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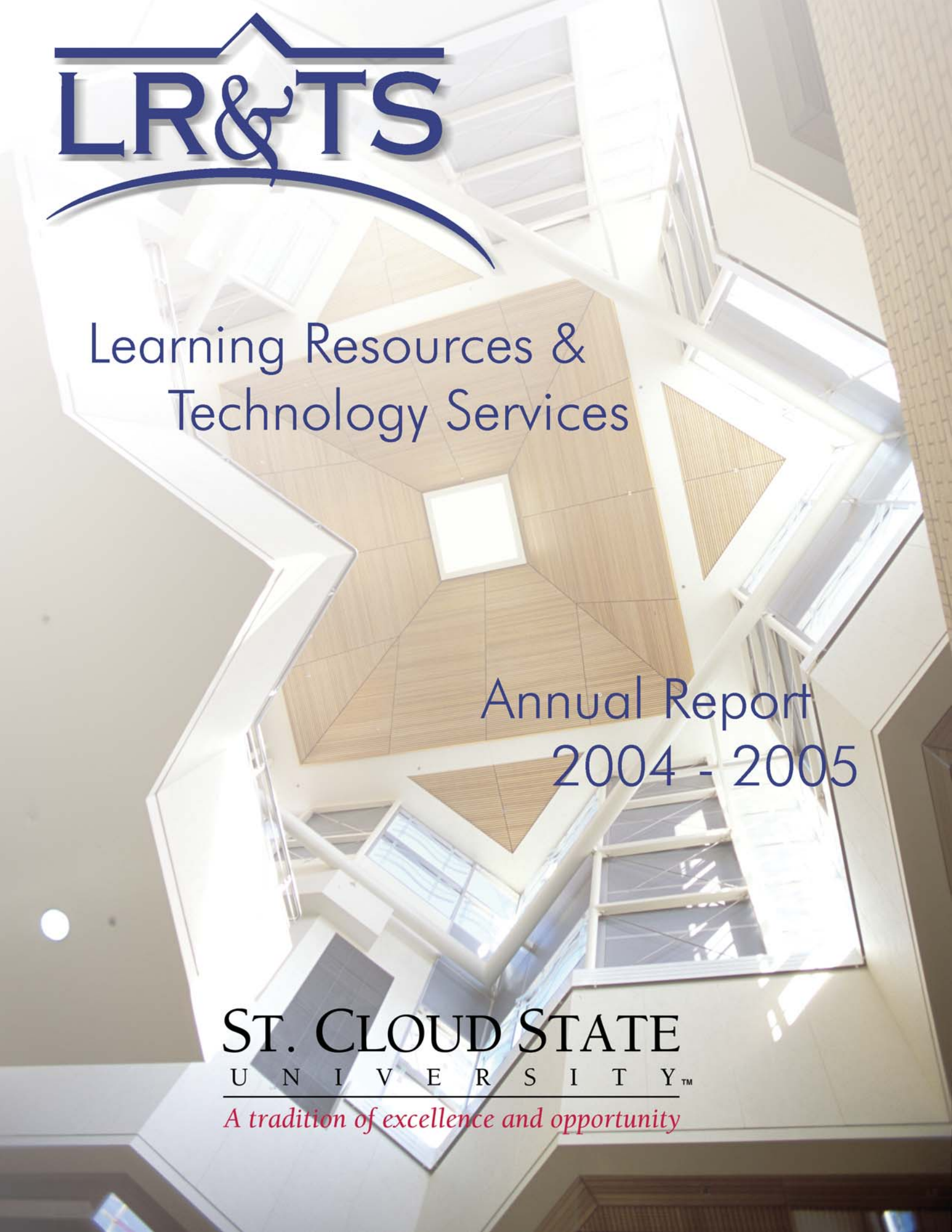


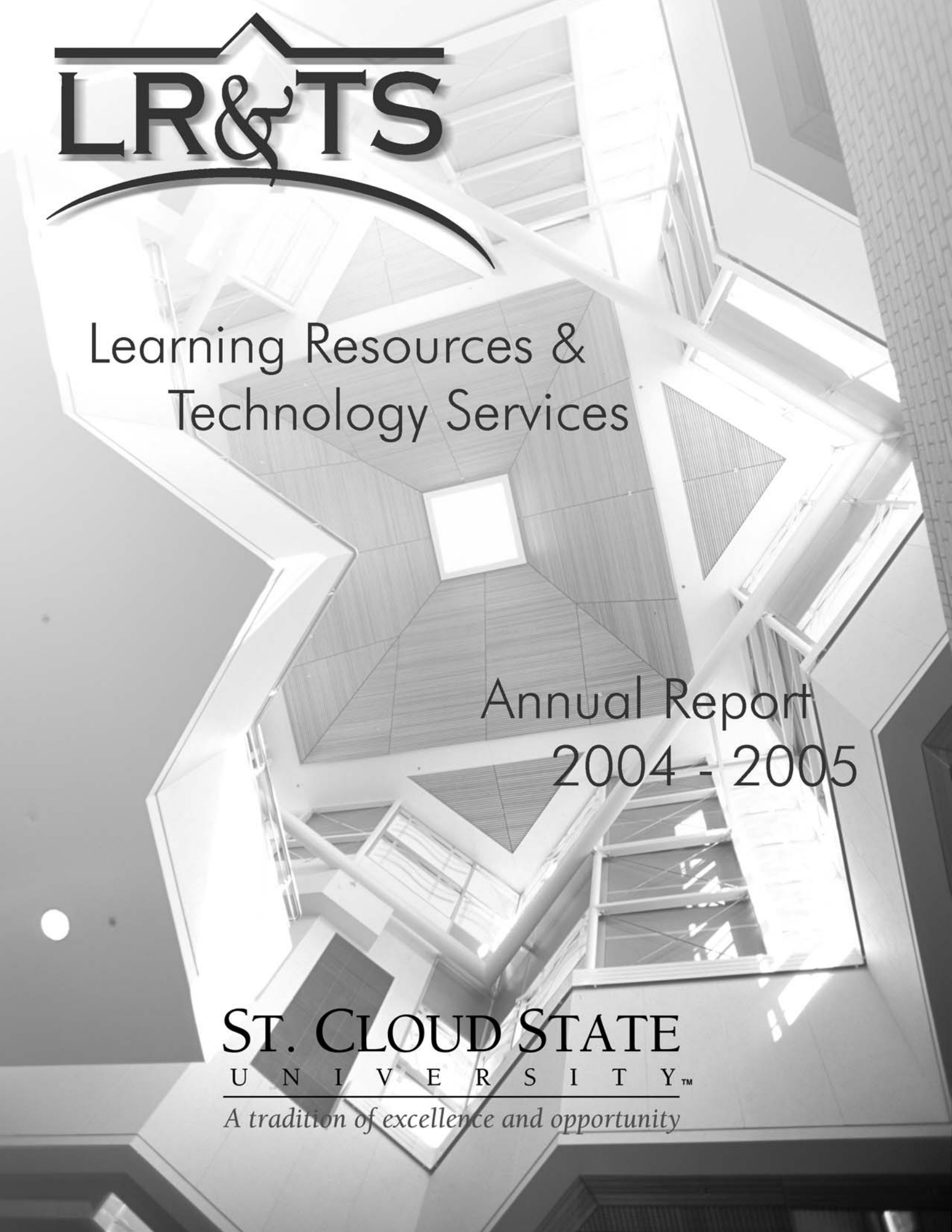
LR&TS

Learning Resources & Technology Services

Annual Report 2004 - 2005

ST. CLOUD STATE UNIVERSITY™

A tradition of excellence and opportunity



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Learning Resources & Technology Services

Annual Report 2004 - 2005

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Introduction

Learning Resources & Technology Services (LR&TS) serves all disciplines of St. Cloud State University and a wide range of users, including students, faculty, staff, and community members in Central Minnesota. LR&TS is a comprehensive campus-wide information organization encompassing the library, academic computing, media and network operations, and instruction-related training, technical services and equipment. The library has more than 2.767 million print and nonprint items, including more than 675,000 books, 1.3 million federal and state documents, 773,000 units of microform, 1,600 periodical titles, nearly 12,000 electronic periodical subscriptions, 1,500 maps, and 25,000 nonprint items (computer software, compact discs, videotapes, DVDs, films, etc.). The Computing & Technology Services division of LR&TS provides campus-wide computing support, networking services, e-mail services/support, the academic HelpDesk, the Computer Store, instructional television and video conferencing operations, installation, and support for 121 electronic classrooms, and maintenance/operation of 625 computers in the Miller Center and 14 general access computer labs across campus.

Mission, Vision, and Goals for 2005 - 2009

Mission:
Connecting you with information and technology.

Vision:
Learning Resources and Technology Services will promote success in educational pursuits and life-long learning through excellence in information and technology.

Goals:
Learning Resources & Technology Services will:

- Provide a safe, healthy, collegial work and learning environment where faculty, staff, and students are respected and valued.
- Be central to SCSU student, faculty, and staff development in the use of information and technology.
- Provide an environment that will support innovation and excellent service.
- Strive for continual improvement in quality
- Continue to nurture existing partnerships and develop new relationships with other organizations to further the mission of SCSU.

Personnel

Learning Resources & Technology Services is organized into workgroups, with the workgroup leaders, and all faculty, reporting to the Dean.

LR&TS Administration

- Dean . . . . . Kristi Tornquist
  - Administrative Assistant . . . . . Ann Chmielewski
  - Associate Dean . . . . . J.C. Turner
    - Office and Administrative Specialist . . . . . Lisa Pesta
    - Office and Administrative Specialist . . . . . Jan Pietron
    - Office and Administrative Specialist . . . . . Lucy Supan (half time)
    - Office and Administrative Specialist . . . . . Melanie Tighe (to 9/04)
    - Office and Administrative Specialist . . . . . Diane R. Schmitt (from 12/04)
  - Assessment . . . . . Doris Bolliger, Melinda Dermody
  - Communication Specialist . . . . . Dana Drazenovich (temp.)
  - Grants & Technical Writer . . . . . Marian Rengel (fixed term)

Learning

Center for Information Media

- Coordinator . . . . . Jeanne Anderson
- Office and Administrative Specialist . . . . . Lucy Supan (half time)
- Faculty . . . . . Judith Rodgers
  - . . . . . Luther Rotto (sabbatical)
  - . . . . . John Theis
  - . . . . . Merton Thompson
- Adjunct faculty . . . . . Gary Ganje
  - . . . . . Bob Kochman (Summer Session II)
- Graduate Assistants . . . . . Cassie Jensen
  - . . . . . Konstantin Marakov

InforMedia Services

- Coordinator . . . . . Richard Josephson
- D2L Support Coordinator . . . . . Tom Hergert
- InforMedia Services Faculty . . . . . Doris Bolliger
  - . . . . . Plamen Miltenoff
  - . . . . . Jim Pehler (sabbatical)
  - . . . . . Karen Thoms
- Adjunct faculty . . . . . Eileen Moccia (Spring)
  - . . . . . Marylou Terwey (Spring)
- Graduate Assistants . . . . . Brad Grabham
  - . . . . . Vijayalakshmi Jayachandran
  - . . . . . Bhargava Ravula

Resources

Access Services
- Coordinator/Distance Learning Librarian . . . . . Melinda Dermody
  - Audio Visual Circulation Library Technician . . . . . Hannah Topp-Schefers
  - Circulation Librarian Technician . . . . . Angela Wortham
  - Evening Circulation and E-Reserves Library Technician . Greg Walz
  - Reserves Circulation Library Technician . . . . . Pat Sauerer
- Central Minnesota Libraries Exchange Director . . Patricia Post
  - Administrative Assistant . . . . . Jennifer Schwint
  - ILL Assistant, Experience Works . . . . . Bill Kraft
- Government Documents Coordinator . . . . . Sandra Q. Williams
  - Library Technician . . . . . Wendy Springer (half time)
- Interlibrary Loan/Copyright Coordinator . . . . . Susan H. Motin (half time)
  - Library Technician, Interlibrary Loan . . . . . Debbie Josephson
  - Library Technician, Interlibrary Loan . . . . . Joan O'Driscoll
- Periodicals Coordinator . . . . . Susan Schleper
  - Library Technician . . . . . Laurie McClintock (to 9/04)
  - . . . . . Linda Conway (from 11/04)

Reference Services
- Coordinator . . . . . Chris Inkster
- NASA Collection Coordinator . . . . . Robert Hauptman
- Reference Librarians . . . . . James Caufield
  - . . . . . Robin Ewing
  - . . . . . Robert Hauptman
  - . . . . . Fred Hill
  - . . . . . Renee Rude (three-quarter time)
  - . . . . . Pamela Salela (Fall)
- Adjunct Reference Librarians . . . . . Nina Battistini (Summer, Fall, Spring)
  - . . . . . Lisa Forslund (Spring)
  - . . . . . Randy Getchell (Summer, Fall)
  - . . . . . Sarah Gewirtz (Spring)
  - . . . . . Justine Martin (Fall, Spring)

Collection Management
- Workgroup Coordinator . . . . . Keith Ewing
- Acquisitions/Collections Coordinator . . . . . Julie Blake
  - Library Technician . . . . . Diane Larson
  - Office and Administrative Specialist Senior . . . . . Mary Krafnick
  - Library Technician . . . . . Wendy Springer (half time)
- Librarian, Fixed Term (medical replacement) . . . Bill Degenhard
- Cataloging Coordinator . . . . . Bonnie Hedin (medical leave from 12/04)
  - Library Technician . . . . . Debbie Binsfeld
  - Library Technician . . . . . Melodie Dukowitz
  - Library Technician . . . . . Laurie McClintock (from 9/04)

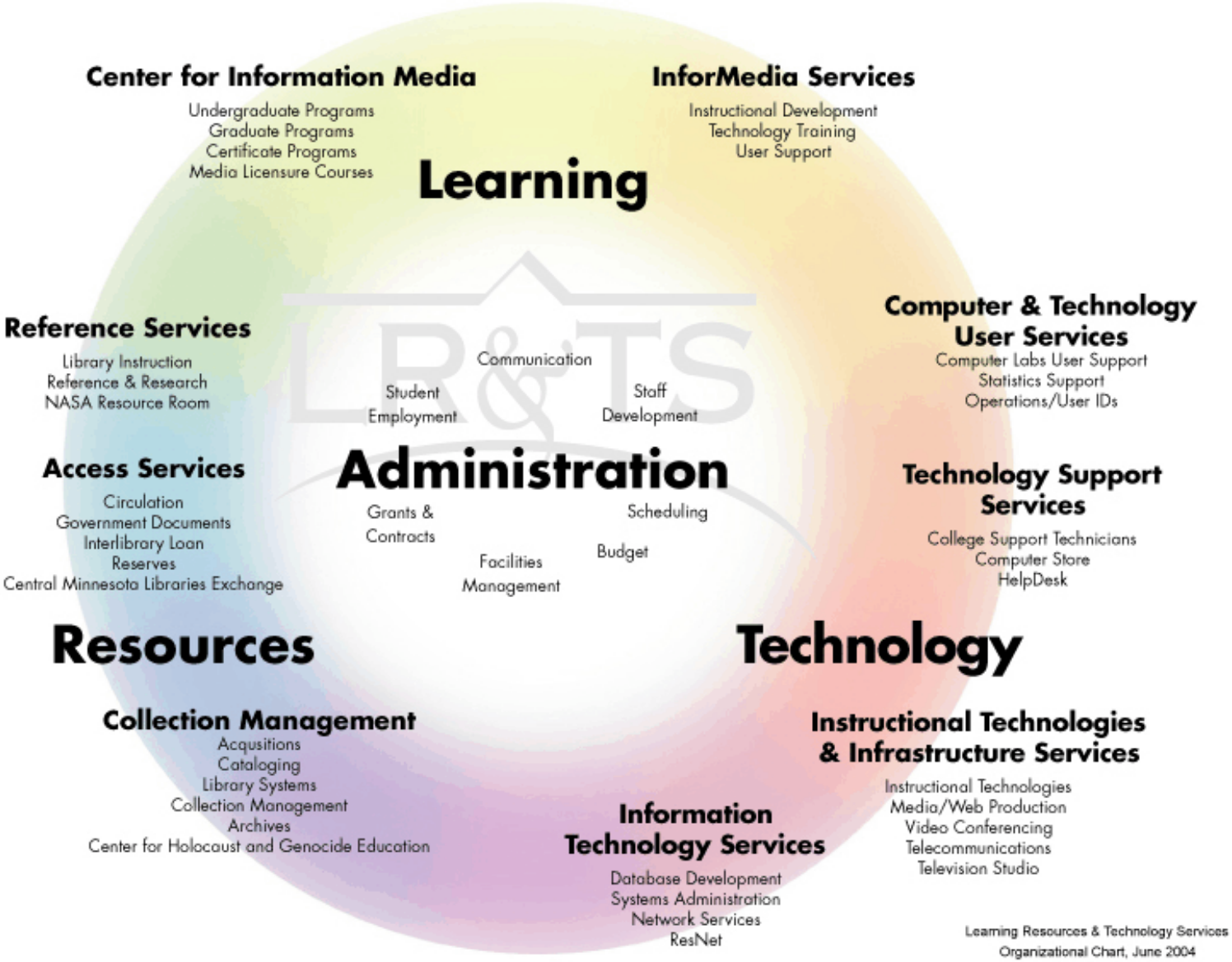
Center for Holocaust and
Genocide Education Director . . . . . Susan Motin (half time)
Secretary . . . . . Jan Anderson (half time)
Library Systems Librarian . . . . . Keith Ewing
University Archivist . . . . . Patricia Kapphahn
Graduate Assistant . . . . . Christina Markwood-Rod

Technology

Computing & Technology User Services
Director . . . . . Randy Kolb
Computer Labs Manager, General Access . . . . . Sam Barhorst
Statistical Consulting Graduate Assistant . . . . . Mary Ma (Fall)
Graduate Assistant . . . . . Shashank Bhatia (Spring)
Graduate Assistant . . . . . Raghavendra Nelli (Spring)
Undergraduate Assistant . . . . . Tham Son
Student Technology Trainer . . . . . Deeba Syeda
User Accounts Manager . . . . . Diane E. Schmitt
Information Technology Services
Director . . . . . Phil Thorson
Computer Lab Support Specialist . . . . . Mark Kotcho
. . . . . Bob Lessinger
. . . . . Dave Wogen
Computer Systems Administrator . . . . . Clint Forseth
. . . . . Jeff Hennen
. . . . . John Roberson
. . . . . Gordie Schmitt
. . . . . Chris Stanley (temp.)
Database/Application Developer . . . . . Chris Brown
. . . . . Linda Carr
. . . . . Josh Hjelmstad (temp.)
Network Analyst . . . . . Tony Sorteberg
. . . . . Thad Wakefield
Instructional Systems Management . . . . . Ben Pratt (temp.)
Library Computer Support Specialist . . . . . Craig Overboe
ResNet/IT Security Coordinator . . . . . Darrin Printy (from 02/05)
ResNet Coordinator/HelpDesk Backup . . . . . Mike Schomer (temp.)
Workstation/Application Specialist . . . . . Eric Dietz
Instructional Technologies & Infrastructure Services
Director . . . . . Randy Evans
Audiovisual Support Specialist . . . . . Dennis Murphy
Electronic Classroom specialist (lead) . . . . . Kelly Larson
Electronic Classroom specialist . . . . . Jeff Gallus
CMDLN Operations Manager . . . . . Reuben Wagenius
CMDLN Operations Specialist . . . . . Dennis Murphy
. . . . . Jennifer Nies (half time)

Multimedia/Web Services Project Manager . . . . . Sara Grachek
Multimedia/Web Developers . . . . . Karin Duncan
. . . . . Mark Monn
. . . . . Mary Shrode
Telecommunication Infrastructure Specialist . . . . . John Nies
Television Studio Manager . . . . . Samuel Johnson
Video/Multimedia Production Coordinator . . . . . James Bertram
Video/Multimedia Production . . . . . Chuck Czech (one-quarter time)
Video/Multimedia Production . . . . . Holly Santiago (half time)

Technology Support Services
Director . . . . . Darrin Printy (to 02/05)
College Support Technician, Business . . . . . Daryl Scholz
College Support Technician, Education . . . . . Jim Pesta
College Support Technician, Science & Engineering Chris Fandel
College Support Technician, Social Science . . . . . Tom Peterson (half time)
Computer Store Manager . . . . . Carl Schmitt
Computer Store Sales Representative . . . . . Tom Peterson (half time)
HelpDesk Manager . . . . . Dan Michaels
HelpDesk Student Supervisor . . . . . Dan Shub
HelpDesk Trainer Graduate Assistant. . . . . Rashed Ferdous
HelpDesk Marketing & Tracking Graduate Assistant . . Tom Polinceuscz (Fall)



Learning Resources & Technology Services
Organizational Chart, June 2004

Executive Summary of FY05

Fiscal Year 2005 was one of ongoing transformation for Learning Resources & Technology Services. Much of this is due to increasing demand for information and technology-related services, as these become more integral to all areas of St. Cloud State University. Accompanying this demand is the need for corresponding support, whether in the form of training/instruction, maintenance of systems (such as e-mail and library databases), maintenance of equipment (particularly in classrooms and computer labs), or general troubleshooting of problems (HelpDesk). As SCSU relies more heavily on applications and systems where access to information and the use of technology becomes mission-critical to delivery of instruction and related services, the high demand for these is expected to continue.

Significant changes in FY05 can be grouped into three main categories:

Increased Demand for Some Services

- Delivery of interlibrary loan requests via Minnesota Electronic Document Delivery (MEDD) increased by more than 40 percent for the second year in a row. As more courses make use of online resources, this service is expected to have continued significant growth.
- Searches of electronic databases continue to increase, up nearly 46% over FY04.
- The number of courses making use of online course management tools continued to climb dramatically. FY05 marked the shift from WebCT to Desire2Learn (D2L) as the supported campus system, and an increasing number of instructors and classes are making use of this instructional resource. Both measures reached their highest level ever at SCSU in Spring 2005, with the number of classes increasing 74% over Spring 2004.
- Technology workshop participation increased dramatically during FY05, with the number of participants up more than 70% over the previous year. Although the number of different workshop topics was lower than the three previous years, the overall number of workshops offered was up by almost 40%. As noted above, there has been a significant increase in the number of faculty using Desire2Learn in their courses, and many of the workshops are D2L-related.
- The demand for most types of equipment available from circulation continued to increase. One exception to this is the frequency of check-out for student laptop computers, which correlates with an increasing number of students who purchase their own laptop computers.
- The Computer Store had significant increases in total dollar sales and the total systems sold over FY04. Sale were up in all customer categories, nearly 73% overall, and total dollar sales increased more than 40%, surpassing $2.6 million.
- Demand for multimedia and Web production services increased significantly inFY05. The total number of projects increased by more than 55% and totaled more than 3,300 project hours. Approximately two-thirds of the projects were in some way Web-related.
- Demand for printing in the computer labs continued to increase, with the number of pages printed up more than 7% over FY04.
- Wireless networking expanded to cover 94% of campus, and the number of registered wireless users nearly tripled over FY05. As more mobile devices include wireless network capability, this trend is expected to continue.
- A significant amount of campus funding allowed for adding 19 electronic classrooms and upgrading the equipment in another 79 rooms. The number of electronic classrooms on campus totaled 121 at the end of FY05.

Relatively Stable Demand for Some Services

- Library acquisition expenditures remained relatively flat at $1.18 million, the approximate amount spent in each of the six previous years, with an increasing percentage of the overall budget devoted to electronic resources. As costs for books, serials, and electronic resources continue to climb, the buying power of this allocation declines, which greatly affects the ability of LR&TS to provide information resources to campus, particularly for new academic programs.
- The number of reference questions serviced, while down approximately 10% from FY04, were at a similar level as in FY01 and FY03, and slightly above the average for FY01 to FY04.
- Library instruction sessions and student counts in these sessions were steady in comparison to FY04, with an increase in the number of sessions offered (up 8.76%), while the number of students served declined slightly (-1.25%), mirroring enrollment patterns.
- The number of undergraduate and graduate students earning majors, minors, or certificates from the Center for Information Media remained stable, with increases in the number of students in the graduate e-learning certificate, school library media specialist licensure, and undergraduate programs over FY04. However, the number of students decreased in the graduate programs as a whole (as well as in the instructional technology certificate program), and in the undergraduate minor and certificate programs.
- Network access in the residence halls appears to have reached the saturation point. The total number of connections increased a fraction of a percent over FY04, and the percentage of rooms with at least one active connection decreased slightly.

Decreases in Demand for Some Services

• Grant revenue received for FY05 decreased dramatically, dropping below both FY03 and FY04 levels. A portion of the grant developer's time was dedicated to managing the $300,000 Minnesota Digital Library grant rather than on additional grants development.

• The number of technology questions serviced by InforMedia Services decreased significantly in comparison to FY04, down more than 30% for the year. The number also dropped dramatically from Fall 2004 to Spring 2005, cutting by half the number of questions serviced.

• The number of books checked out from circulation continued to decline, down more than 40 percent from FY04. With an increasing number of resources available online, either through full text databases or the Internet, patrons are making greater use of those alternatives rather than checking out books.

• Miller Center patron counts decreased by nearly 10 percent from FY04, but much of this may be attributed to a malfunctioning gate counter. In late January, one of the four gates was found to be malfunctioning and failing to count patrons more than half of the time. Repairs were made in early February. Counts from September through January were down more than 16 percent in comparison to FY04, but the decrease was limited to less than 2 percent for February through June.

• Total interlibrary loan (ILL) transactions continued to decrease significantly from the previous year. The absence of an ILL module for the Aleph system continues to hamper the visibility of SCSU resources to other libraries, and the number of incoming requests decreased by more than 23% from FY04. While the fill-rate for outgoing requests continues to be high (89%), the rate for requests coming to SCSU is at its lowest point in recent history (58%).

• Total HelpDesk service requests dropped from their record levels of FY04, decreasing by approximately 33%. While the drop was significant, traffic levels were still above those of FY02.

LR&TS Initiatives and Results, FY05

Plan

Fine tune our project prioritization process

- The directors of the two areas that work on the bulk of the campus projects each developed processes for their areas and have begun adjusting workflow.

Complete the LR&TS strategic plan and LR&TS disaster recovery plan

- We completed the LR&TS strategic plan and made significant progress on our disaster recovery plans (for library and technology).

Participate in SCSU's Strategic Planning and Technology Master Planning

- LR&TS had several people involved on the SCSU Strategic Planning Committee this past year. The technology directors, the coordinator of technology training, the incoming FA president, and the LR&TS dean and associate dean reviewed all sections of the SCSU Technology Master Plan.

Implement

Implement new initiatives (D2L, Multicultural Resource Center, SFX, electronic records retention, LibData, and the Minnesota Digital Library project)

- We made significant progress in each of these areas in addition to working on Media Site Live, RefWorks, classroom response systems ("clickers"), a policy for e-mail as an official means of communication for students, upgrading electronic classrooms, and expanding our virtual reference and wireless services.

Develop appropriate partnerships

- This year we engaged in a partnership with MnSCU for technical support and training for D2L. Our Computer Store provided service at SCTC at their request. We are having conversations with other two-year schools in our region about their contracting with us to provide them wireless and security services. CIM began developing a program to be offered at Anoka Ramsey Community College as part of their Portal Project.

