Assessment Cycle 2021 - 2022

Northwestern State University Libraries

Prepared by: Dr. Megan Lowe, Director of Libraries   Date: 13 June 2022

Approved by: Dr. Greg Handel   Date: 16 June 2022

University Mission. Northwestern State University is a responsive, student-oriented institution committed to acquiring, creating, and dissemination knowledge through innovative teaching, research, and service. With its certificate, undergraduate, and graduate programs, Northwestern State University prepares its increasingly diverse student population to contribute to an inclusive global community with a steadfast dedication to improving our region, state, and nation. *Confirmed 15 July 2022.*

Library Mission: Northwestern State University Libraries are a responsive student-oriented institution committed to acquiring, creating, and disseminating knowledge and information to provide innovative research and services to faculty, staff, and students of the university and surrounding areas. The university libraries recognize the need to participate in an inclusive, global community with a steadfast dedication to improving our region, state, and nation.

Methodology: The assessment process includes four steps:

(1)   Data from assessment tools (both direct and indirect, quantitative, and qualitative) are collected and returned to the library director.

(2)   The library director, assisted by department heads, 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)   The library director, in consultation with the staff and senior leadership, will determine proposed changes to measurable outcomes, tools for the next assessment period, and, where needed, service changes.

NOTE: During latter part of the period for assessing for 2021, the retirement, resignation, and deaths of key faculty and staff affected the continuity of reporting by several different departments. This has further been affected by the hiring of a new director of libraries and the shifting of several individuals between different roles within the University Libraries ecosystem. Every effort has been made to mitigate the impact of these personnel changes, but there were impacts. Additionally, while the library building reopened in summer 2020, normal hours of operation for the building did not resume until Spring 2022.

Assessment Cycle 2021 - 2022

Service Outcomes

SO 1. University Libraries. Provides university library services: circulation, reference, interlibrary loan, and database resources and encourages resource usage by university faculty, staff, and students.

Measurement 1.1 Compare figures from the 2020-2021 and 2019-2020 statistical reports on reference, circulation, interlibrary loan, and database usage from the library annual report to determine if actual usage increases by 30%. (Annual statistical reports run from fiscal year July 1, 2019-June 30, 2020, to July 1, 2020-June 30, 2021).

SERVICE	2020-2021	2019-2020	+/-	%
REFERENCE	637	7,050	-6,413	-166%
CIRCULATION	4,042	4,581	-539	-30%
INTERLIBRARY LOAN	2,385	3,993	-1,608	-50%
DATABASE ACCESS	15,295,887	19,360,746	- 4,064,859	-20.9%

Finding. Target was not met.

Analysis: In 2020-2021 the target was not met. Based on the analysis of the previous results, the following changes were implemented according to the plan of action: train faculty, staff, and student workers to record and report necessary statistics. Make sure forms are available at all relevant public service points. Remind library liaisons that interlibrary loans are free to faculty, students, and staff and make it a point of emphasis in library instruction. Finally, begin a program to train student workers on basic database searching to help peers.

Based on these changes, in 2021-2022, the target was not met. The largest decline was reference usage, decreasing by 166%. This is followed by interlibrary loan which fell by 50% followed by circulation usage falling 30%. Database usage also decreased, falling by 20.9%. The marked decrease in reference usage is attributable to the loss of data from the Circulation department in the wake of the death of the staff member who collated the data. Though access was obtained to their files, the documentation which would have provided the additional reference usage statistics was not located. In other words, this decrease may seem substantive but is not a reflection of the quality or diminishment of services – just an unfortunate loss of data.

It is difficult to determine what impact the relative end of the pandemic (e.g., the lifting of the mask mandate and the implementation of vaccination requirements) may have had on the rest of these numbers. A resignation and a death in the Circulation department, as referenced above, both contributed to an interruption of consistent

statistical documentation in that department. Moreover, there is some uncertainty in how several of the cumulative totals were obtained, and the individuals who were responsible for those totals have since retired and are unavailable to clarify.

Decision. Based on the results in 2021-22, the following changes will be implemented to drive continuous improvement. There is a need to reconsider what statistics meaningfully represent University Libraries' services and determine how those statistics will be gathered and reported moving forward. Since it is difficult to determine which changes were driven by the COVID-19 pandemic and which were based on other factors, the library will continue to promote all library services listed above. Better systems for gathering, collating, and making statistics redundant so that the loss of data described here does not occur again are needed.

Comprehensive Summary of Key Evidence of Improvement Based on the Analysis of 2020-2021 Results. Forms continued to be maintained at public service desks to record questions. Student workers continued to track statistics on reference questions. Campus did not return to normal operations until Spring 2022, so a continuing mask mandate coupled with personnel turnover may have contributed to ongoing decreases in stats. Workflows was used to count items circulated. With the return to mostly normal operating hours, no period like the pandemic lockdown period occurred during this reporting cycle. ILLiad provided the number of interlibrary loan transactions. The decrease in usage may be attributable to the return to normal operations and access to the physical collections. LOUIS supplied the number of database accesses plus added independent databases. A change in how database usage was counted also accounts for the drop in usage.

