

Southwest Minnesota State University

McFarland Library

# Annual Report

## Academic Year 2018-19



August 2019

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# Section I: Departmental Information

Pam Gladis, University Librarian

## Mission

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

*~ Adopted October 2017*

## Staffing

### Librarians

Kate Borowske, Instructional Design Librarian

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

Maria Kingsbury, Interlibrary Loan and Reference Coordinator

Māra Wiggins, Collection Management/E-Resources Librarian

### Adjunct Librarians

Shelly Grace

Emily Sovell

### Library Technicians

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

Liz Fladhammer, Circulation Technician (83% time)

Kristi Peterson, Cataloging Technician (100% time)

Conni Stensrud, Interlibrary Loan Technician (100% time)

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

### Student Workers

The library relies heavily on student workers to staff the main service and research help desks and to assist with interlibrary loan and shelving. This year, sixteen students were employed by the library.

The library also relies on assistance from the TRC students, especially during the summer months when traffic is reduced and we have limited work-study options.

## Budget

The budget held steady with \$140,000 for library acquisitions and \$29,302 available for operations. We continue to be supplemented by generous foundation dollars, specifically McFarland Funds, Fuhr Funds, and Mann Funds. More details about those funds are included in the Acquisitions report.

## 2018-19 Summary

We had another productive year in the library. After several years of staffing changes and an emphasis on space and collection updates, we were able to shift our attention to other aspects of our services this year. The biggest change revolved around our migration to a new online library system. Other changes included reviving work on scaffolding information literacy concepts and beginning an open educational resources (OER) initiative.

### Integrated Library System Migration

After spending a year preparing for the migration to a new online library system, the actual migration took effect on January 31, 2019...after a two-day delay due to a snowstorm! Details about how the migration has affected areas in the library are included throughout the report. Overall the migration went well, but there was (and still is) lots to learn about the new system. One of the impacts of the migration that is apparent throughout this report is our lack of statistics for the second half of this year. The analytics module in ALMA operates much differently than the reports we pulled from ALEPH. Effective utilization of statistics will require a big learning curve this upcoming year. With this, many statistics were not able to be pulled for this report and those that were are not necessarily a one-to-one correlation with previous years' statistics.

### Strategic Priority Updates

The Library Strategic Priorities plan initiated in 2017-18 continued through this year and is included at the end of this report. References to the strategic priorities are made throughout the report.

### A Great Staff

The faculty and staff of the McFarland Library need to be recognized for their positive and get-it-done attitude. Going through a migration is a stressful time as it literally affects all operations of the library. Our team took a positive approach to the change (as they have with so many others), and that made the transition all the better. I'm grateful to work with such an open-minded and positive-thinking team, and this university is fortunate to have them, too. Kudos to all!

## What's Ahead

At the end of this academic year, we revised and updated our Strategic Priorities Plan. We anticipate greater emphasis on Open Educational Resources and revamping our Information Literacy Rubric to align with the new ACRL Information Literacy Framework.

The Southwest Regional History Center will be moving into the library during Fall 2019 and we will begin a closer partnership with Director Jan Louwagie until her retirement in summer of 2020.

The Library is scheduled to complete a Program Review in 2019-20.

# Section II: Current Year Activities

This section is divided into the main functional areas of the library. Individuals write the reports, but it should be noted that much of our work is collaborative and impacted by others in the department.

## Acquisitions/Serials FY19

Māra Wiggins, Collection Development/E-Resources Librarian

### Acquisitions Budget

#### Overview

Two major changes affect the information in the acquisitions report. First, we began this fiscal year with our acquisitions budget in ALEPH, our integrated library system (ILS). At the end of January 2019 we moved to our new system, Alma. Changing ILS's mid-fiscal year was difficult in practice, and also reflects in the information pulled for this report. Because ALEPH was inactivated, I am unable to go back to check information in budgets. Some inconsistencies in data transfer may have taken place, but can not now be verified after the fact. Secondly, usage statistics are reported by COUNTER (Counting Online Usage of Networked Electronic Resources) standards—a standardized reporting system for online journals and databases. Also in January 2019, COUNTER updated its code of practice from Release 4 (C4) to Release 5 (C5). There is a change in metric types that will reflect in the Database and Journal reports, with the DB1 report or JR1 used to count searches/sessions in databases or journals. This mid-year change may affect usage numbers shown.

#### McFarland Library Acquisitions: \$140,000

The McFarland Library acquisitions budget remained static from FY18 to FY19. Ongoing subscriptions for databases, journals, newspapers, and streaming videos encumber the bulk of our budget at \$123,886.81. Gift accounts and the Nursing budget add an additional \$55,361.59.

#### Collection Development Focus Areas

**Ebooks:** 50 ebooks, individual title purchases with perpetual access, were purchased in areas covering community psychology, agriculture, justice administration, coaching, writing, education (STEAM method), as well as current topics like global warming and border walls. This is a good format to keep updated, as students may access these books 24-hours a day and by remote access.

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

- New Day Films hosts four documentary films
- Swank hosts thirty-two Hollywood films (all films have been requested by faculty who are using the films for classes)
- Docuseek currently provides one documentary

- Films on Demand is contains the largest content with 35,786 (up nearly 6,000 titles from last year) titles and 298,880 segments across 26 subject areas

Streaming video continues to grow in demand, with titles added monthly to Films on Demand (no added charges), as well as increased faculty requests for additions to the Swank title list. Kanopy is a vendor many other universities use, and after discussion with a Kanopy representative while Pam and I attended ACRL in Cleveland, we've made inquiries into content and pricing. Because new contracts must go through Business Services, \$4,500 is requested to be carried forward to go toward this contract in FY20.

**Books/Media:** A total of \$12,689.06 was spent for faculty/student requests for books and media. This budget varies as affected by other subscription increases or cancellations, but comes in at twice the amount spent last year.

## Department Budgets

**Nursing: \$5,222.77.** Purchases include a continued subscription to CINAHL Complete (database), and a continued subscription to EBSCO ebook Nursing Collection, consisting of over 500 titles for \$551. This budget line is held within the Nursing department, but reserved for library purchases. This budget line will close at the end of the FY18. We will need to have the budget line reinstated, or will lose the ability to pay for the ebook package and CINAHL, the primary database for nursing research. We receive a \$5,000 subsidy from Minitex for CINAHL, and pay the remaining \$2,088. This subsidy is set up on a tiered plan, so that the first year the library got \$1,500, the second year \$3,500, and the third and following years we received the full \$5,000. It is important we continue our subscription, as we have realized the full \$5,000 ongoing subsidy.

## Gift Funds (specific purchases are detailed in appendix)

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

**McFarland Science: \$22,294.41** This fund came in \$1,588.82 higher than last FY. Science programs continued with commitment to pay one-half the cost for Science Direct, \$14,954.25. They contributed \$1,000 toward Reference purchases, then evenly divided the remaining money between the Biology, Chemistry, and Physics programs.

**McFarland Business: \$22,294.41** . Business programs continued with commitment to pay one-fourth the cost for Science Direct, \$7,477.13. They contributed \$1,000 toward Reference purchases, then divided the remaining money into two areas, Accounting/Finance and Mangement/Marketing. These gift accounts pay for subscriptions to AdForum, 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: \$1,300.00.** This fund came in \$25 more than last FY. This gift fund originates from a bequest from a former faculty member of this department. Titles purchased can be books or media, and cover philosophy, religion, and poetry. These funds are spent at the discretion of the Philosophy department and Poetry section of the English department.

**Sandra Fuhr funds: \$4025.00.** This fund came in the same as last FY. This gift fund originates from a bequest from SMSU University Librarian Sandra Fuhr, who died suddenly in 2007. Funds are spent at the discretion of the librarians. Over the years we have purchased a variety of items: subscriptions to databases; subscriptions to Islandora (Archives database); this year we purchased new furniture for the study rooms on the third and fifth floors.

**Minitex Subsidies: \$25,970.00.** Minitex is a publicly supported network of academic, public, state government, and special libraries working cooperatively to improve library service for their users in Minnesota, North Dakota and South Dakota, and is funded through the legislature. Minitex coordinates consortial group purchasing and we receive subsidies for Science Direct (\$20,000), CINAHL (\$5,000), and Project Muse (\$970).

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

## Collection Management

### Databases

#### Cancellations

- Oposing Viewpoints (\$2,850). In consultation with the English Department, specifically College Now instructors, it was decided to cancel this database. A previous College Now Director had recommended this be used to College Now faculty, but now the determination is that the articles are not scholarly, so they do not support the curriculum.

#### Renewal Changes

- ACSESS Digital Library: is no longer able to invoice on the fiscal year. Because they are moving to a calendar year only billing cycle, we renewed for six months to adapt to their new practice. We will continue to renew annually on the calendar year.
- Philosopher's Index: we purchase this through Minitex. We renewed in January, but reduced to six months. We are monitoring the need for this database, as the retrenchment in Philosophy and low enrollment of Philosophy majors may affect the need for this database. We did renew for one year in July, to give us enough time to evaluate department and student needs.

