

# Assessment Cycle 2018-2019

## Northwestern State University Libraries

**Prepared by: Abbie Landry, Director of Libraries**

**Date: 7/9/2019**

**Approved by: Dr. Vickie Gentry**

**Date: 7/9/2019**

**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** The library director requests a survey of public library services be administered in spring semester to faculty, staff, and students. 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.

## Assessment Cycle 2018-2019

**Assessment Tool:** A survey on library services for 2018-19 was sent to all NSU faculty and students on April 15, 2019.

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

2018-19 Response rate

2017-18 Response rate

Faculty/Staff=9.2%(59/639)

Faculty/Staff=19.6% (125/637)

Students = 9.2% (132-8526)

Students=4.05% (404/9997)

Library Services-Faculty 2018-19	Percentage	number	2017-18	Increase/decrease
Audio Visual (CDs or DVDs)	10.71%	6	10.62%	Increase
Best Sellers/Leisure Reading	12.50%	7	11.50%	Increase
Cammie G. Henry Research Center/LA Coll	21.43%	12	20.35%	Increase
Database tutorials, LibGuides, Subject Guides	33.93%	19	42.48%	Decrease
eBooks	39.29%	22	33.63%	Increase
Electronic Resources/Online Databases	76.79%	22	76.99%	Decrease
Find It/Discovery	14.29%	43	10.62%	Increase
Government Information/Federal or State	7.14%	4	11.50%	Decrease
ILL (Interlibrary Loan)	37.50%	21	51.33%	Decrease
Library Instruction/Information Literacy	17.86%	10	20.35%	Decrease
Library Web Page	44.64%	25	34.51%	Increase
Print Books	26.79%	15	33.63%	Decrease
Print Journals	14.29%	8	27.43%	Decrease
Reference (in-person, email, phone or text)	17.86%	10	23.01%	Decrease
Reserve Materials including textbooks	7.14%	4	18.58%	Decrease
Research Consultations	10.71%	6	15.04%	Decrease
Study Areas 2 <sup>nd</sup> or 3 <sup>rd</sup> Floor	3.57%	2	11.50%	Decrease

Library Services-Students 2018-19	Percentage	number	2017-18	Increase/Decrease
Audio Visual (CDs or DVDs)	2.36%	3	3.12%	Decrease
Best Sellers/Leisure Reading	3.15%	4	7.01%	Decrease
Cammie G. Henry Research Center/LA Coll	7.09%	9	6.75%	Increase

## Assessment Cycle 2018-2019

Database tutorials, LibGuides, Subject Guides	40.16%	51	37.92%	Increase
eBooks	33.86%	43	26.49%	Increase
Electronic Resources/Online Databases	56.69%	72	58.18%	Decrease
Find It/Discovery	7.09%	9	11.43%	Decrease
Government Information/Federal or State	7.09%	9	5.97%	Increase
ILL (Interlibrary Loan)	14.17%	18	13.25%	Increase
Library Instruction/Information Literacy	7.87%	10	3.64%	Increase
Library Web Page	29.92%	38	27.53%	Increase
Print Books	15.75%	20	17.92%	Decrease
Print Journals	25.98%	33	24.94%	Increase
Reference (in-person, email, phone or text)	15.75%	20	37.92%	Increase
Reserve Materials including textbooks	6.30%	8	8.83%	Decrease
Research Consultations	6.30%	8	8.83%	Decrease
Study Areas 2 <sup>nd</sup> or 3 <sup>rd</sup> Floor	45.67%	58	40.26%	Increase

**Measurement 1.2** Compare figures from the 2017-18 and 2016-17 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, 2016-June 30, 2017 and latest one July 1, 2017-June 30, 2018)

Service	2017-18	2016-2017	+/-	%
Reference	9438	9214	+224	2.4%
Circulation	9648	8979	+669	6.9%
Interlibrary Loan	3516	3264	+252	7.1%
Database Access	13,411,087	10,280,242	+3,130,845	23%

**Finding.** Target was not met.

**Analysis:** In 2017-18, The target was not met for 1.1 or 1.2. Based on the analysis of the 2017-18 results the following changes were implemented according to the plan of action for 2018-19. The library faculty and staff participated in university programs such as Demon Days (first year experience) and Freshman Connection to promote library services to incoming students. Dr. Patricia Brown met with all librarians teaching