Plan of Action Moving Forward. Continue to distribute Reference forms to all public service desks and work with supervisors to make sure student workers know how to count questions. Make sure shelvers count in-house usage when returning books to the shelves. This is considered in-house circulation. Promote all library services through Messenger, Student Messenger, LibGuides, and Library Instruction. Continue promoting databases through social media, promotional materials, and library instruction. Reconsider how statistics are reported cumulatively to obtain more meaningful and accurate counts.

Primary responsibility: Dr. Megan Lowe, Director of University Libraries

Assessment Cycle 2021 - 2022

SO 2. Library Instruction. Watson Library provides library instruction in a variety of formats to faculty and students. Library instruction includes individual research consultations to help students and faculty find and evaluate the best resources for basic or advanced research. LibGuides supplement library instruction by providing additional subject content online.

Measure 2.1 Students will use online LibGuides to obtain or supplement instruction in library resources, research methods, and information literacy. A survey of faculty LibGuide use and a 5% increase in total LibGuide usage will continue to be the target. **Finding:** Target was not met.

Analysis: In AC 2020-2021 the target was not met. In AC 2020-2021, the total number of LibGuide all-page views for the academic year total 25,235, and the LibGuide homepage user views total 3,522. In AC 2021-2022 all-page views total 21,069 views, which was a decrease of 16.51%. LibGuide homepage views for AC 2021-2022 total 2,273, a decrease of 35.46% from the previous year. Based on the analysis of the AC 2020-2021 results the library teaching faculty's plan of action for AC 2021-2022 to drive the cycle of improvement included surveying the faculty about their use of LibGuides and their willingness to both encourage their use and include pertinent links in their course Moodle. Due to personnel turnover, there were gaps in service and a lack of continuity and survey data retrieval. The issues impacted the changes specified to drive the cycle of improvement.

Decision: Based on the analysis of the results from AC 2021-2022, in AC 2022-2023, the library teaching faculty will implement the following changes to drive the cycle of improvement: revise outdated Guides, create new Guides by subject and class, promote LibGuides through classroom instruction and faculty collaboration. A target of a 5% usage increase will be maintained for 2022-2023.

Measure 2.2: Library research consultations at Watson. Students will benefit from individual research consultations when assigned or initiated. This measure will use a brief survey to follow up with students about how their research consultations contributed to their projects or papers. The target for this measure is a) 60% or higher completion rate; b) 70% or higher "exceptionally or very [helpful]" response on questions 1 and 2. Comments from the emails will be considered for formative assessment.

Finding: Target was not met.

Analysis: In AC 2020-2021 the 60% target completion rate was not met but the satisfaction target was met with 100% of respondents reporting their consultation as "very helpful." In AC 2021-2022 due to personnel turnover, there were gaps in service and a lack of continuity. The original survey form was not located until late in the semester and consequently not distributed extensively enough for assessment purposes.

Assessment Cycle 2021 - 2022

Decision. Based on the analysis of the results from AC 2021-2022, in AC 2022-2023, the library teaching faculty will implement the following changes to drive the cycle of improvement: a new research consultation survey will be created in Microsoft Forms and administered through email. Due to the lack of survey data for AC 2021-2022, survey data collected from AC 2022-2023 will be measured against survey data collected in AC 2020-2021. A survey completion rate of 60% and a 70% research consultation session satisfaction rating of "good" or "excellent" will be the target for AC 2022-2023.

Comprehensive Summary of Key Evidence of Improvement Based on the Analysis of 2020-2021 Results. The library teaching faculty's plan of action for AC 2021-2022 to drive the cycle of improvement included surveying the faculty about their use of LibGuides and their willingness to both encourage their use and include pertinent links in their course Moodle. The target of a 5% increase in LibGuide all-page views was not met due to the previous year's plan of action not being fully implemented for data collection purposes. Additionally, a revised and shortened research consultation survey was part of the plan of action for measure 2.2. Due to a change in personnel, gaps in service, and a lack of continuity the original survey form was not located until late in the semester, and consequently, not distributed extensively enough for assessment purposes.

Plan of Action Moving Forward. The library teaching faculty will revise outdated Guides and create new Guides by subject and class. Additionally, LibGuides will be promoted through classroom instruction and faculty collaboration. Targeting the promotion of LibGuides through classroom instruction and directly to faculty should improve the visibility and overall usage of LibGuides. A new research consultation survey will be created in Microsoft Forms and administered through email to increase survey participation and improve data collection methods.

Primary Responsibility: Anna T. MacDonald, Head of Information Literacy, Library Instruction, & Reference.

