



## Lether E. Frazar Memorial Library

#8 Plan cycle - 8

Plan cycle 2022/2023

7/1/22 - 6/30/23

## Introduction

Frazar Memorial Library's mission is to:

- Provide carefully chosen information services and resources to support the university's mission and goals.
- Provide educational opportunities and programs that support information literacy among students, faculty, and staff.
- Provide a student-centered and collaborative environment to enhance and support excellence in life-long learning for the McNeese community, the Southwest Louisiana community, and the citizens of the State of Louisiana.

Frazar Memorial Library provides information services, resources, and information literacy programs to McNeese students.

Frazar Memorial Library strives to provide the same or comparable access to its services, resources, and programs to both local and distance education students. Distance education students may access electronic databases and books from any location. The Library also offers phone, email and instant messaging reference service, library instruction videos, and subject research guides to all students through its web site.

**Performance Objective 1 Increase the information literacy of students.****1 Assessment and Benchmark**

Benchmark: The Public Services Department will provide at least 20 subject-specific information literacy sessions annually.

**1.1 Data**

Course-specific Instruction Sessions:

Course	Academic Year Ending				
	2014	2015	2016	2017	2018
ART 352 - Art Appreciation	—	—	2	1	—
BIOL 481 - Research	2	2	2	2	2
BIOL 601	—	—	—	—	—
CSCI 491 - Capstone	2	2	2	—	2
Chemistry (Summer Camp)	—	—	1	—	—
Counseling	1	—	—	—	—
Cultural Diversity for Health Practitioners	—	2	—	—	—
EDTC 245 - Educational Technology Foundations	—	—	—	—	1
ENGL 104 - Freshman Composition for International Students	—	—	—	—	2
ENGL 203 - Introduction to Literature	—	—	—	—	1
ENGL 301 - American Literature Survey	—	—	—	—	2
ENGL 402 - World Literature: Enlightenment to 20th Century	—	—	—	—	1
ENGL 651 - Bibliography and Literary Historiography	—	—	—	—	1
ESLI - English as a Second Language	—	—	—	—	1
FFND 101 - Freshman Foundations for Engineers	—	2	5	2	—
HIST 300 - Research	8	8	8	8	8
HIST 410 - Research Seminar in History	—	—	—	—	1
MATH 403 - Numerical Methods II	—	—	—	—	1
MATH 461 - History of Mathematics	—	—	—	—	1
NURS 318 - Mental Health Nursing	—	—	—	—	2
NURS 326 - Nursing Informatics	5	4	2	4	—
NURS 390 - Embedded Librarianship with Nursing Research	1	2	2	2	—
NURS 602 - Research	4	4	4	5	3
Nursing Graduate Orientation	—	—	2	2	2
POLS 201 - American Government	—	—	—	—	4
POLS 301 - State and Local Government	—	—	—	—	1
POLS 360 - American Political Behavior	—	—	—	—	1
POLS 447 - The Legislative Process	—	—	—	—	1
POLS 480 - Conflict and Diplomacy	—	—	—	—	1
Public Relations	1	1	—	—	—

K-12	—	—	—	—	3
<b>Total</b>	<b>24</b>	<b>27</b>	<b>30</b>	<b>26</b>	<b>42</b>

Course	Academic Year Ending				
	2019	2020	2021	2022	2023
AGEC 201 - Introduction to Agricultural Economics	—	2	—	2	—
AGRI 340 - Junior Seminar	—	4	3	6	4
AGRI 441 - Seminar	—	2	2	1	1
BIOL 481 - Research	3	2	2	2	2
BIOL 601 - Graduate Seminar	1	—	—	—	—
COMM 201	—	—	—	3	—
CSCI 491 - Capstone	1	1	—	—	—
ENGL 101	—	—	—	9	5
ENGL 102	—	—	—	2	6
ENGL 203 - Introduction to Literature	3	—	—	—	—
ENGL 302 - Survey of American Literature II	1	—	—	—	—
ENGL 361 - Advanced English Composition	—	2	—	—	—
ENGL 410	—	—	1	3	3
ENGL 651 - Bibliography and Literary Historiography	1	—	—	—	1
ENTR 305 - Family Business and Franchising	1	—	—	—	—
FFND ENG	—	1	1	3	2
HIST 300 - Research	8	8	5	—	3
HIST 410 - Research Seminar in History	—	2	—	—	1
MATH 461 - History of Mathematics	1	1	—	2	—
MATH 491 - Seminar	—	1	—	—	—
MCOM 481 - Mass Communication Theory and Research	—	1	—	1	—
MGMT 300 - Management Concepts and Practices	1	—	—	—	—
MKGT 461	—	—	1	—	—
NFSC 111	—	—	1	1	—
NUFS nutrition orientation	1	—	—	—	—
NURS 318 - Mental Health Nursing	2	—	—	—	—
NURS 602 - Research	2	2	4	4	4
NURS 695 - Focused Scholarly Project	—	1	2	—	—
Nursing Graduate Orientation	3	2	1	2	1
Orientation	—	—	—	—	4
POLS 201 - American Government	2	—	—	—	—
POLS 301 - State and Local Government	2	—	—	—	—
POLS 401 - Political Parties in the United States	1	—	—	—	—

POLS 448 - The Executive Process	1	—	—	—	—
PSYC 428 - Procedures in Psychology Research	—	1	—	—	—
K-12	1	1	—	—	—
<b>Total</b>	<b>36</b>	<b>34</b>	<b>23</b>	<b>41</b>	<b>37</b>

### 1.1.1 Analysis of Data and Plan for Continuous Improvement

2018-2019:

The Library successfully developed instruction partnerships with two business faculty. These did not expand into the large classes, which were the primary focus of the faculty and the librarians. In 2019-2020, the Library will continue to work with business faculty to collaborate on group assignments for the large classes. The library will also work to expand instruction in the College of Education and the new SEM college.

2019-2020:

The Library was successful in expanding the information literacy program to the College of Agricultural Sciences. Faculty fluctuations (retirements, separations, and other priorities) across campus led to a slight decline in information literacy partnerships. Emphasis is placed on video tutorials rather than face-to-face instruction. The shelter-in-place order also caused problems with traditional instruction sessions. In 2020-2021, we will continue to track this goal.

