Frazar Memorial Library

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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
ENG 302	-	-	-	-	-
ENGL 402 - World Literature: Enlightenment to 20th Century	–	–	–	–	1
ENGL 651 - Bibliography and Literary Historiography	–	–	–	–	1
ENTR 305	-	-	-	-	-
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
MGMT 300	-	-	-	-	-
NUFS nutrition orientation	-	-	-	-	-

Course					
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 401					
POLS 447 - The Legislative Process	–	–	–	–	1
POLS 448					
POLS 480 - Conflict and Diplomacy	–	–	–	–	1
Public Relations	1	1	–	–	–
K-12	–	–	–	–	3
Total	24	27	30	26	42

Course	Academic Year Ending				
	2019	2020	2021	2022	2023
ART 352 - Art Appreciation	-				
BIOL 481 - Research	3				
BIOL 601-Graduate Seminar	1				
CSCI 491 - Capstone	1				
Chemistry (Summer Camp)	-				
Counseling	-				
Cultural Diversity for Health Practitioners	-				
EDTC 245 - Educational Technology Foundations	-				
ENGL 104 - Freshman Composition for International Students	-				
ENGL 203 - Introduction to Literature	3				
ENGL 301 - American Literature Survey	-				

Course						
ENG 302-Survey of American Literature II	1					
ENGL 402 - World Literature: Enlightenment to 20th Century	-					
ENGL 651 - Bibliography and Literary Historiography	1					
ENTR 305- Family Business and Franchising	1					
ESLI - English as a Second Language	-					
FFND 101 - Freshman Foundations for Engineers	-					
HIST 300 - Research	8					
HIST 410 - Research Seminar in History	-					
MATH 403 - Numerical Methods II	-					
MATH 461 - History of Mathematics	1					
MGMT 300-Management Concepts and Practices	1					
NUFS nutrition orientation	1					
NURS 318 - Mental Health Nursing	2					
NURS 326 - Nursing Informatics	-					
NURS 390 - Embedded Librarianship with Nursing Research	-					
NURS 602 - Research	2					
Nursing Graduate Orientation	3					
POLS 201 - American Government	2					
POLS 301 - State and Local Government	2					
POLS 360 - American Political Behavior	-					
POLS 401-Political Parties in the United States	1					
POLS 447 - The Legislative Process	-					
POLS 448-The Executive Process	1					
POLS 480 - Conflict and Diplomacy	-					
Public Relations	-					

K-12	1				
Total	36				

1.1.1 Analysis of Data and Plan for Continuous Improvement

2017-2018:

The Library was successful in expanding in certain areas. Discussions with Business faculty were difficult because of the size of the classes. In 2018-2019, the Library will explore alternative means of instruction to better suit the large classes. It remains a goal of the Library to expand instruction into the College of Business.

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:

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	85.70%
Fall 2017	89.80%
Spring 2018	84.75%
Summer 2018	N/A
Fall 2018	87.22%
Spring 2019	66.75%
Fall 2019	
Spring 2020	

ENGL 102:

Term	Average Score
Spring 2013	92.14%
Summer 2013	93.33%
Fall 2013	84.10%
Spring 2014	79.89%
Summer 2014	82.74%
Fall 2014	75.36%
Spring 2015	77.00%
Summer 2015	N/A*
Fall 2015	78.00%
Spring 2016	77.00%
Summer 2016	81.30%
Fall 2016	58.40%
Spring 2017	81.00%
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	
Spring 2020	

*No ENGL 102 sections used the library instruction modules during Summer 2015.

2.1.1 Analysis of Data and Plan for Continuous Improvement

2017-2018:

This was the first year that we split our ENGL information literacy into the two sections. In 2018-2019 we will establish benchmarks. The data show that not every ENGL 101 instructor is using the module. Our goal is to continue marketing the ENGL 101 module and secure greater participation.

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:

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
Spring 2013	69.3%
Fall 2013	94.4%
Spring 2014	93.5%
Fall 2014	78.8%
Spring 2015	57%
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	
Spring 2020	

*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

2017-2018:

Outreach to FFND instructors was overall unsuccessful. Most instructors we spoke to were reluctant to change their syllabi. For 2018-2019 we will focus on marketing to PSYC 101. This course (identified by the QEP) is a replacement for FFND in the Colleges of Business and Education.