## Assessment Cycle 2018-2019

information literacy emphasizing library services in all classes. Dr. Brown also revised some of the LibGuides that promoted library services. All the librarians met with their department heads as library liaisons to promote library services. The social media committee redoubled their efforts to make sure the library was featured on Facebook and Twitter. Two unplanned events also helped promote library services. The university, including the library, revised their webpages. For the library, this meant library services were easier to find and use. The second was a recommendation at a library faculty/staff meeting to make sure that library student workers were able to direct users to the appropriate library faculty or staff member to help them. The head of reference position remained unstable despite hiring a new person July, 2018. The new person started working on examining how statistics for Measure 1.2 were gathered. The new head of reference moved to the Shreveport Library in November. The way statistics were gathered was not changed.

Based on these changes, in 2018-19, the target for the student survey came closer with ten of the seventeen services showing an increase. The changes were not as successful with the faculty with only six of seventeen showing an increase.

**Decision, action, or recommendation.** Based on the analysis of the results in 2018-19, in 2019-2020. For measure 1.1, the assessment tool which is a survey of faculty/staff and students administered annually is proving not to be an effective measure. Each year, the number of respondents to the survey has declined making the results less reliable. The second measure 1.2 is calculated on actual usage statistics and is a more accurate reflection of usage than the survey. Based on these results, a more accurate assessment would be removing measure 1.1 and revamping 1.2.

**Comprehensive Summary of Key Evidence of improvements.** In 2018-19, the following changes were implemented: the LibGuide for library policies and procedures was revised to reflect changes in library services. Student worker supervisors included training on location and advising of library services to their student workers. This included giving all students a directory of locations and phone numbers of library faculty and staff. All library liaisons who met with departments and department heads discussed library services and advised the department heads and teaching faculty to rely on the library webpage for information.

**Plan of Action Moving forward.** Due to the failure of the survey method for measurement 1.1, this measurement will be replaced by 1.2 which is based on a direct method of counting. This will be based on statistics gathered for the library annual report which will always run a year behind, i.e. the statistics for 2019-2020 will be July 1, 2018-June 30, 2019. A more realistic target will be 10%. The services examined will be the following: Reference questions, interlibrary loan transactions, and database accesses. These three most closely reflect the access requirements of the SACScoc for libraries. The main emphasis will be to train faculty, staff, and student workers to accurately report these statistics. This will involve evaluating the forms for collecting reference questions, including email, telephone, and texting. Make sure forms are available at all service points. Interlibrary loan transactions will be a point of emphasis for library liaisons to discuss with departments and a point of emphasis for library

## Assessment Cycle 2018-2019

instruction. The final service, database accesses will be gathered through the system administrators for the databases. All library employees will be trained to provide basic access information to show users how to locate databases and perform basic searches. Identifying and accessing databases in person and remotely will be an integral part of library instruction.

Primary responsibility, Abbie Landry, Director of Libraries.

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

**Measure 2.1.** Use request forms for single-session library instructions (IL) and individual Research Consultations (RC). Analyze data from 100% of these forms.

Assessment Tool: IL form in Google and in LibGuides. RC form on Moodle and in LibGuides; RC survey on SurveyMonkey.

Statistics for Natchitoches campus:

Instruction classes (IL): 61 (fall, 29; spring, 28). Total students: 1210. Faculty from nineteen different departments requested instruction.

Research Consultations (RC): 55 (fall, 11; spring, 44).

**Findings:** Target met.

**Analysis:** In 2017-18, the target was met. Based on the analysis of data for 2017-18, The following changes were implemented according to the plan of action for 2018-19. The upgrade of the library webpage and the continued implementation of social media ensured that the target was met. The meeting of faculty members to promote library instruction was successful. As a result, in 2018-2019 the target was met.

**Decision, action, or recommendation** Based on the analysis of 2018-19: the following changes will be implemented in 2019-2020 to drive continuous improvement: Reach out to science faculty and online instructors. Publicize LibGuides as an alternate to face-to-face IL, and gather usage data from them next year (in Measure 2.1). Combine IL session analysis with Measure 2.2. Move the assessment of individual research consultations to Measure 2.3.