Communicate new and updated services

- The communications that went out regarding e-classrooms are an example of our improved communication efforts. In addition, we worked with University Communications to develop Read posters as a marketing tool.

Evaluate and assess

Begin implementation of the LR&TS assessment project

- We conducted paper surveys of students in our lobby and contracted with the SCSU Survey Center to do phone surveys. In addition we hosted focus groups. These three data sources have provided us with a tremendous amount of useful information to analyze our services and students use of them for academic purposes.

Compile data for the SCSU Strategic Plan key performance indicators

- We began compiling some of the data but were directed by the Strategic Planning committee to hold off on some areas until the plan was finalized.

Compile data required for the SCSU Annual Work Plan

- We provided this information.

Administration . . .

The LR&TS Dean's office oversees a campus unit with approximately 100 faculty and staff members, and with budgets totaling more than $10 million. Working with administration at the campus and Minnesota State Colleges and Universities system levels, administrators and staff provide the centralized support needed so LR&TS workgroups can focus on the services they provide to campus and various other constituencies.

LR&TS Dean's Office

The Dean's Office manages all aspects of Learning Resources & Technology Services, overseeing all budgetary aspects of the unit, directing the planning for the unit, and coordinating the efforts of the various workgroups. The Dean represents the unit in Academic Affairs Council, conveying the needs and initiatives of the unit to the rest of campus, and working with the colleges to ensure that LR&TS meets the library and computing needs of the academic community. The Dean serves, with the Director of the Center for Information Systems, as Chief Information Officer for campus, and coordinates the Teaching, Learning, Technology Roundtable (TLTR) for SCSU.

FY05 Goals:

Serve as SCSU library and technology liaison/representative to various constituencies.

- Served on campus-wide committees, including: Academic Affairs Council, Meet and Confer, Student Technology Fee, Web Council, and Resource25 Implementation committee.
- Represented SCSU on technology-related MnSCU committees, including Chief Information Officers, the MnSCU CIO Consultation Committee, the Academic Information Technology Committee, and the Desire2Learn Advisory Committee.
- Represented SCSU on MnSCU and state-wide library boards and committees, including PALS Deans and Directors Executive Committee, Minnesota Educational Media Organization, Minnesota Academic Group for New Opportunities in Libraries and Information Access (MAGNOLIA), and the Minnesota Digital Library Coalition.
- Served on the governing boards of the Central Minnesota Libraries Exchange, the Central Minnesota Educational Research & Development Council, the Central Minnesota Distance Learning Network CMDLN), and Live Interactive Televised Education Supporting Programs and Networks (LITESPAN).
- Represented SCSU at national organizational meetings, including Educause and Association of College & Research Libraries (ACRL).

Provide leadership and direction for LR&TS and services to campus.

- Oversaw the revision of the LR&TS Strategic Plan, providing a process for all within the organization to participate.
- Presented updates on the state of technology at SCSU to various groups, including Academic Affairs Council and TLTR.
- Oversaw the LR&TS Policies and Procedures Committee, which works to standardize existing LR&TS policies, develop new policies and procedures, and communicate changes to affected parties. During FY05, the PPC developed and the Dean's Advisory Council approved:
  - Initial Draft of Policy for E-mail as Official Communication to Students
  - Policy and form for Deactivation and Removal of Faculty and Staff HuskyNet Accounts
  - Policy for Student Employee Confidentiality
  - Policy for Student Technology Fee Laptop Computer Checkout
  - Policy for HuskyNet Account Allocations

Respond to personnel needs of the unit.

- Oversaw the initiation and completion of the search process for three probationary faculty positions, two fixed-term faculty positions, six staff positions, and nine adjunct positions.
- Completed all the Article 22 and 25 comments, reports and meetings for 27 probationary, tenured and fixed-term faculty in LR&TS.

Monitor and respond to campus needs related to technology.

- Coordinated the activities of the campus Teaching, Learning, Technology Roundtable (TLTR). Issues addressed during FY05 included:
  - Recommended to the Provost that high priority be given to funding the upgrading and maintenance of existing electronic classrooms.
  - Recommended to the Faculty Senate (which the Senate supported) that maintenance standards be established for technology support, and that recurring line items be added to the SCSU budget to fund the electronic classroom maintenance and replacement plan, as well as for sufficient technicians to support e-classrooms and computers at the rate of at least one technician per 100 computers (lab & faculty) and one technician per 50 e-classrooms.
  - Oversaw a university-wide approach to providing Audience Response Systems (ARS) for use in large classrooms (75+ seats) on campus, with accompanying policies and guidelines for use.
  - Reviewed and provided feedback for SCSU-wide policies on e-mail as official communication with students and wireless computer network use.
  - Began review of the SCSU Technology Master Plan to establish priorities for FY06.

Assessment

Assessment efforts within LR&TS measure and evaluate the contributions that services make to student learning. During FY05, assessment efforts were focused specifically on the student population.

FY05 Goals:

Three different instruments were used during the year to measure and evaluate services: a survey of students in the Miller Center, a telephone survey of students, and a student focus group.

Miller Center survey

- Students were most aware of technical assistance/help in the computer laboratory and journal indexes or databases. Resources and services with which students were least familiar were statistical consulting, video conferencing sessions upon request, and laptop checkout.
- Of the participants who had used particular resources and services, the vast majority indicated that these resources and services had contributed to their learning.
- The top five reasons of why students visited the Miller Center on the day of the survey administration included that participants needed to study, use a computer, do home work, meet their groups, or attend class.
- Ninety-four percent of participants were satisfied with their visit that day. The three most cited reasons for their satisfaction were that students liked the quiet environment, computers were available, and students were able to get things accomplished.

Telephone survey

- Nearly all students surveyed by telephone had used the Miller Center. The most frequent responses for use of services were: the computer help desk, research assistance, or technical assistance in the computer laboratory.
- When asked why students do not use resources and services at the Miller Center more often, the top reasons mentioned were parking, accessing them online or via telephone, or not having the need for them.
- Telephone interviewees were asked about the adequacy of the library collection, access to online journals and magazines, and wireless access on campus. Ninety-two percent of respondents strongly agreed or agreed that the library collection is adequate and 89 percent strongly agreed or agreed with the statement regarding the adequacy of access to online material.

Focus group

- When asked which five resources and services were most important to the students by ranking, computers received the highest score, followed by reference services, books, and articles.
- In general, students agreed that faculty and staff were more helpful and caring than the student workers in the Miller Center. Participants also agreed that Lab Seats was extremely helpful, particularly during the busy times of the semester.
- Students were in agreement that the setup of the building was really nice. They were impressed with the building and services it has to offer. They shared with us that they show off the building to friends and family when they come to visit the St. Cloud area.

Major changes from FY04:

- There was a change in personnel due to a retirement.

College Liaison Teams

The College Liaison Team program started in Fall 2001 as a way to build relationships with the colleges of St. Cloud State University. Each team includes librarians, information specialists, and technicians.

Personnel

- Steering Committee: Julie Blake, Facilitator; James Caufield, Randy Evans, Sara Grachek, Chris Inkster, Rich Josephson, Randy Kolb, Marian Rengel, Pamela Salela, Phil Thorson
- College of Business: Julie Blake, Doris Bolliger, Robin Ewing, Fred Hill, Daryl Scholz, Mary Shrode
- College of Fine Arts and Humanities: James Caufield, Melinda Dermody, Mario Felix, Tom Hergert, Mark Monn,
- College of Education Team: Karin Duncan, Chris Inkster, Plamen Miltenoff, Jim Pesta, Sandra Williams
- College of Science and Engineering: Keith Ewing, Chris Fandel, Bob Hauptman, Rich Josephson, Randy Kolb, Mark Monn, Susan Motin
- College of Social Sciences: Bonnie Hedin (Fall), Tom Peterson, Renee Rude, Pamela Salela (Fall), Susan Schleper, Mary Shrode

FY05 Goals:

Each college liaison team should focus on 1 - 2 people from each department within the college and conduct an information session with those people.

- All teams made contacts within their colleges.

Each college liaison team should identify 1 - 2 departments to work with specifically to review their LR&TS needs. Feedback from these meetings should be shared with the various people who are involved with providing the service.

- The success of this varied from team to team.

Major changes from FY04:

- Turnover in personnel from resignations and new hires.

Other items of note:

- Efforts this year focused on a building-wide Enrichment Session series. Each week the members of a different work group hosted a tour of their area, while all other areas came to them in groups. This series was meant to provide all employees with a sense of what each group does. It was very well-attended and received.

Communication

Communication personnel provide oversight and coordination of communication activities within Learning Resources & Technology Services. This work includes planning, developing, and fulfilling communication strategies, and assisting various constituencies, both on and off campus, in learning about LR&TS initiatives, services, and accomplishments.

FY05 Goals:

Produce communication support for LR&TS work groups and for the organization as a whole, working with staff and faculty to meet mass communication needs.

- Created general library promotional materials, including bookmarks, sticky notes, a new faculty library services flyer, and four SCSU "Read" posters.
- Wrote and produced materials promoting new LR&TS services, including CD/DVD duplication, Lab Seats computer use monitoring system, Ask A Librarian, FindIt!, RefWorks, Academic Search Premier, iCampus Desktop, and Symantec Antivirus.
- Updated or created new versions of many LR&TS publications, including the Student Technology Handbook, ResNet Handbook, and the Joan K. Blaska Children's Literature collection brochure.
- Created new print materials to promote HuskyNet services, and the Central Minnesota Libraries Exchange services.
- Coordinated communication for MnPALS mini-freeze, the ELM database transition, the campus e-mail upgrade, the increase in dial-up availability, and the summer-long electronic classroom upgrade initiative.
- Developed publicity materials for Desire2Learn training and Center for Information Media programs.
- Produced publicity materials for the Lindgren Asian Art exhibit, the Center for Holocaust & Genocide Education speaker series, and the I.B. Singer anniversary events.
- Planned and coordinated jointly with the Liaison Steering Committee the "What Do They Do There Anyway?" series of nine traveling enrichment sessions, which helped LR&TS personnel learn about the work performed within each workgroup.
- Formalized the Information Desk as a service, offered in the lobby at the beginning of each semester. In 16 days of operation, more than 2,100 questions were answered. Most frequently the questions were for Miller Center classroom/service locations, followed by requests for schedules of the Metro buses, which stop outside the Miller Center.

Major changes from FY04:

- A part-time Communication Specialist was employed for the full academic year, instead of part of the year as in FY04.
- Employees from throughout LR&TS relied more frequently upon the professional abilities of the communication staff.

Grants

The Grants position provides project coordination in developing, writing, submitting, and fulfilling grant projects and initiatives for library and technology, both for LR&TS and for SCSU-related initiatives.

FY05 Goals:

Develop grant projects to support the Multicultural Resource Center and other LR&TS initiatives.

- Submitted three grants and one letter of intent on behalf of the Center including applications to two private Minnesota foundations and one Library Services and Technology Act (LSTA) grant project through the Minnesota Department of Education; two projects were not funded and one is pending.

Support LR&TS goals and faculty goals with grant projects.

- Submitted three grant applications and one letter of intent on behalf of LR&TS. The American Library Association/National Endowment for the Humanities Alexander Hamilton traveling exhibit grant application was funded. The two projects not funded were an application for an LSTA grant to support a school library media specialist mentoring project, and one to develop online curriculum in the Center for Information Media.
- Assisted five faculty members in considering, developing, writing, and submitting Short-term Faculty Improvement Grants.

Continue LR&TS grant seeking efforts in support of the Minnesota Digital Library.

- Submitted two grant applications, one for an $113,810 LSTA grant from the Minnesota Department of Education, which was funded. An application to the Institute of Museum and Library Services was not funded. Also developed and submitted an application through the Minnesota State Colleges and Universities for a $1 million Federal appropriation to support the Minnesota Digital Library, which is pending.

Collaborate with departments and programs across campus to seek and identify grant projects.

- Developed closer relationships with the SCSU Office of Sponsored Programs to represent LR&TS in projects. Also encouraged LR&TS faculty and staff to participate in OSP training offered in the Spring that has lead to several initiatives.

Provide grant fulfillment services and support to faculty and staff who are successful in receiving grants.

- Served as grant coordinator on the $299,983.56 LSTA 2003 grant received by LR&TS to support the Minnesota Digital Library.
- Worked on the Elizabeth I planning committee and supported that project with grant contract oversight and grant project planning.
- Assisted in grant fulfillment for the Center for Holocaust & Genocide Education.
- Finished work on the InforMedia Services project to develop multi-media best practices materials for the Minnesota Department of Education.

Conduct research to support all grant seeking initiatives.

- Used tools provided by SCSU and MnSCU and monitored e-mail and other electronic and print information sources to seek out grant programs. Conducted follow-up research on information provided by LR&TS and campus colleagues that could lead to viable grant applications.

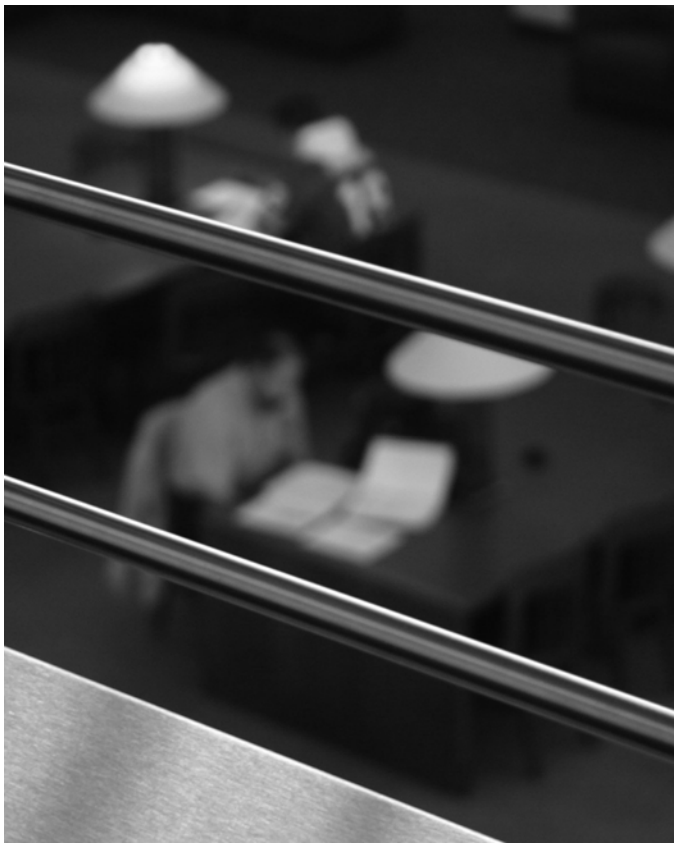
Major changes from FY04:

- 25 percent of the grant project developer's time was funded by the LSTA grant for the Minnesota Digital Library implementation project. This was the first time this position has been supported to a significant extent by grant funding.

Statistics:

See Appendix B

Learning . . .



From undergraduate students to faculty and staff, LR&TS provides classes, workshops, and individual support to meet the educational needs of many different communities. Whether it is information literacy, the theory and practice of librarianship, or how to use specific hardware or software resources, LR&TS provides this support in a variety of modes and venues.

Center for Information Media - Graduate Programs

Through its Master of Science in Information Media and certificate programs, the Center for Information Media ensures that students develop critical information literacy skills and competence in the theory and practice of librarianship, education and information technology, instructional systems design, and message design and delivery.

FY05 Goals:

Increase graduate program enrollment. Learn to market programs to new market segments. Contact inactive and prospective students.

- Mailings to educators were created for the Anoka Ramsey Community College (ARCC) program being launched Fall of 2005. An open house was held at District 742 to market the new program. A DVD and brochure were created to market the programs.

Have a steering committee for each graduate program.

- By advisory committee request, it was decided to continue to have only a single advisory committee, because of the synergy of ideas across all tracks. The advisory committee was able to help provide important information and direction for each of the tracks.

Get an entire program up and running on e-learning (for theory-based courses and off-campus for hands-on courses).

- The accelerated graduate program will be offered at Anoka-Ramsey Community College beginning Fall 2005 using a combination of e-learning and off-campus delivery of courses. In addition, several traditional courses will be delivered via Desire2Learn (D2L). Additional tools and delivery methods will be explored as the program develops.

Fully implement assessment (performance-based student progress and database decision making for all programs/levels).

- An assessment plan was created and a grant was awarded to collect assessment data necessary for accreditation and program improvement in Fall 2005. For Track III, we have applied to IBSTPI to use their competencies (with copyright permission) in our program assessment.

Major changes from FY04:

- Held the 26th Annual Children's Literature Workshop with more than 120 registrants (19 percent decrease from last year) and 24 persons taking the course for credit (33 percent more than last year).
- Developed online/hybrid versions of several courses to be delivered beginning the fall:
  IM404-504 Instructional Design I; IM502 Information Media: Theory, Research and Practice; IM546 Facilitating and Administering E-Learning; IM552 Access to Information; IM554 Developing Skills for Online Learners; IM608 Research Methods; IM620 The School Information Technologies Program; IM632 Training/Human Resource Development; IM616 Social Implications and Human Factors in Information Technology; IM622 Media Selection & Evaluation for Children and Young Adults; IM634 Instructional Design II; IM638 Organizational Training & Media Management.

Statistics:

See Appendix C

Center for Information Media - Undergraduate Programs

Through its certificate programs and undergraduate major and minor programs, the Center for Information Media ensures that students develop critical information literacy skills and competence in the theory and practice of librarianship, education and information technology, instructional systems design, and message design and delivery.

FY05 Goals:

Increase undergraduate program enrollment.

- The IM major had some growth, but the number of students in the IM minor and undergraduate certificate program decreased.

Have a steering committee for each of our programs.

- An undergraduate representative was added to the CIM Advisory Committee, and the undergraduate program was added to the advisory committee agenda.

Fully implement assessment (performance-based student progress and database decision making for all programs/levels).

- An assessment plan was created and a grant was awarded to collect assessment data necessary for accreditation and program improvement in Fall 2005.

The development of a standard info literacy course.

- As the first step in making information literacy a university-wide requirement, IM104 will be included as part of the First Year Experience program during the 2005-2006 academic year.

Include global perspectives in the development and implementation of an information literacy course. CIM faculty will examine their own course content to determine which courses are best suited to adding global studies-related content without curricular change.

- In IM204, global perspectives were included in addition to consideration of domestic diversity perspectives in most sections. Examples of this included contacting people from overseas when demonstrating instant messaging and voice/video over IP, using different alphabets when teaching Web page creation, and videoconferencing with a German professor of computer technology in Europe.

Work with IMS to standardize technology seminars and workshops and incorporate into CIM courses. Work on credit or computer competency options for students taking technology workshops.

- The objectives for the computer competency were revised, and faculty are working with the IMS and CTUS workgroups to identify technology workshops that may fulfill those objectives.

Learn to market programs to new market segments

- Created a letter that we send to newly accepted and prospective undergraduates expressing an interest in computer technology.

Major changes from FY04:

- Developed plans for assessment data collection to begin Fall 2005 for accreditation reports and program improvement.
- Recipients of two scholarships for undergraduates were selected and scholarships were awarded through the generosity of the Doreen Keable family.

Statistics:

See Appendix C

Course Management Systems

InforMedia Services (IMS) faculty provide SCSU faculty with support for Desire2Learn (D2L), the MnSCU course management system. This includes assisting with requests for new courses, and providing training sessions, one-on-one support, assistance through e-mail, and technology instruction sessions for classes.

FY05 Goals:

Facilitate the transition from WebCT to D2L.

- Several workshops were provided and were well-attended. Each semester there is a significant increase in the number of faculty utilizing the system. Approximately 30 percent of all faculty and 70 percent of all students are using D2L.

Major changes from FY04:

- The "faculty D2L help system" using D2L@stcloudstate.edu has become the standard method of first contact for faculty with D2L issues. The demand for this support has significantly increased over the past year and will require a shift in resources to maintain the same high level of support.

Statistics:

See Appendix D

Library Instruction

The Library Instruction program provides customized training sessions to students in SCSU courses. The goal of the program is to help students increase their level of information literacy skills so that they become efficient, effective, and relatively independent researchers who are able to use a variety of library resources. Library instruction sessions are presented in Miller Center 218, the Miller Center auditorium, and in other classrooms around the campus. Thirteen librarians participated as presenters this year.

Personnel
Coordinator: Pamela Salela (Fall), Chris Inkster (Spring)
Scheduling Support: Diane R. Schmitt
Reference Librarians: James Caufield, Robin Ewing, Robert Hauptman, Fred Hill, Chris Inkster, Pamela Salela (Fall)
Additional Librarians: Bill Degenhard, Melinda Dermody, Keith Ewing, Justine Martin (adjunct Spring), Susan Motin, Susan Schleper, Sandra Williams

FY05 Goals:

Provide customized instruction sessions for SCSU courses and programs.

- The 13 librarians involved in the library instruction program presented 298 sessions for 7,372 students.
- 106 sessions were presented for ENGL 191 sections, a course which requires academic research and writing.
- Sessions emphasized the library resources most appropriate for the course assignments.

Provide instruction that uses technology to enhance learning.

- Most sessions (37 percent) are presented in MC 218, with 18 computers for hands-on experience.
- Library instruction librarians also used the other technologies available in MC 218 and MC 122 (Internet access, PowerPoint, digital photography, etc.).
- Librarians developed a hands-on worksheet for use with ENGL 191 classes so students could put into practice the skills they had seen demonstrated in the first session.

Help students increase their level of information literacy skills.

- Instruction librarians worked with faculty to determine the kinds of resources students would need to use.
- Hands-on experience in searching was used to increase students' levels of information literacy.

Schedule and manage the library instruction program effectively.

- A database of the library instruction sessions was maintained, providing a variety of statistics.
- The scheduling sheet for the presenter was revised and improved.
- The library instruction sessions were fairly distributed among the librarians.

Explore ways to use technology for online library instruction.

- In the Spring, an adjunct librarian was hired to begin to develop an online library instruction tutorial; a tutorial for locating information in scholarly journals was developed.

Evaluate some aspects of the library instruction program.

- In spring, library instruction librarians gave each student a brief evaluation form.

Major changes from FY04:

- The Web-based interactive tutorial on locating information in scholarly journals was developed and tested with a small sampling of students.

Statistics:

See Appendix E

Student Technology Training

A combined effort by various workgroups within LR&TS provide technology training for SCSU students. Faculty and staff from IMS and CTUS provided introductory and advanced workshops on 11 topics in the fall and 14 topics in the spring. They created an online registration process for these workshops so students could indicate their interest. The workshops were announced to all students via e-mail and actively marketed across campus.

FY05 Goals:

Provide an online registration process for students.

- The student workshop registration process was incorporated into the same system used by IMS and the Center for Information Systems, but was designed specifically for the student workshops.
- The system was designed for easy reporting of the number of students who were registered and eventually attended the workshops.

Provide additional topics for workshops to those offered in FY04.

- In previous years, a limited number of workshops were available to students. Eleven topics, including introductory and advanced levels, were offered during Fall semester; 14 topics were available to students during Spring semester. Workshops included such topics as Web design and maintenance, and software-specific training for such products as Desire2Learn, Dreamweaver, E-Folio, Flash, Fireworks, Photoshop and SPSS.

Increase the marketing efforts to promote the workshops.

- Promotional fliers were made and distributed throughout the campus. A Web site promoting the workshops was created and referenced off the LR&TS/HuskyNet Web pages.
- Enrollment for the workshops totaled 286 in Fall and 363 in Spring, with an average attendance of seven students. The total enrollment figures represent an increase in the number of workshop registrations and attendance over previous years.

Major changes from FY04:

- For the first time, technology presentations were made to all of the COLL 150 sections, a total of 275 students.
- Presentations were made to the SCSU Ambassadors to update their technology knowledge related to the SCSU environment.
- Increase in marketing produced a significant increase in student attendance.

Statistics:

See Appendix F

Technology Training and Support

InforMedia Services (IMS) faculty provide hardware and software support and training for students, staff, and faculty through workshops, training sessions, and in-house opportunities. IMS members also assist students, faculty, and staff with computers and technology resources by "roving" 52 hours each week in the Miller Center computer labs.

FY05 Goals:

Continue to standardize IMS workshops and training modules.

- IMS has continued to standardize all workshops. Nine new standardized D2L workshops were created, and many other workshops were updated to be current with the latest versions of software.

Maintain a high number of workshops and training sessions for SCSU faculty, staff, and students.

- More than 200 workshops were offered during FY05. In spite of a large number of D2L workshops to support the transition from D2L to WebCT, the number of student workshops we offered also increased significantly.

Use database technology to improve record keeping, reporting, outreach, and liaison activities.

- Databases are being used to track all activities. However, there has been little analysis of the data to better target faculty, staff, and student needs.

Assess student support activities.

- Implemented an assessment tool to evaluate "roving" activities and continued use of standardized assessment tools for the workshops offered.

Communicate with departments regarding faculty questions, concerns, and/or training on instructional technology issues.

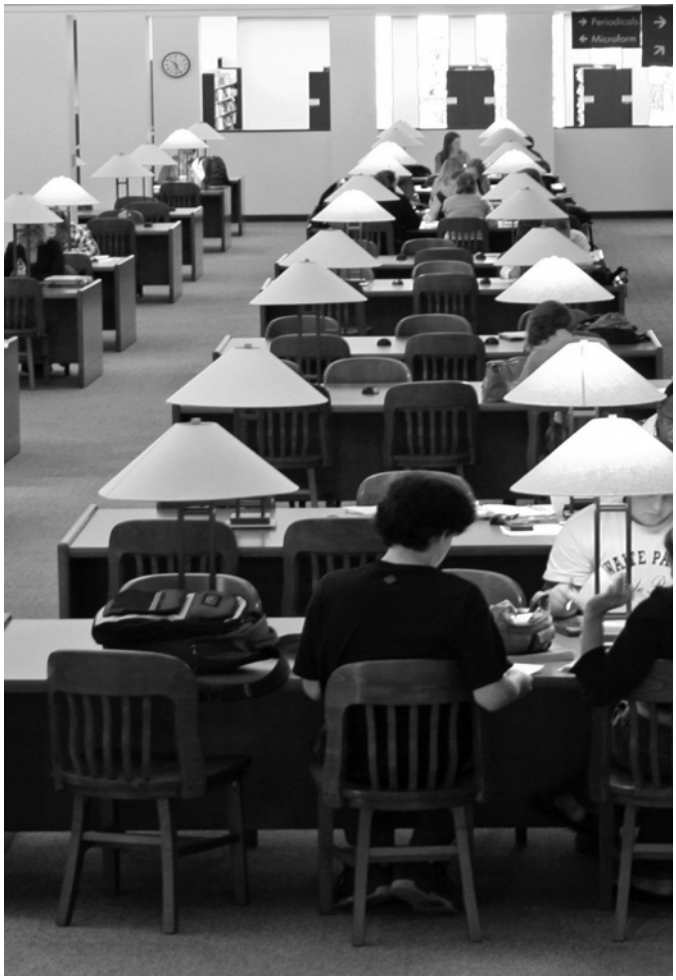
- IMS promotes faculty support through departments at faculty workshops. Several departments have requested specific software training. A method is being developed to systematically contact each department on campus to make faculty aware of available services and to solicit information on their needs.

Statistics:

See Appendix G

Resources . . .

The important work of education is augmented by having proper and sufficient resources available. Through LR&TS, an wide assortment of print and nonprint items are maintained, including books, federal and state documents, maps, microforms, DVDs, and computer software. Beyond these millions of items, patrons have access to thousands of online databases, and may also check out laptop computers and a variety of types of audiovisual equipment.