2020-2021:

Instruction suffered with the pandemic and hurricanes. Several of our campus partners were busy adapting to an entirely new mechanism for their classes. The library component was dropped. We are trying to rebuild relationships for the fall 2021 semester.

2021-2022:

Instruction and outreach continue to grow. Turnover among faculty has been the principal factor in fluctuations. Several traditional partners have converted entirely online without a physical visit to the library. HIST 300 formerly brought over 8 sections to the library. Conversely, the ENGL faculty requested face-to-face library tours for ENGL 101 courses.

We are piloting a new program in AY 2022-2023. We made successful partnerships with 13 faculty to offer their courses scavenger hunts in the library. We are offering them access to our video tutorials via YouTube, so they can steer their students to those resources.

2022-2023:

Our outreach efforts were successful with marketing the video tutorials and scavenger hunts to specific faculty members to specific courses. They are not included in the graph above which is usually reserved for face-to-face instruction. If including those efforts, we added 28 sections of PHIL 251, PHIL 252, PHIL 314, HIST 410, ENGL 410, WMST 201, ENGL 101, HIST 435, ENGL 204, ENGL 200, WMST 300, FFND, ENGL 302, and GPGC. This initiative connected 608 students with the library. It is very successful. It was introduced in Summer 2022 with nearly every faculty member adopting it for their courses in Fall 2022 and most used it again in Spring 2023. The Library will continue to monitor this benchmark.

## 2 Assessment and Benchmark

Benchmark: The Public Services Department will continue to pursue a goal of an 80% average score on ENGL 101 and ENGL 102 information literacy quizzes.

### 2.1 Data

ENGL 101:

Term	Average Score
Summer 2017	77%
Fall 2017	89.80%
Spring 2018	84.75%

Summer 2018	—
Fall 2018	87.22%
Spring 2019	66.75%
Summer 2019	87.5%
Fall 2019	82%
Spring 2020	76.53%
Fall 2020	87%
Spring 2021	77%
Summer 2021	66.25%
Fall 2021	72.43%
Spring 2022	64%
Summer 2022	72.27%
Fall 2022	82%
Spring 2023	64.71%

## ENGL 102:

Term	Average Score
Summer 2017	77.90%
Fall 2017	86.50%
Spring 2018	87.10%
Summer 2018	82.82%
Fall 2018	88.82%
Spring 2019	86.09%
Summer 2019	—
Fall 2019	84%
Spring 2020	83.54%
Fall 2020	82%
Spring 2021	92%
Summer 2021	73.65%
Fall 2021	68.25%
Spring 2022	81.4%
Summer 2022	95.24%
Fall 2022	79.41%
Spring 2023	85.75%

**2.1.1 Analysis of Data and Plan for Continuous Improvement**

2018-2019:

Participation among ENGL 101 instructors remained voluntary. Instructors preferred bringing their classes to the Library for a tour rather than use the video tutorials. In 2019-2020, the Library will redesign the ENGL video tutorial modules based on feedback from the instructors of both ENGL 101 and ENGL 102. The assessment quizzes will also be redesigned to further separate the information literacy concepts between these courses. Lastly, the benchmark will be increased to an average score of 85%.

2019-2020:

In the summer of 2019 the Public Services reviewed the video tutorials and consulted with the ENG 101

and ENG 102 coordinators. The results were that we made the quiz for ENG 102 a little more difficult, and the quiz for ENG 101 a little more simple. The results are a little surprising for ENG 101 in Spring 2020 because it is an easier quiz. In 2020-2021, we will increase the benchmark for both quizzes to 85%.

#### 2020-2021:

In October 2020 the university outsourced Moodle management to eThink. When eThink supplied the data on quizzes, for the first time we were able to include the dual enrollments in our computations. We believe the addition of hundred of students to the computations has resulted in the stark changes in the scores. As of summer 2021 we are working with the ENGL 101 and 102 faculty coordinators to redesign the modules in light of the Life 101 series. The Life 101 library instruction module matches that of ENGL 101, so we are taking the opportunity to stagger information literacy concepts between Life 101, ENGL 101, and ENGL 102. At present, we are not planning on changing the quizzes to adjust the scores.

#### 2021-2022:

Scores continued to drop. It was difficult to obtain video tutorial usage data from eThink. We migrated the videos to YouTube for better analytics. We also dropped the ENGL 101 videos because the usage data was so dissapointing. ENGL 101 does not use much research in the course, so there never was a strong demand for video tutorials. We replaced the content with short webpages/infographs. This boosted our viewing stats; but the quizzes continue to have low scores. We reviewed the quizzes again to determine if they were difficult. Student employees in the library reported the quizzes were not difficult. We will continue to investigate.

#### 2022-2023:

We believe the low scores were a combination of changing the method of capturing the score data and ENGL instructors not requiring the quizzes. Our data capturing methods are solid and seem accurate. We worked more with the ENGL instructors to use the tools. The Spring 2023 semester witnessed most ENGL 102 sections requiring the quizzes. Only 2 sections made the quiz optional (still skewing the results) because those students should have taken the quizzes. The result was a general improvement in scores.

The ENGL 101 instructors continue to fluctuate with using the library tools / quiz. They do not use much in the way of research in 101. The library tools / quiz are for orientation purposes. As such, we had a few instructors request tours. I believe that serves the same role as the infographs and quiz, so I did the tours. Going forward in AY 2023-2024 we have only one reference librarian doing information literacy, so my ability to market, liaison, and monitor use is limited. The goal of reaching an 80% average on information literacy quizzes for ENGL 101 and 102 remains an obtainable goal.

### 3 Assessment and Benchmark

Benchmark: The Public Services Department will continue to pursue a goal of an 80% average score on the FFND 101 information literacy quiz. We will also try to improve participation among the FFND instructors.

#### 3.1 Data

FFND 101:

Term	Average Score
Fall 2015	79%
Spring 2016	92%
Fall 2016	92.5%
Spring 2017	92.5%
Fall 2017	87.4%
Spring 2018	N/A*
Fall 2018	81%
Spring 2019	91.1%
Fall 2019	85%
Spring 2020	—
Fall 2020	—

Spring 2021	—
Fall 2021	80%
Spring 2022	76.4%
Fall 2022	78.45 %
Spring 2023	77.14 %

\*Only two sections of FFND 101 were offered, and neither used the Library module.

