

Assessment Cycle 2019-2020

Division or Department: **Northwestern State University Libraries**

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Date: June 24, 2020

Approved by: **Dr. Greg Handel**

Date: June 24, 2020

University 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 promotes 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 five 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 the head of serials-media 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;

(5) 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.

Service Outcomes:

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

Measurement 1.1 Compare figures from the 2018-2019 and 2017-18 statistical reports on reference, circulation, interlibrary loan, and database usage from the library annual

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report to determine if actual usage increases by 30%. (Annual statistical reports run from fiscal year July 1, 2017-June 30, 2018 to July 1, 2018-June 30, 2019).

Service	2018-2019	2017-18	+/-	%
Reference	6134	9438	-3304	54%
Circulation	8797	9648	-851	9.7%
Interlibrary Loan	1982	3516	-1534	77.4%
Database Access	36,674,220	13,411,087	+23,263,133	63%

Finding. Target was not met.

Analysis: In 2018-2019 the target was not met. Based on the analysis of the 2017-2018 results, the following changes were implemented according to the plan of action: train faculty, staff, and student workers to record and report these 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 2019-2020, the target was not met. The largest decline was the number of interlibrary loan transactions followed by reference and circulation. Database access met the target increase of 30%. The following changes were implemented in 2019-2020 according to the action plan of 2018-19: interlibrary loan services were a point of emphasis in all library instruction classes, LibGuides, and library liaisons. The reference services were supposed to be counted from all points of service desks, but student workers at many of the locations failed to enter the numbers on the form so many reference questions were not counted. At the request of the circulation area, the number of items circulated was added back into the assessment. This may be influenced by the decline of textbooks placed on reserve for circulation which has been the primary draw for circulation. Also, one part of circulation known as in-house usage was not counted by shelvers on all three campuses. Finally, the decline in interlibrary loans may be directly influenced by the dramatic increase in database accesses. If students and faculty can get the articles and ebooks they need through the library resources, they do not need to request interlibrary loans for items they cannot obtain electronically. This may also be affected by the textbook program offered by the campus bookstore since many of the interlibrary loans are to obtain textbooks, especially on the Leesville campus. Despite the promotion of the three library services that failed to make the target, the library faculty and staff will increase the efforts to promote these services.

Decision. Based on the results in 2019-2020, the following changes will be implemented to drive continuous improvement in AC 2020-2021. Student worker

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supervisors will work with their students to make sure they have access to the reference forms and know how to fill them out. Primarily the 6134 questions recorded came from one service point. When the other service points such circulation are calculated the figures should increase. The circulation figures are often driven by classes that are being taught and the materials needed. Librarians will continue to encourage faculty to put textbooks on reserve and this will be monitored to see if the decline is an anomaly or influenced by the new way students get textbooks from the bookstore. Interlibrary loan will be promoted through library instruction. Special emphasis will be placed on electronic learning classes to make sure students and faculty understand that interlibrary loans can be requested between all Northwestern State University campuses and can be scanned and delivered to computers via email. Finally, the increase in database access and use will continue to be promoted via library instruction, social media, and other direct promotional materials.

Comprehensive Summary of Key evidence of improvement based on the analysis of results:

SO	Measure	Key Evidence
1	1	Placed forms at public service desks to record questions. Student-workers did not understand what was required and did not record questions.
	2	Used workflows to count items circulated. Number of items placed on reserve declined. Shelving in all three branches failed to record items returned which provided zero in-house circulation.
	3	Used Iliad program to count the number of interlibrary loan transactions. Although Interlibrary Loan was promoted in library instruction and social media, the number of transactions declined. Since some students order textbooks through interlibrary loan and the bookstore reduced textbook costs, this may have negatively impacted the number of requests.
	4	LOUIS supplied the number of database accesses plus added independent databases. Promotion through social media and library instruction was successful.

Plan Action Moving Forward

SO	Measure	Plan
1	1	Distribute Reference forms to all public service desks.

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	1	Work with supervisors to make sure student workers understand what they are supposed to do.
	2	Remind faculty to place items on reserve using Messenger, Social Media, and Library Instruction.
	2	Make sure shelveers count in-house usage when returning books to the shelves.
	3	Emphasize that interlibrary loan can be used to obtain materials between campuses and articles can be scanned to send to distance learners.
	3	Promote Interlibrary loan through Messenger, Student Messenger, LibGuides, and Library Instruction.
	4	Continue promoting databases through social media, promotional materials, and library instruction since this was the one service that met the target.

Primary responsibility: Abbie Landry, Director of Libraries.

SO 2. Library instruction

Measure 2.1. Use request forms for single-session library instruction sessions (IL). Assessment measures include Google Library Instruction and LibGuides forms. Additional measures include Research Consultations located on Moodle and in LibGuides and a Research Consultation survey on SurveyMonkey. Analyzed data from 100% of these forms.

Finding: Target was met. Due to closure of campus in March for Covid-19, complete data from the spring semester could not be gathered however all data received was analyzed.

	2018-2019	2019-2020	+/-	%
Classes	61	40*	-21	34%
Total Students	1210	645*	-565	53%
Faculty Requests	19	12*	-7	37%
Research Consultations	55	35*	-20	36%

*Spring semester numbers are not complete due to Covid-19 closure of the campus

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Analysis: In 2018-2019, the target was met. Based on the analysis of the 2018-2019 results, the following changes were implemented in 2019-2020: continued outreach to instructors, especially those in the areas of science since fewer science faculty request instruction than humanities and social sciences. Publicize LibGuides as an alternate to face to face contact for distance learners. Work with webmaster to improve the library webpage, the feedback was consistently positive. Students continue to be offered instruction in information literacy and library research. However, the drop-in numbers from spring 2019 to spring 2020 may be explained by the closure of campus on March 20, 2020 (even though an online format was available.)

Based on these changes in 2019-2020, the target was met. The library instruction librarian reached out to the science faculty with mixed results. She also worked to make sure all library faculty, staff, and student workers were familiar with instruction and could advocate for it with faculty and students. Plan to survey Scholars College 4000 (theses preparation class) on research consultations. This was not done due to Covid-19.

Decision, action, or recommendation: Based on the analysis of the 2019-2020 results, the following change will be made in AC 2020-2021: This metric, having served its formative and summative assessment purposes, will be replaced by usage data for selected LibGuides related to library instruction and research skills.

SO 2.2 Research Consultations

Measure 2.2: Follow up with students about how research consultations (RC) contribute to their projects or papers.

Findings: Target of 10% was not met.

Analysis: In 2018-2019 the target was met. Based on the analysis of the 2018-19 results the target of 35% was exceeded. The survey received a 53% response rate. Of the eighteen students who responded to the survey, sixteen rated their consultations helpful, and four offered additional comments for an 89% success rate. The plan for 2019-2020 was to repeat the survey in the spring semester but due to the closing of school, it was not possible to contact the students who had research consultations..

Decision. Based on the analysis of the results in 2019-2020, in 2020-2021 this survey will be repeated.

Comprehensive Summary of Key evidence of improvement based on the analysis of results: Based on analyses of the above results, academic library instruction at Watson Library continued to benefit the students and teachers who take advantage of it. No changes to either measure were made. Undergraduates indicated that course-related instruction, especially when connected to an assignment, is more useful than a first-year general orientation according to comments students volunteered at the end of the class.

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Plan of action moving forward.

Measure 2.1 since the target was met twice, this S.O. will be replaced with a measure of LibGuide creation and use.

Measure 2.2 will be repeated since data was incomplete for Spring 2019-2020 due to the campus closure and move to an online format.

Because of the drop-in spring semester requests in 2020 were incomplete due to Covid-19, a shift to evaluating online resources such as LibGuides (see 2.1) and WebEx will be implemented.

Work will be resumed on an information literacy curriculum map, as an assessment tool and an argument for increasing library instruction in those areas which assign library-related projects. A survey instrument will be created for faculty about library assignments given in their courses and their willingness to link to pertinent LibGuides in their Moodle course syllabi.

Primary responsibility: Patricia Brown, Head of Reference and Library Instruction

SO 3: Shreveport Nursing Library Ensures that Shreveport Nursing Library faculty conducts individual research consultations with 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.

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 2018-2019 the target was met with total consultations increased from 100 to 141 in 2019-2020. Based on the analysis of the 2018-2019 results the library faculty and staff offered daytime and evening consults via in-person and WebEx and updated the LibGuides information to include new Microsoft PowerPoint media.

	2018-2019	2019-2020	+/-	Percent
Classes	8	35	27	77% increase
No. Students	237	587	350	60% increase

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Decision. Based on the analysis of the results from 2019-2020, in 2021-2022, Library teaching faculty will expand its offerings in database and software instruction, orientations, training, WebEx consultations, and expansion of LibGuides and PowerPoint media to meet the 50% targeted increase.

Measure 3.2. Select students and faculty for satisfaction after research consultations to determine a 90% satisfaction with professional consultations using a short questionnaire developed by the Library Teaching Faculty.

Finding: Target was met.

Analysis: In 2018-19 the target was met. Based on analysis from 2018-2019 results, 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. 98% 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 very helpful and found research consultations applicable to their research.

Decision, action or recommendation Based on the analysis of 2019-2020 results, the following actions will take place in seeking improvement in AC 2020-2021. 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) Distribute a library needs assessment survey to Fall Nursing and Allied Health students through the Student Services Coordinator.

Comprehensive Summary of Key evidence of improvement based on the analysis of results: In 2019-2020 library faculty promoted research instruction in library instruction classes, revised and further developed the Nursing LibGuides, and advocated research consultations in meetings with nursing faculty and allied health faculty. All of these activities resulted in a 98% - 100% success rate.

Plan of action moving forward. 1) LIRC, 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. Qualitative measures of student usage will be maintained by the instructor and furnished to the library for statistical purposes. 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 Student Services to disseminate information via Video Marquis and email of library consultation marketing information on a quarterly basis.

Primary Responsibility: Sherri Voebel, Head of Nursing Library

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SO 4. Leesville Fort Polk library provides services and resources to support the needs of students, faculty, and staff on the branch campus.

Measure 4.1. The Leesville/Fort Polk associate manager will collect and analyze data from course reserve forms with a target of a 20% increase.

Finding: Target was not met

Leesville Reserve Statistics July 2019-May 2020	
Reserve Monthly Checkouts	
July	4
August	22
Sept	30
Oct	14
Nov	5
Dec	1
January	30
February	18
March	8
April	2
May	0
Total	134

Analysis: In 2018-2019, the target was not met. Based on the analysis of the 2018-2019 results, the following changes were implemented in 2019-2020: The plan of action was to work closely with current and new faculty to provide additional course reserve materials to serve the student population and to increase faculty participation and improve student awareness of course reserves at the library. Additional methods of communication and targeted marketing of library reserve holdings to faculty, adjuncts, and students showed improvement in reserve visibility; however, reserve usage did not show any improvement despite the extra efforts staff took to increase reserve usage. The steps taken to increase usage included library fliers, professor welcome letters, library brochures, e-mails to professors, social media posts, and displayed library brochures in the student lounge and main building.

NSU Leesville/Ft. Polk Library had 68 reserve items and 57 library research items, totaling 125 reserve items. Reserve materials were utilized 237 times between July 2018 and May 2019. In 2019-2020, faculty reserves increased to 118 items and decreased to 41 library research items. Reserve materials were utilized 134 times between July 2019 and May 2020. Based on the analysis of the results of the 2018-2019 faculty use of course reserves increased by 41 checkouts from 196 to 237

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(20.91%) not meeting the target increase of 30%. As a result, the total usage of course reserves by students over 2019-2020 decreased by 103 checkouts from 237 to 134 (57%). The target was not met for student usage increase of 20%.

Note: Several factors led to the decline of reserve book usage—COVID-19 closure being the primary cause. The library had to close from March 23, 2020, to present due to the COVID-19 pandemic, additionally, there were fewer requests for reserves because the textbooks they needed became more readily available online. Not only did we have the closure, but we also had one of our major library supporters retire July 2019 and the professor who took her place does not use the library resources available to him. One other factor that contributed to the decline of reserve usage is that the June checkouts were not included in the numbers used for this assessment.

Decision. Implementing the plan of action from AY 2018-2019 to improve the course reserve holdings and to increase visibility, marketing, and usage of reserves to faculty and students resulted in a decrease of 7 items (6%) of faculty holdings and an increase of library holdings by 14 items or an increase of 15%. Check out numbers for AY 2019-2020 decreased by 57% due to the pandemic, loss of our biggest library supporter, and June numbers not reflected in this assessment whereas last year's (2018-2019) usage had a 20.91% increase. Based on the analysis the results reflects that faculty and students are not using the library reserves as often as they did before therefore we will decrease the target percentage from a 20% increase to a 15% increase of faculty and student reserves usage for AC 2020-2021.

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 15%.

Finding: Target was not met.

Leesville Reserves Faculty Survey April 2020 (10 Sent Out/ 4 Completed)							
Questions						Yes	No
Do you put course material on reserve in the library?						3	1
Do you find course reserves useful?						2	2
Do your students find them useful?						3	1
How can we improve course reserves for you and your students?							
						8	4

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Analysis: In 2019-2020 the target increase of 15% was not met, with 4 respondents (40%) decrease in returned surveys from 2018-2019. In 2018-2019 surveys were distributed to 17 faculty and adjunct members (100%) with 7 completed and returned. In 2019-2020 surveys were distributed to 10 faculty and adjunct members with 4 completed and returned. A fewer number of surveys 7 (41%) were sent out this year from last year. The target survey return was 15%. Of the completed surveys 3 faculty responded “yes” and 1 “no” to putting course materials on reserve. Of the 4 respondents, 2 reported “yes” to reserves being useful and 2 responded “no.” In response to the question of students finding the reserves useful, 3 reported “yes” and 1 reported “no.”

Data suggests that the survey response rates decreased by sending it out in April mainly because the surveys were sent out as an electronic version due to the coronavirus outbreak rather than a printed out copy that we normally put in their boxes. Based on feedback from the surveys sent out, the professors had positive responses about the reserves, but only half of them use this library resource available to them and their students. To meet the needs of reserve users, the library has increased its holdings.

Decision. In 2019-2020 the target was not met. Based on the analysis of these results in AC 2020-2021 the plan of action is to concentrate on promoting and marketing the reserve service to faculty and students. New promotional materials will be created and distributed during on-call week to target adjunct and new faculty members. Additional recommendations include using social media to advertise reserves and making reserve lists to be displayed in the library and around campus, so that faculty and students can see what the library is offering. The goal is to increase reserve visibility and usage statistics by faculty students and survey participation rates, however with fewer faculty requiring textbooks and the statewide focus on open educational resources (OER), the recommendation is to lower the measure from 15% to 10%. To improve survey response rates and alleviate the end of the year survey fatigue, the survey will continue to be sent out in April.

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 dramatic decrease in reserve usage numbers is in fact due to the coronavirus outbreak, which closed businesses including libraries around the world. Other factors that attributed to the decrease was the retirement of one of our largest library supporter, who continuously used our library reserves for every one of her classes, and the fact that June numbers were not included in this report.

Plan of action moving forward: The plan of action moving forward is to improve the course reserve holdings and increase visibility, marketing, and usage of reserves to faculty and students. Specifically targeting marketing to adjunct and new faculty who

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may not be aware of the course reserve section in the library by creating promotional materials to include each semester in faculty on-call meetings. Library Associate Manager will continue to advertise reserves on social media websites such as Facebook and Twitter as well as physically display a list of the materials on reserves around campus. The library will also continue to monitor statewide initiatives focused on textbooks and open educational resources (OER) for inclusion in library reserve materials and marketing materials. For measure 4.1 the target of a 15% increase will be utilized for the AY 2020-2021 assessment.

Finally, it is recommended based on feedback from the surveys to lower the Measure 4.2 from a 15% to 10% increase for the AY 2020-2021 to reflect the changing need of faculty and adjuncts. 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.

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.

Measure 5.1 Tabulations of contacts, traveling exhibits created, exhibited events, the title of the event, type of event, place, date, and number of people visiting the exhibit will be made. These tabulations will be kept, retained, and compared to previous events, targeting a 10% increase of displays.

Finding: Target was met.

Analysis: In 2018-19 the target was met. The number of venues requesting exhibit material increased by 3 for a total of 15 which met the target of 10% increase. The promotion of onsite traveling exhibits by the archivists from the NSU CGHRC resulted in 4 repeat events. and 3 new exhibits held outside of campus and in the City of Natchitoches: thus, reaching another area of the Natchitoches Parish with attendees ranging from the age of 6 to early 90s. The 3 events were by invitation and were attended by 1,600 people who learned about the mission and diverse resources held by the NSU Cammie G. Henry Research Center. In 2018-2019, the Research Center did not take into consideration its online/social media traveling exhibit venues. In 2019-2020, online/social media traveling exhibit venues were logged and counted. The NSU CGHRC participated in 7 US National Archives Twitter Hashtag parties reaching 5,544 people throughout the world who follow the US National Archives Hashtag Party and popularizing the rich resources held by the NSU CGHRC. With the 3 new venues and participating in the 7 US National Archives Twitter Hashtag parties in 2019-2020, the total number of people who viewed the resources of the NSU CGHRC equaled 8,059. The total number of people who viewed the NSU CGHRC traveling exhibits in 2018-2019 was 2,265. Thus, in 2019-2020 there was an increase of 4,794 more viewers of the diverse resources held by the NSU CGHRC.

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Decision. Since the number of people who viewed the NSU CGHRC traveling online exhibit materials increased by 4,794 in 2019-2020, the CGHRC will continue to seek online exhibits venues in 2020-2021 expanding the number of viewers and knowledge of the rich and diverse collection that are relevant to NSU students and students of all ages across the United States

Measure 5.2: An impact survey will be administered for evaluating the exhibits with a 70% satisfaction target.

Finding. Target was met

Analysis. In 2018-2019 the target was met. In 2019-2020, the 150 impact surveys that were answered at the 9 face-to-face traveling exhibit events agreed that the exhibits were informative and a beneficial component of the event. Other comments were answered with positive responses and included: “Enjoyed,” “Most Certainly,” “Thank you,” “fascinating exhibit with local stories,” and “It is a privilege to view these artifacts, which are handsomely displayed.” With regards to the 7 online/social media exhibits in 2019-2020, 25 loved the exhibits, 92 interacted with the exhibits, and 2 retweeted the exhibits.

Decision. Due to the COVID-19 pandemic, online/social media exhibits will be the preferred method of traveling exhibits. Even without the pandemic, the 2019-2020 online/social media exhibits reached more viewers and were enjoyed by all who viewed the exhibits. More importantly, 2019-2020 online/social media exhibits canvass a broader audience providing a rich glimpse into a rural area of Louisiana that most of the world would not even know existed. Consequently, the CGHRC will pursue more online/social media venues to exhibit the CGHRC materials in 2020-2021.

Measure 5.3: Appraisal letters will be requested by 100% of events coordinators

Finding. Target was met

Analysis. In 2018-2019 the target was met. Although appraisal letters were requested from events coordinators in 2019-2020, events coordinators’ focus moved away from answering the request for an appraisal or an evaluation to dealing with the current COVID-19 pandemic especially in Louisiana where COVID-19 became a hotspot in March 2020. As in 2018-2019, those that did reply in 2019-2020 thanked the CGHRC for their dedication, support, and relevant exhibits with positive comments. Comments were as follows: “The Natchitoches-NSU Folk Festival committee extends an invitation to the Cammie G. Henry Research Center . . . We would like to give a hearty thanks to the Cammie G. Henry Research Center for collaborating with the Festival by providing an exhibit.” With regards to the APHN tour and exhibits, “Thanks so much for all you did to help with the tour! We appreciate all you do.” The positive replies in 2018-2019 and the continued positive replies in 2019-2020, the CGHRC continued to provide exhibits that were relevant to the event and add enjoyment to the exhibit visitors while

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showcasing the diverse cultural resources in the CGHRC to NSU students, faculty, staff and the public.

Decision. Due to the COVID-19 pandemic in 2020, many events will move from face-to-face to online. Instead of focusing on appraisal letters as in 2019-2020, it may be more beneficial to focus on any favorable or critical replies by events coordinators in 2020-2021. These 2020-2021 replies may be in the form of emails, social media replies, and text messages. For social media exhibits, 2020-2021 replies will be in the form of acceptance to participate, not being blocked, and continued participation.

Comprehensive Summary of key evidence of improvement based on analysis of results. For 2019-2020, the archivist and assistant archivist communicate with event coordinators they had worked with before and with new coordinators promoting the advantages of traveling exhibits provided by the Cammie G. Henry Research Center materials pertinent to their activity. This promotion was effective based on the number of repeat business and the one new event. Based on the 2019-2020 plan, in 2020-2021, the Research Center will continue to communicate with event coordinators that they had worked with and seek out new venues. In 2019-2020, face-to-face traveling exhibitions were the primary way to connect the CGHRC resources to students, faculty, staff, and the regional public to the resources available in the CGHRC. Due to the COVID-19 pandemic in 2020, many events coordinators and venues will be moving online. In 2020-2021, The CGHRC will communicate with events coordinators and other venues to move the traveling exhibits to online platforms.

Plan of Action moving forward. In 2020-2021, the CGHRC will seek online platforms to exhibit and showcase the rich and diverse resources of the CGHRC. Whenever possible, online views and comments will be captured. Acceptance to participate in an online/social media exhibit events or venues will be counted as a positive response from the events coordinator.

Primary responsibility: Mary Linn Wernet, Head Archivist and Records Manager and Sharon Wolff, Assistant Archivist

SO 6. Department of Serials, Media, and Electronic Resources manages and promotes the usage of library resources by faculty and students.

Measure 6.1. Increase the number of students and faculty using the skill-building database Learning Express Library 3.0. Target is a 10% increase over last year by analyzing usage statistics from EBSCO database usage reports.

Finding. Target was not met.

Analysis. Target was not met in 2019-2020 as this is a new measure developed for the department late in the academic year. Current usage numbers for Learning Express from July 1, 2019, through May 31, 2020, is 2381 database searches.

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Decision. Based on the analysis of 2019-2020 results, the 2019-2020 usage statistics will be measured against the AC 2020-2021 database usage statistics to evaluate improvement in student and faculty use of Learning Express through the implementation of targeted marketing and promotion of the database to faculty and students. Progress was started through a Lunch and Learn presentation with the library liaison department faculty in the School of Business and promotional materials were shared through email to faculty and support services. New targeted outreach and promotion will begin in the Fall semester of 2020.

Measure 6.2 Increase the number of students and faculty checking out physical DVDs in the library collection with a target increase of 10%.

Finding. Target not met.

Analysis. Target was not met in AC 2019-2020 as this is a new measure developed for the department late in the academic year. Current use of library DVDs from July 1, 2019, through May 31, 2020, is 31 checkouts.

Decision. Based on the analysis of 2019-2020 results, it is recommended that 2019-2020 usage statistics be measured against the 2020-2021 checkout statistics to evaluate improvement in student and faculty use of the DVD collection. The plan of action moving forward is to concentrate on promoting and marketing the DVD collection to faculty and students. New displays will be created monthly with additional marketing on social media. The goal is to increase DVD collection visibility and usage statistics by faculty and students by 10%.

Comprehensive Summary of Key evidence of improvement based on the analysis of results: In 2019-2020 the target was not met for either measure as they were developed late in the academic year due to the hiring of a new department head and the creation of new measures based on the analysis of the previous year's (2019-2020) Assessment. While some progress has begun with promotion through a workshop and promotional materials, more focused outreach will be implemented in 2020-2021.

Plan of action moving forward. The plan of action moving forward in AC 2020-2021 includes the Serials, Media, and Electronic Resources Librarian implementing additional measures to quantify and evaluate the effectiveness of actively marketing and promoting library resources. Methods include instruction, presentations, and handouts to UNIV1000 classes, promotional materials, and outreach at targeted university events like Freshman Connection, and monthly displays of DVD materials. The goal of outreach is to drive continuous improvement of collection visibility and usage by faculty and students.

Primary responsibility: Anna Tapia MacDonald, Head of Serials-Media

SO 7. Collection Development and Cataloging - The Cataloging Department will use descriptive metadata to ensure that bibliographic records and their comprehensiveness,

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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. Due to mandatory closure because of COVID-19 on March 25th, the target rate was not met due to not having access to required resources (OCLC, technical processing, etc.)

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 60% completion.

Finding: Target was met.

Analysis: In AC 2018-2019, the target was met and exceeded the goal by 15%. Based on the analysis of 2018-19 results, the following changes were implemented in 2019-2020: use of reports and global edit projects enabled corrections of 123 of the NSU dissertations and the remaining 18 item records of dissertations already existing in the online catalog will be done as time permits. 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 2019-20, in 2020-2021, all recently submitted NSU dissertations NOT in the OPAC will take priority over previous existing dissertation records that need modifications. If the items are not in the online catalog, users will not be able to find them on the shelves.

Measure 7.2: Of the 345 NSU Education Specialist Theses 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 2018-19 the target was not met due to mandatory closure because of COVID-19 on March 25th, because of not having access to required resources (OCLC, technical processing, etc.). The target was also not met based on the miscalculation of the actual number in the original measure. Of the records that were corrected, approximately 18.644% were completed. The analysis revealed that due to inconsistencies of previous cataloging responsibilities, all tracings and subject headings were not added to bibliographic records in both Workflows and OCLC based on reports that ran to reflect number. However, this number ONLY included Education Specialist Theses already in the OPAC (older ones) and did not include recent as well as other

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copies found on a truck in addition to more found on a shelf that had not yet been added to the OPAC.

Decision. Based on the analysis of the results in 2019-2020, in 2020-2021, the target rate of 70% will be lowered to 30%. This is in case we are required to telework from home again and/or mandatory closure. The target rate is decreased also due to not knowing an accurate count of Theses that come in each Spring, 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 Theses, so they are accessible in the online catalog by 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.

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.

Finding: Target was not met.

Analysis: In 2018-19 the target was not met. Based on the analysis of the 2018-19 results, the following changes were implemented in 2019-2020 due to a large number of existing bibliographic records already in the OPAC/ILS system needing modifications to include subject headings and correct wording of degrees, we knew that the project assessing the accurate number would remain an on-going project each academic year. Determination has been made that a meeting needs to be set up with the Graduate Office to obtain correct and consistent degree verbiage. Moving forward, all changes in degrees need to be made aware of to the Cataloging Department at Watson Library to ensure that correct information is entered into the ILS system therefore easily retrieved and accessible.

Decision. Based on the analysis of 2019-2020 results, the plan of action in 2020-2021 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. 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 Fall, 2019, 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. Based on the findings in the initial

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pilot of this program, the original estimates were too low and as corrections were made, more problems were discovered. A more reliable estimate of items that need cataloging corrections, item records that need accurate/updated information, and adjustments was made as reports and/or global edit projects were periodically run/completed resulting in a more analytical plan of action to ensure accuracy. Most of 2018-19 were spent determining the size and type of problems with the cataloging records and ways to correct them thus making these items more accessible to library users.

Plan of Action Moving Forward: Since we are in Phase I and about to enter Phase II of Return to Campus Plan, my department will try to complete 40% of all NSU Diss., Theses, Projects, etc. Due to numerous additional job responsibilities and duties placed upon the Collection Development and Cataloging Librarian, the target rates were too ambitious, and the target completion percentages were over-estimated. Another factor is existing reports within the ILS System contained parameters that were not necessary which then reflected an inaccurate count of bibliographic records. Moving forward, reports are being modified so all information in the reports is considered inclusive and comprehensive to reflect accurate numbers. Once the actual size of the problem is determined a realistic plan can be put in place to reduce the number of errors in the OPAC and make sure uncatalogued items remain a top priority. A meeting will also be scheduled with staff in the Graduate Office to obtain correct degree verbiage to create and modify bibliographic records in the online catalog.

Primary Responsibility: Deborah Huntington, Head Collection Development and Cataloging

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

Measure 8.1: Explore the faculty's desire for an electronic textbook reserve system that will provide student access to vital course materials regardless of their geographical location. Target will be 70% interest.

Finding. Target was not met.

Analysis. This is a new service outcome so no data was collected in 2018-2019. Target was not met as this is a new measure developed for the department late in the academic year. Experience with the COVID-19 pandemic and shutdown of physical operations placed a heavy burden on reserve systems across the state to be responsive to remote learning environments of individual students. LOUIS Consortium responded by providing a trial of "RedShelf", an electronic textbook reserve system. The trial was extended to all universities and community colleges until the end of the spring 2020 semester. Feedback to LOUIS has been positive, but interest in such a system for NSULA faculty and students remains unknown.

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Decision. In 2019-2020, the experience with the “RedShelf” product supplied by LOUIS indicates a need for such resources. The Head of Access Services will research e-reserve products and make a presentation on their benefits at monthly departmental faculty meetings. He will make and distribute an electronic survey to department heads and instructors of high-enrollment and lower-division courses. The survey will ask—among many other things—respondents whether a) Whether they believe such a system is necessary (and to what extent), b) What features such a system should have for both the faculty and student and c) The bibliographic citations of the textbooks they plan to use in 2021 (including ISBNs). Lastly, part of the Head of Access Services mission will be to assess faculty receptivity to using an open-source textbook in cooperation with the Affordable Learning Louisiana initiative.

Comprehensive Summary of Key evidence of seeking improvement based on the analysis of results. A comprehensive summary is not possible at this time as this Service Outcome has been developed in the middle of the academic year.

Plan of action moving forward. The survey will be deployed by the first week of September 2020, the faculty meetings will take place during the fall semester, and all data will be collected and evaluated by the first week of December 2020. Depending on the results, a decision will be made by the Head of Access Services, Director of Libraries, and Provost concerning the best way forward.

Primary responsibility: Michael Matthews, Head of Access Services, Government Documents, and Interlibrary Loan