

Southwest Minnesota State University
McFarland Library

Annual Report

Academic Year 2020-2021



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

August 2021

Table of Contents

Section I: Departmental Information

- Mission
- Staffing
- Budget
- Summary
- What's Ahead

Section II: 2020-2021 Updates & Activities

- Archives
- Circulation
- Collection Management
- Instruction
- Instructional Design
- Interlibrary Loan/Resource Sharing
- Research Help

Section I: Departmental Information

Pam Gladis, University Librarian

Mission

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

~ Adopted October 2017

Staffing

Librarians

Kate Borowske, Instructional Design Librarian

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

Maria Kingsbury, Interlibrary Loan and Reference Librarian

Māra Wiggins, Collection Management/E-Resources Librarian

Erin Conway, Adjunct Librarian

Library Technicians

Peggy Anderson, Acquisitions/History Center Technician (100% time)

Liz Fladhammer, Circulation Technician (100% time; this was increased July 2020 from 83%)

Kristi Peterson, Cataloging Technician (100% time)

Conni Stensrud, Interlibrary Loan Technician (100% time)

Carol DeSmet, Evening/Weekend Technician (36% time)

Student Workers

The library relies heavily on student workers to staff the main service and research help desks and to assist with interlibrary loan and shelving. This year, eighteen students were employed by the library. The library also relies on assistance from the TRC students to cover the front desk services if we are short-staffed, over breaks, etc.

Budget

The library budgets decreased slightly from FY20 with library acquisitions at \$144,000 and \$28,880 available for operations. We continue to be supplemented by generous foundation dollars, specifically McFarland Funds, Fuhr Funds, and Mann Funds. More details about those funds are included in the Collection Management report.

2020-2021 Summary

As is apparent throughout the report, the impact of the COVID-19 pandemic had significant impact on most of our services and our space. We will not be alone in the library world in having reduced usage and statistics. But a key to the overall sense of the library as a vital space and service on campus was maintained as our library never closed during the pandemic. Our library faculty and staff remained diligent and focused in their work and in meeting student needs.

COVID Impacts

The impact COVID had on operations and staffing are addressed throughout the report, but all library faculty and staff must be commended for their efforts in persevering to provide the best possible service to our faculty and staff during this uncertain time. We worked as a team to support each other and the students, staff, and faculty who remained on campus as well as those we were serving remotely. The McFarland Library was one of few libraries in the state whose physical space has remained opened throughout the pandemic. We didn't cease any support operations. One significant space limitation was closing off the 5th floor which was being used to house the extra furniture from the other floors as we implemented reduced seating capacity.

What's Ahead

While we continue to deal with the uncertainty of the pandemic as we head in 2021-2022, we know we will continue working on scaffolding and assessing information literacy throughout the curriculum and evaluating our physical and electronic collections.

Section II: Current Year Activities

The following portion of the report is divided into the main functional areas of the library and highlights work done in those areas during the 2020-2021 academic year. Individuals write the reports, but it should be noted that much of our work is collaborative and supported by others in the department.

2020-2021 Archives Annual Report

Pam Gladis, University Librarian

Staffing

We have no full-time staffing dedicated to the Archives or History Center, so the work is distributed. I identified projects and provided work direction to adjunct librarian Erin Conway and library technicians Peggy Anderson and Carol DeSmet. I continue to oversee the Archives work in addition to my instruction, research help, technical services/systems, and department chair duties. We are fortunate that long-time History Center Director, Jan Louwagie, continues to volunteer for the History Center on a regular basis.

Striegel Archives (print collection)

- We continued processing materials that shifted over from the History Center to University Archives.
- Donations were received from Professor Stewart Day upon his retirement. We also received publications from the Communications/Marketing Department.
- Ongoing clean-up work on the archives backlog continued.

SMSU Digital Archives

- We continued adding the FOCUS magazine to the digital archives.
- We added to the Undergraduate Research Collection:
 - Posters from the 2020 URC
 - 2021 edition of *Discovery: The SMSU Journal of Undergraduate Research*
- We began scanning and adding Academic Catalogs to the collection. We encountered some technical difficulties with the scanning of some of the older issues, so have had to pause that work until a solution can be found. We are working with PALS on this issue.
- 20,760 scans are in the digital archives

History Center

The History Center's move to the 5th floor of the library went well and I appreciate having the collection adjacent to the University Archives. As noted above, having Jan Louwagie's help in continuing to clean up the backlog of materials in the History Center has been a tremendous help. The accessioning of materials is a time intensive, multi-step process that Peggy and I continue to learn with Jan's assistance.

Statistics

Forty questions were logged in LibAnalytics as being answered by the physical Archives and History Center collections this year. While this is not an extensive number of questions, the amount of time it takes to find materials (due to the lack of an archival software system for either collection) and the time needed with patrons can be extensive.

There were 2,191 visits to the Digital Archives site this fiscal year. Ongoing efforts are needed to raise awareness of the University Digital Archives as well as the print archives. Liz has done a nice job of including selections from the Digital Archives into the library's social media posts and

Communications/Marketing also pulls resources from the Digital Archives for University social media posts.

Funding

Dedicated University funding for the various aspect of the archive collections is lacking. This is an ongoing concern for maintaining this collection. This year we were able to pay for the Islandora (Digital Archives) service out of the Operations budget. Funding for an archival software system is needed as the collection(s) continue to grow. The current system relies on Excel and/or printed catalog cards. This is inefficient and relies heavily on institutional knowledge which isn't sustainable or good for long-range planning.

NEH Grant Proposal

Based on feedback from our 2020 Program Review, in January 2021 I submitted a grant proposal to the NEH Preservation Assistance Grants for Smaller Institutions. This grant opportunity provides for a preservation specialist to come visit the college and our archival collections to provide suggestions for improving spaces, processes, and preservation/conservation practices. The funding request is for \$9093 and does not require any matching funds from the University. Although the official announcement hasn't come out yet, I've just learned that our project is being funded! We were one of 71 out of 170 applications that received funding.

Strategic Priority 3: Collections & Access

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

2020-2021 Circulation Annual Report

Liz Fladhammer, Circulation Technician
Pam Gladis, University Librarian

Circulation Overview

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

Strategic Priority 1: Space & Services

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

Objective 2: Continue to develop cross training of Library and Technology Resource Center staff to improve services for students, faculty, and staff.

Strategic Priority 4: Scholarship & Outreach

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

Student Workers

The library employed 18 student workers in 2020-2021, and the majority of student employees utilized work-study funds. The library expended \$28,968.11 in work-study dollars in FY21. The library's operations budget expended an additional \$250.00 for coverage by students whose award ran out prior to the end of the year. The total amount expended for students workers = \$29,218.11.

An annual library student assistant scholarship was awarded, and several events were hosted in order to boost student morale, build connections, and thank both library and TRC students and staff for all of their hard work and adaptability during an unprecedented 2020-2021 academic year. This year, the library scholarship was awarded to Regan Truedson, a junior Biology and Environmental Science double major. Due to COVID-19 precautions and event cancellations, the scholarship award recipient was announced on the Library’s social media platforms, instead of during a National Library Week event as usual. The \$750 scholarship will go towards Regan’s fall 2021 tuition/fees. The morale-boosting events included:

- a fall kick-off/planning meeting held via Zoom due to COVID-19 precautions
- 2 voluntary “Wear Your Holiday Sweater” Wednesdays in December
- “Grab ‘n Go” personalized thank you treat bags provided at the end of fall semester:



- a spring check-in meeting held via Zoom due to Covid-19 precautions (March 2021)
- “Grab ‘n Go” summer-themed thank you treat bags provided through voluntary library staff/faculty donations at the end of spring semester:

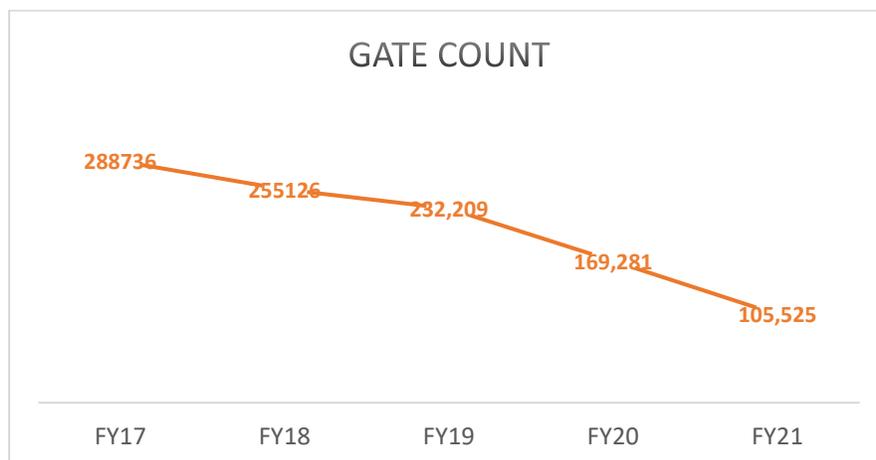


Additionally, the library employed two graduating seniors during the 2020-2021 academic year. Utilizing Sunshine Funds, they each received a \$10 Barnes & Noble gift card and staff signed thank-you card in recognition of their service to the library.

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

2020-2021 Circulation Statistics

The gate count for FY21 was 105,525, a decrease of approximately 64%. A number of factors related to COVID lead to this significant decrease. The library operated on a reduced seating capacity throughout the library, closed study rooms during Spring Semester, had very limited instruction sessions in the library labs, and totally closed off the 5th floor for patron usage. The campus-wide shift to online instruction and reduced number of on-campus students would also have impacted this number.



Following the pattern of reduced visits to the library, circulation statistics dipped significantly as well. While always disappointing, this was to be expected with the changes in teaching and traffic related to COVID.