### NOTE

**Databases:** Our database expenditure for FY19 was \$146,595.82. It should be noted that the Acquisitions budget only covers \$78,849.94 with the remainder being covered by Minitex subsidies, McFarland gift funds, and the Nursing budget.

**Science Direct:** increased by \$5,000 FY18 under the Minitex negotiated 5-year contract. *It is projected to increase by \$2,500 for every year of the contract.* This will cause a domino effect in our acquisitions budget, as we will have to cut purchases or subscriptions each year in order to accommodate the increase but stay within our budget, which has been static or decreased in the last five years. It should

be noted that because we receive a \$20,000 subsidy from Minitex, and continue with a funding formula that began the first year McFarland funds were available (FY13--has the remainder paid according to a 50% Science-25% McFarland Library-25% Business formula) we are able to continue with the subscription.

**CINAHL:** the primary database for nursing research, and supports program accreditation. This database is paid with a budget line provided by Nursing (212003). This budget line will end this year, and it is imperative it is kept, or we will lose the funding for this database. We receive a \$5,000 subsidy from Minitex for CINAHL, and pay the remaining \$2,088. This subsidy is set up on a tiered plan, so that the first year the library got \$1,500, the second year \$3,500, and the third and following years we received the full \$5,000. It is important we continue our subscription, as we have realized the full \$5,000 ongoing subsidy (contributing to significant savings).

## Usage Statistics

PRIMO VE Discovery, branded One Search, is the default search on the McFarland Library homepage. Usage statistics are reported by COUNTER standards as explained previously. Most databases provided C4 reports (though C5 updated in January) with the DB1 report or JR1 used to count searches/sessions in databases or journals.

Usage typically fluctuates for many 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. Several databases generally stayed even for usage, though many more showed significant increases. It is worth noting that the ELM databases were up about 4,000-6,000 searches each.

See appendix Database Paid and Database Free-ELM for list of current databases, pricing, and usage statistics.

## Journals

McFarland Library continues to use EBSCO Subscription Services as our jobber. They carry all but one of our periodical subscriptions. The invoice we receive from them (EDI invoice) totaled \$30,994.40. Print journal titles cancelled:

- Windpower Monthly (\$995)

## Books and Media

\$12,689.06 (twice the amount spent last FY) were used for collection development, or requests from departments/students. 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. Items purchased through PDA-ILL are reported in the field literature to circulate at a much higher rate than librarian/faculty initiated requests. In FY15 we began this purchasing strategy and purchased 18 items, spending nearly \$500 that we allotted to this budget line, most being initiated or solicited during Research consultations (the remainder from ILL requests). In FY18, the PDA-ILL budget

spent \$1,203.76 on 41 books and 16 media items. In FY19 the requests were much reduced at \$592.65—though it should be noted that the regular book budget increased from approximately \$6,000 in FY18 to \$12,000 in FY19.

Programs with dedicated gift funds have their requests debited from the gift fund and not the unassigned fund.

When a requested item is cataloged and available, the requestor is emailed to let them know the item is in and can be checked out.

### **E-books**

McFarland library's e-books are through EBSCOhost; FY19 usage was 18,173, up 6,000 searches from last FY. We also have Gale Virtual Reference Library (GVRL), a collection of e-books in the areas of Business (2), Education (4), Environment (2), History (1), Law (2), Medicine (4), Religion (1), Science (1), Social Science (56), and Technology (3). Usage reports of GVRL are 603 for FY19. We subscribe to CREDO, an online reference center, where ebook usage ran 1261 searches. Our largest ebook package, EBSCO Nursing, had high usage at 16,805 searches.

### **Government Documents**

The government document collection was previously managed by adjunct Government Documents Librarian Jo Robasse and moved to the Collection Management Librarian's responsibilities upon Jo's retirement in the spring of 2018. Jo's primary charge was to weed the collection and work with technician Kristi Peterson to convert the remaining documents from SU DOC classification to Library of Congress, allowing them to be shelved on the fourth floor in the general collection. This major project was completed before Jo's retirement. Highlights for 2018-2019 include a visit in August 2018 from Alicia Kubas, University of Minnesota Government Documents librarian and Jaime Hays, GPO Outreach Librarian, who provided information and training to Pam Gladis, Māra Wiggins, and Peggy Anderson. Kubas and Hays gave high praise on the breadth and depth of the project that allowed us to transition our Government Documents collection into the general collection. Displays were put together for Constitution Week and Veteran's Day. Sixty-seven new print titles were received, and thirty were withdrawn. Over two thousand online items were ordered, making SMSU a 22% depository.

### **Donations**

McFarland Library is the fortunate recipient of many donations and gifts, primarily from faculty. Retiring faculty donated a large number of books, with Pam Sanders, Stacy Ball, and Joan Gittens all gifting us materials. Jim Zarzana and Jim Hubley also continue to donate books and media. During FY19, we accessioned 175 books and 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)

## Funds Available FY19-FY18-FY17

Available Budget	FY19	FY18	FY17
<b>212002: Acq Budget</b>	\$140,000.00	\$140,000.00	\$140,000.00
<b>total:</b>	<b>\$140,000.00</b>	<b>\$140,000.00</b>	<b>\$140,000.00</b>
<b>Additional/Gift accounts</b>			
<b>Nursing</b>	<b>\$5,222.77</b>	<b>\$5,000.00</b>	<b>\$5,000.00</b>
<b>AG Ed grant</b>	<b>\$0</b>	<b>\$2000.00</b>	<b>\$0.00</b>
<b>McFarland Business</b>			
Accounting/Finance	\$6,848.93	\$6,833.51	\$7,466.44
Management/Marketing	\$6,848.94	\$6,833.51	\$7,466.44
Reference	\$1,000.00	\$1,000.00	\$1,000.00
Science Direct	\$7,477.13	\$6,882.98	\$6,317.12
<b>total:</b>	<b>\$22,175.00</b>	<b>\$21,550.00</b>	<b>\$22,250.00</b>
<b>McFarland Science</b>			
Biology	\$2,073.58	\$2,261.35	\$2,871.92
Chemistry	\$2,073.58	\$2,261.35	\$2,871.91
Physics	\$2,073.58	\$2,261.35	\$2,871.92
Reference	\$1,000.00	\$1,000.00	\$1,000.00
Science Direct	\$14,954.25	\$13,765.95	\$12,634.25
<b>total:</b>	<b>\$22,175.00</b>	<b>\$21,550.00</b>	<b>\$22,250.00</b>
<b>Mann</b>			
Philosophy	650.00	637.50	\$662.50
Poetry	650.00	637.50	\$662.50
<b>total:</b>	<b>\$1,300.00</b>	<b>\$1,275.00</b>	<b>\$1,325.00</b>
<b>Fuhr</b>	<b>\$4,025.00</b>	<b>\$4,025.00</b>	<b>\$4,138.60</b>
<b>Total available funds:</b>	<b>\$194,897.77</b>	<b>\$195,400.00</b>	<b>\$194,963.60</b>

## Database per Budget & Stats FY19-FY18-FY17

These statistics and budgets include proprietary information, so cannot be shared publicly. Please contact Māra Wiggins or Pam Gladis with inquiries.

## FY19-FY18-FY17 Acquisition Budget Summaries

### 212002 Acquisition Budget Expenditures

<b>Summary FY19</b>				
<b>Renewable cost items:</b>			<b>monographs:</b>	
Rate Adjustments	\$ 1,279.29			
Abstracts/indexes	\$ -		Books	\$ 10,271.77
Newspapers	\$ 12,913.45		PDA/ILL	\$ 592.65
Serials	\$ 29,969.41		Media	\$ 1,824.64
Web Resources	\$ 72,905.95		<b>total</b>	\$ 12,689.06
Microfilm	\$ 290.47			
Streaming	\$ 8,098.00		<b>Reference</b>	\$ 3,324.21
<b>total</b>	\$ <b>125,456.57</b>		<b>ILL</b>	\$ -
<b>total expended</b>	\$ <b>141,469.84</b>			
<b>Summary FY18</b>				
<b>Renewable cost items:</b>			<b>monographs:</b>	
Rate Adjustments	\$ 1,211.40			
Abstracts/indexes	\$ -		Books	\$ 5,228.16
Newspapers	\$ 12,415.73		PDA/ILL	\$ 1,203.76
Serials	\$ 30,497.60		Media	\$ 3,849.60
Web Resources	\$ 69,448.74		<b>total</b>	\$ 10,281.52
Microfilm	\$ 290.47			
Streaming	\$ 11,647.00		<b>Reference</b>	\$ 3,961.54
<b>total</b>	\$ <b>125,510.94</b>		<b>ILL</b>	\$ -
<b>total expended</b>	\$ <b>139,754.00</b>			
<b>Summary FY17</b>				
<b>Renewable cost items:</b>			<b>monographs:</b>	
Rate Adjustments	\$ 1,330.56			
Abstracts/indexes	\$ 180.54		Books	\$ 7,435.91
Newspapers	\$ 11,967.66		PDA/ILL	\$ 871.48
Serials	\$ 31,223.47		Media	\$ 3,834.97
Web Resources	\$ 65,162.20		<b>total</b>	\$ 12,142.36
Microfilm	\$ 1,243.26			
Streaming	\$ 11,293.00		<b>Reference</b>	\$ 5,042.34
<b>total</b>	\$ <b>122,400.69</b>		<b>ILL</b>	\$ 120.00
<b>total expended</b>	\$ <b>139,705.39</b>			

