inviting space for students to study, learn, and collaborate.

Circulation staff will continue to work with the Technology Resource Center (TRC) Help Desk to create a collaborative relationship. A goal for the 2017-2018 year is to train Circulation student workers to

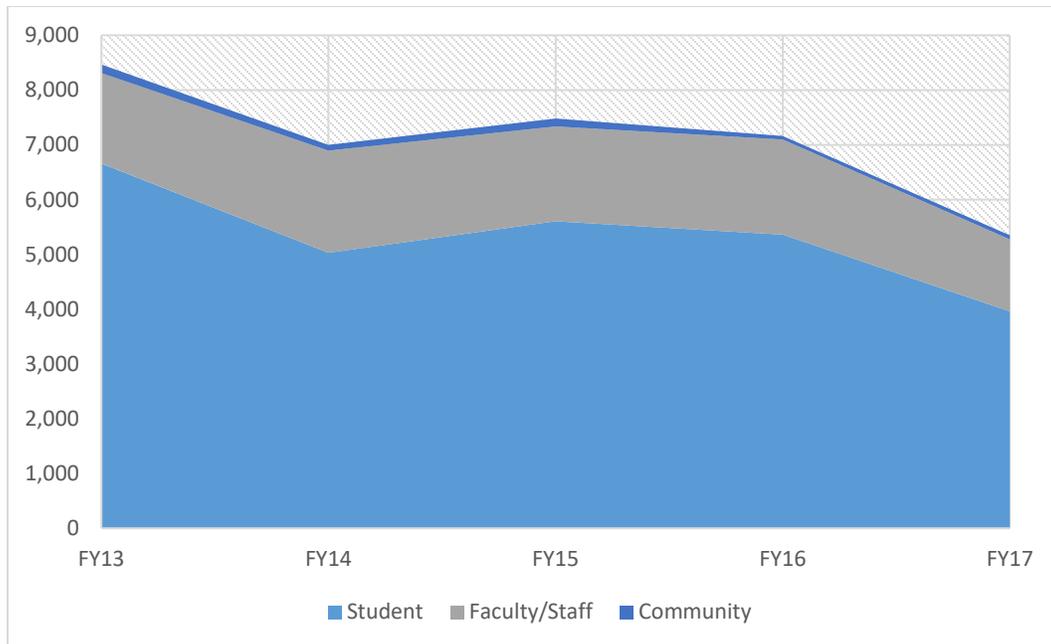
assist patrons with basic technology questions, such as how to connect to the Wi-Fi. A TRC FAQs page will be available as part of an online Student Assistant Circulation LibGuide that will be implemented in Fall 2017.

Our top priorities for Circulation Services for 2017-2018 are providing top-notch customer service, tracking questions and referrals, completing inventory before the Aleph migration, and providing student workers with adequate resources and clear expectations so that they can do their jobs to the best of their abilities.

## Circulation Data

There were 7,193 loans and renewals of library items during the fiscal year. In addition, in-house usage of titles in the library's collections was 6,086.

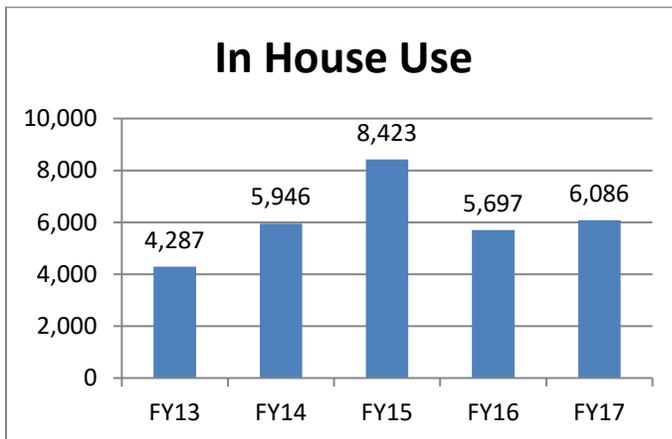
<b>Circulation by patron type:</b>	<b>FY13</b>	<b>FY14</b>	<b>FY15</b>	<b>FY16</b>	<b>FY17</b>
Student	6,659	5,031	5,607	5,361	3,961
Faculty/Staff	1,654	1,862	1,727	1,734	1,313
Community	153	104	147	66	74
<b>Grand Total</b>	<b>8,466</b>	<b>6,997</b>	<b>7,481</b>	<b>7,161</b>	<b>5,348</b>



We can see a marked downward trend in the usage statistics for physical materials. This is a national trend at public universities as we see a move towards more online sources. The next chart demonstrates

the types of materials that were checked out over the past five years. Fluctuations in items such as 1-day equipment and laptops have had a significant impact on the statistics.

<b>Loans By Item Type</b>	<b>FY13</b>	<b>FY14</b>	<b>FY15</b>	<b>FY16</b>	<b>FY17</b>
<b>General Collection</b>	4,765	4,362	4,214	2,773	3,551
<b>Equipment (1 Day)</b>	1,480	725	98	697	34
<b>Reserve (2 Hour)</b>	1,084	662	850	536	822
<b>Laptops</b>	277	157	261	379	66
<b>Media</b>	827	618	488	370	420
<b>Reserve (1 Day)</b>	34	21	328	220	214
<b>Equipment (7 Days)</b>	9	7	3	156	9
<b>Reserve (3 Day)</b>	34	14	28	126	1
<b>Periodicals</b>	2	21	24	36	53
<b>Reserve (2 Day)</b>	13	10	3	12	20
<b>Reference</b>	2	11	2	2	1



In house use of library items accounts for all library materials that patrons utilized within the library, but didn't check out. For example, journals and reference items do not check out of the library. In house items are also books that are used in house, but not checked out. Many First Year Seminar courses include a library session where students are introduced to the circulating collection and are asked to find a book in the collection; those items are counted as in-house use.

# 2016-17 Government Documents Annual Report

JoAnn Robasse, Government Documents Librarian



*"Libraries have always been the cornerstone in helping GPO carry out its mission of Keeping America Informed on the three branches of the Federal Government." Public Printer Davita Vance-Cooks*

The U.S. Government Publishing Office (GPO) is the Federal Government's primary resource for producing, procuring, cataloging, indexing, authenticating, disseminating, and preserving the official information products of the U.S. Government in both digital and tangible formats. It continues to expand the social media platforms, such as, Facebook, Twitter, YouTube, Government Book Talk, and most recently LinkedIn, so that people can learn about the agency and the Federal Government.

The Federal Depository Library Program (FDLP) was established by Congress in 1813 to fulfill its responsibility that the American public has access to Government information. In 1986 Southwest Minnesota State University (SMSU) McFarland Library joined the FDLP. The McFarland Library is designated as a selective library, which means selection of documents is based on SMSU's curriculum and the communities it serves.

In April of 2015, a decision was made by the librarians to weed the collection, move it to a mostly online format and to integrate the remaining print documents into the general collection. This will allow for better access and be more efficient than having a separate collection. However, this requires switching the documents from a Superintendent of Documents Classification (SuDoc) to a Library of Congress Classification (LC). Some of the documents have been processed for the general collection. The process began in September 2015, and is on-going during the academic year.

JoAnn Robasse, Government Documents Librarian, is on a nine-month adjunct contract with SMSU and leads this project. Peggy Anderson, technician, is assisting her. The weeding process is time consuming given the number of documents that must be reviewed, the time allowed to work on the project (16 hours a week, with some reference duties) and the procedures that must be followed according to the FDLP. All of these factors contribute to the slow pace of this project. With that being said, the project is slated to be completed by May 2018.