Circulation by Patron Type:	FY17	FY18	FY19	FY20	FY21
Student	3,961	3,560	3,827	3,130	1,786
Faculty/Staff	1,313	1,044	1,191	1,125	621
Community	74	51	24	40	13
Grand Total	5,348	4,655	5,042	4,295	2,420

COVID-19

During an unprecedented 2020-21 academic year due to COVID-19, library staff continued to communicate with all library student workers that their health and safety was always first priority and that working at the library was at their discretion. As a student-focused, accommodating space, the library remained open and staffed during standard hours throughout the 2020/21 academic year: 7:30 AM – 11 PM, Monday – Thursday; 7:30 AM – 6 PM Fridays; 10 AM – 5 PM Saturdays; noon – 11 PM Sundays. The library student workers demonstrated a very high level of flexibility, adaptability, and teamwork throughout the year, as they would often cover shifts for their quarantining team members. The library technicians also covered student worker shifts for student workers in quarantine on an as-needed basis. This teamwork allowed the Circ Desk to remain staffed and operating as close to “normal” for staff/faculty and students, especially students who needed in-person assistance. Liz also attempted to periodically check in with each student worker regarding their comfort level and is very grateful for the student workers’ and library staff members’ teamwork and dedication during a challenging and unprecedented time.

As noted in the previous report, the cleaning/disinfecting procedures that were either ramped up or put in place based on the fluctuating situation and the best information and COVID-19 guidelines available at the time continued to be utilized. A checklist was used by library personnel and included periodically cleaning high touch surface areas such as the Library and TRC counters and the printer area. Student workers also cleaned the Circulation Desk area with a spray at the beginning of each of their shifts as a preventative measure; the spray and paper towels were provided by the custodial unit.

Per university and CDC guidelines, all library personnel wore masks, and signs were placed throughout the library to encourage masking and social distancing. Free masks were available at the Circ Desk, and patrons who entered the library without a mask were asked by front desk staff if they needed one as a way to encourage masking. Liz estimates approximately 6-8 boxes of masks (50 per box) were used throughout the 2020-21 year. To encourage social distancing, chairs remained pulled from tables, group study rooms were closed, plexiglass barriers were put up at the Circ/TRC front desks, social distancing stickers/markers were placed at strategic spots to encourage social distancing, and printers from the 5th floor were brought down to the main floor to serve as the primary printers for wireless printing to further encourage social distancing when printing.

The keyboard and mouse check-out/swapping procedure for library computers that was implemented after each patron use in spring 2019 was adjusted for the 2020-2021 academic year. Instead of keyboards and mice being pulled and replaced by circulation/front desk staff after a single patron use (keyboards/mice were laid out by circulation staff and sprayed twice a week by a custodian and then brought back into rotation) keyboards/mice/computer desk surface areas were sprayed/misted once a day by a custodian, and students were informed by Circulation Desk staff that they needed to use hand

sanitizer before and after using the library computers. Hand sanitizer stations were provided on each open floor of the library for students' convenience. Additionally, all high touch surfaces, such as the Library/TRC countertops and printer area were cleaned using the disinfectant spray provided by the custodial unit, and this process continued throughout the academic year.

After careful consideration and discussion of the impact quarantining reserve items would have on students and their study habits/academic success during the '20 – '21 academic year, it was decided that in order to best serve students, reserves would not be quarantined and instead, other precautionary measures were implemented: students were informed by front desk circulation staff to be sure to wear their mask while using reserve items, and they were also required to use hand sanitizer before and after using the reserve items.

Additionally, in August 2020, a plan based on data from the REALM project was put in place for quarantining all other returned items for 3 days before shelving: two carts with daily labels were used to sort returned items, and student worker shelvers quickly adjusted to the new process of shelving materials after they had been quarantined for three days. Furthermore, to best serve students, hourly/daily check-out items such as library laptops and headphones were wiped down with tech wipes by circulation staff/student workers after each use/return. Based on the most recent data from the REALM project, quarantining returned items was discontinued after the end of spring semester 2021 due to very low risk of surface transmission.

Due to COVID-19 precautions, no physical library displays were created and as an alternative, Liz created themed virtual displays utilizing a LibGuide; these displays can be found here: <https://libguides.smsu.edu/virtualbookdisplays/home>. Displays were promoted on the library's social media – twitter and Facebook - throughout the year.

We had an end-of-the-year stress reliever available for students through a Crafting & Cookies event. We provided books and directions about how to create a craft from the book and snack of cookies to enjoy.

We had an end-of-the-year stress reliever available for students through a Crafting & Cookies event. We provided books and directions about how to create a craft from the book and cookie snack to enjoy. This seemed like a positive event as supplies didn't last long and it provided the opportunity for the library to repurpose 25 weeded books.

Alma/Primo

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

PALS worked with the System Office on a new PLIF load for patron data coming into ALMA. These changes will allow for more information, specifically relevant to library work, to flow into our system. One drawback of the system-wide change was a standard set of expiry dates across the system. Pam had to (and will continue to have to) go into ISRS to adjust expiry dates to match our local policies.

Collection Inventory

As noted in the previous annual report, a PALS inventory tool was developed during the fall 2019 semester, and McFarland Library participated in the beta-testing process. Once it was determined that

the PALS inventory tool could perform at a similar level to the previously used process, inventory work continued through a team effort of the circulation technician/supervisor and evening/weekend supervisor and as of summer 2021, inventory has been completed through part of the “J” section of the general circulating collection.

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

Courtesy & Overdue Notices

During the 2020-2021 academic year, we continued to utilize courtesy notices. A decrease in overdue items is the main goal for courtesy notices. As noted in previous reports, in spring 2019, after the transition to Alma, email courtesy notices were successfully automated. Patrons now receive automated courtesy notices 1 day prior to item due date.

As noted in a previous report, in spring 2019, after the transition to Alma, overdue notices were successfully automated. Patrons received an automated overdue reminder on the due date, and then two overdue reminders in 10-day increments. Patrons also receive an automated “lost item” email 10 days after the final overdue reminder; this email informs the patron the item has been declared “lost” and provides fee information. The primary goal of overdue notifications is to create a more efficient overdues communication process.

Automated overdue notices were re-implemented during the 2020-2021 academic year after being disabled during the spring 2020 semester. As noted in the previous report, item due dates were extended during spring semester 2020 for many students due to COVID-19. For returning students, the due date for all items was extended to August 28, 2020. For graduating students and those who had not yet registered for fall classes, the due date was extended to May 28, 2020. Letters were mailed to the students who had items due in May and electronic copies were attached to their patron accounts in Alma for record purposes. Our overall goal with due date extensions was to decrease student stress and encourage communication during such a challenging time. This additional communication resulted in a number of returned items.

As we continue to adjust to Alma processes and procedures and fluctuating COVID-19 guidelines, we will monitor and refine the automated courtesy and overdue notices in 2021-22, to best meet the needs of our patrons.

Library Use Audits

To capture how users engage with library spaces, student workers, library technicians, and librarians actively conducted audits nearly every day during the 2020-2021 academic year. Library Use Audits occurred at specified times:

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

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

The data was recorded in LibInsight, a robust quantitative and qualitative data collection instrument. This is the same tool the librarians use to track Research Help interactions and Circulation Staff use to track front-desk inquiries. While we collected data during this academic year, the reduced numbers do not lend themselves well to utilizing the data for significant changes.

Planning Ahead

Our top priority for Circulation Services for 2021-22 is ensuring student worker and library patron well-being so that they can continue to learn and grow during an uncertain and challenging time. Other priorities include providing top-notch customer service, continuing to collaborate with the TRC to improve the front-line library and technology help services, utilizing Microsoft Teams to streamline student worker management, tracking questions and referrals, inventory, bolstering our social media presence and engagement, and continuing to learn and implement Alma/Primo best practices/procedures.

2020-2021 Collection Management Annual Report

Māra Wiggins, Collection Management/E-Resources Librarian

Collection Management has become the over-arching term used for several areas of library work that were previously more independent of each other. Over time, due to changes in the field at large, technological advancements, changes specific to our library, and the transition of integrated library systems (ILS), Collection Management has become a good term to group functions that now have more cross-over in their independent functions. Collection Management is comprised of Acquisitions, Technical Services, Systems, and aspects of managing the physical collection such as content, layout, labeling, and grouping of specific sets or collections (e.g. Children's Collection or Media).

Strategic Priority 3: Collections & Access

Objective 8: Continue evaluating print and digital collections.

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

Staffing

Technical services includes cataloging items (print and electronic), running the analytics/reports, providing off-campus access to resources via the proxy server, adjusting settings in ALMA to match our policies and practices, and managing electronic resources.

Technicians Kristi Petersen and Peggy Anderson along with librarians Pam Gladis and Māra Wiggins work with Technical Services. Kristi, Cataloging Technician, handles the day-to-day cataloging of items and running of reports while Peggy, Acquisitions Technician, assists with paying of bills and processing items.

Technical Services

Integrated Library System (ILS) Maintenance & Updates

We have been using the ILS, Alma, for about two and a half years, and although we have figured out the day-to-day operations, we are still making sense of some of its features. How the back end processes affect the way things display for the patron is always a concern, and the staff at MnPals is very knowledgeable and willing to help us figure out different features if we run into difficulty. We attend training days and work groups, as well as subscribe to email lists, to keep abreast of changes or enhancements in the software. Though training was via zoom or sometimes postponed during this year due to COVID restrictions, we anticipate being able to resume regular work days and training as provided in past years.