## Databases Free - ELM - Usage

	FY19	FY18	FY17
free or part of ELM resources	searches	searches	searches
<b>EBSCO</b>			
Academic Search Premier	64,613	56,184	55,305
Alt Health Watch	16,939	11,226	6,798
Business Source Premier	21,619	15,903	10,595
Consumer Health Complete	341	309	499
Consumer Health Complete EBSCOhost	16,780	10,999	6,349
EBSCO e-books	18,173	12,691	8,336
EBSCO MegaFILE	21,589	17,549	11,610
ERIC	23,321	16,145	11,618
European Views of the Americas: 1493 to 1750	16,313	10,615	6,064
Funk & Wagnalls New World Ency./EBSCO	16,543	10,660	6,092
GreenFILE	18,353	13,141	8,875
Health Source-Consumer Edition	17,482	11,707	7,582
Health Source-Nursing/Academic	18,586	12,856	8,323
Library, Info Sci & Tech Abstracts	16,954	10,956	6,413
MAS Ultra-School Edition	16,479	10,750	6,152
MasterFILE Premier	17,600	11,589	7,136
Middle Search Plus	16,464	10,754	6,143
Points of View Reference Center	11,896	9,597	12,764
Primary Search	16,705	10,898	6,462
Professional Development Collection	16,751	11,223	6,637
Regional Business News	16,727	10,929	6,601
Science Reference Center	17,084	10,928	6,393
Teacher Reference Center	17,313	11,825	7,495
<b>EBSCO Totals</b>	<b>434,625</b>	<b>309,434</b>	<b>220,242</b>
<b>Gale Group</b>			
Educator's Reference Complete	3,196	2,519	3,249
OneFile Select (formerly Expanded Academic ASAP)	2,418	2,222	3,409
Gale in Context: High School	86		
Gale in Context: Middle School	93		
Gale OneFile: Leadership and Management	1		
Gale OneFile: Science	591		
General Science Collection	197	942	1,327
Informe	294	370	382
Kids InfoBits	72	99	167
Professional Collection	288	590	699
Student Edition	209	262	369
<b>ProQuest</b>			
Dissertations & Theses - SMSU	5,946	6,776	7,875
Newsstand	7,115	8,185	10,305
<b>ProQuest Totals</b>	<b>13,061</b>	<b>14,961</b>	<b>18,180</b>
<b>Total searches - free/ELM Resources</b>			
	<b>455,131</b>	<b>331,399</b>	<b>248,024</b>

# 2018-19 Archives Annual Report

Pam Gladis, University Librarian

## Staffing

I continue to oversee the Archives work in addition to my instruction, research help, technical services/systems, and department chair duties. My hours to devote to Archives are limited and were greatly impeded this year due to serving as the Implementation Lead for the ALEPH to ALMA migration. I did provide work direction to adjunct librarian Emily Sovell and library technicians Peggy Anderson and Carol Desmet for some project-based work.

## Striegel Archives (print collection)

- Files donated by Dr. David Pichaske (English) started to be logged this academic year.
- Donations were accepted from Dr. MaryEllen Daniloff-Merrill, Dr. John Ginocchio, and the Communications & Marketing department.
- Carol continued with organizing and logging the RIG files, donations from Ted Rowe, Mary Jane Striegel, and Communications and Marketing.
- A volunteer student, Sariah Cheadle, organized poster donations from the Theatre department.

## SMSU Digital Archives

- Very few additions were made to the Digital Archives this year. New editions of the FOCUS were added and Peggy continued scanning student newspapers; they have yet to be ingested into the digital archives system.
- 13,064 items are in the digital archives

## Funding

Funding for the Digital Archives is still lacking. This is an ongoing concern for maintaining this collection. Conversations continue with the Foundation and Alumni departments. A fund is set up for donations, but the amount available is not enough to cover the annual fees. This year, Fuhr Funds and the Acquisitions budget covered the cost; this is not a sustainable model without a budget increase.

## Archives Use

There were 1,684 visits to the Digital Archives site this fiscal year with 1,399 total searches resulting in 7,129 page views.

Efforts are still need to raise awareness of the University Digital Archives as well as the print archives. The library has included this as an objective in our strategic priorities:

### Strategic Priority 3: Collections & Access

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

# 2018-19 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; maintaining 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 offer excellent direct user interactions at service points in the Library.

### Strategic Priority 3: Collections & Access

**Objective 9:** Migrate to a new Integrated Library System.

### Strategic Priority 4: Scholarship & Outreach

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

## Student Workers

The library employed 16 student workers in 2018-19, and the majority of student employees utilized work-study funds. The library expended \$25,473.22 in work-study dollars in FY19. The library's operations budget expended an additional \$1,601.89 for additional coverage by students who did not have a work-study award or their award ran out prior to the end of the year. Total amount expended for student workers = \$27,075.11.

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 the 2018-2019 academic year. This year, the library scholarship was awarded to Megan Thooft, a sophomore Music major. The award recipient was announced during a National Library Week event, and the \$750 scholarship will go towards Megan’s fall 2019 tuition/fees. The morale-boosting events included:

- a fall kick-off meeting
- two "Birthday Tuesday" celebrations during the 2018 fall semester and one “Birthday Thursday” celebration during the 2019 spring semester for students and staff, at which themed snacks and refreshments were provided,
- an “Ugly Sweater” (participation optional) holiday pizza party in December and

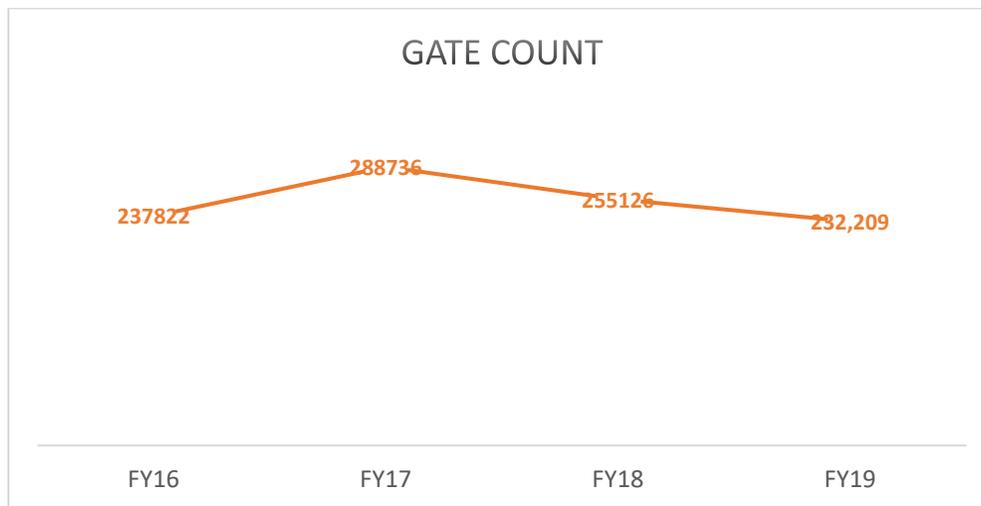
- personalized “Thank You” treat bags provided at the end of spring semester 2019

Additionally, because the library employed three graduating seniors during the 2018-19 academic year, two of whom did not work at the library during spring 2019 due to student teaching placements, the graduating seniors were recognized during the holiday pizza party; each senior received a card and gift card during their last semester of library employment.

Student worker training continues to be a top priority to ensure the smooth functioning of the Circulation Desk. Several meetings were held throughout the academic year to check in with students and discuss priorities, procedures, work-place etiquette and expectations. Individual performance reviews were also conducted at the end of each semester. Customer service also remains a top priority, and student workers completed a quiz on library customer service best practices in spring 2019. Finally, 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 is working on updating this guide in summer 2019, to reflect changes due to the transition to a new system.

## 2018-2019 Circulation Statistics

The gate count for FY18 was 232,209, a decrease of approximately 10%, which may be partially attributed to the decrease in enrollment.



Due to the change-over of systems mid-year, there are some discrepancies in how items are counted in circulation statistics. For example, the old system (ALEPH) noted differences in circulated items vs. in-house items. At this time, we are not able to see that granular data currently in ALMA, so the ALMA statistics beginning in February include the in-house statistics in the circulation statistics, but prior year’s data separated them out.

<b>Circulation by Patron Type:</b>	<b>FY16</b>	<b>FY17</b>	<b>FY18</b>	<b>FY19</b>
Student	5,361	3,961	3,560	3,827
Faculty/Staff	1,734	1,313	1,044	1,191
Community	66	74	51	24
<b>Grand Total</b>	<b>7,161</b>	<b>5,348</b>	<b>4,655</b>	<b>5,042</b>

## **ALMA/PRIMO Transition**

For Circulation, one of the most significant changes during the 2018-19 academic year was the transition to Alma and Primo. In order to allow Circulation to continue to provide efficient and friendly service, several measures were taken to ensure a relatively smooth transition to Alma/Primo. These measures are covered below.

During fall 2018, common Alma circulation procedures were covered in a PowerPoint presentation for circulation student workers; Liz also demonstrated these processes in an online “sand-box” environment. Procedures included: checking in/out materials, looking up patron accounts, in-housing items, and renewals. This was an excellent preview for student workers, and helped them adjust quickly to the new system in spring 2019.

Also of note, to defray costs, course reserve information was not transferred from Aleph to Alma. After clean-up during fall semester, Liz created new course reserve records in Alma. She then re-attached course reserve items to the records during winter break. This allowed for an easier transition to Alma, as students were able to check out reserves in the new system as soon as it went “live” in January 2019.

During early spring semester 2019, student worker meetings were held for both Circulation and TRC student workers, and Liz covered standard student worker procedures in Alma and Primo. Additionally, utilizing LibWizard, an online software platform, Liz created Alma and Primo tutorials/quizzes for standard Circulation student procedures. These tutorials required a correct answer from library student workers before they could move on to the next slide, and reinforced the procedures and knowledge gained from the in-person, group trainings.

Overall, student workers adapted very well to the new system, asked great questions, and continued to provide helpful, friendly service at the Circulation Desk. Some student workers expressed that they found Alma/Primo more intuitive than the previous system. Liz is very grateful to have such competent, adaptable student workers, and she is also thankful for the patience and understanding shown by the SMSU community during the transition.

## **Collection Inventory**

The focus for the 2018-19 inventory process was the general circulating collection. The primary goal was to complete inventory of all collections before Aleph was retired and Alma/Primo was implemented in spring 2019. Liz, the evening/weekend circulation supervisor, and a student worker continued to work through this process through fall semester 2018. After a strategic decision to exclude part of the “M” collection due to time constraints, inventory for all other sections of the general circulating collection was completed before the end of fall semester 2018. Reports generated through Aleph continued to be very successful in identifying a significant number of missing, lost, and incorrectly shelved items in the general collection. This clean-up of data/records was helpful for the transition to a new system.

Of note, due to the limited functionality of inventory reports in Alma, the inventory project has been paused until fall 2019.

## **Courtesy & Overdue Notices**

During the 2018-19 academic year, we continued to utilize courtesy notices. A decrease in overdue items is the main goal for courtesy notices. During fall semester, these manual email notices alerted patrons five days prior to item due date that the deadline was approaching, and provided information about what the patron has checked out and how to return or renew. In spring 2019, after

the transition to Alma, email courtesy notices were successfully automated. After discussion of the population we serve, patrons now receive automated courtesy notices 1 day prior to item due date.

Overdues remained a priority during the 2018-19 year. Overdue notices remained a manual process during fall semester, and patrons received a total of three email notices after 7, 14, and 35 days, with an additional 10-day grace period before they are fined by Business Services. 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.

As we continue to adjust to Alma processes and procedures, we will monitor and refine the automated courtesy and overdue notices in 2019-2020, to best meet the needs of our patrons.

## **Participation & Support for University Events**

In order to connect with students both in and outside of the library, Liz and/or another library technician participated in the following university events: Visit Days, Registration Days, the Mustang Palooza fair, and the 50<sup>th</sup> Anniversary Adventure.

Of note, to help students better understand the services provided at McFarland, Liz created a brochure with updated library and TRC information was created to replace an information half-sheet provided to students during Visit and Registration Day student services fairs.

Due to our participation in the Mustang Palooza fair, we were able to utilize a short survey to gather feedback from current students regarding library space usage, familiarity with library resources, and suggestions for improvements.

The 50<sup>th</sup> Anniversary Adventure scavenger hunt provided an excellent opportunity to familiarize students with the library website and show-case the Digital Archives University Collection.

## **Circulation Desk Services**

The Circulation Desk serves as the first point of contact for most students and faculty/staff visiting the library. Whether a patron needs to check out a book on reserve, requires assistance finding an article, needs to make an Interlibrary Loan request, or simply wants directions to the computer lab, the Circulation Desk is often the first stop.

Since the TRC moved in, this desk has also become the first stop for technology related assistance as TRC staff are primarily housed in their workroom and are not regularly staffing the front desk. With that in mind, during the 2017-18 academic year, library student workers started assisting patrons with basic tech help questions such as how to connect to wireless printing and Wi-Fi. After receiving some student feedback regarding these new processes, we will continue to work collaboratively with TRC during the 2018-19 academic year to provide more training and detailed instructions so that library student workers can confidently help patrons with "front-line" tech questions.

## Library Use Audits

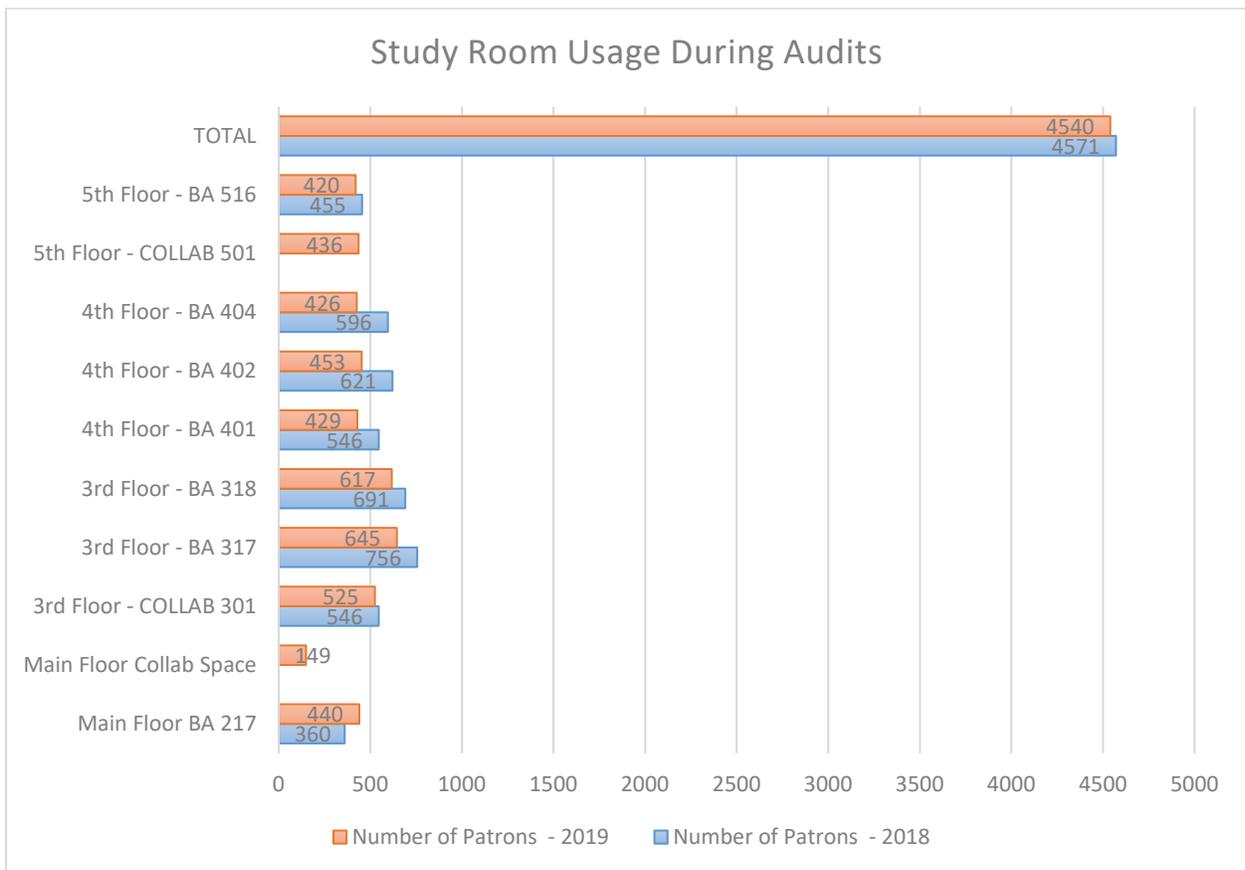
To capture how users engaged with library spaces, student workers, library technicians, and librarians actively conducted audits nearly every day during the 2017-18 academic year. Library Use Audits occurred at specified times:

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

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

The data was recorded in LibAnalytics, 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.