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:

4 Assessment and Benchmark

Benchmark: 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.
- Explore alternatives to Tegrity to host the tutorials.

4.1 Data

Number of Views:

Tutorial	Fall 2014	Spring 2015	Summer 2015	Fall 2015
Academic Search Complete	106	285	14	195
Library Catalog	118	343	18	214
Discovery	85	203	12	136
Introduction to Academic Library	203	62	16	91
JSTOR	40	240	10	200
Literati	0	238	5	145
Plagiarism	546	246	13	160
Searching for Information	4	442	15	230
Types of Information	0	687	23	394

Note: Spring 2016 usage statistics are unavailable. This situation was discovered in January 2016 with University Computing Services researching the problem. Since that time we have been unable to identify the cause or how to fix the problem. The Library is looking at alternatives for using Tegrity for hosting our video tutorials. Information unavailable for semesters preceding Fall 2014.

Number of Views:

Tutorial	Academic Year Ending		
	2017	2018	2019
Academic Search Complete	517	611	511
Library Catalog	445	510	430

Discovery	208	60	24
Introduction to Academic Library	489	465	–
JSTOR	435	576	472
Literati	105	5	–
Plagiarism	324	962	682
Searching for Information	381	12	–
Types of Information	643	49	–
ILL	171	542	510
Primary vs. Secondary	–	1,621	1,400
Scholarly vs. Non-Scholarly	–	1,096	1,097
Website Evaluation	–	446	461

Number of Views:

Tutorial	Academic Year Ending		
	2020	2021	2022
Academic Search Complete			
Library Catalog			
Discovery			
Introduction to Academic Library			
JSTOR			
Literati			
Plagiarism			
Searching for Information			
Types of Information			
ILL			
Primary vs. Secondary			
Scholarly vs. Non-Scholarly			
Website Evaluation			

4.1.1 Analysis of Data and Plan for Continuous Improvement

2017-2018:

- There are two observations to account for the big jump in tutorial viewings between 2016-2017 and 2017-2018. First, statistics were unavailable for spring 2016. Second, 2017-2018 was the first year to include tutorial modules for ENGL 101.
- The plagiarism and website evaluation tutorials were requested by faculty.
- All video tutorials were freely available on the website. The Library was unable to collect usage statistics for videos not accessed through Moodle. The library removed them from the homepage to see if faculty will contact the library regarding access. It is our intention to identify the courses using these tutorials to see if we can better adapt them to suit faculty/student needs.
- The new Library webpage for fall 2018 requires Public Services to update its videos.

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:

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

2017-2018:

Archives provided extended research to:

- A researcher from the University of South Carolina researched the social impacts of environmental pollution for his dissertation.
- A group of Sulphur middle school students used resources in the Archives to find information about WWII home front activities for a STEM robotics competition.
- The Archives contributed substantial research, artifacts, and images for the Lake Charles Sesquicentennial exhibit and other festivities.
- Donna Price of the *American Press* used Archives materials for a news story on the Pirateland amusement park project.
- A researcher from Rutgers University used our collections for his dissertation about social aspects of early AIDS prevention measures.
- A surgeon in North Carolina is writing a biography of Dr. Michael DeBakey and used our collections extensively.
- The Office of Public Relations used our materials to create a display about the MSU President's Home.

Public Services:

- Completed the pilot project of specialized library research assignments for writing enriched courses. We will try to continue to expand this option.
- Explored ways to collect assessment data from the non-ENGL and FFND courses (with quizzes built into those modules). The first point of data collection is determining which courses / faculty are using the video tutorials.

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:

5.1.1 Analysis of Data and Plan for Continuous Improvement

2017-2018:
The Library will:
- Expand the Information Literacy program to include more 300+ level courses
- Offer new types of instruction besides the enhanced ENGL 102 script
- Expand the Information Literacy for Higher Education program to include the ACRL Frameworks
- Revise its 15 video tutorials and assessments to reflect the changes within the ACRL frameworks

In 2018-2019, the Archives Department will seek new opportunities for expanding the use of our collections. The Public Services Department will offer new types of instruction besides the enhanced ENGL 102 script and will pilot a new method in fall 2018.