Cataloging

As we no longer have a full-time cataloging librarian, items that cannot be copy-cataloged are sent to Minitex for original cataloging. This is a pay-by-the-item service Minitex provides. In FY21, we sent 20 titles to Minitex for cataloging at a cost of \$566. Minitex has been considering dropping the contract cataloging service, so this is something we will need to be attentive to as we have come to rely on the service to complete more complex cataloging needs.

Since Government Documents are no longer in their own separate collection, we add a local note in each bib record so we can easily pull a list and get a count of how many titles we have in our collection. As of June 30, 2021, there are 1,379 physical titles and 23,137 electronic titles (29,211 portfolios). Kristi is currently working on the backlog of electronic titles from 2017 (headway made since last year is 1,076 titles), and she also pulls monthly lists to add new electronic titles of government documents to our catalog.

In addition to cataloging physical items, there is much behind the scenes work with electronic purchases. Kristi imports the new video records for Films on Demand into Alma each month. Likewise, twice a year Films on Demand sends a list of videos that have been removed from the subscription, so Kristi runs that job, and then checks to make sure the videos that were on the list for deletion were successfully removed from the catalog. This same process occurs with the EBSCO Nursing eBook database, requiring Kristi to update our catalog accordingly. Kristi and Māra work together each year to add and remove streaming videos from the Swank subscription. These are manually added and removed from Alma and OCLC. Kanopy is another streaming video service we use, but the only videos we actually catalog are titles that have been viewed several times for a certain amount of time each. As of June 30, 2021, fourteen titles from Kanopy have been cataloged.

Comparison of Number of Items by Collection from July 2020 to July 2021

Collection	Number of Items July 2020	Number of Items July 2021	Difference
General Collection	165,310	165,402	+92
Reference	3,180	3,177	-3
Indexes	1,921	1,922	+1
Children's Collection	4,148	2,544	-1,604
Picture Books <i>[new]</i>		604	+604
Juvenile Collection <i>[new]</i>		194	+194
Teacher Resources <i>[new]</i>		66	+66
Rare Books	2,371	2,371	0
University Archives	961	972	+11
Reserves	280	320	+40
Circulation Desk	138	765	+627
Government Docs (Maps)	75	75	0
Minnesota State Documents	505	505	0
Periodicals (633 print titles)	86,592	86,901	+309
Microfilm	12,465	12,465	0
Newspapers	6	6	0
Newspapers (microfilm)	5,735	5,735	0
Maps	12	12	0
Maps & Atlases	41	41	0
Media Collection	5,083	5,111	+28
Archived Media (Vinyl)	3,474	3,474	0
Archived Media (16mm)	90	90	0
Archived Media (Cassettes)	661	661	1
Archived Media (Filmstrips)	6	6	0

Archived Media (Sound Filmstrips)	66	66	0
Archived Media (Slides)	347	347	0

OF NOTE

- These numbers do not include electronic formats: Internet, Government Documents Internet, e-Journals, ebooks, Streaming Videos
- The numbers for the Circulation Desk jumped drastically as we anticipated that students would be checking out keyboards and computer mice in Fall 2020 due to COVID precautions, so we barcoded 211 PC keyboards, 69 Mac keyboards, 288 PC mice, and 63 Mac mice.

Acquisitions

COVID-19's impact on purchasing began in March of 2020, as we focused on getting materials available either online or via streaming for students who were no longer on campus to be able to access. This trend continued as we realized our academic year would require distancing, and students need for books, movies, documentaries, and articles required online access.

McFarland Library Acquisitions Budget: \$144,000 A small reduction of \$350 was seen in comparison to last year. In addition to our base budget, we received permission to carry forward funds in the amount of \$4,050—encumbered for Kanopy, a streaming video vendor. We also acquired carry-forward of \$1,872 from Library Operations and \$503.03 from Library Acquisitions from FY20. Permission for carry-forward of these two account was given in order to pay for the Nursing database CINAHL. A 5-year grant that had previously provided funds for this database had run out, and these efforts were made to help cover costs until formal requests for budget increase could be made in the spring of 2021.

Ongoing subscriptions for databases, journals, newspapers, and streaming videos encumber the bulk of our budget at \$203,482.86. It must be noted that the Acquisitions budget only covered \$150,425.03 with the remaining \$53,057.83 being covered by Minitex subsidies and McFarland gift funds. Gift accounts have given us the funds not only to purchase standing orders (encumbered databases and journals) but also items that are requested by students and faculty.

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

Databases

Cancellations:

- **Oxford Music**
- **Gale Databases** were not renewed in the state-wide free ELM database list

Additions:

- **EBSCO Faculty Select** is a database that is a one-stop shop for open access textbooks, intended for use by faculty.
- **Music Index with Full-Text** replaced Oxford Music. MI offers scholarly articles, and Oxford Music was primarily encyclopedic. MI is an EBSCO product, and should be a more familiar interface to students to navigate.

- **SWANK**-we increased to 55 titles from our standard contract of 30. The 25 title increase supported student access to streaming videos during COVID.

Science Direct: This was the fourth year of a five-year contract, and our consortium made inquiries to Science Direct in anticipation of contract negotiations. Continued annual increases (\$2,500 last year) during this contract have become problematic, as it causes a domino effect in the acquisitions budget, requiring us to cut purchases or subscriptions each year in order to accommodate the increase and stay within our base budget. It should be noted that because we receive a \$20,000 subsidy from Minitex, and continue with a funding formula that began with the McFarland gift funds in FY13 which has Science Direct paid with 50% McFarland Science gift fund, 25% McFarland Business gift fund, and 25% Acquisitions budget, are we are able to continue with the subscription.

CINAHL: the primary database for nursing research, and supports program accreditation. This database was paid for the last five years with a budget line provided by Nursing (212003). This budget line ended last year. In the spring of 2020, Provost Wallace provided emergency funding of \$3,725 after librarians Pam Gladis and Māra Wiggins and Professor Laurie Johansen requested assistance through Dean Onyeaghala. This year, we used carry-forward of \$2,375 in order to pay the invoice. We will need either a budget increase, or this budget line reinstated in order to continue with CINAHL. We receive a \$5,000 subsidy from Minitex for CINAHL, and pay the remaining cost out of the acquisitions budget. This subsidy is set up on a tiered plan, so that the first year the library got \$1,500, the second year \$3,500, and the third and following years we received the full \$5,000. It is important we continue our subscription, as we have realized the full \$5,000 ongoing subsidy (contributing to significant savings). We reap additional cost savings with this database due to Consortium pricing, which saves us \$17,559 over purchasing it on our own.

Journals

McFarland Library continues to use EBSCO Subscription Services as our jobber to streamline ordering and payment. They carry all but one of our periodical subscriptions. The invoice we receive from them (EDI invoice) totaled \$30,060.68.

Cancellations (for a savings of \$404.26):

- *Condenast Traveller*
- *Historia y Vida*
- *Travel and Leisure*
- *Technicalities*
- *Wine Spectator*

Additions:

- *Mathematics Teacher* (print and online)

eBooks

Our ebook vendors (annual usage stats in parenthesis) are:

- CREDO-online reference materials (1312)
- EBSCO (17,580)
- EBSCO Nursing ebooks (15,861)
- Gale Virtual Reference Library (GVRL)

Streaming

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

- Swank hosts thirty Hollywood films (all films have been requested by faculty who are using the films for classes).
- Films on Demand is contains the largest content with 43,870 titles and 317,435 segments across 27 subject areas
- Kanopy is a streaming video vendor that offers mostly documentaries, foreign films, and some Hollywood movies. It is offered on a patron driven acquisition model (PDA). Any film in the Kanopy catalog may be watched at any time. A film is triggered for purchase if it has been viewed (a 'view' is two minutes of continuous play) four times. An initial budget of \$4,500 was set two years ago, and is encumbered for this database until spent.

Books/Media

A total of \$8,157.21 was spent for faculty/student requests for books and media. This budget varies as affected by other subscription increases or cancellations, and is down approximately \$4,000 from last year. Purchases are made on a 'first-come, first-served' basis. We have a book budget which are for items requested by faculty or librarians in specific subject areas (or specific titles), and a separate budget line for PDA-ILL—Patron Driven Acquisitions-Inter-Library Loan. This budget is mostly for student research requests. Books are PDA-ILL if the student requested access to the item through ILL and we determine the item will be good in our collection or if the item is one that another library will not loan. We then purchase the item in lieu of actually borrowing them from other libraries. Our turnaround time is typically quite fast (3-4 days) as we do most of our purchasing through Amazon.

Government Documents

23 tangible documents were received, 31 were withdrawn, and 8 were superceded. No tangible maps were withdrawn. 2,381 items were selected, making SMSU a 23.23% depository. No shipments of items were sent from FLDP due to COVID until Fall of 2021, and since then, shipments have been sporadic.

No physical displays were created due to COVID, however, Technician Liz Fladhammer set up a virtual display for Constitution Day in September 2020 and several other virtual displays throughout the year.

Donations

McFarland Library is the fortunate recipient of many donations and gifts, primarily from faculty, both current and retiring. During FY21, we accessioned 200 books and 287 media from donations.

The following journals are also donated by faculty:

- American Journal of Agricultural Economics (Gerry Toland)
- American Journal of Physics (Ken Murphy)
- Art in America (Bill Mulso)
- Entertainment Weekly (Maria Kingsbury)
- Physics Teacher (Ken Murphy)
- Physics Today (Ken Murphy)
- Yellow Medicine Review (Judy Wilson)

Additional Funding

Gift Funds: (specific purchases are available upon request)

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

McFarland Science: \$23,461.42

This fund came in \$986.42 higher than last FY. Science programs continued with commitment to pay one-half the cost for Science Direct. Remaining funds are divided between the Biology, Chemistry, and Physics programs.