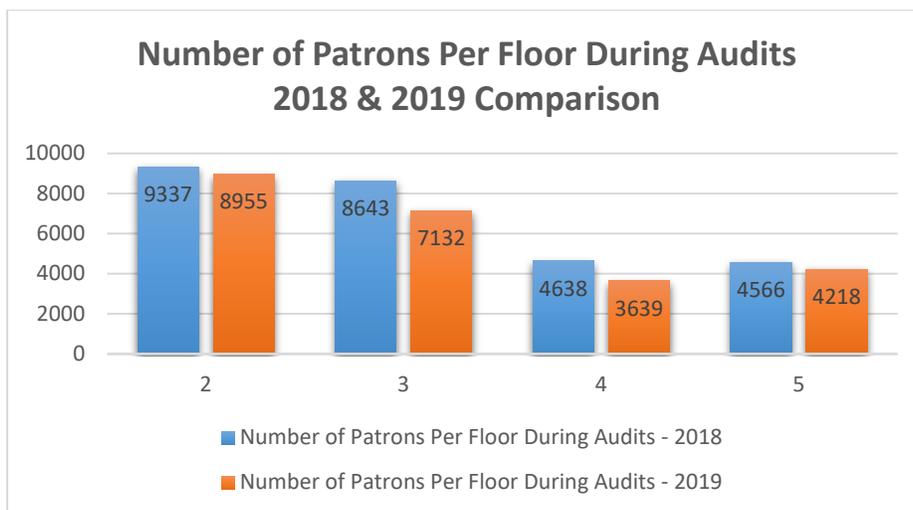
The following are examples of data collected that have shaped decisions and could impact future directions:



This chart shows the number of students who were using study rooms during audit times throughout the academic year. Two COLLAB spaces (the main floor open COLLAB space and COLLAB 501) were

added during the 2018-19 year, so we do not yet have comparison data for those spaces; the addition of these spaces may also have contributed to decreases in use of other study rooms. Of note, there was an increase in usage for BA 217 from 2017-18 to 2018-19, indicating that students are now more aware of the group study room on the main floor. We will continue to analyze and utilize this data for future space usage decisions, in order to best serve our community.

Below is a comparison of patrons per floor for 2017-18 (indicated by 2018 in the chart) and 2018-19 (indicated by 2019 in the chart). Main (2<sup>nd</sup>) and 3<sup>rd</sup> floors remained the busiest floors during 2019. Of note, 5<sup>th</sup> floor received more patron traffic than 4<sup>th</sup> floor during 2018-19; this could be attributed to data-driven space changes made on 5<sup>th</sup> floor, such as converting group study rooms to COLLAB spaces, and three librarian offices on this floor where research consultations take place.



## Technology Updates/Upgrades

The SCANNX high-speed scanner continues to be heavily utilized by students. We have two units available for student use: one on the main floor, the other on 3<sup>rd</sup> floor near the Research Help Desk.

During spring semester 2019, Liz and the cataloging technician worked together to add 27 TRC items - such as microphones, web cams, and cords - to the library's catalog/Alma. This collaboration allows the TRC to better track their faculty/staff check-out items.

## Looking Ahead

Our top priorities for Circulation Services for 2019-2020 are providing top-notch customer service, continuing to collaborate with the TRC to improve the front-line library and tech help services, tracking questions and referrals, inventory, continuing to learn and implement Alma/Primo best practices/procedures, and providing student workers with appropriate resources and support so they can learn and grow in their positions.

# 2018-19 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 LEP 100 curriculum.

## Librarian Instruction Staffing

This academic year 118 library instruction sessions were taught with each librarian teaching information literacy sessions: Kate (9), Māra (42), Maria (18), Pam (49). These statistics demonstrate how we share the load for instruction. As only half of Kate’s position is library-focused, her instruction opportunities will inherently be less than the other librarians.

## Library Instruction Statistics

The total number of instruction requests for the 2018-19 academic year was slightly higher than 2017-18. The chart below depicts a snapshot of the instruction sessions that were requested as well as the number of students in those classes.

	Total # of Sessions	LEP Courses (excluding FYS)	# of FYS Information Literacy Sessions	Number of Students Present
Fall 2018	84	18	29	1687
Spring 2019	34	9	9	533*
<b>Totals</b>	<b>118</b>	<b>27</b>	<b>38</b>	<b>2220</b>

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

## Instruction Statistics Fall 2015-Spring 2019

	Total number of Classes Requesting Instruction	Number of LEP Courses (excluding FYS)	Number of FYS Courses	Number of Students Present
Fall 2015	75	11	33	1713
Spring 2016	52	13	15	953
<b>Totals</b>	<b>127</b>	<b>23</b>	<b>48</b>	<b>2666</b>
Fall 2016	93	19	43	1906
Spring 2017	37	10	10	687
<b>Totals</b>	<b>130</b>	<b>29</b>	<b>53</b>	<b>2608</b>
Fall 2017	78	19	37	1492
Spring 2018	38	16	6	693
<b>Totals</b>	<b>116</b>	<b>35</b>	<b>43</b>	<b>2185</b>
Fall 2018	84	18	29	1687
Spring 2019	34	9	9	533*
<b>Totals</b>	<b>118</b>	<b>27</b>	<b>38</b>	<b>2220</b>

## Instruction Tools

### Research Guides

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

Guide Name	Views
Nursing Program	4747
THTR 100: Plays and Playwrights (S. Tabaka)	4386
Management Program	3406
ENG 151: Academic Writing	2911
ED 622: Research in Education	1915
Research Help	1346
LEP 100	1275
ENG 251: Writing in Professions	1171
Education Program - Distance Students	1144
NURS 400: Community Assessment Assignment	974
BIOL 306: Anatomy & Physiology	932
ED 102: Technology: Classroom Applications and Portfolio Development	877
ED 275: Foundations: Parent/Child Relationships	759
ED 312: Human Relations for Teachers	757
JUAD 498: Justice Administration Senior Seminar	730
JUAD 144: Introduction to Justice & Society	610
PE 602: Research Foundation in Sport	583
ED 101: Teacher Tenure - Resources and Research (Kovar)	476
Business Program - Distance Students	382
Sociology	377
Art History	325
College Now & the SMSU Library	285
LEP 100-T/TH: Baseball in Film (S. Tabaka)	276
Environmental Science	273
COMM 110 Essentials of Speaking and Listening	252
Agricultural Education	246
Theatre	236
Exercise Science	234
Public Relations	229
Psychology	227
Faculty Information	212
Education (Early Childhood)	201
History (United States)	183
ART 100: Introduction to Visual Arts (Brace)	176

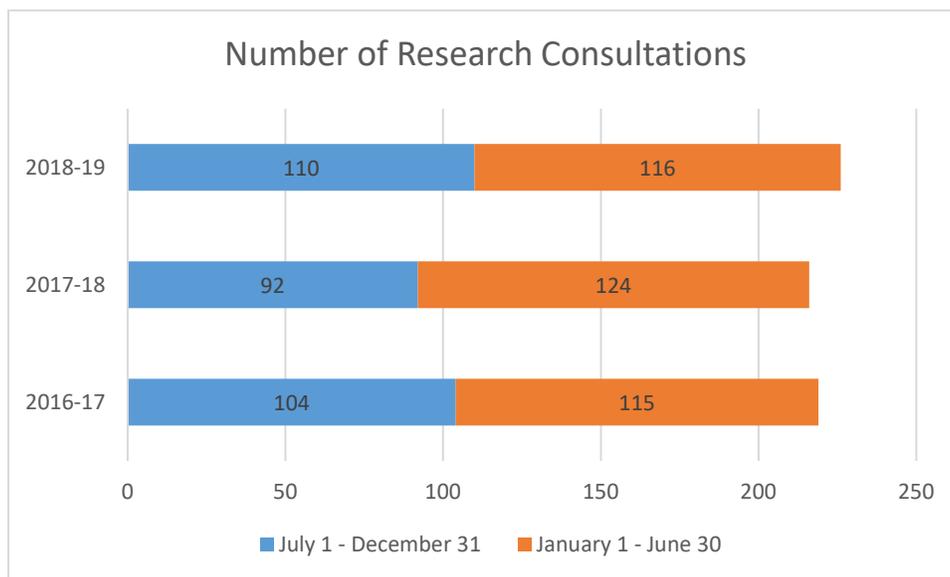
ART 351: History of Graphic Design	165
Agribusiness Management	146
Government Information	137
History (World)	130
Anatomy & Physiology	125
Marketing	121
Chemistry	119
Accounting	112
Justice Administration	103
Art	103
Social Work	102
Education (Special)	92
LEP 100-M/W/F: Baseball in Film (S. Tabaka)	90
Economics	88
Graphic Arts	87
Philosophy	85
Physical Education	84
Education Administration	80
Agronomy	70
Statistics Sources	70
Ethics	66
Music	59
Native American Studies	59
Culinology	58
Hospitality	56
Literature	55
MUS 391: Elementary School Music Methods and Materials	51
THTR 435: Theatre History I	44
Ecology	42
Finance	37
Anthropology	30
COMM 110 Information Literacy 2018	18
MUS 110: Public Performance Studies	15
<b>Total</b>	<b>35,342</b>

## Research Consultations

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

We continued using LibCal, a scheduling tool powered by the SpringShare software that we also use for other library applications, to schedule the appointments. Most students met with us in our offices both in groups and individually, but also conducted consultations with distance students either over the phone or via online teleconferencing services. 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. There was a mix of students actively seeking out research help on their own as well as those who were required to attend consultations for class assignments. We have seen an increase in the number of faculty requesting research consultations as requirements for course assignments and have received positive feedback from instructors who incorporated them into their courses.

Many students are also seeking out research help via these consultations as opposed to asking at the Research Help Desk. This is a shift from years past as students have become more accustomed to the research consultation model. This is the fourth year we have offered research consultations (although we only have data for the past three years as the first year was a trial period). As evidenced in the graph below, there is a noticeable trend of increased appointments being scheduled during spring semesters. This is the opposite of recorded trends for instruction sessions. It is possible this is due to students receiving more instruction in the fall and then following up for additional research help in the spring when they are completing more advanced research assignments.