### 3.1.1 Analysis of Data and Plan for Continuous Improvement

2018-2019:

Outreach to PSYC instructors was largely unsuccessful. The faculty members expressed favorable views of the library and previous FFND tutorials. However, they indicated that as they refined PSYC 101 to their needs, the video tutorials were less useful to them. They did express interest in our refinement of the video tutorial modules. In 2019-2020 the Library will update the FFND video tutorial module along with the ENGL modules. FFND may be returning to the General Education curriculum. Therefore, the Public Services Department does not plan to redesign the FFND module to accommodate PSYC 101 until we learn more about the future of FFND. We are also revising the assessment quiz.

2019-2020:

FFND appears to be phased out. We will continue to work with PSYC 101 instructors and any other FFND cross-over courses we can identify. We do not plan to make much, if any changes to the FFND module updated in Summer 2019. A new series of orientation courses loosely dubbed Life 101 (to include Life 102, 103, and 104) is being designed at the University level with a plan to pilot the content in Fall 2021. In 2020-2021, the Public Services Department will work with the group developing these courses and will be designing content for this new program. The Department will change the benchmark to reflect the new program.

2020-2021:

Once again, PSYCH 101 instructors rebuffed our overtures for partnerships. We created a new library instruction module for Life 101, a mandatory course for all Freshmen. The overlap in content between Life 101 and FFND is strong. We reached out to the FFND instructors and found some support for select video tutorials. It remains a challenge for eThink to turn over video tutorial usage stats. Future reporting will include FFND and Life 101.

2021-2022:

The status of FFND is in doubt. Life 101 was supposed to replace the few FFND courses still operating. The status of Life 101 is in doubt. We are not actively reviewing content for FFND. Our partners remain the ENGL Department. The professor is satisfied with the videos and quizzes.

2022-2023:

We were surprised that this tool saw expanded use. Our partners had been in the ENGL Department. In Spring 2023 we added the MCOM Department. This was related to our initiative to tailor video tutorials and scavenger hunts to specific courses and teachers. The MCOM faculty have asked for more tools for their courses. As a goal, the score did increase slightly. We reviewed the content with partnering faculty and we all agree not to change the content. The Library will continue to monitor this benchmark.

## 4 Assessment and Benchmark

Benchmark: The Library will:

- Collaborate with the English Department to market and use the ENGL infographs to assist ENGL 101 students
- Maintain the level of viewings reached in Fall 2015 (5,000).

Prior to 2022-2023, the benchmark was the Library will:

- Collaborate with the English Department in creating a module for ENGL 101 by taking some components out of the ENGL 102 module. We hope this will boost viewing for all tutorials.



- Maintain the level of viewings reached in Fall 2015 (5,000).
- Explore alternatives to Tegrity to host the tutorials.

#### 4.1 Data

Number of Views:

Video Tutorial	Academic Year Ending						
	2017	2018	2019	2020	2021	2022	2023
Academic Search Complete	517	611	511	408	290	527	621
Library Catalog	445	510	430	487	336	235	193
Discovery	208	60	24	16	1	197	148
Introduction to Academic Library	489	465	—	—	—	—	—
JSTOR	435	576	472	381	210	302	318
Literati	105	5	—	—	—	—	—
Plagiarism	324	962	682	768	296	219	278
Searching for Information	381	12	—	—	—	—	—
Types of Information	643	49	—	—	—	—	—
ILL	171	542	510	495	340	13	5
Primary vs. Secondary	—	1,621	1,400	1,366	480	13	4
Scholarly vs. Non-Scholarly	—	1,096	1,097	1,050	348	16,253	6
Website Evaluation	—	446	461	449	303	—	249
Philosophy	—	—	—	402	316	12	33
Reliable and Valid Sources	—	—	—	—	—	—	296
<b>Totals</b>				<b>5,822</b>	<b>2,920</b>	<b>1,793</b>	<b>2,151</b>

Number of Views:

Infograph	Academic Year Ending		
	2022	2023	2024
Types of Information	407	270	
Scholarly v. Popular	371	257	
Evaluating Sources	284	220	
Primary v. Secondary	338	242	
How to Read a Scholarly Article	147	77	
Library Instruction Misc.	—	48	
Boolean Operators	79	53	
Citing Sources	88	74	
Evaluating Information	78	61	
Keyword v. Subject Term	95	56	
Primary v. Secondary	85	59	
Scholarly v. Non-Scholarly	905	1,603	
<b>Totals</b>	<b>2,877</b>	<b>3,316</b>	

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#### 4.1.1 Analysis of Data and Plan for Continuous Improvement

2018-2019:

There are several factors contributing to the drop-in video tutorial views. One, the loss of Tegrity usage reports meant that we had to develop alternative means of collecting usage statistics. An automatic monthly search of the Moodle database – thanks to campus IT – continues to be refined each semester. The query requires us to give an exact name of the tutorial and an exact course to search such as ENGL 101 or NURS 602. Any other uses were not recorded. Similarly, any faculty linking to the video tutorials on the homepage were not recorded. Two, we had to remove the video tutorials from our homepage because they did not include closed-captioning for ADA guidelines. Three, the changes in the video modules may not have been incorporated into every section of ENGL 101 and 102. The library did distribute the updated modules to the ENGL 101/102 Coordinator, and she did distribute to the instructors. However, she admits that the instructors may simply roll over a course and not update the tutorials. As of June 2019, we may have figured out a way to include closed captioning on our videos and capture additional usage statistics. In 2019-2020, the Library will continue to refine the Moodle database query search to capture more usage.

2019-2020:

Video tutorial usage should have been much higher than the 5,822 views. There was very little usage in the late Spring 2020 semester when the ENG 101 classes usually bring a large addition of views. I believe the shelter-in-place order and the challenges of converting everything online led to a decline in pushing students to view the ENG 101 tutorials and assessment. The goal for 2020-2021 is to boost ENG 101 viewings. We may try for a goal of 6,500 views; but that is really dependent more upon the ENG 101 instructors than the Public Services Department.

In 2019-2020 the Library saw a large boost in views of the Philosophy video. The Public Services Department is trying to better capture viewings by subject-specific courses by including them on the monthly viewings report sent to us by UCS and measuring views on our webpage through Google Analytics. We created new video tutorials for Nursing; and we are trying to capture usage data through analytics.