McFarland Business: \$23,461.42

Business programs continued with commitment to pay one-fourth the cost for Science Direct. Previously, the remainder was divided into two areas, Accounting/Finance and Management/Marketing, but due to department reorganization, the fund is no longer specifically divided but shared by Accounting, Finance, Management, and Marketing programs. These gift accounts pay for subscriptions to AICPA, Mergent, Morningstar, Value Line, and contribute to subscriptions for Communication and Mass Media Complete, Films on Demand, Statista, and Science Direct.

Walter Mann funds: \$1,312.50

This fund came in the same as last FY. This gift fund originates from a bequest from a former faculty member of the English department. Titles purchased can be books or media, and cover philosophy, religion, and poetry. These funds are spent at the discretion of the Philosophy department and Poetry section of the English department.

Sandra Fuhr funds: \$4,834.00

This fund came in over \$800 more than last FY. This gift fund originates from a bequest from SMSU University Librarian Sandra Fuhr, who died suddenly in 2007. Funds are spent at the discretion of the librarians. Over the years we have purchased a variety of items: subscriptions to databases, subscriptions to Islandora (Archives database), beanbags. This year we purchased picture books and juvenile fiction and non-fiction for the Educational Curriculum Library Collection.

Minitex Subsidies

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, saving us approximately \$48,000 off list price, as well as providing subsidies to us for Science Direct (\$20,000), CINAHL (\$5,000), and Project Muse (\$970).

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

Usage Statistics

Our Discovery layer, branded One Search, is the default search on the McFarland Library homepage. Usage statistics are reported by COUNTER standards, with the current standard COUNTER 5. Update from COUNTER 4 to COUNTER 5 occurred in the last two years, and left reporting uneven. All databases are now reporting in COUNTER 5.

Usage typically fluctuates for many other reasons, including fluctuations attributed to the addition or cancellation of databases causing students to search for information in other databases; faculty sabbaticals; courses offered every other year or semester; research consultations directing students to the appropriate database more directly than students trying several databases before locating information needed. This year complicated the known variations with COVID. Though it seems that students taking classes off site would use databases more, there was also more fluctuation in instruction and even in assignments.

Additional note: ELM (eLibrary Minnesota) is a family of databases are provided by the Minnesota Department of Education, and brought to us through Minitex. Minitex renegotiated contracts last July, and Gale databases were dropped from the offerings.

Paid Databases - Usage Statistics

E-Resource title	FY21 searches	FY20 searches	FY19 searches
Databases			
AdForum	cancelled	cancelled	33
Agricultural Science Collection (began 1/20)	3912	2863	
Alexander Street Press	cancelled	cancelled	425
ASCESS	cancelled	cancelled	161
CINAHL Complete	41370	43255	36395
Communications and Mass Media Complete	16464	14672	17774
Criminal Justice Abstracts with Full Text	15891		
Ed. Research Complete	20615	21057	24047
JSTOR	4132	6400	5610
Mergent	3991	4820	759 (missing Aug and Nov)
MorningStar	179	634	5960
Music Index with Full Text	14806		
NYT Con Svc (Historical)	3469	4889	7628
Oxford Music	Cancelled	217	439
Philosopher's Index	3076	4164	6359
Psychology Database	6025	6613	9418
Project Muse	105	165	1046
PsycINFO	4780	5528	9073
Science Direct	16968	16936	15060
Sociological Abstracts	3054	3824	8655
SportDiscus	18635	15748	20520

Statista	2436	3551	3211
ValueLine Elite			10235
ebooks			
Credo	1312	2166	1261
Ebsco ebook Nursing Collection	15861	14186	16805
GVRL (Gale Virt Ref Lib)		276	603
streaming video			
Films on Demand	1945 searches	2962 searches	2825 searches
Kanopy	853 plays of 125 movies	30 plays of 10 movies	
Swank	1631	1207	998 views

ELM - Free Databases Usage

	FY21	FY20	FY19
free or part of ELM resources		searches	searches
EBSCO			
Academic Search Premier	39,606	48,417	64,613
Alt Health Watch	15257	13,847	16,939
American Antiquarian Society Historical Periodicals Series 1	14805		
American Antiquarian Society Historical Periodicals Series 2	14809		
American Antiquarian Society Historical Periodicals Series 3	14786		
American Antiquarian Society Historical Periodicals Series 4	14778		
American Antiquarian Society Historical Periodicals Series 5	14789		
Business Source Premier	17471	18,066	21,619
Consumer Health Complete	367	478	341
Consumer Health Complete EBSCOhost	14956	13,727	16,780
EBSCO e-books	17580	15,845	18,173
EBSCO MegaFILE	21384	21,371	21,589
ERIC	21063	19,857	23,321
European Views of the Americas: 1493 to 1750	14731	13,301	16,313
Funk & Wagnalls New World Ency./EBSCO	14793	13,356	16,543
GreenFILE	15682	14,522	18,353
Health Source-Consumer Edition	15584	14,273	17,482
Health Source-Nursing/Academic	15829	14,714	18,586
Library, Info Sci & Tech Abstracts	14916	13,854	16,954
MAS Ultra-School Edition	14788	13,449	16,479
MasterFILE Premier	15406	14,124	17,600

Middle Search Plus	14781	13,441	16,464
Points of View Reference Center	23509	14,983	11,896
Primary Search	14856	13,549	16,705
Professional Development Collection	15002	13,718	16,751
Regional Business News	14395	13,653	16,727
Science Reference Center	15133	13,804	17,084
Teacher Reference Center	15370	14,368	17,313
EBSCO Totals	456966	360,717	434,625
Gale Group			
Educator's Reference Complete	cancelled	2,411	3,196
OneFile Select (formerly Expanded Academic ASAP)	cancelled	1,618	2,418
Gale OneFile: High School	cancelled	201	86
Gale in Context: Middle School	cancelled	40	93
Gale in Context: Elementary	cancelled	66	
Gale in Context: College	cancelled	222	
Gale OneFile: Leadership and Management	cancelled	338	1
Gale OneFile: Science	cancelled	526	591
General Science Collection	cancelled	212	197
Informe Academic	cancelled	234	294
Professional Collection	cancelled	226	288
Gale Group Totals		6,094	7,164
ProQuest			
Dissertations & Theses - SMSU	3366	4,173	5,946
Newsstand	7552	5,019	7,115
ProQuest Totals	10918	9,192	13,061
Total searches - free/ELM Resources		376,003	454,850

Projects

CALD Cooperative Collection Management Project

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

Department Chair, Pam has been a member of the Administrative group since inception. Māra now serves on the Operations Group for this project.

Spine Labels recognizing SMSU Authors

Kristi created bright orange SMSU Author stickers for easy visual recognition of our resources that were created by faculty and alumni. We currently put a note in the bibliographic record for these titles, but decided a visual would be more effective for patrons browsing the physical collection.

Deselection (commonly referred to as “weeding”)

Pam Gladis and Māra Wiggins have been working through the main collection, having completed a large weeding project (from call numbers beginning T through Z) last summer. No further sections were weeded in the main collection.

In anticipation of relocating the Media Collection from the second floor to the fourth floor, the VHS tapes are being considered for weeding. To date, 250 VHS titles have been removed from the collection. Student and faculty use has shifted to online access, and with the availability of everything from Youtube to our own streaming databases, we do not expect to see problems with removing VHS.

Weeding and moving our Children’s Collection to the Education Curriculum Library (ECL) housed in Deeann Griebel Student Success Center began in April 2021. As of July 1, 2021, we have withdrawn 978 titles from our Children’s collection, either to replace them with nicer copies, or because they don’t fit our curriculum needs. For the items we catalog that were owned by the ECL, we put a note in the item record so it is easy to pull stats. As of July 1, 2021, we had cataloged 77 of their books. So far, there are three new collections that will be housed in the Academic Commons: Picture Books, Juvenile Collection, and Teacher Resources. This project will continue into Fall 2021.

Education Curriculum Collection Project

In April 2021, Brittany Krull contacted Pam Gladis regarding the collection of educational and children’s books housed in the Student Success & Advising Center (SSAC), as she became responsible for the area after Linda Nelson’s retirement. Sonja Vierstraete joined the conversation with Brittany and Pam, and they decided to have McFarland Library take Education’s books and add them to the McFarland Library catalog (Alma). By adding Education’s books to Alma, students and faculty can search and find titles through the library’s online catalog system. This will result in significantly greater access as the SSAC’s prior system was stand-alone, meaning it was accessible via the web.

In May, librarians Pam Gladis and Māra Wiggins and technicians Peggy Anderson and Kristi Petersen pulled the SSAC’s picture books, juvenile fiction, and juvenile non-fiction and took them to McFarland Library. Māra de-duplicated the books against McFarland Library’s holdings, completing the meshing of the collections in late June. If titles showed damage or wear, new copies were purchased with Fuhr gift funds. Books were also purchased in gap areas, like award winners, diversity subjects, and popular titles not owned. 798 books have been purchased to date.

In preparation for having a “branch library,” Pam had backend work to do in the ALMA system to allow for cataloging and checkout of materials in the newly created Education Curriculum Library. The McFarland Library uses the Library of Congress classification system. The decision was made to utilize the Dewey Decimal Classification system for the Education Curriculum Library as this is what teacher candidates will encounter in K-12 schools. To that end, Kristi is cataloging all of the Education, as well as

recataloging the books currently shelved in McFarland Library's Children's Collection using Dewey. Peggy is leading the physical relabeling of materials – tedious work that includes having to remove old labels and carefully apply the new ones, along with the label covers. This is an enormous project, but one we believe will best serve our students as they enter the workforce and provides the best access to these resources for the SMSU community at large.