## Assessment

In addition to the student learning outcomes (SLOs) in place for LEP 100, Maria established SLOs for ENG 151, ENG251, and COMM110 this year and was able to meet with several of those sections. The SLOS are posted on the library website (<https://www.smsu.edu/library/slos.html>). Assessment in LEP 100 is ongoing with the evaluation of the Annotated Bibliography assignment. Pam and Māra are currently completing the evaluation of over 160 bibliographies and will provide results in the fall.

# 2018-19 Instructional Design Annual Report

Kate Borowske, Instructional Design Librarian

As we complete year two of the Instructional Design Librarian position, the ground-building work from year one is showing results. A culture shift is underway on campus to increase emphasis on teaching with active learning, technology, and pedagogical significance. Activities completed this year that helped shape this change include:

## Faculty Workshops

In addition to leading several workshops myself, I also recruited faculty to share their expertise through this format. This was the first academic year that the Active Learning Classroom (CH 104) was available. I developed a 3-hour workshop to satisfy the requirement for faculty to teach classes in this new space. To date, 34 faculty have been certified to teach in CH 104 and the new active learning classrooms being built.

- *Active Learning Certification* Workshop, July 11, August 23, Oct 12
- *Embed a Quiz into Your Video with Kaltura*, October 19
- *My Students Aren't Doing the Reading*, October 24
- *Introduction to Virtual Reality*, October 31
- *OER: OTN (Open Textbook Network) webinar*, watched as a group, November 14
- Ben Nwachukwu: *D2L ePortfolio*, November 3
- *Active Learning Debrief/Discussion*, December 6  
For this session, I invited faculty who had used the active learning classroom to “debrief” about the classroom or the active learning strategies.
- Professor Kandy Noles-Stevens: *D2L Checklist*, December 13
- *Escape Reality Day*, December 18
- OER Faculty Workshop Series
  - *Open Textbook Repositories*: canceled/weather
  - Professor Pam Gladis: *OER: What the Library Can Do to Help*, March 4
  - Professor Nancyruth Leibold: *Creative Commons Licenses, Attribution, and Non-Derivatives, Oh My!*, March 25
  - Professor Pam Gladis: *PressBooks With Pam*, April 17
- Professor Jeff Kolnick: *Culturally Responsive Pedagogy Discussion*, interview with Provost Dwight Watson. March 5

## Newsletter

I published four online newsletters using Sway. The newsletter included information on grant and workshop opportunities and articles on teaching with technology.

## Open Education Resources (OER)

OER is part of the library's strategic priorities:

### Strategic Priority 4: Scholarship & Outreach

**Objective 11:** Explore how the library can support Open Educational Resource (OER) development at SMSU.

To that end, SMSU Librarians are increasingly involved with OER, attending outside workshops and leading SMSU faculty workshops (as noted above).

### **Captioning**

I led a team that applied for a System grant in to develop a video Captioning Workgroup. We received about \$13,000 to develop procedures to increase the use of captioning. Once the actual captioning started, IT managed the process.

### **Virtual Reality (VR)**

I've been exploring the use of VR in learning. I worked with several faculty to use our Google Expedition kits with their students. I led a team of two faculty in the Agricultural Education program that submitted a proposal to the Minnesota State Shark Tank Innovation competition to create VR experiences of local farms. We received one of the \$25,000 grants. I completed a 2-day certificate course at Moorhead State on using VR in Education.

# 2018-19 Interlibrary Loan Annual Report

Conni Stensrud, Interlibrary Loan Technician

Maria Kingsbury, Interlibrary Loan Librarian

## Overview

We continue to be proud of the interlibrary loan service we provide to our SMSU library patrons and other libraries throughout the United States. The first part of the fiscal year business was as normal, along with learning and preparing to migrate to a new library platform, which took place on January 31, 2019. While we strive to maintain our high standards of service, there are certainly components of the new platform (Alma) that aren't as straight forward and efficient as our previous one (Aleph), but then I remember when we started Aleph several years ago, it seemed more problematic than this one and enhancements were made along the way, so I anticipate the same will happen with this system. Our goal is to get the requested resource into the hands of our SMSU patron or the patron of the borrowing library as quickly as possible.

Beyond noting the seismic changes that happened to our workflows when we switched from Aleph to Alma and the trouble-shooting we were called upon to do along the way, it is difficult to characterize the year as we have in years past. As we write this, Alma does not have the capability to produce meaningful, transparent data sets that reflect interlibrary loan (or "resource sharing") activity. Therefore, we only have the numbers reflecting our activity that we were able to collect from Aleph and OCLC from July 2018-January 2019. After that time, we have only OCLC data, which gives only small, non-representative indications of what was happening during that time, so we will not be including that data here. We hope that by this time next year, we will be able to compile and report data that will provide a meaningful reflection of our activities.

Although the automated request processes of Alma may change the way we interact with requests, right now we can make the argument that a "normal" request is a rare thing; many of the requests that we receive require a bit of editing and in some instances, follow-up communication with patrons and libraries, additional searching to verify correct or complete citation information or format, and patron education. Consequently, while we may not be the biggest ILL shop in the system, we do attempt to be thorough with every request we receive. We put in the extra mile to make sure that our SMSU patrons and our cooperating libraries, receive the best possible service.

TYPE OF REQUEST	FY2019	FY2018	FY2017
LENDING (requests initiated by other libraries)	(July – January) 1,250	2,049	2,000
BORROWING (requests initiated by SMSU patrons)	(July – January) 1,197	2,460	2,402
<b>TOTAL</b>	<b>(July - January) 2,447</b>	<b>4,509</b>	<b>4,402</b>

After seeing the trend for due dates of several other libraries in our consortium extended anywhere from 45 days to 90 days, the librarians decided to extend ours from 28 days to 45 days. This change is not set in stone, but we tried it and it seems to be working out well. Part of the reason for this was to reduce the number of renewal requests and that does seem to have decreased. (Note: this adjustment was made for both ILL and Circulation, so our on-campus students now have a 45-day checkout period.)

## Year in Numbers

The following section breaks down both the lending and borrowing statistics for Interlibrary Loan and provides a three-year comparison of the data.

**LENDING:** The table below shows 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

	FY2019	FY2018	FY2017
Total Requests Received	1,250*	2,049	2,000
Total Requests Filled	844*	1,441	1,337

### Lending Requests – Book vs. Article

	FY2019	FY2018	FY2017
Book Requests Filled	790*	1,314	1,241
Article Requests Filled	54*	127	139

\* July 2018 –January 2019

## Interlibrary Loan Lending Statistics by Month

Month	Total Requests Received			Total Requests Filled			Book Requests Filled			Article Requests Filled		
	FY2019	FY2018	FY2017	FY2019	FY2018	FY2017	FY2019	FY2018	FY2017	FY2019	FY2018	FY2017
Jul	116	140	113	90	103	83	84	100	76	6	3	7
Aug	184	149	162	131	119	127	126	114	120	5	5	7
Sept	209	178	168	132	131	120	122	123	102	10	8	18
Oct	214	227	200	151	157	143	141	139	125	10	18	18
Nov	191	172	194	116	111	141	106	100	125	10	11	16
Dec	142	106	156	104	83	101	99	72	91	5	11	10
Jan	194	205	230	120	154	148	112	142	138	8	12	10
Feb		205	200		141	121		125	108		16	13
Mar		182	195		127	122		111	105		16	17
Apr		179	166		117	110		104	99		13	11
May		149	119		95	80		89	77		6	3
Jun		157	97		103	81		95	75		8	6
<b>Totals</b>	<b>1,250</b>	<b>2,049</b>	<b>2,000</b>	<b>844</b>	<b>1,441</b>	<b>1,377</b>	<b>790</b>	<b>1,314</b>	<b>1,241</b>	<b>54</b>	<b>127</b>	<b>136</b>

\* FY19 only includes data from July 2018-January 2019 due to the migration

**BORROWING:** The table below shows 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). \* Numbers for FY2019 only include July 2018-January 2019 due to the migration

**Borrowing Requests – Received/Filled**

	FY2019	FY2018	FY2017
Total Requests Received	1,197*	2,460	2,402
Total Requests Filled	909*	2,007	1,909

**Borrowing Requests – Book vs. Article**

	FY2019	FY2018	FY2017
Book Requests Filled	360*	790	878
Article Requests Filled	549*	1,217	1,031

**Interlibrary Loan Borrowing Statistics by Month**

Month	Total Requests Received			Total Requests Filled			Book Requests Filled			Article Requests Filled		
	FY2019	FY2018	FY2017	FY2019	FY2018	FY2017	FY2019	FY2018	FY2017	FY2019	FY2018	FY2017
Jul	119	105	119	97	86	98	52	70	83	45	16	15
Aug	106	122	111	83	95	89	61	66	59	22	29	30
Sept	273	282	314	209	234	240	42	69	106	167	165	134
Oct	299	272	329	220	220	268	60	76	112	160	144	156
Nov	190	227	189	147	173	146	55	51	55	92	122	91
Dec	55	49	80	45	43	61	29	16	32	16	27	29
Jan	155	294	210	108	233	161	61	78	75	47	155	86
Feb		310	268		258	203		58	79		200	124
Mar		272	264		232	215		68	58		164	157
Apr		221	211		178	171		63	67		115	104
May		147	149		119	131		92	83		27	48
Jun		159	158		136	126		83	69		53	57
<b>Totals</b>	<b>1,197</b>	<b>2,460</b>	<b>2,402</b>	<b>909</b>	<b>2,007</b>	<b>1,909</b>	<b>360</b>	<b>790</b>	<b>878</b>	<b>549</b>	<b>1,217</b>	<b>1,031</b>

**Technology & Initiatives**

In addition to using ALEPH (July-January) and ALMA (February-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. In preparation for the move to ALMA, we participated in conference calls and conversations involving our area of expertise, and contemplated how this would affect current and upcoming workflows, etc.