2020-2021:

In October 2020 the university outsourced the management of Moodle to eThink. We have not received usage statistics on our video tutorials since that time. By October 2020 the ENGL classes had already completed the library instruction component to their courses, so we have nearly half of a year's worth of data. I raised the issue with campus IT in December 2020 as this is a crucial statistic for SACSCOC accreditation (timely instruction to information literacy and access to library resources). Nothing happened until April 2021. There is discussion with eThink about options for this data; but apparently they cannot give us the automatic reports that campus IT previously generated. We are exploring options to obtain this data.

2021-2022:

We made two major changes in 2021-2022. One, we migrated our video tutorials to YouTube for more consistent reporting. Second, we scrapped our ENGL 101 video tutorials and replaced them with infographs on our Libguides webpage. These will make it easier to edit, update, and collect data. Our total usage data is 4,670 hits. We continue to look to the Fall 2015 benchmark at 5,000 hits.

Philosophy was another of our reliable partners on campus. In Summer 2022 our department updated all video tutorials. The Philosophy faculty are also among those faculty members who agreed to participate in our scavenger hunts events in the library in Fall 2022. We expect the views to increase.

We will remove the benchmark "Explore alternatives to host the tutorials."

We will modify the benchmark "Collaborate with the English Department..." Please change the benchmark to: "Collaborate with the English Department to market and use the ENGL infographs to assist ENGL 101 students. We hope this will boost the usage for this content. Our goal remains to maintain the level of usage in video tutorials and infographs to that of Fall 2015: 5,000 hits.

2022-2023:

The benchmark of 5,000 views from 2015 is unrealistic. This is due to declining enrollment rather than a lack of effort on behalf of the library. We are aiming for 50% of total enrollment, so 3,000 hits is a better benchmark. We reached that for AY 2022-2023. However, we are seeing a decline in use among the ENGL 101 faculty. We will try to reinforce our partnership with them to use these tools. The Library will continue to monitor this benchmark, but will modify the second sentence to "Maintain 3,000 viewings of information literacy tools."

## 5 Assessment and Benchmark

Benchmark: Public Services staff will expand the pilot project of specialized library research assignments for courses with a high level of writing assignments in collaboration with select professors. We will set a goal of 1-2 more courses for these information literacy assignments. The Archives and Special Collections Department will continue to provide extended and specialized research to patrons.

### 5.1 Data

2018-2019:

Archives provided extended research to:

- The Office of Public Information for images of Dr. David Richard Wallace for a KPLC story.
- An LSU History PhD student regarding the King family.
- A group of professional historians regarding Cameron Parish.
- LPB for a special on Paul Groves.
- Several campus offices to determine the copyright of three McNeese songs.

Public Services:

Discussions and planning with specific professors was sporadic through the academic year. We thought we had completed an assignment for History for spring 2019; but it was not incorporated into the course. The professor apologized for forgetting it and expressed a desire to use it in the future.

2019-2020:

Archives provided extended research to:

- A PhD candidate from UT-El Paso doing extensive research in Borderland Studies using our collections.
- Rita LeBleu of the LC *American Press* who needed information and images for a story about Claire Gardens.
- The Calcasieu Historical Preservation Society for their annual Home Tour.
- McNeese Athletics who requested photographs of Tony Robichaux for the dedication of the bullpen in his name.
- Author Thad Carter requested several images for his upcoming book about trains.
- McNeese administration requested detailed information about the history of the streets on the McNeese campus.
- Seven patrons during the COVID-19 crisis. Many of these patrons required multiple contacts. In some instances I hand delivered materials to patrons and met with them in person using proper protection and distancing techniques.

The Public Services Department did not collaborate with History or English faculty to develop specialized research assignments.

2020-2021:

Archives provided extended research to:

- Architectural firms and FEMA who needed local architectural plans and information about buildings following the hurricanes.
- Several local authors working on books about Sulphur, railroads, and the Ship Channel.
- McNeese staff working on proposals for the new LNG Center.
- Two patrons from Minneapolis Public Radio who used our collections for a story about historical zoning laws.
- A patron from Sweden with information about a small local recording studio.
- We provided images to KPLC of past presidential visits for President Biden's visit to Lake Charles.

The Public Services Department successfully piloted a program with ENGL 410 for a dual presentation. We are waiting to see if the professor will repeat the program. Our outreach efforts were partially successful. We have new partners in the Colleges of Agriculture and Business. Our outreach to STEM was rebuffed last year. However, we have some positive signs from Mathematics to include us in Fall 2021.

2021-2022:

Archives provided extended research to:

- A patron writing a dissertation on the Redbones, a tri-racial group with communities in SWLA.
- Two genealogists who spent several days working with our materials.
- McNeese Police Department, Public Information, and Sports Information staff who used our collections for news stories and photographs.

Public Services did continue to reach out to writing-enriched courses. We made successful partnerships with the College of Agricultural Sciences and the Department of Mass Communication: 5 courses, 13 class sections, and 316 students.

2022-2023:

Archives provided extended research to:

- A local hospital celebrating an anniversary;
- McNeese history students completing research assignments;
- Architects and preservationists researching historic houses and buildings;
- The Brimstone Museum and the George H.W. Bush Presidential Library;
- McNeese Public Information, and Sports Information staff who used our collections for news stories and photographs; and
- Lake Charles High School reunion groups.

Public Services did continue to reach out to writing-enriched courses. We made successful partnerships with the College of Liberal Arts: 14 courses, 28 class sections, and 608 students.

### **5.1.1 Analysis of Data and Plan for Continuous Improvement**

2018-2019:

The Archives Department participated in several outreach events, including the Rare Books Petting Zoo and exhibits in an effort to expand the use of our collections. The Public Services Department reached out to more 300+ level courses. The Public Services Department incorporated the ACRL Framework into ENGL 101, ENGL 102, and FFND. This is incorporated into the updated Information Literacy Plan (Summer 2018). The Public Services Department revised the video tutorials for ENGL 101, ENGL 102, and FFND. In 2019-2020, the Public Services Department will revise the video tutorials for ENGL 101, ENGL 102, and FFND. The primary goals are to offer a fresh appearance to the modules and to redesign the assessment quizzes. The Archives Department will continue to engage in outreach activities to provide extensive research to patrons.

2019-2020:

The Archives Department will continue to engage in outreach activities to provide extensive research to patrons. The best way to increase research services is to process more collections and make the finding aids available to the public. We will strive to meet our goals (See 2.1) of processing more collections.