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:

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 benchamark was to process five archives collections and 500 digital images fro the Louisiana Digital Libray.

1.1 Data

2015-2016:
The Archives and Special Collections Department processed two new collections and completely re-processed four existing collections to improve their accessibility by patrons. The department continues to weed and re-process the MSU-Media Services Photographs, a very large, heavily-used collection.

2016-2017:
The Archives and Special Collections Department processed one new collection and completely re-processed one existing collection to improve their accessibility by patrons. The department continues to weed and re-process the MSU-Media Services Photographs, a very large, heavily-used collection. The department did not catalog any additional digital images due to changes in the Louisiana Digital Library at the state level.

2017-2018:
The Archives and Special Collections Department processed three new collections and completely re-processed three

existing collections to improve their accessibility by patrons. The department continues to weed and re-process the MSU-Media Services Photographs, a very large, heavily-used collection. The department did not catalog any additional digital images due to changes in the Louisiana Digital Library at the state level.

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:

1.1.1 Analysis of Data and Plan for Continuous Improvement

2017-2018:
The Archives and Special Collections Department will adjust its goal to process four new archives collections and 200 digital images for the Louisiana Digital Library (LDL). The staff are learning the new procedures to input images into the LDL and hope to make the process faster in the future.

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:

Performance Objective 3 Support Academic Programs.

1 Assessment and Benchmark

Benchmark: The Library will continue to strive to meet the target goal of evaluating a minimum of three electronic resources.

1.1 Data

Academic Year	# of resources evaluated
2013-2014	3
2014-2015	3
2015-2016	0
2016-2017	3
2017-2018	0
2018-2019	6
2019-2020	

2015-2016:
The Library conducted no database trials. Databases offered for trials were deemed either not relevant to McNeese curriculum or had been conducted in previous years.

2016-2017:
The Library conducted three database trials: Statista (November-December 2016); UpToDate (April-May 2017); Kanopy (May-June 2017). Kanopy trial resulted in purchase of PDA (patron-driven acquisitions) subscription.

2017-2018:
The Library did not conduct database trials during fall 2017 or spring 2018. Databases offered for trials were deemed either not relevant to McNeese curriculum or had been conducted in previous years. Also, the budget situation precluded the possibility of any new purchases.

2018-2019:

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

2019-2020:

1.1.1 Analysis of Data and Plan for Continuous Improvement

2017-2018:
For 2018-2019, the Library will adjust this benchmark to conduct three database trials per year.

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:

2 Assessment and Benchmark

Benchmark: The Library will begin using the new RFID system to assess the collection.

2.1 Data

2017-2018:
The Library has begun using the RFID system to inventory the book collection. We have had ongoing technical problems with the inventory wand that EnvisionWare provided. At present it has been returned to EnvisionWare for the second time. We will continue to work with them and monitor the situation until they have fixed the problem. Meanwhile, the Public Services Department has developed procedures to inventory the collection without the wand and has inventoried approximately 25% of the collection.

2018-2019:
The Public Services Department has inventoried 100% of the collection. We found 500 missing items: 219 from the CMC and 281 from the General Collection.

Data from the security gates shows that 133,051 people visited the library during AY 2018-2019.

2019-2020:

2.1.1 Analysis of Data and Plan for Continuous Improvement

2017-2018:
In calendar year 2018, the Library will continue to refine the inventory procedures and inventory another 50% of the collection. Additionally, the Library will begin reporting gate counts from the RFID system and use that data to assess opening hours and staffing needs.

2018-2019:
The library security gates record the number of visitors entering and leaving the library. This data can be further broken down by week, day, and hour. This data has been used in determining extended hours for Finals Week and in hiring new staff such as the new Public Services Librarian, Sandra Kiersey, in May 2019. In 2019-2020, the Library will no longer measure this benchmark as we have completed the project.