After cataloging/recataloging all juvenile books, including books currently located on McFarland library's fourth floor in the Children's collection, will be shelved in the Deeann Griebel Student Success Center. Academic research books (Education-mostly located in L's) will stay in McFarland Library. Books that fall in more of a practical application vein will be in a collection called Teacher Resources and will also be housed in the Deeann Griebel Student Success Center. Pam Gladis is working through both Education's collection and McFarland Library's holdings to see which titles fit in either of these two collections, moving the appropriate books to either location.

In preparation for a larger collection moving back to the Deeann Griebel Student Success Center (SSC) after recataloging, a range of shelves was added and others were repositioned in that space. McFarland Library provided shelf ends to improve the look of the ranges. New label covers have been purchased to use for books housed in the SSC. They are green—intentionally different from McFarland Library's white labels, so that when books are returned to either location, it will be visually apparent which location they should be shelved in. Pam also provided access to our circulation system and will give checkout rights to SSC staff and student workers so materials can be checked out from that location. The Library will provide training for SSC student workers on shelving using DDC. The previous system used in Academic Commons was a free system that didn't catalog the books, hold consistent accountability for checkout, or have transparency in our system.

Additionally, the picture books are also being evaluated with a diversity audit. Technicians Conni Stensrud and Liz Fladhammer and Librarians Pam Gladis and Māra Wiggins are evaluating each picture book by Author; Illustrator; Character-Race and Sex; Character-Topic Family/Life Circumstances; Character-Topic Religion. This diversity audit will be useful in identifying gaps in our collection, as well as being useful to the Education department in PELSB reports.

We anticipate having most of the juvenile collection cataloged and moved back to the AC near the beginning of the academic year. Most of the picture books should also be through the diversity audit. Once these smaller collections have been processed, we can focus on evaluating, weeding, and dividing the larger collection of Education (topic) books on McFarland Library's fourth floor into academic research (stays on fourth floor) or Teacher Resources (moves to the Deeann Griebel Student Success Center).

Shifting/relocating

In January 2020, retired SMSU professor Jim Hubleby gifted 750+ music CDs to the Library. In anticipation of adding this large donation to our existing collection, we separated McFarland Library's music CDs from the rest of the Media Collection and moved it to separate shelving, so it became a separate collection. The entire media collection is moving from second floor to the empty shelving left by the Children's Collection. Kristi started cataloging the gifted CDs in November 2020. As of July 1, 2021, we have cataloged 260 of these CDs.

2020-2021 Instruction Annual Report

Pam Gladis, University Librarian

Strategic Priority 2: Teaching & Learning

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

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

Librarian Instruction Staffing

This academic year librarians taught 92 library instruction sessions. All full-time librarians teach information literacy sessions. While we don't have a formal liaison program, we have established relationships and/or expertise in certain areas. A few examples of targeted efforts in this area include Maria working with the English and Communication Studies, and Māra working with Justice Administration. Maria's efforts focused on scaffolding student learning outcomes in COMM 110, ENG 151, and ENG 251. She continues to develop activities and assessments for these classes. Māra's work with Professor Sieling in the JUAD Seminar courses led to an embedded librarianship opportunity. Māra met with the class weekly to provide research and writing support as the students developed their 20-page senior paper.

This was the first year librarians were teaching as classroom instructors for the First Year Seminar (LEP 101) course. Māra, Maria, and I worked to define the SLOs and develop information literacy instruction, and collaborated with our cohort instructors to include information literacy instruction and assessments. Maria lead the revamp of some open source instruction around the SIFT evaluation method and students completed these as online modules in LEP101. Each librarian met with her cohort to provide a library instruction session. Course formats and/or number of students forced most of that instruction to be done via Zoom which was not ideal, nor the original intention, but COVID forced us to alter those plans. We conducted pre- and post-tests and shared those results with our cohort instructors (details in Assessment section). We are working to reinforce the idea that all faculty play a role in information literacy instruction.

Library Instruction Statistics

The total number of instruction requests for the 2020-2021 academic year was lower than previous years. Instruction requests may have been impacted by the number of classes that moved to an online or hybrid environment. While librarians are willing to meet with classes in any format, faculty had many adjustments to make to their classes and may not have considered the librarians' willingness to meet with classes via Zoom or online if instruction had historically been done in person. We also reduced library instruction in LEP 101 to one session vs. two or three per section in previous years. This was done in part due to an online tutorial tool (LibWizard) that was utilized to introduce students to some of the information literacy concepts introduced in LEP101. So while direct contact with a librarian during an information literacy instruction session was reduced, that doesn't equate to a reduction in information literacy concepts covered. The modules were self-paced and provided opportunities to reflect and practice concepts introduced. Maria did a great job adapting these for our platform from an open source CC-BY licensed course (<http://lessons.checkplease.cc>)

The following chart depicts a snapshot of the instruction sessions this academic year:

	Total # of Sessions	LEP Courses (excluding FYS)	# of FYS Information Literacy Sessions
Fall 2020	46	11	9
Spring 2021	46	16	13
Totals	92	27	22

Instruction Statistics Fall 2017-Spring 2021

	Total number of Classes Requesting Instruction	Number of LEP Sessions (excluding FYS)	Number of FYS Sessions	Number of Students Present
Fall 2017	78	19	37	1492
Spring 2018	38	16	6	693
Totals	116	35	43	2185
Fall 2018	84	18	29	1687
Spring 2019	34	9	9	533*
Totals	118	27	38	2220
Fall 2019	75	14	23	1483
Spring 2020	45	9	8	753
Totals	120	23	31	2236
Fall 2020	46	11	9	776
Spring 2021	46	16	13	821
Totals	92	27	22	1597

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

** Had to use estimates/averages as student numbers were not recorded in several courses.

Librarians are always willing to meet with classes in a variety of modes. This year, we saw an increase request in meeting via Zoom or in a hybrid situation of face-to-face and Zoom.

	Face-to-Face	F2F + Zoom	Zoom only	Online only	Not recorded
Fall 2020	1	20	13	3	6
Spring 2021	7	23	16	0	0

Instruction Tools

Research Guides

The following table shows research guides that were viewed at least 50 times this year. The total number of views for all guides was 38,585. The Research Guides are a valuable resource for students to utilize after a library instruction session, to supplement an online class, to learn more about a library service, or to access when the faculty hasn't elected to have a library instruction session but requires the use of library resources. Librarians update the Research Guides as they prepare to utilize them in instruction sessions.

Guide Name	Views
Nursing Program	7207
Management Program	6062
NURS 400: Community Assessment Assignment	3910
ED 622: Research in Education	3058
ENG 151: Academic Writing	2525
Research Help	1888
ED 102: Technology: Classroom Applications and Portfolio Development	1125
ENG 251: Writing in Professions	1118
PE 602: Research Foundation in Sport	1064
JUAD 144: Introduction to Justice & Society	917
THTR 100: Plays and Playwrights (S. Tabaka)	776
ED 312: Human Relations for Teachers	765
Interlibrary Loan	667
McFarland Library Student Worker Circulation Guide	509
College Now & the SMSU Library	445
BIOL 306: Anatomy & Physiology	443
ED 275: Foundations: Parent/Child Relationships	427
SIFT: Evaluating Sources Online	342
COMM 110 Essentials of Speaking and Listening	305
Bridge Program	301
Education (Early Childhood)	295
Art History	271
SMSU McFarland Library Virtual Book Display	247
Public Relations	231
Exercise Science	174
Anatomy & Physiology	169
K-12 Databases	167
JUAD 498: Justice Administration Senior Seminar	166
OER - Open Educational Resources	154
Education Program - Distance Students	153
Chemistry	153
Faculty Information	142
Psychology	138
Education (Special)	127
LEP 101	109
Sociology	102
ART 100: Introduction to Visual Arts (Brace)	101
Business Program - Distance Students	97
Creative Commons	92
SMSU McFarland Library Virtual Care Package	92
History (World)	91
Marketing	89
Statistics Sources	79
Art	77

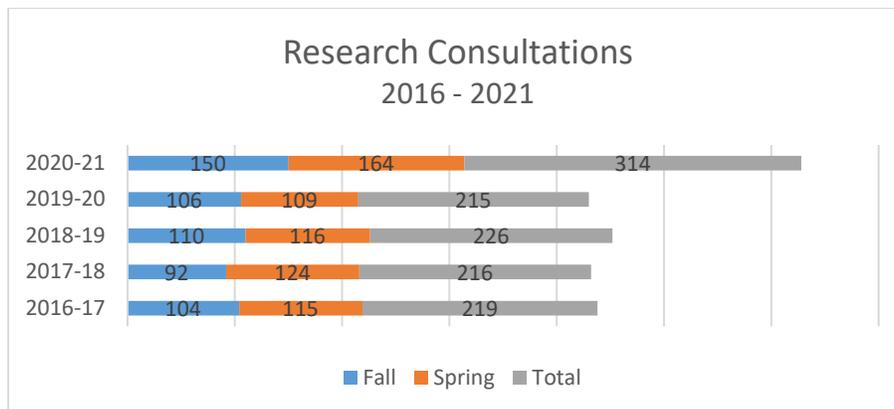
Justice Administration	70
History (United States)	68
Agribusiness Management	67
Literature	65
Agricultural Education	57
Environmental Science	55
Library Services During COVID-19	53
Botany	51

Research Consultations

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

We continued using LibCal, a scheduling tool powered by the SpringShare software that we use for other library applications, to schedule the appointments. Many sessions were held via Zoom this year, but most librarians maintained an in-person option to meet with us in our offices. We have altered the consultation form to clarify information in order for us to better understand students' needs, and we are continuing to adjust this form to better accommodate off campus students so they are aware that they can meet with us online. Our data shows there was a mix of students actively seeking out research help on their own as well as those who were required to attend consultations for class assignments.