Changes in staffing in both the library and the university has made specialized library research assignments difficult to develop. It remains an ideal goal for the Public Services Department to develop such partnerships. The vision for this goal is to create a unique instruction experience apart from a video module and online quiz. Discussions with faculty had been for a face-to-face interaction. At present there are no plans to develop new face-to-face instruction due to COVID-19.

2020-2021:

The Archives Department will continue to engage in outreach activities to provide extensive research to patrons. As noted last year, the best way to increase research services is to process more collections and make the finding aids available to the public. To that end we did complete the processing of the McNeese Photographs, an extensive collection with a detailed finding aid. In the coming year we hope to publicly

post another extensive finding aid that is near completion. These finding aids, coupled with the post-hurricane and post-pandemic recovery, will hopefully mean a continuation of our excellent patron services. Public Services outreach efforts also suffered due to the pandemic and environmental crises. Outreach to 300+ level courses is an admirable goal. However, staff shortages, redistributed workloads, and an impending renovation will make outreach unlikely at least through the fall 2021 semester. We did not pilot new instruction techniques for ENGL. It remains an admirable, but unlikely goal for the foreseeable future. We did complete a new and improved Information Literacy Plan that includes the ACRL Framework.

Public Services created 9 new video tutorials, mostly for the Life 101 series. These are smaller versions of the FFND video tutorials. Quizzes for the Life 101 videos were also scaled down to accommodate the guidelines for the course. We are hesitant to make new videos until we resolve the issue of usage statistics.

2021-2022:

The Archives Department will continue to engage in outreach activities to provide extensive research to patrons. As noted in earlier years, the best way to increase research services is to process more collections and make the finding aids available to the public. To that end we have acquired two collections focusing on environmental issues. Our collections are inadequate in this area. In the coming year we hope to complete processing of these collections and making the finding aids available publicly.

Due to faculty and staff turnover in the Public Services Department (we are down to just 1 reference librarian. We had 3 reference librarians in AY 2020-2021), we will not be trying to continue expansion. The focus is on maintaining our current workload.

2022-2023:

The Archives Department will continue to engage in outreach activities to provide extensive research to patrons. The Public Services Department cannot sustain this momentum and outreach. We will continue our goal of adding 1-2 courses to this program. However, with only 1 reference librarian since June 2022, my ability to market, collaborate, create, monitor, and evaluate more is a difficult challenge. The Library will continue to monitor this benchmark.

## **Performance Objective 2 Preserve the history of McNeese State University and Southwest Louisiana.**

### **1 Assessment and Benchmark**

Benchmark: The Archives and Special Collections Department will continue to strive to reach the objective of processing four archives collections and 200 digital images for the Louisiana Digital Library.

Prior to 2018-2019, the benchmark was to process five archives collections and 500 digital images from the Louisiana Digital Library.

#### **1.1 Data**

2018-2019:

In 2018-2019, the Archives and Special Collections Department processed 5 new collections and completely re-processed 3 existing collections to improve their accessibility by patrons. The Department was only able to add 15 images to the Louisiana Digital Library.

2019-2020:

The Archives and Special Collections Department processed one new collection and completely re-processed two existing collections to improve their accessibility by patrons. The Department was only able to add two images to the LDL.

2020-2021:

The Archives and Special Collections Department processed no new collections and completely re-processed one existing collection to improve its accessibility by patrons. The Department was only able to add 3 images to the LDL.

2021-2022:

The Archives and Special Collections Department processed two new collections and completely re-processed three existing collections to improve its accessibility by patrons. The Department added 323 images to the LDL.

2022-2023:

The Archives and Special Collections Department processed one new collection and completely re-processed an existing collection to improve its accessibility by patrons. The Department did not add any images to the LDL, however we did catalog approximately 100 images that are ready for upload through LSU.

#### 1.1.1 Analysis of Data and Plan for Continuous Improvement

2018-2019:

The Archives and Special Collections Department met its goal for processing archives collections. The Department did not meet its goal for adding digital images to the Louisiana Digital Library (LDL) due to technical issues at LSU. In 2019-2020, the Archives and Special Collections Department will strive to meet its goal to process four new archives collections and 200 digital images for the Louisiana Digital Library (LDL).

2019-2020:

The Archives and Special Collections Department did not meet its goal for processing archives collections or adding digital images to the Louisiana Digital Library (LDL). The reason for this is mainly that other projects took precedence, such as moving collections from one building to another and replacing the shelving. Also, the COVID 19 quarantine meant that the staff could not access the collections for two months. In 2020-2021 the Archives and Special Collections Department will again strive to meet its goal to process four new archives collections and 200 digital images for the Louisiana Digital Library (LDL).

2020-2021:

The Archives and Special Collections Department did not meet its goal for processing archives collections or adding digital images to the Louisiana Digital Library (LDL). The reason for this is mainly due to the pandemic and the hurricanes, which meant that the staff could not access the collections for several months. We have submitted 100 images with metadata for inclusion in the LDL, but we are waiting on LSU to process them and make them public. In 2021-2022 the Archives and Special Collections Department will again strive to meet its goal to process four new archives collections and 200 digital images for the Louisiana Digital Library (LDL), despite losing half of its staff.

2021-2022:

The Archives and Special Collections Department did not meet its goal for processing archives collections, but did exceed its goal for adding digital images to the Louisiana Digital Library (LDL). The reason for not meeting the processing goal is mainly due to a lack of staff. In 2022-2023 the Archives and Special Collections Department will again strive to meet its goal to process four new archives collections and 200 digital images for the LDL, despite having only one faculty member to provide research help to patrons, process new materials, and manage the department.

2022-2023:

The Archives and Special Collections Department did not meet its goal for processing archives collections or its goal for adding digital images to the Louisiana Digital Library (LDL). The reason for not meeting the processing goal is mainly due to a lack of staff. In 2023-2024 the Archives and Special Collections Department will again strive to meet its goal to process four new archives collections and 200 digital images for the LDL, despite having only one faculty member to provide research help to patrons, process new materials, and manage the department.

### Performance Objective 3 Support academic programs.

#### 1 Assessment and Benchmark

Benchmark: The Library will evaluate a minimum of three electronic resources.