2019-2020:

3 Assessment and Benchmark

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

3.1 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:

Faculty Adopting OER_e-textbook 2019-2020   [DOCX 12 KB 3/4/20]

3.1.1 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:

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 digital images cataloged
2013	580
2014	661
2015	1,052
2016	1,130
2017	1,537
2018	802
2019	

2015-2016:
The Government Information Department continued the retrospective cataloging of the federal documents.

2016-2017:
Retrospective cataloging of federal documents is a joint project between Government Information and Cataloging. In 2016, 1,130 government documents were retrospectively cataloged.

2017-2018:
Due to a change in workflows, retrospective cataloging of federal documents is no longer a joint project between Government Information and Cataloging. Responsibility for retrospective cataloging rests with Government Information. Cataloging provides technical assistance when original cataloging is needed. In 2017, 1,537 government documents were retrospectively cataloged.

2018-2019:
The Government Information Department cataloged 802 older federal documents.

2019-2020:

1.1.1 Analysis of Data and Plan for Continuous Improvement

2016-2017:
In calendar year 2017, the Government Information Department will continue the retrospective cataloging of Federal documents with a goal of cataloging 1,500 documents.

2017-2018:

In calendar year 2018, the Government Information Department will join the Federal Depository Library Program's Preservation Stewardship program. Government Information will identify a portion of the Environmental Protection Agency documents for preservation. Government Information will continue the retrospective cataloging of federal documents, focusing on those that are selected for preservation, with a goal of adding 1,000 item records to the catalog.

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:

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

2016-2017:
The Library offered the following professional development programs:
- Accreditation and the Library
- Trends and Free Digital Resources
- The 21st Century Library
- Introduction to Archives
- Library Classification

2017-2018:
The Library faculty participated in over 60 professional development programs, including local and national library conferences, webinars, and subject-specific workshops. For a complete list of activities, please see attachment.

2018-2019:
The Library faculty participated in over 50 professional development programs, including local and national library conferences, webinars, and subject-specific workshops. For a complete list of activities, please see attachment.

2019-2020:

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

Professional Development 2017   [DOCX 20 KB 3/4/20]

1.1.1 Analysis of Data and Plan for Continuous Improvement

2016-2017:
In 2017, the Library will begin tracking all professional development experiences, both internal and external, through the APRs of the Library faculty.

2017-2018:
In 2018, the Library will expand this benchmark to include professional development activities of the Library staff, in addition to the faculty.

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 aervices 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.

2 Assessment and Benchmark

Benchmark: The Library will continue the thematic on-site bulletin board exhibits.

List of outreach 2018   [DOCX 19 KB 3/4/20]

outreach 2017   [DOCX 20 KB 3/4/20]

2.1 Data

2016-2017:
The Library hosted 10 on-site thematic bulletin board exhibits:

- American Indian Heritage
- Black History Month & Mardi Gras
- McNeese Departments & professors publications
- Poetry month: Jim Harrison: Poet, Novelist, Essayist & Earth Day
- Welcome Student Veterans Government Information Dept. displays
- Performing Arts Dept. productions
- What's happening on campus table
- Library Re-Opening display

2017-2018:
The Library participated in over 70 outreach efforts, including regular mini exhibits in the Library building, participation in campus-wide events, and crowdsourcing activities. For a complete list of activities, please see attachment.

2018-2019:
The Library participated in over 30 outreach efforts, including regular mini exhibits in the Library building, participation in campus-wide events, and crowdsourcing activities. For a complete list of activities, please see attachment.

2019-2020:

2.1.1 Analysis of Data and Plan for Continuous Improvement

2016-2017:

In calendar year 2017, the Library will begin tracking all outreach efforts through monthly reports and the APRs of the Library faculty. Examples of outreach efforts include K-12 tours, speaking engagements, and events.

2017-2018:

In calendar year 2018, the Library will also begin tracking all collaborative efforts with other McNeese State University departments, such as course instruction, Women's Studies events, and Leisure Learning.

2018-2019:

The Library has maintained a high level of engagement with the McNeese and SWLA community. The Library has begun partnering with the Dept. of Visual Arts to regularly display student art work in the Library. In 2018, the Library celebrated National Library Week by inviting the public to a full program of events. In 2019-2020, the Library will continue to seek out new opportunities to engage with the community.