The statistics as of May 4, 2017, are as follows:

- Total number of possible item selections: 10,058
- Actual number selected: 2385 (approximately 23.71% of the items that are distributed by GPO)
- Number of items deselected in fiscal year 2016-2017: 300 Total to date: 531
- Number of tangible documents withdrawn: 1739 (not including microfiche)
- Number of Microfiche withdrawn: 2117 (item number for deselection is not reflected in the above number)
- Number of documents reclassified for general collection: 87
- Peggy Anderson, technician for Government Documents Department, hours: 260
- Number of view of the Government Information Research Guide: 340

# 2016-17 Instruction Annual Report

Chelsea Wyman, Instruction/Reference Librarian

The total number of instruction requests for the 2016-2017 academic year were fairly comparable to 2015-2016. We met at least once with all of the First-Year Seminar (FYS) classes as well as other courses within the LEP, College Now, and other programs. The chart below depicts a snapshot of the instruction sessions that were requested as well as the number of students in those classes. A complete listing of all classes taught each semester is included at the end of this report.

	<b>Total # of Sessions</b>	<b>LEP Courses (excluding FYS)</b>	<b># of FYS Information Literacy Sessions</b>	<b>Number of Students Present</b>
<b>Fall 2016</b>	93	19	43	1906
<b>Spring 2017</b>	37	10	10	687
<b>Totals</b>	130	29	53	2608

These numbers do not include some special groups we worked with throughout the year such as the College Now High School Instructors who attend a library session at their Fall Kick-off meeting and tours we provided to International Students and Marshall High School classes. These numbers do include the College Now sections who requested library instruction.

## Instruction Tools

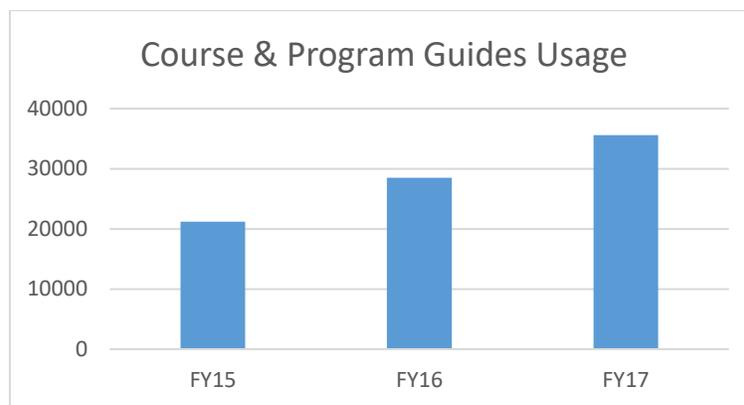
The following table shows research guides that were either 1) created for specific course sections and/or 2) used in an instruction session, or 3) created in previous years but continued to be accessed by patrons this year.

<b>Guide Name</b>	<b>Views</b>
Nursing Program	5790
THTR 100: Plays and Playwrights (S. Tabaka)	4524
ED 102: Technology: Classroom Applications and Portfolio Development	2254
ENG 151: Academic Writing	2108
ED 622: Research in Education	1878
COMM 110 Essentials of Speaking and Listening (J. Walker)	1683
BIOL 306: Anatomy & Physiology	1441
LEP 100	1410
NURS 400: Prevention & Population Health	1243
Education Program - Distance Students	1153

ENG 251: Writing in Professions	1137
LEP 100-T/TH: Baseball in Film (S. Tabaka)	851
ENG 151: Academic Writing (McLean)	835
JUAD 144: Introduction to Justice & Society (Franson)	835
PE 602: Research Foundation in Sport	744
Exercise Science	599
ED 312: Human Relations for Teachers	550
ED 275: Foundations: Parent/Child Relationships	542
Business Program - Distance Students	481
JUAD 498: Justice Administration Senior Seminar	415
Theatre	392
Anatomy & Physiology	383
ED 101: Teacher Tenure - Resources and Research (Kovar)	356
Management Program	341
College Now & the SMSU Library	270
Public Relations	264
ART 351: History of Graphic Design	253
Education (Early Childhood)	235
Faculty Information	209
Sociology	171
ART 100: Introduction to Visual Arts (Brace)	171
Agricultural Education	156
Agribusiness Management	148
Music	142
ART 150: Art History I (Brace)	121
Art	120
Agronomy	100
Accounting	98
THTR 220: Film and Television Appreciation-Alfred Hitchcock	92
Education (Special)	91
Psychology	86
Environmental Science	82
Chemistry	77
Social Work	71
Justice Administration	68
History (United States)	65
Marketing	58
Literature	57
Culinology	51
MUS 391: Elementary School Music Methods and Materials	45
THTR 435: Theatre History I	43
Finance	43
Graphic Arts	40
History (World)	38

Physical Education	31
Education Administration	31
Ecology	29
Hospitality	26
Economics	24
Ethics	23
MUS 110: Public Performance Studies	14
Philosophy	14
Anthropology	14
Native American Studies	12
<b>GUIDE TOTALS</b>	<b>35608</b>

The number of views doesn't allow us to know how useful patrons found the guide, but rather the frequency of their use. In reviewing the data from last year's annual report, it was discovered that the full statistics weren't reported last year. The total usage for course and program guides for FY16 should have been 28,504. With that corrected data, the usage statistics consistently show an increase:



## Individual Research Consultations

We continue to offer research consultations 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 continue to use 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 held consultations with distance students either over the phone or via online teleconferencing services. There was a mixture 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.

## Assessment

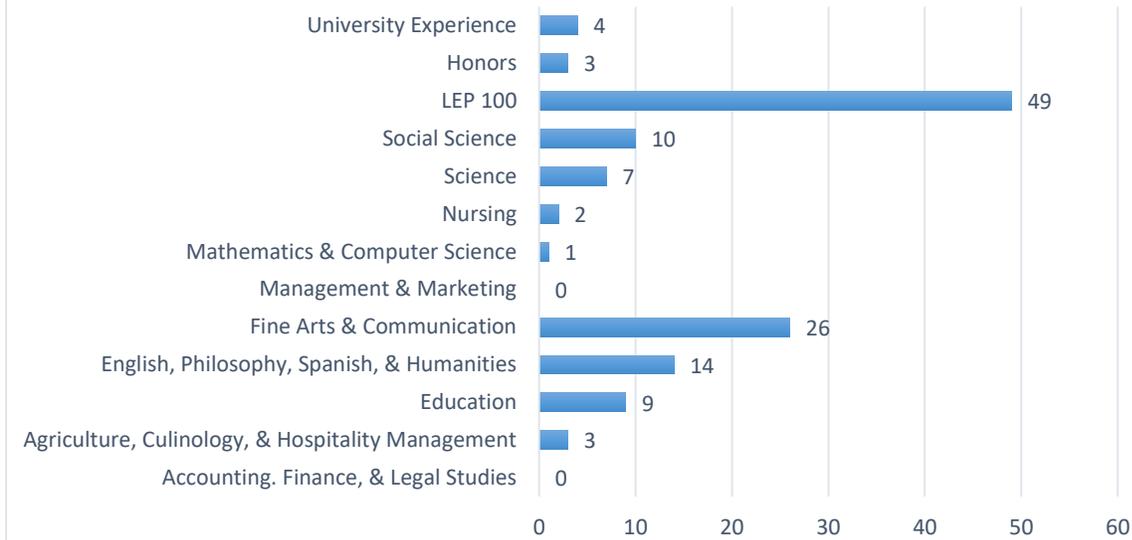
After using informal assessments that occur within instruction sessions to evaluate the effectiveness of our LEP 100 library instruction sessions, we made some adjustments to the class content and how it is presented in order to make these sessions more relevant and engaging. For example, we added a physical tour of the space as a means to help students feel more comfortable in their library.

