

Assessment Cycle Academic Year 2016 – 2017

University Libraries

Division or Department: N/A

Prepared by: Abbie Landry

Date: June 14, 2017

Approved by: Dr. Vickie Gentry

Date: June 14, 2017

Northwestern Mission

Northwestern State University is a responsive, Student-oriented institution that is committed to the creation, dissemination, and acquisition of knowledge through teaching, research, and service. The University maintains as its highest priority excellence in teaching in graduate and undergraduate programs. Northwestern State University prepares its Students to become productive members of society and promotes economic development and improvements in the quality of life of the citizens in its region.

Library Mission statement

Northwestern State University Libraries provide instruction, resources, services, and facilities to support learning, teaching, research, intellectual growth, and enrichment of the academic experience for all who seek knowledge.

The library faculty and staff prepare students to acquire and use information to become productive members of society.

In addition, the library faculty and staff promote the economic development and improvement in the quality of life of the citizens in its region through programming and outreach.

Methodology: The assessment process includes:

- (1) Data from assessment tools (both direct and indirect, quantitative and qualitative) are collected and returned to the library director;
- (2) The library director will analyze the data to determine whether the applicable outcomes are met:
- (3) Results from the assessment will be discussed with the appropriate staff;
- (4) Individual meetings will be held with staff as required (show cause);
- (5) The library director, in consultation with the staff and senior leadership, will propose changes to measurable outcomes, assessment tools for the next assessment period and, where needed, service changes.

Assessment Cycle Academic Year 2016 – 2017

Service Outcomes:

SO#1. University library services are utilized by university faculty, staff, and students.

Measurement 1.1 Administered library usage survey (Spring 2017) to assess usage of library services. The survey listed all the current library public services. Target goal was 60% of the responders, both students and faculty, to report using each public service.

Findings: Target Not Met

Faculty/Staff Survey

Administration Dates: March 26th through April 24th

Response Rate: 35.6% (364/1020)

Which of the following services or collections have you used or plan to use during the current academic year? Please select all that apply.

Service	Percentage	number
Best Sellers/Leisure Reading	18.57%	39
Cammie G. Henry Research Center/LA Coll	20.00%	42
Comfortable Seating	15.24%	32
Government Information/Federal or State	10.48%	22
KIC Scanner	12.38%	26
Print Books	28.10%	59
Print Journals	27.14%	57
Quiet Study Areas	10.98%	23
Thomas D'Amato Reading Room*	7.62%	16
eBooks	28.10%	59
Electronic Resources/Online Databases	58.57%	123
Find It/Discovery	4.76%	10
Library Web Page	31.43%	66
ILL (Interlibrary Loan)	28.52%	62
Library Instruction/Information Literacy**	12.86%	27
Programming	13.81%	29
Reference (in-person, email, phone or text)	37.14%	78

*This room no longer exists and will be removed from next survey.

Since responses were recorded, we do not know if the respondents were referring to a quiet place to study or the reference room resources.

** New Instruction and Information Literacy Librarian joined Watson Library faculty, Feb. 2017.

Assessment Cycle Academic Year 2016 – 2017

Student Survey

Administration Dates: March 27th through April 25th

Response Rate: 10.7% (989/9269)

Service	Percentage	number
Best Sellers/Leisure Reading	11.35%	70
Cammie G. Henry Research Center/LA Coll	7.78%	48
Comfortable Seating	37.29%	230
Government Information/Federal or State	6.32%	39
KIC Scanner	15.88%	98
Print Books	18.18%	112
Print Journals	22.53%	139
Quiet Study Areas	44.08%	272
Thomas D'Amato Reading Room*	5.02%	31
eBooks	23.82%	147
Electronic Resources/Online Databases	58.02%	358
Find It/Discovery	8.91%	55
Library Web Page	32.74%	202
ILL (Interlibrary Loan)	8.27%	51
Library Instruction/Information Literacy**	3.24%	20
Programming	3.24%	20
Reference (in-person, email, phone or text)	25.61%	158

*This room no longer exists and will be removed from next survey

Since responses were recorded, we do not know if the respondents were referring to a quiet place to study or the reference room resources.

**New Instruction and Information Literacy Librarian joined Watson Library faculty, Feb. 2017.

Analysis: A number of changes have occurred in the library which may be affecting the results of the survey. The Academic Success Center opened on the first floor and the reference department was moved to the second floor in what was formerly the Thomas-D'Amato Reading Room. The head cataloger who helped out in reference left for another job and the head of reference died in August 2016 leaving no professional reference librarians available to provide reference service. The professional staff at Watson consisted of the library director and head of Serials-Media. Even with those drawbacks, the usage of the reference services registered usage by 37.14% faculty and 25.6% students.

The most used services were the Electronic Online services with 58.57% faculty and 58.02% students. This service came closest to the target of 60%.

Assessment Cycle Academic Year 2016 – 2017

Action - Decision or Recommendation: With the hiring of a library instruction librarian in February, 2017, and a head of reference in May, 2017, the reference services will have better staffing. An increase in advertising library services is currently underway with the library instruction librarian meeting with faculty, deans, and department heads on instruction. The new head of reference is working on publicizing services using LibGuides and social media. The library director will also be able to participate more in publicizing library services since she is no longer needed to cover public service desks on a daily basis. A new survey with appropriate revisions will be distributed in the 2017-18 academic year to determine if the 60% goal is met.

Primary responsibility: Abbie Landry, Director of Libraries. Crystal Long, Head of Reference will be actively involved in the above action plan.

Summary: Much work needs to be done on publicizing library public services to reach the 60% target number. All library faculty and staff will dedicate themselves to promoting the public services in a variety of ways ranging from helping individual users to university-wide coverage.

SO#2. Improve library instruction classes on main campus.

Measure 2.1. Use Request Forms for individual Research Consultations and single-session Library Instructions. Analyze data from 100% of these forms in order to set benchmarks for next year. (See Appendix B.)

Findings: Total course-related sessions taught at Watson: 47 (45 separate forms used).

Departments: UNIV (14), education (10), psychology (4), English (4), Scholars' (3), freshman student athletes (2), dual-enrollment (2); one each for new faculty orientation, math, biology, music, fine arts, and LSMSA.

Analysis: All UNIV 1000 sections received a session of library orientation, which we will continue to revise based on numerical and experiential data.

Nine out of nineteen academic departments requested course-related instruction last year. The long-term goal is for every course with research assignments to come to the library for instruction. The numbers above show how far we have to go to reach that goal.

Action - Decision or Recommendation: As the first step toward our goal to reach all students, in 2017-18 we would like 20% of instructors in the departments of English, engineering technology, and Scholars' College to request course-related instruction. To this end, we will analyze data from Request Forms to see what proportion of students and faculty participate in library instruction, and set goals to increase it as appropriate to the various disciplines.

Continue to explore library involvement in research courses.

Assessment Cycle Academic Year 2016 – 2017

Next year, librarians at Leesville, Shreveport, and Natchitoches will work together to assess university-wide information literacy and instruction.

Measure 2.2. Discuss with teaching faculty the effectiveness of class sessions and research consultations. The target is to reach 10% more of the faculty in 2017-18.

Findings: Establish Baseline

Needs-assessment appointments with faculty: 11.

Informal meetings: 8

Department meetings: 1

Analysis: Notes from the meetings show that faculty support library instruction and that most want it for their students, who need to learn the process and materials of scholarship. These conversations focused on courses with research projects, including thesis research.

Action - Decision or Recommendation Faculty collaboration is crucial to the success of library instruction for students. Therefore, we will continue these meetings until all faculty members, including adjunct and part-time instructors, have been made aware of the range, depth and flexibility of instruction. In 2017-18, every college, school, and department head will be contacted, plus 10% more of faculty.

Measure 2.3. Follow up with students about how their research consultations contributed to their project or paper. The target is to survey 10% of students in order to set benchmarks for the near future.

Findings: Establish Baseline

Individual student research consultations at Watson: 31.

May 3: Sent survey (See Appendix E) to 17 students with whom I consulted about their thesis projects. Received six responses (35.3%).

May 9: Sent survey to 12 more students, whose consultations were with the library director. Received one response (8.3%).

Assessment Cycle Academic Year 2016 – 2017



Analysis: A research consultation between one student and one librarian is one of the first occasions when students begin to apply what they have learned to specific topics or problems. In the new QEP, undergraduate research is one of three areas of experiential learning, or praxis.

On the Natchitoches campus, Scholar’s College Thesis Preparation classes, SLSC 4000 required individual research consultations. Since the survey as well as faculty feedback showed high satisfaction with those consultations, we would like to increase the number of courses which require student-librarian consultations.

Action - Decision or Recommendation: Only one section of SLSC 4000 was required to have individual research consultation. In 2017-18, every section should.

Only one department’s graduate students (College of Education), EDUC 5010, SAHE 5970 , and SPED 5860, requested and received instruction sessions. In 2017-18, the number of departments making requests for graduate instructions will double.

Primary responsibility: Dr. Patricia Brown.

Summary: 2016-17 was a transitional year for information literacy and instruction at Watson Library. The above figures are expected to increase with the presence of a full-time instruction librarian on the Natchitoches campus and a revitalized information literacy program there. Next year’s assessment will build on the benchmarks set from this year’s data.

Assessment Cycle Academic Year 2016 – 2017

SO#3. Shreveport nursing library conducted individual research consultations with nursing students and faculty to help them successfully complete research projects.

Measure 3.1 Count research consultations to determine 50% increase in number of research consultations from previous year.

Findings: Target Not Met

Research Consultations for Shreveport 2015-16 total 549.

Research Consultations for Shreveport 2016-17 total 313.

Decrease of 236, a reduction of 42%.

Shreveport Nursing Library Research Consultations July 2016-May 12, 2017					
Month	Undergraduate	Graduate	Total		
July	12	7	19		
August	14	15	29		
September	12	19	31		
October	15	35	50		
November	19	15	34		
December	10	12	22		
January	7	7	14		
February	17	24	41		
March	15	19	34		
April	15	20	35		
12-May	4	0	4		
Total	140	173	313		

Analysis: This reduction of 42% could be caused by the cutoff date of May 12 instead of the normal date of June 30. This could also be normal fluctuations based on the number of students needing individual consultations and the ones who received enough instruction via library instruction in the classroom.

Action - Decision or Recommendation:

The librarian and library associate will redouble their efforts to make sure that all students and faculty know that research consultations are available. Graduate students doing masters and doctoral level research will be targeted. Publicity will be increased via classroom instruction, social media, signs and posters, and any other means that seem effective.

Primary Responsibility: Paula Craig

Summary: The number of research consultations declined from the previous year. The head of the nursing library will publicize the research consultations and especially target graduate students.

Assessment Cycle Academic Year 2016 – 2017

SO#4. At the NSU-Leesville/Fort Polk campus, course reserves are an important service provided by the library to enable students and faculty to be successful in their coursework.

Measure 4.1 The NSU-Leesville Associate Manager collected and analyzed data from 100% of the Course Reserve forms.

Findings: Establish Baseline

The NSU-Leesville Library has 61 faculty reserve items and 28 library research items on reserve, totaling 89 course reserve items. Reserve materials were utilized 164 times between July 2016 and May 2017.

Leesville Reserve Statistics July 2016 - May 2017										
Reserve Monthly Checkouts										
July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	March	April	May
1	35	32	6	3	4	30	15	31	6	1
Total	164									

Analysis: Reserve statistics showed that the course reserve section is an important service the library offers in collaboration with faculty to support student learning and success. In the Fall 2016 and Spring 2017 semesters 165 courses were taught on the Leesville campus with a total enrollment of 503 students. Between July 2016 and May 2017 students utilized course reserves 164 times. Several factors contributed to the use of course reserves, the first being delayed financial aid payments and the second a lack of campus or local bookstore. Course reserves were an important resource for students who did not have access to course materials at the beginning of the semester.

Action – Decision or Recommendation: To support student success the library will work closely with all current and new faculty to provide needed course materials to serve our student population. The library will continue to provide additional reserve materials to support student research. In the future, we will increase faculty participation and improve student awareness of available course reserves at the library.

Measure 4.2. The Library Associate Manager will communicate with 50% of the Leesville faculty to assess the effectiveness of current course reserves and address ways to improve the process.

Finding: Target Not Met

Surveys were distributed to 16 faculty members with 7 completed and returned for a response rate of 44%. Of the completed surveys 5 faculty responded “yes” to putting course materials on reserve and 2 responded “no.” All 7 respondents reported they

Assessment Cycle Academic Year 2016 – 2017

found course reserves useful and 7 also responded that students found course reserves useful. See Appendix C.

Leesville Reserve Faculty Survey May 2017 (16 sent/7 completed)		
Questions	YES	NO
Do you put course material on reserve in the library?	5	2
Do you find course reserves useful?	7	
Do your students find them useful?	7	
How can we improve course reserves for you and your students?		
Totals	19	2

Analysis: The faculty survey regarding the usefulness of course reserves found more than half of the faculty respondents utilized course reserves in the library. All of the survey respondents were positive regarding the usefulness of course reserves and all responded that students found course reserves useful. Our survey results have shown that faculty and students value course reserve materials as being an important service the library offers. The library will take steps to address specific concerns or comments found in the survey results.

Action-Decision or Recommendation: Investigate ways to Increase faculty survey participation. The library will continue to offer course reserves as well as implementing some of the faculty suggestions. Specifically, reserve check out periods will be extended for upper level courses for faculty owned materials. The library will work to collaborate with more of the university faculty to offer a greater variety of materials to meet students' needs. Additionally, the library will increase student awareness of course reserves through faculty participation and flyers.

Primary responsibility: Anna MacDonald

Summary: Data collected by the NSU Leesville Library indicates overall success and satisfaction with course reserves by both faculty and students. The faculty survey also indicated areas of improvement, which the library will address.

The library will continue to increase faculty participation and develop the course reserve section to reflect student and faculty needs. The library will implement some of the faculty survey suggestions to improve the reserve process and investigate ways to increase faculty survey participation in the future. Additionally, the library will promote the course reserve section and increase student awareness of this service.

Assessment Cycle Academic Year 2016 – 2017

SO#5. The Cammie G. Henry Research Center creates traveling and display exhibits that match the theme of the events of university partners to improve the quality of life of the citizens in its region as programming and outreach.

Measure 5.1. Direct Measure: A tabulation of contacts, traveling exhibits created, exhibited events, the title of the event, type of event, place, date and number of people visiting the exhibit were made. These tabulations were kept, retained, and compared to previous events, targeting a 30% increase of displays.