Many students are also seeking out research help via these consultations as opposed to asking at the Research Help Desk. This is a shift from years past as students have become more accustomed to the appointment-based research consultation model. As evidenced in the graph below, the number of consultations has been steady throughout the time we've had this service and took quite a leap this past year. We were fortunate to already have this service in place prior to COVID. We did make the "Get Research Help" more prominent on the library homepage during this year, so that may also have had an impact on the increased number of consultations.



Assessment

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

In addition to the student learning outcomes (SLOs) established for LEP 101, Maria continued using the SLOs for ENG 151, ENG251, and COMM110 this year. The SLOS are posted on the library website (<https://www.smsu.edu/library/slos.html>).

We utilized a Pre- Post-test in LEP 101 this year to get a baseline of data. The assessment covers a variety of topics including library spaces, services, and information literacy concepts. Librarians developed a rubric to aid in assessment. We used the following categories and assigned numbers to be able to create averages:

Novice/Unaware (1)	Novice/Aware (2)	Able/Knowledgeable (3)
---------------------------	-------------------------	-------------------------------

This is the Fall 2020 breakdown of the aggregate results for the 16 areas covered in the Pre/Post test:

All Sections - Test (# of responses)	Library Materials	Library Services	Interlibrary Loan	OneSearch & Google	What is plagiarism?	Importance of Not Plagiarizing
Pre (286)	1.72	2.57	2.60	1.06	2.42	1.55
Post (170)	1.91	2.73	2.64	1.48	2.26	1.69

OneSearch & Journal Articles	StarID	Physical Sources	Journal Title	Citation help in databases
2.65	2.67	2.55	1.58	2.82
2.65	2.51	2.79	1.74	2.90

Believable Source	Tweet	Fukushima	Contacting Librarian	Research Help
1.96	0.98	1.62	2.75	2.86
2.17	1.07	1.96	2.69	3

This information, along with the rubric, was shared with individual faculty members. After completing the fall 2020 assessment, the librarians made slight modifications for clarification to the rubric for future assessments. We also intend to make adjustments to instruction to help increase student knowledge in these areas.

2020-2021 Instructional Design Annual Report

Kate Borowske, Instructional Design Librarian

Introduction

This felt very much like a “post-covid” year. There was a general sense of fatigue among faculty and staff, a feeling that needing to learn one more thing would be too much. Therefore, once fall semester started, I did not offer any additional webinars. In addition, the System Office and the Faculty Development Committee have grown and strengthened their offerings so much that, in my opinion, and for better or worse, it takes much of the pressure off SMSU to have a comprehensive faculty development program. While I have looked forward to developing such a program here, it has become apparent that the resources are not available. What that does, though, is enable our limited staff to provide one-on-one help/consultation with technology, course design, and pedagogy.

I did send an invitation to department chairs to meet with COLT staff. Ben Nwachukwu, Jos Ullian, and I participated in these meetings. Most of the questions had to do with D2L. What this did show us is that there may be a need for some “open” help availability to answer questions. It may be easier for faculty to show up to those than to “bother” COLT staff with questions. There’s also a benefit, I think, to more faculty being present when questions are being asked because so many of them have similar questions.

Interestingly, there were requests for advice this year from several student-related service offices: Marketing, Admissions, College Now, AgBowl, and Student Success. Marketing, Admissions, and Student Success were interested in virtual reality. College Now was interested in publicizing the academic technologies we have available to their faculty, such as D2L Pulse and Respondus Lockdown Browser. AgBowl staff were looking at options for holding the competition online.

No two years in this position have been alike. I continue to listen to get a feel for what will work best—and what is possible—to provide instructional design and technology assistance for SMSU faculty. This year, I started using the COLT/Center for Online Learning and Teaching “brand” for the newsletter and other announcements that I sent in order to start building an awareness of the Center and its services. Completing the physical space for COLT was put on hold during this past academic year due to the 5th floor being closed off, but thanks to funding by CIO Dan Baun and furniture selections by Conni Stensrud and Pam Gladis, we now have an inviting and comfortable physical location for COLT. 2021-22 will be COLT’s first visible year.

Faculty Support Through COLT

Webinars

I offered the following webinars for faculty during the summer of 2020. There were a number of faculty who were ready—and anxious—to further develop the work they’d done to teach in the emergency remote environment. These sessions were well-attended. Once classes started, however, there seemed to be limited energy and/or interest due, I’m sure, to the intensity of their efforts previous year and the significant changes they had to make.

- Introduction to the HyFlex Model of Teaching (July 22)
- Using the D2L Templates for your online course (July 29)
- Office 365 for Teaching and Learning (August 5)
- New Faculty Tech Orientation (With IT staff, August 17)
- Active Learning Online (August 19)
- Technology Updates for Faculty (With IT, August 19)

Many of these sessions—and others-- were recorded and made available to faculty via the COLT website. Ben Nwachukwu also recorded most of his faculty training sessions, as well as short videos he made to demonstrate specific tools, such as MS Bookings. These videos are available on the COLT website. <https://bit.ly/3nlpVwE>

New Tools Introduced to Faculty

There were several new technology-related tools and strategies that I was able to introduce to faculty this year.

- **D2L Content Templates:** Ben Nwachukwu and I were on the System committee that developed templates both for individual pages/units in D2L and an entire D2L course that included instructions on best practices in teaching online. Most D2L questions go to Ben. When he was away, I was able to help a new faculty member build her first D2L course by introducing the templates to her. It didn't take her long to get started and she was able to build her course by herself. Both of us were very pleased with the experience. Now that things are starting to settle a bit after Covid, I anticipate that the value of these tools will become even more apparent. This was a significant accomplishment for the System and for SMSU as we work to improve online teaching and learning.
- **Virtual Reality** experiences: See below for more information.
- **Social Annotation tool: Hypothes.is.** Since both close reading and discussion can be a challenge for students, I pursued a subscription to this tool. I applied for and received a grant from the SMSU Foundation for \$3000 to pay for it. About eight faculty signed up for the training session from the company and several used it in their courses. The session was recorded.
- **Plagiarism tool: Turnitin.** There was also a training session provided by the company and that several faculty attended. This session, too, was recorded. This subscription was funded by IT and the Academic Technology Committee. There were several departments that had requested it and were anxiously awaiting its implementation.
- **Zoom for small student discussion** ("Zoom Interactives"). Several faculty members utilized this in their courses and were quite enthusiastic about it. They shared their experiences and recommendations with each other.

Virtual Reality Grant Projects, Continued and Completed

Both of these projects were started in AY20 and were interrupted by the pandemic. Their successful implementation demonstrates the value and possibilities of VR in the classroom. We now have documentation of its effectiveness in two disciplines—agriculture and biology—and its potential in engaging students.

- **Going Places (Google Expeditions)**
We were finally able to complete the final project funded by the *Going Places Multi-Campus Collaboration* grant funds. I worked with Dr. Craner to purchase a high-end system (Valve Index) and select software (ShareCareYou VR) for her human anatomy courses. We piloted this with her spring semester class. Dr. Craner gave her students the option to use the VR in place of the model/s in the lab. Five or six students signed up to come to COLT to use the VR. We asked them to fill out a survey after they used it. When they came to tell me they were done using the equipment, they were animated and smiling ear-to-ear. Shortly after the first sign-ups, more signed up, and then more; they'd heard from the other students that it was something to try. By the last week of classes, more than 24 students had tried it.

- **Bringing the Farm to the Classroom with Virtual Reality**

We were finally able to use the 360° video of our local farms for the Introduction to Animal Science class. We had hired a professional to produce these videos with the \$25,000 we received from the Minnesota State Innovation (“Shark Tank”) grant in 2019. The videos were downloaded to four Oculus Go headsets. I met with the Animal Science students during class time in Fall 2020 to explain how to use them and, then, students were assigned to view the videos. I had worked with Liz Fladhammer, our Circulation manager, to create a Reserves-like system for the Oculus Go headsets. Students were able to check the headsets out from the Library/TRC Help Desk and use them in the library with the help of student workers as needed (student staff received brief training on their use). Students were also asked to fill out a survey afterward; the response was very positive and enthusiastic.

One of our lessons during Covid was that, if we wanted as many people as possible to view the videos, we had to make them available on the internet. It wasn’t enough to provide access via the Oculus Go headsets as that avenue provides very limited access. To make them more accessible, I uploaded all of the videos to YouTube so that anyone can view them. They can now use their smart phones with a simple and inexpensive viewer, such as Google Cardboard, to view the farms in full 360-degree format or they can view the flat, but fully 360-degree locations on their computer by dragging their mouse to see the full image. In the interest of OER, I also uploaded the video files to Minnesota State’s OER repository, OpenDora, which makes them available to anyone for downloading.

Because of Covid, we purchased replacement facial interfaces for the Oculus Go headsets that have a surface that is more easily disinfected. The Valve Index has all hard surfaces; we provide wipes to sanitize this equipment.

Newsletters

I usually view statistics for up to a week after I distribute the COLT Newsletter. This year the statistics were down considerably. However, once the school year was over, the numbers have increased significantly. I’ve heard anecdotal comments from faculty who don’t open the Newsletter right away because they know they don’t have time to follow-up on the content. There was one month where readership hovered around 35 and, by the end of the month, it had doubled. When I checked the year-end statistics, they had all increased to over 100 views. This may validate the thought that, because of the pandemic, faculty weren’t ready to take in new information this year until after the end of the semester.

- [January 14](#): 128 views
- [January 28](#): 108 views
- [February 11](#): 35 views
- [February 26](#): 125 views
- [March 19](#): 130 views
- [April 6](#): 103 views
- [April 27](#): 118 views

Individual Assistance

Since the pandemic, faculty have contacted me more frequently for help. The questions range from recommendations for best practices in an online or hyflex course to trouble-shooting specific technology tools. There were also questions on copyright, using virtual reality and virtual worlds in teaching, supporting students in online courses, best practices for group discussions, and student privacy issues.