Acquisitions

Acquisitions coordinates the purchase and processing of additions to Learning Resources collections, including print, non-print, and electronic access to Internet resources. Acquisitions is also responsible for labeling materials, temporary binding and repair, preparation of bookbinding shipments of materials to a vendor or serials exchange, and preparation of theses for microfilming.

FY05 Goals:

Continue to support the curriculum through selecting, purchasing, cataloging, and processing appropriate print, non-print, and electronic materials.

- This year we received an additional $75,000 in one-time funds which we spent on books and non-print materials to support programs established since 1990.

Improve access to the collection through the enhancement of the online catalog and LR&TS Web site.

- Continued to work on maintaining the LR&TS Web site for online resources. This was especially important with the new ELM (Electronic Library for Minnesota) contract which exchanged a number of prominent and popular databases.

Increase the number and variety of resources for electronic information and improve access to the collection through enhancement of the catalog.

- Overall, the number of databases to which we subscribe decreased slightly due to the changes in the MINITEX statewide contract for ELM. However, we added at the campus level a few new databases in areas not previously covered.

Continue to pursue and participate in collaborative efforts with other institutions, and statewide and national endeavors in the areas of collection development, shared acquisitions, and consortial agreements for electronic resources and services, and other opportunities as they arise.

- The acquisitions librarian has been named chair of a new statewide Cooperative Collection Management Task Force. LR&TS continues to participate in MINITEX consortial database opportunities as appropriate.

Other items of note:

- Continuing to add materials from the library of the former Minnesota Department of Children, Families and Learning, as well as numerous other donations, as appropriate.

Statistics:

See Appendix H

Cataloging

Cataloging creates the physical and intellectual description and classification of items that allows information resources to be identified in the online catalog and located within the collections. The cataloging unit is also active in identifying and cataloging select digital resources available on the Web.

FY05 Goals:

Continue to support the curriculum through cataloging, and processing of appropriate print, non-print, and electronic materials.

- Cataloged print, non-print, and electronic materials, both purchased and donated.

Increase the number and variety of resources for electronic information and improve access to the collection through enhancement of the catalog and LR&TS Web site.

- Staff continued to make corrections and enhancements to the online catalog. Once MARCIVE was implemented, we loaded a retrospective conversion project. Approximately 27,000 additional records came into the Aleph catalog to represent LR&TS materials, but each record must now be hand-corrected to add items and holdings information.

Be involved in statewide and national endeavors in cataloging and library systems.

- Continued to participate in MnPALS Aleph user groups and OCLC national cataloging efforts.

Major changes from FY04:

- Laurie McClintock joined the staff in September.
- Bonnie Hedin was out on medical leave starting in late December.
- Implemented OCLC Connexion for cataloging.
- Implemented MARCIVE for Aleph.

Center for Holocaust & Genocide Education

The following statement of purpose was created and agreed upon by the Center for Holocaust & Genocide Education Advisory Board in 1996:

- Teaching the Holocaust and genocide and in addition developing sensitivity to and understanding of antisemitism, racism, sexism, hatred, and oppression.
- Recognizing the victims of the Holocaust and genocide and giving voice to survivors, liberators, and eye witnesses so as to educate future generations.
- Fostering academic research especially as it concerns pedagogical materials and continuing to serve as a repository for Holocaust and genocide materials.
- Sponsoring programs which promote Holocaust and genocide education and making available print and non-print materials to students, educators, scholars, and community groups.
- Serving to enhance greater awareness of the Holocaust and genocide through exhibits, seminars and symposiums, and other special presentations, e.g. testimonies, speeches, and discussions.
- Ongoing teaching and analyzing of the Holocaust and genocide from interfaith, interdisciplinary, and international perspectives.

FY05 Goals:

Following established SCSU procedures, create an advisory committee to follow up on recommendations from a meeting in 2004.

- Wrote proposal for a new Center for Holocaust & Genocide Education Advisory Board and submitted to the Faculty Senate for approval. The proposal was approved by the Senate and a call was sent out for nominations for faculty from the five colleges, Jewish Faculty Association, and LR&TS. The advisory board met Spring semester to begin reviewing the recommendations from the meeting of 2004.

Begin work on the curriculum approval process for a minor in Holocaust & Genocide studies, as approved by the Center for Holocaust & Genocide Education Advisory Board.

- Met with a faculty representative of the history department, who agreed to present the minor idea to the history department. The history department agreed and signed off on the minor to be academically located in the department. The dean of the College of Social Science signed off to allow the minor to be located in the College of Social Sciences.

Seek additional outside funding.

- Met with the Center's primary donor to discuss financial issues. Reviewed with the LR&TS grant project developer possible foundations and agencies for funding.

Provide support to faculty and students in the areas of the Holocaust and other genocides.

- Continued to answer questions and assist faculty, students, and community members with questions or materials related to the Holocaust and other genocides.

Develop programming events related to the Holocaust and other genocides.

- The Center for Holocaust & Genocide Education sponsored six programs during the academic year. Highlights were a Holocaust survivor from Auschwitz to commemorate the 60th anniversary of the liberation of Auschwitz, a Turkish scholar discussing the denial of the Armenian genocide, and the display "Triumph of Life," created by the American Friends of the Ghetto Fighters' Museum, presented in the Atwood Memorial Center Gallery.

Major changes from FY04:

- New director appointed beginning August 2004.

Central Minnesota Libraries Exchange (CMLE)

The Central Minnesota Libraries Exchange (CMLE) is one of seven multicounty, multitype library cooperation systems created through Minnesota statute. CMLE is overseen by a governing board, and provides services and resources to a 12-county region in Central Minnesota with administrative offices located in the Miller Center at SCSU. CMLE's 282 member libraries include K-12 public and private schools, post-secondary institutions, public libraries, and special libraries such as hospital, law, correctional facility, and historical society libraries. Top rated services include the Exchanger newsletter, and interlibrary loan and delivery.

FY05 Goals:

CMLE will exercise its leadership role in supporting and advocating for the rights of all libraries and librarians in the Central Minnesota region and statewide.

- Served on the Minnesota Voluntary Certification Oversight Committee, with responsibility to accredit new statewide training for certification.
- Served on the MLA/MEMO Information Literacy Collaborative and research sub-group.
- Collaborated and coordinated with many library systems and associations including the Council of Cooperating Libraries (CCL).
- Advocated for the needs of all libraries through relationship building with legislators and active participation during the legislative session.

CMLE will work with its 282 member libraries to increase access to library materials through interlibrary loan and backup reference services, maximizing possible uses of the MnLINK gateway.

- Provided interlibrary loan and backup reference services for 7,524 requests, filling 91 percent successfully.
- Through a $22,000 LSTA grant, delivery services were provided to 24 libraries or media centers that lacked any delivery service. Materials shipped to the libraries included interlibrary loan materials, and free Spanish language newspapers, reference books, and parent materials.
- CMLE hosted six high school student visits to SCSU. These visits offer students: bibliographic instruction, checkout of materials through CMLE, and a positive college experience at SCSU.

CMLE will act in the role of communicator, connector, and developer of its academic, public, special, and school libraries in 12 counties.

- Provided timely information and a means to request materials through our CMLE Web site.
- Published four issues of the Exchanger newsletter to communicate national, statewide, and regional library related news to all member libraries.
- Offered time sensitive grant news, legislative updates, and training opportunities through the CMLE e-mail distribution list.
- Maintained current information about member library facilities and staff at all member libraries for State Library Services and School Technology, at the Minnesota Department of Education.
- Negotiated discounts for furniture, books, supplies, and equipment for all member libraries with savings totaling 40 percent.
- Connected libraries struggling with issues like new construction, policy development, starting a new library, or staffing issues, with others who had solved similar problems.
- Facilitated and hosted training and workshops on various topics, including sessions on Electronic Library Minnesota (ELM). Coordinated with East Central Regional Libraries, Great River Regional Library, College of St. Benedict/St. John's University, and St. Cloud State University to offer low-cost, professional development opportunities.
- Offered monthly MLA/MEMO Legislative Committee meetings via ITV at SCSU for all members of MLA and MEMO.
- Hosted our annual meeting at Pebble Creek Golf Club in Becker in October, which included a talk by our state reading specialist, Bonnie Houck, dinner, and talk by guest author John Coy.

Major changes from FY04:

- Local contracted delivery services provided by the Central Minnesota Educational Research and Development Council (cmERDC) in St. Cloud, were reduced to one day a week.
- Collaborative efforts with Great River Regional Library (GRRL) produced delivery several times a week to six school districts through the local public libraries.

Other items of note:

- CMLE has experienced nine years of flat budget from the State Library Services and School Technology, part of the Minnesota Department of Education.
- There is a continued lack of state or local dollars to subsidize costs of regional library material delivery, even though huge gaps have been identified in our region.
- Since the reduction in size of the Minnesota state library agency two years ago, there is a lack of resources to support member requests for needed guidance and materials.
- 60 percent of all interlibrary loan (ILL) requests over the past three years have consistently been for books; LR&TS collections supply more than 52 percent of the ILL requests.
- 34 percent of CMLE ILL requests come from special libraries in the region, including prisons and the hospital; 63 percent from the K-12 libraries.

Statistics:

See Appendix I

Circulation

The Circulation Desk is a "one-stop-shopping" service desk, providing centralized check-out of most resources. At the Circulation Desk a patron can check-out, return or renew books, audio-visual items, audio-visual equipment, traditional and electronic reserves (e-reserves). Patrons are also able to pick up interlibrary loan items, reserve and check-out study rooms, obtain or activate a library account, receive assistance with fines and overdue materials, and receive general directional assistance with the LR&TS resources and services. Four library technicians supervise the desk and student workers, with a faculty member serving as the coordinator of Circulation and Distance Learning library services.

FY05 Goals:

Provide patron-focused services.

- Worked to improve student training procedures and content for better student customer service.
- Improved the turn-around time of e-reserves processing.
- Circulation librarian participated in Information Desk, Virtual Reference, Mainstreet table, and LR&TS Assessment project.
- Worked to ensure that distance learning students had access to materials, including delivery of resources.

Enhance access to resources.

- Ensured that the book stacks were in good order to improve access to circulating library collections.
- Developed and implemented a book vacuuming project to improve the maintenance of the book stacks.
- Added new equipment for circulation and ensured that equipment worked properly and met patron needs.
- Implemented a new spot check system to ensure the quality of student worker shelving.
- Weeded stored collection of extra shelves, bookends, and library carts.
- Moved some dated, low-use collections (e.g. LaserDisks, phonograph records) into storage and reworked oversize book areas for easier access.

Develop policies, procedures and workflow.

- Developed a number of area policies, including: a comprehensive Circulation Loan policy, with a Lending Privileges chart and a Faculty Replacement Charge Policy; a Distance Learning Library Services policy; an Electronic Reserves policy; and a Student Laptop Checkout policy.
- Implemented improved procedures and work flows for areas in circulation, including e-reserves, stack maintenance, and shelving. Continued working on Circulation policies and procedures as needed.
- Circulation Librarian also served on the Policies and Procedures Committee.

Utilize appropriate information technologies.

- Continued to actively participate in the Aleph migration. Staff and librarian chaired and served on Aleph and MnPALS state-wide committees as well as the development committee for the new Booking software in Aleph.
- Worked with the Systems Librarian to develop and plan for implementation of e-mail notices in Aleph. Updated and revised the Distance Learning Library Services Web site.
- Circulation Librarian chaired a committee for the development of MnSCU-wide Virtual Reference service.

Statistics:

See Appendix J

Copyright

Copyright continues to be an extremely important component of LR&TS as it crosses over into many other functions. The passage of the federal TEACH Act, and an interest in developing a better understanding of "fair use" continues to cause a number of questions to be directed to the copyright coordinator.

FY05 Goals:

Provide accurate responses to copyright questions.

- Responded to an average of 4.25 copyright questions per month.

Begin keeping documentation on the number of copyright questions.

- Kept a statistical record of copyright questions asked and answered.

Continue to review video and audio duplication requests for copyright compliance.

- Reviewed all duplication requests for copyright compliance. An explanation was provided for any requests that were rejected.

Government Documents

The Government Documents area in LR&TS has the responsibility for selecting materials through the Federal Depository Library Program (FDLP), adding these federal items and Minnesota state documents to the collection and maintaining them, and providing library instruction, reference service, and outreach to campus and community patrons. Library technicians in the Collections workgroup handle the receiving and processing of materials in all formats, and prepare them for the shelves (paper items) or drawers (CD-ROMs, DVDs, maps, microfiche). The Government Documents Coordinator is responsible for the selection and deselection of documents and educational outreach.

FY05 Goals:

Provide reference service for government documents as the program moves to an electronic format.

- Presented 10 library instruction sessions dealing with government documents to undergraduate and graduate classes.
- Provided reference service answering questions referred via phone or from the Reference desk.
- Assisted several faculty with government information needs related to reports, research, or grant submissions.

Publicize government documents to the campus community.

- Posted notices on SCSU-announce and the College of Education listserv regarding documents of interest to the campus community.
- Made tax forms available, along with a handout on how to find more information online.

Coordinate the MARCIVE government document retrospective project.

- Once the MARCIVE loader was implemented for the Aleph system, we were able to add to our catalog retrospective records for approximately 22,000 microfiche that had not been cataloged. The process of attaching holdings to these records now in the catalog will be ongoing for several years.

Major changes from FY04:

- Bibliographic records are now added to MnPALS on a regular basis through a subscription to MARCIVE. This subscription has been in place for several years, but was placed on hold while we were migrating to the Aleph system.
- The Minnesota Document Depository microfiche program ended in 2003, so we will no longer receive microfiche of the Minnesota documents. We will need to identify electronic copies of state documents so we can add them to our catalog.
- As fewer federal government documents are published in paper and more made available electronically, it will be necessary to provide the campus community with information about how to access the information they need.

Statistics:

See Appendix K

Interlibrary Loan

The Interlibrary Loan (ILL) office provides interlibrary loan services for students (including distance education students), faculty, and staff primarily through MINITEX, the statewide ILL coordination office. The ILL office coordinates daily delivery and pickup of MINITEX and CMLE materials for area libraries, including College of St. Benedict/St. John's University, Great River Regional Library, and the library at the St. Cloud Hospital.

FY05 Goals:

Continue to provide fast and efficient service for interlibrary loan requests.

- Interlibrary loan staff continued to fill outgoing and incoming requests in a fast and efficient manner, usually within 24-hours during normal business days. This was accomplished even while going back to a completely paper-based tracking and processing system due to the current lack of an interlibrary loan module in the Aleph system.

Participate in the transition to the Aleph system.

- Interlibrary Loan staff continued to work with the MnLINK office and participate in the MnLINK interlibrary loan acceptance testing group to continue forward movement for the implementation of the Aleph interlibrary loan module.

Complete the first draft of the Interlibrary Loan Procedures manual.

- Completed and had approved by the Dean the Interlibrary Loan Procedures manual.

Update the software used to provide electronic delivery of full text articles not available through LR&TS.

- The Ariel software was successfully updated to version 4.0.

Major changes from FY04:

- Minnesota Electronic Document Delivery (MEDD) use increased significantly.

Statistics:

See Appendix L

LibData

LibData, a program developed by the University of Minnesota, provides research assistance to LR&TS patrons through its various components. Research QuickStart lists resources by subject. CourseLib lists resources and services for a specific course. PageScribe can be used to create pages for any purpose using the resources in LibData. CourseLib and PageScribe have not been fully implemented at this time. Assignment Calculator creates a step-by-step schedule for completing assignments. The creation and maintenance of pages and resources within LibData is a collaborative effort involving librarians throughout LR&TS.

Personnel
- Pamela Salela, Coordinator (Fall 2004)
- Robin Ewing, Coodinator (Spring 2005)
- Keith Ewing, Systems Librarian
- Gordie Schmitt, Systems Maintenance
- Colleen Matteson, student intern
- Faculty Content Support: Julie Blake, James Caufield, Melinda Dermody, Lisa Forslund, Sarah Gewirtz, Fred Hill, Chris Inkster, Justine Martin, Susan Motin, Renee Rude, Susan Schleper, Sandra Williams

FY05 Goals:

Set up and install a LibData server at SCSU, and transfer existing Research QuickStart content from University of Minnesota.
- The move was completed and all content was transferred.
- Recreate Research QuickStart pages in the new LibData program.
- All content was reworked within LibData in Spring 2005.

Train LibData contributors and implement LibData.
- All personnel have been trained and are now able to update content within the system.

Implement the Assignment Calculator.
- This was first made available for student use in Spring 2005.

Major changes from FY04:
- LibData was installed on a St. Cloud State University server. The earlier version of Research QuickStart was on a University of Minnesota server.
- Research QuickStart has been completely revised and is now part of the LibData group of programs.
- Assignment Calculator was implemented as part of the LibData implementation.
- Due to a change in personnel (resignation), a new LibData coordinator was named.

Other items of note:
- The change to a server located at St. Cloud State University resulted in the loss of Research QuickStart statistics prior to March 31, 2005.

Library Systems

Library Systems is involved with a variety of endeavors, ranging from monitoring MnSCU/PALS functions, to implementing and monitoring Ex Libris Aleph, to coordinating the management of electronic resources. Considerable time and energy are devoted to state-wide issues, including the Minnesota Digital Library, the Electronic Library for Minnesota (ELM), and MnLINK.

FY05 Goals:

Improve access to the collection through the enhancement of the online catalog and LR&TS Web site.
- This work continued in both Aleph and on the Web.

Increase the number and variety of resources for electronic information and improve access to the collection through enhancement of the catalog.
- Continued to manage the technical aspects of various databases.
- Due to a change in electronic database vendors on statewide contract, the number of available databases decreased slightly, to 73 from 76.

Assist in the development, implementation, and integration of information technologies on campus (Aleph, SFX, LibData, OCLC, Web, subscription and locally developed databases, e-archiving/preservation).
- Continued adjusting Aleph to improve its functionality for users.
- Managed the upgrades of SFX and LibData; SFX has seen exponential increases in use.
- Implemented OCLC Connexion (a new service) for cataloging, and continued to work with Aleph. Also implemented MARCIVE, a service to obtain catalog records for government documents, with Aleph.

Be involved in statewide and national endeavors in cataloging, collection development, and library systems.
- Advocated the support of standards in these areas when involved in Aleph calls and meetings, particularly in the upcoming interlibrary loan and booking modules, and in digital library offerings.

Statistics:

See Appendix M

Periodicals

The Periodicals area provides public service, maintenance, and open-stacks access to approximately 1,600 popular and scholarly print publications, as well as print and electronic access to numerous indexes and abstracts. The Periodicals staff help patrons access the more than 18,000 electronic titles which are available online. The staff is responsible for assisting patrons in the microform area where all Periodical and Government Document microforms are stored. Microform readers and printers are located in the periodicals area for patron convenience and are maintained and managed by the staff and student workers. Periodicals staff also maintains the Miller Center public photocopiers.

FY05 Goals:

Support and enhance access to the periodicals collection in all formats.

- SFX, an article linker software produced by Ex Libris, was implemented in the late summer of 2004. This software greatly enhances end-user access to article-level searching within electronic databases and indexes.
- The journal holding list (JHL) allows public access to all periodicals holdings in the Miller Center. A comprehensive evaluation of the JHL was carried out to review titles and reported holdings. Titles which did not meet the criteria for inclusion were deleted, including materials which are primarily accessed through the online catalog.
- A retrospective barcoding project was begun to ensure that all microfiche are represented correctly in the online catalog.
- Periodicals staff and student workers continually monitored the print and microforms collection to ensure proper shelving.
- New lenses were acquired and installed on microform reader/printers to ensure optimal reading and printing of both microfiche and microfilm.

Continually assess and improve the assistance given at the Periodicals service desk.

- Student workers were trained on how to use new photocopy machines that LR&TS acquired.
- Student workers took an online tutorial in SuDoc classification to ensure proper reshelving of documents and to be able to help patrons find them.
- Log sheets are completed by student workers who work during evening and weekend hours to apprise the Periodicals staff of any significant problems or issues that may affect public service.

Assess the journal collection primarily to meet the curricular needs but also the research interests of students, faculty, and staff.

- As part of a comprehensive review of the Periodicals collection, an Access database is used to help track all aspects of each title in the collection. Statistics gathered include, but are not limited to, browse uses (both print and electronic), price per title, and cost per use. This information is collected to help department faculty members and librarians evaluate which titles are crucial for curricular support and which titles can be considered for discontinuation.
- Journal titles included in electronic collections, such as JSTOR and Project MUSE, are assessed on an ongoing basis to ascertain if it is necessary to retain the print version in an effort to save resources and avoid duplication.

Develop, review, and revise policies and procedures for the Periodicals area.

- A revised policy on faculty printing was developed in response to increasing availability of resources online, which are accessible remotely and around the clock. This policy allows for the continued photocopying of materials if the online version is not adequate to fill the faculty member's needs.

Major changes from FY04:

- A new periodicals technician was hired to fill the vacant position.

Other items of note:

- There is a noticeable dip in the number of "Patrons Assisted" during the Fall semester of the academic year. This could be partially due to the fact that there was not a student supervisor monitoring the reporting of these statistics when the periodicals technician position was vacant. These numbers should be monitored to see if there is a trend toward less public service in the Periodicals area.
- Another noticeable dip is in the count of electronic journals held in aggregated databases. The drop in numbers is due to the fact that duplication has been eliminated. In the past, titles that were held in more than one database were counted in each. The number reported for FY05 reflects the number of unique titles obtained through aggregated databases.

Statistics:

See Appendix N

Reference Services

Reference Services enable and assist students, faculty, and other patrons in accessing, evaluating, and applying information. Services provided include the Reference Desk, AskRef e-mail reference service, the "Ask a Librarian" virtual reference service, library instruction, and LibData. Information on the latter two areas is covered in separate reports.

FY05 Goals:

Continue to provide excellent reference service at the Reference Desk, by telephone, by AskRef e-mail service, through personal contacts, and through exploration of other possible services.

- Staffed the Reference Desk for walk-up and telephone service for 60 hours on weekdays (51 of which were double-staffed) and 16 hours on weekends during the academic year. During Summer, the Reference Desk was staffed for 60 hours on weekdays and four hours on Sunday evenings. In addition, the desk was open 40 hours per week during all term breaks (except holidays and workshop days).
- Answered AskRef email questions every hour during service hours.
- Provided "Ask a Librarian" virtual reference service for 20 hours per week during the academic year and eight hours per week during Summer sessions. A total of 13 librarians provided this service, which uses OCLC's QuestionPoint software. They answered 350 questions at an average of 12 minutes per virtual encounter.
- Conducted a survey of Reference Desk patrons during one week in Spring 2005. Results indicated that patrons were overwhelmingly appreciative of and satisfied with the reference services used.
- Learned a number of new databases, evaluated trial databases, and helped campus community learn these new ways of accessing scholarly information.
- Took a proactive lead in learning to use RefWorks, a new bibliographic software made available to campus, and also in evaluating and learning a number of new databases.

Investigate and implement appropriate technologies to enhance reference services.

- Created the online guide for RefWorks bibliographic software.
- Investigated and created a Web-based tutorial for locating scholarly journal articles.
- Used a variety of technologies for library instruction, including Web tutorials, LibData/RQS, and RefWorks.
- Investigated creating a blog for communication within the Reference Services group.
- Updated some of the ADA software help sheets and became familiar with software changes.

Take care of ourselves.

- Continued to work toward equity in Reference Desk and other assignments.
- Continued to work on improving our internal communication.

Major changes from FY04:

- The LR&TS Information Desk provided answers to many of the kinds of questions we typically answer at the Reference Desk during the first several weeks of each semester. This may account for the slight decline in questions answered this year.
- Due to a retirement and two resignations, Reference Services will have new faculty members in FY06.

Statistics:

See Appendix O

University Archives and Special Collections

Archives serves as the University's repository for rare and special collections, as well as managing the University's historical records.

FY05 Goals:

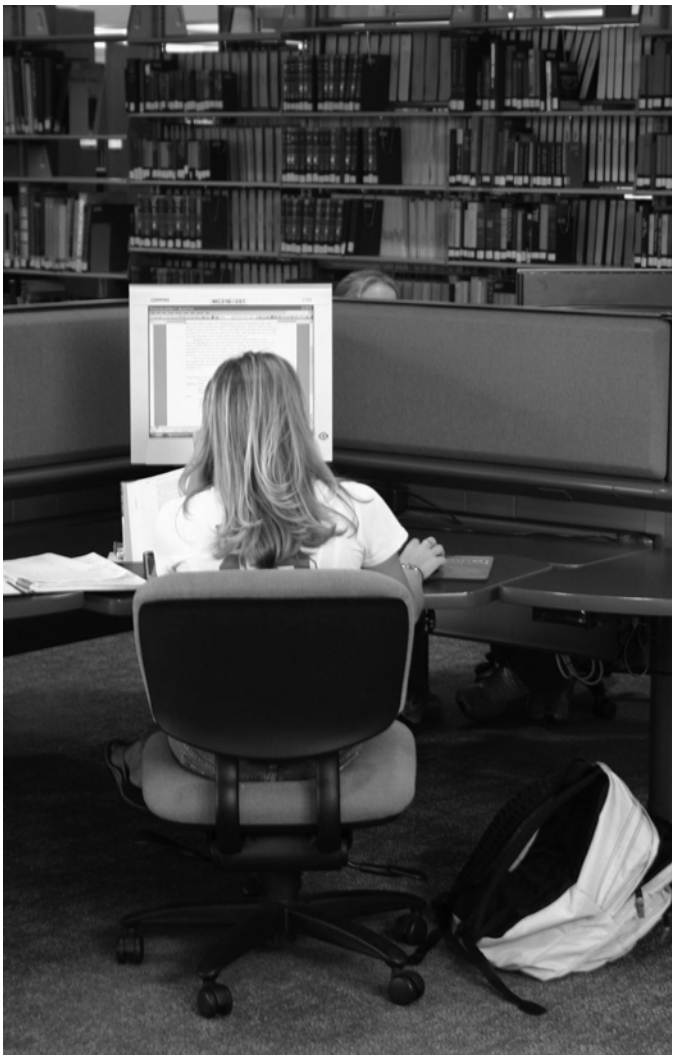
Improve access to the collection through the enhancement of the online catalog and LR&TS Web site.

- The Archives Web site and database-driven index to archival materials were updated to facilitate access to items.

Other items of note:

- The William Marcellus Lindgren Asian Art exhibit brought in numerous patrons.
- Added 108 linear feet of material.

Technology . . .



LR&TS supports the academic and administrative missions of SCSU by providing design, installation, training, operations, and maintenance services for a wide range of technologies. This includes 14 general access campus computer labs, 121 electronic classrooms, eight interactive television (ITV) rooms, and audiovisual systems on campus. Personnel support a campus telecommunications infrastructure with more than 1 million feet of optical fiber, 8,646 network connections, and servers for e-mail, file, and Web space accounts. This includes equipment and software for more than 22,000 user accounts using nearly 700 gigabytes of storage space. Campus technology users are supported by a variety of services, including the college technicians, the technology HelpDesk, the residence halls network (ResNet), and the Computer Store.

Audiovisual Support

Support personnel maintain the inventory of audiovisual equipment that is deployed in classrooms across campus and determine the most appropriate equipment to meet the needs of users.