Findings: Target Not Met

The Cammie G. Henry Research Center sought out university and public events and partnered with events coordinators and created traveling exhibits and display exhibits that matched the theme of the events. The Research Center provided exhibits that shared the Center's resources, services and conveyed to all who visited the exhibits that the Research Center is a place for NSU students, faculty, staff and the citizens in the region can research Louisiana and North Louisiana's rich culture. The Research Center created a tabulation of title of the event, focus of the event, type of event, location, contact, date, and number of attendees. Eight event coordinators contacted the Research Center. The Research Center participated in all eight events. Five events were regional public events and three events were NSU events. There were 2,810 people who learned about the mission and diverse resources held by the NSU Cammie G. Henry Research Center

2016-17: 14 exhibits viewed by 2810 attendees (First chart)

2015-16: 20 exhibits (in-house) 1502 attendees, no statistics of attendance for travelling exhibits (Second chart)

Assessment Cycle Academic Year 2016 – 2017

Academic Assessment Cycle Plan
AY 2016-2017 SO#5 CGHRC

TITLE OF EVENT	Title or Focus of Exhibit	Traveling Exhibit	Type of Event or Academic/Professional, NSU, Public	Location	AGENCY (or name of contact)	DATE	Number of Attendees
St. Augustine Historical Society's Founders Day Celebration	Resources in the Cammie G. Henry Research Center	Yes	Public	St. Augustine Catholic Church Community Center, Natchitoches Parish Louisiana	St. Augustine Historical Society	23-Jan-16	150
Resistance. Escape. Community Conference	Searching for the Undocumented Enslaved and Free African American sources in the Cammie G. Henry Research Center	Yes	Public	Natchitoches Events Center, Natchitoches, Louisiana	Cane River National Heritage Area	19-Feb-16	350
Natchitoches Rotary Club Monthly Meeting	Resources in the Cammie G. Henry Research Center	Yes	Public	Motel 6 Restuarant, Natchitoches, Louisiana	Rotary Club of Natchitoches	2-Feb-16	35
NSU Demon State Mathematics Competition	The Papers of German Mathematician Carl Fredrich Gauss held by the NSU CGHRC	Yes	NSU	NSU Kyser Hall, 4th floor	NSU Math Department	12-Feb-16	150
Natchitoches Council on Aging Monthly Meetings	The U.S. Works Progress Administration Ex-Slave Narratives resources in the NSU CGHRC	Yes	Public	Council on Aging Building in Natchitoches, Louisiana	Natchitoches Council on Aging	26-Feb-16	50
NSU Freshman Connection	Resources in the Cammie G. Henry Research Center	Yes	NSU	NSU, A.A. Fredricks Courtyard	NSU, Freshman Connection	23-Jun	300
Roque Family Reunion	Resources in the Cammie G. Henry Research Center	Yes	Public/Family	Roque Family Farm, Natchitoches, Parish	Roque Family	2-Jul	300
NSU Freshman Connection	Resources in the Cammie G. Henry Research Center	Yes	NSU	NSU, A.A. Fredricks Courtyard	NSU, Freshman Connection	12-Jul-16	300
NSU-Natchitoches Folk Festival "Emerging Artists"	Resources in the Cammie G. Henry Research Center	Yes	Public	NSU Prather Coliseum	NSU Folklife Center	16-Jul-16	500
Preservation in Your Community	Preservation of Books, Documents and Photographs	Yes	Public	NPS National Center for Presevation Technology and Training Building, Natchitoches, Louisiana	NPS National Center for Preservation Technology and Training	25-Aug-16	75

AY 2016-2017 SO#5 CGHRC

Creole Heritage Center Conference "Unity and Diversity"	Resources in the Cammie G. Henry Research Center	Yes	Public	Natchitoches Events Center, Natchitoches, Louisiana	Creole Heritage Center, co-sponsors: Cane River National Heritage Area, Cane River National Historical Park and the Council for the Development of French in Louisiana	23-Sep-16	150
St. Augustine Heritage Society Heritage Day Celebration	Resources in the Cammie G. Henry Research Center	Yes	Public	St. Augustine Catholic Church Community Center, Natchitoches Parish Louisiana	St. Augustine Historical Society	21-Jan-17	150
NSU Demon State Mathematics Competition	The papers of German Mathematician Carl Fredrich Gauss held by the NSU CGHRC	Yes	NSU	NSU Kyser Hall, 4th floor	NSU Math Department	16-Mar-17	150
LitCon (Literature Conference)	Resources in the Cammie G. Henry Research Center	Yes	NSU	Orville Hanchey Gallery Reception area in the Magale Recital Building NSU	NSU Department of English, Foreign Languages and Cultural Studies	21-Mar-17	150
Total							2810