Assessment Cycle 2021 - 2022

SO 3: Shreveport Nursing Library. The Shreveport Nursing Library faculty conducts individual research consultations and provides library, hybrid and distance instruction to nursing and allied health students and faculty to 1) help students and faculty evaluate best resources for and conduct basic research and/or a comprehensive literature review; 2) train students in the PICO process 3) train students to evaluate evidence-based research 4) improve both qualitative research and qualitative research methodology 5) train students on systematic review software and citation management software.

Measure 3.1 Increase the number of students taking advantage of research consultations on the Shreveport campus. Target is 50% over the prior year. A year over year count of consultations determines an increase or decrease. The assessment process includes counting research consultations and other training data on a monthly basis to determine a year-over-year count and percentage increase against target.

Finding: Target was met**.**

Analysis: In 2021-22 the target was met with total consultations increased from 59 (2020-2021) to 83 (2022). Library faculty and staff promoted research consultations in orientation classes, newsletters, met with nursing coordinators, via LIRC and all other opportunities to increase consultations. Students preferred in person consultations over WebEx consultations, but many students showed hesitancy due to COVID-19.

Decision: Select students and faculty for satisfaction after research consultations to determine an 89% satisfaction rate with professional consultations using a short questionnaire developed by the Library Teaching Faculty. The satisfaction rate with consultations was met, the number of students seeking consultation was met. Further marketing efforts will be made to ensure that we continue to meet our consultancy goals.

Measure 3.2 Increase the number of students taking advantage of face-to-face library instruction, online library instruction and hybrid library instruction. This includes database instruction, citation management instruction and systematic review software instruction.

Finding: Target was met.

Analysis: In 2021 – 2022 the target was met with total trainings increased from 217 (2020-2021) to 442 (2021-2022). The library faculty and staff promoted research consultations and LibGuides, in orientation classes, newsletters, met with nursing coordinators, via LIRC, and all other opportunities to increase usage. 92% of students who participated in the library instruction survey reported the consultation(s) helpful. 100% of students who participated in the library instruction survey reported the WebEx classes as being very helpful and found research consultations applicable to their research. Students preferred in -person consultations versus WebEx consultations in

Assessment Cycle 2021 - 2022

2020-2021; Many students are not comfortable with WebEx technology and online search training. The library is now fully open to face-to-face training in 2021-2022.

Graph: 3.1 and 3.2

	Jul	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	April	May	June	2021-2022	Prior Year
Shreveport Yearly Report 2021-2022 Fiscal Year Over Prior Year														
Research Consults														
Undergraduate	0	3	5	2	0	0	5	3	4	2	2		**26**	
Masters	3	8	16	7	1	0	0	0	1	7	1		**44**	
Doctorate	0	0	0	0	0	0	0	0	0	0	2		**2**	
Faculty	**0**	**2**	**2**	**0**	**0**	**0**	**2**	**0**	**1**	**1**	**3**		**11**	
	3	13	23	9	1	0	7	3	6	10	8		**83**	**59**
Library Instruction														
No. of classes	1	0	0	0	0	0	1	0	0	0	2		**4**	2
No. of students	**40**	**0**	**0**	**0**	**0**	**0**	**10**	**0**	**0**	**0**	**2**		52	26
Online Distance Instruction: WebEx														
Webex Classes	0	10	7	0	0	0	4	5	0	1	14		**41**	
No. of students	**0**	**114**	**19**	**0**	**0**	**0**	**24**	**8**	**0**	**1**	**224**		390	165
Combined Face to Face and Online Classes														
All Classes: Online & Face-Face Classes					**Increased+**						**46%**		**45**	**28**
All Students Trained: Online Classes & Face-Face Classes					**Increased+**						**68%**		**442**	**217**

Decision. Based on the analysis of the results from 2021-2022, Library teaching faculty expanded its offerings in database and software instruction, orientations, training, WebEx consultations, and expansion of LibGuides and PowerPoint media, Rayyan Systematic Reviews (software analysis) instruction, RevMan5 (software analysis) instruction and Mendeley Desktop instruction to meet the targeted increase.

Decision, action, or recommendation Based on the comparison of 2020-2021 and 2021-2022 results, the following actions will take place in seeking improvement. 1) Examine Faculty Survey from LRITS committee to gather feedback and find ways of improving student participation in research consultations. 2) contact nursing coordinators quarterly to gather input. 3) Send a bi-monthly electronic newsletter with instructional training links and a result consultation form to put in the class Moodle Shell. 4) Maintain a training database to track student trainings for instructors who require

students take Peer-Reviewed Literature Trainings. 5) Distribute a library needs assessment survey to Fall Nursing and Allied Health students through the Student Services Coordinator 5) Aligned the library questionnaire with Assessment SO3 Measure 3.2.