FY05 Goals:

Continue to develop the wireless PDA inventory system

- The database and hardware have been configured to provide a real-time online wireless audiovisual inventory and tracking system that is performing well.

Inventory, clean, and check for operational readiness of all audiovisual equipment.

- Inventory, operational checks, and cleaning are performed quarterly in all classrooms.

Merge all audiovisual databases and develop and implement a bar coding system to increase accuracy of inventory tracking utilizing the pocket PC to read bar codes.

- The bar code system has been implemented and appears to work well.

Statistics:

See Appendix P

College Technicians

College Technicians work out of offices located in four of the five academic colleges, providing fast, close-at-hand computing and technical help to faculty, in the classroom and in offices.

FY05 Goals:

Help define the role of the Technology Support Services (TSS) workgroup and assist with integrating the new workgroup director.

- The position remains unfilled, pending organizational restructuring.

Assist with building a strong team environment within the TSS workgroup.

- Each college technician hosted a workgroup meeting to report to the team current projects, procedures, and available resources.

Improve communication to each college's faculty and staff regarding available technology resources and services.

- Each technician improved communication through a variety of methods: liaison meetings with departments, tips and information sent to college listservs, large group presentations, and individual consultations with faculty and staff.

Major changes from FY04:

- The College of Science & Engineering support position was upgraded to an Information Technology Specialist II position.

Computer Labs - General Access

General access computer labs across the campus are open to all SCSU students. Funds for the facilities are provided by the Student Technology Fee. A total of 386 computers (87 Macs, 299 Windows) are available in 10 buildings. All labs are available during daytime hours throughout the academic year. Most general access labs are also open evenings and weekends. Lab Consultants are on duty when labs are open to assist users when needed. Software available includes Microsoft Office, Outlook for e-mail, Internet Explorer and other browsers, and specialized software for Web design, computer graphics, and statistics.

FY05 Goals:

Promote more faculty involvement in the labs' re-imaging process and raise faculty awareness of the software available in the labs.

- The notification of the timeline and process for software requests was sent to all SCSU faculty and staff instead of just department chairs.
- Contact was made with all departments that requested software in the past to arrange times for testing the software on the revised image.

Promote the HuskyNet Campus Desktop services in general access labs.

- Student Technology Handbooks were placed where the users could easily access and use them and the consultants were encouraged to hand them out when appropriate.
- Signs were installed in labs that promote the software and other lab services.

Improve services in the general access labs by increasing the training provided to lab consultants and providing feedback on the quality of customer service provided.

- 84 lab consultants completed 718 total hours of training in FY05, an average of 8.5 hours per person. Each consultant needed to complete five hours of training per semester in order to qualify for a raise.
- The three lab supervisors completed 48 hours of training in FY05.

Improve the support provided for e-classrooms and the general access labs in the evening by working with the HelpDesk and the evening and weekend supervisors (ELVES) to define and improve coordination and contact procedures.

- A log was created for each lab that was used by the ELVES as they made their rounds of the labs. This was useful in tracking problems in the labs that were less technical, but related to the operation of the lab.
- A telephone tree of phone numbers for key personnel was provided in the labs. This was useful for the ELVES and the HelpDesk, too.

Major changes from FY04:

- A formal training day was organized and successfully conducted for all lab consultants before the start of Fall semester.
- Throughout the year, each lab consultant was encouraged to attend workshops and/or participate in online training.
- Revised the Standard Operating Procedures manual for lab consultants.
- Created and used a new form to track the training programs of all the lab consultants.
- Regularly stressed the importance of quality customer service.

Statistics:

See Appendix Q

Computer Store

The Computer Store is a reseller of computer hardware and software to the University as well as individual sales to students, faculty, staff, and emeriti. Reseller contracts exist with Microsoft, Compaq, Apple, Dell, Hewlett Packard, Gateway, SPSS, SAS, Adobe, Quark, Macromedia, and others. Products include peripherals such as printers, external drives, digital cameras, PDAs, and computer supplies. Services include sales support, free delivery, pre-loading of software, system setup, and order tracking.

FY05 Goals:

Actively promote the Computer Store.

- Made presentations at Freshmen Orientation sessions in the summer.
- Participated in the Back-to-School fair in the fall.
- Informed departments of various new technologies at open forums held throughout the year.
- Provided store information at the SCSU technician's meetings during the year.
- Worked with St. Cloud Technical College to provide sales and support to that campus.

Operate the store effectively so that a reasonable profit is realized.

- Total sales exceeded the annual forecast. Annual sales increased in FY05 by 40.7 percent from the previous year.
- Operating profit for year was $29,000.

Statistics:

See Appendix R

Database/Application Development

Database/application personnel develop and maintain databases to support a variety of academic endeavors and make that data easily accessible over the World Wide Web.

FY05 Goals:

Complete design phase of College of Education data system.

- The design phase is nearly completed, with storyboards and screen mock-ups being presented.

Improve project plans so that the scope of projects is clearly defined, measures of time are accurately estimated, and documentation is available on project delivery.

- Implemented new project provisioning.
- Worked on implementing prioritization standards.

Ensure encryption and eliminate clear text passwords where possible.

- Worked with Servers/Authentication Systems and Workstation Support staff to transition applications to encrypted, secure authentication, but this use is not yet mandated. Plans are being developed to require encryption.

Implement the LabSeats reporting database, which shows the availability of computers in general access labs.

- The application was completed and implemented. The project was shared with others throughout the system through a presentation at the MnSCU Information Technology conference.

Major changes from FY04:

- Development of working team, with a project leader.
- Larger focus was placed on better initial definition of the scope of projects, and ensuring that these limitations are maintained for better project management.

Electronic Classrooms

The e-classroom work group has responsibility for the design, installation, and maintenance of more than 120 technology-equipped classrooms. Classrooms are designed on an individual basis to accommodate the requirements of the teaching environment. Every effort is made to provide standardized functionality. This work group is also responsible for the design and installation of a wide variety of audiovisual systems across campus. Examples of these include the sound reinforcement systems in the new campus recreation center and the football stadium, and the National Hockey Center's new video scoreboard control room.

FY05 Goals:

Review and enhance security measures for all electronic classroom equipment.

- Installed additional security chains and anti-theft devices.

Continue development of an e-classroom enterprise management system.

- Began campus-wide installation of Crestron "Room View" for management of classroom resources and future HelpDesk implementation. This enables all e-classroom functions to be monitored from a single location.

Collaborate with the HelpDesk in developing training and support materials to assist in resolving e-classroom problems in a timely manner.

- Completed the initial version of the E-classroom Quick Reference guides and deployed them to all of the e-classrooms.

Assist in the design and budget preparation for e-classrooms in the remodeled Centennial Hall.

- Completed the initial budget proposal and started preliminary design work.

Major changes from FY04:

- Upgraded 79 e-classrooms and added 19 new classrooms.
- Installed telephones in all e-classrooms.
- Received a matching equipment donation from the Crestron Corporation for 60 new e-classroom control systems.
- Designed and deployed individualized instruction manuals for all e-classrooms.
- Received on-going maintenance and replacement funding for e-classrooms.

Statistics:

See Appendix S

HelpDesk

The SCSU Technology HelpDesk serves as a point of contact for technology questions, problems, and the status of resources. HelpDesk staff provide advice and information for any type of technology with priority given to academic uses. Staff are responsible for answering or routing problems for all HuskyNet services, e-classrooms, and lab issues. HelpDesk staff provide backup to college technicians and primary workstation support for 30 offices/departments on campus. In addition, staff provide advanced services for problems that cannot be solved over the phone.

FY05 Goals:

Help users with our SCSU systems.

- Wireless, D2L, and e-classroom transactions were all higher than last year, and staff and student workers were trained to support these systems.

Work with all technicians across campus to improve support of all campus users.

- This has improved through ongoing discussions and meetings.

Educate users on the most time-consuming problems encountered (spyware/viruses, Windows operating system problems).

- A Spyware Kit and OS Restore Instruction Kit are being developed to enable users to be more self-sufficient.

Help to support the general access computer labs by handling diagnostics, troubleshooting, and escalated problems.

- Computers with the general access lab images are set up in the HelpDesk, and these are used to troubleshoot reported problems.

Maintain the Primary Campus Support List.

- Updated and periodically distributed the support list throughout the year.

Provide computer/user setup for campus offices that do not have a designated support technician.

- Brought machines in line with campus best practices.
- Took over several locations previously supported by others.
- Set up machines to match campus procedures as users requested help.
- Provided user education (such as encouraging everyone to make use of network storage).

Distribute re-purposed lab computers to campus.

- Reimaged lab computers, then redistributed and set these up around campus in areas supported by HelpDesk.

Major changes from FY04:

- User problems caused by spyware have increased significantly, and require a much greater time-commitment for support personnel.
- Laptop problems and wireless access assistance requests have surpassed dialup problems for number of support incidents.
- Community patron user accounts in the Miller Center have increased dramatically, and these users often have problems or heightened expectations with technology.
- As campus computers are upgraded and replaced on a more frequent schedule, we are seeing support requests associated with these changes.
- As the newly designated initial point of support for computer profile problems in Windows labs, significantly greater demands are placed on HelpDesk personnel for very time-consuming issues.

Statistics:

See Appendix T

Information Technology Security

This past year, Information Technology security response and mitigation has become both a MnSCU and an SCSU priority. The IT security coordinator works with all parties involved (internal and external) to provide a consistent and coordinated response to security issues, ranging from virus outbreaks and file sharing complaints to identity theft and wireless access.

FY05 Goals:

Provide a consistent and timely response to complaints on behalf of the University.

- An organized and timely response plan is being implemented.

Coordinate efforts with MnSCU and other state agencies on behalf of SCSU.

- The SCSU President designated the IT Security Coordinator as the official contact to work with MnSCU on IT security issues; 53 incidents were investigated in FY05.

IT policy and procures will be written, reviewed, and implemented as needed in a coordinated effort.

- This process has begun and will be ongoing.

Major changes from FY04:

- During Fall semester, LR&TS moved toward formalizing the coordination for responding to Security incidents by bringing these responsibilities under one position.
- In early Spring semester, MnSCU made IT security a priority and required each campus president to designate a security contact to work with MnSCU on security related issues.

Other items of note:

- LR&TS hosted the Office of the Legislative Auditor at the end of May as they audited SCSU's wireless deployment. This audit was a result of a MnSCU-wide wireless audit.

ITV/Videoconferencing

This area provides services not only to St. Cloud State University, but to K-12 and higher education institutions throughout the state. The primary function of ITV/Videoconferencing is to schedule and provide connectivity for videoconferences and ITV-based academic programs. This is a technically complex operation which requires a highly trained staff to operate successfully and provide the users with a quality experience. The staffing for the Network Operations Center is funded through a consortium of higher education institutions within Central Minnesota and is known as the Central Minnesota Distance Learning Network (CMDLN).

FY05 Goals:

Implement a new Network Operations Center work area layout for increased functionality and improved aesthetics.

- This goal was completed and provides enhanced monitoring abilities of all sites.

Utilize the Tandberg Manament System (TMS) to launch 90 percent of ITV events.

- Using the TMS with CMDLN's Multi-point Control Unit increased reliability and user satisfaction.

Manage the research and planning phase for the FY06 CMDLN redesign.

- Completed numerous meetings with CMDLN members to determine the requirements of each campus. Reached consensus on replacement technology that will meet the needs of CMDLN and conform to the state's Learning Network Blueprint for Higher Education.

Complete the CMDLN strategic planning document.

- The plan was completed and is being implemented.

Become more self sufficient and make less use of InterTech's video services.

- By implementing the TMS and the new MCU, reliance on InterTech for connectivity to sites has been greatly reduced.

Major changes from FY04:

- Developed a database for tracking trouble reports.
- Reduced the amount of time needed to resolve network problems.

Statistics:

See Appendix U

Multimedia/Web Production Services

The Web/Multimedia production team is responsible for developing and maintaining the official SCSU Web environment, as well as supporting faculty in developing curricular Web sites and materials. In addition, they offer assistance in the development of curricular materials for use in SCSU's course management system, Desire2Learn (D2L), and in supporting campus clientele with presentation materials.

FY05 Goals:

Provide outstanding and exemplary D2L production and training support.

- Staff served as troubleshooting support for D2L, in addition to creating and maintaining courses throughout the year. Staff also provided one-on-one training support when necessary. Served 52 faculty and 85 courses.

Move remaining official Web sites from Condor to the WWW server.

- Staff made significant progress in moving the remaining official Web sites from Condor. To date, more than 70 sites have been moved to the WWW server. Approximately 15 sites remain to be moved, with the majority of these already in production.

Deploy Contribute to an additional 20 clients to help with maintenance of official SCSU Web sites.

- Contribute is now being used by approximately 50 clients managing more than 70 Web sites, and has helped reduced the amount of time Web production staff spend on simple Web site maintenance tasks.

Continue to build positive relationships with other LR&TS workgroups.

- The area staff continue to work effectively with other LR&TS workgroups, specifically with regard to D2L support and database application development.

Design new or rebuild at least 30 Web sites.

- Four new and 24 redesigns were published during FY05.

Complete the LR&TS Web site redesign.

- The LR&TS Web site redesign was completed and launched January of 2005. Additional updates and maintenance have been performed since that time.

Major changes from FY04:

- Completed 821 projects, including 164 faculty projects, 654 administrative projects, one student organization, and two external/for hire projects. These included: 549 maintenance projects on existing Web sites; 66 projects for 26 different department for online/D2L courses; 25 CD/DVD projects resulting in the mass production of 480 CDs and 795 DVDs; and 13 electronic presentations, including those for the president's convocation speech, the Alumni Awards Dinner, and various legislative presentations.

Other items of note:

- Created a dynamic site for employment at SCSU involving Human Resources, Affirmative Action, Student Employment Services, and the Office of Graduate Studies that allows each office to post employment opportunities online, and for potential employees to search the database.
- Created an application that allows students to create an online student activities transcript.

Statistics:

See Appendix V

Networking

Networking staff members design, install, and fix campus computer networks. They connect computers and equipment to the campus network and provide related support to all campus users. They also establish and maintain SCSU's connection to the Internet.

FY05 Goals:

Create a plan for campus computer network upgrades.
- A rough outline for the network upgrade was developed, and quality of service needs for FY07 are being reviewed.

Extend the campus wireless network to all buildings and residence halls.
- The last of the remaining campus buildings and the residence halls are now part of the campus wireless system.

Validate the network database inventory.
- An audit of the network was completed in Spring semester of 2005.

Incorporate the Thicknet network in the Engineering and Computing Center (ECC) into the campus computing network.
- ECC network was consolidated to the campus network during Spring/Summer 2005.

Major changes from FY04:
- Deployed full campus wireless coverage.
- Began the ResNet wireless project.
- Successfully completed state of Minnesota Internal Legislative Audit on Wireless.
- Renewed the dialup contract for two years.

Statistics:

See Appendix W

ResNet

ResNet provides the HelpDesk function for students living in on-campus housing.

FY05 Goals:

Provide a simple and successful Fall startup process for students to register their computers when first coming to campus.
- The Fall 2004 startup was extremely successful, with more than 1,600 computers registered by the start of classes, and more than 500 more registered during the four-day ResNet Installation Fair.

Begin deploying anti-virus software to ResNet students.
- Students are now offered a free and common anti-virus solution. This was deployed on an as-needed basis and students appear to be very happy with this option.

Deploy full wireless coverage in the residence halls by Fall 2005.
- This project was well under way by the end of FY05, with the contractor installing cable runs to the access points.

Major changes from FY04:
- ResNet is no longer selling network cards and cables to students. Beginning Fall 2004, each student was provided with a ResNet packet which includes an ethernet cable, ResNet User guide, and any last minute or urgent information. Providing the cable has cut down tremendously on contact time, so the focus can be on cleaning viruses and spyware from the computers.
- Purchase of Symantec Anti-Virus software for ResNet students. This now gives us the ability to protect student-owned computers with a common package and helps keep our campus network clean.
- SCSU has a new Director of Residential Life who is committed to supporting the ResNet program at the highest level.

Other items of note:
- Mike Schomer was hired to lead the day-to-day operations of the ResNet program on a full-time basis. The previous full-time ResNet coordinator, Darrin Printy, continues to provide a consultant role and general oversight of the program and also coordinates IT security issues related to the ResNet connections. ResNet staff continue to be involved with the international ResNet community through their participation in the ResNet.org listserv, the ResNet Symposium steering community and the annual ResNet Symposium. With two former ResNet coordinators remaining on staff in LR&TS, along with the current Coordinator, SCSU has one of the most robust and successful combinations of ResNet experience in higher education.

Statistics:

See Appendix X

Servers/Authentication Systems

Staff members maintain and offer help with the campus-wide computer servers, including e-mail, World Wide Web, database and Desire2Learn servers, and the many departmental file and print servers.

FY05 Goals:

Ensure encryption and eliminate clear text passwords where possible.

- Worked with Workstation Support and Database/Application Development staff to transition applications to encrypted, secure authentication, but this use is not yet mandated. Plans are being developed to require encryption.

Complete migration from the Eeyore and Tigger servers to new systems.

- Eeyore migration is complete. Tigger has been reduced to only running campus listservs.

Create and implement the plan to upgrade the campus storage area network (SAN).

- The plan was created and equipment purchased, and implementation started in late FY05. Server migration will be completed early in FY06, prior to the start of the Fall 2005 semester.

Create a testing and development environment for new applications.

- Completed testing of the environment with the SAN, multiple servers, and tape library.

Provide more reliable off-campus access to services and improve overall performance.

- Extended Web-based file access to CourseFiles to off-campus users.

Maintain and enhance statewide presence as leader in technology field through partnerships and courseware.

- Provided D2L server/support services to the MnSCU Office of Chancellor under a year-long interagency agreement.

Complete standardization of HuskyNet account processing.

- Entered the final phase of account reviews by developing administrative policies for technicians.

Major changes from FY04:

- Installation of a new storage area network (SAN).
- Tested and prepared to pilot the first SharePoint collaboration project.
- Engaged a technical consultant to review the SCSU Macintosh network support strategy.

Statistical Consulting

The Statistical Consulting service area provides direct support to graduate students and faculty on various research projects. An expanding service in this area is the development of online surveys which allows the researcher to place the survey on the Web to collect the data instantly as the person completing the survey responds to the questions. Student workshops are offered during Fall and Spring semesters on MINITAB and SPSS, statistical software programs available to students in the general access computer labs.

FY05 Goals:

Actively promote the Statistical Consulting area to the rest of the University.

- Distributed a flier "Statistical Consulting & Research Support Offered by Computing & Technology User Services" to graduate classes and various academic departments.
- Encouraged the Graduate Studies office to promote our service to the graduate students.
- Presented a two-hour workshop on how students could use the services provided in completing their theses.

Conduct workshops on SPSS and MINITAB for students, and actively promote the workshops to specific departments in the College of Social Sciences and the College of Education.

- Conducted more than 50 introductory and advanced workshops on MINITAB and SPSS.
- Marketed the workshops specifically to Psychology and Economics classes.

Continue to provide quality support to graduate students and faculty who request support to complete their research projects.

- Provided support for 82 research projects during FY05.

Major changes from FY04:

- Invested staff time to develop expertise in providing online surveys.

Statistics:

See Appendix Y

Telecommunications Infrastructure Services

This area provides the campus with a service that provides coordination, consultation, design, installation, and maintenance of the telecommunications infrastructure. The telecommunications infrastructure serves many functions, ranging from the network connections for all of the computers on campus to the wiring that makes the parking gates work. Virtually all of the devices on campus that use either a copper or fiber optic connection are managed by this service area.

FY05 Goals:

Complete the installation of telecommunications wiring and audiovisual systems for the new Husky Football Stadium.

- This project was completed on time and within budget.

Design the telecommunications infrastructure for the pending renovation of Centennial Hall.

- Preliminary work has started on this project.

Develop plans to start deployment of redundant fiber optic paths for mission-critical buildings.

- No progress was made on this goal, primarily due to the work load of the staff.

Refine and update the telecommunications infrastructure documentation.

- This is on-going, and addressed as time permits.

Television Studio

This area provides the management and operational support for SCSU's Television Studios. The studio complex includes two operational studios, seven editing suites, control rooms, and equipment distribution facilities. A major part of this service is keeping outdated production equipment operational. The television studio has a meager budget with which to try to maintain the vast array of equipment. The studio is used heavily by the student organization UTVS to produce their programming and by Husky Productions for the production and broadcast of Husky hockey.

FY05 Goals:

Work closely with UTVS and the Mass Communications Department in utilizing the Studio 1 control room, studios, and editing facilities.

- More than a dozen courses were supported during FY05. Numerous programs produced and aired by UTVS made use of the studios.
- The Studio 1 control room and audio control room were totally rebuilt. Most of the funding for this was provided by UTVS.
- Engaged in plans and discussion to move this service to the oversight of the Department of Mass Communications.

Assist Hockey Productions with their production efforts.

- Provided engineering support and logistical assistance for all SCSU men's home hockey game telecasts.

User Accounts

The creation and management of HuskyNet accounts for faculty, staff, and special student accounts is administered by this service area. Request forms for new accounts are processed as they are received. An annual audit process whereby employee supervisors review a list of associated HuskyNet accounts is coordinated each summer. Community patron accounts are also managed by this area. Other responsibilities of this area include the coordination of redistributed workstations from the general access computer labs and the tracking of disk space used by faculty, staff, and students.

FY05 Goals:
Support the new "Change in Employment Status Checklist" process so that it is properly implemented and follows LR&TS and University policies.
- As notifications are received, forms are sent to supervisors to be completed and returned; changes are processed as they are received.
- Bi-weekly employment status reports are also received from MnSCU which identify changes in employment assignments. Forms are sent to supervisors for any employment changes not received previously.
- User Accounts also completes an annual audit of HuskyNet accounts by asking supervisors to review the list of accounts assigned to their areas and to indicate any changes in the status of the accounts.

Major changes from FY04:
- A new process for managing HuskyNet accounts when a change in employment occurs for faculty or staff was implemented this year.

Other items of note:
- Provided redistributed computers to 23 student organizations and 86 SCSU departments. These units were originally located in the Miller Center or the general access computer labs.

Statistics:
See Appendix Z

Workstation Support

The Workstation Support team services all of the workstations and end-user computers in the James W. Miller Learning Resources Center, as well as those in the general access computer labs and electronic classrooms.

FY05 Goals:
Set standards for the campus in terms of workstation distribution.
- Worked with campus and college technicians in distributing updated workstation images to a common hardware platform to ensure an improved end user experience. Worked to create a common look and feel for workstation hardware, OS imaging and signs in public computing spaces.

Ensure encryption and eliminate clear text passwords where possible.
- Worked with Servers/Authentication Systems and Database/Application Development staff to transition applications to encrypted, secure authentication, but this use is not yet mandated. Plans are being developed to require encryption.

Improve communication between campus departments on projects and initiatives of the work area.
- Began development of a Microsoft Project server to streamline project communications, workflow, and resource allocation.

Leverage purchasing power through central purchasing of software and hardware.
- Continued use of Symantec AntiVirus Corporate Edition for all system and workstation anti-virus protection.

Increase the reliability of connectivity and data storage for Macintosh computers on campus.
- Worked extensively with Servers/Authentication staff to ensure file, print, and e-mail server availability during peak demand times through exhaustive troubleshooting and system configuration testing.

Major changes from FY04:
- Provided end users with a unified desktop and network services environment.
- Migrated multiple backend systems for increased end-user systems availability.
- Replaced printer hardware in all high use computer labs on campus.

Video Production

Instructional and promotional video services are provided for the campus community and its various departments. The video production staff provides technical expertise and production assistance to students, staff, and faculty. Completed productions are distributed in the numerous tape formats currently available along with CD-ROM, DVD, and for Web use. Also available are design services for print and Web applications. Funding generated by productions is used to maintain and upgrade equipment annually. Many video productions are an integral part of the recruiting tools used by the Admissions Office, and many have received national recognition during the past decade.

FY05 Goals:

Provide marketing media services for the annual Admissions' projects that involve print, Web and video.

- Completed all but one project on Admissions' FY05 request list.

Complete the Respect and Responsibility training project for the Women's Center.

- The project was completed.

Develop additional funding opportunities through service marketing and grants.

- Developed a grant proposal with Health Services to address binge drinking problems of students.

Present at a national conference.

- Made joint presentation with Admissions at the American Marketing Association national conference.

Address additional staffing needs to meet the increased video production workload.

- Obtained permission and hired a 3/4-time video production assistant.

Appendix A
LR&TS Scholarship

Publications

Blake, J. C., & Schleper, S. P. (2004). From data to decisions: Using surveys and statistics to make collection management decisions. Library Collections, Acquisition and Technical Services, 28(4), 460-464.

Bolliger, D. U. (2005). Considering visual literacy in the evaluation of faculty web sites. In R. E. Griffin, S. B. Chandler, & B. D. Cowden (Eds.), Visual Literacy and Development: An African Experience: Selected Readings of the International Visual Literacy Association. Loretto, PA: IVLA, 53-56.

Bolliger, D. U. (2005). Gender issues: An examination of photographs in computer technology advertisements. Visual Literacy and Development: An African Experience: Selected Readings of the International Visual Literacy Association. Loretto, PA: IVLA, 57-61.

Bolliger, D. U. (2004). Investigating student learning in a constructivist multimedia-rich learning environment. Proceedings of Selected Research and Development Papers Presented at the National Convention of the Association of Educational Communications and Technology, 27(1), 119-124.

Bolliger, D. U., & Josephson, R. (2004). Considering product life cycles and business models in distance education. Distance Learning…A Magazine for Leaders, 1(6), 9-12.

Dermody, M. (2004). We Can't See Them, But They Are There: Marketing Library Services To Distance Learners. Journal of Library & Information Services in Distance Learning, 2, 41-50.

Dermody, M. & Schleper, S. (2004) Supervising: What They Didn't Teach You in Library School. College and Research Library News, 65, 306-308.

Dermody, M. (2005). Back-of-the-book index for All the Best and Nothing Else: The Story of the Ball Horticultural Company. Chicago: Ball Horticultural Company.

Ewing, R. L. (2005). Document delivery. In Encyclopedia of distance learning. Hershey, PA : Idea Group Reference.

Ewing, R. L. (2004). Presenting with Confidence: 10 Tips for Librarians. Retrieved June 29, 2005, from http://liscareer.com/ewing_presentations.htm.

Turner, J. C. (2004). Medical video. In H. Newcomb (Ed.), Encyclopedia of television (Second ed.). New York: Fitzroy Dearborn, 1468-1470.

Turner, J. C. (2004). Schwartz, Sherwood. In H. Newcomb (Ed.), Encyclopedia of television (Second ed.). New York: Fitzroy Dearborn, 2024-2026.

Williams, S.Q., Inkster, C.D., & Blaska, J.K. (2005). The Joan K. Blaska Collection of children's literature featuring characters with disabilities or chronic illnesses. Journal of Children's Literature, 31(1), 71-78.

Williams, S.Q. (2005) Cataloging 101: The evolution of cataloging. Knowledge Quest, 33(6), 43-44.

Williams, S.Q. (2005). Government documents go to school. Teacher Librarian, 32(5),??-??.

Book Reviews

Bolliger, D. U., & Josephson, R. (2005). The virtual student: A profile and guide to working with online learners, by Rena M. Palloff and Keith Pratt. Quarterly Review of Distance Education, 6(1), 73-76.