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.

## Staffing

Interlibrary Loan Librarian:	<b>Maria Kingsbury</b>
Interlibrary Loan Technician:	<b>Conni Stensrud</b>
Interlibrary Loan student assistant:	<b>McKenna</b> (a returning student that started in August 2018)

## Anticipating 2019-20

We will continue over the course of the next academic year to think about workflows and procedures, particularly as they relate to our consortium-wide shift to a new ILS (integrated library system). Slowly but surely we are creating a new training and procedures manual.

# 2018-19 Reference Annual Report

Maria Kingsbury, Reference Coordinator

## Overview

Like many years, 2018-19 was marked by challenges and change—but all of these were the good kinds of change! I returned after my year-long sabbatical in August of 2018 to resume oversight of reference/Research Help services, marking the first slight shift from 2017-18. We were able to hire adjunct librarian Emily Sovell to help us cover most weekend and some weekday and evening hours, and we also welcomed a number of new Research Help Student Assistants.

Because the entire SMSU Library was anticipating a new ILS (integrated library system), our approach for Research Help was to remain available for our campus community to assist with any customer service disruptions they might experience as a result of this transition. Happily, we didn't see too many problems arise from the user end of this system change, but we were prepared—and we continue attempting to learn how this change is impacting our users: a major initiative we undertook this spring was a usability study looking at OneSearch, which has changed from last year as a result of our ILS transition. We have already made changes to OneSearch's configuration and appearance based on the results.

Another major change of note to Research Help services was the move to QuestionPoint/AskMN platform for chat interactions. The co-op approach this platform engages means that we are now able to offer SMSU students 24/7 Research Help assistance.

Research Help librarians and student assistants engaged in over 1000 recorded interactions over the past year. Almost 1/5 of these transactions were in the form of Research Consultations, or one-on-one appointments students book with librarians. A majority of Research Help interactions took place on weekdays, with a small handful occurring on weekends. We will continue to explore our staffing models with consideration of the data we collect concerning their timing, content, and duration.

Other initiatives undertaken were an updating of the Research Help Handbook to make it more usable and suitable for students and staff who may be already trained in different areas of the library and the purchase of the LibWizard tutorial-building software for Research Help Desk Student Assistant trainings (and other tutorials). Initiatives that I hope to complete in 2019-20 are the Reference collection weeding process, development of Research Help Desk Student Assistant trainings and evaluations, and facilitating knowledge and interactions of Research Help Desk Student Assistants and Writing Center tutors (as the Writing Center is also located in the library).

Overall, it has been a lively year, and I am looking forward to what 2019-2020 will bring!

## Strategic Priority 1: Space & Services

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

## Strategic Priority 3: Collections & Access

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

## Staffing and Services

Librarians providing reference services included full-time librarians Pam Gladis, Māra Wiggins, Maria Kingsbury, and Kate Borowske; adjunct Emily Sovell; and Prairielands Executive Director Shelly Grace. Our Research Help Desk Student Assistants this year were Levi Magnussen, Kaitlin Schmidt, Regan Truedson, Megan Thooft, and Jennifer Schulze.

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

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

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

Monday through Friday, Research Help services were provided between 10am-12pm via an on-call model. During an on-call shift, a librarian monitors the reference phone, email, and chat/SMS services, and respond in-person to any requests for help referred by circulation or interlibrary loan staff.

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

In addition to these hours, librarians Pam Gladis, Māra Wiggins, Kate Borowske, and Maria Kingsbury were available between 12-20 hours a week for one-on-one research consultations.

Research consultations differ from reference desk interactions in a number of ways. For instance, research consultations

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

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

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

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

## Changes & Projects

### PRIMO & Usability

As I mentioned in the Overview, all areas of the library faced the challenge of preparing for and then transitioning to a new ILS; we moved from using Aleph to Alma in early 2019. As we prepared, we engaged in training, testing, and cleaning up of data. These processes affected Research Help less than the other areas. What would make a difference was the simultaneous move, along with Alma, to Primo, a "resource discovery solution." Put simply, Primo connects researchers with resources via a search interface and linking tools.

While the interface on the SMSU Library's main webpage ([www.smsu.edu/library](http://www.smsu.edu/library)) did not change very much in response to the move to Primo, the results page, or what users saw once they had entered a search, did look quite different than the homegrown MnPALS Plus, which was what we used previously. Primo did offer a number of customizations for display of results. Librarians made some of these decisions together via discussions prior to Primo going live, but there continued to be open questions about possible customizations and appearances of particular links and information on the results page. As a result, we decided to run a usability study to see how a number of our student and faculty users actually interacted with Primo and what their thoughts were.

The results of this study, which I ran in the spring of 2019 and we librarians analyzed and responded to immediately thereafter will be compiled into a report.

### Chat Services

Considerations of cost and efficiency of use caused us to reconsider our use of LibraryH3lp as a chat/SMS platform for 2018-19. The number of queries we received via chat and texting didn't seem to seem worth the cost we were paying for the service, and so we looked to explore other options. We revisited a platform that we had considered some years ago, and then set aside: QuestionPoint/AskMN.

QuestionPoint/AskMN is platform hosted by OCLC and coordinated by Minitex based on a cooperative model. In exchange for providing our community 24/7 access to Reference Librarians from across the country who staff these electronic queues every day and at all hours, we contributed a shift on Tuesdays from 4pm-5pm Central Standard Time. All librarians undertook training in the fall from Carla Pfahl at Minitex for this platform. Thus far it seems to be working well!

## Data Report

Overall, the number of reference interactions reported has remained consistent with the past couple of years, coming in just over 1000 at 1032.

As I mentioned in my introduction, I suspect that our leveling off of reported interactions has a good deal to do with the presence of the Technology Resource Center to field the many, many questions Reference used to receive about jammed printers, password problems, and copy machines. It also points toward a shifting service model, in which a student who might have before asked (or not asked) 10 questions of a reference librarian, who may have recorded each question separately, might now ask and have answered all 10 questions in a single research consultation, which is recorded as 1 interaction. In short, I do not believe that the decreased number of interactions recorded indicates a diminished need or desire for research help services, but instead reflects changed material and procedural circumstances.

## Methods

Data was collected using a platform called LibAnalytics, using a form first developed in 2014-15. This instrument provides a place for librarians and student assistants to enter qualitative information about each reference transaction—however informal-- that they undertake. The instrument in its current form can be seen in Appendix B. Because it is web-based, librarians can enter information from anywhere with an internet connection, and the platform also offers the ability to modify submitted entries. I also collected data from QuestionPoint for chat interactions with SMSU students that librarians in the broader cooperative had picked up.

## Data Collected

Librarians and student assistants recorded a total of **1032** reference interactions from July 1, 2018 until June 30, 2019. I should note here that the actual number of interactions is likely higher, as there are reference transactions that don't get entered for a variety of reasons.

Approximately 53% of the interactions recorded for 2018-19 were described as relating to research (see Figure 1), and about 9% additional questions were described as relating to databases or catalog, activities frequently entailing research discussion or concerns. We also saw about 6% of the interactions involved locating physical items or places in the library, and an additional 5% were requests for copier, printer, microfilm, or other technology assistance. A full 22% of the total interactions recorded were also labeled as "Research Consultations."

Option	Count	% of Total
Research (e.g. topic selection, source selection, citation deciphering)	491	52.57%
Database (e.g. finding full-text, logging into database from off-campus)	87	9.31%
Catalog (e.g. accessing electronic books, locating call number)	35	3.75%
Printer/copier/scanner/microfilm assistance	50	5.35%
Directions/referrals to other entities on campus	26	2.78%
Archives	7	0.75%
Website (e.g. finding research guides, finding databases)	12	1.28%
Locating physical items/places in library	55	5.89%
General library information (e.g. hours)	37	3.96%
Software (e.g. D2L, Word, Adobe)	16	1.71%
Reserves request	0	0%
Other	95	10.17%
Interlibrary Loan	23	2.46%

Figure 1: "Question Type" 2018-2019 (934 entries)

Notably, the percentage of questions that were described as “Research” climbed to almost 53% this year in comparison with 2017-18, when approximately 37% of questions (345 total) were given this description. This could be because more students are asking questions that are less procedural and more research-based, but it could also be because 2 people (myself and Emily Sovell), who were not entering data last year, had the opportunity to do so this year. (In other words, what is one person’s “database” might be another person’s “research.”) We recognize this as a limitation of our data collection instrument and techniques.