Comprehensive Summary of Key Evidence of Improvement Based on the Analysis of 2021-2022 Results. In 2021-2022 library faculty promoted research instruction in library instruction classes, revised and further developed the Nursing LibGuides, mailed a twice monthly newsletter to faculty, emailed faculty with links to online class signups and advocated research consultations in meetings with nursing faculty and allied health faculty. All activities resulted in a positive success rate.

Plan of Action Moving Forward. 1) LITRC, Nursing and Allied Health Instructors have suggested video tutorials and PowerPoint training are replicated in Moodle Shells and on the CONSAH Professional Training web pages to provide students 24 X 7 on-demand access at their point-of-need for training. Although instructors have provided positive subjective evaluation of the library instruction, instructors do not yet furnish qualitative measures of student improvement in assignments related to database searching and systematic review management tools. 2) Library faculty will market and promote consultations and training as an effective method of one-on-one research support. 3) Library faculty will work with Shreveport Student Support Services Director to disseminate library training and consultation available to 700 students on a quarterly basis.

Primary Responsibility: Sherri Voebel, Head of Nursing Library.

Assessment Cycle 2021 - 2022

SO 4. NSU Leesville/ Fort Polk Library. The library as Leesville/Ft. Polk provides services and resources to support the needs of students, faculty, and staff on the branch campus.

Measure 4.1 The NSU Leesville/Fort Polk Library manager will collect and analyze data from course reserve forms with a target of a 5% increase from last year's target numbers.

Finding: Target was met.

In AC year 2020-2021, the NSU Leesville/Ft. Polk Library had 115 reserve materials and 18 library research items, totaling 133 reserve materials all together. Reserve materials were used 376 times between July 2020 and May 2021. In AC year 2021-2022, faculty reserves had 113 reserve materials and 20 library research items, totaling 133 reserve materials, available to the students.

Leesville Reserve Statistics July 2021-May 2022		
Reserve Monthly Checkouts		
July		37
August	e-reserves	102
Sept	e-reserves	101
Oct		4
Nov		1
Dec		0
January	e-reserves	72
February		19
March	e-reserves	214
April		17
May	e-reserves	21
Total		588

Analysis: In 2021-2022, the target was met. Based on the analysis of AC 2021-2022, faculty use of course reserves has not increased or decreased over the course of the year. It has, in fact, remained the same. Total usage of course reserves by students over the AC 2021-2022 increased by 212 check outs, majority being from reserve materials posted online via social media. So, the target of a 5% increase in student usage from last year's numbers was met. The 2021-2022 plan of action was to increase visibility, marketing, and usage of reserves to faculty, adjunct professors, and students by creating promotional materials such as library flyers, professor welcome letters, library brochures, e-mails reminders, and social media advertisements and posts.

Decision. Implementing the plan of action from AC 2021-2022 to decrease the target percentage of faculty and student usage of library course reserves to 5% resulted in the same number of reserve materials available to students. Check out numbers for AC

2021-2022 increased by 64% largely due to posting reserve research tip sheets and other tip sheets online via Facebook and Twitter. Based on the analysis, the evidence reflects that faculty, adjunct professors, and students do not use the reserve resources available to them. However, there could be several factors as to why this could be: (1) readily available online textbooks; (2) do not have the textbook needed in the library; (3) lower number of students on campus. Despite the lower percentage of physical student usage, the library will continue to monitor the Reserves section and to work closely with faculty and adjunct professors to provide needed course materials to serve our student population by providing flyers, brochures, and e-mail reminders about the library's course reserves. The library will also continue to provide any additional reserve materials that may be helpful for student research. The recommendation is to decrease the Reserves goal to 3% for AC 2022-2023.

Measure 4.2. The Library Associate Manager will communicate with Leesville/Fort Polk faculty to assess the effectiveness of current course reserves and address ways to improve the process with a target increase of 5%.

Finding: Target was met.

In AC 2020-2021, surveys were distributed to 11 faculty and adjunct professors with only 3 completed and returned. In 2021-2022 surveys were distributed to 10 faculty and adjunct professors with 5 completed and returned. The target survey of 5% was met. Four out of the five completed survey takers responded "yes to putting course materials on reserves while one said that he/she did not. Out of those same respondents, four of them reported "yes" to finding reserves useful while one reported "no" that he/she did not find them useful. Finally, out of those same five surveys, four of the respondents also stated that their students found the reserves useful while one of them indicated that his/her students do not find them useful.

Leesville Reserves Faculty Survey April 2020 (10 Sent Out/ 5 Completed)						
Questions					Yes	No
Do you put course material on reserve in the library?					4	1
Do you find course reserves useful?					4	1
Do your students find them useful?					4	1
How can we improve course reserves for you and your students?						
			Totals		12	3

Analysis: In AC 2021-2022, the target increase of 5% was met. Data suggests that the survey response rates increased by sending out the survey before it became too hectic

with finals. Based on feedback from the surveys sent out, the professors have positive responses about the reserves, but many of them do not use this library resource available to them and their students.