Assessment Cycle Academic Year 2016 – 2017

TITLE OF EVENT	Title or Focus of Exhibit	Type of Event or Academic/Professional, NSU,			AGENCY (or name of contact)	DATE	Number of Attendees
		Travelling Exhibit	Public	Location			
Roque Family Reunion	Resources in the Cammie G. Henry Research Center	Yes	Public/Family	Roque Family Farm, Natchitoches, Parish	Roque Family	2-Jul	300
NSU Freshman Connection	Resources in the Cammie G. Henry Research Center	Yes	NSU	NSU, A.A. Fredricks Courtyard	NSU, Freshman Connection	12-Jul-16	300
NSU-Natchitoches Folk Festival "Emerging Artists"	Resources in the Cammie G. Henry Research Center	Yes	Public	NSU Prather Coliseum	NSU Folklife Center	16-Jul-16	500
Preservation in Your Community	Preservation of Books, Documents and Photographs	Yes	Public	NPS National Center for Preservation Technology and Training Building, Natchitoches, Louisiana	NPS National Center for Preservation Technology and Training	25-Aug-16	75
Creole Heritage Center Conference "Unity and Diversity"	Resources in the Cammie G. Henry Research Center	Yes	Public	Natchitoches Events Center, Natchitoches, Louisiana	Creole Heritage Center, co-sponsors: Cane River National Heritage Area, Cane River National Historical Park and the Council for the Development of French in Louisiana	23-Sep-16	150
St. Augustine Heritage Society Heritage Day Celebration	Resources in the Cammie G. Henry Research Center	Yes	Public	St. Augustine Catholic Church Community Center, Natchitoches Parish Louisiana	St. Augustine Historical Society	21-Jan-17	150
NSU Demon State Mathematics Competition	The papers of German Mathematician Carl Friedrich Gauss held by the NSU CGHRC	Yes	NSU	NSU Kyser Hall, 4th floor	NSU Math Department	16-Mar-17	150
LitCon (Literature Conference)	Resources in the Cammie G. Henry Research Center	Yes	NSU	Orville Hanchey Gallery Reception area in the Magale Recital Building NSU	NSU Department of English, Foreign Languages and Cultural Studies	21-Mar-17	150
Total							1775

Analysis: Of the eight invited events, the Research Center participated in all eight events or 100%. The Research Center participated in more public events than NSU events. In acknowledging this, the Research Center will make an effort to increase its NSU participation by 10% next year. All events the Research Center participated in were well received and appraisal letters will be analyzed in the 1.3.

Action-Decision or Recommendation: The Cammie G. Henry Research Center will seek out new venues on the NSU campus and in the surrounding regional area by 10% in **2017-2018 year**.

Measure 5.2. An impact survey was devised for evaluating the exhibits.

Findings: Establish Baseline

The Cammie G. Henry Research Center devised an impact survey to evaluate the exhibits. The surveys were sent by the NSU Institutional Effectiveness Department on Survey Monkey. Please see Appendix C for a draft of the survey. In the next reporting

Assessment Cycle Academic Year 2016 – 2017

period, the survey will be finalized. After some investigation, it may be possible to send a survey out through a Google app. This opportunity will be explored.

Analysis: Although the event coordinator appraisal letters were very complimentary, it will be beneficial to obtain the pulse of those who visited the exhibit.

Action-Decision or Recommendation: The Cammie G. Henry Research Center will request comments, additions and corrections to its survey in the next year. The Research Center will either place the survey in a NSU Survey Monkey for distribution or work towards a survey that can be sent out and data compiled on an ongoing basis by way of Google.

Measure 5.3 Appraisal letters were requested by events coordinators.

Findings: Establish Baseline

Appraisal letters were requested by events coordinators. The Research Center received an appraisal letter by every events coordinator or a return of 100%. Appraisal letters are in Appendix E.

Analysis: Of the appraisal letters gathered, 100% were complimentary of the exhibits displayed and looked forward to future participation. For the letters, please see the attached. The Research Center foresees further review of its exhibits by way of a widely distributed survey. It might also be beneficial to request solicit appraisal letters from organizational board members.

Action-Decision or Recommendation: The Research Center will take steps to solicit letters from events coordinators and organizational board members in order to stay as relevant as possible with the event and the exhibit being displayed.

Summary: The main reason the target was not met was the new means of collecting statistics. The quality of the exhibits was high as seen in the appraisal letters and the number and variety of exhibits demonstrate a positive contribution to the cultural life of the community.

Primary Responsibility: Mary Linn Wernet

SO#6. One of the ways to support learning is using Elsevier Science Direct and the Wiley Online Library pay-per-view document delivery services

Measure 6. 1. For FY 2015-2016 Watson library started a pilot program by designating a total of \$5800.00 and \$7500.00 (respectively) for these services.

The Elsevier and Wiley administrative panels allow for daily usage reports. These reports were compiled at the end of each semester in order to project the level of future expenditures in FY 2017-2018 anticipated a 50% increase of usage necessitating a 50% increase in funding.

Assessment Cycle Academic Year 2016 – 2017

Findings: Establish a base line

Elsevier

MONTH	Sum of TRANSACTIONS	Sum of AMOUNT SPENT
+ 16-May	21	460
+ 16-Jun	60	1320
+ 16-Jul	51	1122
+ 16-Aug	27	594
+ 16-Sep	137	3014
+ 16-Oct	140	3080
Grand Total	436	9590

Wiley

MONTH	SUM OF TRANSACTIONS	SUM OF AMOUNT SPENT	NOTE
4/30/16	63	\$1,953.00	
5/30/16	22	\$682.00	
6/30/16	111	\$3,441.00	
7/30/16	54	\$1,674.00	
8/30/16	0	\$0.00	No money in account; all activity suspended
9/30/16	117	\$3,627.00	
#####	247	\$7,657.00	
		\$19,034.00	

Analysis: The statistics cover a six-month period from October 2016 to May 2016. There is not enough data to impute a long-term usage trend. But if all factors are equal, we would need at least another \$28,624 to fund an entire year of PPV (pay per view) access, or (in total) \$57,248. This would only maintain current level funding for the PPV access program. If the Watson Library librarians publicized the PPV program, usage would certainly increase, if not skyrocket. Currently, knowledge of PPV access is restricted to faculty in the sciences and whoever happens to click on a link to Wiley or Science Direct within the link resolver page.

Action - Decision or Recommendation: I recommend that funding for the PPV access program be increased from \$28,624 to \$57,248 for the academic year of 2017-2018, with the understanding that usage may even double or triple after a successful outreach program has introduced this program to interested faculty.

Primary Responsibility: Michael Matthews

Summary: The PPV or pay per view service for Elsevier and Wiley journals enable faculty and students to obtain immediate access to full-text journals. The success of the limited funding available means that usage has been restricted to first come first served. More money available to provide this service will drive a higher usage. Unless funding is

Assessment Cycle Academic Year 2016 – 2017

increased, usage is restricted, or patrons pay for all or part of the service, this program will quickly drain the library budget.

Assessment Cycle Academic Year 2016 – 2017

Appendix A

Service Outcomes (SO) and Library Mission Statement

Northwestern State University Libraries provide instruction, resources, services, and facilities to support learning, teaching, research, intellectual growth, and enrichment of the academic experience for all who seek knowledge:

SO#1: University library services are utilized by university faculty, staff, and students.

SO#4. At the NSU-Leesville/Fort Polk campus course reserves are an important service provided by the library to enable students and faculty to be successful in their coursework.

SO#6. One of the ways to support learning is using Elsevier Science Direct and the Wiley Online Library pay-per-view document delivery services.

The library faculty and staff prepare students to acquire and use information to become productive members of society.

SO#2. Improve library instruction classes on main campus.

SO#3. Shreveport nursing library conducted individual research consultations with nursing students and faculty to help them successfully complete research projects.

In addition, the library faculty and staff promote the economic development and improvement in the quality of life of the citizens in its region through programming and outreach.

SO#5. The Cammie G. Henry Research Center creates traveling and display exhibits that match the theme of the events of university partners to improve the quality of life of the citizens in its region as programming and outreach.

Appendix B

Assessment Cycle Academic Year 2016 – 2017

Research Consultation Schedule Form

Your name _____

Email/Phone Number _____

Dates and Times Available _____

Course number, title, and instructor this assignment is connected with:

What's your topic? Be specific.

What have you done on it so far?

Notes _____

Assessment Cycle Academic Year 2016 – 2017

Research Consultation Satisfaction Survey

On a scale where 1 is lowest and 5 highest, indicate how helpful was the consultation you had with the instruction librarian about your Scholars' College thesis topic and research plan.

Lowest 1 2 3 4 5 highest

Bonus: Please add any comments you have, which may include how soon you want to meet next fall.

Assessment Cycle Academic Year 2016 – 2017

Leesville Course Reserves Survey

LEESVILLE LIBRARY COURSE RESERVES SURVEY 2017

- | | | |
|--|-----|----|
| 1) Do you put course material on reserve in the library? | YES | NO |
| 2) Do you find course reserves useful? | YES | NO |
| 3) Do your students find them useful? | YES | NO |
| 4) How can we improve course reserves for you and your students? | | |

Thank You!