##### 1.1 Data

Academic Year	# of resources evaluated

2015-2016	0
2016-2017	3
2017-2018	0
2018-2019	6
2019-2020	6
2020-2021	9
2021-2022	5
2022-2023	0

**2018-2019:**

The Library conducted six database trials: Statista; Bloomsbury Cultural History; HeinOnline; PsycARTICLES; PsycBOOKS; and PsycTESTS.

**2019-2020:**

The library conducted three database trials in spring 2020: Harvard Business Review Press eBook Collection, R2 Digital Library, and Hein Online Academic. In addition, three trials begun in 2018-19 (PsycARTICLES, PsycBOOKS, and PsycTESTS) were extended through the end of July 2019.

**2020-2021:**

The library conducted trials of eight Wolters Kluwer health sciences databases during October-November 2020: Premium Basic Sciences Collection; Exercise Science and ACSM Suite; Acland Anatomy; Advance Practice Nursing; Bates Visual Guide; 5 Minute Clinical Consult; Visible Body Human Anatomy Atlas; Made Incredibly Easy Collection. The library also conducted a database trial of ProQuest History Vault during January-February 2021.

**2021-2022:**

The library conducted trials of:

- MLA Handbook Plus (September-October 2021)
- Communication Source (via LOUIS, July 2021 through March 31, 2022)
- Film and Television Literature Index with Full Text (via LOUIS, July 2021 through March 31, 2022)
- Value Line Pro Basic (January-February 2022; decided to purchase as a replacement for the print version)
- Naxos Music Library (March 2022; decided to purchase)

**2022-2023:**

No database trials conducted.

**1.1.1 Analysis of Data and Plan for Continuous Improvement****2018-2019:**

The Library conducted six database trials: Statista; Bloomsbury Cultural History; HeinOnline; PsycARTICLES; PsycBOOKS; and PsycTESTS. The Library received mostly positive responses to the trials, but we did not have the funds to purchase the databases. In 2019-2020, the Library will continue to plan on conducting at least three database trials per year.

**2019-2020:**

The library exceeded its goal of conducting three database trials per year. In 2020-2021 the Library will continue to track this goal.

**2020-2021:**

Because the library has exceeded its goal of conducting three database trials per year in each of the last three years, it is recommended that the benchmark be adjusted upward to include five database trials per year.

2021-2022:

The library successfully conducted five database trials in 2021-2022, leading to the purchase of two, so this benchmark will be retained.

2022-2023:

The library did not conduct any database trials during the academic year. The few trials that were offered to us were for databases that we had conducted trials of in previous years and had not purchased, so a new trial was deemed superfluous. Also, we often conduct database trials based on faculty suggestions, and no faculty made any suggestions this year. This is still a valid benchmark and will be retained for next year.

## 2 Assessment and Benchmark

Benchmark: The Library will participate in at least three outreach activities to promote Open Education Resources.

### 2.1 Data

2018-2019:

Over the past two years, the Public Services Department's outreach activities have saved students \$190,836 in textbook costs.

Attached is a list of new faculty that have adopted OER/e-textbooks for courses in the 2019-2020 academic year using LOUIS funds. These faculty joined those already participating in the program in 2018-2019. LOUIS estimates the return on investment for these purchases to be \$171,322.50.

2019-2020:

The Library participated in several outreach activities:

- In July 2019 representatives from LOUIS came to campus and presented on OER. Faculty were encouraged to attend.
- Walt Fontane and Sandra Keirse marketed the LOUIS faculty cohort program to the College of Business and the Department of Mass Communication (areas open to participation) in Fall 2019. More than 30 faculty were contacted by email with examples of content. There were at least 3 follow ups; but no active participants.
- In Spring 2020 a new LOUIS faculty cohort program began. Faculty outreach was scaled back. There were three applicants from McNeese and two accepted into the program.

Attached is a list of faculty who adopted OER/e-textbooks for the 2020-21 academic year using LOUIS funds. These faculty joined the library already participating in the program. LOUIS estimates the return on investment for these purchases to be \$38,873.20.

The following OER projects, not tied to specific courses, were also funded by LOUIS:

- Evidence-based Acquisitions (EBA) grant for \$5,704.52 to purchase 57 ebooks on various subjects from Oxford University Press.
- EBA grant for \$8,044.70 to purchase 89 ebooks on various subjects from JSTOR and ProjectMUSE.

2020-2021:

- Over the past three years, the library has saved students a potential of \$484,202.75 through OER outreach.
- The library facilitated the applications of 3 teaching faculty into the 2020 LOUIS Faculty Cohort program. Two McNeese faculty (Cassandra Ditt and Philippe Girard) completed the cohort.

2021-2022:

- Over the past 4 years, McNeese has saved students \$797,970.64 through OER adoption.
- The library engaged in one outreach event. Lonnie Beene was the PI in a LOUIS-sponsored course on promoting OER adoption.

2022-2023:



Over the past 5 years, McNeese has saved students \$1,159,772.20 through OER adoption and the library purchasing ebooks to support the curriculum.

[Faculty adopting OER 2021](#) [DOCX 27 KB 7/13/20]

[Faculty Adopting OER\\_e-textbook 2019-2020](#) [DOCX 12 KB 3/4/20]

### 2.1.1 Analysis of Data and Plan for Continuous Improvement

2018-2019:

This is a new benchmark for the Library. In the past we have not formally tracked the number of outreach efforts in this area, although we have had some success in helping faculty adopt OERs for their students.

In 2019-2020, the Library will receive training from LOUIS to learn to promote OER. Then the Library will hold a workshop for McNeese faculty in spring 2020. We have identified 15-20 professors who are using textbooks that have an electronic version that we hope to purchase with unlimited concurrent users.

2019-2020:

The Library's efforts in OER adoption proved fruitful. Walt Fontane worked with LOUIS to revise the Return-on-Investment spreadsheet to more accurately reflect potential student savings. In 2020-2021, the Library will focus on accurately recording faculty adopting OER. There is no requirement for faculty adopting OER to inform the library, which makes reporting difficult.

2020-2021:

The pandemic, hurricanes, and personnel changes in the library made this benchmark difficult to assess. We regularly receive the McNeese Bookstore's textbook adoption list and non-adoption list, but it takes a lot of time to look for electronic alternatives on the former, and more time and effort to follow up with faculty on the latter. All that can be said is that OER resources are continuing to grow at McNeese, and the library continues to offer outreach and support.