After meeting with LEP 100 instructors last year, there was a proposed change to include an annotated bibliography as a common assignment among the LEP 100 courses. This assignment could utilize the skills that students were taught in the information literacy sessions offered by the library faculty. Several instructors included this assignment in their courses this year. At the end of the academic year, a handful of faculty provided the librarians with their annotated bibliographies. The librarians drafted an annotated bibliography rubric to assess these assignments. The compiled assessment will be available in the Fall 2017 semester. We will utilize what we learn to adjust our information literacy instruction to better meet student needs. This assessment activity will provide the librarians and the LEP program with a uniform assessment about information literacy at the 100 level.

## Instruction Statistics Fall 2013-Spring 2017

	<b>Total Classes Requesting Instruction</b>	<b>LEP Course (excluding FYS)</b>	<b>FYS Courses</b>	<b>Number of Students Present</b>
Fall 2013	91	27	15	1733
Spring 2014	52	28	3	969
<b>Totals</b>	<b>143</b>	<b>52</b>	<b>18</b>	<b>2702</b>
Fall 2014	86	19	13	1839
Spring 2015	60	26	3	1234
<b>Totals</b>	<b>146</b>	<b>45</b>	<b>16</b>	<b>3073</b>
Fall 2015	75	16	13	1713
Spring 2016	52	19	5	993
<b>Totals</b>	<b>127</b>	<b>35</b>	<b>18</b>	<b>2706</b>
Fall 2016	93	19	43	1906
Spring 2017	37	10	10	687
<b>Totals</b>	<b>130</b>	<b>29</b>	<b>53</b>	<b>2608</b>

## Number of Classes per Department



## Fall 2016 Library Instruction Sessions

Date	Librarian	Course Instructor	Course Name
8/24/2016	Pam Gladis	Tom Williford	Senior Seminar: History
8/24/2016	Chelsea Wyman	BC Franson	Intro to Justice
8/24/2016	Maria Kingsbury	John Ginocchio	Public Performance Studies
8/25/2016	Maria Kingsbury	Heather Moreland	Mathematics Seminar
8/30/2016	Chelsea Wyman	BC Franson	Intro to Justice
8/30/2016	Pam Gladis	Ben Anderson	Advanced Experimental Psychology
8/31/2016	Pam Gladis	Laurie Johansen	Transition to BSN
8/31/2016	Mara Wiggins	Sara Fier	University Experience
8/31/2016	Chelsea Wyman	Sara Fier	University Experience
9/1/2016	Mara Wiggins	Sheila Tabaka	FYS: Baseball in Film
9/1/2016	Mara Wiggins	Sheila Tabaka	FYS: Baseball in Film
9/1/2016	Chelsea Wyman	Frankie Albitz	FYS: Fitness, Fads, and Myths of Healthy Living
9/3/2016	Pam Gladis	Debbie Van Overbeke	Research in Education
9/3/2016	Pam Gladis	Debbie Van Overbeke	Research Foundation in Sport
9/6/2016	Chelsea Wyman	Will Thomas	FYS: Water, water
9/6/2016	Chelsea Wyman	Mary Ellen Daniloff-Merrill	Academic Writing
9/7/2016	Pam Gladis	Emily Deaver	FYS: Redwood River Monitoring
9/8/2016	Mara Wiggins	Yumi Lim	Hospitality Analytics

9/8/2016	Chelsea Wyman	Will Thomas	FYS: Water, water
9/9/2016	Chelsea Wyman	Julie Walker	Essentials of Speaking and Listening
9/9/2016	Chelsea Wyman	Julie Walker	Essentials of Speaking and Listening
9/10/2016	Pam Gladis	Debbie Van Overbeke	Research in Education
9/10/2016	Pam Gladis	Debbie Van Overbeke	Research Foundation in Sport
9/12/2016	Chelsea Wyman	Tom Dille	FYS: Natural Hazards
9/12/2016	Mara Wiggins	Sheila Tabaka	Theatre History I
9/13/2016	Chelsea Wyman	Jos Ullian	Essentials of Speaking and Listening
9/14/2016	Chelsea Wyman	Kris Cleveland	Intro to Exercise Science
9/15/2016	Chelsea Wyman	Frankie Albitz	FYS: Fitness, Fads, and Myths of Healthy Living
9/19/2016	Pam Gladis	LeAnne Syring	Foundations: Parent/Child
9/19/2016	Mara Wiggins	Sheila Tabaka	Theatre Appreciation
9/19/2016	Chelsea Wyman	Tom Dille	FYS: Natural Hazards
9/19/2016	Chelsea Wyman	Jos Ullian	Essentials of Speaking and Listening
9/20/2016	Maria Kingsbury	Kerry Livingston	Applied Social Research
9/20/2016	Chelsea Wyman	Marianne Zarzana	Academic Writing
9/20/2016	Chelsea Wyman	Dan Rieppel	FYS: Joy, Sorrow, Death & Triumph: The Emotive Gesture in Music
9/20/2016	Mara Wiggins	Mike Hofstetter	FYS: Good King, Bad King
9/21/2016	Maria Kingsbury	Dan Rieppel	Music History
9/21/2016	Mara Wiggins	Kristin Kovar	Teacher Tenure-Resources and Research
9/21/2016	Chelsea Wyman	Susan McLean	Academic Writing
9/22/2016	Maria Kingsbury	Kerry Livingston	Applied Social Research
9/22/2016	Chelsea Wyman	Frankie Albitz	FYS: Fitness, Fads, and Myths of Healthy Living
9/23/2016	Chelsea Wyman	Brett Gaul	FYS: The Meaning of Life
9/23/2016	Chelsea Wyman	Brett Gaul	Intro to Honors
9/23/2016	Pam Gladis	Allison Kruger	University Experience
9/26/2016	Chelsea Wyman	Tom Dille	FYS: Natural Hazards
9/28/2016	Pam Gladis	Emily Deaver	FYS: Redwood River Monitoring
9/28/2016	Chelsea Wyman	Lisa Lucas	FYS: Social Media
9/29/2016	Mara Wiggins	Sheila Tabaka	FYS: Baseball in Film
9/29/2016	Mara Wiggins	Sheila Tabaka	FYS: Baseball in Film
9/29/2016	Chelsea Wyman	Lisa Lucas	FYS: Social Media
10/3/2016	Chelsea Wyman	BC Franson	FYS: Sex Talk
10/3/2016	Chelsea Wyman	Lisa Lucas	FYS: Social Media
10/4/2016	Chelsea Wyman	Lisa Lucas	FYS: Social Media
10/4/2016	Mara Wiggins	Nadine Schmidt	FYS: Unlocking Sherlock
10/5/2016	Mara Wiggins	Kandy Noles-Stevens	Technology for Teachers
10/6/2016	Pam Gladis	Brad Bigler	University Experience
10/6/2016	Mara Wiggins	Jim Hubley	Academic Writing
10/8/2016	Pam Gladis	Tanya McCoss-Yerigan	Linking Pedagogy and Content
10/12/2016	Maria Kingsbury	Pat Brace	Introduction to Visual Arts
10/12/2016	Chelsea Wyman	Brett Gaul	FYS: The Meaning of Life
10/12/2016	Chelsea Wyman	Brett Gaul	Intro to Honors
10/13/2016	Maria Kingsbury	Pat Brace	Art History I