Science departments request far fewer librarian-led IL than do humanities, arts, or social sciences. The information literacy requests have been on Google Forms for two years, with mixed results. The head of information literacy will follow up to confirm the requests and sometimes ask for more information or make a suggestion.

Make sure all library employees, including student workers know this service is available. Survey Scholars' College 4000 students on research consultations.

## Assessment Cycle 2018-2019

**Measure 2.2** Discuss with teaching faculty the effectiveness of class sessions and research consultations.

Assessment Tool: Feedback during and after sessions.

**Findings:** Target met.

**Analysis:** In 2017-18 the target was met. Based on the analysis of 2017-18 and faculty feedback the following changes were implemented according to the plan of action in 2018-2019: course instructors are required to be present at a session, as they can see what is taught, offer input, and build on it in later class periods.

Based on the feedback, in 2018-2019, the target was met as shown by the satisfactory feedback responses.

**Decision, action, or recommendation** Based on analysis of the 2018-19 results the following changes will be implemented in 2019-2020 to drive continuous improvement: addition of an electronically administered survey to faculty to solicit feedback and effectiveness of library instruction will improve results. Also, increase work on IL curriculum map.

**Measure 2.3:** Follow up with students about how research consultations contribute to their project or paper. (In 2018, the response rate rose to 35%.)

Assessment Tool: Anonymous survey of courses which required or recommended individual consultations.

**Findings:** Target was met

**Analysis:** In 2017-18 the target was met. Based on the analysis of the 2017-2018, the successful meeting of the target indicated that the promoting library instruction and individual consultations was successful.

Based on the updating of the library webpage and continued promotion of research consultations in 2018-2019, the target was met based on positive responses.

**Decision, action, or recommendation** Based on the analysis of the 2018-19 data, survey students who have completed or almost completed their projects (in April); compare with the initial survey feedback in spring 2019 (especially those who were less satisfied with their consultations).

**Comprehensive Summary of Key evidence of improvement based on the analysis of results.**

## Assessment Cycle 2018-2019

The upgrade of the library webpage and the continued implementation of social media ensured that the target was met. The meeting of faculty members to promote library instruction was successful. As a result, in 2018-2019 the target was met.

Course instructors were required to be present at a library session, as they can see what is taught, offer input, and build on it in later class periods.

Based on analyses of the above results as well as the IL literature, academic library instruction benefited both students and teachers when they take advantage of it. Undergraduate students said that they prefer course-related instruction (a session taught during a course and related to a specific assignment or resources) to a first-year general orientation. Requests increased again this year for both class and individual sessions, but still more faculty outreach was needed, with investigation into best practices and methods in a hybrid educational environment.

### **Plan of action moving forward.**

**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.

Create an electronically-administered survey for all faculty about IL delivery methods and effectiveness, to be administered in spring 2020.

Increase work on IL curriculum map: finish a draft for Scholars' College and the College of Liberal Arts by next December.

Continue analysis of IL and RC forms and feedback, as formative assessment for all three measures; revise measures as indicated.

Primary responsibility: Dr. Patricia Brown, head of reference and information literacy

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

Ensures that Shreveport nursing library faculty conducts individual research consultations with nursing students and faculty to: 1) help students and faculty evaluate best resources for and conduct basic research or a comprehensive literature review; 2) train students in the PICO process; 3) train students to evaluate evidence-based research 4) improve both quantitative research and qualitative research methodology.

## Assessment Cycle 2018-2019

Methodology: The assessment process includes counting research consultations and other training data on a monthly basis to determine year over year count and percentage increase or decrease against target.

**Measure 3.1** Increase the number of students taking advantage of research consultations on the Shreveport campus. Target is 50% increase over prior year. A year over year count of consultations determines increase or decrease.