2021-2022:

- LOUIS collects the textbook adoption list from the bookstore, so they have compiled some of the work for us in identifying OER adoption. We do not have the staffing necessary to study the non-adoption list and follow up with faculty.
- Staffing issues in the library may continue to impact this benchmark.

2022-2023:

Accurate reporting is an on-going issue. Frazar Library and the state consortium, LOUIS, determine different values in student savings. Other Louisiana institutions have similar experiences. Walt Fontane participated in a LOUIS seminar regarding tracking of OER and ebook purchases used to support the curriculum (specific course and teacher). The Library will continue to monitor this benchmark.

## Performance Objective 4 Serve as a federal depository for Congressional district III.

### 1 Assessment and Benchmark

Benchmark: The Government Information Department will catalog at least 1,000 Federal documents.

#### 1.1 Data

Calendar Year	# of documents cataloged
2016	1,130
2017	1,537
2018	—
2019	802
2020	1,785
2021	281
2022	500

2023	0
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2018-2019:

The Government Information Department cataloged 802 older federal documents.

2019-2020:

The Government Information Department cataloged 1,785 older federal documents. Included in this total were documents from the federal civil rights commission section, which had been used for research by faculty.

2020-2021:

The Government Information Department cataloged 281 older federal documents.

2022-2023:

### 1.1.1 Analysis of Data and Plan for Continuous Improvement

2018-2019:

The Government Information Department joined the Federal Depository Library Program Preservation Stewardship program with 95 items of regional interest from the EPA collection.

Government Information continued the retrospective cataloging of federal documents, 95 of those were selected for preservation, altogether 802 item records were added to the catalog. The goal of 1,000 items added to the catalog was not reached. In 2019-2020 the Government Information Department will continue the retrospective cataloging, in the Department of Commerce, Census section with a goal of adding 1,000 item records. The Government Information Department will contribute to the University publication efforts by indexing volumes of the *McNeese Review*, for publication in the Bayou Periodical Review with a goal of adding selections from two volumes per year.

2019-2020:

The Government Information Department surpassed its goal of adding 1,000 retrospective cataloging documents to the records, a total of 1,785 were cataloged.

The Government Information Department completed indexing of older volumes of the *McNeese Review*, which hadn't been indexed since the last indexer left. Indexing for the *McNeese Review* is now up to date in the Bayou State Periodical Index. Three volumes were indexed so the goal was reached.

The Government Information Department helped out the editor of the Bayou State Periodical Index by indexing six *Louisiana Life* (2019) issues.

In 2020-2021, the Government Information Department will continue to track this goal.

2020-2021:

The pandemic and environmental disasters obviously impacted this benchmark. Government Information staff need to be in the building, or at least have access to the documents in order to complete retro cataloging. The Government Information Department continued to index the *McNeese Review* for the Bayou State Periodical Index. The title is fully indexed, and department staff continue to update on a regular basis. Department staff continue to index *Louisiana Life*. In 2021-2022 the department will continue to track this goal.

2021-2022:

Government Information staff have been assisting Public Services with front desk duties. They have also been engaged in weeding documents from the collection because they are running out of shelf space. The benchmark remains a good goal.

2022-2023:

The cataloging of retrospective documents was not accomplished because the staff member responsible for this was out for over six months for health reasons. The Library will continue to monitor this benchmark.

## **Performance Objective 5 Provide supportive environment for academic research.**

### **1 Assessment and Benchmark**

Benchmark: The Library will continue to offer professional development programs.

#### **1.1 Data**

<b>Academic Year</b>	<b># of professional development programs*</b>
2017-2018	60
2018-2019	50
2019-2020	74
2020-2021	100
2021-2022	35
2022-2023	31

\*See attachments for a complete list of activities.

[List of prof dev 2018](#) [DOCX 24 KB 3/4/20]

[List of prof dev 2020](#) [DOCX 24 KB 7/13/20]

[List of prof dev 2021](#) [DOCX 26 KB 7/8/21]

[List of prof dev 2022](#) [DOCX 28 KB 7/12/22]

[List of prof dev 2023](#) [PDF 86 KB 7/13/23]

[Professional Development 2017](#) [DOCX 20 KB 3/4/20]

#### **1.1.1 Analysis of Data and Plan for Continuous Improvement**

2018-2019:

The Library has maintained a high level of professional development participation. Nearly every professional development activity improves the Library in some way. For example:

- At the Society of Southwest Archivists meeting, the archivist learned about how other archives recovered from various disasters. This will improve our response to the next disaster that strikes.
- From the Library Assessment Conference, the public services head learned about area usage studies. This has led to additional monthly statistics to determine where the students prefer to study in the building so we can focus on improvements (furniture, technology, aesthetics, etc.) in those areas. We moved white boards by the areas the engineering students use. We replaced tables and chairs in high traffic areas.
- At the American Library Association annual meeting, the public services head attended programs about alternative forms of instruction—particularly escape rooms and murder-in-the-stacks programs. We outlined a plan with a professor, but there was not enough time to finalize everything.
- After the LOUIS Users Conference, a public services librarian took the lead in updating our information literacy plan to include the ACRL IL Framework. It is cumbersome and complicated, so we are planning to update it again, possibly using instructional design theory.
- Through OER webinars, several librarians learned more about marketing to faculty. Every year we get more buy-in from faculty.
- At SciFinder training, several librarians learned some techniques for helping users find material using SciFinder and Chemical Abstracts Service products.
- At the LOUIS System Administrators meetings, the technical services staff learned about the latest updates for SirsiDynix and new LOUIS projects and programs, such as the evidence-based acquisitions (EBA) and open access (OA) projects to provide low- or no-cost textbooks for faculty, who will make these options available to students.
- The ACRL-Choice webinar "Quantitative Reporting on Digital Collections" went into depth about using standardized COUNTER reports for gathering database use statistics and covered changes in

reporting planned for 2019. Also, the Charleston Conference webinar "All There Is to Know about Evidence Based Acquisitions" gave an overview of EBA, with emphasis on experience with one publisher (Cambridge University Press).

In 2019-2020, the Library will begin hosting separate bi-monthly "Dialog with the Director" meetings for the staff and faculty to create a more supportive environment for academic research and professional development.