Assessment Cycle Academic Year 2016 – 2017

Northwestern State University
Cammie G. Henry Research Center
Exhibit Survey

Please place an X next to the answer you most agree with

1. The exhibit was informative.

_____Agree

_____Disagree

_____No Opinion

2. The exhibit was a useful feature of today's event.

_____Agree

_____Disagree

_____No Opinion

3. I look forward to viewing an exhibit by the Cammie G. Henry Research Center at next year's event.

_____Agree

_____Disagree

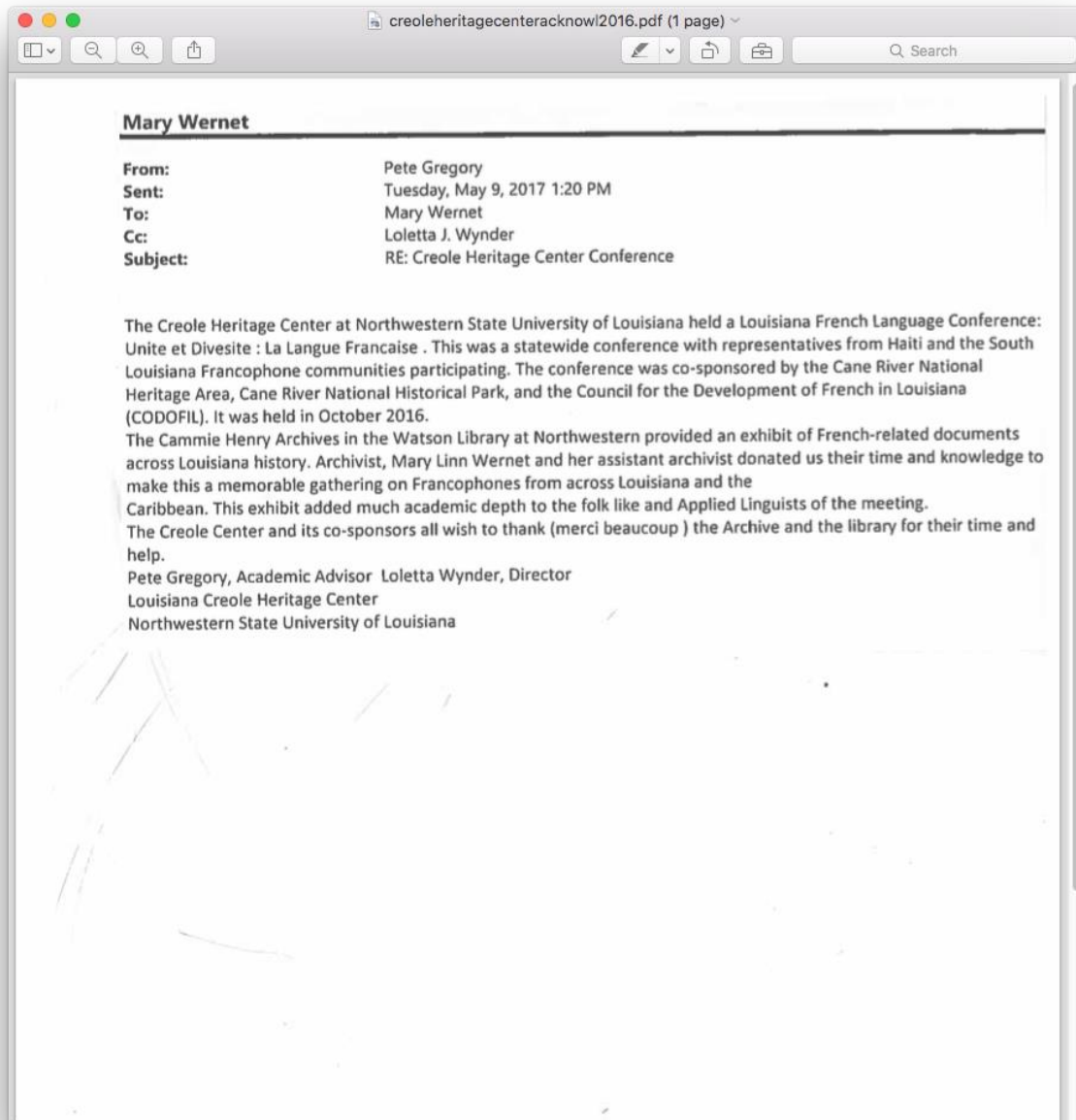
_____No Opinion

Additional Comments:

Appendix E

Assessment Cycle Academic Year 2016 – 2017

Appraisal Letters of Traveling Exhibits from Cammie G. Henry Research Center



Assessment Cycle Academic Year 2016 – 2017

Mary Wernet

From: Nicholas Richardson
Sent: Monday, May 8, 2017 9:57 AM
To: Mary Wernet
Subject: RE: FW: Demon Math

For the 2017 exhibit, it was displayed where all the teams were able to view before, during, and after the competition. One round of questions during the competition included information that was displayed in the Gauss exhibit. This shows the competitors their is a history behind the mathematics they need to learn.

Assessment Cycle Academic Year 2016 – 2017

nsufreshmanconnection.pdf (1 page)

Search

Mary Wernet

From: Mary Wernet
Sent: Thursday, June 9, 2016 9:25 AM
To: Abbie Landry
Subject: Fwd: Freshman Connection

FYI

Sent from my iPhone

Begin forwarded message:

From: Reatha Cox <coxr@nsula.edu>
Date: June 8, 2016 at 7:59:22 AM CDT
To: Mary Wernet <wernet@nsula.edu>
Cc: Nolan Eller <nellern@nsula.edu>, Jim Henderson <jhenderson@nsula.edu>, Vickie Gentry <gentryv@nsula.edu>
Subject: RE: Freshman Connection

Good morning, Mrs. Mary Linn!

We would love to have the Cammie G. Henry Research Center participate in the Campus Connections browse during Freshman Connection and parent Connection check-on.

Our final two sessions will be held Thursday, June 23 and Tuesday, July 12. The browse takes place 7 – 9:00 a.m. and will be held at the CAPA Alumni Plaza. We will provide the table and table cover for the browse. I suggest arriving no later than 6:45 a.m. for set up.

I think the parents would especially be interested in the information. We had several who went to the downtown library last session. They were sharing the information with other parents at dinner Thursday night.

Looking forward to having you join us for the Campus Connections browse.

As always thanks for everything you do for our students!