2019-2020:

3 Assessment and Benchmark

Benchmark: The Library will continue to make changes to its website. When the University completes its web redesign we will follow suit.

3.1 Data

2016-2017:

The Library maintained its extensive web site of approximately 100 web pages and 75 LibGuides.

2017-2018:

The Library completed the migration to LibGuides 2.0. The Library's website experienced frequent website downtime due to age (15 years) of IT-based server. To alleviate this problem, LibGuides CMS was purchased to host a new Library website. Rollout of new site will be completed summer 2018. In addition, LOUIS scheduled replacement of SirsiDynix e-Library catalog interface with Enterprise catalog during summer 2018.

2018-2019:

The biggest change to the website is the adoption of the LibGuides Content Management System (CMS). The Library's website has been hosted on an on-campus server that's old and unreliable, and there are no plans to replace it. We switched to the LibGuides CMS platform, which is hosted by Springshare and its servers rather than a local server. In addition to being more stable, it's easier to update, since all the librarians already have experience using LibGuides. The Library established a Library Web Content Creation Committee to provide input into changes to the website. The Library continues to add new features to the website to further engage our users.

2019-2020:

3.1.1 Analysis of Data and Plan for Continuous Improvement

2016-2017:

In academic year 2017-2018, the Library will migrate to LibGuides 2.0.

2017-2018:

In academic year 2018-2019, the Library will identify efficiencies within LibGuides CMS and SirsiDynix Enterprise to improve services to users on campus and remotely. This will include improving internal workflows.

2018-2019:

Working with LOUIS, the Library created a "book river" on the SirsiDynix Enterprise catalog to highlight new leisure reading titles. A book river is a rotating selection of Leisure Reading book covers that shows up on the main page of the catalog.

Much work was done toward redesigning and reorganizing the Library's website; however, issues involving campus IT such as the absence of a campus webmaster delayed rollout. In 2019-2020, the library intends to rollout the new website.

2019-2020:

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

2016:
The Library participated in the LOUIS-Board of Regents etextbook project. This is a statewide initiative with minimal local funding. TASC funds were secured to complete phase II of the RFID project (four self-check stations, two more RFID readers, security lattices, and Branch Manager software). Because TASC funds were requested to purchase new equipment to complete renovation project, TASC funds were not also requested to purchase ebooks.

2017:
The Library received two TASC grants; one to purchase 343 EBSCO ebooks and another for $18,116.58 to purchase LED projectors and microfilm scanners.

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:

1.1.1 Analysis of Data and Plan for Continuous Improvement

2016:
In 2017, the Library will request TASC funds to purchase ebooks and technology equipment.

2017:
In 2018, the Library should complete the current project to identify overlapping online and bound periodical holdings and reduce bound periodical holdings (working backward from Z to A, the project is currently in A and mostly awaiting discarding of withdrawn volumes). Completion of the project will free up space on second floor for additional seating. Also, a concurrent project to evaluate journal holdings with input from academic departments is underway; completion should mean budget savings and more efficient use of the collection.

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:

2 Assessment and Benchmark

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

2.1 Data

2016:
The Library received 54 gift books and 87 theses. The Library also received 22 gift periodical subscriptions, one gift database, and an online subscription to the Lake Charles *American Press*.

2017:
The Library cataloged 27 gift books and 17 theses. The Library also received 69 DVDs funded through a gift from the McNeese Foundation. The Library continues to receive unsolicited gifts; we received 128 gift books and 30 gift audiovisual items. The gift database previously received, Cabell's, was dropped due to a change in focus; it was no longer considered relevant to our needs. The Library provides access to 13 free databases and indexed, including PubMed Central, PsyCRITIQUES, and the Homeland Security Digital Library. Gift periodicals were kept to a minimum due to the ongoing project to withdraw duplicate print periodicals.

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:

2.1.1 Analysis of Data and Plan for Continuous Improvement

2016:
In 2017, the Library will increase the number of free resources by at least 10%.

2017:
In 2018, the Library will make progress on the backlog of unsolicited gifts, cataloging items considered worthy of inclusion and disposing of those items not considered appropriate for our collection. The Library will also continue to take advantage of any outside funding sources for adding materials, such as TASC grants.

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: