# AY 2017-18 Assessment

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

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**Approved by: Dr. Vickie Gentry**                         **Date: 25 July 2018**

**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 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 library services are utilized by university faculty, staff, and students.

**Measurement 1.1** Administer revised library usage survey. The survey lists all the current library public services and solicits responses on usage. Tabulations will determine if 60% of the responders use each public service.

# AY 2017-18 Assessment

**Assessment Tool:** An updated survey on library services for 2017-18 was sent to all NSU faculty and students on April 18th and reminders were sent on April 25th and May 3rd.

**Findings:** Target met on element: Electronic Resources/Online Databases and not on others.

2017-18 Response rate

Employees = 19.6% (125/637)

Students = 4.045% (404/9997)

2016-17 Response rate

Employees=35.6% (364/1020)

Students=10.7% (989/9269)

| Library Services-Faculty 2017-18 | Percentage | number | 2016-17 | Increase/decrease |
|---|---|---|---|---|
| Response Rate | 19.6% | 125 | 35.6% | decrease |
| Audio Visual (CDs or DVDs) | 10.62% | 12 | n/a | n/a |
| Best Sellers/Leisure Reading | 11.50% | 13 | 18.57% | decrease |
| Cammie G. Henry Research Center/LA Coll | 20.35% | 23 | 20.00% | increase |
| Database tutorials, LibGuides, Subject Guides | 42.48% | 48 | n/a | n/a |
| eBooks | 33.63% | 38 | 28.10% | increase |
| Electronic Resources/Online Databases | 76.99% | 87 | 58.57% | increase |
| Find It/Discovery | 10.62% | 12 | 4.76% | increase |
| Government Information/Federal or State | 11.50% | 13 | 10.48% | increase |
| ILL (Interlibrary Loan) | 51.33% | 62 | 28.52% | increase |
| Library Instruction/Information Literacy | 20.35% | 23 | 12.86% | increase |
| Library Web Page | 34.51% | 39 | 31.43% | increase |
| Print Books | 33.63% | 38 | 28.10% | increase |
| Print Journals | 27.43% | 31 | 27.14% | increase |
| Reference (in-person, email, phone or text) | 23.01% | 26 | 37.14% | decrease |
| Reserve Materials including textbooks | 18.58% | 21 | n/a | n/a |
| Research Consultations | 15.04% | 17 | n/a | n/a |
| Study Areas 2nd or 3rd Floor | 11.50% | 13 | 10.98% | increase |

| Library Services-Students 2017-18 | Percentage | number | 2016-17 | Increase/Decrease |
|---|---|---|---|---|
| Response Rate | 4.045% | 404 | 10.7% | decrease |
| Audio Visual (CDs or DVDs) | 3.12% | 12 | n/a | n/a |
| Best Sellers/Leisure Reading | 7.01% | 27 | 11.35% | decrease |

| | | | | |
|---|---|---|---|---|
| Cammie G. Henry Research Center/LA Coll | 6.75% | 26 | 7.78% | decrease |
| Database tutorials, LibGuides, Subject Guides | 37.92% | 146 | n/a | n/a |
| eBooks | 26.49% | 102 | 23.28% | increase |
| Electronic Resources/Online Databases | 58.18% | 224 | 58.02% | increase |
| Find It/Discovery | 11.43% | 44 | 8.91% | increase |
| Government Information/Federal or State | 5.97% | 23 | 6.32% | decrease |
| ILL (Interlibrary Loan) | 13.25% | 51 | 8.27% | increase |
| Library Instruction/Information Literacy | 3.64% | 14 | 3.24% | increase |
| Library Web Page | 27.53% | 106 | 32.74% | decrease |
| Print Books | 17.92% | 69 | 18.18% | decrease |
| Print Journals | 24.94% | 96 | 22.53% | increase |
| Reference (in-person, email, phone or text) | 37.92% | 146 | 25.61% | increase |
| Reserve Materials including textbooks | 8.83% | 34 | n/a | n/a |
| Research Consultations | 8.83% | 34 | n/a | n/a |
| Study Areas 2nd or 3rd Floor | 40.26% | 155 | 44.04% | decrease |

**Analysis:** in 2016-17 the target of 60% usage was not met. Also, the survey response rate was higher in 2016-17 then 2017-18. Based on the analysis of the results in 2017-2018 the survey was administered earlier in the year; unfortunately, the faculty response rate was down 16% and student response rate by 6.655%. The survey was sent out in timely fashion and students and faculty had the same amount of time to respond but did not do so.

The target was met in one area and increases, especially in the faculty survey, were noted. The most used services in 2016-17 were the Electronic Online services with 58.57% faculty and 58.02% students. This service came closest to the target of 60%. This year, in the faculty survey, Electronic Online services met the target with a total of 76.99%. Other areas came closer with Interlibrary Loan at 51.33% on the faculty survey. Many of the other services showed an increase as well. As shown in the chart, only two areas went down, and the rest increased in usage. Four were new categories and had no comparisons.

**Action-Decision or Recommendation:** Based on the analysis, the library will continue using this assessment. Based on the analysis of the 2017-2018 results, the library will be hiring of a new head of reference and redistributing some of those duties. As a result, in 2018 - 2019 the library will be in a stronger position to promote library services. The library faculty and staff will continue to participate in university programs such as Freshman Connection, Demon Days (first year experience) and other such opportunities as they present themselves. The promotion of library instruction and information literacy will continue to be a point of emphasis under the leadership of Dr. Patricia Brown, Library Instruction and Information Literacy. Increasing the outreach via library liaisons to the university department will remain a point of emphasis. Also

increasing the library presence in social media will reach more students. The target is to have all the library resources in the survey reach 60% usage level.

**Measurement 1.2**
Compare figures from the 2016-17 and 2017-18 statistical reports on reference, circulation, and interlibrary loan to determine if actual usage increases by 30%. Establish baseline usage for Watson Library subject/content LibGuides using 2017-2018 numbers.

Crystal Long, head of reference, resigned in November 2017. Due to the shortage of staffing in these areas these measurements are not available for the current year.

**Comprehensive Summary of Key Evidence of improvements**

Based on the analysis above, in the faculty survey 2017-18, Electronic Online services met the target goal of 60%, with a total of 76.99%. Other areas came closer with Interlibrary Loan at 51.33%. Many of the other services showed an increase as well. As shown in the chart, only two areas went down, and the rest increased in usage.

Student responses were mixed Four were new categories and had no comparisons. Seven categories showed increases although not to the target 60%.

**Action Plan 2018-19-**The new head of reference will be at work in July 2018. One of her main responsibilities is the reestablishment of SO for the reference department. This will include working on how statistics are gathered and tabulated.

The library faculty and staff will increase their efforts to publicize library services so that when the survey is redistributed in spring 2019, the responses will meet the 60% goal.

**SO#2. Library instruction is improved on main campus.**

**NOTE:** Last fall, Watson Library was deprived of its large instruction classroom, so the testing center could be moved into the building. This has left the library with a lecture area in the back of the reference room and an 18-station instruction lab known as the "fishbowl." Funds for a mobile tablet computer access lab were requested through an internal grant opportunity but was not funded.

**Measure 2.1.** Use Request Forms for individual Research Consultations and Single Session Library Instructions. Analyze data from 100% of these forms.

**Assessment Tool:** Research Consultations and Library Instruction Forms tabulated, and satisfaction survey distributed.

**Finding:** Target was met for 2017-18.

**Analysis**: In 2016-17, 47 forms were gathered, and 45 requestors were asked their satisfaction: 100% reported satisfaction. Based on the analysis of the results in 2016-2017 Research Consultations and Library Instruction Forms were enhanced to

collection more relevant information. As a result, in 2017-18, 31 forms were gathered and analyzed, the satisfaction rate remained 100%.

**Action-Decision or Recommendation**: Based on the analysis of the results from 2017-2018 it is clear more needs to be done to convince students to take advantage of this service such as making it a point of emphasis in all library instruction and increase advertising of this on the library webpage and social media. For 2018-2019 a summer meeting with the directors of Scholars' College will be held to continue work on a four-year pilot for information literacy and library instruction there. Based on curriculum mapping, the pilot will show where instruction works best and where it needs more attention.

**Measure 2.2** Discuss with teaching faculty the effectiveness of class sessions and research consultations. The target is to reach 10% more of the faculty in 2017-18 and 20% of instructors in English, Engineering technology, and Scholars' College.

**Assessment Tool:** Contact faculty members who requested class sessions and research consultations and get feedback on effectiveness.

**Finding**: Target was met for 2017-18.

**Analysis:** In 2016-17, met with 11 faculty members on needs, 8 informal meetings with faculty members, and 1 departmental meeting. For 2017-18, target was met for English and Scholars' College, but not for Engineering Technology. Every 6 NSU colleges or departments has been contacted, with at least one professor in each department except Allied Health and Military Science. Met with 2 instructors in the sciences, 6 in English, and 2 in Scholars' College. Scholars' College 4000 students were assigned research consultations, but no class was requested. Faculty members indicated that not enough class time is available for in-person instruction sessions

**Action-Decision or Recommendations**: Based on the analysis of findings in 2017-2018, the library will create video tutorials and accompanying LibGuides to respond to the lack of class time concern expressed by instructors n 2018-2019. Also, we will use Messenger to make announcements.

**Measurement 2.3.** Follow-up with students about how their research consultations contributed to their project or paper. The target is to survey 10% of the students who used the consultations.

**Assessment Tool:** Anonymous survey of students who requested research consultations.

**Findings:** Target was exceeded. 35% of students completed a survey form.

**Analysis:** In 2016-17, 31 research consultations were conducted. 29 students were surveyed and 7 returned responses for a total of 24.14%. In 2017-18, 33 students

requested research consultations and 8 returned responses. All eight students in Psyc 5120 were assigned and completed consultation and took an anonymous survey. All rated the sessions helpful or very helpful. Although faculty support library instruction and most say they want it for their students, less than 10% avail themselves of library and research guidance for their classes. Early indications are that not enough class time is available for in-person instruction sessions.

**Action-Decision or Recommendations**: Based on the analysis of the 2017-2018 results in 2018-2019 the library will promote research consultations in library instruction and on the library webpage. Make sure all library employees, including student workers know this service is available. Survey Scholars' College 4000 students on research consultations.

**Comprehensive Summary of Key Evidence of improvements:**

Based on analyses of the above results, students succeed with library instruction and research consultations, and faculty are appreciative of them. The slight increase in numbers shows that last year's efforts to improve library instruction on campus must continue and expand. Work continues to resolve the lack of information literacy teaching and computer facilities.

**Action Plan 2018-19:**

**Measure 2.1:** With the head of Scholars' College, work on a four-year pilot for information literacy and library instruction there. Based on curriculum mapping and survey results, expand it to another department for further testing.
**Measure 2.2:** Increase video tutorials in LibGuides.
**Measure 2.3:** Survey SLCS 4000 students about research consultations.

**Primary responsibility: Dr. Patricia Brown**

*SO#3.* **Shreveport nursing library conducts individual research consultations with nursing students and faculty**

**Measure 3.1** Increase the number of students taking advantage of research consultations on the Shreveport campus. Target is 50% increase.

**Assessment Tools**: Count research consultations to determine 50% increase in number of research consultations from previous year.

**Findings**
**Note:** Could only compare the last six months in both years because number of research consultations was not counted for July 2016-Dec 2016.
Deficit of 32.4%. (98-45)/145*100= (47/145) * 100=32.4.

**Analysis:** In 2016-17, the base number of 145 consultations was set. This year research consultations: 98. In the analysis of the results for 2017-2018 the decline may be attributed to the following:

- Students & faculty learned to search on their own
- Students & faculty used the tutorials on LibGuides
- Action plan was not advertised on social media

**Action-Decision or Recommendations**: Based on analysis of the results from 2017-18 the librarians at the Shreveport Nursing Campus will expand offering this service in instruction, tutorials, and social media to meet the 50% target

**Measure 3.2**. Survey students after selected research consultations to determine 90% satisfaction with the consultation.

**Assessment Tool:** Use the Research Consultation forms to select students and faculty for satisfaction survey.

**Findings**: This is a new measure instituted 2017-18. 100% of students were satisfied.

**Action-Decision or Recommendation** for 2018-19:

* Send out needs assessment to fall nursing and allied health students
* Examine Faculty Survey from LRITS committee for ways to improve
* Set up meetings with Course Coordinators at least 4 times a year

**Comprehensive Summary of Key Evidence of improvements:**

Based on analysis of the above results, library faculty and staff need to promote research consultations and library instruction in classes, LibGuides, meetings, and all other opportunities to increase usage to bring the numbers up. Those students and faculty who participated in library instruction, 100% found the research consultations helpful.

**Action Plan 2018-19:** With the hiring of a new head librarian, one of the first tasks will be developing a plan to advertise the library instruction and research consultations available to faculty and students at the NSU nursing center.

**Primary Responsibility: Head of Nursing Library TBA**

**SO#4**

**Measure 4.1.** The Leesville/Fort Polk associate manager will collect and analyze data from course reserve forms with a target of 30% increase.

**Findings:** Target partially met.

## Leesville Reserve Statisitics July 2017 - May 2018

### Reserve Monthly Checkouts

| Month | Checkouts |
|-------|-----------|
| July | 8 |
| Aug | 31 |
| Sept | 54 |
| Oct | 10 |
| Nov | 3 |
| Dec | 2 |
| Jan | 41 |
| Feb | 24 |
| March | 16 |
| April | 6 |
| May | 1 |
| **Total** | **196** |

**Analysis:** Based on analysis of the results of AY 2016-2017 faculty use of course reserves increased by 41 items (67.21%) which exceeded the 30% target increase. In AY 2016-2017 the NSU Leesville/Ft. Polk Library had 61 faculty reserve items and 28 library research items on reserve, totaling 89 course reserve items. Reserve materials were utilized 164 times between July 2016 and May 2017. In AY 2017-2018 faculty reserves increased to 102 items and 27 library research items. Reserve materials were utilized 196 times between July 2016 and May 2017.Total usage of course reserves by students over the AY 2017-2018 increased by 32 check outs, from 164 to 196 (19.51%). The target was not met for student usage increase of 30%. Note: If June checkouts were included in the measure the percentage of usage would have been higher. 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. Better communication and marketing of library reserve holdings to faculty, adjuncts, and students will improve reserve visibility and usage.

**Action Plan 2018-19:** Implementing the plan of action from AY 2016-2017 to increase faculty and student awareness of library course reserves by 30% resulted in an increase of 67.21% total reserve holdings and an increase of 19.51% to reserve check out numbers. Based on the analysis the evidence reflects improvement and growth of reserve holdings by faculty. Although the target was not met, usage increased among students (19.51%). Based on the findings it is recommended the target increase of 30% be retained for AY 2018-2019.

**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 60%.

**Findings:** Target not met.

| Leesville Reserve Faculty Survey May 2018 (16 sent/10 completed) | | | | | | YES | NO |
|---|---|---|---|---|---|---|---|
| **Questions** | | | | | | **YES** | **NO** |
| Do you put course material on reserve in the library? | | | | | | 4 | 6 |
| Do you find course reserves useful? | | | | | | 7 | 1 |
| Do your students find them useful? | | | | | | 7 | 1 |
| How can we improve course reserves for you and your students? | | | | | | | |
| | | | | | | | |
| | | | | | | | |
| | | | | | | Totals | 18 | 8 |

*Analysis:* In AY 2016-2017 the target increases of 60% was not met, with 10 respondents (42.86%) increase in returned surveys. In AY 2016-2017 surveys were distributed to 16 faculty and adjunct members with 7 completed and returned. In AY 2017-2018 surveys were distributed to 16 faculty and adjunct members (100%) with 10 completed and returned, an increase of 3 surveys (42.86%). The target survey return was 60%. Of the completed surveys 4 faculty responded "yes" and 6 "no" to putting course materials on reserve. Of the 10 respondents, 7 reported "yes" to reserves being useful and 1 responded "no." In response to the question of students finding the reserves useful, 7 reported "yes" and 1 reported "no." Data suggests slightly fewer faculty utilize course reserves, however, the majority indicate faculty and student satisfaction with reserves and find the service useful. Based on feedback from the survey several faculty members do not utilize or require textbooks.

*Comprehensive Summary of key findings and/or decisions:*

The Leesville Library worked 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. The target increases of 30% was partially met. Based on analysis of the results of AY 2016-2017 faculty use of course reserves increased by 41 items (67.21%) which exceeded the 30% target increase. Total usage of course reserves by students over the AY 2017-2018 increased by 32 check outs, from 164 to 196 (19.51%). The target was not met for

a student usage increase of 30%. Note: If June checkouts were included in the measure the percentage of usage would have been higher and closer to the target number. Although the target was not met, usage increased among students (19.51%) and the target was exceeded in faculty use of reserves (67.21%). Based on the findings it is recommended the target increase of 30% be retained for AY 2018-2019.

The Leesville Library's goal is to support student and faculty research needs. The target increases of 60% % was not met, with 10 respondents (42.86%) increase in returned surveys. Survey data suggests slightly fewer faculty utilize course reserves, however, the majority indicate faculty and student satisfaction with reserves and find the service useful. Based on feedback from the survey several faculty members do not utilize or require textbooks, the recommendation is to lower the measure from 60% to 30% and clarify the measure with the language "participation rate" to define expected survey participation increase by faculty and adjuncts.

**Action Plan, 2018-19***:* The plan of action moving forward 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. The goal is to increase reserve visibility and usage statistics by faculty and students and survey participation rates, however with fewer faculty requiring textbooks, the recommendation is to lower the measure from 60% to 30%.

The plan of action moving forward is to continue 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 may not be aware of the course reserve section in the library by creating promotional materials to include each semester in faculty on call week meetings. For Measure 4.1 the same target of a 30% increase will be utilized for the 2018-2019 assessment.

Last, it is recommended based on feedback from the survey to lower the Measure 4.2 from 60% to 30% and clarify the measure language by adding "participation rate" to define expected survey participation increase by faculty and adjuncts for the 2018-2019 assessment. The primary goal remains to increase faculty participation and satisfaction with reserve services in the library and to address ways to improve the process.

**Primary Responsibility: Anna MacDonald, head of Leesville Library.**

**SO#5:** The Cammie G. Henry Research Center creates traveling and display exhibits that match the theme of the events of university partners to improve the quality of the citizens in its region as programming and outreach. Target 10% increase of displays.

**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.

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

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

**Assessment Tools:** Tabulations, survey, and assessment letters.

**Findings:** Target of increasing the number of exhibits by 10% was not met.

**Analysis**: in 2016-2017 the Research Center was invited to and exhibited traveling display at fourteen events attended by 2,810 attendees and eleven events during 2017-2018. The reduction of events to promote the Research Center via exhibits depends on the number of opportunities and 2017-18 had fewer opportunities. The 200 satisfaction surveys did meet the target of 70% and the appraisal letters were returned by 100% of the event coordinators. The Center was invited to four new venues in 2017-2108 and invited to return and exhibit relevant archival related items by 5 of the same events coordinators. All eleven events during 2017-2018 were by invitation and were attended by 2162 viewers. Four events were NSU events and seven were regional public events. There were 2162 people who learned about the mission and diverse resources held by the NSU Cammie G. Henry Research Center.

The 200 surveys that were answered agreed that the exhibit was informative, beneficial component of the event, was a refreshing change of pace from the day's event and looked forward to viewing a similar exhibit at next year's event. One person commented that an exhibit was "Excellent" and another person commented "this exhibit is very well organized."

**Action-Decision or Recommendation**: Based on the analysis of the results in 2017-2018 in 2018-2019 we will need to increase marketing opportunities for the Research Center to seek out new venues for displays while maintaining contacts with existing sites.

***Comprehensive Summary of key findings and/or decisions:***

Based on the findings above, the Cammie G. Henry Research Center exhibits succeeded in promoting the archives. Although the 10% increase in target was not met, the responses were all positive.

**Action Plan 2018-2019:** Spread the word on availability of traveling exhibits and solicit opportunities to market the Cammie G. Henry Research Center. Continue using a satisfaction survey and collecting letters o appreciations.

**SO#6.** Elsevier Science Direct and the Wiley Online Library offer pay-per-view document delivery services. For FY 2015-2016 Watson library spent a total of $5800.00 and in 2016-17 spent $7500.00 for these services. If the pay-per-view funding is

increased to $57,248 for academic year 2017-18, the usage of faculty of pay-per-view should double or perhaps triple.

**Measure 6.1:** The Elsevier and Wiley administrative panels allow for daily usage reports. These reports will be compiled at the end of each semester to project the level of future expenditures in FY 2017-2018, anticipating a 50% increase of usage necessitating a 50% increase in funding.

**Measure 6.2:** An online survey was distributed to alert all targeted faculty members of the availability of the services and to measure their levels of satisfaction with the increased service, aiming for a 70% satisfaction rate.

**Assessment Tools:** Usage reports and online survey

**Findings:** All allotted monies for the pay-per-view programs (both Elsevier and Science Direct) were exhausted within three weeks of these services being made available.

Pay per view
2015-16: $5800
2016-17: $7,500
2017-18: $13,300

The online survey was not distributed due to a computer problem which made identifying users impossible.

**Analysis:** In 2016-17, the amount of money for pay-per-view was depleted in approximately 3 weeks. In 2017-18, the higher amount was also depleted in 3 weeks. The library did not receive the increase in funding expected to expand the program within nursing or other departments. Therefore, this program cannot feasibly be expanded to other departments.

**Action-Decision or Recommendations**: Because future support is contingent on state legislature decisions, the PPV (totaling $13,300) will be re-directed to a new account that will be used for providing free electronic textbooks for a variety of courses in the academic year of 2018-2019. This initiative will be in cooperation with the Affordable Learning Louisiana (ALL) program already in progress on the Northwestern State University campus.

 Depending on 1) journal price inflation and 2) university budget cuts, up to $13,300 will be allotted for spending on electronic textbooks for courses using the EBSCO Content Manager platform. All electronic textbooks will be DRM-free and will allow for unlimited, concurrent users.

***Comprehensive Summary of key findings and/or decisions:***

Based on the findings above. The pay-per-view journal pilot project, although popular with faculty, is not sustainable with the current budget situation.

**Action Plan for 2018-19:** After the approval of the university budget (mid-July 2018), the ALL task force will meet to discuss 1) methods of identifying faculty who are interested in transitioning to "textbook free" courses and 2) best practices on making the content available, whether through a LibGuide or directly through the instructor's Moodle course shell, or some other means. Faculty will be identified through a series of personal interviews undertaken over the Fall 2018 semester. Depending on available funds and faculty interest courses will be identified for transformation over to the "textbook-free" model during the Fall and Spring semesters of 2018-2019.

**Primary Responsibility: Michael Matthews**

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

**Measure 7.1:** Of the 141 NSU Dissertations already in the OPAC/OCLC, 71 need additional cataloging to become a complete and accurate record that would ensure library students, faculty, staff, researchers, and users to successfully retrieve the information desired. Corrected bibliographic records will have a target of 75%. completion.

**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 100% completion.

**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 60% completion.

**Note:** The head of Collection Development and Cataloging was hired in July 2017, so this service outcome covers only 2017-18.

**Assessment tools:** Library metadata to track the number of items added and updated in the library catalog.

**Findings:** The 141 NSU Dissertations of which 71 needed additional cataloging has been completed and the target of 75% was exceeded and ended up 100%.

The NSU Education Specialist Theses number was underrepresented in the original measure and will exceed the 345 estimate. Currently these are being counted and the modifications are being made. The totals will be available 2018-19.

Of the 300 theses, 100 have been completed which made for 30% completion.

**Analysis:** In 2017-18, the cleanup of the catalog, especially theses and dissertations was undertaken by the cataloging department, due to the unforeseen circumstances of the Head of Reference Librarian resigning, numerous job responsibilities and duties were placed upon the Head of Collection Development and Cataloging Librarian as well as the re-structuring of the Librarian's original job description to include additional job responsibilities. Because of the added daily responsibilities, the targeted completion percentages were over-estimated. Due to the large number of existing Theses bib 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 be on-going and that the initial count of 300 would not be the final number. The project counting Theses needing modifications within the bib records is now complete, and the correct number is 847 Theses that need some form of additional information and editing.

**Action-Decision or Recommendation:** Based on the analysis of the results in 2017-2018 in 2018-2019 the Collection Development and Cataloging Librarian will generate full MARC/Bibliographic records performing original cataloging (classification/call numbers, notes, abstracts, subject headings, etc.) using current cataloging standards, rules, and descriptive metadata to ensure that all records and their comprehensiveness, accuracy, and efficiency will assist the library patron's successful retrieval of information, sources, and research using the OPAC (online public access catalog) and/or OCLC/WorldCat. All back-logged and current unpublished/original Nursing Dissertations are now in the system and can be utilized as a resource representing their field of research and study. An on-going continuation to diligently modify any/all existing records created before the present Librarian will be a project that is assessed periodically to ensure that a target of 100 % is reached.

### *Comprehensive Summary of key findings and/or decisions:*

Based on the findings in the initial pilot of this program, the original estimates were too low and as fixes were made more problems were discovered. A more reliable estimate of items needing cataloging, records needing updating, and a reasonable target will be made.

**Action Plan for 2018-19:** Work through the catalog to get a reliable number of the theses, dissertations, and special records that need to be updated or added. Work on a process to do this updating and establish a reasonable target.

**Primary Responsibility: Deborah Huntington**