10/13/2016	Maria Kingsbury	Pat Brace	History of Graphic Design
10/13/2016	Mara Wiggins	Nadine Schmidt	FYS: Unlocking Sherlock
10/14/2016	Maria Kingsbury	Pat Brace	Introduction to Visual Arts
10/14/2016	Chelsea Wyman	Brett Gaul	FYS: The Meaning of Life
10/14/2016	Chelsea Wyman	Brett Gaul	Intro to Honors
10/17/2016	Mara Wiggins	Kristin Kovar	Agricultural Communication and Leadership
10/17/2016	Chelsea Wyman	Lisa Lucas	FYS: Social Media
10/18/2016	Chelsea Wyman	Lisa Lucas	FYS: Social Media
10/18/2016	Pam Gladis/Mara Wiggins	Sibley East HS	Multiple College Now classes
10/19/2016	Chelsea Wyman	Julie Walker	Essentials of Speaking and Listening
10/19/2016	Chelsea Wyman	Julie Walker	Essentials of Speaking and Listening
10/21/2016	Chelsea Wyman	BC Franson	FYS: Sex Talk
10/24/2016	Pam Gladis	Emily Deaver	FYS: Redwood River Monitoring
10/24/2016	Mara Wiggins	Sheila Tabaka	Theatre Appreciation
10/25/2016	Chelsea Wyman	Dan Rieppel	FYS: Joy, Sorrow, Death & Triumph: The Emotive Gesture in Music
10/28/2016	Chelsea Wyman	Susan McLean	Academic Writing
11/2/2016	Chelsea Wyman	Mary Ellen Daniloff-Merrill	FYS: Food: Just What Are We Eating & Where is it Coming From?
11/2/2016	Chelsea Wyman	BC Franson	FYS: Sex Talk
11/7/2016	Chelsea Wyman	Mary Ellen Daniloff-Merrill	FYS: Food: Just What Are We Eating & Where is it Coming From?
11/8/2016	Mara Wiggins	Stewart Day	Critical Thinking
11/8/2016	Mara Wiggins	Stewart Day	Critical Thinking
11/10/2016	Mara Wiggins	Sheila Tabaka	FYS: Baseball in Film
11/10/2016	Mara Wiggins	Sheila Tabaka	FYS: Baseball in Film
11/10/2016	Mara Wiggins	Nadine Schmidt	FYS: Unlocking Sherlock
11/12/2016	Pam Gladis	Tanya McCoss-Yerigan	Linking Pedagogy and Content
11/14/2016	Mara Wiggins	Dave Pichaske	Academic Writing
11/15/2016	Mara Wiggins	Dave Pichaske	Academic Writing
11/15/2016	Pam Gladis	Heather Anderson	Academic Writing
11/17/2016	Chelsea Wyman	Mary Ellen Daniloff-Merrill	FYS: Food: Just What Are We Eating & Where is it Coming From?
11/22/2016	Chelsea Wyman	Mary Ellen Daniloff-Merrill	FYS: Food: Just What Are We Eating & Where is it Coming From?

## Spring 2017 Library Instruction Requests

Date	Librarian	Course Instructor	Course Name
1/13/2017	Mara Wiggins	Lee French	Senior Seminar in Ag
1/13/2017	Chelsea Wyman	BC Franson	Intro to Justice
1/18/2017	Pam Gladis	Laurie Jo Johansen	Transitions to Baccalaureate Nursing
1/19/2017	Pam Gladis	Sandy Craner	Human Anatomy and Physiology II Lab
1/19/2017	Pam Gladis	Sandy Craner	Human Anatomy and Physiology II Lab
1/19/2017	Maria Kingsbury	Dan Rieppel	Music History- Classical thru 20th Century

1/19/2017	Chelsea Wyman	Frankie Albitz	FYS: Fitness, Fads, and Myths of Healthy Living
1/20/2017	Pam Gladis	Sandy Craner	Human Anatomy and Physiology II Lab
1/23/2017	Pam Gladis	Erin Kline	Senior Seminar in Justice Administration
1/24/2017	Mara Wiggins	Sheila Tabaka	Baseball in Film
1/24/2017	Chelsea Wyman	Mary Ellen Daniloff-Merrill	Academic Writing
1/25/2017	Pam Gladis	Emily Deaver	FYS: Redwood River Mentoring & Monitoring
1/25/2017	Chelsea Wyman	Julie Walker	Essentials of Speaking and Listening
1/26/2017	Chelsea Wyman	Mary Ellen Daniloff-Merrill	Academic Writing
1/30/2017	Pam Gladis	Debbie Van Overbeke	Research in Education
2/2/2017	Chelsea Wyman	Frankie Albitz	FYS: Fitness, Fads, and Myths of Healthy Living
2/6/2017	Pam Gladis	Debbie Van Overbeke	Research in Education
2/6/2017	Chelsea Wyman	Mike Hofstetter	FYS: Good King, Band King
2/7/2017	Chelsea Wyman	Amber Waibel	College Now (Sleepy Eye High School)
2/8/2017	Pam Gladis	Emily Deaver	FYS: Redwood River Mentoring & Monitoring
2/9/2017	Chelsea Wyman	Frankie Albitz	FYS: Fitness, Fads, and Myths of Healthy Living
2/13/2017	Mara Wiggins	Sheila Tabaka	Theatre Appreciation
2/13/2017	Chelsea Wyman	Kris Cleveland	Intro to Health Professions
2/14/2017	Chelsea Wyman	Jos Ullian	Essentials of Speaking and Listening
2/14/2017	Chelsea Wyman	Laura Bristle	College Now (MACCRAY High School)
2/15/2017	Mara Wiggins	Jim Hubley	Academic Writing
2/16/2017	Mara Wiggins	Sheila Tabaka	Baseball in Film
2/16/2017	Chelsea Wyman	Jos Ullian	Essentials of Speaking and Listening
2/22/2017	Pam Gladis	Emily Deaver	FYS: Redwood River Mentoring & Monitoring
2/27/2017	Maria Kingsbury	Pat Brace	Introduction to Art
2/27/2017	Maria Kingsbury	Pat Brace	Introduction to Art
2/28/2017	Pam Gladis	Marcy Nuytten	General Psychology (Lakeview College Now)
3/3/2016	Chelsea Wyman	Julie Walker	Essentials of Speaking and Listening
3/13/2017	Mara Wiggins	Sheila Tabaka	Theatre Appreciation
3/16/2017	Mara Wiggins	Sheila Tabaka	Baseball in Film
3/30/2017	Maria Kingsbury	Dan Rieppel	Music History- Classical thru 20th Century

# 2016-2017 Interlibrary Loan Annual Report

Maria Kingsbury, Interlibrary Loan Coordinator

## Overview

2016-2017 was a year marked by transitions. Some of those transitions we completed over the course of the academic year (as much as any transition could be said to be completed), and others are still on the horizon. Through it all, Interlibrary Loan remained efficient and productive. We are proud of the service we provide to the SMSU community, and look forward next year, as changes continue unfolding, to maintain our high standards of service.

Over the summer of 2016, the Technology Resource Center (TRC) moved into the spaces formerly occupied by Interlibrary Loan. Our offices and workroom relocated to the 3<sup>rd</sup> floor of the library into areas previously occupied by Government Documents and SAMMIE (Southwest Area Multicounty Multitype Interlibrary Exchange). This move presented opportunities to problem-solve and rethink some of our processes and procedures, a process that is ongoing as we settle into our new spaces.

Our numbers in lending this year are close to what we reported last year, with 2,000 requests received and 1,377 filled. We saw an uptick in borrowing, as we received almost 200 more requests than last year from the SMSU community for items outside our library; we received 2,402 requests in 2016-2017 compared to 2,206 in 2015-2016. Overall, though, these numbers seem to fall in line with patterns developing over the past years: slight declines in lending requests and slight increases in borrowing (please see Appendices A and B).

## Staffing

Our staffing remained stable in 2016-2017 and consisted of Conni Stensrud, Interlibrary Loan Technician, who maintains skillful oversight of day-to-day operations; Courtney Mulder, our student worker; and me, Maria Kingsbury, as coordinator. We began training Hannah Herlyn later in the spring semester as an additional student worker, but Hannah has not yet logged significant hours.

## Year in Numbers

As I stated in the overview, our overall borrowing numbers indicated a slight increase and lending numbers indicate a slight decline since 2015-2016; we received 2,402 borrowing requests and 2,000 lending requests, as compared to 2,206 borrowing requests and 2,138 lending requests in 2015-2016. Please see Appendices A and B for tables reflecting 3-year trends in SMSU Interlibrary Loan statistics.

The lending requests we received and filled this year evidence an ongoing pattern of demand for our book collection; we filled 1,241 book requests this year and 136 article requests. While the SMSU Library's stacks are dated and in need of weeding in some places and bolstering in others, ILL has always propped its lending numbers on our books. There are some perks to having a uniquely seasoned collection like ours! We will, of course, continue bearing this in mind as we go about our weeding. Please see Appendix A for further detail.

Borrowing requests, which are requests initiated by SMSU students and faculty, evidenced a slightly higher need for articles than books, with over 878 book requests and 1,031 article requests filled. This trend is a departure from last year's, in which book and article requests were filled at about equal numbers. Please see Appendix B for further detail.

Overall, ILL staff handled 4,402 requests over the course of the year, remarkably close to last year's 4,344. There is no such thing as a "normal" request; many of the requests that we receive have multiple wrinkles that require follow-up communication with libraries and patrons, additional searching to verify 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. I count myself fortunate to have smart, energetic folks who are willing to put in the extra mile to make sure that our patrons, both our own SMSU patrons and our cooperating libraries, receive the best possible service.

## Technology & Initiatives

The largest initiative we undertook over the course of 2016-2017 was the move of our area from the main (2<sup>nd</sup>) floor of the library to the 3<sup>rd</sup>. Prior to the move, we engaged in a process of determining which equipment and office furniture would travel with us to our new spaces, as well as thinking about how we would need to configure our new area to accommodate interlibrary loan activities. Thanks to careful planning and long discussions, as well as University Librarian Pam Gladis' active role in facilitating our needs, the relocation went smoothly. The actual process of moving happened rather abruptly, as we were dependent upon the availability of Physical Plant personnel, but everything got where it needed to be, and we began settling in. Since then, we have been adjusting workflows and procedures to our new space in the library, as well as the changed configuration of the Circulation area. While there are still some areas of concern, such as the location of the mailroom and being slightly harder to find for a shifting array of couriers, overall, the move has not been disruptive to Interlibrary Loan services.

The only new technology we acquired in 2016-2017 was the printer/scanner/copier installed as part of a campus-wide initiative to consolidate printing activities. Because this machine is located in the Government Documents/Interlibrary Loan workroom, we have not experienced significant inconvenience or disruption of workflows as a result of losing our office printers and moving to a single printing location.

We continued using Aleph as our primary platform for processing requests. We also maintained 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. While we anticipate moving to the product selected by the consortium in the future, at this time we have no plans to discontinue using either WorldShare or Article Exchange, as they both meet our needs.

Because the library's microfilm readers no longer print, the librarians agreed this spring to begin loaning out microfilm, stipulating in-library use only. We look forward to seeing how this shift is received by borrowing libraries.

Additionally, we will begin aligning with Circulation our overdue procedures for SMSU community members who have overdue interlibrary loans.

Our patron-driven acquisition project, taken on in conjunction with Collection Management librarian Māra Wiggins in FY15, persists as an efficient and effective method of providing library users with books that may be difficult to obtain via interlibrary loan and/or may be available more quickly via acquisition than borrowing and are a good fit for our collection.

## Anticipating 2017-2018

We will continue over the course of the next academic year to think about workflows and procedures, particularly as they relate to our changed space and a consortium-wide shift to a new ILS (integrated library system). Training and documentation for the latter should be emerging over the course of the year.

Also, I will be taking a year-long sabbatical in 2017-2018. To provide backup for Technician Conni Stensrud, Circulation Technician Liz Fladhammer will be trained on basic interlibrary loan procedures and University Librarian Pam Gladis will serve as the oversight librarian.

Overall, though, we look forward to another busy year!

## Appendix A: 2016-2017 Lending

Month	Total Requests Received			Total Requests Filled			Book Requests Filled			Article Requests Filled		
	FY2017	FY2016	FY2015	FY2017	FY2016	FY2015	FY2017	FY2016	FY2015	FY2017	FY2016	FY2015
Jul	113	148	166	83	95	99	76	86	88	7	9	11
Aug	162	156	144	127	85	92	120	78	84	7	7	8
Sept	168	220	249	120	138	138	102	125	125	18	13	13
Oct	200	203	262	143	112	129	125	95	120	18	17	9
Nov	194	204	172	141	124	109	125	111	93	16	13	16
Dec	156	141	175	101	90	93	91	84	86	10	6	7
Jan	230	186	160	148	123	155	138	112	136	10	11	19
Feb	200	236	255	121	143	130	108	126	118	13	17	12
Mar	195	219	262	122	122	149	105	109	134	17	13	15
Apr	166	188	178	110	111	100	99	96	87	11	15	13
May	119	119	117	80	73	61	77	62	50	3	11	11
Jun	97	118	160	81	93	87	75	79	75	6	14	12
<b>Totals</b>	<b>2,000</b>	<b>2,138</b>	<b>2,300</b>	<b>1,377</b>	<b>1,309</b>	<b>1,342</b>	<b>1,241</b>	<b>1,163</b>	<b>1,196</b>	<b>136</b>	<b>146</b>	<b>146</b>

## Appendix B: 2016-2017 Borrowing

Month	Total Requests Received			Total Requests Filled			Book Requests Filled			Article Requests Filled		
	FY2017	FY2016	FY2015	FY2017	FY2016	FY2015	FY2017	FY2016	FY2015	FY2017	FY2016	FY2015
Jul	119	93	102	98	66	90	83	49	48	15	17	42
Aug	111	97	143	89	82	111	59	56	74	30	26	37
Sept	314	298	317	240	279	271	106	94	109	134	155	162
Oct	329	277	286	268	226	230	112	91	81	156	135	149
Nov	189	248	185	146	195	160	55	78	85	91	117	75
Dec	80	83	126	61	65	99	32	52	52	29	13	47
Jan	210	218	207	161	182	167	75	101	82	86	81	85
Feb	268	318	277	203	257	231	79	101	128	124	156	103
Mar	264	244	309	215	196	269	58	105	131	157	91	158
Apr	211	183	170	171	144	142	67	69	64	104	75	78
May	149	77	127	131	58	119	83	42	51	48	16	68
Jun	158	70	129	126	58	110	69	43	53	57	15	57
<b>Totals</b>	<b>2,402</b>	<b>2,206</b>	<b>2,378</b>	<b>1,909</b>	<b>1,808</b>	<b>1,999</b>	<b>878</b>	<b>881</b>	<b>958</b>	<b>1,031</b>	<b>897</b>	<b>1,061</b>

# 2016-2017 Reference Annual Report

Maria Kingsbury, Reference Coordinator

## Overview

2016-2017 was a year of change. Some of these changes can be tracked empirically, such as the relocation of reference services from the main floor (2<sup>nd</sup>) of the library to the 3<sup>rd</sup> floor. We are simultaneously taking the opportunity to shift our "brand" from the jargon-y "Reference" to "Research Help." We were also able to acquire a snappy new Research Help Desk as our public service point, as well as a laptop computer in place of a large PC, the combination of which offers a more open and less forbidding public service point than we had with the large granite-topped desk on the main floor. Finally, we introduced student research help assistants to provide front-line services during librarians' shortened evening hours (another new development).