Perhaps in connection with the rise in interactions described as “Research,” this year saw a decline, from 15% last year to 9%, in inquiries described as “Database,” and a decline, from approximately 8% (70 total) to approximately 4% (35 total), in interactions labeled as concerned with the “Catalog.” I am hoping that points to a trend in the ease of use of our catalog, perhaps due to the Primo search interface.

The Reference Annual Report from 2017-18 pointed out that librarians in response to the data collection form question “Where were you?” [for the majority of the reference interaction], 56%-57% of the time in the past 2 years indicated that they were in their office. As Figure 2 demonstrates, this percentage remained consistent in 2018-19, with 56% of interactions taking place in the respondent’s office.

**Where were you? (id:48489, 1004 entries)**

Option	Count	% of Total
Research Help Desk	372	37.05%
My office	565	56.27%
Elsewhere in the library	33	3.29%
Elsewhere on campus	11	1.1%
Off campus	23	2.29%

Figure 2: Where were you? 2018-19

We saw a slight increase of making first contact with people requesting research help at the Research Help Desk this year. Last year, approximately 26% (or 250) interactions began at the Help Desk. In 2018-19, we saw about 31% (or 314) begin at the Desk on the 3<sup>rd</sup> floor of the library. I am hoping this is reflective of an increased physical presence at the desk that adjunct Emily Sovell and our Research Help Desk Student Assistants facilitated this year.

Our number of IM/chat or real-time texting interactions remained consistent from last year’s with 20 recorded interactions (approximately 2%). This justifies, I think, the decision to focus our resources on in-person interactions, which still make up the vast majority of our services (at least 83%, if telephone calls are included).

About 15% of our interactions were via email this year. This is the same as last year; we reach many of our College Now and 2+2 students this way, as many of them are off-campus and our best way of reaching them is via asynchronous communication.

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

Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec
57	126	92	137	54	1	4	22	174	153	118	66
5.7%	12.5%	9.2%	13.6%	5.4%	0.1%	0.4%	2.2%	17.3%	15.2%	11.8%	6.6%

Figure 3: Question distribution across months 2018-19

Figures 4 and 5, represented below, also represent trends we’ve seen in interactions in years past. We see the largest concentration of questions Monday-Wednesday, with drop-offs as the weekend

approaches (and holidays are often scheduled). We did see a percentage increase, from 6.3% (60 total) interactions recorded in 2017-18 on Sunday to 7.4% (74 total) interactions in 2018-19.

As in past years, most interactions occur between 10am-3pm each day, but we see a good amount of traffic between 9am and 4pm in general Monday-Thursdays.

Number of records for all Mondays, all Tuesdays, all Wednesdays, etc.

Mon	Tue	Wed	Thu	Fri	Sat	Sun
183	224	199	184	138	2	74
18.2%	22.3%	19.8%	18.3%	13.7%	0.2%	7.4%

Figure 4: Records by days of the week

#### Daily/Hourly Distribution Table

This table shows hourly distributions for all Mondays, Tuesdays, etc. (i.e. the number of entries, by hour, for every Monday, Tuesday, etc. in a given time period).

	00	01	02	03	04	05	06	07	08	09	10	11	12	13	14	15	16	17	18	19	20	21	22	23	Total	
Mon	0	3	0	0	0	0	0	5	2	17	34	22	20	13	22	20	11	7	7	0	0	0	0	0	183	Mon
Tue	3	1	0	0	0	0	0	6	7	13	22	23	37	38	15	20	17	10	10	1	1	0	0	0	224	Tue
Wed	4	0	0	0	0	1	0	0	9	15	20	19	24	16	27	26	26	8	4	0	0	0	0	0	199	Wed
Thu	2	0	0	0	0	0	0	0	3	13	33	23	20	24	32	26	3	1	0	0	2	2	0	0	184	Thu
Fri	2	0	0	1	0	0	0	1	2	13	16	15	17	32	18	17	3	1	0	0	0	0	0	0	138	Fri
Sat	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	1	0	0	0	0	0	0	0	0	2	Sat
Sun	0	0	0	0	0	0	0	0	0	0	0	0	5	21	15	6	10	11	5	1	0	0	0	0	74	Sun

Figure 5: Daily/hourly distribution rate 2018-19

## Reference/Research Help in 2019-20

This past year’s collected data suggest that the staffing changes initiated over the past couple of years (choosing to not staff Saturdays, cutting back on the number of evening hours, including well-trained student workers as members of the Research Help team) have been going well thus far. It’s encouraging to know that our presence at the Research Help Desk is still valuable to the campus community, and that our training in helping students with research is recognized (or at least engaged!) by the campus community.

Ongoing projects for 2019-2020 include:

- completing the first round of the reference collection weeding project (additional rounds are likely to follow);
- developing tutorials for Research Help Desk Student Assistants to encourage their greater comfort with databases, the reference interview, etc. and developing these student workers’ relationships with Writing Center tutors; and
- publicizing chat research help services, as these are good services that are underutilized.

I am certain that there will be additional challenges that will emerge, and I look forward to writing about them in next year’s report.

# 2018-19 Technical Services Annual Report

Pam Gladis, University Librarian  
Kristi Petersen, Cataloging Technician

## Staffing

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

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

As we no longer have a full-time cataloging librarian, items that cannot be copy-cataloged are sent to Minitex for processing. This is a pay-by-the item service Minitex provides. In FY19, we sent 14 titles to Minitex for cataloging at a cost of \$402.00

## Integrated Library System

The ILS is the backbone of the library and technical services is responsible for maintain that backbone. Significant clean-up work, training, and reconsidering workflows were involved in the migration to the new integrated library system. It's difficult to articulate how much back-end work went into ensuring the migration from ALEPH to ALMA was smooth. Unlike other areas in the library, there aren't numbers, charts, or graphs that can highlight the work that went into the migration.

Post migration, many work processes and procedures were modified and will continue to be adjusted as we work with the system.

## Database Maintenance

Adjustments to databases such as URL or name changes were completed as necessary in both LibGuides and the Proxy server. It was necessary to move to a new FTP tool to make changes to the EZProxy configuration file this year.

Near the end of the fiscal year we learned the PALS office would be supporting the addition of ThirdIron's LibKey tools to aid researchers in PRIMO. Pam is working with PALS on the setup. This tool should be in place for Fall semester.

The following chart highlights the changes made to the various collections this fiscal year:

## Comparison of Number of Items by Collection from July 2018 to July 2019

<b>Collection</b>	<b>Number of Items July 2018</b>	<b>Number of Items July 2019</b>	<b>Difference</b>
General Collection	172417	172655	+238
Reference	3284	3201	-83
Indexes	1914	1919	+4
Children's Collection	4094	4136	+42
Rare Books	2675	2730	+55
University Archives	802	810	+8
Reserves	220	145	-75
Circulation Desk	87	123	+36
Government Documents Print	1505	0	-1505
Government Docs (Maps)	76	83	+7
Minnesota State Documents	383	383	0
Periodicals (636 print titles)	86682	87200	+518
Microfilm	12444	12446	+2
Newspapers	6	6	0
Newspapers (microfilm)	5687	5731	+44
Maps & Atlases	54	41	-13
Media Collection	4921	5033	+112
Archived Media (Vinyl)	3476	3474	-2
Archived Media (16mm)	90	90	0
Archived Media (Cassettes)	662	662	0
Archived Media (Filmstrips)	356	356	0
Archived Media (Sounds Filmstrips)	66	66	0
Archived Media (Slides)	347	347	0

### OF NOTE

- These numbers do not include electronic formats: Internet, Government Document Internet, e-Journals, eBooks, Streaming Videos.
- The zeroed out Government Documents print is due to all of those print items being added to the general collection or withdrawn if available online.
- There was much less collection evaluation this year due to the migration.
- Weeding of Archived Media Cassettes and Filmstrips still needs to be completed.
- The majority of the remaining Archives Media Slides are waiting for faculty review for potential withdrawal.

## SMSU McFarland Library Strategic Priorities Plan

### University Mission:

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

### Library Mission:

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

### Strategic Priority 1: Space & Services

(Aligns with University Strategic Plan, Institutional Capacity & Effectiveness 1.5.2, and Facilities Plan 1.2.2B & 1.2.3A)

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

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

**Objective 3:** Explore ways to partner with Information Technology to improve services for students, faculty, and staff.

### Strategic Priority 2: Teaching & Learning

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

**Objective 5:** Continue development and assessment of information literacy components in the LEP 100 curriculum.

**Objective 6:** Revisit our Information Literacy Rubric.

### Strategic Priority 3: Collections & Access

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

**Objective 8:** Continue evaluating print and digital collections.

**Objective 9:** Migrate to a new Integrated Library System.

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

### Strategic Priority 4: Scholarship & Outreach

**Objective 11:** Explore how the library can support Open Educational Resource (OER) development at SMSU.

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

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