Assessment Cycle Academic Year 2016 – 2017

Mary Wernet

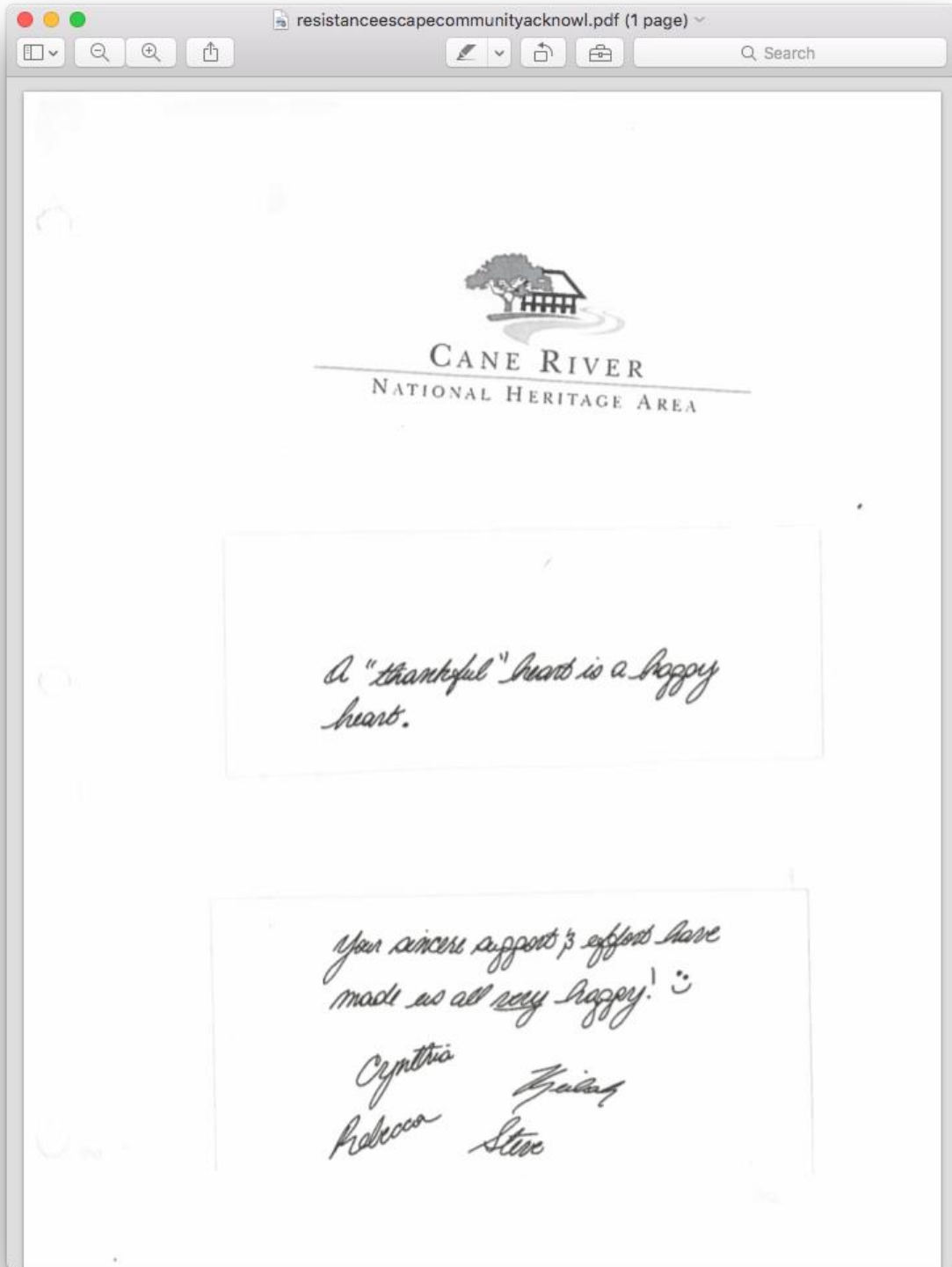
From: Oona Zbitkovskis
Sent: Monday, May 8, 2017 6:26 PM
To: Mary Wernet
Subject: LitCon

Mary Linn,

I want to thank you and the library archives for participating in LitCon. Your participation was well received and your display was thoughtful and added to the event. I truly appreciate you sharing such a rare find with us and for your continued service to the university, students, and community. I look forward to working with you again.

Respectfully,
Oona (LitCon)

Assessment Cycle Academic Year 2016 – 2017



Assessment Cycle Academic Year 2016 – 2017

Mary Wernet

From: Harlan Mark Guidry <m.guidry@verizon.net>
Sent: Tuesday, May 9, 2017 5:38 AM
To: Mary Wernet
Subject: Appreciation - St. Augustine Historical Society Heritage Day

Dear Mary Linn Wernet:

On behalf of the St. Augustine Historical Society, I thank you for displaying an exhibit in 2016 and 2017 at our annual heritage event.

I received many positive remarks about how informative and effective the exhibits are. People gravitate towards them and learn valuable information about the area.

We much appreciate your assistance and look forward to such in the future.

Respectfully,

Dr. Mark Guidry
President
St. Augustine Historical Society