More subtly, our statistics suggest a move toward students requesting help in research consultations as opposed to initiating an interaction with the librarian on duty at the Research Help Desk. This is an interesting development, which I will explore a bit further under "Initiatives." Notably, too, because of the presence of the Technology Resource Center on the main floor of the library, reference librarians report spending considerably less time addressing technology-related concerns, although those questions still come up.

Such shifts may be partially attributed to multiple factors, including the changed location (Research Help is less visible from the initial entrance of the building, librarians may not be able to "catch" reference questions that student staff attempt to answer, etc.), SMSU instructors becoming increasingly aware of the service and beginning to assign students to make research consultations, and a general cultural desire for more personal, and personalized, experiences and services.

Reference services by their nature are ever-changing, and I'm grateful to have a group of colleagues who see opportunity rather than threat in the shifts that have come and are coming. We have done good work together over the past year, and I am confident that we will only get better as we continue to learn and grow along with our students and the university.

## Staffing and Services

Librarians providing reference services included full-time librarians Pam Gladis, Māra Wiggins, Maria Kingsbury, and Chelsea Wyman; adjuncts JoAnn Robasse and Rachel Shermock; and SAMMIE Executive Director Shelly Grace (as part of a lease agreement, SAMMIE provides weekly reference services in lieu of rent). We also added student positions to the team this year, and our Research Help Student Assistants were Emily Williamson, Holly Meyer, and Kaitlin Schmidt.

Reference services were provided in-person at the Research Help Desk, on-call, via telephone, via email, and via IM/SMS chat (LibraryH3lp).

The Research Help Desk, now located on the 3<sup>rd</sup> floor, followed this staffing model for reference transactions:

Sunday	12pm-7pm
Monday-Thursday	On-call 10am-1pm; Staffed 1pm-7pm
Friday	On-call 10am-1pm; Staffed 1pm-5pm
Saturday	10am-4pm

Monday through Friday, reference services were provided between 10am-1pm via on-call reference. During an on-call shift, a librarian monitors the reference phone, email, and chat/SMS services, and responds in-person to any requests for help referred by circulation staff.

Research Help Student Assistants staffed the Desk Monday-Thursday between 5pm-7pm. During this time, a librarian was also on duty, but she had the opportunity to use that time for research consultations or other projects that she might not be able to efficiently address at the physical desk itself.

In addition to these hours, librarians Pam Gladis, Māra Wiggins, Chelsea Wyman, and Maria Kingsbury were available between 12-20 hours a week for one-on-one research consultations. Students were able to book appointments for research consultations through links provided on the library's website that connected to an application called LibCal.

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

## Initiatives

The major initiatives we undertook in 2016-2017 were the relocation of reference services to the 3<sup>rd</sup> floor of the library, experimenting with staffing hours/models, and continuing to weed the reference print collection. The latter two initiatives are ongoing as we consider incoming data, the changing shape and feel of the library building, and the needs of the university community—and I suppose that the first one is ongoing as well, as we settle into our new location and continue moving the print reference collection.

## Relocation of Reference Services

As stated previously, because the Technology Resource Center (TRC) moved its public service point into the main floor of the library—a welcome and exciting development—Reference and Interlibrary Loan services moved to the 3<sup>rd</sup> floor of the building. This process entailed meetings and coordination with TRC staff, logistical problem-solving and pondering, new signage, purchasing a new Research Help Desk (described below), and lots of help from library and university staff, faculty, and students. I shouldn't be, but I always am, humbled and amazed by the generosity and good humor the folks here demonstrate during stressful times. Our move went relatively smoothly, and I think I can say that we're appreciating our new location.

When Reference services relocated during the summer of 2016 from the 2<sup>nd</sup> (main) floor of the library to the 3<sup>rd</sup> floor, for a time we set up a temporary desk, as the Reference Desk on the main floor was too large to be moved-- and we didn't really want to move it, as its size and design are not inherently welcoming. We took the opportunity to find, order, and install a new desk, which was an interesting undertaking in and of itself. I learned a lot about library furniture and its vendors, as well as little slices of how furniture purchasing works in the state of Minnesota.

The desk that was purchased is manufactured by BCI from their "Concertina Counter" line. While a little more expensive than we might have hoped, it fit the criteria that we'd determined were important for a new public service point: it has a small footprint, a modern design that fits in with other library furniture and space, can be raised and lowered to create a standing or a seated desk, and is ADA compatible. After the desk was in place, we went on to purchase a laptop more suited to the smaller footprint (the PC was bulky and seemed to be bristling with cords), as well as a mat that makes using the standing position of the desk easier on folks' legs. Overall, librarians have seemed to like this desk, and I hope it serves us well for many years to come.

We are presently (June 2017) in the process of moving the reference print collection and its shelves to the 3<sup>rd</sup> floor as well, which has been done in coordination with the work JoAnn Robasse is doing weeding the Government Document print collection. Nothing happens in isolation! As a staff, and particularly as a team of librarians, we've spent time discussing and imagining how to configure the 3<sup>rd</sup> floor in light of the opportunities presented by the shrinking of both the reference and Government Documents collection and Reference's move to the 3<sup>rd</sup> floor. The design we've come up with, I think, opens up the space beautifully, making it functional both as an area to help folks with research and for students to study. I'm looking forward to seeing what the coming year will bring in terms of our changing spaces!

## Staffing Hours and Models

Inspired both by the TRC moving in and the usage and transaction data we collected in 2015-2016, we decided to experiment with a number of slight shifts to Research Help staffing. These shifts were also in response to increasing demand for one-on-one research consultations, which are most definitely reference-related, but also fall further into the instruction side of the spectrum than the walk-up reference transaction. (Think less urgent care or, on occasion, emergency room, and more clinic appointment.) Research consultations give us the opportunity to get to know students and their projects in a more deliberate way, but that also often translates into more labor- and time-intensive interactions. Finally, we want to continue to move away from using adjuncts as public-service point folks. This is not to say that our adjuncts are not outstanding professionals who do important and vital work, but rather that we're trying to focus our resources on where they—and we—can have the greatest impact.

Consideration of these factors, then, led to the following changes:

- Beginning on-call Research Help staffing at 10am rather than 9:30am
- Continuing Research Help on-call over the noon hour (previously that time went unstaffed)
- Ending Research Help staffing at 7pm rather than 9:30pm
- Employing select students (Research Help Student Assistants) to staff the Research Help Desk between 5pm-7pm, Monday-Thursday
- Staffing Sundays from noon-7pm rather than the previous 2pm-9:30pm
- Staffing Saturdays from 10am-4pm, rather than 10:30am-4:30pm

Research Help Student Assistants Emily Williamson, Holly Meyer, and Kaitlin Schmidt staffed the physical desk Monday-Thursday between the hours of 5pm-7pm. This was a pilot project, design based on initiatives at other academic suggesting that students are more comfortable approaching a peer rather than a "grownup," and the educational and leadership opportunities such a position offers to student staffers, as well as the potential to grow a group of students who go on to teach and mentor the next generation of Research Help Student Assistants.