Following are some of the question topics:

- Copying D2L templates
- Co-editor in Kaltura
- Mic volume in very large active learning classroom
- Looking for a word cloud generator
- Using Zoom for small group discussions
- Embedding video in Kaltura
- Getting a list of students attending Zoom session
- Best practices for group size in discussions
- Recommendation whether to use Camtasia or Kaltura
- How-to video for students on using D2L
- Using HTML editor with D2L template
- Plagiarism detection tool, i.e. Turnitin
- Services and support for nontraditional students in higher education
- Recommended publishing status for Kaltura videos
- Polling/quizzing student “live” in class
- Problems with attendance in HyFlex course
- Best practices for students to stay focused and on-task in their online courses
- Data privacy
- Quick adjustment to class delivery when athletes were quarantined
- Suggestions for testing/proctoring students in quarantine
- Sharing Kaltura videos with unaffiliated people
- D2L Pulse app
- Problem with file formats used by students when submitting assignments in D2L
- Copyright violation with posted pdf
- Various challenges with Zoom
- D2L: displaying cumulative grade totals in D2L
- Using Kaltura Express Capture
- Saving Kaltura video to computer
- Embedding Films On Demand videos in D2L
- VR to help student police officers to work with people with autism
- Questions about message from System Office on videos for employee training—where are they?
- Using Sway for student portfolios
- Status of Turnitin
- Blog and podcast tools for students
- Facebook Live and student privacy
- Prezi
- Blog in D2L
- Using Hypothes.is “OCR my PDF”
- Icons/tool in Zoom
- Instructional videos for Kaltura and Hypothes.is
- Effective tools/ways for Math Learning Center to meet with students online
- Best tool to recreate paper assignment to online
- Virtual worlds
- Difference between using cloud and desktop version of Outlook
- Tool to dictate writing
- Editing mp4 video files
- Building Teams site
- Tools for thematic analysis for research project
- Recording interviews for oral history project, translating Spanish language to English, and captioning video in English
- Video editing software

2020-2021 Interlibrary Loan/Resource Sharing Annual Report

Submitted by Resource Sharing Staff Conni Stensrud and Maria Kingsbury

Overview

There is often a unique theme that emerges over the course of a year that comes to characterize it, but this year was the same as last year—the year of the pandemic. Most of what we did and how we operated was dictated by Covid-19; because we wrote about how the pandemic had affected Resource Sharing last year, the sense of weird being-apart-from-time that pervaded our daily lives is also making its way into this report. Therefore, I won't go into detail here about all of the changes Covid-19 brought to our area, but I will point out a few.

The SMSU Library remained open throughout the pandemic. Maria worked from home, but Conni worked on campus the entire time, and she was very excited when libraries were allowed to resume interlibrary loan services for lending and borrowing of physical items early in July 2020. Prior to that point, only requests for items that could be fulfilled digitally were filled.

This resumption of “normal” services was gradual throughout the consortium, of course, as there were a limited number of libraries, SMSU included, that opted back into physical lending and borrowing right away. More libraries opted into full service resumption early in August, and gradually others were added to the list as their libraries reopened or library staff returned to work onsite. As physical lending and borrowing resumed, so did courier service. The small number of libraries engaging in regular interlibrary loan/resource sharing services, precautionary quarantining of materials, and staffing irregularities meant that there were often delays in getting items to and from other libraries. Our patrons were informed of this up front, and all were very understanding. All things told, then, the year went as well as could be expected. That said, we're looking forward to and hoping for smoother sailing next year!

Staffing

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

In addition to interlibrary loan duties, Conni also creates and updates a lot of the signage in the Library. In the absence of the circulation tech, she serves as the backup for routine day-to-day functions. During COVID, there was no student help during the summer months, so in the absence of the circulation technician, Conni and the other technicians split the duty of staffing the circulation desk. She also helped coordinate a student thank-you project, to which other library staff contributed treats, at the end of spring semester using a summer theme (see Figures 1 and 2 below), takes care of the Library's “Sunshine” fund, and is assisting with the diversity audit of the children's picture books.



Figure 1: Treats for student thank-you bags, spring semester



Figure 2: Completed student thank-you bags, spring semester

Year in Numbers

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

LENDING REQUESTS – Received/Filled			
	FY2021	FY2020	FY2019
Total Requests Received	1,102	1,362	2,016
Total Requests Filled	683	933	1,342

LENDING REQUESTS- Book vs. Article			
	FY2021	FY2020	FY2019
Book Requests Filled	587	831	1,256
Article Requests Filled	96	102	86

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

Interlibrary Loan LENDING Statistics

Month	Total Requests Received			Total Requests Filled			Book Requests Filled			Article Requests Filled		
	FY2021	FY2020	FY2019	FY2021	FY2020	FY2019	FY2021	FY2020	FY2019	FY2021	FY2020	FY2019
Jul	63	180	116	36	103	90	29	97	84	7	6	6
Aug	91	151	184	65	111	131	54	106	126	11	5	5
Sept	93	176	209	56	109	132	43	100	122	9	9	10
Oct	97	201	214	54	153	151	46	127	141	12	26	10
Nov	82	142	191	50	96	116	50	82	106	0	14	10
Dec	83	140	142	52	113	104	46	102	99	6	11	5
Jan	96	140	194	68	104	120	62	90	112	6	14	8
Feb	98	138	208	57	104	120	46	91	112	11	13	8
Mar	125	74	127	80	37	75	66	36	72	14	1	3
Apr	101	9	166	60	3	117	50	0	107	10	3	10

May	83	0	156	54	0	103	48	0	98	6	0	5
Jun	90	11	119	51	0	83	47	0	77	4	0	6
Totals	1,102	1,362	2,016	683	933	1,342	587	831	1,256	96	102	86

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

BORROWING REQUESTS – Received/Filled			
	FY2021	FY2020	FY2019
Total Requests Received	1,088	976	1,825
Total Requests Filled	959	847	1,422

BORROWING REQUESTS – Book vs. Article			
	FY2021	FY2020	FY2019
Book Requests Filled	279	445	574
Article Requests Filled	680	421	867

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

Interlibrary Loan BORROWING Statistics

Month	Total Requests Received			Total Requests Filled			Book Requests Filled			Article Requests Filled		
	FY2021	FY2020	FY2019	FY2021	FY2020	FY2019	FY2021	FY2020	FY2019	FY2021	FY2020	FY2019
Jul	25	43	119	23	40	97	5	27	52	18	13	45
Aug	41	86	106	34	78	83	19	52	61	15	26	22
Sept	126	192	273	107	166	209	27	79	42	80	93	167
Oct	157	131	299	130	123	220	27	55	60	103	73	160
Nov	115	101	190	98	89	147	35	49	55	63	42	92
Dec	68	71	55	65	58	45	19	33	29	46	25	16

Jan	111	89	155	101	76	108	33	54	61	68	28	47
Feb	189	89	271	163	83	224	35	39	62	128	48	162
Mar	97	84	98	92	66	89	38	21	26	54	42	63
Apr	94	44	124	85	29	107	21	25	57	64	6	50
May	28	3	74	26	4	64	10	0	43	16	3	21
Jun	37	43	61	35	35	49	10	11	26	25	22	22
Totals	1,088	976	1,825	959	847	1,442	279	445	574	680	421	867

The pandemic hugely impacted our numbers throughout the academic year due to the reduced number of students, faculty, and staff on campus at SMSU and everywhere else.

In addition to the numbers above, Conni handled approximately **35** “pick from shelf” requests which are for patrons who have requested materials from our print collections be pulled and held or sent to them.

Fun Facts:

A title that was requested often (around 15 times), but is shelved in the University Archives so doesn’t circulate, was *Color, Communism, and Common Sense* by Manning Johnson and Archibald Roosevelt (1958). Although we could not physically fill this title, we could and did direct libraries to access it online via Hathitrust.

Another highly requested title (around 30-35 times) was *Ungrading: Why Rating Students Undermines Learning (And What to do Instead)* by Susan Debra Blum (2020).

Technology & Initiatives

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

We noted a number of improvements over the course of the year, though: we can now add an EXT (external) partner without initiating a new borrowing request when a request is rejected by our existing partners. This is wonderful, as creating a new request created not only extra work, but increased the possibility of confusion. Also, during COVID, courier services ceased from mid-March 2020 through to July 2020. When courier service resumed, the courier was subcontracted out of Sioux Falls, South Dakota, rather than Minneapolis, and in an effort to reduce contact, we brought the tote downstairs every morning to the circulation counter for the courier to pick up. While this worked, and we were happy to have courier service again, there was always the barrier of not knowing what time the courier would arrive and if they had stopped. In early July 2021, we asked that they resume picking up the tote from the ILL area on the third floor as had been done prior to COVID.

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

Anticipating FY2022

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

Other goals include checking books over better when being sent out and returned as there were quite a few books that we loaned to our patrons that came back with lots of pencil markings and highlighting. Perhaps in our new printing of the post-it label to put on the front of the items, we need to mention that patrons can be charged if the book isn't returned in the condition they received it. If there are markings in the book, we normally make a note of it in the request record, but of course, human error misses that from time to time too, so we just need to be more careful.

2020-2021 Research Help Annual Report

Submitted by Maria Kingsbury

Overview

Once again this academic year, Covid-19 was the major theme in Research Help, but also, as happened last year, the pandemic was less disruptive to continuity of service than it might have been with a different staff, different set of electronic infrastructure, and different student body. While there are aspects of service that certainly suffered as a result of the pandemic, on the whole, Research Help continued to provide quality help and services to the SMSU community.