**Finding:** Target was not met.

**Analysis:** In 2017-18 only half the year was counted so no determination could be made on success of meeting the target. Based on analysis of 2017-18 and current year goal of 50% increase over prior year = 360 Consultations. There were 240 Consultations 2017 - 2018 =100%; and 100 consultations 2018-1019 =100% resulting in a 59.8% deficit over previous year. AY 2018-19, 100 research consultation were conducted which was a decline from the previous year (240). Analyzing the results for 2018-2019 the decline may be attributed to the following: 1) Students & faculty learned to search on their own 2) Students & faculty used the tutorials on LibGuides 3) The Shreveport library increased the number of orientations at the beginning of Spring semester 2019 serving 201 Nursing and Allied Health students in Spring semester versus 65 students in the 12 month prior year (309% increase); Orientation and training classes were completed in the classroom(s) at the beginning of Spring 2019; 4) The library trained 237 students in Spring 2019 semester through class trainings versus training 264 students for the 12 month prior year; 5) The Shreveport faculty position remained vacant from July until November 5, 2018: no faculty was available to consultations during the first half of the year from July to November; 6) The bookstore construction was completed in November 2018 but was disruptive to library operations making the library virtually unusable for the last quarter of 2018. 7); The library was not reset for to enable full use beginning in January 2019. This reset of the library furnishings and shelving due to space reutilization was completed in February 2019.

**Decision, action or recommendation** Based on analysis of the results from 2018 – 2019, in 2019-2020, the librarians at the Shreveport Nursing & Allied Health Campus will expand offering this service in database and software instruction, orientations, trainings, expansion of video and Power Point tutorials, and social media to meet the 50% target.

**Measure 3.2.** Select students and faculty for satisfaction survey after research consultations to determine 90% satisfaction with professional consultation using a short questionnaire developed by library faculty.

**Findings:** Target was met.

**Analysis:** This measure was instituted in 2017 – 2018. Students surveyed in 2019 reported a 100 percent satisfaction rate. Based on analysis of the above results, library faculty and staff need to promote research consultations and library instruction in

## Assessment Cycle 2018-2019

classes, Lib Guides, orientations, via newsletter, LIRC and all other opportunities to increase usage. 100% of the students and faculty who participated in the library instruction survey reported the consultation(s) helpful and found the research consultations applicable to their research.

**Decision, action or recommendation** Based on analysis of 2018-19, in 2019-2020 the following will take place: 1) Examine Faculty Survey from LRITS committee to gather feedback and find ways of improving student participation in research consultations; 2) Contact nursing coordinators on a quarterly basis (4 X per year) to gather input; 3) Send a bi-monthly newsletter with instructional training links and a research 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 2018-2019, library faculty and staff promoted research consultations in library instruction classes, revised LibGuides, and advocated research consultations in meeting with nursing faculty. All of these activities resulted in the 100% success rate.

**Plan of action moving forward.** 1) LIRC, Nursing and Allied Health Instructors have suggested video tutorials and Power Point trainings be replicated in Moodle Shells to offer students 24 X 7 on-demand access at their point-of-need for training and consultation materials. Quantitative 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 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,

### 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. In AY 2017-2018 the NSU Leesville/Ft. Polk Library had 102 faculty reserve items and 27 library research items on reserve, totaling 129 course reserve items. Reserve materials were utilized 196 times between July 2016 and May 2017. In AY 2018-2019 faculty reserves decreased to 68 items and increased to 57 library research items. Reserve materials were utilized 237 times between July 2018 and May 2019.

## Assessment Cycle 2018-2019

Leesville Reserve Statistics July 2018 - May 2019	
<b>Reserve Monthly Checkouts</b>	
July	27
Aug	63
Sept	25
Oct	37
Nov	22
Dec	1
Jan	38
Feb	17
March	4
April	2
May	1
<b>Total</b>	<b>237</b>

**Analysis:** Based on analysis of the results of AY 2017-2018 faculty use of course reserves decreased by 34 items (33.33%) not meeting the 30% target increase. Total usage of course reserves by students over the AY 2018-2019 increased by 41 checkouts from 196 to 237 (20.91%). The target was not met for student usage increase of 30%, however, student usage did increase from last year. 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. Additional methods of communication and targeted marketing of library reserve holdings to faculty, adjuncts, and students will improve reserve visibility and usage. Additionally, the library has responded to faculty and student requests for additional reserve materials by adding more library materials to the reserve section.