Action-Decision or Recommendation: The plan of action moving forward is to continue promoting and marketing the reserve service to professors and students. New promotional materials will be created and distributed during on call week to target new professors. Library head will also e-mail reserve reminders to professors throughout the semester to ensure that they do not forget about this valuable library service available to them and their students. Additionally, promotion of the library reserves and services will continue throughout the semester by utilizing popular media sites such as Facebook and Twitter to keep professors and students aware of the materials we have on our reserve shelves. The main objective is to increase reserve visibility and usage statistics by faculty and students by employing social media. However, with fewer faculty requiring textbooks, the recommendation is to lower the measure from 5% to 3%. To improve survey response rates and alleviate end of the year survey fatigue, the survey will continue to be sent out in April and the library head will continue to remind faculty and adjunct professors about the usefulness of the survey for the library assessment.

Comprehensive Summary of Key Evidence of Improvement Based on the Analysis of Results. The Leesville Library worked closely with current and new faculty to provide additional library collection course reserve materials to better serve the NSU Leesville student population. The target of 5% was met mainly due to library staff creating and posting library research tip sheets on social media sites. Library manager also personally visited the offices of the professors on campus to see if they would like to place anything on the reserves shelves or if they needed anything. Library manager also posted flyers around campus advertising reserves.

Plan of Action Moving Forward. The plan of action moving forward is to continue improving the course reserve holdings and to increase visibility, marketing, and usage of reserves to professors and students. Specifically, targeting marketing to new professors who may not be aware of the course reserve section in the library by continuing to create promotional materials to include each semester during on call meetings. Additionally, the library will promote the use of reserves throughout the semester by utilizing social media to keep faculty and students aware of the materials we have on our reserve shelves as well as promote the tip sheets we have physically available on the shelf. For measure 4.1, the target increase of 5% will be decreased to 3% for AC 2022-2023 assessment.

Finally, it is recommended that based on the feedback from the surveys to lower Measure 4.2 from 5% to 3% for AC 2022-2023 assessment to reflect the changing need of faculty and adjunct professors. The primary goal remains to increase faculty participation and satisfaction with reserve services in the library and to address ways to improve the process and library reserve holdings.

Assessment Cycle 2021 - 2022

Primary Responsibility: Heather Ritter, Head of Leesville Campus Library.

SO 5. Cammie G. Henry Research Center participates in programming and outreach by creating traveling and display exhibits.

Due to unfortunate circumstances, namely the passing of the Head Archivist and the resignation of the Assistant Archivist prior to that, the Cammie G. Henry Research Center will not be included in the University Libraries' assessment cycle this year. At present, University Libraries is in the process of searching for a new Head Archivist. Following their hiring, the Director will engage them in the assessment process and determine a new outcome appropriate to their vision for the Research Center and meaningful measures for evaluating that service outcome.

SO 6. Department of Serials, Media, and Electronic Resources. The mission of the Department of Serials, Media, and Electronic Resources is to provide resources, services, and a place to support learning, teaching, and research. We are committed to investigating, acquiring, implementing, evaluating, and supporting, annually reviewing for cancellation or renewal, and preserving e-resources, serials, and media for an increasingly diverse population of students, faculty, staff, alumni, and community.

Measure 6.1: Consolidate and update a licensing agreement between John Wiley & Sons and Northwestern State University for Eugene P. Watson Library's Online Core Collection of E-Journals and Shreveport Nursing Library's Cochrane Library. Met with Mr. Dale Martin, Director of Purchasing, from January through April to restructure two previous agreements into one institutional multi-year agreement through negotiations with Wiley's Institutional Contracts Manager, Kristina Rakcheeva.

Finding: Target was met.

Analysis: Wiley provided the Master Agreement with an amendment on 1/7/2022 for review. Unfortunately, it was based on the previously signed license with the Shreveport Nursing Library, omitting the Watson Library entirely. Additionally, it was signed by the Dean of Nursing who did not have authority to sign for NSU. As a result, Dale Martin, Director of Purchasing, suggested restructuring the new license naming the University as the customer with appendices naming a specific library and the product for which it is financially responsible.

Resources consulted during the negotiations included a license review checklist from *Electronic Resources Librarianship: A Practical Guide for Librarians* by Holly Talbott and Ashley Zmau, 2018; *The ASERL Eleven: Recommended Principles and Terms for Electronic Resource Licensing Agreements,* Spring 2022; and *NASIGuide: License Negotiation 101* by Rick Anderson, March 2005; and *LOUIS Electronic Resource Licensing Principles* by P. Hoon, May 2018.

Assessment Cycle 2021 - 2022

NSU personnel consulted include Dawn Mitchell, Director of Institutional Research, for institutional FTE statistics, Dr. Carmella Parker, College of Business, for advice on negotiating, Stan Hippler, Chief Technology Officer, to add institutional systems requirements, and Mike Matthews, Systems Librarian, to review and verify Schedule 1 information.