In addition to Covid-19, the following stands out:

- Research Help librarians engaged in approximately 1,170 recorded interactions over the past year, which marks a notable uptick from our approximately 900 interactions the previous year;
- IM/Chat service points were the most heavily used;
- Demand for research help is strong, and we seemed to respond to the restrictions leveraged by the pandemic well.

Staffing and services

Librarians providing Research Help services included full-time librarians Pam Gladis, Māra Wiggins, Maria Kingsbury, and Kate Borowske and adjunct librarian Erin Conway.

Research Help was provided on an on-call basis over the course of the year, either in person (with those librarians who chose to be on campus), via Zoom, via telephone, via email, and via IM chat with LibAnswers through the AskMN Co-op.

Research Help was offered during the following hours:

Sunday	12pm-7pm
Monday-Wednesday	10am-7pm
Thursday-Friday	10am-4pm
Saturday	<i>No Research Help staffing</i>

Because of the pandemic, we did not utilize our Research Help Desk Student Assistants this year. Instead, students who worked the circulation desk fielded and forwarded questions to the librarian on call.

In addition to these hours, librarians Pam Gladis, Māra Wiggins, Erin Conway, Kate Borowske, and Maria Kingsbury were available between 12-20 hours a week for one-on-one research consultations; because of the pandemic, most of these were conducted via Zoom. Research consultations

- require that students make an online appointment, which they may do from a number of places on the SMSU Library website;
- are intended to make effective use of the 20-30 minutes scheduled;
- ask that students provide specific information at the time of making an appointment regarding an assignment or research problem so that the consulting librarian can prepare in advance;
- provide students with a known contact person for follow-up questions.

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

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

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

Changes & Projects

The most significant change from normal operations was, predictably, spurred by the Covid-19 pandemic. Research Help began the year offering online-only rather than our usual mix of in-person and online supports. Over time, as librarians felt comfortable, some began conducting some of their research help interactions in person.

It's harder to deliver services only via chat, phone, or Zoom. We're aware that we lost some of the nonverbal aspects of communication that can be crucial to teaching and making meaning, and technology also comes with its own special set of issues, such as lack of access to consistent internet, problems with platforms, and missed connections. I was working from home for a majority of the year, and I was acutely aware of both the affordances that offering research help online offered, such as the increased accessibility to students who are not on campus, but also the challenges.

Those challenges, though, gave me, at least, and I suspect the other librarians as well, the opportunity to get better at online scripts and approaches—as well as figuring out how to create connections with students when we can't see them, or when the unpredictability of internet connections and platforms meant that we were working through technology issues as well as research issues. While I hope that we don't need to draw on those skills as heavily in the future, this last year did offer the opportunity to develop a more robust skillset.

The pandemic stood in the way of working on any major projects for Research Help during 2020-2021.

Data Report

Overall, the total number of reference interactions reported was higher than last year, coming in at 1,170 compared to last year's 869. Last year was uncommonly low, likely due to the onset of the pandemic, and this year reflects a return to more typical numbers. This is especially encouraging to note, though, because our Research Help delivery was, as noted in the previous section, not typical.

Most questions logged (about 61%) were designated as "research" related, followed by questions about databases (about 19%). This is consistent with findings from past years, and suggests that Research Help is working as advertised—helping with research!

Methods

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

entries. I also collected data from LibAnswers for chat interactions with SMSU students that librarians in the broader cooperative had picked up.

Data Collected

Librarians and student assistants recorded a total of **1,170** reference interactions from July 1, 2020, until June 30, 2021. I should note here that the actual number of interactions is likely higher, as there are research help transactions that don't get entered for a variety of reasons, particularly this year, when some were fielded by students working the Circulation Desk, who likely did not record these interactions.

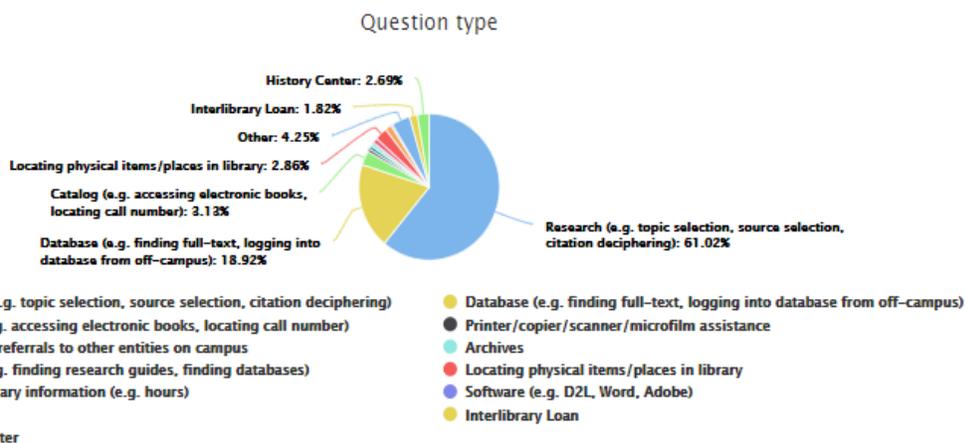


Figure 1: "Question Type" 2020-2021 (1,170 entries)

We continue to see a decline in questions related to the "Catalog," from 3 years' ago 8% to last year's 3.5% to this year's 3.1%. I am hoping this indicates a trend indicating that students are finding the catalog more intuitive to use. Again, that could be because questions related to the catalog are folded into larger discussions around research and/or databases and librarians record them as such.

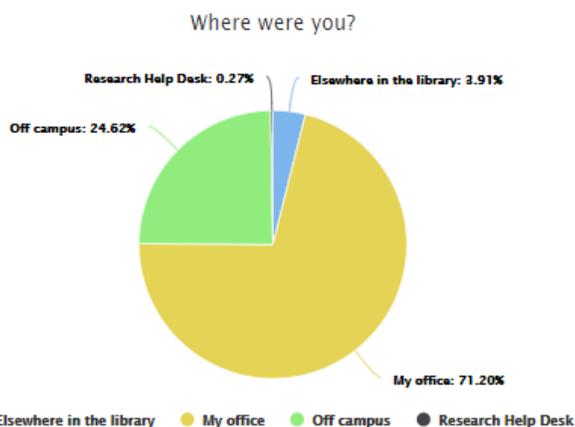


Figure 2: Where were you? 2020-2021

The Reference Annual Reports from the past 5 years have pointed out that librarians indicated 56-57% of the time in response to the data collection form question "Where were you?" [for the majority of the reference interaction] that they were in their offices. This has remained the case again in 2020-2021 with 71%; we also see a marked uptick in interactions occurring off-campus, which can be attributed to working from home by librarians.

Our number of IM/chat or real-time texting interactions increased dramatically, from 2%-3% last year to almost half of interactions this year (see Figure 4); this may be due to a combination of the pandemic and a widget that we've embedded in multiple pages on our website.



Figure 3: Question distribution across months 2020-2021

Almost 17% of our interactions were research consultations, which tracks with the direction our research help services have been heading over the past several years, from a drop-in model to one that is appointment-based. About 15% of our interactions were via email this year, which marks a slight decrease

from last year.

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

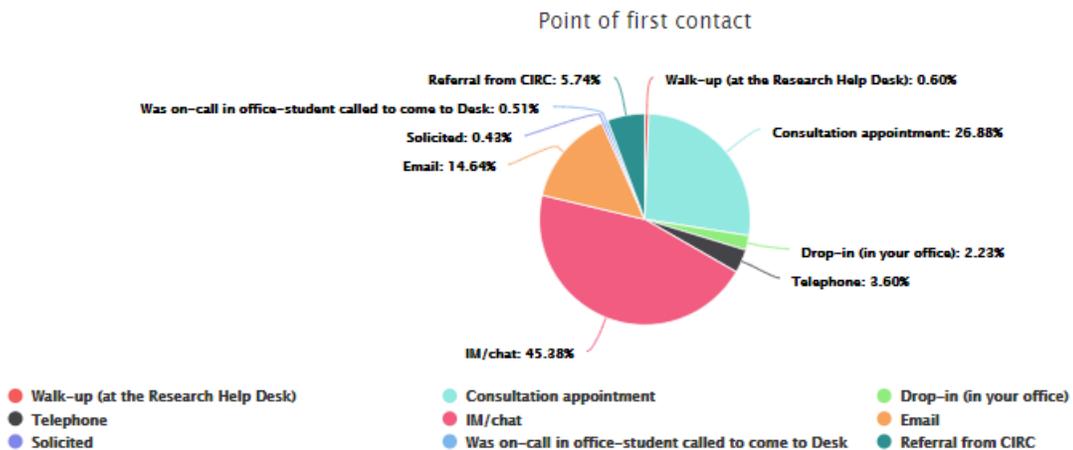


Figure 4: Point of First Contact, 2020-2021

Research Help in 2021-2022

Had I been writing this report a week ago, this conclusion would have read differently, but as I'm writing today the news of the Delta variant of Covid-19 is saturating my news feeds, and I just learned that the Centers for Disease Control is once again encouraging even vaccinated people in indoor spaces to mask. I don't know what that means for SMSU yet, but I'm no longer confident in the ending I'd like to add here, that our service model will return to "normal," a mix of in-person and electronic delivery.

I'm encouraged to see that despite the pandemic, and despite the difficulties and layers added by the adjustments we've needed to make, that our SMSU community is still reaching out to us for help and that we're still providing it.

Ongoing projects planned for 2021-2022 include many of the items that were in this spot last year and were sidelined by the pandemic:

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

I am trying to maintain a stance of flexibility and openness for the coming year—and I can honestly say that at this time I'm looking forward to it.