Ewing, R. L. (2004). [Review of the book Rethinking Strategic HR: HR's Role in Building a Performance Culture by John Sullivan.] Business Information Alert 16, 9, 9.

Presentations

Anderson, J. L. (2004). Humor and Diversity in the Workplace. St. Cloud State University, October, St. Cloud, MN. (Presented by invitation four additional times).

Bolliger, D. U. (2004). Do we practice what we preach? Considering visual literacy in the evaluation of faculty Web sites. Paper presented at the annual meeting of the International Visual Literacy Association, October 4-7, Pilansberg, South Africa.

Bolliger, D. U. (2004). Investigating student learning in a constructivist multimedia-rich learning environment. Paper presented at the annual meeting of the Association of Educational Communications and Technology, October 19-23, Chicago, IL.

Bolliger, D. U. (2004). The state of gender issues in advertising in 2004: An examination of photographs in computer technology ads. Paper presented at the annual meeting of the International Visual Literacy Association, October 4-7, Pilansberg, South Africa.

Bolliger, D. U (2004). Desire2Learn: Engaged pedagogies and active learning in the virtual classroom. Panelist. Presented for the Center for Excellence in Teaching and Learning at St. Cloud State University, December, St. Cloud, MN.

Bolliger, D. U., Grabham, B. A., Makarov, K. V., Reginek, J. A., & Smeby, R. J. (2005). Maximizing interaction in the online environment: Perceptions of faculty and students. Presented at the Third Annual Realizing Student Potential Conference, March 4, Minneapolis, MN.

Bolliger, D. U., & Hergert, T. (2005). E-learning. Presented at the meeting of the Central Minnesota Training and Development Group, February, St. Cloud, MN.

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Ewing, M. K. (2004). Coalition Building in the Minnesota Digital Library. Museum Computing Network, Annual Conference, November 10-13, Minneapolis, MN.

Ewing, M. K. (2004). Status of the Minnesota Digital Library. Minnesota Library Association, Annual Conference, October 5-8, Duluth MN.

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Hergert, T. R., Bolliger, D. U., & Josephson, R. (2004). Reaching EBD Teachers: Politics, Planning, and Production of a Professional Development Multimedia Project. Association for Educational Communications and Technology (AECT) annual conference, October 19-23, Chicago, IL.

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Hjelmstad, J., & Wogen, D. (2005). Lab Seats: An automated, cross-platform system that gathers accurate computing statistics and displays computer availability. Presented at the 7th Annual Minnesota State Colleges and Universities Information Technology Conference, April 25-27, Brainerd, MN.

Inkster, C., Williams, S. Q., & Miltenoff, P. (2005) Liaison Teams: Collaborating with Colleagues Across College. poster session presented at the Association of College and Research Libraries 12th National Conference, April 7-10, Minneapolis, MN.

Malikowski, S. (2005). Recommendations for Addressing Drop-Out in Online, Teacher Education Courses. 2005 Conference of The Society for Information Technology and Teacher Education, March 4, Phoenix, AZ.

Pratt, B., & Forseth, C. (2005). D2L LDAP authentication & ISRS integrations through XML. Presented at the 7th Annual Minnesota State Colleges and Universities Information Technology Conference, April 25-27, Brainerd, MN.

Roberson, J., & Kotcho, M. (2005). SPAM: St. Cloud State's solution to unsolicited e-mails and best practices. Presented at the 7th Annual Minnesota State Colleges and Universities Information Technology Conference, April 25-27, Brainerd, MN.

Thoms, K. J. (2005). Classroom Management: Does Your Classroom Meet the FEET Approach? Third Annual Realizing Student Potential Conference, March 4, Minneapolis, MN.

Thoms, K. J. (2005). Generational Issues in Classes: the Differences and What They Mean. Third Annual Realizing Student Potential Conference, March 4, Minneapolis, MN.

Thoms, K. J. (2005). Kicking and Screaming: Overcoming Faculty Resistance to Teaching Courses Online. Mid-South Instructional Technology Conference, April 3-5, Murfreesboro, TN.

Thoms, K. J. (2004). Teaching to the Different Generations of Students: Baby Boomers, GenXers, NetGens, and Millennials. International Society for Exploring Teaching and Learning, October 13-16, Baltimore, MD.

Turner, J. C., & Bolliger, D. U. (2004). Wireless delivery of streaming video to handhelds using Desire2Learn. Wireless and mobile learning technologies conference, September 23-24, Mankato, MN.

Wenz, K., & Bolliger, D. (2005). Serving diverse training needs: Opportunities and challenges of providing technology training in an academic setting. Presented at the 7th Annual Minnesota State Colleges and Universities Information Technology Conference, April 25-27, Brainerd, MN.

Williams, S. Q., (2004). Make Federal and State Government Documents Work for You." Minnesota Library Association, Annual Conference, October 5-8, Duluth MN.

Williams, S. Q., (2004). Government Websites I Can't Live Without: Genealogy. Minnesota Library Association, Annual Conference, October 5-8, Duluth MN.

Appendix B
LR&TS Administration - Grants
Table 1 - External Grants

Project Title	Funding source	Source type	Date submitted	Amount requested	Amount received
Developing the SCSU Graduate Certificate in Design for E-learning as an Online Project	MnSCU	State	10/1/2004	$97,455.00	$0.00
Alexander Hamilton: The Man Who Made Modern America	NEH/ALA	Federal	1/14/2005	$1,000.00	$1,000.00
Establishing an MDLC Digitization Center at St. Cloud State University	IMLS	Federal	1/27/2005	$88,904.00	$0.00
The Multicultural Resource Center at St. Cloud State University	Otto Bremer Foundation	Private	2/2/2005	$16,111.00	$0.00
School Library Media Specialist Mentoring Project	MN Dept of Ed/LSTA	Federal	3/21/2005	$17,506.80	$0.00
Developing the Multicultural Resource Center: An Initiative at St. Cloud State University	MN Dept of Ed/LSTA	Federal	3/21/2005	$26,964.00	$0.00
Minnesota Digital Library Implementation – Phase 2	MN Dept of Ed/LSTA	Federal	3/21/2005	$113,810.00	$113,810.00
Developing the Racial Issues Library Collection	SpectrumTrust/St. Paul Foundation	Private	6/1/2005	$6,272.00	$0.00
Total				**$164,552.80**	**$114,810.00**

Appendix B
LR&TS Administration - Grants
Table 2 - Internal Grants

Internal

Project Title	Funding source	Source type	Date submitted	Amount requested	Amount received
S. Motin/Short-term Faculty Improvement Grant/Yad Vahsem	IFO/SCSU	Local	4/1/2005	$2,862.75	$2,862.75
T. Hergert/Short-term Faculty Improvement Grant/Teaching Social Justice	IFO/SCSU	Local	4/1/2005	$375.00	$0.00
J. Rodgers/Short-term Faculty Improvement Grant/AASL Leadership	IFO/SCSU	Local	9/29/2005	$461.85	$0.00
Total				**$3,699.60**	**$2,862.75**

Appendix B
LR&TS Administration - Grants
Table 3 - Grants in Progress

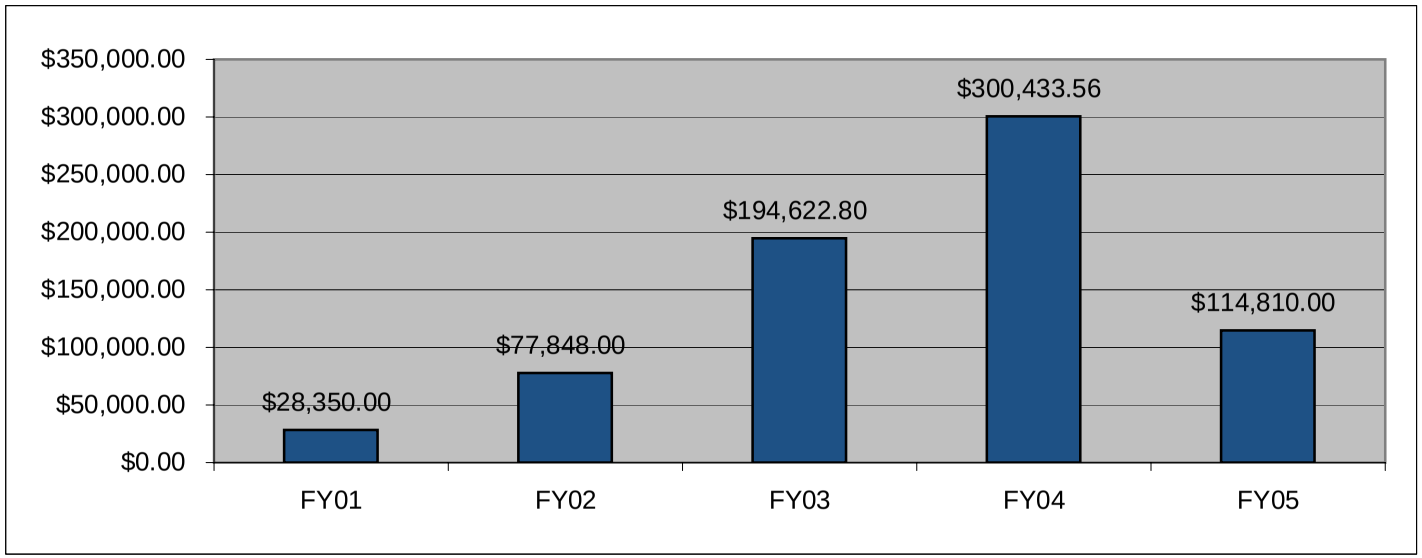
In Progress

Project Title	Funding source	Source type	Date submitted	Amount requested	Amount received
Minnesota Digital Library Federal Legislative funding	Federal Legislature	Federal	Spring 2005	$1,000,000.00	Pending
Total				**$1,000,000.00**	**$0.00**

Appendix B
LR&TS Administration - Grants
Table 4 - Grant Activity Comparison

	FY01	FY02	FY03	FY04	FY05
External Grants submitted	7	9	6	5	6
Amount requested	$1,416,341.00	$1,587,595.00	$1,455,604.82	$531,872.32	$272,846.80
Amount received	$28,350.00	$77,848.00	$194,622.80	$300,433.56	$114,810.00
Success rate	2.00%	4.90%	13.37%	56.49%	42.08%
Internal Grants	1	6	5	1	3
Amount requested	$3,530.00	$77,213.00	$14,475.15	$3,930.00	$3,699.60
Amount received	$3,530.00	$71,913.00	$7,154.46	$0.00	$2,862.75
Success rate	100.00%	93.14%	49.43%	0.00%	77.38%

Appendix B
LR&TS Administration - Grants
Chart 1 - External Grant Funding Received, FY01 - FY05



Appendix C
Center for Information Media
Table 5 - Graduate Student Counts

Student Degree Category	FY01	FY02	FY03	FY04	FY05	% change
Total Master's Degree	201	205	210	213	206	-3.29%
Active Students*					50	
Information Technologies (Track I)	**	**	**	**	45	
Active Students*					8	
Educational Media (Track II)	**	**	**	**	98	
Active Students*					34	
Instructional Design/Training (Track III)	**	**	**	**	63	
Active Students*					8	
School Library Media Specialist Licensure	82	80	69	73	81	10.96%
Active Students*					26	
Graduate E-learning Certificate Program	0	0	0	4	8	100.00%
Active Students*					8	
Graduate Instructional Technology Certificate Program	17	29	38	33	20	-39.39%
Active Students*					15	
Total Graduate Students	300	314	317	323	315	-2.48%

***Active students are those who took coursework between Summer 2004 and Spring 2005**
****Not tracked previously**

Appendix C
Center for Information Media
Table 6 - Undergraduate Student Counts

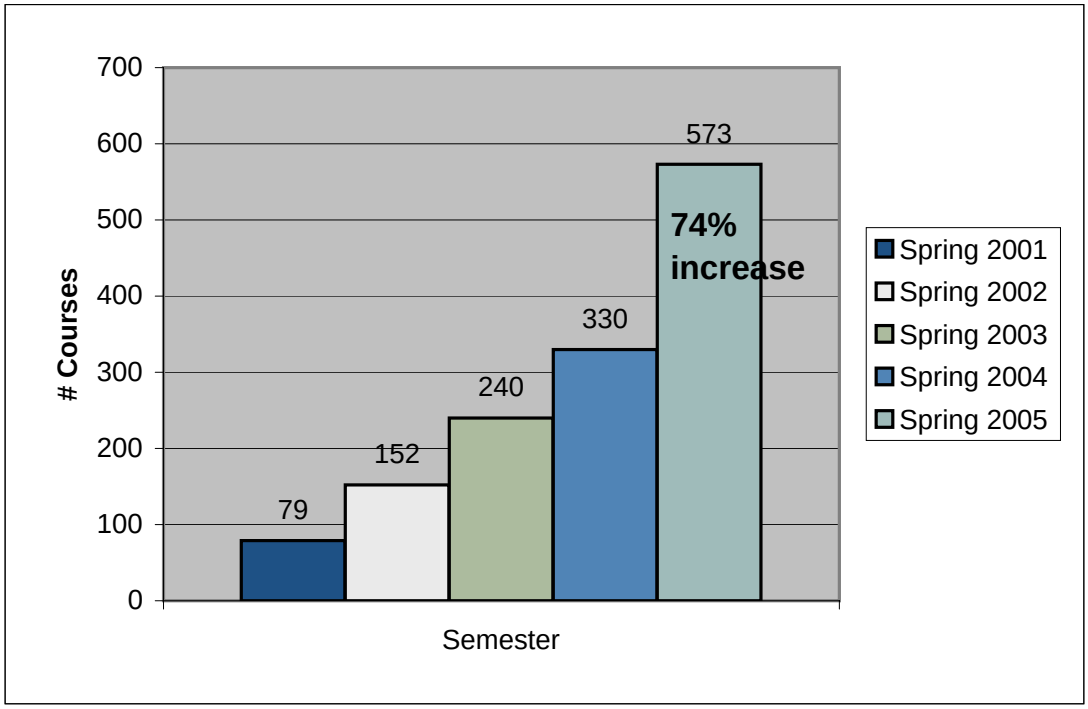
Student Degree Category	FY01	FY02	FY03	FY04	FY05	% change
Undergraduate Major	25	23	32	31	32	3.23%
Undergraduate Minor	--	29	34	37	34	-8.11%
Undergraduate Certificate	17	42	38	43	36	-16.28%
Total Undergraduate Students	42	94	104	111	102	-8.11%

Appendix D
Course Management Systems
Table 7 - WebCT/Desire2Learn Use

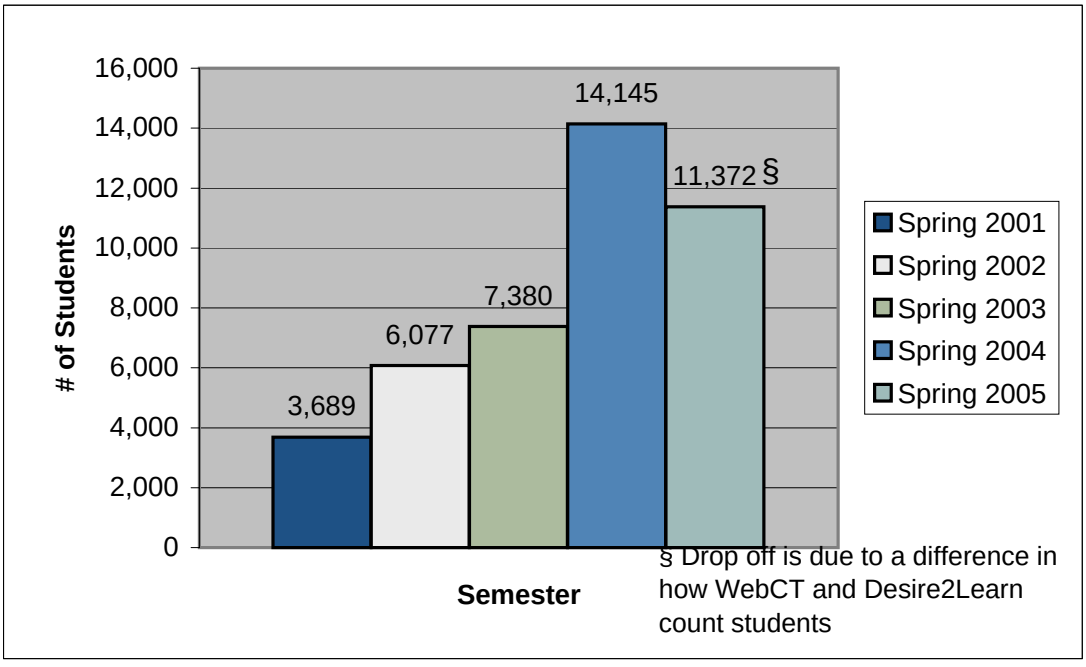
	Semester	Courses	Students §	Instuctors
WebCT	Spring 2001	79	3,689	
	Fall 2001	114	*	66
	Spring 2002	152	6,077	117
	Fall 2002	215	*	207
	Spring 2003	240	7,380	219
	Fall 2003	323	*	*
	Spring 2004	330	14,145	*
Desire2Learn	Fall 2004	471	10,859	204
	Spring 2005	573	11,372	243

* no data available
§ WebCT and Desire2Learn process student counts differently

Appendix D
Course Management Systems
Chart 2 - Course Use Comparison



Appendix D
Course Management Systems
Chart 3 - Student Use Comparison



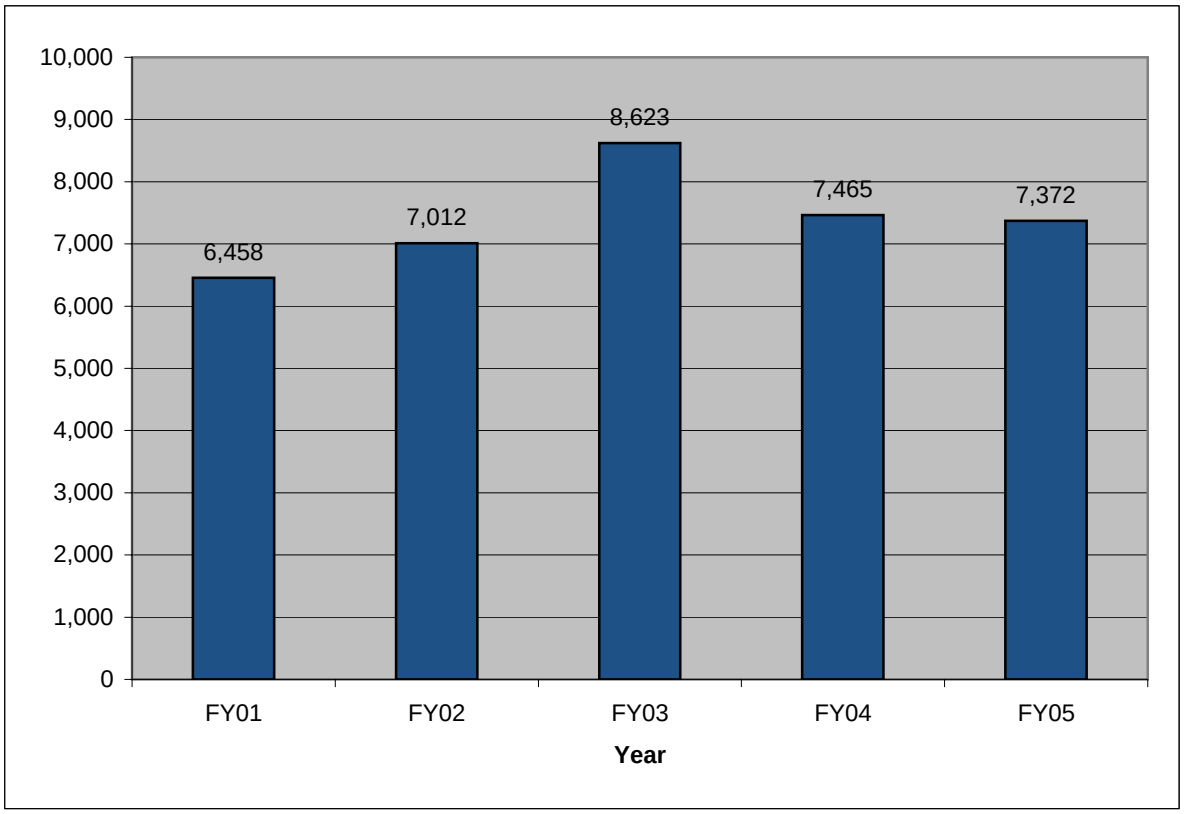
Appendix E
Library Instruction
Table 8 - Library Instruction Sessions

Term	Number of Sessions	Number of Students
Summer 2004		
Session 1	2	18
Session 2	9	159
Sub-total	11	177
Fall 2004		
August	0	0
September	53	1570
October	55	1005
November	30	682
December	7	174
Sub-total	145	3431
Spring 2005		
January	11	377
February	67	1730
March	35	918
April	24	644
May	5	95
Sub-total	142	3,764
Totals	**298**	**7,372**

Appendix E
Library Instruction
Table 9 - Library Instruction Annual Comparison

	FY01	FY02	FY03	FY04	FY05	# Change	% Change
Number of Sessions	276	245	305	274	298	24	**8.76%**
Number of Students	6,458	7,012	8,623	7,465	7,372	-93	**-1.25%**

Appendix E
Library Instruction
Chart 4 - Change in Number of Students Served



Appendix E
Library Instruction
Table 10 - Library Instruction by Type Comparison

Number of Sessions:	**FY02**	**FY03**	**FY04**	**FY05**	**% Change**
Classes presented outside MC 218	53	79	91	110	21%
High school classes	17	6	7	7	0%
Senior to Sophomore program	9	10	16	16	0%
After 5 p.m.	27	50	54	49	-9%
ENGL 191 total	90	89	70	106	51%
ENGL 191 Day 1 combined group				37	
ENGL 191 Day 2 individual classes				40	
ENGL 191 Day1/Day 2 combined				29	
Upper level research courses				14	
Graduate courses				18	
By College:					
College of Business	2	5	6	7	17%
College of Education	50	32	34	29	-15%
College of Fine Arts & Humanities	119	105	159	167	5%
College of Science & Engineering	6	7	11	9	-18%
College of Social Sciences	35	39	35	63	80%
University-wide (Honors, Coll. Transition)	0	8	6	23	283%
Other institutions (Anoka-Ramsey, SCTC)	0	9	16	5	-69%

Appendix F
Student Technology Training
Table 11 - Student Workshop Participation

	Fall 2004		Spring 2005	
Workshop Topic	**# of Sessions**	**Attendance**	**# of Sessions**	**Attendance**
Desire2Learn	2	9		
Dreamweaver MX 2004	7	51	9	88
Efolio Minnesota	2	10	2	4
Flash MX 2004	1	8	2	19
Fireworks	1	6	1	10
FrontPage			1	9
Indesign CS	1	9	1	6
MINITAB	20	160	27	149
Outlook Calendar	1	2	1	1
Photoshop			1	7
PowerPoint			4	24
Scanning & Image Manipulation	1	3		
SPSS	2	28	4	25
Virtual Reality			2	12
Web Design			1	8
Web Maintenance			1	1
Totals	38	286	57	363

FY05 TOTAL **Workshops: 95** **Attendance: 649**

Appendix G
Technology Training and Support
Table 12 - Workshop Offerings and Participation

	FY01	FY02	FY03	FY04	FY05	% Change
Workshop Titles Offered	29	77	65	60	51	-15.00%
Workshops Offered	137	167	143	176	246	39.77%
Participants	665	1,122	917	767	1,304	70.01%

Appendix G
Technology Training and Support
Table 13 - Technology Questions Serviced Comparison

Semester	**FY02**	**FY03**	**FY04**	**FY05**	**% Change**
Fall	2,027	2,041	2,468	2,027	-17.87%
Spring	1,614	1,658	1,924	1,001	-47.97%
Total	**3,641**	**3,699**	**4,392**	**3,028**	**-31.06%**

Appendix H
Acquisitions
Table 14 - Materials Inventory Holdings: June 30, 2005

	Total 7/1/2004	Added 2004-2005	Withdrawn 2004-2005	Reinstated 2004-2005	Total 6/30/2005
Books					
Books - Volumes*	547,359	9,328	308	66	556,445
Books - Titles*	456,854	6,354	246	53	463,015
Electronic books (titles)					15,361
Monographic volumes purchased					7,023
Government Documents					
Documents - Federal					
a. Paper (volumes)	200,089	3,753	1,218		202,624
Paper (titles)*	103,560	1,878	609		104,829
b. Microcards (units)	264,583				264,583
c. Microfiche (units)	763,362	2,493	7		765,848
d. Microfilm (units)	2,543				2,543
e. CD-ROMs/DVDs	2,421	84	13		2,492
f. Electronic (cataloged)	16,734	1,647			18,381
Documents - State					
a. Paper (volumes)*	22,579	140	121		22,598
Paper (titles)*	13,849	99	77		13,871
b. Fiche (units)	42,204	433			42,637
Serial Titles					
a. Paper	1,241	7	53		1,195
b. Microform	458	3	41		420
c. Serials: not purchased	38				38
d. Electronic full-text titles in collections	2,194				2,614
e. Electronic titles held in aggregators/databases (very unstable, we have no control over contents)**	16,139				9,206
f. Electronic databases for indexing/abstracting	40	11	14		37
g. Electronic collections of full-text journals/e-books	15		4		11
h. Electronic databases for full-text reference sources	21	5	1		25
Microforms, both serial and nonserial					
Microforms (other than documents)					
a. Periodicals (Fiche and reels)	188,940	7,043			195,983
b. Classified collections (units)	5,637	3	2		5,638
c. ERIC (units)	489,665				489,665
d. LAC (Library of American Civilization) Microbooks	40,151				40,151
e. LEL (Library of English Literature) Microbooks	42,424				42,424
Audiovisual materials					
Films (motion: 8 mm and 16 mm)*	57				57
Filmstrips (sets)*	238				238
Audio					
a. Phonograph Records*	1,251				1,251
b. Tapes*	1,792	2	1		1,793
c. Compact Disks*	2,426	23			2,449
Maps / Atlas*	1,508	42	2		1,548
Slides (sets)* (includes slide-tape sets)	322	1			323
Video					
a. Videotapes (sets)*	15,565	285	4		15,846
b. Video Disk*	296				296
c. DVD*	328	353			681
Computer Software*	124	1			125
Aids*	222	6			228
CD-ROMS*	165	9			174
Total Audiovisual materials	24,294	722	7	0	25,009
Archives (linear feet)	1802.75	108			1910.75

Indicates estimates.

*Ending total matches system total as of June 30. Some figures are off because of timing; items have been ordered and received, but not yet cataloged.
** Starting in FY05, we are able to get this figure without counting duplicates.