**Action – Decision or Recommendation:** Implementing the plan of action from AY 2017-2018 to increase faculty and student awareness of library course reserves by 30% resulted in a decrease of 33.33% total reserve faculty holdings and a substantial increase of library holdings by 30 items or an increase of 111.11%. Check out numbers for AY 2018-2019 increased by 20.91%. Based on the analysis the evidence reflects improvement and growth of reserve holdings by the library and a decrease of faculty reserve items. Although the target was not met, usage increased among students (20.91%). Based on the findings it the target will decrease to 20% for AY 2019-2020 to align with statewide textbook and open educational resources (OER) initiatives.



## Assessment Cycle 2018-2019

to lower the measure from 30% to 15%. Additionally, to improve survey response rates and alleviate end of year survey fatigue, the survey will be sent out in April.

**Comprehensive Summary of key findings and/or decisions.** 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 increase of 30% was partially met. The decrease may reflect the substantial increase of library collection holdings by 30 items or an increase of 111.11%.

**Plan of action moving forward.** 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. The library will 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 20% will be utilized for the 2019-2020 assessment.

Last, it is recommended based on feedback from the survey to lower the Measure 4.2 from 30% to 15% to reflect the changing needs of faculty and adjuncts for the AY 2019-2020 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 and library reserve holdings.

Primary Responsibility: 2019-20 TBA

**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.

**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 was met.

**Analysis:** In 2017-2018 the target was met when the research center developed eleven exhibits. Based on the results from 2018-19 the number of venues requesting displays increased by two for a total of 13 which met the target of 10% increase. The promotion

## Assessment Cycle 2018-2019

of exhibits by the archivists from the research center resulted in four repeat events and one new exhibit held outside of campus and the City of Natchitoches; thus, reaching another area of the Natchitoches Parish with attendees ranging from the age of 6 to late 80s. Furthermore, the Center was recognized during this event for their consistent and dedicated participation. Four events were by invitation and were attended by 485 people who learned about the mission and diverse resources held by the NSU Cammie G. Henry Research Center.

Meeting the target of 70% satisfaction, the 200 impact surveys that were answered agreed that the exhibits was informative, beneficial component of the event.

The event coordinators surveyed expressed satisfaction with positive comments. One person commented that they “love it.” Another commented, “Tell a really good story through pictures and notes.”

**Decision, action, or Recommendation:** Based on the analysis of the results 2018-2019, in 2019-2020, the archivists will increase marketing opportunities for the Research Center by seeking out new venues for displays while maintaining contacts with existing sites.

**Comprehensive Summary of key findings and/or decisions.** For 2018-2019, the archivist and assistant archivist talked 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.

**Plan of Action moving forward.** 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 of appreciation showing how much the exhibits added value to the events.

Primary responsibility Mary Linn Wernet and Sharon Wolff

**SO 6.** Effective July 1<sup>st</sup>, 2019 Michael Matthews will be transferring to a new position, the Head of Government Documents and Access Services. A new set of service outcomes for these areas of responsibility will be established after a period of internal assessment has been completed. The service outcomes and measures will be ready by the beginning of the 2019-2020 academic year.

Anna MacDonald will be the new head of serials-media as of July 1, 2019. She will be responsible for creating the new assessment for this area.

## Assessment Cycle 2018-2019

**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 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 60% completion.

**Finding:** Target was met.

**Analysis:** In AY 2017-2018, the target was met and exceeded the goal by 15%. Based on the analysis of 2018-19: use of reports and global edit projects enabled fixing 123 of the NSU dissertations and 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, action or recommendation.** Based on the analysis of the results in 2018-19, in 2019-2020, all recently NSU submitted 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 2017-18 the target was 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 from 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 copies found on a truck in addition to more found on a shelf that had not yet been added to the OPAC.

**Decision, action or recommendation** Based on the analysis of the results in 2018-19, in 2019-2020 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

## Assessment Cycle 2018-2019

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 2017-18 the target was not met. Based on the analysis of the 2017-2018 results the following changes were implemented: due to the 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, action or recommendation** Based on the analysis of 2018-19: The plan of action in 2019-2020 will be all original cataloging of NSU Dissertations, Theses, Education Specialist Projects, 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, 2018, 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 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 were 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 was 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.

## Assessment Cycle 2018-2019

**Plan of Action Moving Forward.** 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 bib records in the online catalog.

Primary Responsibility: Deborah Huntington