All three of these students had worked at the SMSU Library in various capacities before, and their temperaments and abilities were well-suited to working at a professional public service point like the Research Help Desk. I provided them initial training (see Appendix A), which focused on identifying and answering closed-ended questions such as how to renew books or how to locate a particular item in the collection. Open-ended questions were to be referred to the librarian on duty. At first, Student Assistants were just to handle phone calls and face-to-face questions, but I gave them training on answering chat-based questions in LibraryH3lp during the second semester, and this was added to their responsibilities. Overall, I felt positive about this initiative, and although no dramatic effects were immediately traceable, I hope that given time for me and them to learn, these positions will have an impact on Research Help use.

The move away from staffed Research Help Desk hours and toward more office hours for librarians was largely driven, as I say above, by the increasing demand for 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.

All of the staffing shifts described above seemed to go well this year, although ongoing evaluation of our service hours is important as campus community feedback, data, and other material factors may suggest opportunities for still other changes.

## Reference Print Collection Weeding

With an eye to the changing needs of our students and the vision we have for transforming our spaces, we continued weeding the print reference collection. The process, while not complicated, seems to work well: I fill a cart with books that I suggest we either discard or move to the general collection. I

make this determination by examining the contents for relevance, searching to see if similar reference sources might be more readily accessed through one of our databases, and looking at the condition of the book. I also consider whether or not I know books are used for certain assignments.

The books are placed on a shelf that indicates whether I think they should be discarded or retained and moved to the general collection. Librarians then have the opportunity to review my suggestions and offer their thoughts, either verbally or by writing a note. I then make a final decision about the fate of the book, and mark it accordingly with a colored dot.

We are currently in the Ps (language and literature) according to the Library of Congress classification system, and have marked approximately 2/3 of the books examined for discarding or moving to the main collection. This project will be ongoing. I hope to make progress during my summer duty days prior to my sabbatical during academic year 2017-2018, but this process may stall a bit in the interim.

## Data Report

Overall, the number of reference interactions reported has fallen since last year by approximately 300 questions. As I mentioned in my introduction, I suspect that the decrease in reported interactions has a good deal to do with the new presence of the Technology Resource Center to field the many, many questions Reference used to receive about jammed printers, password problems, and copy machines. It also points toward a 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.

## Data Collection

Librarians and student assistants recorded a total of 898 reference interactions from July 1, 2016 until June 12, 2017. 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 41% of the questions recorded for 2016-2017 (356 questions) were described as relating to research (see Figure 1), and about 25% additional questions were described as relating to databases or catalog, activities frequently entailing research discussion or concerns. Notably, too, printer/copier/scanner assistance dropped off precipitously from almost 5% of total questions recorded in 2015-2016 to 0.5% in 2016-2017 (thank you, TRC!). A full 25% of the total interactions recorded were also labeled as "Research Consultations," which is a jump from the 11% of the total recorded last year.

**Question type (id:48493, 879 entries)**

Option	Count	% of Total
Research (e.g. topic selection, source selection, citation deciphering)	356	40.5%
Database (e.g. finding full-text, logging into database from off-campus)	128	14.56%
Catalog (e.g. accessing electronic books, locating call number)	88	10.01%
Printer/copier/scanner assistance	39	4.44%
Directions/referrals to other entities on campus	24	2.73%
Printer/copier/scanner assistance	5	0.57%
Website (e.g. finding research guides, finding databases)	20	2.28%
Locating physical items/places in library	82	9.33%
General library information (e.g. hours)	39	4.44%
Software (e.g. D2L, Word, Adobe)	10	1.14%
Reserves request	1	0.11%
Other	87	9.9%

*Figure 1*

Speaking of drop-offs, the number of interactions reported as taking place at the Reference/Research Help Desk also fell considerably from 2015-2016 to 2016-2017. Last year, the numbers reflected nearly 75% of all reference interactions took place at the desk, while this year we saw only about 38% of interactions there, with almost 56% taking place in librarian offices (see Figure 2). The change in Research Help Desk location likely had something to do with this, as does the increasing number of research consultations. However, this does suggest the potential need for better signage and publicity about the location of the Help Desk.

**Where were you? (id:48489, 898 entries)**

Option	Count	% of Total
Reference Desk	342	38.08%
My office	502	55.9%
Elsewhere in the library	35	3.9%
Elsewhere on campus	7	0.78%
Off campus	12	1.34%

*Figure 2*

While most of our services were provided face-to-face, our virtual/distance services accounted for almost 20% of our total interactions; of all interactions recorded, 9% took place over email, 6% over chat/IM; and 5% via telephone. The type of question asked and topics covered in these virtual interactions mapped onto the overall trend suggested by the overall data: librarians largely addressed research questions (34%) virtually, just as they tend to face-to-face.

The demand for reference services follows the ebb and flow of the academic calendar: we saw the most questions recorded in September, October, November, February, and March (see Figure 3), times when students' initial assignments are coming due and they are (re)acclimating to using library resources.

Monthly Distribution Table 

Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec
58	102	147	94	7	5	6	34	159	121	137	28

*Figure 3*

Most questions recorded occurred Monday-Friday, with only 10% of interactions taking place during our weekend hours, and most questions occurred during the day, between 10am and 6pm (see Figure 4).

Mon	Tue	Wed	Thu	Fri	Sat	Sun
211	159	204	151	118	24	31

00	01	02	03	04	05	06	07	08	09	10	11	12	13	14	15	16	17	18	19	20	21	22
11	1	10	5	1	4	2	0	9	35	104	129	91	118	106	90	64	50	62	5	1	0	0

Figure 4

We intend to take note of these patterns and track them into 2017-2018.

## Research Help in 2017-18

Like the year past, 2017-2018 is likely to see a lot of change. I will be on sabbatical for the duration of the academic year, we will be welcoming a new full-time librarian to lead instructional design initiatives, and the physical move of reference services from the main floor to the 3<sup>rd</sup> floor will be completed. I am grateful to my colleagues for taking the reins up in my absence, and am confident in our shared sense of purpose and pride in our research help services.

