

## **2004-2005 NBL Information Services/Steering Group Annual Report Statistical Supplement**

### **I. Reference/Research/Information Services Statistics during FY 2003-2004 and FY 2004-2005**

As reported in the annual report for 2004-2005, NBL continues to collect robust and consistent data using web-based online reporting form for the past two years. Despite a stable mechanism to collect data, however, there have been inconsistencies in reporting from unit to unit and especially from individual librarians. The importance of consistent reporting cannot be emphasized enough so that a reliable data pool can be established over the years.

This report presents the analyses of the reference/research/information services transaction data in tables and charts by units, types of questions, and by types of assistance offered by NB librarians. Tony Joachim, the NBL Digital Reference and Instructional Technology Services Librarian extracted and collated the data available from the NBL homepage. These tables and charts also present comparative data from FY 2003-2004 to FY 2004-2005. Some of the NBL highlights are

- Table 1 represents the number of all categories of questions fielded by NBL librarians during FY 2003-2004 (59011 queries) and FY 2004-2005 (51408 queries). This represents almost a 15% decrease in overall questions from FY 2003-2004 to this fiscal year. However the actual decrease is probably smaller than reported. As reported in the main annual report, the 62% drop of Alexander library reference statistics from FY 2003-2004 to FY 2004-2005 represents a possible error in individual reporting of off desk statistics. For explanation on this, see the annual report of the Alexander Library Reference Team Leader Kevin Mulcahy
- Charts 1 and 2 are a distribution of all types of questions. For FY 2004-2005, 56% are reference/government documents questions, 42% directional, and 2% are queries received via Ask A Librarian assigned to NB librarians.
- Table 2 (Charts 3 and 4) is a graphic representation of reference questions answered by units. Although the Alexander Library answered the largest number of reference questions (44% of all reference questions in NBL) this is a significant drop from the previous year's 60%. The most significant increase is in the music library—from previous year's 1% to this year's 5% of all NBL reference questions—signifying the importance of librarian faculty's role and consistent reporting of reference transactions. Art Library, Kilmer and LSM all saw increase of reference questions; it should be noted that Douglass saw 3% increase in its

reference/information transactions largely due to its space renovation and combined Access/Reference information service point.

- Table 3 (Charts 5 and 6) is an analysis of directional questions, which represents 42% of all questions, an increase of a 3% from FY 2003-2004. The Music Library saw 94% increase in directional questions, the Art library almost 33% increase and the Chang Library a 60% decrease from the previous year. Should this pattern continue an alternative staffing models and building hours should be investigated
- Table 4 is an analysis of government documents questions. It should be noted that only Alexander Library records this as a separate category which saw almost 32% decrease from the previous year. This may indicate the accelerated pace of governments, especially the U.S. federal agencies' trend to full text electronic publishing
- Table 5 (Charts 7 and 8) reports the number of questions NB librarians answered via Rutgers Ask A Librarian service and by units. Overall there is almost 17% increase in this category although the percentage of all questions asked is a 2%. Alexander Library saw almost 30% increase in this category and LSM almost 19%. Chang Library however saw 35% decrease in this category. LSM librarians answered 46% of all Ask A Librarian questions assigned to NB librarians –a 1% increase from the previous year and Alexander librarians 30%--an increase of 4% from the previous year. Music librarians answered 5% of questions in this category.
- The remaining tables are breakdowns by semesters and by units. While there are general decreases in all semesters, the summer sessions (while the number is incomplete) appear to experience the sharpest decline. If this trend continues all NBL units are advised to monitor summer usage of the libraries and adjust their building and staffing hours accordingly. However, Douglass and Music libraries experienced an increase of 50% of informational questions during the winter sessions.

## **II. Instructional Services Statistics from FY 2003-2004 and FY 0044-2005**

- During FY 2004-2005 NB librarian taught a total of 329 classes. This is an increase of 6.5% from the previous year reaching almost a 10,000 students and non-Rutgers audience. . If multiple sessions of the same classes are counted, NB librarians taught a total of 730 sessions, an increase of 10% from the previous year. It is interesting to note that while the number of instructional sessions (excluding multiple sessions) increased 6.5%, the actual number of students reached increased only 0.4%.

- 70% of the audiences was undergraduate students, 19% graduate students and 0.4% for RU faculty members.
- In 2004-2005 NB librarians taught almost 89% of total class sessions; almost 7% by part-time lecturers, almost 4% by TAs/GAs and SCILS students, and 0.3% by course instructors. The 75% increase from the previous years in part-time lecturer (PTL) 's share of instruction is due to the policy change established by ISSG in establishing a separate budget line to hire PTLs to meet the increasing demand of 200 and 300 level instructions which meet in multiple sessions.
- NB librarians taught an average of 15 sessions and PTLs taught an average 13 sessions
- It is suggested that the instruction librarians investigate these numbers in detailed and systematic ways so that new target audiences be identified and new modes of delivery of instruction be explored based on these patterns in instruction. The one indisputable fact is that the demand in this area has been on the rise and alternate ways of meeting these challenges should be explored creatively and aggressively.