Appendix H
Acquisitions
Table 15 - Acquisitions Expenditures FY05

One-time Purchases	
Books/monographs	293,339.07
Serials backfiles (paper/micro)	0.00
Electronic resources (software, databases, CD-ROM's)	1,033.74
Ongoing Commitments	
Monographic standing orders	141,560.36
Serials subscriptions (paper/micro)	447,070.41
Electronic resources	271,426.00
Other Library Materials	
Audiovisual materials (video, audio, kits)	$42,627
Other Materials (manuscripts, maps, etc)	0.00
Total Library Materials Expenditures	**1,197,056.72**
Related Expenses	
Preservation (repair, archives)	4,291.00
Contract binding	14,201.00
Bibliographic Utilities (OCLC, Marcive)	37,757.00
Total Related Expenditures	**56,249.00**
Total Collection Management Expenditures	**$1,253,305.72**

Appendix H
Acquisitions
Table 16 - Acquisitions Expenditures Comparison

Fiscal Year	Serials	Electronic Resources	Books	Total	# of Paper/Microform Serial Titles	# of Electronic Serial Titles	
FY90	$326,000		$200,000	$526,000	2,092		
FY91	$326,000		$250,000	$576,000	2,097		
FY92	$403,000		$427,709	$830,709	2,089		
FY93	$423,769		$305,481	$729,250	2,082		
FY94	$460,480		$313,000	$773,480	2,098		
FY95	$440,587		$356,524	$797,111	2,103		
FY96	$510,000		$273,571	$783,571	2,123	NA	
FY97	$549,827		$233,173	$783,000	2,032	1,166	
FY98	$516,815		$266,185	$783,000	2,161	1,404	
FY99 SCSU	$536,815		$246,185	$783,000			
FY99 MnSCU			$371,889	$371,889			
FY99 Total	$536,815		$618,074	$1,154,889	1,307	8,142	
FY00 SCSU	$536,815	$54,184	$192,001	$783,000			
FY00 MnSCU	$86,501	$100,000	$236,783	$423,284			
FY00 Total	$623,316	$154,184	$428,784	$1,206,284	1,487	6,845	
FY01 SCSU	$556,312	$0	$135,185	$691,497			
FY01 MnSCU	$0	$248,850	$148,998	$397,848			
FY01 Total	$556,312	$248,850	$284,183	$1,089,345	1,454	628 complete; 8,991 in aggregs.	
FY02 SCSU/MnSCU	$594,788	$206,557	$297,853	$1,099,198	1,440	1,785 complete; 14,042 in aggregs.	
FY03 SCSU/MnSCU	$588,360	$270,582	$256,597	$1,115,539	1,788*	2,474 complete; 14,695 in aggregs.	
FY04 SCSU/MnSCU	$625,829	$233,752	$245,053	$1,104,634	1,725	2,194 complete; 16,139 in aggregs.	
FY05 SCSU/McSCU	$546,954	$303,654	$333,113	$1,183,721	1,615	2,615 complete, 9,206 in aggregs (no dupes)	

1995-present: These figures do not include transfers from colleges to the budget to help pay for databases. Counts of electronic journals may include double-counting of titles across databases.

*Refigured to match PALS totals.

Appendix I
Central Minnesota Libraries Exchange (CMLE)
Table 17 - CMLE Membership Types

	FY02	FY03	FY04	FY05
K-12 public	177	173	173	173
K-12 private	31	32	32	32
Public library branches in 2 regional systems	45	45	45	45
Post-secondary institutions	9	9	9	9
Special libraries (law, hospital, correctional facilities, historical societies)	23	23	23	23
Total	**285**	**282**	**282**	**282**

Appendix I
Central Minnesota Libraries Exchange (CMLE)
Table 18 - CMLE Interlibrary Loan Statistics

	FY02	FY03	FY04	FY05	% Change
Total requests received	8,580	8,649	7,697	7,245	-5.87%
Borrowing libraries	129	104	101	84	-16.83%
Lending sources	115	98	64	72	12.50%
Requests filled	8,167	8,219	7,333	6,891	-6.03%
Requests unfilled/cancelled	413	430	367	354	-3.54%

Appendix I
Central Minnesota Libraries Exchange (CMLE)
Table 19 - CMLE Analysis of Requests

	FY02	FY03	FY04	FY05	% Total	% Change
Books	5,187	5,415	4,724	4,542	63%	-3.85%
Articles (photocopies)	2,938	2,878	2,577	2,267	31%	-12.03%
"Back Up" reference questions, online searches & other	455	356	396	436	6%	10.10%
Total	**8,580**	**8,649**	**7,697**	**7,245**	**100%**	**-5.87%**
Length of Time to Fill Requests						
Same day service	3,634	3,279	3,473	2,847	39%	-18.02%
1 day	765	626	472	546	8%	15.68%
2 days	498	514	402	529	7%	31.59%
3 - 7 days	2,184	2,116	1,720	1,643	23%	-4.48%
8 - 14 days	752	1,109	855	902	12%	5.50%
15 or more days	334	537	408	424	6%	3.92%
Cancelled	413	441	367	354	5%	-3.54%
Total	**8,580**	**8,622**	**7,697**	**7,245**	**100%**	**-5.87%**

Appendix J
Circulation
Table 20 - Circulation Transactions

	FY02*	FY03*	FY04	FY05	% Change
Books checked out at desk	73,060	81,848	58,010	34,760	-40.08%
Books checked out at self-check	6,750	9,574	765§	8,408	999.08%
Total books checked out	79,810	91,422	58,010	43,168	-25.59%
Book renewals	7,550	16,409	8,666	16,328	88.41%
Total items browsed	52,575	44,825	†	†	
New community barcode applications	436	443	381	393	3.15%
Total patron records	30,208	32,204	15,953	24,264	52.10%

* Some circulation activities were double-counted in PALS; double-counting was eliminated with the move to Aleph in FY04.
§ Due to migration to Aleph, the self-check machine was not operational July through mid-April.
† Browse statistics are not currently available from the Aleph system.

Appendix J
Circulation
Table 21 - Patron Records

	FY04*	FY05	% Change
Faculty/Staff	1,524	1,614	5.91%
Retired Faculty/Staff	7	22	214.29%
Undergraduate Students	12,534	19,149	52.78%
Graduate Students	1,281	2,404	87.67%
CMLE	223	226	1.35%
Interlibrary Loan	3	0	-100.00%
Community (active)	381	849	122.83%
Total	**15,953**	**24,264**	**52.10%**

*Due to the migration to Aleph, there were some discrepancies in counts, particularly for students and community patrons.

Appendix J
Circulation
Table 22 - Reserves

	FY02	FY03	FY04	FY05	% Change
Records added	2,395	3,348	5,573	3,970	**-28.76%**
Total charges	28,939	39,083	24,480	28,384	**15.95%**
# of professors using	*	*	311	210	**-32.48%**
# of classes using	*	*	401	330	**-17.71%**

*not tracked previously

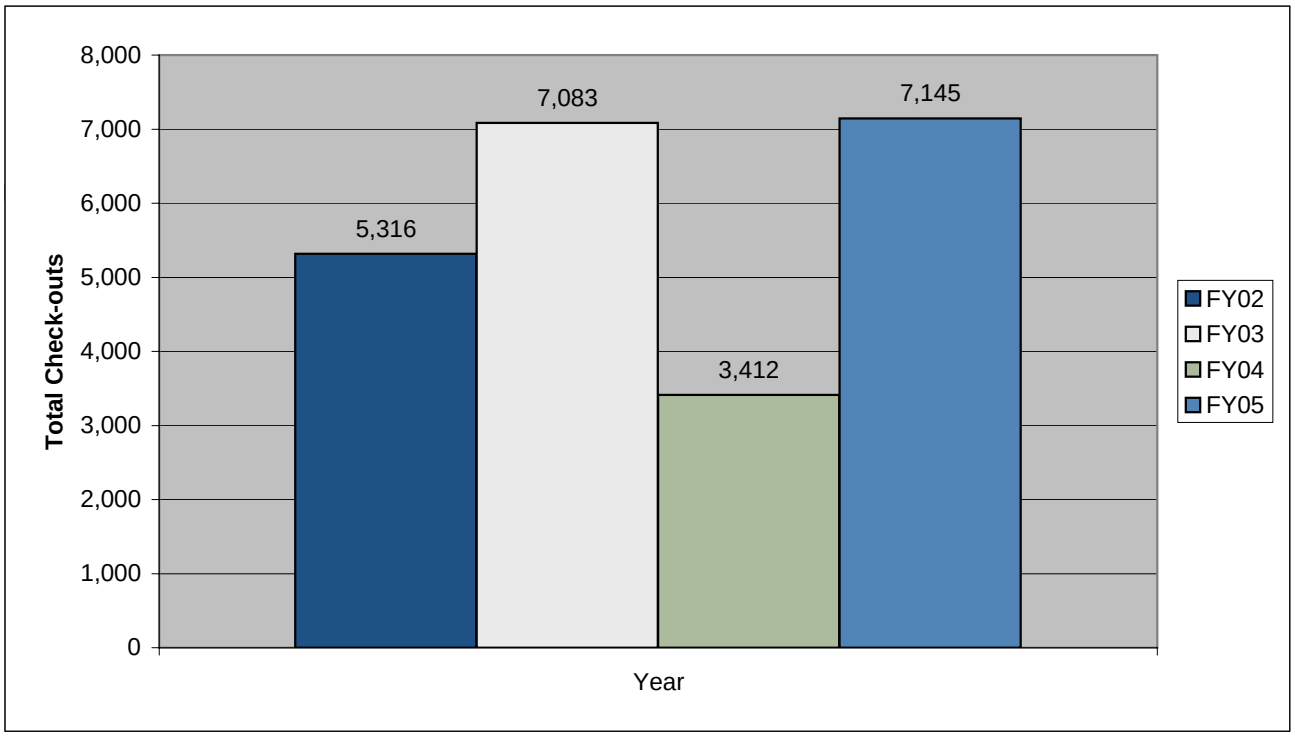
Appendix J
Circulation
Table 23 - Facilities Check-out

	FY04 Charges	FY05 Charges	% Change
Student study rooms	13,325	13,677	2.64%
Avid video editing rooms	651	634	-2.61%
Total	**13,976**	**14,311**	2.40%

Appendix J
Circulation
Table 24 - Equipment Check-out

Items	FY04 Charges	FY05 Charges	% Change
Accessories (headphones, microphones, camcorder batteries, tripods	1,050	4,239	303.71%
Audio Equipment (cassette recorders, CD boomboxes, PA systems)	356	889	149.72%
Data projectors	174	363	108.62%
Digital cameras (video & still)	250	502	100.80%
Faculty laptop computers	265	504	90.19%
Student laptop computers	344	242	-29.65%
Miscellaneous (projection screens, microphone stands, etc.)	487	13	-97.33%
Projectors (slide, overhead,film & filmstrip)	30	68	126.67%
VHS camcorders	428	295	-31.07%
Video equipment (TV/VCR, DVD player, VCR)	28	30	7.14%
Total	**3,412**	**7,145**	**109.41%**

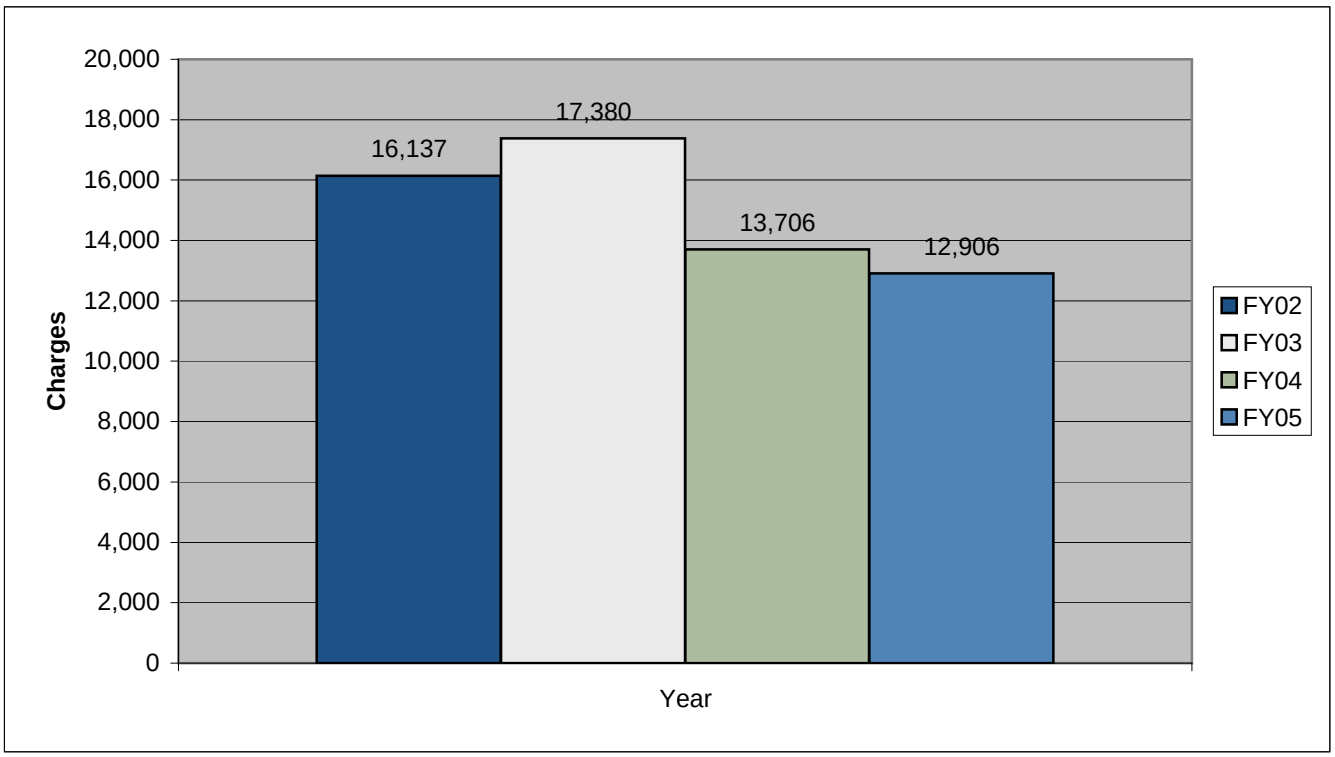
Appendix J
Circulation
Chart 5 - Annual Equipment Check-out Comparison



Appendix J
Circulation
Table 25 - Media Check-out

	FY04 Charges	FY05 Charges	% Change
Software & CD-ROMs	68	101	48.53%
Cassette tapes	99	91	-8.08%
Visual aids	26	32	23.08%
Audio CDs	1,051	957	-8.94%
Records	31	23	-25.81%
Films & filmstrips	7	3	-57.14%
Slides	8	20	150.00%
Videodiscs	16	18	12.50%
Videotapes	11,361	9,587	-15.61%
DVDs	1039	2074	99.62%
Total	**13,706**	**12,906**	-5.84%

Appendix J
Circulation
Chart 6 - Annual Media Check-out Comparison

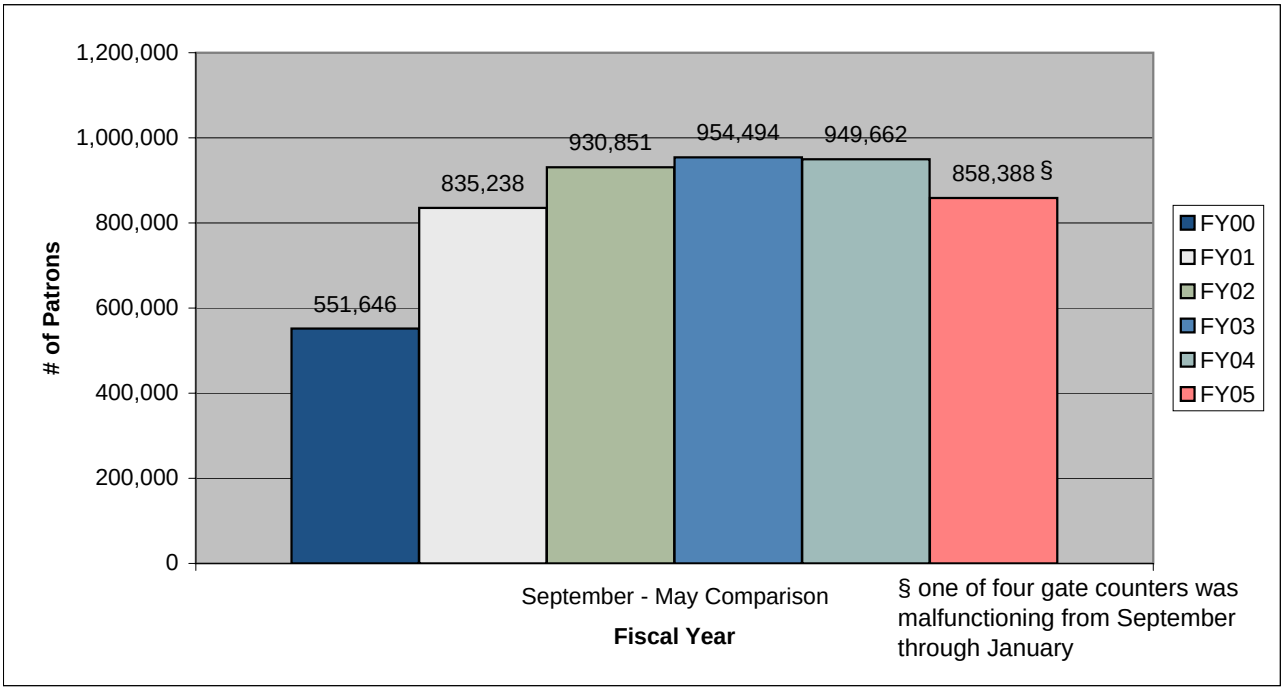


Appendix J
Circulation
Table 26 - Monthly Gate Count Statistics

	Centennial Hall		Miller Center					
Month	**FY00**	**FY01**	**FY02**	**FY03**	**FY04**	**FY05**	**% Change §**	
July	22051 *		33,501	37,633	34,968	28,573	**-18.29%**	
August	17237 *		31,706	27,288	24,881	25,435	**2.23%**	
September	66,575	85,020	129,689	124,616	127,483	109,870	**-13.82%**	
October	76,906	115,797	124,056	151,410	146,403	116,055	**-20.73%**	
November	80,445	123,339	119,398	119,618	119,311	112,410	**-5.78%**	-16.10%
December	66,375	90,207	101,192	101,113	99,643	87,895	**-11.79%**	
January	30,845	54,180	67,273	67,585	65,496	42,211	**-35.55%**	
February	62,441	98,333	105,725	105,299	110,412	103,500	**-6.26%**	
March	55,894	93,366	90,716	97,756	105,753	99,044	**-6.34%**	
April	72,690	116,087	136,811	136,241	132,192	119,395	**-9.68%**	-1.45%
May	39,475	58,909	55,991	50,856	42,969	68,008	**58.27%**	
June	20,908	30,164	30,592	29,804	30,818	26,060	**-15.44%**	
Total	611,842	865,402	1,026,650	1,049,219	1,040,329	938,456	**-9.79%**	

* Centennial Hall gate counter was no longer operational
§ one of four gate counters was malfunctioning from September through January

Appendix J
Circulation
Chart 7 - Gate Count, September - May Comparison



Appendix K
Government Documents
Table 27 - Government Document Use Comparison

	FY04 Total	Added	Withdrawn	FY05 Total	% Change
Documents - Federal					
Paper	199,046	1,820	609	200,257	0.61%
Microfiche	763,362	2,493	7	765,848	0.33%
CD-ROMs and DVDs	2,421	84	13	2,492	2.93%
Electronic	9,899	1,647	0	11,546	16.64%
Charges (checkouts)	681			755	10.87%
Browses (use)	11,576			9,368	-19.07%
Documents - State					
Paper	22,379	99	77	22,401	0.10%
Microfiche	42,204	433	0	42,637	1.03%
Charges (checkouts)	46			56	21.74%

Appendix L
Interlibrary Loan
Table 28 - Term Summaries

	Incoming Requests		Outgoing Requests	
	Total requests received by SCSU from:	Total requests filled by SCSU for:	Total requests from SCSU sent to:	Total requests from SCSU filled by:
Summer 2004				
MINITEX	313	231	1,539	1,364
PALS	66	59	0	0
Mail/fax	2	2	2	2
OCLC	581	166	228	144
St. Ben's (MNF)	42	38	44	44
St. John's (MNJ)	36	36	42	42
GRRL	409	99	0	0
Subtotal	1,149	631	1,855	1,596
Fall 2004				
MINITEX	628	493	2,242	2,023
PALS	210	171	0	0
Mail/fax	2	2	0	0
OCLC	1445	491	213	157
St. Ben's (MNF)	177	170	175	175
St. John's (MNJ)	87	82	108	108
GRRL	212	195	0	0
Subtotal	2,761	1,604	2,738	2,463
Spring 2005				
MINITEX	667	513	2,685	2,449
PALS	262	213	0	0
Mail/fax	8	8	0	0
OCLC	1,740	681	253	167
St. Ben's (MNF)	20	192	135	135
St. John's (MNJ)	121	112	110	110
GRRL	197	184	0	0
Subtotal	3,199	1,903	3,183	2,861
Annual Totals				
MINITEX	1,608	1,237	6,466	5,836
PALS	538	443	0	0
Mail/fax	12	12	2	2
OCLC	3,766	1,338	694	468
St. Ben's (MNF)	423	400	354	354
St. John's (MNJ)	244	230	260	260
GRRL	518	478	0	0
Total	**7,109**	**4,138**	**7,776**	**6,920**

Appendix L
Interlibrary Loan
Table 29 - Minnesota Electronic Document Delivery

Month	**FY02**	**FY03**	**FY04**	**FY05**
July	2	75	21	231
August	-	61	8	183
September	-	58	85	148
October	-	127	274	334
November	4	116	188	224
December	6	69	136	328
January	7	54	96	111
February	35	138	157	193
March	28	117	247	170
April	49	98	152	164
May	71	156	137	86
June	122	71	142	147
Total	**322**	**1,140**	**1,643**	**2,319**
Change from previous year		**254.04%**	**44.12%**	**41.14%**

Appendix L
Interlibrary Loan
Table 30 - Transaction Request Comparisons

	FY99	FY00	FY01	FY02	FY03	FY04	FY05	% Change
Requests initiated by SCSU (outgoing)	11,501	13,150	12,970	10,994	12,757	8,761	7,776	**-11.24%**
Requests initiated by SCSU and filled (outgoing)	10,152	11,520	11,322	9,776	11,052	7,733	6,920	**-10.51%**
Requests received by SCSU (incoming)	8,917	10,561	11,401	10,846	11,481	9,235	7,109	**-23.02%**
Requests filled by SCSU (incoming)	6,700	8,175	8,754	8,018	8,605	5,785	4,138	**-28.47%**
Total transactions	**20,418**	**23,711**	**24,371**	**21,840**	**24,238**	**17,996**	**14,885**	**-17.29%**
Change from Previous Year		**16.13%**	**2.78%**	**-10.39%**	**10.98%**	**-25.75%**	**-17.29%**	

Appendix L
Interlibrary Loan
Table 31 - Fill-Rate Comparisons

Requests received by SCSU (incoming)	**Received**	**Filled**	**Difference**	**Request Fill-rate**
FY99	8,917	6,700	2,217	75%
FY00	10,561	8,175	2,386	77%
FY01	14,354	11,302	3,052	79%
FY02	10,846	8,018	2,828	74%
FY03	11,481	8,605	2,876	75%
FY04	9,235	5,785	3,450	63%
FY05	7,109	4,138	2,971	58%
Requests initiated by SCSU (outgoing)				
FY99	11,501	10,152	1,349	88%
FY00	13,150	11,520	1,630	88%
FY01	19,205	16,832	2,373	88%
FY02	10,994	9,776	1,218	89%
FY03	12,757	11,052	1,705	87%
FY04	8,761	7,733	1,028	88%
FY05	7,776	6,920	856	89%

Appendix M
Library Systems
Table 32 - Electronic Subscription Services Use

Database Name/Service	Jul 04	Aug 04	Sep 04	Oct 04	Nov 04	Dec 04	Jan 05	Feb 05	Mar 05	Apr 05	May 05	Jun 05	Total
ABI/Inform (total searches) [8/01--]	1,011	914	2,264	4,689	6,018	3,800	1,347	4,766	5,453	6,714	2,368	1,443	**40,787**
ABI/Inform (FT use) [8/01--]	1,280	863	2,973	4,366	5,967	3,330	1,681	4,306	6,002	5,408	2,102	1,605	**39,883**
AccessScience (McGraw-Hill; total hits)	34	24	103	339	96	60	52	76	66	106	408	119	**1,483**
ACS Chemistry Journals (html/pdf views)	22	53	107	165	111	187	154	209	225	270	107	23	**1,633**
African American Biographical Database (searches)	0	0	3	8	9	22	0	0	4	7	24	8	**85**
Alternative Press Index (FS:Subscrip)	133	84	240	481	861	356	43	351	392	1,482	562	127	**5,112**
Alternative Press Index Archive (FS - 1x fee)	34	45	93	165	179	93	14	104	117	215	144	21	**1,224**
America: History & Life (ABC) (searches)	18	26	112	361	312	189	46	313	312	360	70	91	**2,210**
AP PhotoArchive (requests)	8	162	34	14	45	97	26	27	21	91	73	25	**623**
Applied SciTech Index (Wilson searches 1/04-)	59	26	130	254	377	14	41	156	237	142	55	18	**1,509**
Art Index (Wilson searches 1/04-)	64	37	125	259	202	2	134	183	156	192	88	56	**1,498**
Arts & Hum Citation Index (FS:Block)	10	11	71	67	82	88	49	55	112	116	44	10	**715**
BasicBIOSIS (FS:Block)	14	14	273	420	374	161	17	147					**1,420**
Books In Print (12/03-) (searches)	82	284	273	551	530	469	245	143	568	230	161	281	**3,817**
Caliber (University of California Press full-text)	4	0	6	14	28	13	1	35	13	15	9	4	**142**
Cambridge Journals Online (full-text)	0	3	13	15	23	12	3	52	32	45	72	29	**299**
ChemAbs - SciFinder Scholar (12/03-) (activities?)	111	166	142	183	115	100	167	375	208	102	111	75	**1,855**
CINAHL (Ovid; search sessions) [10/01-]	57	25	182	315	169	97	144	251	224	452	69	49	**2,034**
CollegeSource Online (searches)	30	3	13	13	40	56	11	56	11	28	13	39	**313**
CollegeSource Online (catalogs viewed)	3	2	0	9	5	38	3	3	0	0	1	1	**65**
ComAbstracts (CIOS) (accesses)	180	246	2,542	2,890	32,999	11,729	509	4,792	5,238	3,752	1,561	746	**67,184**
CQ Researcher (1/02-) (sessions)	0	11	157	363	508	217	7	177	389	581	148	31	**2,589**
Criminal Justice Abstracts (queries)	44	20	314	782	795	418	489	511	1,678	1,788	570	348	**7,757**
Dissertation Abs (FS:Block)	30	9	81	146	79	33	51	164	110	124	53	76	**956**
EBSCOHost Academic Search Premier (sessions)	1,454	1,227	6,601	14,494	16,748	9,836	2,027	9,300	11,578	15,343	5,684	2,404	**96,696**
EBSCOHost Academic Search Premier (full-text)	3,689	3,184	12,238	31,920	39,930	22,777	4,392	23,550	30,583	40,195	14,753	5,801	**233,012**
EBSCOHost Business Source Premier (sessions)	202	280	1,660	1,336	1,702	1,072	822	1,616	1,457	1,193	691	304	**12,335**
EBSCOHost Business Source Premier (full-text)	595	783	3,233	2,832	3,728	2,451	1,591	3,493	3,715	2,593	1,213	958	**27,185**
EBSCOHost Internet and Personal Computing Abstracts			4	29	19	17	3	12	19	45	18	15	**181**
EBSCOHost MasterFILE Premier (sessions)	11	40	74	116	138	65	39	156	175	307	90	38	**1,249**
EBSCOHost MasterFILE Premier (full-text)	33	75	245	215	266	116	82	219	295	416	131	63	**2,156**
EBSCOHost Regional Business News (sessions)	13	9	42	64	71	17	17	56	41	34	17	14	**395**
EBSCOHost Regional Business News (full-text)	16	5	78	99	102	4	27	102	46	88	12	27	**606**
EconLit (CSA)	298	769	1,148	753	700	1,240	483	1,477	1,757	1,610	583	431	**11,249**
EDRS E*Subscribe (EDs viewed) (-9/04)													**0**
Emerald Insight (4/02-) (sessions)	67	35	110	253	326	154	145	170	179	180	101	73	**1,793**
Emerald Insight (4/02-) (articles)	40	11	39	136	178	69	100	125	96	78	64	57	**993**
Encyclopedia of Life Sciences (Grove) (Sessions)											ua		**0**
Encyclopedia of Life Sciences (Grove) (Article views)											ua		**0**
ERIC (CSA)*	162	865	2,409	3,814	3,200	1,437	877	3,160	2,649	3,053	912	1,401	**23,939**
Ethnic Newswatch (searches)	195	180	656	1,383	1,924	1,330	358	2,377	3,267	4,273	1,066	423	**17,432**
Ethnic Newswatch (full-text)	152	28	241	565	780	368	123	1,171	1,546	2,159	501	125	**7,759**
Facts.com (visits)	21	13	83	211	128	58	18	33	27	59	22	48	**721**
Facts.com (requests - closest to full-text)	42	14	108	388	224	140	49	12	31	85	43	87	**1,223**
FindIt! (requests)	3,701	1,486	6,238	14,468	14,776	7,331	2,162	10,076	11,738	14,904	9,862	18,669	**115,411**
FindIt! (click-throughs) ALLEN_PRESS_MISCELLANEOUS											1	15	**16**
FindIt! (click-throughs) AMERICAN_CHEMICAL_SOCIETY	1	3	16	16	26	14	6	37	22	34	20	38	**233**
FindIt! (click-throughs) AMERICAN_PHYSICAL_SOCIETY										1			**1**
FindIt! (click-throughs) CALIBER_UNIV_OF_CALIFORNIA_PRESS_JOURNAL	1		2	9	21	10	1	10	19	18	7	7	**105**

FindIt! (click-throughs) CAMBRIDGE_UNIVERSITY_PRESS								14	17	25	25	14	**95**
FindIt! (click-throughs) CQ_ELECTRONIC_LIBRARY									8	31	5		**44**
FindIt! (click-throughs) DOAJ_DIRECTORY_OPEN_ACCESS_JOURNALS_FREE											3	34	**37**
FindIt! (click-throughs) EBSCO_ACADEMIC_SEARCH_PREMIER	13	181	522	1,396	1,341	674	309	1,111	1,266	1,698	621	1,871	**11,003**
FindIt! (click-throughs) EBSCO_BUSINESS_SOURCE_PREMIER	1	59	165	146	239	180	89	270	226	161	53	345	**1,934**
FindIt! (click-throughs) EBSCO_ELECTRONIC_JOURNALS_SERVICE	60	85	174	462	310	161	62	380	463	688	244	504	**3,593**
FindIt! (click-throughs) EBSCO_MASTERFILE_PREMIER		24	1	12	12	4	20	139	126	228	52	36	**654**
FindIt! (click-throughs) EBSCO_REGIONAL_BUSINESS_NEWS													**0**
FindIt! (click-throughs) ELSEVIER_SCIENCE_DIRECT	246	44	302	798	746	379	150	635	732	892	696	1,040	**6,660**
FindIt! (click-throughs) EMERALD	7	2	8	28	55	10	13	31	14	37	41	53	**299**
FindIt! (click-throughs) ERIC_E_SUBSCRIBE	122	100	245								207	280	**954**
FindIt! (click-throughs) ERIC_FULL_TEXT				523	414	285	74	206	199	194	72	472	**2,439**
FindIt! (click-throughs) EXTENZA											1	2	**3**
FindIt! (click-throughs) GALEGROUP_INFOTRAC_EXP_ACAD_ASAP	163										214		**377**
FindIt! (click-throughs) GALEGROUP_INFOTRAC_KIDS_EDITION										2			**2**
FindIt! (click-throughs) GALEGROUP_IT_INFORME										2			**2**
FindIt! (click-throughs) HAWORTH_PRESS											19	24	**43**
FindIt! (click-throughs) HIGHWIRE_PRESS									4	93	10	49	**156**
FindIt! (click-throughs) HISTORY_COOPERATIVE											1	1	**2**
FindIt! (click-throughs) INGENTA_SELECT	24	18	14	34	30	22	1	31	51	141	70	47	**483**
FindIt! (click-throughs) INSTITUTE_OF_PHYSICS											1	1	**2**
FindIt! (click-throughs) JOURNALS_OVID	2	5											**7**
FindIt! (click-throughs) JSTOR_COMPLETE	69	21	103	231	282	175	84	406	346	405	228	323	**2,673**
FindIt! (click-throughs) LEXISNEXIS_ACADEMIC_FT	42	25	186	401	640	268	73	421	357	532	221	449	**3,615**
FindIt! (click-throughs) LOCAL_CATALOGUE_EX_LIBRIS_ALEPH_MnPALS	254	208	854	1,721	1,403	558	182	1,102	1,213	1,301	794	2,187	**11,777**
FindIt! (click-throughs) LOCAL_CATALOGUE_EX_LIBRIS_SCSU	655	428	2,311	5,633	5,608	2,144	609	3,406	4,000	4,918	2,356	6,589	**38,657**
FindIt! (click-throughs) METAPRESS									3	2	2	12	**19**
FindIt! (click-throughs) MISCELLANEOUS_EJOURNALS						1							**1**
FindIt! (click-throughs) NETLIBRARY	1										2		**3**
FindIt! (click-throughs) OVID_JOURNALS_AT_OVID			38	41	54	21	17	48	37	161	7	81	**505**
FindIt! (click-throughs) OXFORD_UNIVERSITY_PRESS	7	9	11	14	14	10		16	4	7	32	47	**171**
FindIt! (click-throughs) PROJECT_MUSE	17	16	64	78	86	72	22	84	109	136	80	153	**917**
FindIt! (click-throughs) PROQUEST_ABI_INFORM_RESEARCH					117	210	111	436	500	433	146	132	**2,085**
FindIt! (click-throughs) PROQUEST_ETHNIC_NEWS_WATCH					6	3	1	7	8	34	11	1	**71**
FindIt! (click-throughs) PROQUEST_GENDER_WATCH					29	61	14	50	71	123	21	26	**395**
FindIt! (click-throughs) PROQUEST_NEWSSTAND									81	281	74		**436**
FindIt! (click-throughs) SCIENTIFIC_AMERICAN			2	2	2							3	**9**
FindIt! (click-throughs) UNIVERSITY_OF_CHICAGO_PRESS	15		3	19	5	5		9	4	2	33	11	**106**
FindIt! (click-throughs) WILEY_INTERSCIENCE										3	15	8	**26**
Gender Watch (searches)	171	179	452	1,135	1,355	1,052	319	1,740	2,390	3,185	905	418	**13,301**

Gender Watch (full-text)	75	112	145	708	441	278	113	732	1,062	812	208	108	**4,794**
GeoRef (CSA)* [6/00-]	1	7	32	54	146	190	26	135	126	170	41	68	**996**
GeoRef In Process (CSA) [9/01-]	0	3	18	19	73	85	22	135	124	169	41	64	**753**
Grove Encyclopedia of Art (Sessions)	5	1	9	25	32	58	23	11	2	5	6	7	**184**
Grove Encyclopedia of Art (Full Content Units Reqs)	13	6	12	30	54	191	76	44	5	7	16	50	**504**
Grove Encyclopedia of Music (Sessions)	31	23	39	36	49	38	8	11	8	49	11	34	**337**
Grove Encyclopedia of Music (Full Content Units Reqs)	264	74	124	194	248	136	32	92	19	246	86	211	**1,726**
HarpWeek Civil War (visits)			in 12/04	in 12/04	in 12/04	298	in 4/05	in 4/05	in 4/05	530			**828**
Highwire Press (full-text)					150	87	17	53	56	132	64	47	**606**
Historical Abs (ABC) (searches)	19	4	509	743	507	166	115	1,052	378	219	71	38	**3,821**
InfoTrac--Biography and Genealogy Master Index (Gale; sess	23	19	107	160	164	66	56	80	86	111	73	17	**962**
InfoTrac--Business & Company Resource Ctr (Gale) (sessions) [9/01]	18	4											**22**
InfoTrac--Business & Company Resource Ctr (Gale) (full-text) [9/01]	15	8											**23**
InfoTrac--Expanded Academic (sessions)	1,350	100											**1,450**
InfoTrac--Expanded Academic (full-text)	2,588	326											**2,914**
InfoTrac--Health Reference (sessions)	44	13											**57**
InfoTrac--Health Reference (Full-text)	112	21											**133**
InfoTrac--Professional Collection (sessions)	80	264	984	1,465	1,731	1,182	304	1,261	1,278	1,506	560	201	**10,816**
InfoTrac--Professional Collection (full-text)	138	539	2,048	3,500	4,090	2,728	638	2,910	2,557	3,046	1,143	529	**23,866**
Informe! (7/03-) (Sessions)	0	4	35	69	62	18	6	28	42	62	20	2	**348**
Informe! (7/03-) (Full-text)	0	0	2	37	11	2	0	9	17	46	7	2	**133**
Ingenta (Sessions) (IngConnect and Select together)	19	29	41	161	279	256	82	564	431	691	454	141	**3,148**
Ingenta (full-text)	33	17	25	47	50	48	6	40	54	86	46	12	**464**
Journals@Ovid (search sessions) [10/01-]	222	86	432	706	701	341	140	491	328	884	125	106	**4,562**
Journals@Ovid (full-text) [10/01-]	167	79	506	661	551	233	202	955	997	2,212	264	227	**7,054**
JSTOR (total prints)	234	165	433	820	1,417	922	392	980	1,408	1,373	493	356	**8,993**
JSTOR (article views)	387	274	1,558	3,506	5,583	3,948	1,264	4,620	6,646	7,292	2,201	1,223	**38,502**
L-N Academic Universe (searches)	1,256	1,065	4,759	6,856	9,303	5,102	1,998	6,692	6,371	8,303	2,666	1,696	**56,067**
L-N Academic Universe (docs retrieved)	2,154	1,686	6,111	8,799	12,245	8,006	2,975	8,678	8,691	12,597	3,525	2,750	**78,217**
L-N Congressional Universe (searches)	39	7	33	134	99	44	36	61	77	69	13	87	**699**
L-N Congressional Universe (docs retrieved)	38	9	18	121	38	15	20	27	46	47	4	75	**458**
Lexis-Nexis Historical Universe (searches)											ua		**0**
Lexis-Nexis Historical Universe (docs retrieved)											ua		**0**
L-N Statistical Universe (searches)	87	57	98	532	561	221	40	208	373	536	341	256	**3,310**
L-N Statistical Universe (docs retrieved)	20	28	22	351	334	116	21	87	232	289	398	104	**2,002**
Library Lit (FS:Block, Wilson searches 1/04-)	62	46	102	133	109	0	31	91	121	65	98	156	**1,014**
LitFinder (views)		10	40	89	76	36	30	56	966	72	36	33	**1,444**
Mental Measurements Yrbk (searches)	49	49	19	25	69	71	5	43	20	62	3	7	**422**
MetaPress (full-text)	2	8	1	5	1	0	0	2	22	7	8	7	**63**
MLA (sessions)	22	42	174	249	204	206	26	124	97	255	118	207	**1,724**
MnPALS (visits)		3,335	10,490	15,200	16,033	9,595	6,089	12,581	12,076	14,519	6,710	4,256	**110,884**
MRI+ Reporter (10/04-)											ua		**0**
National Criminal Justice Ref Svc Abs (queries)			32	36	88	38	413	1,278	1,384	1,415	445	252	**5,381**
NetLibrary (Mtx; accesses)	119	123	513	726	985	594	175	488	571	781	343	204	**5,622**
Oxford English Dictionary (Total requests)	399	183	2,037	3,750	2,158	1,584	646	957	1,260	1,587	4,401	651	**19,613**
PAIS (FS:Block)	0	0	6	27	22	15	3	18	9	21	16	0	**137**
PCI (Chadwyck) [1/00--] (searches)	19	20	111	173	148	82	36	114	166	239	69	109	**1,286**
Polling the Nations (4/02-) (sessions)	5	2	28	29	23	2	4	8	10	12	946	2	**1,071**
Project MUSE (fulltext viewed)	94	126	289	336	316	219	88	281	660	513	261	154	**3,337**
ProQuest Newsstand (searches) (just use PQN)	326	484	936	1,783	2,768	1,756	534	2,077	2,650	4,062	1,301	787	**19,464**
ProQuest Newsstand (full-text) (just use PQN)	410	393	623	1,099	2,277	885	354	1,263	1,481	2,333	768	465	**12,351**
PsycInfo (CSA) [9/01--]	85	630	3,099	8,114	5,509	2,856	1,569	4,327	4,437	4,969	1,585	757	**37,937**
QuestionPoint (1/04-, chat sessions acc.)	3	0	56	46	59	86	45	78	64	55	14	7	**513**
Recent Refs in Soc. Sci. (CSA)*	575	2,287	7,311	14,920	11,971	7,039							**44,103**
RefWorks (2/05-) (new users)								2	67	56	13	35	**173**

RefWorks (2/05-) (repeat users)									2	18	14	7	**41**
RefWorks (2/05-) (sessions)								4	156	162	56	178	**556**
RefWorks (2/05-) (refs added)								8	547	530	1,617	4,293	**6,995**
RIA Checkpoint (7/02-, sessions)	222	26	175	142	110	27	136	245	130	32	9	173	**1,427**
RILM (CSA)	11	30	104	198	205	106	77	221	170	283	70	232	**1,707**
Sanborn Maps of Minnesota (7/02-) (visitors)	1	7	4	8	5	9	23	2	11	27	7	1	**105**
Sanborn Maps of Minnesota (7/02-) (images fetched)	0	839	65	170	47	105	161	0	68	640	67	0	**2,162**
ScienceDirect (fulltext)	972	355	1,513	3,540	3,440	2,491	554	1,764	2,959	3,650	1,171	964	**23,373**
ScienceDirect (no. searches)	391	355	1,944	3,298	3,312	2,425	478	1,700	2,153	3,488	1,055	996	**21,595**
Scientific American Archives (sessions)	10							1	53	91	22	11	**188**
Scientific American Archives (article views)	7								61	53	14	7	**142**
Scopus (no. searches)			37	266	211	69	51	319	395	262	199	256	**2,065**
Social Svcs Abs (CSA)*	17	107	325	662	708	235	457	1,490	1,591	1,681	482	293	**8,048**
Sociological Abs (CSA)*	47	170	507	1,358	2,136	1,208	507	1,935	1,909	1,993	681	330	**12,781**
SPORTDiscus (Ebsco) (11/04-)			3	65	148	78	20	112	71	133	67	24	**721**
SRDS											ua		**0**
Web Resources for Soc Sci (CSA)*	575	2,280	7,294	14,888	11,942	7,039	2,130	7,117	7,017	7,995	2,613	2,294	**73,184**
Westlaw (4/03-) (queries/searches? Whatever we get from them)	in May	in May	in May	in May	in May	in May	in May	in May	in May	in May	4,022		**4,022**
Women Writers Online (Brown Univ) (hits)	8	6	44	116	55	25	25	53	88	75	21	19	**535**
World Almanac (requests)	10	11	3	68	25	5	10	14	7	5	3	63	**224**
WorldCat (FS:MTX)	2,924	2,996	1,928	2,100	1,956	1,547	1,211	1,423	2,167	1,580	799	2,247	**22,878**
Worldwide Political Science Abs (CSA)*	2	27	145	234	182	124	419	1,343	1,450	1,506	478	263	**6,173**
Total Searches	**32,589**	**33,416**	**108,989**	**206,231**	**253,876**	**141,714**	**45,625**	**156,441**	**181,517**	**221,319**	**95,345**	**80,587**	**1,557,649**

Per CIOS: "We discovered in Nov that a huge amount of usage data from one of our servers had not been consolidated in the tabulations for a long time. It had been accumulating in a file (this was entirely ComAbstracts-related data) but not being added in. We decided to blend it in, which is why you see that large increase. It certainly over-represents your November use but all prior data severely underrepresents actual ComAbstracts use."

Appendix M
Library Systems
Table 33 - Electronic Subscription Services Use Comparison

Searches by FY	**FY01**	**FY02**	**FY03**	**FY04**	**FY05**
% Change from Previous Year	281,497	821,400	993,326	1,067,519	1,557,649
		191.80%	20.93%	7.47%	45.91%

Appendix N
Periodicals
Table 34 - Serial Subscriptions Comparison

	FY02	FY03	FY04	FY05	% Change
Current periodicals subscriptions (total titles including bound/fiche):	1,441	1,796	1,737	1,615	-7.02%
Electronic journal subscriptions:	1,785	2,474	2,194	2,614	19.14%
Electronic journals held in aggregated databases	14,042	14,695	16,139	9,206	-42.96%
Electronic databases for indexing/abstracting	41	63	55	37	-32.73%
Electronic databases for full-text reference sources	19	20	21	25	19.05%

Appendix N
Periodicals
Table 35 - Patrons Assisted Comparison

FY02	JUL	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	Total	
Patrons Assisted	466	382	1,133	1,672	1,632	729	658	1,378	1,381	1,337	301	272	11,341	
Faculty Copying Requests														
Items Requested:	3	8	8	10	7	11	8	5	5	4	13	9	91	
Pages Copied:	109	364	217	630	303	304	262	144	148	92	757	338	3,668	
Number of Items Shelved	2,553	2,783	2,698	3,307	4,041	1,867	2,334	2,898	3,230	4,359	3,016	2,510	35,596	

FY03	JUL	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	Total	% Change
Patrons Assisted	245	230	1,008	1,106	985	556	509	1,112	904	1,135	401	520	8,711	-23.19%
Faculty Copying Requests														
Items Requested:	2	3	4	9	3	2	6	5	6	7	4	2	53	-41.76%
Pages Copied:	43	24	50	157	77	45	137	137	174	328	117	29	1,318	-64.07%
Number of Items Shelved	2,947	2,706	5,097	7,366	7,295	3,932	5,734	7,921	6,476	9,089	4,866	4,993	68,422	92.22%

FY04	JUL	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	Total	% Change
Patrons Assisted	375	182	1,032	1,207	935	783	355	614	728	643	211	311	7,376	-15.33%
Faculty Copying Requests														
Items Requested:	6	7	4	3	5	5	1	23	10	1	20	3	88	66.04%
Pages Copied:	300	56	63	130	174	131	4	462	418	7	450	97	2,292	73.90%
Number of Items Shelved	4,192	1,848	5,009	6,302	5,868	3,712	5,267	3,845	7,136	4,603	4,328	3,642	55,752	-18.52%

FY05	JUL	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	Total	% Change
Patrons Assisted	334	205	580	787	685	325	251	510	464	555	201	206	5,103	-30.82%
Faculty Copying Requests														
Items Requested:	12	5	11	2	3	4	7	11	16	4	6	9	90	2.27%
Pages Copied:	595	170	413	13	79	82	285	310	296	62	51	208	2,564	11.87%
Number of Items Shelved	2,879	3,389	3,947	4,318	4,418	4,276	3,513	4,033	4,414	3,846	3,941	3,336	46,310	-16.94%

Appendix O
Reference Services
Table 36 - Reference Holdings Annual Comparison

	FY02	FY03	FY04	FY05
Total number of print Reference titles in the collection	9,201	9,162	9,226	9,617
Total number of print Reference items (volumes) in the collection	22,247	22,517	23,065*	24,059
Titles dropped	1,968	2,478	246	100*
Titles added	2,823	2,748	794*	491*
Items browsed for reshelving (does not include all materials reshelved by patrons)	10,957	6,135	not available	not available

*estimate

Appendix O
Reference Services
Table 37 - Reference Questions Serviced by Month and Type

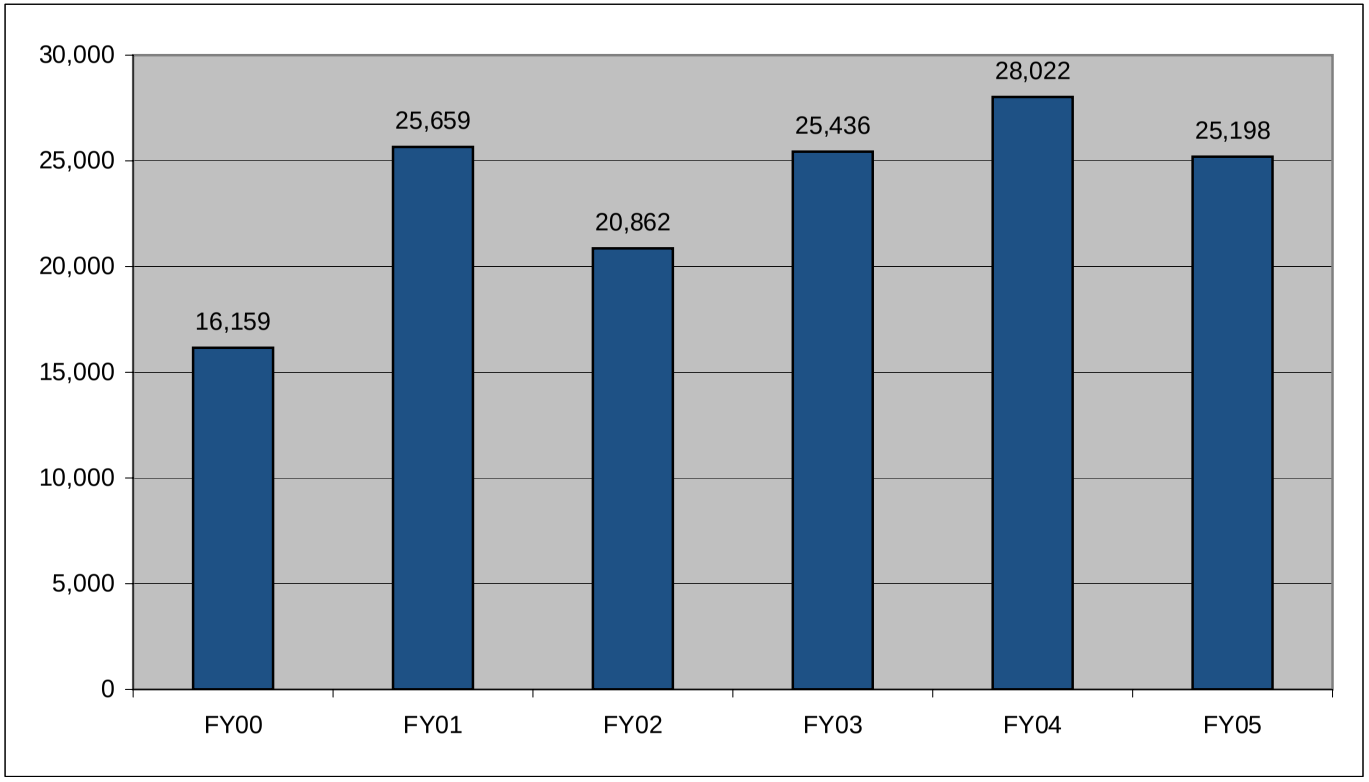
Month	Reference Desk	AskRef (e-mail)	Phone	Virtual Ref	Monthly Total
June	1,150	18	76	1	1,245
July	836	18	52	3	909
August	754	14	107	0	875
September	3,074	52	136	56	3,318
October	3,256	83	128	46	3,513
November	3,074	76	95	59	3,304
December	1,850	38	86	86	2,060
January	1,149	32	111	16	1,308
February	2,226	44	129	29	2,428
March	2,269	62	126	49	2,506
April	2,507	66	56	55	2,684
May	963	21	50	14	1,048
Total by type of question	**23,108**	**524**	**1,152**	**414**	**25,198**

Appendix O
Reference Services
Table 38 - Reference Questions Serviced Comparison

	FY00	FY01	FY02	FY03	FY04	FY05	% Change
Number of questions	16,159	25,659	20,862	25,436	28,022	25,198	-10.08%
Number of reference transactions in a typical week (ALS/IPEDS):				825	766	834*	8.88%

*excludes virtual reference

Appendix O
Reference Services
Chart 8 - Reference Questions Serviced Comparison



Appendix P
Audiovisual Support
Table 39 - Classroom Equipment

Item	Number of Classrooms with FY 04	FY 05	% Change	FY05 Percentage of Classrooms w/
LCD projectors	139	127	-8.63%	88.19%
Computers	105	126	20.00%	87.50%
Televisions	159	144	-9.43%	100.00%
VCRs	90	101	12.22%	70.14%
DVD players	35	55	57.14%	38.19%
Document projectors/ systems/cameras	66	100	51.52%	69.44%
SmartBoards	3	7	133.33%	4.86%

Appendix Q
Computer Labs - General Access
Table 40 - Number of General Access Workstations

Lab (Room)	Mac	Windows	Total
Atwood Cultural Center (AMC 117)	3	5	8
Atwood West Entrance (AMC 166)	0	2	2
Atwood North Entrance (AMC 172)	9	0	9
Atwood Northeast Entrance (AMC A109)	0	3	3
Atwood Quarry (AMC B19)	0	9	9
Business Lab (BB 220)	0	60	60
EB Lab (EB A124/125)	40	1	41
COFAH Lab (KVAC 105)	20	0	20
Hill-Case Hall (CSH B16)	3	7	10
Beehive (ECC 103)	11	38	49
Holes Hall (HH 121A)	2	10	12
Miller Center 2nd Floor East (MC 201)	24	57	81
English Lab (R 10)	0	25	25
Write Place (R 118)	5	0	5
Academic Learning Center (SH 101)	0	26	26
Discovery Lab (SH 103)	0	6	6
COSS Lab (SH 326)	0	20	20
Total	**117**	**269**	**386**

Appendix Q
Computer Labs - General Access
Table 41 - Pages Printed in Labs Comparison

	FY03	FY04	FY05
Pages Printed	2,472,599	2,730,143	2,931,384
% Change	--	10.42%	7.37%

Appendix Q
Computer Labs - General Access
Table 42 - Contact Hours by Workstation Type, Spring 2005

Type	Number	Average Contact Hours Per Station	Total Contact Hours	Percent of Use
Windows	429	749.68	321,613	44.15%
Mac	121	336.65	40,735	21.80%
Total	**550**	**648.15**	**362,348**	**39.59%**

Appendix Q
Computer Labs - General Access
Table 43 - Computer Labs Ranked by Percent Use, Spring 2005