## Reference Appendices

### Appendix A: Research Help Student Assistant Training Overview, Fall 2016

#### Peer Reference Student Training

- **Overview of position**
  - Backup for reference librarian (on-call)
  - Answering questions that have linear (straight-ahead) answers, procedures
  - Learning more about library resources and doing more teaching than you would at the Circ desk—greater responsibility, continuing training
  - What you will be doing: answering directed questions like, “I need a copy of this article for my research. Where can I find it?” Or, “My professor said that there is a book I need to look at here. I have the title—where can I find the book?”
  - What you won’t be doing: answering open-ended questions like, “I’m doing research on zombie ants and I need journal articles.” Or, “Can you help me find information about genetic engineering?”
- **Desk orientation**
  - Reference Handbook
  - Signing into the computer:
    - askref/helplib
  - Style guides
  - Lift function of desk
- **Basic web interface/resources**
  - Finding a journal title
  - Finding a book
  - Scheduling a Research Consultation
  - Interlibrary Loan

- **Common reference book titles folks ask about**
  - Decades books (need to find a given number of events that happened during a particular timespan)
  - *Value of a Dollar*
  - Medical handbooks
- **Phone**
  - If you see red, and there's a message, it's the responsibility of the librarian on duty to listen/respond to the call
  - Transferring calls
- **Sample questions:**
  - *I'm trying to get this article, and I keep seeing something that says I have to pay for it. What do I do?*
  - *I tried to find this book on the shelf, and it isn't there.*
  - *My professor said I needed to find 15 events that happened in 1945 and that there was a book in the library that would help me. Where is it?*
  - *I'm looking for journal articles about the Vietnam War. Where do I go?*
  - *I need to find the Minnesota statute for murder and the minimum sentencing guidelines. Where do I look for that?*
  - *How do I find a journal article?*

## Appendix B: Reference Statistic Collection Form

The screenshot shows the 'Reference Statistics - Add a Record' form on the SouthWest Minnesota State University Library website. The form is titled 'Reference Statistics - Add a Record' and includes a 'Change Active Dataset' dropdown menu. It contains several input fields and dropdown menus for recording reference statistics. The form is organized into several sections:

- Question and Answer:** Two text input fields for 'Question (140 chars max)' and 'Answer (500 chars max)'. A 'Notes: sources consulted / recommended, problems, etc.' text area is located to the right.
- Metadata:** Fields for 'Time Stamp', 'End Time', 'Entered By' (with a dropdown menu showing 'Kingsbury, Maria'), and 'Internal Note'.
- Location and Contact:** A 'Where were you?' dropdown menu with options: 'Elsewhere in the library', 'Elsewhere on campus', 'My office', 'Off campus', and 'Reference Desk'. A 'Point of first contact' dropdown menu with options: 'Walk-up (at the Reference Desk)', 'Consultation appointment', 'Drop-in (in your office)', 'Telephone', and 'IM/Chat'.
- Who asked?:** A dropdown menu with options: 'Undergraduate student', 'Graduate student', 'College Now', 'Faculty', and 'Staff'.
- Group Size:** A text input field for 'How many in the group?'.
- Question Motivation:** A dropdown menu for 'Question motivation' with the option 'Select a value' and a text input field for 'If "Other," please describe.'.
- Question Type:** A dropdown menu with options: 'Research (e.g. topic selection, source selection, citation deciphering)', 'Database (e.g. finding full-text, logging into database from off-campus)', 'Catalog (e.g. accessing electronic books, locating call number)', 'Printer/copier/scanner assistance', and 'Directions/referrals to other entities on campus'.
- Duration:** A text input field for 'Duration'.
- Difficulty Level:** Radio buttons for 'Easy peasy' and 'My head hurts'.
- Patron Feedback:** A text input field for 'Patron Feedback'.

# 2016-17 Technical Services Annual Report

Pam Gladis, University Librarian  
Kristi Petersen, Cataloging Technician

## Integrated Library System

This spring the contract was finalized for the MnPALS consortium to move to a new integrated library system. Although a definitive timeline hasn't been established, the conversion to a new system is most likely to happen in the 2018-19 academic year. The upcoming year will require training, review of data, and doing as much clean-up as we can ahead of the migration.

## 2016-17 Projects

In addition to regular workflow of cataloging new items, Technical Services continued to focus on two key projects this academic year:

### 1) Weeding Project

- Multiple collection evaluation projects were on-going this year. The Reference Collection, the Journals Collection, and the Government Documents collection are each undergoing significant review, and a deep-dive into the Archived Media was undertaken this Spring/Summer. The Archived Media collection consists of multiple formats that are in very limited use and we may or may not have the equipment to view/listen to them (vinyl records, film loops, cassettes, 16- and 8-mm films, filmstrips, kits, and slides).
  - At the end of the fiscal year, over 48,000 items had been removed from the collection. While that number may seem high, it is important to note this library is 50 years old and a thorough weeding has never been completed.
    - See below for the "Comparison of Number of Items by Collection from July 2016 to July 2017" for a detailed breakdown.

### 2) Reclassification Projects

- Government Documents:
  - As the librarians agreed to convert to a more online presence for government documents, much of the work involves deleting records for microfiche and loading records for electronic versions of the same material.
  - Many print items in Government Documents are being moved to the general circulating collection so require reclassifying items from their current Superintendent of Document call number to the Library of Congress call number. These items continue to retain a Government Document symbol to differentiate them from other items in the circulating collection.
- Reference:
  - As noted in the Reference Annual Report, some items from reference are being moved to the general circulating collection.

This work of reclassifying both Reference and Government Documents items requires the shifting of the general collection to make space. That project began this summer as additional shelving was added to the 4<sup>th</sup> floor.

A Browsing Collection was added this year as we are making use of rehabbed furniture to have a monthly or seasonal display of items as patrons enter the library.

## Comparison of Number of Items by Collection from July 2016 to July 2017

<b>Collection</b>	<b>Number of Items July 2016</b>	<b>Number of Items July 2017</b>	<b>Difference</b>
General Collection	169190	169607	+417
Reference	5607	3656	-1951
Indexes	1889	1911	+22
Children's Collection	4032	4064	+32
Rare Books	2669	2669	0
University Archives	695	737	+42
Reserves	453	235	-218
Circulation Desk	208	121	-87
Government Documents (Print)	28561	15223	-13338
Government Docs (Microfiche)	3658	361	-3297
Government Docs (Maps)	106	104	-2
Government Docs (Internet)	21461	20101	-1360
Minnesota State Documents	626	685	+59
Periodicals (327 titles)	137213	112414	-24,799
Microfilm	15069	13301	-1768
Newspapers (Print)	6	6	0
Newspapers (Microfilm)	5598	5640	+42
Maps & Atlases	91	88	-3
Media Collection	6609	6181	-428
Archived Media (Vinyl)	3473	3473	0
Archived Media (16mm)	837	489	-348
Archived Media (Cassettes)	781	664	-117
Archived Media (Filmstrips)	348	334	-14
Archived Media (Sound Filmstrips)	361	67	-294
Archived Media (Film Loops)	595	595	-595
Archived Media (Kits)	21	21	-21
Archived Media (Transparencies)	70	70	-70
Archived Media (Slides)	448	347	-101
eBooks	11189	11190	+1
eJournals	269	269	0
Internet Resources	58	58	0
Streaming Video	5	6	+1

# Section III: Planning

## Assessment Summary

As noted throughout the report, individual services areas are utilizing data to make decisions. For example, in the Reference report, data shows how Research Consultations are increasing, so we are working to adjust service models to meet that rising need. In acquisitions, we utilize statistics to help gauge needs in databases. In instruction, we are working on a pilot project with the First Year Seminar courses to assess information literacy concepts around evaluating sources using the annotated bibliography project. Data from that pilot project will be available Fall 2017.

In addition to the LEP 100 Annotated Bibliography assessment, the library plans to make concerted efforts in the assessment of Research Consultations, Library Use Audits, Database Usage, and Space Usage in FY18. We continue to look for ways to partner with faculty to assess information literacy concepts within their curriculum.

## What's Ahead

While we didn't have a strategic plan in place for 2016-17, we continued with many projects from the previous plan. Now that the University strategic plan is complete, we will draft a new three-year strategic plan in 2017-18.

We will continue with our collection evaluation projects and that will allow us to continue reimagining the library space. We want to see the library be the hub of the university. We envision a place where students can attain both research and technological help and find study and collaboration spaces. We strive for a place where faculty can come for research, technology, and instructional design support. We have many steps to take before this full vision can come to fruition, but we believe we are on the right path.