2019-2020:

The Library has maintained a high level of professional development participation. Nearly every professional development activity improves the Library in some way. One silver lining of the COVID-19 pandemic was that Library staff had more time to participate in online professional development opportunities. In 2020-2021, the Library will continue to track this goal.

2020-2021:

The Library has maintained a high level of professional development participation. Nearly every professional development activity improves the Library in some way. One silver lining of the pandemic and the weather-related closures was that Library staff had more time to participate in online professional development opportunities. In 2021-2022, the Library will continue to track this goal.

2021-2022:

The Library has maintained a high level of professional development participation. Nearly every professional development activity improves the Library in some way. In 2022-2023, the Library will continue to track this goal.

2022-2023:

The Library has maintained a high level of professional development participation. Nearly every professional development activity improves the Library in some way. In 2023-2024, the Library will continue to monitor this benchmark.

## **Performance Objective 6 Seek outside funding for library initiatives.**

### **1 Assessment and Benchmark**

Benchmark: In each calendar year, the Library will apply for at least three grants.

#### **1.1 Data**

2018:

The Library received the following grants:

- \$2,484.86 from LOUIS to purchase e-textbooks for use in Nursing courses
- \$113.93 from Career Press for books
- \$10,050.17 from LOUIS to purchase thirteen e-textbooks supporting various courses and 82 JSTOR and Project MUSE ebooks
- \$53,789.00 from the University's Campus Development Committee to purchase new furnishings for the library

2019-2020:

The library received the following grants:

- \$5,704 from LOUIS to purchase 57 ebooks on various subjects from Oxford University Press
- \$1,868.31 from LOUIS to purchase 10 etextbooks in support of various courses
- \$3,500 from the Shearman Research Grant fund to more fully identify and describe images in the Gabbert Photograph Collection
- \$304.27 from LOUIS to purchase 4 etextbooks in support of various courses
- \$8,044.70 from LOUIS to purchase 89 ebooks on various subjects from JSTOR and ProjectMUSE

2020-2021:

The library received \$933.46 from LOUIS to purchase 5 ebooks on various subjects.

The library received \$129.99 (est.) from CARES Act funds to purchase a Blue Yeti USB microphone for improving sound quality to instructional videos. Because of campus closure from hurricanes, TASC funds were not available.

2021-2022:

- The library received \$20,455.06 from LOUIS in three separate grants to purchase 76 ebooks on various subjects.
- The library partnered with the Student Government Association to weed another portion of the Reference Collection to make room for more desktop computers. SGA then agreed to increase the library fee \$3 per student per semester.

2022-2023:

The Library received a grant from LOUIS for \$1,580.47 to purchase 11 e-textbooks. The Library also received \$31,385.74 from the SGA to renovate the study rooms and install a picnic table in front of the building.

### **1.1.1 Analysis of Data and Plan for Continuous Improvement**

2018:

The Library was fortunate to receive four grants for library materials and furnishings last year. In 2019-2020, the library will continue to apply for grants for library materials and other needed equipment and furnishings.

2019-2020:

The Library met its goal by applying for and receiving five grants. In 2020-2021, the Library will continue to track this goal.

2020-2021:

The library will continue to track this benchmark with the goal of maximizing any available funds.

2021-2022:

The library is determined to maximize any funds that are available. Therefore, this benchmark will be continued.

2022-2023:

In recent years, the library has received grants that were offered to it by LOUIS as part of funding for Act 125 Textbook Adoption and Louisiana CARES; we also occasionally receive funds from other sources. The Library continues to maximize any funds that are available. Therefore, the Library will continue to monitor this benchmark.

## **2 Assessment and Benchmark**

Benchmark: The Library will continue to seek out and add appropriate gift and free resources.

### **2.1 Data**

2018:

The Library added 36 gift items (including 16 theses) estimated in value at \$3,374.64. The Library received 13 gift periodical subscriptions valued at \$6,654.05. The Library also received 12 free databases valued at \$59,100.00.

2019:

The Library added gift 54 items (including 19 theses) estimated in value at \$5,037.66. The library received 23 gift periodical subscriptions valued at \$8,830.16. The library received 11 free databases valued at \$54,175.00.

2020:

The Library added 53 gift items estimated in value at \$4,736.61. The library received 41 gift periodical subscriptions valued at \$15,556.22. The library received 11 free databases valued at \$47,021.15.

2021-2022:

Due to the absence of a Catalog Librarian, the library did not add any gift items in 2021-2022. The library received seven gift periodical subscriptions valued at \$1,480.78. The library received 11 free databases valued at \$47,021.15.

2022-2023:

In 2022-23 the library added 41 gift items valued at \$4,195.12. The library received seven gift periodical subscriptions valued at \$2,647.61. The library received 11 free databases valued at \$47,307.48.

### **2.1.1 Analysis of Data and Plan for Continuous Improvement**

2018:

The Library still receives occasional unsolicited gifts, although not as many as in the past. Some are still awaiting disposition; the backlog is of manageable size and is not growing significantly. Inappropriate gifts or those in poor condition are disposed of relatively quickly after receipt. One significant gift book was a new folio edition of Margaret Stones' botanical watercolor sketches. The book is currently on display in the front lobby of the Library. In 2019-2020, the Library will continue to take advantage of appropriate free and gift resources whenever they are offered.

2019:

The library continues to receive unsolicited gifts. Priority for processing is given to items deemed most useful to patrons. Those in poor condition or deemed inappropriate for the collection are disposed of relatively quickly after receipt. In 2020-2021, the Library will continue to track this goal.

2020:

The library continues to receive unsolicited gifts, although not as many as in the past. The cataloging and processing of all materials, gifts included, was hindered in 2020 by pandemic- and hurricane-related closures. However, we were able to catalog 53 gift titles on American history from the estate of Dr. Ray Miles. The elimination of the Catalog Librarian position is expected to seriously impact the cataloging and processing of gifts. Nevertheless, the library will continue to track this benchmark.

2021-2022:

The absence of a Catalog Librarian continues to be a problem and is expected to remain so indefinitely. Items added to the collection will be restricted to the most pressing items, of which gifts are not a priority.

2022-2023:

The absence of a Catalog Librarian continues to be a problem and is expected to remain so until that position is filled. As an adjustment to current realities, the library has recently begun clearing out its backlog of gift items that library staff determined would not be added to the collection. Meanwhile, items added to the collection will be restricted to the most pressing items, of which gifts are not a priority.