After four months of negotiating, Dale Martin signed Wiley's five-year agreement on 4/19/2022, effective 1/1/2022. It includes a cap of a 3% annual increase, which is a 2% decrease from the previous agreement. On the day of signing, I printed the text of the Terms of Use hyperlink included in the document, as well as the Article Sharing Policy, and Privacy Policy since they were referenced in the license, but not included. I also emailed the interlibrary loan librarians the requirements going forward for lending from these Wiley products.

Decision, action, or recommendation: Based on this year's results, negotiating future vendor licenses should begin more than four months in advance of a license's expiration date.

Measure 6.2: Requested funds to resume binding loose journal issues by preparing an estimate of the cost to bind an eleven-year backlog of unbound printed journals. Sontonia Helaire, whose job duties include overseeing binding, was told to discontinue sending Library journals to be bound until further notice. As a result, many of the shelves hold unbound journal issues. When this funding request reached Provost Dr. Greg Handel, he asked two reports: 1) a catch-up estimate, and 2) an ongoing periodic binding estimate, to provide data to support a decision to fund the projects. Ms. Helaire provided the catch-up report that also includes the binding needs for Shreveport's Nursing Library.

Finding: Target was met.

Analysis: Ms. Helaire completed the catchup report estimate and I presented it at the Department Heads weekly meeting on 4/12/2022. The estimate totaled $34,995.49 to bind an eleven-year backlog of loose journal issues.

Decision, action, or recommendation: Based on this year's results, I decided to resume the departmental weeding project next year to avoid binding journals that are targeted for deselection.

Measure 6.3: Additionally, Ms. Helaire listed a subset of journal titles with loose issues for me to determine if they should be excluded from binding.

Finding: Target was met.

Analysis: Mr. Matthews' Serials Weeding and Binding Project on Teams was utilized to post the questionable titles for review. My decision was made on a title-by-title basis by checking publication listings of full text databases, such as Academic Search Complete

and Business Source Complete, as well as checking Journals Full-Text Finder and EBSCOadmin's Holdings Management module to determine if a full-text e-journal version is available. The Serials Directory was checked for indexing information and peer-review status. Finally, NSU's online catalog was checked for access to an open-source e-journal package.

Decision, action, or recommendation: Based on this year's results, I decided to resume Mr. Matthew's departmental weeding project next year to avoid binding journals that are targeted for deselection. April 11, 2022, Mr. Matthews emailed a KBART file of all JSTOR journal titles the library currently receives to assist with restarting the weeding project. The KBART file was uploaded to Teams along with a shelf list to guide this project. This measure works in tandem with Measure 6.2. in anticipation of moving shelving to achieve ADA compliance.

Measure 6.4: Expand the previously used Passwords for Vendor Portals spreadsheet into a Vendor Information Checklist spreadsheet. This checklist will include the vendor's address for payment remittance, account numbers, customer service contacts for technical support, licensing, and invoicing; administrative and/or usage statistics website with URL and usernames and passwords, resource renewal dates, most recent price paid, and title lists for subscribed and licensed content.

Finding: Target was not met.

Analysis: Obtaining information for this checklist is ongoing. It comprises checking EBSCOnet and LOUIS' Consortia Manager, invoices inherited from the previous department head, and invoices from the previous administrative assistant. Recent personnel turnover has resulted in some confusion regarding invoicing. Additionally, there are many vendor's products to gather renewal dates and pricing information for.

Decision, action, or recommendation: Based on this year's results, next year's actions will include: 1) asking Mr. Matthews to review the organization of the checklist, 2) recheck username and password access for each vendor's administration platform, and 3) completing this checklist.

Comprehensive Summary of Key Evidence of Improvement Based on the Analysis of 2021-2022 Results. Owing to the collaboration between the Serials department and Mr. Matthews, a great deal of discovery regarding titles and other issues in the Serials department was enabled. Consequently, the surfaced information, such as the bindery backlog, enabled the department to meet Dr. Handel's requests and determine how to best proceed with that backlog. This effort also created the opportunity to identify titles which may not need to be continued or bound, which allows for improved decision-making moving forward. While the Vendor Information Checklist is not complete, it represents an excellent resource moving forward to improve continuity of documentation, efficacy of vendor interactions, and processes involving Business Affairs.

Assessment Cycle 2021 - 2022

Plan of Action Moving Forward. The plan of action moving forward will focus on measures 6.2 and 6.3. Consequently, I enrolled in the American Library Association's Core Web Course titled, Fundamentals of Collection Assessment. It is a six-week online course from May 23-July 1, 2022. It will cover assessment of print and electronic collections, as well as project design and management. Completing this course will teach how to design and implement a collection assessment project for print resources to target which titles to weed. I plan to weed a minimum of 5% of the collection by the 2022-2023 assessment cycle.

As a result of the weeding project, our request to fund binding for the remaining journal titles will likely decrease in cost. In turn, this may allow binding to resume on a regular and recurring basis. Lastly, the department's shelving may be moved further apart to accommodate wheelchair access, thus achieving ADA compliance.

Primary Responsibility: Kerri Christopher, Serials and Media Department Head

SO 7. Collection Development and Cataloging. The Cataloging Department will use descriptive metadata to ensure that bibliographic records and their comprehensiveness, accuracy, and efficiency will ensure the library patron's successful retrieval of information, sources, and research.

Methodology: The assessment process includes original cataloging of NSU Dissertations, Theses, and Education Specialist Theses as well as correcting existing records over the year and percentage increase or decrease regarding set target rate. All numbers are carried over due to Nursing Accreditation responsibilities and mandatory COVID-19 protocols. All existing books/records were NOT pulled for needed corrections due to our quarantining procedures of materials. All newly bound dissertations and theses were prioritized and originally cataloged instead. For AC 2021-2022, the above still applied due to the fact we were still quarantining materials through the fall of 2022.

Measure 7.1: Of the 141 NSU Dissertations already in the OPAC/OCLC, 71 need additional cataloging to become a complete and accurate record to ensure library students, faculty, staff, researchers, and users' success in retrieving the information desired. Corrected bibliographic records will have a target of 100% completion.

Finding: Target was met.

Analysis: In AC 2021-2022, the target was met. Based on the analysis of 2020-2021 results, a total of 100% of all backlogged and new NSU dissertations took priority and are now in the system as a complete/full record. The proper cataloging of NSU materials is important to both provide an accurate record of the dissertation and make sure users have all the correct access points in order to locate the items.

Decision. Based on the analysis of the results in 2021-2022, in AC 2022-2023, we will continue with a 100% target of completion in addition to any/all recently submitted NSU

dissertations **NOT** in the OPAC will still take priority over theses, research projects, in-lieu of thesis projects, scholar college theses, etc. The following changes will also be implemented in 2022-2023, a meeting will be held with Joel Hicks, Megan Lowe, and Debbie Huntington in attendance to determine if dissertations older than five years will be accessible and shelf-ready or will they be pulled and placed as non-circulating materials due to accreditation standards and guidelines. The Cataloging Department will continue processing, cataloging, and modifying records of all NSU Dissertation as they arrive to ensure that they are a full/complete bibliographic MARC records according to current standards, guidelines, and cataloging rules.

Measure 7.2: Of the 345 NSU Education Specialist Projects already in the OPAC/OCLC, 59 need additional cataloging to be considered an accurate bibliographic record to reflect comprehensiveness, accuracy, and efficiency for item/subject retrieval. Corrected bibliographic records will have a target of 70% completion.

Finding: Target was not met.

Analysis: In 2021-2022, the target was not met. This measure was not addressed at all during 2021-2022 due to working on other theses, research projects in lieu of thesis, dissertations, and numerous donated books from donors. Also, serving on eight search committees, chair of one of the search committees, working nights for four months due to an unexpected death of the nighttime manager, working reference and doing instruction due to the retirement of the Head of Reference, the unexpected death of a colleague/friend in Mary Linn Wernet, the University Archivist, myself having to have an emergency surgery, etc. In 2021-2022, my target was lowered to 30% from 70%. My plan of action was to prioritize all incoming theses, so they are accessible in the online catalog for users. Most of the incomplete bibliographic records were updated and are now a complete and accessible record.

Decision. Based on the analysis of the results in 2021-2022, in AC 2022-2023, the target rate of 70% will be lowered to 25% in order for the cataloging department to catch up with the backlog and allow time for the processing/cataloging of incoming materials and resources. The target rate is decreased also due to not knowing an accurate count of dissertations and theses that come in each Spring, thus, we cannot give an accurate estimate since these take priority over any that need modification(s) of existing records already in the system. The Department's plan of action is to prioritize all new incoming dissertations and theses, so they are accessible in the online catalog for library users. The older ones are already in the online catalog, therefore, making them accessible to some extent– even if the bibliographic record is incomplete and brief.

Measure 7.3: Of the 300 NSU theses already in the OPAC/OCLC, 206 bibliographic records need modifying from some degree to an extensive degree – especially correcting verbiage of degrees as well as including subject headings for library users to obtain the desired and best search results and sources. Corrected bibliographic records will have a target of 35% completion.

Assessment Cycle 2021 - 2022

Finding: Target was not met.

Analysis: In 2021-2022, the target was not met due to the target rate being too high. In 2021-2022, many existing bibliographic records already in the OPAC/ILS system needed modifications to include subject headings and correct wording and verbiage of degrees. We knew that the project assessing the accurate number would remain an on-going project each academic year. Determination was made to have a meeting in 2021-2022 to correct these issues. However, due to personnel turnover, unforeseen circumstances, and other issues, a meeting with the Graduate Office to obtain correct and consistent degree verbiage was deferred. Moving forward, all changes in degrees need to be reported to the Cataloging Department at Watson Library to ensure that correct information is entered into the ILS system for easy retrieval and accessibility.

Decision. Based on the analysis of 2021-2022 results, the plan of action in 2022-2023 will be all original cataloging of NSU dissertations, theses, Education Specialist theses, Scholars College theses, etc. is now an on-going job responsibility for the Collection Development/Cataloging Librarian, with the possibility of overlapping fiscal/academic years. Also, in 2022-2023, the meeting with the Graduate Office, Megan Lowe and Debbie Huntington needs to be scheduled to discuss how the correct degree verbiage will be updates, accurate, and consistent. A target of 100% completion should be met once the decision on how degree verbiage will be decided/agreed upon. Reports and global edit projects will be periodically done to ensure that any incomplete records will/can be located. Calculating a mid-year assessment **cannot** be done mid-year due to the on-going work and statistics/reports that are run in late June of each academic year to get an accurate count of percentages and target rate measures.

Comprehensive Summary of Key Evidence of Improvement Based on the Analysis of Results. Beginning in the Fall of AC 2021, the cataloging department began studying ways to run reports to get a more reliable number of records that needed updates so a reasonable target could be established and met. A more reliable estimate of items that need cataloging corrections, item records that need accurate/updated information, and adjustments was made with more reasonable targeted completion estimates. Also, reports and/or global edit projects were periodically run/completed resulting in a more analytical plan of action to ensure accuracy. Most of 2021-2022 was spent in making sure that all dissertations were in the ILS System and could be retrieved by library users and researchers. Also in AC 2021-2022, reviewing of cataloging records and determining of ways to correct them was undertaken as part of our plan of action thus making these items more accessible to library users.

Plan of Action Moving Forward. The Cataloging Department will resume the correcting of existing records in the ILS System in addition to addressing the following changes. The department will also implement in 2022-2023, a meeting that will be held with Joel Hicks, Megan Lowe, and Debbie Huntington in attendance to determine if dissertations older than five years will be accessible and shelf-ready or will they be pulled and placed as non-circulating materials due to accreditation standards and guidelines. The Cataloging Department will continue processing, cataloging, and

modifying records of all NSU produced dissertations, theses, research projects, etc. as they arrive to ensure that they are a full/complete bibliographic MARC records according to current standards, guidelines, and cataloging rules. Moving forward in 2022-2023, a meeting will be scheduled with staff in the Graduate Office along with Library Director, Megan Lowe and Head of Collection Development/Cataloging Librarian, Debbie Huntington to obtain correct degree verbiage as well as to modify bibliographic records so the degree verbiage is correct and consistent.

Primary Responsibility: Deborah Huntington, Head Collection Development and Cataloging.

SO 8. The Department of Access Services (Circulation, Reserves, Interlibrary Loan). Access Services connects faculty and students to vital information resources for online and face-to-face learning environments

Measure 8.1: Work with staff in the department of Electronic and Continuing Education and the Office of Accessibility and Disability Support by designing and implementing a usability survey. The survey will assess whether different colors, font styles, or page elements should be integrated into the Enterprise pages.

Finding. This objective has not been met.

Analysis: Given the extenuating circumstances of the COVID pandemic on the human resources of the Access Services department, and the accompanying burden placed on the Head of Access Services to fulfill certain duties, we were unable to meet this goal.

Decision, action, or recommendation: Assessing the usability of the library catalog website (Enterprise), and interoperability with EDS is an important goal, and will be re-visited in 2022.

Measure 8.2: Re-apply for next round of LOUIS Open Textbook Pilot grants.

Finding. This objective has not been met.

Analysis: Because of the retirement of three employees and sudden death of two others, it was decided that participation in the LOUIS pilot program was not feasible, given the massive amount of time required for even baseline success.

Decision, action, or recommendation: Because the library continues to be under-staffed, and key personnel are still learning the requirements of their new positions, this objective should be removed and replaced by another, more realistic one at a later date.

Comprehensive Summary of Key Evidence of Improvement Based on the Analysis of Results. While the target for 8.1 was not met, some work was

completed on improving the usability of the Enterprise pages. 8.2 was also not met, but a series of resignations, retirements, and deaths within the library resulted in several individuals having to provide support and fill in for other departments. It also required prioritizing other tasks in Access Services that did not feature into the measures.

Plan of Action Moving Forward. Work with staff in the department of Electronic and Continuing Education and the Office of Accessibility and Disability Support by designing and implementing a usability survey. The survey will assess whether different colors, font styles, and/or page elements should be integrated into the Enterprise pages. Identify a more appropriate task, such as deselecting the U.S. Serial Set, that better aligns with the actual daily, regular activities of the Access Services department.