Location	Type (#)	Possible Contact Hrs	Total Contact Hours	Percent of Use	Average Contact Hours Per Station
MC - 2nd Floor Middle	Windows (18)	35,060	24,040	68.57%	1,335.58
MC - 2nd Floor East	Windows (96)	181,992	109,778	60.32%	1,143.60
MC - 3rd Floor	Windows (36)	69,759	41,367	59.30%	1,149.14
MC - 2nd Floor West	Windows (49)	92,365	47,088	50.98%	960.91
Atwood - North Entrance	Mac (9)	17,708	8,223	46.44%	913.71
Atwood - Cultural Center	Windows (5)	9,358	4,089	43.70%	817.80
Atwood - NE Entrance	Windows (3)	6,048	2,591	42.84%	863.71
Atwood - Quarry	Windows (9)	18,572	7,876	42.41%	875.20
Beehive	Windows (38)	66,960	25,478	38.05%	670.47
COSS Lab	Windows (20)	23,942	8,255	34.48%	412.82
MC - 2nd Floor East	Mac (24)	45,498	15,456	33.97%	644.07
Atwood - West Entrance	Windows (2)	3,838	1,292	33.66%	645.97
Hill-Case Hall Lab	Windows (7)	11,362	3,590	31.60%	512.89
Academic Learning Center	Windows (26)	24,755	7,176	28.99%	276.04
Holes Hall Lab	Windows (10)	16,481	4,508	27.35%	450.78
EB A125	Mac (15)	18,482	4,846	26.22%	323.10
English Lab R 10	Windows (25)	31,378	7,094	22.61%	283.84
COFAH (KVAC) Lab	Mac (20)	30,922	6,632	21.45%	331.59
Discovery Lab - ALC	Windows (6)	5,653	1,171	20.71%	195.11
Business Lab	Windows (60)	99,844	20,578	20.61%	342.91

Appendix R
Computer Store
Table 44 - Computer Store Sales by Product and Customer Type

FY 05		Systems			Other		FY05	FY04	
Customer Type	**Supplies**	**Macintosh**	**Windows**	**Printers**	**Items**	**Software**	**$ Sales**	**$ Sales**	**% Change**
Univ. Departments	17,088	175	865	171	3,334	2,228	$2,012,525	$1,373,192	46.56%
Faculty	139	42	19	24	137	311	$124,728	$88,853	40.38%
Staff	40	18	7	13	71	128	$47,954	$42,349	13.24%
Students	328	75	147	60	196	1,265	$433,095	$356,441	21.51%
Total	**17,595**	**310**	**1,038**	**268**	**3,738**	**3,932**	**$2,618,302**	**$1,860,835**	**40.71%**

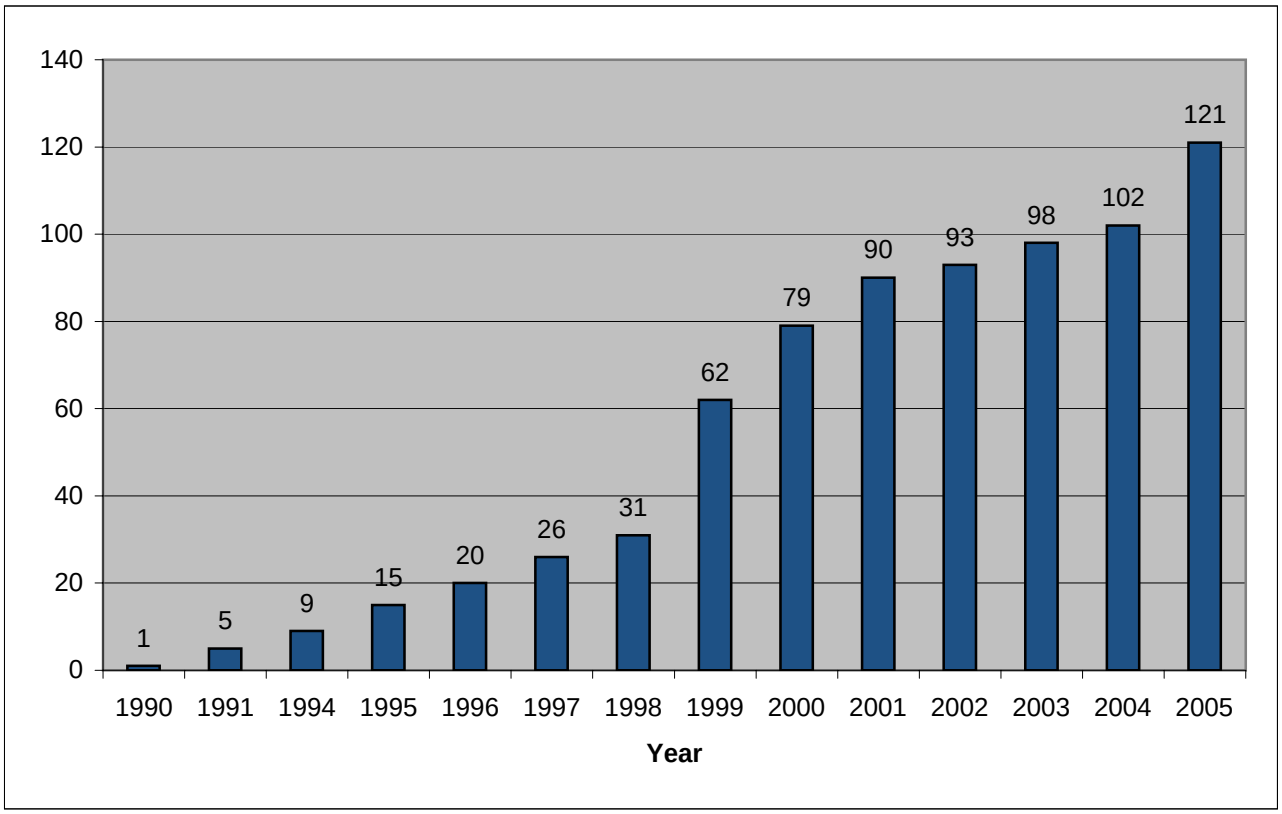
Appendix R
Computer Store
Table 45 - Computer Store Systems Sold Comparison

Customer Type	**FY01**	**FY02**	**FY03**	**FY04**	**FY05**	**% Change**
Univ. Departments	505	552	1154	536	1040	94.03%
Faculty	38	53	30	35	61	74.29%
Staff	50	12	14	21	25	19.05%
Students	43	83	160	188	222	18.09%
Total	**636**	**700**	**1,358**	**780**	**1,348**	72.82%

Appendix S
Electronic Classrooms
Table 46 - Electronic Classroom Growth

Year	# Added	Upgraded	Total Rooms
1990	1	0	1
1991	4	0	5
1994	4	0	9
1995	6	0	15
1996	5	0	20
1997	6	1	26
1998	5	2	31
1999	31	4	62
2000	17	8	79
2001	11	5	90
2002	3	4	93
2003	5	2	98
2004	4	2	102
2005	19	79	121
Total	**121**	**107**	

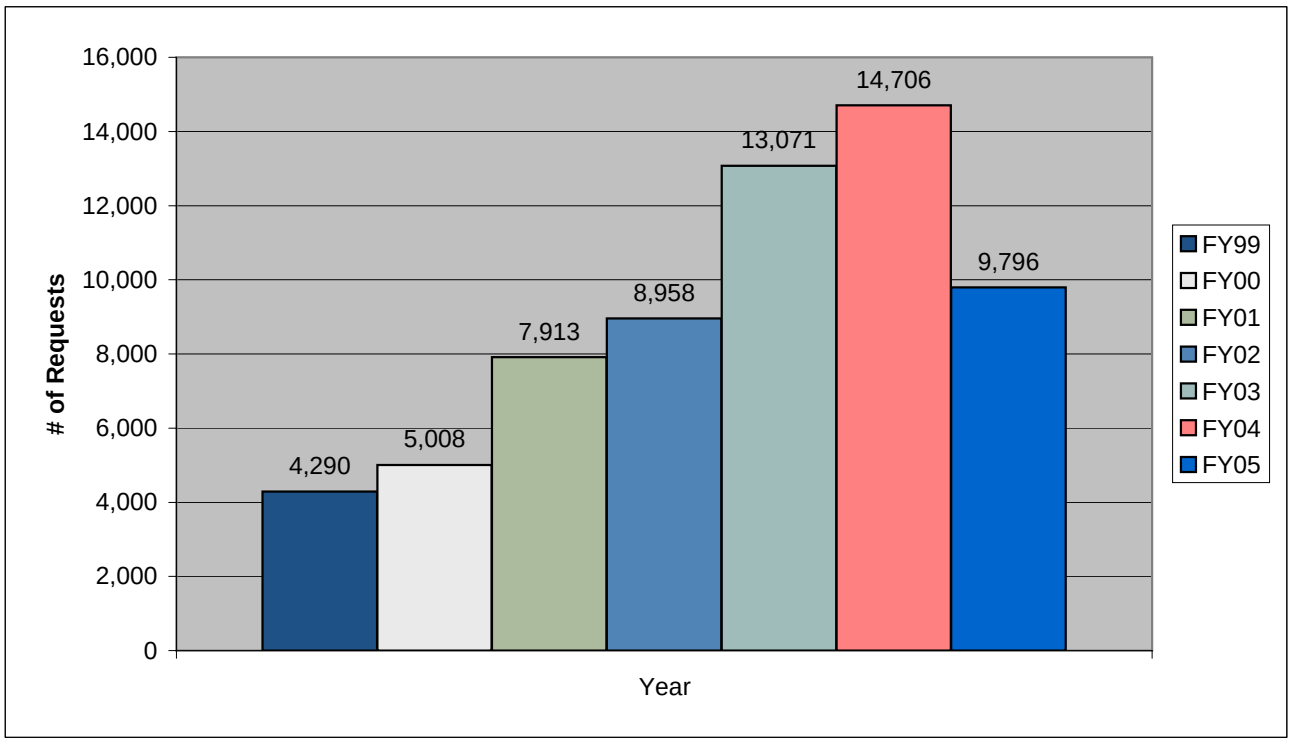
Appendix S
Electronic Classrooms
Chart 9 - Electronic Classroom Growth



Appendix T
HelpDesk
Table 47 - HelpDesk Traffic Comparisons

Semester	FY99	FY00	FY01	FY02	FY03	FY04	FY05
Fall	2,477	2,543	3,296	3,879	6,436	7,633	4,442
Spring	1,813	2,465	4,617	5,079	6,635	7,073	5,354
Total	4,290	5,008	7,913	8,958	13,071	14,706	9,796
Change from Previous Year		**16.74%**	**58.01%**	**13.21%**	**45.91%**	**12.51%**	**-33.39%**

Appendix T
HelpDesk
Chart 10 - HelpDesk Traffic Comparisons



Appendix U
ITV/Video Conferencing
Table 48 - ITV Events and Hours Hosted/Received

Events Type Hosted	Summer 2004	Fall 2004	Spring 2005	FY05 Total	FY04 Total	% Change
For credit courses	5	17	19	41	56	-26.79%
Meetings	5	3	8	16	19	-15.79%
Seminars	0	0	0	0	3	-100.00%
Total	**10**	**20**	**27**	**57**	**78**	**-26.92%**
Hours Hosted						
For credit courses	0	685	894	1,579	1,843	-14.32%
Meetings	7	4	18	29	40	-27.85%
Seminars	0	0	0	0	8	-100.00%
Total	**7**	**689**	**912**	**1,608**	**1,891**	**-14.97%**

Events Type Received	Summer 2004	Fall 2004	Spring 2005	FY05 Total	FY04 Total	% Change
For credit courses	0	6	1	7	8	-12.50%
Meetings	4	27	25	56	45	24.44%
Seminars	0	5	0	5	12	-58.33%
Total	**4**	**38**	**26**	**68**	**65**	**4.62%**
Hours Received						
For credit courses	0	112	55	167	160	4.38%
Meetings	10	67	67	144	116	24.68%
Seminars	0	19	0	19	63	-69.84%
Total	**10**	**198**	**122**	**330**	**339**	**-2.51%**

Appendix V
Multimedia/Web Production Services
Table 49 - Projects Comparison

	FY04	FY05	% Change
Administrative projects	410	654	59.51%
Faculty projects	114	164	43.86%
Student projects	0	1	100.00%
External/For hire projects	3	2	-33.33%
Total projects	**527**	**821**	**55.79%**
Departments served	108	111	2.78%
New Web sites	15	9	-40.00%
Redesign/moved Web sites	28	29	3.57%
Maintenance Web projects	378	549	45.24%
Contribute users	15 users	50 clients	
		70 sites	n/a
Dynamic database projects	5	5	0.00%
CD/DVD projects	7	25	257.14%
CDs created	608	480	-21.05%
DVDs created	10	795	7850.00%
Online/D2L projects	15 departments	66 projects	
	38 faculty	26 departments	11 departments
Electronic presentations	20	13	-35.00%

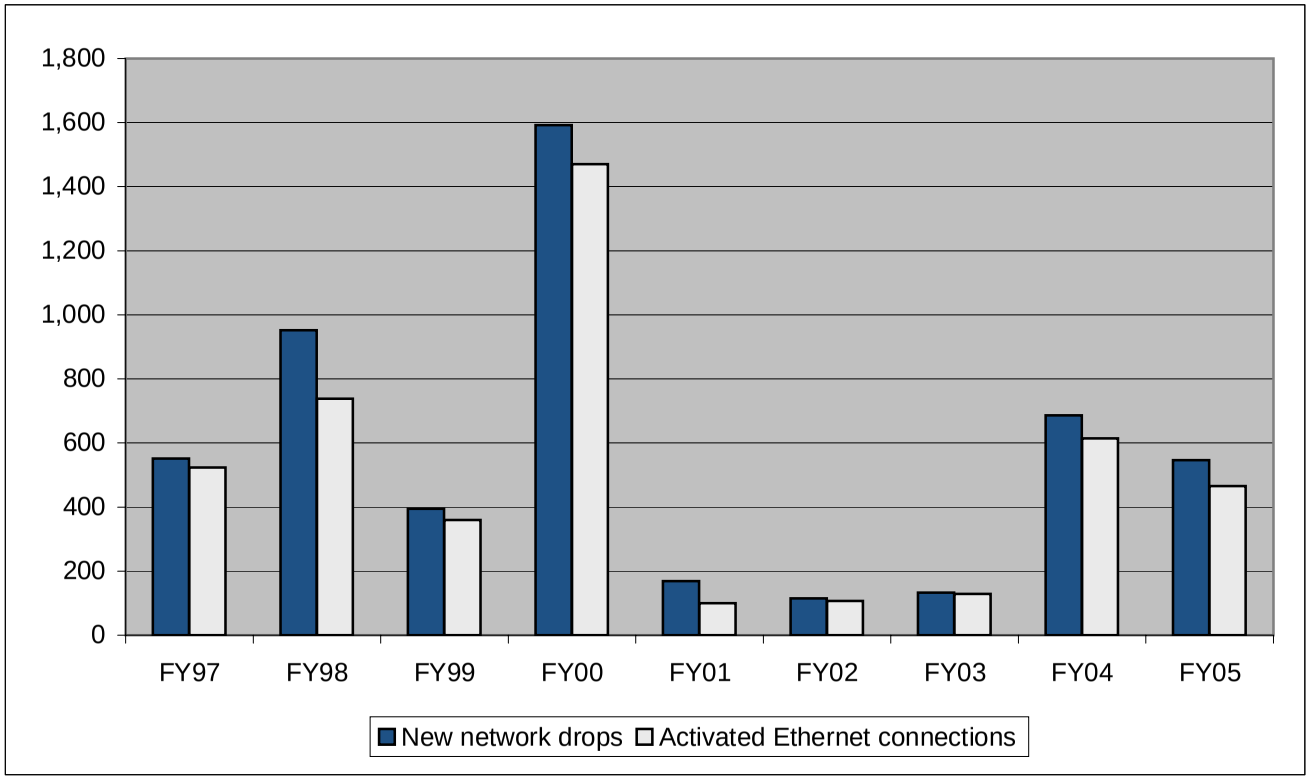
Appendix V
Multimedia/Web Production Services
Table 50 - Quarterly Project Hours

	Q1	Q2	Q3	Q4	Totals
Regular projects	83	36	59	63	241
Maintenance projects	180	157	125	118	580
Total projects	**263**	**193**	**184**	**181**	**821**
Regular hours	779	283	760	620	2,442
Maintenance hours	239	272	187	187	884
Total hours	**1,018**	**554**	**947**	**807**	**3,326**
Projects					
Electronic presentation	6	0	2	5	13
Hard copy	12	4	9	10	35
Multimedia	21	15	26	20	82
Online course	27	17	13	9	66
Training/Consultation	8	0	2	11	21
Web site - Existing	185	152	130	124	591
Web site - New	4	5	2	2	13
Total projects	**263**	**193**	**184**	**181**	**821**
Hours					
Electronic presentation	59	0	9	41	109
Hard copy	34	4	108	35	181
Multimedia	46	47	72	119	285
Online course	132	35	43	27	236
Training/Consultation	6	0	3	18	27
Web site - Existing	730	379	684	463	2,256
Web site - New	12	89	28	104	233
Total Hours	**1,018**	**554**	**947**	**807**	**3,326**

Appendix W
Networking
Table 51 - Campus Ethernet Infrastructure Statistics

	FY97	FY98	FY99	FY00	FY01	FY02	FY03	FY04	FY05
New network drops	551	952	395	1592	169	115	133	686	546
Activated Ethernet connections	523	738	360	1470	100	107	129	614	465

Appendix W
Networking
Chart 11 - Campus Ethernet Infrastructure Statistics



Appendix W
Networking
Table 52 - Network/System Uptime

Year	Uptime	Total Hours	Total Downtime	Avg. Monthly Hours Downtime
FY00	99.43%	8,760	50	4.17
FY01	99.57%	8,760	38	3.17
FY02	99.10%	8,760	78.84	6.57
FY03	99.18%	8,760	71.42	5.95
FY04	99.80%	8,784	18.00	1.50
FY05	**99.73%**	**8,760**	**23.67**	**1.97**

Appendix W
Networking
Table 53 - Reasons for Network/System Downtime

	Hours Down		
Downtime Reason	**FY03**	**FY04**	**FY05**
Maintenance	4	12	4.17
Equipment/Technical malfunction	67	4	18.50
Security/Virus/Denial of service, etc.	0	2	1.00
Total	**71**	**18.00**	**23.67**

Appendix W
Networking
Table 54 - Number of Registered Campus Wireless Users

	Number	% Campus Users	Total HuskyNet Accouts
FY00	0		
FY01	0		
FY02	0		
FY03	85		
FY04	552	3.04%	18,172
FY05	1,474	6.64%	22,202

Appendix W
Networking
Table 55 - Campus Wireless Network Coverage

Building	Building Coverage	Nodes	% of Campus
552	100%	5	4.00%
Administrative Services	100%	4	4.00%
Alumni House	100%	1	2.00%
American Indian Center	100%	1	2.00%
Atwood Memorial Center	100%	7	4.00%
Brown Hall	100%	5	4.00%
Business Building	100%	6	4.00%
Carol Hall	100%	1	2.00%
Centennial Hall	33%	2	3.00%
Continuing Studies	100%	1	2.00%
Eastman Hall	90%	2	2.00%
Education Building	100%	6	4.00%
Engineering & Computing Center	100%	6	4.00%
Garvey Commons	90%	2	2.00%
Halenbeck Hall	75%	4	4.00%
Harold E. Anderson Entrepreneurial Center	0%	0	0.00%
Headley Hall	100%	4	4.00%
Health Center	0%	0	0.00%
Heating Plant	80%	1	2.00%
Kiehl Visual Arts Center	100%	4	4.00%
Lawrence Hall	0%	0	0.00%
Maintenance Building	100%	1	3.00%
Mathematics & Science Center	100%	9	4.00%
James W. Miller Learning Resources Center	90%	9	4.00%
National Hockey Center	100%	5	4.00%
North Office Center	100%	1	2.00%
Performing Arts Center	100%	4	4.00%
Public Safety	100%	1	2.00%
Richard Green House	100%	1	2.00%
Riverview	100%	3	2.00%
Stewart Hall	100%	10	4.00%
Whitney House	100%	2	4.00%
Women's Center	100%	1	2.00%
Total		109	94.00%

Appendix X
ResNet
Table 56 - ResNet Connections Comparison

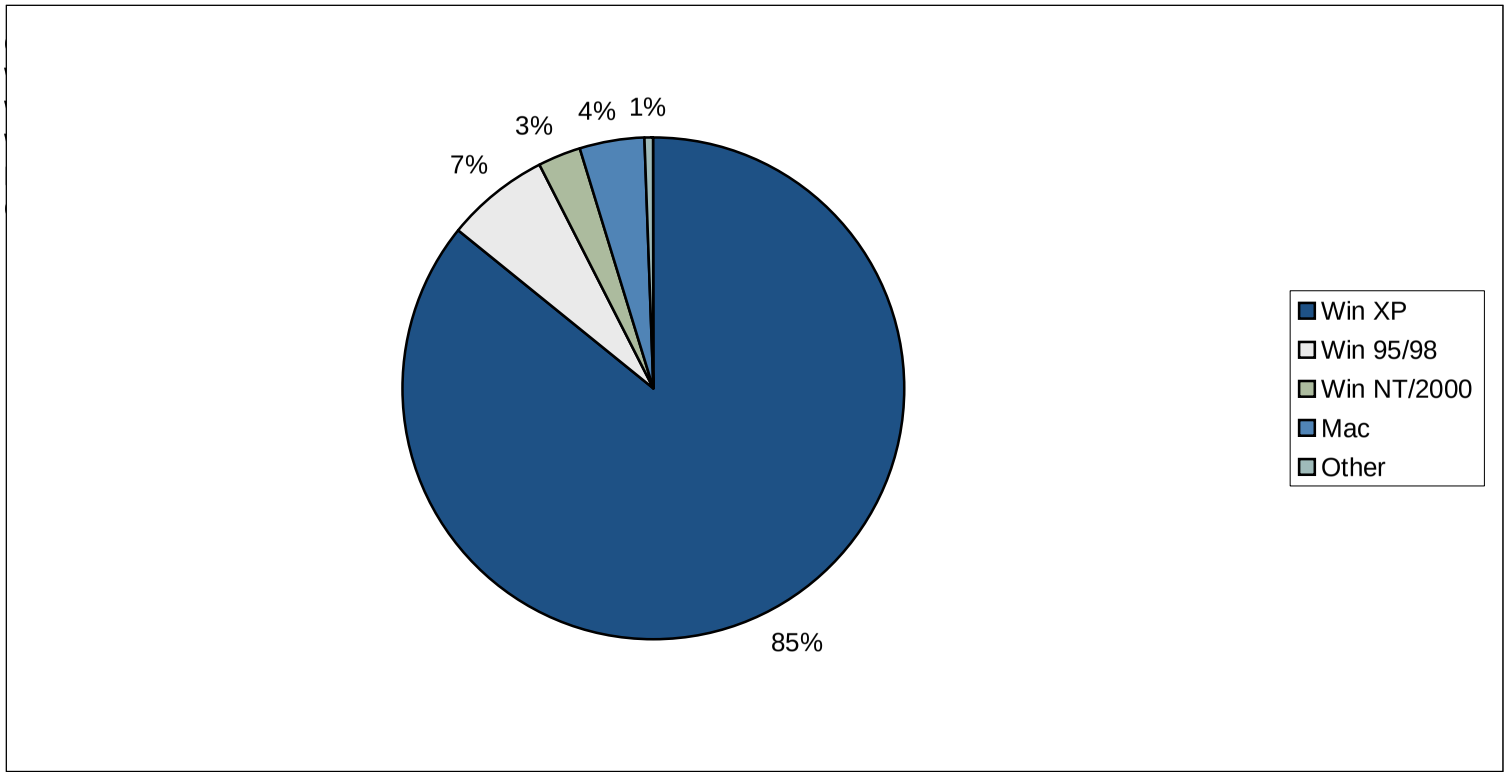
Year	Total Connections	% Change
FY98	704	--
FY99	1,026	45.74%
FY00	1,415	37.91%
FY01	1,733	22.47%
FY02	2,095	20.89%
FY03	2,233	6.59%
FY04	2,737	22.57%
FY05	2,747	0.37%

Appendix X
ResNet
Table 57 - Percent of Residence Hall Rooms with One or More Active Connections

	Fall 1998	Fall 1999	Fall 2000	Fall 2001	Fall 2002	Fall 2003	Fall 2004
# Rooms	1594	1594	1594	1594	1594	1668*	1668
# with active connections	660	888	1160	1299	1462	1530	1501
% active	41.41%	55.71%	72.77%	81.49%	91.72%	91.73%	89.99%

* Stateview Apartments & Lawrence Hall added

Appendix X
ResNet
Chart 12 - Residence Hall Operating System Registrations, FY05



Appendix Y
Statistical Consulting
Table 58 - Project Category Comparison

Graduate student and/or faculty projects	
Summer 2004	8
Fall 2004	19
Spring 2005	18
Subtotal	**45**
External projects	
Fall 2004	1
Spring 2005	1
Subtotal	**2**
University department/organization	
Fall 2004	2
Spring 2005	4
Subtotal	**6**
Course evaluations	
Summer 2004	6
Fall 2004	12
Spring 2005	11
Subtotal	**29**
Total Projects	**82**

Appendix Z
Non-student User Accounts
Table 59 - HuskyNet Accounts Created

Faculty/staff	127
Departmental accounts	77
Student organizations	27
Special student accounts	12
Emeritus accounts	2
Community patron	950
Total FY 05	1,195
Total FY 04	1,281
% Change	-6.71%

Appendix Z
User Accounts
Table 60 - HuskyNet Filespace Usage - Snapshot in July 2005

UserDescription	Active Accounts	Disabled Accounts	File Space (MB)	# Using File Space	Web Space (MB)	# Using Web Space	Total File & Web (MB)	Profile Space (MB)
Department	93	0	2,295	19	402	19	2,697	423
Department, supplemental	395	31	9,224	112	498	132	9,722	0
Emeritus	445	0	441	18	215	18	655	0
Faculty/staff	1,614	34	121,367	931	10,759	346	132,125	1,800
Faculty/staff, supplemental	12	0	186	4	36	1	222	0
Student Organizations	183	5	3,750	63	2,277	118	6,027	0
Student Organizations, supplemental	12	1	636	6	309	2	946	0
Students	18,532	4,863	485,455	14,611	39,312	3,098	524,767	181,966
Type B & C users	10	4	111	2	0	0	111	0
Camp Accounts	317	0	3,260	0	0	0	3,260	849
Community Patron	589	1	0	0	0	0	0	3,080
Totals	**22,202**	**4,939**	**626,725**	**15,766**	**53,808**	**3,734**	**680,532**	**188,118**

Appendix Z
User Accounts
Table 61 - HuskyNet Filespace Usage - Snapshot in October 2003

UserDescription	Active Accounts	Disabled Accounts	File Space (MB)	# Using File Space	Web Space (MB)	# Using Web Space	Total File & Web (MB)	Profile Space (MB)
Department	67	0	184		1,626		1,809	0
Department, supplemental	234	2	5,262		132		5,394	0
Emeritus	537	0	207		196		403	0
Faculty/staff	1,596	14	50,460	677	5,148	322	55,618	34
Faculty/staff, supplemental	22	3	11		4		15	0
Student Organizations	150	1	279		654		933	0
Student Organizations, supplemental	18	0	13		1		14	0
Students	15,932	0	42,538	6,779	7,056	1,855	49,601	29,438
Type B & C users	0	3,920	6,301		0		6,301	4,506
Camp Accounts	8	4	4		0		4	0
Community Patron	NA							
Totals	**18,564**	**3,944**	**105,259**	**7,456**	**14,817**	**2,177**	**120,092**	**33,978**